



1st Grade Packet

Two-Syllable Words

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 32: Spelling Two-Syllable Words

Spelling Skill: When spelling words with more than one syllable, say each syllable one at a time, and apply all the skills you have learned to spell each syllable.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	hundred recent complete demand candy reptile jumbo gentle music children along even away rotate pebble	could people down come who

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. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.	5. Spell and prove three skill words from the word bank.	6. Write and prove two skill words from the word bank that have a long vowel sound in the last syllable.
7. Spell and prove one skill word from the word bank.	8. Write and prove the skill word from the word bank that has double consonants.	9. Spell and prove one skill word from the word bank.

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

Review Activities Lesson Week 32

Building Words Review Activity for Spelling Lesson Week 32 Party 1 of 2, Two-Syllable Words

E	E	O	U	I	B	C	D
F	J	M	N	T	V		

d c b i n o e e

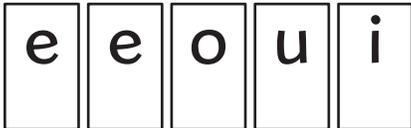
v f n m j f

Review Activities Lesson Week 32

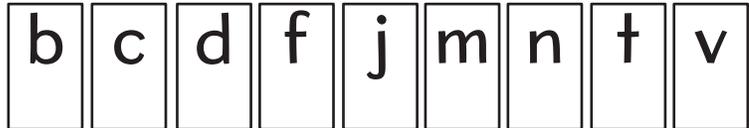
Building Words Review Activity for Spelling Lesson Week 32 Party 1 of 2, Two-Syllable Words

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 32.

Building Words

Let's practice spelling two-syllable words syllable by syllable, using the sound cards. Remember, each syllable will have a working vowel.

1. Use one letter to spell the first syllable in the word **unit**. Spell /**ū**/. Which Phonetic Skill does this syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable; spell /**nĭt**/. Which Phonetic Skill does this syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell **unit**. What **unit** should we use to measure this pen?
2. Use one letter to spell the first syllable in the word **event**. This syllable has a schwa sound, so think /**ĕ**/, but say /**ə**/. Now spell the second syllable; spell /**vĕnt**/. Which Phonetic Skill does this syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell **event**. We will leave for the **event** soon.
3. Spell the first syllable in the word **jumbo**. Spell /**jŭm**/. Which Phonetic Skill does this syllable follow? (Phonetic Skill 1) Correct. Now, use two letters to spell the second syllable; spell /**bō**/. Which Phonetic Skill does this syllable follow? (Phonetic Skill 3) Correct. Put the two syllables together to spell **jumbo**. The team shared a **jumbo** pizza.
4. Use two letters to spell the first syllable in the word **define**. This syllable has a schwa sound, so think /**dĕ**/, but say /**də**/. Now spell the second syllable; spell /**fĭn**/. Which Phonetic Skill does this syllable follow? (Phonetic Skill 4) Correct. Put the two syllables together to spell **define**. Can you help me **define** this word?
5. The first syllable in the next word is the same as the first syllable in the word **define**. The word is **decent**. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable. This syllable has a schwa sound, so think /**sĕnt**/, but say /**sənt**/. This hint is not necessary since there is not a letter s among the letter options. Put the two syllables together to spell **decent**. They did a **decent** job on their project.

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 32
Cloze Passage 1

Name _____ Date _____

Animals You Might See in Kenya

Kenya is a country in East Africa. You can find wild animals in Kenya.

You can see a _____-sized animal, like a hippo or a rhino, relax in the water. Or you could see an eland grazing with a striped _____.

Other animals you could see in _____ include the cheetah, wild dog, and _____. You could also see a monkey, a _____ snake, a flying _____, or an ibis. Kenya is full of _____! _____ you will get to go to Kenya one day!



Reading Horizons Discovery® Spelling Lesson Week 32
Cloze Passage 1
Spelling Two-Syllable Words

eagle jumbo hyrax Kenya
maybe python wildlife zebra

Spelling Lesson Week 32

Building Words Transfer Card 1 of 2

Words:

unit event jumbo define decent

Sentence:

We got a jumbo unit at the event.

Name _____

This exercise provides more practice proving and reading words with previously taught skills.

Lesson 73: Decoding Two-Syllable Words

Let's review Decoding Skills 1 and 2 with the skills we have learned to this point.

Prove and read the words listed under each skill. The first word of each skill has been done for you.

Jobs of Y	Schwa	Double Consonant	Words Ending with -LE
hā zē x x	Cypress s i e x x	hāppē x x x x	āpple x x x x
pony	stolen	lettuce	handle
cyclone	gymnast	funnel	bugle
python	oven	sloppy	noble
gentry	canvas	diffuse	nozzle

Reading Horizons Discovery® Spelling Lesson Week 32
Sort and Spell 1

First Syllable in Two-Syllable Words	
First Vowel is Short	First Vowel is Long

Word Bank

absent

advise

athlete

became

began

decay

fifteen

hazy

insect

insist

locate

minus

sentence

silent

sixteen

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Reading Horizons Discovery® Spelling Lesson Week 32
Sort and Spell 1
Sentences

Name _____ Date _____

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

1. This _____ is six words long.

2. Ten _____ five equals five.

3. After fifteen, comes _____.

4. She _____ every day with a smile.

5. An _____ has three pairs of legs.

Name _____ Date _____

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

1. Which Decoding Skill do the words in the first column follow? _____

2. Which Decoding Skill do the words in the second column follow? _____

3. Which Phonetic Skill does the first syllable of each word in the second column follow? _____