



2nd Grade Packet

Special Vowel Combinations

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 5: Special Vowel Combinations *-LL*, *-NG*, and *-NK*

Spelling Skill: Special Vowel Combinations are spelling patterns in one-syllable words for vowels followed by *-ll*, *-ng*, or *-nk*. They are important to learn because some vowels are spelled differently than they sound. The *-ll* Special Vowel Combinations are *-all* (e.g., call), *-ell* (e.g., bell), *-oll* (e.g., roll), *-ull* (e.g., dull), and *-ill* (e.g., will). The *-ng* Special Vowel Combinations are *-ang* (e.g., rang), *-ong* (e.g., long), *-ung* (e.g., lung), and *-ing* (e.g., sing). The *-nk* Special Vowel Combinations are *-ank* (e.g., bank), *-onk* (e.g., honk), *-unk* (e.g., trunk), and *-ink* (e.g., sink).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
spring 	spring well bunk plank song dull call pill troll smell tall trunk long blink honk	some would look her out

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. Write a sentence using at least one MCW and one skill word from the word bank.	3. Spell and mark two skill words from the word bank.
4. Write a poem using rhyming words with Special Vowel Combinations.	5. Spell and mark three skill words from the word bank.	6. Choose and write a skill word from the word bank, and then draw a picture to illustrate the meaning of the word.
7. Spell and mark two skill words from the word bank.	8. Choose a skill word from the word bank, and write at least three other words that rhyme.	9. Spell and mark two skill words from the word bank.

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

Review Activities Lesson Week 5

Building Words
Review Activity for Spelling Lesson Week 5
Part 1 of 3, Special Vowel Combination -LL

A	E	O	U	I	G	L	L
M	P	R	S	T			

w d r s t

b e o n i g l l

Review Activities Lesson Week 5

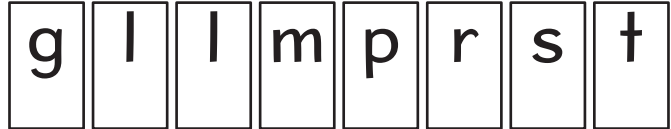
Building Words Review Activity for Spelling Lesson Week 5 Part 1 of 3, Special Vowel Combination -LL

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 5.

Building Words

Let's spell some words with Special Vowel Combinations.

1. Spell the word ***gull***. A *gull* is a type of bird. Did you see the *gull* dive for a fish in the ocean?
2. Use four letters to spell the word ***pull***. Will you help me *pull* the wagon?
3. Change the vowel sound in *pull* to spell the word ***poll***. *Poll* means holding a vote on something. Let's take a *poll* to see who wants an extra recess.
4. Now change the word *poll* to ***troll***. Have you read the story about the *troll* that lives under the bridge?
5. Spell the word ***stroll***. A *stroll* is a slow, relaxing walk. Let's take a *stroll* after dinner.
6. Now spell the word ***tall***. I have a lot of really *tall* people in my family.
7. Spell the word ***tell***. Let me *tell* you a story.
8. This next word starts with a Blend. Spell the word ***smell***. Can you *smell* the cookies baking in the oven?
9. Change one letter in the word *smell* to spell the word ***small***. His puppy was still very *small*.
10. Now spell the word ***spill***. Don't *spill* your drink on the carpet.

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 short rhyme using words from the lesson.

Transfer

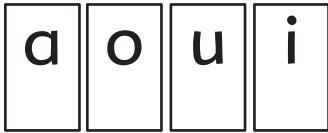
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 5 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 5

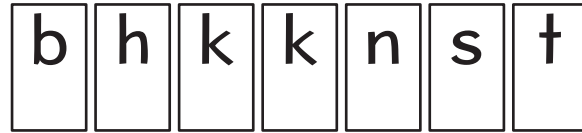
Building Words Review Activity for Spelling Lesson Week 5 Part 3 of 3, Special Vowel Combination -NK

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 5.

Building Words

Let's spell some words with Special Vowel Combinations.

