



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

Words with Decoding Exceptions

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 34: Words with Decoding Exceptions

**Spelling Skill:** In words with more than one syllable, a short vowel is most often followed by double consonants. However, some words do not follow this pattern, and the vowel sound remains short even though the consonants are not doubled. Generally speaking, rely on your memory when spelling such words. However, note that when a short vowel is followed by the consonant *v*, the *v* is never doubled. When spelling a word that starts with /ě/ followed by /ks/, use the spelling *ex*. In some words, *ex* is a prefix that means *out of, away from, without, or former*.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	cabin melon river city never level salad animal exert liquid static copy study exit seven	river second family body ever

### 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 word from the word bank. Then draw a picture to illustrate the meaning of the word.	3. Spell and prove two skill words from the word bank.
4. Choose two words from the word bank. Then write a sentence using both words.	5. Spell and prove three skill words from the word bank.	6. Choose a word from the word bank that you might read in a science book. Then write a sentence using the word.
7. Spell and prove two skill words from the word bank.	8. Include as many words from the word bank in one sentence as you can.	9. Spell and prove two skill words from the word bank.

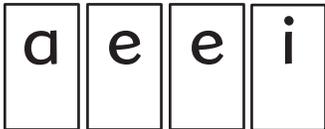
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 34

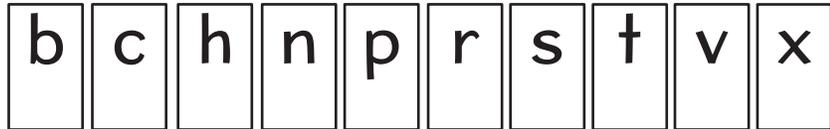
## Building Words Review Activity for Spelling Lesson Week 34 Decoding Exceptions

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 34.

### Building Words

Let's practice spelling words that are exceptions to the decoding rules that we have learned. When words have more than one syllable, double consonants most often follow the vowel. These words are an exception to that pattern.

1. Say the word **panic**. How many syllables does this word have? (two) Is the vowel sound in the first syllable long or short? (short) Correct. Spell the first syllable in the word; spell /păn/. Spell the last syllable in the word; spell /ik/. Put the syllables together and spell the word *panic*. She began to *panic* when she got on the diving board.
2. Say the word **habit**. Spell the first syllable of the word; spell /hăb/. Now spell the last syllable of the word; spell /it/. Put the syllables together to spell the word *habit*. She had a *habit* of brushing her teeth every night before bed.
3. Say the word **cabin**. Spell the first syllable of the word; spell /căb/. Now spell the last syllable of the word; spell /in/. Put the syllables together to spell the word *cabin*. Will you be camping in a tent or in a *cabin*?

Let's spell some words that begin with a short *e* followed by the /ks/ sound. We'll use the letters *e-x* to spell this sound.

4. Spell the word **exit**. Spell the first syllable of the word; spell /ĕks/. Now spell the last syllable of the word; spell /it/. Put the syllables together to spell the word *exit*. He went through the *exit*.
5. Spell the word **exact**. Spell the first syllable of the word; spell /ĕks/. Now spell the last syllable of the word; spell /ăkt/. Put the syllables together to spell the word *exact*. The measurements were *exact*.

Let's try some words that have a consonant *v* after the first syllable. Consonant *v* is never doubled.

6. Spell the word **never**. I have *never* been to France.
7. Remove one letter to change the word *never* to **ever**. Have you *ever* been to France?
8. Spell the word **shiver**. We started to *shiver* when the wind started blowing.

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# Review Activities Lesson Week 34

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## **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 play another variation of Beat the Clock writing as many words from the lesson that they can remember in the specified amount of time.

