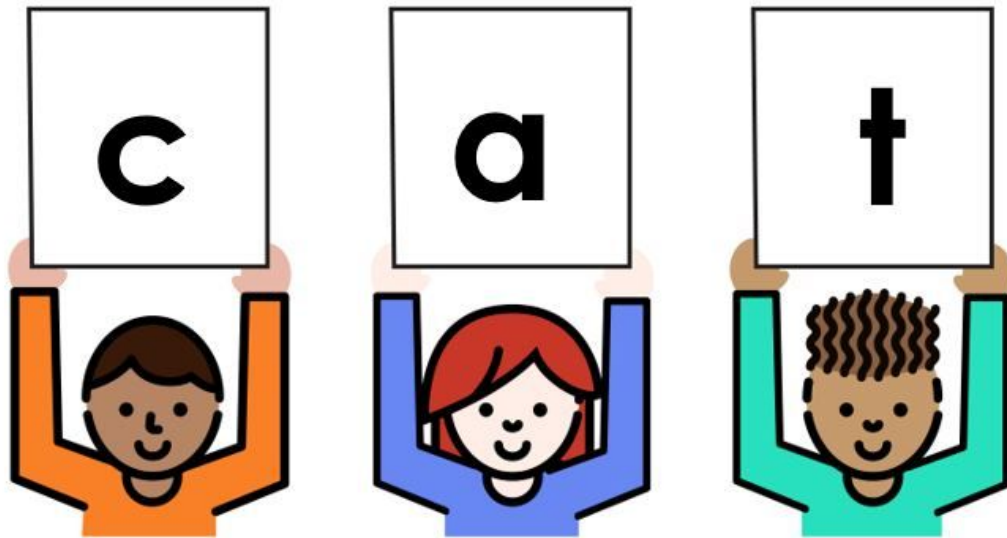


Early Reading Acceleration Practice Phonics Activities

Additional phonics practice opportunities for First Grade



Name:

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Activities

Section 1

Name _____

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

a a a

A A A

p p p

P P P

n n n

N N N

c c c

C C C

g g g

G G G

pan

cap

nap

can





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

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.



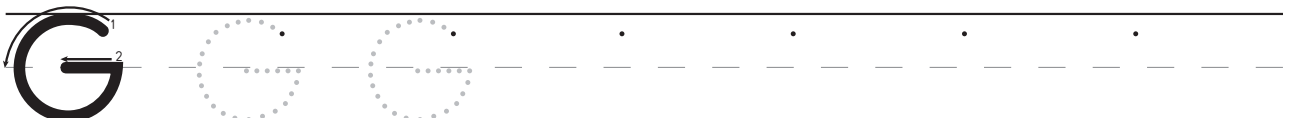
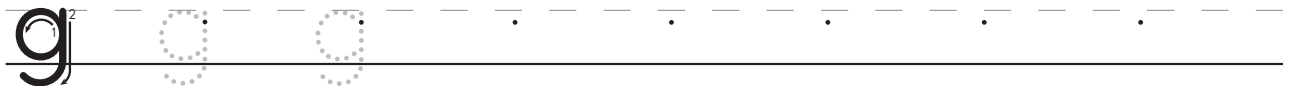
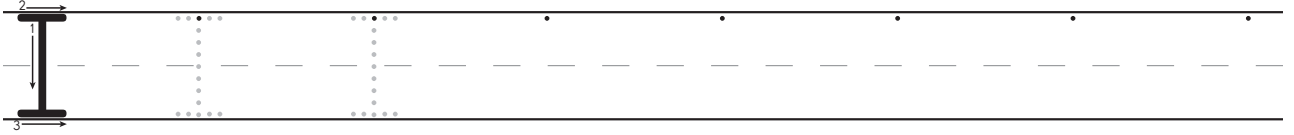
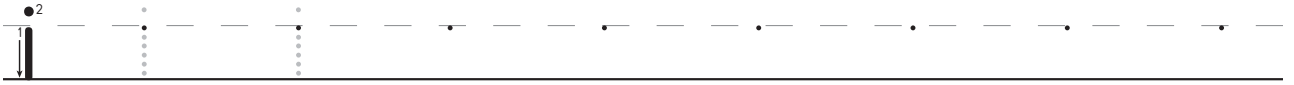
1. Sam got _____ bug in his bed.

2. Six _____ dad's dogs ran.

3. Seth got _____ bag
_____ gum.
4. Did Max get _____ lot
_____ cats?

Name _____

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



Name _____

cat

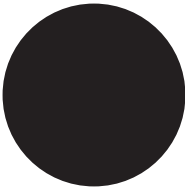
pot

dot

dad

cap

dig

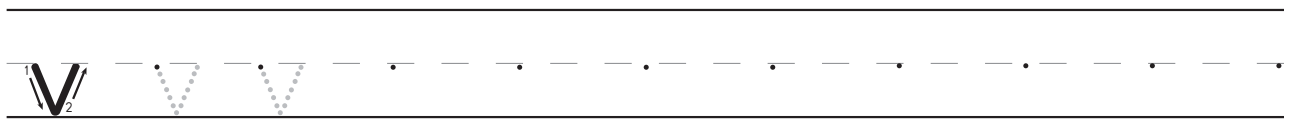
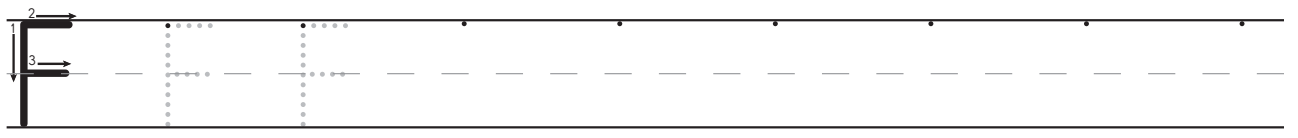
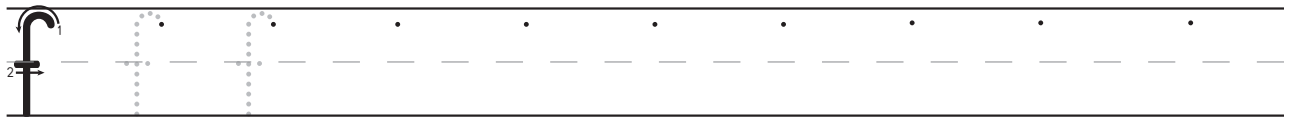
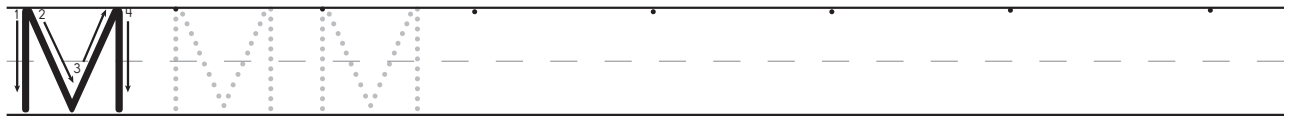
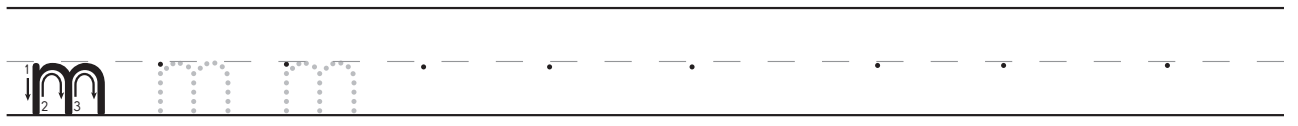
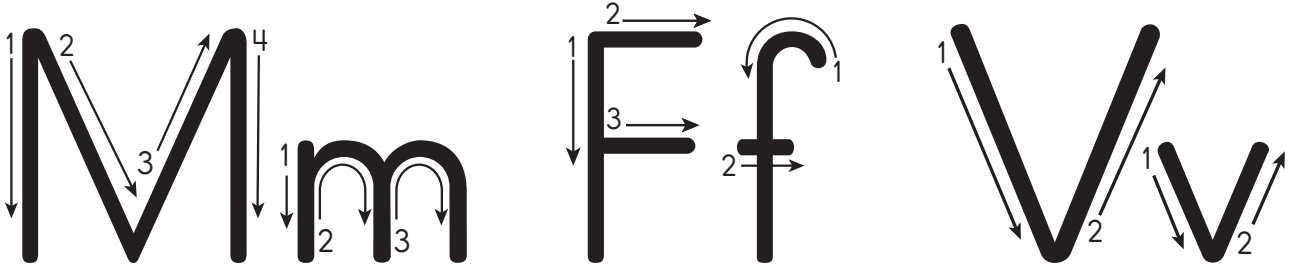




Directions: Have the student write each word under its matching picture.

Name _____

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



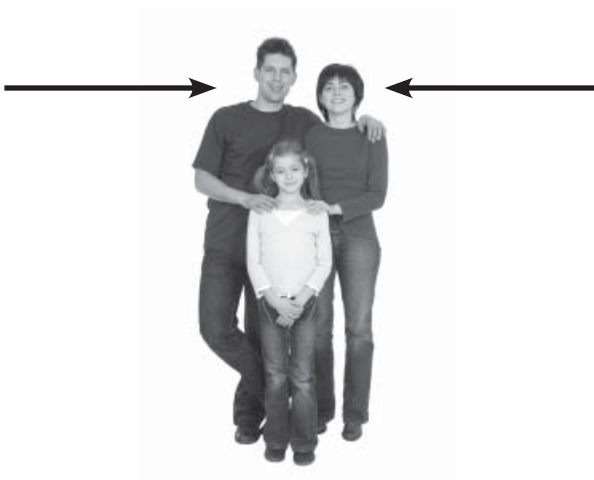
Name _____

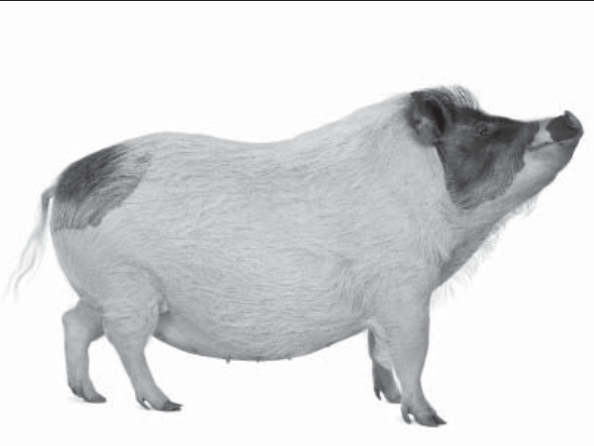
a dog

mom and dad

a fat pig

a tin can





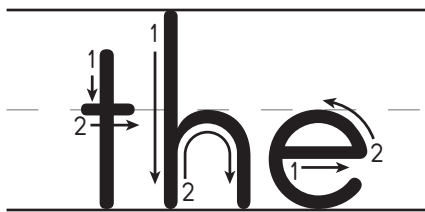
Directions: Have the student write each phrase under its matching picture.

Name: _____

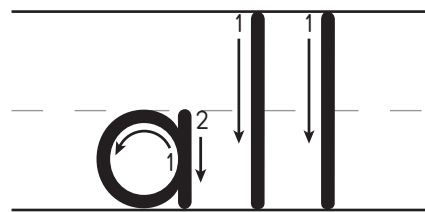
Tricky Words: Review the Sound-Spelling 1 (*the* and *all*)

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.

the



all



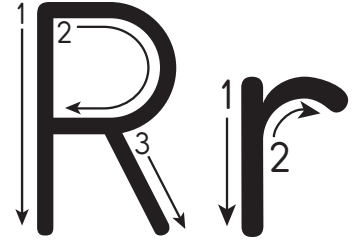
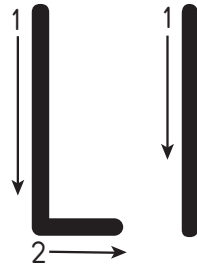
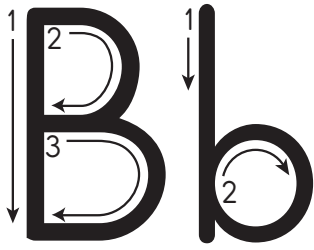
1. His cat is on _____ rug.

2. _____ mom can get a dog.

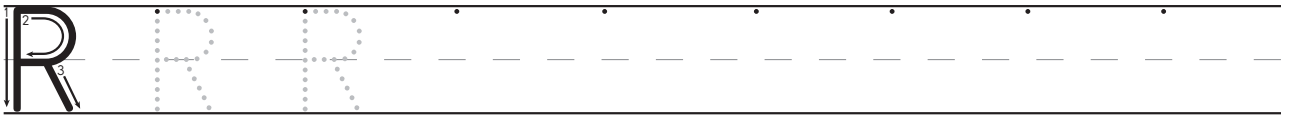
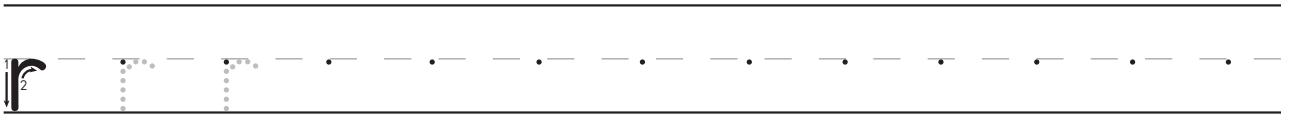
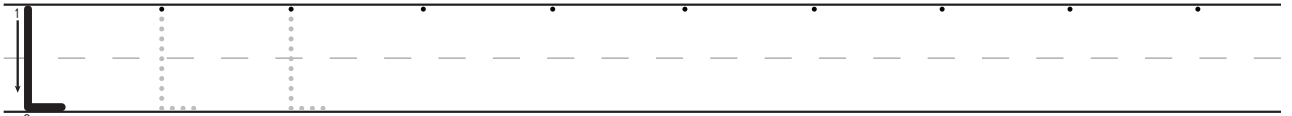
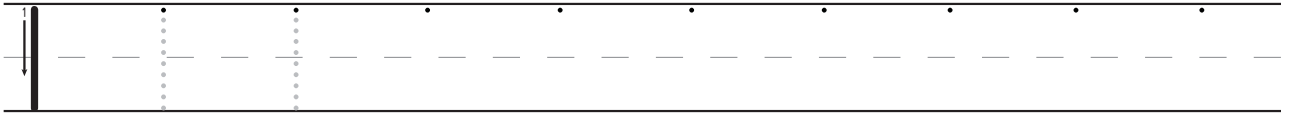
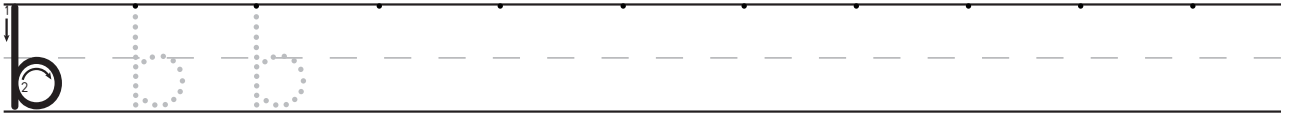
3. Sam, Bob, and Jen _____
run in _____ mud.

