



## 2<sup>nd</sup> Grade Packet

Special Vowel Sounds *OI/OY*

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 31: Special Vowel Sounds *OI/OY*

**Spelling Skill:** Special Vowel Sounds are vowel combinations that have their own unique vowel sound. The sound /oy/ is spelled with two vowel combinations, *oi* and *oy*. The *oi* spelling for /oy/ is not used at the end of English words. Instead, *oi* can be used in the beginning or middle of a word before a consonant. When spelling a word with the /oy/ sound at the end of the word or before a vowel, use the *oy* spelling. To add a suffix to a word with Special Vowel Sounds *oi/oy*, just add the suffix.

Example Word	<u>Word Bank</u>		Most Common Words
	Skill Words		
broil  broiled	+broil choice soy thyroid +enjoy	+voyage royal +invoice +coil +foil	+toy +join appointment coin joy
			four group enough through thought

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 word with a plus sign (+). Prove the word. Then rewrite the word adding a suffix.	3. Spell and prove two skill words from the word bank.
4. Choose a skill word that has more than one syllable from the word bank. Then write a sentence using the word.	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. Spell and prove a skill word from the word bank. Then draw a picture to illustrate the meaning of the word.
7. Spell and prove two skill words from the word bank.	8. Write a sentence using at least two skill words and one MCW from the word bank.	9. Spell and prove two skill words from the word bank.

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

# Review Activities Lesson Week 31

Building Words  
Review Activity for Spelling Lesson Week 31  
Special Vowel Sounds O/OY

Oi	Oy	B	J	L	P	S	T
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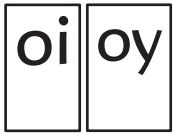
**t s p l j b oy oi**

# Review Activities Lesson Week 31

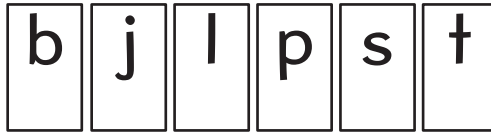
## Building Words Review Activity for Spelling Lesson Week 31 Special Vowel Sounds *Oi/OY*

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 31.

### Building Words

Let's practice some words that end in the /oy/ Special Vowel Sounds.

1. Say the word **boy**. Do you hear a long or short vowel sound? (no) Special Vowel Sounds are vowel combinations that have their own unique vowel sound. They are neither long nor short. Spell the word **boy**. Remember to use the *oy* spelling for words that end with the Special Vowel Sound /oy/. The **boy** was new to his school.
2. Spell the word **joy**. Sunshine fills me with *joy*.
3. Spell the word **soy**. I like to put *soy* sauce on my rice.
4. Change the beginning sound in the word *soy* to spell the word **ploy**. They only offered to do housework as a *ploy* to get a new puppy.
5. Change the beginning sound in the word *ploy* to spell the word **toy**. He got to choose a new *toy*.

Now let's spell words with Special Vowel Sounds at the beginning or in the middle of the word.

6. Spell the word **toil**. The /oy/ sound in this word is spelled *oi*. To *toil* means to work.
7. Change the beginning sound in the word *toil* to spell **boil**. My mom helped me safely *boil* water.
8. Remove the first letter of *boil* to spell a new word. What is the new word? (**oil**) Correct. The new word is *oil*. There are many different kinds of *oil* used for cooking.
9. Now add a letter to the word *oil* to spell the word **soil**. They prepared the *soil* for the garden.
10. Add one letter to the word *soil* to spell the word **spoil**. The fruit will *spoil* if you leave it out too long.

### 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 play another variation of Beat the Clock writing as many words from the lesson that they can remember in the specified amount of time.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 31. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 31**  
**Cloze Passage**

Name \_\_\_\_\_ Date \_\_\_\_\_

Based on *Reading Horizons Discovery® Little Book "What is a Legend?"*

Arthur's father was King Uther Pendragon. Many people wanted to \_\_\_\_\_ the \_\_\_\_\_ family. When Arthur was a baby, his father made a \_\_\_\_\_. He would have his son raised by a \_\_\_\_\_ knight. The knight's name was Sir Ector.

Arthur was not \_\_\_\_\_. He had a \_\_\_\_\_ childhood. Later, Arthur was appointed to be the king.





