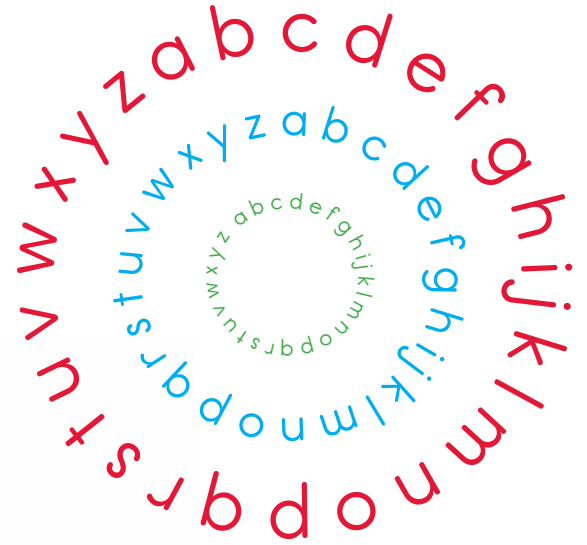


# Unit 6

## Skills Workbook



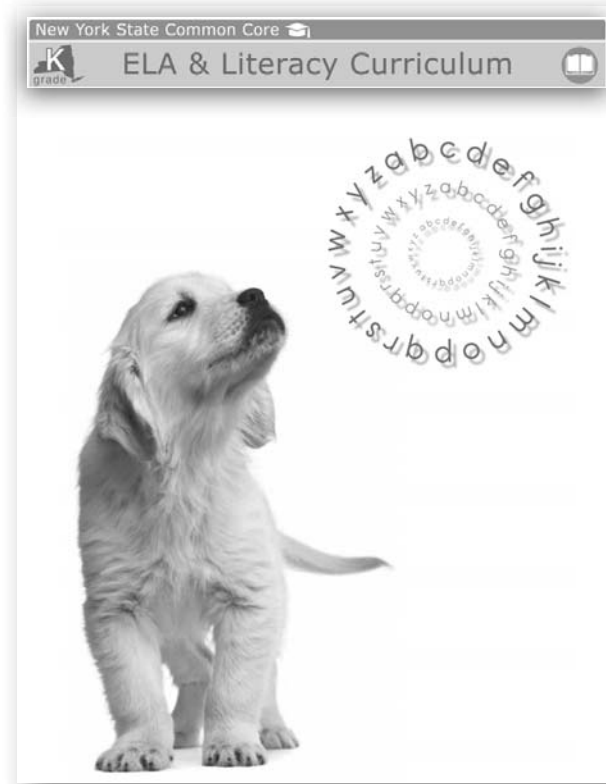
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KINDERGARTEN





# Unit 6

## Workbook

Skills Strand  
KINDERGARTEN

Core Knowledge Language Arts®  
New York Edition



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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.



n _	k	s
u _	o	t
i	e	p _





Name \_\_\_\_\_

1.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Directions: Have students write the dictated words.*

6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_

9.

\_\_\_\_\_

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\_\_\_\_\_

10.

\_\_\_\_\_

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\_\_\_\_\_

frog	crab	flag
drum	stem	steps



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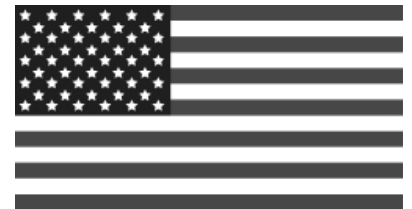
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*Directions: Have students write each word under its matching picture.*

twig

spot

swim

stop

plug

grin



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as	his
is	has

1. Stan \_\_\_\_\_ mad at Fred.

2. Jim \_\_\_\_\_ not met Tim.

3. Ted is \_\_\_\_\_ dad.

4. Jen is not as sad \_\_\_\_\_  
Kim.

*Directions: Have students complete each sentence.*



**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.

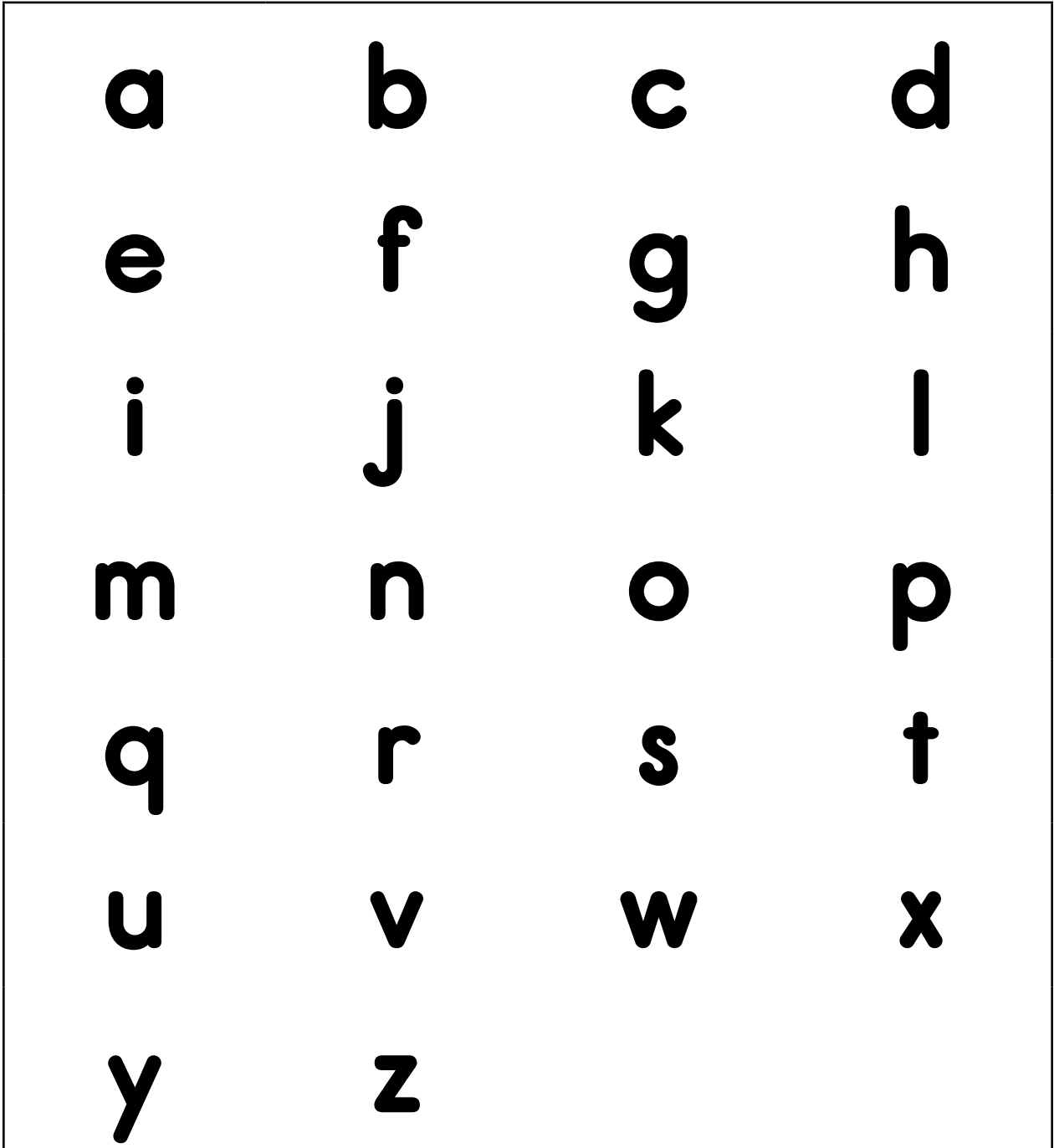


Kit can run.



