



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

Spelling with -K  
Digraph Blends

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 23: Spelling with -K and Digraph Blends

**Spelling Skill:** When the /k/ sound comes after beginning or middle adjacent vowel spellings *ea, oa, ee*, spell the /k/ sound with the letter -k. Spellings for Digraph Blends are *shr, thr; phr*, and *phl* (which make the same sound as *fr* and *fl* Blends respectively) and *chl, chr*, and *sch* (which make the same sound as *cl, cr*, and *sc* or *sk* Blends).

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
	thrive phlox sleek chrome phrase	beak peak creek throne thrift	oak shrimp leak peek scheme	give other said after their

### 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 two words that sound the same but are spelled differently and have different meanings.	3. Spell and prove one skill word from the word bank.
4. Write a skill word from the word bank that has a Digraph Blend, and then highlight the Digraph Blend.	5. Spell and prove three skill words from the word bank.	6. Write a skill word from the word bank, and draw a picture to illustrate the meaning of the word.
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 23

## Building Words Review Activity for Spelling Lesson Week 23 Part 1 of 3, Spelling with -K

<b>A</b>	<b>E</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>B</b>	<b>C</b>
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	

**c b i n o e e a**

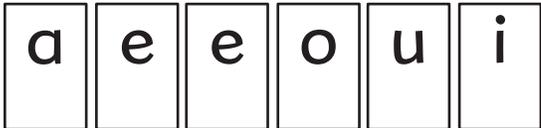
**s r p d n m l k**

# Review Activities Lesson Week 23

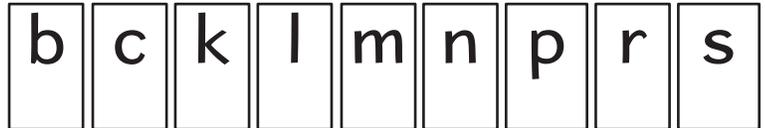
## Building Words Review Activity for Spelling Lesson Week 23 Part 1 of 3, Spelling with -K

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 23.

### Building Words

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

1. Spell the word **peak**. They hiked to the *peak* of the mountain. The silent letter in this adjacent vowel sound is the letter *a*.
2. Add one letter to change the word *peak* to spell **speak**. Please *speak* clearly.
3. Change the Blend in *speak* to spell **sneak**. We need to *sneak* across the room.
4. Spell the word **soak**. I need to *soak* the dishes in the sink.
5. Change the beginning sound of the word *soak* to spell **croak**. He heard a frog *croak*.
6. Change the word *croak* to spell **creek**. There are fish in the *creek*. The silent letter in this adjacent vowel sound is the letter *e*.
7. Spell the word **silk**. The dress is made of *silk*.
8. Change the word *silk* to spell **milk**. She drank a glass of *milk*.
9. Change the word *milk* to spell **bulk**. He dropped the *bulk* of the packages.
10. Use three letters to spell the word **elk**. We saw an *elk* near the lake.

### 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

Point out the two words from the lesson that have homophones (*peak/peek*; *creek/creak*). Discuss how the spelling of the vowel sound changes the meaning of each word. Have students write a sentence using one of the words.

### Transfer

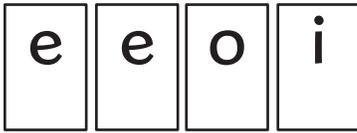
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 23 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 23

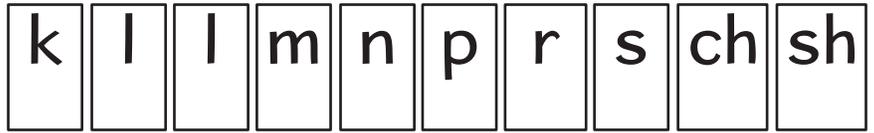
## Building Words Review Activity for Spelling Lesson Week 23 Part 3 of 3, Digraph Blends *SHR*, *SCH*, and *CHR*

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 23.

### Building Words

Let's start with words that have a *s-h-r* Digraph Blend, using the sound cards.

1. Spell the word ***shrill***. The *shrill* noise hurt our ears.
2. Change the word *shrill* to spell ***shrimp***. We added *shrimp* to the seafood salad.
3. Change the word *shrimp* to spell ***shrink***. The snowman will *shrink* in the sun.

Let's spell more words that start with Digraph Blends. These words will follow Phonetic Skill 4.

4. Spell the word ***scheme***. The team decided which *scheme* was best.
5. Spell the word ***chrome***. The diner's counter was trimmed with *chrome*.

