Early Reading Acceleration Practice Phonics Activities
Additional phonics practice opportunities for First Grade

Name:
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Activities
Section 1
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ________________________________________________________________

| a | A
| p | P
| n | N
| c | C
| g | G

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Have the student write each word under its matching picture.

pan
cap

nap
can
Name: ____________________________

Tricky Words: Review the Sound-Spelling 2 (a and of)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Sam got __________________________ bug in his bed.

2. Six __________________________ dad’s dogs ran.

3. Seth got __________________________ bag
gum.

4. Did Max get __________________________ lot
cats?

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Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Directions: Have the student write each word under its matching picture.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

1. Mm Ff Vv

2. m f v

3. MM FF VV

4. M M F F V V
Directions: Have the student write each phrase under its matching picture.

- a dog
- mom and dad
- a fat pig
- a tin can
Tricky Words: Review the Sound-Spelling 1 (the and all)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. His cat is on _____________________ rug.

2. _____________________mom can get a dog.

3. Sam, Bob, and Jen _____________________

   run in _____________________mud.

4. _____________________ his kids got on

   _____________________ bus.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ________________________________

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ____________________________________________

Ww Ww Ww

W W W

Ee Ee Ee

E E E

Uu Uu Uu

U U U

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Have the student write each word under its matching picture.

1. bed

2. lamp

3. nest

4. rug
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 3 (from and was)

1. Kit had fish ______________________ dad’s shop.

2. Chad’s box ______________________ big.

3. ______________________ his gift
   ______________________ his mom?

4. Ted fell ______________________ his bed and
   ______________________ sad.

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Tricky Words: Review the Sound-Spelling 4 (one and once)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

one once

1. The dog ran in mud ____________________.

2. Jen held ____________________ crab.

3. Jill ____________________ had

_________________________ cat as a pet?

4. ____________________ Ted got

_________________________ fish in the pond.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

p p p p
P P P P
b b b b
B B B B
u u u u
O O O O
Directions: Have the student write each word under its matching picture.

- tub
- bug
- rat
- nuts
- grin
- wig
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 5 (when and I)

1. _______________________ will get him a gift.
   
2. _______________________ did Dad call the man?
   
3. _______________________ can
   _______________________ get the bag of chips?
   
4. _______________________ will get in bed
   _______________________ Mom fills my glass.

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Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Name ____________________________

j j j

J J J

jam

y y y

Y Y Y

yes

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Directions: Have the student write each word under its matching picture.

1. bed

2. jet

3. jog

4. jam
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

X x X

X x X

fox fox

kkk

K

kit kit
Directions: Have the student write each word under its matching picture.

1. box

2. mix

3. kid

4. six
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 6 (word and were)

1. Jill can spell the big ____________.

2. The eggs ____________ in the nest.

3. If Kit and Pat ____________ stuck on a ____________, can the kids skip it?

4. The kids ____________ sad to not get the ____________.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ____________________________

Ss Ss Ss

Zz Zz Zz

Hh Hh Hh

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Directions: Have the student write each word under its matching picture.
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 7 (to and why)

to

why

1. The frogs hop __________________________ the mud.

2. __________________________ is Mom in the fish shop?

3. __________________________ can’t the dog run

   __________________________ Sam?

4. __________________________ did Seth run

   __________________________ the van?
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

th th th th th

th th th th th

th th th th th

th th th th th

thud thud thud thud thud

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Review the Sound/Spelling 3 (/th/)

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

1. bath

2. moth

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Tricky Words: Review the Sound-Spelling 8 (where and there)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

where there

1. ___________ is the big pond?

2. Is Mom’s bag up ___________?

3. ___________ on the chest is Pam can sit.

4. ___________ is the cup? Up
Draw a line from each word on the left to the matching picture. If necessary, identify the pictures for the student.

1. bath

2. fish

3. thumb

4. branch
5. moth

6. brush

7. chop

8. pinch

9. chest
Tricky Words: Review the Sound-Spelling 9 (no and says)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Dad ____________________ Jim can run to the pond.

2. His black pen has ____________________ ink.

3. “________________________ cats can bark,”
   ____________________ Pat.

4. Ann ____________________ he has
   ____________________ bags in the van.

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Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ch  ch  ch  ch

ch  ch  ch  ch

ch  ch  ch  ch

much  much  much  much

much  much  much

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Name ________________________________

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

1. ____________

2. ____________

3. ____________
Do not hallucinate.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 10 (what and here)

1. ___________________________ is in the big box?

2. ___________________________ is his red trash can.

3. ___________________________ is this mess?

4. ___________________________ is Chad can pack.
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

sh sh sh sh
sh sh sh sh
sh sh sh sh
sh sh sh sh

shed shed shed
shed shed shed

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

1. shin

2. fish

3. brush
Tricky Words: Review the Sound-Spelling 11 (said and so)

1. Mom and Dad _____________ yes.

2. Sam’s bug is _____________ big.

3. Kit _____________ the plums smell _____________ fresh?

4. “The mop is _____________ wet,” _____________ Seth.
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. □ big ship
   □ big shop

2. □ his chin
   □ his shin

3. □ trash in chest
   □ cash in chest

4. □ chop up logs
   □ chop up ships

5. □ fish and shrimp
   □ ham and chips
6. □ such big hands  □ such big lips

7. □ crush can  □ crush box

8. □ dog on bench  □ cat on bench

9. □ crab can pinch  □ kid can pinch

10. □ mom shops  □ dad shops

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Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 12 (are and which)

1. __________________ dog will run fast?

2. The stamps __________________ on the desk.

3. __________________ kids on the bed?

4. __________________ pants Mom’s?
For each row, blend and read all three words and circle the word matching the picture.

1. champ chomp chimp

2. punch hunch bunch

3. shed mush sash

4. chip ship shin
5. branch ranch brand

6. lunch hunch lump

7. shelf fish shrug

8. crash trap trash

9. ship shin chin
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 13 (is and two)

is two

1. Jill ______________________ a fun pal.

2. I wish I had _____________________ pets.

3. The vet _____________________ with _____________________ cats.

4. One plus one _____________________
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

quin qu qu qu qu

quiz quiz quiz quiz
Directions: Have students write 'gu' under the pictures of items that begin with /gu/.
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 14 (who and do)

1. ______________________ ran up the steps?

2. The caps ______________________________ not fit.

3. ____________________________ will

____________________________ the tricks?

4. Can Chad tell Dad ______________________ will

________________________ it?
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ng  ng  ng  ng

ng  ng  ng  ng

ng  ng  ng  ng

ng  ng  ng  ng

bang  bang  bang  bang
Directions: Have the student write each word under its matching picture.

quilt
swing
fang
strong

sing
king
Tricky Words: Review the Sound-Spelling 15 (some and have)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Can Beth ___________________________ a snack with us?

2. Mom will get ___________________________ shrimp at the fish shop.

3. ___________________________ dogs ___________________________ spots.

4. Seth and Kit ___________________________

______________________________ big hats.

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

shed
string
quilt
punch
bench
path
Name

1. □ long belt
   □ long string

2. □ trash bag
   □ trash can

3. □ man on bench
   □ kid on bench

4. □ pig with hen
   □ pig with bug

5. □ brush on shelf
   □ brush on bed

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.
6. 
☐ finch on branch
☐ chimp on branch

7. 
☐ munch on chips
☐ jump on bed

8. 
☐ van crash
☐ fish crash

9. 
☐ wing on bug
☐ wing on hen

10. 
☐ shrimp on dish
☐ fish on dish
Directions: For each picture, have students circle and copy the matching word.

sock  rock  truck  duck

mitt  kit  lock  clock
glass  dress

drums  plums

bell  bill

egg  eggs
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  cup  skin  crop
kid  duck  cash  milk
crab  back  clap  lick

as in cat  as in kid  as in luck

<table>
<thead>
<tr>
<th>as in cat</th>
<th>as in kid</th>
<th>as in luck</th>
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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.
Directions:
Circle the words that start or end with /th/ as in them RED.
Circle the words that start or end with /th/ as in moth BLUE.