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.





legs	pots	jets	pens
rats	bags	beds	hats

/s/ as in catss

/z/ as in dogss



*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.*

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

rubs	taps	hits	sips
wins	sits	begs	tugs

/s/ as in napss



Handwriting practice lines for the word 'naps' with the final 's' underlined. The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated for writing practice.

/z/ as in runss



Handwriting practice lines for the word 'runs' with the final 's' underlined. The lines consist of a solid top line, a dashed middle line, and a solid bottom line, repeated for writing practice.

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



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2. desk



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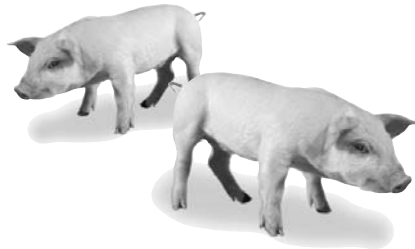
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3. pigs



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4. crab



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5. gift



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6. hand



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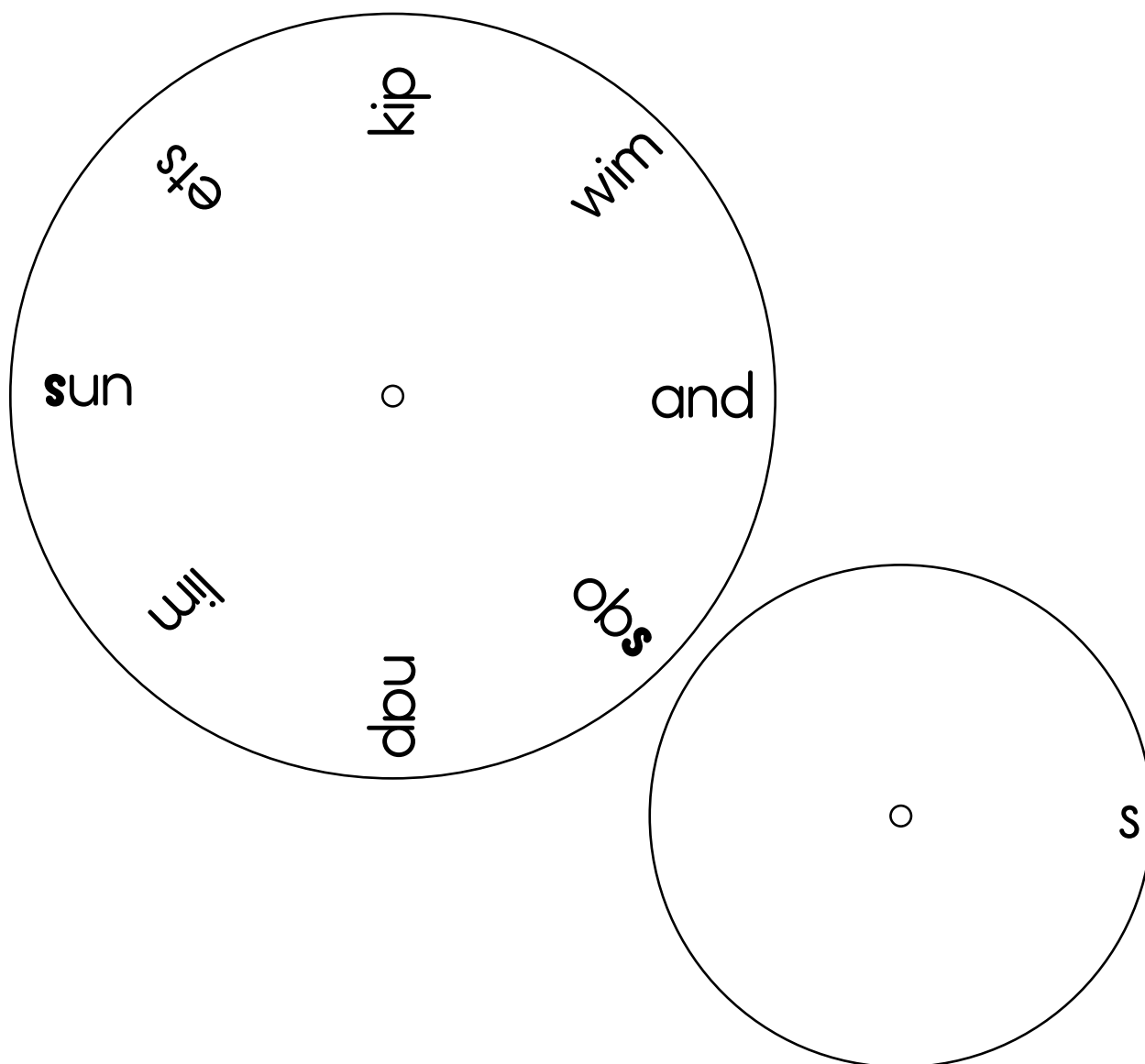
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**Dear Family Member,**

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.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>
<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>
<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>
<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>
<b>y</b>	<b>z</b>		



Name \_\_\_\_\_

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Directions: Have students write the dictated words.*

6.


7.


8.


9.


10.


