



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

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 an Activity Book.

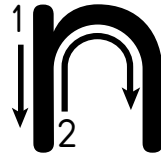


NAME: \_\_\_\_\_

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 he or she writes the letter.



Tracing row 1: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two blank lines with a starting dot for independent practice.

Tracing row 2: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two blank lines with a starting dot for independent practice.

Tracing row 3: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two blank lines with a starting dot for independent practice.

Tracing row 4: A solid 'n' with stroke order arrows, followed by a dotted 'n' for tracing, and two blank lines with a starting dot for independent practice.

Tracing row 5: The word 'not' in solid letters with stroke order arrows, followed by a dotted 'not' for tracing, and two blank lines with starting dots for independent practice.

Tracing row 6: The word 'not' in solid letters with stroke order arrows, followed by a dotted 'not' for tracing, and two blank lines with starting dots for independent practice.

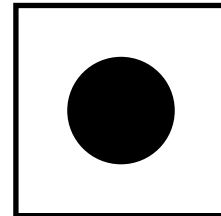
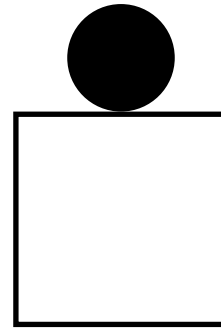
Directions: Have students read the words in the box and write each word under the matching picture.

in

cat

on

dog



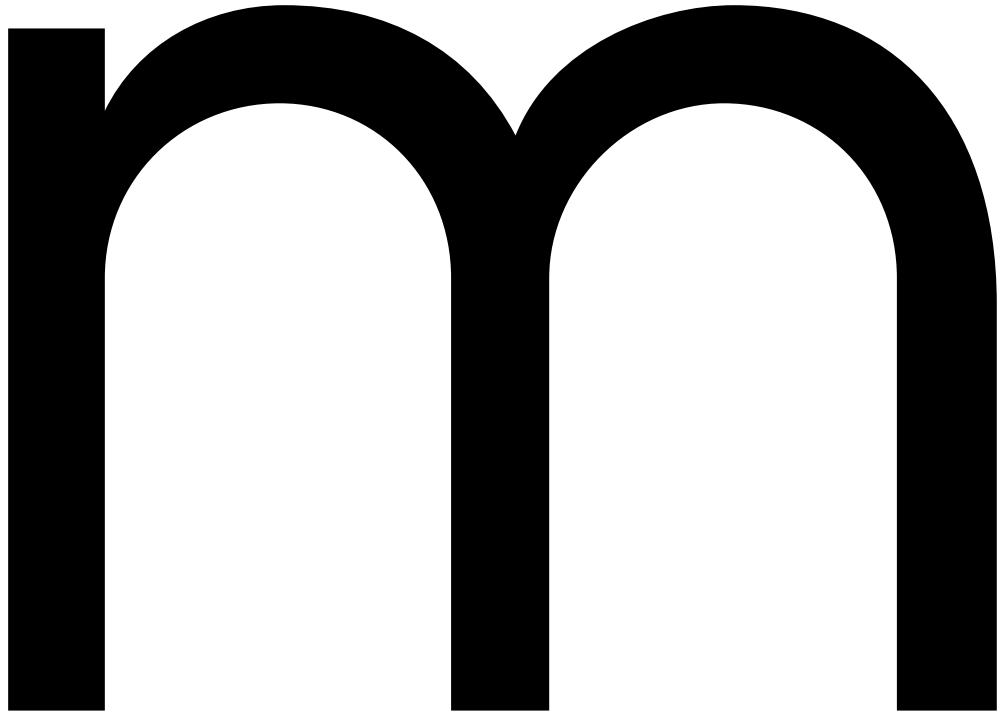
NAME: \_\_\_\_\_

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

1.2

Activity Page

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





**rn**

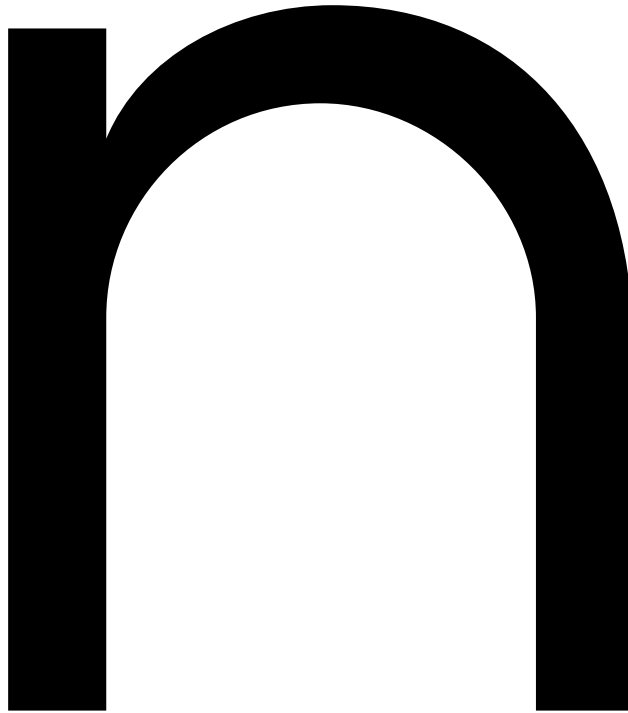
NAME: \_\_\_\_\_

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

1.3

Activity Page

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



n

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 he or she writes the letter.



