



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

## Decoding Skill 1

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 A) LESSON WEEK 17: Decoding Skill 1

**Spelling Skill:** This spelling lesson will consist of spelling two-syllable words that follow Decoding Skill 1. Decoding Skill 1: In a word with more than one syllable, if there is just one guardian consonant following the first vowel, the consonant will move on to be with the vowel in the next syllable. Knowing Decoding Skill 1 will help students attend to the spelling of words syllable by syllable.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	migrate   robot   donate equate   bonus   decide erode   minus   python rotate   derail   digest pretend   relay   behave	does another want also form

### 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. Spell and prove two words from the word bank that contain the sound of long e.	5. Spell and prove three skill words from the word bank.	6. Write a science word from the word bank. Then draw a picture showing the meaning of the word.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using a math word 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 17

## Building Words Review Activity for Spelling Lesson Week 17 Decoding Skill 1

<b>A</b>	<b>E</b>	<b>E</b>	<b>I</b>	<b>O</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>L</b>	<b>P</b>	<b>R</b>	<b>T</b>				

**f d c o i e e a**

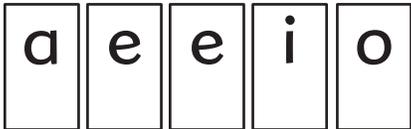
**l d r t**

# Review Activities Lesson Week 17

## Building Words Review Activity for Spelling Lesson Week 17 Decoding Skill 1

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 17.

### Building Words

Let's practice spelling words that follow Decoding Skill 1. When spelling words with more than one syllable, look for patterns of the Five Phonetic Skills in each syllable. Let's begin by spelling each word syllable by syllable. Remember, each syllable will have a working vowel.

1. Spell the first syllable in the word **reflect**; spell /rē/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word; spell /flēkt/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *reflect*. A mirror will *reflect* what is in front of it.
2. Keep the first syllable the same, and change the word *reflect* to spell the word **repeat**. The second syllable follows Phonetic Skill 5. Can you please *repeat* that?
3. Spell the first syllable in the word **profile**; spell /prō/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Next, using the pattern of Phonetic Skill 4, spell the second syllable in the word; spell /fil/. When you see someone's face from the side, you're seeing that person's *profile*.
4. Spell the first syllable in the word **predict**; spell /prē/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word; spell /dīkt/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *predict*. I am using the dark clouds as clues to help me *predict* that it will rain.
5. Spell the first syllable in the word **detail**; spell /dē/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Next, using the pattern of Phonetic Skill 5, spell the second syllable in the word; spell /tāl/. Tell me every *detail* of your funny story!
6. Using the pattern of Phonetic Skill 3, spell the first syllable in the word **locate**; spell /lō/. Next, using the pattern of Phonetic Skill 4, spell /kāt/. Put the two syllables together to spell *locate*. Did you *locate* the address on the map?

### 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.

**Reading Horizons Discovery® Spelling Lesson Week 17**  
**Cloze Passage**

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

Based on *Reading Horizons Discovery® Little Book "A Trip to Egypt"*

\_\_\_\_\_ and \_\_\_\_\_ went on a trip to \_\_\_\_\_. Before they left, they packed their bags. After they landed, a man named \_\_\_\_\_ picked them up and drove them to a \_\_\_\_\_. Along the way, there were many \_\_\_\_\_ hopping in the sand. They asked Simon to drive them to see King Tut's grave site. It was a \_\_\_\_\_ to see King Tut's gold mask. They also saw people scuba diving in the sea. On \_\_\_\_\_, they went to see the Nile. It was a great trip for Levi and Elaine.



**Reading Horizons Discovery® Spelling Lesson Week 17**  
**Cloze Passage**  
**Decoding Skill 1 Word Bank**

Simon      delight      Friday      Elaine

hotel      Egypt      Levi      locusts

# Spelling Lesson Week 17

## Building Words Transfer Card

### Decoding Skill 1

Words:

reflect	repeat	profile
predict	detail	locate

Sentence:

I can locate that detail in the profile.

Name \_\_\_\_\_

Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to break words into syllables. This is Decoding Skill 1.

### Lesson 61: Decoding Skill 1

1. Mark under the word.

motel  
x x  
→

2. Go back to the first vowel.

motel  
x x  
↖

3. How many guardian consonants follow the vowel *o*? Just one, *t*, so it moves or goes on to the next syllable. Box in the first syllable.

motel  
x x

4. Will the vowel *o* be long or short? (Long, because it stands alone.) Mark the vowel long.

motel  
x x

5. Will the vowel in the second syllable be long or short? (Short, because it still has a guardian. We no longer need to mark guardians with a star.) Mark the vowel *e* short.

motel  
x x

6. Box the final syllable.

motel  
x x

Prove and read the following words. The first word has been done for you.

nōmäd  
x x

decide      program

robot      delay      remain

began      minus      protect

*Reading Horizons Discovery*® Spelling Lesson Week 17  
Sort and Spell 2

<b>Phonetic Skill Pattern of the SECOND Syllable in Decoding Skill 1 Words</b>		
<b>Phonetic Skill 1</b>	<b>Phonetic Skill 2</b>	<b>Phonetic Skill 3</b>
<b>Phonetic Skill 4</b>	<b>Phonetic Skill 5</b>	

Word Bank

between

decay

detail

digest

hotel

tofu

locate

migrate

event

program

protect

relax

reflect

silo

unite

logo

Page intentionally left blank.

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

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

1. We need to check into our \_\_\_\_\_ before lunch.

2. I can't find the remote. Can you help \_\_\_\_\_ it?

3. Their dance is listed on the \_\_\_\_\_.

4. Can cats \_\_\_\_\_ fish bones?

5. I do not eat meat, but I love to eat \_\_\_\_\_.

6. Mom can rest and \_\_\_\_\_ at the beach.

7. My home is \_\_\_\_\_ two blue homes.

8. A tent will \_\_\_\_\_ the campers from rain.

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

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

1. How many words have a short vowel sound in the second syllable? \_\_\_\_\_

2. How many words have a long vowel sound in the second syllable? \_\_\_\_\_

3. The first syllable in each word follows which Phonetic Skill? \_\_\_\_\_