



1st Grade Packet

Two Extra Blends
Review of All 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 6: Two Extra Blends and Blends Review

Spelling Skill: 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 two Extra Blends (*tw, dw*). There are six L-Blends (*bl, cl, fl, gl, pl, sl*). There are seven R-Blends (*br, cr, dr, fr, gr, pr, tr*). 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
twig 	twig twist twin scrap grin swim smog desk fret squid last plus club drop crab	other do have of a

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 three skill words from the word bank, and highlight the Blend in each word.	3. Spell and mark one skill word from the word bank.
4. Write a sentence using one Most Common Word and one skill word from the word bank.	5. Spell and mark one skill word from the word bank.	6. Write two skill words from the word bank that rhyme.
7. Spell and mark one skill word from the word bank.	8. Write a word that starts with a <i>tw</i> Blend, and draw a picture to show what the word means.	9. Spell and mark one skill word from the word bank.

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

Review Activities Lesson Week 6

Building Words
Review Activity for Spelling Lesson Week 6
Two Extra Blends and Blends Review

A	I	B	C	G	K	L	N
P	R	S	T	T	W		

n l k g c b i a

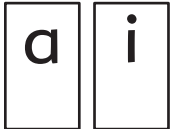
w t t s r p

Review Activities Lesson Week 6

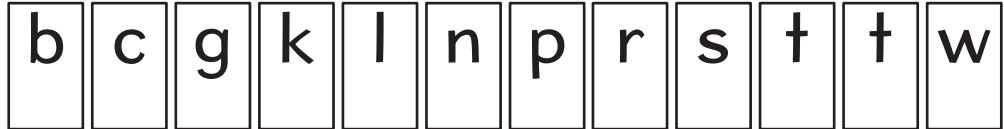
Building Words Review Activity for Spelling Lesson Week 6 Two Extra Blends and Blends Review

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 6.

Building Words

Let's start by spelling words that have an Extra Blend, using the sound cards.

1. The first word starts with a Blend and has the vowel sound /i/. Spell the word **twin**. She has a *twin* brother.
2. Change the last sound to spell the word **twig**. I found a *twig* under the tree.
3. The next word also has a Blend at the end of the word. Spell the word **twist**. You can *twist* the lid to open the jar.

Now let's review words that have L-Blends, R-Blends, and S-Blends.

4. Keep the vowel sound /i/, and spell the word **sprig**. A *sprig* is a small part of a plant with leaves and flowers.
5. Change the vowel sound to /ă/, and spell the word **scab**. I have a *scab* on my knee.
6. Change the vowel sound to /i/, and spell the word **grin**. She has a big *grin* on her face.
7. Keep the vowel sound /i/, and spell the word **spit**. The camel *spit* on the ground.

Let's practice words that have Blends at the beginning and end of the word.

8. Move the S-Blend from *spit* to the end of the word, and spell **clasp**. He fastened the *clasp* on the suitcase.
9. Keep the vowel sound /ă/, and spell **blast**. She felt a *blast* of icy wind.
10. Spell the word **brisk**. We took a *brisk* walk to get some exercise.

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 one sentence using as many words with Blends as they can.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 6. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 6
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book “The Twins”

Nan and _____ are _____.

One day, a big wind sent Nan’s hat up in a tree.

It was stuck on a twig. “I have a _____,” said Fran.

“I can _____ on this stump and twist the _____ to get the hat.”



Reading Horizons Discovery® Spelling Lesson Week 6
Cloze Passage 1
Two Extra Blends and Review of all Blends

Fran plan step

twig twins

Spelling Lesson Week 6

Building Words Transfer Card 1

Words:

tw in	tw ig	tw ist	sp rig	sc ab
gr in	sp it	cl asp	bl ast	br isk

Sentence:

A twin spun fast on the sled.

Name _____

There are two extra Blends: tw and dw. Qu sounds like the extra Blends and is marked like a Blend: qu.

Lesson 22: Two Extra Blends

Unscramble the following words. Use the clues below each word. Then write and read each word, and circle the Blend.

tiwg _____

a small branch

squdi _____

a sea animal with long arms

samk _____

you put it on your face

itqu _____

to stop doing something

wsim _____

you do this in water

lagd _____

another word for happy

Write a sentence, using one of the words above. Then read the sentence.

Reading Horizons Discovery® Spelling Lesson 6
Sort and Spell 1

Two Extra Blends	
DW	TW

Word Bank

twig

*dwub

*dwox

twist

*twust

*dwet

twins

*twip

*dwox

twig

Page intentionally left blank.

Name _____ Date _____

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

1. Jan and Tran are _____.

2. Fred can _____ and spin.

3. The _____ is on top of a stump.

Name _____ Date _____

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

1. Which column (*tw* or *dw*) has the most real words?

2. Which word begins and ends with a Blend?

Word Bank

snug

plan

grip

prop

squid

grin

sprig

grasp

plug

snap

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 6
Sort and Spell 4

PL, GR, PR, SN, SQU, and SPR Blends		
PL	GR	PR
SN	SQU	SPR

Name _____ Date _____

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

1. I am as _____ as a bug in a rug.

2. A twig will _____ when you step on it.