

## Foundations of Reading (Level 2)

Our “learning to read” program is based upon the Orton-Gillingham approach to phonics. We use the Bible to teach phonics, combining it with the latest research to provide your younger students with a firm foundation in reading. Our method is multisensory (sight, sound, and touch), and phonics concepts are taught in a logical, sequential way. Each lesson builds upon the previous lesson, but Mom remains in charge — helping her child move as quickly or slowly as needed. We believe in teaching “phonograms” so that no guessing is involved. Order and the beauty of language will be emphasized, with lots of opportunity for review and practice each day.

### Topics Covered

Each lesson includes the following activities:

1. **Flashcard Review** – Student sees letter or phonogram and tells you the sound. Then you’ll reshuffle the cards. Now you’ll say the sound, and student will spell and write it.
2. **Practice Reading Blends and Words** – Student begins with simple blends and progresses to words. Finally, he will read sentences. We transition to reading from Scripture as soon as possible.
3. **New Sounds** – You’ll teach new phonograms to the student, who will write them, spell them, and read them.
4. **Practice Sounds** – Student will use magnetic letters to spell words.
5. **Dictate Words** – You’ll dictate words to the student, who will repeat them, spell them, and write them.
6. **Dictate Sentences** – As student’s reading proficiency increases, you will dictate sentences to the student, who will repeat them and write them.
7. **Games** – You will end each lesson with a fun activity.
8. **Stickers** – As student masters a sound, he can add a sticker to his “Achievement Sticker Chart” so that he can see his progress.

**Foundations of Reading** teaches phonograms in the following order (reading *down* each column). This curriculum is a continuation of Level 1.

Your child should be comfortable reading the first two columns (on the left).  
The third and fourth columns (on the right) are new to Level 2.

c (cat)	v	-ble, -fle, -tle, -dle, -gle, -kle, -ple, -zle	tion (action)
o (olive)	x		sion (division)
a (apple)	z	-ly, -vy-, -by, -dy, -ty, -fy, -ny, -py, -sy	ow (snow)
d	th (thin)	ild-old-ind-ost-olt (words)	ch (school)
g (go)	qu (queen)	ar (star)	ea (head)
m	-ing, -ang, -ong, -ung	or (horn)	oo (good)
l	-ink, -ank, -onk, -unk	oo (zoo)	ew (few)
h	silent e	y (vowel)	ei (vein)
t	ph (phone)	hard-soft c	ue (true)
i (igloo)	ck (black)	hard-soft g	ou (group)
j	ea (eat)	ge-dge	sion (mansion)
k	oa (soap)	aw (straw)	ea (great)
p	ai (mail)	au (August)	ch (machine)
ch (chin)	ee (tree)	a (ball)	s (is
u (up)	ay (play)	oi (oil)	
b	oe (toe)	oy (boy)	
r	er (her)	tch (catch)	
f	ir (bird)	-ing as an ending	
n	ur (burn)	-ed as a suffix	
e (egg)	ow (clown)	ew (grew)	
s (sit)	ou (ouch)	eight (eight)	
sh	igh (light)	ie (chief)	
th (that)		eu (Europe)	
w		ei (ceiling)	
wh		ue (rescue)	
y (yes)			

# How to Use This Curriculum

## UNIT FORMAT

The lesson plans are set up in “units” rather than daily plans. We want you to help your child **master a set of skills before moving on** to the next unit, so we purposely kept the units short and without daily numbers.

Practice, practice, practice — this is what makes a confident reader!

We strongly recommend that you **pace the instruction to the needs of your child** rather than simply trying to complete the next lesson as rapidly as possible. Children mature at a variety of rates. Take as much time as your child needs!

## LESSON ATMOSPHERE

Try to have your daily reading, writing, and spelling lessons at the **same time and place each day**. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have 15-20 minutes of uninterrupted time with your beginning reader.)

Have your child face in the **same direction each day**, working at a comfortable table. This will help orient your child in space and in the awareness of left-right directionality.

## LESSON PLAN FORMAT

**The lessons include a “Teacher’s Manual” and “Student Worksheets”** that are designed to be printed and inserted into 3-ring binders.

In addition, **we include charts** that can be printed on standard 8 1/2” x 11” paper. You may print them with color or black-and-white ink. We recommend inserting the charts into plastic sheet protectors or taking them to a local office-supply store to be laminated. You may wish to hang the charts on the wall, or Mom can keep them handy in her “Teacher’s Manual” binder.

