

6

Kindergarten

Skills 6 | Activity Book

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Activity Book

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Skills 6

Activity Book

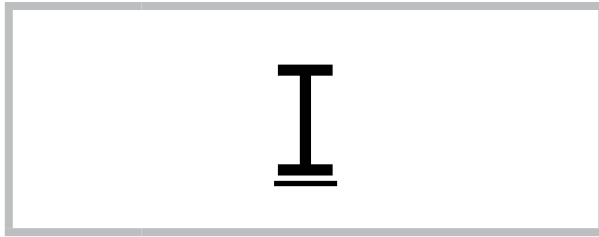
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.



1. _____ can _____ .



2. _____ can _____ .



3. _____ can _____ .



4. _____ can _____ .



5. _____ can _____ and _____ .



6. _____ can _____ and _____ .



7. _____ can _____ and _____ .



NAME: _____

DATE: _____


1.2

Take-Home

Dear Family Member,

Have your student cut out the letter cards. Show the cards to your student and have them say the sounds, not the letter names. Arrange the cards to make the words “skin,” “sun,” “spin,” “kin,” “snip,” “nut,” “not,” “net,” “stun,” “skip,” “step,” “stop,” “spot,” “sit,” “sip,” “set,” “pet,” “pot,” “pun,” “tip,” “top,” and “pit,” and have your student read the words. Additional Activity: Say one of the words listed above and ask your student to try and spell the word by selecting and arranging letter cards.

n	k	s
—		
u	o	t
—		
i	e	p
		—



NAME: _____











DATE: _____

1.3

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so that the Tricky Word I is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p>•  and</p> <p> <u>I</u> can</p> <p>•  and</p> <p> <u>I</u> can</p>	<p>•  <u>I</u> can</p> <p>•  <u>I</u> can</p>
<p><u>I</u> can </p> <p>and  .</p>	<p><u>I</u> can  .</p> <p><u>I</u> can  .</p>

NAME: _____

DATE: _____

2.1

crab

frog

drum

steps





Directions: Have students write each word under its matching picture.

twig

swim

flag

plug





NAME: _____

DATE: _____

2.2

Take-Home

I

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

look at a a



.

2.

look at a a



.

3.

look at a a



.

4.

look at a a



.

5.

look at the



.

6.

look at the



.

7.

look at a



.

8.

look at a



.

NAME: _____

DATE: _____

3.1

Activity Page

as

his

is

has

1. Stan _____ mad at Fred.

2. Jim _____ not met Tim.

3. Ted is _____ dad.

4. Jen is not as sad _____ Kim.

Directions: Have students complete each sentence.

NAME: _____

DATE: _____

3.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



During the first few months of school, we have focused on teaching your student the specific sounds associated with each letter. Students must know these sounds in order to blend and read words. We will now turn our attention to learning the names of each letter so your student is able to recite the names of the letters in alphabetical order.

Point to each letter below and ask your student to say the letter name with you. If you like, you can sing the ABC song with your student as you point to each letter. Be sure to say the name of each letter clearly, especially if you are singing the ABC song. In class, we clap after the letters, 'l', 'm', 'n', 'o', and 'p'. This helps children avoid thinking 'lmnop' is a word.

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

NAME: _____

DATE: _____

4.1

Activity Page

Directions: Have students write the words that end in 's' pronounced /s/ under the /s/ header and the words that end in 's' pronounced /z/ under the /z/ header.

legs

pots

jets

pens

rats

bags

beds

hats

/s/ as in catss

/z/ as in dogss



rubs

taps

hits

sips

wins

sits

begs

tugs

/s/ as in naps



/z/ as in runs



Handwriting practice lines for the /s/ sound. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such rows available for practice.

Handwriting practice lines for the /z/ sound. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such rows available for practice.

NAME: _____

DATE: _____

4.2

Take-Home

Dear Family Member,

On the front and back of this page, have your student copy each word under the matching picture. If necessary, identify the pictures for your student.

