



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

Letter Combinations That Split

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 36: Letter Combinations That Split

**Spelling Skill:** In some words, a Blend or Digraph may split to become part of two different syllables. The Blends *sc*, *sk*, *sp*, and *st* can split to be part of two different syllables. Simply spell each syllable one at a time, applying the skills that you have learned. The Digraph *gn* splits to be part of two different syllables, and its sound changes from /n/ (e.g., *gnaw*) to /g/ and /n/ (e.g., *signal*). When double *ls* are in different syllables, a preceding *o* represents the sound /ō/, and a preceding *a* represents the sound /a/, instead of the vowel sounds heard in the Special Vowel Combinations *-oll* and *-all*.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	estimate   shallow   discuss magnet   blister   willow village   disposal   hospital hollow   jungle   angry hungry   ignite   suspend	should would could who eye

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

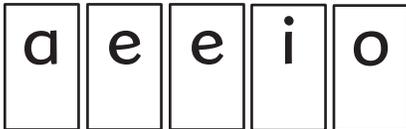
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 36

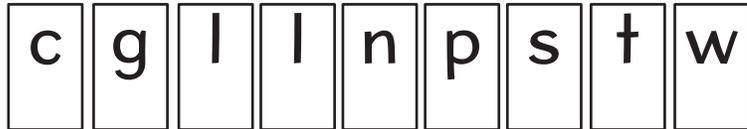
## Building Words Review Activity for Spelling Lesson Week 36 Letter Combinations That Split

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 36.

### Building Words

Let's practice spelling multi-syllabic words that have letter combinations that split.

1. Say the word **plastic**. What letter combination splits when you pronounce the word *plastic*? (the *st* Blend) Correct. Spell the first syllable of the word *plastic*; spell /pläs/. Spell the second syllable in the word; spell /tik/. Put the syllables together to spell the word *plastic*. This bottle is glass and that bottle is *plastic*.
2. Say the word **escape**. What letter combination splits when you pronounce the word *escape*? (the *sc* Blend) Correct. Spell the first syllable of the word *escape*; spell /ës/. Spell the second syllable in the word; spell /kâp/. Put the syllables together to spell the word *escape*. The hero made a daring *escape*!
3. Say the word **signal**. What letter combination splits when you pronounce the word *signal*? (the Digraph *gn*) Correct. Spell the first syllable of the word *signal*; spell /sig/. Spell the second syllable in the word; spell /nül/. The vowel in this syllable uses the schwa sound so THINK /näl/ when you spell this syllable. SAY /nül/ when you read it. Put the syllables together to spell the word *signal*. A cell phone has no *signal* up in the mountains.
4. Say the word **pillow**. What letter combination splits when you pronounce the word *pillow*? (the Special Vowel Combination -*ill*) Correct. Spell the first syllable of the word *pillow*; spell /pîl/. Spell the second syllable in the word; spell /lō/. Put the syllables together to spell the word *pillow*. That cloud looks like a fluffy *pillow*.
5. Say the word **gallon**. What letter combination splits when you pronounce the word? (the Special Vowel Combination -*all*) Correct. Spell the first syllable of the word *gallon*; spell /gäl/. Spell the second syllable in the word; spell /lün/. The vowel in this syllable uses the schwa sound so THINK /lön/ when you spell this syllable. SAY /lün/ when you read it. Put the syllables together to spell the word *gallon*. There are 16 cups in a *gallon* of milk.

### 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.

(continued on next page)

# Review Activities Lesson Week 36

(continued from previous page)

## **Bonus Activity**

Have students write a sentence using one or more words from the lesson.

## **Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 36. Check for accuracy and automaticity.

# Review Activities Lesson Week 36

Building Words  
Review Activity for Spelling Lesson Week 36  
Letter Combinations That Split

<b>A</b>	<b>E</b>	<b>E</b>	<b>I</b>	<b>O</b>	<b>C</b>	<b>G</b>	<b>L</b>
<b>L</b>	<b>N</b>	<b>P</b>	<b>S</b>	<b>T</b>	<b>W</b>		

