


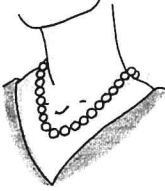
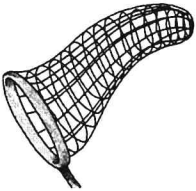
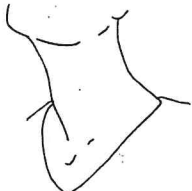


Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 1**  
(for use with Lesson 1)  
**Phonics 1**

# Nn

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____

Parent's Initials \_\_\_\_\_

**Homework 1**  
(for use with Lesson 1)  
**Phonics 1**

**Nn**

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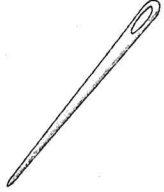
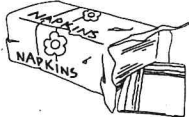

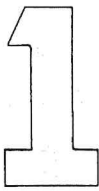
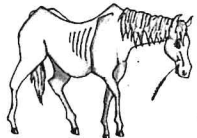
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<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>	<p>3.</p>  <p>_____</p>
<p>4.</p>  <p>_____</p>	<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>

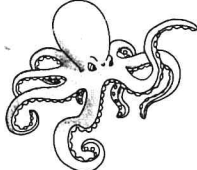


**Parents:** Your child has been taught the name, shape, and sound of the letter **n**; that **n** is a consonant; and how to write his or her initials.

Name \_\_\_\_\_

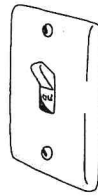
Teacher's Initials \_\_\_\_\_

**Worksheet 2**  
(for use with Lesson 2)  
**Phonics 1**

# Oo

<p>1.</p>  _____	<p>2.</p>  _____	<p>3.</p>  _____
--	--	--

4. **on**



Parent's Initials \_\_\_\_\_

**Homework 2**  
(for use with Lesson 2)  
**Phonics 1**

Oo


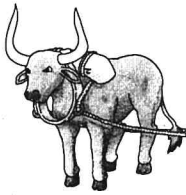



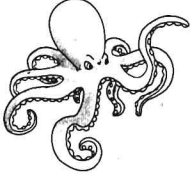
\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____

7. on



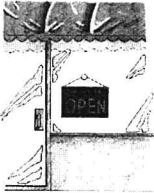

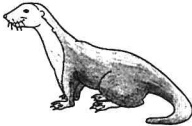
**Parents:** Your child has been taught the name, shape, and short sound of the letter **o**; that o is a vowel; that a vowel is short when followed by a consonant; and that a short vowel is coded with a **breve** (˘).

Name \_\_\_\_\_

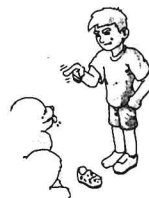
Teacher's Initials \_\_\_\_\_

**Worksheet 3**  
(for use with Lesson 3)  
**Phonics 1**

# Oo

<p>1. </p> <p>_____</p>	<p>2. </p> <p>_____</p>	<p>3. </p> <p>_____</p>
--	--	--

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



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

Parent's Initials \_\_\_\_\_

**Homework 3**  
(for use with Lesson 3)  
**Phonics 1**

Oo

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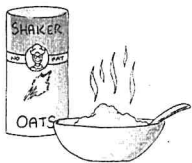
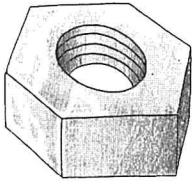
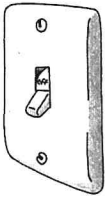
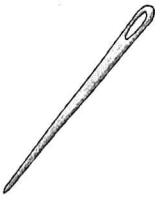

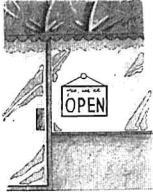
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1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____

7. **on**

8. **no**




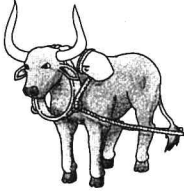
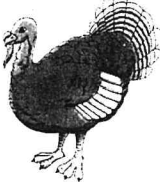
**Parents:** Your child has been taught the long sound of the letter **o**; that a vowel is long when accented and not followed by a consonant; and that a long vowel is coded with a **macron** (ˉ).

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 4**  
(for use with Lesson 4)  
**Phonics 1**

# Tt

1.  _____	2.  _____	3.  _____
---	---	---

4. **not**

5. **on**

6. **no**



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

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

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

Parent's Initials \_\_\_\_\_

**Homework 4**  
(for use with Lesson 4)  
**Phonics 1**

**Tt**

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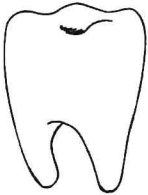
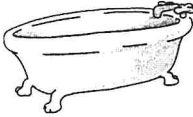
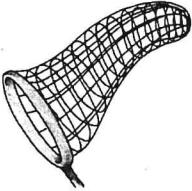
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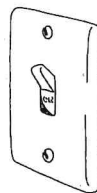
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1.  _____	2.  _____	3.  _____
---	---	---

4. **on**

5. **no**



6. **not**

**Parents:** Your child has been taught the name, shape, and sound of the letter **t**.

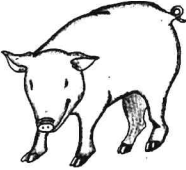




Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 5**  
(for use with Lesson 5)  
**Phonics 1**

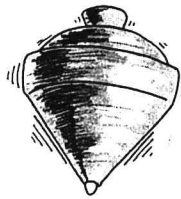
# Pp

1.  _____	2.  _____	3.  _____
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4. pot

5. top

6. not

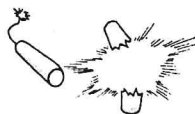


7. \_\_\_\_\_

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

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

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



**Pp**

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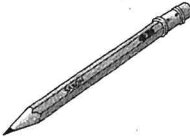


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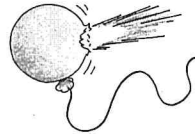
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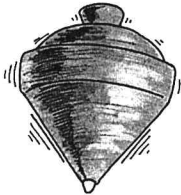
1.  _____	2.  _____	3.  _____
---	---	---

4. **tot**

5. **not**

6. **pop**



7.  _____	8.  _____
---	---

**Parents:** Your child has been taught the name, shape, and sound of the letter **p**.

Name \_\_\_\_\_

**Worksheet 6**  
(for use with Lesson 6)  
**Phonics 1**

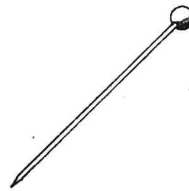
Teacher's Initials \_\_\_\_\_

# Ii

1. nip

2. inn

3. pin



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

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

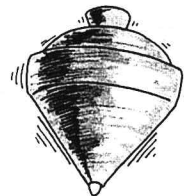
6. \_\_\_\_\_

7.



\_\_\_\_\_

8.



\_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 6**  
(for use with Lesson 6)  
**Phonics 1**

**Ii**

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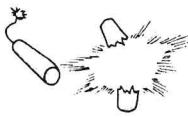

---

1. **in**

2. **pot**



3. **it**

<p>4.</p>  <p>_____</p>	<p>5.</p>  <p>_____</p>
--	--

**Parents:** Your child has been taught the name, shape, and short and long sounds of the letter **i**; and that **twin consonants** (two consonants that are just alike and next to each other) make only one sound.

