



Kindergarten Packet

Letter Groups 1–5

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 _____.

Lesson 2: Vowel A a

A a

/a/ /a/

a /a/

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Lesson 3: Consonant B b

B b

/b/ /b/

b /b/

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ISBN 978-1-62382-121-0

Lesson 5: Consonant F f

F f

/f/ /f/

f a

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Lesson 6: Consonant D d

D d

/d/ /d/

d a

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Lesson 7: Consonant G g

G g
/g/ /g/
ga ga

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Lesson 12: Consonant H h

H h
/h/ /h/
ha ha

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Lesson 13: Consonant J j

J j
/j/ /j/
ja jab

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Lesson 14: Consonant L l

L l
/l/ /l/
la lab

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Lesson 15: Consonant M m

M m

/m/ /m/

ma ma

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Lesson 16: Vowel E e

E e

/e/ /e/

be be

Lesson 19: Consonant N n

N /n/ n /n/

ne ne

Ned had a hen.

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Lesson 20: Consonant P p

P /p/ p /p/

pa pa

Pam had a nap.

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Lesson 21: Consonant R r

R /r/ r /r/

re → red

The hen is red.

Lesson 22: Consonant S s

S /s/ s /s/

sa → Sam

Sam had a red pen.

Lesson 23: Vowel O o

O /o/ o /o/

ro → Ron

Ron had a mop.

Lesson 26: Consonant T t

T /t/ t /t/

te → ten

Ted is ten.

Lesson 27: Consonant V v

V /v/ v /v/

va → van

The van is tan.

Lesson 28: Consonant W w

W /w/ w /w/

we → web

The web is in the log.

Lesson 29: Consonant X x

X /ks/ x /ks/

fa → fax

The fox sat on the box.

Lesson 30: Consonant Y y

Y /y/ y /y/

ya → yam

That is a yam.

Lesson 31: Vowel U u

U /u/ u /u/

fu → fun

Bud is a fun dog.

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Lesson 33: Consonant Q q

Q q

qu /kw/

* quob

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Lesson 31: Vowel U u

U /u/ u /u/

fu → fun

Bud is a fun dog.

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Lesson 34: Consonant Z z

Z z

/z/ /z/

* zo → zog

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Lesson 35: Vowel I i

I /i/ i /i/

bi → big

Zeb is a big dog.

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Lesson 36: Consonant C c

C /k/ c /k/

cu → cup

That cup is red.

Lesson 37: Consonant K k

K /k/ k /k/

ki → kid

Ken is a kid.

the

MCW List 1

of

MCW List 1

and

MCW List 1

a

MCW List 2

to

MCW List 2

in

MCW List 2

is

MCW List 3

you

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

Lesson 24: Most Common Words List 3

Words:

is	you	that	it
it	is	you	that
that	it	is	you

Sentences:

It is a mop.

That pen is red.

You ran to the log.

Lesson 32: Most Common Words List 4

Words:

he	was	for	on
on	for	was	he
for	on	he	was

Sentences:

He was on the log.
That bag is for Ben.

Name _____

The alphabet has 26 letters.
There are 21 consonant letters
and five vowel letters *Aa, Ee, Ii,*
Oo, and *Uu.*

Lesson 1: Alphabet Introduction

It is important to know the letters of the alphabet. You can read and write many different words when you know the letters and sounds of the alphabet.

Point to each letter and say its name.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww

Xx Yy Zz

Name _____

Lesson 24: Most Common Words List 3

Write each word two times. Then read each word.

is

that

it

you

Name _____

Lesson 32: Most Common Words List 4

Write each word two times. Then read each word.

he

was

for

on

Name _____

Lesson 32: Most Common Words List 4

Circle the Most Common Words in each sentence. Copy the last sentence. Then read each sentence. The first one has been done for you.

Ted sat **on** the bed.

Is that box for Sam?



He was sad.



The dog is on the rug.



Word Bank

dog

fox

gum

had

log

red

rug

sat

set

wet

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 2
Sort and Spell 1

Vowel Sounds A, E, O, and U			
a	e	o	u

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.

