



Kindergarten

Skills 7

Activity Book

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Skills 7

Activity Book

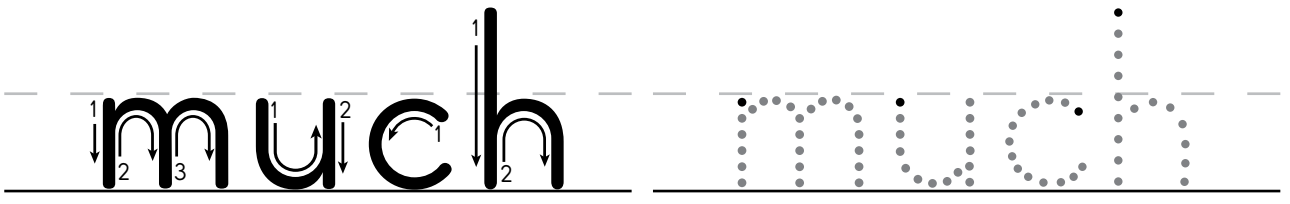
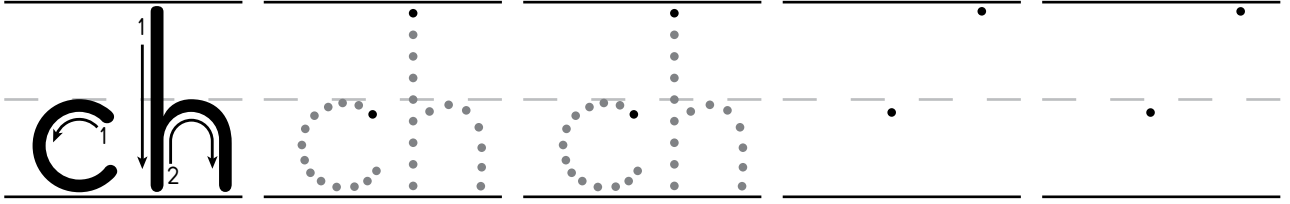
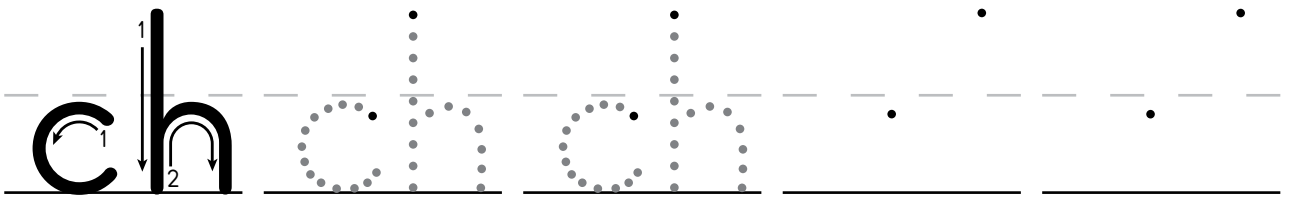
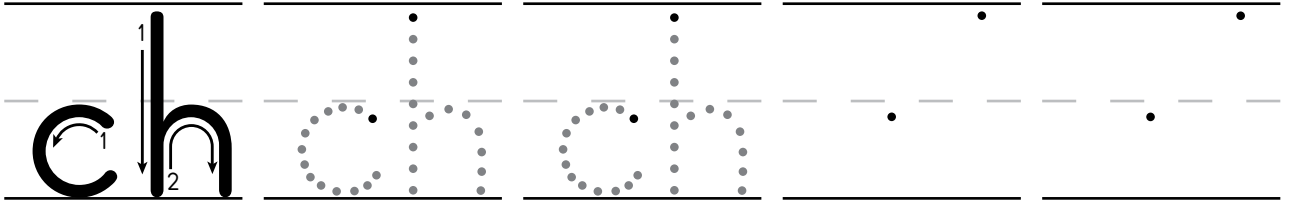
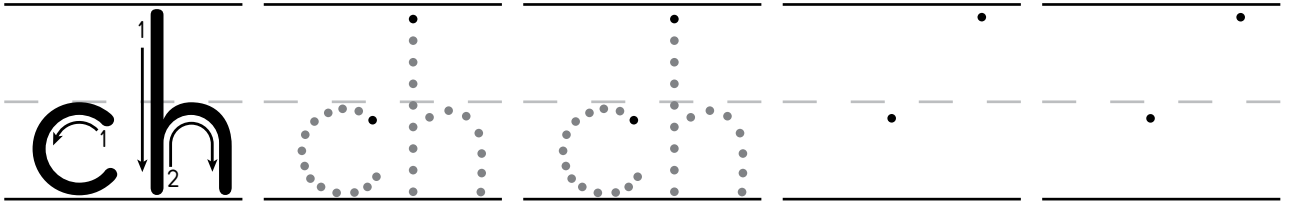
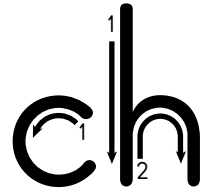
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 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

