



# 1<sup>st</sup> Grade Packet

Another Sound for C and G

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 A) Spelling Lesson Week 20: Another Sound for C and G

**Spelling Skill:** The sound of /s/ can also be spelled with the letter c. When c is followed by the vowels e or i, the sound of c changes from /k/ to /s/. The sound of /j/ can also be spelled with the letter g. When g is followed by the vowels e or i, the sound of g most often changes from /g/ to /j/.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	dance pace twice sage rice	gel nice cage lace bridge ace space ice gem price new only little year work

### 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 the two skill words from the word bank that follow Phonetic Skill 2 and end with an e.	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 three words from the word bank that rhyme.
7. Spell and prove one skill word from the word bank.	8. Write a sentence using one MCW from the word bank and one skill word 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 20

## Building Words Review Activity for Spelling Lesson Week 20 Part 1 of 2, Another Sound for C

<b>A</b>	<b>E</b>	<b>I</b>	<b>C</b>	<b>G</b>	<b>L</b>	<b>L</b>	<b>M</b>
<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>			

m i l g c i e a

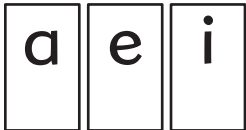
u d r p n  
t s r p n

# Review Activities Lesson Week 20

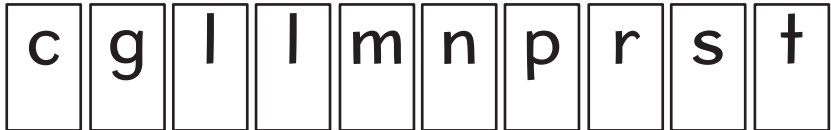
## Building Words Review Activity for Spelling Lesson Week 20 Part 1 of 2, Another Sound for C

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

Vowels



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 20.

### Building Words

Let's practice spelling words using another sound for *c*, using the sound cards.

1. Say the word **ace**. What sound do you hear at the end of the word? (/s/) Correct. What is another spelling for /s/ besides the letter *s*? (*c-e* or Rainbow *S*) Correct. Spell the word *ace*. She is an *ace* at swimming.
2. Change the word *ace* to spell **race**. He won the bike *race*.
3. Add a letter to the word *race* to spell **grace**. They danced with strength and *grace*.
4. Change the word *grace* to spell **space**. There is plenty of *space* in this room.
5. Say the word **glance**. What sound do you hear at the end of the word? (/s/) Correct. What is another spelling for /s/, besides the letter *s*? (*c-e* or Rainbow *S*) Correct. Spell the word *glance*. People often *glance* at the painting when they walk by.
6. Change the Blend at the beginning of the word *glance* to spell **prance**. We watched the ponies *prance* around in a circle.
7. Use four letters to spell the word **mice**. She has four pet *mice*.
8. Change the word *mice* to spell **slice**. Would you like a *slice* of pie?
9. Say the word *cent*. What sound do you hear at the beginning of the word? (/s/) Correct. What is another spelling for /s/, besides the letter *s*? (*c-e* or Rainbow *S*) Correct. Spell the word *cent*. I need one more *cent* to buy this book.
10. Use four letters to spell the word **cell**. I put the *cell* phone in my bag.

### 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 one sentence using words from the lesson.

### Transfer

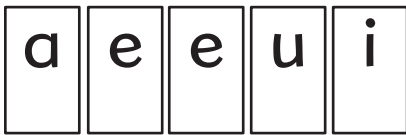
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 20 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 20

## Building Words Review Activity for Spelling Lesson Week 20 Part 2 of 2, Another Sound for G

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

Vowels



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 20.

### Building Words

Let's practice spelling words using another sound for *g*, using the sound cards.

