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This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 8. 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 Guide. The Workbook is a student component, which means each student should have a Workbook.
1. Mom went in the shop.

2. Seth got the best hug.

3. The kid had a frog.

4. Mom got a quilt.
5. The man had a ship.

6. The kid sang a song.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

During this unit, your child will learn to read several words described as “Tricky Words.” Although some letters in these words can be sounded out, other letters “do not follow the rules” your child has been taught for sounding out words. The letters not following the rules in a Tricky Word will be underlined in gray to remind you and your child it cannot be sounded out.

Today, your child learned the Tricky Words the and a. Help him practice these words by asking him to first read aloud the individual words and the sentences below. After reading each sentence ask him to say and circle Tricky Words. Then ask your child to write the Tricky Words on the lines below the sentence.

1. The cat is on the rug.
2. A man is on the bus.
3. The fish is in the pond.

the a
4. Sam got a fish in the net.

5. The king is glad he has a quilt.

6. Sam will bring a bag to shop.

7. Mom chats with the kids.

8. Sam sang a song to the kids.
1. Max had a pet dog.

2. The tots all got gifts.

3. Six of the cats left.

4. Kim got a bag of chips.
5. That’s all of it.

6. Did all of them get lunch?
Dear Family Member,

Today your child learned the Tricky Words of and all. Help your child practice these words by asking your child to read the individual words in the box and the sentences below. After each sentence ask your child to say and write any Tricky Words from the sentence on the lines below.

of all the a

1. All of the kids munched chips.

2. Mom got Sam a gift of red pants.

3. Sam has all of the things in his box.

4. Mom, Dad, and Sam all had fish at lunch.
5. Chad had a box of hats.

6. The ships all got wet.

7. All of the tots sang a song.

8. Dad brings Sam a can of ham.
Directions: Have students copy and write each Tricky Word from memory.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

Your child has been taught to read the Tricky Words *the, a, of,* and *all.* Tricky Words are difficult to read and spell because they do not follow the letter-sound correspondences your child has been taught. These tricky letters are underlined with a gray line. Tricky Words occur frequently in stories and need to be practiced often. Ask your child to cut out the word cards and arrange them to make phrases. Have your child read the phrases. Another way to practice: Arrange the cards yourself and have your child read the phrases. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>of</th>
<th>the</th>
<th>a</th>
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</thead>
<tbody>
<tr>
<td>all</td>
<td>ships</td>
<td>on</td>
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<tr>
<td>fast</td>
<td>mast</td>
<td>drift</td>
</tr>
<tr>
<td>wind</td>
<td>in</td>
<td>men</td>
</tr>
</tbody>
</table>
Directions: Have students write a word from the box to complete each sentence.

1. Stan got the best gift  
   ______________________  his mom.

2. Chad has six frogs and  
   ______________________  dog.

3. The man had ham and a  
   bag ____________________ chips.
| of | one | all |

4. Tim can crush a can with _______ hand.

5. The _______ king slept on a bed _______ quilts.

6. Stan had _______ the chips.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

chomp
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

Sam and the Fish

This is Sam.

Sam and his dad fish in a pond.

Sam’s dad brings a rod.

Sam brings a net.
Sam and his dad sit and sit.

Then, zap!

Sam’s dad gets a fish.

The fish jumps.

The fish twists and swims.

Sam’s dad tugs on the rod.

The fish swims past Sam.

Sam swings his net.

Sam lifts up the net.

The fish is in the net!

Sam and his dad grin.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

shrub
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

Fun at the Pond

Sam is at the pond with his pals.
Six frogs rest in the wet mud.
Sam runs at the frogs.
The frogs all hop in the pond.

Sam’s pal, Chad, digs up a crab.
The crab gets mad at Chad.
The crab snips at Chad’s hands.
Chad drops the crab.

Jen lifts up a log and spots a bug.
The bug is long with lots of legs.
The bug runs and digs in the sand.
The pond is lots of fun.
Please ask your child to read the following phrases to you, paying special attention to the Tricky Words. If your child needs more practice with Tricky Words, please review the words with flashcards or have your child read the words several times.