Name \_\_\_\_\_

**Worksheet 7**  
*(for use with Lesson 7)*  
**Phonics 1**

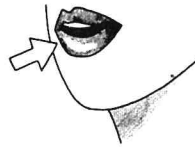
Teacher's Initials \_\_\_\_\_

# Ll

1. tilt

2. lip




3. lint



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

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

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

<p>7.</p>  <p>_____</p>	<p>8.</p>  <p>_____</p>	<p>9.</p>  <p>_____</p>
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Parent's Initials \_\_\_\_\_

**Homework 7**  
(for use with Lesson 7)  
**Phonics 1**

# L

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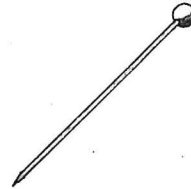
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1. **ill**

2. **on**

3. **lot**

4. **pin**



<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>	<p>7.</p>  <p>_____</p>
--	--	--

**Parents:** Your child has been taught the name, shape, and sound of the letter **l**; and that a **blend** is two consonants that slide together so smoothly that you can hardly hear each sound.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 8**  
(for use with Lesson 8)  
**Phonics 1**

# Aa

1. pat

2. at

3. nap



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

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

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

7.



\_\_\_\_\_

8.



\_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 8**  
(for use with Lesson 8)  
**Phonics 1**

# Aa

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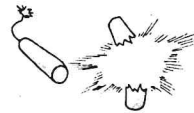
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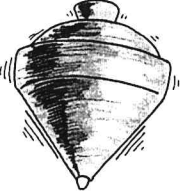
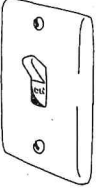
1. lap

2. pop

3. pal

4. tap



<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>
--	--

**Parents:** Your child has been taught the name, shape, and sound of the letter a.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 9**  
(for use with Lesson 9)  
**Phonics 1**

# Zz

1. zap

2. it

3. tip



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

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

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

7.



\_\_\_\_\_

8.



\_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 9**  
(for use with Lesson 9)  
**Phonics 1**

# Zz

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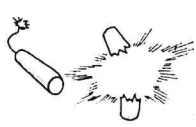


1. zip

2. pan

3. tan

4. pill



<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>	<p>7.</p>  <p>_____</p>
--	--	--

**Parents:** Your child has been taught the name, shape, and sound of the letter z.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 11**  
(for use with Lesson 11)  
**Phonics 1**

# Ss

1. sip
2. loss
3. is



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

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

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

7.



\_\_\_\_\_

8.



\_\_\_\_\_

# Ss

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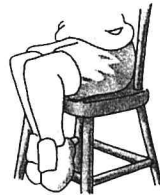
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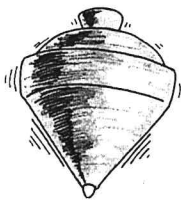
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1. as
2. sill
3. sit
4. toss



5.  _____	6.  _____	7.  _____
---	---	---

**Parents:** Your child has been taught the name, shape, and two sounds of the letter **s**: **unvoiced** (as in *sock*) and **voiced** (as in *rose*).

Name \_\_\_\_\_

Saxon 11B: S blends

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

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

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

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

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

Code:

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

snap

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

spot

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

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

slip

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

still

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

splat



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 12**

(for use with Lesson 12)

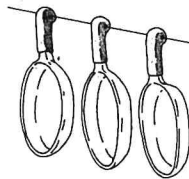
**Phonics 1**

**- S**

1. **tips**

2. **sills**

3. **pans**

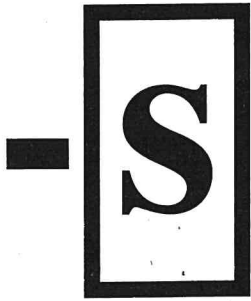


4. \_\_\_\_\_

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

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

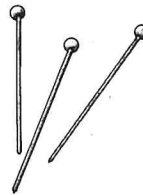
7.

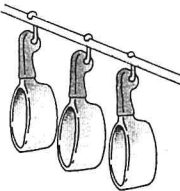
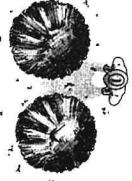


1. pops

2. pins

3. tops



<p>4.</p>  <p>_____</p>	<p>5.</p>  <p>_____</p>
--	--

**Parents:** Your child has been taught how to make a word plural by adding **suffix -s**; and that a **root word** is what remains when the suffix is removed. We code the suffix by boxing it.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Dd

1. doll

2. did

3. last

4. list

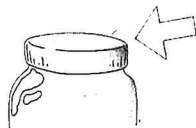


5. \_\_\_\_\_

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

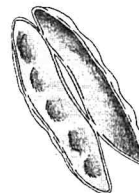
7. \_\_\_\_\_

8.



\_\_\_\_\_

9.



\_\_\_\_\_

Parent's Initials \_\_\_\_\_

**Homework 13**  
(for use with Lesson 13)  
**Phonics 1**

# Dd

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1. lad
2. odd
3. dill
4. dips
5. lid
6. dots



<p>7.</p>  _____	<p>8.</p>  _____	<p>9.</p>  _____
--	--	--

**Parents:** Your child has been taught the name, shape, and sound of the letter **d**.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

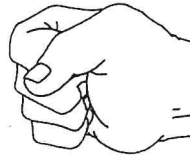
# Ff

1. fins

2. off

3. fad

4. fist



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

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

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

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



9. **The fat ant sits still.**

# Ff

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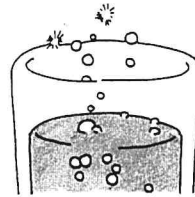
1. **fit**

2. **fizz**


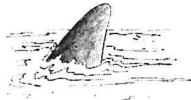

3. **fans**

4. **fond**

5. **fast**



6. **The ant sits on sand.**

<p>7. </p> <p>_____</p>	<p>8. </p> <p>_____</p>	<p>9. </p> <p>_____</p>
--	--	--

**Parents:** Your child has been taught the name, shape, and sound of the letter f; and that a sentence is a group of words that makes a complete thought.

Name \_\_\_\_\_

**Spelling List 1**  
(for use on or after Lesson 16)  
**Phonics 1**

# Spelling Words

1. on

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

2. no

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

3. not

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

4. pop

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

5. top

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

6. I

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

7. it

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

8. in

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

9. pin

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

10. tip

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



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 16**

(for use with Lesson 16)

**Phonics 1**

# Hh

1. his

2. hop

3. hits

4. hill

5. hip

6. hid

7. Dot sits on the hill.

8. A pond is on the land.



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

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

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

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

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



# Hh

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---

1. hiss

2. had

3. hint

4. hot



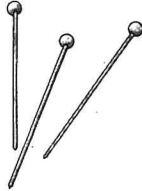
5. hit

6. has

7. Oh, the pot lid is hot!

8. Toss the hat on the doll.



<p>9.</p>  _____	<p>10.</p>  _____	<p>11.</p>  _____
--	---	---

**Parents:** Your child has been taught the name, shape, and sound of the letter **h**; that a **sight word** is a word that doesn't follow spelling rules and so must be memorized; and that sight words are circled rather than coded.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 17**  
(for use with Lesson 17)  
**Phonics 1**

