



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

Spelling Two-Syllable Words  
Spelling with -C

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 \_\_\_\_\_.

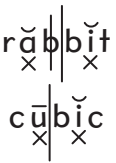


## Weekly Spelling Homework

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

### (Form B) LESSON WEEK 22: Spelling Two-Syllable Words; Spelling with -C

**Spelling Skill:** When spelling words with more than one syllable, say each syllable one at a time, and apply all the skills you have learned to spell each syllable. The /k/ sound at the end of a word with more than one syllable is spelled with a c. Before adding suffixes to words ending in c, add the letter k between the c and the suffix (e.g., *picnic/picnicking*).

| Example Word  | <u>Word Bank</u>                               |   | Most Common Words                                 |
|---|--|---|---|
|   | Skill Words                                    |   |   |
|  | rabbit<br>climate<br>gypsy<br>respect<br>cubic | equal<br>penny<br>Friday<br>basic<br>ethnic | sequence<br>candle<br>digest<br>traffic<br>picnic |
|   |  |   | because<br>sound<br>work<br>part<br>friend        |

### 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 one skill word that ends with the letter c from the word bank. Draw a picture to illustrate the meaning of the word. | 3. Spell and prove two skill words from the word bank.                             |
| 4. Spell and prove one math word from the word bank. Then write a sentence using the word. | 5. Spell and prove three skill words from the word bank.   | 6. Write a sentence using at least two skill words and one MCW from the word bank. |
| 7. Spell and prove two skill words from the word bank.                                     | 8. Spell and prove one science word from the word bank. Then write a sentence using the word.                                  | 9. Spell and prove two skill words from the word bank.                             |

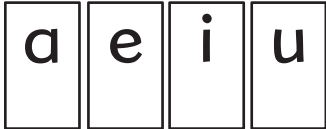
|    |    |    |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |

# Review Activities Lesson Week 22

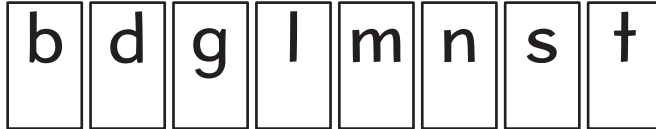
## Building Words Review Activity for Spelling Lesson Week 22 Part 1 of 2, Spelling Two-Syllable Words

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 22.

### Building Words

Let's practice spelling two-syllable words syllable by syllable. Remember, each syllable will have a working vowel.

1. Spell the first syllable in the word **absent**. Spell /ăb/. Now spell the second syllable; spell /sěnt/. The second syllable follows Phonetic Skill 2. Put the two syllables together to spell *absent*. They were *absent* on Monday.
2. Spell the first syllable in the word **submit**, spell /süb/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word; spell /mīt/. Put the two syllables together to spell *submit*. Read the word. I have to *submit* my homework to my teacher.
3. Spell the first syllable in the word **digest**; spell /dī/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word; spell /jěst/. This word has a Rainbow J. Put the two syllables together to spell *digest*. Our bodies *digest* food and turn it into energy.
4. Spell the first syllable in the word **unit** spell /ū/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word; spell /nīt/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *unit*. Remember, Blends and Digraphs are arced together as a *unit*.
5. Spell the first syllable in the word **until** spell /ün/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Now spell the second syllable in the word; spell /tīl/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *until*. I can't wait *until* our field trip!
6. Spell the first syllable in the word **agent** spell /ā/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word; spell /jěnt/. This syllable has a Rainbow J. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *agent*. A real estate *agent* helps people buy and sell houses.

(continued on next page)

(continued from previous page)

7. Spell the first syllable in the word **began** spell /bē/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word; spell /gǎn/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *began*. The story *began* on a dark and stormy night.

The next two words have a schwa sound.