1. the pond
2. one frog
3. a fish
4. all of the shrubs
5. lots of fun
6. one cat
7. a gift from Tim
8. all of the jobs from the list
Directions: For each phrase, have students circle the matching picture and write the phrase on the line.

one can of trash

all six of the men

a kid’s chin
one ship

the box of quilts

all six of the kids
Directions: Have students copy and write each Tricky Word from memory.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________
Dear Family Member,

Your child has been taught to read the Tricky Words: *one*, *was*, and *from*. Tricky Words are difficult to read and spell because they have letters which do not follow the letter-sound correspondences your child has been taught. These tricky letters are underlined with a gray line.

Ask your child to cut out the word cards. Show the cards to your child and have your child read them. You may consider asking your child to make phrases with the cards and read them to you. Ask your child to copy the words onto a sheet of paper. Additional Activity: Read the words aloud and have your child write them down. Please keep the word cards for future practice.

<table>
<thead>
<tr>
<th>pinch</th>
<th>hush</th>
<th>all</th>
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</thead>
<tbody>
<tr>
<td>of</td>
<td>one</td>
<td>them</td>
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<tr>
<td>inch</td>
<td>jump</td>
<td>thump</td>
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<tr>
<td>next</td>
<td>was</td>
<td>from</td>
</tr>
</tbody>
</table>
Directions: Have students copy and write each Tricky Word from memory.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. □ a kid with a pig
   □ a gift from a kid

2. □ one fish
   □ ten fish

3. □ the cup of ants
   □ the jug of milk

4. □ splash from a pond
   □ splash from a bath

5. □ all of the chips
   □ all of the plums
6.  the kid was mad
☐ the kid grins

7.  a bag of lunch
☐ a box of lunch

8.  1 + 1
☐ ten plus ten
☐ one plus one

9.  all of the ants
☐ all of the plants

10. the kid was in bed
☐ the kids ran
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

Sam’s Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.

This is Sam’s dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the cat.
This is Sam’s cat, Tim.
Tim sips milk from a dish.
Tim naps on Sam’s bed.
Tim runs from Max.

This is Sam’s bug, King Tut.
King Tut hops from plant to plant.
King Tut chomps on plants.
King Tut runs from Tim.
Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

<table>
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<tr>
<th>rock</th>
<th>cup</th>
<th>skin</th>
<th>crop</th>
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<tr>
<td>kid</td>
<td>duck</td>
<td>cash</td>
<td>milk</td>
</tr>
<tr>
<td>crab</td>
<td>back</td>
<td>clap</td>
<td>lick</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>as in cat</th>
<th>as in kid</th>
<th>as in luck</th>
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Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.

Sam scrubs all of the cups.

Scrub, scrub, scrub.
Sam helps his dad trim shrubs.
Snip, snip, snip.
The sun is hot.
Sam gets hot.

Sam spots a fan on the rug.
Sam flops on the rug and naps.
Then his mom spots him.
Sam’s mom taps him with the mop.
Sam jumps up. Sam picks up the mop.
1. big ________________________

2. __________ thin man

3. his ______________ cap

4. _________ big chimp

5. hug __________ mom

Directions: Have students fill in the blanks while the phrases are read aloud.
6. lots of _____________

7. Dad _____ glad.

8. All kids ____________.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

Your child has been taught to read words with double-letter spellings. We have included ‘ck’ with the double-letter spellings because both letters stand for the sound /k/. Similarly, in the word puff, both of the letters ‘f’ stand for the single sound /f/. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: Read the words aloud and have your child write the sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.

Dear Family Member,

Your child has been taught to read words with double-letter spellings. We have included ‘ck’ with the double-letter spellings because both letters stand for the sound /k/. Similarly, in the word puff, both of the letters ‘f’ stand for the single sound /f/. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: Read the words aloud and have your child write the sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>puff</th>
<th>buzz</th>
<th>hiss</th>
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<tbody>
<tr>
<td>quack</td>
<td>yells</td>
<td>fizz</td>
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<tr>
<td>class</td>
<td>mitt</td>
<td>eggs</td>
</tr>
<tr>
<td>sniffs</td>
<td>odd</td>
<td>thick</td>
</tr>
</tbody>
</table>
1. One kid in class has wings.  
2. Trash can smell bad.  
3. Milk is from hens.  
4. The best snack is grass.  
5. All the kids in class can grin.  
6. Milk is black.  
7. Trucks cost one buck.  
8. This was fun.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

The Van

Sam’s mom has a van.
Sam is in the van.