# Gg

1. tag

2. hag

3. got

4. zig

5. gift

6. flag

7. Dad's pig is in his lap.

8. Dot hid the gift.



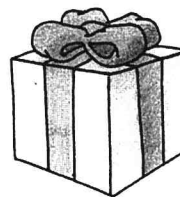
9. \_\_\_\_\_

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

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

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

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



# Gg

---

---

---

---

---

---

1. go

2. sag

3. fig

4. pig

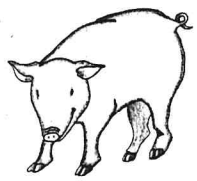

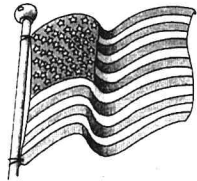
5. gill

6. snag

7. The pig zigs and zags.

8. The figs fill the pan.



<p>9.</p>  _____	<p>10.</p>  _____	<p>11.</p>  _____
--	---	---

**Parents:** Your child has been taught the name, shape, and sound of the letter g; that **apostrophe s** shows ownership; and that a phrase is a group of words that does not express a complete thought.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Rr

★ 1. rat

★ 2. rid

★ 3. trot

★ 4. grit

5. razz

6. drill

7. Ron has a tan rag.

8. Sid's pig is in the pond.



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

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

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

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

# Rr

---



---



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---

★ 1. rag

★ 4. trip

★ 2. rid

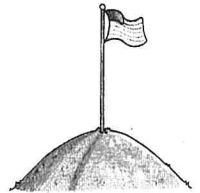
★ 5. raft

★ 3. rot

★ 6. rap

7. A flag is on the hill.

8. The frog is in hot sand.



**Parents:** Select four of the starred words on either side of this sheet. Ask your child to write the words on the lines below.

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

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

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

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

**Parents:** Your child has been taught the name, shape, and sound of the letter **r**; and that the word "a" is usually pronounced "ü," which is the **schwa** (ə) sound.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 19**  
(for use with Lesson 19)  
**Phonics 1**

**Kk**

1. **kit**

2. **skip**

3. **silk**

4. **skin**

5. **kilt**

6. **kin**

7. **The skiff is on the pond.**

8. **The \_\_\_\_\_ has a skiff on it.**

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

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

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

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

**Kk**

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---

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---

---

1. **kid**

4. **skit**

2. **kiss**



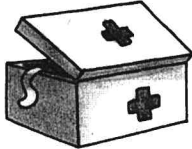
5. **skiff**

3. **kit**

6. **skid**

7. **Grass is on the hill.**

8. **The hill has \_\_\_\_\_ on it.**

<p>9.</p>  <p>_____</p>	<p>10.</p>  <p>_____</p>	<p>11.</p>  <p>_____</p>
--	---	---

**Parents:** Your child has been taught the name, shape, and sound of the letter k.

**Homework for after Saxon 1, lesson 19**  
**Reading Sentences**

I am the last kid.

I can hop and skip on the grass.

Dad did not kiss the frog.

Put the raft in the pond.

He drops the strap.

The last trip was grand.

Pat snaps the soft silk top on the doll.

The rat has a glass in his hand.

I stand in the sand and spin.

The dog's skin is hot.





Name \_\_\_\_\_

**Spelling Test 1**  
*(for use on or after Lesson 20)*  
**Phonics 1**

# Spelling Test

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

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

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

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

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

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

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

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

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

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



Name \_\_\_\_\_

**Spelling List 2**  
(for use on or after Lesson 21)  
**Phonics 1**

# Spelling Words

1. at

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

2. lot

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

3. lap

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

4. nap

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

5. pat

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

6. tan

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

7. lip

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

8. tap

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

9. zip

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

10. pit

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



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Cc

1. cot

2. con

3. cod

4. scalp

5. clot

6. crisp

7. A cat can hiss.

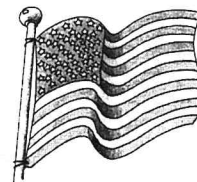
8. What can hiss? \_\_\_\_\_

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

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

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

12.



\_\_\_\_\_

# Cc

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---

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---

1. cap

2. can

3. cop


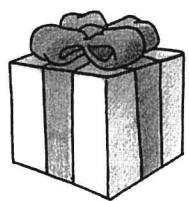

4. cat

5. cast

6. clap

7. Dot is on the sand hill.

8. Who is on the sand hill? \_\_\_\_\_

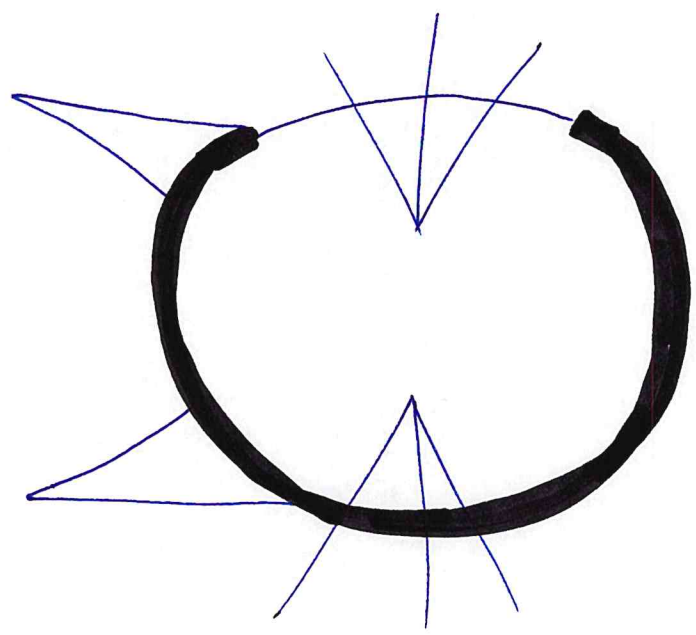
<p>9.</p>  <p>_____</p>	<p>10.</p>  <p>_____</p>	<p>11.</p>  <p>_____</p>
--	---	---

**Parents:** Your child has been taught the name, shape, and the “k” sound of the letter c; and that words are made up of syllables.

Name \_\_\_\_\_

**k** comes before \_\_\_\_\_

\_\_\_\_\_, or \_\_\_\_\_.



**c** comes before \_\_\_\_\_

\_\_\_\_\_, or any \_\_\_\_\_.





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Spelling with k and c

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

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

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

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

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

6. The class can plan a skit.

7. Who can plan a skit? \_\_\_\_\_

# Spelling with k and c

K is found before e, i, or y.

C is found before a, o, u, or any consonant.

