

AGES  
4-8

K-2

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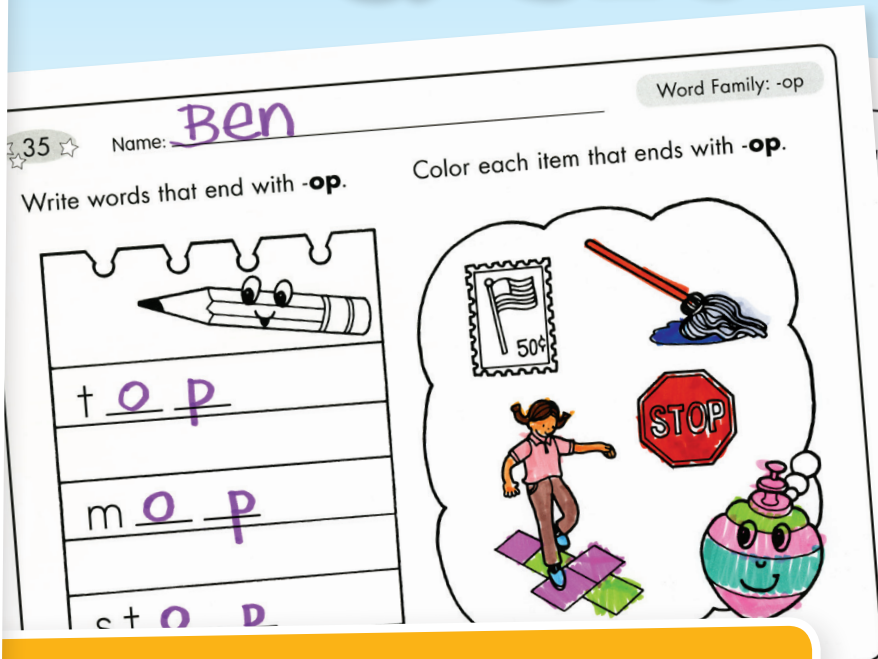
Now I Know My

# WORD FAMILIES & SIGHT WORDS

35 ☆ Name: Ben Word Family: -op

Write words that end with -op.

Color each item that ends with -op.



Find each **soon**. Color the **so** in each word.  
Then color the rest of the picture.



- Teaches Early Reading Skills
- Engages & Motivates Young Learners
- Supports Curriculum Standards





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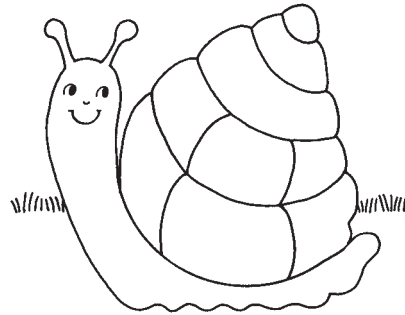
**Now I Know My**

# WORD FAMILIES & SIGHT WORDS



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New York • Toronto • London • Auckland • Sydney • **Teaching**  
Mexico City • New Delhi • Hong Kong • Buenos Aires *Resources*



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## WORD FAMILIES

### Short Vowels

Activity	Skill	Activity	Skill	Activity	Skill
1–2 . . . . .	-ag	17–18 . . . . .	-est	33–34 . . . . .	-og
3–4 . . . . .	-am	19–20 . . . . .	-et	35–36 . . . . .	-op
5–6 . . . . .	-an	21–22 . . . . .	-ick	37–38 . . . . .	-ot
7–8 . . . . .	-ap	23–24 . . . . .	-ig	39–40 . . . . .	-uck
9–10 . . . . .	-at	25–26 . . . . .	-in	41–42 . . . . .	-ug
11–12 . . . . .	-ed	27–28 . . . . .	-ing	43–44 . . . . .	-ump
13–14 . . . . .	-ell	29–30 . . . . .	-it	45–46 . . . . .	-unk
15–16 . . . . .	-en	31–32 . . . . .	-ock		

### Long Vowels With Silent e

Activity	Skill
47-48 .....	-ake
49-50 .....	-ale
51-52 .....	-ame
53-54 .....	-ice
55-56 .....	-ide
57-58 .....	-ine
59-60 .....	-ole
61-62 .....	-one
63-64 .....	-ose

### Other Long Vowel Phonograms

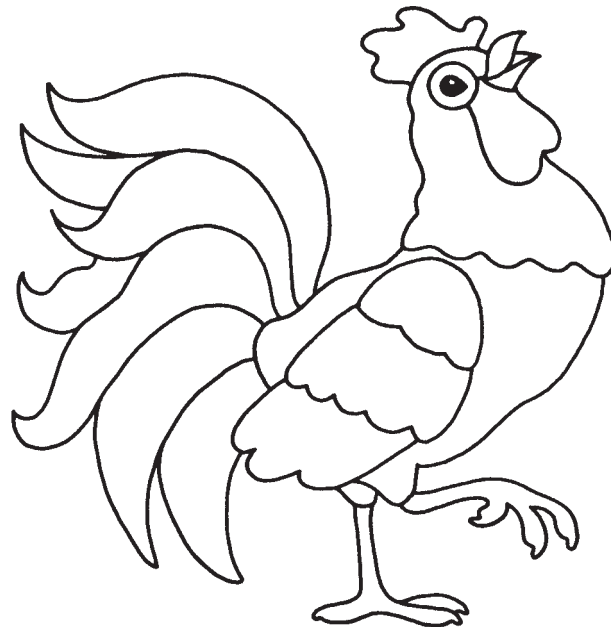
Activity	Skill
65-66 .....	-ail
67-68 .....	-ain
69-70 .....	-ay
71-72 .....	-eat
73-74 .....	-ee
75-76 .....	-eel
77-78 .....	-eet
79-80 .....	-ight
81-82 .....	-oat
83-84 .....	-ow

### Variant Vowels

Activity	Skill
85-86 .....	-all
87-88 .....	-aw
89-90 .....	-ook
91-92 .....	-ool
93-94 .....	-oot

### Diphthongs and r-Controlled Vowels

Activity	Skill
95-96 .....	-oil
97-98 .....	-own
99-100 .....	-ar
101-102 .....	-ore
103-104 .....	-orn

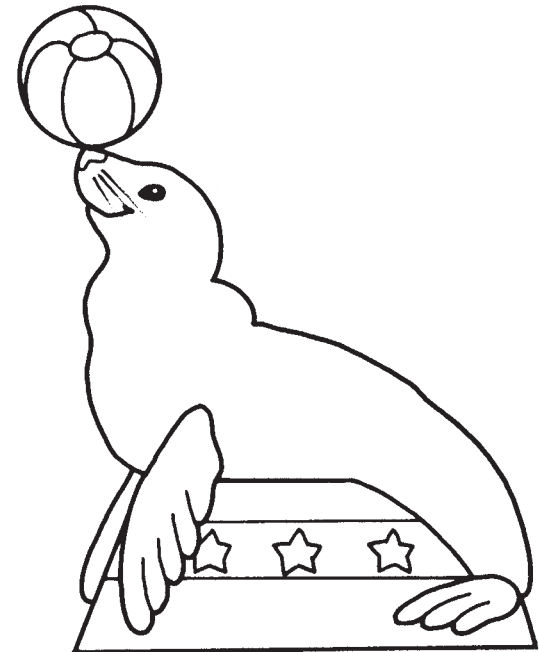


## SIGHT WORDS

<b>Activity</b>	<b>Skill</b>	<b>Activity</b>	<b>Skill</b>	<b>Activity</b>	<b>Skill</b>
1 .....	all	23 .....	found	45 .....	little
2 .....	am	24 .....	from	46 .....	look
3 .....	and	25 .....	funny	47 .....	make
4 .....	are	26 .....	gave	48 .....	many
5 .....	as	27 .....	get	49 .....	my
6 .....	ask	28 .....	go	50 .....	new
7 .....	ate	29 .....	goes	51 .....	no
8 .....	away	30 .....	good	52 .....	not
9 .....	be	31 .....	had	53 .....	now
10 .....	big	32 .....	have	54 .....	of
11 .....	blue	33 .....	he	55 .....	off
12 .....	but	34 .....	help	56 .....	on
13 .....	by	35 .....	her	57 .....	our
14 .....	came	36 .....	here	58 .....	out
15 .....	come	37 .....	him	59 .....	over
16 .....	did	38 .....	his	60 .....	play
17 .....	do	39 .....	how	61 .....	please
18 .....	does	40 .....	into	62 .....	pretty
19 .....	down	41 .....	is	63 .....	put
20 .....	eat	42 .....	jump	64 .....	read
21 .....	find	43 .....	just	65 .....	red
22 .....	for	44 .....	like	66 .....	ride

<b>Activity</b>	<b>Skill</b>
67 .....	right
68 .....	run
69 .....	said
70 .....	saw
71 .....	say
72 .....	see
73 .....	she
74 .....	so
75 .....	some
76 .....	soon
77 .....	that
78 .....	the
79 .....	their
80 .....	them
81 .....	then
82 .....	there
83 .....	they
84 .....	this
85 .....	too
86 .....	under
87 .....	us
88 .....	very
89 .....	want

<b>Activity</b>	<b>Skill</b>
90 .....	was
91 .....	well
92 .....	went
93 .....	were
94 .....	what
95 .....	when
96 .....	where
97 .....	who
98 .....	will
99 .....	with
100 .....	would
101 .....	yellow
102 .....	yes
103 .....	you
104 .....	your





# Introduction

Welcome to *Now I Know My Word Families & Sight Words*! This big collection of activity pages will give your child plenty of opportunities to practice and master more than 50 different word families and 100 key sight words—building blocks that help lay the foundation for reading success. Best of all, your child will experience the joy of learning while developing the skills that will help him or her excel in school and become a lifelong learner.

Research shows that independent practice helps children gain mastery of essential skills. Each double-sided activity page targets specific skills and words for your child to practice. The consistent format will help your child work independently and with confidence. Other important features include:

- ❖ easy-to-follow directions to help build vocabulary and early reading comprehension skills
- ❖ tracing, drawing, and writing exercises to develop and strengthen your child's fine-motor skills
- ❖ appealing artwork that engages and motivates your child to learn

On the next page, you'll find suggestions for introducing the activity pages to your child along with tips for making the experience go smoothly. Pages 9–11 provide a close-up look at the various activity formats, and for your reference, page 15 details how the practice pages will help your child meet key early reading and language curriculum standards.

We hope you enjoy doing the activities in this book with your child. Your involvement will help make this a valuable educational experience and will support and enhance your child's learning!



For background information about word families and sight words and their importance in learning to read, see pages 10 and 11.

## Getting Started

Each activity consists of a double-sided page that offers practice with a specific word family or sight word. Introduce the activity to your child by going over the directions and walking through its features. See pages 9–11 for more information.

## Helpful Tips

- ❖ For ease of use, simply choose the word family or sight word you would like your child to work on (you'll find detailed information on the Contents pages), locate the corresponding page in the book, and gently tear out the page along the perforated edges.
- ❖ The only materials needed for the activities are crayons or colored pencils.
- ❖ Let your child complete each page at his or her own pace.
- ❖ Review the answers together and encourage your child to share the thinking behind his or her responses. (You can use the reference lists on pages 12 and 13 for checking your child's work.)
- ❖ Support your child's efforts and offer help when needed.
- ❖ Display your child's work and share his or her progress with family and friends!

**Word Family Reference List**  
Use this list as a reference for identifying pictures that represent words belonging to the target word family (printed in bold) and for checking your child's responses to the "fill in the bubble" exercises.

Activity	Activity	Activity
1–2 bag, flag, lag, wag; 1. sad 2. lap 3. flap	19–20 jet, net, vet, wet; 1. sat 2. got 3. pat	37–38 cot, hot, knot, pot; 1. hat 2. pet 3. goat
3–4 ham, jam, ram, yam; 1. fan 2. yawn 3. hum	21–22 brick, chick, kick, stick; 1. pig 2. chin 3. lock	39–40 buck, duck, stuck, truck; 1. pack 2. tick 3. back
5–6 can, fan, pan, van; 1. run 2. ham 3. men	23–24 dig, pig, twig, wig; 1. kick 2. get 3. wick	41–42 bug, mug, plug, rug; 1. dog 2. red 3. jog
7–8 cap, map, snap, trap; 1. mad 2. sad 3. cab	25–26 bin, chin, fin, pin; 1. fine 2. find 3. pine	43–44 dump, jump, pump, stump; 1. drum 2. down 3. job
9–10 bat, cat, hat, mat; 1. man 2. ten 3. sit	27–28 king, ring, swing, wing; 1. pink 2. stick 3. win	45–46 bunk, junk, skunk, trunk; 1. dark 2. honk 3. spark
11–12 bed, shed, sled, wed; 1. bad 2. weed 3. lad	29–30 hit, knit, pit, sit; 1. fin 2. kid 3. bite	47–48 cake, lake, rake, snake; 1. talk 2. snack 3. back
13–14 bell, shell, spell, well; 1. pull 2. spill 3. fall	31–32 block, clock, lock, sock; 1. soak 2. look 3. float	49–50 bale, sale, scale, whale; 1. pole 2. whole 3. tall
15–16 hen, men, pen, ten; 1. hand 2. tan 3. pin	33–34 dog, frog, jog, log; 1. lock 2. bag 3. pig	51–52 flame, frame, game, same; 1. come 2. time 3. fan
17–18 chest, nest, vest, west; 1. mast 2. bust 3. rent	35–36 hop, mop, stop, top; 1. pod 2. hot 3. map	53–54 dice, ice, mice, price; 1. slide 2. mine 3. right

**Word Family Reference List** continued

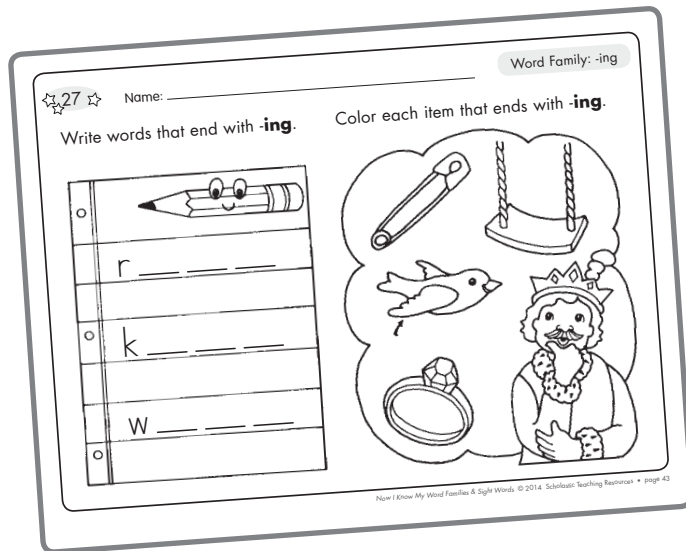
Activity	Activity	Activity
55–56 bride, hide, ride, slide; 1. nine 2. dive 3. time	73–74 bee, tee, three, tree; 1. week 2. feed 3. need	91–92 pool, school, spool, stool; 1. foul 2. tall 3. doll
57–58 line, nine, spine, vine; 1. dime 2. pin 3. tie	75–76 eel, heel, peel, wheel; 1. fell 2. read 3. bell	93–94 boot, hoot, root, toot; 1. shot 2. hot 3. toad
59–60 hole, mole, pole, tadpole; 1. wall 2. stale 3. mile	77–78 beet, feet, meet, street; 1. sheep 2. bean 3. tree	95–96 boil, coil, oil, soil; 1. call 2. tall 3. all
61–62 bone, cone, phone, throne; 1. lawn 2. bun 3. come	79–80 knight, light, night, right; 1. rent 2. sting 3. mint	97–98 clown, crown, frown, town; 1. yawn 2. our 3. claw
63–64 close, hose, nose, rose; 1. note 2. pass 3. claws	81–82 boat, coat, float, goat; 1. flat 2. soap 3. got	99–100 bar, car, jar, star; 1. tan 2. care 3. tear
65–66 pail, sail, snail, tail; 1. maid 2. rain 3. pain	83–84 bow, crow, row, snow; 1. gown 2. now 3. throne	101–102 core, score, shore, sore; 1. bar 2. pole 3. phone
67–68 brain, chain, rain, train; 1. star 2. maid 3. raid	85–86 ball, fall, tall, wall; 1. smell 2. mail 3. tale	103–104 acorn, corn, horn, thorn; 1. barn 2. won 3. more
69–70 hay, Jay, spray, tray; 1. pain 2. claw 3. trail	87–88 claw, paw, saw, straw; 1. jam 2. lawn 3. star	
71–72 heat, meat, seat, wheat; 1. team 2. heal 3. seam	89–90 book, cook, hook, look; 1. knock 2. talk 3. crack	

## A Close-Up Look at the Activity Pages

You'll find several activity formats that repeat throughout the book, as described below:

### WORD FAMILIES

- ❖ **Write the Word:** To practice writing, spelling, recognizing, and sounding out words that belong to the same word family, your child fills in the letters to complete each word. Encourage him or her to note the sound and spelling pattern of the words.
- ❖ **Identify the Word:** In this activity, your child identifies and colors items that belong to the target word family.



### What Are Word Families?

Word families, also called phonograms, are rhyming chunks of words that have the same spelling pattern and make the same sound. This sound-spelling reliability increases your child's ability to read and spell many different words. For example, the words *top*, *mop*, *pop*, and *hop* share a common word ending, or phonogram, which means they belong to the *-op* word family. Once your child can read and write these words, it's much easier to learn the words *cop*, *chop*, *drop*, *stop*, and many more. By learning to recognize common sound-spelling patterns, your child can quickly and efficiently decode a large number of words and focus on the real goal of reading—comprehension.





❖ **Word and Picture Match:** By drawing lines to match each word to its picture, your child builds word recognition.

❖ **Bubble It In:** To practice letter-sound and discrimination skills, your child reads a series of words, then fills in the bubble for the word that does not belong. This activity also gives him or her practice with the format of many standardized tests.

❖ **Draw Your Favorite:** This activity invites your child to illustrate his or her favorite word from the target word family. He or she might draw a picture of something already represented on the activity page, or choose another related word.

28 ☆ Name: \_\_\_\_\_ Word Family: -ing

Draw lines to match.

sing	
king	
ring	
swing	

Which word does not belong?  
Fill in the bubble.

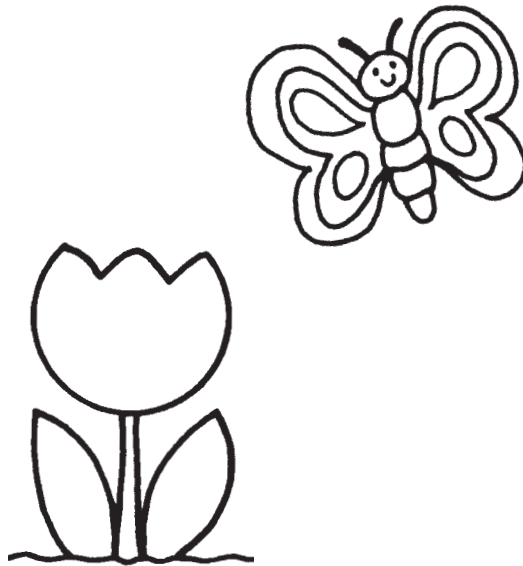
1. thing      pink      king  
           

2. stick      sting      sing  
           

3. wing      ring      win  
           

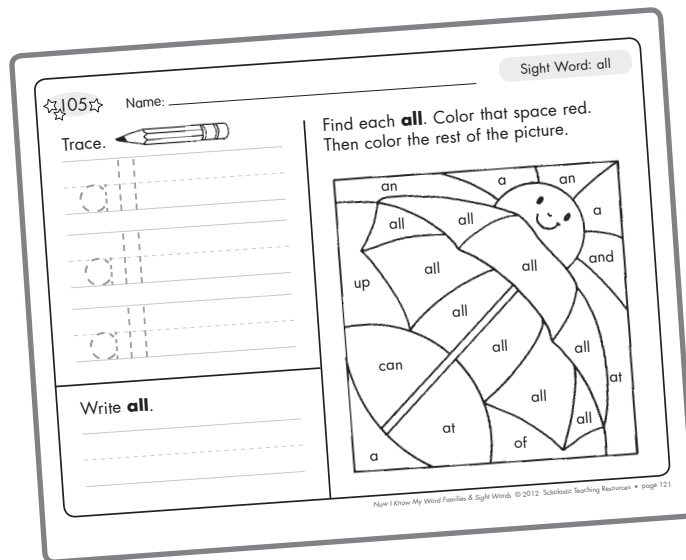
Draw a picture of your favorite **-ing** word.

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## SIGHT WORDS

- ❖ **Trace and Write:** Your child traces and writes the target sight word. This exercise reinforces letter formation, builds fine-motor skills, and provides word recognition and spelling practice.
- ❖ **Color-Coded Picture:** This activity reinforces word recognition and visual discrimination skills. Your child colors each space that contains the target sight word and then colors the rest of the picture as desired. Some of these completed activities reveal hidden pictures.



## What Are Sight Words?

Sight words, or high-frequency words, such as *and*, *of*, and *the*, are the words we see again and again when we read. These words often do not follow regular rules of spelling so children cannot easily sound them out. And although many sight words generally carry little meaning of their own, they have a strong impact on the flow and coherence of the text we read. The ability to recognize these words “on sight” will enable your child to read more smoothly and at a faster rate, and ultimately remember more of what he or she has read and make sense of it. The words targeted in this book are found on the Dolch Basic Sight Word Vocabulary List, which accounts for more than 50 percent of the words primary-age children encounter most frequently in the print materials they read. For a complete list, see page 14.

**Dolch Basic Sight Word Vocabulary List**  
Following are the 220 words that appear on the Dolch Basic Sight Word Vocabulary List. The words in bold are featured on the activity pages in this book.

a	brown	first	hold	me	put	ten	warm
about	but	five	hot	much	ran	thank	was
after	buy	fly	how	must	read	that	wash
again	by	for	hurt	my	red	the	we
all	call	found	I	myself	ride	their	went
always	came	four	if	never	right	them	well
am	can	from	in	new	round	then	were
an	carry	full	into	no	run	there	what
and	clean	funny	is	not	said	they	where
any	cold	gave	it	now	saw	this	which
are	come	get	its	of	say	think	they
are	could	go	jump	off	see	those	who
around	cut	goes	Just	old	seven	those	who
as	did	going	Keep	on	shall	three	why
ask	dig	good	kind	once	she	to	will
at	do	got	know	one	show	today	wish
ate	does	green	laugh	only	sing	together	with
away	done	grow	let	open	sit	too	work
be	down	had	light	or	six	try	would
because	draw	has	like	our	sleep	two	write
been	drink	have	little	out	small	under	yellow
best	eat	he	live	over	so	up	yes
better	eight	help	long	own	some	upon	you
big	every	he	look	pick	soon	us	your
black	fall	her	made	play	start	use	
blue	far	here	make	please	stop	Very	
both	fast	him	many	pretty	take	walk	
bring	find	his	may	pull	tell	want	

# Word Family Reference List

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13–14 bell, shell, spell, well; 1. pull 2. spill 3. fall	31–32 block, clock, lock, sock; 1. soak 2. look 3. float	49–50 bale, sale, scale, whale; 1. pole 2. whole 3. tall
15–16 hen, men, pen, ten; 1. hand 2. tan 3. pin	33–34 dog, frog, jog, log; 1. lock 2. bag 3. pig	51–52 flame, frame, game, same; 1. come 2. time 3. fan
17–18 chest, nest, vest, west; 1. mast 2. bust 3. rent	35–36 hop, mop, stop, top; 1. pod 2. hot 3. map	53–54 dice, ice, mice, price; 1. slide 2. mine 3. right

# Word Family Reference List continued

Activity	Activity	Activity	Activity	
55–56	bride, hide, ride, slide; 1. nine 2. dive 3. time	73–74	bee, tee, three, tree; 1. week 2. feed 3. need	
57–58	line, nine, spine, vine; 1. dime 2. pin 3. tie	75–76	eel, heel, peel, wheel; 1. fell 2. read 3. bell	
59–60	hole, mole, pole, tadpole; 1. wall 2. stale 3. mile	77–78	beet, feet, meet, street; 1. sheep 2. bean 3. tree	
61–62	bone, cone, phone, throne; 1. lawn 2. bun 3. come	79–80	knight, light, night, right; 1. rent 2. sting 3. mint	
63–64	close, hose, nose, rose; 1. note 2. pass 3. claws	81–82	boat, coat, float, goat; 1. flat 2. soap 3. got	
65–66	pail, sail, snail, tail; 1. maid 2. rain 3. pain	83–84	bow, crow, row, snow; 1. gown 2. now 3. throne	
67–68	brain, chain, rain, train; 1. star 2. maid 3. raid	85–86	ball, fall, tall, wall; 1. smell 2. mail 3. tale	
69–70	hay, jay, spray, tray; 1. pain 2. claw 3. trail	87–88	claw, paw, saw, straw; 1. jam 2. lawn 3. star	
71–72	heat, meat, seat, wheat; 1. team 2. heal 3. seam	89–90	book, cook, hook, look; 1. knock 2. talk 3. crack	
			91–92	pool, school, spool, stool; 1. foul 2. tall 3. doll
			93–94	boot, hoot, root, toot; 1. shot 2. hot 3. toad
			95–96	boil, coil, oil, soil; 1. call 2. tail 3. all
			97–98	clown, crown, frown, town; 1. yawn 2. our 3. claw
			99–100	bar, car, jar, star; 1. tan 2. care 3. tear
			101–102	core, score, snore, sore; 1. bar 2. pole 3. phone
			103–104	acorn, corn, horn, thorn; 1. barn 2. won 3. more

# Dolch Basic Sight Word Vocabulary List

Following are the 220 words that appear on the Dolch Basic Sight Word Vocabulary List. The words in bold are featured on the activity pages in this book.

a	brown	first	hold	me	<b>put</b>	ten	warm
about	<b>but</b>	five	hot	much	ran	thank	<b>was</b>
after	buy	fly	<b>how</b>	must	<b>read</b>	<b>that</b>	wash
again	<b>by</b>	<b>for</b>	hurt	<b>my</b>	<b>red</b>	<b>the</b>	we
<b>all</b>	call	<b>found</b>	I	myself	<b>ride</b>	<b>their</b>	<b>well</b>
always	<b>came</b>	four	if	never	<b>right</b>	<b>them</b>	<b>went</b>
<b>am</b>	can	<b>from</b>	in	<b>new</b>	round	<b>then</b>	<b>were</b>
an	carry	full	<b>into</b>	<b>no</b>	<b>run</b>	<b>there</b>	<b>what</b>
<b>and</b>	clean	<b>funny</b>	<b>is</b>	<b>not</b>	<b>said</b>	these	<b>when</b>
any	cold	<b>gave</b>	it	<b>now</b>	<b>saw</b>	<b>they</b>	<b>where</b>
<b>are</b>	<b>come</b>	<b>get</b>	its	<b>of</b>	<b>say</b>	think	which
around	could	give	<b>jump</b>	<b>off</b>	<b>see</b>	<b>this</b>	white
<b>as</b>	cut	<b>go</b>	<b>just</b>	old	seven	those	<b>who</b>
<b>ask</b>	<b>did</b>	<b>goes</b>	keep	<b>on</b>	shall	three	why
at	<b>do</b>	going	kind	once	<b>she</b>	to	<b>will</b>
<b>ate</b>	<b>does</b>	<b>good</b>	know	one	show	today	wish
<b>away</b>	done	got	laugh	only	sing	together	<b>with</b>
<b>be</b>	don't	green	let	open	sit	<b>too</b>	work
because	<b>down</b>	grow	light	or	six	try	<b>would</b>
been	draw	<b>had</b>	<b>like</b>	<b>our</b>	sleep	two	write
before	drink	has	<b>little</b>	<b>out</b>	small	<b>under</b>	<b>yellow</b>
best	<b>eat</b>	<b>have</b>	live	<b>over</b>	<b>so</b>	up	<b>yes</b>
better	eight	<b>he</b>	long	own	<b>some</b>	upon	<b>you</b>
<b>big</b>	every	<b>help</b>	<b>look</b>	pick	<b>soon</b>	<b>us</b>	<b>your</b>
black	fall	<b>her</b>	made	<b>play</b>	start	use	
<b>blue</b>	far	<b>here</b>	<b>make</b>	<b>please</b>	stop	<b>very</b>	
both	fast	<b>him</b>	<b>many</b>	<b>pretty</b>	take	walk	
bring	<b>find</b>	<b>his</b>	may	pull	tell	<b>want</b>	



# Connections to the Standards

The activities in this book support the College and Career Readiness (CCR) Standards. These broad standards, which serve as the basis of many state standards, were developed to establish grade-by-grade educational expectations with the goal of providing students nationwide with a quality education that prepares them for college and careers. The standards begin in kindergarten, so, if your child is of preschool age, the activities will help set the stage for your child's success with the following early reading and language standards for students in kindergarten, first, and second grade.

## READING

### Print Concepts

Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right and top to bottom.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds.

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words.
- Add or substitute individual sounds in simple, one-syllable words to make new words.
- Distinguish long- from short-vowel sounds in spoken single-syllable words.

- Orally produce single-syllable words by blending sounds, including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds.

### Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final *e* and common vowel teams for representing long-vowel sounds.
- Recognize and read grade-appropriate irregularly spelled words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

## Fluency

Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## LANGUAGE

### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and spelling when writing or speaking.

- Print upper- and lowercase letters.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Write a letter or letters for most consonant and short-vowel sounds.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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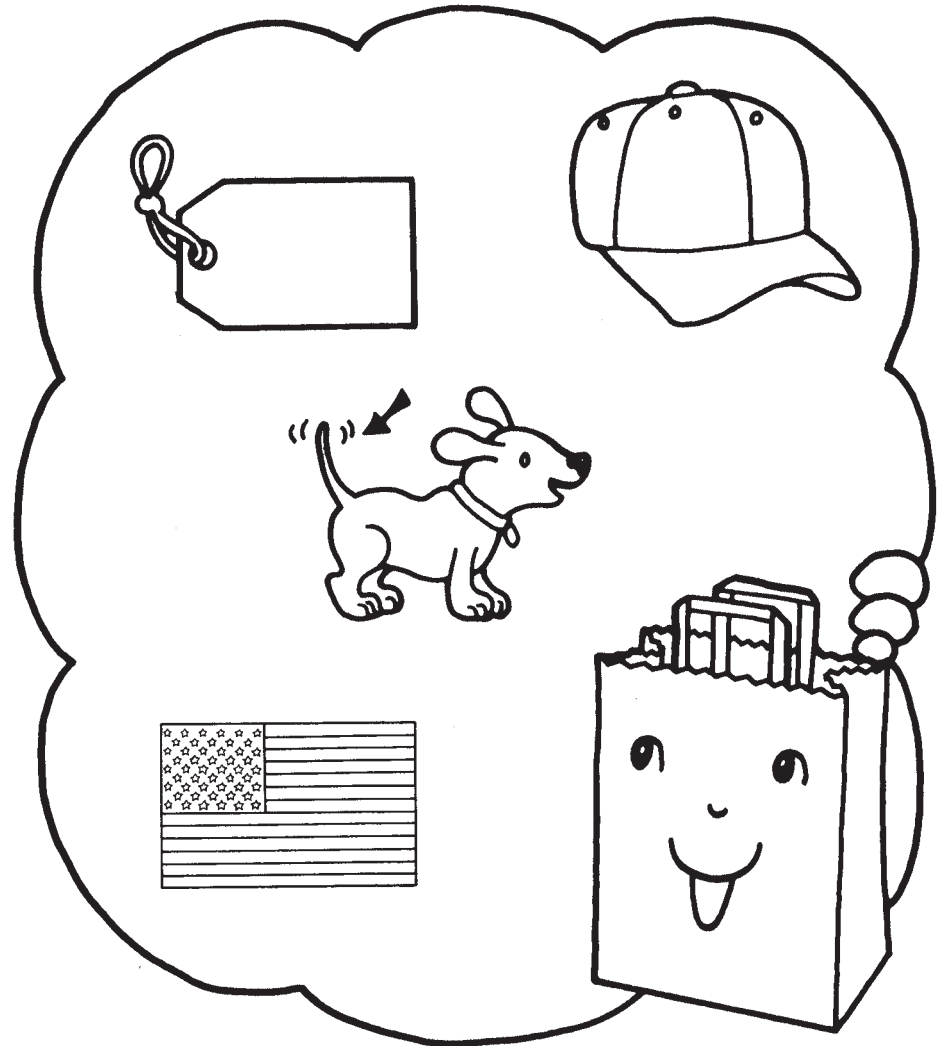
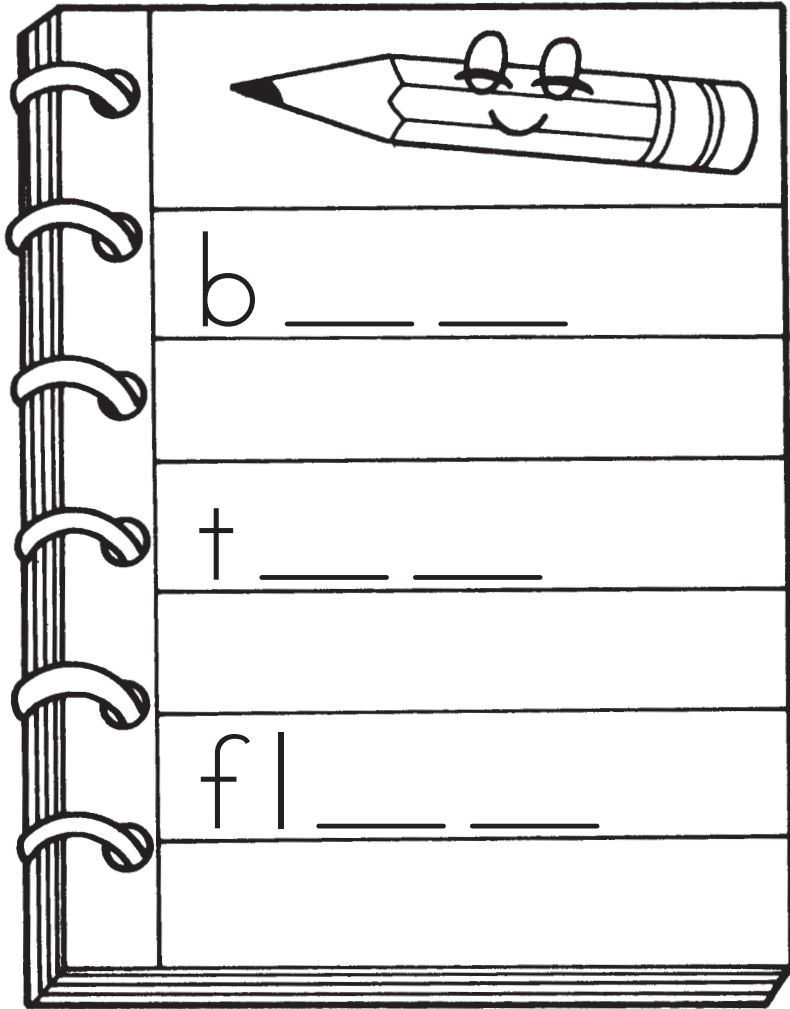


Name: \_\_\_\_\_

Word Family: -ag

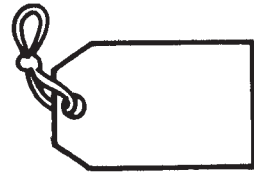
Write words that end with **-ag**.

Color each item that ends with **-ag**.

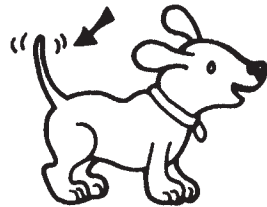


Draw lines to match.

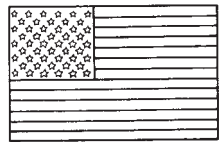
wag



flag



tag



bag



Which word does not belong?  
Fill in the bubble.




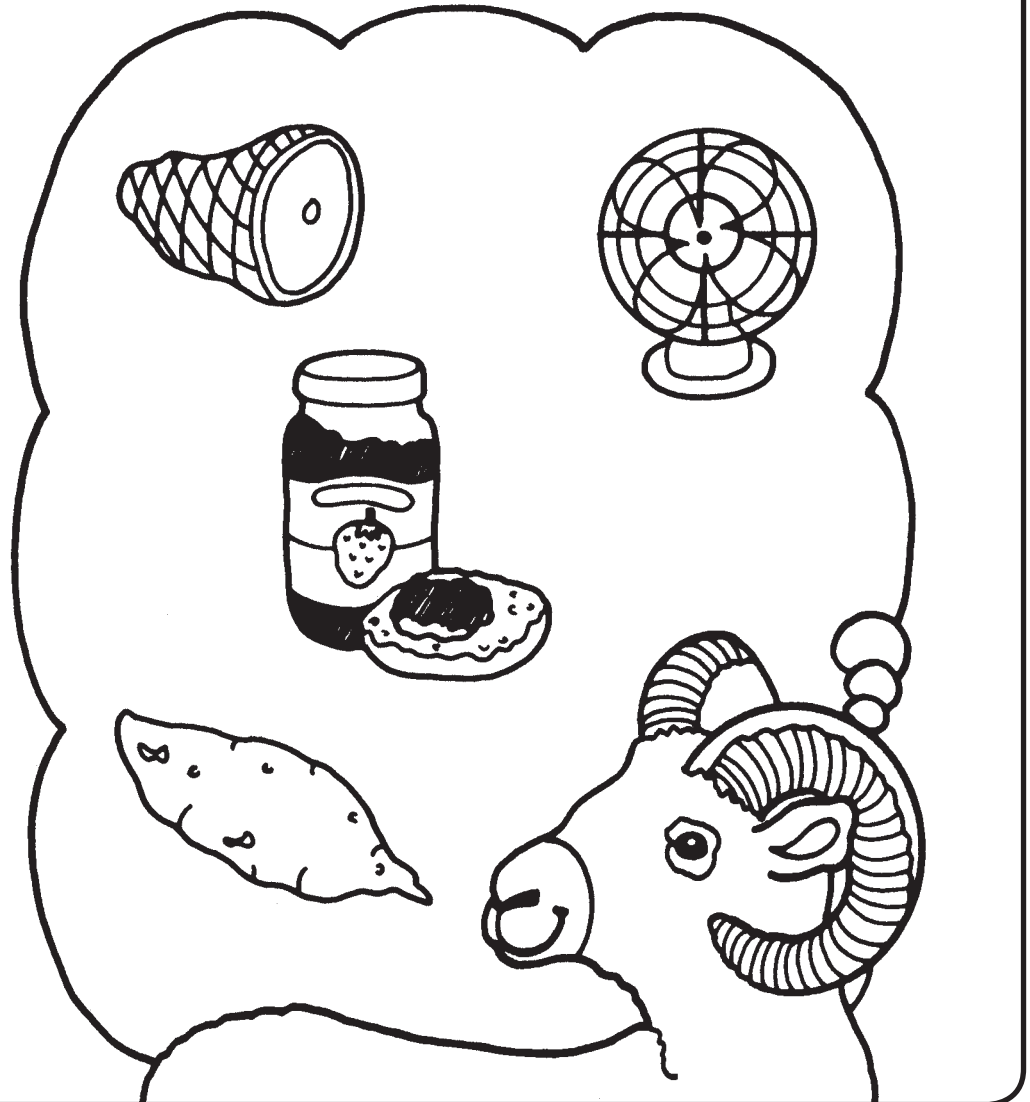
- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | sad                   | rag                   | bag                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | drag                  | tag                   | tap                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | wag                   | flap                  | flag                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ag** word.

Write words that end with **-am**.

Color each item that ends with **-am**.

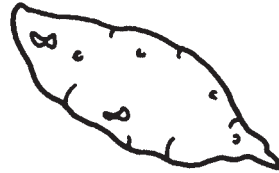
○	
	r _ _ _
○	y _ _ _
○	j _ _ _



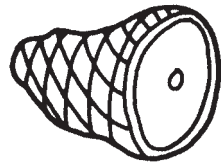
Name: \_\_\_\_\_

Draw lines to match.

ram



yam



jam



ham



Which word does not belong?  
Fill in the bubble.



1. slam                  ran                  ram  
                                                                   

2. yawn                  yam                  clam  
                                                                   

3. ham                  jam                  hum  
                                                                   

Draw a picture  
of your favorite  
**-am** word.

Write words that end with **-an**.

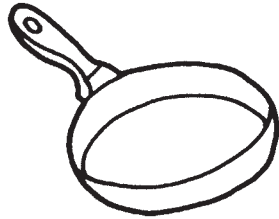
Color each item that ends with **-an**.

A notepad with a pencil character at the top. Below the pencil are three rows for writing words. The first row starts with 'v', the second with 'c', and the third with 'p'. Each row has two blank lines for writing.

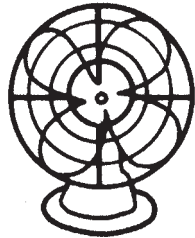
A cloud-shaped frame containing five items: a frying pan, a can, a cat, a fan, and a car. The items are arranged in a roughly circular pattern within the cloud.

Draw lines to match.

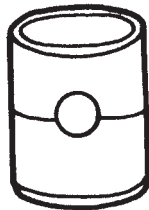
fan



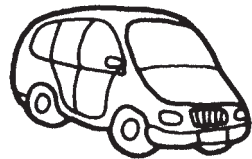
pan



van



can



Which word does not belong?  
Fill in the bubble.



1.    run                    van                    ran  
                                             

2.    man                    tan                    ham  
                                             

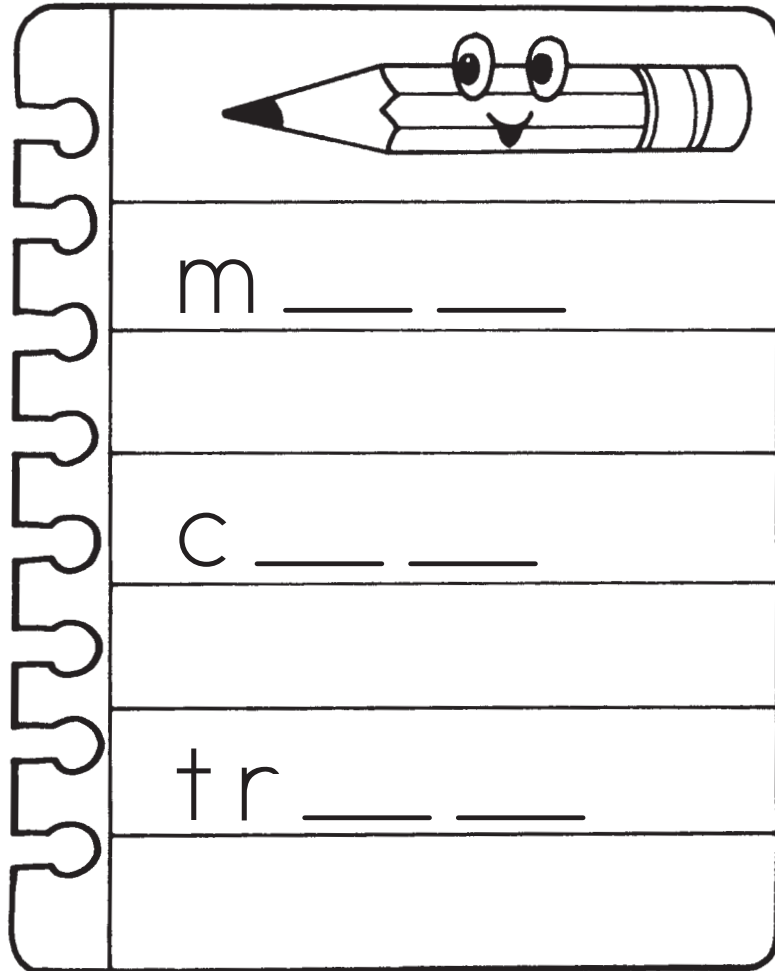
3.    can                    men                    fan  
                                             

Draw a picture  
of your favorite  
**-an** word.



Write words that end with **-ap**.

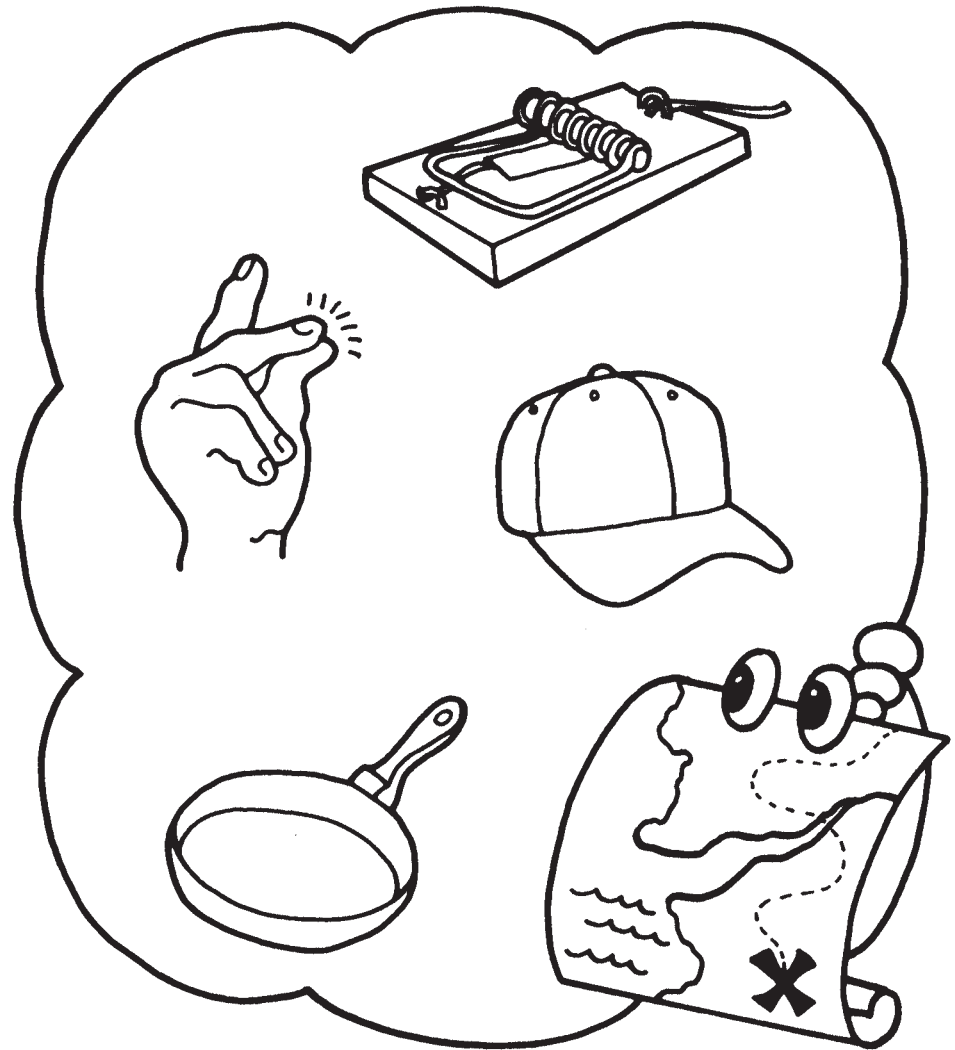
Color each item that ends with **-ap**.



m \_ \_ \_

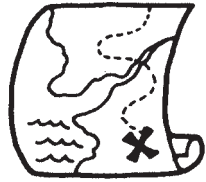
c \_ \_ \_

tr \_ \_ \_



Draw lines to match.

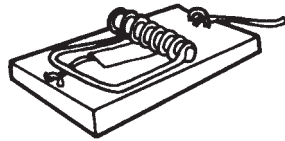
map



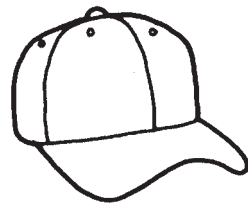
cap



snap



trap



Which word does not belong?  
Fill in the bubble.

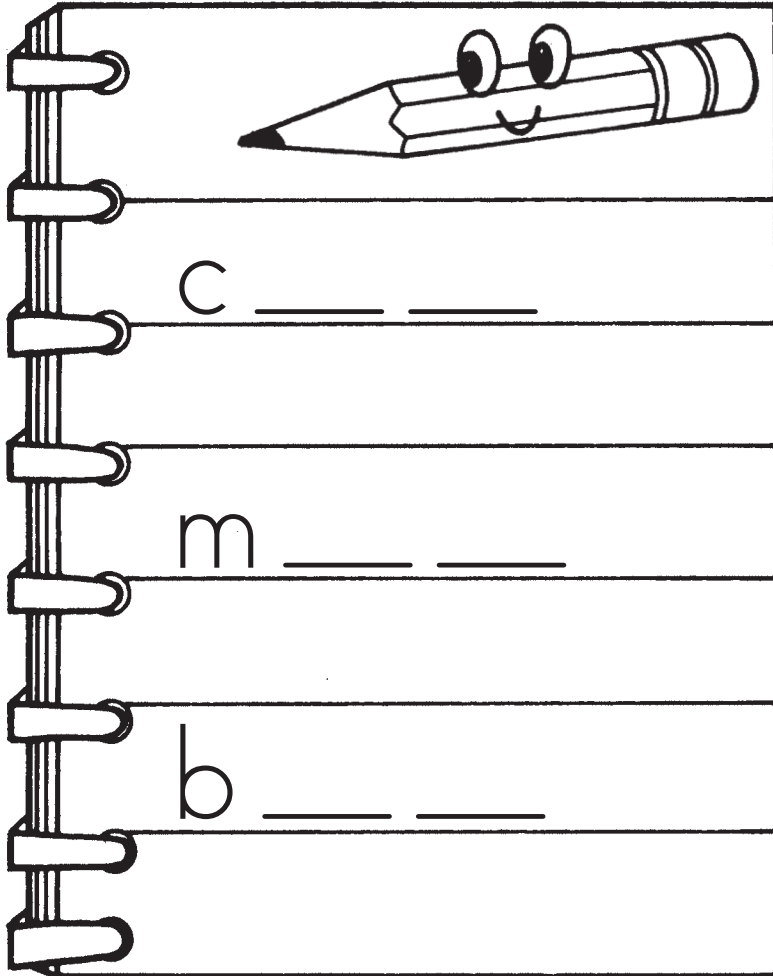


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | map                   | mad                   | clap                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | sad                   | lap                   | trap                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | nap                   | slap                  | cab                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ap** word.

Write words that end with **-at**.

Color each item that ends with **-at**.



A spiral notebook with a pencil character on the top page. The pencil has eyes and a smile. Below the pencil are three rows of handwriting practice lines. The first row starts with the letter 'c', the second with 'm', and the third with 'b'. Each row has a solid line on the left and two dashed lines on the right for letter height.



A thought bubble containing several items. At the top is a trapezoidal sign with the word 'Welcome' written on it. Below the sign are two items: a bat with wings spread and a cylindrical can with a circular label. At the bottom left is a top hat with a band. At the bottom right is a smiling cat with its right paw raised.

Draw lines to match.

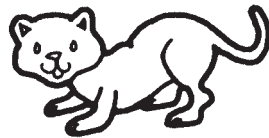
mat



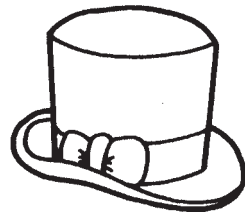
cat



bat



hat



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | mat                   | hat                   | man                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | that                  | fat                   | ten                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | sit                   | bat                   | sat                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-at** word.

Write words that end with **-ed**.

Color each item that ends with **-ed**.

	
b	_____
W	_____
s	_____



Draw lines to match.

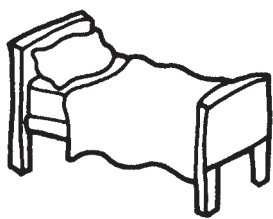
bed



sled



wed



shed



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | bed                   | red                   | bad                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | fed                   | weed                  | wed                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | lad                   | led                   | shed                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture of your favorite **-ed** word.

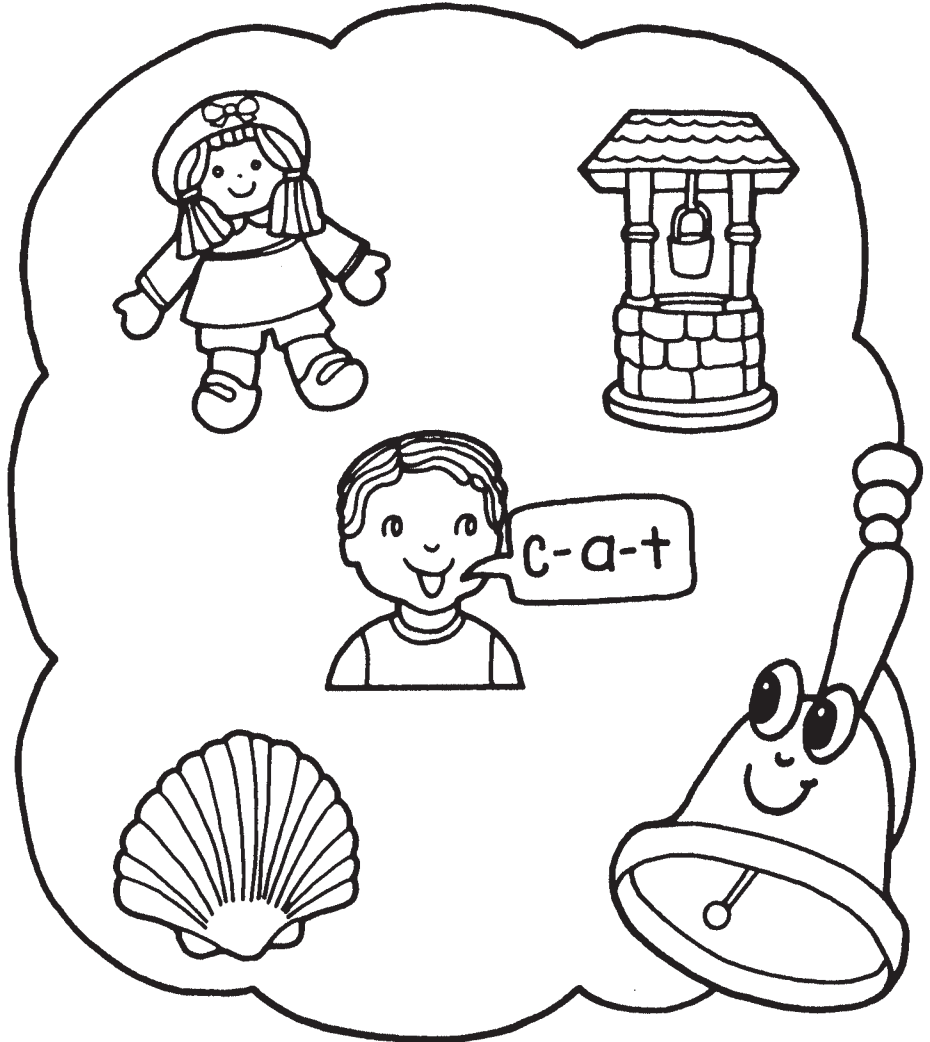
Write words that end with **-ell**.

Color each item that ends with **-ell**.

W \_\_\_\_\_

b \_\_\_\_\_

sh \_\_\_\_\_

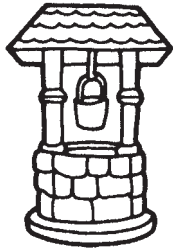


Draw lines to match.

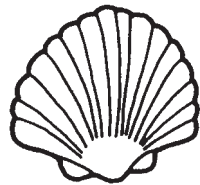
well



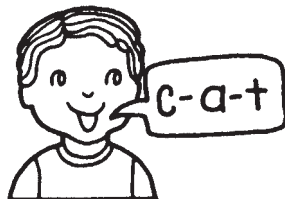
shell



bell



spell



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pull                  | tell                  | well                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | spell                 | spill                 | shell                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | fell                  | sell                  | fall                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ell** word.



Write words that end with **-en**.

Color each item that ends with **-en**.

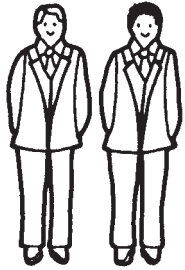
○	
	h _ _ _
○	t _ _ _
	p _ _ _
○	



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

Draw lines to match.

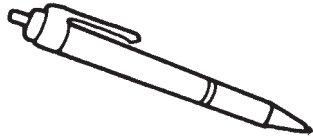
men



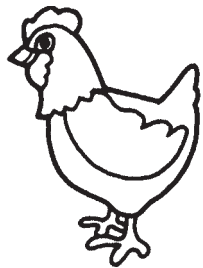
hen

10

ten



pen



Which word does not belong?  
Fill in the bubble.

