



# Kindergarten Packet

Special Vowel Combination -NG

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Welcome to the *Reading Horizons Discovery*<sup>®</sup> 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*<sup>®</sup> 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 \_\_\_\_\_

When the consonants *ng* follow a vowel, the three letters form a Special Vowel Combination. The vowel and *ng* are joined with an arc.

## Lesson 51: Special Vowel Combination -*NG*

Read each Special Vowel Combination. Then copy, mark, and read each word one time.

ang  
x

rang  
x

ong  
x

gong  
x

ing  
x

sing  
x

Read the sentence.

I can ring the bell.

Name \_\_\_\_\_

**Lesson 11: Capitalization  
Guided Practice Worksheet**

**Objective: Capitalize the First Word in a Sentence**

Correct the sentences by capitalizing the first word in each sentence.

the cat is sleeping.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

**Lesson 11: Capitalization  
Guided Practice Worksheet**

**Objective: Capitalize the First Word in a Sentence (cont.)**

Correct the sentences by capitalizing the first word in each sentence.

my hat is red.

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it is hot.

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---

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Name \_\_\_\_\_

**Lesson 11: Capitalization**  
**Guided Practice Worksheet**

**Objective: Capitalize the Pronoun *I***

Correct the sentences by capitalizing the pronoun *I*.

i like my dog.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

**Lesson 11: Capitalization  
Guided Practice Worksheet**

**Objective: Capitalize the Pronoun *I* (cont.)**

Correct the sentences by capitalizing the pronoun *I*.

My dad and i are going on a trip.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

It Is Spring!



Kindergarten Chapter 2  
Lesson 51: Special Vowel Combination -NG  
Lexile® Measure: BR



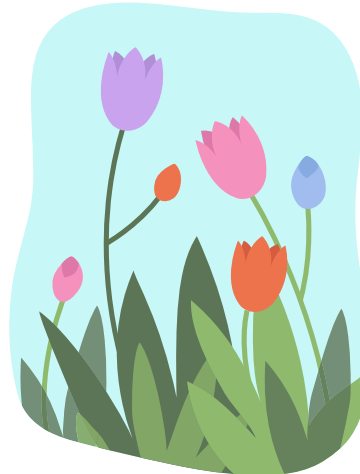
It is spring!

3



The grass is tall.  
Clip, clip, clip.

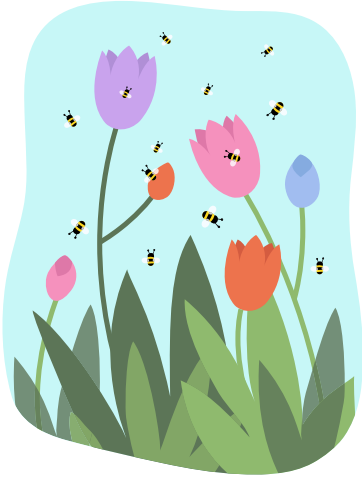
4



It is spring!

5





The buds are up.  
Buzz, buzz, buzz.

6



It is spring!

7



Mom can bring a  
string for the nest.  
Sing, sing, sing.

8



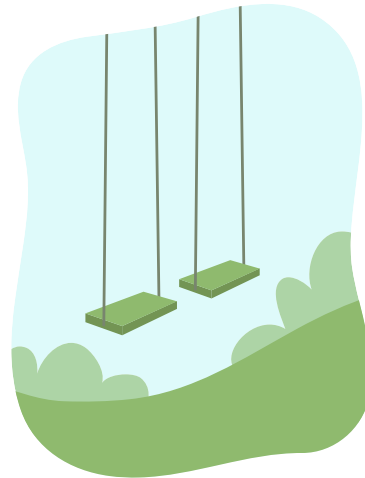
It is spring!

9



The cub is up from his long nap.  
Hug, hug, hug.

10



It is spring!

11



We can have fun in the sun.  
Swing, swing, swing.

12



Spring has sprung!

13

The End

## Comprehension Questions

1. Which of the three pictures shows spring?

a.



b.



c.



2. Which of these pictures shows where a bear would most likely sleep during the winter?

a.



b.



c.



3. Which of these pictures shows a bear cub?

a.



b.



c.



