



1st Grade Packet

-LE at the End of a Word

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 31: *-LE* at the End of a Word

Spelling Skill: Most often when spelling a word ending with /ul/, it is spelled *l-e*. When spelling a word with a short vowel sound before the *-le* ending, double the preceding consonant. If a two-syllable word ends with the sound /kul/, and the vowel in the first syllable is short, it will be spelled *c-k-l-e*.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	cable fable shuttle wobble topple fiddle candle handle mantle chuckle bundle able crumble giggle baffle	many their there good through

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 and prove two skill words from the word bank that mean something similar to the word <i>laugh</i> .	3. Spell and prove one skill word from the word bank.
4. Write and prove two skill words from the word bank that have a long vowel sound in the first syllable.	5. Spell and prove three skill words from the word bank.	6. Choose one skill word from the word bank. Write the word, and 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 31

Building Words

Review Activity for Spelling Lesson Week 31

-LE at the End of a Word

A	E	I	C	K	L	L	M
P	P	S	T	T	le		

m i i k c i e a

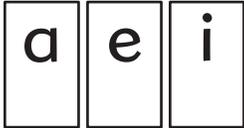
d d s t t e t f e t

Review Activities Lesson Week 31

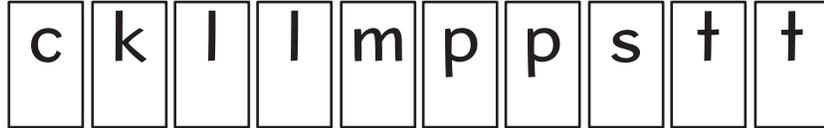
Building Words Review Activity for Spelling Lesson Week 31 -LE at the End of a Word

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 31.

Building Words

Let's practice spelling words that end in *-LE*, using the sound cards. Remember, when you hear /əl/ at the end of the word, it is usually spelled *-e*.

1. Say the word **maple**. What sound do you hear in the second syllable? (/əl/) Correct. What letters spell that sound? (*-e*) Correct. Now, using two letters spell the first syllable; spell /mā/. Spell the second syllable; spell /pəl/. Put the syllables together and spell the word *maple*. I put *maple* syrup on my pancakes.
2. Switch the first two letters in the word *maple* to spell **ample**. There is *ample* room in our van.
3. Add a letter to the front of *ample* to spell **sample**. Can we try a *sample* of ice cream?
4. Change the vowel in the word *sample* to spell **simple**. Let's solve this *simple* math problem.
5. Change the first syllable in the word *simple* to spell **staple**. She will *staple* these sheets together.
6. Spell the word **title**. What is the *title* of the book that you are reading?
7. Say the word **apple**. This word has a double consonant. One *p* is at the end of the first syllable, and the other *p* is at the start of the second syllable. Spell the first syllable; spell /ăp/. Spell the second syllable; spell /pəl/. Put the syllables together and spell the word *apple*. He is baking an *apple* pie.
8. Say the word **little**. This word has a double consonant. One *t* is at the end of the first syllable, and the other *t* is at the start of the second syllable. Spell the first syllable; spell /lĭt/. Spell the second syllable; spell /təl/. Put the syllables together and spell the word *little*. My *little* sister is in kindergarten.
9. Say the word **pickle**. What consonant sound is in the middle of this word? (/k/) Correct. When a two-syllable word ending in *-e* has a /k/ sound in the middle, the first syllable ends with the letters *-ck*, and the second syllable is spelled *-le*. Spell the first syllable; spell /pĭk/. Spell the second syllable; spell /əl/. Put the syllables together and spell the word *pickle*. He ate a *pickle* with his sandwich.
10. Following the same pattern, spell the word **tickle**. The father likes to gently *tickle* his baby.

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).

Reading Horizons Discovery® Spelling Lesson Week 31
Cloze Passage 1

Name _____ Date _____

Dwight's Dog

Dwight had a _____ dog. The dog's name was Uncle Chuckle.

He was a _____ dog. Uncle _____ did not like his muzzle.

He could not eat an apple with his _____ on. He would _____ and jiggle to get out of it. So Dwight decided to take the muzzle off of _____

Chuckle. Then the dog was _____ to eat part of Dwight's _____ .



Reading Horizons Discovery® Spelling Lesson Week 31
Cloze Passage 1
-LE at the End of a Word

able

apple

Chuckle

gentle

little

muzzle

Uncle

wiggle

Spelling Lesson Week 31

Building Words Transfer Card 1

Words:

maple ample sample simple staple
title apple little pickle tickle

Sentence:

Can we sample a little of the apple pie?

Name _____

Words that end in *-le* have the sound /ul/, as in *bubble*. Put a small schwa between the *l* and the consonant before it. There is no working vowel — only a vowel sound — in the last syllable.

Lesson 69: *-LE* at the End of a Word

Prove and read the words below. Remember: *bl*, *fl*, and *pl* are Blends. Mark them. The first two words have been done for you.

tā|ble^ə

simple

rā||t|le^ə

puddle

raffle

tremble

bubble

middle

humble

maple

Discovery Spelling Lesson 31

Sort and Spell 2

Words Ending in /UL/	
/UL/ Spelled -LE	/UL/ Spelled Another Way

Word Bank

able

beagle

candle

channel

flannel

kennel

mammal

maple

needle

oval

rival

scramble

table

title

tunnel

Page intentionally left blank.

Name _____ Date _____

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

1. Her kitchen _____ is the shape of an oval.

2. They will take the puppy to a _____.

3. Would you like me to _____ your eggs?

4. The train sped out of the _____.

5. We need a match to light the _____.

Name _____ Date _____

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

1. Which consonant letters come right before the /ul/ sound in the second column? _____

2. Which consonant letters come right before -/e/ in the first column? _____

3. Which word from the sort rhymes with the word *channel*? _____