Early Reading Acceleration Practice Phonics Activities
Additional phonics practice opportunities for Kindergarten

Name:
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Activities
Section 1
Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (left), 2. short line across. Student should say the sound as he or she writes the letter.
Directions: Have students write ‘t’ under the pictures of items beginning with the /t/ sound.
Sound and spelling pattern: /t/ spelled t

Directions: Say the name of each picture. Write the letter t next to each picture whose name begins with the /t/ sound.
Name: ______________________________

Alphabet Letter T Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "t" if they are not ready to locate full words.

tiger   tent   turkey   tomato   tie

t i e r s t s t s p e r
l n o m t e n t c i
n j o a d t i g e r
l s i t u r k e y z
f t o m a t o p d t
Directions: Say each picture and point to the letter t.

<table>
<thead>
<tr>
<th>toad</th>
<th>tiger</th>
<th>teacher</th>
<th>turtle</th>
<th>tire</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="toad" /></td>
<td><img src="image" alt="tiger" /></td>
<td><img src="image" alt="teacher" /></td>
<td><img src="image" alt="turtle" /></td>
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</table>

<table>
<thead>
<tr>
<th>tomato</th>
<th>tape</th>
<th>two</th>
<th>ten</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="tomato" /></td>
<td><img src="image" alt="tape" /></td>
<td><img src="image" alt="two" /></td>
<td><img src="image" alt="ten" /></td>
<td><img src="image" alt="time" /></td>
</tr>
</tbody>
</table>
Alliteration: /t/

Directions: Tell students that you are going to read aloud each sentence twice. During the first read, ask students to listen for the /t/ sound at the beginning of the words in the sentence. Read the sentence again, have students point to or highlight the letter in the word that makes the /t/ sound. Afterward, have students count the number of words with the /t/ sound spelled with the letter t.

1. Tina took Tim’s toys.

2. Try the turkey taco, it is tasty.

3. It is time to take ten tadpoles back to the pond.

4. A tiger teased a turtle by telling it a joke.

5. The tiny dog tumbled towards the tree.
Letter Hunt

T or t

Directions: Find and highlight every capital T in yellow and every lower case t in green.

Capital T = 6
Lowercase t = 14
Directions: Have students trace and copy the letters and words. The motion for "i" can be described as
1. short line down (lift), 2. dot on top. Student should say the sound as he or she writes the letter.

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Directions: Have students write ‘i’ under the pictures of items beginning with the /i/ sound.
Sound and spelling pattern: /i/ spelled i

Directions: Say the name of each picture. Write the letter i next to each picture whose name begins with the /i/ sound.
Letter Recognition: Tt, Ii

Directions: Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
<th>Hh</th>
<th>Ii</th>
<th>Jj</th>
<th>Kk</th>
<th>Ll</th>
<th>Mm</th>
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</thead>
<tbody>
<tr>
<td>Nn</td>
<td>Oo</td>
<td>Pp</td>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td>Xx</td>
<td>Yy</td>
<td>Zz</td>
</tr>
</tbody>
</table>

T I T I I T T I

i t t i t i t
Alphabet Letter i Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "i" if they are not ready to locate full words.

ill, insect, inside, iguana, itch

t i l l l a n d d p e r r
r n o i t c h t c i
n i g u a n a n a g t d d
l s i n s i d e e y z
i n s e c t a m d t
Directions: Say each picture and point to the letter i.

iguana  igloo  ill  insect  infant

inch  inside  internet  ink  itch
Alliteration: /i/ spelled i

Directions: Tell students that you are going to read aloud each sentence twice. During the first read, ask students to listen for the /i/ sound at the beginning of the words in the sentence. Read the sentence again, have students point to or highlight the letter in the word that makes the /i/ sound. Afterward, have students count the number of words with the /i/ sound spelled with the letter i.

1. Do you see an insect inside the igloo?

2. An iguana went in the nest.

3. Imagine an incredible flying insect

4. I am ill so I’m going to stay inside.

5. Rolling in the grass will make you itchy.
Letter Hunt
I or i
Directions: Find and highlight every capital I in yellow and every lower case i in green.
Capital I = 6
Lowercase i = 16

Tierstlipert
Inoitentci
ntoIiIiger
isitukkeyz
fiioletopdi
isIhixsatt
biqmntsThti
tiopikedci
Activities
Section 2
Sound and spelling pattern: /a/ spelled a

Directions: Say the name of each picture. Write the letter a next to each picture whose name begins with the /a/ sound.
Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down.

