

Skills Practice

Blackline Masters

Grade K



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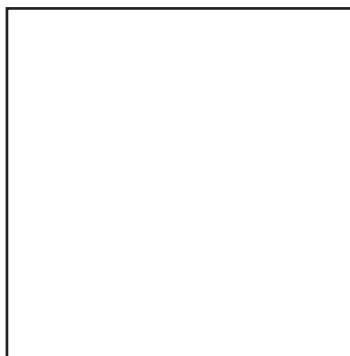
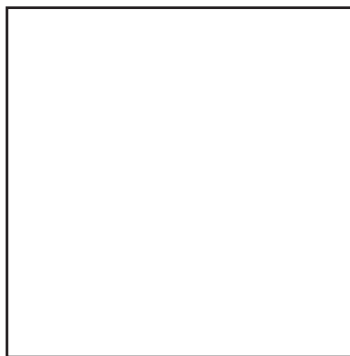
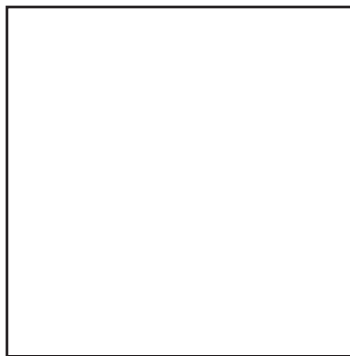
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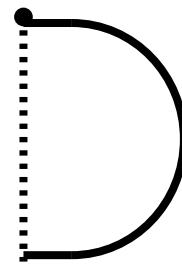
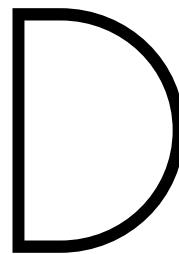
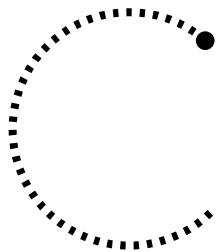
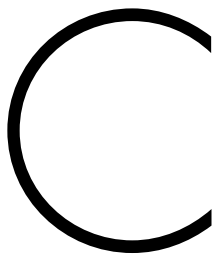
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Directions: Draw a smiley face in each box just like the one pictured.

Name _____ Date _____

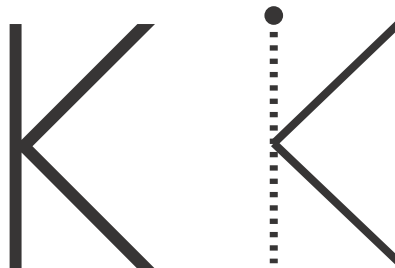
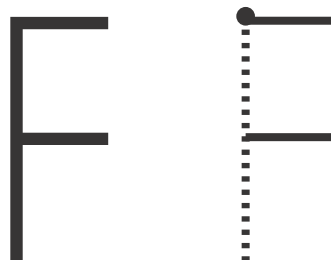
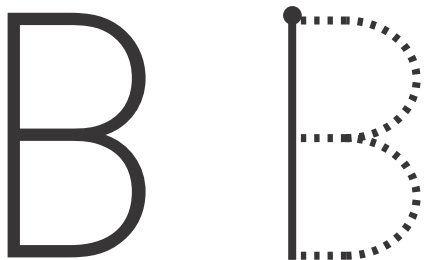
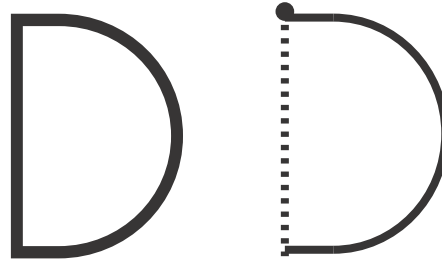
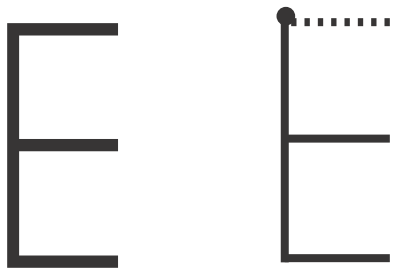
Directions: Color the boxes that have a C, c, D, or d. Use one color for C, c, and another color for D, d.

e	B	t	c	B	R
Y	M	D	H	b	C
B	b	E	C	M	d
c	d	a	F	D	g



Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____



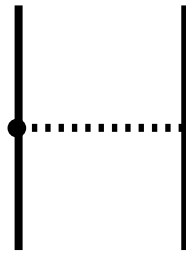
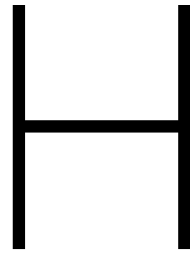
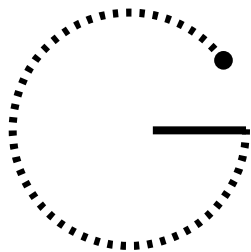
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Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____

Directions: Color the boxes that have a G, g, H, or h. Use one color for G, g, and another color for H, h.

L	B	T	q	H	y
h	p	Y	g	b	C
B	H	G	o	M	g
Q	d	N	F	h	G



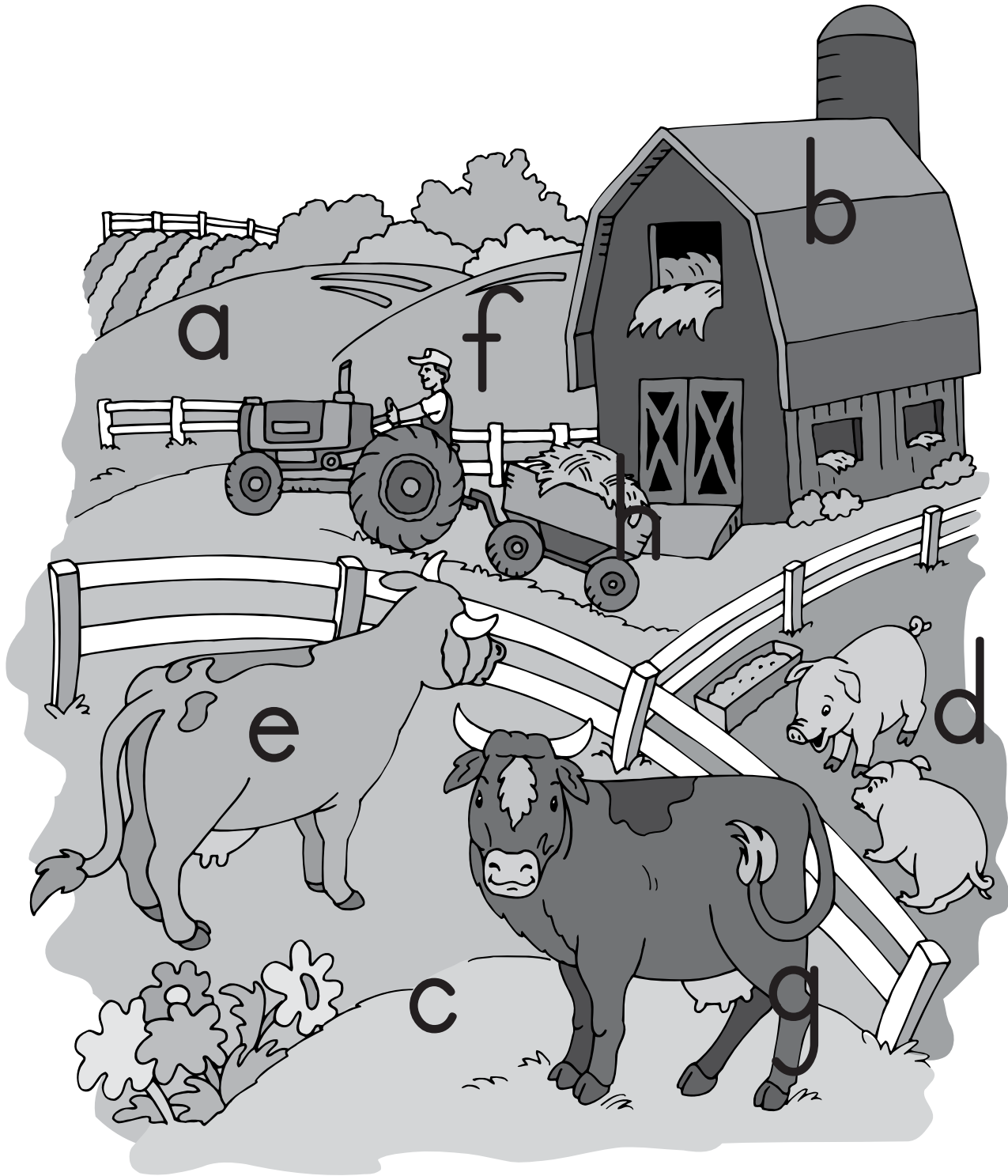
Directions: Start at the large dot and follow the dotted line to complete each letter.



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Directions: Find and circle capital letters A, B, C, D, E, F, G, and H.

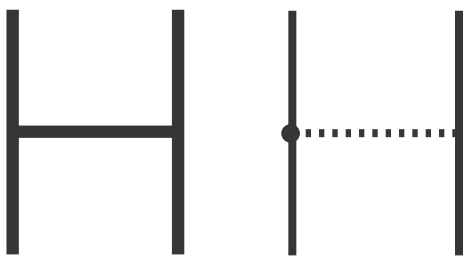
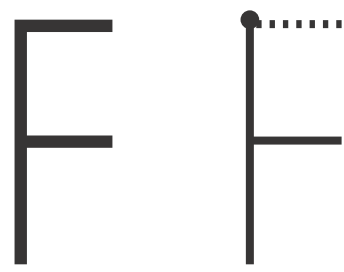
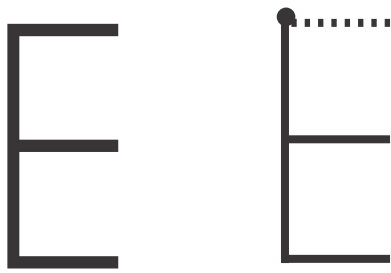
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Directions: Find and circle lowercase letters *a*, *b*, *c*, *d*, *e*, *f*, *g*, and *h*.

Name _____ Date _____



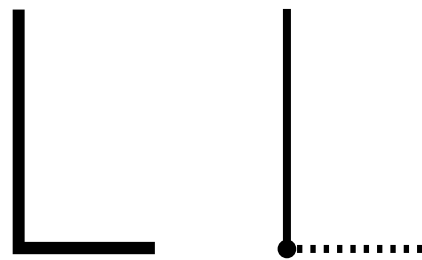
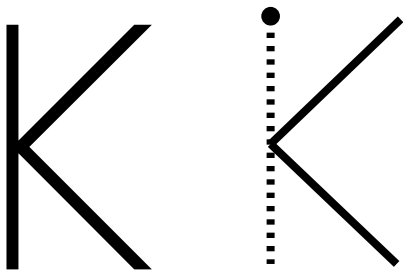
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Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____

Directions: Color the boxes that have a K, k, L, or l. Use one color for K, k, and another color for L, l.

L	K	t	q	H	l
h	i	Y	L	b	C
k	H	l	o	K	I
Q	d	N	F	h	k



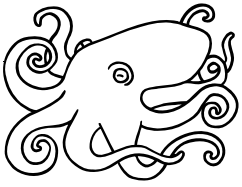
Directions: Start at the large dot and follow the dotted line to complete each letter.

E	M	a	B	h	n
Y	v	n	t	M	R
f	N	C	m	g	A
M	T	s	G	e	m
b	m	H	c	N	F
S	V	r	M	y	n

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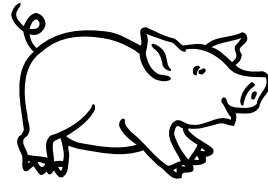
Directions: Color the boxes that have an *M*, *m*, *N*, or *n*. Use one color for *M*, *m*, and another color for *N*, *n*.

Name _____ Date _____



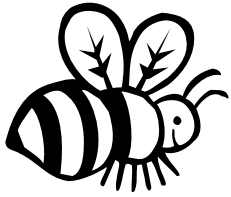
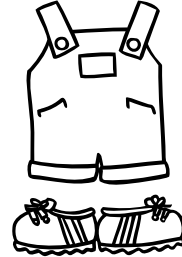
O

p



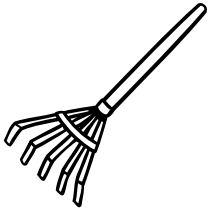
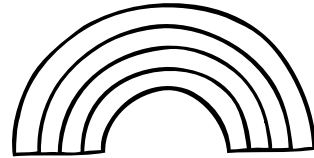
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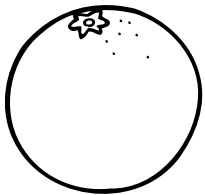
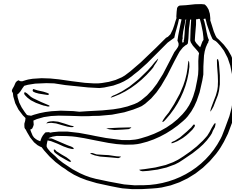
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r



R

b



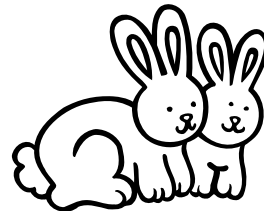
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P



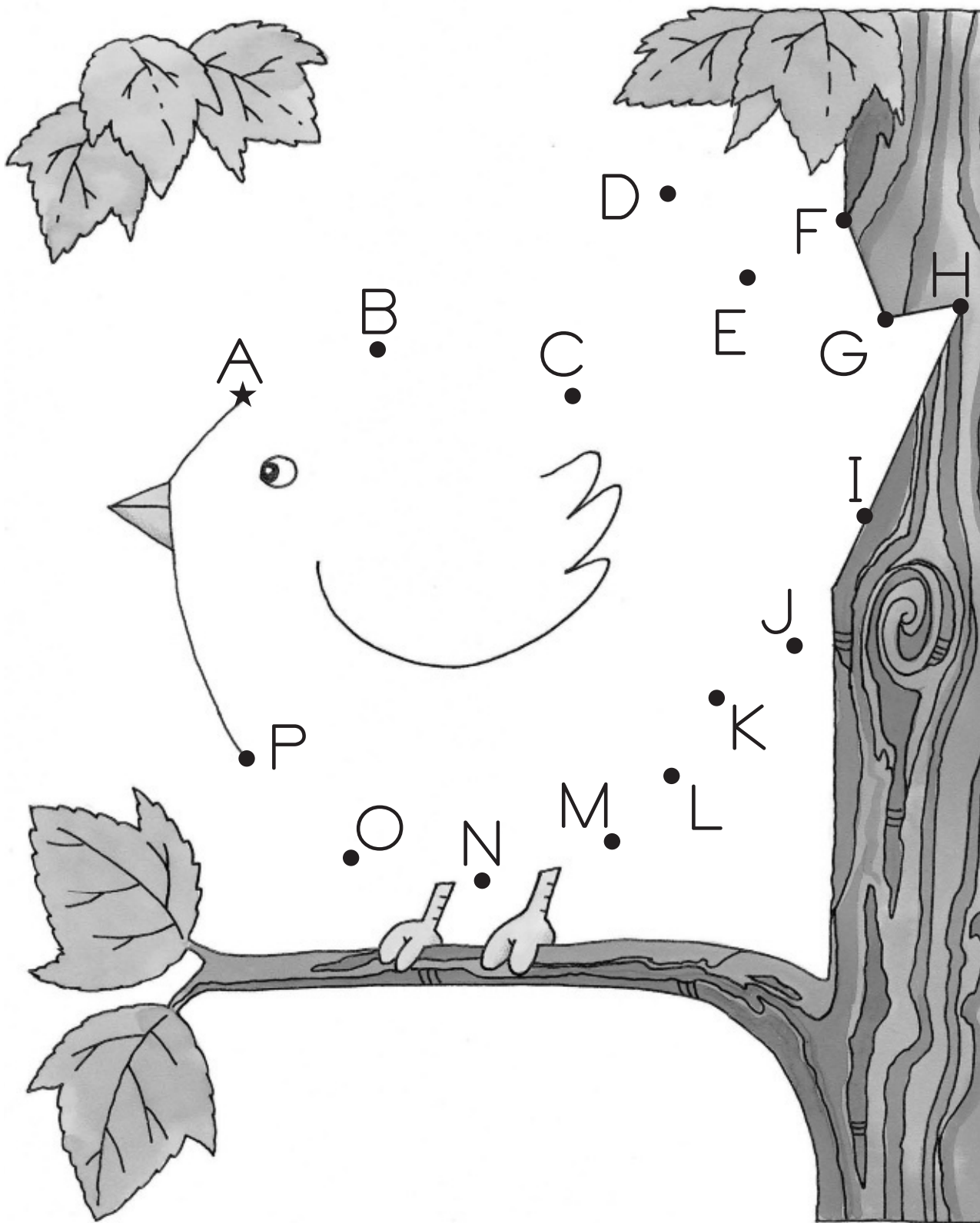
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R



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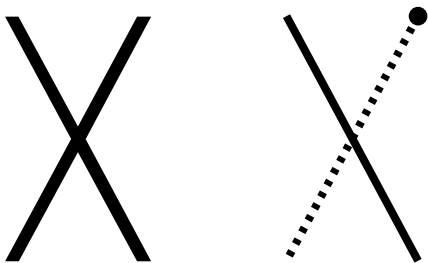
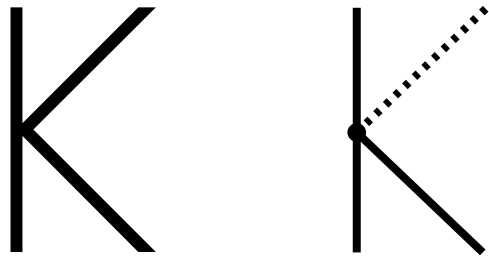
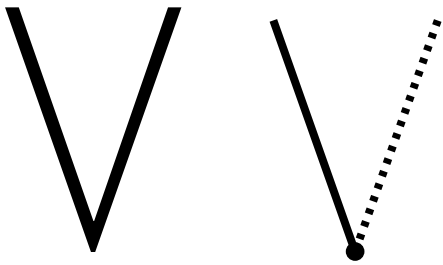
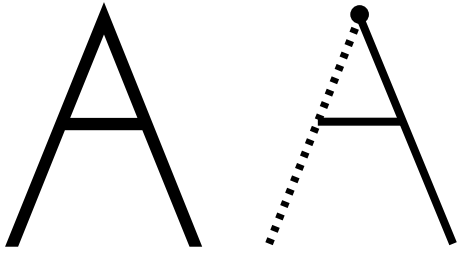
Directions: Find and circle letters O, o, P, and p.



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Directions: Connect the dots, in order from A-P, to complete the picture of the bluebird.

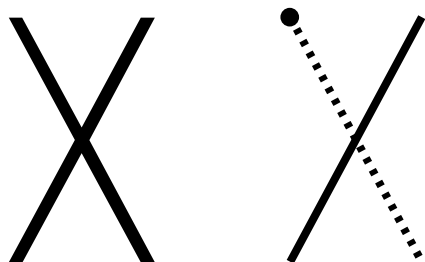
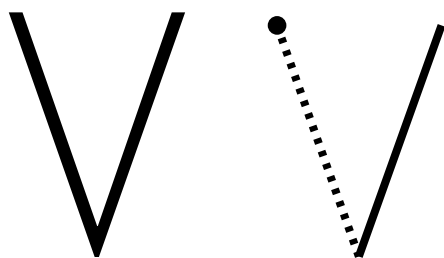
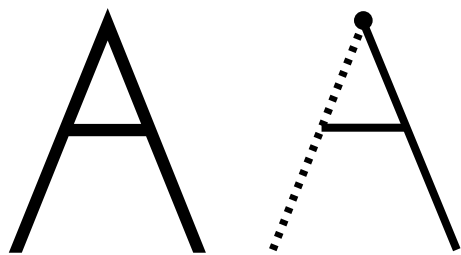
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Directions: Start at the large dot and follow the dotted line to complete each letter.

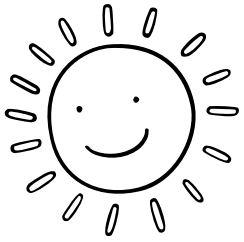
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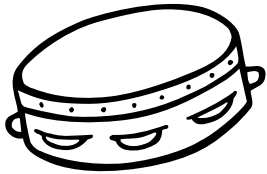
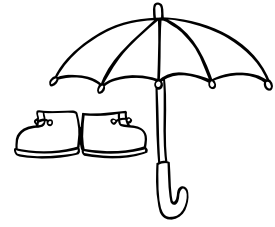
Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____



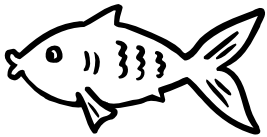
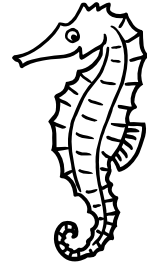
S

U



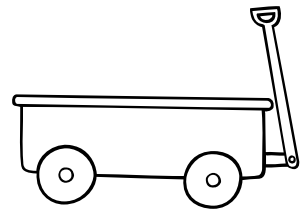
t

s



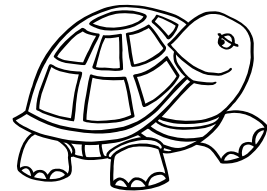
f

W



u

T

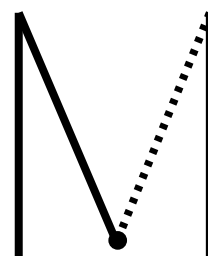
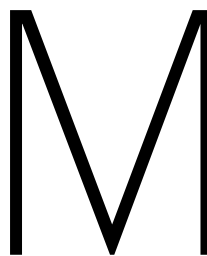
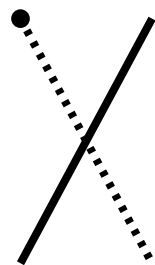
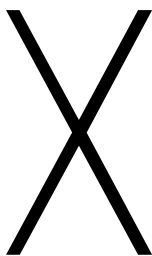
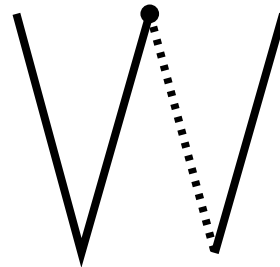
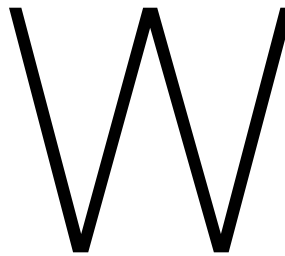
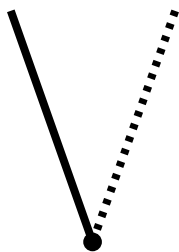
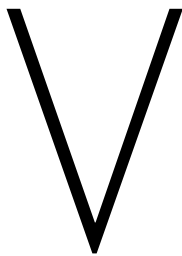
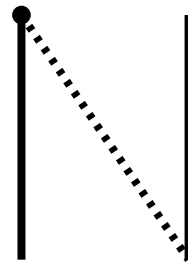
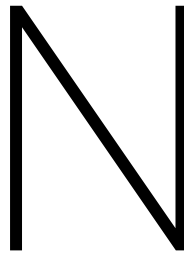
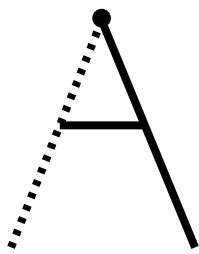
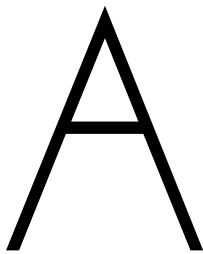


I

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Directions: Find and circle letters S, s, T, t, U, and u.

Name _____ Date _____



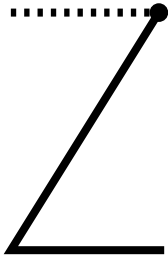
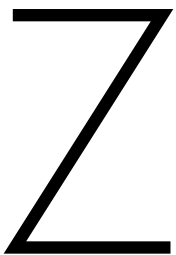
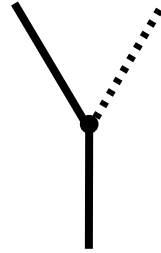
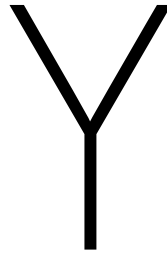
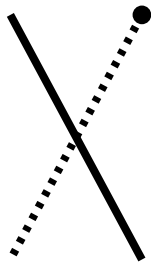
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Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____

Directions: Color the boxes that have an X, x, Y, y, Z, or z. Use three different colors: one for X, x, one for Y, y, and one for Z, z.

Y	K	t	q	H	Z
H	Z	y	X	b	s
k	H	S	z	K	Y
x	d	z	F	h	k



Directions: Start at the large dot and follow the dotted line to complete each letter.



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Directions: Connect the dots in alphabetical order from N to Z to complete the picture of the willow tree.

Name _____ Date _____

D

D

O

O

B

B

R

R

P

P

Q

Q

p

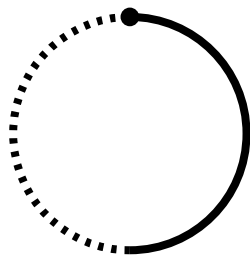
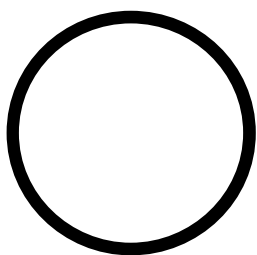
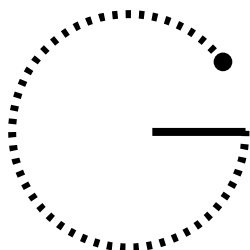
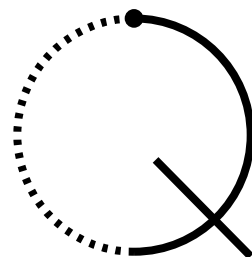
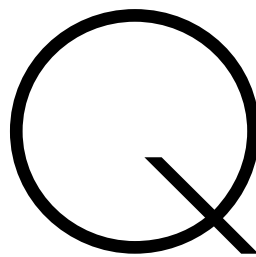
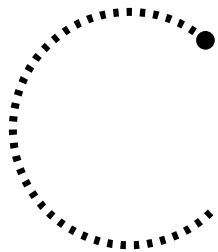
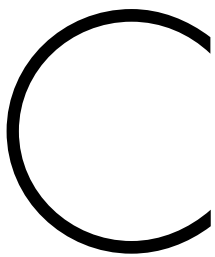
p

b

b

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Directions: Start at the large dot and follow the dotted line to complete each letter.



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Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____

D

D

B

B

O

O

R

R

Q

Q

G

G

p

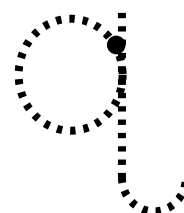
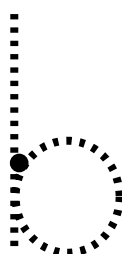
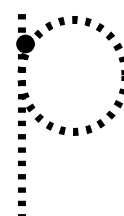
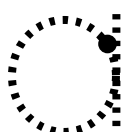
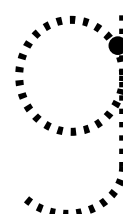
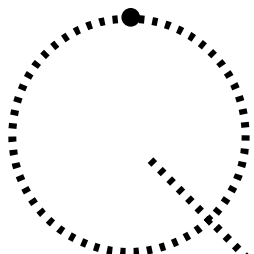
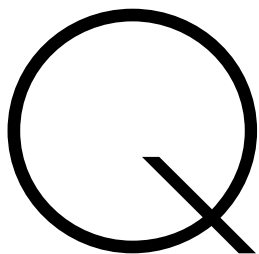
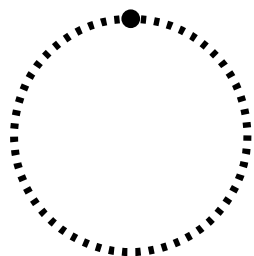
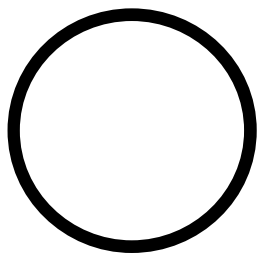
p

e

e

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Directions: Start at the large dot and follow the dotted line to complete each letter.



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Directions: Start at the large dot and follow the dotted line to complete each letter.

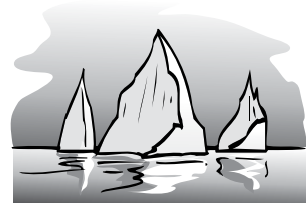
Name _____

Date _____



Q

p



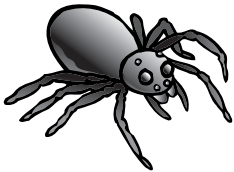
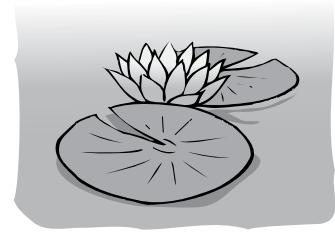
B

s



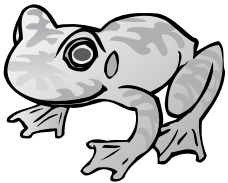
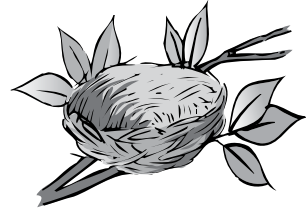
D

f



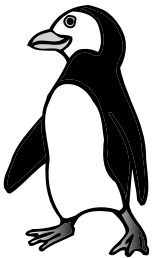
S

b



F

q



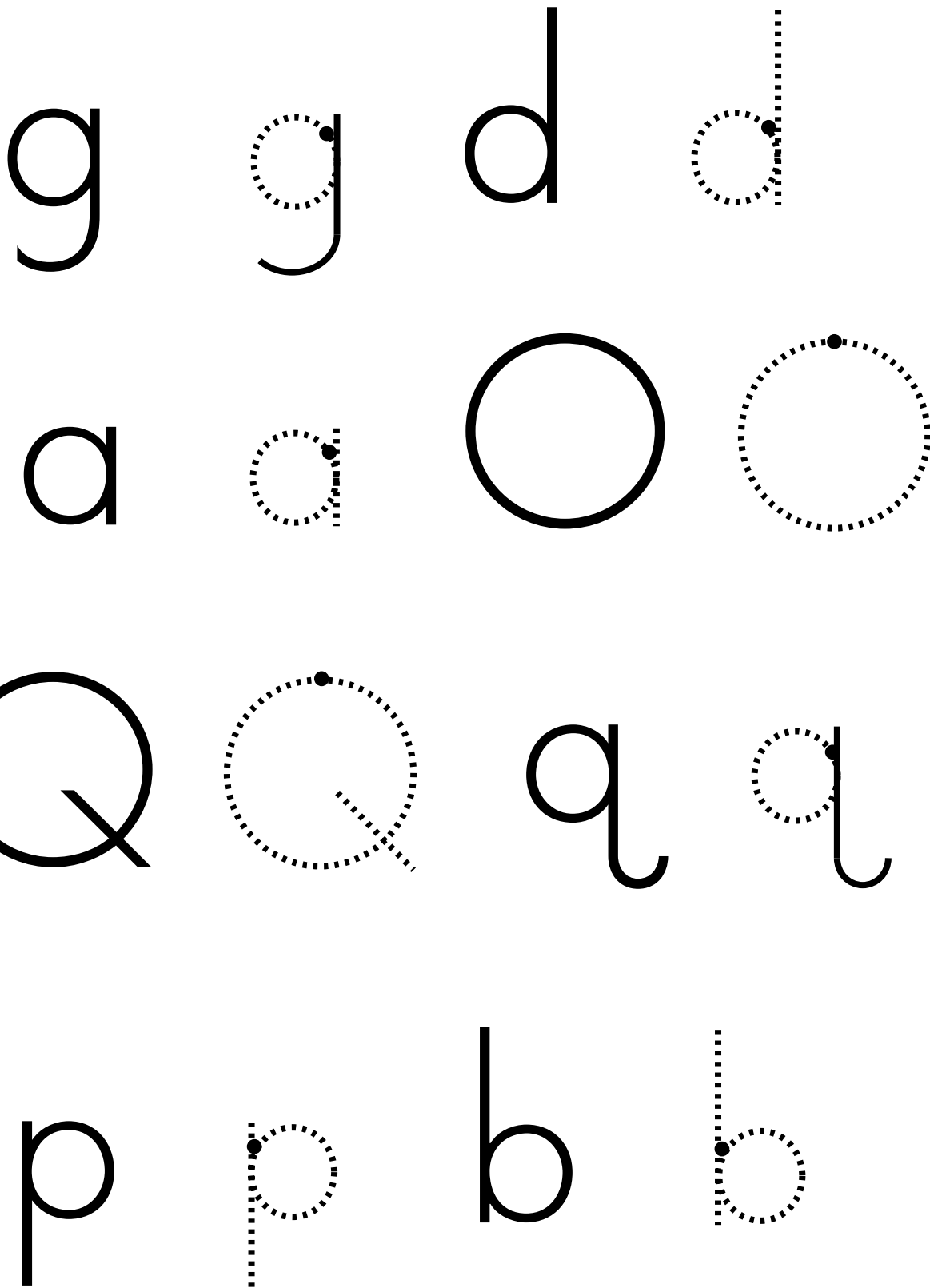
P

d



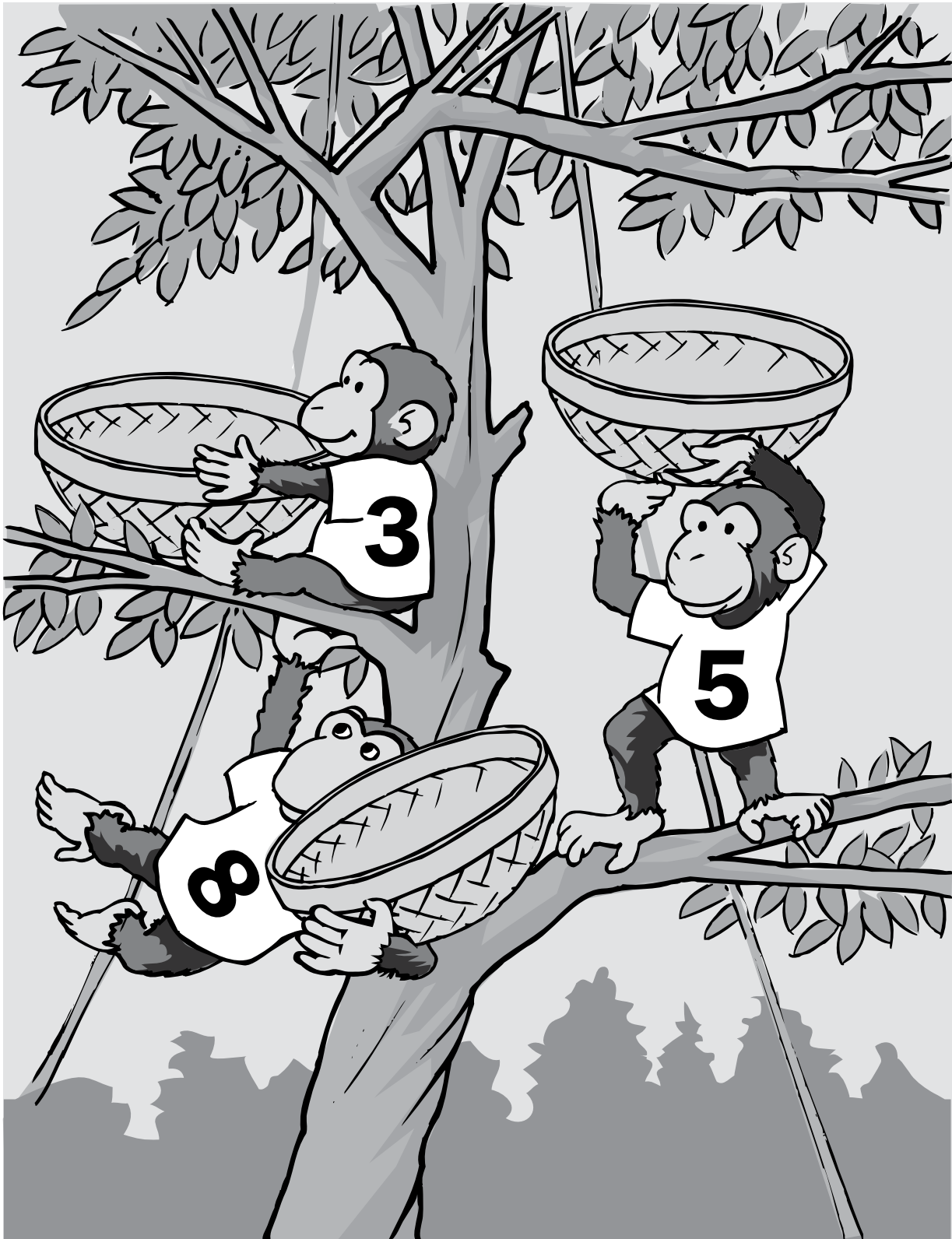
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Directions: Draw a line from the capital letter to its matching lowercase letter.



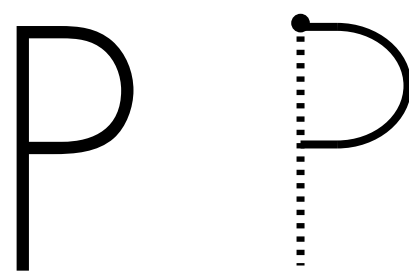
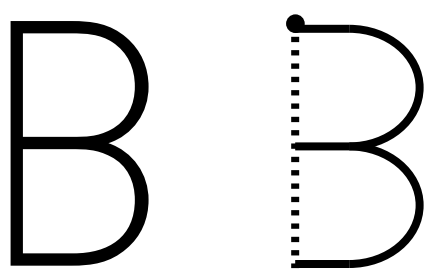
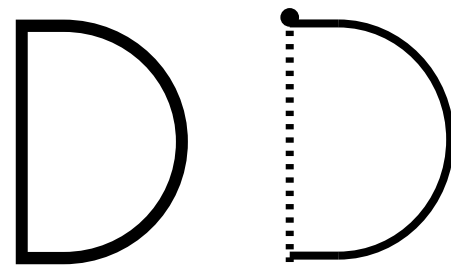
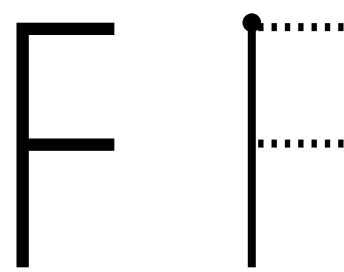
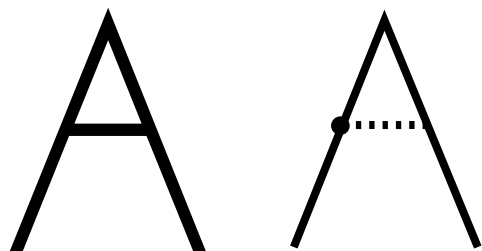
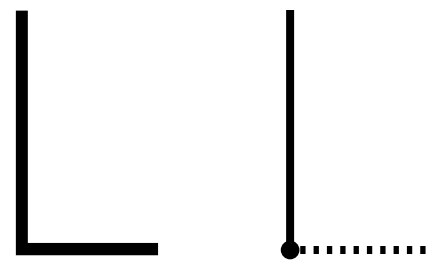
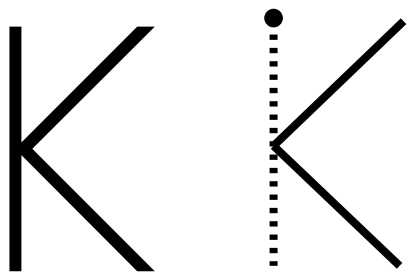
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Directions: Start at the large dot and follow the dotted line to complete each letter.



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Directions: Look at the number on the monkeys' shirts. Draw the correct number of circles inside each basket.



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Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____

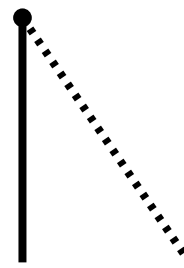
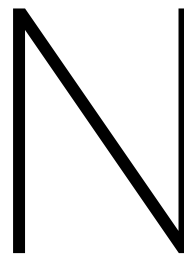
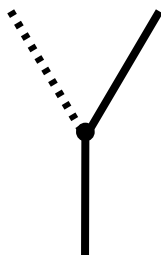
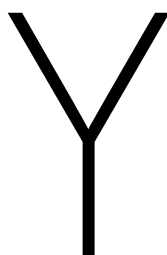
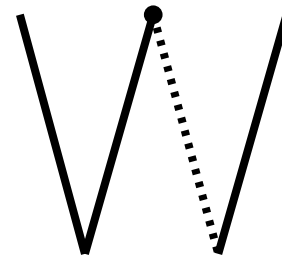
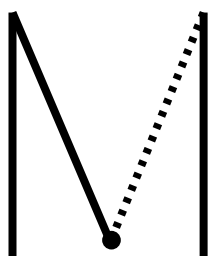
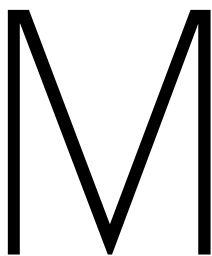
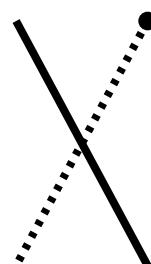
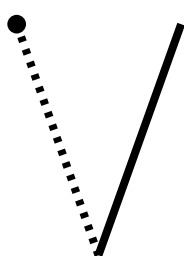
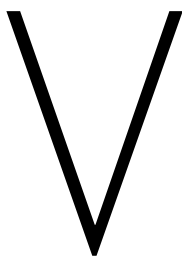
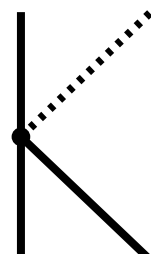
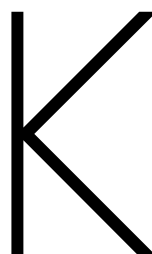
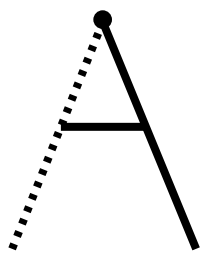
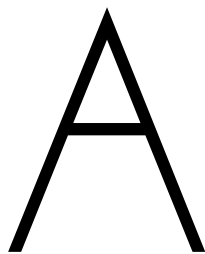
Tt	Nn	Ee	Ss
----	----	----	----

tens	sent
spin	mint
nets	pens
rest	nest

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Directions: Circle the words that contain all the letters listed at the top of the page.

