

Paterson Public Schools

Grade 2

Spelling Lists

Aligned with Open Court Phonics

Spelling tests should be given **weekly**. Select **20 words** from the Open Court lessons you will be covering that week. **High Frequency Words** (in bold) from each lesson **MUST** be included in the week's spelling list.

Reminder: Open Court begins the 1st day of school with the Getting Started Lessons. This should take you through the first 10 days of school. Therefore, **spelling words should be introduced the 3rd week**. This list should include spelling words from the lessons being taught that week.

Example Spelling Lists

Here is a sample of how to create your weekly spelling lists.

If you are working on Unit 1 Lessons 1-5 in a week, you would choose words from those lists for your weekly spelling list.

Unit 1 – Lesson 1 (Day 1) /ā/ spelled a_e and a	Unit 1 – Lesson 1 (Day 2) /ā/ spelled a_e and a	Unit 1 – Lesson 1 (Day 3) /ī/ spelled i and i_e	Unit 1 – Lesson 1 (Day 4) /ī/ spelled i and i_e	Unit 1 – Lesson 2 (Day 1) /ō/ spelled o_e and o
made gave ate tape snake bacon cable staple blame gate	made gave ate tape snake bacon cable staple blame gate	white kind find pride life pilot idle time grind bride	white kind find pride life pilot idle time grind bride	both open hold cold cobra stone slope bonus scold fold

Sample List A		OR	Sample List B	
1.made 2.gave 3.ate 4.white 5.kind 6.find 7.both 8.open 9.hold 10. cold	11. snake 12. bacon 13. blame 14. tape 15. pride 16. life 17. time 18. stone 19. bonus 20. cobra		1.made 2.gave 3.ate 4.white 5.kind 6.find 7.both 8.open 9.hold 10. cold	11. staple 12. blame 13. gate 14. pilot 15. life 16. bride 17. fold 18. bonus 19. slope 20. idle

Reminder : ALL HIGH FREQUENCY WORDS IN BOLD MUST BE INCLUDED IN YOUR LIST.

Unit 1 – Getting Started

High Frequency Words

The following words are High Frequency Words from 1st grade. Use them as spelling words for the first two weeks of school. Remember to select 20 words for each week.

<u>Day 1</u> would came around where away here before may give these	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u> off fast stop best tell who	<u>Day 5</u> must run ten us
<u>Day 6</u> much wish upon which start far	<u>Day 7</u> drink think bring pick sing thank	<u>Day 8</u> learn hurt never first under better	<u>Day 9</u> animal black	<u>Day 10</u> use seven why

Unit 1 – Lesson 1 (Days 1 and 2)

/ā/ spelled a_e and a

made

gave

ate

tape

snake

bacon

cable

staple

blame

gate

Unit 1 – Lesson 1 (Days 3 and 4)

/ī/ spelled i and i_e

white

kind

find

pride

life

pilot

idle

time

grind

bride

Unit 1 – Lesson 2 (Days 1 and 2)

/ō/ spelled o_e and o

both

open

hold

cold

cobra

stone

slope

bonus

scold

fold

Unit 1 – Lesson 2 (Days 3 and 4)

/ū/ spelled u_e and u

goes

buy

human

bugle

use

pupil

humid

unit

cucumber

muse

Unit 1 – Lesson 3 (Days 1-4)

Review Lesson

/ā/ spelled a_e and a

/ī/ spelled i and i_e

/ō/ spelled o_e and o

/ū/ spelled u_e and u

Choose your own ***long a, long i, long o, and long u*** words that follow the patterns above. Make sure to include the High Frequency Words below.

another

many

Unit 1 – Lesson 4 (Days 1 and 2)

/ē/ spelled _e_ and e

because

does

evening

secret

complete

beside

these

before

equal

athlete

Unit 1 – Lesson 4 (Days 3 and 4)

Reviewing Long Vowels

moment

total

October

humiliate

zebra

museum

spider

banjo

menu

face

Unit 1 – Lesson 5 (Days 1 and 2)

/n/ spelled kn_

/r/ spelled wr_

wrapper

wreck

knack

knelt

wrench

wrath

handwrite

knothole

knapsack

knuckles

Unit 1 – Lesson 5 (Days 3, 4, 5, and 6)

/m/ spelled _mb

/f/ spelled ph

people

write

together

thumb

plumber

phrase

paragraph

telephone

graphic

alphabet

Unit 1 – Lesson 5 (Day 7)

Review Lesson

No spelling words

Unit 2 – Lesson 1 (Days 1 and 2)

/ē/ spelled ee and ea

queen

green

trees

each

pea

weaver

northeast

appear

beanbag

volunteer

Unit 2 – Lesson 1 (Days 3, 4, and 5)

/ē/ spelled e and e_e

eat
read
clean
please
keep
three
legal

feline
theme
eleven
meter
react
remodel

Unit 2 – Lesson 2 (Days 1 and 2)