1. Say the word **age**. What sound do you hear at the end of the word? (/j/) Correct. What is another spelling for /j/ besides the letter *j*? (*g-e* or *Rainbow J*) Correct. Spell the word *age*. What is your *age*?
2. Change the word *age* to spell **page**. I like the drawing on this *page* of the book.
3. Change the word *page* to spell **stage**. They performed on the *stage*.
4. Say the word **edge**. What sound do you hear at the end of the word? (/j/) Correct. What is another spelling for /j/ besides the letter *j*? (*g-e* or *Rainbow J*) Correct. Remember, when a short vowel word comes right before a *Rainbow J*, add the letter *d* after the short vowel. Spell the word *edge*. The pen fell off the *edge* of the table.
5. Add a Blend to the word *edge* to spell **pledge**. We *pledge* to do our best.
6. Change the word *pledge* to spell **plunge**. The rocks will *plunge* into the sea.
7. Use five letters to spell the word **judge**. Who will *judge* the contest?
8. Say the word **gem**. What sound do you hear at the beginning of the word? (/j/) Correct. What is another spelling for /j/, besides the letter *j*? (*g-e* or *Rainbow J*) Correct. Use three letters to spell the word *gem*. The green *gem* sparkled.
9. Use four letters to spell the word **gent**. *Gent* is a short way to say "gentleman."
10. Use four letters to spell the word **gist**. To get the *gist* of something means to understand the main idea of something.

### 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 a sentence using words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 20 Part 2. Check for accuracy and automaticity.



# Review Activities Lesson Week 20

## Building Words

### Review Activity for Spelling Lesson Week 20

#### Part 2 of 2, Another Sound for G

<b>A</b>	<b>E</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>D</b>	<b>G</b>	<b>J</b>
<b>L</b>	<b>M</b>	<b>N</b>	<b>P</b>	<b>S</b>	<b>T</b>		

**j g d i p e n i e e a**

**l w u d s t**

**Reading Horizons Discovery® Spelling Lesson Week 20**  
**Cloze Passage 1**

Name \_\_\_\_\_ Date \_\_\_\_\_

From *Reading Horizons Discovery® Little Book "Prince Gene"*

Prince Gene looked out at a \_\_\_\_\_ ship in the water. Just then, his friend Grace came by. "Why do you look so sad, Prince \_\_\_\_\_?" she asked.

"My dad is the king. But my wish is to work on a ship. I would give up all of my \_\_\_\_\_ just for a \_\_\_\_\_!" said \_\_\_\_\_ Gene. "Well," said \_\_\_\_\_ .

"I can help you. I live on that ship. You can come help me and my dad from time to time."

"That would be \_\_\_\_\_ !" said Prince Gene. "Thank you!"



**Reading Horizons Discovery® Spelling Lesson Week 20**  
**Cloze Passage 1**  
**Another Sound for C and G**

chance

gems

Gene

Grace

huge

nice

Prince

# Spelling Lesson Week 20

## Building Words Transfer Card 1 of 2

Words:

ace    race    grace    space    glance  
prance    mice    slice    cent    cell

Sentence:

The mice are in a race to the slice of spice cake.

# Spelling Lesson Week 20

## Building Words Transfer Card 2 of 2

Words:

age	page	stage	edge	pledge
plunge	judge	gem	gent	gist

Sentence:

The judge sat by the edge of the stage.

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

If two consonants come between silent e and the first vowel, those consonants act as guardians and keep the first vowel short.

### Lesson 47: Another Sound for C and G

Prove and read these words. Each word has a rainbow and a silent e, with two guardian consonants in between the vowels. Then draw a line between words that rhyme. The first word has been done for you.

prince

dance

fudge

Spence

lunge

since

fence

plunge

France

smudge

*Reading Horizons Discovery*® Spelling Lesson Week 20  
Sort and Spell 1

<b>C and G</b>	
<b>Rainbow C</b>	<b>Rainbow G</b>



Word Bank

bridge

cell

cite

edge

France

gent

gem

glance

huge

ice

mice

page

place

race

stage

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Have you been to \_\_\_\_\_?

2. The fox sat on the \_\_\_\_\_ of the cliff.

3. Let's cross over the \_\_\_\_\_.

4. That is a \_\_\_\_\_ slice of cake!

5. Lem can win the \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Which vowels follow the letter *c* in this sort?

\_\_\_\_\_

2. Which vowel follows the letter *g* in this sort?

\_\_\_\_\_

3. What is the sound of *c* in the words from this sort?

\_\_\_\_\_

4. What is the sound of *g* in the words from this sort?

\_\_\_\_\_