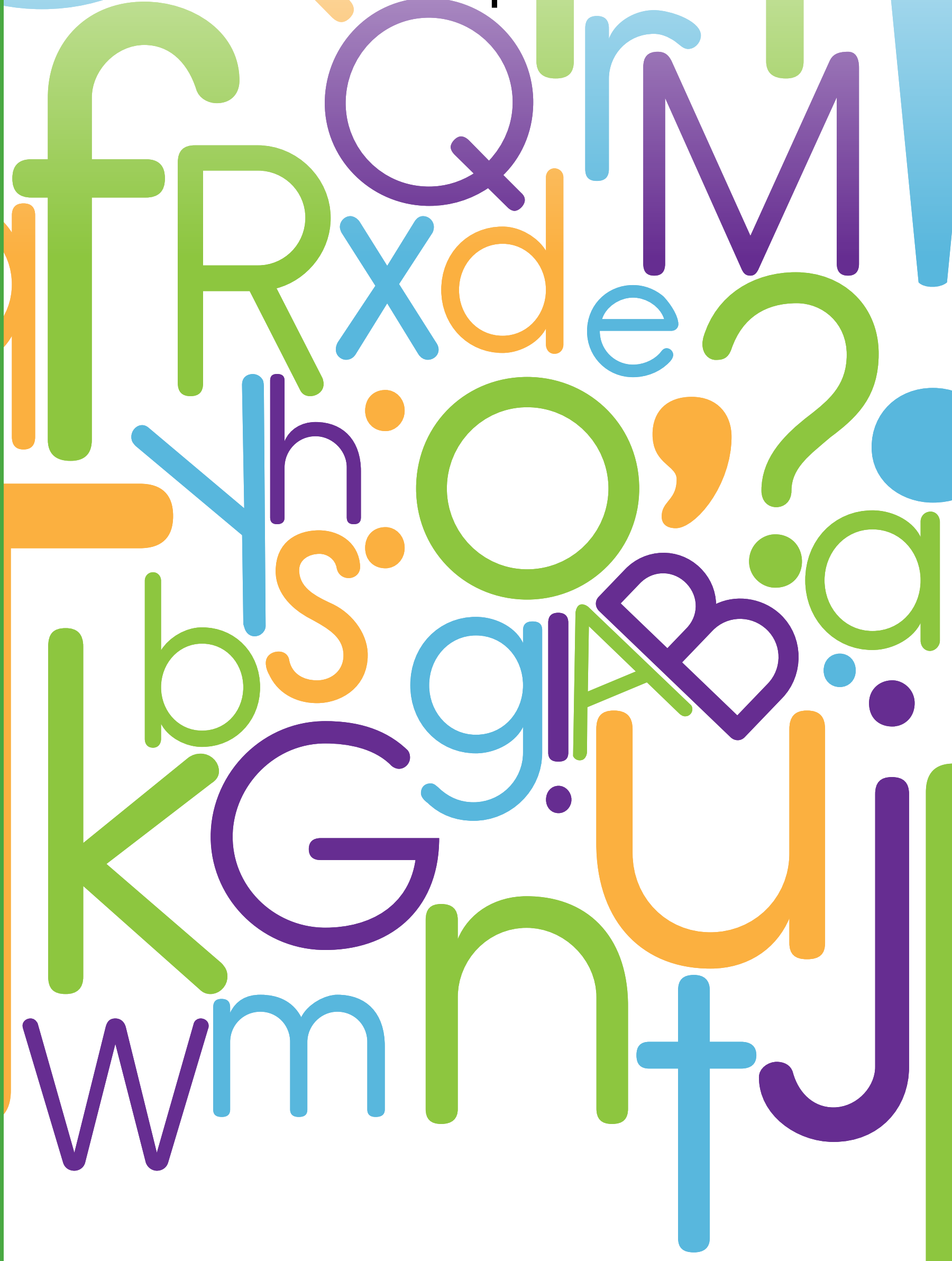


Consonants

Code Flip Book



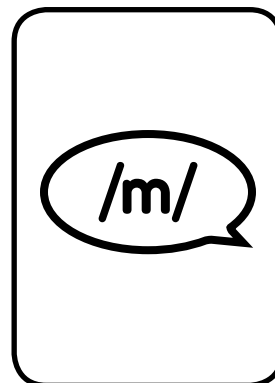
Core Knowledge®

GRADE 2

Core Knowledge Language Arts® • Skills Strand

Consonants Code Flip Book

In Grade 2, the code information is presented to students through two instructional tools: (1) Code Flip Books (one for consonants and one for vowels), used for group instruction and classroom display; and (2) Individual Code Charts, one per student. The Code Flip Books are used with a set of Spelling Cards that are to be affixed to the appropriate Code Flip Book pages as sounds and spellings are reviewed and taught. The Code Flip Books show (in grey print) the spellings for all sounds taught in Grade 2. As you review the sounds and introduce new sounds, you will be asked to place the Spelling Card on the appropriate Code Flip Book page.



Each Spelling Card is printed front and back. One side of the card shows the sound.

The other side of the card shows three things:

The top of this side of the card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means the spelling is less common and occurs in fewer English words.



