

# Unit 1

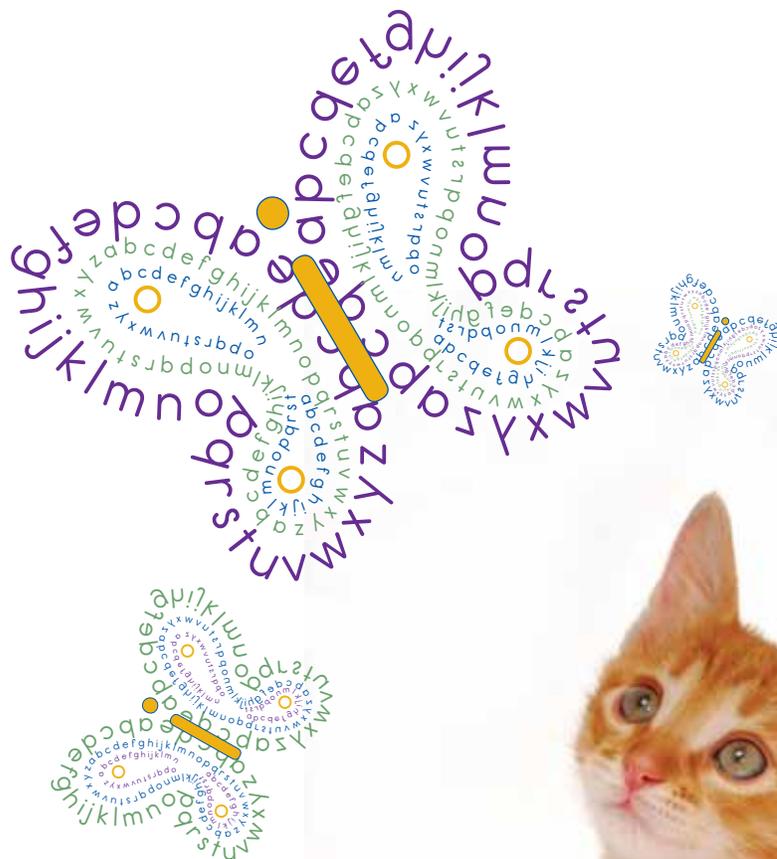
## Workbook

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1







# Unit 1

## Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®



Core Knowledge®

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# Unit 1

## Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 1. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.



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



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

Name \_\_\_\_\_

1.2



## Dear Family Member,

It is exciting to start the school year—a warm welcome back to you and your child!

During the early weeks of school, we will review the skills taught in Kindergarten. This review period will also give us the opportunity to get to know your child better so we can identify his or her particular areas of strength and weakness in reading. It is important that we determine exactly what level of instruction is most appropriate for your child.

Once we have completed our evaluations, your child will be placed in the instructional materials most appropriate for his or her learning needs. You will begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their child. If you would like information on how you can help your child at home, please do not hesitate to contact me. You will continue to receive periodic parent letters that will give you tips and activities to do with your child at home. I look forward to teaching your child this year and helping each student to grow as a reader!



Name \_\_\_\_\_

2.1

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

Handwriting practice row for lowercase letter 'i'. It features a solid 'i' with stroke order arrows (1: down, 2: dot) and two dotted 'i's for tracing, followed by a series of dots for independent copying.

Handwriting practice row for uppercase letter 'I'. It features a solid 'I' with stroke order arrows (1: down, 2: top bar, 3: bottom bar) and two dotted 'I's for tracing, followed by a series of dots for independent copying.

Handwriting practice row for lowercase letter 'o'. It features a solid 'o' with a counter-clockwise stroke arrow and two dotted 'o's for tracing, followed by a series of dots for independent copying.

Handwriting practice row for uppercase letter 'O'. It features a solid 'O' with a counter-clockwise stroke arrow and two dotted 'O's for tracing, followed by a series of dots for independent copying.

Handwriting practice row for lowercase letter 't'. It features a solid 't' with stroke order arrows (1: down, 2: right) and two dotted 't's for tracing, followed by a series of dots for independent copying.

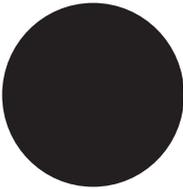
Handwriting practice row for uppercase letter 'T'. It features a solid 'T' with stroke order arrows (1: down, 2: right) and two dotted 'T's for tracing, followed by a series of dots for independent copying.

Handwriting practice row for lowercase letter 'd'. It features a solid 'd' with stroke order arrows (1: counter-clockwise circle, 2: down) and two dotted 'd's for tracing, followed by a series of dots for independent copying.

Handwriting practice row for uppercase letter 'D'. It features a solid 'D' with stroke order arrows (1: down, 2: counter-clockwise curve) and two dotted 'D's for tracing, followed by a series of dots for independent copying.



cat	pot	dot
dad	cap	dig



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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



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\_\_\_\_\_

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



**Dear Family Member:**

Ask your child to cut out the letter cards. Arrange the cards to make the word cat. Have your child read the word, sound by sound. Repeat with the following words: *pat, pot, pit, nap, it, got, dog, dig, not*. If your child does well reading the words, read the words aloud one at a time, and ask him to spell the word by arranging the letter cards.



a	p	n
c	g	i
o	t	d



Name \_\_\_\_\_

**3.1**

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

Tracing practice for lowercase letter 'i'. The first row shows a solid 'i' with stroke order arrows (1: down, 2: dot) and two dotted 'i's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for uppercase letter 'I'. The first row shows a solid 'I' with stroke order arrows (1: down, 2: top bar, 3: bottom bar) and two dotted 'I's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for lowercase letter 'a'. The first row shows a solid 'a' with stroke order arrows (1: counter-clockwise circle, 2: vertical line down) and two dotted 'a's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for uppercase letter 'A'. The first row shows a solid 'A' with stroke order arrows (1: diagonal down-left, 2: diagonal down-right, 3: horizontal crossbar) and two dotted 'A's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for lowercase letter 'o'. The first row shows a solid 'o' with a stroke order arrow (1: counter-clockwise circle) and two dotted 'o's for tracing. The rest of the row contains dotted dots for independent practice.

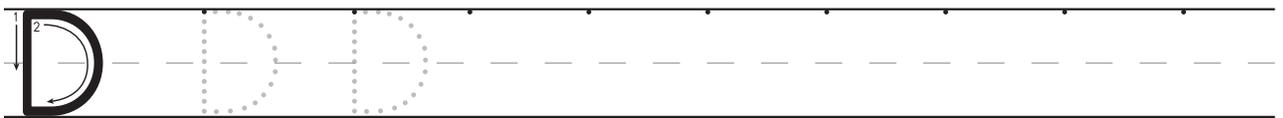
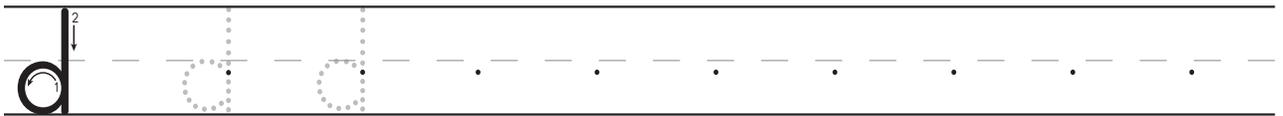
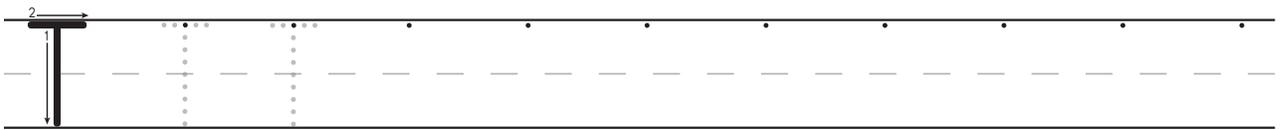
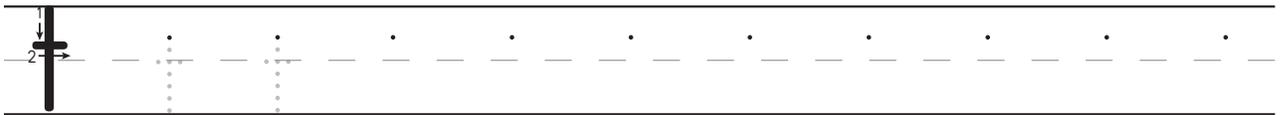
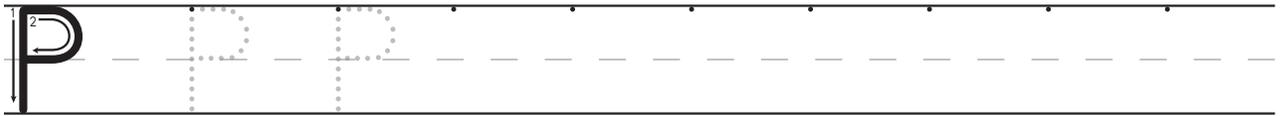
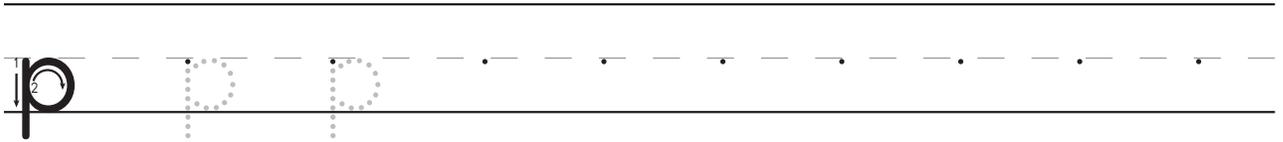
Tracing practice for uppercase letter 'O'. The first row shows a solid 'O' with a stroke order arrow (1: counter-clockwise circle) and two dotted 'O's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for lowercase letter 'c'. The first row shows a solid 'c' with a stroke order arrow (1: counter-clockwise curve) and two dotted 'c's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for uppercase letter 'C'. The first row shows a solid 'C' with a stroke order arrow (1: counter-clockwise curve) and two dotted 'C's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for lowercase letter 'g'. The first row shows a solid 'g' with stroke order arrows (1: counter-clockwise circle, 2: vertical line down) and two dotted 'g's for tracing. The rest of the row contains dotted dots for independent practice.

Tracing practice for uppercase letter 'G'. The first row shows a solid 'G' with stroke order arrows (1: counter-clockwise curve, 2: horizontal line) and two dotted 'G's for tracing. The rest of the row contains dotted dots for independent practice.



pan	dot	dad
dog	pin	nap

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



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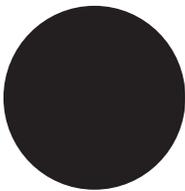
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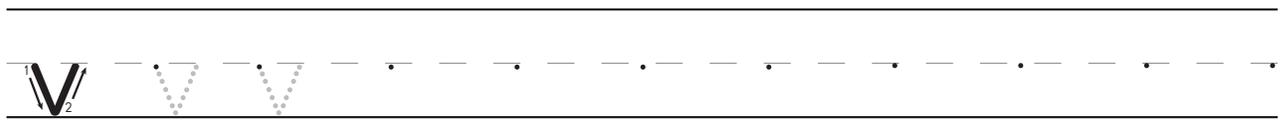
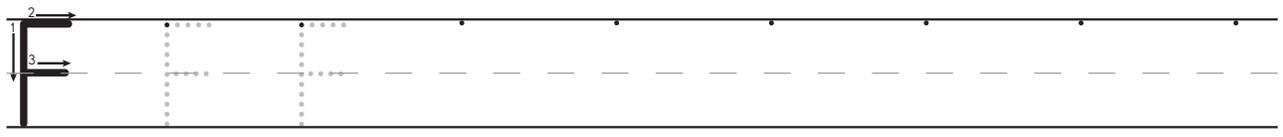
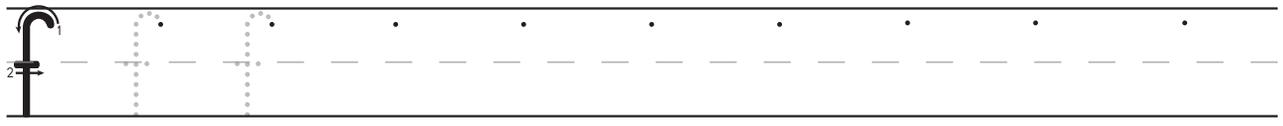
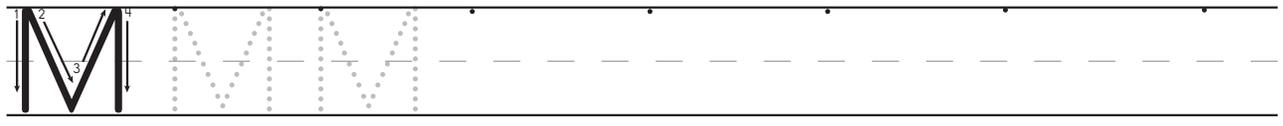
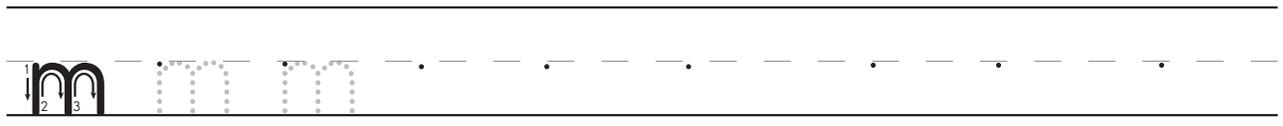
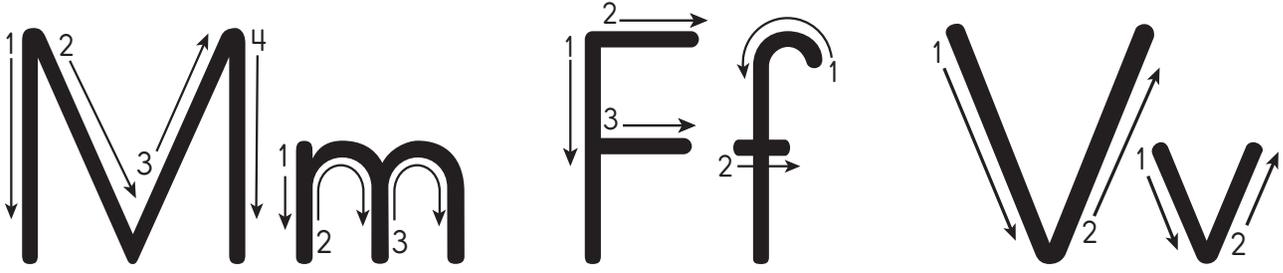
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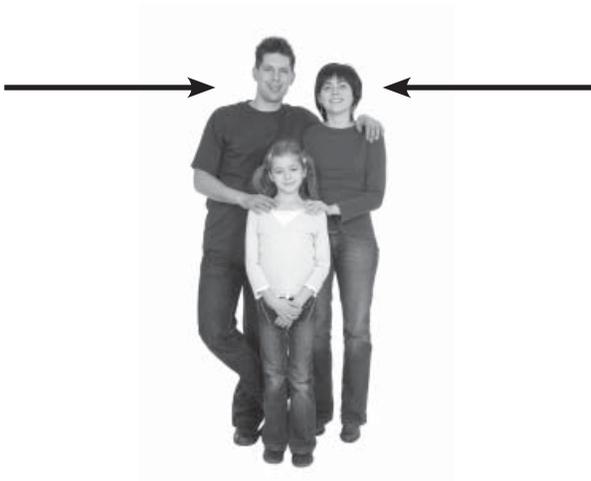
Name \_\_\_\_\_

