



Kindergarten Packet

Special Vowel Combination -NK

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 _____.

one

had

MCW List 8

MCW List 8

by

word

MCW List 8

MCW List 8

Lesson 53: Most Common Words List 8

Words:

one had by word
word by had one
had word one by

Sentences:

I can spell a long word.
The dog is by the bed.

Name _____

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

Lesson 52: Special Vowel Combination -NK

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

ank
x

bank
x

unk
x

trunk
x

ink
x

sink
x

Read the sentence.

A pink skunk will still stink.

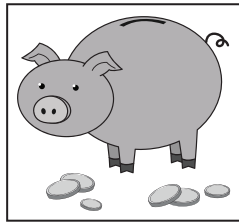
Name _____

This activity provides a review of Special Vowel Combinations -LL, -NG, and -NK.

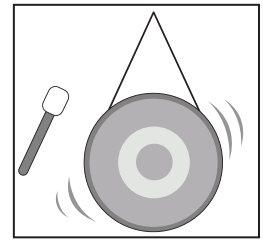
Lesson 52: Special Vowel Combination -NK

Read each sentence. Circle all of the Special Vowel Combinations in each sentence. The first one has been done for you.

Bill has a bank.



Hank will bang the gong.



Jill can sing a song.



The pink bag is in the trunk.



Name _____

Lesson 53: Most Common Words List 8

Write each word two times. Then read each word.

one

had

by

word

Name _____

This activity provides a review of
MCWs Lists 1-8.

Lesson 53: Most Common Words List 8

Read the words in the box. Then read the sentences below. Circle each MCW. The first word has been done for you.

| | | | | |
|-----|----|------|------|-----|
| the | a | is | that | he |
| was | on | from | one | had |

A bug was on the log.

He had one pet.

That box is from Ming.

Word Bank

drank

honk

king

long

pink

plank

sing

song

spring

trunk

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 9
Sort and Spell 1

| -ng | -nk |
|------------|------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Name _____ Date _____

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

1. Max _____ from the big mug.

2. Sam will _____ a song.

3. The lid is up on the _____.

Name _____ Date _____

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

1. How many words in the sort rhyme with the word *ring*? _____

2. Write two words from the sort that rhyme with the word *bank*. _____

The Stink



Kindergarten Chapter 2
Lesson 52: Special Vowel Combination -NK
Lexile® Measure: 70L



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.

Printed in the United States of America

Copyright © September 2012 by Reading Horizons

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owner.

ISBN 978-1-62382-061-9



Hank smells a stink.

3



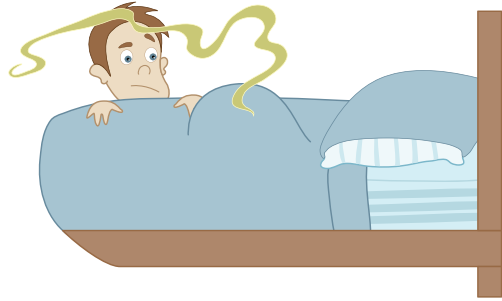
It is not in the
pink box.

4



It is not in the trunk.

5



It is on his bunk bed.

6



It is a skunk!

7



Run, Hank, run!

8

The End

Comprehension Questions

1. In the story, Hank smelled something bad.
Which picture shows what made the bad smell?

a.



b.



c.



2. Which picture shows where Hank found the skunk?

a.



b.



c.



3. Which picture shows what Hank did once he found the skunk?

a.



b.



c.



Skill Words

Hank
stink
pink
trunk
bunk
skunk

Most Common Words

it
is
a
the
on
his

Challenge Words

Review Activities Lesson Week 9

Building Words

Review Activity for Spelling Lesson Week 9

Special Vowel Combinations -NG, -NK

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| A | O | U | I | C | D | G | H |
| K | L | N | R | S | T | | |

h g d c i u o a

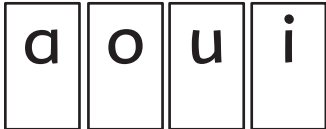
t s r n l k

Review Activities Lesson Week 9

Building Words Review Activity for Spelling Lesson Week 9 Special Vowel Combinations -NG, -NK

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 9.

Building Words

Let's start by spelling words with the Special Vowel Combination -NK, using the sound cards.

1. Use four letters to spell the word **honk**. I heard the driver *honk* the truck's horn.
2. Use a Blend at the beginning of the next word. Spell the word **trunk**. She put the bag in the *trunk* of the car.
3. Change the word *trunk* to the word **drink**. I would like to *drink* some water.
4. Use four letters to spell the word **sink**. We can wash the dishes in the *sink*.
5. Change one letter to make the word *sink* become the word **sank**. The coin *sank* to the bottom of the pool.

Now let's spell words with the Special Vowel Combination -NG.

6. Change one letter to make the word *sank* become the word **sang**. He *sang* very well at the concert.
7. Use four letters to spell the word **ring**. The school bell is about to *ring*.
8. Use four letters to spell the word **hung**. I *hung* my jacket on a hook.
9. Replace the first letter with a Blend to spell the word **clung**. The cat *clung* to the tree.
10. Use six letters to spell the word **strong**. Are you *strong* enough to lift this bag?

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 groups of rhyming words from the lesson.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 9. Check for accuracy and automaticity.

