



# 4

**Kindergarten**

**Skills 4** | Activity Book

Kindergarten

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## **Skills 4**

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**Activity Book**

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# **Skills 4**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. 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 their own Activity Book.

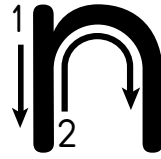


NAME: \_\_\_\_\_

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

1.1

Directions: Have students trace and copy the letters and words. The motion for 'n' can be described as 1. short line down, 2. hump. The student should say the sound as they write the letter.



Tracing row 1: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two dotted 'n's for copying. Each letter has a starting dot on the top line.

Tracing row 2: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two dotted 'n's for copying. Each letter has a starting dot on the top line.

Tracing row 3: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two dotted 'n's for copying. Each letter has a starting dot on the top line.

Tracing row 4: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two dotted 'n's for copying. Each letter has a starting dot on the top line.

Tracing row 5: The word 'not' in solid black with stroke order arrows for each letter. The 'n' has arrows 1 and 2. The 'o' has arrow 1. The 't' has arrows 1 and 2. This is followed by a dotted 'not' for tracing and two dotted 'not's for copying. Each letter has a starting dot on the top line.

Tracing row 6: The word 'not' in solid black with stroke order arrows for each letter. The 'n' has arrows 1 and 2. The 'o' has arrow 1. The 't' has arrows 1 and 2. This is followed by a dotted 'not' for tracing and two dotted 'not's for copying. Each letter has a starting dot on the top line.

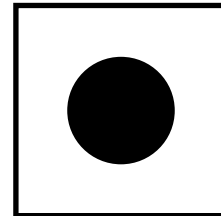
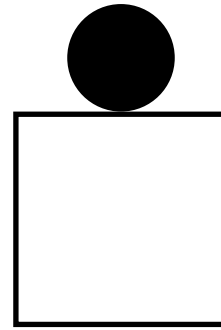
Directions: Have students read the words in the box and write each word under the matching picture.

in

cat

on

dog



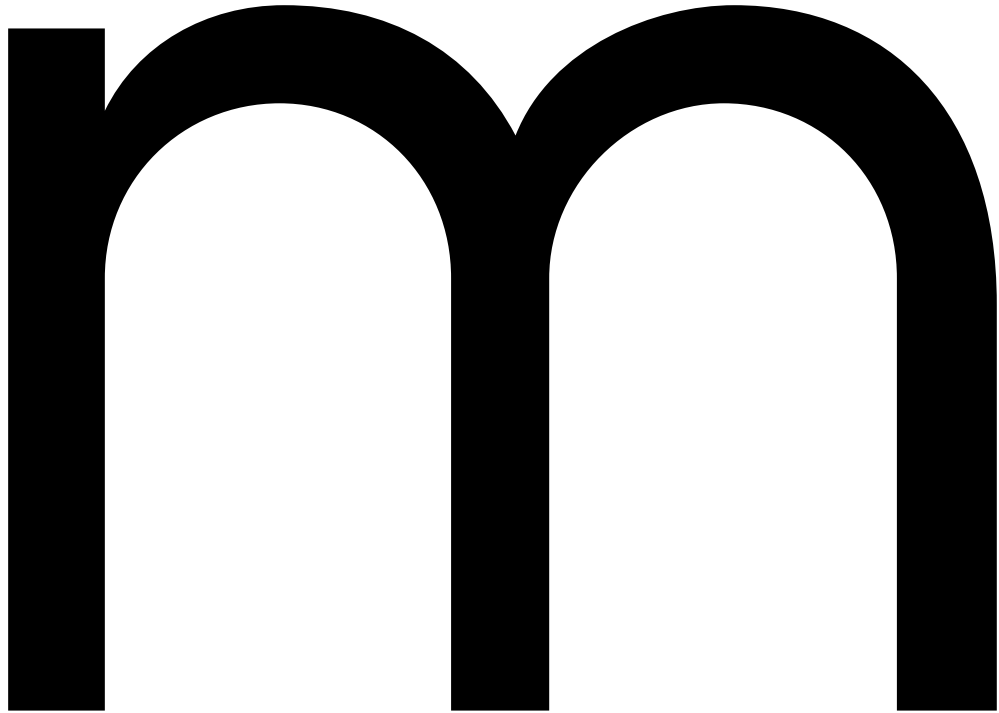
NAME: \_\_\_\_\_

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

1.2

Activity Page

*Directions: Have students hold up this activity page when you say /m/.*





**rn**

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

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

1.3

Activity Page

*Directions: Have students hold up this activity page when you say /n/.*

n

n

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

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

2.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'h' can be described as 1. long line down, 2. hump. The student should say the sound as they write the letter.



Tracing practice for the letter 'h' and the word 'him' on handwriting lines. The page is divided into two main sections. The first section contains four rows of handwriting lines. Each row starts with a solid 'h' showing stroke order (1: down, 2: hump), followed by a dotted 'h' for tracing, and then three blank lines with a starting dot for independent practice. The second section contains two rows of handwriting lines. Each row starts with a solid word 'him' showing stroke order (1: down for 'h', 2: down for 'i', 3: hump for 'm'), followed by a dotted 'him' for tracing, and then three blank lines with starting dots for independent practice.

Directions: Have students read the words in the box and write each word under the matching picture.

hat

dog

hot

ham



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

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

2.2

Take-Home

**Dear Family Member,**

On the front and back of this activity page, have your student read the words in the first column and match each word to its corresponding picture. If necessary, identify the pictures for your student.

