

## Decode regularly spelled one-syllable words.

The following pages provide activities to teach letter patterns. This chart shows how the Readable books correlate to the letter patterns.

Unit	Lesson	Book Titles	Letter Sounds	Vowel Sound	Patterns	Power Words
1	Introductory A	<i>Me</i>				I, a, me, is, it, on
	Introductory B	<i>The Snowman</i> <i>The Mitten</i>				the, what, in
	1	<i>I Am Sam</i> <i>What Am I?</i>	/m/, /s/	/a/	-am	
	2	<i>Sad Sam</i> <i>Dad's Surprise</i>	/d/		-ad	
	3	<i>Tad</i> <i>Matt's Hat</i>	/t/ c: /k/		-at	see, he
	4	<i>What Is It?</i> <i>Dan and Mac</i>	/r/, /n/		-an, -and, -ant	said, says, are
	5	<i>What a Band!</i> <i>Pat Can Camp</i>	/p/		-ap, -amp	have, my
	Unit 1 Review	<i>The Rabbit and the Turtle</i>				
2	6	<i>Stop the Frogs!</i>		/o/	-od, -ot, -op	will, go
	7	<i>Bob and Tab</i>	/b/		-ob, -ab, -oss	his, has
	8	<i>Hot Rods</i>	/f/ x: /ks/		-ox, -ax	for, you
	9	<i>Happy Birthday</i>	/g/		-og, -ag	with, here
	Unit 2 Review	<i>Go, Frog, Go!</i>				
3	10	<i>Pip, the Big Pig</i>	/w/	/i/	-ip, -ig, -in	of, to, be
	11	<i>What Is in the Pit?</i>	/h/		-im, -it	put, they
	12	<i>Prints!</i>	/l/		-ill, -int	she, her, from
	13	<i>Who Is at the Door?</i>	/k/		-ing, -ilk	who, come, let
	14	<i>The Big Trip</i>	/j/		-ack, -ock, -ick	your, we, too
	15	<i>Who Will Go in the Rain?</i>	/sh/		-ash, -ish	yes, no
	Unit 3 Review	<i>Let's Get Hats!</i>				
4	16	<i>Slug Bug</i>		/u/	-ug, -un, -ut	now, look, down
	17	<i>Green Gum</i>	/y/		-um, -ub, -ush	went, then, get, that
	18	<i>Lizzy the Bee</i>	/z/		-uzz, -izz	by, little, so
	19	<i>Little Duck</i>	qu: /kw/		-uck, -uff, -ump	like, why, do
	20	<i>Thump, Bump!</i>	/th/		-th, th-	mother, father, want, Mr.
	Unit 4 Review	<i>The Tree Hut</i>				

Unit	Lesson	Book Titles	Letter Sounds	Vowel Sound	Patterns	Power Words
5	21	<i>The Big Hill</i>		/ē/	-ed, -ell, -est	was, far, fall, day
	22	<i>What's in the Egg?</i>	/v/		-en, -et	out, or, find, one
	23	<i>Rom and His New Pet</i>			-end, -ent	friend, new, tree
	24	<i>Chet and Chuck</i>	/ch/, /tch/		ch-, -tch	some, thank, house, good
	25	<i>What Do I Spy?</i>	wh: /hw/		-y, wh-	how, all, does
	Unit 5 Review	<i>Quick! Help!</i>				
6	26	<i>Can We Still Be Friends?</i>		/ā/	-ade, -ake, -ame	play, were, sure, could
	27	<i>Fun in Kansas</i>			-ane, -ate	their, many, love
	28	<i>Brave Dave and Jane</i>			-ave, -are	walk, hold, pull
	29	<i>My Snowman</i>	c: /s/ g: /j/		-ace, -age	cold, eyes, ears
	Unit 6 Review	<i>Space Chase Race</i>				
7	30	<i>Oh No, Mose!</i>	s: /z/	/ō/	-ope, -ose	would, where
	31	<i>Smoke!</i>			-oke, -ole	over, room, small
	32	<i>The Note</i>			-one, -ode, -ote	read, please, any
	33	<i>The Snoring Boar</i>			-ore, -ove	door, because, live
	Unit 7 Review	<i>Shopping Day</i>				
8	34	<i>Friends</i>		/ī/	-ide, -ime	tomorrow, buy
	35	<i>Two Little Pines</i>			-ine, -ite	two, start, school, don't
	36	<i>Can Matilda Get the Cheese?</i>			-ice, -ire, -ile	under, never, eat
	37	<i>Let's Go to Yellowstone</i>			-ive, -ike, -ipe	our, there, know
	Unit 8 Review	<i>Maddy and Clive</i>				
9	38	<i>Brute and the Flute</i>		/ū/	-ute, -ude	around, think
	39	<i>Old Rosa</i>			-ube, -ule	very, old, work
	40	<i>What Is in the Tree?</i>			-une, -use	every, way, saw
	41	<i>Too Much Popcorn</i>			sk-, -ed	began, better
	Unit 9 Review	<i>Old King Dune</i>				
10	42	<i>Riding in My Jeep</i>	ee: /ē/		-eep, -eed, -eet	show, push
	43	<i>Sammy and Pete</i>	ea: /ē/		-eak, -eal, -eam	only, wait, other
	44	<i>Will You Play with Me?</i>	ai: /ā/ ay: /ā/		-ail, -ain, -ay	thought, soon, after
	45	<i>The Rescue</i>	oa: /ō/		-oat, -oad	laugh, both
	Unit 10 Review	<i>Who Am I?</i>				

