Unit 6
Skills Workbook
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Unit 6
Workbook

This workbook contains worksheets which accompany many of the lessons from the Teacher Guide for Unit 6. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the teacher guides. The workbook is a student component, which means each student should have a workbook.
Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds, not the letter names. Arrange the cards to make the words “skin,” “sun,” “spin,” “kin,” “snip,” “nut,” “not,” “net,” “stun,” “skip,” “step,” “stop,” “spot,” “sit,” “sip,” “set,” “pet,” “pot,” “pun,” “tip,” “top,” and “pit,” and have your child read the words. Additional Activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.
Directions: Have students write the dictated words.
Directions: Have students write each word under its matching picture.
<table>
<thead>
<tr>
<th>twig</th>
<th>spot</th>
<th>swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>plug</td>
<td>grin</td>
</tr>
</tbody>
</table>
Directions: Have students complete each sentence.

1. Stan _______ mad at Fred.

2. Jim _______ not met Tim.

3. Ted is _______ dad.

4. Jen is not as sad _______ Kim.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit can swim.

Kit can flip and flop.

Kit can skip.

Kit can run.
During the first few months of school, we have focused on teaching your child the specific sounds associated with each letter. Students must know these sounds in order to blend and read words. We will now turn our attention to learning the names of each letter so your child is able to recite the names of the letters in alphabetical order.

Point to each letter below and ask your child to say each letter name with you. If you like, you can sing the ABC song with your child as you point to each letter. Make sure to say the name of each letter clearly, especially if you are singing the ABC song. In class, we clap after the letters, ‘l’, ‘m’, ‘n’, ‘o’, and ‘p’. This helps children avoid thinking ‘lmnop’ is a word.
Directions: Have students write the words that end in 's' pronounced /s/ under the /s/ header and the words that end in 's' pronounced /z/ under the 'z' header.

/s/ as in cats
legs  pots  jets  pens
rats  bags  beds  hats

/z/ as in dogs
<table>
<thead>
<tr>
<th>/s/ as in naps</th>
<th>/z/ as in runs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rubs</td>
<td>hits</td>
</tr>
<tr>
<td>taps</td>
<td>sips</td>
</tr>
<tr>
<td>wins</td>
<td>sits</td>
</tr>
<tr>
<td>begs</td>
<td>tugs</td>
</tr>
</tbody>
</table>

__ /s/ as in naps __

- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -

__ /z/ as in runs __

- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
- - - - - - - - - -
Dear Family Member,

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

1. cans

2. desk

3. pigs
4. crab

5. gift

6. hand
Dear Family Member,

Your child has been taught to read words with four sounds. These words contain consonant clusters, i.e., two consonant spellings that stand next to each other in a word. Consonant clusters are difficult to read at first. Encourage your child to read the words by first saying the individual sounds and then blending the sounds to make words. Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit ran and hid.

Stan ran and got Kit.

Stan ran and hid.

Kit ran and got Stan.

Kit and Stan had fun.
Continue practicing singing the letter names using the chart below.

```
  a  b  c  d
  e  f  g  h
  i  j  k  l
  m  n  o  p
  q  r  s  t
  u  v  w  x
  y  z
```
Directions: Have students write the dictated words.

1. 
2. 
3. 
4. 
5. 
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit has hats.
Kit has big hats.
Kit has flat hats.
Kit has fun hats.
Point to each letter and ask your child to provide the sound of the letter first and then the letter name. If your child has difficulty, you may want to make flash cards of these letters and practice a few each night.

<table>
<thead>
<tr>
<th>m</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>e</td>
</tr>
<tr>
<td>c</td>
<td>p</td>
</tr>
<tr>
<td>i</td>
<td>t</td>
</tr>
<tr>
<td>n</td>
<td></td>
</tr>
</tbody>
</table>
Dear Family Member,

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

1. stamp

2. vest

3. steps

4. lamp
5. plant

6. nest

7. belt

8. pants

9. mask
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit has cats.

