All About Spelling

The program that takes the struggle out of spelling

Level 2

Student Packet

- Phonogram Cards
- Sound Cards
- Key Cards
- Word Cards
- Syllable Tags
- Syllable Division Rules
- Word Banks
- Jail for Rule Breakers
- Progress Chart
- Completion Certificate

"*All About Spelling* is that rare product that not only meets but actually exceeds expectations."

– Heather Schwarzen

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LEVEL 2 PROGRESS CHART



NAME: _____

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

CONGRATULATIONS
YOU PASSED
LEVEL 2



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wh

Level 2 – Step 2 Phonogram Card 33

ee

Level 2 – Step 2 Phonogram Card 34

er

Level 2 – Step 12 Phonogram Card 35

ar

Level 2 – Step 12 Phonogram Card 36

or

Level 2 – Step 12 Phonogram Card 37

ou

Level 2 – Step 12 Phonogram Card 38

oy

Level 2 – Step 19 Phonogram Card 39

oi

Level 2 – Step 19 Phonogram Card 40

Sound: /ē/

double /ē/

[Key word: feed]

Sound: /hw/

[Key word: while]

Sound: /ar/

[Key word: car]

Sound: /er/

as in her

[Key word: her]

Sounds: /ow/–/ō/–/o͞o/–/ŭ/

[Key words: mouse, soul, soup, touch]

Sound: /or/

[Key word: corn]

Sound: /oy/

/o y/ that we may **not** use
at the end of English words

[Key word: oil]

Sound: /oy/

that we **may** use at the
end of English words

[Key word: toy]

Dictate the sound: **/hw/**

Hold up your hand to feel your breath as you say the sound.

[Key word: while]

Your student writes: **wh**

Level 2 – Step 2 **Sound Card 33**

Dictate the sounds: **/ē/, double /ē/**

[Key word: feed]

Your student writes: **ee**

Level 2 – Step 2 **Sound Card 34**

Dictate the sound: **/er/** as in her

[Key word: her]

Your student writes: **er**

Level 2 – Step 12 **Sound Card 35**

Dictate the sound: **/ar/**

[Key word: car]

Your student writes: **ar**

Level 2 – Step 12 **Sound Card 36**

Dictate the sound: **/or/**

[Key word: corn]

Your student writes: **or**

Level 2 – Step 12 **Sound Card 37**

Dictate the sounds: **/ow/–/ō/–/o͞o/–/ŭ/**

[Key words: mouse, soul, soup, touch]

Your student writes: **ou**

Level 2 – Step 12 **Sound Card 38**

Dictate: **/oy/** that we **may** use at the end of English words

[Key word: toy]

Your student writes: **oy**

Level 2 – Step 19 **Sound Card 39**

Dictate: **/oy/** that we may **not** use at the end of English words

[Key word: oil]

Your student writes: **oi**

Level 2 – Step 19 **Sound Card 40**

Pull down letter tiles a e i o u .

1. The short vowel sounds are

_____.

2. The long vowel sounds are

_____.

Level 2 – Step 1 Key Card 1

C says /s/ before

_____.

(which three letters?)

Level 2 – Step 1 Key Card 2

Which letters are often doubled after a single vowel at the end of a one-syllable word?

_____.

Level 2 – Step 1 Key Card 3

Ck is only used right after

_____.

Level 2 – Step 1 Key Card 4

1. The vowel in a closed syllable is usually _____.

(long or short)

2. The vowel in an open syllable is usually _____.

(long or short)

Level 2 – Step 1 Key Card 5

English words don't end in

_____.

Level 2 – Steps 3, 20, 21 Key Card 6

Every syllable has at least one

_____.

Level 2 – Step 4 Key Card 7

The "Find Gold" Rule for One-Syllable Words

I and o often say their long sounds when followed by _____.

Level 2 – Step 14 Key Card 8

e, i, or y

1. /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/

2. /ā/, /ē/, /ī/, /ō/, /ū/

a short vowel

f, l, and s

Student response after Step 3: i

Student response after Step 20: i or j

Student response after Step 21: i, j, u, or v

If you chant the rhythm of "i-j [pause] u-or-v"
it is easier to remember.

1. short

2. long

two consonants

vowel

super

Level 2 – Step 15 Word Card 129

older

Level 2 – Step 15 Word Card 130

barn

Level 2 – Step 16 Word Card 131

car

Level 2 – Step 16 Word Card 132

hard

Level 2 – Step 16 Word Card 133

garden

Level 2 – Step 16 Word Card 134

shark

Level 2 – Step 16 Word Card 135

star

Level 2 – Step 16 Word Card 136

Certificate of Achievement



All About Spelling

AWARDED TO

_____

FOR SUCCESSFULLY COMPLETING

Spelling ~ Level 2

_____

Teacher Signature Date