Week-by-Week Phonics Packets

30 Independent Practice Packets That Help Children Learn Key Phonics Skills and Set the Stage for Reading Success

Joan Novelli & Holly Grundon
Special thanks to Carlyle Grundon
for inspiring and helping with “Big Cheek Chipmunk.”

_cleared for D.U._

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About This Book

Young children possess an instinctive drive to “do it all by myself.” They delight in each independent step they take—choosing their own clothes, riding a bike, tying their shoes. Reading is one of those “I can do it all by myself” milestones, and the motivation children naturally have to read is an important factor in their success. But cracking the code of reading requires much more, and as research consistently shows, phonics knowledge is an essential ingredient.

To read (and write) words, children need to understand the relationships between written letters and spoken sounds. “By learning phonics, students make faster progress in acquiring literacy skills—reading and writing. By the age of six, most children already have about 6,000 words in their listening and speaking vocabularies. With phonics they learn to read and write these and more words at a faster rate than they would without phonics” (Chall, 1967). Not surprisingly, children who experience success with decoding are motivated to read more, which in turn leads to their continued growth as readers.

Learning to read is a lot like so many other things children want to be able to do on their own—it requires both instruction and practice. To promote reading success, Week-by-Week Phonics Packets features hundreds of engaging activities that systematically support children’s acquisition of word-recognition skills and strategies. When used in conjunction with direct instruction as part of a balanced literacy program, these phonics packets offer an appealing approach to practice that helps children achieve the real goal: “. . . to recognize words, quickly and automatically, so that they can turn their attention to comprehension of text” (Stahl, 1992). It’s a transformational time in a child’s life when this begins to happen, and the confidence that comes with that “I can do it all by myself” moment is a lasting asset.
Teaching With the Phonics Packets

*Week-by-Week Phonics Packets* is designed for flexible use—both in terms of instructional goals and grouping options. And with five pages of activities in each packet, children may complete as much or as little as is determined to be appropriate at a pace that meets each learner’s needs. Suggestions for using the phonics packets to meet the needs of your young learners follow.

* Independent or Partner Work: The formatted structure of the packets makes them ideal for children to complete on their own or with a partner. Assign the packets following whole-class instruction to provide practice.

* Small-Group Work: Use the packets with groups of children to address a common need. Children will benefit from the ideas they share with one another about their phonics knowledge and how to approach various activities.

* Homework: Send home the phonics packets to be completed with family members. Include a note explaining what children are learning in class, and the benefits of practicing at home.

### Phonics-Packet Format

Each packet in *Week-by-Week Phonics Packets* is organized around a structured set of activities designed to motivate independent learning and support success. Though children will encounter a different skill with each packet, they will soon become familiar with the format, which will allow them to focus their energies on the learning at hand, develop confidence in their abilities, and take important steps in acquiring the skills they need to become fluent readers. Following is an overview of the basic format.

**Page 1:** Each phonics packet begins with an introduction to the new skill. Letters, pictures, and words engage children in thinking about what they already know and previewing the skills they will practice. A checklist on this page makes it easy for children to keep track of their progress as they complete each packet.

**Page 2:** A themed activity provides a playful approach to practice. For example, “Kittens and Mittens” (page 17), inspired by the favorite nursery rhyme (“Three Little Kittens”), invites children to explore rhyming words.

**Page 3:** Short activities provide practice in easy-to-manage chunks and accessible formats.

**Page 4:** Riddles, fill-in rhymes and stories, and sentence completions invite children to apply skills to connected text.

**Page 5 (Review):** Word hunts, word webs (“Word Tree”), and multiple-choice-format activities further reinforce skills. A self-assessment on this page invites children to evaluate their work and set goals for continued learning.
Activity Formats

Following is an overview of the basic activity formats children will encounter as they complete the phonics packets. When assigning a new phonics packet, take time to review the activities on each page. (See Mini-Lesson, page 7.) Invite children to share what they already know about particular activities, and provide clarification as needed. Model completing each type of activity children will finish in a given packet (as in the Mini-Lesson) before having children complete activities on their own.

**Bubble Time:** This setup introduces a multiple-choice format.

**Buddy Words:** These playful buddies invite children to work with words in a variety of ways, for example, combining a consonant with a phonogram (onset, rime) to build a word.

**Challenge Word:** Children say the name for a picture, then apply their knowledge of sound-spelling relationships to fill in missing letters and spell a tricky word—a rewarding experience that builds confidence and motivates learning.

**Fill-In Story (Fill-In Rhyme):** These cloze-format activities invite children to use words in context and practice spelling words they are learning.

**How Did You Do?** A simple self-assessment lets children evaluate their work and set learning goals.

**Make New Words:** Children use what they know about sounds and letters to spell words.

**Missing Letters:** A Letter Bank contains the missing letters children need to complete words.

**Puzzle Play:** Children match puzzle pieces to practice skills.

**Riddle Time (and What Am I?):** Children practice reading words in context to fill in missing words and solve riddles.

**Shape Match:** Children attend to letter features as they practice reading and writing words in a puzzle format.

**Spelling Scramble:** Children use what they are learning about spelling patterns to rearrange letters and spell words. Picture clues provide support.

**Thumbs Up!** Children analyze words to decide if they meet the identified sound-spelling pattern, then indicate their answer by coloring in the “thumbs up” or “thumbs down” sign.

**Two-Way Words:** These little puzzles challenge children to make connections among words.
What Doesn’t Belong? Children use what they know to identify words in a group that do not share a common characteristic (such as the beginning sound).

What’s the Word? This format challenges children to use clues to figure out words.

Word Hunt: Children read and write words as they complete a word search.

Word Sort (also Letter Sort): Children sort letters and words according to various rules.

Words to Know: This list introduces words that represent the target skill. Pictures provide support for young readers.

Word Tree: As a review, children think of and write words they know to complete a word-web graphic organizer.

Mini-Lesson: Introducing the Phonics Packets

Use the following mini-lesson as a guide to introduce the phonics packets and engage children in thinking about what they know and making connections.

1. Begin by establishing a purpose for completing the activities. For example, if you are teaching with the Short i packet (page 41), remind children what they have already learned about the letter i. Explain that practicing what they have learned is an important step in learning to read and write new words with the short i.

2. After reviewing the target skill, invite children to volunteer words (including their names) that have that sound—for example, William, Lily, and six all share the short-i sound-spelling pattern.

3. Write the words on the board or chart paper. Read the words together, running your finger under the letters to reinforce sound-spelling relationships.

4. Take a few minutes to “read around the room” together, looking for additional examples of words on wall charts and other environmental print.

5. Display each page of the packet (one at a time) and model the process for completing the activities. Think aloud about following directions, making connections to what you already know, problem solving, and checking your work.

6. Guide children in setting individual goals for completing the packet over a period of time, for example, one week.
Suggestions for Differentiated Learning

For children who are not ready to complete the entire packet or need more guidance, or for children who are ready to go further, try the following suggestions.

To Simplify the Packet

✱ Use sticky notes to identify those activities you wish children to complete.
✱ Pair children with students who are able to work more independently and offer assistance as needed.

To Provide a Challenge

✱ Using one of the activities from their packet as a model, have children create a new activity (based on the same phonics skill). Use the new activities as a quick review of previously taught/practiced skills before teaching a new skill or introducing a new packet.
✱ Provide children with writing opportunities that incorporate target words from the packet. Stories, poems, and riddles are all free-writing options. Encourage a playful approach to promote enjoyment of both the writing process and language exploration.

Extending Student Learning

Use the following ideas with any of the phonics packets to provide additional practice and extend learning.

Print Awareness: As children complete phonics packets, take time to reinforce concepts of print.

✱ Invite children to point out upper- and lowercase letter pairs on a page, as well as different shapes and sizes of letters.
✱ Have children track words they read from left to right.
✱ Discuss how spaces between words in a group (such as in activity directions or other sentences) help readers make sense of text.
✱ Have children notice the way some pictures and words in their packets go together. Guide children to recognize that they can use the pictures in books to help read and understand the words.
✱ Beginning with the words Name and Date on each page, use the packets to reinforce that words on a page correspond to speech.
Fluency Word Lists: Have children copy words from each packet in list form and practice reading them with a partner and independently. Children can add to the list with each packet they complete, revisiting words from previous packets to continue to build word recognition and fluency while also practicing new words.

Word Cut-Ups: Write words that contain the target skill on sentence strips, then cut apart the strip word by word. Cut apart each word (for example, letter by letter or by onset-rime or other word parts) and have children reassemble the words like puzzles.

Tell Me a Story: Have children make up stories using target words from the phonics packets. They can share their stories with you or a classmate to reinforce learning and strengthen oral language skills.

Word Sorts: Write words that represent target skills from each lesson on index cards (one word per card) and have children use them for words sorts. Examples follow.

* Sort words into groups according to target sound-spelling patterns, such as short a and short e.
* Sort words by number of letters.
* Sort words by number of syllables.
* Sort words into three groups as follows: Long-Vowel Sound, Short-Vowel Sound, and Other.
* Sort words according to “Words I Can Read” and “Words I Don't Know Yet.”

Pocket Chart Practice: With children, come up with sentences that include target words from a packet and write them on sentence strips. Leave a blank (sized to fit the word) for each target word. Write target words on a sentence strip and cut apart to make word cards. Place the sentences in a pocket chart and the word cards at the bottom (or side). Let children work with a partner to place the word cards in the matching sentences and read them. To use for practice with a small group, place the sentence strips in the pocket chart and give each child a word card. Read the sentences one at a time and have the child with the missing word place it in the blank. Reread each complete sentence together. To provide additional support for either version, color-code the sentence strips and word cards.

Magnetic Words: Provide a bucket of magnetic letter tiles and a magnetic whiteboard (or other surface). Let children use the letters to spell words from their packets. Challenge them to spell new words that have the same spelling patterns.