**We also include “writing paper”** that you can print. If it would be less expensive to purchase writing paper at a store near you, be sure to get the right size. Have your child write his name on an unlined piece of paper, then select the writing-paper size that provides a close fit to his spontaneous writing. Bigger is better.

## SUPPLIES NEEDED

- The child will need a pencil with an attached eraser, never a pen or crayon.
- Print a set of flashcards for Level 2, and add them to your flashcards from Level 1.
- Small dry-erase board for student. We prefer one that is lined on one side and blank on the other.
- Dry-erase markers.
- Magnetic letters.
- Stickers for the Achievement Sticker Chart.

If money is tight, be creative with what you have on hand!

## AGES

This curriculum is intended primarily for children ages 4-8 who are first learning to read. You may easily use it with older children (or adults) to teach remedial reading, but you will probably be able to move much more quickly through the lessons.

## Need Help Teaching Phonics?

If this is your first time teaching someone to read, don't be nervous. Contact us if you're having trouble understanding or explaining a topic. We'll make a video and show you how we teach it at our house. That's what community is for!

## About Foundations of Reading (Level 2)

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Scripture taken from the King James Version of the Bible, unless otherwise noted.

***“Therefore all things whatsoever ye would that men should do to you, do ye even so to them”  
(Matthew 7:12).***

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# Learning to Read – Level 2, Unit 1

le (bubble)

y (happy)

## Mom's Notes

- ❑ Make a flashcard for the phonogram le. Using black ink on a white card, write le on the front and “bubble” on the back (for your reference). (Underline the le.)
- ❑ Make a flashcard for the sound y. Using black ink on a white card, write “y” on the front and “happy” on the back (for your reference).

## Activities

### Review

- ❑ Mom, show your child the sound cards learned so far (see [Sequence Chart](#)). The child should respond to each with the proper sound. Which sounds are vowels?
- ❑ Review the Vowel Chart. The front side shows all the vowels’ short sounds. The back side shows the sounds each vowel makes when it “says its name.”

### New Concept

- ❑ le (bubble) – The le ending on a word makes its own syllable.
- ❑ Write the following words on the white board or a piece of paper. Together with your student, circle the endings.

stumble

sniffle

battle

handle

jungle

ankle

simple

dazzle



- When your child reads these words on a page, you might ask him to cut off the le ending with his thumb, reading the first syllable first before uncovering the ending.
- y (happy) – The y ending on a word makes its own syllable.
- Write the following words on the white board or a piece of paper. Together with your student, circle the endings.

happy	envy
badly	hobby
windy	rusty
stuffy	penny
puppy	Patty

- When your child reads these words on a page, you might ask him to cut off the y ending with his thumb, reading the first syllable first before uncovering the ending.
- Sometimes ly is a “suffix.” A suffix is a syllable added to the end of a word that changes its meaning and forms a new word.
- Help your child use each of these words in a sentence.

sad	sadly
bad	badly
glad	glady
late	lately
safe	safely

- Teach child to write these sounds and phonograms in both manuscript and cursive. (Student book, p. 1–5) It is helpful to have the student verbalize the sounds while writing.
- Practice reading the words on Student book p. 6.



## Practice Spelling and Reading

- Spelling rule. When the le ending follows a short vowel sound, the first letter of the ending is usually doubled. When the le ending follows a long vowel sound (that says its name), the first letter of the ending is not doubled.
- Practice spelling and reading these words with a doubled letter after a short vowel:

muddle	giggle	bottle	fizzle
apple	cuddle	wiggle	juggle
riddle	cattle	battle	fiddle
little	meddle	drizzle	tattle

muddy	daddy	mommy	happy
stubby	penny	Benny	caddy
funny	berry	witty	snappy
hobby	Betty	sloppy	hurry

- Practice spelling and reading these words that do not have a doubled letter after a long vowel:

able	cradle	ladle	staple
bugle	bridle	idle	table
cable	Bible	title	noble

baby	pony	lady	tiny
nosy	gravy	navy	posy
shady	lazy	zany	lacy
shaky	cozy	Tracy	rosy



- More words to practice spelling and reading.

child	cold	bind	bolt	most
mild	bold	blind	colt	host
wild	fold	find	jolt	post
	gold	grind	volt	almost
	hold	hind		hostess
	mold	kind		
	sold	mind		
	scold	rind		
	told	wind		
	old	behind		
		remind		

### Sentences for Reading and Dictation

- Words we haven't learned yet are underlined>. These words should be written on cards and given to the student to copy when writing and spelling from dictation. Underline them on the cards also, and identify them for the child as each sentence is read.
- Dictate each sentence.
- The child repeats it.
- The child writes the sentence on paper.
- The child reads the sentence back to you.
- You can spread this activity over several days.