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



lunch

branch

bench

chips





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

NAME: _____


DATE: _____


1.2


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

	ch	i	s	t
	j	e	z	d

	ch	i	m	b
	c	o	n	p

	h	i	p	t
	ch	a	d	s

	b	i	r	k
	p	e	n	ch

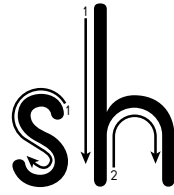
	p	a	n	ch
	d	u	t	j

	g	i	n	sh
	p	e	m	ch

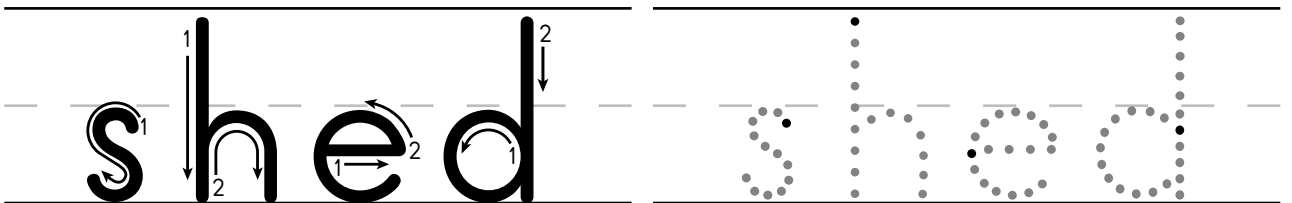
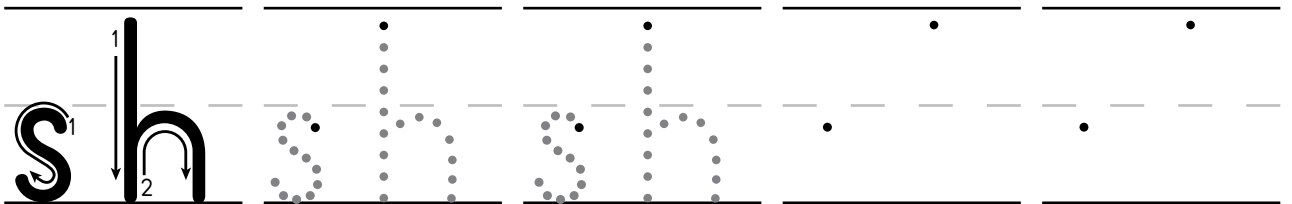
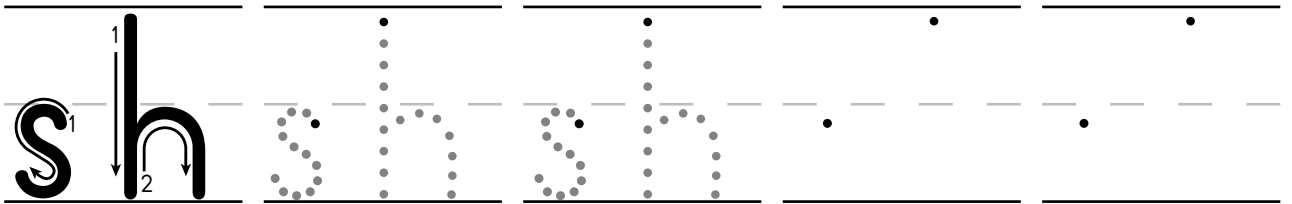
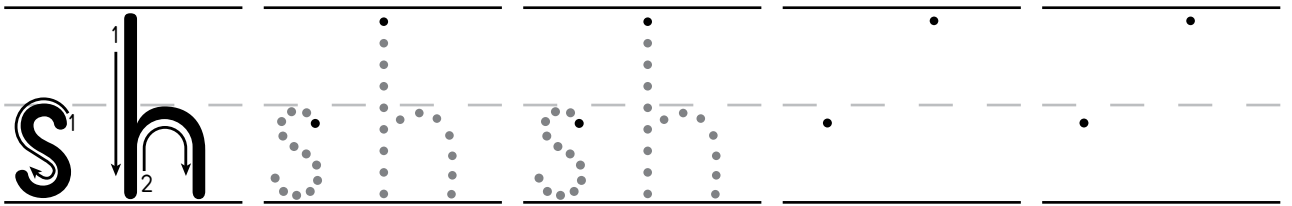
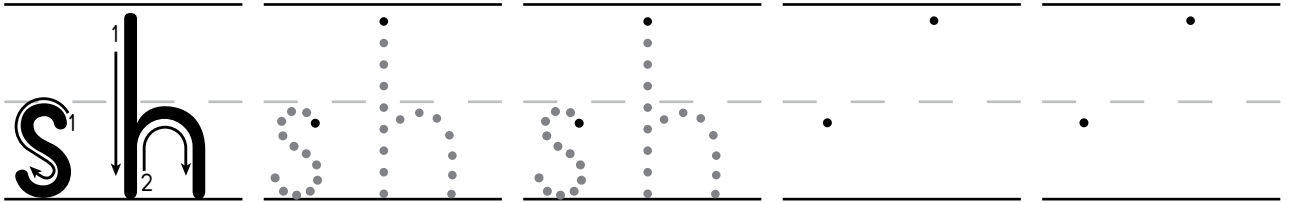
NAME: _____

DATE: _____

2.1

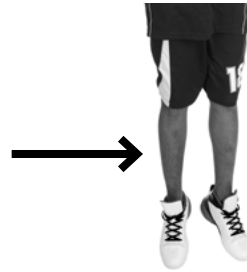


Directions: Have students trace and copy the digraph and word and say the sounds while printing.

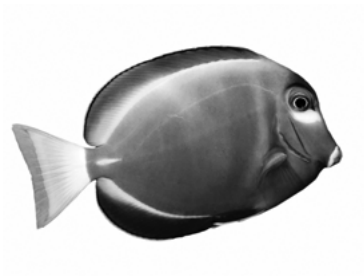


Directions: Have students write each word under its matching picture.

1. shin



2. fish



3. brush



NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

Your child has been taught to read the digraphs 'sh' and 'ch'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound as in "chill" and "rash." Words with digraphs are difficult to read at first because the reader has to recognize that two letters combined stand for a single sound. Ask your child to cut out the word cards below. Show the cards to your child and have your child read them. Notice the digraphs are printed in bold letters; if necessary, remind your child these two letters stand for just one sound. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards for future practice.



bench	chest	fish
chin	shrubs	shed
chips	splash	crunch
trash	crush	chimps

NAME: _____

DATE: _____


3.1

Activity Page

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


up


1. The big  is _____.

2. The  is _____.

3. The  is _____.

up

4. I look _____ at the big  .

5. I look _____ at the little  .

6. I look _____ at the big  .

NAME: _____

DATE: _____

3.1
CONTINUED

Activity Page

up

7. I look _____ at the little



8. I look _____ at the little



in the big _____



down

1. I can



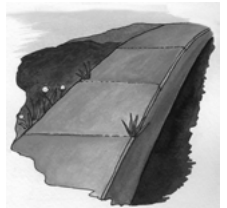
the



2. I can



the



NAME: _____

DATE: _____

3.1
CONTINUED

Activity Page

up, down

1. I can



and

2. I can



and

the



3. I can look _____ at the



and look _____ the



NAME: _____

DATE: _____

3.2

Activity Page

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

1.



big **ship**

big **shop**

2.



his **chin**

his **shin**

3.



trash in **chest**

cash in **chest**

4.



chop up **logs**

chop up **ships**

5.



fish and **shrimp**

ham and **chips**

6.



such big hands

such big cats

7.



crush can

crush box

8.



dog on bench

cat on bench

9.



crab can pinch

kid can pinch

10.



mom shops

dad shops

NAME: _____

DATE: _____

3.3

Take-Home

Dear Family Member,

For each row on the front and back, have your child blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your child.

1.



champ chomp chimp

2.



punch hunch bunch

3.



shed mush sash

4.



chip ship shin

5.



branch ranch brand

6.



lunch hunch lump

7.



shelf fish shrug

8.



crash trap trash

9.



ship shin chin

NAME: _____


DATE: _____

3.4

Take-Home

Dear Family Member,

Have your child cut along dotted lines. Then fold along solid lines to make a mini book to read.