Kit’s cats run fast.

Kit’s cats lap up milk.

Kit’s cats jump up on Kit’s bed.
Point to each letter and ask your child to provide the sound of the letter first and then provide the letter name. If your child has difficulty, you may want to make flash cards of these letters and practice a few each night.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit’s mom gets up at six.

Kit’s mom gets dad up.
Kit’s mom gets Kit up.

Kit’s mom gets dad fed.
Kit’s mom gets Kit fed.
Kit’s mom gets Kit’s pets fed.
Have your child sing the ABC song and write the missing letters as she sings.

```
a b __ d  
e f g h  
___ j k l  
___ n o p  
q r s ___  
u v ___ x  
y z  
```
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit had red pants. Kit’s pants got lost at camp.

Kit’s mom got mad at Kit. Kit’s mom can’t stand lost pants.
Have your child sing the ABC song and write the missing letters as she sings.
Name ________________________________________________________________

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

milk  fist  stump  
cast  crust  tent
crib  jump  bugs
lamp  kids  stamp
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit has mumps.
Kit is in bed.
Kit can’t get up.

Kit can’t run and jump.
Kit can’t skip and hop.
Kit is sad.
Sing the ABC song with your child encouraging him to write each letter on the blank. Be sure your child writes lower case letters, in alphabetical order.
Dear Family Member,

Your child has been taught to read words with four and five letters. These words contain consonant clusters, i.e., two consonant spellings that stand next to each other in a word. Encourage your child to read the words by first saying the individual sounds and then blending the sounds to make words. Help your child cut out the word cards. Show the cards to your child and have your child read them aloud. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards for future practice. Note: the ‘s’ is bolded in some words because it is pronounced /z/. Your child has learned about this in class.

<table>
<thead>
<tr>
<th>skip</th>
<th>clips</th>
<th>frogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>helps</td>
<td>swim</td>
<td>rest</td>
</tr>
<tr>
<td>stamp</td>
<td>plans</td>
<td>tags</td>
</tr>
<tr>
<td>spot</td>
<td>fast</td>
<td>print</td>
</tr>
</tbody>
</table>
Directions: Have students circle the dictated letters.

1. d a b
2. h f i
3. x k q
4. g y j
5. w n m
6. e c o
7. o a c
8. j f y
9. h r m
10. u n v
11. p d g
12. q k t
Directions: For each pair of words spoken, have students circle the smiley face if the words rhyme and the frowny face if the words do not rhyme.

1. ☺ ☻
2. ☺ ☻
3. ☺ ☻
4. ☺ ☻
5. ☺ ☻
6. ☺ ☻
### Student Record Sheet Unit 6 Assessment

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial phonemes</th>
<th>Final phonemes</th>
<th>Total Phonemes Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fist</td>
<td>/f/</td>
<td>/i/</td>
<td>/s/</td>
</tr>
<tr>
<td>2. plum</td>
<td>/p/</td>
<td>/l/</td>
<td>/u/</td>
</tr>
<tr>
<td>3. step</td>
<td>/s/</td>
<td>/t/</td>
<td>/e/</td>
</tr>
<tr>
<td>4. plant</td>
<td>/p/</td>
<td>/l/</td>
<td>/a/</td>
</tr>
<tr>
<td>5. drop</td>
<td>/d/</td>
<td>/r/</td>
<td>/o/</td>
</tr>
<tr>
<td>6. help</td>
<td>/h/</td>
<td>/e/</td>
<td>/l/</td>
</tr>
<tr>
<td>7. crust</td>
<td>/c/</td>
<td>/r/</td>
<td>/u/</td>
</tr>
<tr>
<td>8. swim</td>
<td>/s/</td>
<td>/w/</td>
<td>/i/</td>
</tr>
<tr>
<td>9. sand</td>
<td>/s/</td>
<td>/a/</td>
<td>/n/</td>
</tr>
<tr>
<td>10. spot</td>
<td>/s/</td>
<td>/p/</td>
<td>/o/</td>
</tr>
</tbody>
</table>

