



2nd Grade Packet

Special Vowel Sounds OO/OO

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) LESSON WEEK 32: Special Vowel Sounds *oo/oo*

Spelling Skill: Special Vowel Sounds are vowel combinations that have their own unique vowel sound. Special Vowel Sound *oo* is different from the other Special Vowel Sounds since it has one spelling and two sounds. The first sound is /oo/, as in *zoo*. The second sound for *oo* is /oo/, as in *look*. To add a suffix to a word with Special Vowel Sounds *oo/oo*, just add the suffix.

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
look  looked <u>ed</u>	+look +loop poodle moon +boost	foot stool rooster broom goose	spoon +carpool hook toothpick +snooze	America answer family few friend

The plus sign (+) is seen in front of words that can have 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. Choose a skill word that has more than one syllable from the word bank. Then write a sentence using the word.	3. Spell and prove two skill words from the word bank.
4. Write a sentence using at least two skill words and one MCW from the word bank.	5. Spell and prove three skill words from the word bank. Add a suffix to one of the words to make a new word.	6. Choose a word with a plus sign (+). Prove the word. Then rewrite the word adding a suffix.
7. Spell and prove two skill words from the word bank.	8. Spell and prove a skill word from the word bank. Then draw a picture to illustrate the meaning of the word.	9. Spell and prove two skill words 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
Special Vowel Sounds OO/OO

OO	B	C	D	K	L	P	R	
S	T							

r p l k d c b oo

t s

Review Activities Lesson Week 32

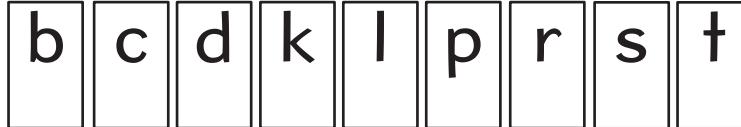
Building Words Review Activity for Spelling Lesson Week 32 Special Vowel Sounds *oo/oo*

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 32.

Building Words

Let's practice spelling words with the Special Vowel Sound *oo*. This vowel sound is different from the other Special Vowel Sounds since it has one spelling and two sounds. Let's begin with the first sound /oo/ as in *zoo*. It is the most common sound for *oo*.

1. Spell the word **boot**. He couldn't find his other *boot*.
2. Change the first sound in the word *boot* to spell the word **root**. Be sure to get the *root* below the soil when you plant your flower.
3. Spell the word **pool**. They swam in the *pool*.
4. Add one letter to change the word *pool* to **spool**. I need a *spool* of purple thread.
5. Change the first sound in the word *spool* to spell the word **cool**. Staying in the shade will help you keep *cool*.

Now let's spell words with the second sound for *oo*, /oo/, as in *look*. This sound for *oo* is always in the middle of words.

6. Spell the word **book**. What is your favorite *book*?
7. Add one letter to change the word *book* to **brook**. They had a picnic next to the *brook*.
8. Now change the beginning sound in the word *brook* to spell the word **cook**. Be sure to thank the *cook* for the delicious meal.
9. Change the word *cook* to spell the word **look**. *Look* at the rainbow!
10. Spell the word **stood**. We *stood* on the field for our team picture.

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 sort the words in this sort by vowel sound.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 32. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 32
Cloze Passage

Name _____ Date _____

Based on *Reading Horizons Discovery® Little Book*
“The Raccoon in Mushroom Forest”

Gilda put on her _____ shawl with a _____. She went into the _____ forest. She walked for a long time _____ for something _____ to _____.

Suddenly, Gilda heard a sad cry. She heard loud whimpers _____.

Gilda walked toward the sound. She saw a little raccoon. Its _____ was in a trap. The raccoon was struggling to get away. Gilda helped the struggling _____.



Reading Horizons Discovery® Spelling Lesson Week 32
Cloze Passage
Special Vowel Sounds OO/OO Word Bank

raccoon

good

foot

wool

too

cook

hood

cool

looking

Spelling Lesson Week 32

Building Words Transfer Card

Special Vowel Sounds *OO/OO*

Words:

boot	pool	spool	root	cool
book	brook	cook	look	stood

Sentence:

Brook left her book by the pool.

Name _____

The other sound of oo is /oo/, as in *look*. All of the words on this page have the *look* sound of /oo/.

Lesson 89: Special Vowel Sounds OO and OO

Use these words to fill in the blanks of the sentences below. Then read each sentence. The first sentence has been done for you.

book

stood

hook

good

hood

look

wood

foot

1. We stood on the hill.
2. We had a _____ day.
3. Please read the whole _____ .
4. I will put the bait on my _____.
5. Put the _____ up on your coat.
6. If you get lost, we'll have to _____ for you.
7. I hurt my left _____ while I was running.
8. On the farm, we saw a big pile of _____ .

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

Words with Special Vowel Sounds OO or OO	Words with /oo/ as in Zoo	Words with /oo/ as in Look

Word Bank

book	boot
classroom	cook
foot	football
good	noon
noodle	raccoon
shampoo	spoon
took	wood

Page intentionally left blank.

Name _____ Date _____

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

1. Which _____ do you use to wash your hair?

2. She put the left _____ on her right foot by accident.

3. Is that a _____ book?

4. He likes to eat beans with a _____.

5. A _____ is getting into the garbage at night.

6. I have a cast on my left _____.

7. Only one _____ fell out of the bowl onto the rug.

8. We eat lunch at _____.

Name _____ Date _____

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

1. How many words in the sort have more than one syllable? _____

2. Which two words are compound words?

3. Write two words from the sort that have the same spelling except for one letter and have different vowel sounds. _____