

Skills Practice

Blackline Masters

Grade 1



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8787 Orion Place
Columbus, OH 43240

ISBN: 978-0-07-666394-1
MHID: 0-07-666394-9

Printed in the United States of America.

2 3 4 5 6 7 8 9 10 QVS 22 21 20 19 18 17 16

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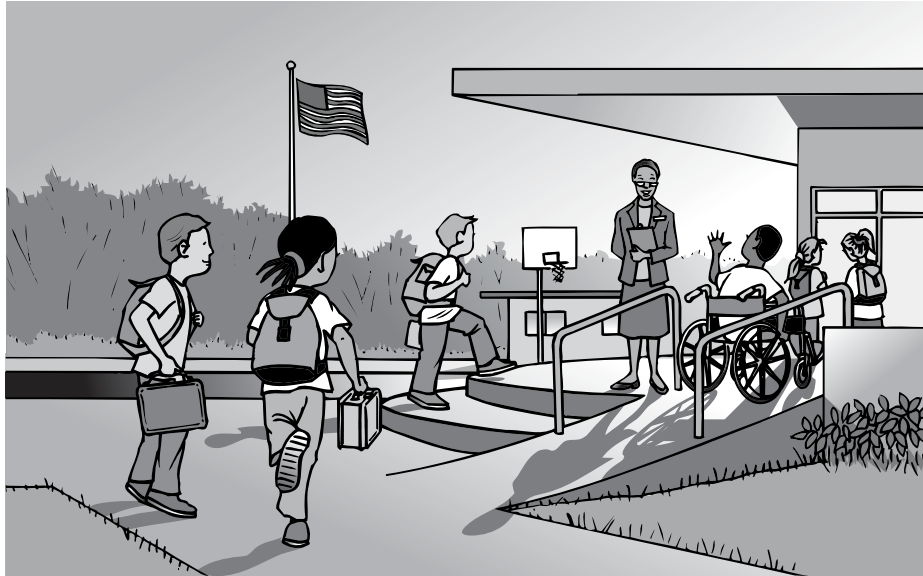
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Writing Letters



A

a

B

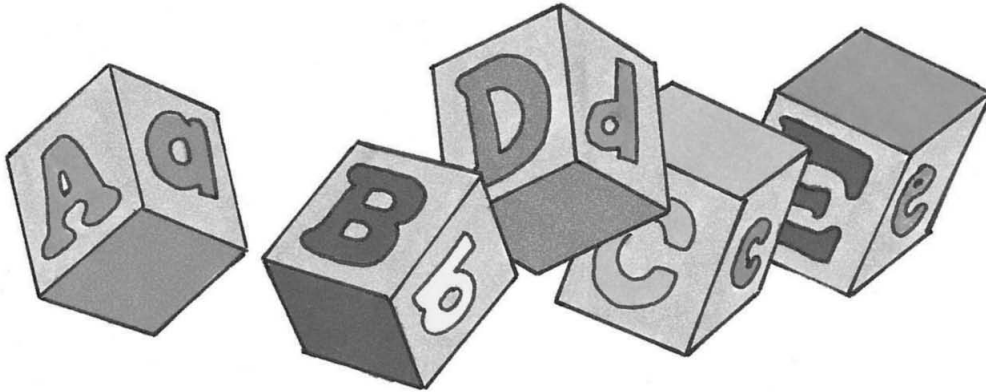
b

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters



C

c

D

d

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters

E

e

F

f

G

g

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters

H

h

I

i

J

j

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters

K

k

L

I

M

m

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters

N

n

O

o

P

p

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters

Q

q

R

r

S

s

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters

T

t

U

u

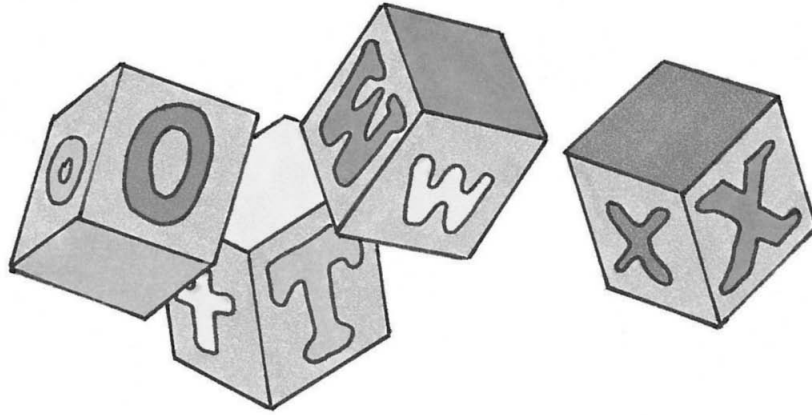
V

v

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Directions: Write as many letters as will fit on each line of the practice page.

Writing Letters



W

w

X

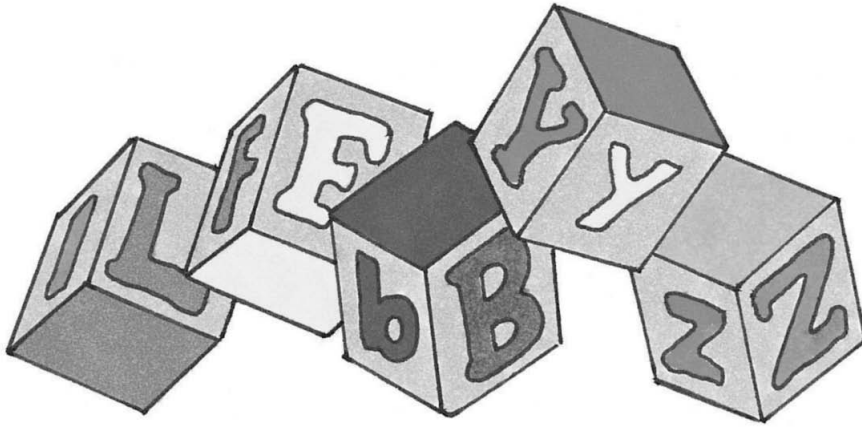
x

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Directions: Write as many letters as will fit on each line of the practice page.

Name _____ Date _____

Writing Letters



Y

y

Z

z

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Directions: Write as many letters as will fit on each line of the practice page.

Lowercase Letters



★ a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x



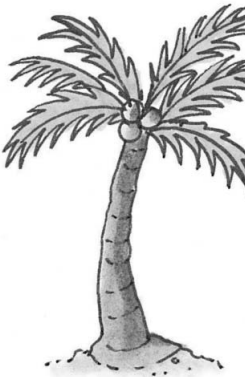
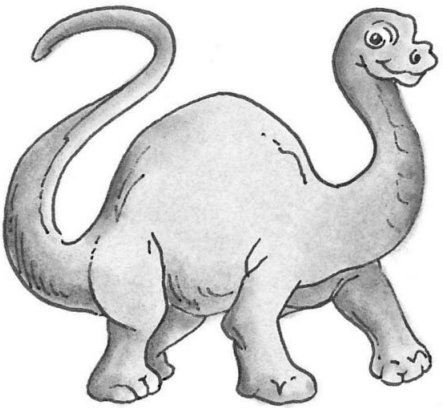
y

z

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Directions: Connect the dots from a to z.

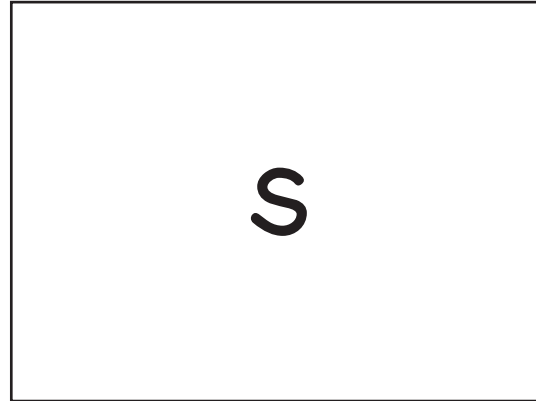
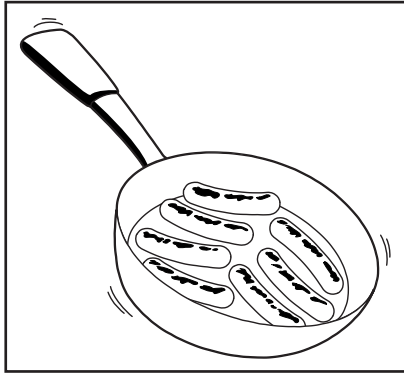
Capital Letters



A collection of capital letters from A to Z, each with a dot below it, arranged in a circular pattern around the dinosaur and palm tree. The letters are: 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.

Directions: Connect the dots from A to Z.

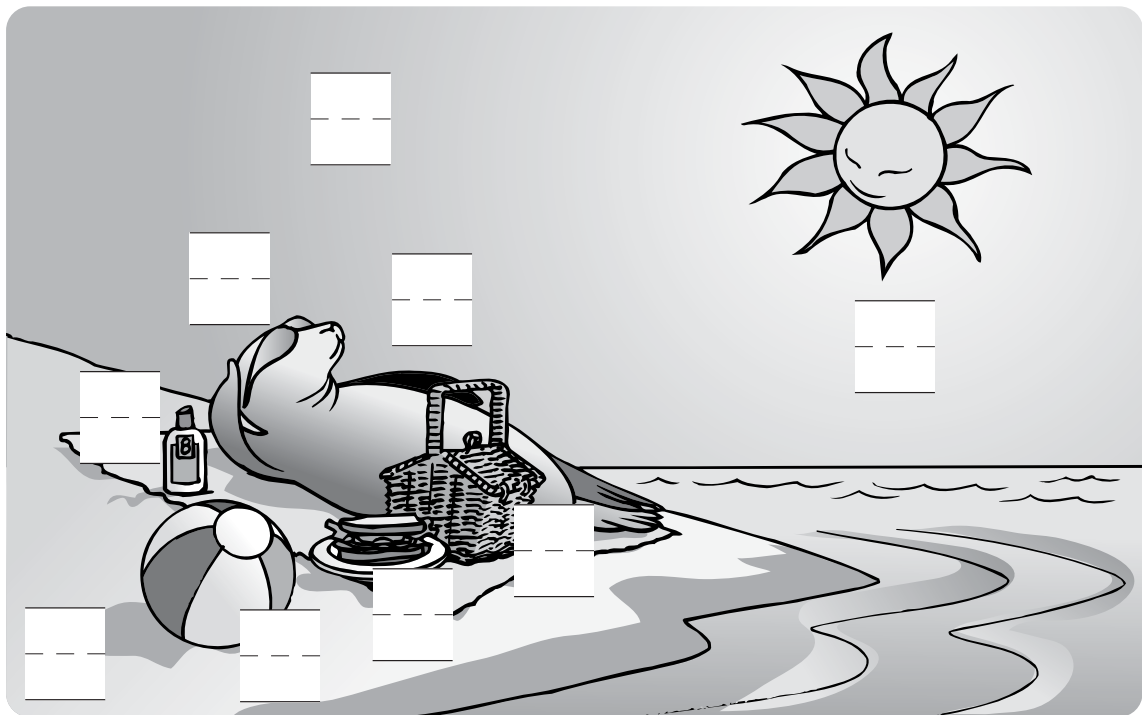
Sounds and Spellings



s _____

S _____

Practice



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Directions: Practice writing s and S. At the bottom write s on the line near each picture that begins with the /s/ sound.

Apply

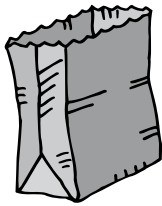
1.



2.



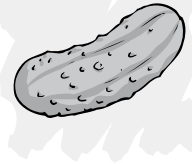
3.



4.



5.



6.



7.



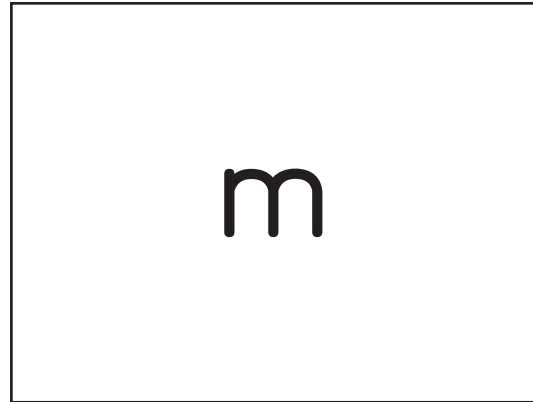
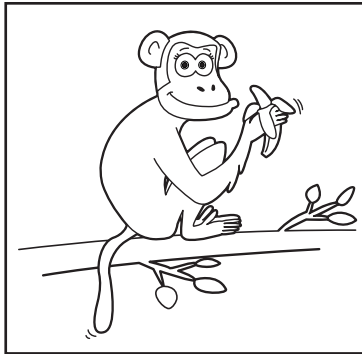
8.



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Directions: Name the pictures. Write the letter s under the picture if it begins or ends with the /s/ sound.

Sounds and Spellings



Practice



_____	_____	_____
_____	_____	_____
_____	_____	_____

Directions: Practice writing *m* and *M*. Name each picture and write the letter *m* on the line under each picture that begins with the /m/ sound.

Apply

1.



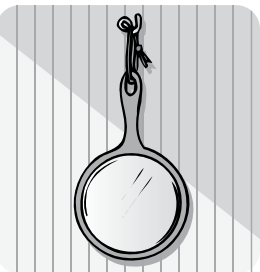
3.



5.



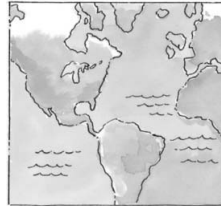
7.



2.



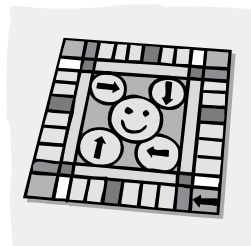
4.



6.



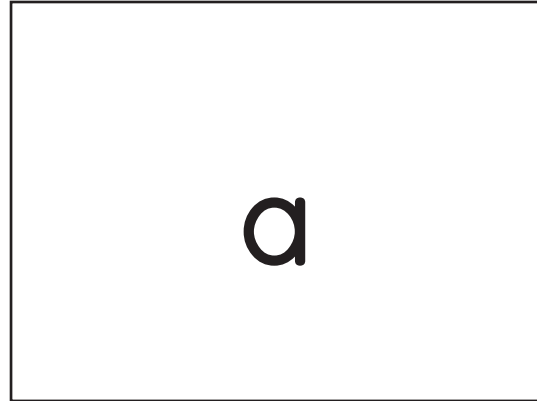
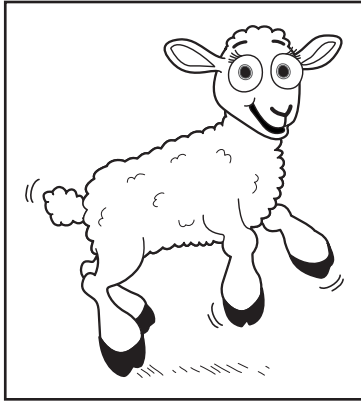
8.



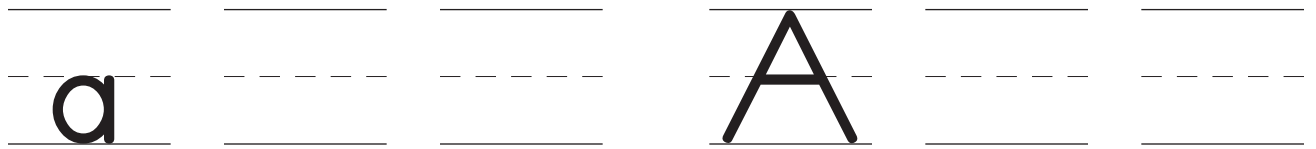
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Directions: Write the letter *m* in the first space if you hear the /m/ sound at the beginning of the word. Write the letter *m* in the second space if you hear the /m/ sound at the end of the word.

Sounds and Spellings



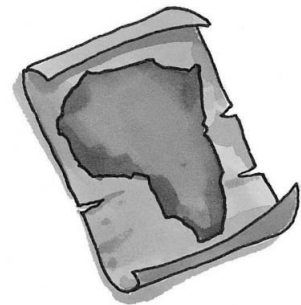
Practice



1. Sam is in a b nd.



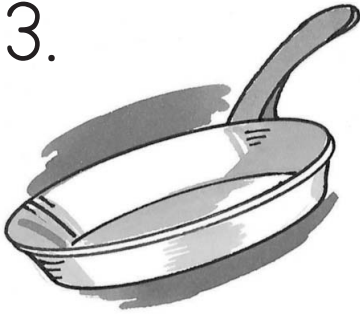
2. Jack used a m p.



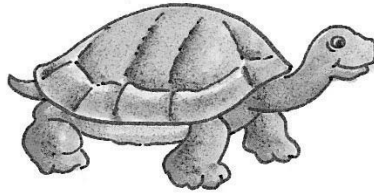
Directions: Practice writing a and A. Listen as the teacher reads each sentence. Write the missing letter to complete the word.

Apply

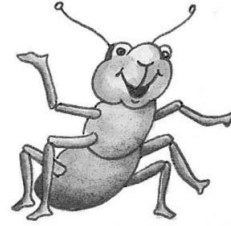
3.



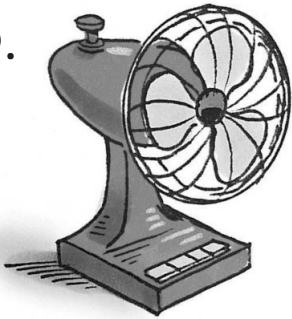
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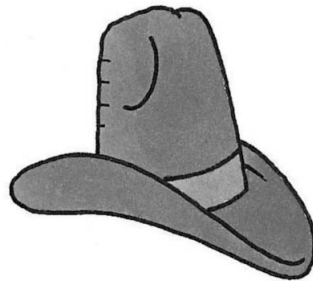
5.



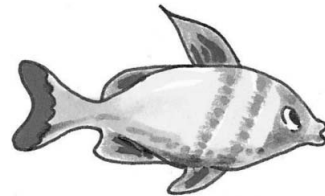
6.



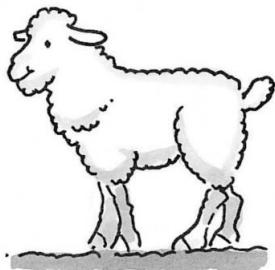
7.



8.



9.



10.



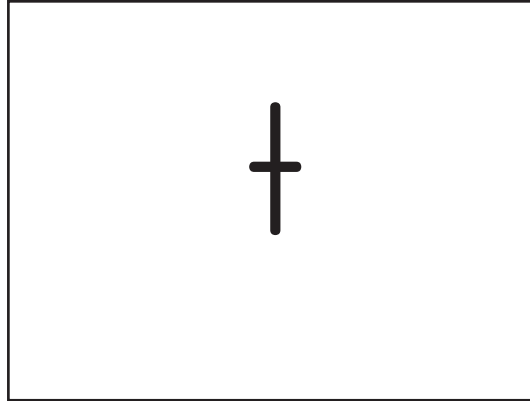
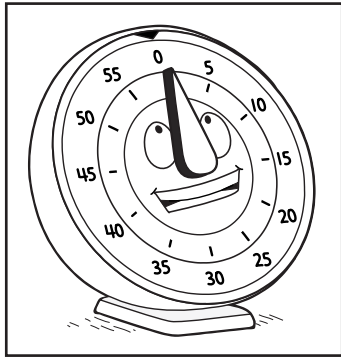
11.



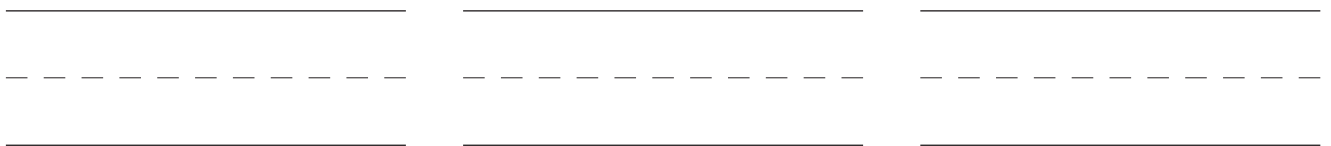
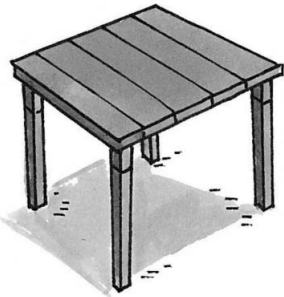
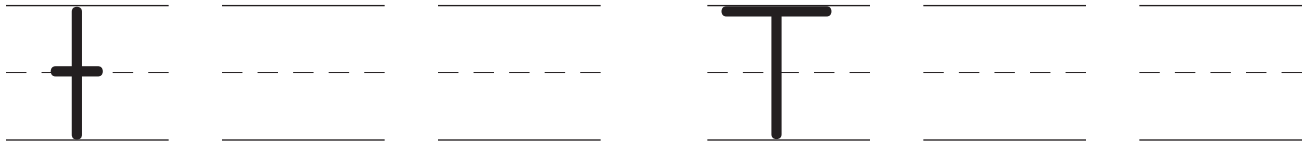
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Directions: Name each picture. Write a on the line if you hear the /a/ sound in the word.

Sounds and Spellings



Practice

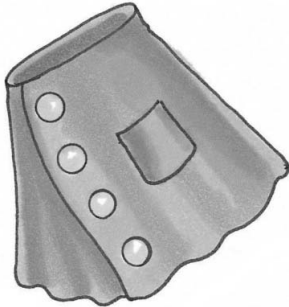


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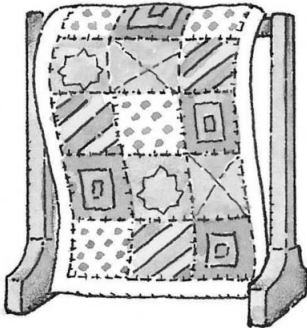
Directions: Practice writing *t* and *T*. Write the letter *t* if you hear the /t/ sound at the beginning of the word.

Apply

1.  _____

2.  _____

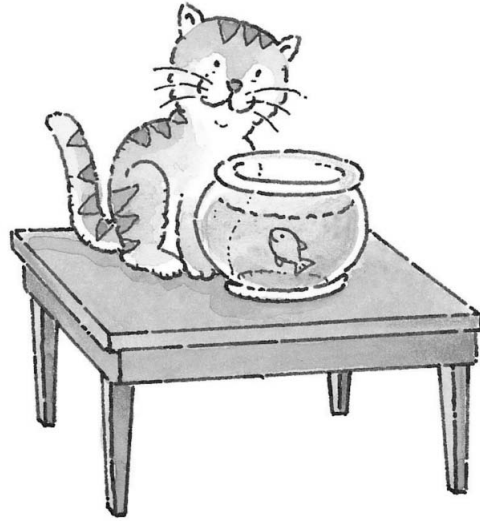
3.  _____

4.  _____

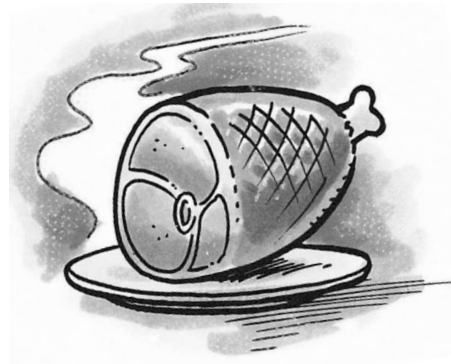
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Directions: Name each picture. Write the letter *t* on the left side of the picture if the picture begins with the /t/ sound. Write the letter *t* on the right of the picture if the picture ends with the /t/ sound.

Sounds and Spellings Review



1. The cat sat.
The cat is on the hat.



2. Matt has a hat.
Matt has a ham.

Directions: Listen as the teacher reads each sentence. Choose the sentence that matches the picture and write that sentence on the line.

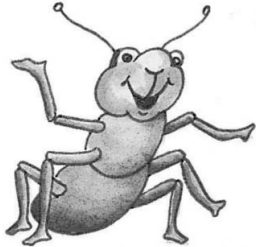
Sounds and Spellings Review

s

m

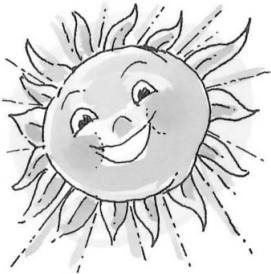
a

t



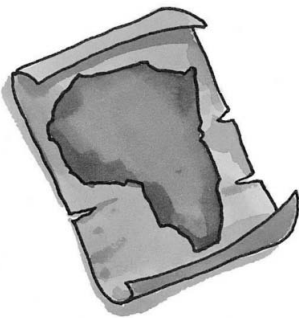
3.

nt



4.

un



5.

ap



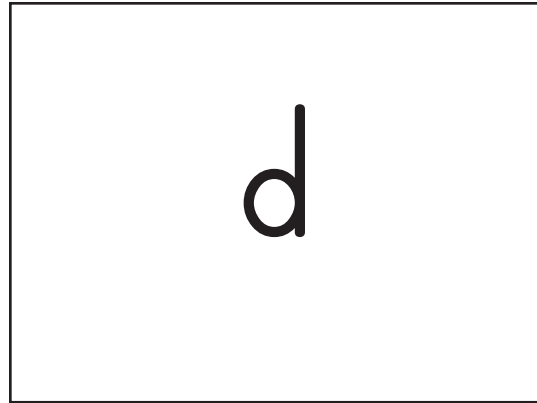
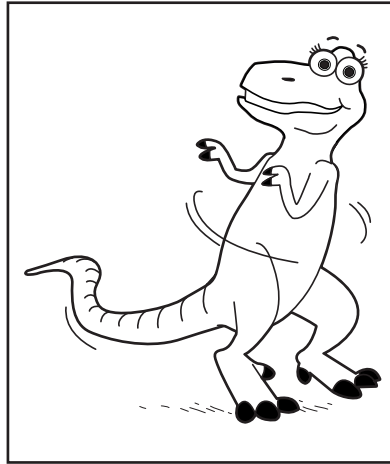
6.

ent

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Directions: Write the letter that makes the sound you hear at the beginning of each picture to spell a word.

Sounds and Spellings



Practice

d _____

D _____

Dad _____

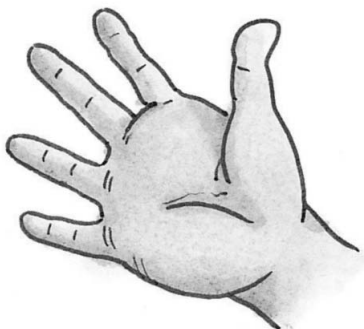
mad _____

I. Dad was sad.

Directions: Practice writing *d* and *D*. Write the words and sentence.

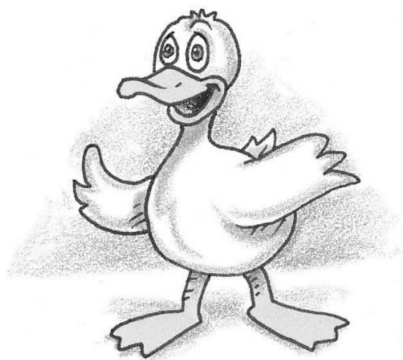
Apply

2.



_____	_____
-----	-----
_____	_____

3.



_____	_____
-----	-----
_____	_____

4.



_____	_____
-----	-----
_____	_____

5.

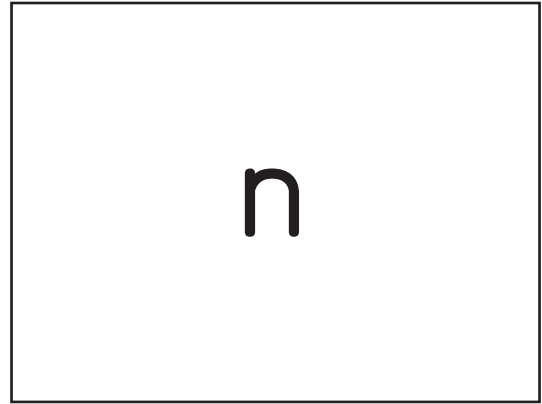
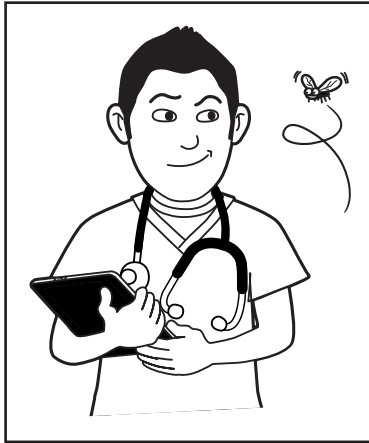


_____	_____
-----	-----
_____	_____

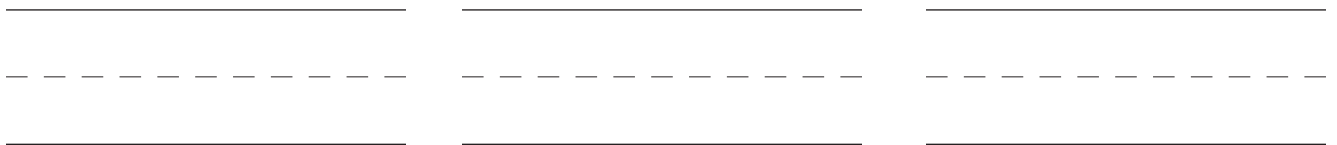
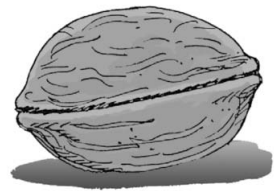
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Directions: Write the letter *d* on the first line if you hear /d/ at the beginning of the word. Write the letter *d* on the second line if you hear /d/ at the end of the word.

Sounds and Spellings



Practice

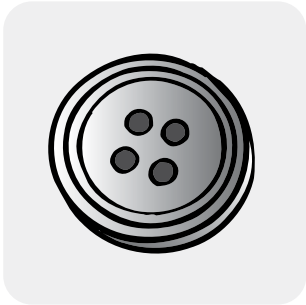


Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Directions: Practice writing *n* and *N*. Write the letter *n* if the picture begins with the /n/ sound.

Apply

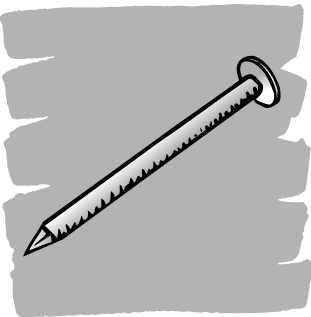
1.



2.



3.

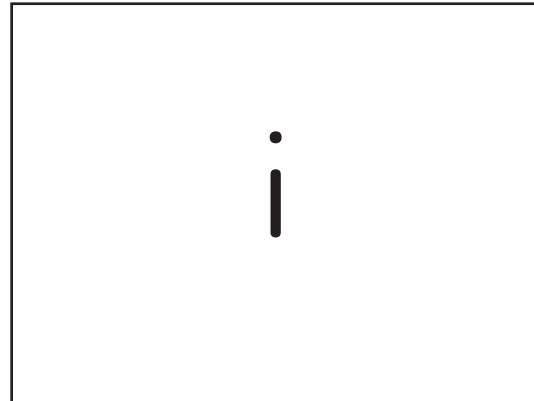
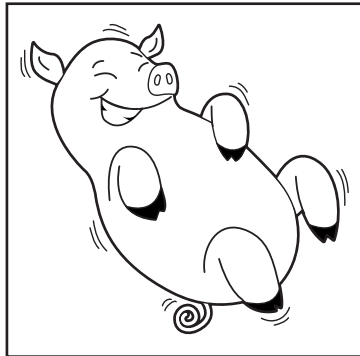


4.

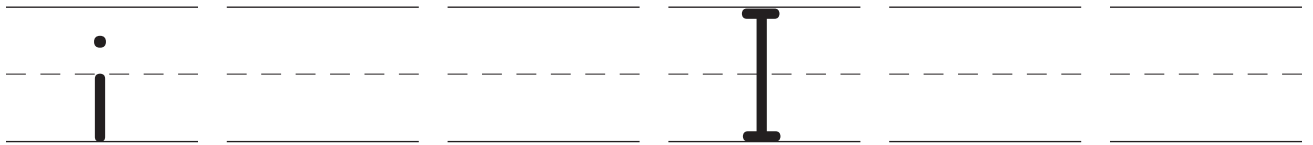


Directions: Write the letter *n* on the first line if you hear /n/ at the beginning of the word. Write the letter *n* on the second line if you hear /n/ at the end of the word.

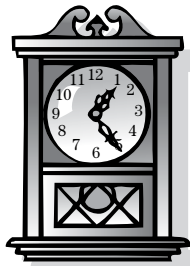
Sounds and Spellings



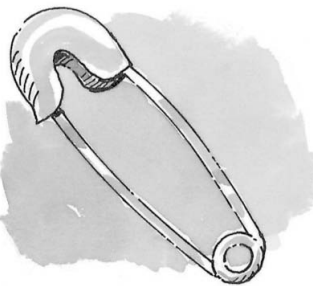
Practice



1.



2.