**Reading Horizons Discovery® Spelling Lesson Week 31**  
**Cloze Passage**  
**Special Vowel Sounds OI/OY Word Bank**

loyal

destroy

royal

choice

spoiled

appointed

joyful

# Spelling Lesson Week 31

## Building Words Transfer Card

### Special Vowel Sounds *OI/OY*

Words:

boy	joy	soy	play	toy
toil	boil	oil	soil	spoil

Sentence:

The boy will play in the soil with his toy.

Name \_\_\_\_\_

This review activity provides practice locating words with previously taught Special Vowel Combinations, Murmur Diphthongs, and Special Vowel Sounds.

## Lesson 88: Special Vowel Sounds **OI/OY**

In this word puzzle, find and color words containing the vowel sounds listed below. The words can go up ↑, down ↓, across →, or diagonally ↗ ↘. When you've found all of the words, you'll have only xs and zs left uncolored.

- Color Special Vowel Combinations **blue**: *all, ell, oll, ull, ill; ang, ong, ung, ing; ank, onk, unk, ink.*
- Color Murmur Diphthongs **green**: *ar, or, er, ur, ir.*
- Color Special Vowel Sounds **red**: *au/aw, ou/ow, oi/oy.*



M	O	I	S	T	X	V	H	A	U	N	T
A	W	L	T	Z	B	A	L	L	B	X	Z
A	L	L	U	M	O	U	T	H	O	R	N
S	H	I	R	T	Y	L	Z	F	I	L	L
G	O	W	N	X	Z	T	E	L	L	T	C
R	O	W	S	F	L	I	R	T	S	H	O
O	U	T	T	U	R	N	Z	X	P	A	I
W	Z	X	R	A	W	Z	C	L	O	W	N
L	S	T	A	R	O	Y	H	O	I	S	T
S	O	Y	W	S	E	L	L	B	L	O	W

*Reading Horizons Discovery*® Spelling Lesson Week 31  
Sort and Spell 1

<b>/OY/ at the Beginning, in the Middle, and at the End of Words</b>		
<b>/OY/ at the Beginning of Words</b>	<b>/OY/ in the Middle of Words</b>	<b>/OY/ at the End of Words</b>

Word Bank

annoy	appoint
decoy	employee
enjoy	joy
loyal	oil
oyster	royal
soy	spoil
voice	voyage

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. I like to drink \_\_\_\_\_ milk.

2. The old car was leaking \_\_\_\_\_ on the driveway.

3. They will \_\_\_\_\_ the show.

4. I just ate an \_\_\_\_\_ for the first time.

5. He has a very nice \_\_\_\_\_ for singing.

6. She began her long \_\_\_\_\_ across the sea.

7. The \_\_\_\_\_ had a nice chat with his boss.

8. The word \_\_\_\_\_ means happiness or delight.

Words with Special Vowel Sound /OY/, /AW/, /OW/, or /ÖW/	Words with Special Vowel Sound /OY/, /AW/, /OW/, or /ÖW/	Words with Special Vowel Sound /OY/, /AW/, /OW/, or /ÖW/	Words with Special Vowel Sound /OY/, /AW/, /OW/, or /ÖW/
Words with Special Vowel Sound /OY/	Words with Special Vowel Sound /AW/	Words with Special Vowel Sound /OW/	Words with Special Vowel Sound /ÖW/



Word Bank

below	bounce
boy	choice
cloud	glow
join	joy
paw	plow
rejoice	row
vault	yawn

Page intentionally left blank.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. The scouts told stories by the warm \_\_\_\_\_ of the campfire.

2. On that sunny day, there was not a \_\_\_\_\_ in the sky.

3. He planted a whole \_\_\_\_\_ of corn by himself.

4. I \_\_\_\_\_ when I am tired.

5. They are going to \_\_\_\_\_ the chess club.

6. The gems are locked away safely in a \_\_\_\_\_ at the bank.

7. How high can that ball \_\_\_\_\_?

8. Their baby is a happy \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Write one word from the sort that has the vowel sound /oy/ in the middle of the word. \_\_\_\_\_

2. Write one single-syllable word from the sort that has the same vowel sound as the word *float*. \_\_\_\_\_

3. Write one word from the sort that has the vowel sound /AW/ at the end of the word. \_\_\_\_\_