Name _____ Date _____



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Directions: Start at the large dot and follow the dotted line to complete each letter.

Name _____ Date _____

G

G

B

B

D

D

C

C

Q

Q

g

g

p

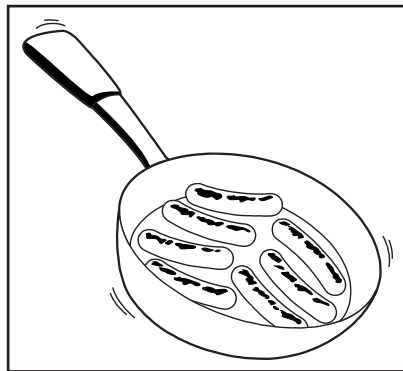
p

b

b

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Directions: Start at the large dot and follow the dotted line to complete each letter.

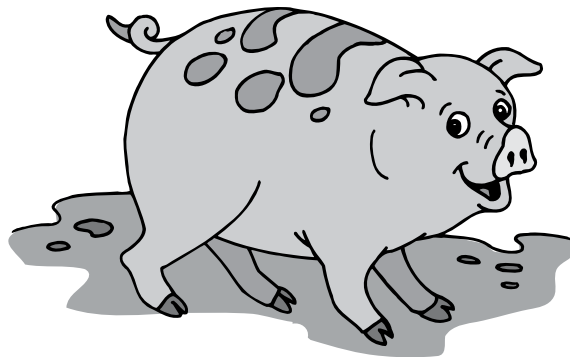
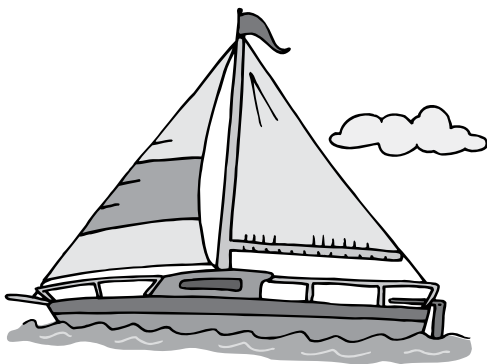


Ss

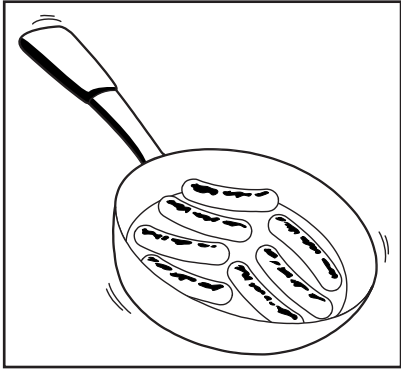
S

s

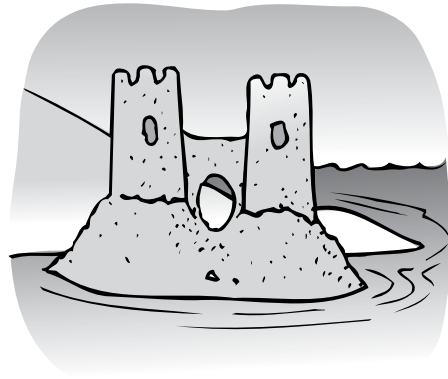
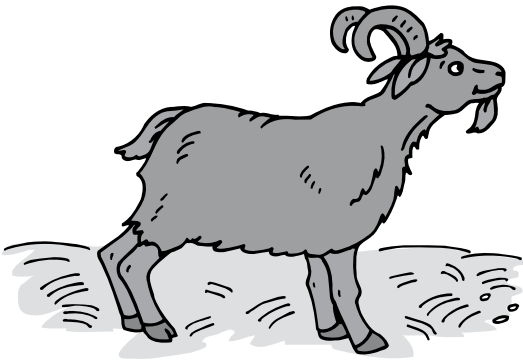
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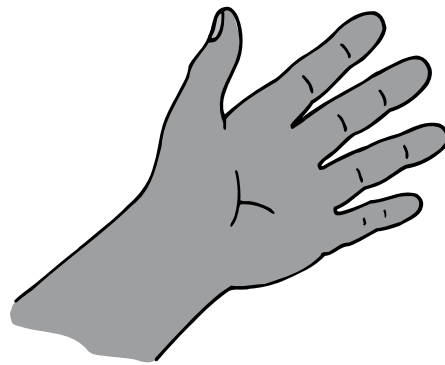
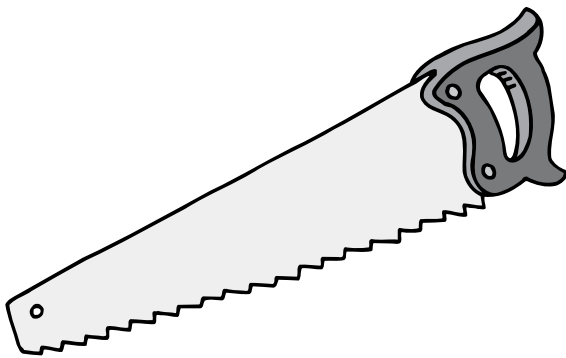


Directions: Write the capital and lowercase forms of the letter Ss.
Write the letter s under the picture whose name begins with the /s/ sound.

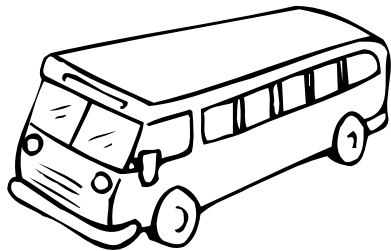


Ss

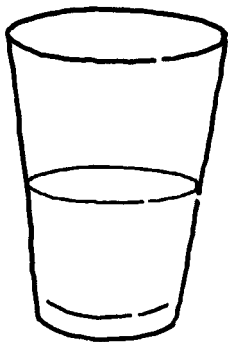


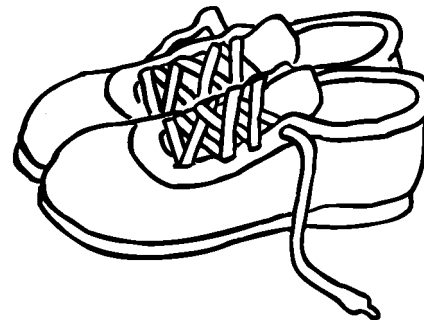


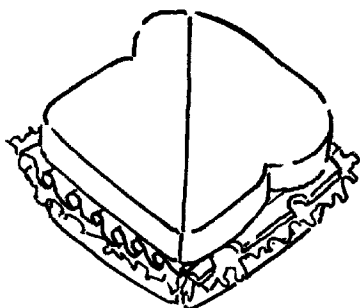
Directions: Write the letter s under each picture whose name begins with the /s/ sound.

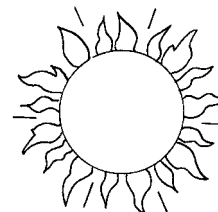








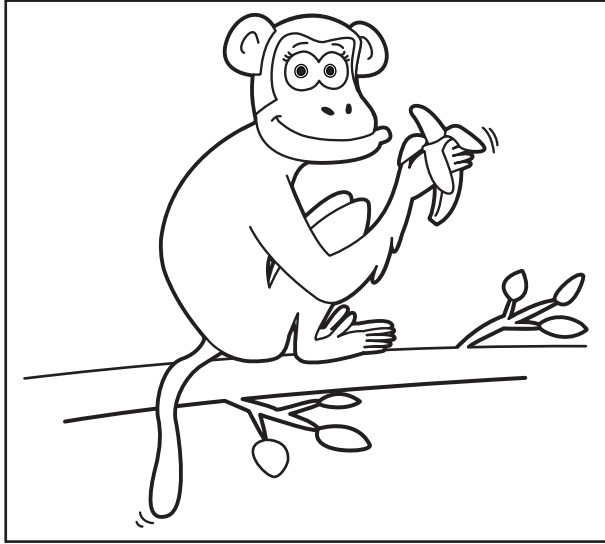




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Directions: Write the letter s under each picture whose name ends with the /s/ sound.

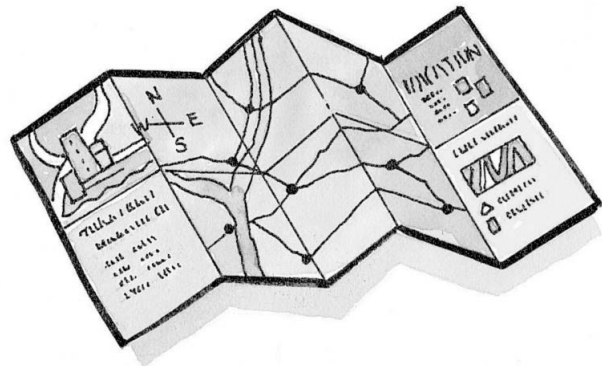
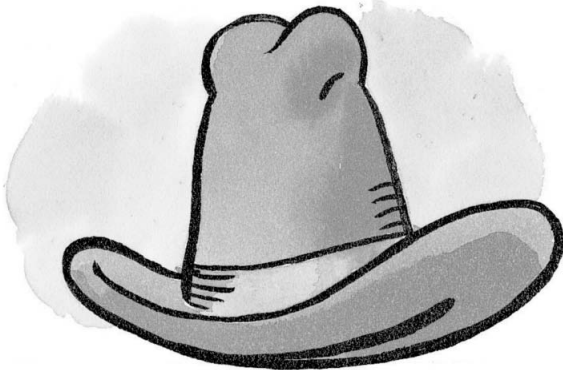
Name _____ Date _____



Mm

M

m

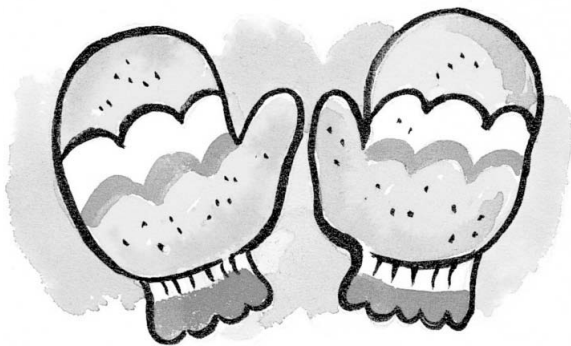


Directions: Write the capital and lowercase forms of the letter *Mm*. Write the letter *m* under the picture whose name begins with the /m/ sound.

Name _____ Date _____





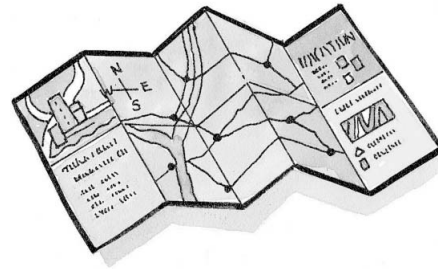


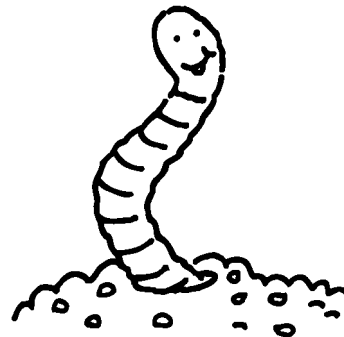
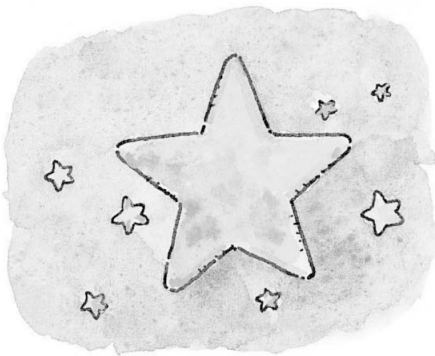


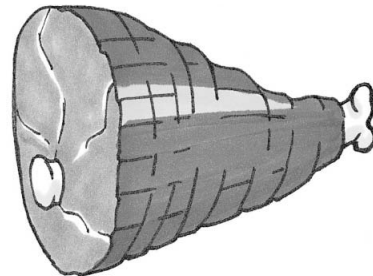
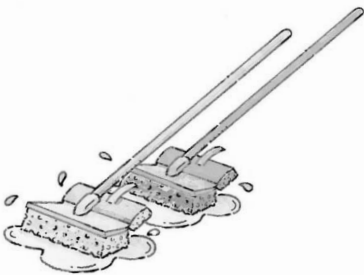
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Directions: Write the letter *m* under each picture whose name begins with the /m/ sound.

Name _____ Date _____





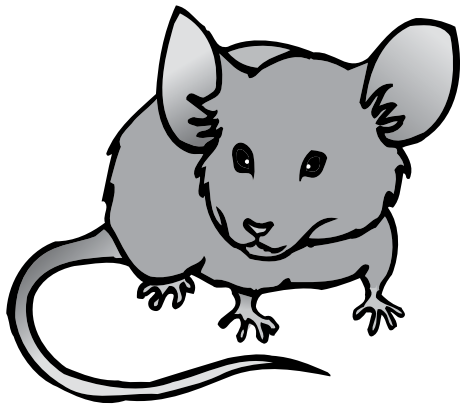


Directions: Write the capital letter *M* under each picture whose name begins with the /m/ sound.
Write the lowercase letter *m* under each picture whose name ends with the /m/ sound.

Name _____ Date _____





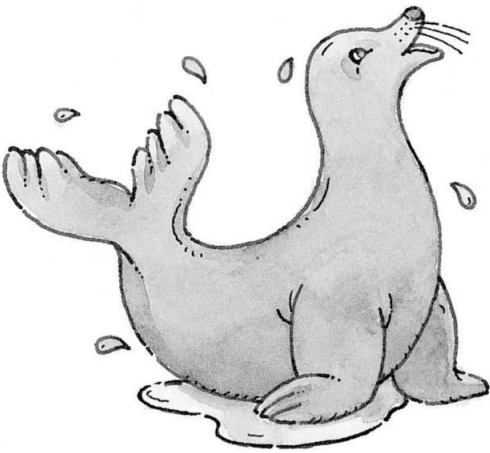
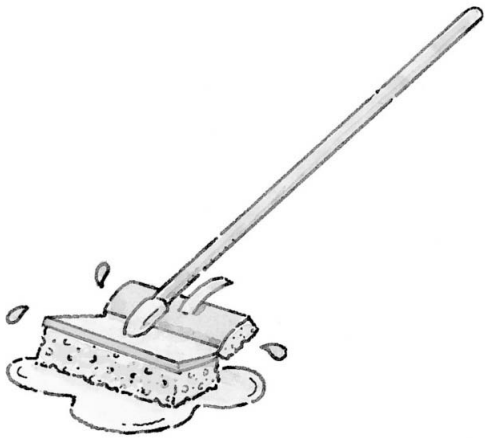


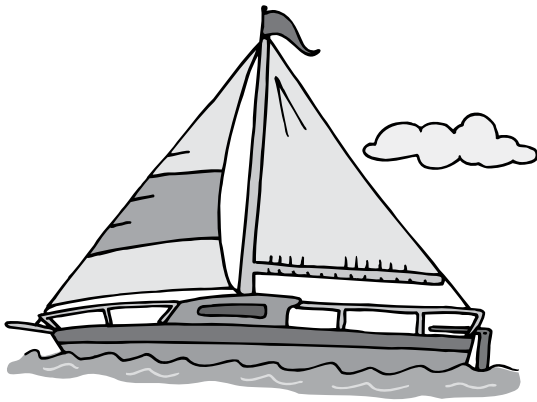


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Directions: Write the letter *m* under the picture if it begins with the /m/ sound. Write the letter *s* under the picture if it begins with the /s/ sound.

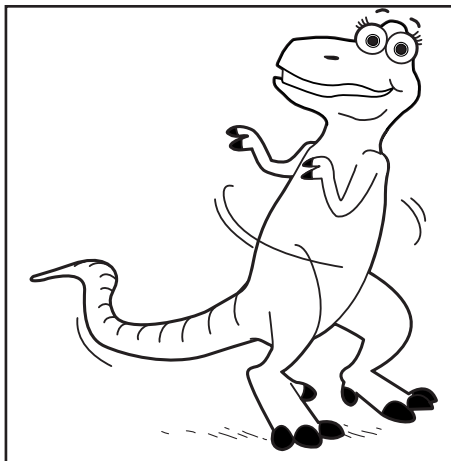
Name _____ Date _____





Directions: Write the letter *m* under the picture if it begins with the /m/ sound. Write the letter *s* under the picture if it begins with the /s/ sound.

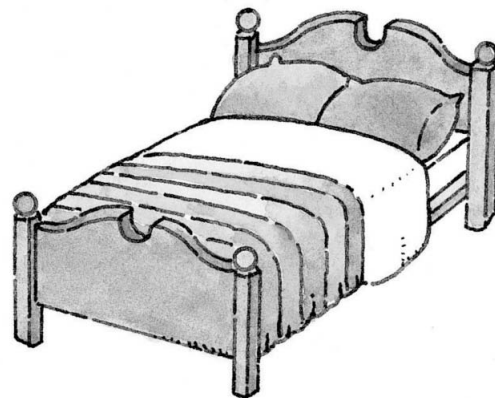
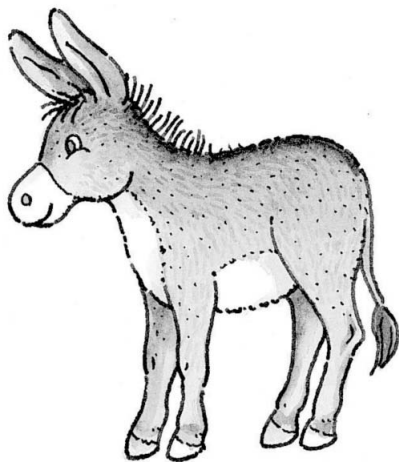
Name _____ Date _____



Dd

D

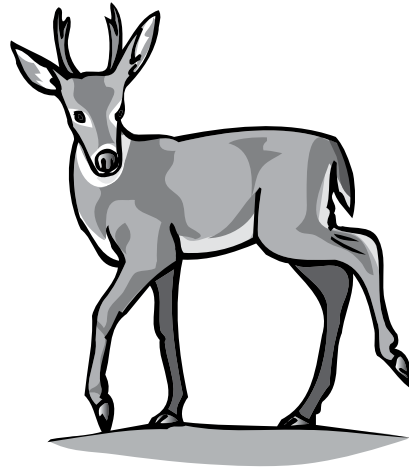
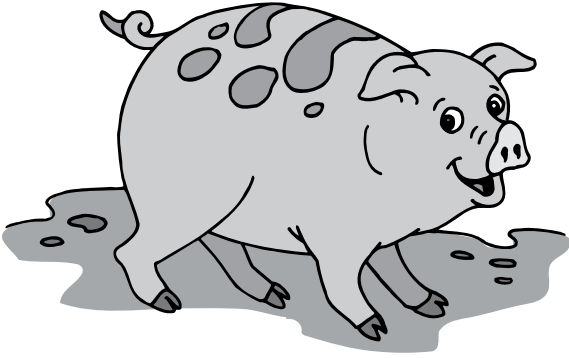
d

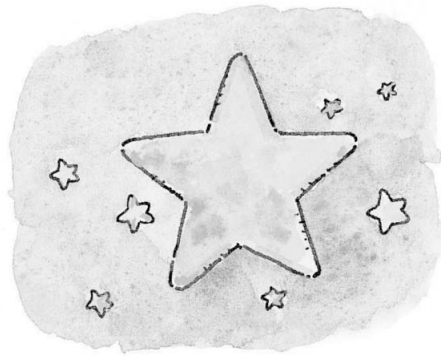
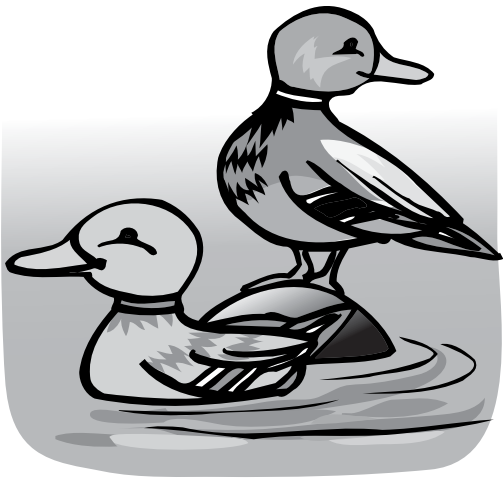


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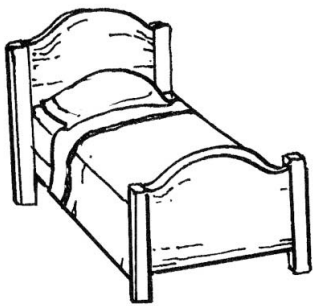
Directions: Write the capital and lowercase forms of the letter *Dd*.
Write the letter *d* under the picture whose name begins with the /d/ sound.

Name _____ Date _____

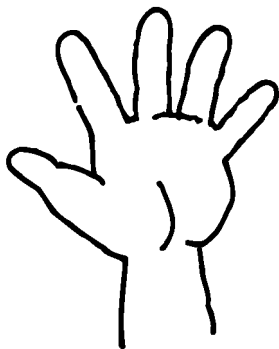




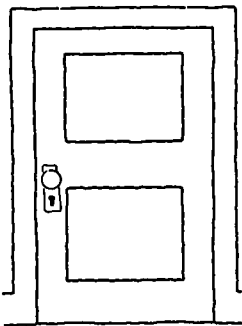
Directions: Write the letter *d* under each picture whose name begins with the /d/ sound.



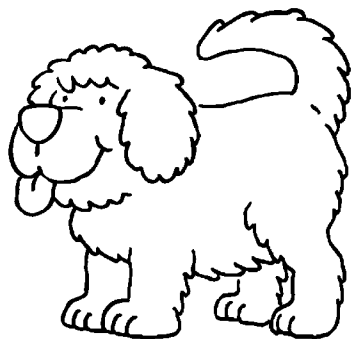
be



han



oor

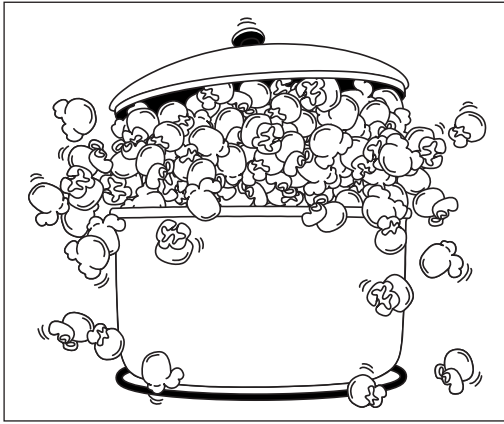


og

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Directions: Listen as I say each picture name. Write a *d* to complete each word.

Name _____ Date _____



Pp

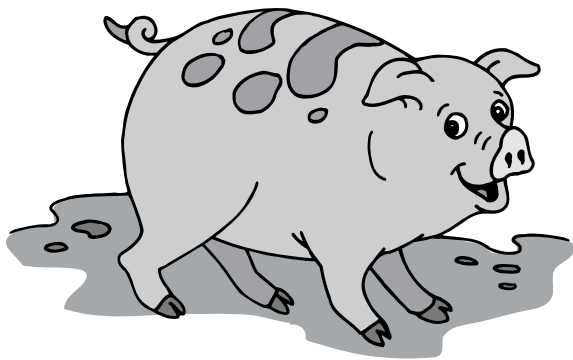
P

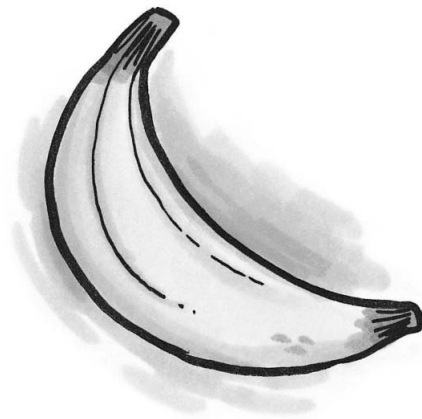
p

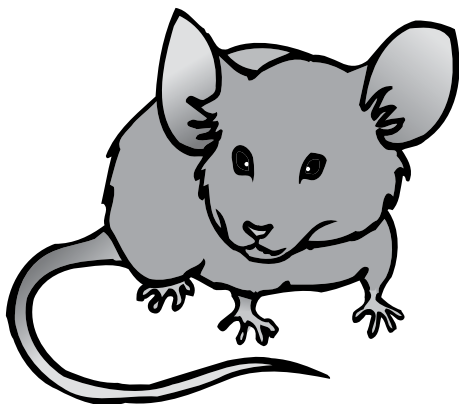


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Directions: Write the capital and lowercase forms of the letter Pp. Write the letter p under the picture whose name begins with the /p/ sound.





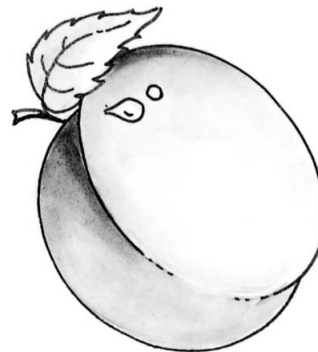
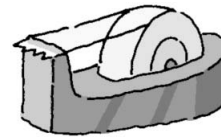
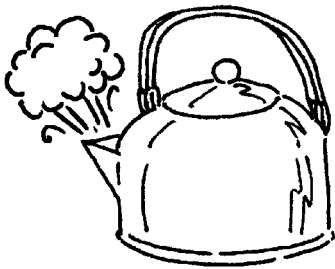
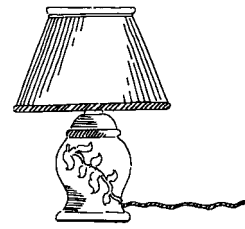




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Directions: Write the letter *p* under each picture whose name begins with the /p/ sound.

Name _____ Date _____



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Directions: Write the letter *p* under each picture whose name ends with the /p/ sound.

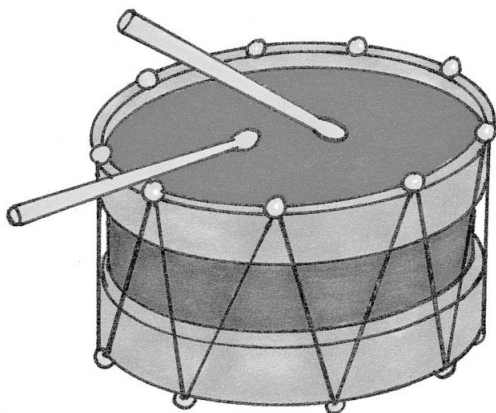
Name _____ Date _____



ail



aint

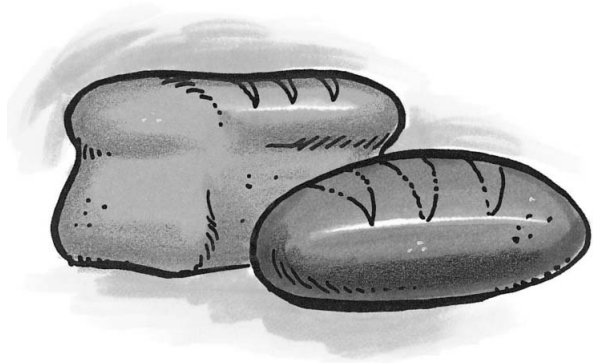


rum

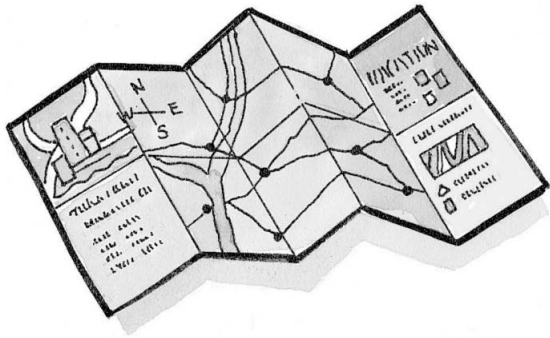
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Directions: Listen as I say each picture name. Write a *d* or *p* to complete each word.

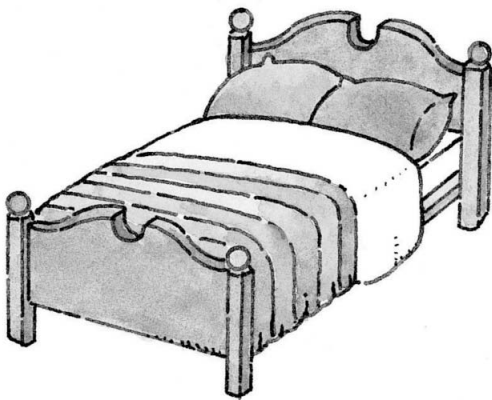
Name _____ Date _____



brea



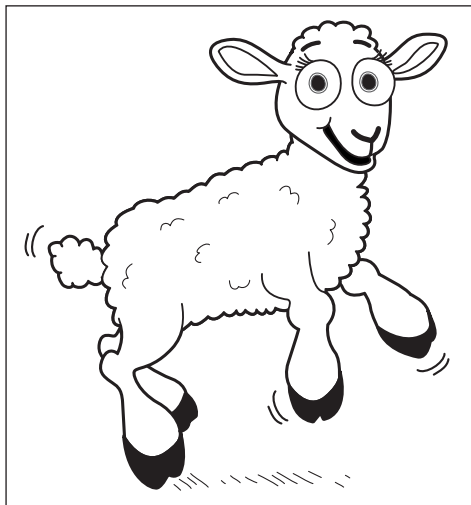
ma



be

Directions: Listen as I say each picture name. Write a *d* or *p* to complete each word.

Name _____ Date _____



Aa

A

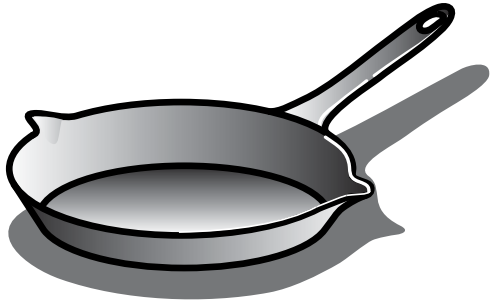
a

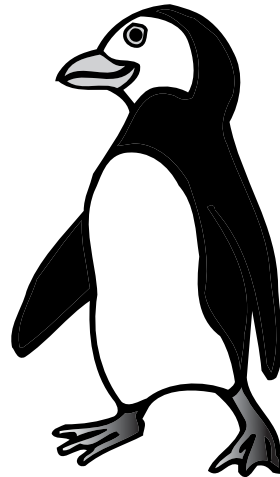
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Directions: Write the capital and lowercase forms of the letter Aa. Write the letter a under the picture whose name has the /a/ sound.

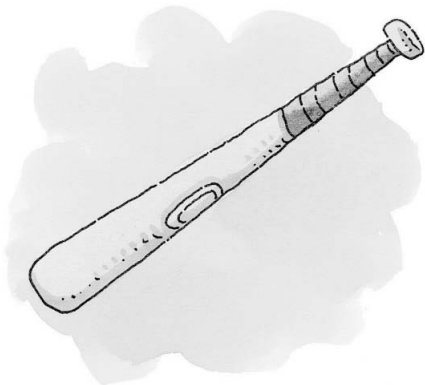
Name _____ Date _____



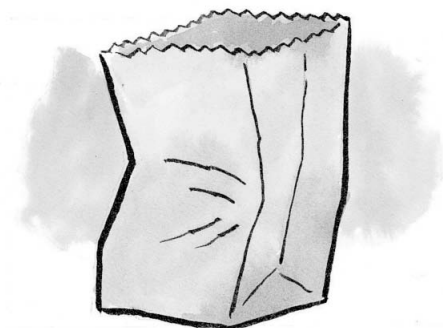


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Directions: Write the letter *a* under each picture whose name has the /a/ sound.



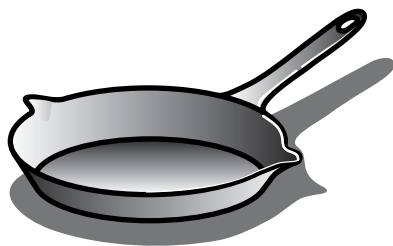
bat



bag



man



pan

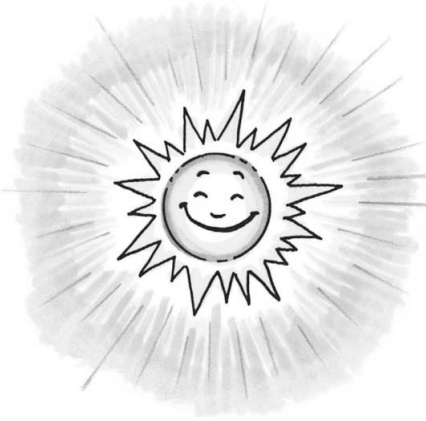
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Directions: Listen as I say each picture name. Write *s*, *m*, or *a* if the word has the /s/, /m/, or /a/ sound.

Name _____ Date _____



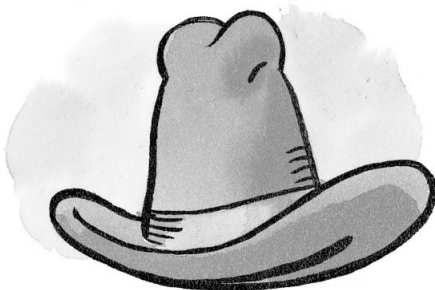
can



sun



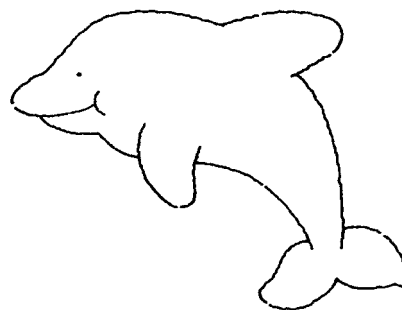
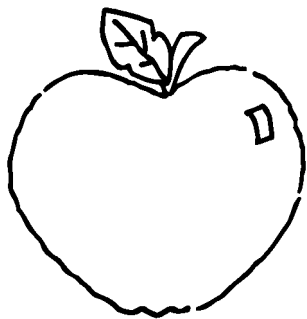
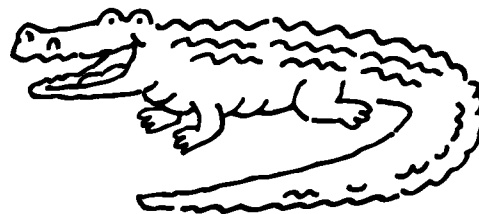
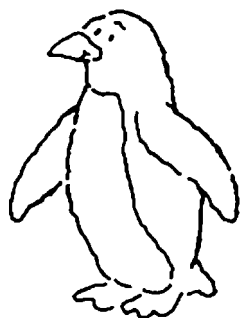
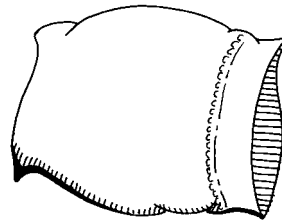
mug



hat

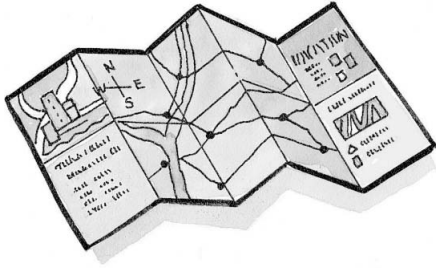
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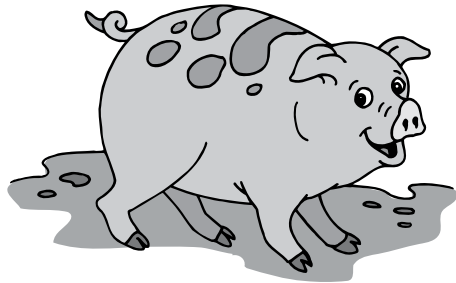
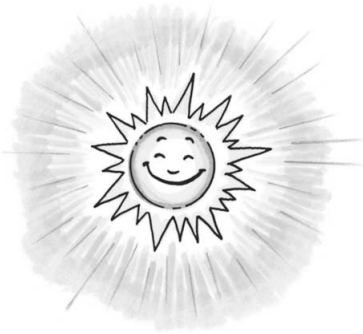
Directions: Listen as I say each picture name. Write *s*, *m*, or *a* if the word has the /s/, /m/, or /a/ sound.

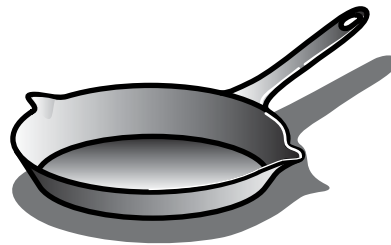
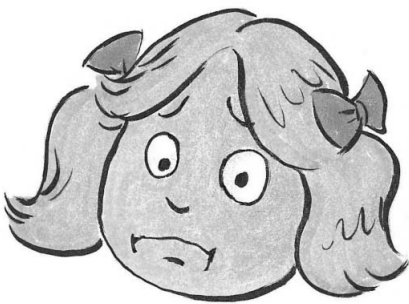


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Directions: Draw a line between the two pictures whose names begin with the /d/ sound. Draw a line between the two pictures whose names begin with the /p/ sound. Draw a line between the two pictures whose names begin with the /a/ sound.



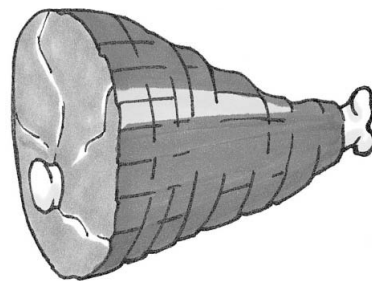


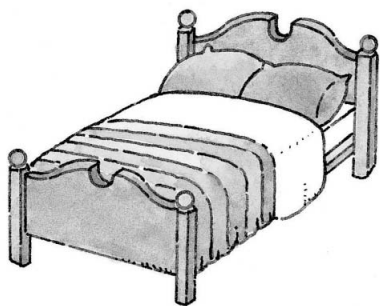


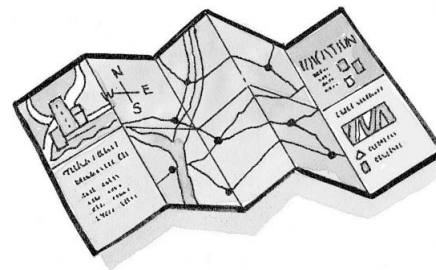
Directions: Listen as I say each picture name. Write the letter that begins each word. Write an a next to the other letter if the word has the /a/ sound.

Name _____ Date _____









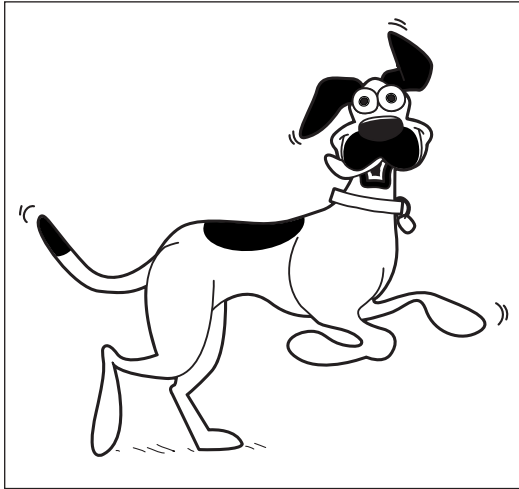




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Directions: Listen as I say each picture name. Write the letter that ends each word.