## **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 34. Check for accuracy and automaticity.

# Review Activities Lesson Week 34

## Building Words Review Activity for Spelling Lesson Week 34 Decoding Exceptions

<b>A</b>	<b>E</b>	<b>E</b>	<b>I</b>	<b>B</b>	<b>C</b>	<b>H</b>	<b>N</b>
<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>V</b>	<b>X</b>		

n h c q b i e e a

x v f s r p

**Reading Horizons Discovery® Spelling Lesson Week 34**  
**Cloze Passage**

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

Based on *Reading Horizons Discovery® Little Book "Gavin and the Dragon"*

"What was that?!" cried Gavin. About \_\_\_\_\_ feet down the \_\_\_\_\_, he saw the \_\_\_\_\_ of a dragon. The dragon was lying on the ground, groaning and roaring. The \_\_\_\_\_ had a shard of \_\_\_\_\_ stuck in his teeth.

Seeing the dragon in pain, \_\_\_\_\_ felt sorry for the huge creature and used a magnet to \_\_\_\_\_ the metal shard. He was \_\_\_\_\_ to go home to tell his mother that dragons \_\_\_\_\_.



**Reading Horizons Discovery® Spelling Lesson Week 34**  
**Cloze Passage**  
**Words with Decoding Exceptions Word Bank**

metal      river      exist      dragon

Gavin      eleven      shadow      extract

excited

# Spelling Lesson Week 34

## Building Words Transfer Card

### Decoding Exceptions

Words:

panic   habit   cabin   exit  
exact   never   ever   shiver

Sentence:

He had a habit of exiting from the exact same gate  
each day.

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

Not all words follow the Decoding Skills 100 percent of the time. We call these words *exceptions*. If the word doesn't sound right, shorten the long vowel.

## Lesson 91: Decoding Exceptions

Prove and read these exception words. The first word has been done for you.

proper

shiver

visit

never

habit

study

cabin

rapid

robin

clever

method

sliver

river

shadow

magic

Word Bank

avid

Detroit

finish

liquid

minus

pretend

radish

rejoice

reply

robin

seven

shadow

slogan

thyroid

typhoid

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*Reading Horizons Discovery*® Spelling Lesson Week 34  
Sort and Spell 1

<b>Words Following Decoding Skill 1 or Exceptions to Decoding Skill 1</b>	<b>Words with Exceptions to Decoding Skill 1</b>

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

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

1. If there is no light, you cannot have a \_\_\_\_\_.

2. There are three \_\_\_\_\_ eggs in that nest.

3. My sister likes to \_\_\_\_\_ to be a princess.

4. Ice is a solid, not a \_\_\_\_\_.

5. Did you \_\_\_\_\_ your homework on time?

6. Three \_\_\_\_\_ one equals two.

7. Marly will \_\_\_\_\_ to her teacher's email right away.

8. The city of \_\_\_\_\_ is known for cars.

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

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

1. Which word or words from the sort might be used during a math class? \_\_\_\_\_

2. Write one word from the sort that is an adjective.

\_\_\_\_\_

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

\_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 34  
Sort and Spell 2

<b>Words with Decoding Exceptions with X</b>	
<b>Words with Exceptions to Decoding Skills</b>	<b>Words That Follow Decoding Skills</b>

Word Bank

axis

exact

exam

example

exempt

exert

except

exchange

exclude

exist

expand

explain

export

external

oxygen

Page intentionally left blank.

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

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

1. The earth rotates on its \_\_\_\_\_.

2. You are a good \_\_\_\_\_ of a hardworking student.

3. A plant needs \_\_\_\_\_ and sunlight to thrive.

4. Do you know the \_\_\_\_\_ number of students that are in the class?

5. An \_\_\_\_\_ is the same as a test.

6. Do you think spaceships from other planets \_\_\_\_\_?

7. I can \_\_\_\_\_ how a toaster works.

8. I have tried all the flavors \_\_\_\_\_ grape.

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

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

1. Write a word from the sort that ends with a syllable that follows Phonetic Skill 4. \_\_\_\_\_

2. Write a word from the sort that has three syllables.  
\_\_\_\_\_

3. Which word from the sort means the same as *outside*? \_\_\_\_\_