

ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 6

# Activity Book

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EDITION 1

Kindergarten

# **Foundational Skills 6**

**Activity Book**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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# **Foundational Skills 6**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

I

1.

\_\_\_\_\_  
-----  
\_\_\_\_\_

can



.

2.

\_\_\_\_\_  
-----  
\_\_\_\_\_

can



.

3.

\_\_\_\_\_  
-----  
\_\_\_\_\_

can



.

4.

\_\_\_\_\_  
-----  
\_\_\_\_\_

can



.

5. \_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_ .



6. \_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_ .



7. \_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_ .



NAME: \_\_\_\_\_

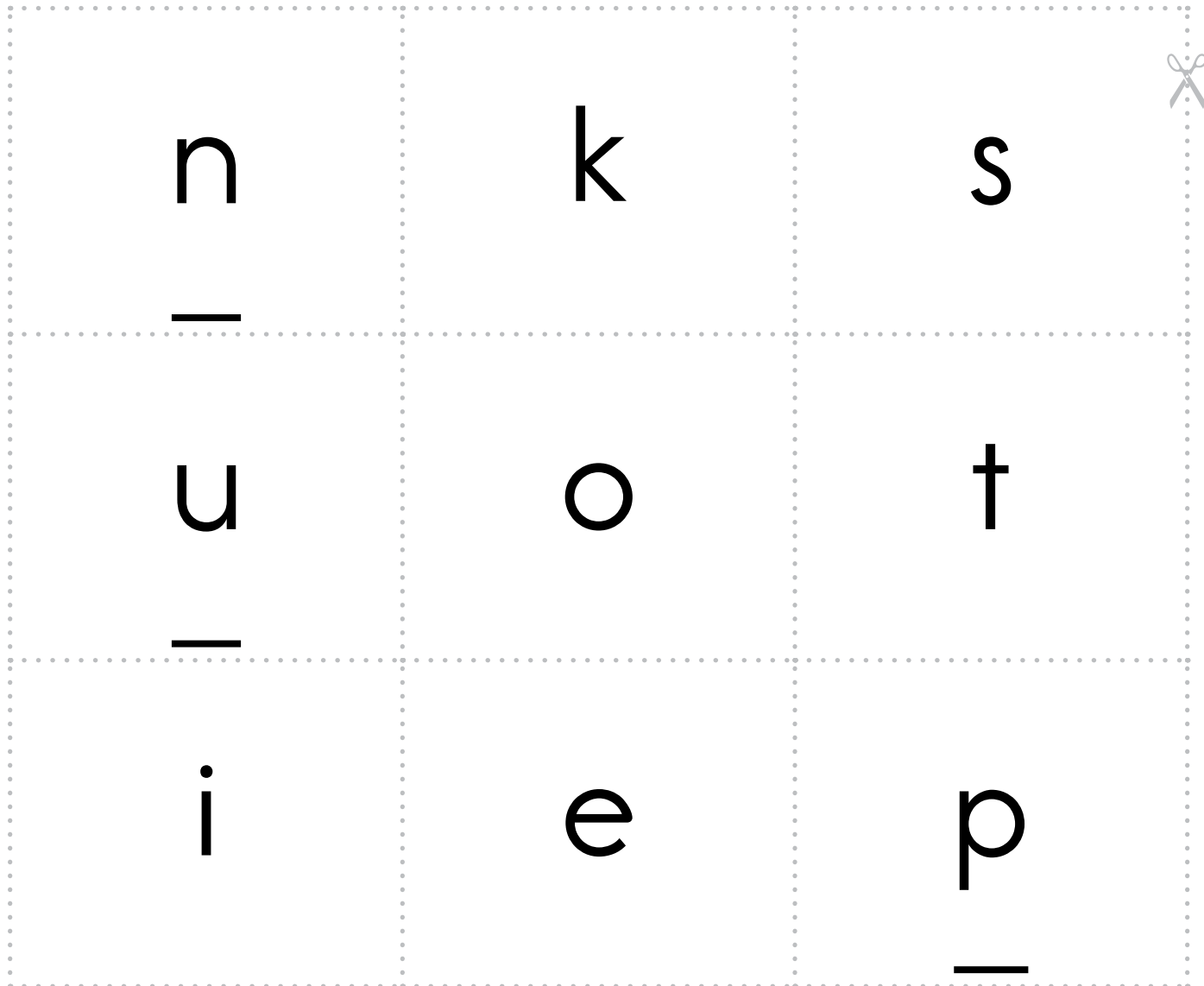
DATE: \_\_\_\_\_

1.2

Take-Home

**Dear Family Member,**

Have your student cut out the letter cards. Show the cards to your student and have them say the sounds, not the letter names. Arrange the cards to make the words “skin,” “sun,” “spin,” “kin,” “snip,” “nut,” “not,” “net,” “stun,” “skip,” “step,” “stop,” “spot,” “sit,” “sip,” “set,” “pet,” “pot,” “pun,” “tip,” “top,” and “pit,” and have your student read the words. Additional Activity: Say one of the words listed above and ask your student to try and spell the word by selecting and arranging letter cards.







NAME: \_\_\_\_\_











DATE: \_\_\_\_\_

# 1.3

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so that the Tricky Word I is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

 <p>• and</p>  <p><u>I</u> can</p>  <p>• and</p>  <p><u>I</u> can</p>	 <p>• <u>I</u> can</p>  <p>• <u>I</u> can</p>
<p><u>I</u> can</p>  <p>and</p>  <p>•</p>	<p><u>I</u></p> <p><u>I</u> can</p>  <p>•</p> <p><u>I</u> can</p>  <p>•</p>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

crab

frog

drum

steps



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

twig

flag

swim

plug



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

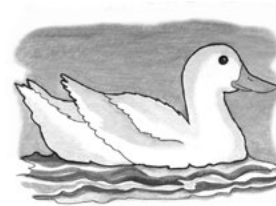
2.2

Take-Home

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

I

1. \_\_\_\_\_  