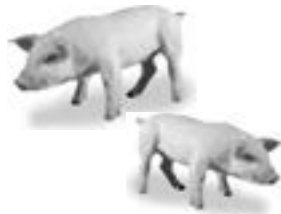
1.
cans



2.
desk



3. pigs



4.
crab



5. gift



6.
hand



NAME: _____

DATE: _____

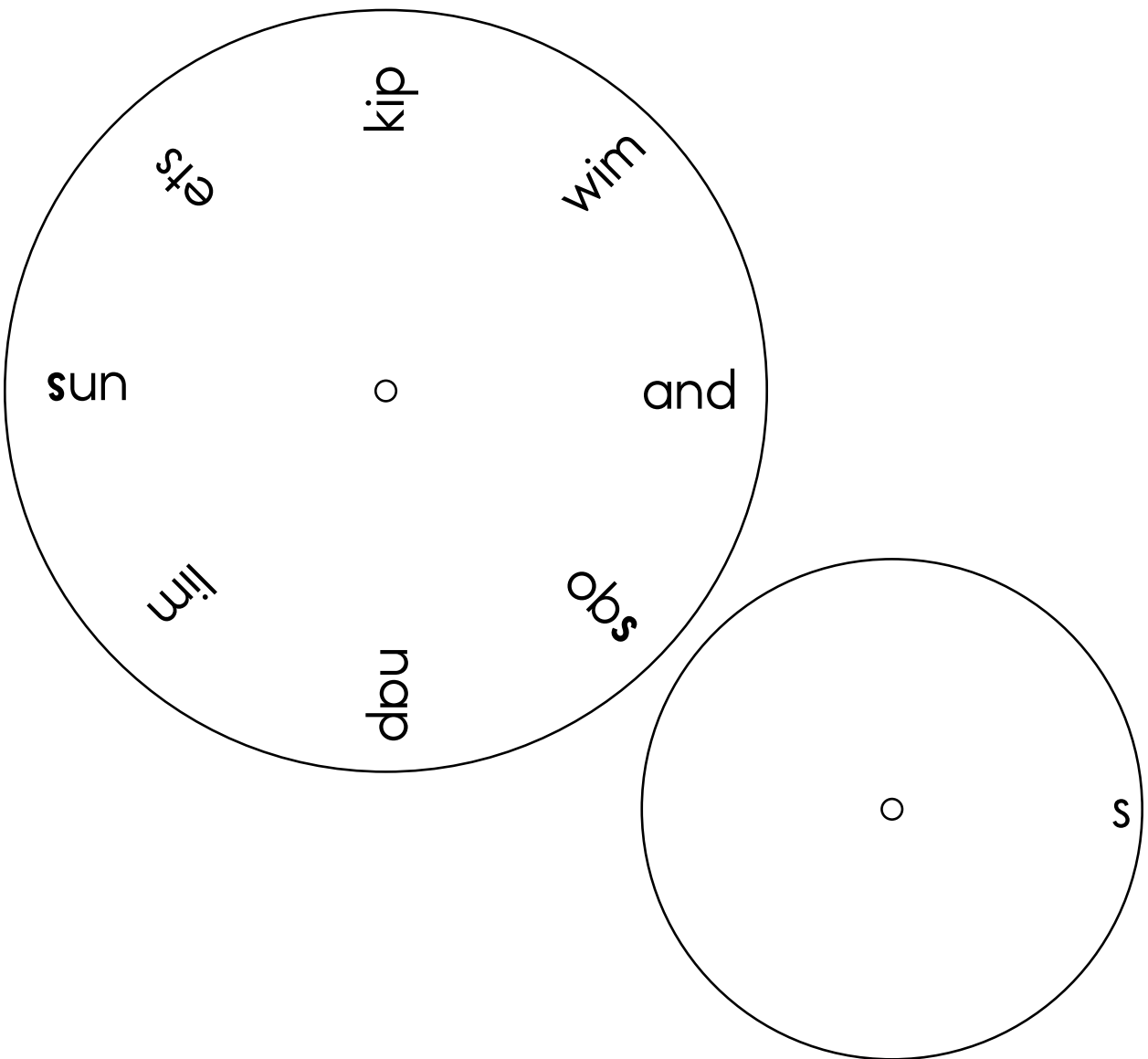
5.1

Take-Home

Dear Family Member,

Your student has been taught to read words with four sounds. These words contain consonant clusters (i.e., two consonant spellings that stand next to each other in a word). Consonant clusters are difficult to read at first. Encourage your student to read the groups of letters on the large circle by first saying the individual sounds and then blending the sounds to make “words.”

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. (If you do not have a brass fastener, write the letter ‘s’ in front of each group of letters and ask your student to read the word.)



NAME: _____

DATE: _____

6.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

is

1.

The



_____ red.

2.

The



_____ blue.

3.

The



_____ yellow.


4.

The



_____ yellow.

5. The  _____
_____ red.

6. The  _____
_____ yellow.

7. The  _____
_____ blue.

8. The  _____
_____ red,

yellow, and blue.

NAME: _____

DATE: _____

6.1
CONTINUED

Activity Page

are

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

1. The



and the



red.

2. The



and the



yellow.