To encourage self-checking, create an answer key for each packet, completing the activities on each page in a color (such as blue) that stands out from the printed text and is easy for children to read. Use a highlighter to mark words in word searches and other activities that require students to locate words or letters in the text.
Connections to the Standards

The phonics packets in this book are designed to support you in meeting the following standards as outlined by Mid-continent Research for Education and Learning (McREL), an organization that collects and synthesizes national and state curriculum standards—and proposes what teachers should provide for their students to become proficient in language arts, among other curriculum areas.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>✓ Knows that print and written symbols convey meaning and represent spoken language</td>
<td>✓ Knows that writing, including pictures, letters, and words, communicates meaning and information</td>
</tr>
<tr>
<td>✓ Knows letters of the alphabet</td>
<td>✓ Uses conventions of print in writing (e.g., forms letters in print, uses upper- and lowercase letters of the alphabet, spaces words and sentences, writes from left to right)</td>
</tr>
<tr>
<td>✓ Knows familiar words in print</td>
<td>✓ Uses knowledge of letters to write or copy familiar words</td>
</tr>
<tr>
<td>✓ Uses emergent reading skills</td>
<td>✓ Uses phonics knowledge and conventions of spelling in writing (e.g., spells high-frequency, commonly misspelled words from appropriate grade-level list; spells phonetically regular words; uses letter-sound relationships; spells basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns)</td>
</tr>
<tr>
<td>✓ Uses visual and verbal cues to comprehend new words</td>
<td></td>
</tr>
<tr>
<td>✓ Uses basic elements of phonetic analysis</td>
<td></td>
</tr>
<tr>
<td>✓ Uses basic elements of structural analysis</td>
<td></td>
</tr>
<tr>
<td>✓ Understands level-appropriate sight words and vocabulary</td>
<td></td>
</tr>
<tr>
<td>✓ Uses self-correction strategies</td>
<td></td>
</tr>
</tbody>
</table>


References and Resources


**ABC Path**

Look at the letters on the ABC Path. Fill in the boxes.

**Letter Sort**

Look at the letters on the ABC Path. Fill in the boxes.

- **Letters in My First Name**
- **5 Letters Not in My First Name**

**My Checklist**

- Check each activity when you complete it.

- Page 1
  - ABC Path
  - Letter Sort

- Page 2
  - Letter Friends
  - What Doesn’t Belong?

- Page 3
  - Puzzle Play
  - Missing Letters
  - Shape Match

- Page 4
  - Fill-In Rhyme
  - Buddy Letters
  - What Am I?

- Page 5
  - Review
Letter Friends

Help these letters find their friends. Draw a line to match each uppercase letter with its lowercase letter.

What Doesn’t Belong?

Find the matching uppercase and lowercase letters in each row. X the letter that does not belong.

- A S
- S a
- G v
- R g
- V e
- E r
- B k
- F b
- K f
- U o
- O n
- N u
- C c
- X l
- L x
- W i
- I w
- Z j
- J z
- D y
- M d
- Y m
- P t
- Q p
- T q
- H h
**Puzzle Play**

Draw a line to match look-alike letters.

1.  
   ![V](image1) ![S](image2)

2.  
   ![S](image3) ![V](image4)

3.  
   ![P](image5) ![O](image6)

4.  
   ![O](image7) ![P](image8)

**Shape Match**

Look at the letters. Find the matching shape. Fill in the letters.

1.  
   ![Shape1](image9) ![Shape2](image10) ![Shape3](image11)

2.  
   ![Shape4](image12) ![Shape5](image13) ![Shape6](image14)

3.  
   ![Shape7](image15) ![Shape8](image16) ![Shape9](image17)

4.  
   ![Shape10](image18) ![Shape11](image19) ![Shape12](image20)
**Fill-In Rhyme**

Fill in the letters to complete the rhyme. Use the Letter Bank.

**Letter Bank**

C   L   O   Q   R

**Letter Rhymes**

The letter _____ rhymes with 🐝.

What rhymes with 🐝?

The letter _____!

_____ rhymes with 🐝 and _____ with 🐻.

The rhyme for _____?

That would be you!

**What Am I?**

I come before E

But I am not A, B, or C

What letter am I?

Answer: _____
**Letter Hunt**

Write the missing letters. Use the Letter Bank.

**Letter Bank**

<table>
<thead>
<tr>
<th>Cc</th>
<th>Hh</th>
<th>Ll</th>
<th>Oo</th>
<th>Rr</th>
<th>Vv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ee</td>
<td>Jj</td>
<td>Mm</td>
<td>Qq</td>
<td>Tt</td>
<td>Zz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Dd</th>
<th>Ff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gg</td>
<td>Ii</td>
<td>Kk</td>
<td></td>
</tr>
<tr>
<td>Nn</td>
<td>Pp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ss</td>
<td>Uu</td>
<td>Ww</td>
<td>Xx</td>
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<th>Yy</th>
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</table>

**How Did You Do?**

How many stars do you give your work? Color them.

★ ★ ★ ★ ★

**Extra!**

Circle the letter that begins your first name.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Write the letter.
Words to Know

Look at each pair of pictures. Say the names. Listen to the rhymes.

Extra!

Think of two new rhyming words. Draw the pictures.
Kittens and Mittens

Help the kittens find their mittens. Help the other animals, too. Say the name for each animal. Color the picture that makes a rhyme.

What Doesn’t Belong?

Say the name for each picture. ❌ the word that does not rhyme.
**Puzzle Play**

Say the name for each picture.
Draw a line to match the rhyming pictures.

1. 

2. 

3. 

4. 

**Thumbs Up!**

Say the name for each picture. Do they rhyme? Color 🙌 or 😞.

**Buddy Words**

Say the name for each picture. Color the pictures that rhyme.
Fill-In Rhyme

Read the rhyme. Fill in the missing words. Use the Word Bank.

**Word Bank**

spoon  fiddle  moon

**Hey, Diddle, Diddle**

Hey, Diddle, Diddle,

The cat and the _____________

The cow jumped over the ___________.

The little dog laughed to see such fun

And the dish ran away with the ____________.

What Am I?

I rhyme with ____________.

My letters are the same both ways.

What word am I?

Answer: _____  _____  _____  _____

Use these letters: o n o n
**Bubble Time**

Say the name for each picture.
Fill in the circle for the rhyming picture.

1. [Image of a king] [Image of a cow]
2. [Image of a nest] [Images of a star and a vest]
3. [Image of a car] [Images of a wheel and a brush]
4. [Image of a drum] [Images of a kite and a bird]

**How Did You Do?**

How many stars do you give your work? Color them.

---

**Extra!**

Say the name for the picture. Circle the number that rhymes.

1 5 10

Write the number.
Words to Know

Look at each pair of pictures. Say the names. Listen to the rhymes.

Extra!
Think of two new rhyming words. Draw the pictures.
Rhyme Time
Say the name for the picture at the top of each box. Color the picture to make a rhyme.

What Doesn’t Belong?
Say the name for each picture. X the picture that does not rhyme.
Rhyming Words (Packet 2)

**Puzzle Play**
Say the name for each picture. Draw a line to match the rhyming picture.

1. ![Picture 1](image1)
2. ![Picture 2](image2)
3. ![Picture 3](image3)
4. ![Picture 4](image4)

**Thumbs Up!**
Say the name for each picture. Do they rhyme? Color [ ] or [ ].

1. ![Thumbs Up/Down 1](image5)
2. ![Thumbs Up/Down 2](image6)

**Buddy Words**
Say the name for each picture. Color the rhyming buddies.

1. ![Buddy Words 1](image7)
2. ![Buddy Words 2](image8)
3. ![Buddy Words 3](image9)

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Fill-In Rhyme

Read the rhyme. Color the rhyming pictures to complete the poem.

One, Two, Buckle My Shoe

One 1, two 2,
buckle my 🍃 🌳

Three 3, four 4,
knock at the 🐶 🚪

Five 5, six 6,
pick up 🧦 🧥

Seven 7, eight 8,
lay them straight 🔮

Nine 9, ten 10,
a good fat 🐓 🍗
**Bubble Time**

Say the name for each picture.

Fill in the □ for the rhyming picture.

1. ![Picture 1] □ □ □

2. ![Picture 2] □ □ □

3. ![Picture 3] □ □ □

4. ![Picture 4] □ □ □

---

**How Did You Do?**

How many stars do you give your work?

Color them.

⭐⭐⭐⭐⭐
Words to Know

Say the words. Listen to the beginning sound. Listen to the ending sound.

- bed
- cat
- dog
- run
- six
- web

Word Sort

Look at the words above. Write them in the boxes.

Words That Begin With $b, r, w$

- 
- 
- 
- 

Words That End With $g, t, x$

- 
- 
- 
- 

My Checklist

✔ Check each activity when you complete it.

Page 1
- Words to Know
- Word Sort

Page 2
- Lost and Found
- Missing Letters

Page 3
- Two-Way Words
- Make New Words
- Challenge Word

Page 4
- Fill-In Story
- Buddy Words
- What Am I?

Page 5
- Review
Lost and Found

What’s in the Lost and Found? Say the name for each picture. Circle the letter that completes each word. Write it in the blank.

Lost and Found

Name __________________________ Date ______________________

Consonants

Page 2

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

b p

I found my _____ and my _____ at!
Two-Way Words

Look at the pictures. Fill in the missing letter to make words both ways. Use the Letter Bank.

Letter Bank

- f
- m
- s
- t

Challenge Word

Fill in the missing letters. Read the word.

___ p i ___ e r

Use these letters:

- d
- s

Make New Words

Look at each picture. Read the word. Change one letter to make a new word. Use the Letter Bank.

Letter Bank

- f
- n

1. r u n

2. c a t

Use these letters:

- f
- m
- s
- t

- d
- s
Fill-In Story

Look at the pictures. Fill in the missing letters. Use the Letter Bank. Then read the story!

**Letter Bank**

p d g f c

A Noisy Farm

“Moo, moo,” says the _____ow .

“Baa, baa,” says the shee____ .

“Oink, oink,” says the pi____ .

“Quack, quack,” says the _____uck .

What a noisy _____arm!

What Am I?

When I am a baby
I am called a kid.
But I am not a person.
What am I?
Answer: a ____ o a ____

Buddy Words

Say the name for each picture. Fill in the missing letter. Use the Letter Bank.

**Letter Bank**

n c h

---

Use these letters:

f t g

Orse

He____
**Consonants**

**Page 5 (Review)**

**Bubble Time**

Say the name for each picture. Fill in the O to spell the word. Write the letter in the blank.

1.  
   ![Picture of a dog]  
   ___og  
   O d  
   O z  
   O h

2.  
   ![Picture of a cake]  
   ___ake  
   O f  
   O c  
   O j

3.  
   ![Picture of a leaf]  
   lea___  
   O s  
   O f  
   O n

4.  
   ![Picture of a flag]  
   fla___  
   O t  
   O m  
   O g

**How Did You Do?**

How many stars do you give your work? Color them.