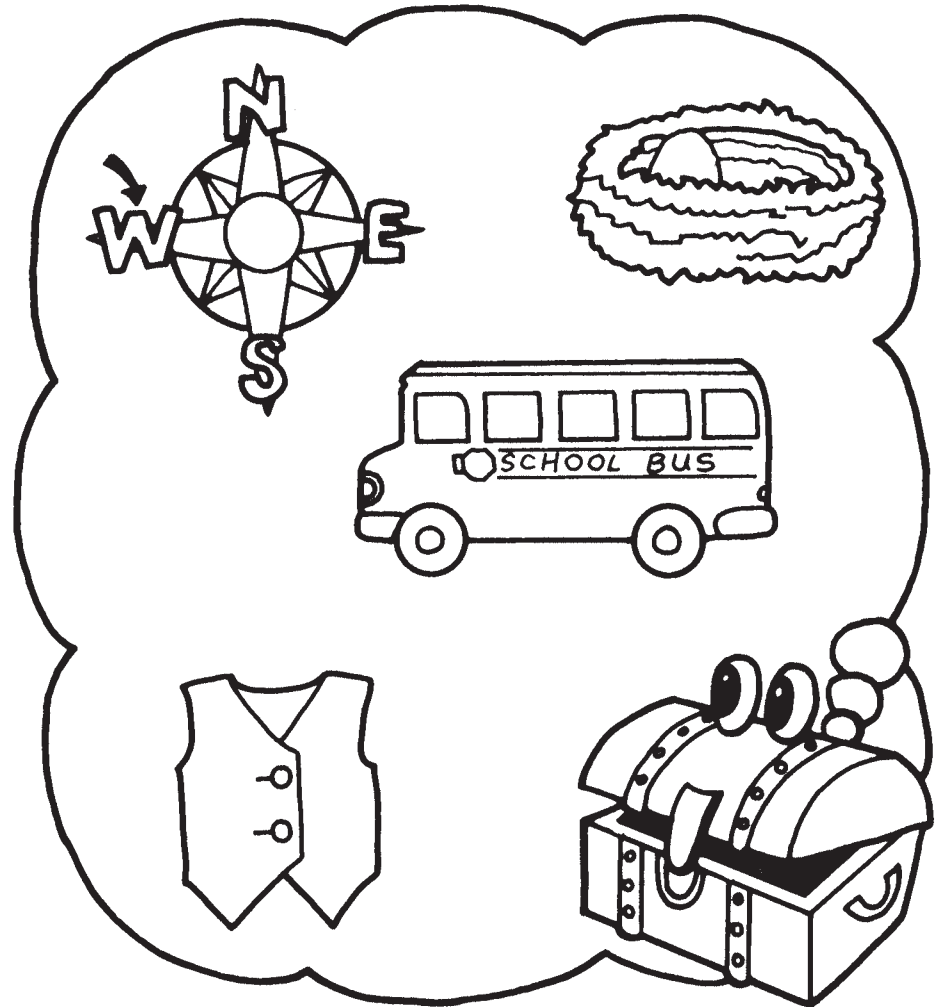
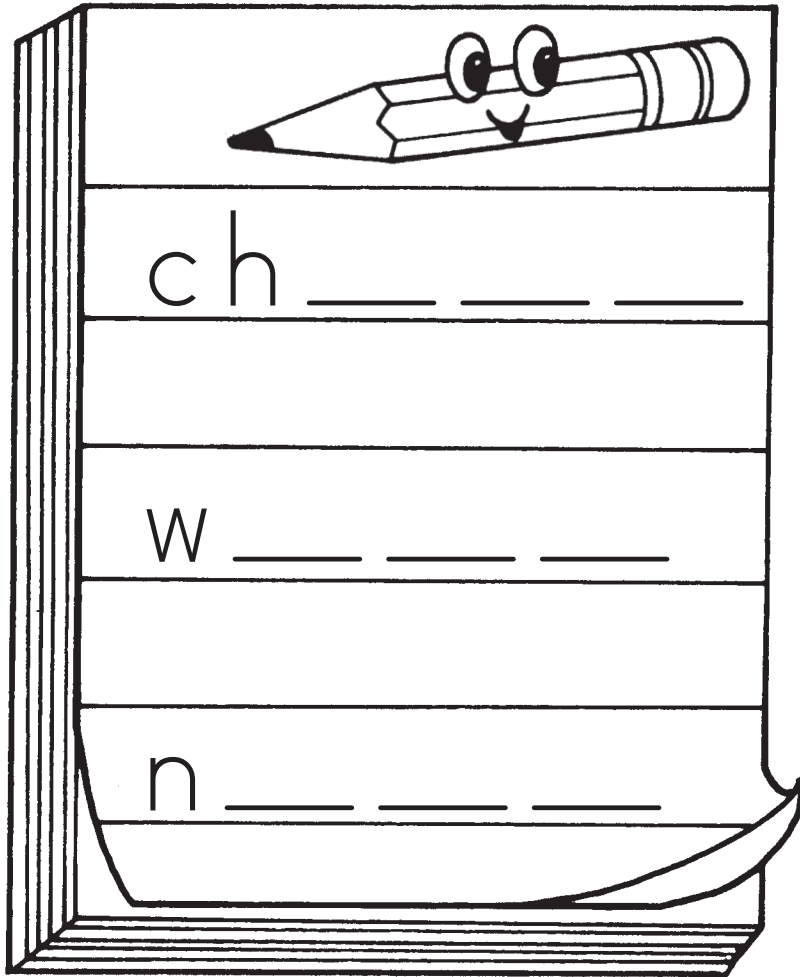


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | hen                   | hand                  | den                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | tan                   | when                  | ten                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | men                   | pen                   | pin                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-en** word.

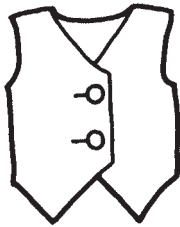
Write words that end with **-est**.

Color each item that ends with **-est**.

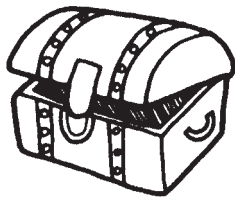


Draw lines to match.

west



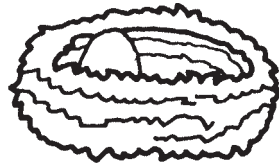
vest



nest



chest



Which word does not belong?  
Fill in the bubble.

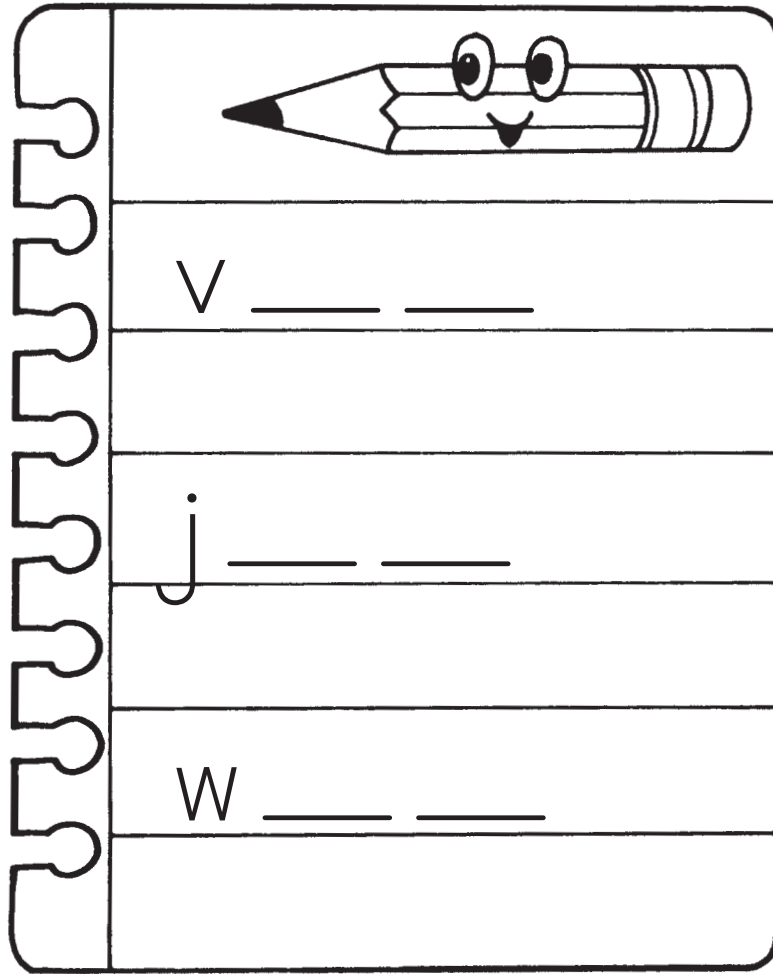


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pest                  | mast                  | test                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | bust                  | nest                  | best                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | rest                  | chest                 | rent                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-est** word.

Write words that end with **-et**.

Color each item that ends with **-et**.



A spiral notebook with a pencil character at the top. Below the pencil are three rows for writing, each starting with a letter and followed by a dashed line and a blank line:

- V \_\_\_\_\_
- j \_\_\_\_\_
- W \_\_\_\_\_

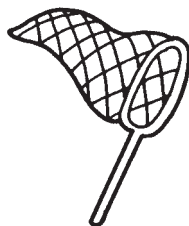


Draw lines to match.

wet



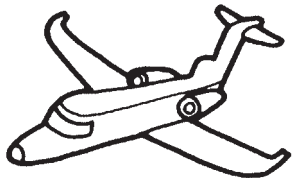
vet



jet



net



Which word does not belong?  
Fill in the bubble.

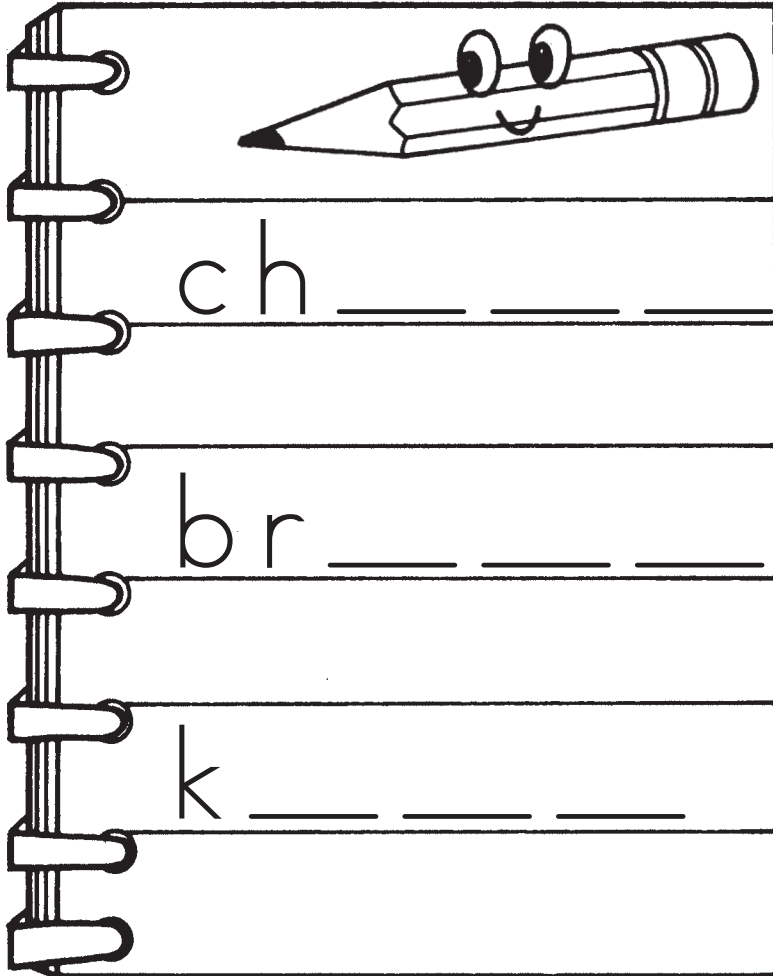


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | sat                   | let                   | net                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | get                   | yet                   | got                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | wet                   | pat                   | pet                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-et** word.

Write words that end with **-ick**.

Color each item that ends with **-ick**.



A spiral notebook with a pencil character on top. The pencil has eyes and a smile. Below the pencil are three rows of handwriting practice. The first row has the letters 'ch' followed by a dashed line. The second row has the letters 'br' followed by a dashed line. The third row has the letter 'k' followed by a dashed line.



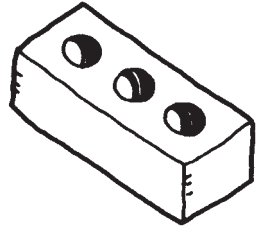
A cloud-shaped frame containing five illustrations: a pig, a girl kicking a ball, a brick, a stick, and a chicken.

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

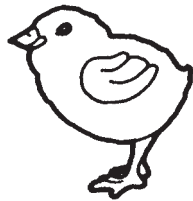
Word Family: -ick

Draw lines to match.

brick



kick



chick



stick



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pick                  | trick                 | pig                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | sick                  | chin                  | chick                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | tock                  | stick                 | tick                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ick** word.



Write words that end with **-ig**.

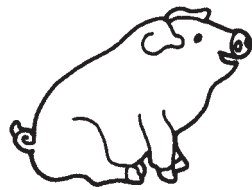
Color each item that ends with **-ig**.


d _ _
p _ _
W _ _



Draw lines to match.

twig



dig



pig



wig



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pig                   | kick                  | big                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | get                   | fig                   | twig                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | wig                   | dig                   | wick                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

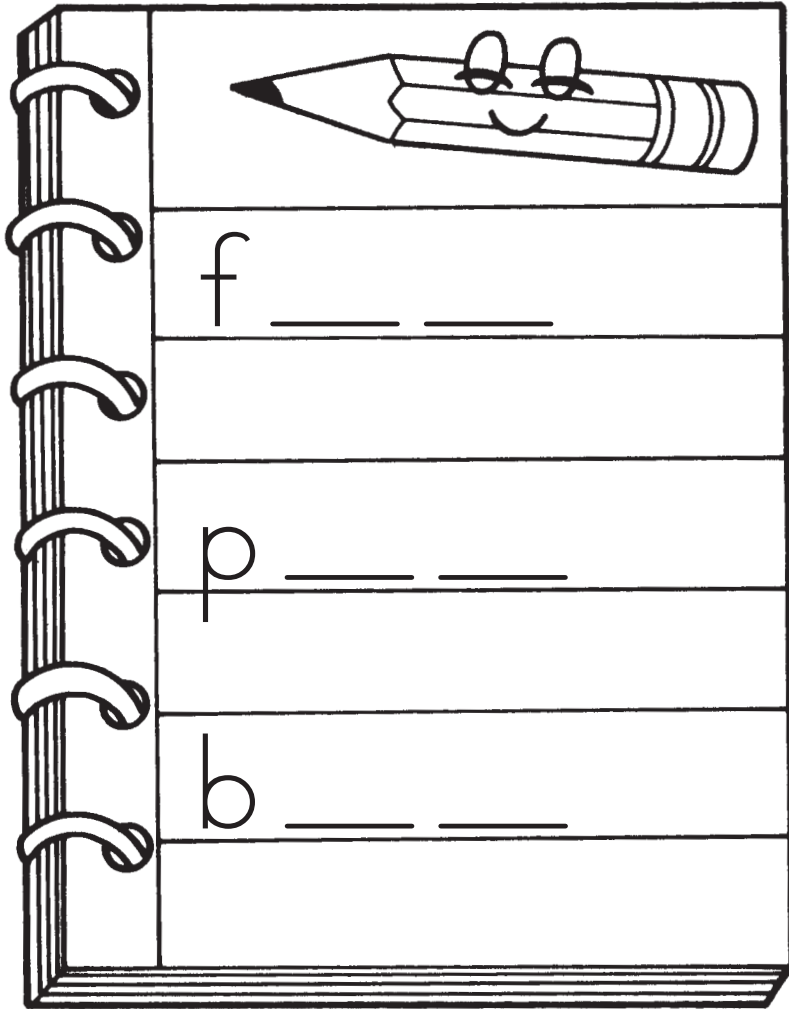
Draw a picture  
of your favorite  
**-ig** word.

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

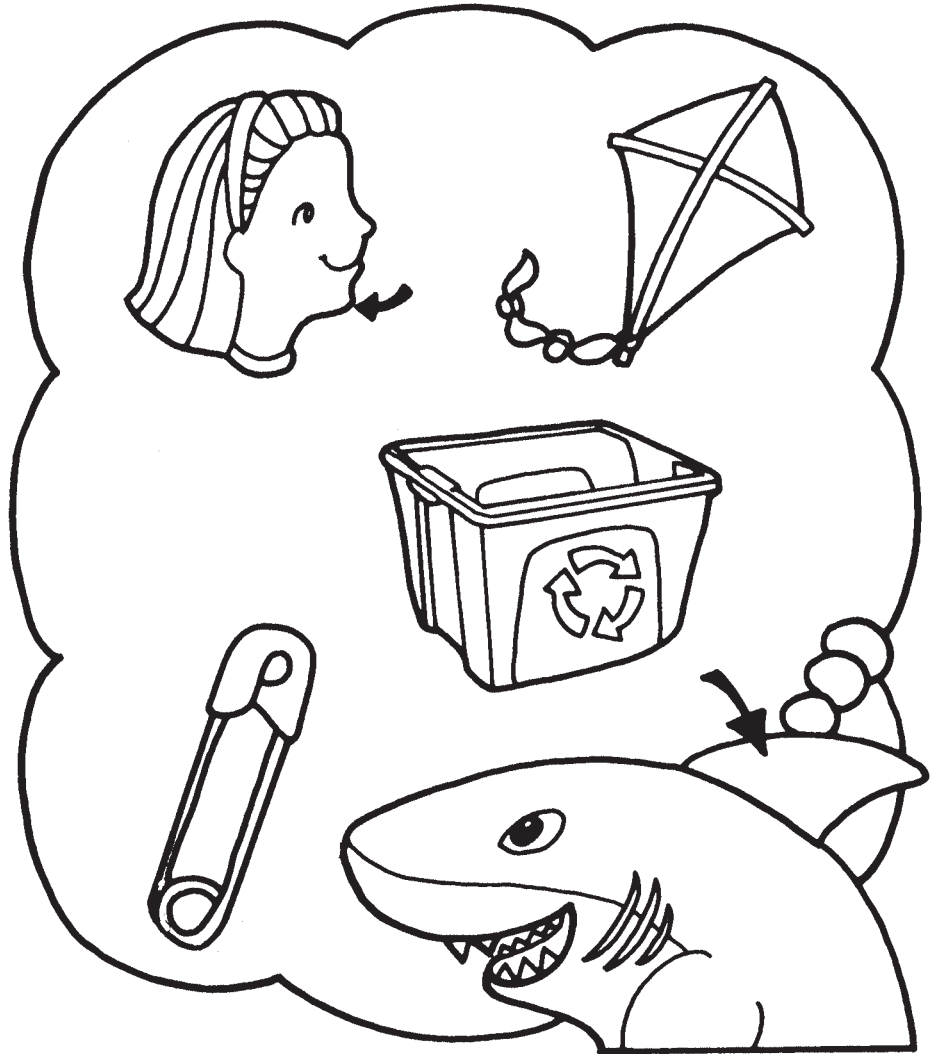
Word Family: -in

Write words that end with **-in**.

Color each item that ends with **-in**.

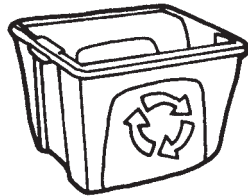


A spiral notebook with a pencil on the top page. Below the pencil are three sets of writing lines, each starting with a letter: 'f', 'p', and 'b'. Each letter is followed by two blank lines for writing.

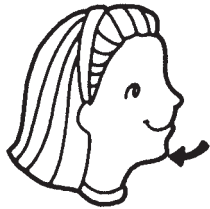


Draw lines to match.

chin



pin



bin



fin



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | fine                  | win                   | grin                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | spin                  | fin                   | find                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | tin                   | pine                  | pin                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |


Draw a picture  
of your favorite  
**-in** word.

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

Word Family: -ing

Write words that end with **-ing**.

Color each item that ends with **-ing**.

○	
	r _____
○	k _____
	W _____
○	

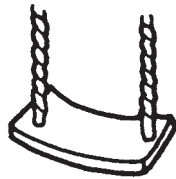


Draw lines to match.

sing



king



ring



swing



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | thing                 | pink                  | king                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | stick                 | sting                 | sing                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | wing                  | ring                  | win                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ing** word.

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

Write words that end with **-it**.

Color each item that ends with **-it**.

p \_\_\_\_\_

h \_\_\_\_\_

s \_\_\_\_\_



Draw lines to match.

knit



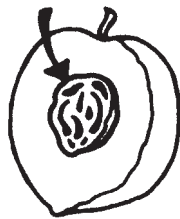
hit



pit



sit



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | fit                   | sit                   | fin                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | kit                   | kid                   | hit                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | bite                  | bit                   | knit                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-it** word.



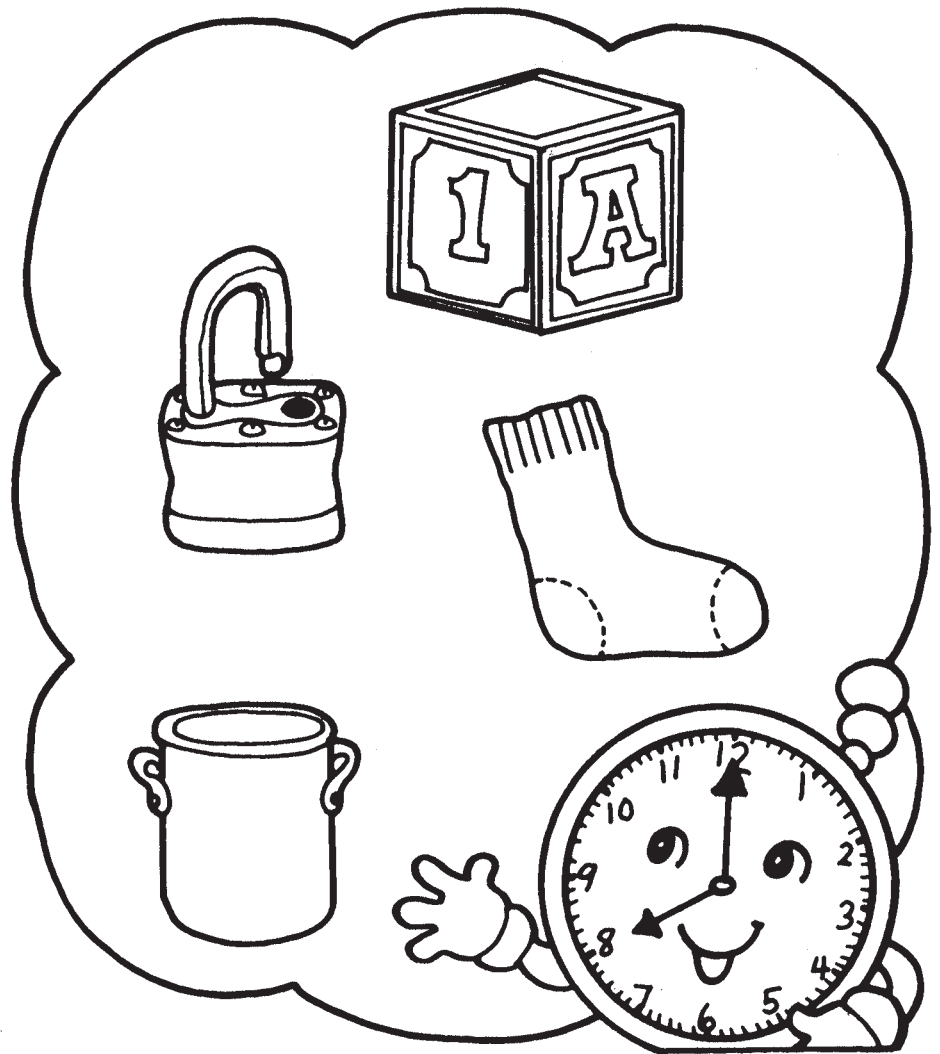
Write words that end with **-ock**.

Color each item that ends with **-ock**.

c | \_\_\_\_\_

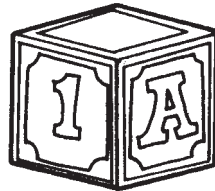
l | \_\_\_\_\_

s | \_\_\_\_\_

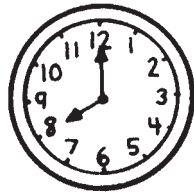


Draw lines to match.

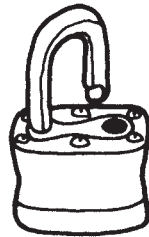
clock



lock



block



sock



Which word does not belong?  
Fill in the bubble.

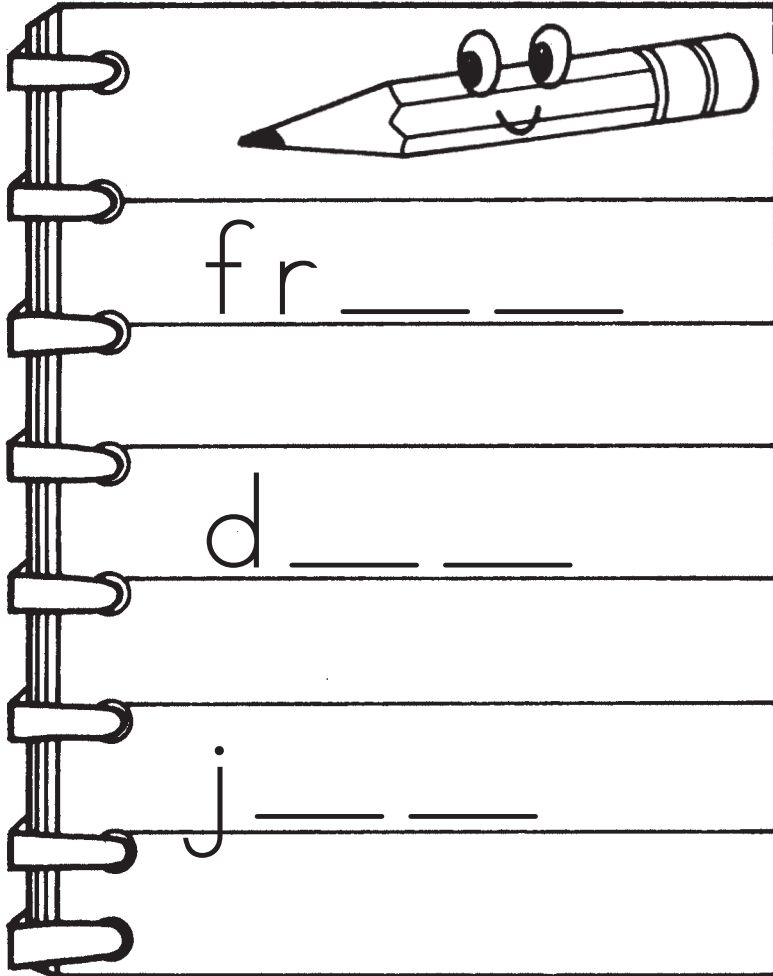


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | soak                  | knock                 | sock                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | rock                  | lock                  | look                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | dock                  | float                 | flock                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ock** word.

Write words that end with **-og**.

Color each item that ends with **-og**.



fr \_\_\_\_\_

d \_\_\_\_\_

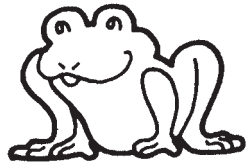
j \_\_\_\_\_



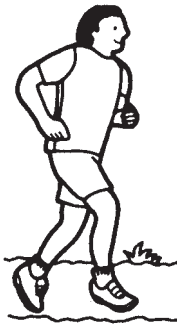
Name: \_\_\_\_\_

Draw lines to match.

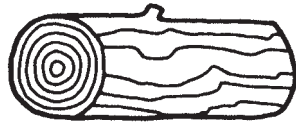
log



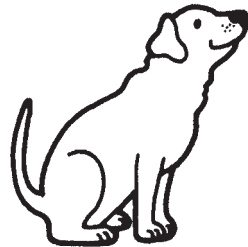
frog



dog



jog



Which word does not belong?  
Fill in the bubble.




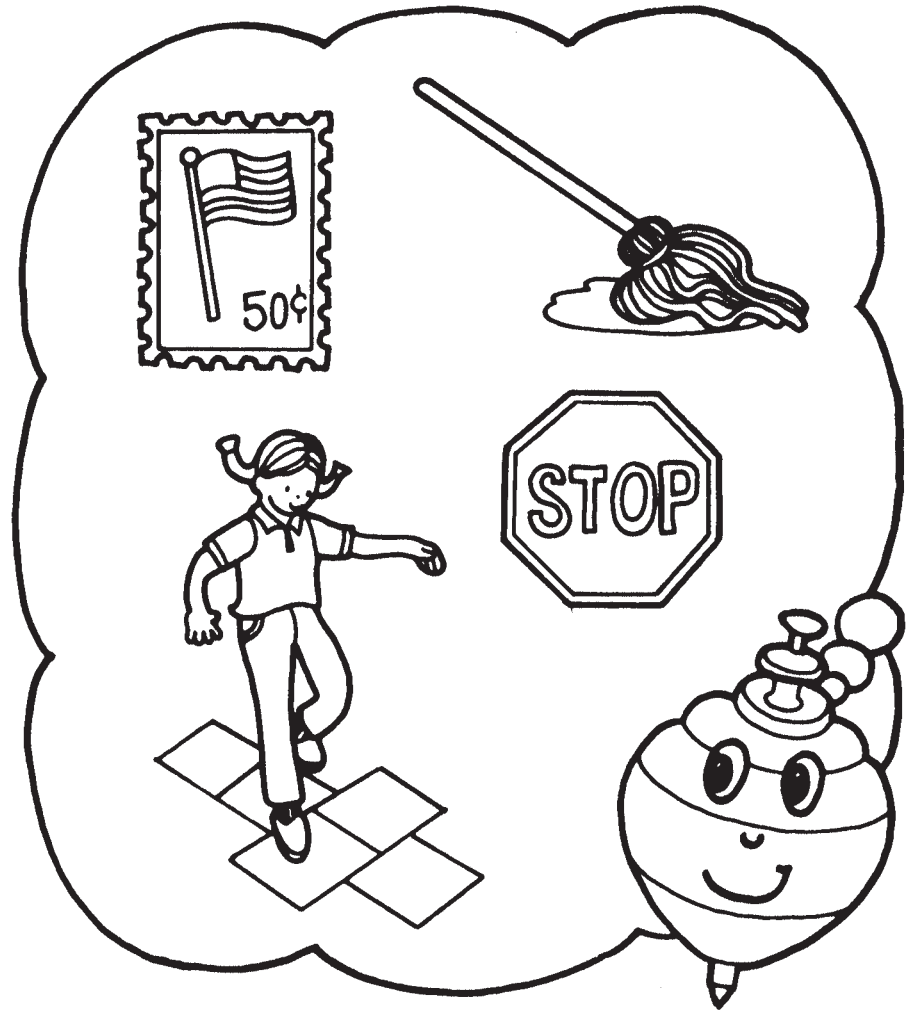
- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | hog                   | lock                  | log                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | bag                   | bog                   | smog                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | dog                   | jog                   | pig                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-og** word.

Write words that end with **-op**.

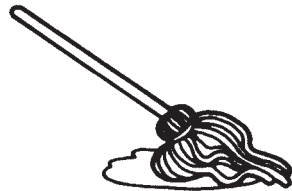
Color each item that ends with **-op**.


† _____
_____
m _____
_____
s † _____
_____



Draw lines to match.

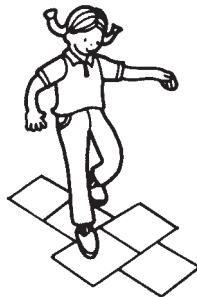
top



hop



stop



mop



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pop                   | drop                  | pod                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | chop                  | hot                   | hop                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | map                   | top                   | mop                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

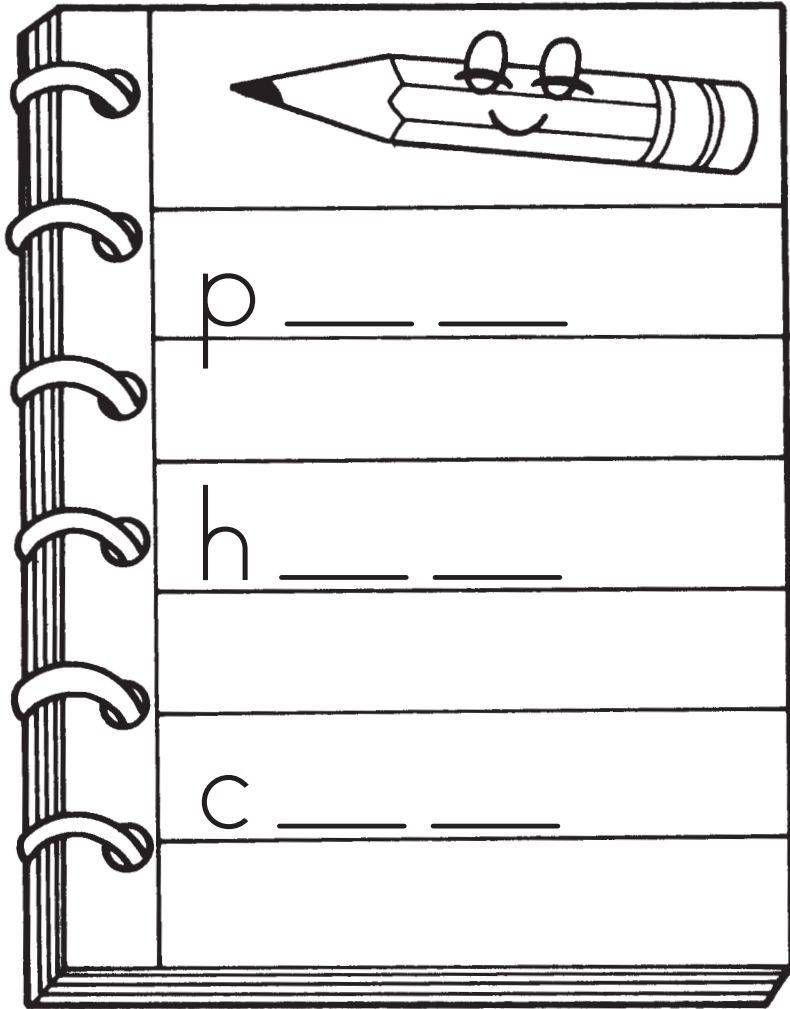
Draw a picture  
of your favorite  
**-op** word.

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

Word Family: -ot

Write words that end with **-ot**.

Color each item that ends with **-ot**.



p \_ \_ \_

h \_ \_ \_

c \_ \_ \_

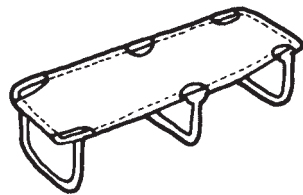


Draw lines to match.

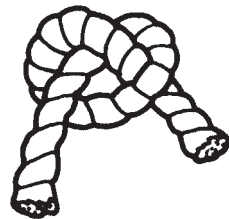
pot



hot



cot



knot



Which word does not belong?  
Fill in the bubble.



1. dot                      hat                      hot  
                                           

2. pet                      slot                      pot  
                                           


3. knot                      got                      goat  
                                           

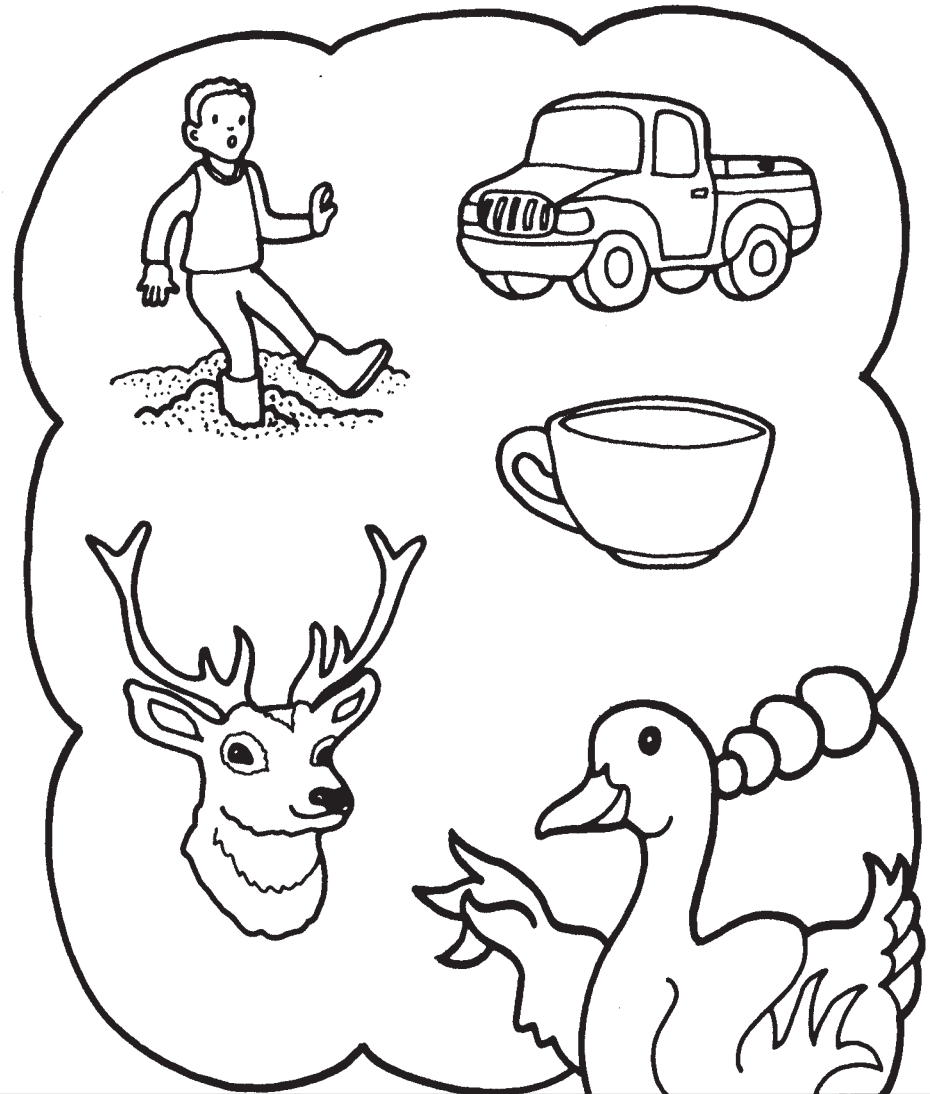
Draw a picture  
of your favorite  
**-ot** word.



Write words that end with **-uck**.

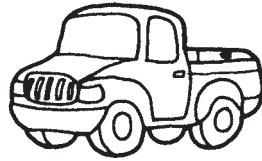
Color each item that ends with **-uck**.

○	
	d _ _ _
○	tr _ _ _
	b _ _ _
○	

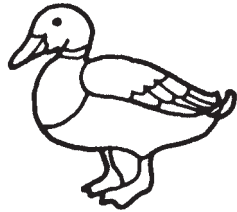


Draw lines to match.

duck



stuck



truck



buck



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pack                  | luck                  | puck                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | tick                  | tuck                  | duck                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | muck                  | back                  | buck                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-uck** word.

Write words that end with **-ug**.

Color each item that ends with **-ug**.

r \_ \_ \_

pl \_ \_ \_

m \_ \_ \_

A dog, a ladybug, a rug, a plug, and a mug.

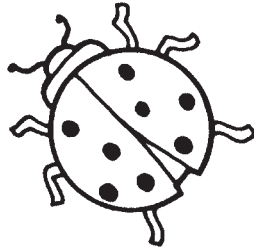
Name: \_\_\_\_\_

Draw lines to match.

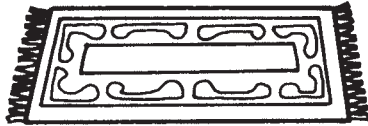
rug



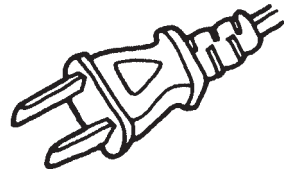
mug



plug



bug



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | dug                   | dog                   | hug                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | red                   | rug                   | tug                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | bug                   | jug                   | jog                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ug** word.

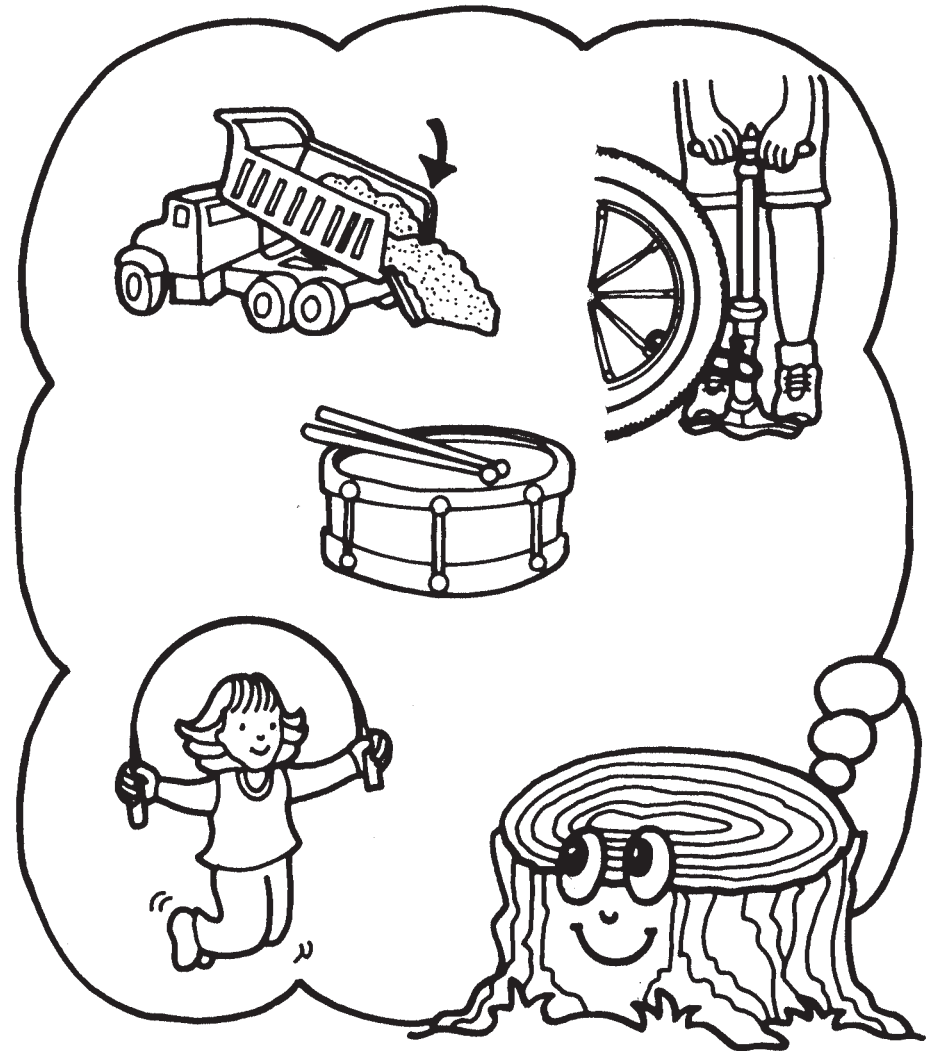
Write words that end with **-ump**.

Color each item that ends with **-ump**.

p \_\_\_\_\_

st \_\_\_\_\_

j \_\_\_\_\_

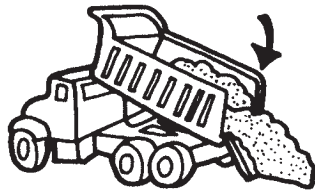


Draw lines to match.

dump



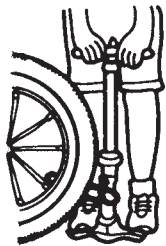
stump



pump



jump



Which word does not belong?  
Fill in the bubble.



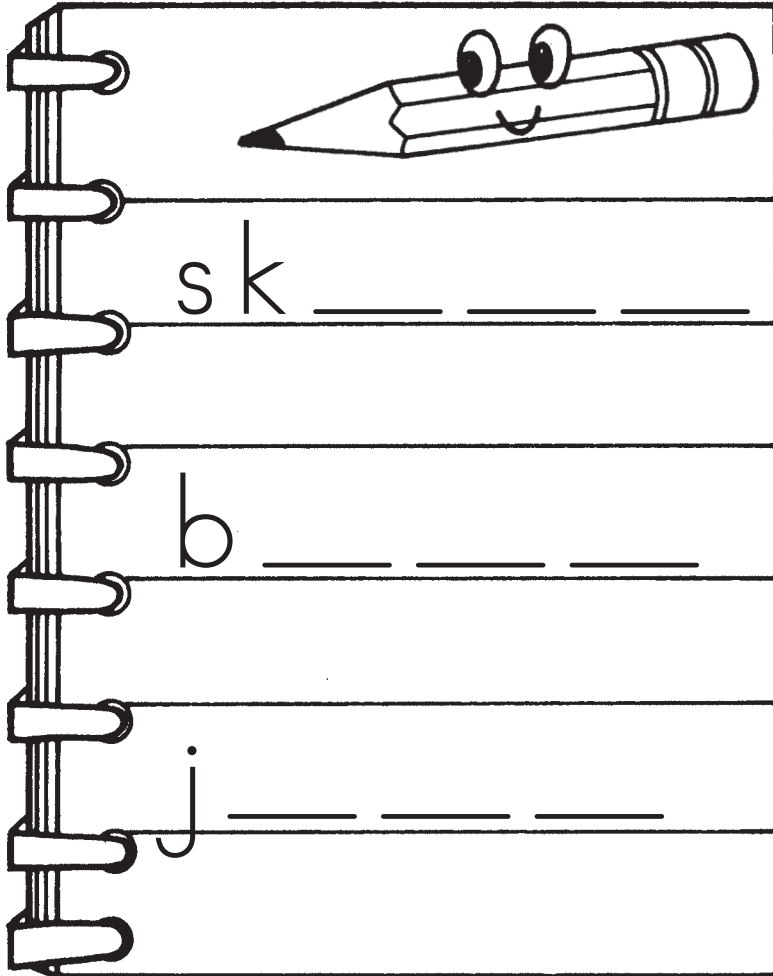
- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | drum                  | bump                  | lump                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | hump                  | dump                  | down                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | jump                  | job                   | pump                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ump** word.

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

Write words that end with **-unk**.

Color each item that ends with **-unk**.



sk \_\_\_\_\_

b \_\_\_\_\_

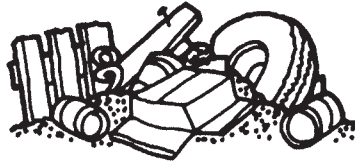
j \_\_\_\_\_



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

Draw lines to match.

skunk



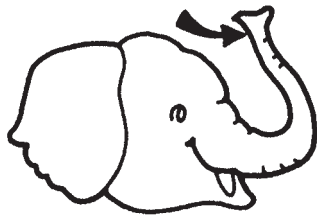
junk



trunk



bunk



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | dunk                  | dark                  | skunk                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | honk                  | hunk                  | chunk                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | spunk                 | junk                  | spark                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-unk** word.




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

Word Family: -ake

Write words that end with **-ake**.

Color each item that ends with **-ake**.



c \_ \_ \_

s n \_ \_ \_

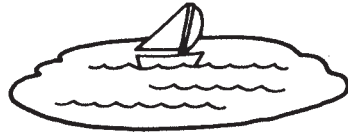
r \_ \_ \_



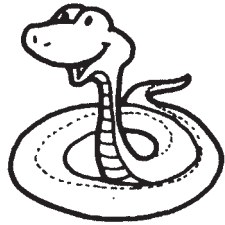
Name: \_\_\_\_\_

Draw lines to match.

lake



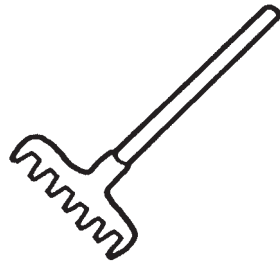
rake



snake



cake



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | make                  | talk                  | take                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | snack                 | snake                 | fake                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | bake                  | lake                  | back                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ake** word.

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

Word Family: -ale

Write words that end with **-ale**.

Color each item that ends with **-ale**.

A spiral notebook with a pencil at the top. Below the pencil are three rows for writing words. The first row starts with 'w h', the second with 's', and the third with 'b'. Each row has a dashed line for a second letter and a solid line for the rest of the word.

A collection of items for coloring, all of which end in the word family '-ale': a beach ball, a scale, a price tag, a log, and a watermelon.

Draw lines to match.

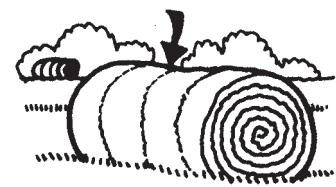
whale



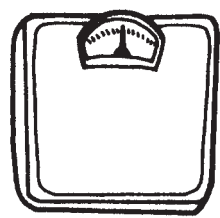
sale



scale



bale



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | pale                  | pole                  | bale                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | whale                 | stale                 | whole                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | male                  | tall                  | tale                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |


Draw a picture  
of your favorite  
**-ale** word.

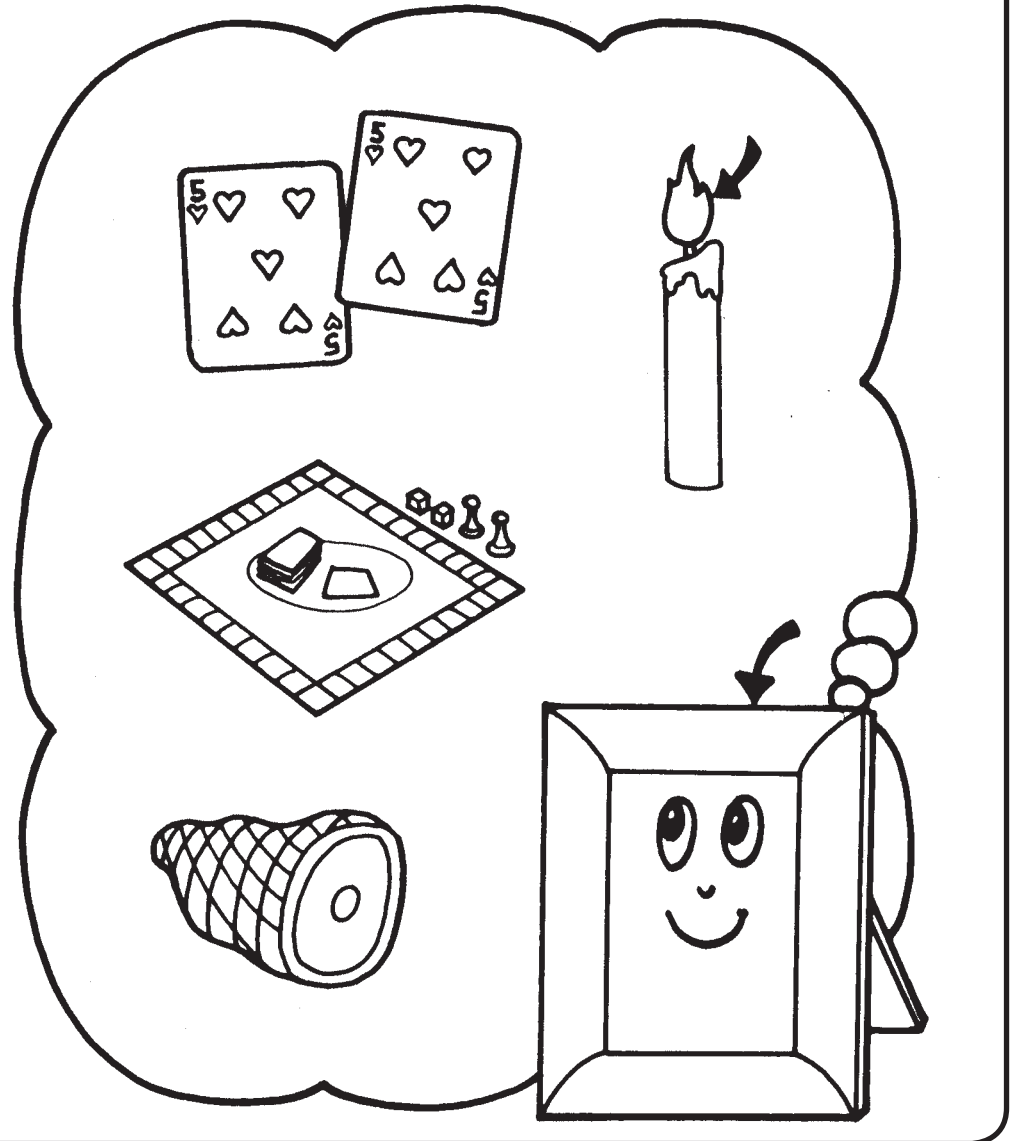
Name: \_\_\_\_\_

Word Family: -ame

Write words that end with **-ame**.

Color each item that ends with **-ame**.

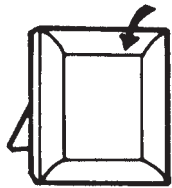
○	
	fr _____
	_____
○	g _____
	_____
	s _____
○	_____



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

Draw lines to match.

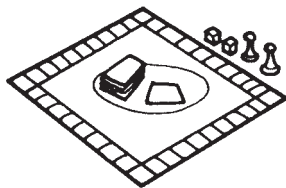
game



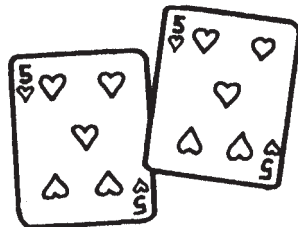
frame



same



flame



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | came                  | same                  | come                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | tame                  | time                  | lame                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | fan                   | blame                 | fame                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ame** word.

Write words that end with **-ice**.

Color each item that ends with **-ice**.

m \_\_\_\_\_

pr \_\_\_\_\_

d \_\_\_\_\_

\$5.00

Water with ice cubes

Bicycle

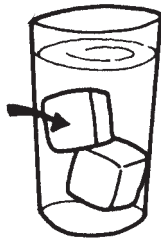
Two dice

Two mice

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

Draw lines to match.

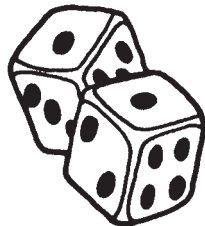
price



ice



mice



dice



Which word does not belong?  
Fill in the bubble.



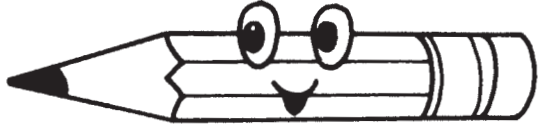
- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | slice                 | slide                 | dice                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | mice                  | spice                 | mine                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | twice                 | right                 | rice                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ice** word.



Write words that end with **-ide**.

Color each item that ends with **-ide**.



br \_\_\_\_\_

h \_\_\_\_\_

s \_\_\_\_\_

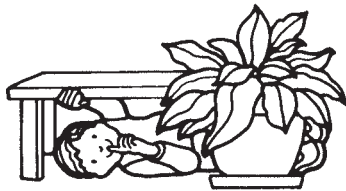


Draw lines to match.

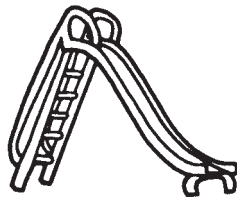
ride



bride



hide



slide



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | ride                  | nine                  | hide                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | dive                  | side                  | wide                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | tide                  | glide                 | time                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ide** word.

Write words that end with **-ine**.

Color each item that ends with **-ine**.

n \_\_\_\_\_

v \_\_\_\_\_

sp \_\_\_\_\_

Chair with vine, Needle and thread, Paperclip, Spine diagram, Number 9

Draw lines to match.

vine



nine



line



spine



Which word does not belong?  
Fill in the bubble.