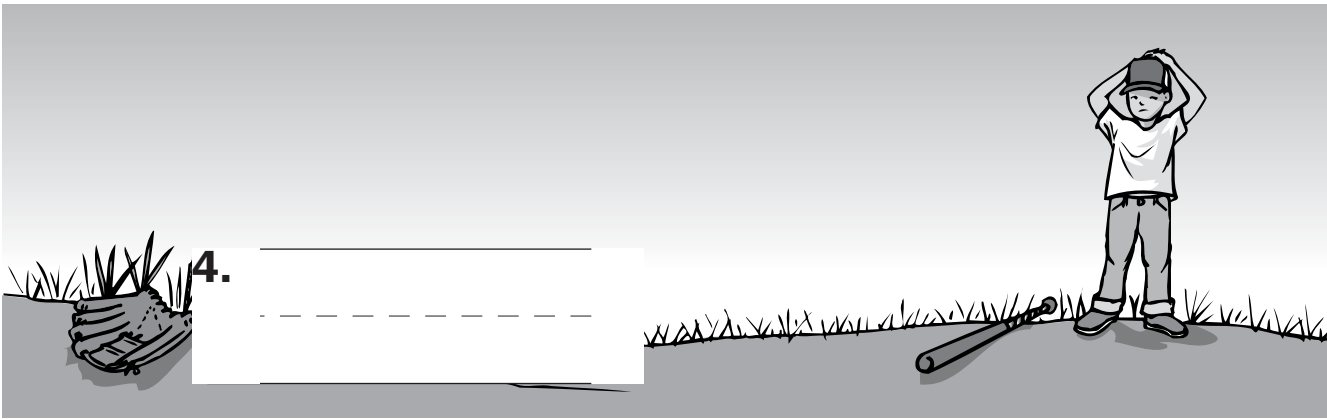


3.



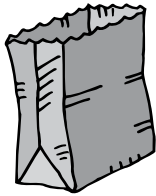
Directions: Practice writing *i* and *I*. Name the pictures.
Write *i* if you hear /i/ in the word.

Apply



4. _____

5.



6.



7.



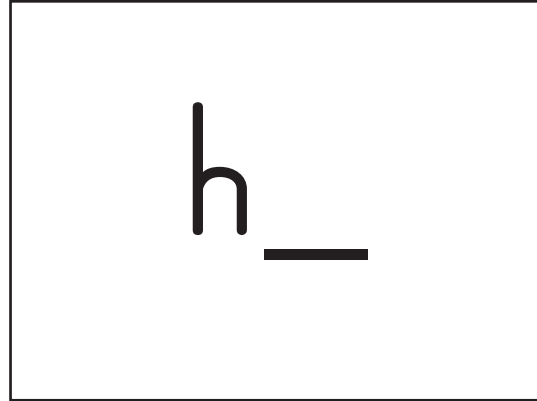
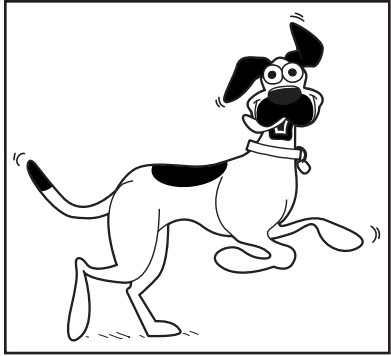
8.



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Directions: Write the word *mitt* beside Tim's baseball mitt at the top of the page. Name each picture. Write *i* if you hear /i/ in the word.

Sounds and Spellings



Practice

h _

H _

hat

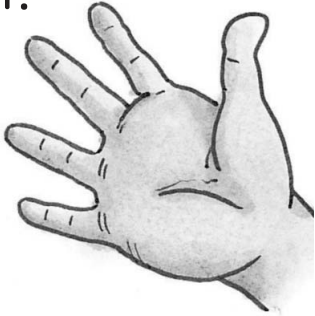
ham

hand

Directions: Practice writing h_ and H_. Write the words that begin with the /h/ sound.

Apply

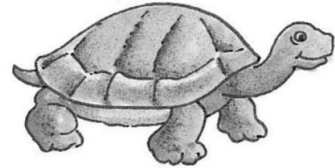
1.



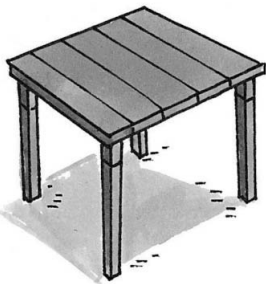
2.



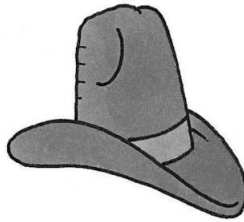
3.



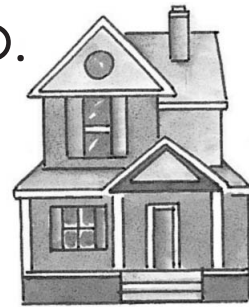
4.



5.



6.



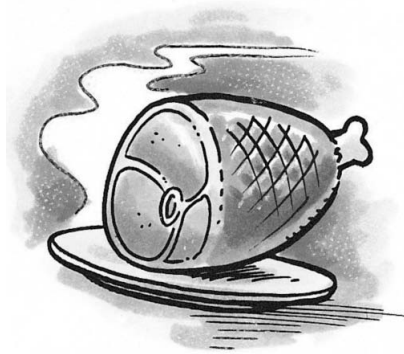
Dictation

Directions: Write the letter *h* if the picture begins with the /h/ sound.

Sounds and Spellings Review

i h d n

1.



_____am

2.



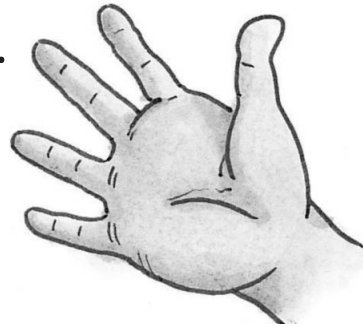
| _____st

3.



pa _____

4.



_____an _____

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Directions: Name each picture, and fill in the missing letter in the space provided to spell each word. You will use some letters more than once.

Sounds and Spellings Review

d n i h a s m t

5.



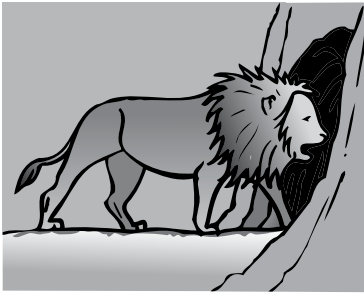
6.



7.



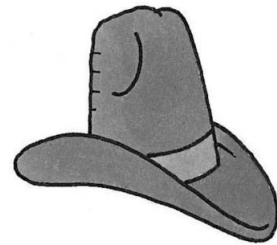
8.



9.



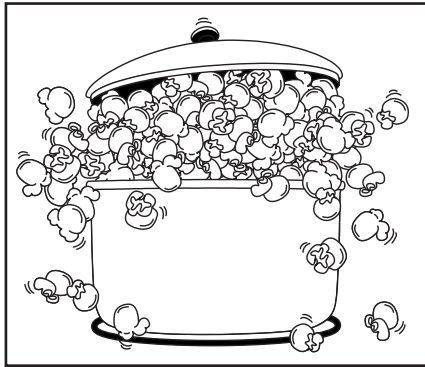
10.



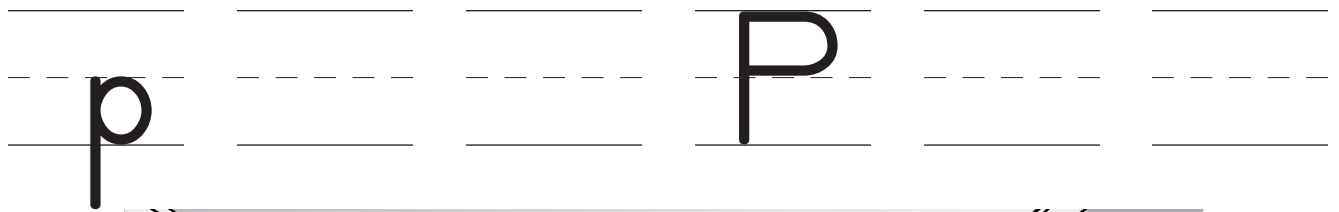
Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Directions: Name the picture. Say the sounds and write the word on the line. Use the letters in the box to help you.

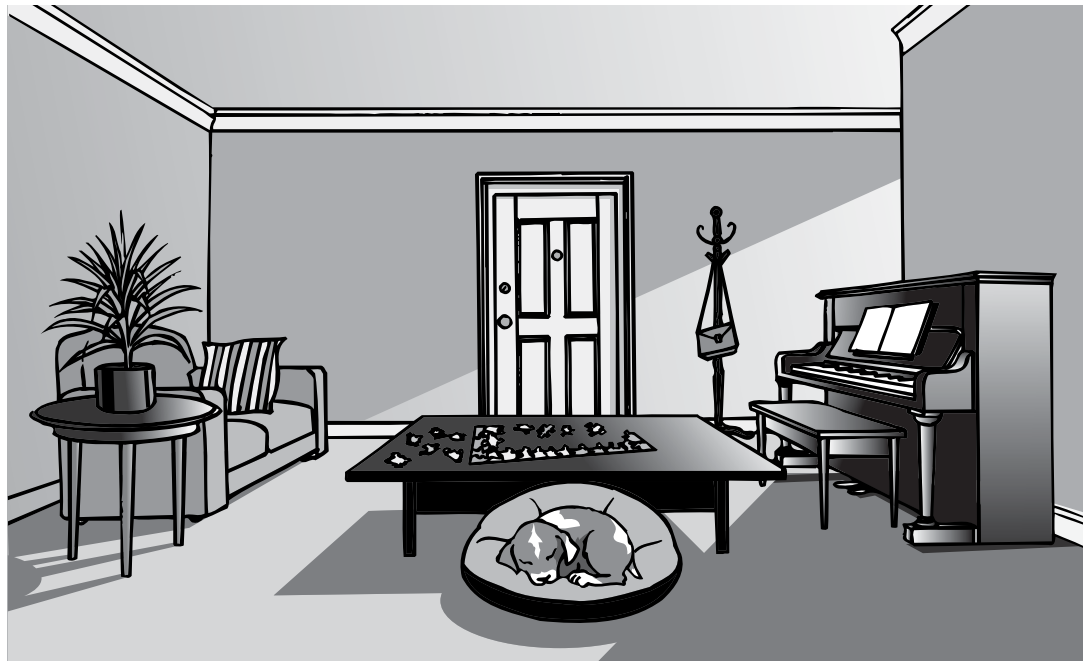
Sounds and Spellings



Practice



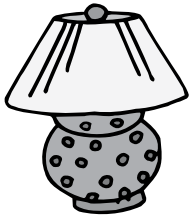
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Directions: Practice writing *p* and *P*. Circle the six objects in the picture that begin with the /p/ sound.

Apply

1.



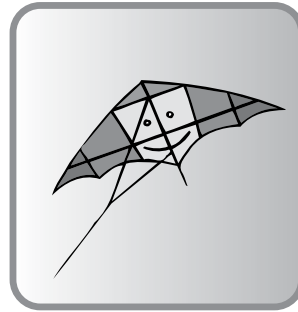
2.



3.



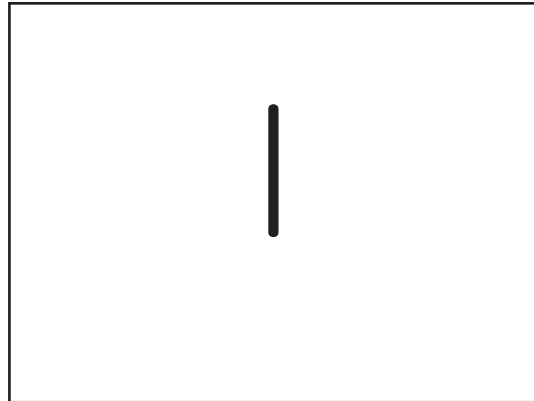
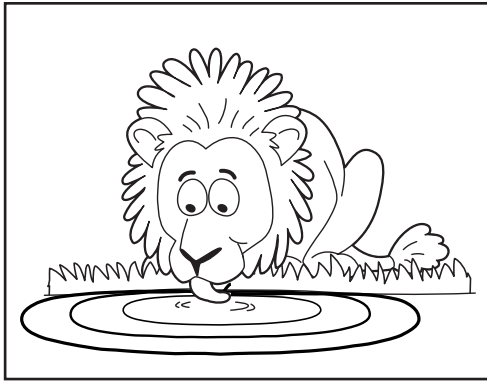
4.



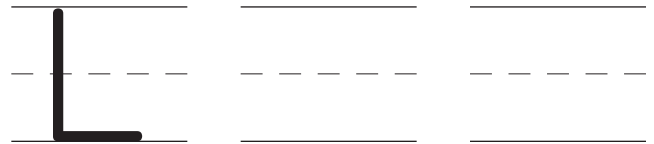
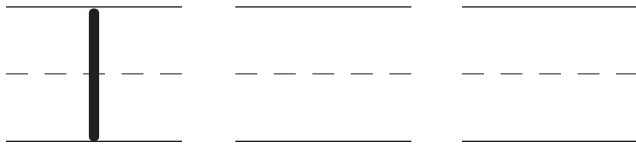
Dictation

Directions: Name the pictures. Write the letter *p* if the picture begins or ends with the /p/ sound.

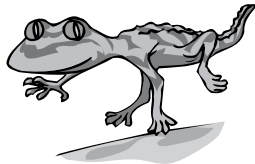
Sounds and Spellings



Practice



1.



2.



3.



4.



Directions: Practice writing / and L. Name each picture. Write the letter / if you hear /l/ at the beginning of the word.

Apply

5.



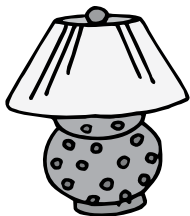
_____	_____
-----	-----
_____	_____

6.



_____	_____
-----	-----
_____	_____

7.



_____	_____
-----	-----
_____	_____

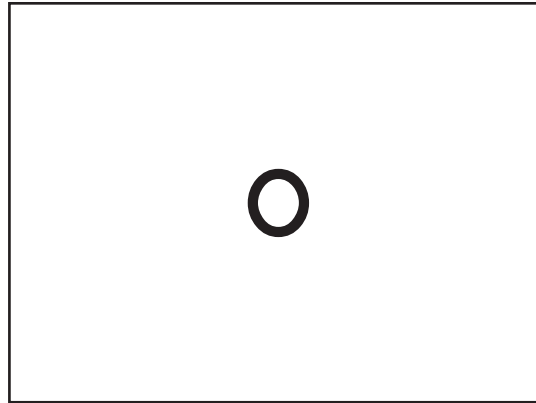
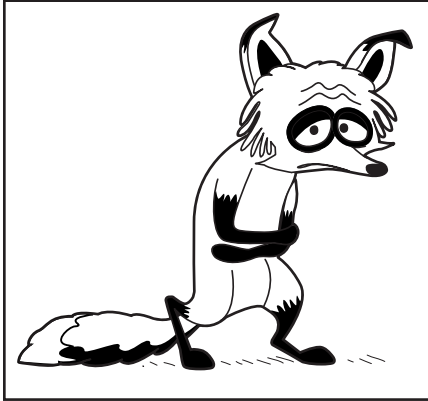
8.



_____	_____
-----	-----
_____	_____

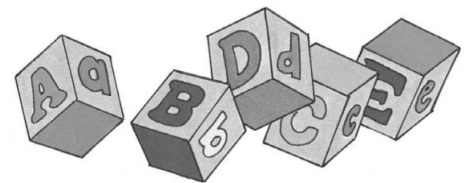
Directions: Write / on the first line if you hear the /l/ sound at the beginning of the word. Write / on the second line if you hear the /l/ sound at the end of the word.

Sounds and Spellings



Practice



Directions: Practice writing o and O. Write o on the line if you hear the /o/ sound in the word that names the picture.

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Apply

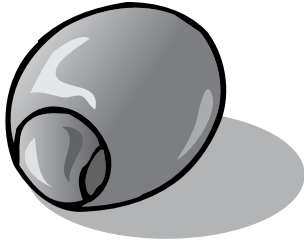
1.



2.



3.



4.



Dictation

Directions: Name each picture. Write o if you hear the /o/ sound in the word.

Apply

1.



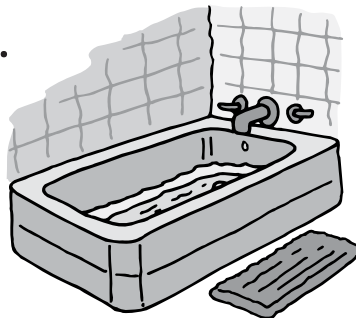
2.



3.



4.



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Directions: Name the pictures. Write the letter *b* on the line before the picture if the picture begins with the /b/ sound. Write the letter *b* on the line after the picture if the picture ends with the /b/ sound.

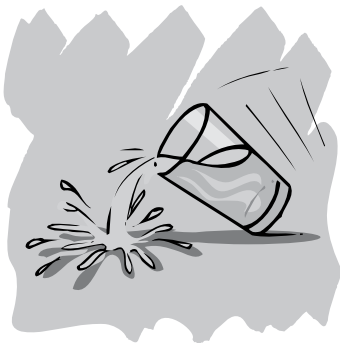
Sounds and Spellings Review

s t m i a p o l

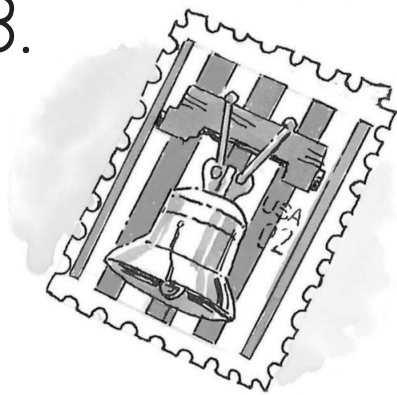
1.



2.



3.



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Directions: Name the picture. Say the sounds and write the word on the line. Use the letters in the box to help you.

Sounds and Spellings Review



4. Dan has a _____.

band
bat



5. The doll is not _____.

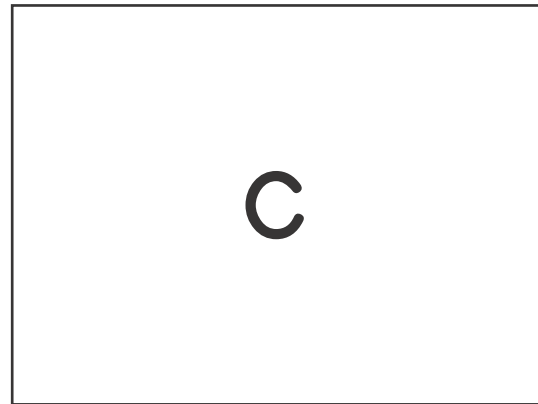
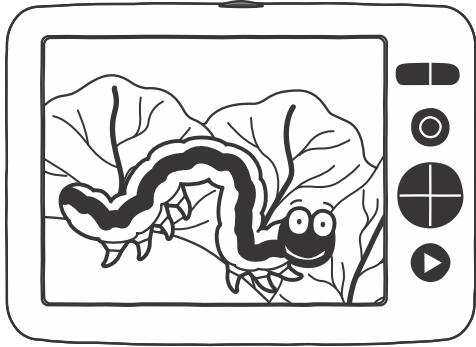
pad
sad

Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

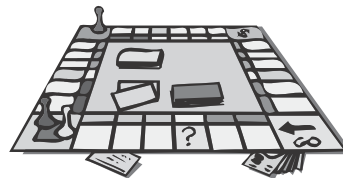
Directions: Look at the picture. Write the word that completes the sentence.

Sounds and Spellings



Practice









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Directions: Practice writing c and C. Write c next to each picture whose name begins with the /k/ sound.

Apply

can

clap

cot

cat

camp

1.



2.



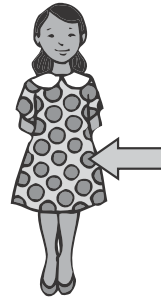
3.



4.



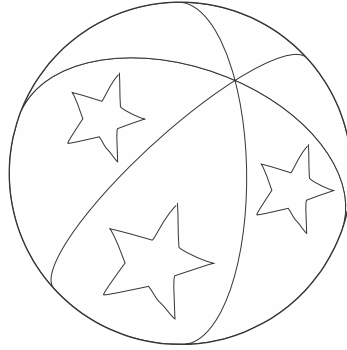
5.



Dictation

Directions: Name each picture. Find the word from the word box that rhymes with it. Write the word on the line.

Sounds and Spellings



al all

Practice

1. call

2. hall

3. bald

4. The tall man hit the ball.

Directions: Write the words and the sentence in the space provided. The spellings *al* and *all* make the /aw/ sound as in *saw*.

Apply

5.



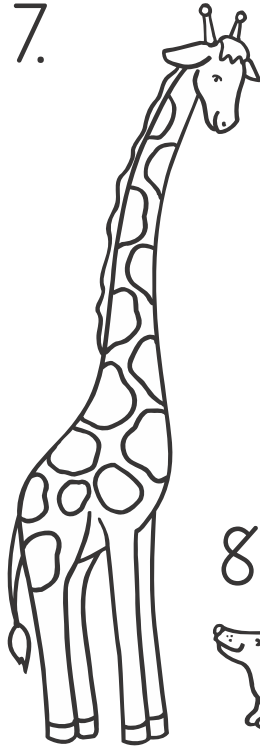
s _____ †

6.



c _____

7.



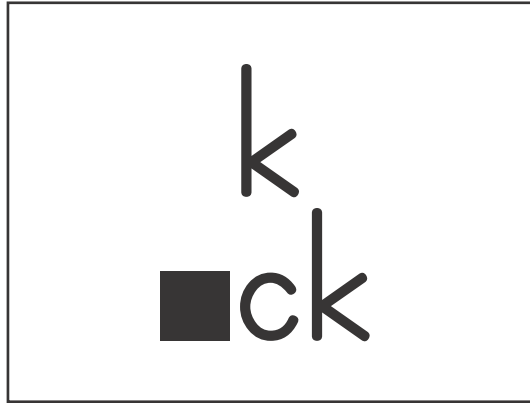
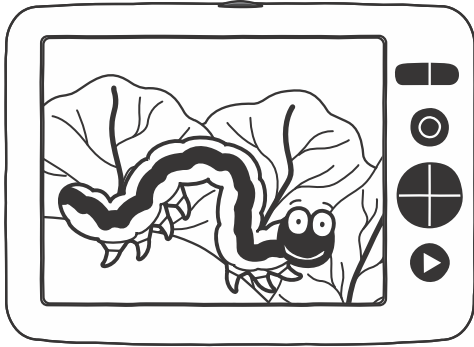
8.



† _____ sm _____

Directions: Name each picture. Use the letters *al* or *all* to complete the words.

Sounds and Spellings




k _____

ck _____


K _____

Practice

1.  _____

2.  _____

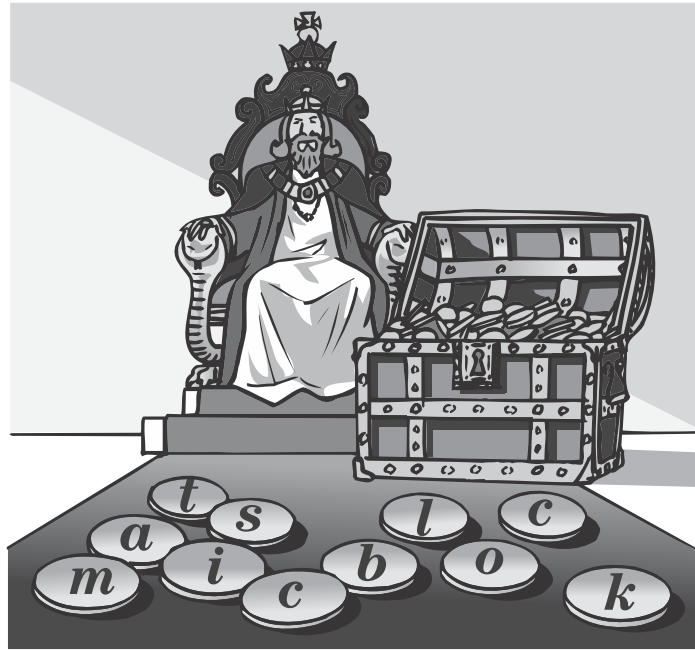
3.  _____

4.  _____

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Directions: Practice writing *k*, **ck** and *K*. Use a green crayon to draw a box next to each **ck** spelling. Write *k* next to each picture whose name begins with the /k/ sound.

Apply



5.



6.



7.



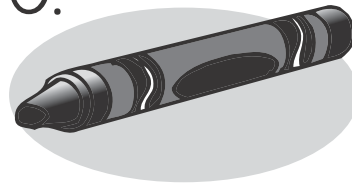
8.



9.



10.

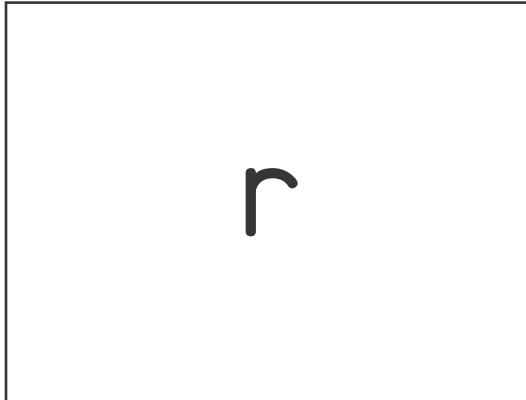
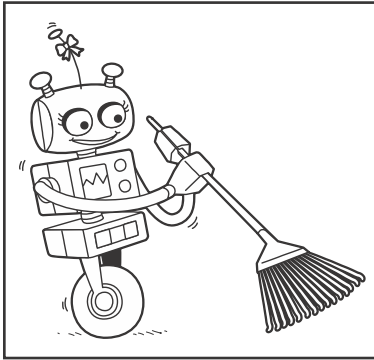


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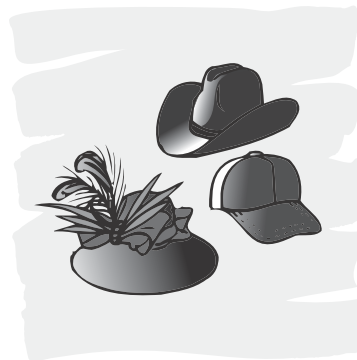
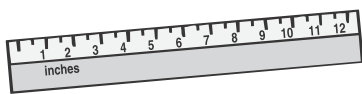
Directions: Name each picture and write the word on the blank. Use the letters on the king's coins to help you.

Name _____ Date _____

Sounds and Spellings



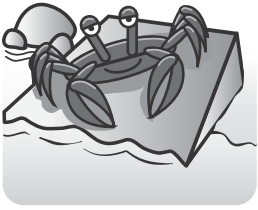
Practice



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Directions: Practice writing *r* and *R*. Place an *X* on the picture if it begins with the /r/ sound.

Apply



1. ramp. A naps crab on a



2. robin. can I see a

Dictation

Directions: Look at each picture. Unscramble the words to make a sentence that tells about the picture. Write the sentence correctly on the lines.

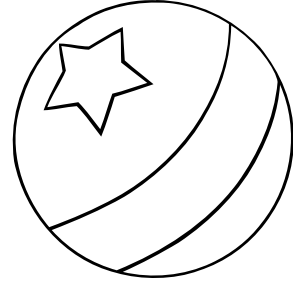
Sounds and Spellings Review

ram ball crab cat

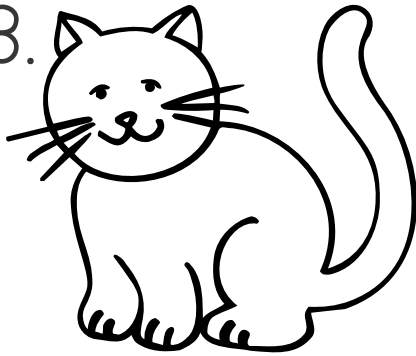
1.



2.



3.



4.



Directions: Read the words in the box. Write the word on the line that names each picture.

Sounds and Spellings Review

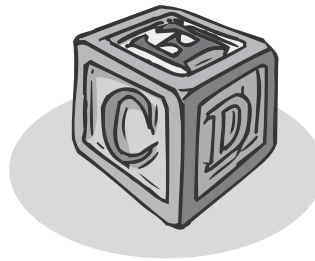
block



crack



rock



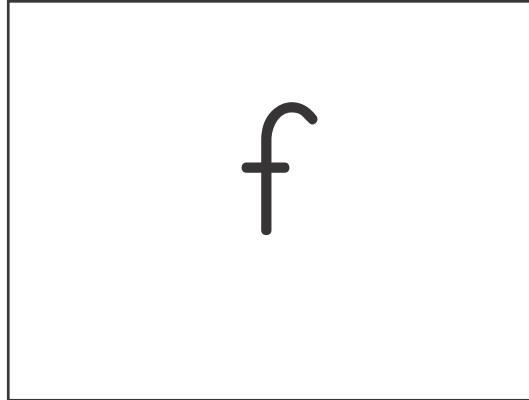
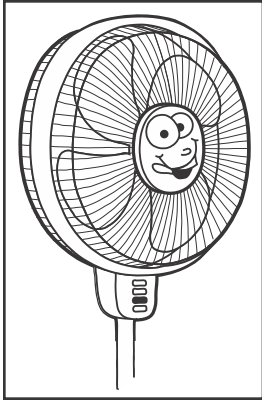
Dictation

<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>

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Directions: Read the words. Then connect each word to its picture.

Sounds and Spellings



f

F

Practice

1.



2.



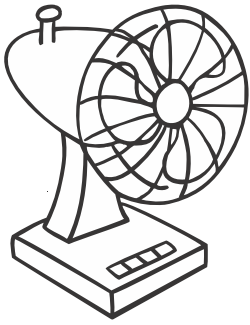
3.



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Directions: Practice writing *f* and *F*. Then write the letter *f* on the line if the picture begins with the /f/ sound.

Apply



4. Pam has a _____.

tan fan



5. Did Jim see the _____

_____?
_____?

flock fist



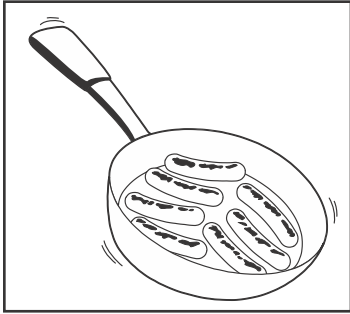
6. Kim uses her nose to _____

_____.

staff sniff

Directions: Look at each picture. Listen as the teacher reads the sentences. Write the word from the box that correctly completes each sentence.

Sounds and Spellings



pass

miss

hiss

Practice

Bess gives her baby brother a kiss.

Directions: Practice writing words ending in ss. Listen to the teacher read the sentence. Write the two words that end with the ss spelling.

Apply



l s o s f



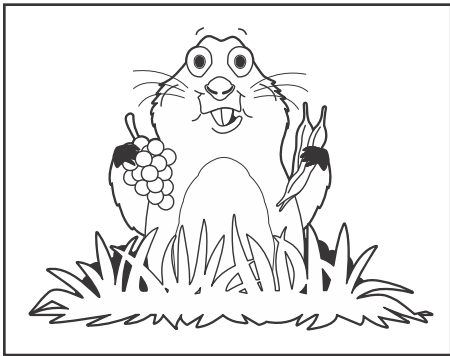
o s t s

Dictation

Directions: Unscramble the letters to correctly name the picture. Write the word on the line.

Name _____ Date _____

Sounds and Spellings



g

G

Practice

1. The dog can see a bag.

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Directions: Practice writing g and G. Read and copy the sentence.

Apply

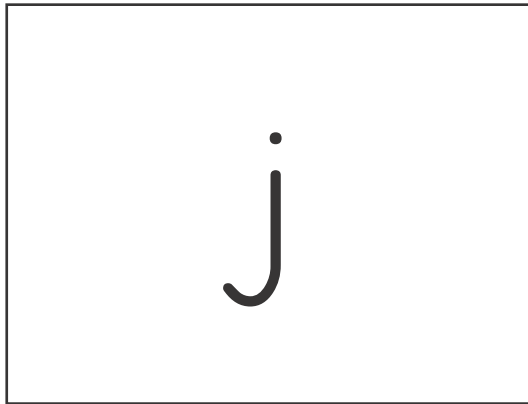


2. The pig has a grin.
The tag has a pig.



3. The frog is on the golf ball.
The frog sits in the grass.

Sounds and Spellings

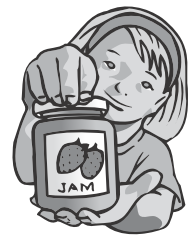


Practice

1. Jan can _____.



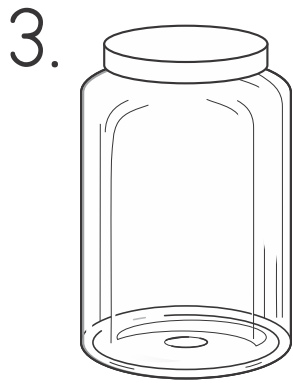
2. Jill got _____.

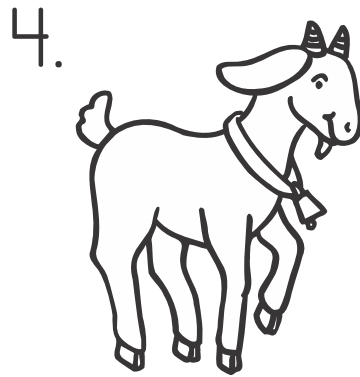


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Directions. Practice writing *j* and *J*. Look at each picture. Read each sentence. Complete the sentence with the word that names the picture.

