



# 1<sup>st</sup> Grade Packet

Double S, F, and Z and Plurals

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 A) Spelling LESSON WEEK 7: Double S, F, and Z, and Plurals

**Spelling Skill:** When spelling a single-syllable word that ends with the sounds /s/, /f/, or /z/, the consonants s, f, and z will usually be doubled. When spelling a word that ends with a double s, z, or the letter x, add the suffix -es to make it plural. When spelling a word that ends with any other consonant, add the suffix -s to make it plural.

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
glass  glasses	+glass    off +twin    +dress +fox      sniff buzz     +cliff +class    bliss	+hat floss miss +frog +box what are one said to

The plus sign (+) is seen in front of words that can be made into a plural by adding the suffixes -s or -es. When practicing spelling words with suffixes, prove the root word first, rewrite the word with the suffix, and then 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 mark one skill word from the word bank.	2. Write a word from the word bank with a plus sign (+), and make it plural by adding -s or -es.	3. Spell and mark one skill word from the word bank.
4. Write a word from the word bank with a plus sign (+), and make it plural by adding -s or -es.	5. Spell and mark one skill word from the word bank.	6. Write a word from the word bank that ends with -ss. Draw a picture to illustrate the meaning of the word.
7. Spell and mark one skill word from the word bank.	8. Write a sentence using at least one plural.	9. Spell and mark one skill word from the word bank.

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

# Review Activities Lesson Week 7

## Building Words Review Activity for Spelling Lesson Week 7 Double S, F, Z, and Plurals

<b>A</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>B</b>	<b>C</b>	<b>F</b>	<b>F</b>
<b>G</b>	<b>L</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>Z</b>	<b>Z</b>	

**f f c b i n e a**

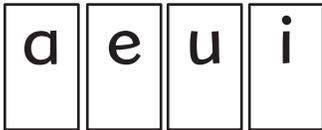
**z z s s l g**

# Review Activities Lesson Week 7

## Building Words Review Activity for Spelling Lesson Week 7 Double S, F, Z, and Plurals

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 7.

### Building Words

Let's start by spelling words that follow the Double S, F, and Z rule, using the sound cards.

1. The first word has the vowel sound /i/. Use four letters to spell the word **fizz**. Open the can of soda pop slowly, or it will **fizz**.
2. The next word also has four letters. Spell the word **less**. This cup has **less** juice than that cup.
3. Use five letters to spell the word **bluff**. They hiked to the **bluff** north of the town.
4. Now change **bluff** to show that there is more than one (make the word plural). Spell the word **bluffs**. The **bluffs** are high above the ocean.
5. Use five letters to spell the word **glass**. The window is made of **glass**.
6. Add a suffix to **glass** to make the word plural. Spell the word **glasses**. I wear **glasses** to see better.

Let's spell some more plural words.

7. Spell **flags**. We hoisted the **flags** to the top of the poles.
8. Spell **cubs**. The bear **cubs** played in the grass.
9. Spell **buzzes**. She listened to the hums and **buzzes** of the computers.
10. Spell **classes**. He teaches five **classes** each day.

### 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 from the lesson as they can.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 7. Check for accuracy and automaticity.

**Reading Horizons Discovery® Spelling Lesson Week 7**  
**Cloze Passage 1**

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

Based on the *Reading Horizons Discovery®* Little Book "Class Pets"

"What will be the best \_\_\_\_\_ pet?" said \_\_\_\_\_ Moss.

"\_\_\_\_\_ with a lot of fluff," said \_\_\_\_\_.

"Ducks with \_\_\_\_\_," said Min.

"A dog we can \_\_\_\_\_ sticks to," said Brad.



**Reading Horizons Discovery® Spelling Lesson Week 7**  
**Cloze Passage 1**  
**Double S, F, Z, and Plurals**

B e s s      c l a s s      f u z z

H e n s      M i s s      t o s s

# Spelling Lesson Week 7

## Building Words Transfer Card 1

Words:

fizz	less	bluff	bluffs	glass
glasses	flags	cubs	buzzes	classes

Sentence:

There are flags and glasses with other stuff in these boxes.

Name \_\_\_\_\_

When there is more than one of something, we call it a plural and add an -s to the end of the word. If the word ends in s, z, or x, -Es is added to the end of the word to make it plural.

### Lesson 23: Double S, F, and Z and Plurals

Write each of the words below in its correct plural form. Write the words that need only -s at the end in the left column. Write the words that need -es at the end in the right column. Then underline each ending and read each word. The first two are done for you.

hat      kiss      box      dog      dress  
boss      dot      frog      class      cat

Add S

Add ES

hats	kisses

Reading Horizons Discovery® Spelling Lesson Week 7  
Sort and Spell 1

Double S, F, and Z		
-ss	-ff	-zz

Word Bank

cliff	fizz
fluff	frizz
fuss	glass
gruff	jazz
moss	stuff

Page intentionally left blank.

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

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

1. Can you spot the fox on that \_\_\_\_\_?

2. That \_\_\_\_\_ has a crack in it.

3. There is a lot of \_\_\_\_\_ in that box.

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

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

1. How many words in the sort rhyme with *scuff*?

\_\_\_\_\_

2. Which word in the sort begins the same as the word *frog*? \_\_\_\_\_

**Word Bank**

Write -s or -es to make each of these words plural. Then cut them out and sort them.

hat \_\_\_

loss \_\_\_

trap \_\_\_

dress \_\_\_

frog \_\_\_

box \_\_\_

cliff \_\_\_

tax \_\_\_

twin \_\_\_

mug \_\_\_

Page intentionally left blank.

<b>-S or -ES to Make a Plural</b>	
<b>-S</b>	<b>-ES</b>

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

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

1. He has six pet \_\_\_\_\_.

2. Jan and Nan are \_\_\_\_\_.

3. They have ten wins and six \_\_\_\_\_.