For teacher: thorn, bath, them, this, thread, throat, these, smooth
Name: ____________________________

Review the Sound/Spelling 4 (/th/)

Directions: Have students draw a line from the bee to the words with buzzy /th/ and copy those words on the handwriting lines provided.

- this
- math
- then
- thin

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Directions: Have students write the words with buzzy /θ/ under the bee saying "bzzzzz" and the words with non-buzzy /θ/ under the crossed-out bee.

bzzzzzzzzzzzzz

math than then theft
that this bath thin
Activities
Section 2
Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

1. rat
2. land
3. trip
4. lip
5. trim
6. stop
7. hip
8. cup
9. drop
10. plot

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Directions: Say each sound as you read the words below. Write the words under the correct beginning blend.

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<tr>
<th>cl</th>
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<tr>
<td>flat</td>
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<td>slip</td>
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<td>clash</td>
<td>plop</td>
<td>glass</td>
<td>clog</td>
<td>flag</td>
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</table>
Directions: Choose 4 words from the previous page. Write each word and draw a picture to match.
Directions: Say each sound as you read the words below. Write the words under the correct beginning blend.

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<tr>
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</table>

trip  grab  prick  drip
grub  crash  drum  crack
prod  dress  trash  grill
Directions: Choose 4 words from the previous page. Write each word and draw a picture to match.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
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<th>Word 3</th>
<th>Word 4</th>
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Directions: Say each sound as you read the words below. Write the words under the correct beginning blend.

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spot  swim  stick  scat
skip  scab  smock  spit
stem  skill  swing  smell
Directions: Say each sound as you read the words below. Write the words under the correct ending blend.

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<th>-nt</th>
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<td>rust</td>
<td>pant</td>
<td>melt</td>
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<td>hunt</td>
<td>send</td>
<td>best</td>
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<td>nest</td>
<td>chimp</td>
<td>camp</td>
<td>damp</td>
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<td>belt</td>
<td>sent</td>
<td>band</td>
<td>bolt</td>
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</tbody>
</table>
Directions: Choose 4 words from the previous page. Write each word and draw a picture to match.
Directions: Have students write each word under its matching picture.

frog


crab


flag

drum


stem


steps

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

frog


crab


flag

drum


stem


steps
Tricky Words: Review the Sound-Spelling 1 (be, he, and we)

1. What can it ________________________?

2. ________________________ is not big or red.

3. ________________________ are in a band and sing songs.

4. Will ________________________ ______________ the one ________________________ pick up?

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Directions: Have students complete each sentence.

1. Stan _______ mad at Fred.

2. Jim _______ not met Tim.

3. Ted is _______ dad.

4. Jen is not as sad _______ Kim.

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

/s/ as in cats  /z/ as in dogs

legs  pots  jets  pens

rats  bags  beds  hats

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Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 2 (she and me)

1. Did __________________ like the eggs?

2. The kids did not swim with ____________________.

3. ____________________ will run past ____________________ in the red truck.
<table>
<thead>
<tr>
<th></th>
<th>rubs</th>
<th>taps</th>
<th>hits</th>
<th>sips</th>
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<td></td>
<td>wins</td>
<td>sits</td>
<td>begs</td>
<td>tugs</td>
</tr>
</tbody>
</table>

/s/ as in naps
/z/ as in runs
Tricky Words: Review the Sound-Spelling 5 (you and your)

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Did __________________ have a dog?

2. __________________mom's truck is red.

3. Can __________________ still get gum drops?

4. __________________pal will meet at the pond.

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Directions: Have students write each word under its matching picture.
crib  jump  bugs
lamp  kids  stamp
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 4 (my and by)

1. What is ____________ gift?

2. She took him ____________ the hand.

3. I will go on ____________ bike
   ____________ the fish shop.

4. ____________ this time,
   ____________ dad was all wet.

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

1. nest

2. tent

3. lamp
4. plant

5. mask

6. sled
Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. ____________________________ go to the pond.

2. The kids pack ____________________________ bags.

3. ____________________________ will see
   ____________________________ mom when she gets back.

4. "__________________________ dogs do not do tricks,"
   ____________________________ said.
<table>
<thead>
<tr>
<th>bugs</th>
<th>drops</th>
<th>clips</th>
<th>plums</th>
</tr>
</thead>
<tbody>
<tr>
<td>lamps</td>
<td>sleds</td>
<td>lists</td>
<td>bands</td>
</tr>
</tbody>
</table>

/s/ as in cats
/z/ as in dogs

Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 's' pronounced /z/ under the /z/ header.
Directions: Student will read the words and take turns using them in a sentence orally with a partner.

<table>
<thead>
<tr>
<th>clamp</th>
<th>bump</th>
<th>sled</th>
</tr>
</thead>
<tbody>
<tr>
<td>stamp</td>
<td>crust</td>
<td>crop</td>
</tr>
<tr>
<td>frog</td>
<td>desk</td>
<td>trips</td>
</tr>
<tr>
<td>blast</td>
<td>drums</td>
<td>beds</td>
</tr>
<tr>
<td>split</td>
<td>twins</td>
<td>winds</td>
</tr>
</tbody>
</table>
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. [Image of a kid holding a gift]  
   - a kid with a pig  
   - a gift from a kid

2. [Image of a fish]  
   - one fish  
   - ten fish

3. [Image of a cup with ants]  
   - the cup of ants  
   - the jug of milk

4. [Image of a splash from a bath]  
   - splash from a pond  
   - splash from a bath

5. [Image of a pile of chips]  
   - all of the chips  
   - all of the plums
6. ☐ the kid was mad
☐ the kid grins

7. ☐ a bag of lunch
☐ a box of lunch

8. 1 + 1
☐ ten plus ten
☐ one plus one

9. ☐ all of the ants
☐ all of the plants

10. ☐ the kid was in bed
☐ the kids ran

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Read each word then write the word and add suffix ‘ed’. Say the word to yourself as you write it.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word with suffix ‘ed’</th>
</tr>
</thead>
<tbody>
<tr>
<td>trust</td>
<td></td>
</tr>
<tr>
<td>blend</td>
<td></td>
</tr>
<tr>
<td>print</td>
<td></td>
</tr>
<tr>
<td>drift</td>
<td></td>
</tr>
<tr>
<td>grunt</td>
<td></td>
</tr>
<tr>
<td>twist</td>
<td></td>
</tr>
<tr>
<td>rent</td>
<td></td>
</tr>
</tbody>
</table>

Choose one suffix ‘ed’ word from above and write it in a sentence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Choose 4 words from the previous page. Write each word and draw a picture to match.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Read each word. Write each word under the correct suffix.

Name: ________________________________

<table>
<thead>
<tr>
<th>crafts</th>
<th>grunted</th>
<th>rented</th>
<th>songs</th>
</tr>
</thead>
<tbody>
<tr>
<td>drifted</td>
<td>rings</td>
<td>hunted</td>
<td>plants</td>
</tr>
<tr>
<td>mended</td>
<td>camps</td>
<td>wings</td>
<td>trusted</td>
</tr>
</tbody>
</table>

-ed

1
2
3
4
5
6

-s

1
2
3
4
5
6

-2.29
Directions: Choose 3 words from the previous page. Use each word in a sentence.

1. 

2. 

3. 
This page left blank intentionally
Activities
Section 3
Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

- ee
- bee
- seen
- feet
Directions: Have students write each word under its matching picture.
Directions: Add ‘ee’ to make a real word. Read the words you made and draw pictures.