Apply







Dictation

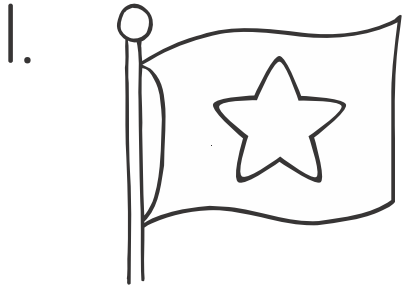
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

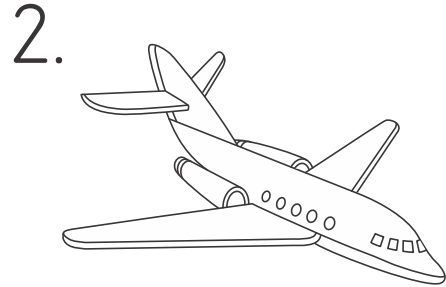
Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

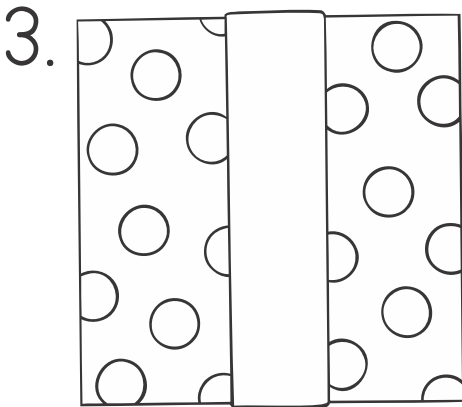
Directions: Write the letter *j* on the line if the picture begins with the /j/ sound.

Sounds and Spellings Review

gift dress flag jet





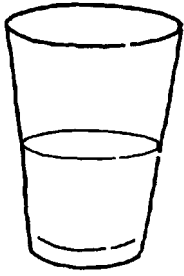




Directions: Write the word from the word box that names each picture.

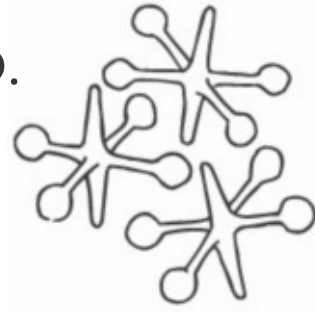
Sounds and Spellings Review

5.



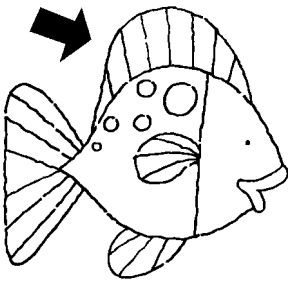
s a s l g

6.



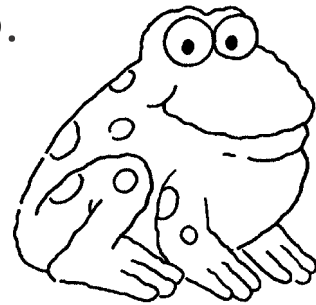
c k s j a

7.



i n f

8.



r f o g

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Directions: Unscramble the letters to correctly name the picture. Write the word on the line.

Sounds and Spellings



■dge

Practice

1. ridge

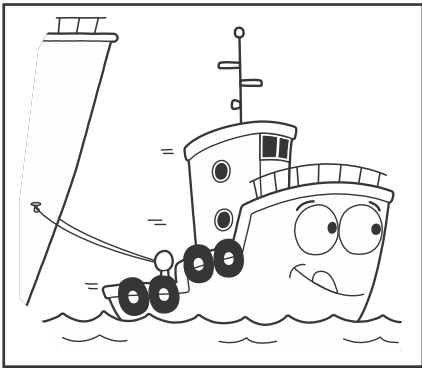
2. lodge

3. dodge

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Directions: Practice writing ■dge. Use a green crayon to draw the box in each dge spelling. Read and write each word.

Sounds and Spellings



Practice

1. rug _____

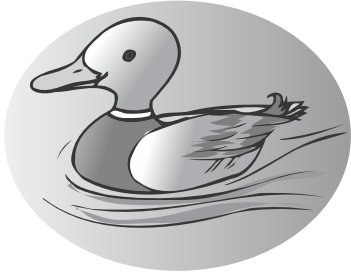
2. sun _____

3. mug _____

4. nut _____

Apply

5.



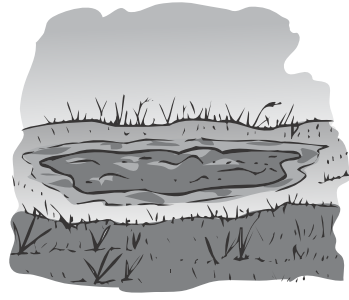
c u d k

6.



u s m p t

7.



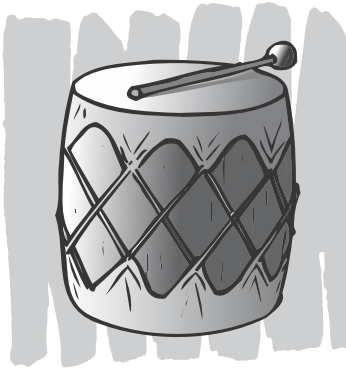
m d u

8.



p c u

9.



m u d r

10.

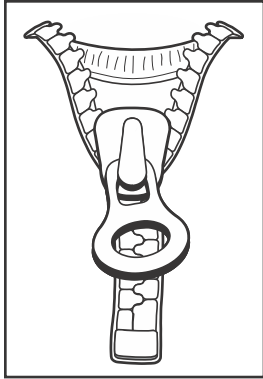


p p u

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Directions: Unscramble the letters and write the word on the line that correctly names the picture.

Sounds and Spellings



z _____

zz _____

Practice

1. Did Zack see fuzz on the mat?

Directions: Practice writing z and zz. Then copy the sentence.

Apply

buzz

jazz

zip

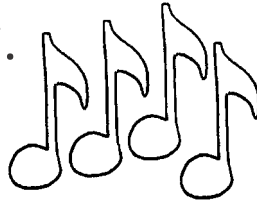
2.



3.



4.

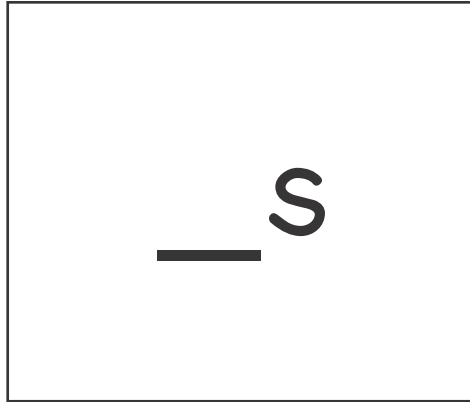
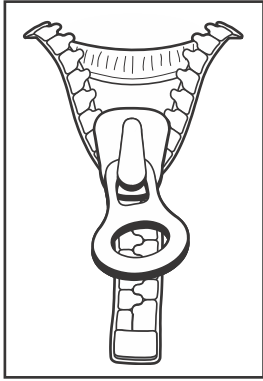


Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Directions: Write the word that names each picture. Use the words in the box to help you.

Sounds and Spellings



— s —

Practice

1. rug

2. rugs

3. pan

4. pans

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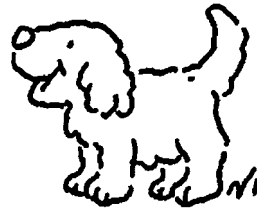
Directions: Practice writing _s. Read and write each word. Circle each word that ends with /z/ spelled _s.

Apply

5.



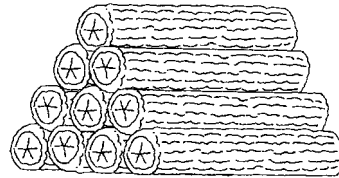
6.



7.



8.



9.



10.



Directions: Place an X on the picture if it ends with the /z/ sound.

Sounds and Spellings Review

suds bugs judge zigzag

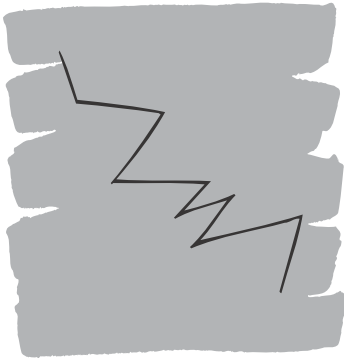
1.



2.



3.



4.



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Directions: Write the word from the word box that names each picture.

Sounds and Spellings Review



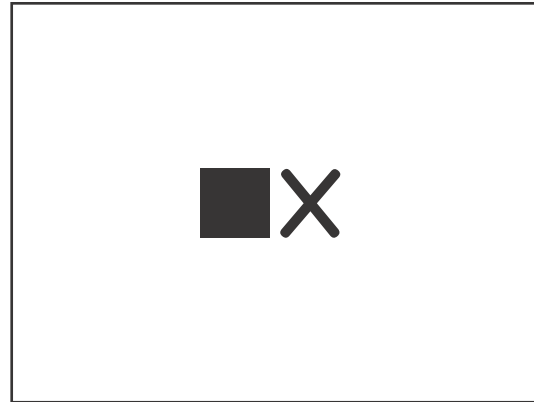
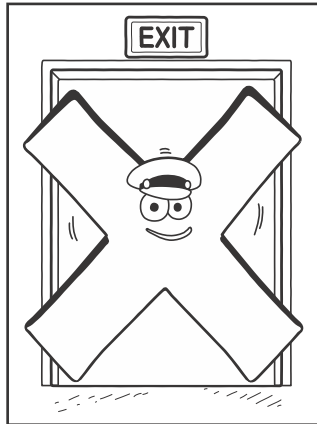
5. The bus is on the bridge.
The bus is black.

Dictation

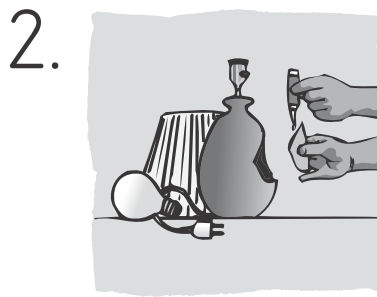
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

Directions: Write the sentence that describes the picture.

Sounds and Spellings

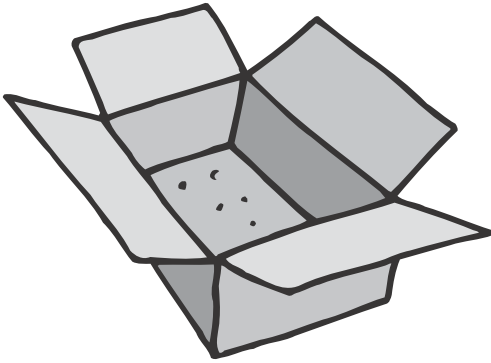


Practice



Directions: Practice writing **■x** and **■X** in the spaces provided. Use a green crayon to draw the green box in the **■x** spelling. At the bottom, name each picture. Write x if you hear the /ks/ sound at the end of the word.

Apply



box
fox
ox

4.



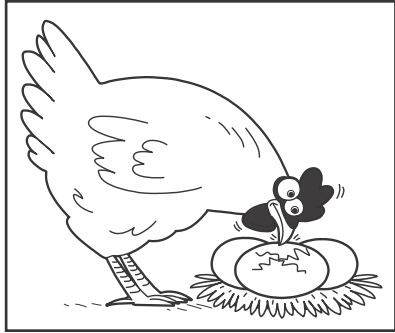
fuzz
tux
six

5.

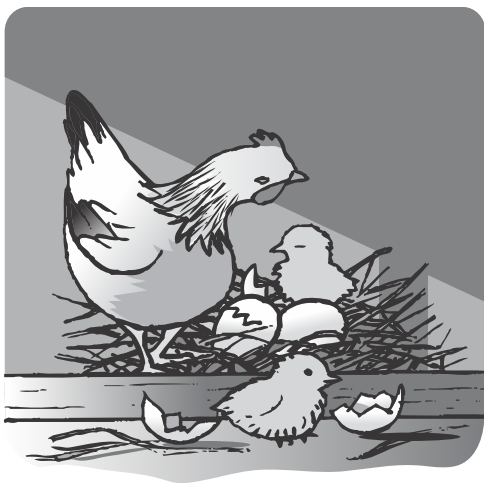
Dictation

Directions: Circle the word that names each picture. Then write the word on the line.

Sounds and Spellings



Practice



The _____ e _____ has a

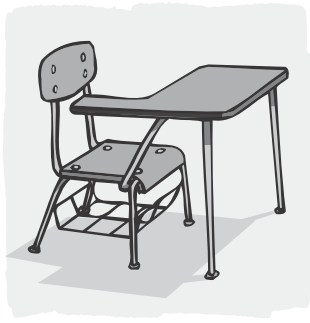
n _____ s _____.

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Directions: Practice writing e and E. Use the picture to help you fill in the missing letters in the words in the sentence.

Apply

1.



2.

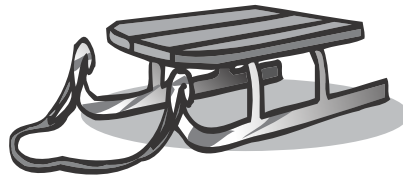


k d e s s r e d s e t m l e d l s

3.



4.



Directions: Name each picture. Unscramble the letters to spell the word. Write the word correctly on the line.

Sounds and Spellings

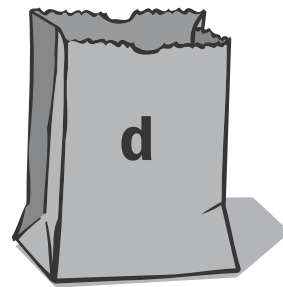
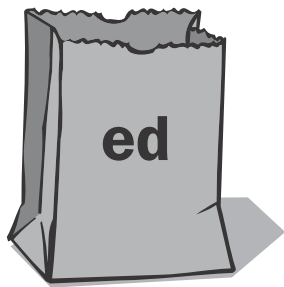
Rule

The inflectional ending *-ed* is added to a verb. It shows that the action happened in the past. The ending *-ed* can make several sounds.

Two of the sounds it can make are: /ed/ and /d/. If the last sound of the word is /d/ or /t/, the *-ed* ending will sound like /ed/.

Practice

dusted pinned
sobbed mended



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Directions: Read the words. Listen for the sound the letters *-ed* make at the end of the word. Write the word under the correct bag.

Apply

planned

dented



rusted

dimmed



wagged

ended

Dictation

<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>

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Directions: Read the words. Draw a line to match the word to the peanut with the ending sound that the word makes.

Sounds and Spellings

Rule
The inflectional ending *-ed* can also make the /t/ sound. If the last sound of the word is /k/, /f/, /p/, or /s/, the *-ed* ending will sound like /t/.

picked _____

missed _____

helped _____

Practice

popped hinted linked begged

Directions: Say each word and listen for the /t/ sound the letters *-ed* make at the end of the word. Write the words on the lines. Next, read the words in the box. Write the words that end with the /t/ sound on the lines.

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Apply

1. Kim _____ on the rug.

tripped locked

2. Bob _____ the truck.

lasted stopped

3. The dog _____ my hand.

licked passed

4. Alex _____ his mom.

missed mixed

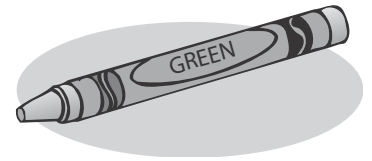
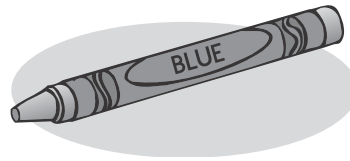
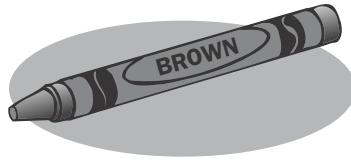
5. Sam _____ his dad.

tugged helped

Directions: Complete each sentence with the correct word from the box. Read the word and write the word on the line. Listen for the *t* sound at the end of each correct answer.

Name _____ Date _____

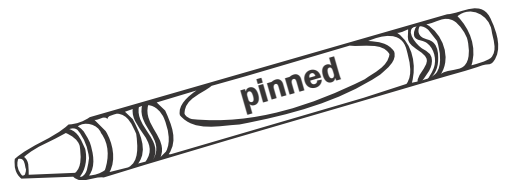
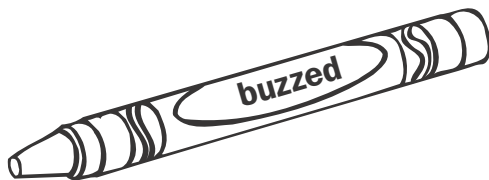
Sounds and Spellings Review



ed

d

t



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Directions: Read the word on each crayon. Listen for the sound the ending *-ed* makes at the end of the word. Color the crayon brown if you hear /ed/. Color the crayon blue if you hear /d/. Color the crayon green if you hear /t/.

Sounds and Spellings Review

best

spell

mix

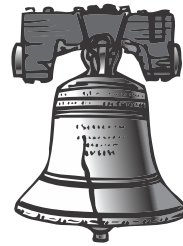
1.



2.



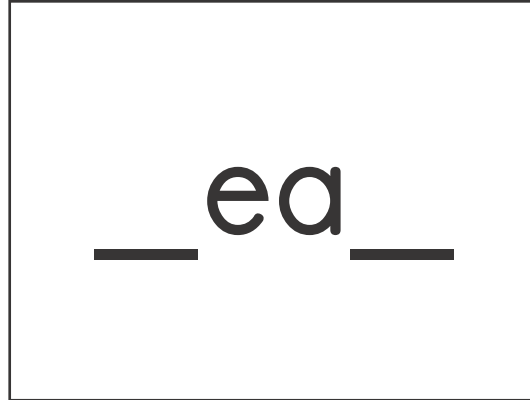
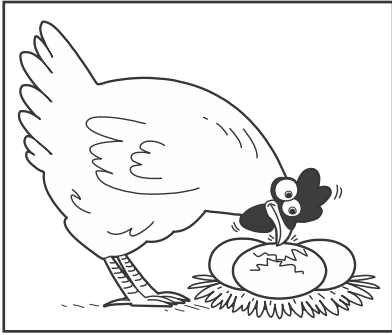
3.



Dictation

Directions: Name each picture. Write the word that rhymes with it on the line under the picture.

Sounds and Spellings



Practice

breakfast treadmill headband bread

Ben has a _____.

He ran on

the _____.

He has

_____ and jam.



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Directions: Look at the picture. Complete each sentence with a word from the word box. Write the words on the lines.

Apply

spread lead read headset bread

1.



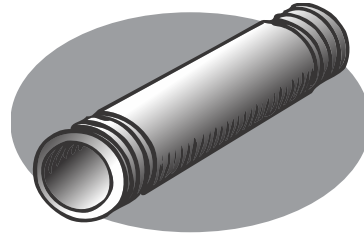
2.



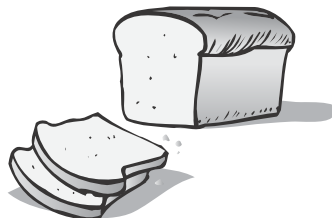
3.



4.



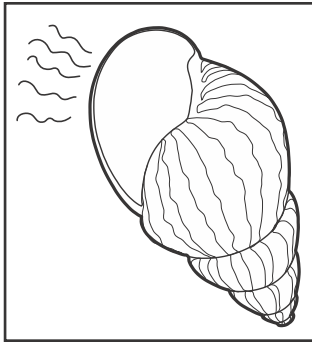
5.



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Directions: Write the word that names each picture.

Sounds and Spellings



sh

Practice



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Directions: Practice writing *sh* in the space provided. At the bottom, name each picture. Write *sh* if you hear the /sh/ sound in the word.

Apply

1.



s h r t a

2.



r s b u h

3.



l e l s h

4.



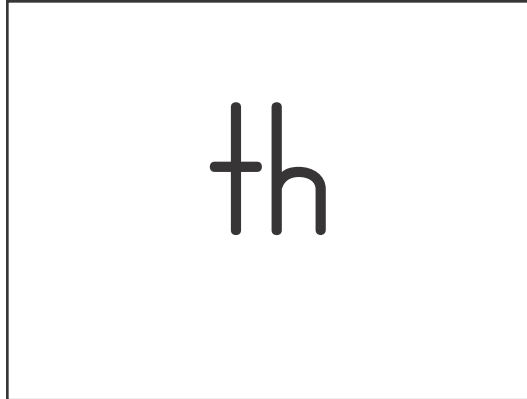
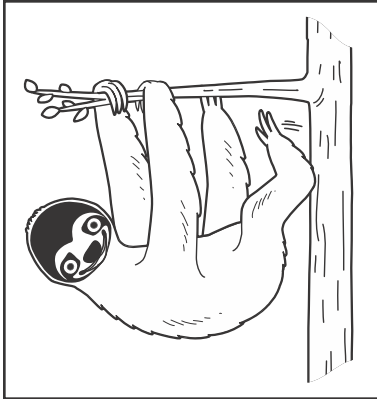
a h c s

Dictation

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Directions: Unscramble the letters to correctly name the picture. Write the word on the line.

Sounds and Spellings



th _____

Practice







Directions: Practice writing *th* in the space provided. At the bottom, name each picture. Write *th* if you hear the /th/ sound in the word.

Apply

math thin thread
thick cloth

1.



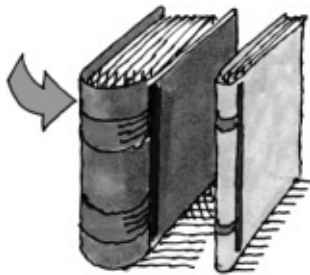
2.



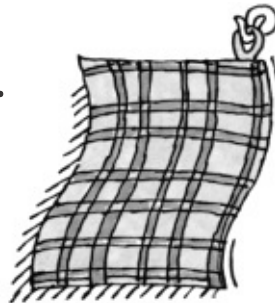
3.

$$\begin{array}{r} 1 \\ +2 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ +1 \\ \hline 4 \end{array}$$

4.

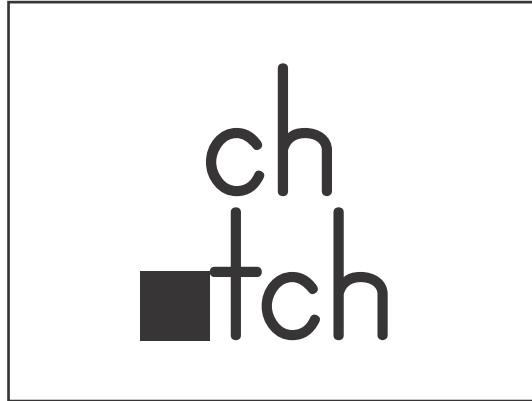


5.



Directions: Name each picture. Write the word that names the picture.

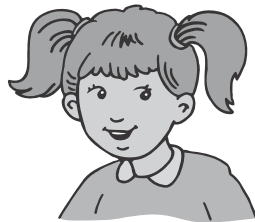
Sounds and Spellings



ch

■tch

Practice

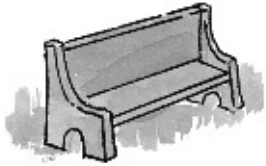


Directions: Practice writing *ch* and ■*tch* in the spaces provided. Use a green crayon to draw the box in the ■*tch* spelling. At the bottom, name the picture. Write *ch* if you hear the /ch/ sound at the beginning of the word.

Apply

hatch bench chip

1.



2.



3.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the words 'bench', 'hatch', and 'chip'.

Dictation

Two columns of handwriting lines (top solid, middle dashed, bottom solid) for dictation practice.

Directions: Name each picture. Write the word that names the picture.

Name _____ Date _____

Sounds and Spellings Review

bread



chest



ship



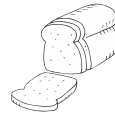
stretch



watch



chimp



head



shack



month



bench



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Directions: Read the words. Then connect each word to its picture.

Sounds and Spellings Review



chipmunk up The nut. the picked

Dictation

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

Directions: Look at the picture. Unscramble the words to make a sentence. Write the sentence correctly on the lines.

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Sounds and Spellings

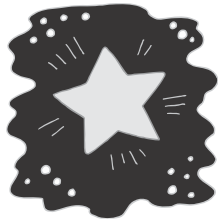


or
ore

or

ore

Practice



Directions: Practice writing *or* and *ore* on the spaces provided. At the bottom, name each picture. Write *or* if you hear the /or/ sound in the word.

Apply

cord stork horn corn



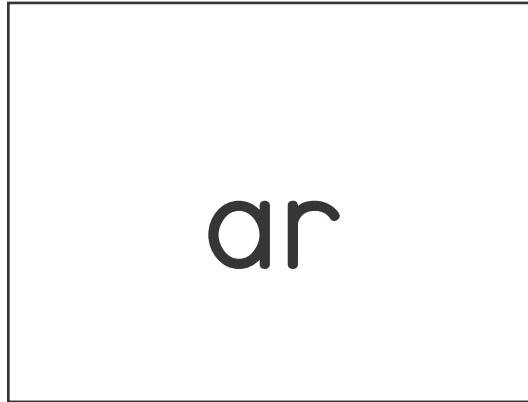
1. The _____ blasted
when the ship left
the dock.

2. The class saw a
_____ on a nest.

3. The boy led the horse with a _____.

4. Ann had _____ on the cob.

Sounds and Spellings



ar

Practice

1.



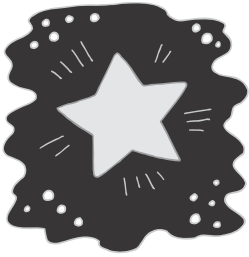
2.



Directions: Practice writing *ar* in the space provided. At the bottom, name the pictures. Write *ar* if you hear the /ar/ sound in the word.

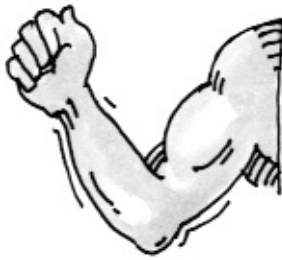
Apply

3.



r s a t

4.



r m a

5.



a c d r

6.



e r d g n a

7.



r b n a

8.

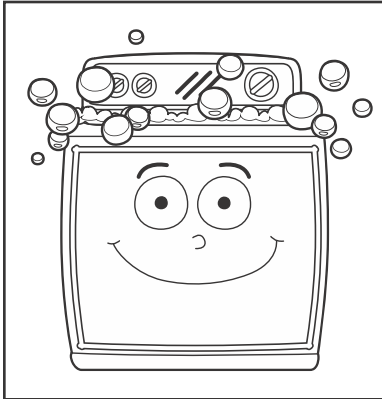


a k p r

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Directions: Name each picture. Unscramble the letters and write the word correctly on the line.

Sounds and Spellings



w _____

W _____

Practice

1. wind _____

2. wax _____

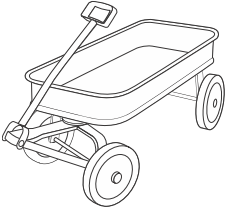
3. wig _____

4. well _____

Directions: Practice writing w_ and W_ in the spaces provided. Say each word and write it correctly on the line.

Apply

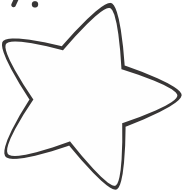
5.



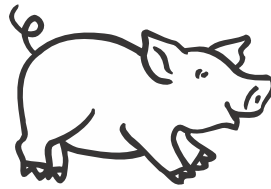
6.



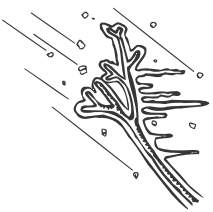
7.



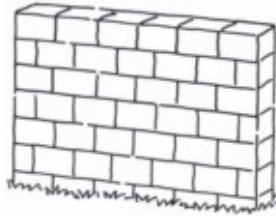
8.



9.



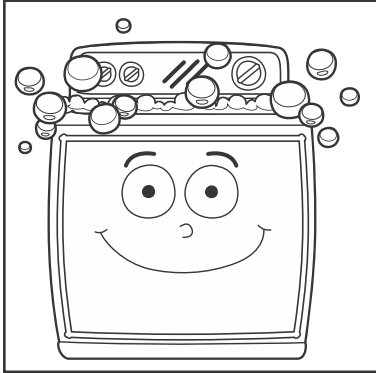
10.



Dictation

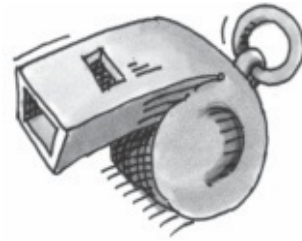
Directions: Say the name of each picture. Write a w after the words that begin with the /w/ sound.

Sounds and Spellings



wh_

Practice



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Directions: Practice writing *wh_* in the space provided. Name each picture. Write *wh_* if you hear the /w/ sound at the beginning of the word.

Apply

whiz what whip whack when

1. Did Ruth _____ the eggs?

2. Did you _____ the ball with a bat?

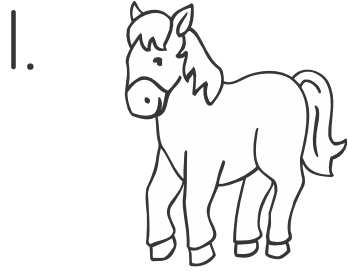
3. _____ will he get a dog?

4. Bill is a _____ at math.

5. _____ did Liz have for lunch?

Sounds and Spellings Review

or ore ar w wh



h _____ se



st _____



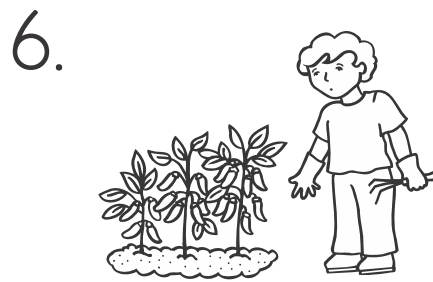
f _____ mer



_____ ale



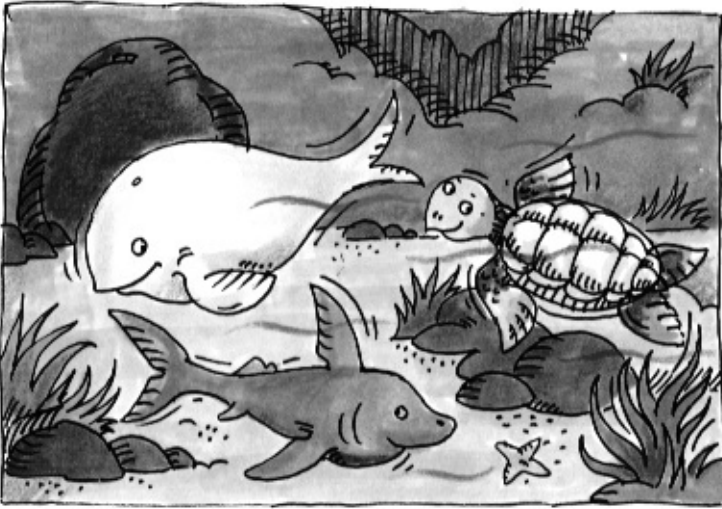
_____ ind



g _____ den

Directions: Look at each picture. Insert the missing spelling for each word. Use the spellings in the box to help you.

Sounds and Spellings Review



starfish whale

7. A _____ is in the sand.

8. A turtle swims behind a _____.

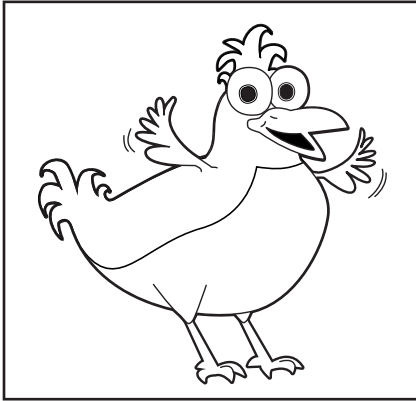
Dictation

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

Directions: Read each sentence. Write the word on the line to correctly complete the sentence.

Name _____ Date _____

Sounds and Spellings



er ir

er

ir

Practice

fern

wish

send

third

1.

2.

Directions: Practice writing the letters that make the /er/ sound in the spaces provided. Say each word. Write the words with the /er/ sound on the lines.

Apply

under

girl

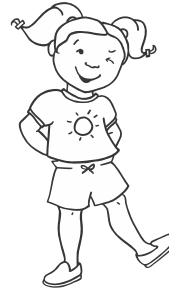
bird

winter

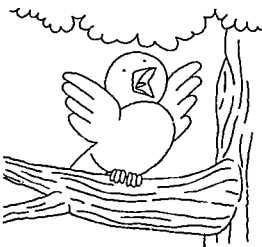
3.



4.



5.



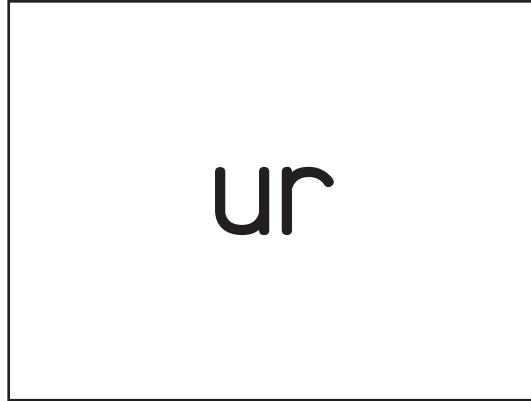
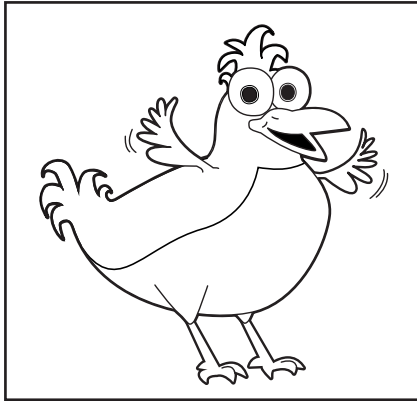
6.