4. _____ his kids got on
_____ bus.

Name _____

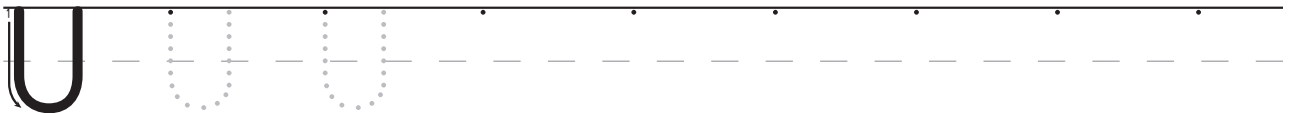
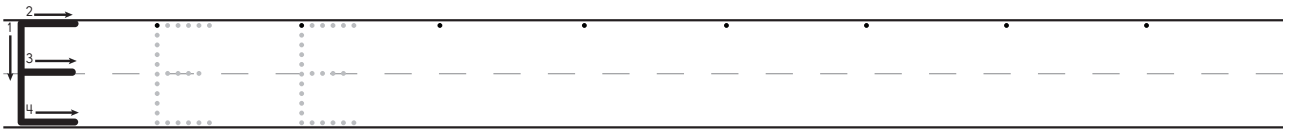
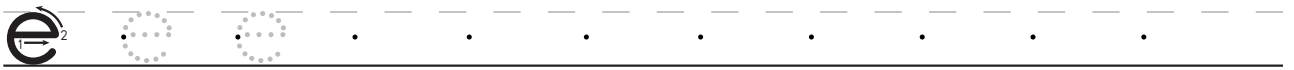
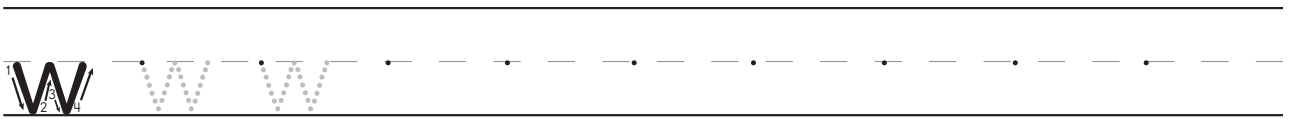
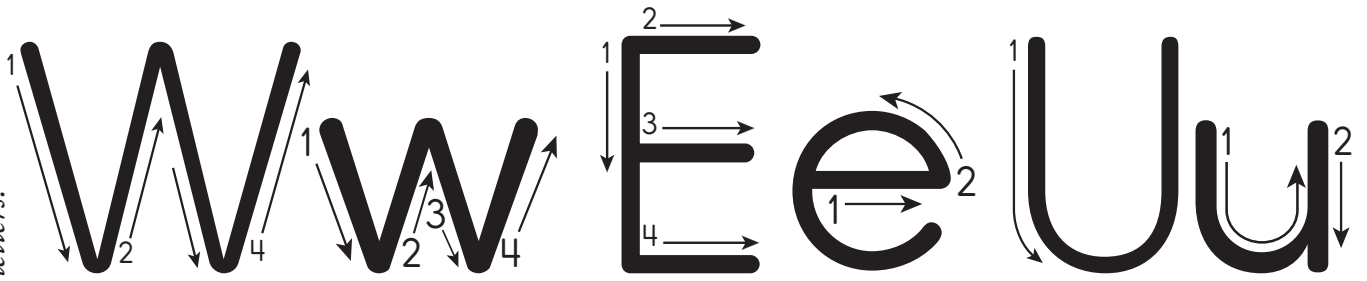


Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Name _____

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



Name _____

1. bed



2. lamp



3. nest



4. rug



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

Name: _____

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

from

was

from

was

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. Kit had fish _____ dad's shop.

2. Chad's box _____ big.

3. _____ his gift

_____ his mom?

4. Ted fell _____ his bed and

_____ sad.

Name: _____

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 _____.

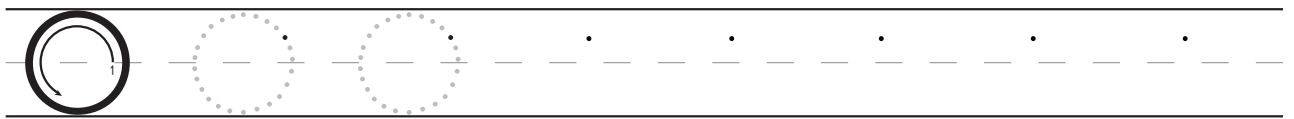
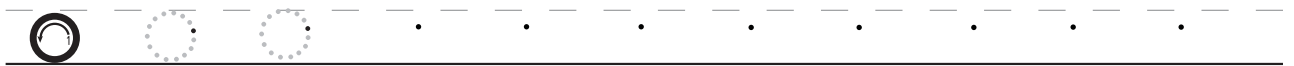
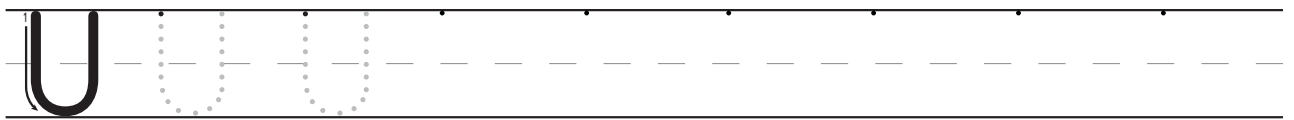
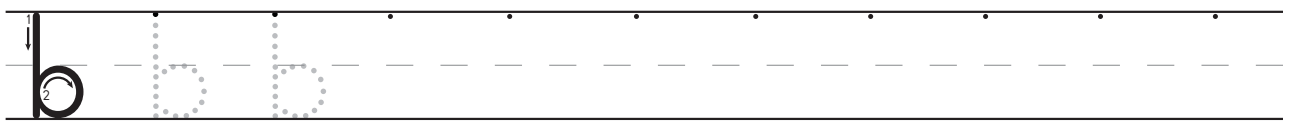
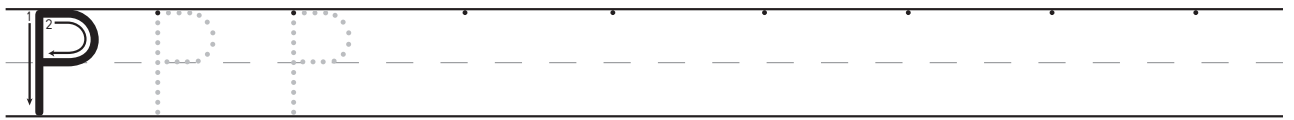
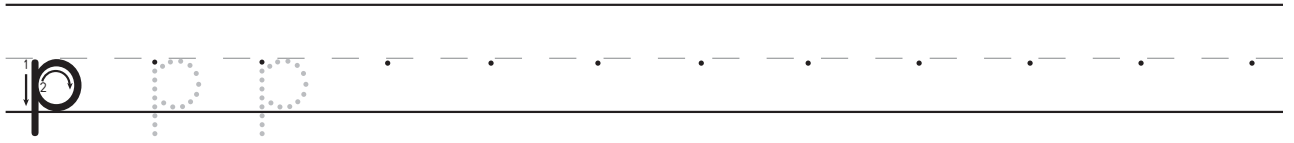
2. Jen held _____ crab.

3. Jill _____ had
_____ cat as a pet?

4. _____ Ted got
_____ fish in the pond.

Name _____

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



tub

bug

rat

nuts

grin

wig





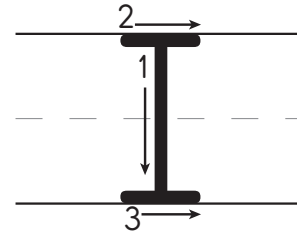
Directions: Have the student write each word under its matching picture.

Name: _____

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

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.

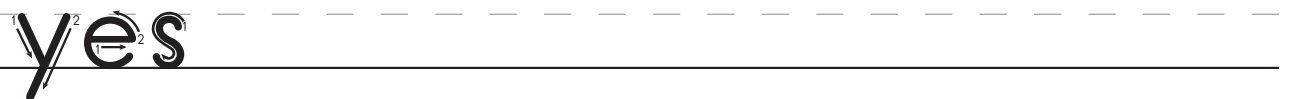
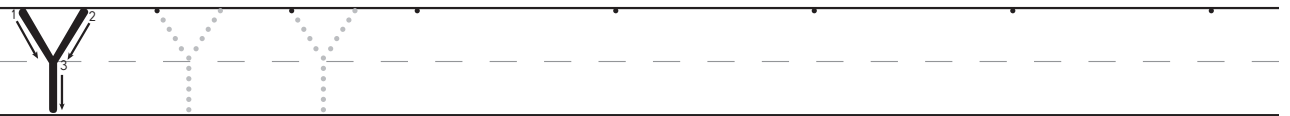
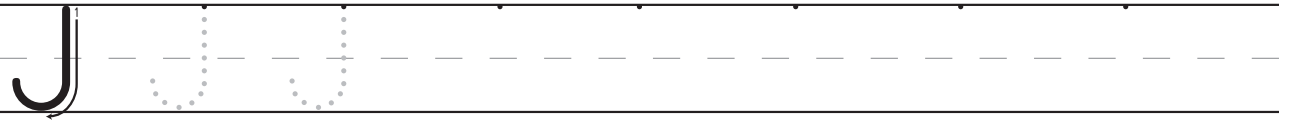
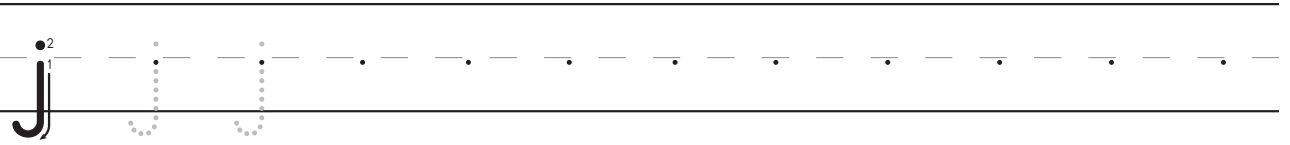
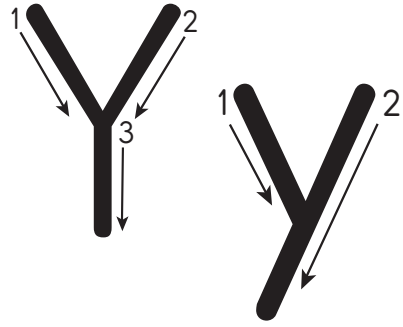
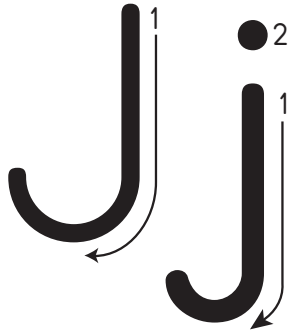
when
I



- _____ will get him a gift.
- _____ did Dad call the man?
- _____ can
_____ get the bag of chips?
- _____ will get in bed
_____ Mom fills my glass.

Name _____

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



1. bed



2. jet



3. jog



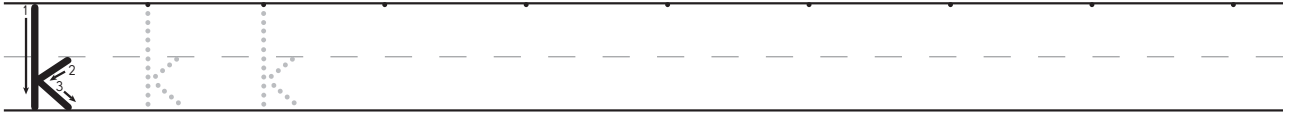
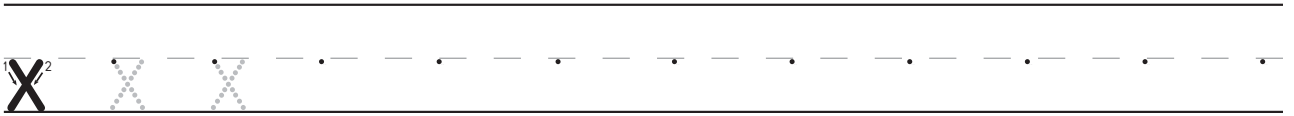
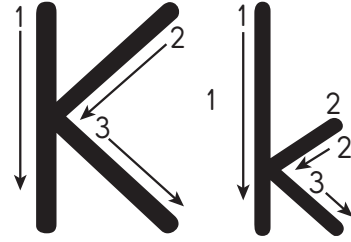
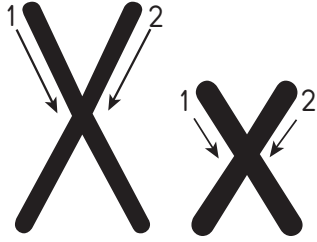
4. jam



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

Name _____

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



1. box



2. mix



3. kid



4. six

6

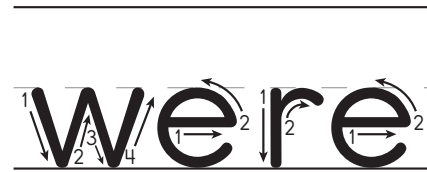


Directions: Have the student write each word under its matching picture.

