

**Dear Parent/Guardian:**

This year your child will be participating in an intense, systematic phonics program.

Phonics involves teaching beginners to read and pronounce words by learning the phonetic (or spoken) value of letters, letter combinations, and syllables. If your child is already reading at a high level, the first portion of this program will most likely be a review. However, your child will still learn some higher-level skills that will improve his or her reading and spelling skills as the year progresses.

If your child is not reading at all or is only able to read at a low level, this program will teach him or her how to read and/or greatly improve his or her reading abilities to the level required. Learning to read is easiest if the student is taught in a systematic way. In this program, information is presented incrementally (in small bits and pieces) and reviewed daily. New learning gradually builds on old learning, and practice sessions reinforce both. In this way, your child will experience success every day.

There are a few ways you can help your child. Worksheets and assessments will be sent home for you to review. On the back of each worksheet (beginning with Worksheet 6) is homework that is similar to the work done in class. Your child will also be provided with readers and other material to practice at home. Your participation in that practice is invaluable, especially if your child is not reading at the appropriate age level.

Furthermore, each week your child will bring home a list of spelling words that he or she will be tested on later in the week. These lists contain a mixture of words with "phonetic" spellings, which can be spelled using the rules taught in class, and "sight" words, whose spellings are irregular and so must be memorized. The words with irregular spellings will be marked with an asterisk.

It is very important that your child learn how to read this year, if he or she is not already doing so, because in third grade, he or she will be expected to "read to learn." If at any time you sense that your child feels unsuccessful or frustrated, please call so we can make adjustments to activities both in school and at home.

Sincerely,



## **Saxon Phonics and Spelling 2**

### **Kit Contents List (24-student kit)**

#### *Refill Boxes 1 and 2: Student Materials*

- **Assembly Instructions**
- **Kit Contents List**
- **Lesson Folder Checklist** (Refer to this list when placing items into the folders.)
- **Recording Forms**
  - Assessments 1–28 Recording Form (Classroom Version) (1 copy)
  - Assessments 1–28 Recording Forms (Classroom Version) (28 copies; 1 per assessment)
  - Assessments 1–14 Recording Forms (Individual Version) (24 copies)
  - Assessments 15–28 Recording Forms (Individual Version) (24 copies)
- **Student Worksheets**
  - Phonological/Phonemic Awareness Assessment (24 copies)
  - Parent Letter (24 copies)
  - Worksheets 1–139 (24 copies of each)
  - Spelling and High Frequency Word Practices 3–139 (24 copies of each)
  - Activity Sheets (1 copy of AS's 44a–g; 24 copies of all other AS's)
  - Assessments 1–28 (24 copies of each)
  - Spelling Word Lists 1–27 (24 copies of each)

#### *Refill Box 3: Student Materials*

- **Decodable Readers 1–26 with Storage Containers** (24 sets of black and white readers; 24 storage containers)

#### *Refill Box 4: Student Materials*

- **Alphabet Handwriting Strips** (24 strips)
- **Student Spelling Dictionary and Reference Booklets** (24 booklets)

#### *Box 5: Classroom Materials*

- **Fluency Readers** (4 sets of 26 titles)
- **Review Decks:**
  - Letter Deck
  - Picture Deck
  - Spelling Deck
  - Sight Word Deck
  - Affix Deck
  - Alphabet/Accent Deck
  - Review Decks storage box/dividers
- **Kid Card Decks:**
  - Orange Kid Cards (letters)
  - Red Kid Cards (pictures)
  - Purple Kid Cards (words)
  - White Kid Cards (blends)
  - Blue Kid Cards (matching words)
  - Green Kid Cards (actions)
  - Kid Cards storage box/dividers/place markers
- **Wall Cards**
  - Alphabet Wall Cards (26 cards)
  - Vowel Rule Wall Cards (4 cards)
  - Spelling Rule Wall Cards (11 cards)
  - Syllable Division Wall Cards (6 cards)
- **Posters**
  - Leo (1 poster)
  - Wriley (2 posters)
  - Colors (1 poster)
  - Numbers (1 poster)
  - Letter Cluster (2 posters)
  - Sight Words (2 posters)
- **Audiocassette Tape** (1 tape)

#### *Box 6: Classroom Kit and Teacher Materials*

- **Classroom Kit**
  - 3 Large crates with lids
  - 3 Cardboard crate dividers
  - Dolly tray and 4 casters
  - 142 File folders
- **Teacher's Materials**
  - Teacher's Manual, Volume 1
  - Teacher's Manual, Volume 2
  - Teacher's Resource Binder

If any of the above items are missing, please call Saxon Publishers at (800) 284-7019.



Name \_\_\_\_\_

# Long and Short Vowels

1. \_\_\_\_\_

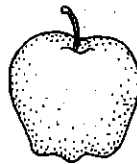


11. \_\_\_\_\_

2. \_\_\_\_\_

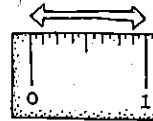
12. \_\_\_\_\_

3. \_\_\_\_\_



13. \_\_\_\_\_

4. \_\_\_\_\_



14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_



16. \_\_\_\_\_

7. \_\_\_\_\_

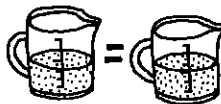
17. \_\_\_\_\_

8. \_\_\_\_\_



18. \_\_\_\_\_

9. \_\_\_\_\_



19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## High Frequency Word Box

	Read	Spell		Read	Spell
do	<input type="checkbox"/>	<input type="checkbox"/>	love	<input type="checkbox"/>	<input type="checkbox"/>
are	<input type="checkbox"/>	<input type="checkbox"/>	they	<input type="checkbox"/>	<input type="checkbox"/>
one	<input type="checkbox"/>	<input type="checkbox"/>	today	<input type="checkbox"/>	<input type="checkbox"/>
four	<input type="checkbox"/>	<input type="checkbox"/>	tomorrow	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Your child has been taught how to write the **vowels** and the long and short sounds of each; that a short sound is coded with a breve ( $\bar{a}$ ); and that a long sound is coded with a macron ( $\bar{a}$ ).

The box above contains high-frequency words your child should have mastered. (High-frequency words are words encountered most often in print.) To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully; and assist him/her with any remaining words. Practice the high-frequency words until your child can easily read and spell each one.

Name \_\_\_\_\_

## Review of Vowels

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

A	i
E	o
I	a
O	e

O	a
E	u
U	o
A	e

A	I	J	U	a
e	i	s	o	q
f	I	O	p	u

## High Frequency Word Box

	Read	Spell		Read	Spell
was	<input type="checkbox"/>	<input type="checkbox"/>	from	<input type="checkbox"/>	<input type="checkbox"/>
you	<input type="checkbox"/>	<input type="checkbox"/>	have	<input type="checkbox"/>	<input type="checkbox"/>
some	<input type="checkbox"/>	<input type="checkbox"/>	eight	<input type="checkbox"/>	<input type="checkbox"/>
come	<input type="checkbox"/>	<input type="checkbox"/>	together	<input type="checkbox"/>	<input type="checkbox"/>




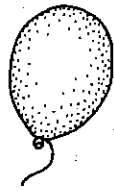

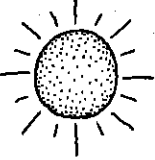

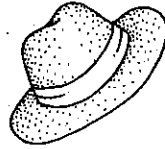





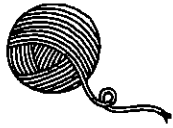


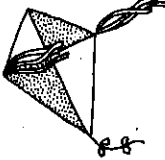


Dear Parent/Guardian:

Your child has practiced spelling the long and short vowel sounds. The box above contains high-frequency words he/she should have already mastered. To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the high-frequency words until he/she can easily read and spell each one.



Name \_\_\_\_\_

# Consonants

1.  _____	2.  _____	3.  _____	4.  _____	5.  _____
6.  _____	7.  _____	8.  _____	9.  _____	10.  _____
11.  _____	12.  _____	13.  _____	14.  _____	15.  _____
16.  _____	17.  _____	18.  _____	19.  _____	

## High Frequency Word Box

	Read	Spell		Read	Spell
into	<input type="checkbox"/>	<input type="checkbox"/>	to	<input type="checkbox"/>	<input type="checkbox"/>
of	<input type="checkbox"/>	<input type="checkbox"/>	where	<input type="checkbox"/>	<input type="checkbox"/>
said	<input type="checkbox"/>	<input type="checkbox"/>	two	<input type="checkbox"/>	<input type="checkbox"/>
the	<input type="checkbox"/>	<input type="checkbox"/>	what	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Your child has been taught the name, shape, and sound of every **consonant** except *q* and *x*; and that when the letter *c* makes a /k/ sound, it is coded with a **k-back** (k). (Please note that a letter appearing between slash marks, as in /k/, indicates the letter sound rather than the letter name.) Have your child practice the high-frequency words until he/she can easily read and spell each one.

Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

High Frequency Word Box

	Read	Spell		Read	Spell
of	<input type="checkbox"/>	<input type="checkbox"/>	into	<input type="checkbox"/>	<input type="checkbox"/>
to	<input type="checkbox"/>	<input type="checkbox"/>	said	<input type="checkbox"/>	<input type="checkbox"/>
the	<input type="checkbox"/>	<input type="checkbox"/>	what	<input type="checkbox"/>	<input type="checkbox"/>
two	<input type="checkbox"/>	<input type="checkbox"/>	where	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

The box above contains high-frequency words your child should have already mastered. To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the high-frequency words until he/she can easily read and spell each one.

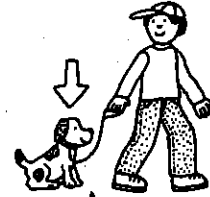
Name \_\_\_\_\_

**The Rule *vc***

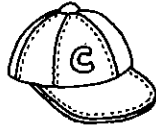
1. ant



7. mitt



2. net



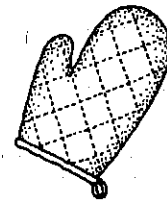
8. pet



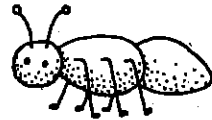
3. cap



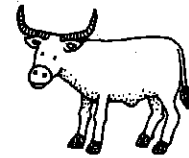
9. ox



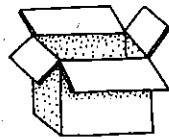
4. egg



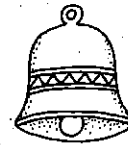
10. bus



5. camp



11. bell



6. box



12. six



## The Rule *vc*

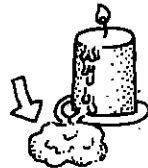
1. map



6. jet



2. milk.



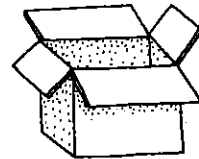
7. off



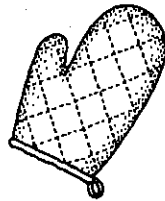
3. fox



8. mix



4. wax



9. rug



5. mitt



10. box



Dear Parent/Guardian:

Your child has been taught that a **syllable** is a word part containing its own vowel sound; the name, shape, and sound of the letter **x**; that a vowel is short when it is followed by a consonant; that this rule is expressed using the symbols **vc**; and that **twin consonants** (two adjacent consonants that are just alike) make only one sound. Please have him/her code and read the words above and match them to the pictures.

Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## Sight Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
in	<input type="checkbox"/>	<input type="checkbox"/>	who	<input type="checkbox"/>	<input type="checkbox"/>
am	<input type="checkbox"/>	<input type="checkbox"/>	big	<input type="checkbox"/>	<input type="checkbox"/>
an	<input type="checkbox"/>	<input type="checkbox"/>	let	<input type="checkbox"/>	<input type="checkbox"/>
did	<input type="checkbox"/>	<input type="checkbox"/>	hand	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

The box above contains high-frequency words your child should have already mastered. To help your child become a more fluent reader, please have him/her read and spell each one. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the high-frequency words until he/she can easily read and spell each one.



Name \_\_\_\_\_

**Section I**

1. \_\_\_\_\_

**Section II**

2. \_\_\_\_\_

**Section III**

3. 

j	i	b	e	l	t
o	a	f	g	u	r

**Section IV**

4. 

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

**Section V**

5. sit  
tax  
hog  
beg

**Section VI**

6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_  
11. \_\_\_\_\_  
12. \_\_\_\_\_  
13. \_\_\_\_\_  
14. \_\_\_\_\_

## Section VII

15. tot

16. gap

17. sop

18. ill

19. ram

20. kilt

21. lug

22. led

23. yam

24. wax

Name \_\_\_\_\_

## Spelling Words

1. nod
2. bit
3. if
4. bed
5. yes
6. an
7. it
8. vat
9. dot
10. in
11. mug
12. zip
13. sun
14. bat
15. run
16. pet
17. mix
18. mad
19. leg
20. mud



Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_



Name \_\_\_\_\_

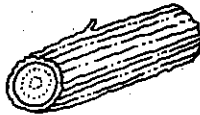
**The Rule  $\bar{v}' \rightarrow$** 

1. wet



8. rug

2. log

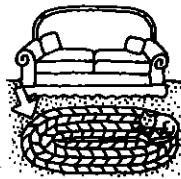


9. fell

3. fin

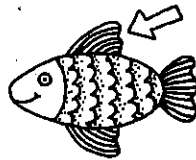
10. we

4. get



11. jug

5. me



12. cat

6. hi

13. be

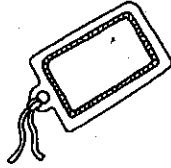
7. pit



14. so

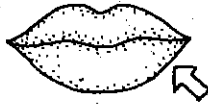
## The Rule $\bar{v}' \rightarrow$

1. he



8. fan

2. top



9. set

3. bit

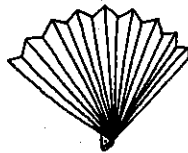
10. lip

4. tag



11. ant

5. no

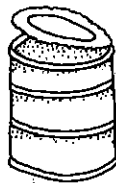


12. hug

6. can

13. go

7. I



14. fog

Dear Parent/Guardian:

Your child has been taught that a vowel is long when accented and not followed by a consonant (within a syllable); and that this rule is expressed using the symbols  $\bar{v}' \rightarrow$ . Please have him/her code and read the words above and match them to the pictures, then return the paper to school.



Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
man	<input type="checkbox"/>	<input type="checkbox"/>	and	<input type="checkbox"/>	<input type="checkbox"/>
ran	<input type="checkbox"/>	<input type="checkbox"/>	can	<input type="checkbox"/>	<input type="checkbox"/>
six	<input type="checkbox"/>	<input type="checkbox"/>	get	<input type="checkbox"/>	<input type="checkbox"/>
well	<input type="checkbox"/>	<input type="checkbox"/>	him	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Blends**

1. he

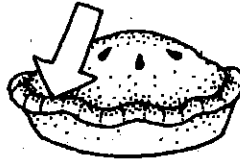


8. rust

2. smell

9. slim

3. flip

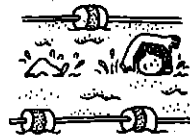


10. west

4. frost

11. spin

5. crust

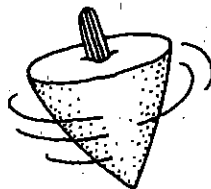


12. splat

6. flap

13. so

7. best



14. swim

## Blends

1. snip



8. plump

2. cast

9. peg

3. flop

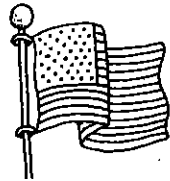


10. trip

4. past

11. stop

5. lisp



12. we

6. flag

13. strict

7. blot



14. grab

Dear Parent/Guardian:

Your child has been taught that one syllable in every word generally carries an **accent**; and that a **blend** is two consonants that slide together so smoothly that one can hardly hear each sound. Please have him/her code and read the words above and match them to the pictures, then return the paper to school.

Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
a	<input type="checkbox"/>	<input type="checkbox"/>	its	<input type="checkbox"/>	<input type="checkbox"/>
it	<input type="checkbox"/>	<input type="checkbox"/>	ask	<input type="checkbox"/>	<input type="checkbox"/>
red	<input type="checkbox"/>	<input type="checkbox"/>	cat	<input type="checkbox"/>	<input type="checkbox"/>
men	<input type="checkbox"/>	<input type="checkbox"/>	tell	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

## Spelling with c and k

When spelling the /k/ sound:

*k* is usually found before *e*, *i*, or *y*; and

*c* is usually found before *a*, *o*, *u*, or any consonant.

