

# First Grade

## ELA



September 2020

Dear Parents,

Our class is about to take off on a reading adventure! In our Reading Fundamentals Launching unit, we are going to learn what it means to be part of a reading community, as well as many important skills necessary to becoming good readers. For example, students will learn how to make connections between what they are reading and their own lives.

In this unit we will be reading one reference book about ice cream—*Ice Cream: The Full Scoop* by Gail Gibbons—which shows students that books don't just tell stories; they also help us find information and learn.

Our poetry book, *Red Sings from Treetops: A Year in Colors* by Joyce Sidman, will introduce students to the magical world of poetry.

Two of our books—*The Best Place to Read* by Debbie Bertram and Susan Bloom and *Born to Read* by Judy Sierra—share what it's like to learn to read. This is something all the students in the class can relate to!

*Library Mouse: A World to Explore* by Daniel Kirk and *Miss Smith's Incredible Storybook* by Michael Garland reveal the adventures and worlds that can be explored by joining a reading community.

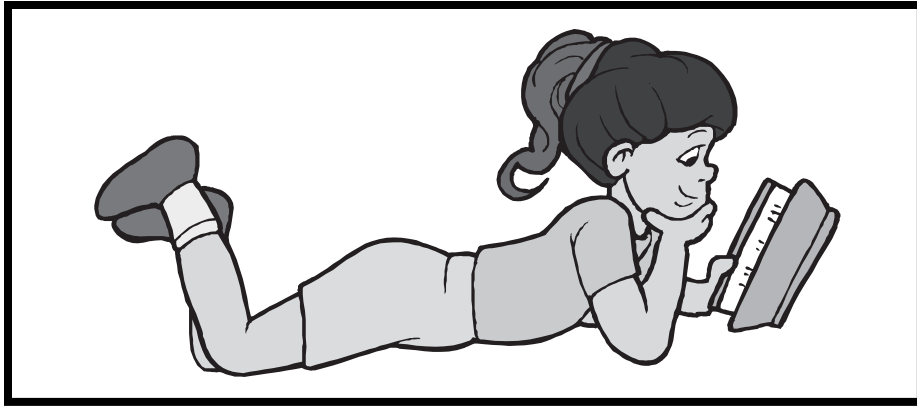
You might discuss with your child what your experience was like as a child learning to read or being read to. What were some of your favorite books? Many adults are part of reading communities such as book clubs. If you are part of a book club or have ever been part of one, discuss with your child why it is fun to talk about the books you're reading with other people. Take the time to discuss with your child the books that he or she is reading and become part of his or her reading community.

It has been a wonderful day of learning about our reading community and what it takes to be good readers. I look forward to spending a lot more time reading with your child and discussing what we read as we form our new reading community.

Warmly,

# **“The Sweet Smell of Books”**

## **by Pat Pollack**



“It’s eight o’clock!” shouted Ariella. “I must hurry up and get dressed so that I can be the first person to arrive at the library!”

Ariella selected her pink shorts, a pink shirt, pink socks, and pink sneakers to complete her special Saturday Outfit. Some may even say it was her *Pink Saturday Outfit*. I would call it her *Library Outfit*.

Every Saturday since Ariella was 3 years old, she woke up, got dressed, and skipped off to the local library so that she could be the first one in. It was very important for Ariella to get there before anyone else. I didn’t understand this at first, but over the years I began to realize why this was so important to her. For some reason, she thought that by getting there first she would be able to take in the fresh smell of books before others could *sniff* their scents away. This Saturday was no different, except . . .

When Ariella arrived at the library, she was NOT first. As a matter of fact, she wasn’t first, second, or third. This did NOT make Ariella happy. As soon as she saw the line of children, she wondered what was going on. Her face looked as though she had seen a ghost. But . . . Ariella took her pink place in line and waited for the librarian to open the door.

At 7:59 a.m. the door swung open. Ariella thought to herself, “They don’t know about the smell. I can tell!” The three children who entered the library before Ariella didn’t seem to notice the scent of books the way Ariella did . . . but that didn’t matter. All that mattered to Ariella was that the scent was still there. As she entered the children’s section, she took a BIG, DEEEEEP breath—and then a GIANT smile crossed her face. Now she was happy! Ah, yes. To Ariella, next to reading the books, smelling them was the very best thing to do in the library. Or at least that is what she thought.

The other children ran over to a chart on the wall. They were pointing to it, laughing, and talking. They seemed very interested in what it had to say. What Ariella didn't know was that today the library was hosting a Book Scavenger Hunt. The children were so excited because they were all going to be given a checklist of things to look for in their books. The first five children to find all of the items on the list would be allowed to come to the library 30 minutes early for the next four Saturdays.

"Thirty minutes early! Imagine the smells. Imagine how quiet the library will be. I just HAVE to win!"

So, after the children received instructions from the librarian, the hunt began. The first item on the list was: Find a cover of a book that is HARD.

"Too easy!" said Ariella. This will take me about 2 seconds! (And it did.)

Next on the list was: Find a book that has more than twenty pages.

Once again, Ariella thought to herself, "This is EEEAAASSSYYY!!!"

Then, the next three items said: Find a book with a Table of Contents, then a book with an Author's Note, and then a book with a special Dedication.

Ariella could barely contain herself. All of this seemed too good to be true—and soon she was going to be able to show the librarian what she found and declare herself a winner!

But then something happened to Ariella. She looked at the next (and last) item on the list. It said: Find a book that has the title and author's name written along the spine.

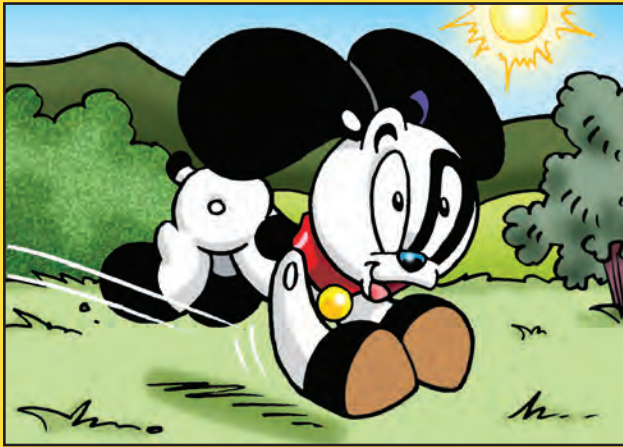
Ariella was puzzled. What in the world is a "spine"? I know in P.E. class we learned that our backbone is our spine and that this helps us stand up straight. What could this librarian be thinking? This must be some sort of mistake! She must think we are learning about our bodies.

Ariella went up to the librarian and tried to explain, but the librarian just smiled and encouraged Ariella to go back to her "hunt." Now Ariella was nervous. She thought, "What if I can't figure this out? What if I don't win? I really want to be able to visit the library early!!!" Ariella needed help . . . but who would help her? Who could teach her what the spine of a book is and where to find it?



# The Adventures of Spot

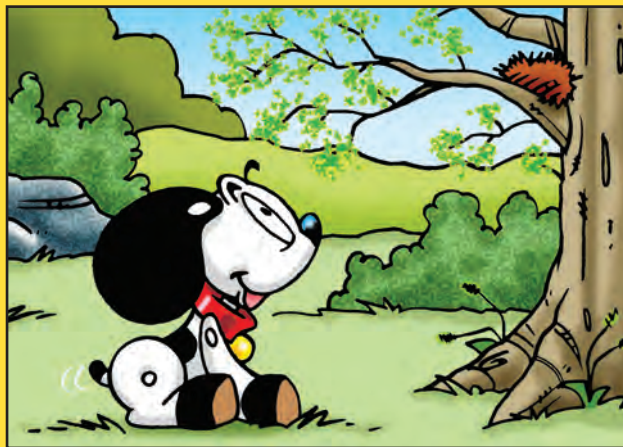
By Marileta Robinson • Art by Ron Zalme



It's a warm sunny day.



Hello, baby flowers!



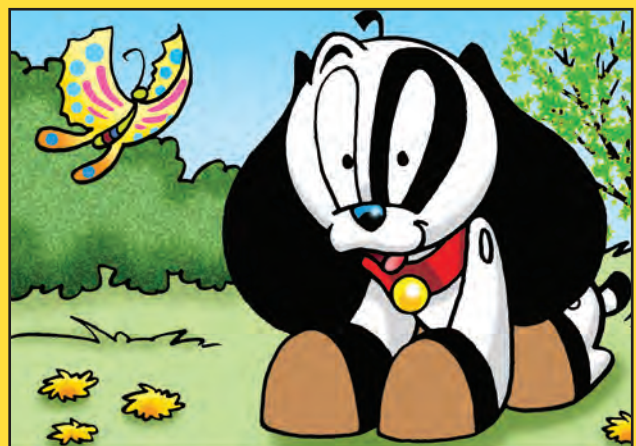
Hello, baby leaves!