**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.



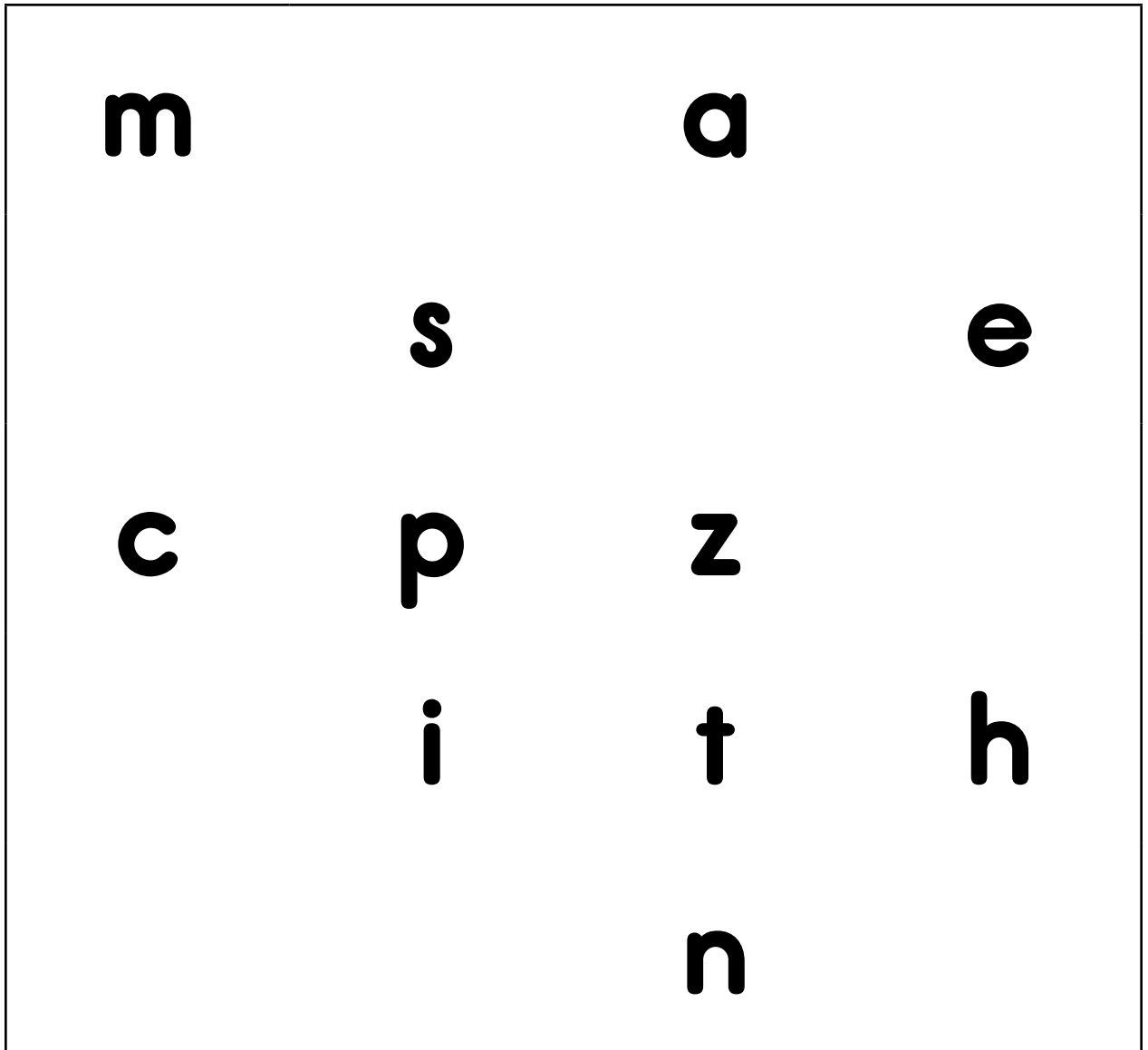
Kit has flat hats.



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.



**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.



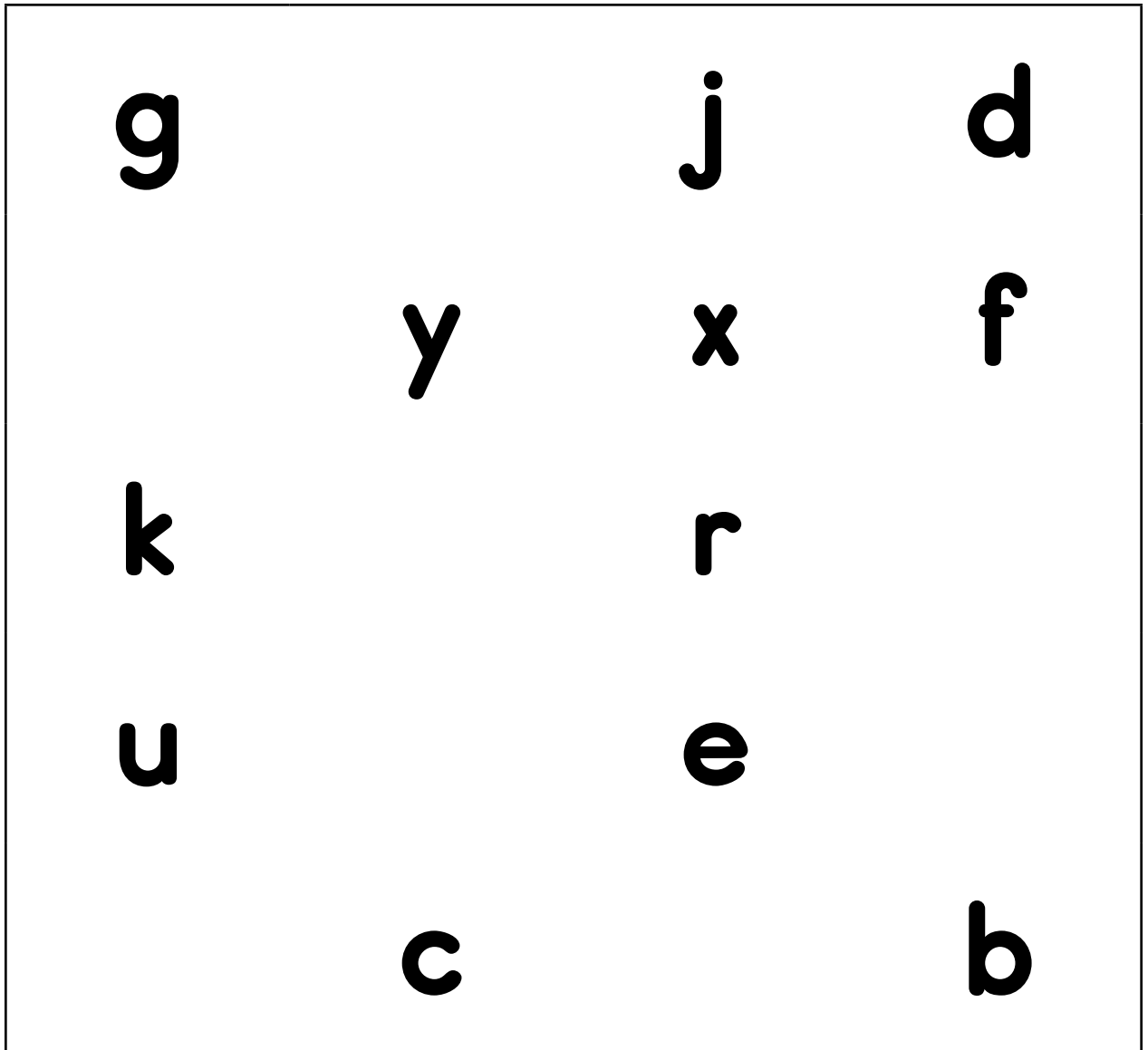
Kit's cats lap up milk.



