



The Wright Skills™

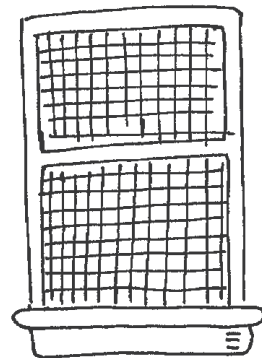
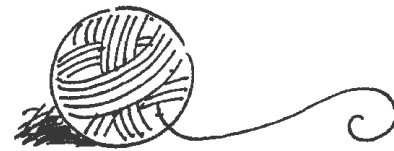
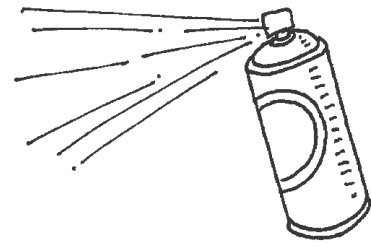
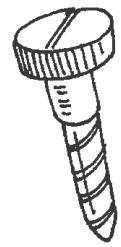


Grade 1

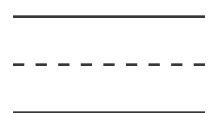
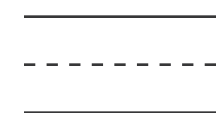
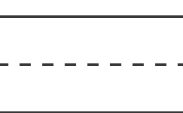
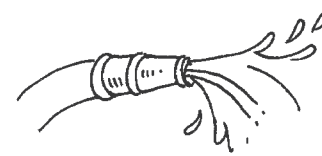
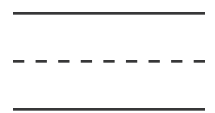
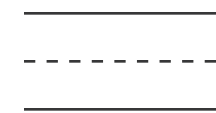
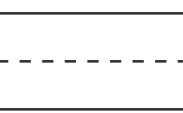
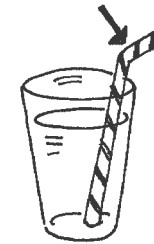
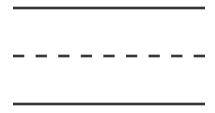
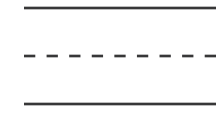
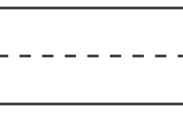
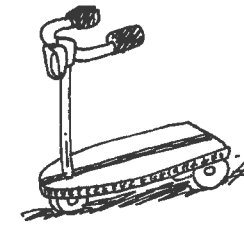
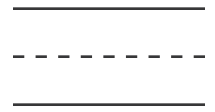
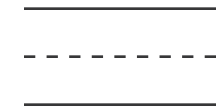
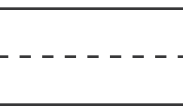
Blackline Masters for Sample Lesson

Lesson 28
3-Letter Blends

Name _____



Name _____



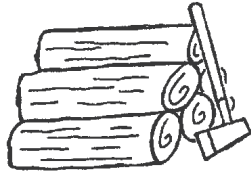
Directions: Help students identify each picture. (*stream, screw, splinter, spring, splash, spray, string, screen*) Then they draw a line from the pictures on the left to the pictures on the right whose names have the same initial blend sounds.

Directions: Help students identify each picture. (*splash, sun, spy; six, scooter, screen; stamp, straw, spoon; spray, sock, snake*) Students write the initial consonant sound(s) of each word on the line. Then they circle the picture in each row whose name begins with an initial three-letter blend.

Name _____

Dad _____ it the logs with an ax.

scr spl



Plants come up in the _____ ing.

str spr



Pull the _____ ing to get a gift.

spr str



Bob will _____ ub the pan.

str scr



When _____ mom get back?

under
out
does

The cat is _____ the bed.

When will it come _____ to play?