Student should say the sound as he or she writes the letter.
Directions: Have students write 'a' under the pictures of items beginning with the 'a' sound.
Name: ______________________________

Sound and spelling pattern: /d/ spelled d

Directions: Say the name of each picture. Write the letter d next to each picture whose name begins with the /d/ sound.

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Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. long line down.
Student should say the sound as he or she writes the letter.
Directions: Have students write ‘d’ under the pictures of items beginning with the /dl/ sound.
Sound and spelling pattern: /f/ spelled f

Directions: Say the name of each picture. Write the letter f next to each picture whose name begins with the /f/ sound.
Directions: Have student trace and copy the letter and word. The motion for ‘f’ can be described as 1. candy cane (lift), 2. short line across. The student should say the sound as he or she writes the letter.

2. short line across. The student should say the sound as he or she writes the letter.
Directions: Have students write each word under the matching picture.

dog
fin
man
hat
fan
mat

Letter Recognition: Dd, Ff

Directions: Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm
Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz

D  D  F  D  F  F  F  D  F

d  f  d  f  f  f  f  d  d
Sound and spelling pattern: /h/ spelled h

Directions: Say the name of each picture. Write the letter h next to each picture whose name begins with the /h/ sound.

- Horse
- Hands
- Pizza
- Heart
- Burger
- Hair
Directions: Have students trace and copy the letters and words. The motion for ‘h’ can be described as 1. long line down, 2. hump.
The student should say the sound as he or she writes the letter.

2. hump. The student should say the sound as he or she writes the letter.
Directions: Have students write each word under the matching picture.
Alphabet Letter h Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "h" if they are not ready to locate full words.

horse
hands
heart
hamburger
hair

t h a n d s l s e r
l n a i r h e a r t
t n j h a i r o w e r
a l h o r s e o r z
h a m b u r g e r t

Name: ______________________________
Sound and spelling pattern: /l/ spelled l

Directions: Say the name of each picture. Write the letter l next to each picture whose name begins with the /l/ sound.
Letter Recognition: Hh, Ll

Directions: Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.
Directions: Have students hold up this worksheet when you say /n/.
Name: ______________________________

Alphabet Letter L Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "l" if they are not ready to locate full words.

lightning  ladder  lemon  lion  lollipop

l i g h t n i n g o
l n a l e m o n n e
n l o l l i p o p r
a l a d d e r o r z
f t o m a l i o n t

2.18
Sound and spelling pattern: /p/ spelled p

Directions: Say the name of each picture. Write the letter p next to each picture whose name begins with the /p/ sound.
Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as he or she writes the letter.

Name ________________________________

1
2

p p p

p p p

p p p

pig pig

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

- pig
- pan
- cop
- tag
- nap
- map

- pig
- tag
- nap
- map

- pan
- cop

- map
Alphabet Letter p Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "p" if they are not ready to locate full words.

paper  panda  pumpkin  potato  pencil

t  a  n  i  p  a  n  d  a  r

p  o  t  a  t  o  l  a  n  e

n  j  o  a  p  e  n  c  i  l

a  l  p  a  p  e  r  o  r  z

f  t  o  p  u  m  p  k  i  n
Name: ______________________________

Sound and spelling pattern: /n/ spelled n

Directions: Say the name of each picture. Write the letter n next to each picture whose name begins with the /n/ sound.
Letter Recognition: Pp, Nn

Directions: Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk  Ll  Mm
Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv  Ww  Xx  Yy  Zz
Directions: Have students trace and copy the letters and words. The motion for ‘n’ can be described as 1. short line down.

1. short line down,
2. hump. The student should say the sound as he or she writes the letter.

---

2. hump. The student should say the sound as he or she writes the letter.

---

not

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not

---

not

---

not

---
Directions: Have students write each word under the matching picture.
Sound and spelling pattern: /s/ spelled s

Directions: Say the name of each picture. Write the letter s next to each picture whose name begins with the /s/ sound.
Directions: Have students trace and copy the letters and words. The motion for ‘s’ can be described as 1. half circle to the left, half circle to the right. The student should say the sound as he or she writes the letter.

