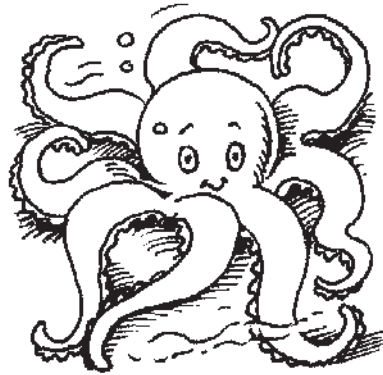


Name _____

 **Write**



Handwriting practice lines consisting of two rows of solid top and bottom lines with a dashed middle line for letter height guidance.

top _____

fox _____



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 _____

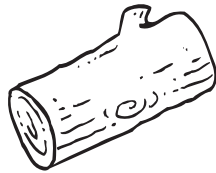


Write

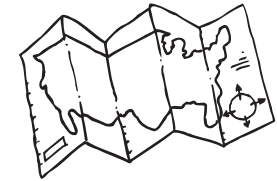


Color

l g



m p



Aa

t p



s ck

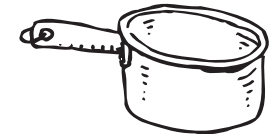


Oo

h ll



p t



Directions: Write *a*, *i*, or *o* to finish each word. Color the /o/ pictures.



Home Activity: Have your child write *lock* and *rock* and draw a picture for each word.



Dad will spin the top.

Dad can spin it.

Dad can get the top
to spin.

4

Decodable Story *Spin the Top*
Target Skill Review

Name _____

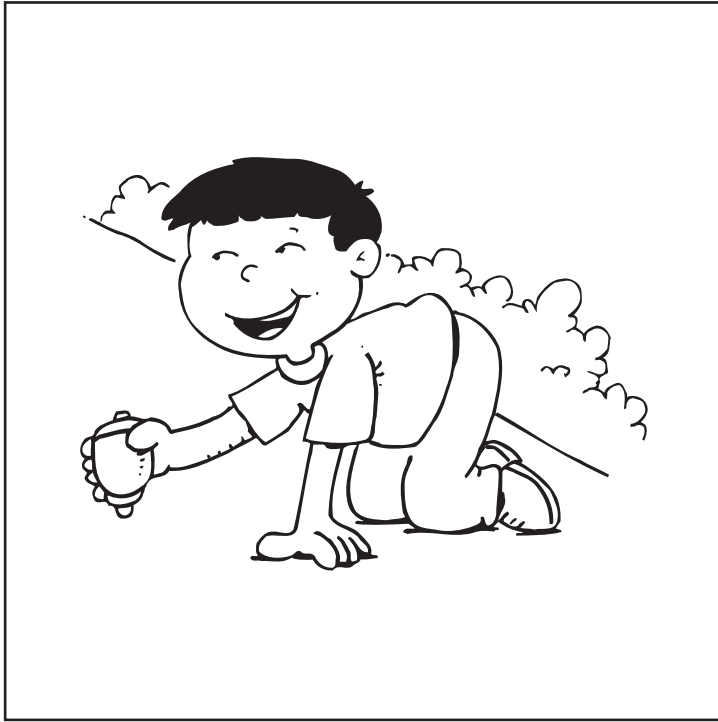
Spin the Top



Bob got a top.

Bob will spin the top.

1



The top will not spin.
The top will not go.



Help! Help!
Help me spin the top.
It will not spin.
Help! Help!

Name _____



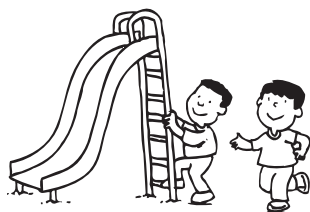
Write



Color

where go that come

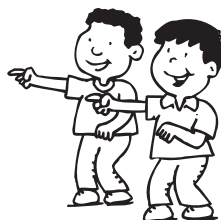
I will _____ with you.



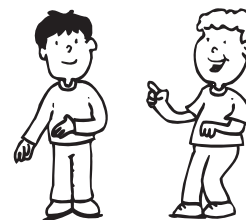
I can _____ with you.



Did you see _____ ?



_____ do you live?



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



Home Activity: Have your child use *where*, *go*, *that*, and *come* in other sentences.

Name _____



Read It!

The cat is on the box.

Say It!