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





a dog                      mom and dad  
a fat pig                    a tin can



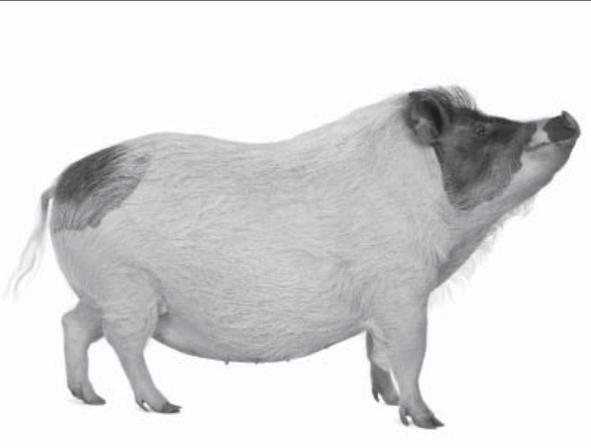
\_\_\_\_\_

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





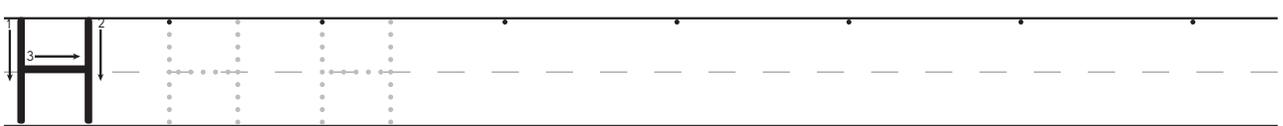
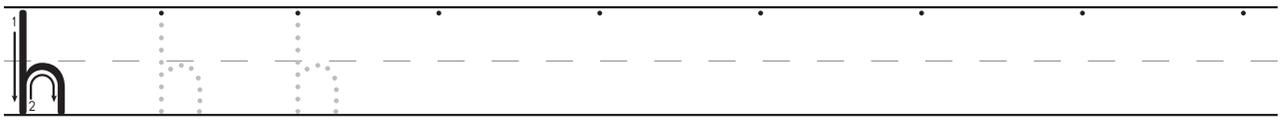
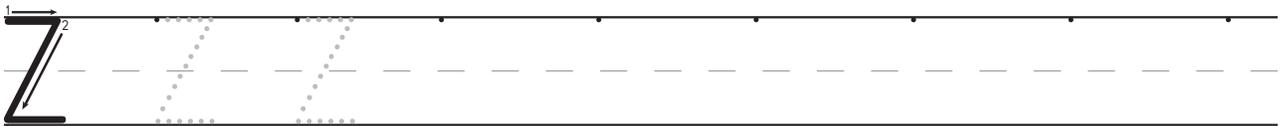
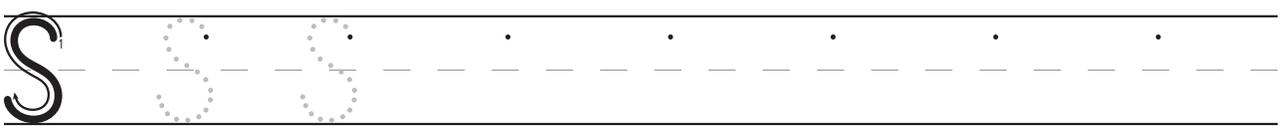
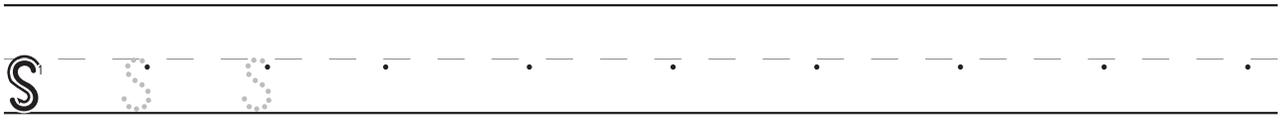
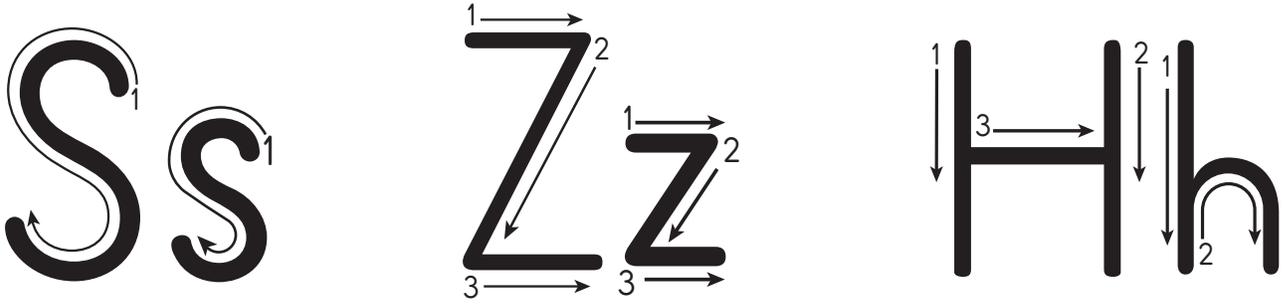
### Dear Family Member,

Your child has been taught to read words by saying the sounds and then blending them together to make a word. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying individual sounds and then blending them together to make a word. The words marked with a star are Tricky Words. These are words that are not pronounced as students may expect; we say that Tricky Words do not play by the rules. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

fat	did	pig
and	dog	not
mad	cat	mats
vet	damp	gift
★ a	★ I	



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



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\_\_\_\_\_

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

Name \_\_\_\_\_

6.1

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap

11. mess mass miss muss

12. kong king kin ken

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13. wack wax wick wicks

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14. ships chops chips chaps

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15. chin shin shun sin

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16. that fin this thin

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17. chin jill chill spill

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18. quest chest quill best

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19. bus buzz boss buff

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20. ebb edd odd bibb

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Name \_\_\_\_\_

**6.1**

*Continued*

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no



## Scoring Sheet for Word Recognition Test

Lines	Code Knowledge Tested	Items Correct	Specific Errors
1–6	CVC word with single-letter spellings, e.g., <i>fax</i> , <i>fat</i>	___/6	Sound spellings missed and/or confusion, e.g., ‘b’ and ‘d’, ‘s’ and ‘z’, ‘a’, and ‘o’
7–13	Consonant clusters, e.g., ‘dr’ in <i>drip</i>	___/7	Clusters missed:
14–20	Consonant digraphs and double-letter spellings, e.g., ‘ss’ and ‘th’	___/7	Consonant digraphs/double-letter spellings missed:
21–25	Tricky Words, e.g., <i>the</i> and <i>I</i>	___/5	Tricky Words missed:

Total Score: \_\_\_\_\_ /20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Test, “Gwen’s Hens.”**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Test.**



# Seth

**This** is Seth Smith.

**Seth** is ten.



**Seth** must get in bed at ten.

**Seth** can jump on his bed, but not past ten.

**Seth** can stomp and romp and stand on his hands, but not past ten.



**Seth's** dad gets mad if **Seth** is not in bed at ten.





# Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix **things**.



Pat can scrub, plan, and think.



Pat can run fast.

Pat can **sing** songs.



Pat can sing songs.



# Kit

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



# Kit and Stan

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



## Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on  
its eggs.

When Gwen went to bed, the hen was  
still there.

Then the hen was a mom!



1. Gwen had a:

- dog
- cat
- hen

2. The hen was:

- wet
- red
- mad

3. Gwen kept the hen in a:

- box
- pen
- pet

4. The hen sat on:

- a bed
- a mat
- its eggs

5. When Gwen went to bed, the hen:

- sat and sat
- had a snack
- went with Gwen

6. The hen sat and sat and was a:

- kid
- dad
- mom

## Pseudoword Scoring Sheet

*Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads "wug" as /wag/, mark "wug" as follows:*

a  
w/g

CVC Words	1. wug   rab   sep   zat   het
CVC Words	2. kem   jid   pog   lum   yod
CVC Words	3. lin   fod   cax   ved   mip
Consonant Cluster	4. nist   brin   clup   stent   glosp
Consonant Digraphs	5. thock   shup   chim   quib   ling
Double-Letter Spellings	6. muzz   vell   tass   beff   dagg

Words correct \_\_\_\_\_ / 30

### Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings



## Code Knowledge Diagnostic Test

1.	m	s	f	v	z
2.	r	l	n	e	u
3.	l	o	a	t	y
4.	d	g	h	j	k
5.	b	p	c	w	x
6.	sh	ch	th	ng	qu
7.	ff	ss	ll	gg	ck

Letter/sounds correct \_\_\_\_\_ / 35



## Letter Name Test

1.	a	w	e
2.	t	y	u
3.	o	p	s
4.	f	g	h
5.	k	l	z
6.	c	v	b
7.	d	x	j
8.	n	i	m
9.	u	r	q
10.	l	y	g

Letter names correct \_\_\_\_\_ / 10



## Seth's Dad

**This** is Ted.

Ted is **Seth's** dad.

Ted is **strong**.



Ted can **chop** big logs **with** his ax.



Ted can lift big stumps.

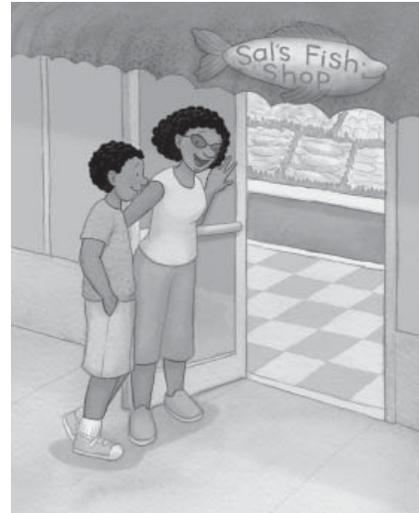


Ted can **crush** tin cans **with** his hands.



# Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



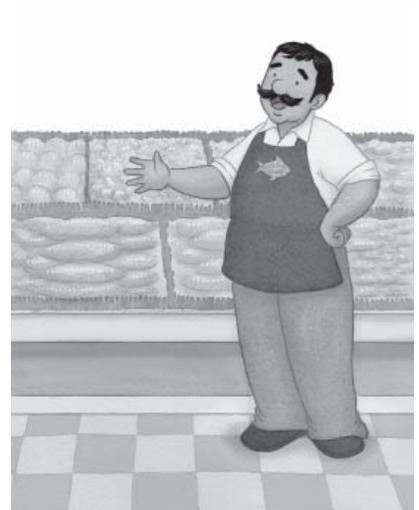
Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.

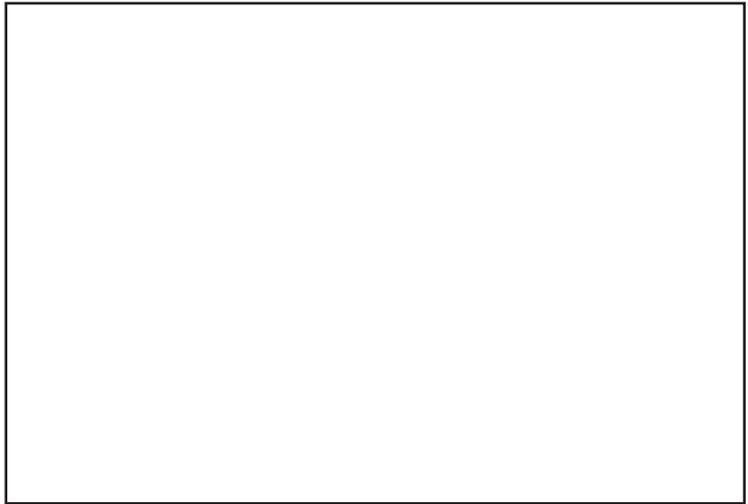


Pat got fish and shrimp.

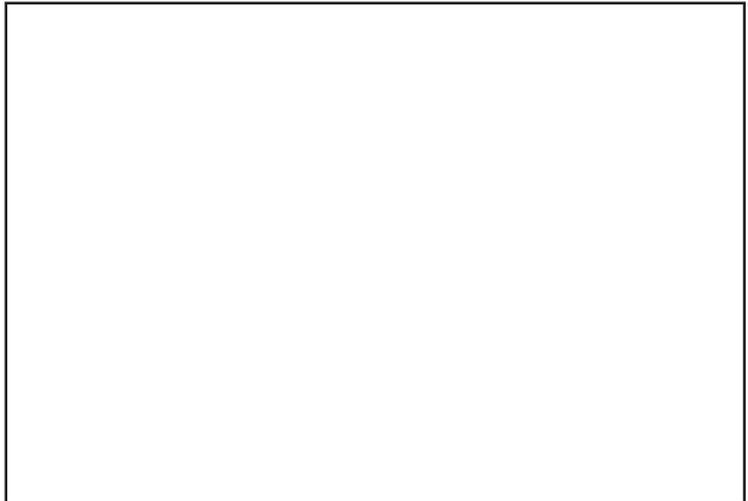




1. flip flops



2. big drop

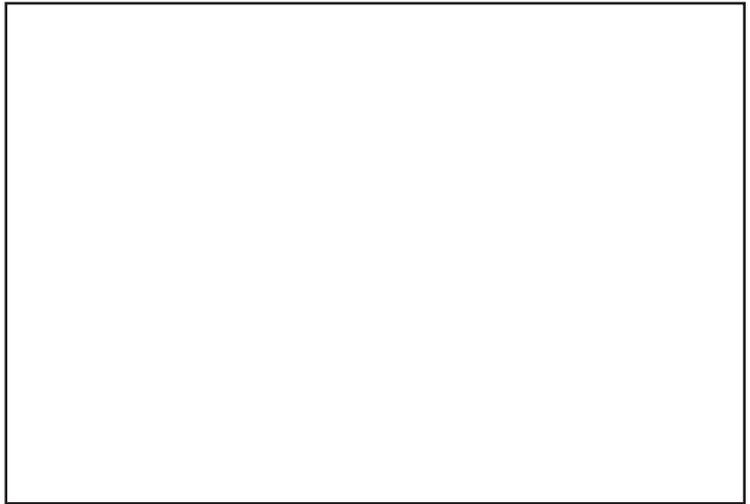


3. tin can



*Directions: Have students draw a picture for each phrase.*

4. red mat



5. big hat



6. mom and dad



# Kit's Hats

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



# Kit's Cats

Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.



# Lunch

Seth had lunch **with** his mom and dad.

Pat had **shrimp** and **chips**.

Ted had **shrimp**, **fish**, and **chips**.

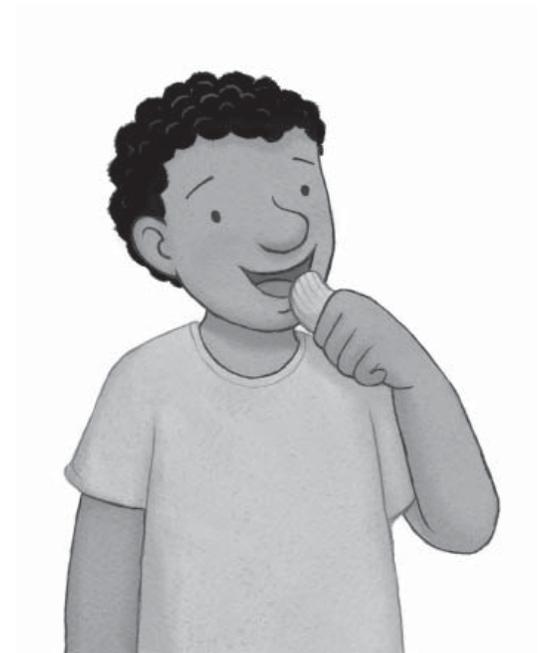
Seth had ham and **chips**.



Munch**ch**, munch**ch**.

Crunch**ch**, crunch**ch**.

Yum, yum.





## Seth's Finch

That's Seth's pet finch, **Chip**.

**Chip** can flap his wings.

**Chip** can munch on ants and bugs.

**Chip** can sing.



**Chip** can land on Seth's hand.

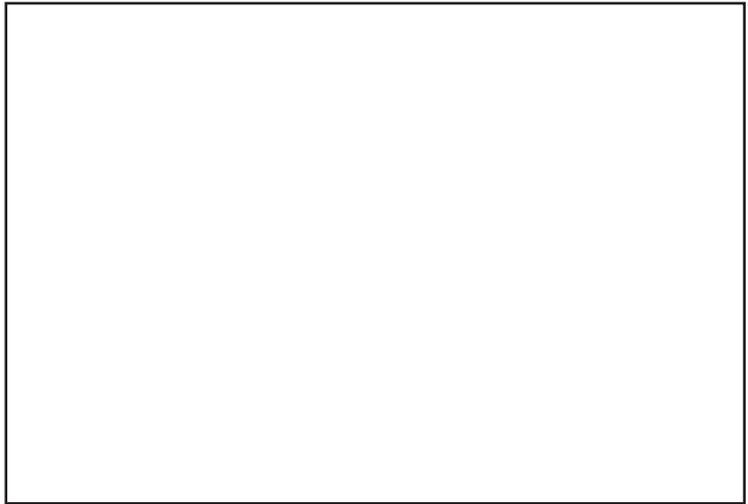
That finch is fun!