8. Spell the first syllable in the word **item** spell /ī/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Now spell the second syllable in the word. When you say the word, you might hear /tǔm/ instead of /tēm/. To help you spell the syllable correctly, THINK /tēm/. Point to the letter that has a schwa sound. Which letter is it? (the vowel e). Correct. Put the two syllables together to spell *item*. I bought one *item* at the store.
9. Spell the first syllable in the word **dental** spell /dēn/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 1) Correct. Now spell the second syllable in the word; spell /tǔl/. The vowel in this syllable takes the schwa sound, so THINK /tāl/ when you spell the word. SAY /tǔl/ when you read the word. Put the two syllables together to spell *dental*. The word *dental* means we're talking about teeth. When my sister got braces, she called it *dental* work. Point to the letter that has a schwa sound. Which letter is it? (the vowel a) Correct.
10. Spell the first syllable in the word **detail** spell /dē/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Using the pattern of Phonetic Skill 5, spell the second syllable in the word; spell /tāl/. Put the two syllables together to spell *detail*. The author described every *detail* of the setting.

## 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

Challenge students to write one sentence using multiple words from the lesson. The sentence must make sense.

## Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 22 Part 1. Check for accuracy and automaticity.



# Review Activities Lesson Week 22

## Building Words

### Review Activity for Spelling Lesson Week 22

#### Part 1 of 2, Spelling Two-Syllable Words

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | <b>E</b> | <b>I</b> | <b>U</b> | <b>B</b> | <b>D</b> | <b>G</b> | <b>L</b> |
| <b>M</b> | <b>N</b> | <b>S</b> | <b>T</b> |          |          |          |          |

**l g d p b u i e a**

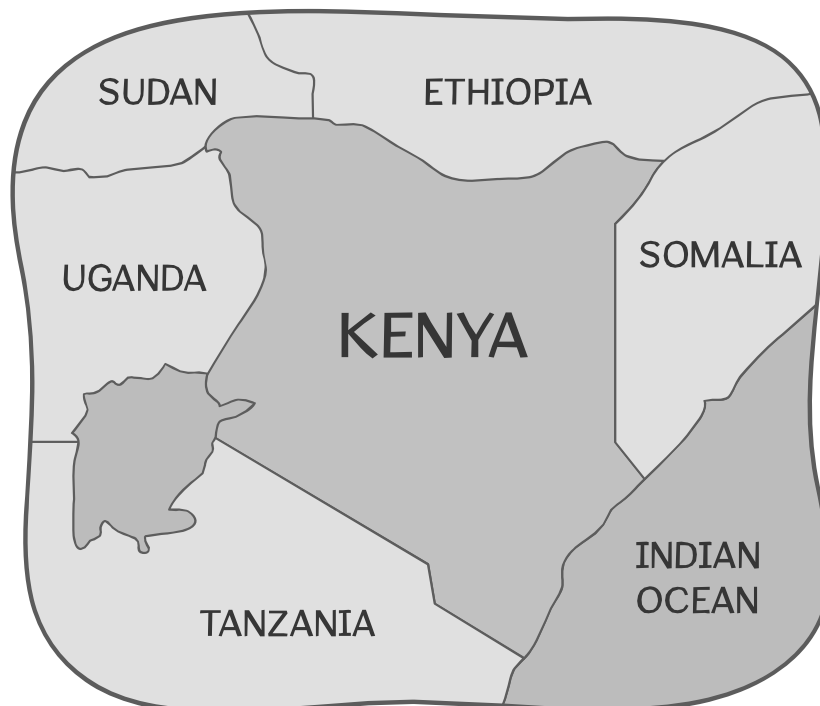
**w u s t n m**

**Reading Horizons Discovery® Spelling Lesson Week 22**  
**Cloze Passage 1**

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

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

Kenya is a country in east Africa. In some parts of Kenya, it is hot and dry. In the \_\_\_\_\_, it is cold and \_\_\_\_\_. Next to the coast, it is hot and \_\_\_\_\_. It often rains in \_\_\_\_\_ and May. Animals you could see in Kenya \_\_\_\_\_ the cheetah, wild dog, and \_\_\_\_\_. You could also see the monkey, \_\_\_\_\_, eagle, or ibis. \_\_\_\_\_ is full of \_\_\_\_\_!



