



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

Phonetic Skill 1

Phonetic Skill 2

Spelling with -CK

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 8: Phonetic Skills 1 and 2; Spelling with -CK

**Spelling Skill:** Phonetic Skill 1: When a vowel is followed by a single consonant sound in a one-syllable word, the vowel sound is short. Phonetic Skill 2: When a vowel is followed by two consonant sounds in a one-syllable word, the vowel sound is short. Although Phonetic Skills 1 and 2 pertain more specifically to reading than to spelling, knowledge of these skills will improve students' ability to both read and spell words automatically and accurately. Spelling with -CK: When spelling one-syllable, short vowel words, if you hear no other sound with the ending /k/, spell the /k/ sound with -ck.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	ranch luck grip spend pet	black club clock zip lunch	just sick stop pest plant	two could people see go

### 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 that has the same meaning as the word <i>bug</i> .	3. Spell and prove two skill words from the word bank.
4. Use an MCW in a sentence with a noun from the word bank.	5. Spell and prove three skill words from the word bank.	6. Write the word from the word bank that rhymes with the word <i>best</i> .
7. Spell and prove two skill words from the word bank.	8. Write the word from the word bank that follows Phonetic Skill 2 and rhymes with the word <i>lend</i> .	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 8

Building Words  
Review Activity for Spelling Lesson Week 8  
Part 1 of 3, Phonetic Skill 1

<b>A</b>	<b>O</b>	<b>I</b>	<b>C</b>	<b>H</b>	<b>L</b>	<b>M</b>	<b>P</b>
<b>R</b>	<b>S</b>	<b>T</b>					

**p m l h c i o a**

**r s t**

# Review Activities Lesson Week 8

Building Words  
Review Activity for Spelling Lesson Week 8  
Part 2 of 3, Phonetic Skill 2

<b>A</b>	<b>E</b>	<b>U</b>	<b>B</b>	<b>D</b>	<b>L</b>	<b>M</b>	<b>N</b>
<b>P</b>	<b>Ch</b>						

**d ch p**

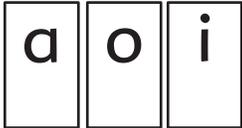
**a e n q p l m n**

# Review Activities Lesson Week 8

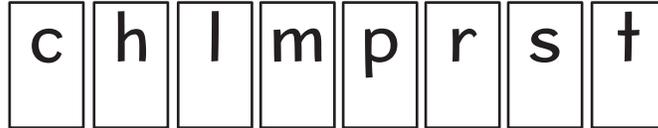
## Building Words Review Activity for Spelling Lesson Week 8 Part 1 of 3, Phonetic Skill 1

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 8.

### Building Words

Let's spell words that follow Phonetic Skill 1.

1. Spell the word **hop**. Can you *hop* on one foot?
2. Add one letter to spell the word *hop* to **shop**. I love to *shop* for new books.
3. Spell the word **sat**. We *sat* in a circle on the rug.
4. Change the first letter in the word *sat* to spell the word **hat**. I always wear a *hat* to the park.
5. Spell the word **rich**. This chocolate cake has a very *rich* taste.
6. Spell the word **slim**. The piano player's fingers were long and *slim*.
7. Change the word *slim* to **trim**. I need to *trim* my hair.
8. Change the last two letters in *trim* to spell the word **trap**. The pirates in the story set a *trap* near their hidden treasure.
9. Change the word *trap* to **clap**. It is polite to *clap* after a performance.
10. Finally, spell the word **stop**. Make sure you *stop* when the light is red.

### 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 two or three rhyming words for each word in this lesson.

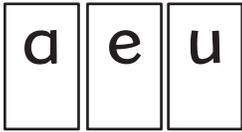
### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 8 Part 1. Check for accuracy and automaticity.

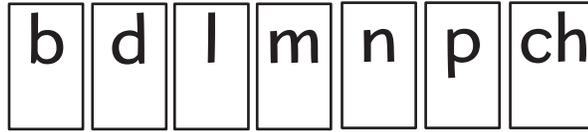
## Building Words Review Activity for Spelling Lesson Week 8 Part 2 of 3, Phonetic Skill 2

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 8.

### Building Words

Let's spell words that follow Phonetic Skill 2.

1. Use three letters to spell the word **end**. I hope you like the *end* of the movie.
2. Add a beginning sound to *end* to spell the word **bend**. Can you *bend* over and touch your toes?
3. Now change the ending of the word *bend* to spell the word **bench**. Let's sit on the *bench*.
4. Using five letters, spell the word **lunch**. What are you eating for *lunch*?
5. Spell the word **bump**. I didn't mean to *bump* into you.
6. Change the beginning sound in *bump* to spell the word **dump**. Please don't *dump* your trash on the floor.
7. Change the vowel sound in *dump* to spell the word **damp**. The towel wasn't dry; it was still *damp*.
8. Spell the word **lamp**. The *lamp* is next to the table.
9. Change the word *lamp* to spell the word **land**. After swimming all day, it was nice to sit on dry *land*.
10. Take away the beginning sound of *land* to spell **and**. *And* is a word that helps us talk about more than one thing.

