



# 1<sup>st</sup> Grade Packet

Special Vowel Combinations  
-NG and -NK

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

\_\_\_\_\_

\_\_\_\_\_

Welcome to the *Reading Horizons Discovery*® 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.

## **Guided Practice Activities**

These activities need to be completed with the help of a fluent reader.

### **Homework Pages**

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

### **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. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

## **Independent Practice Activities**

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

### **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 students have learned the necessary skills to read independently.

### **Building Words Transfer Cards**

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

### **Practice Pages**

Instructions at the top may need to be read to the student.

### **Sort and Spell Activities**

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, 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. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team


For more information, contact your teacher at \_\_\_\_\_.

## Weekly Spelling Homework

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

### (Form B) Spelling LESSON WEEK 9: Special Vowel Combinations *-NG* and *-NK*

**Spelling Skill:** Special Vowel Combinations are spelling patterns in one-syllable words for vowels followed by *-ll*, *-ng*, or *-nk*. They are important to learn because some vowels are spelled differently than they sound. The *-ng* Special Vowel Combinations are *-ang* (e.g., *rang*), *-ong* (e.g., *long*), *-ung* (e.g., *lung*), and *-ing* (e.g., *sing*). The *-nk* Special Vowel Combinations are *-ank* (e.g., *bank*), *-onk* (e.g., *honk*), *-unk* (e.g., *trunk*), and *-ink* (e.g., *sink*).

Example Word	<u>Word Bank</u>			
	Skill Words			Most Common Words
	blink wing king fang link	long spring ink tank bunk	bring sting cling bank gong	are this for them were

### Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and mark one skill word from the word bank.	2. Write a skill word from the word bank, and then draw a picture to illustrate the meaning of the word.	3. Spell and mark one skill word from the word bank.
4. Write three skill words from the word bank that rhyme with the word <i>wing</i> .	5. Spell and mark one skill word from the word bank.	6. Write a sentence using at least one MCW from the word bank.
7. Spell and mark one skill word from the word bank.	8. Write a skill word from the word bank, and write at least two other words that rhyme.	9. Spell and mark one skill word from the word bank.

1.	2.	3.
4.	5.	6.
7.	8.	9.

# 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**

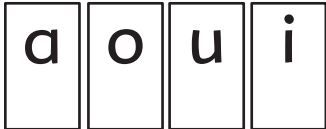
**t s r n l k**

# 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.

**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

# Spelling Lesson Week 9

## Building Words Transfer Card 1

Words:

honk    trunk    drink    sink    sank  
sang    ring    hung    clung    strong

Sentence:

Six pink rings hung from a long string.

Name \_\_\_\_\_

Some vowels change their sounds when the consonants *ng* or *nk* follow them. *A* has a long *a* sound, and *i* says long *e*.

## Lesson 25: Special Vowel Combinations

Write each Special Vowel Combination one time. Write each word two times in the space provided. Then read the word. Remember to put an *x* under each vowel and arc the letters of each Special Vowel Combination together.

NG

ang  
x

rang  
x

ong  
x

long  
x

ung  
x

hung  
x

ing  
x

sing  
x

NK

ank  
x

bank  
x

onk  
x

honk  
x

unk  
x

trunk  
x

ink  
x

sink  
x

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

<b>-ng</b>	<b>-nk</b>

Word Bank

drank

honk

king

long

pink

plank

sing

song

spring

trunk

Page intentionally left blank.

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*. \_\_\_\_\_