Tracing practice for the letter 'h' and the word 'him' on handwriting lines. The first four rows focus on the letter 'h', each with a solid example, a dotted tracing version, and two blank lines for independent practice. The last two rows focus on the word 'him', each with a solid example showing stroke order (1 for 'h', 2 for 'i', 3 for 'm'), a dotted tracing version, and two blank lines 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 child read the words in the first column and match each word to its corresponding picture. If necessary, identify the pictures for your child.

1. man



2. hat



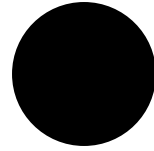
3. ham



4. can



5. hog



6. cat



7. dot



8. dig



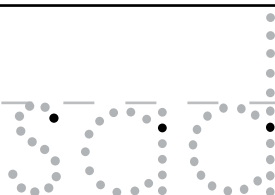
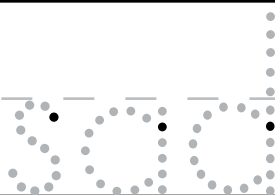
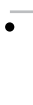
NAME: \_\_\_\_\_

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

3.1

Activity Page

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 he or she writes the letter.





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

sit

sad

ham

man



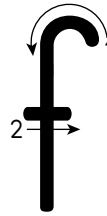
NAME: \_\_\_\_\_

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 he or she writes 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 child 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 child.

1. sad



\_\_\_\_\_

-----

\_\_\_\_\_

2. fan

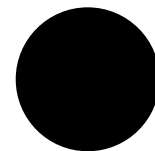


\_\_\_\_\_

-----

\_\_\_\_\_

3. sit

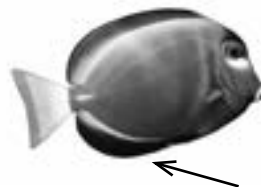


\_\_\_\_\_

-----

\_\_\_\_\_

4. fin



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

5. hat



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

6. can



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

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



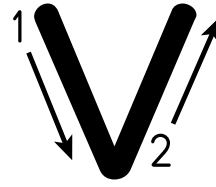
NAME: \_\_\_\_\_

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 he or she writes the letter.



Tracing practice row 1: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V', another dotted uppercase 'V', a starting dot on a dashed midline, and another starting dot on a dashed midline.

Tracing practice row 2: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V', another dotted uppercase 'V', a starting dot on a dashed midline, and another starting dot on a dashed midline.

Tracing practice row 3: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V', another dotted uppercase 'V', a starting dot on a dashed midline, and another starting dot on a dashed midline.

Tracing practice row 4: A solid uppercase 'V' with stroke order arrows, followed by a dotted uppercase 'V', another dotted uppercase 'V', a starting dot on a dashed midline, and another starting dot on a dashed midline.

Tracing practice row 5: The word 'van' in solid lowercase letters with stroke order arrows for each letter, followed by the word 'van' in dotted lowercase letters, and two starting dots on a dashed midline.

Tracing practice row 6: The word 'van' in solid lowercase letters with stroke order arrows for each letter, followed by the word 'van' in dotted lowercase letters, and two starting dots on a dashed midline.



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/.





