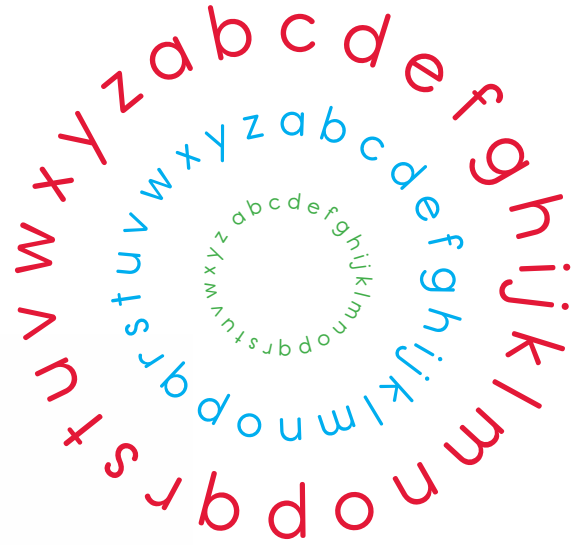


Unit 3

Skills Workbook

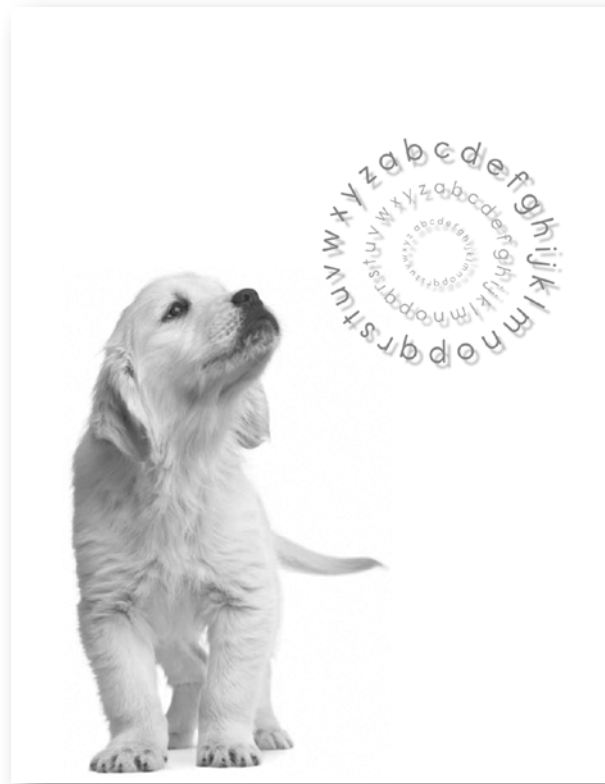


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Unit 3

Workbook

Skills Strand
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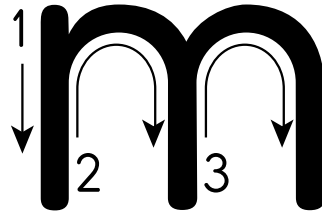
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Unit 3

Workbook

This workbook contains worksheets which accompany many of the lessons from the *Teacher Guide* for Unit 3. 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.

Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump; 3.) hump. Student should say the sound as he or she writes the letter.



Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.









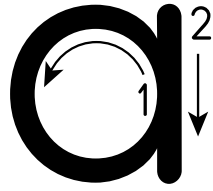




Name _____

2.1

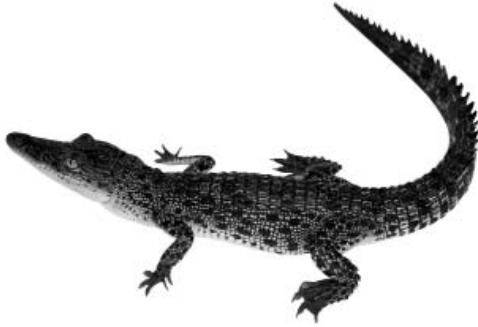
Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down.
Student should say the sound as he or she writes the letter.



Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.





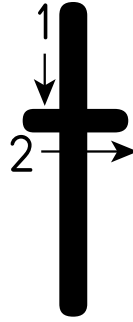








Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (lift), 2. short line across. Student should say the sound as he or she writes the letter.



Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.





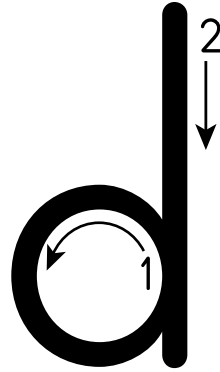








Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. long line down. Student should say the sound as he or she writes the letter.



Directions: Have students write 'd' under the pictures of items beginning with the /d/ sound.