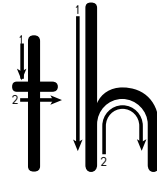
 <p>the big</p>  <p>I can</p> <p>down</p>	 <p>the</p>  <p>I can</p> <p>down</p>
<p>up, down</p> <p>I can  up and</p> <p>down.</p>	<p>up</p> <p>The  is up.</p> <p>The  is up.</p>

NAME: _____

DATE: _____

4.1

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



Tracing row 1: A solid 't' and 'h' with stroke order arrows, followed by a dotted 't' and 'h' for tracing, and two empty handwriting lines for independent practice.

Tracing row 2: A solid 't' and 'h' with stroke order arrows, followed by a dotted 't' and 'h' for tracing, and two empty handwriting lines for independent practice.

Tracing row 3: A solid 't' and 'h' with stroke order arrows, followed by a dotted 't' and 'h' for tracing, and two empty handwriting lines for independent practice.

Tracing row 4: A solid 't' and 'h' with stroke order arrows, followed by a dotted 't' and 'h' for tracing, and two empty handwriting lines for independent practice.

Tracing row 5: A solid 'thud' with stroke order arrows for each letter, followed by a dotted 'thud' for tracing, and two empty handwriting lines for independent practice.

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

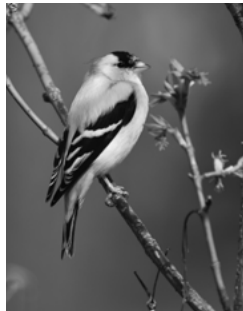
1. bath



2. moth



3. think



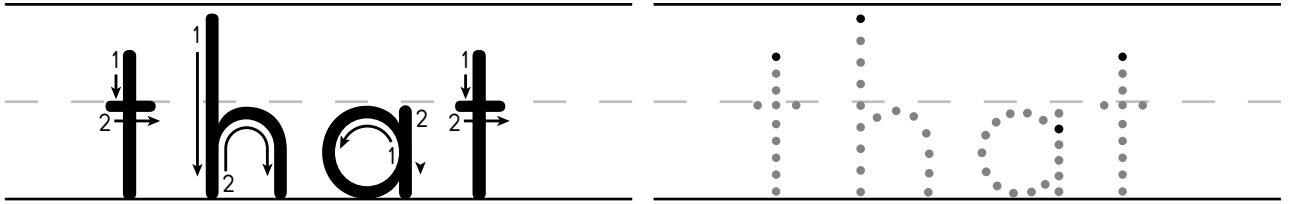
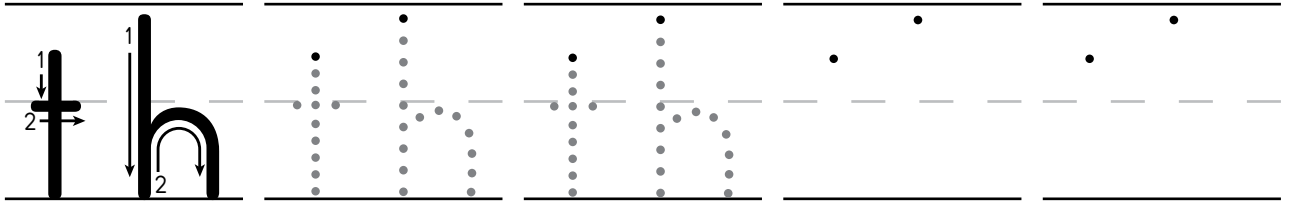
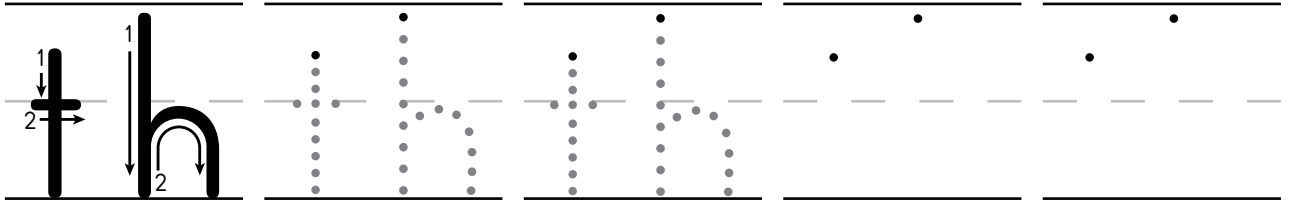
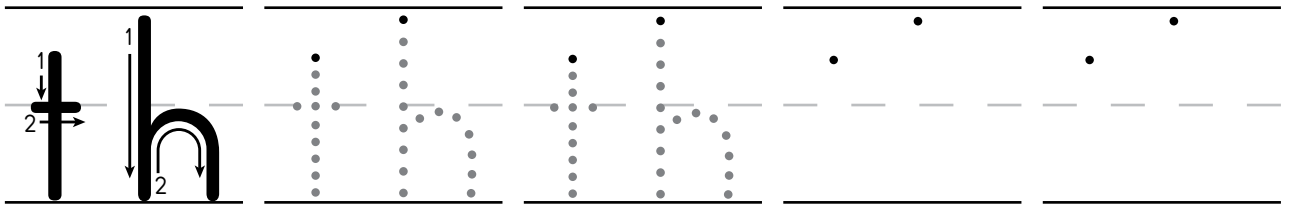
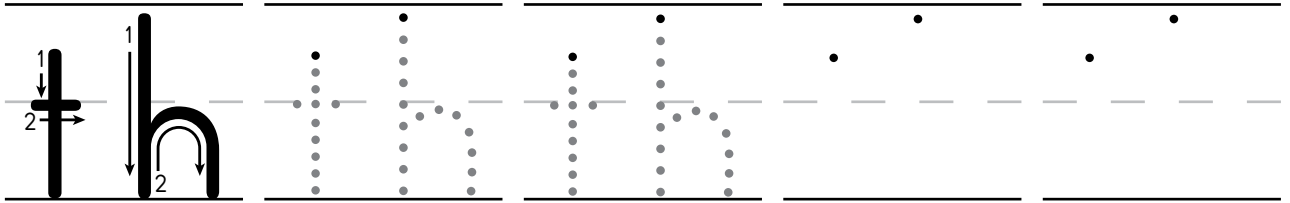
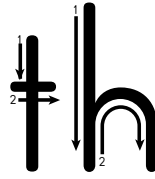
NAME: _____