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.

word

were



1. Jill can spell the big _____.

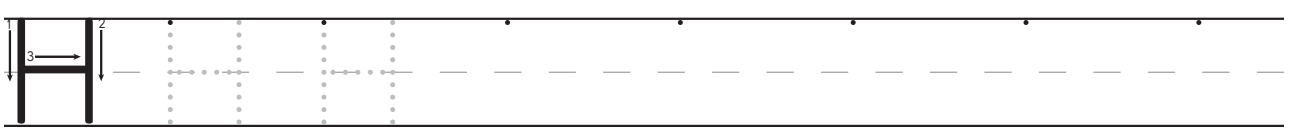
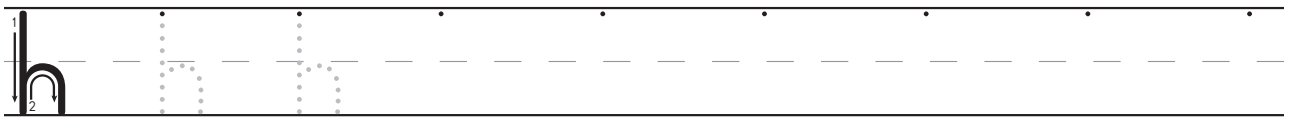
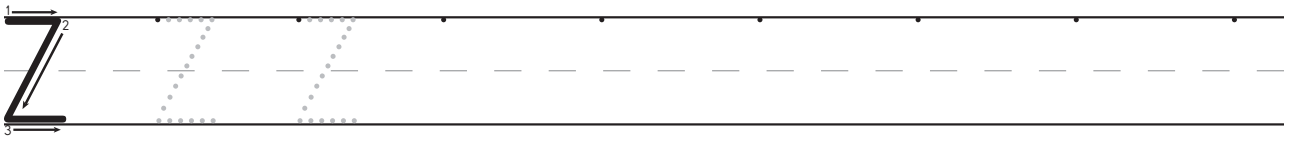
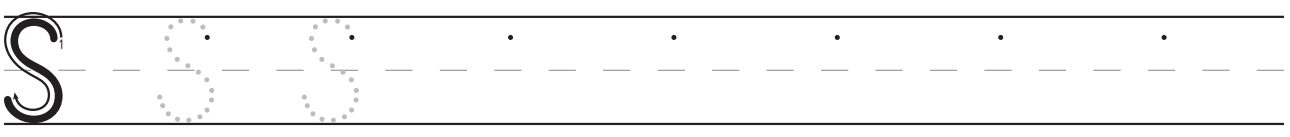
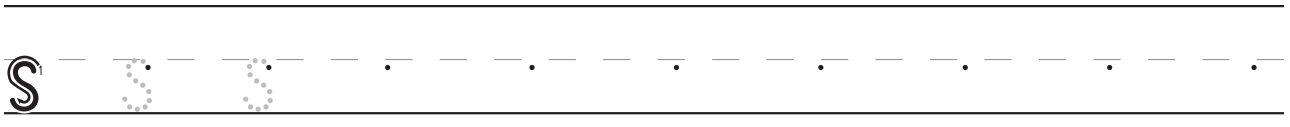
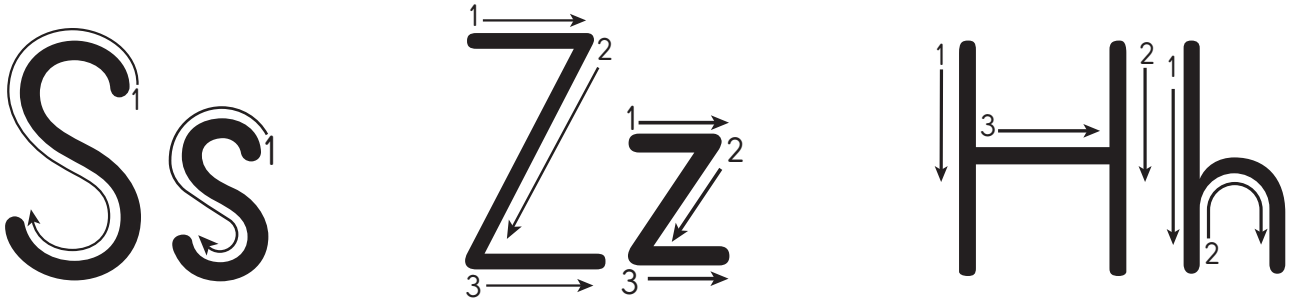
2. The eggs _____ in the nest.

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

4. The kids _____ sad to not get the _____.

Name _____

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



stamp	hat	ham
fist	mop	ants





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

Name: _____

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

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.

to
why



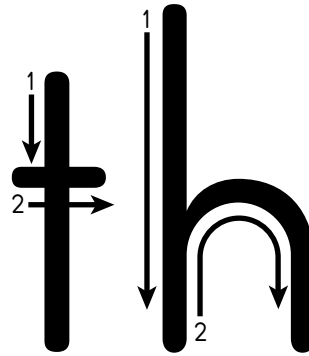
1. The frogs hop _____ the mud.

2. _____ is Mom in the fish shop?

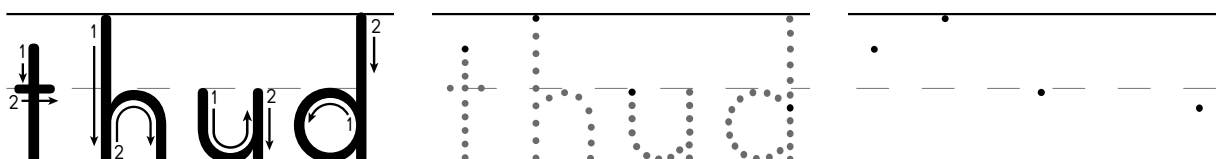
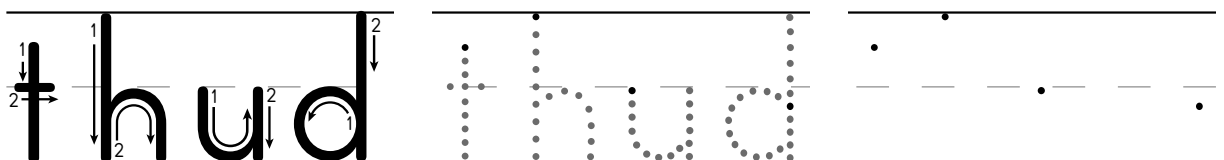
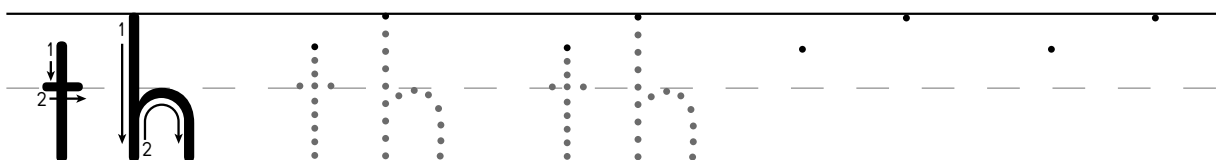
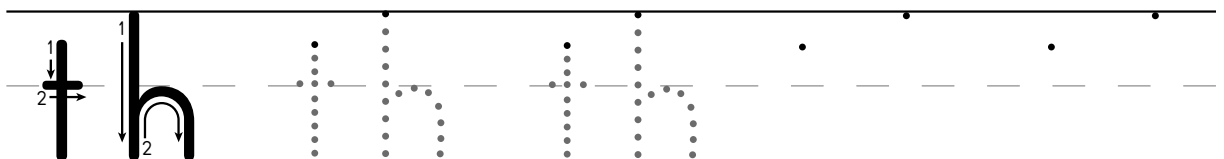
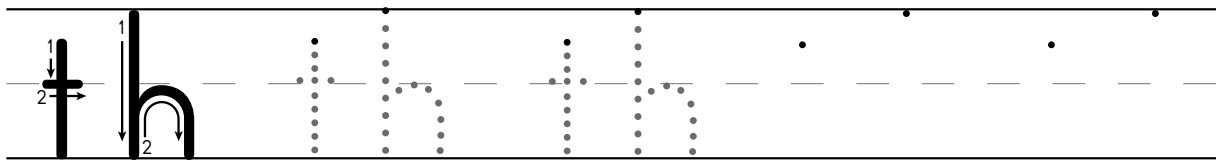
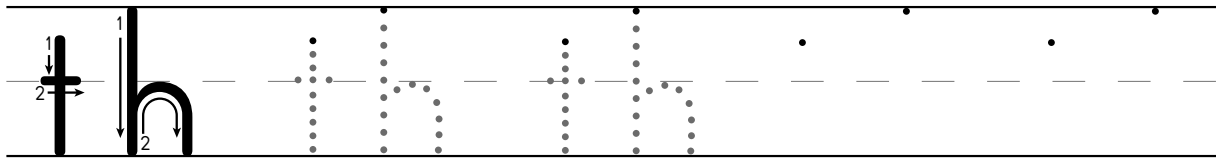
3. _____ can't the dog run
_____ Sam?

4. _____ did Seth run
_____ the van?

Name _____

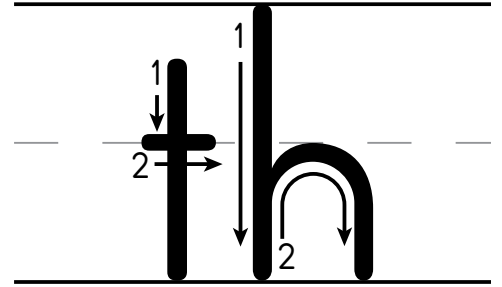
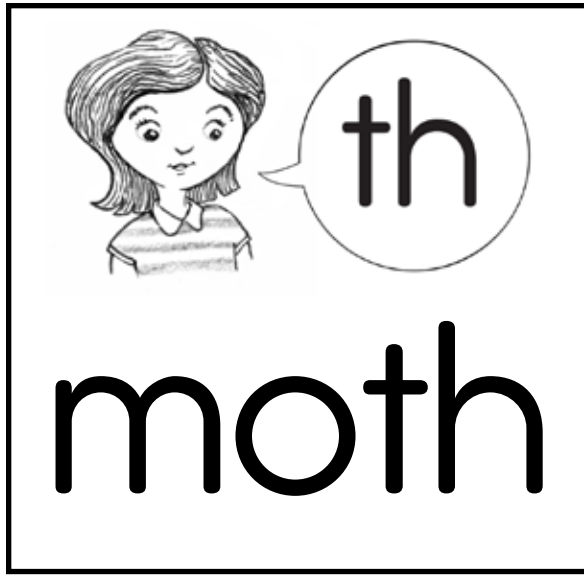


Directions: Have students trace and copy the digraph and word and say the sounds while printing.



Name: _____

Review the Sound/Spelling 3 (/th/)



1. bath



2. moth



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

Name: _____

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

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

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.

Name _____

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**



Name: _____

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

no

says

no

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.

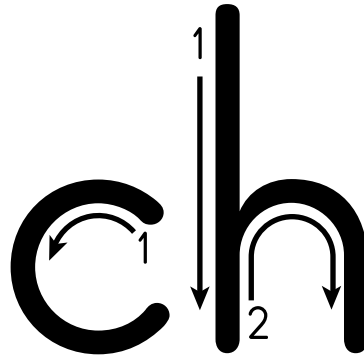
3. "_____ cats can bark,"

