



2nd Grade Packet

Vowel Families O and I

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) LESSON WEEK 10: Vowel Families *O* and *I*

Spelling Skill: When spelling words with the long *o* sound followed by the consonants *ld*, *lt*, or *st*, use the Vowel Families *-old* (e.g., *gold*), *-olt* (e.g., *colt*), and *-ost* (e.g., *most*). When spelling words with the long *i* sound followed by the consonants *ld* and *nd*, use the Vowel Families *-ild* (e.g., *wild*) and *-ind* (e.g., *kind*). When adding suffixes to words ending with either Vowel Family *o* or *i*, just add the ending.

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
<div style="display: flex; align-items: center; justify-content: center;"> s o ld </div> <div style="text-align: center; margin-top: 5px;"> x </div>	sold +grind +mold +wild +volt	+post +bolt +host gold +cold	+told +mild +kind colt most	my than first water been

The plus sign (+) is seen in front of words that can have prefixes *un-* or *re-* and suffixes *-ed*, *-er*, *-est*, or *-ing* added to them to make a new word. When practicing spelling words with suffixes, first prove the root word, then rewrite the word with the suffix, and underline the suffix.

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 two skill words from the word bank.	2. Write a silly "To-Do List" using at least two skill words and one MCW from the word bank.	3. Spell and prove two skill words from the word bank.
4. Choose a skill word from the word bank that would make sense with the suffixes <i>-er</i> AND <i>-est</i> . Rewrite the word adding each suffix to make two new words.	5. Spell and prove three skill words from the word bank.	6. Write any word from the word bank. Then write as many words that you can think of that rhyme with it.
7. Spell and prove two skill words from the word bank.	8. Choose a skill word from the word bank that would make sense with the prefix <i>un-</i> . Rewrite the word adding the prefix.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 10

Building Words
Review Activity for Spelling Lesson Week 10
Part 1 of 2, Vowel Family O

O	B	C	D	G	H	L	M
P	S	T	old	olt	ost		

m | h y | g d p | c b o

ost oft old f | pio t | s d

Review Activities Lesson Week 10

Building Words Review Activity for Spelling Lesson Week 10 Part 1 of 2, Vowel Family O

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

Vowel

o

Consonants

b c d g h l m p s t

Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 10.

Building Words

Let's practice words that are in the Vowel Family O.

1. Using four letters, spell the word **bold**. When someone is *bold*, he or she isn't afraid to speak up for what is right.
2. Change the beginning sound in *bold* to spell the word **cold**. It can be very *cold* in Alaska.
3. Change the word *cold* to spell the word **mold**. There was *mold* growing on the bread.
4. Now change the last two letters of the word of *mold* to spell the word **most**. That shelf is the one with the *most* books.
5. Change the word *most* to spell the word **host**. We will *host* a party on Saturday.
6. Spell the word **post**. The horse was tied to a *post*.
7. Spell the word **colt**. I saw a *colt* running in the meadow.
8. Now change the beginning sound of *colt* to spell the word **bolt**. The *bolt* of lightning was bright.
9. Now spell the word **gold**. That store sells *gold* and silver jewelry.
10. Change the word *gold* to **scold**. The owner needed to *scold* the puppy for chewing up his shoe.

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). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students write a short poem using rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 10 Part 1. Check for accuracy and automaticity.

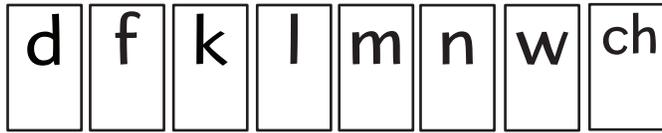
Building Words Review Activity for Spelling Lesson Week 10 Part 2 of 2, Vowel Family *i*

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

Vowel



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 10.

Building Words

Let's practice words that are in the Vowel Family *i*.

1. Using four letters, spell the word **find**. Did you *find* your lost cat?
2. Change the beginning sound in *find* to spell the word **kind**. Their neighbor was a *kind* person.
3. Spell the word **mind**. Would you *mind* opening the door for me?
4. Now spell the word **wild**. The horses in the story are *wild*.
5. Change the word *wild* to **child**. The *child* was reading in the library.
6. Spell the word **mild**. The salsa was *mild*.

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). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students write a short poem using rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 10 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 10

Building Words
Review Activity for Spelling Lesson Week 10
Part 2 of 2, Vowel Family /

I	D	F	K	L	M	N	W
Ch	ild	ind					

w n m l k f d i

ind ild ch

Reading Horizons Discovery® Spelling Lesson Week 10
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book "The Chest of Gold"*

There was an _____ troll with a chest full of _____. I am _____
he kept it in a stump. The stump got stuck by a _____, and the gold
fell out with a _____. A _____ yelled, "What a _____! It will
help us get out of a _____."



Reading Horizons Discovery® Spelling Lesson Week 10

Cloze Passage

Vowel Families *O* and *I* Word Bank

told

bolt

bind

child

find

gold

jolt

old

Spelling Lesson Week 10

Building Words Transfer Card 1 of 2

Vowel Family O

Words:

bold	cold	mold	most	host
colt	bolt	post	gold	scold

Sentence:

The gold colt is standing by the post.

Spelling Lesson Week 10

Building Words Transfer Card 2 of 2

Vowel Family *I*

Words:

find	kind	mind
wild	child	mild

Sentence:

The child is kind.

Name _____

In the Vowel Family *O* (-old, -olt, -ost) and the Vowel Family *I* (-ild, -ind), the vowel sounds are long.

Lesson 40: Vowel Families *O* and *I*

Read each sentence. Then circle the words below that contain the Vowel Families -old, -olt, -ost, -ild, or -ind.

1. The small colt is wild! Did you see it bolt?
2. Set the cold box on the desk.
3. Look at that kind child.
4. Can you find my old, gold ring?
5. Jack is sad. His old dog is blind.
6. I will set up this tall post for the flag.

Write three words from the sentences above that rhyme with *told*.

Write three words from the sentences above that rhyme with *mind*.

Word Bank

child	drink
find	golf
jolt	lock
milk	mind
most	pond
scold	sick
song	squint
told	

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 10
Sort and Spell 2

Phonetic Skill 2 Words and Vowel Families O and I Words	Phonetic Skill 2 Words	Vowel Family Words

Name _____ Date _____

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

1. Which snack do you like _____?

2. How _____ can you sing that song?

3. I like to run, skip, and _____.

4. Can you help me _____ the golf ball?

5. There are a lot of fish in the small _____.

6. Dad _____ us to lock the van.

Name _____ Date _____

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

1. Write two words from the sort that have a long *o* vowel sound. _____

2. How many words in the sort have a short *o* vowel sound? _____

3. How many words in the sort have a long *i* sound?
