



# Spelling Patterns: *oll*, *old*, and *ost*

Practice reading and writing skills. Review the spelling patterns *oll*, *old*, and *ost*, as in *roll*, *cold*, and *most*.

## Reading Skills

### SOUND MISSING

Say a word. Ask your child to say the word without one sound. For example:

**YOU:** *play*—Say *play*, but don't say /l/.

**CHILD:** *pay!*

**YOU:** *crave*—Say *crave*, but don't say /r/.

**CHILD:** *cave!*

Try these:

- Say *stick*, but don't say /t/ (*sick*).
- Say *snail*, but don't say /n/ (*sail*).
- Say *crash*, but don't say /r/ (*cash*).
- Say *scoop*, but don't say /k/ (*soup*).
- Say *snore*, but don't say /n/ (*sore*).

### WORD PLAY

Make lists of words that include *oll*, *old*, *ost*, and *oast*. Place words with similar letters together and compare them. Have your child highlight the spelling pattern in each word. For example:

roll	rolled	coast	roast
rolling	cold	most	roasting

## SPELLING

Make a card for each of these words: *roll*, *cold*, *bold*, *most*, *post*, *where*, *your*. Get some crayons or markers. Ask your child to rainbow write by tracing each word with many different colors.

## VOCABULARY

When your child finds a new word in a book or in conversation, have them write it in their WOW (Words of the Week) book.

## PAST TENSE VERBS

Play a thinking game called *Last Week* with your child. The answers can range from silly to serious. For example:

**YOU:** Last week I \_\_\_\_ to the \_\_\_\_\_. (Pause to allow your child to answer.)

**CHILD:** Last week I sailed to the moon.

**YOU:** Last week I \_\_\_\_ on the \_\_\_\_.

**CHILD:** Last week I danced on the bus.

You can find these Waterford.org books and practice pages—and many more—in the **Resources & Activities** tab at [mentor.waterford.org](https://mentor.waterford.org).

### Waterford Books

- Encourage your child to read this story to you, providing guidance as needed. Help your child retell the story after they have finished reading.
  - [\*Troll's Visit\*](#) by Claudia Bailey
- Read this book to your child. After reading the story, help your child recall details. Ask questions such as “Where did the story happen?”, “Who was the story about?”, “What was the problem in the story?”, and “How was the problem solved?”
  - [\*All on the Same Earth\*](#) by Heather Klassen



### Writing

#### IMPORTANT DATES

Look at a calendar with your child. Work together to mark upcoming events, birthdays, and holidays. Note the changes in the moon phases and the seasons. Point out that the changes are the result of the earth's rotation around the sun. Help your child do some research to learn more.

#### OUR SOLAR SYSTEM

Help your child make a book titled *Our Solar System*. They can label pages with the following titles: *the sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune*. Help your child do some research about the sun and each planet. Ask them to draw an illustration and write a few facts on each page. You can use some of the facts from the book [\*All on the Same Earth\*](#) by Heather Klassen.

