

# 1G/2G IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- ★ As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- ★ To support you and your child this summer, we have compiled this document for students who are reading at the 1G/2G level in IRLA in order to support them with targeted practice in the skills required at this level.
- ★ This document may include skills cards, activities, games, and more to support your child at their level.

## Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
  2. Have your child log their steps on the attached summer reading log.
  3. Summer logs will be reviewed in the fall.
  4. Use the provided resources at least 5x per week.
- ★ In addition to the reading logs, attached you may find word lists to study and practice with your child over the summer. Learning these words now will aid your child with advancing through reading levels over the following school year.
  - ★ Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff









# 1G



AMERICAN READING *at HOME*

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## Overview of 1G Reading Level

**Dear Families,**

Please visit the following website


<https://www.americanreadingathome.com/reading-level/1-green/> for an overview of 1G Reading Level. You will find tips on how to teach your child how to read 1G text, provide coaching tips, and games to play. Scroll below for the three major power goals for **1G readers**:

# ACTIVE READING HABITS

## POWER GOAL 1:

1. PRODUCE THE FIRST LETTER SOUND FOR ALL CONSONANTS

Make the first letter sound for all consonants.

b	c	c*	d
f	g	g*	h
j	k	l	m
n	p	q	r
s	t	v	w
x	y	z	

\* soft sound

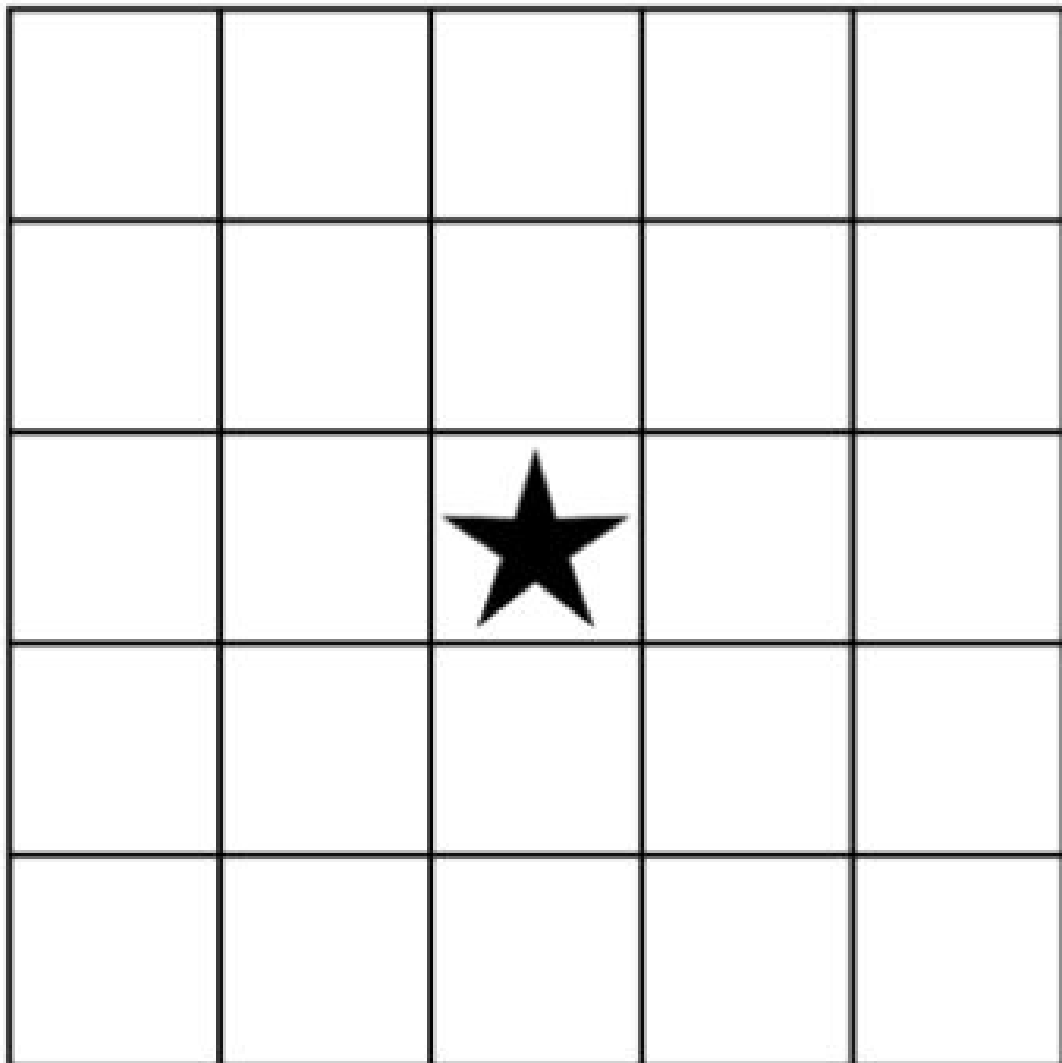
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www.sonlight.com

**POWER GOAL 1: SUGGESTED ACTIVITIES:**

- ❖ **LETTER/SOUND BINGO**- Create a BINGO card with the consonants. Name a letter sound and have your child find the corresponding letter.

**B I N G O**



- ❖ Name a consonant letter. Have your child name a word that begins with that letter.

# POWER GOAL 2:

❖ READ ALL 60 WORDS IN FLASH SPEED

## **POWER WORD 10 DAY OUTLINE**

Day 1	Day 2	Day 3	Day 4	Day 5
a	am	and	look	be
love	down	do	you	for
big	in	had	one	it
want	my	like	here	has
have	said	no	can	that
there	will	why	with	we
Day 6	Day 7	Day 8	Day 9	Day 10
an	are	up	at	on
get	come	what	go	see
live	he	she	lots	they
was	little	I	went	who
yes	of	me	this	to
can't	where	the	is	all



- ❖ Use the chart below to write the dates when you are able to read the words at Flash Speed.



## 1G Power Words

To begin 1G, know 25 of these words at Flash Speed. By the end of 1G, know ALL 60 words.

Student										Dates					
a				get				lots				this			
all				go				love				to			
am				had				me				up			
an				has				my				want			
and				have				no				was			
are				he				of				we			
at				here				on				went			
be				I				one				what			
big				in				said				where			
can				is				see				who			
can't				it				she				why			
come				like				that				will			
do				little				the				with			
down				live				there				yes			
for				look				they				you			
										Totals					

1G

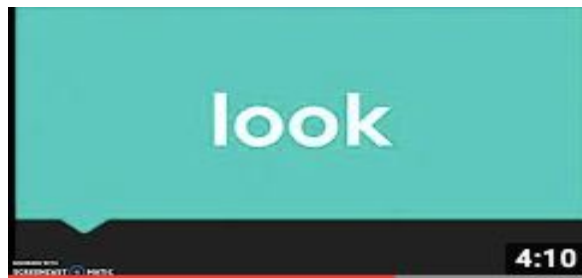
Common Core Standard Foundational Skills 3c: Read common high-frequency words by sight.

IRLA 19

## 1G Power Word Video



[https://www.youtube.com/watch?v=sy\\_1rGenzKA](https://www.youtube.com/watch?v=sy_1rGenzKA)



<https://www.youtube.com/watch?v=M8n8-UtZvOw&t=166s>

PRINTABLE 1G POWER WORDS:

a

all

am

an

and

are

at

be

big

can

can't

get

come

go

do

had

down

has

for

have

lots

of

love

on

me

one

my

said

no

see

she

this

that

to

the

up

there

want

they

was



we

why

went

will

what

with

where

yes

who

you

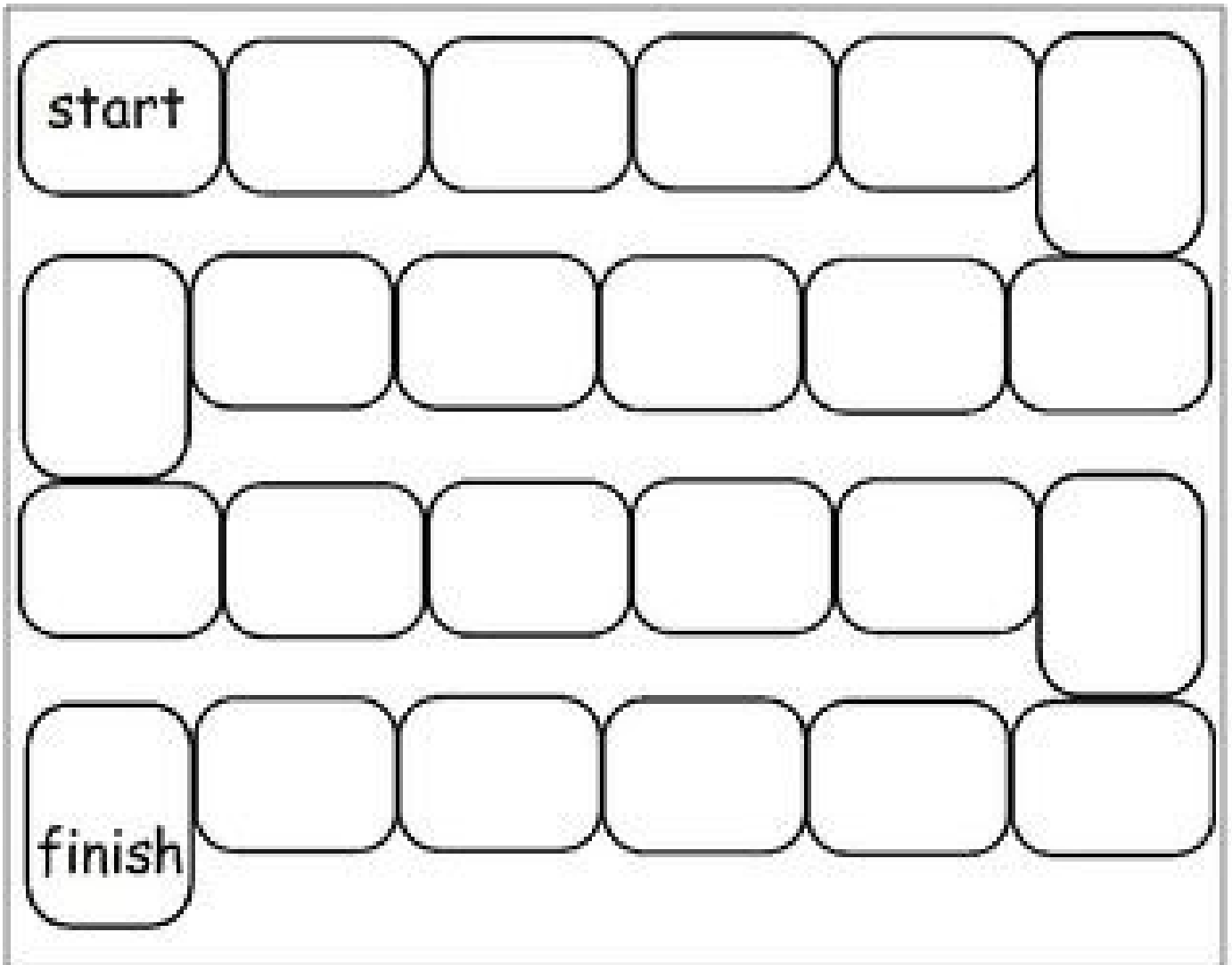
## SIGHT WORD GAMES:

1. **Concentration**: Choose 6-10 power words. Write each power word twice on index cards. Place the cards facing down. Take turns turning over the power words to find the match. Make sure to say the power word once you turn it over.
2. **Go Fish**: Write 5-7 power words on two sets of index cards. Shuffle the cards. Distribute the cards evenly to each player. Look to see if you have any matches. Then, take turns asking the other player if they have a word that you are holding in your hand. The player with the most cards at the end wins!
3. **Speed Game**: Write 10 power words on an index card. Show the card one at a time to your child. Give your child 3-5 seconds to say the word. If you say the word before your child, you keep the card. If he or she says it first, hand the card to your child.