\_\_\_\_\_ look at a \_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_ look at a \_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_ look at a \_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_ look at a \_\_\_\_\_



5.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

look at the



.

6.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

look at the



.

7.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

look at a



.

8.

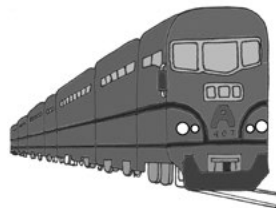
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

look at a



.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

as

his

is

has

1. Stan \_\_\_\_\_ mad at Fred.

2. Jim \_\_\_\_\_ not met Tim.

3. Ted is \_\_\_\_\_ dad.

4. Jen is not as sad \_\_\_\_\_ Kim.

Directions: Have students complete each sentence.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

Take-Home

**Dear Family Member,**

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

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



During the first few months of school, we have focused on teaching your student the specific sounds associated with each letter. Students must know these sounds in order to blend and read words. We will now turn our attention to learning the names of each letter so your student is able to recite the names of the letters in alphabetical order.

Point to each letter below and ask your student to say the letter name with you. If you like, you can sing the ABC song with your student as you point to each letter. Be sure to say the name of each letter clearly, especially if you are singing the ABC song. In class, we clap after the letters, 'l', 'm', 'n', 'o', and 'p'. This helps children avoid thinking 'lmnop' is a word.

**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: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Activity Page

legs

pots

jets

pens

rats

bags

beds

hats

/s/ as in cats



/z/ as in dogs



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

rubs

taps

hits

sips

wins

sits

begs

tugs

/s/ as in naps



/z/ as in runs



Handwriting practice lines for the /s/ column, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Handwriting practice lines for the /z/ column, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.2

