



Kindergarten Packet

S-Blends

Name: _____

Welcome to the *Reading Horizons Discovery*[®] Kindergarten 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. Activities will vary from week to week, but each packet will include a combination of activities described below.

Most Common Words Cards

Most Common Words are words that appear so frequently in writing that students should know them by sight. Simply have the student read the words aloud to help them practice rapid recognition skills.

Transfer Cards and Whole Class Transfer Cards

These cards are designed to help students practice a particular reading skill that they've learned. They can be used a variety of ways. Consider the following ideas:

- Point to each word (in order or randomly) and have the student read it.
- Read the word aloud and have the student write the word on a piece of paper.
- Have the student illustrate the sentences on the cards.

***Reading Horizons Discovery*[®] Kindergarten Little Books**

Each skill lesson contains an accompanying Little Book showcasing words that include skills learned in the lesson. Encourage the student to read the book aloud to you. Then, read each comprehension question and allow the student to point to the correct response.

Practice Pages

Instructions at the top may need to be read to the student.

Sort and Spell Activities

In the Sort and Spell activities, 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.

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 the student has learned the necessary skills to read independently.

Writing Prompts

Designed to help students write using skills they've learned, writing prompts may need to be read to the student by a fluent reader.

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. In some cases, it may be smart to break this activity up into two sessions to avoid overloading the student. The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

Games

Engaging games such as Bear It and the Blends Game are great tools for helping students practice their skills in a fun way. When games are included, you'll find the instructions along with all the necessary components to play. Consider storing the game components (such as Blends cards) for future use.

Happy Reading and Spelling!

The Reading Horizons Team

There are more than enough activities in each packet to keep a child engaged. You may find that the teacher will assign only certain pages each week. She or he may also send these packets home for a two week period. Be sure to follow whatever instructions are communicated by the teacher.

For more information, contact your teacher at _____.

Name _____

There are eight two-letter
S-Blends: sc, sk, sl, sm, sn, sp, st,
and sw.

Lesson 45: S-Blends

Read each slide and word. Write each word one time.
Mark each Blend with an arc and each word with an x
under the vowel.

sca
┌───
└───>

scat
┌───
└───x

ski
┌───
└───>

skip
┌───
└───x

sle
┌───
└───>

sled
┌───
└───x

smo
┌───
└───>

smog
┌───
└───x

Name _____

There are eight two-letter
S-Blends: sc, sk, sl, sm, sn, sp, st,
and sw.

Lesson 45: S-Blends

Read each slide and word. Write each word one time.
Mark each Blend with an arc and each word with an x
under the vowel.

sna
┌───
└───>

snap
┌───
└───x

spo
┌───
└───>

spot
┌───
└───x

ste
┌───
└───>

stem
┌───
└───x

swi
┌───
└───>

swim
┌───
└───x

Name _____

S-Blends can come at the ends of words, too. Some words begin and end with a Blend.

Lesson 45: S-Blends

Write and mark each word one time. Then read the word.

just
x

mask
x

crisp
x

best
x

risk
x

Spud



Kindergarten Chapter 2
Lesson 45: S-Blends
Lexile® Measure: 140L



Reading Horizons Discovery® Little Books are decodable texts that were designed to facilitate automaticity and fluency in beginning readers while reading connected text. At least 90% of the words in each *Reading Horizons Discovery*® Little Book correlate with the sequence of skills taught in the Reading Horizons® methodology, including the Most Common Words lessons. In addition to these decodable texts, it is recommended that teachers utilize a variety of text forms during literacy instruction in order for students to accurately read and comprehend text.

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This is Spud.

3



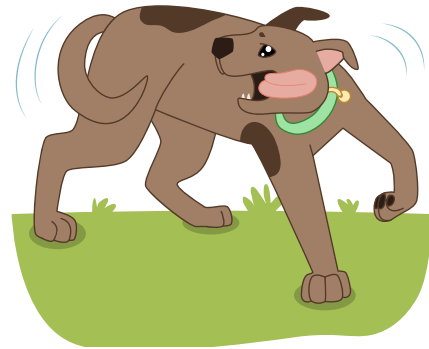
Spud can sit.

4



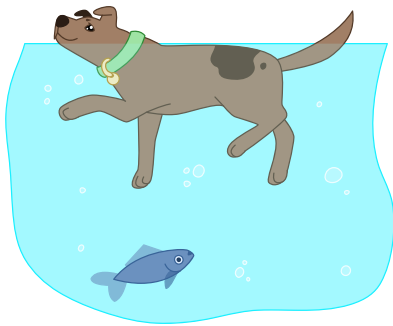
Spud can stand.