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.

<b>a</b>	<b>b</b>	<b>—</b>	<b>d</b>
<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
<b>—</b>	<b>j</b>	<b>k</b>	<b>l</b>
<b>—</b>	<b>n</b>	<b>o</b>	<b>p</b>
<b>q</b>	<b>r</b>	<b>s</b>	<b>—</b>
<b>u</b>	<b>v</b>	<b>—</b>	<b>x</b>
<b>y</b>	<b>z</b>		

**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.

<b>a</b>	—	<b>c</b>	<b>d</b>
<b>e</b>	—	<b>g</b>	<b>h</b>
<b>i</b>	—	<b>k</b>	<b>l</b>
—	<b>n</b>	<b>o</b>	<b>p</b>
—	<b>r</b>	<b>s</b>	<b>t</b>
<b>u</b>	—	<b>w</b>	<b>x</b>
<b>y</b>	—		

milk	fist	stump
cast	crust	tent



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



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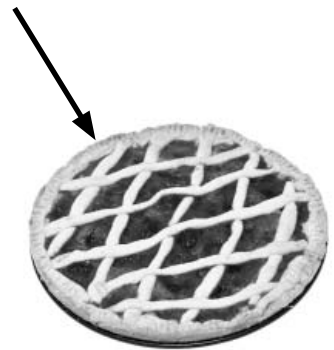
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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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

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.



skip	clips	fro <b>gs</b>
helps	swim	rest
stamp	pl <b>ans</b>	tag <b>s</b>
spot	fast	print



1.            d            a            b

2.            h            f            i

3.            x            k            q

4.            g            y            j

5.            w            n            m

6.            e            c            o

*Directions: Have students circle the dictated letters.*

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

	Word						Total Phonemes Correct
1.	fist	/f/	/i/	/s/	/t/		____ (4)
2.	plum	/p/	/l/	/u/	/m/		____ (4)
3.	step	/s/	/t/	/e/	/p/		____ (4)
4.	plant	/p/	/l/	/a/	/n/	/t/	____ (5)
5.	drop	/d/	/r/	/o/	/p/		____ (4)
6.	help	/h/	/e/	/l/	/p/		____ (4)
7.	crust	/c/	/r/	/u/	/s/	/t/	____ (5)
8.	swim	/s/	/w/	/i/	/m/		____ (4)
9.	sand	/s/	/a/	/n/	/d/		____ (4)
10.	spot	/s/	/p/	/o/	/t/		____ (4)

Initial Clusters \_\_\_\_/7

Final Clusters \_\_\_\_/5

Total Correct \_\_\_\_/42







fat

cat

mat

hat

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



\_\_\_\_\_

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\_\_\_\_\_

2. tent



\_\_\_\_\_

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\_\_\_\_\_

3. lamp



\_\_\_\_\_

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\_\_\_\_\_

4. plant



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5. mask



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6. sled



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bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in catss

/z/ as in dogsz



\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

*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.*

clams   nests   twins   crops  
drums   ramps   hands   tents

/s/ as in catss

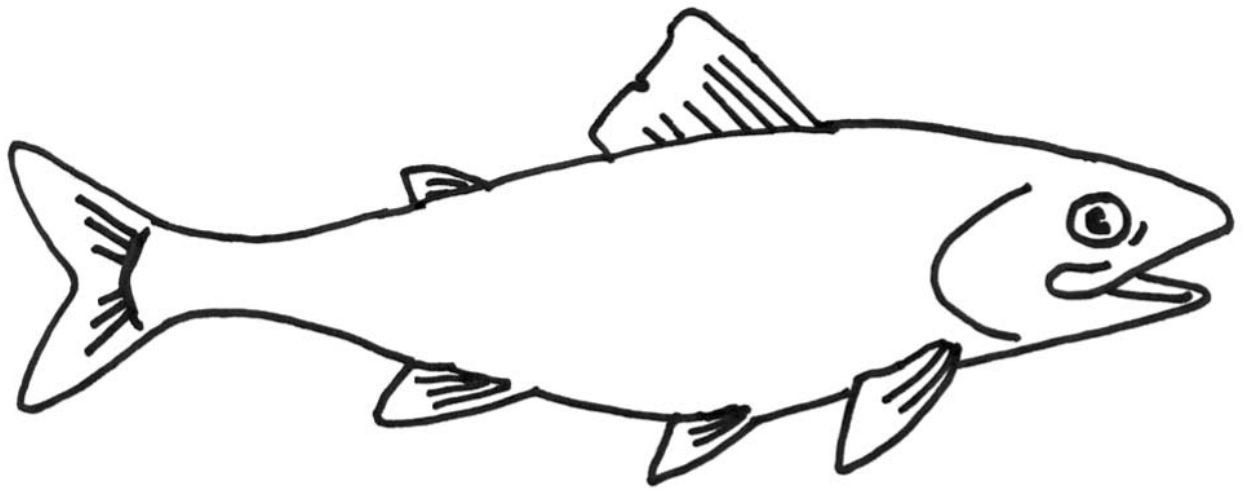
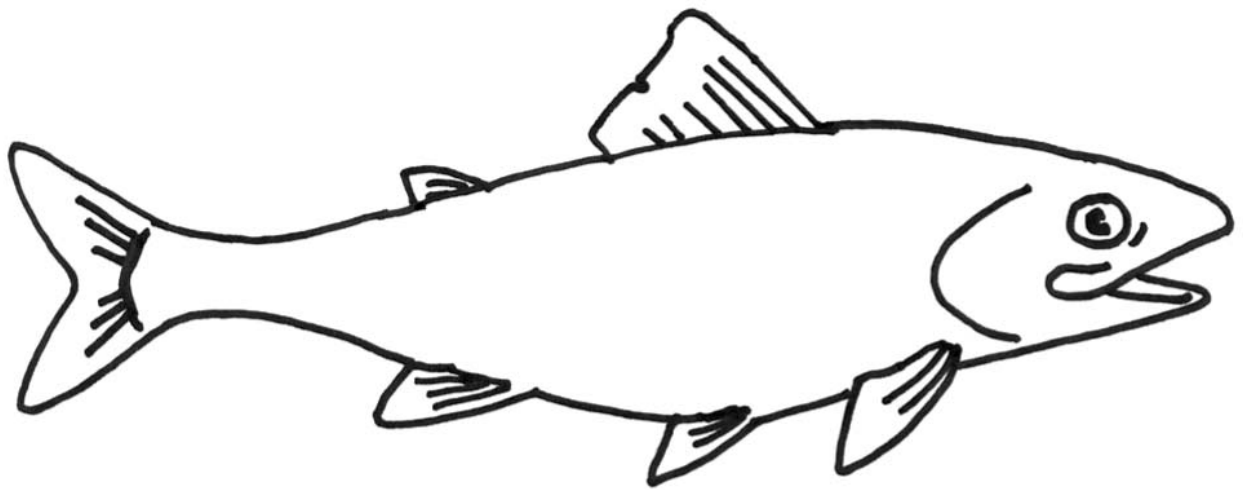
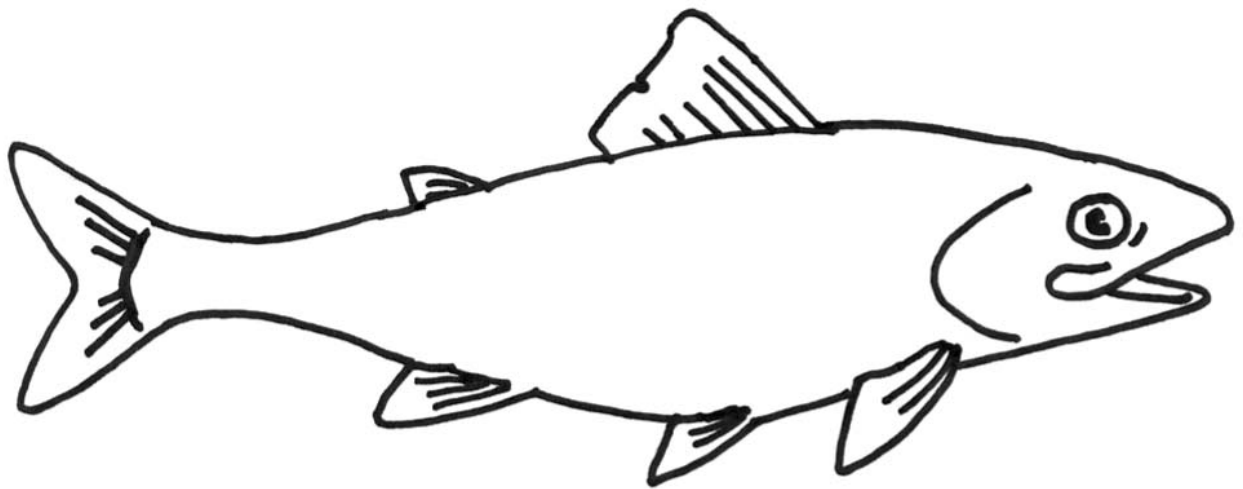
/z/ as in dogss



