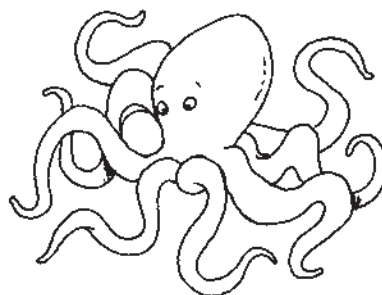


Name \_\_\_\_\_



**Write**



Handwriting practice lines (solid top and bottom lines with a dashed middle line) for writing practice.

**Otto**

Handwriting practice lines for the word Otto.

**odd**

Handwriting practice lines for the word odd.



**Directions:** Have children write a row of each letter and then write the words.



**Home Activity:** Ask your child to show you how to write each letter.

Name \_\_\_\_\_



Write



Color

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Oo

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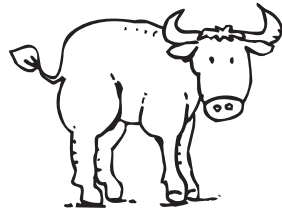
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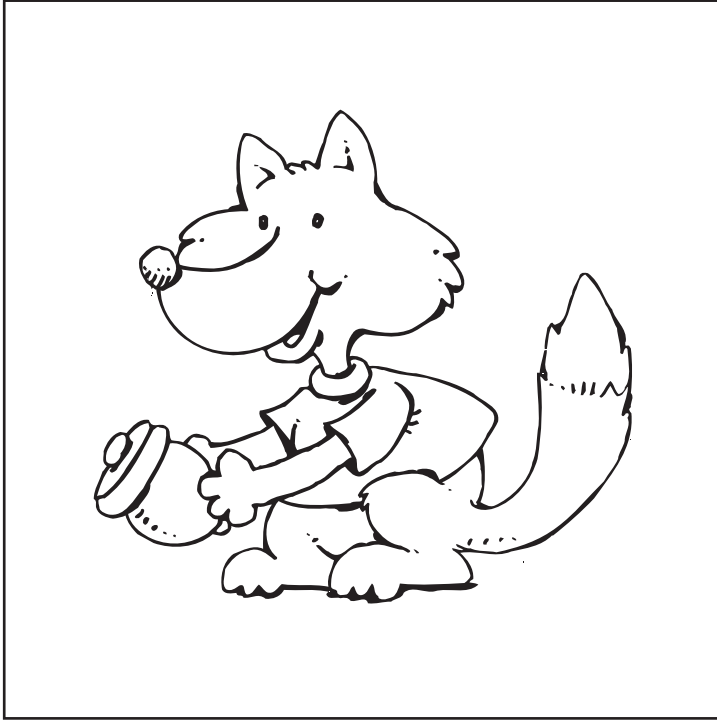
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**Directions:** Name each picture. Write o on the line if the word begins with /o/. Color the /o/ pictures.



**Home Activity:** Look through a newspaper or book with your child and point out words that begin with /o/.



Little Rob is not sad.  
Little Rob can have  
the top.

4

**Decodable Story** *Little Rob*  
**Target Skill** /o/ Spelled Oo

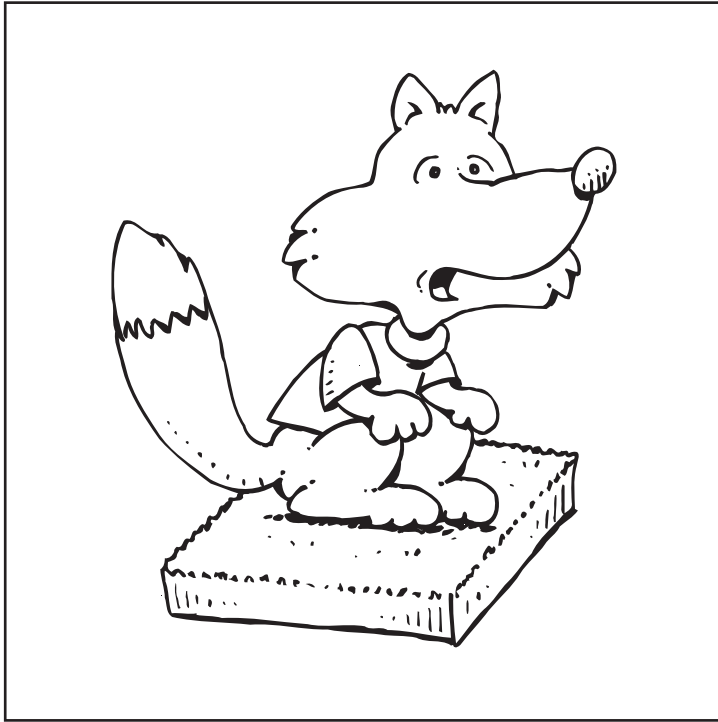
Name \_\_\_\_\_

# Little Rob



Little Rob is sad.  
He is little.

1



Little Rob is on a mat.  
He is sad.



Little Rob can see a top.  
Can he have the top?

Name \_\_\_\_\_



Write



Color

they of you she

Can \_\_\_\_\_ see you?



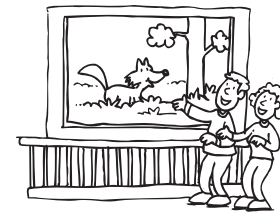
It is a lot \_\_\_\_\_ fun.



