



2nd Grade Packet

Decoding Skill 2
Double Consonants

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 19: Decoding Skill 2; Double Consonants

Spelling Skill: This spelling lesson will consist of spelling two-syllable words that follow Decoding Skill 2, including words with double consonants. Decoding Skill 2: If there are two consonants following a vowel in words with more than one syllable, the consonants will split to be part of two different syllables. Double consonants in a word cause the preceding vowel to be short and are usually used to spell one consonant sound (note that cc can be used to spell either one or two consonant sounds). Knowing Decoding Skill 2 and how double consonants function in a word will help students attend to the spelling of words syllable by syllable.

Example Word	Word Bank Skill Words	Most Common Words
	accent puppet napkin reptile success fluffy princess insect penny hundred nugget puppy hummus Neptune explain	number different move picture following

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. Choose one skill word from the word bank. Write the word. Then draw a picture to illustrate the meaning of the word.	3. Spell and prove two skill words from the word bank.
4. Write and prove two skill words from the word bank that you might find in a science book.	5. Spell and prove three skill words from the word bank.	6. Write and prove two skill words from the word bank that have double consonants.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using at least one skill word and two MCWs from the word bank.	9. Spell and prove two skill words from the word bank.

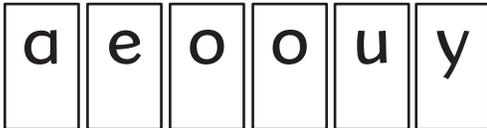
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 19

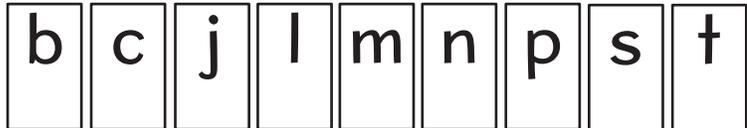
Building Words Review Activity for Spelling Lesson Week 19 Part 1 of 2, Decoding Skill 2

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 19.

Building Words

Let's practice spelling words that follow Decoding Skill 2. 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 two-syllable words, syllable by syllable. Remember, each syllable will have a working vowel.

1. Spell the first syllable in the word **upset**; spell /**ŭp**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word **upset**; spell /**sĕt**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell **upset**. My brother was **upset** about the lost game piece.
2. Spell the first syllable of the word **combo**; spell /**kŏm**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable; spell /**bŏ**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 3) Correct. Put the two syllables together to spell **combo**. **Combo** is short for the word combination. Did you order a lunch **combo**?
3. Change the first syllable in **combo** to spell /**jŭm**/, and keep the second syllable the same to spell the word **jumbo**. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. They ate **jumbo** shrimp for dinner.
4. Spell the first syllable in the word **absent**; spell /**ăb**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word **absent**; spell /**sĕnt**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell **absent**. She was **absent** from school the day they took a field trip.
5. Spell the first syllable in the word **album**; spell /**ăl**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word **album**. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell **album**. I looked through the photo **album**.
6. Spell the first syllable in the word **subject**; spell /**sŭb**/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word **subject**; spell /**jĕkt**/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell **subject**. What is your favorite **subject** in school?

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Review Activities Lesson Week 19

(continued from previous page)

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 19 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 19

Building Words

Review Activity for Spelling Lesson Week 19

Part 1 of 2, Decoding Skill 2

A	E	O	O	U	Y	B	C
J	L	M	N	P	S	T	

**a b c
d e f
g h i
j k l
m n o
p q r
s t**

Reading Horizons Discovery® Spelling Lesson Week 19
Cloze Passage 1

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "The Hyrax"*

This animal has a _____ name. It is called a hyrax. It is a land
_____. The hyrax has _____ toes and long toenails. It also has
_____ legs. It lives with up to _____ other hyraxes. A _____
lunch for a hyrax might _____ cabbage and lettuce. They can be pests
to some people because the hyraxes eat their plants. This makes
people _____!



Reading Horizons Discovery® Spelling Lesson Week 19

Cloze Passage 1

Decoding Skill 2 Word Bank

fifty

yummy

include

funny

crabby

stumpy

mammal

stubby

Spelling Lesson Week 19

Building Words Transfer Card 1 of 2

Decoding Skill 2

Words:

upset combo jumbo
absent album subject

Sentence:

I have a jumbo photo album.