1. \_\_\_ at

4. \_\_\_ ost

2. \_\_\_ it

5. \_\_\_ lip

3. \_\_\_ iss

6. \_\_\_ lass

7. Dot lost the cat.

8. The cat was \_\_\_\_\_.

**Parents:** 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.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Bb

1. bit

2. fib

3. crab

4. bass

5. bond

6. bliss

7. Dad had a big dog.

8. Dad's dog was \_\_\_\_\_.

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

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

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

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

# Bb

---

---

---

---

---

---

1. **bat**

2. **cop**

3. **bill**

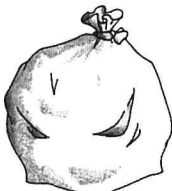


4. **big**

5. **boss**

6. **band**

7. The brass band is big.

8. The \_\_\_\_\_ band is brass.

<p>9.</p>  <p>_____</p>	<p>10.</p>  <p>_____</p>	<p>11.</p>  <p>_____</p>
--	---	---

**Parents:** Your child has been taught the name, shape, and sound of the letter **b**.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 24**

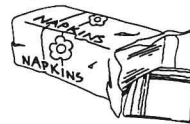
(for use with Lesson 24)

**Phonics 1**

vc | cv

1. napkin

2. plastic



3. picnic

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

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

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



vc|cv

1. rabbit

2. contact



3. gossip

4. The rabbit bit Bill on his hand.

5. What bit Bill? \_\_\_\_\_

**Parents:** Your child has been taught the **syllable division rule** vc|cv; and that dividing words into syllables makes coding easier.

Name \_\_\_\_\_

**Spelling Test 2**  
(for use on or after Lesson 25)  
**Phonics 1**

# Spelling Test

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

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

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

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

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

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

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

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

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

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





Name \_\_\_\_\_

**Spelling List 3**  
(for use on or after Lesson 26)  
**Phonics 1**

# Spelling Words

1. **so**

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

2. **is**

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

3. **as**

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

4. **sit**

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

5. **did**

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

6. **sad**

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

7. **fan**

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

8. **fit**

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

9. **if**

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

10. **sat**

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



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Mm

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

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

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

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

5. **mob**

6. **moss**

7. **stomp**

8. **impact**

9. Tom put the pin in the hat.

10. The hat has a \_\_\_\_\_ in it.

11. Pam's bib is on the doll.

12. The doll has Pam's \_\_\_\_\_.

**Mm**

1. mad

4. am

2. mop

5. mist

3. mitt

6. napkin

9. Tom has a fat cat.

10. Tom's cat is \_\_\_\_\_.

11. I put Tim's napkin on his lap.

12. Tim's napkin is on his \_\_\_\_\_.

**Parents:** Your child has been taught the name, shape, and sound of the letter **m**; and that rhyming words end with the same vowel and consonants.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 27**

(for use with Lesson 27)

**Phonics 1**

# Ee

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

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

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

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

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

6. **belt**

7. **fed**

8. **rent**

9. **smell**

10. **elms**

11. Ted has a red spot on his belt.

12. The spot is \_\_\_\_\_.

13. Fred, go get the mess off the desk.

14. The desk is a \_\_\_\_\_.

# Ee

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

1. red

5. sent

2. tell

6. dress

3. desk

7. rest

4. mess

8. pests

11. The red sled has a dent in it.

12. The sled has a \_\_\_\_\_.

13. Ted sat on the bed and the pins fell off.

14. The \_\_\_\_\_ fell off the bed.

**Parents:** Your child has been taught the name, shape, and short and long sounds of the letter e.

Name \_\_\_\_\_

Saxon 1: 27B VCCV Coding

1. **hidden**

2. **contest**

3. **napkin**

4. **rabbit**

5. **happen**

6. **absent**

7. **kitten**

8. **insect**





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 28**  
(for use with Lesson 28)  
**Phonics 1**

**ck**

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

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

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

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

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

6. **nick**

7. **trick**

8. **slick**

9. **brick**

10. **block**

11. Ann has a red smock.

12. The red smock is \_\_\_\_\_.

13. The cat slept in the sack.

14. The sack had a \_\_\_\_\_ in it.

ck

1. back
2. tick
3. pick
4. neck
5. track
6. clock
7. stack
8. kick
9. The black pig is sick.
10. The sick pig is \_\_\_\_\_.
11. He left tracks in the sand.
12. The sand had \_\_\_\_\_ in it.

**Parents:** Your child has been taught **digraph ck**; that a digraph is two letters that come together to make one sound; and that digraphs are coded by underlining.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Spelling with ck

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

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

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

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

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

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

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

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

9. **pat**

11. **rabbit**

10. **slick**

12. **rocks**

13. **Mom is back and so is Kim.**

14. **Mom and \_\_\_\_\_ are \_\_\_\_\_.**

# Spelling with ck

1. blă \_\_\_\_\_

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

3. lö \_\_\_\_\_

4. sö \_\_\_\_\_

5. stă \_\_\_\_\_

6. bricks

7. hogs

8. zip

9. The black dog is Kim's and the black cat is Nick's.

10. Kim has a \_\_\_\_\_.

**Parents:** Your child has been taught that when spelling the "k" sound at the end of a word, **ck** follows a short vowel. **Alphabetizing** has also been introduced.

Name \_\_\_\_\_

**Spelling Test 3**  
*(for use on or after Lesson 30)*  
**Phonics 1**

# Spelling Test

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

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

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

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

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

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

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

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

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

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



Name \_\_\_\_\_

**Spelling List 4**  
(for use on or after Lesson 31)  
**Phonics 1**

# Spelling Words

1. had

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

2. has

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

3. dog

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

4. go

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

5. got

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

6. pig

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

7. ran

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

8. hat

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

9. dig

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

10. fast

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





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**th, th**

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

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

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

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

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

6. **this**

7. **cloth**

8. **thick**

9. **sick**

10. **test**

11. The math problem is on the back.

12. Where is the math problem?  
\_\_\_\_\_

13. Beth has a black cat and a red dog.

14. Who is black? \_\_\_\_\_

**th, th**

1. that
2. math
3. snack
4. film
5. mint
6. camp
7. thin
8. stomp
9. deck
10. black
11. Let Tom help sell the flags.
12. Who can help? \_\_\_\_\_
13. Tim kept his pet frog in a pan.
14. Tim's pet is a \_\_\_\_\_.

**Parents:** Your child has been taught the two sounds of **digraph th** (voiced, as in *feather*, and unvoiced, as in *thimble*); and that a **compound word** is two words that come together to form one new word.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**ng, -ing**

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

6. passing

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

7. stepping

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

8. honk

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

9. grasping

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

10. contacting

11. Beth kept asking and Dad still said no.

12. Who said no? \_\_\_\_\_

13. The soft drink was fizzing in a glass.

14. The glass held a soft \_\_\_\_\_.

ng, - **ing**

1. bank
2. dripping
3. tricking
4. limping
5. think
6. sticks
7. snipping
8. skipping
9. happening
10. broth
11. This fog can't last long.
12. The fog \_\_\_\_\_ last.
13. Mom was misting the thick plant.
14. The plant was \_\_\_\_\_ .

**Parents:** Your child has been taught **digraph ng**; suffix **-ing** and its meaning; and that a **contraction** is formed when two words are combined/shortened and an apostrophe takes the place of missing letters.

Name \_\_\_\_\_

-nk and -nd words and rule breakers

-nk words.

**honk**  
**bonk****hunk**  
**junk****skunk**  
**trunk**

-nk makes a say /ā/.

**sank**  
**tank****bank**  
**thank****blank**  
**drank**

-nk makes i say /ē/.

**ink**  
**pink****wink**  
**think****drink**  
**stink**

-nd words.

**sand**  
**hand****land**  
**bend****send**  
**spend**

-nd makes i say /ī/.

