

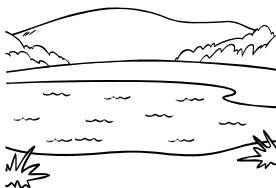
Distinguishing Long and Short Vowel Sounds

Directions: Say the word in the picture. Then color the picture with the same vowel sound.

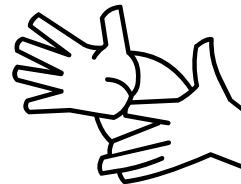


rake

lake

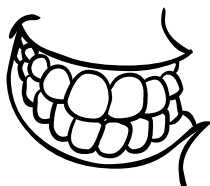


clap



bell

teeth

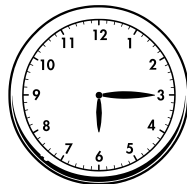


nest



mitt

time



milk

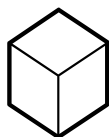
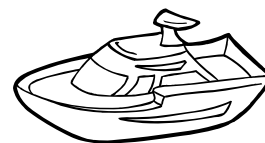


nose

frog

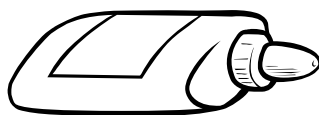


boat



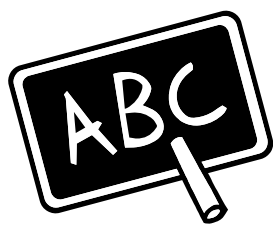
cube

glue



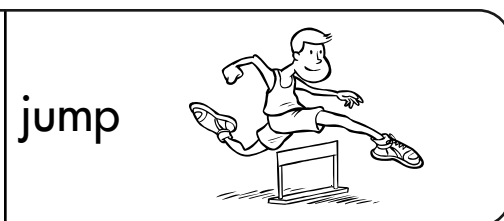
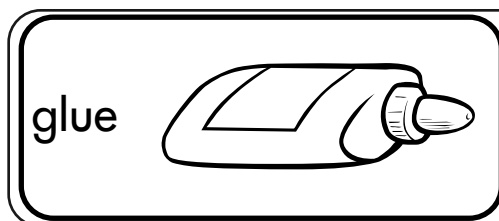
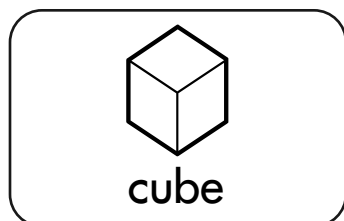
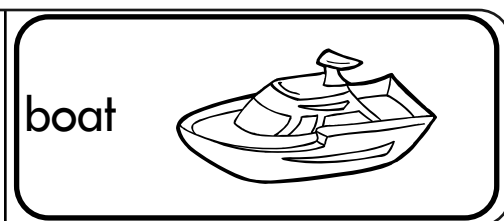
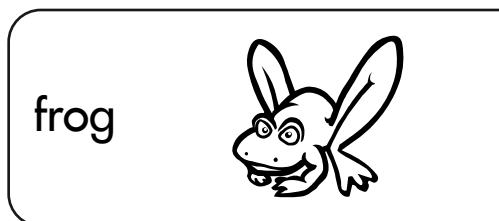
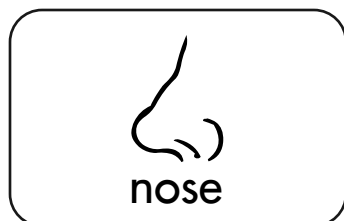
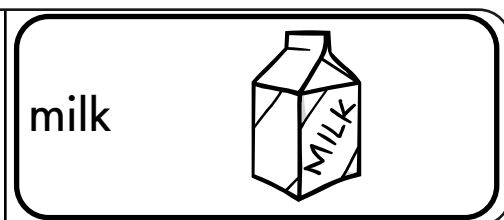
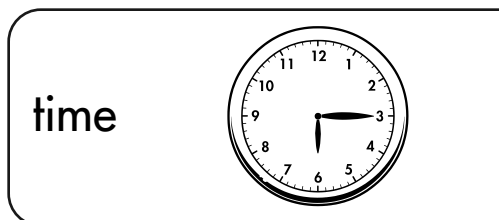
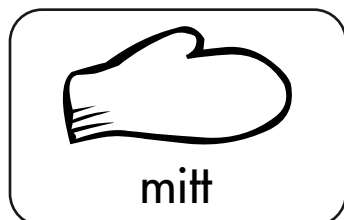
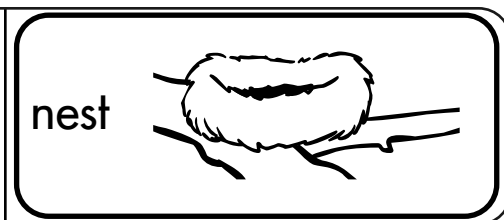
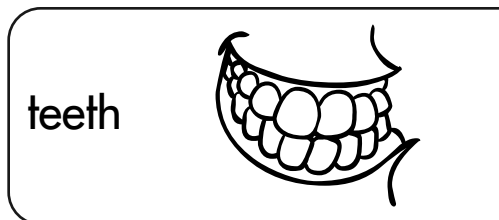
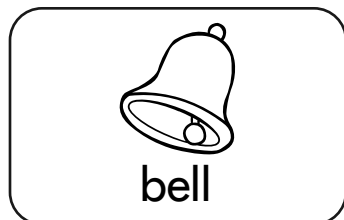
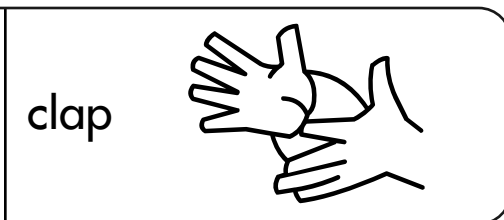
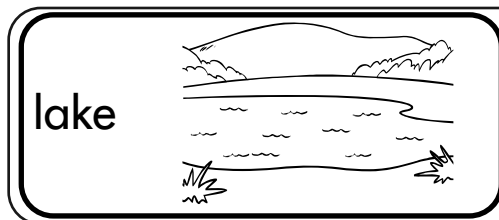
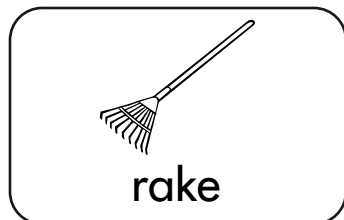
jump

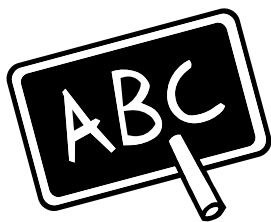




Distinguishing Long and Short Vowel Sounds

Directions: Say the word in the picture. Then color the picture with the same vowel sound.





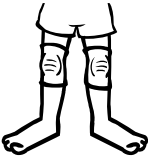


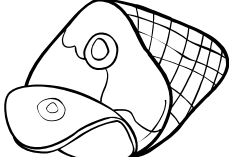

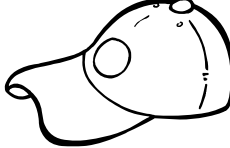




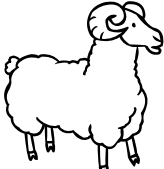

Understanding Concepts of Word Families

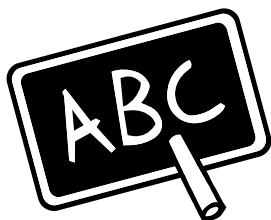
Directions: Cut out the pictures. Then paste each one under the correct word family ending.

-ad

-am

-ap

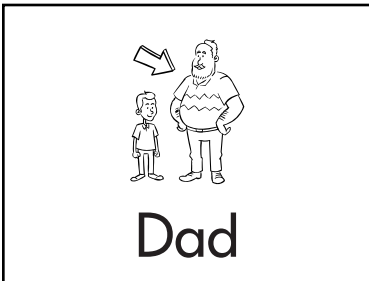
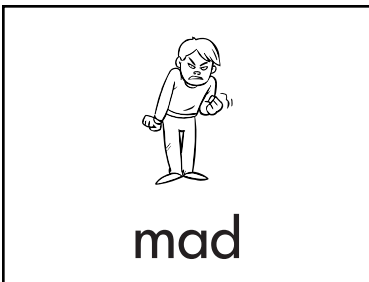
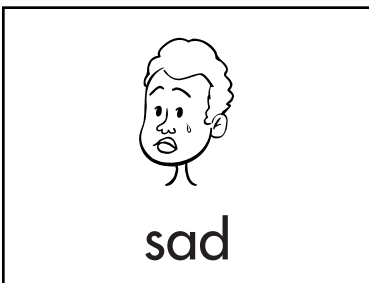
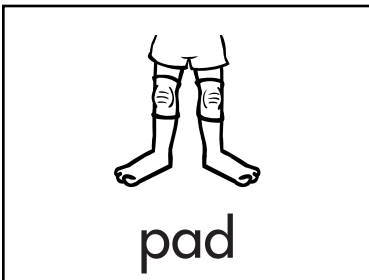
 <p>pad</p>	 <p>nap</p>	 <p>mad</p>
 <p>ham</p>	 <p>jam</p>	 <p>cap</p>
 <p>Pam</p>	 <p>sad</p>	 <p>lap</p>
 <p>Dad</p>	 <p>ram</p>	 <p>map</p>



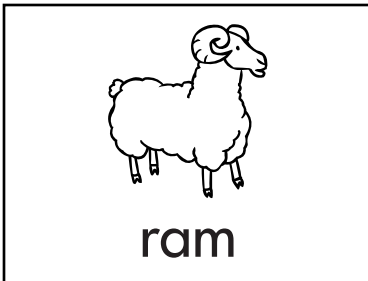
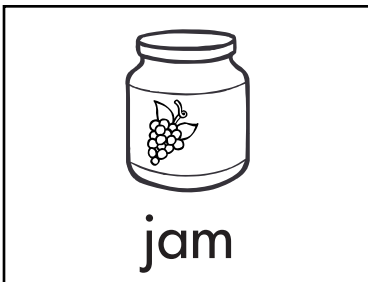
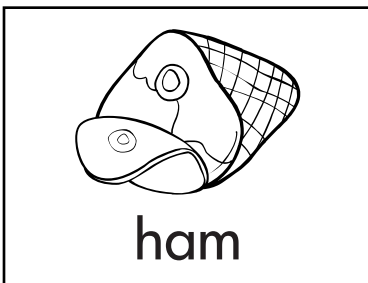
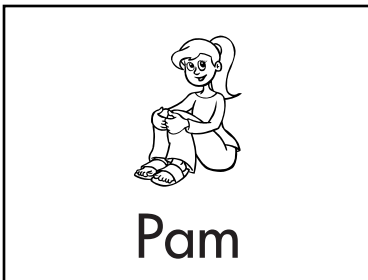
Understanding Concepts of Word Families

Directions: Cut out the pictures. Then paste each one under the correct word family ending.

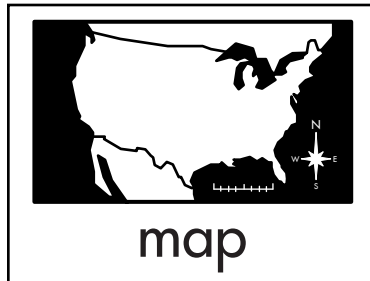
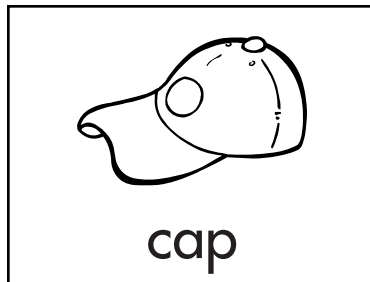
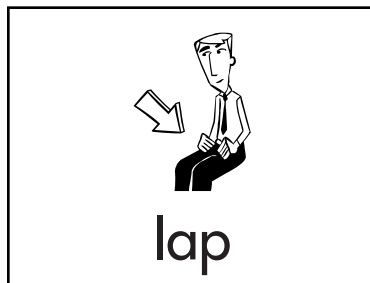
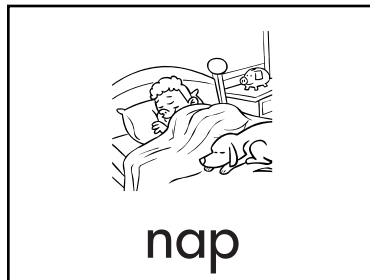
-ad

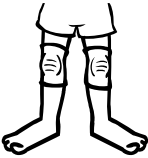


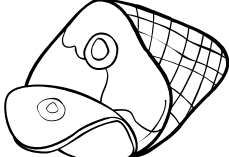

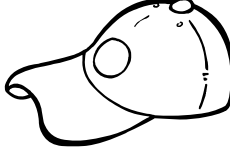




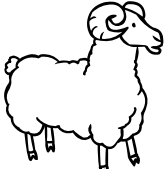



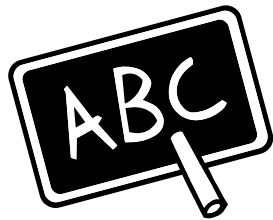
-am



-ap



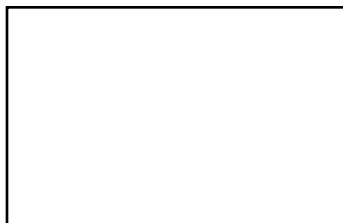
 <p>pad</p>	 <p>nap</p>	 <p>mad</p>
 <p>ham</p>	 <p>jam</p>	 <p>cap</p>
 <p>Pam</p>	 <p>sad</p>	 <p>lap</p>
 <p>Dad</p>	 <p>ram</p>	 <p>map</p>



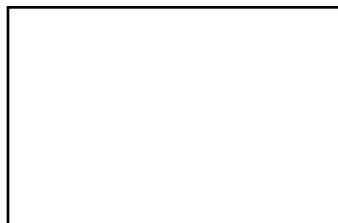
Blending Initial Consonants

Directions: Read the sentences. Then cut out the pictures. Paste each one below the sentence it matches.

1. The top will spin.



5. He can smell the rose.



2. We will stop.



6. She has a scab.



3. He can skip.

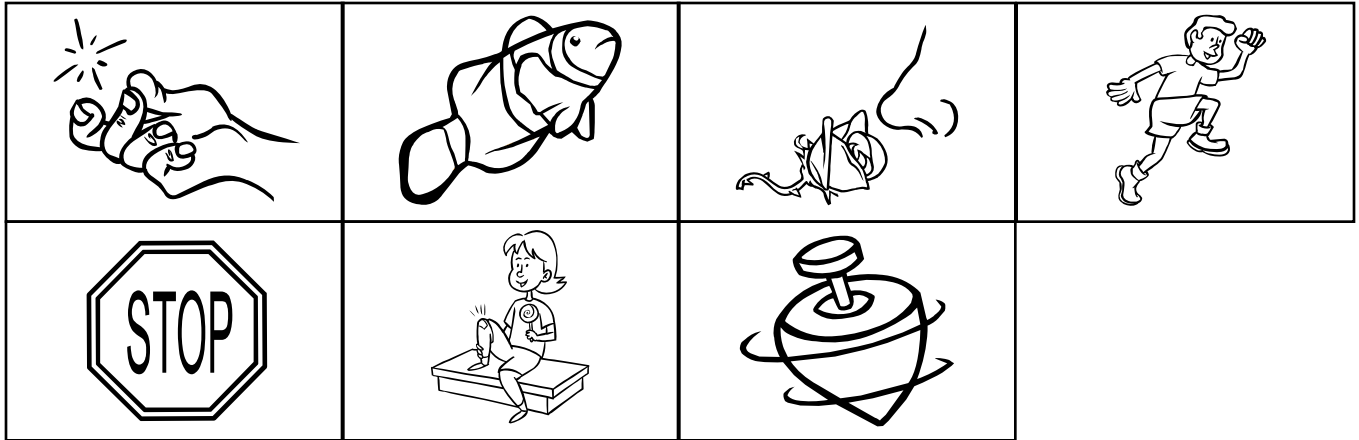


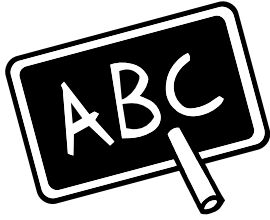
7. Can you snap?



4. The fish can swim.



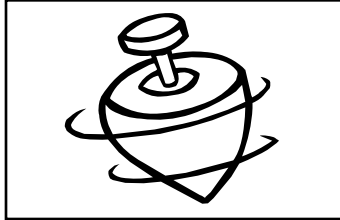




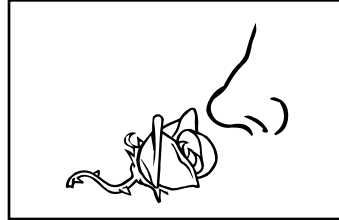
Blending Initial Consonants

Directions: Read the sentences. Then cut out the pictures. Paste each one below the sentence it matches.

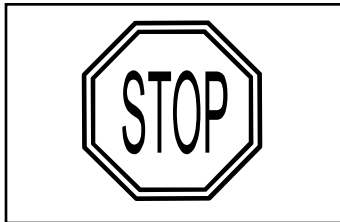
1. The top will spin.



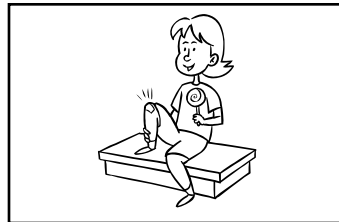
5. He can smell the rose.



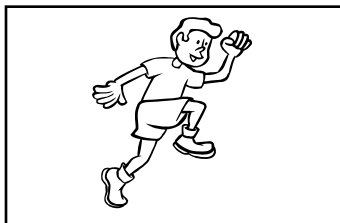
2. We will stop.



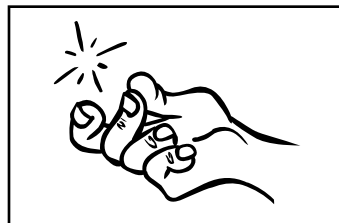
6. She has a scab.



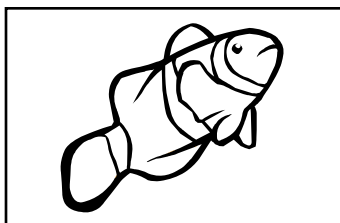
3. He can skip.