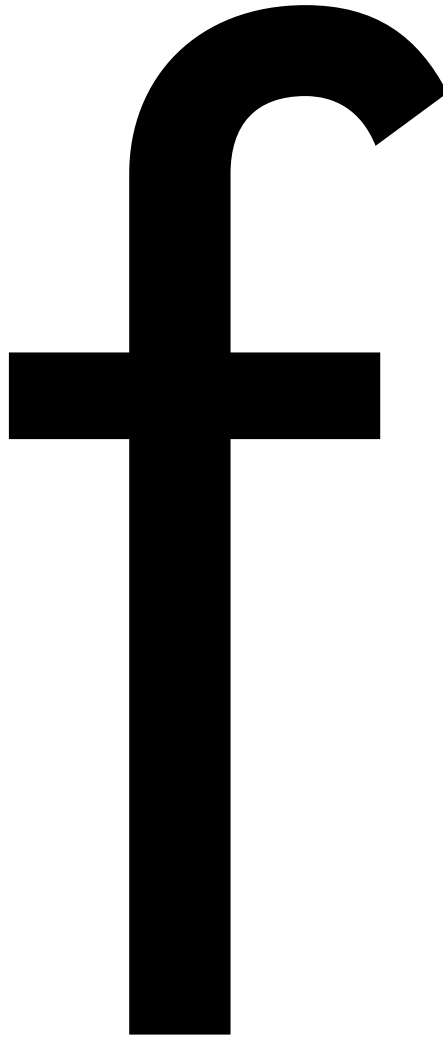
NAME: \_\_\_\_\_

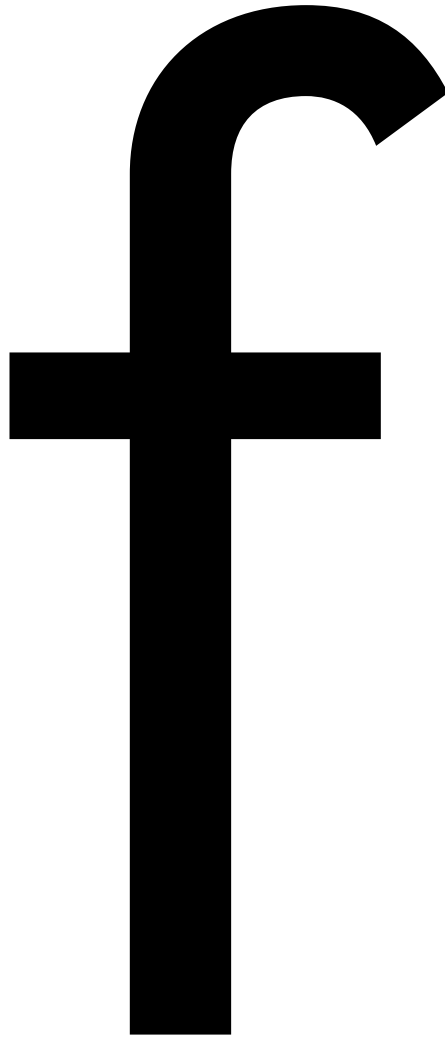
DATE: \_\_\_\_\_

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 child 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 child should be able to read with practice. Please help your child cut out the word cards. Show each card to your child and have him or her read it. Encourage your child to read the whole word at once.

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

Your child 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.



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

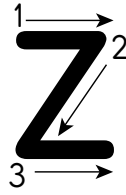


NAME: \_\_\_\_\_

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 he or she writes the letter.



Tracing row 1: A solid uppercase 'Z' with stroke order arrows, followed by a dotted uppercase 'Z' for tracing, and then two rows of handwriting lines (top, dashed middle, bottom) each containing a single dot on the dashed middle line as a starting point for writing.

Tracing row 2: A solid uppercase 'Z' with stroke order arrows, followed by a dotted uppercase 'Z' for tracing, and then two rows of handwriting lines (top, dashed middle, bottom) each containing a single dot on the dashed middle line as a starting point for writing.

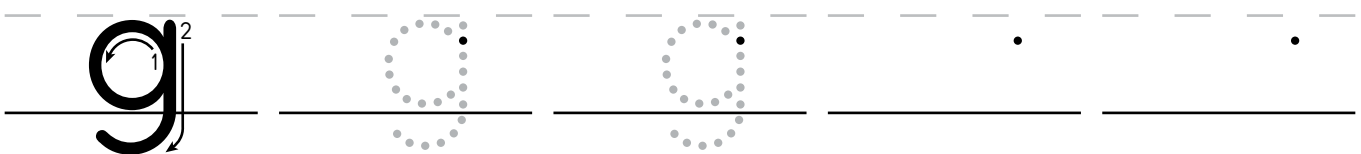
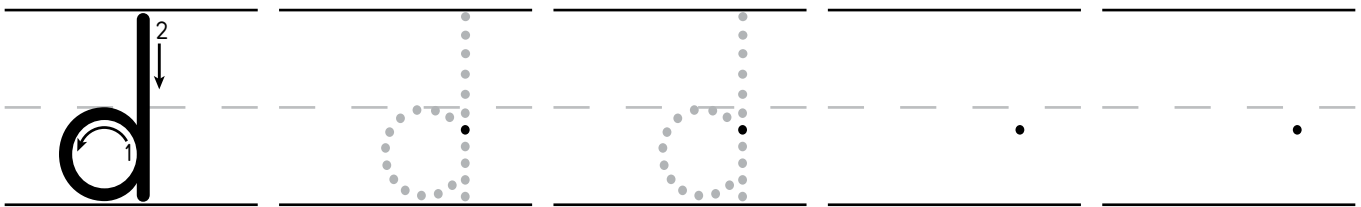
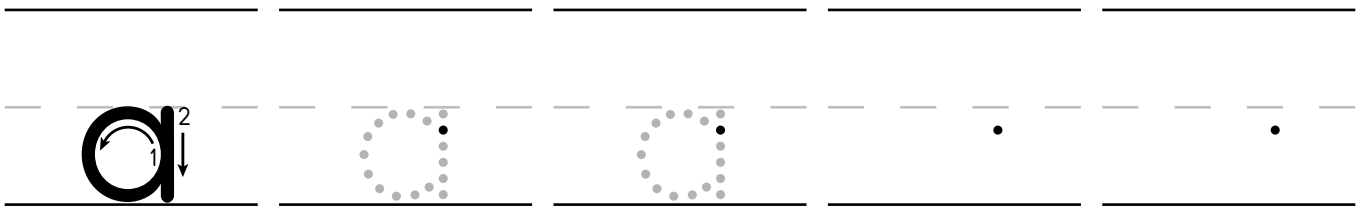
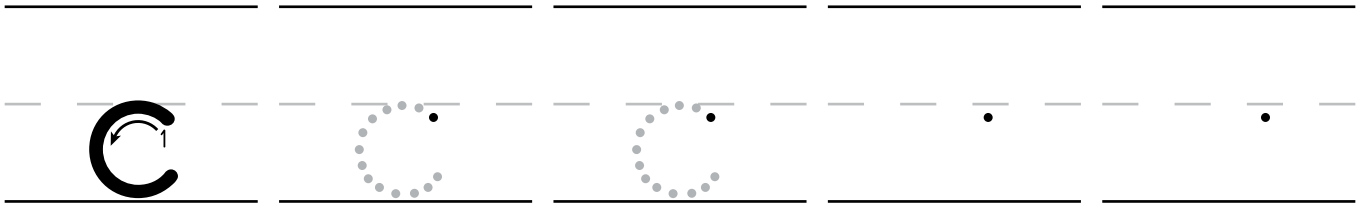
Tracing row 3: A solid uppercase 'Z' with stroke order arrows, followed by a dotted uppercase 'Z' for tracing, and then two rows of handwriting lines (top, dashed middle, bottom) each containing a single dot on the dashed middle line as a starting point for writing.

