



1st Grade Packet

Voiced and Voiceless
and the *TH* Digraphs

Name: _____

Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

Guided Practice Activities

These activities need to be completed with the help of a fluent reader.

Homework Pages

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

Building Words Activities

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

Independent Practice Activities

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

Cloze Passages

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

Building Words Transfer Cards

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

Practice Pages

Instructions at the top may need to be read to the student.

Sort and Spell Activities

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

For more information, contact your teacher at _____.

Weekly Spelling Homework

Name _____ Date _____

(Form B) Spelling LESSON WEEK 10: Voiced and Voiceless and the *TH* Digraphs

Spelling Skill: Digraphs are two consonants together that spell one sound. The spelling of the *th* Digraph has a voiced and a voiceless sound (e.g., *this* and *think*). If a word ends in a *th* Digraph, *-s* must be added to make a plural (e.g., *paths*).

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
with 	with moth that broth this	then sixth thank path than	think cloth them thing math	many look to into some
then 				

Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and mark one skill word from the word bank.	2. Write three skill words from the word bank that rhyme.	3. Spell and mark one skill word from the word bank.
4. Write three words from the word bank that begin with a <i>th</i> Digraph.	5. Spell and mark one skill word from the word bank.	6. Write two skill words that have the voiceless sound of the <i>th</i> Digraph.
7. Spell and mark one skill word from the word bank.	8. Write two skill words that have the voiced sound of the <i>th</i> Digraph.	9. Spell and mark one skill word from the word bank.

1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 10

Building Words

Review Activity for Spelling Lesson Week 10
Voiced and Voiceless and the TH Digraphs

A	E	I	K	M	N	P	S
T	Th	W					

s p n m k i e a

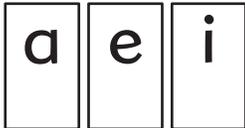
w th t

Review Activities Lesson Week 10

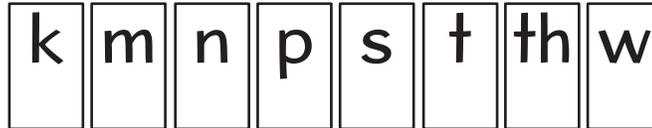
Building Words Review Activity for Spelling Lesson Week 10 Voiced and Voiceless and the TH Digraphs

42 Sounds Cards (one of the following for each student):

Vowel



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 10.

Building Words

Let's start by spelling words that end with the *th* Digraph, using the sound cards.

1. Use four letters to spell the word **path**. Is the *th* Digraph in *path* voiced or voiceless? (voiceless) That is right; it is voiceless. We walked along the *path*.
2. Change one letter to spell the word **math**. Is the *th* Digraph in *math* voiced or voiceless? (voiceless) That is right; it is voiceless. I like *math* class.
3. Spell the word **with**. Is the *th* Digraph in *with* voiced or voiceless? (voiceless) That is right; it is voiceless. My sister is playing *with* her friend.

Now we will spell words that begin with the *th* Digraph.

4. Use four letters to spell the word **then**. Is the *th* Digraph in *then* voiced or voiceless? (voiced) That is right; it is voiced. Finish your homework, and *then* you can play.
5. Change one letter to make the word *then* become the word **than**. Is the *th* Digraph in **than** voiced or voiceless? (voiced) That is right; it is voiced. My sister is taller *than* me.
6. Add one letter to the end of *than*. What is the new word? That is right. It is the word **thank**. Is the *th* Digraph in *thank* voiced or voiceless? (voiceless) That is right; it is voiceless. I want to *thank* you for your help.
7. Change one letter to change the word *thank* to the word **think**. Is the *th* Digraph in *think* voiced or voiceless? (voiceless) That is right; it is voiceless. What do you *think* about this book?
8. Use four letters to spell the word **them**. Is the *th* Digraph in *them* voiced or voiceless? (voiced) That is right; it is voiced. I can help *them* carry the tools.
9. Spell the word **this**. Is the *th* Digraph in *this* voiced or voiceless? (voiced) That is right; it is voiced. Is *this* your coat?
10. Spell the word **that**. Is the *th* Digraph in *that* voiced or voiceless? (voiced) That is right; it is voiced. He is sitting in *that* chair.

Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

Reading Horizons Discovery® Spelling Lesson Week 10
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book “Hens”

Hens make nests with _____ twigs.

Some of _____ use bits of _____. The nests are for eggs.

Each hen can lay one egg in a day.

If you do the _____, _____ is a lot of eggs!



Reading Horizons Discovery® Spelling Lesson Week 10
Cloze Passage 1
Voiced and Voiceless and the TH Digraphs

cloth

math

that

them

thin

Spelling Lesson Week 10

Building Words Transfer Card 1

Words:

path	math	with	then	than
thank	think	them	this	that

Sentence:

I think that I will bring them this cloth.

Name _____

Two Digraphs look the same but have different sounds. They are th (*the*) and th (*thud*).

Lesson 27: Voiced and Voiceless and the TH Digraphs

Write and mark the *th* Digraphs below. Then mark and read the words that follow. The first two words have been done for you.

voiced 

th th th

voiceless 

th th th

them

that

this

then

than

thud

thin

thank

with

path

Write a sentence with one of the *th* Digraph words. The read the sentence.

Reading Horizons Discovery® Spelling Lesson Week 10
Sort and Spell 2

Voiced or Voiceless TH	
Voiced TH ☺	Voiceless TH ☹

Word Bank

bath

cloth

moth

than

that

thank

them

they

thin

this

Page intentionally left blank.

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. _____ you for the gift.

2. Is _____ cloth yours?

3. The dog will have a _____ in the tub.

Name _____ Date _____

Using the words in the Word Sort, answer the questions below.

1. Write one word from the sort that starts with the same sound as the word *the*. _____

2. Write one word from the sort that has the same ending sound as *path*. _____