DATE: _____

5.1

Activity Page

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



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

math	than	then	theft
that	this	bath	thin



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

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

NAME: _____

DATE: _____

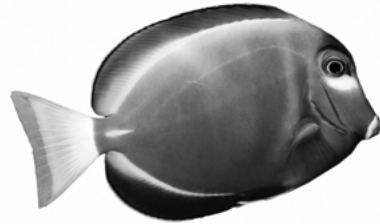
5.2

Take-Home

Dear Family Member,

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

1. bath



2. fish



3. think



4. branch



5. moth



6. brush



7. chop



8. pinch



9. chest



NAME: _____

DATE: _____

6.1

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

1. bench



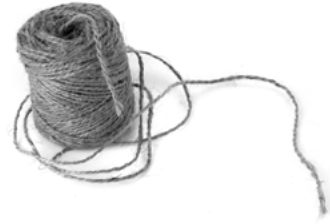
2. bath



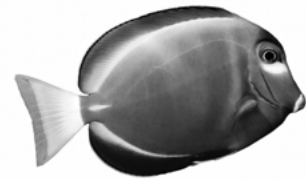
3. lunch



4. moth



5. cash



6. punch



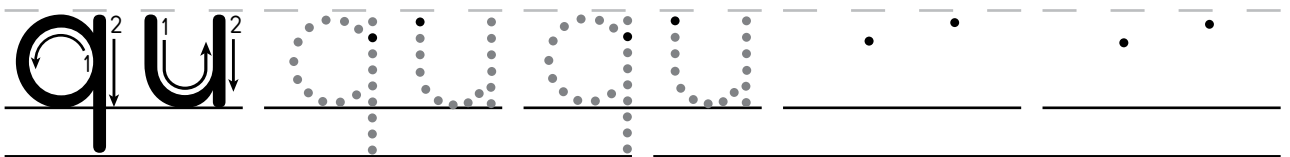
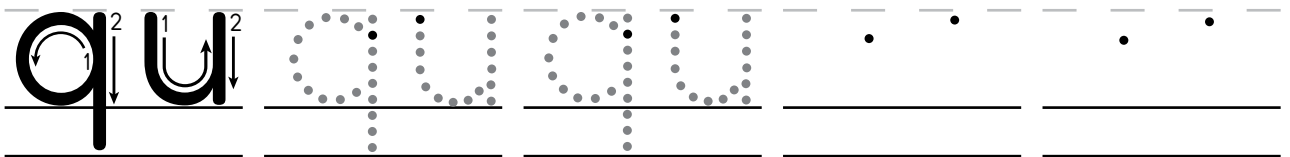
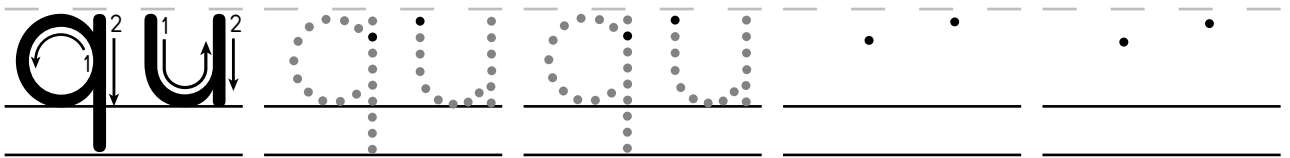
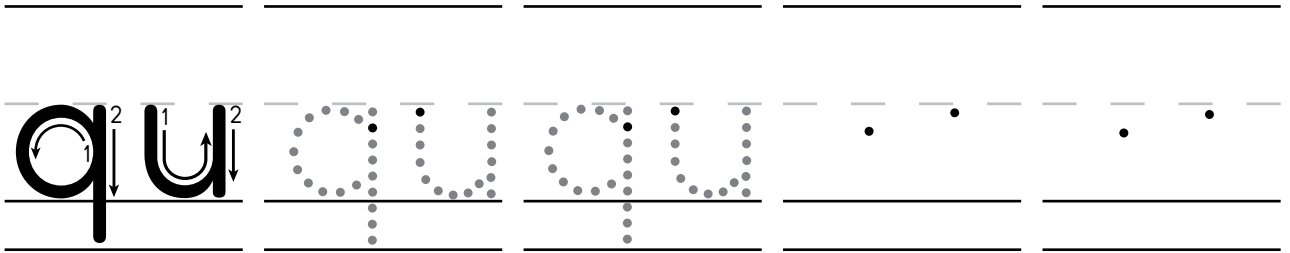
NAME: _____