### 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 23 Part 3. Check for accuracy and automaticity.

# Review Activities Lesson Week 23

## Building Words

Review Activity for Spelling Lesson Week 23  
Part 3 of 3, Digraph Blends *SHR*, *SCH*, and *CHR*

<b>E</b>	<b>E</b>	<b>O</b>	<b>I</b>	<b>K</b>	<b>L</b>	<b>L</b>	<b>M</b>
<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>Ch</b>	<b>Sh</b>		

m i k i o e e

sh ch s r p n

**Reading Horizons Discovery® Spelling Lesson Week 23**  
**Cloze Passage 1**

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

From *Reading Horizons Discovery® Little Book "Sage"*

Sage had \_\_\_\_\_ chores to do last \_\_\_\_\_. The first chore was to lift the \_\_\_\_\_ trunk up on the shelf. "This is not a job for \_\_\_\_\_ people," she said. The next chore was to \_\_\_\_\_ a peek in the mailbox to see if there was any mail. "No mail," she said with a \_\_\_\_\_. The last chore was to clean Beak's cage. "He can not \_\_\_\_\_ with a messy cage," she said. Sage did not \_\_\_\_\_ from the work she had to do. "Now I can play!" said Sage.



**Reading Horizons Discovery® Spelling Lesson Week 23**  
**Cloze Passage 1**  
**Spelling with -K and Digraph Blends**

oak          shrink      shrug      sneak

three      thrive      weak      week

# Spelling Lesson Week 23

## Building Words Transfer Card 1 of 3

Words:

peak      speak      sneak      soak      croak  
creek      silk      milk      bulk      elk

Sentence:

On our hike to the peak, we passed an elk by the creek.

# Spelling Lesson Week 23

## Building Words Transfer Card 3 of 3

Words:

shrill      shrimp      shrink      scheme      chrome

Sentence:

The shrimp seem to shrink in the chrome jug.

Name \_\_\_\_\_

There are many ways to spell words with the ending sound /k/. Here are two ways: *ke* and *k*.

## Lesson 52: Spelling with -K

Each of the words below ends in a /k/ sound. Finish the words by adding *k* or *ke*. Read the words. Underline adjacent vowel words. Circle silent e words. Put a box around words with a Special Vowel Combination. Be sure to mark all of the words. The first three words have been done for you.

jōke  
x x

sink  
x

mēek  
x x

win\_

fā\_\_

spea\_

trun\_

strea\_

quā\_\_

Write a sentence, using either a word ending in *k* or *ke*. Then read the sentence.

\_\_\_\_\_

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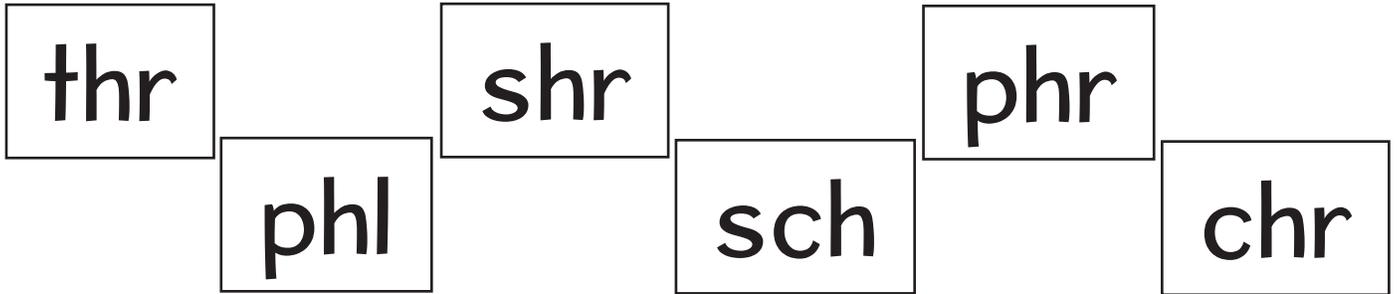
\_\_\_\_\_

Name \_\_\_\_\_

This exercise provides practice identifying Digraph Blends.

### Lesson 53: Digraph Blends

Color each of these Blend boxes a different color.



Prove and read each word below. Then underline it with the color used above for that Digraph Blend. The first three words have been proved for you.

thrōat

shred\*

phrase<sup>f z</sup>

phlox

throne

scheme

shrug

thrust

three

shrimp

chrome

shrine

thrash

shrub

Reading Horizons Discovery® Spelling Lesson Week 23  
Sort and Spell 1

EA																							
<b>-K Following Adjacent Vowels EA, OA, EE</b>																							

Word Bank

beak

cheek

cloak

creek

Greek

leak

meek

oak

peak

peek

sneak

soak

speak

weak

week

Page intentionally left blank.

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

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

1. How many days are in one \_\_\_\_\_?

2. You can \_\_\_\_\_ the dishes in the sink.

3. I would like to \_\_\_\_\_ with Hank.

4. Can we swim in the \_\_\_\_\_?

5. Is that a cat up in that tall \_\_\_\_\_ tree?

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

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

1. How many words in the sort have a long *o* vowel sound? \_\_\_\_\_

2. Write two words from the sort that sound the same but have different spellings. \_\_\_\_\_

3. Which vowel is silent in each of the words in the first column? \_\_\_\_\_