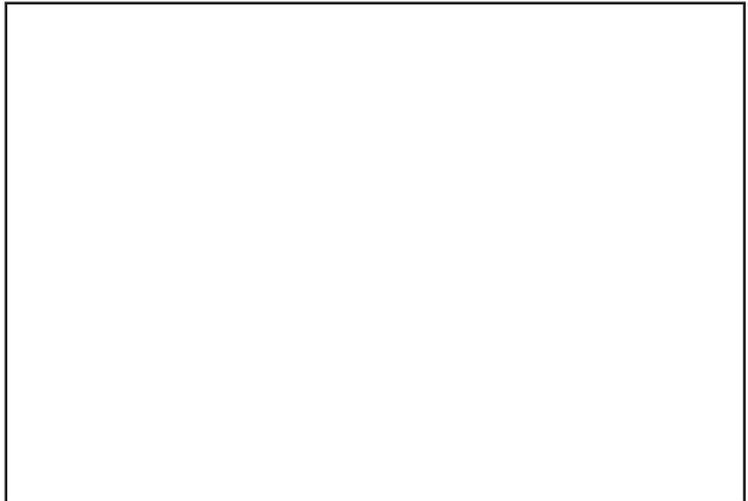


Name \_\_\_\_\_

1. big dog



2. red cap

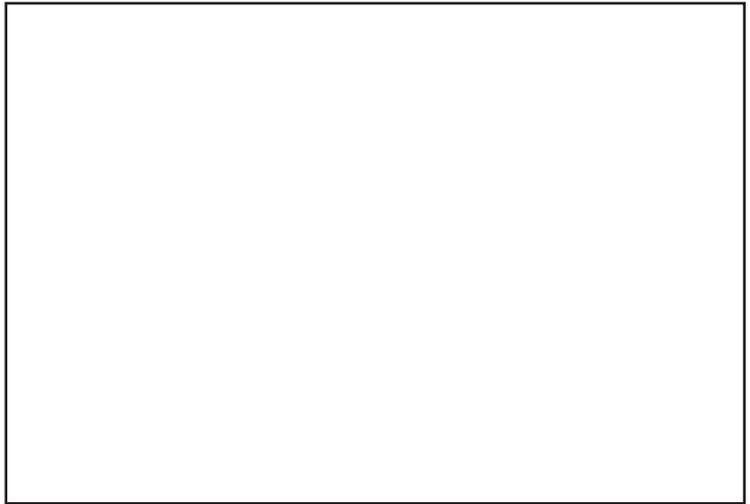


3. mad Dad



*Directions: Have students draw a picture for each phrase.*

4. fat cat



5. wet frog



6. pig and hen



# Kit's Mom

Kit's mom gets up at six.



Kit's mom gets dad up.

Kit's mom gets Kit up.



Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.





# Mumps

Kit **has** mumps.

Kit **is** in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit **is** sad.





# Lost Finch

Seth's pet finch, **Chip**, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



**Chip** is not on Seth's bed.

**Chip** is not on Seth's desk.

**Then**, at last, Pat spots **Chip**.

**Chip** hid in Pat's hat and slept.





# Seth's Sled

**Seth's** sled went fast.

**Seth** held on.

**Seth** hit bumps but did not stop.

**Seth** hit slush but did not stop.



**Then Seth's** sled hit mud.

**Splash!**

**Seth** got mud on his sled.

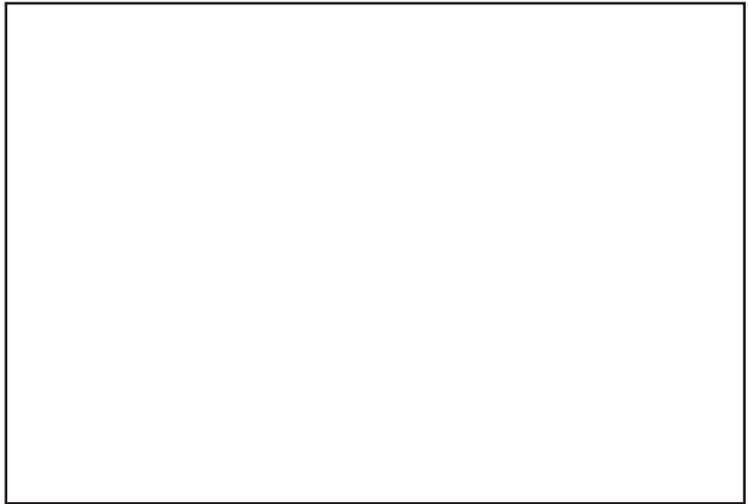
**Seth** got mud on his pants.

**Seth** got mud on his hat.

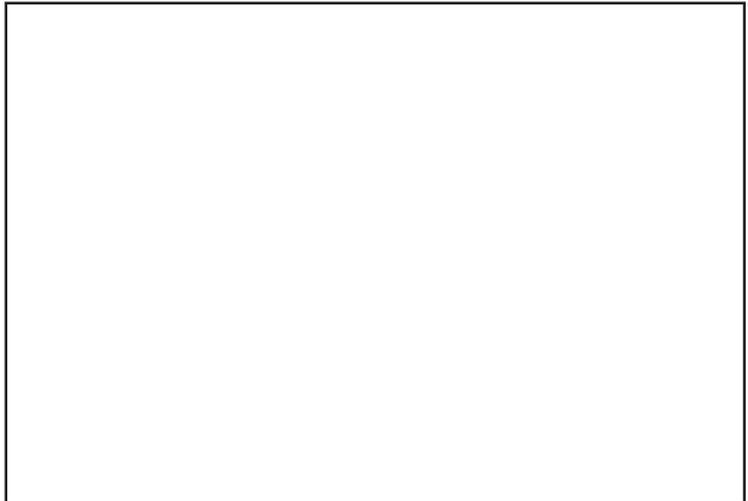




1. a cup



2. wet mop

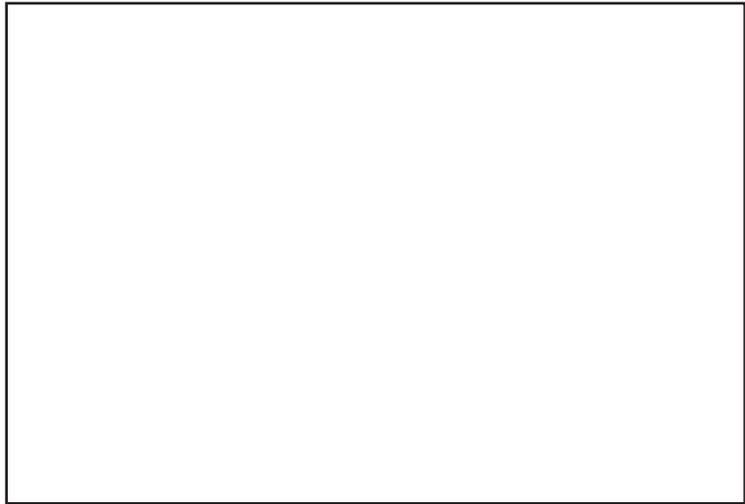


3. big log

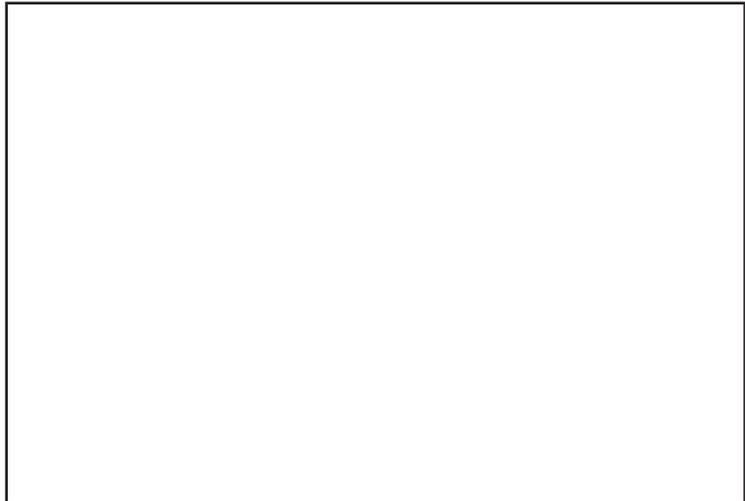


*Directions: Have students draw a picture for each phrase.*

4. red ball



5. sad pal



6. hot dog



# Up

Kit gets up on top.



Kit helps Max get up.

Max helps Jen get up.



Jen helps Kent get up.

Kent helps Ted get up.



Ted helps Peg get up.



## Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”





# Meg's Tots

**This** is Meg.  
Meg is Pat's best pal.



Pat has 1 lad—**Seth**.  
Meg has 5 tots—Tom, Tim,  
Max, Sam, and Wes.  
Meg has **quints**!



Pat and Ted help Meg.  
Pat sets Tim and Tom on  
**Seth's** rug.  
Ted sets Sam on **Seth's** quilt.  
Pat sets Max on **Seth's** bed.  
Ted helps Wes stand up on  
**Seth's** desk.





## Hash and Milk

Pat and Ted had lunch **with**  
Meg's tots.

Max got **hash** on his **chin**.

Wes got **hash** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and  
Ted.





## Pip's Cats

Pip **is** Kit's pal.

Pip **has** six cats.



Pip's cats got in mud.

Pip's cats left mud on his **rug**.



Pip's mom got mad.





## Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.





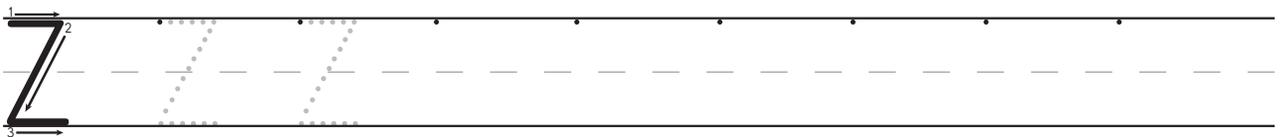
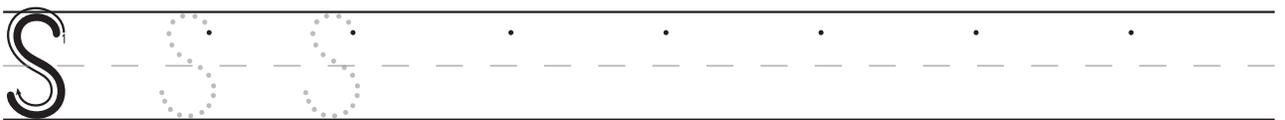
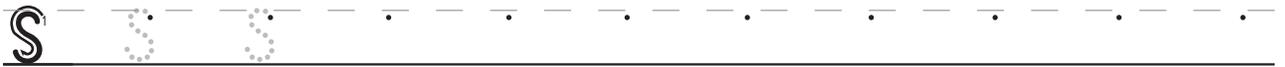
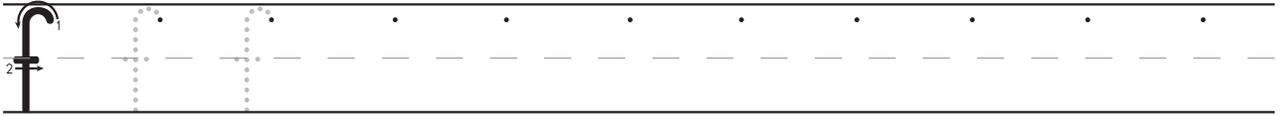
Directions: Tell students to cut out the letters and see how many words they can make. Ask them to write the words on a piece of paper.

b	x	l
u	o	j
g	r	n



Name \_\_\_\_\_

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



fan

van

zip

sit

fin

cats



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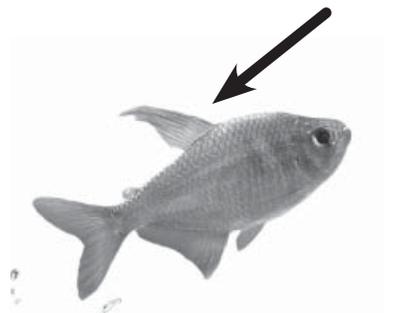
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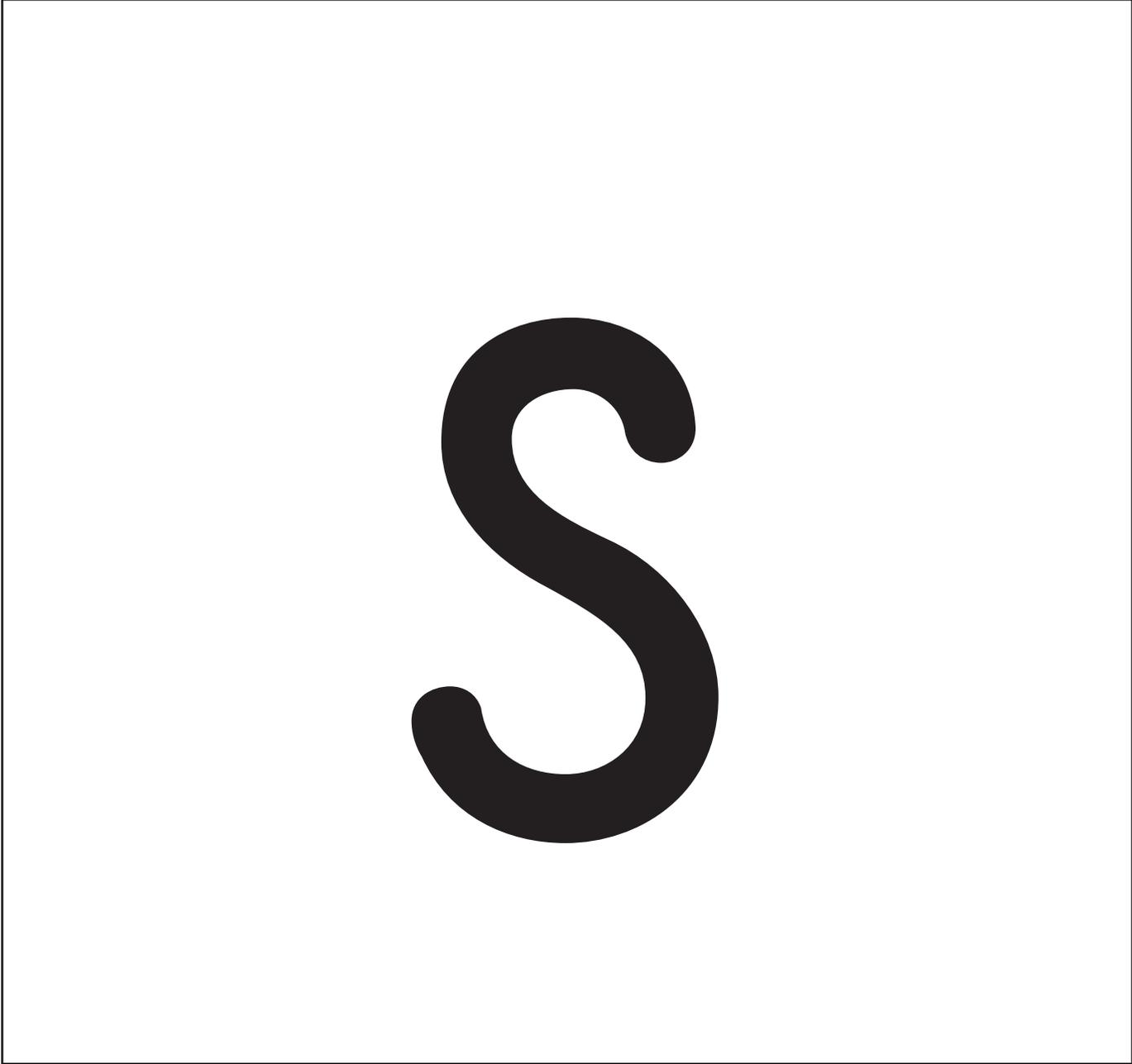
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*Directions: Have the student write each word under its matching picture.*

Name \_\_\_\_\_



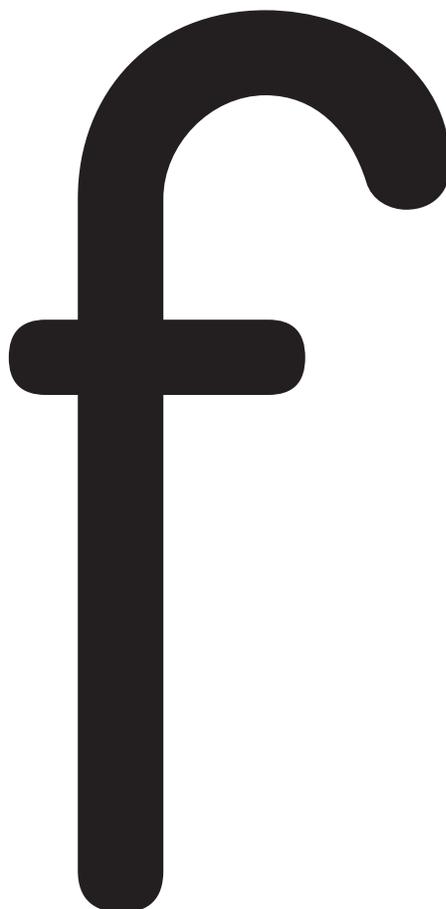
*Directions: Have the student cut out the letter cards.*

z

Name \_\_\_\_\_

**11.2**

*Continued*

A large, bold, black lowercase letter 'f' is centered within a large rectangular frame. The letter has a thick vertical stem, a horizontal crossbar, and a curved top that arches to the right.



