

# 5

Kindergarten

**Skills 5** | Activity Book

Kindergarten

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**Activity Book**

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# **Skills 5**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. 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 their own Activity Book.

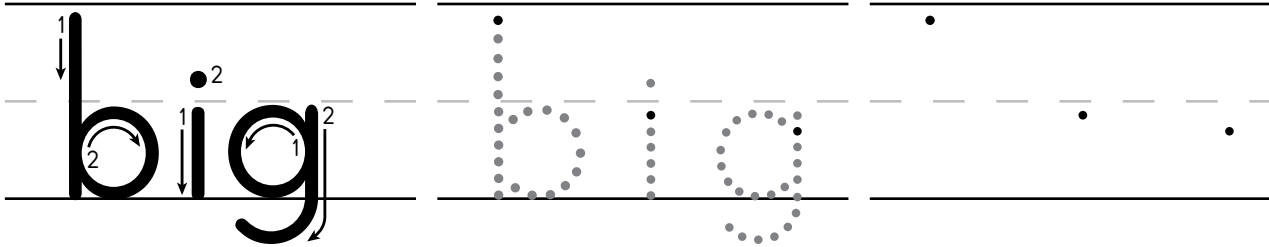
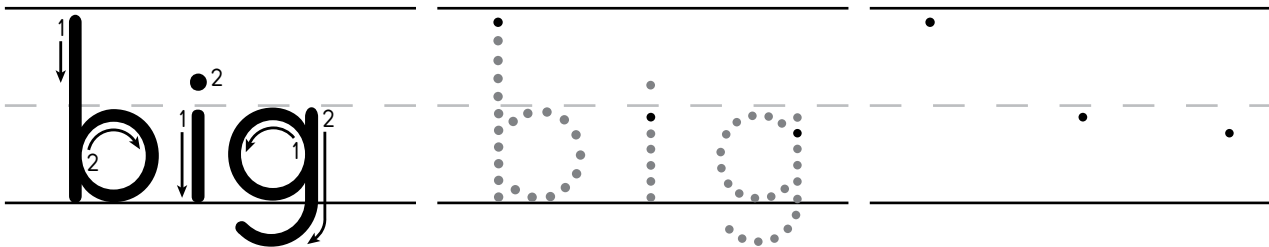
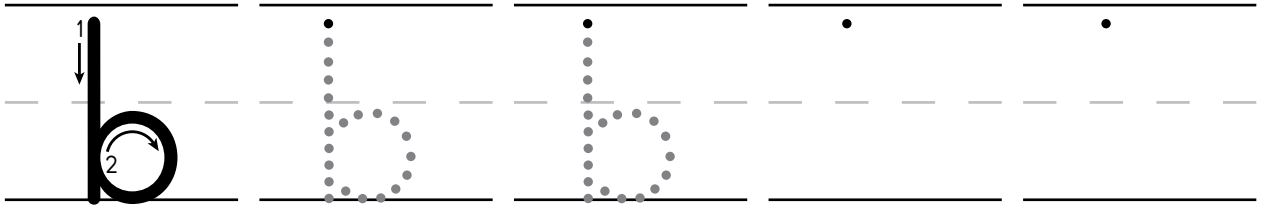
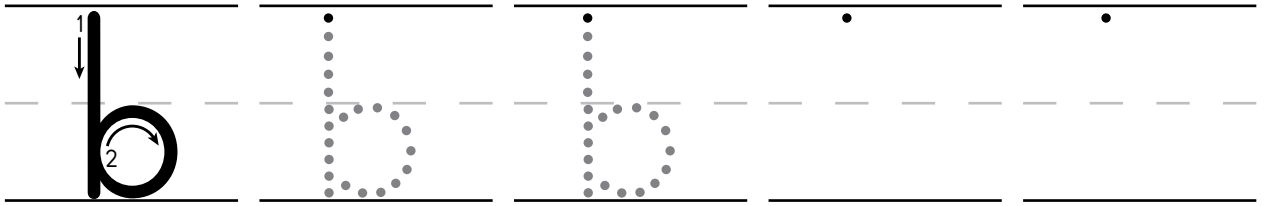
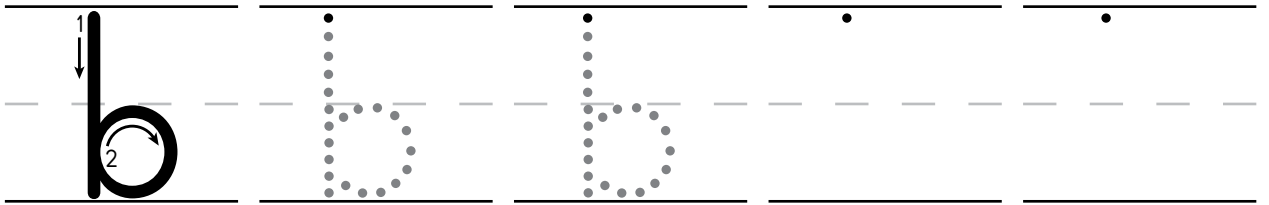
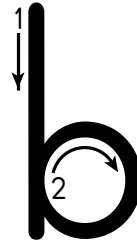


NAME: \_\_\_\_\_


DATE: \_\_\_\_\_

1.1

Directions: Have students trace and copy the letters and words. The motion for 'b' can be described as 1. long line down, 2. circle to the right. Encourage students to say the sounds while writing the letters.




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 a	e a	p g
---	--------	--------	--------

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---


---

	c p	e a	a b
---	--------	--------	--------

---

---


---

	p b	e i	k a
---	--------	--------	--------

---

---


---

	b h	e a	t z
---	--------	--------	--------

---

---

---

	a b	o i	b p
---	--------	--------	--------

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Take-Home

Dear Family Member,

On the front and back of this 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. cab



2. bed



3. bag



4. cat





5. zip



6. pig



7. hat



8. van



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down. Encourage students to say the sounds while writing the letters.

The handwriting practice area consists of a grid of 10 rows and 5 columns. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line. The first four rows are for the letter 'l': the first column shows a solid 'l' with a downward arrow and the number '1'; the second column shows a dotted 'l' for tracing; the third column shows a dotted 'l' for tracing; the fourth and fifth columns show a single dot for starting the letter. The fifth and sixth rows are for the word 'let': the first column shows a solid 'l' with a downward arrow and '1'; the second column shows a solid 'e' with a counter-clockwise arrow and '2'; the third column shows a solid 't' with a downward arrow and '1' and a horizontal arrow and '2'; the fourth column shows a dotted 'l' for tracing; the fifth column shows a dotted 'e' for tracing; the sixth column shows a dotted 't' for tracing; the seventh and eighth columns show a single dot for starting the word. The final two rows are blank for independent practice.

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

1. lip



\_\_\_\_\_

-----

\_\_\_\_\_

2. log



\_\_\_\_\_

-----

\_\_\_\_\_

3. leg



\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2


Take-Home

**Dear Family Member,**

Ask your student to 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 *bed, led, pen, zen, den, hen, bad, ban, lab, lap, lad, pal, pad, pan, zap, nab, nap*, and *had*. Have your student blend and read the words.

Challenge: Say one of the words listed above and ask your student to spell the word by selecting and arranging letter cards. Please keep letter cards for future practice.

b 	l	e	
p 	z	a	
d 	n	h	



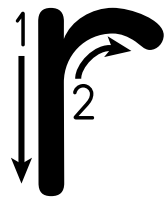
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'r' can be described as 1. short line down, 2. half a hump. Encourage students to say the sounds while writing the letters.



Tracing row 1: A solid 'r' with stroke order arrows, followed by a dotted 'r', another dotted 'r', and two rows of a single dot on a dashed line for independent practice.

Tracing row 2: A solid 'r' with stroke order arrows, followed by a dotted 'r', another dotted 'r', and two rows of a single dot on a dashed line for independent practice.

Tracing row 3: A solid 'r' with stroke order arrows, followed by a dotted 'r', and two rows of a single dot on a dashed line for independent practice.

Tracing row 4: A solid 'r' with stroke order arrows, followed by a dotted 'r', and two rows of a single dot on a dashed line for independent practice.

Tracing row 5: The word 'ran' with stroke order arrows for each letter, followed by a dotted 'ran' for tracing, and two rows of a single dot on a dashed line for independent practice.

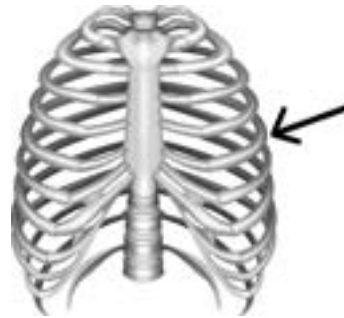
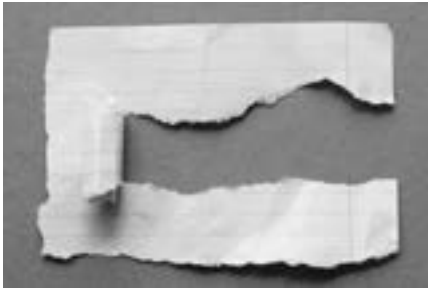
Tracing row 6: The word 'ran' with stroke order arrows for each letter, followed by a dotted 'ran' for tracing, and two rows of a single dot on a dashed line for independent practice.

rip

rib

ran

ram



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---

---

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---

---

---

---

---

---

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

Activity Page

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

1.



let

leg

beg

2.



bat

sag

bag

3.



lot

log

hog

4.



bib

bit

did

5.



bet

bed

led



6.



bat

bag

hat

7.



lip

tip

lit

8.



cat

lab

cab

9.



ran

ram

ham

10.



mat

rat

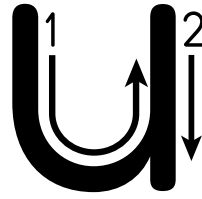
rag

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Directions: Have students trace and copy the letters and words. The motion for 'u' can be described as 1. cup, 2. short line down. Encourage students to say the sounds while writing the letters.



Handwriting practice row for uppercase 'U'. It contains five boxes on a three-line grid. The first box shows a solid 'U' with stroke order arrows and numbers. The second and third boxes show a dotted 'U' for tracing. The fourth and fifth boxes show a single dot on the dashed midline for independent writing.

Handwriting practice row for uppercase 'U'. It contains five boxes on a three-line grid. The first box shows a solid 'U' with stroke order arrows and numbers. The second and third boxes show a dotted 'U' for tracing. The fourth and fifth boxes show a single dot on the dashed midline for independent writing.

Handwriting practice row for uppercase 'U'. It contains five boxes on a three-line grid. The first box shows a solid 'U' with stroke order arrows and numbers. The second and third boxes show a dotted 'U' for tracing. The fourth and fifth boxes show a single dot on the dashed midline for independent writing.

Handwriting practice row for uppercase 'U'. It contains five boxes on a three-line grid. The first box shows a solid 'U' with stroke order arrows and numbers. The second and third boxes show a dotted 'U' for tracing. The fourth and fifth boxes show a single dot on the dashed midline for independent writing.

Handwriting practice row for the word 'mug'. It contains three boxes on a three-line grid. The first box shows the word 'mug' with stroke order arrows and numbers for each letter. The second box shows the word 'mug' in dotted lines for tracing. The third box shows a single dot on the dashed midline for independent writing.