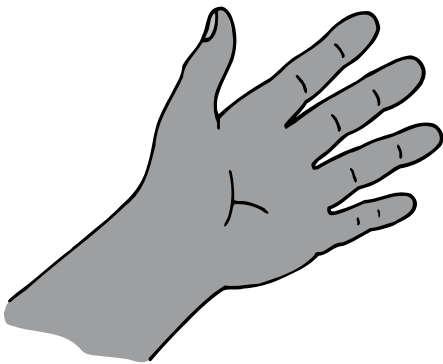
Name _____ Date _____



Hh

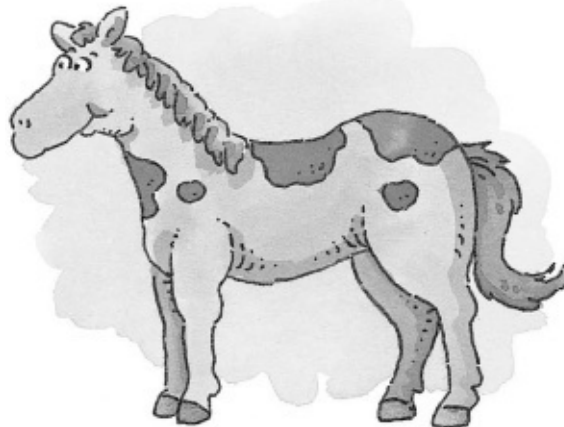
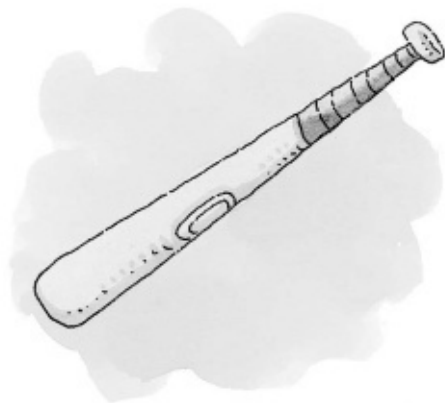
H

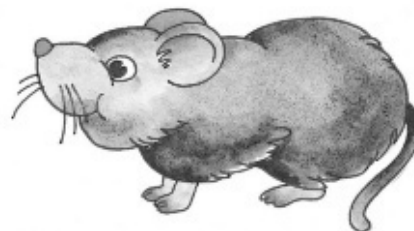
h



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Directions: Write the capital and lowercase forms of the letter *Hh*. Write the letter *h* under the picture whose name begins with the /h/ sound.

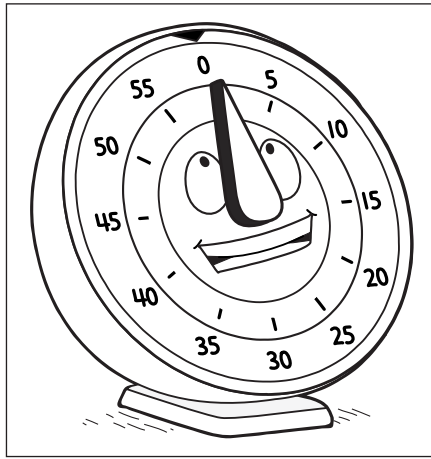




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Directions: Write the letter *h* under each picture whose name begins with the /h/ sound.

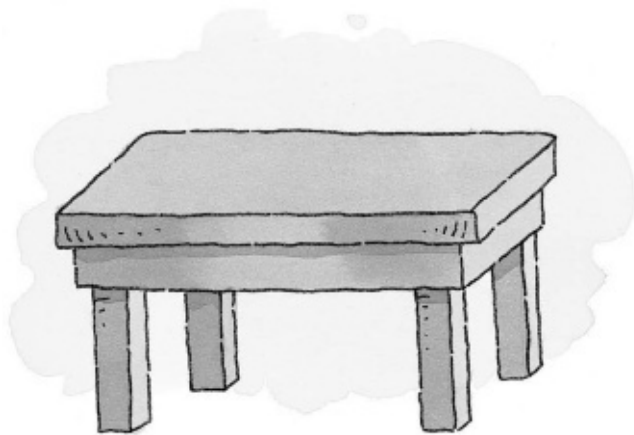
Name _____ Date _____



T t

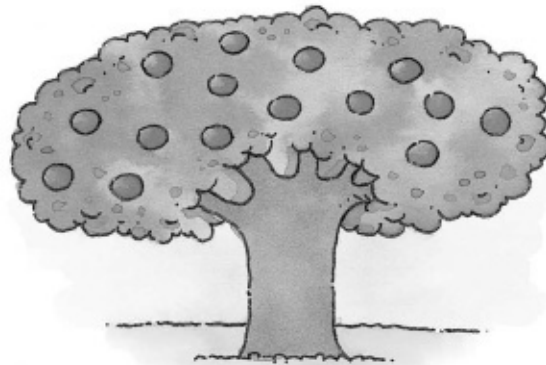
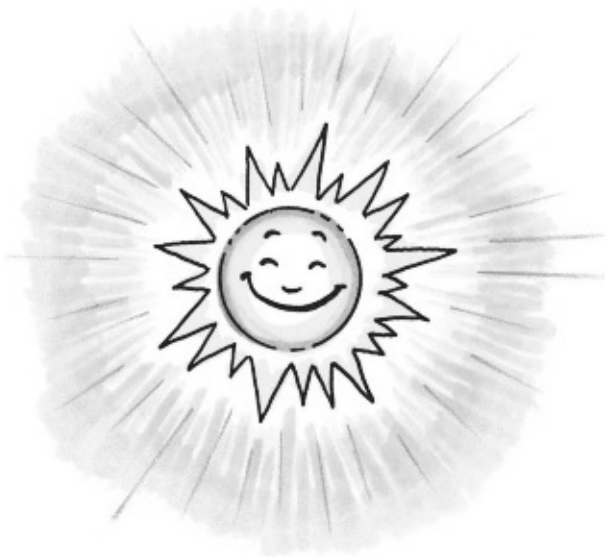
T

t

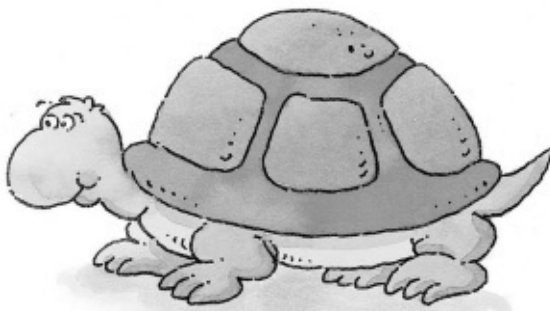




Directions: Write the capital and lowercase forms of the letter *Tt*. Write the letter *t* under the picture whose name begins with the /t/ sound.

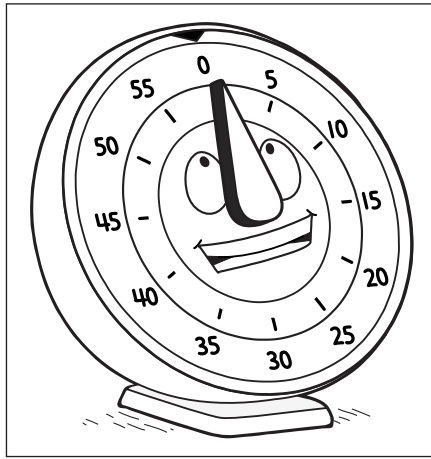


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Directions: Write the letter *t* under each picture whose name begins with the /t/ sound.

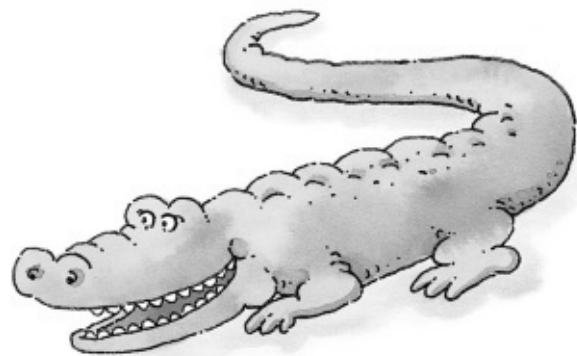
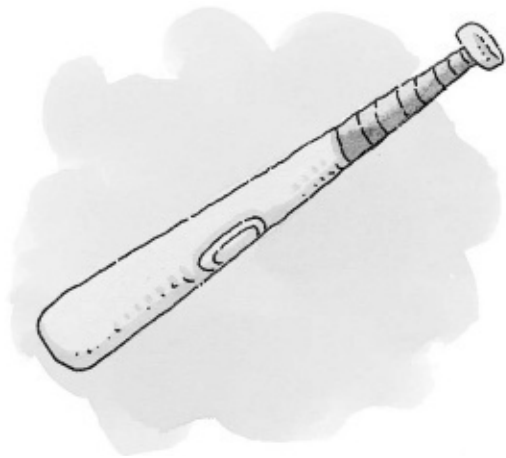
Name _____ Date _____



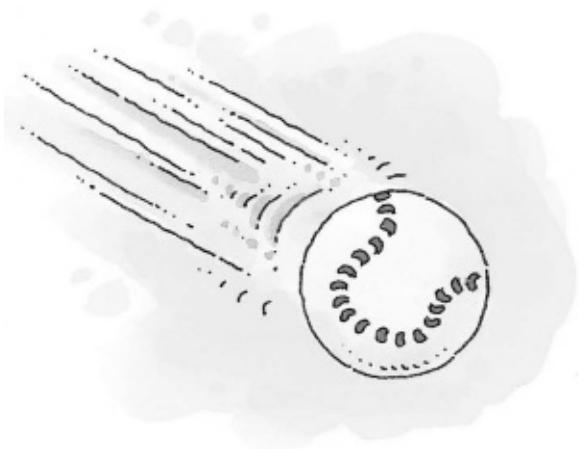
T t

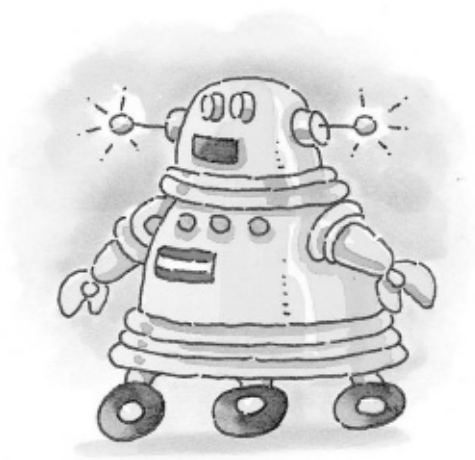
T

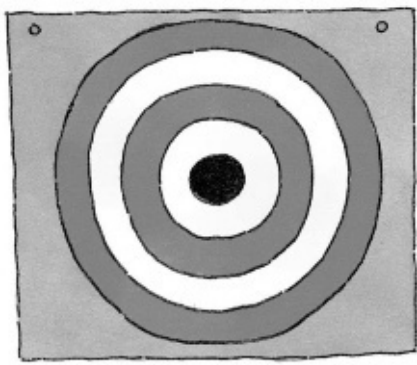
t

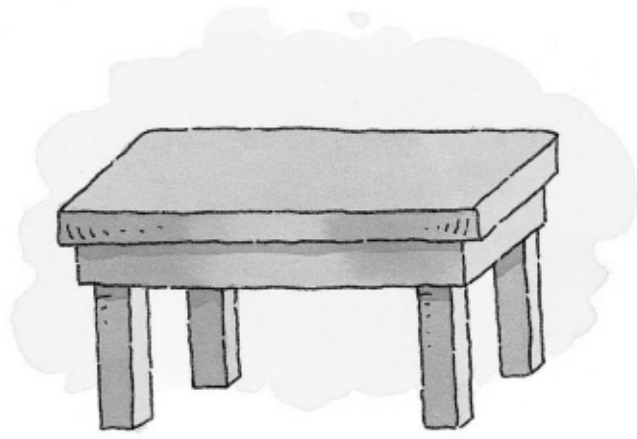


Directions: Write the capital and lowercase forms of the letter *Tt*.
Write the letter *t* under the picture whose name ends with the /t/ sound.





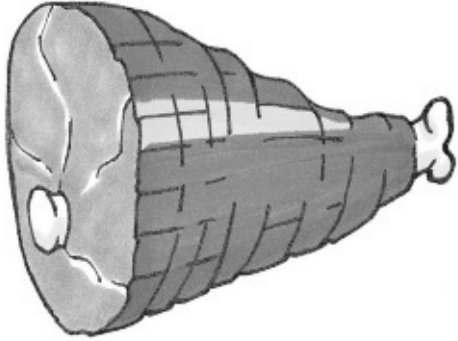




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Directions: Write the letter *t* under each picture whose name ends with the /t/ sound.

Name _____ Date _____



am



op



at

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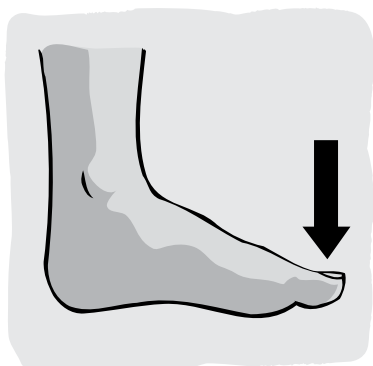
Directions: Listen as I say each picture name. Write an *h* or a *t* to complete each word.



ug

10

en

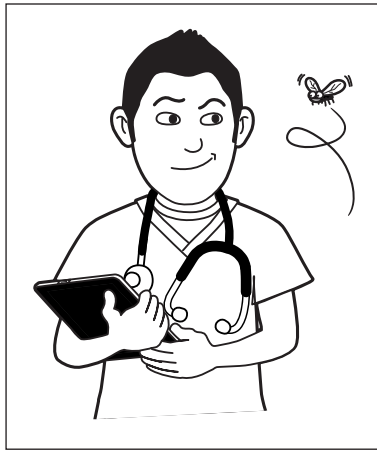


oe

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Directions: Listen as I say each picture name. Write an *h* or a *t* to complete each word.

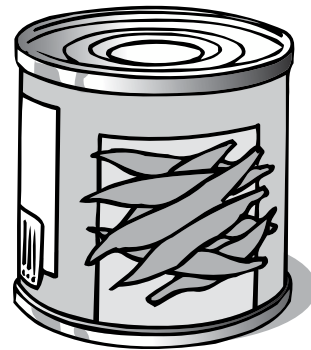
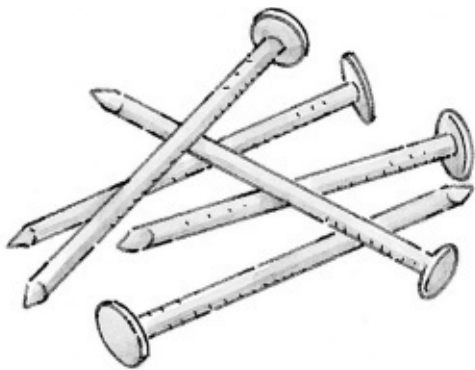
Name _____ Date _____



Nn

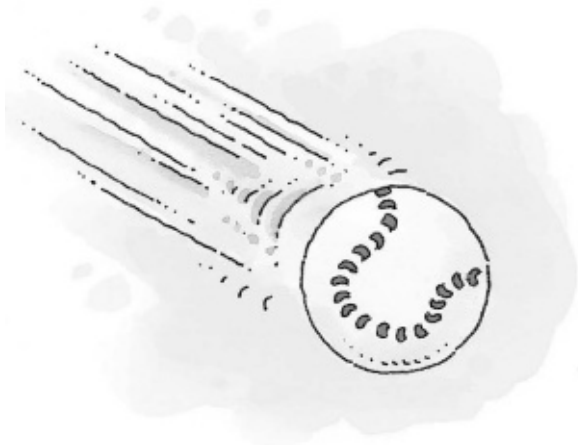
N

n



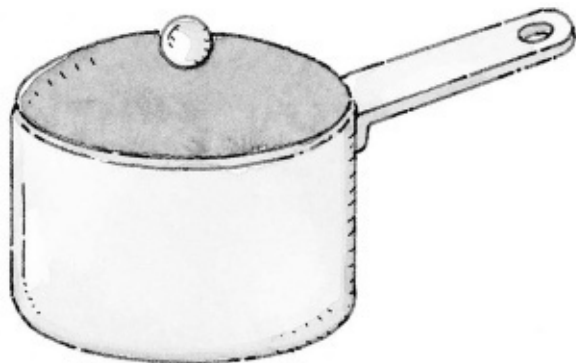
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Directions: Write the capital and lowercase forms of the letter *Nn*.
Write the letter *n* under the picture whose name begins with the /n/ sound.





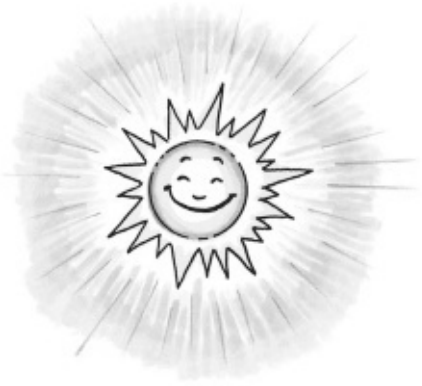
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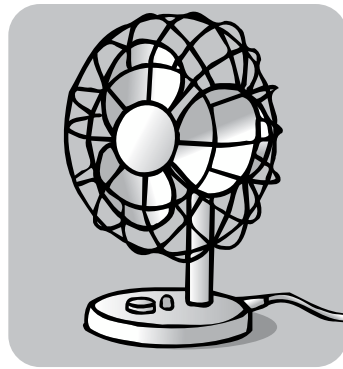


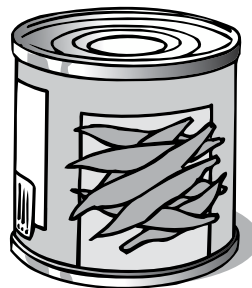


Directions: Write the letter *n* under each picture whose name begins with the /n/ sound.

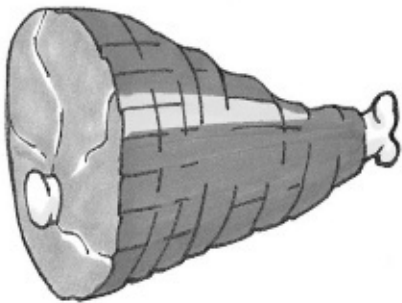
Name _____ Date _____



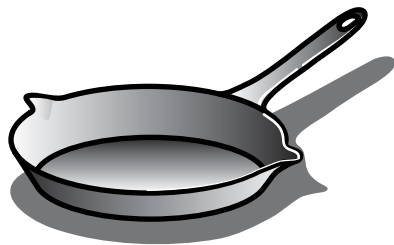




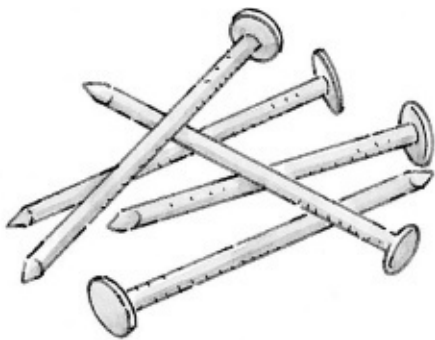
Directions: Write the letter *n* under each picture whose name ends with the /n/ sound.

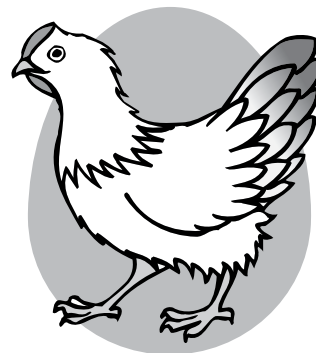












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Directions: Write the letter *n* under each picture whose name ends with the /n/ sound.

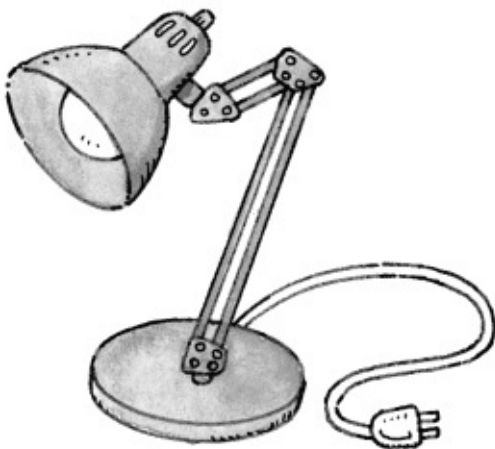
Name _____ Date _____



L I

L

l



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Directions: Write the capital and lowercase forms of the letter *LI*. Write the letter *l* under the picture whose name begins with the /l/ sound.



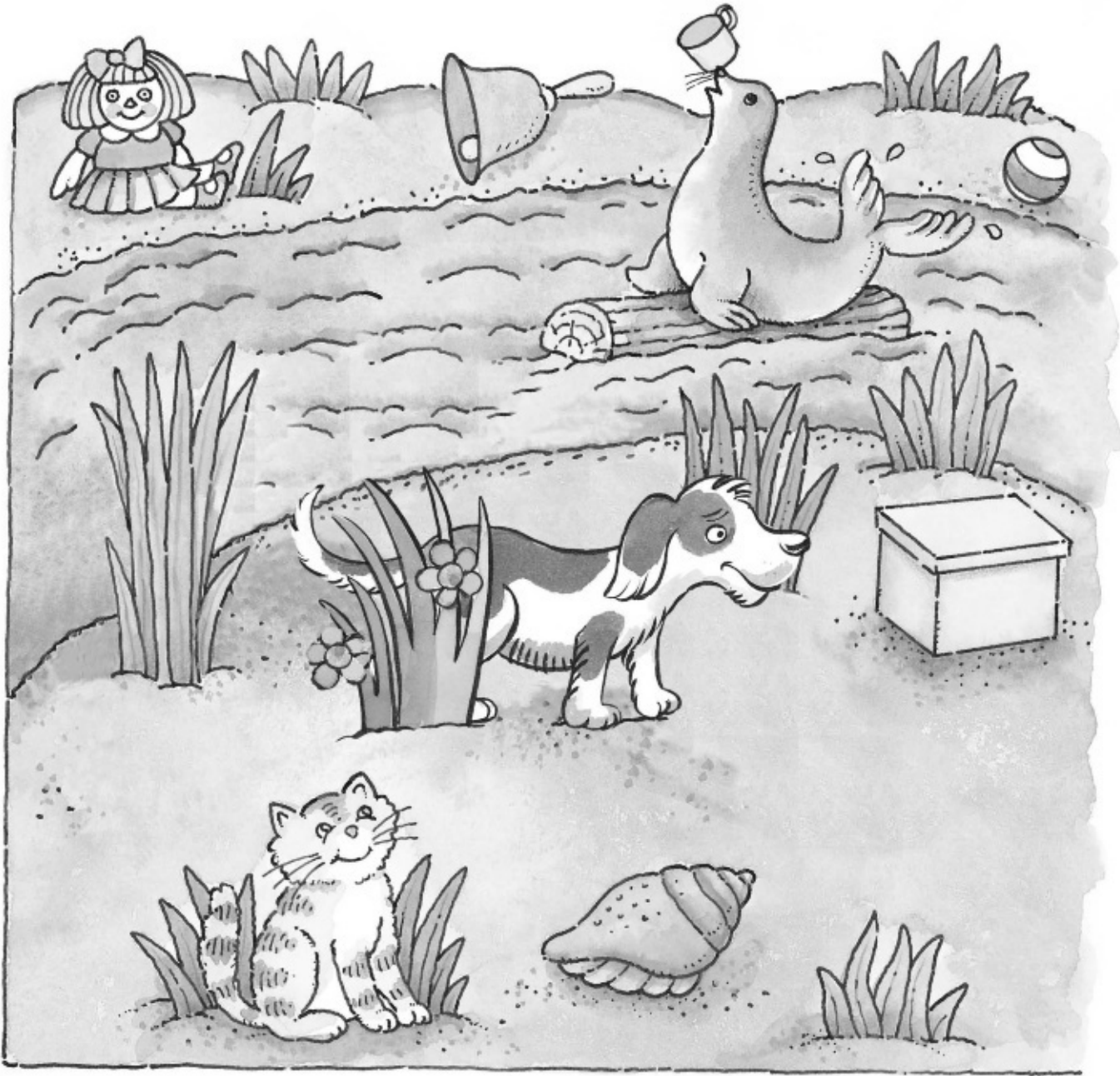






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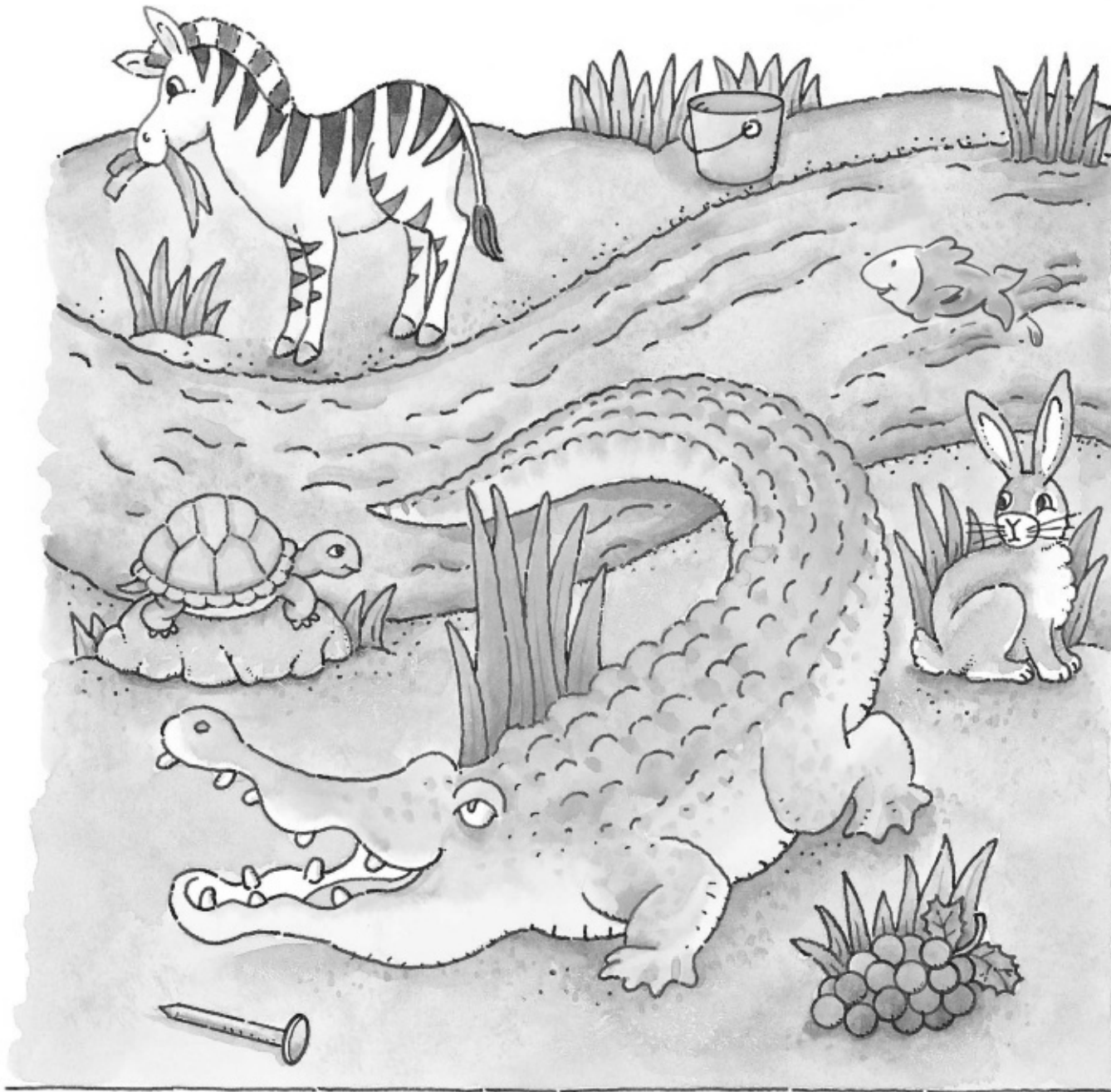
Directions: Write the letter *l* under each picture whose name begins with the /l/ sound.



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L

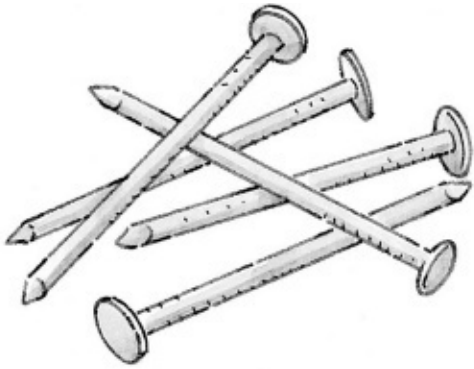
Directions: Draw a circle around each object in the picture whose name ends with the /l/ sound. Write the capital form of the letter *Ll*.



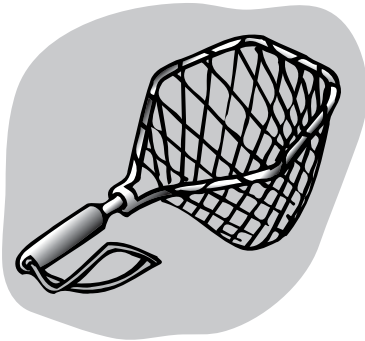
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Directions: Draw a circle around each object in the picture whose name ends with the /l/ sound. Write the lowercase form of the letter *l*.

Name _____ Date _____



ails



et

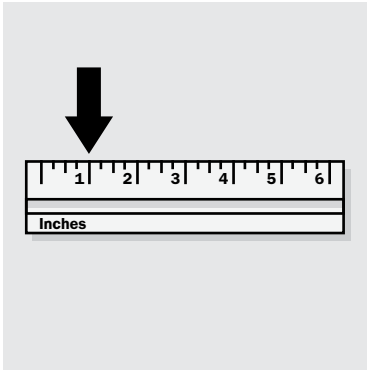


ock

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Directions: Listen as I say each picture name. Write an *n* or an *l* to complete each word.

Name _____ Date _____



nch



nsect

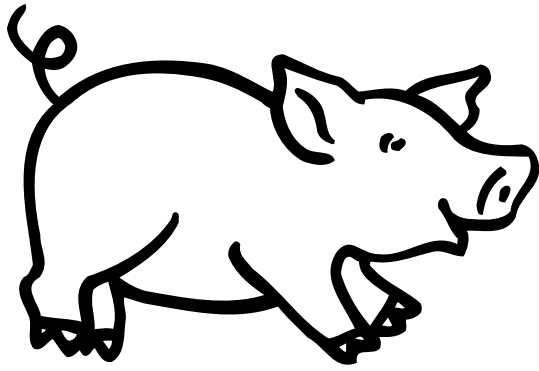


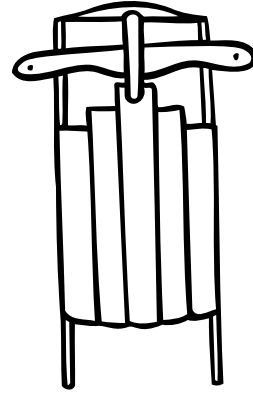
nfant

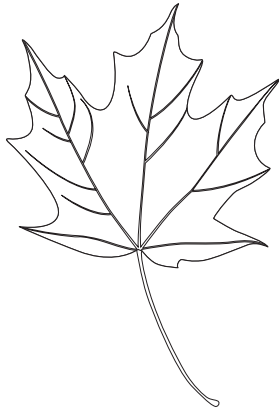
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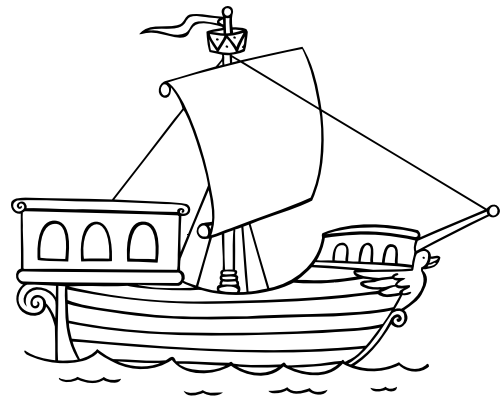
Directions: Listen as I say each picture name. Write the missing letter *i* to complete each word.

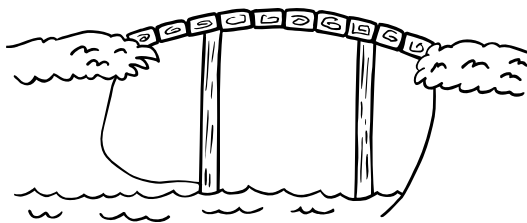
Name _____ Date _____

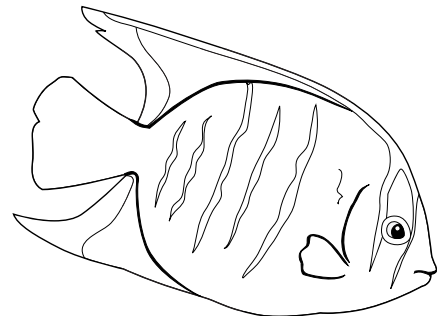








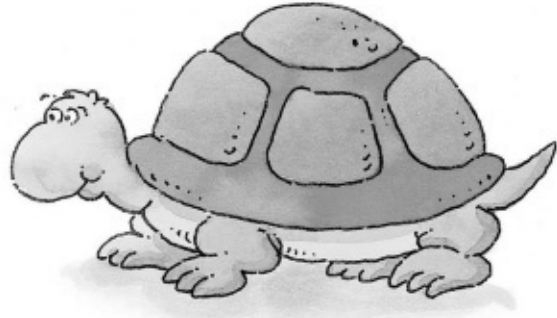
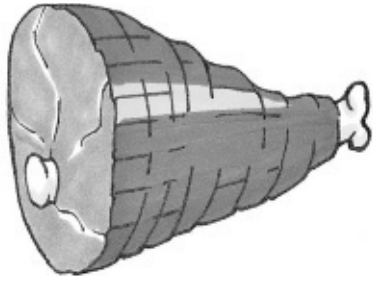




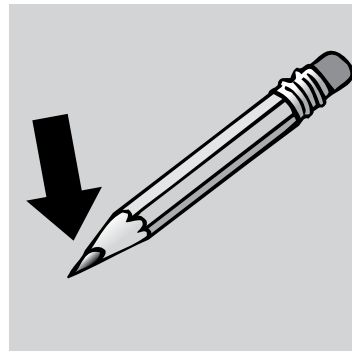
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Directions: Listen carefully as I name each picture. Write the letter *i* under the picture if you hear the /i/ sound.

Name _____ Date _____

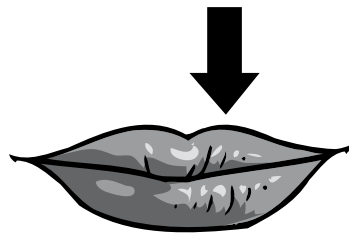


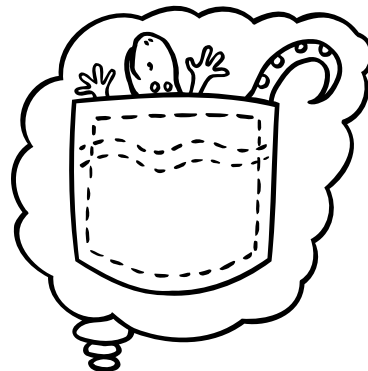




Directions: Listen carefully as I name each picture. Write *h* or *t* under each picture whose name begins with the /h/ or /t/ sound. Write *i* beside the other letter if you hear the /i/ sound.

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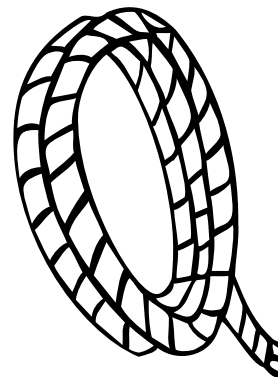










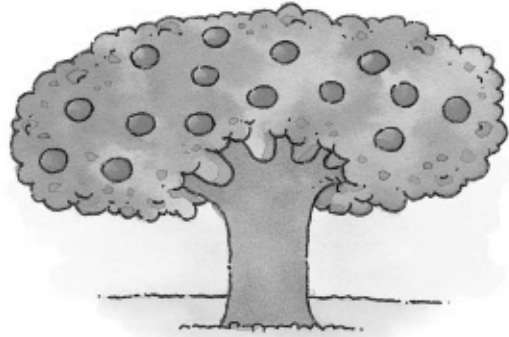


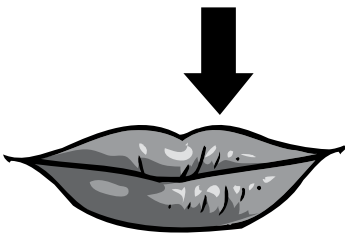
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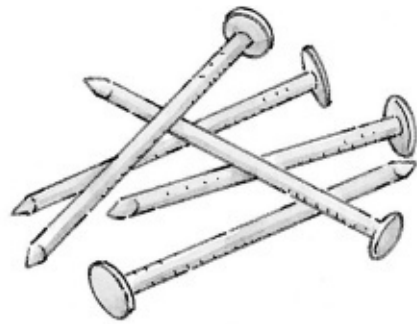
Directions: Listen carefully as I name each picture. Write the letter *n* under the pictures whose names begin with the /n/ sound. Write the letter *l* under the pictures whose names begin with the /l/ sound. Write *i* beside the other letter if you hear the /i/ sound.

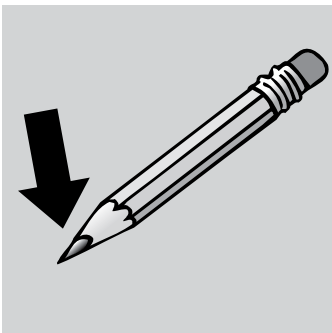
Name _____ Date _____

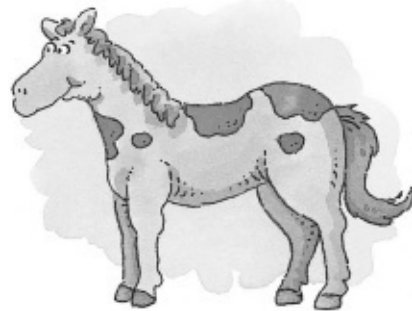




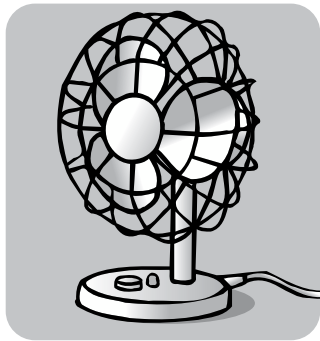


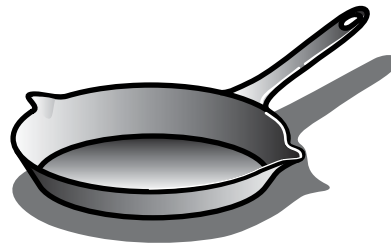






Directions: Listen carefully as I name each picture. Write *h*, *t*, *n*, or *l* under each picture whose name begins with the /h/, /t/, /n/, or /l/ sound. Write *i* beside the other letter if you hear the /i/ sound.









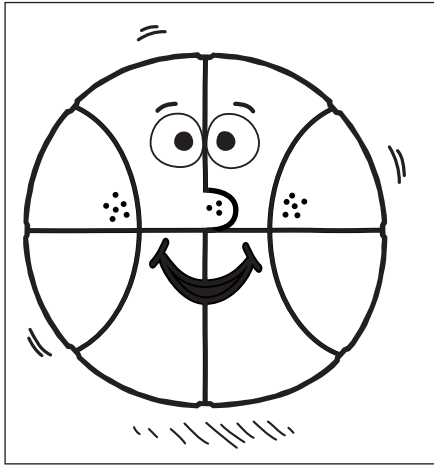




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Directions: Listen carefully as I name each picture. Write *t*, *n*, or *l* under each picture whose name ends with the /t/, /n/, or /l/ sound. Write *i* beside the other letter if you hear the /i/ sound.

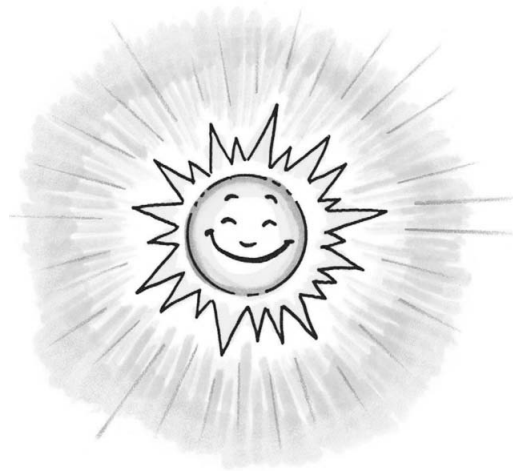
Name _____ Date _____



Bb

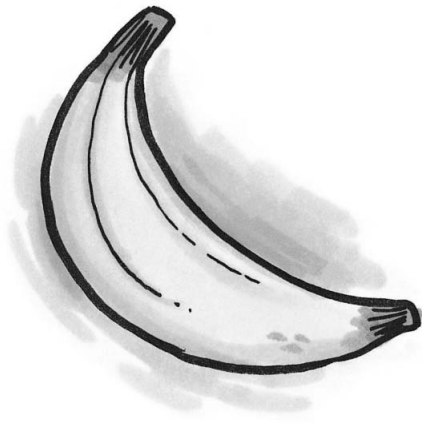
B

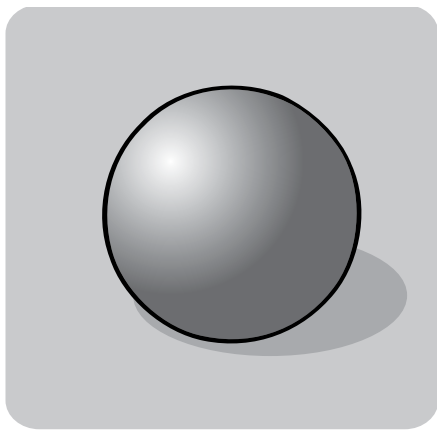
b



Directions: Write the capital and lowercase forms of the letter Bb. Write the letter b under the picture whose name begins with the /b/ sound.