3. The  and the 

_____ blue.

NAME: _____

DATE: _____

6.2

Directions: Have students write the dictated words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so that that the Tricky Word is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p><u>are</u></p> <p>The  and  <u>are blue.</u></p>	<p></p> <p>The  <u>is red.</u></p> <p>The  <u>is blue.</u></p> <p>The  <u>is yellow.</u></p>
<p><u>The</u>  and  <u>are yellow.</u></p> <p><u>The</u>  and  <u>are blue.</u></p>	<p><u>is</u></p> <p><u>The</u>  <u>is red.</u></p> <p><u>The</u>  <u>is blue.</u></p> <p><u>The</u>  <u>is yellow.</u></p>

NAME: _____

DATE: _____

7.1

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



Continue practicing singing the letter names using the chart below.

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

NAME: _____

DATE: _____

7.2

Take-Home

is, are

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1. The



_____ red.

2. Two



_____ yellow.

3. The three



and the



_____ blue.

4. The two



_____ yellow,

but the



_____ red.

NAME: _____

DATE: _____

8.1

Directions: Have students write the dictated words.

1.

2.

3.

4.

5.

6.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

7.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

8.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

9.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

10.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

NAME: _____

DATE: _____

8.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



Point to each letter and ask your student to provide the sound of the letter first and then the letter name. If your student has difficulty, you may want to make flash cards of these letters and practice a few each night.

m

a

s

e

c

p

z

i

t

h

n

NAME: _____


8.3


Take-Home

DATE: _____


I, is, are

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1. _____
_____ look at the  .

2. The  _____ blue.

3. _____
_____ look at a  .

4. The  _____ blue.

5. The



and the



_____ blue.

6.

look at the



and

the



.

7.

look at the



.

8. The




yellow.

NAME: _____

DATE: _____

8.3
CONTINUED

Take-Home

9. _____
_____ look at a  .

The  _____ yellow.

The  and the 

_____ yellow.

_____ look at the  and

the  .

NAME: _____

DATE: _____

9.1

Take-Home

Dear Family Member,

On the front and back of the activity page, have your student draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your student.

1. stamp



2. vest



3. steps



4. lamps



5. plant



6. nest



7. belt



8. pants



9. mask



NAME: _____

DATE: _____

10.1

Directions: Have students write the dictated words.

1.	_____	_____	_____	
	- - - - -	- - - - -	- - - - -	
	_____	_____	_____	
2.	_____	_____	_____	
	- - - - -	- - - - -	- - - - -	
	_____	_____	_____	
3.	_____	_____	_____	_____
	- - - - -	- - - - -	- - - - -	- - - - -
	_____	_____	_____	_____
4.	_____	_____	_____	_____
	- - - - -	- - - - -	- - - - -	- - - - -
	_____	_____	_____	_____
5.	_____	_____	_____	_____
	- - - - -	- - - - -	- - - - -	- - - - -
	_____	_____	_____	_____

6.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

7.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

8.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

9.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

10.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

NAME: _____

DATE: _____

10.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.



Point to each letter and ask your student to provide the sound of the letter first and then provide the letter name. If your student has difficulty, you may want to make flash cards of these letters and practice a few each night.

g

j

d

y

x

f

k

r

u

e

c

b

NAME: _____

DATE: _____

11.1

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

big

1. The



is

2. The



is

3. The





and the



are

little

1. The  is _____.

2. The  is _____.

3. The  and the 

are _____.

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so the Tricky Word is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p>The  is little.</p> <p>The  is little.</p> <p>little</p>	 <p>are big. </p> <p>The  and the</p>
<p>The  and the</p> <p> are little.</p>	<p>big</p> <p>The  is big.</p> <p>The  is blue.</p>

Have your student sing the ABC song and write the missing letters as they sing.

a

b

—

d

e

f

g

h

—

j

k

l

—

n

o

p

q

r

s

—

u

v

—

x

y

z

NAME: _____

DATE: _____

12.1

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit's mom gets up at six.



Kit's mom gets dad up.

Kit's mom gets Kit up.



Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.



Have your student sing the ABC song and write the missing letters as they sing.

a

—

c

d

e

—

g

h

i

—

k

l

—

n

o

p

—

r

s

t

u

—

w

x

y

—

NAME: _____

12.2

Take-Home

DATE: _____

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

I, is, are, little, big

1.

look at the



and the



2.

look at the



and the



3. The two _____ big,



but the blue _____ little.



4. The _____ and the _____



little, but the



big.

NAME: _____

DATE: _____

12.2


CONTINUED


Take-Home

I, is, are, little, big

5. _____
_____ look at the blue  .

6. _____
_____ look at the yellow  .

7. _____
_____ look at the  .

and the _____
_____  .

NAME: _____

DATE: _____

13.1

Take-Home

is, are, big, little

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

The



_____ red and

_____.

2.

The



_____ blue and

_____.

3.

The



blue

and

4.

The



and the



NAME: _____

DATE: _____

14.1

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit had red pants.

Kit's pants got lost at camp.



Kit's mom got mad at Kit.

Kit's mom can't stand lost pants.