1. \_\_\_ab

8. s\_\_\_an

2. \_\_\_it

9. s\_\_\_ip

3. \_\_\_ot

10. \_\_\_iss

4. \_\_\_up

11. \_\_\_rimp

5. \_\_\_eg

12. s\_\_\_rap

6. \_\_\_lip

13. fa\_\_\_t

7. \_\_\_an

14. \_\_\_log

## Spelling with *c* and *k*

When spelling the /k/ sound:

*k* is usually found before *e*, *i*, or *y*; and

*c* is usually found before *a*, *o*, *u*, or any consonant.

1. \_\_\_at

7. \_\_\_ap

2. \_\_\_ilt

8. S \_\_\_at

3. \_\_\_ob

9. S \_\_\_in

4. \_\_\_ut

10. \_\_\_iln

5. \_\_\_ept

11. \_\_\_rop

6. \_\_\_rib

12. S \_\_\_ab

Dear Parent/Guardian:

Your child has been taught that when spelling, **k** is found before *e*, *i*, or *y*; and **c** is found before *a*, *o*, *u*, or any consonant; and words that do not follow the spelling rules are called **irregular spelling words**.

Please have him/her use this rule to finish spelling the words above, then code and read each one.



Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
I	<input type="checkbox"/>	<input type="checkbox"/>	run	<input type="checkbox"/>	<input type="checkbox"/>
us	<input type="checkbox"/>	<input type="checkbox"/>	ten	<input type="checkbox"/>	<input type="checkbox"/>
sit	<input type="checkbox"/>	<input type="checkbox"/>	hot	<input type="checkbox"/>	<input type="checkbox"/>
not	<input type="checkbox"/>	<input type="checkbox"/>	will	<input type="checkbox"/>	<input type="checkbox"/>

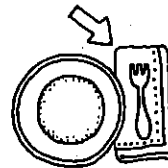
Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**vc|cv**

1. plastic



2. sudden

3. rabbit



4. napkin

5. contact

**vc|cv**

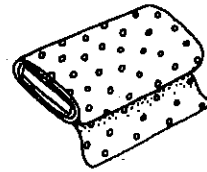
1. contest

2. puppet

3. suffix

4. fabric

5. frantic



Dear Parent/Guardian:

Your child has been taught the **syllable division pattern "vccv"**; that dividing words into syllables makes coding easier; and that the best place to divide and accent a word following the "vccv" pattern is between the consonants and on the first syllable. Please have him/her code and read each word, then use each in a sentence.

Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

### Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

### Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

#### High Frequency Word Box

	Read	Spell		Read	Spell
up	<input type="checkbox"/>	<input type="checkbox"/>	set	<input type="checkbox"/>	<input type="checkbox"/>
if	<input type="checkbox"/>	<input type="checkbox"/>	had	<input type="checkbox"/>	<input type="checkbox"/>
on	<input type="checkbox"/>	<input type="checkbox"/>	yes	<input type="checkbox"/>	<input type="checkbox"/>
off	<input type="checkbox"/>	<input type="checkbox"/>	land	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Section I**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Section II**

8. go
9. nap
10. loft
11. pig
12. tug
13. mob
14. fat

**Section III**

15. \_\_\_\_\_

**Section IV**

16. \_\_\_\_\_

**Section V**

17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_





Name \_\_\_\_\_

**Digraph ck**

1. block



2. track



3. click

4. we



5. bonnet

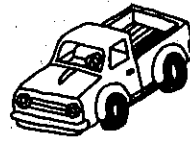
6. rack

## Digraph ck

1. truck



2. stick



3. stack

4. bobbin



5. me

6. flock

Dear Parent/Guardian:

Your child has been taught that a **digraph** is two letters that come together to make one sound; that digraphs are coded by underlining; that **digraph ck** is also coded by crossing out the silent c (~~ck~~); and that in a one-syllable word that ends with a /k/ sound after a short vowel, /k/ is usually spelled with **ck**. Please have him/her code and read each word, then use the word in a sentence.



Name \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

21. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

22. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

23. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

24. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

25. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

26. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

27. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

28. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

29. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

30. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
we	<input type="checkbox"/>	<input type="checkbox"/>	hi	<input type="checkbox"/>	<input type="checkbox"/>
be	<input type="checkbox"/>	<input type="checkbox"/>	at	<input type="checkbox"/>	<input type="checkbox"/>
go	<input type="checkbox"/>	<input type="checkbox"/>	no	<input type="checkbox"/>	<input type="checkbox"/>
he	<input type="checkbox"/>	<input type="checkbox"/>	cut	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

## Spelling Words

1. just
2. tax
3. drift
4. let
5. pest
6. red
7. spot
8. snap
9. man
10. trip
11. fad
12. twig
13. me
14. flat
15. cut
16. stop
17. rot
18. fed
19. sled
20. strap



Name \_\_\_\_\_

# Digraph th

1. thick



2. with

3. path



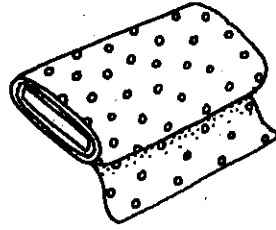
4. rock

5. the

6. mascot

## Digraph th

1. cloth



2. pack

3. than

4. he



5. hectic

6. that

Dear Parent/Guardian:

Your child has been taught the two sounds of **digraph th** (voiced, as in *feather*, and unvoiced, as in *thimble*); and that voiced letters are coded with voice lines (th). Please have him/her code and read the words, then use them in sentences.



Name \_\_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 12. _____ | 23. _____ |
| 2. _____  | 13. _____ | 24. _____ |
| 3. _____  | 14. _____ | 25. _____ |
| 4. _____  | 15. _____ | 26. _____ |
| 5. _____  | 16. _____ | 27. _____ |
| 6. _____  | 17. _____ | 28. _____ |
| 7. _____  | 18. _____ | 29. _____ |
| 8. _____  | 19. _____ | 30. _____ |
| 9. _____  | 20. _____ | 31. _____ |
| 10. _____ | 21. _____ |           |
| 11. _____ | 22. _____ |           |

## Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
so	<input type="checkbox"/>	<input type="checkbox"/>	than	<input type="checkbox"/>	<input type="checkbox"/>
back	<input type="checkbox"/>	<input type="checkbox"/>	that	<input type="checkbox"/>	<input type="checkbox"/>
best	<input type="checkbox"/>	<input type="checkbox"/>	stop	<input type="checkbox"/>	<input type="checkbox"/>
pick	<input type="checkbox"/>	<input type="checkbox"/>	spell	<input type="checkbox"/>	<input type="checkbox"/>

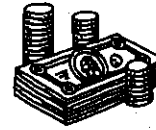
Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Digraph sh**

1. cash
2. splash
3. shock
4. shin
5. she
6. rubbish



The pig had a thin sash. The sash had a pin in it. The pin can stick.

7. The pig had a \_\_\_\_\_ sash.
8. What was in the sash?
 

<input type="radio"/> black	<input type="radio"/> stick	<input type="radio"/> pin
-----------------------------	-----------------------------	---------------------------
9. Who had a thin sash?
 

<input type="radio"/> pig	<input type="radio"/> pin	<input type="radio"/> stick
---------------------------	---------------------------	-----------------------------
10. What can stick?
 

<input type="radio"/> pig	<input type="radio"/> pin	<input type="radio"/> sash
---------------------------	---------------------------	----------------------------

## Digraph sh

1. crush
2. flash
3. shack
4. be
5. cactus
6. dash



Sam, shut the lid on the trash can. The trash will smell bad if you do not.

7. Shut the trash \_\_\_\_\_.

8. Who will shut the trash lid?

Sal

Tom

Sam

9. What can smell bad?

Sam

trash

Pat

Dear Parent/Guardian:

Your child has been taught **digraph sh**; and that *medial* means anything between *initial* and *final*. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions.