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



Name \_\_\_\_\_



Template for Fishing Pond



Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP4.

clamp	bump	sled
stamp	crust	crop
frog	desk	trips
blast	drums	beds
split	twins	winds



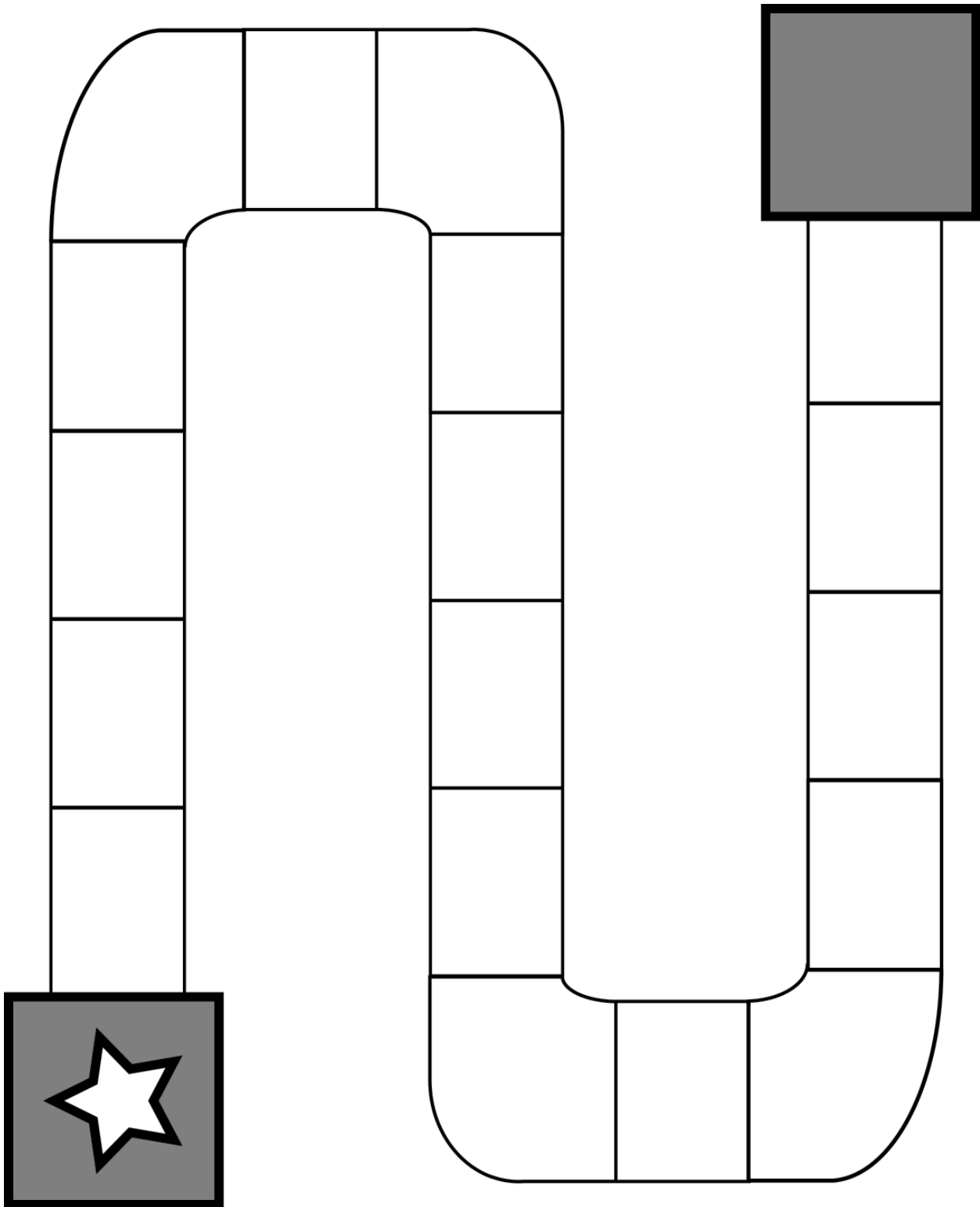
*Directions: Have students read the word cards from Worksheet PP3 and place them on top of the matching words on this worksheet.*

stamp	crop	twins
blast	bump	frog
split	clamp	trips
crust	sled	desk
beds	winds	drums



