



# 1<sup>st</sup> Grade Packet

Letter Group 1  
Letter Group 2

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) Spelling LESSON WEEK 1: Letter Group 1 and Letter Group 2

**Spelling Skill:** This spelling lesson will consist of words created using letters from **Letter Group 1** (*a, b, f, d, g*) and **Letter Group 2** (*h, j, l, m, e*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
lad x	lad bad had leg	jam dad jab fed lag hem gab ham of the

### 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 one skill word from the word bank.	2. Put three words from the word bank in abc order.	3. Spell and mark one skill word from the word bank.
4. Do jumping jacks. As you clap, say a letter to spell a Most Common Word from the word bank, and then write the word without looking.	5. Spell and mark one skill word from the word bank.	6. Write three words from the word bank that rhyme.
7. Spell and mark one skill word from the word bank.	8. Write a word from the word bank, and draw a picture to show what the word means.	9. Spell and mark one skill word from the word bank.

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

# Review Activities Lesson Week 1

## Building Words Review Activity for Spelling Lesson Week 1 Letter Groups 1-2

<b>A</b>	<b>E</b>	<b>B</b>	<b>D</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>J</b>
<b>L</b>	<b>M</b>	<b>P</b>					

**j h g f d b e a**

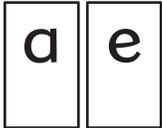
**l w d**

# Review Activities Lesson Week 1

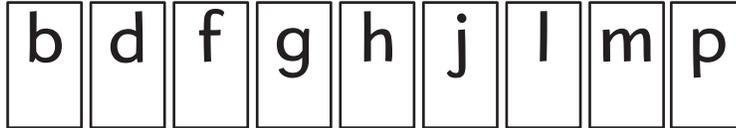
## Building Words Review Activity for Spelling Lesson Week 1 Letter Groups 1-2

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

Vowels



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Week 1.

### Building Words

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

1. The first word starts with the /h/ sound and ends with the /d/ sound. Spell the word **had**. We *had* a good day.
2. Change one letter to spell the word **lad**. *Lad* is another word for boy. The *lad* walked to school.
3. Change the last sound to spell the word **lap**. I have a book on my *lap*.
4. Change the first sound to spell the word **gap**. There is a *gap* between my front teeth.
5. Change both the first and last sounds to spell the word **jam**. We ate bread and *jam*.

Now let's spell words with the vowel sound /ĕ/.

6. The next word has the vowel sound /ĕ/ in the middle of the word. Spell the word **fed**. She *fed* an apple to the horse.
7. Change one letter to spell the word **bed**. I put a blanket on the *bed*.
8. Change the first sound to spell the word **led**. The teacher *led* the students to the classroom.
9. Change the last sound to spell the word **leg**. My *leg* feels sore.
10. Change both the first and last sounds to spell the word **hem**. He pinned the *hem* of the dress.

### 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).

### Bonus Activity

Have students organize their sound cards in alphabetical order.

### Transfer

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

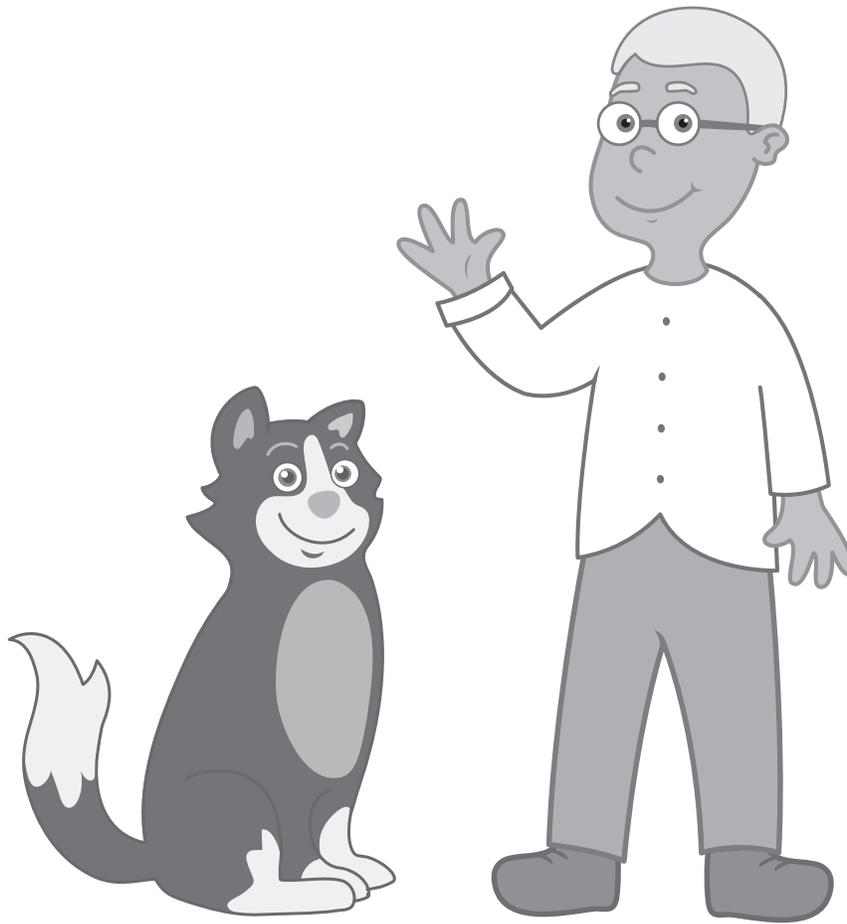
**Reading Horizons Discovery® Spelling Lesson Week 1**  
**Cloze Passage 1**

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

**Dad and Bab**

Dad had ham. And Dad fed Bab \_\_\_\_\_. Dad had \_\_\_\_\_.

