

8

Kindergarten

Skills 8 | Activity Book

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Activity Book

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Skills 8

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 8. 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


Activity Page


funny


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

1. The e  is _____ .

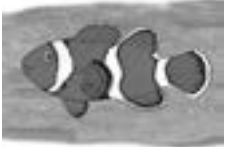
2. The e  is _____ .

3. The e  is _____ .

4. The e  is _____ .

5. The e  and

the e  are

6. The e  and

the e  are

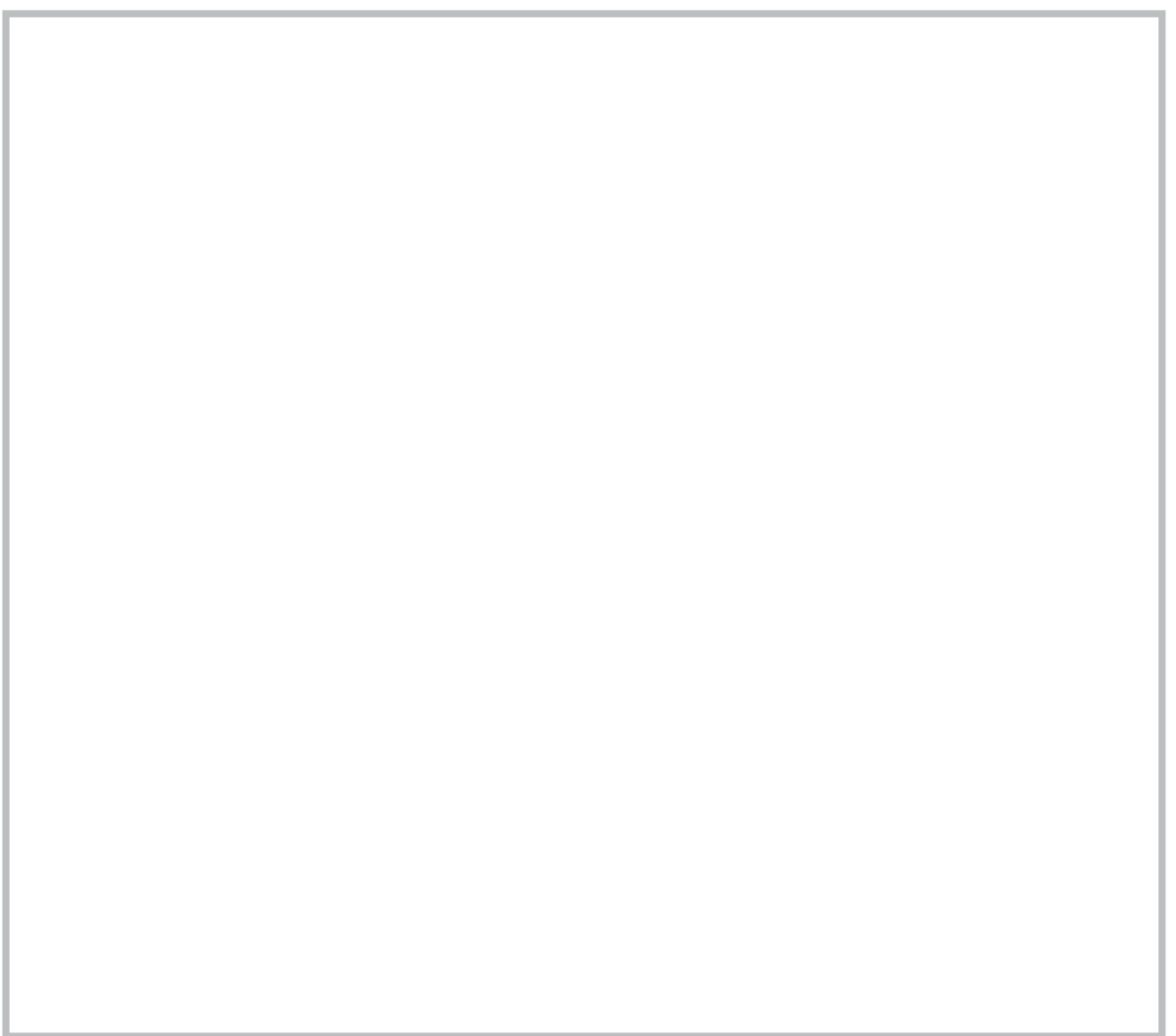
NAME: _____

DATE: _____

1.2

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

pond



NAME: _____

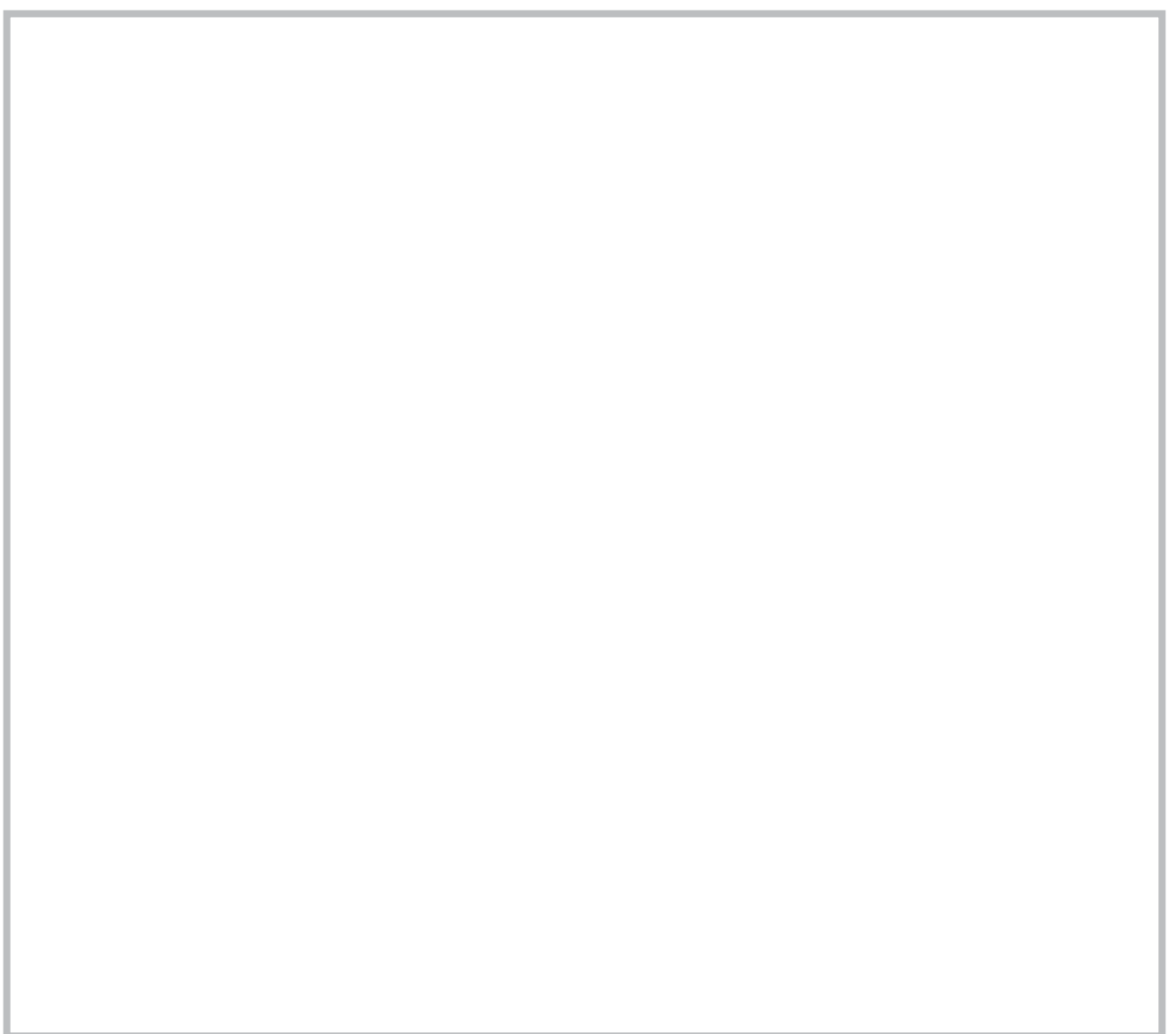
DATE: _____

1.3

Activity Page

rod

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



NAME: _____

DATE: _____

1.4

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so the Tricky Word *funny* 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.



I look at



I look at



I look at

The  and

the  are

funny.

funny

I look at

the funny



NAME: _____

DATE: _____

2.1

Activity Page

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

all

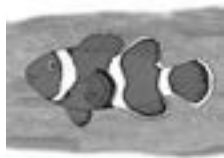
1. I can look up at _____

the _____



2. I can look down at _____

the _____



in the _____



3. I look at _____ the _____

in the _____



4. I look at _____ the



in the _____ .



5. Mom can look at _____

the _____ in the _____ .



NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

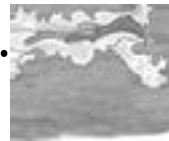
Have your student cut out the mini book along the dotted line. Fold twice so that the Tricky Word *all* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.



in the



I look at all the



in the



I look at all the

I can look at all the



in the



all

I look at

all the



NAME: _____

DATE: _____

3.1

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.

NAME: _____

DATE: _____

3.2

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

snip

NAME: _____

DATE: _____

3.3

Take-Home

Dear Family Member,

Your student has been taught to read the Tricky Words *funny* and *all*. Tricky words are difficult to read and spell because they do not follow the letter-sound correspondences your student has been taught. The tricky parts of these words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your student to cut out the word cards on this page and the picture cards on the next page. Have your student arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.



all

funny

I

of

thee

a

are

out

little

downn

look

blue

yelloww

one

two

at

and

is

NAME: _____

DATE: _____

3.3
CONTINUED

Take-Home



NAME: _____

DATE: _____

5.1

Activity Page

of

from

all

Directions: Have students write a word from the box to complete each sentence.

1. Stan got theo best gift

_____ his mom.

2. Chad put _____

theo frogs in theo pond.