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

sit

dog

sad

ham

dig

man
Letter Recognition: Ss, Aa

Directions: Name each letter. Draw a line to connect the capital and lowercase forms of the same letter.

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
<th>Hh</th>
<th>Ii</th>
<th>Jj</th>
<th>Kk</th>
<th>Ll</th>
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<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td>Xx</td>
<td>Yy</td>
<td>Zz</td>
</tr>
</tbody>
</table>

A   S   A   A   S   S   S   S   A

s   a   s   s   a   a   a   a   a
Alphabet Letter S Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "s" if they are not ready to locate full words.

sandwich  sun  sand  star  socks


t a n s t a r s e r
s a n d r p l a n e
n j o a r s o c k s
s a n d w i c h r z
f t s u n g s o r t
Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

it, in, if, is, hit, sit, lip, dip, fin, pin
<table>
<thead>
<tr>
<th>f</th>
<th>i</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>i</td>
<td>n</td>
</tr>
</tbody>
</table>
Directions: Draw a line to match the picture to the word.
Name: _______________________________

Directions: Write the word that matches the picture.

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___
Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

an, at, as, and, pan, fan, hat, pat, sad, nap
Name: _______________________________

Directions: Draw a line to match the picture to the word.

pan
fan
sad
hat
pat
nap
Name: _______________________________

Directions: Write the word that matches the picture.

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___
Activities
Section 3
Name: ______________________________

Sound and spelling pattern: /b/ spelled b

Directions: Say the name of each picture. Write the letter b next to each picture whose name begins with the /b/ sound.

- Basketball
- Bed
- Beagle
- Boat
- Bicycle
- Books
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.

1. big

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Alphabet Letter b Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "b" if they are not ready to locate full words.

basketball  bed  boat  bike  book
Name: ______________________________

Sound and spelling pattern: /k/ spelled c

Directions: Say the name of each picture. Write the letter c next to each picture whose name begins with the /k/ sound.
Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left.

Student should say the sound as he or she writes the letter.
Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.
Name: ______________________________

Alphabet Letter c Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "c" if they are not ready to locate full words.

cake  crown  corn  candy  cat

c a k e a t l s e r
l n b i c o r n n e
c r o w n r o b e d
a l l c a t b o o k
b a r k c a n d y l
Name: ______________________________

Sound and spelling pattern: /g/ spelled g

Directions: Say the name of each picture. Write the letter g next to each picture whose name begins with the /g/ sound.

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Directions: Have students trace and copy the letter ‘g’. The motion can be described as 1. circle to the left, 2. fish hook ending below the bottom line. Student should say the sound as he or she writes the letter.
Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.
Alphabet Letter g Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "g" if they are not ready to locate full words.

girl

- girl
- goat
- grass
- gift

- t a b g r a s s e r
- l n b g i r t f b e
- n j o a r g i f t d
- a l g i r l b o o k
- b a s g o a t r l l
Name: ______________________________

Sound and spelling pattern: /k/ spelled k

Directions: Say the name of each picture. Write the letter k next to each picture whose name begins with the /k/ sound.

- Ketchup
- Tree
- Keys
- Kite
- Cat
- Knife
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.

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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
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.

<table>
<thead>
<tr>
<th>as in cup</th>
<th>as in kid</th>
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</thead>
<tbody>
<tr>
<td>cat</td>
<td>kin</td>
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<tr>
<td>cub</td>
<td>cab</td>
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<tr>
<td>cot</td>
<td>ken</td>
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<td>kit</td>
<td>cut</td>
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<tr>
<td>kin</td>
<td>cop</td>
</tr>
<tr>
<td>cab</td>
<td>kid</td>
</tr>
</tbody>
</table>

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Alphabet Letter k Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "k" if they are not ready to locate full words.

kite  ketchup  keys  kitten

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t a b k e t c h u p
l n k i t e l a n e
n j o a r k e y s d
a k n g f e b s p k
b a s k i t t e n l
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Sound and spelling pattern: /m/ spelled m

Directions: Say the name of each picture. Write the letter m next to each picture whose name begins with the /m/ sound.
Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3. hump.