/ā/ spelled ai_ and _ay

play

say

wait

mailman

spray

gray

railway

sideways

delay

gain

Unit 2 – Lesson 2 (Days 3 and 4)

/ā/ spelled a_e and a

late

frame

slate

later

grape

shape

acorn

crater

tablecloth

pavement

Unit 2 – Lesson 3 (Days 1 and 2)

/ē/ spelled ee, ea, e, and e_e

seems

hear

female

least

detail

peanut

beetle

beneath

concrete

eagle

Unit 2 – Lesson 3 (Days 3, 4, and 5)

/ā/ spelled ai_, ay_, a_e, and a

only

live

raid

frail

holiday

entertain

faint

crayon

basil

main

Unit 2 – Lesson 4 (Day 1)

/ē/ spelled **_ie_**, **_y**, and **_ey**

carry

funny

field

yield

brief

messy

baby

pennies

alley

jersey

Unit 2 – Lesson 4 (Days 2, 3, 4, and 5)

/ē/ spelled _ie_, _y, _ey, ee, ea, e, and e_e

See Unit 2 - Lesson 3 (Day 1 and 2)

Lesson 4 (Day 1)

extreme

supreme

stampede

creak

keeping

millipede

grief

cashier

beach

screen

Unit 2 – Lesson 5 (Days 1 and 2)

/s/ spelled ce, ci_, and cy

place

again

fancy

peace

cider

city

slice

price

circle

prince

Unit 2 – Lesson 5 (Days 3, 4, 5, and 6)

/j/ spelled ge and gi_

great

done

age

charge

stage

logic

giraffe

gigantic

page

giggle

Unit 2 – Lesson 5 (Day 7)

Review Lesson

No spelling words

Unit 3 – Lesson 1 (Days 1 and 2)

/ī/ spelled _igh, i_e, i

work

light

high

sigh

bright

kind

inside

tiny

library

exercise

Unit 3 – Lesson 1 (Days 3 and 4)

/ī/ spelled _y and _ie

try

fly

myself

deny

lie

died

recycle

butterflies

identify

dehydrate

Unit 3 – Lesson 2 (Days 1 and 2)

/ō/ spelled _ow and oa_

know

flow

lower

loan

toad

shadow

swallow

follow

tomorrow

borrow

Unit 3 – Lesson 2 (Days 3, 4, and 5)

/ō/ spelled o_e and o

own

shown

grown

omit

those

told

throne

alone

over

postpone

Unit 3 – Lesson 3 (Days 1 and 2)

/ī/ spelled _igh, i, i_e, _y, and _ie

thigh

might

climb

flight

decided

rind

mine

find

drive

mesmerize

Unit 3 – Lesson 3 (Days 3, 4, and 5)

/ō/ spelled _ow, oa_, o_e and o

pull

froze

loaves

shows

mellow

rolls

sparrow

meatloaf

zone

soap

Unit 3 – Lesson 4 (Days 1 and 2)

/ū/ spelled _ew and _ue

value

curfew

argue

nephew

few

barbecue

rescue

continue

valuable

cue

Unit 3 – Lesson 4 (Days 3, 4, and 5)

/ū/ spelled u_e, and u

used

cute

humor

puny

uniform

universal

utility

music

reuse

unique

Unit 3 – Lesson 5 (Days 1 and 2)

Open and Closed Syllables

broken

grocery

hidden

dinner

handle

bundle

recent

bonus

basic

butter

Unit 3 – Lesson 5 (Days 3, 4, 5, and 6)

/ū/ spelled _ew, _ue, u_e, and u

today

eight

humidity

unify

utensil

community

confuse

university

communicate

stew

Unit 3 – Lesson 5 (Day 7)

Review Lesson

No spelling words

Unit 4 – Lesson 1 (Days 1, 2, and 3)

/ōō/ spelled oo

soon

mood

doom

teaspoon

loose

choose

stool

stoop

moonbeam

shampoo

Unit 4 – Lesson 1 (Days 4 and 5)

Plurals, Synonyms, and Antonyms

classes

beaches

animals

colors

sharp

dull

quiet

noisy

light

dark

Unit 4 – Lesson 2 (Days 1 and 2)

/ōō/ spelled u_e, _ew, and u

new

tune

ruler

ruby

prune

truly

super

rude

chew

duty

Unit 4 – Lesson 2 (Days 3, 4, and 5)

Compound Words and Contractions

classroom

raincoat

sandbox

doorknob

doghouse

can't

don't

that's

I'm

it's

Unit 4 – Lesson 3 (Days 1 and 2)

/oo/ spelled oo

warm

wash

hook

cook

stood

shook

overlook

foot

notebook

understood

Unit 4 – Lesson 3 (Days 3, 4, and 5)

Prefixes dis- and un-

dislike

disagree

disrespect

unkind

unable

uncertain

disobey

disapprove

unfair

unaware

Unit 4 – Lesson 4 (Days 1 and 2)

/ow/ spelled ow and ou

found

round

sound

house

powder

about

shower

crouching

shouted

somehow

Unit 4 – Lesson 4 (Days 3, 4, and 5)