1. man



2. hat



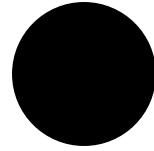
3. ham



4. can



5. hog



6. cat



7. dot



8. dig

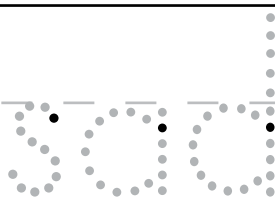
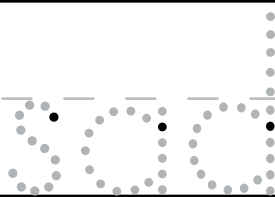


NAME: \_\_\_\_\_

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

3.1

Directions: Have students trace and copy the letters and words. The motion for 's' can be described as 1. half circle to the left, half circle to the right. The student should say the sound as they write the letter.





Directions: Have students read the words in the box and write each word under the matching picture.

sit

sad

ham

man



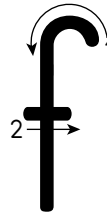
NAME: \_\_\_\_\_

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

4.1

Activity Page

Directions: Have student trace and copy the letter and word. The motion for 'f' can be described as 1. candy cane (lift), 2. short line across. The student should say the sound as they write the letter.




Directions: Have students read the words in the box and write each word under the matching picture.

dog

hat

man

fan



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

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

4.2

Take-Home

Dear Family Member,

On the front and back of this activity page have your student read the words in the first column. Then have them circle the picture that matches the word and write the word on the line below. If necessary, identify the pictures for your student.

1. sad



\_\_\_\_\_

-----

\_\_\_\_\_

2. fan

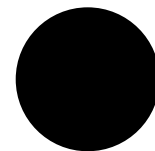


\_\_\_\_\_

-----

\_\_\_\_\_

3. sit

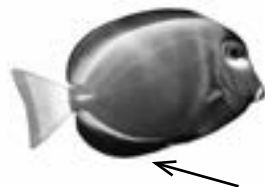


\_\_\_\_\_

-----

\_\_\_\_\_

4. fin



---

---

---

5. hat



---

---

---

6. can



---

---

---

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

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

5.1

Activity Page

Directions: Have students read the words in the first column and draw a line from each word to the matching picture.

1. fin



2. hog



3. dig



4. fan



5. hat



6. ham



7. can



8. man



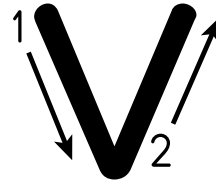
NAME: \_\_\_\_\_

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

6.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as 1. diagonal down, 2. diagonal up. The student should say the sound as they write the letter.



Tracing practice row 1: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V' for tracing, and two empty lines with a starting dot on the top line for independent writing.

Tracing practice row 2: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V' for tracing, and two empty lines with a starting dot on the top line for independent writing.

Tracing practice row 3: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V' for tracing, and two empty lines with a starting dot on the top line for independent writing.

Tracing practice row 4: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V' for tracing, and two empty lines with a starting dot on the top line for independent writing.

Tracing practice row 5: The word 'van' in a large font with stroke order arrows for each letter, followed by a dotted 'van' for tracing, and two empty lines with starting dots for independent writing.

Tracing practice row 6: The word 'van' in a large font with stroke order arrows for each letter, followed by a dotted 'van' for tracing, and two empty lines with starting dots for independent writing.



Directions: Have students read the words in the first column and write each word under the matching picture.

van

hog

hat

fan



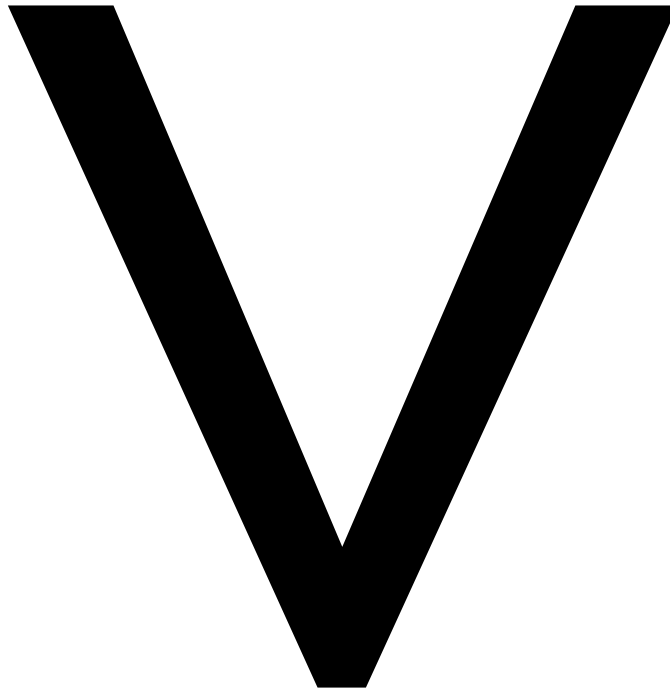
NAME: \_\_\_\_\_

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

6.2

Activity Page

Directions: Have students hold up this activity page when you say /v/.