Name \_\_\_\_\_

ă	b	p	f
ck	j	ï	s
l	ě	th	g
ö	d	n	ů

## Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

## New Sounds and Words

7. \_\_\_\_\_  
 8. \_\_\_\_\_

9. \_\_\_\_\_  
 10. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
she	<input type="checkbox"/>	<input type="checkbox"/>	got	<input type="checkbox"/>	<input type="checkbox"/>
but	<input type="checkbox"/>	<input type="checkbox"/>	them	<input type="checkbox"/>	<input type="checkbox"/>
end	<input type="checkbox"/>	<input type="checkbox"/>	then	<input type="checkbox"/>	<input type="checkbox"/>
win	<input type="checkbox"/>	<input type="checkbox"/>	help	<input type="checkbox"/>	<input type="checkbox"/>

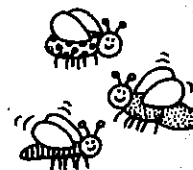
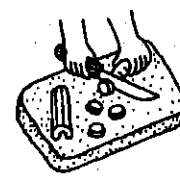
Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Digraph ch**

1. chat
2. chop
3. check
4. munch
5. so
6. insect



Pat's trash fell off the truck. Ted will help Pat pick up the trash and then they can get some lunch.

7. The trash fell off the \_\_\_\_\_.
8. Who will help Pat?
 

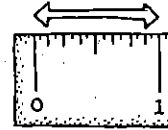
<input type="radio"/> Tom	<input type="radio"/> Jan	<input type="radio"/> Ted
---------------------------	---------------------------	---------------------------
9. What fell off the truck?
 

<input type="radio"/> Pat	<input type="radio"/> Ted	<input type="radio"/> trash
---------------------------	---------------------------	-----------------------------
10. Who will pick up the trash?
 

<input type="radio"/> Pat and Ted	<input type="radio"/> Ted and Tom	<input type="radio"/> Tom
-----------------------------------	-----------------------------------	---------------------------

## Digraph ch

1. such
2. branch
3. chess
4. chick
5. kitten
6. inch



The red glass fell off the bench. The glass had a chip in it. The chip was not big.

7. The red glass had a \_\_\_\_\_.

8. What had a chip in it?

red

bench

glass

9. Was the chip big?

yes

no

Dear Parent/Guardian:

Your child has been taught **digraph ch**; that the most common sound digraph *ch* makes is /ch/, as in *cheese*; that the word *the* is usually pronounced /thū/, which is the schwa (ə) sound; and that when vowels make schwa sounds, they are coded with upside-down e's (ē). Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions.



Name \_\_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 12. _____ | 23. _____ |
| 2. _____  | 13. _____ | 24. _____ |
| 3. _____  | 14. _____ | 25. _____ |
| 4. _____  | 15. _____ | 26. _____ |
| 5. _____  | 16. _____ | 27. _____ |
| 6. _____  | 17. _____ | 28. _____ |
| 7. _____  | 18. _____ | 29. _____ |
| 8. _____  | 19. _____ | 30. _____ |
| 9. _____  | 20. _____ | 31. _____ |
| 10. _____ | 21. _____ | 32. _____ |
| 11. _____ | 22. _____ | 33. _____ |

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
me	<input type="checkbox"/>	<input type="checkbox"/>	just	<input type="checkbox"/>	<input type="checkbox"/>
such	<input type="checkbox"/>	<input type="checkbox"/>	much	<input type="checkbox"/>	<input type="checkbox"/>
went	<input type="checkbox"/>	<input type="checkbox"/>	jump	<input type="checkbox"/>	<input type="checkbox"/>
with	<input type="checkbox"/>	<input type="checkbox"/>	still	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Section I**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Section II**

8. fit

9. he

10. rat

11. task

12. if

13. big

14. rot

**Section III**

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

**Section IV**

A big red fox got a bag. He hid it. A cat got it and lost it.

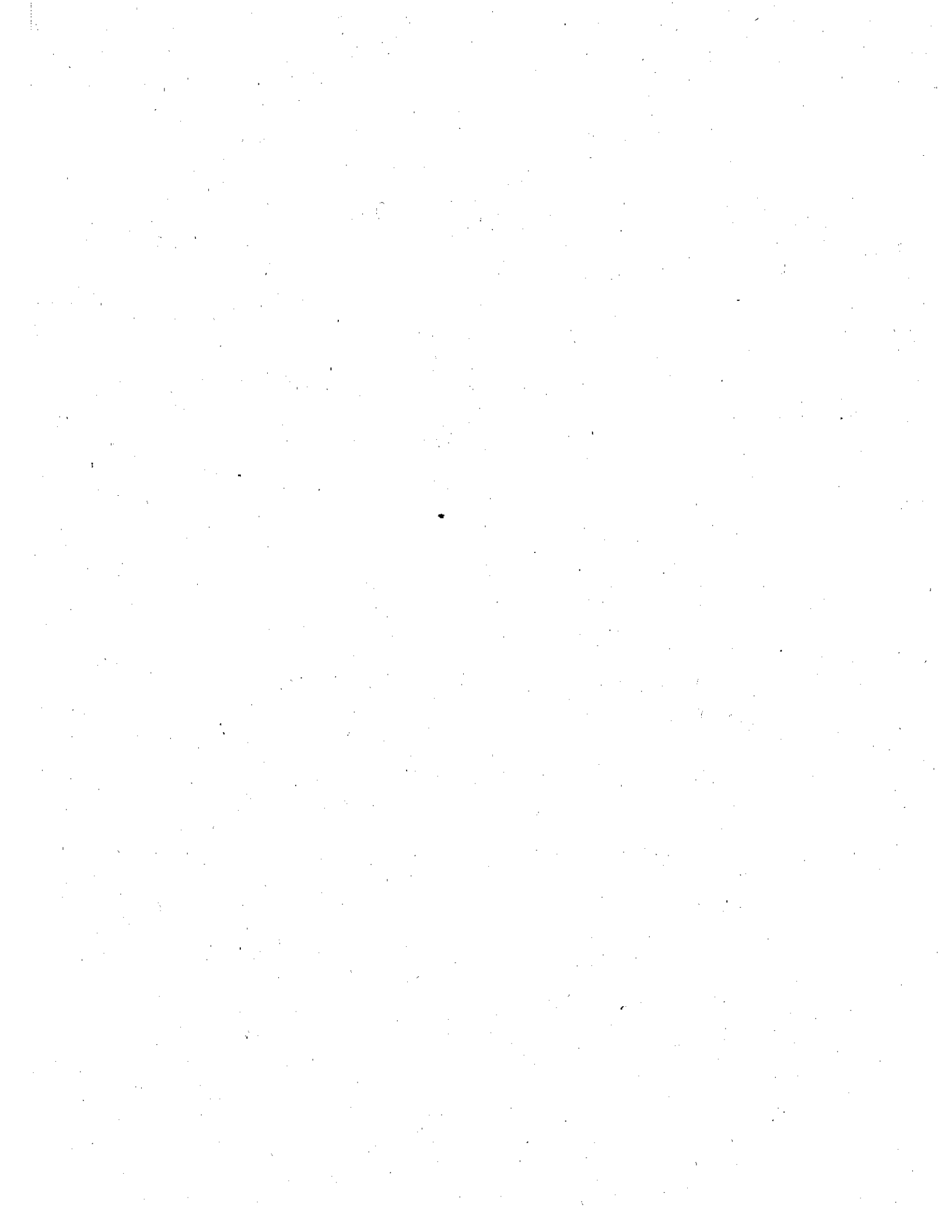
22. A fox hid the \_\_\_\_\_.

23. Who hid the bag?

 pit fox cat

24. Was the bag lost?

 yes no



Name \_\_\_\_\_

## Spelling Words

1. am
2. belt
3. brand
4. bust
5. clog
6. clam
7. fond
8. crept
9. crop
10. crust
11. draft
12. drop
13. loft
14. flip
15. swift
16. grin
17. hint
18. list
19. mist
20. swim



Name \_\_\_\_\_

1. \_\_\_\_\_

12. \_\_\_\_\_

23. \_\_\_\_\_

2. \_\_\_\_\_

13. \_\_\_\_\_

24. \_\_\_\_\_

3. \_\_\_\_\_

14. \_\_\_\_\_

25. \_\_\_\_\_

4. \_\_\_\_\_

15. \_\_\_\_\_

26. \_\_\_\_\_

5. \_\_\_\_\_

16. \_\_\_\_\_

27. \_\_\_\_\_

6. \_\_\_\_\_

17. \_\_\_\_\_

28. \_\_\_\_\_

7. \_\_\_\_\_

18. \_\_\_\_\_

29. \_\_\_\_\_

8. \_\_\_\_\_

19. \_\_\_\_\_

30. \_\_\_\_\_

9. \_\_\_\_\_

20. \_\_\_\_\_

31. \_\_\_\_\_

10. \_\_\_\_\_

21. \_\_\_\_\_

32. \_\_\_\_\_

11. \_\_\_\_\_

22. \_\_\_\_\_

33. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
do	<input type="checkbox"/>	<input type="checkbox"/>	this	<input type="checkbox"/>	<input type="checkbox"/>
of	<input type="checkbox"/>	<input type="checkbox"/>	last	<input type="checkbox"/>	<input type="checkbox"/>
ran	<input type="checkbox"/>	<input type="checkbox"/>	must	<input type="checkbox"/>	<input type="checkbox"/>
fast	<input type="checkbox"/>	<input type="checkbox"/>	black	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.