Hello, baby birds!



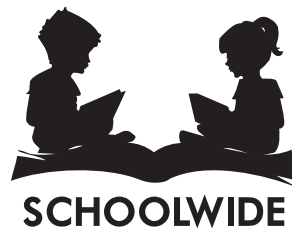
Hello, baby squirrels!



Hello, spring!

# **SCHOOLWIDE FUNDAMENTALS**

## **Short Shared Text**



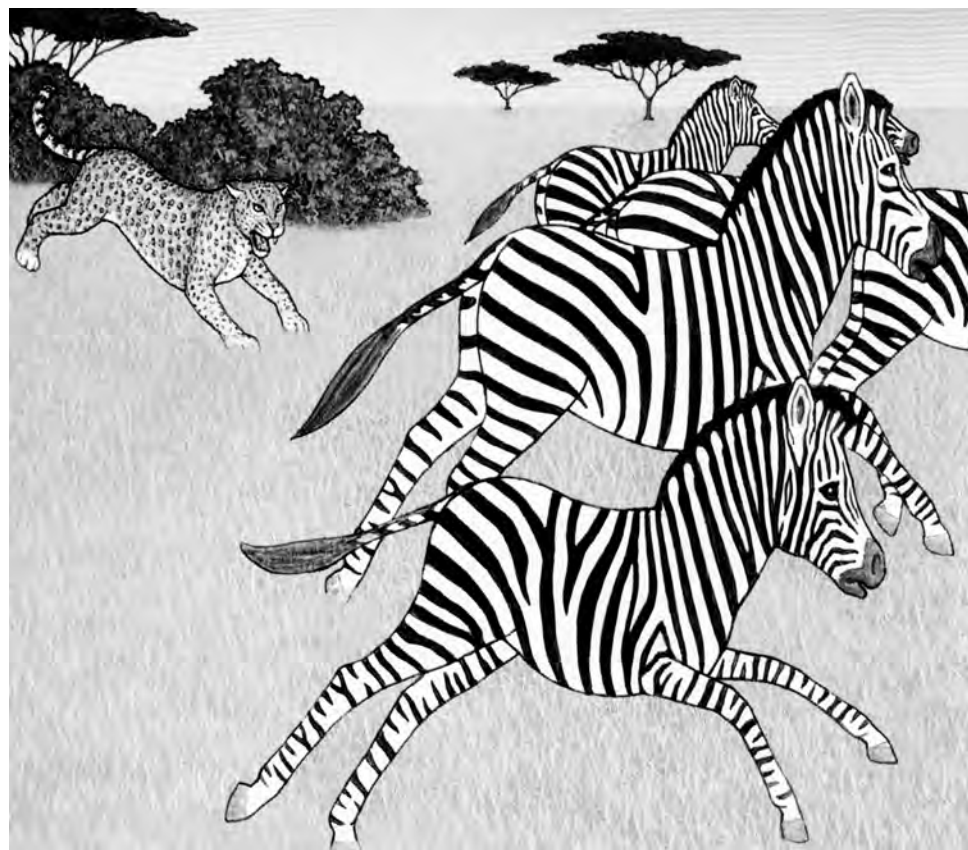
# Lost and Found

By Susan Yoder Ackerman

The sun is low and red over the hot, dusty African grasslands. Zack the zebra foal is resting near his mother Zoe after drinking warm milk from her body. They stand facing each other, while he rubs his head and neck against hers. He feels safe close to his mother. While the other zebras in the herd eat grass all around them, Zack and Zoe are hidden in a jumble of black and white stripes. A hungry crocodile or lion might not see the two of them in among so many zebra legs and manes and rounded sides.



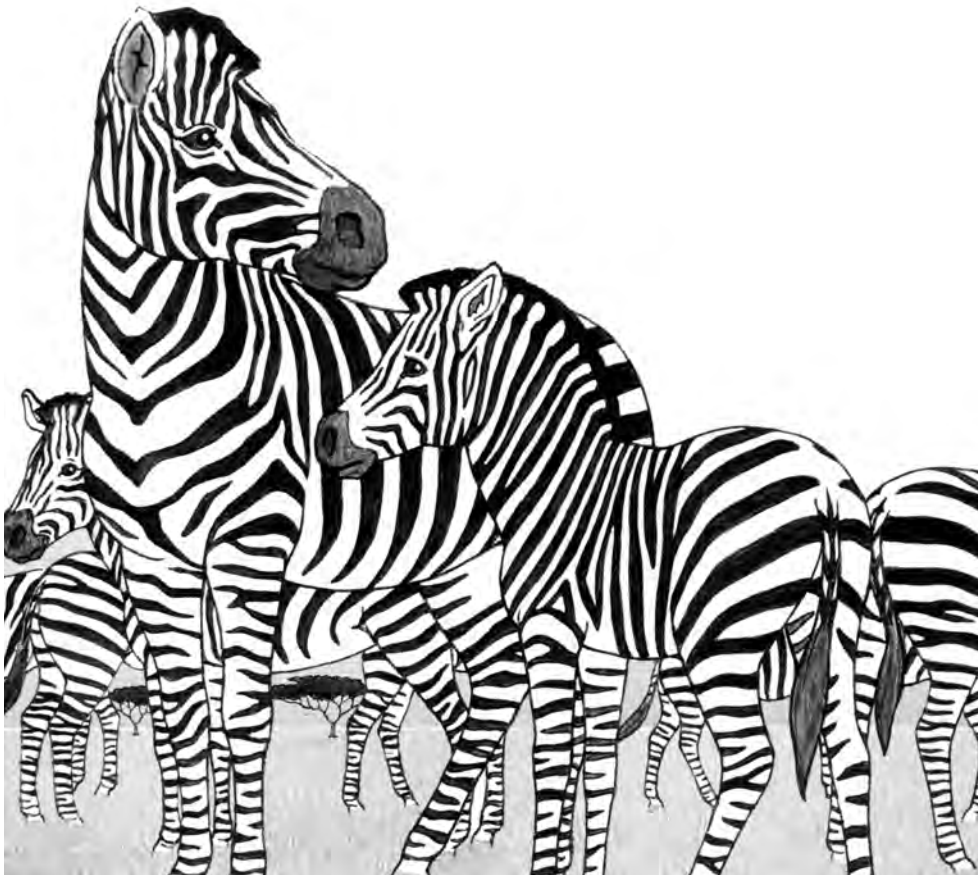
illustrations by Ed Gazsi



All of a sudden, there is the barking, braying sound of frightened zebras. A leopard has leaped out of the bushes. Running and kicking, all the zebras in the herd scatter quickly. Zoe gallops away and hides behind a tall termite mound, but in the confusion, Zack runs in another direction. The leopard is soon gone, unsuccessful in his hunt, and the herd is calm again.



But Zack is still scared. There is a mother zebra nearby, but her face looks strange. Her stripes are not the ones Zack is used to. Zack pushes through the herd, looking for Zoe. Other zebra foals are scrambling, too, looking for their mothers in a sea of black and white markings.