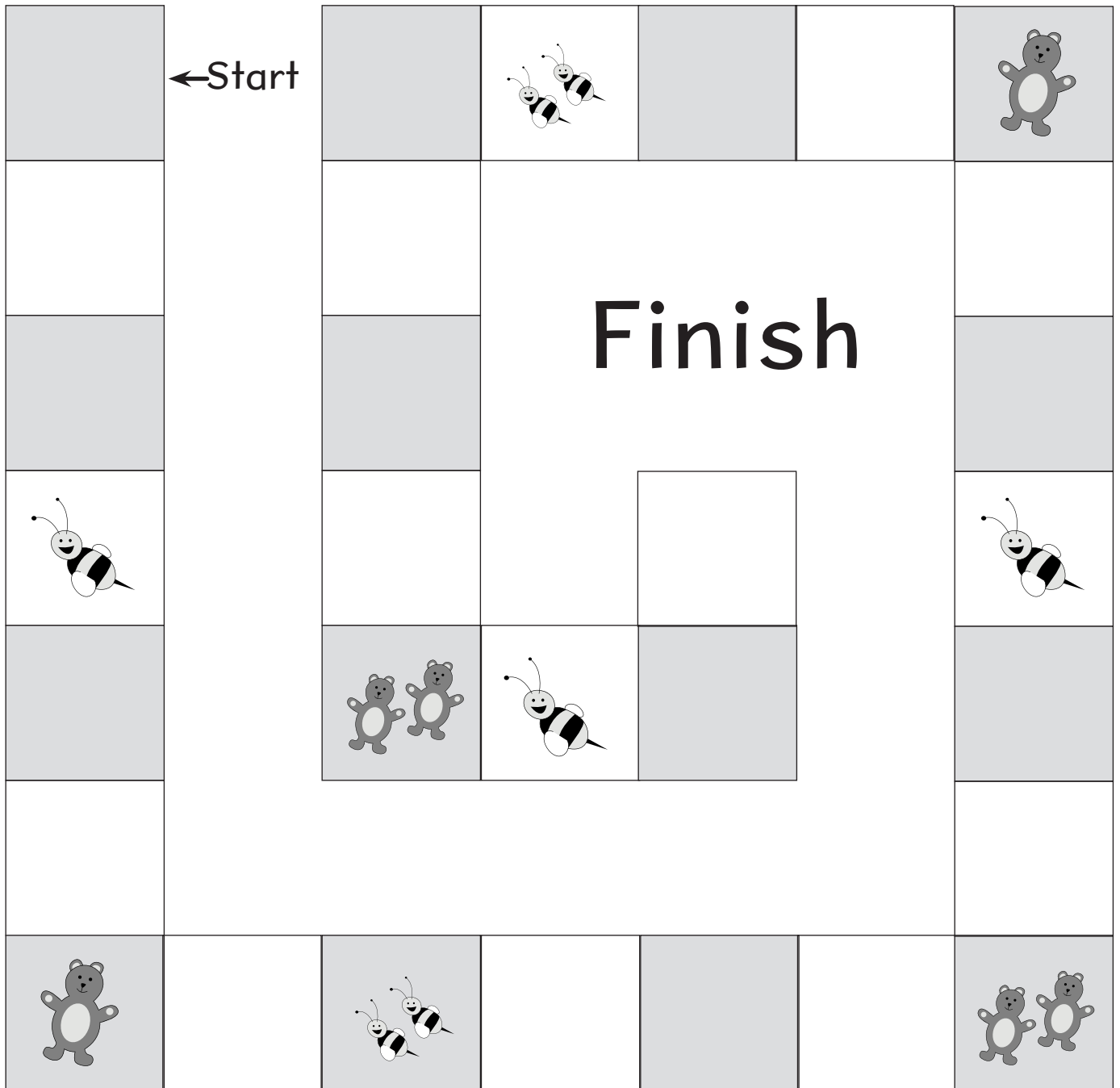
Materials: Button, coin, bean, or token for each player; Bear-It game board; Most Common Words Flashcards; one die.

Preparation: Copy one Bear-It game board (found online at www.rhaccelerate.com) 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.