Name \_\_\_\_\_

**Digraph ch, ch, ch**

1. Chris
2. chaps
3. pinch
4. math
5. we
6. muffin



$$1+1=2$$

$$3-2=1$$

Flick the chinch bug off the lunch. It can get in the milk. If the bug gets in the milk, no one will sip it.

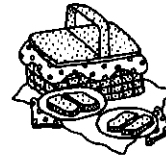
7. The chinch \_\_\_\_\_ can get in the milk.
8. What is on the lunch?
 

<input type="radio"/> chinch bug	<input type="radio"/> red bug	<input type="radio"/> chip
----------------------------------	-------------------------------	----------------------------
9. Where is the chinch bug?
 

<input type="radio"/> on the desk	<input type="radio"/> in the trash	<input type="radio"/> on the lunch
-----------------------------------	------------------------------------	------------------------------------
10. What will happen if the bug gets in the milk?  
\_\_\_\_\_

## Digraph ch, ck, çh

1. shrunk
2. lunch
3. froth
4. chill
5. picnic
6. chef



Chris had fresh milk, crisp chips, and a thick hot dog at lunch. Then he had the best nap on his soft bed.

7. Chris had \_\_\_\_\_, chips, and a hot dog at lunch.

8. Where did he have his nap?

on his bed

on the grass

on the bench

9. Chris has a soft bed.

yes

no

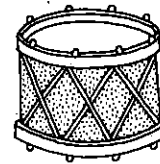
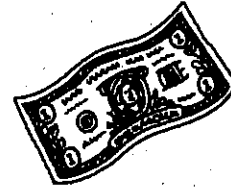
Dear Parent/Guardian:

Your child has been taught two more sounds of **digraph ch**: /k/, as in *chord* and /sh/, as in *chef*; and that when the letter c acts like an s, it is coded with a **cedilla** (ç). Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions.

Name \_\_\_\_\_

**Voiced s-**

1. his
2. as
3. hidden
4. buck
5. hi
6. drum

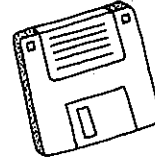


The pond has bugs in it. A sand bass is in the pond with the bugs. The sand bass swam past a bug, but he did not get it.

7. A sand bass must be a \_\_\_\_\_.
8. What swam past a bug?
  - pond
  - sand bass
  - bug
9. Did the sand bass get the bug?
  - yes
  - no
10. Where is the sand bass?  
\_\_\_\_\_

**Voiced s**

1. is
2. disk
3. happen
4. sock
5. has
6. me



We stock the camp with milk and eggs. The chef can fix muffins with them. We are glad to have muffins at camp.

7. Eggs and milk go in \_\_\_\_\_.
8. Who will fix the muffins?
  - chef
  - camp
  - kids
9. Do kids have muffins at camp?
  - yes
  - no

Dear Parent/Guardian:

Your child has been taught the **voiced sound** of the letter *s*, as in *rose*. (Compare to the unvoiced sound, as in *sock*.) The voiced *s* is coded with a voice line (s). Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions.

Name \_\_\_\_\_

1. \_\_\_\_\_

13. \_\_\_\_\_

25. \_\_\_\_\_

2. \_\_\_\_\_

14. \_\_\_\_\_

26. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_

27. \_\_\_\_\_

4. \_\_\_\_\_

16. \_\_\_\_\_

28. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_

29. \_\_\_\_\_

6. \_\_\_\_\_

18. \_\_\_\_\_

30. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_

31. \_\_\_\_\_

8. \_\_\_\_\_

20. \_\_\_\_\_

32. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_

33. \_\_\_\_\_

10. \_\_\_\_\_

22. \_\_\_\_\_

34. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
as	<input type="checkbox"/>	<input type="checkbox"/>	who	<input type="checkbox"/>	<input type="checkbox"/>
is	<input type="checkbox"/>	<input type="checkbox"/>	was	<input type="checkbox"/>	<input type="checkbox"/>
has	<input type="checkbox"/>	<input type="checkbox"/>	wish	<input type="checkbox"/>	<input type="checkbox"/>
his	<input type="checkbox"/>	<input type="checkbox"/>	into	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Combination er**

1. perch

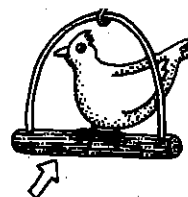
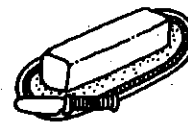
2. verb

3. be

4. butter

5. thunder

6. clerk



Hunter has a splinter in his hand. The splinter is thin and black. It cut his skin. He will have to get help from his sister.

7. The splinter cut Hunter's \_\_\_\_\_.

8. Who will help Hunter?

 his dad his sister his hand

9. Is the splinter thick and black?

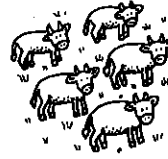
 yes no

10. What did the splinter do to Hunter's skin?

\_\_\_\_\_

## Combination er

1. fern
2. herd
3. go
4. winter
5. silver
6. her



Don fell and hit his leg on a hot log. He got a blister on his leg. Mom and Dad will not let him stand on his leg.

7. Don's leg has a \_\_\_\_\_.
8. Where did he hit his leg?
  - in the pond
  - in the grass
  - on a hot log
9. Will Mom and Dad let Don stand on his leg?
  - yes
  - no

Dear Parent/Guardian:

Your child has been taught **combination er**, which makes an /er/ sound; that a **combination** is two letters that come together and make an unexpected sound; and that combinations are coded with arcs (er). Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.



Name \_\_\_\_\_

ck	n	ch	th
ö	<del>th</del>	s	r
ă	t	v	sh
w	x	y	ï

## Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

## New Sounds and Words

7. \_\_\_\_\_

8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
her	<input type="checkbox"/>	<input type="checkbox"/>	after	<input type="checkbox"/>	<input type="checkbox"/>
yes	<input type="checkbox"/>	<input type="checkbox"/>	today	<input type="checkbox"/>	<input type="checkbox"/>
are	<input type="checkbox"/>	<input type="checkbox"/>	better	<input type="checkbox"/>	<input type="checkbox"/>
fast	<input type="checkbox"/>	<input type="checkbox"/>	letter	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 13. _____ | 25. _____ |
| 2. _____  | 14. _____ | 26. _____ |
| 3. _____  | 15. _____ | 27. _____ |
| 4. _____  | 16. _____ | 28. _____ |
| 5. _____  | 17. _____ | 29. _____ |
| 6. _____  | 18. _____ | 30. _____ |
| 7. _____  | 19. _____ | 31. _____ |
| 8. _____  | 20. _____ | 32. _____ |
| 9. _____  | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ |           |
| 12. _____ | 24. _____ |           |

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
red	<input type="checkbox"/>	<input type="checkbox"/>	this	<input type="checkbox"/>	<input type="checkbox"/>
the	<input type="checkbox"/>	<input type="checkbox"/>	first	<input type="checkbox"/>	<input type="checkbox"/>
six	<input type="checkbox"/>	<input type="checkbox"/>	under	<input type="checkbox"/>	<input type="checkbox"/>
well	<input type="checkbox"/>	<input type="checkbox"/>	number	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Combination ir**

1. skirt

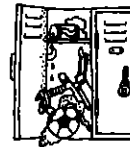
2. third

3. swirl

4. blunder

5. so

6. clutter



The shed has its first drip, so Lester will get a ladder and fix the drip. I expect Dad to be glad that Lester can fix the drip.