Initial Clusters_____/7  Final Clusters_____/5  Total Correct ____/42
1. fit  hit  mist  fist
2. glum  plum  punt  bum
3. stop  stub  stab  step
4. plan  pant  plant  plug
5. drop  drip  drug  drab
6. hip  held  help  helm

7. crank  rust  crisp  crust

8. swum  swam  swig  swim

9. stand  sand  stab  sad

10. spot  spit  spat  spam

TOTAL POINTS: ____/10
1. twig

2. crab

3. pond

4. desk

5. frog

Directions: Draw a line from each word on the left to the matching picture.
Directions: On the front and back of this page, have the student copy each word under the matching picture. If necessary, identify the pictures.

1. nest

2. tent

3. lamp
4. plant

5. mask

6. sled
Directions: Have students write the words with the plural marker 's' pronounced /s/ under the 's' header and the words with the plural marker 's' pronounced /z/ under the 'z' header.

/s/ as in cats

bugs  drops  clips  plums
lamps  sleds  lists  bands

/z/ as in dogs

/
clams nests twins crops
drums ramps hands tents

/s/ as in cats  /z/ as in dogs
Template for Fishing Pond
Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP4.

<table>
<thead>
<tr>
<th>clamp</th>
<th>bump</th>
<th>sled</th>
</tr>
</thead>
<tbody>
<tr>
<td>stamp</td>
<td>crust</td>
<td>crop</td>
</tr>
<tr>
<td>frog</td>
<td>desk</td>
<td>trips</td>
</tr>
<tr>
<td>blast</td>
<td>drums</td>
<td>beds</td>
</tr>
<tr>
<td>split</td>
<td>twins</td>
<td>winds</td>
</tr>
</tbody>
</table>
Directions: Have students read the word cards from Worksheet PP3 and place them on top of the matching words on this worksheet.

<table>
<thead>
<tr>
<th>stamp</th>
<th>crop</th>
<th>twins</th>
</tr>
</thead>
<tbody>
<tr>
<td>blast</td>
<td>bump</td>
<td>frog</td>
</tr>
<tr>
<td>split</td>
<td>clamp</td>
<td>trips</td>
</tr>
<tr>
<td>crust</td>
<td>sled</td>
<td>desk</td>
</tr>
<tr>
<td>beds</td>
<td>winds</td>
<td>drums</td>
</tr>
</tbody>
</table>
Template for Game Board with Decodable Words
Dear Family Member,

Help your child cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes.
Running Record for “Pip’s Cats” – As student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

Pip’s Cats

Pip is Kit’s pal.

Pip has six cats.

Pip’s cats got in the mud.

Pip’s cats left mud on his rug.

Pip’s mom got mad.

Number of misread words: _______/25

Notes:
Vic Gets Lost

Pip’s cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip’s lap.

Pip felt glad.

Number of misread words: ______/22

Notes:
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit’s pal Fred gulps his milk. Fast Fred gulps and gulps. Fred gets milk on his desk. Fred gets milk on his pants.

Fred gets milk on Kit. Kit gets mad at Fred. “Stop it, Fred!”
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

plum plum plum
skip skip skip
clap clap clap
slip slip slip
drip drip drip
flat flat flat
plum
skip
clap
slip
drip
flat
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

lips lips

gift gift

ejets jets

kids kids

lamp lamp

rest rest

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Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

- crisp
- plant
- slump
- drops
- twigs
- belts
crisp

plant

slump

drops

twigs

belts
Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. hot  bug
2. bed  can
3. sit  pot
4. hug  red
5. man  fit
6. bump  

7. test  

8. spent  

9. stand  

10. flip  

trip  

land  

grump  

tent  

best
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