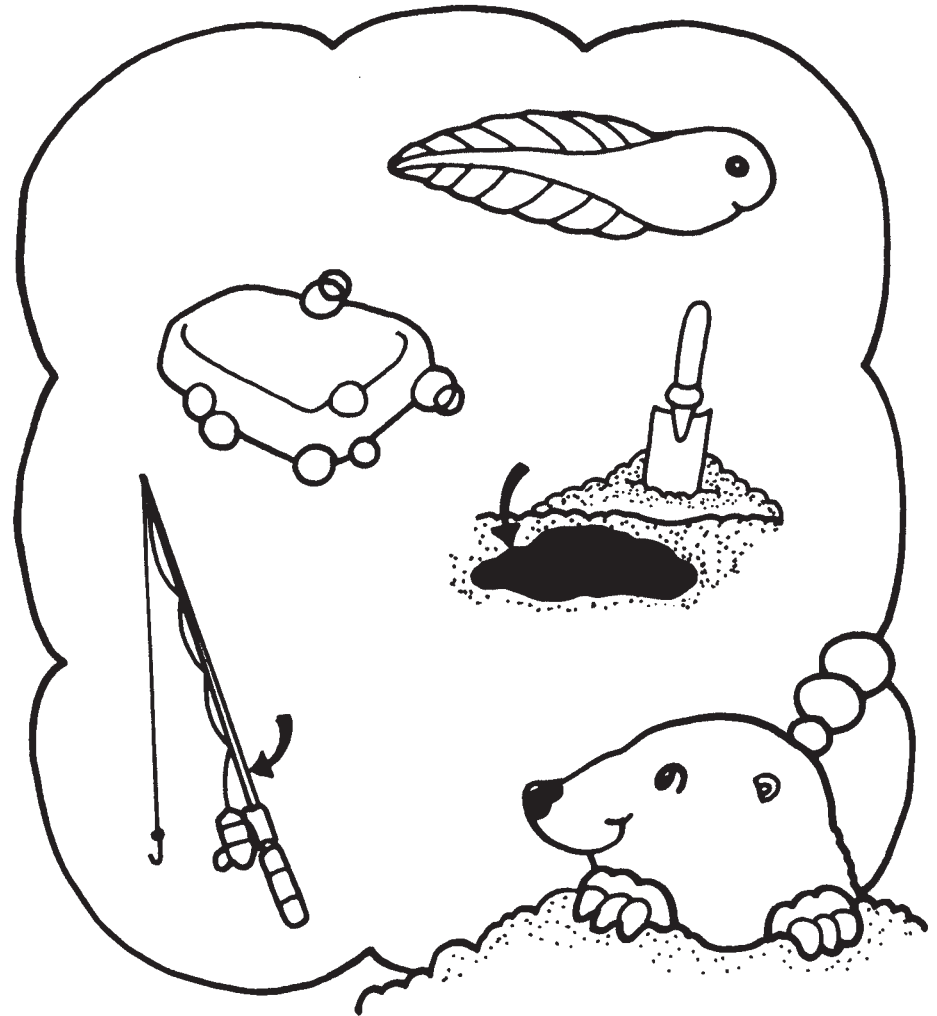
- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | dime                  | dine                  | spine                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | pine                  | mine                  | pin                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | fine                  | tie                   | twine                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ine** word.

Write words that end with **-ole**.

Color each item that ends with **-ole**.


m _ _ _
h _ _ _
p _ _ _



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

Draw lines to match.

pole



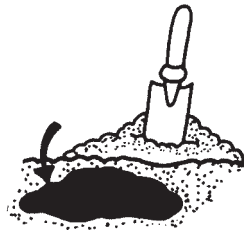
mole



hole



tadpole



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | whole                 | role                  | wall                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | stole                 | stale                 | pole                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | mile                  | mole                  | hole                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ole** word.

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

Word Family: -one

Write words that end with **-one**.

Color each item that ends with **-one**.

c \_\_\_\_\_

b \_\_\_\_\_

ph \_\_\_\_\_

Draw lines to match.

bone



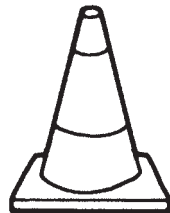
throne



cone



phone



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | lawn                  | lone                  | tone                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | bone                  | phone                 | bun                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | cone                  | come                  | throne                |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-one** word.



Write words that end with **-ose**.

Color each item that ends with **-ose**.

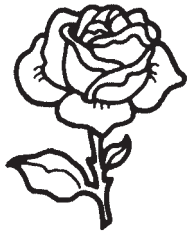
o	
	r _____
o	h _____
	n _____
o	



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

Draw lines to match.

nose



rose



close



hose



Which word does not belong?  
Fill in the bubble.

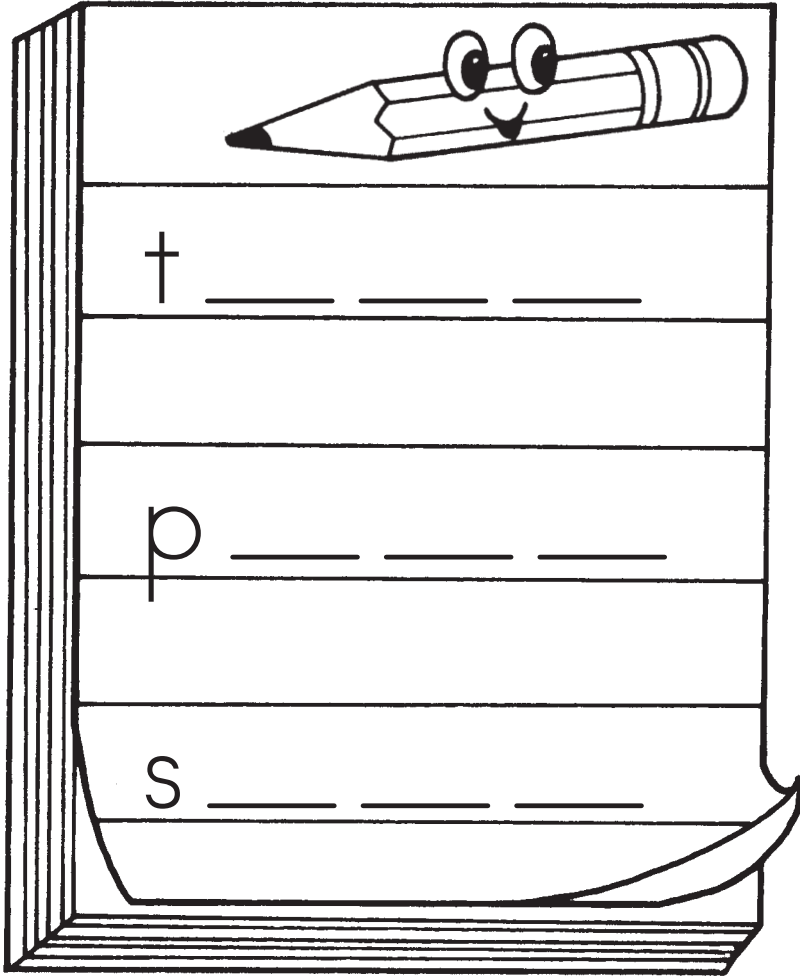


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | those                 | note                  | nose                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | pass                  | pose                  | rose                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | hose                  | close                 | claws                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ose** word.

Write words that end with **-ail**.

Color each item that ends with **-ail**.



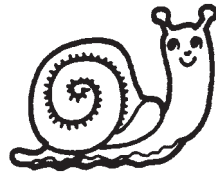
Name: \_\_\_\_\_

Draw lines to match.

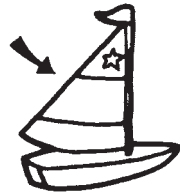
sail



pail



nail



snail



Which word does not belong?  
Fill in the bubble.

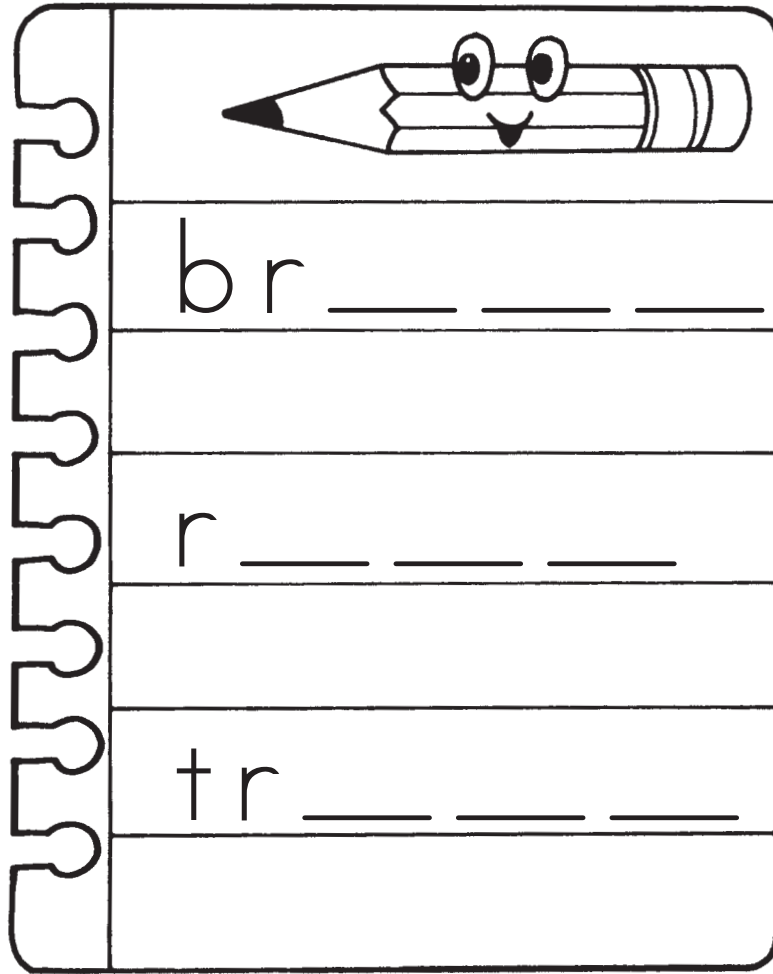


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | nail                  | maid                  | mail                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | trail                 | rail                  | rain                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | pain                  | bail                  | sail                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ail** word.

Write words that end with **-ain**.

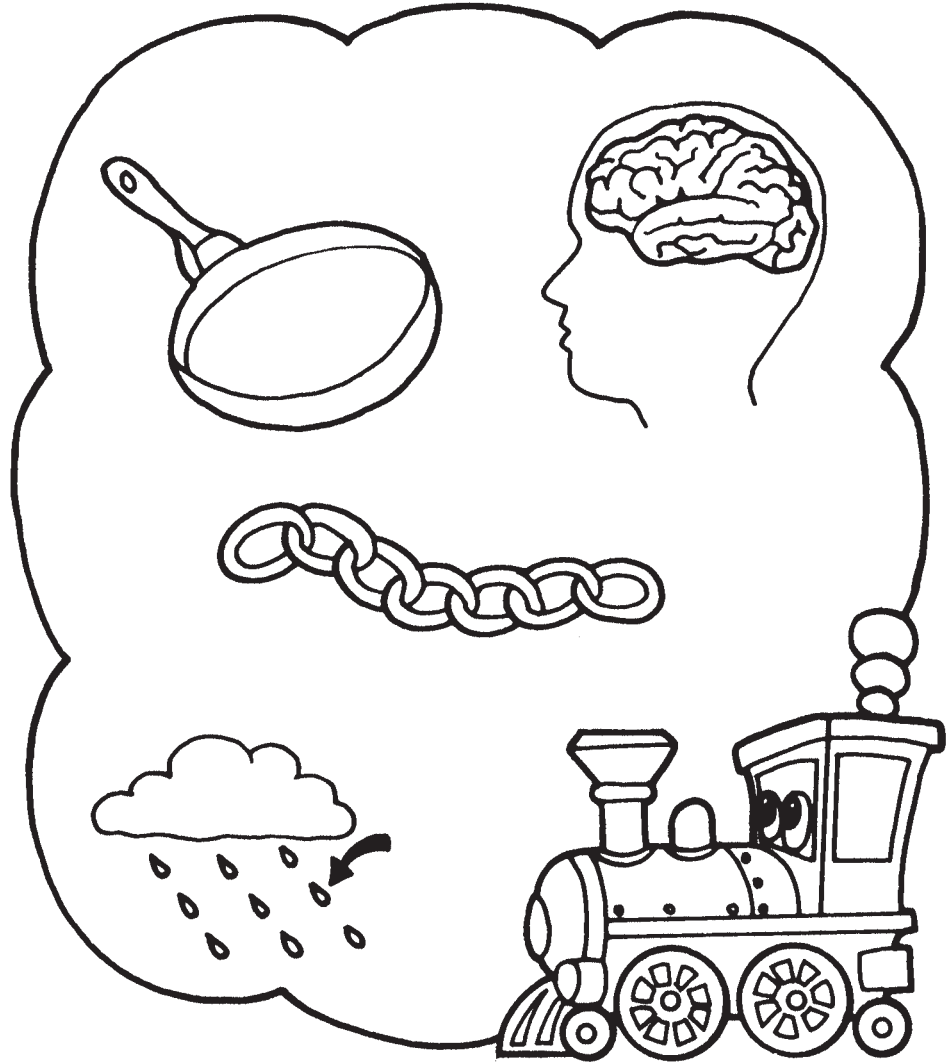
Color each item that ends with **-ain**.



br \_\_\_\_\_

r \_\_\_\_\_

tr \_\_\_\_\_

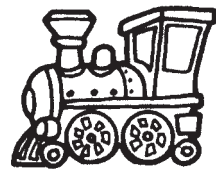


Draw lines to match.

chain



rain



train



brain



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | stain                 | pain                  | star                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | main                  | maid                  | train                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | raid                  | rain                  | drain                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ain** word.

Write words that end with **-ay**.

Color each item that ends with **-ay**.

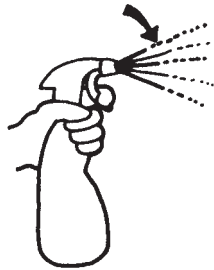
j \_\_\_\_\_

tr \_\_\_\_\_

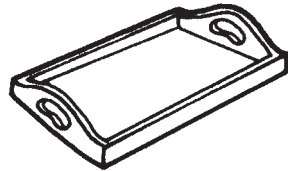
h \_\_\_\_\_

Draw lines to match.

tray



hay



spray



jay



Which word does not belong?  
Fill in the bubble.



1.    pain                    day                    pay  
                                             

2.    clay                    may                    claw  
                                             


3.    bay                    trail                    tray  
                                             

Draw a picture  
of your favorite  
**-ay** word.



Write words that end with **-eat**.

Color each item that ends with **-eat**.

	
s	_____
wh	_____
m	_____
	_____

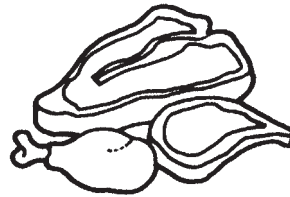


Draw lines to match.

heat



wheat



seat



meat



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | meat                  | team                  | treat                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | heal                  | heat                  | beat                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | seat                  | wheat                 | seam                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-eat** word.

Write words that end with **-ee**.

Color each item that ends with **-ee**.

tr \_ \_

b \_ \_

t \_ \_

3

Draw lines to match.

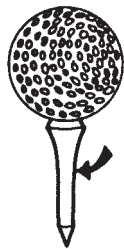
tee



bee



tree



three



Which word does not belong?  
Fill in the bubble.




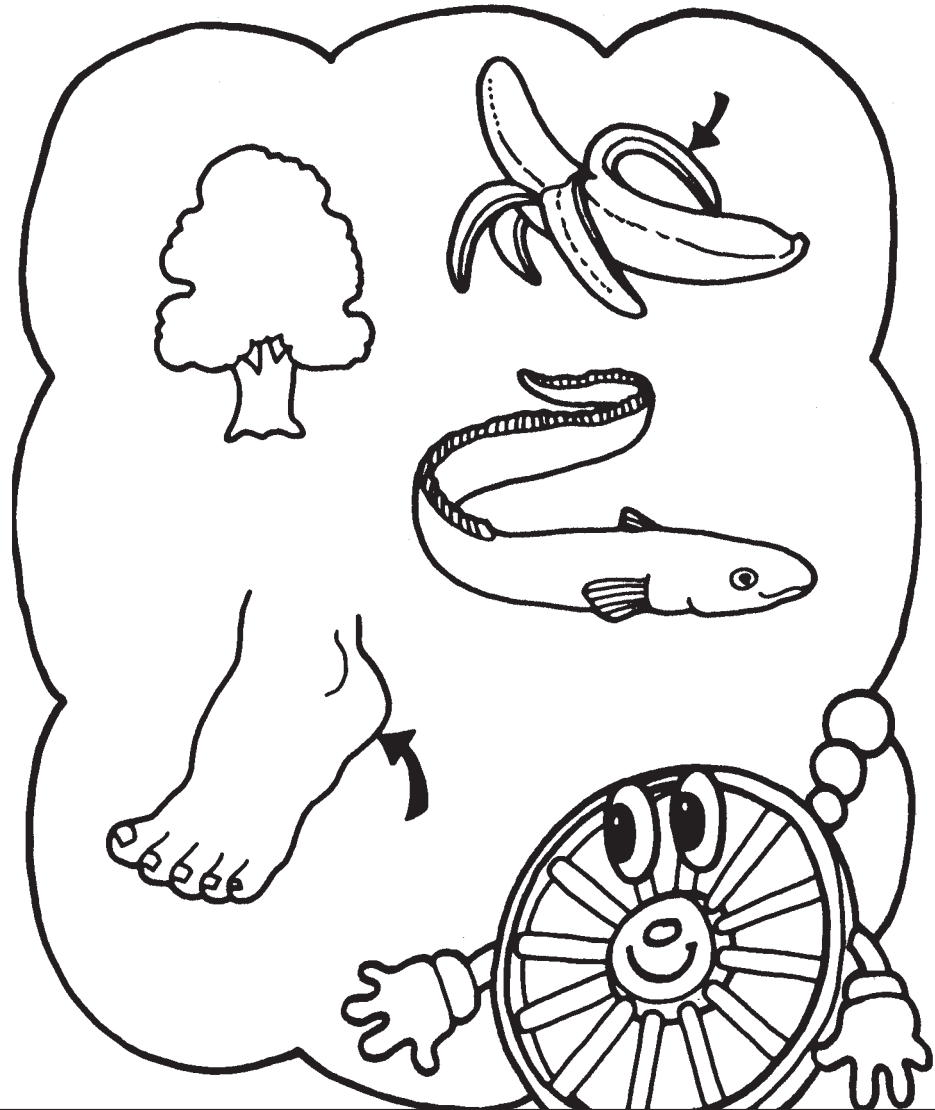
- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | knee                  | see                   | week                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | free                  | feed                  | tee                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | need                  | bee                   | three                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ee** word.

Write words that end with **-eel**.

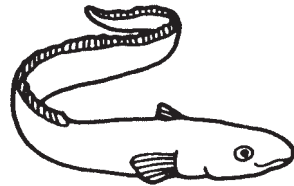
Color each item that ends with **-eel**.

○	
	wh _____
○	h _____
○	p _____

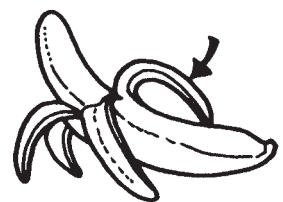


Draw lines to match.

peel



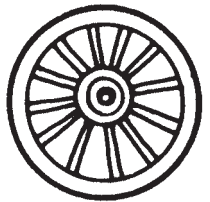
heel



eel



wheel



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | fell                  | feel                  | heel                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | kneel                 | reel                  | read                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | eel                   | bell                  | wheel                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture of your favorite **-eel** word.

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

Word Family: -eet

Write words that end with **-eet**.

Color each item that ends with **-eet**.

A notepad with a pencil character at the top. The notepad has several horizontal lines. The first line contains the letter 'b' followed by a dashed line. The second line contains the letter 'f' followed by a dashed line. The third line contains the letter 'm' followed by a dashed line.

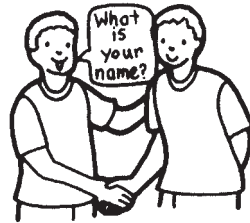
A collection of illustrations within a cloud-like border. At the top left are two feet with toes. To the right are two children shaking hands, with one holding a sign that says 'What is your name?'. Below the feet is a jeep. At the bottom left are two houses with trees behind them and a road with a dashed line and an arrow. At the bottom right is a smiling tomato with leaves.

Draw lines to match.

feet



street



beet



meet



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | sheet                 | sheep                 | greet                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | bean                  | tweet                 | beet                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | sweet                 | street                | tree                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-eet** word.



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

Word Family: -ight

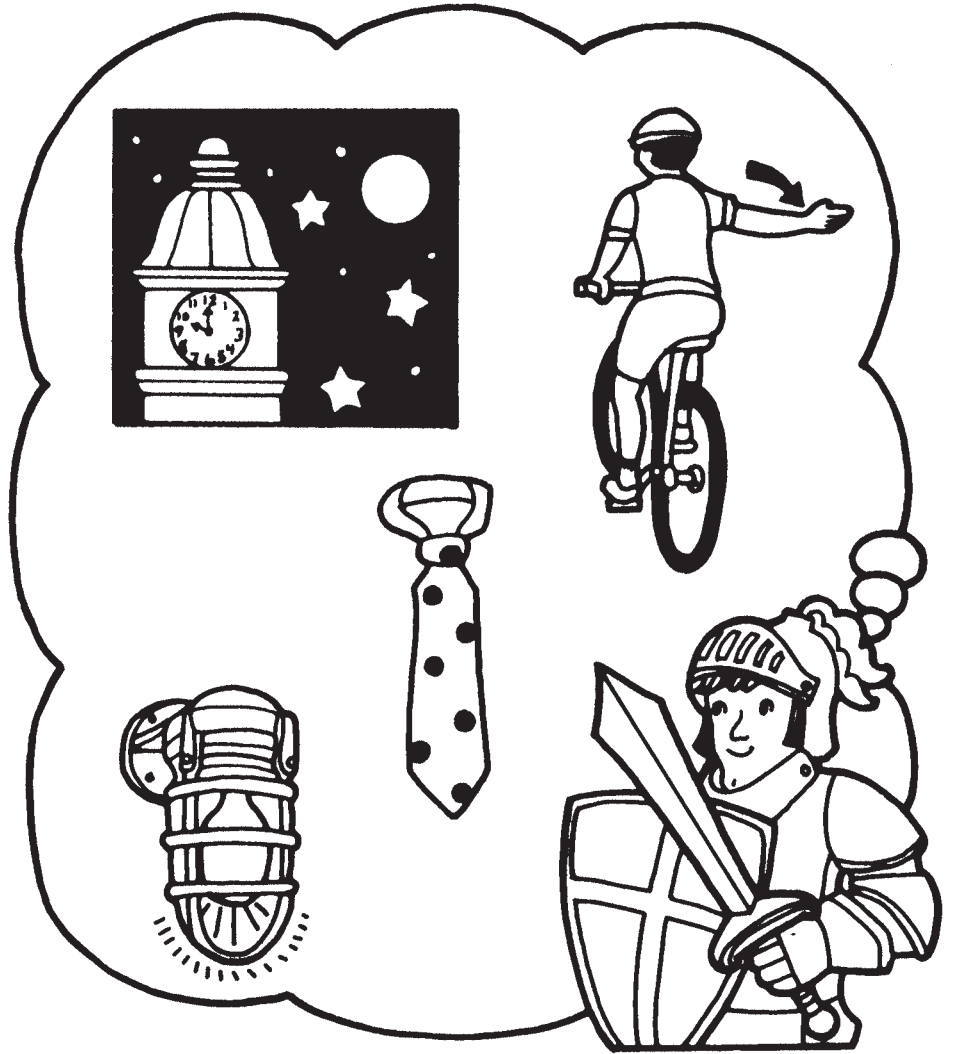
Write words that end with **-ight**.

Color each item that ends with **-ight**.

n \_\_\_\_\_

| \_\_\_\_\_

r \_\_\_\_\_



Draw lines to match.

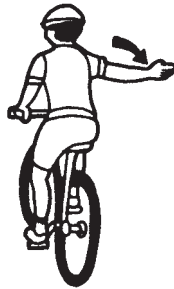
night



right



light



knight



Which word does not belong?  
Fill in the bubble.

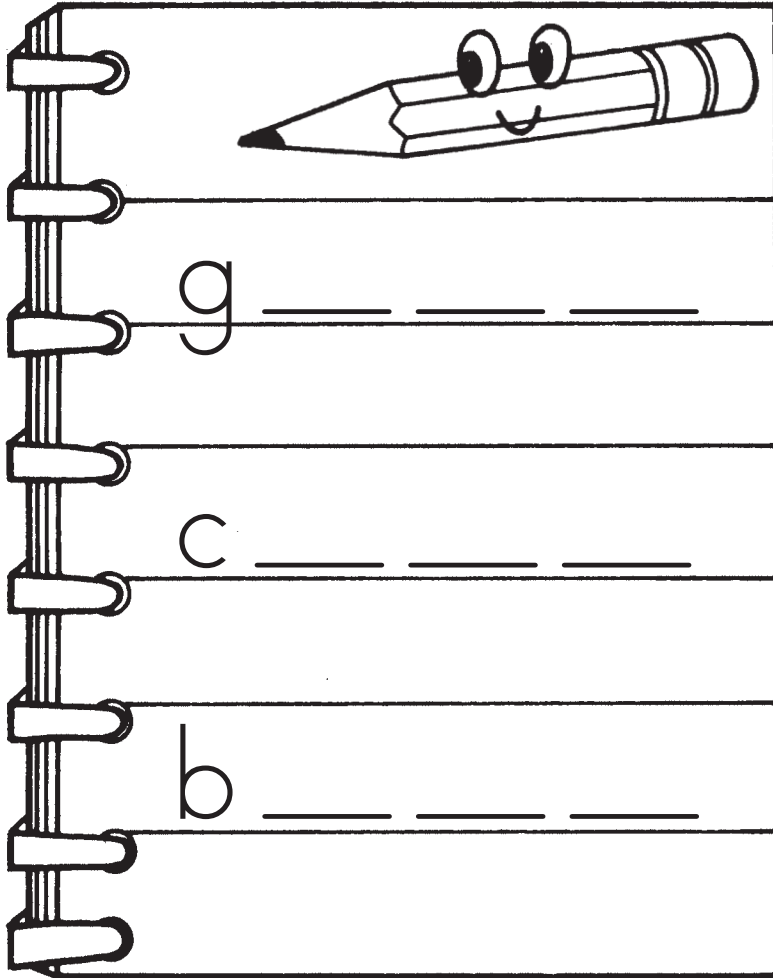


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | fight                 | right                 | rent                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | bright                | sting                 | tight                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | mint                  | might                 | night                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture of your favorite **-ight** word.

Write words that end with **-oat**.

Color each item that ends with **-oat**.



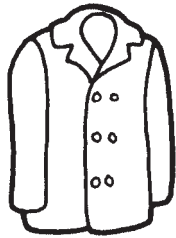
A spiral notebook with a pencil character at the top. Below the pencil are four writing lines. The first line has the letter 'g' followed by a dashed line. The second line has the letter 'c' followed by a dashed line. The third line has the letter 'b' followed by a dashed line. The fourth line is blank.



A cloud-shaped frame containing five illustrations: a girl floating in a life preserver, a sailboat, a wooden gate, a jacket, and a goat.

Draw lines to match.

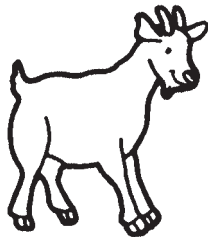
goat



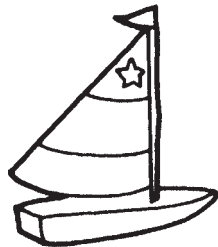
coat



boat



float



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | float                 | flat                  | boat                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | soap                  | moat                  | oat                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | throat                | goat                  | got                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-oat** word.

Write words that end with **-ow**.

Color each item that ends with **-ow**.

	
c r	_____
b	_____
r	_____



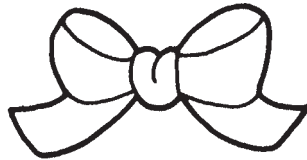
Name: \_\_\_\_\_

Draw lines to match.

snow



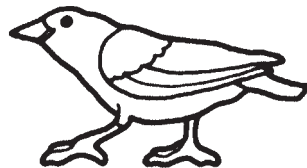
row



crow



bow



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | low                   | gown                  | grow                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | now                   | snow                  | mow                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | throw                 | blow                  | throne                |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

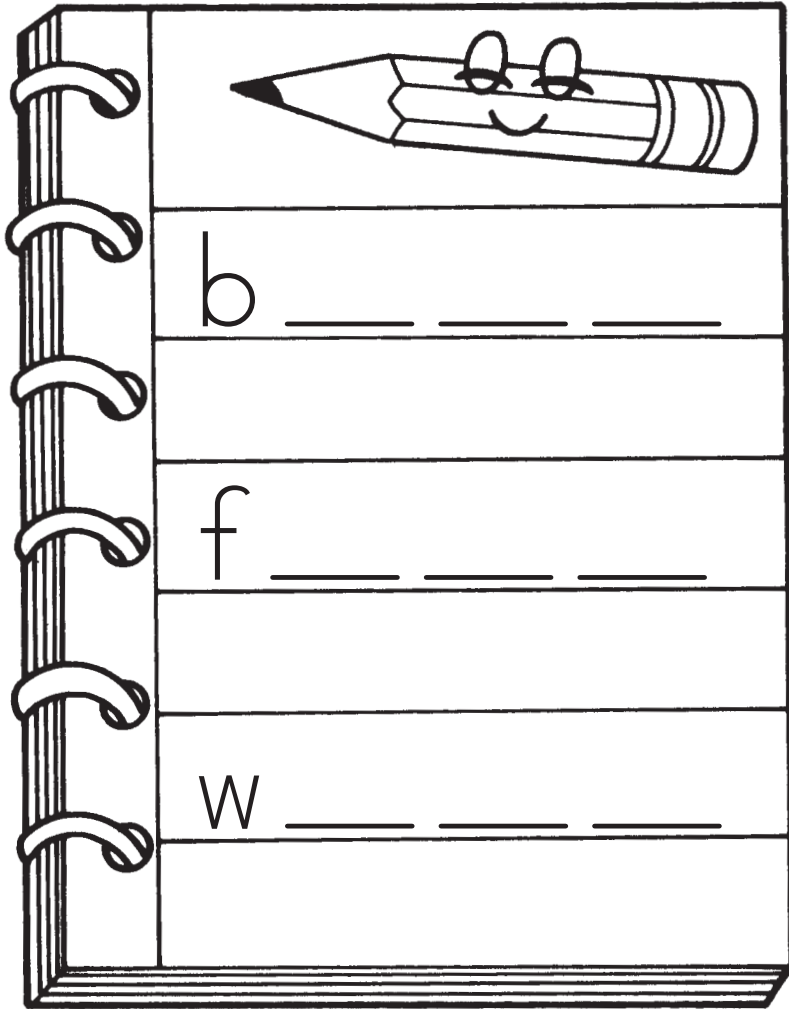
Draw a picture  
of your favorite  
**-ow** word.

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

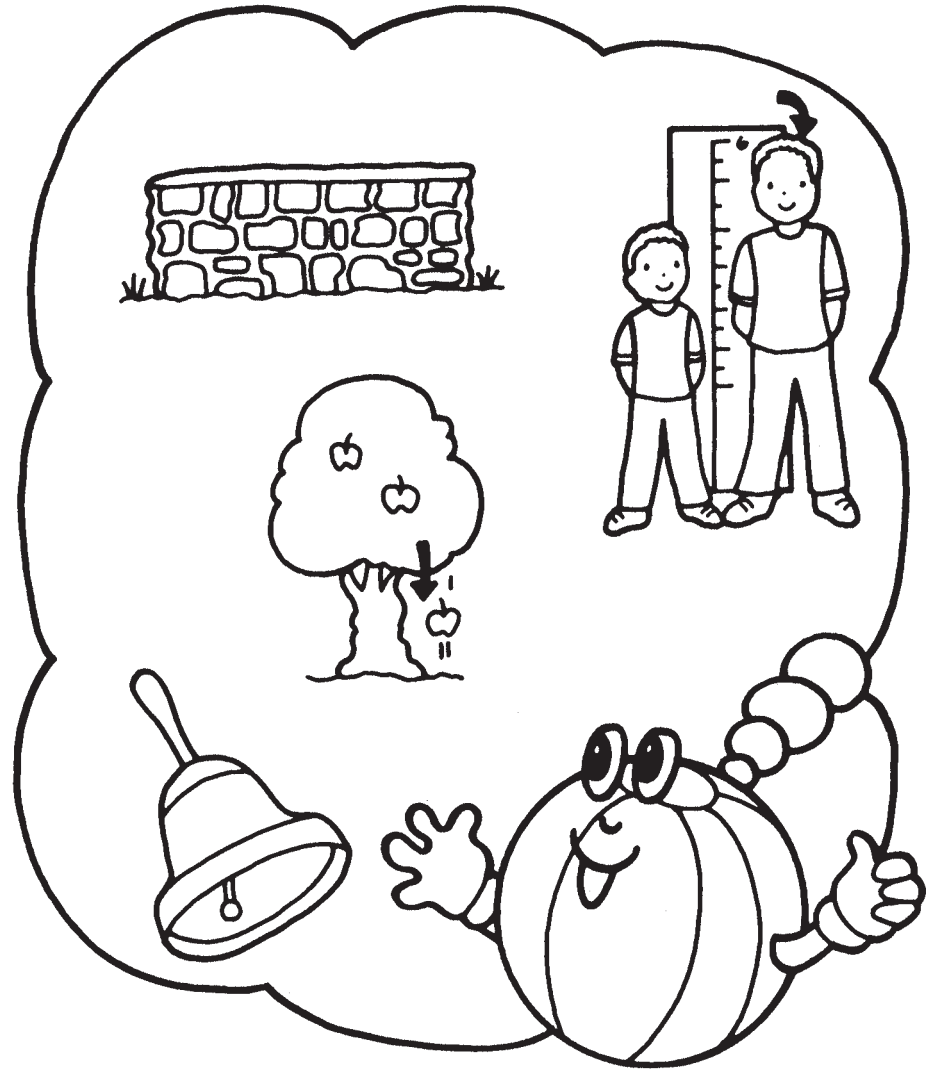
Word Family: -all

Write words that end with **-all**.

Color each item that ends with **-all**.



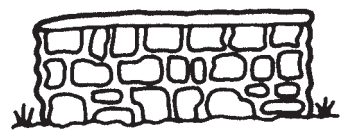
A spiral notebook with a pencil character on the top page. The pencil has eyes and a smile. Below the pencil are three rows of handwriting practice lines. The first row starts with the letter 'b', the second with 'f', and the third with 'W'. Each row has a solid top line, a dashed middle line, and a solid bottom line.



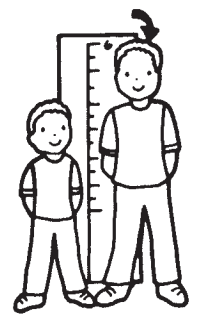
A collection of illustrations inside a cloud-like border. At the top left is a brick wall. To its right are two children standing next to a height chart. Below the brick wall is an apple tree with an arrow pointing to an apple. At the bottom left is a bell. At the bottom right is a smiling pumpkin with arms and legs.

Draw lines to match.

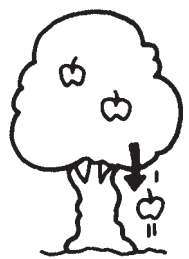
tall



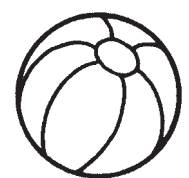
ball



wall



fall



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | small                 | smell                 | call                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | ball                  | mall                  | mail                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | hall                  | tale                  | tall                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

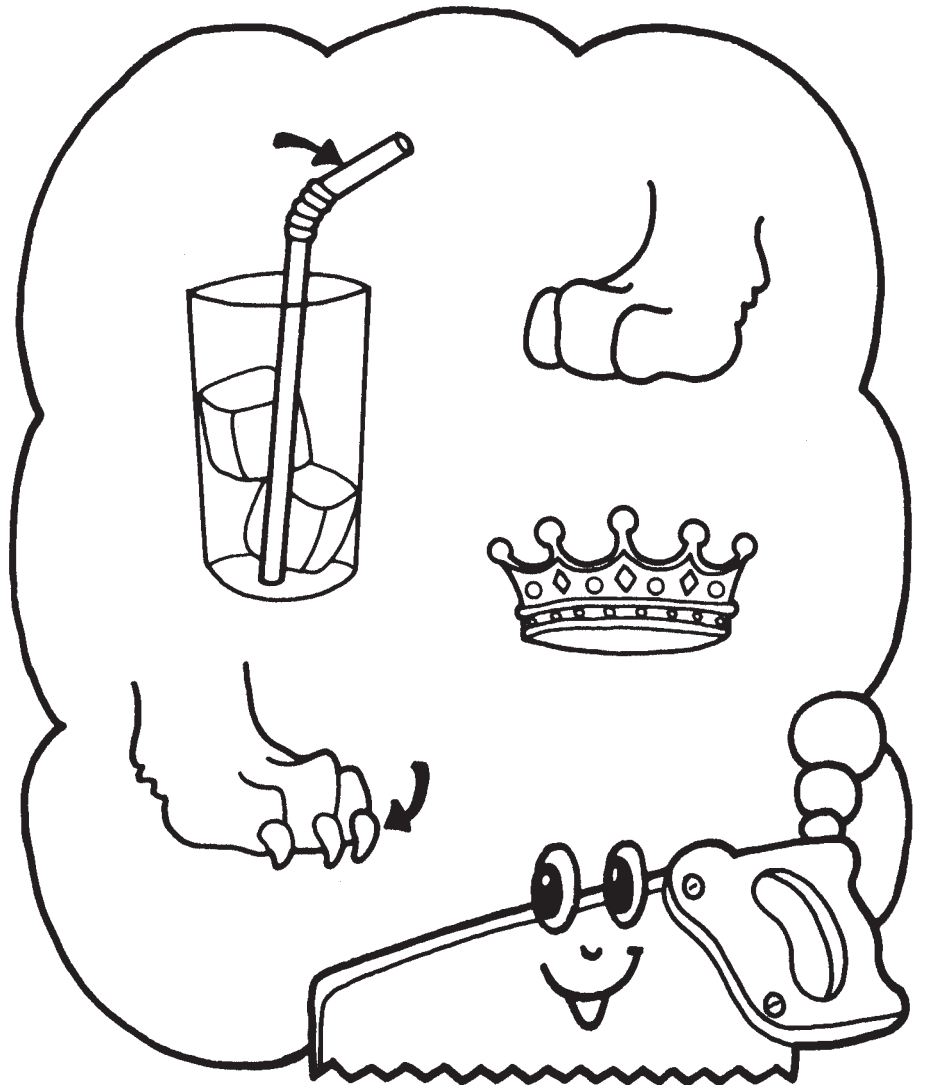
Draw a picture  
of your favorite  
**-all** word.



Write words that end with **-aw**.

Color each item that ends with **-aw**.

○	
	s _ _ _
○	p _ _ _
	c   _ _ _
○	

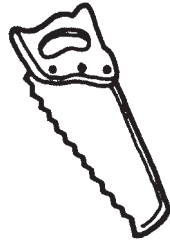


Draw lines to match.

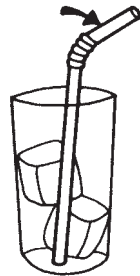
paw



straw



saw



claw



Which word does not belong?  
Fill in the bubble.

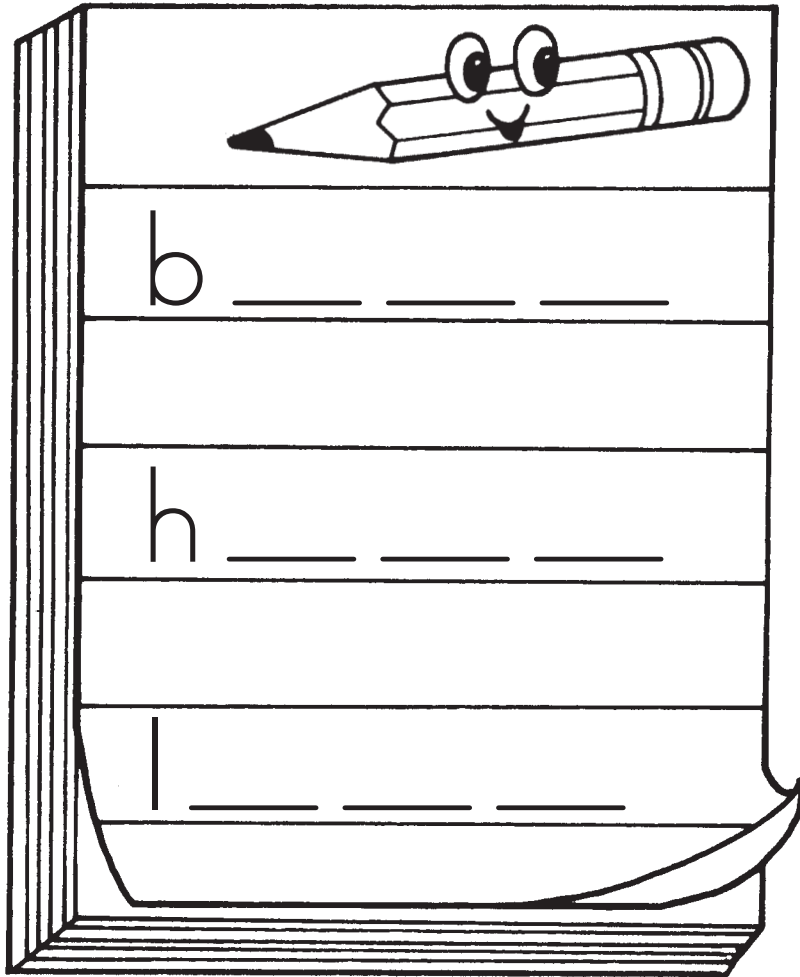


- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | jaw                   | claw                  | jam                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | law                   | lawn                  | saw                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | star                  | raw                   | straw                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-aw** word.

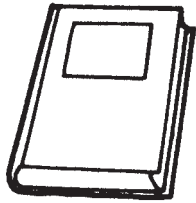
Write words that end with **-ook**.

Color each item that ends with **-ook**.

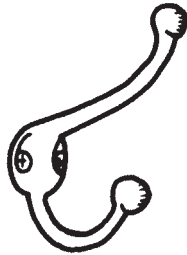


Draw lines to match.

cook



hook



book



look



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | knock                 | nook                  | brook                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | took                  | shook                 | talk                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | crook                 | crack                 | hook                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ook** word.

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

Word Family: -ool

Write words that end with **-ool**.

Color each item that ends with **-ool**.

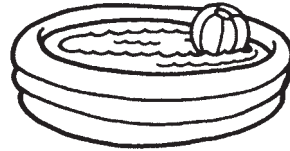
A spiral notebook with a pencil character at the top. Below it are three rows of handwriting practice lines. The first row starts with 's p', the second with 'p', and the third with 's t'.

A cloud-shaped frame containing five illustrations: a girl, a stool, an elementary school building labeled 'Elementary', a hot tub, and a spool of thread.

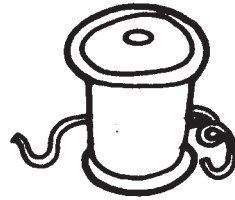
Name: \_\_\_\_\_

Draw lines to match.

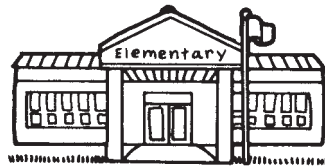
school



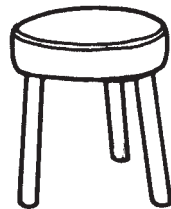
pool



stool



spool



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | fool                  | foul                  | stool                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | tool                  | pool                  | tall                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | cool                  | doll                  | drool                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

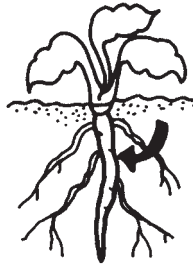
Draw a picture  
of your favorite  
**-ool** word.

Write words that end with **-oot**.

Color each item that ends with **-oot**.

Draw lines to match.

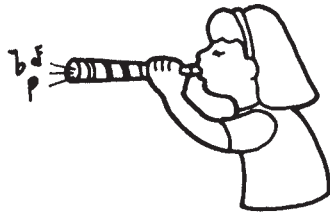
toot



boot



root



hoot



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | shoot                 | root                  | shot                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | hoot                  | hot                   | loot                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | toad                  | scoot                 | toot                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-oot** word.



Write words that end with **-oil**.

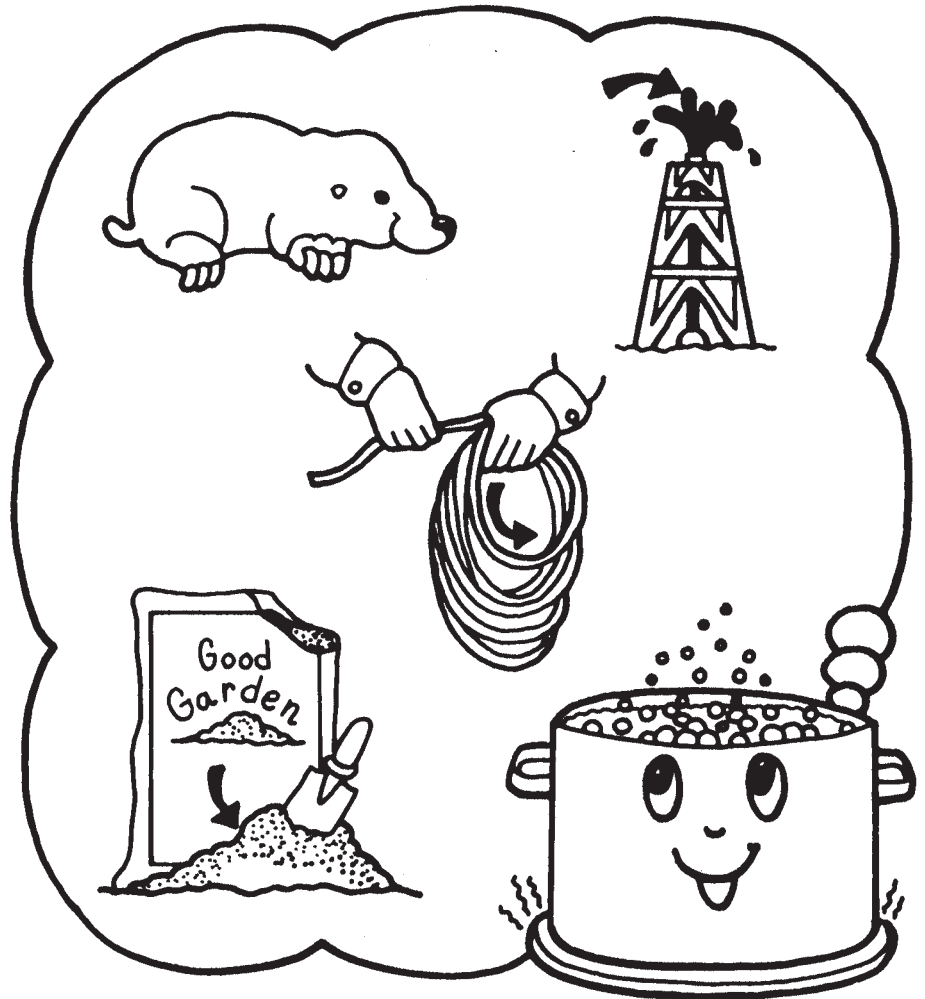
Color each item that ends with **-oil**.



b \_ \_ \_ \_

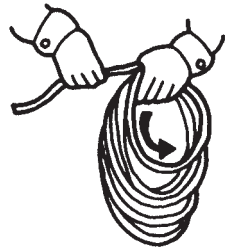
s \_ \_ \_ \_

c \_ \_ \_ \_



Draw lines to match.

soil



oil



boil



coil



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | call                  | foil                  | coil                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | boil                  | toil                  | tail                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | soil                  | all                   | oil                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-oil** word.

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

Word Family: -own

Write words that end with **-own**.

Color each item that ends with **-own**.

t \_\_\_\_\_

c | \_\_\_\_\_

cr \_\_\_\_\_



Draw lines to match.

clown



town



frown



crown



Which word does not belong?  
Fill in the bubble.




- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | brown                 | yawn                  | crown                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | our                   | town                  | down                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | frown                 | clown                 | claw                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture of your favorite **-own** word.

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

Write words that end with **-ar**.

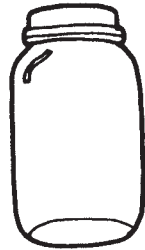
Color each item that ends with **-ar**.

○	
	c _ _ _
○	j _ _ _
	st _ _
○	

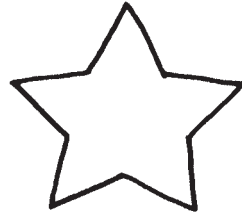


Draw lines to match.

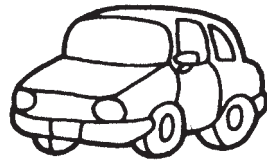
star



jar



bar



car



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | tar                   | tan                   | bar                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | far                   | car                   | care                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | jar                   | tear                  | scar                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-ar** word.

Write words that end with **-ore**.

Color each item that ends with **-ore**.

C \_\_\_\_\_

s c \_\_\_\_\_

s n \_\_\_\_\_

Home	Visitors
14	11

"Zzzzz Zzzzz"

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

Draw lines to match.

core



snore

Home	Visitors
14	11

score



sore



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | bore                  | more                  | bar                   |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | pore                  | pole                  | tore                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | phone                 | chore                 | wore                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture of your favorite **-ore** word.

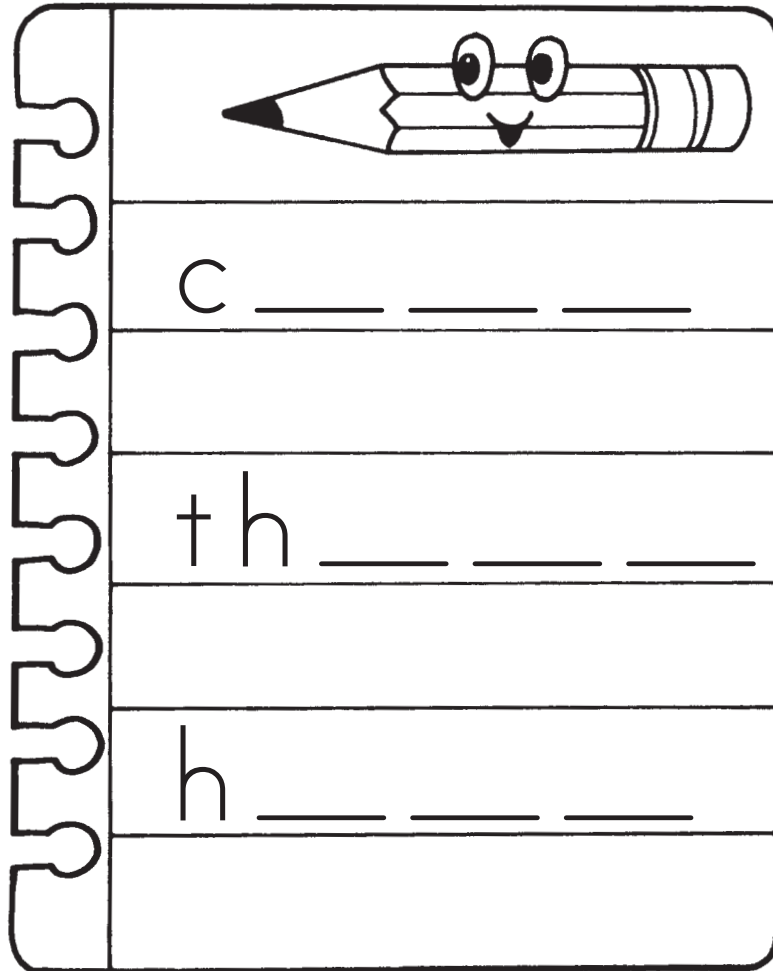


Name: \_\_\_\_\_

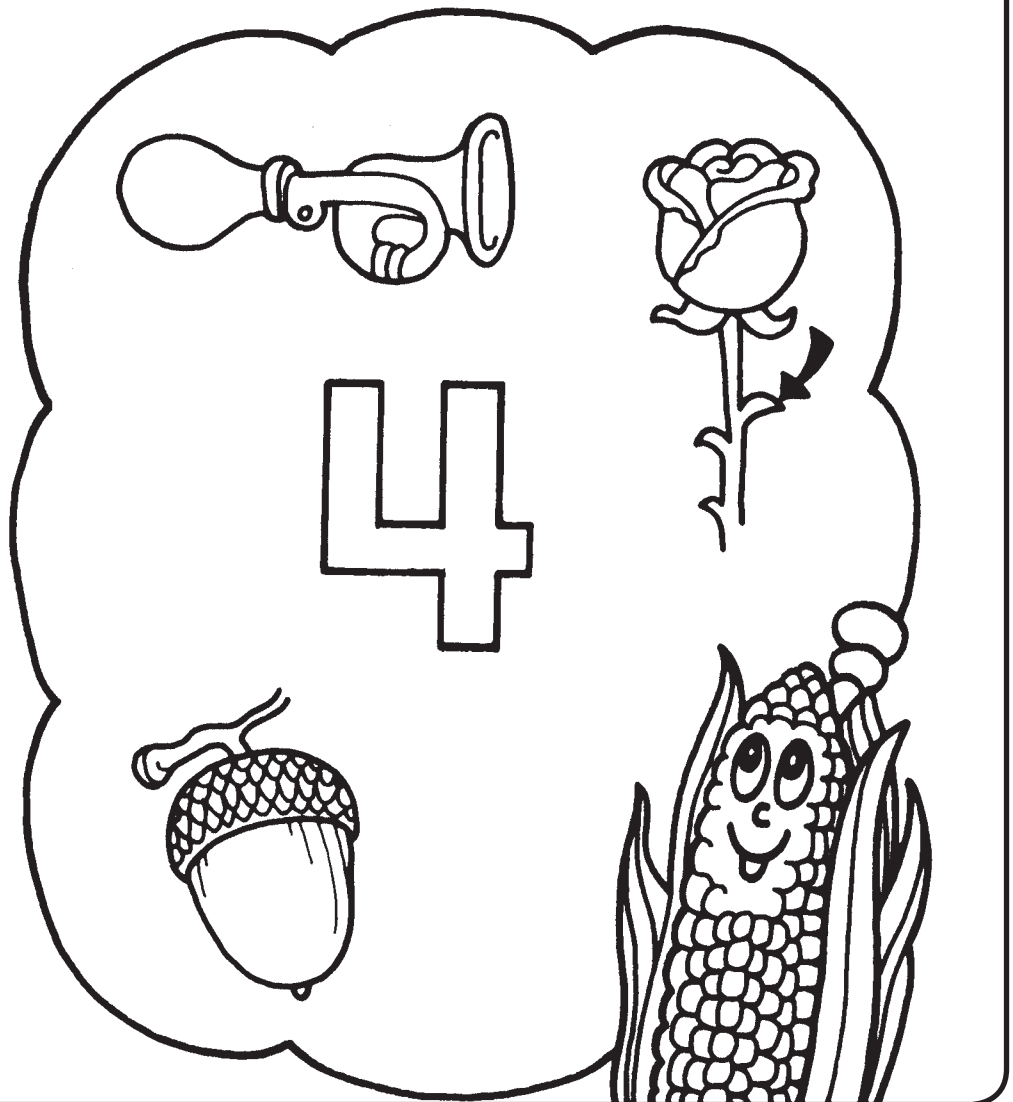
Word Family: -orn

Write words that end with **-orn**.

Color each item that ends with **-orn**.



A spiral notebook with a pencil character at the top. Below the pencil are three rows of handwriting practice lines. The first row starts with the letter 'c', the second with 'th', and the third with 'h'. Each row has a solid top line, a dashed middle line, and a solid bottom line.



A cloud-shaped frame containing five items: a trumpet, a rose, the number 4, an acorn, and a cornucopia. The cornucopia is a cornucopia of corn, with a smiling face.

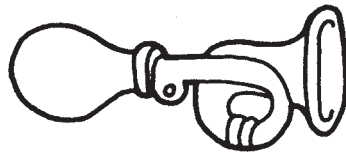
Name: \_\_\_\_\_

Draw lines to match.

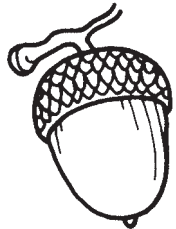
horn



corn



thorn



acorn



Which word does not belong?  
Fill in the bubble.



- |    |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|
| 1. | torn                  | barn                  | born                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | won                   | worn                  | thorn                 |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | morn                  | corn                  | more                  |
|    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Draw a picture  
of your favorite  
**-orn** word.