Consonant sounds will always be written in red on the Spelling Cards because when saying a consonant sound, parts of the mouth touch or are closed, blocking or “stopping” some of the air.



Consonants Code Flip Book

Skills Strand
GRADE 2

Core Knowledge Language Arts®



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

/p/

p
pot

pp
napping

/b/

b
bat

bb
rubbing

/t/

t
top

tt
sitting

ed
asked

/d/

d
dot

dd
add

ed
filled

/k/

c
cat

k
kid

ck
black

ch
school

cc
hiccup

/g/

g
gift

gg
egg

gu
guess

gh
ghost

/ch/

ch
chin

tch
itch

/j/

j
jump

g
gem

ge
fringe

dge
judge

dg
judging

/f/

f
fit

ff
stuff

ph
phone

gh
tough

/v/

v
—
vet

ve
—
twelve

/s/

s
sun

c
cent

ss
dress

ce
prince

se
rinse

st
whistle

sc
scent

/z/

z
|
zip

s
|
dogs

se
|
pause

zz
|
buzz

ze
|
bronze

/th/

th
thin

/th/

th

them

/m/

m
—
mad

mm
+
swimming

mb
+
thumb

/n/

n
nut

nn
running

kn
knock

gn
sign

/ng/

ng
sing

n
pink

/r/

r

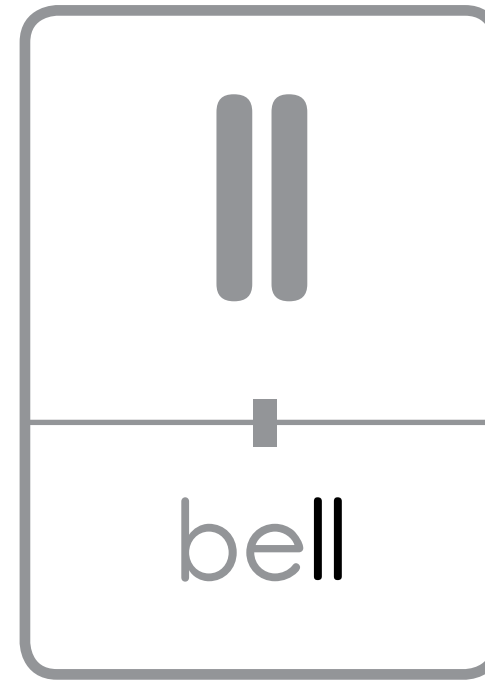
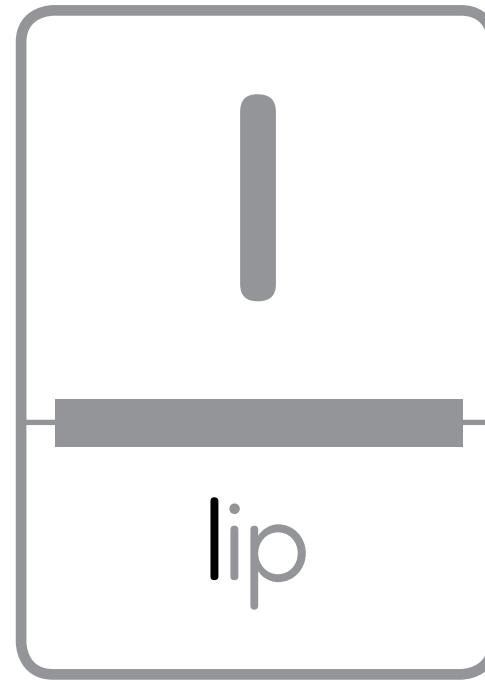
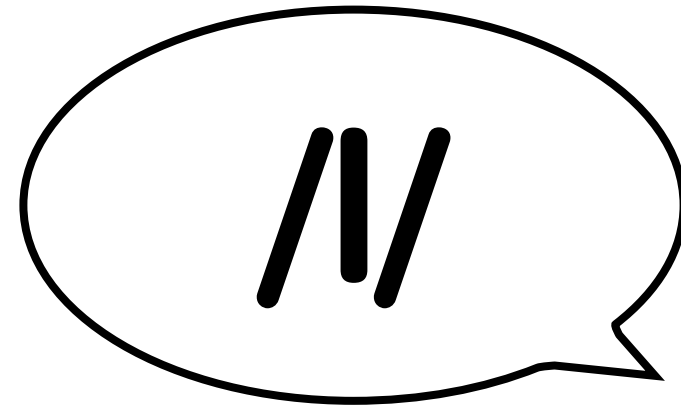
red

