



1st Grade Packet

Phonetic Skill 1

Phonetic Skill 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 13: Phonetic Skill 1 and Phonetic Skill 2

Spelling Skill: Phonetic Skill 1 is when a vowel is followed by a single consonant sound, making the vowel sound short. Phonetic Skill 2 is when a vowel is followed by two consonant sounds, making the vowel sound 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.

Example Words	<u>Word Bank</u>			
	Skill Words			Most Common Words
rĕd [*] x	red	wish	blend	see
	run	jump	bug	go
	desk	lost	hand	could
jŭmp [*] x	glad	swim	stop	many
	fast	log	end	look

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 one skill word from the word bank.	2. Write and prove one skill word from the word bank that follows Phonetic Skill 1.	3. Spell and prove one skill word from the word bank.
4. Write and prove a skill word from the word bank that ends with an S-Blend.	5. Spell and prove two skill words from the word bank.	6. Write and prove one skill word from the word bank that follows Phonetic Skill 2.
7. Spell and prove one skill word from the word bank.	8. Write a word from the word bank, and draw a picture to illustrate the meaning of the word.	9. Spell and prove one skill word from the word bank.

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

Review Activities Lesson Week 13

Building Words
Review Activity for Spelling Lesson Week 13
Part 1 of 2, Phonetic Skill 1

A	E	O	U	I	C	D	L
P	R	S	T	Sh			

**l d c i n o p l
b e o n i c p l**

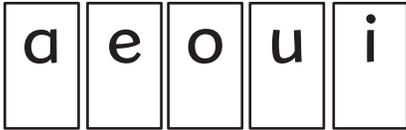
**d r s t y s
d r s t y s**

Review Activities Lesson Week 13

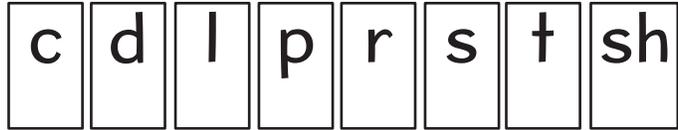
Building Words Review Activity for Spelling Lesson Week 13 Part 1 of 2, Phonetic Skill 1

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

Vowels



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 13.

Building Words

Let's spell words that follow Phonetic Skill 1, using the sound cards.

1. Spell the word **let**. Can you *let* the dog out?
2. Now change *let* to **pet**. We have a *pet* cat.
3. Spell the word **lid**. Remember to put the *lid* on the jar.
4. Change the first two letters in the word *lid*, and spell **pad**. A giant lily *pad* covered the small pond.
5. Spell the word **top**. The game is on the *top* shelf.
6. Change the first sound in *top* to spell **shop**. He works in a *shop* downtown.
7. Use the same Digraph, and spell the word **shut**. Please *shut* the door.
8. Keep the same vowel in *shut*, and spell **crush**. You can *crush* the box.
9. Keep the same Digraph at the end of *crush*, and spell **splash**. Don't *splash* me!
10. Change the word *splash* to **split**. We *split* the cookie in two.

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 write words that rhyme with words in the lesson.

Transfer

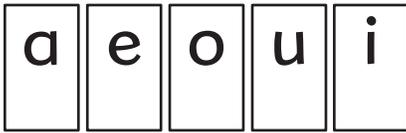
Have students read the words and the sentence from Building Words Transfer Card Lesson Week 13 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 13

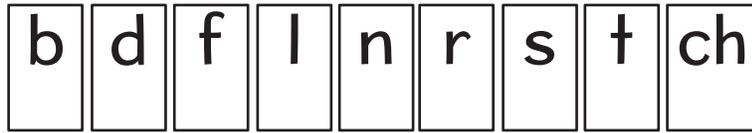
Building Words Review Activity for Spelling Lesson Week 13 Part 2 of 2, Phonetic Skill 2

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

Vowels



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 13.

Building Words

Let's spell words that follow Phonetic Skill 2, using the sound cards.

