



2nd Grade Packet

Compound Words
The Schwa

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 20: Compound Words; The Schwa

Spelling Skill: Compound words are two words joined together to make a new word. The schwa is a vowel sound that most often has the sound of short *u*. It can be heard in any word, with any vowel. It is most often heard in words with more than one syllable, especially if the word begins or ends with the vowel *a*. The schwa can make spelling challenging, but one way to remember the correct spelling of a word with a schwa sound is to pronounce it the way it looks when spelling the word (e.g., *the/thē*).

Example Word	<u>Word Bank</u>		Most Common Words
	Skill Words		
<p style="font-family: monospace; font-size: 1.2em;"> bācōn sūntān* </p>	bacon along suntan inside raincoat	private frozen bullfrog milkshake sunrise sofa stolen pancake mailbox handstand	of come some other mother

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 sentence using at least one compound word and one word with a schwa.	3. Spell and prove two skill words from the word bank.
4. Write each MCW from the word bank. Read the words, and highlight the letter(s) in each word that has/have a schwa sound. Do you notice a pattern?	5. Spell and prove three skill words from the word bank.	6. Choose a compound word from the word bank, and break it into two words. Draw a picture to illustrate each word. Then write the compound word, and draw a picture to illustrate the new word.
7. Spell and prove two skill words from the word bank.	8. Spell and prove two words from the word bank that have a schwa sound. Draw a picture to illustrate 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 20

Building Words Review Activity for Spelling Lesson Week 20 Part 1 of 2, Compound Words

A	E	I	U	Y	D	G	H
L	N	P	S	T			

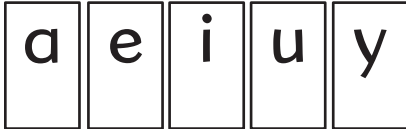
l u d s t
a e i n y p g h

Review Activities Lesson Week 20

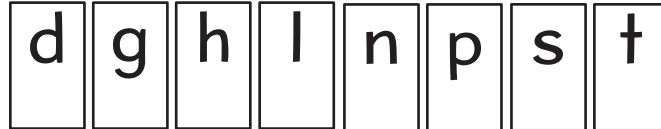
Building Words Review Activity for Spelling Lesson Week 20 Part 1 of 2, Compound Words

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 20.

Building Words

Let's practice spelling compound words.

1. Spell the word **day**. Now spell the word **light**. Put them together to spell the word **daylight**. The flower only blooms during *daylight*.
2. Now spell the word **sun**. Replace the first syllable of the word *daylight* to spell the word **sunlight**. A plant needs *sunlight* to grow.
3. Spell the word **day** one more time. Now replace the second syllable of the word *sunlight* to spell the word **Sunday**. This new word is proper noun, so what do we need to do to the letter *s*? (Capitalize it.) Correct. On most calendars, *Sunday* is the first day of the week.
4. Spell the word **set**. Now spell the word **up**. Create a compound word by putting the two words together to spell the noun **setup**. Mom told Ben they were going to mow Grandma's lawn but it was a *setup* to get him there for the surprise party.
5. Switch the order of the words in *setup* to spell **upset**. When I feel *upset*, I like to talk to my best friend.
6. Think of the small, green vegetable and spell the word **pea**. Now spell the word **nut**. Put them together and spell the word **peanut**. A *peanut* shell is easy to crack compared to the shell of a walnut.

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 choose a word from the lesson. Ask students to illustrate each word in the compound word separately and write a sentence for each word. Then have them illustrate the compound word and write a sentence using the new word.

Transfer

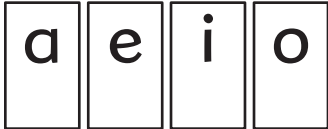
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 20 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 20

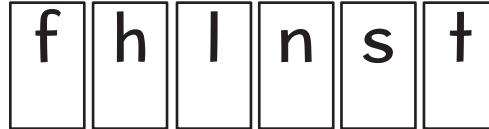
Building Words Review Activity for Spelling Lesson Week 20 Part 2 of 2, The Schwa

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 20.

Building Words

Let's practice spelling some words that have the schwa sound. In a word with more than one syllable, begin by spelling each word syllable by syllable. Remember, each syllable must have a working vowel.