## Pattern Word Blending

1. Make copies of Letter, Word Pattern, and Key Word cards found at the end of this document.
2. Display each letter of the word key word on a pocket chart, pointing to each letter as you say its sound:

**Teacher:** Say /s/.

**Students:** /s/

**Teacher:** Say /a/.

**Students:** /a/

**Teacher:** Say /m/.

**Students:** /m/

**Teacher:** Blend sssaaamm. *Sam*. (Point to each letter while holding out its sound.)

**Students:** sssaaamm, Sam

3. Cover the initial consonant so students see only the word pattern.

**Teacher:** This is the word pattern *-am*. Say /am/. (Replace Letter cards with Word Pattern card.)

**Students:** /am/

**Teacher:** We'll see this pattern in many different words.

4. Practice making different words with the other Letter cards you copied. Repeat with other word patterns and key words in the table.

Word Pattern	Key Word
-am	Sam
-ad	mad
-at	cat
-an, -and, -ant	can, sand
-ap, -amp	map, stamp
-ot, -op, -od	pot, stop, rod
-ob, -ab, -oss	cob, crab
-ox, -ax, -og, -ag	box, frog, bag
-ip, -ig, -in	rip, pig, pin
-im, it	pit, swim
-ill, -int, -ing	hill, print, king
-ack, -ock, -ick	black, clock, sick
-ash, -ish	trash
-ug, -un, -ut	bug, sun, nut
-ub, -um, -ush	tub, drum, brush
-uzz, -izz	fizz
-uck, -uff, -ump	cuff, truck, pump
-ed, -ell, -est	sled, shell, nest
-en, -et	ten, net
-end, -ent	bend, tent, chest
-y	fly

## Consonant Blending

- Write the letters for the consonant blends *-st*, *sc-*, *-mp*, and *-nt* on the board.
- Point to each letter as you say its sound.
 

**Teacher:** Say /s/.

**Students:** /s/

**Teacher:** Say /t/.

**Students:** /t/

**Teacher:** Let's say them together: /st/.

**Everyone:** /st/

**Teacher:** Together, these letters make a consonant blend. Many consonant blends are found at the beginning or end of words. Let's make some words that end with /st/.
- Practice making different words with students. Write the new words on the board. Repeat with each consonant blend.

## Digraphs: -tch, ch

- Write the letters for the digraphs *-tch* and *ch* on the board.
 

**Teacher:** Both these groups of letters make the /ch/ sound. Say /ch/.

**Students:** /ch/

**Teacher:** Many words end with the /ch/ sound. Sometimes *-tch* is used to write the /ch/ sound. Other times *ch* is used.
- Have students think of words that end with the /ch/ sound. Write the new words on the board.

## Pattern Word Building

- Write the first word from the one of the lists below on the chalkboard.
 

**Teacher:** blend hhhaaat. (Hold out the letter sounds.)

**Students:** hhhaaat
- Ask students to change one letter, making the next word on the list.
- Continue through the list until you get to *made*.
 