Student should say the sound as he or she writes the letter.
Directions: Have students write ‘m’ under the pictures of items beginning with the /m/ sound.
Alphabet Letter m Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "m" if they are not ready to locate full words.

monkey
money
moon
milk
man

money
tlser
lnbmonkeye
njmanrobbed
alligamoon
basmilkall
Name: ______________________________

Sound and spelling pattern: /r/ spelled r

Directions: Say the name of each picture. Write the letter r next to each picture whose name begins with the /r/ sound.

1. Rainbow
2. Rice
3. Robot
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.

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

- rip
- rim
- rat
- rib
- ran
- ram
Alphabet Letter r Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "r" if they are not ready to locate full words.

robot
rainbow
rocks
rings
rice

tabroboter
lrnrainbowe
njorarrocks
alringsosbk
bagkptrice
Name: ______________________________

Sound and spelling pattern: /e/ spelled e

Directions: Say the name of each picture. Write the letter e next to each picture whose name begins with the /e/ sound.
Directions: Have students trace and copy the letters and words. The motion for 'e' can be described as:
1. short line across,
2. most of a circle to the left. The student should say the sound as he or she writes the letter.

- e e e e
- e e e e
- e e e e
- e e e e
- e e e e

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

hen  net  ten
pen  men  pet

10
Alphabet Letter e Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "e" if they are not ready to locate full words.

eggplant  elephant  elbow  exit  eggs
Name: ______________________________

Sound and spelling pattern: /o/ spelled o

Directions: Say the name of each picture. Write the letter o next to each picture whose name begins with the /o/ sound.
Directions: Have students trace and copy the letter ‘o’. The motion can be described as 1. circle to the left.

Student should say the sound as he or she writes the letter.
Directions: Have students write ‘o’ under the pictures of items beginning with the /o/ sound.
Alphabet Letter o Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "o" if they are not ready to locate full words.

ox  octopus  olives  ostrich  otter

t a b o s t r i c h
o t t e r e l a n e
n j o x l r o b e d
a l o c t o p u s k
b a s o l i v e s l
Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

*pet, net, bet, bed, red, ten*
red
ten
Name: _______________________________

Directions: Draw a line to match the picture to the word.

pet
net
bet
bed
red
ten
Name: __________________________________

Directions: Write the word that matches the picture.

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</table>
Name: ____________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

**log, hog, hot, pot, mop, mom**
Name: ____________________________________

Directions: Draw a line to match the picture to the word.

log
hot
pot
mom
mop
hog
Name: _______________________________

*Directions: Write the word that matches the picture.*

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1. Fire
2. Logs
3. Mother and baby
4. Pot
5. Pig
6. Mop
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Activities
Section 4
Name: ______________________________

**Sound and spelling pattern: /j/ spelled j**

*Directions: Say the name of each picture. Write the letter j next to each picture whose name begins with the /j/ sound.*
Alphabet Letter j Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "j" if they are not ready to locate full words.

Name: ______________________________

jeans  jet  jar  jam  jellyfish

b  g  j  e  a  n  s  e  p

y  h  d  a  w  e  o  i  f

j  e  l  l  y  f  i  s  h

x  d  j  a  m  e  k  n  l

m  q  c  s  w  j  e  t  t

j  a  r  t  y  s  j  k  c
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.
Directions: Have student write each word under the matching picture.

1. jog
   -

2. jet
   -

3. jug
   -
Letter Hunt

J or j

Directions: Find and highlight every capital J in yellow and every lower case j in green.

Capital J = 10
Lowercase j = 10

J x f J j z p
b f j d j c J

c j y u J e v
b s c J j j d

l J q k c J s

J j s j p w J
j h j g r J i
Name: ______________________________

Sound and spelling pattern: /qu/ spelled qu

Directions: Say the name of each picture. Write the letters qu next to each picture whose name begins with the /qu/ sound.
Alphabet Letter q Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "q" if they are not ready to locate full words.

queen  question  quack  quotation  quiet

w  g  q  u  a  c  k  e  r
q  r  q  t  q  u  e  e  n
q  u  o  t  a  t  i  o  n
i  q  u  e  s  t  i  o  n
e  d  f  q  a  s  t  q  k
q  u  i  e  t  c  q  b  n
Letter Hunt
Q or q
Directions: Find and highlight every capital Q in yellow and every lower case q in green.
Capital Q = 10
Lowercase q = 10
Sound and spelling pattern: /v/ spelled v

Directions: Say the name of each picture. Write the letter v next to each picture whose name begins with the /v/ sound.
Alphabet Letter v Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "v" if they are not ready to locate full words.
Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as:

1. Diagonal right.
2. Diagonal up.

The student should say the sound as he or she writes the letter.