_____ Pat.

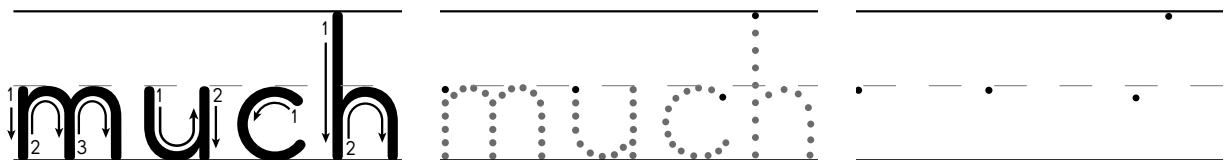
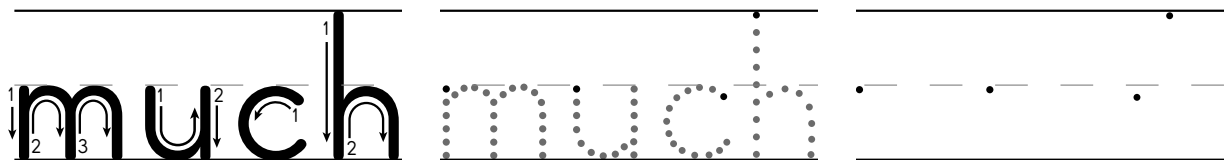
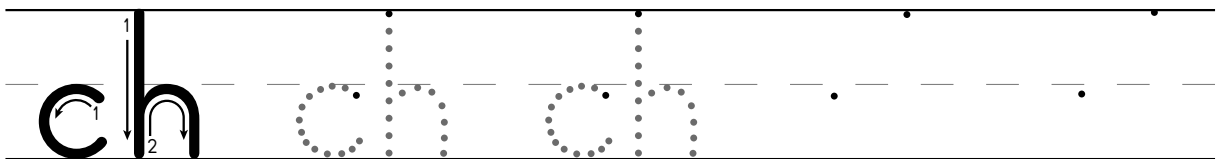
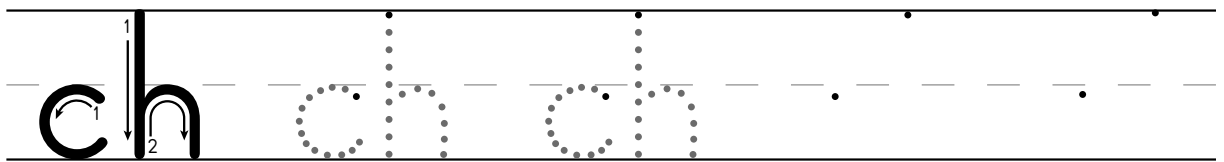
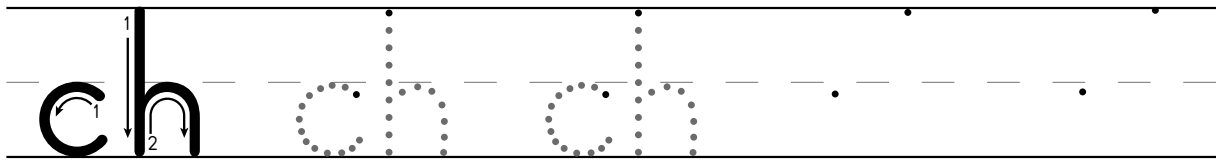
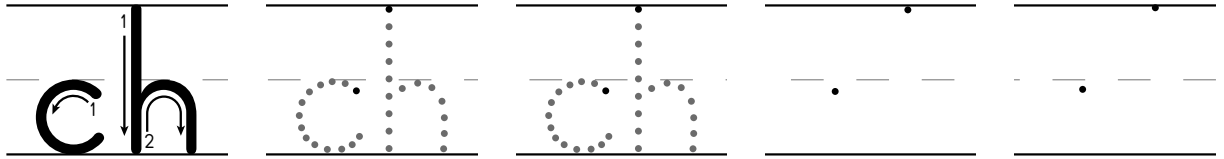
4. Ann _____ he has

_____ bags in the van.

Name _____





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



Name _____

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

	ch j	i e	s z	t d
---	---------	--------	--------	--------

	ch c	i o	m n	b p
--	---------	--------	--------	--------

	h ch	i a	p d	t s
---	---------	--------	--------	--------

Name: _____

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

what
here



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. _____ is in the big box?

2. _____ is his red trash can.

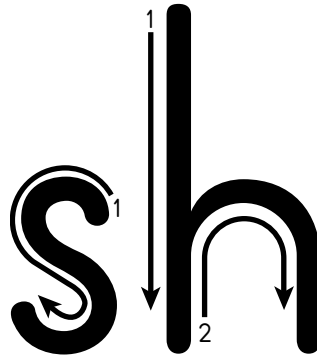
3. _____ is this mess

_____?

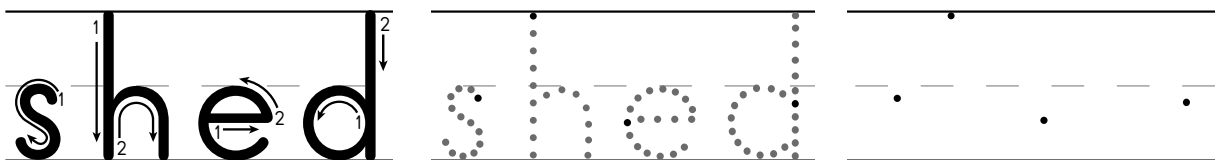
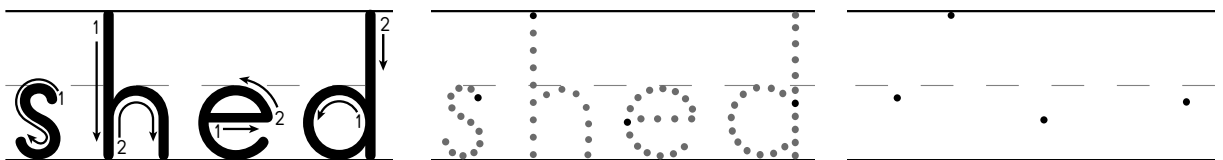
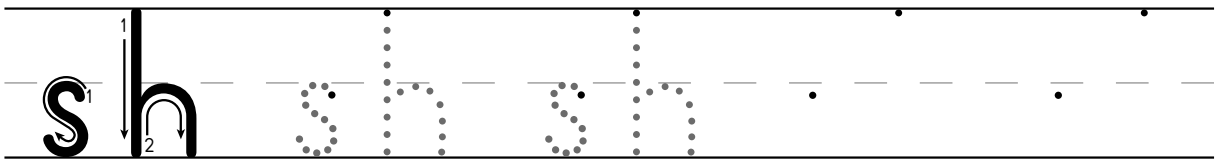
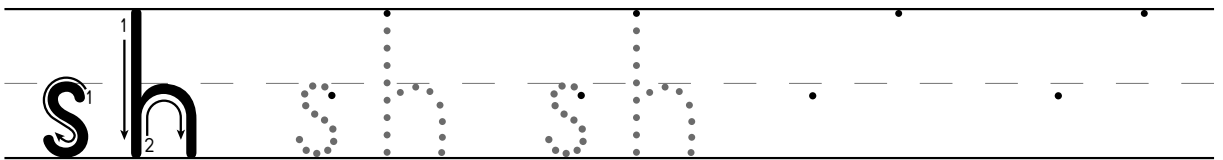
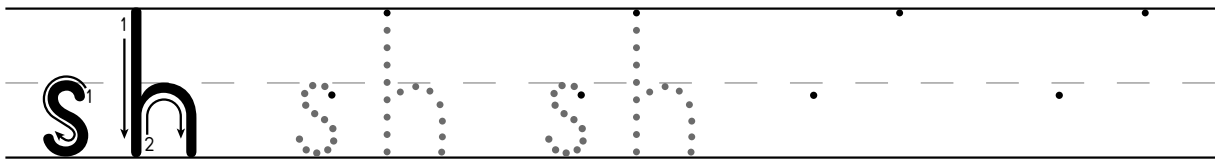
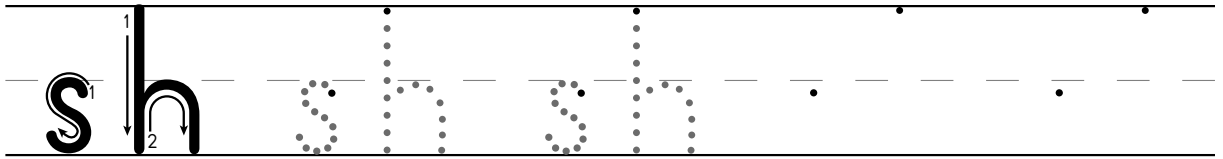
4. _____ is

_____ Chad can pack.

Name _____



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



1. **shin**



2. **fish**



3. **brush**



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

Name: _____

Tricky Words: Review the Sound-Spelling 11 (*said* and *so*)

said

so

so

said

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. Mom and Dad _____ yes.

2. Sam's bug is _____ big.

3. Kit _____ the plums smell
_____ fresh?

4. "The mop is _____ wet,"
_____ Seth.

Name _____

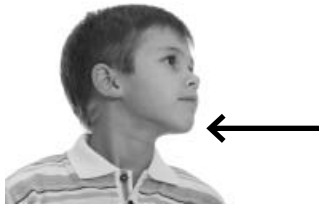
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

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.



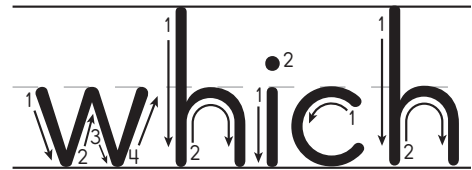
mom **shops**

dad **shops**

Name: _____

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

are
which



1. _____ dog will run fast?

2. The stamps _____ on the desk.

3. _____ kids
_____ on the bed?

4. _____ pants
_____ Mom's?

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.

Name _____

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**

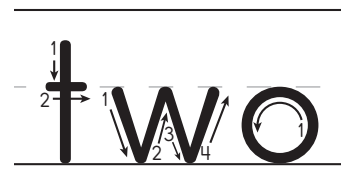
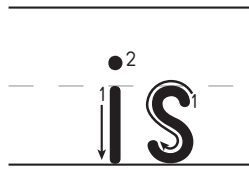
9.  **ship** **shin** **chin**

Name: _____

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

is

two



1. Jill _____ a fun pal.

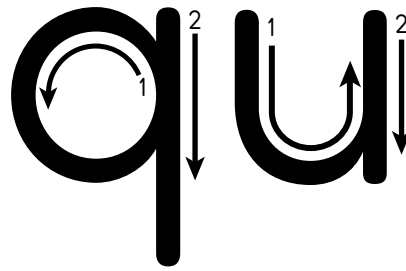
2. I wish I had _____ pets.

3. The vet _____ with
_____ cats.

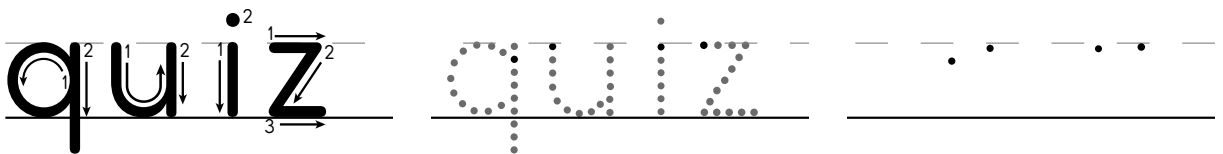
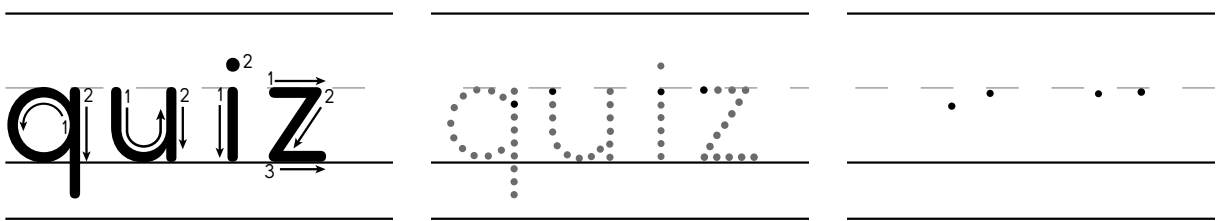
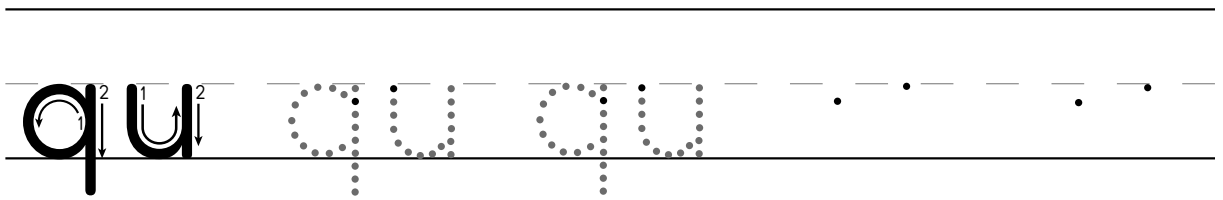
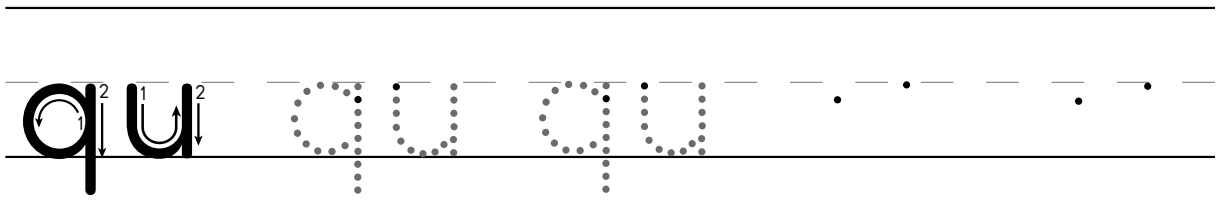
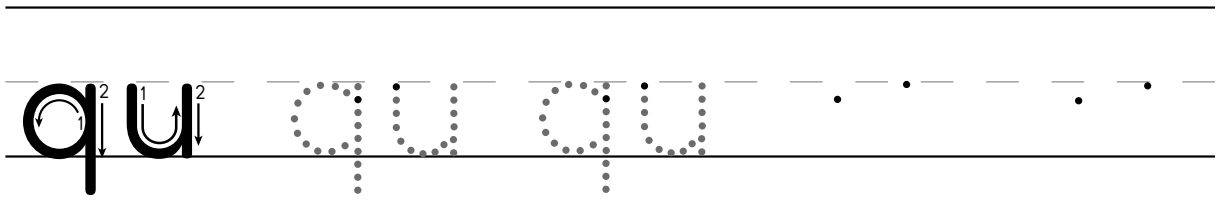
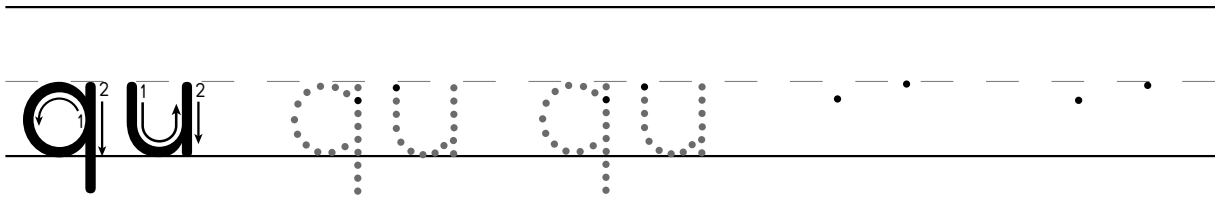
4. One plus one _____
_____ .

