

Name _____



Handwriting practice lines for the letter 'h'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such rows provided for practice.



Hob

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

Hat

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



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



Home Activity: Ask your child to write each letter and tell you how to make the letter.

Name _____



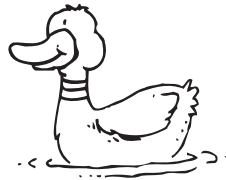
Write



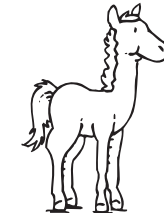
Color

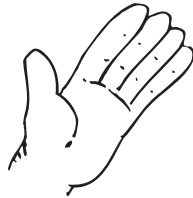






Hh







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



Home Activity: Have your child find other words with /h/ such as *hat*.



I like my hat.
Do you like my hat?

Name _____

I Have!



I have a hat.
The hat is little.
That is my hat.



The hat is on me.
It is my little hat.
Do you have a little hat?



I can hop with the hat.
I can hit with the hat.

Name _____



Write



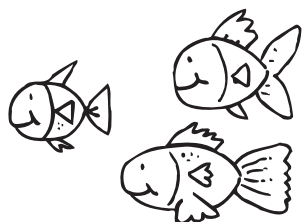
Color

are

that

do

_____ they little?



We _____ little.



_____ you like cats?



_____ is a little hat.



Directions: Write the missing word to finish each sentence. Color the pictures.



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

Name _____



Circle



Color



The cat can hit.



The bat hid on the top.



Hob can see the top.



A man sat on the mat.



Directions: Circle the naming part of each sentence. Color the naming part in the picture. Use the naming part in a sentence of your own.



Home Activity: Help your child create a sentence using these naming parts: *the dog, a rooster, my friend, some people.*

Name _____

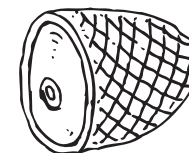


Write



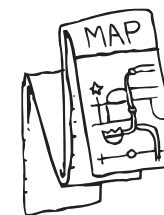
Color

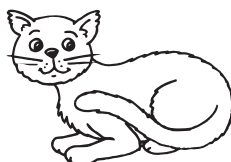






Hh







Directions: Name each picture. Write the letter for the beginning sound. Color the /h/ pictures.



Home Activity: Have your child write rhyming /h/ words for the words *cat*, *top*, and *sit* and then draw a picture for each word.