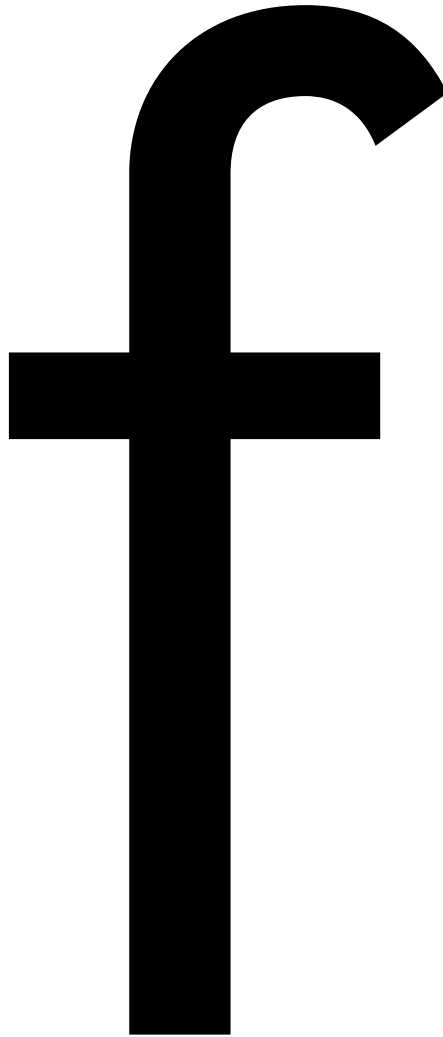
NAME: \_\_\_\_\_

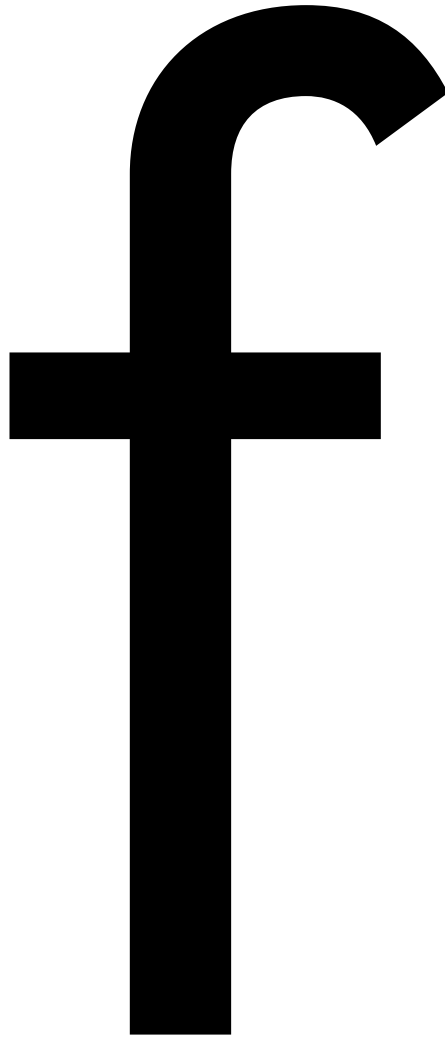
DATE: \_\_\_\_\_

6.3

Activity Page

*Directions: Have students hold up this activity page when you say /f/.*





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

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

6.4

Take-Home

**Dear Family Member,**

Your student is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your student should be able to read with practice. Please help your student cut out the word cards. Show each card to your student and have them read it. Encourage your student to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your student by saying the individual sounds and then having your student repeat the sounds after you. Ask your student to say the whole word (i.e., to blend the sounds into a word).

Your student may practice letter formation by copying the words on to another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.



had	tin	vat
sit	man	nod
fit	fin	hot
sad	him	van

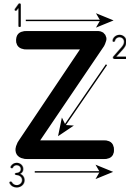


NAME: \_\_\_\_\_

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

7.1

Directions: Have students trace and copy the letters and words. The motion for 'z' can be described as 1. short line across, 2. diagonal left, 3. short line across. The student should say the sound as they write the letter.



Tracing row 1: A large uppercase Z with stroke order arrows, followed by a dotted uppercase Z, another dotted uppercase Z, and two rows of handwriting lines with a starting dot on the top line.

Tracing row 2: A large uppercase Z with stroke order arrows, followed by a dotted uppercase Z, another dotted uppercase Z, and two rows of handwriting lines with a starting dot on the top line.

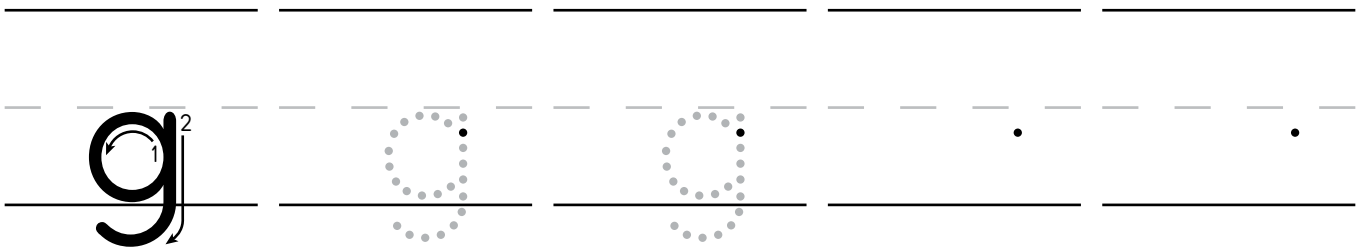
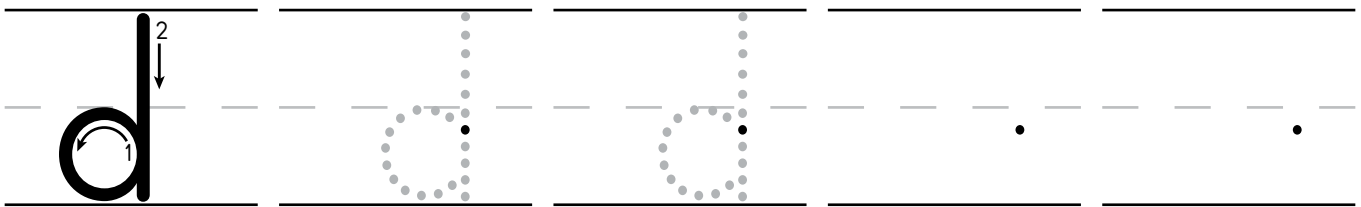
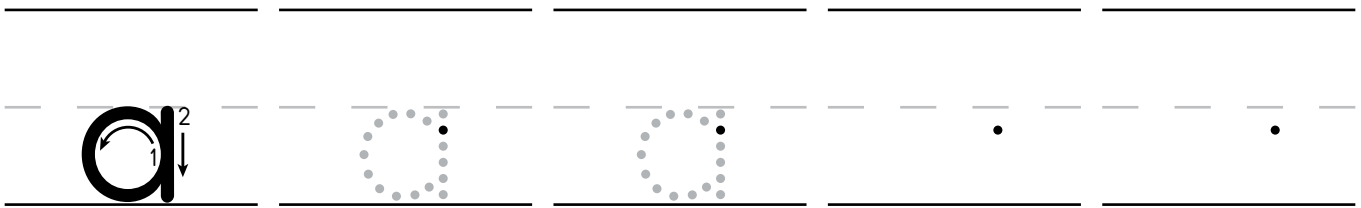
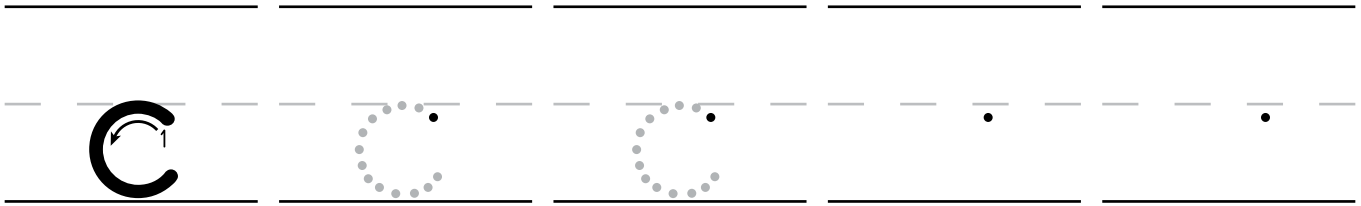
Tracing row 3: A large uppercase Z with stroke order arrows, followed by a dotted uppercase Z, and two rows of handwriting lines with a starting dot on the top line.