<table>
<thead>
<tr>
<th></th>
<th>Draw</th>
<th></th>
<th>Draw</th>
</tr>
</thead>
<tbody>
<tr>
<td>sl___p</td>
<td></td>
<td>t___th</td>
<td></td>
</tr>
<tr>
<td>d___r</td>
<td></td>
<td>qu___n</td>
<td></td>
</tr>
<tr>
<td>sh___p</td>
<td></td>
<td>j___p</td>
<td></td>
</tr>
<tr>
<td>s___</td>
<td></td>
<td>f___t</td>
<td></td>
</tr>
</tbody>
</table>
Print the names of the things on the lines.

cub  cube

cap  cape

can  cane

man  mane

dim  dime

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Print the names of the things on the lines.

wed weed

fin fine

kit kite
tap tape

not note

hop hope
Print the names of the things on the lines.

hat  hate

glob  globe

ten  teen

cop  cope

10

plan  plane

fin  fine
Print the names of the things on the lines.

- hope  rope
- seeds  weeds
- pine  pin
- feet  fate
- cake  rake
- rate  rat
Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red
2. green
3. make
4. splash
5. spend
6. gate
7. hide
8. chin

3 red
**Directions:** Read each word. If you hear long /a/ color the word yellow. If you hear long /o/ color the word green.

<table>
<thead>
<tr>
<th>cave</th>
<th>bone</th>
<th>grape</th>
<th>globe</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope</td>
<td>plane</td>
<td>crane</td>
<td>hope</td>
</tr>
<tr>
<td>home</td>
<td>stone</td>
<td>spoke</td>
<td>brave</td>
</tr>
<tr>
<td>choke</td>
<td>wave</td>
<td>cake</td>
<td>cone</td>
</tr>
</tbody>
</table>

Choose one long /a/ and one long /o/ word from above and use them each in a sentence.

1. ____________________________________________

2. ____________________________________________
Directions: Read each word. If you hear long /i/ color the word yellow. If you hear long /u/ color the word green.

<table>
<thead>
<tr>
<th>ride</th>
<th>spine</th>
<th>mule</th>
<th>cute</th>
</tr>
</thead>
<tbody>
<tr>
<td>flute</td>
<td>bike</td>
<td>prize</td>
<td>lime</td>
</tr>
<tr>
<td>cube</td>
<td>bride</td>
<td>shine</td>
<td>tune</td>
</tr>
</tbody>
</table>

Choose one long /i/ and one long /u/ word from above and use them each in a sentence.

1. 

2. 

3. 

4. 

5.
Name: ______________________________

Read and Sort

<table>
<thead>
<tr>
<th>shine</th>
<th>tune</th>
<th>pile</th>
<th>bone</th>
</tr>
</thead>
<tbody>
<tr>
<td>cake</td>
<td>home</td>
<td>grape</td>
<td>rule</td>
</tr>
<tr>
<td>globe</td>
<td>shape</td>
<td>flute</td>
<td>pole</td>
</tr>
<tr>
<td>mule</td>
<td>lime</td>
<td>cave</td>
<td>bride</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a-e</th>
<th>o-e</th>
<th>i-e</th>
<th>u-e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.12
Directions: Read each word. Write the word and add the suffix –s. Underline the base word and circle suffix –s.

shape shapes
tide
print
plane
name
flute
pole
**Directions:** Read each sentence. Underline the base word and circle suffix –s in each sentence. Draw a picture to match.

<table>
<thead>
<tr>
<th>The snakes are by the lake.</th>
<th>There are nine grapes on my plate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will ride their bikes to the pond.</td>
<td>Where are the bones for the dog?</td>
</tr>
</tbody>
</table>
Print the names of the things on the lines.

- tree    bee
- Kate    gate
- bike    pike
- dimes   limes
- tones   bones
- cute    cube
Print the names of the things on the lines.

mop  mope

bet  beet

rat  rate

twin  twine

rob  robe

stripes  stripes
Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

Tricky Words: Review the Sound-Spelling 4 (my and by)

1. What is __________________ prize?
2. She took him __________________ the hand.
3. I will ride __________________ bike
   __________________ the fish shop.
4. __________________ this time,
   __________________ dad was all wet.
Name: ___________________________________

Directions: Write each word. Use each word to complete the sentences. Read to a friend.

my ________  sky ________
by ________  fly ________
try ________  shy ________

1. The cute dog is ________.

2. They see a plane ________ in the ________.

3. We like to have a snack ________ the lake.

4. ________ dad says we can ________ to make a cake.
Directions: Have students draw a line from each picture to its matching phrase.

- three cubes
- a pine tree
- smile at me
- a bunch of grapes
Directions: Have students draw a line from each picture to its matching phrase.

- plate and cup
- three cubes
- mole in hole
- a long stride

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Directions: Write each digraph “wh” word and write each word to complete the sentences.

<table>
<thead>
<tr>
<th>when</th>
<th>white</th>
<th>whale</th>
</tr>
</thead>
<tbody>
<tr>
<td>wheel</td>
<td>whisk</td>
<td>whine</td>
</tr>
</tbody>
</table>

1. They have a black and ____ cat.

2. Her ____ broke off of her bike.

3. He wants to play ____ he gets home.

4. He will use the ____ to mix the cake.

5. Look at that big ____.

6. Do not “____,” says mom.
Fill in the lines with the words from the box.

meet    skates    be
feels    vote    bride

1. She ___________________________ fine.

2. Let’s __________________________ on it!

3. When did you __________________________ him?

4. Where are your __________________________?

5. __________________________ quick!

6. Kate will be a __________________________ next week.
Directions: Read each tricky word.

<table>
<thead>
<tr>
<th>do</th>
<th>play</th>
<th>her</th>
</tr>
</thead>
<tbody>
<tr>
<td>does</td>
<td>look</td>
<td>wants</td>
</tr>
</tbody>
</table>

Circle the tricky words and read each sentence.

1. She wants to use the whisk to mix the eggs.
2. Her planes will land on the wheels.
3. We can play with my soft whales.
4. Look at the sweet cakes!
5. Does mom have a bike?
6. Do not use the bad milk!

Write the words you circled.

_________________  ______________  ______________
_________________  __________________
_________________  __________________
_________________  __________________  __________________
Directions: Read the words. Then write them to make complete sentences. All of the words have the /z/ sound for the letter s.

<table>
<thead>
<tr>
<th>rose</th>
<th>these</th>
<th>nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>rise</td>
<td>those</td>
</tr>
</tbody>
</table>

1. Does the ______ smell sweet?
2. Plug your ______ !
3. ______ kids have big smiles!
4. The sun does not ______ in the west.
5. ______ snakes are green.
6. Pete wants to ______ the gate.
Name: ______________________________

Directions: Read and sort.

<table>
<thead>
<tr>
<th>ditch</th>
<th>fudge</th>
<th>edge</th>
<th>fetch</th>
</tr>
</thead>
<tbody>
<tr>
<td>hedge</td>
<td>latch</td>
<td>judge</td>
<td>catch</td>
</tr>
<tr>
<td>batch</td>
<td>nudge</td>
<td>itch</td>
<td>badge</td>
</tr>
</tbody>
</table>

-tch

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

-dge

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Read each sentence. Write the words with –tch and –dge.

1. I need a match for the fire.
2. Look for a snack in the fridge.
3. Her chick will hatch.
4. Who has a badge?
5. Ride your bike on the bridge.
6. Does your cat scratch your hand?
7. Pete will pitch off the ball.
8. She fell off the edge of the bed.

-tch
__________________
__________________
__________________
__________________
__________________
__________________
__________________
__________________

-dge
__________________
__________________
__________________
__________________
__________________
__________________
__________________
__________________
This page left blank intentionally
Activities
Section 4
Directions: Read each syllable. Draw a line to make a 2 syllable word. Write the words you make in the lines below.

den
mag
up
in
sand
con
him

net
vent
self
tist
test
sect
wich
set
Directions: Read each word. Underline each syllable. magnet
Use the words to complete the sentences.

