



Kindergarten Packet

Spelling with C and K

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 _____.

are

as

MCW List 5

MCW List 5

with

his

MCW List 5

MCW List 5

Lesson 40: Most Common Words List 5

Words:

are	as	with	his
with	his	are	as
his	with	as	are

Sentences:

Are the dogs with you?
The rat is as big as his cat.

Lesson 39: Spelling with C and K

Kim an

at

Kim had a cat.

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Lesson 39: Spelling with C and K

cab en

in

Ken got a cab.

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Lesson 39: Spelling with C and K

kid at

ap

The kid had a cat.

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Lesson 39: Spelling with C and K

* bag ip

ot

Kip is on the cot.

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Name _____

This exercise provides practice writing and reading slides and words containing letters c and k.

Lesson 39: Spelling with C and K

Write each slide and each word one time. Say the sound of each slide as you write it. Read each word.

ca
→

can
x

co
→

cot
x

cu
→

cup
x

ki
→

kit
x

ke
→

Ken
x

Name _____

To decide whether to use *c* or *k*,
listen for the vowel sound. *K* takes
i and *e*. *C* takes *a*, *o*, and *u*.

Lesson 39: Spelling with C and K

Write *c* or *k* at the beginning of each word. Then read each word. Remember: if the word is a name, it begins with a capital letter. The first words have been done for you.

kin

Kid

 ob

 at

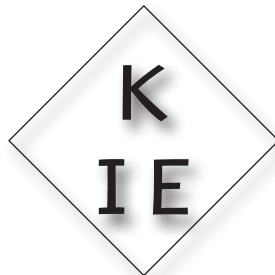
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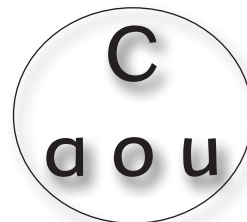
 en

 up

K takes *i* and *e*.



C takes the other three:
a, *o*, and *u*.



Name _____

Lesson 40: Most Common Words List 5

Write each word two times. Then read each word.

are

as

with

his

Name _____

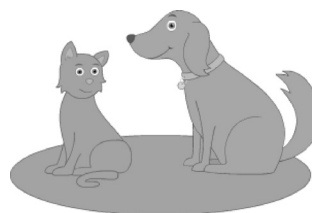
Lesson 40: Most Common Words List 5

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

The cub is in his den.



My cat is not as big as my dog.

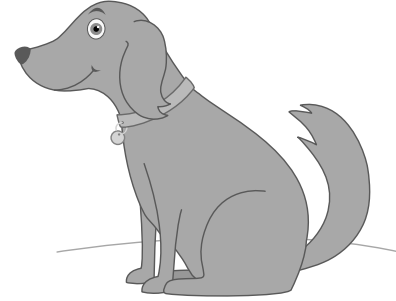
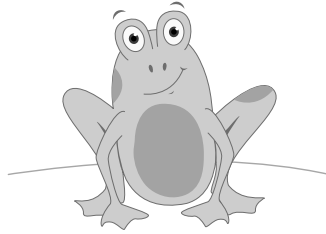
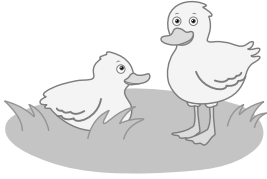


Are you with Dad?



Reading Horizons Discovery® Spelling Lesson Week 1
Letter Groups 1 and 2
Writing Prompt: Opinion (List)

Name _____ Date _____



Make a list of which animals you think would make the best pets.

Word Bank

bag

cup

did

got

not

pet

quit

sob

wax

zip

Page intentionally left blank.

Reading Horizons Discovery® Spelling Lesson Week 3
Sort and Spell 1

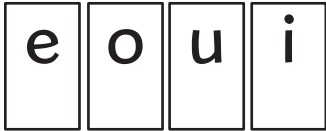
Vowel Sounds <i>A, E, O, U, and I</i>		
<i>a</i>	<i>e</i>	<i>o</i>
<i>u</i>	<i>i</i>	

Review Activities Lesson Week 3

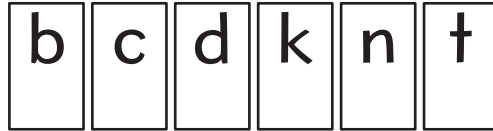
Building Words Review Activity for Spelling Lesson Week 3 Spelling with C and K

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 3.

Building Words

Let's start by spelling words with *c* or *k*.

1. This word has the vowel sound /ŭ/ in the middle. Spell the word **cut**. He will *cut* the apple in half.
2. Change the vowel sound in *cut* to spell the word **cot**. She will sleep on a *cot* under the tree.
3. Change the vowel sound to spell the word **cat**. The *cat* ran up the tree.
4. Change the word *cat* to the word **cab**. You will need to take a *cab* to the airport.
5. Spell the word **cod**. Have you ever eaten *cod*?
6. Change a letter to spell the word **cob**. The corn on the *cob* was very sweet.
7. Spell the word **kid**. A baby goat is called a *kid*.
8. Next, spell the word **kin**. People who are related to you are called your *kin*. My cousins are my *kin*.
9. Now change *kin* to make a name. Spell the word **Ken**. I have a brother named *Ken*. (Remind students to turn the card over to display the capital letter.)
10. Change the word to spell **can**. When *can* you come over and play?

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 time available).

Bonus Activity

Have students write words from the lesson that start with the letter *k* in one column and words that start with the letter *c* in another column.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 3. Check for accuracy and automaticity.

Review Activities Lesson Week 3

Building Words
Review Activity for Spelling Lesson Week 3
Spelling with C and K

E	O	U	I	B	C	D	K
N	T						

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

**u f
n**

Spelling Lesson Week 3

Building Words Transfer Card 1 of 2

Words:

cut	cot	cat	cab	cod
cob	kid	kin	Ken	can

Sentence:

Can you cut up the cod for Ken the cat?

