



1st Grade Packet

Decoding Skill 2
Compound Words

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 29: Decoding Skill 2 and Compound Words

Spelling Skill: This spelling lesson will consist of spelling two-syllable words that follow Decoding Skill 2 and Compound Words. Decoding Skill 2 is when there are two consonants between vowels in a multi-syllabic word, the consonants will split. Knowing Decoding Skill 2 will help students attend to the spelling of words syllable by syllable. Compound words are two words joined together to make a new word.

Example Words	<u>Word Bank</u> Skill Words	Most Common Words
	cannot himself expand twenty reptile subtract subway inspect weekend pancake dentist concrete bandage oblong dolphin	any great turn picture does

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 and illustrate one compound word from the word bank.	3. Spell and prove one skill word from the word bank.
4. Write a skill word from the word bank in which the last syllable follows Phonetic Skill 2.	5. Spell and prove three skill words from the word bank.	6. Write a sentence using one MCW from the word bank and one skill word from the word bank.
7. Spell and prove one skill word from the word bank.	8. Write two skill words from the word bank in which the last syllable follows Phonetic Skill 4.	9. Spell and prove one skill word from the word bank.

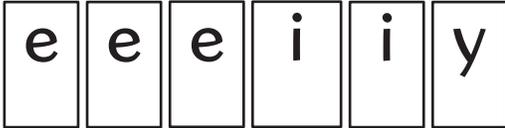
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 29

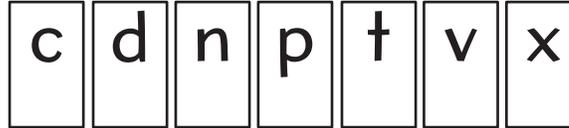
Building Words Review Activity for Spelling Lesson Week 29 Part 1 of 2, Decoding Skill 2

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 29.

Building Words

Let's practice spelling two-syllable words that follow Decoding Skill 2, using the sound cards. When spelling words with more than one syllable, look for patterns of the Five Phonetic Skills in each syllable.

Let's begin by spelling some words syllable by syllable. Remember, each syllable has a working vowel.

1. Spell the first syllable in the word **index**; spell /**ɪn**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now, use three letters to spell the second syllable in the word; spell /**dɛx**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell **index**. The **index** is at the back of the book.
2. Use two letters to spell the first syllable in the word **except**; spell /**ɛx**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word; spell /**sɛpt**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell **except**. He has read all of these books **except** that one.
3. Use two letters to spell the first syllable in the word **envy**; spell /**ɛn**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word; spell /**vɛ**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 3) Correct. Put the two syllables together to spell **envy**. I **envy** their energy.
4. Use two letters to spell the first syllable in the word **invite**; spell /**ɪn**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word; spell /**vɪt**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 4) Correct. Put the two syllables together to spell **invite**. Please **invite** her to the meeting.
5. Use two letters to spell the first syllable in the word **exceed**; spell /**ɛx**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now, using an adjacent vowel spell the second syllable in the word; spell /**cɛd**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 5) Correct. Put the two syllables together to spell **exceed**. The number of books on this shelf cannot **exceed** twenty.

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).

(continued on next page)

Review Activities Lesson Week 29

(continued from previous page)

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 29 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 29

Building Words

Review Activity for Spelling Lesson Week 29

Part 1 of 2, Decoding Skill 2

E	E	E	I	I	Y	C	D
N	P	T	V	X			

Review Activities Lesson Week 29

Building Words Review Activity for Spelling Lesson Week 29 Part 2 of 2, Compound Words

A	A	E	I	U	C	C	K
N	P	R	S	S	T		

k c c c u n i e a a

f s s r p n

Review Activities Lesson Week 29

Building Words
Review Activity for Spelling Lesson Week 29
Part 2 of 2, Compound Words
Alternates

Cup	Cake	Pan	Sun
Rise	Set	Up	

sun pan cake cup

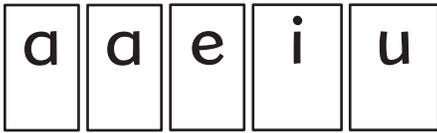
up set rise

Review Activities Lesson Week 29

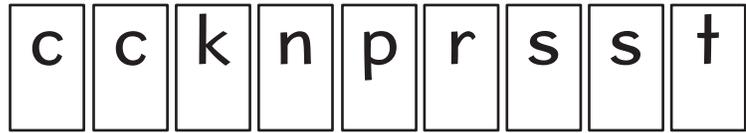
Building Words Review Activity for Spelling Lesson Week 29 Part 2 of 2, Compound Words

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 29.