⭐⭐⭐⭐⭐
Words to Know

Some words have the short-a sound like cat 🐊. Look at the pictures. Say the words. Listen to the short-a sound. Underline the short a in each word.

- alligator
- apple
- cat
- fan
- jam
- map

Word Sort

Look at the words above. Write them in the boxes.

Begins With Short a

Has Short a in the Middle

My Checklist

✔ Check each activity when you complete it.

Page 1
- Words to Know
- Word Sort

Page 2
- A Snack for Cat
- Missing Letters

Page 3
- Spelling Scramble
- Shape Match
- Challenge Word

Page 4
- Riddle Time
- What Am I?
- Extra!

Page 5
- Review
A Snack for Cat

Cat likes snacks with the short-ɑ sound.
Look at the pictures in each box.
Say the words. Listen for the short-ɑ sound.
Color the snacks that Cat likes.

Mississippi

C ____ ____ is on the h ____ ____!
Spelling Scramble

Say the name for each picture. Unscramble the letters to spell the word.

1. 🍏 a m p     ___ ___ ___
2. 🐱 c t a     ___ ___ ___
3. 🍓 j m a     ___ ___ ___
4. 🌬 n f a     ___ ___ ___
5. 🍎 e p p a l    ___ ___ ___

Shape Match

Look at each word. Find the matching shape. Fill in the letters. Read the words.

- fan
- map
- cat
- jam

Challenge Word

Fill in the missing letters. Read the word.

___ l l __ g a t o ___
Riddle Time

Read the riddles. Fill in the missing words. Use the Word Bank.

**Word Bank**

| ham | van | rat | cap |

1. I rhyme with *cat*.

   I am a ____________.

2. I rhyme with *jam*.

   I am a ____________.

3. I rhyme with *map*.

   I am a ____________.

4. I rhyme with *fan*.

   I am a ____________.

**What Am I?**

I am not a cat.
I am not a rat.
I am a ____ ____ ____!
**Word Hunt**

Write the word for each picture. Use the Word Bank.

**Word Bank**

apple  cat  ham  map  rat  van

- ____________
- ____________
- ____________

Find and circle the words.

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<thead>
<tr>
<th>a</th>
<th>c</th>
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</tbody>
</table>

**What Doesn’t Belong?**

Look at the pictures in each row. Say the names. ✗ the picture that does not have the short-a sound.

- ____________
- ____________
- ____________

**How Did You Do?**

How many stars do you give your work? Color them.

🌟🌟🌟🌟🌟
Words to Know

Some words have the short-e sound like ten 10. Look at the pictures. Say the words. Listen to the short-e sound. Underline the short e in each word.

bed

bell

hen

nest

net

tent

Word Sort

Look at the words above. Write them in the boxes.

Words With 3 Letters

Words With 4 Letters

Page 1

Page 2

Page 3

Page 4

Page 5

My Checklist

✓ Check each activity when you complete it.

Page 1

Words to Know

Word Sort

Page 2

Hen’s Nest

Missing Letters

Page 3

Spelling Scramble

Thumbs Up!

Page 4

Riddle Time

What Doesn’t Belong?

Page 5

Review
Hen’s Nest

Hen likes the short-e sound. Say the names for the pictures in each box. Listen for the short-e sound. Color the short-e pictures.

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

| e | h |

There is a ___ en on the b ___ d!
Spelling Scramble

Say the name for each picture.
Unscramble the letters to spell the word.

1. t s e n
   ___ ___ ___ ___

2. h n e
   ___ ___ ___

3. g e g
   ___ ___ ___

4. n e t t
   ___ ___ ___ ___

5. s s e d r
   ___ ___ ___ ___

Challenge Word

Fill in the missing letters.
Read the word.

Use these letters: e t e

___ l ___ p h a n ___

Thumbs Up!

Say the name for each picture.
Do you hear the short-e sound?
Color ⍟ or ⌚.

10
Riddle Time

Read the riddles. Use the words in the Word Bank to fill in the blanks.

Word Bank
cent tent red nest

1. I rhyme with bed.
   I am the color ____________.

2. I am a home for an egg.
   I am a ____________.

3. I am the same as a penny.
   I am one ____________.

4. I begin and end the same.
   ____________ is my name.

What Am I?
I can help you write.
I am also a home for a pig.
What am I?
Answer: a __ __ __

What Doesn’t Belong?
Look at each picture. Say the words. X the word that does not belong.

net bell

Use these letters:
epn

win web
Short e

Word Hunt
Write the word for each picture. Use the Word Bank.

Word Bank
bed  dress  egg  nest  ten  web

10

Find and circle the words.

How Did You Do?
How many stars do you give your work? Color them.

Bubble Time
Look at the picture. Fill in the O for the sentence that tells about the picture.

○ This room is a mess!
○ This room is a mop!
Words to Know

Some words have the short-\(i\) sound like \textit{six} \(\textcircled{6}\). Say the name for each picture. Listen to the short-\(i\) sound. Underline the short \(i\) in each word.

- fish
- milk
- pig
- pin
- ship
- zip

My Checklist

✔ Check each activity when you complete it.

Page 1

- Words to Know
- Word Sort

Page 2

- Pig’s Pictures
- Missing Letters

Page 3

- Spelling Scramble
- Make New Words
- Challenge Word

Page 4

- Fill-In Story
- Bubble Time

Page 5

- Review
**Pig’s Pictures**

Pig paints pictures. He only paints pictures of the short-\(i\) sound. Say the name for each picture. Listen for the short-\(i\) sound. Circle the word, then write it.

**Missing Letters**

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

**Letter Bank**

\[\text{i g}\]

Pi____ is

s____x

years old!

**Picture Examples**

- fox fish
- show ship
- soap sink
- milk make
Spelling Scramble
Say the name for each picture.
Unscramble the letters to spell the word.

1. f s h i ___ ___ ___ ___
2. i p g ___ ___ ___
3. i c k c h ___ ___ ___ ___ ___
4. x s i ___ ___ ___
5. k i m l ___ ___ ___ ___ ___

Challenge Word
Fill in the missing letters.
Read the word.

Use these letters: i n e

p ___ n g u ___ ___

Make New Words
Look at each picture. Read the word. Change the middle letter to i. Read your new words.

1. d o g
d ___ g
2. f a n
f ___ n
3. b a g
b ___ g
4. p e n
p ___ n
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks. Then read the story!

**Word Bank**

will    hill    skip    kick    swim

Pig and Chick Are Friends

“What will we do today, Chick?” asked Pig.

“We will climb the __________,” said Chick.

“We will __________ the ball,” said Pig.

“We will __________ rope,” said Chick.

“We __________ be hot and tired!” said Pig.

“We will go for a __________!” said Chick.

Bubble Time

Look at the picture. Fill in the ______ to tell one more way Pig and Chick have fun.

○ run
○ swing
○ walk
Word Hunt
Write the word for each picture.
Use the Word Bank.

Word Bank
fish milk pin ship six zip

Find and circle the words.

<table>
<thead>
<tr>
<th>f</th>
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<th>i</th>
<th>x</th>
<th>m</th>
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</table>

What Doesn’t Belong?
Say the name for each picture. X the pictures that do not have the short-i sound.

How Did You Do?
How many stars do you give your work?
Color them.

** ** ** ** **
Words to Know
Some words have the short-o sound like sock 🧦. Say the name for each picture. Listen to the short-o sound. Underline the short o in each word.

**Box**

**Doll**

**Fox**

**Sock**

**Stop**

**Top**

Word Sort
Look at the words above. Write them in the boxes.

**Words With 3 Letters**

- 
- 
- 

**Words With 4 Letters**

- 
- 
-
A Toy Box for Fox

Fox’s favorite toys have the short-o sound.

Look at the pictures. Say the words. Listen for the short-o sound. Circle the word, then write it.

Letter Bank

boat block
frog flag

tent top
doll duck

Fo____ is in the s____ck!
Short o

Spelling Scramble
Say the name for each picture.
Unscramble the letters to spell the word.

1. f x o ___ ___ ___
2. o p s t ___ ___ ___ ___
3. o p s h ___ ___ ___ ___
4. o c k b l ___ ___ ___ ___
5. o s k c ___ ___ ___ ___

Challenge Word
Fill in the missing letters.
Read the word.

___ C ___ O ___ U S

Use these letters:

Shape Match
Look at each word. Find the matching shape.
Fill in the letters.
Read the words.

- hot
- not
- pop
- top
Fill-In Rhyme

Use the Word Bank to fill in the blanks. Read your poem!

Word Bank
frog hop log top

Fox and Frog

“Let’s race,” said the fox to the ____________.

“We will race up and over that ____________!

Can you jog all the way to the ____________?”

“I can’t jog,” said the frog. “But I’ll ____________.”

What Am I?

I am the opposite of go.
I don’t mean slow.
What am I?
Answer: ___ ___ ___ ___

Extra!

Look at the Word Bank. Write two words that rhyme with STOP.

1. ________
2. ________

Use these letters: t p o s
**Word Hunt**
Write the word for each picture. Use the Word Bank.

**Word Bank**
- box
- doll
- fox
- sock
- stop
- top

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</table>

Find and circle the words.

**What Doesn’t Belong?**
Say the name for each picture. **X** the picture that does not have the short-o sound.

**How Did You Do?**
How many stars do you give your work? Color them.
Words to Know

Some words have the short-\(u\) sound like \(sun\). Look at the pictures. Say the words. Listen to the short-\(u\) sound. Underline the \(u\) in each word.

- bus
- drum
- duck
- rug
- skunk
- truck

Word Sort

Look at the words above. Write them in the boxes.

<table>
<thead>
<tr>
<th>Words With 3 Letters</th>
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<tbody>
<tr>
<td>____________</td>
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</table>

<table>
<thead>
<tr>
<th>Words With 4 Letters</th>
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<tbody>
<tr>
<td>____________</td>
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</table>

<table>
<thead>
<tr>
<th>Words With 5 Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
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</table>
Bug’s Busy Day

Bug had a busy day! Say the name for each picture. Circle the word, then write it. Use the words to tell a story about Bug’s busy day.

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

g  b  u

As

sn___g

as a ___ug

in a ru___!

up  cup
run  bun
juggle  just
tub  tug
**Spelling Scramble**

Say the name for each picture.
Unscramble the letters to spell the word.

