



2nd Grade Packet

Murmur Diphthongs *ER, UR* and *IR*

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 24: Murmur Diphthongs *ER, UR, and IR*

Spelling Skill: A Murmur Diphthong is a vowel followed by the consonant *r*, which changes the vowel to a sound that is neither long nor short. Spelling with Murmur Diphthongs *ER, UR, and IR* can be tricky since they all make the sound /er/. The most common spelling for /er/ is *er*, followed by *ur*, and finally *ir*. When adding a suffix to a word ending in the Murmur Diphthongs *er, ur, and ir*, add another *r* before adding the suffix. *ER* is also a suffix.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
 stirring	+stir	+curl	purple	world
	spider	other	+hammer	house
	+burn	perk	letter	move
	under	+enter	+hurt	following
	+turn	paper	skirt	great

The plus sign (+) is seen in front of words that can have suffixes *-ed, -er, -est* or *-ing* added to them to make a new word. When practicing spelling words with suffixes, first prove the root word, then rewrite the word with the suffix, and underline the suffix.

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 two words from the word bank, and add a suffix to each word to spell a new word. Write a sentence using at least one of the two new words.	3. Spell and prove two skill words from the word bank.
4. From the word bank, choose the one-syllable word that ends with a Murmur Diphthong. Write and prove the word. Rewrite the word adding <i>-ed</i> or <i>-ing</i> .	5. Spell and prove three skill words from the word bank.	6. Write a sentence using at least two skill words and one MCW from the word bank.
7. Spell and prove two skill words from the word bank.	8. Write and prove a word from the word bank. Draw a picture to illustrate the meaning of the word.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 24

Building Words

Review Activity for Spelling Lesson Week 24

Murmur Diphthongs *ER, UR, and IR*

E	Er	Ur	Ir	D	F	H	M
N	S	T					

m h f d ir ur er e

f s n

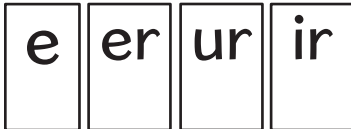
Review Activities Lesson Week 24

Building Words Review Activity for Spelling Lesson Week 24 Murmur Diphthongs ER, UR, and IR

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

*You may also choose to use individual letter cards for this lesson instead of the sound cards for each Murmur Diphthong.

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 24. Spelling with Murmur Diphthongs *ER*, *UR*, and *IR* can be tricky since they all make the sound /er/. The most common spelling for /er/ is *e-r*, followed by *u-r*, and finally *i-r*. The sentence “Her teacher chose Burt to go first.” may help students remember each of the spellings for /er/ in order of frequency.

Building Words

Let’s spell words with Murmur Diphthongs that make the sound /er/. We’ll start with words that use the spelling *e-r*, like in the word *her*. This is the most frequently used spelling for the sound /er/.

1. Spell the word **herd**. There was a *herd* of sheep in the meadow.
2. Spell the first syllable in the word **enter**. Spell /ĕn/. The second syllable uses the Murmur Diphthong *ER*. Spell /tĕr/. Put them together to spell *enter*. You can *enter* the building through that door.
3. Spell the word **fern**. My mom bought a *fern* to plant in the yard.
4. Spell the first syllable in the word **meter**. spell /mĕ/. Spell the second syllable, spell /tĕr/. Put the syllables together to spell *meter*. A *meter* is a little over 39 inches.

Now let’s spell some words that use the spelling *u-r*, like in the name *Burt*.

5. Spell the word **fur**. The bear had brown *fur*.
6. Spell the word **turn**. It was my *turn* to take out the trash.
7. Spell the word **surf**. They love to *surf* and swim.

Let’s try spelling some words that use the spelling *i-r*, like in the word *first*.

8. Spell the word **firm**. She likes to sleep on a *firm* mattress.
9. Spell the word **first**. *A* is the *first* letter in the alphabet.
10. Spell the word **dirt**. There is *dirt* on the floor by the door.

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 make up their own sentence to help them remember spellings for the Murmur Diphthongs in this lesson (e.g., Her teacher chose Burt to go first).

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 24. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 24
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "Thor, God of Thunder"*

Thor was very big and strong. He could hold a _____ bolt in one hand and a big _____ in the _____. If someone was in danger or being _____, he would _____ his thunder bolt at the evil offender. _____ never _____ his duty to others. _____ was named _____ Thor.



Reading Horizons Discovery® Spelling Lesson Week 24
Cloze Passage
Murmur Diphthongs ER, UR, and IR Word Bank

other

Thor

thunder

after

hammer

hurl

Thursday

hurt

shirked

Spelling Lesson Week 24

Building Words Transfer Card

Murmur Diphthongs *ER*, *UR*, and *IR*

Words:

herd	enter	fern	meter	fur
turn	surf	firm	first	dirt

Sentence:

Turn left and then enter through the first gate.

Name _____

This activity provides practice proving and reading words with Murmur Diphthongs *ar*, *or*, *er*, *ur*, and *ir*.

Lesson 78: Murmur Diphthongs *ER*, *UR*, and *IR*

Prove and read the following words. Each word contains one of the five Murmur Diphthongs. The first word has been done for you.

storm
x

born

shirt

girl

burst

corn

star

cart

smart

perk

fur

her

hurt

cord

stir

Write a sentence, using any of the Murmur Diphthong words. Then read the sentence.

Reading Horizons Discovery® Spelling Lesson Week 24
Sort and Spell 1

Words with Murmur Diphthongs <i>ER</i>, <i>UR</i>, or <i>IR</i>		
<i>ER</i>	<i>UR</i>	<i>IR</i>

Word Bank

birthday

center

circle

curb

enter

first

paper

perfect

shirt

spider

surf

thirsty

Thursday

turn

yogurt

Page intentionally left blank.

Name _____ Date _____

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

1. He likes to _____ when the tide is high.

2. My _____ is in May.

3. There is cream in the _____ of that donut.

4. They are going to _____ the math contest.

5. There is a hole in this old blue _____.

6. Do you like fruit in your _____?

7. Who was your _____ grade teacher?

8. The _____ hiker drank the whole bottle of water.

Name _____ Date _____

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

1. Which word from the sort is a proper noun?

2. Which word from the sort is a compound word?

3. Write the word from the sort that has both sounds of the letter c. _____