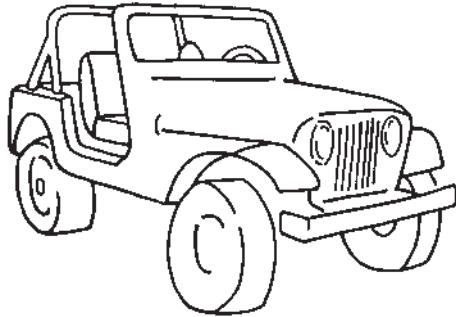


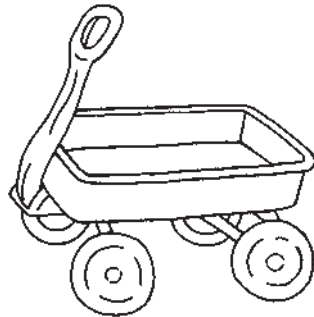
Name _____

 **Write**



J

j



W

w

Jen

Will



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 _____



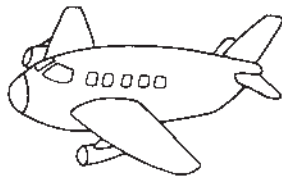
Write

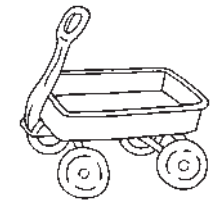


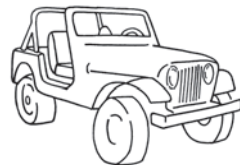
Color

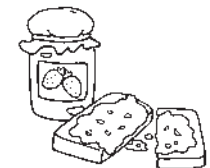












Jj
Ww



Directions: Name each picture. Write *j* if the word begins with /j/. Write *w* if the word begins with /w/. Color the /j/ pictures.



Home Activity: Have your child find other words with /j/ or /w/.



You can get on the big,
blue jet.

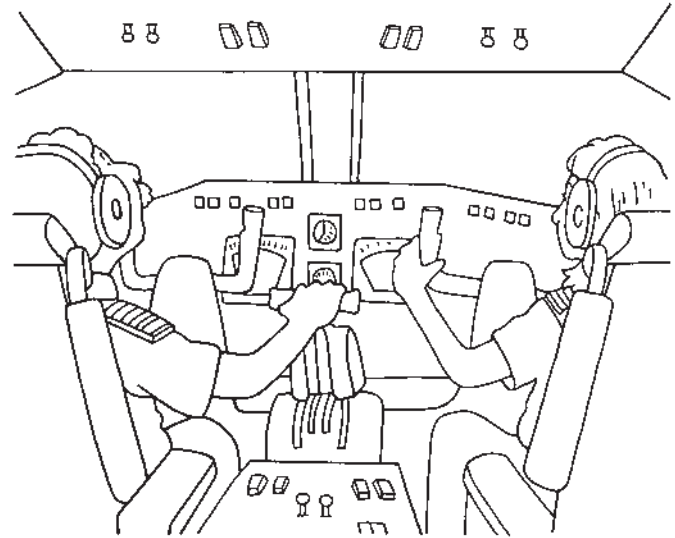
You can go with Jen and
Will.