1. ![Bus] s b u _____
2. ![Truck] c k t r u _____
3. ![Drum] m u d r _____
4. ![Envelope] u m g _____
5. ![Bird] k c d u _____

**Challenge Word**

Fill in the missing letters.
Read the word.

Use these letters: t f u

b ____ t ____ e r ____ l y

**Buddy Words**

Fill in the missing letters. Use the Letter Bank. Read your words.

Letter Bank

- g s r
- ____un
- bu____
- ____un
Fill-In Rhyme

Fill in the letter u to complete each word. Read the rhyme.

Where Is Short u?

What words have short u?

D___ck  🦃 and tr___ ck  🚗 are two.

There’s a short u in s___n ☀.

It’s in r___n 🐇 and in f___n.

But with dr___m барабан

you hear rat-a-tat BOOM!

What Am I?

I am a baby bear,
And a baby fox, too.
What letters spell my name?
They are b, c, and u.

Answer: a   ___   ___   ___
Word Hunt
Write the word for each picture.
Use the Word Bank.

Word Bank
bug bus drum rug skunk sun

Find and circle the words.

How Did You Do?
How many stars do you give your work?
Color them.

What Doesn’t Belong?
Say the name for each picture. X the pictures that do not have the short-u sound.

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Words to Know

A vowel can sound like its name. This is called a long-vowel sound. Look at the pictures. Say the words. Listen for letters that sound like their name. Underline a and i.

bike  cake  gate
kite  mice  rake

Word Sort

Look at the words above. Write them in the boxes.

<table>
<thead>
<tr>
<th>Words With Long a</th>
<th>Words With Long i</th>
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My Checklist

✓ Check each activity when you complete it.

Page 1
_____ Words to Know
_____ Word Sort

Page 2
_____ Whale’s Birthday
_____ Missing Letters

Page 3
_____ What’s the Word?
_____ Buddy Words
_____ Challenge Word

Page 4
_____ Riddle Time
_____ What Doesn’t Belong?

Page 5
_____ Review
Whale’s Birthday

It’s Whale’s birthday! Say the name for each picture. Circle the word, then write it. Use your words to tell a story about Whale’s birthday.

Final e
(as in cake and bike)

Name ___________________ Date ___________________

**Whale’s Birthday**

It’s Whale’s birthday! Say the name for each picture. Circle the word, then write it. Use your words to tell a story about Whale’s birthday.

![Birthday Cake](image)

- **cake**
- **cone**

![Board Game](image)

- **name**
- **game**

![Bicycle](image)

- **bike**
- **kite**

![Slide](image)

- **hide**
- **slide**

**Missing Letters**

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

**Letter Bank**

- **i**
- **a**

Watch Wh __ le

- r ___ de the bike!
**What’s the Word?**

Read each clue. Write the answer. Use the Word Bank.

- **Word Bank**
  - dine  face  five  game  lake

1. Has the little word ace: ____________

2. The word for 5: ____________

3. A way to say eat: ____________

4. Bigger than a pond: ____________

5. Something to play: ____________

**Challenge Word**

Fill in the missing letters. Read the word.

- Use these letters: e i o

  c r o c ___ d ___ l ___
Riddle Time

Read the riddles. Use the words in the Word Bank to fill in the blanks.

**Word Bank**

dice  grape  kite  nine

1. I can fly,
   But I don’t have wings.
   I am a ____________.

2. You can roll me,
   But I am not a ball.
   I am ____________.

3. I come in a bunch,
   But I am not a banana.
   I am a ____________.

4. I am less than 10,
   But more than 8.
   I am the number ____________.

What Doesn’t Belong?

Look at each picture. Say the words. X the word that does not belong.

- tape
- ten
- make
- mice

---

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Word Hunt
Write the word for each picture.
Use the Word Bank.

Word Bank
bike five mice rake skate whale

How Did You Do?
How many stars do you give your work?
Color them.

Final e
(as in cake and bike)

Extra!
Say the word for each picture.
Write A for the long-a sound.
Write I for the long-i sound.

Find and circle the words.

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<td>b</td>
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<td>i</td>
<td>k</td>
<td>e</td>
</tr>
</tbody>
</table>
Words to Know

A vowel can sound like its name. This is called a long-vowel sound. Look at the pictures. Say the words. Listen for the sound of o and u. Underline o and u.

- bone
- cone
- cube
- nose
- mule
- rose

My Checklist

✓ Check each activity when you complete it.

Page 1
- ____ Words to Know
- ____ Word Sort

Page 2
- ____ Doggie Wants a Bone
- ____ Missing Letters

Page 3
- ____ Two-Way Words
- ____ What’s the Word?
- ____ Challenge Word

Page 4
- ____ Fill-In Rhyme
- ____ What Doesn’t Belong?
- ____ What Am I?

Page 5
- ____ Review
Doggie Wants a Bone

Help Doggie find the bones.
Say the name for each picture.
Color the matching bone.
Read your words.

- rose
- mice
- mule
- cone
- cave
- cube

A c____n____ and a c____b____ are both shapes.

Letter Bank:

e u e o
Two-Way Words

Look at the pictures. Fill in the missing letters to make words both ways. Use the Letter Bank. Write your words.

Letter Bank

<table>
<thead>
<tr>
<th>u</th>
<th>o</th>
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</thead>
</table>

<table>
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<th>n</th>
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<td>b</td>
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<td></td>
</tr>
</tbody>
</table>

What's the Word?

Use the Word Bank to find the answers.

Word Bank

those
use

1. Add an e to us to make this word:

2. Has the little word hose:

Challenge Word

Fill in the missing letters. Read the word.

Use these letters:

| o | e |

| t e l ___ p h ___ n e |
**Fill-In Rhyme**

Look at the Word Bank. Use the words to fill in the blanks. Then read the story!

**Word Bank**

| bone | flute | tune |

**What Can a Dog Do?**

Can a dog hum a __________?
No, can you?

Can a dog dig for a __________?
Yes, that’s true.

Can a dog play the __________ and the tuba, too?
No, a dog cannot.

But a dog can chew!

**What Am I?**

I belong on a face
But I am not your eyes.
I help you smell things
Like cakes and pies!
What am I?
Answer: a _____ _____ _____ _____.

**What Doesn’t Belong?**

Say the name for each picture. X the picture that does not have a long-o sound.

- [ ] bone
- [X] flute
- [ ] tune

---

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Final e
(as in bone and cube)

Word Hunt

Write the word for each picture.
Use the Word Bank.

Word Bank

bone   cone   cube   mule   nose   rose

Find and circle the words.

Letter Bank

e   u

What’s a word that tells about the puppy? Fill in the missing letters. Read the word.

c___t___

How Did You Do?

How many stars do you give your work?
Color them.

⭐⭐⭐⭐⭐
Words to Know

Some words have vowel teams. Vowel teams are two letters that have one sound. Look at the pictures. Say the words. Listen for the long-a sound. Underline ai and ay.

play
rain
spray
tail
train
tray

Word Sort

Look at the words above. Write them in the boxes.

Words With ai

Words With ay

My Checklist

✔ Check each activity when you complete it.

Page 1
- Words to Know
- Word Sort

Page 2
- Play Time
- Missing Letters

Page 3
- Spelling Scramble
- Shape Match
- Challenge Word

Page 4
- Fill-In Story
- What Am I?
- Extra!

Page 5
- Review
Play Time

It’s time to play! Say the name for each picture. Circle the word, then write it. Use the words to tell a story.

cake  clay

rain  train

paint  pet

say  play

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

It’s fun to pl___ ___ in the r___ ___n!
Vowel Teams (ai, ay)

Spelling Scramble
Say the name for each picture.
Unscramble the letters to spell the word.

1. a h y ____ ____ ____
2. l a i p ____ ____ ____
3. r b n a i ____ ____ ____
4. a y t r ____ ____ ____
5. s l a i ____ ____ ____

Challenge Word
Fill in the missing letters.
Read the word.

c r ____ ____ o n ____

Shape Match
Look at each word. Find the matching shape.
Fill in the letters.
Read the words.

day  way
tail
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks. Then read the story!

**Word Bank**

- mail
- paint
- say
- today
- wait

It’s My Birthday!

It’s my birthday ____________!

Look what came in the ____________!

I can’t ____________ to open it!

Look at my new ____________ set!

I will ____________, “Thank you!”

What Am I?

To play this game you spin and spin. Pin me in place and you might win.

What am I?

Answer: a _____ _____ _____ ___

Extra!

Look at the Word Bank. Find three words that have ai. Write them.

1. __________
2. __________
3. __________
Word Hunt
Write the word for each picture. Use the Word Bank.

Word Bank
hay play rain tail train tray

- t r a i n
- h t a i l
- a r a i n
- y p l a y
- t r a y y

Find and circle the words.

Bubble Time
Say the name for each picture. Fill in the ○ to spell each word. Write the letters in the blanks.

1. sn______l
   ○ ai
   ○ ay

2. h______
   ○ ai
   ○ ay

How Did You Do?
How many stars do you give your work? Color them.

★ ★ ★ ★ ★
Words to Know

Some words have vowel teams. Vowel teams are two letters that have one sound. Look at the pictures. Say the words. Listen for the long-e sound. Underline ea and ee.

- bean
- bee
- cheese
- dream
- feet
- leaf

Word Sort

Look at the words above. Write them in the boxes.

**Words With ea**

- 
- 
- 

**Words With ee**

- 
- 
- 

My Checklist

- Check each activity when you complete it.

**Page 1**
- Words to Know
- Word Sort

**Page 2**
- In the Garden
- Missing Letters

**Page 3**
- Make New Words
- Two-Way Words
- Challenge Word

**Page 4**
- Fill-In Story
- Extra!

**Page 5**
- Review
In the Garden

What’s growing in this garden? Say the name for each picture. Circle the word, then write it. Use the words to tell a garden story.

seeds sent

bees beans

peas pet

books beets

I wish ice cr____ m grew in ___ardens!
Make New Words

Put letters together from each box to make words. Use the letters more than once. Write your words.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>b f m s</td>
<td>ee</td>
<td>t l n m</td>
</tr>
</tbody>
</table>

1. beat   4. __________
2. __________ 5. __________
3. __________ 6. __________

Challenge Word

Fill in the missing letters. Read the word.

t r ___ ___ h o u ___ e
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks. Then read the story!

Word Bank
sleep sweet three bees

Sweet Dreams

“Little Bear, it’s time for bed,” said Mama Bear.
“__________ dreams.”

“One, two, _____________. Counting will help me ____________,” said Little Bear.