**Dear Family Member,**

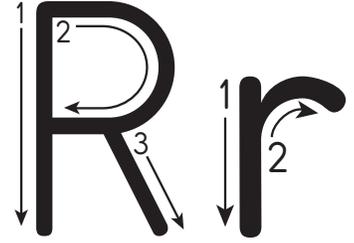
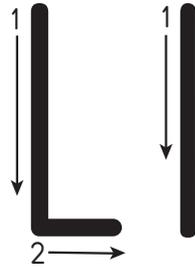
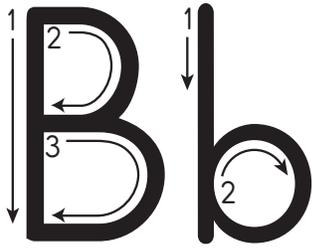
Ask your child to cut out the letter cards and arrange the cards to make the word *sit*. Have your child read the word, sound by sound. Repeat with the following words: *sat, mat, man, van, hit, hat, fit, fan, in*. If your child does well reading the words, read the words aloud one at a time and ask your child to spell the word by arranging the letter cards.



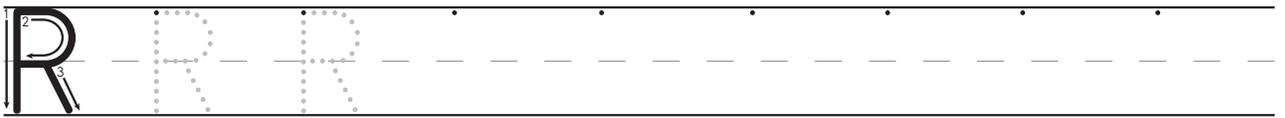
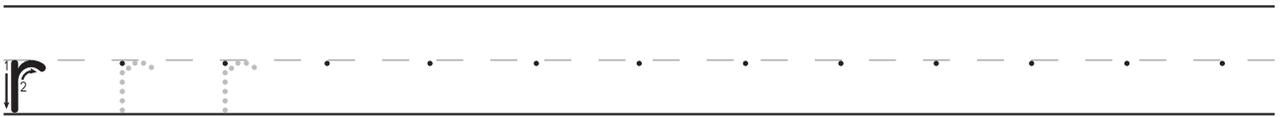
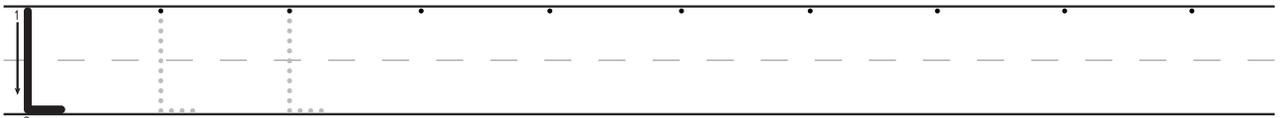
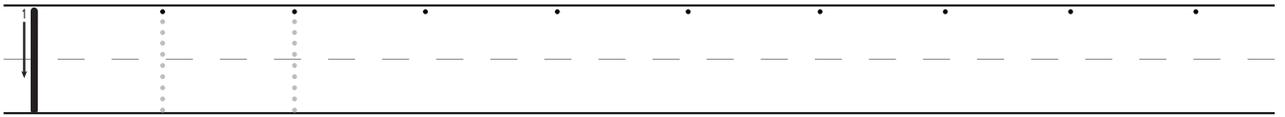
s	m	f
<u>n</u>	i	t
a	h	v



Name \_\_\_\_\_



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



*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

1. bed



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. lamp



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. nest



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

4. rug



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

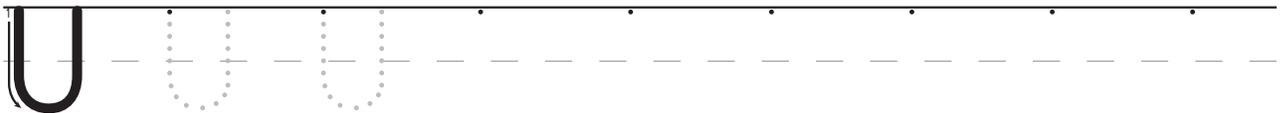
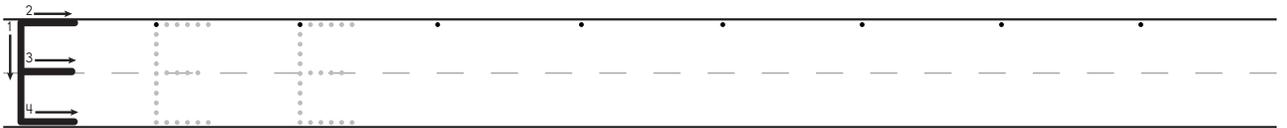
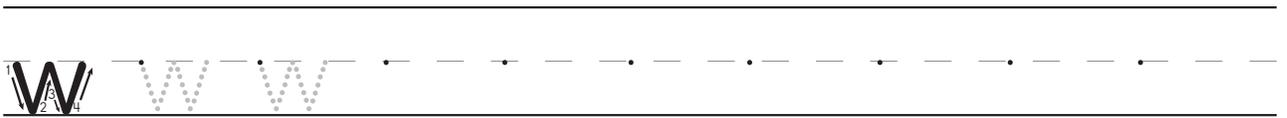
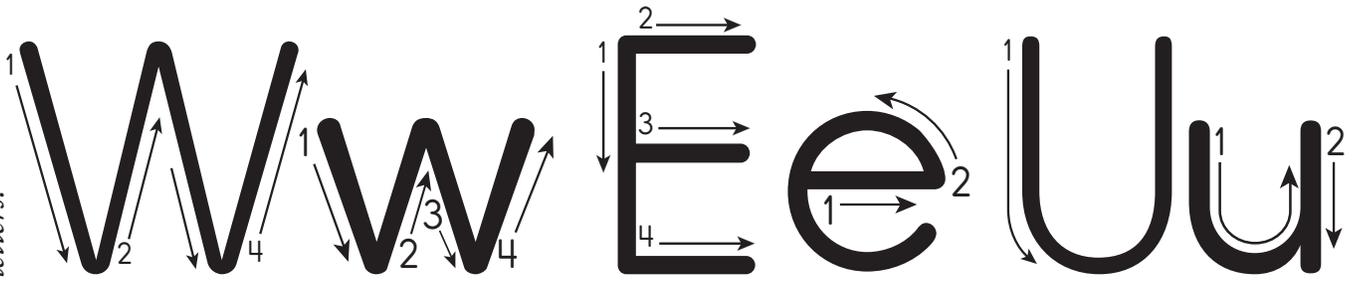
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\_\_\_\_\_

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



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





Directions: Read the Tricky Words in the box. Say and then write the Tricky Words in each sentence in the space provided below.

a   I   no   to   all   of   is

1. It is a big bus.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. No, it is not a tent.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a   I   no   to   all   of   is

3. all of us

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

4. a hint of it

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

4. I went to bed.

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

**Dear Family Member,**

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modifications: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice. Remember that the words marked with a star are Tricky Words, which are words that don't play by the spelling rules.

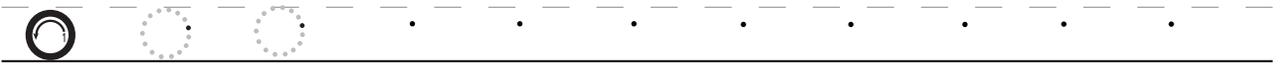
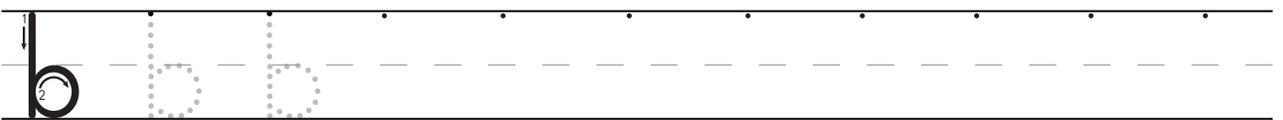
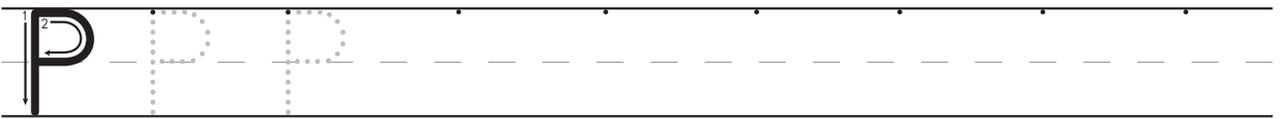
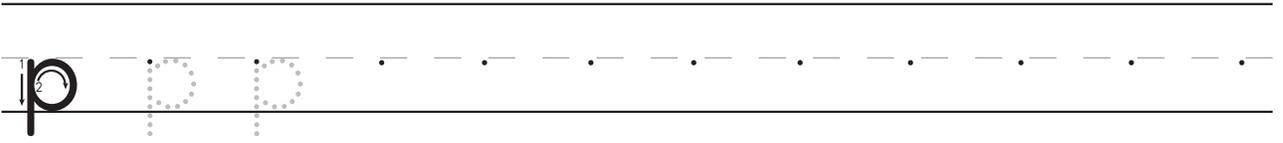


★ <u>all</u>	rest	★ <u>to</u>
must	sit	run
in	cats	★ <u>some</u>
men	bed	wet
★ <u>a</u>	★ <u>I</u>	★ <u>no</u>



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



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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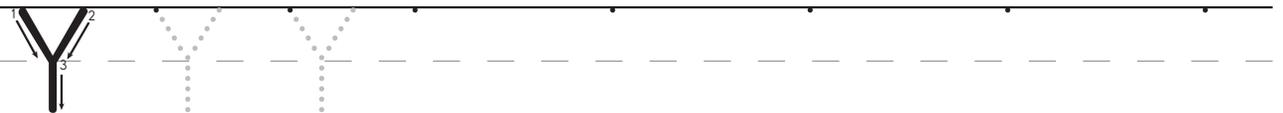
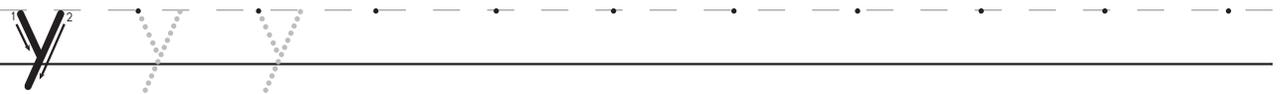
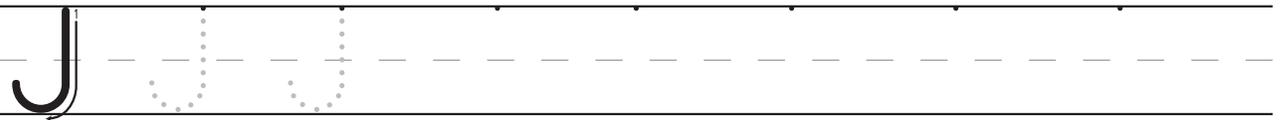
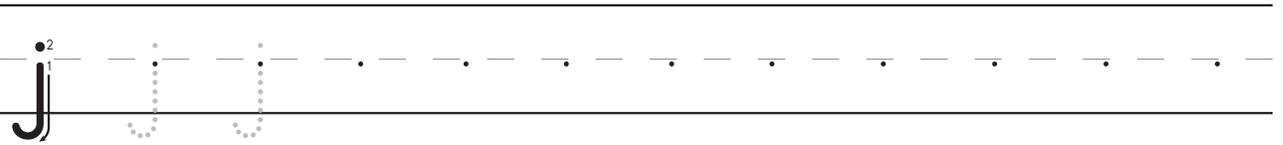
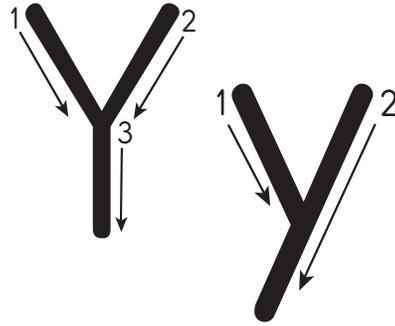
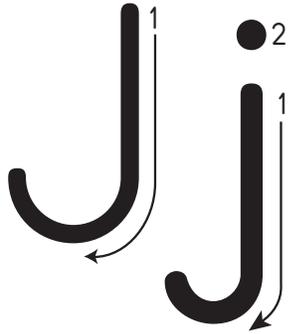
\_\_\_\_\_

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

Name \_\_\_\_\_

15.1

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



1. bed



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2. jet



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3. jog



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4. jam



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

**Dear Family Member,**

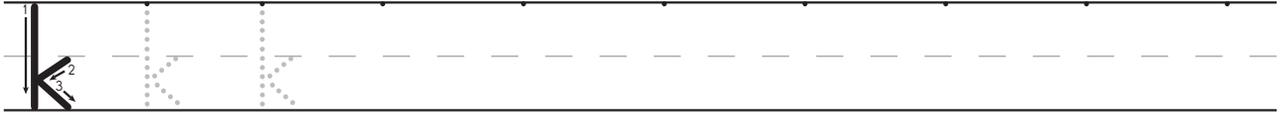
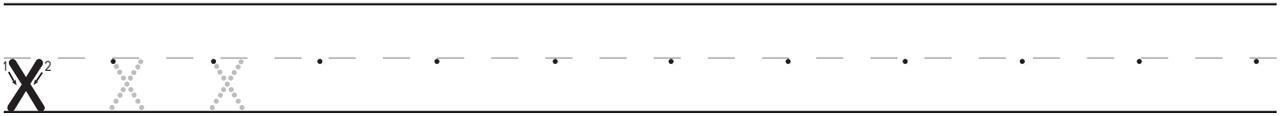
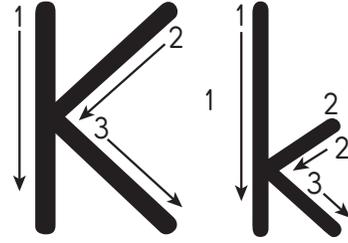
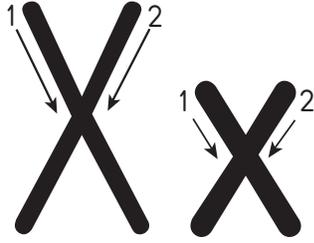
Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.



and	★ have <u>      </u>	rug
fast	sad	mad
jumps	gets	red
dog	frog	bug
★ <u>are</u>	★ <u>were</u>	yes



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



1. box



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2. mix



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3. kid



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4. six

6



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

Name \_\_\_\_\_

17.1

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

ch

sh

ch ch ch

ch

chop

sh sh sh

sh

shop

ship

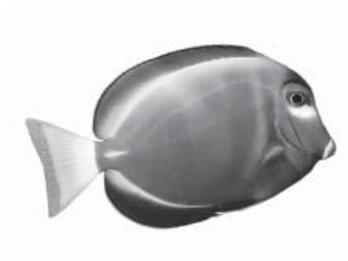
chimp

chips

fish

bench

dish



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



### Dear Family Member,

Your child has been taught to read Tricky Words. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Have your child read the Tricky Words in the box and the sentences below. Note that the tricky parts of the Tricky Words are underlined in gray. Have your child write the matching Tricky Words for each sentence on the line. Extension: Have your child copy the completed sentences on a blank sheet of paper or dictate the sentences to your child.