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

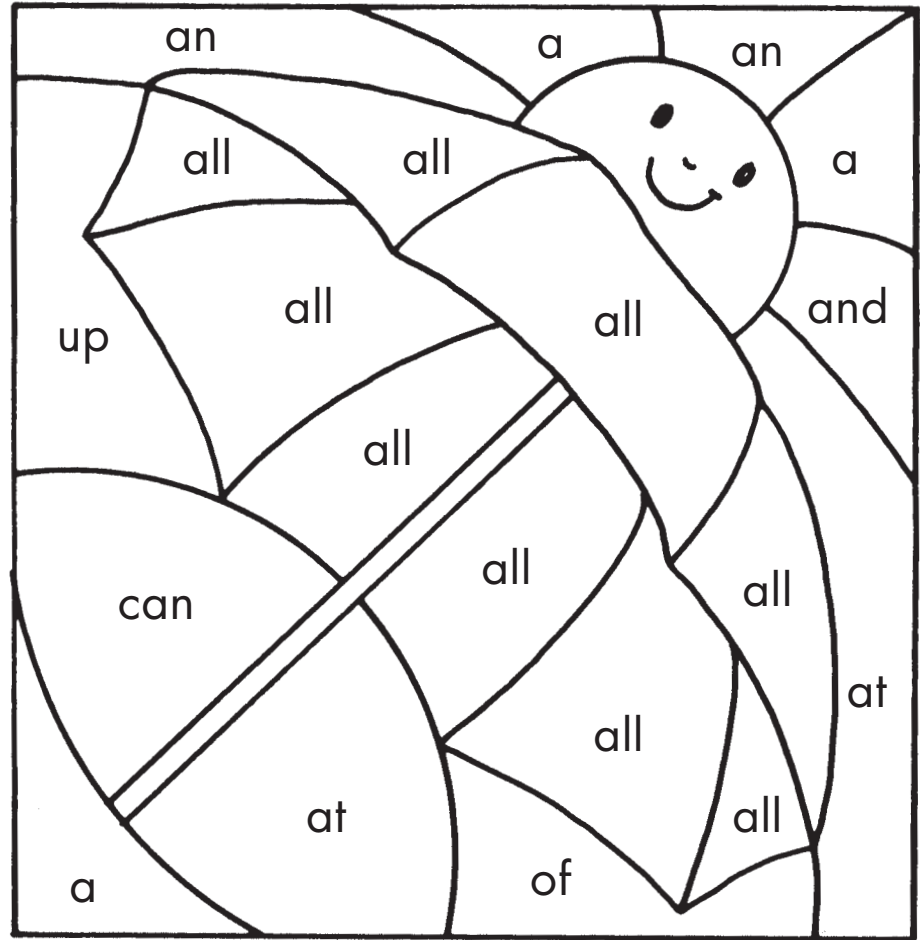
Sight Word: all

Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'all'.

Find each **all**. Color that space red. Then color the rest of the picture.



Write **all**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'all'.

Trace.

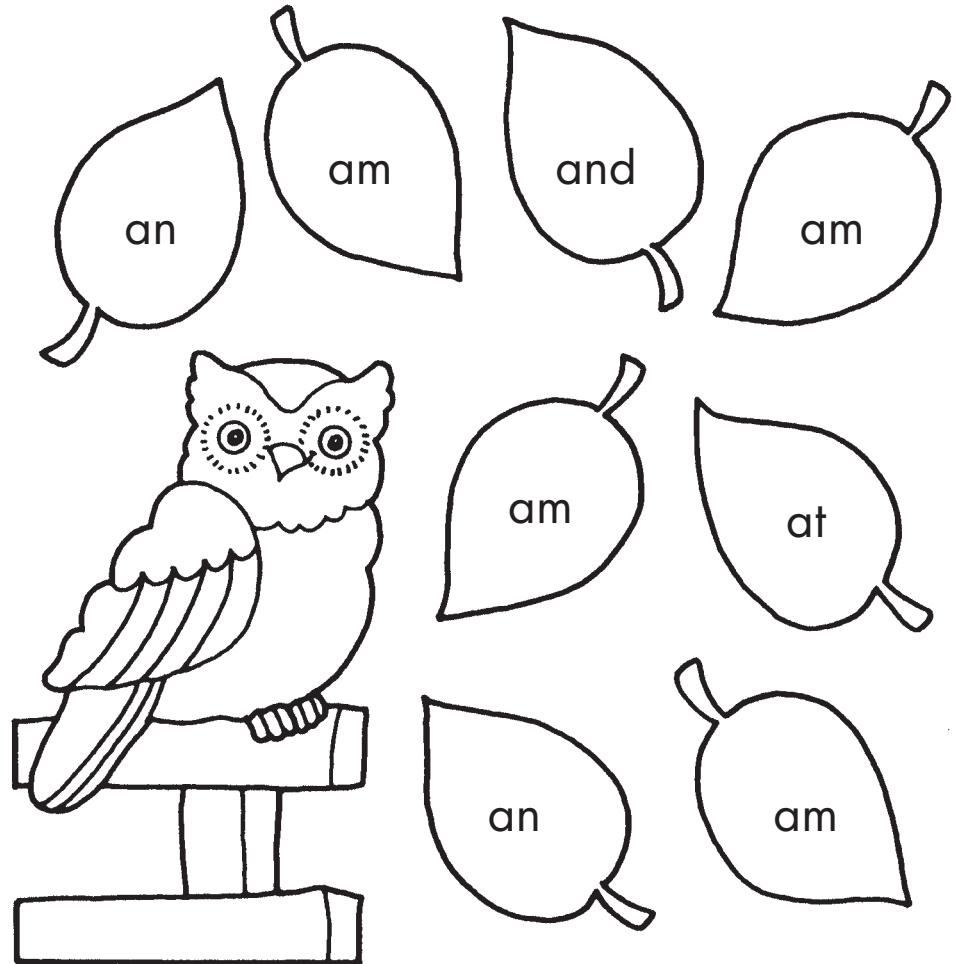


Handwriting practice lines for the word 'am'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'am' is written in a dashed font on each row for tracing.

Write **am**.

Blank handwriting practice lines for writing the word 'am'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

Find each **am**. Color that leaf orange. Then color the rest of the picture.

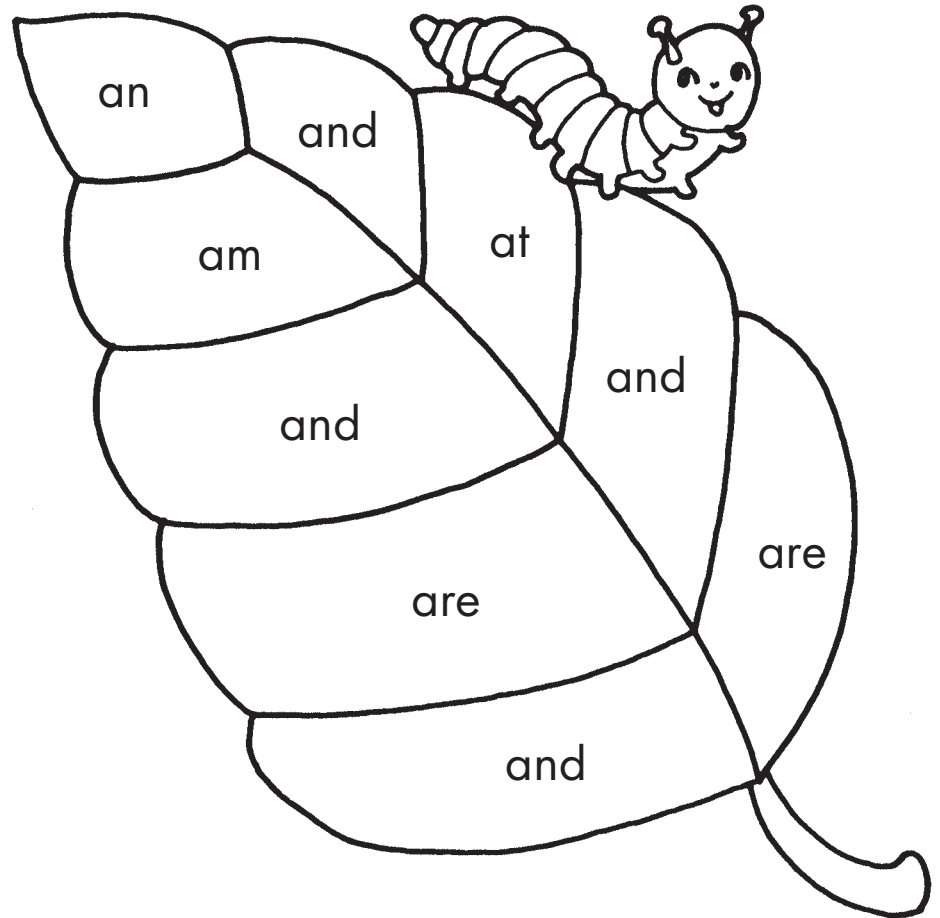


Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) with the word "and" written in dashed letters for tracing.

Find each **and**. Color that space green. Then color the rest of the picture.



Write **and**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word "and".

Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **are**. Color that star yellow.  
Then color the rest of the picture.



Write **are**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Sight Word: as

Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

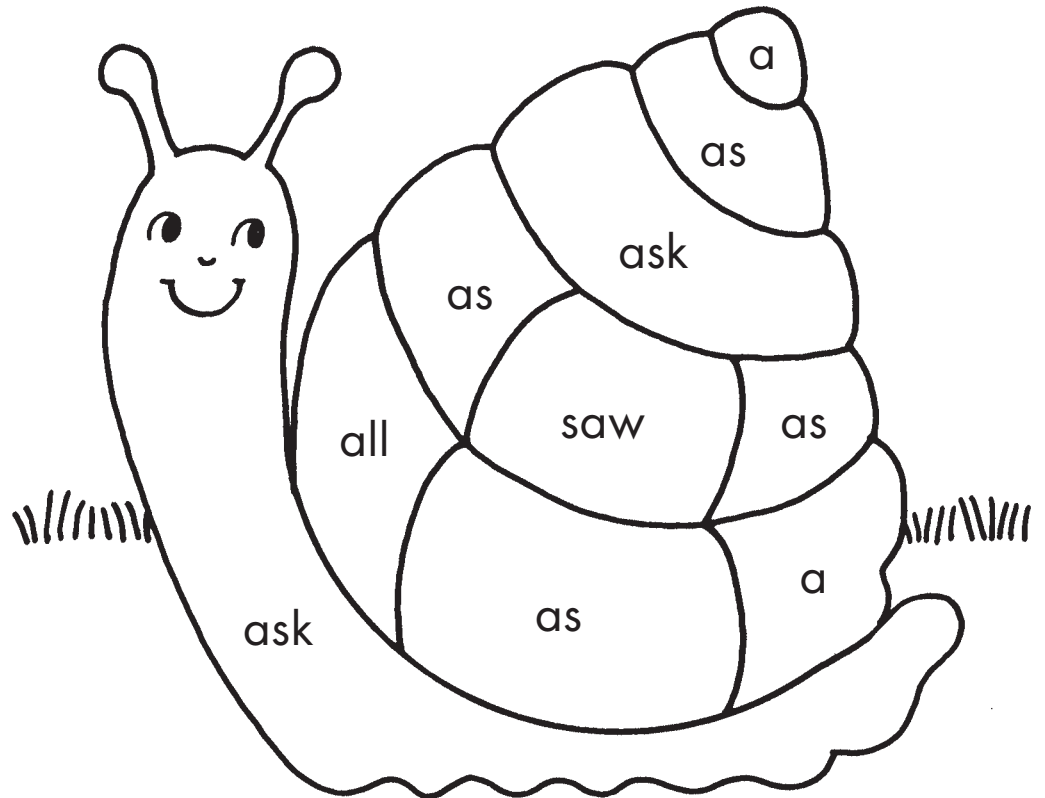
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **as**. Color that space purple. Then color the rest of the picture.



Write **as**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Trace.

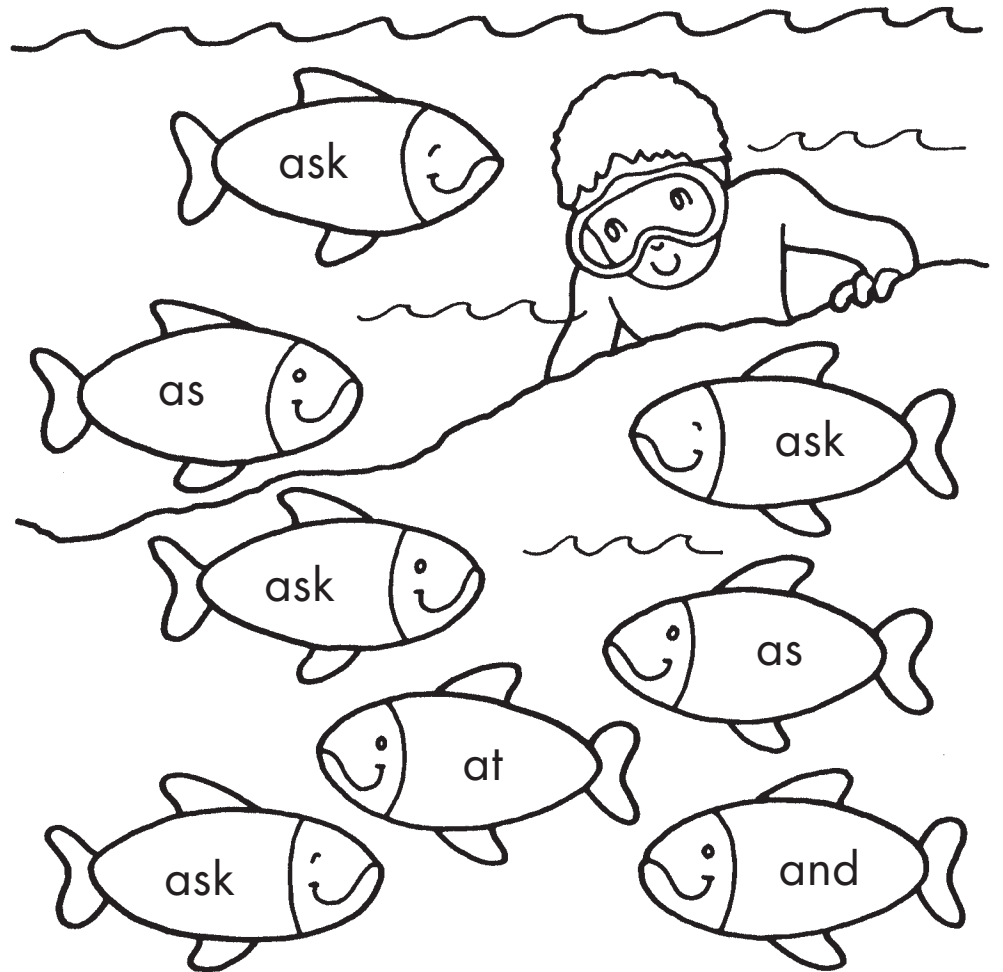


Three sets of handwriting lines (top solid, middle dashed, bottom solid) with the word "ask" written in a dashed font for tracing.

Write **ask**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word "ask".

Find each **ask**. Color that fish orange. Then color the rest of the picture.







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

Sight Word: ate

Trace.

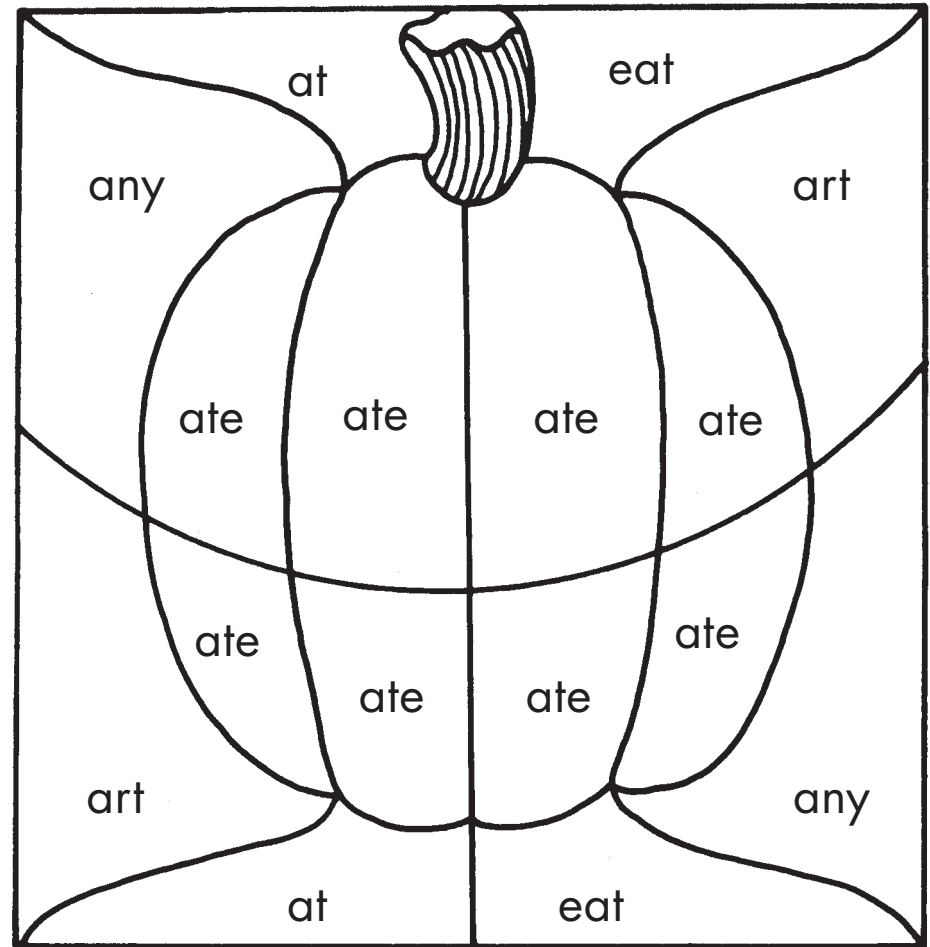


ate  
ate  
ate

Write **ate**.

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

Find each **ate**. Color that space orange. Then color the rest of the picture.



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

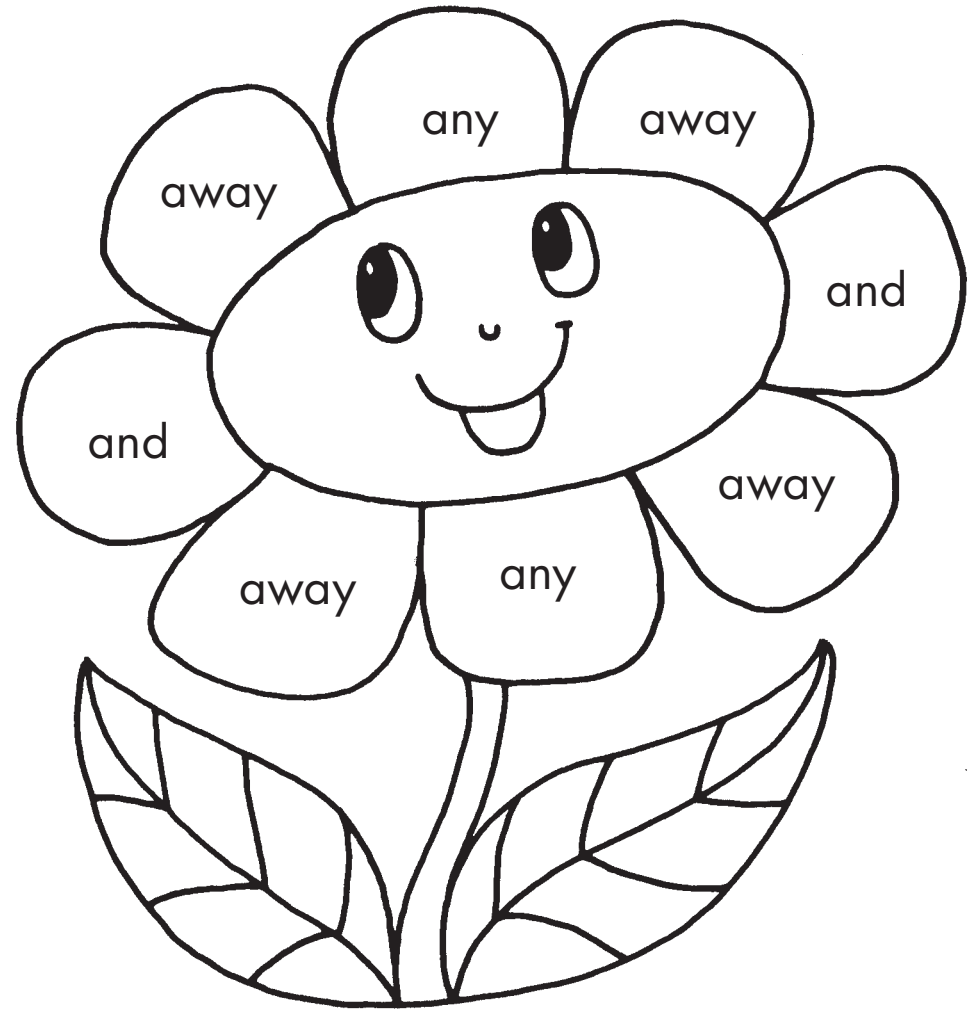
Sight Word: away

Trace.



away  
 away  
 away

Find each **away**. Color that space pink. Then color the rest of the picture.



Write **away**.

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

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

Sight Word: be

Trace.

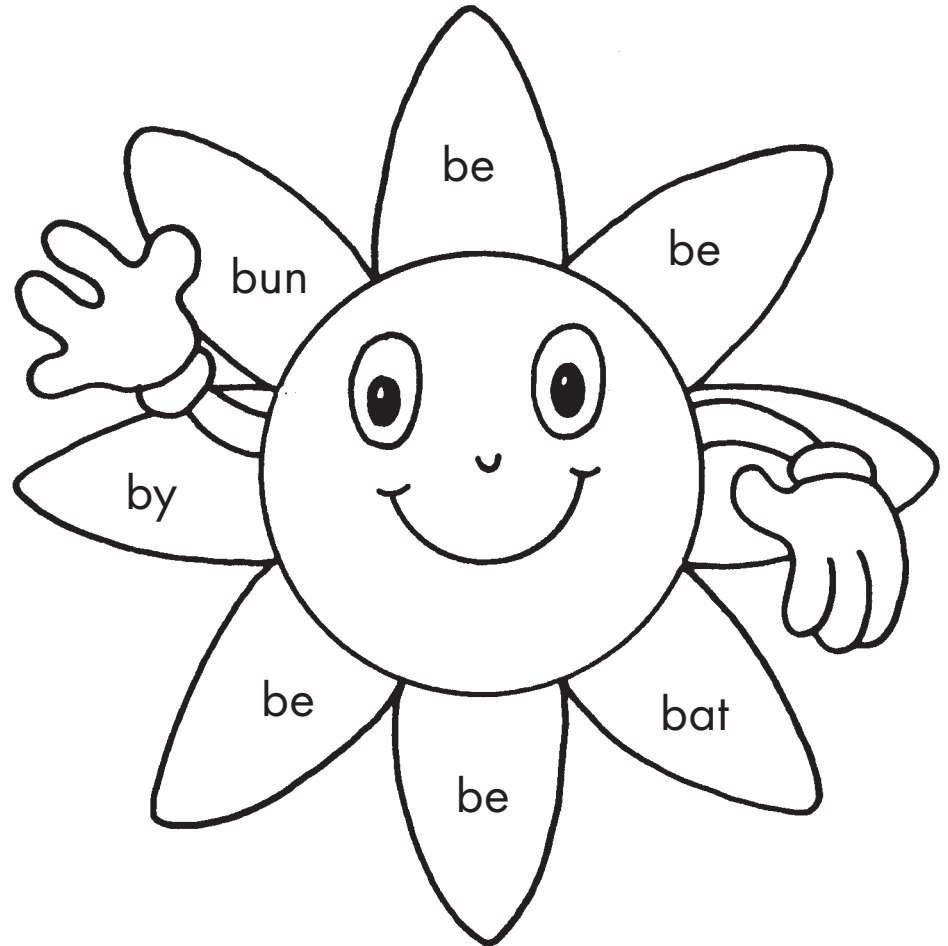


be

be

be

Find each **be**. Color that space yellow. Then color the rest of the picture.



Write **be**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Trace.

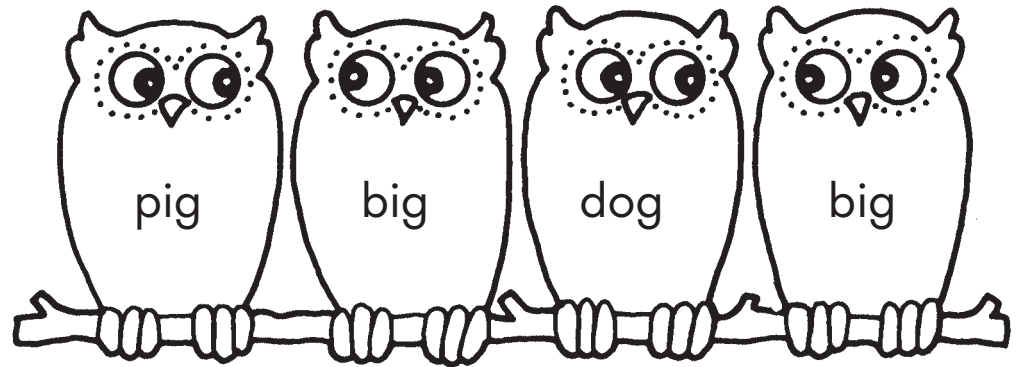
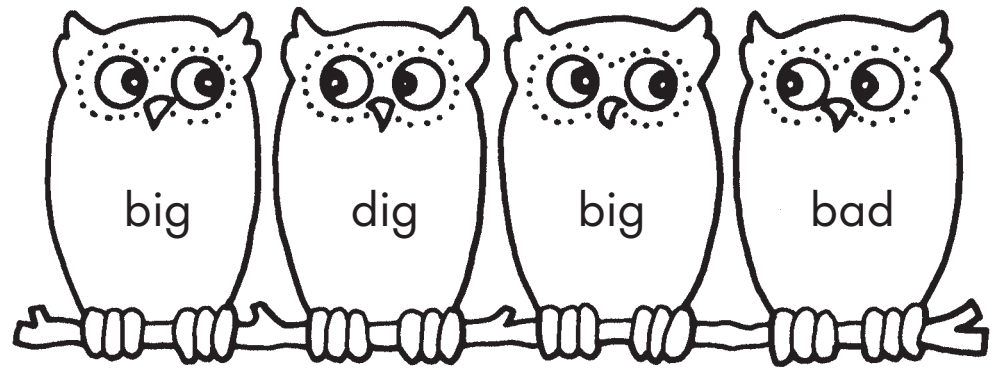


big  
big  
big

Write **big**.

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

Find each **big**. Color that owl brown. Then color the rest of the picture.



Trace.

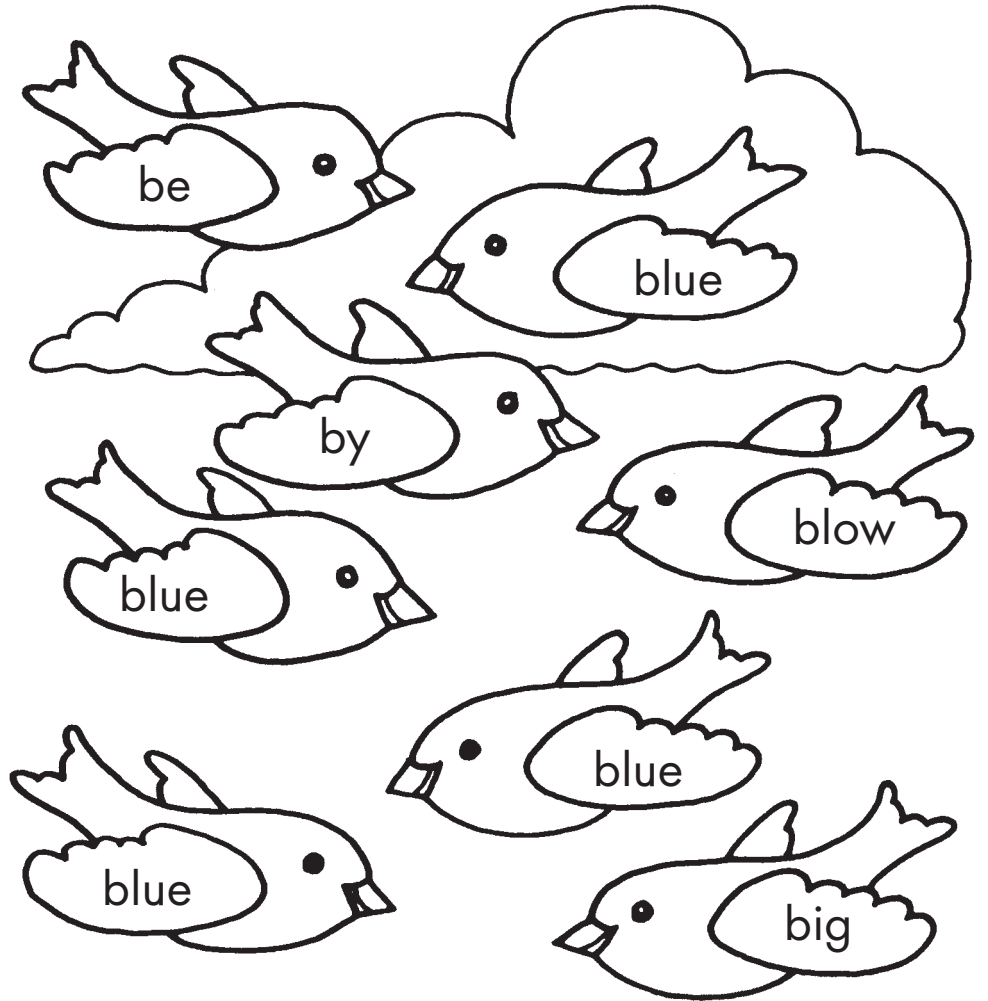


Tracing practice for the word 'blue' on three sets of handwriting lines. Each set shows the word 'blue' in a dashed font for tracing.

Write **blue**.

Blank handwriting lines for writing the word 'blue'.

Find each **blue**. Color that bird blue. Then color the rest of the picture.

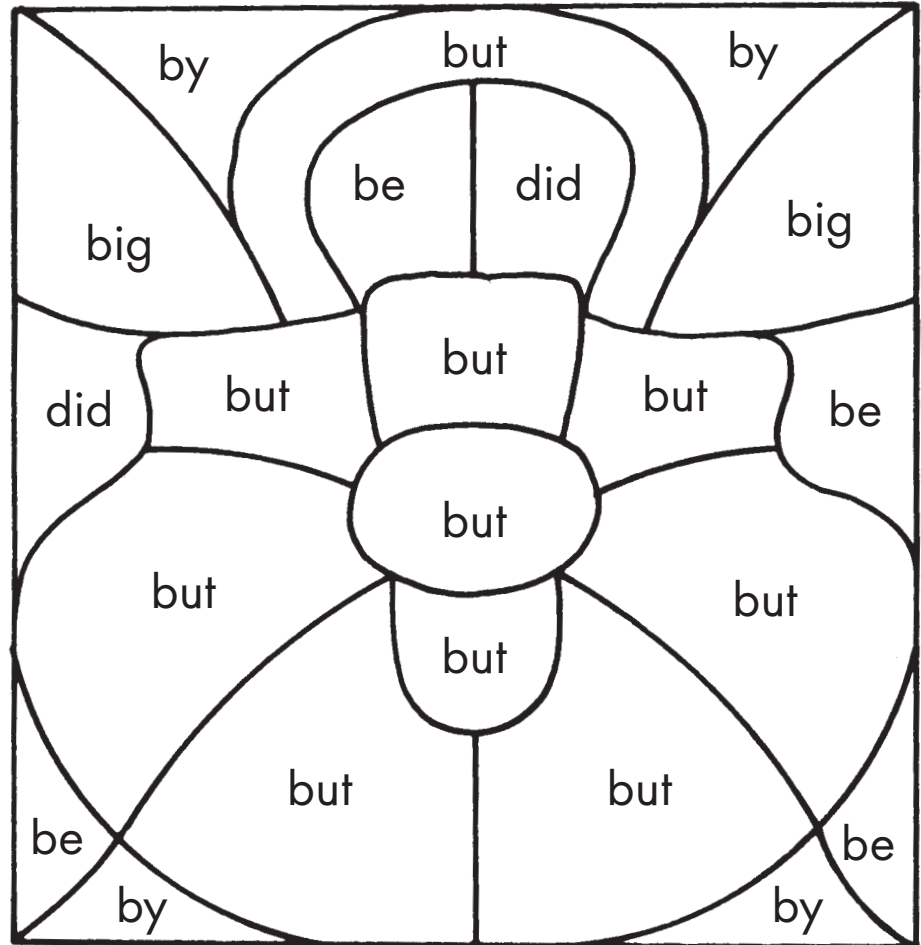


Trace.



but  
but  
but

Find each **but**. Color that space purple. Then color the rest of the picture.



Write **but**.

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

Trace.



by

by

by

Write **by**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **by**. Color that shape yellow. Then color the rest of the picture.



Trace.

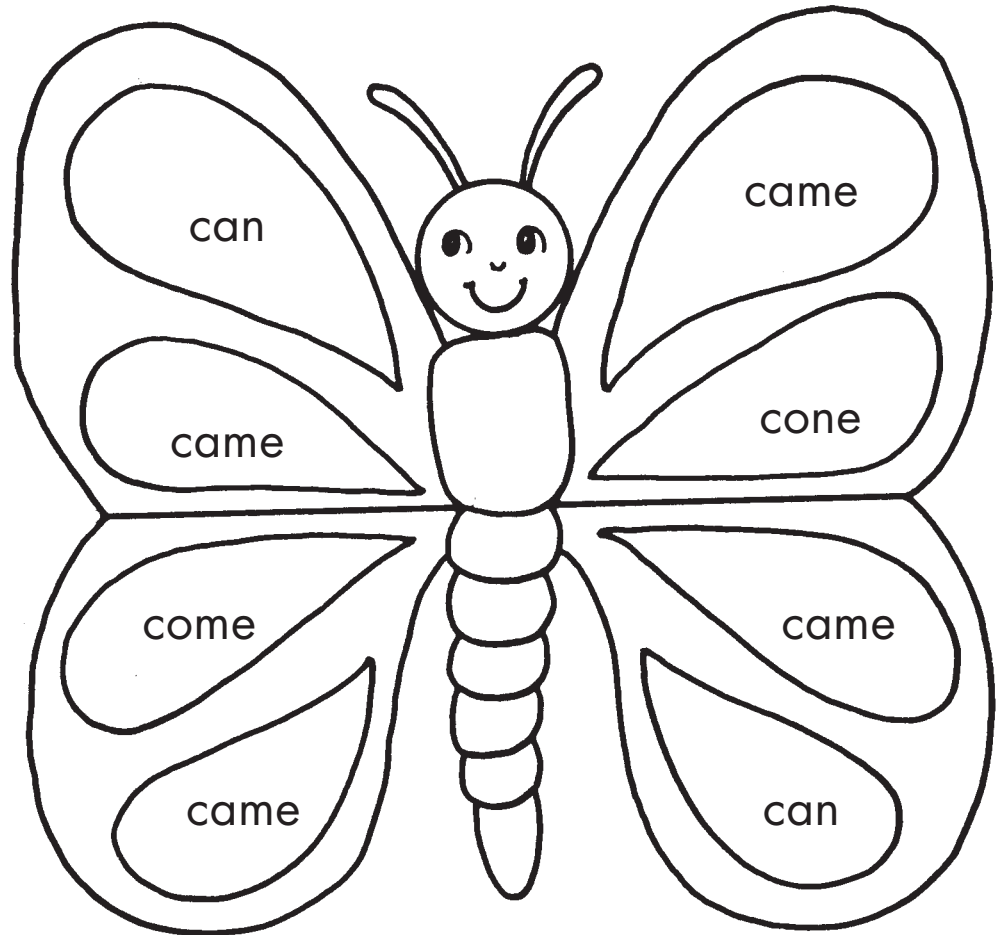


Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'came'. Each set contains the word 'came' written in a dashed font.

Write **came**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'came' independently.

Find each **came**. Color that space orange. Then color the rest of the picture.





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

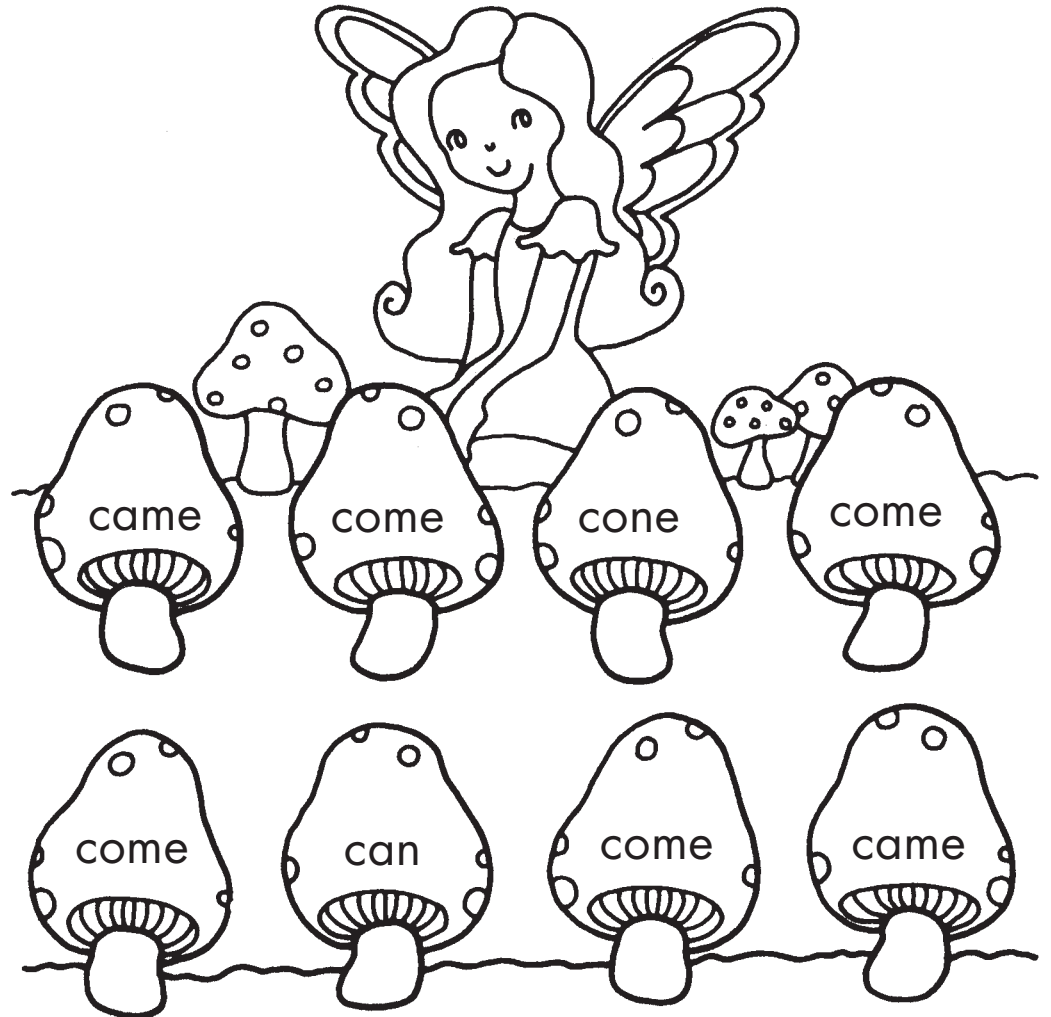
Sight Word: come

Trace.



come  
 come  
 come

Find each **come**. Color that mushroom red. Then color the rest of the picture.



Write **come**.

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

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

Sight Word: did

Trace.



did

did

did

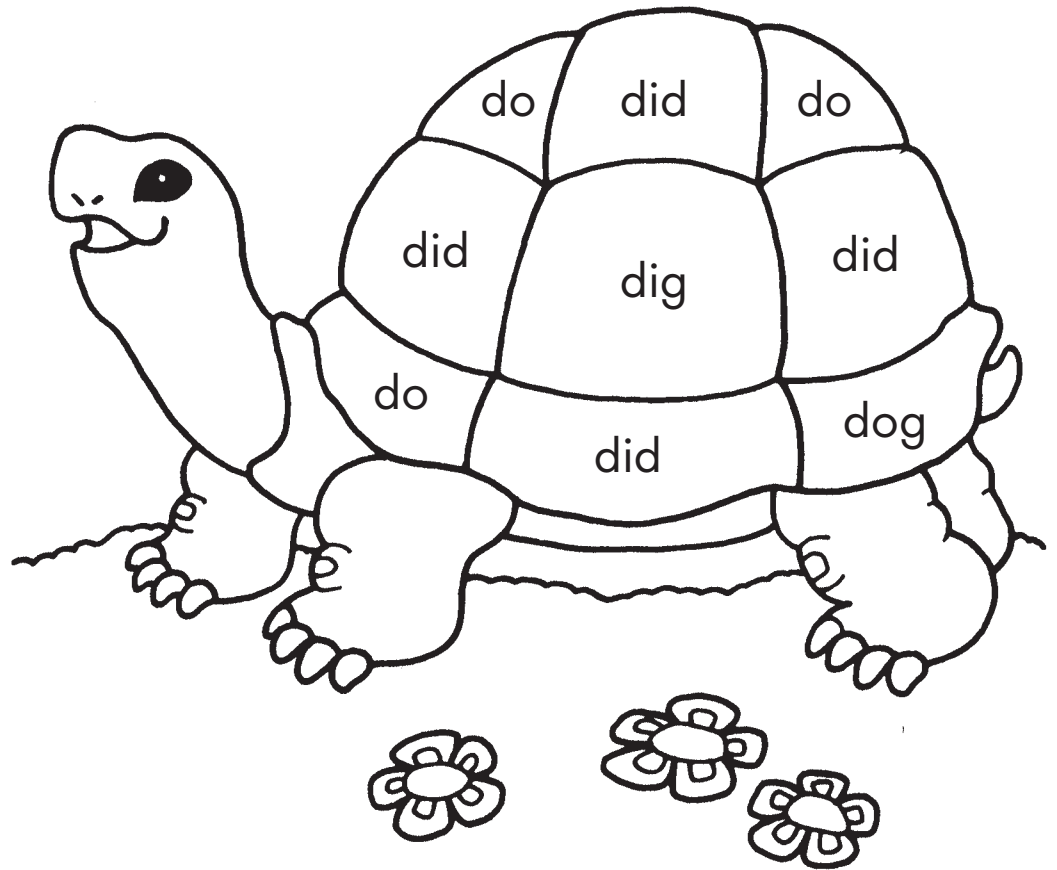
Write **did**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **did**. Color that space green. Then color the rest of the picture.



Trace.



Tracing practice for the word 'do' on three sets of handwriting lines. Each set shows the word 'do' in dashed letters, with a vertical dashed line indicating the starting point for the first stroke.

Find each **do**. Color that space yellow. Then color the rest of the picture.



down	does	odd
do	dog	did
to	do	do
dog	do	do
did	too	day

Write **do**.

Handwriting practice lines for writing the word 'do'. It consists of three sets of lines: a solid top line, a dashed middle line, and a solid bottom line.

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

Trace.



Tracing practice for the word 'does' on three sets of handwriting lines. Each set shows the word 'does' in a dashed font for tracing.

Find each **does**. Color that flower red. Then color the rest of the picture.

A butterfly is flying above a row of four tulip flowers. The flowers contain the words: do, does, does, den. Below this is another row of four tulip flowers containing the words: does, toes, does, do.

Write **does**.

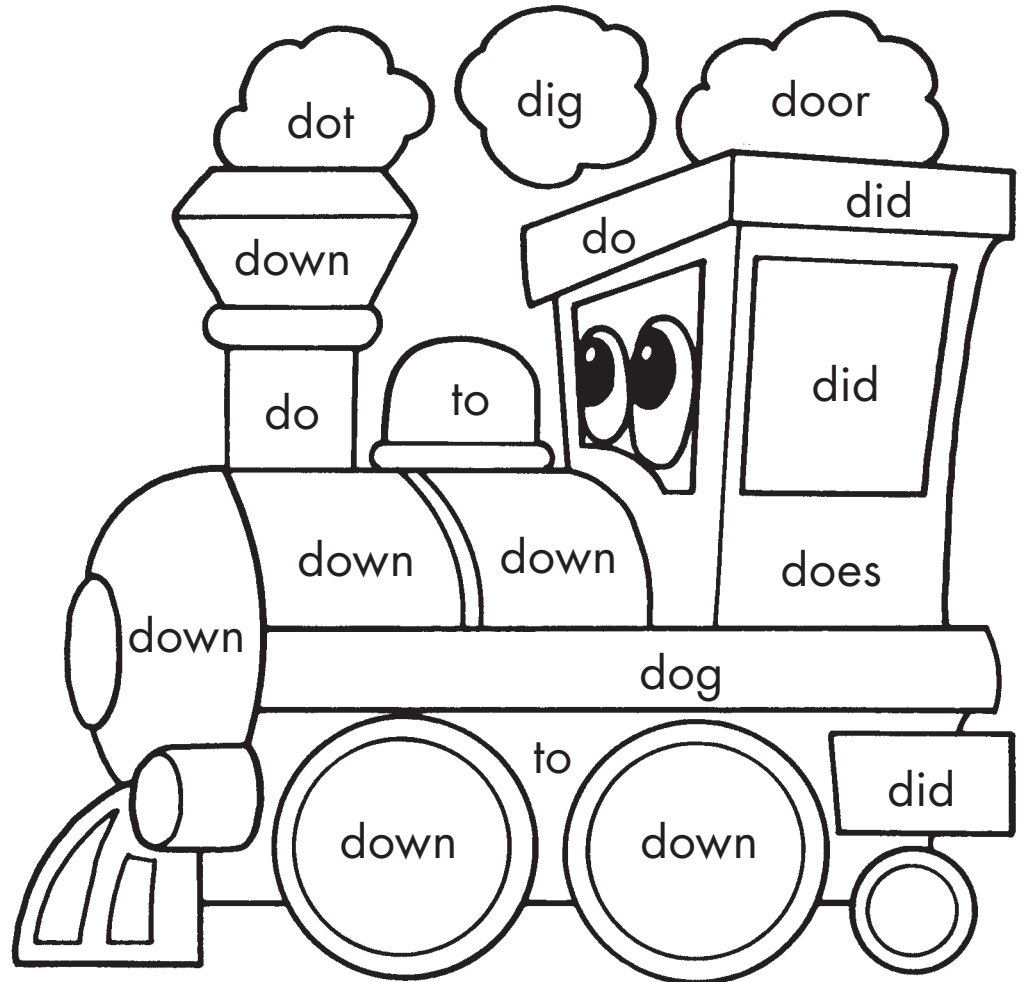
Blank handwriting lines for writing the word 'does'.

Trace.



Three rows of handwriting lines with the word 'down' written in dashed letters for tracing.

Find each **down**. Color that space gray. Then color the rest of the picture.



Write **down**.

Blank handwriting lines for writing the word 'down'.

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

Sight Word: eat

Trace.

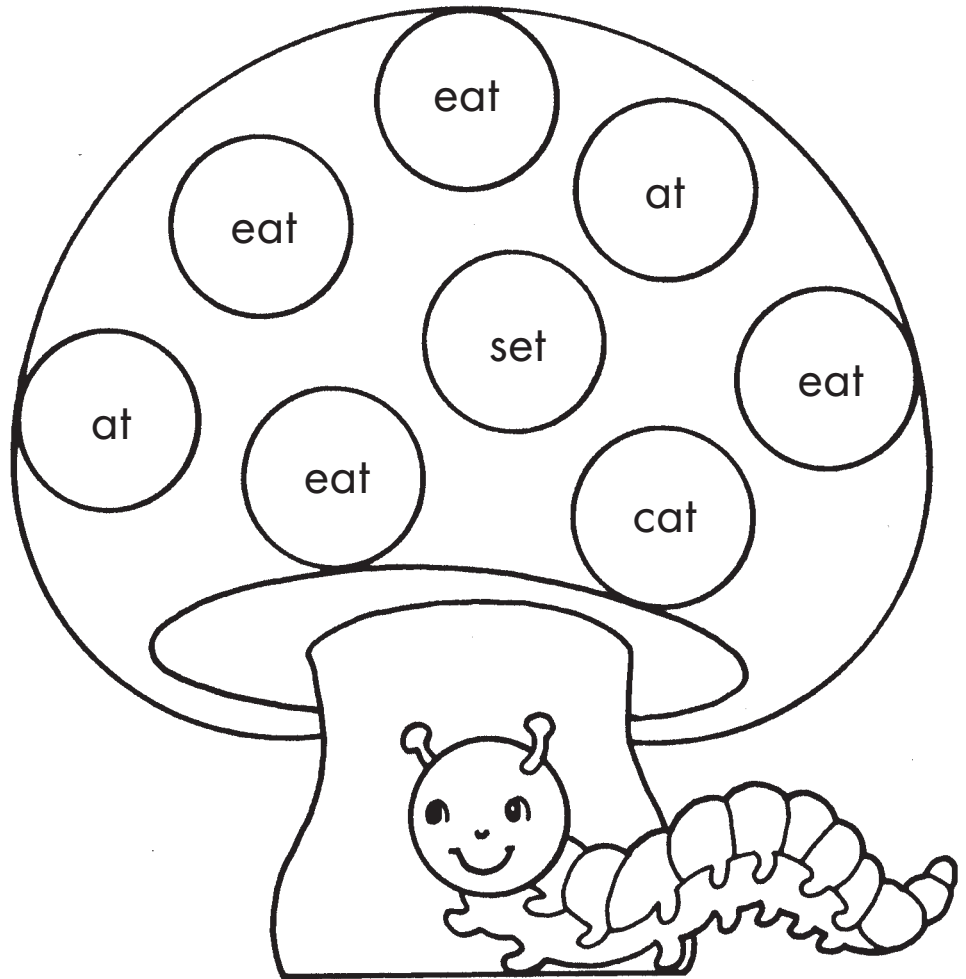


eat

eat

eat

Find each **eat**. Color that shape brown. Then color the rest of the picture.



Write **eat**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Trace.



find

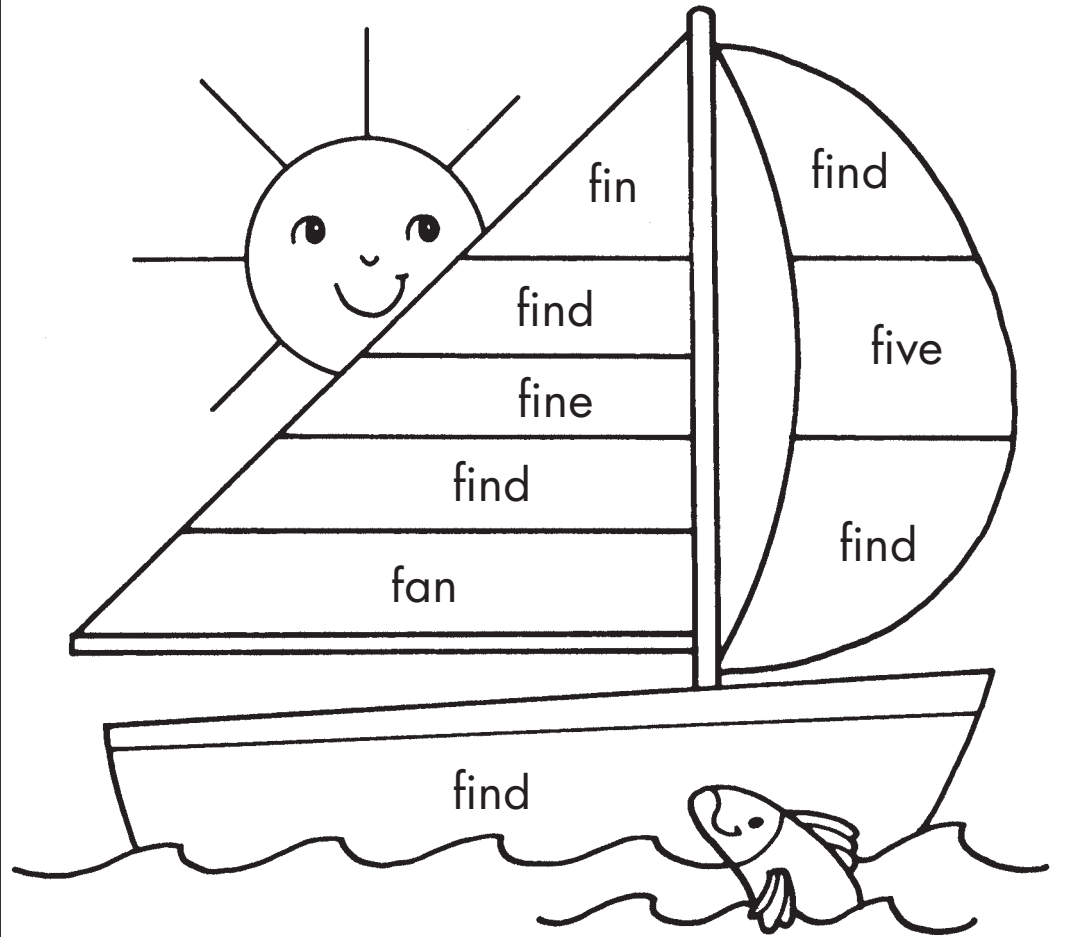
find

find

Write **find**.

Blank handwriting lines for writing the word 'find'.

Find each **find**. Color that space orange. Then color the rest of the picture.

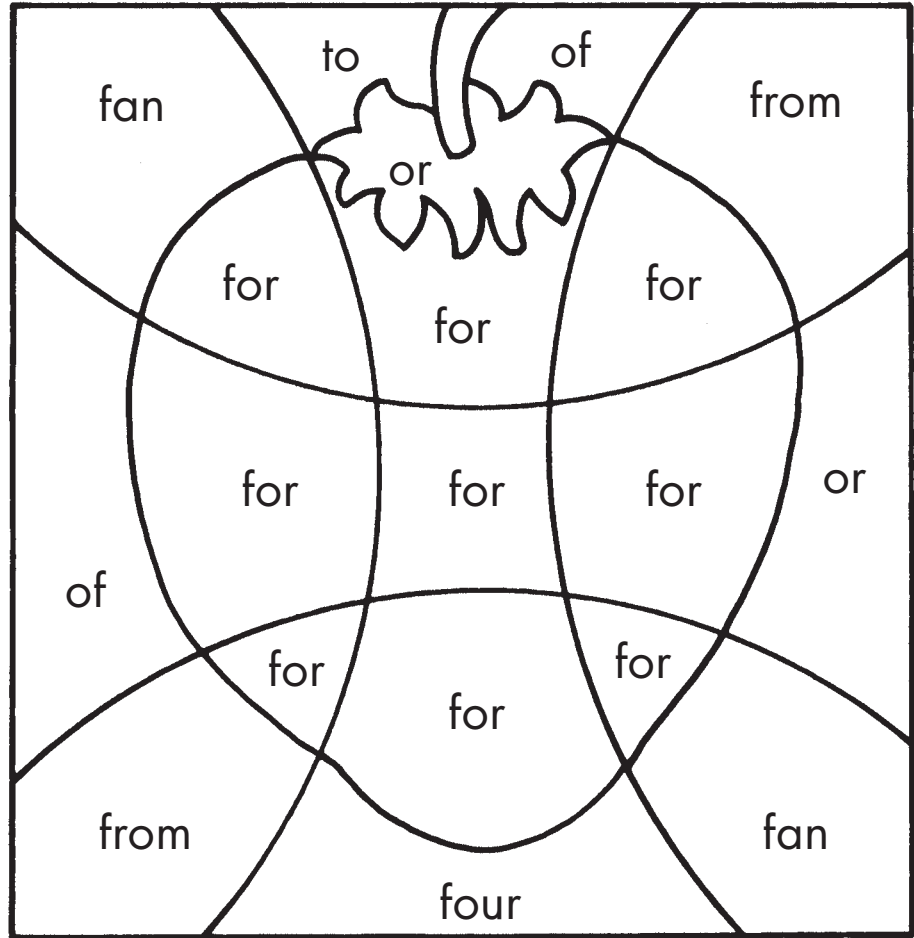


Trace.



for  
for  
for

Find each **for**. Color that space red.  
Then color the rest of the picture.



Write **for**.

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



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

Sight Word: found

Trace.



Three rows of the word 'found' in dashed lines on handwriting lines for tracing.

Write **found**.

Blank handwriting lines for writing the word 'found'.