Can \_\_\_\_\_ see the top?



\_\_\_\_\_ can see the fox.



**Directions:** Read each sentence. Write the missing word to finish the sentence. Color the picture.



**Home Activity:** Have your child use the high-frequency words in other sentences.

Name \_\_\_\_\_

Read  Draw

We have a bat.

Rob can mop.

It is a fan.



**Directions:** Read each sentence. Draw a picture that shows the meaning of word group.



**Home Activity:** Have your child read the meaningful word groups and tell about his or her pictures.

Name \_\_\_\_\_



Write



Color

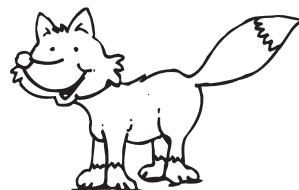
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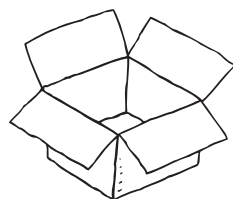

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Oo

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**Directions:** Name each picture. Write o on the line if the word has /o/ in the middle. Color the /o/ pictures.



**Home Activity:** Help your child make a list of words with /o/.

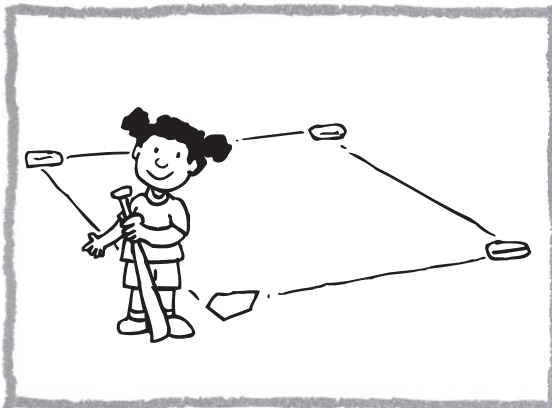
Name \_\_\_\_\_



Circle



Color



**Directions:** Circle the picture that shows what you think the child would do next. Color the picture



**Home Activity:** Have your child explain how he or she arrived at his or her conclusion.



Name \_\_\_\_\_



## Read It!

Dan will see the bird.



Dan sees the bird.



## Say It!

Say a sentence that tells something you can see now. Then say a sentence that tells something you might see tomorrow.



## Write It!



The girl \_\_\_\_\_ the apple. (will eat)

**Directions** Have children read the sentences about Dan. Ask them to give sentences for things they see now and things they will see tomorrow. Then have children write the words that complete the sentence about the girl.



**Home Activity** Have your child use the action words in sentences.

Name \_\_\_\_\_



Write

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

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

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

\_\_\_\_\_

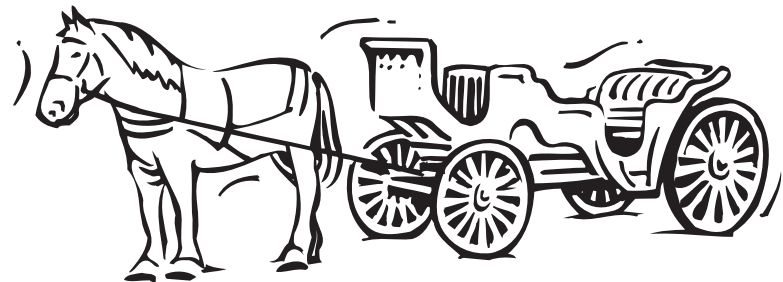
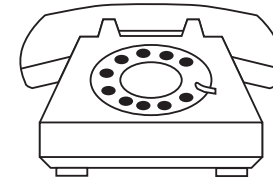
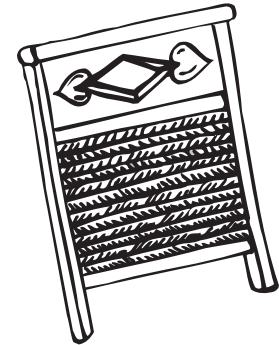
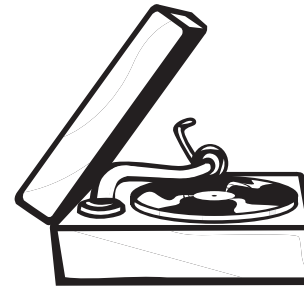
\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions** After listening to class discussions about now and the past, take notes by writing or dictating a list of things from the past that you want to learn more about.



**Home Activity** Help your child write a list of things to do on a rainy day.

Name \_\_\_\_\_



**Draw**



**Color**

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**Directions:** Compare and contrast a bicycle and a car. Draw the slower thing in the top box and color it. Draw the faster thing in the bottom box and color it. Tell how the two things are alike and different.



**Home Activity:** Ask children how a bicycle and a car are alike and different.

Name \_\_\_\_\_



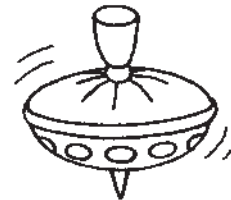
We have a top.



I see a cat.



Look at the map.



**Directions** Draw a line from the word group to the picture it tells about. Then point to a picture and tell something about it.



**Home Activity** Point to things around the house and have your child create a meaningful word group about each item.