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

van  
hat  
---

can  
sad  
---

hog  
fan  
---

---

---

---

---
Letter Hunt
V or v
Directions: Find and highlight every capital V in yellow and every lower case v in green.

Capital V = 10
Lowercase v = 10

V x f V v z p
b f v d v c V

V y u V e v
b s c V v v d

V v k c V s

V j s v p w V
v h v g r V i
Name: ______________________________

Sound and spelling pattern: /w/ spelled w

Directions: Say the name of each picture. Write the letter w next to each picture whose name begins with the /w/ sound.

1. Wing
2. Water
3. Wedding
4. Cloud
5. Flag
6. Wrestlers
Alphabet Letter w Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "w" if they are not ready to locate full words.
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

2. wig

3. wet
Letter Hunt
W or w
Directions: Find and highlight every capital W in yellow and every lower case w in green.

Capital W = 10
Lowercase w = 10
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.
Letter Hunt
X or x
Directions: Find and highlight every capital X in yellow and every lower case x in green.
Capital X = 10
Lowercase x = 10
Sound and spelling pattern: /y/ spelled y

Directions: Say the name of each picture. Write the letter y next to each picture whose name begins with the /y/ sound.
Alphabet Letter y Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "y" if they are not ready to locate full words.

yield  yak  yarn  yell  yacht

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

_______ _______ _______ _______

1. _______ _______ _______ _______ _______

2. _______ _______ _______ _______ _______

3. _______ _______ _______ _______ _______

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

1. yes

2. yap

3. yam
Name: ______________________________

Letter Hunt

Y or y

Directions: Find and highlight every capital Y in yellow and every lower case y in green.

Capital Y = 10
Lowercase y = 10

Y y f Y v z p
b f y d y c Y

c y y u Y e y
b s c Y w y d

I Y y k c Y s

Y j s v p x Y

y h y g r Y i
Name: ______________________________

Sound and spelling pattern: /z/ spelled z

Directions: Say the name of each picture. Write the letter z next to each picture whose name begins with the /z/ sound.

List of pictures:
- Zoo animals
- Zipper
- 0
- Chevron pattern
- Zebra
- Elephant
Alphabet Letter z Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "z" if they are not ready to locate full words.

zoo
zipper
zero
zigzag
zebra
Directions: Have students trace and copy the letters and words. The motion for ‘z’ can be described as 1. short line across, 2. diagonal left, 3. short line across. The student should say the sound as he or she writes the letter.

1. Z
2. Z
3. Z
4. Z
5. Z
6. Z
7. Z
8. Z
9. Z
10. Z
11. Z
12. Z
13. Z
14. Z
15. Z
16. Z
17. Z
18. Z
19. Z
20. Z
21. Z
22. Z
23. Z
24. Z
25. Z
26. Z
27. Z
28. Z
29. Z
30. Z

This page left blank intentionally
Directions: Cut out the picture cards on this page. On the next page glue or tape the cards with pictures beginning with the /s/ sound (snake, star, six) under the ‘s’ heading. Next, glue or tape the cards with pictures beginning with the /z/ sound (zipper, zebra, zigzag) under the ‘z’ heading.
This page left blank intentionally
Directions: Glue or tape the cards from the previous page here. Place pictures beginning with the /s/ sound under the ‘s’ heading and pictures beginning with the /z/ sound under the ‘z’ heading.
Letter Hunt

Z or z

Directions: Find and highlight every capital Z in yellow and every lower case z in green.