Prefixes mis- and mid-

misplace

miscount

misread

misguide

misbehave

midyear

midline

midnight

midway

midweek

Unit 4 – Lesson 5 (Days 1 and 2)

Reviewing /ōō/, /oo/, and /ow/

picture

smooth

nook

brook

overlook

noun

brown

ground

bounce

pound

Unit 4 – Lesson 5 (Days 3, 4, 5, and 6)

Inflectional Endings, Comparative Ending
-er, and Irregular Plurals

full

looking

cooking

smiling

called

changed

harder

taller

men

leaves

Unit 4 – Lesson 5 (Day 7)

Review Lesson

No spelling words

Unit 5 – Lesson 1 (Days 1 and 2)

/aw/ spelled aw and au

draw

small

hawk

fault

launch

haul

jawbone

yawning

haunt

sauce

Unit 5 – Lesson 1 (Days 3, 4, and 5)

Suffixes –er and -ness

reader

teacher

worker

dancer

goodness

sadness

sickness

tardiness

happiness

gentleness

Unit 5 – Lesson 2 (Days 1 and 2)

/aw/ spelled augh, ough, all, and al

caught

ought

thought

fought

fall

baseball

talk

also

walnut

stall

Unit 5 – Lesson 2 (Days 3, 4, and 5)

Suffixes -ly, -y, and -ed

softly

loudly

suddenly

lucky

dirty

snowy

hopped

skipped

stopped

plotted

Unit 5 – Lesson 3 (Days 1 and 2)

The ough pattern

laugh

dough

though

bought

sought

rough

enough

cough

thorough

bough

Unit 5 – Lesson 3 (Days 3, 4, and 5)

Suffixes –less, and –ful

Affixes as syllables

hopeless

timeless

fearless

helpful

thankful

slowly

dislike

careless

careful

unfair

Unit 5 – Lesson 4 (Days 1 and 2)

/oi/ spelled _oy and oi

always

ploy

oil

decoy

employ

checkpoint

boil

enjoy

rejoice

disappoint

Unit 5 – Lesson 4 (Days 3, 4, and 5)

Multiple Meaning Words

Homophones

show

watch

fan

bark

role

roll

to

too

two

pen

Unit 5 – Lesson 5 (Days 1 and 2)

Reviewing /aw/ and /oi/

dawn

crawl

vault

soy

joint

moist

spoil

poison

royal

loyal

Unit 5 – Lesson 5 (Days 3, 4, 5, and 6)

Words with the same base

fall

once

snowing

snowed

uses

used

electrical

electrify

equal

equator

Unit 5 – Lesson 5 (Day 7)

Review Lesson

No spelling words

Unit 6 – Lesson 1 (Days 1 and 2)

Reviewing /ō/, /ow/, /ū/, and /ōō/

rows

eyebrows

slowly

truth

avenue

rescue

kangaroo

food

hood

unit

Unit 6 – Lesson 1 (Days 3, 4, and 5)

Plurals, Antonyms, Synonyms,
Compounds, and Contractions

benches

collect

gather

let's

aren't

could've

she'll

takeout

bookshelf

homework

Unit 6 – Lesson 2 (Days 1 and 2)

Silent Consonants

climb

knock

gnat

signs

wreath

school

stomach

hour

doubt

taught

Unit 6 – Lesson 2 (Days 3, 4, and 5)

Prefixes dis-, un-, mis, and mid-

disable

disappear

untie

unknown

miscopy

misinform

midsized

midpoint

undiscovered

discomfort

Unit 6 – Lesson 3 (Days 1 and 2)

Three – letter Initial Consonant Blends

script

scrape

scream

split

splash

splint

spray

spread

stretch

struck

Unit 6 – Lesson 3 (Days 3, 4, and 5)

Inflectional Endings, Comparative Ending -er,
Irregular Plurals, and Suffixes -er and -ness

studying

eating

younger

children

people

sleepiness

happiness

easier

women

greater

Unit 6 – Lesson 4 (Days 1 and 2)

/ow/ spelled ow and ou

/aw/ spelled aw and au

south

frowned

flaw

audible

author

drown

gown

clown

squawk

launch

Unit g – Lesson 4 (Days 3, 4, and 5)

Suffixes –ed, -y, -ful, -less, and -ly

slipped

tugged

messy

shiny

fearful

powerless

hopeful

gently

quietly

powerfully

Unit 6 – Lesson 5 (Days 1 and 2)

Review all words in Lessons 1 and 2

Choose your own words or those
used in previous lessons.

Unit 6 – Lesson 5 (Days 3, 4, 5, 6)

Review Affixes as syllables, Multiple Meaning Words, Homophones, and Words with the same base

walk

walkway

walkers

well

whole

midair

misaim

charmed

charming

charmer

Unit 6 – Lesson 5 (Day 7)

Review all words in Lessons 3 and 4

Choose your own words or those used in previous lessons.