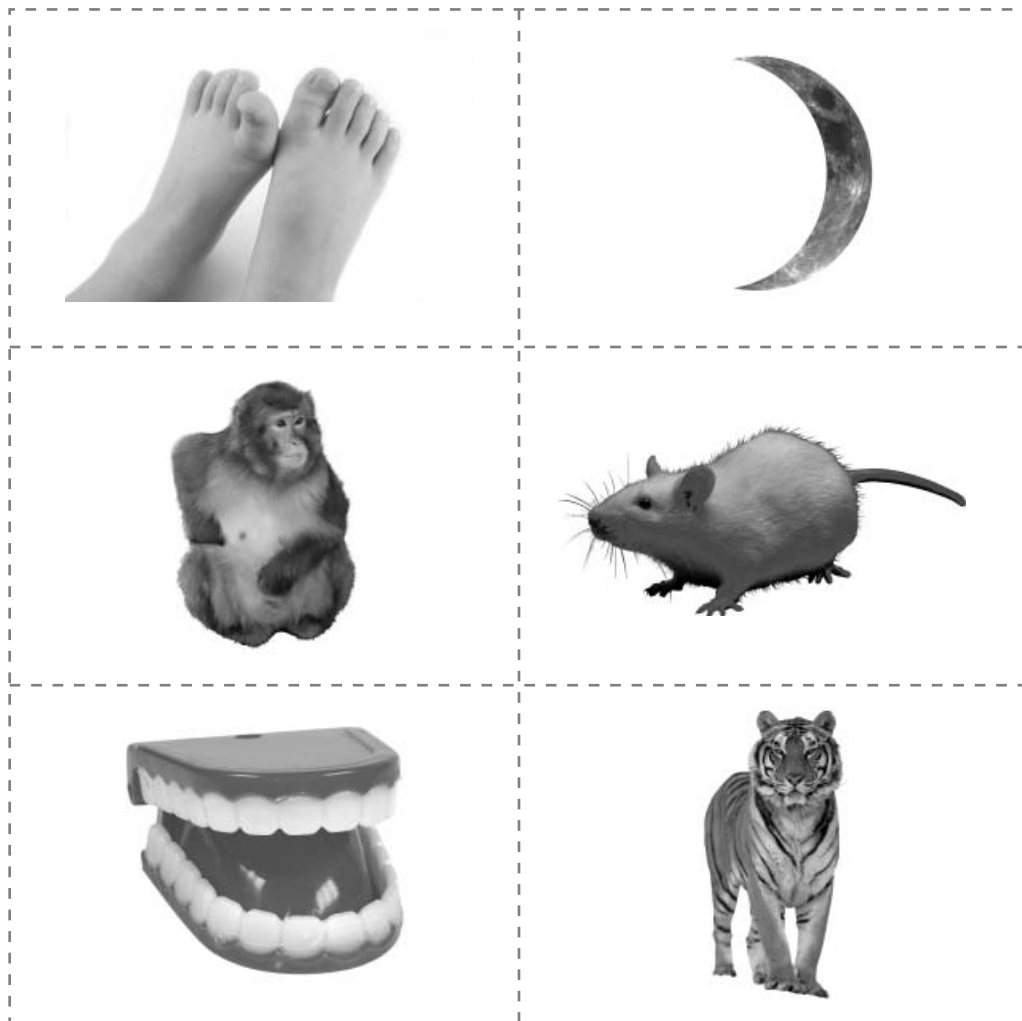






Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 4.3, have your child glue or tape the cards with pictures beginning with the /m/ sound (moon, monkey, mouse) under the 'm' heading. Next, glue or tape cards with pictures beginning with the /t/ sound (toes, teeth, tiger) under the 't' heading.



Name _____

4.3

Dear Family Member,

Please have your child glue the pictures from Worksheet 4.2 here. Affix pictures of things beginning with the /m/ sound under the 'm' heading and pictures beginning with the /t/ sound under the 't' heading.



m

t

1. mad



2. dad

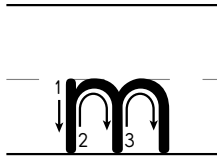
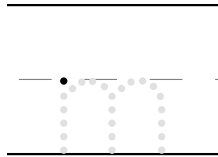
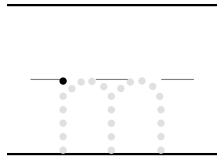
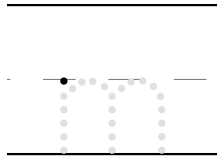
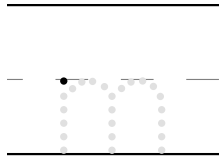
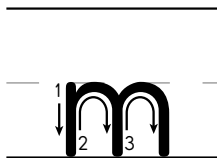
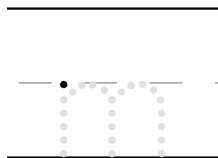
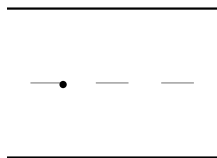
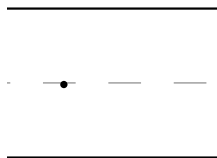
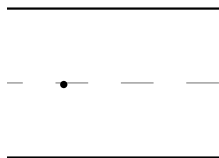

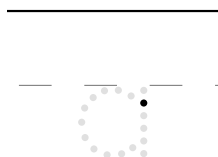
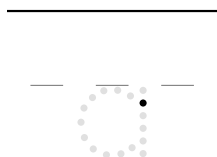
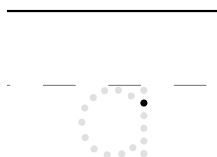
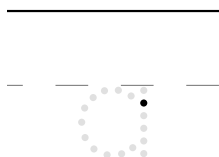

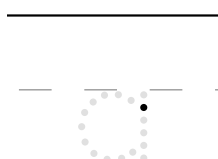
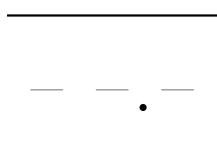
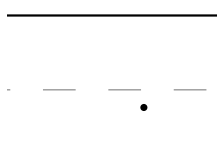
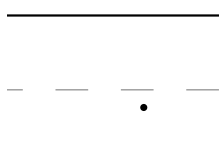
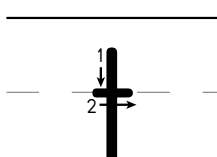
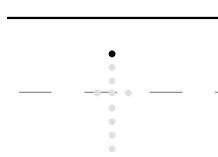
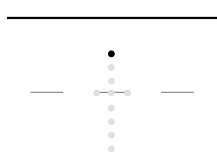
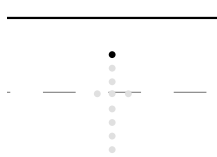
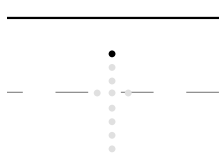
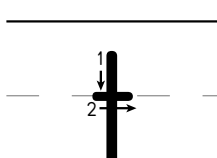
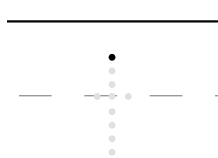
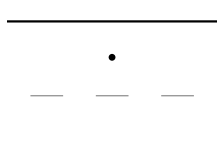
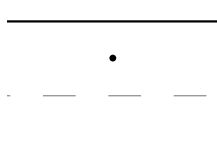
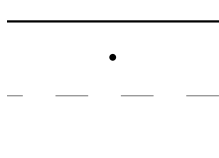
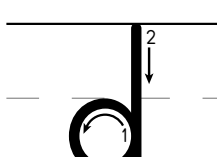
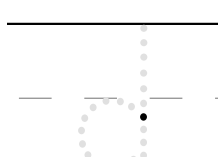
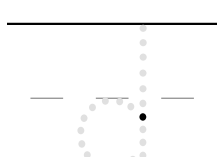
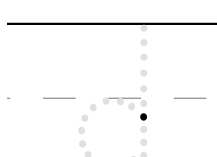
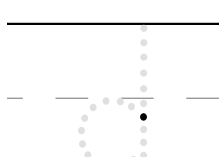
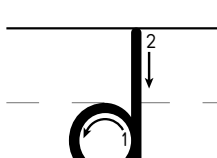
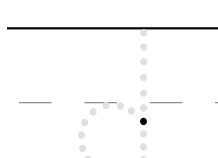
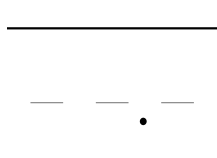
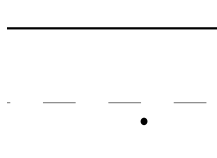



3. mat

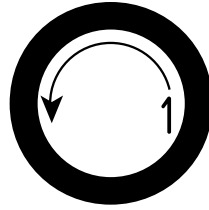


Directions: Draw a line from each word on the left to the matching picture.