Capital Z = 10
Lowercase z = 10
Sound and spelling pattern: /u/ spelled u

Directions: Say the name of each picture. Write the letter u next to each picture whose name begins with the /u/ sound.
Name: ______________________________

Alphabet Letter u Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letter "u" if they are not ready to locate full words.

umbrella  under  up  unlock  unzip

u  n  d  e  r  p  m  o  g
s  d  u  n  l  o  c  k  n
u  c  d  u  n  m  k  l  d
z  e  u  p  j  s  u  i  j
u  c  b  v  u  n  z  i  p
e  u  m  b  r  e  l  l  a
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.
Letter Hunt

Directions: Find and highlight every capital U in yellow and every lower case u in green.

Capital U = 10
Lowercase u = 10
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

jug, tug, rug, bug, gum, sum
Name: _______________________________

Directions: Draw a line to match the picture to the word.

- gum
- sum
- jug
- tug
- rug
- bug
Name: _______________________________

Directions: Write the word that matches the picture.

[Images of a rug, a bottle, a tug of war, a chalkboard with a math problem, and a gumball machine]

___ ___ ___
___ ___ ___
___ ___ ___
___ ___ ___
___ ___ ___
Activities
Section 5A
Directions: Have students write each word under the matching picture.

in    cat

on    dog

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Directions: Draw a line from each word to the matching picture. If necessary, identify the pictures for students.

1. man
2. hat
3. ham
4. can

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
5. hog

6. cat

7. dot

8. dig

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

---

dog  
fin

hat  
man

mat  
fan
Directions: copy each word under the matching picture. If necessary, identify the pictures for the student.

1. sad

2. fan

3. sit
4. fin

5. hat

6. can
1. fin

2. hog

3. sit

4. dig

5. fan

Directions: Draw a line from each word to the matching picture.
6. sad

7. hat

8. ham

9. can

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

van  can  hog

hat  sad  fan

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

pig

pan

cop

tag

nap

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

- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _
1. mom and dad
2. fat cat
3. dog on mat
4. pig pen

Directions: For each phrase, have students circle the matching picture.
5. pet dog

6. cat in hat

7. sip it

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

1. fan

2. van

3. pan
4. net

5. pen

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

1. ____________
   - hen
   - ham
   - hog

2. ____________
   - dog
   - dot
   - doc

3. ____________
   - hat
   - had
   - hit

4. ____________
   - not
   - net
   - hot

5. ____________
   - vat
   - van
   - man
6. dog   hog   fog

7. sat   man   sad

8. zap   zip   hit

9. sit   sip   tip

10. den   pin   pen
1. cat in net

2. hen on hog

3. dog can dig

4. ham in pan

5. mop it

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

7. fat hog

8. zip it

9. pet cat
Directions: Have students write the word on the line beside the correct vowel sound.

Name ________________________________

<table>
<thead>
<tr>
<th>it</th>
<th>pop</th>
<th>fed</th>
<th>get</th>
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</thead>
</table>

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5A.23
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.
I p i h
f e n

C e p
h o c

P o f
g i g
Directions: Have students write each word under the matching picture.

1. man

2. sit

3. van
4. pet

5. dog

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

- cat
- vet
- pot
- pig
- tag
- hen
**Directions:** Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

**at, it, ad, in, on, us, up, ill, off, odd**

**Name:** ______________________________
on
us
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

**cat, pit, bad, run, get, dog, leg, zip, nod, tub**
Directions: Draw a line to match the picture to the word.
Name: __________________________________

Directions: Write the word that matches the picture.

1. Bathtub

2. Bed

3. Runner

4. Dog

5. Cat
Activities
Section 5B
Sound /ch/ Spelled with ch Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "ch" if they are not ready to locate full words.

chips  chicken  chair  chains  cherry

b g j c h e r r y
y h d a w e o i f
j e l l l c h a i r
ch i c k e n n l
m q c h a i n s t
j a c h i p s k c
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  much
Directions: Have students write each word under its matching picture.

lunch  branch

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

- 
- 
- 

- 
- 
- 

- 
- 
- 

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Name: ______________________________

Sound and spelling pattern: /sh/ spelled sh

Directions: Say the name of each picture. Write the letters sh next to each picture whose name begins with the /sh/ sound.
Name: ______________________________

Sound /sh/ Spelled with sh Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "sh" if they are not ready to locate full words.

shirt

shoes

shark

sheep

ship

b g j s h i r t y
y s h o e s s q i f
j e l l l c h a i r r
ch i c s h a r k k
m q s h e e p s t
j a c h s h i p c
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 shed shed
Directions: Have students write each word under its matching picture.

