



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

Phonetic Skill 3

Phonetic Skill 4

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 18: Phonetic Skill 3 and Phonetic Skill 4

**Spelling Skill:** Phonetic Skill 3 represents one spelling pattern for a long vowel sound at the end of a single-syllable word. When spelling words that follow Phonetic Skill 3, simply use the vowel that makes the long vowel sound. The spelling pattern for Phonetic Skill 4 is vowel, consonant, and e at the end. It is one way to spell a single-syllable word with a long vowel sound before a final consonant sound.

Example Words	<u>Word Bank</u>			Most Common Words
	Skill Words			
$\begin{array}{c} m\bar{e} \\ \times \end{array}$ $\begin{array}{c} n\bar{i}n\bar{e} \\ \times \quad \times \end{array}$	nine vote me five smile	cape cube made quite same	lime hi side phone note	day number over are first

### 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 all the skill words from the word bank that follow Phonetic Skill 3.	3. Spell and prove one skill word from the word bank.
4. Write a sentence using one MCW from the word bank and one skill word from the word bank.	5. Spell and prove two skill words from the word bank.	6. Write a word from the word bank that follows the pattern of Phonetic Skill 4 and is a noun.
7. Spell and prove one skill word from the word bank.	8. Write a word from the word bank that follows the pattern of Phonetic Skill 4 and could be a verb.	9. Spell and prove one skill word from the word bank.

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

# Review Activities Lesson Week 18

Building Words  
Review Activity for Spelling Lesson Week 18  
Part 1 of 2, Phonetic Skill 3

<b>E</b>	<b>O</b>	<b>I</b>	<b>G</b>	<b>H</b>	<b>M</b>	<b>N</b>	<b>P</b>	
<b>R</b>	<b>S</b>	<b>W</b>						

**p n m h g i o e**

**w s r**

# Review Activities Lesson Week 18

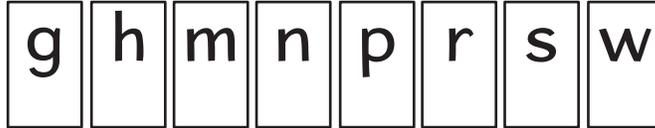
## Building Words Review Activity for Spelling Lesson Week 18 Part 1 of 2, Phonetic Skill 3

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 18.

### Building Words

Let's practice spelling words that follow Phonetic Skill 3, using the sound cards.

1. Use two letters to spell the word **go**. We can *go* to the library after school today.
2. Change the beginning sound of *go* to spell **no**. There are *no* more apples in the bowl.
3. Change the beginning sound of *no* to spell **so**. He will wait *so* we can walk together.
4. Change the beginning sound of *so* to spell **pro**. A *pro* is someone who is really good at something. It is short for the word professional. She is a *pro* at tennis.
5. Use one letter to spell the word **I**. *I* have a new pencil.
6. Use two letters to spell the word **hi**. We waved "*hi*" to our friends.
7. Use three letters to spell the word **she**. *She* is reading a book.
8. Change the beginning sound of *she* to spell **he**. *He* found my bag.
9. Change the beginning sound of *he* to spell **we**. *We* are visiting a farm today.
10. Change the beginning sound in *we* to spell **me**. Will you play with *me*?

### 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 one sentence using as many words from the lesson as they can.

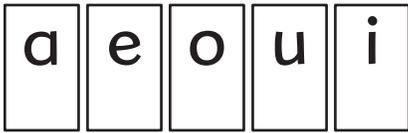
### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 18 Part 1. Check for accuracy and automaticity.

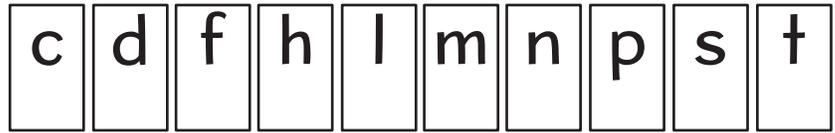
## Building Words Review Activity for Spelling Lesson Week 18 Part 2 of 2, Phonetic Skill 4

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 18.

### Building Words

Let's practice spelling words that follow Phonetic Skill 4, using the sound cards.