And Dad \_\_\_\_\_ Bab a \_\_\_\_\_ of jam.



**Reading Horizons Discovery® Spelling Lesson Week 1**  
**Cloze Passage 1**  
**Letter Groups 1 and 2**

d a b

f e d

h a m

j a m

# Spelling Lesson Week 1

## Building Words Transfer Card 1

Words:

had lad lap gap jam  
fed bed led leg hem

Sentence:

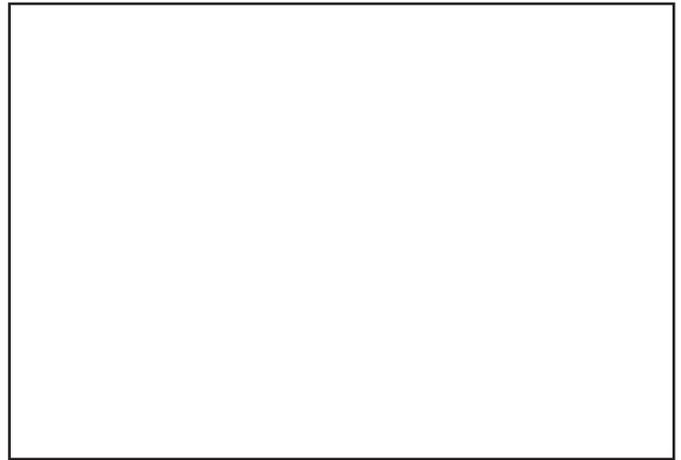
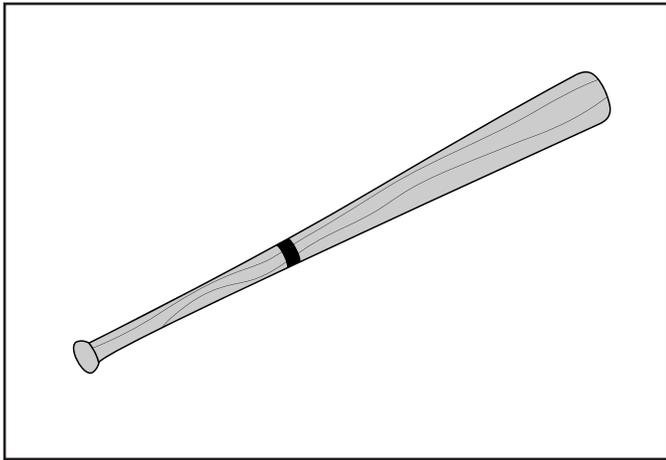
Dad led the lad to a lab.

Name \_\_\_\_\_

This activity provides practice with the sounds of the consonants in Letter Group 1.

### Lesson 1: Letter Group 1

Draw a picture of something that begins with the letter you see on the line. Write the letter three more times. The first letter has been done for you.



b b b b b

g



f

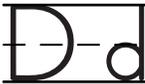
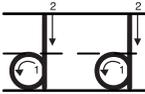
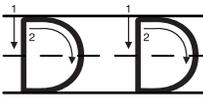
d

Name \_\_\_\_\_

The name of this letter is *d*. *D* is a consonant. The sound of *d* is /d/, as in *dug*. The sound of the *da* slide is /da/, as in *dad*.

## Lesson 1: Letter Group 1

Write a whole row of the consonant *d* in uppercase letters and whole row in lowercase letters. Then write several slides, and mark each slide with a slide arrow. Say the name and sound of the letter each time you write it.



Name \_\_\_\_\_

This activity provides a review of the letters in Letter Groups 1 and 2 using slides and words.

### Lesson 6: Letter Group 2

Read the following letters two times. First, read the letter names. Then say the letter sounds. Circle all of the uppercase letters: ○. Put a box around all of the lowercase letters: □. The first two letters have been done for you.

○ J

□ e

H

L

j

m

l

h

M

b

Read the slide and then the word. Write the word in the space below the word, and mark the vowel with an x.

le  
→

led  
x  
led  
x

ja  
→

jam  
x

me  
→

Meg  
x

la  
→

lab  
x

be  
→

bed  
x

da  
→

dad  
x

Name \_\_\_\_\_

Uppercase letters (or capitals) are used to begin names. Sentences begin with a capital letter and end with a period.

## Lesson 6: Letter Group 2

Write each sentence. Remember the uppercase letter at the beginning and the period (.) at the end! Then read each sentence.

Meg has a bad leg.

Put the egg in my bag.

Dad and I have jam.

I see Jed and Meg.

Word Bank

bad	beg
jam	Jeb
Jed	lab
lad	leg
mad	Meg

Page intentionally left blank.

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

<b>Vowel Sounds A and E</b>	
<b>a</b>	<b>e</b>

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

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

1. Jeb is in the \_\_\_\_\_.

2. Meg had a bad \_\_\_\_\_.

3. Jed is a \_\_\_\_\_.

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

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

1. Which word from the sort rhymes with the word *dab*? \_\_\_\_\_