Handwriting practice row for the word 'mug'. It contains three boxes on a three-line grid. The first box shows the word 'mug' with stroke order arrows and numbers for each letter. The second box shows the word 'mug' in dotted lines for tracing. The third box shows a single dot on the dashed midline for independent writing.

sun

nut

bug

mug



Two sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Two sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

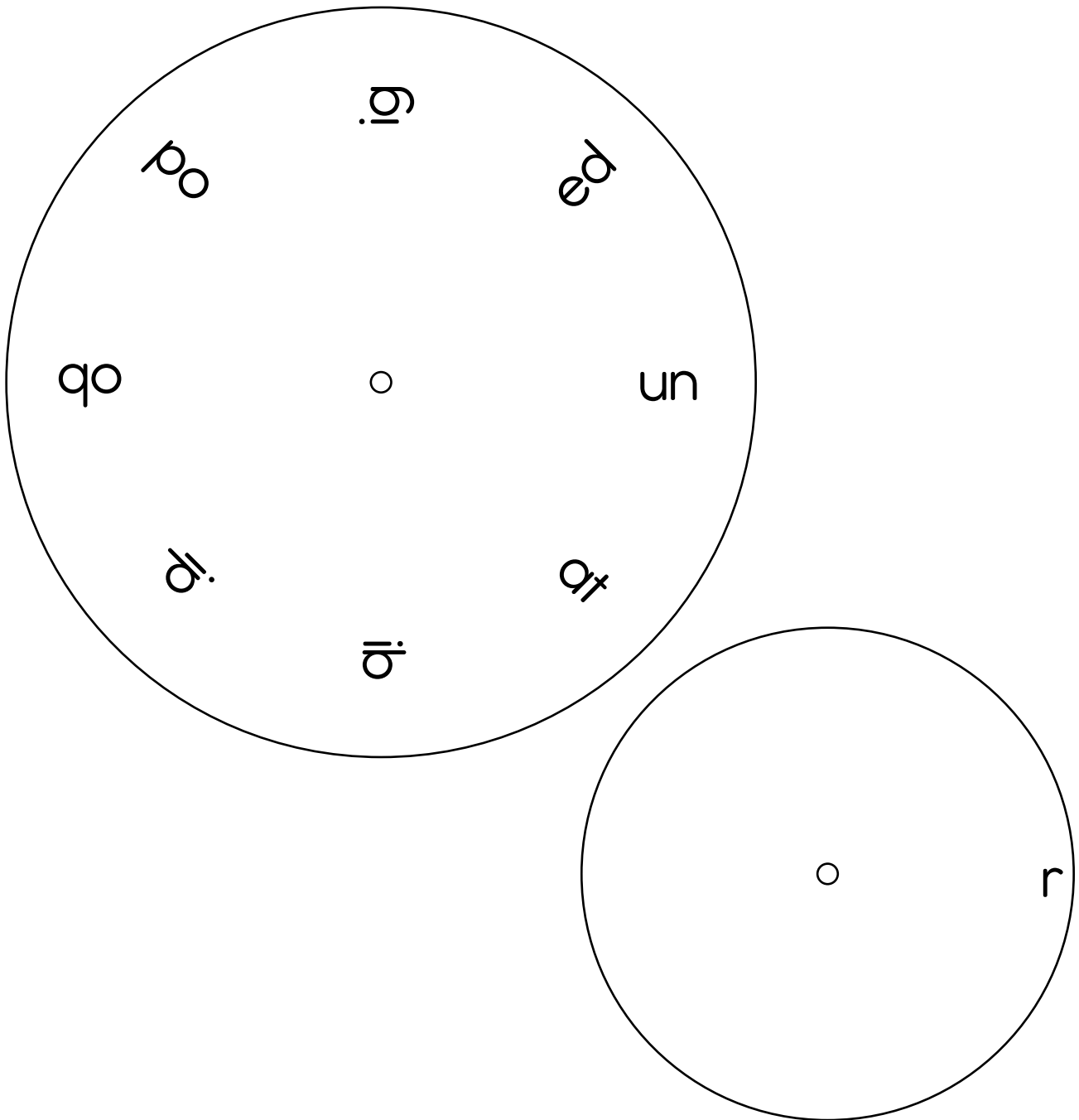
4.2

Take-Home

**Dear Family Member,**

Help your student 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 'r' in front of each group of letters and ask your student to read each word.

Handwriting Practice: Ask your student to copy the words on a sheet of paper.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Activity Page

red

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

1. a

\_\_\_\_\_

-----

\_\_\_\_\_



2. the

\_\_\_\_\_

-----

\_\_\_\_\_



3. a

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



and two



blue

1. a

\_\_\_\_\_

-----

\_\_\_\_\_



2. the

\_\_\_\_\_

-----

\_\_\_\_\_



3. a

\_\_\_\_\_

-----

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1  
CONTINUED

Activity Page

red

blue

1. a

\_\_\_\_\_

-----

\_\_\_\_\_



and two

\_\_\_\_\_

-----

\_\_\_\_\_



2. a

\_\_\_\_\_

-----

\_\_\_\_\_



and

a

\_\_\_\_\_

-----

\_\_\_\_\_







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

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

1. mud



\_\_\_\_\_

-----

\_\_\_\_\_

2. leg



\_\_\_\_\_

-----

\_\_\_\_\_

3. rat

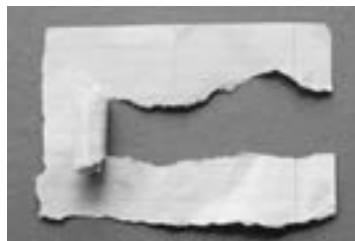


\_\_\_\_\_

-----

\_\_\_\_\_

4. rip



5. nut



6. bat



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 5.3

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

1. mug



2. ram



3. bug



4. bag



5. rat



6. log



7. bed



8. sun



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 5.4

Take-Home

## Dear Family Member,

Please help your student cut out the picture cards on this page. On Activity Page 5.5, have your student place the pictures beginning with the /b/ sound (bed, bug, bike) under the 'b' heading. Next, place the pictures beginning with the /p/ sound (pan, pig, pen) under the 'p' heading. Please keep the cards and chart for future practice.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.5

Take-Home

**Dear Family Member,**

Please have your student place cards from Activity Page 5.4 here. Place pictures beginning with the /b/ sound under the 'b' heading and pictures beginning with the /p/ sound under the 'p' heading.

b

p





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.6

Take-Home

Dear Family Member,

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



and two red



a red



the red



a red

red

blue

the red



and the blue



three blue and



one red



a blue



the blue



the blue



and

two blue





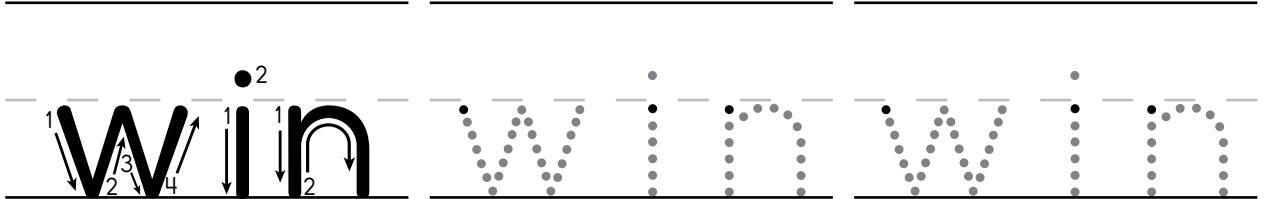
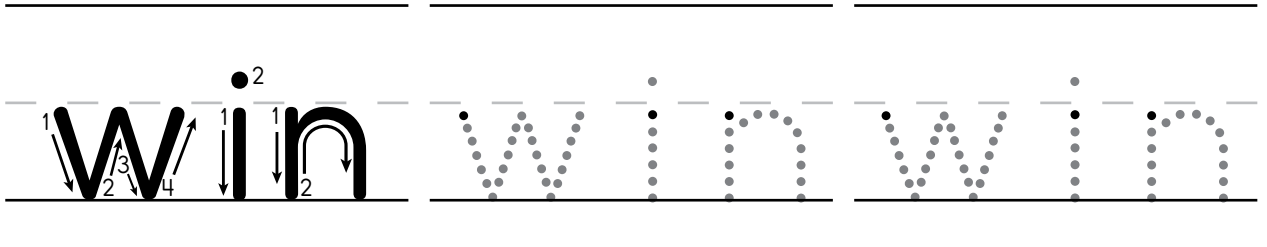
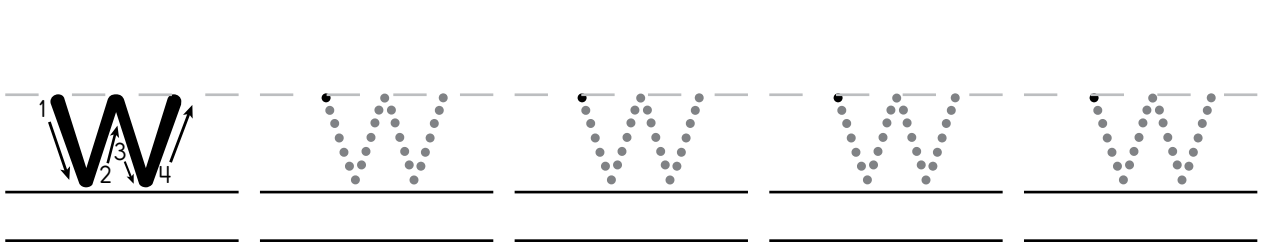
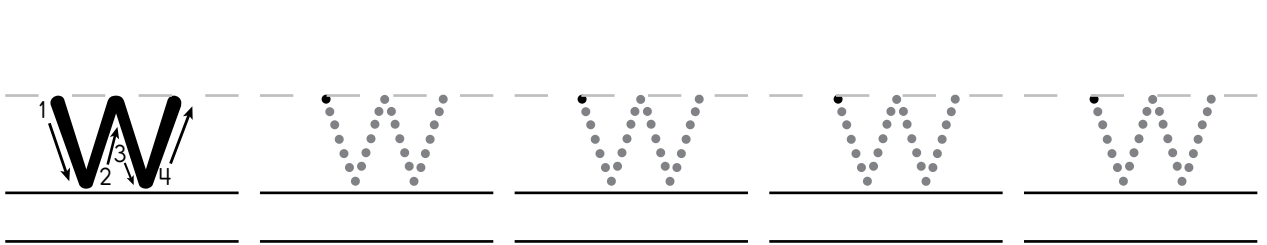
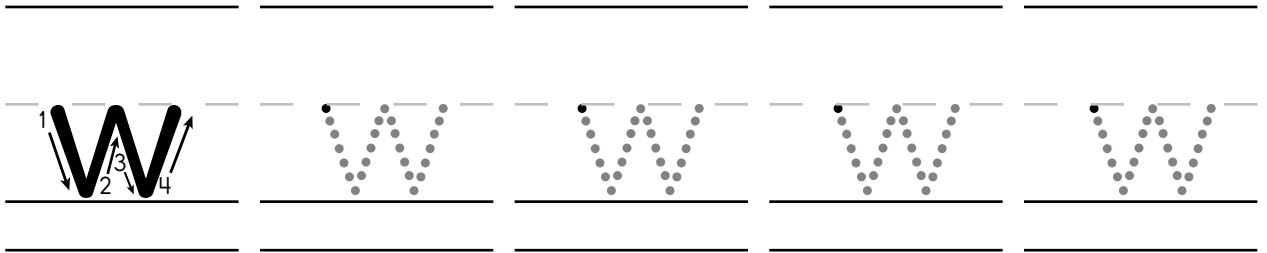
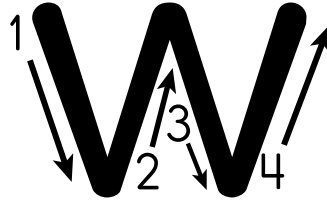
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'w' can be described as 1. diagonal right, 2. diagonal up, 3. diagonal right, 4. diagonal up. Encourage students to say the sounds while writing the letters.