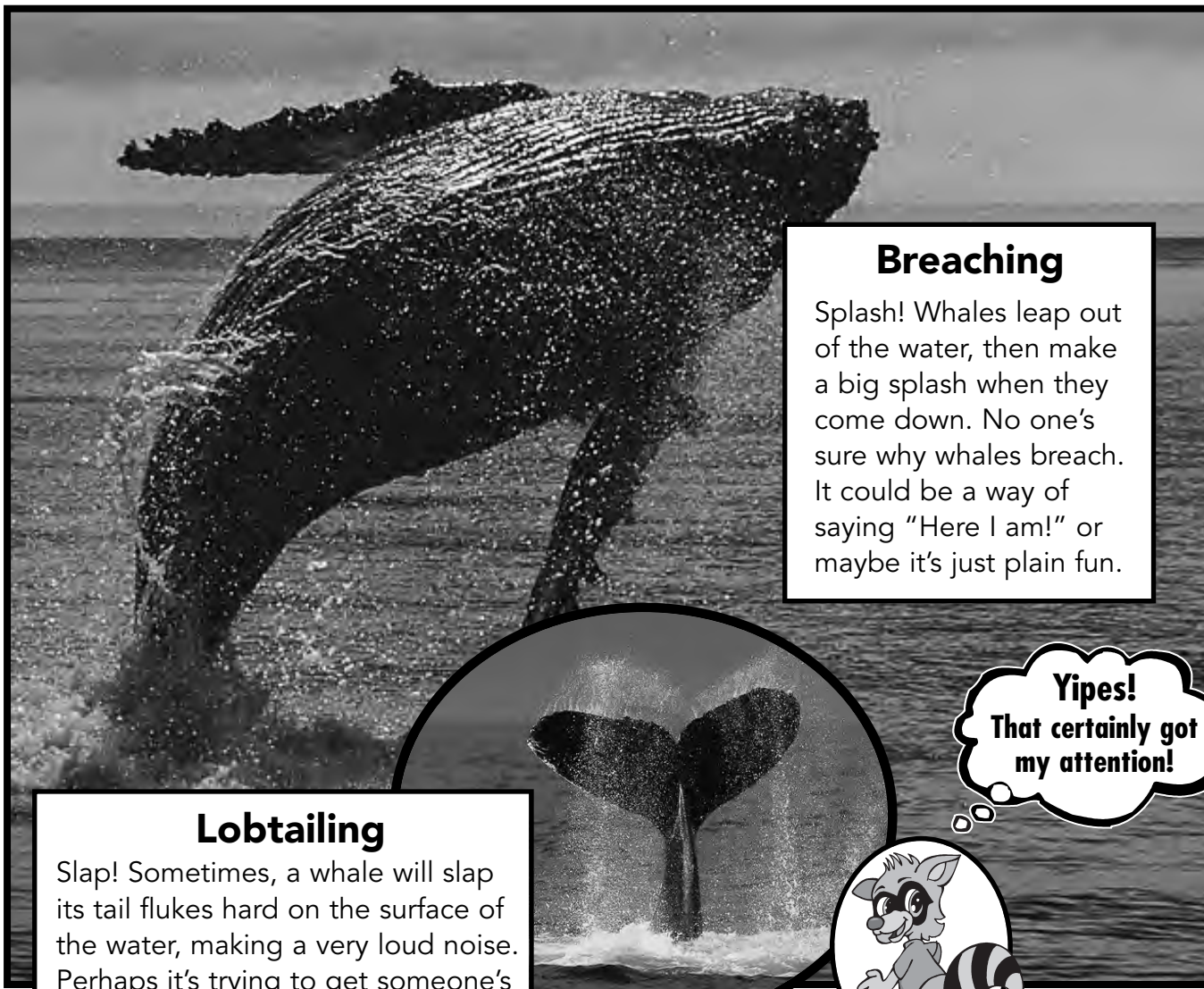


Zack sniffs the air for the comforting smell of his mother. Suddenly, he hears a familiar whinny. In the crowd, he spots a face in a well-known black and white design, a design like no other zebra's in the world, coming toward him. It's Zoe! Zack runs to press his head against his mother, as she nuzzles his face. They have found each other. As the sun goes down, Zoe and Zack, mother and foal, continue on together.

# “Watching Whales”

by Agnieszka Biskup

Whales do a lot more than just swim in the water.  
Let's go whale watching!



## Breaching

Splash! Whales leap out of the water, then make a big splash when they come down. No one's sure why whales breach. It could be a way of saying "Here I am!" or maybe it's just plain fun.



## Spyhopping

Sometimes, a whale will stick its head straight up out of the water to take a look around, as if to say, "What's up?"

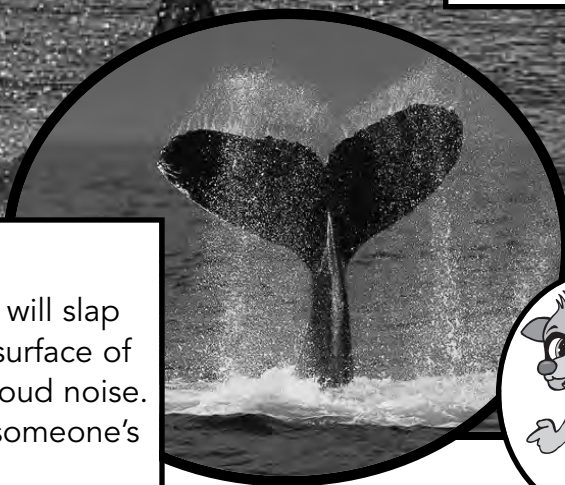


## Logging

With all the leaping and tail-slapping they do, sometimes whales need a break. They rest by lying still, floating on the surface of the water.

## Lobtailing

Slap! Sometimes, a whale will slap its tail flukes hard on the surface of the water, making a very loud noise. Perhaps it's trying to get someone's attention?



**Yipes!**  
That certainly got my attention!







**Tex and Indi**

*and their cat named Cow*

# Mr. Sticky Paws

By Lissa Rovetch • Art by Amy Wummer

“Yum!” said Tex. “I love it when we have waffles for Sunday brunch.”

“Me, too!” said Indi. “Could you please pass the maple syrup?”



“Sure,” said Tex. But as he passed the pitcher, it slipped out of his hand.



“Uh-oh!” said Indi. “This mess is going to be hard to clean up.”

“Don’t worry,” said Arizona. “It’s not that hard to clean syrup off the floor.”

“It’s not the floor,” said Tex. “Look at Cow!”



“My goodness, Mr. Sticky Paws,” said Mom. “It looks as if somebody needs a bath!”




After brunch, everybody lent a hand. Cow did not like baths. He was very happy when it was all over.



“Oh, you look so fluffy and beautiful!” Indi said, giving him a nice scratch behind the ears. “How would you like to come to school tomorrow for show and tell?”





Cow scampered away and hid in the recycling basket.  
“Well, I guess that answers that,” said Dad. “I think  
somebody’s had enough excitement for quite some time.” 



# SHARING

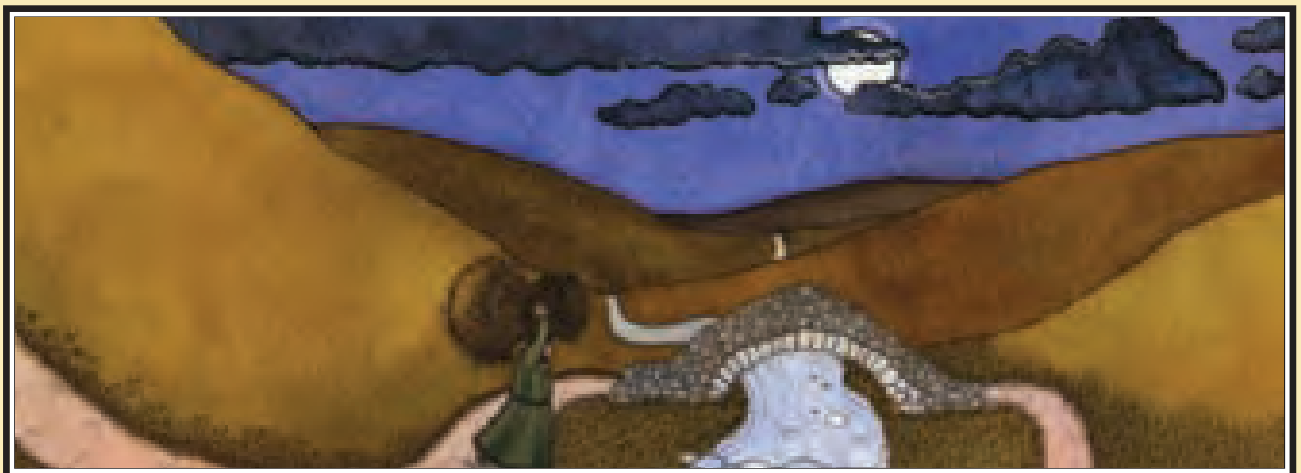
*A Middle Eastern Folktale*



Simon and Levi were farmers. Each lived on a hillside, and between them was a valley.



One year, the winter was very cold and the ground was almost frozen. Simon worried that his neighbor didn't have enough food for his wife and children.



So one night, when clouds covered the moon, Simon walked across the dark valley and left a bundle of wheat in Levi's field.

# THE WHEAT

Retold by Nina Jaffe

Art by Johanna van der Sterre

Levi was worried that Simon did not have enough food for his family.



That same night, he brought a bundle of wheat to Simon's field.



The next morning, when Simon and Levi counted their bundles of wheat, they were surprised to find the same number as the day before!