3. Theo man had ham and a bag

_____ chips.

of

funny

the

4. The little kids are _____ .

5. The king slept on a bed

_____ quilts.

6. Stan had all _____ chips.

NAME: _____

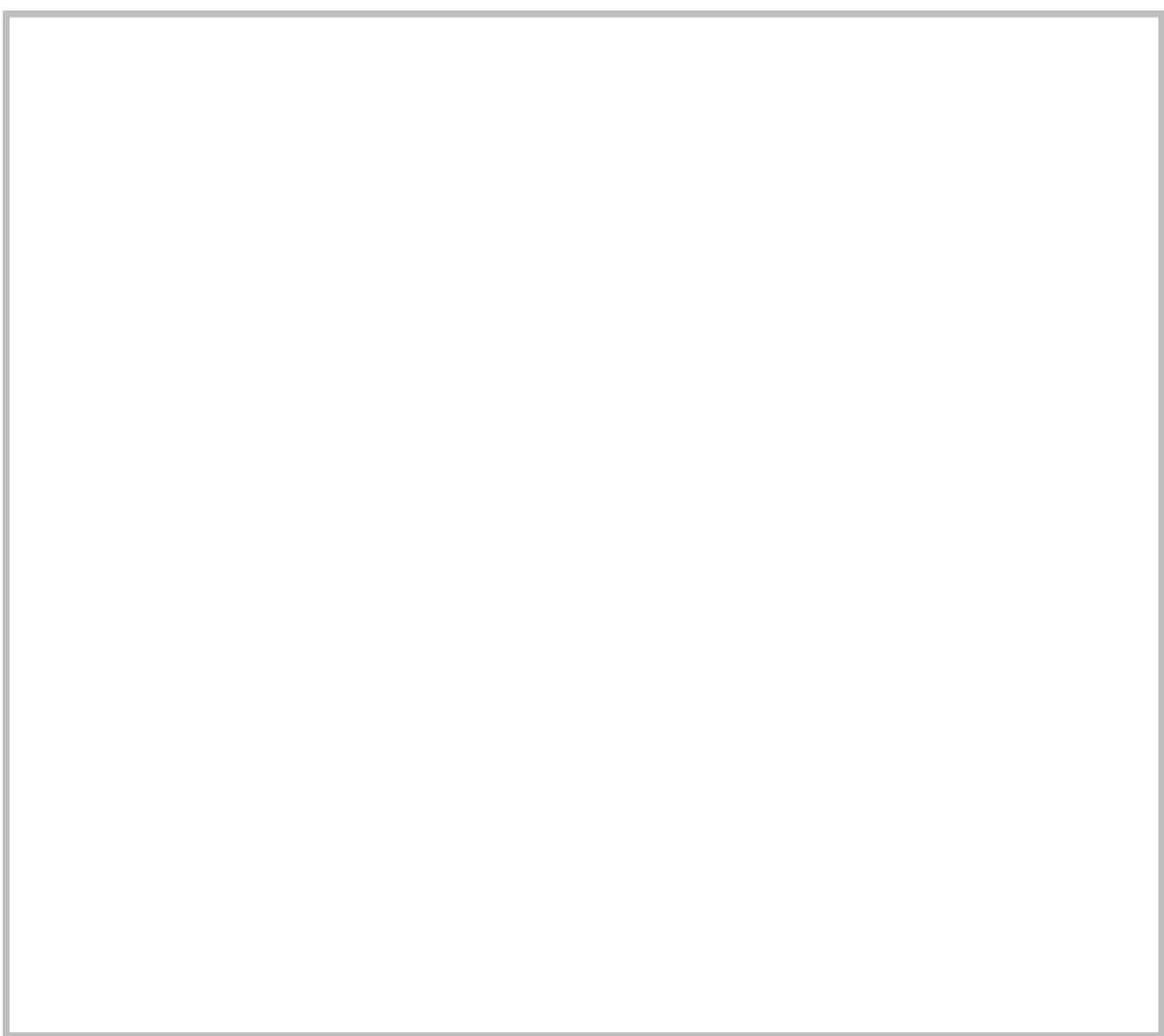
DATE: _____

5.2

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

yelp



NAME: _____

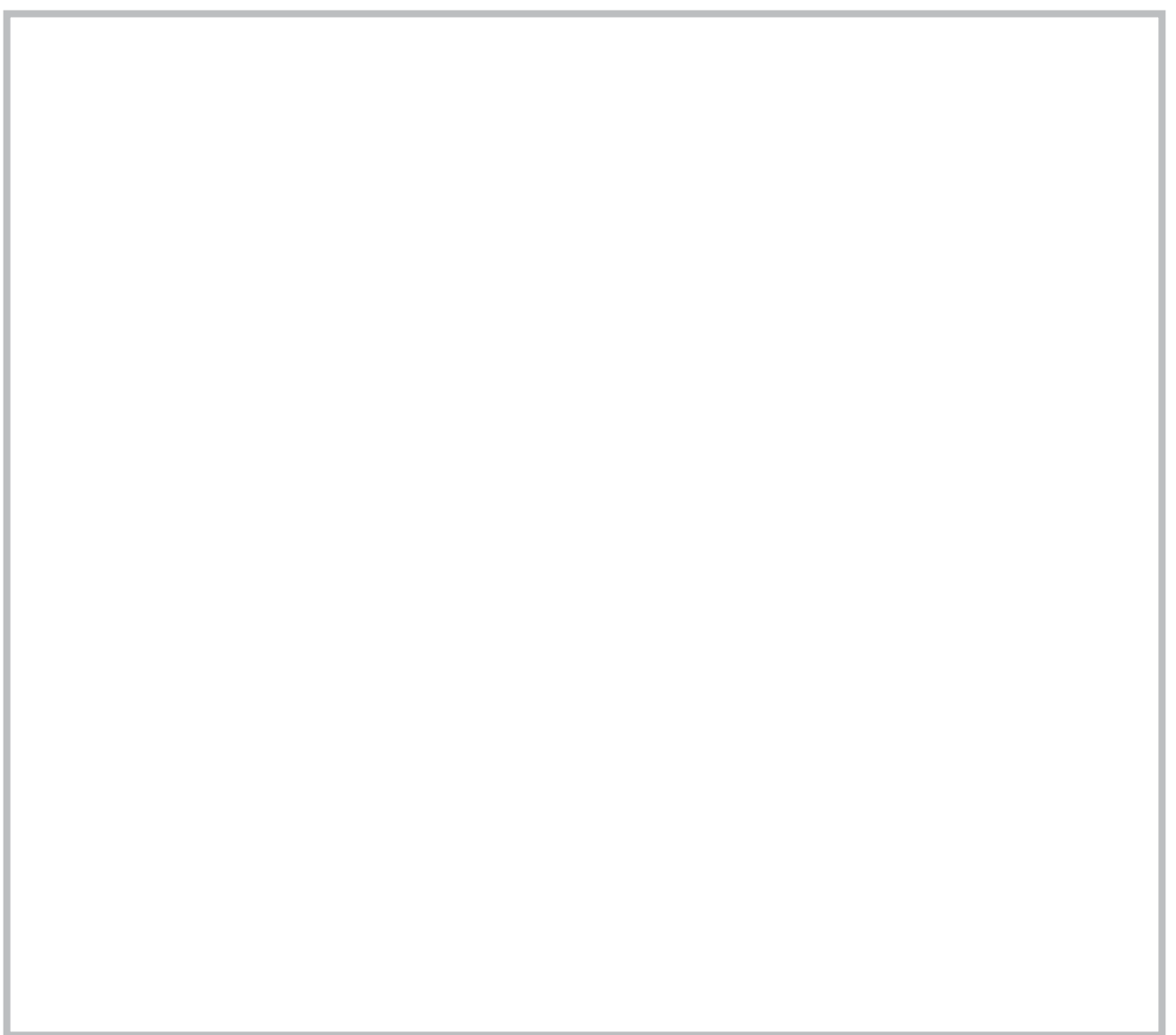
DATE: _____

5.3

Activity Page

chomp

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



NAME: _____

DATE: _____

5.4

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Sam and the Fish

This is Sam.



Sam and his dad fish in a pond.

Sam's dad brings a rod.

Sam brings a net.



Sam and his dad sit and sit.

Then, zap!

Sam's dad gets a fish.

Thefish jumps.

Thefish twists and swims.

Sam's dad tugs on therod.



Thefish swims past Sam.

Sam swings his net.

Sam lifts up thenet.

Thefish is in thenet!

Sam and his dad grin.



NAME: _____

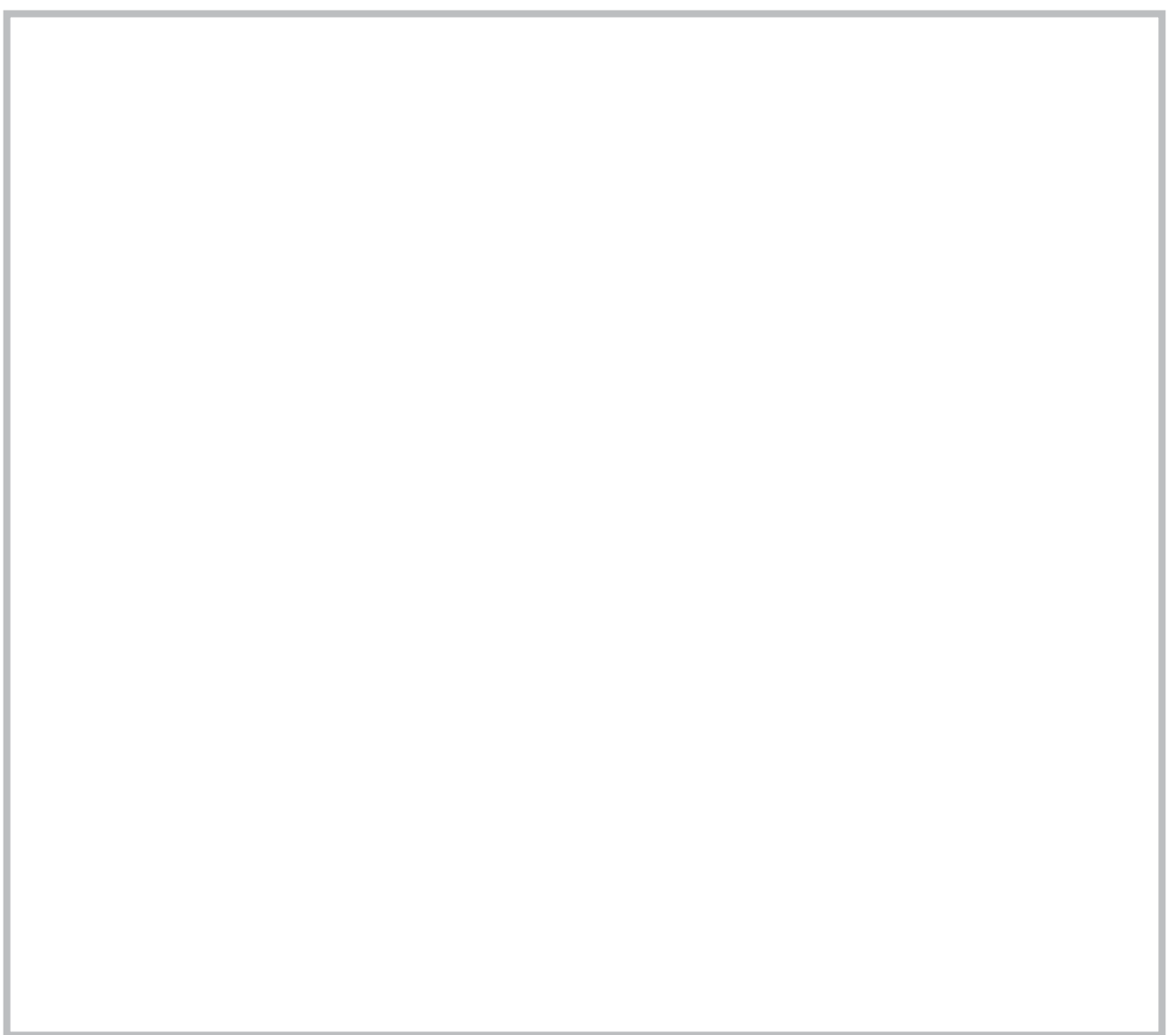
DATE: _____

6.1

Activity Page

task

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

trim



NAME: _____

DATE: _____

6.2

shrub

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Fun at the Pond

Sam is at the e pond with his pals.

Six frogs rest in the e wet mud.

Sam runs at the e frogs.

The e frogs hop in the e pond.

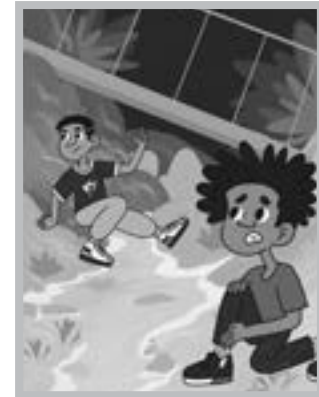


Sam's pal, Chad, finds a bat.

The e bat gets mad at Chad.

The e bat flaps at Chad's hands.

Chad drops the e bat.



Jen lifts up a log and spots a bug.

The e bug is long with lots of legs.

The e bug runs and digs in the e sand.

The e pond is lots of fun.



Please ask your student to read the following phrases to you, paying special attention to the Tricky Words. If your student needs more practice with Tricky Words, please review the words with flashcards or have your student read the words several times.

1. the funny dog
2. one funny frog
3. a funny fish
4. all of the shrubs
5. lots of fun
6. one cat from the box
7. a gift from Tim
8. all of the jobs from the list

NAME: _____

DATE: _____

7.1

1. one can of trash



2. all six of the men



3. a funny kid



4. one funny dog



5. the box of quilts



6. all of the kids



NAME: _____

DATE: _____

8.1

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.

5.

6.