“Are you counting sheep?” asked Mama Bear.

“No,” said Little Bear.

“I am counting ___________!”

Vowel Teams (ea, ee)

Extra!

Look at the Word Bank. Write the word that tells how many.

3
**Word Hunt**

Write the word for each picture. Use the Word Bank.

**Word Bank**
bean  bee  feet  leaf  read  tree

---

Say the word for the picture. Fill in the  for the word.

---

How Did You Do?

How many stars do you give your work? Color them.
Words to Know

Some words have vowel teams. Vowel teams are two letters that have one sound. Look at the pictures. Say the words. Listen for the *oa*, *oe*, and *ow* sounds. Underline *oa*, *oe*, and *ow*.

**Word Sort**

Look at the words above. Write them in the boxes.

**Words With *oa***

_________________________________________________________________
_________________________________________________________________

**Words With *oe***

_________________________________________________________________
_________________________________________________________________

**Words With *ow***

_________________________________________________________________
_________________________________________________________________
Four Seasons on a Farm

What happens all year on the farm? Look at each picture. Circle the word, then write it. Use the words to tell a story about the farm.

Spring
- Hoe
- Hop

Summer
- Boat
- Grow

Fall
- Mow
- More

Winter
- Saw
- Snow

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank
- a
- o

A baby horse is a f______l.
What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

**Word Bank**
foal  blow  oat  slow  toe

1. Not fast: ____________

2. Something to eat: _______meal

3. The name for a young horse: ______________

4. Has the little word low: ________________

5. Sounds the same as tow: ________________

Challenge Word

Fill in the missing letters. Read the word.

Use these letters: o w a

s h ___ d ___ ___

Make New Words

Look at each picture. Read the word. Change one letter to make a new word. Use the Letter Bank.

**Letter Bank**

l  g  k

b o a t

m o w

s n o w
Riddle Time

Read the riddles. Look at the pictures. Fill in the missing words. Use the Word Bank.

Word Bank
boat coat snow toe

1. I am made of water
   But you can’t pour me.
   I am ____________.

2. When you are cold,
   I am warm.
   I am a ____________.

3. I am part of a foot
   But I’m not an inch.
   I am a ____________.

4. A ship is bigger than me
   But we both go on the sea.
   I am a ____________.

What Doesn’t Belong?

Look at each picture. Say the words. X the word that does not belong.

crow cow

sip soap
Word Hunt
Write the word for each picture.
Use the Word Bank.

Word Bank

bow coat hoe goat snow toe

Find and circle the words.

- A lamb gr___ ___s up to be a sheep.

How Did You Do?
How many stars do you give your work?
Color them.
Variant Vowels
(oo)

Name __________________________ Date __________________

Words to Know
The letters oo can sound like book  
. The letters oo can sound like moon  
. Read the words. Listen for the oo sound. Underline oo.

book  good  look  moon

room  soon  took  tooth

Word Sort
Look at the words above. Write them in the boxes.

oo Like Book

oo Like Moon

My Checklist
✓ Check each activity when you complete it.

Page 1

Words to Know

Word Sort

Page 2

What’s That Sound?

Missing Letters

Page 3

What’s the Word?

Buddy Words

Challenge Word

Page 4

Riddle Time

Thumbs Up!

Page 5

Review

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What’s That Sound?

Look at each picture. Circle the word for the sound. Write the word in the speech bubble.

woof wood

took toot

soon zoom

hoot hop

“Would you like a c____kie, Moose?” said ____oose.

Letter Bank

o  g  o
What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

**Word Bank**

boots noon took tooth wood

1. Has the same sound as *would*: ______

2. Has two letters that are short for *okay*: ______

3. More than one of these is *teeth*: ______

4. A pair has a left and a right: ______

5. Morning, ____, and night: ______

Challenge Word

Fill in the missing letters. Read the word.

Use these letters: o k a o

___ a n g ___ r ___ ___

Buddy Words

Fill in the missing word parts. Use the Letter Bank. Read your words.

**Letter Bank**

good ool z

sch ____________

oom ______ bye
Riddle Time

Read the riddles. Write the answers. Use the Word Bank.

**Word Bank**

- balloon
- book
- food
- wood

1. I come from a tree
   You can build with me.
   What am I?
   Answer: _______________

2. Blow and blow, then you must stop
   If you don’t, I might go POP!
   What am I?
   Answer: a _______________

3. I am what you eat and drink.
   I can help you grow and think.
   What am I?
   Answer: _______________

4. I have letters and pages.
   I am fun for all ages.
   What am I?
   Answer: a _______________
**Word Tree**

Think of words with the letters **oo**. Write them.

How Did You Do?

How many stars do you give your work?

Color them.

---

**Variant Vowels (oo)**

Page 5 (Review)

**Bubble Time**

Look at each picture. Fill in the circle for the correct word.

1. [Picture of a tree]
   - zip
   - zoo
   - so

2. [Picture of a broom]
   - bring
   - brown
   - broom

---

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Words to Know

Sometimes the letters *ou* make the sound in *cloud*. Sometimes the letters *ow* make the sound in *flower*. Read the words. Listen for the *ou* and *ow* sounds. Underline *ou* and *ow*.

- cloud
- count
- down
- flower

- hour
- how
- now
- out

**Word Sort**

Look at the words above. Write them in the boxes.

**Words With ** *OU* **Words With ** *OW*
Bear Takes a Hike

What will Bear see on his hike?
Say the name for each picture.
Circle the word, then write it. Tell a story about Bear’s hike.

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank:

g o r w

A wolf can bark, ________owl, and h______l!

clouds crowns

flags flowers

moon mouse

owl wall
What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

**Word Bank**

brown    now    hour    loud    south

1. Sounds like *our*: ____________

2. A color word: ____________

3. Another word for *noisy*: ____________

4. Not later: ____________

5. North, ____, east, and west: ____________

Challenge Word

Fill in the missing letters. Read the word.

Use these letters: **o n w**

s u ___ f l ___ e r
Fill-In Rhyme

Look at the Letter Bank. Use the letters to fill in the blanks. Then read the rhyme!

Letter Bank

| ch | p | sc |

A Grouchy Day

Are there times you growl?
Are there times you ___ ___owl?

Are there times you shout?
Are there times you ___out?

Are there times you’re a grouch?
Are there times you say ou___ ___?

What do you do then?
Try counting to 10!
Word Tree
Think of words with the letters ou and ow.
Write them.

Words With ou and ow

How Did You Do?
How many stars do you give your work?
Color them.

How Many?

Variant Vowels (ou, ow)

Bubble Time
Fill in the o to spell each word.
Write the letters in the blanks.

1. ab___ ___t
   ○ ou
   ○ ow

2. ar___ ___nd
   ○ ow
   ○ ou

3. d___ ___n
   ○ ou
   ○ ow
Words to Know

Some words have a vowel with the letter $r$. Car has ar. These letters make a sound together. Read the words. Underline the vowel + r.

**Words With ar**

- bird
- car
- fork

**Words With ir**

- girl
- horse
- star

**Words With or**

- ____________
- ____________

**Word Sort**

Look at the words above. Write them in the boxes.

---

**My Checklist**

✅ Check each activity when you complete it.

- Page 1
  - _____ Words to Know
  - _____ Word Sort

- Page 2
  - _____ Let’s Go to a Farm
  - _____ Missing Letters

- Page 3
  - _____ What’s the Word?
  - _____ Make New Words
  - _____ Challenge Word

- Page 4
  - _____ Fill-In Story
  - _____ Extra!

- Page 5
  - _____ Review
**Let’s Go to a Farm**

What can you find on a farm? Say the name for each picture. Circle the word, then write it. Tell a story about a farm.

- **flower farmer**
- **bear horse**
- **barn arm**
- **cart corn**

**Missing Letters**

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

- **A chicken is a kind of b_______.**

**Letter Bank**

d i r
What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

1. Sounds like four: __________
2. Not near: __________
3. The word for 1st: __________
4. A word for soil: __________
5. Has the little word art: __________

Challenge Word

Fill in the missing letters. Read the word.

g ___ ___ a f ___ e

Use these letters: f i r

1. b ar k
   ___ar___
   ___ar___

2. s or t
   ___or___
   ___or___
Fill-In Story

Read the story. Choose the missing letters. Fill in the blank to spell the words.

All About Acorns

Acorns grow on oak trees.

An ac____n is a seed in a shell.

Acorns _____e food for some animals.

Bluejays and other b_____ds eat acorns.

Squ_____rels eat acorns, too.

They st_____e acorns in the ground.

The acorns are food f______ winter.

But not all acorns are eaten.

Some grow into trees!

Extra!

Look at the story. Find two words that rhyme with more. Write them.

1. __________
2. __________
Word Tree
Think of words with the letters *ar*, *ir*, and *or*. Write them.

Words With *ar*, *ir*, and *or*

How Did You Do?
How many stars do you give your work? Color them.

Bubble Time
Say the name for each picture. Fill in the ○ for the word.

1. ◯ store
   ◯ shore

2. ◯ yarn
   ◯ yard

2. ◯ shark
   ◯ shirt
Words to Know

Some words have letters that go together. The letters c and l go together in cloud. Read the words. Listen for the sounds of bl, cl, fl, gl, pl, and sl. Underline the letters.

Word Sort

Look at the words above. Write them in the boxes.

**Words to Know**

block clock flag

glue plate sled

**Word Sort**

Words With *bl, fl, pl*

Words With *cl, gl, sl*
Flashlight Fun
What do you see in each box?
Circle the word, then write it.

Clock cloth
ships slippers
blue blanket
glass grapes

You can count _____ eep
when you go to _____ eep.

Missing Letters
Look at the picture. Fill in the missing letters.
Use the Letter Bank. Read the sentence.

Letter Bank
sl sh

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What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

**Word Bank**

clue flour glad place sleeve

1. Has the same sound as flower: ____________

2. Part of a shirt: ____________

3. A hint or sign: ____________

4. A word for happy: ____________

5. Has the little word lace: ____________

Buddy Words

Fill in the missing letters. Use the Letter Bank. Read your words.

**Letter Bank**

cl__ip__sl

fl__ow

g__e__an

Challenge Word

Fill in the missing letters. Read the word.

p ___ a y ___ o u n d
Riddle Time

Read the riddles. Look at the pictures. Fill in the blanks. Use the Word Bank.