Building Words

Let's practice spelling compound words, using the sound cards.

1. Spell the word **cup**. Now spell the word **cake**. Put them together to spell the compound word **cupcake**.
She ate a chocolate *cupcake*.
2. Spell the word **pan**. Now spell the word **cake**. Put them together to spell the compound word **pancake**.
Can I have a blueberry *pancake*?
3. Spell the word **sun**. Now spell the word **rise**. Put them together to spell the compound word **sunrise**. He wakes up before *sunrise*.
4. Spell the word **sun**. Now spell the word **set**. Put them together to spell the compound word **sunset**.
Look at the beautiful *sunset*!
5. Spell the word **set**. Now spell the word **up**. Put them together to spell the compound word **setup**. This game has a quick *setup*.

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 a compound word from the lesson..

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 29 Part 2. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 29
Cloze Passage 1

Name _____ Date _____

From *Reading Horizons Discovery® Little Book "The Hyrax"*

The hyrax is a thickset animal. It has _____ toes and long toenails.

It also has sticky feet. Its long _____ and sticky feet make it easy to go

up big rocks and trees by _____. Up to _____ hyraxes can live

with each other. The hyrax is _____ in _____ places.

They like to _____ most of the day.



Reading Horizons Discovery® Spelling Lesson Week 29
Cloze Passage 1
Decoding Skill 2 and Compound Words

happy

fifty

itself

stumpy

sunbathe

sunny

toenails

Spelling Lesson Week 29

Building Words Transfer Card 1 of 2

Words:

index except envy invite exceed

Sentence:

The tabs in the index must not exceed twenty.

Spelling Lesson Week 29

Building Words Transfer Card 2 of 2

Words:

cupcake pancake sunrise sunset setup

Sentence:

I ate a pancake at sunrise and a cupcake at sunset.

Name _____

This exercise provides practice proving and reading words using Decoding Skills 1 and 2, including syllables with silent e and adjacent vowels.

Lesson 66: Decoding Skill 2

Prove and read the words below. The first two have been done for you.

lō|cāte
x | x x

ī|ndēēd
x | x x

became

provide

concave

sentence

invite

donate

proceed

sixteen

migrate

retake

athlete

between

delay

exclaim

vacate

reptile

Word Bank

absent

away

behave

candy

decide

deny

equal

explain

fifteen

human

napkin

open

princess

sentence

until

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 29
Sort and Spell 1

Decoding Skills 1 and 2	
Decoding Skill 1	Decoding Skill 2

Reading Horizons Discovery® Spelling Lesson Week 29
Sort and Spell 1
Sentences

Name _____ Date _____

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

1. How many words are in this _____?

2. Anna is _____ years old.

3. We are all _____.

4. I can't play _____ my bed is made.

5. A king is the dad of a _____.

Name _____ Date _____

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

1. Which Phonetic Skill is represented in the first syllable of each Decoding Skill 1 word? _____

2. Which Phonetic Skill is represented in the first syllable of each Decoding Skill 2 word in this sort?

3. Which word from the sort rhymes with the word *sandy*? _____

Reading Horizons Discovery® Spelling Lesson Week 29
Sort and Spell 2

Compound Words and Non-Compound Words	
Compound Words	Non-Compound Words

Word Bank

bedtime

bullfrog

candy

dentist

expect

jumbo

pigpen

princess

sandbox

sentence

softball

upgrade

upon

upset

witness

Page intentionally left blank.

Name _____ Date _____

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

1. We just came from the _____ game.

2. My _____ is before yours.

3. If you are mad, you are _____.

4. The _____ croaked all night long.

5. There are six pigs in the _____.

Name _____ Date _____

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

1. How many words in the sort begin with the word *up*? _____

2. How many syllables are in each word in the sort?

3. Write the words that make the compound word *bullfrog*. _____