



3rd Grade Packet

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) Spelling LESSON WEEK 2: L-Blends, R-Blends, and S-Blends; Two Extra Blends; Double S, F, and Z; and Plurals

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 six L-Blends (*bl, cl, fl, gl, pl, sl*), seven R-Blends (*br, cr, dr, fr, gr, pr, tr*), eight two-letter S-Blends (*sc, sk, sl, sm, sn, sp, st, sw*), four three-letter S-Blends (*scr, spr, str, squ*), and two Extra Blends (*tw, dw*). 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 to make it plural.

Example Word	Word Bank			
	Skill Words			Most Common Words
<u>g</u> l <u>a</u> ss/gl <u>a</u> ss <u>e</u> s <small>x</small>	+glass prop frizz +skit +drum	slip +crib +bluff less flag	clasp +vest split twig snap	which other many some would

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, first mark 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. Choose five words from the word bank, and write them in abc order.	3. Spell and mark two skill words from the word bank.
4. Write a sentence using one MCW and one skill word from the word bank.	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 two words from the word bank that have the same vowel sound. Highlight or circle the vowel in each word.	9. Spell and mark two skill words from the word bank.

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

Review Activities Lesson Week 2

Building Words Review Activity for Spelling Lesson Week 2 Part 1 of 2, Blends

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

p n l k c b i a

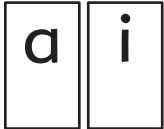
w t t s r

Review Activities Lesson Week 2

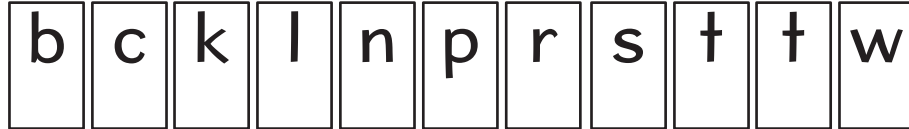
Building Words Review Activity for Spelling Lesson Week 2 Part 1 of 2, Blends

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

Vowels



Consonants



Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 2.

Building Words

Let's practice spelling words that have Blends, using the Sounds Cards. We'll start with words that begin with a Blend.

1. The first word has the vowel sound /i/. Spell the word **twin**. She has a *twin* sister.
2. Use four letters to spell the word **trip**. Let's take a *trip* to the zoo.
3. Use five letters to spell the word **split**. We decided to *split* the cookie in two.
4. Spell the word **strap**. My backpack *strap* is broken.

Now let's practice words that have Blends at the end of the word.

5. Keep the vowel sound /ă/, and spell the word **last**. He is the *last* student in the line.
6. Use four letters to spell the word **task**. I can help you finish that *task*.

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

7. Use five letters to spell the word **clasp**. The suitcase *clasp* was not fastened.
8. Keep the vowel sound /ă/, and spell **ask**. It is okay to *ask* for help.
9. Spell the word **twist**. She will *twist* the lid to open the jar.
10. Keep the Blend at the end of the word, and spell the word **blast**. There was a *blast* of cold wind.

Beat the Clock

Ask students to use the Sounds 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).

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 2 Part 1. Check for accuracy and automaticity.

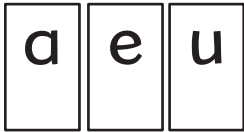
Building Words

Review Activity for Spelling Lesson Week 2

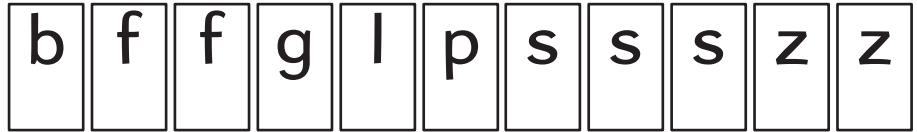
Part 2 of 2, Double S, F, and Z and Plurals

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 2.

Building Words

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

1. The first word has the vowel sound /ŭ/. Use four letters to spell the word **fuzz**. There's some *fuzz* on your sweater.
2. The next word also has four letters. Spell the word **fuss**. The baby is starting to *fuss*.
3. Use five letters to spell the word **bluff**. The view from the top of the *bluff* is amazing.
4. Now change *bluff* to show that there is more than one (make the word plural). Spell the word **bluffs**. They like to climb the *bluffs* along the coast.
5. Use four letters to spell the word **pass**. I *pass* the library on my way to school.
6. Add a suffix to *pass* to make the word plural. Spell the word **passes**. We have *passes* to visit the zoo.

