

## 2nd Grade Phonics Activity (Part I)

### Activity directions:

Cut the boxes out. Mix up all the words except for the long vowel cards. Show your child the long vowel cards. Explain that most words with long vowels follow the rule that they will be spelled one of these ways. Practice reading each spelling. Next, have your child read each word and sort them according to which long vowel sound it has. Have them read the word aloud to listen to the sound.

**Helpful tip 1:** Keep the long vowels as a reference for your child when he or she is both reading (sounding out new words) and also writing (deciding which long vowel spelling is appropriate).

**Helpful tip 2:** Continue practicing long vowels by finding words in your child's book together that also have one of the long vowel sounds. You could also practice saying a word aloud with one of these long vowels having your child practice writing it with the correct spelling.



<u>Long A</u>	<u>Long E</u>	<u>Long I</u>	<u>Long O</u>	<u>Long U</u>
ai	ie	ie	oe	ue
ay	ee	igh	oa	ew
a.....e	e.....e	i.....e	o.....a	u.....e
	ea	y	ow	ui
	y			
flight	pail	why	gray	mule
show	peach	float	plate	frilly
stew	write	due	steep	fruit

## 2nd Grade Phonics Activity (Part II)

### Activity directions:

Use the cards from the word sorts above. Mix up the cards and place them in a pile face down to read each aloud. Another option is to use the list below, and put away the cards so the child is focused on auditory listening of the words. Your child should listen to the word you read in a normal tone, and then segment the sounds in the word so that he or she is counting and saying each sound aloud. For example, the word “chest” has 4 sounds: /ch/, /e/, /s/, /t/, and the word “light” has 3: /l/, /ī/, /t/.

1. float - /f/ /l/ /ō/ /t/ - 4 sounds
2. peach - /p/ /ē/ /ch/ - 3 sounds
3. frilly - /f/ /r/ /i/ /l/ /ē/ - 5 sounds
4. stew - /s/ /t/ /ū/ - 3 sounds
5. pail - /p/ /ā/ /l/ - 3 sounds
6. due - /d/ /ū/ - 2 sounds
7. gray - /g/ /r/ /ā/ - 3 sounds
8. why - /w/ /ī/ - 2 sounds
9. mule - /m/ /ū/ /l/ - 3 sounds
10. write - /r/ /ī/ /t/ - 3 sounds

### Additional practice:

Place the words from the sort in a pile face down. Read each word to the child and have them point to which long vowel it has, without looking at the word. This requires the child to focus on the sound alone.