7. The shed has a \_\_\_\_\_.

8. Where is the drip?

 in the shed in the ladder in the tub

9. Dad will fix the drip.

 yes no

10. Who will fix the drip?

 Dad the shed Lester

## Combination ir

1. bird
2. girl
3. first
4. slumber
5. master
6. birth



Jan has a tan shirt and a red and black shirt. She thinks the red and black shirt will go with her black pants the best.

7. Jan's shirt is red and \_\_\_\_\_.
8. Who has a red and black shirt?
 

Kim                       Jan                       Dad
9. The tan shirt will go best with her black pants.
 

yes                       no

Dear Parent/Guardian:

Your child has been taught **combination ir**, which makes an /er/ sound; that words containing combination **ir** are irregular for spelling; and that when the letter **r** follows a vowel, the **r** is called a **bossy r** because it often changes the vowel sound. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Name \_\_\_\_\_

**Section I**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Section II**

8. check

9. slush

10. cloth

11. that

12. suffix

13. go

14. discuss

**Section III**

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

**Section IV**

Mom had a muffin from lunch. She left it in the sack. Jim got the muffin, but it had a bad smell.

22. Mom left the muffin in a \_\_\_\_\_.

23. Who got the muffin in the sack?

 Jim Mom Dad

24. The muffin had a bad smell.

 yes no





Name \_\_\_\_\_

## Spelling Words

1. black
2. dish
3. with
4. lunch
5. rash
6. lock
7. hush
8. win
9. pond
10. that
11. such
12. chip
13. bath
14. pack
15. clap
16. thin
17. chop
18. bad
19. ship
20. much



Name \_\_\_\_\_

1. \_\_\_\_\_

13. \_\_\_\_\_

25. \_\_\_\_\_

2. \_\_\_\_\_

14. \_\_\_\_\_

26. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_

27. \_\_\_\_\_

4. \_\_\_\_\_

16. \_\_\_\_\_

28. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_

29. \_\_\_\_\_

6. \_\_\_\_\_

18. \_\_\_\_\_

30. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_

31. \_\_\_\_\_

8. \_\_\_\_\_

20. \_\_\_\_\_

32. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_

33. \_\_\_\_\_

10. \_\_\_\_\_

22. \_\_\_\_\_

34. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
off	<input type="checkbox"/>	<input type="checkbox"/>	stop	<input type="checkbox"/>	<input type="checkbox"/>
tell	<input type="checkbox"/>	<input type="checkbox"/>	hurt	<input type="checkbox"/>	<input type="checkbox"/>
much	<input type="checkbox"/>	<input type="checkbox"/>	turn	<input type="checkbox"/>	<input type="checkbox"/>
best	<input type="checkbox"/>	<input type="checkbox"/>	black	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Combination ur**

1. fur
2. burp
3. church
4. rubbish
5. she
6. winner



Braxton has a cat, Flannel. Flannel has fur that is thick. If Braxton will brush the fur on Flannel, she can win a contest. Braxton is glad that Flannel can be a winner.

7. Flannel has thick \_\_\_\_\_.
8. Who has a cat?
 

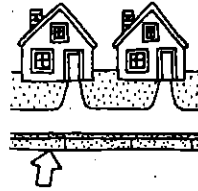
<input type="radio"/> Astin	<input type="radio"/> Braxton	<input type="radio"/> Clifton
-----------------------------	-------------------------------	-------------------------------
9. What must Braxton do to help Flannel be a winner?
 

<input type="radio"/> brush her fur	<input type="radio"/> brush a ribbon	<input type="radio"/> get a bonnet
-------------------------------------	--------------------------------------	------------------------------------
10. Braxton is a \_\_\_\_\_.
 

<input type="radio"/> cat	<input type="radio"/> flannel	<input type="radio"/> person
---------------------------	-------------------------------	------------------------------

# Combination ur

1. burn
2. curb
3. turn
4. shelter
5. turnip
6. curl



The traffic is hectic, so we will turn left after the first hill. Then we can miss the traffic jam. Mom and Dad are glad that we will not miss church.

7. We will turn \_\_\_\_\_.

8. What is hectic?

Mom and Dad

the traffic

the church

9. We will turn left after the third hill.

yes

no

Dear Parent/Guardian:

Your child has been taught **combination ur**, which makes an /er/ sound; and that words containing combination *ur* are irregular for spelling. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions.

Name \_\_\_\_\_

**Combination qu**

1. quill
2. quack
3. quest
4. offer
5. no
6. butler

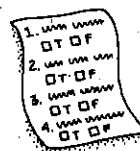


A branch cracks in the quick wind. A burst of thunder is next. The pup runs to get under the ladder. Let's get the pup and help him.

7. A burst of \_\_\_\_\_ is next.
8. What cracks in the quick wind?  
 ladder                       pup                       branch
9. The pup runs to get under the ladder.  
 yes                       no
10. Who or what needs help?  
 the ladder                       the pup                       the branch

## Combination qu

1. quiz
2. quick
3. quilt
4. scatter
5. he
6. squid



Mom and Dad left to jog, or run. Amber's dog ran after Mom's cat. The cat hit the lamp, and the lamp fell. Quick, pick up the mess so Mom and Dad will not be upset.

7. The cat hit the \_\_\_\_\_.

8. What ran after Mom's cat?

Amber

Amber's dog

Dad's dog

9. The dog will be upset.

yes

no

10. To jog is to \_\_\_\_\_.

Dear Parent/Guardian:

Your child has been taught **combination qu**, which makes a /kw/ sound; and that the word *a* is usually pronounced with a schwa sound, as in *u*, like the *o* in *son*. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions.



Name \_\_\_\_\_

1. \_\_\_\_\_

13. \_\_\_\_\_

25. \_\_\_\_\_

2. \_\_\_\_\_

14. \_\_\_\_\_

26. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_

27. \_\_\_\_\_

4. \_\_\_\_\_

16. \_\_\_\_\_

28. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_

29. \_\_\_\_\_

6. \_\_\_\_\_

18. \_\_\_\_\_

30. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_

31. \_\_\_\_\_

8. \_\_\_\_\_

20. \_\_\_\_\_

32. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_

33. \_\_\_\_\_

10. \_\_\_\_\_

22. \_\_\_\_\_

34. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

35. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
to	<input type="checkbox"/>	<input type="checkbox"/>	such	<input type="checkbox"/>	<input type="checkbox"/>
you	<input type="checkbox"/>	<input type="checkbox"/>	with	<input type="checkbox"/>	<input type="checkbox"/>
wish	<input type="checkbox"/>	<input type="checkbox"/>	four	<input type="checkbox"/>	<input type="checkbox"/>
love	<input type="checkbox"/>	<input type="checkbox"/>	back	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

l	ă	ŭ	th
t	sh	b	z
ö	ch	ě	r
ur	ï	n	qu

### Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

### Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

### New Sounds and Words

7. \_\_\_\_\_

8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_

#### High Frequency Word Box

	Read	Spell		Read	Spell
no	<input type="checkbox"/>	<input type="checkbox"/>	part	<input type="checkbox"/>	<input type="checkbox"/>
far	<input type="checkbox"/>	<input type="checkbox"/>	that	<input type="checkbox"/>	<input type="checkbox"/>
ten	<input type="checkbox"/>	<input type="checkbox"/>	land	<input type="checkbox"/>	<input type="checkbox"/>
set	<input type="checkbox"/>	<input type="checkbox"/>	start	<input type="checkbox"/>	<input type="checkbox"/>

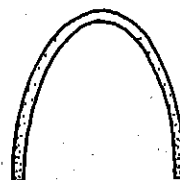
Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Combination ar'**

1. arc
2. bark
3. shark
4. garden
5. chirp
6. turf

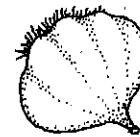
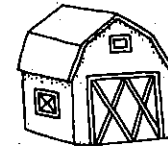


The farm has a duck and a pig that will let me pet them. The duck starts to quack and jump if I pet him. The pig sits still and lets me hug and rub her back.

7. The pig will let me \_\_\_\_\_ her.
8. What will the duck do if I pet him?
  - quack and jump
  - sit still
  - hug me
9. The duck and pig are at the farm.
  - yes
  - no
10. Who will sit still when I pet her?
  - pig and duck
  - duck
  - pig

## Combination ar'

1. barn
2. start
3. sharp
4. garlic
5. thirst
6. spark



The red car under the shelter has tar on it. We must get the tar off the fender as fast as we can. Then the fender will be red, not black. The tar has a bad smell.