Take-Home

Dear Family Member,

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

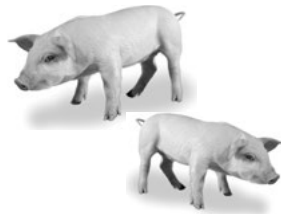
1.  
cans



2.  
desk



3. pigs



4.  
crab



5. gift



6.  
hand



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

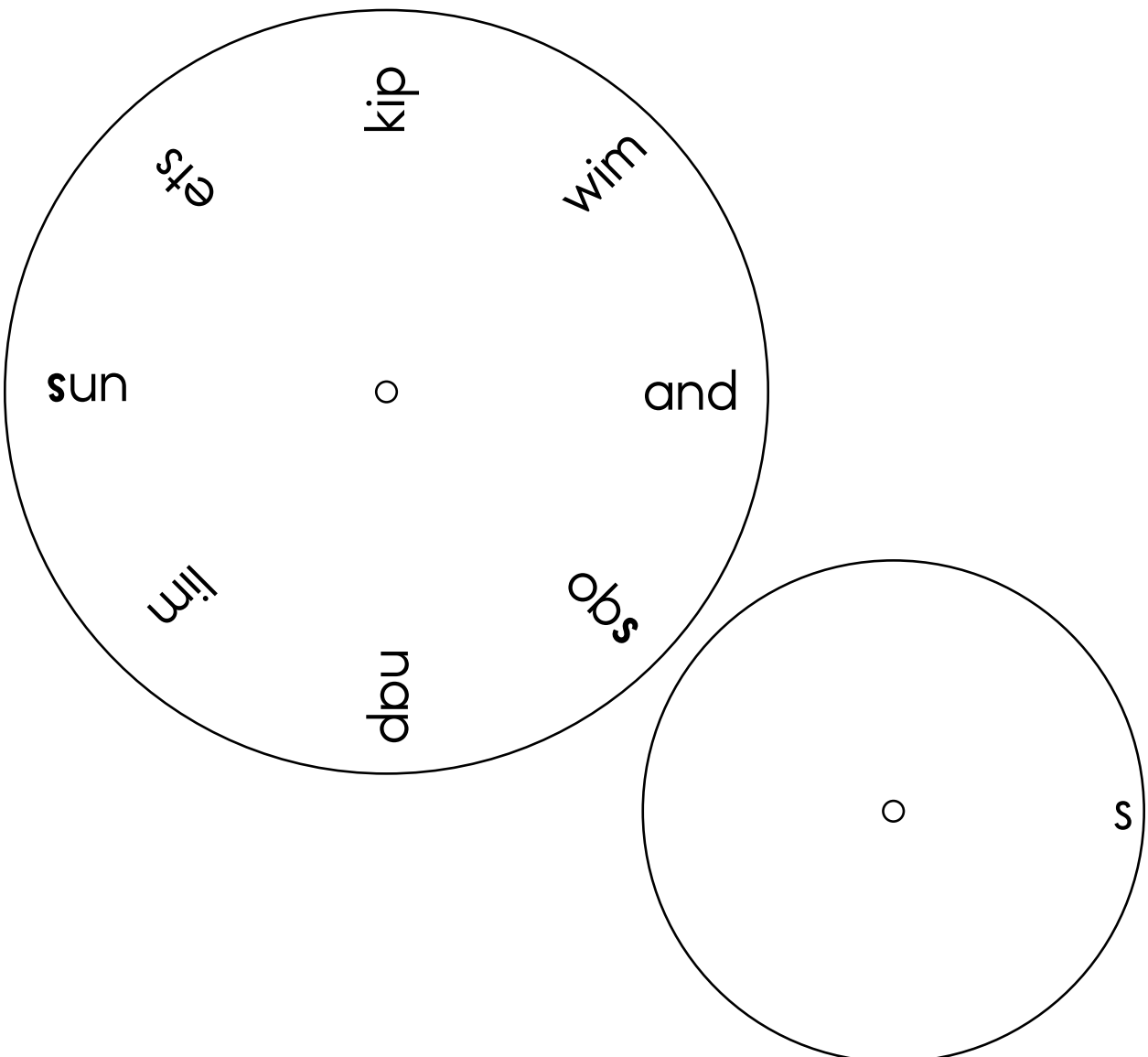
5.1

Take-Home

**Dear Family Member,**

Your student has been taught to read words with four sounds. These words contain consonant clusters (i.e., two consonant spellings that stand next to each other in a word). Consonant clusters are difficult to read at first. Encourage your student to read the groups of letters on the large circle by first saying the individual sounds and then blending the sounds to make “words.”

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. (If you do not have a brass fastener, write the letter ‘s’ in front of each group of letters and ask your student to read the word.)







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

is

1.

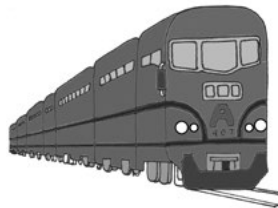
The



red.

2.

The



blue.

3.

The



yellow.

4.

The



yellow.

5.

The



red.

6.

The



yellow.