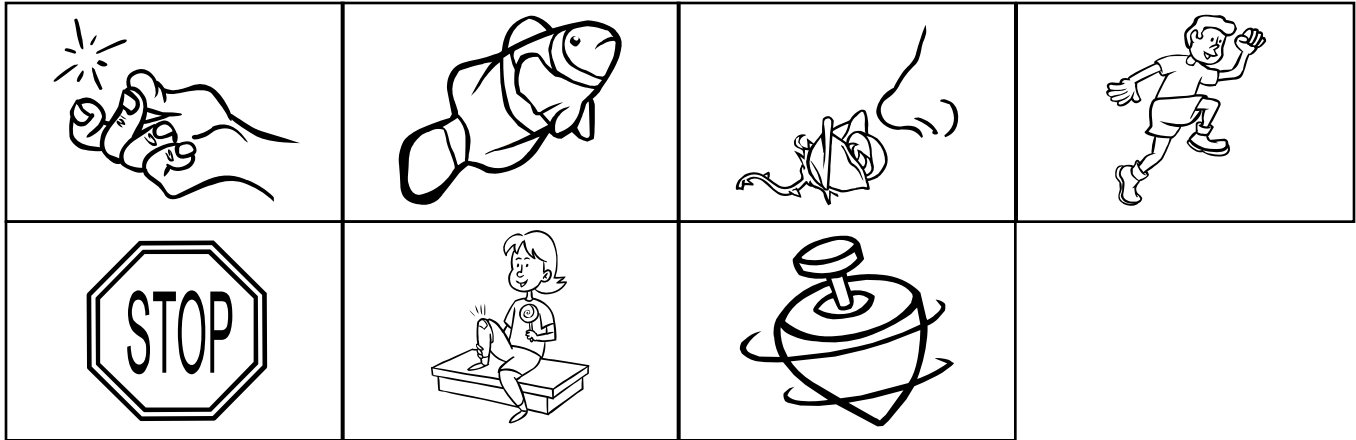


7. Can you snap?



4. The fish can swim.

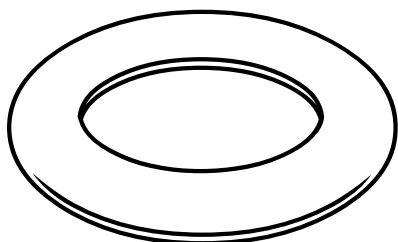




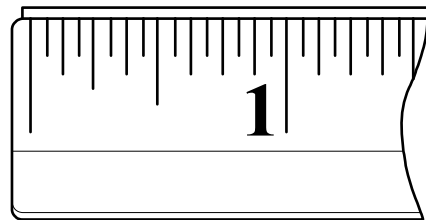


Reading Consonant Word Endings

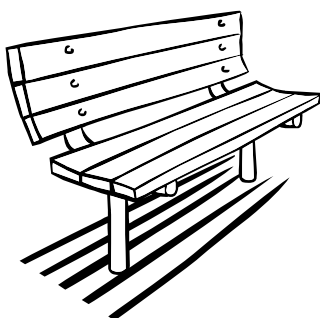
Directions: Read the words in the boxes. Then draw a line to match words that have the same ending sound.



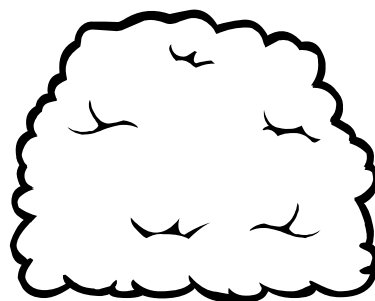
dish



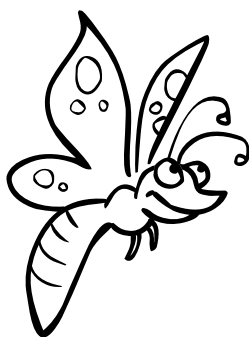
inch



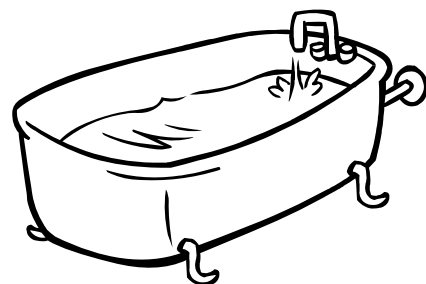
bench



bush



moth

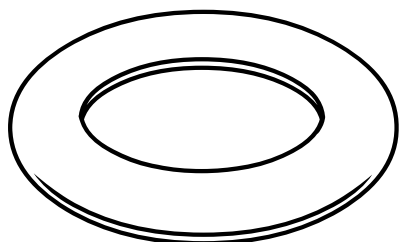


bath

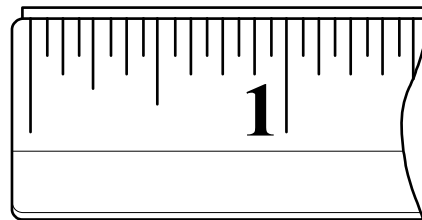


Reading Consonant Word Endings

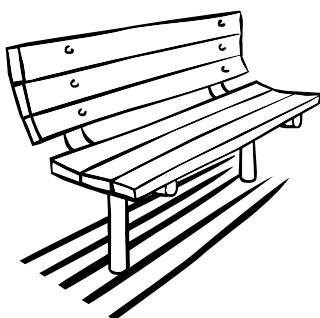
Directions: Read the words in the boxes. Then draw a line to match words that have the same ending sound.



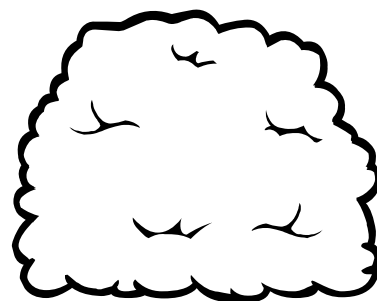
dish



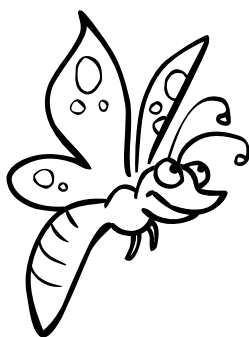
inch



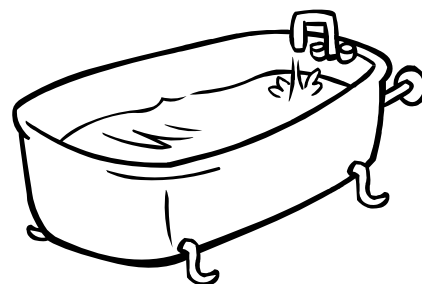
bench



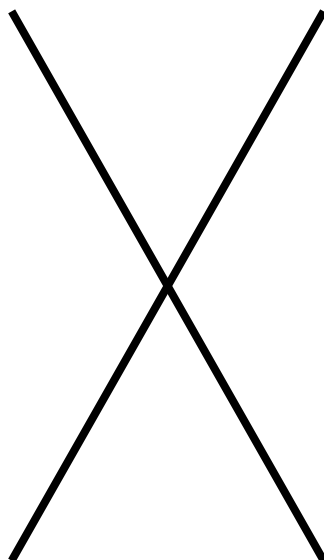
bush

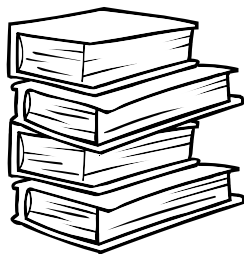


moth



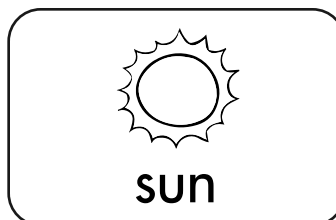
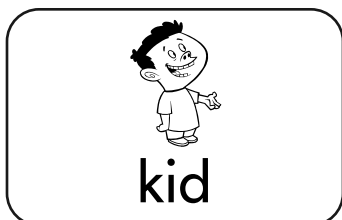
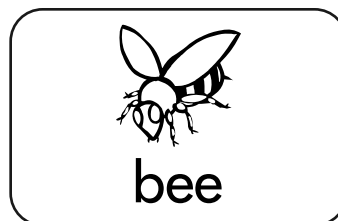
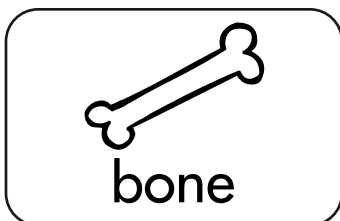
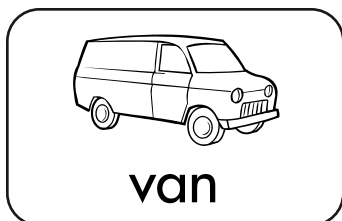
bath





Segmenting Sounds and Understanding the Concept of Word Families

Directions: Circle the words that have a short vowel sound.



Directions: Write each word in the circle with the same word family ending.

fan

cat

pan

bag

hat

rag

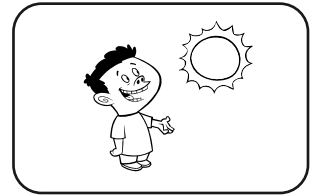
-an

-at

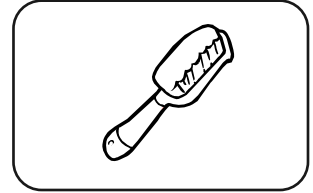
-ag

Directions: Draw a line to match the sentence with the picture.

Snap that bag shut.



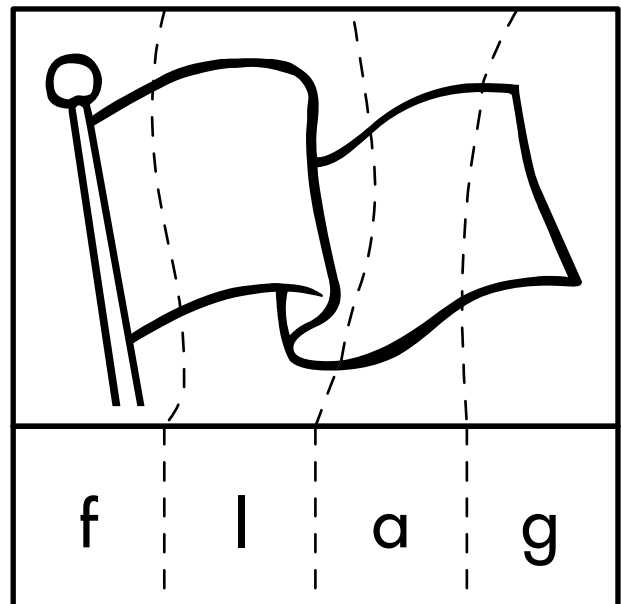
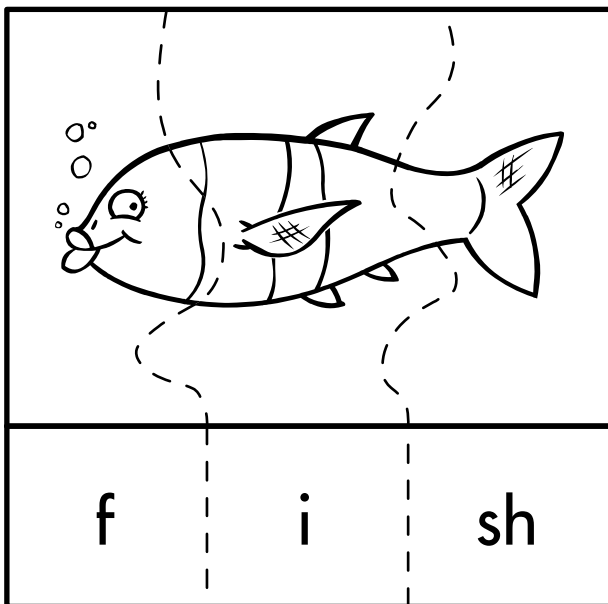
The sun made my skin red.

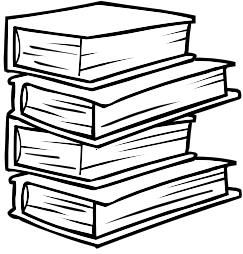


Dad says to brush your hair.



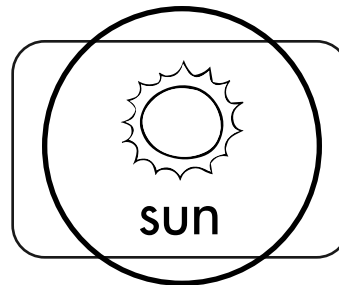
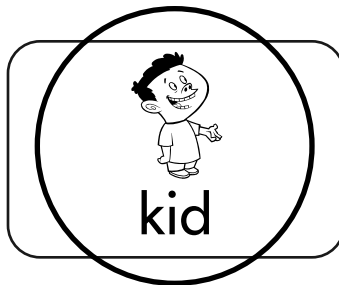
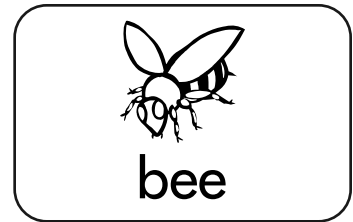
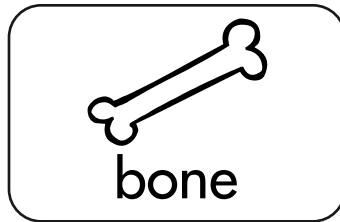
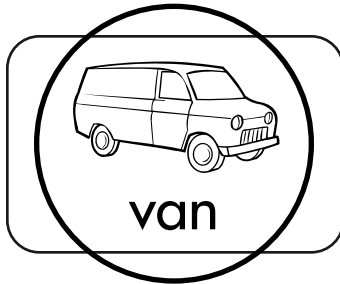
Directions: Cut out the puzzle. Say each sound as you build the puzzle. Blend the sounds together. Then read the word.





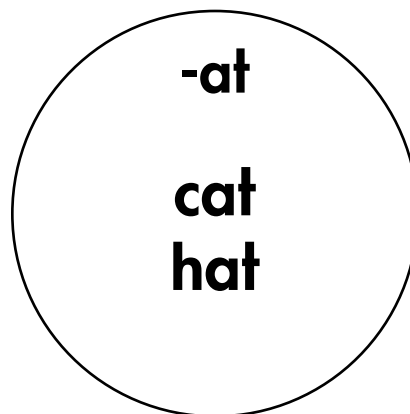
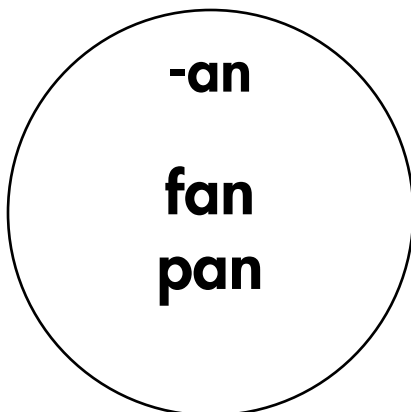
Segmenting Sounds and Understanding the Concept of Word Families

Directions: Circle the words that have a short vowel sound.



Directions: Write each word in the circle with the same word family ending.

fan cat pan bag hat rag

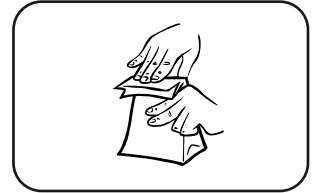
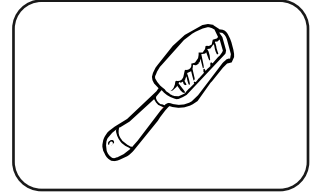
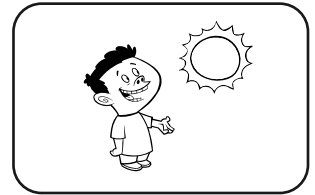


Directions: Draw a line to match the sentence with the picture.

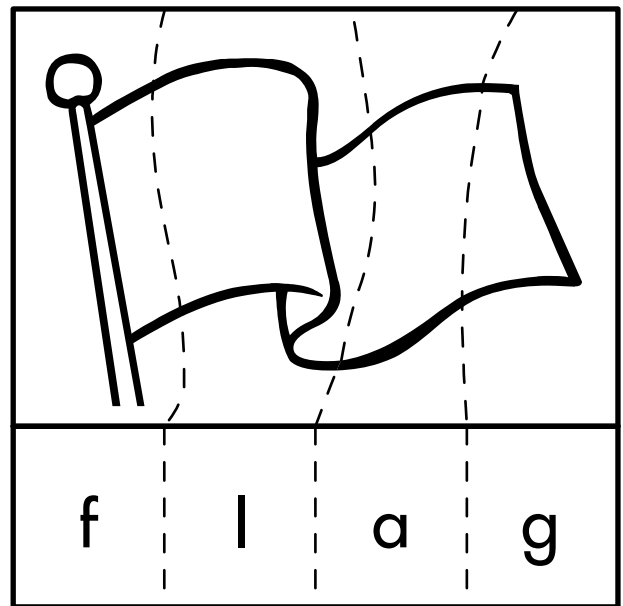
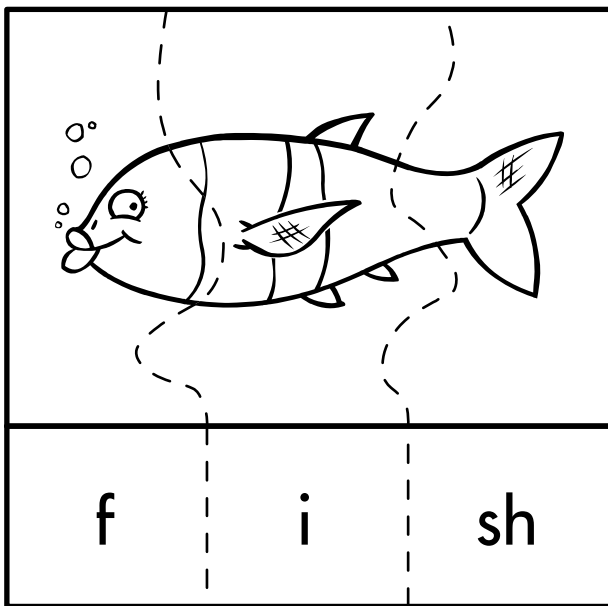
Snap that bag shut.

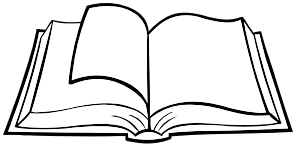
The sun made my skin red.

Dad says to brush your hair.



Directions: Cut out the puzzle. Say each sound as you build the puzzle. Blend the sounds together. Then read the word.





Recognizing Elements of Plot

Directions: Read the story. Then cut out the pictures from the story. Paste them in the correct order.

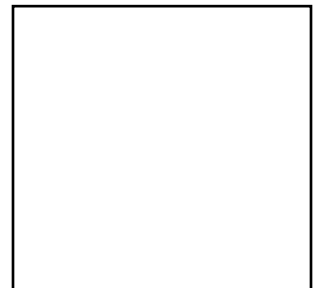
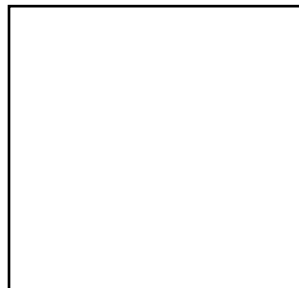
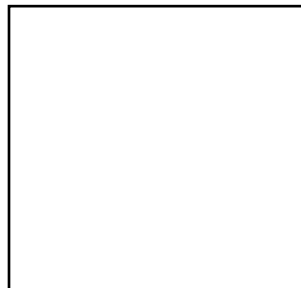
Fran Frog went hop, hop, hop! She jumped fast from rock to rock. “See me!” said Fran to the fish.

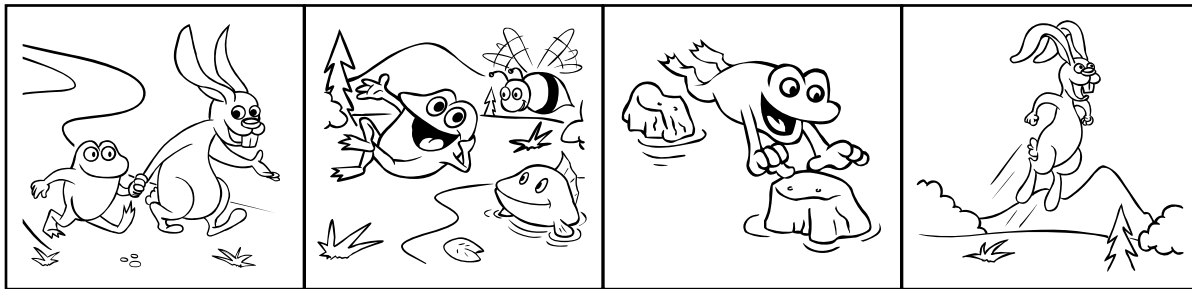
“See me!” said Fran to the bee. “No one can hop but me!”