Sam and his mom got his pal, Chad.
Then the van hit a big bump.
The van will jump up, up, up.

Then, slam!
The van hit the land.
Crash! Smash! Crunch!
Snap! Pop!
The van was bent.
The van had lots of dents.
The van did not run.

Sam’s mom got a fix-it man.
The fix-it man had a big fix-it kit.
The fix-it kit did not help much.
The fix-it man did not fix the van.

Sam’s mom got a cab.
The kids got in the cab.
Sam’s mom was sad.
Sam held his mom’s hand.
Then Sam sang his mom a song.
“Mom,” Sam sang, “a van is just a van!”
Dear Family Member,

Have your child read each of the Tricky Words below. After your child reads each word correctly, your child can color the box. How high can your child go in the rocket—all the way to the moon?!!

the  
a  
from  
of  
was  
one  
all  
from  
a  
the
Directions: Have students draw a line from each phrase to its matching picture.

1. trash smells

2. one sock

3. duck quacks

4. add it up

5. one shell
6. a bat and a mitt

7. the sick kid

8. milk in a glass

9. the kid yells

10. one egg in a pan
Directions: Have students write each word under its matching picture.

cliff  egg  well

dress  duck  clock
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

On the Bus

The van is in the fix-it shop.

Sam’s mom must get on the bus.

The bus pulls in at the bus stop.

Sam’s mom gets on and sits in back.

The bus bumps up the hill.

Sam’s mom hangs on with one hand.
Sam’s mom rings the bell. The bus stops at the next stop. Sam’s mom gets off.
Summary Score Sheet

Teacher Directions: Record the scores of each assessment on this sheet. Retain the sheet and the Assessment Worksheets completed by the student in the student’s assessment portfolio.

Student Performance Task Assessments required of all students

Word Recognition Assessment: _______/20
Lowercase Letter Name Assessment: _______/26
Tricky Word Assessment: _____/7

Individually Administered Assessments based on student performance

Pseudoword Reading Assessment: _______/30
Real Word Reading Assessment: _______/30
Code Knowledge Diagnostic Assessment:
   Rows 1–5 ___/25
   Rows 1–7_____/35
Story Reading:
   Comprehension Questions: ____/3
   Words Correct:_______

Recommendation: (Check One)
   ______Continue to Units 9 and 10 for instruction.
   ______Place in remediation group for instruction—do not continue to Units 9 and 10.
<table>
<thead>
<tr>
<th></th>
<th>run</th>
<th>leg</th>
<th>cup</th>
<th>cat</th>
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<td>chill</td>
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<td>still</td>
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<td>20.</td>
<td>shop</td>
<td>ship</td>
<td>shot</td>
<td>chop</td>
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</tbody>
</table>

Total Score: ______ /20
Notes:
Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. shock
2. spell
3. egg
4. cliff
5. fluff
6. splash
7. pinch
8. check
9. clips
10. fuzz
11. dress
12. kick
13. plums
14. grin
<p>| | | | | | |</p>
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<td>b</td>
<td>d</td>
<td>p</td>
<td>q</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>i</td>
<td>l</td>
<td>t</td>
<td>f</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>s</td>
<td>t</td>
<td>c</td>
<td>k</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>x</td>
<td>s</td>
<td>t</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>f</td>
<td>t</td>
<td>j</td>
<td>l</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>y</td>
<td>i</td>
<td>j</td>
<td>g</td>
<td></td>
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</tr>
<tr>
<td>19.</td>
<td>i</td>
<td>e</td>
<td>u</td>
<td>j</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>b</td>
<td>p</td>
<td>d</td>
<td>q</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>z</td>
<td>s</td>
<td>c</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>n</td>
<td>m</td>
<td>r</td>
<td>q</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>q</td>
<td>u</td>
<td>w</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>t</td>
<td>f</td>
<td>g</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>c</td>
<td>b</td>
<td>v</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>a</td>
<td>w</td>
<td>e</td>
<td>i</td>
<td></td>
</tr>
</tbody>
</table>

