



# 2<sup>nd</sup> Grade Packet

Letter Groups 1–3

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) LESSON WEEK 1: Letter Groups 1–3

**Spelling Skill:** This spelling lesson will consist of words created using letters from **Letter Group 1** (*a, b, f, d, g*), **Letter Group 2** (*h, j, l, m, e*), and **Letter Group 3** (*n, p, r, s, o*).

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
d <u>o</u> g	dog	map	nod	a
	bed	log	bad	is
	rag	ham	pan	for
	men	sag	gag	that
	nap	pen	hem	they

### 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 two skill words from the word bank.	2. Write two words from the word bank that are spelled the same except for the vowel sound.	3. Spell and mark two skill words from the word bank.
4. Choose a word from the word bank, and draw a picture to illustrate its meaning.	5. Spell and mark three skill words from the word bank.	6. Write a sentence using at least two MCWs from the word bank.
7. Spell and mark two skill words from the word bank.	8. Write three words from the word bank that rhyme.	9. Spell and mark two skill words from the word bank.

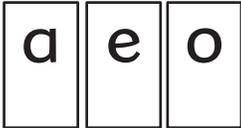
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 1

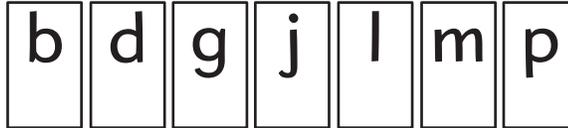
## Building Words Review Activity for Spelling Lesson Week 1 Letter Groups 1-3

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

Vowels



Consonants



### Skill Review

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

### Building Words

Let's start by spelling words with the vowel sound /ă/.

1. The first word starts with the /d/ sound and ends with the /b/ sound. Spell the word **dab**. A *dab* is just a little bit of something. You only need a *dab* of glue on your paper.
2. Change one letter to spell the word **jab**. You need to *jab* the straw into the juice box.
3. Change the word *jab* to spell the word **jam**. I like to put strawberry *jam* on my toast.
4. The next word starts with a consonant. Spell the word **mad**. *Mad*, *sad*, and *glad* are all feelings.

Now let's spell words with the vowel sound /ě/.

5. This word has the vowel sound /ě/ in the middle of the word. Spell the word **bed**. The baby cow slept on a *bed* of grass.
6. Change the word *bed* to **led**. She *led* the class to recess.
7. Change the word *led* to **leg**. The chair has a broken *leg*.

These last few words will be spelled with the /ŏ/ vowel sound.

8. Spell the word **job**. It is my *job* to put the dishes away.
9. Change one letter in the word *job* to spell **jog**. A *jog* is a little slower than a run.
10. Finally, spell the word **mop**. The cat knocked the *mop* over.

### 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). As an alternative, have students write as many words as they can using the letters in this lesson.

### Bonus Activity

Have students organize their 42 Sound Cards in alphabetical order.

### Transfer

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

# Review Activities Lesson Week 1

## Building Words Review Activity for Spelling Lesson Week 1 Letter Groups 1-3

<b>A</b>	<b>E</b>	<b>O</b>	<b>B</b>	<b>D</b>	<b>G</b>	<b>J</b>	<b>L</b>
<b>M</b>	<b>P</b>						