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

1. web



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---

---

---

---

2. wig



---

---

---

---

---

---

3. wet



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---

---

---

---

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

Take-Home

Dear Family Member,

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

1. nut



\_\_\_\_\_

-----

\_\_\_\_\_

2. bat



\_\_\_\_\_

-----

\_\_\_\_\_

3. rip



\_\_\_\_\_

-----

\_\_\_\_\_

4. lip



5. web



6. rat



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

Directions: Have students trace and copy the letters and words. The motion for 'j' can be described as 1. fish hook ending below bottom line, 2. dot on top. Encourage students to say the sounds while writing the letters.

j

Handwriting practice row 1: A solid lowercase 'j' with stroke order arrows (1: vertical down, 2: dot) is followed by a dotted 'j' for tracing, another dotted 'j', and two dotted dots for independent practice.

Handwriting practice row 2: A solid lowercase 'j' with stroke order arrows (1: vertical down, 2: dot) is followed by a dotted 'j' for tracing, another dotted 'j', and two dotted dots for independent practice.

Handwriting practice row 3: A solid lowercase 'j' with stroke order arrows (1: vertical down, 2: dot) is followed by a dotted 'j' for tracing, another dotted 'j', and two dotted dots for independent practice.

Handwriting practice row 4: The word 'job' is shown with stroke order arrows for each letter (j: 1 down, 2 dot; o: 1 counter-clockwise circle; b: 1 down, 2 counter-clockwise circle). This is followed by a dotted 'job' for tracing and two dotted dots for independent practice.

Handwriting practice row 5: The word 'job' is shown with stroke order arrows for each letter (j: 1 down, 2 dot; o: 1 counter-clockwise circle; b: 1 down, 2 counter-clockwise circle). This is followed by a dotted 'job' for tracing and two dotted dots for independent practice.



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

1. jog



\_\_\_\_\_

-----

\_\_\_\_\_

2. jet



\_\_\_\_\_

-----

\_\_\_\_\_

3. jug



\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

Take-Home

**Dear Family Member,**

On the front and back of this activity page, please ask your student to blend and read each word in the list. Then, review the names of each illustration with your student. Ask them to copy the correct word from the box on the line next to the matching picture. Your student should be able to complete this work independently.

jug

run

log

jet

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

\_\_\_\_\_

ram

rat

bug

rib

1.



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---

---

2.



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---

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3.

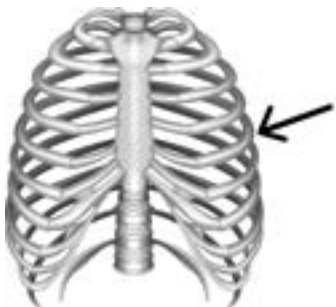


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4.



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'y' can be described as 1. diagonal right, 2. diagonal left ending below the bottom line. Encourage students to say the sounds while writing the letters.



Handwriting practice row 1: A solid uppercase 'Y' with stroke order arrows, followed by a dotted uppercase 'Y' for tracing, and two dotted uppercase 'Y's for copying. Each letter is positioned on a set of three horizontal lines (top, middle-dashed, bottom).

Handwriting practice row 2: A solid lowercase 'y' with stroke order arrows, followed by a dotted lowercase 'y' for tracing, and two dotted lowercase 'y's for copying. Each letter is positioned on a set of three horizontal lines (top, middle-dashed, bottom).

Handwriting practice row 3: A solid lowercase 'y' with stroke order arrows, followed by a dotted lowercase 'y' for tracing, and two dotted lowercase 'y's for copying. Each letter is positioned on a set of three horizontal lines (top, middle-dashed, bottom).

Handwriting practice row 4: A solid word 'yes' with stroke order arrows for each letter, followed by a dotted 'yes' for tracing, and two dotted 'yes' words for copying. Each word is positioned on a set of three horizontal lines (top, middle-dashed, bottom).

Handwriting practice row 5: A solid word 'yes' with stroke order arrows for each letter, followed by a dotted 'yes' for tracing, and two dotted 'yes' words for copying. Each word is positioned on a set of three horizontal lines (top, middle-dashed, bottom).

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

1. yes



\_\_\_\_\_

-----

\_\_\_\_\_

2. yap



\_\_\_\_\_

-----

\_\_\_\_\_

3. yam



\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Activity Page

yellow

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

1. the

\_\_\_\_\_

-----

\_\_\_\_\_



2. a

\_\_\_\_\_

-----

\_\_\_\_\_



3. the

\_\_\_\_\_

-----

\_\_\_\_\_



4. one



5. a



6. two



and

one



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.3

Take-Home

**Dear Family Member,**

Help your student cut out the word cards. Show the cards to your student and have your student blend and read them. Please encourage your student to read the words by saying the individual sounds and blending them together to make the word.

Read the words aloud and have your student write down the sounds, one at a time. Please keep the cards for future practice.

yes	big	win
bit	jet	run
wet	cup	lid
jam	rip	bed





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.4

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so that the Tricky Word yellow is on the first page. Ask your student to read it aloud to you. Remind your student to run a finger under the words and pictures as they read. You might also ask your student to use a yellow crayon to circle each object that is yellow.



and three yellow



one yellow



the yellow



a yellow

yellow

two yellow



and the yellow



the yellow



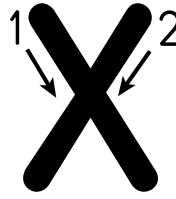


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Directions: Have students trace and copy the letters and words. The motion for 'x' can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.



Tracing row 1: A solid 'x' with stroke order arrows, followed by a dotted 'x', another dotted 'x', and two blank lines with a starting dot on the dashed midline.

Tracing row 2: A solid 'x' with stroke order arrows, followed by a dotted 'x', another dotted 'x', and two blank lines with a starting dot on the dashed midline.

Tracing row 3: A solid 'x' with stroke order arrows, followed by a dotted 'x', another dotted 'x', and two blank lines with a starting dot on the dashed midline.

Tracing row 4: A solid 'x' with stroke order arrows, followed by a dotted 'x', another dotted 'x', and two blank lines with a starting dot on the dashed midline.

Tracing row 5: The word 'mix' in solid black with stroke order arrows for each letter, followed by a dotted 'mix', and two blank lines with starting dots on the dashed midline.

Tracing row 6: The word 'mix' in solid black with stroke order arrows for each letter, followed by a dotted 'mix', and two blank lines with starting dots on the dashed midline.

Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. big box



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---

---

2. big six

6

6

---

---

---

3. hot wax



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---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2

Take-Home

**Dear Family Member,**

Please help your student cut out the picture cards on this page. On Activity Page 9.3, have your student place pictures beginning with the /l/ sound (log, lip, leg) under the 'l' heading. Next, place the pictures beginning with the /r/ sound (rat, ram, rug) under the 'r' heading.

Please keep the cards and chart for future practice.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.3

Take-Home

**Dear Family Member,**

Please have your student place the pictures from Activity Page 9.2 here. Place pictures beginning with the /l/ sound under the 'l' heading and pictures beginning with the /r/ sound under the 'r' heading.

l

r





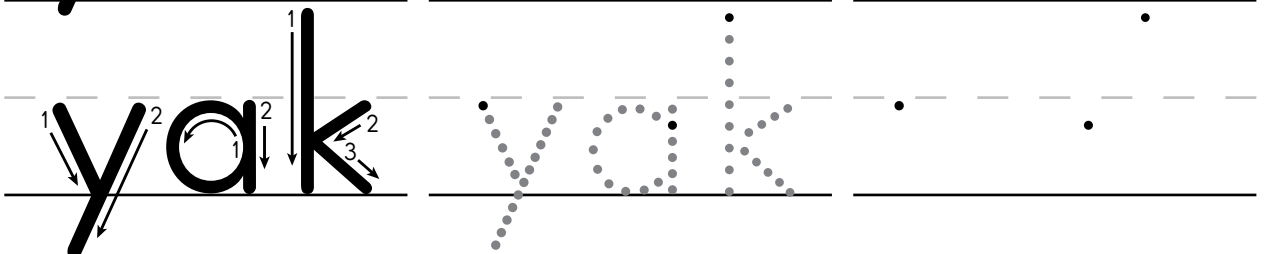
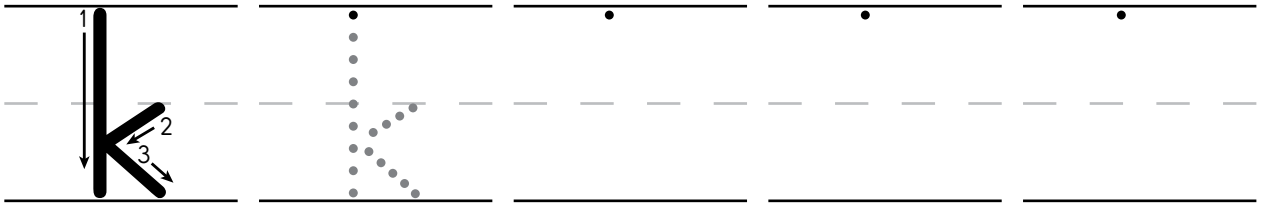
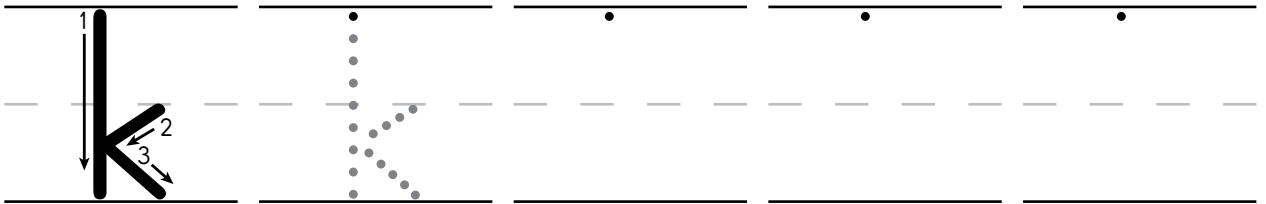
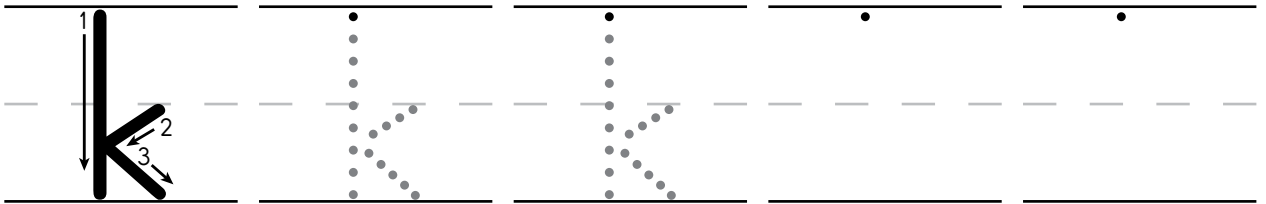
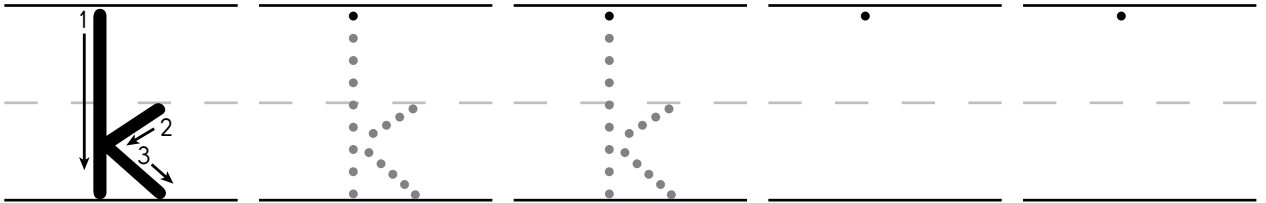
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'k' can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.



Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. wig on kid



---

---

---

2. kid ran



---

---

---

3. kid in mud



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2

Directions: Have students write the words that begin with the /k/ sound spelled 'c' under the 'c' header and words that begin with the /k/ sound spelled 'k' under the 'k' header.

cat	cub	kit
cab	ken	cop

as in cup

as in kid

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

cot

cut

kin

kim

as in cup

as in kid

\_\_\_\_\_

\_\_\_\_\_

-----

-----

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-----

-----

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-----

-----

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-----

-----

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

# look, Look

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

1.

\_\_\_\_\_

-----

\_\_\_\_\_

at the



.

2.

\_\_\_\_\_

-----

\_\_\_\_\_

at the



.

3.

\_\_\_\_\_

-----

\_\_\_\_\_

at the



.

4.

\_\_\_\_\_

-----

\_\_\_\_\_

at the



.

5. \_\_\_\_\_ at the red



6. \_\_\_\_\_ at the yellow



7. \_\_\_\_\_ at the blue



8. \_\_\_\_\_ at the red



and the two blue



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.2

Take-Home

Dear Family Member,

On the front and back of this 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. yam



2. wax



3. bus



4. web





5. box



6. jet



7. kid



8. jam



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.3

Take-Home

Dear Family Member,

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



Look at the



Look at the



Look at the



Look at the

Look at the

blue 

and the three 

look  
Look

Look at the 



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Assessment

Directions: In each row, have students circle the word you say aloud.

1. beg jig let leg

2. kid cap lid kin

3. fat rat rut rag

4. jug pug jig cab

5. yet pan yes jay

6. jot yet jet wax

7. log law fog pig

8. bop box sit lox

9. wet rib hen web

10 rug bug rag zip

NAME: \_\_\_\_\_

12.2

Activity Page

DATE: \_\_\_\_\_

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

1.



bug on bed

bug on rug

2.



big van

big jet

3.



big jet

big bug

4.



fan in box

hat in box

---

5.



rip in rug

rip in map

---

6.



dog in tub

pig in tub

---

7.



zip it up

rip it up

---

8.



rat in box

fox in box

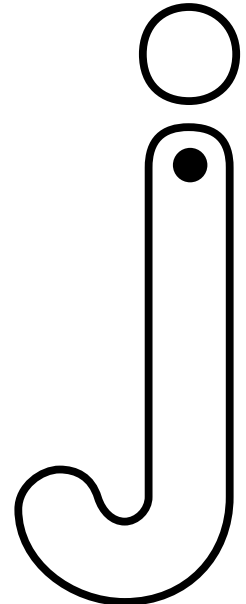
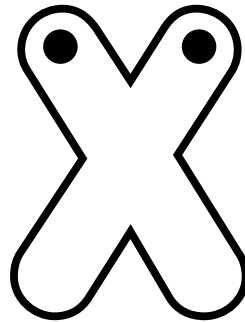
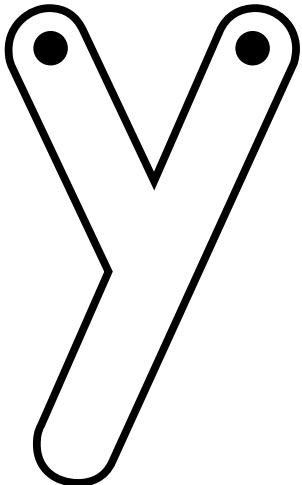
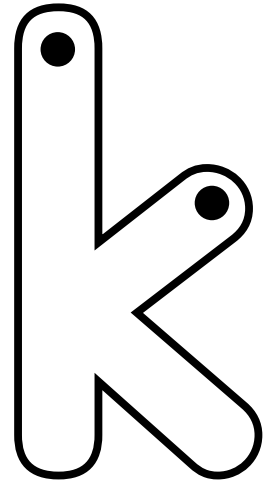
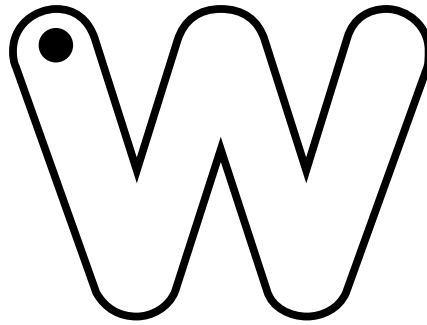
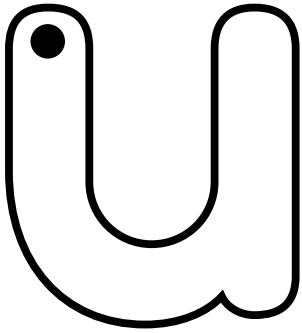
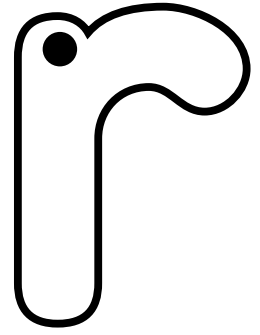
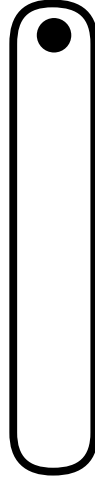
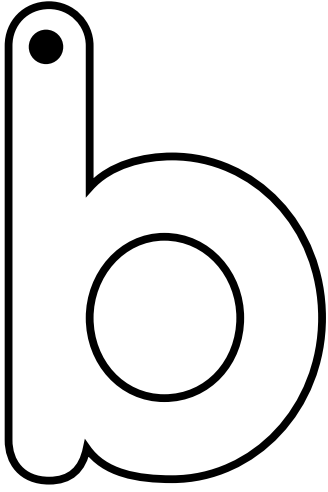
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.3

Activity Page

Directions: Have students trace each letter several times inside of the outline, using a different-colored crayon each time. Make sure students start tracing at the black dots.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.4

Take-Home

**Dear Family Member,**

Help your student cut out the word cards. Show your student the cards and have them blend and read them. Please encourage your student to read the words by saying the individual sounds aloud and then blending them together to make the word.

Extension: Read the words aloud and have your student write down the sounds, one at a time. Please keep the cards for future practice.



lid

log

yet

web

tub

jet

bun

kid

job

six

rot

kin



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

Activity Page

box

rug

wig

kid



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



bed

wax

log

ram



---

---

---

---

---

---



---

---

---

---

---

---

NAME: \_\_\_\_\_

13.2

Activity Page

DATE: \_\_\_\_\_

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

1.



mug

mat

bug

2.



tab

tub

tip

3.



fox

box

lox

4.



jet

bet

wet

5.



lid

hid

kid

6.



mug

hug

bug

7.



rug

rag

run

8.



job

ham

jam

9.



wet

web

wed

10.



lit

hip

lip

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.3

Assessment

**Record Sheet for Unit 5 Reading Assessment (Part 2)**

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as they sound out the word. If the student misreads a word, prompt them to try to read the word again.

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
1. leg		
2. kid		
3. rat		
4. jug		
5. yes		
6. jet		
7. log		
8. box		
9. web		
10. rug		
	<b>TOTAL CORRECT: _____ /30</b>	

**SUBTOTAL:** \_\_\_\_\_

/l/ > 'l' (1,7) \_\_\_\_ /2    /e/ > 'e' (1,5,6,9) \_\_\_\_ /4    /g/ > 'g' (1,4,7,10) \_\_\_\_ /4    /k/ > 'k' (2) \_\_\_\_ /1  
 /i/ > 'i' (2) \_\_\_\_ /1    /d/ > 'd' (2) \_\_\_\_ /1    /r/ > 'r' (3,10) \_\_\_\_ /2    /a/ > 'a' (3) \_\_\_\_ /1  
 /t/ > 't' (3,6) \_\_\_\_ /2    /j/ > 'j' (4,6) \_\_\_\_ /2    /u/ > 'u' (4,10) \_\_\_\_ /2    /y/ > 'y' (5) \_\_\_\_ /1  
 /s/ > 's' (5) \_\_\_\_ /1    /o/ > 'o' (7,8) \_\_\_\_ /2    /b/ > 'b' (8,9) \_\_\_\_ /2    /x/ > 'x' (8) \_\_\_\_ /1  
 /w/ > 'w' (9) \_\_\_\_ /1





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Directions: Have students circle the dictated word and copy it on the line.

1. kit fit

\_\_\_\_\_

-----

\_\_\_\_\_

2. lip lid

-----

\_\_\_\_\_

3. rat pat

-----

\_\_\_\_\_

4. fin win

-----

\_\_\_\_\_

5. yet get

-----

\_\_\_\_\_

6. it sit

-----

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.2

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

1. kid at bat



2. sun up



3. kid in box



4. big bus



5. bib on pig



6. fox in box



7. rat in pot



8. kid in hat



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 14.3

Directions: Have students write the words that contain the /i/ sound spelled 'i' under the 'i' header and words containing the /e/ sound spelled 'e' under the 'e' header.

let	jet	bet	rip
fix	win	yes	bin

as in it

as in wet

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.4

Take-Home

Dear Family Member,

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

1. wig



\_\_\_\_\_

-----

\_\_\_\_\_

2. jug



\_\_\_\_\_

-----

\_\_\_\_\_

3. box



\_\_\_\_\_

-----

\_\_\_\_\_



4. jam



5. mug



6. ram



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

Activity Page

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

1. box



2. rug



3. wig



4. leg



5. jug



6. lip




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 15.2


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

	h	e	p
	a	a	n

\_\_\_\_\_

-----


\_\_\_\_\_

	b	u	n
	s	e	m

\_\_\_\_\_

-----


\_\_\_\_\_

	p	o	k
	b	i	x

\_\_\_\_\_

-----


\_\_\_\_\_

	l	e	k
	p	a	g

\_\_\_\_\_

-----


\_\_\_\_\_

	b	u	z
	p	o	s

\_\_\_\_\_

-----


\_\_\_\_\_

	t	e	p
	d	u	b

---

---


---

	h	a	d
	k	i	t

---

---


---

	f	o	k
	v	a	x

---

---


---

	l	u	d
	n	i	p

---

---

---

	f	u	n
	v	a	m

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16.1

Activity Page

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

1.



rat in cup

rat in hat

2.



jug in bag

bag on bed

3.



ant on bat

ant on bed

4.



pup in tub

hat in box

5.



kid in mud

pig in mud

---

6.



fox in box

fox on box

---

7.



bug in tub

bug on rug

---

8.



kid in mud

kid in tub

---

9.



hug mom

hug dog

---

10.



dog in sun

cat in sun

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16.2

Take-Home

Dear Family Member,

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

Ox ran and ran.



Jin ran at him,



but Ox ran on.





Kim had him,



but Ox ran on.



Min fed Ox



and led him



and sat on him.