**find**  
**mind****kind**  
**wind****rind**  
**blind****We thank the bank man.****The drink is in a pink can.****My hand is in the sand.****I am kind when I mind my mom.**



Digraphs

ck

th

~~th~~

ng

sh

ēē  
v v

oo  
v v

Trigraphs

igh  
~~gh~~

Combinations

er  
v

Suffixes

<sup>x</sup> **s**

<sup>'</sup> **ing**

<sup>?</sup> **ed**

<sup>'</sup> **y**

Final, Stable Syllables

<sup>'</sup> [ble

<sup>'</sup> [dle    <sup>'</sup> [ple

<sup>'</sup> [fle    <sup>'</sup> [gle    <sup>'</sup> [tle



Name: \_\_\_\_\_

### 3 SOUNDS OF -ED

ed	d	t



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**-ed**

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

6. ended

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

7. tossing

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

8. dripped

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

9. smelled

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

10. singing

11. Zip was trotting on the path.

12. Who trotted on the path? \_\_\_\_\_

13. Scott had his hand stamped.

14. His hand was \_\_\_\_\_.



1. helped
2. rent
3. packed
4. hanging
5. spring
6. songs
7. billed
8. hopping
9. stamp
10. blocks
11. Ben stacked the blocks on the mat.
12. The \_\_\_\_\_ had blocks on it.
13. Sam is resting on a soft sock.
14. Sam has a \_\_\_\_\_ sock.

**Parents:** Your child has been taught suffix **-ed** and its meaning; and that a suffix with its own vowel sound adds a syllable to the root word.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 34**  
(for use with Lesson 34)  
**Phonics 1**

**ēē**

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

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

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

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

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

6. **street**

7. **seldom**

8. **hinted**

9. **thing**

10. **slack**

11. The deer fed on the grass.

12. Deer feed on \_\_\_\_\_.

13. Ted was sent to class to sing a song.

14. Ted sang the song in \_\_\_\_\_.

**ee**

1. sleep

6. random

2. snack

7. sifted

3. path

8. fling

4. free

9. see

5. mend

10. seed

11. Bill lost three teeth in class.

12. What was lost in class? \_\_\_\_\_

13. Dan ran to the pen to get his fat, black pig.

14. Dan's pig is \_\_\_\_\_ and \_\_\_\_\_.

**Parents:** Your child has been taught **digraph ee**.

Name \_\_\_\_\_

**Spelling Test 4**  
*(for use on or after Lesson 35)*  
**Phonics 1**

# Spelling Test

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

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

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

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

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

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

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

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

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

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





Name \_\_\_\_\_

**Spelling List 5**  
(for use on or after Lesson 36)  
**Phonics 1**

# Spelling Words

- |           |           |
|-----------|-----------|
| 1. cat    | 1. _____  |
| 2. clip   | 2. _____  |
| 3. skip   | 3. _____  |
| 4. raft   | 4. _____  |
| 5. kid    | 5. _____  |
| 6. glad   | 6. _____  |
| 7. skid   | 7. _____  |
| 8. cast   | 8. _____  |
| 9. milk   | 9. _____  |
| 10. cost  | 10. _____ |
| 11. oh*   | 11. _____ |
| 12. what* | 12. _____ |

**Note:** The words followed by an asterisk are sight words and need to be memorized.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 36**

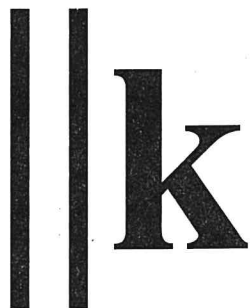
(for use with Lesson 36)

**Phonics 1**

**k**

**ck** is found after a short vowel.  
**k** is found after a consonant or vowel digraph.

1. mil \_\_\_\_\_
  2. rǎ \_\_\_\_\_
  3. see \_\_\_\_\_
  4. ban \_\_\_\_\_
  5. lö \_\_\_\_\_
  6. helping
  7. passed
  8. three
  9. zing
  10. traffic
11. Pam missed the last step and fell on top of Kim.
12. Who missed the step? \_\_\_\_\_
13. Mom is going to let Zack and Dad go camping.
14. Who is going camping? \_\_\_\_\_



**ck** is found after a short vowel.  
**k** is found after a consonant or vowel digraph.

1. deep

6. pet

2. stomping

7. speed

3. spelled

8. setting

4. ring

9. bong

5. smack

10. flick

11. Deb sang the song and the class clapped.

12. Who clapped? \_\_\_\_\_

13. The test was a mess but Lee passed the class.

14. What was a mess? \_\_\_\_\_

**Parents:** Your child has been taught that when spelling the “k” sound at the end of a word, **k** follows a consonant or vowel digraph and **ck** follows a short vowel.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Uu

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

6. green

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

7. limped

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

8. planted

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

9. thinking

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

10. scrub

11. Sam's feet sank in the mud.

12. Sam's \_\_\_\_\_ are stuck.

13. Bees are buzzing in the deep grass.

14. The grass is \_\_\_\_\_.

**Uu**

---

---

---

---

---

---

1. tub

5. tilted

2. keeping

6. stuff

3. bulbs

7. trusted

4. track

8. pumping

9. Tess asked Ron to get a coffee mug.

10. What did Ron get? \_\_\_\_\_

11. Beth hummed and Pam skipped.

12. Who was skipping? \_\_\_\_\_

**Parents:** Your child has been taught the name, shape, and short and long sounds of the letter **u**.

We've been practicing these sight words in class.  
1<sup>st</sup> graders are now responsible for knowing how to read them.

## 1st Grade Sight Words

<b>oh</b>	<b>said</b>
<b>what</b>	<b>into</b>
<b>who</b>	<b>to</b>
<b>put</b>	<b>two</b>
<b>was</b>	<b>of</b>
<b>are</b>	<b>come</b>
<b>where</b>	<b>do</b>





Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 38**

(for use with Lesson 38)

**Phonics 1**

**W w**

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

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

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

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

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

6. **click**

7. **tablet**

8. **then**

9. **twisted**

10. **sleeting**

Zack is sweeping the truck bed. He will help pack the tent so he and Dad can go camping.

11. What is Zack sweeping? \_\_\_\_\_

12. What will he help pack? \_\_\_\_\_

**W w**

---

---

---

---

---

---

1. wink

6. thank

2. with

7. thud

3. seeded

8. sudden

4. stuffing

9. swimming

5. flock

10. fled

Zack will pack the tent so he and Dad can sleep in it. The tent will be on the creek bank with the rest of the camping stuff.

11. Who is going camping on the creek bank?

---

12. Where will Zack and Dad sleep?

---

13. Where is the camping stuff?

---

**Parents:** Your child has been taught the name, shape, and sound of the letter **w**; and that a paragraph is a group of sentences.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 39**

(for use with Lesson 39)

**Phonics 1**

**v|c|v**

1. unless

2. confess

3. indent

Mom said to sweep the rug and dust the lamps. If I pick up the mess on the desk, I will be a big help.

4. What do we sweep? \_\_\_\_\_

5. Who said to dust? \_\_\_\_\_

vc|cv'

1. admit
2. infect
3. discuss

Mack the dog gets drinks at the well. He licks the bucket and gets wet. He is a mess.