Have your student sing the ABC song and write the missing letters as they sing.

a

—

c

d

e

—

g

h

i

—

k

l

—

n

o

p

—

r

s

t

u

—

w

x

y

—

NAME: _____

DATE: _____

15.1

milk	fist
stump	tent



_____	_____
-----	-----
_____	_____



_____	_____
-----	-----
_____	_____

Directions: Have students write each word under its matching picture.

crib

bugs

lamp

stamp





NAME: _____

DATE: _____

15.2

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.



Sing the ABC song with your student encouraging them to write each letter on the blank. Be sure your student writes lower case letters, in alphabetical order.

A large rectangular box containing four rows of horizontal lines for handwriting practice. Each row consists of seven dashed lines, providing a guide for letter height and placement.

NAME: _____

DATE: _____

16.1

Directions: Have students write the dictated words.

1.

2.

3.

4.

5.

6.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

7.

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

8.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

9.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

10.

_____	_____	_____	_____	_____
-----	-----	-----	-----	-----
_____	_____	_____	_____	_____

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

Your student has been taught to read words with four and five letters. These words contain consonant clusters (i.e., two consonant spellings that stand next to each other in a word). Encourage your student to read the words by first saying the individual sounds and then blending the sounds to make words. Help your student cut out the word cards. Show the cards to your student and have your student read them aloud. You may also read the words aloud and have your student write the sounds down, one at a time. Please keep these cards for future practice. Note: The 's' is bolded in some words because it is pronounced /z/. Your student has learned about this in class.

skip	clips	frogs
helps	swim	rest
stamp	plans	tags
spot	fast	print



NAME: _____

17.1

Assessment

DATE: _____

Directions: Have students circle the dictated letters.

1. d a b

2. h f i

3. x k q

4. g y j

5. w n m

6. e c o

7. o a c

8. j f y

9. h r m

10. u n v

11. p d g

12. q k t

NAME: _____

DATE: _____

17.2

Assessment

Directions: For each pair of words spoken, have students circle the thumbs up if the words rhyme and the thumbs down if the words do not rhyme.

1.  

2.  

3.  

4.  

5.  

6.  

NAME: _____

DATE: _____

17.3

Assessment

Student Record Sheet

Unit 6 Assessment

	Word						Total Phonemes Correct
1.	fist	/f/	/i/	/s/	/t/		_____ (4)
2.	plum	/p/	/l/	/u/	/m/		_____ (4)
3.	step	/s/	/t/	/e/	/p/		_____ (4)
4.	plant	/p/	/l/	/a/	/n/	/t/	_____ (5)
5.	drop	/d/	/r/	/o/	/p/		_____ (4)
6.	help	/h/	/e/	/l/	/p/		_____ (4)
7.	crust	/c/	/r/	/u/	/s/	/t/	_____ (5)
8.	swim	/s/	/w/	/i/	/m/		_____ (4)
9.	sand	/s/	/a/	/n/	/d/		_____ (4)
10.	spot	/s/	/p/	/o/	/t/		_____ (4)

Initial Clusters _____/7

Final Clusters _____/5

Total Correct _____/42

NAME: _____

DATE: _____

17.4

Assessment



fat

cat

mat

hat

1.

fit

hit

mist

fist

2.

glum

plum

punt

bum

3.

stop

stub

stab

step

4.

plan

pant

plant

plug

5.

drop

drip

drug

drab

6. hip held help helm

7. crank rust crisp crust

8. swum swam swig swim

9. stand sand stab sad

10. spot spit spat spam

Total Points _____ /10

NAME: _____

DATE: _____

17.5

Activity Page

Directions: Have students draw a line from each word on the left to the matching picture.

1. twig



2. crab



3. pond



4. desk



5. frog



NAME: _____

DATE: _____

17.6

Directions: On the front and back of this page, have students copy each word under the matching picture. If necessary, identify the pictures.

1. nest



2. tent



3. lamp



4. plant



5. mask



6. sled



NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 's' pronounced /z/ under the /z/ header.

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in cats



/z/ as in dogs



clams

nests

twins

crops

drums

ramps

hands

tents

/s/ as in catss



/z/ as in dogss



Handwriting practice lines for the /s/ sound. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for practice.

Handwriting practice lines for the /z/ sound. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for practice.

NAME: _____

DATE: _____

PP.2

Activity Page

plants rust twist

print raft

gift jump

next stop

hand belts sand

fast west drum

band

dust

went

NAME: _____

DATE: _____

PP.3

Activity Page

Running Record for “Pip’s Cats”—As the student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

Pip’s Cats

Pip is Kit’s pal.

Pip has six cats.

Pip’s cats got in mud.

Pip’s cats left mud on his rug.

Pip’s mom got mad.

