



1st Grade Packet

The Schwa

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 27: The Schwa

Spelling Skill: The schwa is a vowel sound that most often has the sound of short *u* but can also make the sound of short *i*. It can be heard in any word, with any vowel. It is most often heard in words with more than one syllable, especially if the word begins or ends with the vowel *a*. One way to remember the correct spelling for a letter with the schwa sound is to pronounce it the way that it looks according to the skills that have been taught. For example, THINK *ā*gree when spelling the word *agree* but SAY *u*gree when pronouncing the word.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	agree ago open local zebra	total away frozen sofa hydrant	pilot some tuna divide what	because large turn any where

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 the skill word from the word bank in which the last syllable follows Phonetic Skill 2.	3. Spell and prove one skill word from the word bank.
4. Write and read three skill words from the word bank that start with the letter <i>a</i> . How many of those words begin with the schwa sound?	5. Spell and prove three skill words from the word bank.	6. Write a word from the word bank then draw a picture to illustrate the meaning of the word.
7. Spell and prove one skill word from the word bank.	8. Write a sentence using one MCW from the word bank and one skill word from the word bank.	9. Spell and prove one skill word from the word bank.

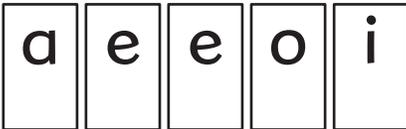
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 27

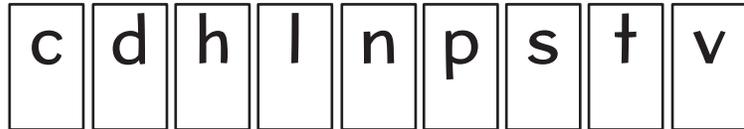
Building Words Review Activity for Spelling Lesson Week 27 The Schwa

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 27.

Building Words

Let's practice spelling words that have the schwa sound, using the sound cards.

Let's begin with two-syllable words that begin with the vowel *a*. In these words, the beginning *a* has the schwa sound. We will spell each word syllable by syllable. Remember, each syllable has a working vowel.

1. Spell the first syllable in the word **alive**. THINK /ā/ - /līve/ when you spell the word. Spell /ā/. Now spell the second syllable /līve/. Put the two syllables together to spell *alive*. Read the word. SAY /ə/ - /līve/. These trees are *alive*.
2. Spell the first syllable in the word **adopt**. THINK /ā/ - /dōpt/ when you spell the word. Spell /ā/. Now spell the second syllable /dōpt/. Put the two syllables together to spell *adopt*. Read the word. SAY /ə/ - /dōpt/. We are going to *adopt* a pet cat.

Now let's spell some words that have a schwa sound in the second syllable.

3. Use two letters to spell the first syllable in the word **silent**. THINK /sī/ - /lěnt/ when you spell the word. Spell /sī/. Now spell the second syllable /lěnt/. Put the two syllables together to spell *silent*. Read the word. SAY /sī/ - /lěnt/. We stayed *silent*, so we didn't wake the baby.
4. Spell the first syllable in the word **dental**. THINK /děñ/ - /tāl/ when you spell the word. Spell /děñ/. Now spell the second syllable /tāl/. Put the two syllables together to spell *dental*. Read the word. SAY /děñ/ - /tāl/. The *dental* assistant will clean your teeth.

Let's try a few more two-syllable words with the schwa sound.

5. Spell the first syllable in the word **aside**. THINK /ā/ - /sīde/ when you spell the word. Spell /ā/. Now spell the second syllable /sīde/. Put the two syllables together to spell *aside*. Read the word. SAY /ə/ - /sīde/. Please put your books *aside* and listen.
6. Spell the first syllable in the word **select**. THINK /sē/ - /lěct/ when you spell the word. Use two letters to spell /sē/. Now spell the second syllable /lěct/. Put the two syllables together to spell *select*. Read the word. SAY /sə/ - /lěct/. I want to *select* a green crayon.

Finally, let's try spelling some one-syllable words with the schwa sound.

7. Spell the the word **the** (/thə/). THINK /thē/ when you spell the word, but SAY /thə/ when you read the word. I have *the* red pen.

(continued on next page)

Review Activities Lesson Week 27

(continued from previous page)

8. Spell the the word **a** (/ə/). THINK /ā/ when you spell the word, but SAY /ə/ when you read the word.
He has **a** soccer ball.

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 words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 27. Check for accuracy and automaticity.

Review Activities Lesson Week 27

Building Words
Review Activity for Spelling Lesson Week 27
The Schwa

A	E	E	O	I	C	D	H
L	N	P	S	T	V		

h d c i o e a
b e e o i c p y

l u d s t v
n d s t v

Reading Horizons Discovery® Spelling Lesson Week 27
Cloze Passage 1

Name _____ Date _____

From *Reading Horizons Discovery® Little Book "The Zebra"*

The zebra is a horse with white and black stripes. No two zebras have stripes that are _____. Zebras do not live _____. They roam along the _____ grasslands in big herds. The _____ number of males and females in a herd is not _____. There are many females and just one adult male. The oldest female decides where they will eat. All the zebras _____ with her. Do you think it would be fun to see a _____?



Reading Horizons Discovery® Spelling Lesson Week 27
Cloze Passage 1
The Schwa

adult

agree

alike

alone

equal

open

total

zebra

Spelling Lesson Week 27

Building Words Transfer Card 1

Words:

alive adopt silent dental
aside select the a

Sentence:

We need to select a place for a dental check.

Name _____

The schwa is the unstressed vowel sound or syllable in a multi-syllabic word. All vowels can take the schwa sound.

Lesson 62: The Schwa

A word that has more than one syllable will often have an unstressed syllable or unstressed vowel sound called the *schwa*. The schwa is represented by an upside-down e (ə). The vowel *a* is often associated with the schwa sound if it acts as a word in a sentence (I have a dog) or if a word begins or ends with the spelling of *a* (agree, sofa). All vowels can take the schwa sound.

Prove and read the words below, using Decoding Skill 1 and the schwa. You may draw either boxes or lines to divide the syllables.

Examples:

ō	p	ə	n
x	x		

 ā | g ō

bacon

human

even

silent

adopt

private

label

sofa

neglect

agree

evil

final

Word Bank

ago

agree

alike

amaze

April

away

bacon

divide

hydrant

item

pilot

polite

scuba

sofa

tuna

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 27
Sort and Spell 2

Schwa in the First Syllable and Schwa in the Second Syllable	
Schwa in the First Syllable	Schwa in the Second Syllable

Name _____ Date _____

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

1. It is _____ to thank her for the gift.

2. Rosa sat on the blue _____.

3. The _____ will fly the plane high above the trees.

4. Ava fed the cat a can of _____ fish.

5. Do you think _____ diving would be fun?

Name _____ Date _____

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

1. What letter begins most of the words in the first column? _____

2. Are there more schwa sounds in the first or second syllable of the words in this sort? _____

3. Write one word from the sort that ends with a schwa sound. _____