NAME: _____

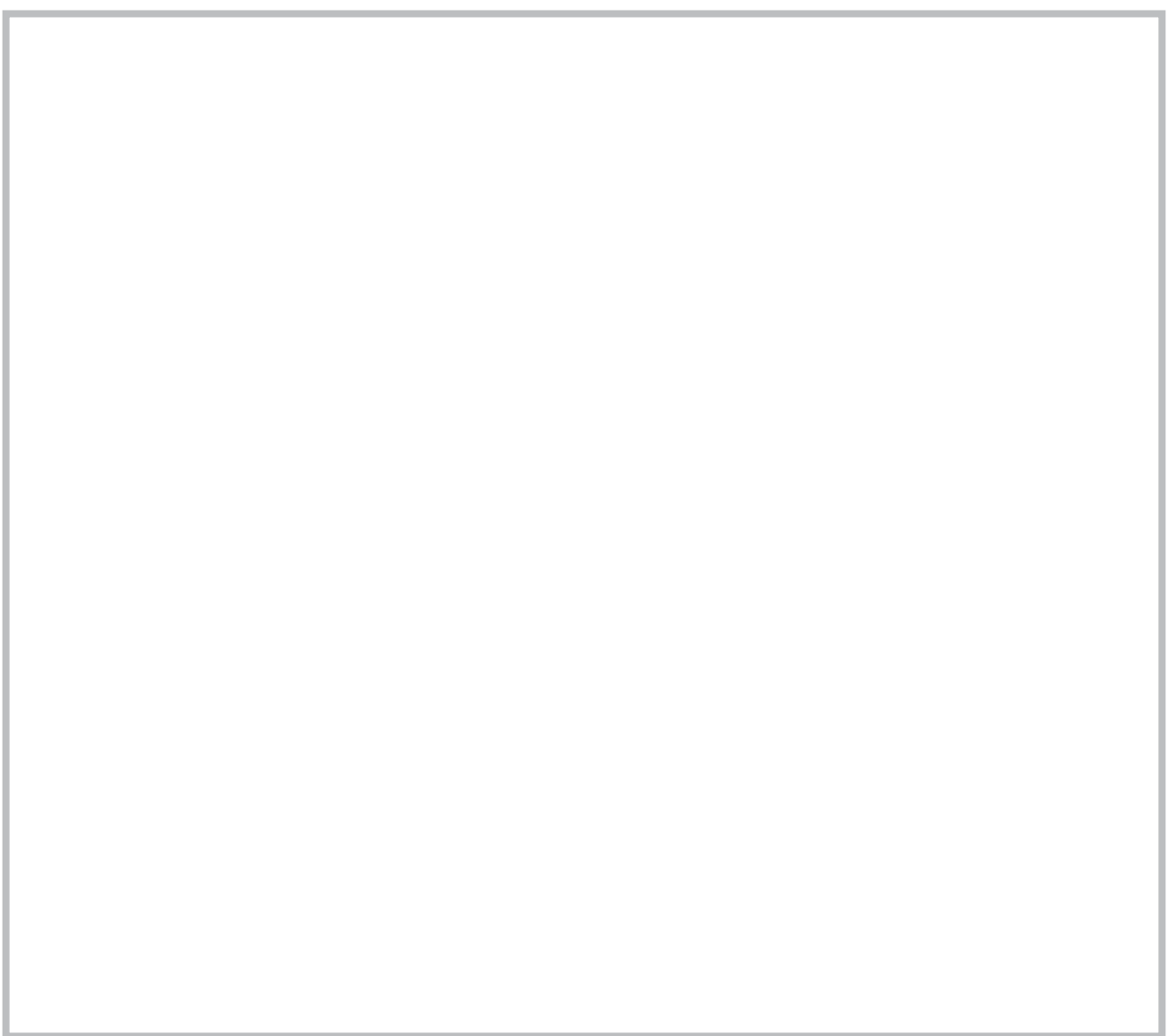
DATE: _____

8.2

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

cab



NAME: _____

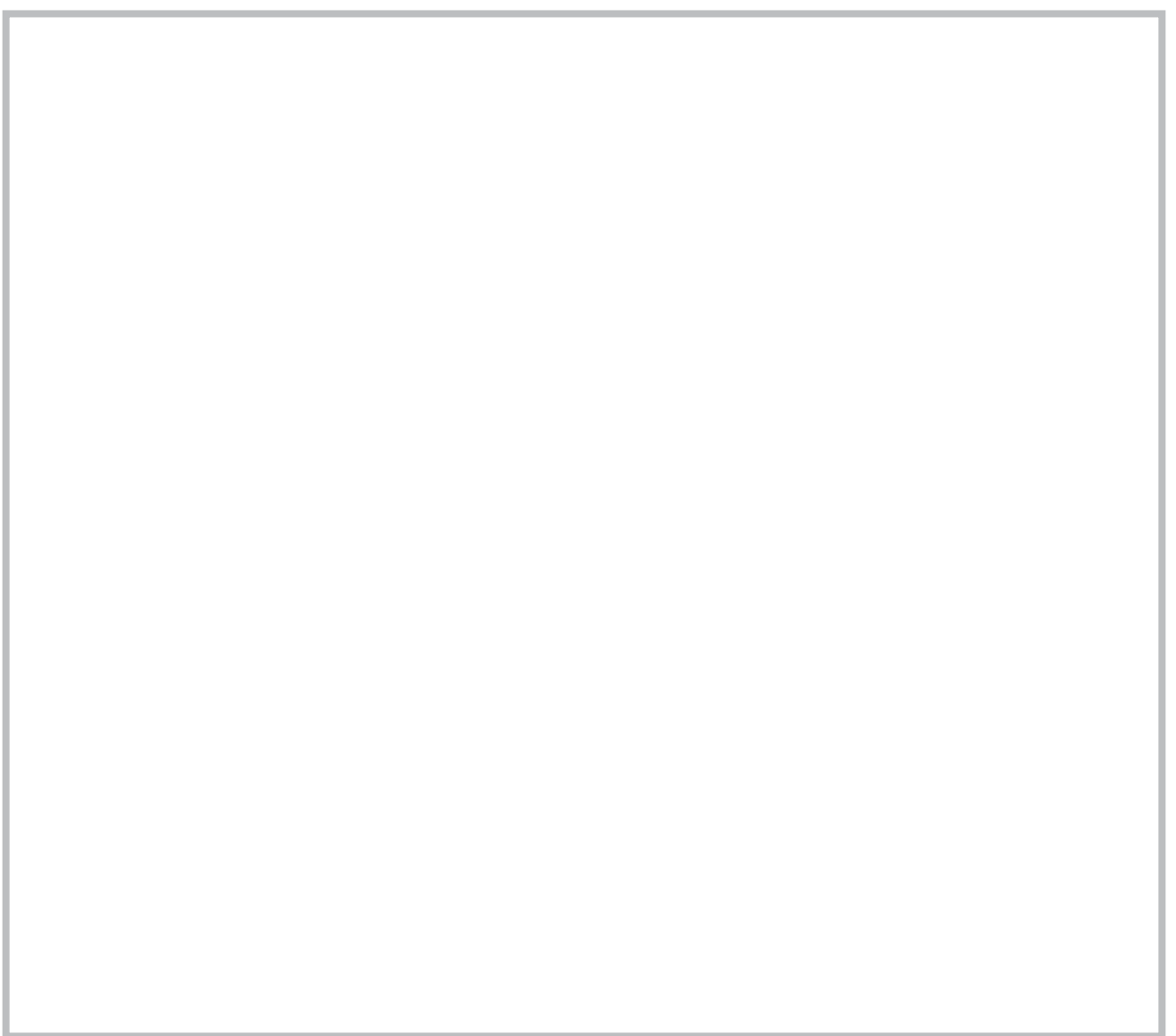
DATE: _____

8.3

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

dents



NAME: _____


DATE: _____

8.4

Take-Home

Dear Family Member,

Your student has been taught to read Tricky Words *from* and *was*. Tricky Words are difficult to read and spell because they do not follow the letter-sound correspondences your student has been taught. The tricky parts of these Tricky Words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your student to cut out the word cards. Have your student arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.



from	was	all
funny	the	a
are	out	little
down	look	blue
yellow	one	two
of	in	three
fresh	lots	wet
spot	shrubs	pants
pond	dogs	scrub

NAME: _____

DATE: _____

9.1

Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



a kid with a pig

a gift from a kid

2.



one funny fish

ten funny fish

3.



I sip from the cup.

I sip from the can.

4.



splash from a pond

splash from a bath

5.



all of the chips

all of the plums

6.



the the kid was mad

the the kids are mad

7.



out of the the bag

out of the the cup

8.

1 + 1

ten plus ten

one plus one

9.



all of the the little ants

all of the the plants

10.



the the kid was in bed

the the kids are in bed

NAME: _____

DATE: _____

9.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



This is Sam's dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the mud.



This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.



This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on bugs.

King Tut runs from Tim.



NAME: _____

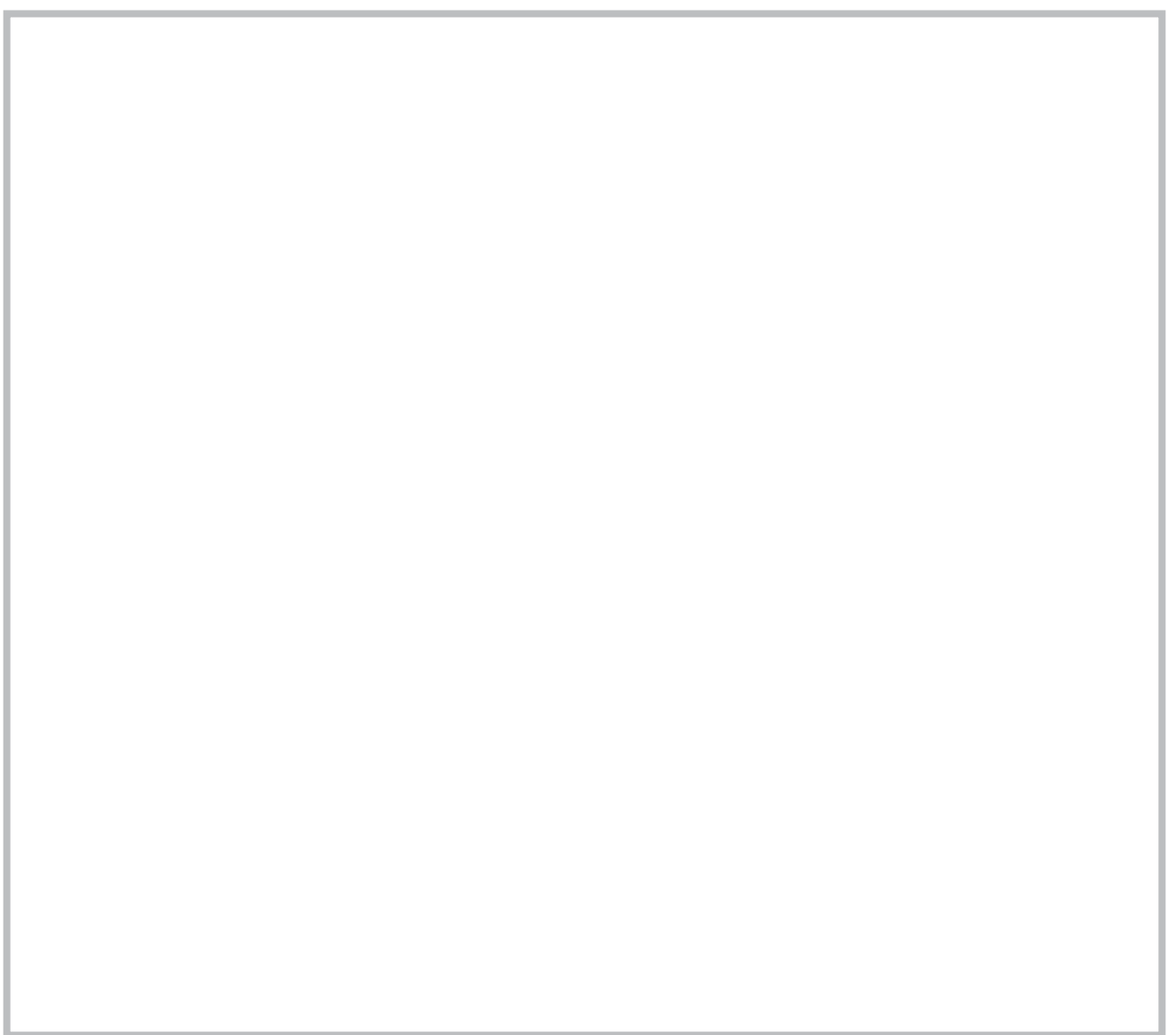
DATE: _____

10.1

Activity Page

hill

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



NAME: _____

DATE: _____

10.2

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

rock

kit

crab

cup

duck

back

as in cat

as in kid

as in luck

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

NAME: _____

DATE: _____

10.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.



Sam helps his dad trim shrubs.

Snip, snip, snip.

Theu sun is hot.

Sam gets hot.



Sam spots a fan on theu rug.

Sam flops on theu rug and naps.

Then his mom spots him.

Sam's mom taps him with
theu mop.

Sam jumps up. Sam picks up
theu mop.



NAME: _____

DATE: _____

11.1

Activity Page

Directions: Have students fill in the blanks while the phrases are read aloud.

1. _____ kids

2. _____ thin man

3. gift _____ Sam

4. Sun _____ hot.

5. hug _____ mom

6. lots _____ fish

7. Dad _____ glad.

8. _____ dogs run.

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

Have your student write the word from the box to complete each sentence and then read the sentence aloud.

was

1. I _____ in

the  .

2. Mom _____ in

the  .

3. Dad _____ in

the



.

4. The dog _____ in

the



.

5. The _____ in

a



.

NAME: _____

DATE: _____

12.1

print

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

12.2

Take-Home

Dear Family Member,

Your student has been taught to read words with double-letter spellings. We have included 'ck' with the double-letter spellings because both letters stand for the sound /k/. Similarly, as in the word *puff*, both of the letters 'f' stand for the single sound /f/. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Extension: Read the words aloud and have your student write the sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.



puff

buzz

hiss

quack

yells

fizz

class

mitt

eggs

sniffs

odd

thick

NAME: _____

DATE: _____

13.1

Activity Page

Directions: For each statement, have students circle the thumbs-up icon if the statement is true and the thumbs-down icon if the statement is false.

1. One kid in class has wings.



2. Trash cans smell bad.



3. Milk is from hens.



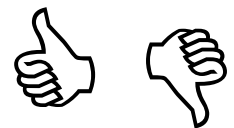
4. The best snack is grass.



5. All the kids in the class can grin.



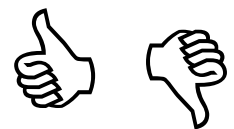
6. Milk is black.