4. **Race Game:** Use the blank board game template to write the power words. Use a dice and game pieces of your choice to move across the board from start to end.

**Option:** You can also write the words on index cards and board game on a table or floor. Be creative and have fun!



5. 1G Word Search Game: Look for the power words in the word search.



## 1G Word Search



t	a	l	i	v	e	o	f	z	y
a	e	d	o	g	a	f	r	e	s
s	n	g	s	d	r	w	h	o	a
c	o	x	u	p	e	t	c	l	w
t	h	i	s	t	a	e	l	v	y
i	k	o	t	h	h	e	m	o	c
s	j	l	w	s	w	e	n	t	o
m	e	h	e	e	l	o	t	s	t
h	e	y	e	w	h	e	r	e	h
n	a	s	e	l	t	t	i	l	e

Find the following words in the word search above:

1G - #2

an      get      live      was      yes      are      come  
he      little      of      where      up      what      she  
me      the      at      go      this      lots      went  
is      see      they      who      all      to      on



# 1G Word Search




l	g	i	b	d	n	a	n	d	m
s	o	e	d	w	h	s	a	o	y
w	n	v	r	h	a	e	c	f	r
o	s	u	e	y	s	b	r	z	o
z	l	o	o	k	e	w	x	e	f
s	e	s	e	y	w	i	t	h	t
a	u	b	k	l	d	v	m	h	h
i	l	l	i	w	o	n	a	a	e
d	i	p	l	n	w	t	m	d	r
t	n	a	w	o	n	h	a	v	e

Find the following words in the word search above:

16 -- #1

love	big	want	have	there	am	down
in	my	said	will	and	do	had
like	no	why	look	here	can	you
one	with	for	has	that	we	be

6. **Mystery Words:** Print out the sheets in the bottom. Complete the sheet and practice reading the words.



16 - #2

# Mystery Words

Name \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
b	q	a	k	f	u	s	l	r	z	e	m	x	c	n	g	t	i	w	j	d	y	v	o	p	h

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

H 24 12 I 8 24 17 7 7 26 I 19 26 24

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

22 I 7 19 I 5 17 19 26 I 9 11 17 26 I 22

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

19 26 3 17 8 18 23 I 16 I 17 3 9 I

13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_

6 25 6 24 17 26 I

First and Second Step.com



Name \_\_\_\_\_

# Mystery Words

16 - #1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
b	q	a	k	f	u	s	l	r	z	e	m	x	c	n	g	t	i	w	j	d	y	v	o	p	h

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

8 24 23 11 21 24 19 15 3 15 21 8 24 24 4

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

1 18 16 19 18 8 8 8 18 4 1 26 11 9 1

9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

19 3 15 17 7 3 18 21 19 26 22 14 3 15

13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_

3 12 12 22 15 24 26 3 21

**Below are some short text to practice  
reading the power words:**

## **My Pets**

**I love, love, love my cat.**

**My cat loves me.**



**I love, love, love my dog.**

**My dog loves me.**



## Cool Cactus!

Do you \_\_\_\_\_ this cactus?

Do you see this cactus \_\_\_\_\_ flowers?

Do you see there is juice \_\_\_\_\_ the flowers?

Do bats \_\_\_\_\_ juice?

Do bats \_\_\_\_\_ to the cactus?

Will you \_\_\_\_\_ see a cactus?

\_\_\_\_\_ will!



go I see in like come has



## Penguin Baby

Look! There is \_\_\_\_\_ of snow.

Look! There is \_\_\_\_\_ egg.

It \_\_\_\_\_ get cold.

The \_\_\_\_\_ will keep \_\_\_\_\_ warm.

She \_\_\_\_\_ it on \_\_\_\_\_ feet.

But she has to \_\_\_\_\_. The \_\_\_\_\_ gets \_\_\_\_\_ egg.

The \_\_\_\_\_ comes out of the egg. Now the dad  
\_\_\_\_\_ go eat.



lots    can    can't    an    mom    dad    the  
baby    eat    has    her    it



## POWER GOAL 3:

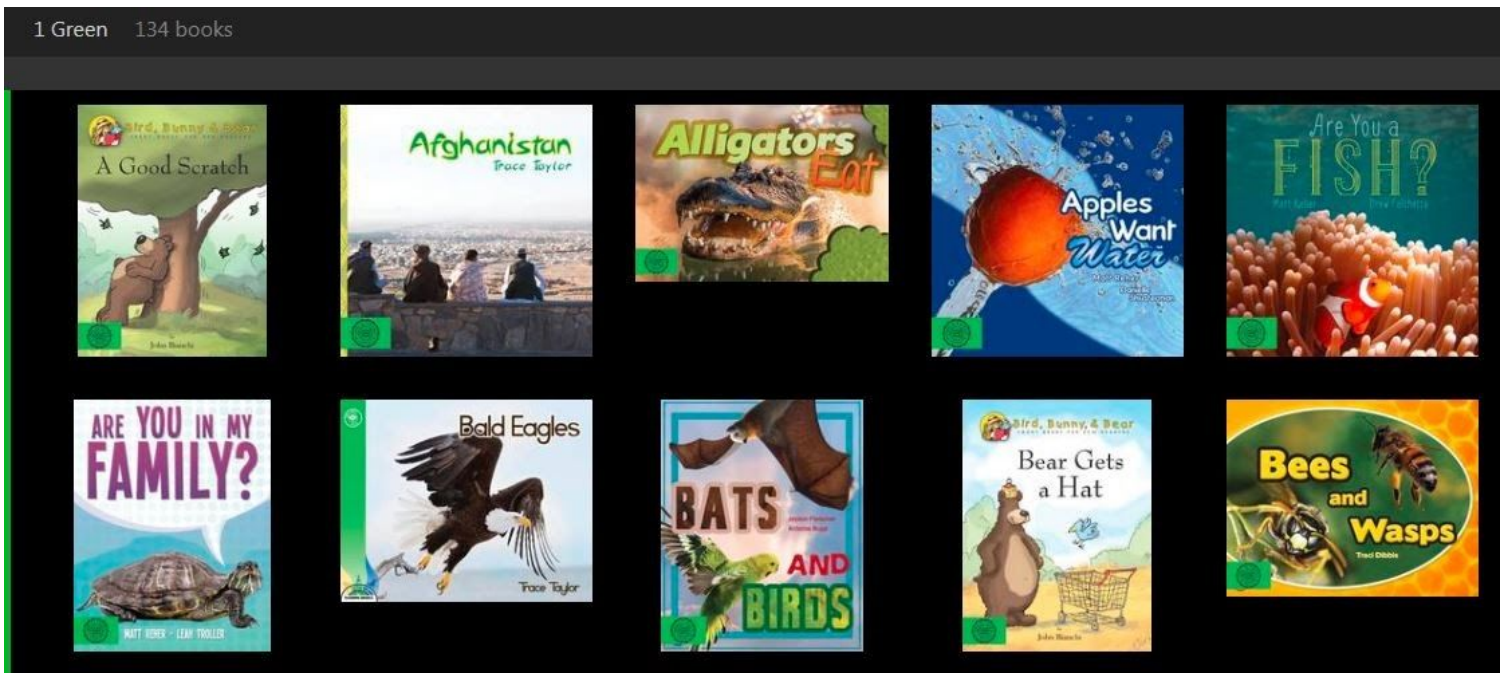
### ❖ Read and Comprehend Unfamiliar 1G Text

- Read with sufficient accuracy and fluency to support comprehension - **Students should be able to retell the story without re-reading the whole story.**
- Make inferences - **Students should be able to look for clues to understand more about the story or the characters.**
  - **Example:** The little girl is wearing a sundress so it must be hot.

## Suggested Activities

- ❖ Log on to Bookshelf ([arcbookshelf.com](http://arcbookshelf.com)) , choose a 1G text. Have your child read and retell the story. At the end of the story, ask your child questions about the story to check for comprehension.

**Below are pictures of some of the books on the 1G reading level. Your child will have access to 134 books on the 1G level! Happy Reading.**





AMERICAN READING *at HOME*

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2G Reading Level

## Overview of 2G Level

**Dear Families,**

Please visit the following website

<https://www.americanreadingathome.com/reading-level/2-green/> for an overview of 2G Reading Level. You will find tips on how to teach your child how to read 2G text, provide coaching tips, and games to play. Scroll below for the major power goals for 2G readers.

## Active Reading Habits

### Power Goal 1:

#### ★Read and Comprehend Unfamiliar 2G Text

- Read with sufficient accuracy and fluency to support comprehension - **Students should be able to retell the story without re-reading the whole story**
- Make inferences - **Students should be able to look for clues to understand more about the story or the characters.**
  - Example: The characters in the story are wearing coats, they must be cold.