"Tonight, I will bring two bundles!" Simon said to his wife, Mira.



Levi called to his children, Joel and Hannah: "Help me pack up two bundles of wheat! Tonight I will bring them to Simon's field!"





That night, it was still cloudy as the farmers crossed the valley.



In the morning, when they counted their bundles of wheat, they each still had the same number as the day before.

So that night, Simon decided to bring as much wheat as his donkey could carry. Levi decided the same thing.



This time, the moon shone brightly on the two farmers. Now they understood! They ran and hugged. And to this day, people in the valley remember Simon and Levi when they help their neighbors. 🏠

# ON THE MOVE

An Action Rhyme

By Mandy C. Yates  
Art by Jackie Stafford



Swim, swim, swim,  
I'm a catfish in the sea.



Climb, climb, climb,  
I'm a monkey in a tree.



Flap, flap, flap,  
I'm a fruit bat in the sky.



Run, run, run,  
I'm a cheetah going by.



Tweet, tweet, tweet,  
I'm a robin in a nest.



Yawn, yawn, yawn,  
I'm a kid that needs a rest!

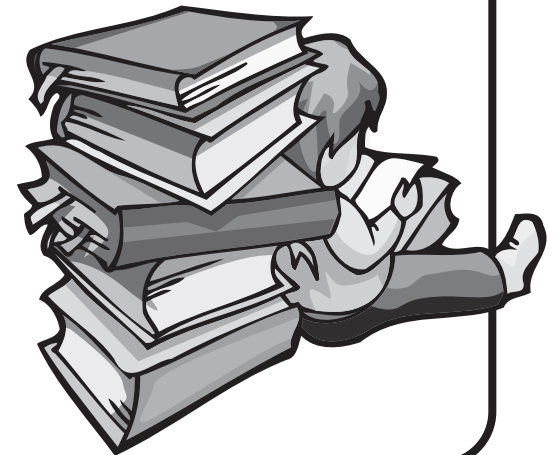
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# The Best Place to Read

Finding the perfect place to read can be complicated. Use the following considerations to guide your search.

1. **Is the seat comfortable? Is it too small or too large?**
2. **Is the atmosphere good? Is it dry and not too warm or too cold?**
3. **Is it a quiet area? Can you concentrate on what you are reading?**
4. **Is it an area where you won't be interrupted frequently?**
5. **Is there proper lighting in the area? Can you see the book well?**



If you answered "yes" to all the questions, you have found your perfect reading spot! Briefly describe your best reading place in the following space:

---

---

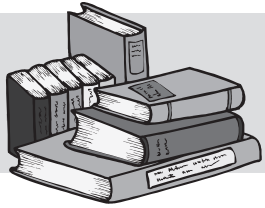
---

---

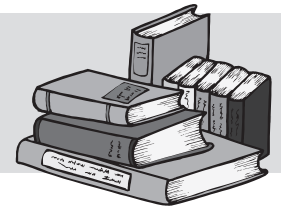


Name: \_\_\_\_\_

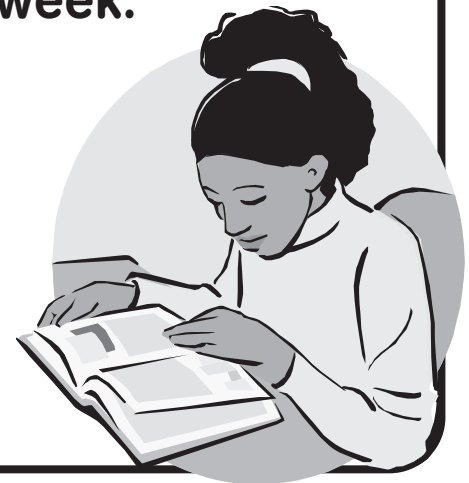
Date: \_\_\_\_\_



# My Reading Goals



1. Today I can read for \_\_\_\_\_ minutes and stay focused the whole time.
2. My goal is to increase my reading time to \_\_\_\_\_ minutes.
3. Right now, when I am at home, I read \_\_\_\_\_ days a week.
4. My goal is to read \_\_\_\_\_ days a week at home.



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

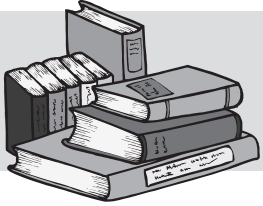
Date: \_\_\_\_\_

# Tracking My Goals

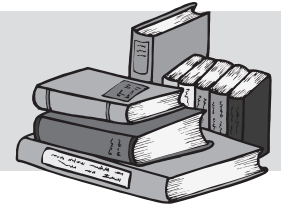
Date	Minutes Read	Focused: Yes or No
Weekly Total		

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

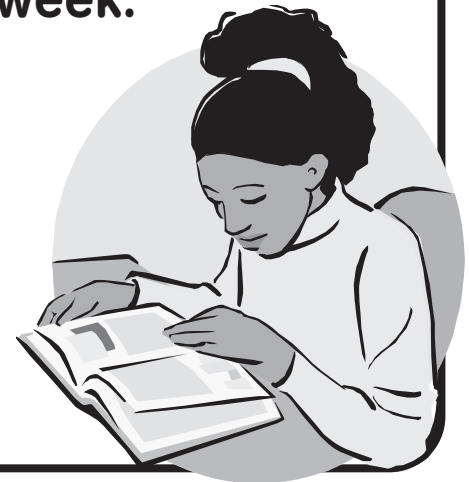
Date: \_\_\_\_\_



# My Reading Goals



1. Today I can read for \_\_\_\_\_ minutes and stay focused the whole time.
2. My goal is to increase my reading time to \_\_\_\_\_ minutes.
3. Right now, when I am at home, I read \_\_\_\_\_ days a week.
4. My goal is to read \_\_\_\_\_ days a week at home.



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

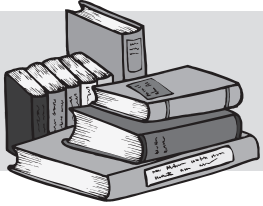
Date: \_\_\_\_\_

# Tracking My Goals

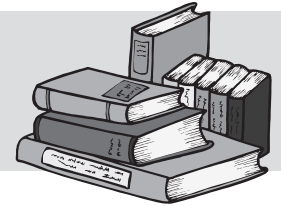
Date	Minutes Read	Focused: Yes or No
Weekly Total		

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

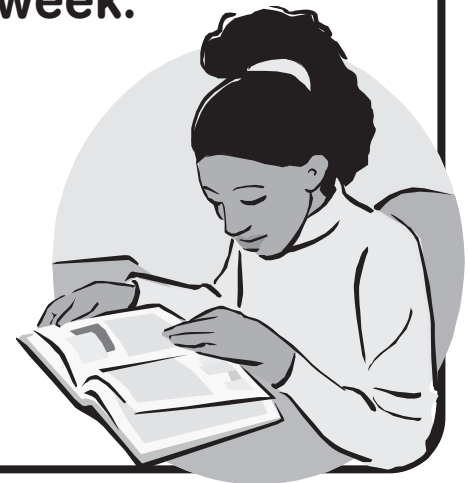
Date: \_\_\_\_\_



# My Reading Goals



1. Today I can read for \_\_\_\_\_ minutes and stay focused the whole time.
2. My goal is to increase my reading time to \_\_\_\_\_ minutes.
3. Right now, when I am at home, I read \_\_\_\_\_ days a week.
4. My goal is to read \_\_\_\_\_ days a week at home.



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

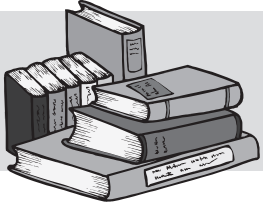
Date: \_\_\_\_\_

# Tracking My Goals

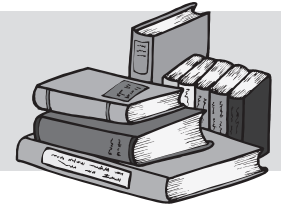
Date	Minutes Read	Focused: Yes or No
Weekly Total		

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

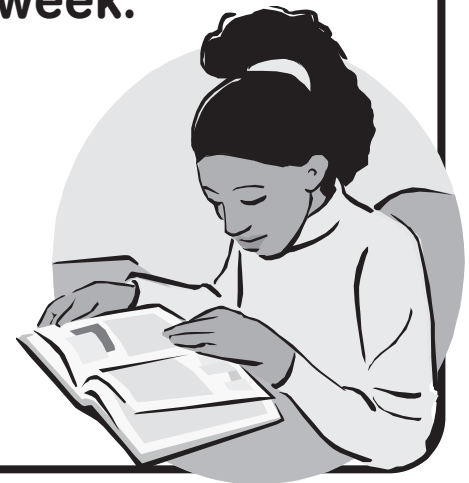
Date: \_\_\_\_\_



# My Reading Goals



1. Today I can read for \_\_\_\_\_ minutes and stay focused the whole time.
2. My goal is to increase my reading time to \_\_\_\_\_ minutes.
3. Right now, when I am at home, I read \_\_\_\_\_ days a week.
4. My goal is to read \_\_\_\_\_ days a week at home.