“I can!” said Ron Rabbit. He jumped up. He did a flip. Ron Rabbit did a skip.

“I see you!” said Fran with a grin. “What a hop! You win!”

Ron held Fran by the hand. Off they hopped across the land.







Recognizing Elements of Plot

Directions: Read the story. Then cut out the pictures from the story. Paste them in the correct order.

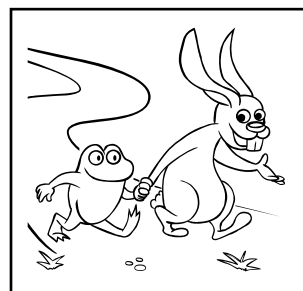
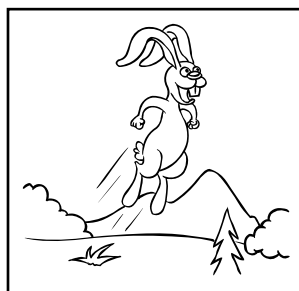
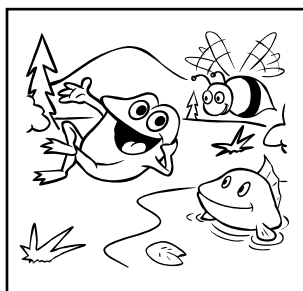
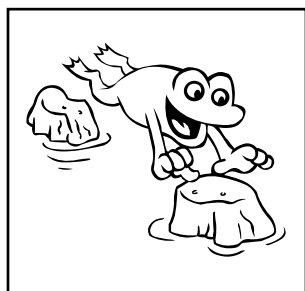
Fran Frog went hop, hop, hop! She jumped fast from rock to rock. “See me!” said Fran to the fish.

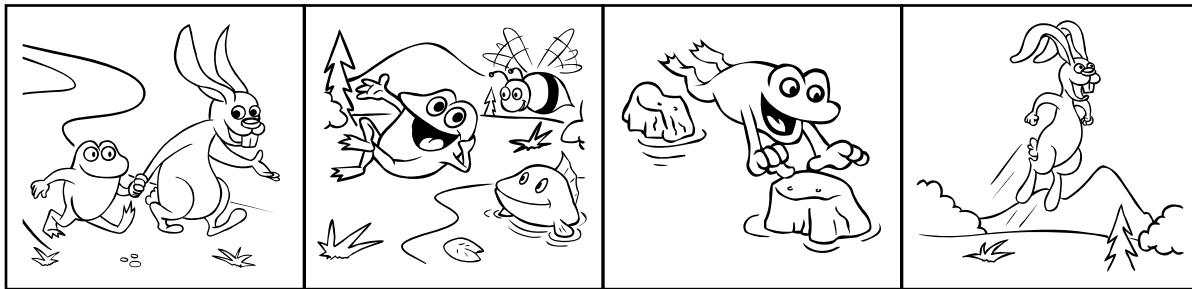
“See me!” said Fran to the bee. “No one can hop but me!”

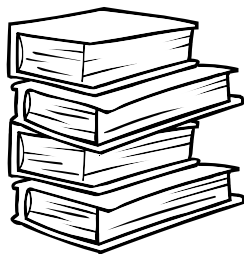
“I can!” said Ron Rabbit. He jumped up. He did a flip. Ron Rabbit did a skip.

“I see you!” said Fran with a grin. “What a hop! You win!”

Ron held Fran by the hand. Off they hopped across the land.







Understanding the Concept of Word Families

Directions: Read the words. Then write each word under the correct word family ending.

fog

spot

cot

stop

hot

mop

dog

log

hop

shop

-og**-op****-ot**

Directions: Read the sentences. Then cut out the pictures. Paste each one next to the sentence it matches.

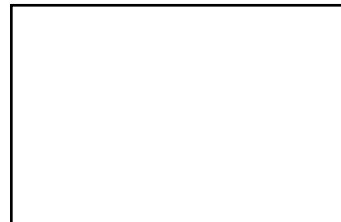
1. Do not spill the cup.



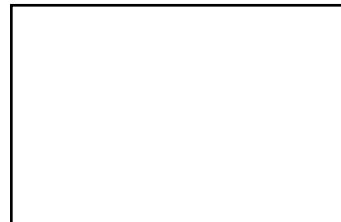
2. The dog went for a swim.



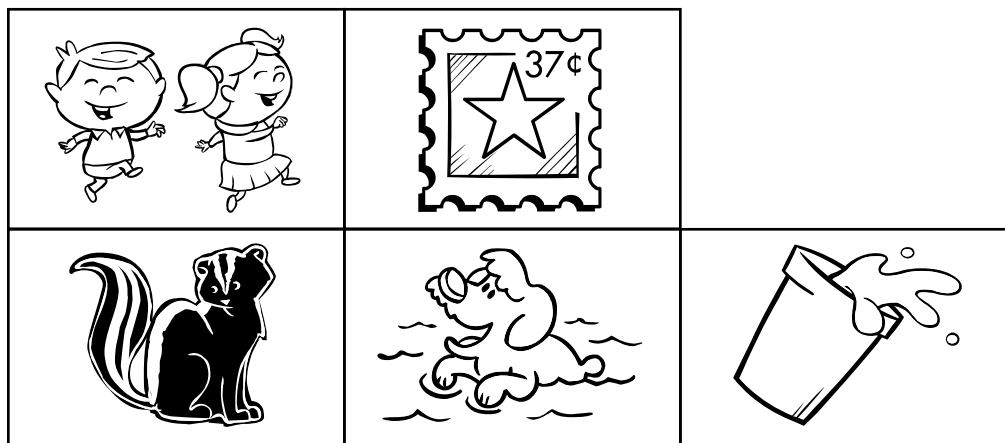
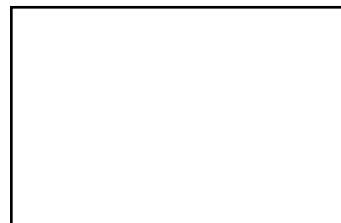
3. We can hop and skip.

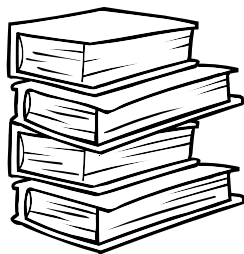


4. The stamp has a star.



5. He can smell the skunk.





Understanding the Concept of Word Families

Directions: Read the words. Then write each word under the correct word family ending.

fog

spot

cot

stop

hot

mop

dog

log

hop

shop

-og

fog

dog

log

-op

stop

mop

hop

shop

-ot

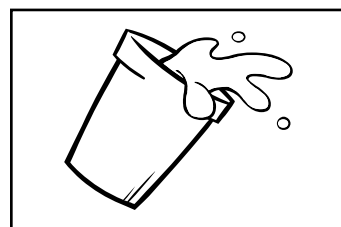
spot

cot

hot

Directions: Read the sentences. Then cut out the pictures. Paste each one next to the sentence it matches.

1. Do not spill the cup.



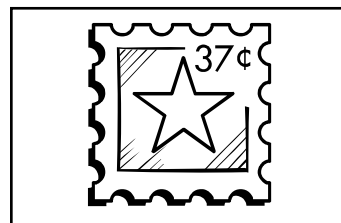
2. The dog went for a swim.



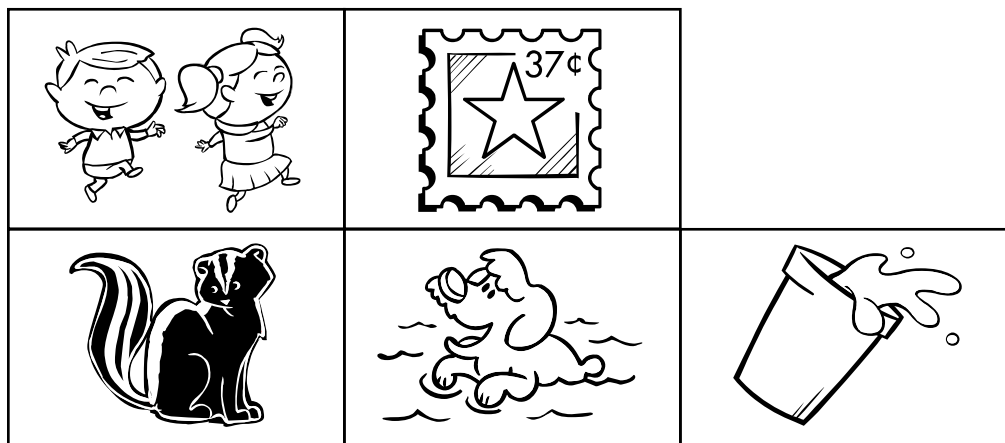
3. We can hop and skip.

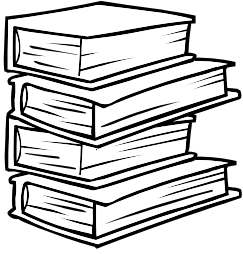


4. The stamp has a star.



5. He can smell the skunk.

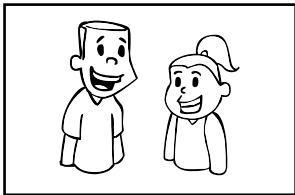




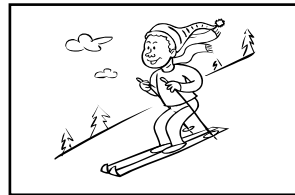
Blending Words with Initial Consonant Blends

Directions: Read each sentence. Then circle the picture matches the sentence.

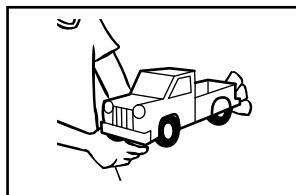
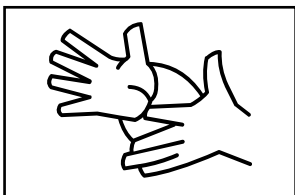
Sam is glad to see Pam.



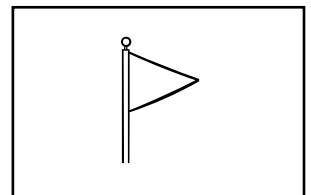
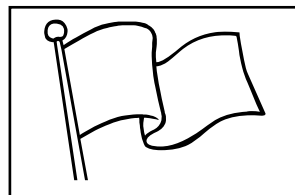
It's fun to sled on the hill.



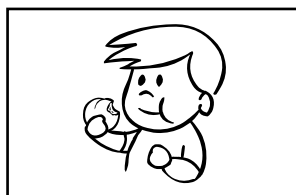
Clap your hands!



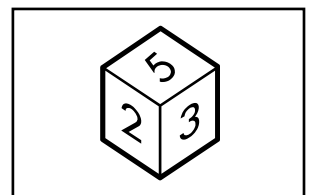
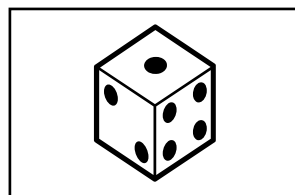
The flag is big.

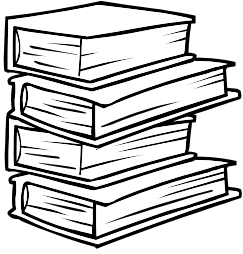


Ned ate a plum.



The block has dots.

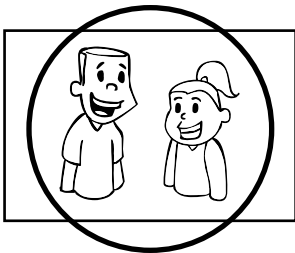




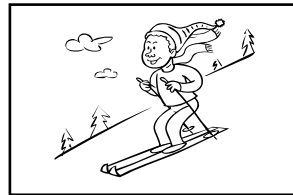
Blending Words with Initial Consonant Blends

Directions: Read each sentence. Then circle the picture matches the sentence.

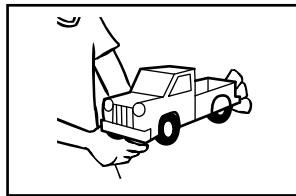
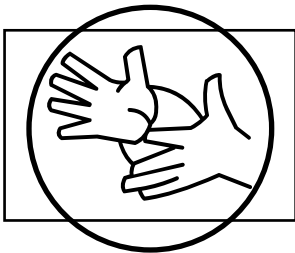
Sam is glad to see Pam.



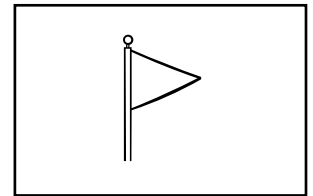
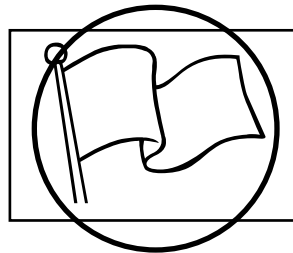
It's fun to sled on the hill.



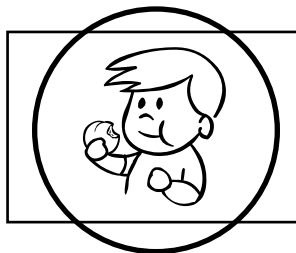
Clap your hands!



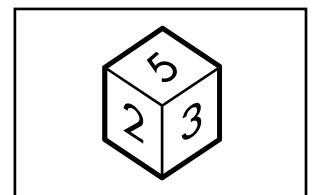
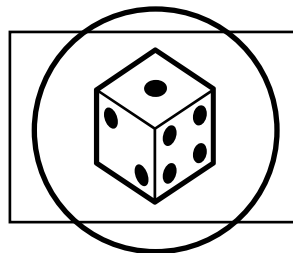
The flag is big.



Ned ate a plum.



The block has dots.

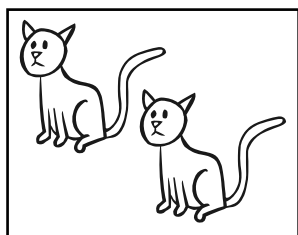
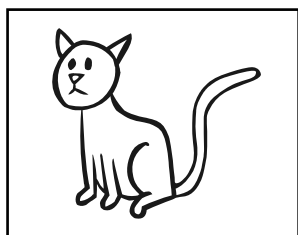




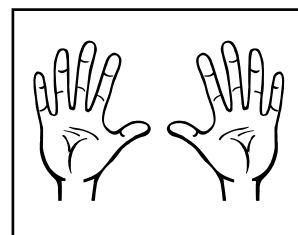
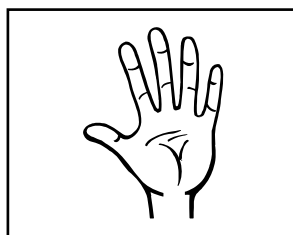
Reading and Understanding Regular Plurals

Directions: Read each word. Then color the picture that matches the word.

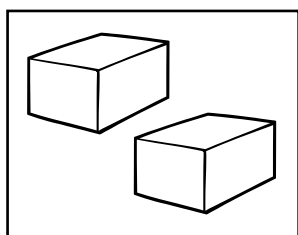
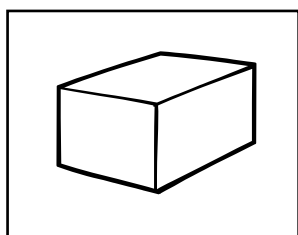
cats



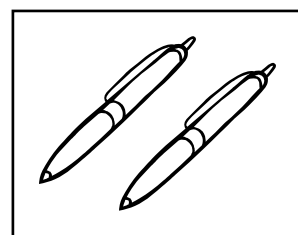
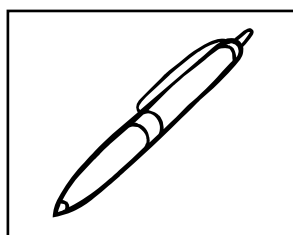
hand



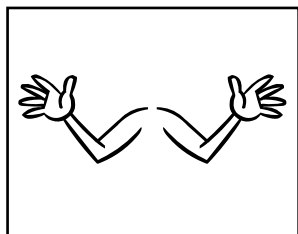
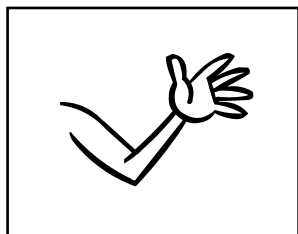
boxes



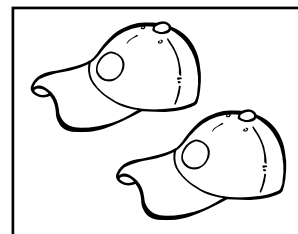
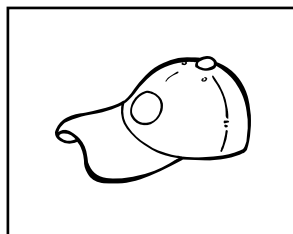
pens



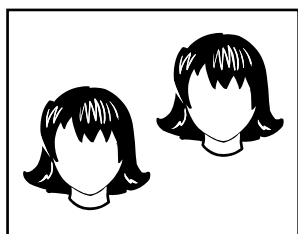
arms



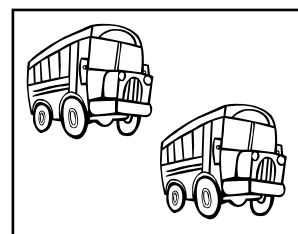
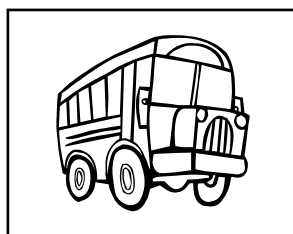
hats



wig



buses

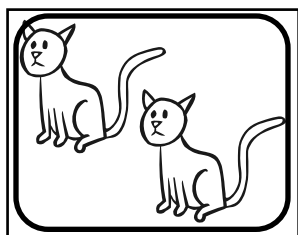
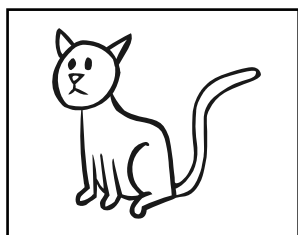




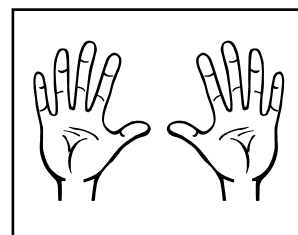
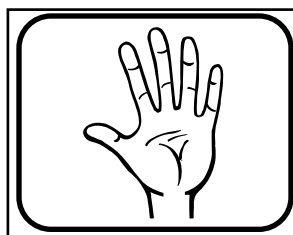
Reading and Understanding Regular Plurals

Directions: Read each word. Then color the picture that matches the word.