<table>
<thead>
<tr>
<th>sunset</th>
<th>backpack</th>
<th>cupcake</th>
<th>campfire</th>
</tr>
</thead>
<tbody>
<tr>
<td>bathtub</td>
<td>baseball</td>
<td>suntan</td>
<td>pigpen</td>
</tr>
</tbody>
</table>

1. We ate a ________ by the lake.
2. Is that smoke from the ________?
3. The ________ stinks!
4. She got a ________ on her skin.
5. The sky was pink from the ________.
6. The snacks are in my ________.
7. We will catch the ball when we play ________ ________.
8. His dog needs to get in the ________
   to get the mud off!
**Read and Color**

*Directions: Read each sentence. Underline the syllables in each 2 syllable word.*

*picnic*

*Draw a picture to match.*

<table>
<thead>
<tr>
<th>Mom will dust the cobweb on the wall.</th>
<th>What is in your backpack?</th>
<th>We will run fast to win the contest!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the sunset!</td>
<td>A shy chipmunk hid in the grass.</td>
<td>The snake is by the sandbox.</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

- ar
- ar
- ar
- art
- art
- art
- farm
- farm
- farm
- yarn
- yarn
- yarn

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Print the words on the lines where they fit best.

1. arm
   
2. car
   
3. star
   
4. yarn
   
5. cart
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

- or - or - or -
- or -
- corn - corn - corn -
- fork - fork - fork -
- short - short - short -

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In the box are six words. Print them on the lines where they fit best.

stork  fork  thorns

corn   shorts  cord

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Name: ___________________________________

Directions: Read and write each word. Use the words to complete the sentences.

would  _______  out  _______
        _______  _______  _______
could  _______  about  _______
        _______  _______  _______
should  _______  around  _______
        _______  _______  _______

1. _______ you like to play with me?

2. Her dog wants to go _______.

3. They ran _______ in the grass.

4. I _______ look for my lost doll.

5. We _______ have a snack.

6. I will ask _______ a play date!
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

- er  -  er  -  er
- her  -  her  -  her
- Bert  -  Bert  -  Bert
- perk  -  perk  -  perk

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Directions: Have students write the words with the /r/ sound under the ‘red’ header and the words with the /er/ sound under the ‘her’ header.

/r/ as in red

/rat/

/er/ as in her

/fern/
Print the words on the lines where they fit best.

1. fern

2. herd

3. perch
Directions: Add the letter r to each word. Read and write the word.

_________________  __________________________
- - - - - cat  
- - - - - ho_n  
- - - - - sta_  
- - - - - he_  
- - - - - ste_n  
- - - - - to_ch  
- - - - - pa_k  
- - - - - pe_k  

_________________  __________________________
_________________  __________________________
_________________  __________________________
_________________  __________________________
_________________  __________________________
_________________  __________________________
_________________  __________________________
Directions: Read each word. Circle the /er/ in each word and write the words.

<table>
<thead>
<tr>
<th>burn</th>
<th>her</th>
<th>dirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>fern</td>
<td>bird</td>
<td>skirt</td>
</tr>
<tr>
<td>curl</td>
<td>hurt</td>
<td>sherbert</td>
</tr>
</tbody>
</table>
Read and Color

Directions: Read each phrase. Circle the /er/. Color phrases with **er** blue, **ir** green, **ur** yellow.

<table>
<thead>
<tr>
<th>sister has a blister</th>
<th>at the church</th>
<th>skip is a verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn left</td>
<td>hurt leg</td>
<td>green fern</td>
</tr>
<tr>
<td>dirt on your shirt</td>
<td>her fast bike</td>
<td>big bird nest</td>
</tr>
</tbody>
</table>
Directions: Read and write each word. Use the words to complete the sentences.

down  today

over  tomorrow

old  yesterday

1. _______ at the lake I can catch a fish.

2. _______ in my yard is a tree fort.

3. My _______ swing set is still fun.

4. _______ was my baseball game.

5. _______ I will be singing in the contest.

6. _______ I get to ride around the pond.
Directions: Read each syllable. Draw a line to make a 2 syllable word. Write the words you make on the lines below.

base fire

cup ball

camp yard

back corn

rep cake

pop tile
Directions: Read each word. Color 1 syllable words green. Color 2 syllable words red. Choose 3 words to use in sentences.

<table>
<thead>
<tr>
<th>barnyard</th>
<th>plate</th>
<th>cupcake</th>
</tr>
</thead>
<tbody>
<tr>
<td>magnet</td>
<td>farm</td>
<td>sting</td>
</tr>
<tr>
<td>bird</td>
<td>sunset</td>
<td>bathtub</td>
</tr>
<tr>
<td>laptop</td>
<td>thorn</td>
<td>shark</td>
</tr>
</tbody>
</table>

1. ____________________________________________________

2. ____________________________________________________

3. ____________________________________________________
Directions: Underline the base word in each word. **jumped**

Listen for the sound ‘ed’ makes when you say the word. Write the words.

<table>
<thead>
<tr>
<th>rented</th>
<th>brushed</th>
<th>helped</th>
<th>grinned</th>
</tr>
</thead>
<tbody>
<tr>
<td>parked</td>
<td>hugged</td>
<td>planted</td>
<td>formed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/id/</th>
<th>/d/</th>
<th>/t/</th>
</tr>
</thead>
</table>
Directions: Read the words. Color the words with the sound /id/ blue, /d/ yellow, /t/ green. Choose 3 words to use in sentences.

<table>
<thead>
<tr>
<th>baked</th>
<th>hunted</th>
<th>rushed</th>
<th>crossed</th>
<th>added</th>
</tr>
</thead>
<tbody>
<tr>
<td>skated</td>
<td>grated</td>
<td>sparked</td>
<td>planned</td>
<td>barked</td>
</tr>
</tbody>
</table>

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
Directions: Read the words. Circle the suffix **ing.** Write the words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Suffix</th>
<th>Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>baking</td>
<td>______</td>
<td>missing</td>
<td>______</td>
</tr>
<tr>
<td>selling</td>
<td>______</td>
<td>taking</td>
<td>______</td>
</tr>
<tr>
<td>running</td>
<td>______</td>
<td>hiking</td>
<td>______</td>
</tr>
<tr>
<td>farming</td>
<td>______</td>
<td>hurting</td>
<td>______</td>
</tr>
<tr>
<td>starting</td>
<td>______</td>
<td>turning</td>
<td>______</td>
</tr>
<tr>
<td>making</td>
<td>______</td>
<td>liking</td>
<td>______</td>
</tr>
<tr>
<td>rafting</td>
<td>______</td>
<td>burning</td>
<td>______</td>
</tr>
</tbody>
</table>
In the box are six words. Print them on the lines where they fit best.

shark  fork  hang·er
scarf  cake  horn
Print the words on the lines where they fit best.

1. shark

2. hammer

3. hornet

4. zipper

5. stork
Name

1. The [pig] snorts.
2. The dog barks.
3. The [car] stops.
4. The [shark] hunted.
5. The man helped.

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.
Directions: Write each word to complete the sentence.

This is a ________________ snake. Gar·ter snakes feed on slugs, in·sects, and frogs. For those ________________, the gar·ter snake is a ________________ . A gar·ter snake could bite you, but its bite would not make you sick. For us, a gar·ter snake is ________________ .
This is a _________________. A ratt·ler is a des·ert ________________ that hunts for rats and rabb·its. He has a ____________ on his scales that helps him blend in and hide in the ________________ sands. When the ratt·ler is hidden, it is hard for rats and rabb·its to see him.
Name: __________________

Directions: Read each word. Underline the base word and circle suffix es. Write the words to make complete sentences.