Number of misread words: _____/25

Notes:

NAME: _____

DATE: _____

PP.4

Activity Page

Running Record for “Vic Gets Lost”—As the student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

Vic Gets Lost

Pip’s cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip’s lap.

Pip felt glad.

Number of misread words: _____/22

Notes:

NAME: _____

DATE: _____

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story aloud to you and talk about the events in the story. If your student has difficulty reading a word, encourage your student to blend the word letter by letter to read it.

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”

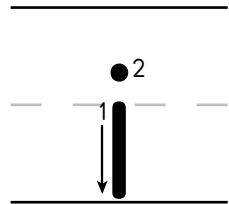
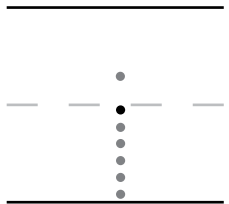
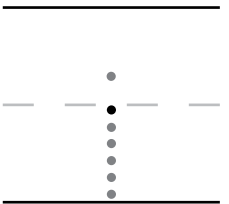
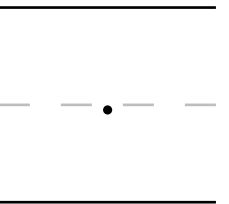
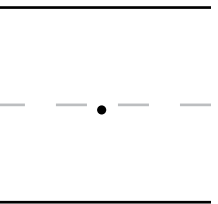
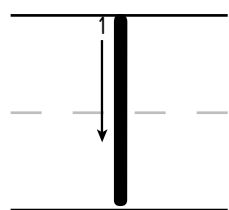
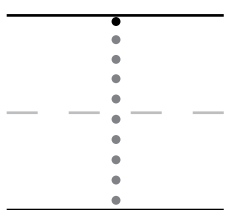
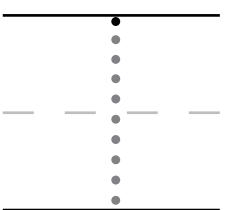
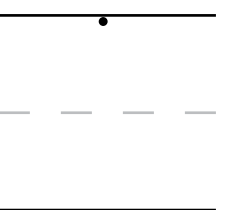
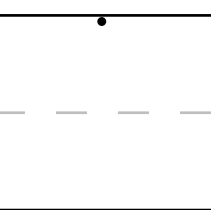
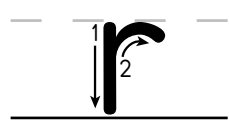
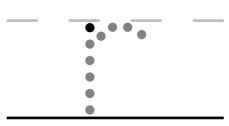
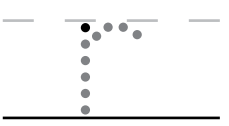
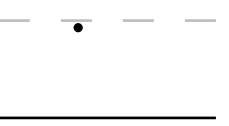
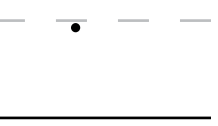
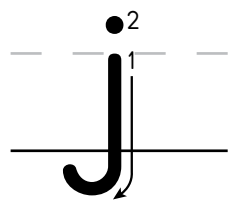
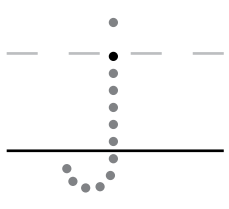
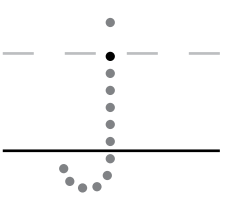
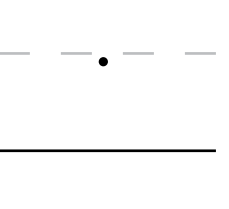
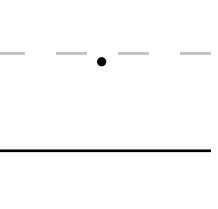
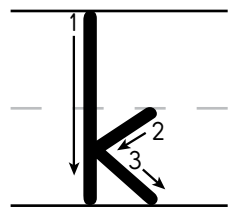
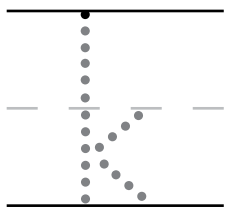
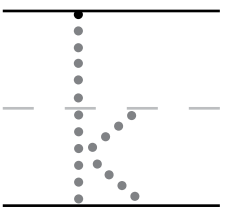
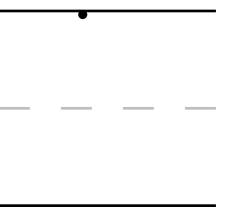
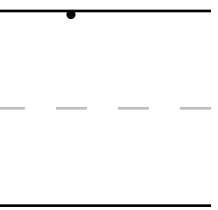