**w d**

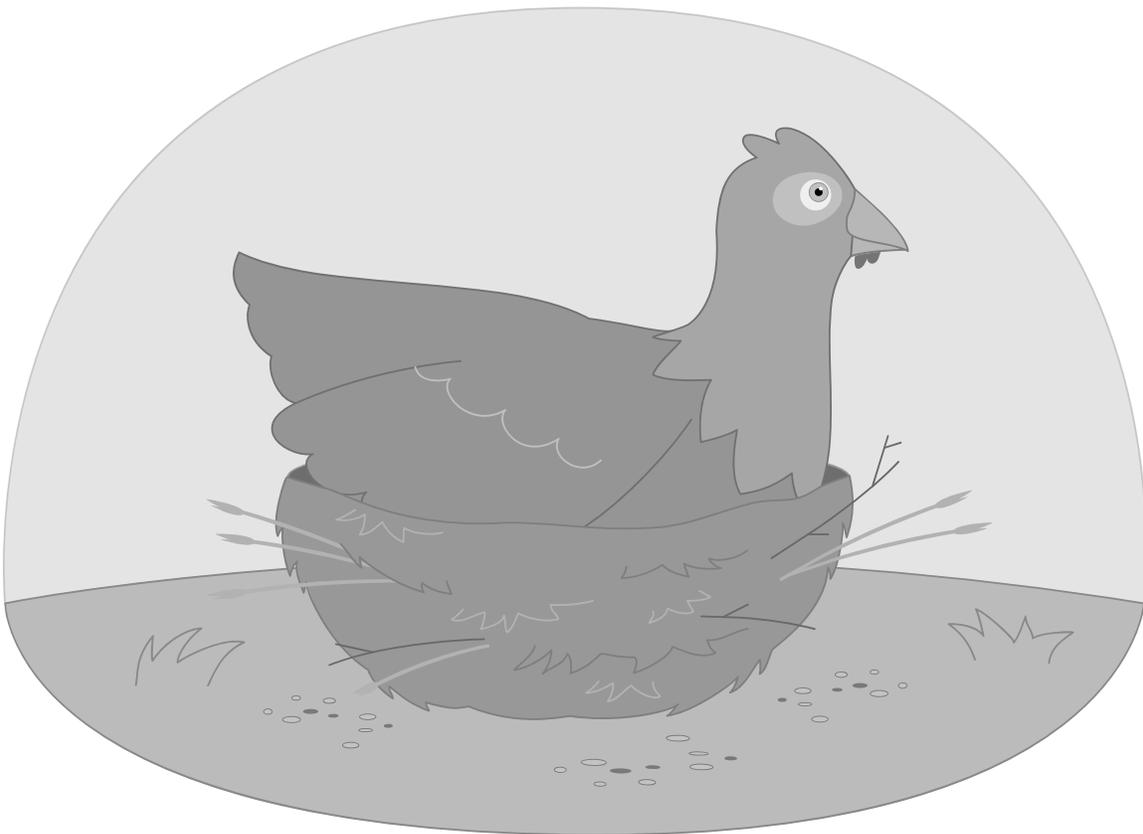
**a e o q p g j l**

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

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

**“Sam and the Hens”**

Sam had six \_\_\_\_\_ hens. He \_\_\_\_\_ the hens. The hens had \_\_\_\_\_ eggs. It was Sam’s \_\_\_\_\_ to get the eggs. Then Sam and his \_\_\_\_\_ had \_\_\_\_\_ and eggs. Yum!



**Reading Horizons Discovery® Spelling Lesson Week 1**  
**Cloze Passage**  
**Letter Groups 1, 2, and 3 Word Bank**

job

ham

red

ten

fed

mom

# Spelling Lesson Week 1

## Building Words Transfer Card

### Letter Groups 1-3

Words:

dab

jab

jam

mad

bed

led

leg

job

jog

mop

Sentence:

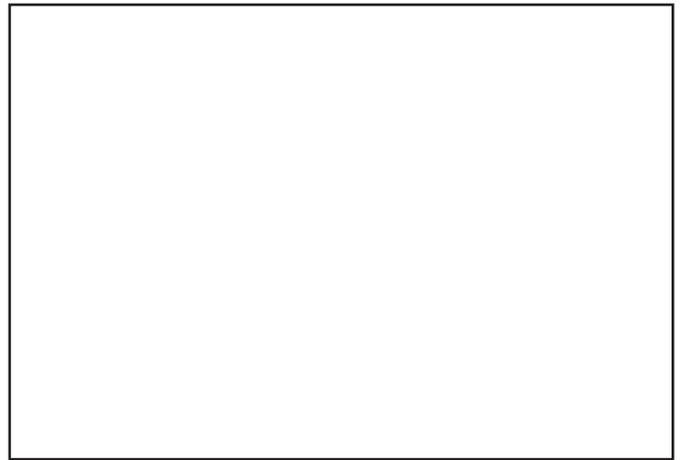
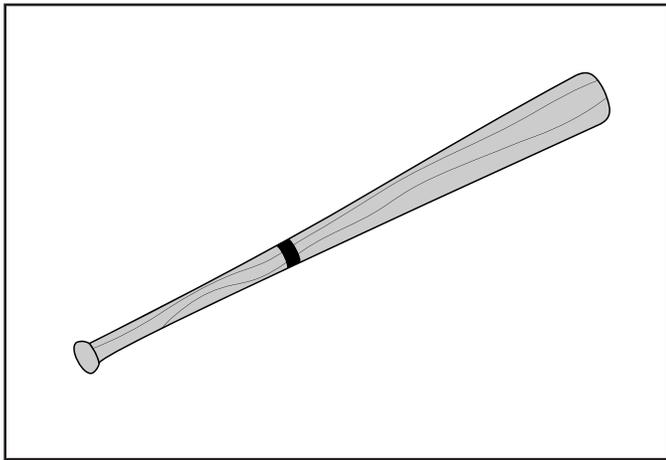
You fed ham and jam to Rob.

Name \_\_\_\_\_

This activity provides practice with the sounds of the consonants in Letter Group 1.

### Lesson 1: Letter Group 1

Draw a picture of something that begins with the letter you see on the line. Write the letter three more times. The first letter has been done for you.



b b b b b

g



f

d

Name \_\_\_\_\_

This activity provides a review of the letters in Letter Groups 1 and 2 using slides and words.

### Lesson 6: Letter Group 2

Read the following letters two times. First, read the letter names. Then say the letter sounds. Circle all of the uppercase letters: ○. Put a box around all of the lowercase letters: □. The first two letters have been done for you.

○ J

□ e

H

L

j

m

l

h

M

b

Read the slide and then the word. Write the word in the space below the word, and mark the vowel with an x.

le  
→

led  
x

led  
x

ja  
→

jam  
x

\_\_\_\_\_

me  
→

Meg  
x

\_\_\_\_\_

la  
→

lab  
x

\_\_\_\_\_

be  
→

bed  
x

\_\_\_\_\_

da  
→

dad  
x

\_\_\_\_\_

Name \_\_\_\_\_

This exercise provides practice reading and writing slides and words using the vowel *o*.

### Lesson 8: Letter Group 3

Read and write each slide and word two times. Then read the rhyme.

bo

bog

fo

fog

ho

hog

lo

log

Rhyme  
In a bog,  
In the fog,  
On a log,  
Is a hog!

On a separate piece of paper,  
write your own rhyme with the words  
in the box below.

hog	dog
jog	log

Word Bank

bed

dad

fad

fed

fob

gob

had

Jed

job

lad

led

mad

Bob

lob

sad

Page intentionally left blank.

*Reading Horizons Discovery*® Spelling Lesson Week 1  
Sort and Spell 2

<b>Rhyming Words</b>		
<b>Rhymes with <i>Bad</i></b>	<b>Rhymes with <i>Red</i></b>	<b>Rhymes with <i>Sob</i></b>

Reading Horizons Discovery® Spelling Lesson Week 1  
Sort and Spell 2  
Sentences

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

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

1. He is \_\_\_\_\_.

2. He \_\_\_\_\_ the dog to a log.

3. Mom \_\_\_\_\_ the dog.

4. They \_\_\_\_\_ a job.

5. I am \_\_\_\_\_!

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

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

1. How many words from the sort rhyme with *bad*?

\_\_\_\_\_

2. Which column has the least number of rhyming words?

3. Which two letters are at the end of every word in the last column? \_\_\_\_\_