Directions: Have students trace and copy the letters. Students should say the sounds as he or she writes the letters.

Directions: Have students trace and copy the letter 'o'. The motion can be described as 1. circle to the left. Student should say the sound as he or she writes the letter.



Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.



Dear Family Member,

In class we have been learning some letter-sound correspondences. Your child is learning to read words printed in lowercase letters by saying the sounds and blending them to make a word. Some words your child should be able to blend and read with practice are printed below. Help your child cut out the word cards. Show the cards to your child and have him or her blend and read them. Please encourage your child to read the words by saying the individual sounds and blending them together to make the word. Do not try to teach your child to recognize a word as a whole unit. It can be difficult to make sounds and blend them. If that is the case for your child, provide help by saying the individual sounds and asking your child to say the whole word, i.e., blend the sounds into a word.

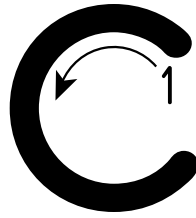


As an extension of this activity, you may ask your child to copy the words on a sheet of paper and/or copy selected words and illustrate them.

Please keep the word cards for future practice.

ad	dot	dad
am	mad	mom
at	mat	tot

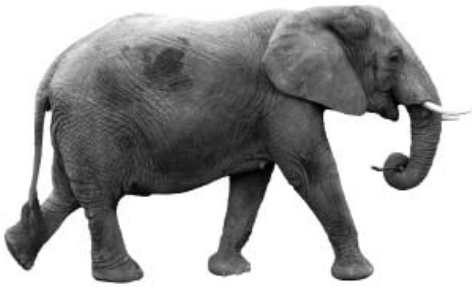
Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left. Student should say the sound as he or she writes the letter.



Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.







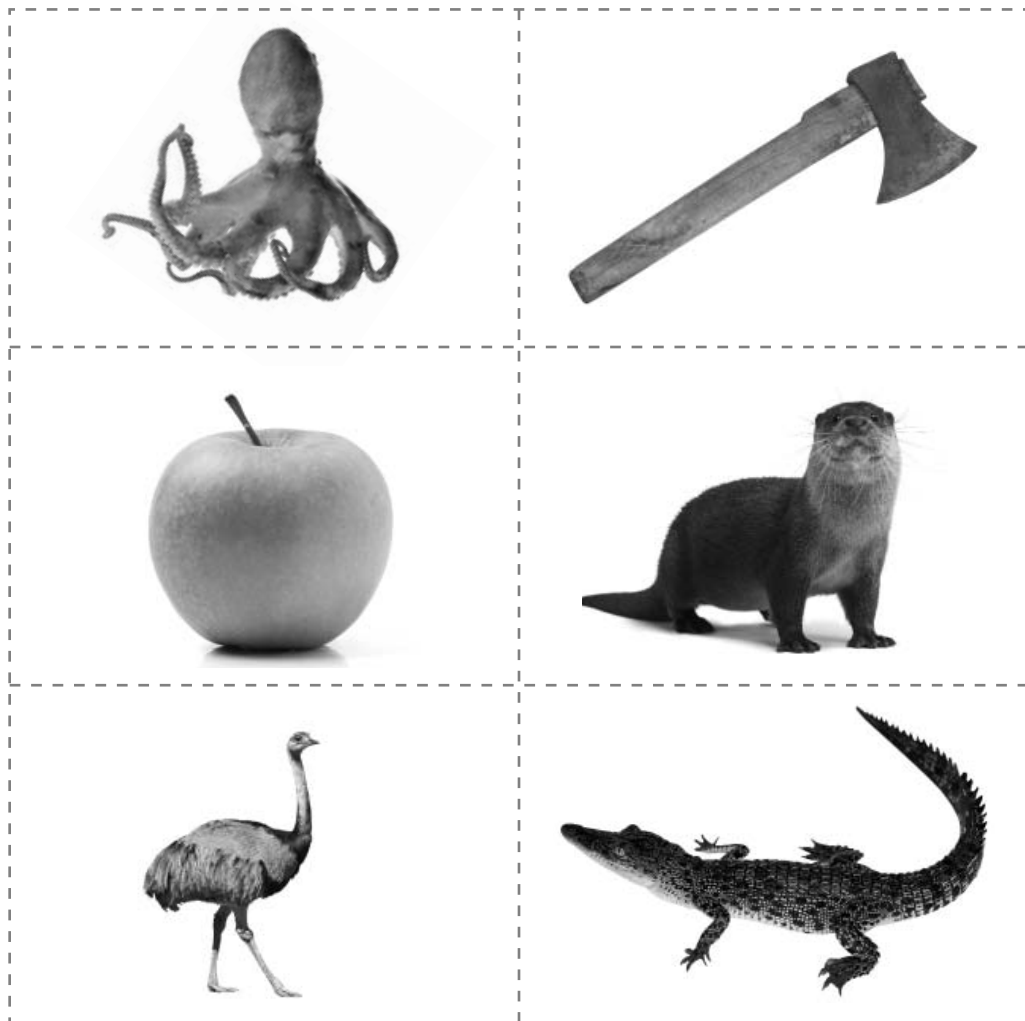






Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 7.3, have your child glue or tape the cards with pictures beginning with the /a/ sound (ax, apple, alligator) under the 'a' heading. Next, glue or tape cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the 'o' heading.



Name _____

7.3

Dear Family Member,

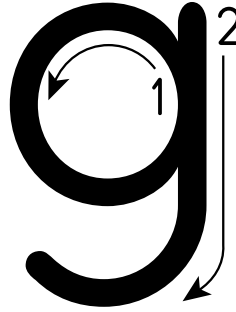
Please have your child glue or tape the pictures from Worksheet 7.2 here. Affix pictures beginning with the /a/ sound under the 'a' heading and pictures beginning with the /o/ sound under the 'o' heading.



a

o

Directions: Have students trace and copy the letter 'g'. The motion can be described as 1. circle to the left, 2. fish hook ending below the bottom line. Student should say the sound as he or she writes the letter.



Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.





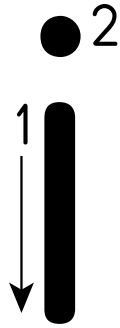








Directions: Have students trace and copy the letters and words. The motion for 'i' can be described as 1. short line down (lift), 2. dot on top. Student should say the sound as he or she writes the letter.



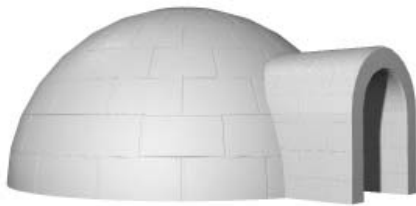
Directions: Have students write 'i' under the pictures of items beginning with the /i/ sound.













Dear Family Member,

Help your child cut out the letter cards. Arrange the cards to make the words “mat,” “dad,” “got,” “cat,” “dog,” “dig,” “did,” “mad,” “tag,” and “cot.” Have your child blend and read the words.

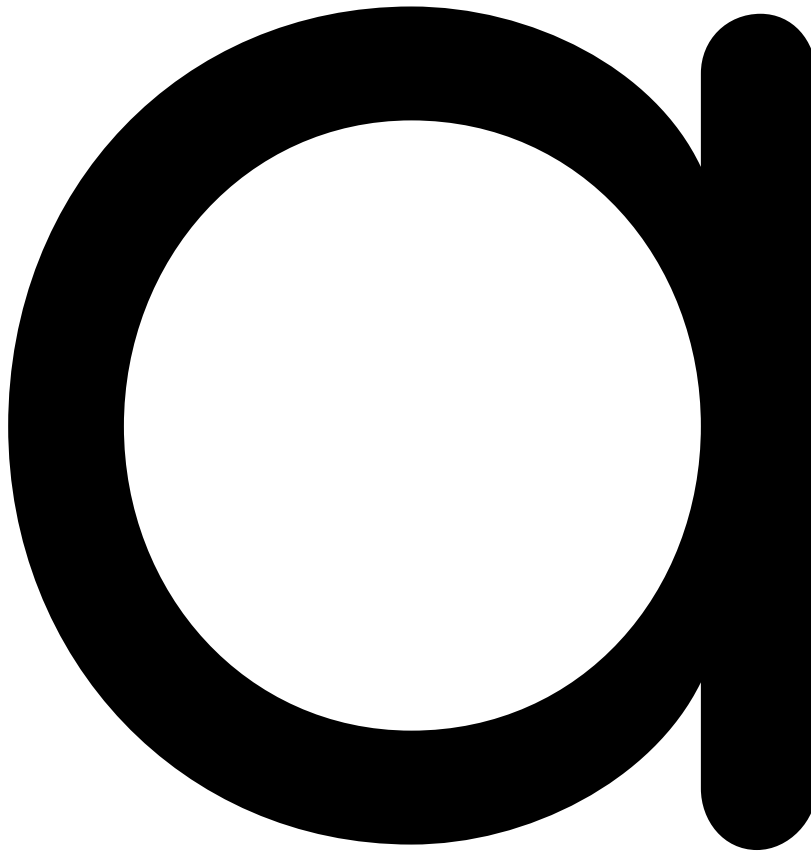
Handwriting Practice: Have your child copy the words on a sheet of paper.

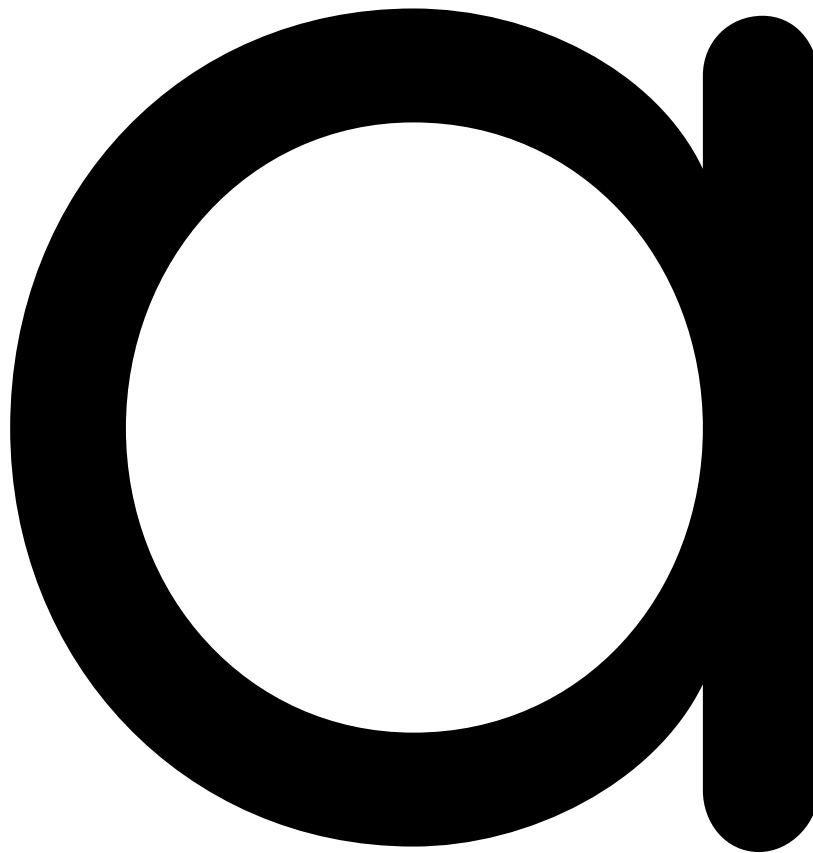


m	a	t
<u>d</u>	o	c
g	i	<u>d</u>

Name _____

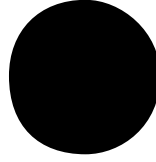
Directions: Have students hold up this worksheet when you say /a/.