Total Score: _____ /26

Notes:
## STUDENT RECORD SHEET - Pseudowords

If a student misreads a word, write what she says directly above the pseudoword.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>wug</td>
<td>rab</td>
<td>sep</td>
<td>zat</td>
<td>het</td>
</tr>
<tr>
<td>2.</td>
<td>kem</td>
<td>jid</td>
<td>pog</td>
<td>lum</td>
<td>yod</td>
</tr>
<tr>
<td>3.</td>
<td>lin</td>
<td>fod</td>
<td>cax</td>
<td>ved</td>
<td>mip</td>
</tr>
<tr>
<td>4.</td>
<td>nist</td>
<td>brin</td>
<td>clup</td>
<td>stent</td>
<td>glosp</td>
</tr>
<tr>
<td>5.</td>
<td>thog</td>
<td>shup</td>
<td>chim</td>
<td>quib</td>
<td>ling</td>
</tr>
<tr>
<td>6.</td>
<td>geck</td>
<td>vell</td>
<td>tass</td>
<td>beff</td>
<td>dagg</td>
</tr>
</tbody>
</table>

Total Score: ______/30

Notes:
STUDENT RECORD SHEET – Real Words

If a student misreads a word, write what she says directly above the word on the record sheet.

1. dog    bed    rat    him    but

2. yes    fax    cup    van    sad

3. let    rim    jot    zip    wag

4. step    drop    rust    bend    spent

5. then    shop    chin    quit    long

6. puff    back    egg    miss    fell

Total Score: ______/30

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

sock  rock  truck  duck

mitt  kit  lock  clock
glass  dress  


drums  plums


glass  dress  


drums  plums


bell  bill


egg  eggs
Directions: Have students connect words that rhyme.

1.

2.

3.

4.

5.
Directions: Have students write one additional rhyming word for each row.

6. bat  rat

7. bell  sell

8. chick  trick

9. tan  van

10. met  set

11. bring  thing
1. u up a the
2. off of frame from
3. this the a that
4. waz wet with was
5. wab ib one once
6. from off up of
7. a the all tell
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. one black dog
   ten black dogs

2. eggs in nest
   eggs and chick

3. black dress
   chin dress

4. sit on grass
   stand on grass

5. kiss kid
   kiss duck
6. chick on hand
   chick in box

7. sing the song
   ring the bell

8. dog sniffs
   cat sniffs

9. doll with dress
   doll with pants

10. duck flaps wings
    bat flaps wings
STUDENT RECORD SHEET – Code Knowledge Diagnostic Assessment

Ask student for the sound of each letter. If he gives a letter name, remind him to provide the sound, not the name. Make a note of any letter for which the incorrect sound is given.

Total Score: ______/35
Notes:
Dear Family Member,

Help your child practice the following Tricky Words. Ask him to first read each word in the box. Then ask him to use the words in the box to complete each sentence. You might suggest he cross out each word in the box as he uses it.

from  one  of  a  was  the  all

1. Sam just has _______________ pet, not 2 pets.

2. Sam had a bag _______________ chips at lunch.

3. Chad lost his ring and _______________ sad.

4. Max is _______________ dog.

5. Sam got his pack _______________ his mom.

6. Sam and Chad went swimming in _______________ pond.

7. The frogs _______________ hop in the pond.
The Chick

Sam and Chad got up on a rock.
On top of the rock was a gull’s nest.
The gull had a chick.
Then the gull left.
The chick fell from the nest.
Plop!
The chick got stuck in a crack.
Sam and Chad got the chick.
Then Chad set it back in its nest.
Running Record for “The Chick”

Say to the student, “I have a story I want you to read aloud to me today. The title of the story is “The Chick.” Can you tell me what you know about chicks?” (Allow the student time to tell you briefly what they may know about chicks. You do not need to record this information.)