Find each **found**. Color that gift purple. Then color the rest of the picture.

found      fun

find      found      four

found      fun      found

Trace.



from

from

from

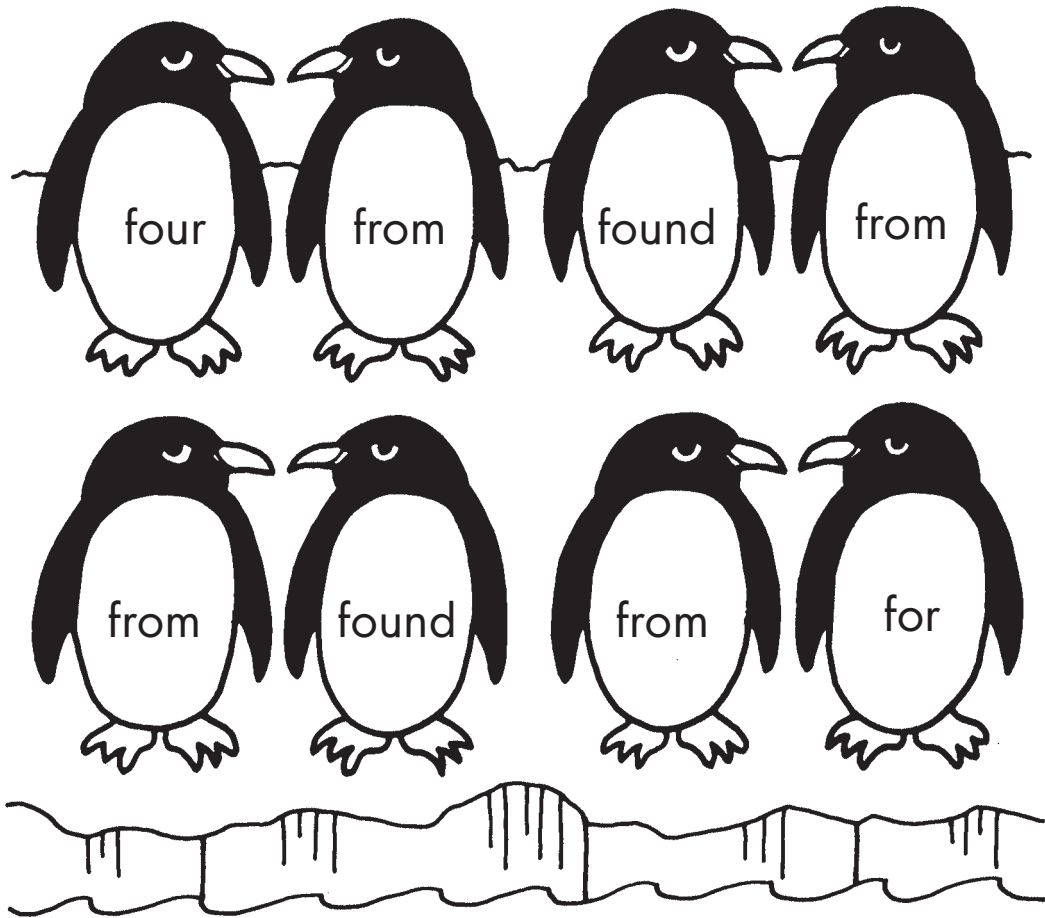
Write **from**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **from**. Color that penguin tan. Then color the rest of the picture.



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

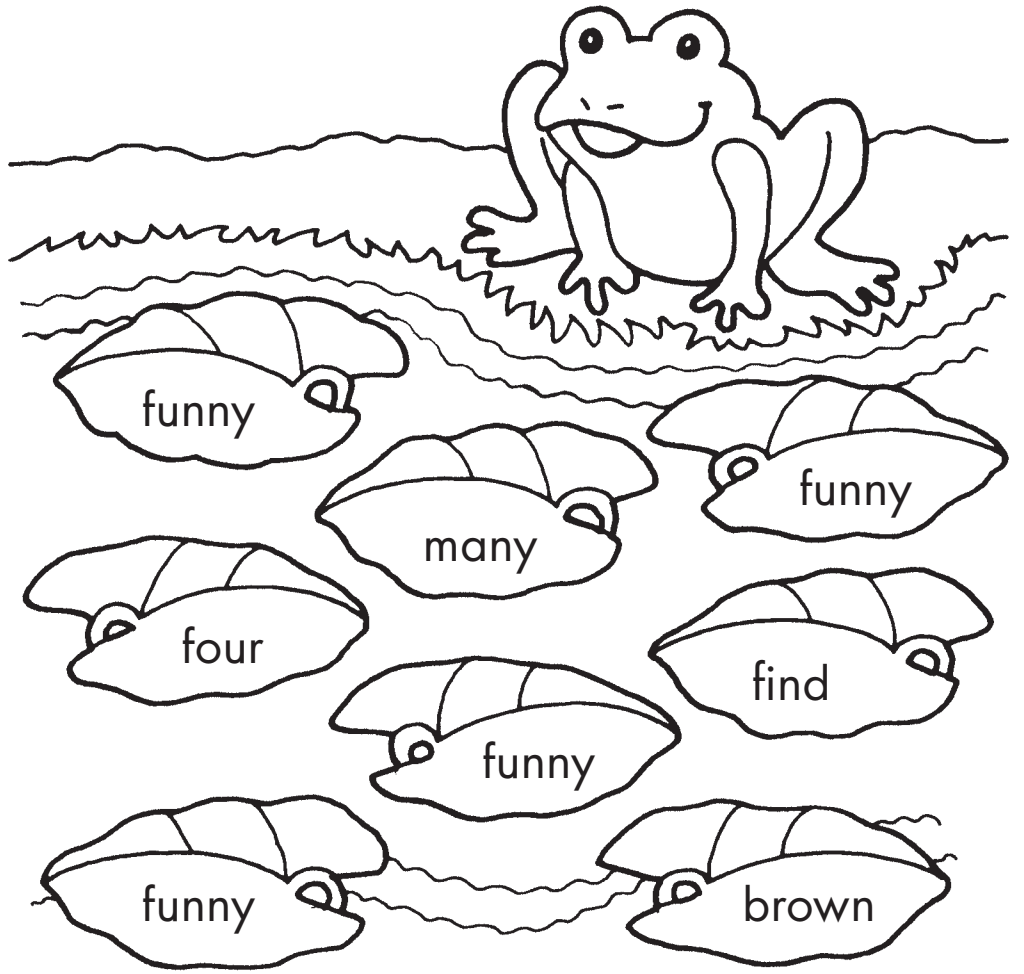
Sight Word: funny

Trace.



funny  
funny  
funny

Find each **funny**. Color that lily pad green. Then color the rest of the picture.



Write **funny**.

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

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

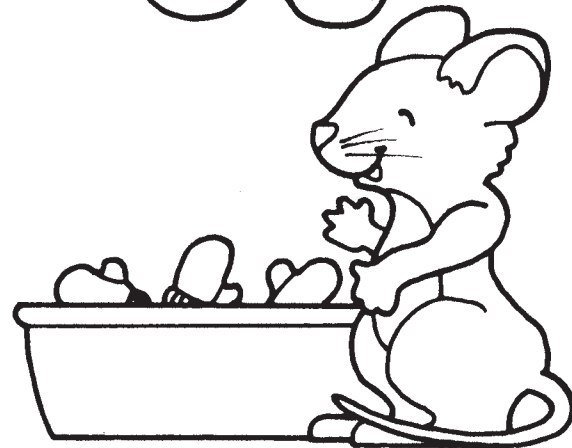
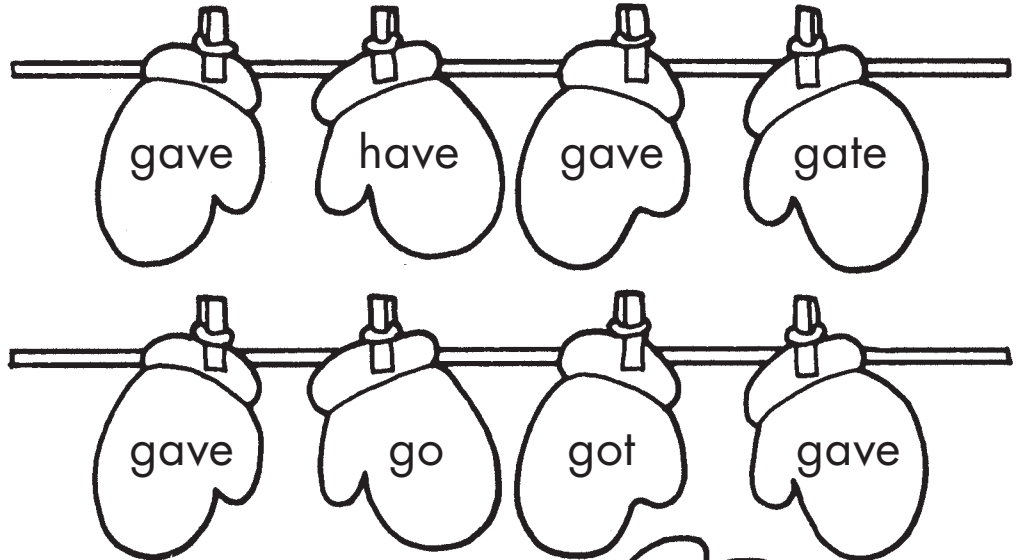
Sight Word: gave

Trace.



gave  
gave  
gave

Find each **gave**. Color that mitten blue. Then color the rest of the picture.



Write **gave**.

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

Trace.



get  
get  
get

Write **get**.

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

Find each **get**. Color that ribbon blue. Then color the rest of the picture.



Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

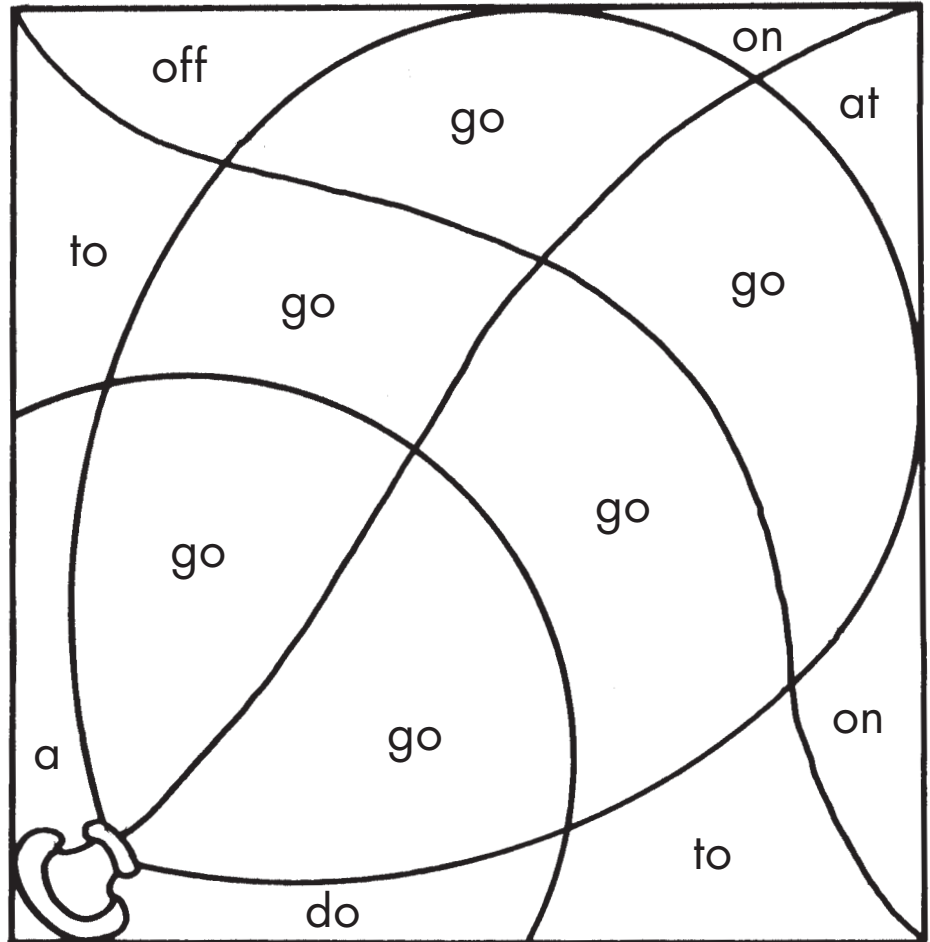
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **go**. Color that space red. Then color the rest of the picture.



Write **go**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Sight Word: goes

Trace.

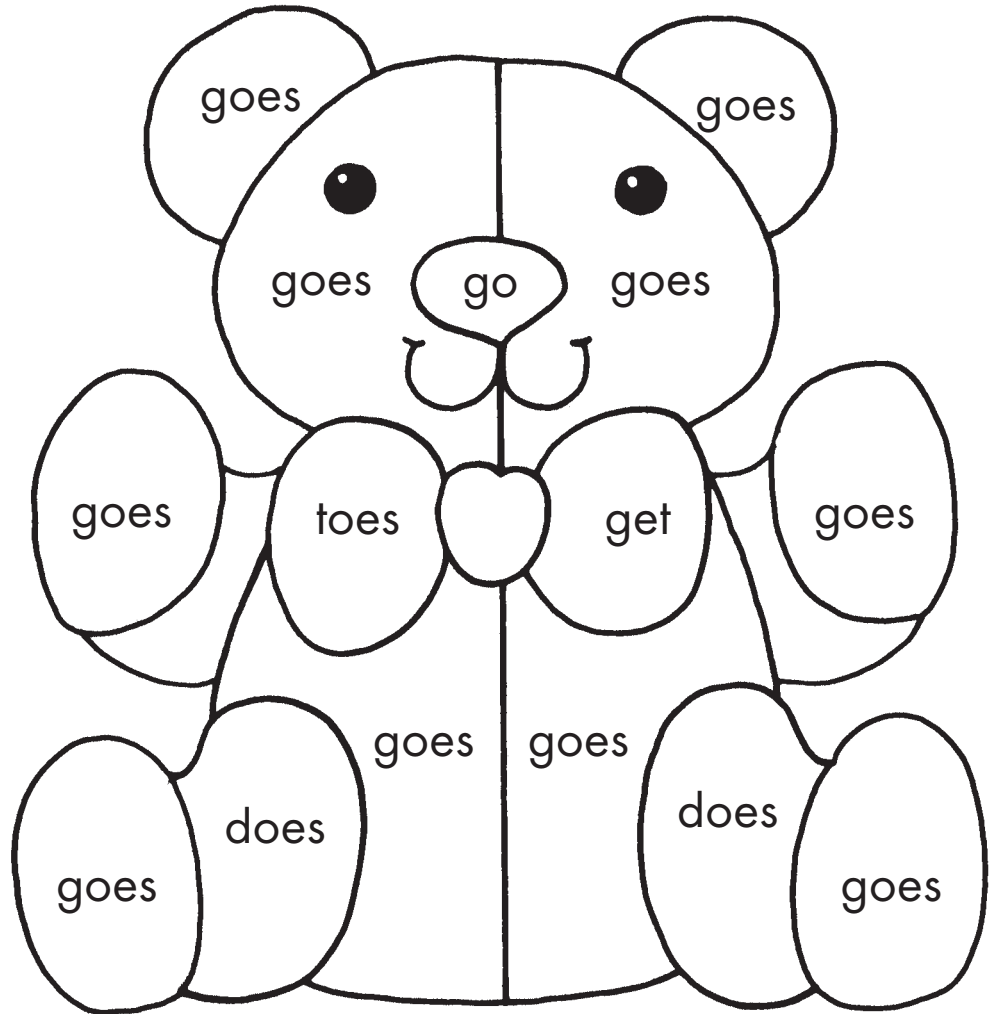


Tracing practice for the word 'goes' on three sets of handwriting lines. Each set shows the word 'goes' in a dashed font for tracing.

Write **goes**.

Blank handwriting lines for writing the word 'goes'.

Find each **goes**. Color that space brown. Then color the rest of the picture.



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

Sight Word: good

Trace.



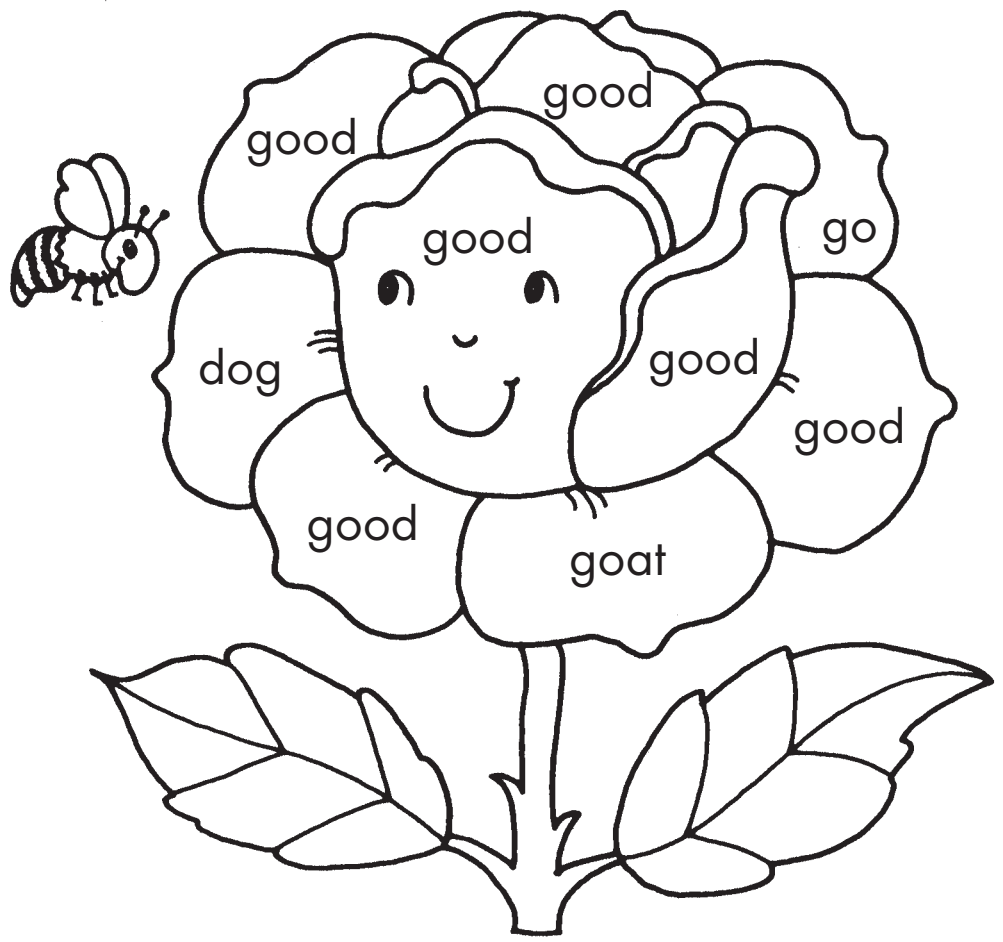
Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word "good".

good

good

good

Find each **good**. Color that space pink. Then color the rest of the picture.



Write **good**.

Four sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word "good".

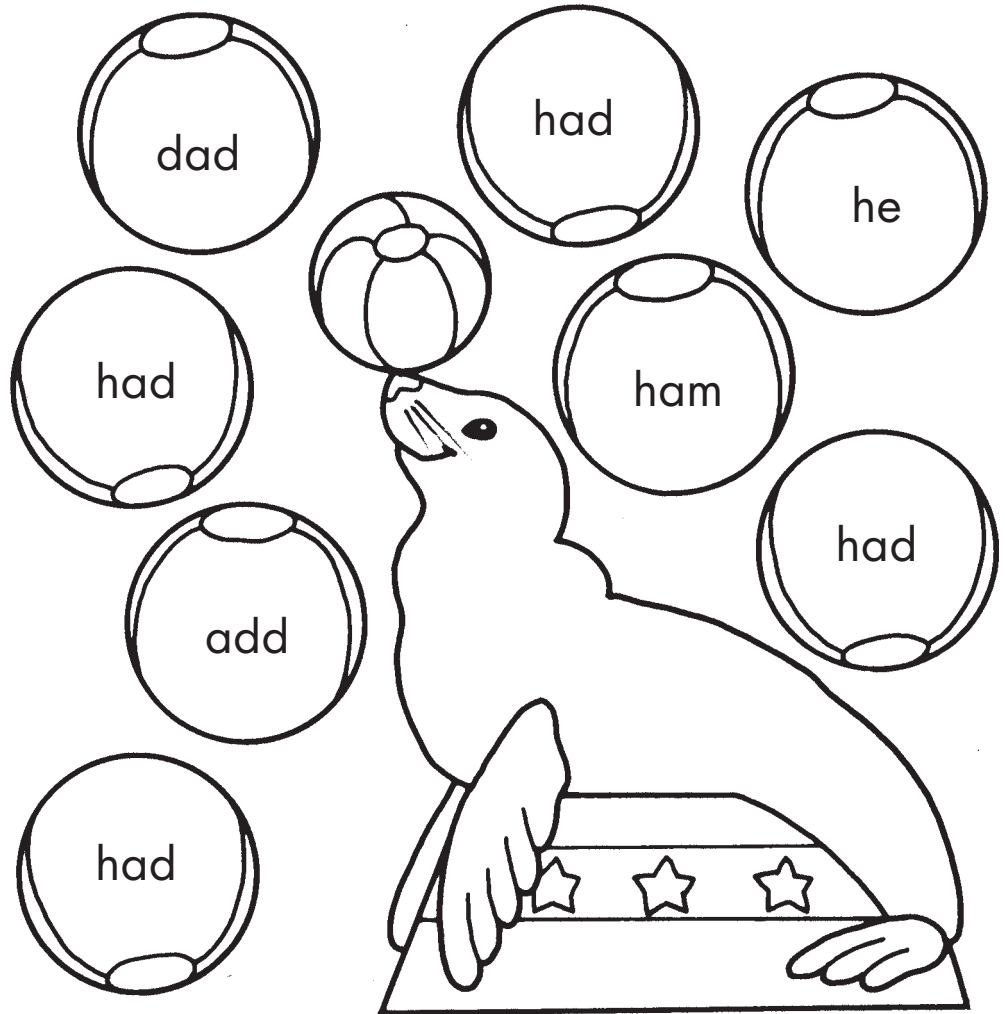


Trace.



had  
had  
had

Find each **had**. Color that ball yellow.  
Then color the rest of the picture.



Write **had**.

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

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

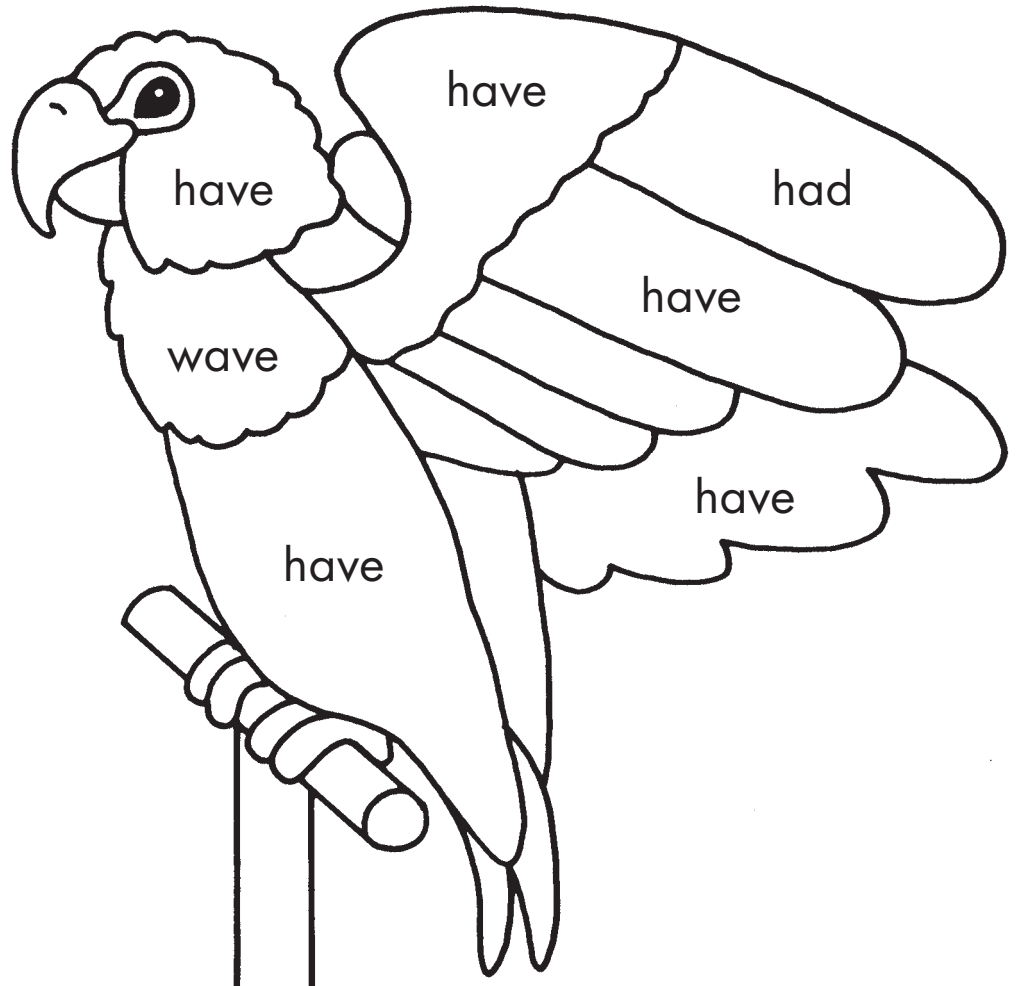
Sight Word: have

Trace.



Three rows of handwriting practice lines. Each row contains the word 'have' in a dashed font for tracing.

Find each **have**. Color that space green. Then color the rest of the picture.



Write **have**.

Three rows of handwriting practice lines for writing the word 'have'.

Trace.

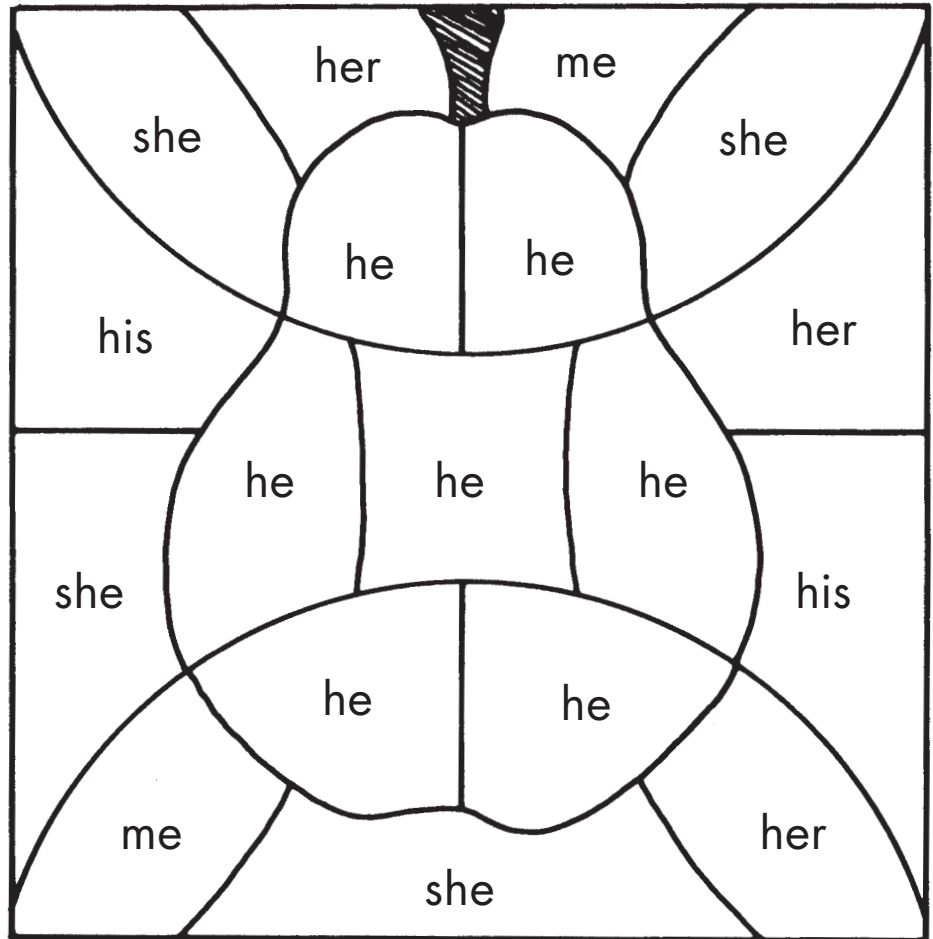


Tracing practice lines for the word 'he'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'he' is written in dashed letters for tracing. There are three rows of this practice.

Write **he**.

Blank handwriting lines for independent practice. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

Find each **he**. Color that space green. Then color the rest of the picture.



Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word "help".

help

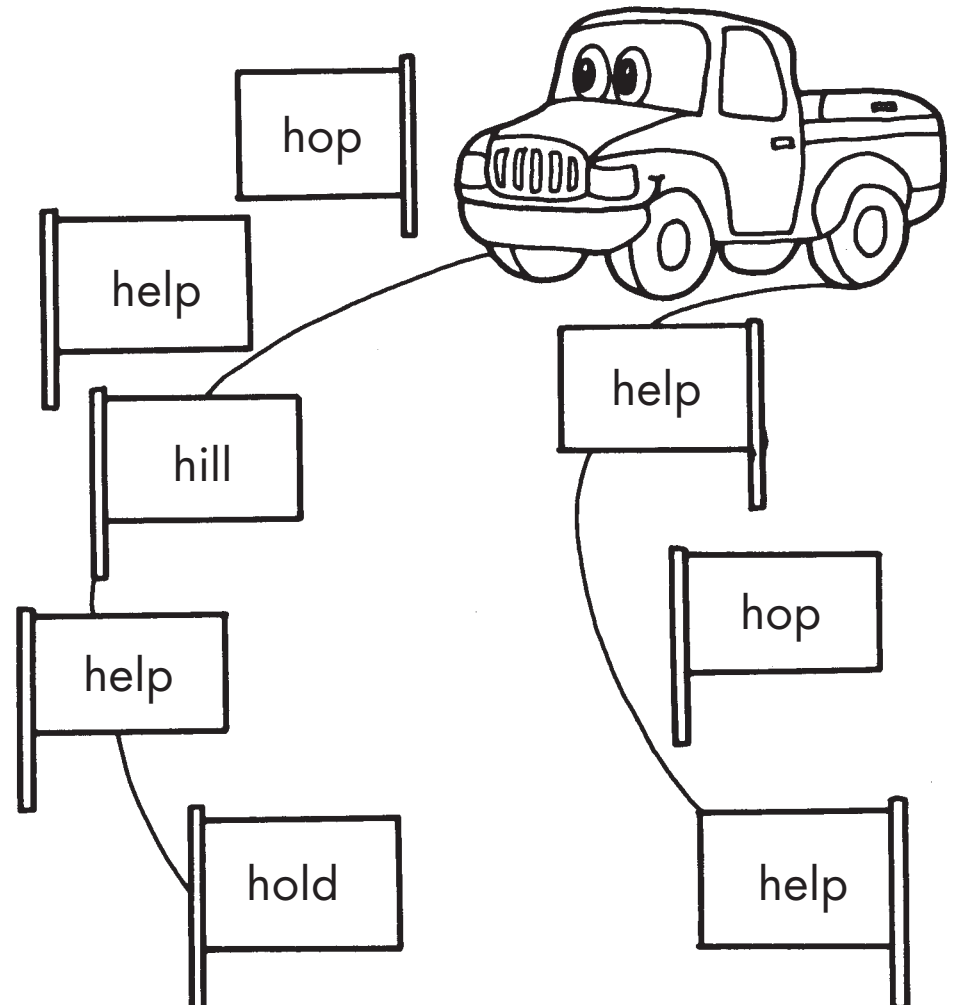
help

help

Write **help**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word "help".

Find each **help**. Color that flag blue. Then color the rest of the picture.

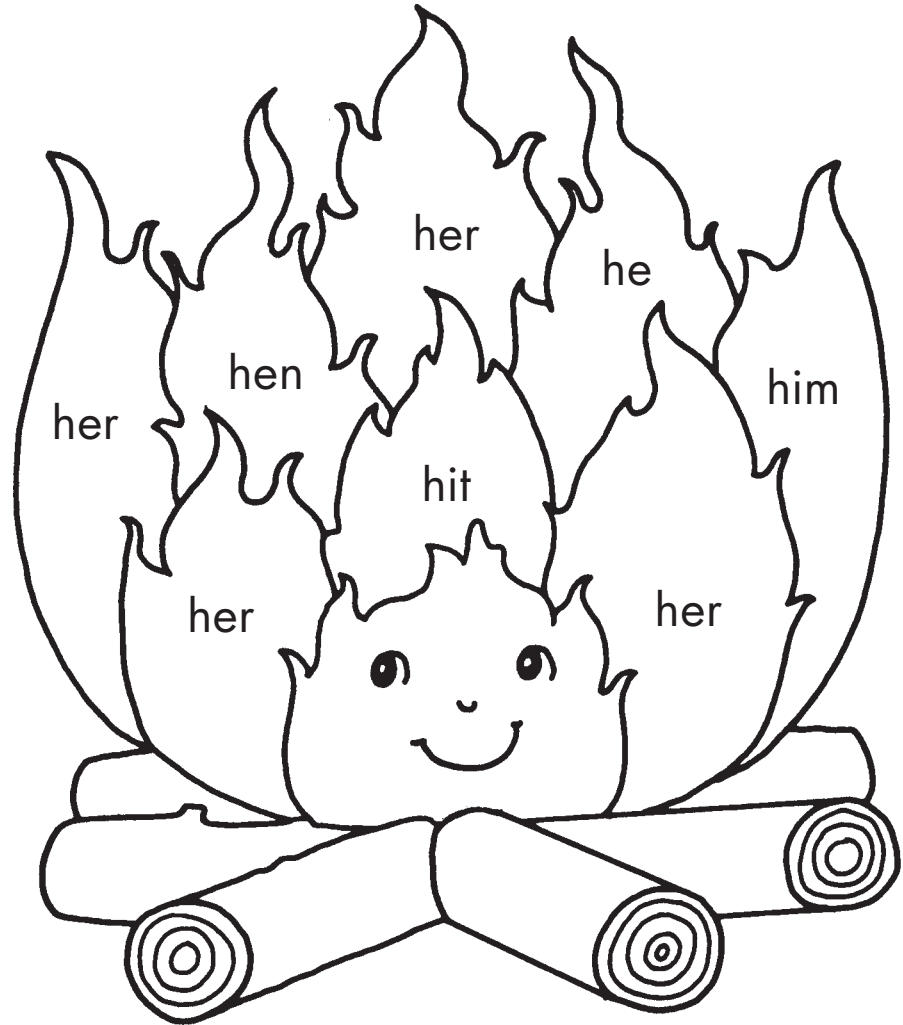


Trace.



her  
her  
her

Find each **her**. Color that space orange.  
Then color the rest of the picture.



Write **her**.

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

Trace.

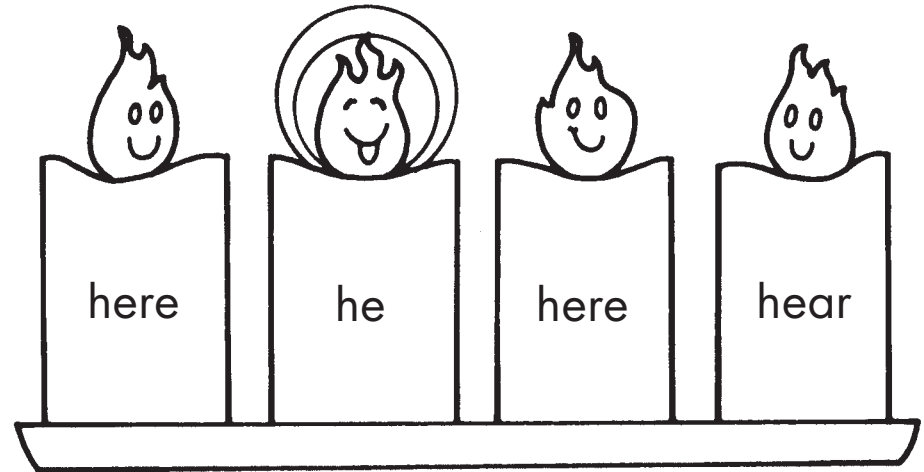
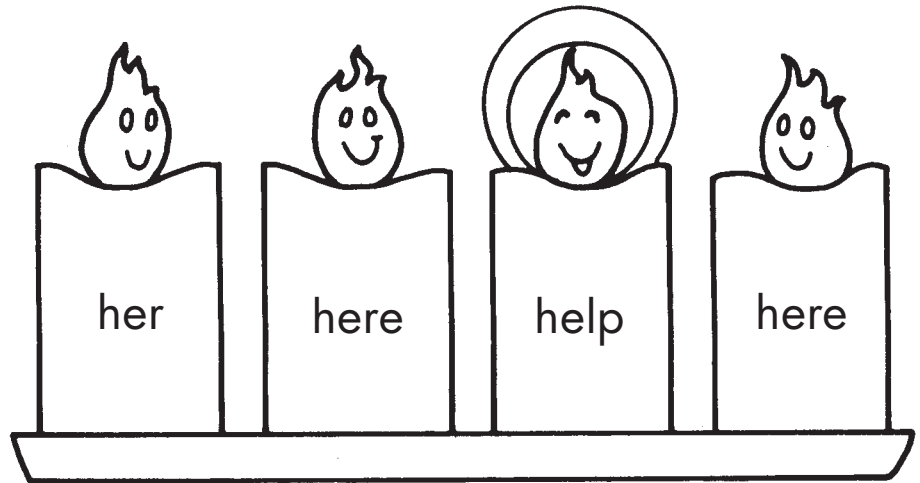


Tracing practice for the word 'here' on three sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'here' is written in dashed letters for tracing.

Write **here**.

Blank handwriting lines for independent practice of the word 'here'.

Find each **here**. Color that candle yellow. Then color the rest of the picture.



Trace.

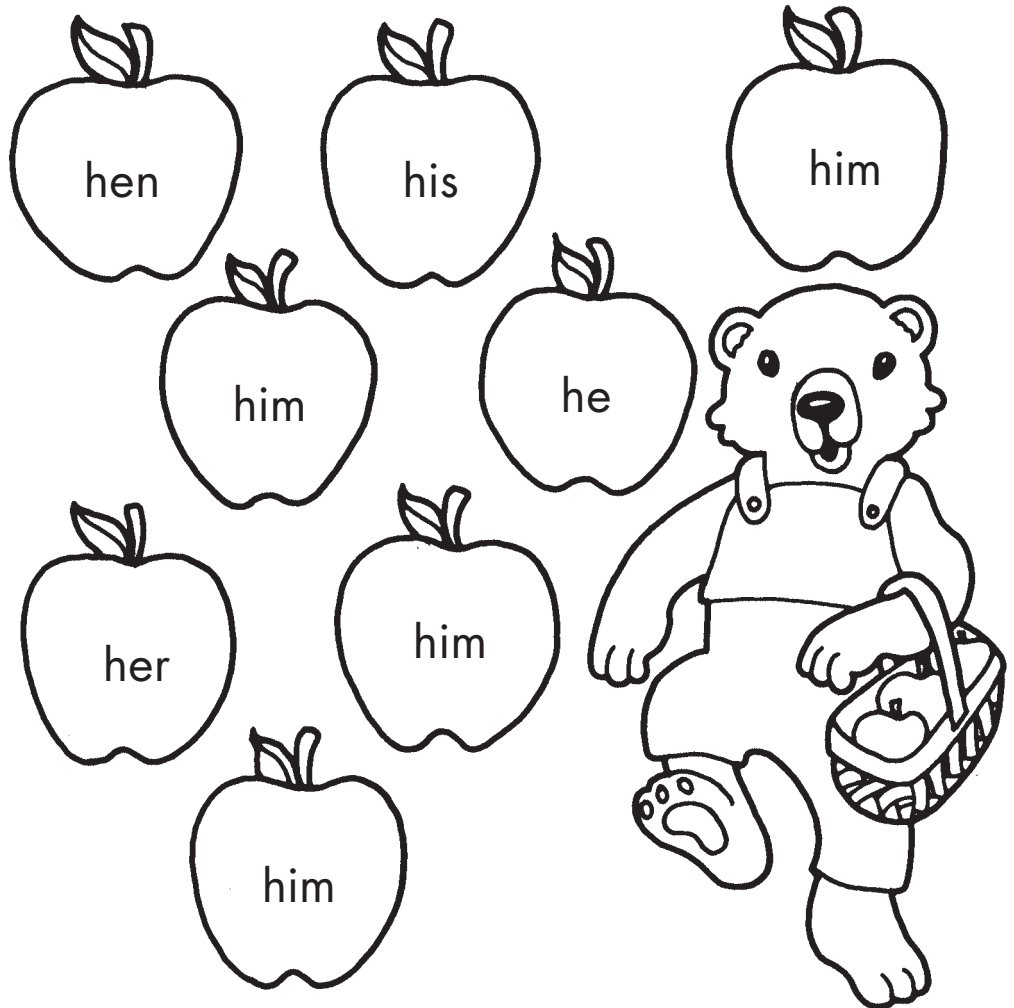


Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'him'. Each set contains the word 'him' written in a dashed font for tracing.

Write **him**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'him' independently.

Find each **him**. Color that apple red. Then color the rest of the picture.

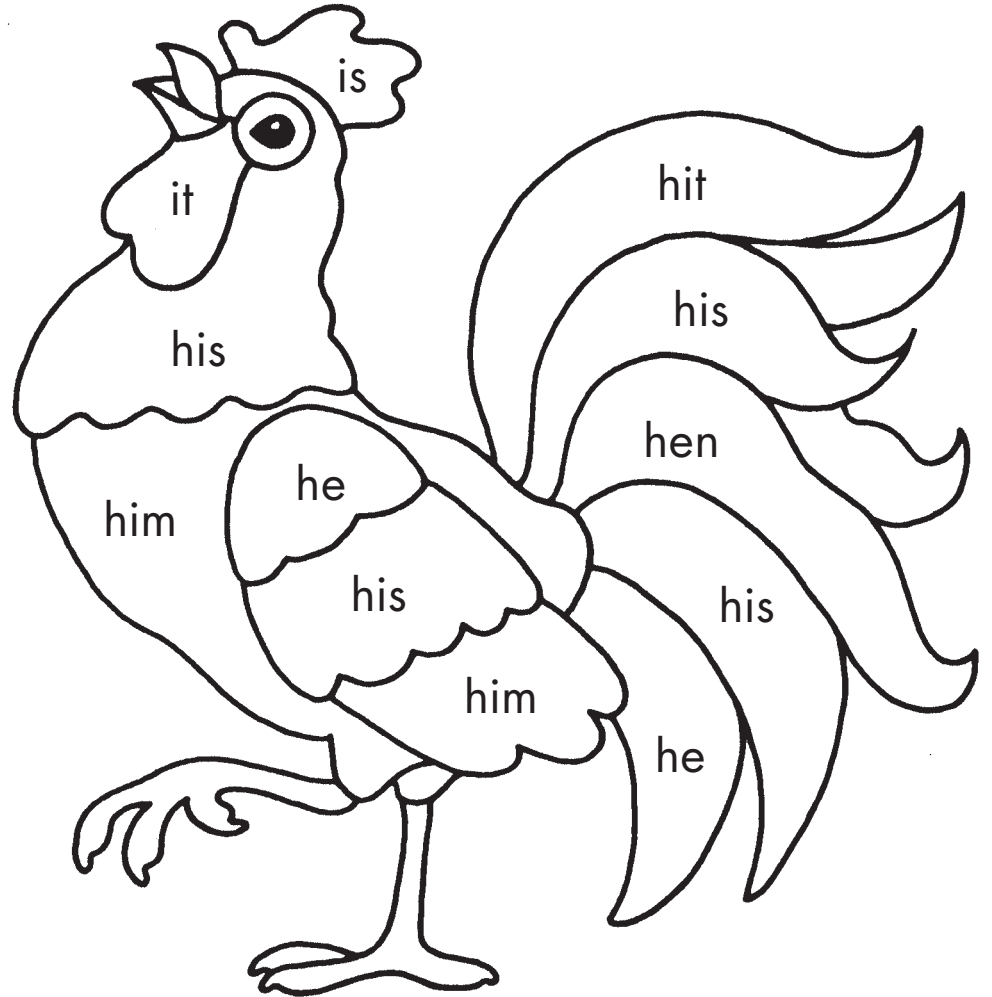


Trace.



his  
his  
his

Find each **his**. Color that space green. Then color the rest of the picture.



Write **his**.

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



Trace.

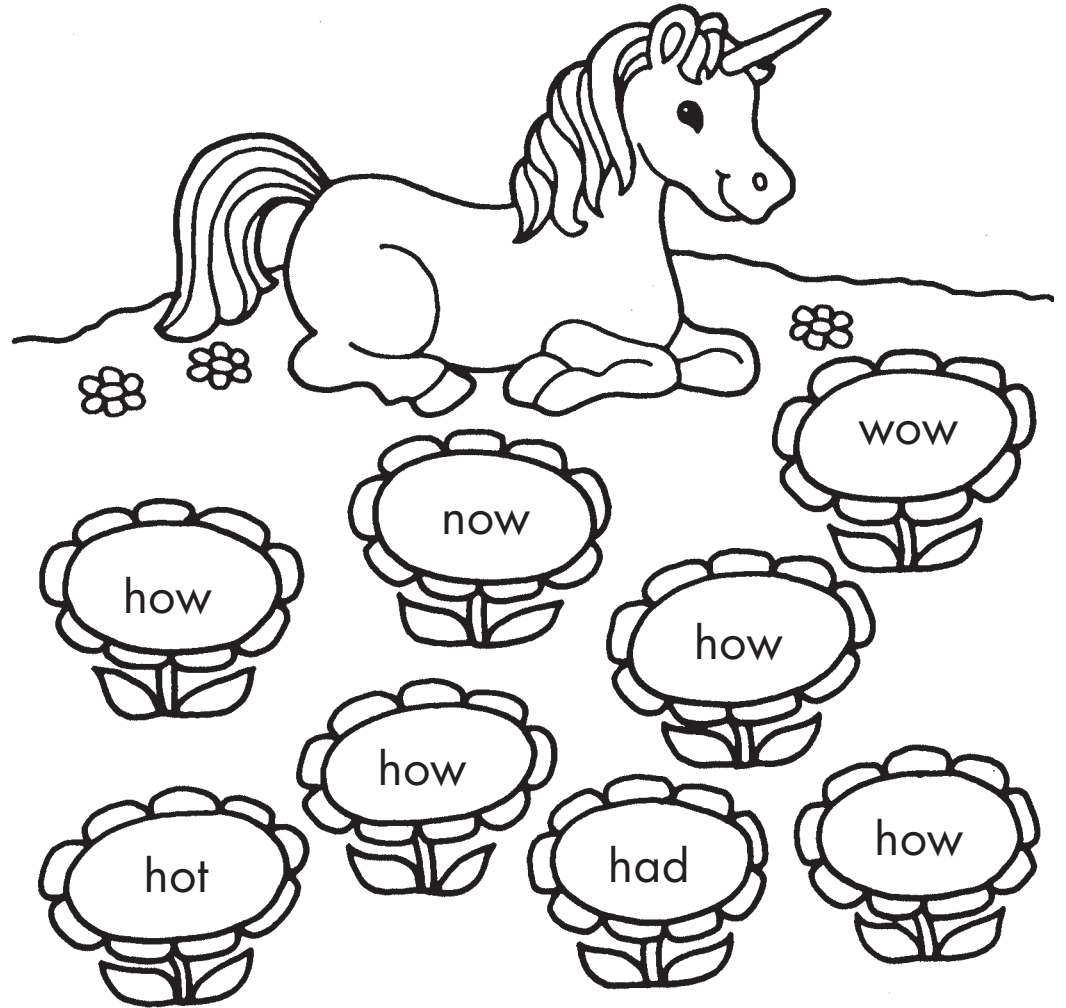


Tracing practice for the word 'how' on three sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'how' is written in a dashed font for tracing.

Write **how**.

Handwriting practice lines for writing the word 'how'. It includes a solid top line, a dashed middle line, and a solid bottom line.

Find each **how**. Color that flower purple. Then color the rest of the picture.

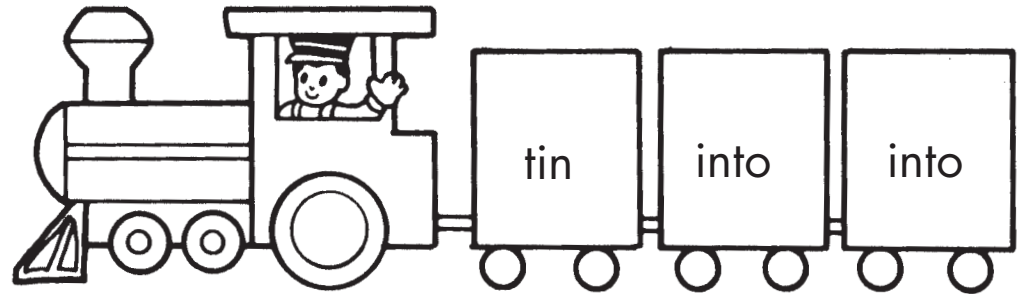
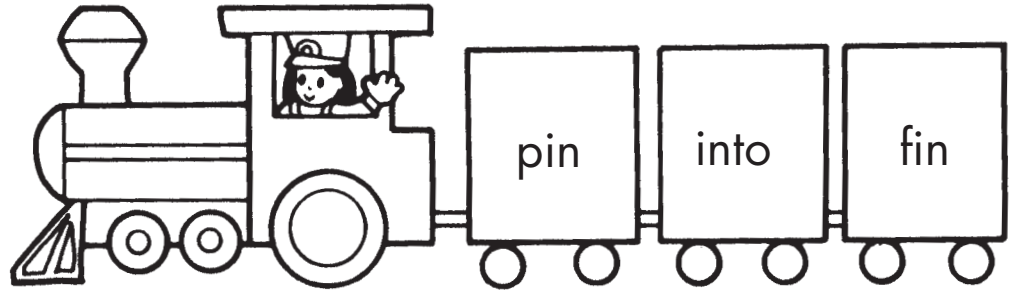
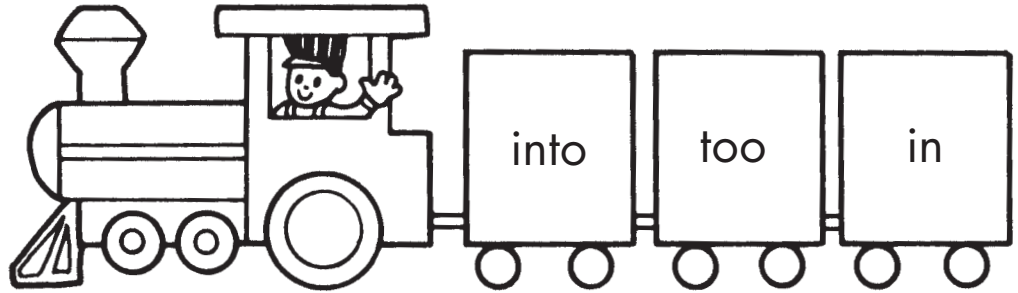


Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'into'. Each set contains the word 'into' written in a dashed font.

Find each **into**. Color that train car blue. Then color the rest of the picture.



Write **into**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'into'.

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

Trace.



is

is

is

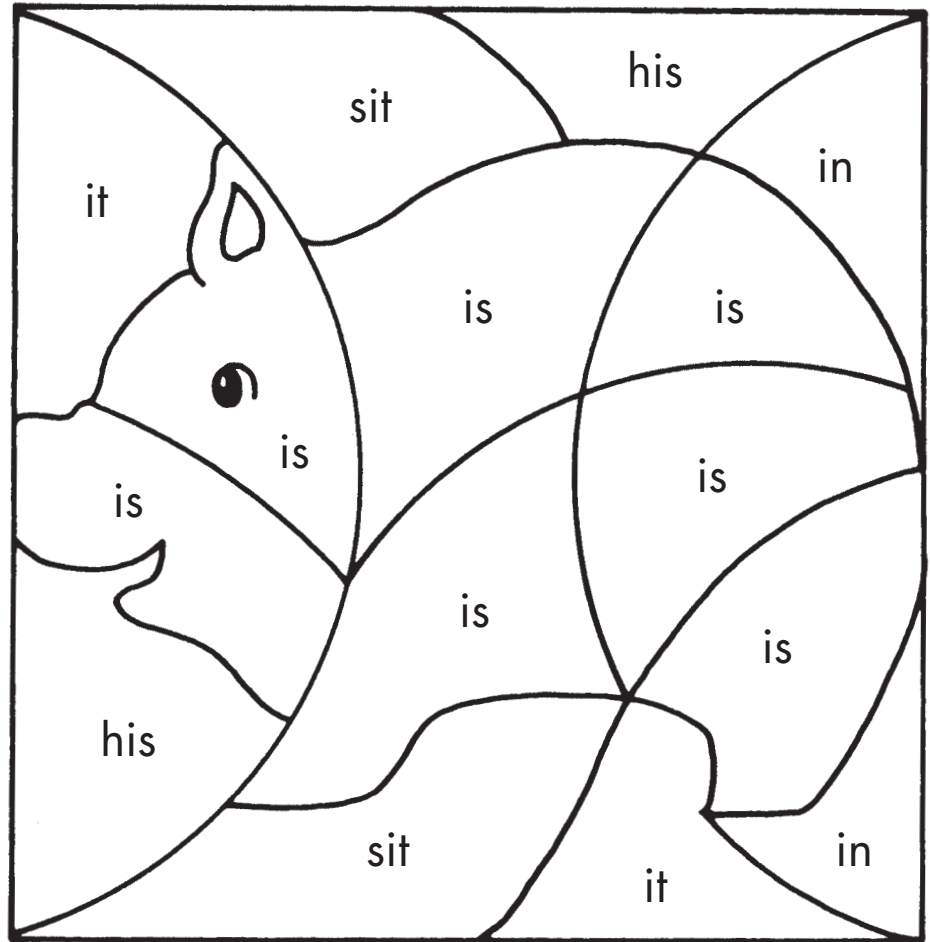
Write **is**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **is**. Color that space pink. Then color the rest of the picture.



Trace.



jump

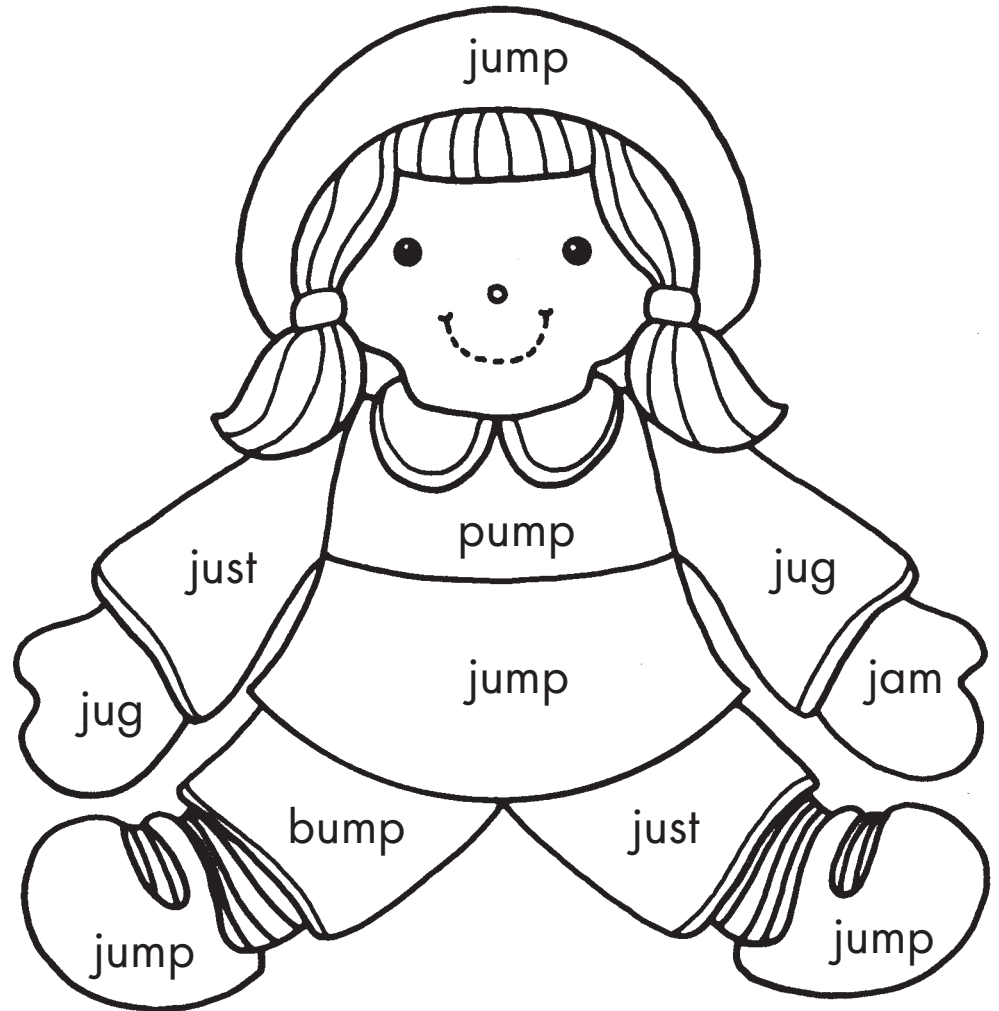
jump

jump

Write **jump**.