7.

The



blue.

8.

The



red,

yellow, and blue.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1  
CONTINUED

Activity Page

are

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

1. The



and the



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

red.

2. The



and the



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

yellow.

3. The



and the



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

blue.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 6.2

Activity Page

Directions: Have students write the dictated words.

1.

_____	_____
_____	_____
_____	_____

2.

_____	_____	_____
_____	_____	_____
_____	_____	_____

3.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.

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

5.

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

6.


7.


8.


9.


10.


NAME: \_\_\_\_\_









DATE: \_\_\_\_\_

6.3

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so that that the Tricky Word is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p><u>are</u></p> <p>The  <u>are blue.</u></p> <p>The  <u>and</u></p>	<p></p> <p>The  <u>is red.</u></p> <p>The  <u>is blue.</u></p> <p>The  <u>is yellow.</u></p>
<p>The  <u>and</u></p> <p><u>the</u>  <u>are yellow.</u></p> <p>The  <u>and</u></p> <p><u>the</u>  <u>are blue.</u></p>	<p><u>is</u></p> <p>The  <u>is red.</u></p> <p>The  <u>is blue.</u></p> <p>The  <u>is yellow.</u></p>





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

Take-Home

**Dear Family Member,**

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

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



Continue practicing singing the letter names using the chart below.

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: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

Take-Home

is, are

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1. The



\_\_\_\_\_ red.

2. Two



\_\_\_\_\_ yellow.

3. The three



and the



\_\_\_\_\_ blue.

4. The two



\_\_\_\_\_ yellow,

but the



\_\_\_\_\_ red.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 8.1

Activity Page

Directions: Have students write the dictated words.

1.

_____	_____	_____
_____	_____	_____
_____	_____	_____

2.

_____	_____	_____
_____	_____	_____
_____	_____	_____

3.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.

_____	_____	_____
_____	_____	_____
_____	_____	_____

5.

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

6.


7.


8.


9.


10.


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Take-Home

**Dear Family Member,**

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

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.





Point to each letter and ask your student to provide the sound of the letter first and then the letter name. If your student has difficulty, you may want to make flash cards of these letters and practice a few each night.

**m**

**a**

**s**

**e**

**c**

**p**

**z**

**i**

**t**

**h**

**n**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.3

Take-Home

I, is, are

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

look at the



.

2.

The



\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

blue.

3.

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

look at a



.

4.

The



\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

blue.

5. The



and the



\_\_\_\_\_

\_\_\_\_\_ blue.

\_\_\_\_\_

\_\_\_\_\_

6.

\_\_\_\_\_ look at the



and

\_\_\_\_\_

the



.

\_\_\_\_\_

7.

\_\_\_\_\_ look at the



.

\_\_\_\_\_

8. The



\_\_\_\_\_

\_\_\_\_\_ yellow.

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.3  
CONTINUED

Take-Home

9. \_\_\_\_\_ look at a \_\_\_\_\_ .



The \_\_\_\_\_ yellow.



The \_\_\_\_\_ and the \_\_\_\_\_



\_\_\_\_\_ yellow.

\_\_\_\_\_ look at the \_\_\_\_\_ and



the \_\_\_\_\_ .





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Take-Home

Dear Family Member,

On the front and back of the activity page, have your student draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your student.

1. stamp



2. vest



3. steps



4. lamps



5. plant



6. nest



7. belt



8. pants



9. mask



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 10.1

Activity Page

Directions: Have students write the dictated words.

1.

_____	_____	_____
_____	_____	_____

2.

_____	_____	_____
_____	_____	_____

3.

_____	_____	_____	_____
_____	_____	_____	_____

4.

_____	_____	_____	_____
_____	_____	_____	_____

5.

_____	_____	_____	_____
_____	_____	_____	_____



6.


7.


8.


9.


10.


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2

Take-Home

Dear Family Member,

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

Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.



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



Point to each letter and ask your student to provide the sound of the letter first and then provide the letter name. If your student has difficulty, you may want to make flash cards of these letters and practice a few each night.

g

j

d

y

x

f

k

r

u

e

c

b

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Activity Page

big

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

1. The



is

\_\_\_\_\_

-----

\_\_\_\_\_

2. The



is

\_\_\_\_\_

-----

\_\_\_\_\_

3. The



and the



are

\_\_\_\_\_

-----

\_\_\_\_\_

# little

1.