NAME: _____

DATE: _____

PP.6

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

i i i i i

J J J J J

r r r r r

j j j j j

k k k k k




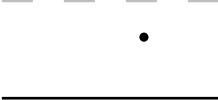




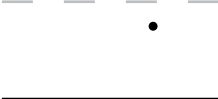




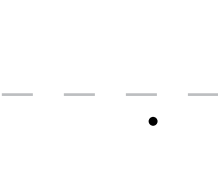
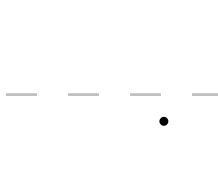
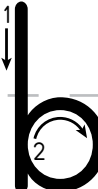


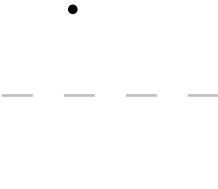
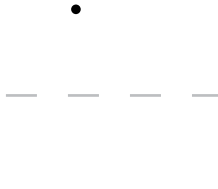



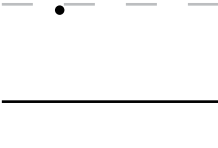
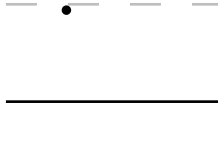

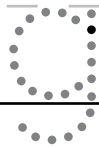
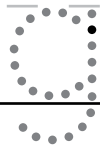
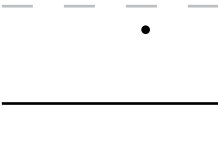
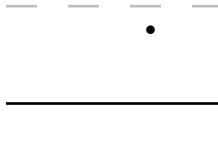
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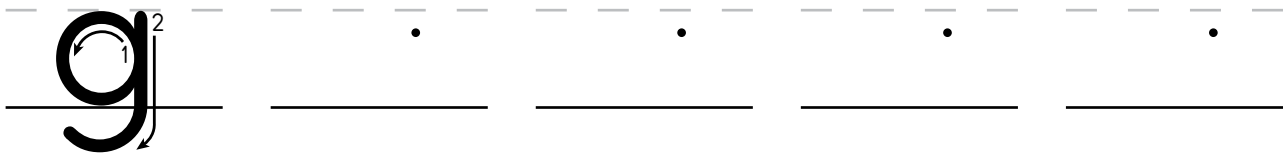
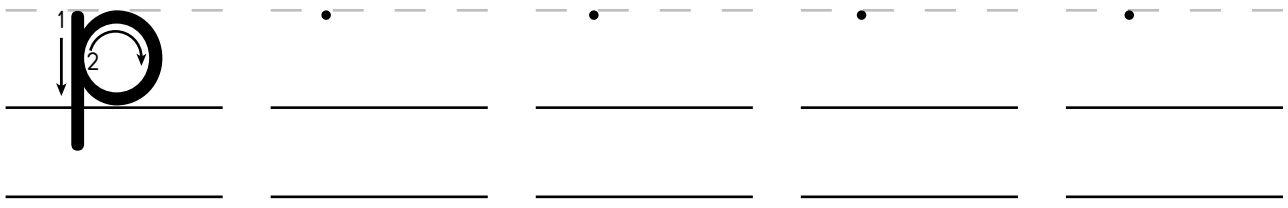
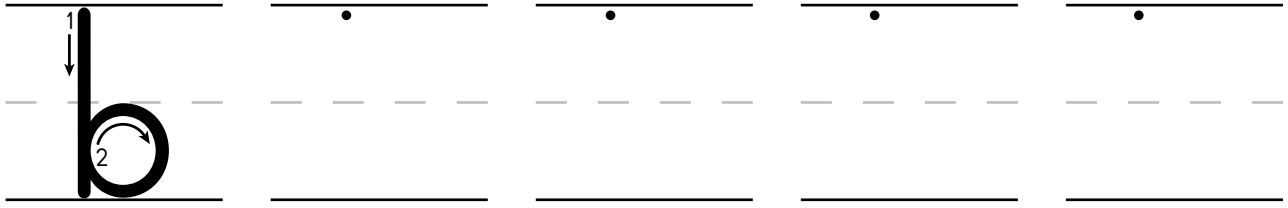
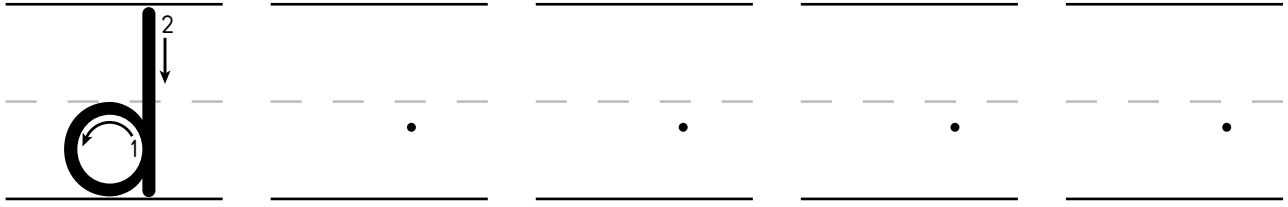
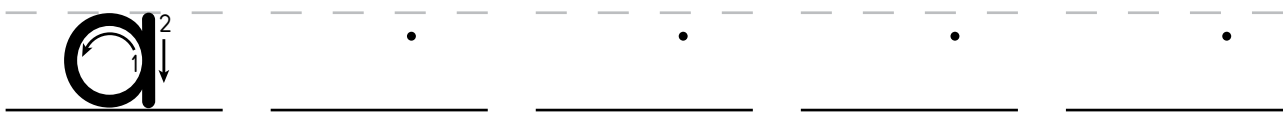
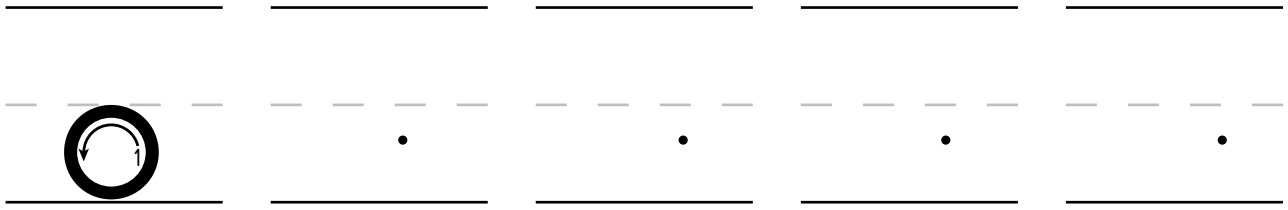
DATE: _____

