



# Kindergarten Packet

Voiced and Voiceless and *TH* Digraphs

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 \_\_\_\_\_.

**the**

**of**

MCW List 1

MCW List 1

**and**

**a**

MCW List 1

MCW List 2

**to**

**in**

MCW List 2

MCW List 2

**is**

**you**

MCW List 3

MCW List 3

**that**

MCW List 3

**it**

MCW List 3

**he**

MCW List 4

**was**

MCW List 4

**for**

MCW List 4

**on**

MCW List 4

**are**

MCW List 5

**as**

MCW List 5

**with**

MCW List 5

**his**

MCW List 5

**they**

MCW List 6

**I**

MCW List 6

**at**

MCW List 6

**be**

MCW List 6

**this**

MCW List 7

**have**

MCW List 7

**from**

MCW List 7

**or**

MCW List 7

**one**

MCW List 8

**had**

MCW List 8

**by**

MCW List 8

**word**

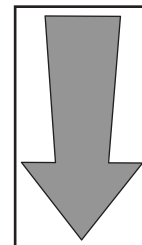
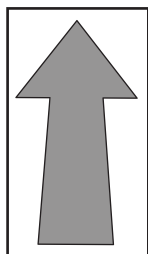
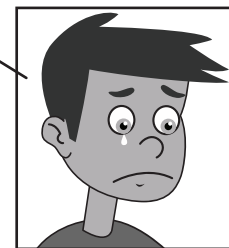
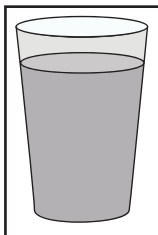
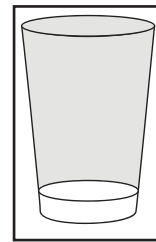
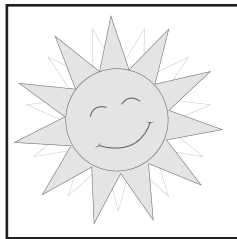
MCW List 8

Name \_\_\_\_\_

Antonyms are words that mean the opposite of each other.

## Lesson 54: Antonyms

Draw a line from each picture on the left to the picture of its opposite on the right. The first one has been done for you.



Name \_\_\_\_\_

Two Digraphs look the same but have different sounds. They are th (*the*) and th (*thud*).

### Lesson 55: Voiced and Voiceless and the TH Digraphs

Write and mark each *th* Digraph. Then mark and read the words below. The first words have been done for you.

voiced 
<u>th</u>
<u>the</u> x
this
then

voiceless 
<u>th</u>
thin x
thank
with



Name \_\_\_\_\_

## Lesson 25: Sentence Structure Guided Practice Worksheet

### Objective: Interrogative Sentences

Write a check mark in the space if the sentence is a question. Then write the correct ending punctuation (a question mark if it is an a question and a period or exclamation point if it is not).

1. \_\_\_\_\_ Why is the sky blue
2. \_\_\_\_\_ I like ice cream
3. \_\_\_\_\_ How are you
4. \_\_\_\_\_ What is your name
5. \_\_\_\_\_ My name is Sam

# In the Nest



Kindergarten Chapter 2  
Lesson 55: Voiced and Voiceless and the TH Digraphs  
Lexile® Measure: 220L



*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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There are thin  
twigs in the nest.



There is grass  
in the nest.



There is mud  
in the nest.

5



There are bits of  
cloth in the nest.

6



There is an egg  
in the nest.

7



Thump, thump!

8



There is a chick  
in the nest.

The End

### Comprehension Questions

1. Which picture shows a nest?

a.



b.



2. Which picture shows the egg IN the nest?

a.



b.



3. Which picture shows the animal that lives in the nest?

a.



b.



### Skill Words

cloth  
the\*  
thin  
thump

### Most Common Words

a  
are  
in  
is  
of  
the\*

### Challenge Words

chick  
there

\*Both Skill Word and Most Common Word

Word Bank

bath	cloth
moth	than
that	thank
them	they
thin	this

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Reading Horizons Discovery® Spelling Lesson Week 10  
Sort and Spell 2

Voiced or Voiceless TH	
Voiced TH ☺	Voiceless TH ☹

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

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

1. \_\_\_\_\_ you for the gift.