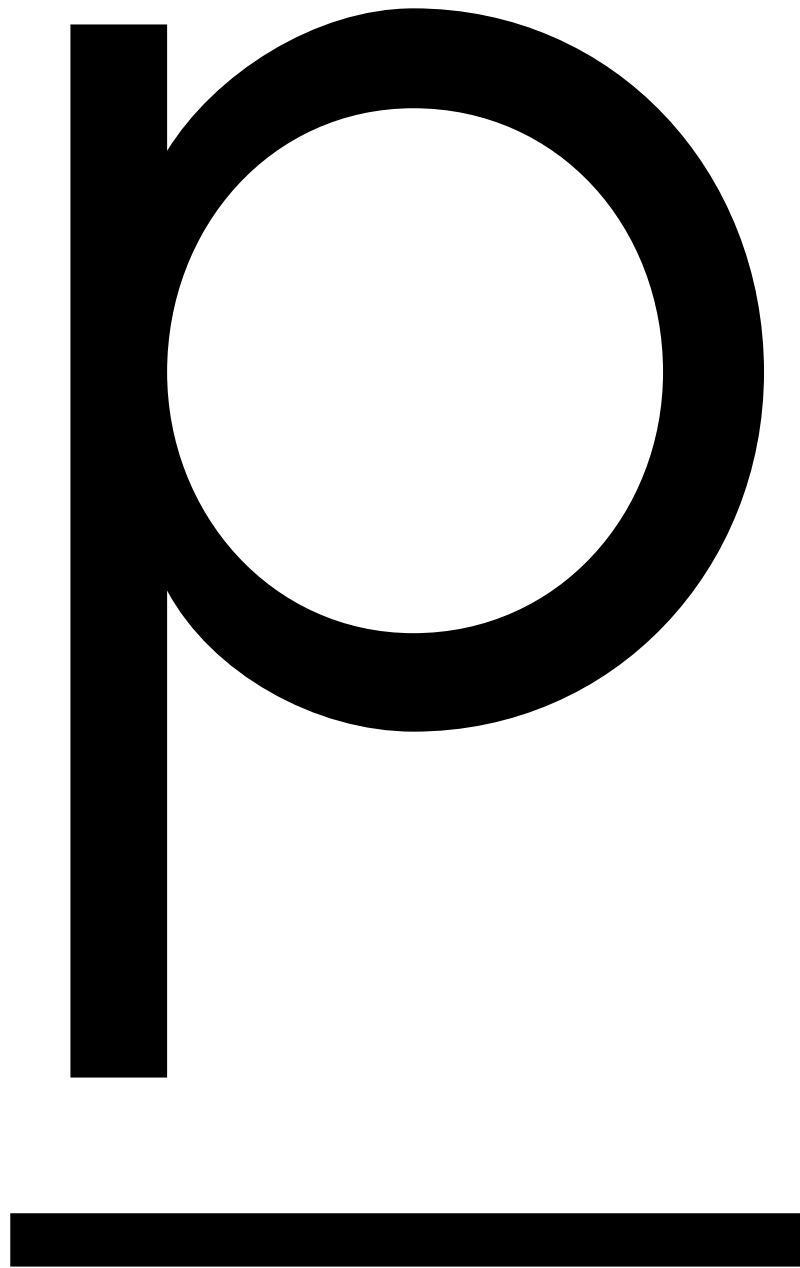
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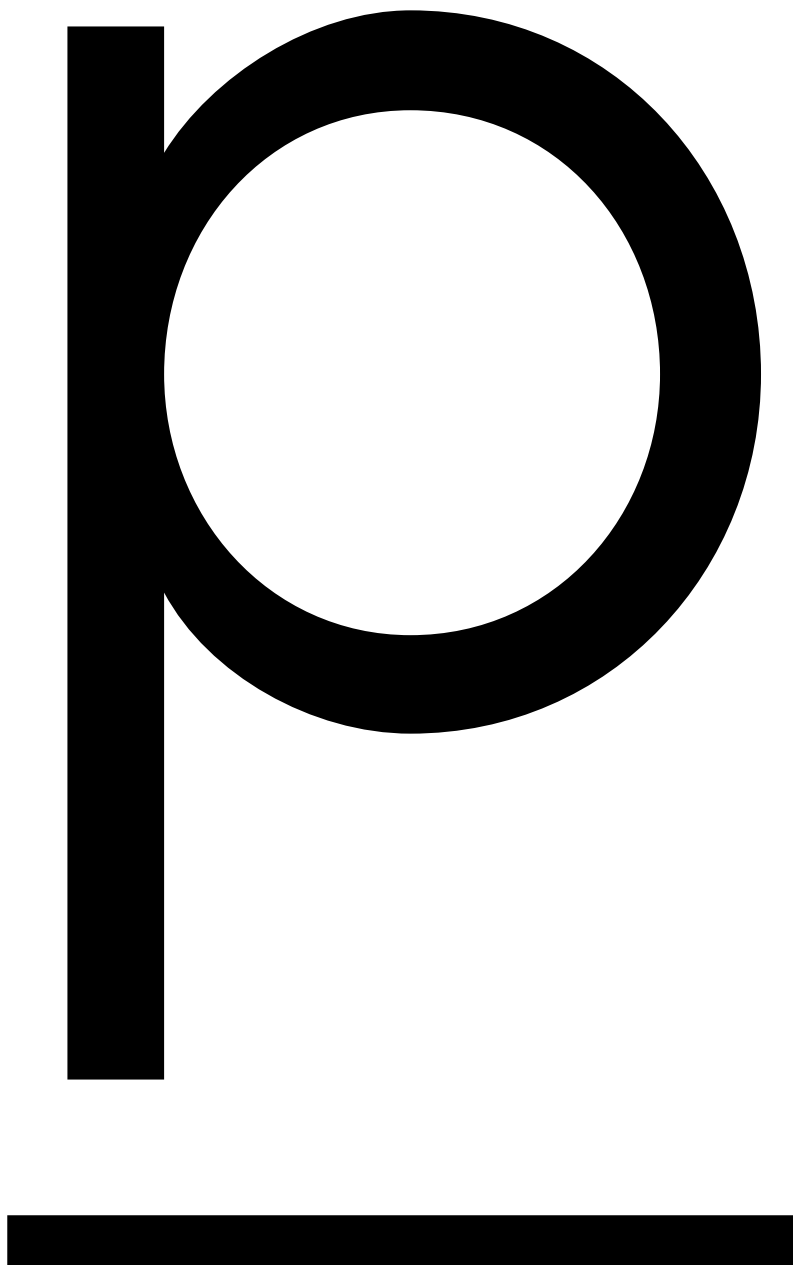
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PP.1

Activity Page

*Directions: Have students hold up this activity page when you say /p/.*





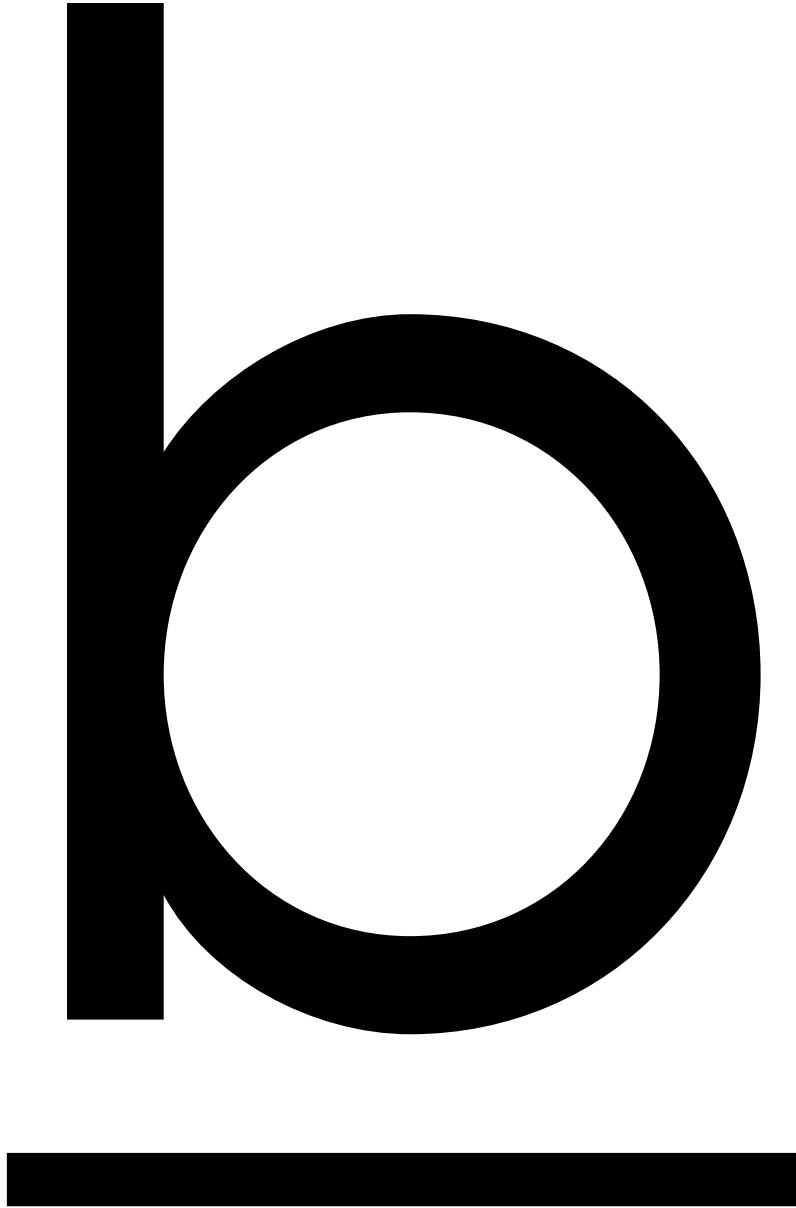
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DATE: \_\_\_\_\_

PP.2

Activity Page

*Directions: Have students hold up this activity page when you say /b/.*



**b**

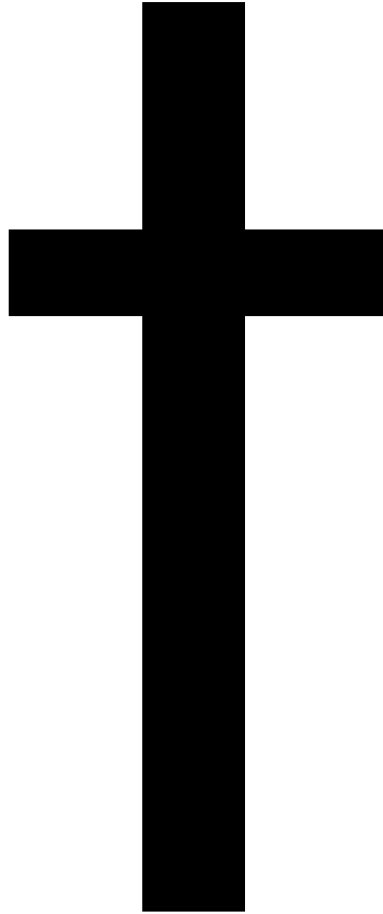
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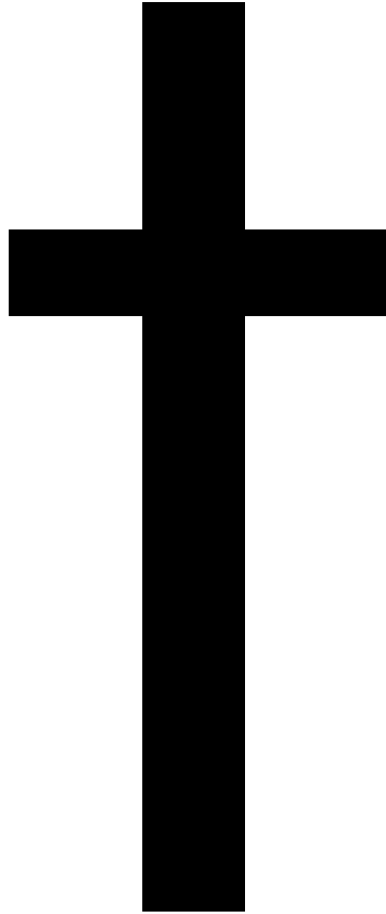
DATE: \_\_\_\_\_