4

Decodable Story *Jen and Will*
Target Skill /j/ Spelled Jj, /w/ Spelled Ww

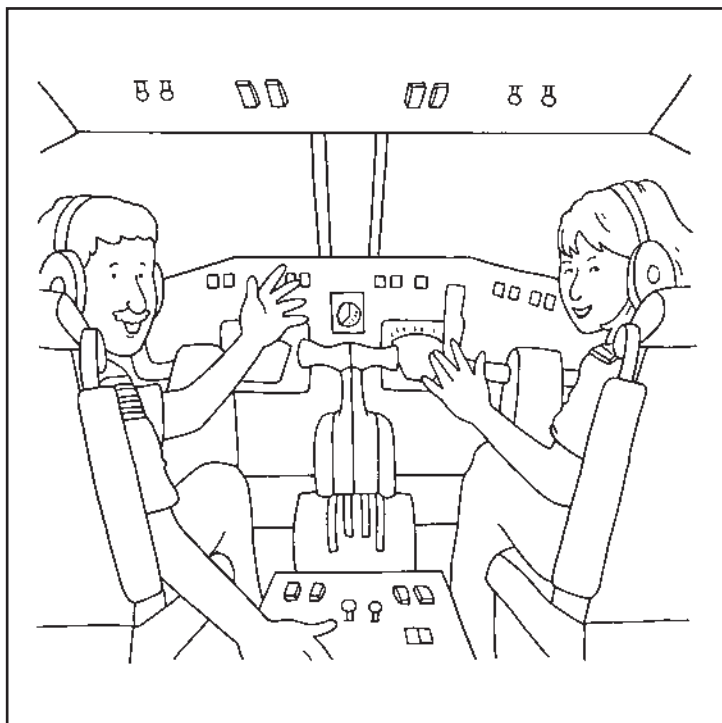
Name _____

Jen and Will



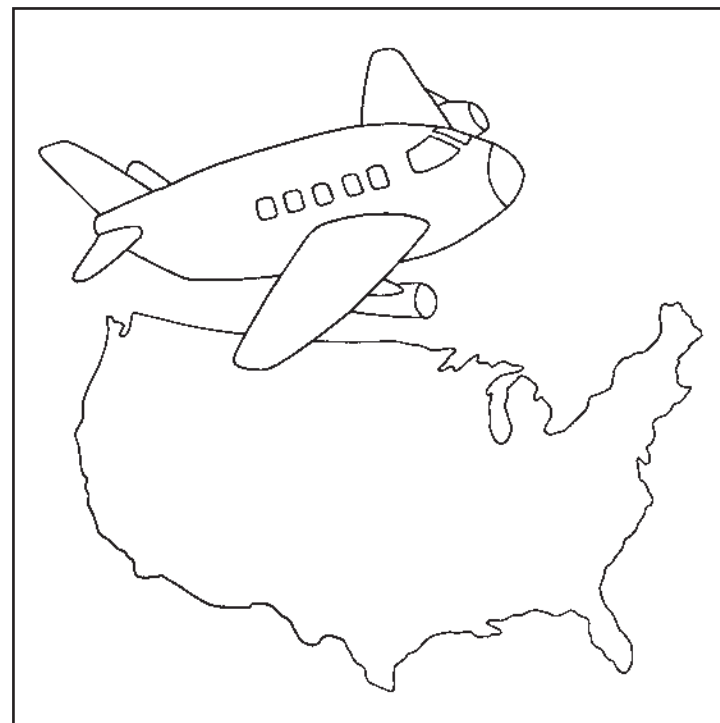
Jen and Will get on the jet.
It is a big, blue jet.

1



Jen and Will have jobs
on the jet.

Jen and Will like the jobs.



Jen and Will get the jet
to go.

They can see you.

Name _____



Write



Color

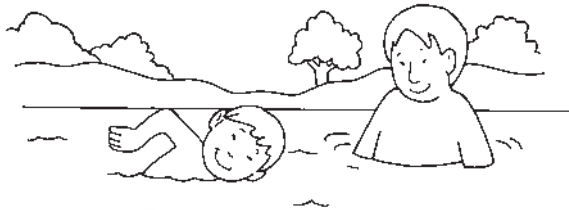
yellow

blue

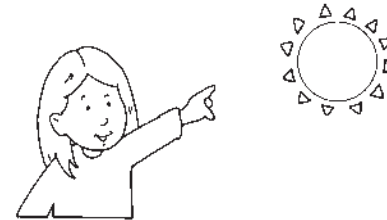
green

have

The pond is _____.



Is the sun _____?



My top is _____.



I _____ a cat.



Directions: Read each sentence. Write the missing word to finish the sentence and color the picture.



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

Name _____



Can you jog?

I like to skip.



Do you like to skip?

I can jog.



Can you hop?

I can get the bell.



Can you get the bell?

I can not hop.



Directions: Draw a line from each question to its answer.



Home Activity: Ask your child the questions and have him or her create an answer.