**Teacher:** The word *mad* changed to *made* when we added Magic *e*. Magic *e* gave the vowel a tweak and made it say its own name, *a*.

**Teacher:** If I take away /m/ from the word *made*, what is left?

**Students:** -ade

**Teacher:** Blend aaade. (Hold out the letter sounds.)

**Everyone:** aaade
- Have students create the next words in the list.
- When you get to the end of the list, introduce the Key Word.
 

**Teacher:** Here is the word *spade*. It's a Key Word that will help you learn to read other words with *-ade* in them.

### Word Lists

#### Build to -ave

sit  
sat  
sav  
sav (e)  
brave  
**wave**

#### Build to -are

cup  
cap  
car  
car (e)  
flare  
**square**

#### Build to -ace

man  
ran  
rac  
rac (e)  
face  
**lace**

#### Build to -age

tan  
tag  
wag  
wag (e)  
cage  
**page**

Build to -ope

tip  
hip  
hop  
hop (e)  
slope  
**rope**

Build to -ose

top  
hop  
hos  
hos(e)  
nose  
**rose**

Build to -ade

hat  
mat  
mad  
mad (e)  
jade  
**spade**

Build to -ake

pan  
tan  
tak  
tak (e)  
rake  
**snake**

Build to -ame

sap  
sad  
Sam  
sam (e)  
came  
**game**

Build to -oke

jet  
jot  
jok  
jok (e)  
spoke  
**smoke**

Build to -ole

got  
hot  
hol  
hol (e)  
pole  
**mole**

Build to -ote

hop  
top  
tot  
tot (e)  
vote  
**note**

Build to -one

man  
tan  
ton  
ton (e)  
bone  
**stone**

Build to -ode

pop  
mop  
mod  
mod (e)  
rode  
**code**

Build to -ove

pop  
hop  
hov  
hov (e)  
rove  
**stove**

Build to -ore

map  
mop  
mor  
mor (e)  
tore  
**store**

Build to -ice

nap  
nip  
nic (k)  
nic (e)  
spice  
**mice**

Build to -ire

tan  
tar  
tir  
tir (e)  
hire  
**fire**

Build to -ile

pat  
pit  
pil  
pil (e)  
tile  
**smile**

Build to -ide

bib  
rib  
rid  
rid (e)  
side  
**slide**

Build to -ime

dip  
dim  
slim  
slim (e)  
time  
**dime**

Build to -ive

fun  
fin  
fiv  
fiv (e)  
dive  
**hive**

Build to -ike

lid  
mid  
mik  
Mik (e)  
hike  
**bike**

Build to -ipe

tap  
tip  
hip  
hip (e)  
pipe  
**stripe**

Build to -ine

bit  
pit  
pin  
pin (e)  
line  
**vine**

Build to -ite

hot  
hit  
bit  
bit (e)  
white  
**kite**

Build to -ube

cab  
cub  
tub  
tub (e)  
lube  
**cube**

Build to -ule

fun  
run  
rul  
rul (e)  
yule  
**mule**

Build to -ute

can  
cat  
cut  
cut (e)  
brute  
**flute**

Build to -ude

ran  
rad  
rud  
rud (e)  
prude  
**dude**

Build to -une

pan  
fan  
fun  
fun (e)  
June

Build to -use

as  
is  
us  
us (e)  
huse

## Pattern Word Games

### Duck Pond

To Prepare:

1. Make copies of Letter, Word Pattern, and Key Word cards found at the end of this document.
2. Make five copies of the duck marker master in different colors.
3. Provide a game board and a spinner.
4. Provide paper and a pencil for each player.

To Play:

1. Display all Word Pattern cards face up near the game board.
2. Set the Letter cards face down in a draw pile.
3. Have each player choose five ducks of the same color.
4. Have a player draw a Letter card and match it with a Word Pattern card. Players can place letters at the beginning or end of the word pattern.
5. Have the player write the new word on his paper to keep track. None of the game players may use that word again during the game.
6. Have the player spin the spinner.
  - If he lands on Go, he can move a duck safely across the road toward the pond.
  - If he lands on Stop, he may not move a duck.
7. Have each player take a turn.
8. End the game when a player gets all five ducks in the pond.

