



2nd Grade Packet

Voiced and Voiceless *TH*
Digraphs *CH, SH, WH, and PH*

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 6: Voiced and Voiceless *TH*; Digraphs *CH*, *SH*, *WH*, and *PH*

Spelling Skill: Digraphs are two consonants together that spell one sound. The spelling of the *th* Digraph has a voiced and a voiceless sound (e.g., *this* and *think*). If a word ends in a *th* Digraph, *-s* must be added to make a plural (e.g., *paths*). The spelling for the sound /sh/ is *sh* (e.g., *dish*). The spelling for the sound /ch/ is *ch* (e.g., *chat*). If a word ends in an *sh* or a *ch* Digraph, the ending *-es* must be added to make a plural (e.g., *dishes*). The *wh* Digraph used to be pronounced /hw/, but in many American dialects, the *wh* spelling now represents the sound of *w* (e.g., *when*). The Digraph *ph* (e.g., *graph*) is a new spelling for the consonant sound /f/, but /f/ is usually spelled *f* or *ff*.

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
wish <small>x</small>	+wish	trash	much	make
	think	which	+path	like
	this	crush	froth	into
wishes	+rich	whip	that	many
	+dish	+moth	+fish	other

The plus sign (+) is seen in front of words that can have suffixes *-s* or *-es* added to them to make the words plural. When practicing spelling words with *-s* or *-es*, 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 mark two skill words from the word bank.	2. Write a word from the word bank, and make it plural by adding <i>-s</i> or <i>-es</i> .	3. Spell and mark two skill words from the word bank.
4. Write two skill words that have the voiceless sound of the <i>th</i> Digraph.	5. Spell and mark three skill words from the word bank.	6. Write a sentence using one word with a <i>ch</i> Digraph and one word with an <i>sh</i> Digraph.
7. Spell and mark two skill words from the word bank.	8. Write three words in the word bank that have both an <i>R</i> -Blend and a Digraph.	9. Spell and mark two skill words from the word bank.

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

Review Activities Lesson Week 6

Building Words
Review Activity for Spelling Lesson Week 6
Part 1 of 2, Voiced and Voiceless TH

A	E	I	K	M	N	P	S
T	Th						

s p n m k i e a

th t

Review Activities Lesson Week 6

Building Words Review Activity for Spelling Lesson Week 6 Part 1 of 2, Voiced and Voiceless TH

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 6.

Building Words

Let's start by spelling words with the vowel sound /ă/.

1. The first word starts with a Digraph. Spell the word **that**. Is the *th* Digraph in this word voiced or voiceless? (voiced) Correct; it is voiced. Will you bring me *that* book?
2. Now spell the word **math**. Is the *th* Digraph in this word voiced or voiceless? (voiceless) Correct; it is voiceless. I like to do *math* homework.
3. Change the word *math* to **path**. Is the *th* Digraph in *path* voiced or voiceless? (voiceless) Correct; it is voiceless. We rode our bikes down the *path*.
4. This next word starts with a Digraph. Spell the word **think**. Is the *th* Digraph in this word voiced or voiceless? (voiceless) Correct. What do you *think* we should name our class pet?
5. Change the vowel in the word *think* to spell the word **thank**. Is the *th* Digraph in *thank* voiced or voiceless? (voiceless) Correct; it is voiceless. Remember to *thank* people who help you.
6. Spell the word **this**. Is the *th* Digraph in this word voiced or voiceless? (voiced) Correct; it is voiced. Is *this* your pencil?
7. Now change the word *this* to **thin**. Is the *th* Digraph in *thin* voiced or voiceless? (voiceless) Correct; it is voiceless. I drew a *thin* line on the paper.
8. Change the vowel sound to spell the word **then**. Is the *th* Digraph in this word voiced or voiceless? (voiced) Correct; it is voiced. Finish doing your homework, and *then* you can play.
9. Change the word *then* to spell the word **them**. Did you invite *them* to your birthday party?
10. Spell the name **Seth**. I have a friend named *Seth*.

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.

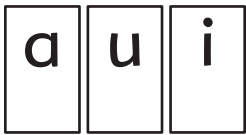
Building Words

Review Activity for Spelling Lesson Week 6

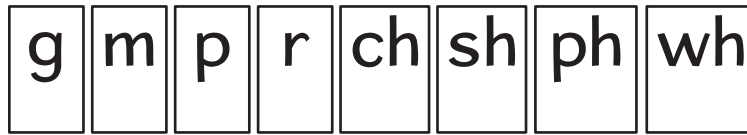
Part 2 of 2, Digraphs CH, SH, WH, and PH

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 6.

