



1st Grade Packet

Review of Digraphs
CH, SH, WH, and PH
Spelling with *-CK*

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 14: Review of Digraphs CH, SH, WH, and PH.

Spelling with -CK

Spelling Skill: Digraphs are two consonants together that spell one sound. The spelling for the sound /ch/ is *ch* (e.g., *chat*). The spelling for the sound /sh/ is *sh* (e.g., *dish*). If a word ends in a *ch* or *sh* Digraph, the ending *-es* must be added to make a plural (e.g., *dishes*). The *wh* Digraph now represents the sound of *w* (e.g., *when*). The Digraph *ph* (as in *graph*) is a new spelling for the consonant sound /f/. When spelling one-syllable, short-vowel words, if no other sound is heard with the ending /k/, the spelling is *-ck*.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	back chat rock ship +bench	clock track neck block which	+wish pick +ash quick sick	are they said how she

The plus sign (+) is seen in front of words that can be made into a plural by adding the suffixes *-s* or *-es*. When practicing spelling words with suffixes, prove the root word first, rewrite the word with the suffix, and then underline the suffix.

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 prove one skill word from the word bank.	2. Write a word from the word bank (with a plus sign (+), and make it plural by adding <i>-s</i> or <i>-es</i>).	3. Spell and prove one skill word from the word bank.
4. Write a skill word from the word bank, and draw a picture to illustrate the meaning of the word.	5. Spell and prove two skill words from the word bank.	6. Write two skill words from the word bank with Digraphs, and then circle the Digraph in each word.
7. Spell and prove one skill word from the word bank.	8. Write a sentence using at least one MCW from the word bank.	9. Spell and prove one skill word from the word bank.

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

Review Activities Lesson Week 14

Building Words
Review Activity for Spelling Lesson Week 14
Spelling with -CK

A	E	O	U	I	P	R	S
T	Ch	ck	Sh				

s r p i d u o n e a

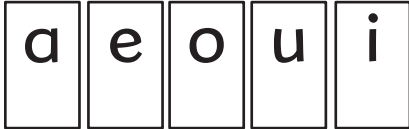
sh ck ch f

Review Activities Lesson Week 14

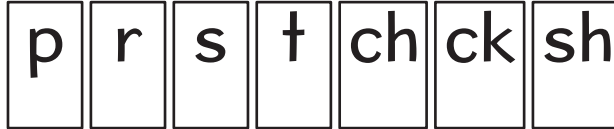
Building Words Review Activity for Spelling Lesson Week 14 Spelling with -CK

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 14.

Building Words

Let's practice spelling words ending with *c-k*, using the sound cards.

1. Use four letters to spell the word **peck**. The hen will *peck* at the seeds.
2. Now change the first sound in *peck* to spell **check**. I will *check* my answers.
3. Change the vowel in *check* to spell **chick**. The yellow *chick* followed its mother.
4. Change the first sound in *chick* to spell **sick**. He feels *sick* today.
5. Use four letters to spell the word **rock**. The runner tripped on a *rock*.
6. Change the first sound in *rock*, and spell **shock**. The surprise ending will *shock* you!
7. Use four letters to spell **pack**. We will *pack* the car for our trip.
8. Change the word *pack* to **track**. They like to jog around the *track*.
9. Change the vowel in *track* to spell **truck**. She drives a white *truck*.
10. Use a different Blend at the beginning to change *truck* to **stuck**. The desk drawer is *stuck*.

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).

Bonus Activity

Have students write groups of rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 14. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 14
Cloze Passage 1

Name _____ Date _____

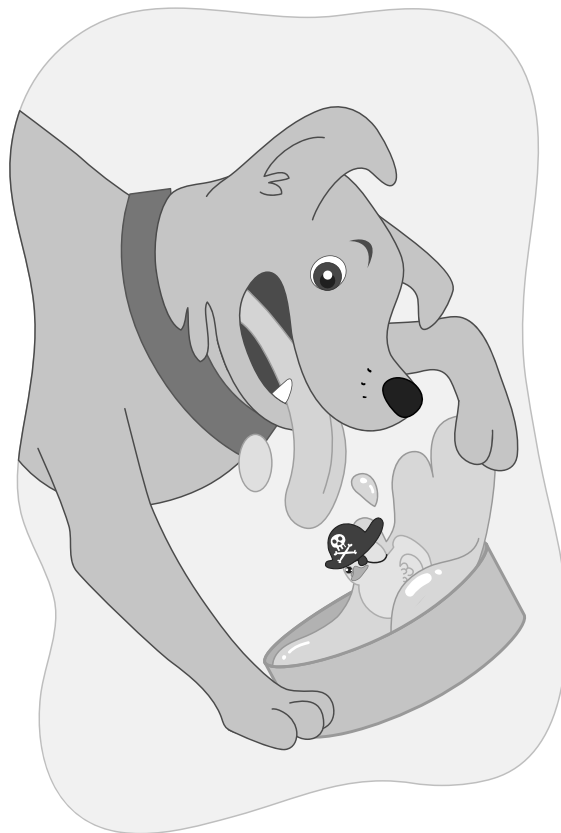
Brock's Duck

Brock had a toy duck. _____ was Brock's dog. One day, Brock could

not find his duck. He looked in the back of the _____. No duck.

He looked on the _____. No duck. Then he looked in Ralph's

water _____. "What _____!" said Brock. "There's my _____!"



Reading Horizons Discovery® Spelling Lesson Week 14

Cloze Passage 1

Review of Digraphs CH, SH, WH, and PH and Spelling with -CK

dish

duck

luck

Ralph

bench

truck

Spelling Lesson Week 14

Building Words Transfer Card 1

Words:

peck check chick sick rock
shock pack track truck stuck

Sentence:

A flock of chicks peck at the rocks.

Name _____

A Digraph is two consonants with only one consonant sound. *CK* is a Digraph. When *c* and *k* are together at the end of a word, it is a new spelling for the sound /k/.

Lesson 35: Spelling with -CK

The Digraph *ck* has the sound of /k/. It comes only at the ends of words. When you hear a word with a short vowel sound followed by the /k/ sound, the /k/ is spelled *-ck*.

Copy, prove, and read the following words. (Remember, the *-ck* makes one consonant sound, so it has only one guardian star).

deck

snack

pick

truck

lock

Read the following sentences. Then circle the Digraph *ck* words.

Did you pick up your snack on the deck?

Lock the truck when you get out.

Reading Horizons Discovery® Spelling Lesson Week 14
Sort and Spell 2

-CK by Vowel Sound		
ă	ě	ö
ů	ï	

Word Bank

black

deck

flock

lick

neck

pluck

quack

rock

shock

slick

speck

stack

trick

truck

yuck

Page intentionally left blank.

Name _____ Date _____

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

1. Did you see that dog do a _____?

2. The duck said, “ _____!”

3. She has a red _____.

4. Don't slip! That path is _____.

5. The ink in that pen isn't red; it's _____.

Name _____ Date _____

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

1. Which word in the sort rhymes with the words *flock* and *rock*? _____

2. Write the words in the sort that rhyme with *speck*.

3. How many words in the sort with the vowel /i/ rhyme? _____