### Word Race

1. Make copies of Letter, Word Pattern, and Key Word cards found at the end of this document.
2. Provide paper and pencil for each student, and an hourglass.
3. Place all Word Pattern cards face down in a draw pile and turn the top Word Pattern card faceup.

4. Start the sand timer and have players write as many words as possible for the word pattern until time expires.
5. Have each player read her list of words to check for word accuracy.
6. Place the Word Pattern card in a discard pile and turn the next Word Pattern card face up.
7. Play until all patterns have been used.

### Parachute

1. Make copies of Letter, Word Pattern, and Key Word cards found at the end of this document.
2. Provide paper and a pencil for each player.
3. Provide a small toy parachute with a toy figure attached to it.
4. Place all of the Word Pattern cards faceup in a grid. Make sure the cards are not placed too close together.
5. Have a player drop the parachute over the grid of cards in an attempt to make it land on a Word Pattern card.
  - If the parachute lands on a card, the player creates a word with the word pattern and writes it on a piece of paper.
  - If the parachute does not land on a card or if the player can't create a word, the turn is over.
6. Set a reasonable time limit and have each player take a turn by completing step 5. Once a word has been written, it cannot be used again.
7. Play until time expires.

### Memory

To Prepare:

Make two copies of each Key Word card master, found at the end of this document.

To Play:

1. Place all the Key Word cards facedown in a grid.

2. Have a player turn any card faceup. Then have her turn another card faceup to try to make a match.
  - If she makes a match, she keeps both cards and goes again.
  - If she does not make a match, she turns both cards facedown, ending her turn.
3. Have each player take a turn by completing step 2.
4. Play until all the Key Word cards are gone.

## Birthday Land

To Prepare:

1. Make copies of the Word Pattern and Letter cards, found at the end of this document.
  - Make extra copies of the Letter cards to create any previously learned blends.
2. Provide a picture of a birthday cake.
3. Provide several game markers.

To Play:

1. Place all Blend and Letter cards in a line (in any order) and put the birthday cake at the end of the line.
2. Place all Word Pattern cards face down in a draw pile.
3. Have a player select and read a word pattern from the draw pile.
  - Have her move her game marker to the first letter or blend that makes a real word when added to the Word Pattern card.
  - Have her say the word, then put the Word Pattern card back into the draw pile.
4. Have each player take a turn by completing step 3.
5. End the game when a player reaches the birthday cake.

## Slap

To Prepare:

Make two copies of each Key Word card, found at the end of this document.

To Play:

1. Shuffle all the cards together and distribute them evenly among players.
  - Have players hold their stacks of cards face down and sit in a circle.
2. Have a player turn his top card face up and place it in the middle of the circle.
  - If his card matches the previous card, all players try to slap the pile of cards. The first player to slap the pile adds the cards to his own hand.
  - If his card does not match the previous card, play continues.
3. Set a reasonable time limit and have each player take a turn by completing step 2.
4. Play until the time expires.

## Concentration

1. Use the appropriate letter cards found at the end of this document.
2. Provide pictures of items that begin with previously learned letters and mount them on card stock.
3. Have students play a game of Concentration by matching capital letters with lowercase letters or letters with pictures.

## Letter Tic-tac-toe

1. Draw a tic-tac-toe grid on the chalkboard.
2. Organize the class into two groups and assign each group a current letter.
3. Have students take turns thinking of a word that begins with their group's letter.
4. Have students write the letter in the grid when they think of a word.
5. Play until the grid is filled.

## Reading Tricks

### Pattern Hunt

- Write the first Key Word and sentence on the board, one above the other.

**Teacher:** The Key Word *tent* has a special pattern in it. This pattern will help us read the new word in this sentence. (Circle the new word.)

**Teacher:** Let's read this sentence.

**Everyone:** We have a lot of . . . (Stop at the new word.)

**Teacher:** (Point to *tent* and *students*.) What letters are the same?

**Students:** e, n, t

**Teacher:** (Move your finger under the letters) What sounds are the same?

**Students:** eeennt . . . eennt

**Teacher:** Who knows what the new word is?

**Students:** students

**Teacher:** Let's read the sentence together.

**Everyone:** We have a lot of students.

**Teacher:** Great! You just read a new word by using the Key Word *tent*.

- Repeat the above steps with the remaining sentences.