DATE: _____

7.1



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



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













NAME: _____

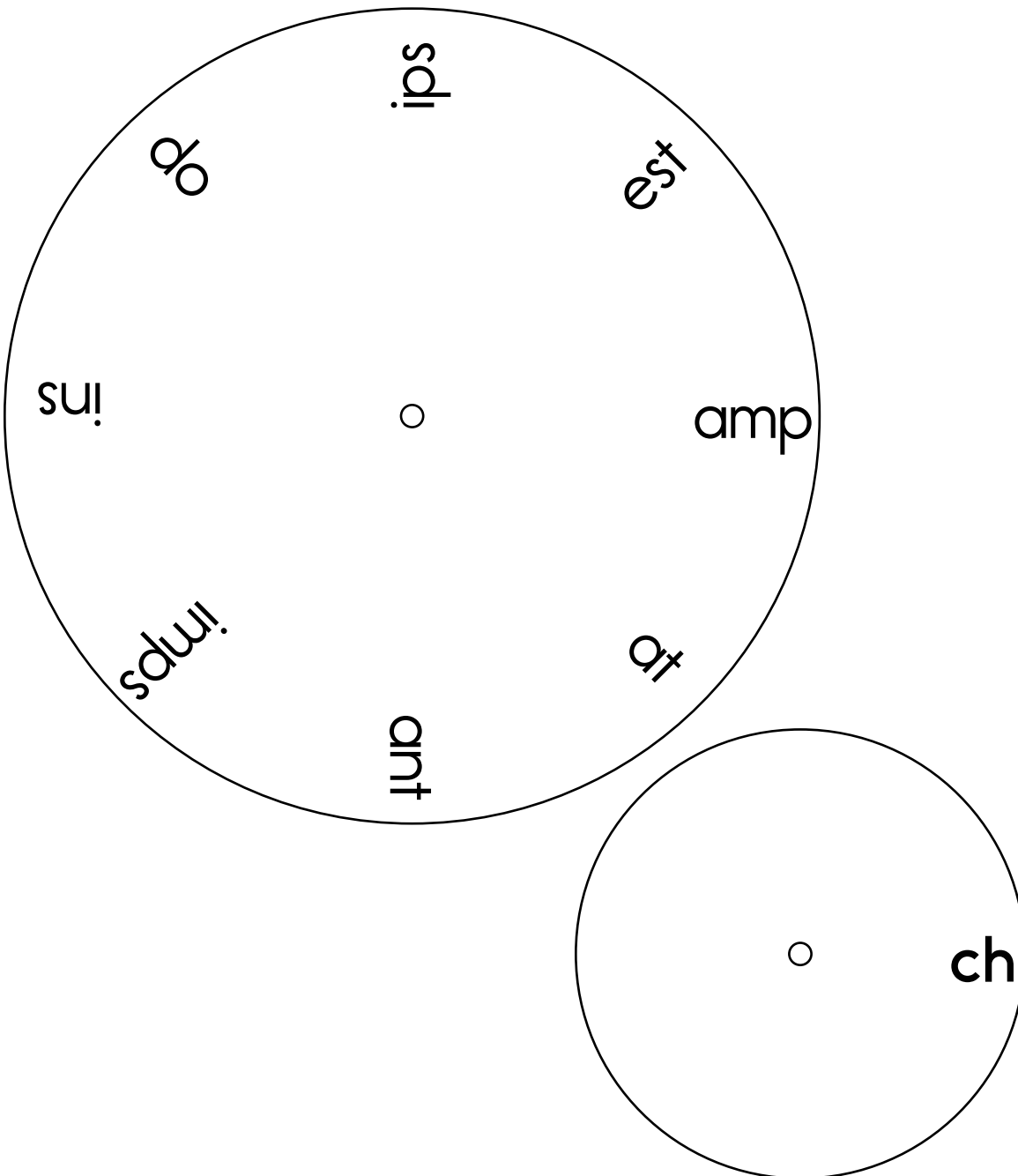
DATE: _____

7.2

Take-Home

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. You may ask your child to copy the words on a sheet of paper. (If you do not have a brass fastener, write the letters 'ch' in front of each group of letters and ask your child to read the word.)

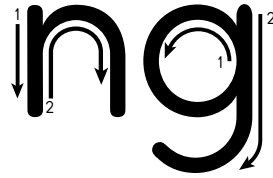


NAME: _____

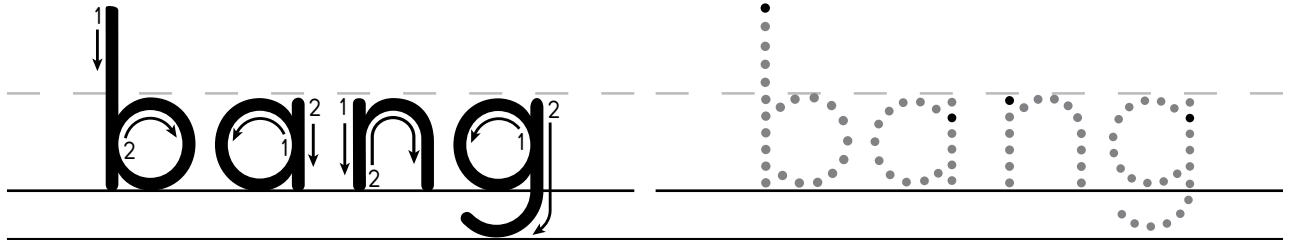
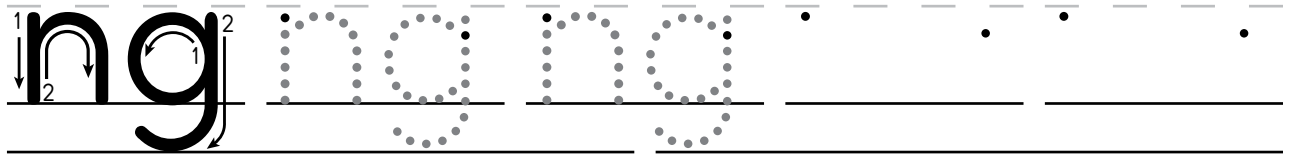
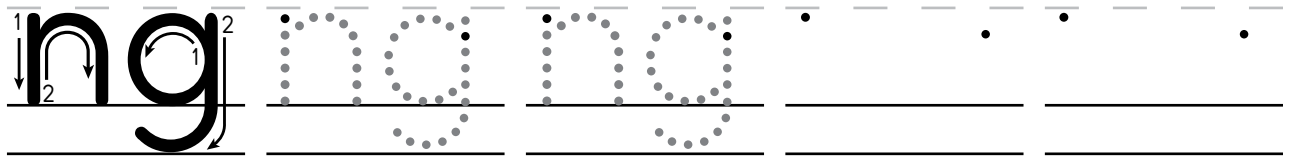
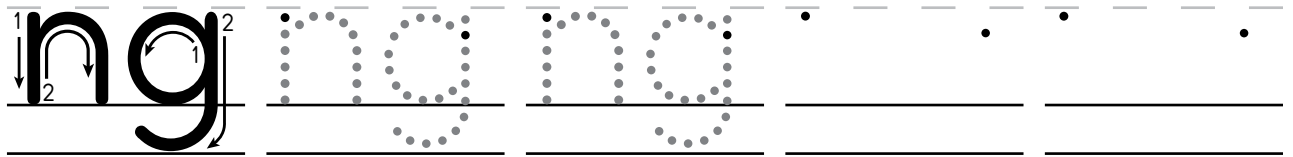
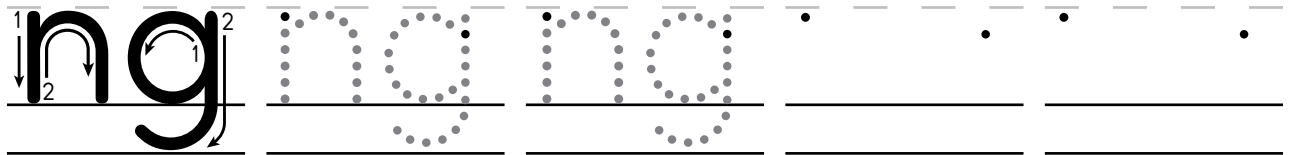
DATE: _____