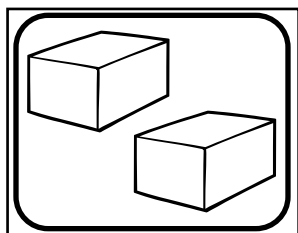
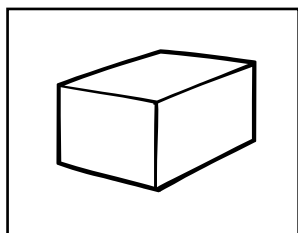
cats



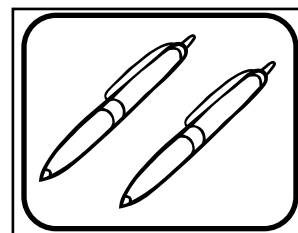
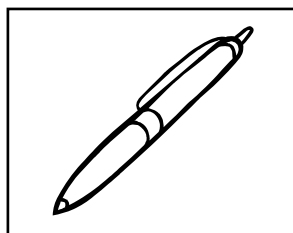
hand



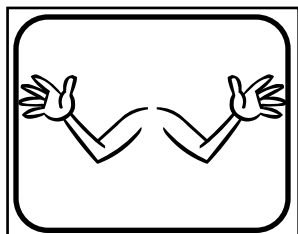
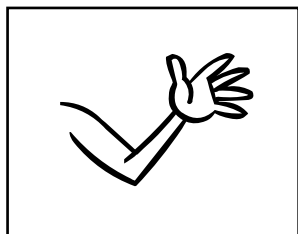
boxes



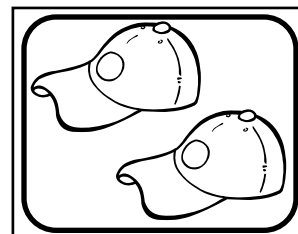
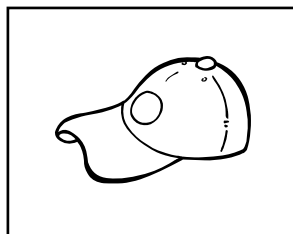
pens



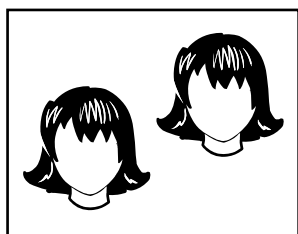
arms



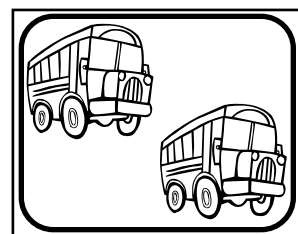
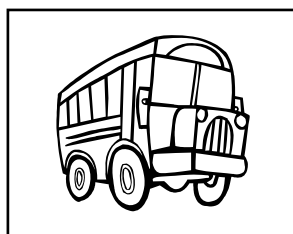
hats

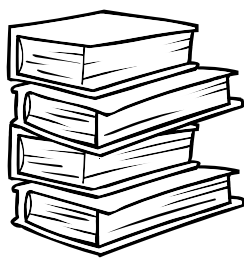


wig



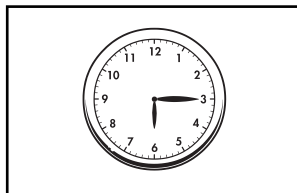
buses



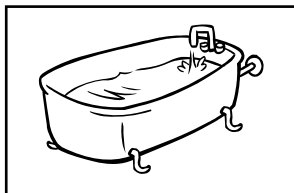


Recognizing Elements of Plot and Understanding the Concept of Word Families

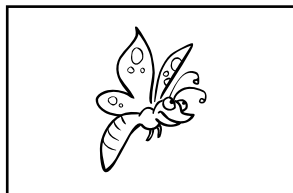
Directions: Circle the pictures with the short o sound.



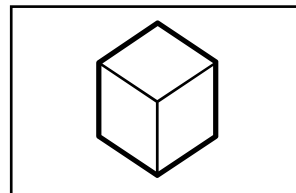
clock



bath

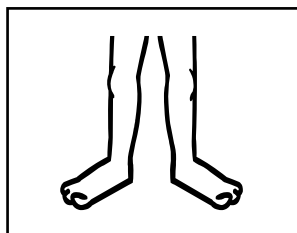


moth



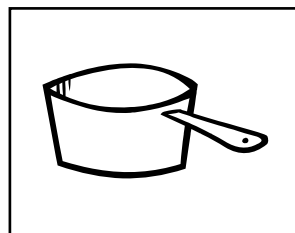
block

Directions: Look at the pictures. Then circle the correct word for each picture.



leg

legs



pot

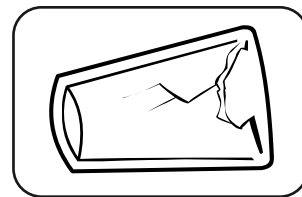
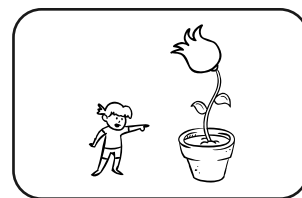
pots

Directions: Read the sentences. Then draw a line to match the sentence to the picture.

I fell flat on my back.

Pam drops the glass.

The plant is big.



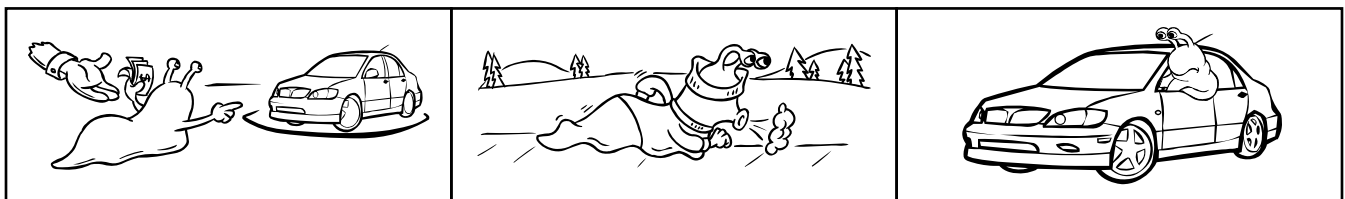
Directions: Read the story. Then cut and paste the story events in the correct order.

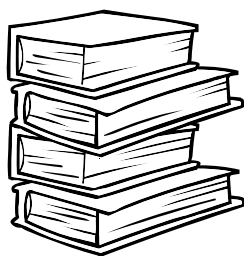
Sam Slug wants to be fast. He gets a red car so he won't be last. Zoom! Zip! Sam drives so fast he gets sick, sick, sick! Sam gets out of his car. Now he jogs. "I am what I am," said Sam. "That makes me glad. After all, slow is not so bad!"

First

Next

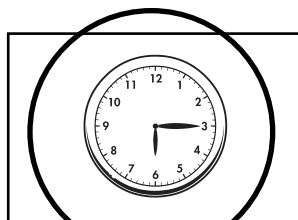
Then



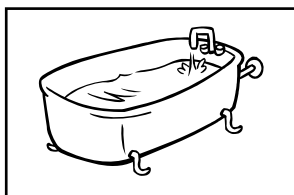


Recognizing Elements of Plot and Understanding the Concept of Word Families

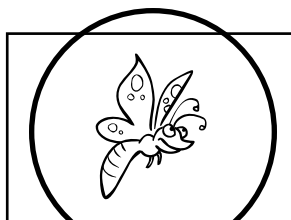
Directions: Circle the pictures with the short o sound.



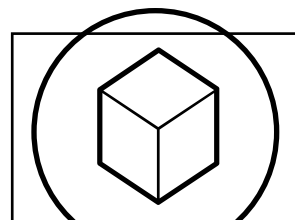
clock



bath

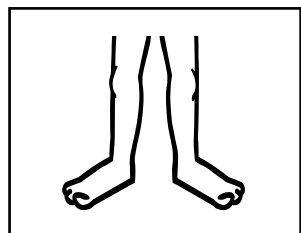


moth



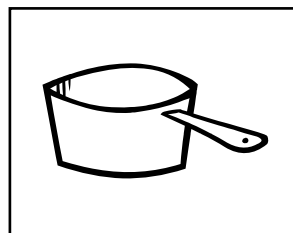
block

Directions: Look at the pictures. Then circle the correct word for each picture.



leg

legs



pot

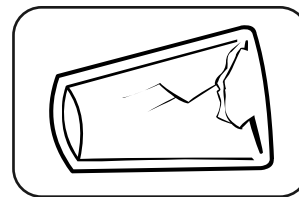
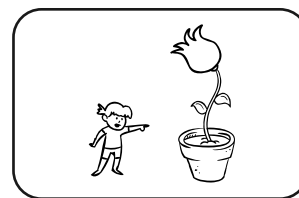
pots

Directions: Read the sentences. Then draw a line to match the sentence to the picture.

I fell flat on my back.

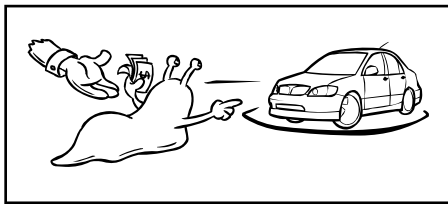
Pam drops the glass.

The plant is big.

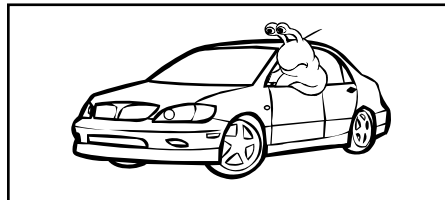


Directions: Read the story. Then cut and paste the story events in the correct order.

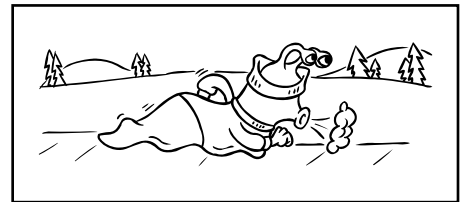
Sam Slug wants to be fast. He gets a red car so he won't be last. Zoom! Zip! Sam drives so fast he gets sick, sick, sick! Sam gets out of his car. Now he jogs. "I am what I am," said Sam. "That makes me glad. After all, slow is not so bad!"



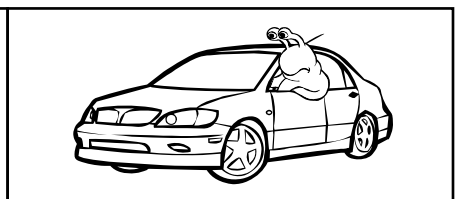
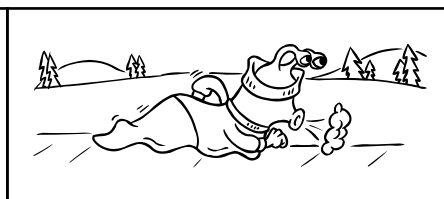
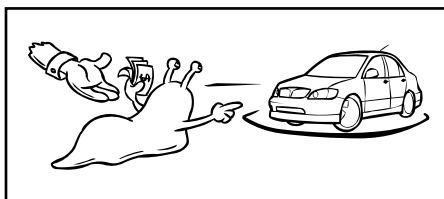
First



Next



Then





Identifying Correct Sequence of Events

Directions: Read each story. Then draw the events of each story in order.

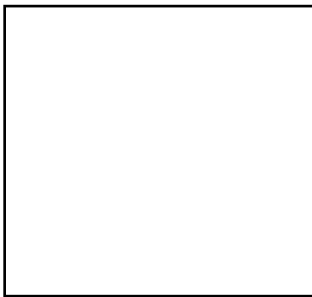
Jim and Kim sat in the den.

Kim said, "It is hot in this den."

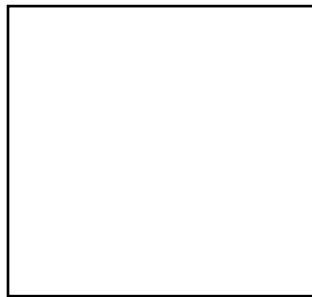
Jim got a fan.

He said, "We have this fan."

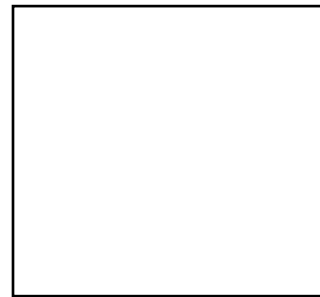
They sat by the fan in the den.



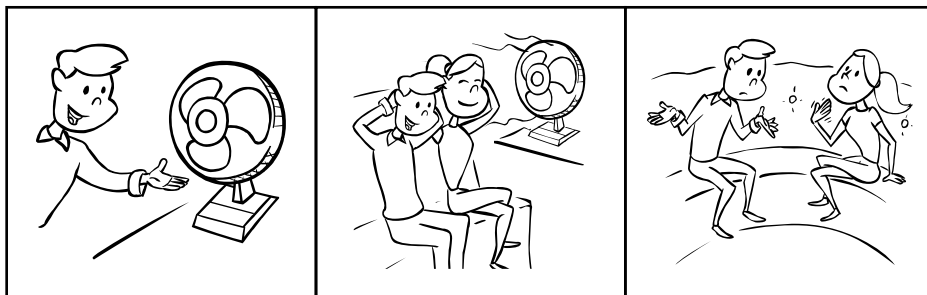
First



Next



Then



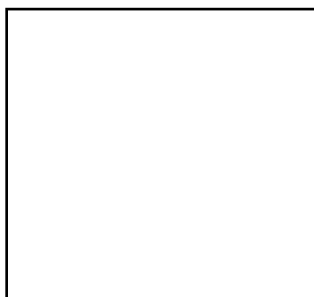
Pam had ham in a pot.

She said, "We can have this ham when it is hot."

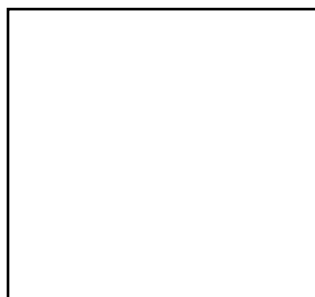
Ted had a yam in a pan.

He said, "We can have this yam with the ham."

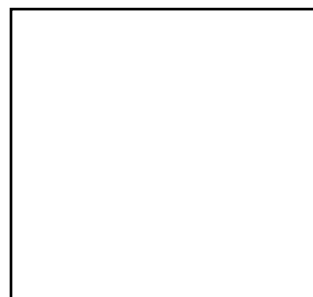
Pam said, "Yum."



First

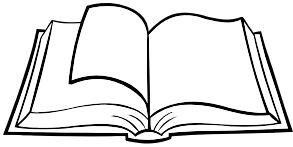


Next



Then





Identifying Correct Sequence of Events

Directions: Read each story. Then draw the events of each story in order.

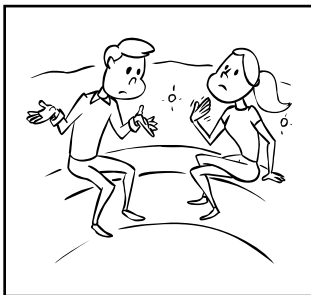
Jim and Kim sat in the den.

Kim said, "It is hot in this den."

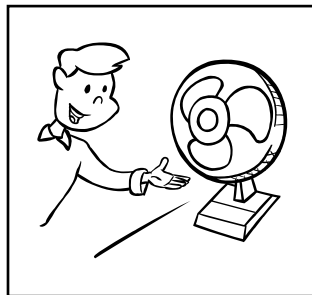
Jim got a fan.

He said, "We have this fan."

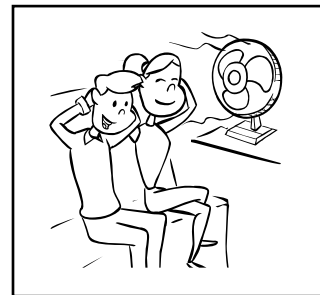
They sat by the fan in the den.



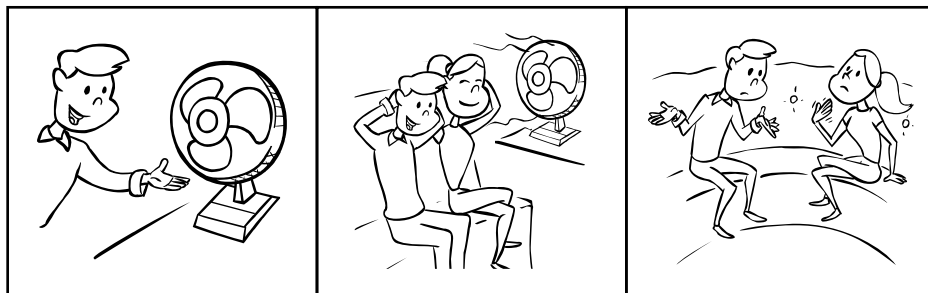
First



Next



Then



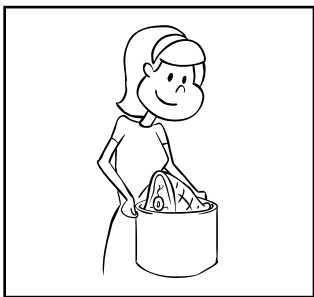
Pam had ham in a pot.

She said, “We can have this ham when it is hot.”

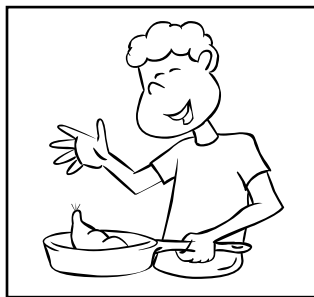
Ted had a yam in a pan.

He said, “We can have this yam with the ham.”

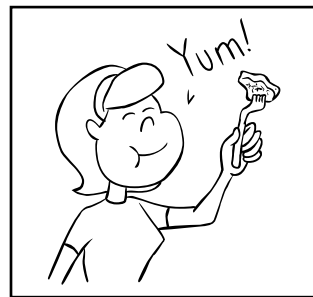
Pam said, “Yum.”



First

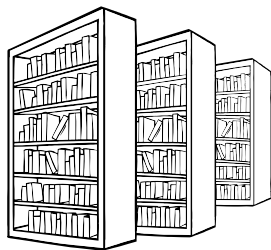


Next



Then





Understanding the Concept of Word Families

Directions: Cut out the words and paste them next to the correct word family ending.

-it

--	--	--

-ig

--	--	--

-id

--	--	--

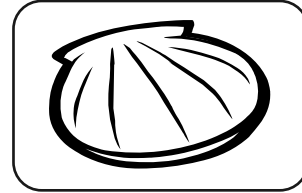
-in

--	--	--

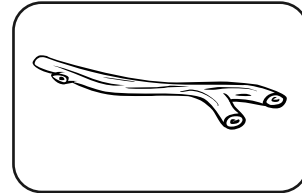
pig	pit	kid	big
hit	wig	sit	lid
win	hid	pin	fin

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

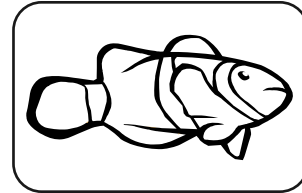
stick



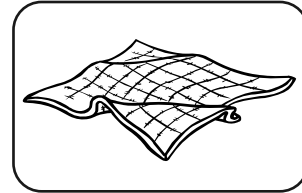
swim



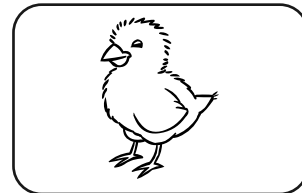
clam



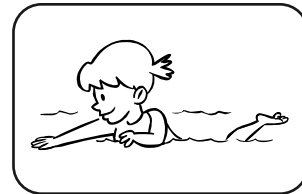
fish

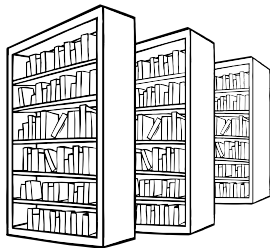


chick



cloth





Understanding the Concept of Word Families

Directions: Cut out the words and paste them next to the correct word family ending.