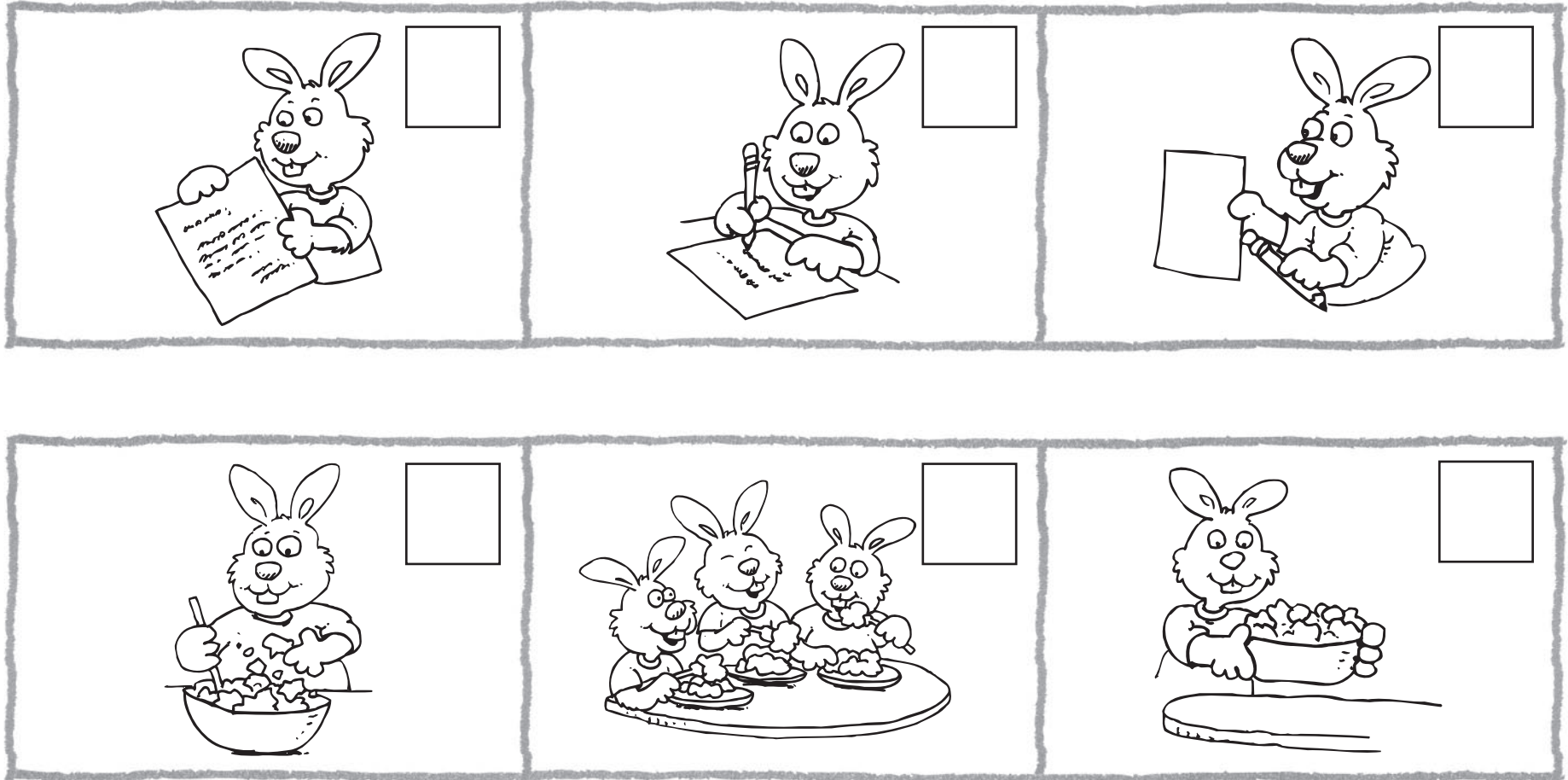
Name _____



Number



Color



Directions: Number the pictures 1, 2, and 3 to tell what happened first, next, and last. Have children retell the sequence using the words *first*, *next*, and *last*. Then have them color the pictures.



Home Activity: Have your child tell the steps to draw a picture.

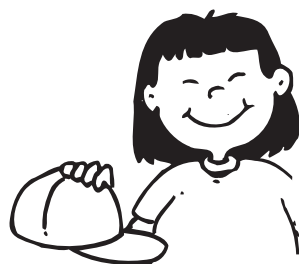
Name _____



Circle

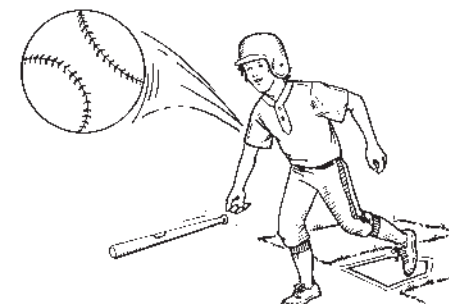
Hat have little.

I have a hat.



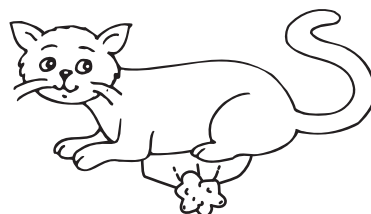
Hob can hit it.

It can Hob.



The on the hat.

The cat sat on the hat.



That hat is little.

Little is hat.



Directions: Circle the words that make a sentence that tell about the picture. Help children tell why the words they chose make a complete sentence.



Home Activity: Ask your child to create another sentence for each picture.

Name _____



Write

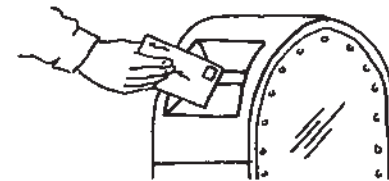
Walk



Turn



Stop





Directions Give directions to go to the mailbox.
Write the word for each picture.

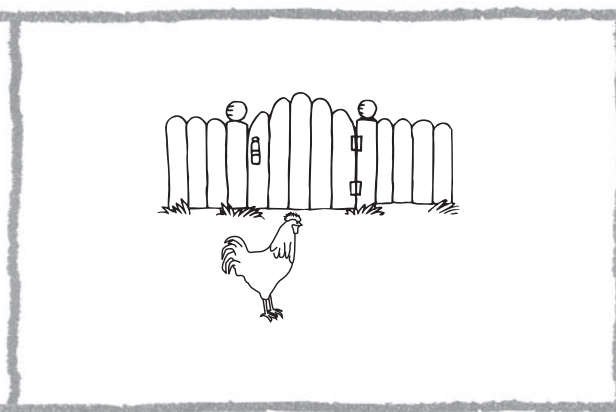
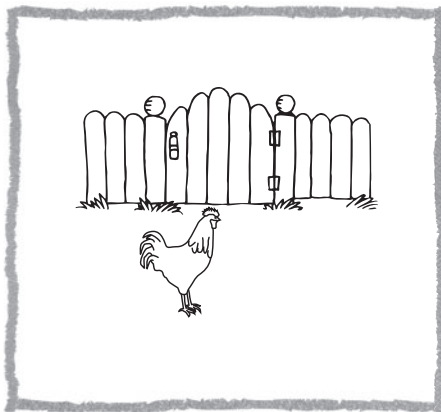


Home Activity Help your child read the words to give directions for mailing a letter.

Name _____



Color



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Directions: Color the pictures that are alike in each row. Tell how the pictures are alike.



Home Activity: Have your child tell how the pictures are alike and how they are different.

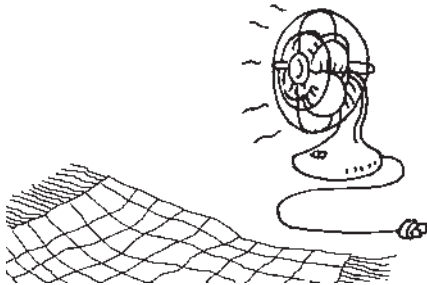
Name _____



Circle



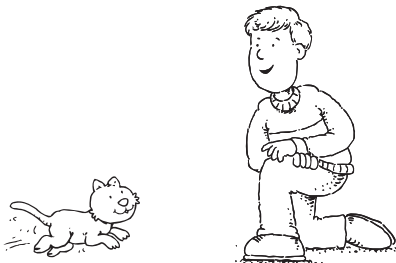
Color



A fan is by the mat.



The pet is mad.



The cat ran to the man.



The rat is on the top .



Directions: Read the sentence. Circle the naming part of the sentence. Then color the naming part in the picture. Use the naming part in a sentence of your own.



Home Activity: Ask your child to read the sentence and tell the naming part .