1. Spell the word **the**. To help you remember the correct spelling THINK /**thē**/ when you spell the word, but SAY /**thŭ**/ when you read the word. He moved *the* desk to *the* corner of the room. Point to the letter that has the schwa sound. Which letter is it? (e) Correct.
2. Spell the word **of**. To help you remember the correct spelling THINK /**öv**/ when you spell the word, but SAY /**ŭv**/ when you read the word. It was the last day *of* school. Point to the letter that has the schwa sound. Which letter is it? (the vowel o) Correct.
3. Spell the first syllable in the word **sofa**. Spell /**sō**/. Now spell the second syllable. To help you remember the correct spelling THINK /**fā**/ when you spell the syllable, but SAY /**fŭ**/ when you read the word. Put the two syllables together to spell the word *sofa*. SAY /**sō**-/**fŭ**/ when you read the word. A *sofa* is a piece of furniture that is similar to a couch. I have a gray *sofa* and a blue chair. Point to the letter that has the schwa sound. Which letter is it? (the vowel a) Correct.
4. Spell the first syllable in the word **final**. Spell /**fī**/. Now spell the second syllable. To help you remember the correct spelling, THINK /**nāl**/ when you spell the word. Spell /**nŭl**/. Put the two syllables together to spell *final*. SAY /**fī**-/**nŭl**/ when you read the word. May 29th was the *final*, or last, day of school. Point to the letter that has the schwa sound. Which letter is it? (the vowel a) Correct.
5. Spell the first syllable in the word **alone**. To help you remember the correct spelling THINK /**ā**/ when you spell the word. Spell /**ŭ**/. Use the pattern of Phonetic Skill 4 to spell the second syllable /**lōn**/. Put the two syllables together to spell *alone*. SAY /**ŭ**-/**lōn**/ when you read the word. Sometimes, it can be nice to spend time *alone*. Point to the letter that has the schwa sound. Which letter is it? (the vowel a) Correct.
6. Spell the first syllable in the word **silent**. Spell /**sī**/. Now spell the second syllable. To help you remember the correct spelling THINK /**lěnt**/ when you spell the word. Spell /**lĭnt**/. Put the two syllables together to spell *silent*. SAY /**sī**-/**lĭnt**/ when you read the word. It is *silent* reading time. Point to the letter that has the schwa sound. Which letter is it? (the vowel e) Correct.

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 sentence using at least one word from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 20 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 20

Building Words
Review Activity for Spelling Lesson Week 20
Part 2 of 2, The Schwa

A	E	I	O	F	H	L	N	
S	T							

n i h f o i e a

t s

Reading Horizons Discovery® Spelling Lesson Week 20
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "The Zebra"*

The _____ is a horse with black and white stripes. No two zebras have stripes that are _____. The stripes help them hide in the brush from big animals that would eat them. Zebras do not live _____. They roam _____ the _____ grasslands in big herds. Zebras are _____ when they greet one another. Most of the time, zebras are _____ with each other. Zebras like to take dust and mud baths. When the mud dries, they shake it off. The remaining dust _____ them from the sun, wind, and bugs.



Reading Horizons Discovery® Spelling Lesson Week 20
Cloze Passage
The Schwa Word Bank

along open zebra silent polite

alike alone protects

Spelling Lesson Week 20

Building Words Transfer Card 1 of 2

Compound Words

Words:

daylight sunlight Sunday
setup upset peanut

Sentence:

There was a lot of sunlight for the Sunday
baseball game.

Spelling Lesson Week 20

Building Words Transfer Card 2 of 2

The Schwa

Words:

the of sofa
final alone silent

Sentence:

I was cozy all alone on the sofa.

Name _____

The schwa is the unstressed vowel sound or syllable in a multi-syllabic word. All vowels can take the schwa sound.

Lesson 62: The Schwa

A word that has more than one syllable will often have an unstressed syllable or unstressed vowel sound called the *schwa*. The schwa is represented by an upside-down e (ə). The vowel *a* is often associated with the schwa sound if it acts as a word in a sentence (I have a dog) or if a word begins or ends with the spelling of *a* (agree, sofa). All vowels can take the schwa sound.

Prove and read the words below, using Decoding Skill 1 and the schwa. You may draw either boxes or lines to divide the syllables.

Examples:

ō	p	ē	n
x		x	

 ā | g | ō

bacon

human

even

silent

adopt

private

label

sofa

neglect

agree

evil

final

Word Bank

accent

backpack

bungee

cannot

cupcake

cyclone

global

gymnast

hiccups

into

Monday

phony

sandbox

someone

Sunday

upset

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 20
Sort and Spell 1

Compound Words and Non-Compound Words	
Compound Words	Non-Compound Words

Name _____ Date _____

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

1. _____ sent you a gift.

2. I try not to get _____ about small things.

3. I want to be a _____ one day.

4. Little children like to play in the _____.

5. She put a candle on the _____.

6. Humans _____ fly without help.

7. The day after Sunday is _____.

8. The zipper on his _____ broke.

9. Do you know how to get rid of _____?

10. She wants to go _____ jumping.

Name _____ Date _____

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

1. Write the two words that make the compound word *someone*. _____

2. How many compound words are in the sort? _____

3. Which word from the sort means the same as the word *fake*? _____

Reading Horizons Discovery® Spelling Lesson Week 20
Sort and Spell 2

Words with Schwa in the First or Second Syllable	
Schwa in the First Syllable	Schwa in the Second Syllable

Word Bank

ago

agree

alike

amaze

April

away

beacon

divide

hydrant

item

pilot

polite

scuba

sofa

tuna

Page intentionally left blank.

Name _____ Date _____

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

1. It is _____ to say please and thank you.

2. The cat was hiding behind the red _____.

3. She wants to be a _____ so she can fly planes.

4. He ate a _____ fish sandwich for lunch.

5. Do you think _____ diving would be fun?

6. _____ comes before May.

7. She left on a camping trip three days _____.

8. A lot of water comes out of a _____.

Name _____ Date _____

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

1. Which letter begins most of the words in the first column? _____

2. Write one word from the sort that ends with a schwa sound. _____

3. Write one word from the sort that starts with a schwa sound. _____