Dictation

Directions: Write the word on the line that names the picture.

Sounds and Spellings



ur

Practice

curl cub curb hurt him

1. _____

2. _____

3. _____

Directions: Practice writing the letters *ur* on the line. Say each word. Write the words with the /er/ sound on the lines.

Apply

surf hurt burn turn fur

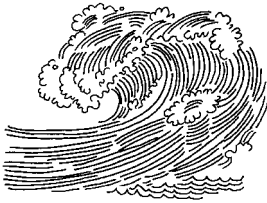
4.



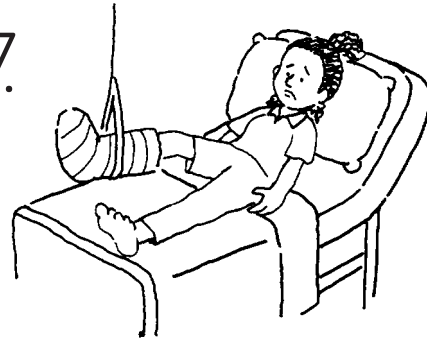
5.



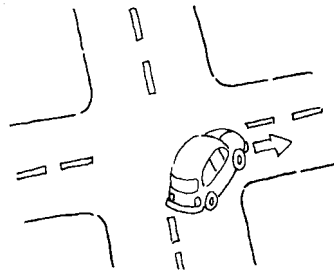
6.



7.



8.



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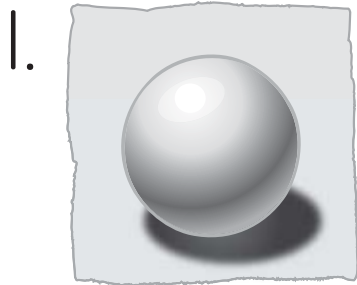
Directions: Write the word on the line that names the picture.

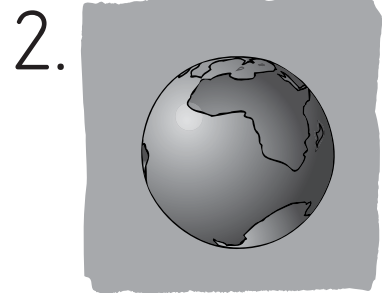
Sounds and Spellings

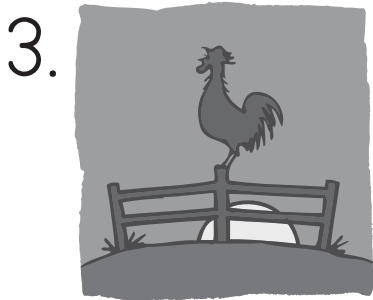
/er/ as in early

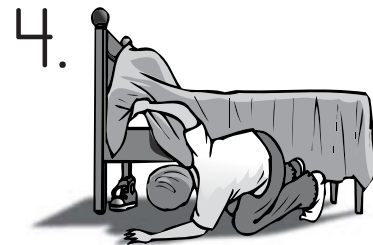
Practice

earth pearl search early









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Directions: Write the word that correctly names each picture.

Apply

earns search learn heard

5. Earl likes to _____ about the world.

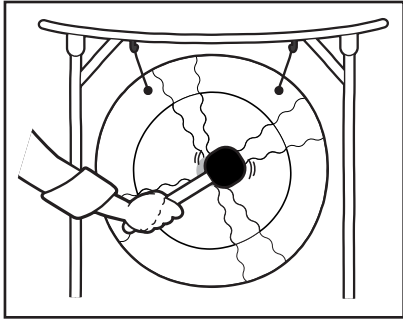
6. Earl likes to _____ the map for new places.

7. Earl has _____ about far-off lands.

8. Earl _____ money so he can take a fun trip.

Directions: Write the word on the line that correctly completes each sentence.

Sounds and Spellings



ng

Practice

ring	band	rock	stung
help	cling	hang	land

1. _____

2. _____

3. _____

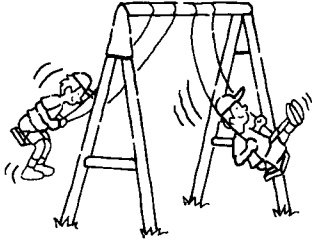
4. _____

Directions: Practice writing **ng** in the space provided. Next read the words in the box. Write the words that end with the /ng/ sound on the lines.

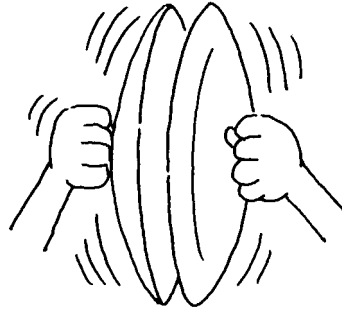
Apply

swing clang

5.



6.



Dictation

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Directions: Read the word in the box. Write the word that names each picture on the lines.

Sounds and Spellings Review

ir er ur ear

1. st _____

2. bak _____

3. riv _____

4. l _____ n

5. t _____ n

6. _____ th

7. p _____ l

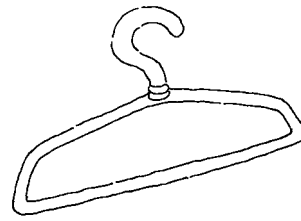
8. b _____ n

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Directions: Choose the correct spelling of the /er/ sound to complete each word.

Sounds and Spellings Review

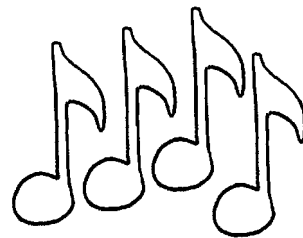
ring



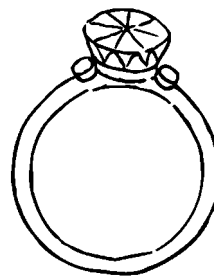
song



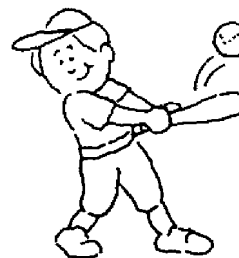
prongs



swing



hanger



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Directions: Read the words. Then connect each word to its picture.

Sounds and Spellings

Rule

The schwa sound is similar to /u/. When you write a word with the schwa sound, ask yourself which vowel spelling you should use.

Practice



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Directions: Say the word that names the picture. Circle the pictures that have the schwa sound.

Apply

Josh slips in his sandals.
Josh fed his pet a carrot.



Dictation

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

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Directions: Write the sentence that describes the picture.

Sounds and Spellings

Rule
The final schwa plus /l/ sound can be spelled *-el*, *-le*, *-il*, or *-al*.
Examples: puzzle, local, tunnel, fossil

el	_____

le	_____

il	_____

al	_____

Practice

1. pencil _____
2. little _____
3. petal _____
4. channel _____

Directions: Practice writing the *-le*, *-el*, *-il*, and *-al* spellings. Read and write the words with the schwa sound.

Apply

-al -il -le -el

5. app

6. trav

7. tot

8. foss

9. met

10. shov

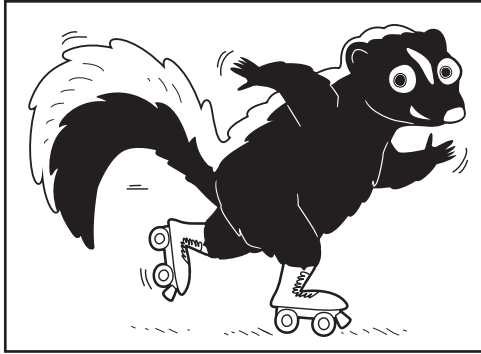
11. pudd

12. nostr

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Directions: Use one of the spellings of the schwa sound in the box to complete each word.

Sounds and Spellings

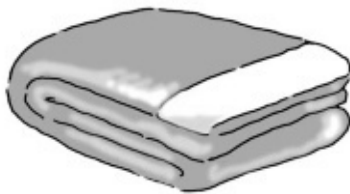


nk

Practice

drink skunk blanket

1.



2.



3.



Directions: Practice writing nk in the space provided. Use a green crayon to draw the green box in the spelling. At the bottom, name each picture. Write the word that names the picture on the lines.

Apply



_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____

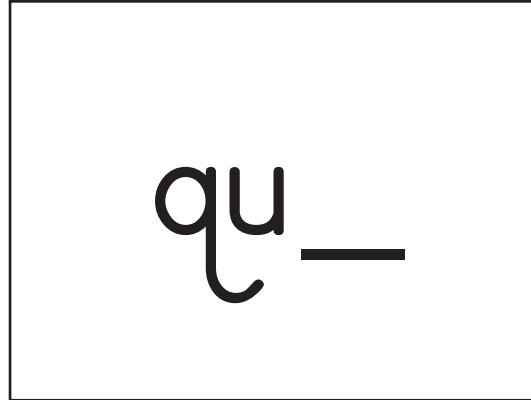
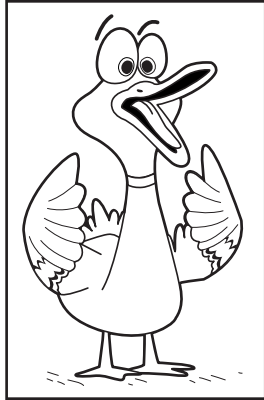
Dictation

_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____

Directions: Read the word on the bottle. Use the letters on the paper to write rhyming words on the lines.

Name _____ Date _____

Sounds and Spellings



qu_

Qu_

Practice

1. quiz _____ 2. quack _____

3. The quilt has stars.

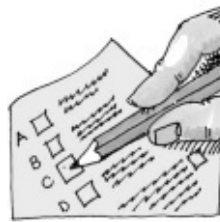
Directions: Practice writing *qu_* and *Qu_* in the spaces provided. Then write the words and sentence on the lines.

Practice

4. i sh qu s



5. z qu i



6. i t qu l



7. qu d i s



8. ck i qu



9. l i qu l



10. a ck qu



Directions: Unscramble the letters and correctly write the word on the line that names the picture.

Sounds and Spellings Review

table snorkel think coral quilt moccasin

1.



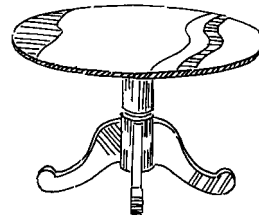
2.



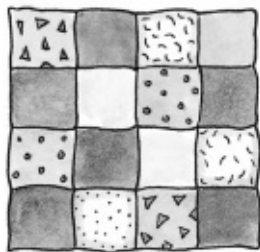
3.



4.



5.



6.

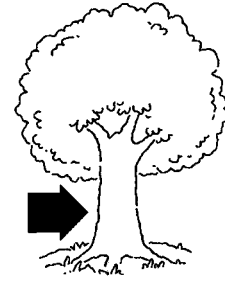
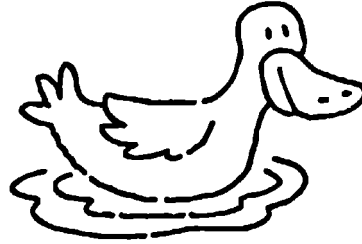


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Directions: Write the word that names each picture.

Sounds and Spellings Review

nk qu -le



kett

ack

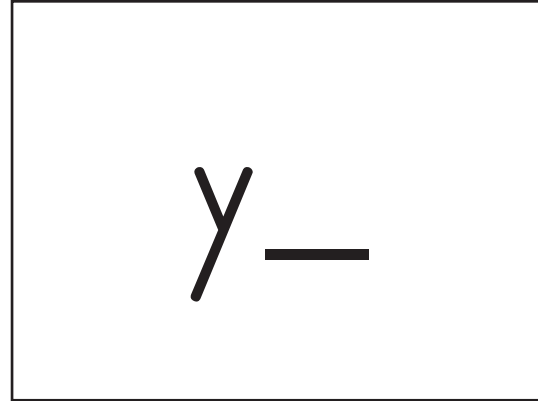
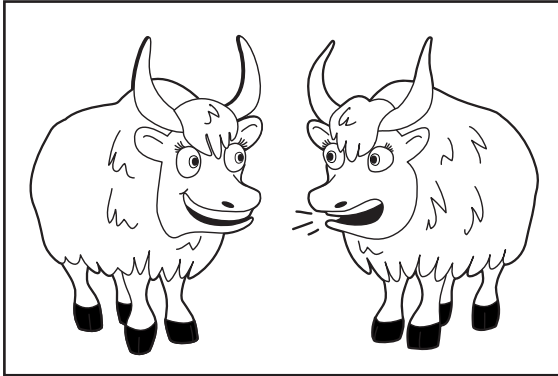
tru

Dictation

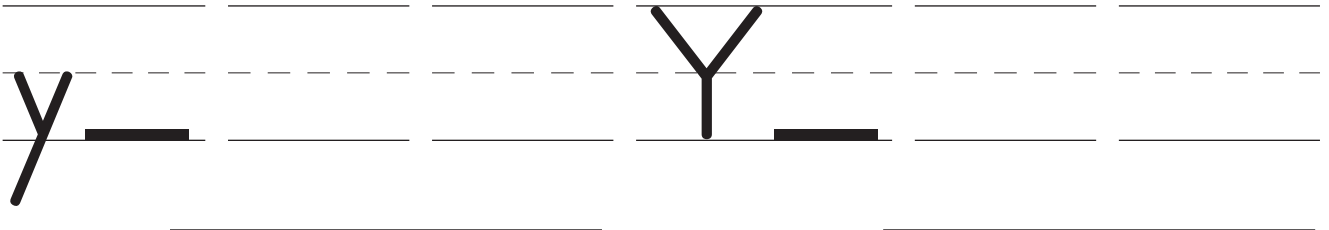
Blank handwriting lines for dictation practice, consisting of solid top and bottom lines with a dashed middle line.

Directions: Name each picture. Write the letters from the box to complete the words.

Sounds and Spellings



Practice

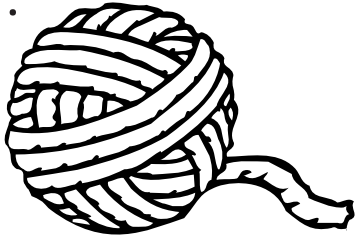


1. yell _____ 2. yard _____

3. Do they have yams?

Apply

4.



5.



6.

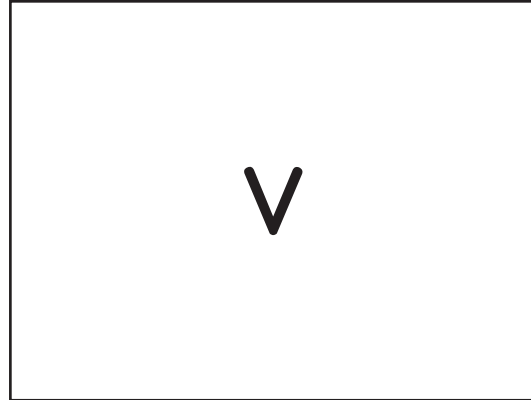
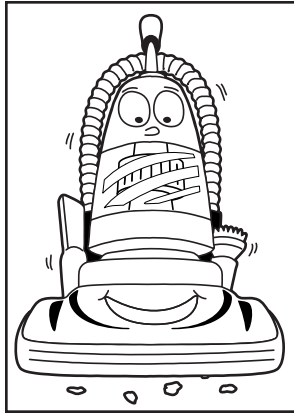


Dictation

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Directions: Say the name of each picture. Write the letter *y* on the line if the word begins with the sound /y/.

Sounds and Spellings



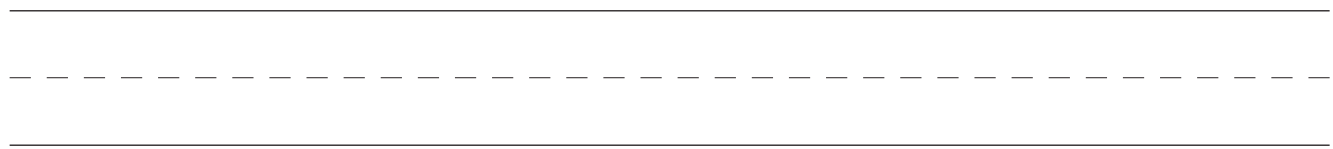
Practice



1. vet _____

2. van _____

3. Vince is seven.



Directions: Practice writing v and V. Write the words and the sentence in the spaces provided.

Apply

vet visit vest seven van

4. Vic has a red _____.

5. The _____ is parked by the curb.

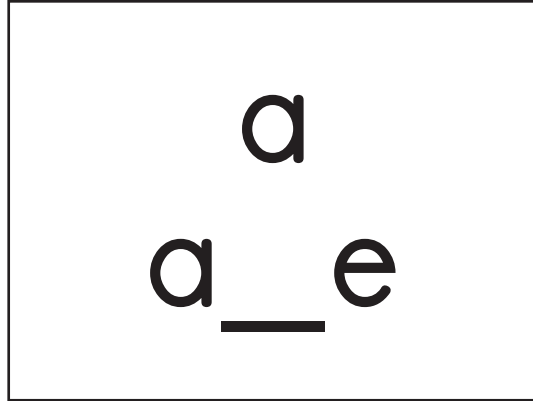
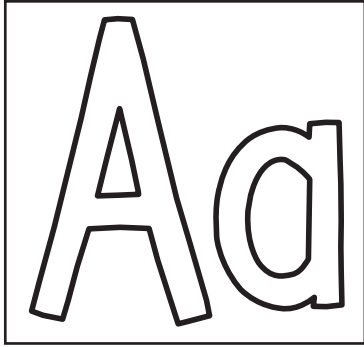
6. The dog went to the _____.

7. I will turn _____ in March.

8. Kevin will _____ his grandma.

Name _____ Date _____

Sounds and Spellings



Practice

whale _____ cave _____

April _____ sale _____

Jake will staple the papers.

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Directions: Write the words and the sentence on the lines.

Apply

gate game brake

I am part of a car.
I make the car stop.
What am I?

Dictation

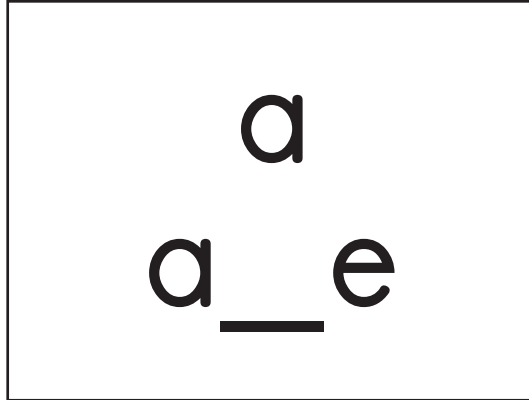
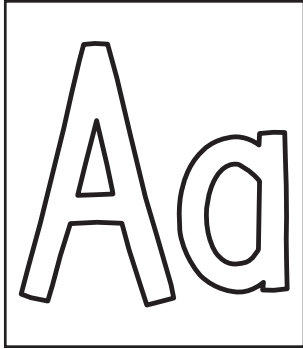
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

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Directions: Read the riddle. Write the word that answers the riddle.

Name _____ Date _____

Sounds and Spellings



Practice

cable

late

radar

plane

mate

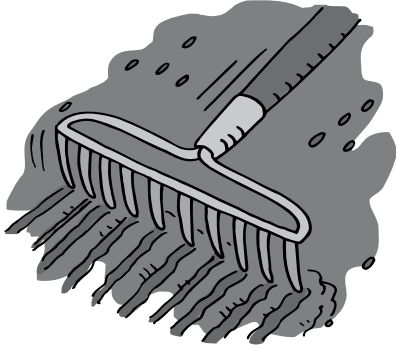
bacon

Dave is able to skate.

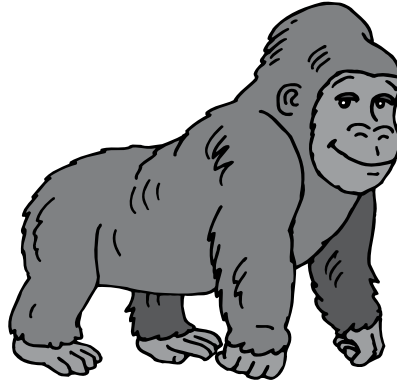
Apply

tape rake ape plane

1.



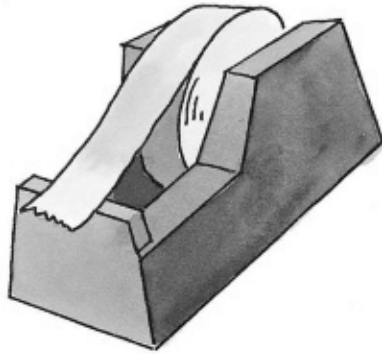
2.



3.



4.



Sounds and Spellings Review

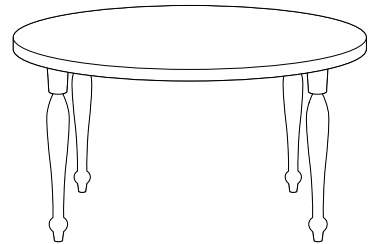
vase



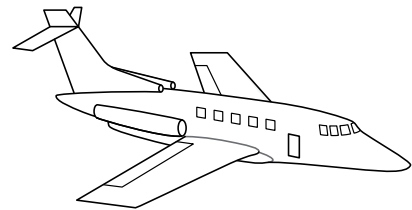
cake



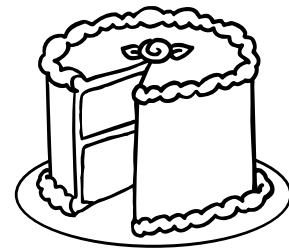
table



plane



yell



Directions: Read the words. Then connect each word to its picture.

Sounds and Spellings Review

1. We see fish in the _____.

scale lake

2. Pat is _____ to help.

apple able

3. Tate ate a _____.

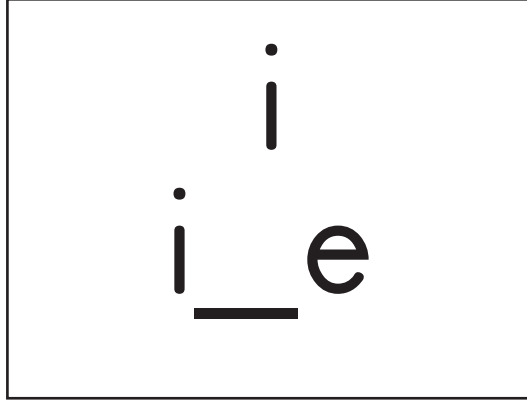
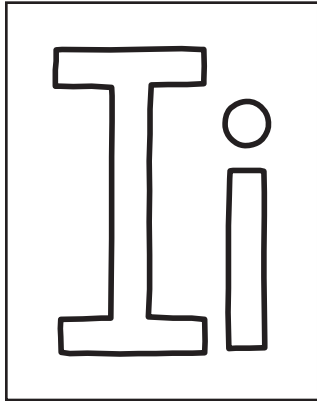
grape gap

Dictation

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

Directions: Complete each sentence with the correct word.

Sounds and Spellings



Practice

tiger

title

time

mile

pipe

ride

Did he find a dime?

Directions: Write the words and sentence on the lines.

Apply

child spider chime wife silent
lion bride quiet tiger

Animals

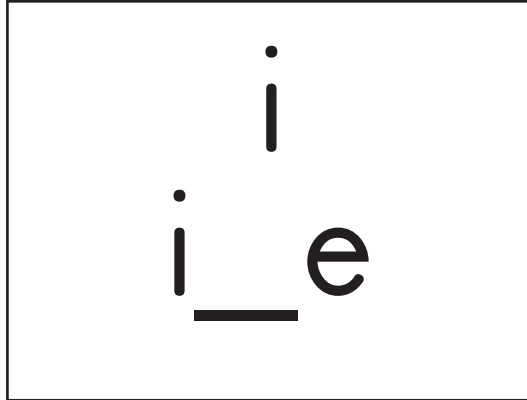
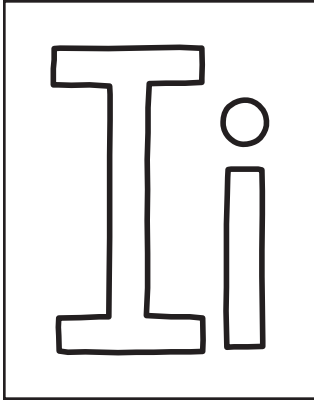
Sound Words

People

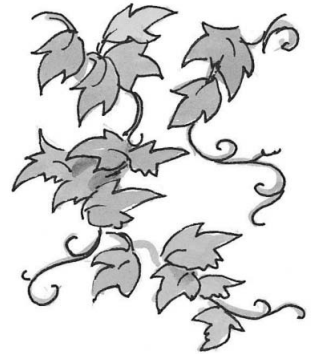
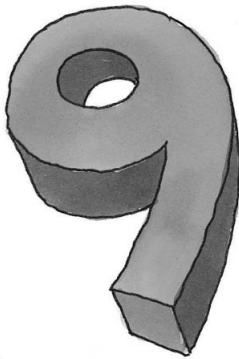
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Directions: Listen as the teacher reads each heading. Write the words on the lines under the correct heading.

Sounds and Spellings



Practice



1. _____
i n n e

2. _____
m e i d

3. _____
e v n i

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Directions: Unscramble the letters and write the word that names the picture.

Apply

time miles minus hike side

4. Mike and I like to _____ up this hill.

5. We can walk five _____.

6. We rest at the _____ of the path.

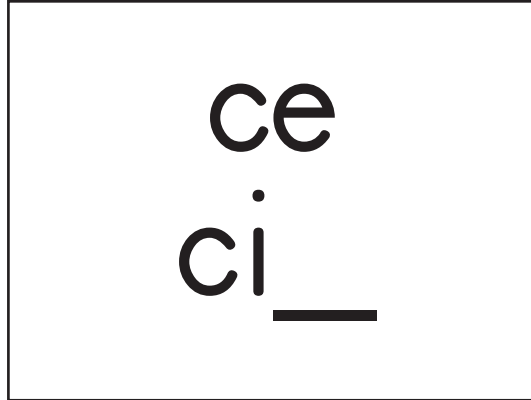
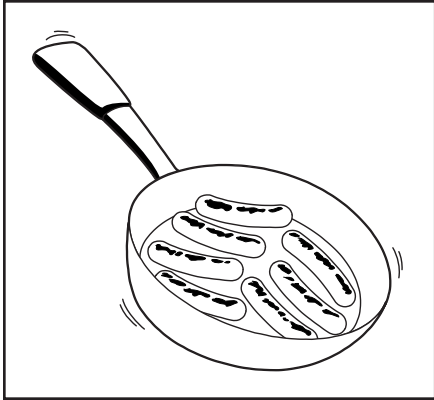
Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Directions: Read each sentence. Write the word that correctly completes the sentence.

Name _____ Date _____

Sounds and Spellings



Practice

cent

cell

circle

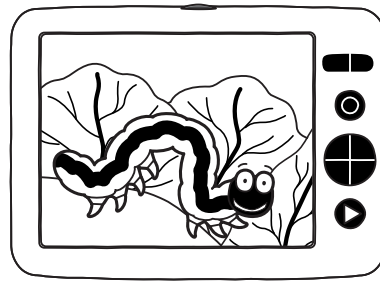
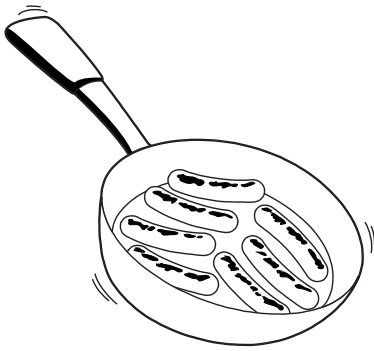
pace

Grace has six cents.

Directions: Write the words and sentence in the spaces provided.

Apply

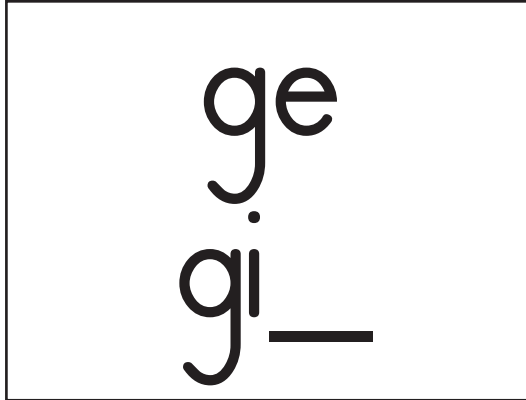
face crate race candle
picnic carrot lace space



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Directions: Write each word under the correct **Sound/Spelling Card** picture for /s/ or /k/.

Sounds and Spellings



Practice

gem _____ rage _____

gel _____

1. There is ginger in the jam.

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Directions: Write the words and the sentence in the spaces provided.

Apply

_____ jar bridge

2. Kate has a _____ of jam.

_____ gave gentle

3. Tim was _____ with the cat.

_____ jog stage

4. We had a skit on the _____.

Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Directions: Complete each sentence with the correct word from the box.
Write the word on the line.

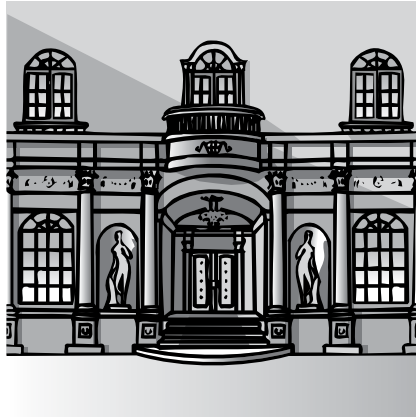
Sounds and Spellings Review

circus cage bridge palace pencil giant

1.



2.



3.



4.



5.



6.



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Directions: Name each picture. Write the correct word on the line.

Sounds and Spellings Review

pile race place gerbils
cage tile change garbage



7. Oh no! The _____
got out of their _____.

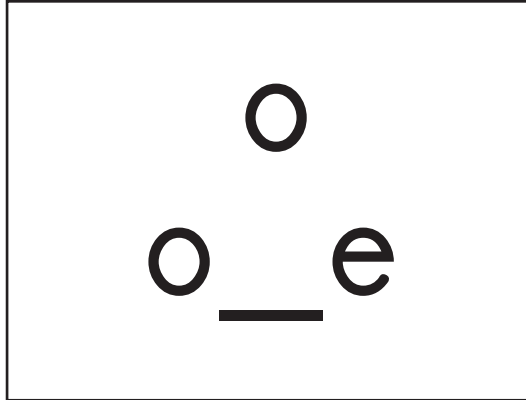
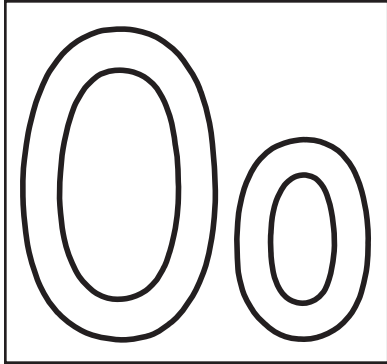
8. I saw them _____ across
the _____ floor.

9. Are they behind the _____
can?

10. I see them under the _____
of socks in the basket.

Directions: Listen as the teacher reads each sentence. Write the word or words that correctly complete each sentence. You will not use all of the words.

Sounds and Spellings



Practice

no _____

rode _____

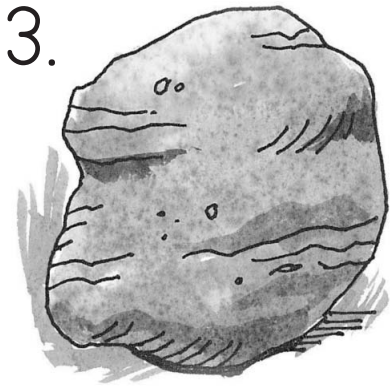
1. The dog hid a bone.

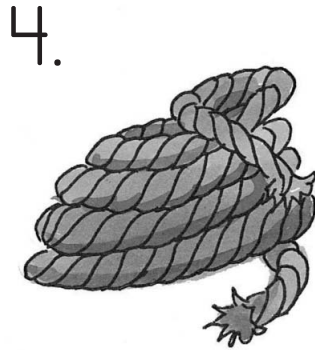
2. I broke the pole.

Directions: Write the words and sentences in the spaces provided.

Apply

rope bone stone







Dictation

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Directions: Write the word that names each picture.

Sounds and Spellings Review

home cones tornado nose robe potato

1.



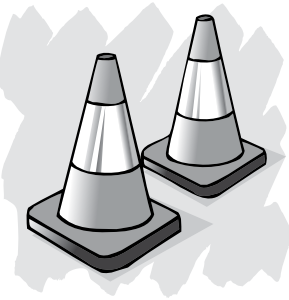
2.



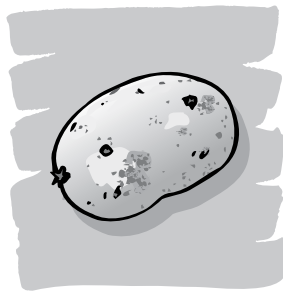
3.