<u>is</u>	<u>two</u>	<u>to</u>
<u>are</u>	<u>from</u>	<u>do</u>

1. Mom and dad \_\_\_\_\_ mad.

2. Max \_\_\_\_\_ six.

3. Dad had \_\_\_\_\_ cats.

4. Mom went \_\_\_\_\_ bed.

5. Just \_\_\_\_\_ it!

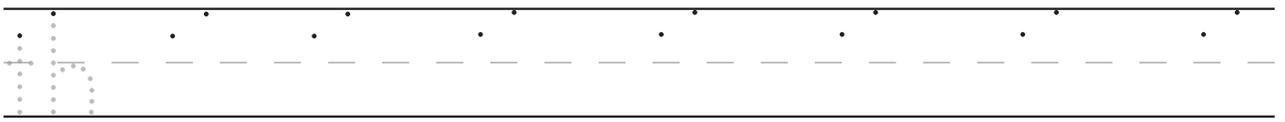
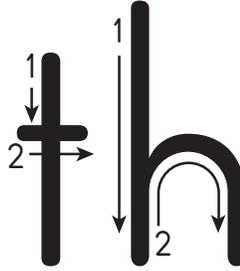
6. That gift is \_\_\_\_\_ dad.



Name \_\_\_\_\_

18.1

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

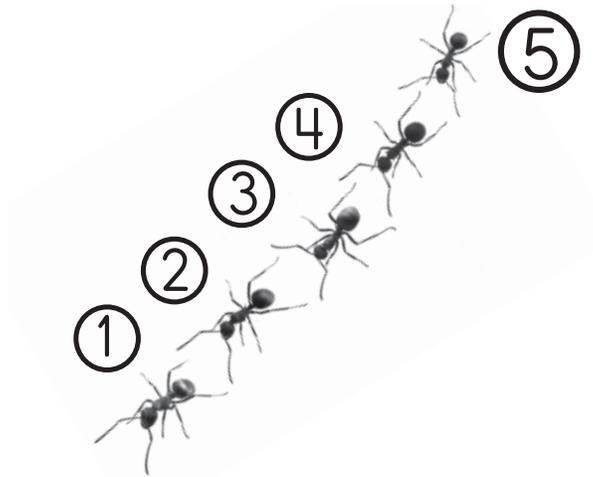


bath

moth

cloth

fifth



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

**Dear Family Member,**

Your child has been taught to read words with the digraphs 'ch' as in *chips*, 'sh' as in *shin*, and 'th' as in *thin* or *then*. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying sounds and then blending them to make a word. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.



dish	chop	shelf
that	brush	rich
this	chin	bath
shop	thin	much



# Beth

1. Who went on top of a path at the pond?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. Who got some snap shots?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

*Directions: Have the student reread the story and answer the questions*

3. Did Beth get a snap shot of a cat?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

4. Dad got a snap shot of . . .

- a fish.
- Mom.
- Beth.

Name \_\_\_\_\_



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

n g n g n g . . . . .

n g . . . . .

song song . . . . .

qu qu qu . . . . .

qu . . . . .

quit quit . . . . .

quilt

sing

king

swing

fang

strong



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

# Nat

1. Beth and Nat met ...

in the U.K.

at camp.

on a bus.

2. Who got a lot of snap shots of Nat?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

*Directions: Have the student reread the story and answer the questions.*

3. Beth got a snap shot of Nat with

a mask on.

a frog.

a fish.

4. Who got a job in the U.K.?

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

**Dear Family Member,**

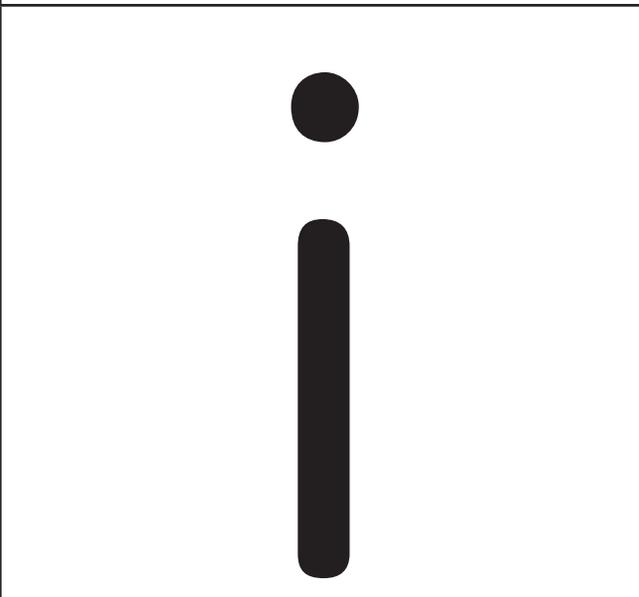
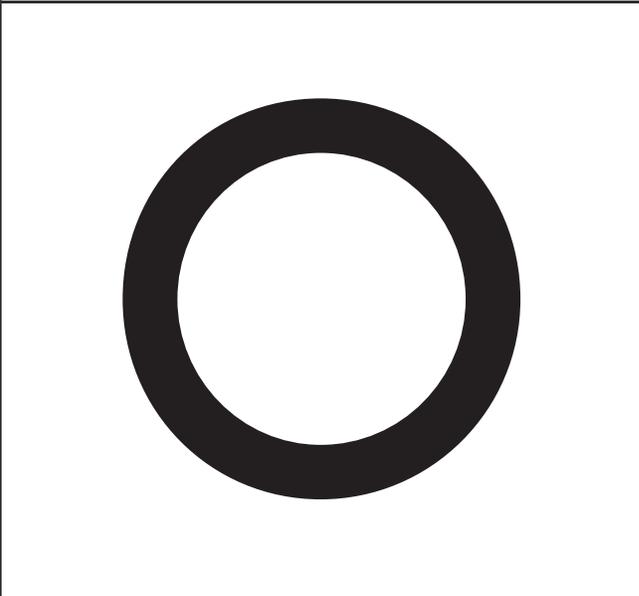
Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g. *shup*). Have your child read the words. Discuss whether each word is real or silly.

Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.

ch	<u>p</u>	i	s
m	a	j	z
u	sh	x	th
qu	<u>b</u>	t	o
w	e	ng	g



Name \_\_\_\_\_



*Directions: Have the student cut out the letter cards.*



# The Trip to the U.K.

1. Mom and Beth went to the U.K. on
- a bus.
  - a ship.
  - a jet.

2. Who had a nap on the jet?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

*Directions: Have the student reread the story and answer the questions.*

3. Who met Mom and Beth at the end of the ramp?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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4. Beth slept...

- next to Nat and Mom.
- next to Dot.
- on a rug.

# Bud the Cat

The vet had to fix Bud's leg.

Nat's mom let him have Bud.

Bud had a bad leg.

Bud sat in a box with a cast on one leg.

*Directions: Have the student copy or paste the sentences onto Worksheet 22.1 in the correct order.*



*Directions: Have the student paste the sentences from Worksheet 22.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.*

2.

4.

1.

3.



**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined in gray.



## Bud the Cat

This is a snap shot of Nat's cat, Bud.



Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.

Bud had to sit in a box with a cast on one leg.



Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

Dot said yes.



# The Fish

1. Nat got . . .
  - fish.
  - two cats.
  - one dog.
  
2. The fish munch on . . .
  - a hot dog.
  - chips.
  - fish snacks.

*Directions: Have the student reread the story and answer the questions.*

3. Can the cat smell the fish?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. Can the cat get the fish?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined in gray.



## The Fish

This is a snap shot of Nat's fish.



The fish swim and splash and munch on fish snacks.

The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can not get them.





*Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.*

cat	king	cost
kit	sock	pick
Jack	cot	camp

/k/ > 'c'

/k/ > 'k'

/k/ > 'ck'

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



**Dear Family Member,**

Ask your child to cut out the word cards and arrange the cards to make phrases. Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.



his	★ <u>all</u>	pigs
strong	★ <u>two</u>	with
★ <u>have</u>	run	★ <u>the</u>
kick	sniff	legs



# The Flag Shop

1. The U.K. flag has . . .

- a red dot.
- a black box.
- a red cross.

2. Who went to the shop?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have the student reread the story and answer the questions.*

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have them mark nouns.

3. Who is in the snap shot of the U.K. flag?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

4. egg      doll      Nat      boss      brick

5. Beth      flag      mat      dog      shell

6. cat      stiff      yell      plum      Bud

**Dear Family Member,**

Have your child cut out the word cards. Tell your child that all of these words are nouns. Nouns are words that name people or things. Ask your child to sort the nouns: one column for nouns that name a person and one column for nouns that name a thing. Extension: Have your child make a sentence with each noun.



egg	chick	man
kid	Jeff	clock
rock	drum	king



# Which is the Best?

1. Who had to huff and puff to get to the top?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. Where are Nat and Beth in snap shot one?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

*Directions: Have the student reread the story and answer the questions.*

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have them mark nouns.

3. Why did Mom and Dot lift Nat up?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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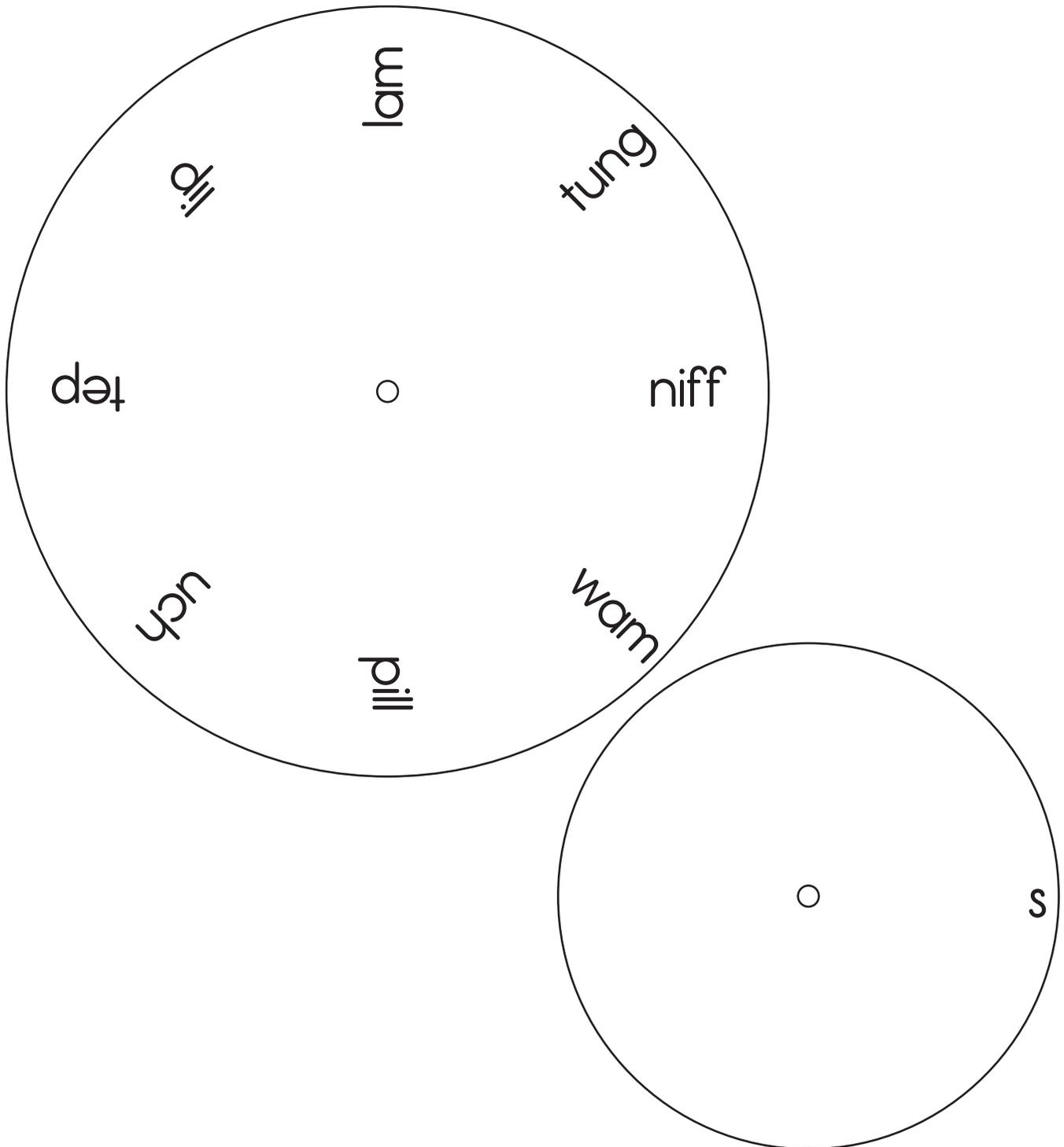
4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

6. huff sock said Nat bed

**Directions:**

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle using a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words. Extension: Ask your child to copy the words onto a sheet of paper. Modification: Arrange the circles yourself and have your child read the words.





## The Bus Stop

It was a big red bus with a top deck.

A thrush was all set to land on Nat's hand.

Nat said that this is the best bus.

Nat, Dot, Beth, and Beth's mom all went to the bus stop.

*Directions: Have the student copy or paste the sentences onto Worksheet 29.1 in the correct order.*



Name \_\_\_\_\_

**29.1**

*Continued*

*Directions: Have the student paste the sentences from Worksheet 29.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.*

2.

4.

1.

3.



# On the Bus

1. Where did Nat and Beth sit on the bus?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. The bus went past . . .

- a wind mill.
- Big Ben and two sheds.
- a big shop and Big Ben.

*Directions: Have the student reread the story and answer the questions.*



**Dear Family Member,**

Ask your child to cut out the word cards. Have your child arrange the cards to make questions. Extension: Ask the child to copy the words onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the questions. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.



★ <u>Who</u>	★ <u>the</u>	★ <u>was</u>
★ <u>When</u>	man	★ <u>What</u>
★ <u>Why</u>	★ <u>there</u>	is
that	★ <u>here</u>	★ <u>Where</u>
	?	



*Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.	_____		1.	_____
	- - - - -			- - - - -
	_____			_____
2.	_____		2.	_____
	- - - - -			- - - - -
	_____			_____
3.	_____		3.	_____
	- - - - -			- - - - -
	_____			_____
4.	_____		4.	_____
	- - - - -			- - - - -
	_____			_____
5.	_____		5.	_____
	- - - - -			- - - - -
	_____			_____
6.	_____		6.	_____
	- - - - -			- - - - -
	_____			_____
7.	_____		7.	_____
	- - - - -			- - - - -
	_____			_____
8.	_____		8.	_____
	- - - - -			- - - - -
	_____			_____
9.	_____		9.	_____
	- - - - -			- - - - -
	_____			_____
10.	_____		10.	_____
	- - - - -			- - - - -
	_____			_____



# The Man in the Black Hat

1. What is the job of the man in the black hat?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. Did Beth get the man to grin?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have the student reread the story and answer the questions.*

3. What did Nat do to get the man to grin?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. Who did Nat get to grin?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

*Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.	_____	1.	_____
	- - - - -		- - - - -
	_____		_____
2.	_____	2.	_____
	- - - - -		- - - - -
	_____		_____
3.	_____	3.	_____
	- - - - -		- - - - -
	_____		_____
4.	_____	4.	_____
	- - - - -		- - - - -
	_____		_____
5.	_____	5.	_____
	- - - - -		- - - - -
	_____		_____
6.	_____	6.	_____
	- - - - -		- - - - -
	_____		_____
7.	_____	7.	_____
	- - - - -		- - - - -
	_____		_____
8.	_____	8.	_____
	- - - - -		- - - - -
	_____		_____
9.	_____	9.	_____
	- - - - -		- - - - -
	_____		_____
10.	_____	10.	_____
	- - - - -		- - - - -
	_____		_____



# The Man in the Kilt

1. Who was the man that Nat and Beth met?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. The kilt tells us that the man is . . .

