



1st Grade Packet

Vowel Families O and I

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) Spelling LESSON WEEK 17: Vowel Families *O* and *I*

Spelling Skill: When spelling words with the long *o* sound followed by the consonants *ld*, *lt*, or *st*, use the Vowel Families *-old* (e.g., *gold*), *-olt* (e.g., *colt*), and *-ost* (e.g., *most*). When spelling words with the long *i* sound followed by the consonants *ld* or *nd*, use the Vowel Families *-ild* (e.g., *mild*) and *-ind* (e.g., *kind*). When adding suffixes to words ending with either Vowel Family *O* or *I*, just add the ending.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
<div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center; margin-right: 10px;"> <u>mild</u> x </div> <div style="text-align: center;"> milder </div> </div>	bold	+bind	told	a
	+old	+mild	+fold	the
	gold	+cold	child	be
	wild	mold	sold	or
	colt	most	+post	go

The plus sign (+) is seen in front of words that can have suffixes *-ed*, *-er*, *-est* or *-ing* added to them to make a new word. When practicing spelling words with suffixes, prove the root word first, rewrite the word with the suffix, and then underline the suffix.

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. Spell and prove a skill word from the word bank with a plus sign (+) that would make sense with the suffix <i>-est</i> . Rewrite the word adding the suffix.	3. Spell and prove one skill word from the word bank.
4. Spell and prove a skill word from the word bank with a plus sign (+) that would make sense with the suffix <i>-ed</i> . Rewrite the word adding the suffix.	5. Spell and prove two skill words from the word bank.	6. Write a sentence using one MCW from the word bank and one skill word from the word bank.
7. Spell and prove one skill word from the word bank.	8. Write any skill word from the word bank. Then write as many words that you can think of to rhyme with it.	9. Spell and prove one skill word from the word bank.

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

Review Activities Lesson Week 17

Building Words
Review Activity for Spelling Lesson Week 17
Vowel Families O and I

O	I	B	C	D	F	H	L
M	N	S	T	W			

l h f d p c b i o

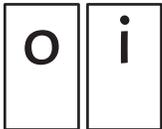
w t s n m

Review Activities Lesson Week 17

Building Words Review Activity for Spelling Lesson Week 17 Vowel Families *O* and *I*

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 17.

Building Words

Let's practice spelling words that are in the Vowel Family *O*, using the sound cards.

1. Use four letters to spell the word **most**. *Most* students are wearing boots today.
2. Change the beginning sound of *most* to spell **host**. We will *host* a party this weekend.
3. Change *host* to spell the word **hold**. Can you *hold* this book for me?
4. Change the beginning sound of *hold* to spell **cold**. It's a very *cold* day.
5. Change *cold* to spell the word **colt**. We saw a small *colt* next to the other horses.
6. Change the beginning sound of *colt* to spell **bolt**. A *bolt* of lightning hit a tree.

Now let's practice spelling words that are in the Vowel Family *I*.

7. Use four letters to spell the word **mind**. I can use my *mind* to imagine.
8. Change the beginning sound of *mind* to spell **find**. Please help me *find* my jacket.
9. Use five letters to spell the word **child**. I am the only *child* in my family.
10. Change the beginning sound in *child* to spell **wild**. We saw a *wild* bird.

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 groups of rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 17. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 17
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book
“The Chest of Gold”

There was an old troll who had a chest filled with _____. He kept it
in a stump, or so I am told. One day, the stump got struck by a bolt,
and _____ of the gold fell out. A _____ strolled by and said,
“What a _____! Now I can get a small _____.”

Do you think the old _____ would mind?



Reading Horizons Discovery® Spelling Lesson Week 17
Cloze Passage 1
Vowel Families O and I

child

colt

find

gold

most

troll

Spelling Lesson Week 17

Building Words Transfer Card 1

Words:

most	host	hold	cold	colt
bolt	mind	find	child	wild

Sentence:

The mild colt trotted to the kind child.

Name _____

In the Vowel Family *O* (-old, -olt, -ost) and the Vowel Family *I* (-ild, -ind), the vowel sounds are long.

Lesson 40: Vowel Families *O* and *I*

Read each sentence. Then circle the words below that contain the Vowel Families *-old*, *-olt*, *-ost*, *-ild*, or *-ind*.

1. The small colt is wild! Did you see it bolt?
2. Set the cold box on the desk.
3. Look at that kind child.
4. Can you find my old, gold ring?
5. Jack is sad. His old dog is blind.
6. I will set up this tall post for the flag.

Write three words from the sentences above that rhyme with *told*.

Write three words from the sentences above that rhyme with *mind*.

Discovery Spelling Lesson 17
Sort and Spell 3

Vowel Families O and I	
Vowel Family I	Vowel Family O

Word Bank

child

colt

find

gold

grind

host

jolt

kind

mild

most

scold

sold

told

wild

Page intentionally left blank.

Name _____ Date _____

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

1. He _____ the wild colt for a bag of gold.

2. Did the kind old man _____ his dog?

3. The small _____ helped to find the dog.

4. Who has the _____ gold?

5. The mom _____ her child to be kind.

Name _____ Date _____

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

1. Which word from the sort is a color word? _____

2. How many words in the sort rhyme with the word *mild*? _____

3. How many words in the sort rhyme with the word *gold*? _____