4. Who gets drinks at the well? \_\_\_\_\_
5. Mack licks \_\_\_\_\_.

**Parents:** Your child has been taught the syllable division rule **vc|cv'**.

Name \_\_\_\_\_

**Spelling Test 5**  
*(for use on or after Lesson 40)*  
**Phonics 1**

# Spelling Test

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

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

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

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

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

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

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

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

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

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

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

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



Name \_\_\_\_\_

**Spelling List 6**  
(for use on or after Lesson 41)  
**Phonics 1**

# Spelling Words

- |            |           |
|------------|-----------|
| 1. lamp    | 1. _____  |
| 2. man     | 2. _____  |
| 3. crab    | 3. _____  |
| 4. skin    | 4. _____  |
| 5. rock    | 5. _____  |
| 6. neck    | 6. _____  |
| 7. sock    | 7. _____  |
| 8. clock   | 8. _____  |
| 9. napkin  | 9. _____  |
| 10. insect | 10. _____ |
| 11. who*   | 11. _____ |
| 12. was*   | 12. _____ |

**Note:** The words followed by an asterisk are sight words and need to be memorized.





Name \_\_\_\_\_

**Worksheet 41**

(for use with Lesson 41)

**Phonics 1**

Teacher's Initials \_\_\_\_\_

**ā-ē**

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

6. game

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

7. cane

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

8. snake

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

9. grade

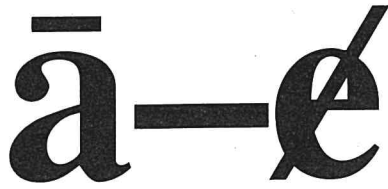
5. \_\_\_\_\_

10. frame

Kate is fond of sweets. Kate asked Bess, "Will you bake me a cake?" Bess said, "I will be glad to bake you a cake if you will help me."

11. Kate is fond of what? \_\_\_\_\_

12. What did Kate ask Bess to bake? \_\_\_\_\_



1. cake
2. same
3. ate
4. safe
5. gate
6. fade
7. state
8. plane
9. grape
10. plate

Kate got the pans and handed them to Bess. Bess cracked the eggs as Kate added the milk. Kate asked, "Can I frost the cake?" Bess hugged Kate and said, "You are so fond of sweets!"

11. Who cracked the eggs? \_\_\_\_\_

12. What did Kate add? \_\_\_\_\_

**Parents:** Your child has been taught that a vowel is long when followed by a consonant and a **silent e**; and that silent e's are coded by crossing them out.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# **ō-é, ū-é**

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

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

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

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

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

6. cute

7. weeded

8. locked

9. those

10. costume

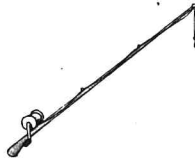
11. pole



12. skate



13. web



14. deer



# **ō-ē, ū-ē**

1. cube

2. rose

3. spoke

4. week

5. mope

6. fake

7. needed

8. stock

9. picked

10. confuse

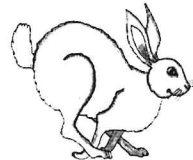
11. lake



12. rabbit



13. twin



14. tree



**Parents:** Your child has been practicing spelling and reading words with silent e's.

Name \_\_\_\_\_

Saxon 1: 43

bite

ripe

fine

here

kite

lines

stones



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 43**  
(for use with Lesson 43)  
**Phonics 1**

**i-ē, ē-ē**

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

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

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

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

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

6. mine

7. sweet

8. these

9. slides

10. flinging

Miss Smith said, "It's time to go to the bake sale." We are going to take nine cakes. We hope to sell them so we can go on a fun trip.

11. Where is Miss Smith going? \_\_\_\_\_

\_\_\_\_\_

12. We will take \_\_\_\_\_ to the bake sale.

**i-ē, ē-ē**

1. stone

2. dime

3. wise

4. beef

5. ringing

6. theme

7. lines

8. rusting

9. fuse

10. blame

We went to the bake sale with Miss Smith's nine cakes. Nine of them had pink frosting, three had red ribbons, and one had stripes. The striped cake was the best.

11. \_\_\_\_\_ cakes had pink frosting.

12. The best cake was \_\_\_\_\_.

**Parents:** Your child has been practicing spelling and reading words with silent e's.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Spelling with Final ke

## Final /k/ Rules

ck after a short vowel  
black lock neck duck sick

k after a consonant or a vowel digraph  
milk week bank book

ke after a long vowel  
make broke like duke

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

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

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

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

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

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

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

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

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

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

11. bī \_\_\_\_\_

12. lŭ \_\_\_\_\_

13. dū \_\_\_\_\_

14. hŏn \_\_\_\_\_

15. mā \_\_\_\_\_

16. sēø \_\_\_\_\_

17. wĭ \_\_\_\_\_

18. strō \_\_\_\_\_

19. Grēø \_\_\_\_\_

20. brĭs \_\_\_\_\_

# Spelling with Final ke

## Final /k/ Rules

ck after a short vowel  
black lock neck duck sick

k after a consonant or a vowel digraph  
milk week bank book

ke after a long vowel  
make broke like duke

1. sĭ \_\_\_\_\_

2. lā \_\_\_\_\_

3. stĭn \_\_\_\_\_

4. crēe \_\_\_\_\_

5. rĭs \_\_\_\_\_

6. trĭ \_\_\_\_\_

7. spō \_\_\_\_\_

8. wēe \_\_\_\_\_

9. trŭ \_\_\_\_\_

10. brā \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Parents:** Your child has been taught that when spelling the “k” sound at the end of a word, **ke** follows a long vowel.

## **tw words**

twin

twine

twist

tweet

twig

## **sw words**

swim

swat

Swiss

sweet

swing

swift

swell

## **sp words**

spot

spin

spine

speed

spill

spell

spare

spoke

## **spl words**

splat

split

Name \_\_\_\_\_

**Spelling Test 6**  
*(for use on or after Lesson 45)*  
**Phonics 1**

# Spelling Test

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

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

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

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

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

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

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

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

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

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

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

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



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Xx**

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

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

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

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

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

6. mixed

7. packing

8. creek

9. dropped

10. mitten

Rex will make an ox so his class can admire it. He will make the ox with wax. The wax will come in a box. Rex will then cut and scrape the wax so it will be like an ox. Rex hopes to win a prize with his ox.

11. What will Rex make? \_\_\_\_\_

12. Rex hopes to win what? \_\_\_\_\_

**X x**

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---

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- |             |            |
|-------------|------------|
| 1. fix      | 6. fox     |
| 2. stand    | 7. meet    |
| 3. rocking  | 8. clapped |
| 4. tax      | 9. hiccup  |
| 5. greeting | 10. kitten |

Rex has made a fine ox of wax. Rex got a prize and has a lot of pride. His prize was a sweet green cake and a box of ripe plums. He will take his prize home so his mom can see. His mom will hug and kiss him.