Directions: 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.

Name _____



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



Directions: Have students write 'qu' under the pictures of items that begin with lqu.









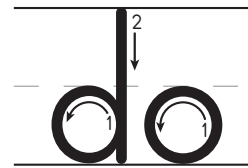
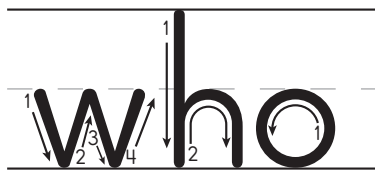




Name: _____

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

who
do



1. _____ ran up the steps?

2. The caps _____ not fit.

3. _____ will

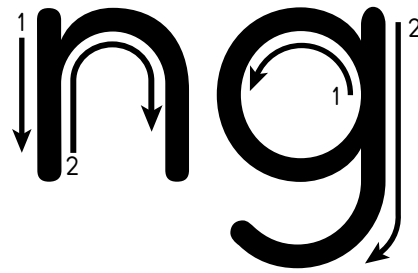
_____ the tricks?

4. Can Chad tell Dad _____ will

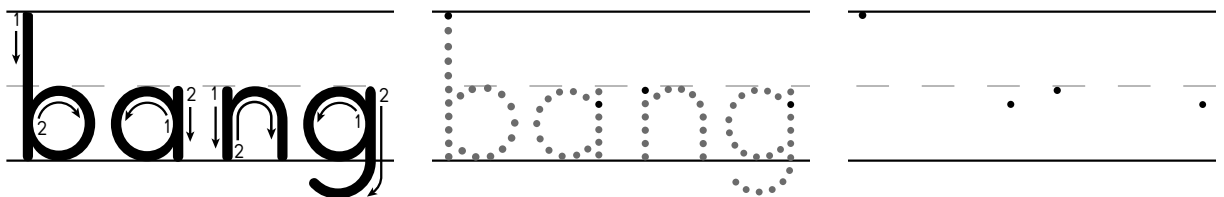
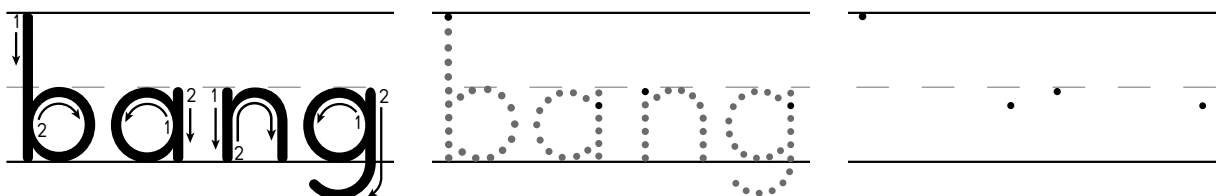
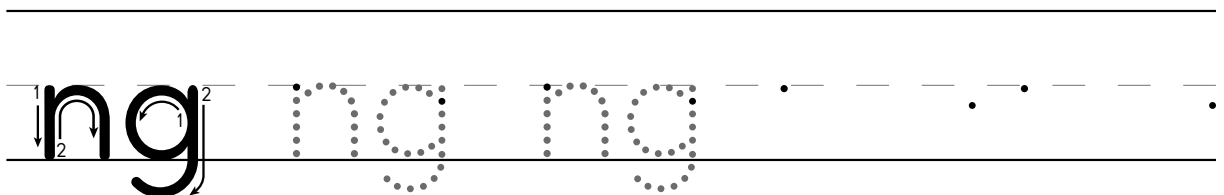
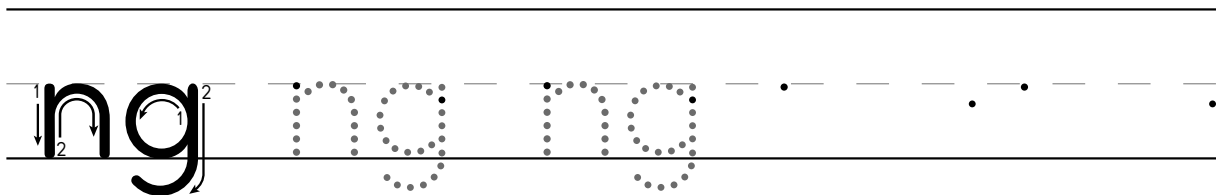
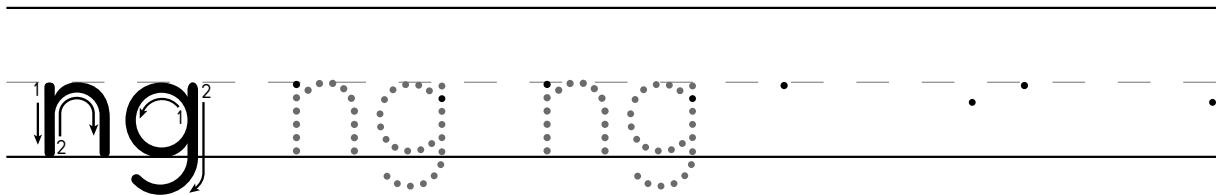
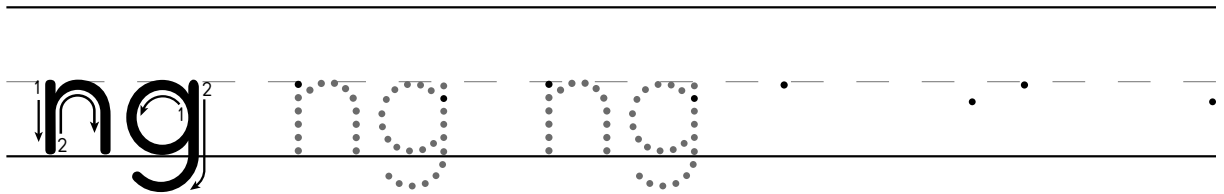
_____ it?

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.

Name _____



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



quilt

sing

king

swing

fang

strong





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

Name: _____

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

some
have

some

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.

Name _____

shed

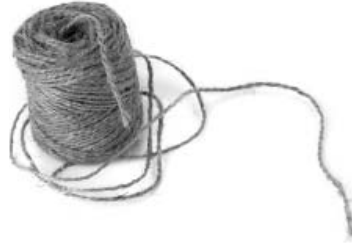
string

quilt

punch

bench

path





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

chimp

shin

shelf

fish

moth

bath

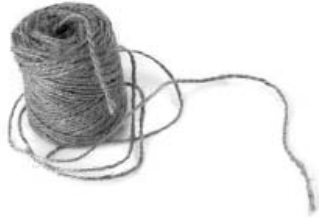




Name _____

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

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

6.



- fin**ch** on branch
- ch**imp on branch

7.



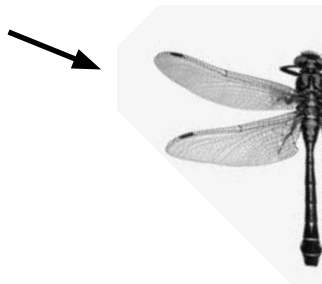
- munch on **ch**ips
- jump on bed

8.



- van crash
- fish** crash

9.



- w**ing on bug
- w**ing on hen

10.



- sh**rimp on dish
 - fish** on dish
-

Name _____

sock rock



truck duck



mitt kit



lock clock



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

glass dress



drums plums



bell bill



egg eggs



Name _____

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

Name _____

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.

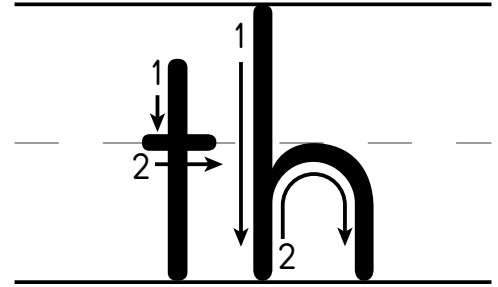
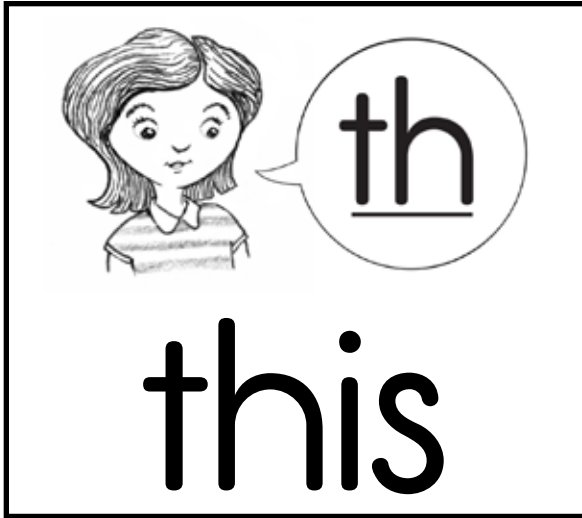
For teacher: thorn, bath, them, this, thread, throat, these, smooth

Picture Cards 2 (/th/ and /th/)



Name: _____

Review the Sound/Spelling 4 (/th/)



math

that



then

thin

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

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

math	than	then	theft
that	this	bath	thin



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

Handwriting practice lines for the 'crossed-out' bee. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines available for writing.

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

3

rat

2. land

3. trip

4. lip

5. trim

6. stop

7. hip

8. cup

9. drop

10. plot

Name: _____

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

cl	sl	pl	fl	gl

flat club glub plug slam
plan slash flop slip glad
clash plop glass clog flag

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

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name: _____

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

cr	gr	dr	tr	pr

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.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name: _____

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

sp	sk	sc
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

st	sm	sw
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

spot swim stick scat
skip scab smock spit
stem skill swing smell

Name: _____

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

-nt	-lt	-mp	-st	-nd

hand felt rust pant melt
thump pond hunt send best
last nest chimp camp damp
belt sent band bolt tent

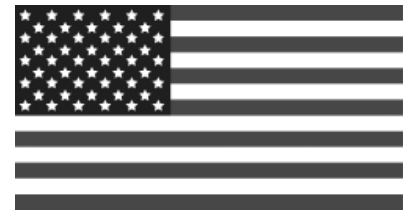
Directions: Choose 4 words from the previous page. Write each word and draw a picture to match.

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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name _____

frog	crab	flag
drum	stem	steps





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

twig

spot

swim

stop

plug

grin





Name: _____

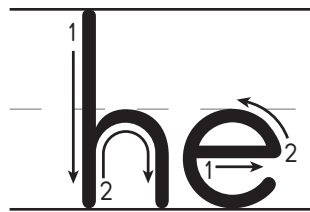
Tricky Words: Review the Sound-Spelling 1 (be, he, and we)

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.

be

he

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?

Name _____

as	his
is	has

1. Stan _____ mad at Fred.

2. Jim _____ not met Tim.

3. Ted **is** _____ dad.

4. Jen **is** not as sad _____
Kim.

Directions: Have students complete each sentence.

Name _____

legs	pots	jets	pens
rats	bags	beds	hats

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

/s/ as in catss



/z/ as in dogss



Name: _____

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

she me



1. Did _____ like the eggs?

2. The kids did not swim with _____.

3. _____ will run past

_____ in the red truck.

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.

rubs	taps	hits	sips
wins	sits	begs	tugs

/s/ as in napss



Handwriting practice lines for the /s/ sound. The page contains ten sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

/z/ as in runsz



Handwriting practice lines for the /z/ sound. The page contains ten sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

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.

you
your

you

your

1. Did _____ have a dog?

2. _____ mom's truck is red.

3. Can _____ still get

gum drops?

4. _____ pal will meet

at the pond.

Name _____

milk	fist	stump
cast	crust	tent

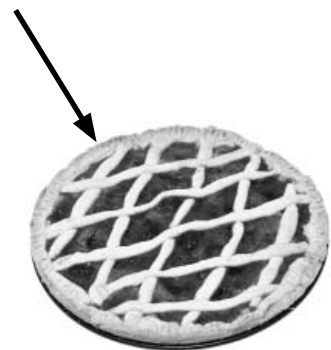












Directions: Have students write each word under its matching picture.

crib

jump

bugs

lamp

kids

stamp



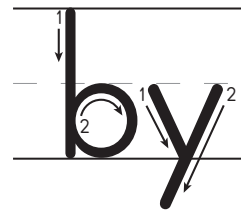


Name: _____

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

my

by



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. 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.

Name _____

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



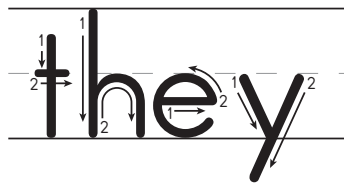


Name: _____

Tricky Words: Review the Sound-Spelling 3 (*they* and *their*)

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.

they
their



- _____ go to the pond.

- The kids pack _____ bags.

- _____ will see
_____ mom when she gets back.

- "_____ dogs do not do tricks,"
_____ said.

Name _____

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in catss

/z/ as in dogss



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.

Name _____

Directions: Student will read the words and take turns using them in a sentences orally with a partner.

clamp	bump	sled
stamp	crust	crop
frog	desk	trips
blast	drums	beds
split	twins	winds

Name _____

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

1.



- a kid with a pig
- a gift from a kid

2.



- one fish
- ten fish

3.



- the cup of ants
- the jug of milk

4.



- splash from a pond
- splash from a bath

5.



- 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
-

Name: _____

Directions: Read each word then write the word and add suffix 'ed'. Say the word to yourself as you write it.

Word	Word with suffix 'ed'
trust	
blend	
print	
drift	
grunt	
twist	
rent	

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.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name: _____

Directions: Read each word. Write each word under the correct suffix.

crafts	grunted	rented	songs
drifted	rings	hunted	plants
mended	camp	wings	trusted

-ed

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

-s

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

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

1.

2.