1. Use four letters to spell the word **sink**. Put the dirty dishes in the *sink*.
2. Change the word *sink* to **stink**. The onion will *stink* if you leave it out.
3. Now change the word *stink* to **stank**. The gym *stank* after the basketball game.
4. Spell the word **bank**. I put all of my money in the *bank*.
5. Change the vowel sound in *bank* to spell the word **bunk**. I sleep on the top *bunk*.
6. Spell the word **hunk**. I ate a *hunk* of cheese and a slice of French bread.
7. Now change the vowel in *hunk* to spell the name **Hank**. Do you know *Hank*?
8. Next, spell the word **honk**. Did you hear the car *honk*?
9. Next, spell the word **tank**. We have to fill the gas *tank* before our road trip.
10. Next, spell the word **skunk**. There was a *skunk* family living in the field.

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 short poem using rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 5 Part 3. Check for accuracy and automaticity.

Review Activities Lesson Week 5

Building Words
Review Activity for Spelling Lesson Week 5
Part 3 of 3, Special Vowel Combination -NK

A	O	U	I	B	H	K	K
N	S	T					

k k h b i u o a

u s t

Reading Horizons Discovery® Spelling Lesson Week 5
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book*
“Bill and the Strong Smell”

Bill sat on a _____ stump next to his tent. “I will like it here,” said
_____. “The cows _____ like it here too. They can _____ from
the _____. They will like _____ of the grass.” Bill began to dig a
_____. He could smell a _____ smell. He could tell by the
_____ of a cow _____ that a skunk was by the cows.



Reading Horizons Discovery® Spelling Lesson Week 5
Cloze Passage
Special Vowel Combinations Word Bank

clang spring well will strong

small drink Bill bell all

Spelling Lesson Week 5

Building Words Transfer Card 1 of 3

Special Vowel Combination *-LL*

Words:

pull poll troll stroll tall
smell small spill gull tell

Sentence:

Can a tall troll skip and stroll?

Spelling Lesson Week 5

Building Words Transfer Card 3 of 3

Special Vowel Combination *-NK*

Words:

sink stink stank bank bunk
hunk Hank honk tank skunk

Sentence:

Hank can smell the stink of the skunk.

Name _____

Review words containing
Special Vowel Combinations
-ll, -ng, and -nk.

Lesson 25: Special Vowel Combinations

Find and circle the words that contain Special Vowel Combinations in the word search below. The words can go up↑, down↓, across →, or diagonally ↗↘.

bank fall wing junk long
roll sing stink stroll pill

P	S	I	N	G	T	B
I	T	R	M	I	R	A
L	R	W	O	X	V	N
L	O	S	T	I	N	K
O	L	E	L	Q	K	B
N	L	L	W	I	N	G
G	A	J	U	N	K	C
F	X	Z	R	O	L	L

Word Bank

bank

bring

bunk

gull

honk

pink

ring

sang

small

song

still

stung

tank

troll

wall

well

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 1

	-LL	-NG	-NK

Name _____ Date _____

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

1. The fish are in a big _____.

2. Would you _____ like to run to class?

3. Jill has a _____, pink ring.

4. The _____ sat on her eggs.

5. The _____ will sit on the big log.

6. They _____ a _____ to Mom.

7. Will he fall from the top _____?

Name _____ Date _____

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

1. Write two words from the sort that rhyme with *king*.

2. Write the words from the sort that rhyme with *ball*.

3. How many words from the sort rhyme with *sink*?

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 2

Special Vowel Combinations (SVCs) That Do and Do Not Change the Vowel Sound	
SVCs That DO NOT Change the Vowel Sound	SVCs That DO Change the Vowel Sound

Word Bank

bank

blink

drink

fall

fill

honk

lung

roll

sing

smell

song

spill

spring

trunk

wink

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 2
Sentences

Name _____ Date _____

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

1. Did he get to the _____ in time?

2. Did you spill your _____?

3. I can _____ and wink.

4. We will _____ a song.

5. That skunk will have a bad _____!

Name _____ Date _____

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

1. Write the Special Vowel Combinations from the sort that change vowel sounds when there is an *-nk* at the end of the word. _____

2. Write the Special Vowel Combination from the sort that changes the vowel sound when there is an *-ng* at the end of the word. _____

3. Write the Special Vowel Combinations from the sort that change the vowel sounds when there is an *-ll* at the end of the word. _____