Name \_\_\_\_\_

Template for Game Board with Decodable Words



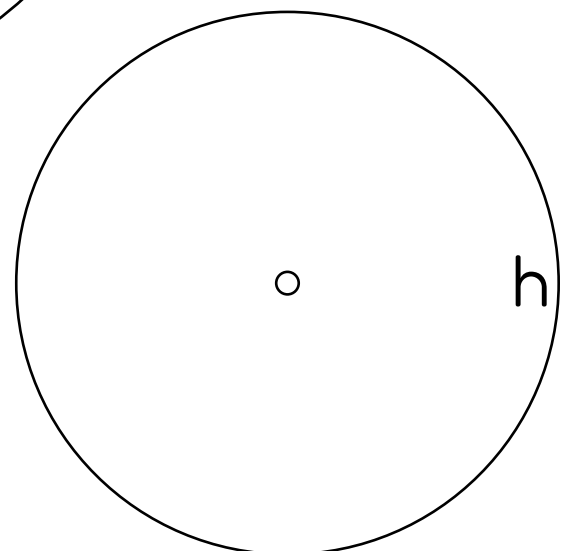
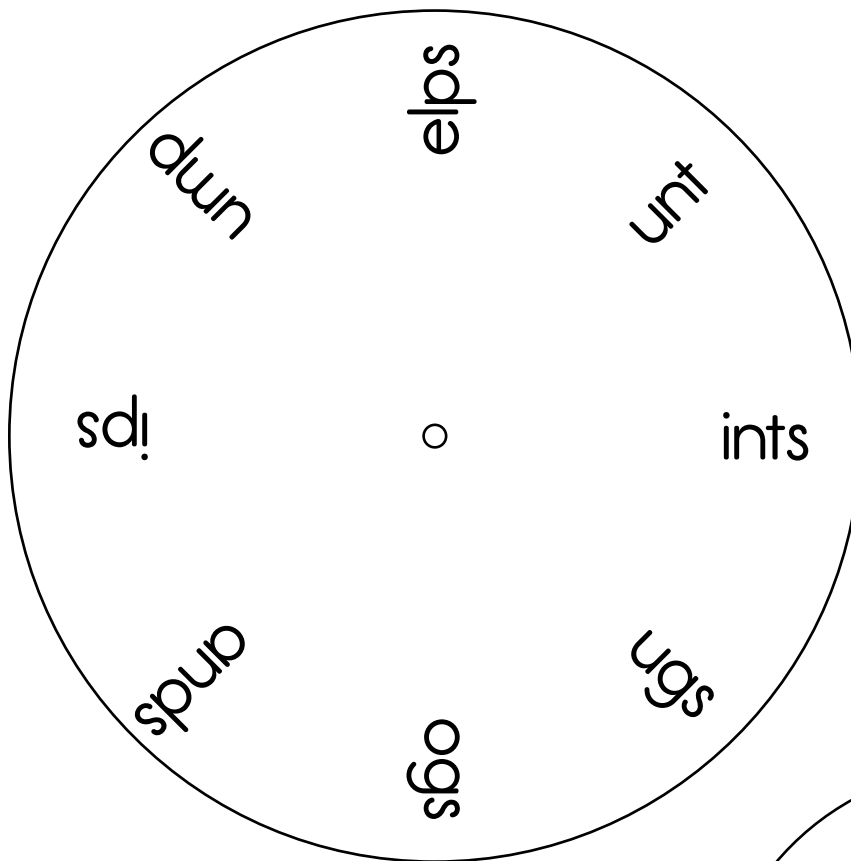




Name \_\_\_\_\_

**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.





Name \_\_\_\_\_

**PP7**

*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:



Name \_\_\_\_\_

**PP8**

*Running Record for "Vic Gets Lost" – As student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.*

## 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!"

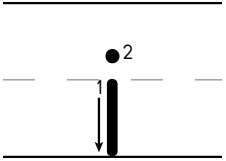
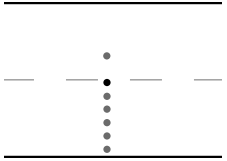
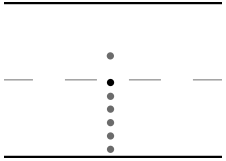
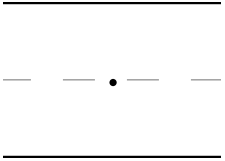
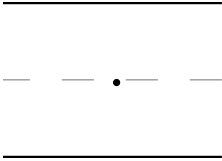
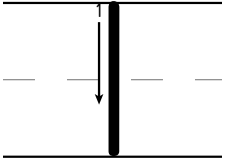
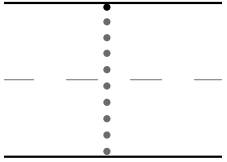
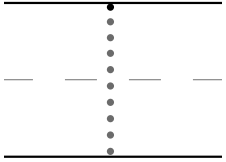
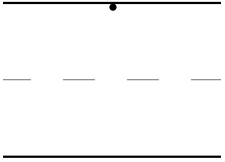
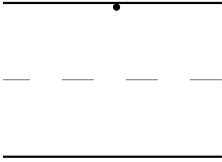
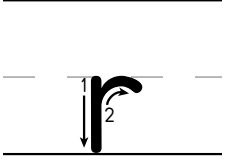
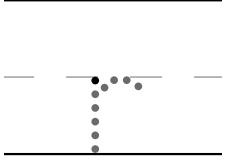
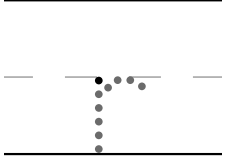
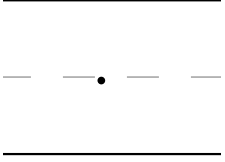
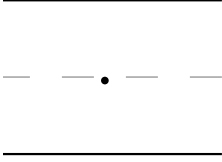
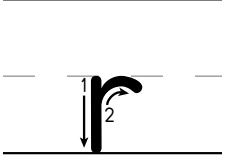
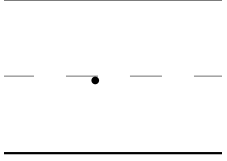
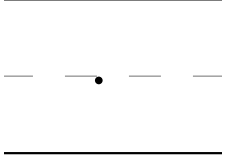
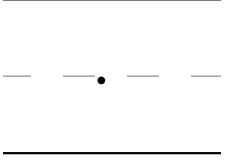
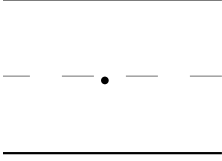
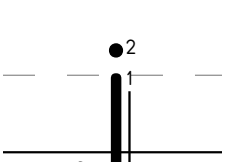
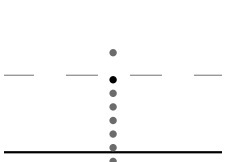
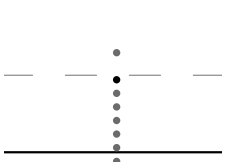
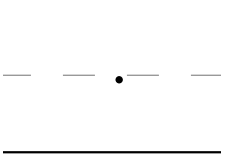
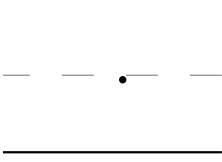
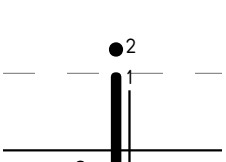
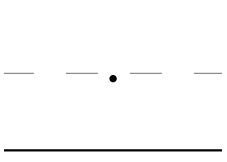
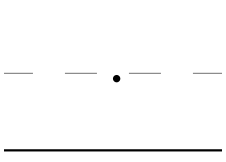
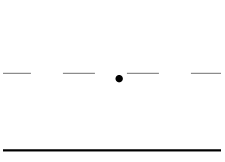
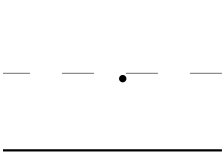
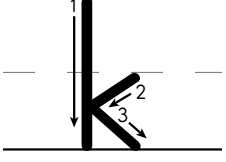
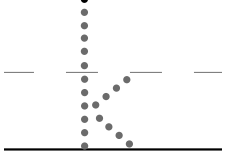
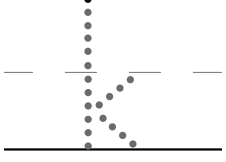
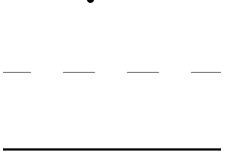