Tracing row 4: A solid uppercase 'Z' with stroke order arrows, followed by a dotted uppercase 'Z' for tracing, and then two rows of handwriting lines (top, dashed middle, bottom) each containing a single dot on the dashed middle line as a starting point for writing.

Tracing row 5: A solid uppercase 'O' with a circular arrow indicating counter-clockwise motion, followed by a solid uppercase 'Z' with stroke order arrows, then a dotted uppercase 'O' and a dotted uppercase 'Z' for tracing, and finally two rows of handwriting lines (top, dashed middle, bottom) each containing two dots on the dashed middle line as starting points for writing.

Tracing row 6: A solid uppercase 'O' with a circular arrow indicating counter-clockwise motion, followed by a solid uppercase 'Z' with stroke order arrows, then a dotted uppercase 'O' and a dotted uppercase 'Z' for tracing, and finally two rows of handwriting lines (top, dashed middle, bottom) each containing two dots on the dashed middle line as starting points for writing.





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

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

7.2

Activity Page

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



**Z**

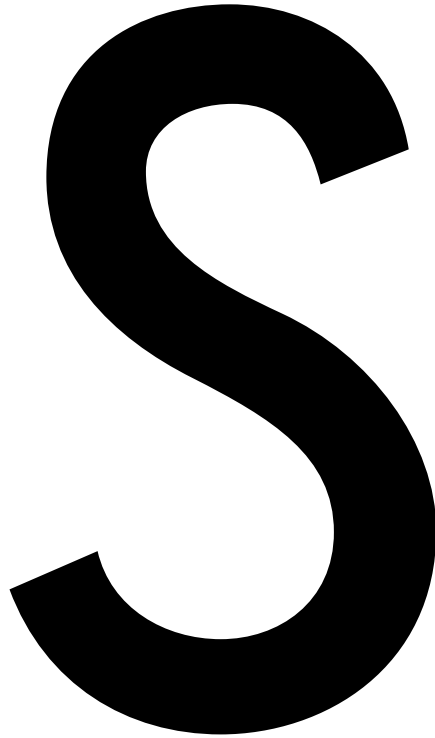
NAME: \_\_\_\_\_

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

7.3

Activity Page

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



S

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

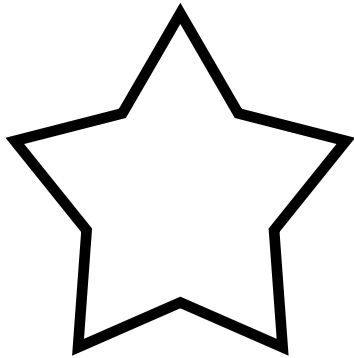
DATE: \_\_\_\_\_

7.4

Take-Home

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Activity Page 7.5, have your child 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 child 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