PP.3

Activity Page

*Directions: Have students hold up this activity page when you say /t/.*



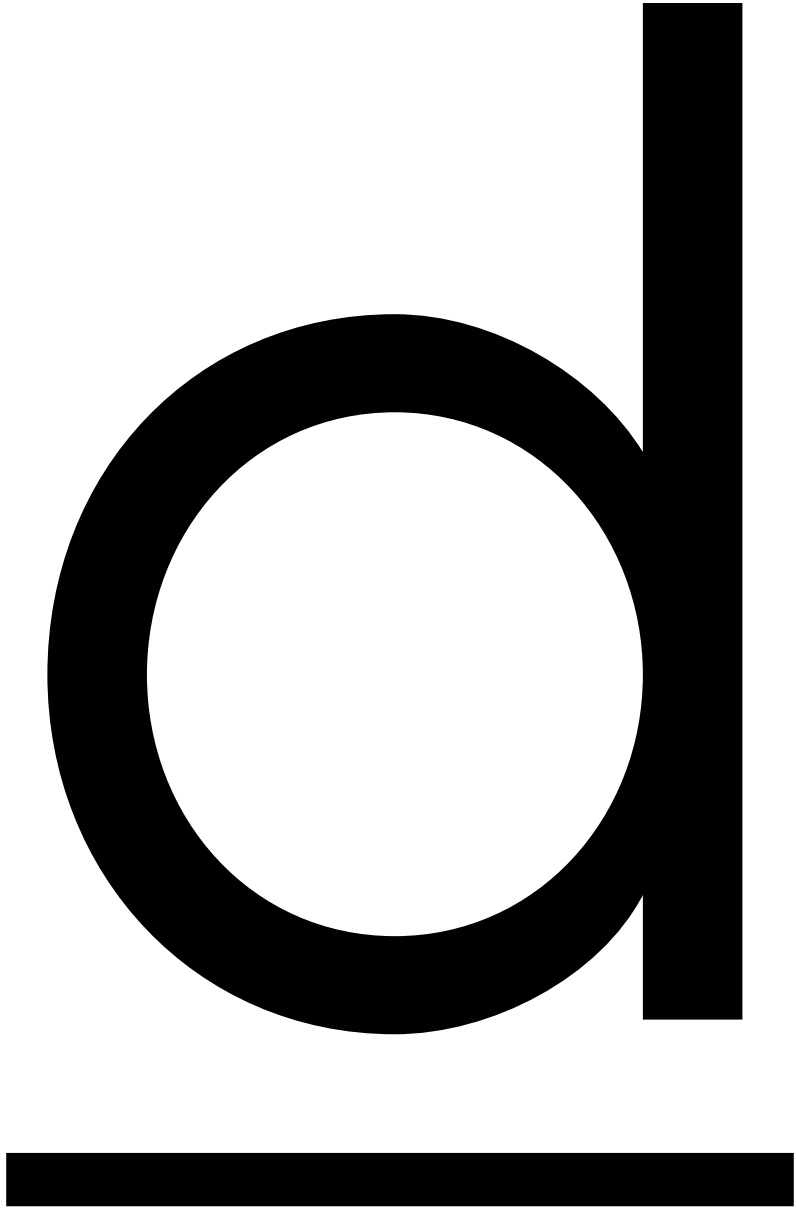


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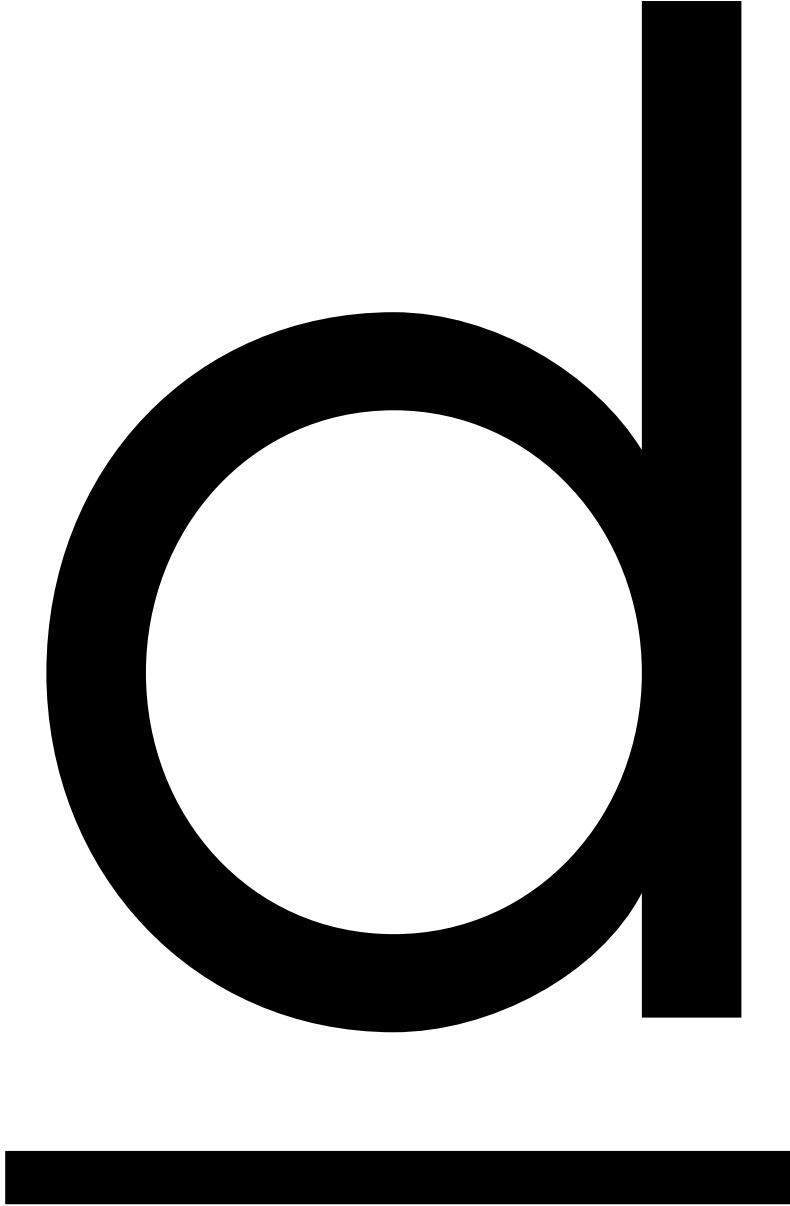
DATE: \_\_\_\_\_

PP.4

Directions: Have students hold up this activity page when you say /d/.







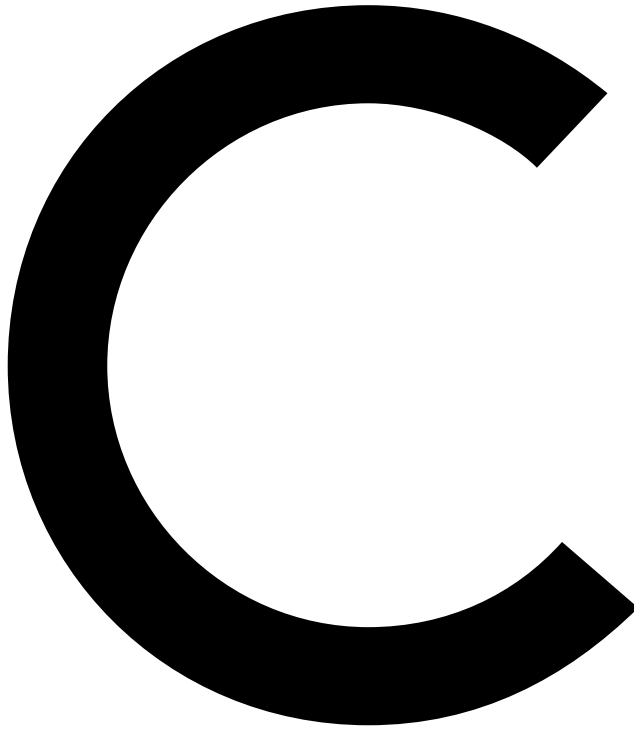
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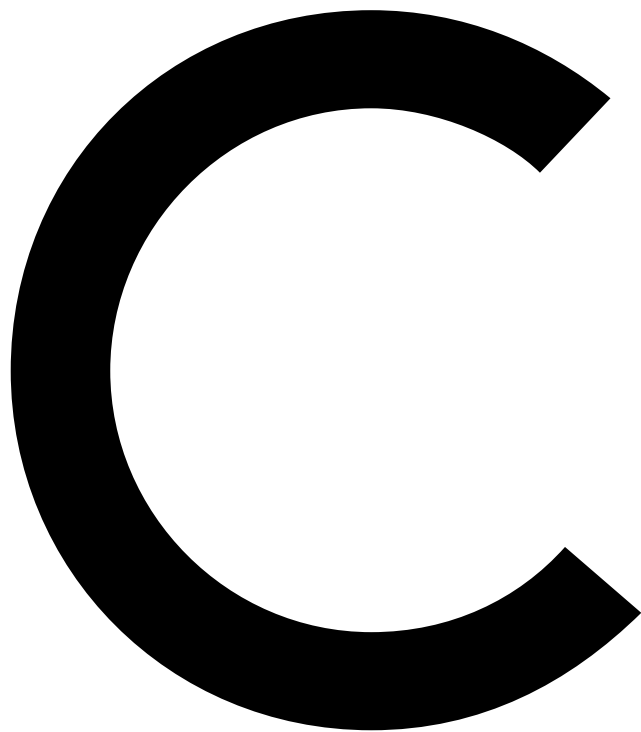
DATE: \_\_\_\_\_

PP.5

Activity Page

*Directions: Have students hold up this activity page when you say /k/.*





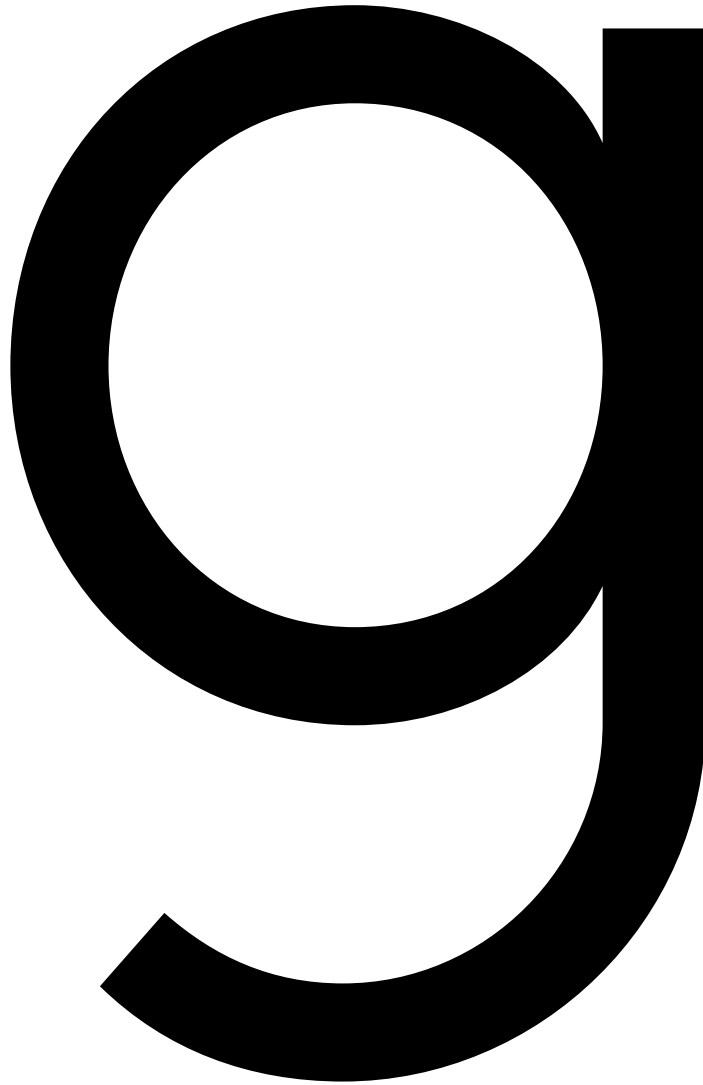
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.6