7. Trucks cost one buck.



8. This was fun.



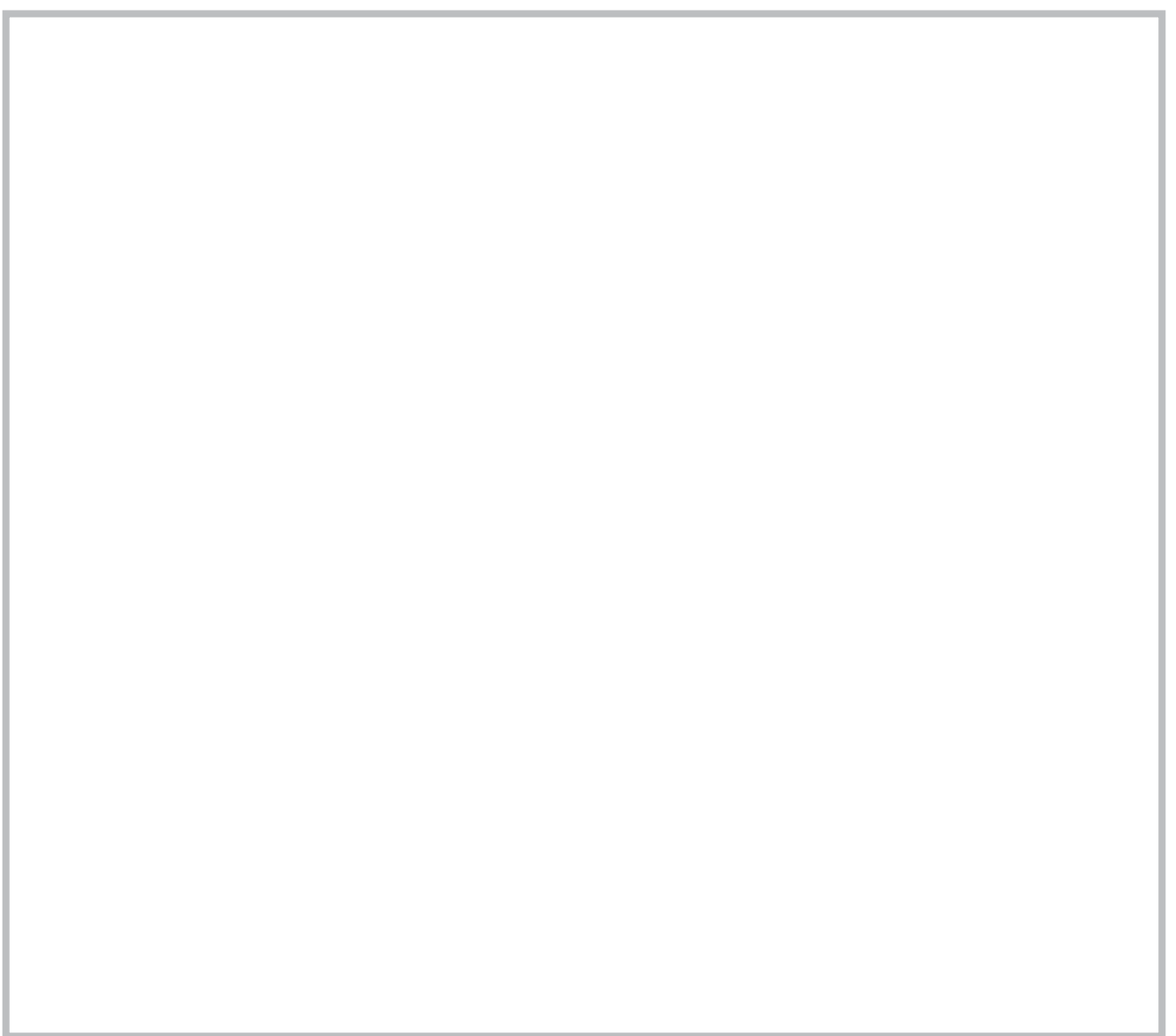
NAME: _____

DATE: _____

13.2

chills

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



NAME: _____

DATE: _____

13.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

The Van

Sam's mom has a van.

Sam is in the van.



Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.



Then, slam!

The van hit the land.

Crash! Smash! Crunch!

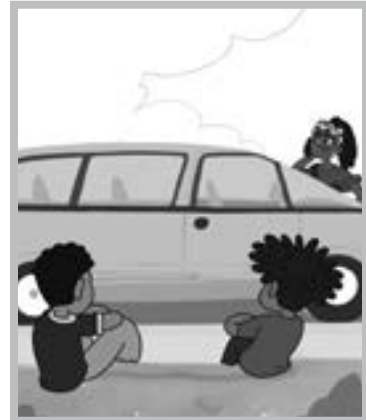
Snap! Pop!



The van was was bent.

The van had lots of dents.

The van did not run.



Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"



NAME: _____

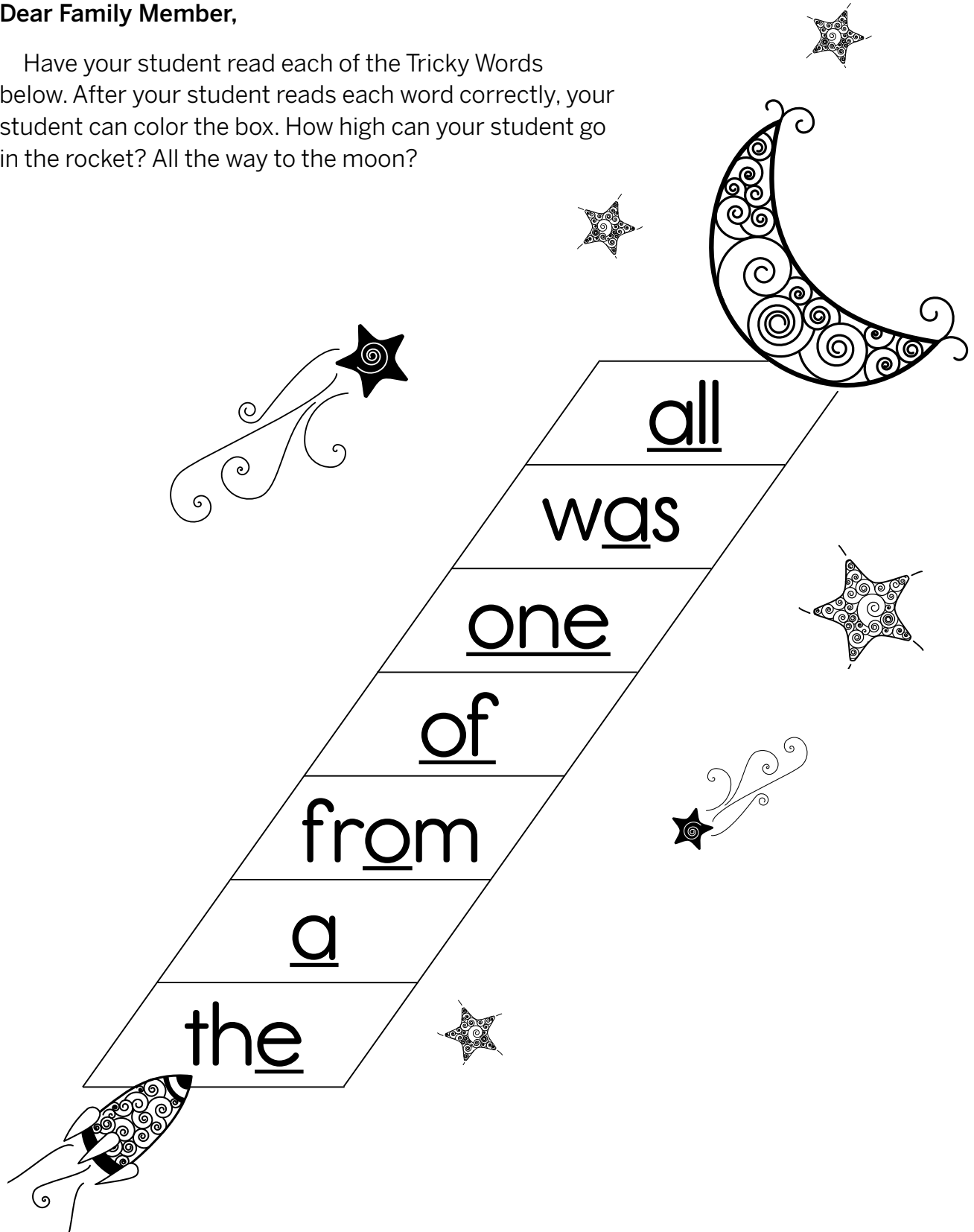
DATE: _____

13.4

Take-Home

Dear Family Member,

Have your student read each of the Tricky Words below. After your student reads each word correctly, your student can color the box. How high can your student go in the rocket? All the way to the moon?



NAME: _____

DATE: _____

14.1

Activity Page

Directions: Have students draw a line from each phrase to its matching picture.

1. trash smells



2. one sock



3. duck quacks

$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

4. add it up



5. one shell



6. a bat and a mitt



7. the sick kid



8. milk in a glass



9. the kid yells



10. one egg in a pan



NAME: _____

DATE: _____

14.2

Activity Page

cliff

egg

well

dress

duck

clock





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

hill

kiss

add

rock

shell

truck



1 + 1



NAME: _____

DATE: _____

14.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

On the Bus

Thevan is in thefix-it shop.

Sam's mom must get on thebus.

Thebus pulls in at thebus stop.

Sam's mom gets on and sits in back.

Thebus bumps up thehill.

Sam's mom hangs on with one hand.



Sam's mom rings thebell.

Thebus stops at thenext stop.

Sam's mom gets off.



NAME: _____

DATE: _____

15.1

Assessment

Student Summary Sheet

Teacher Directions: Record the scores of each assessment on this sheet. Retain the sheet and the Assessment activity pages completed by the student in the student's assessment portfolio.

Student Performance Assessments required of all students

Word Recognition Assessment: _____/20

Lowercase Letter Name Assessment: _____/26

Tricky Word Assessment: _____/7

Individually Administered Assessments based on student performance

Pseudoword Reading Assessment: _____/30

Real Word Reading Assessment: _____/30

Code Knowledge Diagnostic Assessment:

Rows 1–5 _____/25

Rows 1–7 _____/35

Story Reading:

Comprehension Questions: _____/3

Words Correct: _____

Recommendation: (Check One)

_____ Continue to Units 9 and 10 for instruction.

_____ Place in remediation group for instruction—do not continue to Units 9 and 10.

NAME: _____

DATE: _____

15.2

Assessment



run

leg

cup

cat

1.

med

mat

met

net

2.

rim

rot

rob

rod

3.

yes

yet

yez

yen

4.

hat

had

hid

ham

5.

gut

get

cot

got

6.

bad

pat

pit

pad

7.

sip

zip

sap

zap

8. hen ken kin jen

9. vat vet fat rat

10. fax fix box fox

11. thin fin thick this

12. chill jill chin still

13. ships chips chops shops

14. chest west quest quip

15. boss bus fuzz buzz

NAME: _____

DATE: _____

15.2

Assessment

CONTINUED

16. ebb edd egg odd

17. wick wax whips wicks

18. kin king kong wing

19. trip drip drop drug

20. shop ship shot chop

Total Score: _____ / 20

Notes:

NAME: _____

DATE: _____

15.3

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. shock

2. spell

3. egg

4. cliff

5. fluff

6. splash

7. pinch

8. check

9. clips

10. fuzz

11. dress

12. kick

13. plums

14. grin

NAME: _____

DATE: _____

16.1

Assessment

1. a w e i

2. t y u w

3. o p t m

4. f g h n

5. k l z c

6. c b v d

7. d x z j

8. n i h m

9. u r n m

10. l y p g

11. e a i o

12. n h m k

13. b d p q

14. i l t f

15. s t c k

16. x s t z

17. f t j l

18. y i j g

NAME: _____

DATE: _____

16.1

Assessment

CONTINUED

19. i e u j

20. b p d q

21. z s c t

22. n m r q

23. q u w d

24. t f g e

25. c b v d

26. a w e i

Total Score: _____ / 26

Notes:

NAME: _____

DATE: _____

16.2

Assessment

STUDENT RECORD SHEET—Pseudoword Reading Assessment

If a student misreads a word, write what they say directly above the pseudoword on the record sheet.

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thog shup chim quib ling

6. geck vell tass beff dagg

Total Score: _____ / 30

Notes:

NAME: _____

DATE: _____

16.3

Assessment

STUDENT RECORD SHEET—Real Word Reading Assessment

If a student misreads a word, write what they say directly above the word on the record sheet.

1. dog bed rat him but

2. yes fax cup van sad

3. let rim jot zip wag

4. step drop rust bend spent

5. then shop chin quit long

6. puff back egg miss fell

Total Score: _____/30

Notes:

NAME: _____

DATE: _____

16.4

Activity Page

sock rock



truck duck



mitt kit



lock clock



Directions: For each picture, have students circle and copy the matching word.

glass dress



drums plums



bell bill



egg eggs



NAME: _____

DATE: _____

16.5

Directions: Have students connect words that rhyme.

1.



2.



3.



4.



5.



Directions: Have students write one additional rhyming word for each row.