The



is

\_\_\_\_\_

-----

\_\_\_\_\_

.

2.

The



is

\_\_\_\_\_

-----

\_\_\_\_\_

.

3.

The



and the



are

\_\_\_\_\_

-----

\_\_\_\_\_

.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.2

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so the Tricky Word is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p>The  is little.</p> <p>The  is little.</p> <p>little</p>	<p></p> <p>are big. </p> <p>The  and the</p>
<p>The  and the</p> <p> are little.</p>	<p>The  is big.</p> <p>The  is blue.</p>

Have your student sing the ABC song and write the missing letters as they sing.

a

b

—

d

e

f

g

h

—

j

k

l

—

n

o

p

q

r

s

—

u

v

—

x

y

z

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Take-Home

**Dear Family Member,**

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

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 and Kit's dad get the  
pets fed.





Have your student sing the ABC song and write the missing letters as they sing.

a

—

c

d

e

—

g

h

i

—

k

l

—

n

o

p

—

r

s

t

u

—

w

x

y

—

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

Take-Home

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

I, is, are, little, big

1.

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

look at the



and the

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_



2.

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

look at the



and the

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_



3. The two \_\_\_\_\_ big,



but the blue \_\_\_\_\_ little.



4. The \_\_\_\_\_ and the \_\_\_\_\_



\_\_\_\_\_ little, but the \_\_\_\_\_



\_\_\_\_\_ big.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

CONTINUED

Take-Home

# I, is, are, little, big

5.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

look at the blue



.

6.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

look at the yellow



.

7.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

look at the



and the

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

Take-Home

is, are, big, little

Dear Family Member: Have your student write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

The



\_\_\_\_\_ red and  
\_\_\_\_\_  
\_\_\_\_\_.

2.

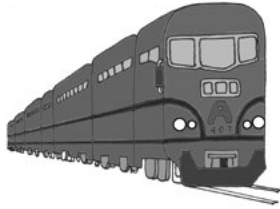
The



\_\_\_\_\_ blue and  
\_\_\_\_\_  
\_\_\_\_\_.

3.

The



blue

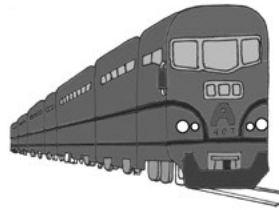
and

4.

The



and the



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Take-Home

**Dear Family Member,**

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

Kit had red pants.

Kit's pants got lost at camp.



Kit's mom got mad at Kit.

Kit's mom can't stand  
lost pants.





Have your student sing the ABC song and write the missing letters as they sing.

a

—

c

d

e

—

g

h

i

—

k

l

—

n

o

p

—

r

s

t

u

—

w

x

y

—

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

Activity Page

milk

fist

stump

tent



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

crib

bugs

lamp

stamp



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.2

Take-Home

**Dear Family Member,**

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

Kit has a cold.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.



This image shows a blank sheet of white paper with four horizontal black lines spaced evenly apart, typical of primary-ruled notebook paper. The lines are positioned at approximately one-quarter, half, three-quarters, and full height from the bottom edge. There are no margins, text, or other markings on the page.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 16.1

Activity Page

Directions: Have students write the dictated words.

1.

_____	_____	_____
_____	_____	_____
_____	_____	_____

2.

_____	_____	_____
_____	_____	_____
_____	_____	_____

3.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.

_____	_____	_____
_____	_____	_____
_____	_____	_____

5.

_____	_____	_____
_____	_____	_____
_____	_____	_____

6.


7.


8.


9.


10.


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16.2

Take-Home

Dear Family Member,

Your student has been taught to read words with four and five letters. These words contain consonant clusters (i.e., two consonant spellings that stand next to each other in a word). Encourage your student to read the words by first saying the individual sounds and then blending the sounds to make words. Help your student cut out the word cards. Show the cards to your student and have your student read them aloud. You may also read the words aloud and have your student write the sounds down, one at a time. Please keep these cards for future practice. Note: The 's' is bolded in some words because it is pronounced /z/. Your student has learned about this in class.

skip	clips	frogs
helps	swim	rest
stamp	plans	tags
spot	fast	print





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.1

Assessment

Directions: Have students circle the dictated letters.