7. The fender will be \_\_\_\_\_.

8. Where is the tar?

in the smell

with the shelter

on the fender

9. The tar has a bad smell.

yes

no

Dear Parent/Guardian:

Your child has been taught **combination ar**, which makes an /ar/ sound (as in *arm*) in an accented syllable. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Name \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_
- 21. \_\_\_\_\_
- 22. \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_
- 29. \_\_\_\_\_
- 30. \_\_\_\_\_
- 31. \_\_\_\_\_
- 32. \_\_\_\_\_
- 33. \_\_\_\_\_
- 34. \_\_\_\_\_
- 35. \_\_\_\_\_
- 36. \_\_\_\_\_

### Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

### Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

#### High Frequency Word Box

	Read	Spell		Read	Spell
but	<input type="checkbox"/>	<input type="checkbox"/>	than	<input type="checkbox"/>	<input type="checkbox"/>
one	<input type="checkbox"/>	<input type="checkbox"/>	come	<input type="checkbox"/>	<input type="checkbox"/>
men	<input type="checkbox"/>	<input type="checkbox"/>	hand	<input type="checkbox"/>	<input type="checkbox"/>
warm	<input type="checkbox"/>	<input type="checkbox"/>	jump	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.



Name \_\_\_\_\_

**Combination ar**

1. carp

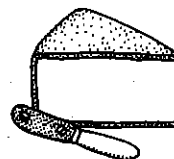
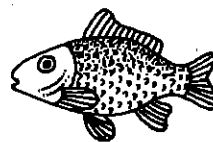
2. collar

3. cheddar

4. sir

5. perfect

6. she



Barb can run fast. She can run far. Barb will enter a contest. She will win if she runs fast. The winner will win a dollar. Tom and Kim will go with Barb to the contest. It will be fun.

7. The winner will run \_\_\_\_\_.
8. What will the winner win?
- ribbon                       dollar                       two dollars
9. Tom and Kent will go with Barb.
- yes                               no
10. Who will enter the contest?
- Barb                               Tom                               Kim

## Combination ar

1. beggar
2. card
3. punch
4. dollar
5. we
6. girl



The collar on Tom's black shirt has a big red star. The star has six tips on it. It is Tom's best shirt. It will go best with his red pants. The shirt was a gift from Nan.

7. A big red star is on Tom's \_\_\_\_\_.

8. Who gave Tom a shirt?

Mom

Dad

Nan

9. The star has four tips on it.

yes

no

Dear Parent/Guardian:

Your child has been taught the second sound of **combination ar**, which makes an /er/ sound (as in *dollar*) in an unaccented syllable. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Name \_\_\_\_\_

**Section I**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Section II**

8. kept

9. splinter

10. birch

11. snack

12. shatter

13. third

14. perch

**Section III**

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

**Section IV**

The class will go on a picnic in the park. Six girls will fix the dinner, and Fred and I will help. We will get the drinks and start the picnic at six.

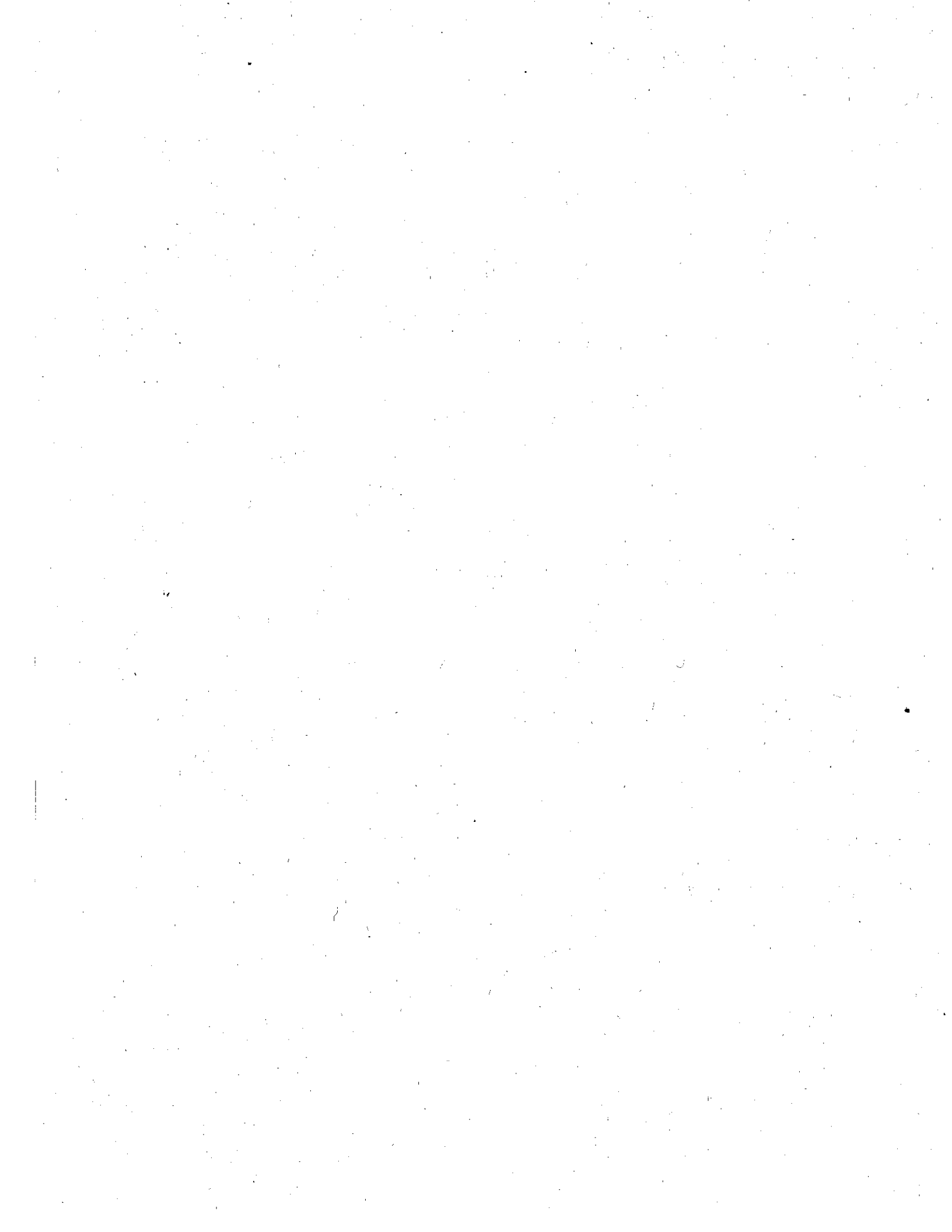
22. The picnic will be at the \_\_\_\_\_.

23. Who will go on a picnic?

 class park ants

24. The picnic will start at six.

 yes no



Name \_\_\_\_\_

## Spelling Words

1. truck
2. I
3. dock
4. sand
5. sack
6. he
7. we
8. hot
9. him
10. tip
11. slap
12. go
13. lift
14. rat
15. brim
16. lab
17. cub
18. elf
19. be
20. test



Name \_\_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ |           |
| 13. _____ | 26. _____ |           |

## Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
or	<input type="checkbox"/>	<input type="checkbox"/>	have	<input type="checkbox"/>	<input type="checkbox"/>
for	<input type="checkbox"/>	<input type="checkbox"/>	help	<input type="checkbox"/>	<input type="checkbox"/>
two	<input type="checkbox"/>	<input type="checkbox"/>	where	<input type="checkbox"/>	<input type="checkbox"/>
form	<input type="checkbox"/>	<input type="checkbox"/>	tomorrow	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.



Name \_\_\_\_\_

**Combination or'**

1. born
2. sort
3. cart
4. hornet
5. blurt
6. thorn

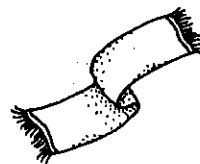
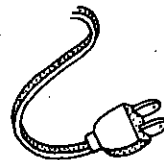


The farmer plans to go far on a trip. She must get gas for her car. She will turn left at the corner and go north. Then she will stop at the first gas pump and fill up her car with gas.