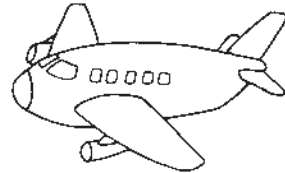
Name _____

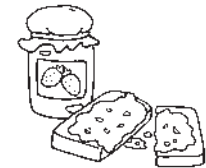


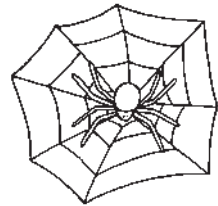
Write

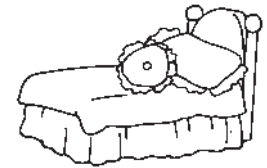


Color













Jj
Ww



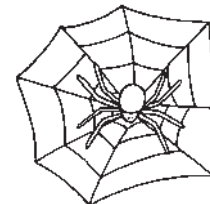
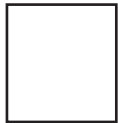
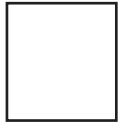
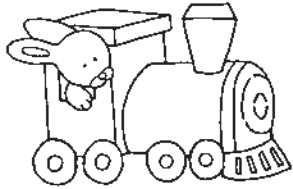
Directions: Name each picture and spell the picture name. Write the word on the lines. Then color the /j/ and /w/ pictures.



Home Activity: Have your child draw pictures of things that begin with /j/ and /w/.

Name _____

 Write



Directions: Label the animal in each picture *R* for real or *M* for make-believe.



Home Activity: Have your child draw and color a picture of a real animal and where it lives.

Name _____



Read It!

I have a box.

The box is for me.



Say It!

Tell about something you have using the words **I** and **me**.



Write It!

_____ have a bat. (I)

The bat is for _____. (me)



Directions Have children track the print and read the sentences with you. Ask children to say sentences for things they have using *I* and *me*. Then have children write the pronouns *I* and *me* to complete the sentences.



Home Activity Have your child read the sentences and find the pronouns *I* and *me*. Then have him or her create sentences with the pronouns *I* and *me*.

Name _____



Draw



Write



Directions Have children draw a picture of an animal home. Have them use content-based vocabulary, such as social studies words, to write or dictate a caption for their picture.

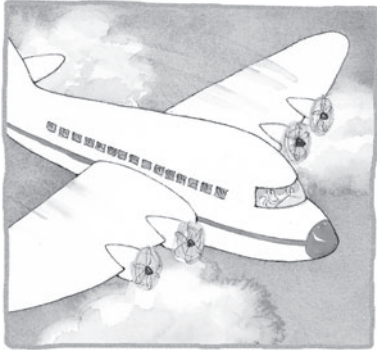


Home Activity Show pictures and have your child think of a caption for each picture.

Name _____



Number









Directions Write the numbers 1, 2, and 3 to tell what happened at the beginning, in the middle, and near the end of *Max Takes the Train*.



Home Activity Have your child tell the story using the pictures.

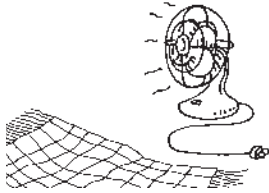
Name _____



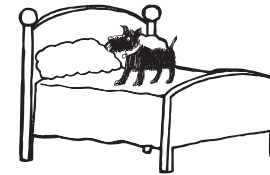
Circle



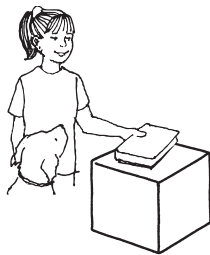
Draw



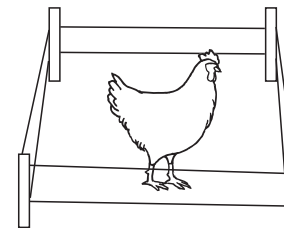
Where is the fan?
The fan is by the mat.



The dog is on the big bed.
What is big?



Where is the book?
Jen set the book on the box.



Then hen is in the pen.
Where is the hen?



Directions: Read the sentences. Circle the question.
Then draw a line under the answer to the question.



Home Activity: Ask your child to read each question and answer. Then have him or her give other questions about the pictures.