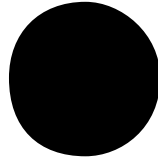




Name _____

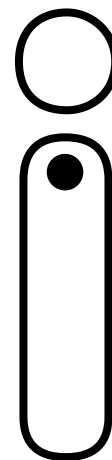
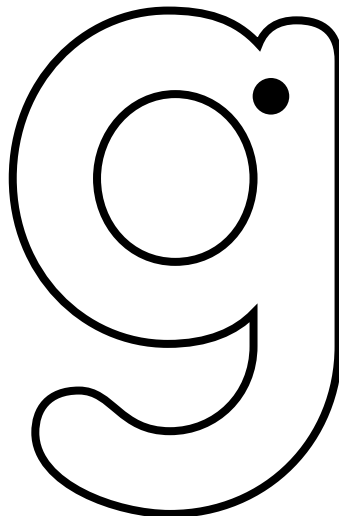
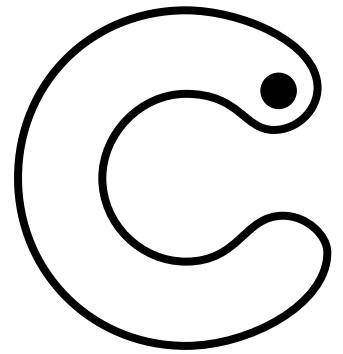
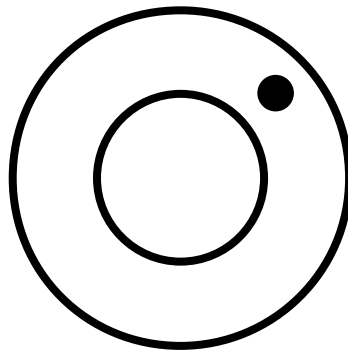
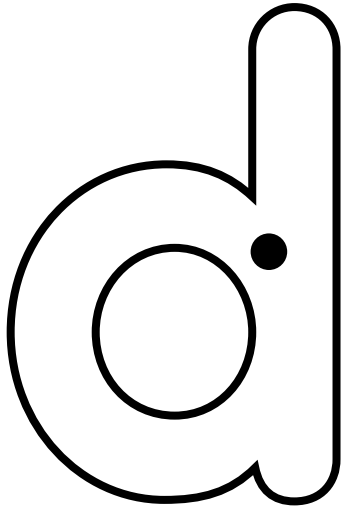
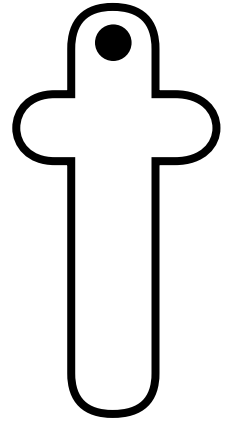
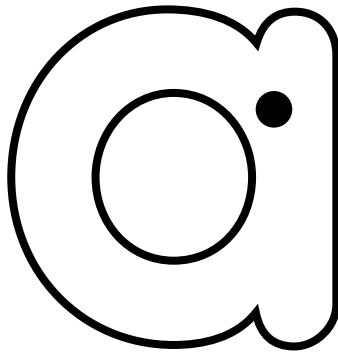
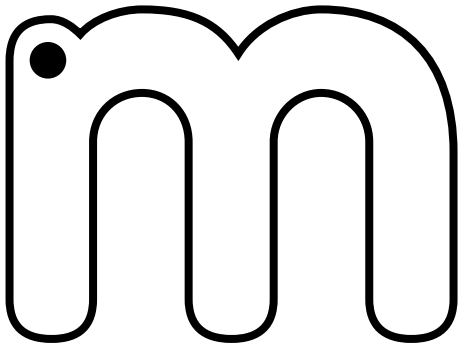
Directions: Have students hold up this worksheet when you say /i/.





Name _____

Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start to trace the letter at the black dot.



Name _____

Dear Family Member,

Have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child. Please complete the back of the worksheet in the same manner.



1. cat



2. dog



3. tag



4. mom



5. mad



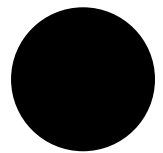
6. dig



7. dot



8. dad



9. mat



1. cat



2. dog



3. dam



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

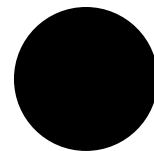
4. dig



5. dad



6. cot



Record Sheet for Unit 3 Word Reading

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as he sounds out the word. If a student misreads a word, prompt him or her to try to read the word again, letting him or her know their first attempt was incorrect.

WORD	FIRST ATTEMPT	SECOND ATTEMPT/ NOTES
1. cat		
2. mom		
3. dog		
4. tag		
5. mat		
6. dad		
7. dot		
8. mad		
9. dig		
10. cot		
TOTAL CORRECT	/30	

SUBTOTAL:

'c' > /k/ (1,10) ____/2

'a' > /a/ (1,4,5,6,8) ____/5

't' > /t/ (1,4,5,7,10) ____/5

'm' > /m/ (2,5,8) ____/4

'o' > /o/ (2,3,7,10) ____/4

'd' > /d/ (3,6,7,8,9) ____/6

'g' > /g/ (3,4,9) ____/3

'i' > /i/ (9) ____/1

1. cot cat mat dot

2. dog got did tag

3. at cat mad mat

4. dot tot got dog

5. gig cot dig dim

Directions: In each row, have students circle the word the teacher pronounces.

6. mad mom dot dim

7. tot dig tag dad

8. cat did dad dog

9. mad tad mat dad

10 cat mat got cot

Dear Family Member,

Help your child cut out the word cards. Show the cards to your child and have your child blend and read them. Please encourage your child to read the words by saying the individual sounds and then blending them together to read the word. Do not try to teach your child to read whole words. It can be difficult to make sounds and blend them. If that is the case for your child, help by saying each individual sound and ask your child to say the whole word, i.e., blend the sounds into a word.



Extension: Read the words aloud and have your child write the sounds down, one at a time.

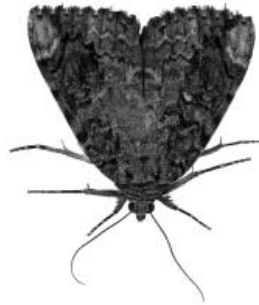
Please keep the cards for future practice.

mom	cat	tag
it	did	dig
got	cot	dim

1. doc



2. mat



3. tag



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

4. mad



5. cat





6. cot





Name _____


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.


