

# Reading and Spelling 2

## Packet 22



**About Decoding and Spelling (Short-Vowel Words with Blends or Digraphs)** In short-vowel, four-letter words, a blend or digraph may be at the beginning of the word or at the end (CCVC or CVCC). Naturally, a child who is already familiar with the spellings and sounds of various blends and digraphs is at an advantage when sounding out such words.

The activities in the software and this packet provide opportunities for children to practice decoding and spelling short-vowel words with blends or digraphs.

**Packet 22 Objective:** Read and spell CCVC and CVCC words.

### Class Activity: Around the Circle

**Materials:** Pad of paper (or paper on a clipboard), pencil, any music source

**Outcome:** Spell CCVC and CVCC words.

1. Review these common blends and digraphs (shown in bold letters) as needed:

back	rest	clap	brag	shop	crab	when
land	dock	skin	trip	chat	frog	flag
path	stop	plan	spin	that	glad	prop

2. Play music as children sit in a circle and pass around a pencil and paper. Stop the music periodically to pronounce a word. Whoever is holding the pencil and paper should write the word and then spell it aloud so that the class can make corrections if needed.

**Tip:** If your class is large, have two circles of children play simultaneously.

### Worksheet 1: Camp Awards

**Materials:** Camp Awards worksheet (1 per child), pencils

**Outcome:** Read CCVC and CVCC words.

Have children read the word on the award and draw a line to the correct camper.

**Extra Help:** To help children sound out the words, have them underline *sw*, *ck*, *ng*, and *mp*. Review these sounds.

**Going Further:** Suggest that each child draw an award for a personal skill.

### Worksheet 2: Step by Step

**Materials:** Step by Step worksheet (1 per child), pencils

**Outcome:** Complete the spelling of CCVC and CVCC words.

Children should write the picture names in order, horizontally and vertically.

**Extra Help:** Children may find it easier to write each word horizontally and then copy the words into their horizontal and vertical positions on the steps.

**Going Further:** Help children brainstorm other words to extend the steps. For example, *king* could be followed by *grow*, *whip*, *plan*, *nest*, and so on.

# Camp Awards

## Worksheet 1



# Step by Step

## Worksheet 2



			b						
[Large grey shaded area]									
			l			p			
						l			k