<table>
<thead>
<tr>
<th>boxes</th>
<th>classes</th>
<th>benches</th>
</tr>
</thead>
<tbody>
<tr>
<td>wishes</td>
<td>dishes</td>
<td>foxes</td>
</tr>
<tr>
<td>lunches</td>
<td>dresses</td>
<td>rashes</td>
</tr>
</tbody>
</table>

1. The _______ on their legs hurt!
2. Put the _______ on the shelf.
3. “Make three _______,” said Mom.
4. We pack _______ in the morning.
5. The _______ are packed with stuff.
6. All of the _______ had a snack.
7. The _______ are in a den in the forest
8. Who got mud on their skirts and _______ _______ _______?
9. We sat on the _______ after the contest.
Directions: Read and write each word. Use the words to complete the sentences.

ago  _______  again  _______

old  _______  because  _______

puts  _______  knew  _______

1. A long time _______ I was at the farm.
2. Beep the horn _______ !
3. She had mud on her shirt _______ she is at the barnyard.
4. He _______ green frosting on his cupcake.
5. My _______ dog does not bark.
6. They _______ a game to play.
Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.

Grammar: Grammar Practice 2 (Verb Tense)

<table>
<thead>
<tr>
<th>today</th>
<th>yesterday</th>
<th>tomorrow</th>
</tr>
</thead>
</table>

1. She sat _____________________________.

2. She will sit _____________________________.

3. She is sitting _____________________________.

4. They will look _____________________________.

5. They looked _____________________________.

6. They are looking _____________________________.
Fill in the ______ with the words that are in the box.

fast·er     jump·ing
ant·lers    lunch·time
tem·per     tool·box

1. Ben likes ____________ on the bed.

2. Dad got his ____________ so he could fix the pipe.

3. Trish is fast, but Beth is ____________.

4. Mom lost her ____________ and yelled at the dog.

5. The deer has sharp ____________.

6. Is it ____________ yet?
Directions: Read each word. Color words with suffix **es** blue, **ed** yellow and **s** orange. Choose 3 words to use in a sentence.

<table>
<thead>
<tr>
<th>lunchboxes</th>
<th>parked</th>
<th>wishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>filled</td>
<td>sharks</td>
<td>cupcakes</td>
</tr>
<tr>
<td>nurses</td>
<td>messes</td>
<td>batted</td>
</tr>
<tr>
<td>benches</td>
<td>birds</td>
<td>barnyards</td>
</tr>
</tbody>
</table>

1.  

2.  

3.  

4.  

4.30
Fill in the ______ with the words that are in the box.

-blisters- parking  
mattress licked  
sandwich Firemen

1. After the hike I had ________ blisters on my feet.

2. Fran ate her _____________.

3. Dad found a ____________ spot for the car.

4. ____________ ride on a red truck.

5. I have a soft ____________ on my bed.

6. The man was ____________ by a dog.
Fill in the ______ with the words that are in the box.

melt·ed  |  muff·ins
pop·corn  |  nos·trils
art·ist  |  sev·en

1. The flame ______ the wax.

2. Can you bake ______ for me?

3. An ______ makes art.

4. Af·ter six we count to ______.

5. Is it fun to pop ______?

6. Your nose has two ______.
<table>
<thead>
<tr>
<th>today</th>
<th>yesterday</th>
<th>tomorrow</th>
</tr>
</thead>
</table>

1. He will jump __________.
2. He jumped __________.
3. He is jumping __________.
4. We ran __________.
5. We are running __________.
6. We will run __________.

Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.
Activities
Section 5A
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters:

- oʊ  oʊ
- soon soon
- loot loot
- room room

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
In the box are nine words. Print them on the lines where they fit best.

- moon
- roots
- food
- tooth
- loop
- spoon
- broom
- tools
- boots

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

oo

look

foot

good
In the box are six words. Print them on the lines where they fit best.

brook book hood
foot hook cook

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

/oo/ as in soon
boo
book
bloom
food
took
cool
good
cook

/oo/ as in boo

/oo/ as in book

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

/oo/ as in boo

pool

shook

tool

cook

hook

zoom

smooth

took

Name ________________________________
Directions: Read each word. If you hear /oo/ like in book color the box red, if you hear /oo/ like in tool color the box blue.

<table>
<thead>
<tr>
<th>food</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>shook</td>
<td>boot</td>
</tr>
<tr>
<td>look</td>
<td>soon</td>
</tr>
<tr>
<td>tooth</td>
<td>foot</td>
</tr>
<tr>
<td>zoo</td>
<td>wood</td>
</tr>
<tr>
<td>good</td>
<td>classroom</td>
</tr>
<tr>
<td>cartoon</td>
<td>cookbook</td>
</tr>
</tbody>
</table>
Name: ________________________________

Directions: Read and write each word. Use the words to complete the sentences.

kind  __________  full  __________
many  __________  pull  __________
these  __________

1. At the park we see_________ducks.
2. What _________ of dog is that?
3. The jar is_________of sweets.
4. _________birds are black and white.
5. The cart has a rope to_________.

5A.8
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

ou ou

out out

mouth

shout
Print the words on the lines where they fit best.

1. cloud

2. snout

3. mouth

4. couch

5. round
Directions: Match the words to their correct contraction. Read each contraction to yourself.

he is
let us
it is
I am
she is
there is
what is
that is
I’m

what’s
it’s
there’s
he’s
that’s
let’s
she’s

Name: ______________________________
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

- oi  oi
- oi
- oil  oil
- oil
- boil  boil
- boil
- coin  coin
- coin

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
In the box are six words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>coin</th>
<th>point</th>
<th>soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>oil</td>
<td>coil</td>
</tr>
</tbody>
</table>

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
<table>
<thead>
<tr>
<th>/oi/ as in oil</th>
<th>/ou/ as in shout</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>loud</td>
</tr>
<tr>
<td>join</td>
<td>round</td>
</tr>
<tr>
<td>sound</td>
<td>hoist</td>
</tr>
<tr>
<td>moist</td>
<td>foul</td>
</tr>
</tbody>
</table>

Directions: Have students write the words with the /oi/ sound under the ‘oil’ header and the words with the /ou/ sound under the ‘shout’ header.

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Match the words to their correct contraction. Read each contraction to yourself.

<table>
<thead>
<tr>
<th>Word</th>
<th>Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>can not</td>
<td>won't</td>
</tr>
<tr>
<td>are not</td>
<td>wouldn't</td>
</tr>
<tr>
<td>have not</td>
<td>wouldn't</td>
</tr>
<tr>
<td>is not</td>
<td>should't</td>
</tr>
<tr>
<td>could not</td>
<td>can't</td>
</tr>
<tr>
<td>should not</td>
<td>don't</td>
</tr>
<tr>
<td>would not</td>
<td>haven't</td>
</tr>
<tr>
<td>will not</td>
<td>isn't</td>
</tr>
<tr>
<td>do not</td>
<td>aren't</td>
</tr>
<tr>
<td></td>
<td>couldn't</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

aw  aw

aw

draw  draw

draw

saw  saw

saw

paw  paw

paw
Print the words on the lines where they fit best.

1. claw

2. paw

3. saw

4. lawn

5. crawl
In the box are nine words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>yawn</th>
<th>spoon</th>
<th>spout</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>coin</td>
<td>crawl</td>
</tr>
<tr>
<td>book</td>
<td>couch</td>
<td>broom</td>
</tr>
</tbody>
</table>

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
In the box are nine words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>tools</th>
<th>coil</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>hawk</td>
<td>paw</td>
</tr>
<tr>
<td>soil</td>
<td>tooth</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Print the words on the lines where they fit best.

1. food

2. cloud

3. joint

4. moon

5. straw
Print the words on the lines where they fit best.