8.1

Activity Page



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



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

punch

king

ring

swing





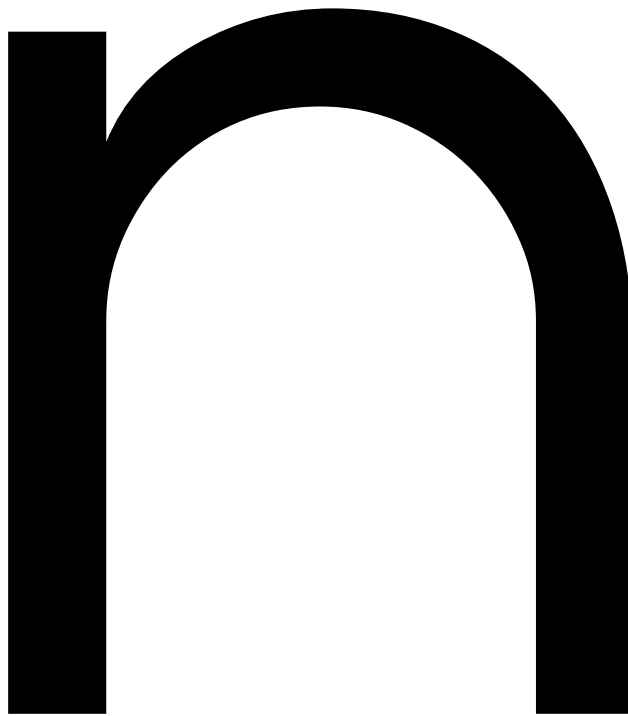
NAME: _____

DATE: _____

8.2

Activity Page

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



n

NAME: _____

DATE: _____

8.3

Activity Page

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

ng


ng

NAME: _____


DATE: _____

8.4

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

	z	v	e	ng
	s	w	i	n

	k	i	l	d
	qu	e	f	t

	s	e	ng
	z	i	n



sh i s t
ch e z d



s e p
sh i d



t l o sh
c r a ch

NAME: _____

DATE: _____

9.1

in

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

1. The



is

the



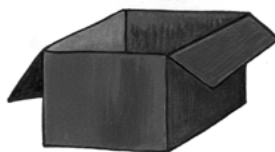
.

2. The



is


the




.

in, out

1.  The  is _____.

2. The  is _____.

3.  The  is _____.

4. The  is _____.

NAME: _____

DATE: _____

9.1
CONTINUED

Activity Page

5.



The



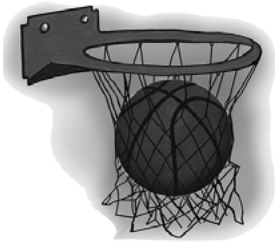
is

6. The



is

7.



The



is

8. The



is

out

1. I got

the



.

2. I got

the



.

NAME: _____

DATE: _____

9.2

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. ranch

2. ship

3. plush

4. bath

5. chips

6. this

7. song

8. them

9. moth

10. sing

11. bench

12. brush

13. chest

14. thing

NAME: _____

DATE: _____

9.3

Take-Home

Dear Family Member,

Your child is learning to read the digraphs 'sh', 'ch', 'qu', 'th', and 'ng'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. You may ask your child to copy the words onto a sheet of paper. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards and practice reading them each night.



wish

such

this

quilt

ship

bath

string

that

quiz

much

inch

thing

them

then

with

NAME: _____

DATE: _____

9.4

Take-Home

Dear Family Member,

Have your child cut along dotted lines. Then fold along solid lines to make a mini book to read.



the

I got out

out



in the



is

The

in

I got out

the



.

The



is

in the



.

NAME: _____

DATE: _____

10.1

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

1. **then** **thin**

2. **song** **sang**

3. **gush** **lush**

4. **chat** **chant**

5. **thing** **thin**

6. **quit** **quilt**

NAME: _____


DATE: _____


10.2

Take-Home

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

in, out, up, down

1. I look _____ at the  .

2. I look _____ at the  .

3. A blue



is

the



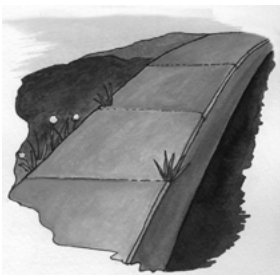
.

4. A



is

on the



.

NAME: _____

DATE: _____

10.2
CONTINUED

Take-Home

5.



The



are

6. I look

at a



the



.

NAME: _____

DATE: _____

11.1

Assessment

1. thin then than ten

2. math pat path pats

3. thin chin shin chip

4. lush lunch bunch brunch

5. thrash rash trash trap

6. quilts quits kilts quip

7. sing rang ring rung

8. hut shut shot shrug

9. gong soft song sing

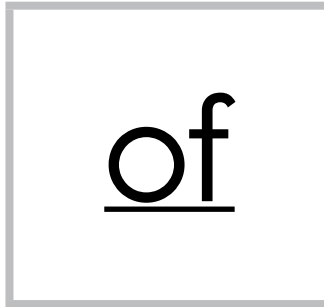
10. quit quiz quip quits


NAME: _____

DATE: _____


11.2

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



1. The  is out _____ the



2. The  is out _____ the



3. The



is out

the



.

4. The



is out

the




.

NAME: _____

DATE: _____

11.2
CONTINUED

5. The  is out _____ the



6. The  is out _____ the



NAME: _____

DATE: _____

11.3

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

1.



cat in bath

dog in bath

2.



lunch bag

lunch box

3.



cab crash

bus crash

4.



sit on quilt

sit on bench

5.



big ship

six ships

NAME: _____

DATE: _____

11.4

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. There is an activity on the back.

Seth

This is Seth Smith.

Seth is ten.



Seth must get in bed at ten.

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

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



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



Sing “The Alphabet Song” with your child, as he or she points to each letter. When you finish, randomly call out a letter by name and ask your child to touch it.

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: _____

12.1

shed

string

quilt

bench



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



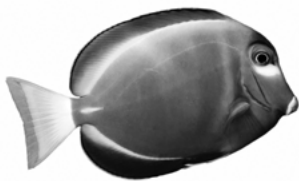
chimp

bath

fish

moth





NAME: _____

DATE: _____

12.2

Assessment

Student Record Sheet—Reading Assessment (Part 2)

Note: The number in parentheses represents the number of points/sounds in each word.

	Word	Phonemes					Total Correct
1.	then	/th/	/e/	/n/			_____ (3)
2.	path	/p/	/a/	/th/			_____ (3)
3.	chin	/ch/	/i/	/n/			_____ (3)
4.	lunch	/l/	/u/	/n/	/ch/		_____ (4)
5.	thrash	/th/	/r/	/a/	/sh/		_____ (4)
6.	quilts	/qu/	/i/	/l/	/t/	/s/	_____ (5)
7.	ring	/r/	/i/	/ng/			_____ (3)
8.	shut	/sh/	/u/	/t/			_____ (3)
9.	song	/s/	/o/	/ng/			_____ (3)
10.	quiz	/qu/	/i/	/z/			_____ (3)

Initial Digraphs

_____ /6

Final Digraphs

_____ /5

Total Correct

_____ /34

NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. Encourage your child to ask *you* questions about the story.

Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix things.



Pat can scrub, plan, and think.



Pat is strong.

Pat can run fast.



Pat can sing songs.



NAME: _____

DATE: _____

12.4

Take-Home

out, of

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

1. The



are

the



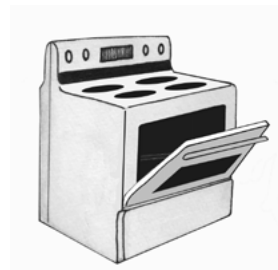
.

2. The



is

the



.

in

3. The



is

the



4. The



are

the



5. The



is

the



NAME: _____









DATE: _____

13.1

Take-Home

Dear Family Member,

Have your child cut along dotted lines. Then fold along solid lines to make a mini book to read.