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

Date: \_\_\_\_\_

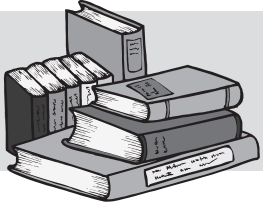
# Tracking My Goals

Date	Minutes Read	Focused: Yes or No
Weekly Total		

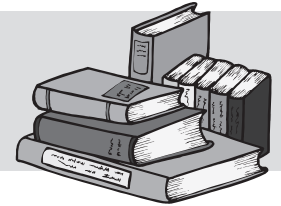


Name: \_\_\_\_\_

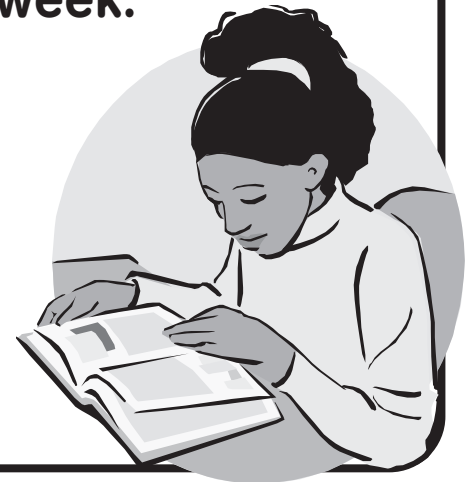
Date: \_\_\_\_\_



# My Reading Goals



1. Today I can read for \_\_\_\_\_ minutes and stay focused the whole time.
2. My goal is to increase my reading time to \_\_\_\_\_ minutes.
3. Right now, when I am at home, I read \_\_\_\_\_ days a week.
4. My goal is to read \_\_\_\_\_ days a week at home.



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

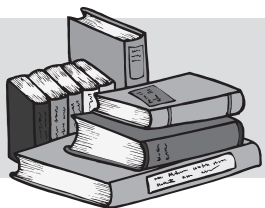
Date: \_\_\_\_\_

# Tracking My Goals

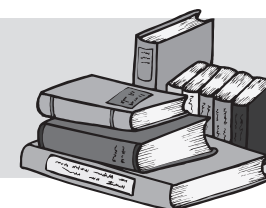
Date	Minutes Read	Focused: Yes or No
Weekly Total		

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

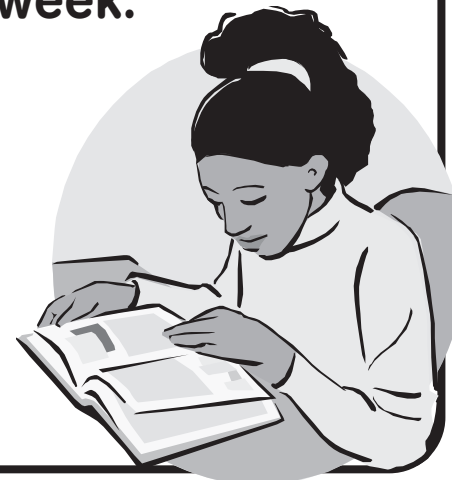
Date: \_\_\_\_\_



# My Reading Goals



1. Today I can read for \_\_\_\_\_ minutes and stay focused the whole time.
2. My goal is to increase my reading time to \_\_\_\_\_ minutes.
3. Right now, when I am at home, I read \_\_\_\_\_ days a week.
4. My goal is to read \_\_\_\_\_ days a week at home.



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

Date: \_\_\_\_\_

# Tracking My Goals

Date	Minutes Read	Focused: Yes or No
Weekly Total		

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

Date: \_\_\_\_\_

# Visualizing What I Read

Draw an image that was in your mind while listening to the second part of *Born to Read*.

A large, empty rectangular box with a thick gray border, intended for drawing a visualization. The box is centered on the page and occupies most of the lower half of the worksheet.

# Let's Think About It!

It's important to stop and think about what you're reading. After thinking, take the time to put your thoughts into a simple sentence and write it down. Use the following prompts to help you guide your thinking.

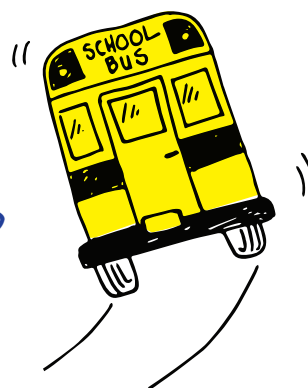
<b>Part of the Book or Story</b> (Describe the action in part of the book or write a sentence from the book in this column.)	<b>Write your impressions here using the prompts below:</b>
	This part makes me feel . . .
	This part makes me think about . . .
	This part reminds me of my own life when . . .
	This part is really interesting because . . .
	This part causes me to create a picture in my mind of . . .
	This part makes me wonder . . .

# In My Own Words

When reading nonfiction, it's important to stop and think about the main facts that the writer wants you to learn and then retell them in your own words. This will help make sure that you understand and remember this interesting information. Write four facts and then retell them in your own words.

Facts	In My Own Words
<b>EXAMPLE:</b> Whales leap out of the water, then make a big splash when they come down. No one's sure why whales breach. It could be a way of saying "Here I am!" or maybe it's just plain fun.	Breaching is when whales jump and splash, probably just for fun!

## The Wheels on the Bus



The wheels on the bus go round and round,  
Round and round,  
Round and round.

The wheels on the bus go round and round,  
All through the town.

The wipers on the bus go "Swish, swish, swish,  
Swish, swish, swish,  
Swish, swish, swish."

The wipers on the bus go "Swish, swish, swish,"  
All through the town.

The doors on the bus go open and shut,  
Open and shut,  
Open and shut.

The doors on the bus go open and shut,  
All through the town.

The people on the bus go "Chat, chat, chat,  
Chat, chat, chat,  
Chat, chat, chat."

The people on the bus go "Chat, chat, chat,"  
All through the town.

The mommies on the bus say "Shush, shush, shush,  
Shush, shush, shush,  
Shush, shush, shush."

The mommies on the bus say "Shush, shush, shush,"  
All through the town.



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

Date: \_\_\_\_\_

# Say It With a Picture

Pictures provide information that isn't always stated in the words we read. Sometimes it's better to see something in order to understand the idea rather than to have it explained in words. Use the space below to draw a picture. Write a sentence about your picture, but be sure that the picture provides additional information that isn't in the words.



---

---

---

---



Dear Families,

Today was an exciting day for our class! Your child participated in something called writing workshop. It was a time to recognize all of the developing and growing writers that we have in our class.

Writing workshop is divided into three phases. First, your child will participate in a “mini-lesson”—a brief instructional lesson that targets one focused teaching point. Sometimes I will read aloud from one of our mentor texts to assist with demonstrating this teaching point. Next, your child will either independently apply what was learned from the mini-lesson (practice and/or write) or meet with me or a classmate to discuss his or her writing or writing ideas. Then, during the third phase, students will gather together to share their thinking, what they have written, or something they connected to during the workshop. This process will be consistent throughout the year.

In addition to learning how to write, there are many procedural components to the writing workshop. Your child will learn what tools writers use when writing, resources that will assist him or her, and how to take care of his or her writing tools and Writing Folder.

It was a wonderful day of writing in our class today, and I look forward to sharing more “writing news” with you in the future.

Sincerely,

# Writing Workshop Guidelines

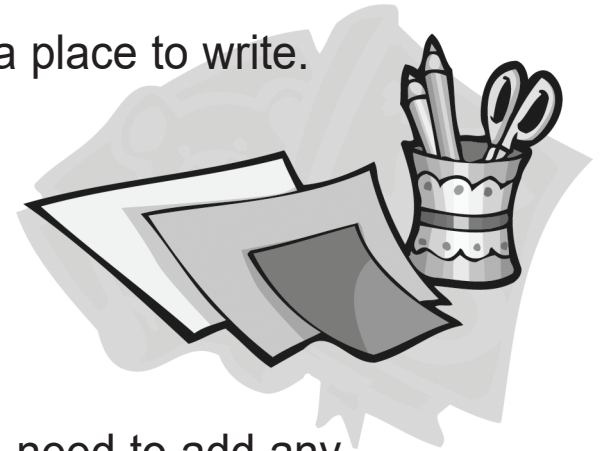
## Doing Our Best Work!