1. couch

2. fawn

3. pool

4. tooth

5. soil

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Directions: Match the words to their correct contraction. Read each contraction to yourself.

you have  they're
we have  you'll
they have  we've
he will  you're
she will  they've
I will  I'll
you will  we're
we are  she'll
they are  you've
you are  he'll
Print the names of the things on the lines.

- hook   hat
- haw  k  hound
- laps   loop
- coins  canes
- book   broom
- claw  cloud

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
Print the names of the things on the lines.

- oil
toil

- paw
pan

- shout
shack

- mane
moon

- roots
round

- tool
tooth

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Name: ______________________________

Directions: Say /ow/ as you write ow 3 times. Read each word and write the words under the correct picture.

---

OW

cow | clown | owl
frown | bow | crown

---

---

---

---
Directions: Read each word. Sort the words by **ou** and **ow**.

<table>
<thead>
<tr>
<th>ou</th>
<th>ow</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

- cloud
- brown
- now
- out
- south
- howl
- growl
- shout
Directions: Read and write each word. Use the words to complete the sentences.

some  _______  walk  _______

come  _______  talk  _______

picture  _______  think  _______

1. Take a _______ of the gems on the crown.
2. _______ see the large owl in the forest.
3. Let’s _______ to mom so we can go ride our bikes.
4. It’s a long _______ down the hill.
5. I _______ he’ll like that toy.
6. _______ of our friends came over.
Sound out the words with the lines under them. Is the ‘g’ sound ed /g/ as in got or /j/ as in gem? Print the words where they fit.

<table>
<thead>
<tr>
<th></th>
<th>/g/ as in got</th>
<th>/j/ as in gem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cat is larger than a rat.</td>
<td>larger</td>
<td></td>
</tr>
<tr>
<td>2. We have two arms and two legs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can germs make you sick?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I’d rather ride my bike than jog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. There are plants in the garden.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sound out the words with the lines under them. Is the ‘g’ sound /g/ as in got or /j/ as in gem? Write the words in the correct space.

1. The film had a tragic ending. It was so sad!
2. An ant is a bug.
3. Mom made a batch of ginger snaps.
4. We have a gas stove in our kitchen.
5. Who is your best pal? Roger is.
6. She sent me a get-well card.
muff·ins  g·in·ger  af·ter  stage·coach
off  leg·end  traff·ic  match·es

1. Will you munch on _______________ snaps af·ter dinn·er?

2. We were late be·cause of _______________.

3. James made _______________ to share with his pals.

4. I can go to·day _______________ class.
5. Outlaws robbed the __________________________.

6. I must get __________ the bus!

7. Nan shared a __________ with us.

8. Do you need __________________ for the fire?
1. Join us for a ______ of baseball.

2. The ______ owl is in the tree.

3. Scrub your hands to get the ______ off!

4. The ______ has a pole and hook so she can fish.

5. I see a ______ on the crown.

6. ______ a snack to have at the pool.
Directions: Say /oi/ as you write oy 3 times. Read each word and write the words under the correct picture.

<table>
<thead>
<tr>
<th>oy</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
</tr>
<tr>
<td>soy milk</td>
</tr>
</tbody>
</table>

Name: ______________________________
Directions: Read each word. Color the words with the ‘**oy**’ yellow and the words with ‘**oi**’ green. Choose 3 words to use in sentences.

<table>
<thead>
<tr>
<th>toy</th>
<th>coin</th>
<th>oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>join</td>
<td>enjoy</td>
<td>soil</td>
</tr>
<tr>
<td>foil</td>
<td>moist</td>
<td>boy</td>
</tr>
<tr>
<td>cowboy</td>
<td>topsoil</td>
<td>soy</td>
</tr>
</tbody>
</table>

1. __________________________________________________
2. __________________________________________________
3. __________________________________________________
Directions: Have students match the words to their contracted form.

- it is
- here is
- she is
- can not
- he is
- he’s
- can’t
- she’s
- it’s
- here’s
can’t \hspace{1cm} let’s \hspace{1cm} here’s
she’s \hspace{1cm} it’s \hspace{1cm} Bert’s

1. \hspace{1cm} \hspace{1cm} \hspace{1cm} sad.

2. \hspace{1cm} \hspace{1cm} \hspace{1cm} hot out.

3. \hspace{1cm} \hspace{1cm} \hspace{1cm} run to the park.

4. \hspace{1cm} \hspace{1cm} \hspace{1cm} a good pal.

5. \hspace{1cm} \hspace{1cm} \hspace{1cm} my class.

6. We \hspace{1cm} \hspace{1cm} \hspace{1cm} see the sharks.

Directions: Have students fill in the blanks with the correct contraction.

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
<table>
<thead>
<tr>
<th>You’ll need to use a tool to plow the garden.</th>
<th>Let’s have a picnic soon!</th>
<th>These aren’t the toys I picked out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She’s at the store to get a book.</td>
<td>There’s a coin in the chest.</td>
<td>We’ll smile for the picture.</td>
</tr>
</tbody>
</table>

Directions: Read each sentence. Circle the contraction. Draw a picture to match the sentence.
Activities
Section 5B
Sound out the words with the lines under them. Is the ‘c’ sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.

<table>
<thead>
<tr>
<th></th>
<th>/k/ as in <em>cat</em></th>
<th>/s/ as in <em>cent</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>She is a good dancer.</td>
<td>dancer</td>
</tr>
<tr>
<td>2.</td>
<td>It’s time to get in the car.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>That kite you have is so cool!</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Set it down in the center of the room.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>For lunch we had crabs.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>He gave me a lot of choices.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Look up there! See that big cloud?</td>
<td></td>
</tr>
</tbody>
</table>
Sort the words by their spellings for /s/.

<table>
<thead>
<tr>
<th>prince</th>
<th>horse</th>
<th>since</th>
<th>rinse</th>
<th>choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>fence</td>
<td>dance</td>
<td>house</td>
<td>mouse</td>
<td>goose</td>
</tr>
</tbody>
</table>

/s/ → ‘ce’

/s/ → ‘se’
Directions: Have students color the boxes that contain words that have 'c' > /k/ as in cat in one color and the boxes that contain words that have 'c' > /s/ as in cent in another color.

<table>
<thead>
<tr>
<th>clip</th>
<th>pencil</th>
<th>carve</th>
</tr>
</thead>
<tbody>
<tr>
<td>cells</td>
<td>cage</td>
<td>bouncing</td>
</tr>
<tr>
<td>cent</td>
<td>center</td>
<td>bobcat</td>
</tr>
<tr>
<td>catch</td>
<td>dancer</td>
<td>magic</td>
</tr>
</tbody>
</table>
Cut out the word cards and stick them on the next sheet.

- cell
- center
- voice
- prince
- twice
- else
- dense
- chance
- house
- horse
- percent
- dancing
This page left blank intentionally
Sort the word cards by their spellings for /s/ and stick them in the boxes. Students may write the words if you do not want them to cut their workbook.

<table>
<thead>
<tr>
<th>/s/</th>
<th>ˈsɛ</th>
<th>ˈsɛ</th>
</tr>
</thead>
</table>
Directions: ‘Kn’ sounds like /n/. Read each word and draw a picture to match.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>knee</td>
<td>knit</td>
<td></td>
</tr>
<tr>
<td>knot</td>
<td>knife</td>
<td></td>
</tr>
<tr>
<td>knock</td>
<td>kneel</td>
<td></td>
</tr>
<tr>
<td>knight</td>
<td>know</td>
<td></td>
</tr>
</tbody>
</table>
Write the words on the correct lines.

<table>
<thead>
<tr>
<th>cent</th>
<th>goose</th>
<th>fence</th>
</tr>
</thead>
<tbody>
<tr>
<td>knot</td>
<td>mouse</td>
<td>prince</td>
</tr>
<tr>
<td>dance</td>
<td>knee</td>
<td>moose</td>
</tr>
</tbody>
</table>
Write the words on the correct lines.