	d c	a i	h t
---	--------	--------	--------

	d h	o e	g t
--	--------	--------	--------

	t c	o a	g t
---	--------	--------	--------

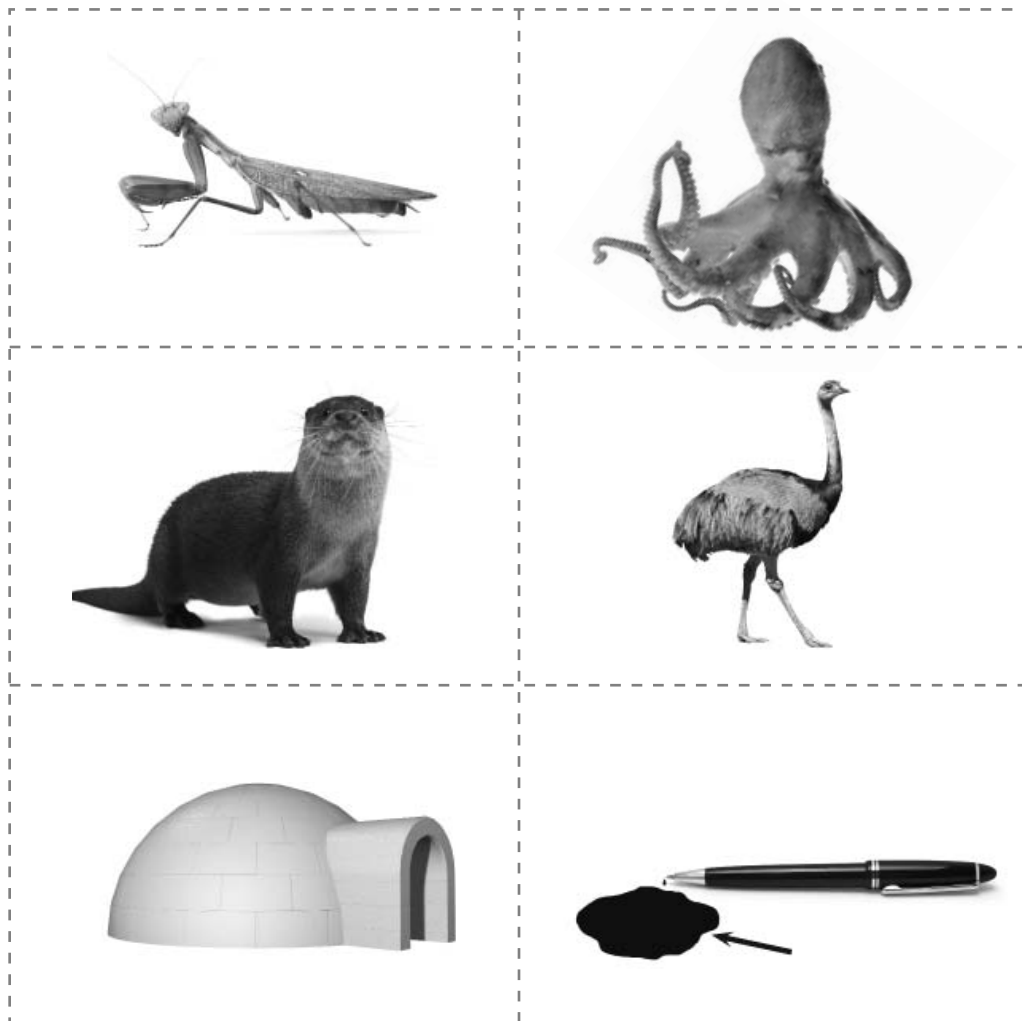
	d m	i o	m g
---	--------	--------	--------

	t c	o a	g t
--	--------	--------	--------

	c m	a o	d c
---	--------	--------	--------

Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 13.3, have your child glue or tape the cards with pictures beginning with the /i/ sound (insect, igloo, ink) under the 'i' heading. Next, glue or tape the cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the 'o' heading.



Name _____

Dear Family Member,

Please have your child glue or tape the pictures from Worksheet 13.2 here. Affix pictures beginning with the /i/ sound under the 'i' heading and pictures beginning with the /o/ sound under the 'o' heading.



i

o

1. dad



2. dog

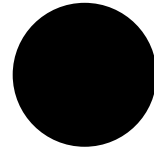


3. cod



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

4. dot




5. mad





6. dam





Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.


	t	o	g
	c	a	t

	d	o	g
	m	a	t

	t	o	g
	c	a	t

	d m	e o	m g
---	--------	--------	--------

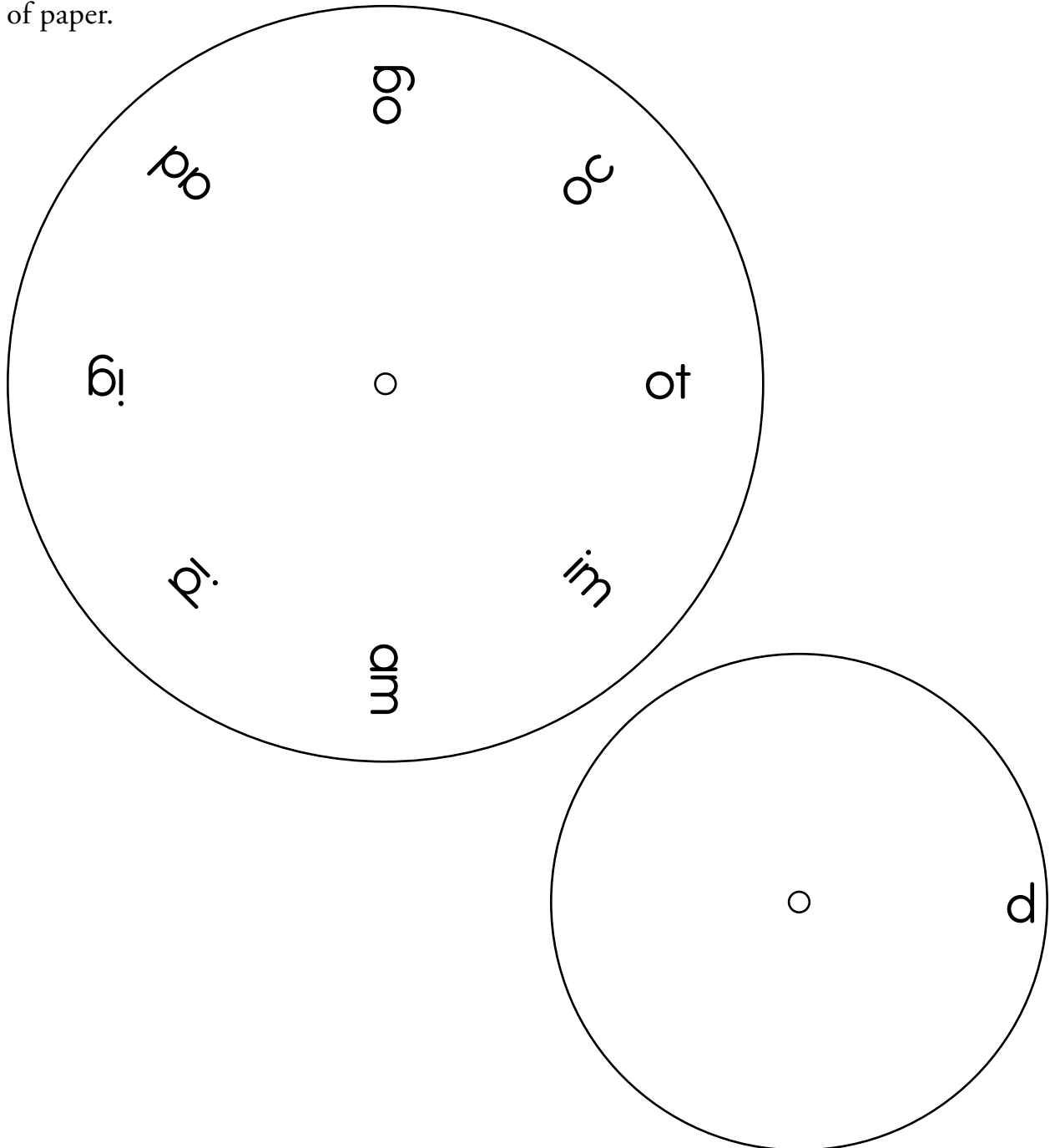
	c m	a o	g t
--	--------	--------	--------