Tracing row 4: A large uppercase Z with stroke order arrows, followed by a dotted uppercase Z, and two rows of handwriting lines with a starting dot on the top line.

Tracing row 5: A large uppercase Z with stroke order arrows, followed by a dotted uppercase Z, and two rows of handwriting lines with a starting dot on the top line.

Tracing row 6: A large uppercase Z with stroke order arrows, followed by a dotted uppercase Z, and two rows of handwriting lines with a starting dot on the top line.





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

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

7.2

Activity Page

*Directions: Have students hold up this activity page when you say /z/.*



**Z**

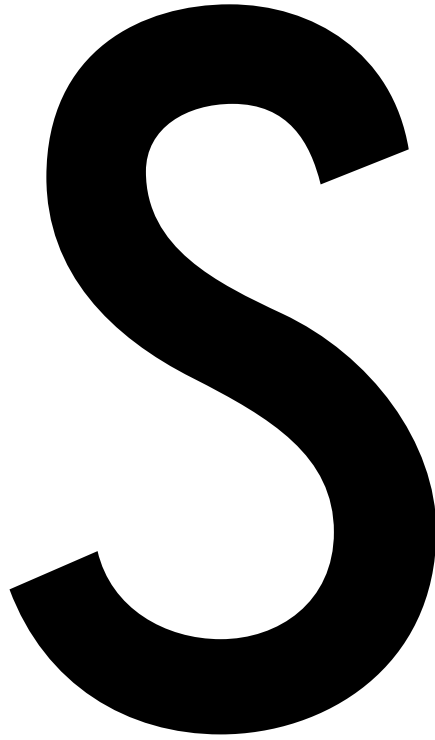
NAME: \_\_\_\_\_

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

7.3

Activity Page

Directions: Have students hold up this activity page when you say /s/.



S

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

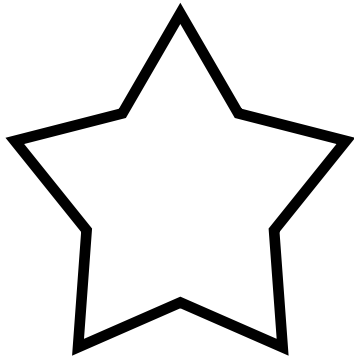
DATE: \_\_\_\_\_

7.4

Take-Home

**Dear Family Member,**

Please help your student cut out the picture cards on this page. On Activity Page 7.5, have your student place the cards with pictures beginning with the /s/ sound (snake, star, six) under the 's' heading. Next, place the cards with pictures beginning with the /z/ sound (zipper, zebra, zigzag) under the 'z' heading. Keep the cards for future practice.





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

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

7.5

Take-Home

**Dear Family Member,**

Please have your student place the cards from Activity Page 7.4 here. Place pictures beginning with the /s/ sound under the 's' heading and pictures beginning with the /z/ sound under the 'z' heading. Keep activity page for future practice.

S	Z



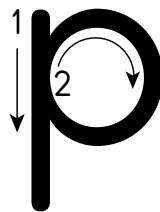


NAME: \_\_\_\_\_

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

8.1

Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as they write the letter.



Tracing row 1: A solid 'p' with stroke order arrows, followed by a dotted 'p' for tracing, and two empty lines with a starting dot on the top line.

Tracing row 2: A solid 'p' with stroke order arrows, followed by a dotted 'p' for tracing, and two empty lines with a starting dot on the top line.

Tracing row 3: A solid 'p' with stroke order arrows, followed by a dotted 'p' for tracing, and two empty lines with a starting dot on the top line.

Tracing row 4: A solid 'p' with stroke order arrows, followed by a dotted 'p' for tracing, and two empty lines with a starting dot on the top line.

Tracing row 5: The word 'pig' with stroke order arrows for each letter, followed by a dotted 'pig' for tracing, and two empty lines with starting dots on the top line.

Tracing row 6: The word 'pig' with stroke order arrows for each letter, followed by a dotted 'pig' for tracing, and two empty lines with starting dots on the top line.

Directions: Have students read the words in the box and write each word under the matching picture.

pig

pan

cop

map



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

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

8.2

Take-Home

**Dear Family Member,**

Help your student cut out the letter cards. Show the cards to your student and have them **say the sounds, not the letter names.** Here are some words beginning with these sounds to help you: *fin, pin, hat, van, at, so, zoo, it.*

Arrange the cards to make the words *fin, pin, nap, van, fan, pan, hip, sip, sap, zip, and zap* and have your student blend and read the words.