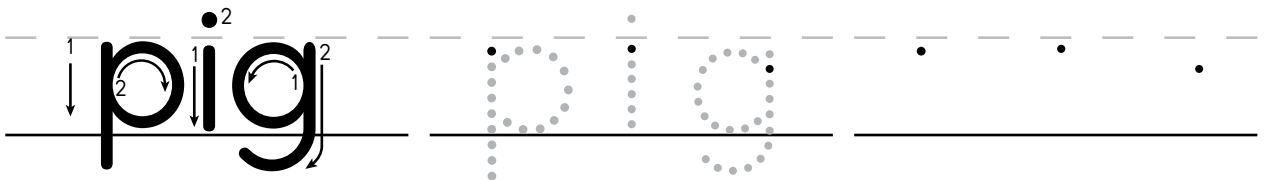
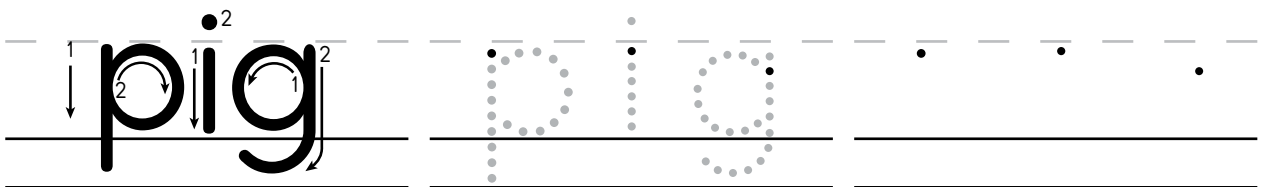
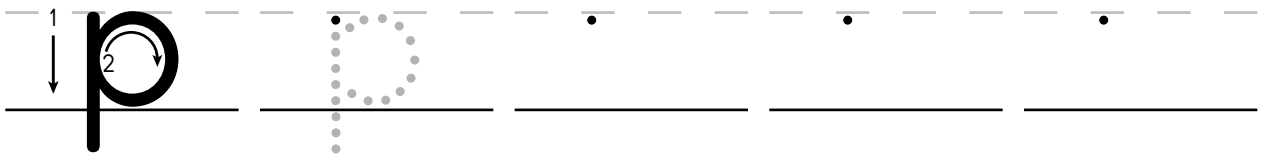
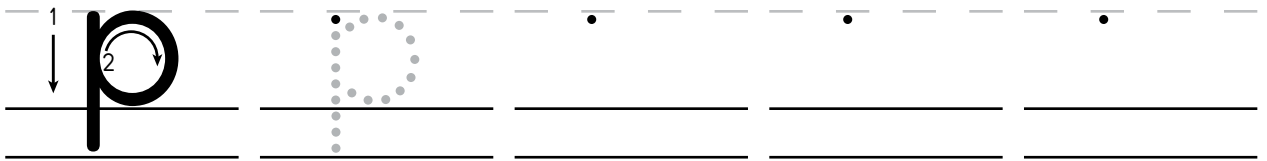
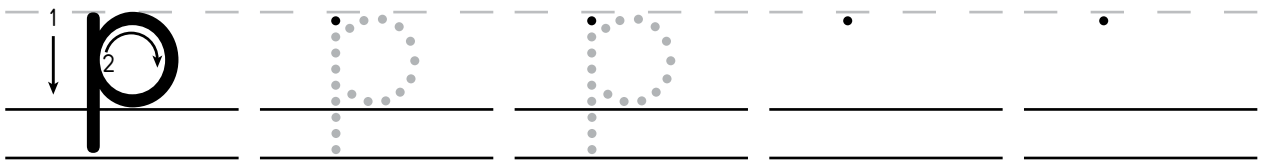
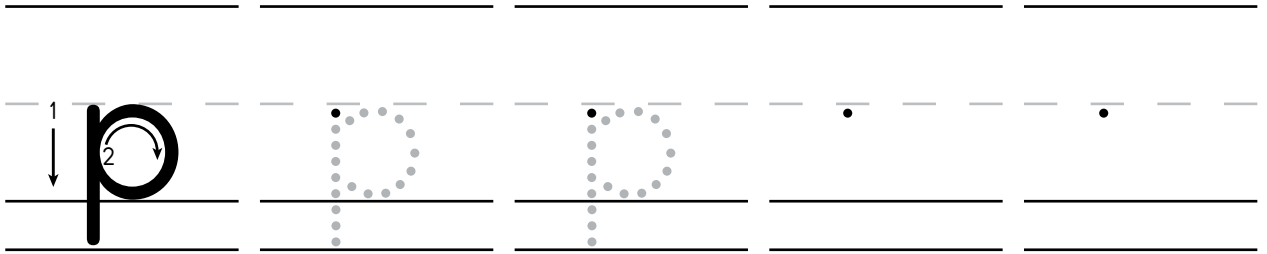
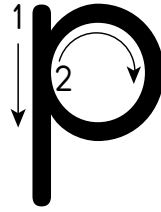
NAME: \_\_\_\_\_

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

8.1

Activity Page

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 he or she writes the letter.



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 child cut out the letter cards. Show the cards to your child and have him or her **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 child blend and read the words.

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





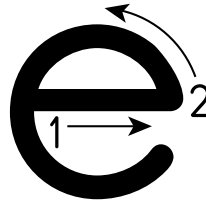
NAME: \_\_\_\_\_

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 he or she writes the letter.