### Suggested Activities

- ❖ Log on to Bookshelf, choose a 2G text, read it and retell the story
- ❖ Find a character in a story, make an inference on how they are feeling based on their facial expressions

# Power Goal 2:

## ★Read 2G Power Words



### 2G Entry Requirements: Power Words Check

To begin 2G, know 25 of these words at Flash Speed. By the end of 2G, know ALL 60 words\*.

about			girl			jump			saw		
animal			give			make			says		
as			goes			many			so		
boy			going			new			some		
but			good			not			stop		
by			got			now			take		
came			happy			off			them		
could			her			oh			then		
day			him			or			these		
did			his			our			too		
does			home			out			under		
eat			house			over			were		
from			how			play			when		
fun			if			put			would		
gave			into			ran			your		

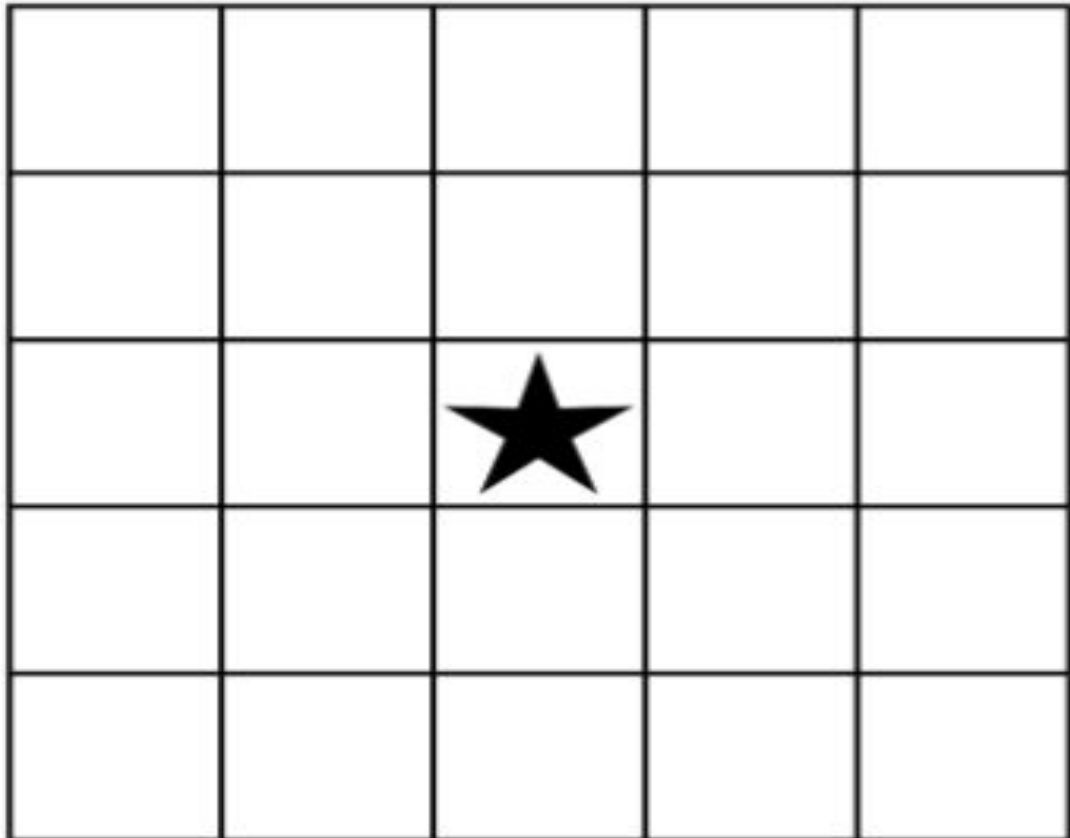
\*If a student knows 50+ of these words and can meet the 1B Entry Requirements, move to 1B while continuing to practice these remaining words.

**Common Core State Standard Foundational Skills 3g:** Read common high-frequency words by sight.

## Suggested Activities

- ❖ **Power Word Bingo:** Create a bingo board with your child. Call out a word and have them find it on their bingo board

**B I N G O**



- ❖ **2G Power Word Video:**

[https://www.youtube.com/watch?v=7tGNNfUG5\\_Q](https://www.youtube.com/watch?v=7tGNNfUG5_Q)

❖ **Speed Read:** Roll the dice and read one of the words under that number as fast as you can. Repeat until you have read all of the words [Roll a Dice! Online Random Dice!](#)

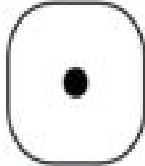


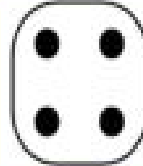

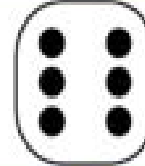


# I can Speed Read



I can read 26 Power Words in flash speed.

26 Set 1

					
if	boy	boy	happy	if	day
day	fun	his	her	his	girl
his	got	her	is	happy	boy
her	but	day	but	boy	but
happy	happy	but	got	fun	her
girl	girl	if	if	got	his
boy	if	fun	girl	his	day

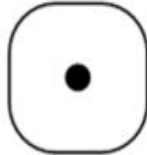







# I can Speed Read



I can read 26 Power Words in flash speed.

26 Set 2

					
him from as not off ran them	too them stop or them too not	off from not ran him too them	not off ran them stop or from	or stop too ran not as him	as stop or them to off them



## Continued Suggested Activities:

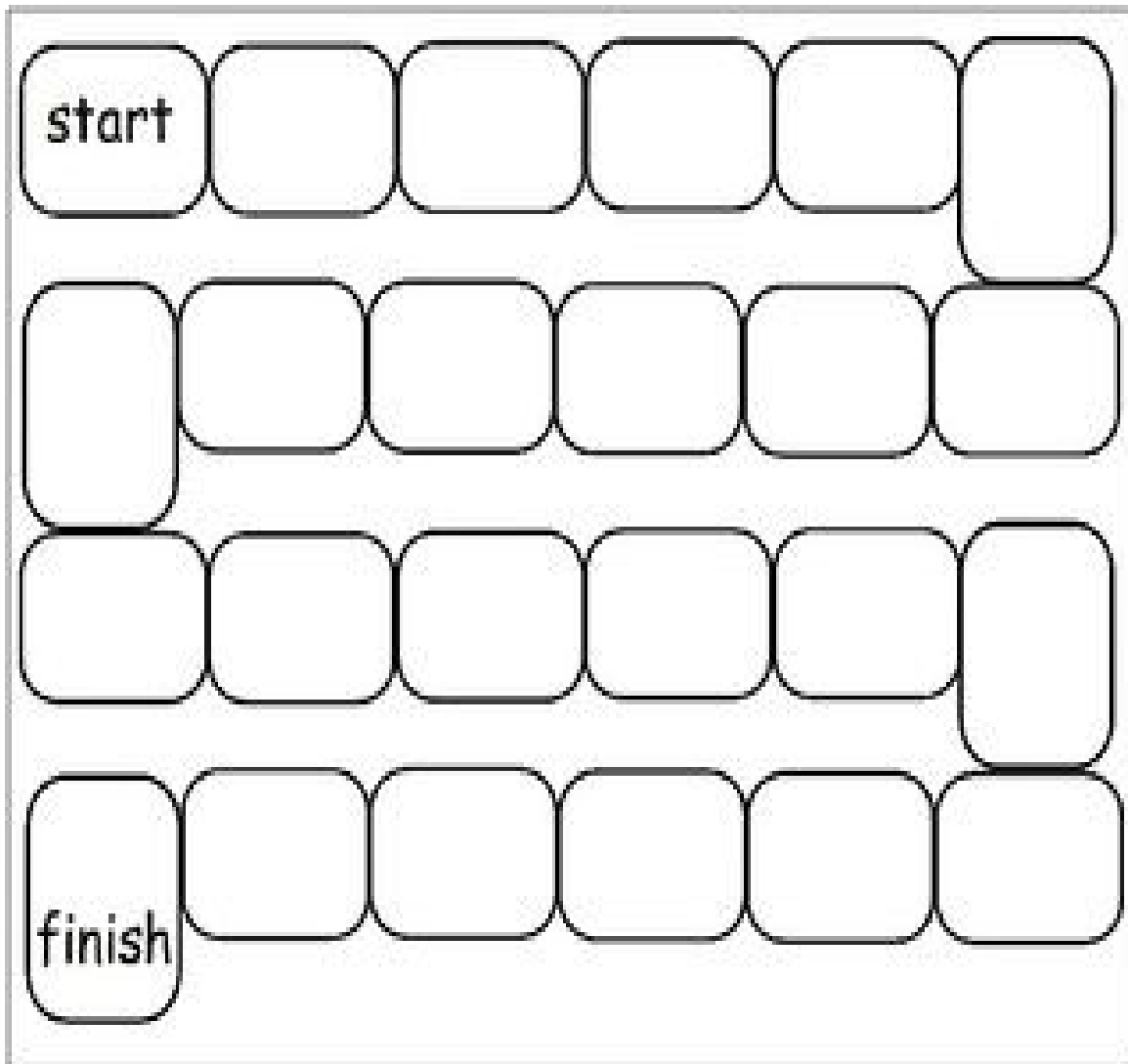
- ❖ **Power Words Chart Paper:** Cover paper with sight words repeated several times each. Give your child a different colored crayon and have them locate a word, read it to you, then they can circle it.



- ❖ **Concentration:** Make 2 cards for each word and lay all the words out facedown in a grid. Take turns turning over 2 cards. If the words match, and your child can read the word, they get the match.
- ❖ **Kinesthetic Encoding:** It's time to get active. Write the words on a large piece of paper, some poster board, an easel, or a blackboard. Ask your child to stand up and pretend to trace the letters in the air using his arm in big, sweeping motions as he slowly says the word (not the letters). Turn on some good tunes and have fun with the big motions.



- ❖ **Race Game:** Use the blank board game template to write the power words. Use a dice and game pieces of your choice to move across the board from start to end.
- Option:** You can also write the words on index cards and board game on a table or floor. Be creative and have fun!



# Power Goal 3:

★ Know Category Words by sight (Numbers, Days, Family, Contractions, Colors, Shapes, Directions)



**Student Practice Page:** By the end of 2G, know ALL of these words at Flash Speed.

Name		Date		Total	
Numbers	Days	Family	Contractions	Colors	
two	Saturday	mom	can't	red	
six	Wednesday	mommy	don't	yellow	
five	Sunday	mother	won't	pink	
nine	Thursday	dad	didn't	green	
one	Monday	daddy	wasn't	purple	
seven	Friday	father	aren't	orange	
four	Tuesday	sister	couldn't	blue	
ten	<b>Directions</b>	brother	shouldn't	black	
eight	over	aunt	wouldn't	white	
three	under	uncle	she's	brown	
	around	grandmother	he's	gray	
<b>Shapes</b>	through	grandfather	it's		
triangle	across	baby	I'll		
rectangle	above	family	I'm		
square	inside	papa	you're		
circle	outside	mama	they're		

## Suggested Activities:

### Spin, Read and Tally:

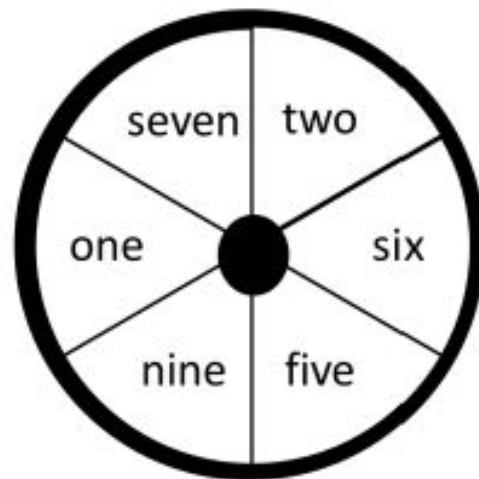
❖ You can use a paperclip as a spinner! Or make your own out of construction paper!

# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

seven	
two	
six	
five	
nine	
one	

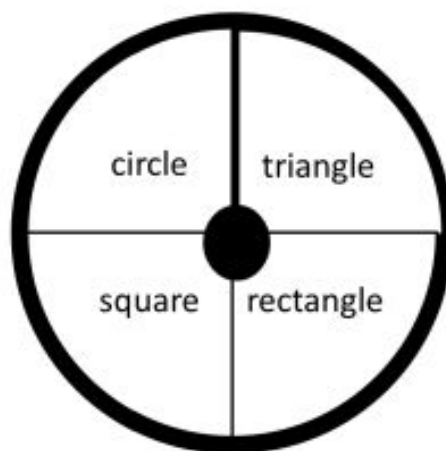


# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

triangle	
rectangle	
square	
circle	

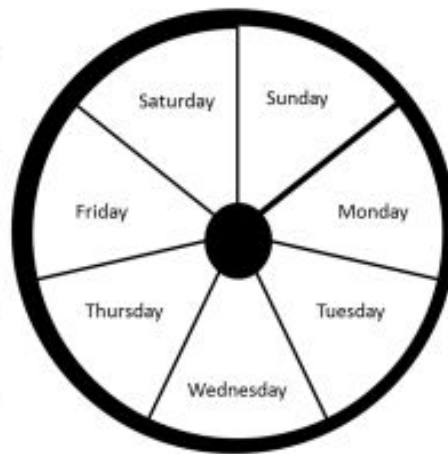


# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

Tuesday	
Wednesday	
Sunday	
Friday	
Thursday	
Monday	
Saturday	



# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

above	
over	
under	
around	
through	
across	





# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

uncle	
baby	
family	
mommy	
daddy	
aunt	

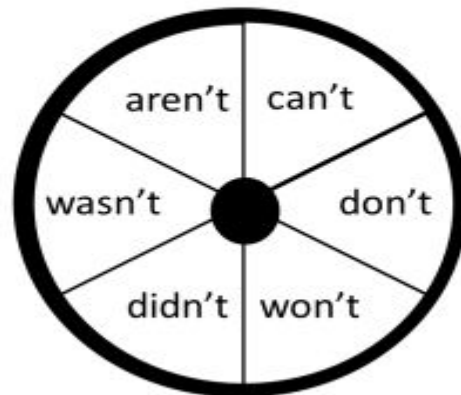


# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

are not	
can not	
do not	
will not	
did not	
was not	

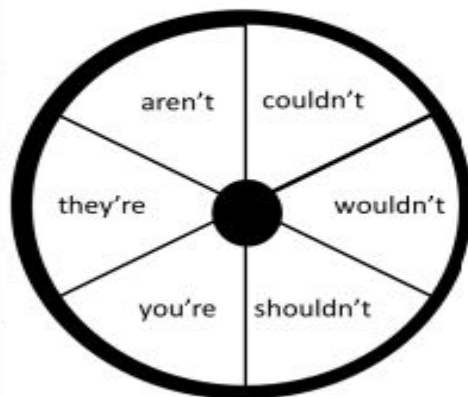


# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

are not	
could not	
would not	
should not	
you are	
they are	



# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the words has 10 tallies.

you are	
she is	
he is	
it is	
I will	
I am	



# Find the Color Words:

# Find

# the Color Words

26

**Directions:** Read the sentence and find the color word. Circle the color word with the correct color and then color the ice cream to match the sentence.

Our mother loves gray ice cream.



Our father loves brown ice cream.



Our sister loves black ice cream.



Our brother loves blue ice cream.



Our aunt loves orange ice cream.



Our uncle loves purple ice cream.



Our baby loves yellow ice cream.



































## Power Goal 4:

- ★ Know the spelling-sound correspondences for common consonant digraphs and blends.
  - Students should be able to produce the sound of common consonant digraphs/blends as well as supply a word

### Common Blends and Digraphs

bl 	br 	cl 	cr 	dr 
fl 	fr 	gl 	gr 	pl 
pr 	sc 	sk 	sl 	sm 
sn 	sp 	st 	sw 	tr 
tw 	spl 	scr 	spr 	str 
sh 	ch 	th 	wh 	ph 



## Suggested Activities:

- ❖ **Blends and Digraphs Bingo:** Create a bingo board with your child. Call out a blend/digraph and have them find it on their bingo board

Blends & Digraphs Bingo		

66

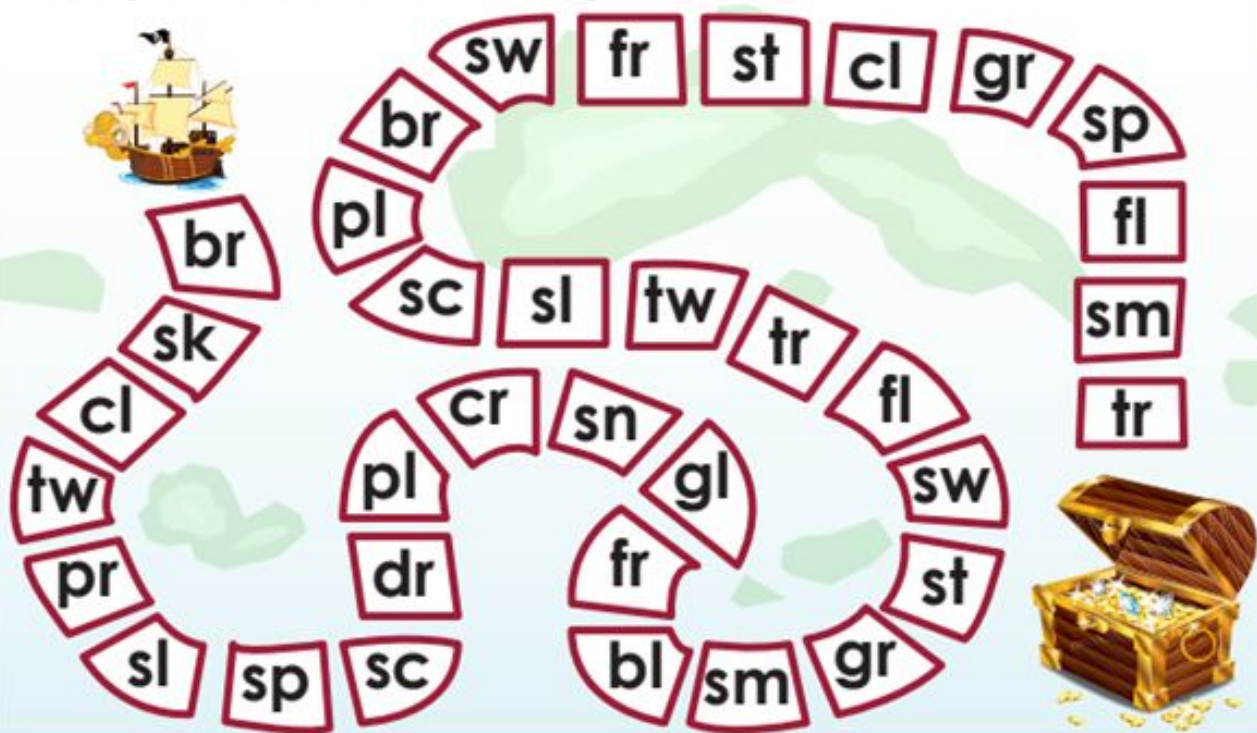
- ❖ **Roll For Treasure/Give the Mouse a Cookie:**

➤ [Online Dice](#)

## Initial Consonant Blends

### Roll for Treasure

**Directions:** Use a small object (e.g., an eraser) as your playing piece. With a partner, take turns rolling a dice. Move your playing piece the correct number and say the blend you land on, along with a word that starts with that blend. If you can do so correctly, keep playing. If you cannot, it is your partner's turn. Whoever gets to the treasure first wins.



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## Give the mouse a cookie

**Give your mouse a cookie!** 1. Put your place marker on start. 2. Take turns throwing the dice and moving that many spaces on the game board. 3. Say the sound of the digraph that you land on and say a word that begins with that sound. 4. If you land on a star take another turn. The first person to get to the cookie wins!



## ❖ Blends and Digraphs Picture Search:

- Have your child search the picture for different blends/digraphs, circle it, and have them write it down

### Find the Blends & Digraphs



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### Find the Blends & Digraphs



71



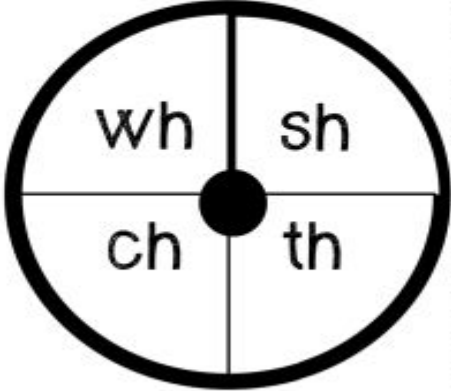
## ❖ Spin, Read and Tally:

➤ You can use a paperclip as a spinner! Or make your own out of construction paper!

### Spin, Read, and Tally 2G

Directions: Spin, read, and tally. Play until one of the digraphs has 10 tallies.