11. What prize did Rex win? \_\_\_\_\_

---

12. Who will hug Rex? \_\_\_\_\_

**Parents:** Your child has been taught the name, shape, and sound of the letter x.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Yy

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

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

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

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

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

6. yet

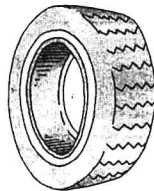
7. OX

8. unless

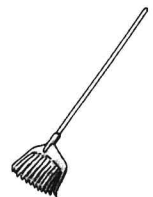
9. hide

10. throne

11. yam



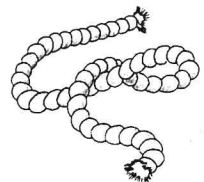
13. rake



12. tire



14. rope



**Yy**

---

---

---

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---

---

1. yes

2. box

3. wipe

4. spoke

5. mane

6. went

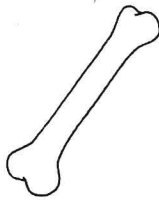
7. stunt

8. puff

9. fifth

10. admit

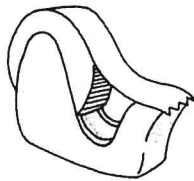
11. tape



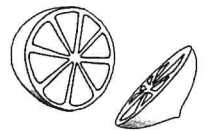
13. lime



12. bone



14. globe



**Parents:** Your child has been taught the name, shape, and sound of the letter y.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 48**

(for use with Lesson 48)

**Phonics 1**

**sh**

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

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

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

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

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

6. cash

7. shape

8. she

9. shipping

10. smashed

Dan is a stunt man. Stunt men must do lots of things. Dan must get in a lake and swim with big fish where it is deep. Then he will get on a ship that will crash into the shore. Then he must take a big risk. He will trap a snake with big fangs.

11. Where will Dan swim? \_\_\_\_\_

12. What will crash? \_\_\_\_\_

**sh**

1. rush
2. splashing
3. shine
4. smash
5. wishing
6. fish
7. shot
8. slashed
9. trash
10. shelf

Dan is seeking a red rose in the brush. A bee stings him on the neck. Dan slips on a slick rock and lands on a cactus. Dan is feeling sick and is wishing he was home. Then he sees a red rose. Dan picks the rose and takes it home.

11. What stung Dan? \_\_\_\_\_

12. What did Dan see? \_\_\_\_\_

**Parents:** Your child has been taught **digraph sh**.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 49**

(for use with Lesson 49)

**Phonics 1**

**oo**



**oo**



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

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

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

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

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

6. cook

7. shoot

8. shade

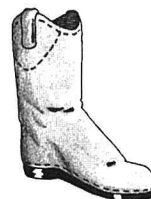
9. teen

10. sanded

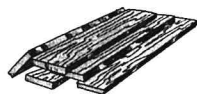
11. wood



13. boot



12. bike



14. stool



**oo**



**oo**



1. tooth

2. zoo

3. rook

4. brook

5. roof

6. bee

7. spine

8. close

9. hood

10. heel

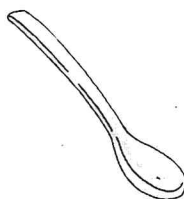
11. spoon



13. broom



12. book



14. ship



**Parents:** Your child has been taught the two sounds of **digraph oo** (short, as in *hook*, and long, as in *tooth*).

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 51**  
(for use with Lesson 51)  
**Phonics 1**

# Jj

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

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

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

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

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

6. looked

7. jogging

8. shake

9. smooth

10. strings

Deb was jogging in the woods. She met a skunk and stopped to pet it. The skunk's leg had a cut. Deb took the skunk home. Deb kept the skunk until it was well. The skunk was Deb's friend.

11. Where did Deb meet the skunk? \_\_\_\_\_

12. Deb took the skunk \_\_\_\_\_.

**Jj**

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---

---

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- |           |            |
|-----------|------------|
| 1. jet    | 6. jumping |
| 2. books  | 7. roost   |
| 3. zone   | 8. shame   |
| 4. jammed | 9. job     |
| 5. broke  | 10. rise   |

Deb has a friend. Deb's friend likes roots. He has a stripe on his back. Deb's friend can smell if he is upset. Deb's friend has a name. His name is Jack. Jack is a skunk.

11. What is Deb's friend? \_\_\_\_\_

12. What is on Jack's back? \_\_\_\_\_

**Parents:** Your child has been taught the name, shape, and sound of the letter **j**.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

# Floss Rule

When a one-syllable root word ends with the letter f, l, or s after a short vowel, it is usually spelled ff, ll, or ss.

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

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

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

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

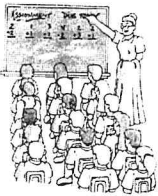
3. \_\_\_\_\_

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

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

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

9.



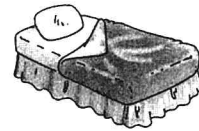
\_\_\_\_\_

10.



\_\_\_\_\_




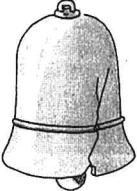
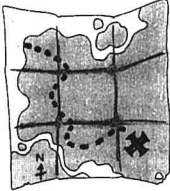
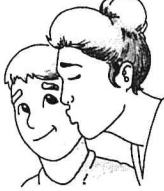

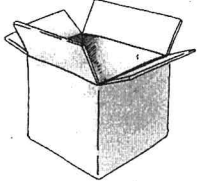
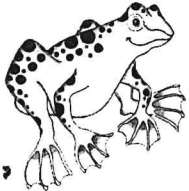
11.



\_\_\_\_\_

# Floss Rule

When a one-syllable root word ends with the letter *f*, *l*, or *s* after a short vowel, it is usually spelled *ff*, *ll*, or *ss*.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>	<p>3.</p>  <p>_____</p>
<p>4.</p>  <p>_____</p>	<p>5.</p>  <p>_____</p>	<p>6.</p>  <p>_____</p>
<p>7.</p>  <p>_____</p>	<p>8.</p>  <p>_____</p>	<p>9.</p>  <p>_____</p>

**Parents:** Your child has been taught the **floss rule**: In a one-syllable root word with a short vowel sound, the letters *f*, *l*, and *s* are usually doubled at the end of the word.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 53**

(for use with Lesson 53)

**Phonics 1**

**V v**

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

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

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

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

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

6. **vet**

7. **velvet**

8. **booth**

9. **cook**

10. **hush**

Jeff lives with his sis, Tish. Tish has a job at a plant. The plant makes vans. Jeff likes vans and likes to go to the plant with Tish.

11. Jeff lives with \_\_\_\_\_.

12. Vans are made at the \_\_\_\_\_.



\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

1. vent

2. skill

3. just

4. ships

5. blast

6. vest

7. boost

8. took

9. shed

10. victim

Tish makes vans at a plant. The vans are green, red, and tan. The vans cost a lot and Tish can't have one yet. She hopes to get one if she saves some cash. It will take a long time to save the cash.

11. The vans are green, \_\_\_\_\_, and \_\_\_\_\_.

12. What will Tish save? \_\_\_\_\_

**Parents:** Your child has been taught the name, shape, and sound of the letter v; and that the "v" sound at the end of a word is spelled ve.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 54**  
(for use with Lesson 54)  
**Phonics 1**

# llc

Final /k/ Rules	
<u>ck</u> after a short vowel	black lock neck duck sick
<u>k</u> after a consonant or a vowel digraph	milk week bank book
<u>ke</u> after a long vowel	make broke like duke
<u>C</u> at the end of a word with two or more syllables	garlic Atlantic magic picnic

1. sĭl \_\_\_\_\_
2. plŭ \_\_\_\_\_
3. plasti \_\_\_\_\_
4. tā \_\_\_\_\_
5. picnĭ \_\_\_\_\_

6. swoop
7. rode
8. slumped
9. greeting
10. sack

sun	deep	pool	fifteen	cool
-----	------	------	---------	------

11. Splash! Jan jumped into the \_\_\_\_\_.
12. It felt \_\_\_\_\_ on Jan's skin.
13. The \_\_\_\_\_ was hot so it felt good.
14. Jan can dive in the \_\_\_\_\_ end.
15. She swims \_\_\_\_\_ laps and feels pooped.