1. Use four letters to spell the word **lost**. He *lost* his notebook.
2. Now change *lost* to **lend**. I will *lend* you my pencil.
3. Change the word *lend* to spell **left**. We *left* the party at noon.
4. Change the vowel in *left* to spell **lift**. I can *lift* the box onto the table.
5. Use the same vowel in *lift* to spell the word **brisk**. Breathe in that *brisk* air.
6. Use the Blend at the beginning of *brisk*, and spell **brand**. We like that *brand* of cereal.
7. Change the last sound in *brand* to spell **branch**. The bird was perched on a low *branch*.
8. Change the word *branch* to **lunch**. You can eat *lunch* with us.
9. Change the first sound in *lunch* to spell **bunch**. I have a *bunch* of marbles.
10. Use five letters to spell the word **blond**. The twins have *blond* hair.

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 write words that rhyme with from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 13 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 13

Building Words Review Activity for Spelling Lesson Week 13 Part 2 of 2, Phonetic Skill 2

A	E	O	U	I	B	D	F
L	N	R	S	T	Ch		

f d b i u n o e a

ch t s r n l

Reading Horizons Discovery® Spelling Lesson Week 13
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book “The Lost Map”

Jack was _____. He could not find his map. The _____ will tell him how to get to a _____ full of gold. “I think I _____ the map on the bench!” said Jack. He ran to the _____. The map was there! Jack was _____. “Now I can find the gold!” he said.



Reading Horizons Discovery® Spelling Lesson Week 13
Cloze Passage 1
Phonetic Skill 1 and Phonetic Skill 2

bench chest glad

left map sad

Spelling Lesson Week 13

Building Words Transfer Card 1 of 2

Words:

let	pet	lid	pad	top
shop	shut	crush	splash	split

Sentence:

We let the pet dog splash and swim.

Spelling Lesson Week 13

Building Words Transfer Card 2 of 2

Words:

lost	lend	left	lift	brisk
brand	branch	lunch	bunch	blond

Sentence:

He kept the branch that we lost at lunch.

Name _____

Phonetic Skill 1: The vowel is short because it has one guardian consonant.

Lesson 32: Phonetic Skill 1

1. Mark the vowel with an: x.
2. Mark the guardian consonant with a guardian star: *.
3. If there is a guardian consonant and nothing else after it, the vowel is short. Mark the vowel short: ˇ.
4. Read the word.

big
x

big
*
x

big
ˇ*
x

Practice marking these words to prove each vowel sound. The words follow Phonetic Skill 1. The first word has been done for you. Read each word after you have proved it.

run
ˇ*
x

gum

not

let

tin

van

hat

bug

tub

Write a sentence, using Phonetic Skill 1 words. Then read the sentence.

Name _____

Phonetic Skill 2: The vowel is short because it has two guardian consonants.

Lesson 33: Phonetic Skill 2

1. Mark, left to right, under the word.
Watch for Blends. Identify the vowel: x.

jump
x

2. Mark the guardian consonants: * *.

jump
x * *

3. Mark the vowel short: ˇ.

jũmp
x * *

4. Read the word.

Prove the vowel sound by marking each word below.
The first words have been done for you. Read each word after you have proved it.

hint
x * *

rent

lamp

jũst
x ˇ *

gift

bump

help

best

stand

Reading Horizons Discovery® Spelling Lesson Week 25
Sort and Spell 1

Y as a Consonant and Phonetic Skills 1 and 2		
Y as a Consonant	Phonetic Skill 1	Phonetic Skill 2

Word Bank

band

bench

big

cloth

jump

milk

much

pan

risk

spend

swim

tan

went

ship

wish

Page intentionally left blank.

Name _____ Date _____

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

1. Lem felt a _____ gust of wind.

2. Tess got red _____ to make a dress.

3. The _____ sand is soft.

4. Josh has a drum for the _____.

5. Yin just _____ to get a stamp.

Name _____ Date _____

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

1. Are there more Phonetic Skill 1 words or Phonetic Skill 2 words? _____

2. How many Phonetic Skill 1 words in this sort end with a Digraph? _____

3. Write the Phonetic Skill 2 word in the sort that ends with a Digraph. _____