6. bat rat

7. bell sell

8. chick trick

9. tan van

10. met set

11. bring thing

NAME: _____

DATE: _____

17.1

Assessment

1. u up a the

2. off of frame from

3. this the a that

4. waz wet with was

5. r our are air

6. plug blue glue boo

7 I hi ay i

8. ladle litter ladder little

9. like took look loop

10. there three thin free

11. wab ib one once

12. from off up of

13. all a tell the

14. two town do tow

15. yell hello low yellow

16. down out our hour

17. loud gown down do

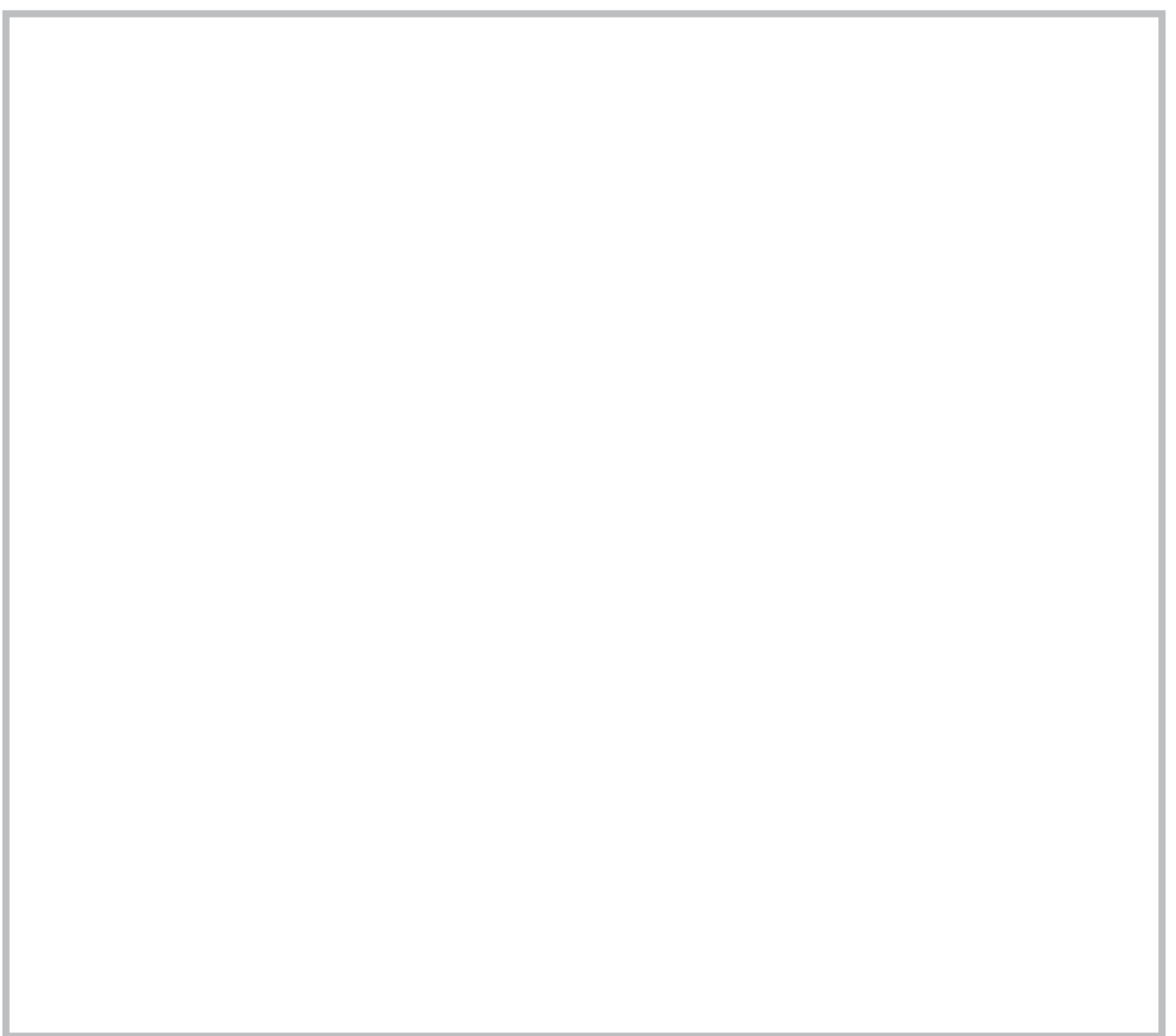
NAME: _____

DATE: _____

17.2

dock

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

pecks



NAME: _____

DATE: _____

17.3

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



one black dog

ten black dogs

2.



sit on grass

stand on grass

3.



kiss a kid

kiss a duck

4.



chick on hand

chick in a box

5.



sing the e song

ring the e bell

6.



dog sniffs

cat sniffs

7.



doll with dress

doll with pants

8.



a duck flaps wings

a duck rings bell

NAME: _____

DATE: _____

17.4

Assessment

STUDENT RECORD SHEET—Code Knowledge Diagnostic Assessment

Ask student for the sound of each letter. If they give a letter name, remind them to provide the sound, not the name. Make a note of any letter for which the incorrect sound is given.

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Total Score: _____/35

Notes:

NAME: _____

DATE: _____

17.5

Take-Home

Dear Family Member,

Help your student practice the following Tricky Words. Ask them to first read each word in the box. Then ask them to use the words in the box to complete each sentence. You might suggest that they cross out each word in the box as they use it.

<u>from</u>	<u>one</u>	<u>of</u>	<u>a</u>
<u>was</u>	<u>the</u>	<u>all</u>	

1. Sam just has _____ pet,
not two pets.

2. Sam had a bag _____
chips at lunch.

3. Chad lost his ring and

_____ sad.

4. Max is _____ dog.

5. Sam got his pack _____

his mom.

NAME: _____

DATE: _____

17.5
CONTINUED

Take-Home

6. Sam and Chad went swimming in

_____ pond.

7. The frogs _____ hop in

the frogs pond.

NAME: _____

DATE: _____

18.1

Assessment

The Chick

Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

Then the gull left.

The chick fell from the nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.

NAME: _____

DATE: _____

18.2

Assessment

Running Record for “The Chick”

Say to the student, “I have a story I want you to read aloud to me today. The title of the story is ‘The Chick.’ Can you tell me what you know about chicks?” (Allow the student time to tell you briefly what they may know about chicks. You do not need to record this information.)

“Now I am going to give you a copy of the story. I want you to read using your best reading voice and expression. I also want you to think as you read because I am going to ask you some questions at the end.”

Read the title aloud to the student. Mark your running record as the student reads. Here are some easy common markings:

- circle omitted words
- line through mispronounced words and write what was said above the mispronounced word
- write TS (Teacher Supplied) above any word you had to supply to the student

The Chick

Sam and Chad got up on a rock. (8)

On top of the rock was a gull’s nest. (17)

The gull had a chick. (22)

Then the gull left. (26)

The chick fell from the nest. (32)

Plop! (33)

The chick got stuck in a crack. (40)

Sam and Chad got the chick. (46)

Then Chad set it back in its nest. (54)

Oral Comprehension Questions:

Where was the gull's nest?

What did the gull have in its nest?

Who got the chick and put it back in its nest?

NAME: _____

DATE: _____

18.3

Directions: Have students circle the matching picture and write the word on the line.

1. shell



2. duck



3. mitt



4. bell



5. egg



6. brick



NAME: _____

DATE: _____

18.4

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Stop that Bus!

Sam's mom runs in and yells,

"Sam, get up!"

Sam jumps up.



Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pack.

Sam slips the pack on his back.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.

“That’s the bus!” Sam yells.

Sam’s mom huffs and puffs.

“Stop the bus!” Sam yells.



The kids on the bus spot Sam.

One of them yells, “That’s Sam.

Stop the bus!”

The bus stops.

Sam is in luck.

Sam gets on the bus.



NAME: _____

DATE: _____

19.1

egg

sock

bell

chick





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

dress

clock

doll

mitt



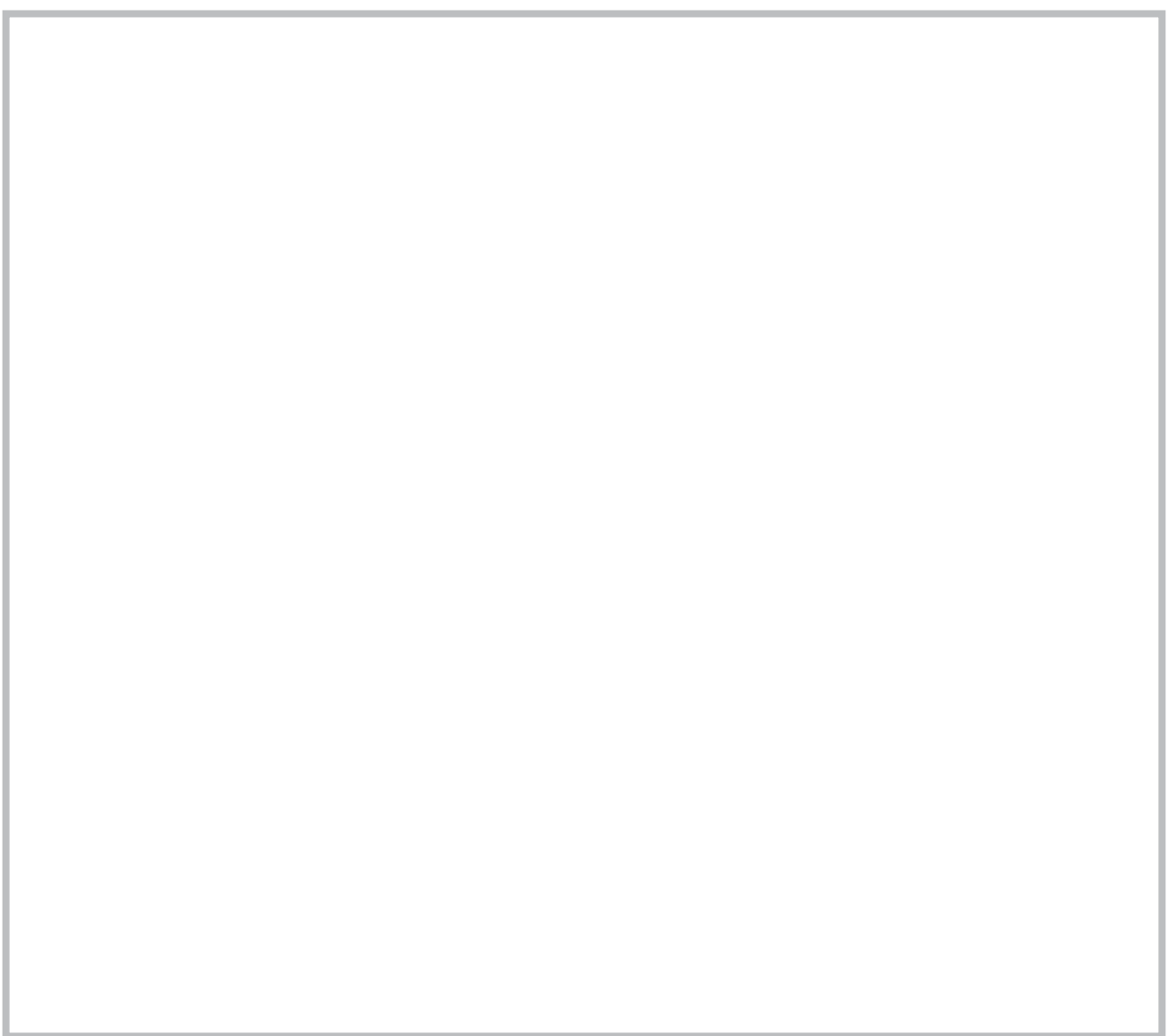
NAME: _____

DATE: _____

19.2

scrubs

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



NAME: _____

DATE: _____

19.3

Take-Home

Dear Family Member,

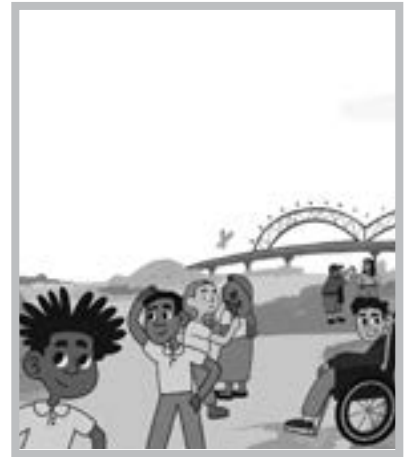
This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

Sam and the Duck

Sam's class is on a trip.

The class is at the dock.

Miss Mack spots Ken, the fish man.



“Ken,” Miss Mack asks,

“Can the kids dig in the sand?”

Ken nods.

“Yes, the kids can dig in the sand,
but the kids must not pet the duck.

That duck is a bad duck.

That duck pecks at kids.”



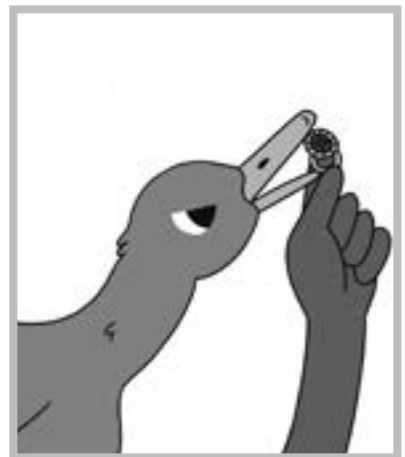
Miss Mack tells the kids,
“Class, let’s not pet the duck.”
Sam and Chad dig in the sand.
Chad digs up a ring.
Sam lifts the ring up.
The ring glints in the sun.



The duck spots the ring.
The duck quacks and runs at Sam.
“Sam!” Miss Mack yells,
“It’s that bad duck,
the one that pecks!”



The duck runs up and pecks
at Sam’s hand.
Then it runs off with the ring.
“Man!” yells Chad.
“That is one bad duck!”



NAME: _____

DATE: _____

20.1

Activity Page

Directions: Have students circle the words read aloud and copy them on the lines. Then have students write the dictated sentence.

1. hill chill

2. fluff flip

3. sick luck

4. add at

5. buzz fuzz

6. hiss bliss

7. doll dill

8. cliff stiff

9. check chick

10. moss boss

11. odd off

12. fuzz fuss

NAME: _____

DATE: _____

20.1

CONTINUED

Activity Page

13.

Handwriting practice area with four sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

20.2

Activity Page

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

1. buzz drum

2. from one

3. crack leg

4. fun was

5. egg stack

6. add press

7. still sock

8. dress glad

9. cliff thrill

10. clock stiff

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students write the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing the /ff/ sound spelled 'ff' under the 'ff' header.

sniff

fresh

fist

frog

soft

stuff

gift

puff

as in fit

as in hff

Directions: Have students write the words containing the /l/ sound spelled 'l' under the 'l' header and the words containing the /l/ sound spelled 'll' under the 'll' header.

doll

long

lunch

belt

still

spell

bill

lamp

as in lip

as in hill

Handwriting practice lines for the 'l' header. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such line sets available for writing.