1. d a b

2. h f i

3. x k q

4. g y j

5. w n m

6. e c o

7. o a c

8. j f y

9. h r m

10. u n v

11. p d g

12. q k t

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.2

Assessment

Directions: For each pair of words spoken, have students circle the thumbs-up if the words rhyme and the thumbs-down if the words do not rhyme.

1.



2.



3.



4.



5.



6.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.3

Assessment

# Student Record Sheet

## Unit 6 Assessment

Word							Total Phonemes Correct
1.	fist	/f/	/i/	/s/	/t/		____ (4)
2.	plum	/p/	/l/	/u/	/m/		____ (4)
3.	step	/s/	/t/	/e/	/p/		____ (4)
4.	plant	/p/	/l/	/a/	/n/	/t/	____ (5)
5.	drop	/d/	/r/	/o/	/p/		____ (4)
6.	help	/h/	/e/	/l/	/p/		____ (4)
7.	crust	/c/	/r/	/u/	/s/	/t/	____ (5)
8.	swim	/s/	/w/	/i/	/m/		____ (4)
9.	sand	/s/	/a/	/n/	/d/		____ (4)
10.	spot	/s/	/p/	/o/	/t/		____ (4)

Initial Clusters \_\_\_\_/7

Final Clusters \_\_\_\_/5

Total Correct \_\_\_\_/42



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.4

Assessment



fat

cat

mat

hat

1.

fit

hit

mist

fist

2.

glum

plum

punt

bum

3.

stop

stub

stab

step

4.

plan

pant

plant

plug

5.

drop

drip

drug

drab



6. hip held help helm

7. crank rust crisp crust

8. swum swam swig swim

9. stand sand stab sad

10. spot spit spat spam

Total Points \_\_\_\_\_ /10

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.5

Activity Page

Directions: Have students draw a line from each word on the left to the matching picture.

1. twig



2. crab



3. pond



4. desk



5. frog





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.6

Activity Page

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

1. nest



2. tent



3. lamp



4. plant



5. mask



6. sled



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.1

Activity Page

bugs

drops

clips

plums

lamps

sleds

lists

bands

/s/ as in cats



/z/ as in dogs



Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 's' pronounced /z/ under the /z/ header.