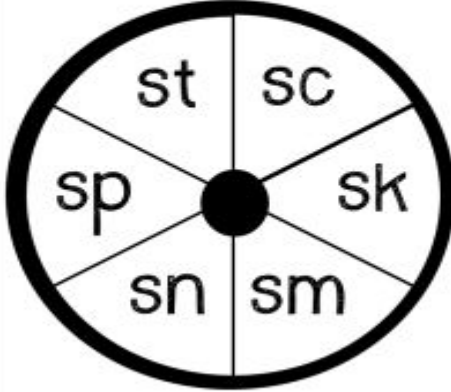
sh	
th	
ch	
wh	



### Spin, Read, and Tally 2G

Directions: Spin, read, and tally. Play until one of the blends has 10 tallies.

sp	
sc	
sk	
sm	
sn	
st	

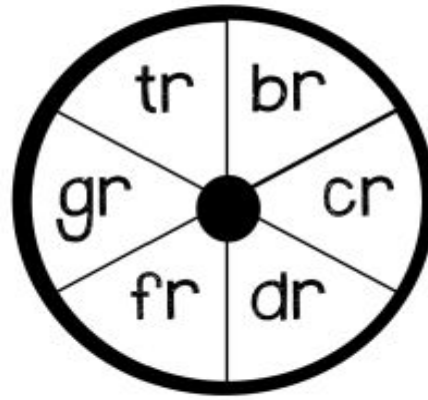


# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the blends has 10 tallies.

tr	
br	
cr	
dr	
fr	
gr	

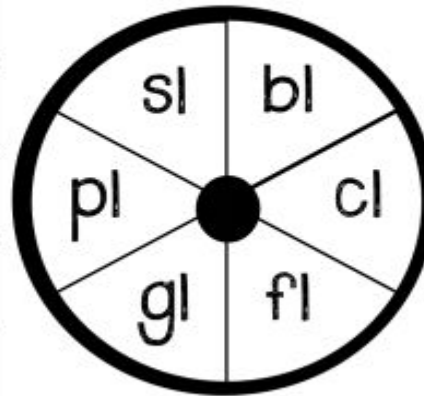


# Spin, Read, and Tally

2G

Directions: Spin, read, and tally. Play until one of the blends has 10 tallies.

bl	
cl	
fl	
gl	
pl	
sl	




# 1G Skill Builders - Phonics:

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

Phonics  
Medial Vowels



Look at the picture and say the word. Then, circle the letter that makes the vowel sound you hear in the middle of the word.

1  a e o	2  i o u	3  a e u
4  a e o	5  e o u	6  a o u
7  e i u	8  a i o	9  a e u
10  a e u	11  e i o	12  a o u

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1. top, 2. bus, 3. sun, 4. box, 5. duck, 6. hat, 7. tub, 8. pin, 9. bed, 10. trap, 11. nest, 12. flag

★ Say each word, one sound at a time. For example, the sounds in top are /t/ /o/ /p/.







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Look at the picture in the circle and say the word. Listen for the vowel sound in the middle of the word. Then, circle the three pictures that have the same middle vowel sound.



a		b	
c		d	
e		f	



a		b	
c		d	
e		f	

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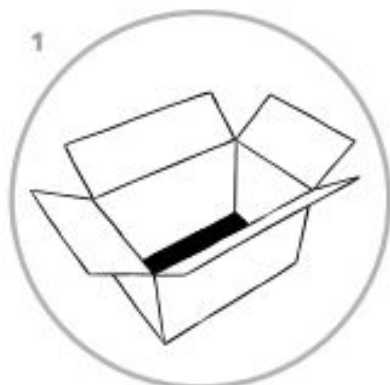
1. BED: a. ten, b. pot, c. net, d. fan, e. log, e. web; 2. BUG: a. zip, b. nut, c. sun, d. hen, e. dot, f. bus

★ Look at the pictures you did not circle. Say each word, one sound at a time.

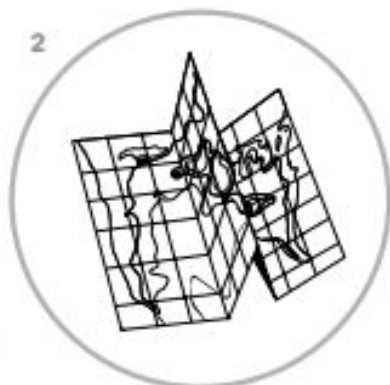




Look at the picture in the circle and say the word. Listen for the vowel sound in the middle of the word. Then, circle the three pictures that have the same middle vowel sound.



a		b	
c		d	
e		f	



a		b	
c		d	
e		f	

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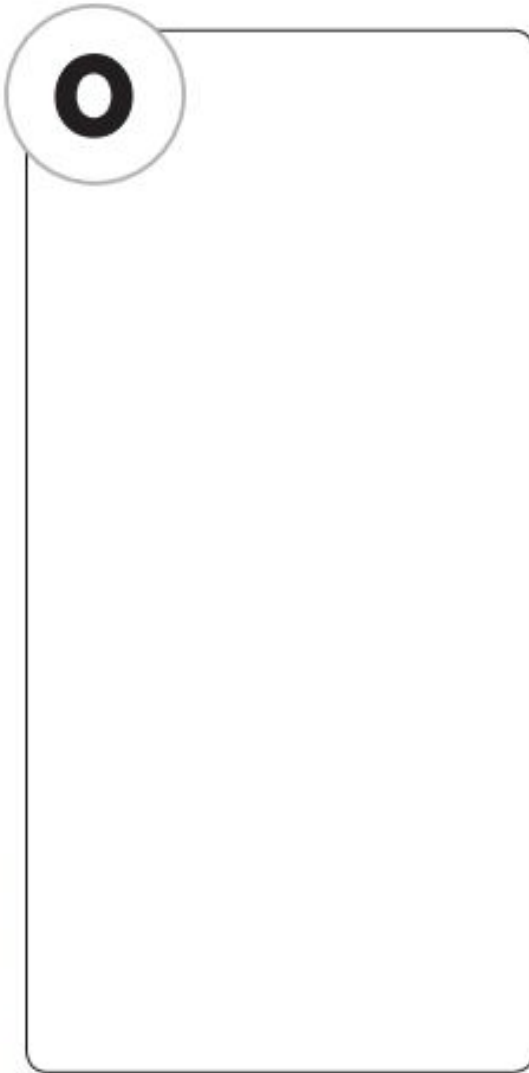
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1. BOX: a. fin, b. pot, c. top, d. cup, e. mop, f. bed; 2. MAP: a. leg, b. hat, c. nut, d. tag, e. top, f. flag

★ Look at the pictures you did not circle. Say each word, one sound at a time.

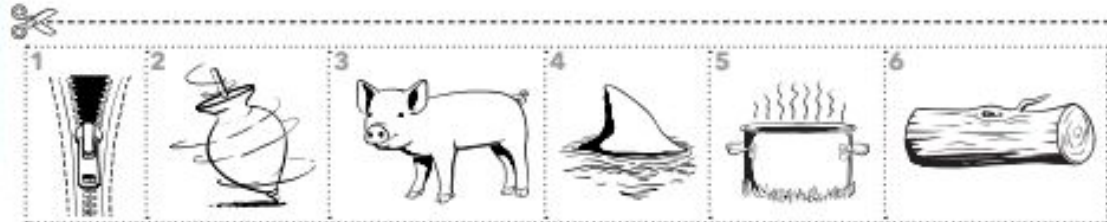
Name: \_\_\_\_\_

Cut out the pictures at the bottom of the page. Then, find all the pictures with the same middle vowel sound as the circled letters and glue them into the correct box.



1. zip, 2. top, 3. pig, 4. fin, 5. pot, 6. log

★ Think of another word with the same middle vowel sound as the circled letters.











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Read each word. Then, circle the word that matches the picture.









<p>1</p>  <p>pin <b>pot</b> top</p>	<p>2</p>  <p>cat hat can</p>
<p>3</p>  <p>bus dig bed</p>	<p>4</p>  <p>pit log lip</p>
<p>5</p>  <p>dog dip gum</p>	<p>6</p>  <p>ram get rug</p>
<p>7</p>  <p>bus bag gap</p>	<p>8</p>  <p>web win tub</p>

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★ Read the words you circled to a partner.

Read each word. Then, circle the word that matches the picture.

















<p>1</p>  <p>pin pot net</p>	<p>2</p>  <p>log lap tin</p>
<p>3</p>  <p>sun big bus</p>	<p>4</p>  <p>bug bat tag</p>
<p>5</p>  <p>ten nut nod</p>	<p>6</p>  <p>mop mat bog</p>
<p>7</p>  <p>hen dog hat</p>	<p>8</p>  <p>sun sad bed</p>

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★ Read the words you circled to a partner.



Read the words at the bottom of the page. Then, cut out each word and glue it next to the matching picture.

1 		2 	
3 		4 	
5 		6 	
5 		6 	

★ Practice writing the words on a separate piece of paper.




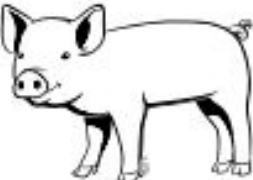




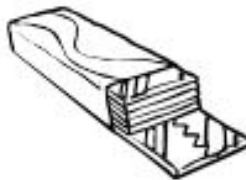



bag	pen	pot	sun
pin	map	top	ten





Circle the word that matches the picture. Then, trace the word you circled.

1  pin pet	2  rug rat
3  bed bug	4  pig pot
5  log lip	6  sip sun
7  pen pit	8  nap net
9  gum got	10  mop mug

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★ Practice writing the words you circled on a separate piece of paper.



Circle the word that matches the picture. Then, trace the word you circled.

1  mug <u>map</u>	2  tag ten
3  hut hen	4  lip lot
5  mug mop	6  nod nut
7  fin fat	8  bed bug
9  dip dog	10  win web

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★ Practice writing the words you circled on a separate piece of paper.



Look at each picture and the word that matches. Change one letter to make a new word. Use the letters in the box to help.

**t a m d h o p**



1 leg

2 l \_ g



3 \_ og

4 do \_



5 \_ ot

6 \_ ot



7 h \_ t

8 ha \_



★ Read these words to a partner.





Look at each picture and the word that matches. Change one letter to make a new word. Use the letters in the box to help.

**t m b g c a p**



1 **mud**

2 **mu** \_\_\_\_\_



3 \_\_\_\_\_ **ug**

4 **b** \_\_\_\_\_ **g**



5 **ba** \_\_\_\_\_

6 \_\_\_\_\_ **at**



7 **ca** \_\_\_\_\_

8 \_\_\_\_\_ **ap**

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★ Read these words to a partner.

Look at the pictures in each box and say the words. Then, fill in the blanks to spell the missing word. Use the letters from the first word in each box to help you.

<p>1</p>  <p><b>t a g</b></p> <p>↓ ↓</p>  <p><b>b a g</b></p> <p>_____</p>	<p>2</p>  <p><b>m u g</b></p> <p>↓ ↓</p>  <p>_____</p>
<p>3</p>  <p><b>p i g</b></p> <p>↓ ↓</p>  <p>_____</p>	<p>4</p>  <p><b>b a g</b></p> <p>↓ ↓</p>  <p>_____</p>
<p>5</p>  <p><b>m a p</b></p> <p>↓ ↓</p>  <p>_____</p>	<p>6</p>  <p><b>f a n</b></p> <p>↓ ↓</p>  <p>_____</p>













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★ Read these words to a partner.