rr

ferret

wr

wrist



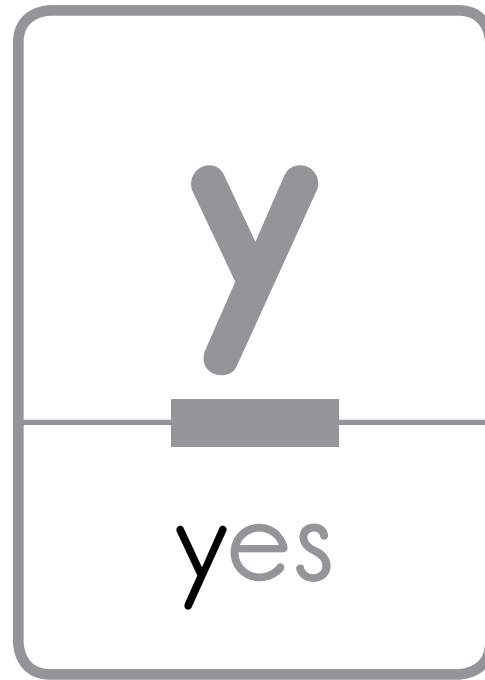
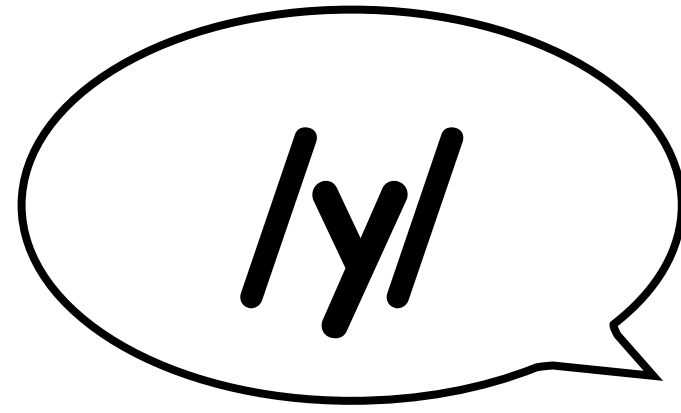
/h/

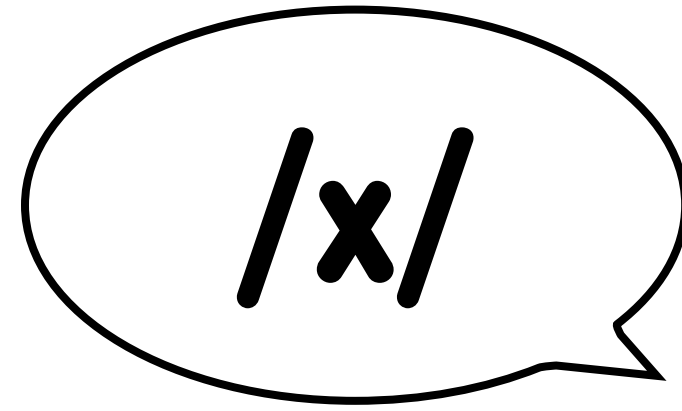
h
hot

/w/

w
wet

wh
when





/sh/

sh
shop

ch
chef

/qu/

qu
quit



Consonants Code Flip Book

Skills Strand
GRADE 2

The Core Knowledge Foundation
www.coreknowledge.org