### 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 list of rhyming words using as many words as they can from the lesson.

### Transfer

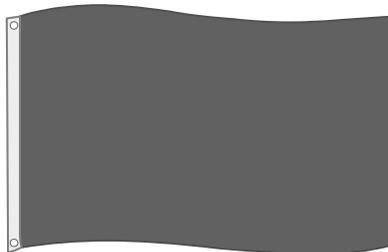
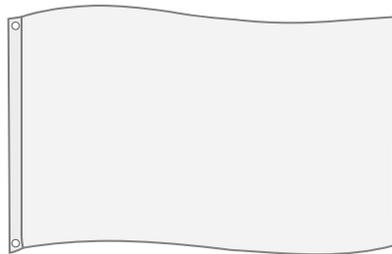
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 8 Part 2. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 8**  
**Cloze Passage 1**

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

Based on *Reading Horizons Discovery® Little Book "Pirate Flags"*

Pirate ships had a \_\_\_\_\_ of flags. They had a white \_\_\_\_\_ and a \_\_\_\_\_ flag and a \_\_\_\_\_ flag. They used a black flag \_\_\_\_\_ they were \_\_\_\_\_. When they used a red flag, things were very \_\_\_\_\_. When you see pirate flags in a \_\_\_\_\_, look for white, black, and red flags.



# **Reading Horizons Discovery® Spelling Lesson Week 8**

## **Cloze Passage 1**

### **Phonetic Skill 1 Word Bank**

shop

red

mad

when

black

lot

flag

bad

# Spelling Lesson Week 8

## Building Words Transfer Card 1 of 3

### Phonetic Skill 1

Words:

hop	shop	sat	hat	rich
slim	trim	trap	clap	stop

Sentence:

They will stop at the hat shop.

# Spelling Lesson Week 8

## Building Words Transfer Card 2 of 3

### Phonetic Skill 2

Words:

end	bend	bench	lunch	bump
dump	damp	lamp	land	and

Sentence:

We sat on the bench for lunch.

Name \_\_\_\_\_

Practice proving and reading  
Phonetic Skill 1 and 2 words.

### Lesson 33: Phonetic Skill 2

Prove these words. Some words have one guardian, and some have two. Don't forget to arc any Blends. The first three words have been done for you. Read each word after you have proved it.

mēlt<sup>\*\*</sup>  
x

sād<sup>\*</sup>  
x

pāst<sup>\*</sup>  
x

met

sent

yes

raft

dad

milk

mask

grass

had

Copy the sentence below. Then read the sentence.

Dad set the glass of milk on the grass.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

A Digraph is two consonants with only one consonant sound. *CK* is a Digraph. When *c* and *k* are together at the end of a word, it is a new spelling for the sound /k/.

### Lesson 35: Spelling with -CK

The Digraph *ck* has the sound of /k/. It comes only at the ends of words. When you hear a word with a short vowel sound followed by the /k/ sound, the /k/ is spelled *-ck*.

Copy, prove, and read the following words. (Remember, the *-ck* makes one consonant sound, so it has only one guardian star).

deck

snack

pick

truck

lock

Read the following sentences. Then circle the Digraph *ck* words.

Did you pick up your snack on the deck?

Lock the truck when you get out.

*Reading Horizons Discovery*® Spelling Lesson Week 8  
Sort and Spell 1

<b>Phonetic Skill 1 and Phonetic Skill 2 Words</b>	<b>Phonetic Skill 1</b>	<b>Phonetic Skill 2</b>

Word Bank

ant

ax

crib

desk

end

fist

floss

glad

glum

grit

job

just

stamp

step

stuff

Page intentionally left blank.

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

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

1. We can cut that log with an \_\_\_\_\_.

2. An \_\_\_\_\_ has six legs.

3. Do not \_\_\_\_\_ on that plant!

4. This is the \_\_\_\_\_ of the path.

5. Could you see if he is in his \_\_\_\_\_?

6. The red pen is in your \_\_\_\_\_.

7. She went to the desk to get a \_\_\_\_\_.

Reading Horizons Discovery® Spelling Lesson Week 8  
Sort and Spell 2

<b>-CK Sorted Words by Vowel Sound</b>		
ă	ě	ö
ů	ï	

Word Bank

black

check

clock

duck

lock

luck

neck

pack

pick

quick

rack

shock

snack

thick

truck

Page intentionally left blank.

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

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

1. What would you like to pack for your \_\_\_\_\_?

2. Can you \_\_\_\_\_ to see if we have jam?

3. I will make a \_\_\_\_\_ stop at the mall.

4. Check the \_\_\_\_\_ to see what time it is.

5. The \_\_\_\_\_ was stuck in the mud.

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

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

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

\_\_\_\_\_

2. Write one word from the sort that has the same vowel sound as the word *red*. \_\_\_\_\_

3. Words like *mad* and *mud* are spelled the same except for the vowel. There are two pairs of words like this in the sort. Find one of those pairs of words that are spelled the same except for the vowel.

\_\_\_\_\_