 <p>out of the</p>  <p>! The is</p>	 <p>out of the</p>  <p>! The is</p>
<p>1. <u>The</u>  is <u>out</u></p> <p><u>of</u> <u>the</u>  .</p>	<p>of</p> <p>1. <u>The</u>  is</p> <p><u>out</u> <u>of</u> <u>the</u>  .</p>

NAME: _____

DATE: _____

14.1

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

1. ship



2. king



3. cash



4. ring



5. chat



6. chop



NAME: _____

DATE: _____

14.2

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Seth's Dad

This is Ted.

Ted is Seth's dad.



Ted brings his lunch with him.



Ted **thinks** and plans.

Ted is fast with **math**.



Ted is **strong**.

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





NAME: _____


DATE: _____


15.1


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


	ch	i	p	z
	sh	a	b	s

	p	i	u	sh
	b	r	n	ch

	qu	e	l	t
	ch	i	f	d

	m	i	ch
	n	o	th

	d	e	sh
	f	i	ch

	c	e	sh
	g	a	s

NAME: _____

DATE: _____

15.2

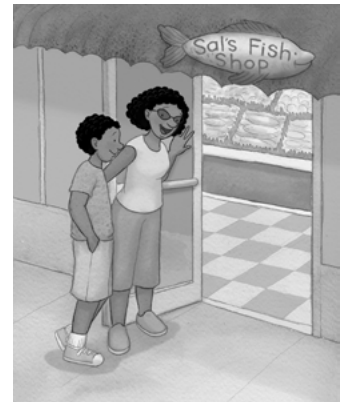
Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.



Sing “The Alphabet Song” with your child, as he or she points to each letter. When you finish, randomly call out letters by name and ask your child to touch the letter you named.

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: _____

16.1

Activity Page

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

1.



bath

bed

bib

2.



desk

disk

dusk

3.



fox

fog

ox

4.



caps

chips

clips

5.



ship

shin

shop

6.



clam

clap

cap

7.

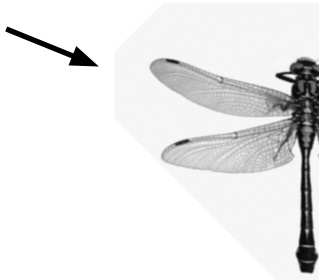


shelf

shrug

ship

8.



wig

wax

wing

9.



cat

chin

chest

10.



desk

dish

drop

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

On the front and back of this sheet have your child write each word under the matching picture. If necessary, identify the pictures for your child.

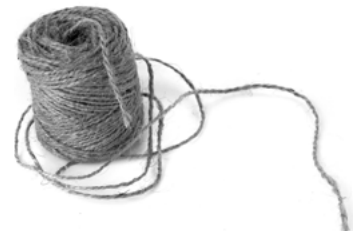
1. sing



2. punch



3. string



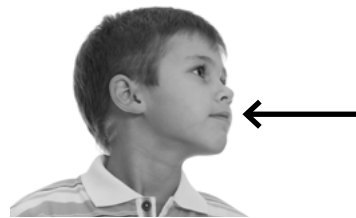
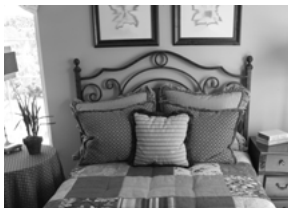
4. king



5. dish



6. quilt



NAME: _____

DATE: _____

17.1

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.

NAME: _____

17.2

Take-Home

DATE: _____

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

1.



long belt

long string

2.



trash bag

trash can

3.



man on bench

kid on bench

4.



pig with hen

pig with bug

5.



brush on shelf

brush on bed

6.



finch on branch

chimp on branch

7.



munch on chips

jump on bed

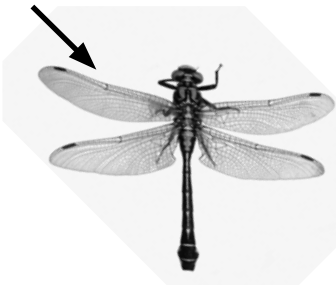
8.



van crash

fish crash

9.



wing on bug

wing on hen

10.



shrimp on dish

fish on dish

NAME: _____

DATE: _____

17.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

Seth had ham and chips.



Munch, munch.

Crunch, crunch.

Yum, yum.



Ask your child to read each of the following words. After he has read each word, ask him to provide a rhyming word.

quit

that

chip

shop

sang

thing

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students trace and copy the digraphs as they say the sounds.