clams

nests

twins

crops

drums

ramps

hands

tents

/s/ as in cats



/z/ as in dogs

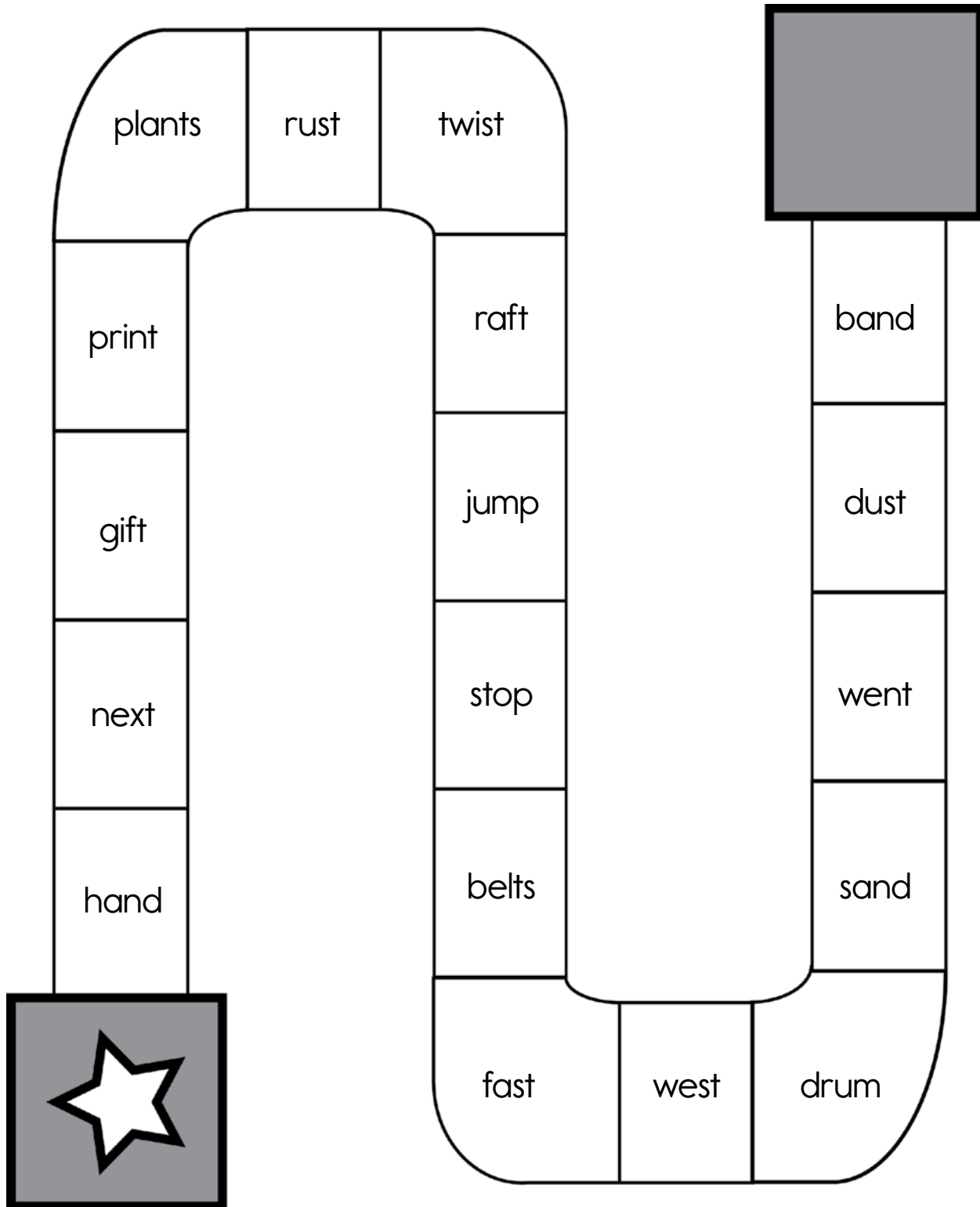


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.2

Activity Page







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.3

Activity Page

Running Record for “Pip’s Cats”—As the student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

## 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.

Number of misread words: \_\_\_\_\_/25

Notes:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.4

Activity Page

Running Record for “Vic Gets Lost”—As the student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

## 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.

Number of misread words: \_\_\_\_\_/22

Notes:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.5

Activity Page

Dear Family Member,

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

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!”