-it

pit	sit	hit
-----	-----	-----

-ig

pig	wig	big
-----	-----	-----

-id

kid	lid	hid
-----	-----	-----

-in

pin	win	fin
-----	-----	-----

pig	pit	kid	big
hit	wig	sit	lid
win	hid	pin	fin

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

stick

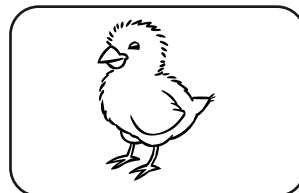
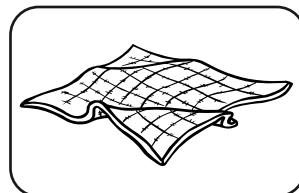
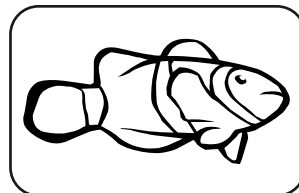
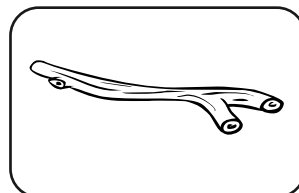
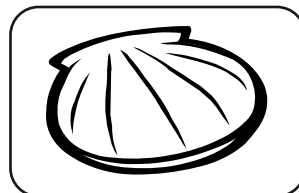
swim

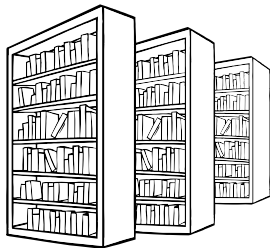
clam

fish

chick

cloth





Understanding the Concept of Word Families

Directions: Cut out the words. Then paste them next to the correct word family ending.

-et

--	--	--

-eg

--	--	--

-ed

--	--	--

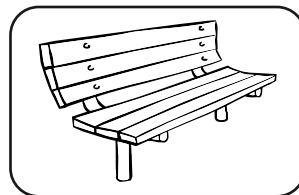
-en

--	--	--

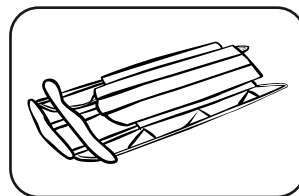
bed	jet	beg	ten
hen	red	leg	pet
pen	led	set	peg

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

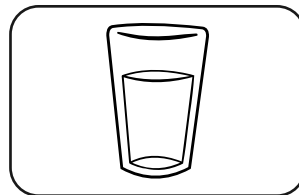
glass



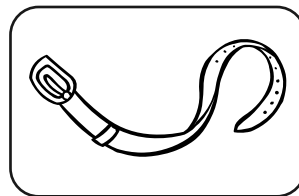
bench



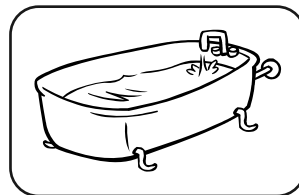
sled



math

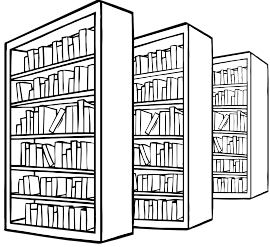


bath



bath

$$2 + 2 = 4$$



Understanding the Concept of Word Families

Directions: Cut out the words. Then paste them next to the correct word family ending.

-et

jet	set	pet
-----	-----	-----

-eg

peg	leg	beg
-----	-----	-----

-ed

bed	led	red
-----	-----	-----

-en

hen	ten	pen
-----	-----	-----

bed	jet	beg	ten
hen	red	leg	pet
pen	led	set	peg

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

glass

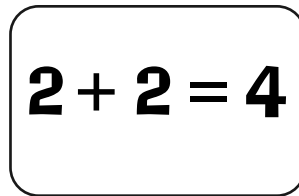
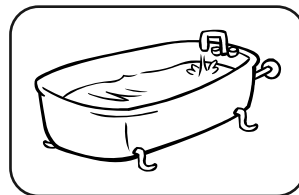
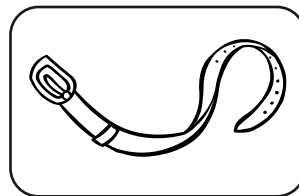
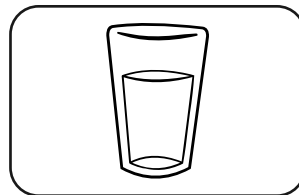
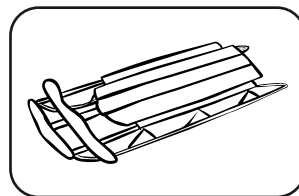
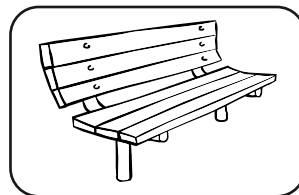
bench

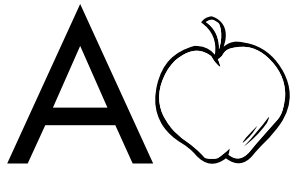
sled

math

belt

bath

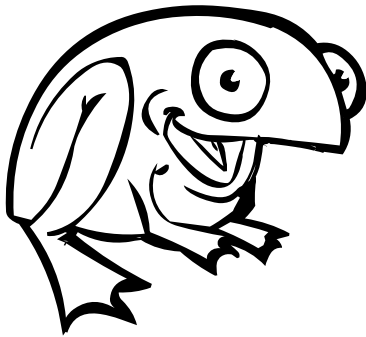




Blending Words in Context

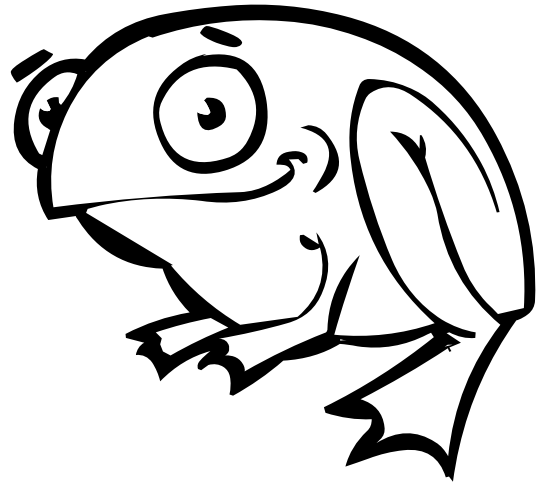
Directions: Cut out the pages and put them in order.
Staple the pages together. Then read the story.

The Frog



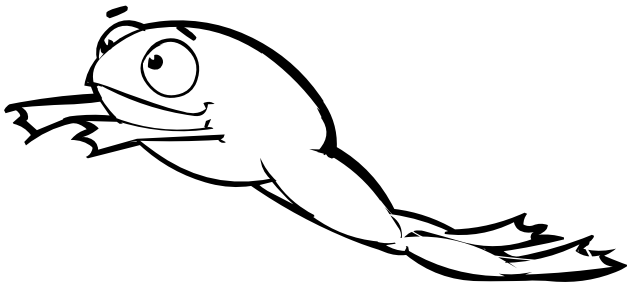
by Tricia Kauffman

Name _____



Greg is a green frog.

1



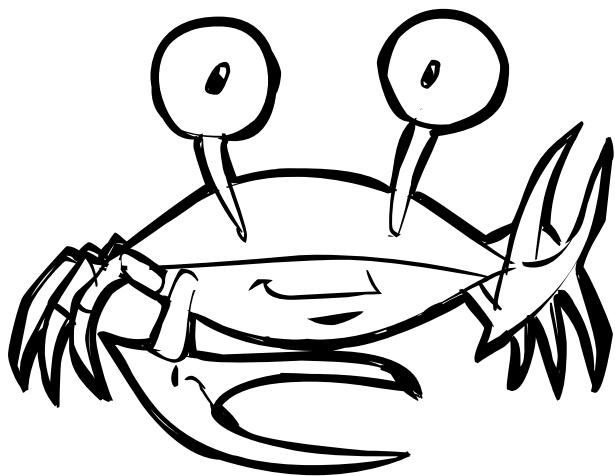
He hops, hops, hops!

2

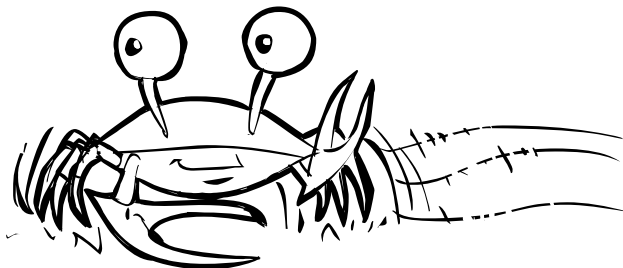


He stops for a crab.

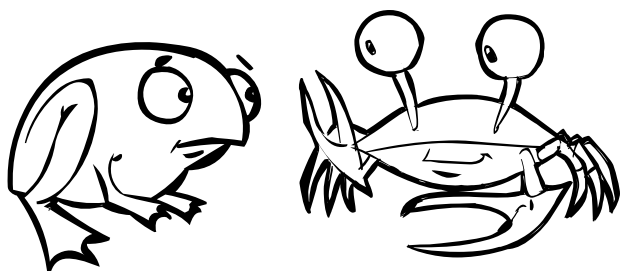
3



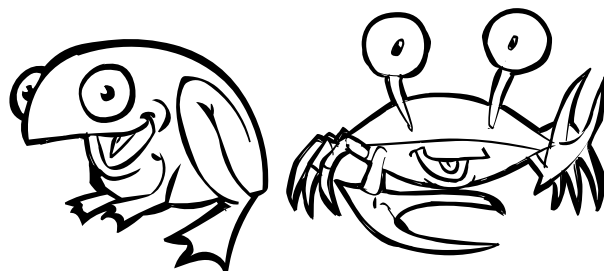
Brad is a brown crab. 4



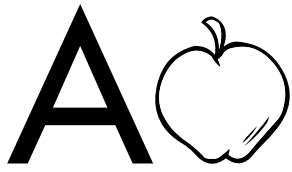
He runs, runs, runs! 5



He stops for the frog. 6



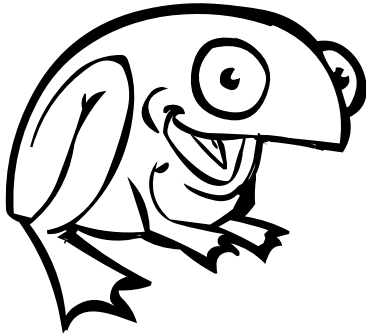
They are glad to be friends. 7



Blending Words in Context

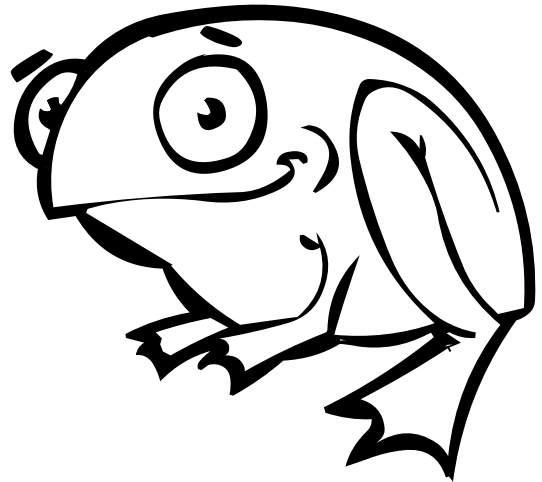
Directions: Cut out the pages and put them in order.
Staple the pages together. Then read the story.

The Frog



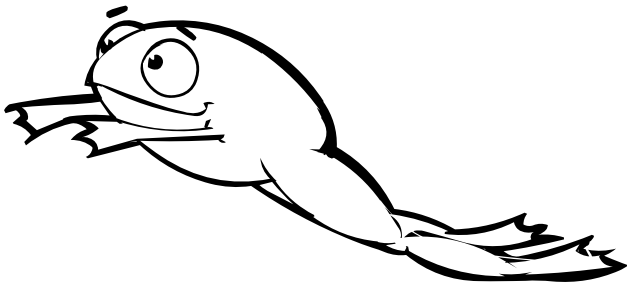
by Tricia Kauffman

Name _____



Greg is a green frog.

1



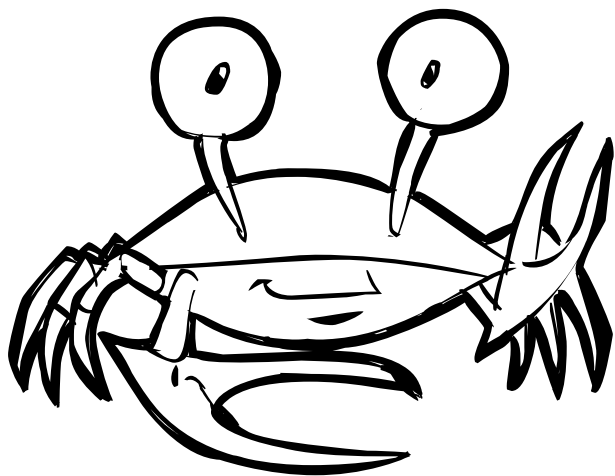
He hops, hops, hops!

2

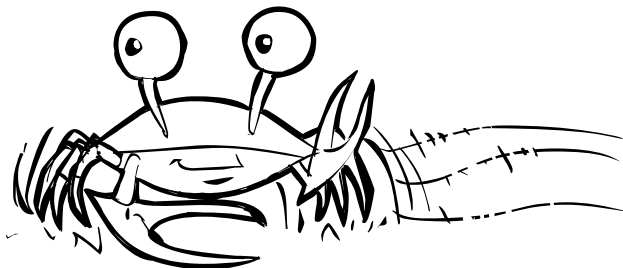


He stops for a crab.

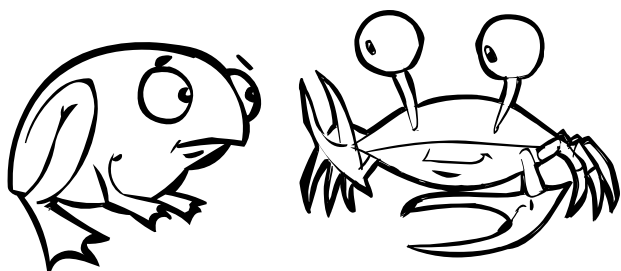
3



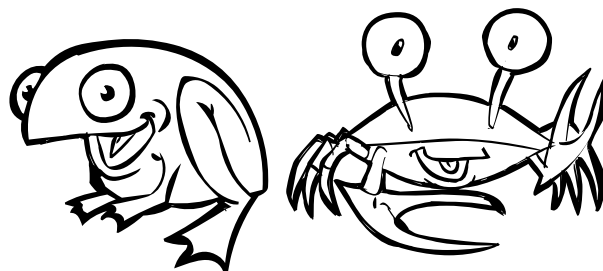
Brad is a brown crab. 4



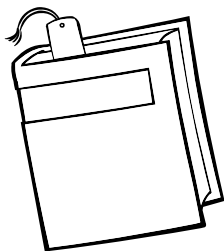
He runs, runs, runs! 5



He stops for the frog. 6



They are glad to be friends. 7



Identifying the Main Idea and Drawing Conclusions

Directions: Read the story. Then draw the events of the story in order.

Meg had a gray pig.
The pig sat in the brown mud.
He had to have a bath.
Meg put the pig in a tub.
She had to wash him with a cloth.
The wet pig sat in the grass.

First

Next

Last

Directions: Cut out the words. Then paste them next to the correct word family ending.

-et

--	--	--

-ip

--	--	--

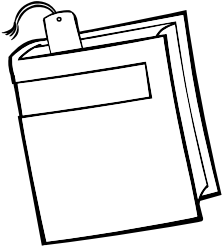
-im

--	--	--

-en

--	--	--

men	lip	rim	den
vet	him	hip	sip
net	ten	dim	wet

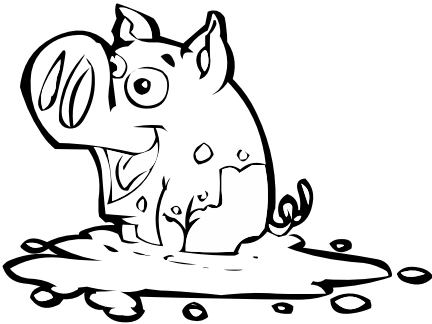


Identifying the Main Idea and Drawing Conclusions

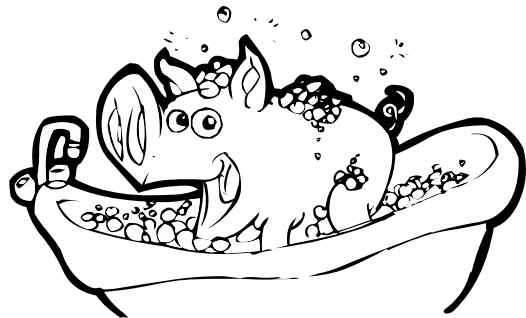
Directions: Read the story. Then draw the events of the story in order.

Meg had a gray pig.
The pig sat in the brown mud.
He had to have a bath.
Meg put the pig in a tub.
She had to wash him with a cloth.
The wet pig sat in the grass.

First



Next



Last



Directions: Cut out the words. Then paste them next to the correct word family ending.

-et

net	wet	vet
-----	-----	-----

-ip

lip	sip	hip
-----	-----	-----

-im

dim	him	rim
-----	-----	-----

-en

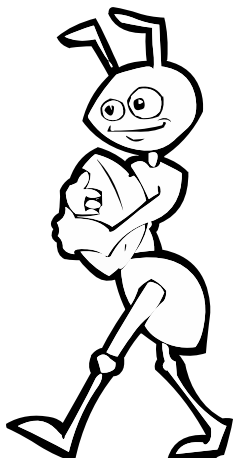
den	ten	men
-----	-----	-----

men	lip	rim	den
vet	him	hip	sip
net	ten	dim	wet

h j k m

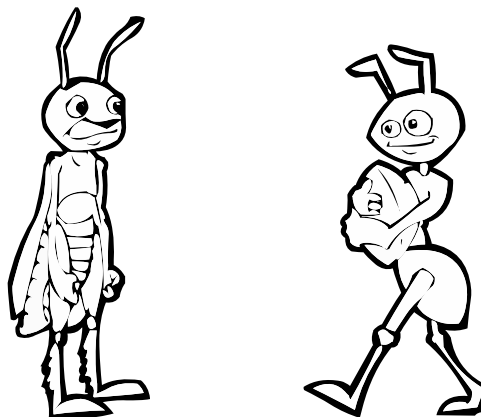
Blending Final Consonant Blends in Context

Directions: Read the story. Circle all the words in the story that end with *-nt*, *-nd*, or *-nk*.



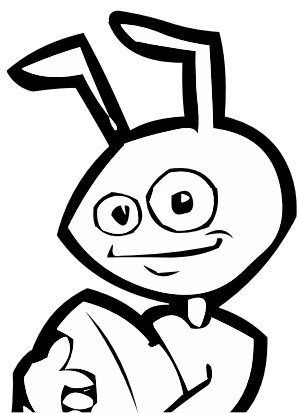
The little ant had a snack.
He set it in his trunk.

1



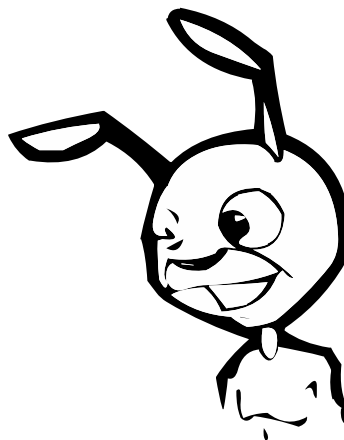
The big bug saw the ant
with his snack. He said,
“Can I have that snack?”