Sentence	Key Word	New Word
We have a lot of ____.	tent	students
We will be here ____ noon.	sun, hill	until
The class will ____.	pin	begin
We grow plants in a ____.	ten	garden
The ____ ate our corn.	stop	grasshoppers
We will not have a good ____.	nest	harvest
Can you hear the ____?	sun	thunder
I'm glad we had an ____.	drum, shell	umbrella
____ we saw the rain.	mud, ten	suddenly

### Key Word Match

Key Word	New Word
mad	ladder
Sam	family
nest	forest
swim	chimney
pit, ten	kitchen
cuff	earmuffs

- Write the first Key Word and new word on the board.

**Teacher:** A word like *mad* can help you read this new word *ladder*. Look: *mad . . . ladder*. Say *mad . . . ladder*.

**Students:** mad . . . ladder

**Teacher:** Can you tell what letters are the same? (Circle them.)

**Students:** a, d

- Ask students to blend the word. (Move your finger under the letters.)

**Teacher:** What sounds are the same?

**Students:** aad

- Write each Key Word on the board.
- Read each new word and have students tell you which Key Word would help them read it.
- Write the new word under the correct Key Word.

## Pattern Word Building

- Write the first word from the first list on the chalkboard.  
**Teacher:** Blend *jeep*. (Hold out the letter sounds.)  
**Students:** jeep  
**Teacher:** The word *jeep* will help you read other words with *-eep* in them. Now change a letter in the word *jeep* to make *keep*.
- Ask students to blend the new word. Continue through the list.
- Repeat steps 1–2 with the remaining Key Word lists.

Pattern	Words
-eep	jeep, keep, peep, seep, weep, sheep
-eed	seed, weed, need, deed, heed, speed
-eet	street, feet, meet, sheet, sleet, sweet
-eak	beak, peak, weak, sneak, squeak, streak
-eal	seal, deal, heal, meal, real, steal
-eam	cream, seam, team, dream, steam, scream
-ail	snail, mail, nail, pail, rail, trail
-ain	chain, pain, rain, brain, drain, grain
-ay	clay, day, hay, May, tray, spray
-oat	goat, boat, coat, moat, float, throat
-oad	road, toad, load, goad

## Key Word Match

- Write the first Key Word and new word on the board.  
**Teacher:** A word like *hill* can help you read this new word *village*. Look: *hill . . . village*. Say *hill . . . village*.  
**Students:** hill . . . village  
**Teacher:** Can you tell what letters are the same? (Circle them.)  
**Students:** i, l, l
- Ask students to blend the word. (Move your finger under the letters.)  
**Teacher:** What sounds are the same?  
**Students:** iiiill . . . iiiill
- Write each Key Word on the board.
- Read each new word and have students tell you which Key Word would help them read it.
- Write the new word under the correct Key Word.

Key Word	New Word
hill	village
crab	grabbed
can	dance
net	better
net	quiet
spade	invade
lace	disgrace
square	prepare
black, stone	backbone
rope	telescope
smoke	awoke
street	greeting
flute	tribute
dune	tribune
snail	derail
chain	quaint

## Double the Letter

Pattern Words: *hop, hum, flip, pot, dot, spot, flap*

1. Give students a dry erase board and marker.
2. Write the first word from the first list on the board.

**Teacher:** Blend hhhooopp. (Hold out the letter sounds.)

**Students:** hhhooopp

**Teacher:** Now I'm going to change the word *hop* to the word *hopped* by adding the letters *e* and *d* to the end of the word.

**Teacher:** Look at the board. Something is wrong with the word. First I need to double the *p* in the word *hop*, and then I can add the letters *e* and *d* to make the word *hopped*. Sometimes before *e* and *d* can be added to the end of the word, the last letter must be doubled.

3. Repeat the above dialogue with each of the Pattern Words listed.

## Word Building Activity

Use the letter cards and Word Pattern Cards found later in this document. Have students choose a word pattern card and see how many other words they can make by adding new beginning letters and ending letters to the main word pattern.