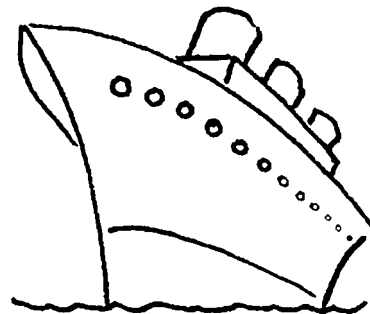
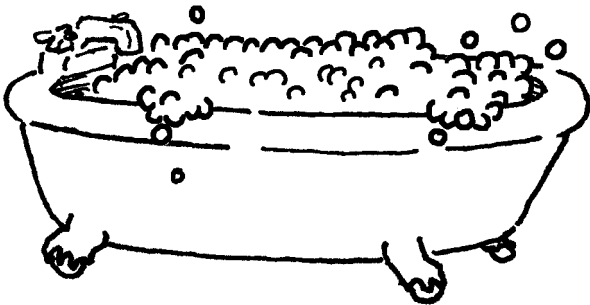
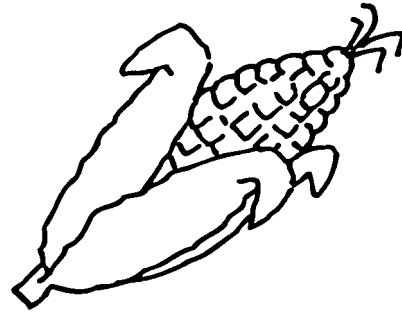
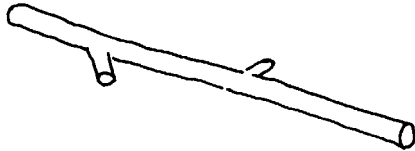
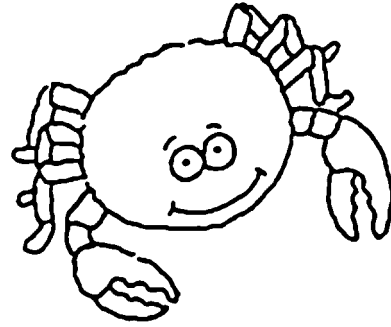
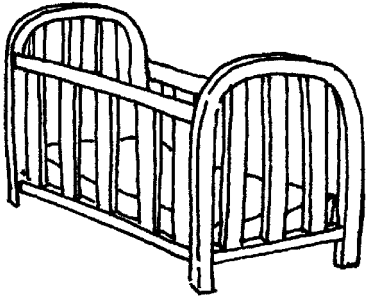




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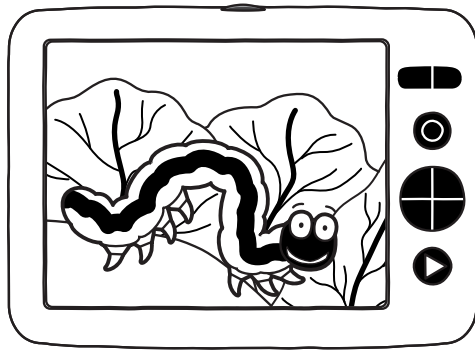
Directions: Write the letter *b* under each picture whose name begins with the /b/ sound.

Name _____ Date _____



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Directions: Write the letter *b* under each picture whose name ends with the /b/ sound.

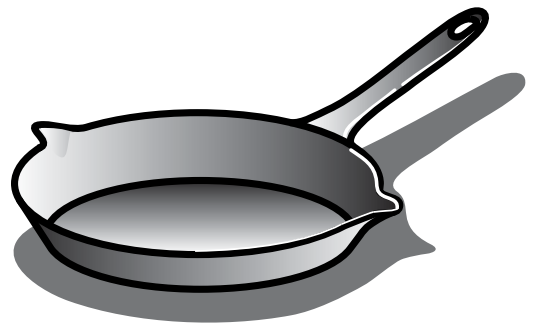
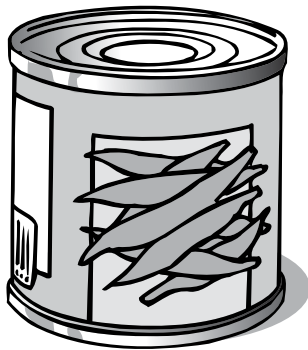


Cc

C

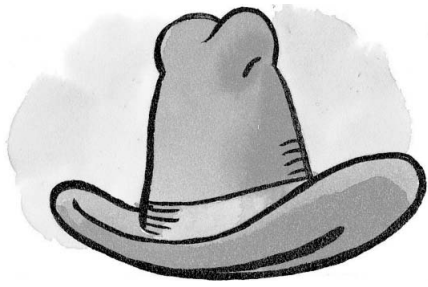
c

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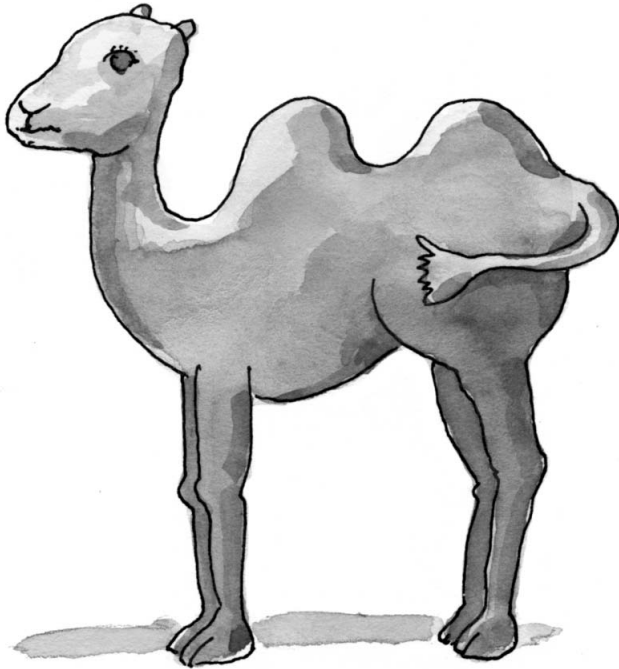


Directions: Write the capital and lowercase forms of the letter Cc. Write the letter c under the picture whose name begins with the /k/ sound.

Name _____ Date _____





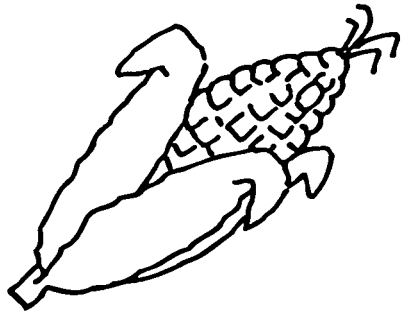


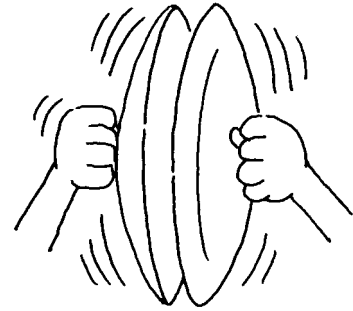


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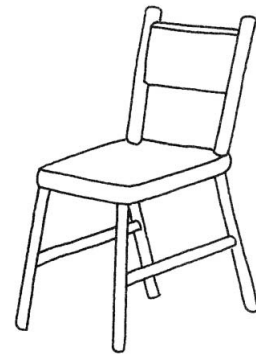
Directions: Write the letter c under each picture whose name begins with the /k/ sound.

Name _____ Date _____













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Directions: Write the capital and lowercase forms of the letter Cc under each picture whose name begins with the /k/ sound.



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B

Directions: Circle all pictures whose names end with the /b/ sound. Write the capital form of the letter *Bb* on the line.

Name _____

Date _____

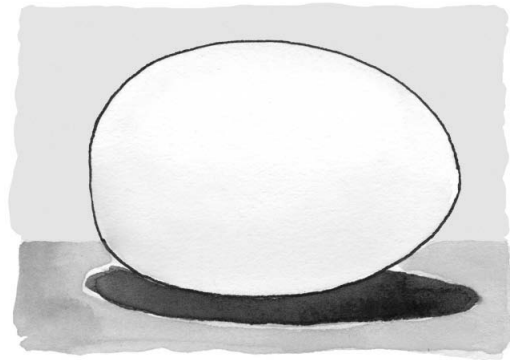
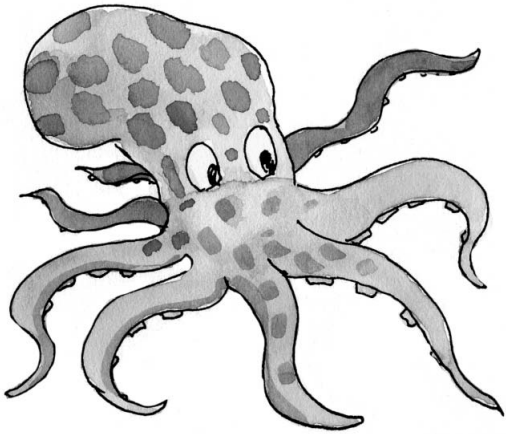
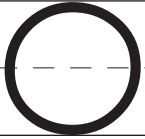


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b

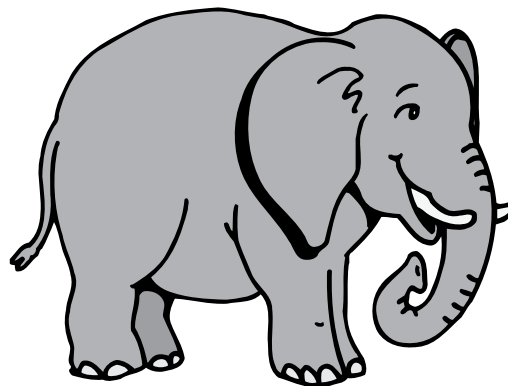
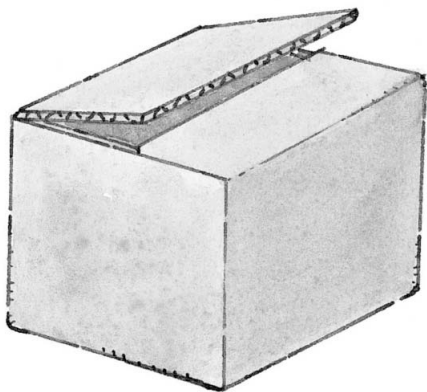
Directions: Circle all pictures whose names end with the /b/ sound. Write the lowercase form of the letter Bb on the line.

Name _____ Date _____

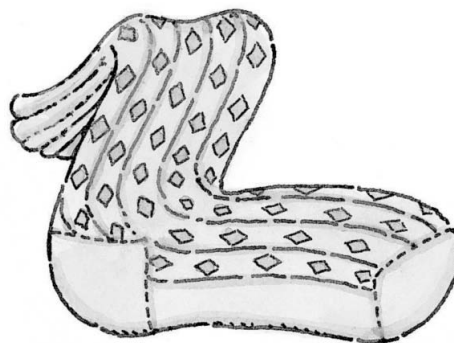
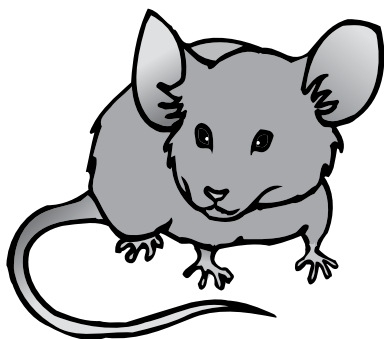


Directions: Write the capital and lowercase forms of the letter Oo. Write the letter o under the picture whose name has the /o/ sound.

Name _____ Date _____

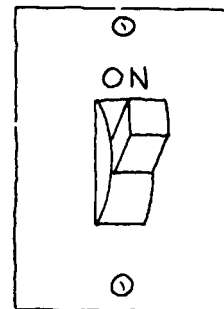
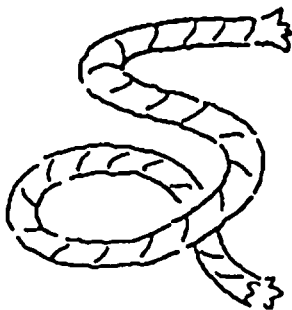
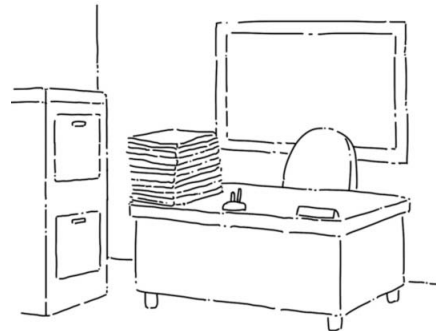
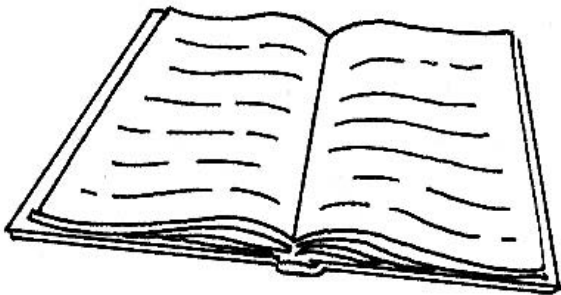
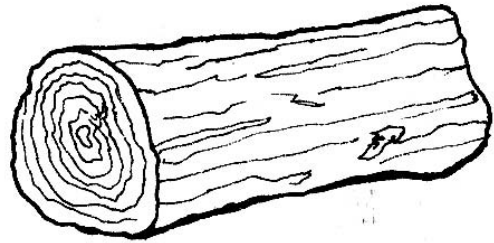
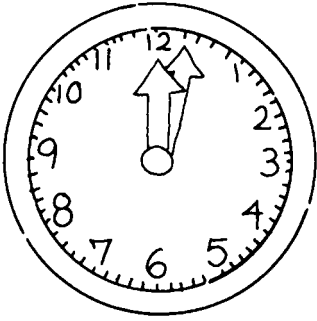


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Directions: Write the letter o under each picture whose name has the /o/ sound.

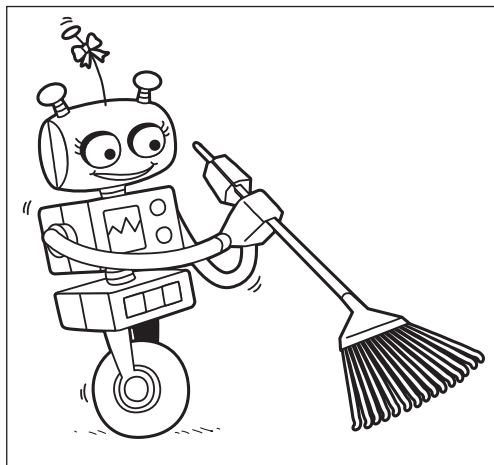
Name _____ Date _____



Directions: Write the capital form of the letter O under each picture whose name begins with the /o/ sound. Write the lowercase form of the letter o under each picture whose name has the /o/ sound.

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Name _____ Date _____



Rr

R

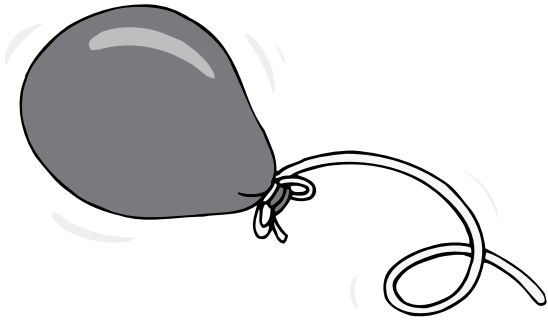
r

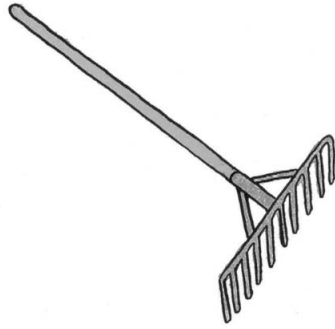
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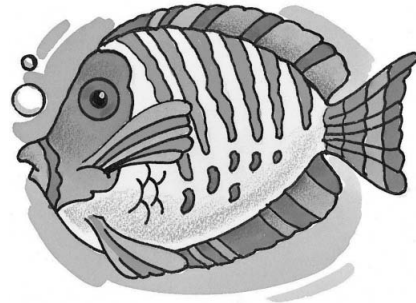
Directions: Write the capital and lowercase forms of the letter *Rr*.
Write the letter *r* under the picture whose name begins with the /r/ sound.

Name _____ Date _____











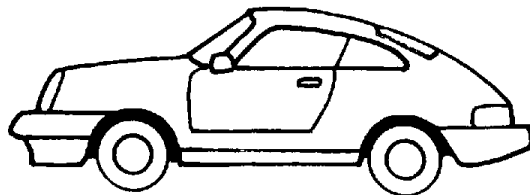


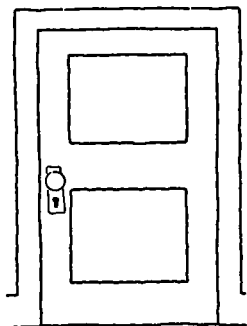
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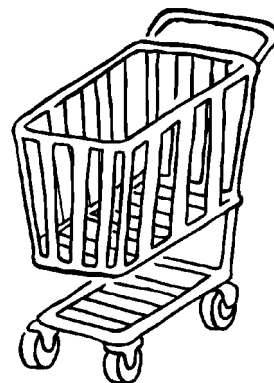
Directions: Write the letter *r* under each picture whose name begins with the /r/ sound.

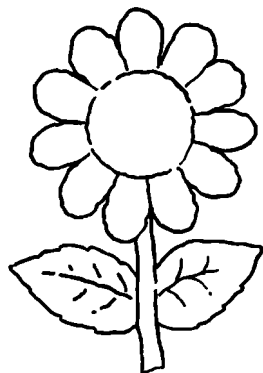
Name _____ Date _____

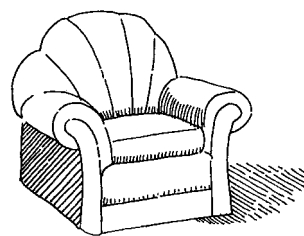








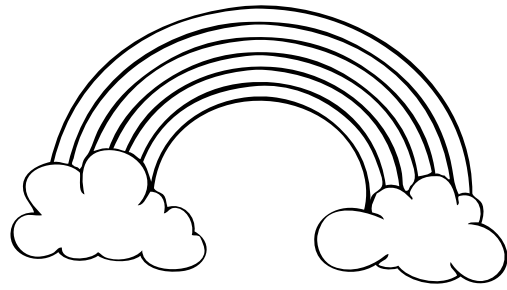
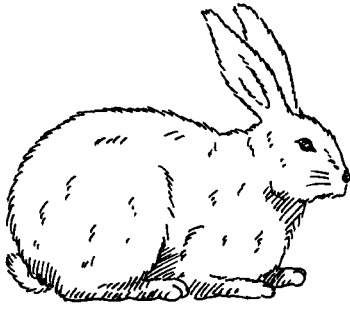


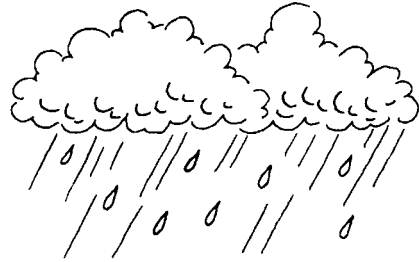


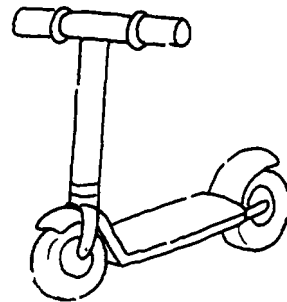
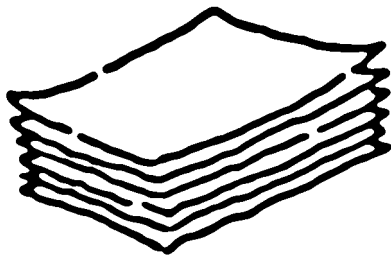
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Directions: Write the capital and lowercase forms of the letter *Rr* under each picture whose name ends with the /r/ sound.

Name _____ Date _____

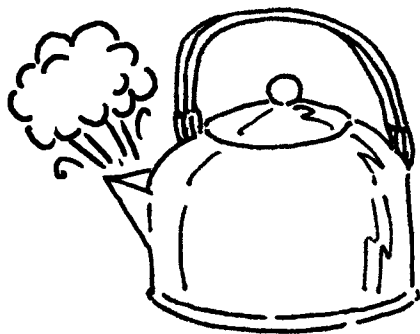




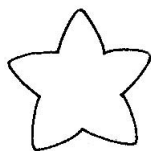


Directions: Listen carefully as I name each picture. Write the capital letter *R* under the pictures whose names begin with the /r/ sound. Write the lowercase letter *r* under the pictures whose names end with the /r/ sound. Write the letter *o* beside the other letter if you hear the /o/ sound.

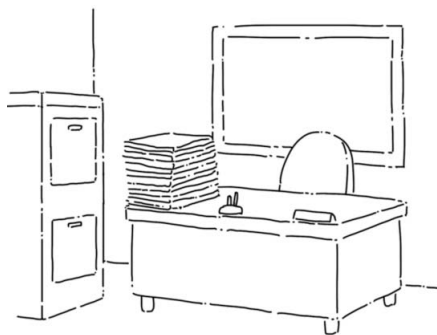
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p t



sta



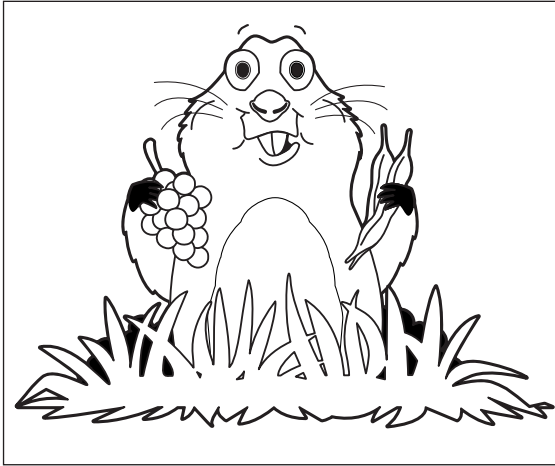
ffice



ing

Directions: Listen as I say each picture name. Write an *r* or an *o* to complete each word.

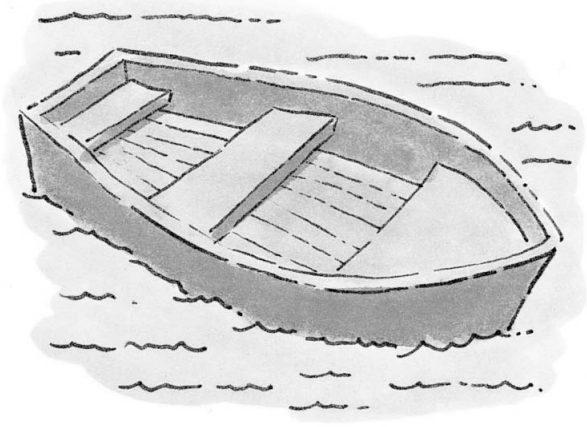
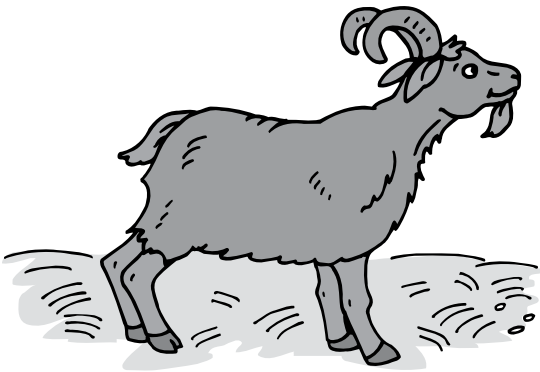
Name _____ Date _____



Gg

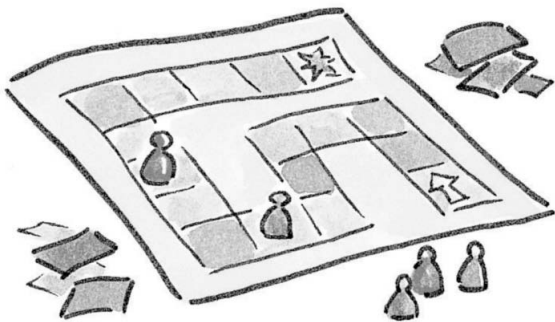
G

g



Directions: Write the capital and lowercase forms of the letter Gg. Write the letter g under the picture whose name begins with the /g/ sound.

Name _____ Date _____

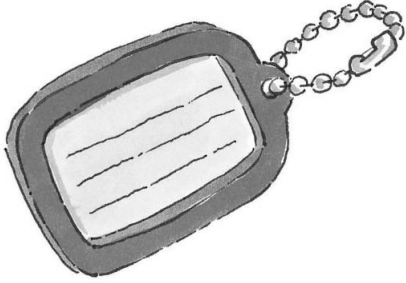


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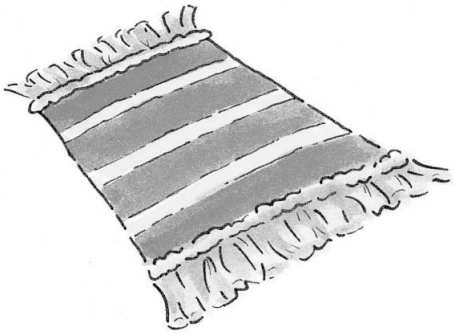
Directions: Write the letter g under each picture whose name begins with the /g/ sound.

Name _____ Date _____



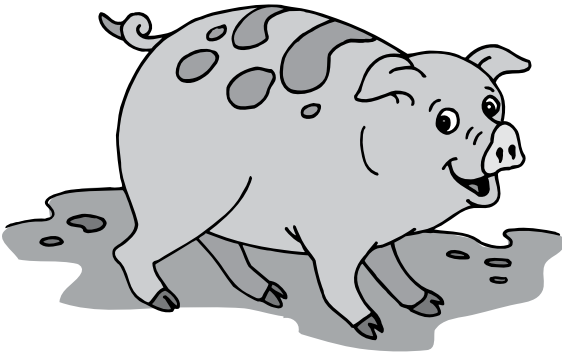
pig

tag



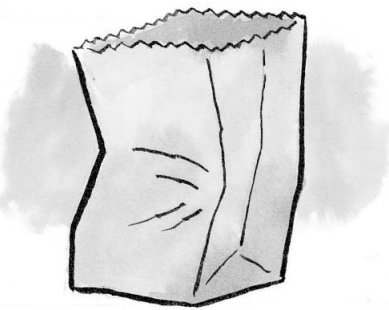
rug

bug



pig

fig



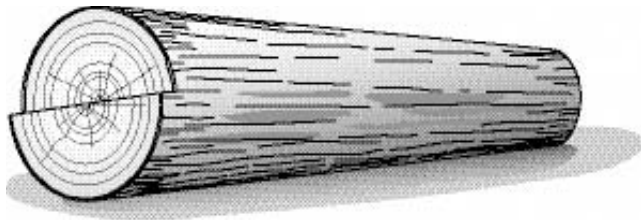
bag

hug

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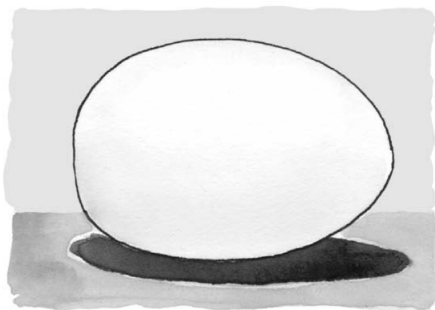
Directions: Circle the word with the final /g/ sound that names the picture. Then write the letter on each line that makes the /g/ sound.

Name _____ Date _____



fog

log



egg

leg



hog

dog



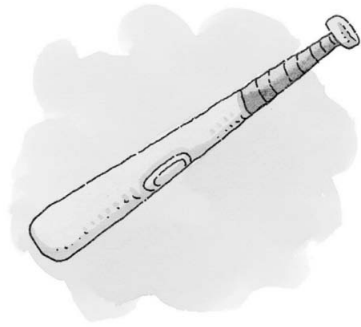
bag

wig

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Directions: Circle the word with the final /g/ sound that names the picture. Then write the letter on each line that makes the /g/ sound.

Name _____ Date _____



bat

hat



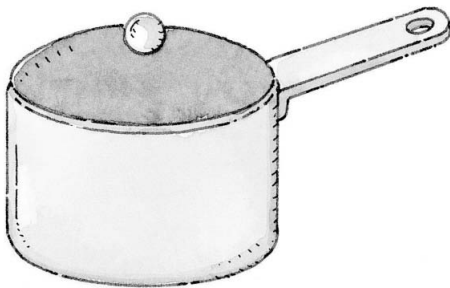
cat

tot



bug

dog



pot

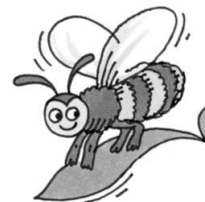
drop

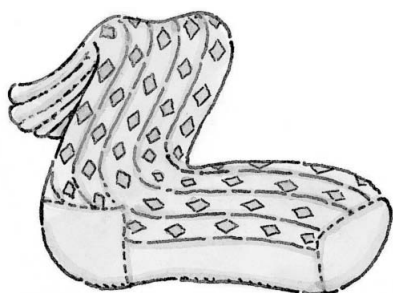
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Directions: Circle the word that names the picture. Write the word you circled on the line.

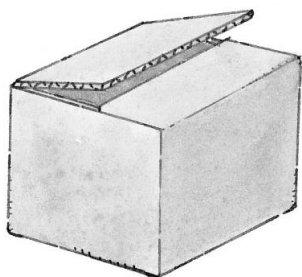
Name _____ Date _____









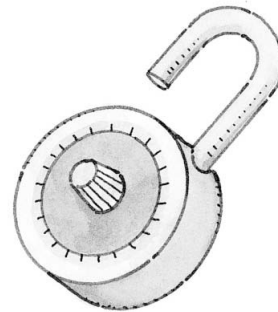
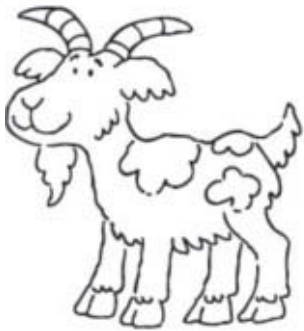
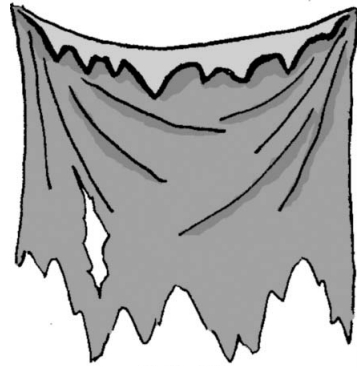
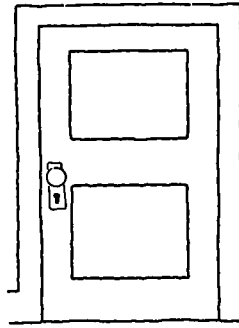
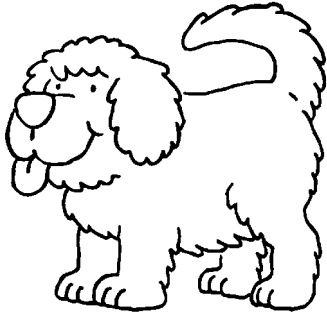




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Directions: Write the letter o under each picture whose name has the /o/ sound. Find one picture name that begins with the /k/ sound and write c under it.

Name _____ Date _____



Directions: Listen carefully as I name each picture. Write the letter *o* under each picture whose name has the /o/ sound. Write the letter *r* under the pictures whose names have the /r/ sound. Write the letter *g* if you hear the /g/ sound.

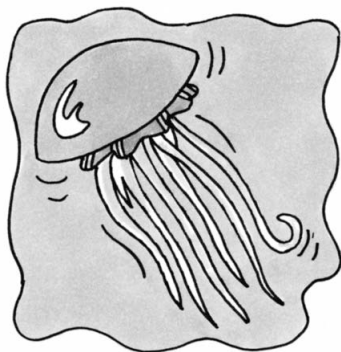
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Jj

J

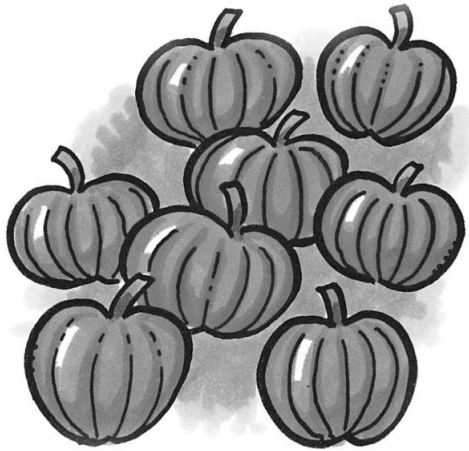
j

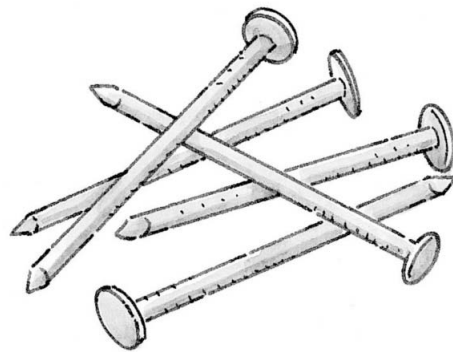
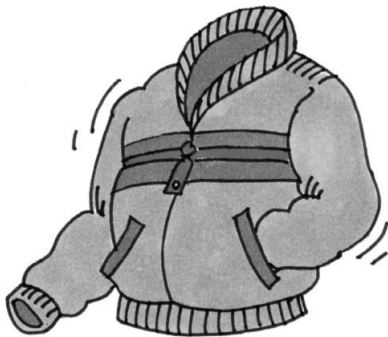


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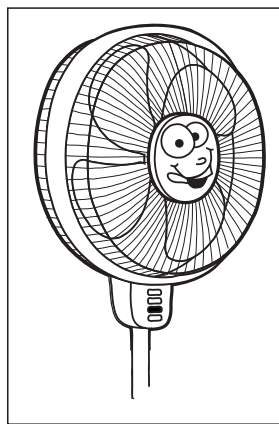
Directions: Write the capital and lowercase forms of the letter Jj. Write the letter j under the picture whose name begins with the /j/ sound.

Name _____ Date _____





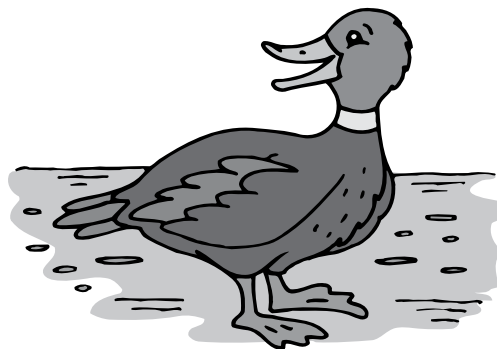
Directions: Write the letter *j* under each picture whose name begins with the /j/ sound.



Ff

F

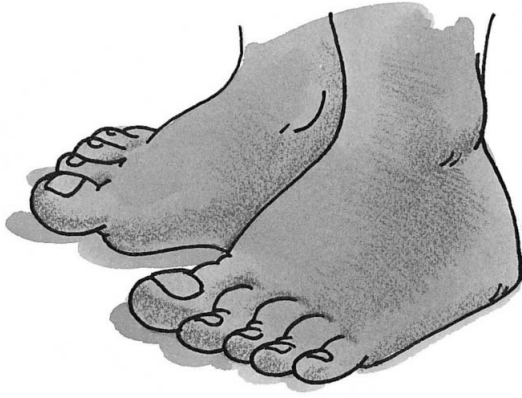
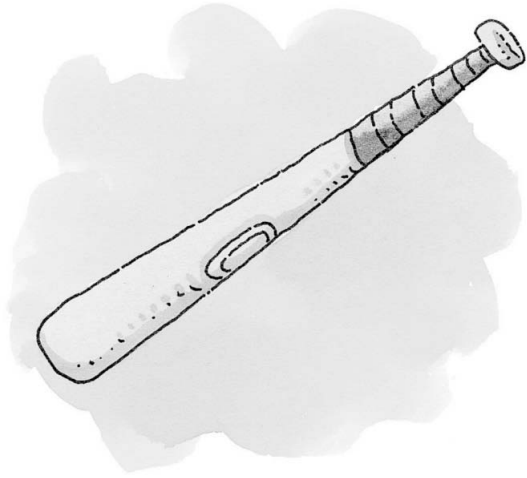
f

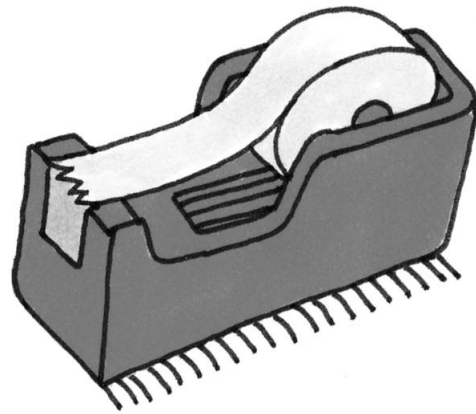


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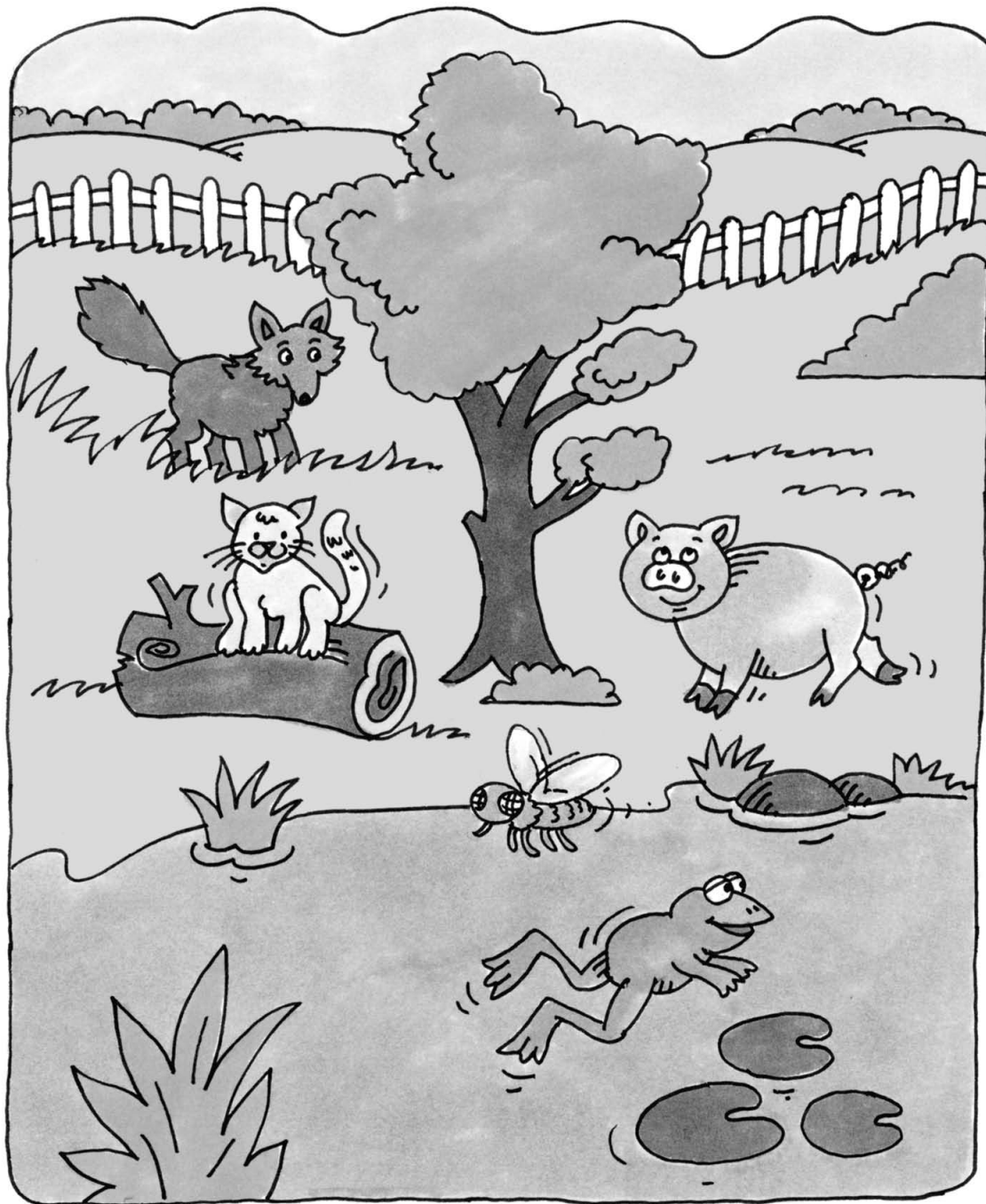
Directions: Write the capital and lowercase forms of the letter *Ff*. Write the letter *f* under the picture whose name begins with the /f/ sound.

