



1st Grade Packet

Letter Group 3

Letter Group 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 2: Letter Group 3 and Letter Group 4

Spelling Skill: This spelling lesson will consist of words created using letters from **Letter Group 1** (*a, b, f, d, g*), **Letter Group 2** (*h, j, l, m, e*), **Letter Group 3** (*n, p, r, s, o*), and **Letter Group 4** (*t, v, w, x, y, u*).

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
fun x	fun yes ox nut web	gum box fog van dog	tug vet sun pop jog	of the a to

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. Choose one row of three words from the word bank, and write them in abc order.	3. Spell and mark one skill word from the word bank.
4. Write a skill word from the word bank, and draw a picture to show what the word means.	5. Spell and mark one skill word from the word bank.	6. Write two words from the word bank that rhyme.
7. Spell and mark one skill word from the word bank.	8. 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.	9. Spell and mark one skill word from the word bank.

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

Review Activities Lesson Week 2

Building Words Review Activity for Spelling Lesson Week 2 Letter Groups 3-4

E	O	U	B	N	P	R	S
T	V	W	X	Y			

s r p d n b u o e

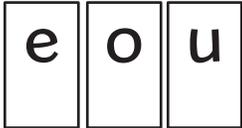
f v w x y f

Review Activities Lesson Week 2

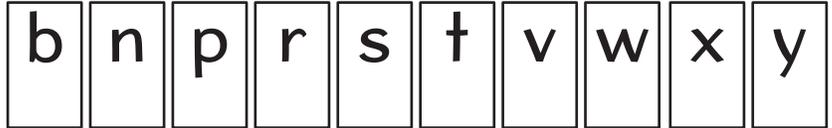
Building Words Review Activity for Spelling Lesson Week 2 Letter Groups 3-4

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 2.

Building Words

Let's start by spelling words using letters from Letter Groups 3 and 4, using the sound cards.

1. The first word has the vowel sound /ɔ/ in the middle of the word. The first sound is /b/, and the last sound is /x/. Spell the word **box**. We opened the *box*.
2. Change the first sound to /r/ and the last sound to /t/. Spell the word **rot**. The old log will start to *rot*.
3. Change the first sound to spell the word **pot**. He will make soup in the big *pot*.
4. Change the first sound again to spell the word **not**. She does *not* have a pet.
5. Change the middle letter to the vowel sound /ʊ/. Spell the word **nut**. The squirrel hid the *nut*.
6. Change both the first and last letters to spell the word **run**. We like to *run* at the park.
7. Change one letter to spell the word **sun**. The *sun* shines brightly.

Now, let's spell words with the vowel /ɛ/.

8. This word has the vowel sound /ɛ/ in the middle of the word. The first sound is /v/, and the last sound is /t/. Spell **vet**. The word *vet* is short for veterinarian.
9. Change the word *vet* to the word **wet**. The dog is *wet* from the rain.
10. Change both the first and last letters to spell the word **yes**. The children shouted, "Yes!"

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 2. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 2
Cloze Passage 1

Name _____ Date _____

Max

Max is a _____. Max _____ in the mud.

Max got in the _____ and got _____ of the _____.



Reading Horizons Discovery® Spelling Lesson Week 2
Cloze Passage 1
Letter Groups 3 and 4

got

mud

pup

rid

tub

Spelling Lesson Week 2

Building Words Transfer Card 1

Words:

box

rot

pot

not

nut

run

sun

vet

wet

yes

Sentence:

The wet box sat in the hot sun.

Name _____

This exercise provides practice reading and writing slides and words using the vowel *o*.

Lesson 8: Letter Group 3

Read and write each slide and word two times. Then read the rhyme.

bo

bog

fo

fog

ho

hog

lo

log

Rhyme

In a bog,
In the fog,
On a log,
Is a hog!

On a separate piece of paper,
write your own rhyme with the words
in the box below.

