



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

Letter Groups 4–5  
Spelling with C and K

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 2: Letter Groups 4–5; Spelling with C and K

**Spelling Skill:** This spelling lesson will consist of words created using letters from **Letter Group 4** (*t, v, w, x, y, u*), **Letter Group 5** (*q, z, c, k, i*), and **Spelling with C and K**. Remember, when the /k/ sound is followed by *i* or *e*, the /k/ sound is spelled with the letter *k*. When the /k/ sound is followed by the letters *a, o, or u*, the /k/ sound is spelled with the letter *c*.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
quiz <small>qu<sup>u</sup>ix<sup>x</sup>z</small>	quiz vet bug tub fox	bin quit zip met cap	mix cob kid wag kit	have one what said for

### 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. Spell and mark three words that have the same vowel sound.	3. Spell and mark two skill words from the word bank.
4. Write a sentence using at least one skill word and one MCW from the word bank.	5. Spell and mark three skill words from the word bank.	6. Choose one word from the word bank. Draw a picture to illustrate the meaning of the word.
7. Spell and mark two skill words from the word bank.	8. Choose one row of three words from the word bank, and write the words in alphabetical order.	9. Spell and mark two skill words from the word bank.

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

# Review Activities Lesson Week 2

Building Words  
Review Activity for Spelling Lesson Week 2  
Part 1 of 2, Letter Groups 4-5

<b>A</b>	<b>I</b>	<b>U</b>	<b>C</b>	<b>K</b>	<b>P</b>	<b>Q</b>	<b>T</b>
<b>X</b>	<b>Y</b>	<b>Z</b>					

**f q b  
p k c  
n i a**

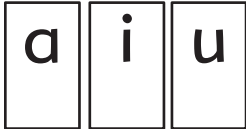
**x y z  
y x**

# Review Activities Lesson Week 2

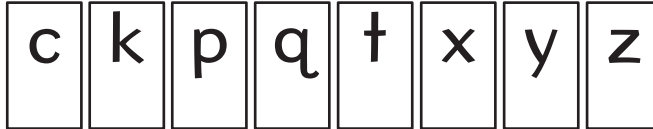
## Building Words Review Activity for Spelling Lesson Week 2 Part 1 of 2, Letter Groups 4–5

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 2.

### Building Words

Let's spell some words using letters from Letter Groups 4 and 5.

1. The first word starts with the /kw/ sound. Spell the word **quit**. When will it *quit* storming?
2. Change the word *quit* to spell the word **quiz**. I will *quiz* you on the alphabet.
3. Keep the ending sound of *quiz*, and use it as a beginning sound as you spell the word **zip**. Make sure you *zip* up your backpack.
4. Change the word *zip* to **zap**. She will *zap* the fly with the fly swatter.
5. Now spell the word **tap**. He heard someone *tap* lightly on the door.
6. Change the word *tap* to the word **tip**. We left the waiter a *tip*.
7. Spell the word **cup**. Would you pour me a *cup* of milk?
8. Spell the word **cat**. My friend has a gray *cat*.
9. Spell the word **tax**. In many places, you pay a *tax* when you buy something.
10. Spell the word **yap**. That small dog likes to *yap*.

### 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 find pairs of rhyming words from the lesson.

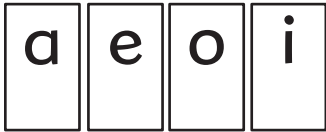
### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 2 Part 1. Check for accuracy and automaticity.

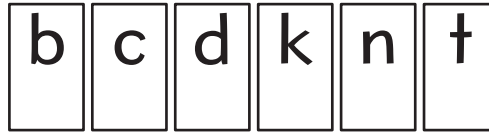
## Building Words Review Activity for Spelling Lesson Week 2 Part 2 of 2, Spelling with C and K

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 2.

### Building Words

Let's spell some words with *c* or *k*.

1. This word has the vowel sound /i/ in the middle. Spell the word **kit**. We have a first aid **kit** in our classroom.
2. Spell the word **cot**. She will sleep in a **cot** under the tree.
3. Change the vowel sound to spell the word **cat**. The **cat** ran up the tree.
4. Change the ending sound in the word **cat** to spell the word **cab**. You will need to take a **cab** to the airport.
5. Spell the word **cod**. Have you ever eaten **cod**?
6. Change a letter to spell the word **cob**. The corn on the **cob** was very sweet.
7. Spell the word **kid**. A baby goat is called a **kid**.
8. Next, spell the word **kin**. People who are related to you are called your **kin**. My cousin is one of my **kin**.
9. Now change **kin** to make a name. Spell the word **Ken**. I have a brother named **Ken**.
10. Spell the word **can**. When **can** you come over and play?