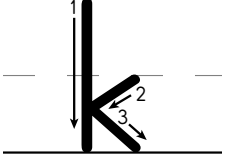
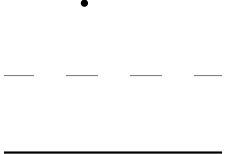
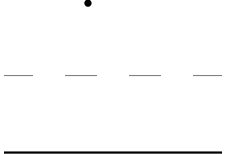
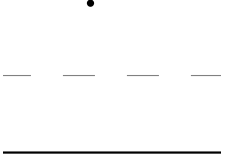
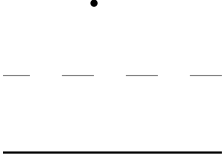


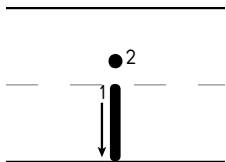
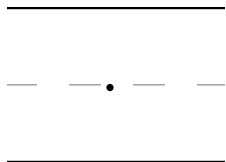
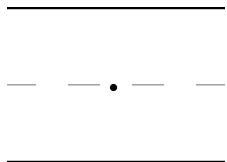
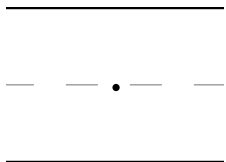
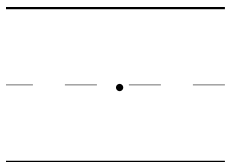
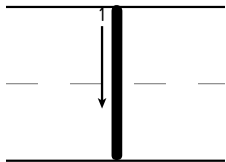
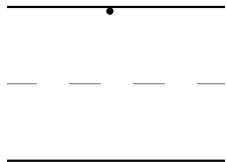
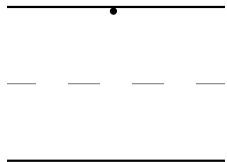
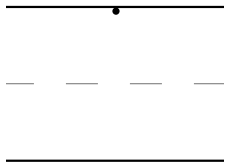
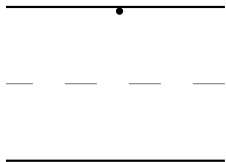
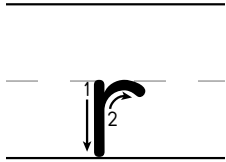
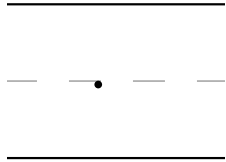
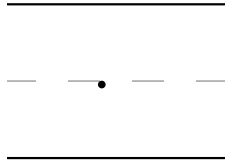
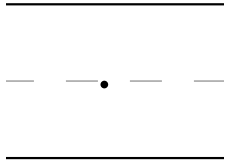
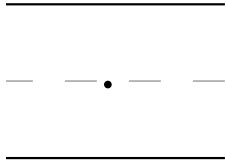
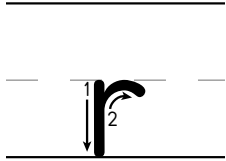
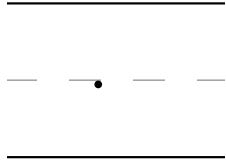
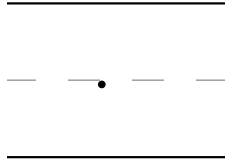
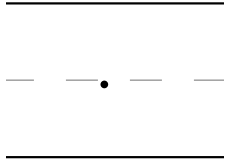
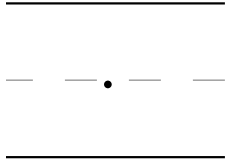
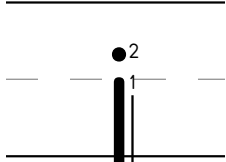
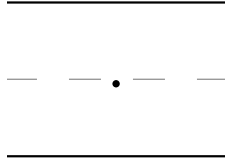
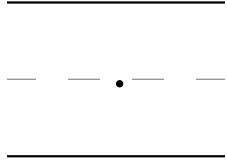
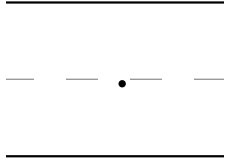
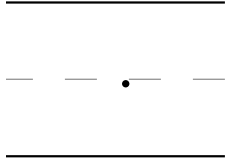
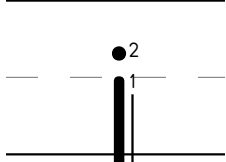
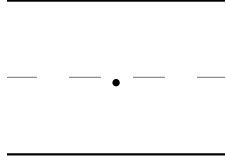
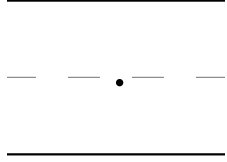
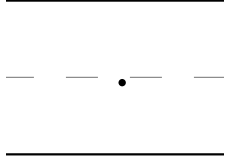
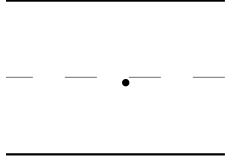
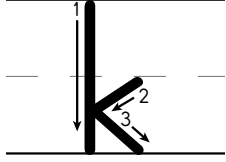
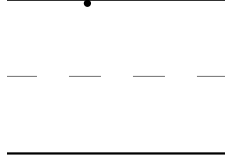
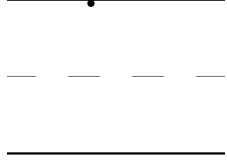
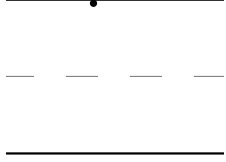
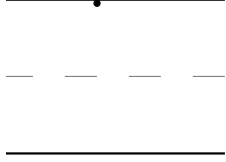
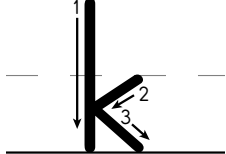
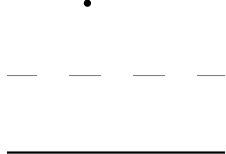
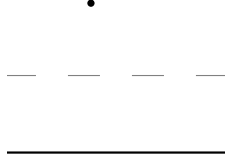
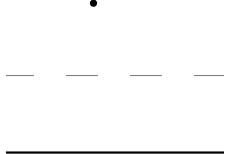
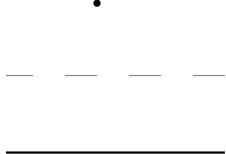




