



1st Grade Packet

Decoding Skill 1

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 26: Decoding Skill 1

Spelling Skill: This spelling lesson will consist of spelling two-syllable words that follow Decoding Skill 1. Decoding Skill 1 is when there is just one guardian consonant following the first vowel in a multi-syllabic word, the consonant will move on to be with the vowel in the next syllable. Knowing Decoding Skill 1 will help students attend to the spelling of words syllable by syllable.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	behind beside protect migrate focus digest remote moment became robot unite delay silo hotel provide	first been who now number

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 at least one skill word from the word bank in which the last syllable follows Phonetic Skill 1.	3. Spell and prove one skill word from the word bank.
4. Write a science word from the word bank. Then draw a picture to illustrate the meaning of the word.	5. Spell and prove three skill words from the word bank.	6. Write two skill words from the word bank, in which the last syllable follows Phonetic Skill 4.
7. Spell and prove one skill word from the word bank.	8. Write the skill word from the word bank in which the last syllable follows Phonetic Skill 5.	9. Spell and prove one skill word from the word bank.

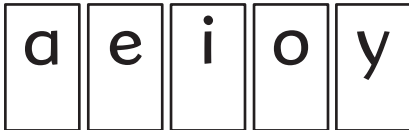
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 26

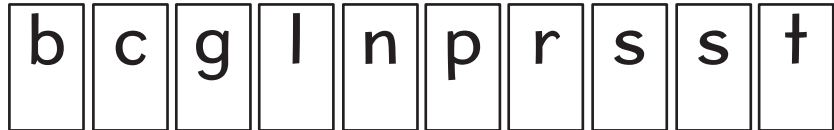
Building Words Review Activity for Spelling Lesson Week 26 Decoding Skill 1

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 26, using the sound cards.

Building Words

Let's practice spelling two-syllable words that follow Decoding Skill 1. When spelling words with more than one syllable, look for patterns of the Five Phonetic Skills in each syllable. Let's begin by spelling each word syllable by syllable. Remember, each syllable has a working vowel.

1. Use two letters to spell the first syllable in the word **basis**; spell /bā/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word; spell /sīs/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 1) Correct. Put the two syllables together to spell *basis*. We practice spelling on a regular *basis*.
2. Use one letter to spell the first syllable in the word **agent**; spell /ā/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word; spell /jĕnt/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 2) Correct. Put the two syllables together to spell *agent*. She read a book about a secret *agent*.
3. Use two letters to spell the first syllable in the word **silo**; spell /sī/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Now use two more letters to spell the second syllable in the word; spell /lō/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 3) Correct. Put the two syllables together to spell *silo*. The farmer stored grain in the *silo*.
4. Use two letters to spell the first syllable in the word **locate**; spell /lō/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word; spell /kāte/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 4) Correct. Put the two syllables together to spell *locate*. Can you help me *locate* the school on this map?
5. Use two letters to spell the first syllable in the word **replay**; spell /rē/. Which Phonetic Skill does the first syllable follow? (Phonetic Skill 3) Correct. Now spell the second syllable in the word; spell /plā/. Which Phonetic Skill does the second syllable follow? (Phonetic Skill 5) Correct. Put the two syllables together to spell *replay*. The referees watched a *replay* of the soccer goal.

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Review Activities Lesson Week 26

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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).

Bonus Activity

Have students write a sentence using words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 26. Check for accuracy and automaticity.

Review Activities Lesson Week 26

Building Words
Review Activity for Spelling Lesson Week 26
Decoding Skill 1

A	E	I	O	Y	B	C	G
L	N	P	R	S	S	T	

g c b y o i e a

f s s r p n l

Reading Horizons Discovery® Spelling Lesson Week 26
Cloze Passage 1

Name _____ Date _____

From *Reading Horizons Discovery® Little Book "A Trip to Egypt"*

Levi and Elaine went on a trip to see Uncle Simon in _____. They stayed in a big _____. Uncle _____ drove Elaine and Levi to see the Nile. They _____ saw people _____ diving. On _____, they went to King Tut's grave. It was a _____ to see his gold mask. Levi and Elaine could not _____ which day was the best. It was a fun trip for Elaine and Levi!



Reading Horizons Discovery® Spelling Lesson Week 26

Cloze Passage 1

Decoding Skill 1

decide delight Egypt even

Friday hotel scuba Simon

Spelling Lesson Week 26

Building Words Transfer Card 1

Words:

basis agent silo locate replay

Sentence:

The agent will need to locate the silo.

Name _____

Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to break words into syllables. This is Decoding Skill 1.

Lesson 61: Decoding Skill 1

1. Mark under the word.

motel
x x
→

2. Go back to the first vowel.

motel
x x
↖

3. How many guardian consonants follow the vowel *o*? Just one, *t*, so it moves or goes on to the next syllable. Box in the first syllable.

motel
x x
|

4. Will the vowel *o* be long or short? (Long, because it stands alone.) Mark the vowel long.

motel
x x
|

5. Will the vowel in the second syllable be long or short? (Short, because it still has a guardian. We no longer need to mark guardians with a star.) Mark the vowel *e* short.

motel
x x
|

6. Box the final syllable.

motel
x x
|

Prove and read the following words. The first word has been done for you.

nōmäd
x x

decide program

robot delay remain

began minus protect

Word Bank

became

began

chill

donate

migrate

minus

relay

repeat

robot

roll

slime

smug

speak

stop

trust

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Reading Horizons Discovery® Spelling Lesson Week 26
Sort and Spell 1

One and Two-Syllable Words	
One-Syllable Words	Two-Syllable Words

Name _____ Date _____

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

1. Will you _____ the phone number one more time?

2. I wish we had a _____ to clean for us.

3. What did you _____ to the people in need of a home?

4. Some _____ bats to states in the west.

5. Six _____ one is five.

Name _____ Date _____

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

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

2. Which Phonetic Skill does the first syllable in the words from the last column follow? _____

3. Which word from the sort means the opposite of the word *go*? _____