Can you juggle an apple and a pebble?

I settle myself in the saddle.

The bubble made a rumble in the kettle.

A snake can wiggle and waggle in the jungle.

The man with the fiddle made me giggle.

Did you hear the loud sound of the bugle?





I like a frisky puppy.  
A witty girl can make funny jokes.  
Patty had crispy, chunky candy.  
This shelf gets dusty when it is windy.  
We like gravy on our meat.  
The lady held the tiny baby.

A wild child is not mild.  
A child that will mind is kind.  
The bold old man sold the gold.  
A colt may bolt if you scold.  
The host and hostess were almost late.

### Games and Activities

- Let your child choose one of the dictation sentences and draw a picture to illustrate it.
- Blow bubbles.
- Write some of this week's words on small pieces of paper. Have your child choose three words and then try to make a sentence using those words.

### Sticker Time

- This unit is completed when the child can read words that contain this week's new sounds. You may celebrate by placing stickers on his "Sequence Sticker Chart."



# Learning to Read – Level 2, Unit 2

ar (star)

or (horn)

## Mom's Notes

- ❑ Make a flashcard for the phonogram ar. Using black ink on a white card, write ar on the front and “star” on the back (for your reference). (Underline the ar.)
- ❑ Make a flashcard for the phonogram or. Using black ink on a white card, write or on the front and “horn” on the back (for your reference). (Underline the or.)

## Activities

### Review

- ❑ Mom, show your child the sound cards learned so far (see [Sequence Chart](#)). The child should respond to each with the proper sound. Which sounds are vowels?
- ❑ Review the Vowel Chart. The front side shows all the vowels' short sounds. The back side shows the sounds each vowel makes when it “says its name.”

### New Concept

- ❑ ar (star), or (horn) – Teach your child these new sounds.
- ❑ Teach child to write these sounds and phonograms in both manuscript and cursive. (Student book, p. 1–4) It is helpful to have the student verbalize the sounds while writing.
- ❑ Practice reading the words on Student book p. 5.



## Practice Spelling and Reading

- Practice spelling and reading these words.

art	card	barb	scarf
arm	tart	yard	garlic
ark	hard	chart	tarnish
car	carp	march	artist
far	dark	shark	bombard
arch	mark	marsh	discard
harp	farm	start	sparkle
or	morn	torch	storm
for	sort	thorn	stork
nor	fork	north	scorn
cord	short	sport	form
horn	shorn	snort	born
lord	porch	sworn	corn
worn	forth	forty	stormy
orbit	forlorn	forget	forgave

## Sentences for Reading and Dictation

- Words we haven't learned yet are underlined. These words should be written on cards and given to the student to copy when writing and spelling from dictation. Underline them on the cards also, and identify them for the child as each sentence is read.
- Dictate each sentence.
- The child repeats it.
- The child writes the sentence on paper.
- The child reads the sentence back to you.
- You can spread this activity over several days.

That is a sharp dart.

You can go far in a car.



A star shines in the dark.  
We mend and darn with yarn.  
The cart is in the barn on the farm.

Do not scorch the corn.  
The baby was born in the morn.  
The storm came from the north.  
If you forget me, I will be forlorn.

### Games and Activities

- ❑ Let your child choose one of the dictation sentences and draw a picture to illustrate it.
- ❑ Play “Word Squares.” Start in any box and move from one letter to another to make a word. Horizontal, vertical, and diagonal moves are all okay, and letters may be doubled. Do not jump over any letter. Give one point for each letter. You could arrange the letters any way you like, but here are some ideas:

b	k	d
c	ar	o
f	t	s

e	t	p
s	a	ar
b	c	m

t	s	f
h	or	e
b	m	n

c	k	m
f	or	d
t	p	n

- ❑ Help your child write a short letter to Daddy.

### Sticker Time

- ❑ This unit is completed when the child can read words that contain this week’s new sounds. You may celebrate by placing stickers on his “Sequence Sticker Chart.”



