



3rd 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 B) Spelling LESSON WEEK 8: 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* or *nd*, use the Vowel Families *-ild* (e.g., *mild*) 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>			Most Common Words
	Skill Words			
<u>fold</u> / <u>fold</u> ing x	+fold	host	mind	day
	wild	cold	smolt	these
	find	gold	+old	each
	bold	bolt	+grind	into
	+kind	jolt	post	or

The plus sign (+) appears in front of words that can have a suffix added. When practicing spelling words with suffixes, first prove the base 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 sentence using one MCW and one skill word from the word bank.	3. Spell and prove two skill words from the word bank.
4. Spell and prove a skill word from the word bank that would make sense with the suffix <i>-ing</i> . Rewrite the word adding the suffix.	5. Spell and prove three skill words from the word bank.	6. Spell and prove a skill word from the word bank that would make sense with the suffix <i>-er</i> . Rewrite the word adding the suffix.
7. Spell and prove two skill words from the word bank.	8. Write any skill word from the word bank. Then write as many words that you can think of to rhyme with it.	9. Spell and prove two skill words from the word bank.

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

Review Activities Lesson Week 8

Building Words
Review Activity for Spelling Lesson Week 8
Vowel Families O and I

O	I	B	C	D	F	G	K
L	M	N	P	S	T	Ch	

k g f d c b i o

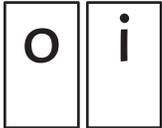
h t s p n m l

Review Activities Lesson Week 8

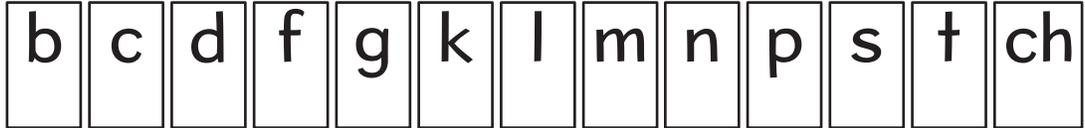
Building Words Review Activity for Spelling Lesson Week 8 Vowel Families *O* and *I*

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

Vowels



Consonants



Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 8.

Building Words

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

1. Use four letters to spell the word **gold**. The ring is made of **gold**.
2. Change the beginning sound of **gold** to spell **cold**. It's a **cold** winter day.
3. Change **cold** to spell the word **colt**. A **colt** is a young horse.
4. Change the beginning sound of **colt** to spell **bolt**. We saw a **bolt** of lightning.
5. Use four letters to spell **post**. They are fixing the broken fence **post**.

Now let's practice spelling words that are in the Vowel Family *I*.

6. Use four letters to spell the word **kind**. He is a **kind** teacher.
7. Change the beginning sound of **kind** to spell **find**. I need to **find** my pencil.
8. Change **find** to spell the word **mind**. Do you **mind** if I play some music?
9. Change **mind** to spell the word **mild**. This sauce has a **mild** taste.
10. Change the beginning sound in **mild** to spell **child**. She is an only **child**.

Beat the Clock

Ask students to use the Sounds 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).

Bonus Activity

Have students write groups of rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 8. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 8
Cloze Passage

Name _____ Date _____

Sam, Kip, and Beth were selling hot drinks in the _____.

Sam is a _____. Kip and Beth are _____ than Sam, but Beth is the _____. Kip was _____ to Sam. "I'll get you a quilt," said Kip.

Thanks to Kip, Sam was _____ a hot drink and a quilt. Beth didn't _____ the cold. When they had sold _____ of the hot drinks, they _____ the quilt and _____ home.



Reading Horizons Discovery® Spelling Lesson Week 8
Cloze Passage
Vowel Families O and I

bolted child cold folded

holding kind mind

most older oldest

Spelling Lesson Week 8

Building Words Transfer Card 1

Words:

gold	cold	colt	bolt	post
kind	find	mind	mild	child

Sentence:

The kind colt doesn't mind the cold.

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*.

Reading Horizons Discovery® Spelling Lesson Week 8

Sort and Spell 1

Vowel Families O and I

Sort by Vowel Families O and I	
Vowel Family O	Vowel Family I

Word Bank

fold	told	child
wild	colt	bolt
find	most	gold
kind	scold	post
grind	old	cold
host	hold	jolt
mild	mind	

Page intentionally left blank.

Name _____ Date _____

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

1. He will _____ the cloth and set it on the shelf.

2. Phil _____ me that the _____ was _____.

3. When I dropped the _____, it gave my dog a _____.

4. The map said we will _____ the _____ by the lamp _____.

5. Who can _____ the _____ rocks into dust?

6. I did not _____ the small _____ when he spilled the drink.

7. The water was not hot or _____; it was _____.

8. Tan did not _____ when the _____ man asked him to _____ his bag.

9. Jen will _____ a ball, and _____ of us will be there.

Name _____ Date _____

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

1. What are the three endings of the Vowel Family *O*?

_____, _____, _____

2. What are the two endings of the Vowel Family *I*?

_____, _____

3. Which words rhyme with *most*? _____, _____

4. Which words rhyme with *find*? _____, _____

5. Which words rhyme with *wild*? _____, _____