Name _____ Date _____





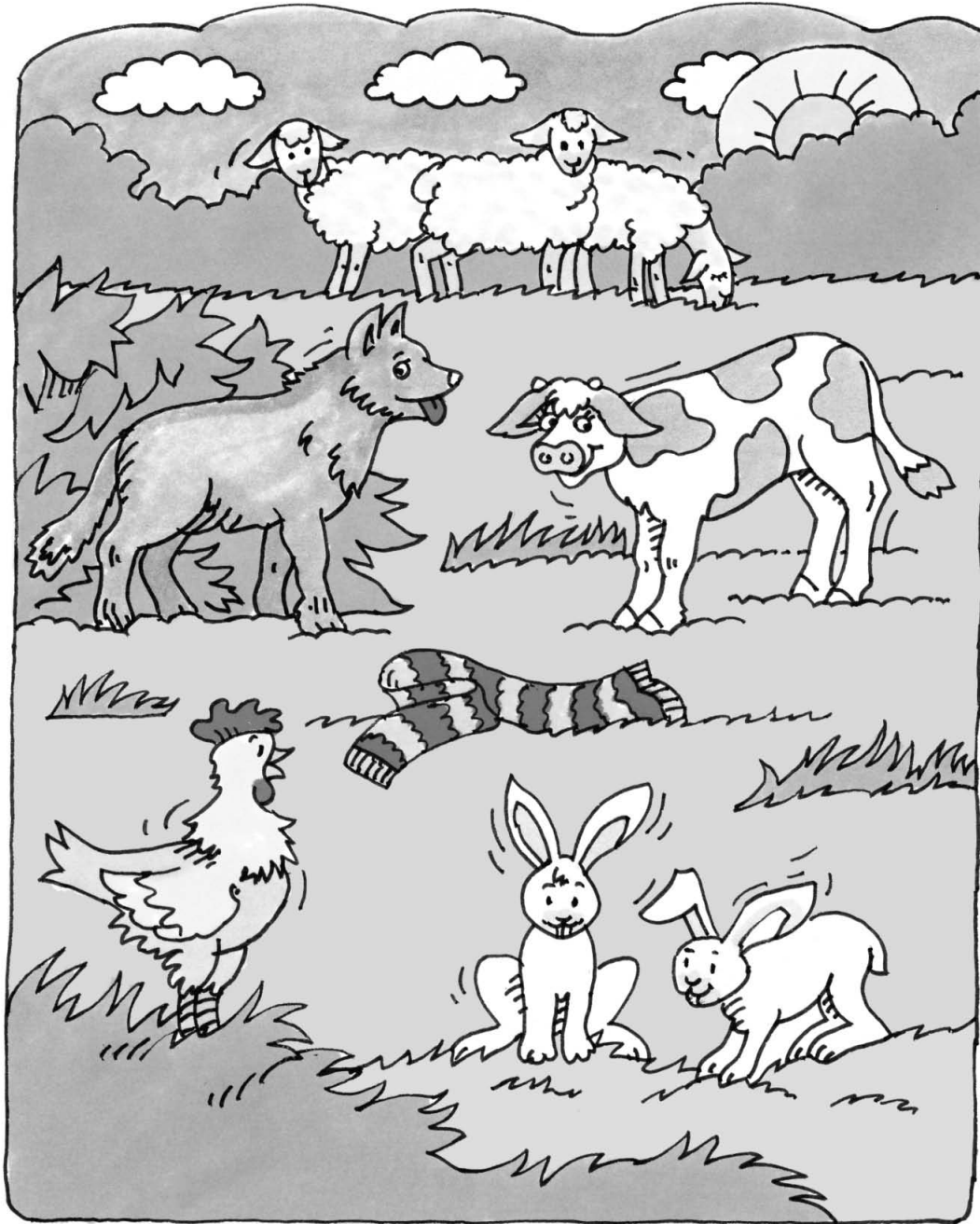
Directions: Write the letter *f* under each picture whose name begins with the /f/ sound.



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F

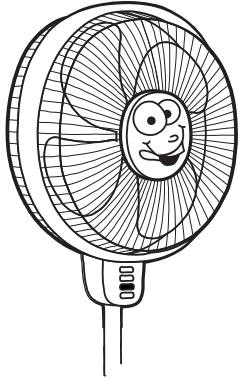
Directions: Circle the objects in the pictures whose names begin with the /f/ sound. Write the capital form of the letter Ff on the line.



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f

Directions: Circle the pictures whose names end with the /f/ sound. Write the lowercase form of the letter *Ff* on the line.



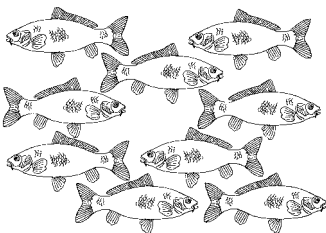
fan tan



pump jump



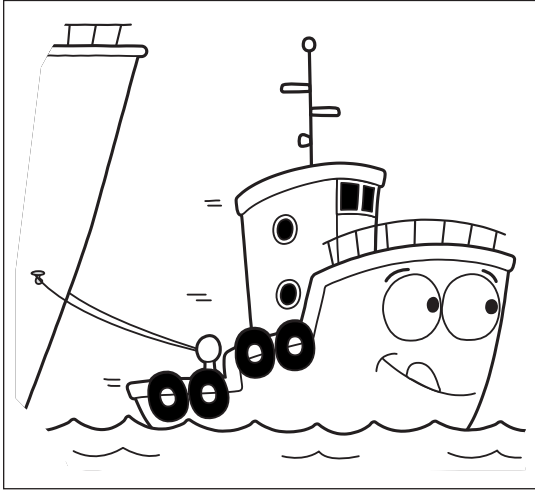
hot jam



fish dish

Directions: Circle the word with the beginning /j/ or /f/ sound that names the picture. Then write the letter on each line that makes the /j/ or /f/ sound.

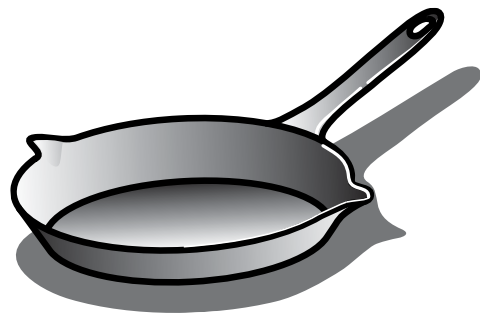
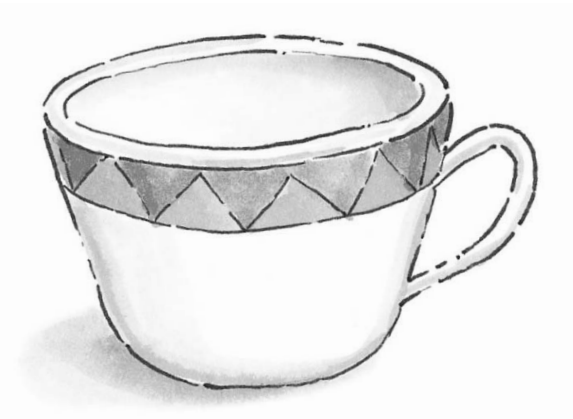
Name _____ Date _____



Uu

U

u

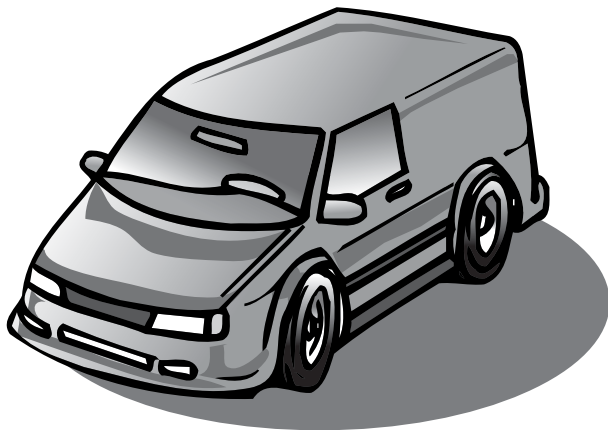


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Directions: Write the capital and lowercase forms of the letter *Uu*. Write the letter *u* under the picture whose name has the /u/ sound.





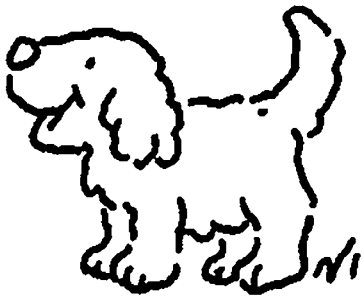




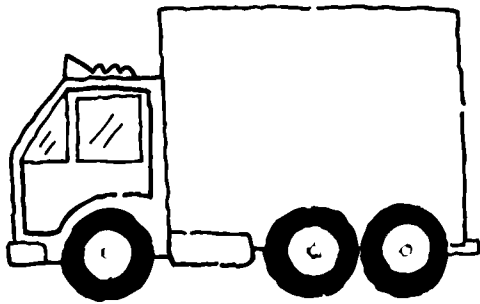
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Directions: Write the letter *u* under each picture whose name has the /u/ sound.

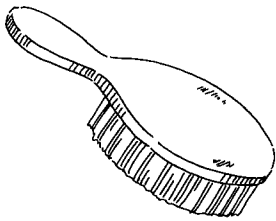
Name _____ Date _____



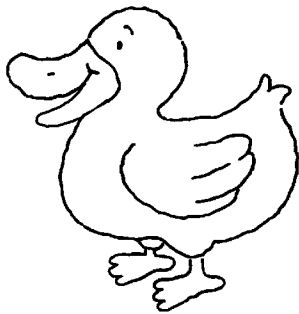
puppy dog



truck trip

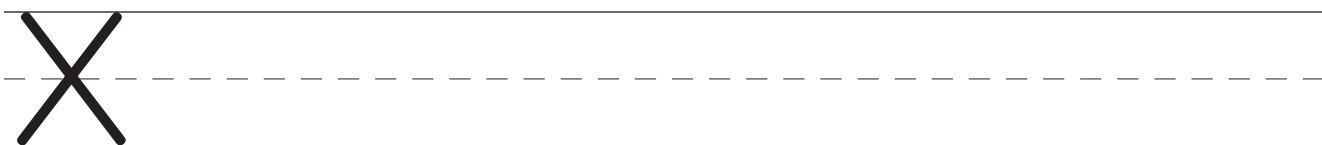
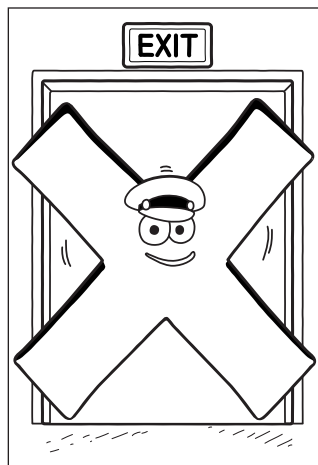


mesh brush

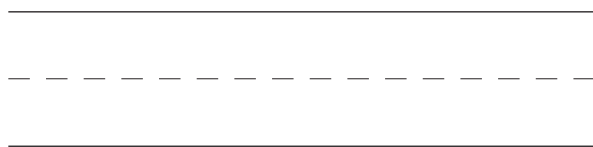
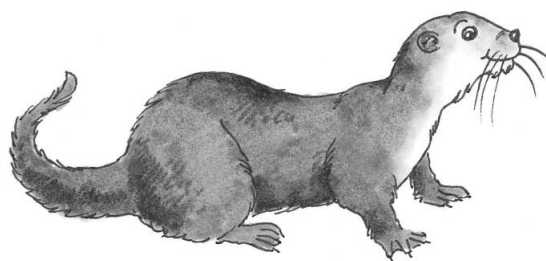
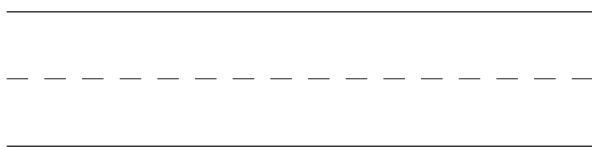
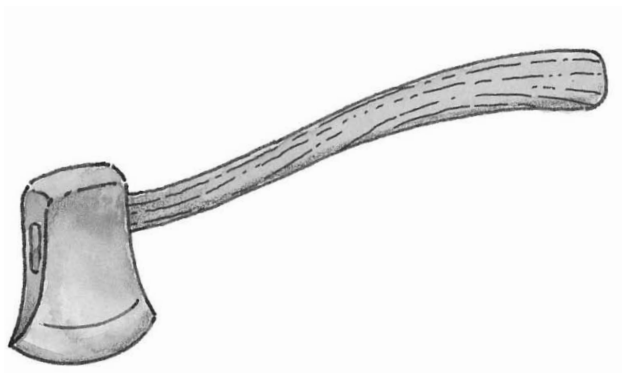


duck quack

Directions: Listen carefully as I say each word. Circle the word with the /u/ sound that names the picture. Then write the capital and lowercase forms of the letter *Uu* on each line.

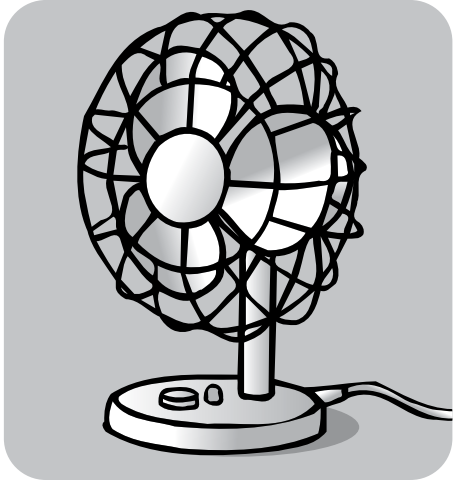


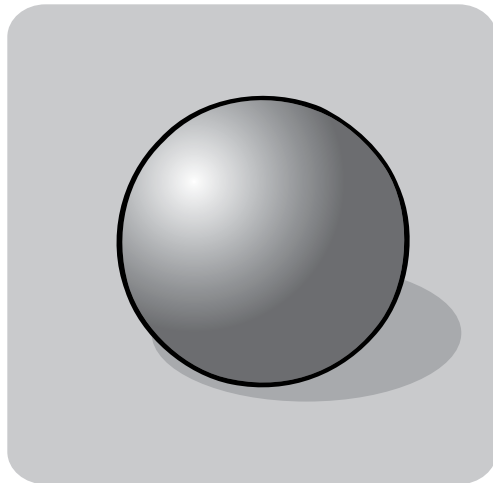
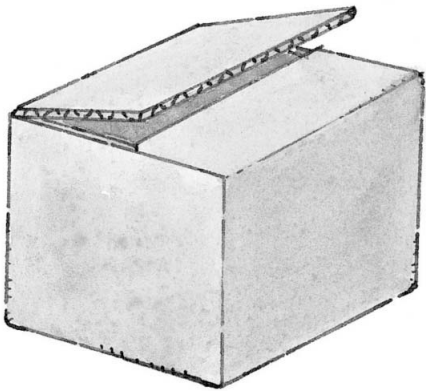
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Directions: Write the capital and lowercase forms of the letter Xx. Write the letter x under the picture whose name ends with the /ks/ sound.

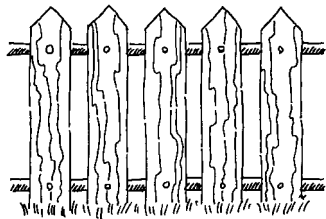
Name _____ Date _____

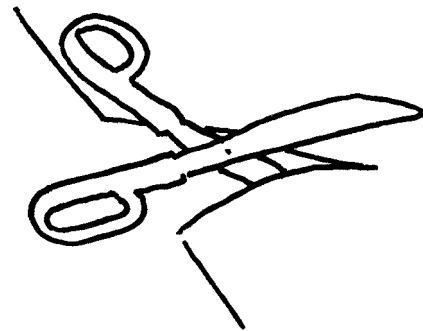


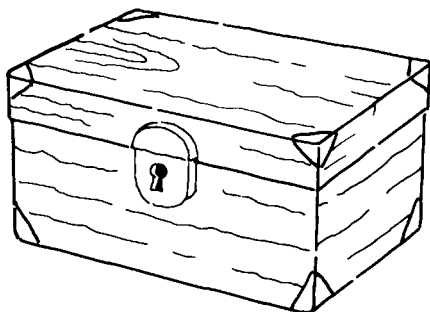


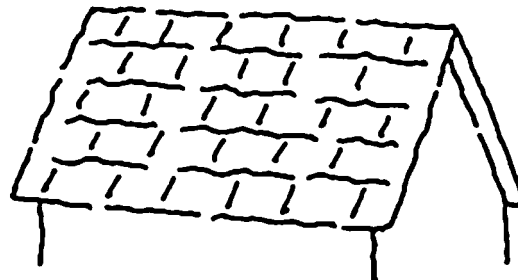
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Directions: Write the letter x under each picture whose name ends with the /ks/ sound.









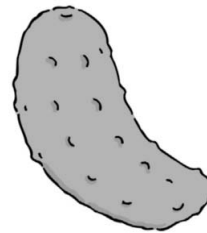
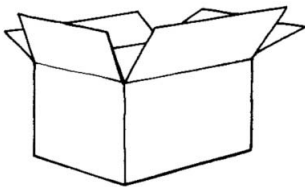
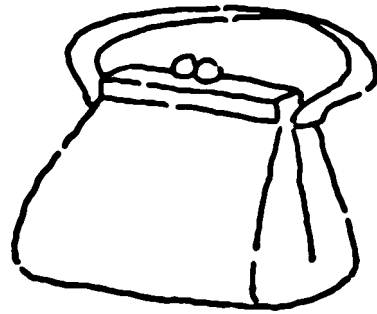
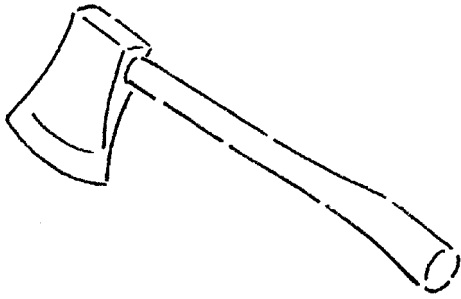




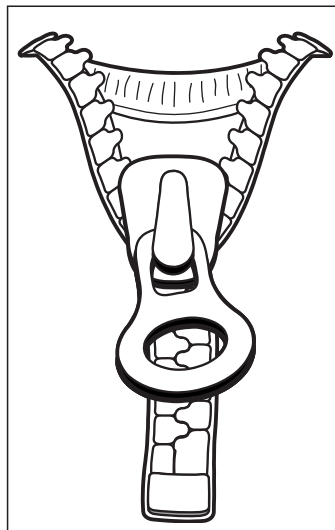
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Directions: Write the capital and lowercase forms of the letter *Uu* under the pictures whose names have the /u/ sound.

Name _____ Date _____



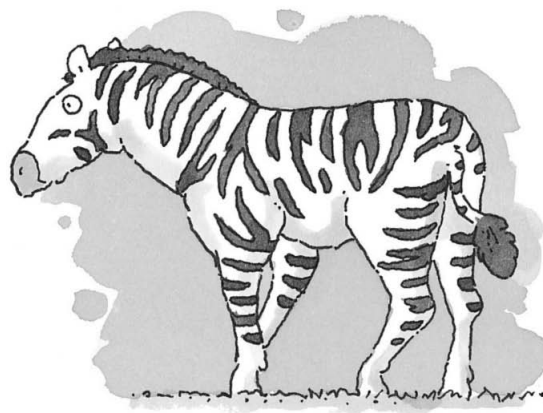
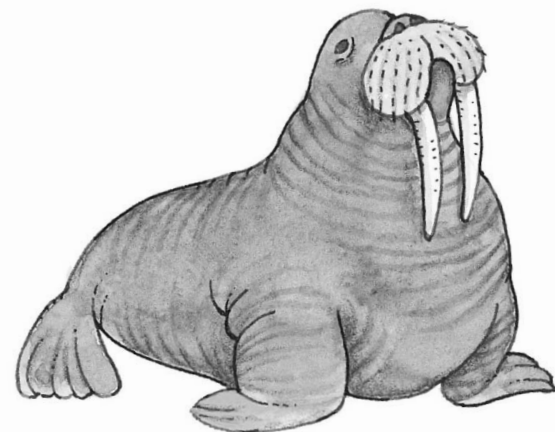
Directions: Write the capital and lowercase forms of the letter Xx under the pictures whose names have the /ks/ sound.



Zz

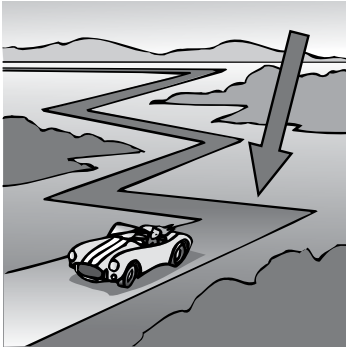
Z

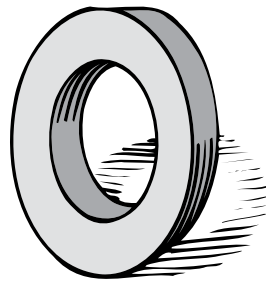
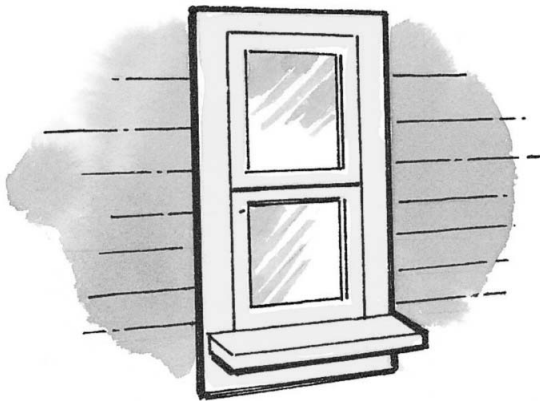
z



Directions: Write the capital and lowercase forms of the letter Zz. Write the letter z under the picture whose name begins with the /z/ sound.

Name _____ Date _____

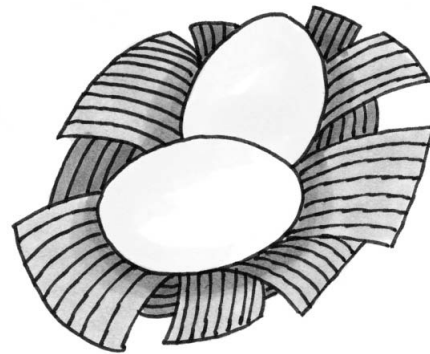




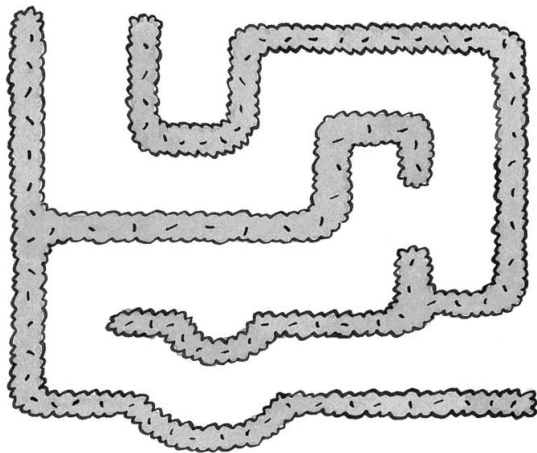
Directions: Write the letter z under each picture whose name begins with the /z/ sound.



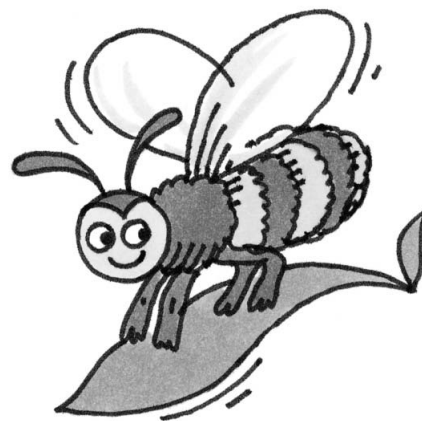
rose



eggs



maze

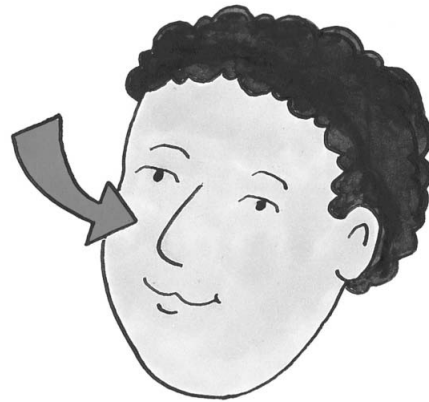


buzz

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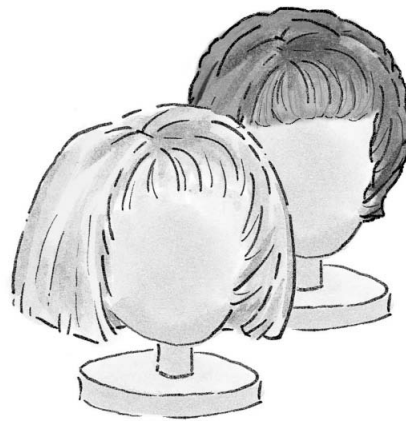
Directions: Say each picture name. Circle the letter or letters in the name that make the /z/ sound.

Name _____ Date _____



prize

nose

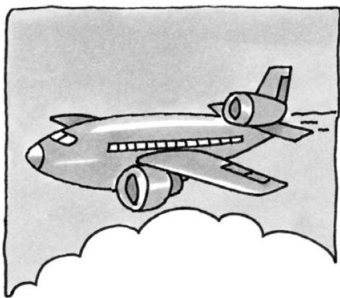


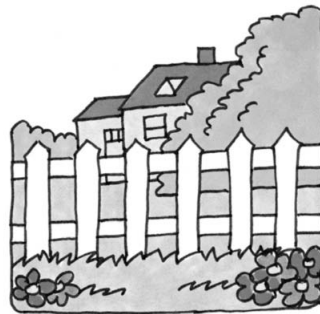
fuzz

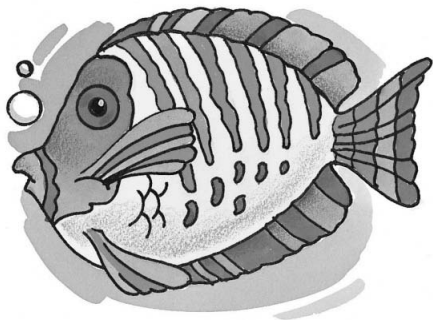
wigs

Directions: Say each picture name. Circle the letter or letters in the name that make the /z/ sound.

Name _____ Date _____









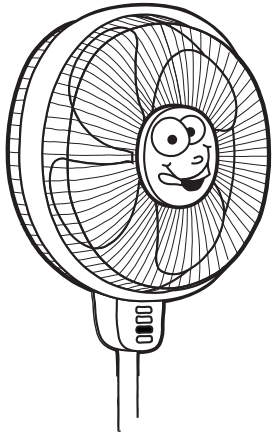




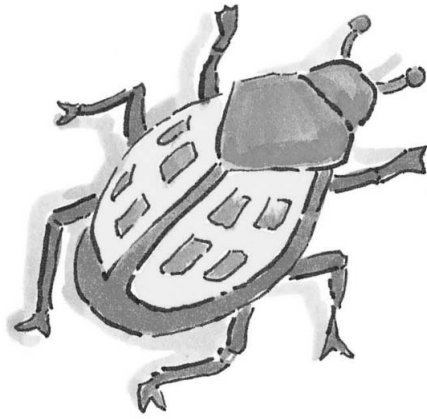
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Directions: Name each picture. Write the letter *j* if the name begins with the /j/ sound. Write the letter *f* if the name begins with the /f/ sound. Write the letter *u* if you hear the /u/ sound.

Name _____ Date _____



an



b g



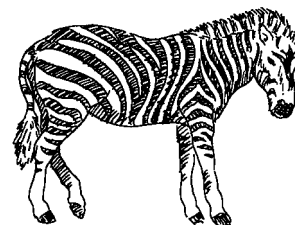
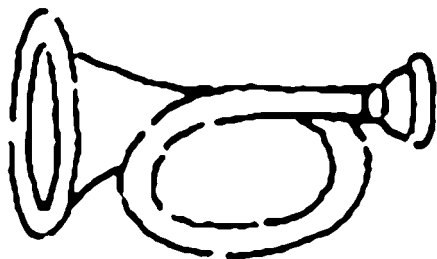
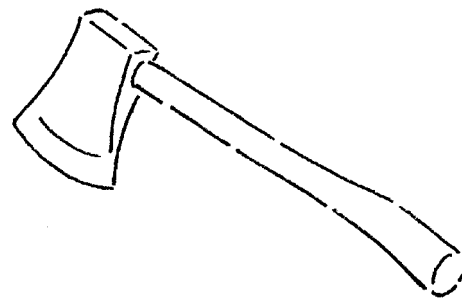
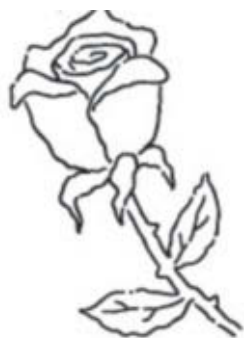
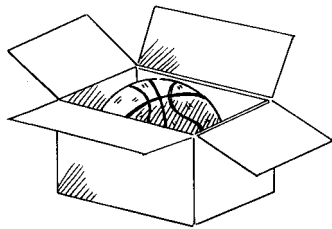
ox



ar

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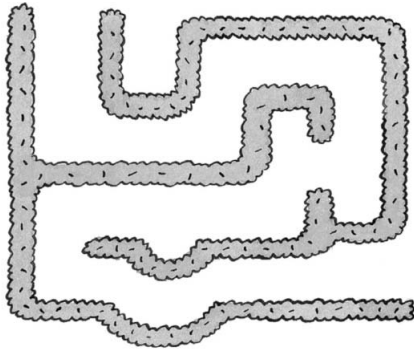
Directions: Listen as I say the name for each picture. Write the missing letter on the line.



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Directions: Listen as I say the name for each picture. Draw a line between the two pictures whose names have the /u/ sound. Draw a line between the two pictures whose names have the /ks/ sound. Draw a line between the two pictures whose names have the /z/ sound.

Name _____ Date _____



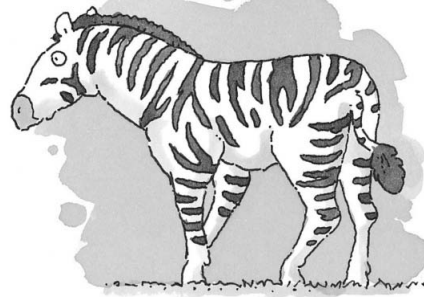
ma e



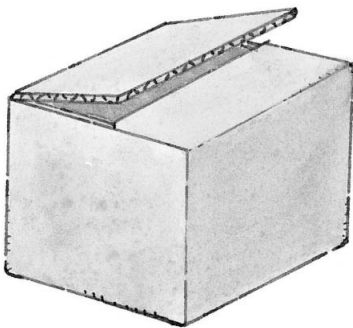
m g



ork



e bra



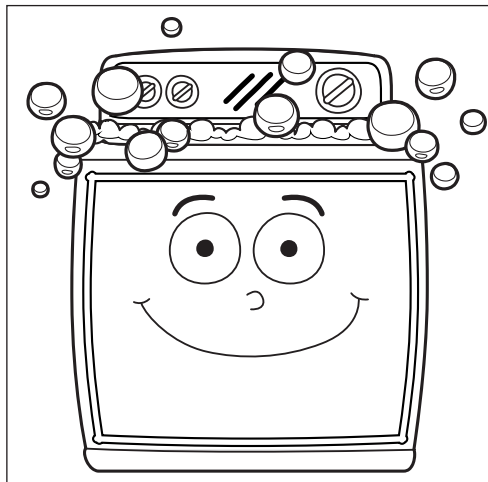
bo



acket

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Directions: Listen as I say the name for each picture. Write the missing letter on the line.



W w

W

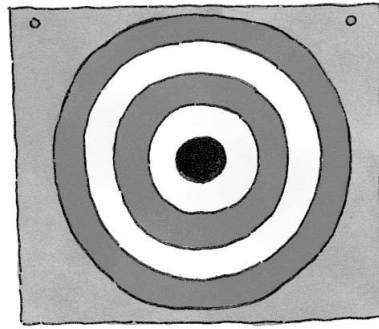
w

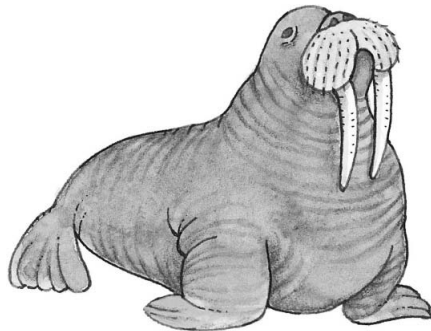


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Directions: Write the capital and lowercase forms of the letter Ww. Write the letter w under the picture whose name begins with the /w/ sound.

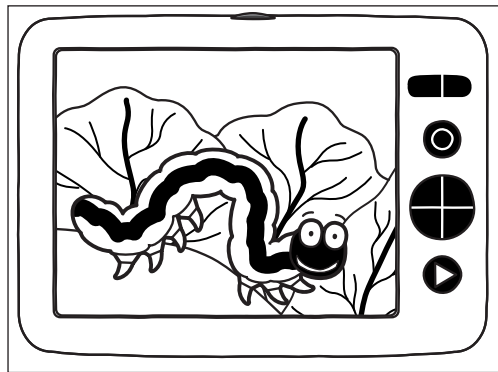
Name _____ Date _____





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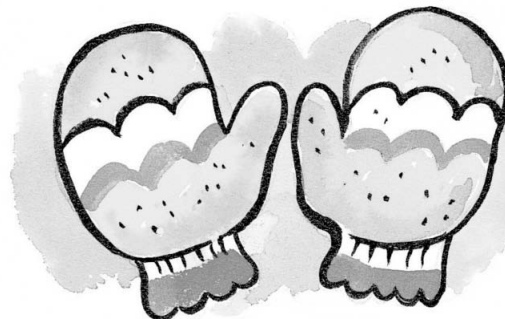
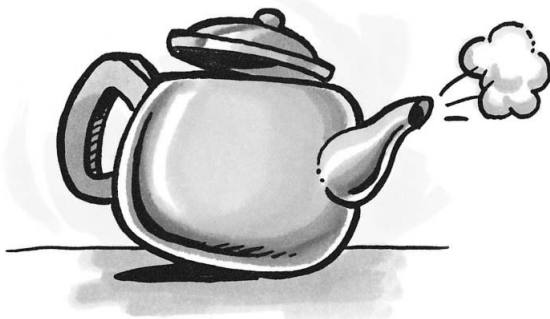
Directions: Write the letter w under each picture whose name begins with the /w/ sound.



Kk

K

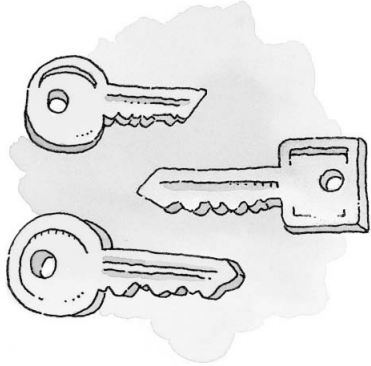
k

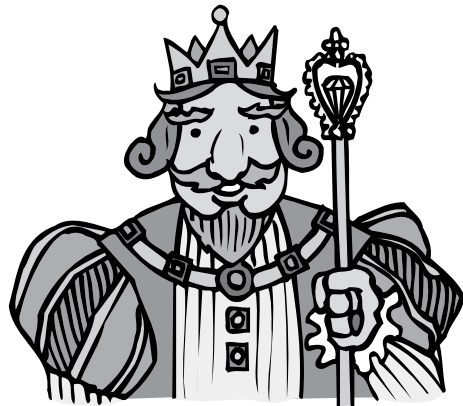


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Directions: Write the capital and lowercase forms of the letter *Kk*. Write the letter *k* under the picture whose name begins with the /k/ sound.

Name _____ Date _____





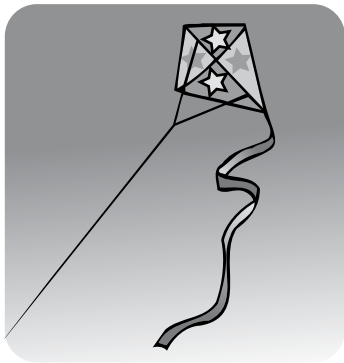
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Directions: Write the letter *k* under each picture whose name begins with the /k/ sound.

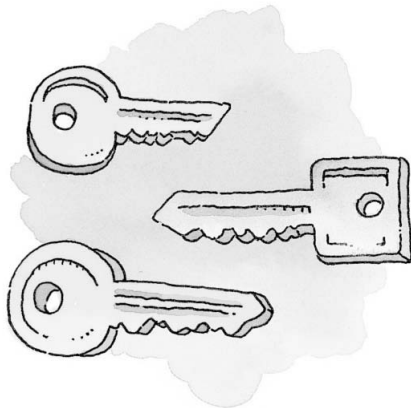
Name _____ Date _____



web bed



kite bike

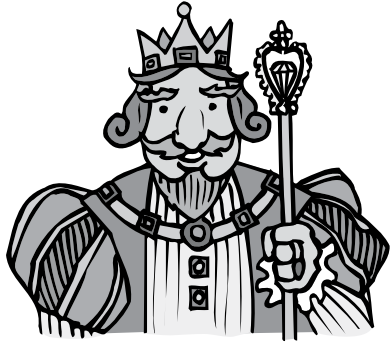


yes keys

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Directions: Circle the word with the /w/ or /k/ sound that names each picture. Then write the letter on each line that makes the /w/ or /k/ sound.

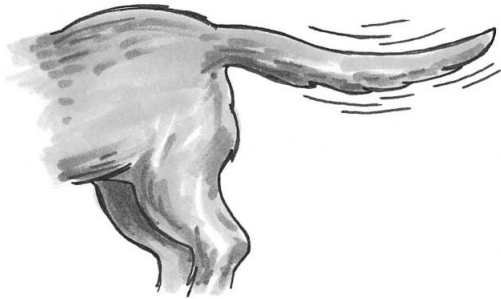
Name _____ Date _____



ring king



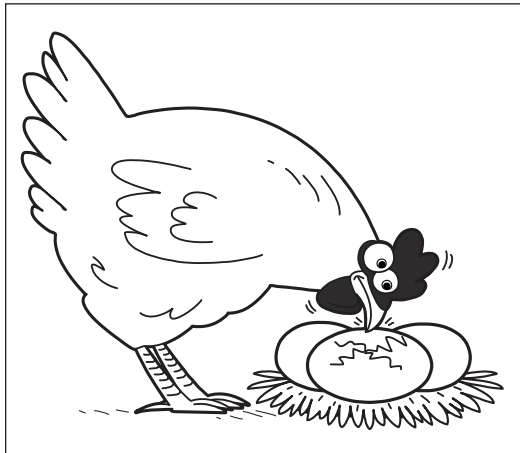
wig pig



bag wags

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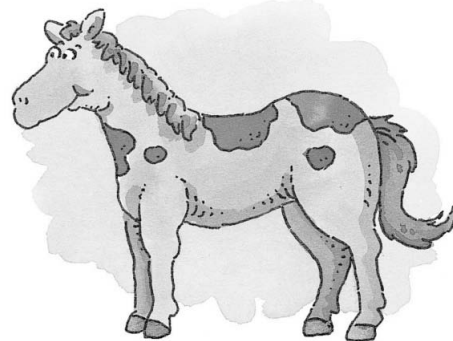
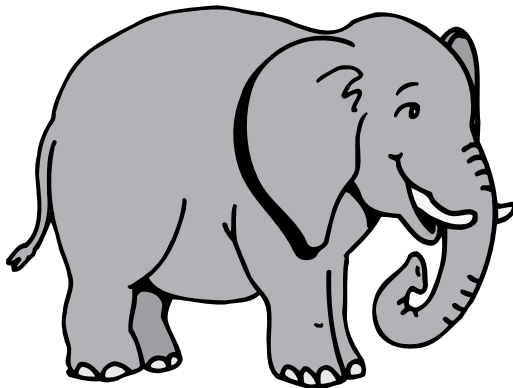
Directions: Circle the word with the /w/ or /k/ sound that names each picture. Then write the letter on each line that makes the /w/ or /k/ sound.



Ee

E

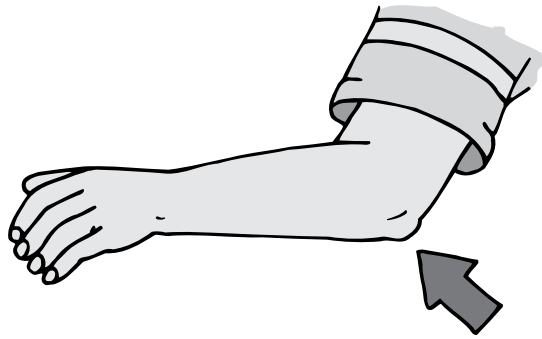
e

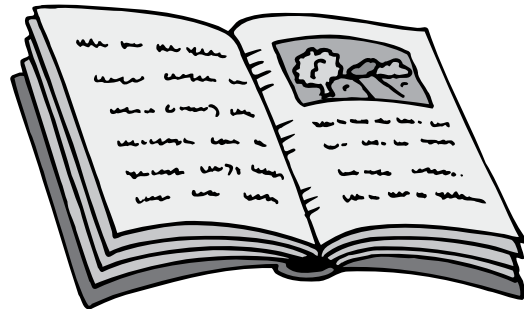
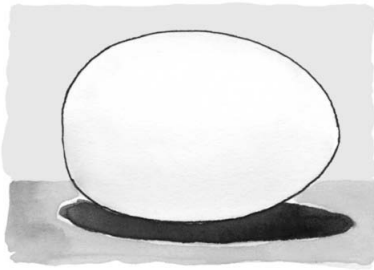


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Directions: Write the capital and lowercase forms of the letter Ee. Write the letter e under the picture whose name has the /e/ sound.