- a Scot.
- French.
- from the U.S.

*Directions: Have the student reread the story and answer the questions.*

*Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, circle the nouns that name a place.*

3. What is a kilt?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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4. kilt            dog            clock            Todd            stamp

5. word            Scot            rug            king            man

6. pub            U.S.            twig            Rick            tell

**Dear Family Member,**

This is a story your child has read at school at least once, possibly several times. Encourage your child to read the story to you and talk about it together.



## The Bus Stop

Dot led us to a bus stop. At the bus stop **there** was a thrush.

Nat held up his hand. The thrush **was** all set to land on his hand, but then Dot **said**, "Nat, stop that!"

Nat let his hand drop.



At the bus stop, Nat **said**, "Beth, this is the best bus!"

I **said**, "**Why?** Is it fast?"

"**No**," Nat **said**, "it is not that fast."

"Then **why** is it the best?"

Just then, Nat **said**, "**There** it is!"

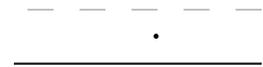
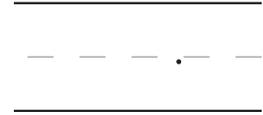
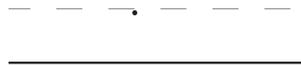
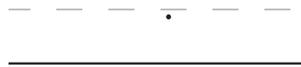
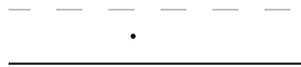
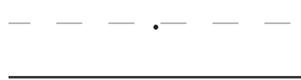
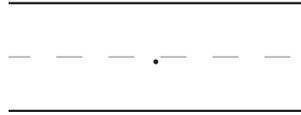
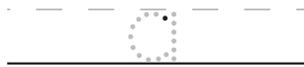
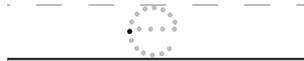
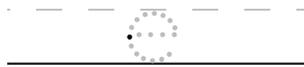
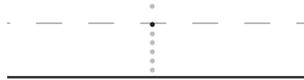
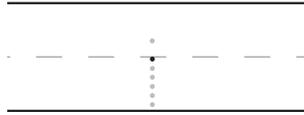
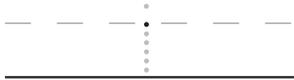
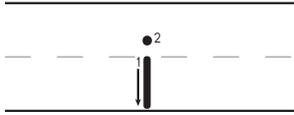
It **was** a big red bus with a top deck!





Name \_\_\_\_\_

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



i

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e

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a

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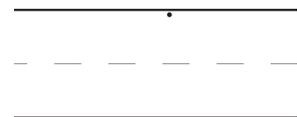
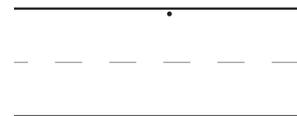
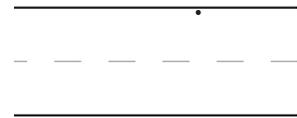
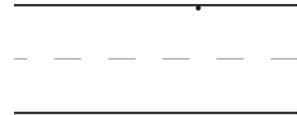
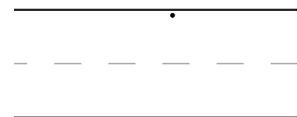
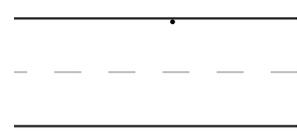
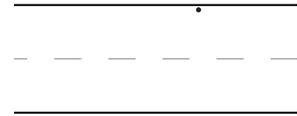
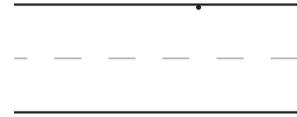
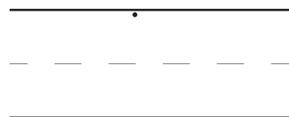
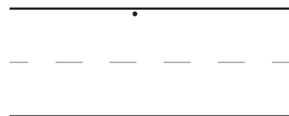
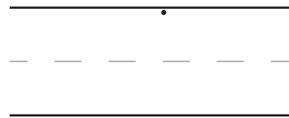
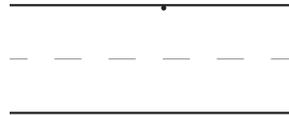
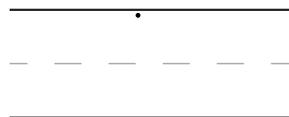
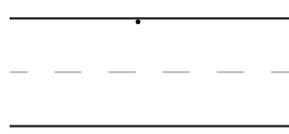
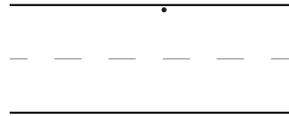
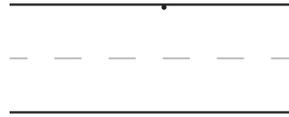
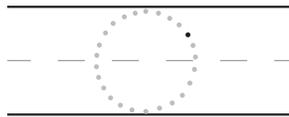
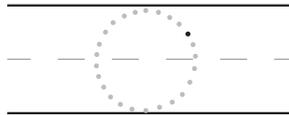
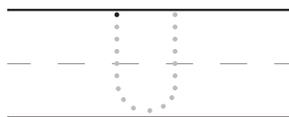
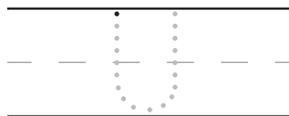
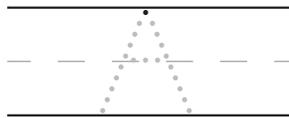
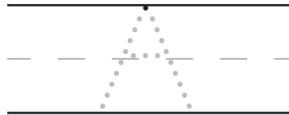
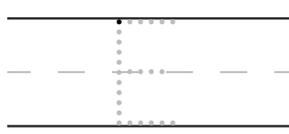
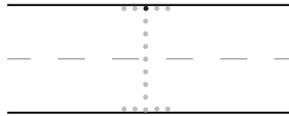
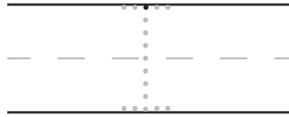
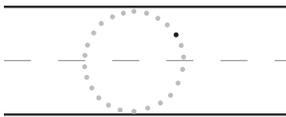
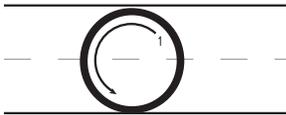
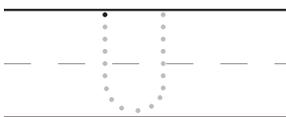
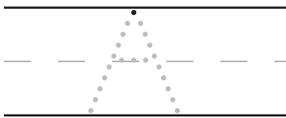
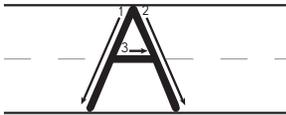
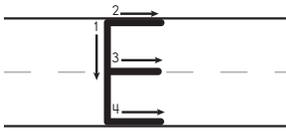
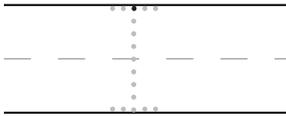
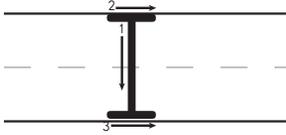
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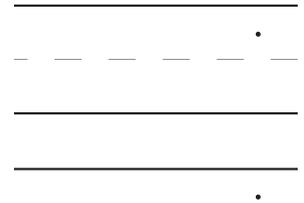
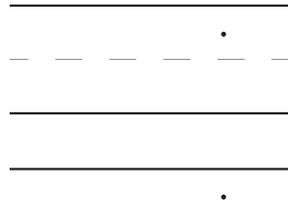
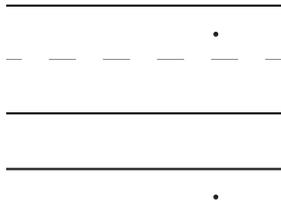
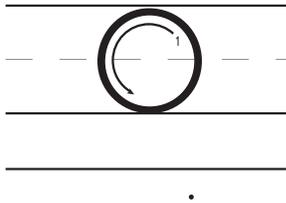
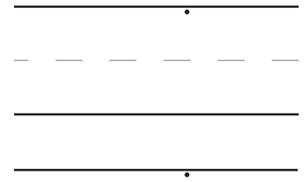
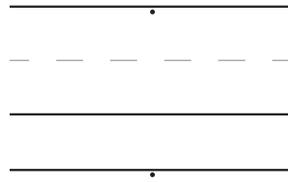
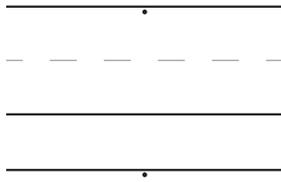
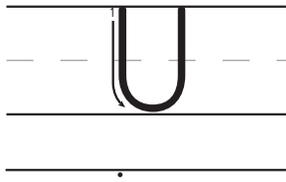
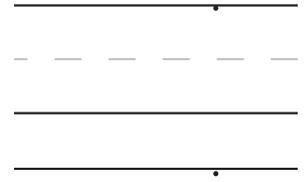
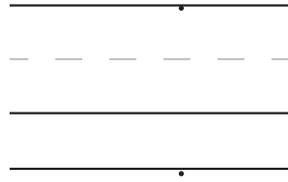
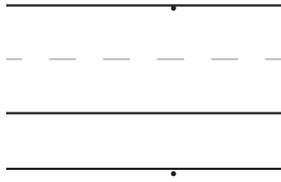
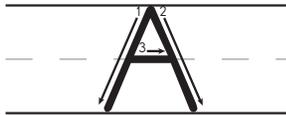
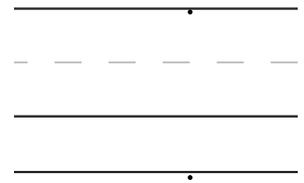
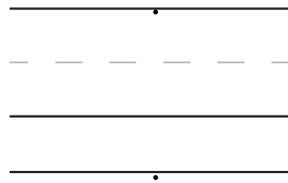
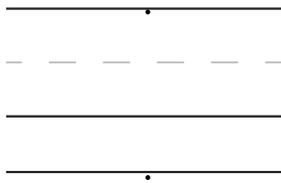
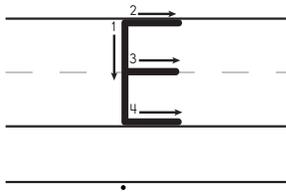
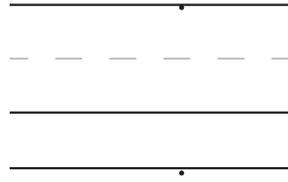
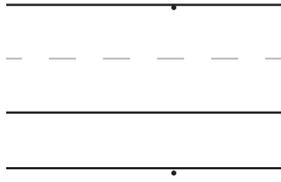
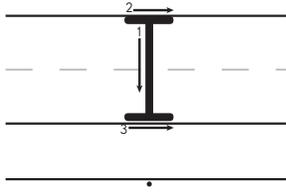
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Name \_\_\_\_\_

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





Name \_\_\_\_\_

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Directions: Have the student trace and copy the letters.

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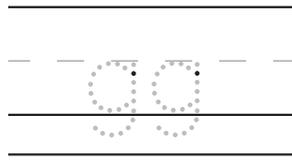
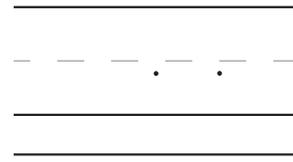
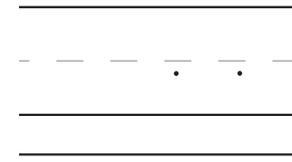
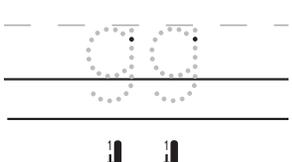
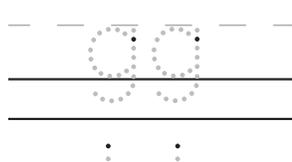
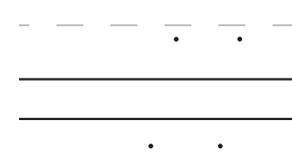
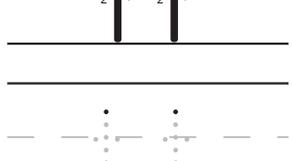
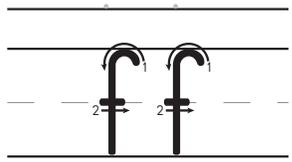
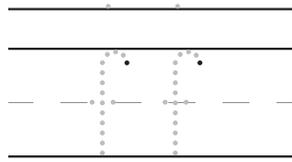
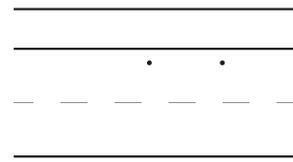
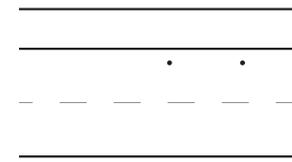
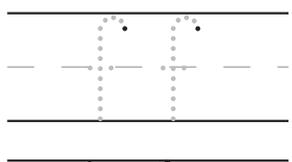
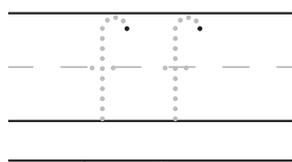
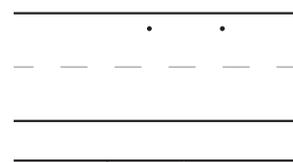
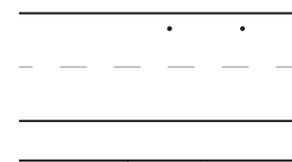
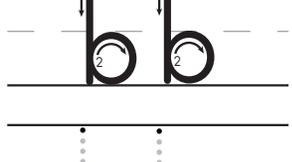
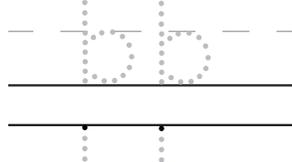
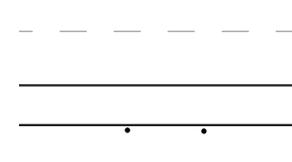
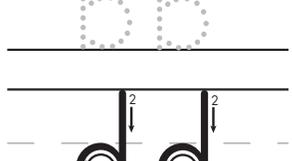
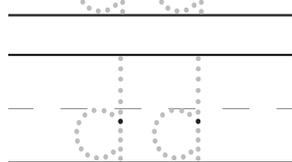
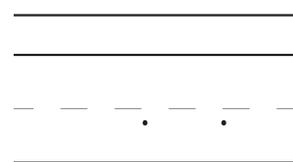
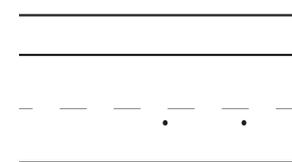
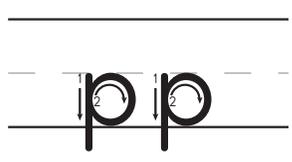
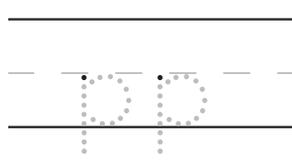
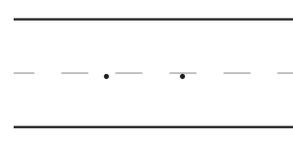
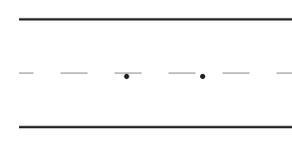
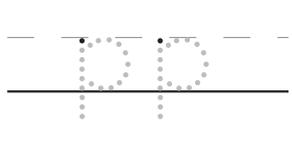
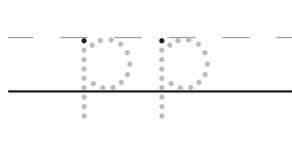
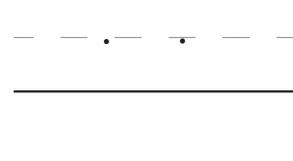
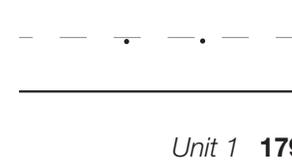
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Name \_\_\_\_\_