Let's spell some more plural words.

7. Spell **flags**. The children waved *flags* during the parade.
8. Spell **bags**. I can carry the *bags*.
9. Spell **buzzes**. We heard the *buzzes* and clicks that the insects make.
10. Spell **glasses**. We can fill the *glasses* with lemonade.

Beat the Clock

Ask students to use the Sounds 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).

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 2 Part 2. Check for accuracy and automaticity.

Review Activities Lesson Week 2

Building Words

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

A	E	U	B	F	F	G	L
P	S	S	S	Z	Z		

l g f f b n u e a

d s s s z z s

Reading Horizons Discovery® Spelling Lesson Week 2
Cloze Passage

Name _____ Date _____

Glen and Tran were by a pond. "Let's _____ in the pond," said Glen.

"Let's _____ across the _____," said Tran.

"Don't _____ in the mud," said Glen. In the pond, they saw a _____
on a pad. They each had a big _____. "Is that the _____ of a bug?"
said Glen.

"Yes," said Tran. "It bit my leg and left a _____."



Reading Horizons Discovery® Spelling Lesson Week 2
Cloze Passage
Blends; Double S, F, and Z; and Plurals

b u z z

f r o g

g r a s s

g r i n

s k i p

s l i p

s p o t

s w i m

Spelling Lesson Week 2

Building Words Transfer Card 1 of 2

Words:

twin	trip	split	strap	last
task	clasp	ask	twist	blast

Sentence:

The last task is to twist the clasp.

Spelling Lesson Week 2

Building Words Transfer Card 2 of 2

Words:

fuzz	fuss	bluff	bluffs	pass
passes	flags	bags	buzzes	glasses

Sentence:

Cliff has flags and glasses in the bags.

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.

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 2

Sort and Spell 1

L-Blends, R-Blends, S-Blends, and Two Extra Blends

Sort by Blends			
L-Blends	R-Blends	S-Blends	Two Extra Blends

Word Bank

blog	club	plan
trip	glad	slip
drum	frog	swim
Fred	best	fast
Stan	sprint	split
crab	twin	twist
brag	prod	

Page intentionally left blank.

Name _____ Date _____

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

1. Glen had a _____ about his pet _____.

2. The _____ will _____ a fun run.

3. Greg was _____ he did not _____ on the wet slab.

4. Min can _____ in the band.

5. The _____ will _____ in the pond.

6. _____ has the _____ pet cat.

7. _____ will not _____ the pig.

8. He _____ the cost of the _____ with his _____.

9. Can Dad _____ the cap?

10. Fran will not _____ about how _____ she can _____.

Name _____ Date _____

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

1. What are the Two Extra Blends? _____

2. Which words end with a Blend?

3. Which word begins and ends with a Blend?

4. Which word rhymes with *blog*? _____

5. Which word rhymes with *Stan*? _____

Word Bank

mess__

cliff__

box__

map__

buzz__

class__

dress__

puff__

fox__

boss__

tax__

fizz__

grass__

sled__

grin__

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 2

Sort and Spell 2

Double S, F, and Z and Plurals

First, make each of the following words plural by adding -s or -es;
then, sort the words into the appropriate columns.

Sort by Plural Ending	
-s	-es

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

Name _____ Date _____

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

1. They had put up _____ in two of her _____.

2. The _____ made _____ in the glen.

3. We can drink our lime _____ when the buzzer _____.

4. Our _____ are in the trunk.

5. Tess has big _____ on six of her _____.

6. The _____ at our job have _____ on their faces all day.

7. The _____ on top of the _____ bend in the wind.

8. The _____ of our old _____ are in the shed.

Name _____ Date _____

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

1. Write three words from the sort in which the plural s makes the voiceless sound /s/.

2. Write two words from the sort in which the plural s makes the voiced sound /z/. _____

3. Write two plural words that rhyme.

4. Which plural ending must you add to words that end in the letter x? _____

5. How many words from the sort follow the Double S, F, and Z rule? _____