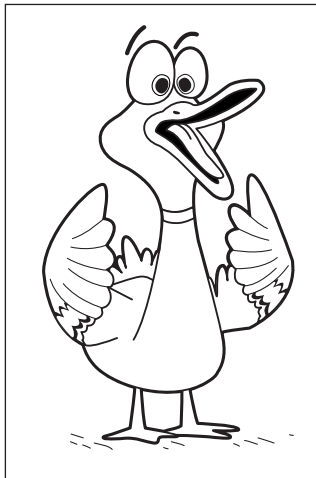
Name _____ Date _____





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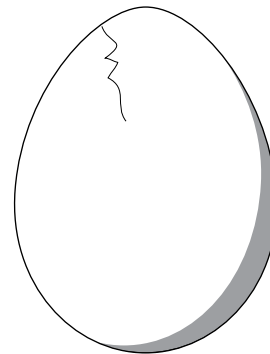
Directions: Write the letter e under each picture whose name begins with the /e/ sound.



Qq

Q

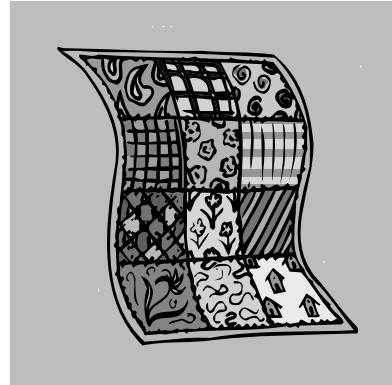
q

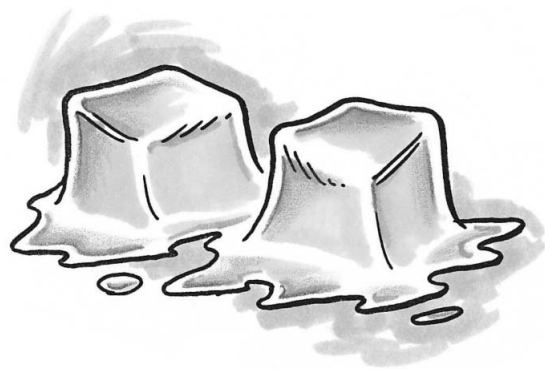


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Directions: Write the capital and lowercase forms of the letter Qq. Write the letter q under the picture whose name begins with the /kw/ sound.

Name _____ Date _____

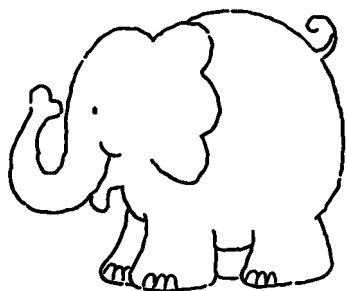




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Directions: Write the letter *q* under each picture whose name begins with the /kw/ sound.

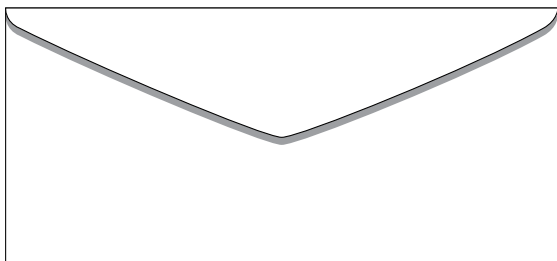
Name _____ Date _____



elephant plant



sack quack

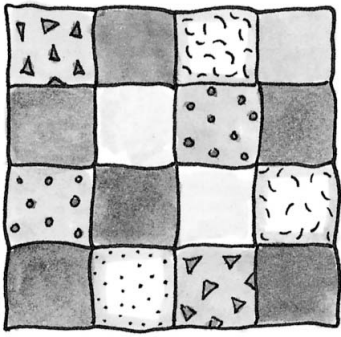


envelope rope

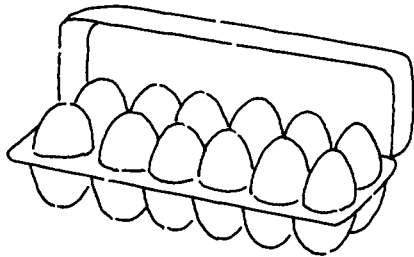
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Directions: Circle the word with the /e/ or /kw/ sound that names each picture. Then write the letter on each line that makes the /e/ or /kw/ sound.

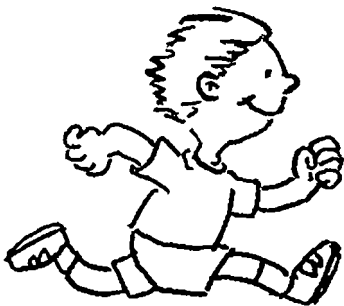
Name _____ Date _____



quilt built



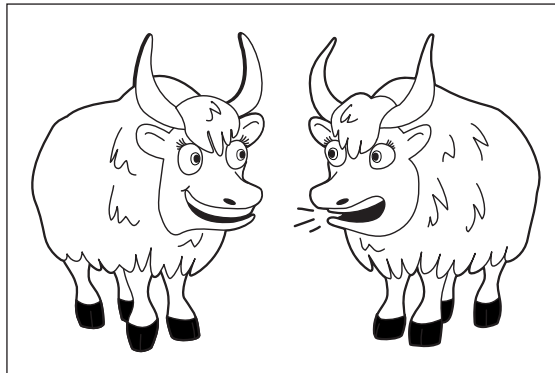
egg beg



kick quick

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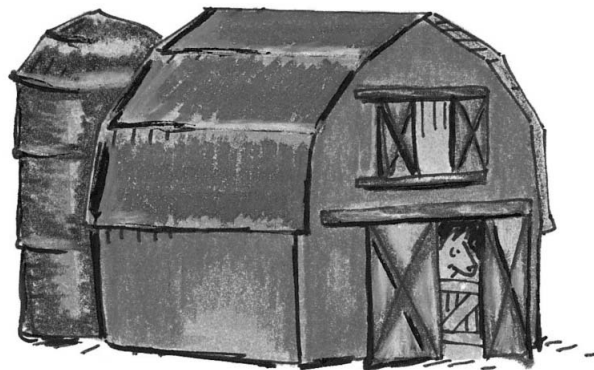
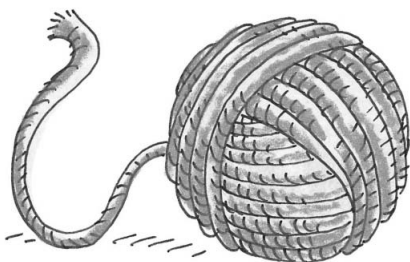
Directions: Circle the word with the /e/ or /kw/ sound that names each picture. Then write the letter on each line that makes the /e/ or /kw/ sound.



Y y

Y

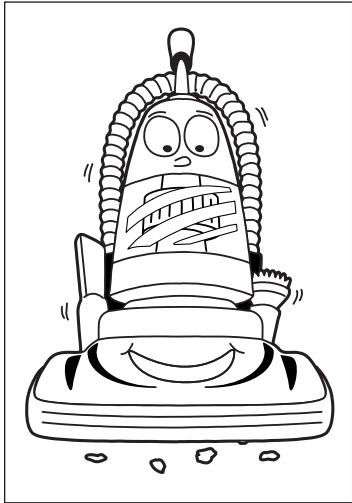
y



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Directions: Write the capital and lowercase forms of the letter Yy. Write the letter y under the picture whose name begins with the /y/ sound.

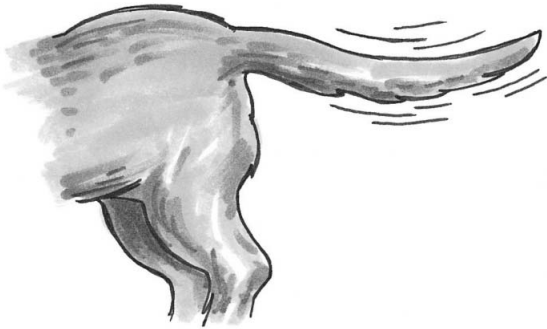
Name _____ Date _____



V v

V

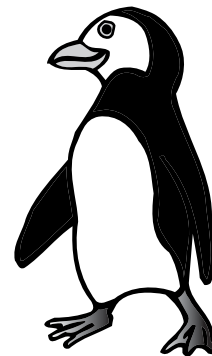
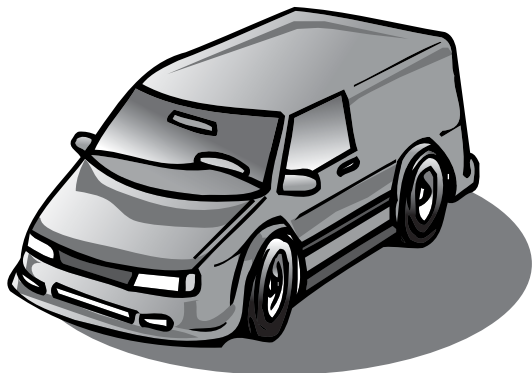
v



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Directions: Write the capital and lowercase forms of the letter Vv. Write the letter v under the picture whose name begins with the /v/ sound.

Name _____ Date _____

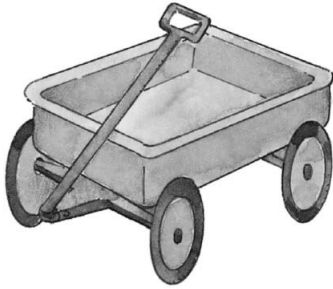




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Directions: Write the letter v under each picture whose name begins with the /v/ sound.

Name _____ Date _____



wagon bag



king sing

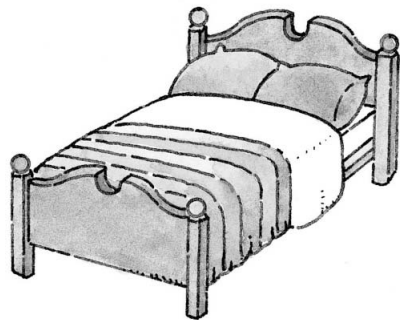


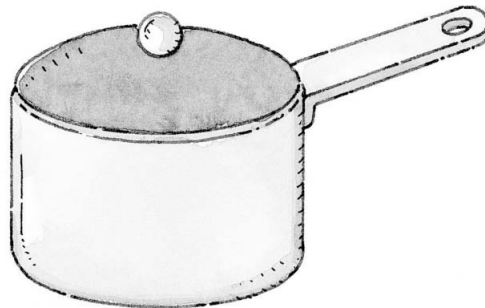
wave move

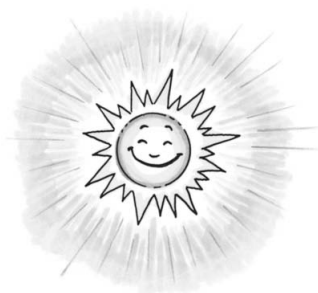
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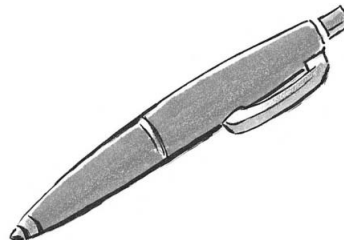
Directions: Circle the word that names the picture. Then write the letter on each line that makes the /w/ or /k/ sound.

Name _____ Date _____

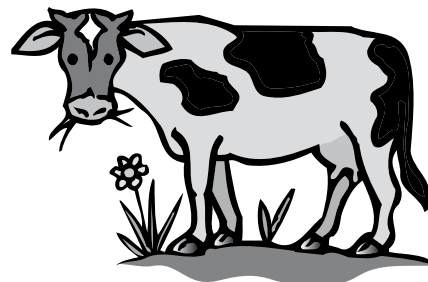








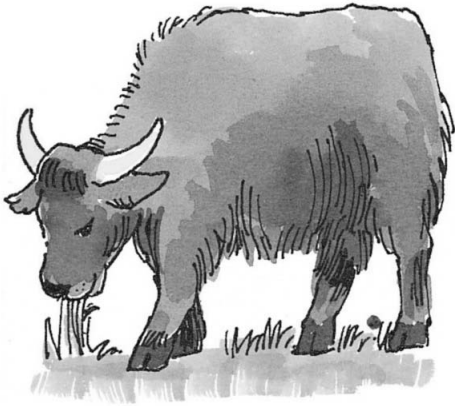




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Directions: Write the letter e under each picture whose name has the /e/ sound.

Name _____ Date _____









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Directions: Write the letter *y* under each picture whose name begins with the /y/ sound.



Zero 0

0 0 0 0 0 0

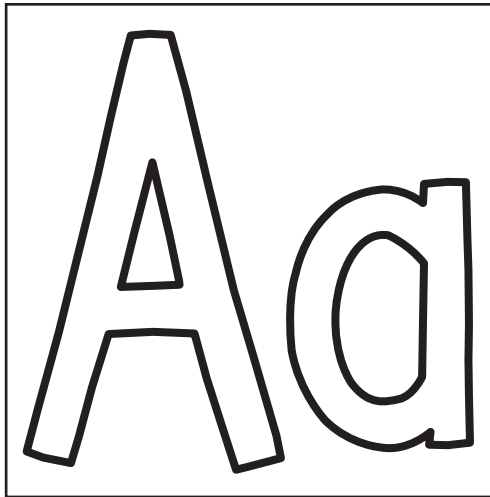
Blank handwriting lines for practicing the number 0.

zero zero zero zero

Blank handwriting lines for practicing the word zero.

Directions: Trace the 0s on the first line. Write a row of 0s on the second line. Trace the word zero on the third line. Practice writing the word zero on the fourth line.

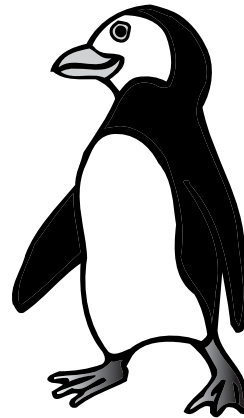
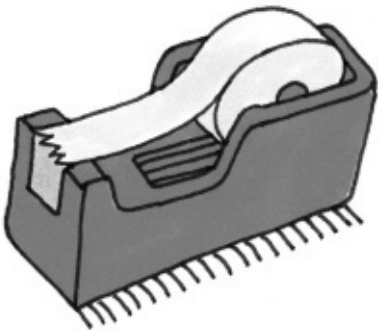
Name _____ Date _____



Aa

A

a



Directions: Write the capital and lowercase forms of the letter Aa. Write the letter a under the picture whose name has the /ā/ sound.



One |

Tracing practice line for the letter '1'. It consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten vertical dotted lines representing the number 1, spaced evenly across the line.

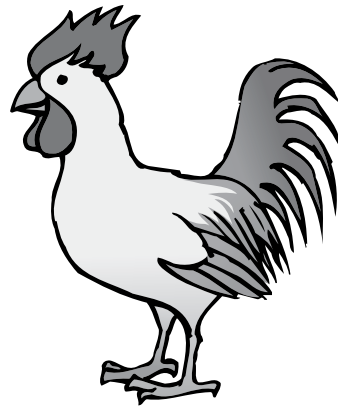
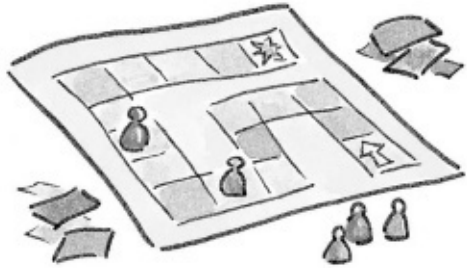
Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Tracing practice line for the word 'one'. It consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'one' is written in dotted letters and is repeated five times across the line.

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

Directions: Trace the 1s on the first line. Write a row of 1s on the second line. Trace the word one on the third line. Practice writing the word one on the fourth line.

Name _____ Date _____





Directions: Write the letter a under each picture whose name has the /ā/ sound.

Name _____ Date _____

0

1



Directions: Write the numbers 0 and 1 on the lines. Count the number of apples in each tree and write the correct number on the line.

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Name _____ Date _____

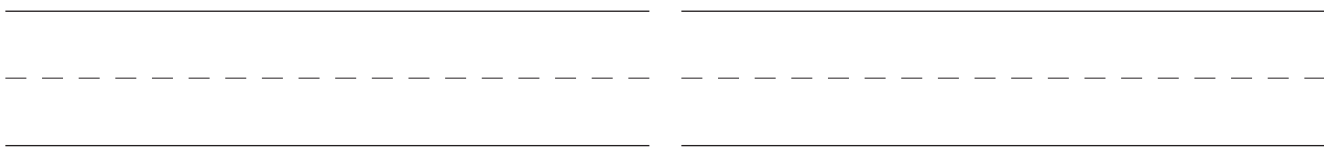
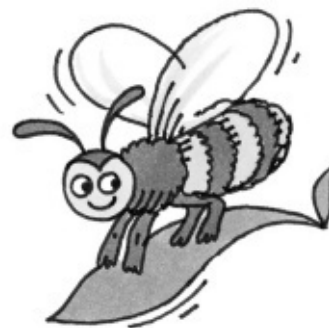
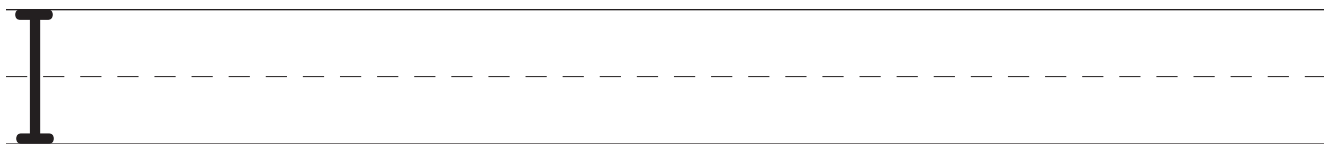
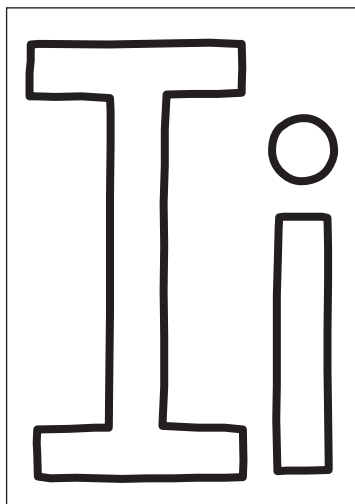


Two 2

2 2 2 2 2 2

two two two two two

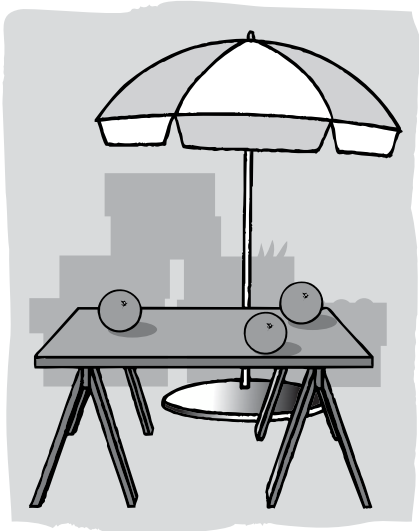
Directions: Trace the 2s on the first line. Write a row of 2s in the second line. Trace the word two on the third line. Practice writing the word two on the fourth line.



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Directions: Write the capital and lowercase forms of the letter *ii*. Write the letter *i* under the picture whose name has the /i/ sound.

Name _____ Date _____



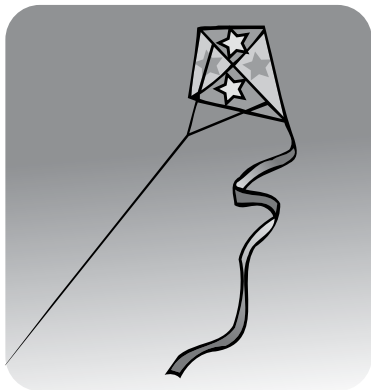
Three 3

3 3 3 3 3 3 3

three three three three

Directions: Trace the 3s on the first line. Write a row of 3s in the second line. Trace the word *three* on the third line. Practice writing the word *three* on the fourth line.

Name _____ Date _____





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Directions: Write the letter *i* under each picture whose name has the /i/ sound.

Name _____ Date _____

2

3



Directions: Write the numbers 2 and 3 on the lines. Count the number of apples in each tree and write the correct number on the line.



Four 4

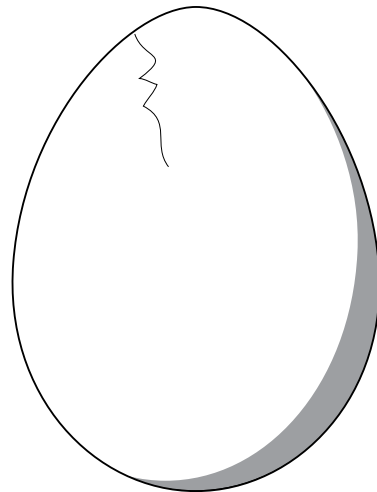
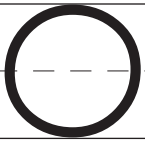
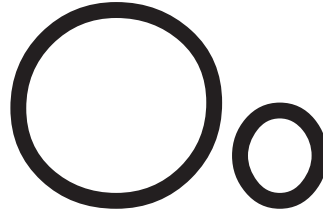
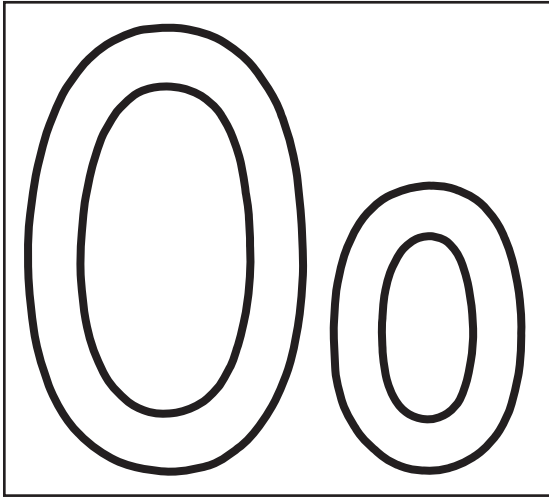
Tracing practice for the number 4. The first line contains seven dotted '4's for tracing. Below it are two blank lines for independent practice.

Tracing practice for the word 'four'. The first line contains five dotted 'four' words for tracing. Below it are two blank lines for independent practice.

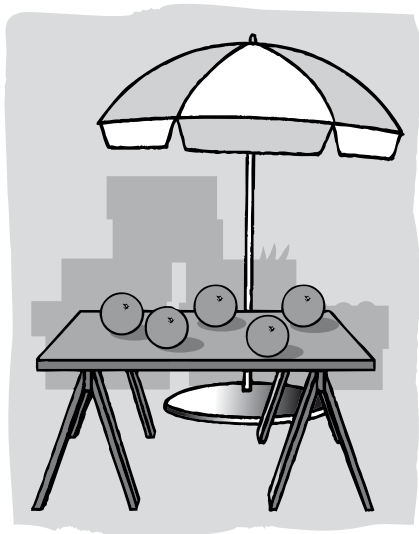
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Directions: Trace the 4s on the first line. Write a row of 4s on the second line. Trace the word four on the third line. Practice writing the word four on the fourth line.

Name _____ Date _____



Directions: Write the capital and lowercase forms of the letter Oo. Write the letter o under the picture whose name has the /ō/ sound in it.



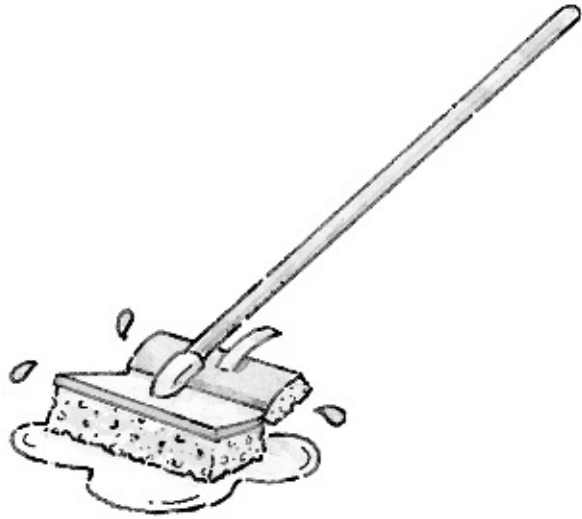
Five 5

5 5 5 5 5 5 5

five five five five five

Directions: Trace the 5s on the first line. Write a row of 5s on the second line. Trace the word *five* on the third line. Practice writing the word *five* on the fourth line.

Name _____ Date _____





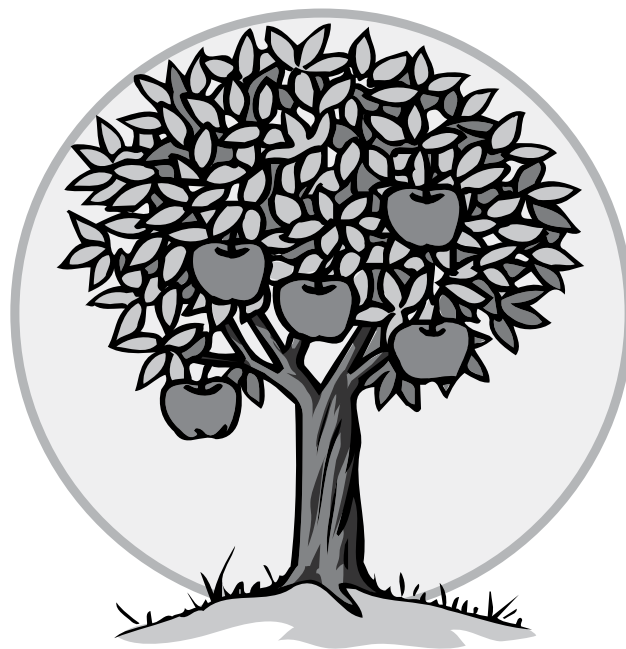
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Directions: Write the letter o under each picture whose name has the /ō/ sound.

Name _____ Date _____

4

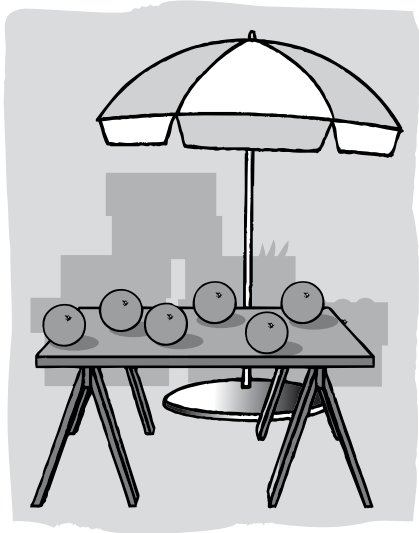
5



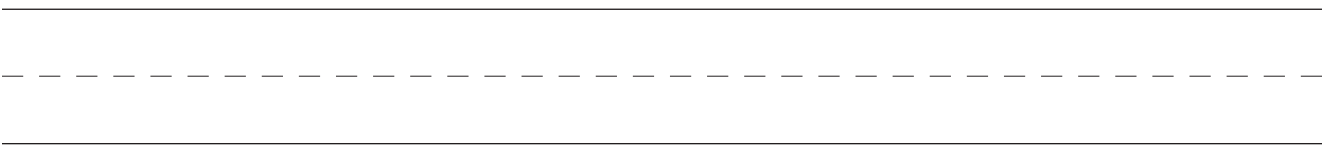
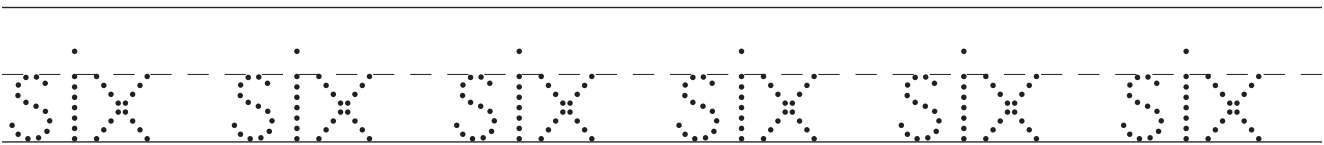
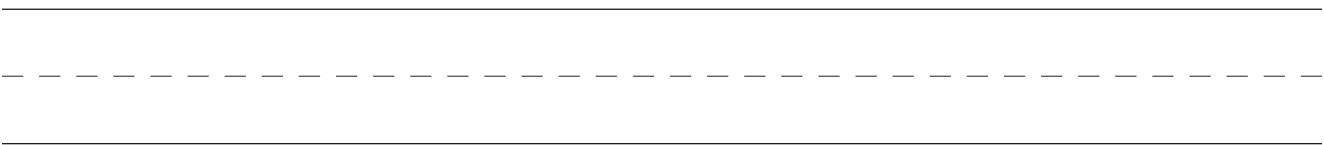
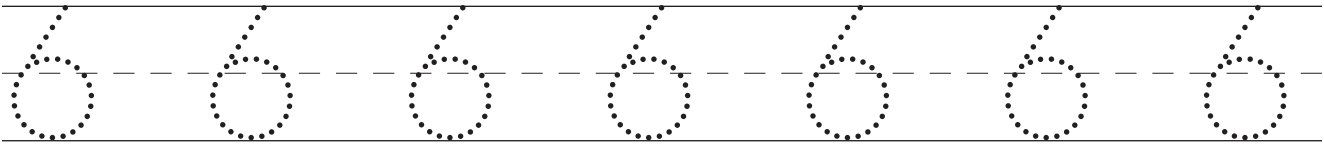
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Directions: Write the numbers 4 and 5 on the lines. Count the number of apples in each tree and write the correct number on the line.

Name _____ Date _____



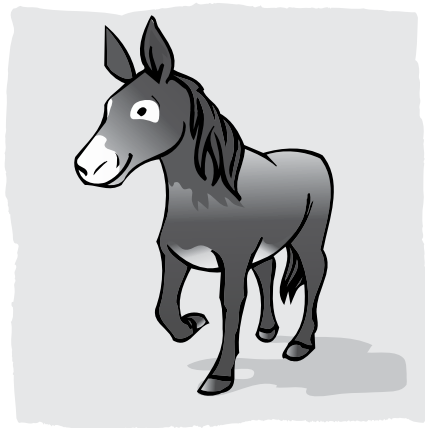
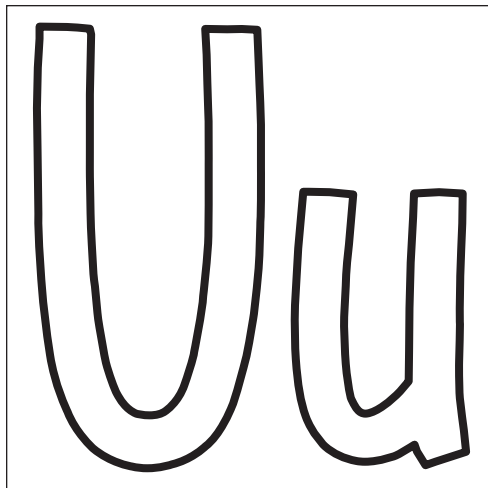
six 6



Directions: Trace the 6s on the first line. Write a row of 6s on the second line. Trace the word six on the third line. Practice writing the word six on the fourth line.

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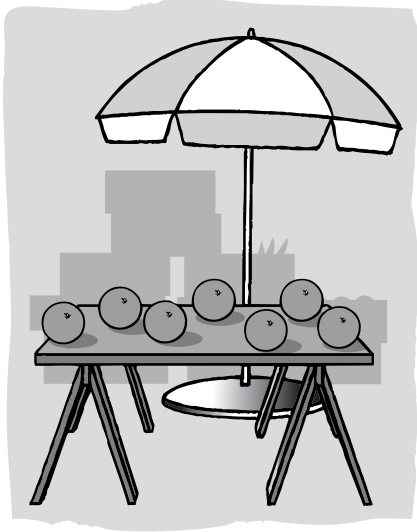
Name _____ Date _____



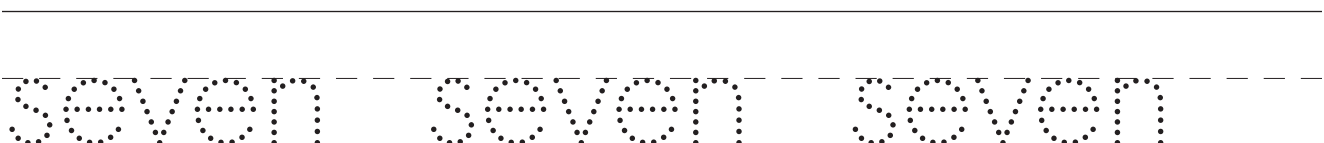
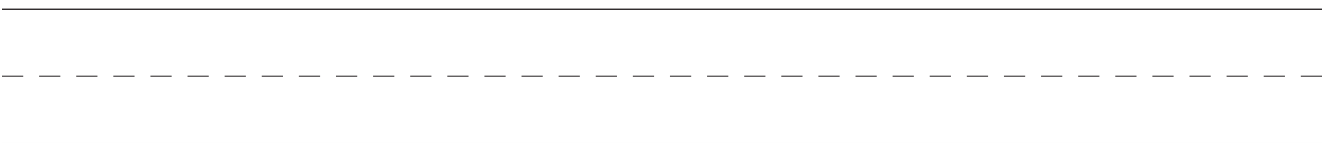
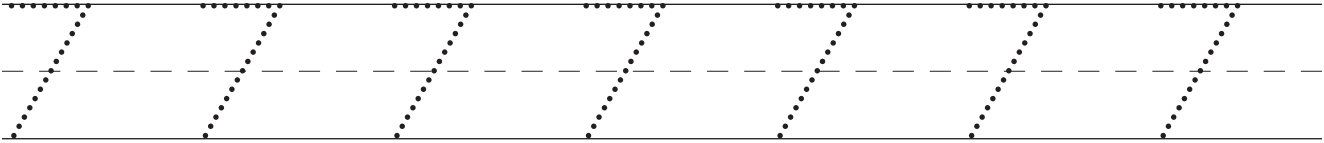
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Directions: Write the capital and lowercase forms of the letter *Uu*. Write the letter *u* under the picture whose name has the /ū/ sound in it.

Name _____ Date _____

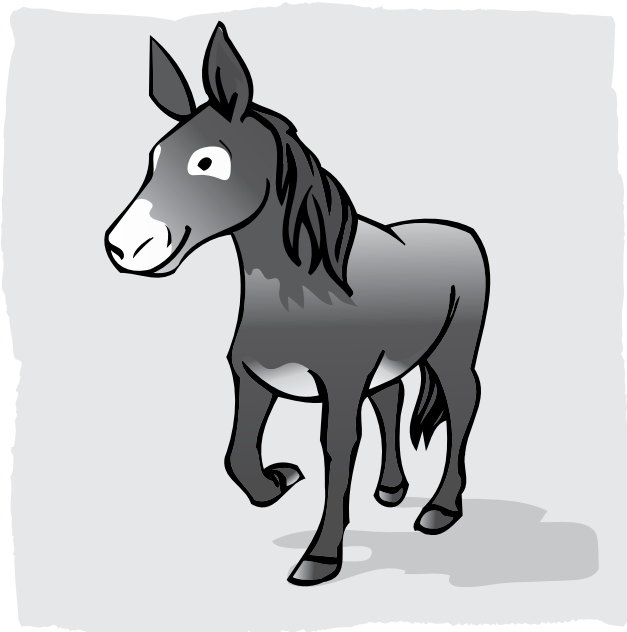


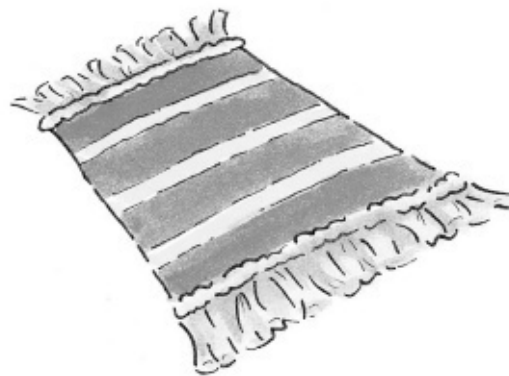
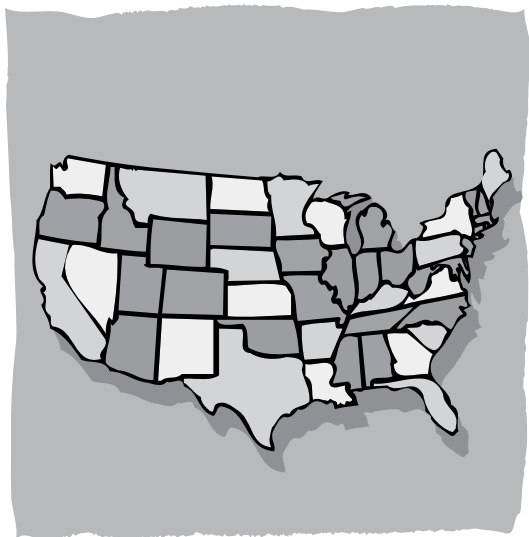
seven 7



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Directions: Trace the 7s on the first line. Write a row of 7s on the second line. Trace the word *seven* on the third line. Practice writing the word *seven* on the fourth line.





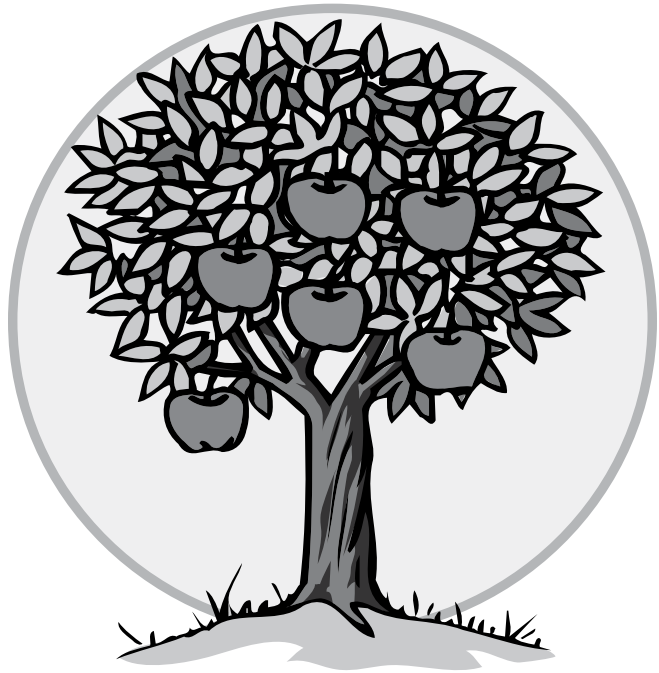
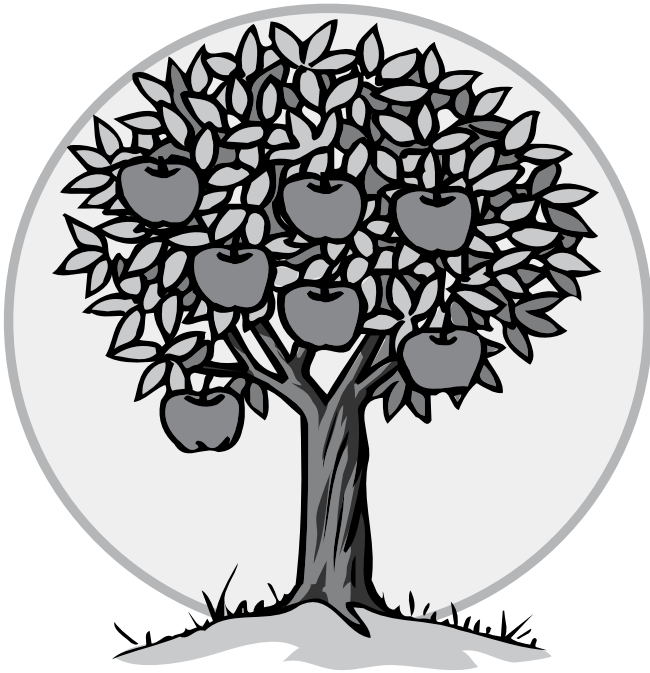
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Directions: Write the letter *u* under each picture whose name has the /ū/ sound in it.