Handwriting practice lines for the 'll' header. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such line sets available for writing.

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students write the words containing the /s/ sound spelled 's' under the 's' header and the words containing the /s/ sound spelled 'ss' under the 'ss' header.

class

sting

boss

moss

spot

pest

mess

pass

as in stop

as in toss

Handwriting practice lines for the 's' header. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows of these lines provided for writing.

Handwriting practice lines for the 'ss' header. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows of these lines provided for writing.

Directions: Have students write the words containing the /t/ sound spelled 't' under the 't' header and the words containing the /t/ sound spelled 'tt' under the 'tt' header.

mutt

stamp

tongs

putt

Matt

mitt

Watt

trap

as in top

as in putt

Handwriting practice lines for the 't' header. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such lines provided for writing.

Handwriting practice lines for the 'tt' header. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such lines provided for writing.

NAME: _____

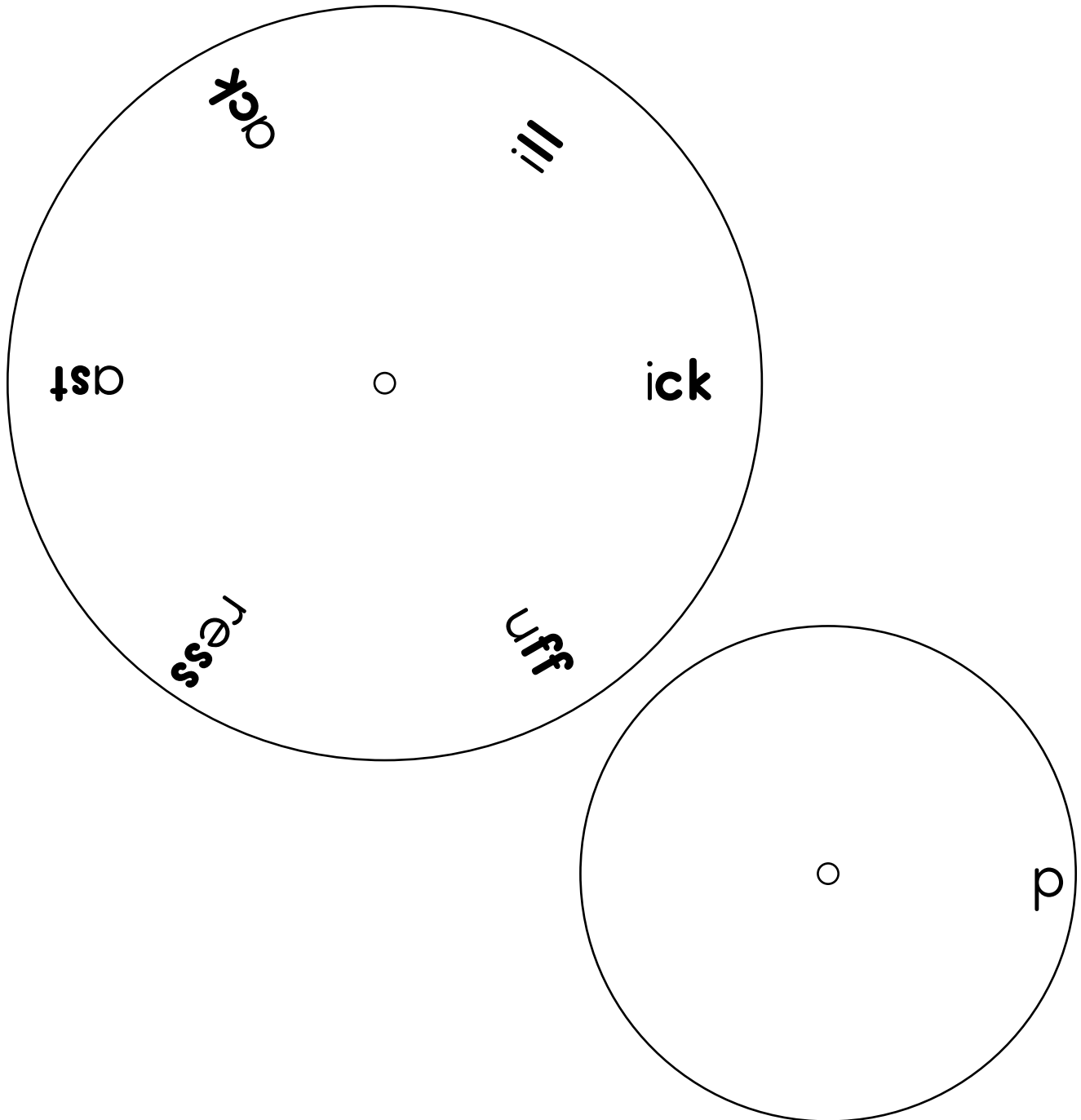
DATE: _____

PP.3

Take-Home

Dear Family Member,

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 'p' before each group of letters and ask your student to read the word.)

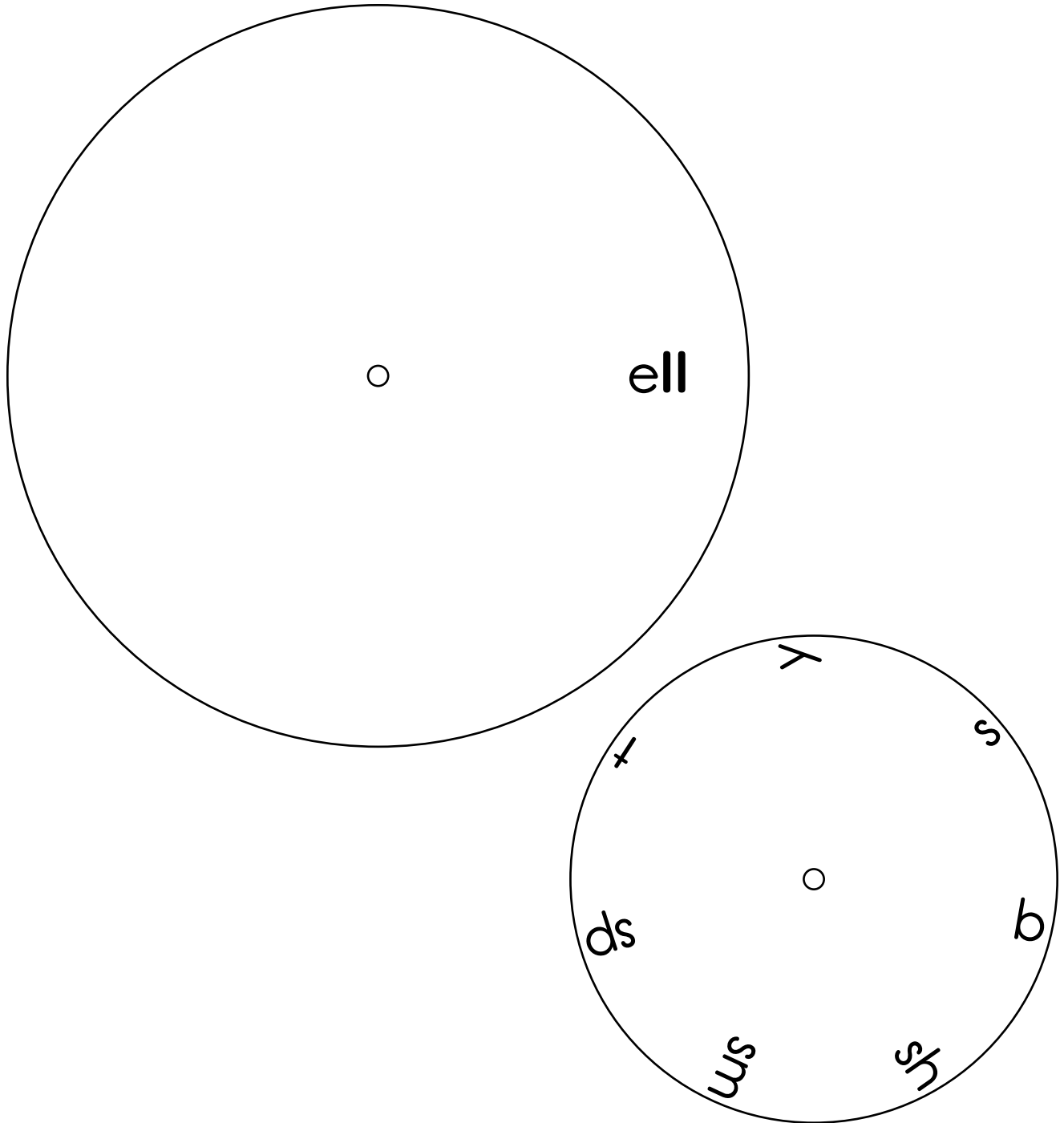


NAME: _____

DATE: _____

Dear Family Member,

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.



NAME: _____

DATE: _____

PP.5

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"



Sam's mom has Sam get a mop.

Sam gets a mop

and mops up the mud.



Sam's mom sniffs Max.

Ugh!

The dog smells bad!



Sam gets Max in the bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!



NAME: _____

DATE: _____

PP.6

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

The Band

Sam's dad is in a jazz band.

That's him in the back.

Chad's dad is in the band with him.

That's him on the drums.

Chad's dad's boss is in the band, as well.

That's him on the left, in the hat.



Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

The kids clap and yell.

The band is a big hit!



NAME: _____

DATE: _____

PP.7

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

The Chick

Sam and Chad got up on
a rock.

On top of the rock was
a gull's nest.

The gull had a chick.

The gull fed the chick a
bit of fish.

Then the gull left.



The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in
its nest.

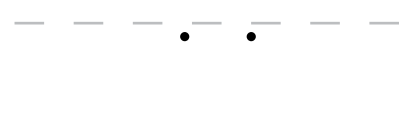
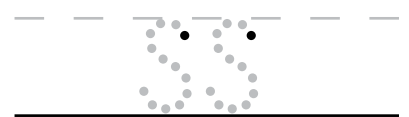
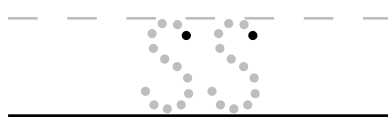
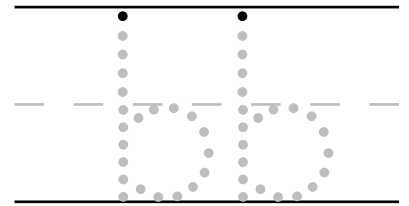
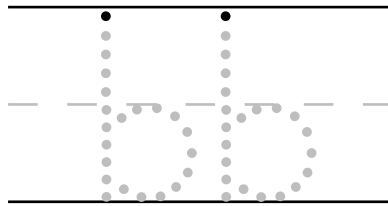
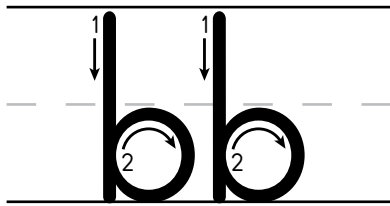
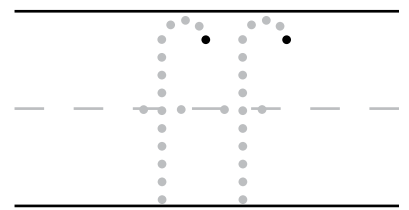
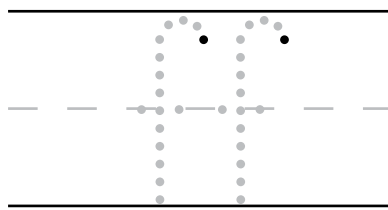
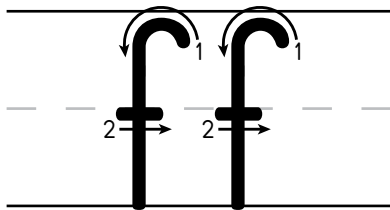
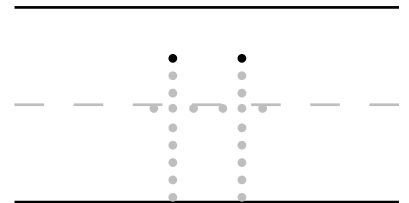
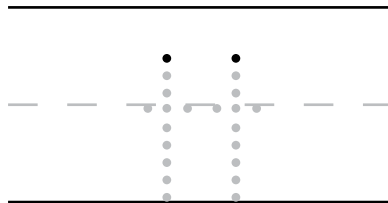
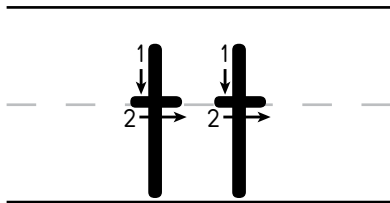
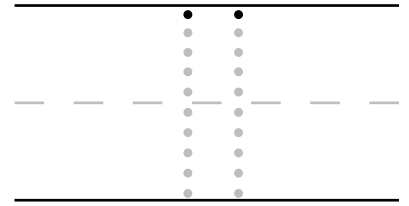
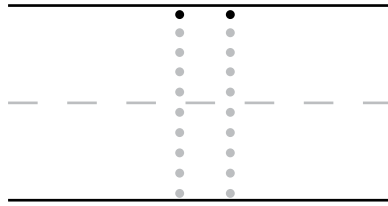
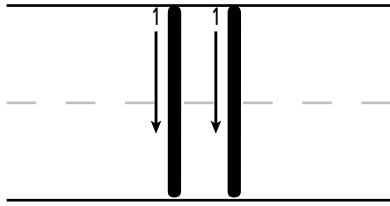