scr

48

spl

50

spr

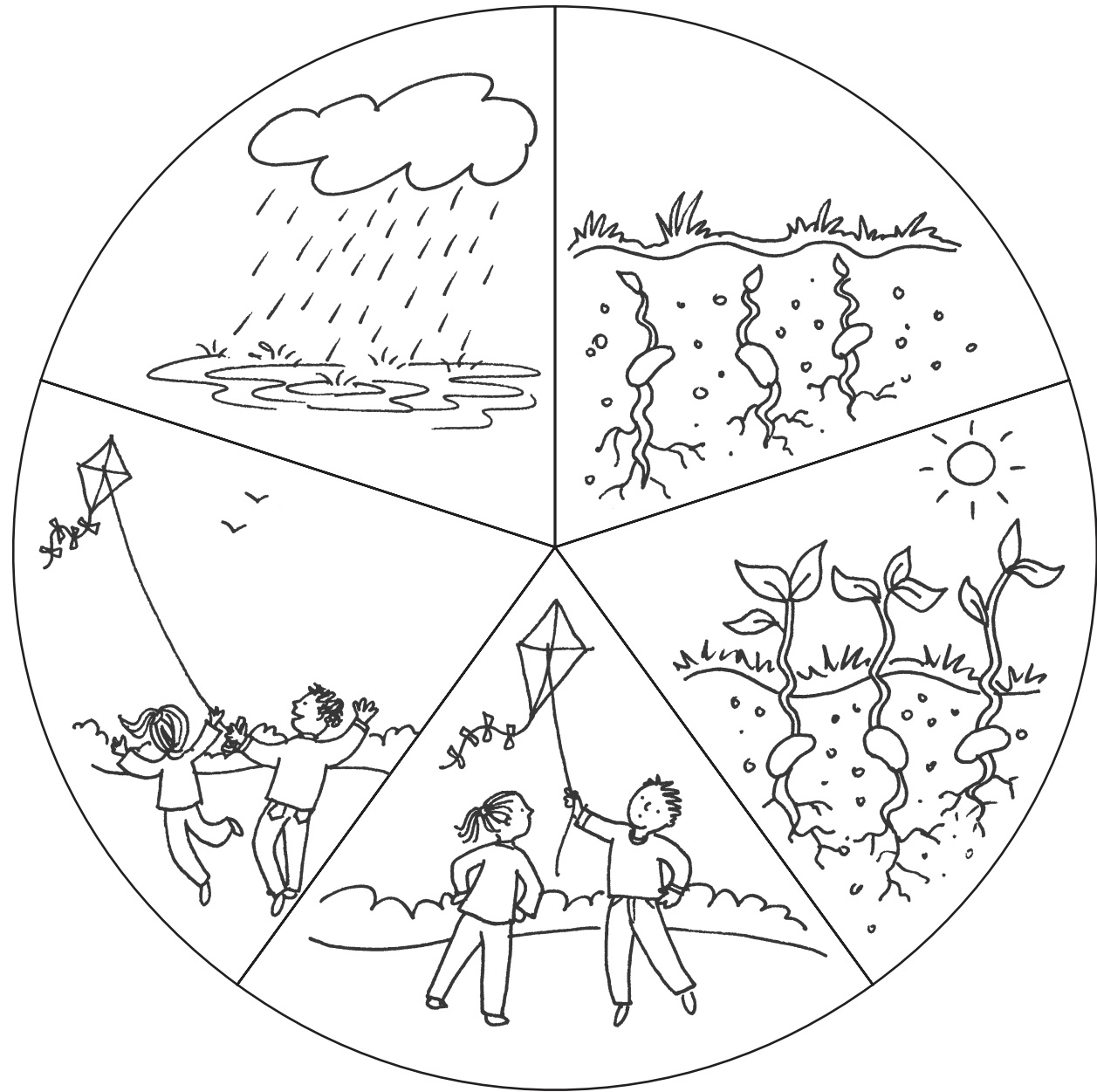
49

str

47

Directions: At the top of the page, students draw a circle around the blend that makes the word that completes each sentence.
At the bottom of the page, students write the high-frequency word that completes each sentence.

Name _____



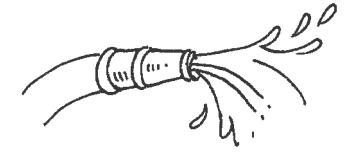
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Directions: Have students use words from the rhyme to tell what is happening in each picture.

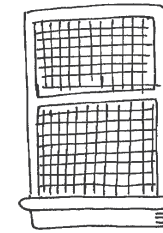
Name _____



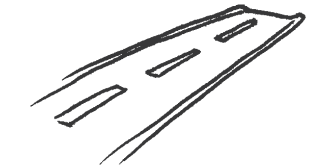
spl str



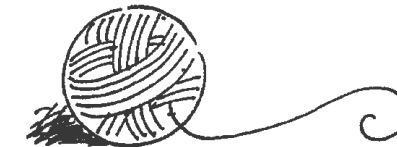
spr scr



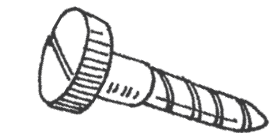
scr spl



spl str



spl str



str scr



spl str



spl str

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Directions: Students say the name of each picture and circle the blend with which it begins.



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