5



Spud can spin.

6



Spud can swim.

7



Spud can run fast.

8



Stop, Spud, stop!

9



Spud can rest.

10

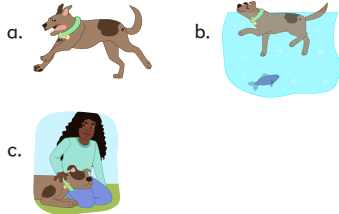
The End

11

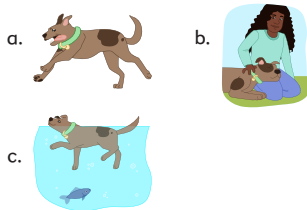
12

Comprehension Questions

1. Which picture shows Spud running?

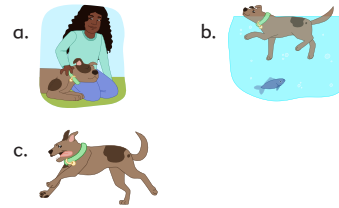


2. Which picture shows Spud swimming?



13

3. Which picture shows Spud resting?



14

Skill Words

fast
rest
spin
Spud
stand
stop
swim

Most Common Words

is
this

Challenge Words

15

Word Bank

mask

scab

scan

scat

skip

slam

slip

slug

smog

smug

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 1

SC, SK, SL, and SM Blends			
SC	SK	SL	SM

Reading Horizons Discovery® Spelling Lesson Week 5
Sort and Spell 2

SN, SP, ST, and SW Blends			
SN	SP	ST	SW

Word Bank

crisp

crust

fast

list

snap

snip

spin

stem

stop

swim

Page intentionally left blank.

Review Activities Lesson Week 5

Building Words Review Activity for Spelling Lesson Week 5 S-Blends

A	U	I	C	D	G	K	L
M	P	Q	R	S	T	W	

l k g d p c i u a
b n

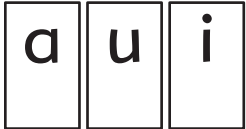
w t s r q p m
w d b

Review Activities Lesson Week 5

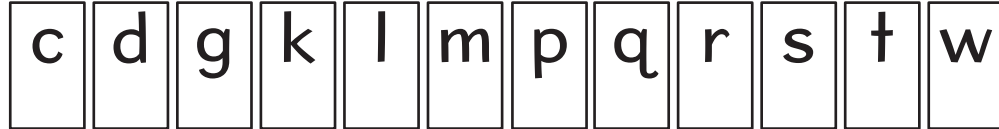
Building Words Review Activity for Spelling Lesson Week 5 S-Blends

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 5.

Building Words

Let's start by spelling words with two-letter S-Blends, using the sound cards.

1. The first word has the vowel sound /i/. Spell the word **skip**. Can you *skip* across the floor?
2. Spell the word **slid**. He *slid* across the ice.
3. Spell the word **swim**. We like to *swim* in the pool.
4. Now the vowel sound will change to /ŭ/. Spell the word **smug**. To feel *smug* means to be very proud of oneself.
5. Now the S-Blend will appear at the end of the word. Spell the word **task**. She is working on an important *task*.
6. Change the word *task* to the word **must**. We *must* clean up the classroom.

Now we will spell words with three-letter S-Blends.

7. Spell the word **split**. The students *split* into two groups.
8. Change the word *split* to spell the word **squid**. We saw a *squid* at the aquarium.
9. Spell the word **scrap**. I put the *scrap* of paper in the recycling bin.
10. Spell the word **strum**. My fingers gently *strum* the guitar strings.

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

In one column, have students write as many words as they can that have two-letter S-Blends. In a second column, have them write as many words as they can that have three-letter S-Blends.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 5. Check for accuracy and automaticity.

Spelling Lesson Week 5

Building Words Transfer Card 1

Words:

skip	slid	swim	smug	task
must	split	squid	scrap	strum

Sentence:

The squid must swim past.

Blends Game 

Objective: To memorize Blends.

Materials: Blends Cards. (You will find the masters for these cards online at www.rhaccelerate.com.)

Preparation: Copy all of the *L*-Blends on one color, all of the *R*-Blends on a different color, and all of the *S*-Blends on a third color of cardstock. Then laminate the cards. Cut the individual Blends from the cardstock. Create one set of each Blend card for each pair of students. Each pair of students will need a pencil and paper.

SC

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SK

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SL

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