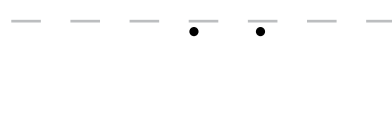
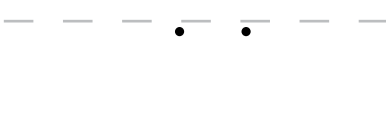
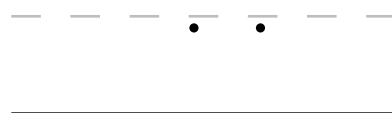
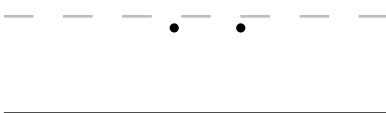
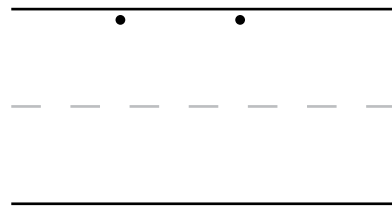
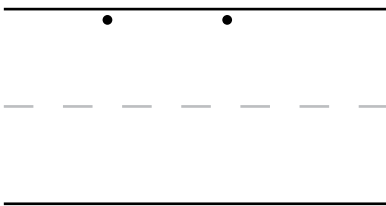
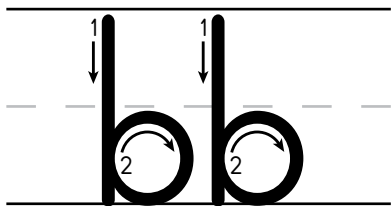
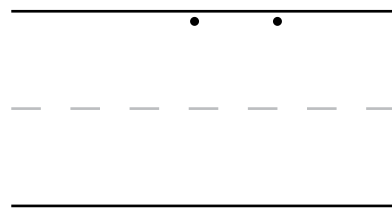
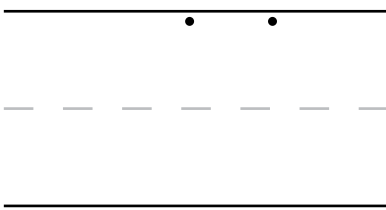
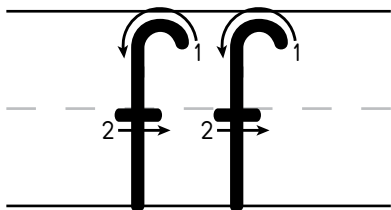
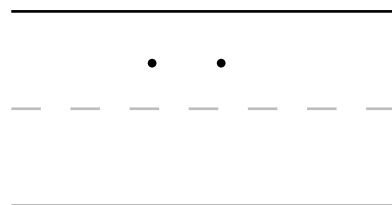
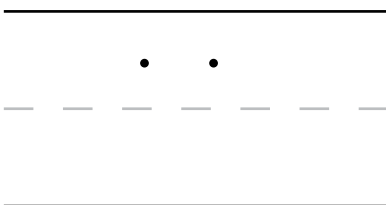
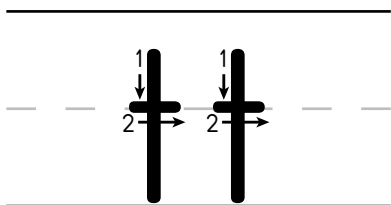
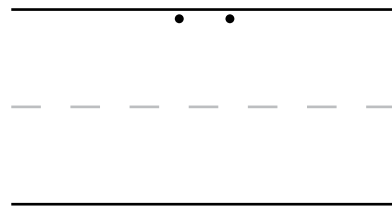
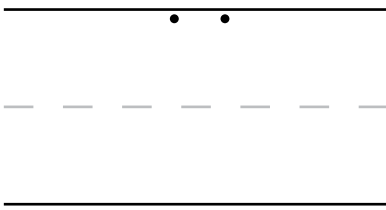
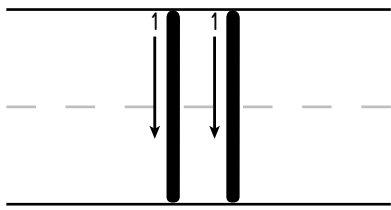
NAME: _____

DATE: _____

PP.8

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.





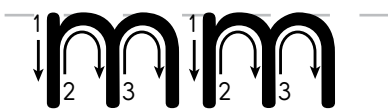
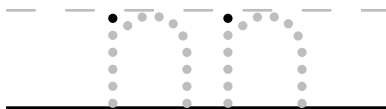
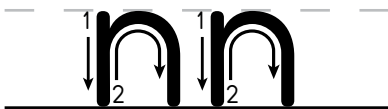
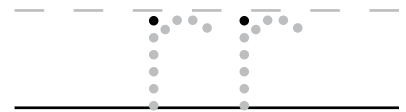
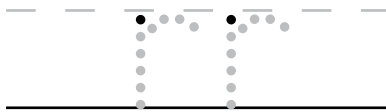
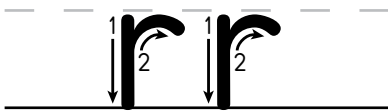
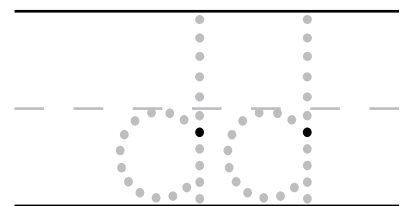
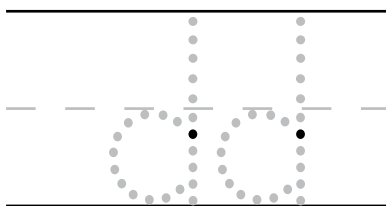
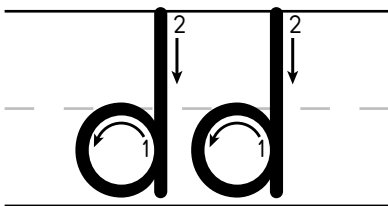
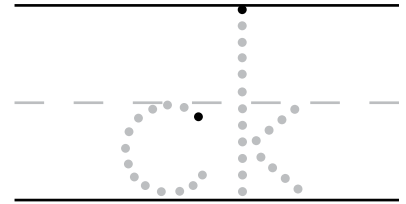
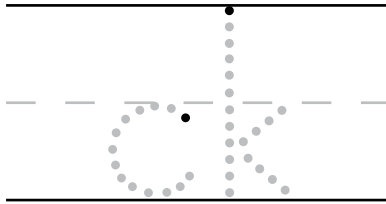
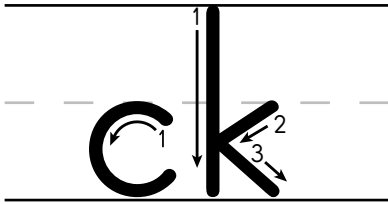
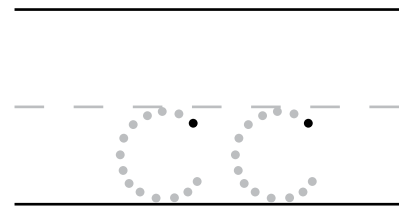
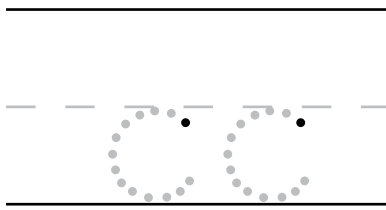
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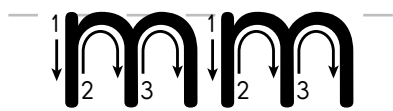
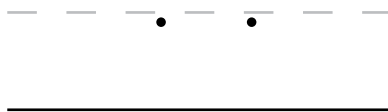
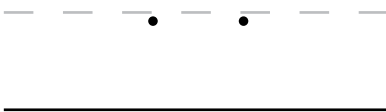
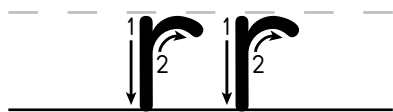
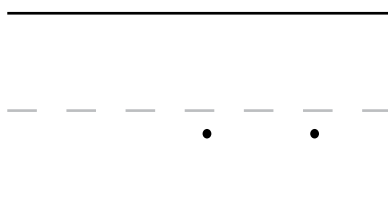
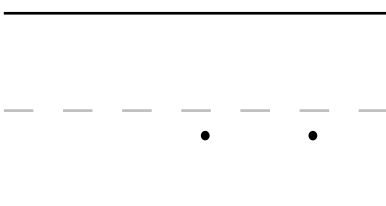
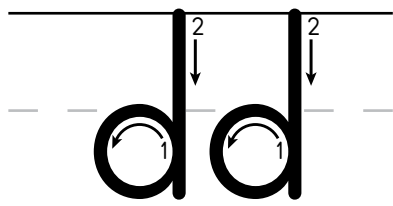
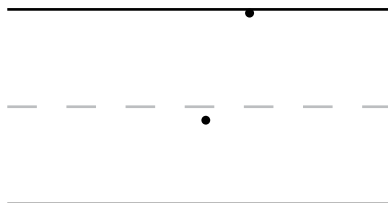
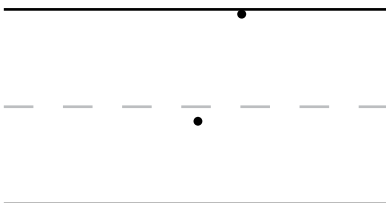
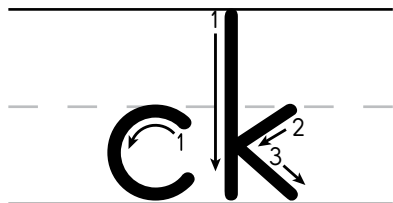
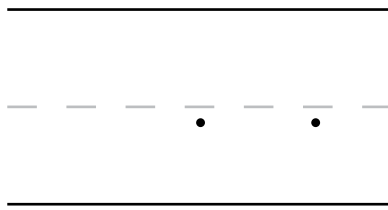
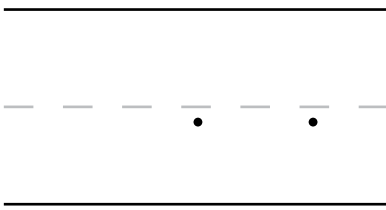
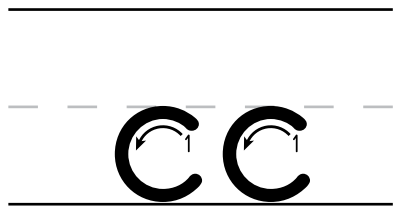
DATE: _____

PP.9

Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.