Directions: Have the student trace and copy the double-letter spelling.

g g

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f f

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f f

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b b

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d d

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p p

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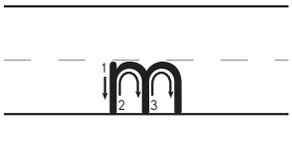
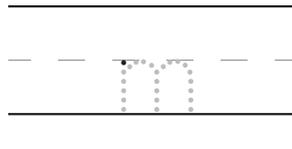
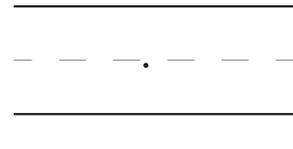
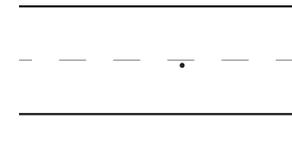
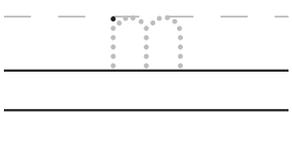
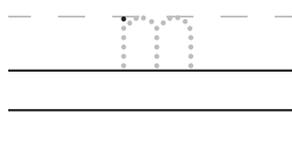
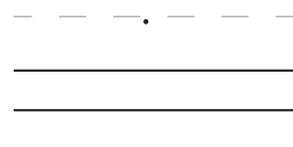
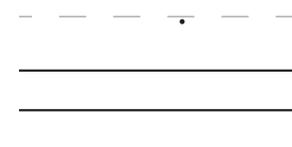
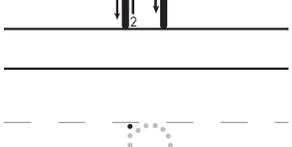
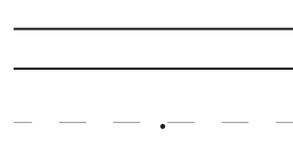
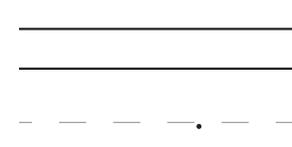
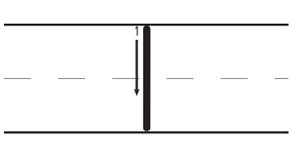
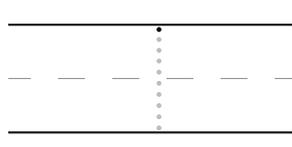
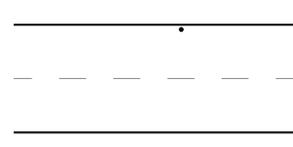
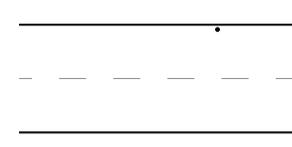
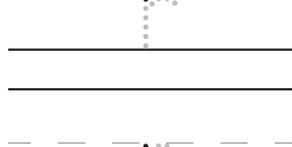
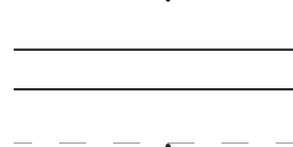
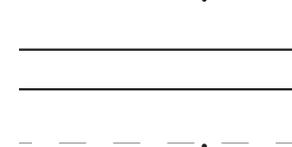
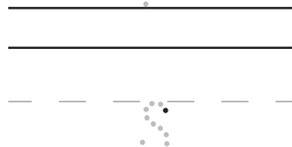
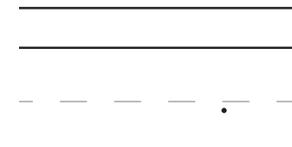
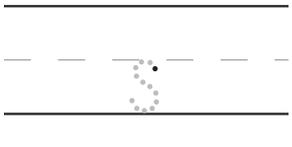
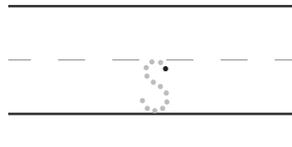
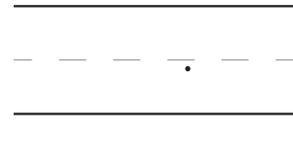
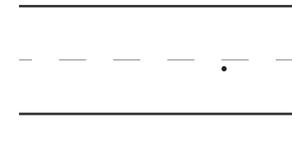
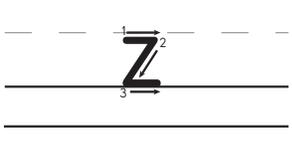
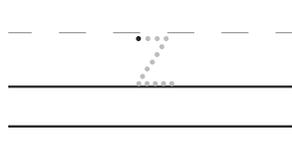
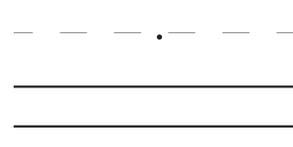
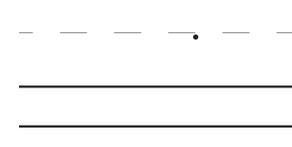
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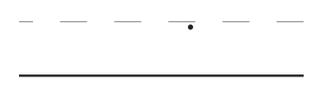
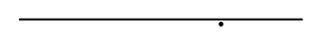
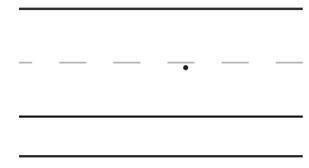
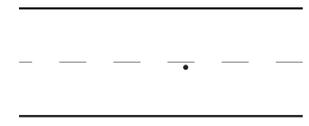
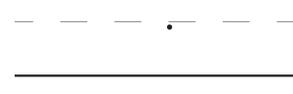
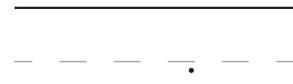
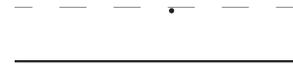
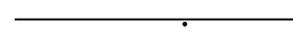
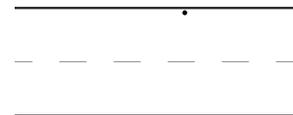
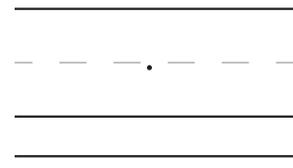
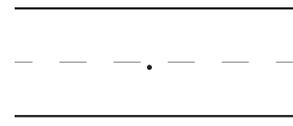
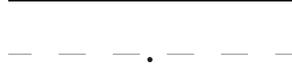
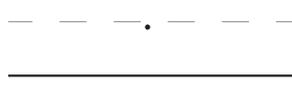
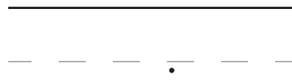
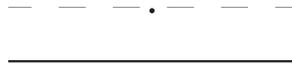
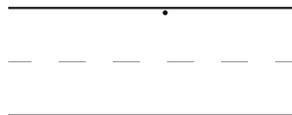
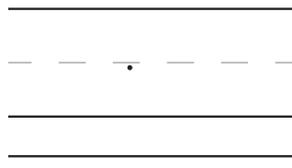
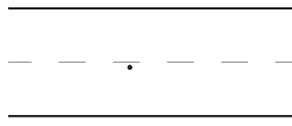
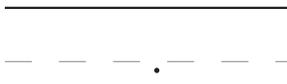
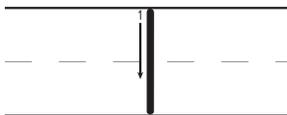
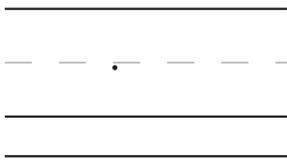
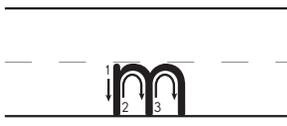
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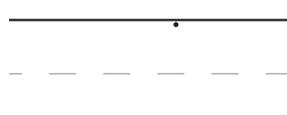
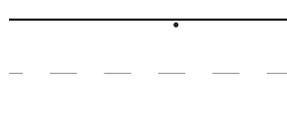
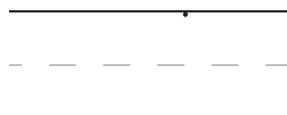
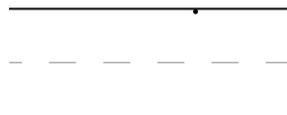
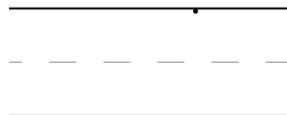
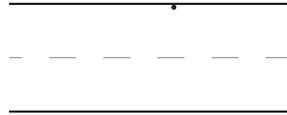
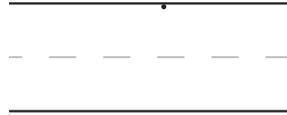
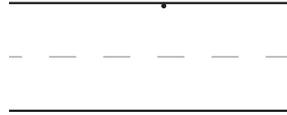
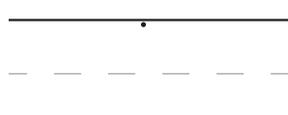
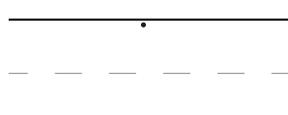
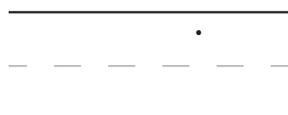
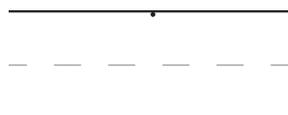
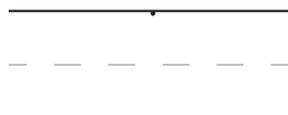
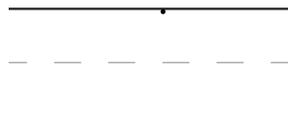
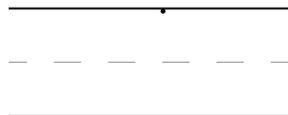
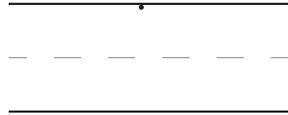
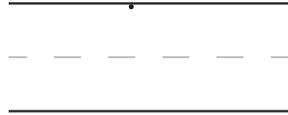
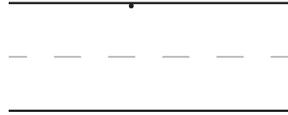
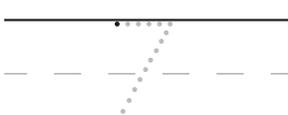
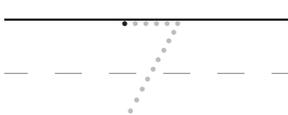
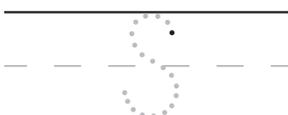
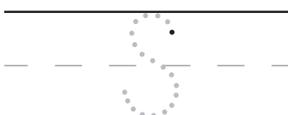
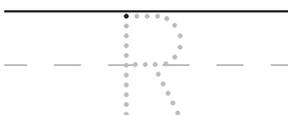
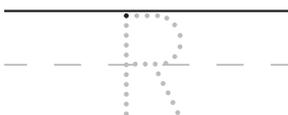
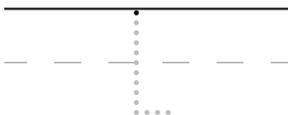
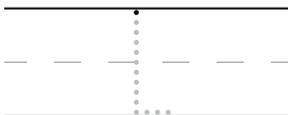
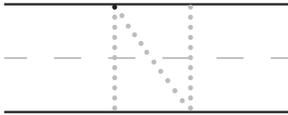
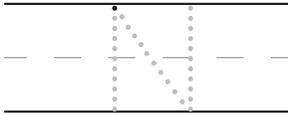
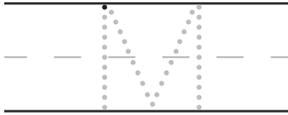
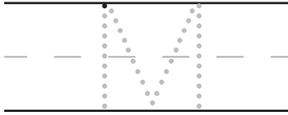
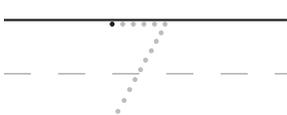
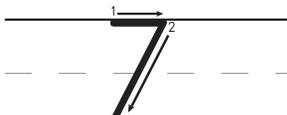
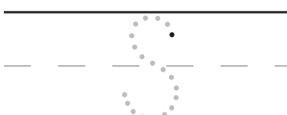
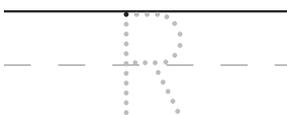
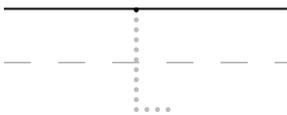
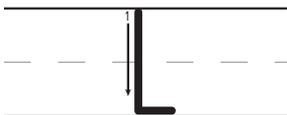
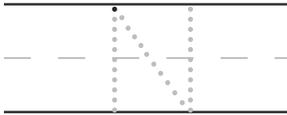
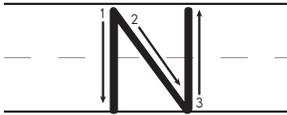
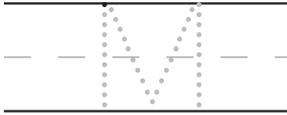
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

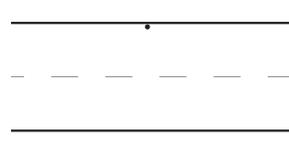
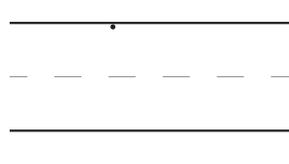
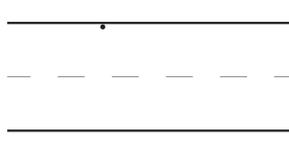
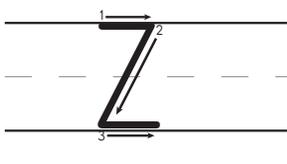
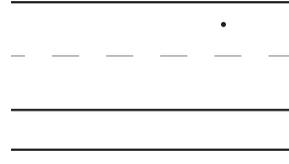
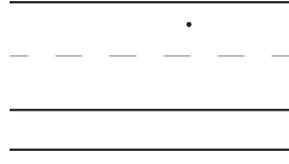
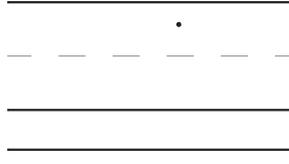
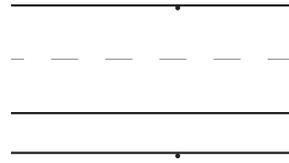
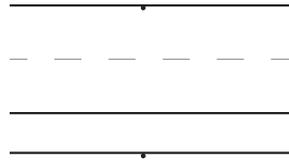
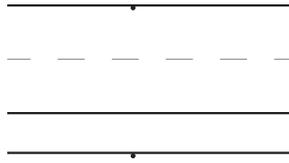
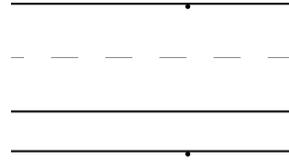
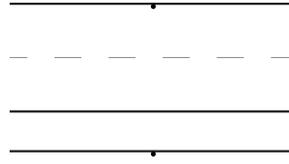
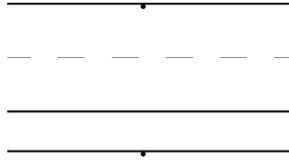
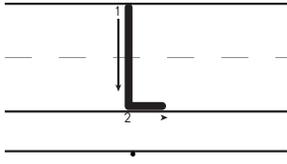
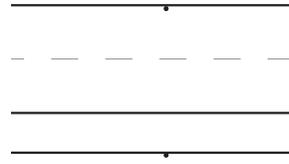
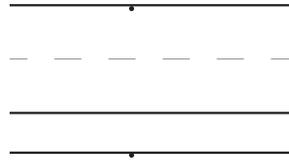
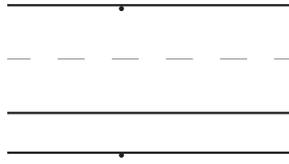
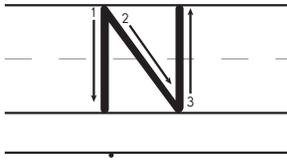
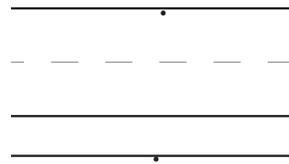
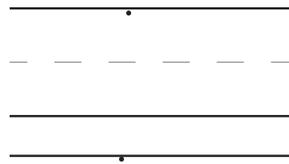
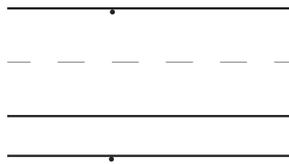
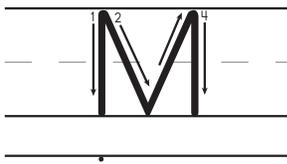
			