---

**First,** we gather quietly together —ready to have a writers’ talk—where we listen carefully, learn, and share ideas with one another.

**Then, after our lesson,** quietly get your writing tools and find a place to write.

1. Think about what you want to write and draw.
2. Think about how you will write and draw your idea.
3. Write and draw your idea.



**Next,** if you think you are done you can . . .

1. Read your work over to check that it makes sense. Do you need to add any more information or take any out?
2. If there is time, get another sheet of paper to begin a new piece of writing with a new idea.

**Later,** we will come back together to **share** our writing with each other.

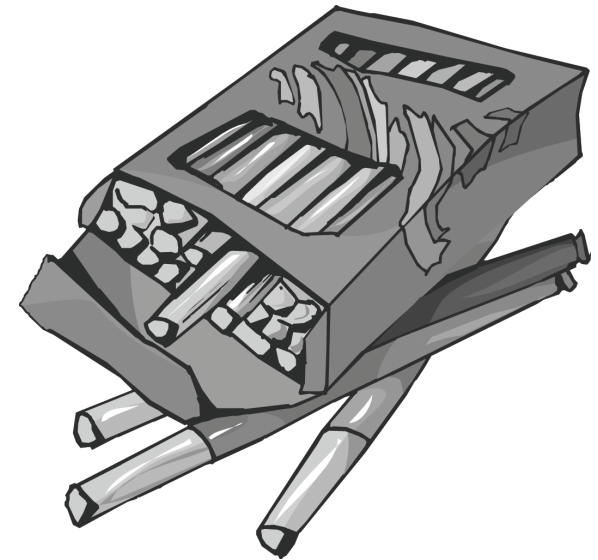
**Don't forget to take care of your Writing Folder and your writing piece. Handle all of your writing tools with care. Remember to put them away where you originally got them and store them so they are in working order the next time you want to use them.**

# Helpful Hints for Writing Workshop Tools and Supplies

---

## Writing Tools:

pens, pencils, colored pencils, markers,  
highlighters, writing paper, date stamp



## Additional Resources:

tape, scissors, sticky notes, glue, correction tape,  
construction paper, stapler



## Resources for Writing:

dictionaries, thesauruses, photographs, artwork

## Meeting Area:

carpet, easel, place to reference charts/student work

**Special Little Moments**    **By:** \_\_\_\_\_

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

# Family Member Interview

Family members, we are learning how to write using details in writing workshop, and you can assist with this homework assignment. You will be asked to recall a special childhood experience that helped “celebrate you” and contributed to who you are today. You will also be asked how this experience made you feel. When responding, it will be important for you to describe the event and your feelings with great detail.



When I was little . . .	I celebrate this today because . . .

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

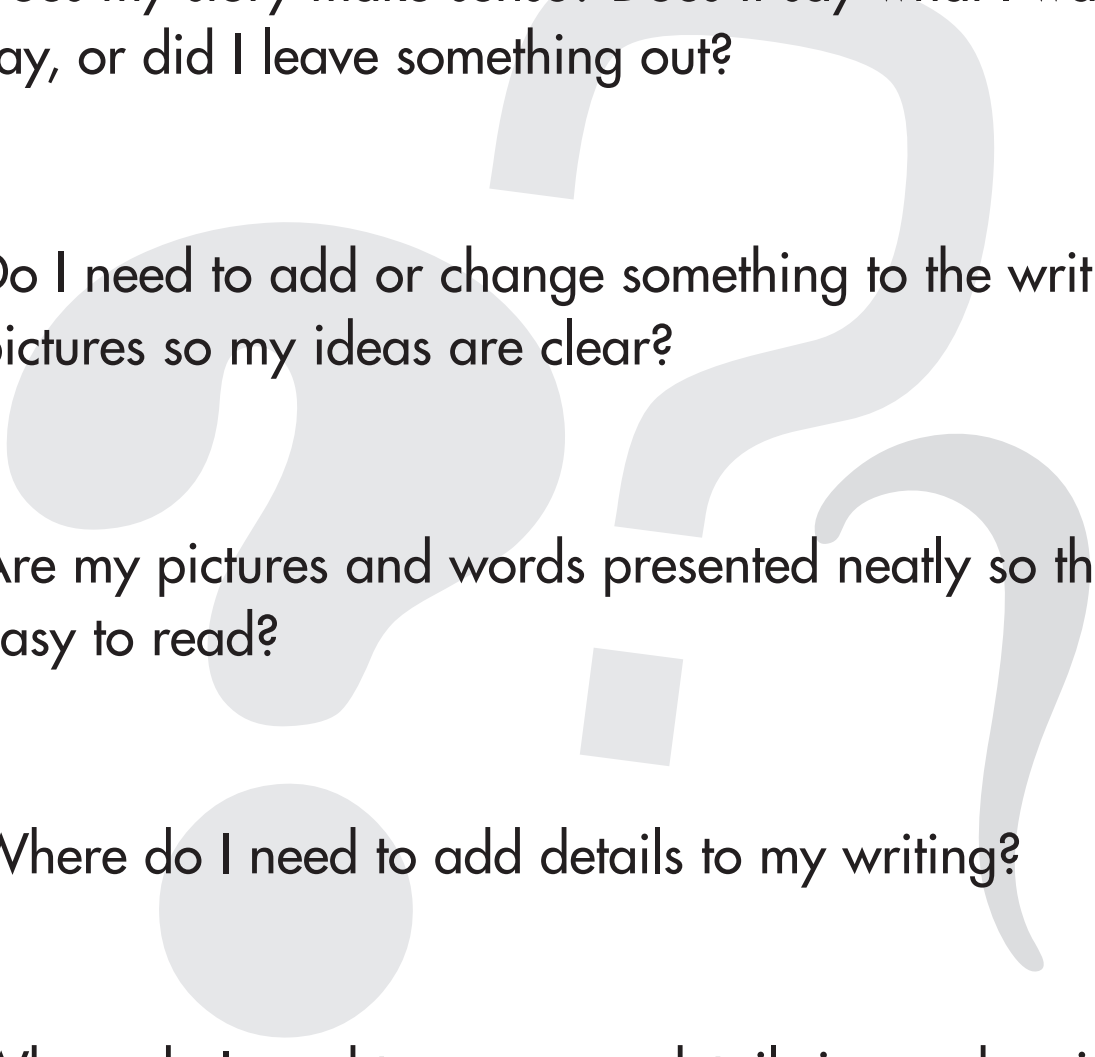
When I See . . .	I Notice or Think of . . .



---

# Questions Writers Ask Themselves When They Reread and Revise

---

- 
- \* Does my story make sense? Does it say what I want it to say, or did I leave something out?
  - \* Do I need to add or change something to the writing or pictures so my ideas are clear?
  - \* Are my pictures and words presented neatly so they are easy to read?
  - \* Where do I need to add details to my writing?
  - \* Where do I need to use more details in my drawings?

# Editing Checklist

- ☐ Did I use a capital letter at the beginning of each sentence and for names of people and places?
- ☐ Did I end each sentence with a punctuation mark (period, question mark, or exclamation point)?
- ☐ Did I leave a space between my words and sentences?
- ☐ Did I use uppercase and lowercase letters correctly?
- ☐ Did my partner find any corrections that needed to be made?

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

Date: \_\_\_\_\_

# Self-Assessment

**Directions: Circle the face that shows how you feel about each sentence.**

\* I tried my best.



\* I used ideas from the authors we learned about.



\* I thought about my audience (the readers).



\* I am proud of my work.



---

**What did it feel like to publish your first piece?**

---

---

---

---

---

---

**Use the back of this sheet to draw a picture of what it feels like to be a writer.**

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

Date: \_\_\_\_\_

## What I Have Learned

Dear Family Members: Please help your child complete this assignment.

Directions: Put a check mark in the box next to your response to each sentence.