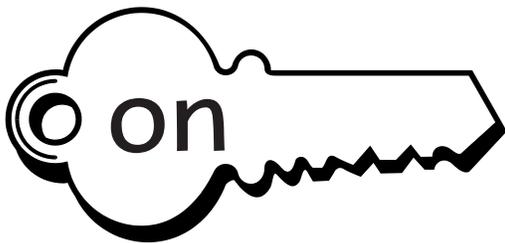
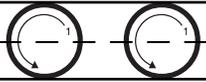
hog	dog
jog	log

Name _____

The name of this letter is o. O is a vowel. The sound for o is /o/, as in on.

Lesson 8: Letter Group 3

Write a whole row of the letter o in uppercase letters and a whole row in lowercase letters. Each time you write a letter, say the name and the sound.



The keyword for o is *on*.

Write the following sentence one time. Then read the sentence.

The dog is on the bed.

Name _____

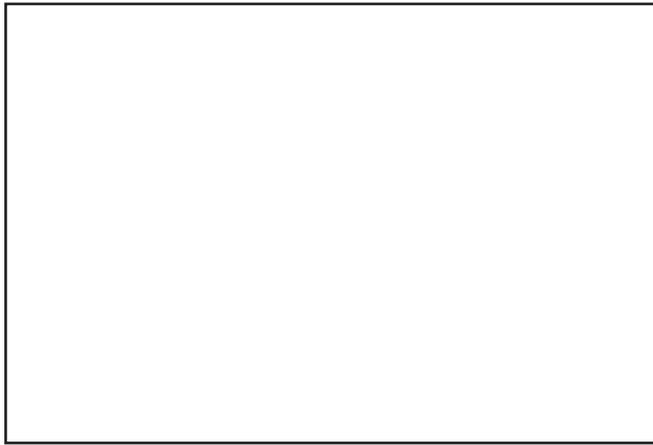
This activity provides practice building words using letters from Letter Groups 1-4.

Lesson 10: Letter Group 4

Choose an ending letter from the box to make a word.
Draw a picture of the word you write.

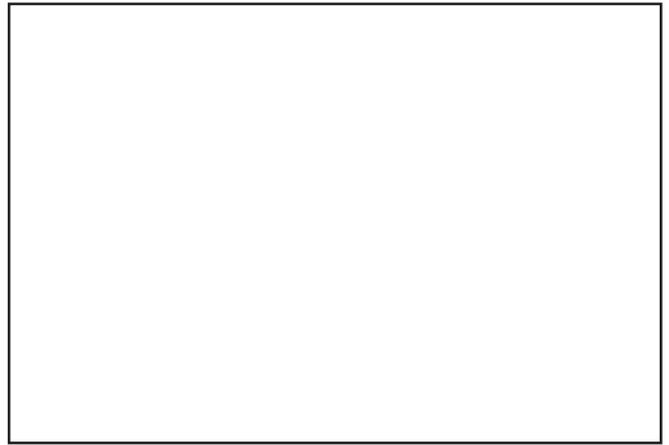
n g b

ru



n b m

su



d n p

ma



g n t

pe



Name _____

This activity provides practice writing slides and words that contain the vowel *u*.

Lesson 10: Letter Group 4

Read and write each slide and word two times.

hu _____

hug _____

bu _____

bud _____

gu _____

gum _____

nu _____

nut _____

ru _____

rub _____

su _____

sun _____

Write a sentence, using a word with the vowel *U/u*. Then read the sentence.

Word Bank

dog	fox
gum	had
log	red
rug	sat
set	wet

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 2
Sort and Spell 1

Vowel Sounds A, E, O, and U			
a	e	o	u

Name _____ Date _____

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

1. Rod had a _____ dog.

2. Ben sat on the _____.

3. The tan fox sat on the _____.

Name _____ Date _____

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

1. Which word from the sort rhymes with *bat*?

2. Which word from the sort rhymes with *box*?