7. The car will turn at the \_\_\_\_\_.
8. The farmer will get gas for her \_\_\_\_\_.
  - truck
  - van
  - car
9. She plans to go on a short trip.
  - yes
  - no
10. Where will the farmer get gas?
  - first gas pump
  - last gas pump
  - at home

# Combination **or**'

1. cord
2. storm
3. corner
4. scarf
5. twirl
6. horn



The short man hid under the shelter after the storm hit. The storm had thunder and swift wind. After the storm quit, the man left the shelter.

7. The man hid under the \_\_\_\_\_.

8. The storm had wind and \_\_\_\_\_.

sun

thunder

man

9. The man left the shelter.

yes

no

Dear Parent/Guardian:

Your child has been taught **combination or**, which makes an /or/ sound (as in *fork*) in an accented syllable. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Name \_\_\_\_\_

1. \_\_\_\_\_

13. \_\_\_\_\_

25. \_\_\_\_\_

2. \_\_\_\_\_

14. \_\_\_\_\_

26. \_\_\_\_\_

3. \_\_\_\_\_

15. \_\_\_\_\_

27. \_\_\_\_\_

4. \_\_\_\_\_

16. \_\_\_\_\_

28. \_\_\_\_\_

5. \_\_\_\_\_

17. \_\_\_\_\_

29. \_\_\_\_\_

6. \_\_\_\_\_

18. \_\_\_\_\_

30. \_\_\_\_\_

7. \_\_\_\_\_

19. \_\_\_\_\_

31. \_\_\_\_\_

8. \_\_\_\_\_

20. \_\_\_\_\_

32. \_\_\_\_\_

9. \_\_\_\_\_

21. \_\_\_\_\_

33. \_\_\_\_\_

10. \_\_\_\_\_

22. \_\_\_\_\_

34. \_\_\_\_\_

11. \_\_\_\_\_

23. \_\_\_\_\_

35. \_\_\_\_\_

12. \_\_\_\_\_

24. \_\_\_\_\_

36. \_\_\_\_\_

## Review Words

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
she	<input type="checkbox"/>	<input type="checkbox"/>	just	<input type="checkbox"/>	<input type="checkbox"/>
word	<input type="checkbox"/>	<input type="checkbox"/>	them	<input type="checkbox"/>	<input type="checkbox"/>
work	<input type="checkbox"/>	<input type="checkbox"/>	world	<input type="checkbox"/>	<input type="checkbox"/>
last	<input type="checkbox"/>	<input type="checkbox"/>	spell	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Combination or**

1. worth

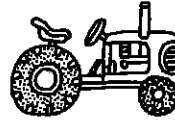
2. corn

3. tractor

4. mark

5. quit

6. flu



A bird sat in its nest. A worm sat in the mud. The bird went after the worm and slid in the mud. The worm hid on a branch in a dark spot. The bird had no dinner.

7. The \_\_\_\_\_ slid in the mud.

8. The worm hid on a \_\_\_\_\_.

 branch bird mud

9. The bird had dinner.

 yes no

10. Did the bird get the worm?

 yes no

# Combination or

1. doctor



2. world

3. fort



4. arm

5. quilt



6. no

It will be bad if Tess gets the flu this winter. Tess will get a shot so she will not get sick. She will get the shot at the doctor's. Then Tess and Mom will have lunch.

7. Tess will get a \_\_\_\_\_.

8. Tess will not get the \_\_\_\_\_.

shot

flu

winter

9. Mom and Tess will have lunch.

yes

no

Dear Parent/Guardian:

Your child has been taught the second sound of **combination or**, which makes an /er/ sound (as in *doctor*) in an unaccented syllable; and that the letter *w* is often called a **bossy w** when it appears by certain letters because it changes the sounds those letters normally make (e.g., *work*). Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Name \_\_\_\_\_

or	ö	ck	qu
sh	ü	ar	ä
ï	r	ë	t
ir	p	ch	m

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## New Sounds and Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
when	<input type="checkbox"/>	<input type="checkbox"/>	went	<input type="checkbox"/>	<input type="checkbox"/>
they	<input type="checkbox"/>	<input type="checkbox"/>	said	<input type="checkbox"/>	<input type="checkbox"/>
from	<input type="checkbox"/>	<input type="checkbox"/>	which	<input type="checkbox"/>	<input type="checkbox"/>
what	<input type="checkbox"/>	<input type="checkbox"/>	together	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.



Name \_\_\_\_\_

**Combination wh**

1. whiff

2. whiz

3. blur

4. litter

5. starch

6. worm



Jan has six dogs. Zipper has black fur and the best bark. Zipper's bark is soft, not harsh. Max has a sharp, shrill bark. Max and Zipper bark a lot.

7. Which dog has the best bark? \_\_\_\_\_

8. The sharp, shrill bark is \_\_\_\_\_.

 Jan's Zipper's Max's

9. Jan has four dogs.

 yes no10. Who are Zipper and Max?  
\_\_\_\_\_

# Combination wh

1. whip
2. whisk
3. jerk
4. dark
5. twin
6. supper



The girl hit her arm on the desk. The desk cut her arm, and her arm hurt. Miss Fox let the girl rest on the bed in the corner.

7. The girl hit her \_\_\_\_\_.
8. What cut the girl's arm?  
 the fox                       the desk                       the bed
9. Miss Fox did help the girl.  
 yes                                       no

Dear Parent/Guardian:  
 Your child has been taught **combination wh**. Please have him/her code and read the words and match them to the pictures, read the sentences, and read and answer the questions. Please return the paper to school.

Name \_\_\_\_\_

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 14. _____ | 27. _____ |
| 2. _____  | 15. _____ | 28. _____ |
| 3. _____  | 16. _____ | 29. _____ |
| 4. _____  | 17. _____ | 30. _____ |
| 5. _____  | 18. _____ | 31. _____ |
| 6. _____  | 19. _____ | 32. _____ |
| 7. _____  | 20. _____ | 33. _____ |
| 8. _____  | 21. _____ | 34. _____ |
| 9. _____  | 22. _____ | 35. _____ |
| 10. _____ | 23. _____ | 36. _____ |
| 11. _____ | 24. _____ | 37. _____ |
| 12. _____ | 25. _____ | 38. _____ |
| 13. _____ | 26. _____ |           |

## Review Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## New Words

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

## Sight Words

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### High Frequency Word Box

	Read	Spell		Read	Spell
he's	<input type="checkbox"/>	<input type="checkbox"/>	we'll	<input type="checkbox"/>	<input type="checkbox"/>
he'll	<input type="checkbox"/>	<input type="checkbox"/>	she'll	<input type="checkbox"/>	<input type="checkbox"/>
I'll	<input type="checkbox"/>	<input type="checkbox"/>	some	<input type="checkbox"/>	<input type="checkbox"/>
she's	<input type="checkbox"/>	<input type="checkbox"/>	pick	<input type="checkbox"/>	<input type="checkbox"/>

Dear Parent/Guardian:

Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads or spells successfully, and assist him/her with any remaining words. Have your child practice the words until he/she can easily read and spell each one.

Name \_\_\_\_\_

**Contractions**

1.	he'll		
he did	he is	he will	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.	that's		
that not	that is	that was	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.	they're		
they did	they had	they are	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.	didn't		
did not	did it	I did not	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.	you'll		
you can	you had	you will	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.	haven't		
has not	have not	have it	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.	wasn't		
will you	was it	was not	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.	who'll		
who will	who is	will you	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9.	what's		
what not	what must	what is	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10.	she'll		
she is	she was	she will	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

# Contractions

1.	I'm	I have	I am not	I am
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	can't	can not	can I	can to
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	she's	she will	she is	she has
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	won't	will not	want	will you
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	we'll	who will	well	we will
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.	who's	who will	who is	who has
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	don't	do it	did not	do not
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	it's	it has	it is	it was
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	he's	he has	he was	he is
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	let's	let is	let me	let us
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dear Parent/Guardian:

Your child has been taught that a **contraction** is formed when two words are combined/shortened and an apostrophe takes the place of missing letters. Please have him/her read each contraction and the word choices that follow it, then mark the words represented by the contraction. Please return the paper to school.

Name \_\_\_\_\_

**Section I**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Section II**

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**Section III**

15. harp

16. quit

17. chunk

18. chef

19. his

20. shock

21. hamper  
v c c v**Section IV**

Jim has a class for dogs. The dogs can sit, beg, and bark. When it is six, Jim can start the class.

22. When will Jim start the class? \_\_\_\_\_

23. Who has a class?

 Jim Pat Jon

