



# Kindergarten Packet

R-Blends

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 \_\_\_\_\_.

Name \_\_\_\_\_

This activity provides practice building words with R-Blends.

### Lesson 44: R-Blends

Write and mark each R-Blend slide. Choose one of the letters in the letter box for an ending sound to make a real word. Write the word one time. Then read the word you made. Be sure to arc each Blend and mark each vowel with an x.

b p g

gru

tra

dra

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

This activity provides practice building words with R-Blends.

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p g b

dri dri

drip

fro

gra

Name \_\_\_\_\_

This page provides practice reading sentences containing simple words, Most Common Words, L-Blends, and R-Blends.

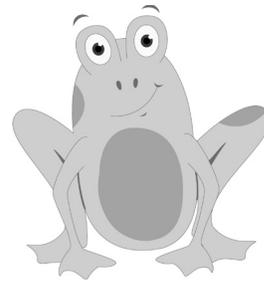
## Lesson 44: R-Blends

Read each sentence. Then guess why you think Glen was glad about his pet.

Fred got a pet.



It was a frog.



Fred was glad.



# Fran and Bret



Kindergarten Chapter 2  
Lesson 44: R-Blends  
Lexile® Measure: 90L



*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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The sun is hot, hot, hot!

3



Fran can grab a cup.

4



Drip, drop.  
Drip, drop, up to the brim.

5



Glug, glug, glug!

6



Is that a grin?

7



Bret is not hot.

8



Bret can grab a mug.



Drip, drop.  
Drop, drop, up to the brim.



Sip, sip, sip.



That is a big grin!

The End

### Comprehension Questions

1. Which of these pictures shows a grin?

a.



b.



c.



2. Which of these pictures shows what Bret did to feel warm?

a.



b.



c.



3. Which picture shows something you would sip?

a.



b.



c.



### Skill Words

Bret  
brim  
drip  
drop  
Fran  
grab  
grin

### Most Common Words

a  
is  
that  
the  
to

### Challenge Words

**Reading Horizons Discovery® Spelling Lesson Week 4**  
**Sort and Spell 1**

<b>L-Blends and R-Blends</b>	
<b>L-Blends</b>	<b>R-Blends</b>

Word Bank

brag

drag

flag

frog

glad

grip

plum

sled

slip

trim

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# Review Activities Lesson Week 4

## Building Words Review Activity for Spelling Lesson Week 4 L-Blends and R-Blends

<b>A</b>	<b>O</b>	<b>U</b>	<b>I</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>G</b>	<b>L</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>T</b>		

**f d c b i n o a**

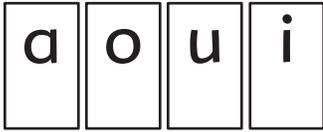
**g l d r s t**

# Review Activities Lesson Week 4

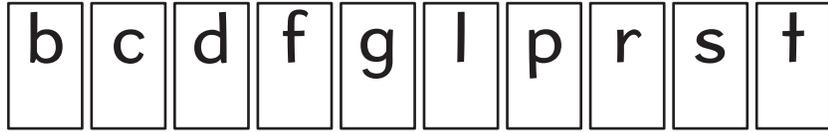
## Building Words Review Activity for Spelling Lesson Week 4 L-Blends and R-Blends

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

Vowels



Consonants



### Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 4.

### Building Words

Let's start by spelling words using letters from Letter Group 5, using the sound cards.

1. The first word has the vowel sound /ă/. Spell the word **glad**. We are *glad* to help you.
2. Here is another word with the vowel sound /ă/. Spell the word **flag**. The *flag* waved in the wind.
3. Spell the word **clap**. I turned when I heard a loud *clap*.
4. Now the vowel sound will change to /ŭ/. Spell the word **plus**. One *plus* one equals two.
5. Now the vowel sound will change to /ŏ/. Spell the word **blog**. He read an interesting *blog* on the internet.
6. Change the word *blog* to the word **drop**. Please do not *drop* the box.
7. Change the first three letters to spell the word **trip**. We took a *trip* to the zoo.
8. Spell the word **grab**. She reached to *grab* the monkey bar.
9. Change the Blend to spell the word **crab**. The *crab* dug in the sand.
10. Spell the word **frog**. The *frog* jumped into the pond.

### 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

In one column, have students write as many words as they can that start with L-Blends. In a second column, have them write as many words as they can that start with R-Blends.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 4. Check for accuracy and automaticity.

# Spelling Lesson Week 4

## Building Words Transfer Card 2 of 2

Words:

glad	flag	clap	plus	blog
drop	trip	grab	crab	frog

Sentence:

Grab a frog and drop it in the glen.

**Blends Game** 

Objective: To memorize Blends.

Materials: Blends Cards. (You will find the masters for these cards online at [www.rhaccelerate.com](http://www.rhaccelerate.com).)

Preparation: Copy all of the *L*-Blends on one color, all of the *R*-Blends on a different color, and all of the *S*-Blends on a third color of cardstock. Then laminate the cards. Cut the individual Blends from the cardstock. Create one set of each Blend card for each pair of students. Each pair of students will need a pencil and paper.

**br**

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**cr**

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