Word Bank
cloud    flashlight    globe    sled

1. You can see me float around.
   I am found above the ground.
   I am a ____________________.

2. I am a kind of map.
   I am round, not flat.
   I am a ____________________.

3. When I go for a ride
   I slip and I slide.
   I am a ____________________.

4. When it’s dark I give light.
   You can use me at night.
   I am a ____________________.

Extra!

Look at the pictures. Fill in the missing letters to spell the words. Use the Letter Bank.

Letter Bank
bl   pl
____ug
____ow
Consonant Clusters (l-blends)

How Did You Do?

How many stars do you give your work?

Color them.

How Many Stars Do You Give Your Work?

Color Them.

Word Hunt

Write the word for each picture.

Use the Word Bank.

Word Bank

block cloud flag glue plug sled

Bubble Time

Fill in the o to spell each word. Write the letters in the blanks.

1. _____ack
   ○ gl
   ○ bl

2. _____ease
   ○ pl
   ○ cl

3. _____eep
   ○ sl
   ○ fl
Words to Know
Some words have letters that go together. The letters \( c \) and \( r \) go together in crown 🏷️. Read the words. Listen for the sounds of \( br \), \( cr \), \( dr \), \( gr \), \( pr \), and \( tr \). Underline the letters.

<table>
<thead>
<tr>
<th>bread</th>
<th>crown</th>
<th>dragon</th>
</tr>
</thead>
<tbody>
<tr>
<td>grass</td>
<td>pretzel</td>
<td>triangle</td>
</tr>
</tbody>
</table>

Word Sort
Look at the words above. Write them in the boxes.

<table>
<thead>
<tr>
<th>Words With ( br, pr, dr )</th>
<th>Words With ( cr, gr, tr )</th>
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<tbody>
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</table>

My Checklist
✓ Check each activity when you complete it.

- Page 1
  - Words to Know
  - Word Sort

- Page 2
  - Dragon’s Favorite Things
  - Missing Letters

- Page 3
  - What’s the Word?
  - Buddy Words
  - Challenge Word

- Page 4
  - Fill-In Rhyme
  - Extra!

- Page 5
  - Review
**Dragon’s Favorite Things**

What are Dragon’s favorite things?

Look at the picture in each box.

Circle the word, then write it. Tell a story about Dragon’s favorite things!

---

**Favorite Shape**

- triangle
- square

**Favorite Animal**

- from
- frog

**Favorite Food**

- brook
- bread

**Favorite Friend**

- princess
- print

---

**Consonant Clusters (r-blends)**

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

**Letter Bank**

tr  dr

_____agon

likes to take

the _____ain.
What’s the Word?

Read each clue. Write the answer.
Use the Word Bank.

Word Bank

crowd  Friday  grin  price  train

1. How much something costs: __________

2. Has the little word rain: __________

3. A word for smile: __________

4. A day of the week: __________

5. Lots of people in one place: __________

Challenge Word

Fill in the missing letters. Use these letters: s f r.
Read the word.

___ i e n d ___
Fill-In Rhyme

Fill in the missing letters. Use the Letter Bank. Read the rhyme!

Letter Bank

- cr
- dr
- gr
- tr

The Great Green Bean

There was a _____een bean

as big as a _____agon.

It would not fit on a cart or a wagon.

The farmer then tried

a truck, then a _____ane.

And at last put the bean

on a very big _____ain.

Extra!

Look at the Fill-In Rhyme. Write the words you made.

1. __________

2. __________

3. __________

4. __________
**Bubble Time**

Look at each picture. Fill in the circle to spell the word. Write the letters in the blanks.

1. 1
   ___ize
   o pr
   o bl

2. 
   ___y
   o gr
   o cr

3. 
   ___uit
   o tr
   o fr

4. 
   ___unk
   o tr
   o gr

**What Doesn’t Belong?**

Look at the pictures in each box. X the one that doesn’t belong.

- br
- cr
- tr

**How Did You Do?**

How many stars do you give your work? Color them.

☆ ☆ ☆ ☆ ☆ ☆
Words to Know

Some words have letters that go together. The letters s and m go together in smile 😊. Read the words. Listen for the sounds of sc, sk, sm, sn, sp, and st. Underline the letters.

scarf skate smile

snake spoon stove

Word Sort

Look at the words above. Write them in the boxes.

Words With sc, sp, sm

Words With sk, sn, st

My Checklist

✔ Check each activity when you complete it.

Page 1

_____ Words to Know

_____ Word Sort

Page 2

_____ Skunk’s Snazzy Sneakers

_____ Missing Letters

Page 3

_____ What’s the Word?

_____ Buddy Words

_____ Challenge Word

Page 4

_____ Fill-In-Story

_____ Extra!

Page 5

_____ Review
**Consonant Clusters**

**s-blends**

**Skunk’s Snazzy Sneakers**

Skunk likes sneakers! Look at each pair of sneakers. Circle the word, then write it. Color the sneakers!

- stripes
- states
- spins
- spots
- stars
- stops
- snowman
- snowflakes

---

**Missing Letters**

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

**Letter Bank**

```text
sc  sk
```

_____ unk

likes to ride on her _____ooter.
What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

1. To talk: ____________
2. One of the five senses: ____________
3. A pile of things: ____________
4. A small meal: ____________
5. Something you learn: ____________

Challenge Word

Fill in the missing letters. Use these letters: b r t.

s ____ a w ____ e r r y
Fill-In Story

Fill in the missing words. Use the Word Bank. Then read the story!

Word Bank
skunk    Snake
Squirrel
spots    stripe

Little Skunk’s Stripe

“Snake, have you seen my stripe?” asked Little Skunk.

“No,” said __________, and he slid away.

“Squirrel, have you seen my __________?” asked Little Skunk.

“No,” said __________, and he hopped away.

Then Mother Skunk came along.

“Have you seen my stripe?” asked Little Skunk.

“Little Skunk, you didn’t lose your stripe!
You have black and white __________.
You are a spotted __________!”

Extra!

Look at the Word Bank. Find the words. Then write them.

1. A word with double r:

   __________

2. A word that begins and ends with s:

   __________

3. A word that rhymes with take:

   __________
**Bubble Time**

Look at each picture. Fill in the circle for the beginning sound.

1. ○ sk  ○ sl  ○ sp
2. ○ sm  ○ sl  ○ sp

3. ○ sk  ○ sn  ○ sp
4. ○ st  ○ sn  ○ sp

5. ○ sw  ○ st  ○ sn
6. ○ sc  ○ st  ○ sn

**How Did You Do?**

How many stars do you give your work? Color them.

⭐⭐⭐⭐⭐

**What Doesn’t Belong?**

Look at the pictures in each box. X the one that does not belong.
Words to Know

Sometimes two letters make one sound together. The letters s and h go together in fish. Say the name for each picture. Listen for the sounds of sh and wh. Underline sh and wh.

### My Checklist

- Check each activity when you complete it.

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<th>Page 1</th>
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<td>✔ Words to Know</td>
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<td>✔ Word Sort</td>
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<th>Page 2</th>
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<tbody>
<tr>
<td>✔ What Do You See at Sea?</td>
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<tr>
<td>✔ Missing Letters</td>
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<th>Page 3</th>
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<td>✔ What’s the Word?</td>
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<tr>
<td>✔ Make New Words</td>
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<tr>
<td>✔ Challenge Word</td>
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<td>✔ Review</td>
</tr>
</tbody>
</table>

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**Word Sort**

Look at the words above. Write them in the boxes.

**Words With sh**

- fish
- shadow
- wash

**Words With wh**

- whale
- wheel
- whistle
What Do You See at Sea?

Let’s go to the sea! What will you see? Say the name for the picture in each box. Choose the missing letters. Write them in the blank.

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

My _____ell

goes with me

_____erever

I go!

___ip

sh wh

___ark

sh wh

___ whereas

sh wh

___ale

sh wh

fi ___

sh wh
**Consonant Digraphs (sh, wh)**

**What’s the Word?**

Read each clue. Write the answer. Use the Word Bank.

**Word Bank**

push  shout  shower  whale  why

1. Has the little word how: __________

2. Does not have a, e, i, o, or u: __________

3. Has long a, like 🧣: __________

4. Opposite of pull: __________

5. To use a loud voice: __________

**Make New Words**

Fill in sh or wh to make words.

1. _____ut

2. _____en

3. lea_____

4. _____ite

Circle the word that names the picture.

**Challenge Word**

Fill in the missing letters. Read the word.

Use these letters: 🧴 h s t

f l a ___ ___ l i g h __
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks. Then read the story!

Word Bank
shadow shapes short what when

A Shadow Story

Shadows can be tall.

Shadows can be ___________.

Shadows come in many ___________ and sizes.

___________ makes a shadow? We see a shadow ___________ something blocks light.

When you play outside, your body blocks the sun’s light. This makes a ________________

that looks like you!

Extra!

Look at the Word Bank. Find the words. Write them.

1. A word with the little word or:

___________

2. A word with the little word hen:

___________
Word Tree
Think of words with *sh* and *wh*. Write them.

Words With *sh* and *wh*

How Did You Do?
How many stars do you give your work?
Color them.

How Many Stars Do You Give Your Work?

Bubble Time
Look at each picture. Fill in the O for the word.

1. O wheel
   O water
2. O shoe
   O shirt
3. O watch
   O whistle
**Words to Know**

Sometimes two letters make one sound together. The letters *c* and *h* go together in chair. Say the name for each picture. Listen for the sounds of *ch* and *th*. Underline *ch* and *th*.

- branch
- chair
- inch
- thirty
- thumb
- tooth

**Word Sort**

Look at the words above. Write them in the boxes.

<table>
<thead>
<tr>
<th>Words With <em>ch</em></th>
<th>Words With <em>th</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let's Count!

What can you count? Look at the picture in each box. Choose the missing letters. Write them in the blanks. Read the words.

1 2 3

one loose too____

ch th

_____irty days

ch th

four legs on a ____air

ch th

12 in____es in a foot

ch th

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

th ch

This ____ipmunk is ____inking about dinner!
What’s the Word?

Read each clue. Write the answer. Use the Word Bank.

Word Bank
chat cheek inch thin this

1. Has the little word is: __________
2. The opposite of thick: __________
3. The letters in this word spell chin: __________
4. Another way to say talk: __________
5. Part of your face: __________

Challenge Word
Fill in the missing letters. Read the word.

Use these letters: f h t

___ e a ___ ___ e r

Make New Words
Fill in ch or th to make words.

