



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

Sounds of *GH*, *IGH*, and *IGHT*

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 15: Sounds of *GH*, *IGH*, and *IGHT*

**Spelling Skill:** The combination *gh* is used to spell three different sounds. 1) *IGH* is used to represent the long *i* sound (e.g., *sigh*, *night*). *IGH* is the most common spelling pattern for *gh* words. (It may help to refer to *igh* as “three letter *i*.”) 2) *GH* is sometimes used at the end of a word to spell the sound /f/. 3) *GH* is used at the beginning of a few words to spell the /g/ sound.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	right sigh bright ghost blight	nigh light plight high night
	sight fright slight might fight	through tough laugh cough enough

### 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 a sentence using at least two skill words and one MCW from the word bank.	3. Spell and prove two skill words from the word bank.
4. Write three words from the word bank that rhyme with <i>flight</i> .	5. Spell and prove three skill words from the word bank.	6. Write three words from the word bank that rhyme with <i>thigh</i> .
7. Spell and prove two skill words from the word bank.	8. Write two MCWs from the word bank in which the sound for <i>gh</i> is /f/.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 15

Building Words  
Review Activity for Spelling Lesson Week 15  
Sounds of GH, IGH, and IGH

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>F</b>	<b>G</b>	<b>H</b>
<b>L</b>	<b>N</b>	<b>S</b>	<b>T</b>	<b>Gh</b>	<b>igh</b>		

**h g f i u o e a**

**igh gh t s n l**

# Review Activities Lesson Week 15

## Building Words Review Activity for Spelling Lesson Week 15 Sounds of *GH*, *IGH*, and *IGHT*

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 15.

### Building Words

Let's practice spelling words with sounds of *gh*, *-igh*, and *-ight*.

1. Use five letters to spell the word **ghost**. What sound does *gh* at the beginning of a word make? (the sound /g/) Correct. They were telling *ghost* stories by the campfire.
2. Spell the word **flight**. They arrived late to the airport and missed their *flight*.
3. Now spell the word **sigh**. The child let out a loud *sigh* when she was asked to wait her turn.
4. Change the word *sigh* to the word **sight**. The double rainbow over the mountain was a beautiful *sight*.
5. Change the word *sight* to spell the word **slight**. There is a *slight* chance I will get a puppy.
6. Spell the word **light**. Turn off the *light* when you leave the room to help save energy.
7. Now spell the word **nigh**. The word *nigh* means nearby or close. Evening was *nigh*.
8. Change the word *nigh* to the word **night**. Will you come to the game tomorrow *night*?

Now let's spell some words that end with *gh* and make the sound /f/.

9. Spell the word **laugh**. What sound does *gh* make? (the sound /f/) Correct. The teacher told a joke that made the class *laugh*.
10. Spell the word **enough**. Did you get *enough* sleep?

### 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 at least one word from the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 15. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 15**  
**Cloze Passage**

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

Based on *Reading Horizons Discovery® Little Book "The Pirate Ghost"*

One \_\_\_\_\_, Rod and Steve were strolling to their homes by the sea. They spotted a ship. The \_\_\_\_\_ light of the full moon made it clear that the old ship had been at sea for many years. It was tilting to the \_\_\_\_\_. It bobbed up and down as \_\_\_\_\_ waves made the ship hit the \_\_\_\_\_ rocks. "The ship might have gold on it!" said Rod.

"What if there is a \_\_\_\_\_ on the ship?" asked Steve. "Are we tough \_\_\_\_\_ to fight a ghost?"

"I don't want to find out," said Rod. Then they \_\_\_\_\_ and strolled home.





**Reading Horizons Discovery® Spelling Lesson Week 15**  
**Cloze Passage**  
**Sounds of GH, IGH, and IGHT Word Bank**

laughed high night ghost rough

bright enough right

# Spelling Lesson Week 15

## Building Words Transfer Card

### Sounds of *GH*, *IGH*, and *IGHT*

Words:

ghost	flight	sigh	sight	slight
light	nigh	night	laugh	enough

Sentence:

Is that light bright enough for us to see the path?

Name \_\_\_\_\_

This exercise provides practice identifying the sounds of *gh* in words.

## Lesson 57: Sounds of *GH*, *IGH*, and *IGHT*

When *gh* comes at the beginning of a word, it has the sound /g/, as in *gh<sub>g</sub>ost*.

When *gh* comes at the end of a word, it sometimes has the sound /f/, as in *laugh<sub>f</sub>*.

In most words, *gh* is silent. When *i* comes before *gh*, the *i* has the long sound, as in *sigh<sub>i</sub>* and *sight<sub>i</sub>*.

Prove and read the *gh* words below.

bright      sigh

flight      ghost

light      night

Circle the *gh* words in the road signs below.



Reading Horizons Discovery® Spelling Lesson Week 15  
Sort and Spell 1

Sounds of GH, IGH, and IGHT		
gh	igh	ight

Word Bank

bright	flight
ghost	high
light	might
nigh	night
right	sigh
sight	thigh
tight	

Page intentionally left blank.

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

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

1. She hit the ball out of \_\_\_\_\_.

2. Do you use your \_\_\_\_\_ hand or your left hand?

3. The tired child slept all \_\_\_\_\_.

4. The campers pitched their tent \_\_\_\_\_ on the top of a hill.

5. The sight of the mess made Dad let out a big \_\_\_\_\_.

6. It was a \_\_\_\_\_ fit to get all my things into the bag.

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

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

1. How many words in this sort have a long *i* sound?

\_\_\_\_\_

2. Which word from the sort means *near*? \_\_\_\_\_

3. Write the word from the sort in which *gh* is not silent. \_\_\_\_\_