2



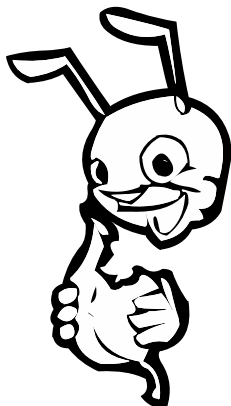
The little ant said, “You
must go find it. I will
lend you a hand.”

3



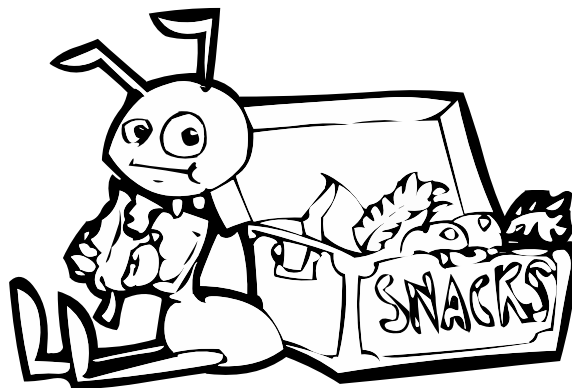
The big bug said with a
wink, “No, thank you.
I can find a snack.”

4



But the big bug did not
find food. He drank sap.
He had mint plants.

5

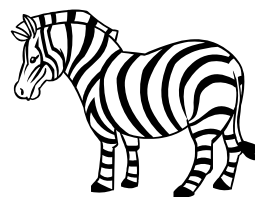
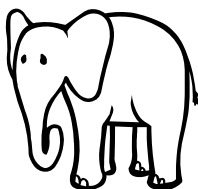


The ant had a trunk of
snacks. But the big bug
had not a hint of a snack.

6

Directions: For each row, look at the word family ending and the pictures. Then color the picture that has the same ending sound as the word family.

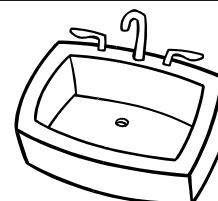
-nt



-nd



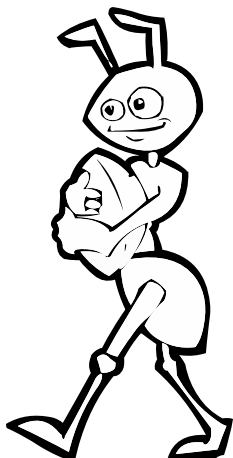
-nk



h j k m

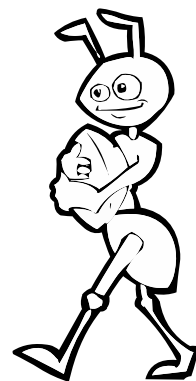
Blending Final Consonant Blends in Context

Directions: Read the story. Circle all the words in the story that end with *-nt*, *-nd*, or *-nk*.



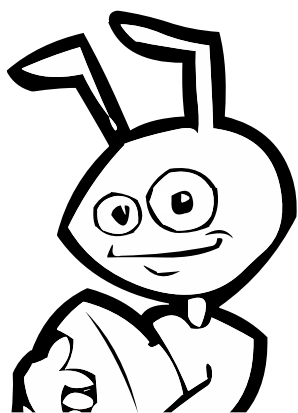
The little **ant** had a snack.
He set it in his **trunk**.

1



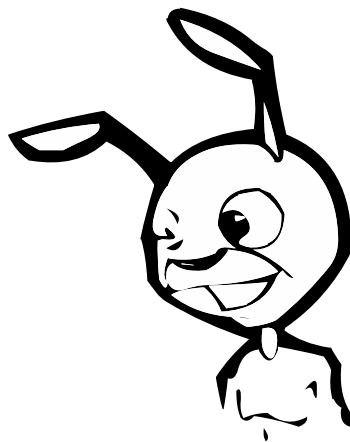
The big bug saw the **ant** with his snack. He said, "Can I have that snack?"

2



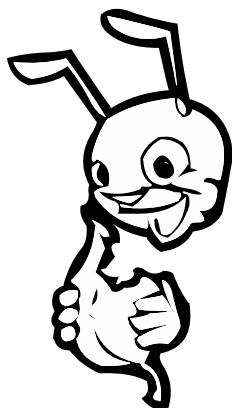
The little **ant** said, "You must go **find** it. I will **lend** you a **hand**."

3



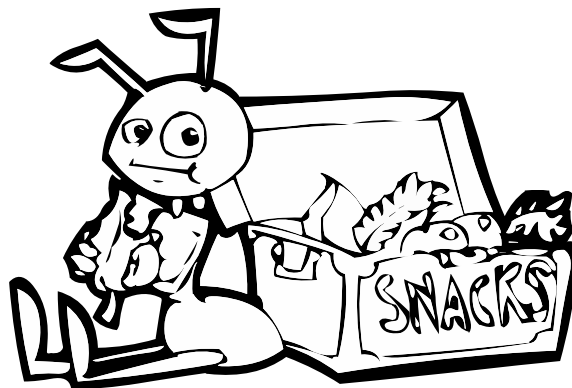
The big bug said with a **wink**, "No, **thank** you. I can **find** a snack."

4



But the big bug did not
 (find) food. He (drank) sap.
 He had (mint) plants.

5

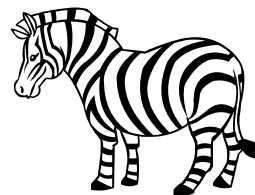
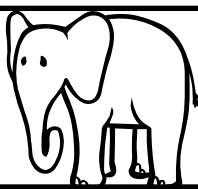


The (ant) had a (trunk) of
 snacks. But the big bug
 had not a (hint) of a snack.

6

Directions: For each row, look at the word family ending and the pictures. Then color the picture that has the same ending sound as the word family.

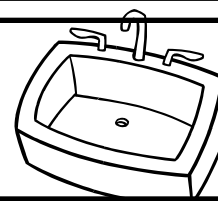
-nt



-nd



-nk

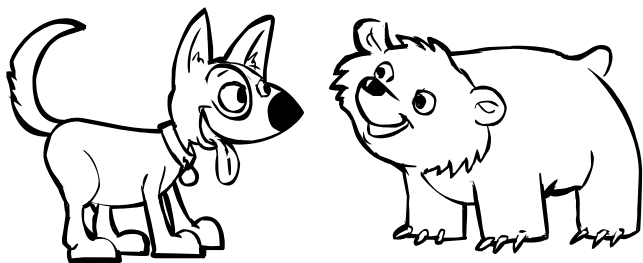


h j k m

Understanding the Concept of Word Families

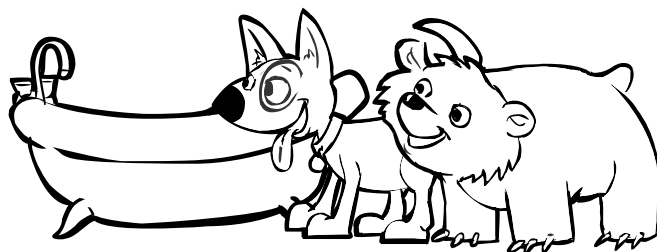
Directions: Read the story. Then circle all the words with the short *u* sound.

Gus and Bud



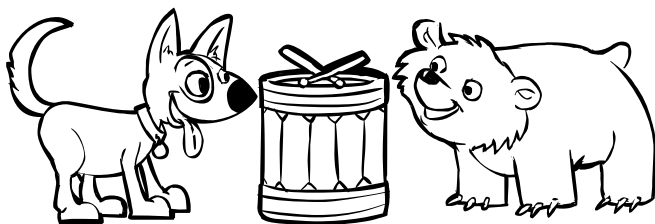
Gus was a pup. Bud was a cub. Gus said, "Want to have fun?"

1



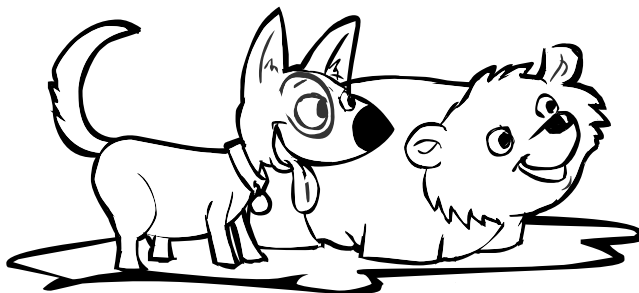
"Yes," Bud said. "Will we jump in the tub?"

2



"No, but it will be fun," Gus said. "Will we tap on the drum?" Bud said.

3



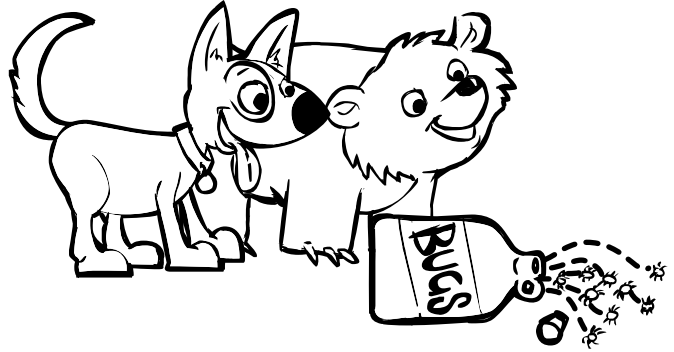
"No, but it will be fun," Gus said. "Will we run in the mud?" Bud said.

4



“No,” Gus said. “We can have a bug hunt!”
Gus and Bud set the bugs in a jug.

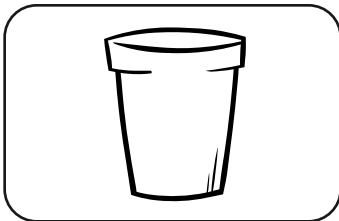
5



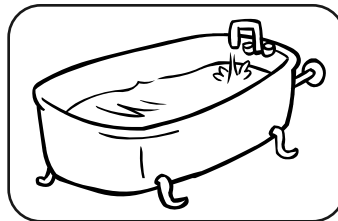
And then they let the bugs go. It was a lot of fun!

6

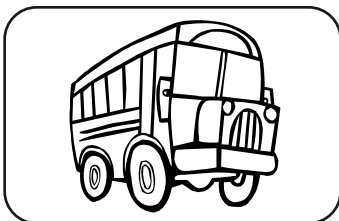
Directions: Look at the pictures. Write the letter that completes the word for each picture.



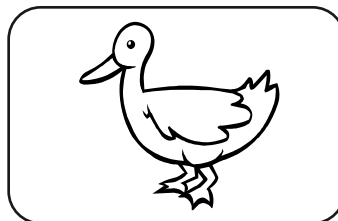
_____ up



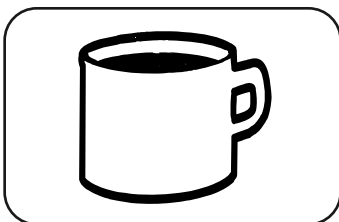
_____ ub



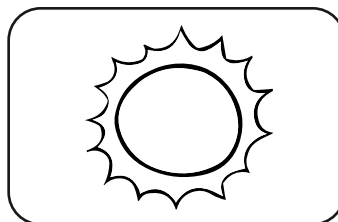
_____ us



_____ uck



_____ ug



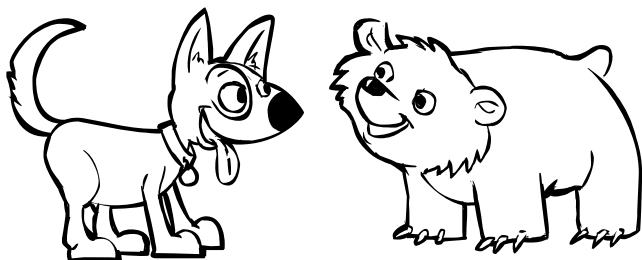
_____ un

h j k m

Understanding the Concept of Word Families

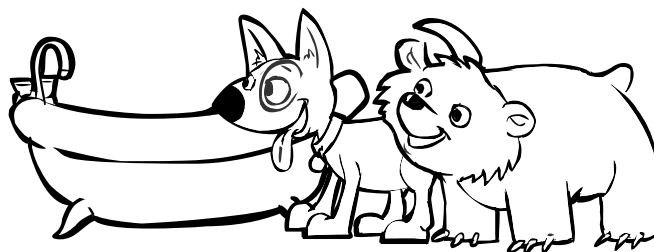
Directions: Read the story. Then circle all the words with the short *u* sound.

Gus and Bud



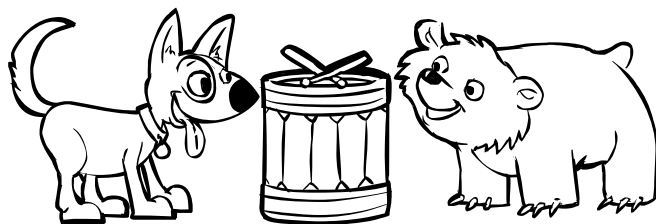
Gus was a pup. Bud was a cub. Gus said, "Want to have fun?"

1



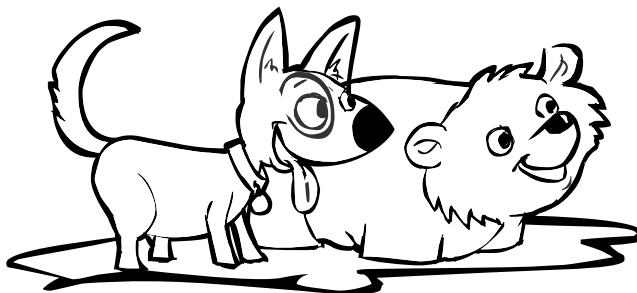
"Yes," Bud said. "Will we jump in the tub?"

2



"No, but it will be fun," Gus said. "Will we tap on the drum?" Bud said.

3



"No, but it will be fun," Gus said. "Will we run in the mud?" Bud said.

4

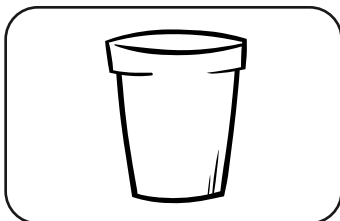


“No,” Gus said. “We can have a bug hunt!” Gus and Bud set the bugs in a jug. 5

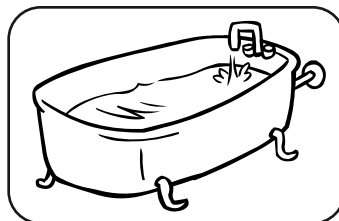


And then they let the bugs go. It was a lot of fun! 6

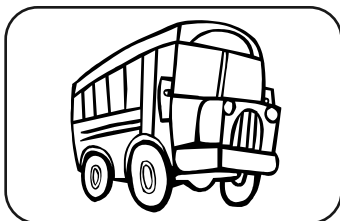
Directions: Look at the pictures. Write the letter that completes the word for each picture.



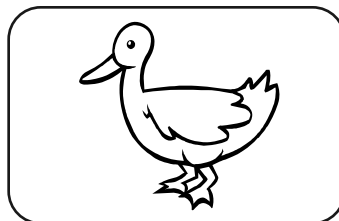
___ c ___ up



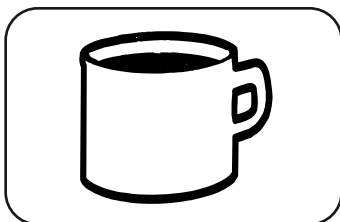
___ t ___ ub



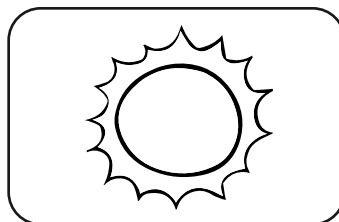
___ b ___ us



___ d ___ uck



___ m ___ ug



___ s ___ un

h j k m

Blending Words with Final Consonant Blends

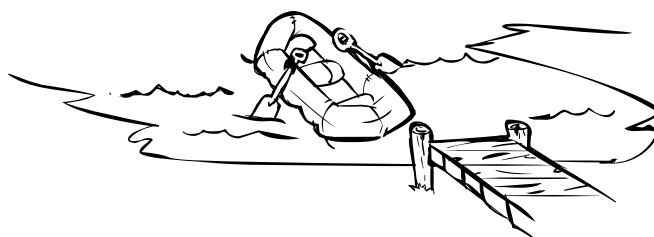
Directions: Read the story. Draw a line under the words that end with *-ft*, *-sk*, *-st*, and *-mp*.

Camp West



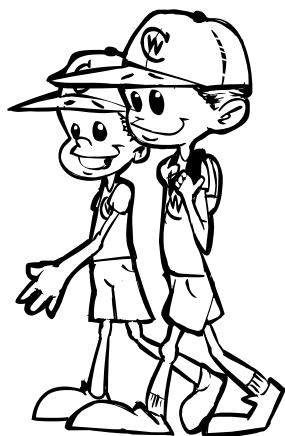
Kim wants to go to Camp West.

1



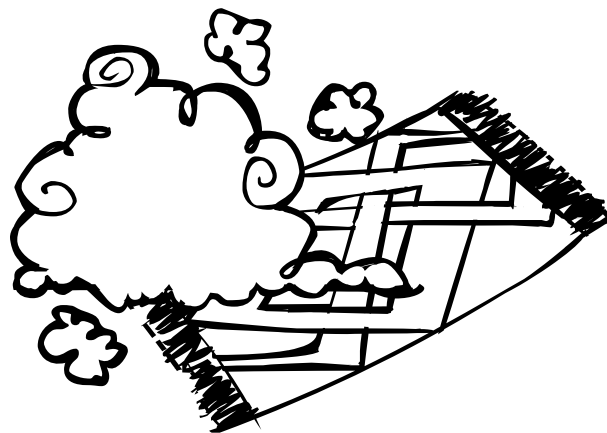
She will jump in the sand. She can go on a raft.

2



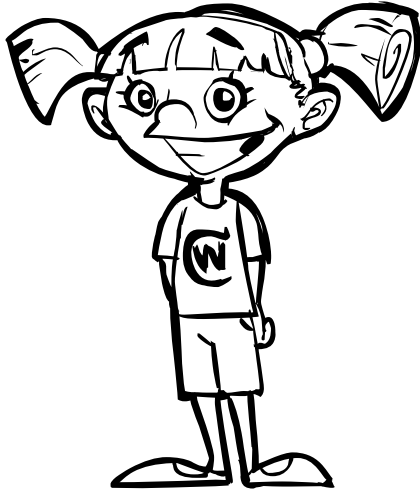
Kim will help the rest of the kids at the camp with a task.

3



She will do a craft. She will get the dust out of the rugs.

4



Kim will rest a lot.
But she will have fun.

5



She thinks Camp West is
the best! She will ask
to go there.

6

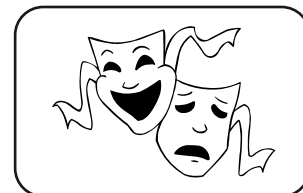
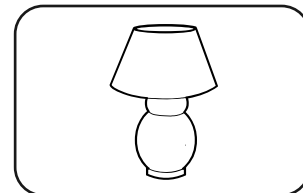
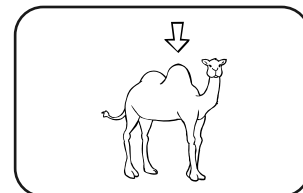
Directions: Look at the picture. Say the name of the picture. Draw a line to match the picture with the word.

mask

hump

list

lamp



h j k m

Blending Words with Final Consonant Blends

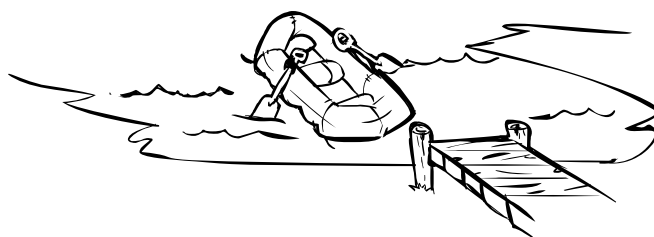
Directions: Read the story. Draw a line under the words that end with *-ft*, *-sk*, *-st*, and *-mp*.

