

Activity	Description
Assessment Test - Building Vocabulary II	This assessment is based on the skills associated with Building Vocabulary II. It is based on the skills from the early part of the year. Some may consider the test long for a second grade student. The test can be shortened by removing some of the skills
Basic Sight Words 1	Identify, use and correctly spell basic sight words
Basic Sight Words 2	Identify, use and correctly spell basic sight words
Beginning Digraphs 1	Definition of a digraph; example of digraph; students complete words using digraphs ch, gh and ph
Beginning Digraphs 2	Students identify words with sh and unvoiced th
Compound Words	Recognizing and forming compound words
Dictionary Skills	How to use a dictionary to determine the syllabication, pronunciation, definition and correct spelling of words
Diphthongs -oi- & -oy-	Student work with the spellings oi and oy representing the diphthong /oi/
Diphthongs -ou- & -ow-	Students work with spellings ow and ou representing the diphthong /ou/
Final Consonants 1	Students identify words that end with k, b, x; sounds of ending /k/, /b/, /x/
Final Consonants 2	Students identify words that end with m, t, p; sounds of ending /m/, /t/, /p/
Final Consonants 3	Students identify words that end with d, s, n; sounds of ending /d/, /s/, /n/
Final Consonants 4	Students identify words that end with g, l; sounds of ending /g/, /l/ Students identify words that end with r, f; sounds of ending /r/, /f/

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Final Digraphs 1	Location of digraphs in words; students complete words with correct digraphs ch, ph, ck and sh
Final Digraphs 2	Location of digraphs in words; students complete words with correct digraphs th, gh and ng
Initial Blends 1	Definition of a blend; students identify examples of blends; (pl, pr, fl, fr, br, tr, sk, sn)
Initial Blends 2	Definition of a blend; students identify examples of blends; (gr, dr, cr, cl, gl, st, sc, sw, squ)
Initial Blends 3	Definition of a blend; students identify examples of blends: sl, sp, bl, cl, sm, spl, spr, thr, str
Initial Consonants 1	Students identify words that begin with the letters b, d, f; sound of the letters /b/, /d/, /f/
Initial Consonants 2	Students identify words that begin with the letters c, k, s; sound of the letters /c/, /k/, /s/
Initial Consonants 3	Students identify words that begin with the letters g, h, j; sound of the letters /g/, /h/, /j/
Initial Consonants 4	Students identify words that begin with the letters l, m, n; sound of the letters /l/, /m/, /n/
Initial Consonants 5	Students identify words that begin with the letters p, q, r; sound of the letters /p/, /q/, /r/
Initial Consonants 6	Students identify words that begin with the letters t, v, w; sound of the letters /t/, /v/, /w/
Initial Consonants 7	Students identify words that begin with the letters y, z; sound of the letters /y/, /z/
Letters and Sounds 1	Students are introduced to all sounds, the definition of vowels and consonants

Activity	Description
Letters and Sounds 2	Students are introduced to all sounds, the definition of vowels and consonants
Like and Unlike Letters	Students identify letters with similar features; (c, e, o), (b, p, q, d), (v, w, u), (j, i,), (g, y, j, p), (m, n, w, v, r)
Like and Unlike Words	Students identify words that look similar to other words; (on, no, so), (an, am, and), (if, it, is, in)
Prefixes - Suffixes	Using prefixes and suffixes to determine word meaning
Root Words	Recognizing and using root words to build vocabulary
Silent Vowels	Students identify silent vowels in words; second vowel is usually silent
Special Vocabulary	Enrichment:
Syllables	The identification and use of closed, open, and accented syllables
The -ar- Sound	Students identify words that have the /ar/ sound in words
The -or- Sound	Students identify words having the /or/ sound
The Er-Ir-Ur Sounds	Students identify words that have the /er/, /ur/ and /ir/ sounds
The Long -a- Sound	Students identify long /a/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound
The Long -e- Sound	Students identify long /e/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound

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The Long -i- Sound	Students identify long /i/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound
The Long -o- Sound	Students identify long /o/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound
The Long -u- Sound	Students identify long /u/ sound in examples: vowel/consonant/vowel concept in creating the long vowel sound
The Short -a- Sound	Students identify short /a/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -e- Sound	Students identify short /e/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -i- Sound	Students identify short /i/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -o- Sound	Students identify short /o/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short -u- Sound	Students identify short /u/ sound in examples: consonant/vowel/consonant concept in creating short vowel sound
The Short-long -oo-sounds	Students identify the long and short sounds of /oo/
Word Families	Building vocabulary through the use of word families
Y as a Vowel	Students identify words using /y/ as a vowel sound