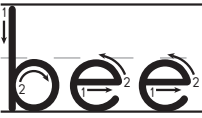
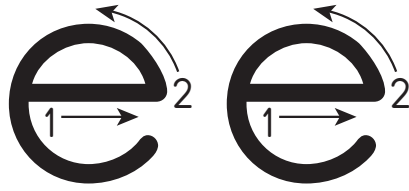
3.

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Activities

Section 3

Name _____



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

queen

sheep

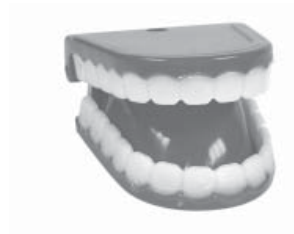
three

sweets

deer

teeth





3







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

Name: _____

Directions: Add 'ee' to make a real word. Read the words you made and draw pictures.

sl__p	Draw	t__th	Draw
d__r	Draw	qu__n	Draw
sh__p	Draw	j__p	Draw
s__	Draw	f__t	Draw

Name _____

Print the names of the things on the lines.

cub **cube**



pin **pine**



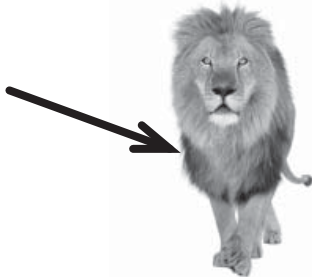
cap **cape**



can **cane**



man **mane**

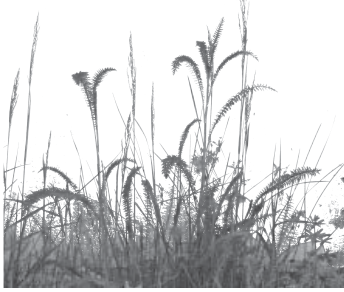


dim **dime**

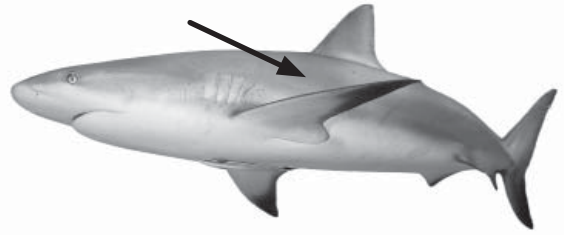


Print the names of the things on the lines.

wed **weed**



fin **fine**



kit **kite**



tap **tape**



not **note**



hop **hope**



Name _____

Print the names of the things on the lines.

hat **hate**



hat

glob **globe**



ten **teen**

10

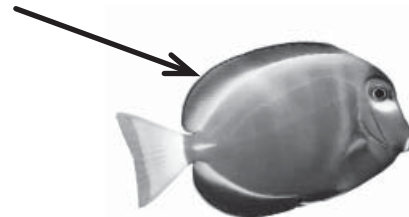
cop **cope**



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

3 red

2. green

3. make

4. splash

5. spend

6. gate

7. hide

8. chin

9. ring

10. shine

11. snake

12. ape

13. rash

14. ask

15. reed

16. ride

Name: _____

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

cave	bone	grape	globe
rope	plane	crane	hope
home	stone	spoke	brave
choke	wave	cake	cone

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

1. _____

2. _____

Name: _____

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

ride	spine	mule	cute
flute	bike	prize	lime
cube	bride	shine	tune

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

1. _____

2. _____

Name: _____

Read and Sort

shine	tune	pile	bone
cake	home	grape	rule
globe	shape	flute	pole
mule	lime	cave	bride

a-e

o-e

i-e

u-e

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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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Name: _____

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

Name: _____

Directions: Read each sentence. Underline the base word and circle suffix -s in each sentence. Draw a picture to match.

The snakes are by the lake.

There are nine grapes on my plate.

They will ride their bikes to the pond.

Where are the bones for the dog?

Name _____

Print the names of the things on the lines.

tree bee



tree

Kate gate



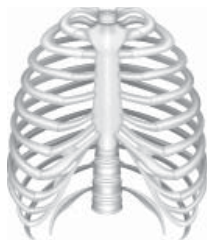
bike pike



dimes limes



tones bones



cute cube



Print the names of the things on the lines.

mop mope



bet beet



rat rate



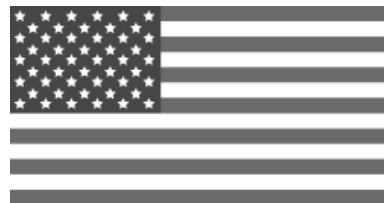
twin twine



rob robe



strips stripes



Name: _____

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

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.

my 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.

Name _____



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

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

Name: _____

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

when	white	whale
wheel	whisk	whine

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.

Name _____

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.

Name: _____

Directions: Read each tricky word.

do	play	her
does	look	wants

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.

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

Name: _____

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

rose	these	nose
close	rise	those

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.

ditch	fudge	edge	fetch
hedge	latch	judge	catch
batch	nudge	itch	badge

-tch	-dge
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____
6 _____	6 _____

Name: _____

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

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Activities

Section 4

Name: _____

Directions: Read each syllable. Draw a line to make a 2 syllable word. Write the words you make in the lines below.

den

net

mag

vent

up

self

in

tist

in

test

sand

sect

con

wich

him

set

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

Name: _____

Directions: Read each word. Underline each syllable. magnet

Use the words to complete the sentences.

sunset	backpack	cupcake	campfire
bathtub	baseball	suntan	pigpen

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!

Name: _____

Read and Color

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

picnic

Draw a picture to match.

<p>Mom will dust the cobweb on the wall.</p>	<p>What is in your backpack?</p>	<p>We will run fast to win the contest!</p>
<p>Look at the sunset!</p>	<p>A shy chipmunk hid in the grass.</p>	<p>The snake is by the sandbox.</p>

Name _____

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

Print the words on the lines where they fit best.

1. **arm**

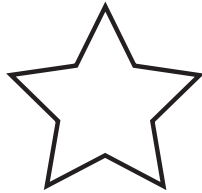


arm

2. **car**



3. **star**



4. **yarn**

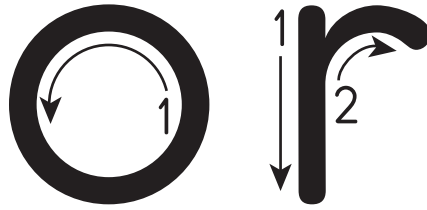


5. **cart**



Name _____

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



o r o r

o r

corn corn

corn

fork fork

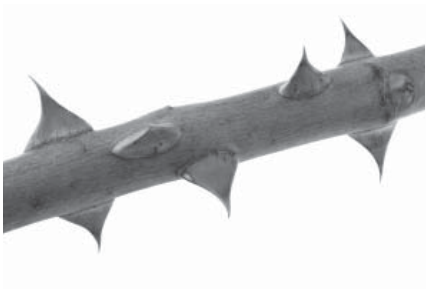
fork

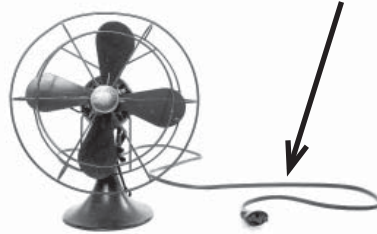
short short

short

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

stork	fork	thorns
corn	shorts	cord













Name: _____

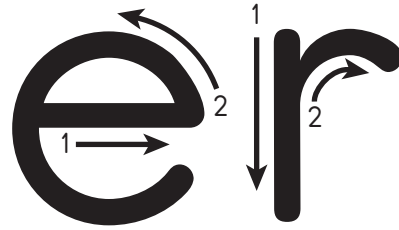
Directions: Read and write each word. Use the words to complete the sentences.

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!

Name _____

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

Name _____

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.

fern	rat
rust	perch
rope	rag
clerk	verb
room	term

/r/ as in red

rat

/er/ as in her

fern

Print the words on the lines where they fit best.

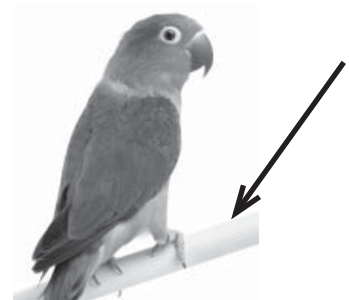
1. **fern**



2. **herd**



3. **perch**



Name: _____

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

ca_t	→	
ho_n	→	
sta_	→	
he_	→	
ste_n	→	
to_ch	→	
pa_k	→	
pe_k	→	

Name: _____

'er' 'ir' 'ur'

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

burn	her	dirt
fern	bird	skirt
curl	hurt	sherbert

er

ir

ur

Name: _____

Read and Color

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

sister has a blister	at the church	skip is a verb
turn left	hurt leg	green fern
dirt on your shirt	her fast bike	big bird nest

Name: _____

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.

Name: _____

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

Name: _____

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

barnyard	plate	cupcake
magnet	farm	sting
bird	sunset	bathtub
laptop	thorn	shark

1. _____

2. _____

3. _____

Name: _____

Directions: Underline the base word in each word. jumped
Listen for the sound 'ed' makes when you say the word. Write the words.

rented	brushed	helped	grinned
parked	hugged	planted	formed

/id/

/d/

/t/

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

Name: _____

Directions: Read the words. Color the words with the sound /id/ blue, /d/ yellow, /t/ green. Choose 3 words to use in sentences.

baked	hunted	rushed	crossed	added
skated	grated	sparked	planned	barked

1. _____

2. _____

3. _____

Name: _____

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

baking

missing

selling

taking

running

hiking

farming

hurting

starting

turning

making

liking

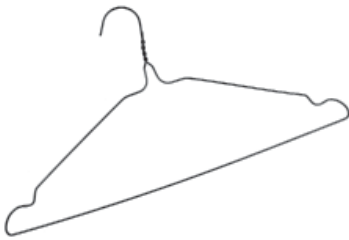
rafting

burning

Name _____

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

shark	fork	hang·er
scarf	cake	horn













Name _____

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** hunt·ed.
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.

Name _____

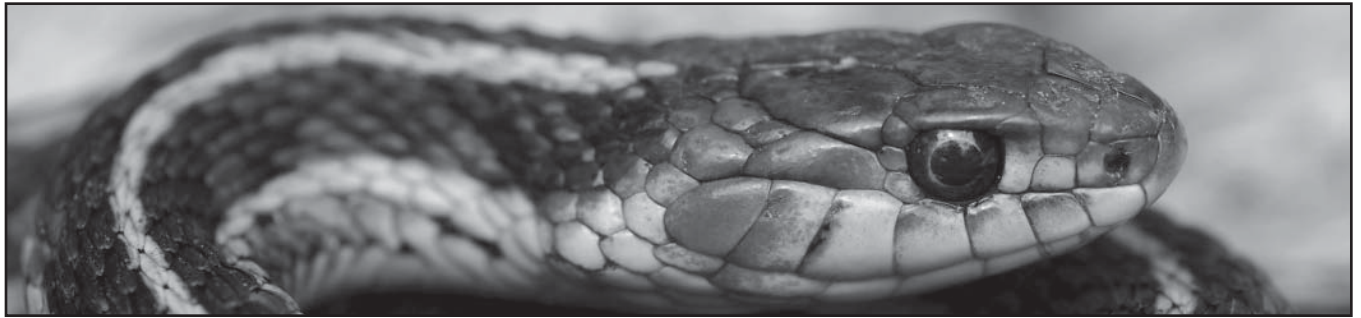
Directions: Write each word to complete the sentence.

critt·ers

gar·ter

harm·less

kill·er



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 _____.

dwel·er

patt·ern

des·ert

ratt·ler



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 hidd·en, 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.

boxes	classes	benches
wishes	dishes	foxes
lunches	dresses	rashes

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.

Name: _____

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.

Name: _____

today	yesterday	tomorrow
-------	-----------	----------

Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.

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?

Name: _____

Directions: Read each word. Color words with suffix **(es)** blue, **(ed)** yellow and **(s)** orange. Choose 3 words to use in a sentence.

lunchboxes	parked	wishes
filled	sharks	cupcakes
nurses	messes	batted
benches	birds	barnyards

1. _____

2. _____

3. _____

Name _____

Fill in the _____ with the words that are in the box.

blis·ters	park·ing
matt·ress	licked
sand·wich	Fire·men

1. Af·ter the hike I had
on my feet.

blis·ters

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 _____.

Name: _____

today	yesterday	tomorrow
-------	-----------	----------

Directions: Students use the Tricky Words in the word box to fill in the blanks below for practice identifying verb tense.

1. He will jump _____.

2. He jumped _____.

3. He is jumping _____.

4. We ran _____.

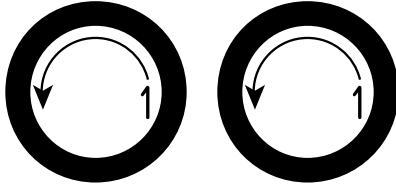
5. We are running _____.

6. We will run _____.

Activities

Section 5A

Name _____



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

oo oo

oo oo

.

.

.

.

oo oo

.

.

.

.

.

.

.

.

soon soon

soon soon

soon soon

loot loot

loot loot

loot loot

room room

room room

room room

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

moon	tooth	broom
roots	loop	tools
food	spoon	boots



moon



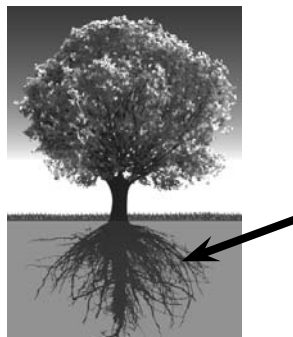






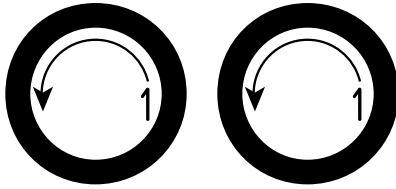




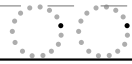




Name _____



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



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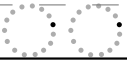
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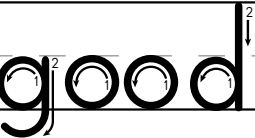
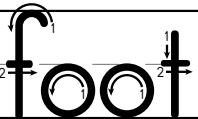
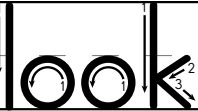
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In the box are six words. Print them on the lines where they fit best.

brook	book	hood
foot	hook	cook







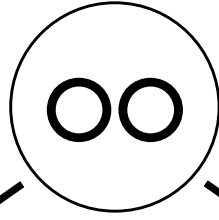






Name _____

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.