1. shin

2. fish

3. brush
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
Directions: For each row, blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for the student.

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
Name: ______________________________

Sound and spelling pattern:
Words with sl, gl, fl, and cl blends

Directions: Say the name of each picture. Write the letters sl, gl, fl, or cl next to each picture whose name begins with the /l/ sound.
Name: ______________________________

Sound /_l/ Spelled with cl, sl, gl or fl Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "cl" "sl" "gl" and "fl" if they are not ready to locate full words.

flip flop  clam  glad  slam  clap

b g j c l a m r y
y h d a w s l a m
j e g l a d a i r
ch i c k e n n l
m q c l a p n s t
j f l i p f l o p
Directions: Draw a line from the word on the left to the picture on the right.

clap
clam
glad
slam
flip flop
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

chip, chop, chin, chat
Directions: Draw a line to match the picture to the word.

chip
chat
chop
chug
chin
Name: _______________________________

Directions: Write the word that matches the picture.

1. _______ _______ _______
2. _______ _______ _______
3. _______ _______ _______
4. _______ _______ _______
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

**ship, shop, shut, shot, shed**
shed
Directions: Draw a line to match the picture to the word.

- Shut
- Shed
- Ship
- Shot
Name: ______________________________

Directions: Write the word that matches the picture.

___ ___ ___

___ ___ ___

___ ___ ___

___ ___ ___
Name: ________________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

*slip, clap, plot, slot, flat, glam*
Directions: Draw a line to match the picture to the word.

clap
flag
flip
slip
sled
Directions: Write the word that matches the picture.
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Activities
Section 6A
Name: ____________________________

Sound /st/ Spelled with st Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "st" if they are not ready to locate full words.

stop  stem  step  star

set  where erry

yhdstopif

jellcstem

chicken

mqcstepst

jstarpksck

6A.1
Directions: Have students write each word under its matching picture.

frog   crab   flag

drum   stem   steps

Directions:

Direction 1:

frog

Direction 2:

crab

Flag

Direction 3:

stem

Steps

Direction 4:

drum

Directions:

Adapted from © 2013 Core Knowledge Language Arts under CC license 4
twig  spot  swim
stop  plug  grin
Directions: Draw a line from the word on the left to the picture on the right.

stop

stem

step
Sound and spelling pattern: /sl/ spelled sl

Directions: Say the name of each picture. Write the letters sl next to each picture whose name begins with the /sl/ sound.
Name: ______________________________

**Sound /sl/ Spelled with sl Word Search**

*Directions: Search and circle the words on the grid. The words go across from left to right only.*

*Differentiation note: have students say the names of the pictures and look for the letters "sl" if they are not ready to locate full words.*

- slug
- slam
- slim
- slow
- sled

```
s t e s l u g r y
y h d s t o p i f
j e s l a m t e m
```

```
c h i c s l i m l
m s l o w e p s t
j s s l e d s k c
```
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
Name: ______________________________

Directions: Draw a line from the word on the left to the picture on the right.

- fist
- list
- nest
- vest
- test
Sound and spelling pattern: /sp/ spelled sp

Directions: Say the name of each picture. Write the letters sp next to each picture whose name begins with the /sp/ sound.

___   ___   ___

___   ___   ___

___   ___   ___

___   ___   ___
Sound /sp/ Spelled with sp Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "sp" if they are not ready to locate full words.

spam
spot
spit
spin

s t e s u p r r y
y h d s t o p i f
j s p a m s t e m
chicsspotl
mspi tepsst
justaspin c
Name: ____________________________________________

Directions: Draw a line from the word on the left to the picture on the right.

spam
spot
spit
spin
Ending sound /st/ spelled st

Directions: Say the name of each picture. Write the letters st next to each picture whose name end with the /st/ sound.
Ending Sound /st/ Spelled with st Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "st" if they are not ready to locate full words.

fist
list
nest
vest
test

s t e s t u r r y
y h d s n e s t f
j s v e s t t e m
chicspotl
mslisttpst
jstafistc
Directions: Have students write each word under its matching picture.
<table>
<thead>
<tr>
<th>crib</th>
<th>jump</th>
<th>bugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>lamp</td>
<td>kids</td>
<td>stamp</td>
</tr>
</tbody>
</table>
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

stop, stem, step, stun, stud,
Directions: Draw a line to match the picture to the word.