PP.7

Activity Page

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.



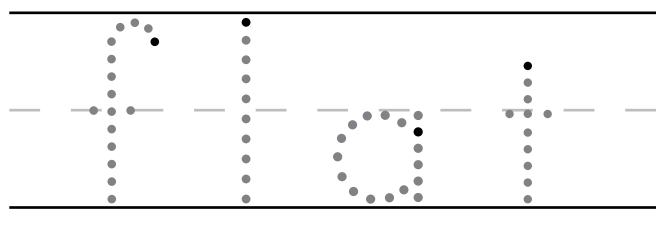
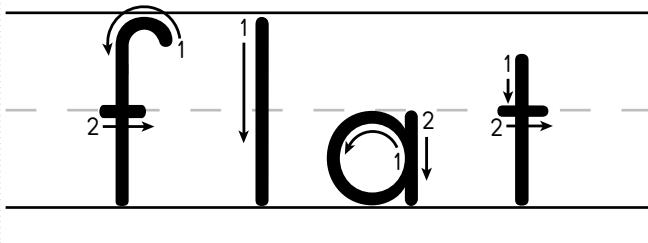
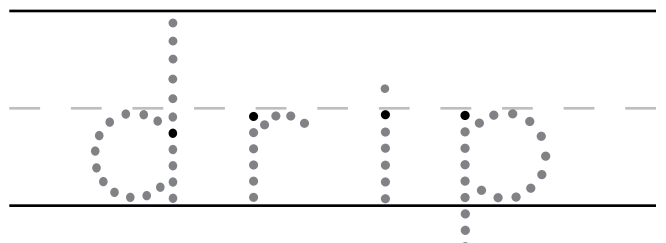
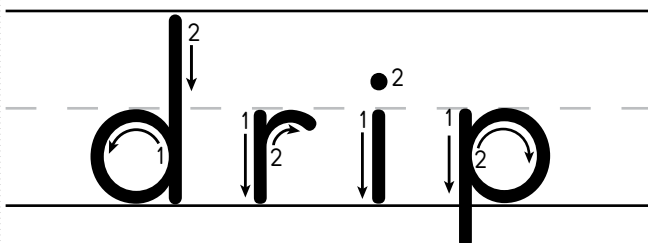
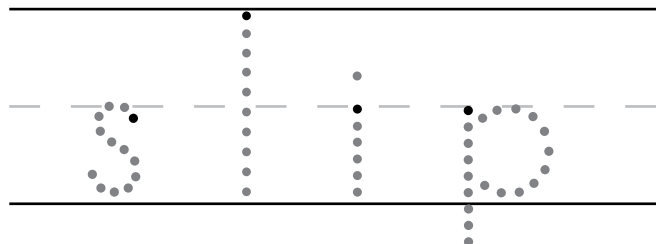
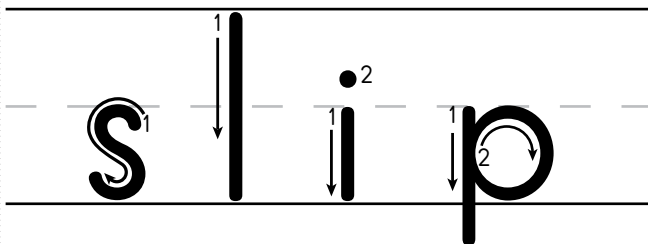
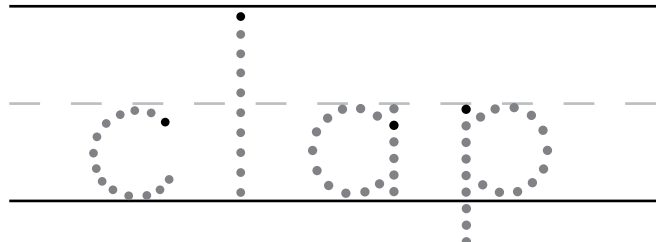
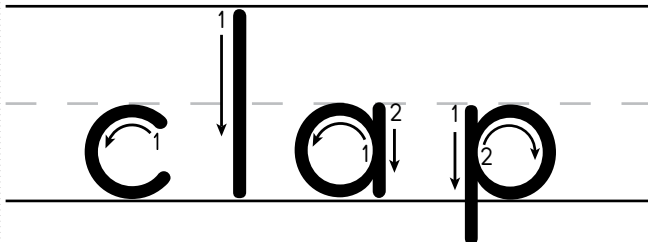
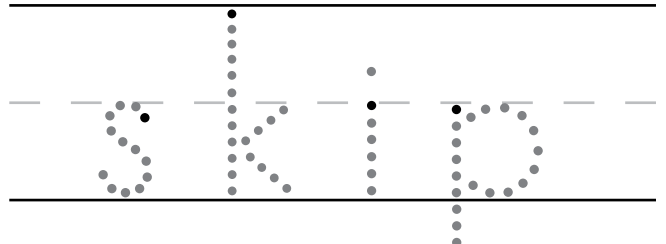
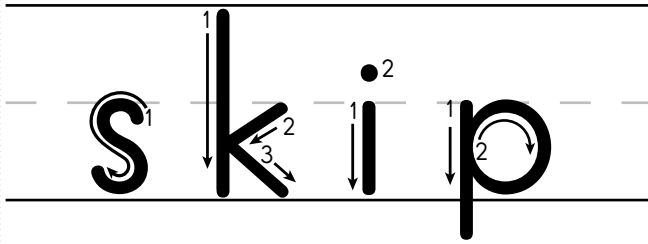
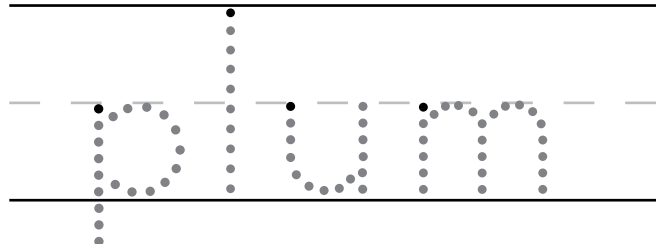
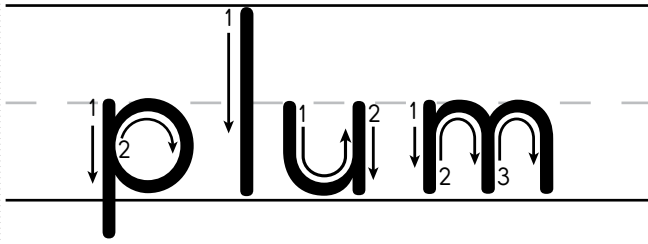
NAME: _____

PP.8

Activity Page

DATE: _____

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.



p l u m

•
• • •

s k i p

•
• • •

c l a p

•
• • •

s l i p

•
• • •

d r i p

•
• • • •

f l a t

•
• • •

NAME: _____

PP.9

Activity Page

DATE: _____

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

l i p s

l i p s

g i f t

g i f t

j e t s

j e t s

k i d s

k i d s

l a m p

l a m p

r e s t

r e s t

l i p s

l i p s

g i f t

g i f t

j e t s

j e t s

k i d s

k i d s

l a m p

l a m p

r e s t

r e s t

NAME: _____

PP.10

Activity Page

DATE: _____

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

crisp

crisp

plant

plant

slump

slump

drops

drops

twigs

twigs

belts

belts

crisp

crisp

plant

plant

slump

slump

drops

drops

twigs

twigs

belts

belts

NAME: _____

DATE: _____

PP.11

Activity Page

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. hot

bug

2. bed

can

3. sit

pot

4. hug

red

5. man

fit

6. bump

trip

7. test

land

8. spent

grump

9. stand

tent

10. flip

best

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