



1st Grade Packet

Phonetic Skill 5

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

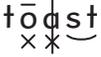
For more information, contact your teacher at _____.

Weekly Spelling Homework

Name _____ Date _____

(Form A) Spelling Lesson Week 22: Phonetic Skill 5

Spelling Skill: Phonetic Skill 5 is when some vowel combinations are adjacent, making the second vowel silent, and the first vowel long. These are the nine most common adjacent vowel combinations: *ai, ay, ea, ee, oa, oe, ui, ue, ie*. Use these combinations at the beginning or in the middle of words: *ai, ea, oa, ui*. Use these combinations at the end of words: *ay, ea, ee, oe, ue, ie*. The adjacent vowels *ea* and *ee* can also be used in the middle of words. in the middle.

Example Word	<u>Word Bank</u>		Most Common Words
	Skill Words		
	toast stray tree juice toe	soap pie paid sea beach	glue fruit dream say see of you are your have

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 a sentence using one MCW from the word bank and one skill word from the word bank.	3. Spell and prove one skill word from the word bank.
4. Write a skill word from the word bank, and draw a picture to illustrate the meaning of the word.	5. Spell and prove three skill words from the word bank.	6. Write two words that sound the same but are spelled differently and have different meanings.
7. Spell and prove one skill word from the word bank.	8. Write two skill words from the word bank that have the same vowel sound.	9. Spell and prove one skill word from the word bank.

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

Review Activities Lesson Week 22

Building Words
Review Activity for Spelling Lesson Week 22
Phonetic Skill 5

A	E	O	U	I	Y	B
C	D	L	P	S	T	

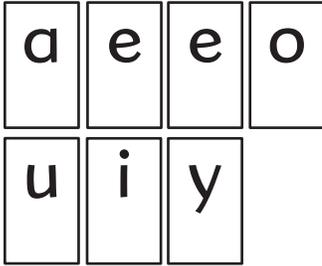
c p l d s t
a e e o n i y q

Review Activities Lesson Week 22

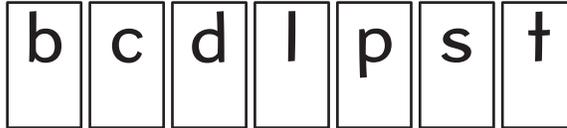
Building Words Review Activity for Spelling Lesson Week 22 Phonetic Skill 5

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

Vowels



Consonants



Skill Review

Let's practice spelling words that follow Phonetic Skill 5, using the sound cards.

Building Words

Let's practice spelling words that follow Phonetic Skill 5.

1. Spell the word **eat**. He likes to *eat* pineapple.
2. Change the word *eat* to spell **seat**. She took a *seat* next to her friend.
3. Spell the word **oat**. *Oat* is a grain, like wheat and rice.
4. Change the word *oat* to spell **coat**. I am wearing my warm *coat*.
5. Change the word *coat* to spell **boat**. We took a ride on a *boat*.
6. Spell the word **see**. I *see* the kite stuck in a tree.
7. Using the same spelling for the long e sound, change the word *see* to spell **beet**. A *beet* is a type of vegetable.
8. Spell the word **day**. It is a cloudy *day* outside.
9. Spell the word **pie**. We baked a cherry *pie*.
10. Spell the word **blue**. Please pass me a *blue* crayon.

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

Point out the two words from the lesson that have homophones (*see/sea; beet/beat*). Discuss how the spelling of the vowel sound changes the meaning of each word. Have students write a sentence using one of the words.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 22. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 22
Cloze Passage 1

Name _____ Date _____

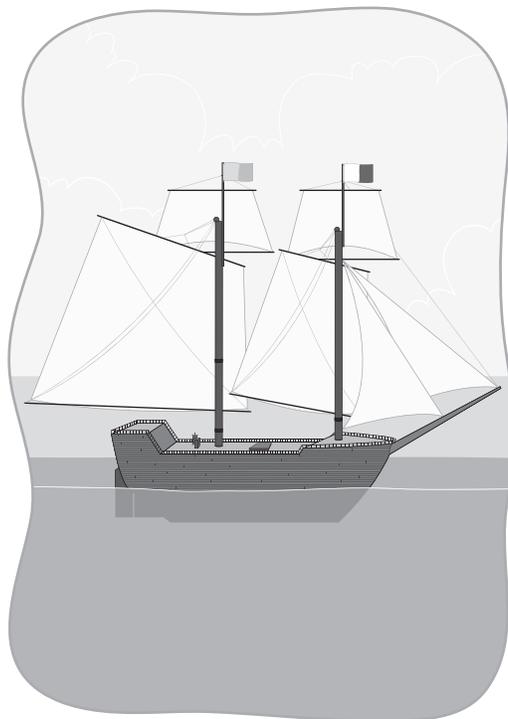
From *Reading Horizons Discovery® Little Book "Parts of a Ship"*

Deck: a place where people stroll, _____, _____ games, or look at the big, _____ sea.

Main Sail: the biggest _____. It helps the ship _____ up.

Berth: a bed where people on the ship _____.

Cleat: a rail used to _____ or hold a rope. A nail holds it to the side of the _____.



Reading Horizons Discovery® Spelling Lesson Week 22
Cloze Passage 1
Phonetic Skill 5

blue

boat

play

read

sail

sleep

speed

tie

Spelling Lesson Week 22

Building Words Transfer Card 1

Words:

eat	seat	oat	coat	boat
see	beet	day	pie	blue

Sentence:

It's the best day to eat pie and sweet peaches.

Name _____

Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

Prove and read these words. The first word has been done for you.

sēēn
x x

glee

heal

eat

sprain

rain

faint

gray

plain

true

meat

seat

gloat

dream

sail

play

strain

leap

speak

toe

tee

scream

groan

doe

Reading Horizons Discovery® Spelling Lesson Week 22
Sort and Spell 1

Adjacent Vowel Combinations AI, EA, OA, UI			
AI	EA	OA	UI

Word Bank

bruise

chain

coax

croak

eat

foam

fruit

grain

juice

read

sea

snail

suit

trail

wheat

Page intentionally left blank.

Name _____ Date _____

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

1. Dad will not _____ you to eat.

2. Do you like to drink _____?

3. The green _____ left a trail of slime.

4. Can a frog _____?

5. I like to _____.

Word Bank

blue

doe

glue

green

lie

may

pie

play

queen

screech

stay

tie

toe

tray

true

Page intentionally left blank.

Name _____ Date _____

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

1. Is it time to _____ ball?

2. The _____ will dance with the prince.

3. Let's use _____, not tape.

4. Do you like peach _____?

5. A doe will eat _____ grass.

Name _____ Date _____

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

1. Which adjacent vowel combinations in this sort come at the end of words? _____

2. How many words in this sort have a long *a* sound /ā/? _____

3. How many words in this sort have a long *o* sound /ō/.