Blank handwriting lines for writing the word 'jump'.

Find each **jump**. Color that space purple. Then color the rest of the picture.



Trace.

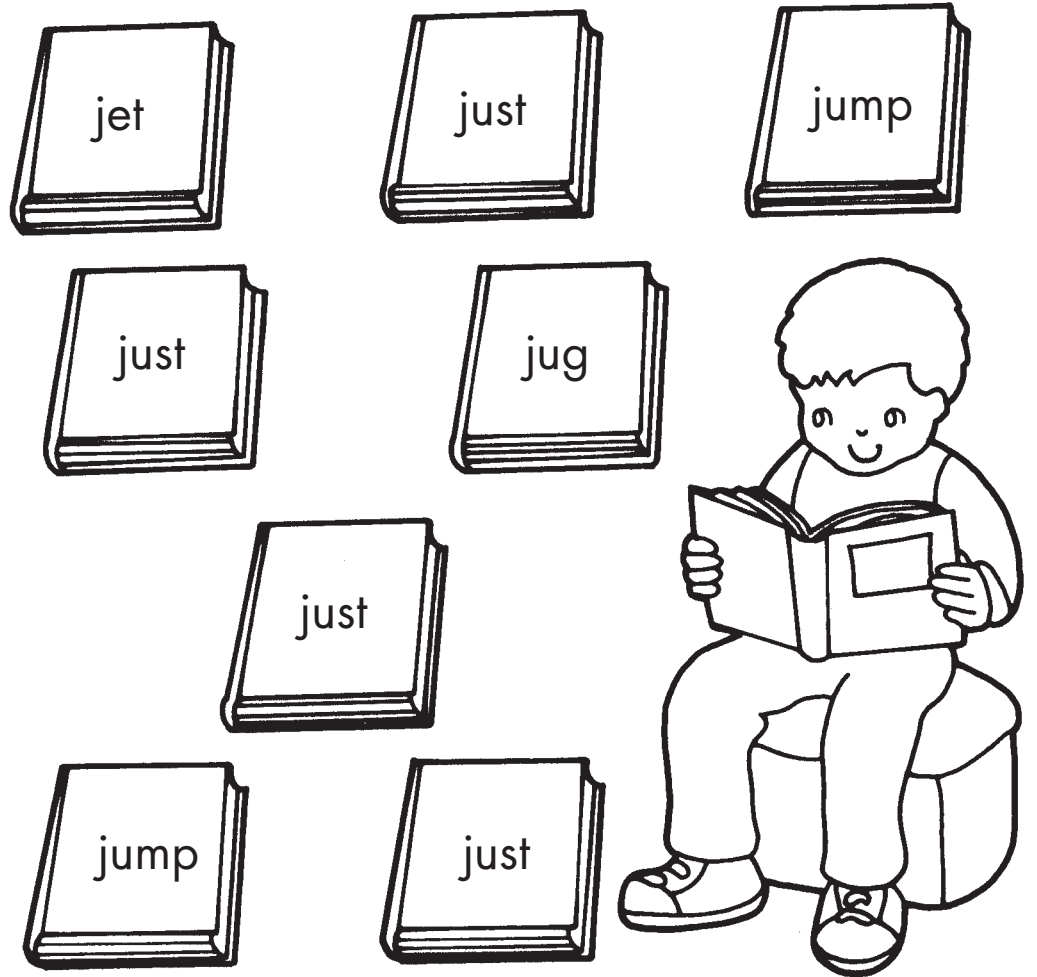


just  
just  
just

Write **just**.

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

Find each **just**. Color that book brown. Then color the rest of the picture.

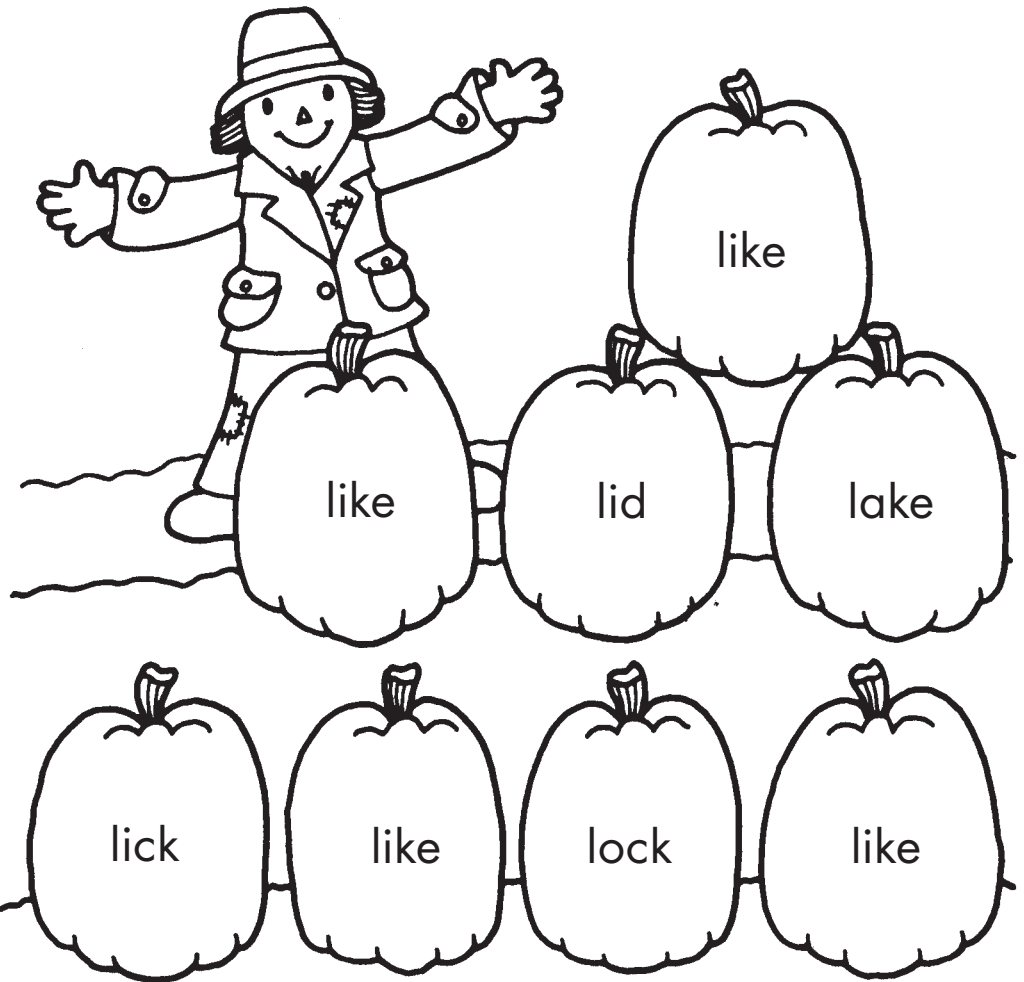


Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'like'. Each set contains the word 'like' in a dashed font, with a dot above the 'i' and a dashed circle around the 'e' to indicate stroke order.

Find each **like**. Color that pumpkin orange. Then color the rest of the picture.



Write **like**.

Two sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'like'.

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

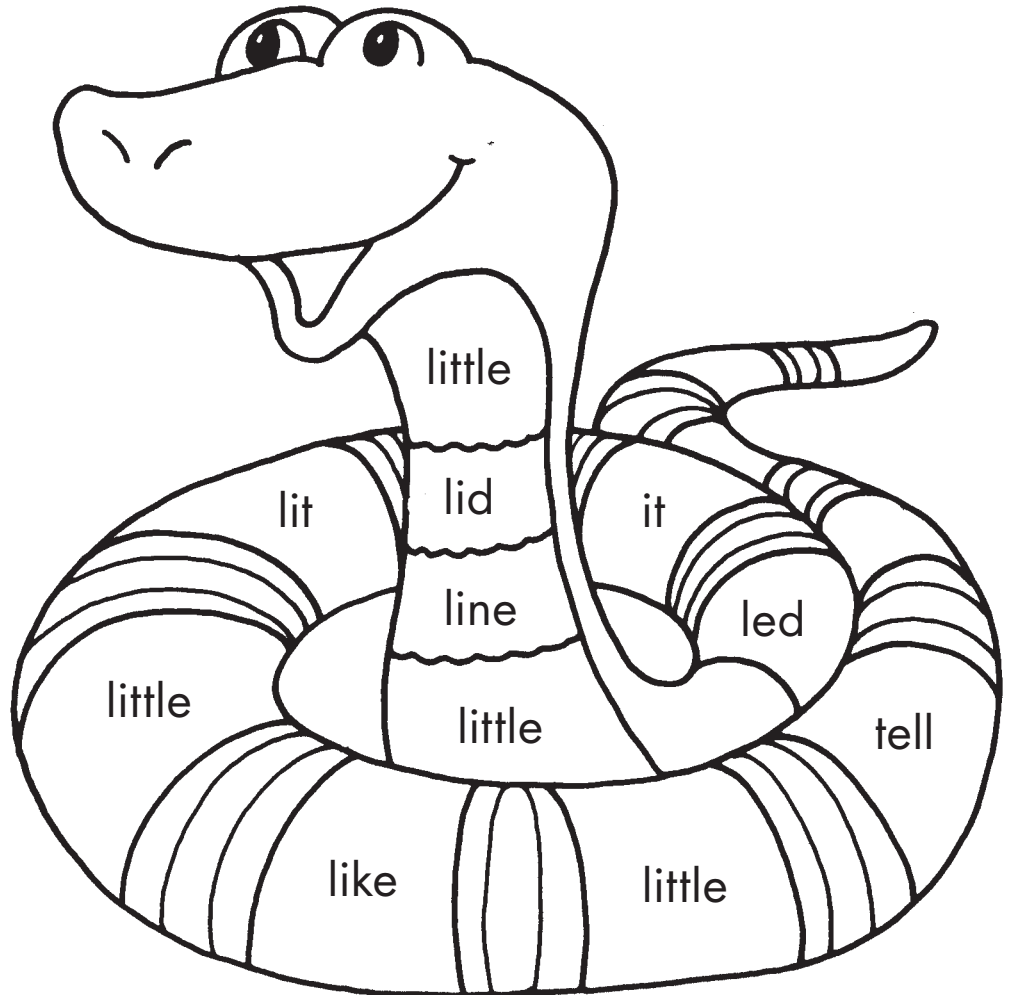
Sight Word: little

Trace.



Three sets of handwriting lines (top, dashed middle, bottom) for tracing. Each set contains the word "little" written in a dashed font, followed by a dashed circle.

Find each **little**. Color that space black. Then color the rest of the picture.



Write **little**.

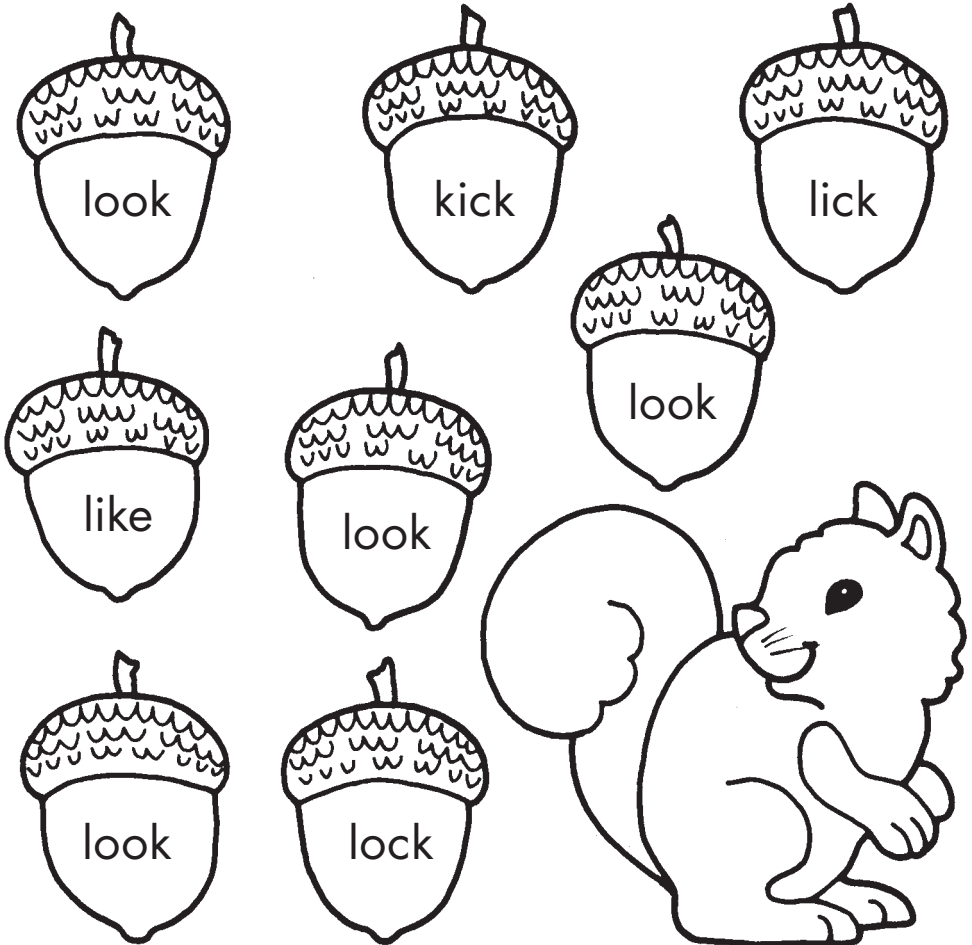
Three sets of handwriting lines (top, dashed middle, bottom) for writing the word "little".

Trace.



Three rows of handwriting practice lines. Each row contains the word 'look' in a dashed font for tracing.

Find each **look**. Color that acorn brown. Then color the rest of the picture.



Write **look**.

Blank handwriting lines for writing the word 'look'.



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

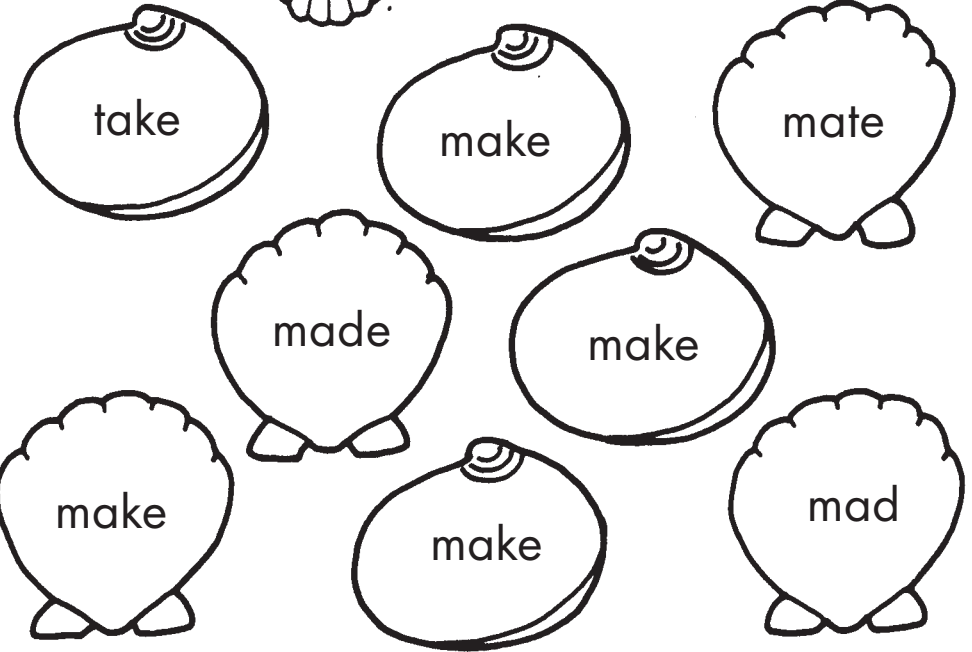
Sight Word: make

Trace.



make  
make  
make

Find each **make**. Color that shell pink.  
Then color the rest of the picture.



Write **make**.

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

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

Sight Word: many

Trace.



many  
many  
many

Write **many**.

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

Find each **many**. Color that cupcake yellow. Then color the rest of the picture.



Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

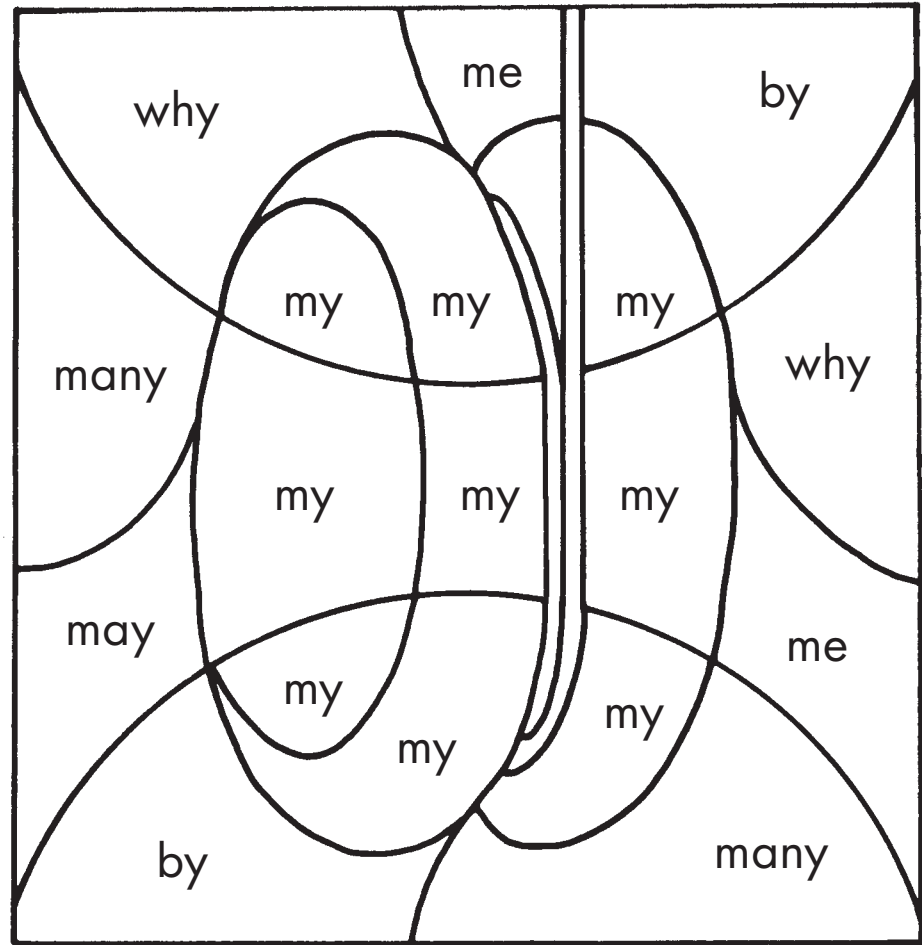
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **my**. Color that space green. Then color the rest of the picture.



Write **my**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Sight Word: new

Trace.



\_\_\_\_\_

new

\_\_\_\_\_

new

\_\_\_\_\_

new

\_\_\_\_\_

Write **new**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **new**. Color that space red. Then color the rest of the picture.



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

Sight Word: no

Trace.



\_\_\_\_\_

no

\_\_\_\_\_

no

\_\_\_\_\_

no

\_\_\_\_\_

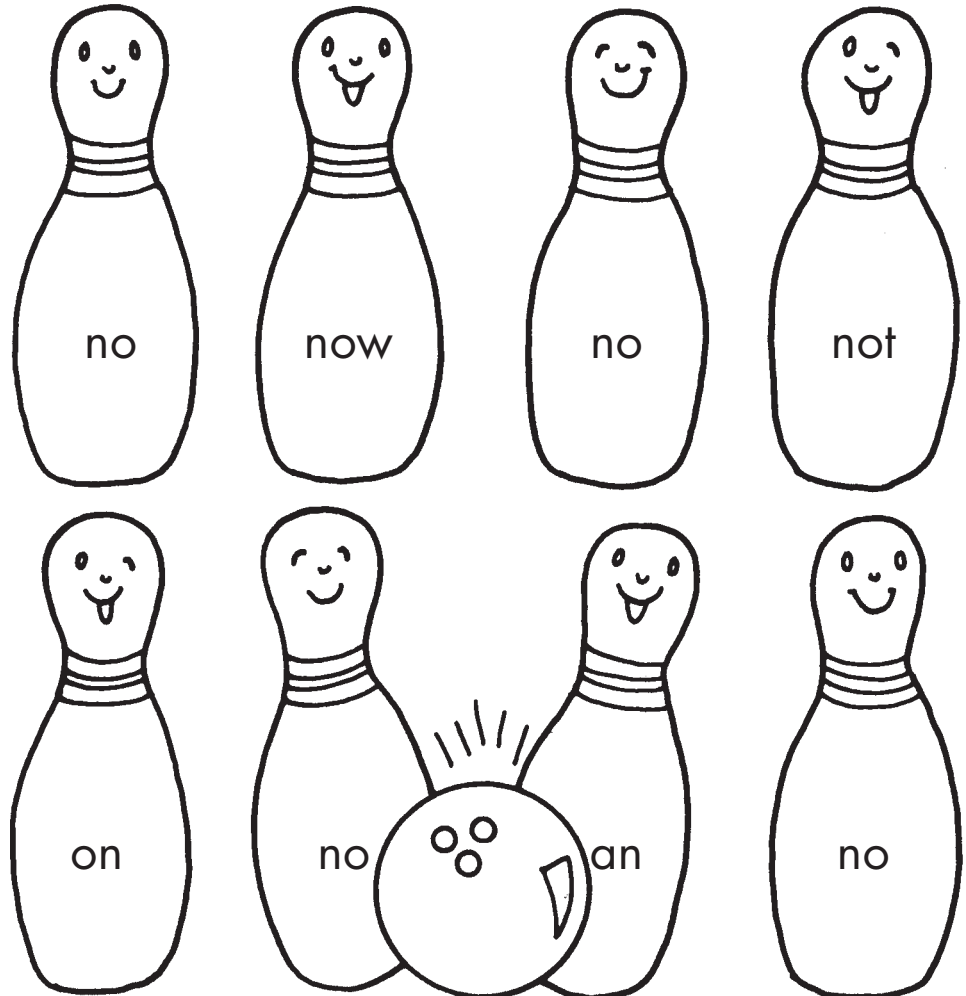
Write **no**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **no**. Color that bowling pin purple. Then color the rest of the picture.



Trace.

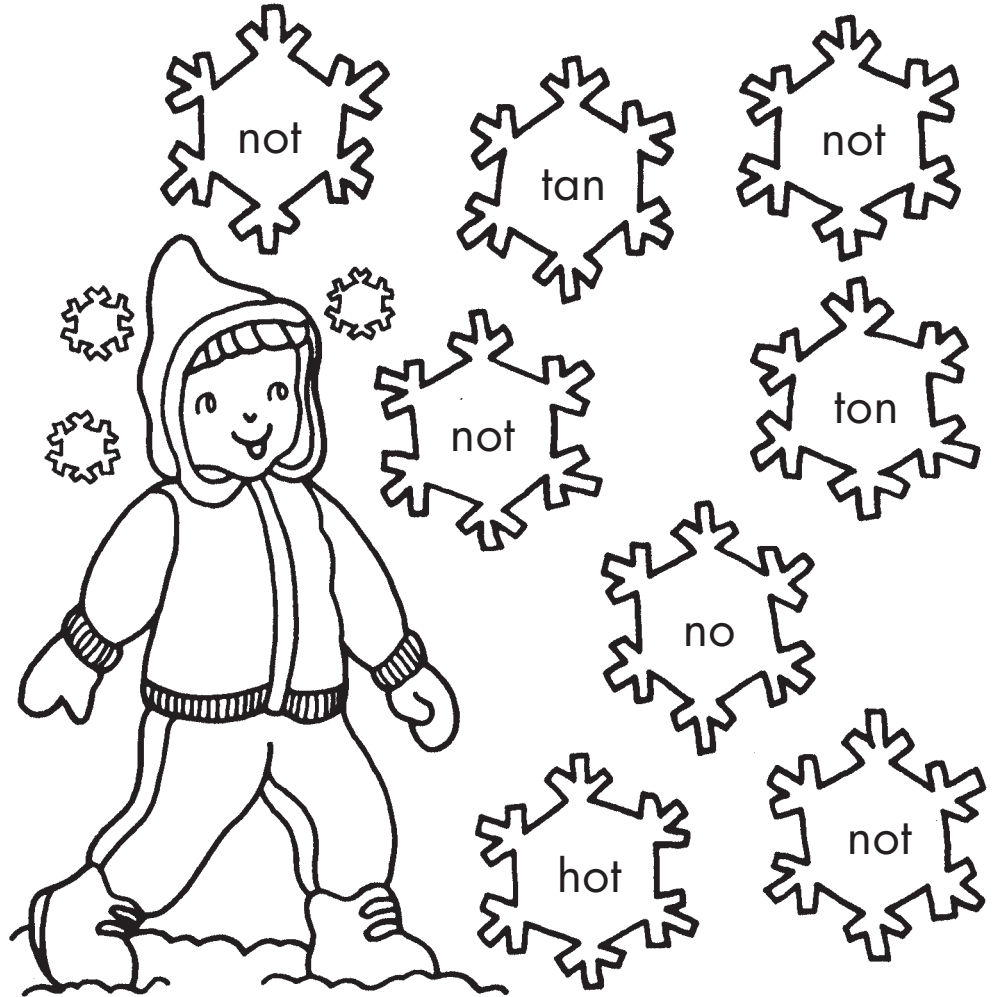


not

not

not

Find each **not**. Color that snowflake blue. Then color the rest of the picture.



Write **not**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

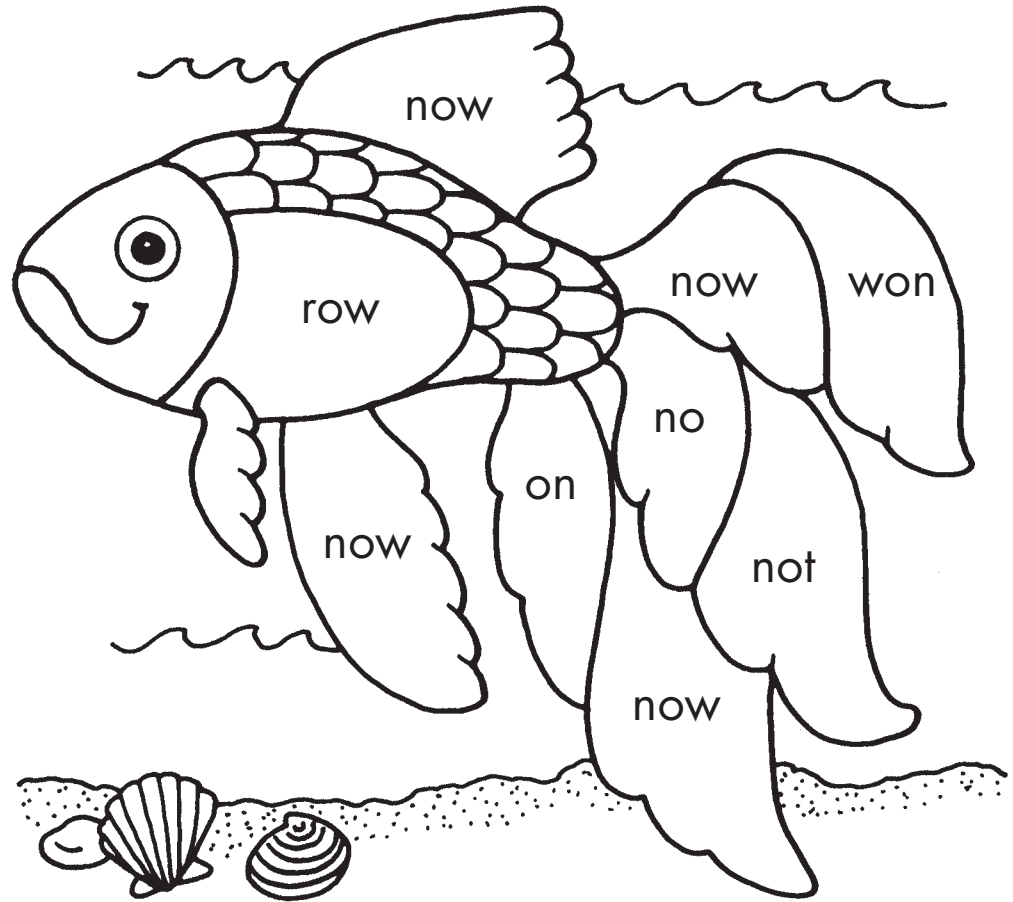
Sight Word: now

Trace.



Tracing practice for the word 'now' on three sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'now' is written in a dashed font for tracing.

Find each **now**. Color that space orange. Then color the rest of the picture.



Write **now**.

Handwriting practice lines for writing the word 'now'. It includes a solid top line, a dashed middle line, and a solid bottom line.

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

Sight Word: of

Trace.



Tracing practice for the word "of" on three sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The word "of" is shown in a dashed format for tracing.

Find each **of**. Color that space brown. Then color the rest of the picture.

A large illustration of a beehive with bees. The beehive is divided into several sections, each containing a sight word. The words are: 'on', 'of', 'of', 'an', 'off', 'for', 'of', 'of', 'out', 'of', 'of', 'out', 'of', 'of', 'for', and 'off'.

Write **of**.

Handwriting practice lines for writing the word "of". It includes a solid top line, a dashed middle line, and a solid bottom line.



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

Sight Word: off

Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word "off". Each set contains a dashed outline of the word "off" for tracing practice.

Find each **off**. Color that heart red.  
Then color the rest of the picture.

A girl with curly hair is holding a heart with a smaller heart inside. On the table in front of her are a jar labeled "Glitter" and a pair of scissors. Below the table are eight hearts, each containing a word. The words are: off, of, for, off, fun, off, off, on.

Write **off**.

Two sets of handwriting lines (top solid, bottom solid) for writing the word "off".

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

Sight Word: on

Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

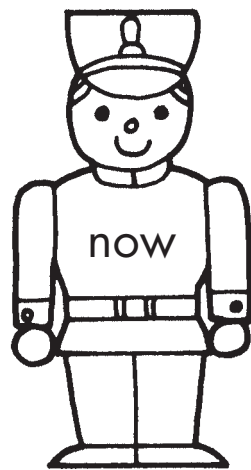
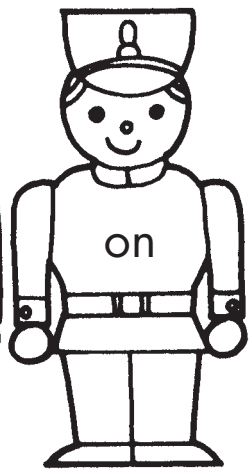
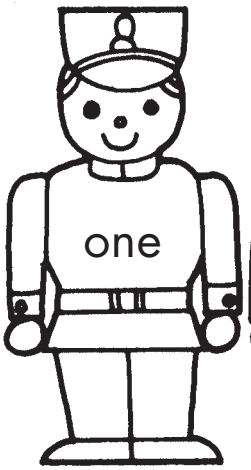
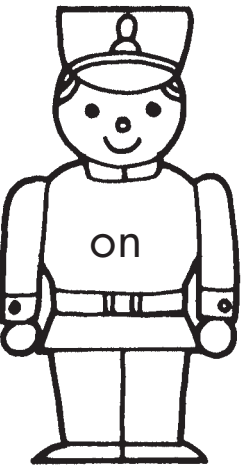
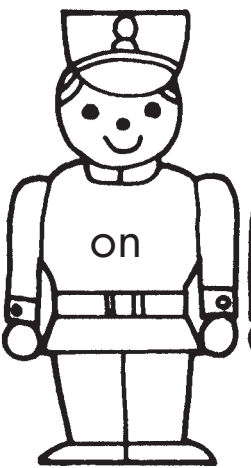
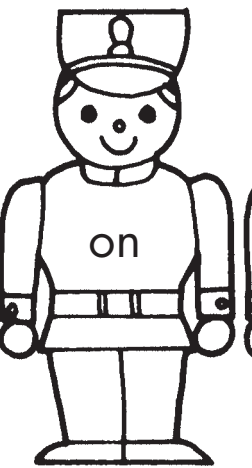
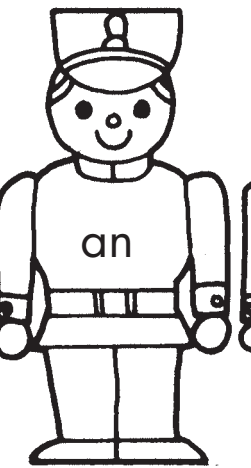
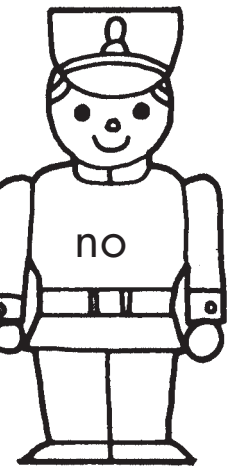
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **on**. Color that toy blue. Then color the rest of the picture.

Write **on**.

\_\_\_\_\_

\_\_\_\_\_

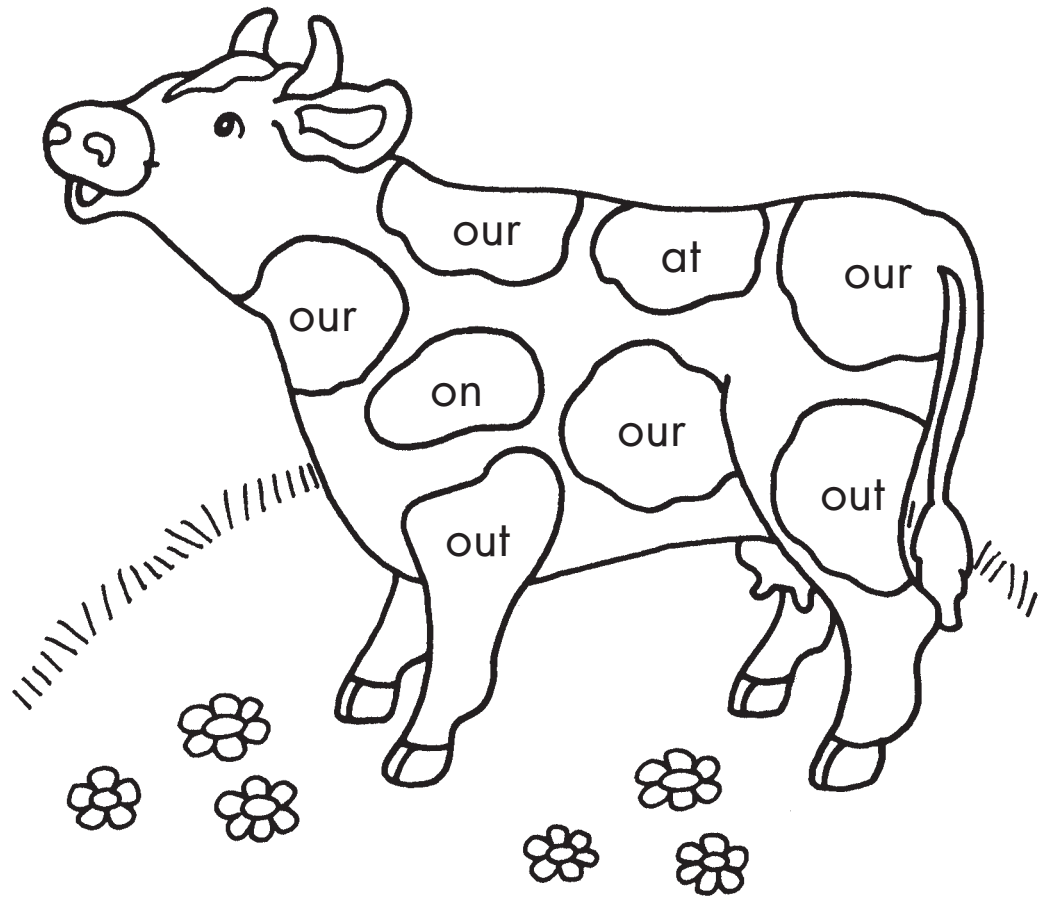
\_\_\_\_\_

Trace.



our  
our  
our

Find each **our**. Color that space black.  
Then color the rest of the picture.



Write **our**.

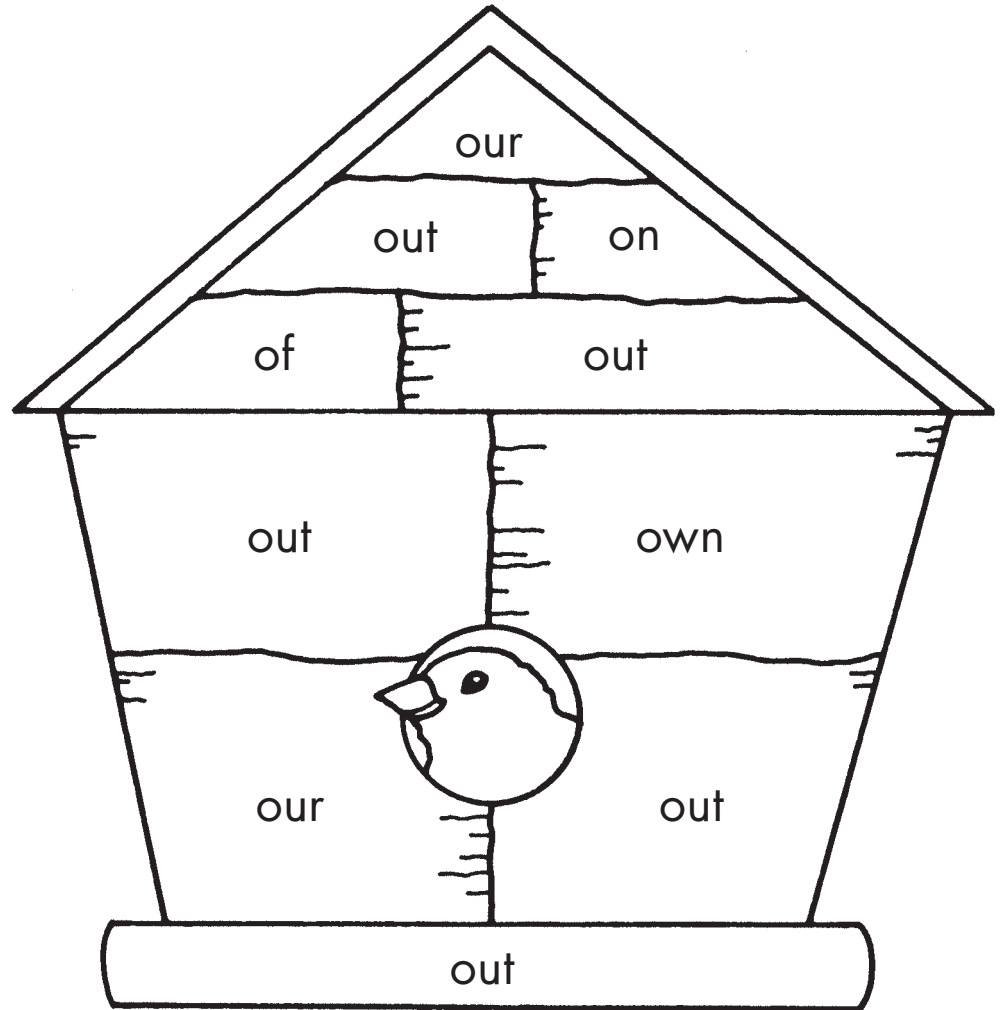
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Trace.



Three sets of handwriting lines with the word 'out' in dashed letters for tracing.

Find each **out**. Color that space brown. Then color the rest of the picture.



Write **out**.

Handwriting lines for writing the word 'out'.

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

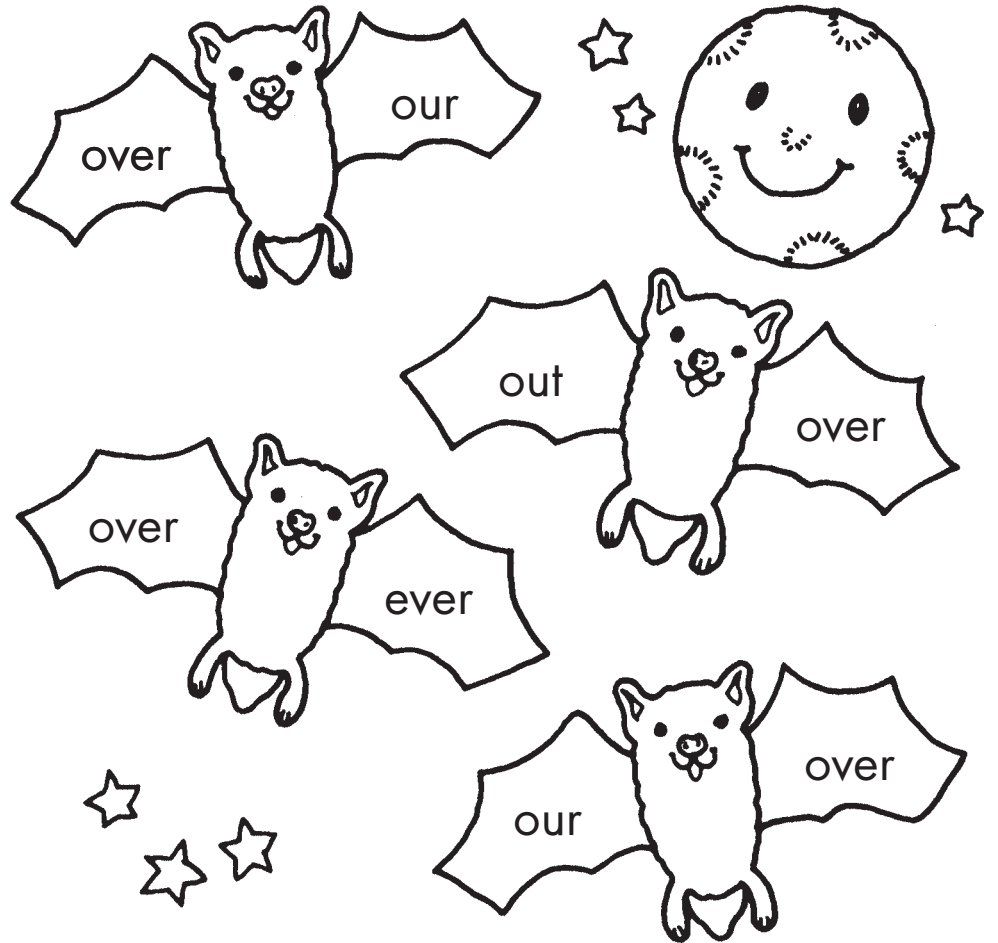
Sight Word: over

Trace.



over  
over  
over

Find each **over**. Color that wing gray. Then color the rest of the picture.



Write **over**.

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

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

Sight Word: play

Trace.

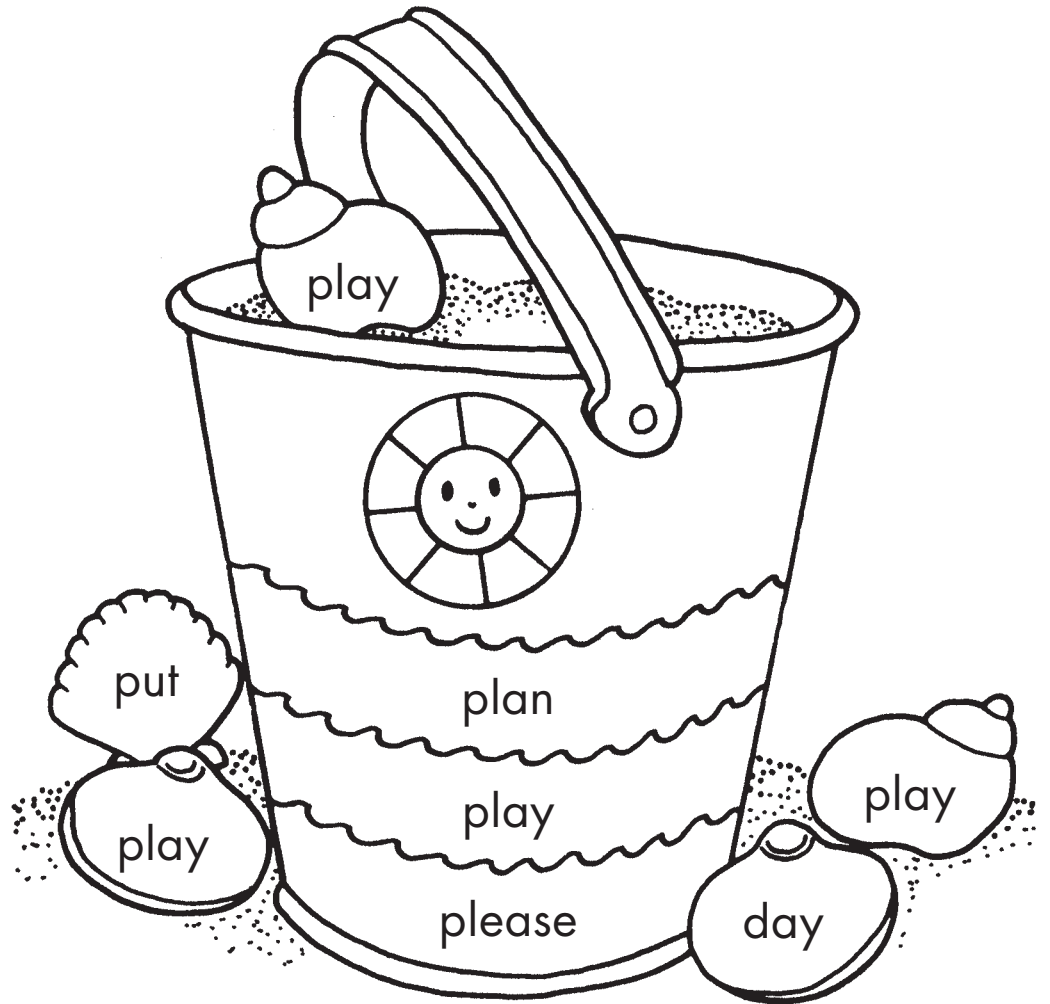


play  
 play  
 play

Write **play**.

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

Find each **play**. Color that space pink. Then color the rest of the picture.



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

Sight Word: please

Trace.

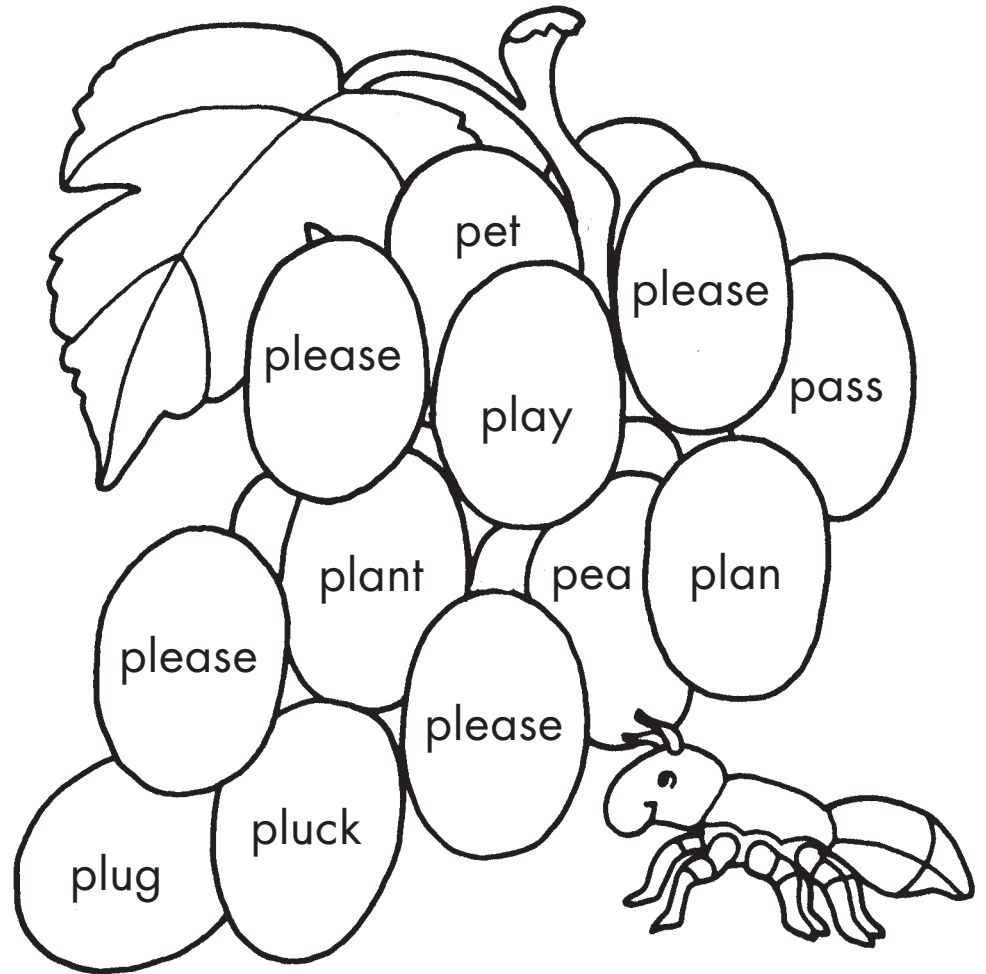


please  
please  
please

Write **please**.

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

Find each **please**. Color that space purple. Then color the rest of the picture.



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

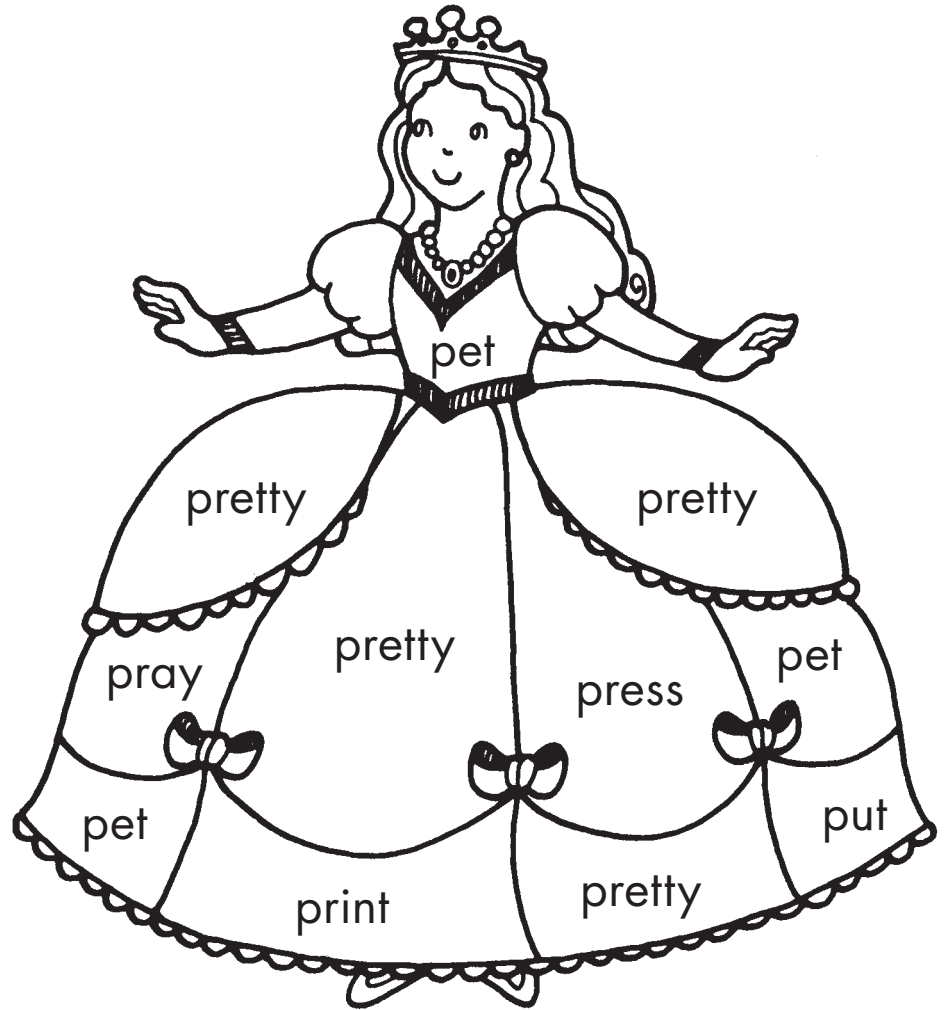
Sight Word: pretty

Trace.



pretty  
 pretty  
 pretty

Find each **pretty**. Color that space yellow. Then color the rest of the picture.



Write **pretty**.

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



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

Sight Word: put

Trace.

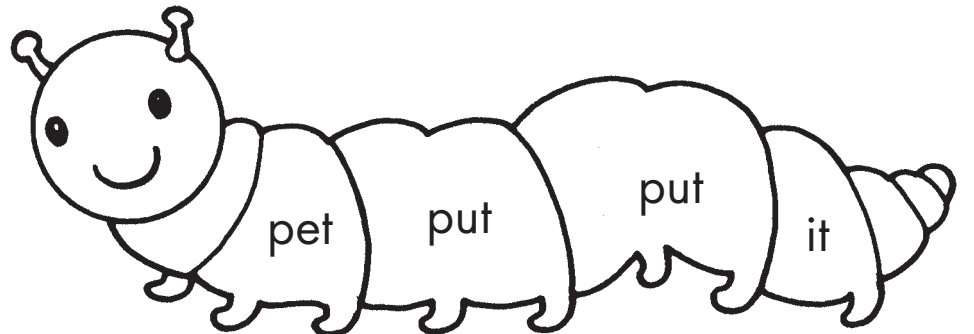
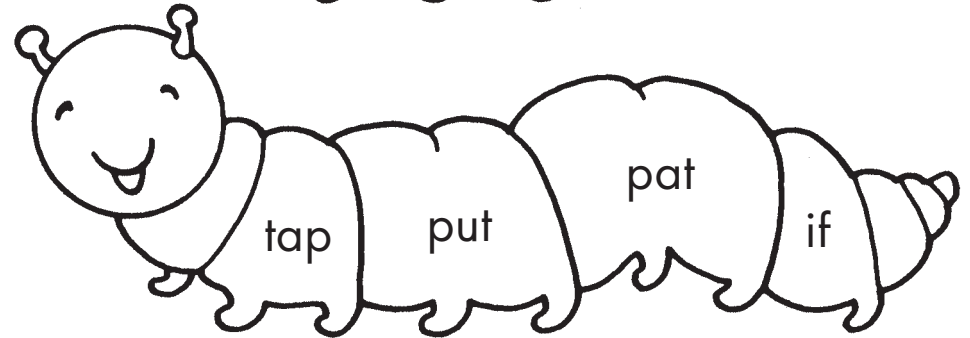
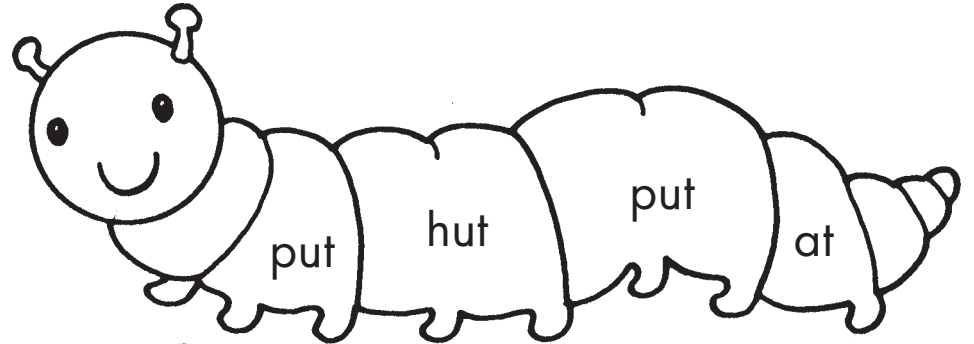


put  
put  
put

Write **put**.

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

Find each **put**. Color that space green.  
Then color the rest of the picture.



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

Sight Word: read

Trace.