1. Spell the word **hop**. Now change the word to spell **hope**. What did you do to change *hop* to *hope*? (add the letter *e* to the end) Correct. I *hope* the weather is sunny today.
2. Spell the word **code**. Now change the word to spell **cod**. What did you do to change *code* to *cod*? (take away the letter *e* from the end) Correct. That fish is a *cod*.
3. Spell the word **slim**. Now change the word to spell **slime**. What did you do to change *slim* to *slime*? (add the letter *e* to the end) Correct. The diver found an old key at the bottom of the pond that was covered in *slime*.
4. Change the word *slime* to spell **slide**. He went down the *slide*.
5. Change the word *slide* to spell **hide**. My cat likes to *hide* under the couch.
6. Spell the word **can**. Now change the word to spell **cane**. What did you do to change *can* to *cane*? (add the letter *e* to the end) Correct. She walked with a wooden *cane*.
7. Change the word *cane* to spell **lane**. A red car is in the left *lane*.
8. Change the word *lane* to spell **late**. I don't want to be *late* for school.
9. Use four letters to spell the word **tune**. He played a *tune* on the trumpet.
10. Change the word *tune* to spell **flute**. The *flute* makes a pretty sound.

### 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 from the lesson that follow Phonetic Skill 4. Then have them rewrite each word without silent *e*. Finally, ask students to determine whether or not the new words are real words.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 18 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 18

## Building Words Review Activity for Spelling Lesson Week 18 Part 2 of 2, Phonetic Skill 4

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>H</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>P</b>	<b>S</b>	<b>T</b>	

**f d c i u o e a**

**y l w u d s t**

**Reading Horizons Discovery® Spelling Lesson Week 18**  
**Cloze Passage 1**

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

Based on the *Reading Horizons Discovery®* Little Book “Whales”

We get to \_\_\_\_\_ on a ship to look for whales. If we see a whale swimming \_\_\_\_\_ by the ship, \_\_\_\_\_ could see water come out of a \_\_\_\_\_ on top of the whale. We could see a whale \_\_\_\_\_ in the water. I \_\_\_\_\_ we get to see a \_\_\_\_\_!



**Reading Horizons Discovery® Spelling Lesson Week 18**  
**Cloze Passage 1**  
**Phonetic Skill 3 and Phonetic Skill 4**

close

dive

go

hole

hope

we

whale

# Spelling Lesson Week 18

## Building Words Transfer Card 1 of 2

Words:

go    no    so    pro    I  
hi    she    he    we    me

Sentence:

I will go with him so that he can help me.

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

Phonetic Skill 3: The vowel is long because it stands alone.

### Lesson 42: Phonetic Skill 3

1. Mark, left to right, under the word.

Identify the vowel: x.

go  
x

2. Mark the vowel long: ¯.

gō  
x

3. Read the word.

Prove the vowel sound by marking each word. Then read the word. The first word has been done for you.

gō  
x

we

so

hi

he

no

she

me

be

Write a sentence, using a Phonetic Skill 3 word. Then read the sentence.

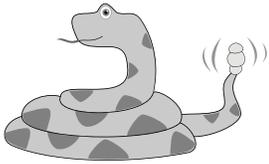
\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

Phonetic Skill 4: The final vowel e is silent, making the first vowel long.

### Lesson 43: Phonetic Skill 4

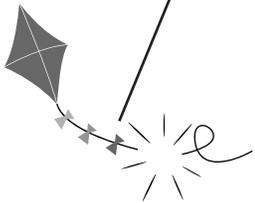
Read the sentences below. Circle the words in each sentence that follow Phonetic Skill 4 (silent e). Draw a line to match the sentence to the correct picture. The first sentence is done for you.



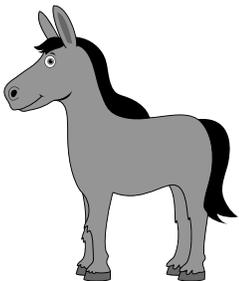
As Dave and Mike came home, the twine on their kite broke.



Snakes slide and glide in the grass and shake their rattles.



We hope to ride the mule to the lake.



In spite of the hot flames, Dave stopped the fire.

*Reading Horizons Discovery*® Spelling Lesson Week 18  
Sort and Spell 1

<b>Phonetic Skills 3 and 4</b>	
<b>Phonetic Skill 3</b>	<b>Phonetic Skill 4</b>

Word Bank

bike

cute

go

he

hi

home

joke

late

me

no

phone

she

so

white

wipe

Page intentionally left blank.

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

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

1. Can I ride your \_\_\_\_\_?

2. I was napping, \_\_\_\_\_ I was \_\_\_\_\_ for lunch.

3. Call me on your \_\_\_\_\_.

4. She is not at \_\_\_\_\_.

5. Let's \_\_\_\_\_ to the bike shop.

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

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

1. Which vowels are at the end of Phonetic Skill 3 words in this sort? \_\_\_\_\_

2. Which vowel ends each of the Phonetic Skill 4 words in this sort? \_\_\_\_\_

3. How many Phonetic Skill 4 words in this sort have a long *i* (/i/) vowel sound? \_\_\_\_\_