



Kindergarten Packet

Double S, F, and Z and Plurals

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 _____.

this

have

MCW List 7

MCW List 7

from

or

MCW List 7

MCW List 7

Lesson 48: Most Common Words List 7

Words:

this have from or
or this have from
have from or this

Sentences:

You can have this drum.
Is this from Min or Sam?

Name _____

Most small, single-syllable words ending in the sounds of /s/, /f/, or /z/ will have the final letter doubled.

Lesson 47: Double S, F, and Z and Plurals

Copy each word one time. Arc any Blends and mark each vowel with an x. Then read each word.

buzz
x

cliff
x

miss
x

jazz
x

class
x

Name _____

When -s or -es is added to the end of a word, it means "more than one." We call it a *plural*.

Lesson 47: Double S, F, and Z and Plurals

Rewrite each word, adding an -s to make it plural. Underline the -s. Then read each word.

rib
x

sled
x

Now rewrite these words, adding -es to make a plural. Underline the -es. Then read each word.

mix
x

mess
x

Name _____

Practice reading sentences with
words containing Double S, F, and
Z and Plurals

Lesson 47: Double S, F, and Z and Plurals

Read this page. Circle the words with plural endings.
The first word has been done for you.

The flip-flops are on the grass.

Ned has cats, dogs, and frogs.

Max got ten kisses from his mom.

Glen had six red boxes.

Name _____

Lesson 48: Most Common Words List 7

Write each word two times. Then read each word.

this

have

from

or

Boxes



Kindergarten Chapter 2
Lesson 47: Double S, F, and Z and Plurals
Lexile® Measure: 110L



One dress is in the box.
Fran can help.

3



Ten dresses are in the box.

4



One hat is in the box.
Stan can help.

5



Six hats are in the box.

6



Fran and Stan can help Mom.
They can get the boxes
to the van.

7



Cuffs naps on a box.

8



Fran can help.

9



Grizz jumps on a box.

10



Stan can help.

11



Fran and Stan help.

12



At last, the boxes are in the van!

13

The End

Comprehension Questions

1. Which picture shows a box?

a.



b.



c.



2. Which picture shows someone helping?

a.



b.



c.



3. Which picture shows what happened at the end of the story?

a.



b.



c.



Skill Words

boxes
Cuffs
dress
dresses
Grizz
hats

Most Common Words

a
and
are
at
in
is
on
the
they
to

Challenge Words

one

Word Bank

cliff	fizz
fluff	frizz
fuss	glass
gruff	jazz
moss	stuff

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

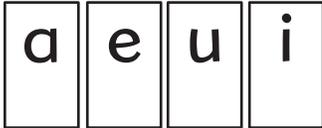
Double S, F, and Z		
-SS	-ff	-ZZ

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.

Review Activities Lesson Week 7

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

A	E	U	I	B	C	F	F
G	L	S	S	S	Z	Z	

f f c b i n e a

z z s s l g

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.