### Skill Words

bring  
long  
sing  
spring  
sprung  
string  
swing

### Most Common Words

a  
are  
for  
from  
have  
his  
in  
is  
it  
the

### Challenge Words

has

**Reading Horizons Discovery® Spelling Lesson Week 9**  
**Cloze Passage 1**

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

Based on the *Reading Horizons Discovery®* Little Book “Bill and the Strong Smell”

“The cows will like it here,” said Bill.

“They can \_\_\_\_\_ from the \_\_\_\_\_.”

He could tell by the \_\_\_\_\_ of a cowbell that a \_\_\_\_\_ was by the cows.

“That is a \_\_\_\_\_ smell!” said Bill.



**Reading Horizons Discovery® Spelling Lesson Week 9**  
**Cloze Passage 1**  
**Special Vowel Combinations -NG and -NK**

clang

drink

skunk

spring

strong

**Reading Horizons Discovery® Spelling Lesson Week 8**  
**Sort and Spell 2**

<b>More Rhyming Words</b>		
<b>-all</b>	<b>-ell</b>	<b>-ill</b>
<b>-oll</b>	<b>-ull</b>	

Word Bank

drill	dull
dwell	small
smell	spell
spill	stall
still	troll

Page intentionally left blank.



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

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

1. A bug is \_\_\_\_\_.

2. The \_\_\_\_\_ dwells in a hut.

3. Can you \_\_\_\_\_ the word *cat*?

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

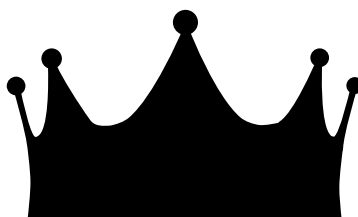
Using the words in the Word Sort, answer the questions below.

1. Write the word from the sort that does not begin with a Blend. \_\_\_\_\_

2. Write two words from the sort that begin with the same Blend as the word *smug*. \_\_\_\_\_

**Reading Horizons Discovery® Spelling Lesson Week 9**  
**Special Vowel Combinations -NG and -NK**  
**Writing Prompt: Creative**

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



Write a rhyming poem about a king.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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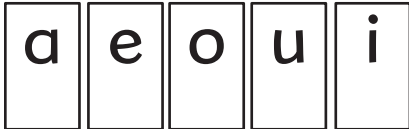
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# Review Activities Lesson Week 13

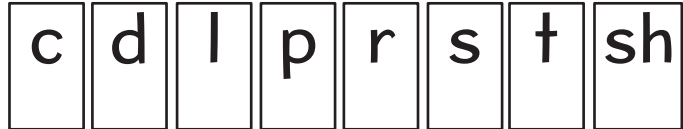
## Building Words Review Activity for Spelling Lesson Week 13 Part 1 of 2, Phonetic Skill 1

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 13.

### Building Words

Let's spell words that follow Phonetic Skill 1, using the sound cards.

1. Spell the word **let**. Can you *let* the dog out?
2. Now change *let* to **pet**. We have a *pet* cat.
3. Spell the word **lid**. Remember to put the *lid* on the jar.
4. Change the first two letters in the word *lid*, and spell **pad**. A giant lily *pad* covered the small pond.
5. Spell the word **top**. The game is on the *top* shelf.
6. Change the first sound in *top* to spell **shop**. He works in a *shop* downtown.
7. Use the same Digraph, and spell the word **shut**. Please *shut* the door.
8. Keep the same vowel in *shut*, and spell **crush**. You can *crush* the box.
9. Keep the same Digraph at the end of *crush*, and spell **splash**. Don't *splash* me!
10. Change the word *splash* to **split**. We *split* the cookie in two.

### 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 words that rhyme with words in the lesson.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 13 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 13

**Building Words**  
**Review Activity for Spelling Lesson Week 13**  
**Part 1 of 2, Phonetic Skill 1**

<b>A</b>	<b>E</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>C</b>	<b>D</b>	<b>L</b>
<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>Sh</b>			

**l d c i n o p l  
b e o n i c p l**

**d r s t y s  
d r s t y s**

# Spelling Lesson Week 13

## Building Words Transfer Card 1 of 2

Words:

let	pet	lid	pad	top
shop	shut	crush	splash	split

Sentence:

We let the pet dog splash and swim.