# Learning to Read – Level 2, Unit 3

oo (zoo)

y (vowel)

## Mom's Notes

- ❑ Make a flashcard for the phonogram oo. Using black ink on a white card, write oo on the front and “zoo” on the back (for your reference). (Underline the oo.)
- ❑ Make a flashcard for the letter y. Using red ink on a colored card (because y is often a vowel), write y on the front and write the following 3 sounds on the back (for your reference): /ĭ/ /ī/ /ē/

## Activities

### Review

- ❑ Mom, show your child the sound cards learned so far (see [Sequence Chart](#)). The child should respond to each with the proper sound. Which sounds are vowels?
- ❑ Review the Vowel Chart. The front side shows all the vowels' short sounds. The back side shows the sounds each vowel makes when it “says its name.”

### New Concept

- ❑ oo (zoo) – Teach your child this new sound.
- ❑ y (vowel) – Teach your child that y is a consonant at the beginning of a word or syllable (such as “yes” or “yesterday”). Otherwise, y is a vowel and can make 3 different sounds:
  - ✓ y says /ĭ/ when it comes between two consonants (such as “gym”).
  - ✓ y says /ī/ or /ē/ when it comes at the end of a word (such as “baby” or “fry”).
  - ✓ Try both ending sounds until one sounds like a real word.



- Teach child to write these sounds and phonograms in both manuscript and cursive. (Student book, p. 1-4) It is helpful to have the student verbalize the sounds while writing.
- Practice reading the words on Student book p. 5.

### Practice Spelling and Reading

- Practice spelling and reading these words.

too	room	spool	igloo
coo	boom	bloom	boost
zoo	soon	gloom	roost
coop	hoop	soon	poodle
mood	hoot	droop	harpoon
moon	shoot	stoop	broom
yes	yellow	yo-yo	yet
by	dry	pry	sky
my	spy	thy	style
why	cry	fry	type
try	fly	shy	tyke
baby	pony	lady	tiny
gravy	navy	holy	shady
lazy	zany	lacy	slimy
shaky	hazy	nosy	posy
cosy	rosy		
lullaby	satisfy	horrify	signify
deny	occupy	imply	reply
gym	symbol	hymn	hymnal



## Sentences for Reading and Dictation

- ❑ Words we haven't learned yet are underlined. These words should be written on cards and given to the student to copy when writing and spelling from dictation. Underline them on the cards also, and identify them for the child as each sentence is read.
- ❑ Dictate each sentence.
- ❑ The child repeats it.
- ❑ The child writes the sentence on paper.
- ❑ The child reads the sentence back to you.
- ❑ You can spread this activity over several days.

It is cool in the pool.

The plant is on the stool.

The igloo had a big room.

Loop the twine on the hoop.

Did the men see the moon?

The poodle got on the roof at the zoo.

I see a cloud in the sky.

Pam is shy and may cry.

The frisky puppy is a baby.

Mommy made crispy, chunky candy.

That shaky shelf is dusty.

Benny had penny candy.

A witty boy can make funny jokes.

## Games and Activities

- ❑ Let your child choose one of the dictation sentences and draw a picture to illustrate it.
- ❑ Play "Word Squares." Start in any box and move from one letter to another to make a word. Horizontal, vertical, and diagonal moves are all okay, and letters may be doubled. Do not jump over any letter.



Give one point for each letter. You could arrange the letters any way you like, but here are some ideas:

t	z	m
s	oo	l
p	r	n

d	f	t
n	h	oo
e	m	s

- Help your child make silly sentences using words from each sound we learned in this unit.

### Sticker Time

- This unit is completed when the child can read words that contain this week's new sounds. You may celebrate by placing stickers on his "Sequence Sticker Chart."