2. Is \_\_\_\_\_ cloth yours?

3. The dog will have a \_\_\_\_\_ in the tub.



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

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

1. Write one word from the sort that starts with the same sound as the word *the*. \_\_\_\_\_

2. Write one word from the sort that has the same ending sound as *path*. \_\_\_\_\_

**Reading Horizons Discovery® Spelling Lesson Week 10**  
**Voiced and Voiceless and the TH Digraphs**  
**Writing Prompt: Opinion**

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

$$2+4=6$$

Do you think math is fun? Write about why or why not.

\_\_\_\_\_

\_\_\_\_\_

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# Review Activities Lesson Week 10

## Building Words

Review Activity for Spelling Lesson Week 10  
Voiced and Voiceless and the TH Digraphs

<b>A</b>	<b>E</b>	<b>I</b>	<b>K</b>	<b>M</b>	<b>N</b>	<b>P</b>	<b>S</b>
<b>T</b>	<b>Th</b>	<b>W</b>					

**s p n m k i e a**

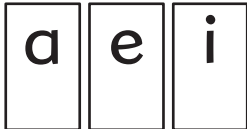
**w th t**

# Review Activities Lesson Week 10

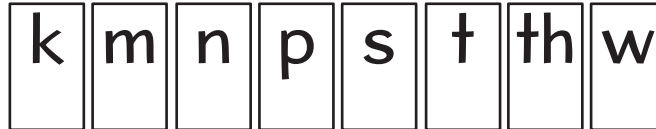
## Building Words Review Activity for Spelling Lesson Week 10 Voiced and Voiceless and the TH Digraphs

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

Vowel



Consonants



### Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 10.

### Building Words

Let's start by spelling words that end with the *th* Digraph, using the sound cards.

1. Use four letters to spell the word **path**. Is the *th* Digraph in *path* voiced or voiceless? (voiceless) That is right; it is voiceless. We walked along the *path*.
2. Change one letter to spell the word **math**. Is the *th* Digraph in *math* voiced or voiceless? (voiceless) That is right; it is voiceless. I like *math* class.
3. Spell the word **with**. Is the *th* Digraph in *with* voiced or voiceless? (voiceless) That is right; it is voiceless. My sister is playing *with* her friend.

Now we will spell words that begin with the *th* Digraph.

4. Use four letters to spell the word **then**. Is the *th* Digraph in *then* voiced or voiceless? (voiced) That is right; it is voiced. Finish your homework, and *then* you can play.
5. Change one letter to make the word *then* become the word **than**. Is the *th* Digraph in **than** voiced or voiceless? (voiced) That is right; it is voiced. My sister is taller *than* me.
6. Add one letter to the end of *than*. What is the new word? That is right. It is the word **thank**. Is the *th* Digraph in *thank* voiced or voiceless? (voiceless) That is right; it is voiceless. I want to *thank* you for your help.
7. Change one letter to change the word *thank* to the word **think**. Is the *th* Digraph in *think* voiced or voiceless? (voiceless) That is right; it is voiceless. What do you *think* about this book?
8. Use four letters to spell the word **them**. Is the *th* Digraph in *them* voiced or voiceless? (voiced) That is right; it is voiced. I can help *them* carry the tools.
9. Spell the word **this**. Is the *th* Digraph in *this* voiced or voiceless? (voiced) That is right; it is voiced. Is *this* your coat?
10. Spell the word **that**. Is the *th* Digraph in *that* voiced or voiceless? (voiced) That is right; it is voiced. He is sitting in *that* chair.

### 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).

# Spelling Lesson Week 10

## Building Words Transfer Card 1

Words:

path	math	with	then	than
thank	think	them	this	that

Sentence:

I think that I will bring them this cloth.

# Games

## Bear It



**Objective:** Identify and read Most Common Words (MCWs) aloud, and be the player with the highest number of Most Common Words Flashcards.