			
			
			
			
			
			
			
			
			



Name \_\_\_\_\_

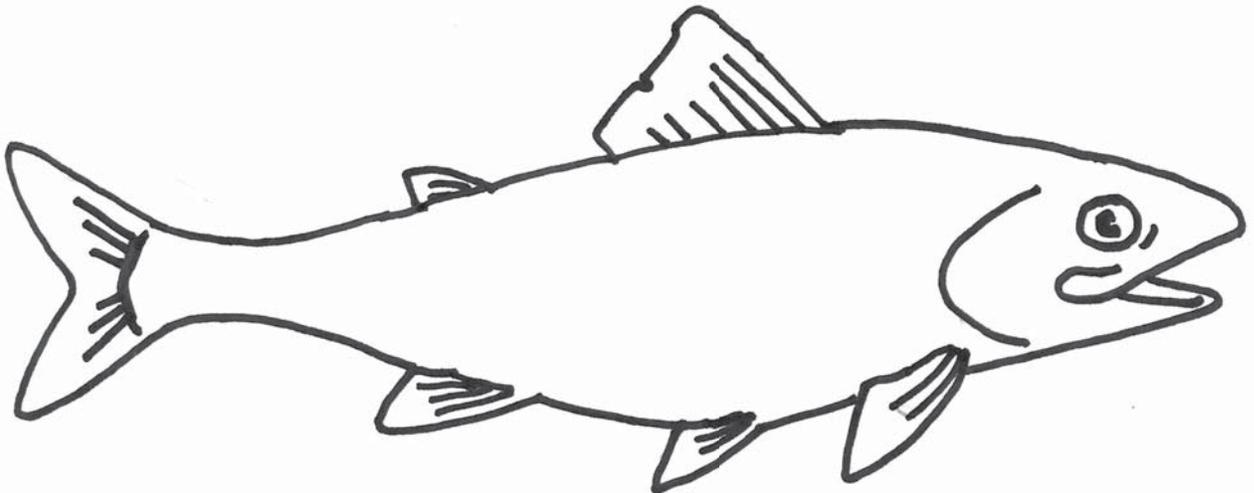
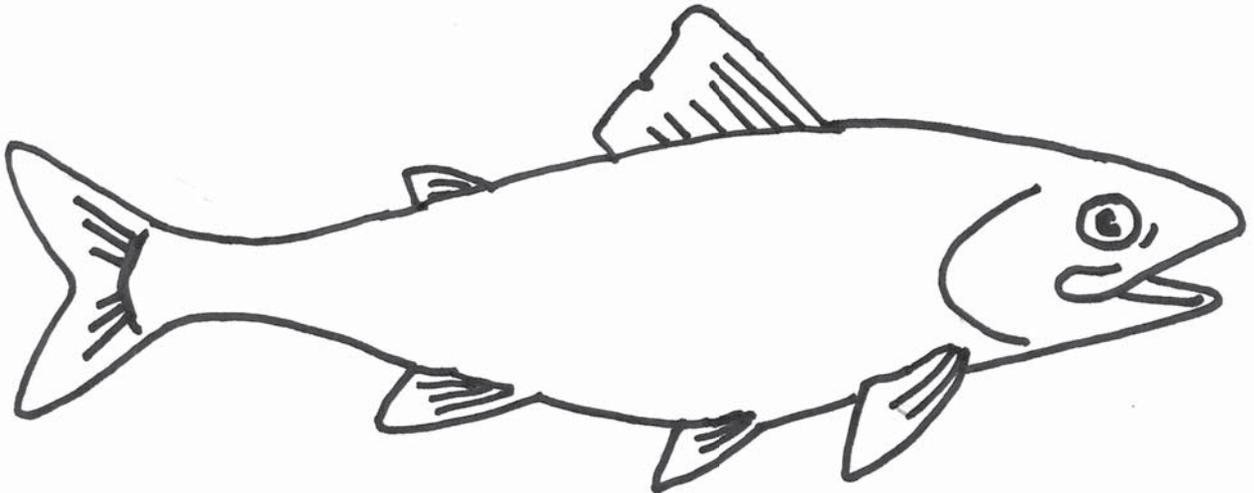
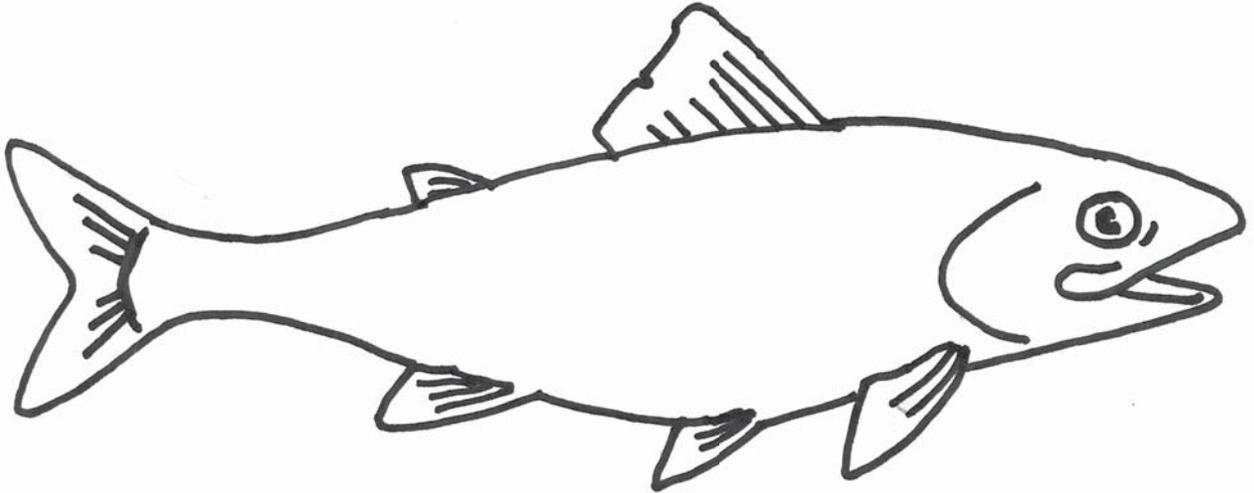
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





Name \_\_\_\_\_

# Template for Fishing Pond Exercise





Name \_\_\_\_\_

PP8

**Directions:**

Ask your child to cut out the word cards. Have your child arrange the cards to make phrases. Extension: Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.



the	a	to
sat	and	has
Greg	in	one
pig	ran	shed



crack an egg

sit on grass

bring a stick

two bricks



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



Name \_\_\_\_\_

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

dress	tub	soft
pond		ring

1. \_\_\_\_\_ theu bell

2. black \_\_\_\_\_

3. \_\_\_\_\_ chick

4. frogs in \_\_\_\_\_

5. fill theu \_\_\_\_\_



Name \_\_\_\_\_

Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

<u>two</u>	glass	wo <u>rd</u>
he <u>re</u>		smell

1. milk in \_\_\_\_\_

2. \_\_\_\_\_ quilts

3. bad \_\_\_\_\_

4. spell the e \_\_\_\_\_

5. sit \_\_\_\_\_



Name \_\_\_\_\_

*Directions: Have the student cut out the word cards. Have the student create phrases with the words and write them on a piece of paper.*

the	a	two
black	and	one
hat	big	quilt
dress	best	kings



Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

fish

Why

There

Who

kilt

hill

1. Jack and Jill went up the

-----  
 \_\_\_\_\_ .  
 \_\_\_\_\_

2. \_\_\_\_\_ is no one here.

\_\_\_\_\_

3. Nat has a cat and \_\_\_\_\_ .

4. Beth and Nat met a man in a

-----  
 \_\_\_\_\_ .  
 \_\_\_\_\_

5. \_\_\_\_\_ did Dot's map rip?

\_\_\_\_\_

6. \_\_\_\_\_ has a pet?

\_\_\_\_\_



Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

pig

fish

from

licks

sand

cracks

1. The crab runs on the r\_\_\_\_\_.
2. The cat runs \_\_\_\_\_ the dog.
3. The chick \_\_\_\_\_ the egg.
4. Do \_\_\_\_\_ swim in the pond?
5. The pig \_\_\_\_\_ digs in the mud.
6. The dog \_\_\_\_\_ Mom's hand.



Directions: Have the student cut out the cards. Then have the student create sentences with the words and write them on a piece of paper. Remind the student that sentences start with an uppercase letter and end with a period or question mark.

?		.
<u>When</u>	<u>Where</u>	<u>do</u>
<u>Who</u>	<u>are</u>	<u>The</u>
<u>here</u>	did	<u>was</u>
kids	that	cat
<u>the</u>	jump	run



Name \_\_\_\_\_

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

<u>When</u>	<u>Where</u>	<u>Why</u>
<u>What</u>	<u>Who</u>	<u>Which</u>

1. \_\_\_\_\_ did the u dog rip?  
 \_\_\_\_\_
2. \_\_\_\_\_ is Dot?  
 \_\_\_\_\_
3. \_\_\_\_\_ man had a kilt on?  
 \_\_\_\_\_
4. \_\_\_\_\_ did the u man in the u black hat stand?  
 \_\_\_\_\_
5. \_\_\_\_\_ u Bud at the u vet?  
 \_\_\_\_\_
6. \_\_\_\_\_ u Beth sad?  
 \_\_\_\_\_



Name \_\_\_\_\_

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

<u>Some</u>	<u>Once</u>	<u>All</u>
<u>says</u>	<u>Where</u>	<u>from</u>

1. I got a gift \_\_\_\_\_ Dad.

\_\_\_\_\_

2. \_\_\_\_\_ chicks are soft.

\_\_\_\_\_

3. \_\_\_\_\_ there was a strong king.

\_\_\_\_\_

4. \_\_\_\_\_ did Tom fling the rock?

\_\_\_\_\_

5. Josh \_\_\_\_\_ that one plus one is two.

\_\_\_\_\_

6. \_\_\_\_\_ kids have pets.

\_\_\_\_\_



**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.



## The Flag Shop

Mom and I went in a lot of shops in the U.K. **One of** the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the snap shot, with the U.S. flag.



The U.K. flag has a big red cross on it.

Nat and his mom held **one** up.

I got this snap shot **of** the **two** **of** them with the flag.







### Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

## Which is the Best?

This is a snap shot Mom got.

**All of** us had to run up a bunch **of** steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.



This next snap shot is **one** that I got. It is Nat with a bunch **of** big rocks.

Nat had Mom and Dot lift him up.

Then Nat **said**, "Beth, get a snap shot **of** this! I am the rock on top! Get it?"

**So which** snap shot is the best?





This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray.



## The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Nat said, "That is not a dress. It is a kilt."

"A quilt?"

I said. "No," Nat said. "A kilt."



"What is a kilt?" I said.

Mom said, "The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"So the kilt tells us his past?" I said.

"Yes," said Mom. "It is a bit of his past."

Mom got this snap shot of us with the man in the kilt!





This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray.



## The Map

Once all of us were on a trip when a dog ran up and bit the map.

Dot said, "Bad dog! Stop that! Drop that map! Drop it!"

But the dog did not drop the map. The dog ran up the block with the map.



Nat ran to get the map, but Dot said, "It is just a map. Let the dog have it."

Just then the dog let the map drop. Nat got it and held it up.

"Here it is," Nat said. "But it's got a big rip in it."

"Well," Dot said, "I am just glad the dog bit the map and not one of us."





This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray.



## Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!



Nat had a glass of milk with his fish and chips.

Then his hand hit the glass. Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.







*Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have the student mark the nouns.*

3. The pub has the best . . .

- squid and chips.
- plush beds.
- fish and chips.

4. squid      map      Dot      brush      pills

5. Nat      fish      Beth      lunch      Dot

6. chips      sit      cab      posh      with

# Lunch at the King's Pub

1. What did Beth, Nat, and the moms get at the pub?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. What do all the pubs in the U.K. sell?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have the student reread the story and answer the questions.*

3. What did Nat hit with the back of his hand?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

A large empty rectangular box for drawing or illustration.

Handwriting practice lines consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid).

*Directions: In the box, have the student illustrate a part of the story and then write a caption below.*

# The Trip Back

1. Was Beth glad when the trip had to end?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. Who got on the jet?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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*Directions: Have the student reread the story and answer the questions.*

3. What did Beth get back in the U.S.?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. What did Beth send Nat?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

## The Map

The dog ran off with the map.

A dog bit Dot's map.

Nat said that the map got a big rip.

Nat ran and got the map back.

*Directions: Have the student copy or paste the sentences onto Worksheet PP26 in the correct order.*



Name \_\_\_\_\_

*Directions: Have the student paste the sentences onto this worksheet in the correct order. Then have the student illustrate each sentence.*

2.

4.

1.

3.



# The Punt

Nat and Beth sat still in the punt and did not get wet.

All of them got in the punt.

The man said that the punt can tip.

There were two punts at the dock.

*Directions: Have the student copy or paste the sentences onto Worksheet PP27 in the correct order.*



Name \_\_\_\_\_

*Directions: Have the student paste the sentences onto this worksheet in the correct order. Then have the student illustrate each sentence.*

2.

4.

1.

3.



Name \_\_\_\_\_

*Directions: Have the student reread the stories from the reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns on the worksheet, the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.*




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Name \_\_\_\_\_

Template for Alphabet Wrap

Directions: Have the student connect the letters in alphabetical order with a pencil or string.



Name \_\_\_\_\_

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.

The image contains a collection of lowercase letters in circles scattered across the page. Some letters are connected to form a shape resembling a face or a character. The letters include: e, f, d, j, k, i, h, g, c, b, m, n, o, a, z, p, t, r, q, s, v, w, u, x, y.



Name \_\_\_\_\_

# Template for Caps Wrap

*Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.*

u y z a b c d e f g h i j k l m n o p q r s t u v w x y z  
 U Y Z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Name \_\_\_\_\_

F	L	A	E
I	K	B	G
J	D	H	C

*Directions: Have the student copy the uppercase letters next to the matching lowercase letters.*

a	_____	e	_____	i	_____
	-----		-----		-----
	_____		_____		_____
b	_____	f	_____	j	_____
	-----		-----		-----
	_____		_____		_____
c	_____	g	_____	k	_____
	-----		-----		-----
	_____		_____		_____
d	_____	h	_____	l	_____
	-----		-----		-----
	_____		_____		_____

Z	T	Q	U	R
S	V	W	P	Y
N	X	M	O	

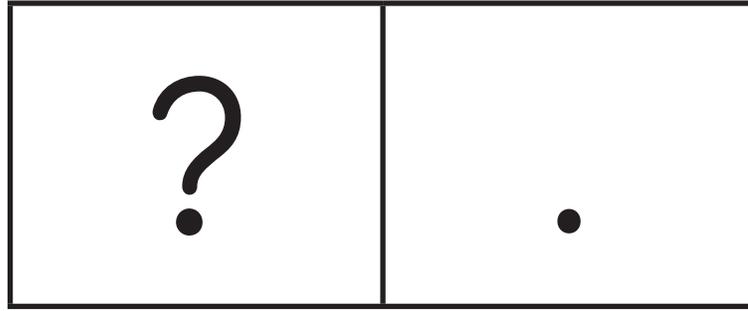
m \_\_\_\_\_ r \_\_\_\_\_ w \_\_\_\_\_

n \_\_\_\_\_ s \_\_\_\_\_ x \_\_\_\_\_

o \_\_\_\_\_ t \_\_\_\_\_ y \_\_\_\_\_

p \_\_\_\_\_ u \_\_\_\_\_ z \_\_\_\_\_

q \_\_\_\_\_ v \_\_\_\_\_



1. Where can I get a snack

2. Dogs and cats are pets

3. I have a big quilt on the bed

4. Who can spell this word

5. The dog can do a lot of tricks

6. When did Jeff get his drum

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.



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# Unit 1

## Workbook

Skills Strand  
**GRADE 1**