Look at the pictures in each box and say the words. Then, fill in the blanks to spell the missing word. Use the letters from the first word in each box to help you.


<p>1</p>  <p><b>k i d</b></p> <p>↓ ↓</p>  <p>l i d</p> <p>_____</p>	<p>2</p>  <p><b>c a p</b></p> <p>↓ ↓</p>  <p>_____</p>
<p>3</p>  <p><b>s u b</b></p> <p>↓ ↓</p>  <p>_____</p>	<p>4</p>  <p><b>w e t</b></p> <p>↓ ↓</p>  <p>_____</p>
<p>5</p>  <p><b>n u t</b></p> <p>↓ ↓</p>  <p>_____</p>	<p>6</p>  <p><b>b a g</b></p> <p>↓ ↓</p>  <p>_____</p>


★ Read these words to a partner.


# 1G Skill Builders: Fluency


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


Circle or  the spaces where the word in the box is spelled correctly.

1  to to ot to ot

2  all lal all all lla

3  there there their tehre there three

4  what wath what what waht what

5  they they thye they they tehy

Practice writing the sight words below.

6 to to

7 all all

8 there there

9 what what

10 they they


Core5 Level 5


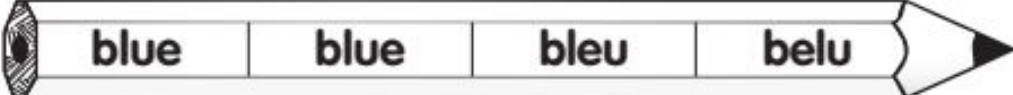
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★ Read these words to a partner. Then, use each one in a sentence.







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


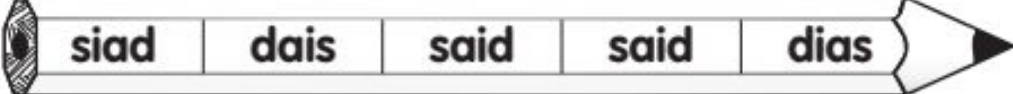
Circle or  the spaces where the word in the box is spelled correctly.

1  

2  

3  

4  

5  

Practice writing the sight words below.

6 

7 

8 

9 

10 


★ Read these words to a partner. Then, use each one in a sentence.


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





Circle or  the spaces where the word in the box is spelled correctly.

1 **yellow**  yollew | yellow | yellwo | yellow

2 **where**  where | where | wheer | wehre

3 **three**  there | three | tehre | three | three

4 **who**  how | woh | who | how | who

5 **brown**  brown | bowrn | brown | brwon | brown

Practice writing the sight words below.

6 yellow yellow


7 where where

8 three three

9 who who

10 brown brown

★ Read these words to a partner. Then, use each one in a sentence.

Circle or  the spaces where the word in the box is spelled correctly.

1 **four** four four fuor foru

2 **has** has ahs has has

3 **green** grene green geern green gneer

4 **come** come cemo come come coem

5 **down** down dwon down dnow down

Practice writing the sight words below.

6 four four

7 has has

8 green green

9 come come

10 down down

★ Read these words to a partner. Then, use each one in a sentence.

Read each word in the list. Then, find them hidden in the puzzle below. They might be across or up and down.

~~yellow~~    blue    black    come  
brown    who    down    has  
they    all    there    four



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★ Practice writing these words on a separate piece of paper.

# 1G Skill Builders: Comprehension



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

Put your finger on the capital letter at the beginning of each sentence and follow along as you listen. Then, cut out the pictures and glue them in order to show what happened. Use the pictures to retell the events.

- 1
- |  |   |   |
|--|---|---|
| First the doctor talks to her patient and finds out that he has a sore throat. | Then, she asks him to say "ahhh" so she can look at his throat. | After she looks closely, she gives the boy medicine and a cherry lollipop for being a good patient. |
|--|---|---|

2 First...



Then...



Finally...



- 3 What could the doctor do next? Draw a picture to show your answer.



★ Describe your picture to a partner.





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

Put your finger on the capital letter at the beginning of each sentence and follow along as you listen. Then, cut out the pictures and glue them in order to show what happened. Use the pictures to retell the story.

<p>1 Jeremiah greets hotel guests as they check in at the front desk.</p>	<p>He waits until they get a key to their room, and then helps them carry their luggage up the stairs.</p>	<p>After he puts the luggage in the room, Jeremiah always gives the guests a snack as he leaves!</p>
---	--	--

<p>2 <b>First...</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 48px;">1</div>	<p><b>Then...</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 48px;">2</div>	<p><b>Finally...</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 48px;">3</div>
---	--	---

3 What could happen next in the story? Draw a picture to show your answer.

★ Describe your picture to a partner.



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Put your finger on the capital letter at the beginning of each sentence and follow along as you listen. Then, use the pictures to help you retell the story.

1

Every year, Farmer Bryson has a harvest party and gathers his friends to go on hayrides.

He gives everyone blankets and hot apple cider to keep them warm as they ride through the fields.

At the end of the party, Farmer Bryson and his friends dance in the crowded barn, and even the animals join in!

2 **First...****Then...****Finally...**3 **What is the setting of the story? Draw a picture to show your answer.**★ **Write a sentence to go with your picture.**





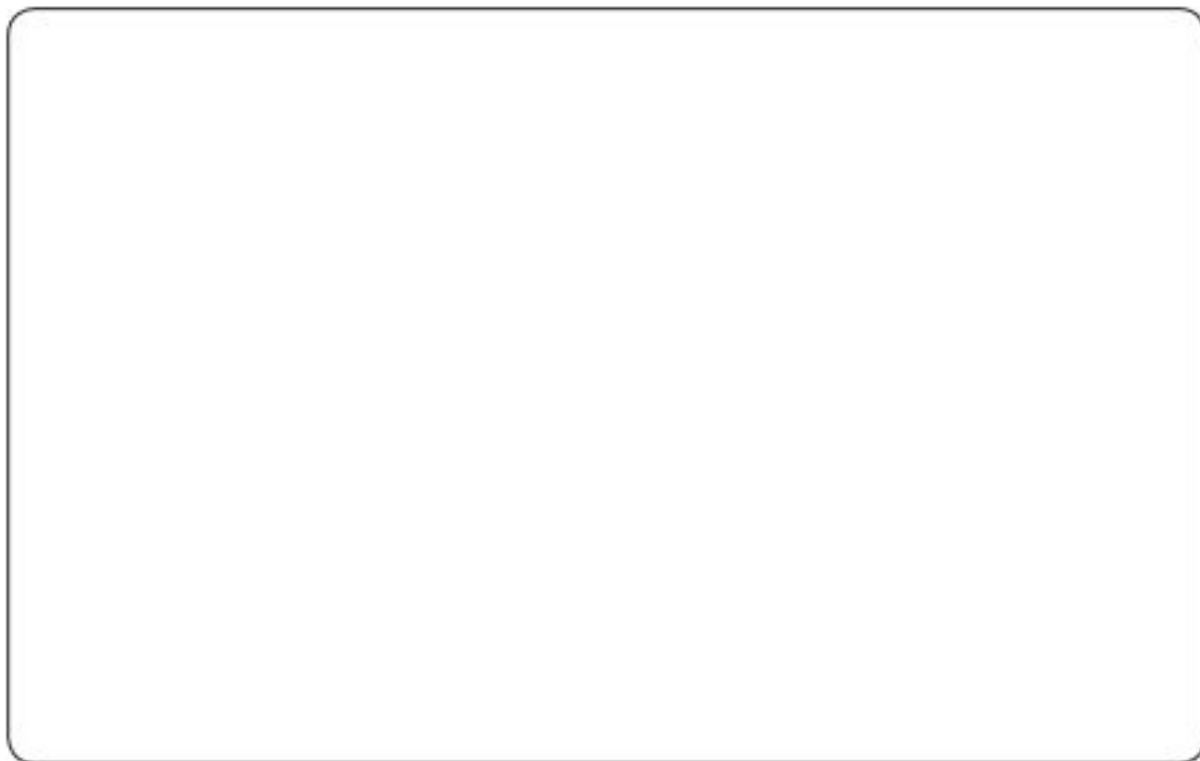
Name: \_\_\_\_\_

Put your finger on the capital letter at the beginning of each sentence and follow along as you listen. Then, use the pictures to help you retell the events.

- 1
- |  |   |  |
|--|---|--|
| Firefighters are always busy - even when they are not putting out fires. This firefighter is washing the fire truck. | When the fire truck is clean, the firefighter waves hello to the children who are playing nearby. | After a long day at work, the firefighters open a fire hydrant so the children can play in the stream of cool water. |
|--|---|--|

2 **First...****Then...****Finally...**

- 3 **What could the firefighters do next? Draw a picture to show your answer.**



★ **Write a sentence to go with your picture.**

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

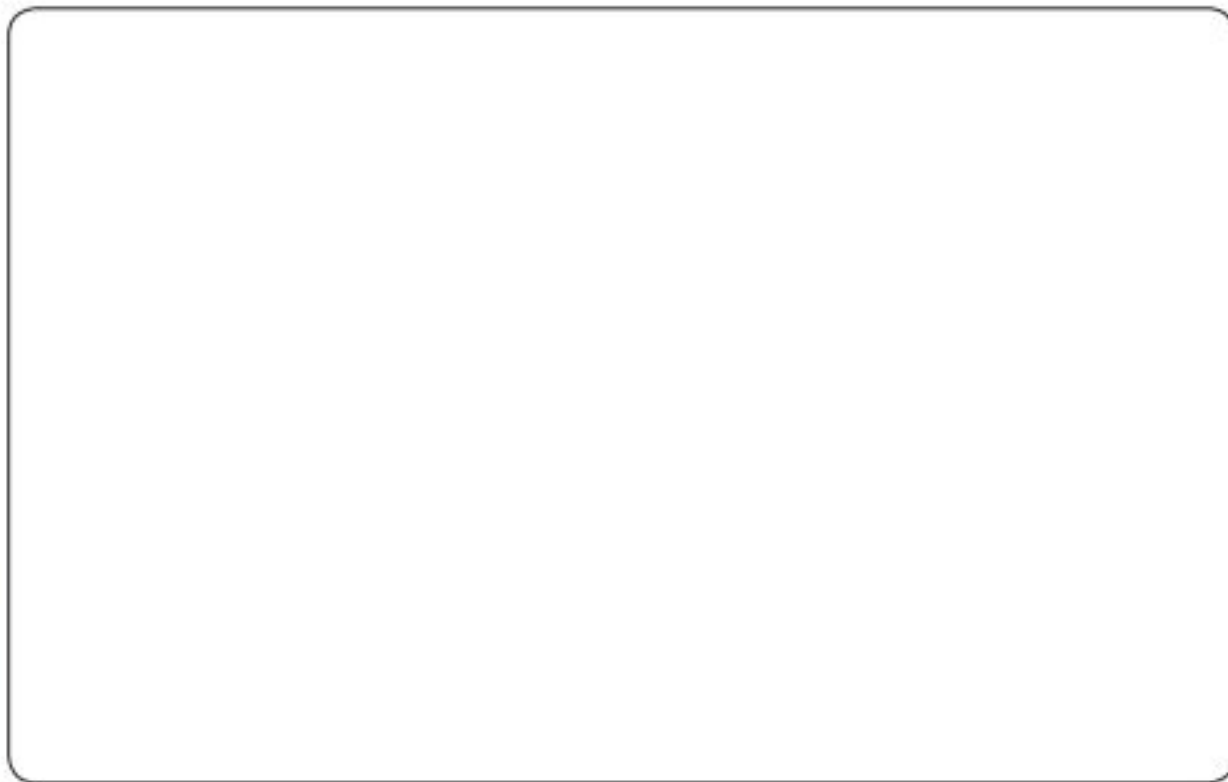
Put your finger on the capital letter at the beginning of each sentence and follow along as you listen. Then, use the pictures to help you retell the events.