Say one of the words listed above and ask your student to try to spell the word by selecting and arranging letter cards. Note that this is a challenging assignment. You may need to say the word sound by sound and help your student with the spelling.

n	h	s
f	v	z
p	a	i



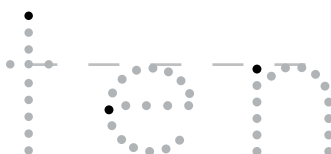
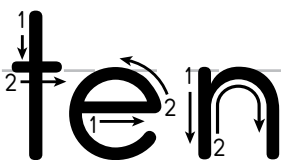
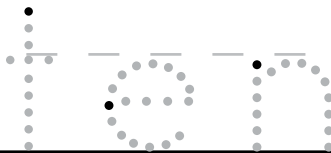
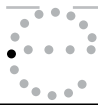
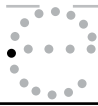
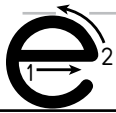
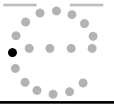
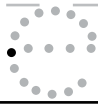
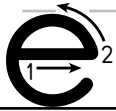
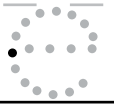
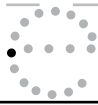
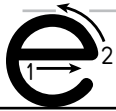
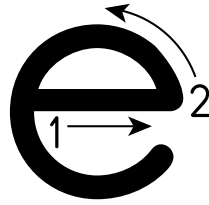
NAME: \_\_\_\_\_

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

9.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'e' can be described as 1. short line across, 2. most of a circle to the left. The student should say the sound as they write the letter.



Directions: Have students read the words in the box and write each word under the matching picture.

hen

net

ten

pen



10



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

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

10.1

Take-Home

**Dear Family Member,**

Your student is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your student should be able to read with practice. Please help your student cut out the word cards. Show each card to your student and have them read it. Encourage your student to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your student by saying the individual sounds and have your student repeat the sounds after you. Ask your student to say the whole word (i.e., to blend the sounds into a word).

Your student may practice letter formation by copying the words on another sheet of paper. Please retain these cards in addition to the previous cards for future practice.



pet

fig

hen

it

met

gas

vet

cop

did

mop

hip

fed





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

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

11.1

Assessment

Directions: In each row, have students circle the dictated word.

1. net met nit ten

2. man fan vet van

3. din hen ham pen

4. pen fin ten pan

5. van tin fin vim

6. zap sad sat had

7. got pat pot pad

8. sip zip sap get

9. van fan pen tam

10. hat fat hen fin

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

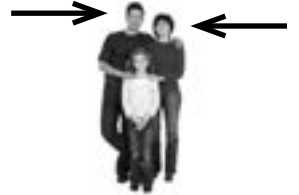
DATE: \_\_\_\_\_

11.2

Activity Page

Directions: Have students read each phrase. Then have them circle the matching picture.

1. mom and dad



2. zip it



3. dog on mat



4. ham in pan



5. pet dog



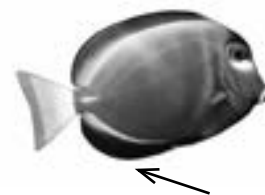
6. cat in hat



7. sip it



8. hot pot



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

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

**Dear Family Member,**

Please help your student cut out the picture cards on this page. On Activity Page 11.4, have your student place the cards with pictures beginning with the /f/ sound (fan, four, frog) under the 'f' heading. Next, place the cards with pictures beginning with the /v/ sound (van, vase, vet) under the 'v' heading. Please save the cards for future practice.



4





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

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

11.4

Take-Home

**Dear Family Member,**

Please have your student place the cards from Activity Page 11.3 here. Place pictures beginning with the /f/ sound under the 'f' heading and pictures beginning with the /v/ sound under the 'v' heading. Save the activity page for future practice.