Name \_\_\_\_\_

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











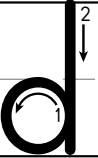




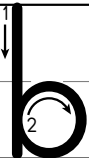




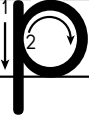




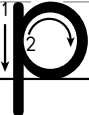














				
				
				
				
				
				
				
				

Name \_\_\_\_\_

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.*

p l u m

p l u m

• • •

s k i p

s k i p

• • •

c l a p

c l a p

• • •

s l i p

s l i p

• • •

d r i p

d r i p

• • •

f l a t

f l a t

• • •

p l u m

•  
• • •

s k i p

•  
• • •

c l a p

•  
• • •

s l i p

•  
• • •

d r i p

•  
• • • •

f l a t

•  
• • •

Name \_\_\_\_\_

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

lip s

lip s

\_\_\_\_\_

gift

gift

\_\_\_\_\_

jets

jets

\_\_\_\_\_

kids

kids

\_\_\_\_\_

lamp

lamp

\_\_\_\_\_

rest

rest

\_\_\_\_\_

lip s

•  
• • •

gift

•  
• • •

jets

•  
• • •

kids

•  
• • •

lamp

•  
• • •

rest

•  
• • •



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

crisp

crisp

crisp

plant

plant

plant

slump

slump

slump

drops

drops

drops

twigs

twigs

twigs

belts

belts

belts

crisp

crisp

plant

plant

slump

slump

drops

drops

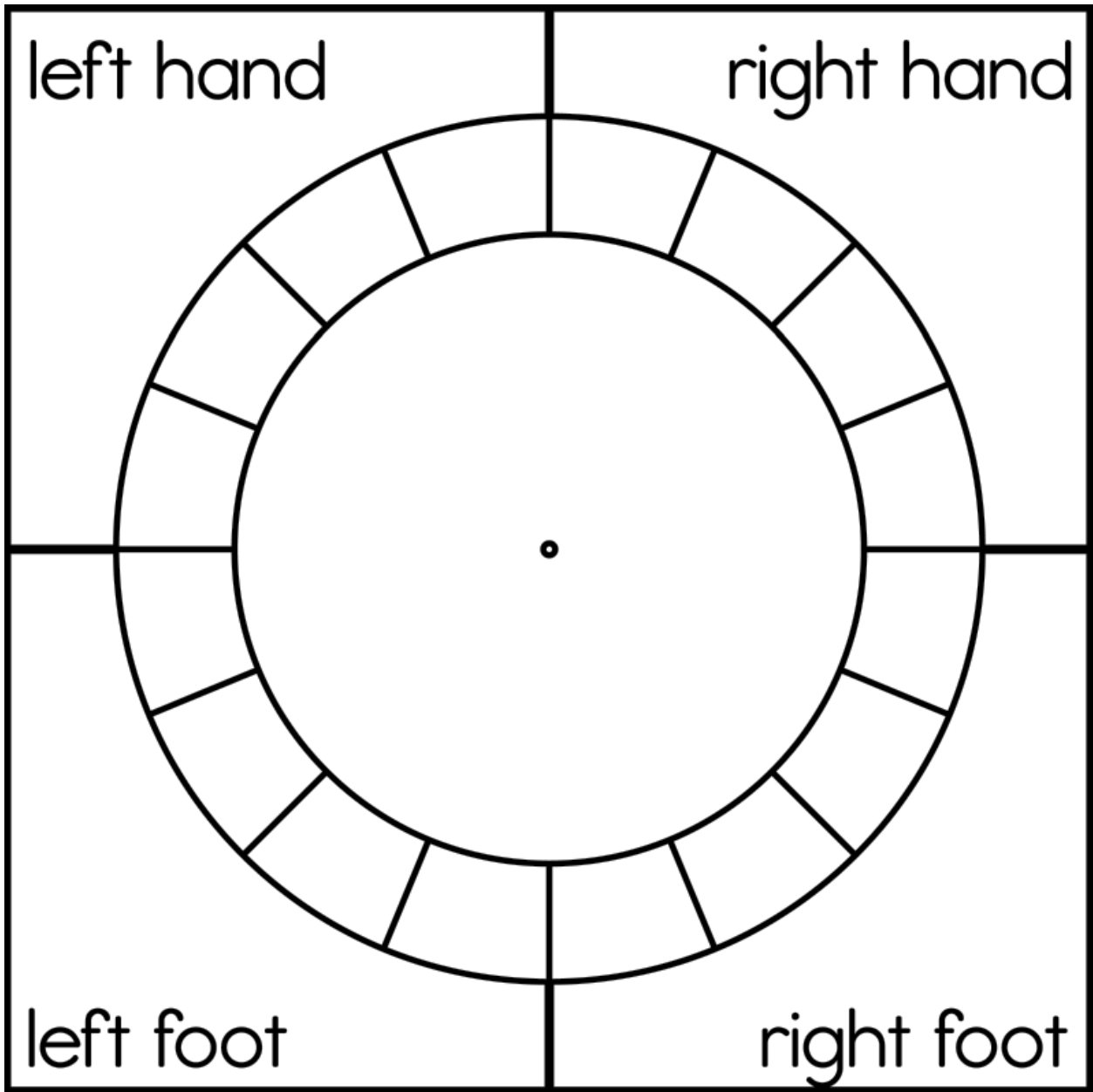
twigs

twigs

belts

belts

Name \_\_\_\_\_



Template for Letter Name Pretzel Game





Name \_\_\_\_\_

1. hot

bug

2. bed

can

3. sit

pot

4. hug

red

5. man

fit

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

6. bump

trip

7. test

land

8. spent

grump

9. stand

tent

10. flip

best

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ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

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# Unit 6

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