Tracing row 1: A solid 'e' with stroke order arrows, followed by four dotted 'e's for tracing on handwriting lines.

Tracing row 2: A solid 'e' with stroke order arrows, followed by four dotted 'e's for tracing on handwriting lines.

Tracing row 3: A solid 'e' with stroke order arrows, followed by a dotted 'e' and three dots on handwriting lines for independent practice.

Tracing row 4: A solid 'e' with stroke order arrows, followed by a dotted 'e' and three dots on handwriting lines for independent practice.

Tracing row 5: The word 'ten' with stroke order arrows for each letter, followed by a dotted 'ten' for tracing on handwriting lines.

Tracing row 6: The word 'ten' with stroke order arrows for each letter, followed by a dotted 'ten' for tracing on handwriting lines.

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 child 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 child should be able to read with practice. Please help your child cut out the word cards. Show each card to your child and have him or her read it. Encourage your child to read the whole word at once.

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

Your child 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: \_\_\_\_\_

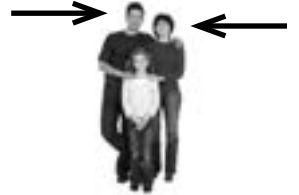
DATE: \_\_\_\_\_

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



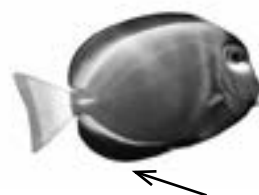
6. cat in hat



7. sip it



8. hot pot



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

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

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Activity Page 11.4, have your child 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 child 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





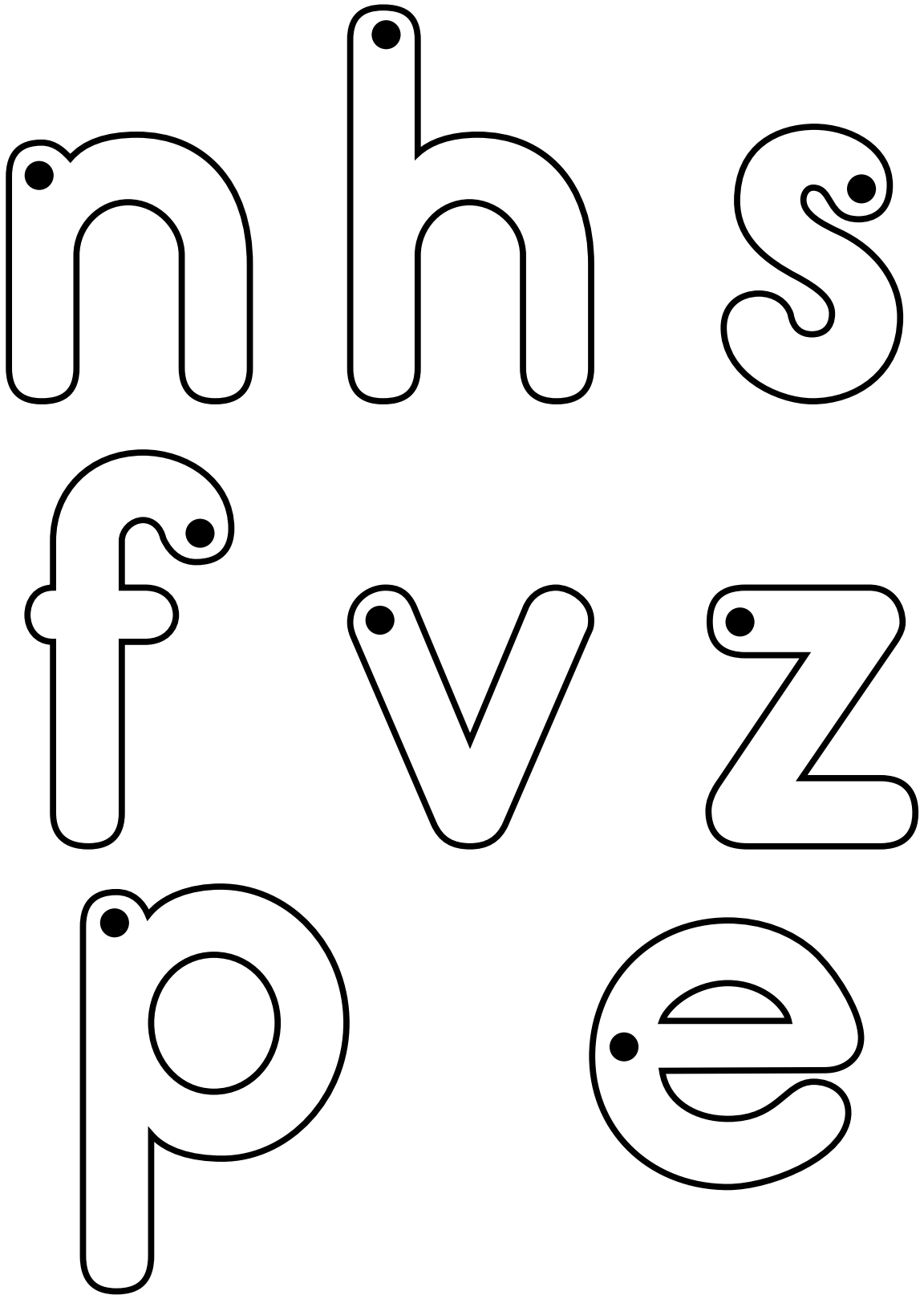
NAME: \_\_\_\_\_

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: \_\_\_\_\_

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

12.2

Assessment

### 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 he or she sounds out the word. If the student misreads a word, prompt him or her to try to read the word again, letting him or her 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