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## Letter Cards

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M

• Unit 1 / Lesson 1



S

• Unit 1 / Lesson 1

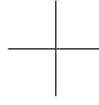


D

• Unit 1 / Lesson 2

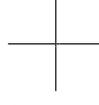
T

• Unit 1 / Lesson 3



C

• Unit 1 / Lesson 3



R

• Unit 1 / Lesson 4

N

• Unit 1 / Lesson 4



P

• Unit 1 / Lesson 5



B

• Unit 2 / Lesson 7

p

• Unit 1 / Lesson 2



s

• Unit 1 / Lesson 1



m

• Unit 1 / Lesson 1

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r

• Unit 1 / Lesson 4



c

• Unit 1 / Lesson 3



t

• Unit 1 / Lesson 3

b

• Unit 2 / Lesson 7

p

• Unit 1 / Lesson 5

n

• Unit 1 / Lesson 4



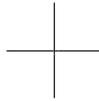
**F**

• Unit 2 / Lesson 8



**H**

• Unit 3 / Lesson 11



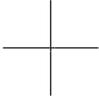
**J**

• Unit 3 / Lesson 14



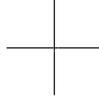
**X**

• Unit 2 / Lesson 8



**L**

• Unit 3 / Lesson 12



**Y**

• Unit 4 / Lesson 17

**G**

• Unit 2 / Lesson 9

**K**

• Unit 3 / Lesson 13

**Z**

• Unit 4 / Lesson 18

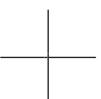
g

• Unit 2 / Lesson 9



x

• Unit 2 / Lesson 8



f

• Unit 2 / Lesson 8

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k

• Unit 3 / Lesson 13



l

• Unit 3 / Lesson 12



h

• Unit 3 / Lesson 11

z

• Unit 4 / Lesson 18

y

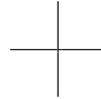
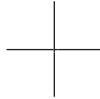
• Unit 4 / Lesson 17

j

• Unit 3 / Lesson 14

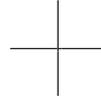
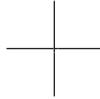
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• Unit 4 / Lesson 19



V

• Unit 5 / Lesson 22



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• Unit 5 / Lesson 23

**W**

• Unit 5 / Lesson 23



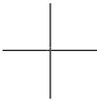
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• Unit 5 / Lesson 22



**q**

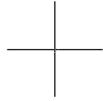
• Unit 4 / Lesson 19





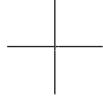
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• Unit 1 / Lesson 1



O

• Unit 2 / Lesson 6

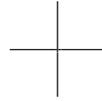


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• Unit 3 / Lesson 10

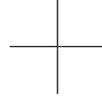
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• Unit 4 / Lesson 16



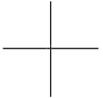
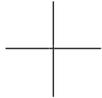
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• Unit 5 / Lesson 21



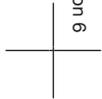
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• Unit 3 / Lesson 10



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• Unit 2 / Lesson 6



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• Unit 5 / Lesson 21

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• Unit 4 / Lesson 16

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• Unit 1 / Lesson 1

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## Blend and Digraph Cards

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• Unit 1 / Lesson 3

• Unit 1 / Lesson 4

• Unit 1 / Lesson 4



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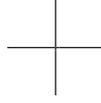
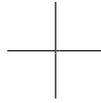
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• Unit 1 / Lesson 5

• Unit 2 / Lesson 6

• Unit 2 / Lesson 7



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• Unit 2 / Lesson 7

• Unit 2 / Lesson 9

• Unit 2 / Unit Review



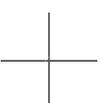
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• Unit 3 / Lesson 10



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• Unit 3 / Lesson 11



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• Unit 3 / Lesson 12



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• Unit 3 / Lesson 15

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• Review Lesson 3



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• Unit 4 / Lesson 16

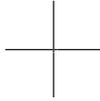


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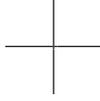
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• Unit 4 / Lesson 17



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• Unit 4 / Lesson 17



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• Unit 4 / Lesson 19

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• Unit 5 / Lesson 24



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• Unit 5 / Lesson 25



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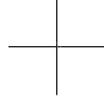
## Word Pattern Cards

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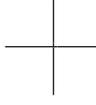
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• Unit 1 / Lesson 2



• Unit 1 / Lesson 1

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• Unit 1 / Lesson 4

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• Unit 2 / Lesson 6

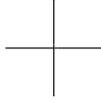
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• Unit 2 / Lesson 7

