



Kindergarten Packet

Two Extra Blends

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 _____.

Name _____

There are two extra Blends: tw and dw. Qu is marked like a Blend: qu. They do not contain an *l*, *r*, or *s*, but they do begin words.

Lesson 46: Two Extra Blends

Read each slide and word. Write each word one time. Mark each Blend with an arc and each word with an x under the vowel. Then read each word again.

dwe * dweb

twi twin

Remember, even though *qu* is not a Blend, we arc it like a Blend to keep the *q* and *u* together.

qui quit

Jan and Nan



Kindergarten Chapter 2
Lesson 46: Two Extra Blends
Lexile® Measure: BR



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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Jan is a twin.

3



Nan is a twin.

4



Are you a twin?

5



Nan can twist.

6



Can you twist?

7



Jan can skip.

8



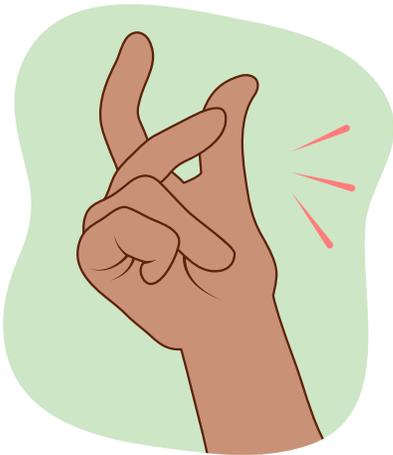
Can you skip?

9



Nan and Jan can snap.

10



Can you snap?

11

The End

12

Comprehension Questions

1. In the story, Jan and Nan are twins. Which picture shows twins?

a.



b.



c.



2. Which picture shows Jan skipping?

a.



b.



c.



13

3. Which picture shows Nan twisting?

a.



b.



c.



14

Skill Words

twin
twist

Most Common Words

a
are
is
you

Challenge Words

15

Reading Horizons Discovery® Spelling Lesson Week 6
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book “The Twins”

Nan and _____ are _____.

One day, a big wind sent Nan’s hat up in a tree.

It was stuck on a twig. “I have a _____,” said Fran.

“I can _____ on this stump and twist the _____ to get the hat.”



Reading Horizons Discovery® Spelling Lesson Week 6
Cloze Passage 1
Two Extra Blends and Review of all Blends

Fran

plan

step

twig

twins

Discovery Spelling Lesson 6
Sort and Spell 1

Two Extra Blends	
DW	TW

Word Bank

twig

*dwub

*dwox

twist

*twust

*dwet

twins

*twip

*dwox

twig

Page intentionally left blank.

Review Activities Lesson Week 6

Building Words
Review Activity for Spelling Lesson Week 6
Two Extra Blends and Blends Review

A	I	B	C	G	K	L	N
P	R	S	T	T	W		

n l k g c b i a

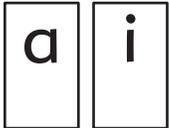
w t t s r p

Review Activities Lesson Week 6

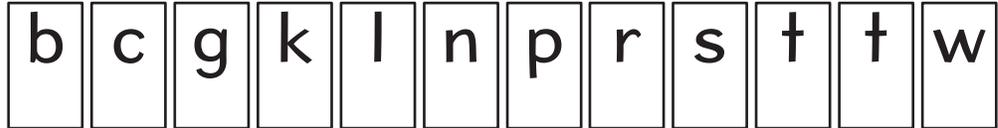
Building Words Review Activity for Spelling Lesson Week 6 Two Extra Blends and Blends Review

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

Vowels



Consonants



Skill Review

For skill information, see Instructor Cards for Spelling Lesson Week 6.

Building Words

Let's start by spelling words that have an Extra Blend, using the sound cards.

1. The first word starts with a Blend and has the vowel sound /i/. Spell the word **twin**. She has a *twin* brother.
2. Change the last sound to spell the word **twig**. I found a *twig* under the tree.
3. The next word also has a Blend at the end of the word. Spell the word **twist**. You can *twist* the lid to open the jar.

Now let's review words that have L-Blends, R-Blends, and S-Blends.

4. Keep the vowel sound /i/, and spell the word **sprig**. A *sprig* is a small part of a plant with leaves and flowers.
5. Change the vowel sound to /ă/, and spell the word **scab**. I have a *scab* on my knee.
6. Change the vowel sound to /i/, and spell the word **grin**. She has a big *grin* on her face.
7. Keep the vowel sound /i/, and spell the word **spit**. The camel *spit* on the ground.

Let's practice words that have Blends at the beginning and end of the word.

8. Move the S-Blend from *spit* to the end of the word, and spell **clasp**. He fastened the *clasp* on the suitcase.
9. Keep the vowel sound /ă/, and spell **blast**. She felt a *blast* of icy wind.
10. Spell the word **brisk**. We took a *brisk* walk to get some exercise.

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 one sentence using as many words with Blends as they can.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 6. Check for accuracy and automaticity.

Spelling Lesson Week 6

Building Words Transfer Card 1

Words:

twain	twig	twist	sprig	scab
grin	spit	clasp	blast	brisk

Sentence:

A twin spun fast on the sled.