1. During our unit of study, my favorite book and author to learn from was:

☐

***I Am an Artist***

by Pat Lowery Collins

☐

***I Like to Be Little***

by Charlotte Zolotow

☐

***Ish***

by Peter Reynolds

☐

***PUDDLES***

by Jonathan London

☐

***Written Anything Good Lately?***

by Susan Allen and Jane Lindaman

2. This is what I learned from this book and author:

☐

Drawing using details

☐

Writing with emotion and feeling

☐

Recalling a memory

☐

Writing about what I notice

☐

Recalling a personal experience

☐

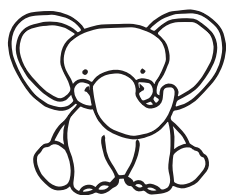
There are many reasons to write

---

Use the back of this sheet to describe what you learned the most during your writing experience and what you would like to work on in the future.

---





Ready, Set,  
Snap Words!

**A**  
a  
at  
an  
and  
am  
are  
all  
as

a

**B**  
be  
boy  
ball  
by

b

**C**  
can  
cat  
come

c

**D**  
dad  
do  
dog  
did  
day

d

**E**  
e

**F**  
friend  
fun  
for

f

**G**  
got  
girl  
get  
go

g

**H**  
here  
house  
he  
how  
had  
has  
her  
him

h

**I**  
I  
is  
it  
in

i

**J**  
j

**K**  
k

**L**  
like  
look  
love

l

**M**  
me  
my  
mom  
man

m

**N**  
no

n

**O**  
on

o

**P**  
park  
play

p

**Q**  
q

q

**R**  
ran

r

**S**  
see  
she  
sat  
sit  
say  
so

s

**T**  
the  
this  
to  
too

t

**U**  
u

u

**V**  
v

v

**W**  
we  
was  
went  
will

w

**X**

x

**Y**  
you

y

**Z**

z



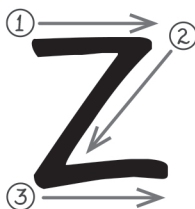
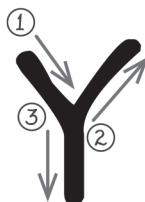
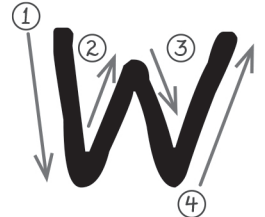
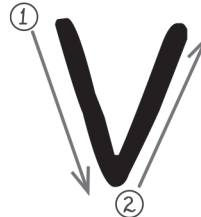
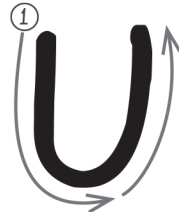
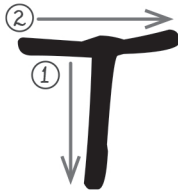
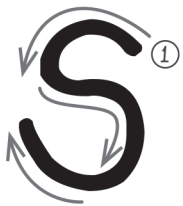
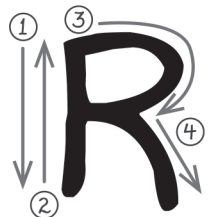
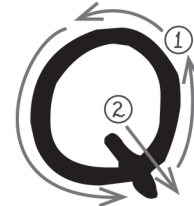
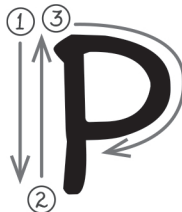
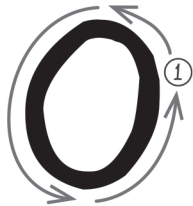
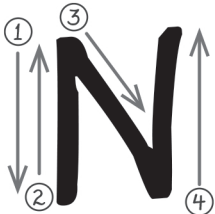
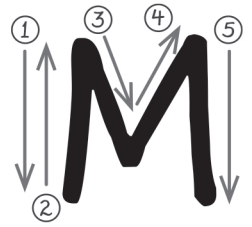
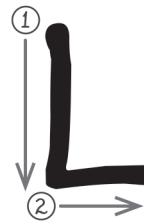
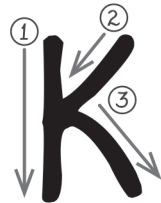
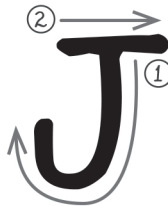
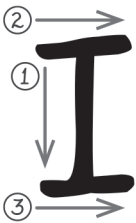
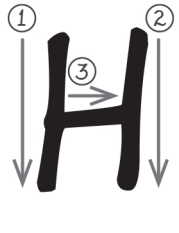
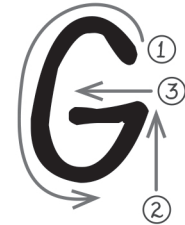
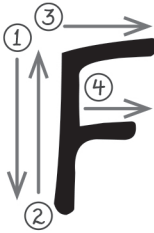
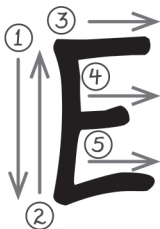
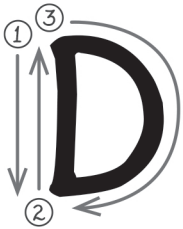
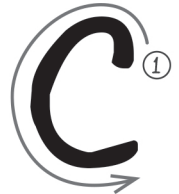
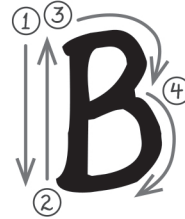
\_\_\_\_\_  
Name

	<p><b>A</b>  apple</p> <p> acorn <b>a</b></p>	<p><b>B</b>  ball</p> <p><b>b</b></p>	<p><b>C</b>  cat</p> <p> circle <b>c</b></p>
<p><b>D</b>  dog</p> <p><b>d</b></p>	<p><b>E</b>  egg</p> <p> easel <b>e</b></p>	<p><b>F</b>  fan</p> <p><b>f</b></p>	<p><b>G</b>  goat</p> <p> giraffe <b>g</b></p>
<p><b>I</b>  igloo</p> <p> ice <b>i</b></p>	<p><b>J</b>  jump rope</p> <p><b>j</b></p>	<p><b>K</b>  kite</p> <p><b>k</b></p>	<p><b>L</b>  ladybug</p> <p><b>l</b></p>
<p><b>N</b>  nest</p> <p><b>n</b></p>	<p><b>O</b>  octopus</p> <p> oval <b>o</b></p>	<p><b>P</b>  pig</p> <p><b>p</b></p>	<p><b>Q</b>  question</p> <p><b>q</b></p>
<p><b>S</b>  sun</p> <p><b>s</b></p>	<p><b>T</b>  turtle</p> <p><b>t</b></p>	<p><b>U</b>  umbrella</p> <p> unicorn <b>u</b></p>	<p><b>V</b>  volcano</p> <p><b>v</b></p>
<p><b>X</b>  fox</p> <p><b>x</b></p>	<p><b>Y</b>  yarn</p> <p><b>y</b></p>	<p><b>Z</b>  zipper</p> <p><b>z</b></p>	<p> _____</p> <p>_____ Name _____</p>





Ready,  
Set,  
Write!

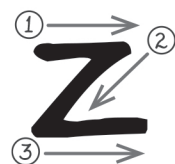
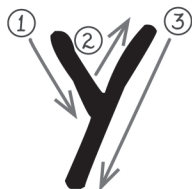
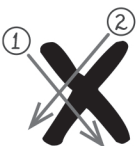
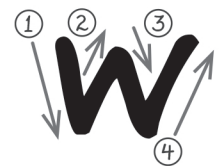
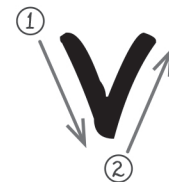
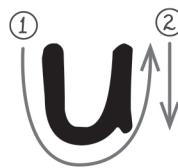
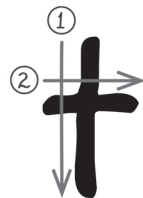
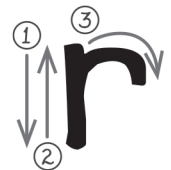
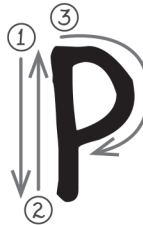
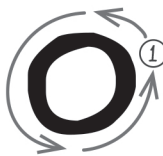
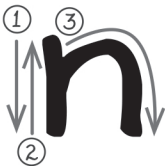
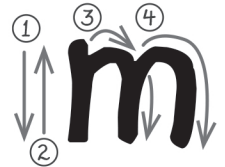
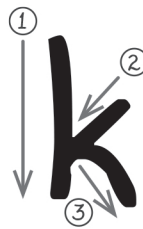
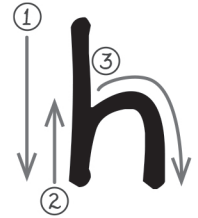
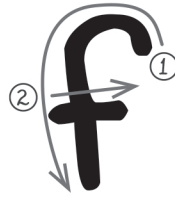
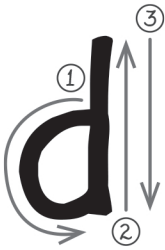
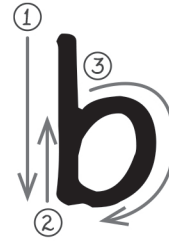
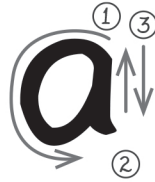


Name \_\_\_\_\_





Ready,  
Set,  
Write!