1. lun____
2. _____ild
3. ba____
4. _____en

Circle the word that names the picture.
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks. Then read the story!

**Big Cheek Chipmunk**

Chipmunks have big ________!
They use ________ cheeks to hold food. Chipmunks like to eat seeds and berries. They like to eat other ________, too. A ________ can hold lots of food in its ________.

What do you know about chipmunks?

**What Am I?**

I chomp and I chew.
I mash and grind, too.
What am I?
Answer: ___ ___ ___ ___ ___
**Bubble Time**

Say the name for each picture. Fill in the ○ to spell the word. Write the letters in the blank.

1. ![Umbrella] ○ ch
   ____ umb ○ th

2. ![Chair] ○ ch
   ____ air ○ th

3. ![Bathtub] ○ ch
   ba____ ○ th

4. ![Earth] ○ ch
   ear____ ○ th

5. ![Branch] ○ ch
   bran____ ○ th

**What Doesn’t Belong?**

Look at the pictures. Say the words. × the picture that does not belong.

- ch
- th

**13**

**How Did You Do?**

How many stars do you give your work? Color them.

🌟🌟🌟🌟🌟
Words to Know

The letter c has two sounds. A soft c sounds like the c in cent 🕍. A hard c sounds like the c in cart 🛑. Listen to the sound of c. Underline the c in each word.

<table>
<thead>
<tr>
<th>Soft C</th>
<th>Hard C</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td></td>
</tr>
<tr>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>celery</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>corn</td>
<td></td>
</tr>
<tr>
<td>juice</td>
<td></td>
</tr>
</tbody>
</table>
The C Shop
What does the C Shop sell? Here’s a clue: Everything has a c in its name. Say the name for the pictures in each box. Color the picture that has the letter c.

Letters With Two Sounds (c)
Page 2

Missing Letters
Look at each picture. Fill in the letter c to spell each word. Read the sentences.

- at likes
- orn.

- entipede
likes ___ereal.
Puzzle Play

Look at each picture. Say the word.
Draw a line to connect the puzzle pieces.

1. 

2. 

3. 

4. 

Challenge Word

Fill in the missing letters.
Read the word.

i ___ e ___ r e a ___
**Fill-In Story**

Look at the Word Bank. Use the words to fill in the blanks. Read the story!

**Word Bank**

- carrots
- Cat
- celery
- cookies

**Centipede’s Garden**

“Let’s plant a garden,” said Centipede.

“What can we grow?” asked ____________.

“We can grow ____________,” said Centipede.

“We can grow ____________, too.”

“Can we grow ____________?” asked Cat.

“No,” said Centipede. “Cookies do not grow in a garden!”

**What Doesn’t Belong?**

Look at each picture. Say the words. X the word that does not belong.

- can
- cup
- car
- corn
- cake
- cat

**What Am I?**

I dress in old clothes.

I keep away crows.

What am I?

Answer: a ______ are row
Word Tree
Think of words with c. Write them.

How Did You Do?
How many stars do you give your work? Color them.

Letters With Two Sounds (c)

Add the letter c to each word. Read your new words.

all + c = ___all

old + c = ___old

an + c = ___an
Words to Know

The letter *g* has two sounds. A soft *g* sounds like the *g* in *giraffe*. A hard *g* sounds like the *g* in *goat*. Listen to the sound of *g*. Underline the *g* in each word.

**Letters With Two Sounds (*g*)**

Words to Know

- cage
- flag
- gate
- giraffe
- guitar
- orange

Word Sort

Look at the words above. Write them in the boxes.

**Soft g**

- 
- 
- 

**Hard g**

- 
- 
- 

My Checklist

- ✔ Check each activity when you complete it.
  - Page 1
    - ___ Words to Know
    - ___ Word Sort
  - Page 2
    - ___ Animal House
    - ___ Missing Letters
  - Page 3
    - ___ Puzzle Play
    - ___ Thumbs Up!
    - ___ Challenge Word
  - Page 4
    - ___ Fill-In Story
    - ___ What Doesn’t Belong?
  - Page 5
    - ___ Review
Animal House

Who lives in this house? Here’s a clue:
Everyone’s name has the letter g.
Say the name for the animal in each box. Circle the word, then write it.

- fish goat
- gorilla dog
- penguin zebra
- fox giraffe

A hed____eho____
____olls into a ball
to stay safe!
Puzzle Play

Say the name for each picture. Say the word. Draw a line to connect the puzzle pieces.

1. ti fish
2. gold ger
3. gir gic
4. ma affe

Challenge Word

Fill in the missing letters. Read the word.

Use these letters: g h g

Geor____e W____s____in____ton

Thumbs Up!

Say the name for each picture. Color thumbs up if the word begins with g. Color thumbs down if it does not.
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks. Read the story!

Who Can Help Goat?

Once upon a time, there was a Gumdrop Tree. “Who can help me pick the ____________?” asked Goat.

“I can’t hop that high,” said ______________.

“I can’t leave the water,” said ______________.

“I can help you, Goat,” said ______________.

“My long neck helps me pick leaves from tall trees. I can pick the gumdrops!”

Word Bank

Giraffe
Goldfish
Grasshopper
gumdrops

What Doesn’t Belong?

Say the name for each picture. X the pictures that do not end with the sound of g.
Word Tree
Think of words with g. Write them.

How Did You Do?
How many stars do you give your work?
Color them.

Add the letter g to each word. Read your new words.

row + g = ___row

ate + g = ___ate

low + g = ___low
**Words to Know**

Rhyming words have the same ending sound. Look at the pictures in each box. Say the words. Listen to the ending sounds.

- fan
- van
- duck
- truck
- string
- swing
- pen
- ten
- hop
- stop

**Word Sort**

Look at the words above. Write them in the boxes.

**Phonograms**

(Short Vowel)

**My Checklist**

✔ Check each activity when you complete it.

- Page 1
  - Words to Know
  - Word Sort

- Page 2
  - Frog Hop
  - Missing Letters

- Page 3
  - Make New Words
  - Two-Way Words
  - Challenge Word

- Page 4
  - Fill-In Rhyme
  - What Doesn’t Belong?
  - What Am I?

- Page 5
  - Review
Frog Hop

Help Frog hop across the pond. Look at the picture in each box. Read the words. Color the lilypad with the rhyming word.

Frog Hop

Help Frog hop across the pond. Look at the picture in each box. Read the words. Color the lilypad with the rhyming word.

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

m p o

“Let’s sh____ ____,” said Frog. “I need a ____op.”
**Make New Words**

Say the name for each picture. Read the word. Use the Letter Bank to make new words. You can use letters more than once.

**Letter Bank**

bl fl gl h l pl sl th

clock drum

_____ock _____um

_____ock _____um

cat ship

_____at _____ip

_____at _____ip

**Challenge Word**

Fill in the missing letters. Read the word.

b ___ c k p a ___ ___

**Two-Way Words**

Fill in the letter that spells a word each way. Use the Letter Bank.

**Letter Bank**

a o i

m
c l p

w
f s h

s
h

h
st

p

p

s

p
**Fill-In Rhyme**

Look at the Word Bank. Use the words to fill in the blanks. Then read the rhyme!

**Word Bank**

hug  sock  swing

**Have You Ever?**

Have you ever seen a bug
give someone a __________?

Have you ever seen a king
playing on a __________?

Have you ever seen a clock
that looked like a __________?

I’ll take a little guess.

The answer’s NO, not yes!

**What Am I?**

I am the sound of a clock.
I am not tick.
I am ___ ___ ___ ___

**What Doesn’t Belong?**

Say the name for each picture. **X** the picture that does not have the same ending sound.
**Bubble Time**

Look at the picture. Say the word. Fill in the ○ for the word that has the same ending sound.

1. ![Image] ○ flat  ○ can
2. ![Image] ○ pat  ○ then
3. ![Image] ○ sit  ○ fix
4. ![Image] ○ hot  ○ now
5. ![Image] ○ did  ○ hum

**How Did You Do?**

How many stars do you give your work? Color them.

☆ ☆ ☆ ☆ ☆ ☆
Words to Know

Rhyming words have the same ending sound.
Look at the pictures in each box. Say the words.
Listen to the ending sounds.

My Checklist

✔ Check each activity when you complete it.

Page 1
   — Words to Know
   — Word Sort

Page 2
   — Down the Slide
   — Missing Letters

Page 3
   — What’s the Word?
   — Make New Words
   — Challenge Word

Page 4
   — Fill–In Story
   — What Doesn’t Belong?
   — Missing Letters

Page 5
   — Review
Down the Slide

Help the animals go down the slides! Say the name for each animal. Circle the rhyming word.

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

ow cr

Can a _______ow
r ______ a
boat? No!
What’s the Word?

Read each clue. Use the Word Bank to find the answers.

Word Bank

crow  nail  rice  three

1. Part of a finger or toe that rhymes with : ________

2. An animal that rhymes with : ________

3. A food that rhymes with : ________

4. A number word that rhymes with : ________

Make New Words

Look at each picture. Read the word. Fill in the blanks to make new rhyming words. Use the Letter Bank.

Letter Bank

cl  f  m  th

Challenge Word

Fill in the missing letters. Read the word.

Use these letters: i  h  g

n i g h t l ______ t

rose ______ose______ose
Fill-In Story

Look at the Word Bank. Use the words to fill in the blanks with rhyming words. Read the story!

**Word Bank**

tie throne jeep rake snail

**A Whale of a Sale**

“What a big sale!” said Whale.

“Will I buy a **cake** or a new ________?”

“Will I buy a **pie** or a bow ________?”

“Will I buy a _________ that goes **beep**?”

“Will I buy a **phone** or a big _________?”

“No,” said Whale. “I will buy a **pail** for my friend _________!”

**What Doesn’t Belong?**

Say the name for each picture. **X** the pictures that do not sound like 🐔.

**Missing Letters**

What is another title for the story? Fill in the missing letters.

A Whale T____ ___ ___
**Bubble Time**

Say the name for each picture. Fill in the circle for the word that has the same ending sound.

1. 
   - ○ late
   - ○ five

2. 
   - ○ knot
   - ○ keep

3. 
   - ○ grow
   - ○ ride

4. 
   - ○ slow
   - ○ have

5. 
   - ○ sleep
   - ○ three

**How Did You Do?**

How many stars do you give your work? Color them.

1. _____ ake
   _____ ake

2. _____ ice
   _____ ice
Words to Know

Rhyming words have the same ending sound. Look at the pictures in each box. Say the words. Listen to the ending sounds.