Activity Page

*Directions: Have students hold up this activity page when you say /g/.*



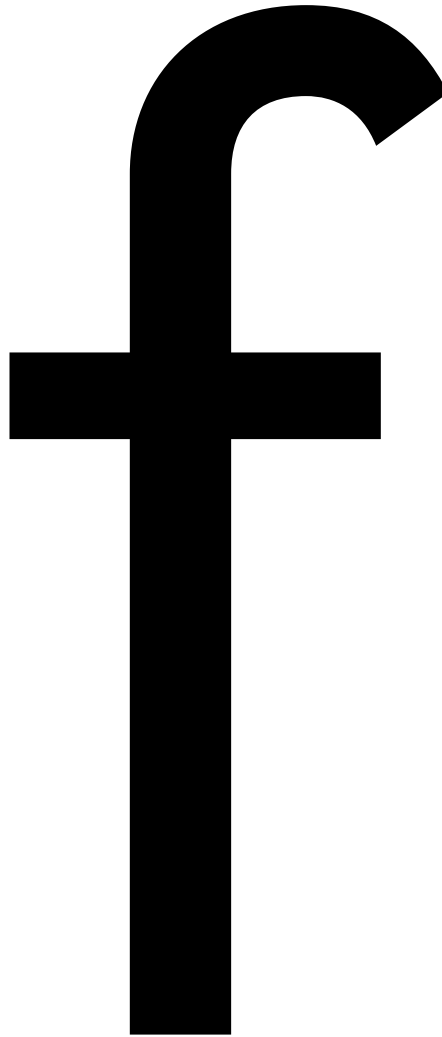
g

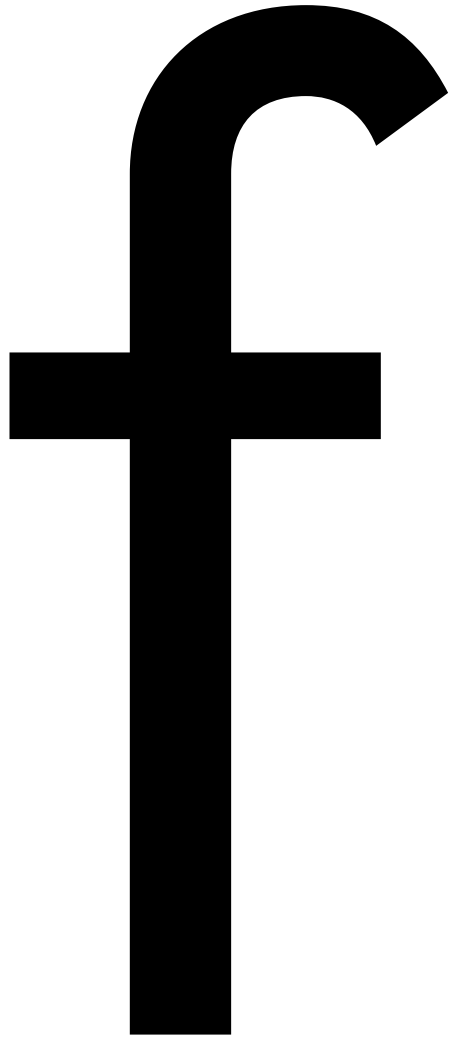
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.7

*Directions: Have students hold up this activity page when you say /f/.*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.8

Activity Page

Directions: Have students hold up this activity page when you say /v/.







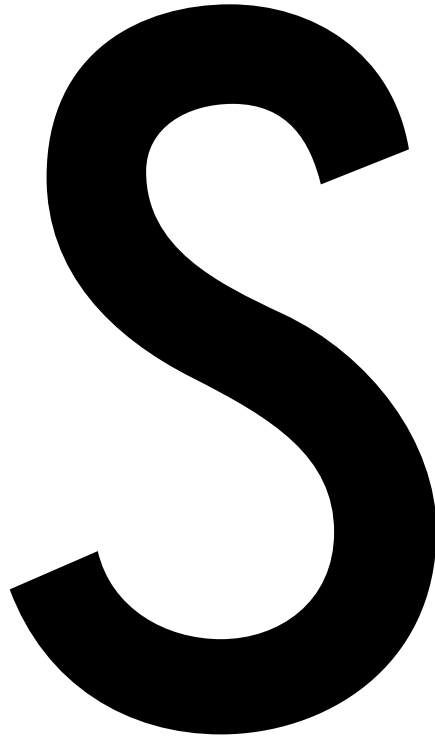
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.9

Activity Page

*Directions: Have students hold up this activity page when you say /s/.*



S

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.10

Activity Page

*Directions: Have students hold up this activity page when you say /z/.*



**Z**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.11

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

cup

yak

kin

doc

cap

yuk

as in cat

as in kit

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

kin

cab

cod

kid

as in cat

as in kit

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.12

Activity Page



Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.13.

gum

lid

web

rub

win

yes

bad

fix

job

kid

bat

rat

jam

ox

nut





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.13

Activity Page

Directions: Have students read the word cards from Activity Page PP.12 and place them on the matching words on this activity page.


bad	yes	win
fix	job	rub
kid	bat	web
jam	rat	lid
ox	nut	gum



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_


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

	w	e	n
	v	a	t

\_\_\_\_\_

-----


\_\_\_\_\_

	j	u	j
	g	e	g

\_\_\_\_\_

-----


\_\_\_\_\_

	y	o	n
	j	a	m

\_\_\_\_\_

-----


\_\_\_\_\_

	m	e	d
	w	a	b

\_\_\_\_\_

-----


\_\_\_\_\_

	n	u	d
	m	o	t

\_\_\_\_\_

-----


\_\_\_\_\_

	v	e	m
	y	a	n

---

---


---

	r	u	j
	n	e	g

---

---


---

	n	u	k
	m	i	g

---

---


---

	b	a	g
	d	e	t

---

---

---

	t	u	p
	l	i	g

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

1. jet



2. ram



3. nut



4. wig



5. bib



6. yes



7. wet



8. jug



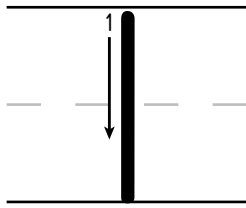
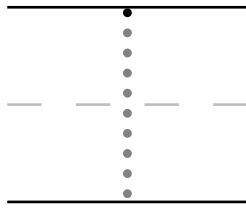
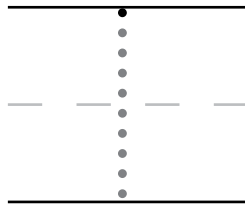
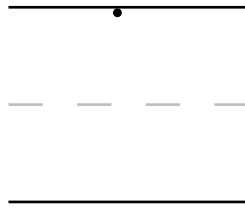
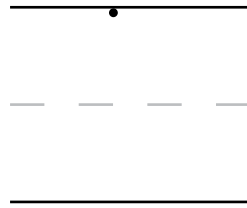
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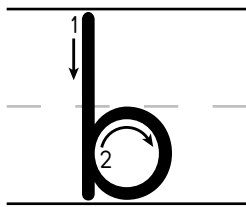
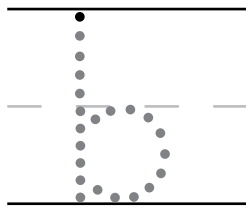
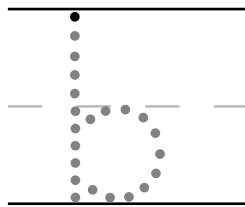
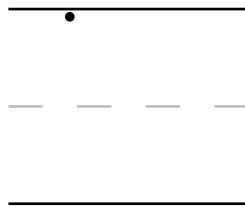
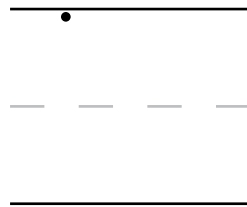
DATE: \_\_\_\_\_

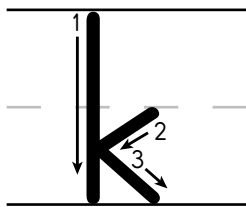
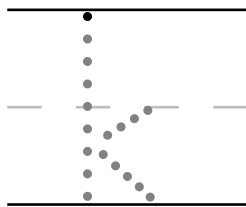
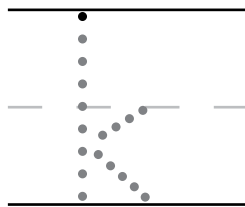
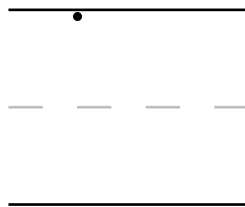
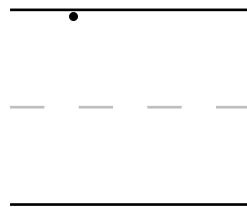
# PP.16

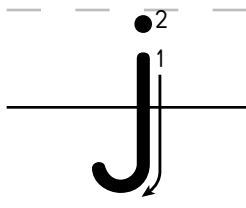
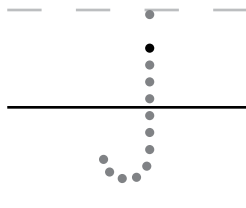
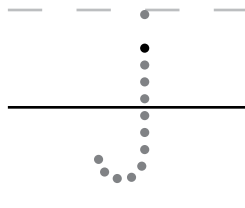
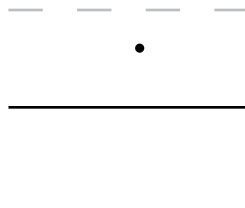
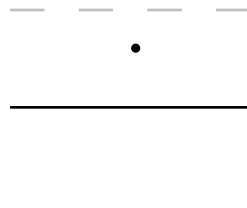
Activity Page

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

				
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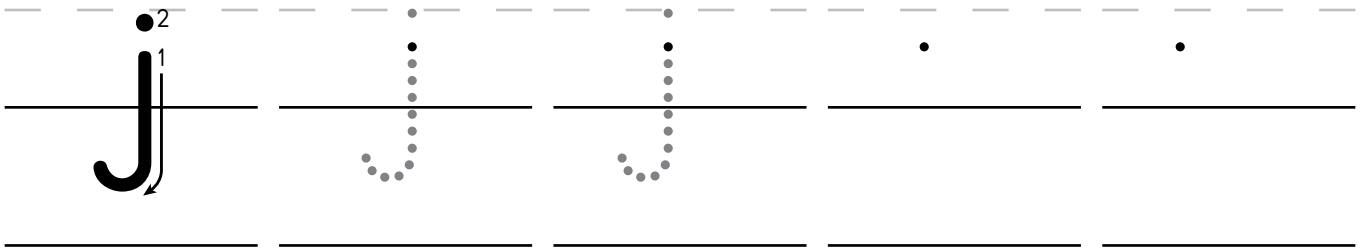
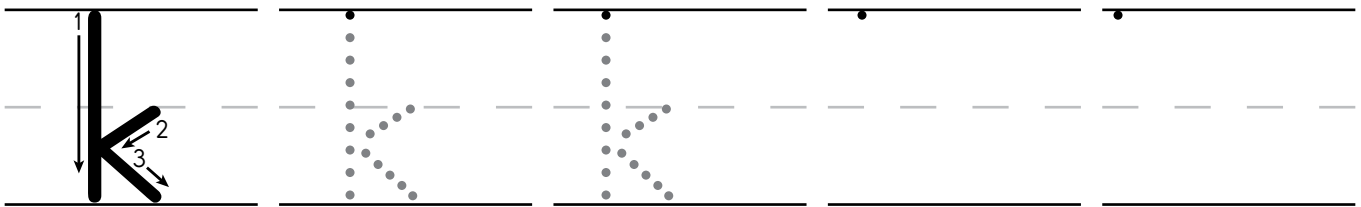
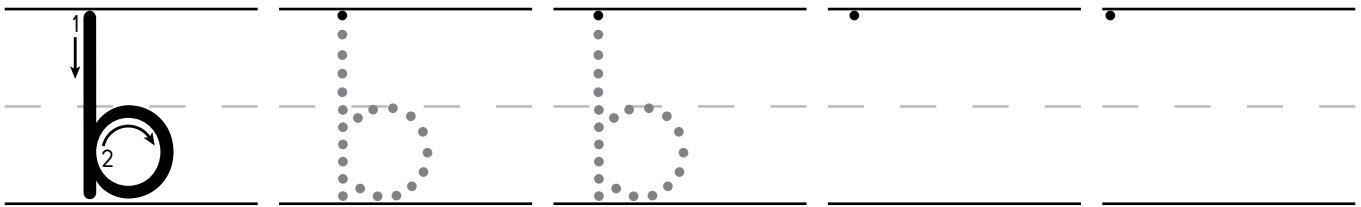
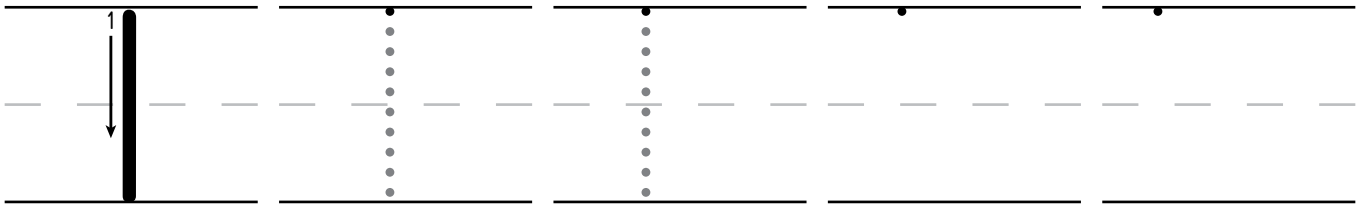
				