4.



5.



6.



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Directions: Name each picture. Write the correct word on the line.

Sounds and Spellings Review

globe

awoke

holes

alone

7. Margo _____
late this morning.



8. Can you find Mexico
on the _____?
_____?



9. The pup nibbles _____
in the sock.



10. The kitten was

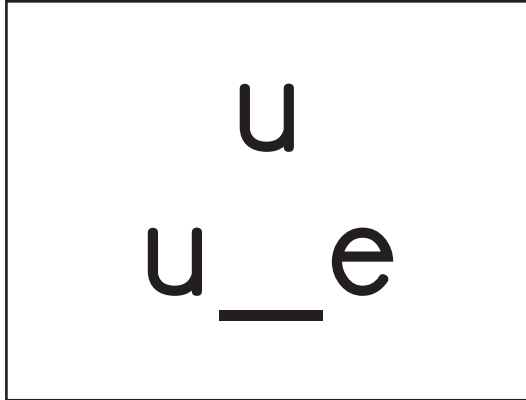
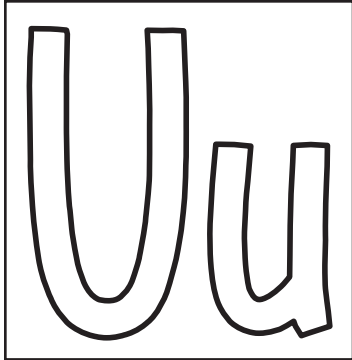
_____.



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Directions: Look at the picture. Write the word that correctly completes each sentence.

Sounds and Spellings



Practice

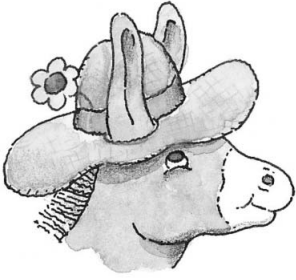
use _____

cute _____

music _____

1. The mule likes ice cubes.

Apply



2. The mule is cute.

The mule licks an ice cube.

Dictation

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

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Directions: Write the sentence described by the picture.

Name _____ Date _____

Sounds and Spellings Review

cute
m

use
f

1. The small kitten is _____.

cub

cute

2. Gus picked a _____ apple.

hug

huge

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Directions: Read each word. Use the letter under the word to write a word that rhymes with it. Then write the word that completes each sentence.

Sounds and Spellings Review



bugle

menu

mule

3. I am an instrument. 4. A barn is my home.

I make music.

I am an animal.

What am I?

What am I?

5. I am a list.

I can have the cost of a sandwich.

What am I?

Name _____ Date _____

Sounds and Spellings Review

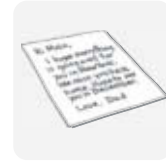
bone



mule



vine



cage



note



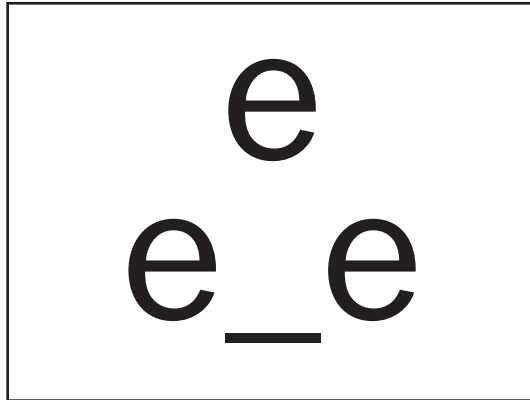
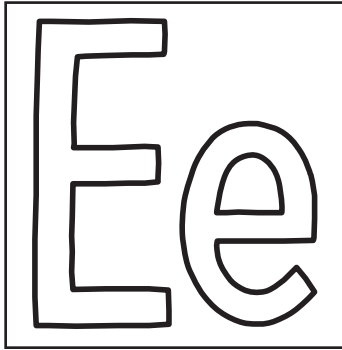
music



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Directions: Read the words. Then connect each word to its picture.

Sounds and Spellings



Practice

be _____

Gene _____

we _____

these _____

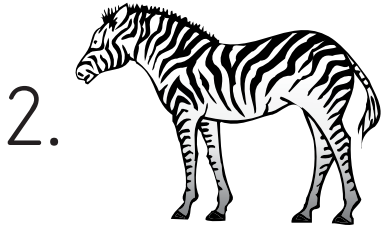
me _____

I. Steve will be here.

Directions: Write the words and sentence in the spaces provided.

Apply

zebra cedar



A _____
_____ is a black
and white animal.

car fever



Pete has a _____
_____.

Dictation

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

Directions: Look at each picture. Complete the sentence with the correct word.

Name _____ Date _____

Sounds and Spellings Review

me She be meters athlete

1. Steve is an _____.

2. Leta gave the ball to _____.

3. The game will _____ at ten.

4. _____ is Pete's sister.

5. Eve can run ten _____.

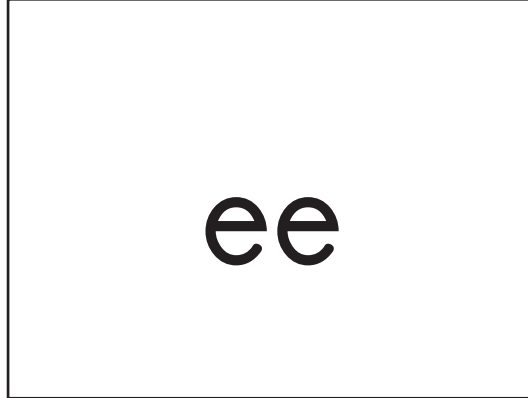
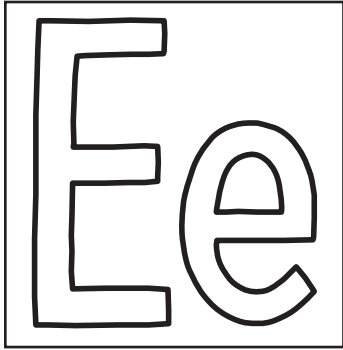
Sounds and Spellings Review

eve	Topic of a story
theme	A man's name
these	All of something
extreme	The evening before
trapeze	Not he
Steven	A circus act
she	Not those
complete	Too much

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Directions: Read the words. Then connect each word to its definition.

Sounds and Spellings



Practice

peek _____

cheek _____

feel _____

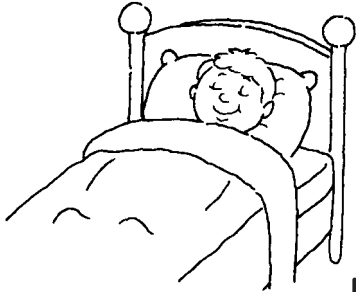
meet _____

1. The queen has a green dress.

Directions: Write the words and the sentence in the spaces provided.

Apply

2.



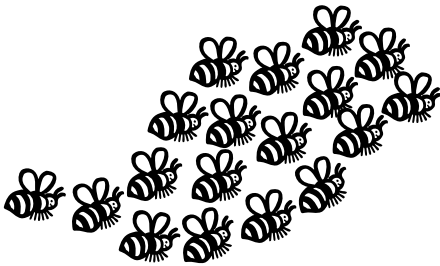
p e s e l

3.



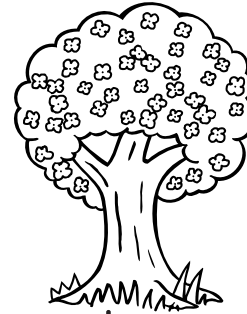
f d e e

4.



b e s e

5.



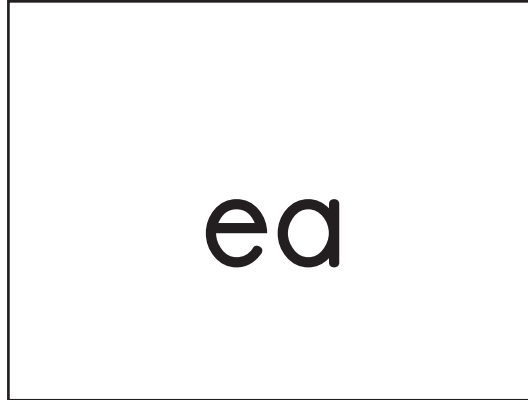
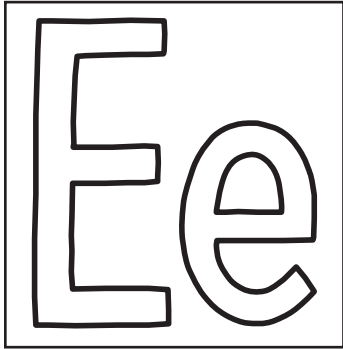
e t e r

Dictation

Directions: Look at each picture. Unscramble the letters and write the word that correctly names the picture.

Name _____ Date _____

Sounds and Spellings



Practice

beak _____

clean _____

treat _____

weak _____

I. Can she teach me to read?

Directions: Write the words and the sentence in the spaces provided.

Apply



2. Jean reaches down to feel the cat.
Jean reaches down on her ear.



3. Peter sang a song.
Peter eats his peas.

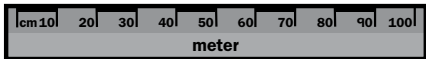
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Directions: Write the sentence that tells about each picture.

Sounds and Spellings Review

wheel beads meter sweep concrete read

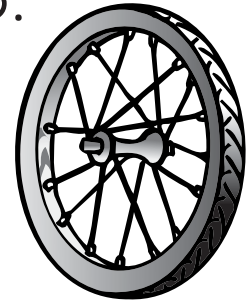
1.



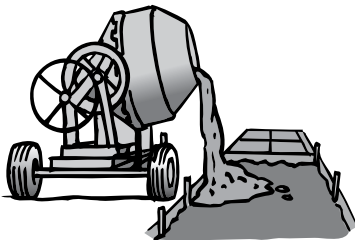
2.



3.



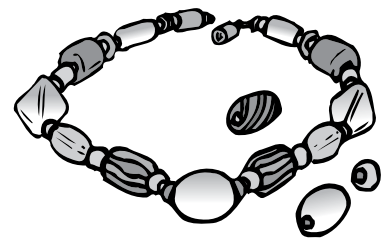
4.



5.



6.



Directions: Write the word that names each picture.

Sounds and Spellings Review



7. You _____ with your ear.
here hear



8. Dean has his feet in the

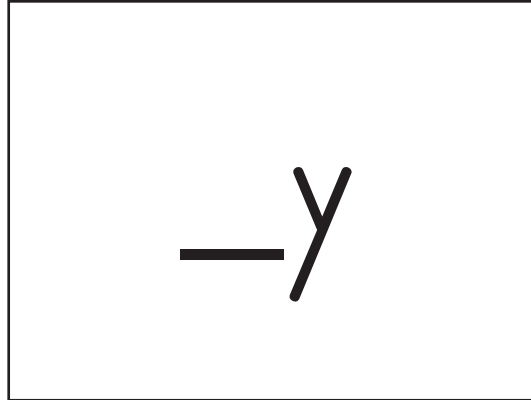
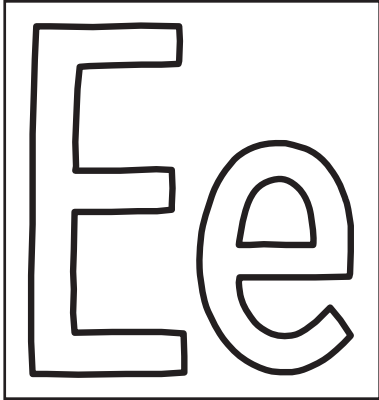
creak creek

Dictation

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

Directions: Look at the pictures and complete each sentence with the correct word.

Sounds and Spellings



Practice

copy _____

lady _____

body _____

easy _____

1. The tiny baby is sleepy.

Directions: Write the words and the sentence in the spaces provided.

Apply

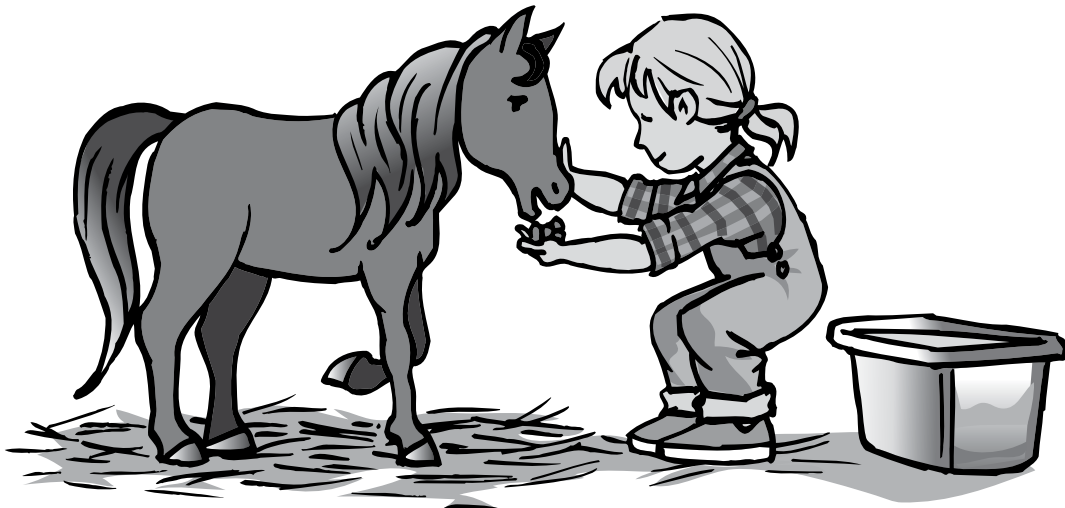
grassy thirsty pony dirty

2. Sally takes care of her _____.

3. She lets him run in a _____ yard.

4. She cleans him when he is _____.

5. Sally brings him
water when he is _____.

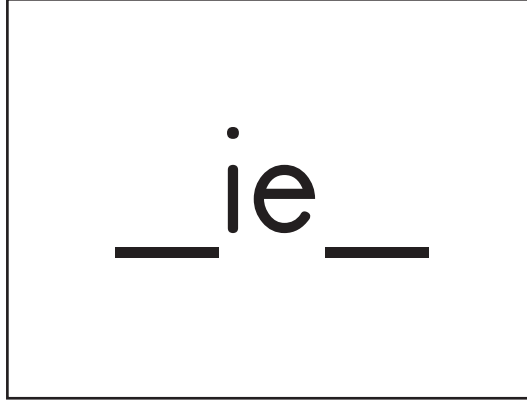
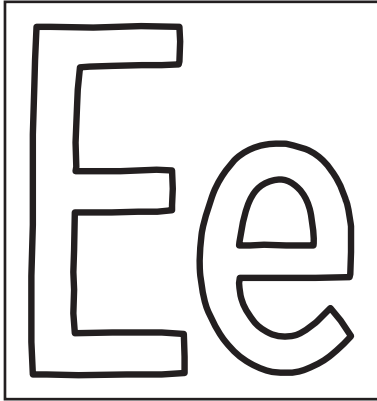


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Directions: Write the word that completes each sentence.

Name _____ Date _____

Sounds and Spellings



Practice

brief _____ yield _____

field _____ chief _____

1. Annie reads scary stories.

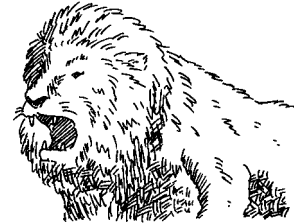
Directions: Write the words and sentence in the spaces provided.

Apply

berries fierce

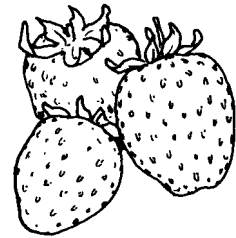
2. The lion is

_____.



3. We picked

_____.

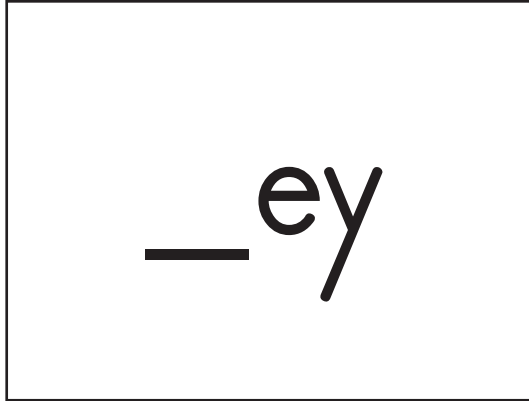
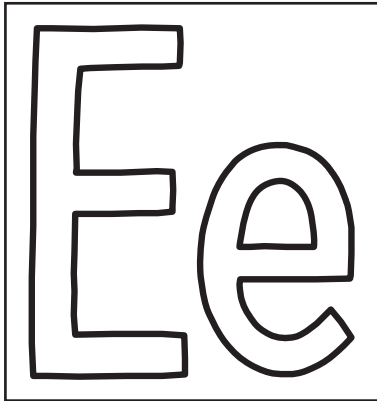


Dictation

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Directions: Look at the picture. Write the word that correctly completes the sentence.

Sounds and Spellings



Practice

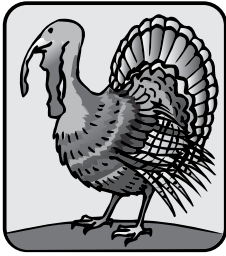
key _____ honey _____

1. Ashley likes hockey.

2. Do you need money?

Apply

3.



y t u e k r

4.



e y j r e s

Dictation

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Directions: Unscramble the letters and write the word that names the picture.

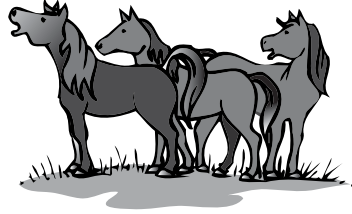
Sounds and Spellings Review

1.



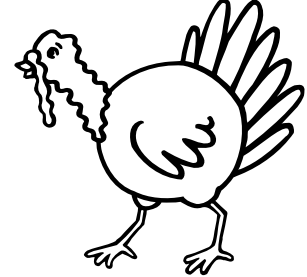
y c h e m i n

2.



s n p i e o

3.



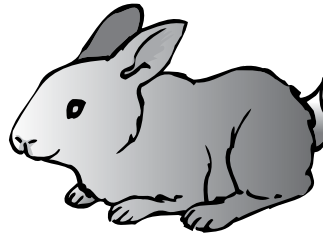
u k e y t r

4.



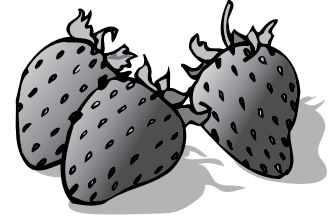
t c y i

5.



y n u b n

6.



e r s b i e r

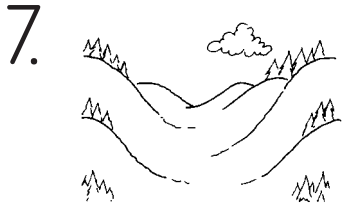
Directions: Unscramble the letters and write the word that names the picture.

Sounds and Spellings Review

thirty

babies

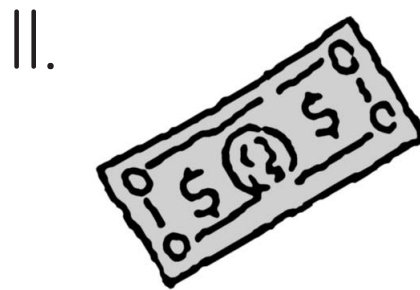
valley



money

windy

ladies



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Directions: Write the word that goes with each picture.

Sounds and Spellings Review



sandy seashell

1. Pete runs on the _____
_____ beach.

2. He sees a _____.

hockey shriek



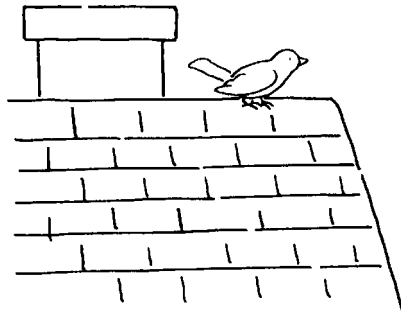
3. Charlie is on a _____
_____ team.

4. The fans _____ when
Charlie scores!

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Directions: Write the correct word to complete each sentence.

Sounds and Spellings Review



5. The bird is near the chimney.
The bird is in a leafy tree.

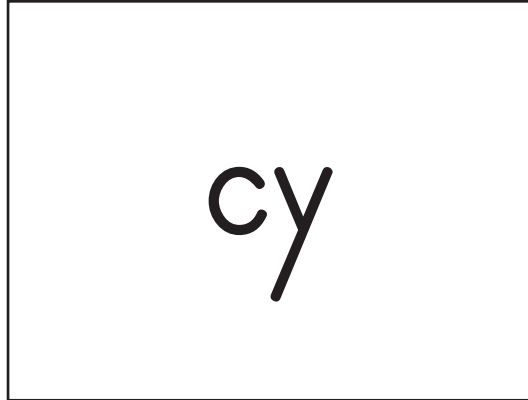
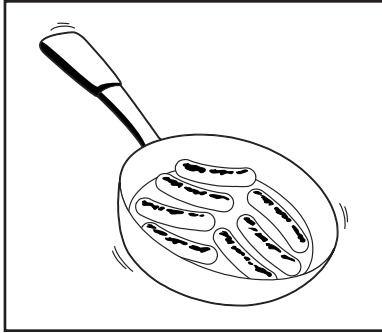
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are two sets of these lines provided for writing practice.

Dictation

Dictation practice lines consisting of two columns of handwriting practice lines (solid top, dashed middle, solid bottom) for writing the dictated sentences.

Directions: Write the sentence that tells about the picture.

Sounds and Spellings



Practice

icy _____

fancy _____

1. Tracy eats spicy things.

2. Percy likes to read.

Apply



3. _____ hears the music.

saw
Marcy



4. _____ rides his bike.

Yancy
fancy



5. Nancy sees a _____ shirt.

red
lacy

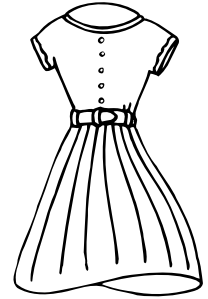
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Directions: Look at the pictures. Complete each sentence with the correct word from the box.

Name _____ Date _____

Sounds and Spellings Review

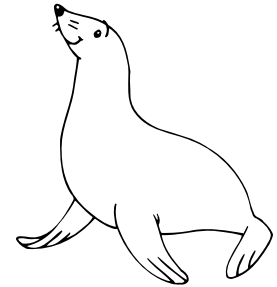
dance



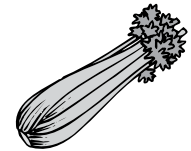
seal



pencil



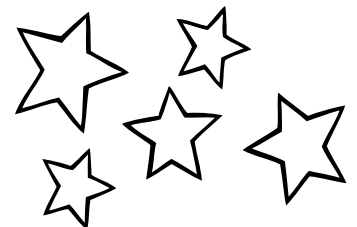
dress



celery



stars

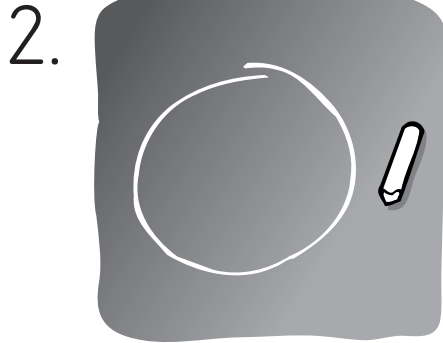


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Directions: Read the words. Then draw a line to connect each word to its picture.

Sounds and Spellings Review

cereal sleepy circle

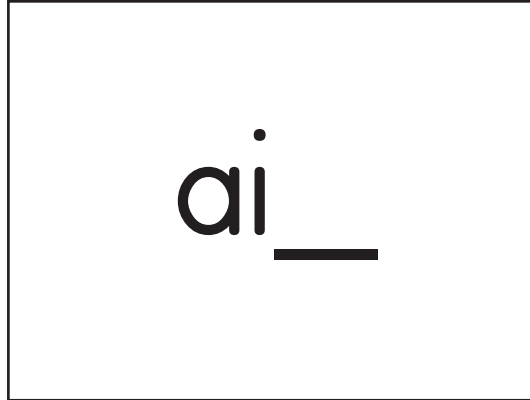
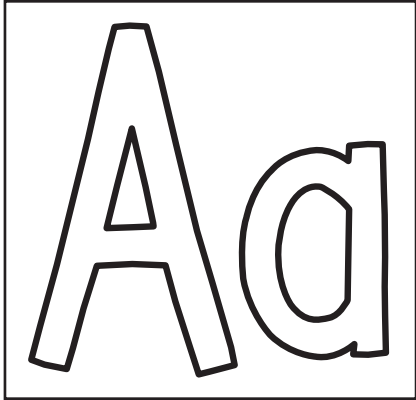


Dictation

Directions: Write the word that names each picture.

Name _____ Date _____

Sounds and Spellings



Practice

rain

chain

maid

sail

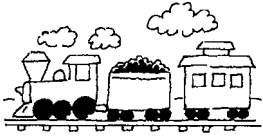
Gail waits at the main gate.

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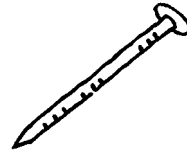
Directions: Write the words and the sentence in the spaces provided.

Apply

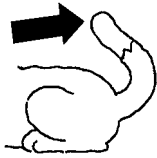
1. r n ai t



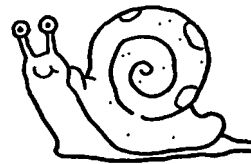
2. l n ai



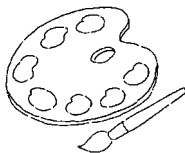
3. l ai t



4. n ai s l



5. n p ai t



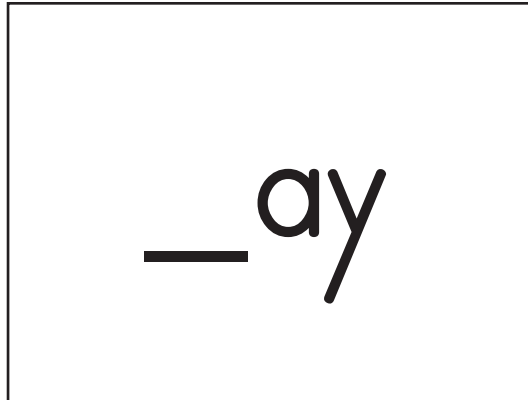
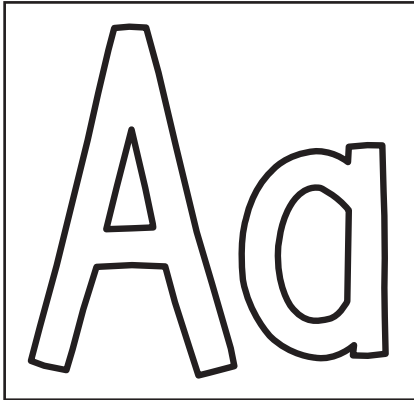
6. ai l p



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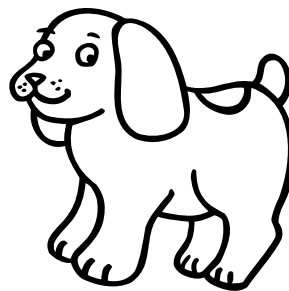
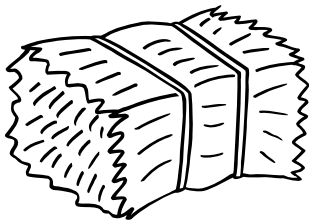
Directions: Look at each picture. Unscramble the letters and write the word that names the picture.

Sounds and Spellings



Practice

_____	_____
-----	-----
day _____	play _____
_____	_____
-----	-----
ray _____	stay _____
_____	_____



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Directions: Write each word in the space provided. Then place an X on the picture if it contains the /ā/ sound.

Apply

bay stray gray

1. Jay feeds the _____ cat.

2. It is a _____ and rainy day.

3. Ships sail in the _____.

Dictation

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

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Directions: Write a word from the box to complete each sentence.

Sounds and Spellings Review

quail
day
snail
trail
way



1. It is a sunny _____.

2. The _____ go for a walk.

3. They walk on a _____ to the lake.

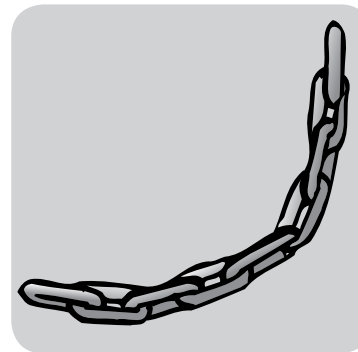
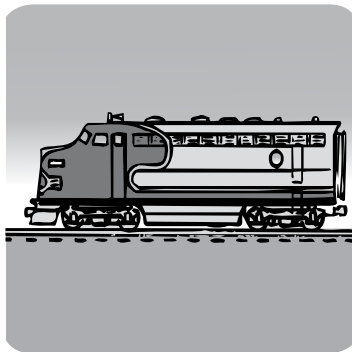
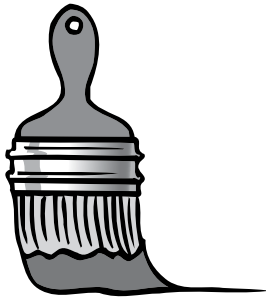
4. Mother leads the _____.

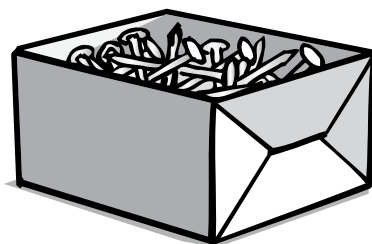
5. A baby stops to look at a _____.

Directions: Look at the picture. Complete each sentence with the correct word from the box.

Sounds and Spellings Review

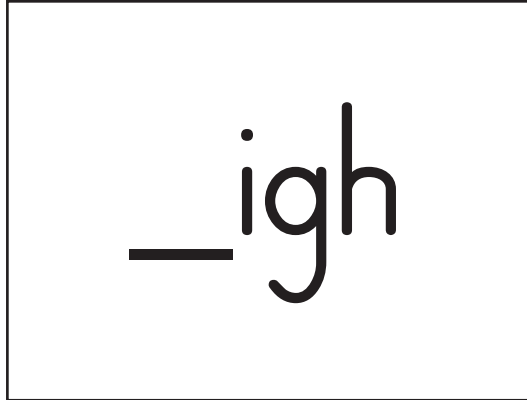
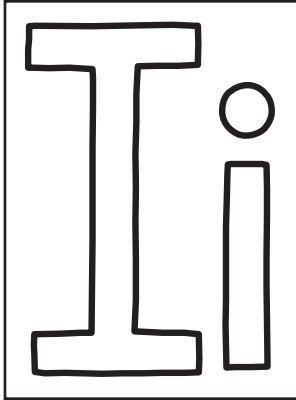
train tray nails paint chain spray





Directions: Write the word that names each picture.

Sounds and Spellings



Practice

sigh

tight

thigh

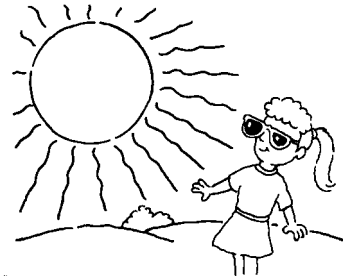
might

1. Turn right at the light.

Directions: Write the words and the sentence in the spaces provided.

Apply

2. fright



3. night



4. bright

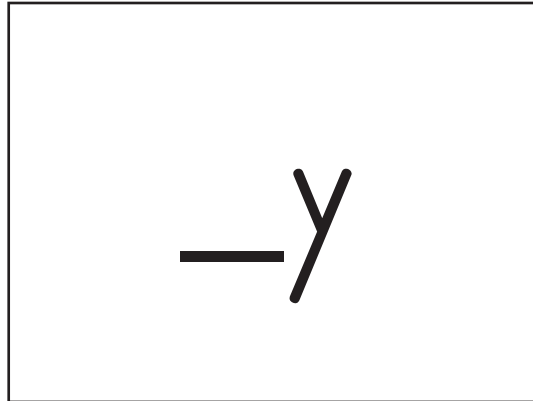
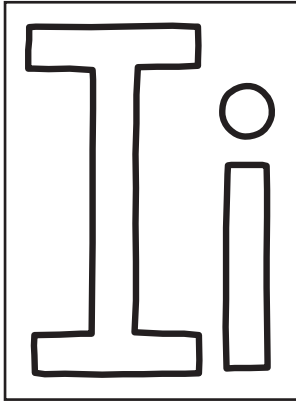


Dictation

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

Directions: Read the words. Then draw a line to connect each word to its picture.

Sounds and Spellings



Practice

my _____

sly _____

try _____

cry _____

gate apply bend spy

1. _____

2. _____

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Directions: Write the words in the spaces provided. Then, say each word in the box. Write the words with the /i/ sound.

Apply

3. Can you come to _____
party?

my mine

4. The clothes are _____.

baked dry

5. Do you see the plane

in the _____?

skip sky

6. The baby might _____.

cry shop

7. _____ don't you go to
sleep?