1. prince

2. mouse

3. dancer

4. rinse

5. knot
6. finger

7. knit

8. whale

9. cent

10. bounce
Sort the words by their spellings for /s/.

<table>
<thead>
<tr>
<th>dance</th>
<th>bounce</th>
<th>blouse</th>
<th>prince</th>
<th>fence</th>
</tr>
</thead>
<tbody>
<tr>
<td>rinse</td>
<td>voice</td>
<td>geese</td>
<td>dense</td>
<td>force</td>
</tr>
</tbody>
</table>

/s/ → ‘ce’

/s/ → ‘se’
Write the words on the correct lines.

1. knife

2. blanket

3. house

4. cent

5. fence
6. *goose*

7. *kneel*

8. *links*

9. *whisper*

10. *wheel*
Directions: Read and write each word. Use the words to complete the sentences.

soon through
under anymore
really

1. Can we go to the dance ________? ________
2. We’ll walk ________ the park to get home.
3. I can’t play ________ today.
4. The knight rode ________ the bridge on his horse.
5. I ________ want to knit a hat.
Name: ______________________________

Directions: Write ‘ea’ /e/ to make real words. Read the words. Choose 3 to use in sentences.

b__ch  ___t  dr__m
cl__n  s__l  t__ch
b__k  scr__m  t__m

1. ______________________________
2. ______________________________
3. ______________________________
Directions: Read the words. Circle the vowel team in each word that makes the /ë/ sound. Sort the words.

<table>
<thead>
<tr>
<th>sneak</th>
<th>keep</th>
<th>tree</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>teeth</td>
<td>tea</td>
<td>queen</td>
<td>please</td>
</tr>
<tr>
<td>jeans</td>
<td>kneel</td>
<td>seat</td>
<td>cream</td>
</tr>
</tbody>
</table>
Directions: Read each word. Draw a picture to match.

- beach
- team
- peach

- beak
- meal
- teach
Directions: ‘y’ at the end of a multisyllabic word often sounds like /é/. Read each word then write the word and read it again.

happy
bumpy
sunny
lucky
cloudy
silly
Directions: Read each word. If ‘y’ makes the /ɪ/ sounds color the box blue, if ‘y’ makes the /ē/ sound color the box red. Sort the words.

<table>
<thead>
<tr>
<th>fly</th>
<th>messy</th>
<th>by</th>
<th>sticky</th>
</tr>
</thead>
<tbody>
<tr>
<td>bunny</td>
<td>cry</td>
<td>filthy</td>
<td>spy</td>
</tr>
<tr>
<td>shy</td>
<td>plenty</td>
<td>my</td>
<td>windy</td>
</tr>
</tbody>
</table>

y /ɪ/

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

y /ē/

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
<table>
<thead>
<tr>
<th>We played in the muddy grass.</th>
<th>They had a really good jelly sandwich.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The silly puppy is sleepy.</td>
<td>It is a cloudy and windy day.</td>
</tr>
<tr>
<td>My daddy is in the car.</td>
<td>The bunny ran through my yard.</td>
</tr>
</tbody>
</table>
Name: ___________________________________

Directions: Say /i/ as you write **ie** 3 times. Read each word and write the words under the correct picture.

<table>
<thead>
<tr>
<th>pie</th>
<th>cried</th>
</tr>
</thead>
<tbody>
<tr>
<td>tie</td>
<td>flies</td>
</tr>
</tbody>
</table>

---

---
Name: ______________________________

Directions: Say /i/ as you write igh 3 times. Read each word and write the words under the correct picture.

<table>
<thead>
<tr>
<th>thigh</th>
<th>sight</th>
</tr>
</thead>
<tbody>
<tr>
<td>light</td>
<td>night</td>
</tr>
</tbody>
</table>

5B.22
Directions: Read each word. Color words with ‘ie’ green and words with ‘igh’ blue. Sort the words and read them to a friend.

<table>
<thead>
<tr>
<th>flies</th>
<th>flight</th>
<th>pie</th>
<th>lie</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>die</td>
<td>right</td>
<td>bright</td>
<td>spied</td>
</tr>
</tbody>
</table>

- **ie** /ī/
  - flies
  - night

- **igh** /ē/
  - flight
  - die
  - right
  - bright
  - spied
Sometimes

Pretty

Together

Himself

1. He hurt ______ when he rode on the bumpy path at night.

2. Grandma makes us pie and knits us hats__________.

3. They played__________ after the dance.

4. The__________ bunny had gray and white fur.
**Directions:** Read each sentence. Draw a picture to match.

<table>
<thead>
<tr>
<th>We went to the beach at night.</th>
<th>The pie and milk were yummy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She ate a peach on a sunny day.</td>
<td>The light was bright.</td>
</tr>
<tr>
<td>I used a knife to eat the meat.</td>
<td>The prince took the coins from the chest.</td>
</tr>
</tbody>
</table>
Activities
Section 6
Name: ______________________________

Directions: Say /ä/ as you write ‘ai’ and ‘ay’ 3 times. Read each word and write the words under the correct picture.

<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>paint</td>
</tr>
<tr>
<td>rain</td>
<td>hay</td>
</tr>
</tbody>
</table>

---

play
paint
day
rain
hay
mail
Words with the /ae/ sound spelled ‘ai’:

<table>
<thead>
<tr>
<th>main</th>
<th>rain</th>
<th>train</th>
</tr>
</thead>
<tbody>
<tr>
<td>brain</td>
<td>braid</td>
<td>aid</td>
</tr>
<tr>
<td>tail</td>
<td>mail</td>
<td>nail</td>
</tr>
<tr>
<td>explain</td>
<td>exclaim</td>
<td>airplane</td>
</tr>
</tbody>
</table>

Words with the /ae/ sound spelled ‘ay’:

<table>
<thead>
<tr>
<th>hay</th>
<th>way</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>say</td>
<td>stay</td>
<td>spray</td>
</tr>
<tr>
<td>play</td>
<td>playing</td>
<td>player</td>
</tr>
<tr>
<td>Sunday</td>
<td>weekday</td>
<td>someday</td>
</tr>
</tbody>
</table>

Directions: Have students read the words and use some of them in sentences.
Match the words to the sentences and write them on the lines.

rainstorm  
days

tails  
play

1. Dogs and cats have ________________.

2. We need three more children to ________________ the game.

3. Yesterday we had a bad ________________.

4. There are seven ________________ in a week.
Sort the words by their spellings for /ae/.

<table>
<thead>
<tr>
<th>wait</th>
<th>haystack</th>
<th>mailman</th>
<th>aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>say</td>
<td>aim</td>
<td>explain</td>
<td>play</td>
</tr>
<tr>
<td>brain</td>
<td>day</td>
<td>paint</td>
<td>hair</td>
</tr>
</tbody>
</table>

\[ \text{/ae/} \rightarrow \text{`}ai`' \]

\[ \text{/ae/} \rightarrow \text{`}ay`' \]
In the box are six words. Match them to the pictures and write them on the lines.

Name ________________________________

airplane    train    pay
mailbox      chain    driveway
In the box are six words. Match them to the pictures and write them on the lines.

<table>
<thead>
<tr>
<th>crayon</th>
<th>paint</th>
<th>tray</th>
</tr>
</thead>
<tbody>
<tr>
<td>hay</td>
<td>railing</td>
<td>mailman</td>
</tr>
</tbody>
</table>

__________  __________  __________
- - - - - -  - - - - - -  - - - - - -

__________  __________  __________
- - - - - -  - - - - - -  - - - - - -

__________  __________  __________
- - - - - -  - - - - - -  - - - - - -

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Sort the words by their spellings for /æə/.