1

Caroline is an experienced actress. As a child, she began her career as a bumblebee in a play.

As a teenager, Caroline played a princess who ate a poisoned apple and fell asleep for one hundred years.

Now, Caroline is a professional actress and she performs in a play about pirates in front of a large audience!

2 **First...****Then...****Finally...**3 **Who is the main character of the story? Draw a picture to show your answer.**

★ Write a sentence to go with your picture.

# 2G - Skill Builders: Phonics







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



Say the sound made by the letters in each circle. Circle or  the three pictures that begin with that sound.

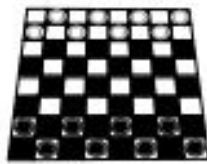


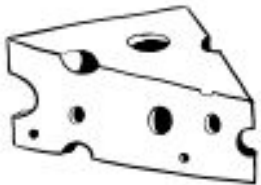


1

sh

a 	b 
c 	d 
e 	f 

2

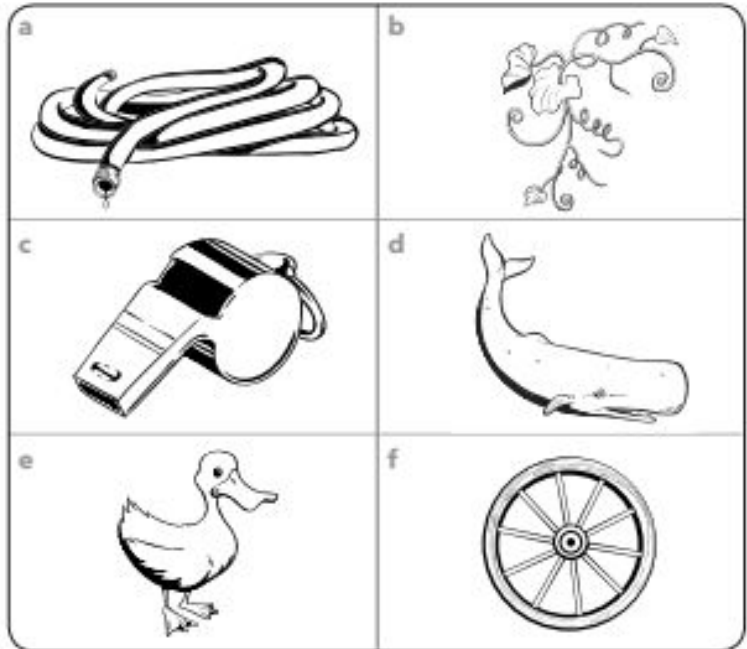
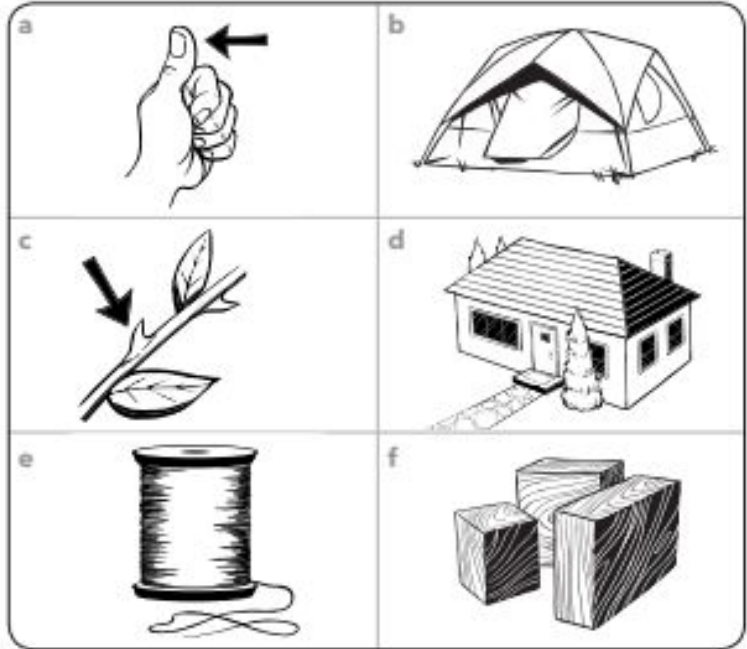
ch

a 	b 
c 	d 
e 	f 

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★ For each digraph, think of another word that begins with the same sound.

Say the sound made by the letters in each circle. Circle or  the three pictures that begin with that sound.

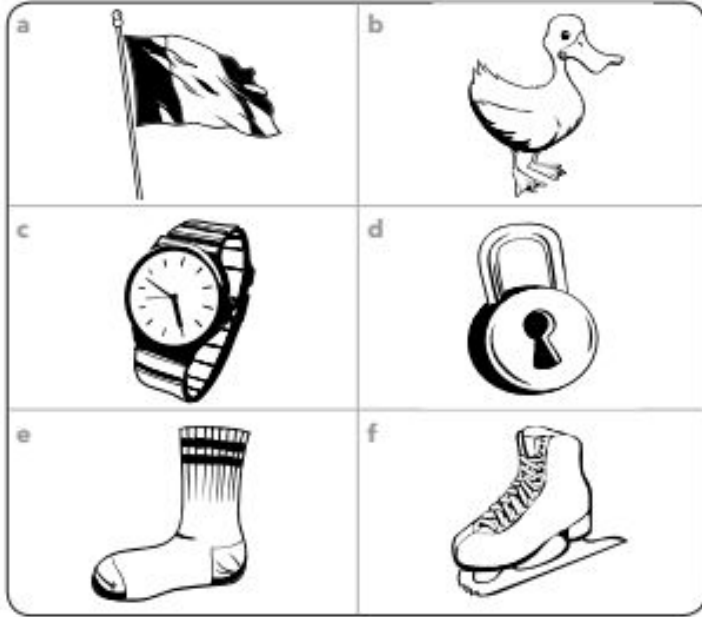


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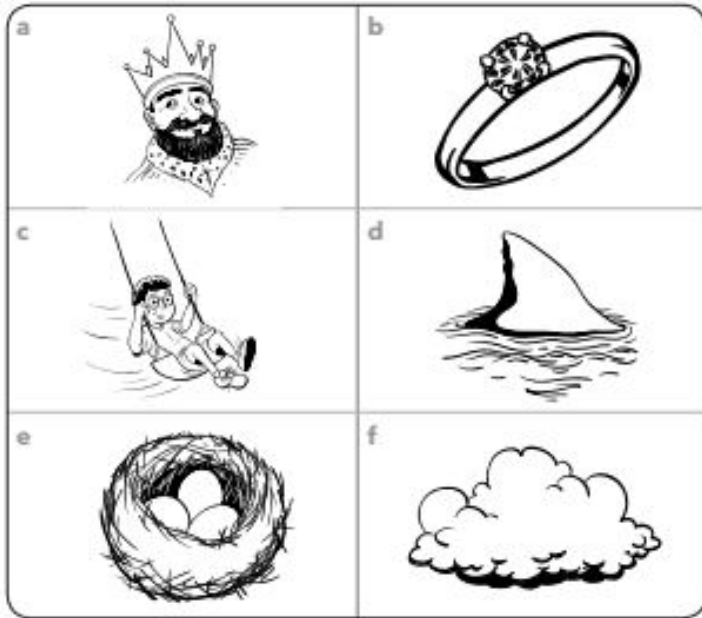
★ For each digraph, think of another word that begins with the same sound.

Say the sound made by the letters in each circle. Circle or  the three pictures that end with that sound.

1  
-ck



2  
-ng











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★ For each digraph, think of another word that ends with the same sound.













Circle the letter or letters that make the beginning sound of the word. Then, write the letter or letters in the blank.

<p>1</p>  <p>sh sk</p> <p>sh ip</p>	<p>2</p>  <p>cl ch</p> <p>op</p>
<p>3</p>  <p>sh wh</p> <p>ell</p>	<p>4</p>  <p>ch wh</p> <p>in</p>
<p>5</p>  <p>sh th</p> <p>in</p>	<p>6</p>  <p>sp sh</p> <p>op</p>
<p>7</p>  <p>ch cr</p> <p>ip</p>	<p>8</p>  <p>sl sh</p> <p>ed</p>

★ Read these words to a partner. Then, use each word in a sentence.










Circle the letter or letters that make the ending sound of the word. Then, write the letter or letters in the blank.

<p>1  sp <b>th</b></p> <p>ba <u>th</u></p>	<p>2  sh sp</p> <p>fi _____</p>
<p>3  nk ck</p> <p>du _____</p>	<p>4  ck ng</p> <p>ri _____</p>
<p>5  th nk</p> <p>pa _____</p>	<p>6  sh st</p> <p>bru _____</p>
<p>7  st ck</p> <p>sti _____</p>	<p>8  ng ch</p> <p>ki _____</p>

★ Read these words to a partner. Then, use each word in a sentence.











Put the letters in the correct order to spell the word. Say each sound as you write each letter.

<p>1</p>  <p>p a m</p> <p>_____</p> <p>map</p>	<p>2</p>  <p>b w e</p> <p>_____</p>
<p>3</p>  <p>i p n</p> <p>_____</p>	<p>4</p>  <p>m o p</p> <p>_____</p>
<p>5</p>  <p>n u s</p> <p>_____</p>	<p>6</p>  <p>a s d</p> <p>_____</p>
<p>7</p> <p>10 t e n</p> <p>_____</p>	<p>8</p>  <p>p i z</p> <p>_____</p>

★ Read these words to a partner. Then, use each one in a sentence.