	d m	a o	d g
---	--------	--------	--------

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 blend and read the words he or she makes.

Handwriting Practice: Ask your child to copy the words on a sheet of paper.



Name _____

dog	tag
dad	cot



dog



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

cat

doc

dig

mad





1. cot





2. mom





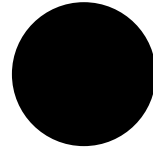
3. cat





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

4. dot



5. dad































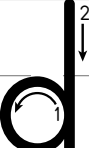











6. dam



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.

Tracing row 1: A solid lowercase letter 'i' with stroke order arrows (1: down, 2: dot) is followed by a dotted 'i', another dotted 'i', and two blank lines with a starting dot on the dashed midline.

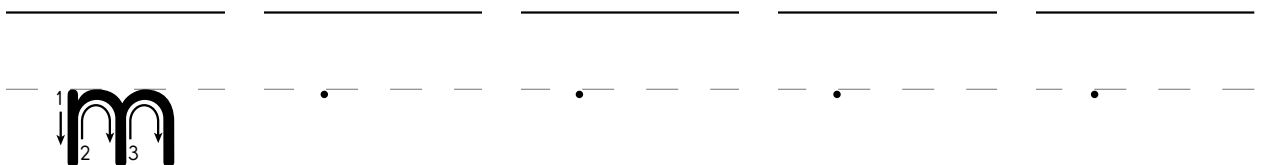
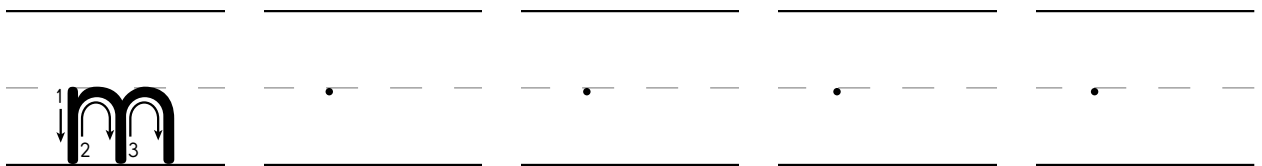
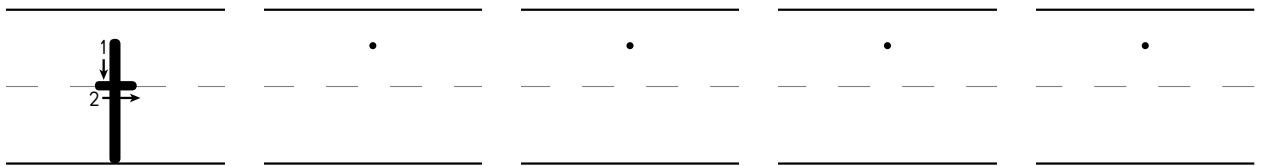
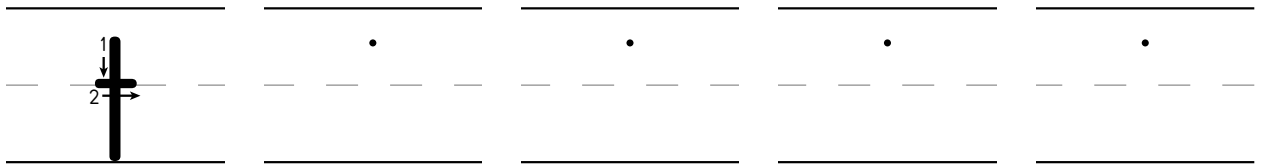
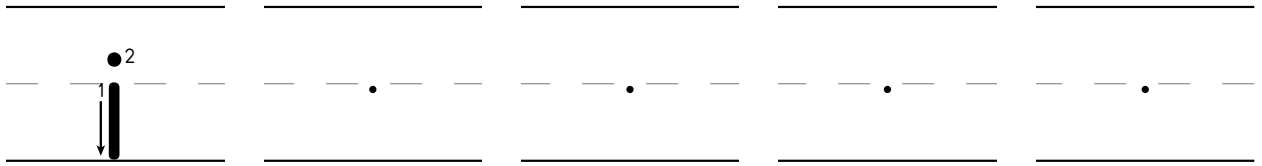
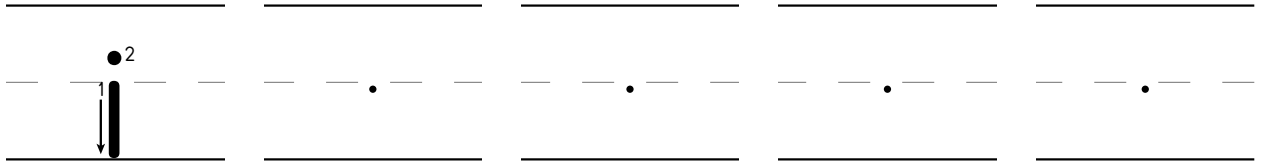
Tracing row 2: A solid lowercase letter 'i' with stroke order arrows (1: down, 2: dot) is followed by a dotted 'i', another dotted 'i', and two blank lines with a starting dot on the dashed midline.