①

/oo/ as in soon

②

/oo/ as in look

boo	book	bloom	food
took	cool	good	cook



/oo/ as in boo

Handwriting practice lines for the 'boo' section. The word 'boo' is written in dotted letters on a set of three horizontal lines (top, middle-dashed, bottom). Below this are several sets of empty three-line guides for independent practice.



/oo/ as in book

Handwriting practice lines for the 'book' section. The word 'book' is written in dotted letters on a set of three horizontal lines (top, middle-dashed, bottom). Below this are several sets of empty three-line guides for independent practice.

Name _____

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /ook/ sound under the 'book' header.

<u>pool</u>	<u>shook</u>	tool	cook
hook	zoom	smooth	took



/oo/ as in boo

pool



/oo/ as in book

shook

Name: _____

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

food	book
shook	boot
look	soon
tooth	foot
zoo	wood
good	classroom
cartoon	cookbook

Name: _____

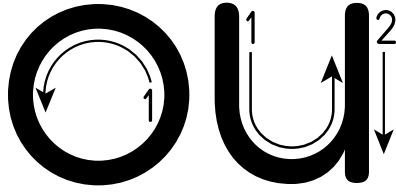
Directions: Read and write each word. Use the words to complete the sentences.

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 _____.

Name _____

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**





Name: _____

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

he is

what's

let us

it's

it is

there's

I am

he's

she is

that's

there is

let's

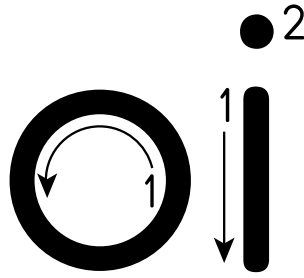
what is

she's

that is

I'm

Name _____



oi oi

oi

oi oi

oi

boil boil

boil

coin coin

coin

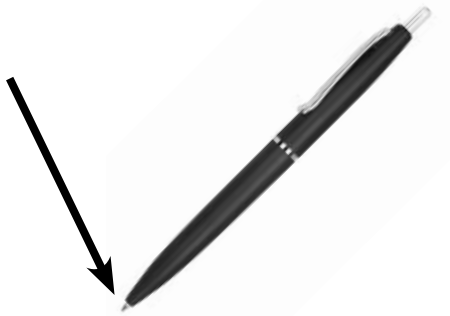
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

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

coin	point	soil
boil	oil	coil













Name _____

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.

boil	loud
join	round
sound	hoist
moist	foul

/oi/ as in oil

/ou/ as in shout

boil

loud

Handwriting practice lines for the /oi/ sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for practice.

Handwriting practice lines for the /ou/ sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such lines provided for practice.

Name: _____

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

can not

won't

are not

wouldn't

have not

shouldn't

is not

can't

could not

don't

should not

haven't

would not

isn't

will not

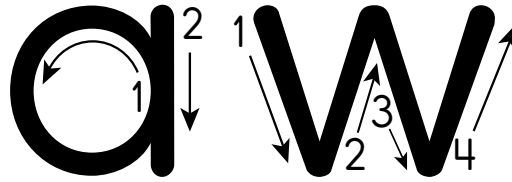
aren't

do not

couldn't

Name _____

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



a w a w

a w

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**





Name _____

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

yawn	spoon	spout
foot	coin	crawl
book	couch	broom













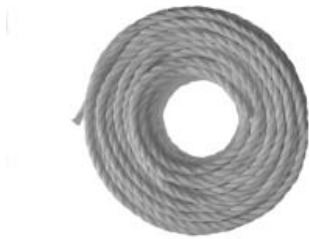






In the box are nine words. Print them on the lines where they fit best.

tools	coil	hook
mouth	hawk	paw
soil	tooth	boots



















Name _____

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**





Name: _____

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

you have

we have

they have

he will

she will

I will

you will

we are

they are

you are

they're

you'll

we've

you're

they've

I'll

we're

she'll

you've

he'll

Name _____

Print the names of the things on the lines.

hook hat



hawk hound



lap loop



coins canes



book broom



claw cloud



Print the names of the things on the lines.

oil **toil**



paw **pan**



shout **shack**



mane **moon**



roots **round**



tool **tooth**



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













Name: _____

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

cloud	brown
now	out
south	howl
growl	shout

ou

1 _____

2 _____

3 _____

4 _____

ow

1 _____

2 _____

3 _____

4 _____

Name: _____

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

some

come

picture

walk

talk

think

1. Take a _____ of the gems on the crown.

2. _____ see the large owl in the forest.

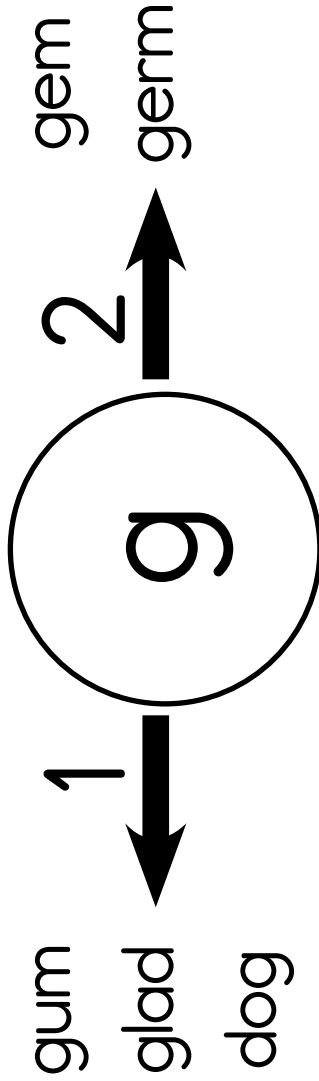
3. Let's _____ to mom so we can go ride our bikes.

4. It's a long _____ down the hill.

5. I _____ he'll like that toy.

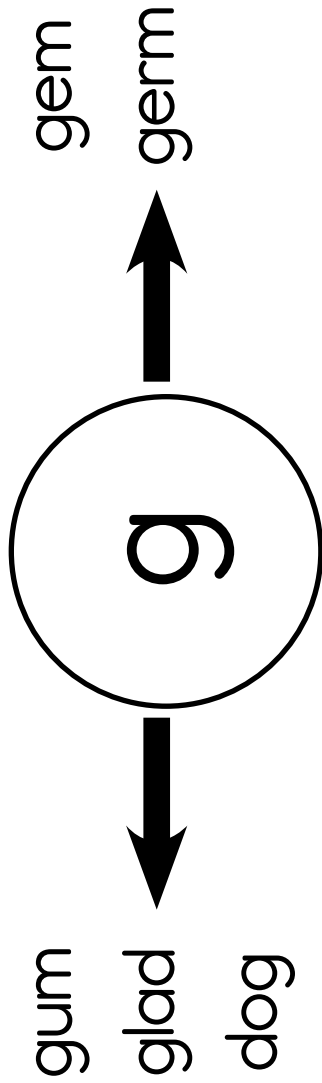
6. _____ of our friends came over.

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in got or /j/ as in gem? Print the words where they fit.



	/g/ as in got	/j/ as in gem
1. A cat is larg <u>e</u> r than a rat.		larg <u>e</u> r
2. We have two arms and two leg <u>s</u> .		
3. Can g <u>e</u> rms make you sick?		
4. I'd rath <u>e</u> r ride my bike than jog <u>s</u> .		
5. There are plants in the gar <u>d</u> en.		

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. The film had a tragic ending. It was so sad!		tragic
2. An ant is a bug.		
3. Mom made a batch of gin·ger snaps.		
4. We have a gas stove in our kitch·en.		
5. Who is your best pal? Rog·er is.		
6. She sent me a get·well card.		

Name _____

muff·ins	gin·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.

muff·ins

gin·ger

af·ter

stage·coach

off

leg·end

traff·ic

match·es

5. Out·laws robbed the _____

_____.

6. I must get _____ the bus!

7. Nan shared a _____ with us.

8. Do you need _____
for the fire?

Name: _____

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

germs	grab	game
gem	girl	large

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.

Name: _____

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

oy

boy	joy
soy milk	toy









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.

toy	coin	oil
join	enjoy	soil
foil	moist	boy
cowboy	topsoil	soy

1. _____

2. _____

3. _____

Name _____

it is

he's

here is

can't

she is

she's

can not

it's

he is

here's

Directions: Have students match the words to their contracted form.

can't

let's

here's

she's

it's

Bert's

1. _____ sad.

2. _____ hot out.

3. _____ run to the **park**.

4. _____ a good pal.

5. _____ my class.

6. We _____ see the **sharks**.

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

Name: _____

Directions: Read each sentence. Circle the contraction. Draw a picture to match the sentence.

You'll need to use a tool to plow the garden.

Let's have a picnic soon!

These aren't the toys I picked out.

She's at the store to get a book.

There's a coin in the chest.

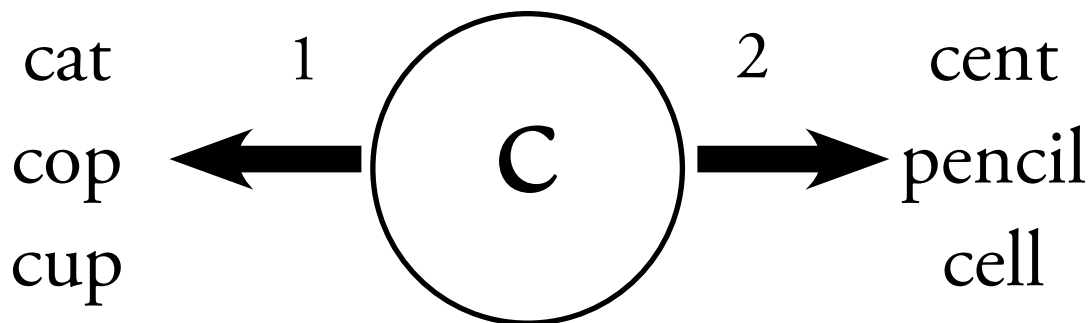
We'll smile for the picture.

Activities

Section 5B

Name _____

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.



	/k/ as in <i>cat</i>	/s/ as in <i>cent</i>
1. She is a good dancer.		dancer
2. It's time to get in the car.		
3. That kite you have is so cool!		
4. Set it down in the center of the room.		
5. For lunch we had crabs.		
6. He gave me a lot of choices.		
7. Look up there! See that big cloud?		

Name _____

Sort the words by their spellings for /s/.

prince	horse	since	rinse	choice
fence	dance	house	mouse	goose

/s/ → 'ce'

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

/s/ → 'se'

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

Name _____

/s/ and /k/ spelled 'c'

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.

clip	pencil	carve
cells	cage	bouncing
cent	center	bobcat
catch	dancer	magic

Name _____

Cut out the word cards and stick them on the next sheet.

cell

center

voice

prince

twice

else

dense

chance

house

horse

percent

dancing

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Name _____

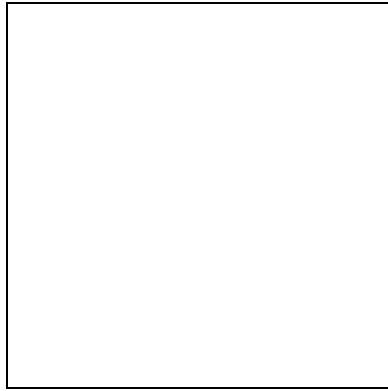
Sort the word cards by their spellings for /s/ and stick them in the boxes. Students may write the words if you do not want them to cut their workbook.

/s/ → 'se'						
/s/ → 'c' or 'ce'						
/s/ → 'c'						

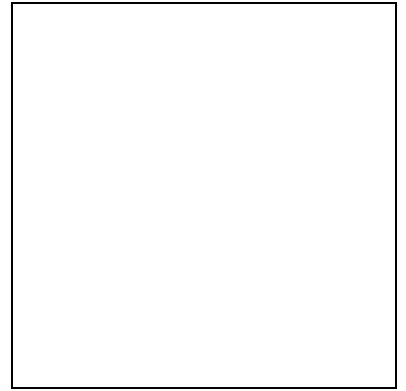
Name: _____

Directions: 'Kn' sounds like /n/. Read each word and draw a picture to match.