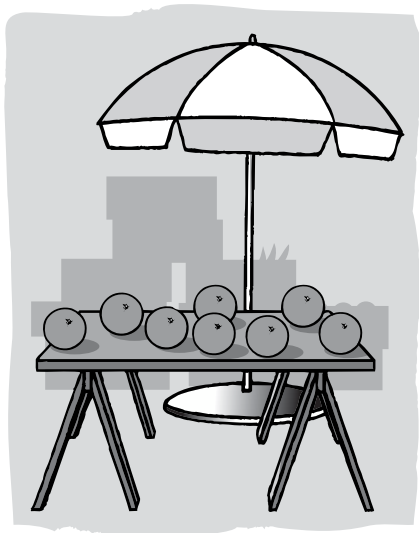
Name _____ Date _____

6

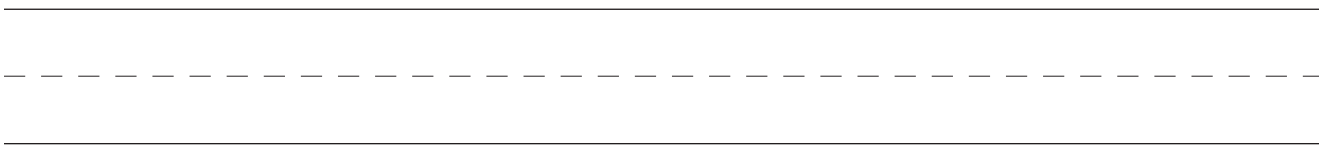
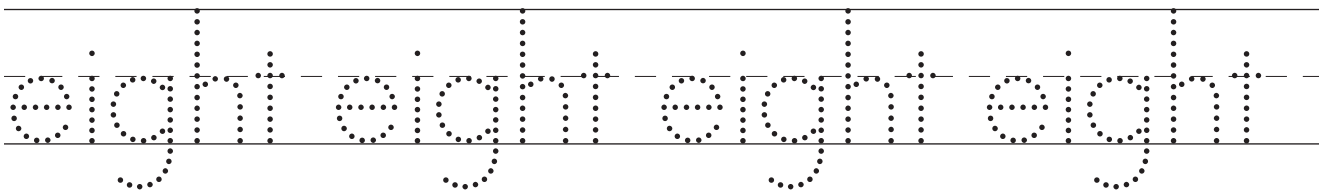
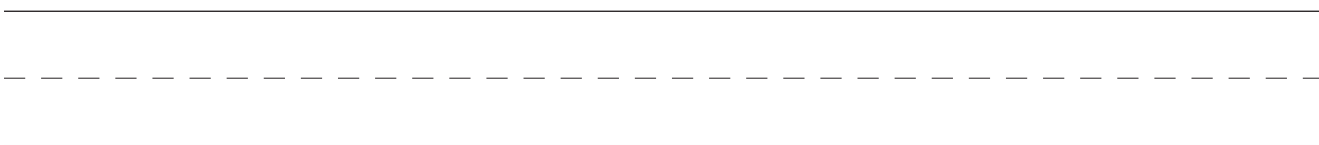
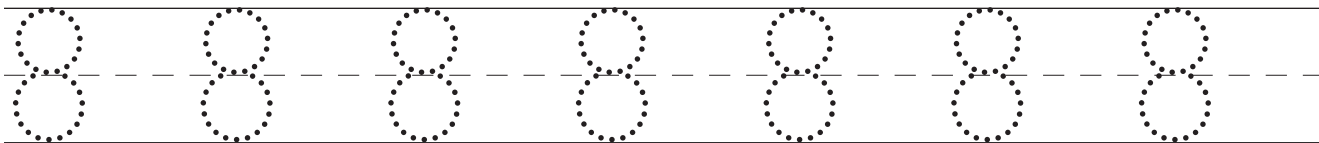
7



Directions: Write the numbers 6 and 7 on the lines. Count the number of apples in each tree and write the correct number on the line.



eight 8



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Directions: Trace the 8s on the first line. Write a row of 8s on the second line. Trace the word *eight* on the third line. Practice writing the word *eight* on the fourth line.

Name _____ Date _____



Ee

E

e

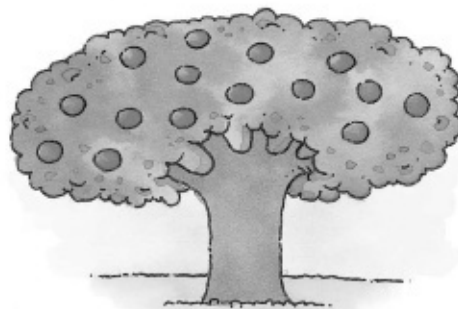
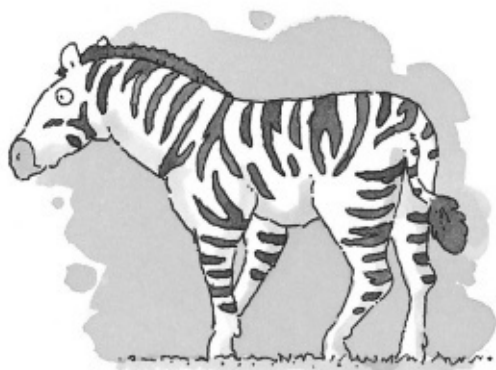


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Directions: Write the capital and lowercase forms of the letter Ee. Write the letter e under the picture whose name has the /ē/ sound in it.

Name _____ Date _____

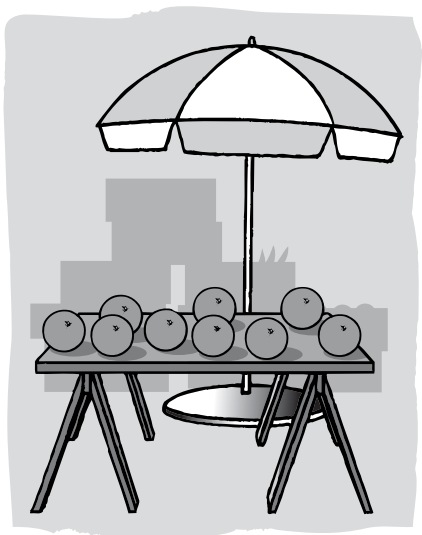




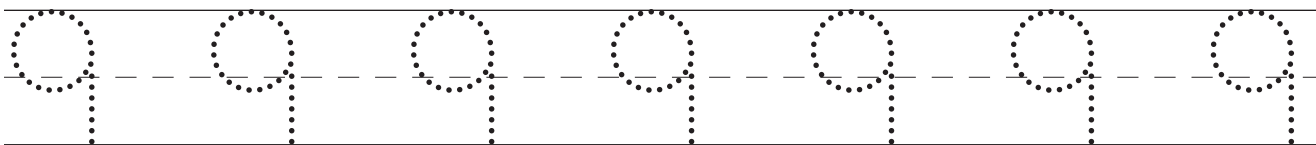
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Directions: Write the letter e under each picture whose name has the /ē/ sound.

Name _____ Date _____



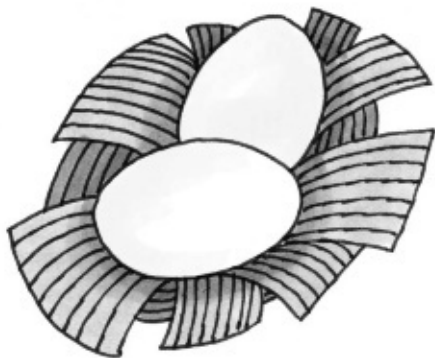
nine 9

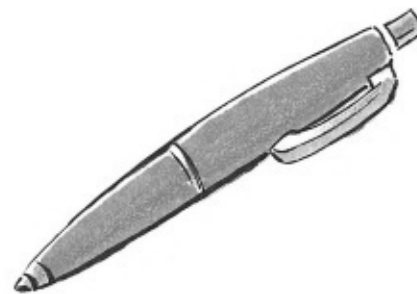
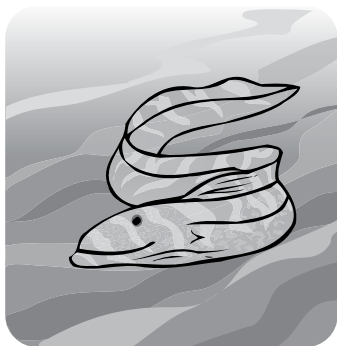


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Directions: Trace the 9s on the first line. Write a row of 9s on the second line. Trace the word *nine* on the third line. Practice writing the word *nine* on the fourth line.

Name _____ Date _____



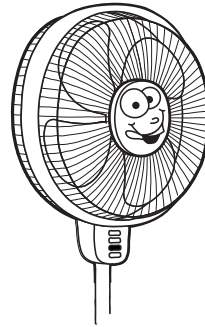


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Directions: Write the letter e under the picture whose name begins with the /ē/ sound.

Name _____ Date _____







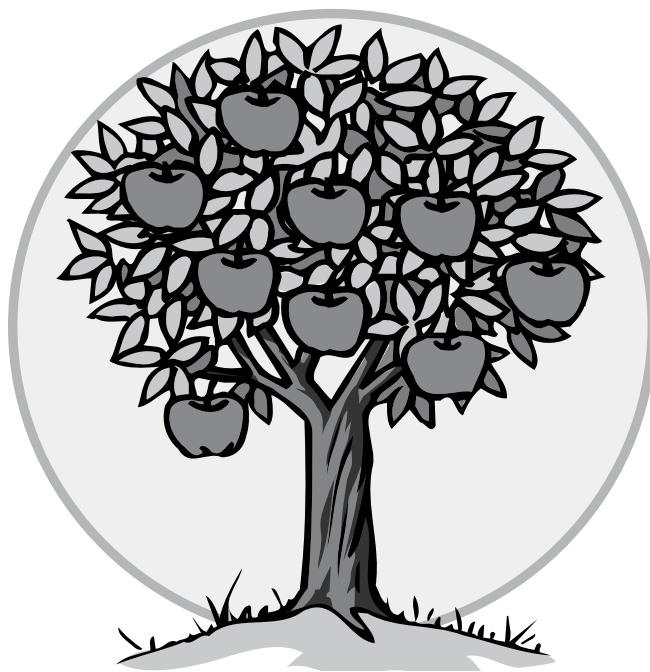
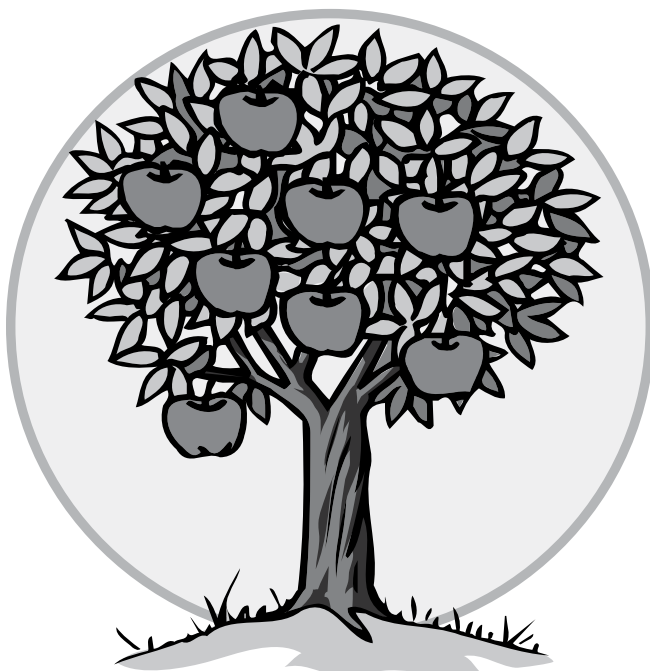
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Directions: Write the letter e under each picture whose name has the /ē/ sound in the middle sound.

Name _____ Date _____

8

9



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Directions: Write the numbers 8 and 9 on the lines. Count the number of apples in each tree and write the correct number on the line.

Name _____ Date _____

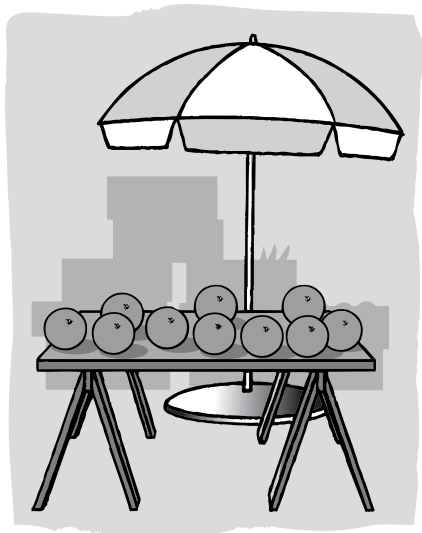






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Directions: Write the capital A under each picture whose name has the /ā/ sound.
Write a lowercase a under each picture whose name has the /a/ sound.



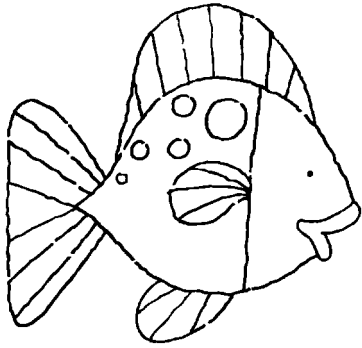
ten 10

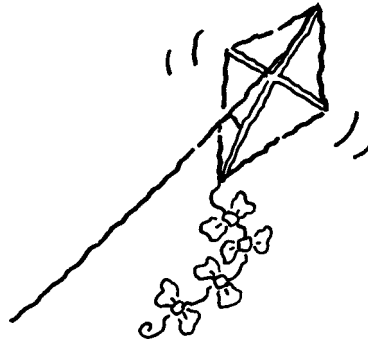
10 10 10 10 10

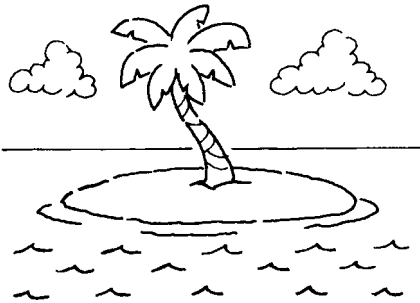
ten ten ten ten ten ten

Directions: Trace the 10s on the first line. Write a row of 10s on the second line. Trace the word ten on the third line. Practice writing the word ten on the fourth line.

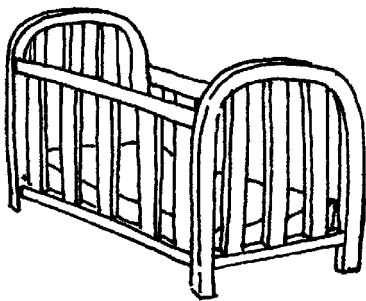
Name _____ Date _____

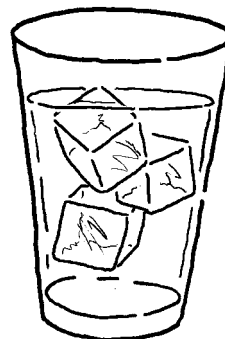










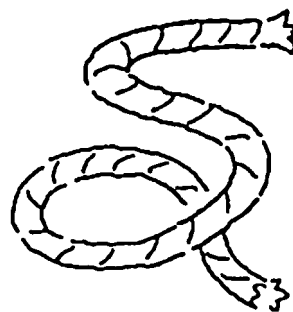
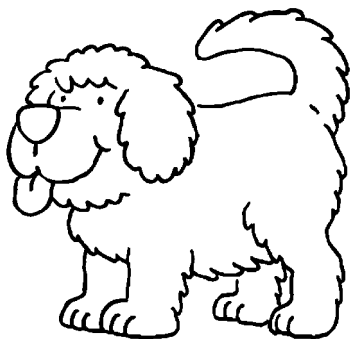


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Directions: Write the capital *I* under each picture whose name has the /i/ sound. Write a lowercase *i* under each picture whose name has the /i/ sound.







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Directions: Write the capital O under each picture whose name has the /ō/ sound. Write a lowercase o under each picture whose name has the /o/ sound.

Name _____ Date _____

0 zero

1 one

2 two

3 three

4 four

5 five



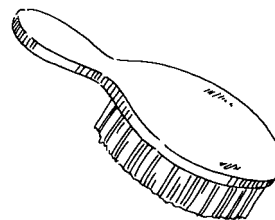
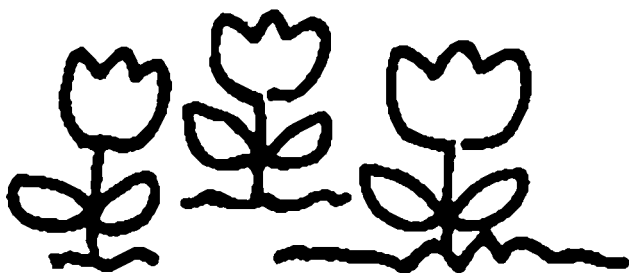
2 two



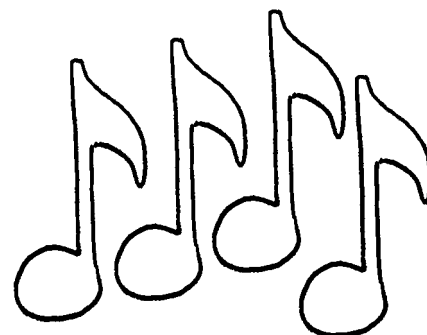
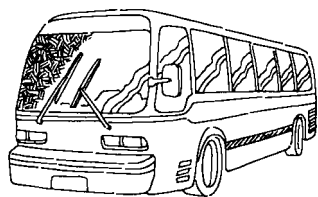
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Directions: Look at each picture and count the apples. Write the number of apples on the line. Then write the name of the number.

Name _____ Date _____



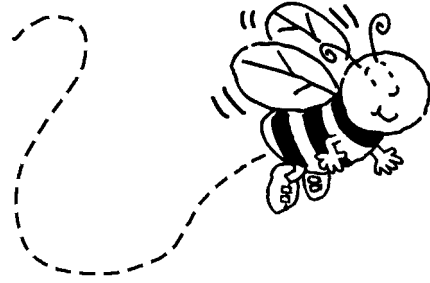
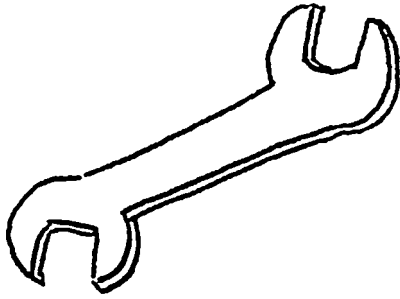




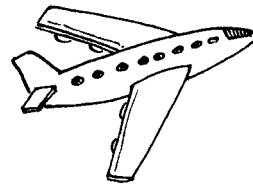
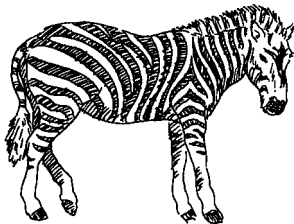
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Directions: Write the capital *U* under each picture whose name has the /ū/ sound. Write a lowercase *u* under each picture whose name has the /u/ sound.

Name _____ Date _____







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Directions: Write the capital *E* under each picture whose name has the /ē/ sound. Write a lowercase *e* under each picture whose name has the /e/ sound.

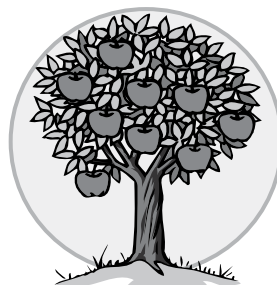
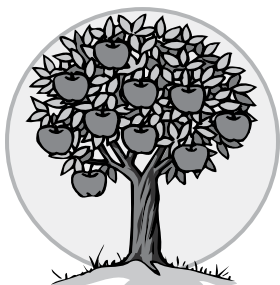
6 six

7 seven

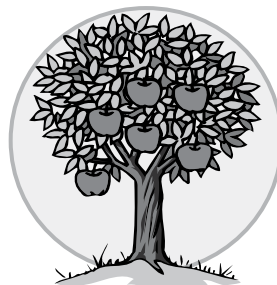
8 eight

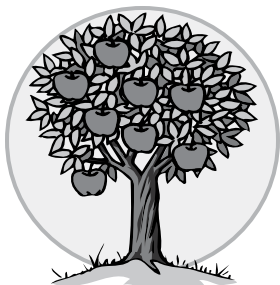
9 nine

10 ten



10 ten





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Directions: Look at each picture and count the apples. Write the number of apples on the line. Then write the name of the number.

Name _____ Date _____

1. Sam _____ on a rock.

hat sat



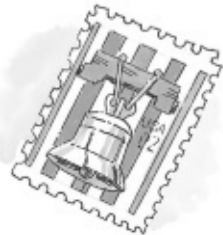
2. Where is the _____ ?

map lap



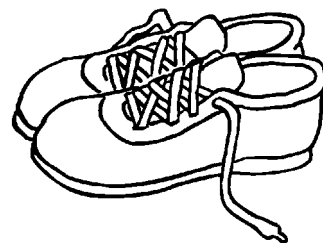
3. The letter needs a _____.

stamp lamp



4. Wipe your shoes on the _____.

mat pat



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

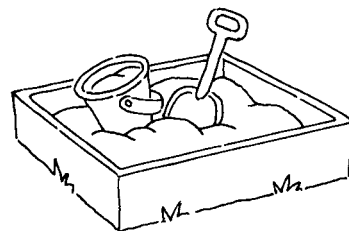
1. The beaver built a _____
dam ham



2. Maya feels _____ today.
said sad



3. Can we play in the _____?
sand land



4. The dog's fur was _____
damp dame



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

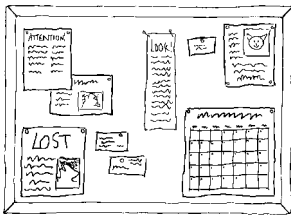
1. Do not eat the peach _____.

hit pit



2. His drum is made of _____.

tin tint



3. _____ the note to the board.

Pin Pan

4. One _____ is on the cone.

rip dip

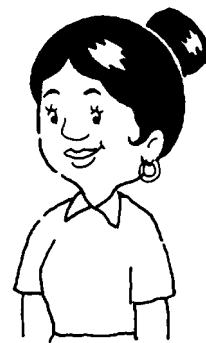


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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. Rosa's hair is in a _____.

bun bin



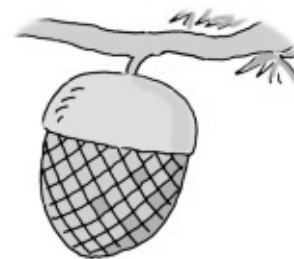
2. A baby bear is a _____?

cab cub



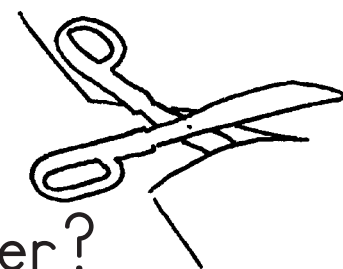
3. An acorn is a _____.

nut rut



4. Did you _____ the paper?

cut curt



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. Do not _____ about your doll.

big brag



2. Here is my school _____ ?

bag rag

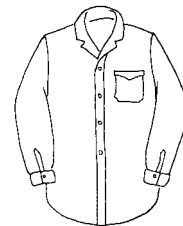


3. Is that a mouse or a _____ ?

rat rap

4. The shirt has a _____.

tab tag



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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. The clown wore a _____.

wag wig



2. Do the shoes _____ ?

fit lit



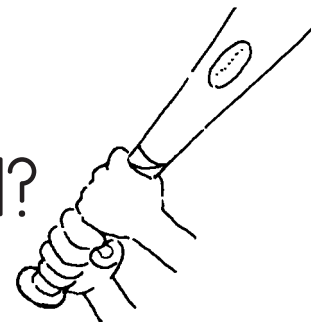
3. See the shark's _____.

fin fan



4. Can you _____ the ball?

hat hit

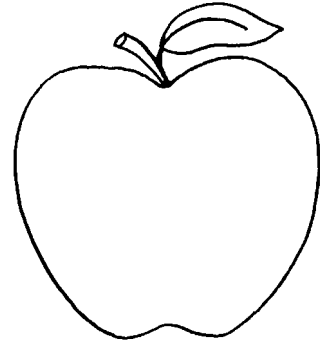


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. Is the apple _____?

red ride



2. Please make the _____.

bed did



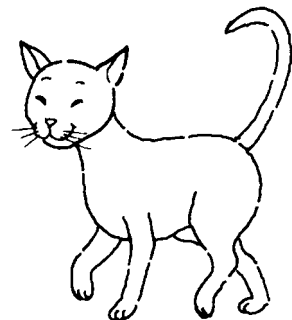
3. The dog can _____.

bag beg



4. Lin's _____ is a cat.

pat pet



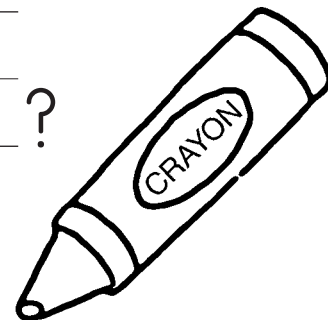
Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

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1. Lisa is very _____.
hot hat



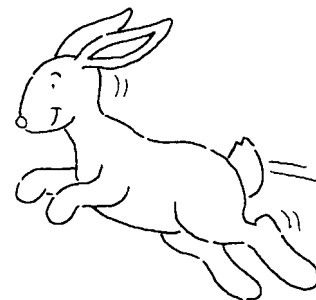
2. Can you draw a _____?
dot got



3. Fish swim in the _____.
pen pond



4. The rabbit can _____.
hop hip



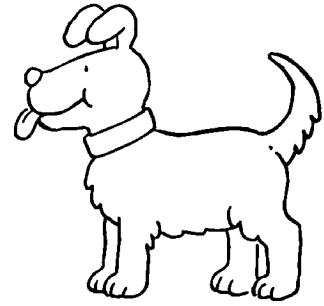
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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. _____ the dog gently.

pat rat



2. The car needs _____.

gap gas



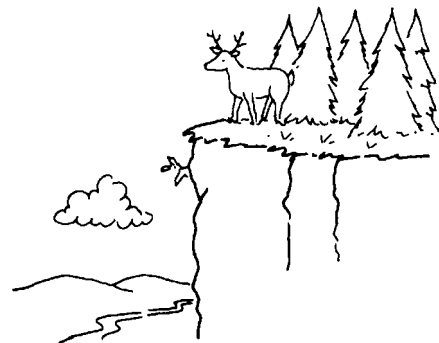
3. The kids play _____.

tag tan



4. A _____ is a deer.

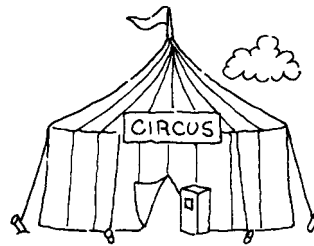
stag star



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. Those stores _____ shoes.

sell shell



2. The circus had two _____ ?

tans tents

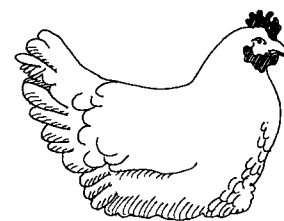


3. Use _____ to catch the fish.

nets nuts

4. The _____ lay eggs.

hens hands

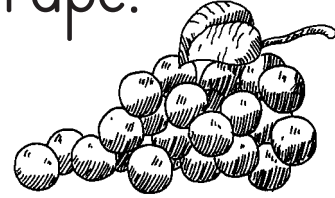


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

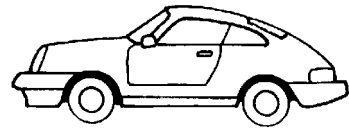
1. My favorite _____ is grape.

jab jam



2. Drive up the _____.

ramp map



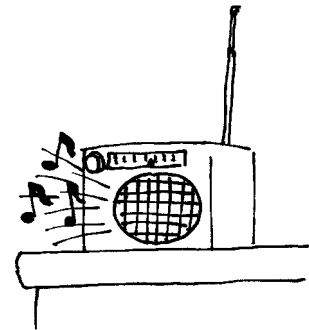
3. I saw a _____ at the zoo.

ham ram



4. Leo likes _____ music.

rap rip



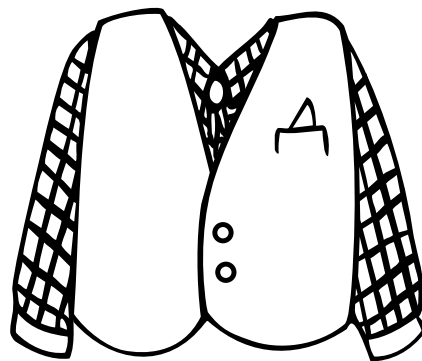
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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

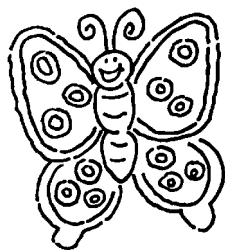
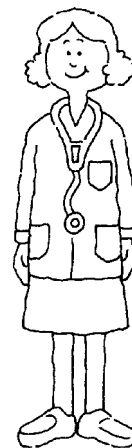
1. Sam wore a _____.

nest vest



2. _____ are animal doctors.

vets vats

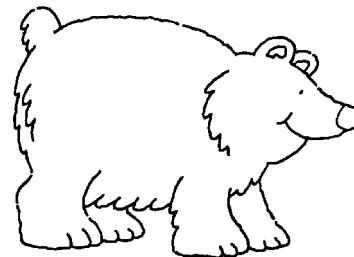


3. Where are the butterfly _____?

nets bets

4. Bears live in _____.

dent dens



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

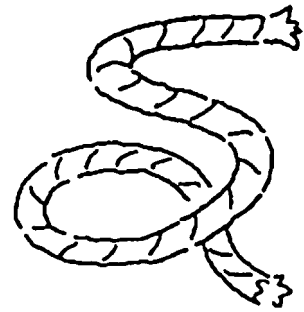
1. Sam gave Jill a _____.

rose hose



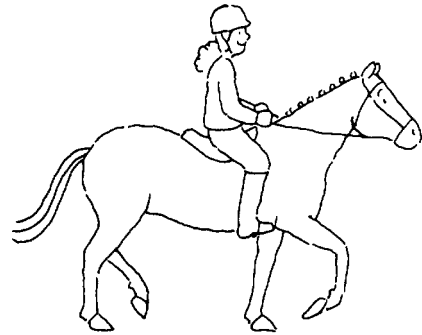
2. Where is the _____?

hope rope



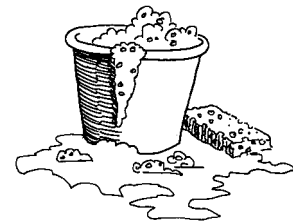
3. Meg _____ a horse.

rode code



4. Joe _____ the floor each day.

hops mops

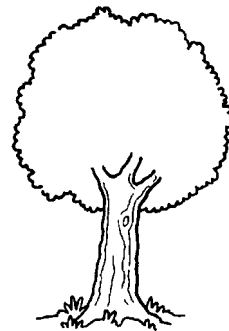


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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

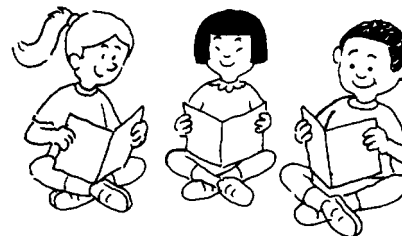
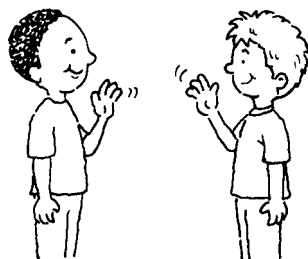
1. _____ comes from trees.

sat sap



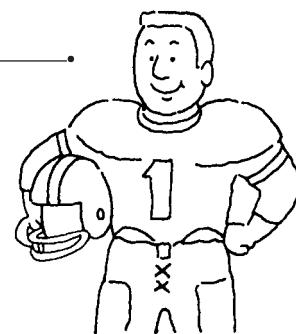
2. They held books in their _____ ?

maps laps



3. Boys are also called _____.

lads labs



4. Football players wear _____.

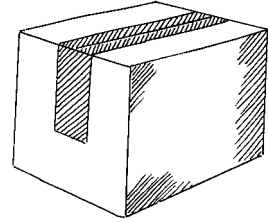
pills pads

Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. One _____ of the box is open.

hide side



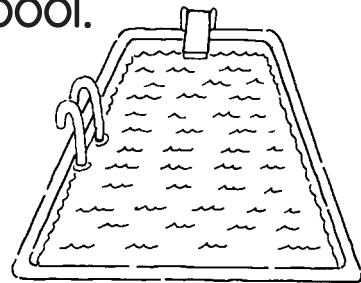
2. Are any birds in the _____ ?

nest rest



3. We can _____ in the pool.

swim swam



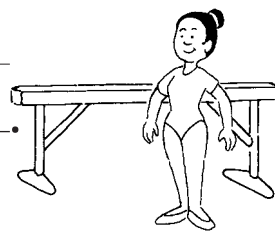
4. That cap is _____.

line mine

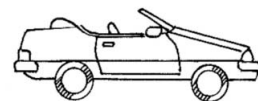


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. June landed on the _____
hat mat



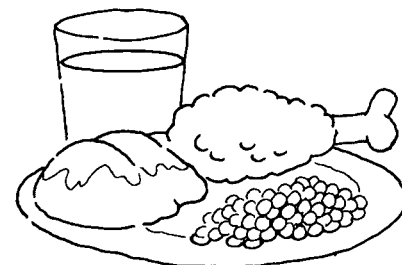
2. The car has new _____
mats math



3. The dog _____ on the floor.
sit sat



4. I _____ dinner.
late ate

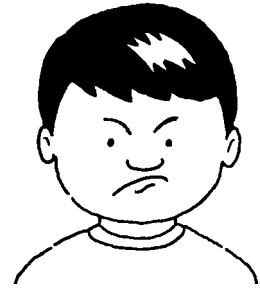


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. Lee feels _____ today.

mad made



2. Beavers build _____.

dim dams



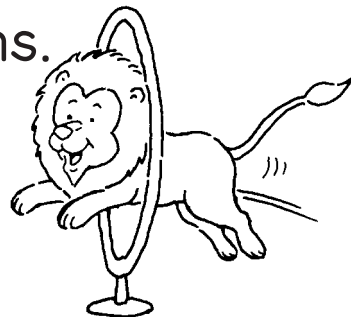
3. These ducks look the _____.

same some



4. The trainer _____ lions.

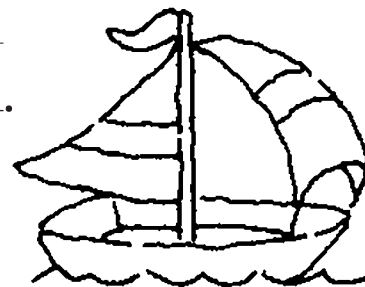
tame tames



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

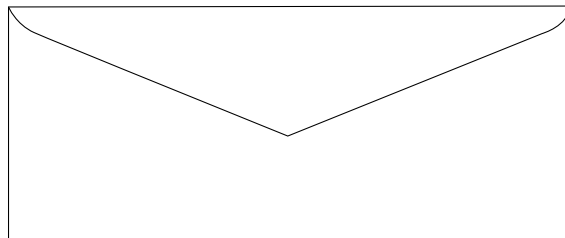
1. Sailboats have _____.

masts mask



2. The letter needs more _____.

stumps stamps



3. _____ is a kind of glue.

paste waste



4. Can you label the _____ ?

skates states

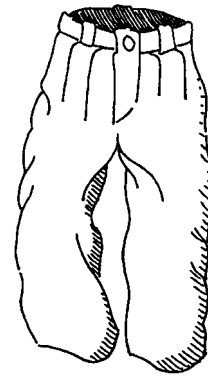


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

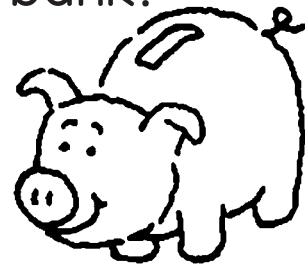
1. Do not _____ your pants.

trip rip



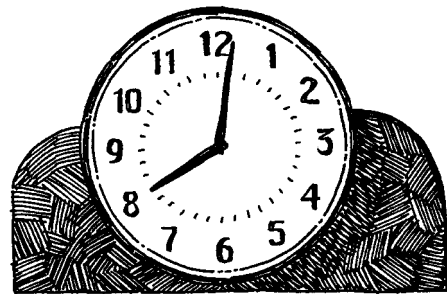
2. Tim put a _____ in his bank.

dime dim



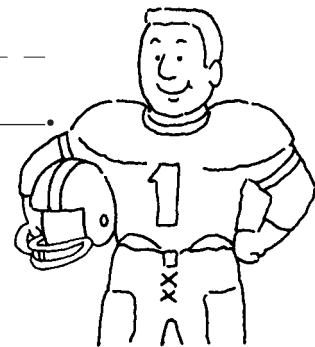
3. What _____ is it?

time lime



4. Sam wore football _____.

pad pads

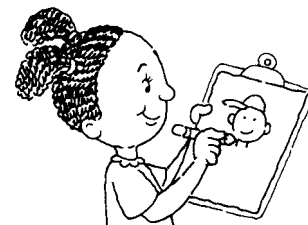


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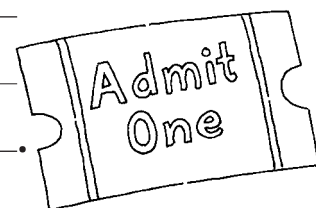
1. Jan uses _____ in art class.

past paste



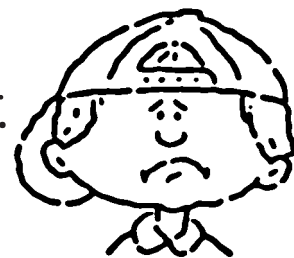
2. The ticket cost a _____.

dime time



3. Jason feels _____ tonight.

said sad



4. Did you _____ the cake?

bake rake

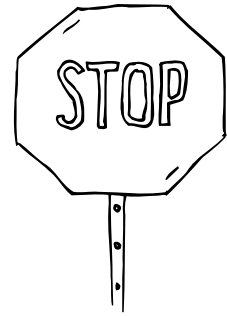


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

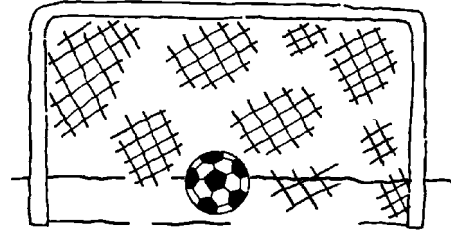
1. _____ your car at the sign.

stop top



2. Aim between the goal _____.

most posts



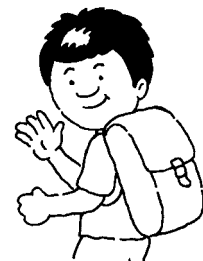
3. Sasha _____ around the house.

mopes maps



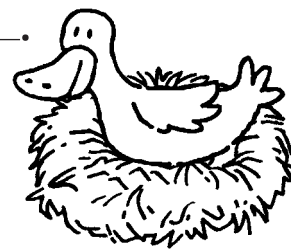
4. Carlos _____ books in his bag.

toots totes



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. The duck is on his _____.
nest rest



2. Where are the butterfly _____?
nuts nets



3. Do not _____ in the puddle.
step steep



4. _____ beating that drum!
stop top

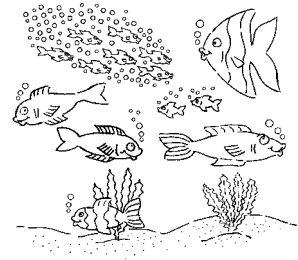


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. Joe has _____ of pet fish.

lots dots



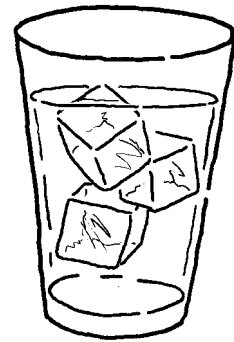
2. The kitten is _____.

list lost



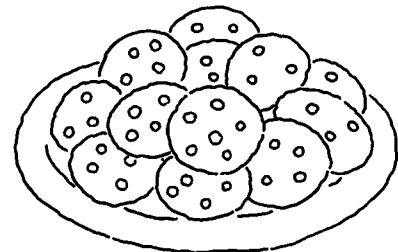
3. The ice will _____.

melt meet



4. I _____ cookies at the bake sale.

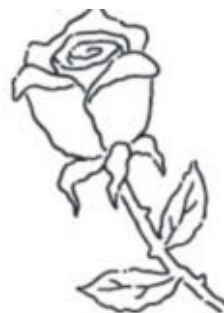
mold sold



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

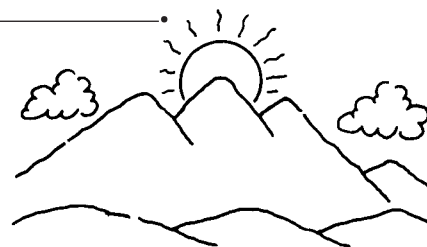
1. Smell the red _____.

rode rose



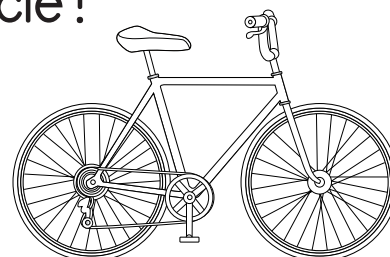
2. I watched the sun _____.

rise prize



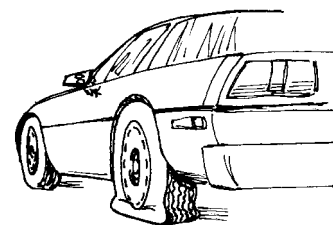
3. Can you _____ a bicycle?

ride side



4. Dad's car has a flat _____.

tired tire



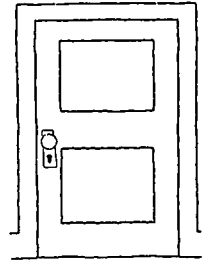
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Name _____ Date _____

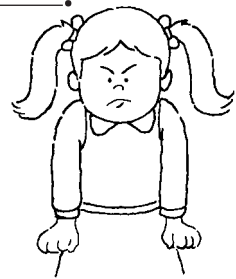
1. Please _____ the door.

open opens



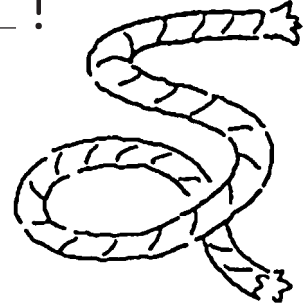
2. Lola always said no or _____.

mope nope



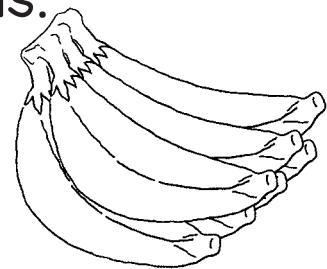
3. Can you untie the _____ ?