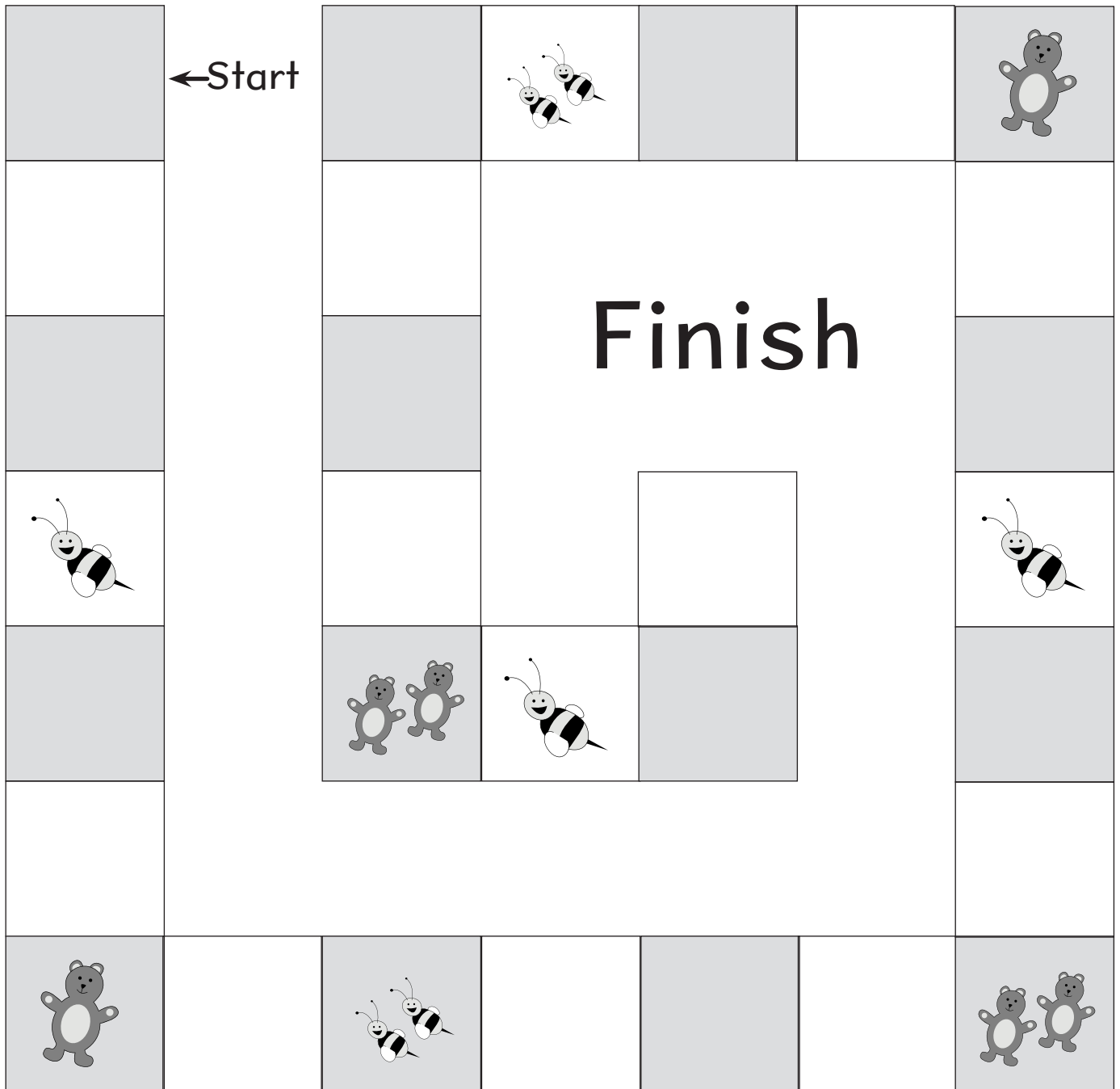
**Materials:** Button, coin, bean, or token for each player; Bear-It game board; Most Common Words Flashcards; one die.

**Preparation:** Copy one Bear-It game board (found online at [www.rhaccelerate.com](http://www.rhaccelerate.com)) for every two students or small group in the class. It is recommended that the board be copied on sturdy cardstock and, if possible, laminated.

**To play:** Place the Most Common Words Flashcards face-down in a draw pile. The first player shakes the die to determine the number of cards he must take from the MCWs draw pile. The player then reads each card aloud and moves one space for each word read correctly. If he can read only two of the cards, he may move only two places. Play stops immediately for that player when a word is missed. The next player then has a turn. If a player lands on a space with a picture, he follows the instructions for that picture at the bottom of the game board. Each player keeps the Most Common Words Flashcards he has read unless he lands on a picture that instructs him to return the words to the pile. If the draw pile runs out of cards before the game is over, players should count and record the number of cards they have accumulated, and then all cards should be shuffled and returned to a new draw pile. The player with the highest number of Most Common Words Flashcards at the end of the game is the winner.

**Variation:** Play with Alphabet Cards. Students must say the letter names and sounds.

# Bear It



Draw and read one extra card.



Draw and read three extra cards.



Put back one card.



Put back three cards.