Tracing row 3: A solid lowercase letter 't' with stroke order arrows (1: down, 2: right) is followed by a dotted 't', another dotted 't', and two blank lines with a starting dot on the dashed midline.

Tracing row 4: A solid lowercase letter 't' with stroke order arrows (1: down, 2: right) is followed by a dotted 't', another dotted 't', and two blank lines with a starting dot on the dashed midline.

Tracing row 5: A solid lowercase letter 'm' with stroke order arrows (1: down, 2: right curve, 3: right curve) is followed by a dotted 'm', another dotted 'm', and two blank lines with a starting dot on the dashed midline.

Tracing row 6: A solid lowercase letter 'm' with stroke order arrows (1: down, 2: right curve, 3: right curve) is followed by a dotted 'm', another dotted 'm', and two blank lines with a starting dot on the dashed midline.



Name _____

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

at

at

at

cat

cat

cat

dot

dot

dot

dog

dog

dog

dig

dig

dig

cot

cot

cot

at

at

at

cat

cat

cat

dot

dot

dot

dog

dog

dog

dig

dig

dig

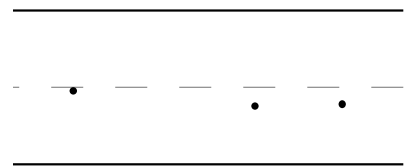
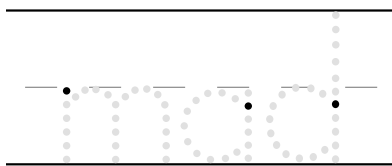
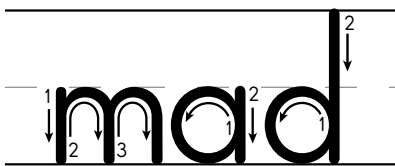
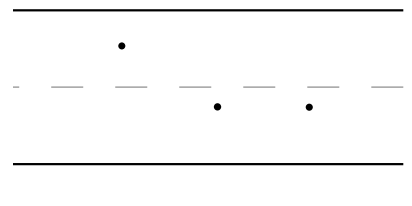
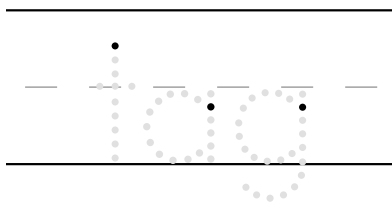
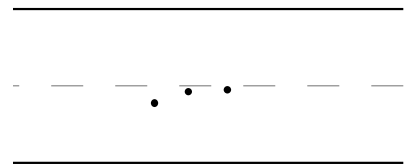
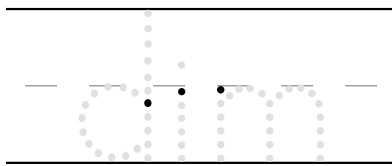
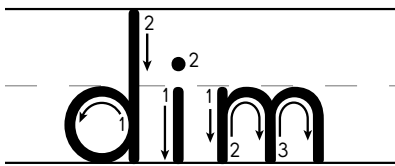
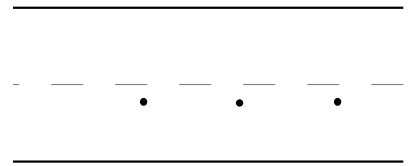
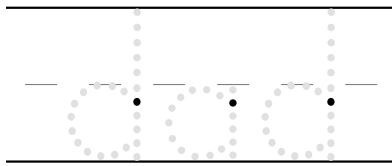
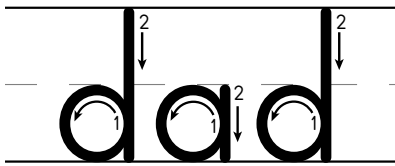
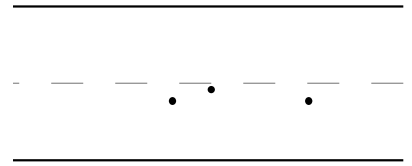
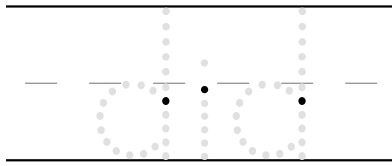
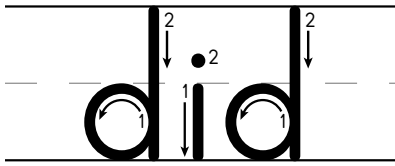
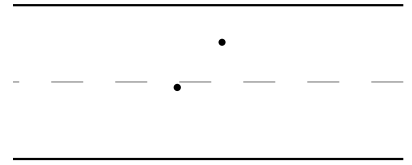
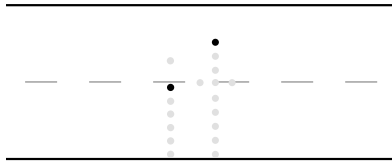
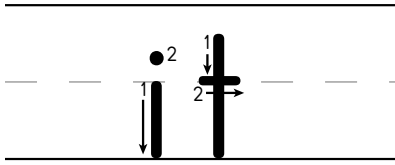
cot

cot

cot

Name _____

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



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

di

.

.

did

.

.

dad

.

.

dim

.

.

tag

.

.

mad

.

.

Name _____

dad	at	tic
mom	got	cot

Directions: Have students sort the six words by their first sounds, copying each word twice.

m

mom

mom

a

d

g

t

c

Name _____

dot	cod	tag
got	it	mom

Directions: Have students sort the six words by their first sounds, copying each word twice.

t

tag

tag

g

m

a

c

i

Name _____


cat	cod	dad
did	dig	dog

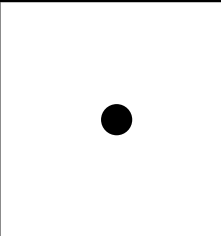
Directions: Have students sort the six words by their middle sounds, copying each word twice.

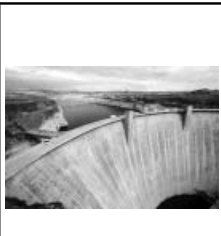
i		
i		
a		
a		
o		
o		


Name _____


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.


	c a	i a	h a
---	--------	--------	--------

	r a	e o	t g
--	--------	--------	--------

	c a	a o	t m
---	--------	--------	--------

	v m	e o	m c
---	--------	--------	--------

	d m	a o	g c
--	--------	--------	--------

	c m	a o	d c
---	--------	--------	--------

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