# Phonics Professor Words

Uppercase Letter

Lowercase Letter

Letter Name

Letter Sound

Syllable

Vowel

Consonant

Digraph

Blends

# Willoughby Wallaby Woo



Willoughby wallaby wee,

A lion sat on me!

Willoughby wallaby woo,

A lion sat on you!

Willoughby wallaby Washeed,

A lion sat on Rasheed!

Willoughby wallaby wee,

A lion sat on me!

Willoughby wallaby woo,

A lion sat on you!

Willoughby wallaby W\_\_\_\_\_,

A lion sat on \_\_\_\_\_!



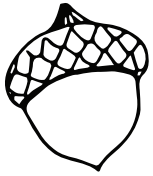
\*Substitute "Rasheed" with other names from your class.



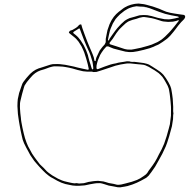
# My Vowel Chart

Long

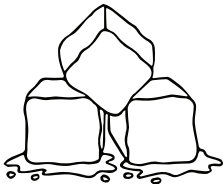
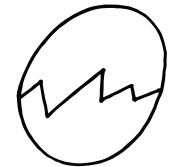
Short



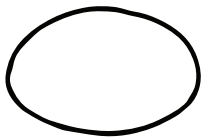
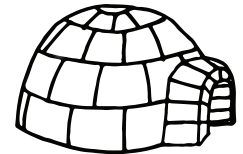
a



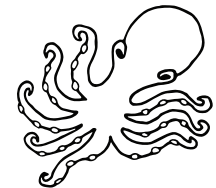
e



i

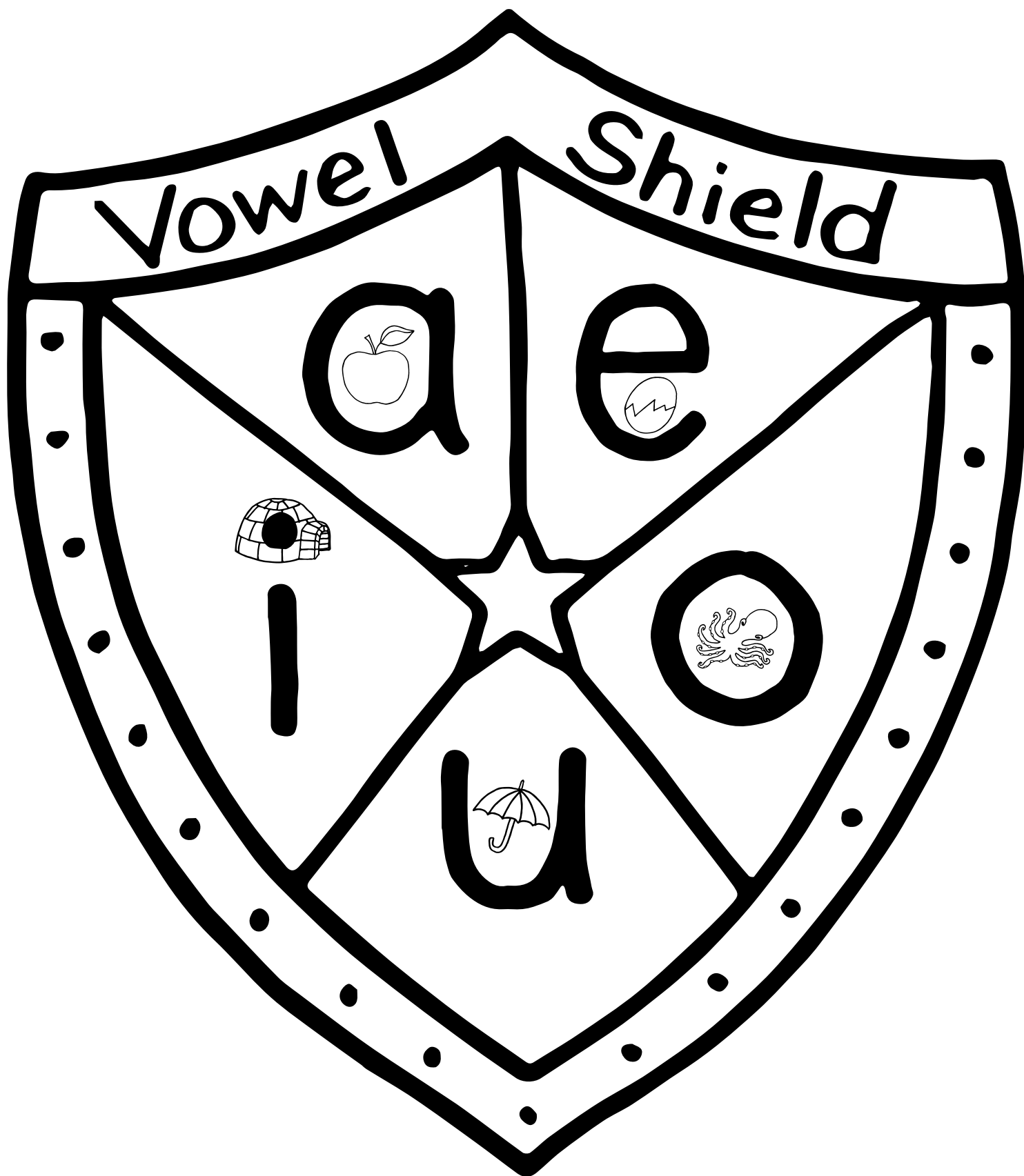


o



u







# Blends and Digraphs

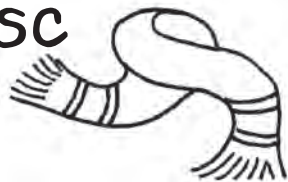
s

r

l

h

sc



br



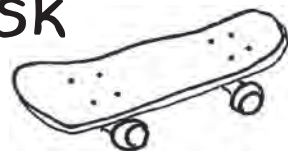
bl



ch



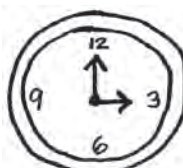
sk



cr



cl



ph



sm



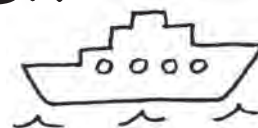
dr



fl



sh



sn



fr



gl



th



sp



gr



pl



wh



st



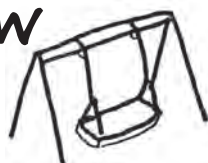
tr



sl

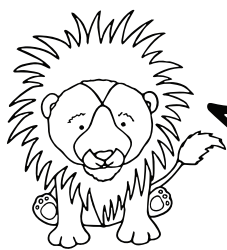


sw



Name \_\_\_\_\_





Ready, Set,  
Snap Words!

**A** any  
away  
about  
ask  
after  
always

a

**B** best been  
but big  
back  
because

b

**C** came  
could

c

**D** don't  
down

d

**E** eat  
easy  
each  
everyone  
everything  
enough

e

**F** from  
few  
family  
find

f

**G** going  
great

g

**H** home  
house  
high  
his  
have

h

**I** I'm  
into  
if  
idea

i

**J** jump  
just

j

**K** know  
kind

k

**L** let  
little  
last

l

**M** make  
more  
mother  
much  
might  
myself

m

**N** not  
now  
never  
near  
need  
next

n

**O** out  
of  
or  
our  
over  
often

o

**P** put  
pretty

p

**Q**

q

**R** run  
read

r

**S** saw school  
same such  
should soon  
said  
say

s

**T** then  
they take  
there three  
think today  
that than  
their two  
them things

t

**U** us  
under  
until

u

**V** very

v

**W** where  
with when  
was would  
wait who  
want were  
walk what

w

**X**

x

**Y** yes  
your

y

**Z**

z



\_\_\_\_\_  
Name

# Make it a SNAP word!

1. Read it!



2. Study it!



3. Spell it!



4. Cover, write and check it!



5. Use it!