t h

ch

sh

qu

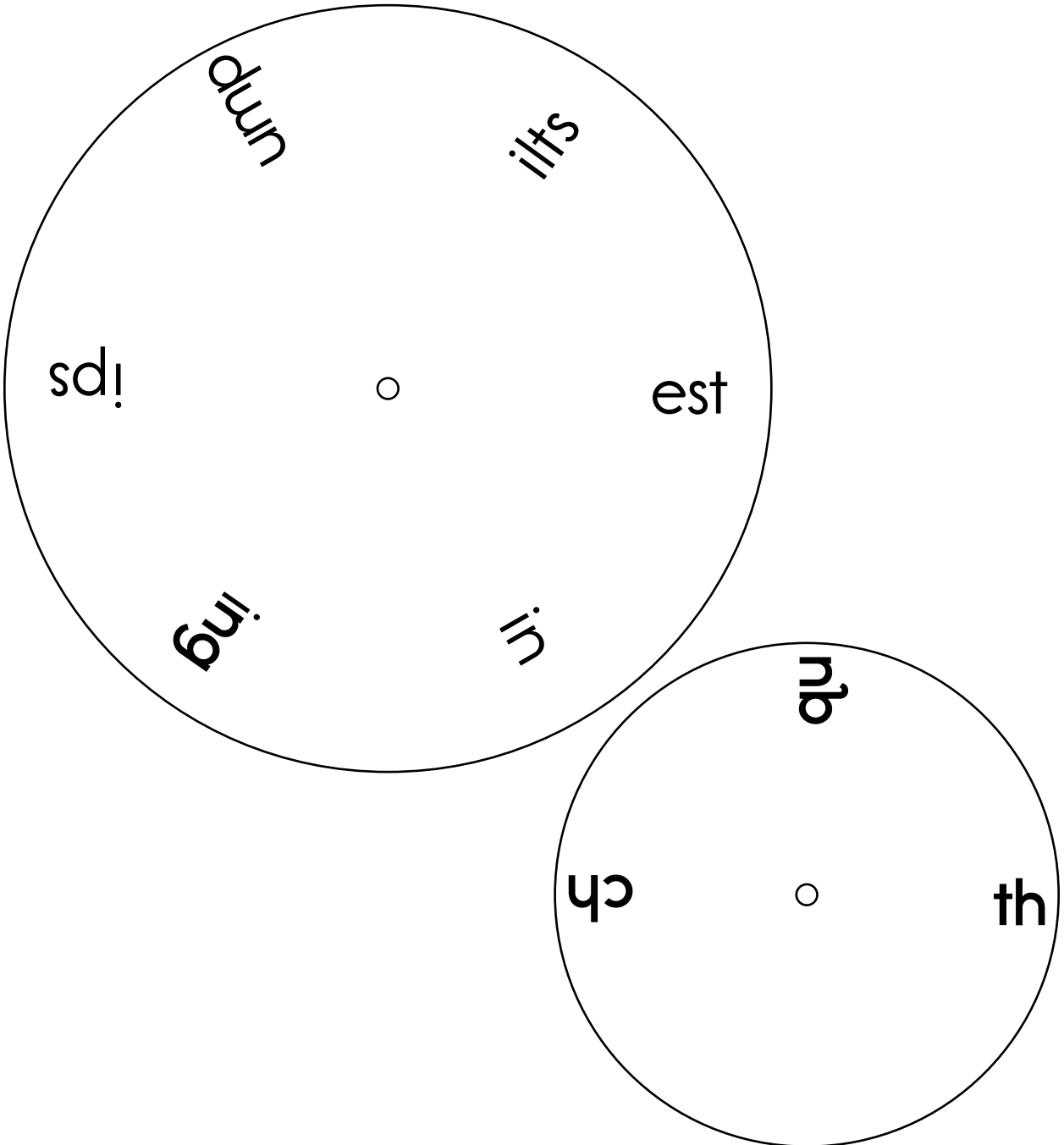
ng

NAME: _____

DATE: _____

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. Discuss whether each word is real or silly. Additionally you may ask your child to copy the words on a sheet of paper.



NAME: _____

DATE: _____

PP.3

Activity Page



Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.4.

champ

thump

sling

them

thrust

quiz

brush

shelf

bench

this

baths

sheds

quit

chins

wings

NAME: _____

DATE: _____

PP.4

Activity Page



Directions: Have students read the word cards from Activity Page PP.3 and place them on top of the matching words on this activity page.

sling

bench

champ

quiz

them

thump

sheds

brush

thrust

chins

this

shelf

wings

quit

baths

NAME: _____

PP.5

Activity Page

DATE: _____

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

1.



fish in pan

fish in pond

2.



strong man

thin man

3.



bring lunch

bring gift

4.



man sits at desk

man sits on bench

5.



ants in cup

ants in bag

6.



splash in pond

splash in bath

7.



chat with mom

run with dad

8.



lid on jug

lid on pan

9.



kid in bath

pig in bath

10.



long pants

long belt

NAME: _____

DATE: _____

PP.6

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

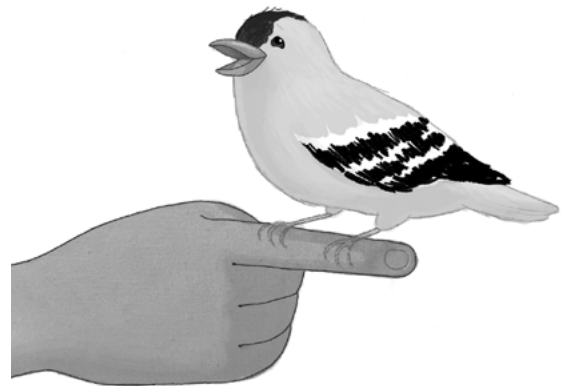
Chip can munch on ants and bugs.

Chip can sing.



Chip can land on Seth's hand.

That finch is fun!



Ask your child to read each of the following words. After he or she has read each word, ask him or her to provide a rhyming word.

thin

chest

lunch

wing

dish

math

NAME: _____

DATE: _____

PP.7

Take-Home

Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.

Lost Finch

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

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on Seth's bed.

Chip is not on Seth's desk.

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

Chip hid in Pat's hat and slept.



NAME: _____

DATE: _____

PP.8

Take-Home

Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.

Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.



NAME: _____

DATE: _____

PP.9

Take-Home

Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.

Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **quints!**



Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's rug.

Ted sets Sam on Seth's **quilt.**

Pat sets Max on Seth's bed.

Ted helps Wes stand up on Seth's desk.



NAME: _____

DATE: _____

PP.10

Take-Home

Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.

Hash and Milk

Pat and Ted had lunch with
Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



NAME: _____

DATE: _____

PP.11

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your child read the words. You may have your child copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your child to try to spell the word by selecting and arranging letter cards.

ch	i	n
qu	sh	p
ng	th	o

NAME: _____

DATE: _____

PP.12

Activity Page

Directions: Have students trace and copy the words as they say the sounds.

chop

chop

thin

thin

that

that

quit

quit

shop

shop

sing

sing

chop

chop

thin

thin

that

that

quit

quit

shop

shop

sing

sing

NAME: _____

DATE: _____

1. branch



2. shed

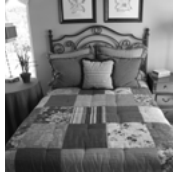


3. moth



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

4. quilt



5. string



6. pinch



NAME: _____

DATE: _____

ring

brush

bath

quilt



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



think

sing

chimp

shed








NAME: _____

DATE: _____

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

	s	l	i	sh
	p	w	a	ng

	v	a	n	sh
	b	e	d	ch

	b	l	a	sh
	c	r	u	m



qu i n t
p e l m



m a th
h o c



l o m ch
t u n sh

NAME: _____

DATE: _____

PP.16

Activity Page

Running Record for “Lost Finch”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.

Number of misread words: _____ / 45

Notes:

NAME: _____

DATE: _____

PP.17

Activity Page

Running Record for “Seth’s Sled”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.

Number of misread words: _____ / 47

Notes:

NAME: _____

DATE: _____

PP.18

Activity Page

Running Record for “Meg’s Tots”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Meg’s Tots

This is Meg.

Meg is Pat’s best pal.

Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has quints!

Pat and Ted help Meg.

Pat sets Tim and Tom on Seth’s rug.

Ted sets Sam on Seth’s quilt.

Pat sets Max on Seth’s bed.

Ted helps Wes stand up on Seth’s desk.

Number of misread words: _____ / 61

Notes:

NAME: _____

DATE: _____

PP.19

Activity Page

Running Record for “Hash and Milk”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Number of misread words: _____ / 41

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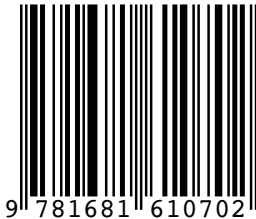
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