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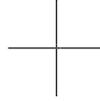
• Unit 2 / Lesson 7



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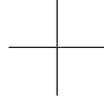
• Unit 5 / Lesson 23



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• Unit 5 / Lesson 25

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• Unit 8 / Lesson 34

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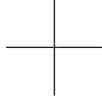
• Unit 8 / Lesson 34

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• Unit 8 / Lesson 35

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• Unit 8 / Lesson 35

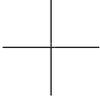


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• Unit 8 / Lesson 36

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• Unit 10 / Lesson 45

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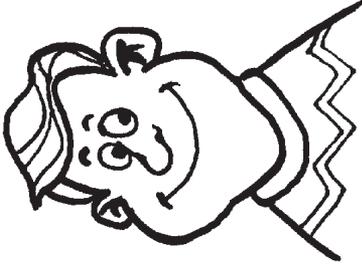
• Unit 10 / Lesson 45

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## Key Word Cards

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Sam



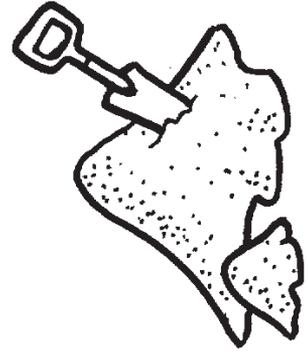
• Unit 1 / Lesson 1

cat



• Unit 1 / Lesson 3

sand



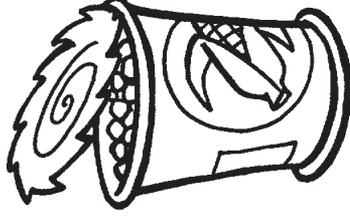
• Unit 1 / Lesson 4

mad



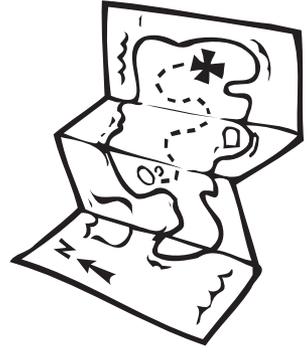