Put the letters in the correct order to spell the word. Say each sound as you write each letter.



<p>1  g l a f</p> <p>_____</p> <p>flag</p>	<p>2  n t e t</p> <p>_____</p>
<p>3  w n i t</p> <p>_____</p>	<p>4  p t s o</p> <p>_____</p>
<p>5  r d m u</p> <p>_____</p>	<p>6  k m a s</p> <p>_____</p>
<p>7  b t e l</p> <p>_____</p>	<p>8  t i w g</p> <p>_____</p>

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★ Read these words to a partner. Then, use each one in a sentence.



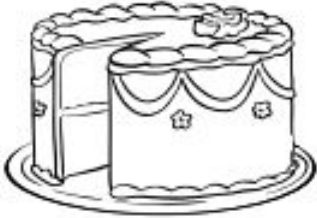


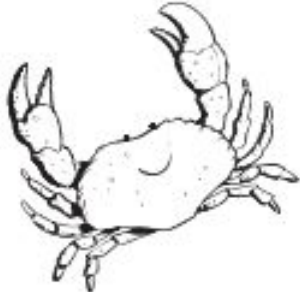




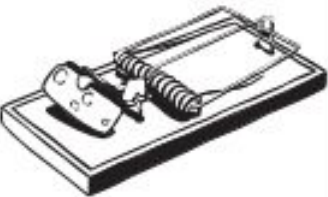

Put the letters in the correct order to spell the word. Say each sound as you write each letter.

<p>1</p>  <p>b r a c</p> <p>crab</p>	<p>2</p>  <p>t s v e</p>
<p>3</p>  <p>g o r f</p>	<p>4</p>  <p>w s m i</p>
<p>5</p>  <p>r b i c</p>	<p>6</p>  <p>p s e t</p>
<p>7</p>  <p>m l k i</p>	<p>8</p>  <p>s e k d</p>

★ Read these words to a partner. Then, use each one in a sentence.

Name each picture and listen for the middle vowel sound. Circle or  red the words with the *short a* sound (as in apple).

Draw a box around or  green the words with the *long a* sound (as in ape).

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 

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★ Tell a story that uses all the words with the short a sound.










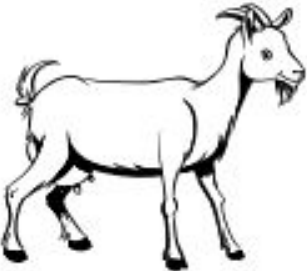






Name each picture and listen for the middle vowel sound. Circle or  yellow the words with the *short i* sound (as in igloo).Draw a box around or  blue the words with the *long i* sound (as in ice).

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 

★ Tell a story that uses all the words with the *long i* sound.



Name each picture and listen for the middle vowel sound. Circle or  purple the words with the short o sound (as in octopus). Draw a box around or  orange the words with the long o sound (as in open).

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 

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★ Tell a story that uses all the words with the short o sound.

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



Say each word and listen for the middle sound. Then, cut, sort, and glue the pictures into the correct boxes.

er



ei



★ Tell a story that uses all the words with the long e sound.



1 	2 	3 	4 
5 	6 	7 <b>10</b>	8 

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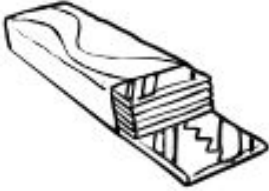





# 2G Skill Builders: Fluency

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

Fluency  
Sight Words 3



Circle the word to finish the phrase.

<p>1</p>  <p>have of</p> <p>I _____ gum.</p>	<p>2</p>  <p>Give From</p> <p>_____ him a plum.</p>
<p>3</p>  <p>have were</p> <p>We _____ hot.</p>	<p>4</p>  <p>again round</p> <p>Tell me _____.</p>
<p>5</p>  <p>want just</p> <p>I _____ a pop.</p>	<p>6</p>  <p>sound round</p> <p>The bug is _____.</p>

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★ Read each sentence to a partner.

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Circle the word to finish the phrase.

1



could

have

We \_\_\_\_\_ a cat.

2



Out

Give

\_\_\_\_\_ me a hug.

3



were

by

They \_\_\_\_\_ wet.

4



some

want

I \_\_\_\_\_ a dog.

5



by

round

The sun is \_\_\_\_\_.

6



again


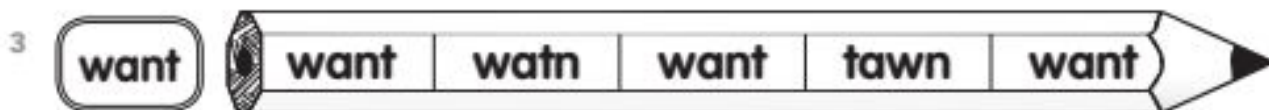
could

They ran \_\_\_\_\_.





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

Circle or  the spaces where the word in the box is spelled correctly.

Practice writing the sight words below.





★ Read these words to a partner. Then, use each one in a sentence.



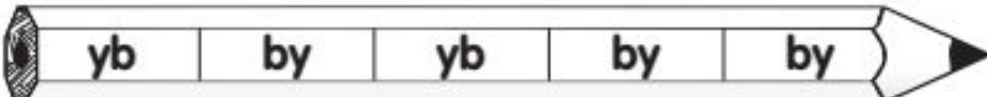


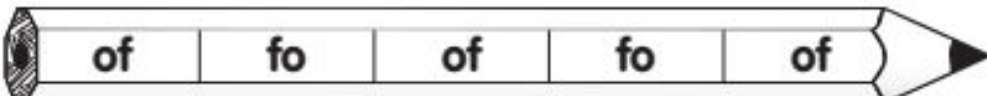
Name: \_\_\_\_\_

Circle or  the spaces where the word in the box is spelled correctly.

1 were  were ewre were rewe

2 know  nkow know know nowk

3 by  yb by yb by by

4 of  of fo of fo of

Practice writing the sight words below.

5 were were

6 know know

7 by by

of of


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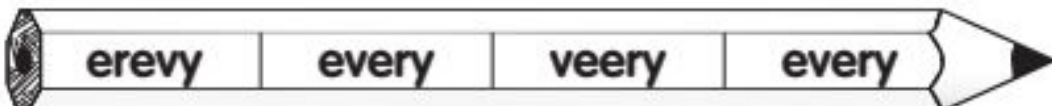
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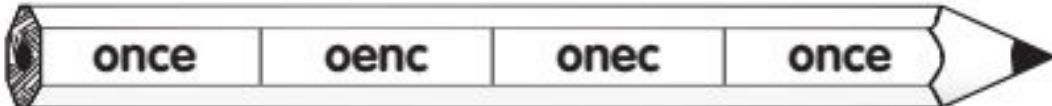
★ Read these words to a partner. Then, use each one in a sentence.







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

Circle or  the spaces where the word in the box is spelled correctly.


1  


2  


3  


4  

Practice writing the sight words below.

5 

6 

7 






★ Read these words to a partner. Then, use each one in a sentence.

# 2G Skill Builders: Vocabulary

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

Circle the words that belong to the same category as the picture. Then, write the words on the lines.






<p>1</p> 	<p>cab      van      hat</p> <p>cab      van</p>
<p>2</p> 	<p>dog      wig      cat</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3</p> 	<p>jet      bed      rug</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4</p> 	<p>bag      sun      fog</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5</p> 	<p>leg      fun      lip</p> <p>_____</p> <p>_____</p> <p>_____</p>

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1. jeep, 2. hamster, 3. chair, 4. rain, 5. hand

★ For each picture, think of something else that belongs in the same category.

Circle the words that belong to the same category as the picture. Then, write the words on the lines.

<p>1</p> 	<p>den    <u>nut</u>    <u>ham</u></p> <p>_____</p> <p>--- nut ---    --- ham ---</p> <p>_____</p>
<p>2</p> 	<p>pan    pot    dad</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3</p> 	<p>hop    gum    jog</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4</p> 	<p>pig    bun    hen</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5</p> 	<p>rag    jet    bus</p> <p>_____</p> <p>_____</p> <p>_____</p>

1. apple, 2. bowl, 3. skip, 4. sheep, 5. train

★ For each picture, think of something else that belongs in the same category.

# 2G Skill Builders: Comprehension

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

Comprehension  
Picture-Phrase Match 

Read each phrase. Then, draw a line to connect the phrase to the correct picture.

1 a cup in a hat



2 a hat on a rug



3 a mop on a van



4 a van in a pot



5 a pot on a cup



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★ Read each phrase to a partner.

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Read each phrase. Then, draw a line to connect the phrase to the correct picture.

1 a dog in a web



2 a wig on a dog



3 a cup on a bed



4 a bug in a cup



5 a bed on a log









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★ Read each phrase to a partner.





Circle the phrase that matches each picture. Then, write the words on the line.

1 	a bug a cat a net	_____ _____ _____
2 	the wig the sub the cat	_____ _____ _____
3 	a nut a pig a hen	_____ _____ _____
4 	the web the pot the mug	_____ _____ _____
5 	a dog a cup a bat	_____ _____ _____
6 	the lap the nut the web	_____ _____ _____

★ Read the phrases that you circled to a partner. Then, use each phrase in a sentence.



Circle the phrase that matches each picture. Then, write the words on the line.

1



a top  
 a bed  
 a sun

\_\_\_\_\_

-----

\_\_\_\_\_

2



the map  
 the net  
 the leg

\_\_\_\_\_

-----

\_\_\_\_\_

3



a hen  
 a mop  
 a bug

\_\_\_\_\_

-----

\_\_\_\_\_

4



the bug  
 the lot  
 the net

\_\_\_\_\_

-----

\_\_\_\_\_

5



a bus  
 a pig  
 a bat

\_\_\_\_\_

-----

\_\_\_\_\_

6



the pan  
 the bus  
 the sun

\_\_\_\_\_

-----

\_\_\_\_\_

★ Read the phrases that you circled to a partner. Then, use each phrase in a sentence.

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



Read each phrase. Then, draw a picture to match.

1 <b>a red hat</b>	2 <b>a blue mug</b>
3 <b>a green bug</b>	4 <b>a wet mop</b>

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★ Tell a story that uses each phrase.

Read each phrase. Then, draw a picture to match.

1 <b>a big dog</b>	2 <b>a yellow bus</b>
3 <b>a black cat</b>	4 <b>a brown nut</b>

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★ Tell a story that uses each phrase.