l g c o i e e a

l u d s t w

**Reading Horizons Discovery® Spelling Lesson Week 36**  
**Cloze Passage**

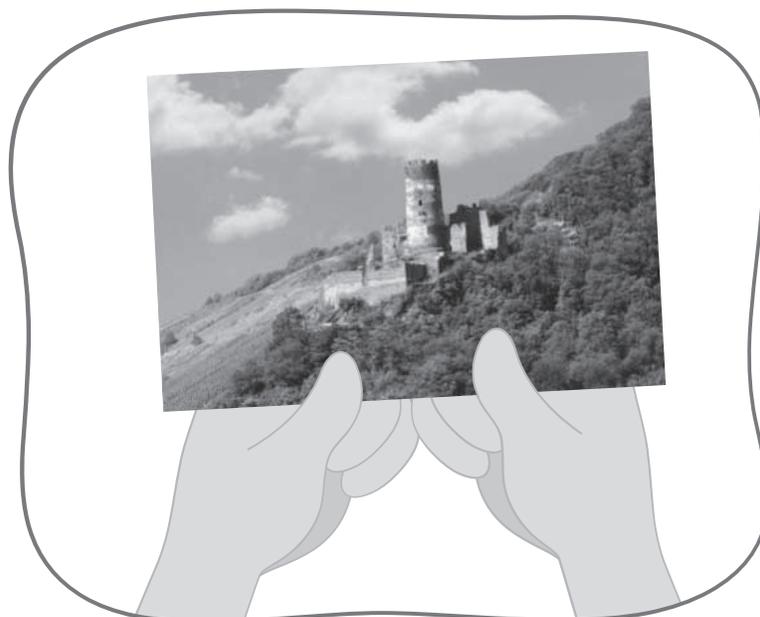
Name \_\_\_\_\_ Date \_\_\_\_\_

Based on *Reading Horizons Discovery® Little Book "Castles"*

Have you ever seen a castle like the one that \_\_\_\_\_ lived in? Last year, I traveled with my \_\_\_\_\_ to Germany. We saw many castles that were built hundreds of years ago.

It was the \_\_\_\_\_ to keep prisoners in the lowest part of some castles so they could not \_\_\_\_\_ before it was time to send them to the \_\_\_\_\_.

I was impressed by the big, stone wall that surrounded each castle. When I looked over one stone wall, I could see a little \_\_\_\_\_ in the \_\_\_\_\_. Old castles are fun to see.



**Reading Horizons Discovery® Spelling Lesson Week 36**  
**Cloze Passage**  
**Letter Combinations That Split Word Bank**

sister

custom

valley

escape

village

Cinderella

gallows

# Spelling Lesson Week 36

## Building Words Transfer Card

### Letter Combinations That Split

Words:

plastic    escape    signal    pillow    gallon

Sentence:

I put a single gallon of milk in the basket.

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

The four Blends that split most often in multi-syllabic words are *sc*, *sk*, *sp*, and *st*. Often, Special Vowel Combinations will split in multi-syllabic words, and the first vowel sound will change.

### Lesson 94: Letter Combinations That Split

Read the following sentences. Circle any words in which the Blends split. Write and prove those words in the spaces provided. The first sentence has been done for you.

1. Hey mister! Is that your basket? mister basket

2. Please use your whisper voice. We don't want to disturb others. \_\_\_\_\_

3. That was a fantastic dinner! Where do we dispose of the paper plates? \_\_\_\_\_

4. Where is the fire escape at the hospital? \_\_\_\_\_  
\_\_\_\_\_

Read the sentences below. Circle any words in which the Special Vowel Combinations split. Write and prove those words in the spaces provided.

1. There is a lot of fungus growing down in that valley.

fungus valley

2. Don't tangle the swings, or it will make me angry.

\_\_\_\_\_

3. Janice twisted her ankle on a rock in that shallow pond.

\_\_\_\_\_

4. Did the Tooth Fairy sprinkle fairy dust on my pillow?

\_\_\_\_\_

Word Bank

align

cognate

design

gnat

gnarl

gnome

gnu

ignite

ignore

magnet

prognosis

resign

sign

signal

stagnant

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*Reading Horizons Discovery*® Spelling Lesson Week 36  
Sort and Spell 1

<b>Words with a GN Digraph</b>	
<b>Words with a GN Digraph that Splits</b>	<b>Words with a GN Digraph that Stays Together</b>

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

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

1. If water in a pond isn't moving, it can be called \_\_\_\_\_.

2. You can use a \_\_\_\_\_ to pick up the paper clips.

3. A wet match cannot \_\_\_\_\_ a fire.

4. That \_\_\_\_\_ is annoying!

5. The train will \_\_\_\_\_ once before it stops.

6. Mom will \_\_\_\_\_ our house without a swimming pool.

7. The exit \_\_\_\_\_ is in the back of the room.

8. If you \_\_\_\_\_ your alarm clock, you will be late.

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

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

1. How many one-syllable words are in the first column?

\_\_\_\_\_

2. In words where the *gn* Digraph stays together, is *gn* found at the beginning, in the middle, or at the end of each word? \_\_\_\_\_

3. Write two words from the sort that begin with the same four letters. \_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 36  
Sort and Spell 2

<b>Words with Letter Combinations</b>	
<b>Words with Letter Combinations That Split</b>	<b>Words with Letter Combinations That Stay Together</b>

Word Bank

ample

basket

complete

concrete

decline

explain

fantastic

historic

implore

mistake

replace

sister

sprinkle

system

village

Page intentionally left blank.

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

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

1. There is a \_\_\_\_\_ of fruit on the table.

2. The sidewalk is made of \_\_\_\_\_.

3. I made a small \_\_\_\_\_ on my test.

4. That play was \_\_\_\_\_!

5. The \_\_\_\_\_ is across the river.

6. We need to \_\_\_\_\_ the burned-out light bulb.

7. I have two brothers and one \_\_\_\_\_.

8. How much salt do you \_\_\_\_\_ on your food?

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

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

1. Which words have three syllables? \_\_\_\_\_  
\_\_\_\_\_

2. Which Blends split in words in the first column?  
\_\_\_\_\_

3. Write a word from the sort that has a Special Vowel  
Combination that splits. \_\_\_\_\_