f	v





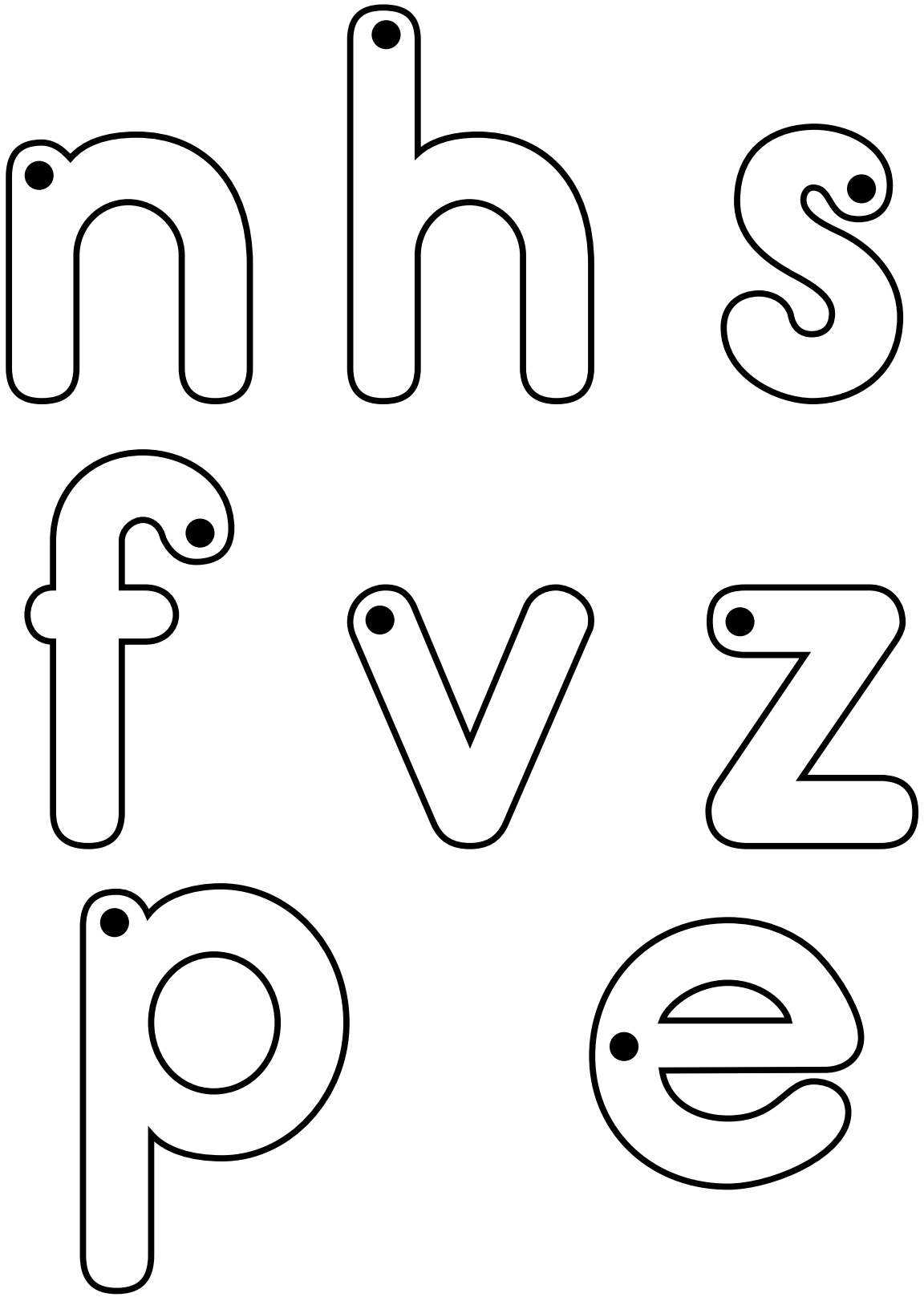
NAME: \_\_\_\_\_

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

12.1

Activity Page

Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start tracing at the black dots.





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

12.2

Assessment

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

### Record Sheet for Unit 4 Word Reading Assessment

Place a check next to each word read correctly. For misread words, write exactly what the student says as they sound out the word. If the student misreads a word, prompt them to try to read the word again. Let them know that the first attempt was incorrect.

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
1. net		
2. van		
3. hen		
4. pen		
5. fin		
6. sad		
7. pot		
8. zip		
9. fan		
10. hat		
	<b>TOTAL CORRECT: _____ /30</b>	

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

/n/ > 'n' (1,2,3,4,5,9) \_\_\_ /6    /e/ > 'e' (1,3,4) \_\_\_ /3    /t/ > 't' (1,7,10) \_\_\_ /3

/v/ > 'v' (2) \_\_\_ /1    /a/ > 'a' (2,6,9,10) \_\_\_ /4    /h/ > 'h' (3,10) \_\_\_ /2

/p/ > 'p' (4,7,8) \_\_\_ /3    /i/ > 'i' (5,8) \_\_\_ /2    /s/ > 's' (6) \_\_\_ /1

/d/ > 'd' (6) \_\_\_ /1    /o/ > 'o' (7) \_\_\_ /1    /z/ > 'z' (8) \_\_\_ /1

/f/ > 'f' (5,9) \_\_\_ /2



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

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

# 12.3

Directions: Have students circle the dictated words and copy them on the lines.

1. sit set

2. met mat

3. tap top

4. pen pan

5. not net

6. vat vet




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

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

13.1


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	a	e	n
	p	i	m

\_\_\_\_\_

-----


\_\_\_\_\_

	m	o	p
	n	a	g

\_\_\_\_\_

-----

\_\_\_\_\_


	v	a	p
	f	e	n

\_\_\_\_\_

-----

\_\_\_\_\_




	p	o	f
	d	a	t

---

---


---

	h	e	t
	d	a	s

---

---

---

	p	i	h
	f	e	n

---

---

---

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

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

13.2

Directions: Have students read the words in the first column and write each word under the matching picture.