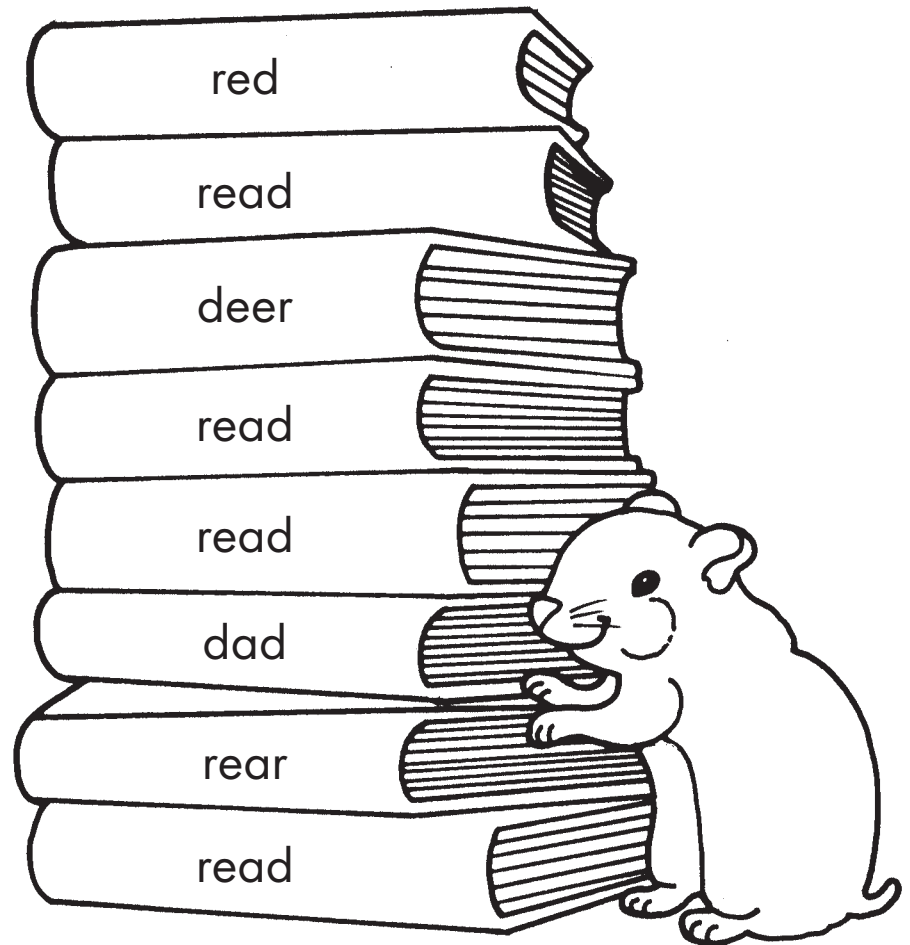


Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'read'. Each set contains the word 'read' written in a dashed font.

Write **read**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'read'.

Find each **read**. Color that space orange. Then color the rest of the picture.



Trace.

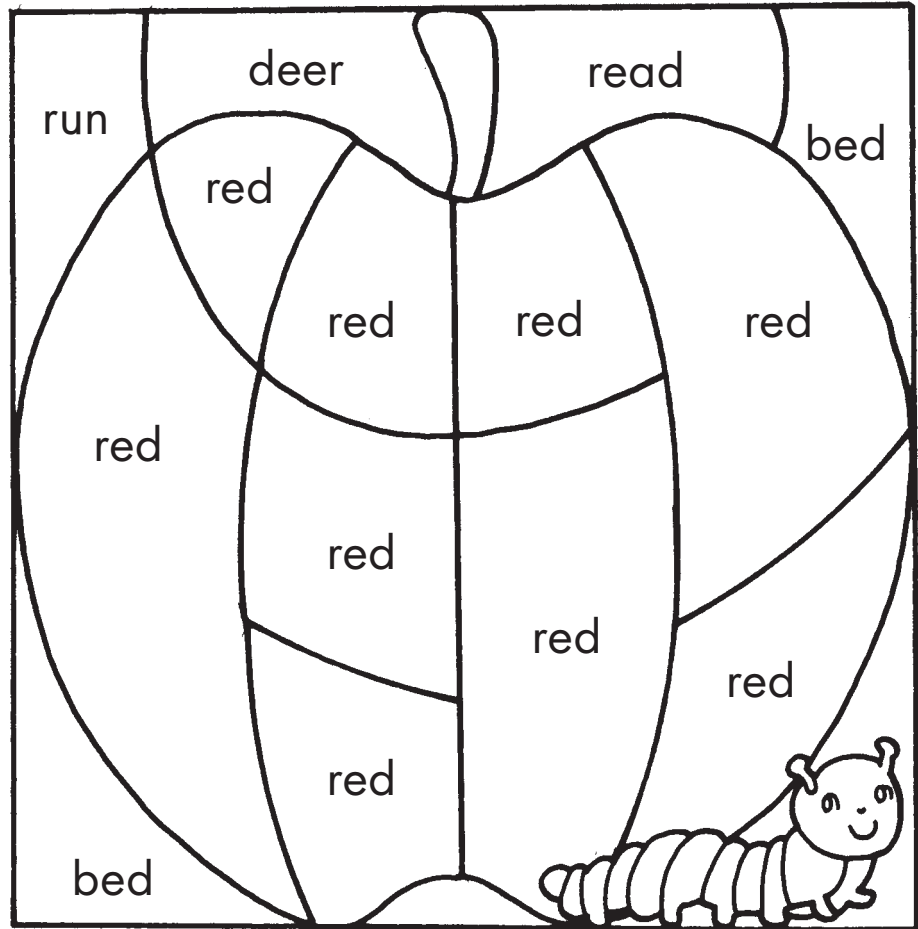


Tracing practice for the word 'red' on three sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The word 'red' is written in a dashed font across each set of lines for tracing.

Write **red**.

Handwriting practice lines for writing the word 'red'. It includes a solid top line, a dashed middle line, and a solid bottom line.

Find each **red**. Color that space red. Then color the rest of the picture.

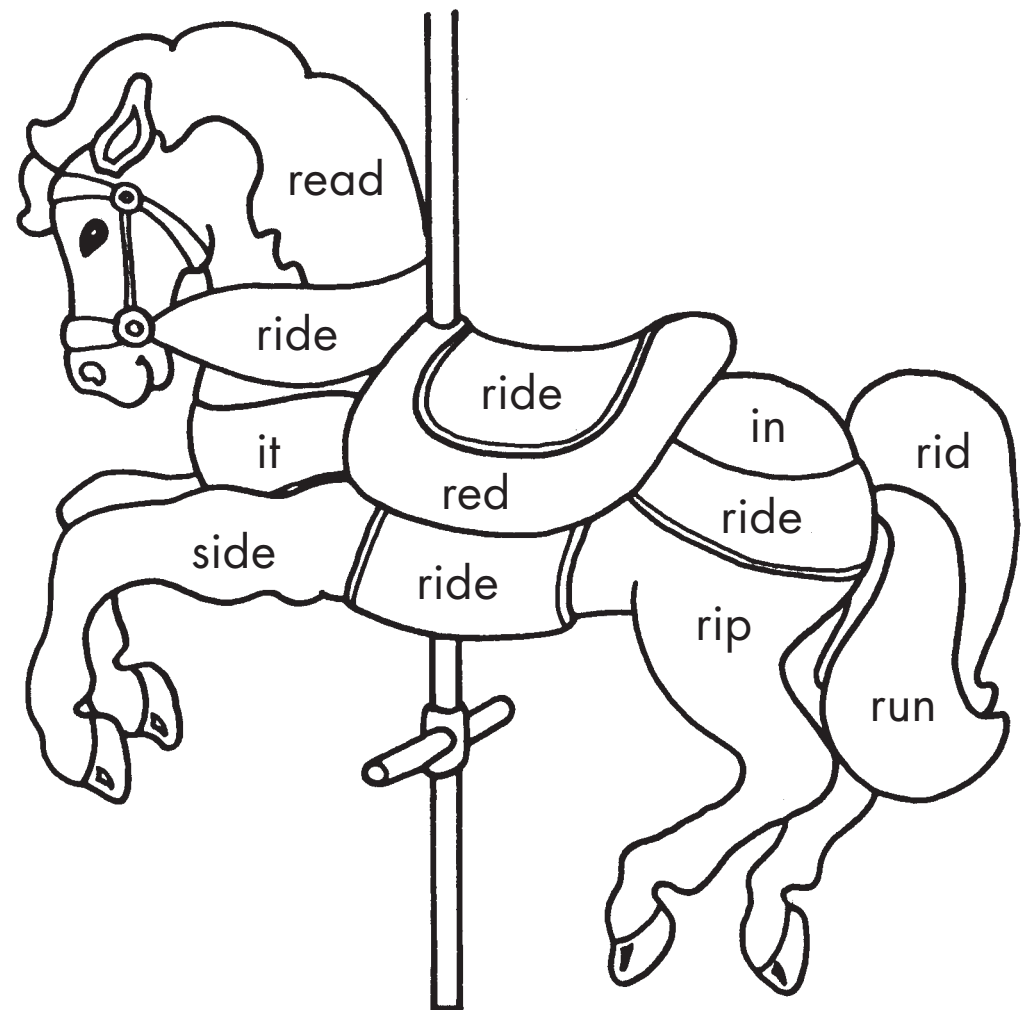


Trace.



ride  
ride  
ride

Find each **ride**. Color that space blue. Then color the rest of the picture.



Write **ride**.

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

Trace.

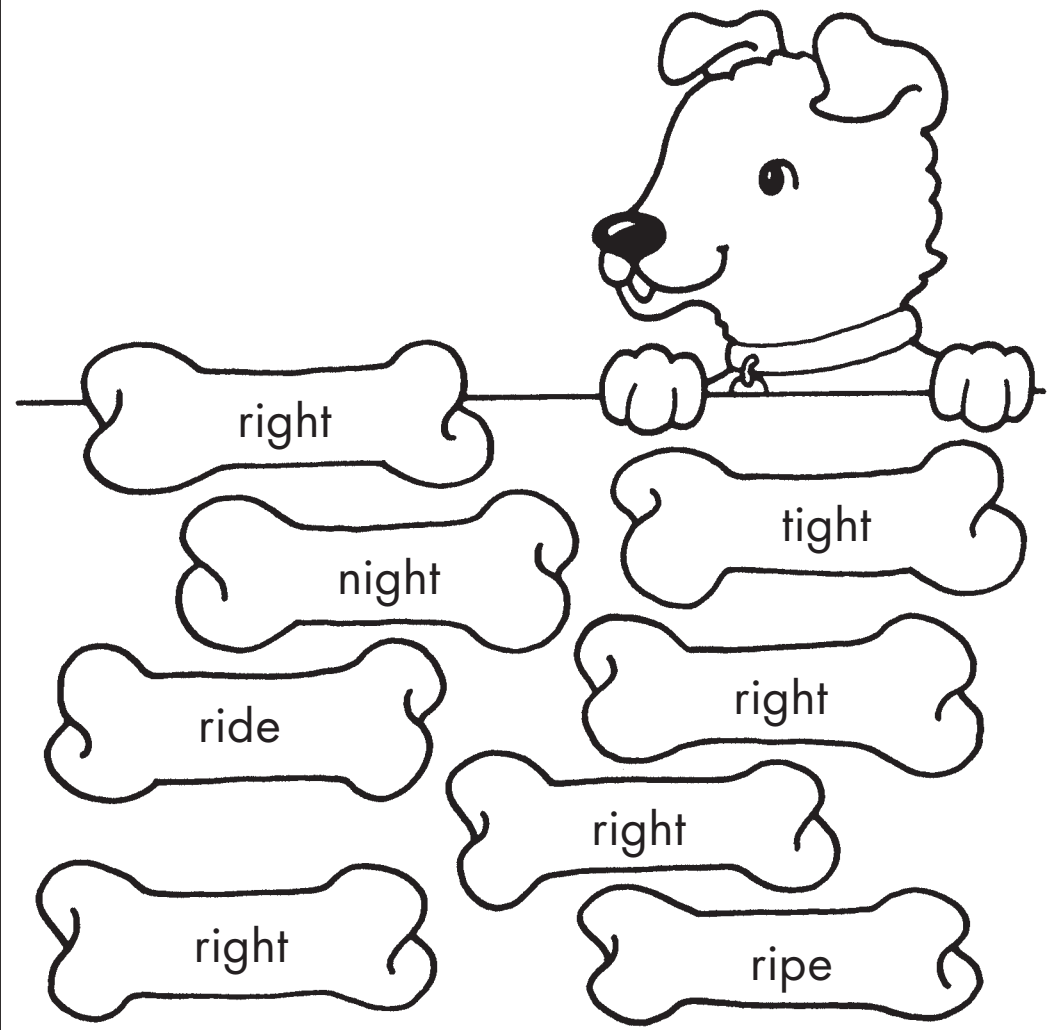


right  
right  
right

Write **right**.

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

Find each **right**. Color that bone gray. Then color the rest of the picture.



Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'run'.

Find each **run**. Color that space orange. Then color the rest of the picture.

A boy is kicking a soccer ball on a field. In the background, there is a sun. In the foreground, there are eight traffic cones arranged in two rows of four. Each cone has a word written on it.

run	nut	run	red
can	run	ran	run

Write **run**.

Two sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'run'.

Trace.

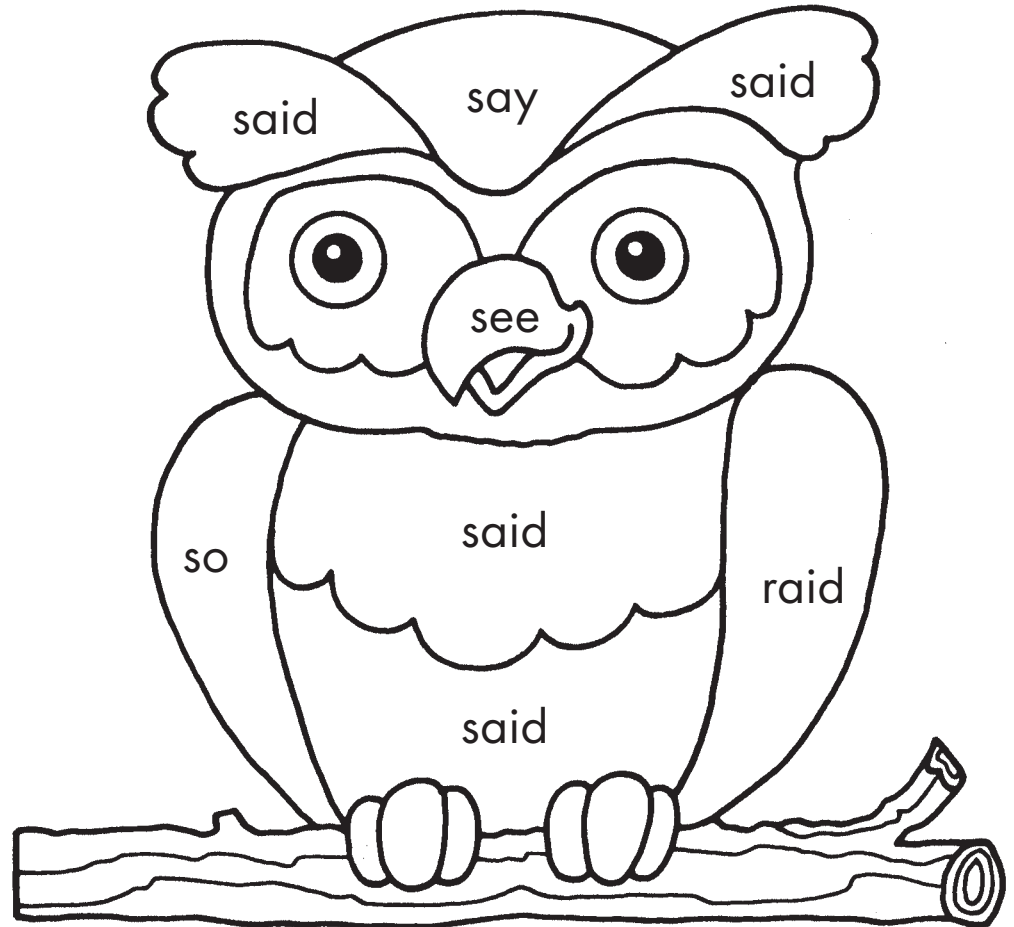


Three rows of handwriting practice lines. Each row contains the word "said" in a dashed, dotted font for tracing. The first row has a solid dot above the 'i' as a starting point. The second row has a solid dot above the 'i' and a solid dot above the 'a'. The third row has a solid dot above the 'i' and a solid dot above the 'a'.

Write **said**.

Three rows of handwriting practice lines for independent writing. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

Find each **said**. Color that space brown. Then color the rest of the picture.



Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

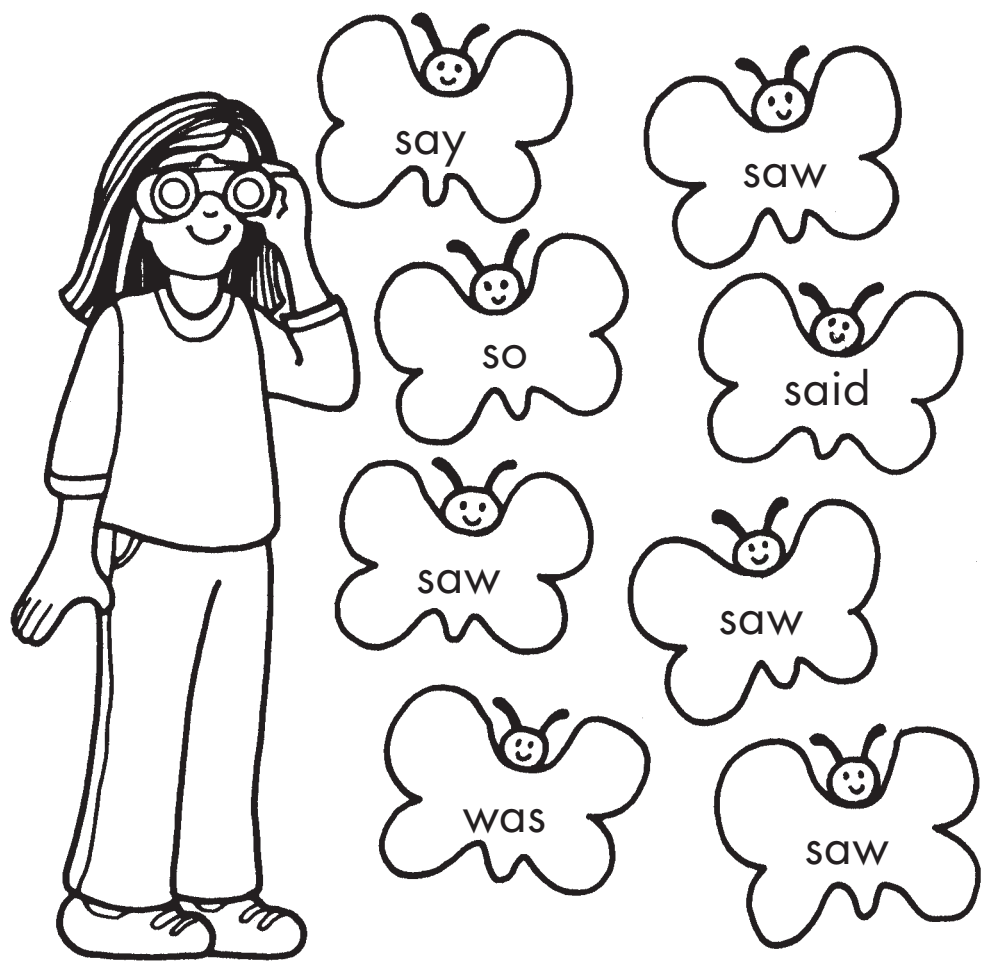
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **saw**. Color that butterfly purple. Then color the rest of the picture.



Write **saw**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

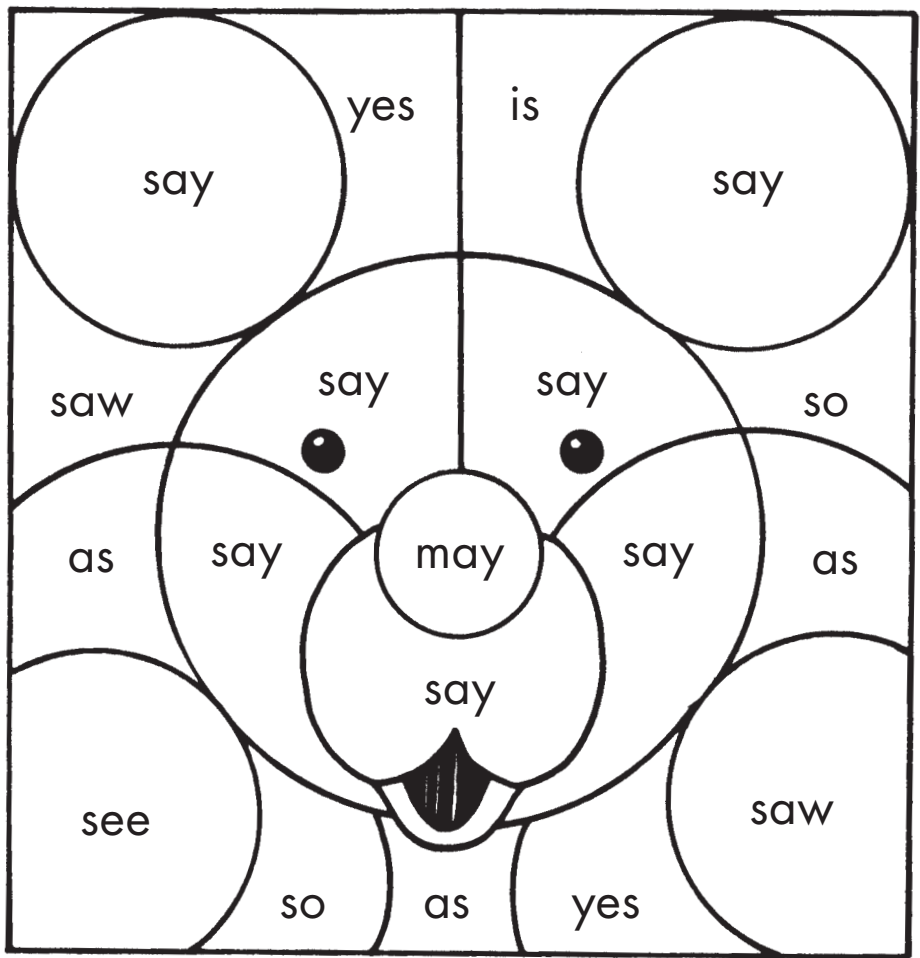
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **say**. Color that space gray. Then color the rest of the picture.



Write **say**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Trace.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

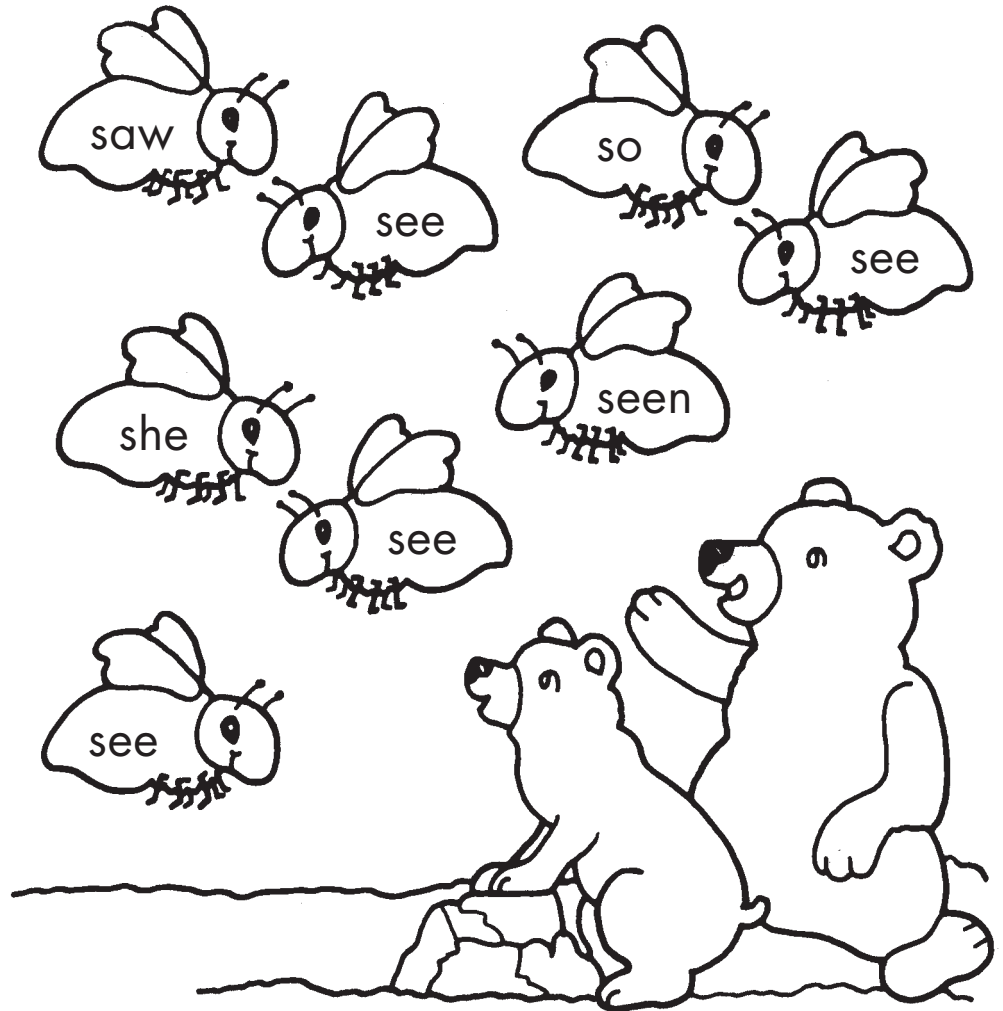
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **see**. Color that bee yellow. Then color the rest of the picture.



Write **see**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Trace.

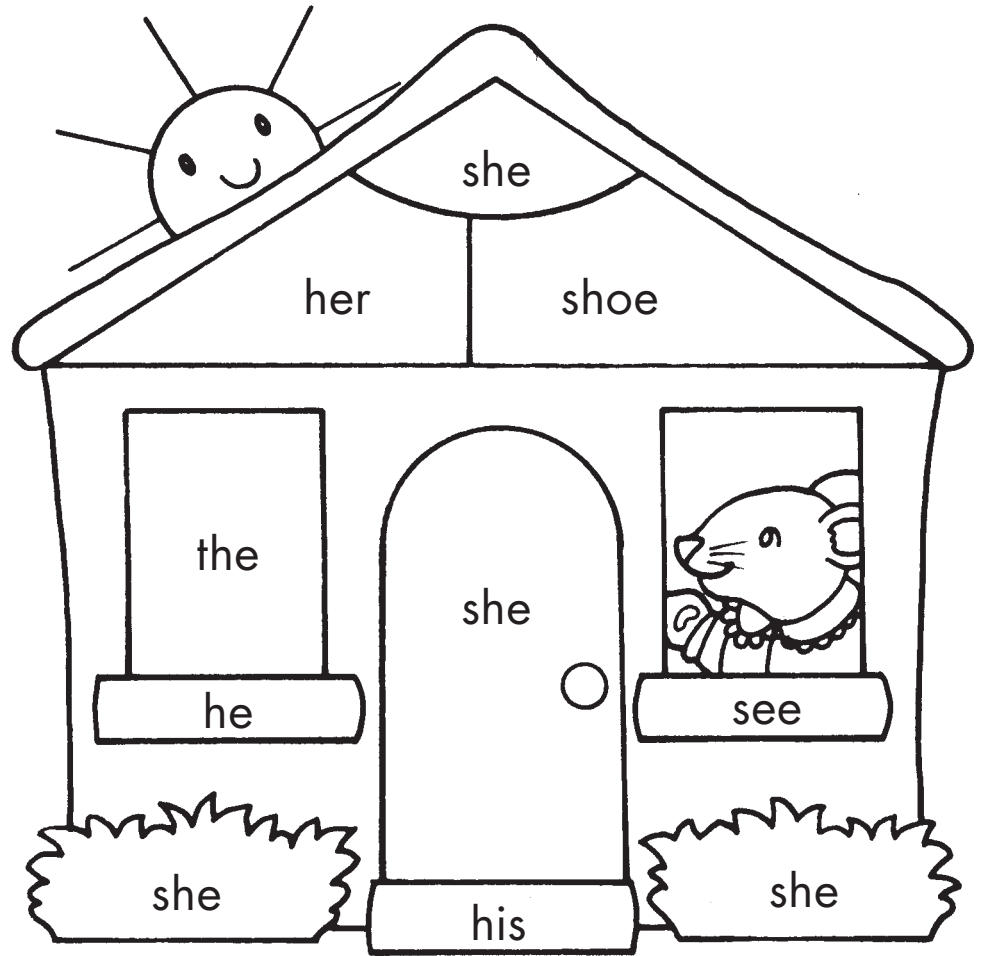


Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'she'. Each set contains the word 'she' written in dashed letters for tracing.

Write **she**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'she'.

Find each **she**. Color that space green. Then color the rest of the picture.



Trace.



\_\_\_\_\_

so

\_\_\_\_\_

so

\_\_\_\_\_

so

\_\_\_\_\_

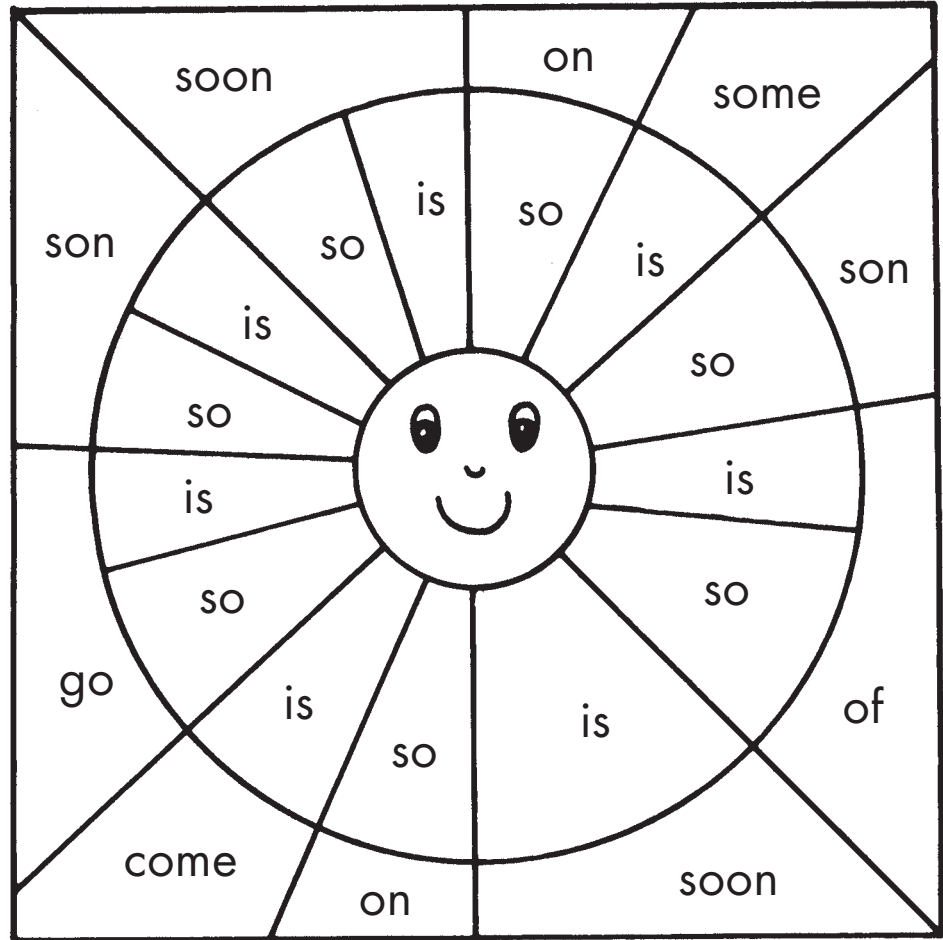
Write **so**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **so**. Color that space yellow. Then color the rest of the picture.



Trace.

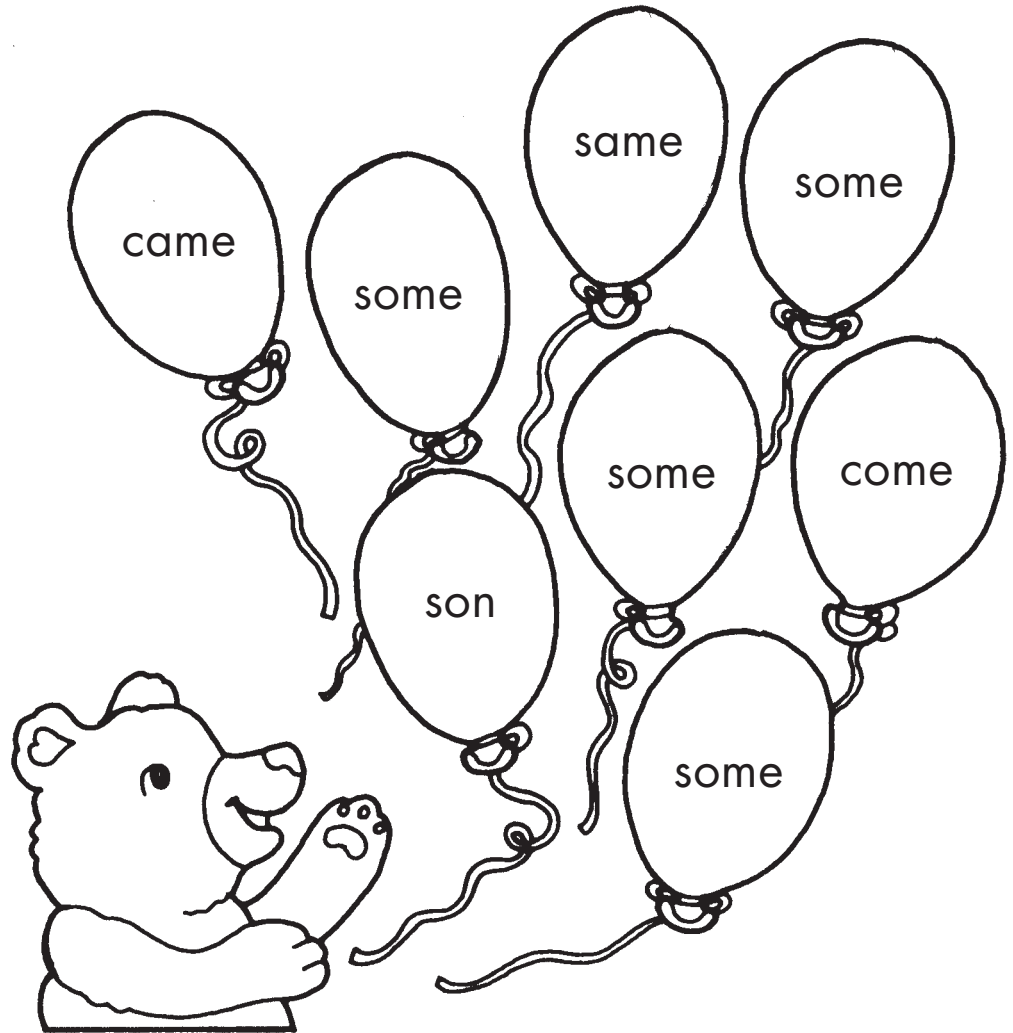


some

some

some

Find each **some**. Color that balloon red. Then color the rest of the picture.



Write **some**.

\_\_\_\_\_

\_\_\_\_\_

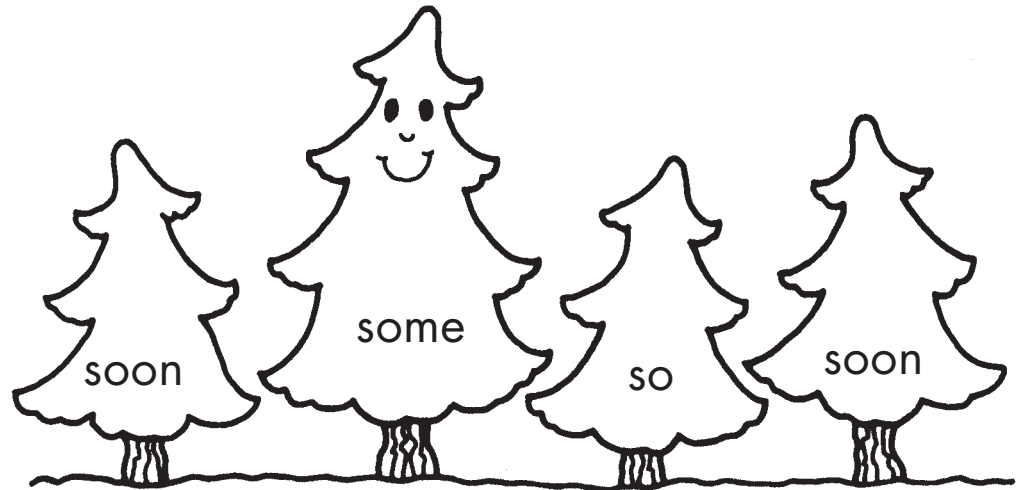
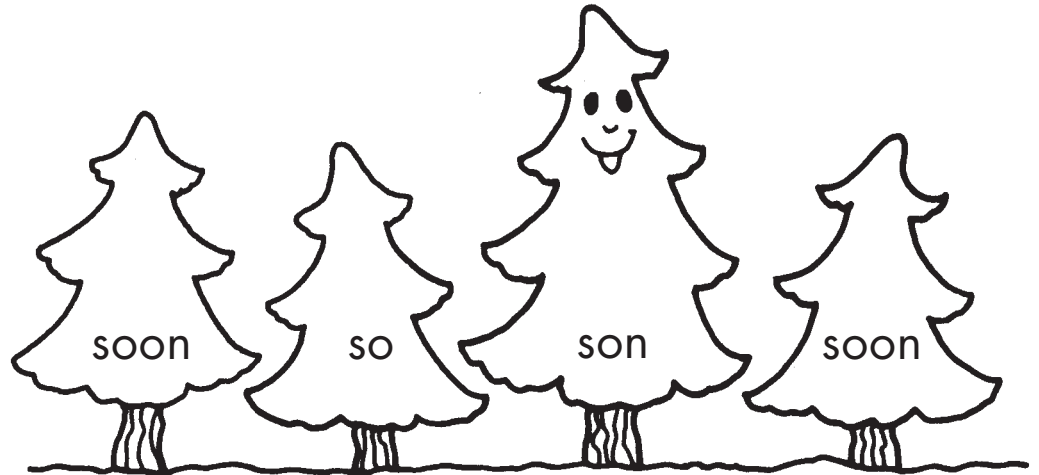
\_\_\_\_\_

Trace.



soon  
soon  
soon

Find each **soon**. Color that tree green.  
Then color the rest of the picture.



Write **soon**.

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

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

Sight Word: that

Trace.

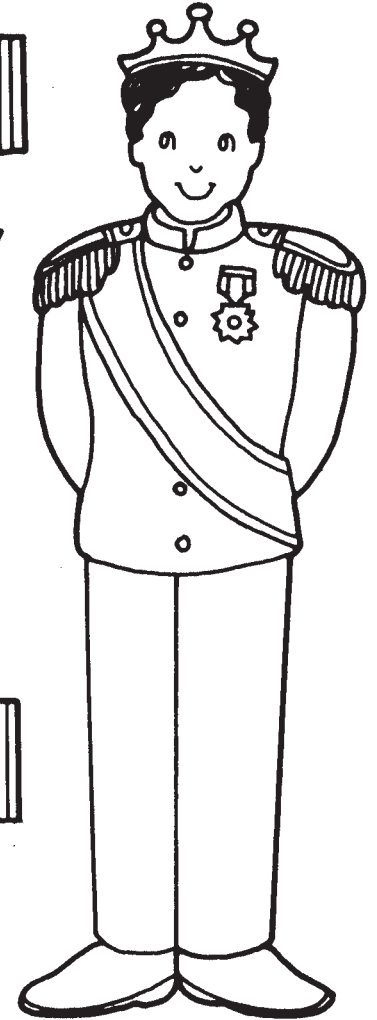
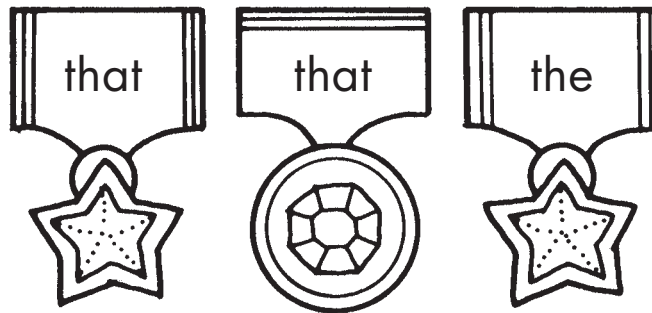
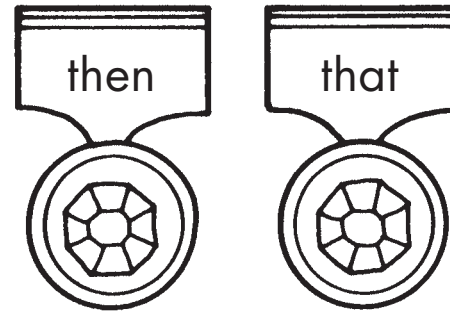
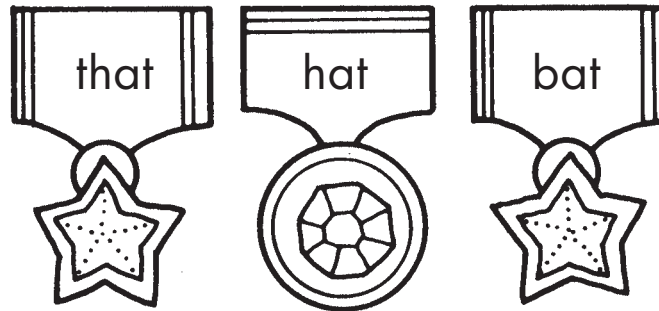


that  
 that  
 that

Write **that**.

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

Find each **that**. Color that ribbon blue. Then color the rest of the picture.

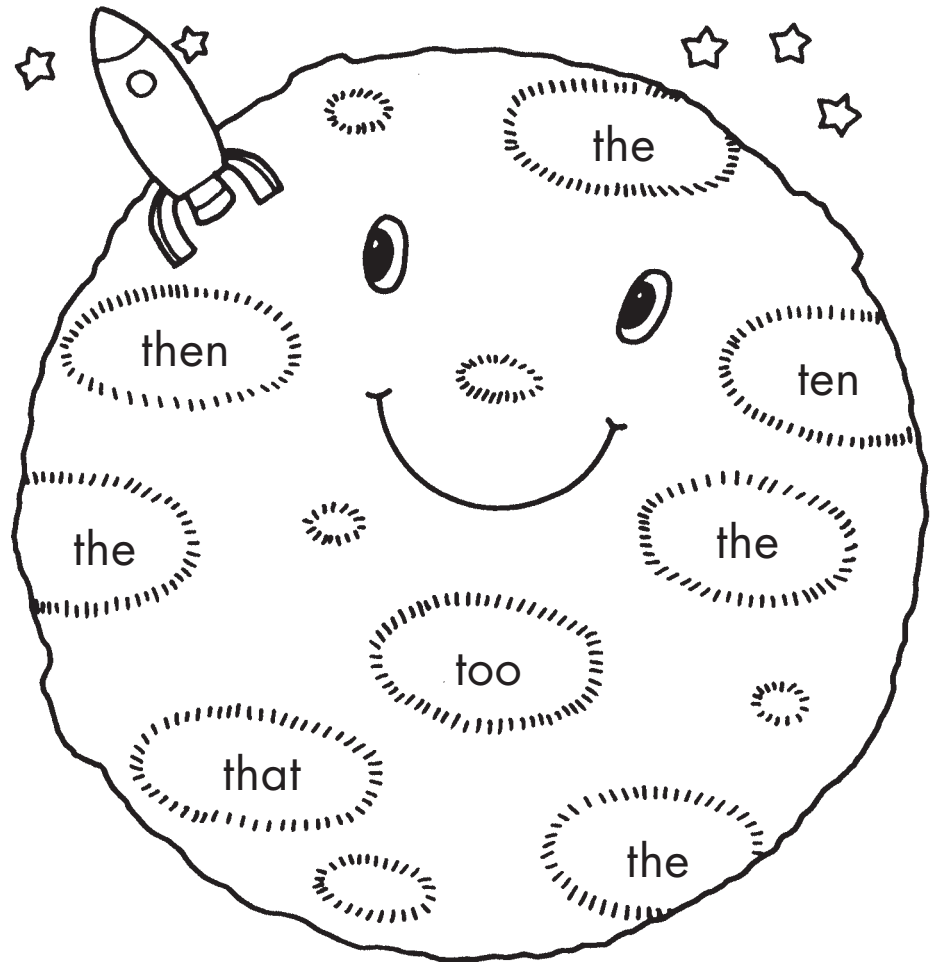


Trace.



the  
the  
the

Find each **the**. Color that space gray.  
Then color the rest of the picture.



Write **the**.

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



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

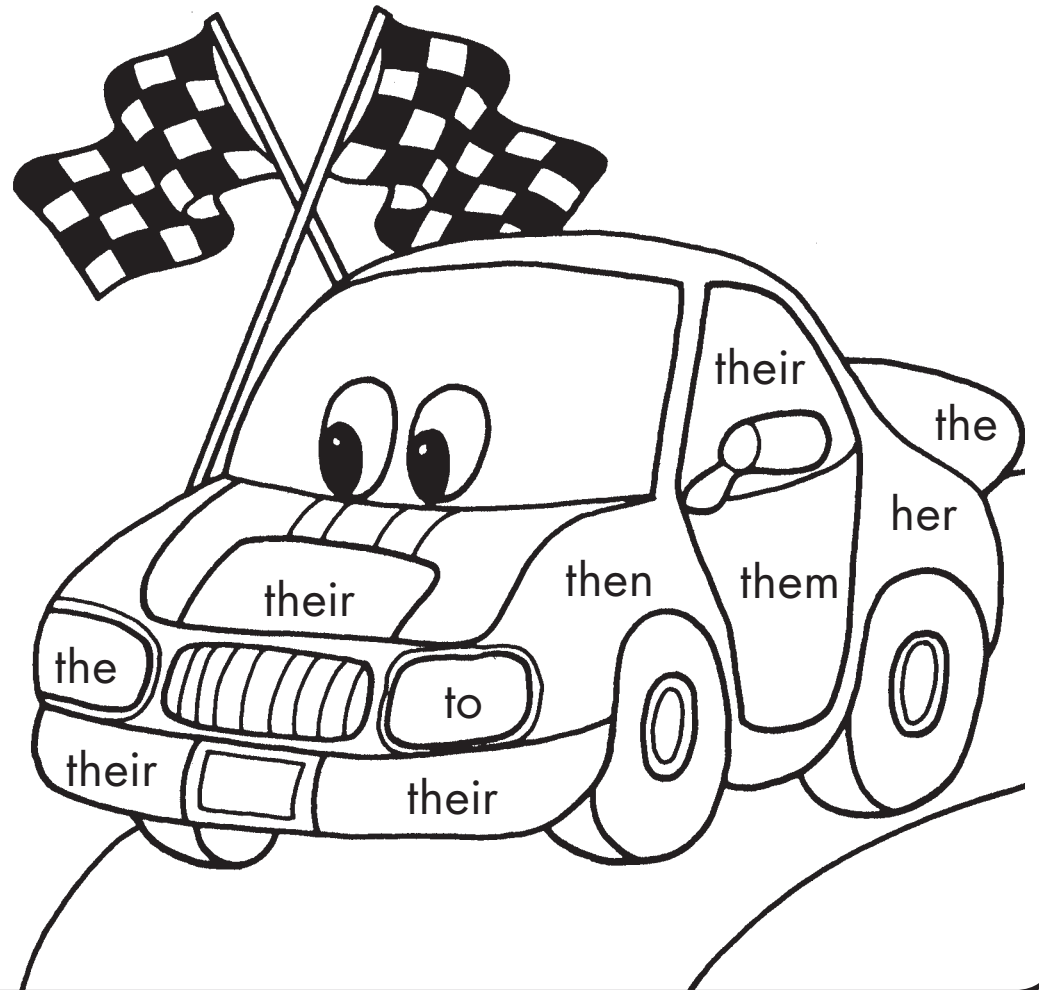
Sight Word: their

Trace.



their  
 their  
 their

Find each **their**. Color that space purple. Then color the rest of the picture.



Write **their**.

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

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

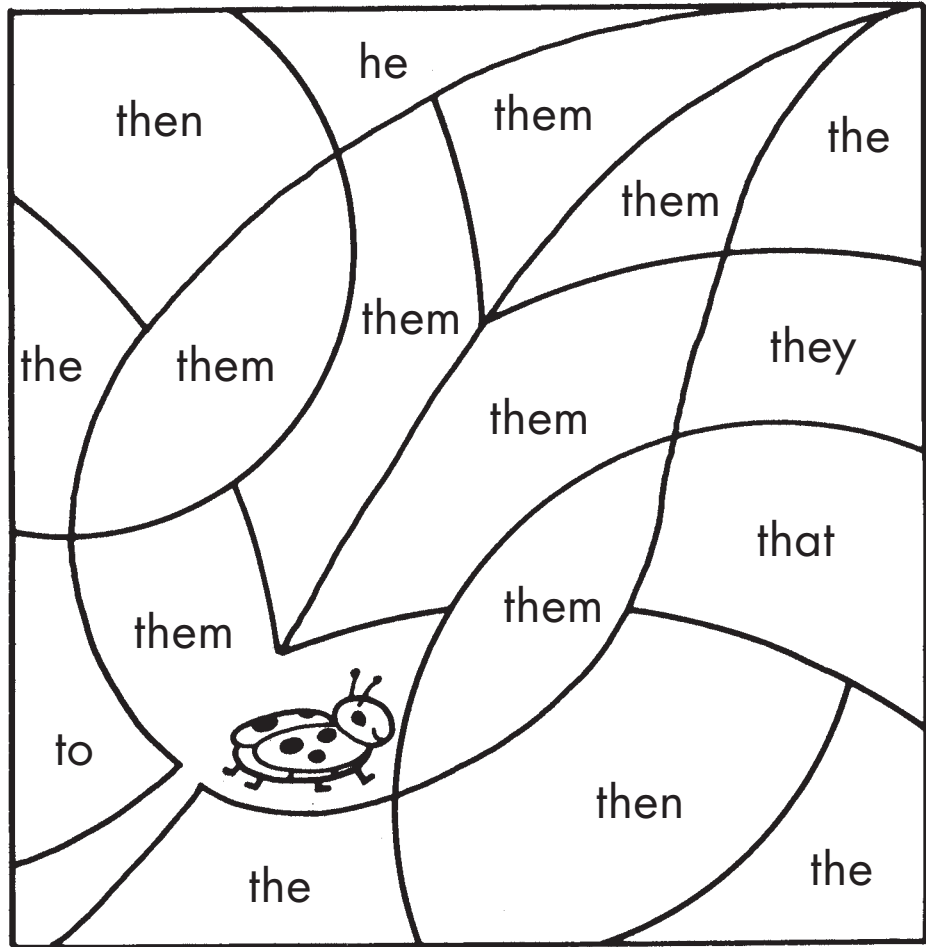
Sight Word: them

Trace.



them  
 them  
 them

Find each **them**. Color that space green. Then color the rest of the picture.



Write **them**.

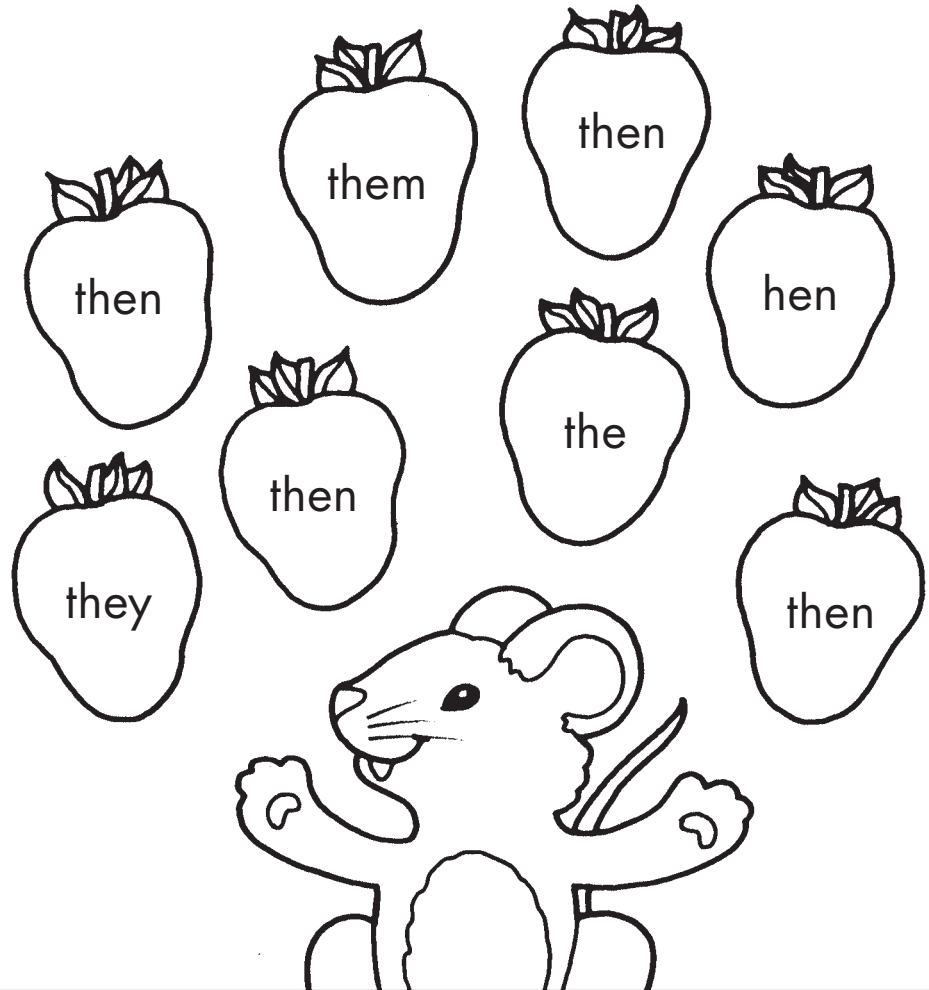
\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Trace.



then  
 then  
 then

Find each **then**. Color that strawberry red. Then color the rest of the picture.



Write **then**.

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

Trace.

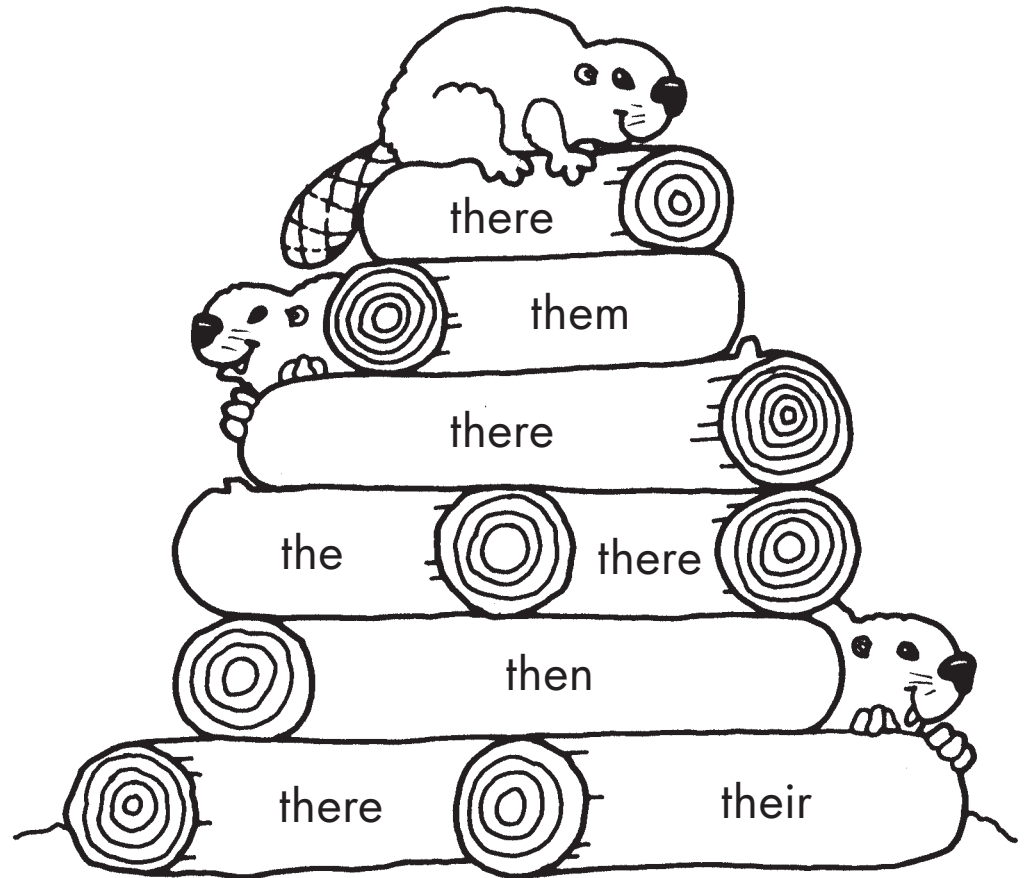


there  
there  
there

Write **there**.