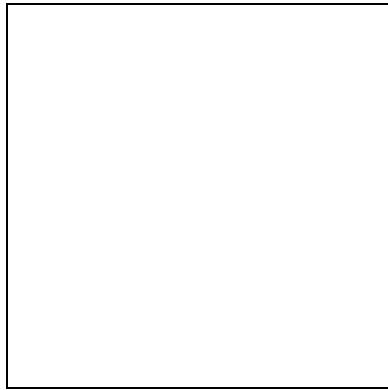
knee



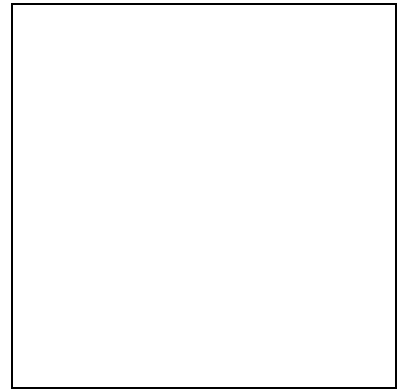
knit



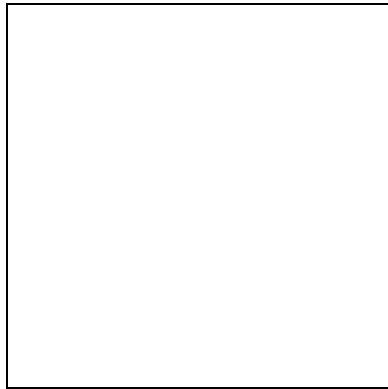
knot



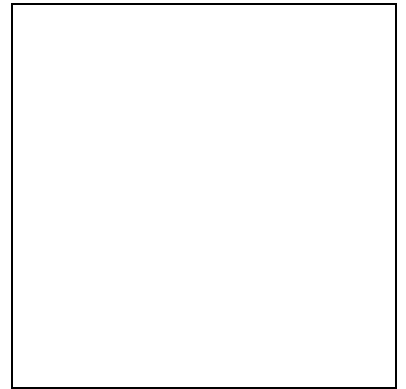
knife



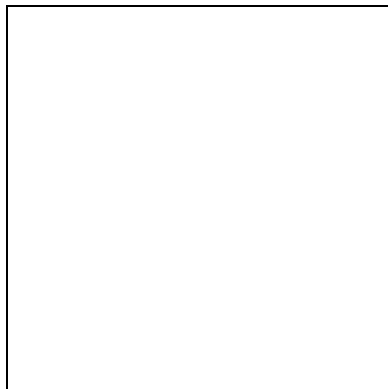
knock



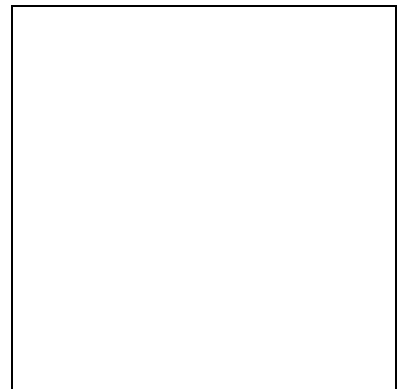
kneel



knight



know



Name _____

Write the words on the correct lines.

cent	goose	fence
knot	mouse	prince
dance	knee	moose



















Name _____

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**



Name _____

Sort the words by their spellings for /s/.

dance	bounce	blouse	prince	fence
rinse	voice	geese	dense	force

/s/ → 'ce'

/s/ → 'se'

Name _____

Write the words on the correct lines.



1. **knife**



2. **blanket**



3. **house**



4. **cent**



5. **fence**



6. **goose**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



7. **kneel**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



8. **links**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



9. **whisper**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



10. **wheel**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

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' /ē/ 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. _____

Name: _____

Directions: Read the words. Circle the vowel team in each word that makes the /ē/ sound. Sort the words.

sneak	keep	tree	sheep
teeth	tea	queen	please
jeans	kneel	seat	cream

ea

ee

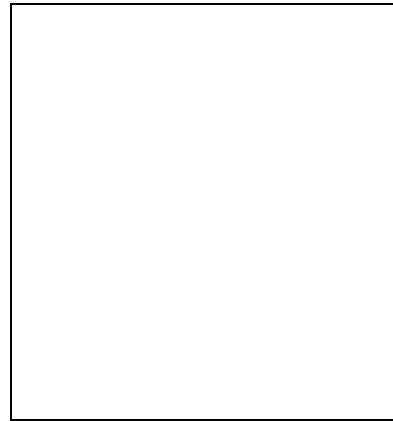
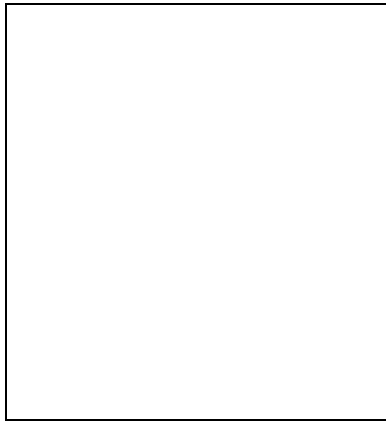
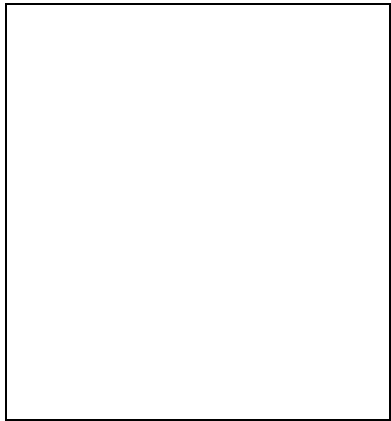
Name: _____

Directions: Read each word. Draw a picture to match.

beach

team

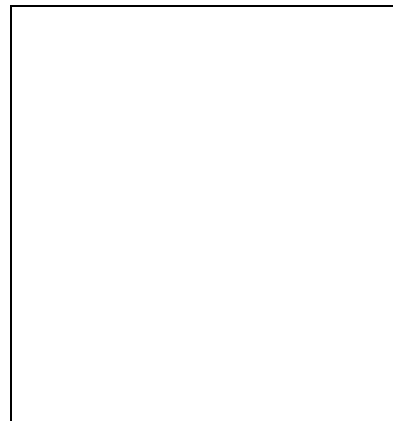
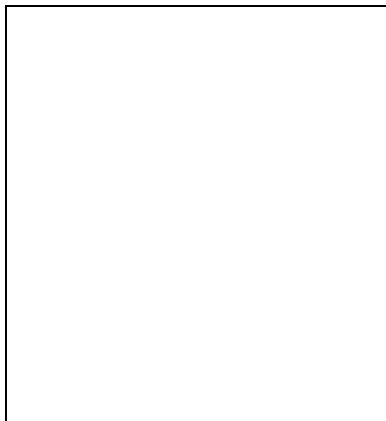
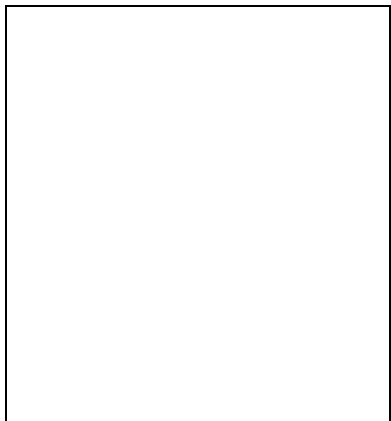
peach



beak

meal

teach



Name: _____

Directions: 'y' at the end of a multisyllabic word often sounds like /ē/. Read each word then write the word and read it gain.

happy

bumpy

sunny

lucky

cloudy

silly

Name: _____

Directions: Read each word. If 'y' makes the /ī/ sounds color the box blue, if 'y' makes the /ē/ sound color the box red. Sort the words.

fly	messy	by	sticky
bunny	cry	filthy	spy
shy	plenty	my	windy

y /ī/

y /ē/

Name: _____

Directions: Read each sentence. Draw a picture to match.

We played in the muddy grass.

They had a really good jelly sandwich.

The silly puppy is sleepy.

It is a cloudy and windy day.

My daddy is in the car.

The bunny ran through my yard.

Name: _____

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

ie

pie	cried
tie	flies









Name: _____

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

igh

thigh	sight
light	night









Name: _____

Directions: Read each word. Color words with 'ie' green and words with 'igh' blue.
Sort the words and read them to a friend.

flies	flight	pie	lie	high
night	die	right	bright	spied

ie /ī/

igh /ē/

Name: _____

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

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.

Name: _____

Directions: Read each sentence. Draw a picture to match.

We went to the beach at night.

The pie and milk were yummy.

She ate a peach on a sunny day.

The light was bright.

I used a knife to eat the meat.

The prince took the coins from the chest.

Activities

Section 6

Name: _____

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

ai

ay

play	paint	day
rain	hay	mail













Name _____

Words with the /ae/ sound spelled 'ai':

main	rain	train
brain	braid	aid
tail	mail	nail
explain	exclaim	airplane

Directions: Have students read the words and use some of them in sentences.

Words with the /ae/ sound spelled 'ay':

hay	way	day
say	stay	spray
play	playing	player
Sunday	weekday	someday

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.

Name _____

Sort the words by their spellings for /ae/.

wait	haystack	mailman	aid
say	aim	explain	play
brain	day	paint	hair

/ae/ → 'ai'

/ae/ → 'ay'

Name _____

In the box are six words. Match them to the pictures and write them on the lines.

airplane

train

pay

mailbox

chain

driveway





In the box are six words. Match them to the pictures and write them on the lines.

crayon	paint	tray
hay	railing	mailman





Sort the words by their spellings for /æ/.

airplane	tray	drained	paying	spray
driveway	playground	armchair	mailbox	grains

/æ/ → 'ai'

/æ/ → 'ay'

Name: _____

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

oa

toad	coach	soap
coat	roast	boat













Name _____

Fill the gaps in the sentences with the words from the box.

goal	mail	stairs
coat	nails	toast

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.

crayon	bait	boat
oak	chair	gray

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.

Name _____

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

crawl	goat	coin
chair	moon	hay
nail	goal	cloud

















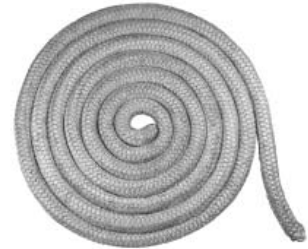


Match the words to the pictures and write them on the lines.

coil	lawn	hook
coat	round	train
playground	soap	spoon





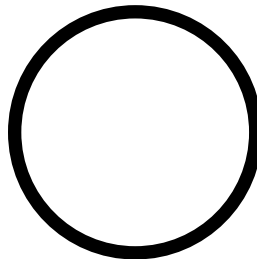














Name _____

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

road	toad	home	stone
boat	tone	coat	bone

/oe/ → 'o_e'

/oe/ → 'oa'

Name: _____

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

OW

snow	blow
grow	throw
bowl	row

Name: _____

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

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!

Name: _____

Directions: Read each word. Sort and write the words by /ō/ spelling.

snow	home	toast	pole
grown	boat	rose	bowl
stove	float	blow	toad

/ō/
o_e

/ō/
ow

/ō/
oa

Name: _____

Directions: Add **au** /**õ**/ to each word to make a real word. Draw a picture to match.

----- s ____ ce -----

----- ____ gust -----

----- ____ thor -----

----- s ____ sage -----

A large vertical rectangle with a thick black border, divided into four equal horizontal sections by three horizontal lines. This area is intended for drawing pictures that match the words formed by adding 'au' or 'õ' to the words on the left.

Name: _____

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 _____.

Name: _____

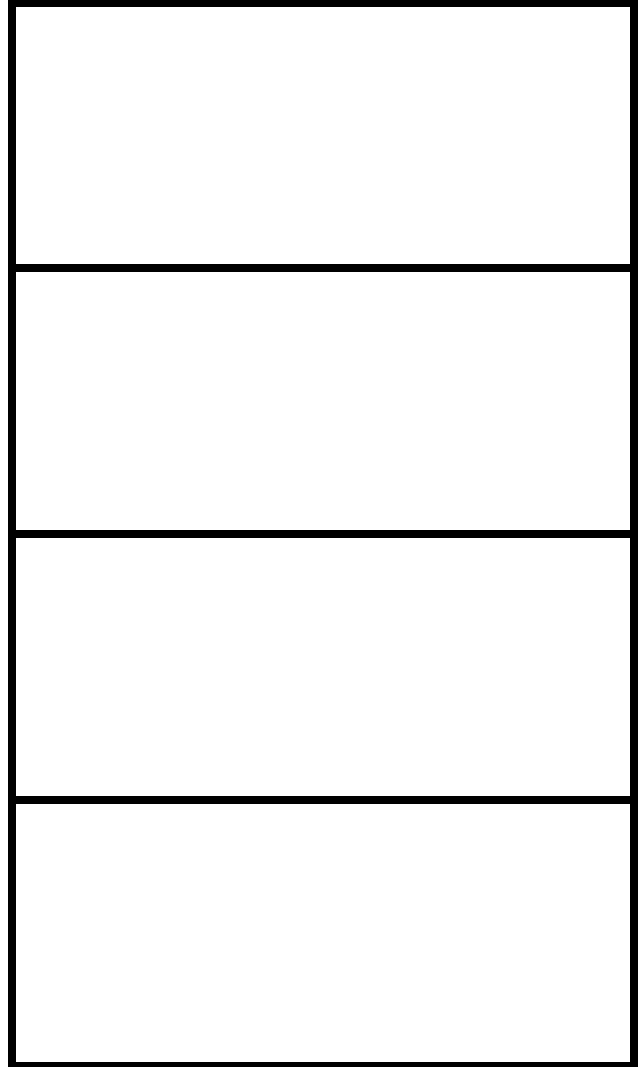
Directions: Add 'ew' /oo/ to each word to make a real word. Draw a picture to match. Choose 2 words to use in sentences.

1.
bl

2.
ch

3.
fl

4.
st



1. _____

2. _____

Name: _____

Directions: Read each word. Color words with (au) /ō/ red, (ow) /ō/ blue and (ew) /oo/ green. Then read the words to a friend.

August	snow	chew
glow	few	Austin
blew	sausage	Show
sauce	flow	shrew

Name: _____

Directions: Read each word and sort the words by 'au', 'ow', 'ew'.

August	snow	chew	sauce
glow	few	Austin	flow
blew	sausage	show	shrew

'au' / ă /

'ow' / ō /

'ew' / oo /

Name: _____

Directions: Say /ē/ as you write **ie** 3 times.

ie

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

chief	field	thief	shield
piece	shriek	fierce	pier

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 _____ !

Name: _____

Directions: Add 'ea' /ě/ 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. _____

Name: _____

Directions: Read each word. If (ea) makes the /ě/ sound color the box yellow, if (e) makes the /ě/ sound color the box blue. Read the words to a friend.

head	step	blend
felt	bread	steady
breakfast	thread	rented

Name: _____

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