



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

Phonetic Skill 3

Phonetic Skill 4

Spelling with *-KE*

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 11: Phonetic Skill 3; Phonetic Skill 4; Spelling with -KE

**Spelling Skill:** Phonetic Skill 3: One spelling pattern for a long vowel sound at the end of a single-syllable word is to simply use the single letter that makes the vowel sound. Phonetic Skill 4: One way to spell a long vowel sound before a final consonant sound in a single-syllable word is to use the spelling pattern of Phonetic Skill 4, which is a vowel, consonant, and e at the end of the word. Spelling with -KE: Single-syllable words with a long vowel sound before the /k/ sound are often spelled with -ke at the end of the word following the pattern of Phonetic Skill 4.

| Example Word | <u>Word Bank</u> |       |        |                   |
|--------------|------------------|-------|--------|-------------------|
|              | Skill Words      |       |        | Most Common Words |
| mē<br>×      | me               | hi    | spike  | day               |
|              | bake             | wade  | cute   | the               |
|              | shake            | no    | glide  | do                |
| bā kē<br>× × | slope            | chive | June   | who               |
|              | grate            | yoke  | strike | part              |

### 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 two skill words from the word bank.                      | 2. Write all the skill words in the word bank that follow Phonetic Skill 3. | 3. Spell and prove two skill words from the word bank.                           |
| 4. Spell and prove two words in the word bank that follow Phonetic Skill 4. | 5. Spell and prove three skill words from the word bank.                    | 6. Spell and prove two words in the word bank that follow the -ke spelling rule. |
| 7. Spell and prove two skill words from the word bank.                      | 8. Write a sentence using at least three words from the word bank.          | 9. Spell and prove two skill words from the word bank.                           |

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

# Review Activities Lesson Week 11

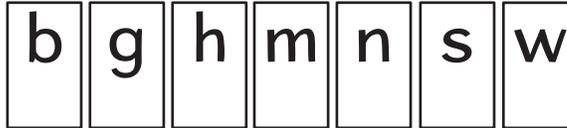
## Building Words Review Activity for Spelling Lesson Week 11 Part 1 of 3, Phonetic Skill 3

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 11.

### Building Words

Let's spell words that follow Phonetic Skill 3.

1. Spell the word **no**. There are *no* shoes allowed on the trampoline.
2. Change the word *no* to **go**. Will you *go* to the movie with me?
3. Change the word *go* to **so**. There are *so* many good books to read.
4. Now spell the word **we**. *We* are going camping on Monday.
5. Spell the word **me**. Will you go with *me* to the library?
6. Spell the word **be**. How old will you *be* on your birthday?
7. The next word starts with a Digraph. Spell the word **she**. *She* is my best friend.
8. Change the word *she* to the word **he**. *He* is my older brother.
9. Change the vowel sound in the word *he* to spell the word **hi**. Did you say *hi* to your teacher in the hall?
10. Spell the word **I**. *I* can't wait until Saturday.

### 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 write a sentence using one or more words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 11 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 11

## Building Words

### Review Activity for Spelling Lesson Week 11

#### Part 1 of 3, Phonetic Skill 3

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>E</b> | <b>I</b> | <b>O</b> | <b>B</b> | <b>G</b> | <b>H</b> | <b>M</b> | <b>N</b> |
| <b>S</b> | <b>W</b> |          |          |          |          |          |          |

**n m h y g b o i e**

**W S**

# Review Activities Lesson Week 11

## Building Words

### Review Activity for Spelling Lesson Week 11

#### Part 2 of 3, Phonetic Skill 4

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | <b>E</b> | <b>I</b> | <b>U</b> | <b>C</b> | <b>N</b> | <b>P</b> | <b>R</b> |
| <b>S</b> | <b>T</b> |          |          |          |          |          |          |

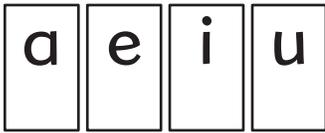
**r p n c u d i e a**

**s t s**

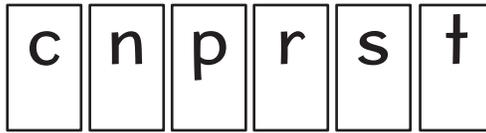
## Building Words Review Activity for Spelling Lesson Week 11 Part 2 of 3, Phonetic Skill 4

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 11.

### Building Words

Let's spell words that follow Phonetic Skill 4. Remember, Phonetic Skill 4 words end with a silent *e*.

1. Spell the word **cut**. Now change the short vowel sound in the word *cut* to a long vowel sound and spell the word **cute**. What did you have to do to change *cut* to *cute*? (add an *e* to the end) Correct. That baby is *cute*.
2. Spell the word **tune**. Can you whistle a *tune*?
3. Spell the word **spin**. Now change the short vowel sound in the word *spin* to a long vowel sound and spell the word **spine**. What did you have to do to change *spin* to *spine*? (add an *e* to the end) Correct. Put the books on the shelf with the *spine* out.
4. Remove a letter in the word *spine* to spell the word **pine**. That tree is a *pine*.
5. Spell the word **cap**. Now change the word to spell **cape**. What did you have to do to change *cap* to *cape*? (add an *e* to the end) Correct. My costume has a long red *cape*.
6. Change one letter in the word *cape* to spell the word **cane**. She used a *cane* to help her walk.
7. Spell the word **prune**. Did you know that a *prune* is just a dried plum?
8. Spell the word **rip**. Now change the word to spell **ripe**. What did you have to do to change *rip* to *ripe*? (add an *e* to the end) Correct. Is the strawberry *ripe*?
9. Add two letters to change the word *ripe* to spell **stripe**. The car has a blue *stripe* on the hood.
10. Spell the word **tap**. Now change the word to spell **tape**. What did you have to do to change *tap* to *tape*? (add an *e* to the end) Correct. I used *tape* to hang the poster.