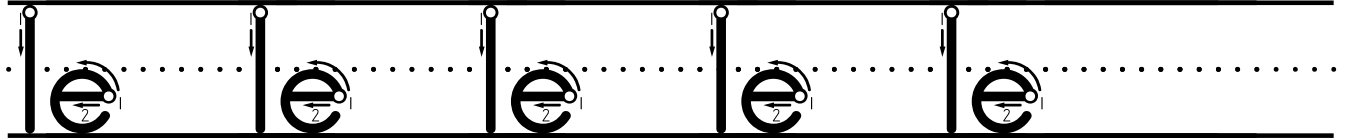


# Learning to Read - Level 2, Unit 1

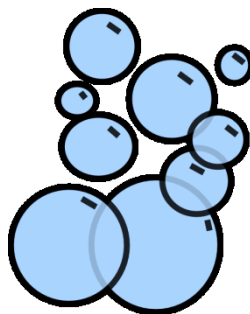
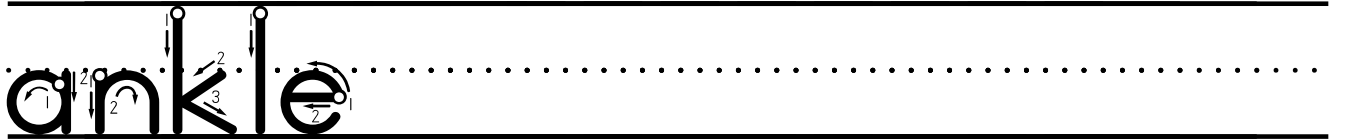
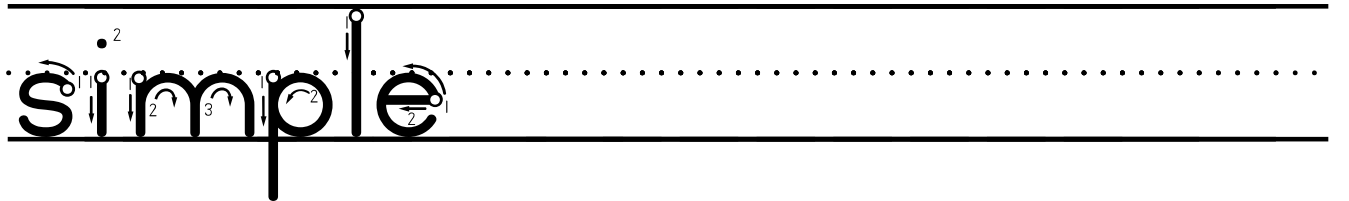
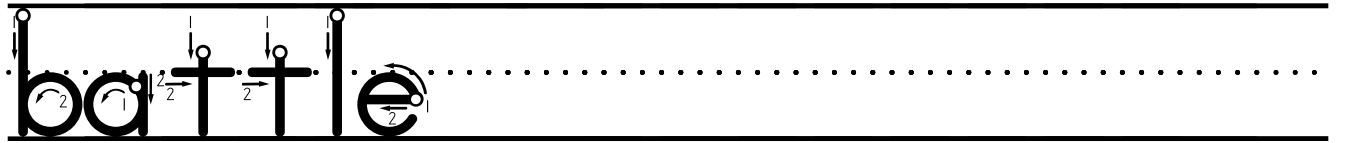
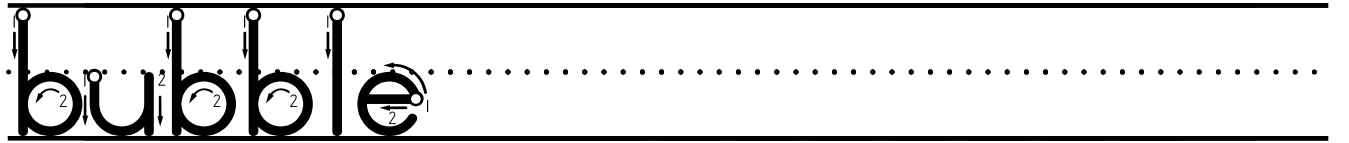
le (bubble)

y (happy)

le says /l/ in bubble. Say /l/ while you trace each one.



Practice writing words that contain le.



Now let's practice writing in cursive. Say /l/ while you trace each one.

le le le le

Practice writing words that contain le.

handle

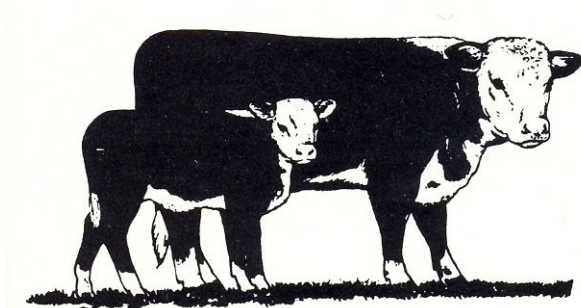
bundle

jungle

grumble

dimple

cattle



Practice writing words that contain y in happy.

happy

crispy

dusty

forty

penny

misty



Now let's practice writing in cursive.

daddy

mommy

puppy

baby

lady



More practice.

child

gold

blind

colt

almost



Read each of these words, across and down. Place a ruler under the words to help you keep your place.

