



## 2<sup>nd</sup> Grade Packet

Two Extra Blends  
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 B) LESSON WEEK 4: Two Extra Blends; Double S, F, and Z and Plurals

**Spelling Skill:** A Blend is two consonants together that keep their own sounds. In single-syllable words that end 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*, *double z*, or the letter *x*, add the suffix *-es* to make the word plural. When spelling a word that ends with any other consonant, add the suffix *-s* to make the word plural.

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
grass <span style="font-size: small; margin-left: 20px;">g<u>r</u>ass</span>	grass fizz +pass +gloss +cliff	fluff jazz +box +frog bless	moss +stuff +pen hiss +twin	the of to you was

The plus sign (+) is seen in front of words that can have suffixes *-s* or *-es* added to them to make the words plural. When practicing spelling words with *-s* or *-es*, first prove the root word, then rewrite the word with the suffix, and 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.

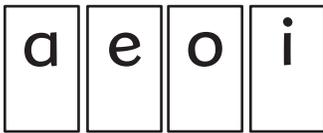
1. Spell and mark two skill words from the word bank.	2. Write a word from the word bank, and make it plural by adding <i>-s</i> or <i>-es</i> .	3. Spell and mark two skill words from the word bank.
4. Write a word from the word bank, and make it plural by adding <i>-s</i> or <i>-es</i> . Then, use the plural word in a sentence.	5. Spell and mark three skill words from the word bank.	6. Spell and prove a word from the word bank that starts with an extra Blend, and then circle the Blend.
7. Spell and mark two skill words from the word bank.	8. Write a word from the word bank, and make it plural by adding <i>-s</i> or <i>-es</i> .	9. Spell and mark two skill words from the word bank.

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

**Building Words**  
**Review Activity for Spelling Lesson Week 4**  
**Part 2 of 2, Double S, F, and Z and Plurals**

**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 spell some words that follow the Double S, F, and Z rule.

1. Use three letters to spell the word **off**. Please turn the light *off* when you leave.
2. Use five letters to spell the word **cliff**. Don't get too close to the edge of a *cliff*.
3. Add a letter to the singular word *cliff* to make it a plural. Spell the word **cliffs**. There are three *cliffs* along the trail.
4. Use five letters to spell the word **class**. He taught the *class* how to read.
5. Change the word *class* to make the word **classes**. She teaches four dance *classes* every week.
6. Now spell the word **glass**. He put his *glass* in the sink.
7. Add a suffix to *glass* to make the word plural. Spell **glasses**. She bought two *glasses*.
8. Change the vowel sound in *glass* to spell the word **gloss**. *Gloss* makes things shiny. The new red bike had a nice *gloss*.
9. Change the word *gloss* to **floss**. It is important to *floss* your teeth.
10. Spell the word **fizz**. He shook the soda, and it started to *fizz*.

**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 about classes they would like to take to learn about things that interest them.

**Transfer**

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 4 Part 2. Check for accuracy and automaticity.

# Review Activities Lesson Week 4

## Building Words

### Review Activity for Spelling Lesson Week 4 Part 2 of 2, Double S, F, and Z and Plurals

<b>A</b>	<b>E</b>	<b>O</b>	<b>I</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>		

g f f c i o e a

z z s s s l

**Reading Horizons Discovery® Spelling Lesson Week 4**  
**Cloze Passage 1**

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

Based on *Reading Horizons Discovery® Little Book "The Twins"*

Jan and Nan are \_\_\_\_\_s. A big wind sent Nan's hat up. When the wind quit, Nan's hat was up in a tree on a \_\_\_\_\_. I can \_\_\_\_\_ the twig to get the hat. Jan got on the stump. Twist, twist went the twig. They got the hat.



**Reading Horizons Discovery® Spelling Lesson Week 4**  
**Cloze Passage 1**  
**Two Extra Blends Word Bank**

twist

twin

twig

# Spelling Lesson Week 4

## Building Words Transfer Card 2 of 2

### Double S, F, and Z and Plurals

Words:

off	cliff	cliffs	class	classes
gloss	floss	fizz	glass	glasses

Sentence:

His glasses are off when he is not in class.

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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 4  
Sort and Spell 1

<b>Words with Blends</b>	<b>Words without Blends</b>

Word Bank

bag

brag

gab

grab

grip

Sam

scrap

sit

split

sob

trip

tip

twin

tin

Page intentionally left blank.

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

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

1. He has a \_\_\_\_\_.

2. You can \_\_\_\_\_ if you are sad.

3. She can get a \_\_\_\_\_ on the bat.

4. Sam will grab that \_\_\_\_\_ of tin.

5. Do not \_\_\_\_\_ on that rug.

6. They can \_\_\_\_\_ the tip.

7. What will you \_\_\_\_\_ out of the bag?

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

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

1. Write two words from the sort that start with a three-letter S-Blend. \_\_\_\_\_

2. How many words in the sort do NOT have a Blend?  
\_\_\_\_\_

3. Write two words from the sort that have all the same letters except one? \_\_\_\_\_

**Word Bank**

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

boss\_\_

box\_\_

cab\_\_

cat\_\_

class\_\_

cliff\_\_

glass\_\_

lid\_\_

pass\_\_

sink\_\_

sled\_\_

tax\_\_

twin\_\_

trunk\_\_

Page intentionally left blank.

**Reading Horizons Discovery® Spelling Lesson Week 4**  
**Sort and Spell 2**

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

Reading Horizons Discovery® Spelling Lesson Week 4  
Sort and Spell 2  
Sentences

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

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

1. The \_\_\_\_\_ do not fit on the \_\_\_\_\_.

2. The lab has ten \_\_\_\_\_.

3. How many swim \_\_\_\_\_ do you have?

4. We had six \_\_\_\_\_ of milk.

5. The \_\_\_\_\_ look like their mom.

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

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

1. Write a word from the sort that has *-es* as the plural ending. \_\_\_\_\_

2. Write a word from the sort where the plural *-s* makes the voiceless sound /s/. \_\_\_\_\_

3. Write a word from the sort where the plural *-s* makes the voiced sound /z/. \_\_\_\_\_