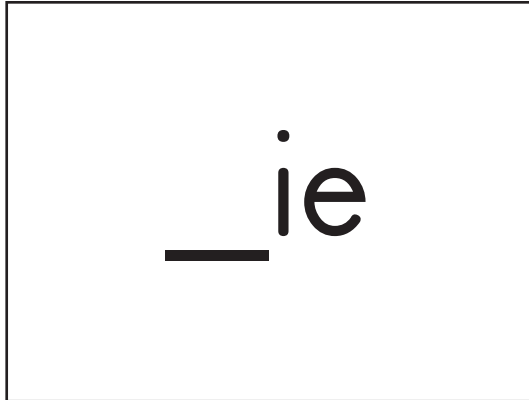
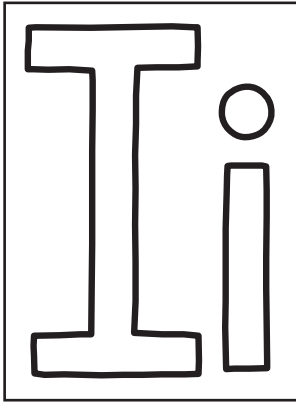
Why If

8. Emma is not _____
at home.

short shy

Directions: Write the correct word from the box to complete each sentence.

Sounds and Spellings



Practice

_____	_____
_____	_____
lie _____	fried _____
_____	_____
_____	_____
pie _____	cried _____
_____	_____

1. Mike tries to swim.

Directions: Write the words and the sentence in the spaces provided.

Apply



2. The bird can walk high in the sky.
The bird flies high in the sky.

Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Dictation

Two columns of handwriting practice lines. Each column consists of a solid top line, a dashed middle line, and a solid bottom line.

Directions: Write the sentence that describes the picture.

Sounds and Spellings Review



e t i



r f y



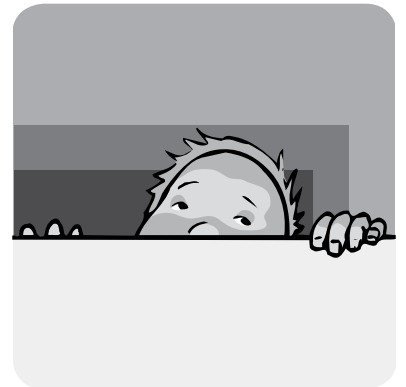
i h t g l



t g i f h r n e



r e d s i



p s y

Directions: Unscramble the letters and write the word that names each picture.

Sounds and Spellings Review

fly sky lie bright night

1. I am dark.

You sleep at this time.

I am _____.

2. I make others not believe you.

I am not the truth.

I am a _____.

3. I am an insect.

I have wings.

I am a _____.

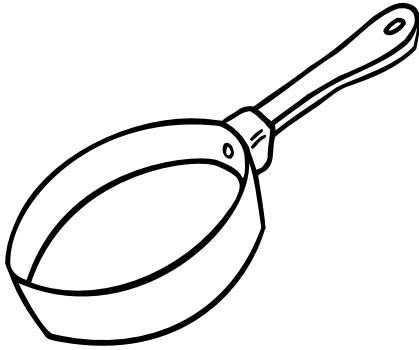
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Directions: Listen as I read the riddles. Write the correct word from the box. You will not use all the words.

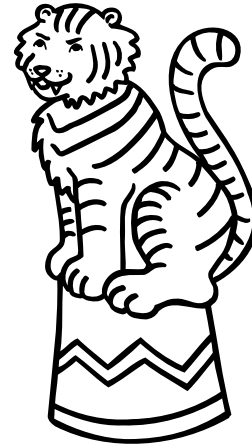
Sounds and Spellings Review

firefighter light tiger fry

1.



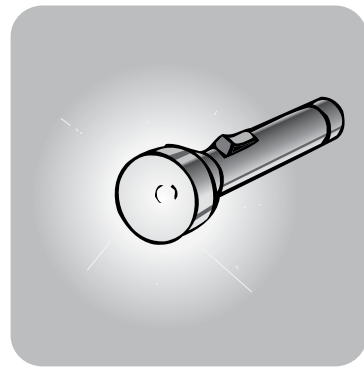
2.



3.



4.



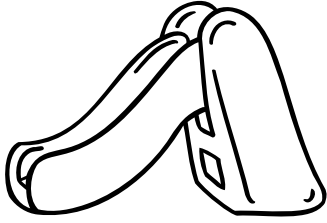
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Directions: Read the words in the box. Write the word that describes each picture.

Sounds and Spellings Review

i i_e igh _y _ie

5.



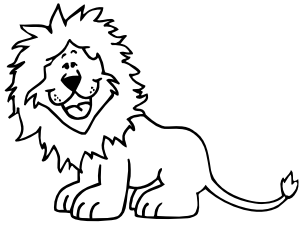
sl _____ d _____

6.



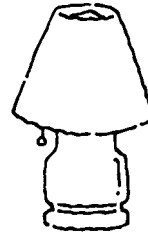
f _____ r _____ fl _____ s

7.



| _____ on

8.

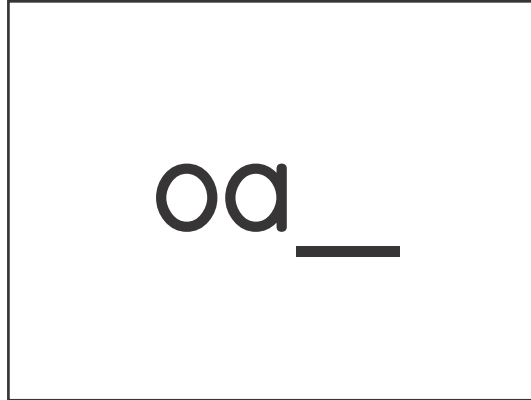
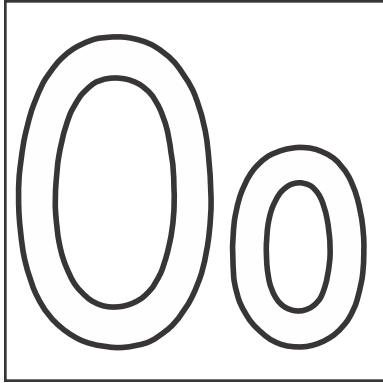


| _____ †

Dictation

Directions: Write the spelling of /i/ that correctly completes each word. You will not use all the spellings.

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

	_____		_____
	-----		-----
oats	_____	load	_____
	_____		_____
	-----		-----
foam	_____	moan	_____
	_____		_____

1. A goat sits under an oak tree.

Apply Write the word that correctly completes each sentence.

2. I scored a _____.

coal goal

3. Do you like _____ and jam?

toast boast

4. Will's boat _____ on the pond.

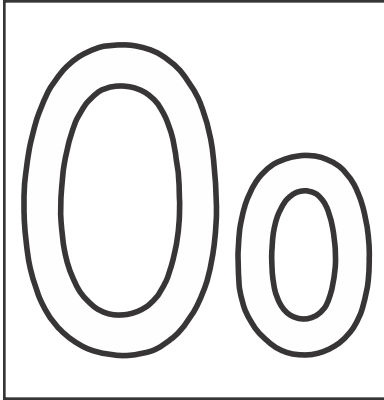
groans floats

Dictation

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

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Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

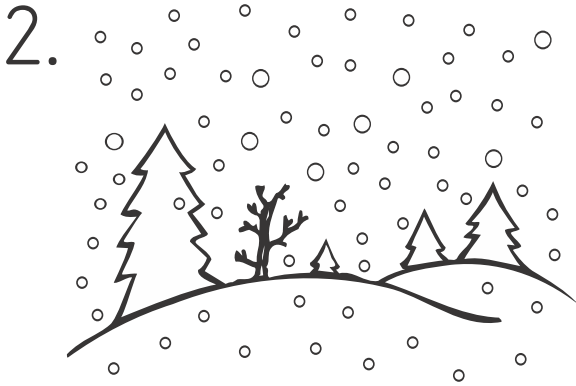
	_____		_____
	-----		-----
row	_____	mow	_____
	-----		-----
blow	_____	snow	_____
	-----		-----

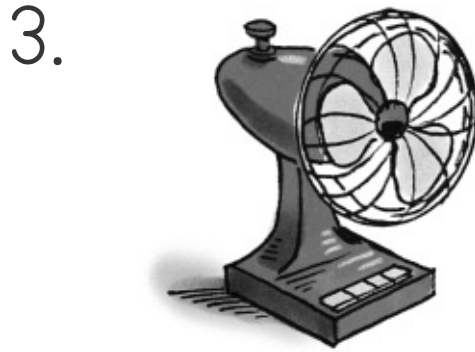
1. My coat has a yellow bow.

Apply Write the word that names each picture.

snow row crow

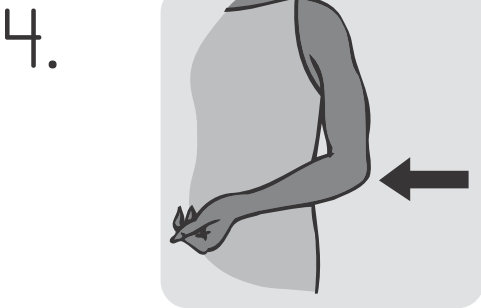
flow throat blow

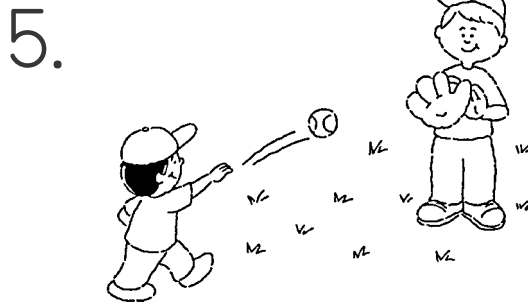




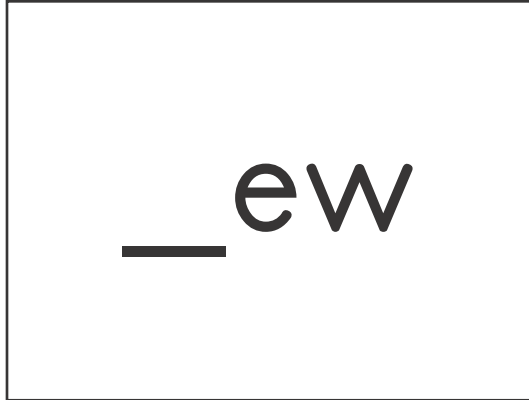
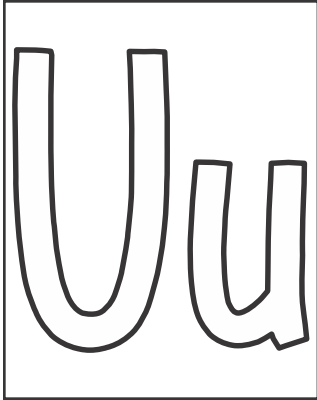
bow elbow tow

mow throw bow





Sounds and Spellings



Practice Write the words and the sentences in the spaces provided.

few _____ pew _____

1. What time is her curfew?

2. A volcano spews ashes.

Apply Write the word that correctly completes each sentence.

ewe mews few

3. I have a _____ pennies.

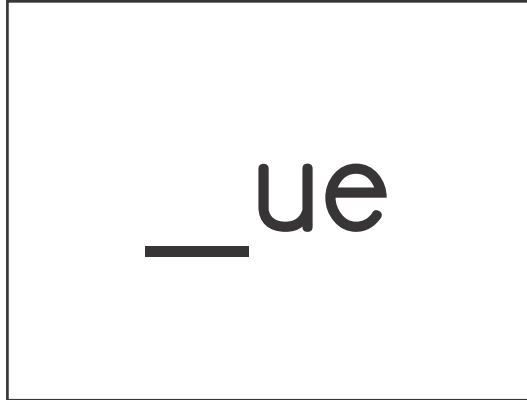
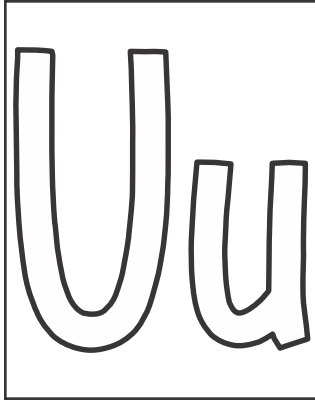
4. The kitten _____ softly.

5. The _____ grazes on grass.

Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

cue _____

argue _____

hue _____

value _____

I. She rescued the cute cat.

Apply Write the word that best completes each sentence.

value cue argue hue barbecue

2. What is the _____ of the gift card?

3. The actor waits for her _____ to speak.

4. His jacket is a deep green _____.

5. Please do not _____ with the teacher.

6. Can you come to the _____?

Sounds and Spellings Review

Practice Write each word from the box next to its definition.

rescue narrow oak crow coat few

1. A jacket

2. Save

3. A kind of tree

4. A black bird

5. Not many

6. Not wide

Sounds and Spellings Review

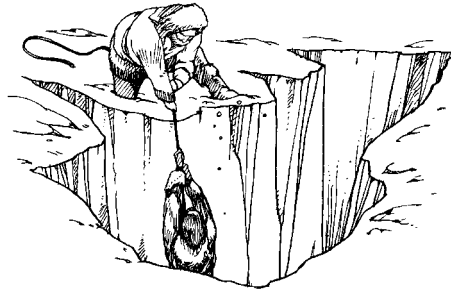
Apply Unscramble the letters and write the word that names each picture.

7.



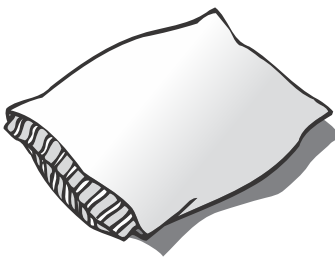
e w m

8.



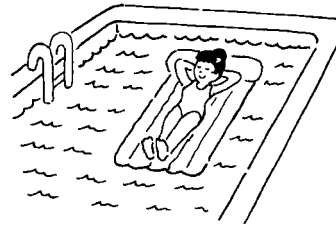
e r e c s u

9.



i l p o l w

10.

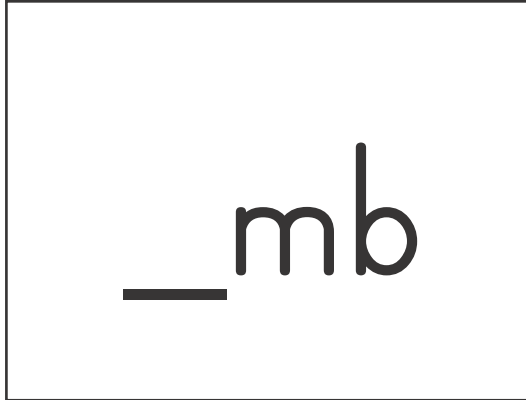
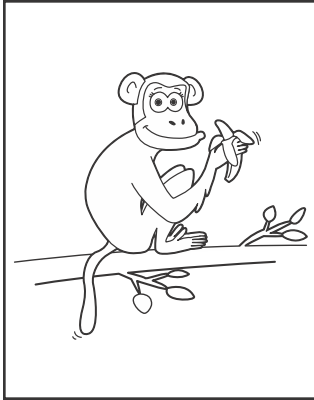


t f a o l

Dictation

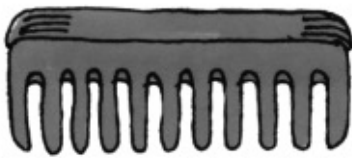
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Sounds and Spellings



Practice Practice writing *_mb* in the space provided. Then, name each picture. Write *mb* if you hear the /m/ sound at the end of the word.

_mb



Apply Look at the picture. Unscramble the words and write the sentence correctly.

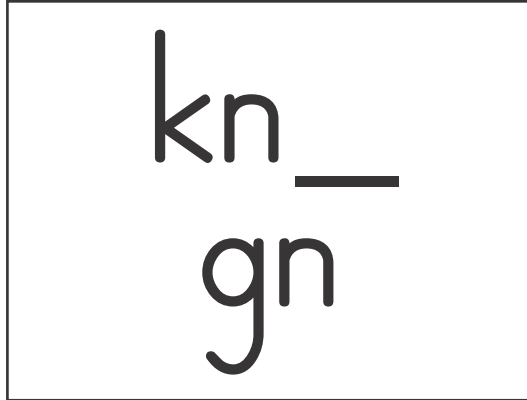
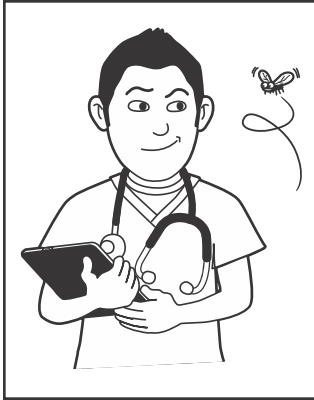


lamb's jump. run The and

Dictation

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

_____	_____
knife _____	gnat _____
_____	_____
kneel _____	sign _____
_____	_____

1. Lily can design a scarf to knit.

Apply Write the word that best completes each sentence.

gnats knob knee knot sign

2. Tie a _____ in the rope.

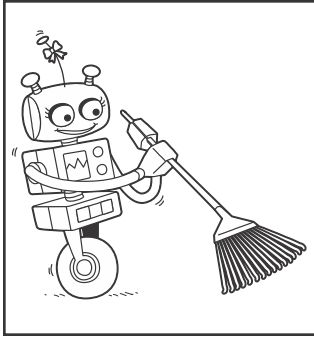
3. _____ swarmed at the picnic.

4. Nate fell and scraped his _____.

5. Twist the _____ to turn on the stove.

6. A stop _____ is red and white.

Sounds and Spellings



wr _

Practice Write the words and the sentence in the spaces provided.

wrist _____ wrap _____

wrote _____

1. He wrapped the wrong box.

Apply Write the word that describes each picture.

write wrench wrist

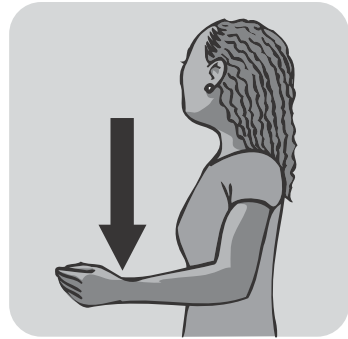
2.



3.



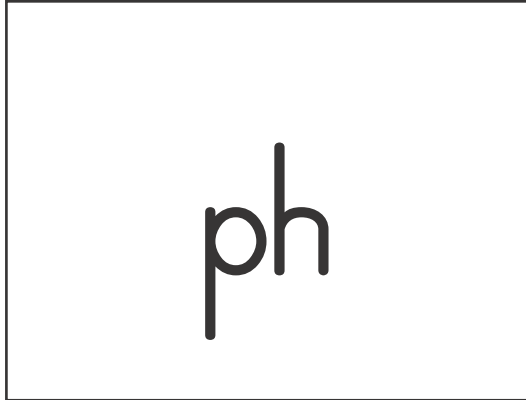
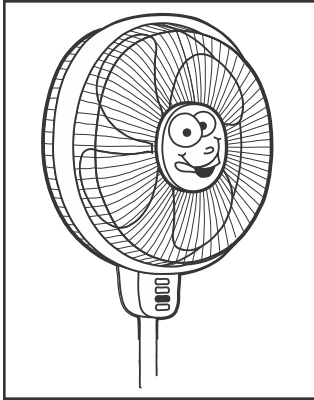
4.



Dictation

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

photo _____ trophy _____

phone _____

1. Phil's nephew plays the saxophone.

Apply Write the word that names each picture.

trophy

elephant

dolphin

gopher

2.



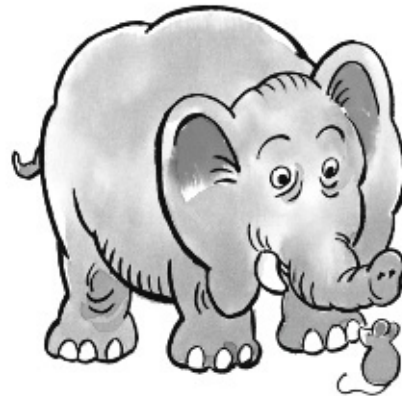
3.



4.



5.

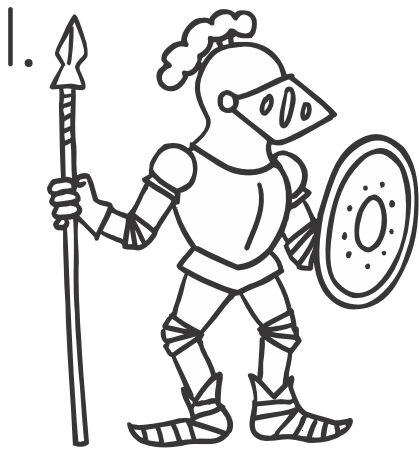


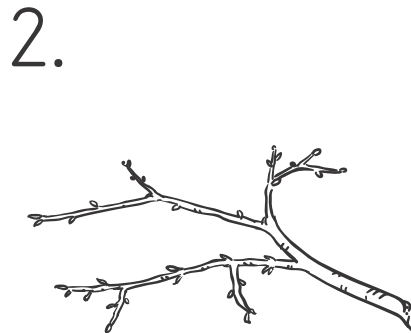
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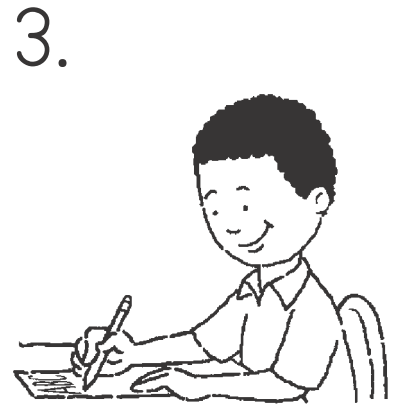
Sounds and Spellings Review

Practice Write the word that names each picture.

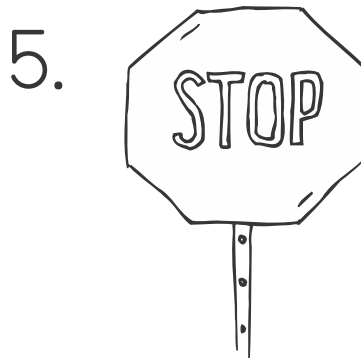
sign write phone knight limb knee













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Sounds and Spellings Review

Apply Write each word next to its definition.

kneel wreck lamb graph

7. A baby sheep

8. A kind of chart

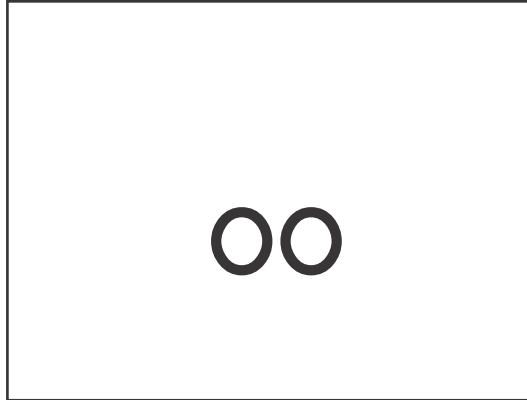
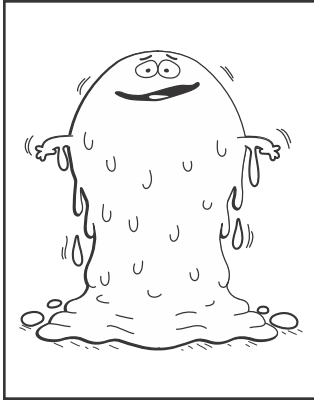
9. To crash

10. To rest on your knees

Dictation

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Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

_____	_____
-----	-----
noon _____	too _____
_____	_____
-----	-----
boo _____	zoom _____
_____	_____

1. There is a moose in the cartoon.

Apply Read each sentence. Write the word from the box that completes the sentence.

moonlight troop cool

2. The _____ went camping.

3. They swam in a _____ lake.

4. They sat by a campfire in

the _____.



Sounds and Spellings Review

Practice Write the word that names each picture.

scooter noodles tooth boot roof

1.



2.



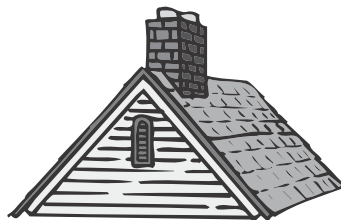
3.



4.



5.



Sounds and Spellings Review

Apply Write the correct word for each clue.

moon

hoot

kangaroo

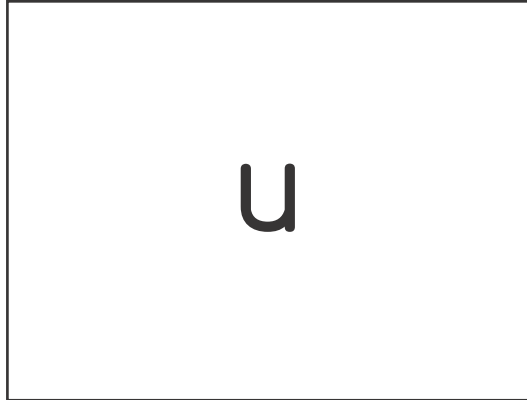
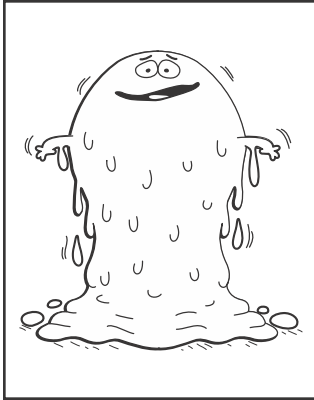
6. This is in the sky.

7. This is a sound.

8. This is an animal.

Dictation

Sounds and Spellings



Practice Write the words and sentence in the spaces provided.

_____	_____
flu	super
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Susan likes to eat tuna.

Apply Look at each picture. Unscramble the words, and write a complete sentence on the lines.



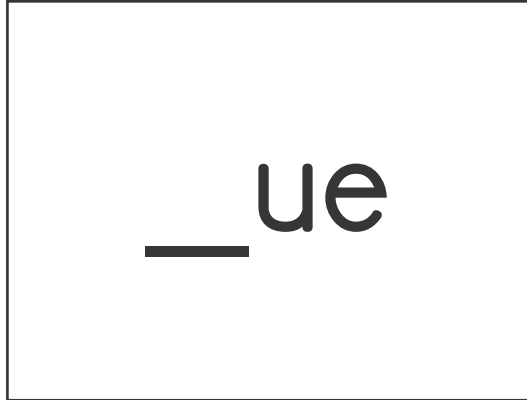
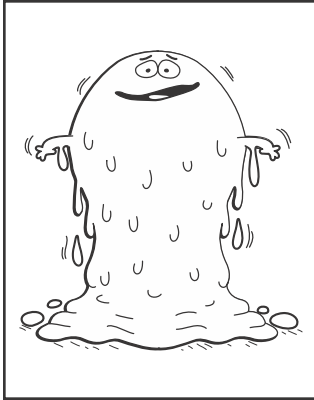
2. tulips mom. her Lucy for picks



3. fresh Ruby strudel. apple made

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Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

due _____

true _____

blue _____

clue _____

1. Sue has a blue bike.

Apply Write the word that correctly completes each sentence.

avenue glue due

2. This _____ is very sticky.

3. Cars drive on the _____.

4. The fee is _____ next week.

Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Sounds and Spellings Review

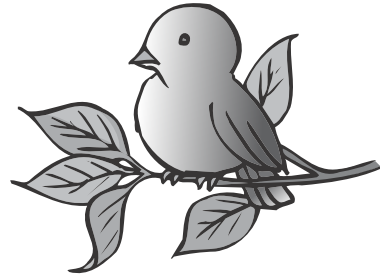
Practice Write the word that names each picture.

bluebird tulip glue student

1.



2.



3.



4.



Sounds and Spellings Review

Apply Write the word that completes each sentence.

5. On _____ we had a field trip.

Tuesday bus

6. When is the baby _____?

glue due

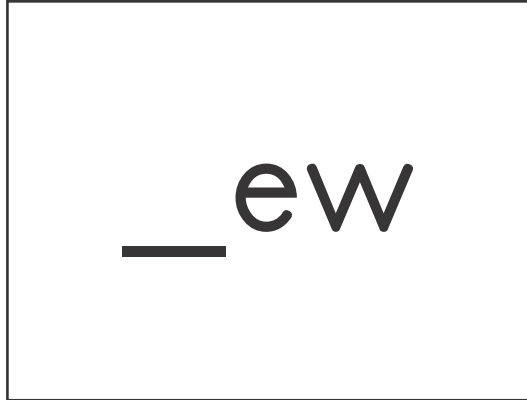
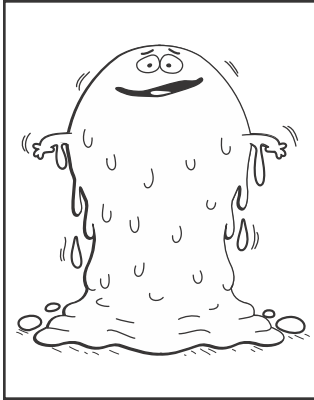
7. Always tell the _____.

truth clue

8. Jack is sick with the _____.

duty flu

Sounds and Spellings



Practice Write the words and sentence in the spaces provided.

new _____ chew _____

dew _____ flew _____

1. The wind blew Drew's hat.

Apply Write each word next to its definition.

grew crew jewel threw

2. got bigger

3. a gem

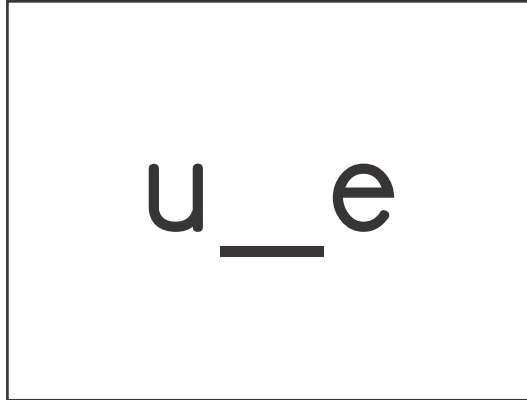
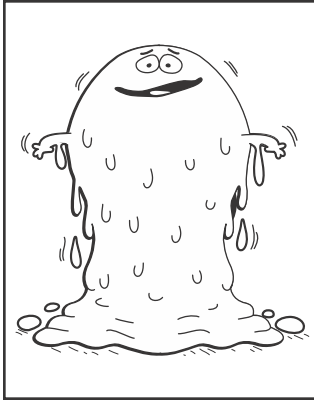
4. a team of workers

5. tossed

Dictation

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

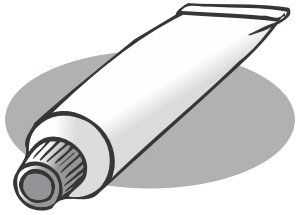
rude _____ salute _____

tune _____ fluke _____

1. Bruce prunes the spruce tree.

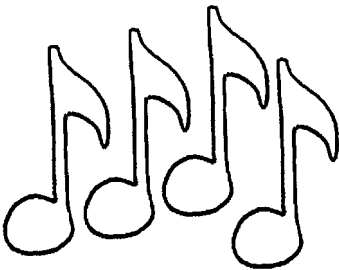
Apply Unscramble the letters and write the word correctly on the line.

2.



e t b u

3.



n t e u

4.



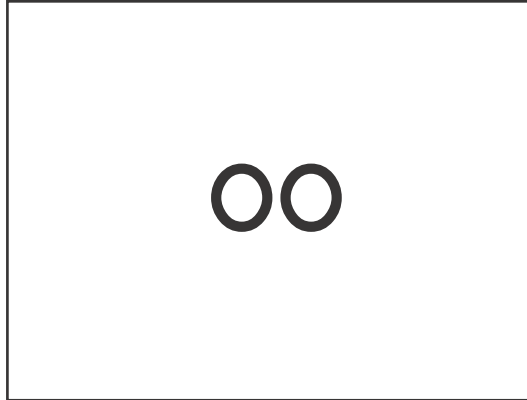
f u t l e

5.



u d e r

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

_____	_____
hood _____	soot _____
_____	_____
look _____	wooden _____
_____	_____

I. Come read a book by the brook.

Apply Choose one word from **List 1** and one word from **List 2** to form the compound word that matches each clue. Write the word on the line.

List 1

List 2

foot wood book

pile step shelf

2. A place for a book:

3. You hear this when
someone walks:

4. A stack of logs:

Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

Name _____ Date _____

Sounds and Spellings Review

Practice Draw a line to match the picture to the word. Write the word on the line.

crooked



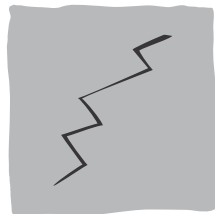
cook



hood



hoof



Sounds and Spellings Review

Practice Write the word that correctly completes each sentence.



brook good stood shook

1. Mr. Hood _____ at the ranger post.

2. A breeze _____ the trees in the woods.

3. Water trickled in the _____.

4. Mr. Hood had a _____ day.

Sounds and Spellings Review

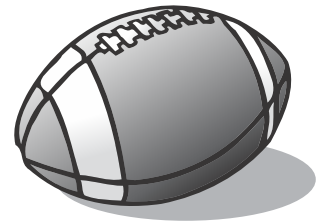
Practice Write the word that names each picture.

flute football tools hook

1.



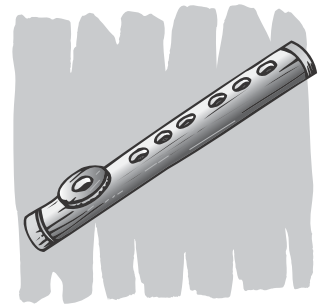
2.