1. fan



\_\_\_\_\_

-----

\_\_\_\_\_

2. van



\_\_\_\_\_

-----

\_\_\_\_\_

3. pan

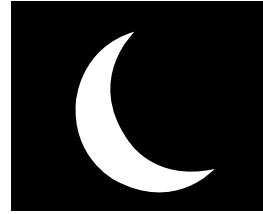


\_\_\_\_\_

-----

\_\_\_\_\_

4. net



5. pen



6. zip

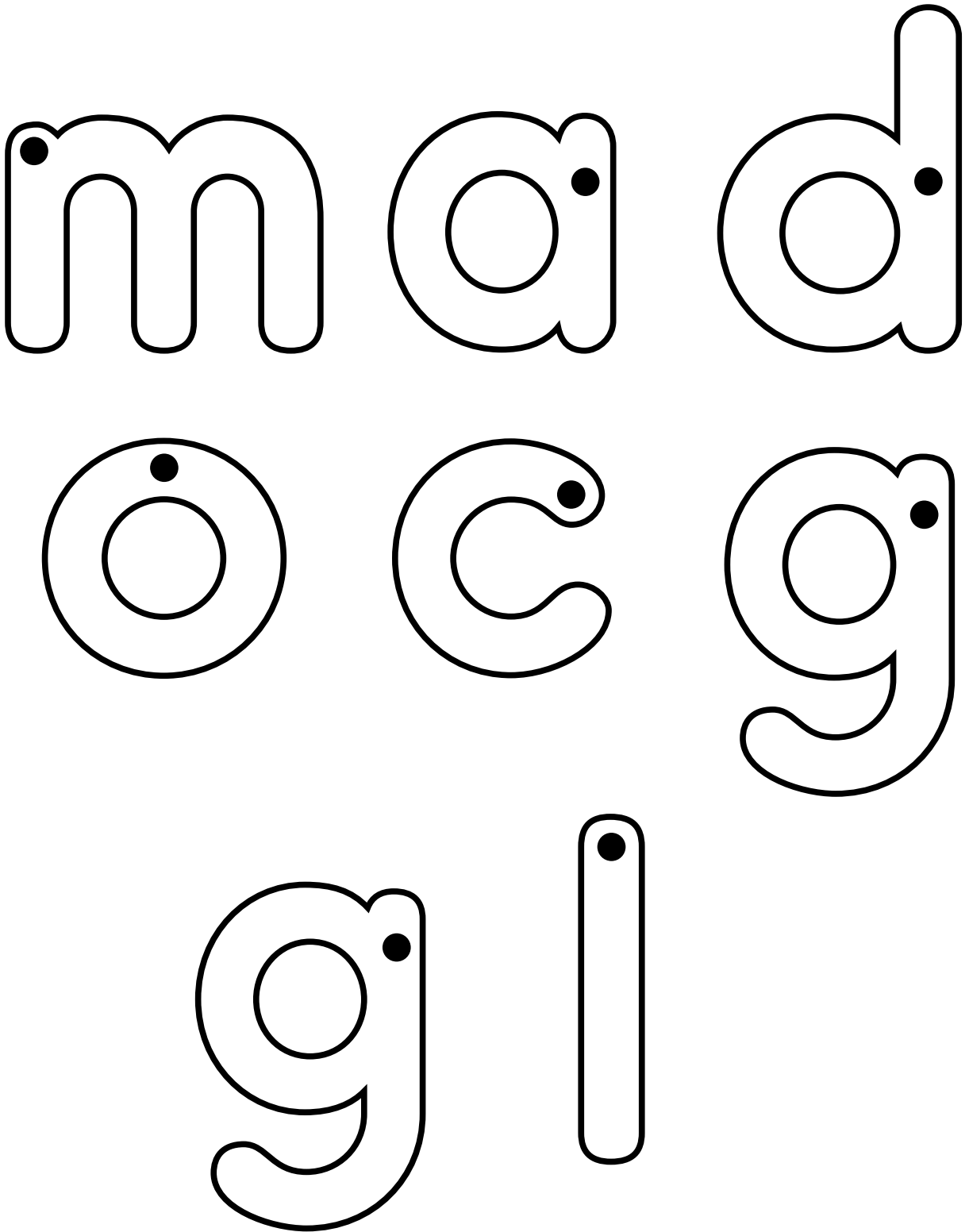


NAME: \_\_\_\_\_

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

13.3

Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start tracing at the black dots.





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

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

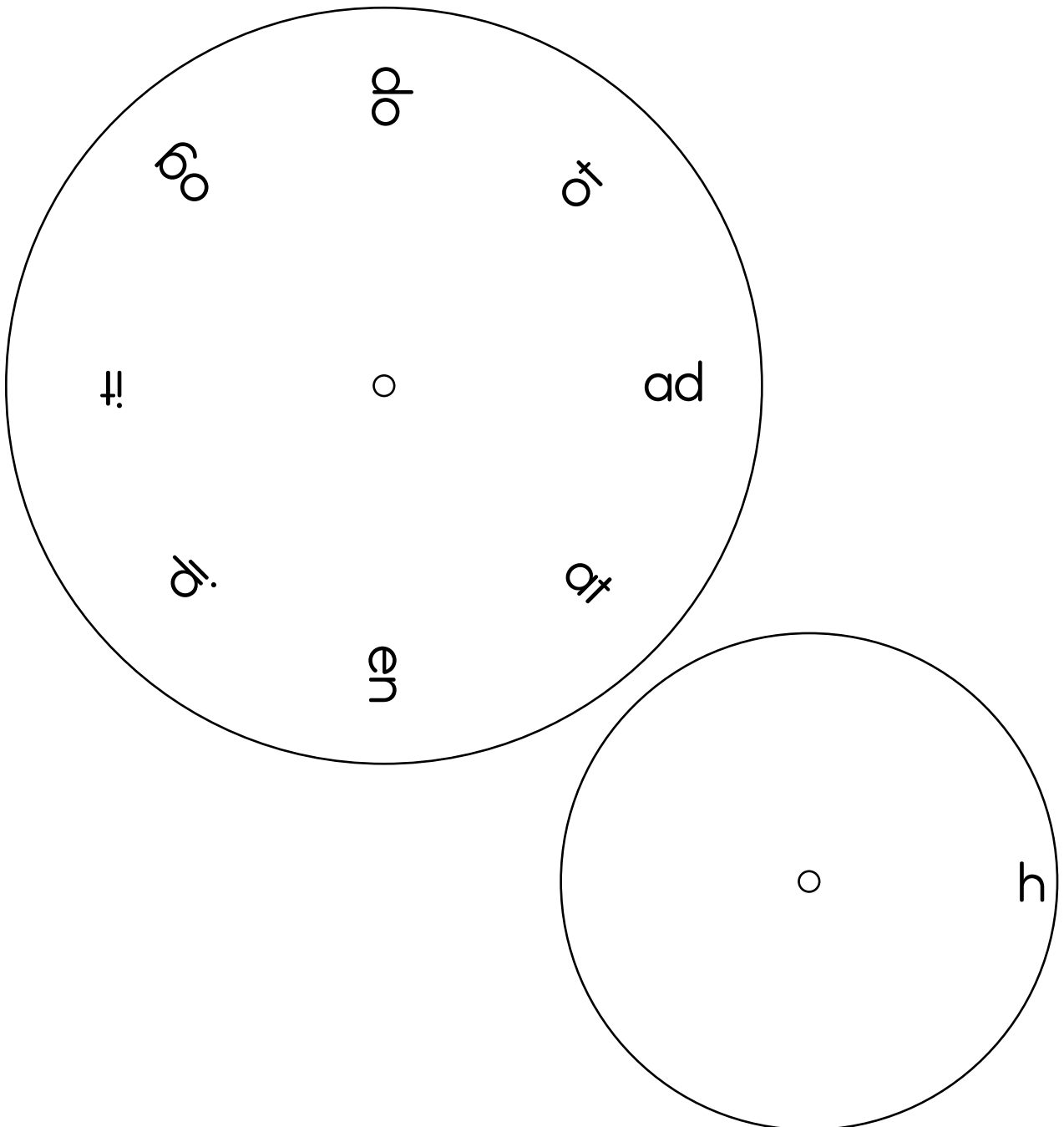
# 13.4

Take-Home

**Dear Family Member,**

Help your student cut out the two circles. Attach 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 blend and read the words they make. (If you do not have a brass fastener, write the letter in front of each group of letters and ask your student to read each word.)