- Stop
- Stem
- Steps
- Stamp
Name: _______________________________

Directions: Write the word that matches the picture.

___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  
___ ___ ___ ___ ___  

6A.21
Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

slim, slug, slam, sled, slob, slit, slip, slap
slam

sled
s | l | o | b
s | l | i | t
slip

slap
Directions: Draw a line to match the picture to the word.

slim
slug
slam
sled
slip
Directions: Write the word that matches the picture.
Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

spin, spit, spot, spam, spun
Directions: Draw a line to match the picture to the word.

spin
spot
spit
spam
Directions: Write the word that matches the picture.
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

[last, fast, past, most, post, host, west, best, test, vest, must]
test

vest
must
Directions: Draw a line to match the picture to the word.

Name: ________________________________

- fast
- test
- vest
- fist
- dust
Name: ________________________________

Directions: Write the word that matches the picture.

___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___  
___ ___ ___ ___
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Activities
Section 6B
Ending sound /sh/ spelled sh

Directions: Say the name of each picture. Write the letters sh next to each picture whose name end with the /sh/ sound.
Ending Sound /sh/ Spelled with sh Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "sh" if they are not ready to locate full words.

dish  wish  cash  wash  fish

s  t  e  f  h  e  p  r  y
y  h  d  s  d  i  s  h  f
j  e  l  w  i  s  h  e  m
ch  i  c  a  s  h  n  l
m  w  a  s  h  e  p  s  t
j  s  t  a  r  f  i  s  h
Directions: Draw a line from the word on the left to the picture on the right.

dish

wish

cash

wash

fish
Ending sound /ck/ spelled ck

Directions: Say the name of each picture. Write the letters ck next to each picture whose name end with the /ck/ sound.
Ending Sound /ck/ Spelled with ck Word Search

Directions: Search and circle the words on the grid. The words go across from left to right only.

Differentiation note: have students say the names of the pictures and look for the letters "ck" if they are not ready to locate full words.

lock  neck  back  duck  luck

stlocckpry
yhdsnecckf
jbackkshe
chiduckknl
mwluckkps
jsmarwosh
Name: ______________________________

Directions: Draw a line from the word on the left to the picture on the right.

lock
neck
back
duck
luck
Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

cash, dash, wash, wish, fish, dish, lush, bush, push, rush
wash
wish
fish


dish


push

rush

rush
Directions: Draw a line to match the picture to the word.

lash
fish
bush
cash
dish
Name: _______________________________

Directions: Write the word that matches the picture.

___ ___ ___ ___ ___

___ ___ ___ ___ ___

___ ___ ___ ___ ___

___ ___ ___ ___ ___
Name: _______________________________

Directions: Draw a line to match the picture to the word.

- brush
- crash
- trash
- fish
- flush
Name: _______________________________

Directions: Write the word that matches the picture.

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Name: ______________________________

Directions: Slide a marker to each box one at a time and say the sound that each letter stands for. After all the sounds, use your finger to make a sweeping motion from the first sound to the last and blend the word. Then say the word fluently.

*back, lack, rack, sack, kick, lick, sick, deck, neck, rock, lock*

![Diagram of boxes with letters]
<table>
<thead>
<tr>
<th>r</th>
<th>a</th>
<th>c</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>a</td>
<td>c</td>
<td>k</td>
</tr>
</tbody>
</table>
lock
Directions: Draw a line to match the picture to the word.

rock
lock
lick
kick
puck
Directions: Write the word that matches the picture.
Directions: Draw a line to match the picture to the word.

chick
truck
stick
clock
black
Directions: Write the word that matches the picture.

___ ___ ___ ___ ___

___ ___ ___ ___ ___

___ ___ ___ ___ ___

___ ___ ___ ___ ___