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

Handwriting practice row for the letter 'x'. It contains five boxes on a three-line grid. The first box shows a solid 'x' with stroke order arrows: 1 (downward diagonal) and 2 (upward diagonal). The second box shows a dotted 'x' for tracing. The third box shows a dotted 'x' for tracing. The fourth and fifth boxes each contain a single dot on the dashed midline, indicating the starting point for writing.

Handwriting practice row for the letter 'y'. It contains five boxes on a three-line grid. The first box shows a solid 'y' with stroke order arrows: 1 (downward diagonal), 2 (upward diagonal), and 3 (downward vertical). The second box shows a dotted 'y' for tracing. The third box shows a dotted 'y' for tracing. The fourth and fifth boxes each contain a single dot on the dashed midline, indicating the starting point for writing.

Handwriting practice row for the letter 'w'. It contains five boxes on a three-line grid. The first box shows a solid 'w' with stroke order arrows: 1 (downward diagonal), 2 (upward diagonal), 3 (downward diagonal), and 4 (upward diagonal). The second box shows a dotted 'w' for tracing. The third box shows a dotted 'w' for tracing. The fourth and fifth boxes each contain a single dot on the dashed midline, indicating the starting point for writing.

Handwriting practice row for the letter 'u'. It contains five boxes on a three-line grid. The first box shows a solid 'u' with stroke order arrows: 1 (curved) and 2 (downward vertical). The second box shows a dotted 'u' for tracing. The third box shows a dotted 'u' for tracing. The fourth and fifth boxes each contain a single dot on the dashed midline, indicating the starting point for writing.

Handwriting practice row for the letter 'x'. The first column shows a lowercase 'x' with stroke order arrows: 1 (downward diagonal) and 2 (upward diagonal). The next four columns show a dot on the dashed midline for starting the letter.

Handwriting practice row for the letter 'y'. The first column shows a lowercase 'y' with stroke order arrows: 1 (downward diagonal), 2 (upward diagonal), and 3 (downward vertical). The next four columns show a dot on the dashed midline for starting the letter.

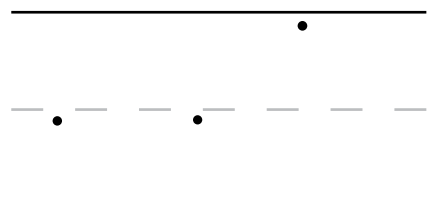
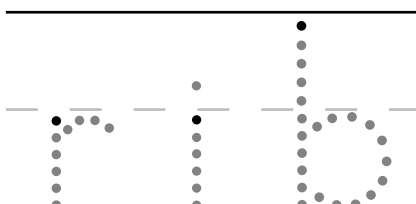
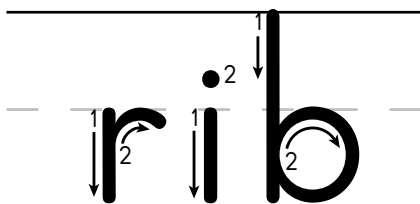
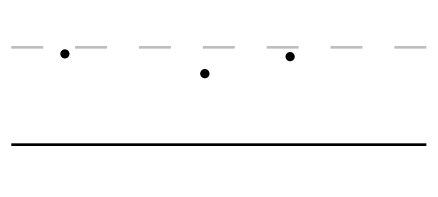
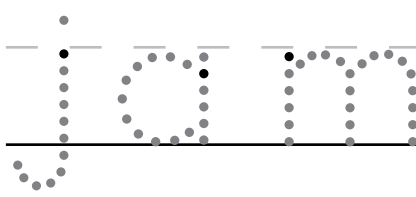
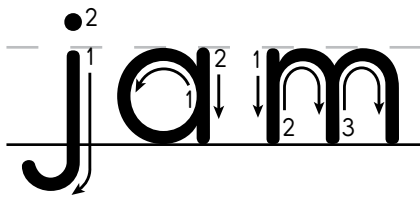
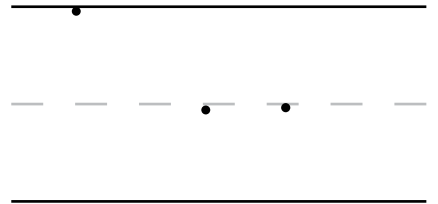
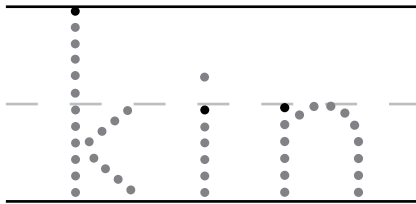
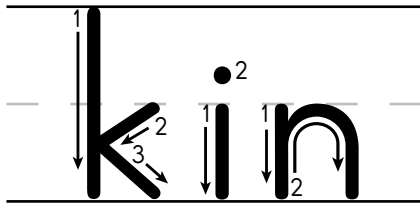
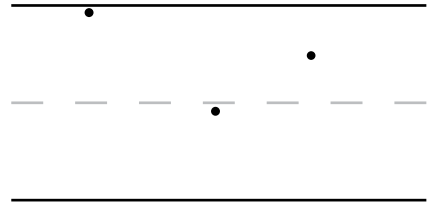
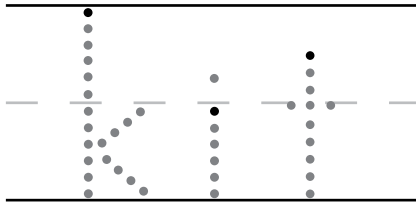
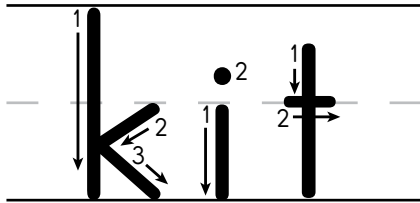
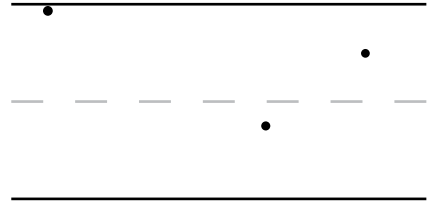
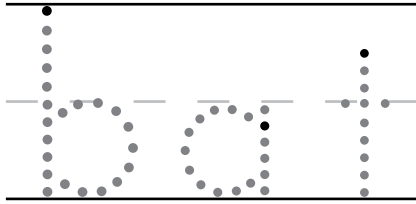
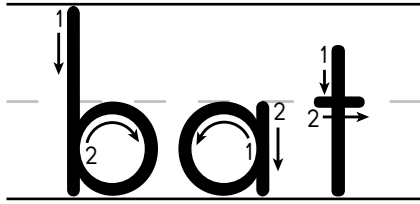
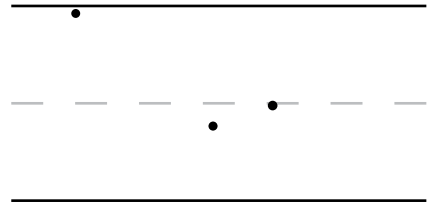
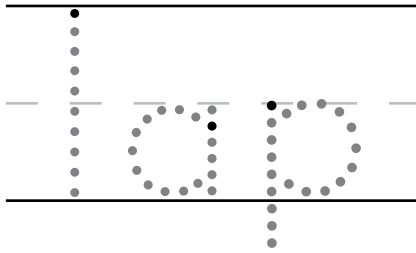
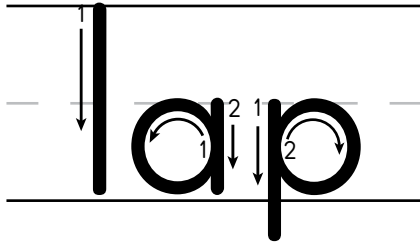
Handwriting practice row for the letter 'w'. The first column shows a lowercase 'w' with stroke order arrows: 1 (downward diagonal), 2 (upward diagonal), 3 (downward diagonal), and 4 (upward diagonal). The next four columns show a dot on the dashed midline for starting the letter.

Handwriting practice row for the letter 'u'. The first column shows a lowercase 'u' with stroke order arrows: 1 (downward curve) and 2 (downward vertical). The next four columns show a dot on the dashed midline for starting the letter.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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



lap

• •

• •

boat

• •

• •

kit

• •

• •

kin

• •

• •

jam

• •

• •

rib

• •

• •

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

box

box

box

yes

yes

yes

wit

wit

wit

wag

wag

wag

bug

bug

bug

yuk

yuk

yuk

box

box

box

yes

yes

yes

wit

wit

wit

wag

wag

wag

bug

bug

bug

yuk

yuk

yuk

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

1. jam



\_\_\_\_\_

-----

\_\_\_\_\_

2. win



\_\_\_\_\_

-----

\_\_\_\_\_

3. bag



\_\_\_\_\_

-----

\_\_\_\_\_



4. box



---

---

---

5. rug



---

---

---

6. kid



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

jet

box

run

kid

wax

lip



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ox

jog

hat

tub



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

*Directions: Have students write each word under the matching picture.*

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

rat

bat

lip

nap



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have students write the words with the /i/ sound spelled 'i' under the 'i' header and words with the /e/ sound spelled 'e' under the 'e' header.

hip

net

bit

sit

let

win

as in it

as in wet

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

him

wed

hen

red

as in it

as in et

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

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

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.24

Activity Page

Directions: Have students write the words with the /u/ sound spelled 'u' under the 'u' header and words with the /a/ sound spelled 'a' under the 'a' header.

cab

cup

hat

sun

tan

pug

as in rub

as in rat

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



bus

sad

tub

jam

as in rub

as in rat

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have students write the words with the /x/ sound next to the 'x' header, the words with the /y/ sound next to the 'y' header, and words containing the /w/ sound next to the 'w' header.

yes	wig	fix
win	tax	yuk

**X**

\_\_\_\_\_

-----

\_\_\_\_\_

**Y**

\_\_\_\_\_

-----

\_\_\_\_\_

**W**

\_\_\_\_\_

-----

\_\_\_\_\_

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