



2nd Grade Packet

L-Blends

R-Blends

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) LESSON WEEK 3: L-Blends, R-Blends, and S-Blends

Spelling Skill: A Blend is two consonants together in a word that keep their own sounds. Blends 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*), seven *R-Blends* (*br, cr, dr, fr, gr, pr, tr*), and eight two-letter *S-Blends* (*sc, sk, sl, sm, sn, sp, st, sw*). There are also four three-letter *S-Blends* (*scr, spr, str, squ*).

Example Word	<u>Word Bank</u> Skill Words	Most Common Words
split 	split plug trip best stem plan desk crisp grasp fast crib frog crab strap frost	their other how all when

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 two skill words from the word bank.	2. Write a sentence using at least one MCW and one skill word from the word bank.	3. Spell and mark two skill words from the word bank.
4. Write three words that begin with an <i>R-Blend</i> .	5. Spell and mark three skill words from the word bank.	6. Choose one skill word from the word bank. Write the word, and then draw a picture to illustrate the meaning of the word.
7. Spell and mark two skill words from the word bank.	8. Write three words that end with an <i>S-Blend</i> .	9. Spell and mark two skill words from the word bank.

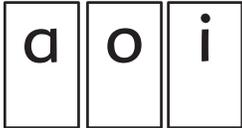
1.	2.	3.
4.	5.	6.
7.	8.	9.

Review Activities Lesson Week 3

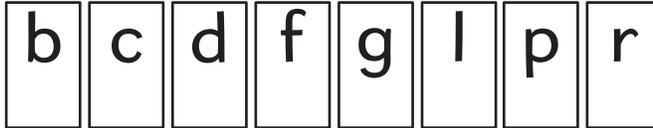
Building Words Review Activity for Spelling Lesson Week 3 Part 1 of 2, L-Blends and R-Blends

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 3.

Building Words

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

1. The first word starts with a Blend. Spell the word **flap**. I saw the bird *flap* its wings.
2. Change the word *flap* to spell **flag**. The *flag* blew in the wind.
3. Now change *flag* to spell the word **drag**. I had to *drag* the heavy rug to its spot.
4. Next spell the word **crib**. The baby sleeps in a *crib*.
5. 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. Change one letter to 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 available time). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students write as many words from the lesson as they can. Have them write words 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 3 Part 1. Check for accuracy and automaticity.

Review Activities Lesson Week 13

Building Words Review Activity for Spelling Lesson Week 13 Part 1 of 2, Phonetic Skill 5

A	E	E	I	O	U	Y	B
L	M	S	T				

**b y u o i e e a
n y o n y q**

**l w s t
m l**

Review Activities Lesson Week 3

Building Words Review Activity for Spelling Lesson Week 3 Part 2 of 2, S-Blends

A	O	I	C	K	L	M	N
P	S	T					

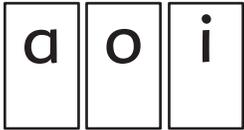
n m l k c i o a

d s t

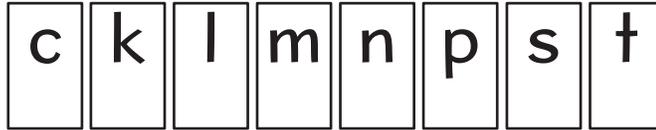
Building Words Review Activity for Spelling Lesson Week 3 Part 2 of 2, S-Blends

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 3.

Building Words

Let's start by spelling words that begin with Blends.

1. Spell the word **slip**. Be careful not to *slip* on the ice.
2. Now change the Blend in *slip* to spell the word **skip**. We will *skip* recess due to the rain.
3. Next change the ending sound to spell the word **skim**. *Skim* means to read or look over something quickly. I will *skim* through the pictures in the book before I read it.
4. Spell the word **scan**. *Scan* can be another word for *skim*. *Scan* the story for words with Blends.
5. Spell the word **snap**. Can you *snap* your fingers?
6. Rearrange two letters in *snap* to spell **span**. The eagle had a large wing *span*.
7. Change the vowel sound in *span* to spell **spin**. She likes to *spin* around and around.
8. Spell the word **stop**. A *stop* sign is red.

Now let's spell some words that end with Blends.

9. Use the Blend from *stop* to spell **past**. Yesterday is in the *past*.
10. Spell the word **ask**. May I *ask* a question?

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). As an alternative, have students write as many words as they can using the letters in this lesson.

Bonus Activity

Have students write as many words as they can that start with S-Blends. Then have them write as many words as they can that end with S-Blends.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 3 Part 2. Check for accuracy and automaticity.

Reading Horizons Discovery® Spelling Lesson Week 3
Cloze Passage 1

Name _____ Date _____

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

The fox lives in the woods or in a _____. The fox lives in a _____
log. It has a fluffy tail. The fox can run as fast as a _____. The fox is not
_____. It is _____. The fox eats nuts and _____s.



Reading Horizons Discovery® Spelling Lesson Week 3

Cloze Passage 1

L-Blends Word Bank

plum

glen

plump

slim

sled

flat

Spelling Lesson Week 3

Building Words Transfer Card 1 of 2

L-Blends and R-Blends

Words:

flap	flag	drag	crib	crop
drop	drip	clip	frog	blog

Sentence:

Did the frog hop and flip?

Spelling Lesson Week 3

Building Words Transfer Card 2 of 2

S-Blends

Words:

slip	skip	skim	scan	snap
span	spin	stop	past	ask

Sentence:

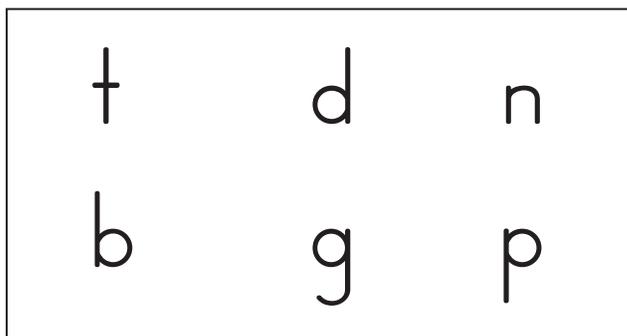
Do not skip past that spot.

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 _____

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 _____

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

plan

drum

squid

glad

club

fast

swim

scrap

brag

prod

mask

flag

plug

slug

grab

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 3
Sort and Spell 2

Words with L-Blends, R-Blends, and S-Blends		
L-Blends	R-Blends	S-Blends

Name _____ Date _____

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

1. Mom will _____ a fun trip for us.

2. I can fix the _____ in your tub.

3. They will _____ about the fun trip.

4. He can run _____.

5. She can _____ fast.

6. Can kids be in your _____?

7. The _____ will swim past us.

8. A _____ is not fast.

Name _____ Date _____

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

1. Write two words from the sort that have the Blend that begins the word *plot*. _____

2. Which words from the sort end with a Blend?

3. How many words from the sort start with an R-Blend? _____

