



1st Grade Packet

S-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 5: S-Blends

Spelling Skill: This spelling lesson will consist of words created using S-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 eight two-letter S-Blends (*sc, sk, sl, sm, sn, sp, st, sw*). There are four three-letter S-Blends (*scr, spr, str, squ*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
	spot grasp crust swim swam skin pest crisp mask skid best scan snag skip step	from what of a was

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 skill words from the word bank that rhyme.	3. Spell and mark one skill word from the word bank.
4. Write the word that ends with an <i>-sk</i> Blend, and draw a picture to show what the word means.	5. Spell and mark one skill word from the word bank.	6. Choose one row of three skill words from the word bank, and highlight the Blend or Blends in each word.
7. Spell and mark one skill word from the word bank.	8. Write a sentence using one Most Common Word and one skill word from the word bank.	9. Spell and mark one skill word from the word bank.

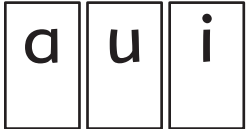
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 5

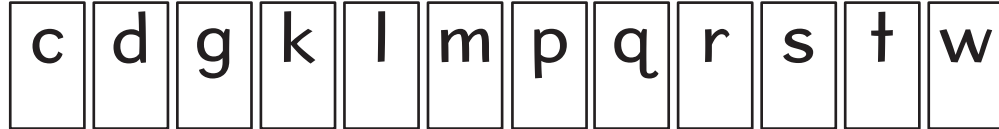
Building Words Review Activity for Spelling Lesson Week 5 S-Blends

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 5.

Building Words

Let's start by spelling words with two-letter S-Blends, using the sound cards.

1. The first word has the vowel sound /i/. Spell the word **skip**. Can you **skip** across the floor?
2. Spell the word **slid**. He **slid** across the ice.
3. Spell the word **swim**. We like to **swim** in the pool.
4. Now the vowel sound will change to /ŭ/. Spell the word **smug**. To feel **smug** means to be very proud of oneself.
5. Now the S-Blend will appear at the end of the word. Spell the word **task**. She is working on an important **task**.
6. Change the word **task** to the word **must**. We **must** clean up the classroom.

Now we will spell words with three-letter S-Blends.

7. Spell the word **split**. The students **split** into two groups.
8. Change the word **split** to spell the word **squid**. We saw a **squid** at the aquarium.
9. Spell the word **scrap**. I put the **scrap** of paper in the recycling bin.
10. Spell the word **strum**. My fingers gently **strum** the guitar strings.

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

In one column, have students write as many words as they can that have two-letter S-Blends. In a second column, have them write as many words as they can that have three-letter S-Blends.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 5. Check for accuracy and automaticity.

Review Activities Lesson Week 5

Building Words Review Activity for Spelling Lesson Week 5 S-Blends

A	U	I	C	D	G	K	L
M	P	Q	R	S	T	W	

l k g d p c i u a
b n

w t s r q p m
w d b

Reading Horizons Discovery® Spelling Lesson Week 5
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book "Ants"

Ants can have nests in logs and _____.

An ant will _____ its day getting small _____ for the _____.

When red ants get mad, they can _____ at your _____.



Reading Horizons Discovery® Spelling Lesson Week 5
Cloze Passage 1
S-Blends

nest

scraps

skin

snip

spend

stumps

Spelling Lesson Week 5

Building Words Transfer Card 1

Words:

skip	slid	swim	smug	task
must	split	squid	scrap	strum

Sentence:

The squid must swim past.

Name _____

There are eight two-letter S-Blends:
sc, sk, sl, sm, sn, sp, st, and sw.
Note: The sc Blend takes the vowels
a, o, and u, and the sk Blend takes i
and e (remember the c/k rule).

Lesson 20: S-Blends

Read each Blend, slide, and word. Write and read each word two times.

sc	sca	scat
sk	ski	skip
sl	sle	sled
sm	smu	smug
sn	sna	snap
sp	spo	spot
st	ste	stem
sw	swi	swim

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

Word Bank

mask	scab
scan	scat
skip	slam
slip	slug
smog	smug

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Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 1

SC, SK, SL, and SM Blends			
SC	SK	SL	SM

Name _____ Date _____

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

1. When did you get that _____ on your leg?

2. Do not _____ on the rug.

3. “_____, cat!” said Sam.

Name _____ Date _____

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

1. Which vowel comes after the words in the sort that start with the sc blend? _____

2. Which word from the sort ends with a Blend?

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 2

SN, SP, ST, and SW Blends			
SN	SP	ST	SW

Word Bank

crisp

crust

fast

list

snap

snip

spin

stem

stop

swim

Page intentionally left blank.

Name _____ Date _____

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

1. Stan can run _____.

2. This _____ is crisp.

3. I can _____ fast with fins on.

Name _____ Date _____

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

1. Write one word from the sort that begins and ends with a Blend? _____

2. How many words from the sort have an *st*-Blend?

Word Bank

strap

scrap

splat

sprig

scram

sprint

squid

strum

split

strut

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 3

Three-Letter S-Blends SCR, SPL, SPR, SQU, and STR		
SCR	SPL	SPR
SQU	STR	

Name _____ Date _____

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

1. If you can run fast, you can _____.

2. Dad can fix the _____ on that bag.

3. Can a _____ swim?

Name _____ Date _____

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

1. Write one word from the sort that rhymes with *trap*.

2. Are there any words in the sort that end with a three-letter S-Blend? _____