To practice letter formation, ask your student to copy the words on a sheet of paper.





the

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

1.

\_\_\_\_\_

-----

\_\_\_\_\_



2.

\_\_\_\_\_

-----

\_\_\_\_\_



3.

\_\_\_\_\_

-----

\_\_\_\_\_



4.

\_\_\_\_\_

-----

\_\_\_\_\_





the

5.

\_\_\_\_\_

-----

\_\_\_\_\_



6.

\_\_\_\_\_

-----

\_\_\_\_\_



7.

\_\_\_\_\_

-----

\_\_\_\_\_



8.

\_\_\_\_\_

-----

\_\_\_\_\_



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

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

14.2

Activity Page

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

1.

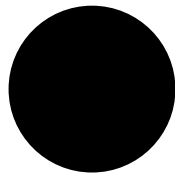


hen

ham

hog

2.



dog

dot

doc

3.



hat

had

hit

4.



not

net

hot

5.



vat

van

man



dog

hog

fog



sat

man

sad



zap

zip

hit



sit

sip

tip



den

pin

pen

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

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

# 14.3

Directions: Have students read the phrases in the first column and draw a line from each phrase to the matching picture.

1. hen on hog



2. dog can dig



3. ham in pan



4. mop it



5. dog on mat



6. zip it



7. pet cat



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

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

14.4

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Word *the* 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.



the



the



the



the

the



the



the

the





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

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

15.1

air

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

1.

\_\_\_\_\_

-----

\_\_\_\_\_



2.

\_\_\_\_\_

-----

\_\_\_\_\_



3.

\_\_\_\_\_

-----

\_\_\_\_\_



4.

\_\_\_\_\_

-----

\_\_\_\_\_





and

1.

a



---

---

---

a



2.

a



---

---

---

the



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

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

15.1  
CONTINUED

Activity Page

3. a



---

---

---

the



---

---

---

4. the



---

---

---

the



---

---

---

5. three



two





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

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

# 15.2

Directions: Have students read the words in the box and write each word under the matching picture.

mop

hat

hen

nap



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

pan

cap

cat

map



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

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

15.3

Take-Home

**Dear Family Member,**

Your student is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your student should be able to read with practice. Please help your student cut out the word cards. Show each card to your student and have them read it. Encourage your student to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your student by saying the individual sounds and have your student repeat the sounds after you. Ask your student to say the whole word (i.e., to blend the sounds into a word).

Your student may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.



zip	on	in
hid	nap	at
hit	men	fog
him	top	pit



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











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

15.4

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Word a 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.

 and <u>the</u>  <u>a</u>	 and <u>a</u> <u>a</u>  <u>a</u>
<u>the</u>  and <u>a</u> 	<u>a</u> <u>a</u> 
<u>the</u>  and <u>the</u> 	<u>a</u> 





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

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

PP.1

Activity Page

Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.2.



hip

zip

vet

fog

hen

nod

met

get

sad

pit

dim

can



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

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

PP.2

Activity Page

Directions: Have students read the word cards from Activity Page PP.1 and place them on top of the matching words on this activity page.



pit

dim

can

sad

hen

hip

zip

vet

fog

nod

met


get



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

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


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	p h	e i	n m
---	--------	--------	--------

---

---


---

	v h	e a	n d
--	--------	--------	--------

---

---


---

	v c	e a	d t
---	--------	--------	--------

---

---


---

	p	i	h
	f	e	n

---

---


---

	c	e	p
	h	o	c

---

---

---

	p	o	f
	g	i	g

---

---

---

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

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

Directions: Have students read the words in the first column and write each word under the matching picture.

1. man



\_\_\_\_\_

-----

\_\_\_\_\_

2. sit



\_\_\_\_\_

-----

\_\_\_\_\_

3. van



\_\_\_\_\_

-----

\_\_\_\_\_



4. pet



5. dog



6. zip



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

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

PP.5

Activity Page

Directions: Have students read the words in the box and write each word under the matching picture.

cat

tag

ham

fan



pig

vet

hen

pot



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

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

PP.6

Directions: Have students fill in the blanks as the phrases are dictated.

1. sit on \_\_\_\_\_

2. cap and \_\_\_\_\_

3. pig \_\_\_\_\_

4. hot \_\_\_\_\_

5. hog and \_\_\_\_\_

6. \_\_\_\_\_ on mat



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

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

# PP.7

Directions: Have students circle the dictated words and copy them on the lines.

1. pot pat

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

2. met mat

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

3. sat set

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

4. gap tap

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

5. sad sat

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

6. sit sip

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



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

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

# PP.8

*Directions: Have students circle the dictated words and copy them on the lines.*

1. in it

\_\_\_\_\_

-----

\_\_\_\_\_

2. set sat

\_\_\_\_\_

-----

\_\_\_\_\_

3. got pot

\_\_\_\_\_

-----

\_\_\_\_\_

4. cap zap

\_\_\_\_\_

-----

\_\_\_\_\_

5. mop hog

\_\_\_\_\_

-----

\_\_\_\_\_

6. did hid

\_\_\_\_\_

-----

\_\_\_\_\_





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

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

# PP.9

it

pop

fed

on

tip

at

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

a

o

i

e

hen

pet

tag

top

fit

in

a

o

i

e

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