Name _____

Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to separate words into syllables. This is Decoding Skill 2.

Lesson 66: Decoding Skill 2

1. Mark under the word.

campus
x x

2. Go back to the first vowel.

campus
x x

3. Look at the first vowel, *a*. How many guardian consonants follow *a*? Two. Two guardian consonants will SPLIT! *M* will stay in the first syllable; *p* will move on to the next. Box the first syllable.

campus
x x

4. Will *a* be long or short? It still has a guardian, so mark it short. It's not necessary to star guardians now; just think them!

campus
x x

5. Is the vowel *u* long or short? Short, because it has a guardian. Mark the *u* short.

campus
x x

6. Box in the last syllable.

campus
x x

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

sūb|mit
x x

napkin

contact

candy

contest

dictate

splendid

fancy

compel

Name _____

When two of the same consonants are together in a word, only one consonant sound is heard. When the consonant *c* is doubled in a word, sometimes there are two consonant sounds.

Lesson 68: Double Consonants

When a consonant is doubled, you hear only one consonant sound. Apply Decoding Skill 2 to split the double consonants. Then draw a line through the first of the double consonants to make it silent.

Examples: $\underset{\times}{b}\overset{\check{}}{o}\overset{\check{}}{n}\overset{\check{}}{n}\overset{\check{}}{e}\overset{\check{}}{t}$ $\underset{\times}{f}\overset{\check{}}{u}\overset{\check{}}{n}\overset{\check{}}{n}\overset{\bar{e}}{y}$

Prove and read the following words:

fluffy

appeal

coffee

office

immense

cabbage

Sometimes the consonant *c* is doubled in a word. If the second consonant *c* is followed by the vowels *a*, *o*, or *u*, there is only one /k/ sound. The first *c* is silent. If the second *c* is followed by *i* or *e*, the first *c* says /k/, and the second *c* says /s/.

Examples: $\underset{\times}{a}\overset{\check{}}{c}\overset{\check{}}{c}\overset{\bar{u}}{s}\overset{\check{}}{e}$ $\underset{\times}{a}\overset{\check{}}{c}\overset{\check{}}{c}\overset{\check{}}{e}\overset{s}{s}$

Prove and read the following words:

accept

accrue

acclaim

accede

accent

Reading Horizons Discovery® Spelling Lesson Week 19
Sort and Spell 1

Words with Long or Short Vowels in the First Syllable	
Long Vowel in the First Syllable	Short Vowel in the First Syllable

Word Bank

absent

athlete

belong

compact

contrast

cyclops

Egypt

explain

hundred

locate

napkin

predict

recite

twenty

unit

Page intentionally left blank.

Name _____ Date _____

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

1. The _____ is training for the next track meet.

2. He lived to be a _____ years old.

3. I got sick and had to be _____ from class.

4. The Nile runs through _____.

5. After nineteen comes _____.

6. She can _____ all of the words from the song.

7. Where does this coat _____?

8. I set my _____ next to my plate.

Name _____ Date _____

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

1. Which phonetic skill does the FIRST syllable in each word in the first column follow? _____

2. Which phonetic skill does the FIRST syllable in each word in the second column follow? _____

3. Which two words from the sort contain the Rainbow S sound? _____

Word Bank

accent	accept
access	acclaim
accrue	accuse
hiccups	succeed
success	stucco
yucca	

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 19
Sort and Spell 2

Words with Double Consonant C	
CC says /k/	CC says /k/ and /s/

Name _____ Date _____

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

1. The homes were made of _____.

2. Did the team _____ at winning the game?

3. Tory will _____ the trophy for the team.

4. The new student has a nice _____.

5. Do you know how to get rid of the _____?

6. The class play was a big _____.

7. The _____ plant does not need much rain.

8. You need a code to _____ the website.

Name _____ Date _____

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

1. Which letters follow the second *c* in the first column of the sort? _____

2. Which letter follows the second *c* in the second column of the sort? _____

3. Write two words from the sort in which *c* is part of a Blend. _____