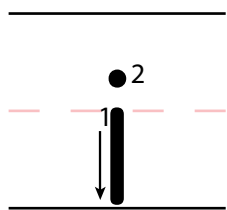
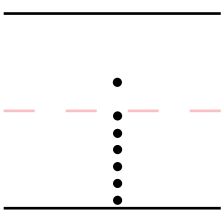
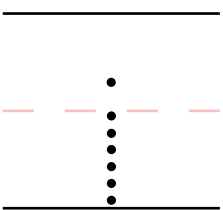
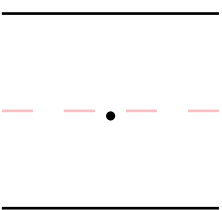
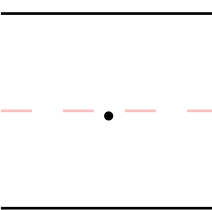
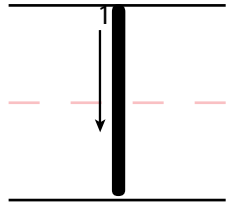
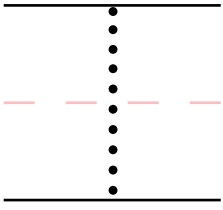
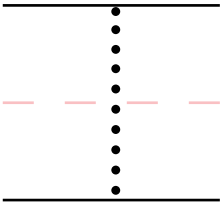
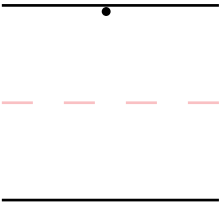
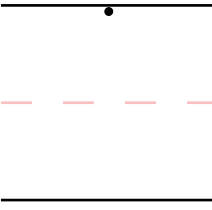
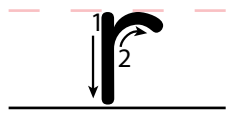
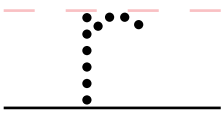
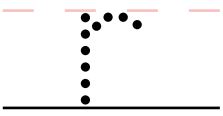
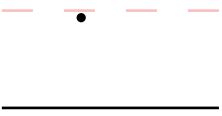
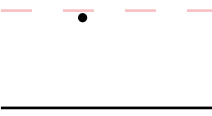
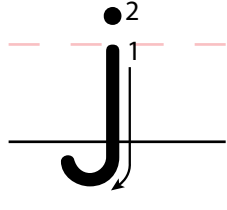
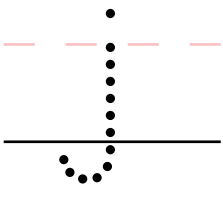
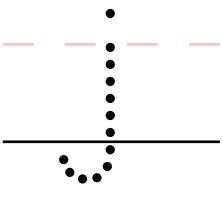
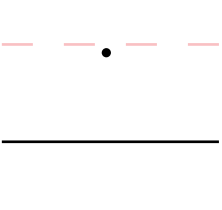
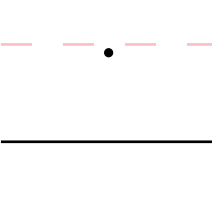
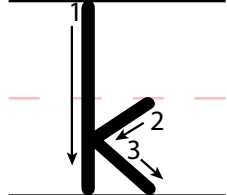
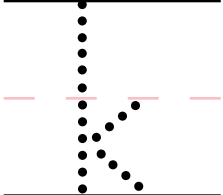
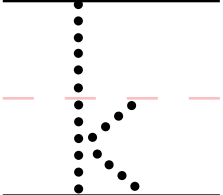
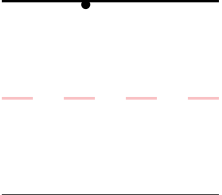
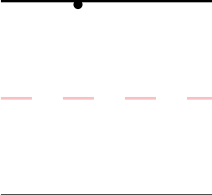
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DATE: \_\_\_\_\_





















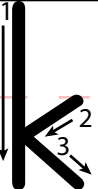




# PP.6

Activity Page

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.




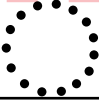
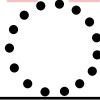




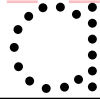




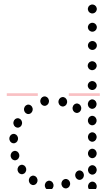


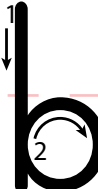
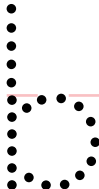
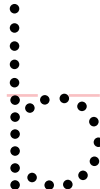



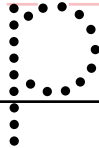
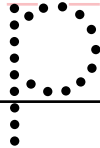



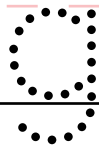
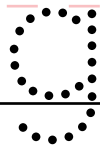


NAME: \_\_\_\_\_











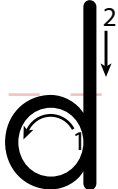




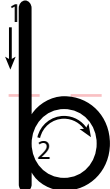




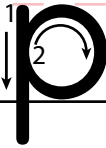









DATE: \_\_\_\_\_

PP.7

Activity Page

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.8

Activity Page

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

p l u m

p l u m

s k i p

s k i p

c l a p

c l a p

s l i p

s l i p

d r i p

d r i p

f l a t

f l a t

p l u m

.

s k i p

.

c l a p

.

s l i p

.

d r i p

.

f l a t

.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.9

Activity Page

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

l i p s

l i p s

g i f t

g i f t

j e t s

j e t s

k i d s

k i d s

l a m p

l a m p

r e s t

r e s t

l i p s

l i p s

g i f t

g i f t

j e t s

j e t s

k i d s

k i d s

l a m p

l a m p

r e s t

r e s t

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.10

Activity Page

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

crisp

crisp

plant

plant

slump

slump

drops

drops

twigs

twigs

belts

belts



crisp

crisp

plant

plant

slump

slump

drops

drops

twigs

twigs

belts

belts

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.11

Activity Page

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. hot

bug

2. bed

can

3. sit

pot

4. hug

red

5. man

fit

6. bump

trip

7. test

land

8. spent

grump

9. stand

tent

10. flip

best

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