



1st Grade Packet

L-Blends

R-Blends

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 4: L-Blends and R-Blends

Spelling Skill: This spelling lesson will consist of words created using *L-Blends* and *R-Blends*. A Blend is two consonants together in a word that keep their own sounds. A Blend can be found anywhere in a word but must be able to start a word. There are six *L-Blends* (*bl, cl, fl, gl, pl, sl*). There are seven *R-Blends* (*br, cr, dr, fr, gr, pr, tr*).

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
slip 	slip glum grip grin crib	plum plan flag slim plot	slam glob drum clam plus	you the of a to

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 mark one skill word from the word bank.	2. Write two words from the word bank that rhyme.	3. Spell and mark one skill word from the word bank.
4. Write a sentence using one of the Most Common Words from the word bank.	5. Spell and mark one skill word from the word bank.	6. Write a skill word from the word bank, and draw a picture to show what the word means.
7. Spell and mark one skill word from the word bank.	8. Choose one row of three skill words from the word bank, and highlight the Blend in each word.	9. Spell and mark one skill word from the word bank.

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

Review Activities Lesson Week 4

Building Words Review Activity for Spelling Lesson Week 4 L-Blends and R-Blends

A	O	I	B	C	D	F	G
L	N	P	R	T			

g f d p c b i o a

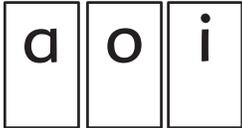
l u d r t

Review Activities Lesson Week 4

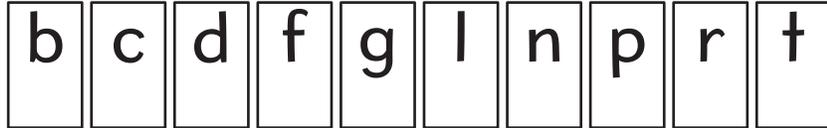
Building Words Review Activity for Spelling Lesson Week 4 L-Blends and R-Blends

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 4.

Building Words

Let's start by spelling words with the vowel sound /ă/.

1. The first word starts with a Blend. Spell the word **flat**. The tire on his bike was **flat**.
2. Change the word **flat** to spell **flag**. The **flag** blew in the wind.
3. Now change **flag** to spell the word **plan**. They had a **plan** to go see a movie together.
4. Next spell the word **crib**. The toddler climbed out of his **crib**.
5. This next word has two changes. Change the vowel sound and the ending sound of **crib** to spell the word **crop**. They had a new **crop** of tomatoes.
6. Change the word **crop** to **drop**. Be careful not to **drop** the pot of flowers.
7. Now spell the word **drip**. The ice cream started to **drip** from the cone.
8. Change the Blend in **drip** to spell **clip**. She put her hair in a **clip**.
9. Spell the word **frog**. Did you see the **frog** in the pond?
10. Change the Blend in **frog** to spell the word **blog**. I wrote a **blog** about cooking.

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 time available).

Bonus Activity

Have students write words from the lesson that start with L-Blends in one column and words that start with R-Blends in another column.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 4. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 4
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book "A Fox"

The fox lives in a den or a _____ log.

A fox eats ants, _____, frogs, _____, and _____.



Reading Horizons Discovery® Spelling Lesson Week 4
Cloze Passage 1
L-Blends

flat

plants

plums

slugs

Spelling Lesson Week 4

Building Words Transfer Card 1 of 2

Words:

flat	flag	plan	crib	crop
drop	drip	clip	frog	blog

Sentence:

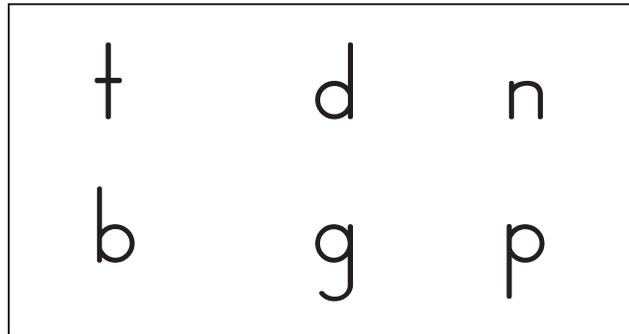
That box is not as flat as the flag.

Name _____

This activity provides practice building words with L-Blends.

Lesson 18: L-Blends

Write each L-Blend slide. Choose one of the letters in the letter box for an ending sound. Add it to the slide to make a real word. Read the word you made. Is it a real word? Be sure to arc each Blend and mark the vowel in each word. The first word has been done for you.



blo

blo**b**

pla

gla

cli

sle

fla

Name _____

Practice the *L*-Blends with all of the vowels.

Lesson 18: *L*-Blends

Copy and read each *L*-Blend slide one time. Copy and read each *L*-Blend word two times.

blo

blot

cli

clip

sle

sled

plu

plum

gla

glad

fla

flat

Copy and read the following sentence. Then circle the *L*-Blend words.

Glen has a flat sled.

Name _____

Begin with a Blend, add a vowel,
add a consonant, and you have a
Blend word!

Lesson 19: R-Blends

Copy and read each R-Blend slide one time. Copy and read each R-Blend word two times.

bra

brag

fro

frog

dru

drum

cro

crop

tri

trip

Write a sentence, using a word with an R-Blend. Then read the sentence.

Name _____

Practice building words with
R-Blends.

Lesson 19: R-Blends

Write each R-Blend slide. Choose one of the letters in the letter box for an ending sound. Add it to the slide to make a real word. Read the word you made. Write the word two more times. Be sure to arc each Blend and mark the vowel in each word. The first word has been done for you.

p g b

dri

dri

drip

drip

drip

cra

fro

tra

dro

gra

Word Bank

brag

drag

flag

frog

glad

grip

plum

sled

slip

trim

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Reading Horizons Discovery® Spelling Lesson Week 4
Sort and Spell 1

L-Blends and R-Blends	
L-Blends	R-Blends

Name _____ Date _____

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

1. Fred will _____ about his win.

2. Brad is _____ he has a pet.

3. Tran can drag the _____ to the top.

Name _____ Date _____

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

1. How many words from the sort rhyme with *tag*?

2. Write the word from the sort that starts the same as the word *plan*. _____