### 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 as many words from the lesson as they can. Have them write words that start with the letter *k* in one column and words that start with the letter *c* in another column.

### Transfer

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



# Review Activities Lesson Week 2

Building Words  
Review Activity for Spelling Lesson Week 2  
Part 2 of 2, Spelling with C and K

<b>A</b>	<b>E</b>	<b>O</b>	<b>I</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>K</b>	
<b>N</b>	<b>T</b>							

**k d p c b i o e a**

**f n**

**Reading Horizons Discovery® Spelling Lesson Week 2**  
**Cloze Passage**

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

**“Zip the Cat”**

Zip is Kim’s pet \_\_\_\_\_. Zip likes to \_\_\_\_\_. Zip can nap on \_\_\_\_\_  
of a \_\_\_\_\_. Zip can nap in the \_\_\_\_\_. And Zip can nap on Kim’s  
\_\_\_\_\_. Zip \_\_\_\_\_ nap a lot!



**Reading Horizons Discovery® Spelling Lesson Week 2**  
**Cloze Passage**  
**Letter Groups 4 and 5; Spelling with C and K Word Bank**

box

van

cat

lap

nap

can

top

# Spelling Lesson Week 2

## Building Words Transfer Card 1 of 2

### Letter Groups 4-5

Words:

quit	quiz	zip	zap	tap
tip	cup	cat	tax	yap

Sentence:

The cat can tip the cup with one tap.

# Spelling Lesson Week 2

## Building Words Transfer Card 2 of 2

### Spelling with C and K

Words:

kit	cot	cat	cab	cod
cob	kid	kin	Ken	can

Sentence:

Ken can cut the cod for the cat.

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

Look at the vowel in each word.  
Does the word begin with *c* or *k*?

## Lesson 14: Spelling with C and K

Write *c* or *k* at the beginning of each word. Then read each word. Remember: if the word is a name, it begins with a capital letter. The first word has been done for you.

kin

cub

\_id

\_eg

\_op

\_im

\_ud

\_ob

\_en

\_od

\_at

\_it

\_ed

\_up

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

Vowel Sounds <i>A, E, O, U, and I</i>		
<i>A</i>	<i>E</i>	<i>O</i>
<i>U</i>	<i>I</i>	

Word Bank

bag

bed

box

fix

gum

jog

lid

log

quit

rat

red

rug

rut

van

zip



Page intentionally left blank.

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

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

1. We can run and \_\_\_\_\_.

2. Can the cat nap on your \_\_\_\_\_?

3. I can \_\_\_\_\_ the van.

4. The \_\_\_\_\_ on the box is up.

5. The van is in a \_\_\_\_\_.

6. Dad said she can have a pet \_\_\_\_\_.

7. The \_\_\_\_\_ pen is for the kid.

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

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

1. List the words from the sort that rhyme with *Ted*.

\_\_\_\_\_

2. How many words are in the column that has the most words? \_\_\_\_\_

3. Write one word from the sort that has the same vowel sound you hear in the word *fun*. \_\_\_\_\_

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

**Word Bank**

First, write c or k to complete each word. Then cut the words out and sort them.

\_op

\_ab

\_id

\_at

\_im

\_ip

\_up

\_it

\_an

\_en

\_od

\_ub

\_ap

Page intentionally left blank.

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

<b>Words That Start with C and K</b>	<b>Words Starting with K</b>

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

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

1. She is a \_\_op.

2. \_\_en fed \_\_od to the cat.

3. The \_\_id can sip from a \_\_up.

4. He can get the \_\_it.

5. The \_\_ub \_\_an sit on a log.

6. Is the \_\_ap on?

7. \_\_im has a \_\_at.

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

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

1. Which vowels follow *c* in words from the sort? \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

2. Which vowels follow *k* in words from the sort? \_\_\_\_\_,  
\_\_\_\_\_

3. How many words from the sort start with *c*?  
\_\_\_\_\_