Building Words

Let's start by spelling words with the vowel sound /i/.

1. The first word starts with a Digraph. Spell the word **chip**. A *chip* fell off my plate.
2. Change the word *chip* to spell the word **ship**. The *ship* sailed across the ocean.
3. The next word also begins with a Digraph. Spell the word **whim**. A *whim* is a sudden decision or want. I had a *whim* to go to the park.
4. Change the last sound in the word *whim* to spell the word **which**. *Which* flavor do you like best?
5. This next word also ends with a Digraph. Spell the word **graph**. The class made a *graph* to show their favorite flavors of ice cream.
6. Spell the word **rush**. Don't *rush* through your homework.
7. Change the vowel sound in *rush* to spell **rash**. Don't touch that plant because it could give you a *rash*.
8. Change the beginning consonant sound in the word *rash* to spell **mash**. I like to *mash* the potatoes for dinner.
9. Spell the word **gush**. A broken pipe will cause water to *gush* all over the place.
10. Spell the word **much**. How *much* water is left in the bottle?

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 one sentence using as many words from the lesson as they can.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 6 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 6

Building Words

Review Activity for Spelling Lesson Week 6

Part 2 of 2, Digraphs CH, SH, WH, and PH

A	U	I	G	M	P	R	Ch
Sh	Ph	Wh					

ch r p d g i u a

wh ph sh

Reading Horizons Discovery® Spelling Lesson Week 6
Cloze Passage 1

Name _____ Date _____

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

Do you _____ you like eggs? If you do, then _____ a hen. Hens like to dwell with other hens. Hens make nests with _____ twigs. Some of them use bits of _____. The nests are for eggs. Each hen can lay one egg in a day. If you do the _____, that is a lot of eggs! When there is a _____ from an egg, _____ a chick will come out. There are many fun _____ about hens.



Reading Horizons Discovery® Spelling Lesson Week 6

Cloze Passage 1

Voiced and Voiceless TH Word Bank

thank

think

then

math

cloth

thump

thin

things

Spelling Lesson Week 6

Building Words Transfer Card 1 of 2

Voiced and Voiceless *TH*

Words:

that	math	path	think	thank
this	thin	then	them	Seth

Sentence:

Seth will thank them for the ball.

Spelling Lesson Week 6

Building Words Transfer Card 2 of 2

Digraphs *CH, SH, WH, and PH*

Words:

chip	ship	whim	which	graph
rush	rash	mash	gush	much

Sentence:


Which chip is best with this dip?

Name _____


Two Digraphs look the same but have different sounds. They are th (*the*) and th (*thud*).

Lesson 27: Voiced and Voiceless and the TH Digraphs

Write and mark the *th* Digraphs below. Then mark and read the words that follow. The first two words have been done for you.

voiced 

th th th

voiceless 

th th th

them

thud

that

thin

this

thank

then

with

than

path

Write a sentence with one of the *th* Digraph words. The read the sentence.

Name _____

Digraphs are two consonants that make one sound. They are marked with an arc: ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Lesson 28: Digraphs CH, SH, WH, and PH

Write and mark each Digraph two times. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

ch

sh

wh

^f
ph

ch_xat

sh_xut

wh_xen

^f
ph_xgraph

chest

cash

whiff

much

brush

wham

lunch

shaft

which

Reading Horizons Discovery® Spelling Lesson Week 6
Sort and Spell 1

Digraphs <i>WH</i>, <i>CH</i>, <i>SH</i>, and <i>TH</i>			
<i>WH</i>	<i>CH</i>	<i>SH</i>	<i>TH</i>

Word Bank

fresh	when
than	chat
whiz	whim
that	shop
path	chip
splash	fish
much	shell
with	

Page intentionally left blank.

Name _____ Date _____

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

1. Do you have _____ eggs?

2. We can _____ as we shop.

3. Fish can swim and _____.

4. Would you like some fresh _____?

5. I will have a _____ with dip.

6. We will jog down that _____.

7. You are a math _____!

8. How _____ gold is in the chest?

9. _____ would you like the cat fed?

10. What will you do _____ that big shell?

Name _____ Date _____

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

1. How many words from the sort end with a Digraph?

2. How many words from the sort have an *sh* Digraph?

3. Write the word from the sort that rhymes with *quiz*.