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

Find each **there**. Color that space brown. Then color the rest of the picture.

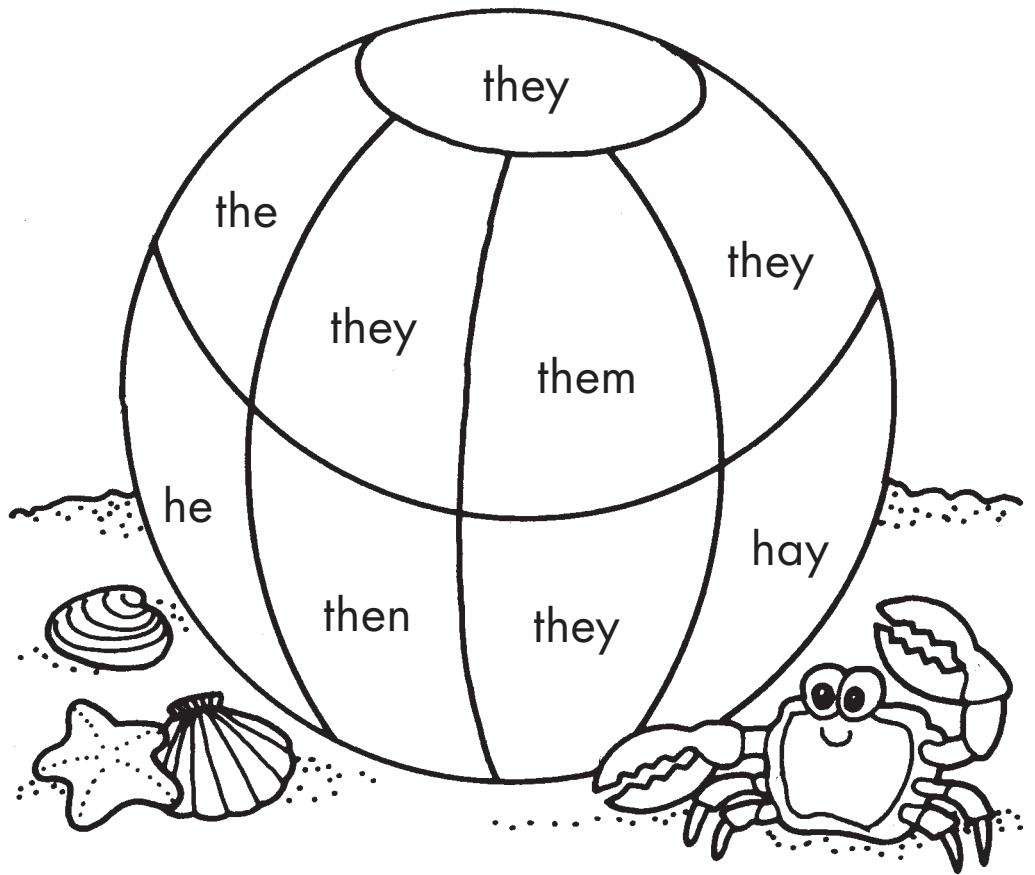


Trace.



they  
they  
they

Find each **they**. Color that space orange. Then color the rest of the picture.



Write **they**.

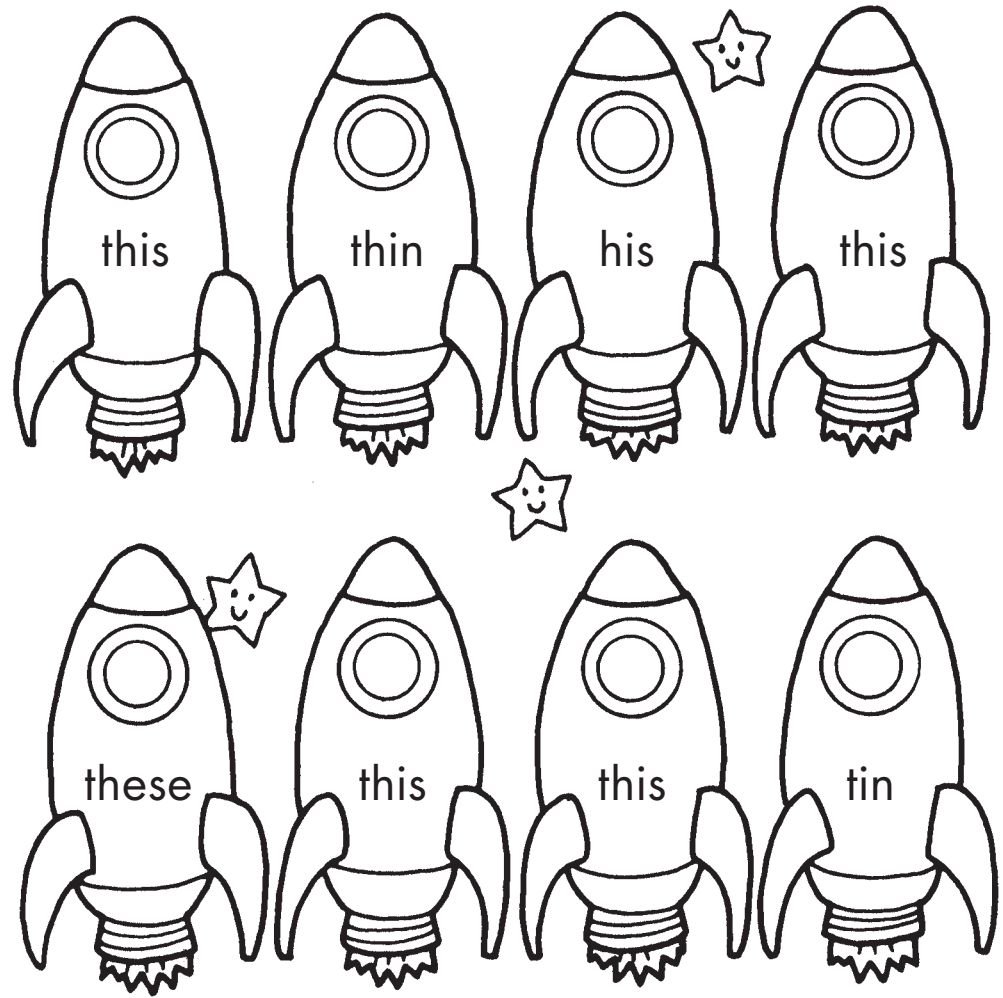
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Trace.



this  
 this  
 this

Find each **this**. Color that rocket blue. Then color the rest of the picture.



Write **this**.

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

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

Trace.



too

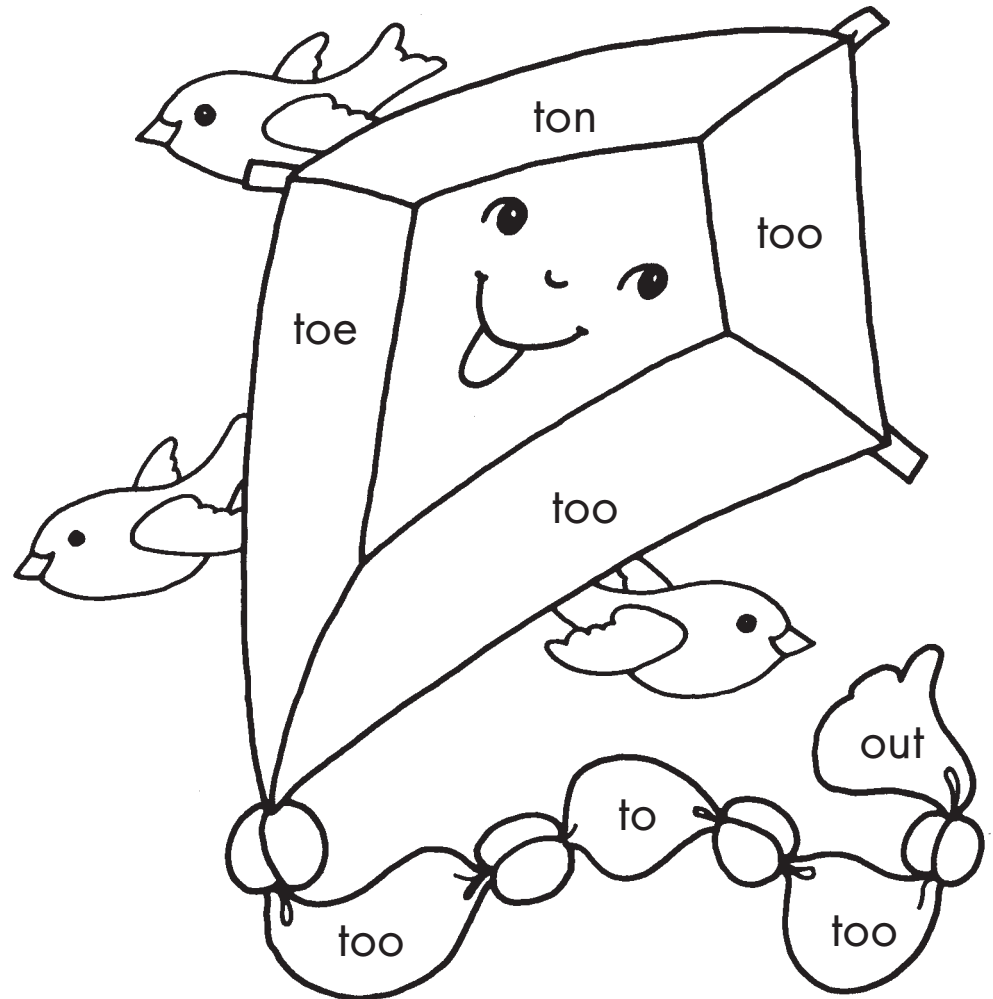
too

too

Write **too**.

\_\_\_\_\_

Find each **too**. Color that space red. Then color the rest of the picture.

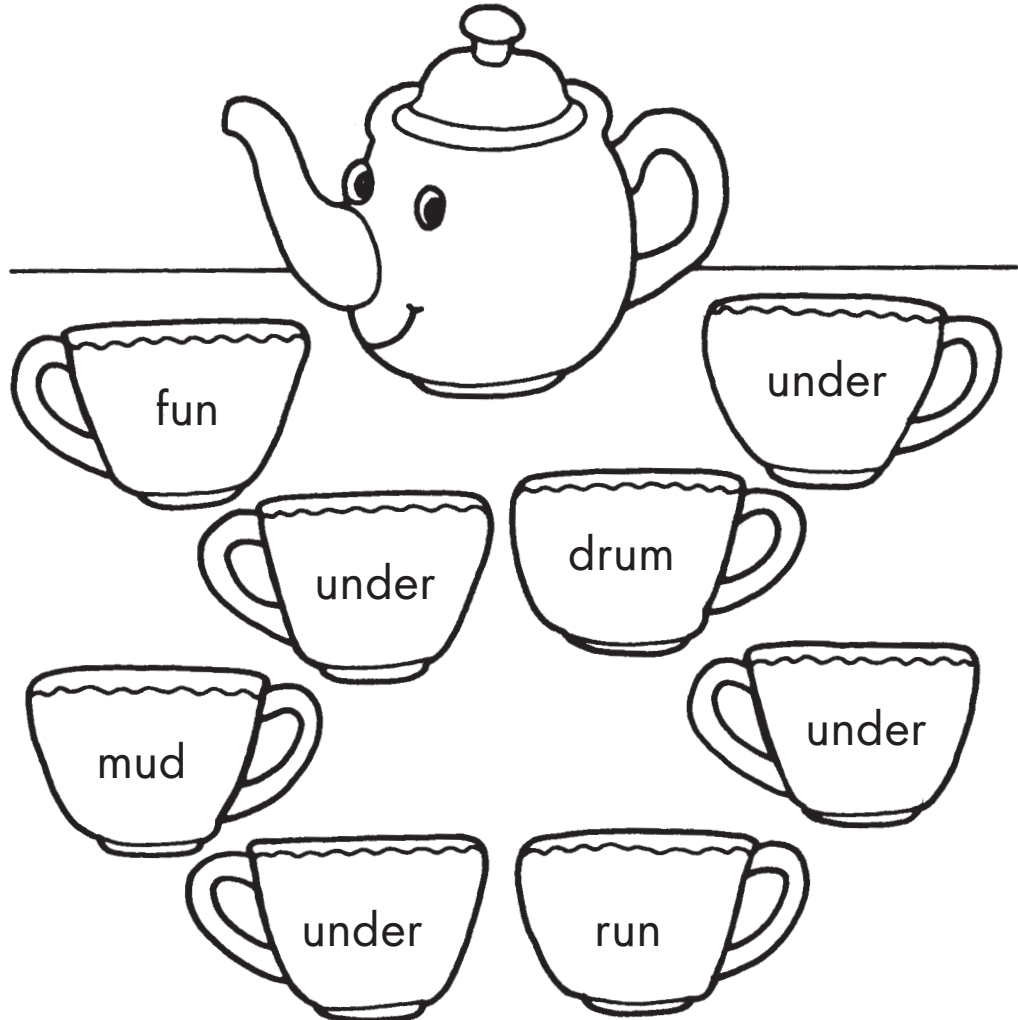


Trace.



Tracing practice for the word 'under' on three sets of handwriting lines.

Find each **under**. Color that cup pink. Then color the rest of the picture.



Write **under**.

Handwriting lines for writing the word 'under'.

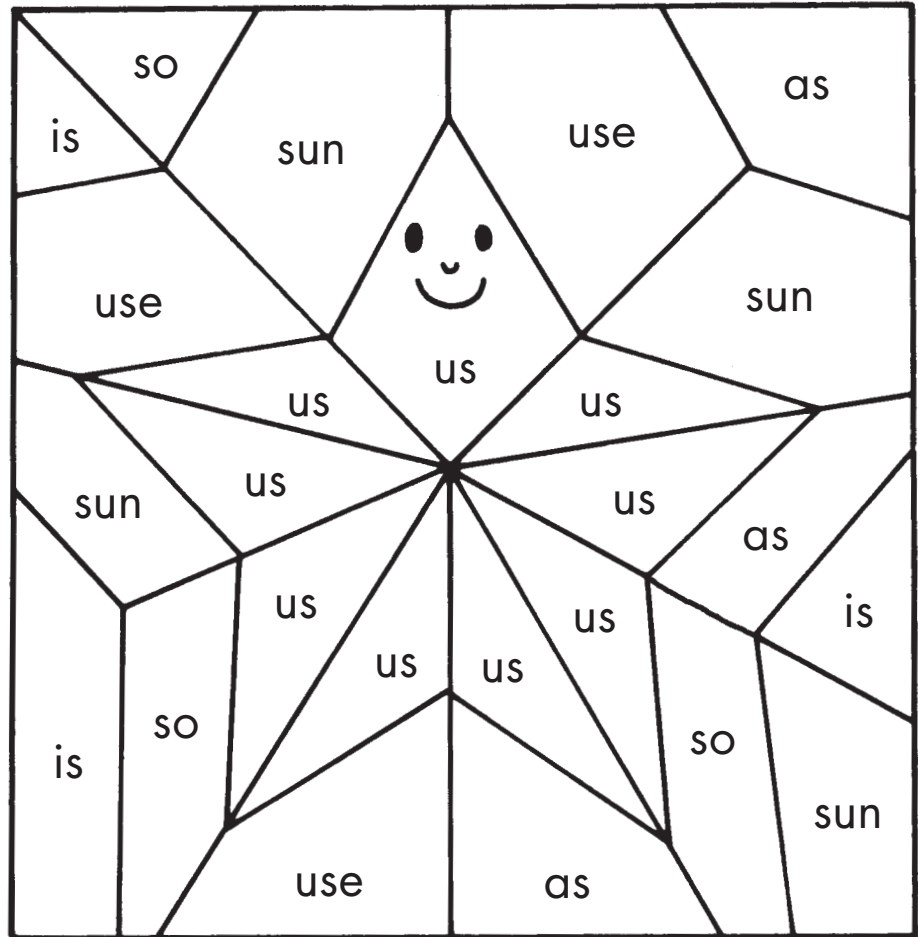


Trace.



Handwriting practice lines with three dashed 'us' words for tracing.

Find each **us**. Color that space yellow. Then color the rest of the picture.



Write **us**.

Handwriting practice lines for writing the word 'us'.

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

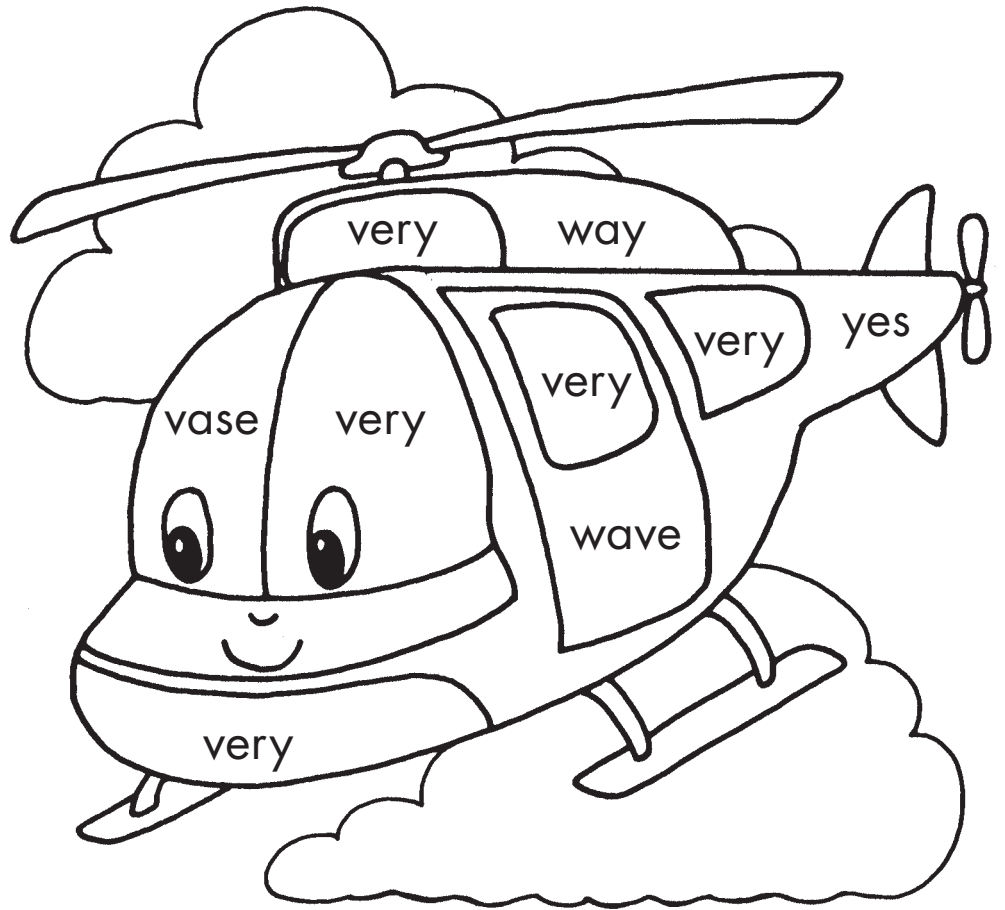
Sight Word: very

Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'very'. Each set contains the word 'very' in a dashed font.

Find each **very**. Color that space black. Then color the rest of the picture.



Write **very**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'very'.

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

Sight Word: want

Trace.

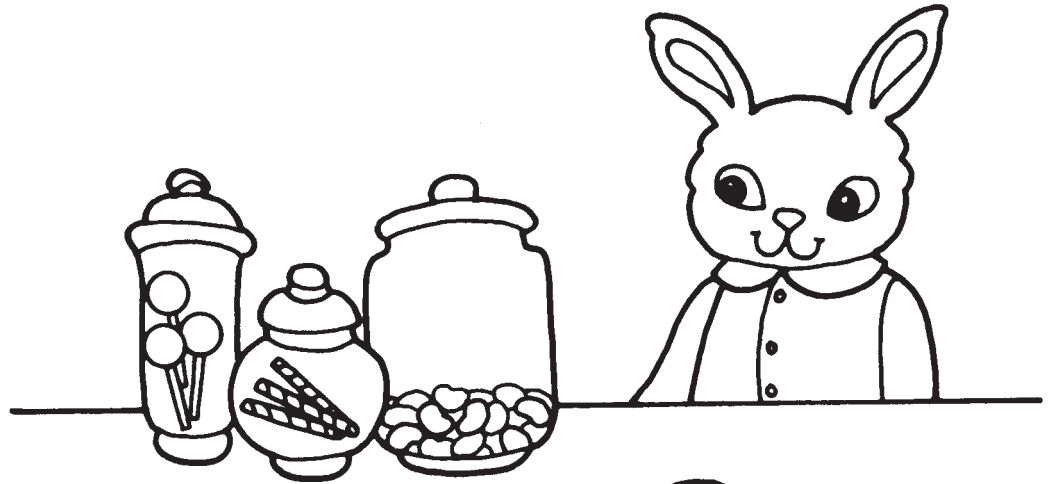


want  
want  
want

Write **want**.

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

Find each **want**. Color that jellybean red. Then color the rest of the picture.



want    what    want    went

was    want    want    west

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

Sight Word: was

Trace.

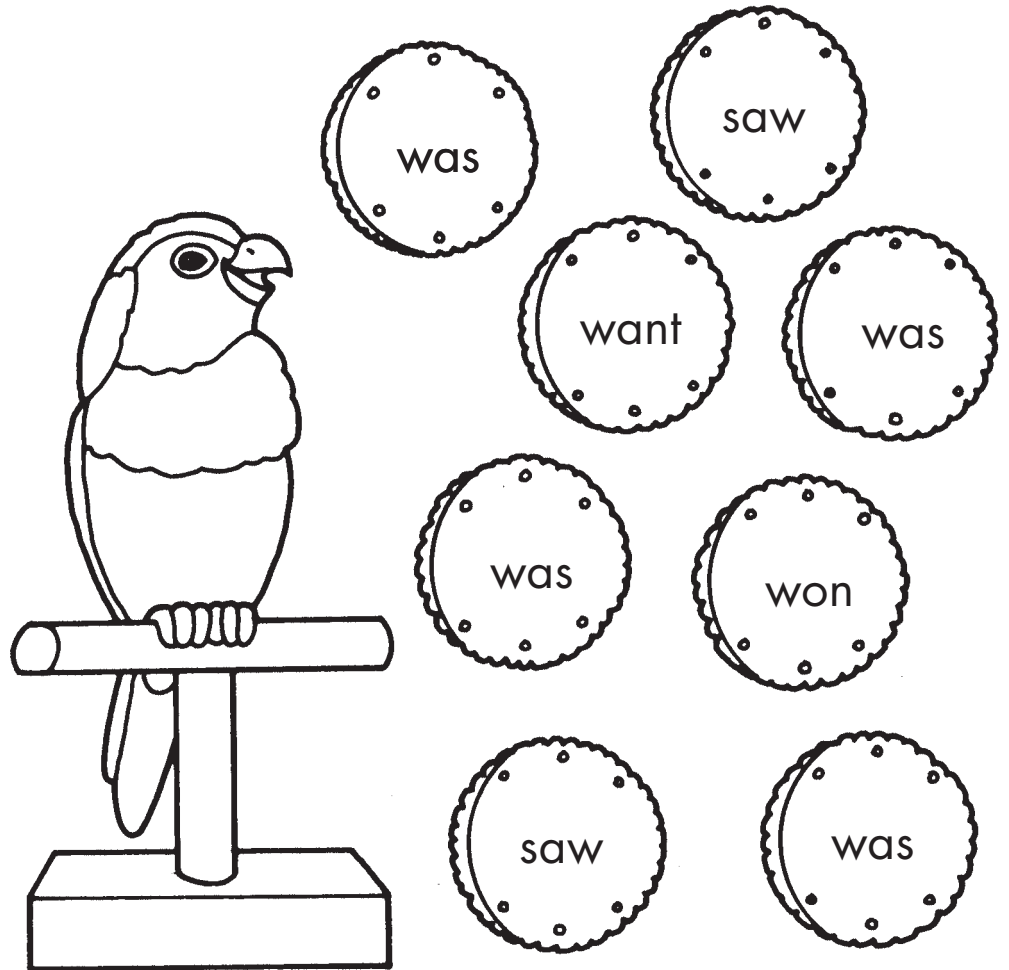


was  
was  
was

Write **was**.

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

Find each **was**. Color that cracker orange. Then color the rest of the picture.



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

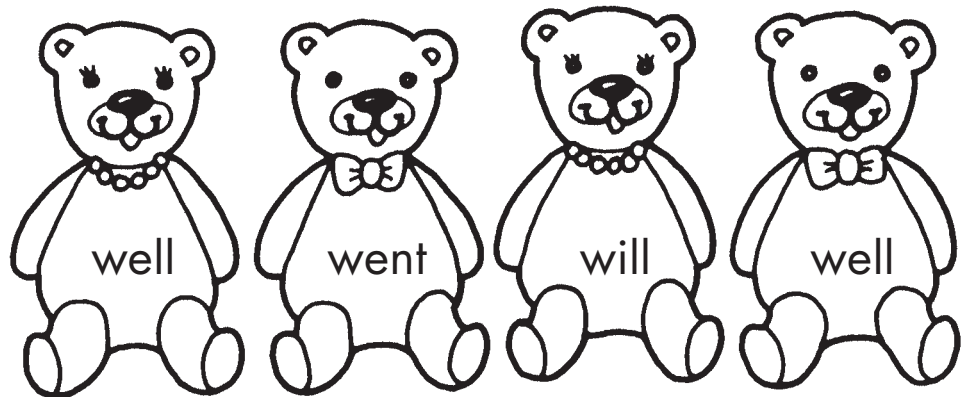
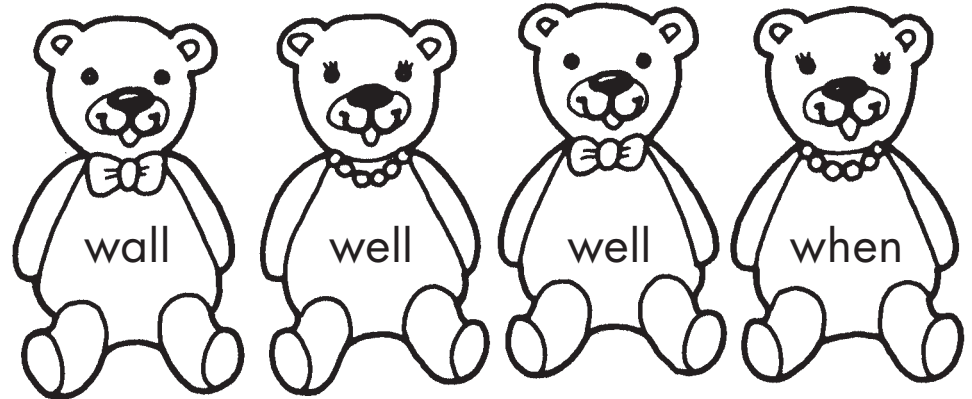
Sight Word: well

Trace.



Tracing practice for the word 'well' on three sets of handwriting lines (top solid, middle dashed, bottom solid).

Find each **well**. Color that bear brown. Then color the rest of the picture.



Write **well**.

Handwriting practice lines for writing the word 'well'.

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

Sight Word: went

Trace.



went  
 went  
 went

Write **went**.

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

Find each **went**. Color that pencil yellow. Then color the rest of the picture.



- went      new
- want      went
- went      when
- win      went

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

Sight Word: were

Trace.



\_\_\_\_\_

were

\_\_\_\_\_

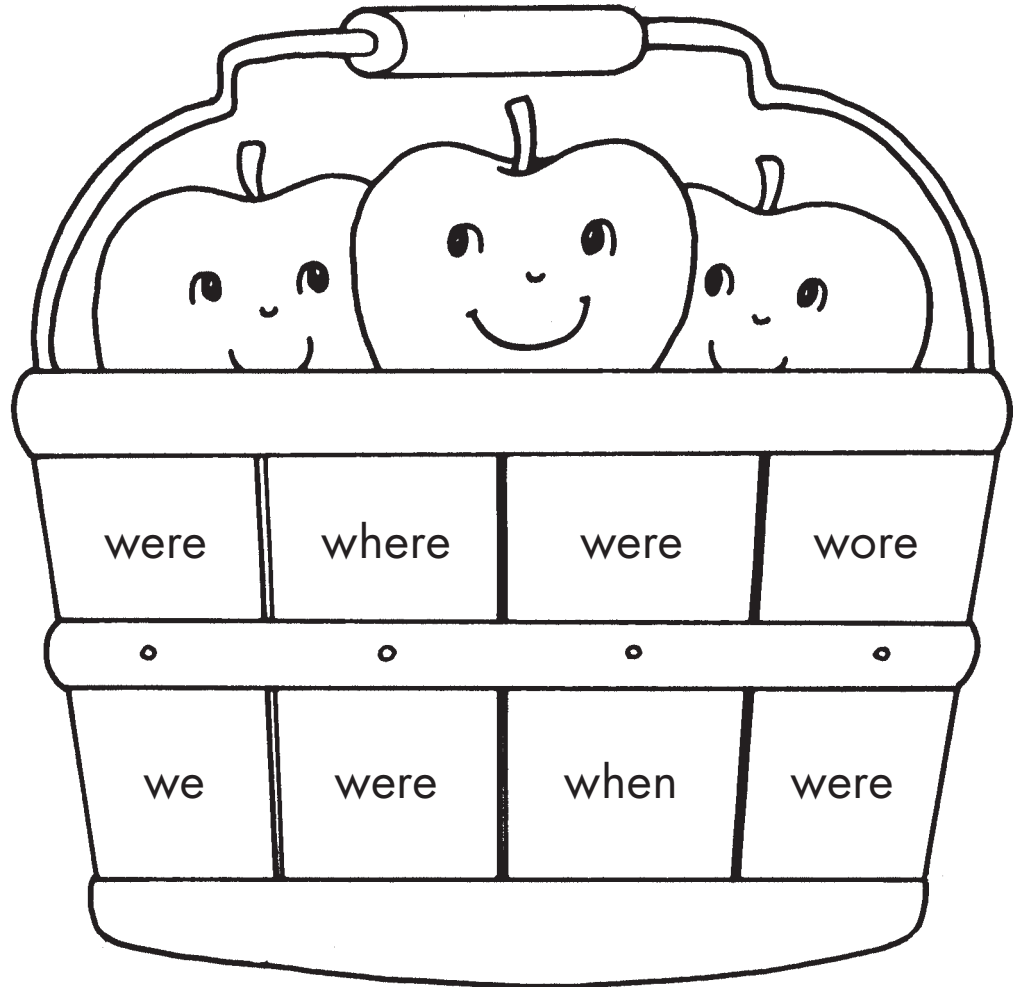
were

\_\_\_\_\_

were

\_\_\_\_\_

Find each **were**. Color that space blue. Then color the rest of the picture.



Write **were**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

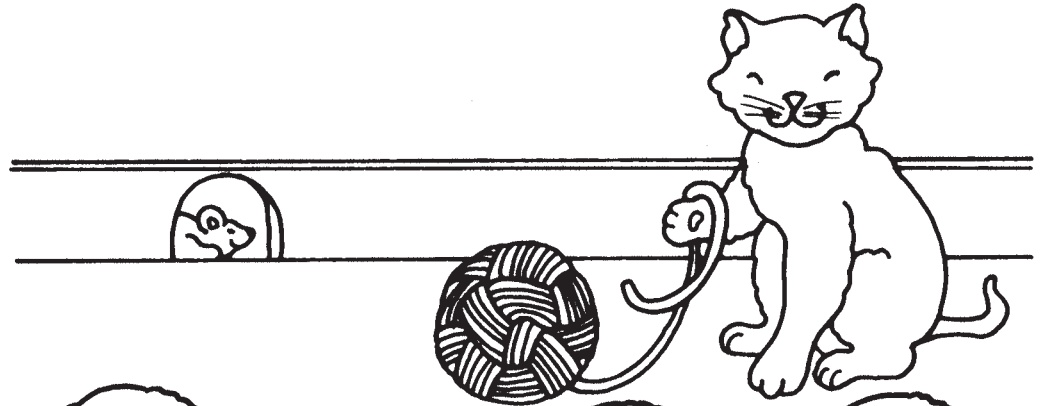
Sight Word: what

Trace.



what  
 what  
 what

Find each **what**. Color that ball green. Then color the rest of the picture.



what	hat	went	what
what	when	what	want

Write **what**.

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



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

Sight Word: when

Trace.

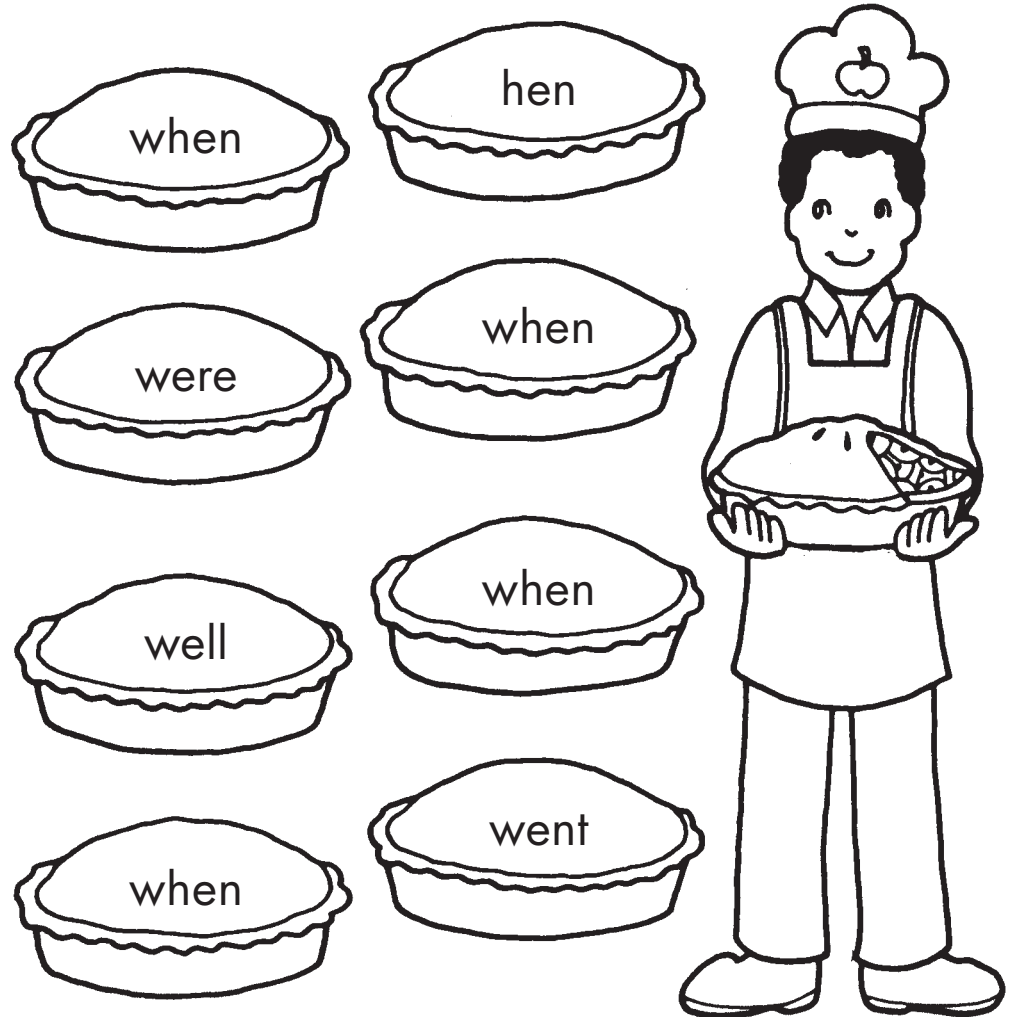


when  
 when  
 when

Write **when**.

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

Find each **when**. Color that pie brown. Then color the rest of the picture.



Trace.



Three rows of handwriting practice lines. Each row contains the word 'where' in a dashed font for tracing. The first row has a vertical dashed line on the left side of the word.

Write **where**.

Three rows of handwriting practice lines for independent writing. Each row consists of a solid top line, a dashed middle line, and a solid bottom line.

Find each **where**. Color that space yellow. Then color the rest of the picture.



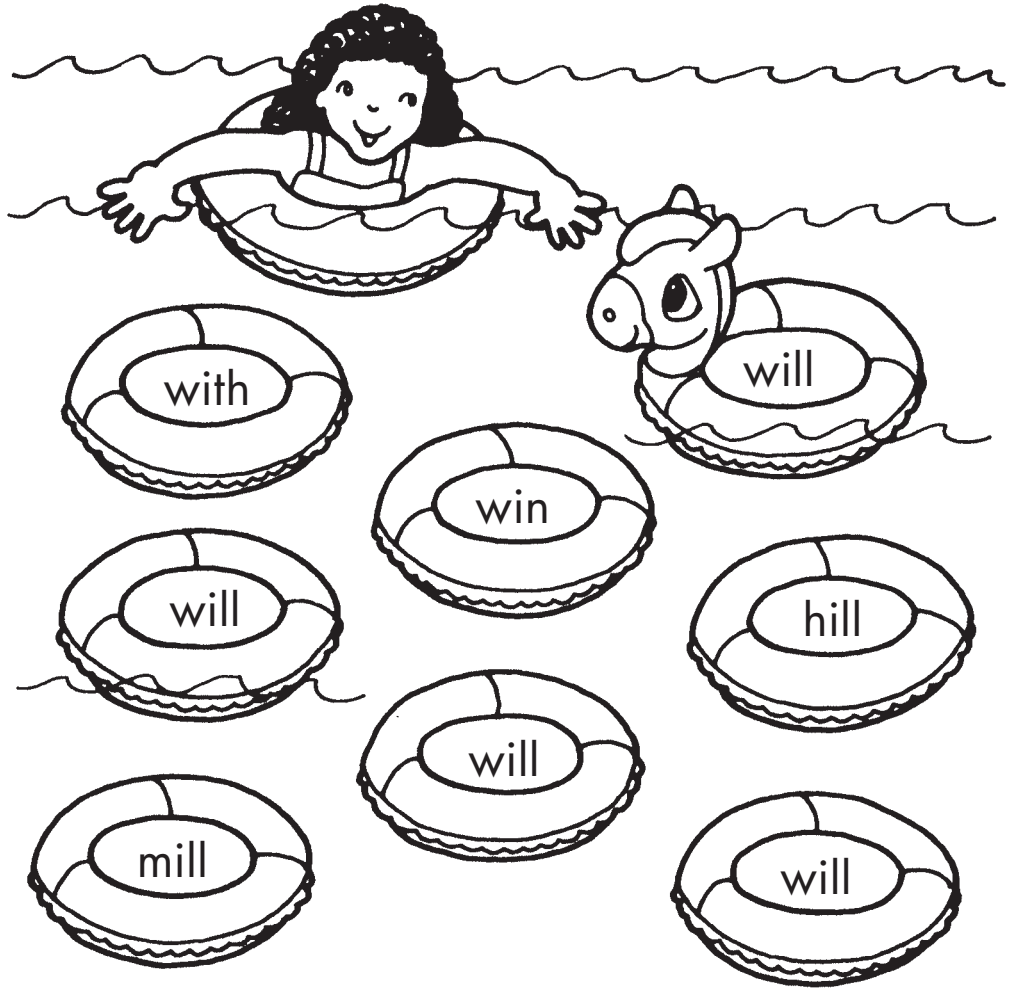


Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word 'will'. Each set contains a dashed outline of the word 'will' with a dot above the 'i' to indicate the starting point for writing.

Find each **will**. Color that float yellow. Then color the rest of the picture.



Write **will**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word 'will'.

Trace.



Three sets of handwriting lines (top solid, middle dashed, bottom solid) for tracing the word "with". Each set contains a dashed outline of the word "with" for tracing practice.

Write **with**.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the word "with".

Find each **with**. Color that bag red.  
Then color the rest of the picture.

Two rows of four bags of candy each. Each bag contains several round candies with faces. The words on the bags are:

- Row 1: with, will, with, wind
- Row 2: win, with, wet, with

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

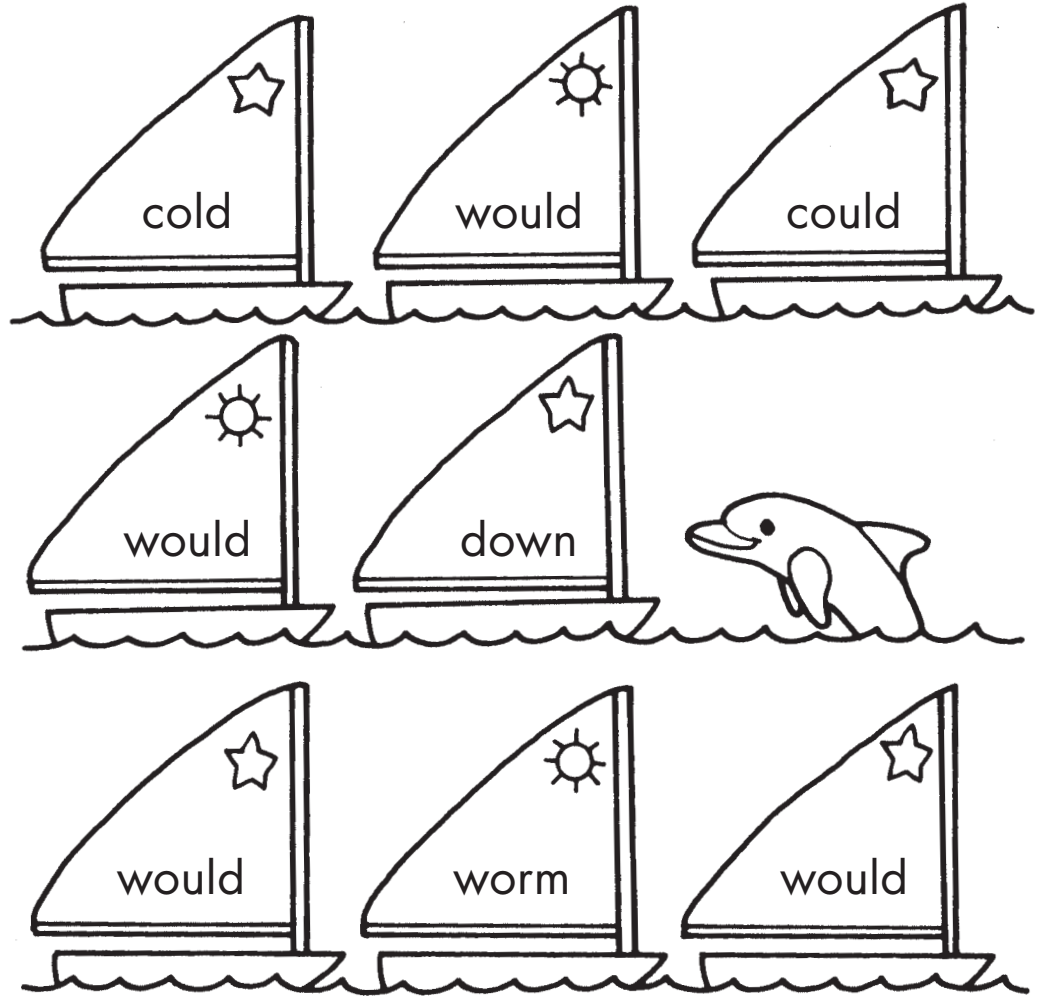
Sight Word: would

Trace.



would  
would  
would

Find each **would**. Color that sail purple. Then color the rest of the picture.



Write **would**.

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

Trace.

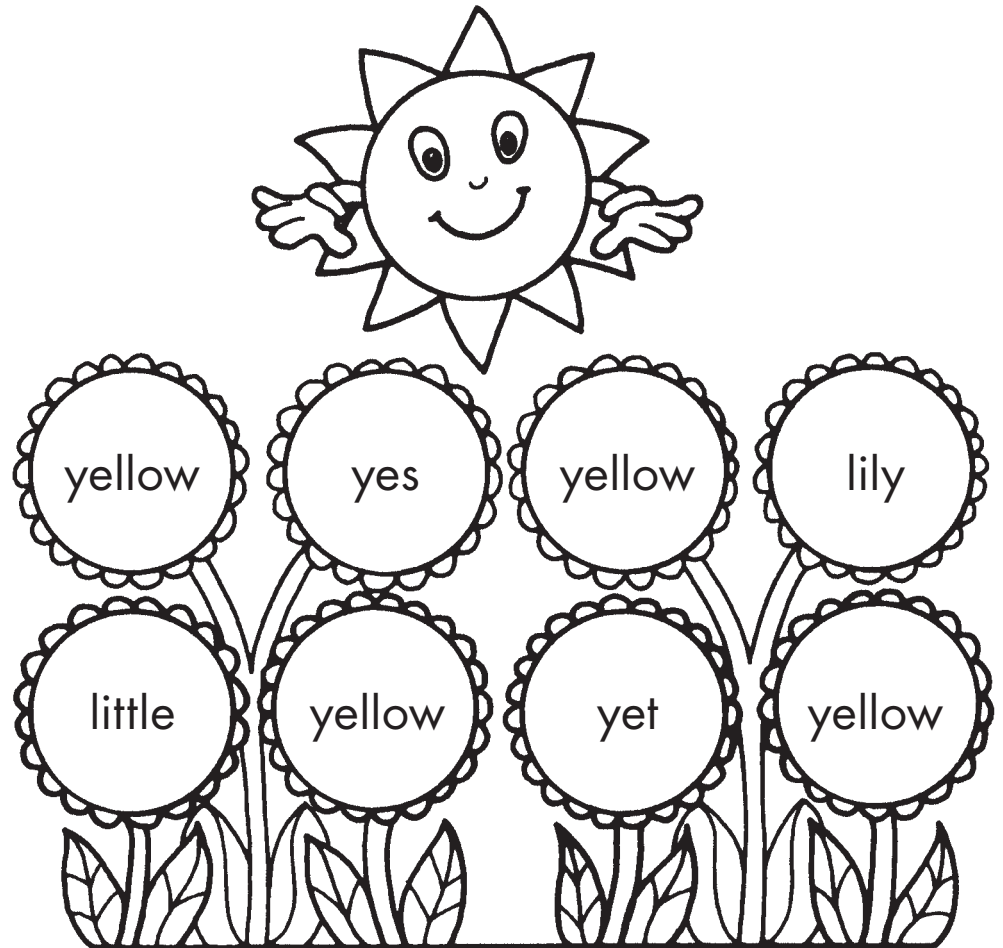


yellow  
yellow  
yellow

Write **yellow**.

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

Find each **yellow**. Color that flower yellow. Then color the rest of the picture.

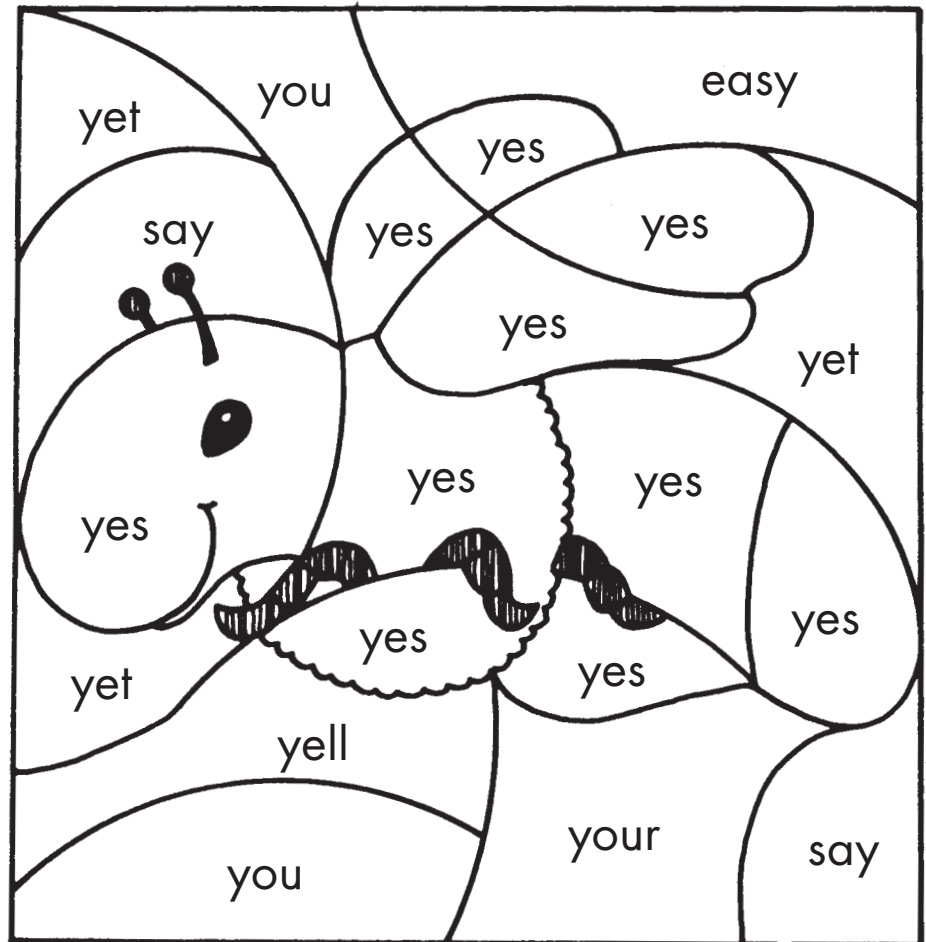


Trace.



yes  
yes  
yes

Find each **yes**. Color that space orange. Then color the rest of the picture.



Write **yes**.

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



Trace.



you

you

you

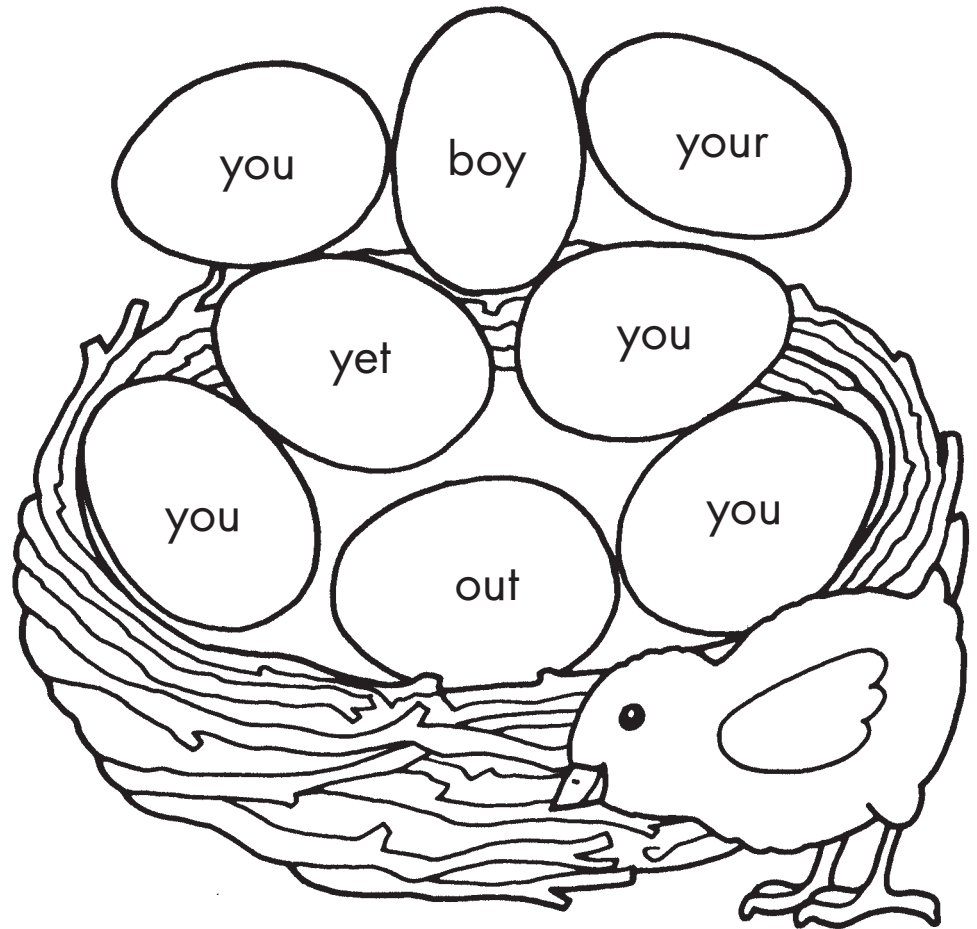
Write **you**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find each **you**. Color that egg brown. Then color the rest of the picture.



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

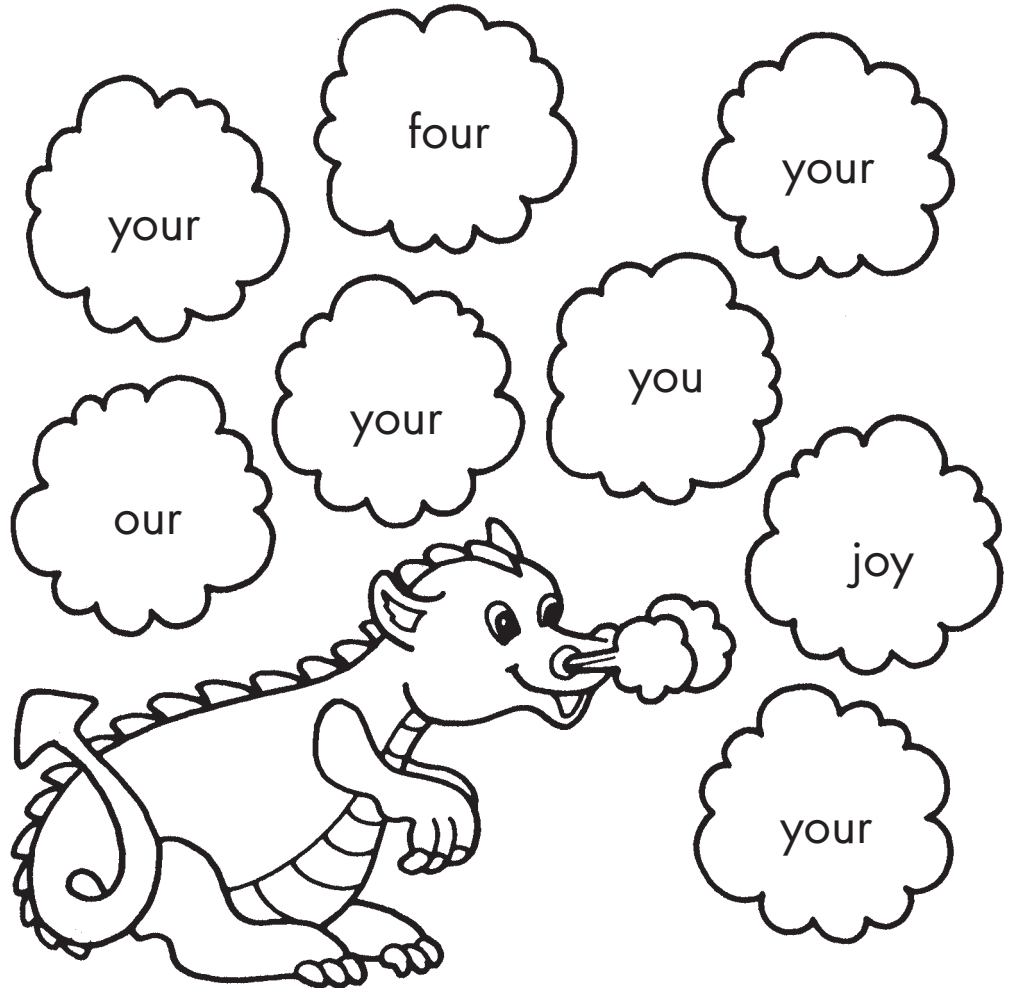
Sight Word: your

Trace.



your  
 your  
 your

Find each **your**. Color that puff red. Then color the rest of the picture.



Write **your**.

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