Camp West



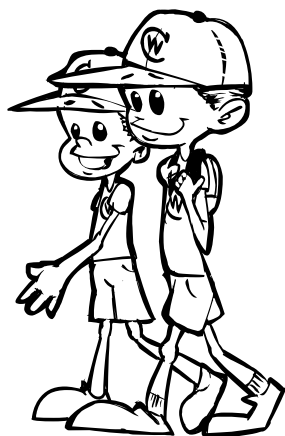
Kim wants to go to Camp West.

1



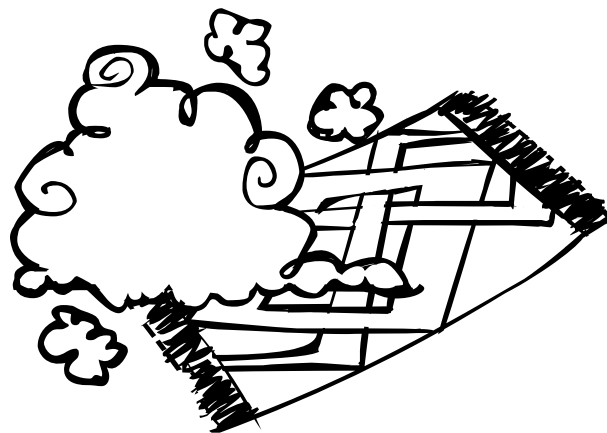
She will jump in the sand. She can go on a raft.

2



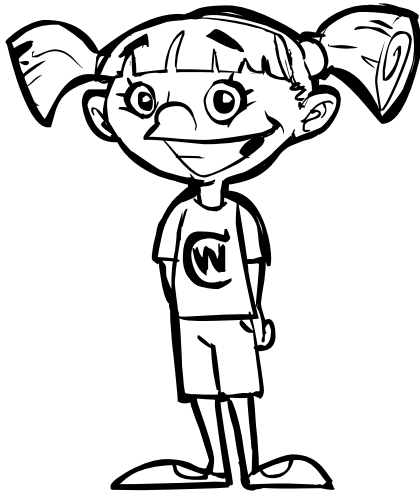
Kim will help the rest of the kids at the camp with a task.

3



She will do a craft. She will get the dust out of the rugs.

4



Kim will rest a lot.
But she will have fun.

5



She thinks Camp West is
the best! She will ask
to go there.

6

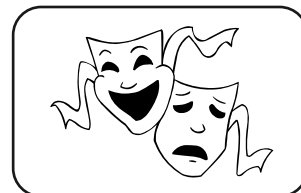
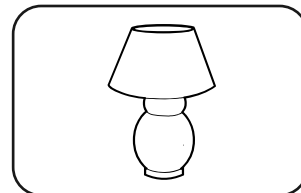
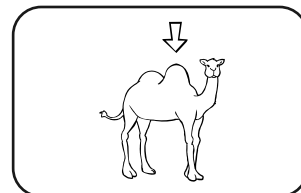
Directions: Look at the picture. Say the name of the picture. Draw a line to match the picture with the word.

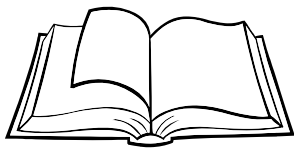
mask

hump

list

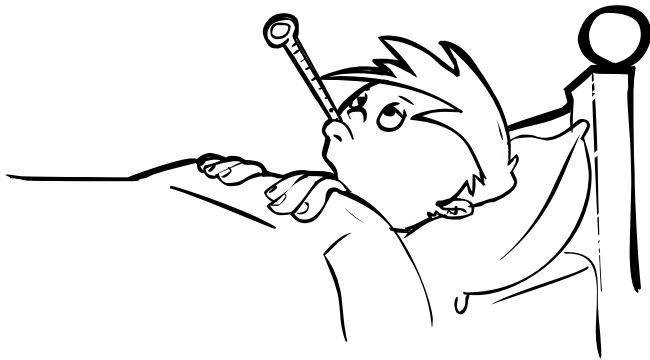
lamp





Recognizing High-Frequency Words

Directions: Read the story.



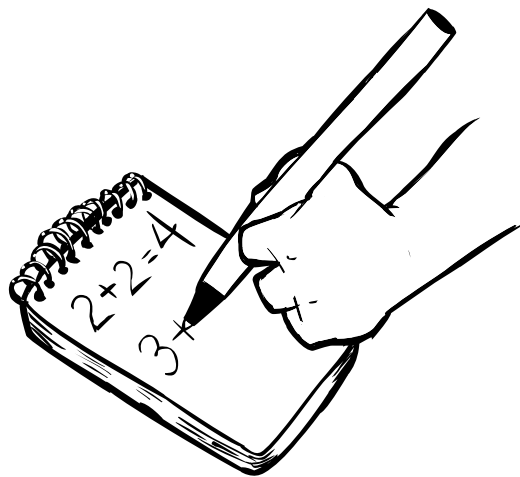
One day Nick felt sick. Dad said Nick had to be in bed all day. Nick was not glad about that. 1




“You can have class in bed,” said Dad. “You can use one of my pens.” 2



“I can?” said Nick. “You have the best pens. I like to use them.” 3

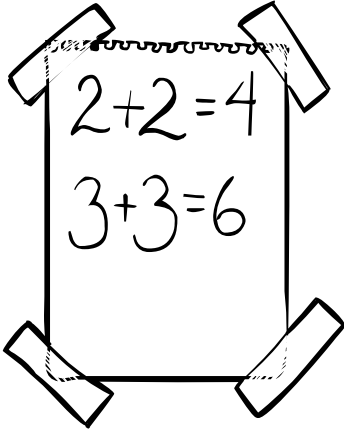


Nick did his math in bed. Math was his best class. 4



Nick set the pen back on Dad's desk. Dad said thanks when he saw the pen.

5

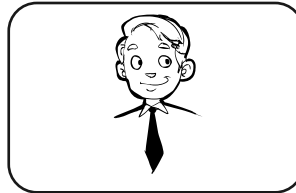


Dad and Mom put his math up on the wall. Nick went back to rest in bed.

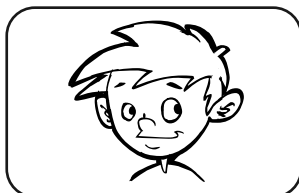
6

Directions: Circle the picture that answers the questions.

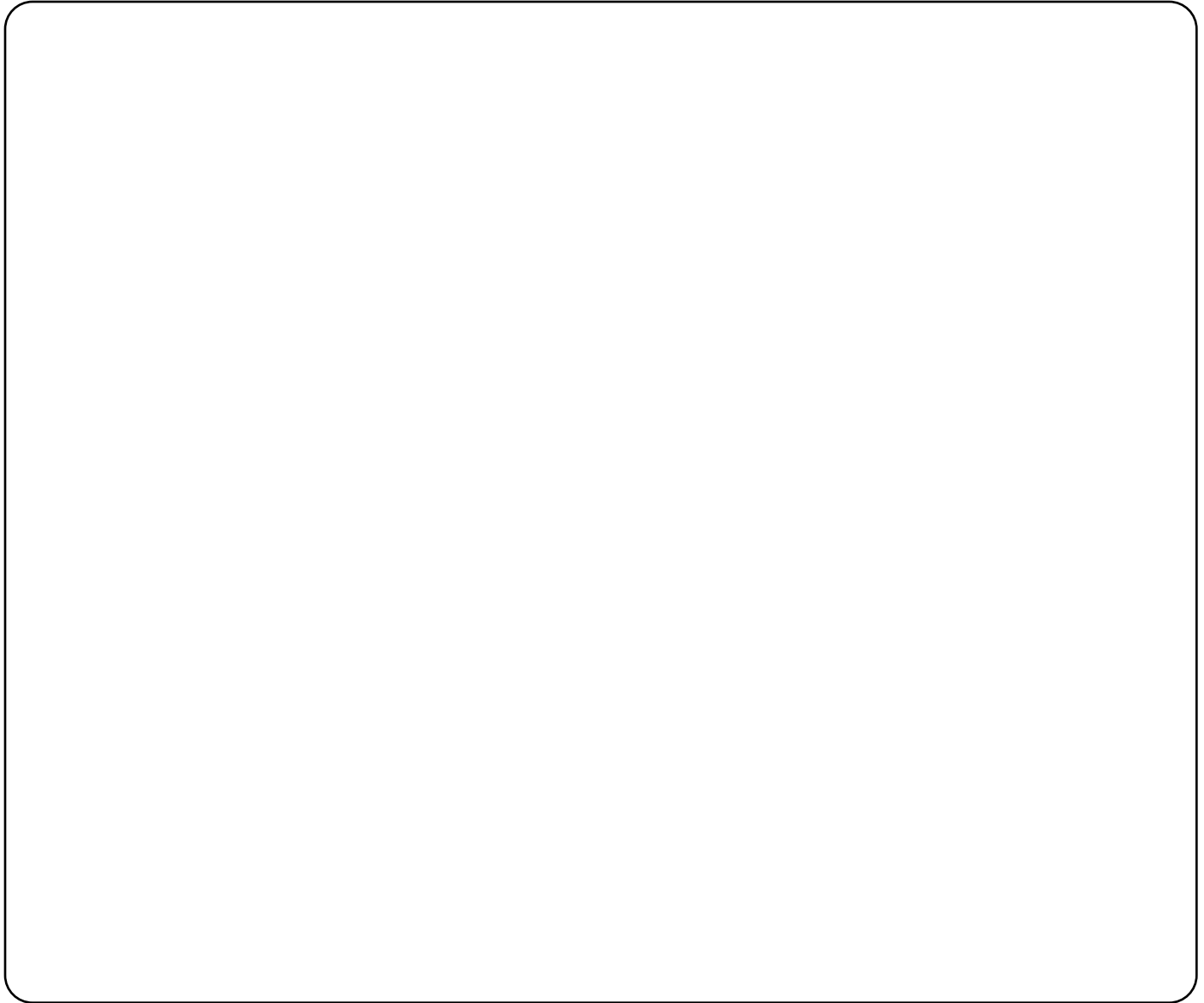
Who is the story about?

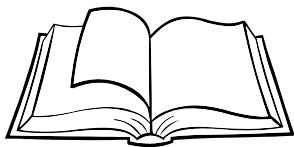


How did Nick feel?



Directions: Draw a picture that shows one thing that Nick did in the story.





Recognizing High-Frequency Words

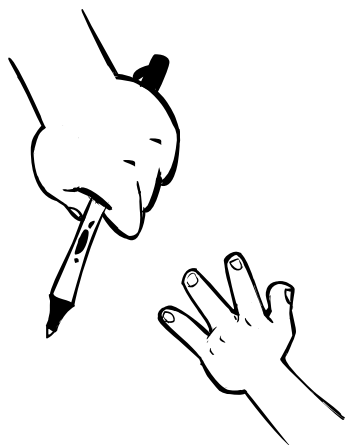
Directions: Read the story.



One day Nick felt sick. Dad said Nick had to be in bed all day. Nick was not glad about that. 1




“You can have class in bed,” said Dad. “You can use one of my pens.” 2



“I can?” said Nick. “You have the best pens. I like to use them.” 3

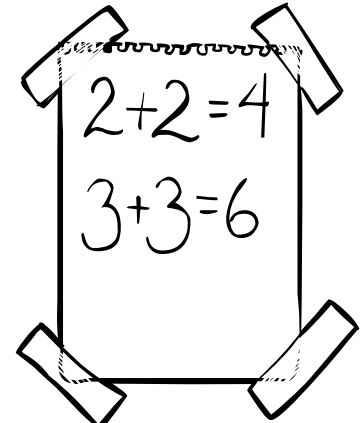


Nick did his math in bed. Math was his best class. 4



Nick set the pen back on Dad's desk. Dad said thanks when he saw the pen.

5

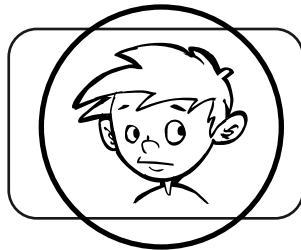


Dad and Mom put his math up on the wall. Nick went back to rest in bed.

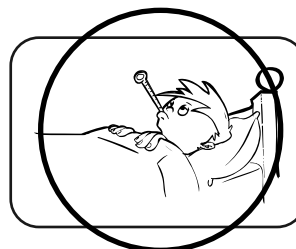
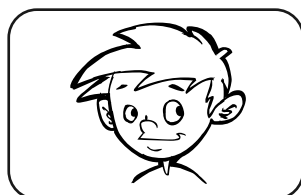
6

Directions: Circle the picture that answers the questions.

Who is the story about?

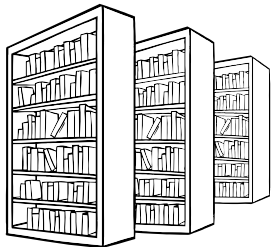


How did Nick feel?



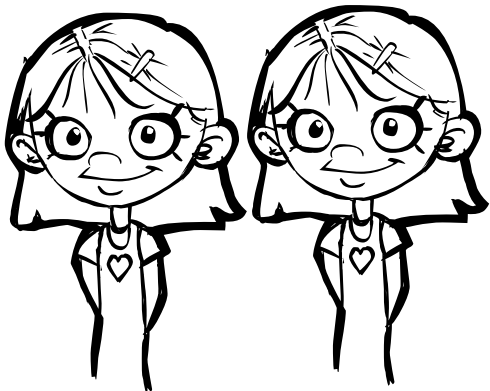
Directions: Draw a picture that shows one thing that Nick did in the story.

Answers will vary.



Blending Words in Context and Understanding the Concept of Word Families

Directions: Read the story. Then answer the questions that follow.



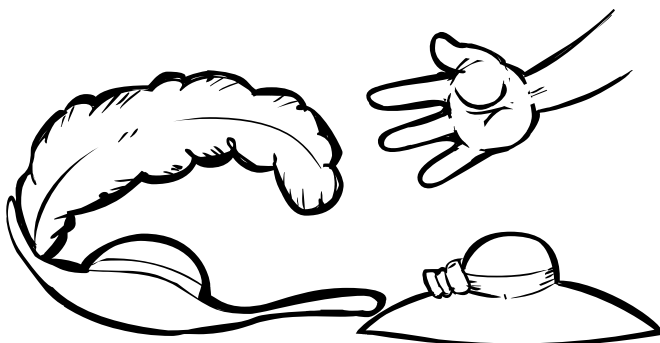
Meg and Peg were twins. They went to see their Aunt Stamp.

1



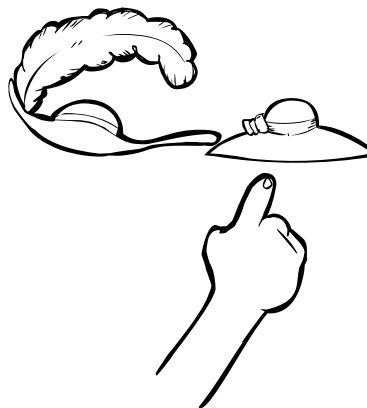
Aunt Stamp had gifts for Meg and Peg. She gave Meg a big pink hat. She gave Peg a flat green hat.

2



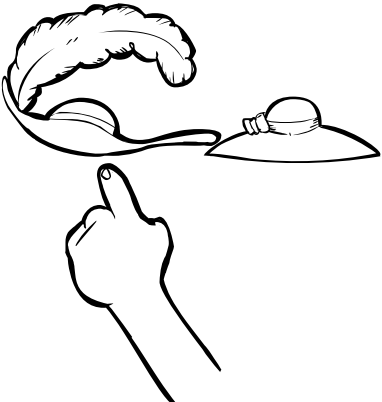
Aunt Stamp said, “Meg can use Peg’s hat. Peg can use Meg’s hat. You can do what you wish with the hats.”

3




Meg wanted the flat green hat. “I like yours best,” said Meg.

4



And Peg wanted the big, pink one. “Well, I like yours best,” said Peg. 5



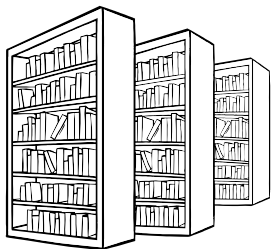
“We can use both hats,” they said. And they did! 6

Directions: Write the words on the blanks to complete the sentences.

1. This story is about _____ ,
 _____ , and _____ .
2. Meg and Peg are _____ .

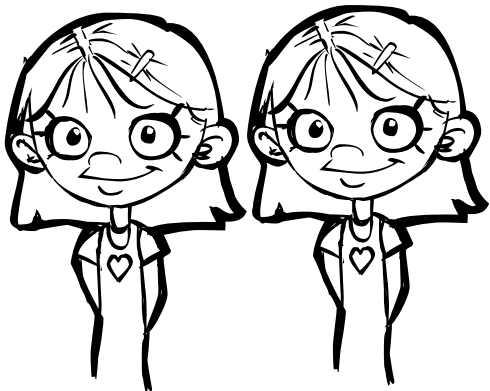
Directions: Write the rest of the letters on the line to complete the word.

1. Aunt Stamp gives Meg and Peg each a g _____ .
2. Aunt Stamp gives Meg a big p _____ hat.
3. Meg likes the flat green hat the b _____ .



Blending Words in Context and Understanding the Concept of Word Families

Directions: Read the story. Then answer the questions that follow.



Meg and Peg were twins. They went to see their Aunt Stamp.

1



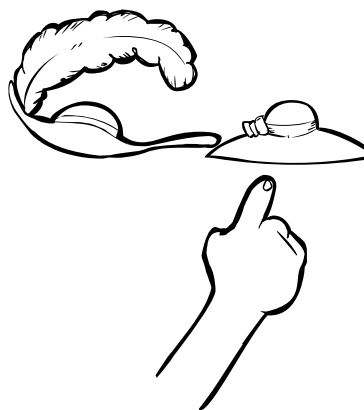
Aunt Stamp had gifts for Meg and Peg. She gave Meg a big pink hat. She gave Peg a flat green hat.

2



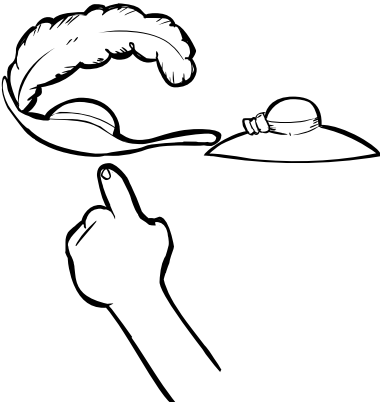
Aunt Stamp said, “Meg can use Peg’s hat. Peg can use Meg’s hat. You can do what you wish with the hats.”

3




Meg wanted the flat green hat. “I like yours best,” said Meg.

4



And Peg wanted the big, pink one. “Well, I like yours best,” said Peg. 5



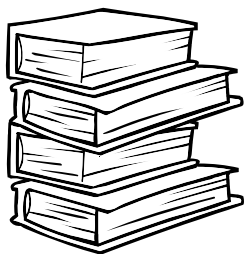
“We can use both hats,” they said. And they did! 6

Directions: Write the words on the blanks to complete the sentences.