Say a sentence about a dog using the phrase **in the box**.



Write It!

The dog sat _____ (by the book).



Directions Have children track the print and read the sentence with you. Ask them to say a sentence with the phrase *in the box*. Have children write the prepositional phrase to complete the sentence.



Home Activity Have your child create sentences using the prepositional phrases *on the table*, *in the sink*, or *on the bed*.

Name _____



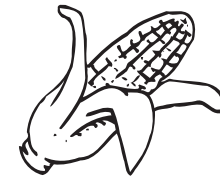
Write

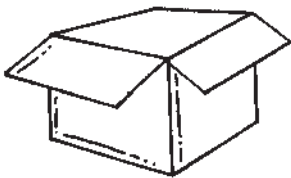


Color

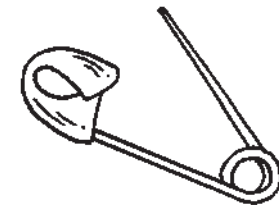












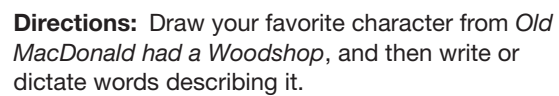


Directions: Say the word that names the picture.
Spell the picture name. Write the word on the lines.
Color the /o/ pictures.



Home Activity: Have your child draw a picture of something with /o/. Then help him or her spell and write the picture name.

Name

This image shows a single sheet of white paper with horizontal blue lines. The paper has a decorative wavy border along its top, bottom, and left edges. The right edge is straight. There are no markings or text on the page.A blank sheet of handwriting practice paper featuring four identical sets of horizontal guidelines. Each set consists of three parallel lines: a top solid line, a middle dashed line, and a bottom solid line, providing a structured space for practicing letter height and placement.

Home Activity: Talk about the favorite character your child drew and have your child describe it.

Name _____



Read It!

I got a top.

The top is for me.



Say It!

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



Write It!

have a toy car. (I)



The toy car is for _____. (me)

Directions Have children track the print and read the sentences with you. Ask them 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 other sentences with the pronouns *I* and *me*.

Name _____



Write



Draw

Old MacDonald had a farm, E-I-E-I-O.

And on his farm he had a _____.



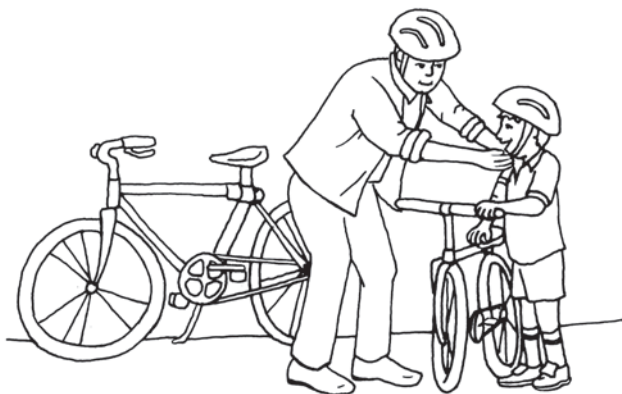
Directions Have children complete the song about Old MacDonald by writing or dictating a kind of animal. Then have each child draw a picture of the animal he or she chose.



Home Activity Help your child create another verse for the “Old MacDonald Had a Farm” song.

Name _____

 **Draw**



Directions: Draw a picture to show what would happen next in each story.



Home Activity: With your child, retell a familiar story. You begin the story and ask your child to tell what happens next.

Name _____

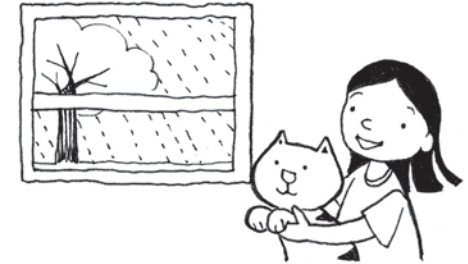


Read It!

The bug is in the tub.

Say It!

Say a sentence
using the phrase
on the window.



Write It!

The bug ran _____ (on the rug).



Directions Have children track the print and read the sentence with you. Ask them to use the phrase *on the window* in a sentence. Then have children write the prepositional phrase *on the rug* to complete the sentence.



Home Activity Have your child create sentences using the prepositional phrases *on the chair*, *in the book*, or *under the couch*.