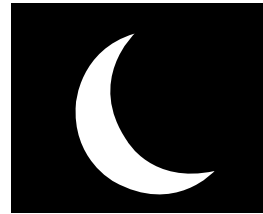


\_\_\_\_\_

-----

\_\_\_\_\_

4. net



5. pen



6. zip



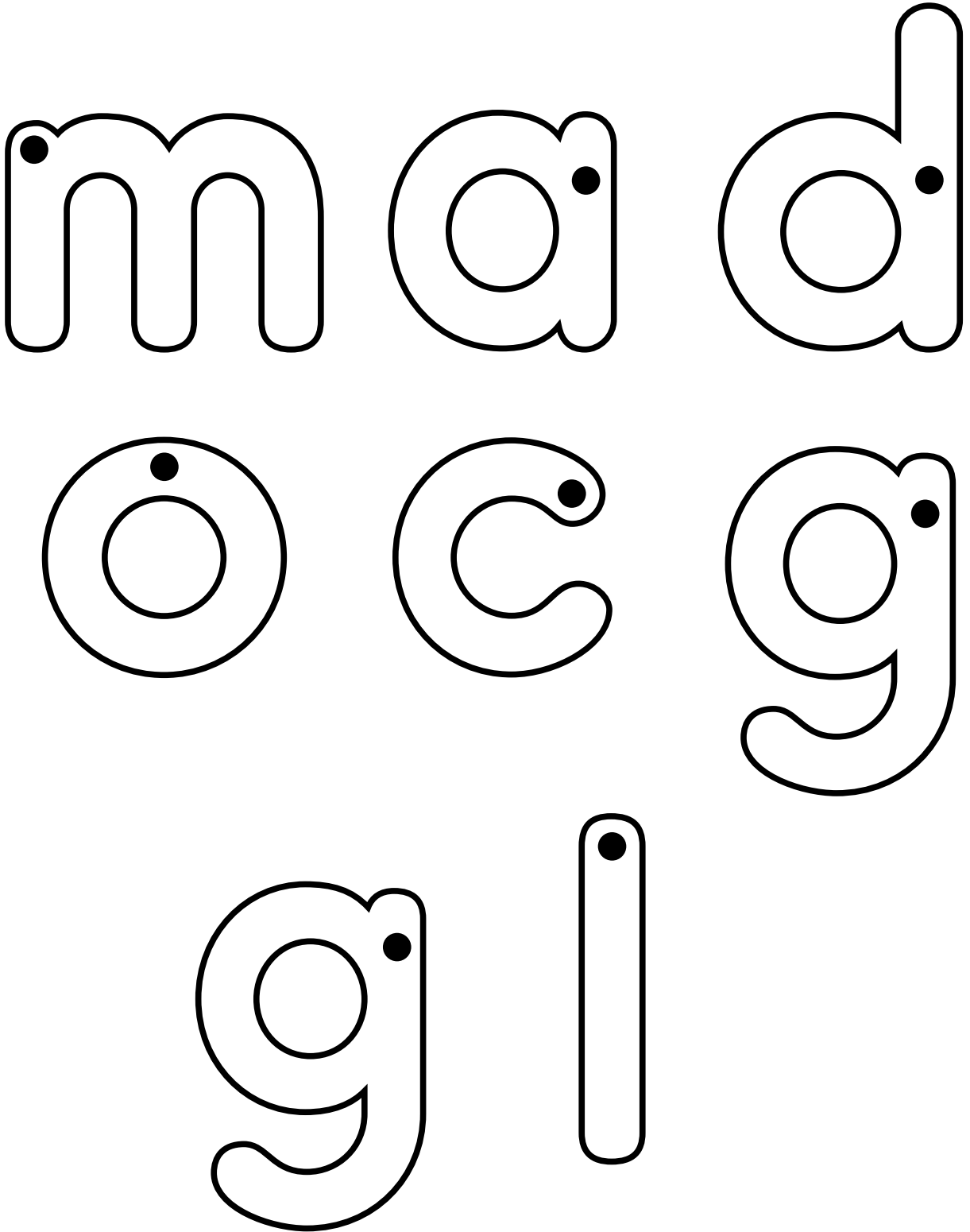
NAME: \_\_\_\_\_

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

13.3

Activity Page

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





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

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

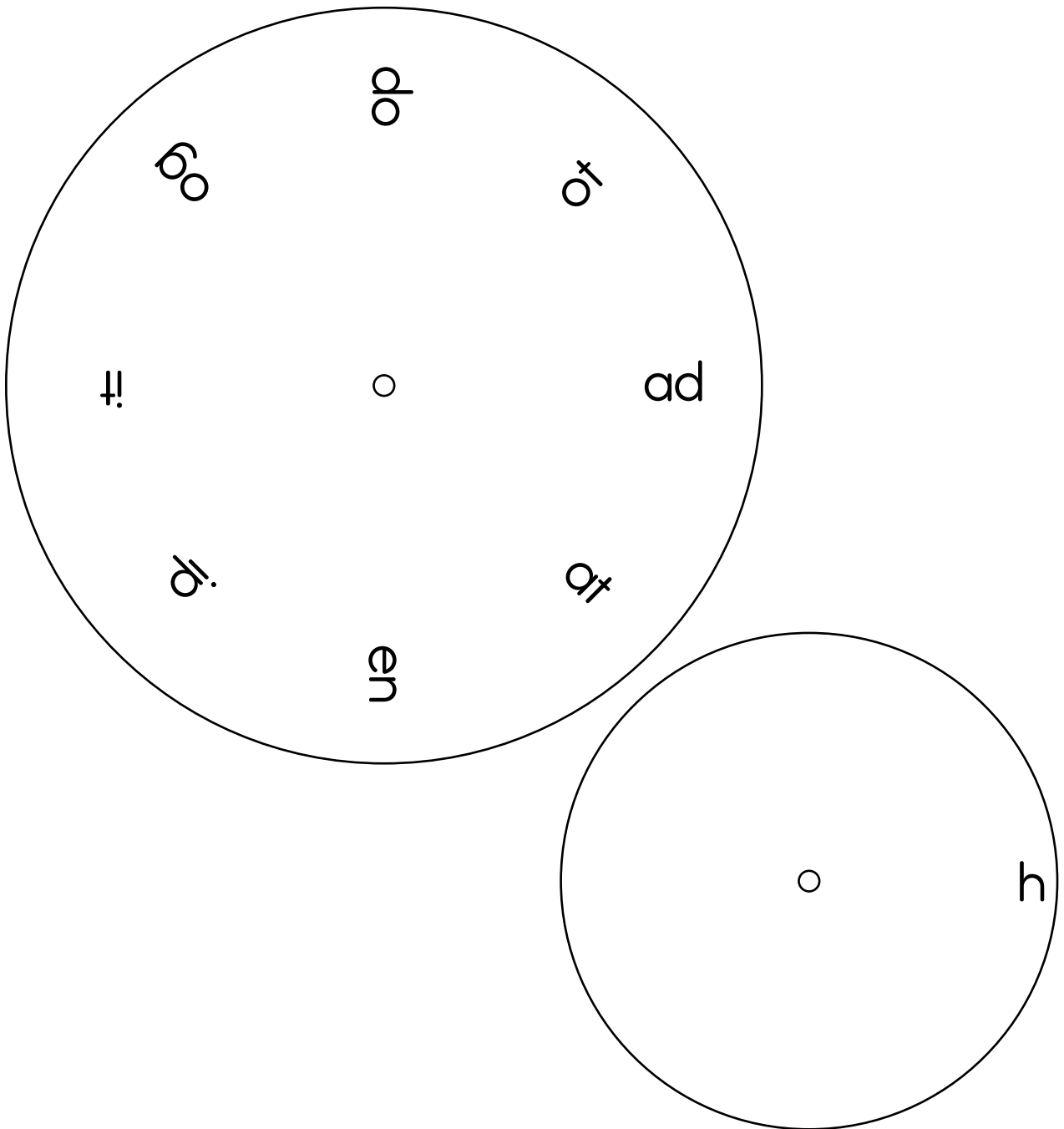
# 13.4

Take-Home

**Dear Family Member,**

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

To practice letter formation, ask your child 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

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

1.

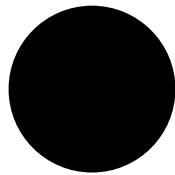


hen

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



 <u>the</u>	 <u>the</u>
 <u>the</u>	 <u>the</u>
<u>the</u> 	<u>the</u>
<u>the</u> 	<u>the</u> 



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 child 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 child should be able to read with practice. Please help your child cut out the word cards. Show each card to your child and have him or her read it. Encourage your child to read the whole word at once.

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

Your child 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 child cut out the mini-book along the dotted line. Fold twice so the Tricky Word a is on the first page. Ask your child to read it aloud to you. Remind him or her to run a finger under the words and pictures as he or she reads.

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





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	e	n
	h	i	m

---

---


---

	v	e	n
	h	a	d

---

---


---

	v	e	d
	c	a	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: \_\_\_\_\_

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  
on

pop  
tip

fed  
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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