3.



4.



Sounds and Spellings Review

Apply Write the correct word on the line for each riddle.
You will not use all the words.

foot hoot book bedroom

I am part of the leg.

I have words.

I have toes.

I tell a story.

You can have a
slipper on me.

You can find me at
a library.

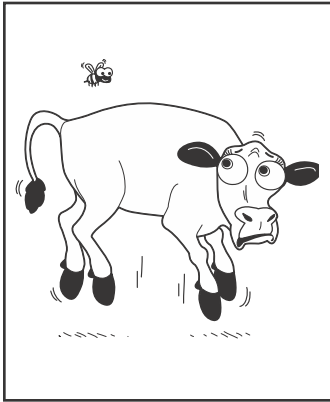
What am I?

What am I?

Dictation

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Sounds and Spellings



Practice Write the words and the sentence in the spaces provided. Write a rhyming word to finish the second sentence.

how _____ now _____

1. Take a towel to the shower.

2. A cow that was brown went to the

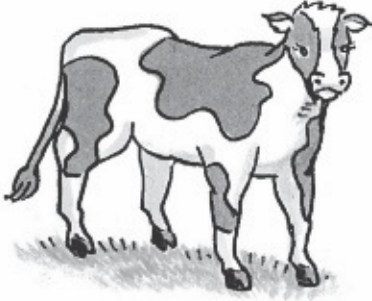
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Apply Write the word that names each picture.

cat cow crow

shower tower flower

3.



4.



towel howl bowl

vow town clown

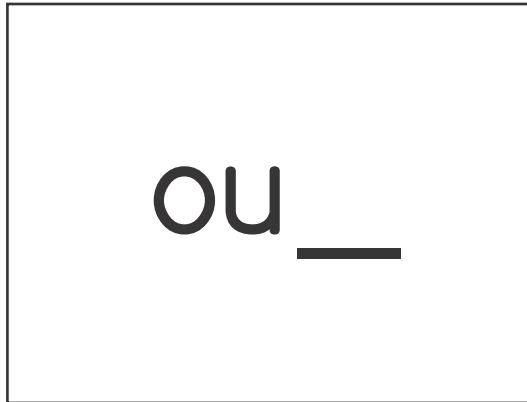
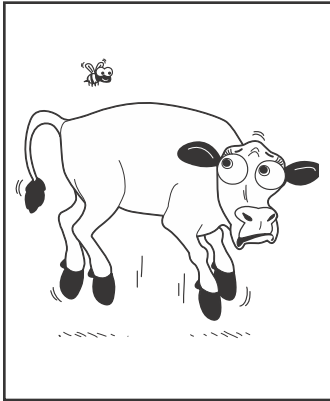
5.



6.



Sounds and Spellings



Practice Write the words and the sentences in the spaces provided.

out _____ found _____

sound _____

1. A mouse ran out.

2. The cloud is round.

Apply Write the word that correctly completes each sentence.

count found proud

3. Jack _____ the ball he had lost.

4. Megan is _____ of her good grades.

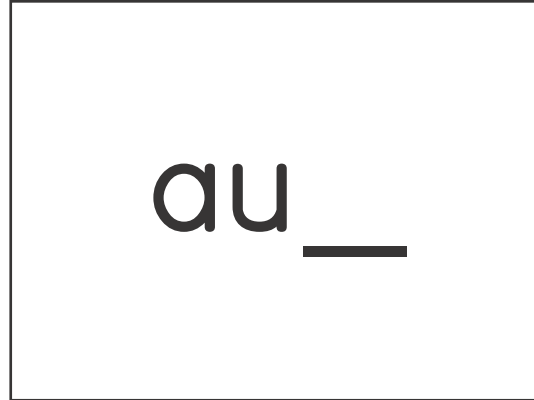
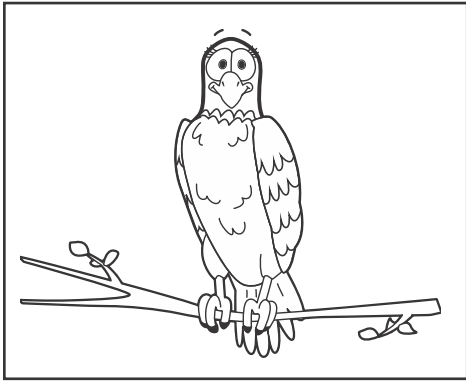
5. Did you _____ the number of votes?

Dictation

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

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Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

_____	_____
haul _____	launch _____
_____	_____
auto _____	fault _____
_____	_____

1. The rocket will launch soon.

Apply Write the word that correctly completes each sentence.

saucer cause faucet sauce August

2. The _____ is dripping.

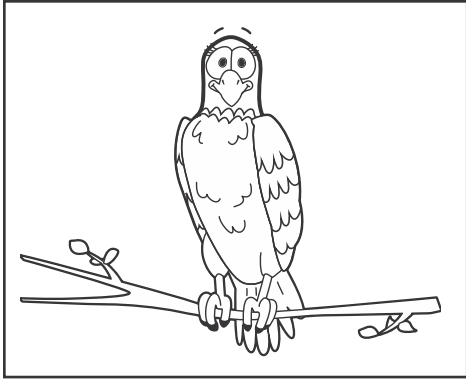
3. Paul made _____ for the pasta.

4. We go to the beach in _____.

5. Germs can _____ you to get sick.

6. The cup has a matching _____.

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

raw _____

fawn _____

bawl _____

draw _____

1. The baby crawls on the lawn.

Apply Write the word that completes each sentence.

2. He drinks from a _____.

straw
pause

3. The _____ has sharp claws.

flaw
hawk

4. I _____ when I am tired.

dawn
yawn

5. The dog has large _____.

gnaw
paws

Dictation

Sounds and Spellings Review

Practice Write the word that names each picture.

hawk owls bounce launch clown straws

1.



2.



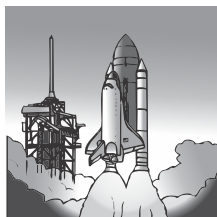
3.



4.



5.



6.



Sounds and Spellings Review

Apply Write the word that best completes each sentence.

flowers gnaws hound pauses



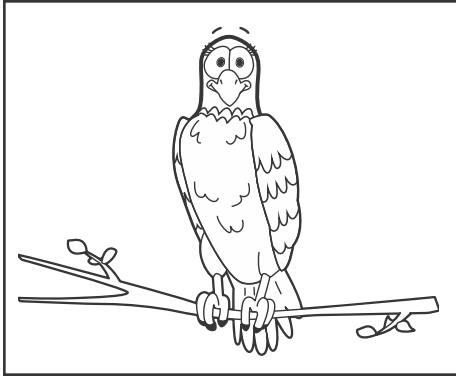
7. Murphy is a nice _____.

8. He also likes to smell _____.

9. Then he _____ on his bone.

10. Murphy _____ to take a nap.

Sounds and Spellings



/aw/ as
in caught

Practice Write the words and the sentence in the spaces provided.

taught _____ caught _____

slaughter _____

1. Shawn's daughter is naughty.

Apply Write the word that best completes each sentence.

vault caught taught

2. Laura _____ the ball.

3. Paul keeps money in the _____.

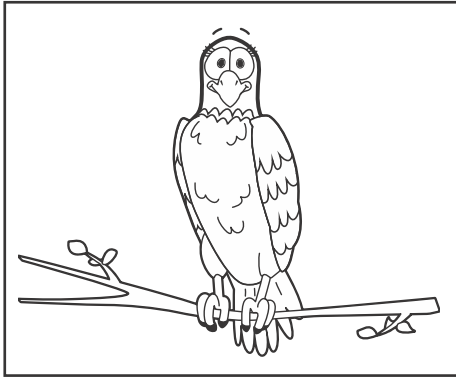
4. Mrs. Smith _____ math at our school.

Dictation

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

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Sounds and Spellings



/aw/ as
in *bought*

Practice Write the words and the sentence in the spaces provided.

ought _____

brought _____

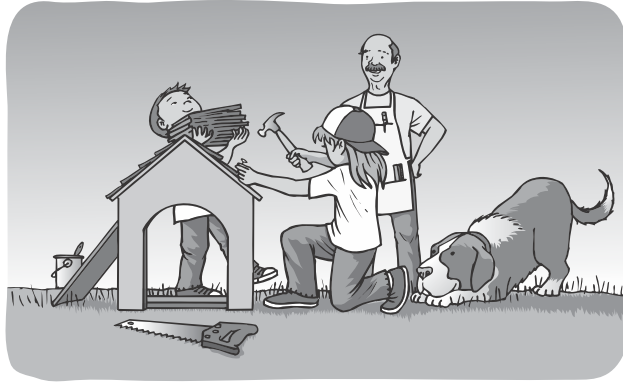
sought _____

thought _____

1. Ollie and Jake fought all night.

Apply Write the word that best completes each sentence.

bought ought brought thought sought



2. Dawn and I think Sparky _____
to have a doghouse.

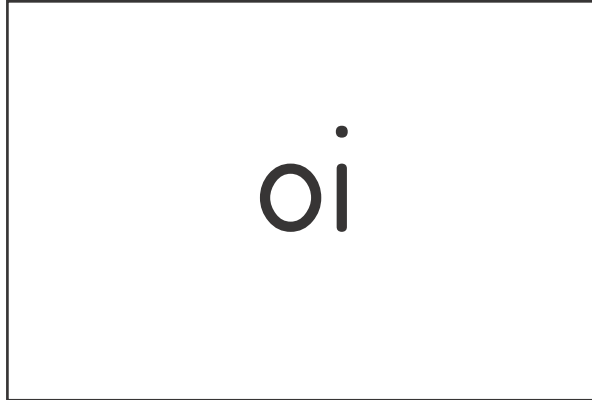
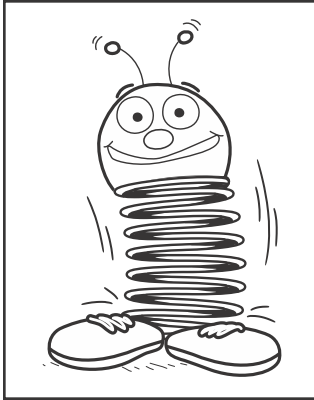
3. We _____ we should make it!

4. We _____ wood at the shop.

5. We _____ Mr. Brown's help.

6. He _____ over his tools.

Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

_____	_____
_____	_____
_____	_____
coin _____	soil _____
_____	_____
_____	_____
foil _____	join _____
_____	_____

I. Loud voices made the room noisy.

Apply Write the word that best completes each sentence.

coins boil moist point

1. _____

2. We must _____ water to cook the noodles.

3. The pencil has a _____.

4. Joy collects _____.

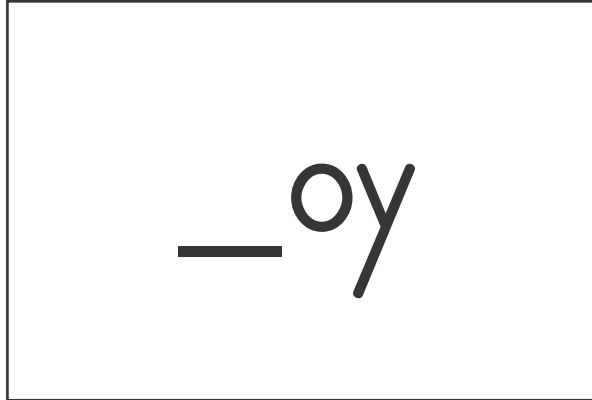
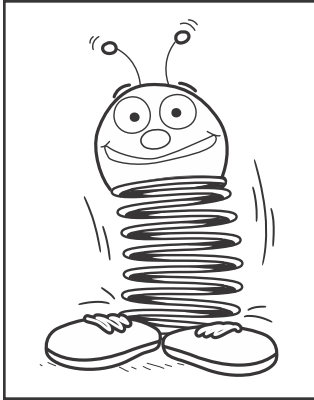
5. The muffin was soft and _____.

Dictation

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

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Sounds and Spellings



Practice Write the words and the sentence in the spaces provided.

boy _____

joy _____

toy _____

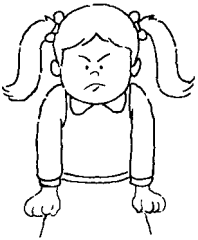
royal _____

I. Roy has a new toy train.

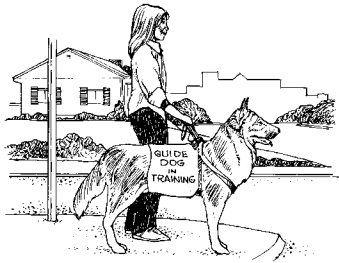
Apply Unscramble the words, and write each sentence correctly.



2. boy reading. The enjoys



3. is Joy annoyed.



4. dog Abby's loyal. is



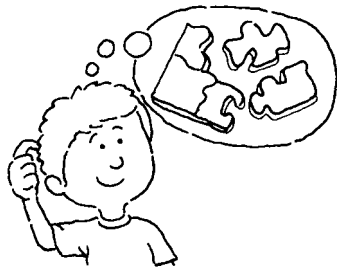
5. oysters. looked We for

Name _____ Date _____

Sounds and Spellings Review

Practice Write the word that describes each picture.

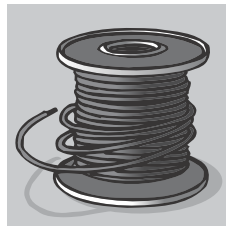
caught toys coil thought cowboys coins



1. _____



2. _____



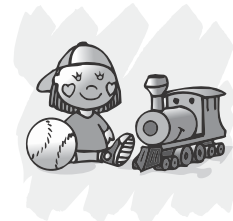
3. _____



4. _____



5. _____



6. _____

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Sounds and Spellings Review

Apply Write the word that best completes each sentence.

taught royal spoiled fought

7. Dad _____ me how to cook.

8. Throw away the _____ milk.

9. The queen held a _____ ball.

10. The puppies _____ over the bone.

Dictation

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

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Word Building

A **prefix** is a group of letters added to the beginning of a base word. A prefix changes the meaning of the word. *Un-* and *dis-* are prefixes. They mean “not.”

Practice Read each word. Circle the base word.
Draw a line under the prefix.

1. unwell

2. distrust

3. disloyal

4. unhappy

5. unwrap

6. unlock

7. unsafe

8. displease

9. disagree

10. unfold

11. dislike

12. unkind

Apply Read each sentence. Write the correct prefix to complete the word.

un-

dis-

13. Emily _____ zipped her coat.

14. Max _____ likes carrots.

15. Will you help me _____ pack the boxes?

16. Mom was _____ pleased with my grades.

17. Mr. Baker _____ locked the door.

18. Ollie _____ agrees with me.

Word Building

Im-, *in-*, and *re-* are prefixes. The prefixes *im-* and *in-* mean “not.” *Im-* is used before a base word beginning with *m* or *p*, as in *improper*. The prefix *re-* means “again,” as in *rerun*.

Practice Read each word. Circle the base word.
Draw a line under the prefix.

1. redo

2. incomplete

3. inactive

4. impure

5. replay

6. insane

7. refill

8. imperfect

9. improper

10. refresh

11. reheat

12. remake

Apply Add a prefix to each of the following words to make a new word.

re-

in-

im-

13. _____ polite

14. _____ exact

15. _____ call

16. _____ tell

17. _____ dependent

18. _____ mortal

19. _____ heat

20. _____ place

21. _____ visible

22. _____ valid

23. _____ possible

24. _____ set

Sounds and Spellings Review

Practice Draw a line to match the picture to the correct word. Write the word beside the picture.

1. pant



2. wax



3. paint



4. grass



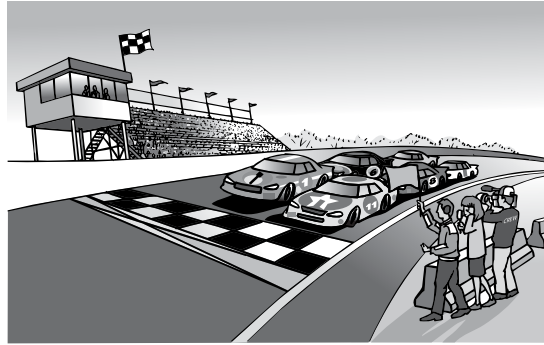
5. wakes



6. bait



Apply Write the correct word to complete each sentence.



race day tank wait flat flag

7. Dan fills the _____ with gas.

8. He makes sure the tires are not _____

_____.

9. His car is ready for the _____.

10. Cars line up and _____ for a signal.

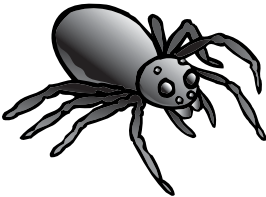
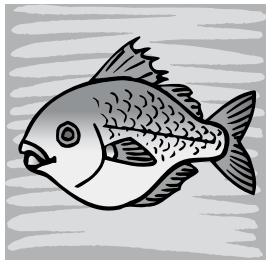
11. A _____ is waved, and cars take off!

12. It is a good _____ for a car race.

Sounds and Spellings Review

Practice Write the words that have the same vowel sound as each picture.

spine	might	mitt	pilot
dries	twin	pickle	knit



Apply Write the word that correctly completes each sentence.



sniff	tries	kitten
climb	high	hides

1. We have a _____ named Cricket.

2. She likes to _____ flowers.

3. She will _____ up tree trunks.

4. Cricket likes to be up _____.

5. She _____ to catch tiny bugs.

6. Cricket _____ under the ivy to take a nap.

Sounds and Spellings Review

Practice Write the word that names each picture. Then write two more words that rhyme with that word.

rope toast mop sock

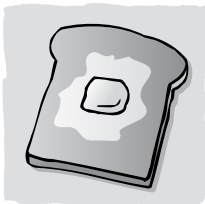
1.



2.



3.



4.



Apply Read each riddle and write the answer. You will not use all the words.

doll	phone	frog
poem	fox	bolt

5. I am an animal.
I live in the forest.
I belong to the dog family.
What am I?

6. I am made up of words.
You can write me.
You can read me.
What am I?

7. I have many meanings.
I can be a flash of lightning.
I can hold things together.
What am I?

8. I have buttons you press.
You use me to speak to pals.
I can send a text message.
What am I?

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Sounds and Spellings Review

Practice Write the word from the word box that means almost the same thing as each numbered word.

bug	smudge	human	tumble
music	shrub	cube	crunch

1. fall _____

2. plant _____

3. smear _____

4. chew _____

5. block _____

6. person _____

7. insect _____

8. tune _____

Apply Read the sentences and circle the words with the short *u* or long *u* sound. Write each word under the correct column.

Matt and a few boys were at lunch. Matt was hungry. He looked at a menu and ordered a sandwich. When the sub came, it was huge!

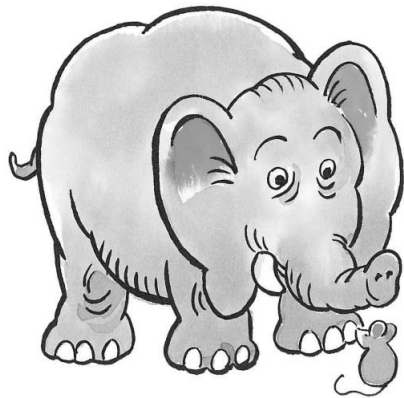
Short *u*

Long *u*

Sounds and Spellings Review

sleepy tread reason meter speckled heading

Practice Read each word. Write the word in the correct column to tell if the e has the long or short sound.



Short e



Long e

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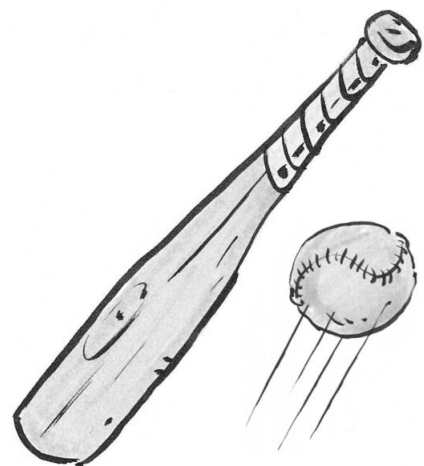
Apply Read the story. Write the correct word to complete each sentence.

cheered season even field pep fence

It was the last game of the _____
_____. Coach Reed gave
us a _____ talk.



The game was almost over, and the
score was _____. Then Gene hit the
ball over the _____. It landed in a
grassy _____. It was a
homerun! The team
_____ loudly.



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Sounds and Spellings Review

Digraphs are two or more letters that make one sound.

Practice Read each sentence. Circle the word with the consonant digraph. Write the digraph on the line.

1. We ate brunch at home.

2. Dad put milk into a pitcher.

3. Melinda drew strange shapes.

4. Bart pointed to the chart.

5. We ate fresh strawberries.

6. Mom took some family photos.

Apply Read or listen to each riddle. Write the correct word on the line.

chair

alphabet

sunshine

clothing

7. I make words.
I have vowels and
consonants.
I have 26 letters.
What am I?

8. You sit on me.
I can be wood or
plastic.
I have four legs.
What am I?

9. You wear me.
I can be pants.
I can be a shirt.
What am I?

10. You see me on
clear days.
I am bright.
I help plants grow.
What am I?

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Name _____ Date _____

Sounds and Spellings Review

chirp farmer star storyteller
curry circle gurgle popcorn

Practice Read each category. Write the words that belong under each category.

Food

People

Sounds

Shapes

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Apply Write the correct word to complete the sentences in the story.



swirled shore surrounded storm

There would not be a _____ at the
coast today. We played along the sandy

_____. Gentle waves _____

around our feet. We smiled as seagulls

_____ the bread crumbs that
we tossed on the sand.

Name _____ Date _____

Sounds and Spellings Review

Practice Unscramble the letters and write the word on the line.

1. c w e r

2. n u r p e

3. a u t b

4. o t o d s

5. o b o k

6. o s p c o

7. f o h o

8. d g o o

Apply Look at each picture. Read the sentence.
Write the word that rhymes with the underlined word
to correctly complete each sentence.

hood broom cook moon

9. We will soon see the _____.



10. Take a look at the _____.



11. Bill swept the room
with a _____.



12. A good raincoat has a _____.



Name _____ Date _____

Sounds and Spellings Review

point crowds enjoy playground
noise avoid pounce houses

Practice Read the headings. Write each word under the correct category.

Action Words

Things in a City

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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Apply Write the correct word to complete each sentence in the story.

crown town loud
crowd loyal tower



The queen heard _____ cheers.

She put on her velvet cape and jeweled _____

She went to look out a window in the _____

Below she saw a large _____.

The people of the _____ would always

be _____ to her.

Word Building

Practice Add an inflectional ending to each action word. Write the new word in the space provided.

1. talk + s =

2. jump + ed =

3. look + ing =

4. learn + ed =

5. play + s =

6. start + ing =

Apply Read each sentence. Write the correct word endings to complete the words.

-s -ed -ing

7. My dad run _____ before work.

8. Hannah is cook _____ dinner.

9. Mr. Jones lock _____ the door when he left.

10. Ken walk _____ past my house last night.

11. The puppy is chew _____ on a slipper.

12. Jane take _____ a sandwich for lunch.

Answer Key

Getting Started, Day 1 •

Page 1

Students should write as many letters as will fit on each line.

Getting Started, Day 2 •

Page 2

Students should write as many letters as will fit on each line.

Getting Started, Day 3 •

Page 3

Students should write as many letters as will fit on each line.

Getting Started, Day 4 •

Page 4

Students should write as many letters as will fit on each line.

Getting Started, Day 5 •

Page 5

Students should write as many letters as will fit on each line.

Getting Started, Day 6 •

Page 6

Students should write as many letters as will fit on each line.

Getting Started, Day 7 •

Page 7

Students should write as many letters as will fit on each line.

Getting Started, Day 8 •

Page 8

Students should write as many letters as will fit on each line.

Getting Started, Day 9 •

Pages 9–10

Students should write as many letters as will fit on each line.

Getting Started, Day 10 •

Pages 11–12

Students should connect the dots.

Unit 1, Lesson 1, Day 1 •

Pages 13–14

Students should write the capital and small letter *s* in the spaces provided. They should also write *s* in the spaces provided for sand, suntan lotion, seal, sky, sunglasses, sandwich, and sun on page 13. They should write an *s* under 1) soup, 3) sack, 4) grass, 6) snail, 7) seeds, and 8) bus on page 14.

Unit 1, Lesson 1, Day 2 •

Pages 15–16

Students should write the capital and small letter *m* in the spaces provided. They should also write *m* under *moose* and *money* on page 15. On page 16, they should write an *m* on the first space for 1) *monkey*, 2) *milk*, 4) *map*, 6) *man*, and 7) *mirror*; they should write an *m* on the second space for 3) *ham*, 5) *broom*, and 8) *game*.

Unit 1, Lesson 1, Day 3 •

Pages 17–18

Students should write the capital and small letter *a* in the spaces provided. They should also write *a* to

complete 1) *band* and 2) *map* on page 17. They should write an *a* under 3) *pan*, 5) *ant*, 6) *fan*, 7) *hat*, 9) *lamb*, 10) *apple*, and 11) *bat* on page 18.

Unit 1, Lesson 1, Day 4 •

Pages 19–20

Students should write the capital and small letter *t* in the spaces provided. They should write a *t* for *table* and *tent* on page 19. On page 20, they should write a *t* on the first line for 1) *toothbrush* and 3) *ten* and on the second line for 2) *skirt* and 4) *quilt*.

Unit 1, Lesson 1, Day 5 •

Pages 21–22

On page 21, students should write the sentences: 1) *The cat sat.* 2) *Matt has a ham.* They should fill in the letters and write the words 3) *ant*, 4) *sun*, 5) *map*, and 6) *tent* on page 22.

Unit 1, Lesson 2, Day 1 •

Pages 23–24

On page 23, students should write the capital and small letter *d* and the words *Dad* and *mad* in the spaces provided. They should also write the sentence: 1) *Dad was sad.* On page 24, they should write *d* on the first line for 3) *duck* and 5) *doll* and on the second line for 2) *hand* and 4) *sled*.

Unit 1, Lesson 2, Day 2 •

Pages 25–26

Students should write the capital and small letter *n* in

Answer Key

the spaces provided. They should also write *n* for *night* and *nut* on page 25. They should write *n* on the second line for 1) *button* and 2) *corn* and on the first line for 3) *nail* and 4) *nest* on page 26.

Unit 1, Lesson 2, Day 3 •

Pages 27–28

Students should write the capital and small letter *i* in the spaces provided. They should also write *i* for 2) *pin* and 3) *six* on page 27. They should write the word *mitt* for 4) at the top of page 28. They should also write *i* for 6) *list*, 7) *gift*, and 8) *zipper* on page 28.

Unit 1, Lesson 2, Day 4 •

Pages 29–30

On page 29, students should write the capital and small letter *h* and the words *hat*, *ham*, and *hand* in the spaces provided. They should also write *h* for the 1) *hand*, 2) *helicopter*, 5) *hat*, and 6) *house* on page 30.

Unit 1, Lesson 2, Day 5 •

Pages 31–32

On page 31, students should fill in the letters and write the words: 1) *ham*, 2) *list*, 3) *pan*, and 4) *hand*. They should also write the words 5) *mitt*, 6) *sand*, 7) *hid*, 8) *in*, 9) *sit*, and 10) *hat* on page 32.

Unit 1, Lesson 3, Day 1 •

Pages 33–34

Students should write the capital and small letter *p* in

the spaces provided. They should circle *plant*, *pillow*, *puppy*, *purse*, *puzzle*, and *piano* on page 33. They should also write *p* for 1) *lamp*, 2) *pocket*, and 3) *mop* on page 34.

Unit 1, Lesson 3, Day 2 •

Pages 35–36

Students should write the capital and small letter *l* in the spaces provided. They should also write *l* for the 1) *lizard*, 3) *leopard*, and 4) *laundry* on page 35. On page 36, students should write *l* on the first line for 5) *leg* and 7) *lamp* and on the second line for 6) *bell* and 8) *doll*.

Unit 1, Lesson 3, Day 3 •

Pages 37–38

Students should write the capital and small letter *o* in the spaces provided. They should also write *o* for *mop*, *log*, and *blocks* on page 37. They should write an *o* for 1) *spot*, 3) *olive*, and 4) *floss* on page 38.

Unit 1, Lesson 3, Day 4 •

Pages 39–40

Students should write the capital and small letter *b* in the spaces provided. They should circle *bat*, *pin*, and *bats* on page 39. They should also write *b* before 1) *bow* and 2) *bottle* and after 3) *cab* and 4) *tub* on page 40.

Unit 1, Lesson 3, Day 5 •

Pages 41–42

Students should write the

words 1) *pots*, 2) *spill*, and 3) *stamp* on page 41. They should write the words 4) *band* and 5) *sad* to complete the sentences on page 42.

Unit 2, Lesson 1, Day 1 •

Pages 43–44

Students should write the capital and small letter *c* in the spaces provided. They should also write *c* for the *crayon*, *car*, and *cat* on page 43. They should write the rhyming words 1) *camp*, 2) *can*, 3) *cat*, 4) *clap*, and 5) *cot* on page 44.

Unit 2, Lesson 1, Day 2 •

Pages 45–46

On page 45, students should write the words 1) *call*, 2) *hall*, and 3) *bald* in the spaces provided. They should also write the sentence: 4) *The tall man hit the ball*. Students should use the letters *al* and *all* to complete the words 5) *salt*, 6) *call*, 7) *tall*, and 8) *small* on page 46.

Unit 2, Lesson 1, Day 3 •

Pages 47–48

Students should write the capital and small letter *k* and *ck* in the spaces provided. They should write *k* next to 1) *key*, 2) *koala*, and 4) *king* on page 47. Students should write the words 5) *lock*, 6) *mask*, 7) *milk*, 8) *sock*, 9) *clock*, and 10) *black* on page 48.

Answer Key

Unit 2, Lesson 1, Day 4 •

Pages 49–50

Students should write the capital and small letter *r* in the spaces provided. They should place an *X* on ruler and rope on page 49. On page 50, students should write the sentences: 1) *A crab naps on a ramp;* 2) *I can see a robin.*

Unit 2, Lesson 1, Day 5 •

Pages 51–52

On page 51, students should write the words: 1) *crab*, 2) *ball*, 3) *cat*, and 4) *ram*. Students should connect the words *block*, *crack*, and *rock* to their pictures on page 52.

Unit 2, Lesson 2, Day 1 •

Pages 53–54

Students should write the capital and small letter *f* in the spaces provided. They should write *f* under 1) *five* and 2) *football* on page 53. Students should write the words 4) *fan*, 5) *flock*, and 6) *sniff* to complete the sentences on page 54.

Unit 2, Lesson 2, Day 2 •

Pages 55–56

Students should write the words *pass*, *miss*, and *hiss* in the spaces provided. Then they should write the words *Bess* and *kiss* on page 55. On page 56, students should unscramble and write the words *floss* and *toss*.

Unit 2, Lesson 2, Day 3 •

Pages 57–58

On page 57, students should write the capital and small letter *g* in the spaces provided. They should also write the sentence: 1) *The dog can see a bag.* On page 58, they should write the sentences: 2) *The pig has a grin;* 3) *The frog sits in the grass.*

Unit 2, Lesson 2, Day 4 •

Pages 59–60

Students should write the capital and small letter *j* in the spaces provided. They should write the words 1) *jump* and 2) *jam* to complete the sentences on page 59. They should write a *j* under 3) *jar* and 5) *jellyfish* on page 60.

Unit 2, Lesson 2, Day 5 •

Pages 61–62

On page 61, students should write following words under the pictures: 1) *flag*, 2) *jet*, 3) *gift*, and 4) *dress*. They should unscramble the words 5) *glass*, 6) *jacks*, 7) *fin*, and 8) *frog* on page 62.

Unit 2, Lesson 3, Day 1 •

Pages 63–64

On page 63, students should write **■**dge and the following words 1) *ridge*, 2) *lodge*, and 3) *dodge* in the spaces provided. On page 64, they should unscramble the letters and write 4) *bridge* and 5) *badge*.

Unit 2, Lesson 3, Day 2 •

Pages 65–66

Students should write the capital and small letter *u* in the spaces provided. They also should write the words 1) *rug*, 2) *sun*, 3) *mug*, and 4) *nut* on page 65. Students should unscramble the letters and write the words 5) *duck*, 6) *stump*, 7) *mud*, 8) *cup*, 9) *drum*, and 10) *pup* on page 66.

Unit 2, Lesson 3, Day 3 •

Pages 67–68

On page 67, students should write the letters *z* and *zz* in the spaces provided. They also should write the sentence: 1) *Did Zack see fuzz on the mat?* Students should write the words 2) *zip*, 3) *buzz*, and 4) *jazz* on page 68.

Unit 2, Lesson 3, Day 4 •

Pages 69–70

Students should write *_s* in the space provided. They also should write the words 1) *rug*, 2) *rugs*, 3) *pan*, and 4) *pans*, and circle *rugs* and *pans* on page 69. Students should place an *X* on 5) *dolls*, 7) *cans*, 8) *logs*, and 9) *stars*.