1. This story is about Aunt Stamp ,
 Meg , and Peg .
2. Meg and Peg are twins .

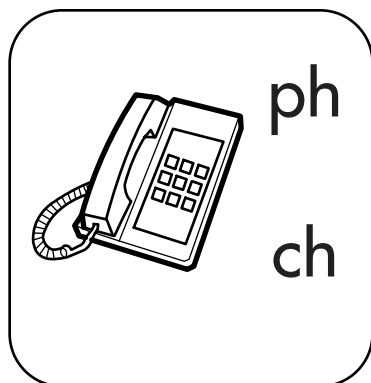
Directions: Write the rest of the letters on the line to complete the word.

1. Aunt Stamp gives Meg and Peg each a g ift .
2. Aunt Stamp gives Meg a big p ink hat.
3. Meg likes the flat green hat the b est .

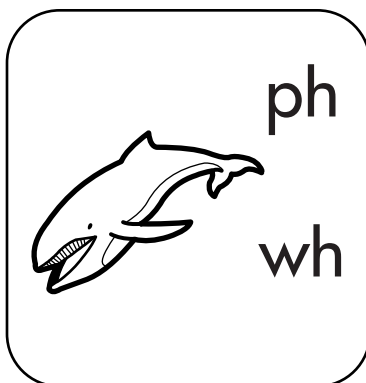


Reading Beginning and Ending Consonant Digraphs

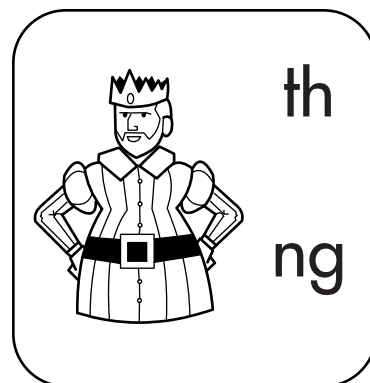
Directions: Look at the picture. Circle the correct letter sound. Then write the letter sound below the picture.



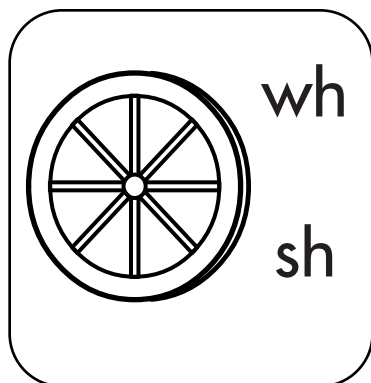
_____one



_____ale



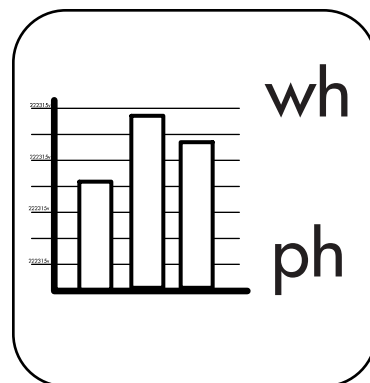
ki_____



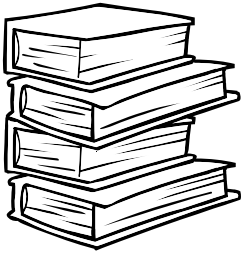
_____eel



wi_____

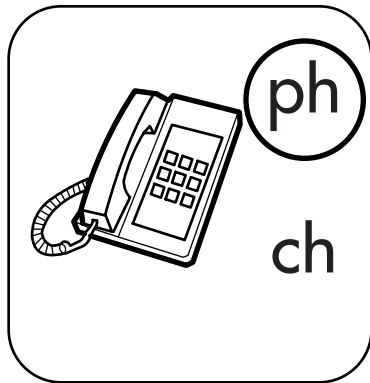


gra_____

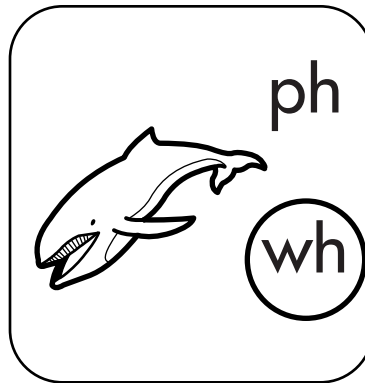


Reading Beginning and Ending Consonant Digraphs

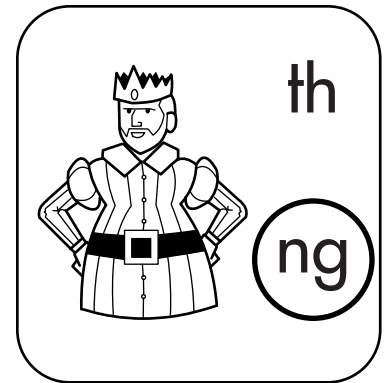
Directions: Look at the picture. Circle the correct letter sound. Then write the letter sound below the picture.



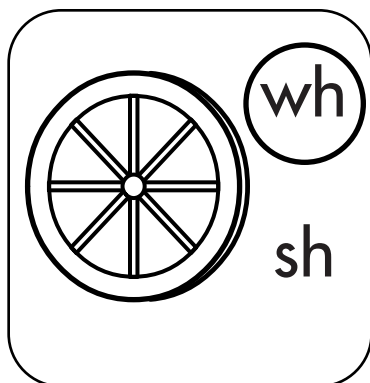
ph one



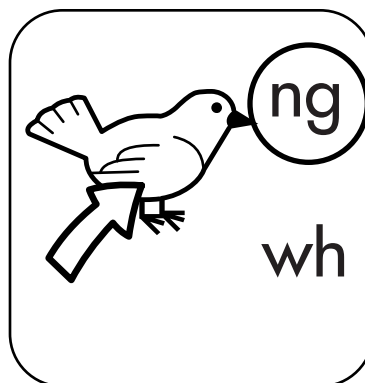
wh ale



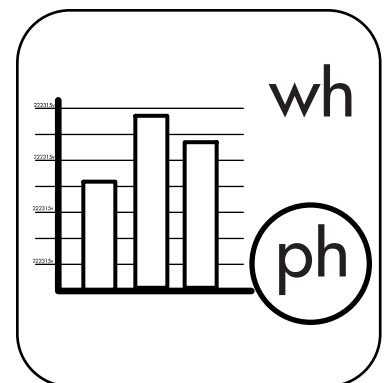
ki ng



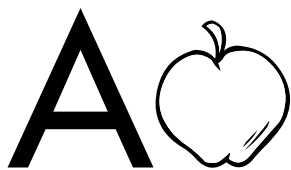
wh eel



wi ng



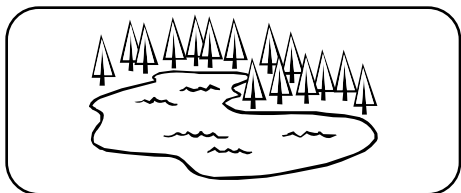
gra ph



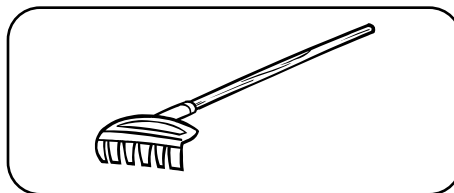
Reading Words with a Silent e

Directions: Read each sentence. Circle the missing word. Then write the word on the lines.

I went on a trip to the _____.



lake

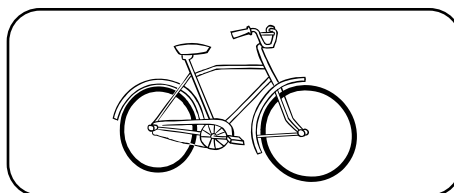


rake

Ann likes to ride her _____.

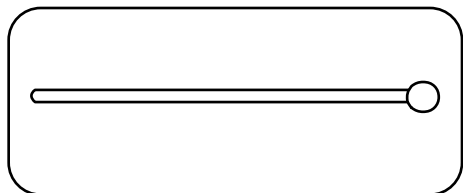


dime



bike

My dog dug a _____ in the mud.

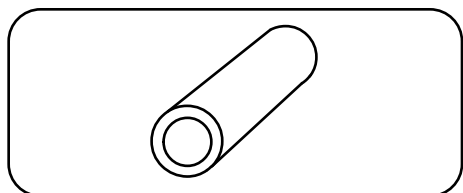


pole

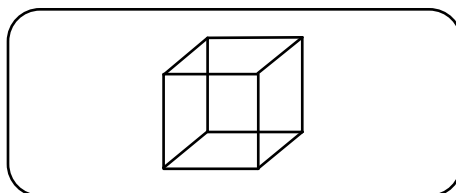


hole

There is an ice _____ in the cup.

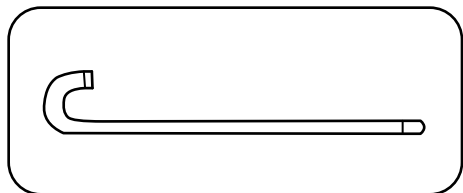


tube



cube

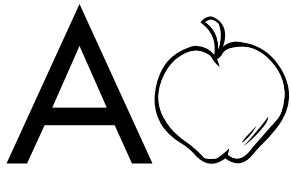
That _____ is big!



cane



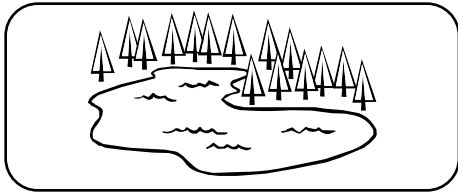
cave



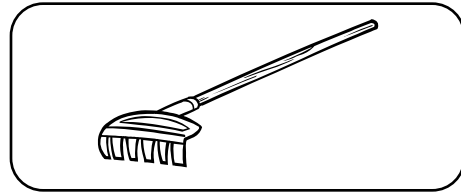
Reading Words with a Silent e

Directions: Read each sentence. Circle the missing word. Then write the word on the lines.

I went on a trip to the l a k e .



lake

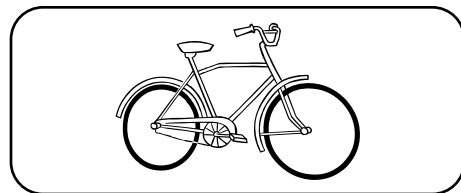


rake

Ann likes to ride her b i k e .

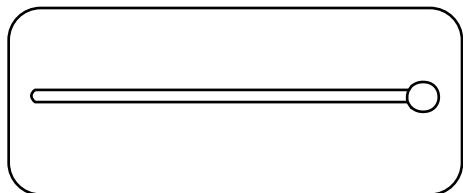


dime

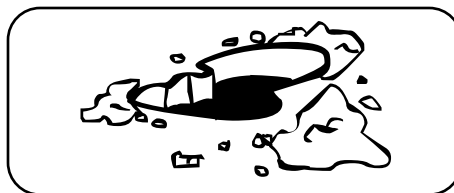


bike

My dog dug a h o l e in the mud.

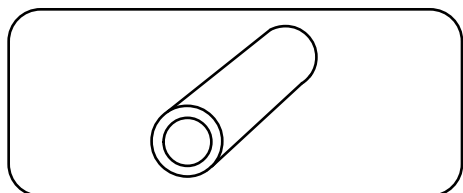


pole

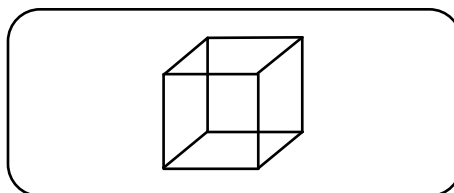


hole

There is an ice c u b e in the cup.

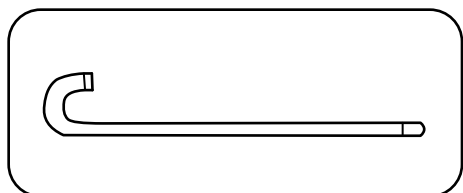


tube



cube

That c a v e is big!



cane



cave



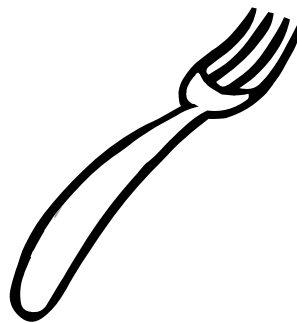
Recognizing *ar* and *or* Words

Directions: Look at the picture in each box. Then circle the word that matches each picture.



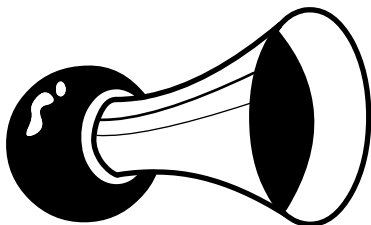
jar

art



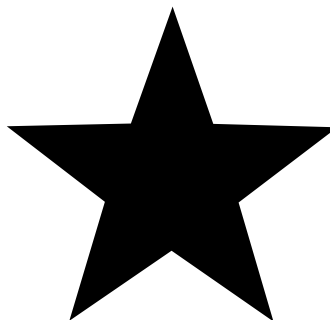
fort

fork



horn

sort



star

cart



bar

car



corn

torn



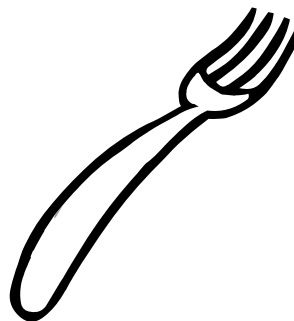
Recognizing *ar* and *or* Words

Directions: Look at the picture in each box. Then circle the word that matches each picture.



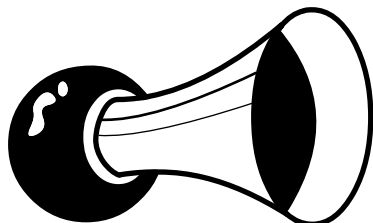
jar

art



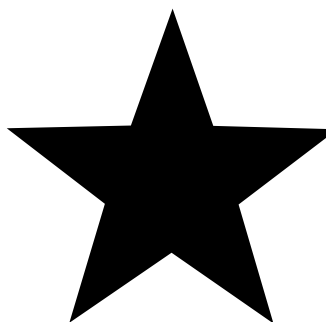
fort

fork



horn

sort



star

cart



bar

car

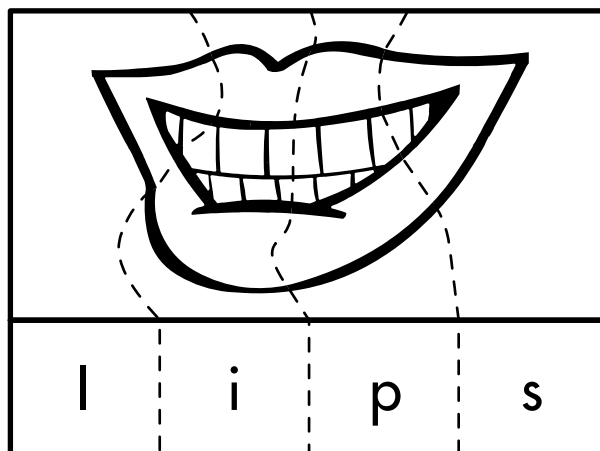
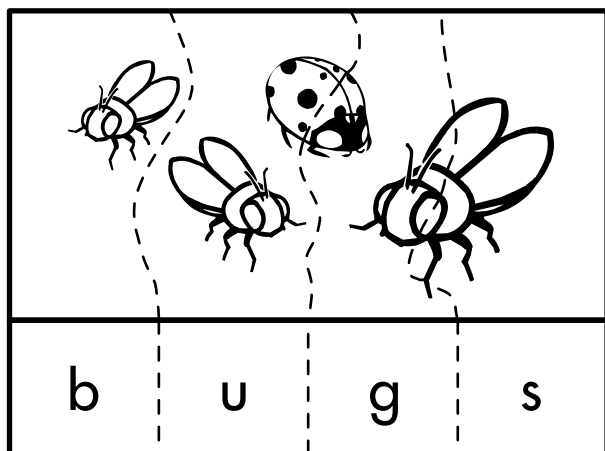
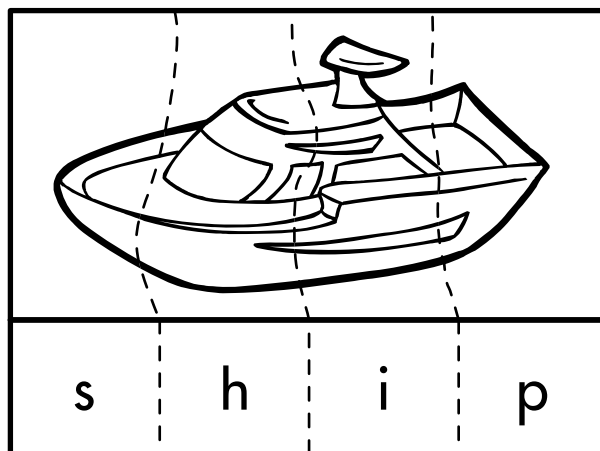
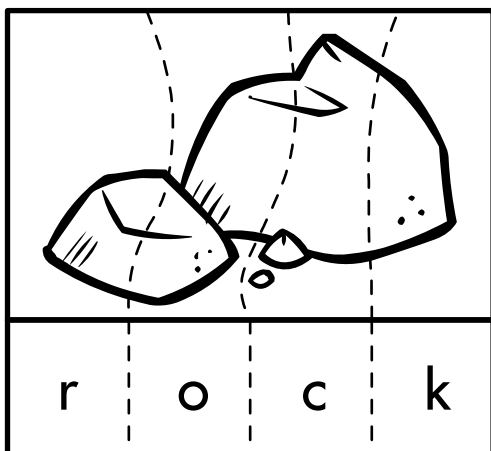
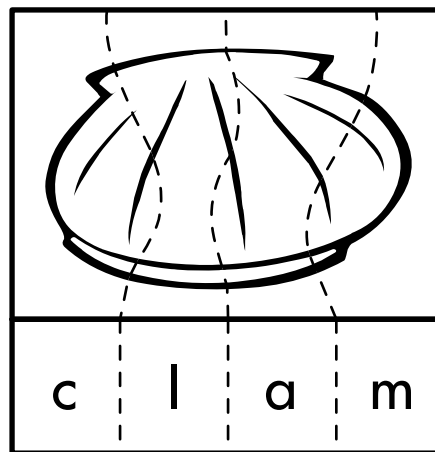
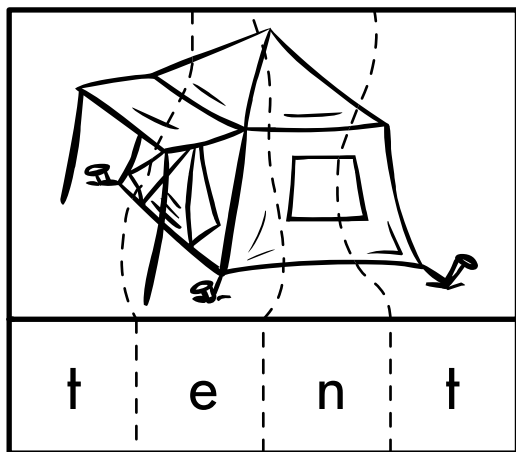


corn

torn

aeiou Segmenting Sounds

Directions: Cut out the puzzle. Say each sound as you build the puzzle. Blend the sounds together. Then read the word.



aeiou Segmenting Sounds

Directions: Cut out the puzzle. Say each sound as you build the puzzle. Blend the sounds together. Then read the word.