# llc

### Final /k/ Rules

**ck** after a short vowel  
black lock neck duck sick

**k** after a consonant or a vowel digraph  
milk week bank book

**ke** after a long vowel  
make broke like duke

**c** at the end of a word with two or more syllables  
garlic Atlantic magic picnic

1. mīl \_\_\_\_\_

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

2. frantī \_\_\_\_\_

7. attī \_\_\_\_\_

3. pō \_\_\_\_\_

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

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

9. tā \_\_\_\_\_

5. thīn \_\_\_\_\_

10. lī \_\_\_\_\_

name friends dog some woods

11. Deb has a black \_\_\_\_\_.

12. Deb's dog ate \_\_\_\_\_ dog food.

13. The dog's \_\_\_\_\_ is Rex.

14. Rex likes to hunt in the \_\_\_\_\_.

15. Rex and Deb are good \_\_\_\_\_.

**Parents:** Your child has been taught that the "k" sound at the end of a word with two or more syllables is spelled with a c.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**[ble]**

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

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

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

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

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

6. gobble

7. need

8. cable

9. pool

10. missed

Max is a noble king. He is strong and wise. His subjects like him. He has a good wife. King Max has a lot but is still humble.

11. What is Max? \_\_\_\_\_

12. Who likes him? \_\_\_\_\_



[ble]

1. table
2. food
3. bleed
4. stuffed
5. scribble
6. nibble
7. noon
8. mopped
9. mumble
10. reef

King Max has a scribe. Jon is the king's scribe. Jon must spell well to keep a job as a scribe. He keeps his job.

11. What must Jon do to keep his job? \_\_\_\_\_

12. Jon is the king's \_\_\_\_\_.

**Parents:** Your child has been taught final, stable syllable **-ble**; that it is pronounced with a schwa vowel sound (bəl); and that a final, stable syllable is coded with a bracket (e.g., stum[ble]).



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

'[dle, 'fle, 'ple

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

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

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

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

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

6. snuffle

7. needles

8. ladle

9. sing

10. sample

11. moon



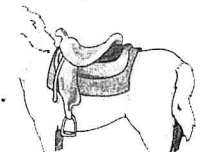
13. saddle



12. fiddle



14. vest



# '[dle, 'fle, [ple

1. puddle

2. sample

3. tong

4. noodles

5. dust

6. ruffle

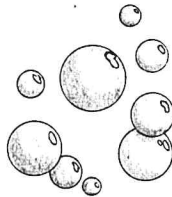
7. handle

8. long

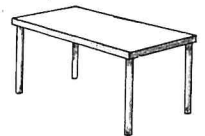
9. maple

10. best

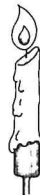
11. candle



13. broom



12. bubbles



14. table



**Parents:** Your child has been taught final, stable syllables **-fle**, **-ple**, and **-dle**.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**' [tle, ' [gle**

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

6. riddle

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

7. tangle

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

8. wide

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

9. bridle

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

10. staple

A little beetle bug fell in a puddle of mud. He tossed and struggled to free himself from the mud puddle. He struggled a long time. At last he was able to grab a twig.

11. What fell in the puddle? \_\_\_\_\_

12. What did he grab? \_\_\_\_\_

'[tle, '[gle

1. battle
2. prune
3. kettle
4. time
5. stone
6. angle
7. single
8. smile
9. bride
10. late

A beetle bug fell in a mud puddle. He grabbed a twig to free himself. The twig snapped in two and the end flipped up, hitting a rock. The beetle, gripping the end of the twig, was lifted from the puddle. He was safe at last.

11. What did the twig hit? \_\_\_\_\_

12. What lifted the beetle from the puddle? \_\_\_\_\_

**Parents:** Your child has been taught final, stable syllables **-tle** and **-gle**.

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

'[clɛ, ' [zlɛ, ' [slɛ, ' [klɛ

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

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

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

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

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

6. speckle

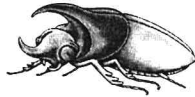
7. spool

8. she

9. hose

10. crackle

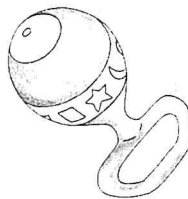
11. rattle



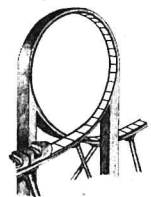
13. loop



12. beetle



14. needle



# '[clé, ' [zle, ' [sle, ' [kle

1. buckle

6. so

2. tool

7. stole

3. ankle

8. troop

4. he

9. muzzle

5. tone

10. be

11. pickles



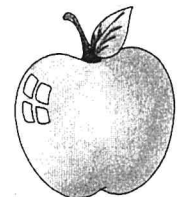
13. apple



12. juggle



14. bugle



**Parents:** Your child has been taught final, stable syllables **-cle, -zle, -sle, and -kle.**

Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 61**  
*(for use with Lesson 61)*  
**Phonics 1**



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

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

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

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

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

6. trying

7. by

8. freckles

9. able

10. cooked

“Let’s have a fish fry,” said Mom. “We can invite Pam and Fred,” she said. “I will get Ann to dry the spoons and plates. Jo can help set the table and I will get the fish.”

11. What is Mom going to have? \_\_\_\_\_

12. Who will help set the table? \_\_\_\_\_



1. fry
2. drying
3. buckles
4. ladle
5. stuffed
6. lifted
7. booked
8. sly
9. spry
10. tossed

The table was set with plates and napkins for the fish fry. Pam and Fred came with a cake. We ate until we were stuffed. We had fun!

11. What was on the table? \_\_\_\_\_
12. What did Pam and Fred bring? \_\_\_\_\_

**Parents:** Your child has been taught the long sound of vowel **y** (as in *cry*); that vowel **y** is coded by placing a dot over it; and that the long sound of vowel **y** occurs in accented syllables only.



Name \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

**Worksheet 62**

(for use with Lesson 62)

**Phonics 1**

**y or -y**

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

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

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

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

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

6. fishy

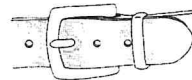
7. needy

8. silly

9. sty

10. hike

11. puppy



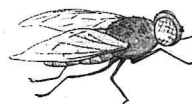
12. fly



13. buckle



14. flute



# y or -y

1. pride

2. pine

3. sandy

4. beefy

5. sly

6. my

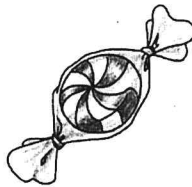
7. mole

8. Rome

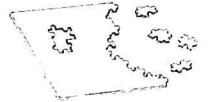
9. guppy

10. lumpy

11. messy



13. cry



12. candy



14. puzzle



**Parents:** Your child has been taught the unaccented sound of vowel y (as in *candy*); the short sound of vowel y (as in *symbol*); and **suffix -y** and its meaning.