# **Reading Horizons Discovery® Spelling Lesson Week 22**

## **Cloze Passage 1**

### **Decoding Two-Syllable Words Word Bank**

wildlife

humid

highland

include

April

python

Kenya

muggy

hyrax

# Spelling Lesson Week 22

## Building Words Transfer Card 1 of 2

### Two-Syllable Words

Words:

absent   submit   digest   unit   until  
agent   began   item   dental   detail

Sentence:

The agent will submit a list of items.

Name \_\_\_\_\_

This exercise provides more practice proving and reading words with previously taught skills.

### Lesson 73: Decoding Two-Syllable Words

Let's review Decoding Skills 1 and 2 with the skills we have learned to this point.

Prove and read the words listed under each skill. The first word of each skill has been done for you.

| <b>Jobs of Y</b> | <b>Schwa</b>                  | <b>Double Consonant</b> | <b>Words Ending with -LE</b> |
|------------------|-------------------------------|-------------------------|------------------------------|
| hā zē<br>x x     | Cypress<br>s<br>i<br>e<br>x x | hāppē<br>x x x          | āpple<br>x x x               |
| pony             | stolen                        | lettuce                 | handle                       |
| cyclone          | gymnast                       | funnel                  | bugle                        |
| python           | oven                          | sloppy                  | noble                        |
| gentry           | canvas                        | diffuse                 | nozzle                       |

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

Words that have more than one syllable and end with the /k/ sound are spelled with c at the end.

## Lesson 74: Spelling with -C

Most of the time when there is a multi-syllabic word ending with the /k/ sound, the end sound is spelled with a c. Exception: *attack*.

Prove and read the following words. The first word has been done for you.

at|tic  
x | x

picnic

traffic

hectic

music

tunic

When the suffix *-ing* or *-ed* is added to a word ending in c, a k must be added before the suffix. Otherwise, the word would have the rainbow s sound.

pic|nic  
x | x

picnicking

picnicked

Prove the nonsense word below. Write the word again, first with the suffix *-ing* and then with the suffix *-ed*. Underline just the suffix each time. Read each word.

\*crobic

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_  
-----  
\_\_\_\_\_

*Reading Horizons Discovery*® Spelling Lesson Week 22  
Sort and Spell 1

| <b>Two-Syllable Words Sorted by Phonetic Skill Pattern of the SECOND Syllable</b> |                         |                         |
|---|-------------------------|-------------------------|
| <b>Phonetic Skill 1</b>   | <b>Phonetic Skill 2</b> | <b>Phonetic Skill 3</b> |
|   |                         |                         |
|   |                         |                         |
|   |                         |                         |
|   |                         |                         |
| <b>Phonetic Skill 4</b>   | <b>Phonetic Skill 5</b> |                         |
|   |                         |                         |
|   |                         |                         |
|   |                         |                         |
|   |                         |                         |



Word Bank

amaze

conceal

erode

except

explain

humid

insect

jumbo

locate

photo

polite

regret

sentence

sixteen

supply

Page intentionally left blank.

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

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

1. Can you help me \_\_\_\_\_ my cat?

2. Wind and rain will \_\_\_\_\_ the big rock over time.

3. It is \_\_\_\_\_ to help someone cross the street.

4. I have every flag \_\_\_\_\_ for the red one.

5. A bug is an \_\_\_\_\_.

6. He will be \_\_\_\_\_ on his next birthday.

7. I can read a long \_\_\_\_\_.

8. A cactus may not thrive in a \_\_\_\_\_ climate.

9. We will need a new \_\_\_\_\_ of pens for the meeting.

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

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

1. Write the word from the sort that begins with a schwa sound. \_\_\_\_\_

2. Which three words in the sort have the sound of short *i*? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. Which word from the sort can be a synonym for the verb *hide*? \_\_\_\_\_