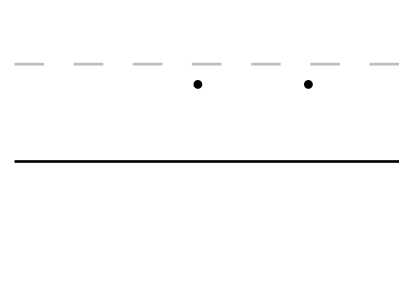
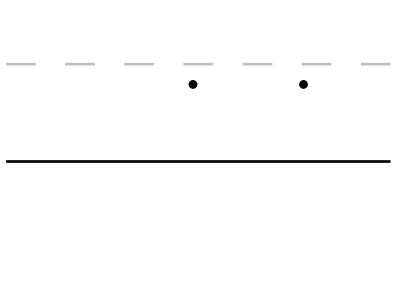
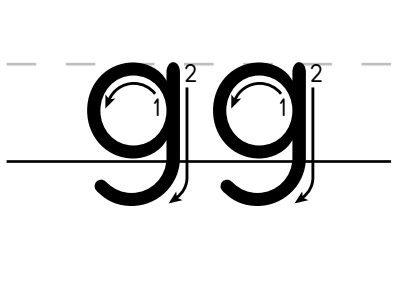
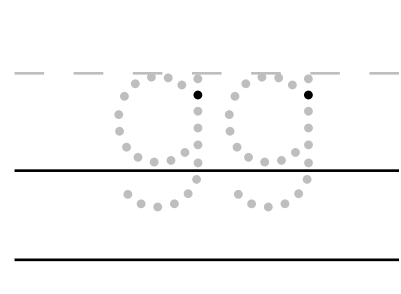
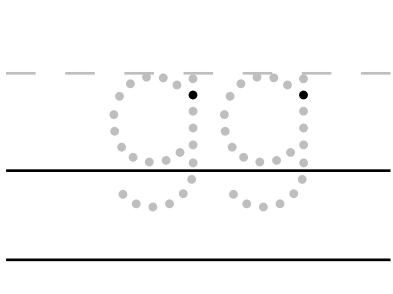
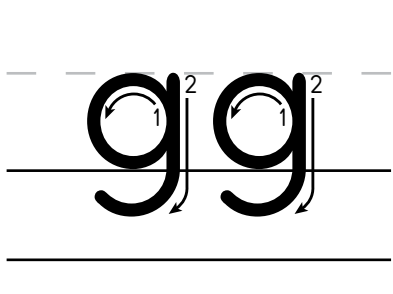
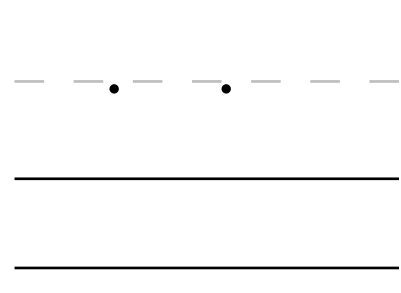
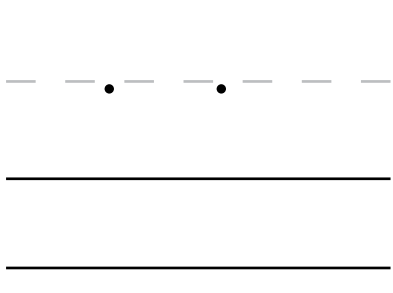
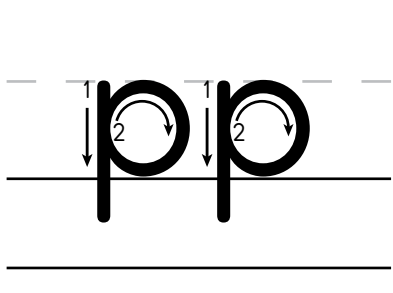
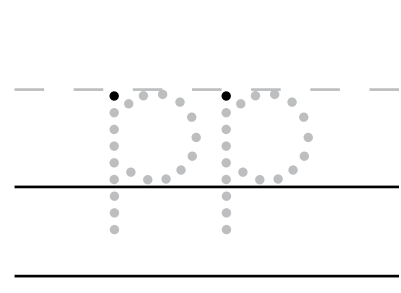
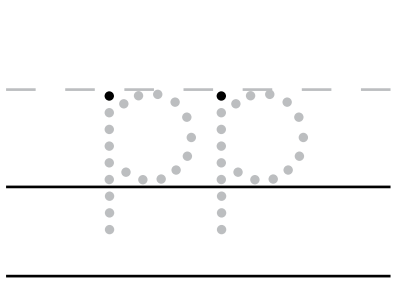
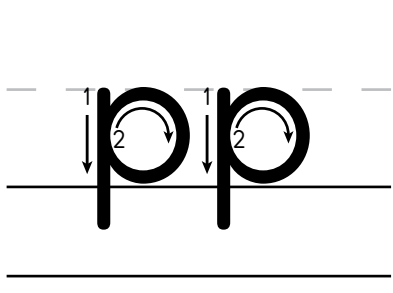
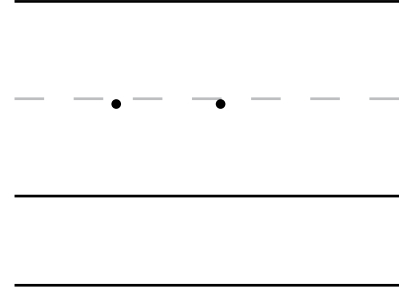
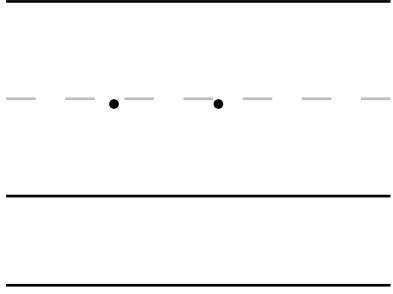
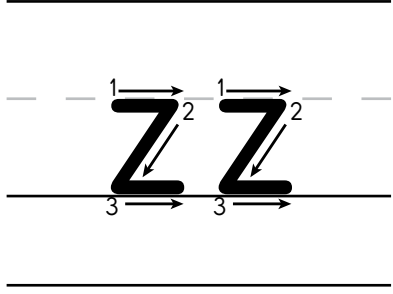
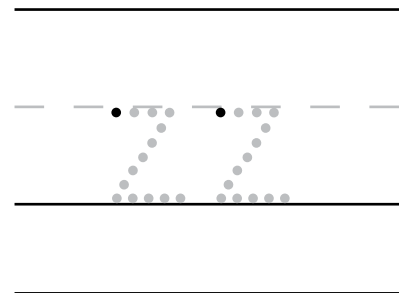
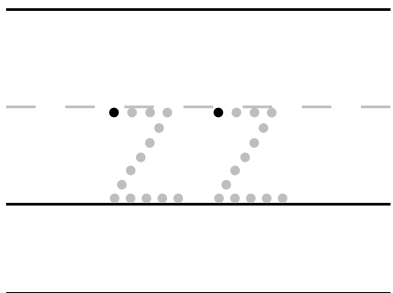
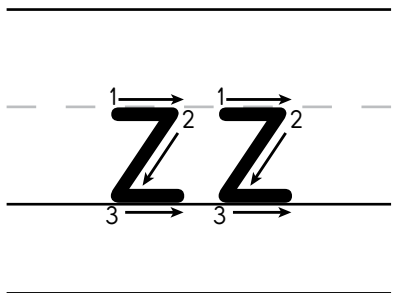


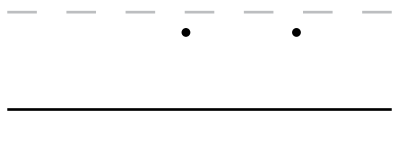
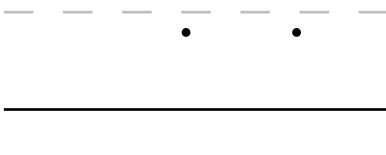
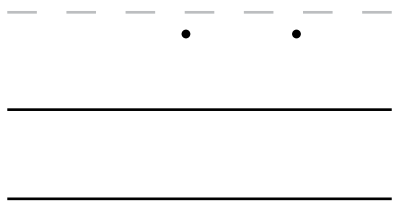
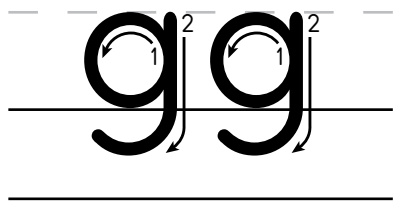
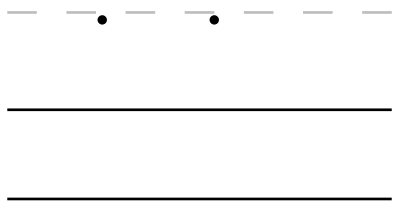
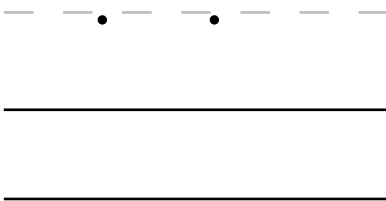
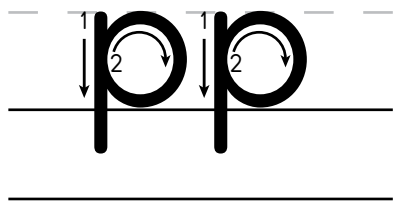
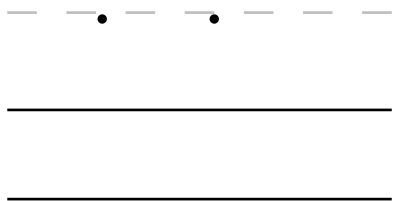
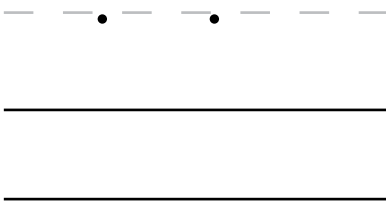
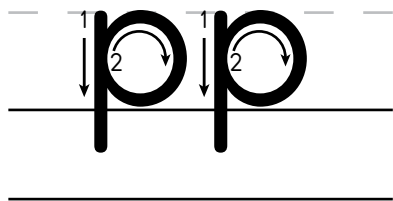
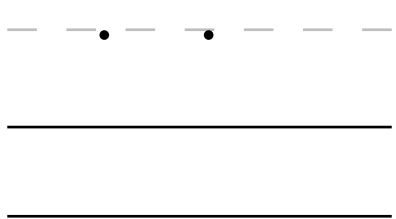
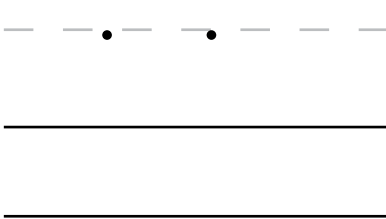
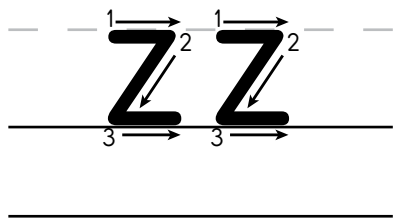
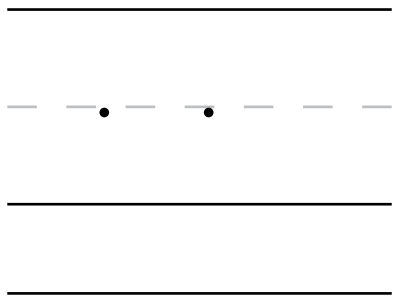
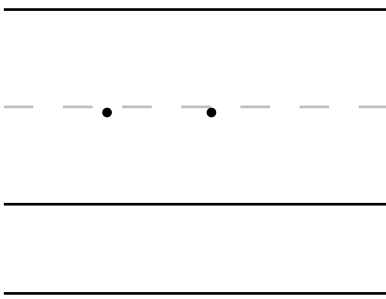
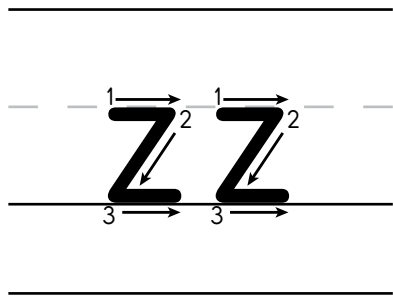
NAME: _____

DATE: _____

PP.10

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.





NAME: _____

DATE: _____

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

1. socks





2. yell





3. cliff





4. grass



5. truck




6. bell




NAME: _____


DATE: _____


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	b	e	m
	p	u	ll

	ch	a	ck
	b	i	d

	b	i	ll
	h	e	ff

	d	i	tt
	m	e	l

	m	u	th
	d	o	ck

	p	e	f
	y	i	ll

NAME: _____

PP.13

Activity Page

DATE: _____

Directions: Have students circle the pronounced word and then copy it on the lines.

1. add odd

2. lack lick

3. chess dress

4. glass grass

5. mitt mat

6. moss toss

7. **press** **dress**

8. **buzz** **fuzz**

9. **inn** **chin**

10. **smell** **fell**

11. **add** **odd**

12. **egg** **leg**




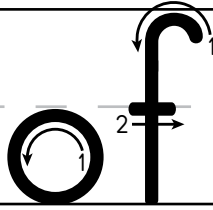
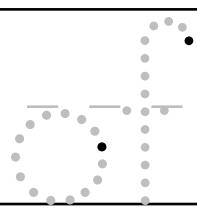
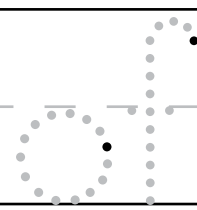
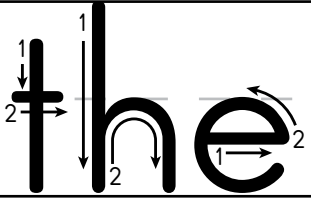
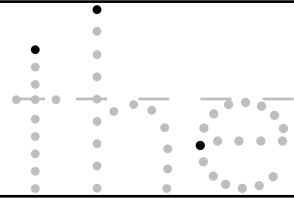
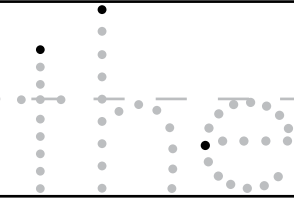
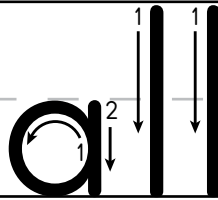
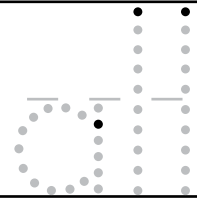
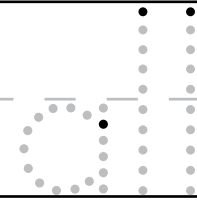


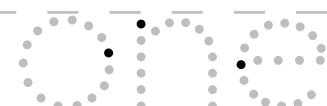
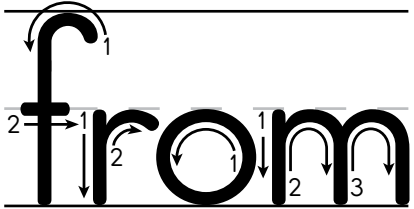
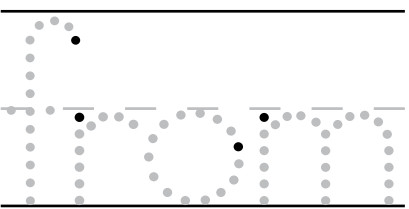
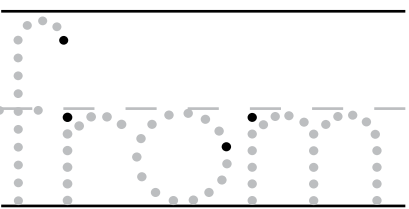



NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

a

of

the

all

one

from

was

NAME: _____

DATE: _____

PP.15

Activity Page

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

1. one from

2. still miss

3. strum sun

4. fuzz thrill

5. kiss was

6. mess

puff

7. beg

fell

8. stuck

egg

9. stuff

less

10. shell

luck

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