muddle	giggle	bottle	fizzle
apple	cuddle	wiggle	juggle
riddle	cattle	battle	fiddle

muddy	daddy	mommy	happy
stubby	penny	Benny	caddy
funny	berry	witty	snappy

able	cradle	ladle	staple
bugle	bridle	idle	table
cable	Bible	title	noble

baby	pony	lady	tiny
nosy	gravy	navy	posy
shady	lazy	zany	lacy

child	cold	bind	bolt
mild	bold	blind	colt
wild	fold	find	jolt
most	host	post	almost

# Learning to Read - Level 2, Unit 2

ar (star)

or (horn)

ar says /ar/ in star. Say /ar/ while you trace each one.

ar ar ar ar

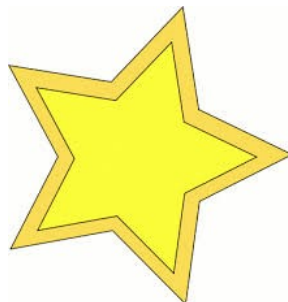
Practice writing words that contain the /ar/ sound.

star

ark

barn

marble



Now let's practice writing in cursive. Say /ar/ while you trace each one.

ar ar ar ar

Practice writing words that contain the /ar/ sound.

garlic

artist

target

sparkle

marble





or says /or/ in horn. Say /or/ while you trace each one.

or or or or

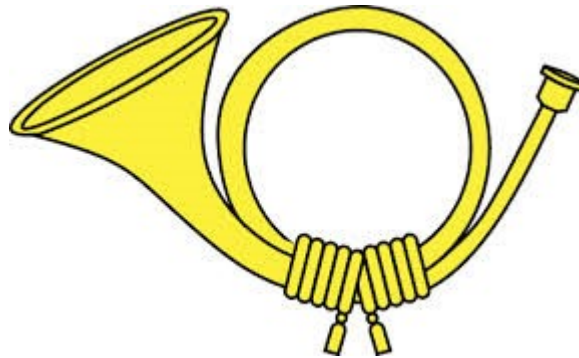
Practice writing words that contain the /or/ sound.

horn

fork

porch

forth



Now let's practice writing in cursive. Say /or/ while you trace each one.

or or or or

Practice writing words that contain the /or/ sound.

storm

thorn

forget

form

northwest



Read each of these words, across and down.

art	card	barb	scarf
arm	tart	yard	garlic
ark	hard	chart	tarnish
car	carp	march	artist
far	dark	shark	bombard
arch	mark	marsh	discard
harp	farm	start	sparkle
or	morn	torch	storm
for	sort	thorn	stork
nor	fork	north	scorn
cord	short	sport	form
horn	shorn	snort	born
lord	porch	sworn	corn
worn	forth	forty	stormy
orbit	forlorn	forget	forgave
starve	harness	partner	starter
sharpen	carbon	marvel	harden
garden	harvest	garment	market
order	corner	normal	horse
morsel	border	cork	hornet

# Learning to Read - Level 2, Unit 3

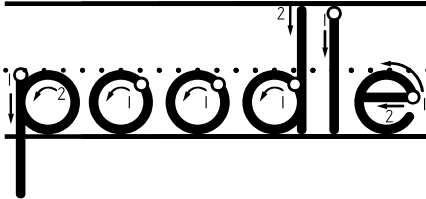
oo (zoo)

y (vowel)

oo says /oo/ in zoo. Say /oo/ while you trace each one.



Practice writing words that contain the /oo/ sound.



Now let's practice writing in cursive. Say /oo/ while you trace each one.

oo oo oo oo

Practice writing words that contain the /oo/ sound.

room

boom

soon

coop

broom



y says /ī/, /ī/ or /ē/. Say the correct sound while you trace each one.

gym baby try

Practice writing words that contain the y sound.

cry

pony

satisfy

why

rosy

reply

Practice writing words that contain the y sound.

yellow

style

shaky

deny

symbol

fly

lacy

hymn

Read each of these words, across and down.

too

room

spool

igloo

coo

boom

bloom

boost

zoo

soon

gloom

roost

coop

hoop

soon

poodle

mood

hoot

droop

harpoon

moon

shoot

stoop

broom

by

dry

pry

sky

my

spy

thy

style

why

cry

fry

type

try

fly

shy

tyke

baby

pony

lady

tiny

gravy

navy

holy

shady

lazy

zany

lacy

slimy

shaky

hazy

nosy

posy

cosy

rosy

lullaby

satisfy

horrify

signify

deny

occupy

imply

reply

gym

symbol

hymn

hymnal