<table>
<thead>
<tr>
<th>spray</th>
<th>grains</th>
</tr>
</thead>
<tbody>
<tr>
<td>paying</td>
<td>mailbox</td>
</tr>
<tr>
<td>drained</td>
<td>armchair</td>
</tr>
<tr>
<td>airplane</td>
<td>driveway</td>
</tr>
<tr>
<td>tray</td>
<td>playground</td>
</tr>
</tbody>
</table>

/aɪ/  | /æə/  
| 'ai'  | 'ay'   

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### Directions

Say /ō/ as you write **oa** 3 times. Read each word and write the words under the correct picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>toad</td>
<td>coach</td>
<td>soap</td>
</tr>
<tr>
<td>coat</td>
<td>roast</td>
<td>boat</td>
</tr>
</tbody>
</table>

Name: ______________________________
Fill the gaps in the sentences with the words from the box.

<table>
<thead>
<tr>
<th>goal</th>
<th>mail</th>
<th>stairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>nails</td>
<td>toast</td>
</tr>
</tbody>
</table>

1. I sent my pal a letter in the ____________.

2. To make a chair, we need wood, a hammer, ____________
   and ____________.

3. We ran up the ____________ as fast as we could.

4. Pam wore a ____________ outside.

5. I ate ____________ this morning.

6. Dave played well and made a ____________!
Fill the gaps in the sentences with the words from the box.

<table>
<thead>
<tr>
<th>crayon</th>
<th>bait</th>
<th>boat</th>
</tr>
</thead>
<tbody>
<tr>
<td>oak</td>
<td>chair</td>
<td>gray</td>
</tr>
</tbody>
</table>

1. You can use a __________________ to draw the sun.

2. When you mix black and white, you get __________________
   - ____________
   __________________

3. You need __________________ to catch fish.

4. We took a __________________ out on the lake.

5. There are __________________ trees outside.

6. We need to fix the __________________ because one of its legs broke.
Match the words to the pictures and write them on the lines.

<table>
<thead>
<tr>
<th>crawl</th>
<th>goat</th>
<th>coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>moon</td>
<td>hay</td>
</tr>
<tr>
<td>nail</td>
<td>goal</td>
<td>cloud</td>
</tr>
</tbody>
</table>

- - - - - - - - - - - - - - - -
Match the words to the pictures and write them on the lines.

<table>
<thead>
<tr>
<th>coil</th>
<th>lawn</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>coat</td>
<td>round</td>
<td>train</td>
</tr>
<tr>
<td>playground</td>
<td>soap</td>
<td>spoon</td>
</tr>
</tbody>
</table>

---

- - - - - - -
- - - - - - -
- - - - - - -
- - - - - - -
- - - - - - -
- - - - - - -
- - - - - - -
- - - - - - -
- - - - - - -
Directions: Have students sort the words according to the spellings for the /oe/ sound.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>stone</td>
<td>bone</td>
</tr>
<tr>
<td>home</td>
<td>coat</td>
</tr>
<tr>
<td>toad</td>
<td>tone</td>
</tr>
<tr>
<td>road</td>
<td>boat</td>
</tr>
</tbody>
</table>

/oe/ → 'o_e'

/oe/ → 'oa'

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Directions: Say /ō/ as you write **ow** 3 times. Read each word and write the words under the correct picture.

<table>
<thead>
<tr>
<th>snow</th>
<th>blow</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>throw</td>
</tr>
<tr>
<td>bowl</td>
<td>row</td>
</tr>
</tbody>
</table>
always ________ very ________
today ________ after ________

1. ________ the show we can have pie and ice cream.

2. The bean plants will grow ________ tall.

3. We can’t play in the snow ________ without a coat.

4. ________ throw the ball outside not inside!
**Directions:** Read each word. Sort and write the words by /õ/ spelling.

<table>
<thead>
<tr>
<th>snow</th>
<th>home</th>
<th>toast</th>
<th>pole</th>
</tr>
</thead>
<tbody>
<tr>
<td>grown</td>
<td>boat</td>
<td>rose</td>
<td>bowl</td>
</tr>
<tr>
<td>stove</td>
<td>float</td>
<td>blow</td>
<td>toad</td>
</tr>
</tbody>
</table>

**/õ/**

<table>
<thead>
<tr>
<th>o_e</th>
<th>ow</th>
<th>oa</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
Directions: Add *au /ɔː/* to each word to make a real word. Draw a picture to match.

- **s**uce
- **g**ust
- **th**or
- **s**age
Directions: Read and write each word. Use the words to complete the sentences.

both _______  good _______

laugh _______  only _______

1. My friend and I _______ went on a boat in August.

2. The _______ sauce I dipped my chicken in was _______.

3. The author _______ wrote one book.

4. The joke made Austin _______.
Directions: Add ‘ew’/oo/ to each word to make a real word. Draw a picture to match. Choose 2 words to use in sentences.

1. bl_____  
2. ch_____  
3. fl_____  
4. st_____  

1. __________________________  
2. __________________________
Directions: Read each word. Color words with (au) /ə/ red, (ow) /ɔ/ blue and (ew) /ɔø/ green. Then read the words to a friend.

<table>
<thead>
<tr>
<th>August</th>
<th>snow</th>
<th>chew</th>
</tr>
</thead>
<tbody>
<tr>
<td>glow</td>
<td>few</td>
<td>Austin</td>
</tr>
<tr>
<td>blew</td>
<td>sausage</td>
<td>Show</td>
</tr>
<tr>
<td>sauce</td>
<td>flow</td>
<td>shrew</td>
</tr>
</tbody>
</table>
**Name:** _____________________________

**Directions:** Read each word and sort the words by ‘au’, ‘ow’, ‘ew’.

<table>
<thead>
<tr>
<th>August</th>
<th>snow</th>
<th>chew</th>
<th>sauce</th>
</tr>
</thead>
<tbody>
<tr>
<td>glow</td>
<td>few</td>
<td>Austin</td>
<td>flow</td>
</tr>
<tr>
<td>blew</td>
<td>sausage</td>
<td>show</td>
<td>shrew</td>
</tr>
</tbody>
</table>

‘**au’/ô/’ | ‘**ow’/ô/’ | ‘**ew’/oo/’

---
---
---

6.21
Directions: Say /e/ as you write ie 3 times.

ie

Read each word and use the words to complete the sentences.

<table>
<thead>
<tr>
<th>chief</th>
<th>field</th>
<th>thief</th>
<th>shield</th>
</tr>
</thead>
<tbody>
<tr>
<td>piece</td>
<td>shriek</td>
<td>fierce</td>
<td>pier</td>
</tr>
</tbody>
</table>

1. We’ll eat a ________ of cake after dinner.

2. The pretty flowers grow in the ________ ________.

3. The ________ stole the jewels.

4. The knight has a ________ ________.

5. The ________ is the boss.
6. He’ll always catch a fish from the __________.

7. The_________ was loud but it was really just a laugh.

8. Bird claws look __________!
Directions: Add ‘ea’ /ɛ/ to each word to make a real word. Draw a picture to match. Choose 2 words to use in sentences.

1. br___d
2. spr___d
3. h___d
4. r___dy
5. m___dow

1. ____________________________
2. ____________________________
Directions: Read each word. If **ea** makes the /ɘ/ sound color the box yellow, if **e** makes the /ɘ/ sound color the box blue. Read the words to a friend.

<table>
<thead>
<tr>
<th>head</th>
<th>step</th>
<th>blend</th>
</tr>
</thead>
<tbody>
<tr>
<td>felt</td>
<td>bread</td>
<td>steady</td>
</tr>
<tr>
<td>breakfast</td>
<td>thread</td>
<td>rented</td>
</tr>
</tbody>
</table>
Directions: Add ‘ie’ to each word. Draw a picture to match. Read each word.

- f__ld
- ch__f
- p__ce
- f__rce
- sh__ld
- p__r