Unit 2, Lesson 3, Day 5 •

Pages 71–72

On page 71, students should write the words: 1) *bugs*, 2) *judge*, 3) *zigzag*, and 4) *suds*. They should write the following sentence on page 72: 5) *The bus is on the bridge.*

Answer Key

Unit 3, Lesson 1, Day 1 •

Pages 73–74

Students should write the capital and small letter x in the spaces provided. They should write an x under 1) mix and 2) fix. They should circle and write the words 4) box and 5) tux on page 74.

Unit 3, Lesson 1, Day 2 •

Pages 75–76

Students should write the capital and small letter e in the spaces provided. They should also fill in the letters to make the words *hen* and *nest*. On page 76, they should unscramble the letters and write the words: 1) *desk*, 2) *dress*, 3) *melt*, and 4) *sled*.

Unit 3, Lesson 1, Day 3 •

Pages 77–78

Students should write the words *dusted* and *mended* under the *ed* bag. They should write *pinned* and *sobbed* under the *d* bag on page 77. Students should match the words *planned*, *dimmed*, and *wagged* to the *d* peanut. They should match *dented*, *rusted*, and *ended* to the *ed* peanut.

Unit 3, Lesson 1, Day 4 •

Pages 79–80

Students should write the words *picked*, *missed*, and *helped* in the spaces provided. They should also write the words *popped* and *linked* at the bottom of page 79. On page 80, students should write the

words to complete the sentences: 1) *tripped*, 2) *stopped*, 3) *licked*, 4) *missed*, and 5) *helped*.

Unit 3, Lesson 1, Day 5 •

Pages 81–82

On page 81, students should color brown the words *listed*, *spotted*, and *sanded*. They should color blue the words *buzzed* and *pinned*. They should color green the words *locked*, *camped*, and *pressed*. On page 82, students should write the words 1) *mix*, 2) *best* and 3) *spell*.

Unit 3, Lesson 2, Day 1 •

Pages 83–84

Students should write the following words to complete the sentences: *headband*, *treadmill*, *breakfast*, and *bread* on page 83. They should also write on page 84: 1) *headset*, 2) *spread*, 3) *read*, 4) *lead*, and 5) *bread*.

Unit 3, Lesson 2, Day 2 •

Pages 85–86

Students should write *sh* in the space provided. They should also write *sh* for the *shelf*, the *bush*, and the *shirt* on page 85. Students should write the words: 1) *trash*, 2) *brush*, 3) *shell*, and 4) *cash* under the pictures on page 86.

Unit 3, Lesson 2, Day 3 •

Pages 87–88

Students should write *th* in the space provided on page 87. They should also write *th* under *thorn* and

tooth. On page 88, they should write 1) *thread*, 2) *thin*, 3) *math*, 4) *thick*, and 5) *cloth* under the pictures.

Unit 3, Lesson 2, Day 4 •

Pages 89–90

Students should write *ch* and *tch* in the spaces provided. They should write *ch* under the *chalk* and *cheer* pictures on page 89. Students should write 1) *bench*, 2) *hatch*, and 3) *chip* under the pictures on page 90.

Unit 3, Lesson 2, Day 5 •

Pages 91–92

Students should connect the words to the pictures on page 91. On page 92, they should write the sentence: *The chipmunk picked up the nut.*

Unit 3, Lesson 3, Day 1 •

Pages 93–94

Students should write *or* and *ore* in the spaces provided. They should also write *or* under *horse* and *fork* on page 93. On page 94, they should write: 1) *horn*, 2) *stork*, 3) *cord*, and 4) *corn*.

Unit 3, Lesson 3, Day 2 •

Pages 95–96

Students should write *ar* in the spaces provided. They should also write *ar* under the 1) *car* and 2) *farm* pictures on page 95. On page 96, students should unscramble the letters and write the words: 3) *star*, 4) *arm*, 5) *card*, 6) *garden*, 7) *barn*, and 8) *park*.

Answer Key

Unit 3, Lesson 3, Day 3 •

Pages 97–98

Students should write the capital and small letter *w* in the spaces provided on page 97. They should also write the words: 1) *wind*, 2) *wax*, 3) *wig*, and 4) *well*. Students should write a *w* after 5) *wagon*, 6) *wink*, 9) *wind*, and 10) *wall* on page 98.

Unit 3, Lesson 3, Day 4 •

Pages 99–100

Students should write *wh* in the spaces provided. They should also write *wh* under the *whiskers* and *whistle* pictures on page 99. On page 100, students should write the following words to complete the sentences: 1) *whip*, 2) *whack*, 3) *When*, 4) *whiz*, and 5) *What*.

Unit 3, Lesson 3, Day 5 •

Pages 101–102

On page 101, students should insert the missing spellings to make the words: 1) *horse*, 2) *store*, 3) *farmer*, 4) *whale*, 5) *wind*, and 6) *garden*. Students should write 7) *starfish* and 8) *whale* on page 102 to complete the sentences.

Unit 4, Lesson 1, Day 1 •

Pages 103–104

On page 103, students should write *er* and *ir* in the spaces provided. They should also write 1) *fern* and 2) *third* on the lines. They should write 3) *winter*, 4) *girl*, 5) *bird*, and 6) *under* below the pictures on page 104.

Unit 4, Lesson 1, Day 2 •

Pages 105–106

On page 105, students should write *ur* in the space provided. They should also write 1) *curl*, 2) *curb*, and 3) *hurt* on the lines. On page 106, students should write the following words under the pictures: 4) *fur*, 5) *burn*, 6) *surf*, 7) *hurt*, and 8) *turn*.

Unit 4, Lesson 1, Day 3 •

Pages 107–108

On page 107, students should write the following words under the pictures: 1) *pearl*, 2) *earth*, 3) *early*, and 4) *search*. On page 108, students should write the following words to complete the sentences: 5) *learn*, 6) *search*, 7) *heard*, and 8) *earns*.

Unit 4, Lesson 1, Day 4 •

Pages 109–110

Students should write **ng** in the space provided. They should also write 1) *ring*, 2) *stung*, 3) *cling*, and 4) *hang* on the lines on page 109. On page 110, students should write the following words under the pictures: 5) *swing* and 6) *clang*.

Unit 4, Lesson 1, Day 5 •

Pages 111–112

Students should use the correct spelling of the /er/ sound to complete the words on page 111: 1) *stir*, 2) *baker*, 3) *river*, 4) *learn*, 5) *turn*, 6) *earth*, 7) *pearl*, and 8) *burn*. On page 112, students should connect the words to their pictures.

Unit 4, Lesson 2, Day 1 •

Pages 113–114

Students should circle the apron, envelopes, coconut, carrot, and color pictures on page 113. On page 114, they should write the sentence: *Josh fed his pet a carrot*.

Unit 4, Lesson 2, Day 2 •

Pages 115–116

Students should write *el*, *le*, *il*, and *al* on the lines. They should also write the words 1) *pencil*, 2) *little*, 3) *petal*, and 4) *channel* on page 115. On page 116, students should use the spellings of the schwa sound to complete the words: 5) *apple*, 6) *travel*, 7) *total*, 8) *fossil*, 9) *metal*, 10) *shovel*, 11) *puddle*, and 12) *nostril*.

Unit 4, Lesson 2, Day 3 •

Pages 117–118

Students should write **nk** on the lines. They should also write the words 1) *blanket*, 2) *skunk*, and 3) *drink* under the pictures on page 117. On page 118, students should write the rhyming words: *pink*, *think*, *wink*, and *clink*.

Unit 4, Lesson 2, Day 4 •

Pages 119–120

On page 119, students should write *qu_* and *Qu_* in the spaces provided. They should also write the words 1) *quiz* and 2) *quack* and the sentence: 3) *The quilt has stars*. On page 120, students should unscramble the letters and write the words:

Answer Key

4) *squish*, 5) *quiz*, 6) *quilt*, 7) *squid*, 8) *quick*, 9) *quill*, and 10) *quack*.

Unit 4, Lesson 2, Day 5 •

Pages 121–122

On page 121, students should write the words: 1) *think*, 2) *moccasin*, 3) *coral*, 4) *table*, 5) *quilt*, and 6) *snorkel*. On page 122, students should use the letters from the box to complete the words: *kettle*, *quack*, and *trunk*.

Unit 4, Lesson 3, Day 1 •

Pages 123–124

Students should write the capital and small letter *y* and the words 1) *yell* and 2) *yard* in the spaces provided on page 123. They should also write the sentence: 3) *Do they have yams?* On page 124, students should write a *y* under: 4) *yarn* and 6) *yell*.

Unit 4, Lesson 3, Day 2 •

Pages 125–126

Students should write the capital and small letter *v* in the spaces provided on page 125. They should also write the words 1) *vet* and 2) *van* and the sentence: 3) *Vince is seven*. On page 126, they should write the following words to complete the sentences: 4) *vest*, 5) *van*, 6) *vet*, 7) *seven*, and 8) *visit*.

Unit 4, Lesson 3, Day 3 •

Pages 127–128

Students should write the words *whale*, *cave*, *April*, and *sale* on page 127. They should also write the sentence: *Jake will staple the papers*. On page 128, they should write the word *brake* to answer the riddle.

Unit 4, Lesson 3, Day 4 •

Pages 129–130

On page 129, students should write the words: *cable*, *late*, *radar*, *plane*, *mate*, and *bacon*. They should also write the sentence: *Dave is able to skate*. On page 130, they should write 1) *rake*, 2) *ape*, 3) *plane*, and 4) *tape* under the pictures.

Unit 4, Lesson 3, Day 5 •

Pages 131–132

On page 131, students should connect the words to their pictures. On page 132, they should write the following words to complete the sentences: 1) *lake*, 2) *able*, and 3) *grape*.

Unit 5, Lesson 1, Day 1 •

Pages 133–134

On page 133, students should write the words *tiger*, *time*, *pipe*, *title*, *mile*, and *ride* in the spaces provided. They should also write the sentence: *Did he find a dime?* On page 134, students should write the words *spider*, *lion*, and *tiger* under the *Animals* heading. They should write *chime*, *silent*, and *quiet* under *Sound Words*. They

should write *child*, *wife*, *bride* under *People*.

Unit 5, Lesson 1, Day 2 •

Pages 135–136

Students should unscramble the letters and write: 1) *nine*, 2) *dime*, and 3) *vine* on page 135. Students should fill in the blanks with the words: 4) *hike*, 5) *miles*, and 6) *side*.

Unit 5, Lesson 1, Day 3 •

Pages 137–138

On page 137, students should write the words *cent*, *circle*, *cell*, and *pace* in the spaces provided. They should also write the sentence: *Grace has six cents*. Under the **Sound/Spelling Card** for /s/ on page 138, students should write *face*, *race*, *lace*, and *space*. Students should write *crate*, *candle*, *picnic*, and *carrot* under the **Sound/Spelling Card** for /k/.

Unit 5, Lesson 1, Day 4 •

Pages 139–140

On page 139, students should write the words *gem*, *gel*, and *rage* in the spaces provided. They should also write the sentence: 1) *There is ginger in the jam*. On page 140, students should complete the sentences with the words: 2) *jar*, 3) *gentle*, and 4) *stage*.

Unit 5, Lesson 1, Day 5 •

Pages 141–142

On page 141, students should write the words *cage*, *palace*, and *bridge* under the

Answer Key

pictures in Row 1. In Row 2, students should write the words *circus*, *giant*, and *pencil* under the pictures. On page 142, students should complete the sentences with the words: 7) *gerbils* and *cage*, 8) *race* and *tile*, 9) *garbage*, and 10) *pile*.

Unit 5, Lesson 2, Day 1 •

Pages 143–144

On page 143, students should write the words *no* and *rode* in the spaces provided. They should also write the sentences: *The dog hid a bone; I broke the pole*. Students should write the words: *stone*, *rope*, and *bone* on page 144.

Unit 5, Lesson 2, Day 2 •

Pages 145–146

On page 145, students should write the words *robe*, *tornado*, and *nose* under the pictures in Row 1. In Row 2, students should write the words *cones*, *potato*, and *home* under the pictures. On page 146, students should complete the sentences with the words: 7) *awoke*, 8) *globe*, 9) *holes*, and 10) *alone*.

Unit 5, Lesson 2, Day 3 •

Pages 147–148

On page 147, students should write the words *use*, *music*, and *cute* in the spaces provided. They should also write the sentence: *The mule likes ice cubes*. On page 148, they should write the sentence: *The mule is cute*.

Unit 5, Lesson 2, Day 4 •

Pages 149–150

On page 149, students should write the rhyming words: *mute* and *fuse*. They should complete the sentences with the words: *cute* and *huge*. On page 150, students should answer the riddles with the following words: *bugle*, *mule*, and *menu*.

Unit 5, Lesson 2, Day 5 •

Pages 151–152

On page 151, students should connect each word to its picture. The pictures, in order, are: *vine*, *bone*, *note*, *mule*, *music*, and *cage*. On page 152, students should unscramble the words and write the sentence: *Moles dig holes in the yard*.

Unit 5, Lesson 3, Day 1 •

Pages 153–154

On page 153, students should write the words *be*, *we*, *me*, *Gene*, and *these* in the spaces provided. They should also write the sentence: *Steve will be here*. On page 154, students should complete the sentences with the words: *zebra* and *fever*.

Unit 5, Lesson 3, Day 2 •

Pages 155–156

On page 155, students should write the following words to complete the sentences: 1) *athlete*, 2) *me*, 3) *be*, 4) *She*, and 5) *meters*. On page 156, students should connect the words to

their definitions. The definitions, in order, are: *theme*, *Steven*, *complete*, *eve*, *she*, *trapeze*, *these*, and *extreme*.

Unit 5, Lesson 3, Day 3 •

Pages 157–158

On page 157, students should write the words *peek*, *feel*, *cheek*, and *meet* in the spaces provided. They should also write the sentence: *The queen has a green dress*. On page 158, students should unscramble the letters and write *sleep*, *feed*, *bees*, and *tree*.

Unit 5, Lesson 3, Day 4 •

Pages 159–160

On page 159, students should write the words *beak*, *treat*, *clean*, and *weak* in the spaces provided. They should also write the sentence: *Can she teach me to read?* On page 160, students should write the sentences: *Jean reaches down to feel the cat; Peter eats his peas*.

Unit 5, Lesson 3, Day 5 •

Pages 161–162

On page 161, students should write the words *meter*, *read*, and *wheel* under the pictures in Row 1. In Row 2, students should write the words *concrete*, *sweep*, and *bead* under the pictures. On page 162, students should complete the sentences with the words: 7) *hear* and 8) *creek*.

Answer Key

Unit 6, Lesson 1, Day 1 •

Pages 163–164

On page 163, students should write the words *copy*, *body*, *lady*, and *easy* in the spaces provided. They should also write the sentence: *The tiny baby is sleepy*. On page 164, students should write the following words to complete the sentences: 2) *pony*, 3) *grassy*, 4) *dirty*, and 5) *thirsty*.

Unit 6, Lesson 1, Day 2 •

Pages 165–166

On page 165, students should write the words *brief*, *field*, *yield*, and *chief* in the spaces provided. They should also write the sentence: *Annie reads scary stories*. On page 166, students should write the words to complete the sentences: *fierce* and *berries*.

Unit 6, Lesson 1, Day 3 •

Pages 167–168

On page 167, students should write the words *honey* and *key* in the spaces provided. They should also write the sentences: *Ashley likes hockey*; *Do you need money?* On page 168, students should unscramble the letters and write the words: 3) *turkey* and 4) *jersey*.

Unit 6, Lesson 1, Day 4 •

Pages 169–170

On page 169, students should unscramble the letters and write the words in row 1: *chimney*, *ponies*, and

turkey. In row 2, they should write *city*, *bunny*, and *berries*. On page 170, row 1, students should write the words: *Valley*, *babies*, and *thirty*. In row 2 they should write: *windy*, *money*, and *ladies*.

Unit 6, Lesson 1, Day 5 •

Pages 171–172

On page 171, students should write the following words to complete the sentences: 1) *sandy*, 2) *seashell*, 3) *hockey*, and 4) *shriek*. On page 172, students should write the sentence: *The bird is near the chimney*.

Unit 6, Lesson 2, Day 1 •

Pages 173–174

On page 173, students should write the words *icy* and *fancy* in the spaces provided. They should also write the sentences: 1) *Tracy eats spicy things*; 2) *Percy likes to read*. On page 174, students should write the words to complete the sentences: 3) *Marcy*, 4) *Yancy*, and 5) *lacy*.

Unit 6, Lesson 2, Day 2 •

Pages 175–176

Students should connect the words to their pictures on page 175. In order, the pictures are: *dress*, *pencil*, *seal*, *celery*, *dance*, and *stars*. On page 176, students should write the words under the pictures: *sleepy*, *circle*, and *cereal*.

Unit 6, Lesson 2, Day 3 •

Pages 177–178

On page 177, students should write the words *rain*, *maid*, *chain*, and *sail* in the spaces provided. They should also write the sentence: *Gail waits at the main gate*. On page 178, column 1, students should unscramble and write the words: 1) *train*, 2) *nail*, 3) *tail*, 4) *snail*, 5) *paint*, and 6) *pail*.

Unit 6, Lesson 2, Day 4 •

Pages 179–180

On page 179, students should write the words *day*, *ray*, *play*, and *stay* in the spaces provided. They should also place an X on the *hay*, and *crayon* pictures. On page 180, students should write the following words to complete the sentences: 1) *stray*, 2) *gray*, and 3) *bay*.

Unit 6, Lesson 2, Day 5 •

Pages 181–182

On page 181, students should write the following words to complete the sentences: 1) *day*, 2) *quail*, 3) *trail*, 4) *way*, and 5) *snail*. On page 182, row 1, students should write *paint*, *train*, and *chain*. In row 2, students should write *spray*, *nails*, and *tray*.

Unit 6, Lesson 3, Day 1 •

Pages 183–184

On page 183, students should write the words *sigh*, *thigh*, *tight*, and *might* in the spaces provided. They should also write the sentence: *Turn*

Answer Key

right at the light. On page 184, students should connect the words to the pictures. The pictures are in order: *bright, fright, night.*

Unit 6, Lesson 3, Day 2 •

Pages 185–186

On page 185, students should write the words *my, try, sly,* and *cry* in the spaces provided. They should also write the words *apply* and *spy* on the lines. On page 186, students should write the following words to complete the sentences: 3) *my,* 4) *dry,* 5) *sky,* 6) *cry,* 7) *Why,* and 8) *shy.*

Unit 6, Lesson 3, Day 3 •

Pages 187–188

On page 187, students should write the words *lie, pie, fried,* and *cried* in the spaces provided. They should also write the sentence: *Mike tries to swim.* On page 188, students should write the sentence: *The bird flies high in sky.*

Unit 6, Lesson 3, Day 4 •

Pages 189–190

On page 189, row 1, students should unscramble the letters and write the words: *tie, fry, light.* In row 2, they should write *frighten, dries,* and *spy.* On page 190, students should write the following words to answer the riddles: *night, lie,* and *fly.*

Unit 6, Lesson 3, Day 5 •

Pages 191–192

On page 191, 1) *fry,* 2) *tiger,*

3) *firefighter,* 4) *light.* On page 192, students should write the spelling of /i/ to complete the words: *slide, fireflies, lion,* and *light.*

Unit 7, Lesson 1, Day 1 •

Pages 193–194

On page 193, students should write the words *oats, foam, load,* and *moan* in the spaces provided. They should also write the sentence: *A goat sits under an oak tree.* On page 194, students should write the following words to complete the sentences: 2) *goal,* 3) *toast,* and 4) *floats.*

Unit 7, Lesson 1, Day 2 •

Pages 195–196

On page 195, students should write the words *row, blow, mow,* and *snow* in the spaces provided. They should also write the sentence: *My coat has a yellow bow.* On page 196, students should write the following words under the pictures: *snow, blow, elbow,* and *throw.*

Unit 7, Lesson 1, Day 3 •

Pages 197–198

On page 197, students should write the words *few* and *pew* in the spaces provided. They should also write the sentences: *What time is her curfew? A volcano spews ashes.* On page 198, students should write the following words to complete the sentences: 3) *few,* 4) *mews,* and 5) *ewe.*

Unit 7, Lesson 1, Day 4 •

Pages 199–200

On page 199, students should write the words *cue, hue, argue,* and *value* in the spaces provided. They should also write the sentence: *She rescued the cute cat.* On page 200, students should write the following words to complete the sentences: 2) *value,* 3) *cue,* 4) *hue,* 5) *argue,* and 6) *barbeque.*

Unit 7, Lesson 1, Day 5 •

Pages 201–202

On page 201, students should write the words next to their definitions: *coat, rescue, oak, crow, few, narrow.* On page 202, students should unscramble the letters and write the words: *mew, rescue, pillow,* and *float.*

Unit 7, Lesson 2, Day 1 •

Pages 203–204

On page 203, students should write the letters *_mb* in the space provided. They should write *mb* under the *comb* and *thumb* pictures. On page 204, students should unscramble the words and write the sentence: *The lambs jump and run.*

Unit 7, Lesson 2, Day 2 •

Pages 205–206

On page 205, students should write the words *knife, kneel, gnat,* and *sign* in the spaces provided. They should also write the sentence: *Lily can design a scarf to knit.* On page 206, students should write the following words to

Answer Key

complete the sentences: 2) *knot*, 3) *Gnats*, 4) *knee*, 5) *knob*, and 6) *sign*.

Unit 7, Lesson 2, Day 3 •

Pages 207–208

On page 207, students should write the words *wrist*, *wrote*, and *wrap* in the spaces provided. They should also write the sentence: *He wrapped the wrong box*. On page 208, students should write the following words under the pictures: *wrench*, *write*, and *wrist*.

Unit 7, Lesson 2, Day 4 •

Pages 209–210

On page 209, students should write the words *photo*, *phone*, and *trophy* in the spaces provided. They should also write the sentence: *Phil's nephew plays the saxophone*. On page 210, row 1, students should write the following words under the pictures: *trophy* and *gopher*. In row 2, they should write *dolphin* and *elephant*.

Unit 7, Lesson 2, Day 5 •

Pages 211–212

On page 211, students should write the following words under the pictures in row 1: *knight*, *limb*, and *write*. In row 2, they should write: *knee*, *sign*, and *phone*. On page 212, students should write the following words: 7) *lamb*, 8) *graph*, 9) *wreck*, and 10) *kneel*.

Unit 7, Lesson 3, Day 1 •

Pages 213–214

On page 213, students should write the words *noon*, *boo*, *too*, and *zoom* in the spaces provided. They should also write the sentence:

There is a moose in the cartoon. On page 214, students should write the following words to complete the sentences: 2) *troop*, 3) *cool*, and 4) *moonlight*.

Unit 7, Lesson 3, Day 2 •

Pages 215–216

On page 215, students should write the following words under the pictures: *tooth*, *noodles*, *scooter*, *boot*, and *roof*. On page 216, students should write the following words under the clues: *moon*, *hoot*, and *kangaroo*.

Unit 7, Lesson 3, Day 3 •

Pages 217–218

On page 217, students should write the words *flu*, *ruby*, *super* and *duty* in the spaces provided. They should also write the sentence: *Susan likes to eat tuna*. On page 218, students should unscramble the words and write the sentences: 2) *Lucy picks tulips for her mom*; 3) *Ruby made fresh apple strudel*.

Unit 7, Lesson 3, Day 4 •

Pages 219–220

On page 219, students should write the words *due*, *blue*, *true*, and *clue* in the spaces provided. They should

also write the sentence: *Sue has a blue bike*. On page 220, students should write the following words to complete the sentences: 2) *glue*, 3) *avenue*, and 4) *due*.

Unit 7, Lesson 3, Day 5 •

Pages 221–222

On page 221, students should write the following words in row 1: *tulips* and *bluebird*. In row 2, they should write: *glue* and *student*. On page 222, students should write the following words to complete the sentences: 5) *Tuesday*, 6) *due*, 7) *truth*, and 8) *flu*.

Unit 8, Lesson 1, Day 1 •

Pages 223–224

On page 223, students should write the words *new*, *dew*, *chew*, and *flew* in the spaces provided. They should also write the sentence: *The wind blew Drew's hat*. On page 224, students should write the following words next to their definitions: *grew*, *jewel*, *crew*, and *threw*.

Unit 8, Lesson 1, Day 2 •

Pages 225–226

On page 225, students should write the words *rude*, *tune*, *salute*, and *fluke* in the spaces provided. They should also write the sentence: *Bruce prunes the spruce tree*. On page 226, students should unscramble the letters and write the following words: 2) *tube*, 3) *tune*, 4) *flute*, and 5) *rude*.

Answer Key

Unit 8, Lesson 1, Day 3 •

Pages 227–228

On page 227, students should write the words *hood*, *look*, *soot*, and *wooden* in the spaces provided. They should also write the sentence: *Come read a book by the brook*. On page 228, students should write the following compound words: 2) *bookshelf*, 3) *footstep*, and 4) *woodpile*.

Unit 8, Lesson 1, Day 4 •

Pages 229–230

On page 229, students should write the following words next to their pictures: *cook*, *hoof*, *hood*, and *crooked*. On page 230, students should write the following words to complete the sentences: 1) *stood*, 2) *shook*, 3) *brook*, and 4) *good*.

Unit 8, Lesson 1, Day 5 •

231–232

On page 231, students should write the following words under the pictures in row 1: *tools* and *football*. In row 2, they should write: *hook* and *flute*. On page 232, students should write the words *foot* and *book* under the riddles.

Unit 8, Lesson 2, Day 1 •

Pages 233–234

On page 233, students should write the words *how* and *now* in the spaces provided. They should write the sentence: *Take a towel to the shower*. They should also write the word *town* to complete the

sentence. On page 234, row 1, students should write *cow* and *flower* under the pictures. In row 2, they should write *howl* and *clown*.

Unit 8, Lesson 2, Day 2 •

Pages 235–236

On page 235, students should write the words *out*, *sound*, and *found* in the spaces provided. They should also write the sentences: *A mouse ran out*; *The cloud is round*. On page 236, students should write the following words to complete the sentences: 3) *found*, 4) *proud*, and 5) *count*.

Unit 8, Lesson 2, Day 3 •

Pages 237–238

On page 237, students should write the words *haul*, *auto*, *launch*, and *fault* in the spaces provided. They should also write the sentence: *The rocket will launch soon*. On page 238, students should write the following words to complete the sentences: 2) *faucet*, 3) *sauce*, 4) *August*, 5) *cause*, and 6) *saucer*.

Unit 8, Lesson 2, Day 4 •

Pages 239–240

On page 239, students should write the words *raw*, *bawl*, *fawn*, and *draw* in the spaces provided. They should also write the sentence: *The baby crawls on the lawn*. On page 240, students should write the following words to complete the sentences: 2) *straw*, 3) *hawk*, 4) *yawn*, and 5) *paws*.

Unit 8, Lesson 2, Day 5 •

241–242

On page 241, students should write the following words in column 1: *straws*, *bounce*, and *launch*. In column 2, they should write: *clown*, *hawk*, and *owls*. On page 242, students should write the following words to complete the sentences: 7) *hound*, 8) *flowers*, 9) *gnaws*, and 10) *pauses*.

Unit 8, Lesson 3, Day 1 •

Pages 243–244

On page 243, students should write the words *taught*, *caught*, and *slaughter* in the spaces provided. They should also write the sentence: *Shawn's daughter is naughty*. On page 244, students should write the following words to complete the sentences: 2) *caught*, 3) *vault*, and 4) *taught*.

Unit 8, Lesson 3, Day 2 •

Pages 245–246

On page 245, students should write the words *ought*, *sought*, *brought*, and *thought* in the spaces provided. They should also write the sentence: *Ollie and Jake fought all night*. On page 246, students should write the following words to complete the sentences: 2) *ought*, 3) *thought*, 4) *bought*, 5) *sought*, and 6) *brought*.

Unit 8, Lesson 3, Day 3 •

Pages 247–248

On page 247, students should write the words *coin*,

Answer Key

foil, soil, and join in the spaces provided. They should also write the sentence: *Loud voices made the room noisy.* On page 248, students should write the following words to complete the sentences: 2) *boil*, 3) *point*, 4) *coins*, and 5) *moist*.

Unit 8, Lesson 3, Day 4 •

Pages 249–250

On page 249, students should write the words *boy, toy, joy, and royal* in the spaces provided. They should also write the sentence: *Roy has a new toy train.* On page 250, students should unscramble the words and write the following sentences: 2) *The boy enjoys reading book;* 3) *Joy is annoyed;* 4) *Abby's dog is loyal;* and 5) *We looked for oysters.*

Unit 8, Lesson 3, Day 5 •

Pages 251–252

On page 251, students should write the following words: 1) *thought*, 2) *coins*, 3) *coil*, 4) *caught*, 5) *cowboys*, and 6) *toys*. On page 252, students should write the following words to complete the sentences: 7) *taught*, 8) *spoiled*, 9) *royal*, and 10) *fought*.

Unit 9, Lesson 1, Day 3 •

Pages 253–254

On page 253, students should circle the base words *well, loyal, wrap, safe, agree, like* and in column 1. In column 2, students should circle *trust, happy, lock,*

please, fold, and kind. On page 254, students should write the following prefixes to complete the words: 13) *un-*, 14) *dis-*, 15) *un-*, 16) *dis-*, 17) *un-*, and 18) *dis-*.

Unit 9, Lesson 2, Day 3 •

Pages 255–256

On page 255, students should circle the base words 1) *do*, 2) *complete*, 3) *active*, 4) *pure*, 5) *play*, 6) *sane*, 7) *fill*, 8) *perfect*, 9) *proper*, 10) *fresh*, 11) *heat*, 12) *make*. On page 256, students should write the following prefixes to complete the words 13) *im-*, 14) *in-*, 15) *re-*, 16) *re-*, 17) *in-*, 18) *im-*, 19) *re-*, 20) *re-*, 21) *in-*, 22) *in-*, 23) *im-*, 24) *re-*

Unit 9, Lesson 3, Day 3 •

Pages 257–258

On page 257, students should draw a line from the words to their pictures. The pictures, in order, are: *wakes, bait, pant, grass, wax, and paint.* On page 258, students should write the following words to complete the sentences: 7) *tank*, 8) *flat*, 9) *race*, 10) *wait*, 11) *flag*, and 12) *day*.

Unit 10, Lesson 1, Day 3 •

Pages 259–260

On page 259, students should write the words *mitt, twin, pickle, and knit* under the *fish* picture. They should write *spine, might, pilot, and dries* under the *spider* picture. On page 260, students should write the following

words to complete the sentences: 1) *kitten*, 2) *sniff*, 3) *climb*, 4) *high*, 5) *tries*, and 6) *hides*.

Unit 10, Lesson 2, Day 3 •

Pages 261–262

On page 261, students should write 1) *mop*, 2) *rope*, 3) *toast*, and 4) *sock*. They should also write two rhyming words for each answer. On page 262, students should write: 5) *fox*, 6) *poem*, 7) *bolt*, and 8) *phone*.

Unit 10, Lesson 3, Day 3 •

Pages 263–264

On page 263, students should write: 1) *stumble*, 2) *shrub*, 3) *smudge*, 4) *crunch*, 5) *cube*, 6) *human*, 7) *bug*, and 8) *music*. On page 264, students should circle and write the short u words: *lunch, hungry, and sub.* They should circle and write the long u words: *few, menu, and huge.*

Unit 11, Lesson 1, Day 3 •

Pages 265–266

On page 265, students should write the words *tread, speckled, and heading* in the *Short e* column. They should write in the *Long e* column: *sleepy, reason, and meter.* On page 266, students should write the following words to complete the sentences: *season, pep, even, fence, field, and cheered.*

Answer Key

Unit 11, Lesson 2, Day 3 •

Pages 267–268

On page 267, students should circle and write the words: 1) *brunch*, 2) *pitcher*, 3) *shapes*, 4) *chart*, 5) *fresh*, and 6) *photos*. On page 268, students should write the following answers to the riddles: 7) *alphabet*, 8) *chair*, 9) *clothing*, and 10) *sunshine*.

Unit 11, Lesson 3, Day 3 •

Pages 269–270

On page 269, students should write *popcorn* and *curry* under *Food*; *chirp* and *gurgle* under *Sounds*; *farmer* and *storyteller* under *People*; and *star* and *circle* under *Shapes*. On page 270, students should write the following words to complete the sentences: *storm*, *shore*, *swirled*, and *surrounded*.

Unit 12, Lesson 1, Day 3 •

Pages 271–272

On page 271, students should unscramble the letters and write the words: 1) *crew*, 2) *prune*, 3) *tuba*, 4) *stood*, 5) *book*, 6) *coops*, 7) *hoof*, and 8) *good*. On page 272, students should write the following words to complete the sentences: 9) *moon*, 10) *cook*, 11) *broom*, and 12) *hood*.

Unit 12, Lesson 2, Day 3 •

Pages 273–274

On page 273, students should write *point*, *enjoy*, *avoid*, and *pounce* under *Action Words*; and *crowds*, *playground*, *noise*, and

houses under *Things in a City*.

On page 274, students should write the following words to complete the sentences: *loud*, *gown*, *tower*, *crowd*, *town*, and *loyal*.

Unit 12, Lesson 3, Day 3 •

Pages 275–276

On page 275, column 2, students should write: *talks*, *jumped*, *looking*, *learned*, *plays*, and *starting*. On page 276, students should write the following word endings: 7) *-s*, 8) *-ing*, 9) *-ed*, 10) *-ed*, 11) *-ing*, and 12) *-s*.