“Now I am going to give you a copy of the story. I want you to read using your best reading voice and expression. I also want you to think as you read because I am going to ask you some questions at the end.”

Read the title aloud to the student. Mark your running record as the child reads. Here are some easy common markings:

• circle omitted words
• line through mispronounced words and write what was said above the mispronounced word
• write TS (Teacher Supplied) above any word you had to supply to the student

The Chick

Sam and Chad got up on a rock. (8)

On top of the rock was a gull’s nest. (17)

The gull had a chick. (22)

Then the gull left. (26)

The chick fell from the nest. (32)

Plop! (33)

The chick got stuck in a crack. (40)

Sam and Chad got the chick. (46)

Then Chad set it back in its nest. (54)

Oral Comprehension Questions:

Where was the gull’s nest?

What did the gull have in its nest?

Who got the chick and put it back in its nest?
1. shell

2. duck

3. mitt

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

5. egg

6. brick
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

Stop That Bus!

Sam’s mom runs in and yells,

“Sam, get up!”

Sam jumps up.

Sam’s mom hands him his pants.

Sam jumps in his pants.

Sam’s mom hands him his pack.

Sam slips the pack on his back.

Sam’s mom hands him his lunch.

Sam grabs it.
Sam and his mom run fast.

“That’s the bus!” Sam yells.

Sam’s mom huffs and puffs.

“Stop the bus!” Sam yells.

The kids on the bus spot Sam.

One of them yells, “That’s Sam.

Stop the bus!”

The bus stops.

Sam is in luck.

Sam gets on the bus.
Directions: Have students write each word under its matching picture.
<table>
<thead>
<tr>
<th>dress</th>
<th>buzz</th>
<th>clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>doll</td>
<td>cliff</td>
<td>mitt</td>
</tr>
</tbody>
</table>

- [Image of a clock]
- [Image of a doll]
- [Image of a dress]

- [Image of a baseball mitt]
- [Image of a bee]
- [Image of a cliff]
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

**Sam and the Duck**

Sam’s class is on a trip.
The class is at the dock.
Miss Mack spots Ken, the fish man.

“Ken,” Miss Mack asks,
“Can the kids dig in the sand?”
Ken nods.
“Yes, the kids can dig in the sand, but the kids must not pet the duck.
That duck is a bad duck.
That duck pecks at kids.”
Miss Mack tells the kids,
“Class, let’s not pet the duck.”
Sam and Chad dig in the sand.
Chad digs up a ring.
Sam lifts the ring up.
The ring glints in the sun.

The duck spots the ring.
The duck quacks and runs at Sam.
“Sam!” Miss Mack yells,
“It’s that bad duck,
the one that pecks!”

The duck runs up and pecks
at Sam’s hand.
Then it runs off with the ring.
“Man!” yells Chad.
“That is one bad duck!”
Directions: Have students circle the words read aloud and copy them on the lines.

1. hill   chill

2. fluff   flip

3. sick   luck

4. add   at

5. buzz   fuzz

6. hiss   bliss
7. doll  dull

8. cliff  stiff

9. check  chick

10. moss  boss

11. odd  off

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

1. buzz  
   drum

2. from  
   one

3. crack  
   leg

4. fun  
   was

5. egg  
   stack
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. add</td>
<td>press</td>
</tr>
<tr>
<td>7. still</td>
<td>sock</td>
</tr>
<tr>
<td>8. dress</td>
<td>glad</td>
</tr>
<tr>
<td>9. cliff</td>
<td>thrill</td>
</tr>
<tr>
<td>10. clock</td>
<td>stiff</td>
</tr>
</tbody>
</table>
Directions: Have students write the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing the /ff/ sound spelled 'ff' under the 'ff' header.

<table>
<thead>
<tr>
<th>f</th>
<th>ff</th>
</tr>
</thead>
<tbody>
<tr>
<td>sniff</td>
<td>frog</td>
</tr>
<tr>
<td>soft</td>
<td>puff</td>
</tr>
<tr>
<td>stuff</td>
<td>gift</td>
</tr>
<tr>
<td>fresh</td>
<td>fist</td>
</tr>
</tbody>
</table>

as in fit as in huff
Directions: Have students write the words containing the /l/ sound spelled 'l' under the 'l' header and the words containing the /ll/ sound spelled 'll' under the 'll' header.