My Checklist

Check each activity when you complete it.

Page 1

Words to Know

Word Sort

Look at the words above. Write them in the boxes.

Double-Letter Words

Other Words

Page 2

House of Rhymes

Page 3

Missing Letters

Page 4

Buddy Words

Page 5

Make New Words

Challenge Word

Riddle Time

Extra!

Review
House of Rhymes

Which words live in this house? Say the name for each picture. Circle the word ending. Fill in the blanks to spell rhyming words.

-ouse  -oot
m_______  h_______

-oot  -ook
b_______  l_______

-aw  -own
cl_______  d_______

-oon  -oud
sp_______  s_______

Missing Letters

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

Letter Bank

a  l  t  l

In the morning
I am sm____ ___.

Later I am __a l l.

I am your shadow!
**Buddy Words**

Look at the picture in each box. Read the word. Fill in the missing letter to spell a rhyming word. Use the Letter Bank.

**Letter Bank**

- t
- z

1. **book**
2. **broom**

**Challenge Word**

Fill in the missing letters. Read the word.

- c __ __ k __ o o __

1. Use these letters:
   - o k o b

   **chair**

2. **air**

   ____ __ __
Riddle Time
Read the riddles. Fill in the missing letters. Use the Letter Bank.

**Letter Bank**

- c
- l
- n
- t

1. I rhyme with **cloud** .
   I am not quiet,
   I am ___oud.

2. I rhyme with **moon** .
   I am not morning,
   I am ____oon.

3. I rhyme with **ball** .
   I am not short
   I am ___all.

4. I rhyme with **school** .
   I am not warm
   I am ____ool.

Look at the riddles. Write the rhyming words.

- **cloud**
- **moon**
- **ball**
- **school**
**Bubble Time**

Say the name for each picture. Look at the beginning letters. Fill in the ○ to spell the words. Write the letters in the blank.

1. h_______ and m_______ ○ ouse  ○  oud

2. b_______ and t_______ ○ oud  ○  ook

3. cl_______ and br_______ ○ ool  ○  own

4. m_______ and s_______ ○ oon  ○  ool

---

**How Did You Do?**

How many stars do you give your work?
Color them.

☆ ☆ ☆ ☆ ☆
Words to Know

Words can have 1 syllable, like car 🚗.
Words can have 2 syllables, like apple 🍎.
Words can have more syllables. Say the name for each picture. Clap and count the syllables.

apple  
bird  
car

elephant  
flower  
umbrella

Word Sort

Look at the words above. Write them in the boxes.

1 Syllable 🚗

__________________________  ________________________

2 Syllables 🍎

__________________________  ________________________

3 Syllables 🍆

__________________________  ________________________

My Checklist

✓ Check each activity when you complete it.

Page 1

___ Words to Know
___ Word Sort

Page 2

___ I Spy Animals
___ Missing Letters

Page 3

___ Make New Words
___ Shape Match
___ Challenge Word

Page 4

___ Riddle Time
___ Extra!

Page 5

___ Review
I Spy Animals

Play I Spy Animals. Say the name for the animals in each box. Clap and count the syllables for each. Color the animal that matches the number of syllables.

2

Say the name for each picture. Fill in the missing letters. Use the Letter Bank.

Letter Bank:

der   tle

I am a tur_____.

I am a spi_____.

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Make New Words

Use a word part from each box to make words. Write your words.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>pud</td>
<td>py</td>
</tr>
<tr>
<td>hap</td>
<td>ber</td>
</tr>
<tr>
<td>tur</td>
<td>self</td>
</tr>
<tr>
<td>go</td>
<td>tle</td>
</tr>
<tr>
<td>num</td>
<td>ing</td>
</tr>
<tr>
<td>my</td>
<td>dle</td>
</tr>
</tbody>
</table>

happy

Shape Match

Look at each word. Find the matching shape. Write the letters in the boxes. Read the words.

- book
- baby
- radio

Challenge Word

Fill in the missing letters. Read the word.

Use these letters:

```
c  a  e  r  i  l  a  r
```

Use these letters:

```
t  l  p
```
Riddle Time

Read the riddles. Write the answers. Use the Word Bank. Clap the syllables for each.

Word Bank
apple barn tiger umbrella

1. I have two p’s.
   I grow on trees.
   What am I?
   Answer: an ________________

2. I have a long i
   And I say grrrrrr!
   What am I?
   Answer: a ________________

3. I don’t sing do, re, mi, fa, so
   But at the end I say la.
   What am I?
   Answer: an ________________

4. Clap and count just 1,
   Then this word is done.
   What am I?
   Answer: a ________________

Look at the Word Bank. Write the words to tell how many syllables.

1 syllable

2 syllables

3 syllables
# Bubble Time

Look at each picture. Say the word. Fill in the circle that tells how many syllables.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>1.</td>
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<td></td>
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<td>o 1</td>
</tr>
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<td>o 2</td>
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<td>o 3</td>
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<td>o 3</td>
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<tr>
<td></td>
<td>pretzel</td>
<td></td>
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<tr>
<td>3.</td>
<td><img src="image" alt="ruler" /></td>
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<td>o 1</td>
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<td>o 3</td>
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<td>o 1</td>
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<td><img src="image" alt="ring" /></td>
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<td></td>
<td>ring</td>
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<td>6.</td>
<td><img src="image" alt="elephant" /></td>
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<td>o 3</td>
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<td>elephant</td>
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</tbody>
</table>

## What Doesn’t Belong?

Say the name for each picture. X the picture in each row that does not match the number of syllables.

<p>| | | |</p>
<table>
<thead>
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<th></th>
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<tbody>
<tr>
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<tr>
<td>2.</td>
<td><img src="image" alt="pen" /></td>
<td></td>
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<tr>
<td>3.</td>
<td><img src="image" alt="umbrella" /></td>
<td></td>
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</tbody>
</table>

### How Did You Do?

How many stars do you give your work? Color them.

🌟 🌟 🌟 🌟 🌟
Words to Know

A compound word is a word that is made up of two smaller words: cup + cake = cupcake.
Read each small word. Read the compound words.

- **air** + **plane** = airplane
- **foot** + **print** = footprint
- **pop** + **corn** = popcorn
- **back** + **pack** = backpack
- **inch** + **worm** = inchworm
- **up** + **stairs** = upstairs

**Word Sort**

Look at the words above. Write them in the boxes.

<table>
<thead>
<tr>
<th>Begins With a Vowel</th>
<th>Begins With a Consonant</th>
</tr>
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<tbody>
<tr>
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</tbody>
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Time for School

Look at each picture. Put the words together to spell a compound word. Use the words to tell a story about school.

- back + pack
- lunch + box
- note + book
- class + room

“Did you ea___ my home__ or__?”

Letter Bank:

k t w
Word Structure
(Compound Words)

Puzzle Play
Look at each puzzle piece. Draw a line to make compound words. Write the words.

1. door

2. dog

3. cup

4. rain

Make New Words
Say the name for each picture. Put two words together to spell a compound word. Use the Word Bank.

Word Bank:
bug, plane

air + ?

Challenge Word
Look at the picture. Fill in the missing letters to spell a compound word.

s k __ __ e b o a r __
Riddle Time

Read the riddles. Fill in the blanks. Use the Word Bank.

**Word Bank**

hive  hot  fire  fish

1. I am a star
   But I live in the ocean.
   I am a star _____________.

2. I am dog
   But you put me in a bun.
   I am a ____________ dog.

3. I am a home for honey
   And I rhyme with 5.
   I am a ____________ bee.

4. I light up the night
   But I am not a lamp.
   I am a ____________ fly.

Extra!

Look at the Word Bank.
Find the word that completes each compound word. Fill in the blanks to spell the words.

**Word Bank**

fish  gold

_ ___________bowl

_ ___________fish
Word Tree

Read each word. Put words together to make compound words. You can use words more than once. Write your words on the tree.

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Compound Words

pan foot
ball base
cake
man
snow
dead

How Did You Do?

How many stars do you give your work? Color them.

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Bubble Time

Say the name for each picture. Fill in the circle to spell the compound word.

- sand___
  - o box
  - o fox
- tea___
  - o cap
  - o cup
- tug___
  - o bake
  - o boat

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**Words to Know**

Plural means *more than one*. Look at the pictures. Read the words. Underline the plural words.

- **baby**
- **babies**
- **book**
- **books**
- **box**
- **boxes**
- **cake**
- **cakes**
- **puppy**
- **puppies**

**Word Sort**

Look at the words above. Write the words for *more than one*.

**To make this word plural...**

- **Just Add *s***
  - __________   __________

- **Add *es***
  - __________   __________

- **Drop the *y* and add *ies***
  - __________   __________
Field Trip!
Take a field trip to a farm! Look at the picture in each box. Circle the word, then write it. Tell a story about the field trip.

Look at the picture. Fill in the missing letters. Use the Letter Bank. Read the sentence.

The kitten____ are asleep in their dish______!

- bus
- buses
- puppies
- puppy
- chicks
- chick
- lamb
- lambs

Letter Bank:
es    s
Spelling Scramble
Say the name for each picture.
Unscramble the letters to spell the word.

1. eskit

2. btoos

3. esfox

4. ieslf

Challenge Word
Sometimes the word for more than one has a different spelling. Fill in the letters to spell the word for more than one child.

Use these letters: ner

Letter Bank
es  ies  s

Buddy Words
Fill in the missing letters to make plural words. Use the Letter Bank. Read your words.

ball
lunch
berr
Fill-In Rhyme

Fill in the blanks. Read the poem with a friend.

More Than One

More than one dog is dogs.
And more than one frog is ___________.

More than one box is boxes
And more than one fox is ___________.

More than one cherry is cherries.
And more than one berry is ___________.

More than one goose is geese.
But more than one moose is NOT meese!
(It’s just moose!)
**Bubble Time**

Say the word for each picture.
Fill in the circle for that word.

1.  
   - girls
   - read
   - girl

2.  
   - watch
   - inches
   - watches

3.  
   - boy
   - yard
   - boys

4.  
   - chair
   - cherries
   - inches

5.  
   - bus
   - buses
   - boots

6.  
   - inches
   - chip
   - inch

**What Doesn’t Belong?**

Look at each picture. X the word that does not name the picture.

- bird  birds
- babies  baby
- dish  dishes

**How Did You Do?**

How many stars do you give your work?
Color them.