rope ripe



4. We need _____ bananas.

move more

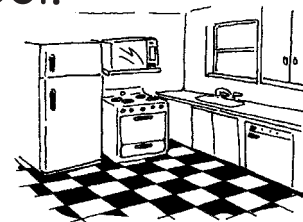


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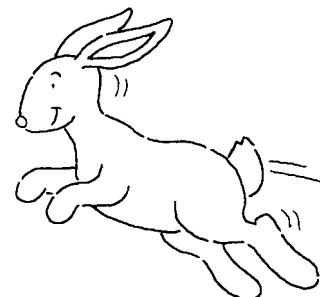
1. Sam _____ the dirty floor.

mops maps



2. The hare _____ quickly.

tops hops



3. Many chefs wear _____.

hats hits



4. Pat _____ around the house.

mopes hopes



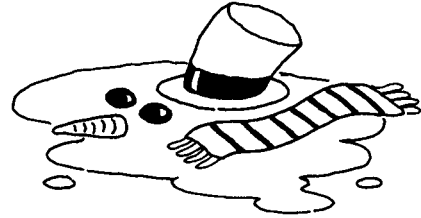
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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. His eyes were _____ of coal.

fits bits



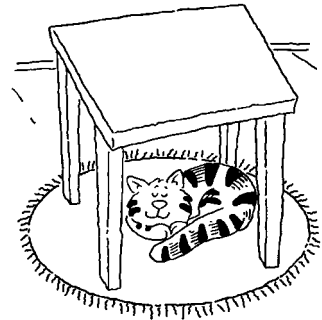
2. The chipmunk _____ the nut.

boots bites



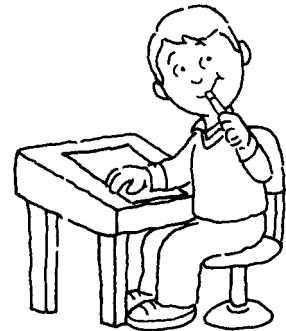
3. Where does the cat _____ ?

hide hid



4. Glen needs a _____.

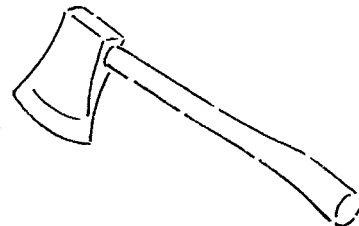
hint dent



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. The _____ was sharp.

ax back



2. An _____ lives on the farm.

locks ox



3. Do you like chocolate _____ ?

cake kick



4. The clown told a funny _____.

joke poke



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. We need to get _____ of the ants.

rid hid



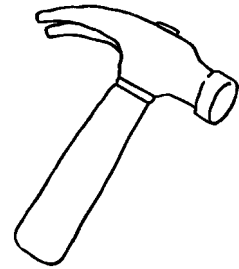
2. Amy can _____ a bicycle.

ride side



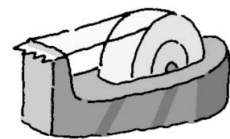
3. _____ the nail with the hammer.

trap tap



4. Can I borrow your _____ ?

tape gape



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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. _____ your nose.

white

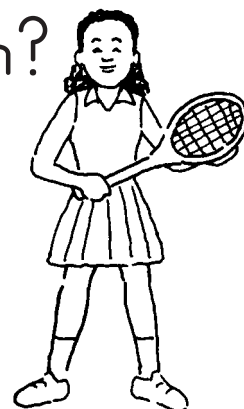
wipe



2. Did Lana _____ the match?

win

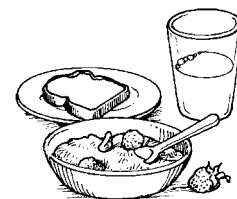
bin



3. I _____ my oatmeal with milk.

mix

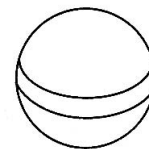
six



4. That ball is _____.

my

mine



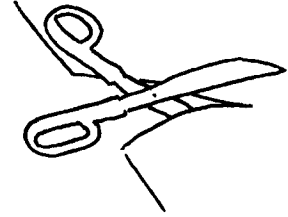
Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. _____ along the dotted line.

cat

cut



2. Katie can _____ quickly!

run

runt



3. Please _____ the bedroom.

dust

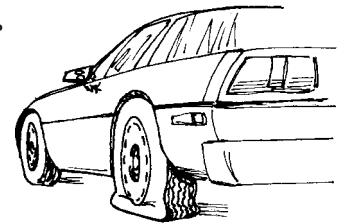
last



4. We need an air _____.

lump

pump

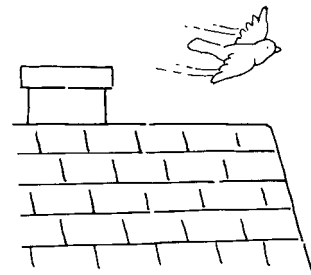


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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

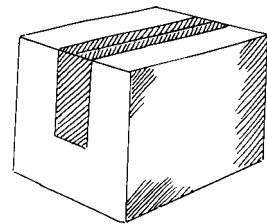
1. Birds _____ their wings to fly.

use used



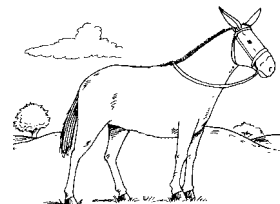
2. Sara will _____ the box.

ready reuse



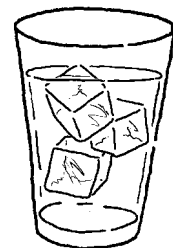
3. Is that your pet _____ ?

rule mule



4. I want one more ice _____.

cube tube

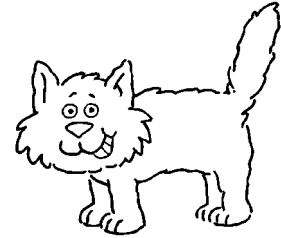


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. We need a _____ of cat food.

call case



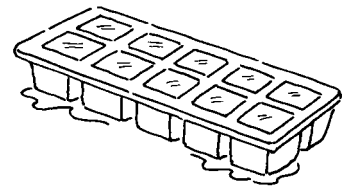
2. The twins want two _____.

lake cakes



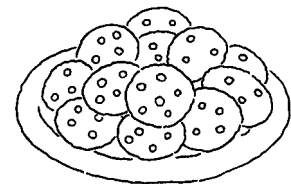
3. Here are the ice _____.

cubes cubs



4. Did you _____ the cookies?

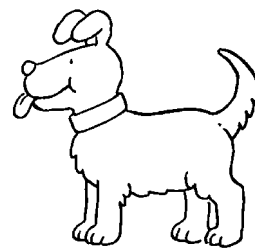
back bake



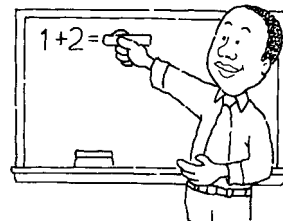
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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

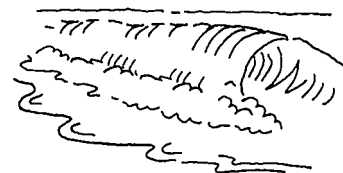
1. The dog _____ barking.
quit kit



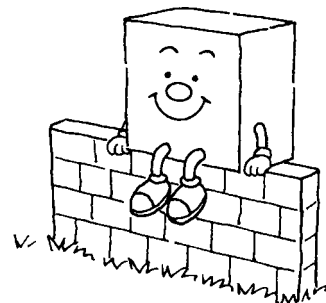
2. The class took a _____.
queen quiz



3. A _____ is an ocean creature.
squid kid



4. A _____ is a shape.
square care



Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. We drink from _____.
cups clips



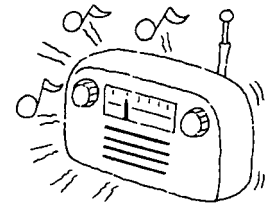
2. Baby bears are called _____.
cubs cud



3. I have three ice _____.
rubs cubes



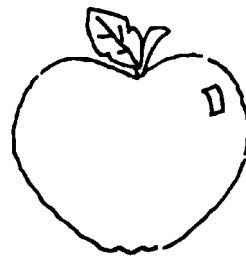
4. The radio plays _____.
music muse



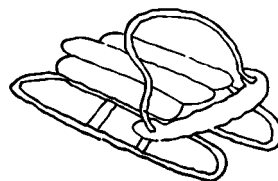
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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

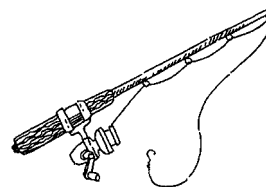
1. Some apples are _____.
red bed



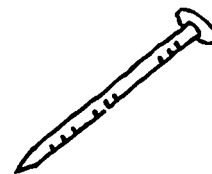
2. Can I borrow your _____?
sled slid



3. I will fix the _____ fishing rod.
bit bent

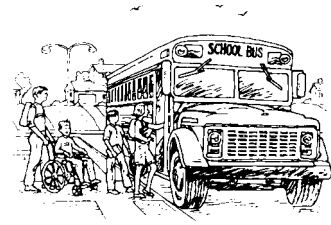


4. The nail is _____.
unbent undo



Name _____ Date _____

1. The bus is _____
there here



2. Did you enjoy New Year's _____
Eve even



3. I _____ the computer game.
rest reset



4. Tasha _____ the fabric.
recut recall

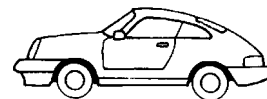


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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

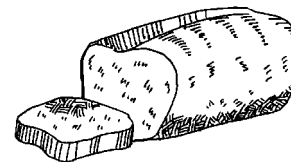
1. The car needs more _____.

has gas



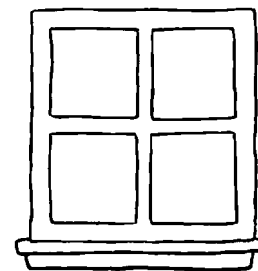
2. Please _____ more bread.

get got



3. I _____ out the window.

page gaze



4. She can _____ the shovel.

regret regrip

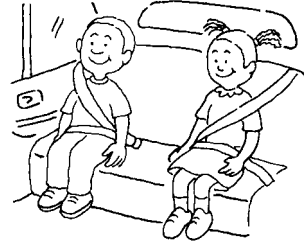


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. We ride in the back of the _____.

van win



2. The roses need a _____.

vase vast



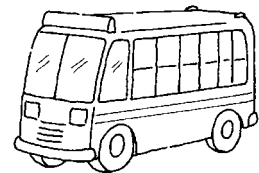
3. I turned _____ today!

sell seven



4. Jamal will _____ the bus.

drive alive



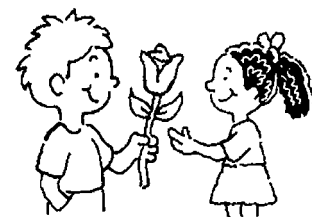
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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. Fido is my _____ friend.
rest best



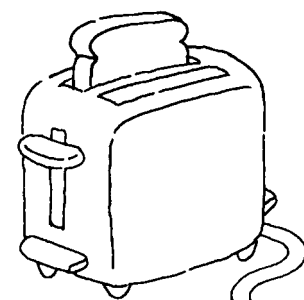
2. Sam _____ Jen a rose.
gave gale



3. The score is _____.
even eve



4. _____ the toaster.
replug refresh

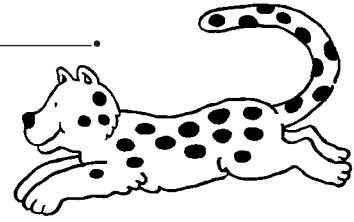


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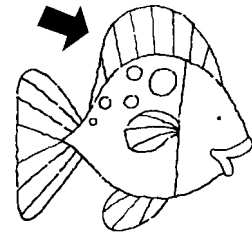
Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. Cheetahs are very _____.
test fast



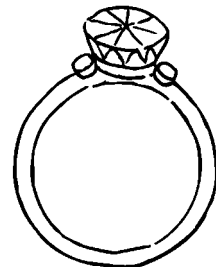
2. This is the fish's dorsal _____.
find fin



3. Thank you for the _____!
gift give



4. The jewel is _____.
take fake



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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

1. Tom read about _____.
yaks takes



2. The ox wore a _____.
joke yoke



3. Dogs sometimes _____.
yelp yell



4. I want a _____ with dinner.
them yam

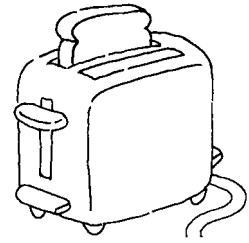


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

1. Jim likes _____ on toast.

jam dam



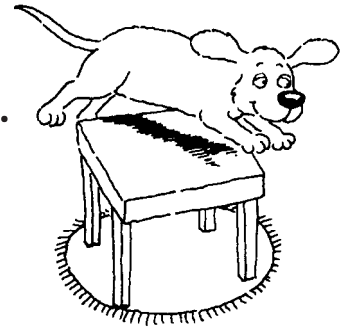
2. What a pretty _____ ring!

jade jet



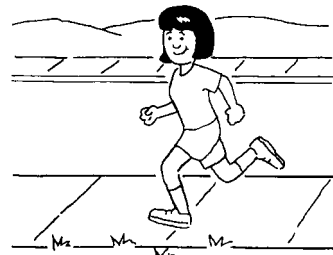
3. My dog can _____ high.

lamp jump



4. Ann likes to _____.

hog jog

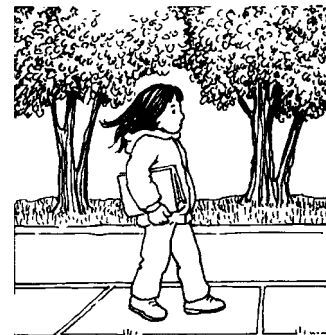


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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

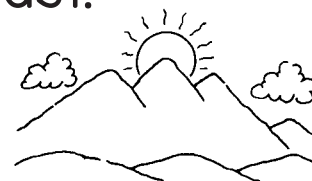
1. _____ your coat today.

zip sap



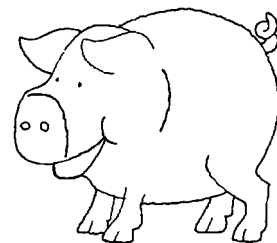
2. The sun _____ in the east.

rode rose



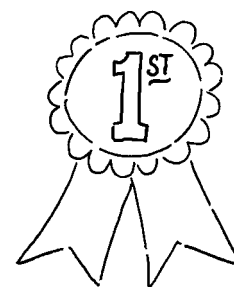
3. I have two pet _____.

pigs legs



4. Jose won first _____!

please prize

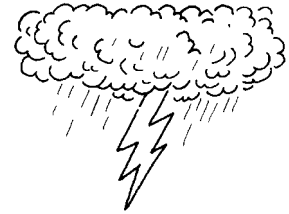


Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Name _____ Date _____

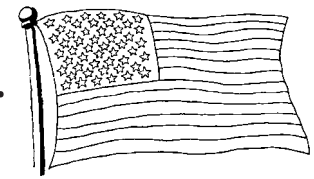
1. Lightning can _____ a pole.

zap cup



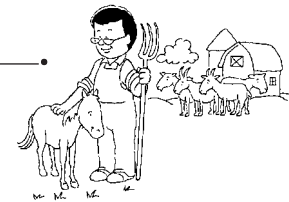
2. All countries have _____.

flags figs



3. The farmer planted _____.

swims yams



4. The clown's _____ is round.

nose news



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Directions: Listen as I read each sentence. Look at the picture. Blend and read each word. Circle the best word to fill the blank and then write the word on the line.

Answer Key

Unit 1, Lesson 1, Day 1 •

Page 1

Students should draw a smiley face in each box.

Unit 1, Lesson 1, Day 2 •

Page 2

Students should color the eight boxes that have a *C*, *c*, *D*, or *d*. They should also follow the dotted lines to complete the letters.

Unit 1, Lesson 1, Day 3 •

Page 3

Students should follow the dotted lines to complete the letters.

Unit 1, Lesson 1, Day 4 •

Page 4

Students should color the eight boxes that have a *G*, *g*, *H*, or *h*. They should also follow the dotted lines to complete the letters.

Unit 1, Lesson 1, Day 5 •

Pages 5–6

Students should circle the letters.

Unit 1, Lesson 2, Day 1 •

Page 7

Students should follow the dotted lines to complete the letters.

Unit 1, Lesson 2, Day 2 •

Page 8

Students should color the eight boxes that have *K*, *k*, *L*, or *l*. They should also follow the dotted lines to complete the letters.

Unit 1, Lesson 2, Day 3 •

Page 9

Students should color the twelve boxes that have an *M*, *m*, *N*, or *n*.

Unit 1, Lesson 2, Day 4 •

Page 10

Students should circle capital *O* (two), lowercase *o* (one), capital *P* (one), and lowercase *p* (two).

Unit 1, Lesson 2, Day 5 •

Pages 11–12

Students should connect the dots to complete the picture of the bluebird. They should also follow the dotted lines to complete the letters.

Unit 1, Lesson 3, Day 1 •

Page 13

Students should follow the dotted lines to complete the letters.

Unit 1, Lesson 3, Day 2 •

Page 14

Students should circle *S*, *s*, *T*, *t*, *U*, and *u*.

Unit 1, Lesson 3, Day 3 •

Page 15

Students should follow the dotted lines to complete the letters.

Unit 1, Lesson 3, Day 4 •

Page 16

Students should color the nine boxes that have *X*, *x*, *Y*, *y*, or *Z*, *z*. They should also follow the dotted lines to complete the letters.

Unit 1, Lesson 3, Day 5 •

Page 17

Students should connect the dots to complete the picture of the tree.

Unit 2, Lesson 1, Day 1 •

Page 18

Students should follow the dotted lines to complete the letters.

Unit 2, Lesson 1, Day 3 •

Page 19

Students should follow the dotted lines to complete the letters.

Unit 2, Lesson 1, Day 5 •

Page 20

Students should follow the dotted lines to complete the letters.

Unit 2, Lesson 2, Day 1 •

Page 21

Students should follow the dotted lines to complete the letters.

Unit 2, Lesson 2, Day 2 •

Page 22

Students should draw a line from the capital letter to its matching lowercase letter.

Unit 2, Lesson 2, Day 3 •

Page 23

Students should follow the dotted lines to complete the letters.

Answer Key

Unit 2, Lesson 2, Day 5 •

Page 24

Students should draw eight circles in the basket for the 8 monkey, three circles for the 3 monkey, and five circles for the 5 monkey.

Unit 2, Lesson 3, Day 1 •

Page 25

Students should follow the dotted lines to complete the letters.

Unit 2, Lesson 3, Day 2 •

Page 26

Students should circle *tens*, *nets*, *sent*, and *nest*.

Unit 2, Lesson 3, Day 3 •

Page 27

Students should follow the dotted lines to complete the letters.

Unit 2, Lesson 3, Day 5 •

Page 28

Students should follow the dotted lines to complete the letters.

Unit 3, Lesson 1, Day 1 •

Page 29

Students should write the capital and lowercase letter *s* in the lines provided. They should also write *s* under the sailboat.

Unit 3, Lesson 1, Day 2 •

Pages 30–31

Students should write the letter *s* under the sandcastle and the saw. They should also write the letter *s* under the bus, glass, pants, and shoes.

Unit 3, Lesson 1, Day 3 •

Pages 32–33

Students should write the capital and lowercase letter *m* in the lines provided. They should also write *m* under the map, mug, and mittens.

Unit 3, Lesson 1, Day 4 •

Page 34

Students should write the capital letter *M* under the pictures of the map and the mops. They should also write the lowercase letter *m* under the pictures of the drum, worm, and ham.

Unit 3, Lesson 1, Day 5 •

Pages 35–36

Students should write the letter *s* under the skate, scissors, seal, and sailboat. They should also write *m* under the mouse, mask, mop, and mittens.

Unit 3, Lesson 2, Day 1 •

Pages 37–38

Students should write the capital and lowercase letter *d* in the lines provided. They should also write *d* under the donkey, deer, and ducks.

Unit 3, Lesson 2, Day 2 •

Page 39

Students should write *d* to complete *bed*, *hand*, *door*, and *dog*.

Unit 3, Lesson 2, Day 3 •

Pages 40–41

Students should write the capital and lowercase letter *p* in the lines provided. They should also write *p* under the popcorn, pig, and pumpkins.

Unit 3, Lesson 2, Day 4 •

Page 42

Students should write the letter *p* under the map, lamp, tape, and cup.

Unit 3, Lesson 2, Day 5 •

Pages 43–44

Students should write *p* for the *pail*, *paint*, and *map*. They should write *d* for the *drum*, *bread*, and *bed*.

Unit 3, Lesson 3, Day 1 •

Page 45

Students should write the capital and lowercase letter *a* in the lines provided. They should also write *a* under the can.

Unit 3, Lesson 3, Day 2 •

Page 46

Students should write *a* under the pan, apple, and hat.

Unit 3, Lesson 3, Day 3 •

Pages 47–48

Students should write *a* for *bat*, *bag*, *man*, *pan*, *can*, and *hat*. They should write *m* for *man* and *mug*. They should write *s* for *sun*.

Answer Key

Unit 3, Lesson 3, Day 4 •

Page 49

Students should draw a line between the following picture pairs: doll, dolphin; penguin, pillow; apple, alligator.

Unit 3, Lesson 3, Day 5 •

Pages 50–51

Students should write *m* for map, *d* for dog, *s* for sun and sad, and *p* for pig and pan. They should write *a* for map, sad, and pan. They should also write *p* for top and map, *m* for ham, *d* for bed, and *s* for gas and bus.

Unit 4, Lesson 1, Day 1 •

Page 52

Students should write the capital and lowercase letter *h* in the lines provided. They should also write *h* under the hand.

Unit 4, Lesson 1, Day 2 •

Page 53

Students should write *h* under the horse and house.

Unit 4, Lesson 1, Day 3 •

Pages 54–55

Students should write the capital and lowercase letter *t* in the lines provided. They should also write *t* under the table, tree, and turtle.

Unit 4, Lesson 1, Day 4 •

Pages 56–57

Students should write the capital and lowercase letter *t* in the lines provided. They should also write *t* under the bat, robot, and target.

Unit 4, Lesson 1, Day 5 •

Pages 58–59

Students should write *h* for the ham, hat, and hug. They should write *t* for the top, ten, and toe.

Unit 4, Lesson 2, Day 1 •

Pages 60–61

Students should write the capital and lowercase letter *n* in the lines provided. They should also write *n* under the nails, newspaper, and nuts.

Unit 4, Lesson 2, Day 2 •

Pages 62–63

Students should write *n* under the sun, pen, fan, can, pan, and hen.

Unit 4, Lesson 2, Day 3 •

Pages 64–65

Students should write the capital and lowercase letter *l* in the lines provided. They should also write *l* under the lamp, lock, and ladder.

Unit 4, Lesson 2, Day 4 •

Pages 66–67

Students should write the capital *L* in the line provided. They should circle the seal, bell, ball, doll, and shell. Students should also write the lowercase *l* in the line provided. They should circle the nail, turtle, pail, and crocodile.

Unit 4, Lesson 2, Day 5 •

Pages 68–69

Students should write *n* for the nails, net, ten, and fan. They should write *l* for the lock and pail.

Unit 4, Lesson 3, Day 1 •

Page 70

Students should write *i* for the inch, insect, and infant.

Unit 4, Lesson 3, Day 2 •

Page 71

Students should write *i* under the pig, bridge, ship, and fish.

Unit 4, Lesson 3, Day 3 •

Page 72

Students should write *h* for ham, hill and hip. They should write *t* for turtle, toe, and tip. They should also write *i* for hill, hip, and tip.

Unit 4, Lesson 3, Day 4 •

Page 73

Students should write *n* for nine, nest, and nose. They should write *l* for lip, lizard, and lasso. They should write *i* for lip and lizard.

Unit 4, Lesson 3, Day 5 •

Pages 74–75

Students should write *h* for house and horse, *t* for tree and tip, *l* for lip, and *n* for nail. Students should also write *n* for fan, pan, and pin, *t* for bat and hat, and *l* for bell. They should write *i* for lip, nail, tip, and pin.

Answer Key

Unit 5, Lesson 1, Day 1 •

Pages 76–77

Students should write the capital and lowercase letter *b* in the lines provided. They should also write *b* under the bus, banana, and ball.

Unit 5, Lesson 1, Day 2 •

Page 78

Students should write *b* under the crib, crab, and tub.

Unit 5, Lesson 1, Day 3 •

Pages 79–80

Students should write the capital and lowercase letter *c* in the lines provided. They should also write *c* under the can, cat, and camel.

Unit 5, Lesson 1, Day 4 •

Page 81

Students should write the capital and lowercase letter *c* under the corn, candle, coat, and cake.

Unit 5, Lesson 1, Day 5 •

Pages 82–83

Students should write the capital *B* in the line provided. They should circle the club, sub, web, and crab. Students should also write the lowercase *b* in the line provided. They should circle the bib, tub, cub, and crib.

Unit 5, Lesson 2, Day 1 •

Pages 84–85

Students should write the capital and lowercase letter *o* in the lines provided. They should also write *o* under the octopus, box, and sock.

Unit 5, Lesson 2, Day 2 •

Page 86

Students should write the capital *O* under the office and on switch. They should write the lowercase *o* under the clock, log, office, and on switch.

Unit 5, Lesson 2, Day 3 •

Pages 87–88

Students should write the capital and lowercase letter *r* in the lines provided. They should also write *r* under the rocket, rake, ring, and road.

Unit 5, Lesson 2, Day 4 •

Page 89

Students should write the capital and lowercase letter *r* under the car, door, flower, and chair.

Unit 5, Lesson 2, Day 5 •

Pages 90–91

Students should write the capital letter *R* under the rabbit, rock, rainbow, and raindrops. They should write the lowercase letter *r* under the paper and scooter. They should write the letter *o* under the rock and raindrops. They should also write an *o* to complete the words *pot* and *office* and an *r* to complete the words *star* and *ring*.

Unit 5, Lesson 3, Day 1 •

Pages 92–93

Students should write the capital and lowercase letter *g* in the lines provided. They should also write *g* under the goat, game, and guitar.

Unit 5, Lesson 3, Day 2 •

Pages 94–95

Students should write the lowercase letter *g* in the lines provided. They should also circle *tag*, *rug*, *pig*, *bag*, *log*, *egg*, *dog*, and *wig*.

Unit 5, Lesson 3, Day 3 •

Pages 96–97

Students should circle and write *bat*, *cat*, *dog*, and *pot*. They should write *o* for *top*, *sock*, and *box*. They should also write *c* for *can*.

Unit 5, Lesson 3, Day 4 •

Page 98

Students should write the letter *o* under the dog, rock, and lock. They should write the letter *r* under the rock, door, and rag. They should also write the letter *g* under dog, goat, and rag.

Unit 6, Lesson 1, Day 1 •

Page 99

Students should write the capital and lowercase letter *j* in the lines provided. They should also write *j* under the jellyfish.

Unit 6, Lesson 1, Day 2 •

Page 100

Students should write *j* under the jug and jacket.

Unit 6, Lesson 1, Day 3 •

Pages 101–102

Students should write the capital and lowercase letter *f* in the lines provided. They should also write *f* under the fish, feet, and fork.

Answer Key

Unit 6, Lesson 1, Day 4 •

Pages 103–104

Students should write the capital *F* in the line provided. They should circle the fox, fence, fly, and frog. Students should also write the lowercase *f* in the line provided. They should circle the wolf, calf, and scarf.

Unit 6, Lesson 1, Day 5 •

Page 105

Students should circle *fan*, *jump*, *jam*, and *fish*. They should also write *f*, *j*, *j*, and *f* in the spaces provided.

Unit 6, Lesson 2, Day 1 •

Pages 106–107

Students should write the capital and lowercase letter *u* in the lines provided. They should also write *u* under the cup, umbrella, and bug.

Unit 6, Lesson 2, Day 2 •

Page 108

Students should circle *puppy*, *truck*, *brush*, and *duck*. They should also write the capital and lowercase forms of the letter *u* on each line.

Unit 6, Lesson 2, Day 3 •

Page 109

Students should write the capital and lowercase letter *x* in the lines provided. They should also write *x* under the *ax*.

Unit 6, Lesson 2, Day 4 •

Page 110

Students should write *x* under the fox and box.

Unit 6, Lesson 2, Day 5 •

Pages 111–112

Students should write the capital and lowercase letter *u* under the cut, trunk, pumpkin, and hut. They should also write the capital and lowercase letter *x* under the *ax*, *box*, *mailbox*, and *fox*.

Unit 6, Lesson 3, Day 1 •

Pages 113–114

Students should write the capital and lowercase letter *z* in the lines provided. They should also write *z* under the zebra, zigzag, and zero.

Unit 6, Lesson 3, Day 2 •

Pages 115–116

Students should circle *s*, *z*, or *zz* in each word.

Unit 6, Lesson 3, Day 3 •

Pages 117–118

Students should write *j* for jet, jump, and jug and *f* for fence, fish, and frog. They should write *u* for jump and jug. Students should also complete the words as shown: *fan*, *bug*, *fox*, and *jar*.

Unit 6, Lesson 3, Day 4 •

Page 119

Students should draw a line between *box* and *ax*, *umbrella* and *trumpet*, and *rose* and *zebra*.

Unit 6, Lesson 3, Day 5 •

Page 120

Students should complete the words as shown: *maze*, *mug*, *fork*, *zebra*, *box*, and *jacket*.

Unit 7, Lesson 1, Day 1 •

Page 121

Students should write the capital and lowercase letter *w* in the lines provided. They should also write *w* under the wagon.

Unit 7, Lesson 1, Day 2 •

Page 122

Students should write *w* under the watch and walrus.

Unit 7, Lesson 1, Day 3 •

Page 123

Students should write the capital and lowercase letter *k* in the lines provided. They should also write *k* under the kettle.

Unit 7, Lesson 1, Day 4 •

Page 124

Students should write *k* under the keys and king.

Unit 7, Lesson 1, Day 5 •

Pages 125–126

Students should circle *web*, *kite*, and *keys* and write *w*, *k*, and *k* in the spaces provided. Students should also circle *king*, *wig*, and *wags* and write *k*, *w*, and *w* in the spaces provided.

Unit 7, Lesson 2, Day 1 •

Page 127

Students should write the capital and lowercase letter *e* in the lines provided. They should also write *e* under the elephant.

Answer Key

Unit 7, Lesson 2, Day 2 •

Page 128

Students should write *e* under the elbow and egg.

Unit 7, Lesson 2, Day 3 •

Page 129

Students should write the capital and lowercase letter *q* in the lines provided. They should also write *q* under the queen.

Unit 7, Lesson 2, Day 4 •

Page 130

Students should write *q* under the quilt and question mark.

Unit 7, Lesson 2, Day 5 •

Pages 131–132

Students should circle *elephant*, *quack*, and *envelope*, and write *e*, *q*, and *e* on the lines provided. They should also circle *quilt*, *egg*, and *quick*, and write *q*, *e*, and *q* on the lines provided.

Unit 7, Lesson 3, Day 1 •

Page 133

Students should write the capital and lowercase letter *y* in the lines provided. They should also write *y* under the yarn.

Unit 7, Lesson 3, Day 2 •

Pages 134–135

Students should write the capital and lowercase letter *v* in the lines provided. They should also write *v* under the vase, van, and violin.

Unit 7, Lesson 3, Day 3 •

Pages 136–137

Students should circle the *wagon*, *king*, and *wave*, and write *w*, *k*, and *w* in the spaces provided. They should also write *e* for the bed, pen, and bell.

Unit 7, Lesson 3, Day 4 •

Page 138

Students should write *y* under the yak and yoyo.

Unit 8, Lesson 1, Day 1 •

Page 139

Students should trace the dotted lines and write *0* and *zero* in the spaces provided.

Unit 8, Lesson 1, Day 2 •

Page 140

Students should write the capital and lowercase letter *a* in the lines provided. They should also write *a* under the tape.

Unit 8, Lesson 1, Day 3 •

Page 141

Students should trace the dotted lines and write *1* and *one* in the spaces provided.

Unit 8, Lesson 1, Day 4 •

Page 142

Students should write *a* under the game and grapes.

Unit 8, Lesson 1, Day 5 •

Page 143

Students should write *0* and *1* in the spaces provided. They should also write *1* under the tree with one apple and *0* under the tree with no apples.

Unit 8, Lesson 2, Day 1 •

Page 144

Students should trace the dotted lines and write *2* and *two* in the spaces provided.

Unit 8, Lesson 2, Day 2 •

Page 145

Students should write the capital and lowercase letter *i* in the lines provided. They should also write *i* under the lion.

Unit 8, Lesson 2, Day 3 •

Page 146

Students should trace the dotted lines and write *3* and *three* in the spaces provided.

Unit 8, Lesson 2, Day 4 •

Page 147

Students should write *i* under the kite and ice cubes.

Unit 8, Lesson 2, Day 5 •

Page 148

Students should write *2* and *3* in the spaces provided. They should also write *2* under the tree with two apples and *3* under the tree with three apples.

Unit 8, Lesson 3, Day 1 •

Page 149

Students should trace the dotted lines and write *4* and *four* in the spaces provided.

Unit 8, Lesson 3, Day 2 •

Page 150

Students should write the capital and lowercase letter *o* in the lines provided. They should also write *o* under the rose.

Answer Key

Unit 8, Lesson 3, Day 3 •

Page 151

Students should trace the dotted lines and write 5 and five in the spaces provided.

Unit 8, Lesson 3, Day 4 •

Page 152

Students should write o under the ocean and rope.

Unit 8, Lesson 3, Day 5 •

Page 153

Students should write 4 and 5 in the spaces provided. They should also write 4 under the tree with four apples and 5 under the tree with five apples.

Unit 9, Lesson 1, Day 1 •

Page 154

Students should trace the dotted lines and write 6 and six in the spaces provided.

Unit 9, Lesson 1, Day 2 •

Page 155

Students should write the capital and lowercase letter u in the lines provided. They should also write u under the mule.

Unit 9, Lesson 1, Day 3 •

Page 156

Students should trace the dotted lines and write 7 and seven in the spaces provided.

Unit 9, Lesson 1, Day 4 •

Page 157

Students should write u under the mule and the United States illustration.

Unit 9, Lesson 1, Day 5 •

Page 158

Students should write 6 and 7 in the spaces provided. They should also write 6 under the tree with six apples and 7 under the tree with seven apples.

Unit 9, Lesson 2, Day 1 •

Page 159

Students should trace the dotted lines and write 8 and eight in the spaces provided.

Unit 9, Lesson 2, Day 2 •

Pages 160–161

Students should write the capital and lowercase letter e in the lines provided. They should also write e under the sheep, zebra, and tree.

Unit 9, Lesson 2, Day 3 •

Page 162

Students should trace the dotted lines and write 9 and nine in the spaces provided.

Unit 9, Lesson 2, Day 4 •

Pages 163–164

Students should write e under the eel, sheep, zebra, and feet.

Unit 9, Lesson 2, Day 5 •

Page 165

Students should write 8 and 9 in the spaces provided. They should also write 8 under the tree with eight apples and 9 under the tree with nine apples.

Unit 9, Lesson 3, Day 1 •

Pages 166–167

Students should write A under the rake, cape, and tape. They should write a under the bat, lamp, and tag. Students should also trace the dotted lines and write 10 and ten in the spaces provided.

Unit 9, Lesson 3, Day 2 •

Page 168

Students should write I under the kite, island, and ice. They should write i under the fish, bridge, and crib.

Unit 9, Lesson 3, Day 3 •

Pages 169–170

Students should write O under the goat, nose, and rope. They should write o under the lock, box, and dog. Students should also write 2 two, 5 five, 1 one, 4 four, 0 zero, and 3 three in the spaces provided.

Unit 9, Lesson 3, Day 4 •

Page 171

Students should write U under the tulips, glue, and music notes. They should write u under the brush, cup, and bus.

Unit 9, Lesson 3, Day 5 •

Pages 172–173

Students should write E under the bee, leaf, and zebra. They should write e under the wrench, shell, and jet. Students should also write 10 ten, 9 nine, 7 seven, 6 six, and 8 eight in the spaces provided.

Answer Key

Unit 10, Lesson 1, Day 1 •

Page 174

Students should write and circle *sat, map, stamp, and mat.*

Unit 10, Lesson 1, Day 2 •

Page 175

Students should write and circle *dam, sad, sand, and damp.*

Unit 10, Lesson 1, Day 3 •

Page 176

Students should write and circle *pit, tin, pin, and dip.*

Unit 10, Lesson 1, Day 4 •

Page 177

Students should write and circle *bun, cub, nut, and cut.*

Unit 10, Lesson 1, Day 5 •

Page 178

Students should write and circle *brag, bag, rat, and tag.*

Unit 10, Lesson 2, Day 1 •

Page 179

Students should write and circle *wig, fit, fin, and hit.*

Unit 10, Lesson 2, Day 2 •

Page 180

Students should write and circle *red, bed, beg, and pet.*

Unit 10, Lesson 2, Day 3 •

Page 181

Students should write and circle *hot, dot, pond, and hop.*

Unit 10, Lesson 2, Day 4 •

Page 182

Students should write and circle *pat, gas, tag, and stag.*

Unit 10, Lesson 2, Day 5 •

Page 183

Students should write and circle *sell, tents, nets, and hens.*

Unit 10, Lesson 3, Day 1 •

Page 184

Students should write and circle *jam, ramp, ram, and rap.*

Unit 10, Lesson 3, Day 2 •

Page 185

Students should write and circle *vest, vets, nets, and dens.*

Unit 10, Lesson 3, Day 3 •

Page 186

Students should write and circle *rose, rope, rode, and mops.*

Unit 10, Lesson 3, Day 4 •

Page 187

Students should write and circle *sap, laps, lads, and pads.*

Unit 10, Lesson 3, Day 5 •

Page 188

Students should write and circle *side, nest, swim, and mine.*

Unit 11, Lesson 1, Day 1 •

Page 189

Students should write and circle *mat, mats, sat, and ate.*

Unit 11, Lesson 1, Day 2 •

Page 190

Students should write and circle *mad, dams, same, and tames.*

Unit 11, Lesson 1, Day 3 •

Page 191

Students should write and circle *masts, stamps, paste, and states.*

Unit 11, Lesson 1, Day 4 •

Page 192

Students should write and circle *rip, dime, time, and pads.*

Unit 11, Lesson 1, Day 5 •

Page 193

Students should write and circle *paste, dime, sad, and bake.*

Unit 11, Lesson 2, Day 1 •

Page 194

Students should write and circle *stop, posts, mopes, and totes.*

Unit 11, Lesson 2, Day 2 •

Page 195

Students should write and circle *nest, nets, step, and stop.*

Unit 11, Lesson 2, Day 3 •

Page 196

Students should write and circle *lots, lost, melt, and sold.*

Unit 11, Lesson 2, Day 4 •

Page 197

Students should write and circle *rose, rise, ride, and tire.*

Unit 11, Lesson 2, Day 5 •

Page 198

Students should write and circle *open, nope, rope, and more.*

Answer Key

Unit 11, Lesson 3, Day 1 •

Page 199

Students should write and circle *mops, hops, hats, and mopes*.

Unit 11, Lesson 3, Day 2 •

Page 200

Students should write and circle *bits, bites, hide, and hint*.

Unit 11, Lesson 3, Day 3 •

Page 201

Students should write and circle *ax, ox, cake, and joke*.

Unit 11, Lesson 3, Day 4 •

Page 202

Students should write and circle *rid, ride, tap, and tape*.

Unit 11, Lesson 3, Day 5 •

Page 203

Students should write and circle *wipe, win, mix, and mine*.

Unit 12, Lesson 1, Day 1 •

Page 204

Students should write and circle *cut, run, dust, and pump*.

Unit 12, Lesson 1, Day 2 •

Page 205

Students should write and circle *use, reuse, mule, and cube*.

Unit 12, Lesson 1, Day 3 •

Page 206

Students should write and circle *case, cakes, cubes, and bake*.

Unit 12, Lesson 1, Day 4 •

Page 207

Students should write and circle *quit, quiz, squid, and square*.

Unit 12, Lesson 1, Day 5 •

Page 208

Students should write and circle *cups, cubs, cubes, and music*.

Unit 12, Lesson 2, Day 1 •

Page 209

Students should write and circle *red, sled, bent, and unbent*.

Unit 12, Lesson 2, Day 2 •

Page 210

Students should write and circle *here, eve, reset, and recut*.

Unit 12, Lesson 2, Day 3 •

Page 211

Students should write and circle *gas, get, gaze, and regrip*.

Unit 12, Lesson 2, Day 4 •

Page 212

Students should write and circle *van, vase, seven, and drive*.

Unit 12, Lesson 2, Day 5 •

Page 213

Students should write and circle *best, gave, even, and replug*.

Unit 12, Lesson 3, Day 1 •

Page 214

Students should write and circle *fast, fin, gift, and fake*.

Unit 12, Lesson 3, Day 2 •

Page 215

Students should write and circle *yaks, yoke, yelp, and yam*.

Unit 12, Lesson 3, Day 3 •

Page 216

Students should write and circle *jam, jade, jump, and jog*.

Unit 12, Lesson 3, Day 4 •

Page 217

Students should write and circle *zip, rose, pigs, and prize*.

Unit 12, Lesson 3, Day 5 •

Page 218

Students should write and circle *zap, flags, yams, and nose*.