<table>
<thead>
<tr>
<th>doll</th>
<th>long</th>
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</thead>
<tbody>
<tr>
<td>lunch</td>
<td>belt</td>
</tr>
<tr>
<td>still</td>
<td>spell</td>
</tr>
<tr>
<td>bill</td>
<td>lamp</td>
</tr>
</tbody>
</table>

as in lip

as in hill
Directions: Have students write the words containing the /s/ sound spelled 's' under the 's' header and the words containing the /ss/ sound spelled 'ss' under the 'ss' header.

<table>
<thead>
<tr>
<th>class</th>
<th>sting</th>
</tr>
</thead>
<tbody>
<tr>
<td>boss</td>
<td>moss</td>
</tr>
<tr>
<td>spot</td>
<td>pest</td>
</tr>
<tr>
<td>mess</td>
<td>pass</td>
</tr>
</tbody>
</table>

as in stop

as in toss
Directions: Have students write the words containing the /t/ sound spelled ‘t’ under the ‘t’ header and the words containing the /tt/ sound spelled ‘tt’ under the ‘tt’ header.

<table>
<thead>
<tr>
<th>mutt</th>
<th>stamp</th>
</tr>
</thead>
<tbody>
<tr>
<td>tongs</td>
<td>putt</td>
</tr>
<tr>
<td>Matt</td>
<td>mitt</td>
</tr>
<tr>
<td>Watt</td>
<td>trap</td>
</tr>
</tbody>
</table>

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_

as in _top_ as in _putt_
Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. Ask your child to copy the words on a sheet of paper. Another way to practice: Arrange the circles yourself and have your child read the words.
Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. Ask your child to copy the words on a sheet of paper. Another way to practice: Arrange the circles yourself and have your child read the words.

ell

s

Unit 8  129
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Dear Family Member,

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

Max in the Mud

Max tracks mud on the deck.

Sam’s mom yells, “Bad dog!”

Sam’s mom has Sam get a mop.

Sam gets a mop

and mops up the mud.
Sam’s mom sniffs Max.

Ug!

The dog smells bad!

Sam gets Max in the bath tub.

Sam’s mom scrubs him.

Then, at last, Max smells fresh!
Dear Family Member,

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

The Band

Sam’s dad is in a jazz band.
That’s him in the back.
Chad’s dad is in the band with him.
That’s him on the drums.
Chad’s boss is in the band, as well.
That’s him on the left, in the hat.
Sam’s dad plucks at his strings.
Chad’s dad bangs on his drums.
The kids clap and yell.
The band is a big hit!
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The tricky letters in the words are underlined in gray.

The Chick

Sam and Chad got up on a rock.

On top of the rock was a gull’s nest.

The gull had a chick.

The gull fed the chick a bit of fish.

Then the gull left.
The chick fell from its nest.

Plop!
The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.
Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.

- **Hh**
- **Tt**
- **Ff**
- **Bb**

**SS**
Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.
Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.
Directions: Have students write each word under its matching picture.

1. socks

2. yell

3. cliff
4. grass

5. truck

6. bell
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.
Directions: Have students circle the pronounced word and then copy it on the lines.

1. add  **odd**

2. lack  **lick**

3. **chess**  dress

4. **glass**  grass

5. mitt  **mat**

6. moo**ss**  toss
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>press    dress</td>
</tr>
<tr>
<td>8.</td>
<td>buzz      fuzz</td>
</tr>
<tr>
<td>9.</td>
<td>inn       chin</td>
</tr>
<tr>
<td>10.</td>
<td>smell     fell</td>
</tr>
<tr>
<td>11.</td>
<td>add       odd</td>
</tr>
<tr>
<td>12.</td>
<td>egg       leg</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

- a
- of
- the
- all
- one
- from
- was
Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. one  from

2. still  miss

3. strum  sun

4. fuzz  thrill

5. kiss  was
6. mess  
7. beg  
8. stuck  
9. stuff  
10. shell  

puff  
fell  
egg  
less  
luck
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