### 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 create a word sort using short and long vowel words from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 11 Part 2. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 11**  
**Cloze Passage 1**

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

Based on *Reading Horizons Discovery® Little Book "All About Oil"*

What can oil \_\_\_\_\_ used for? \_\_\_\_\_ use oil for many things. Oil can make cars and trucks \_\_\_\_\_. Where do we get oil? Oil comes from rocks. Some oil is under the water in the ocean. How do we get oil from under the water? People drill oil wells in the ocean \_\_\_\_\_ oil can go from a long pipe to a big ship.



**Reading Horizons Discovery® Spelling Lesson Week 11**  
**Cloze Passage 1**  
**Phonetic Skill 3 Word Bank**

s o

w e

b e

g o

# Spelling Lesson Week 11

## Building Words Transfer Card 1 of 3

### Phonetic Skill 3

Words:

go  
be

no  
she

so  
he

we  
hi

me  
I

Sentence:

She said hi to me.

# Spelling Lesson Week 11

## Building Words Transfer Card 2 of 3

### Phonetic Skill 4

Words:

|      |       |       |        |      |
|------|-------|-------|--------|------|
| cute | tune  | spine | pine   | cape |
| cane | prune | ripe  | stripe | tape |

Sentence:

The cape had a cute red stripe.

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

Phonetic Skill 3: The vowel is long because it stands alone.

### Lesson 42: Phonetic Skill 3

1. Mark, left to right, under the word.

Identify the vowel: x.

go  
x

2. Mark the vowel long: ¯.

gō  
x

3. Read the word.

Prove the vowel sound by marking each word. Then read the word. The first word has been done for you.

gō  
x

we

so

hi

he

no

she

me

be

Write a sentence, using a Phonetic Skill 3 word. Then read the sentence.

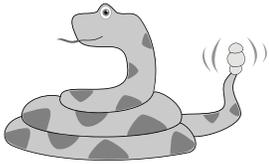
\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

### Lesson 43: Phonetic Skill 4

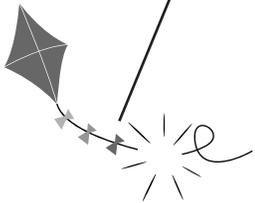
Read the sentences below. Circle the words in each sentence that follow Phonetic Skill 4 (silent e). Draw a line to match the sentence to the correct picture. The first sentence is done for you.



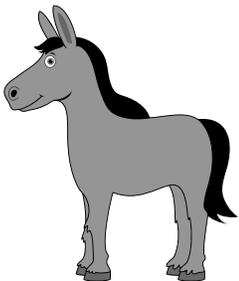
As Dave and Mike came home, the twine on their kite broke.



Snakes slide and glide in the grass and shake their rattles.



We hope to ride the mule to the lake.



In spite of the hot flames, Dave stopped the fire.

Name \_\_\_\_\_

When the /k/ sound follows a long vowel sound in a word, the /k/ is usually spelled *-ke*.

### Lesson 45: Spelling with *-KE*

Add *-ke* after each vowel to make a word with a long vowel sound. Then prove and read the words. The first word has been done for you.

cākē

li\_\_

sha\_\_

spo\_\_

ma\_\_

bi\_\_

bra\_\_

jo\_\_

stro\_\_

Can you find the words you just marked in this word search? The words can go up↑, down↓, across→, or diagonally↗↘.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| L | I | Q | N | F | S | E | J | S | D |
| S | T | R | O | K | E | H | K | K | C |
| B | W | S | R | P | T | C | A | A | U |
| O | R | M | A | K | E | E | E | K | C |
| F | J | A | F | L | K | D | S | S | E |
| V | E | S | K | I | I | B | W | E | H |
| N | K | J | B | E | E | K | N | D | W |
| S | O | O | K | E | X | K | E | G | A |
| L | P | K | Z | W | B | Q | N | G | I |
| F | S | E | Z | N | W | L | A | P | B |

Word Bank

|       |       |
|-------|-------|
| brave | drum  |
| go    | ham   |
| hi    | plant |
| rode  | rude  |
| silk  | make  |
| tale  | tent  |
| top   | we    |
| yet   |       |

Page intentionally left blank.

*Reading Horizons Discovery*® Spelling Lesson Week 11  
Sort and Spell 3

| <b>Words That Follow Phonetic Skills 1, 2, 3, and 4</b> |   |   |   |
|---|---|---|---|
| <b>Words That Follow<br/>Phonetic Skill 1</b>           | <b>Words That Follow<br/>Phonetic Skill 2</b> | <b>Words That Follow<br/>Phonetic Skill 3</b> | <b>Words That Follow<br/>Phonetic Skill 4</b> |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

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

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

1. Can you \_\_\_\_\_ a cake?

2. Let's \_\_\_\_\_ to the ball game.

3. Did you water the \_\_\_\_\_?

4. We will set up the big camp \_\_\_\_\_.

5. Can \_\_\_\_\_ have a class pet?

6. They \_\_\_\_\_ their bikes to the game.

7. Your name is on the \_\_\_\_\_ of the box.

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

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

1. Which word from the sort rhymes with *brave*?

\_\_\_\_\_

2. How many words in the sort have a short vowel sound? \_\_\_\_\_

3. How many words in the sort have a long vowel sound? \_\_\_\_\_