• Unit 1 / Lesson 2

can



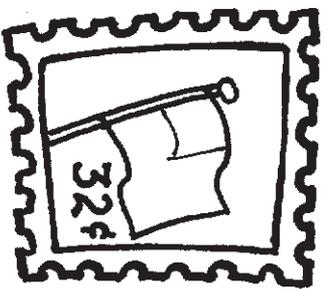
• Unit 1 / Lesson 4

map



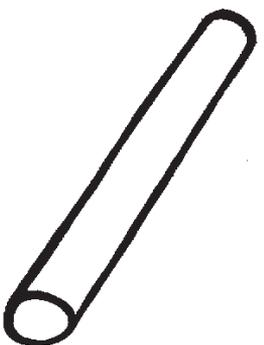
• Unit 1 / Lesson 5

stamp



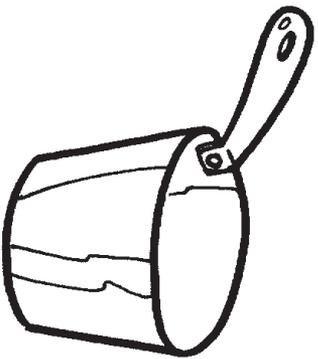
• Unit 1 / Lesson 5

rod



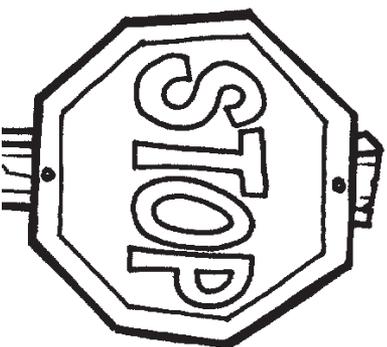
• Unit 2 / Lesson 6

pot



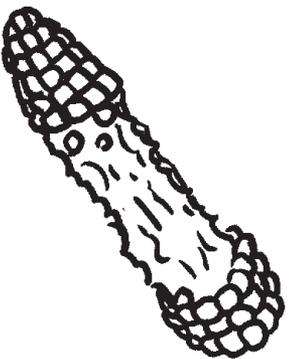
• Unit 2 / Lesson 6

stop



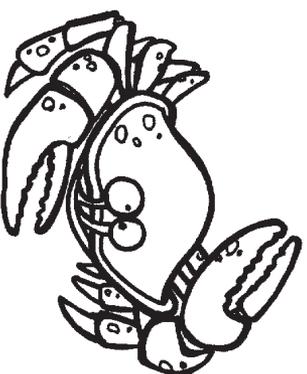
• Unit 2 / Lesson 6

cob



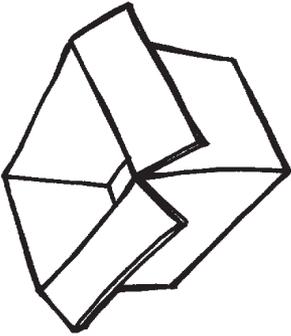
• Unit 2 / Lesson 7

crab



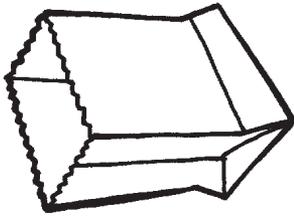
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box



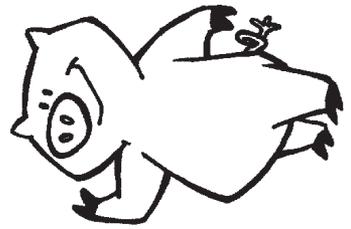
• Unit 2 / Lesson 8

bag



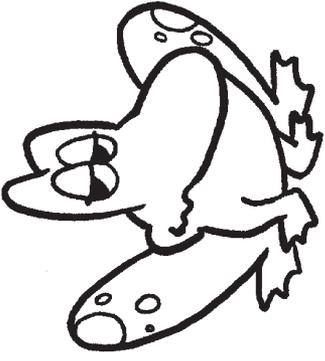
• Unit 2 / Lesson 9

pig



• Unit 3 / Lesson 10

frog



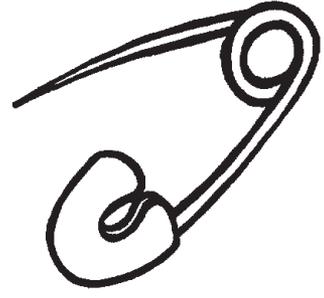
• Unit 2 / Lesson 9

rip



• Unit 3 / Lesson 10

pin



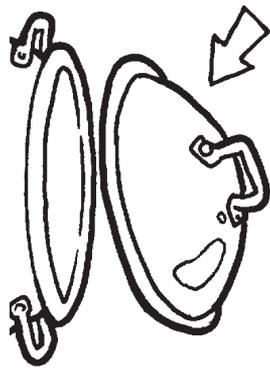
• Unit 3 / Lesson 10

swim



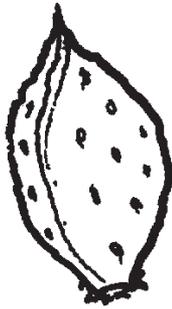
• Unit 3 / Lesson 11

lid



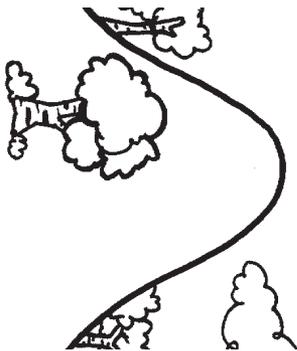
• Unit 3 / Lesson 11

pit



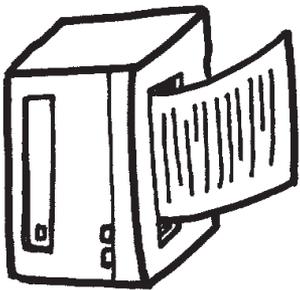
• Unit 3 / Lesson 11

hill



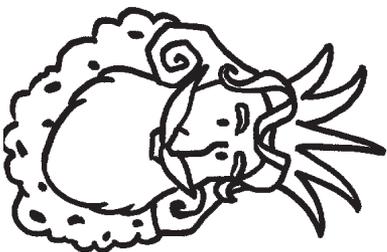
• Unit 3 / Lesson 12

print



• Unit 3 / Lesson 12

king



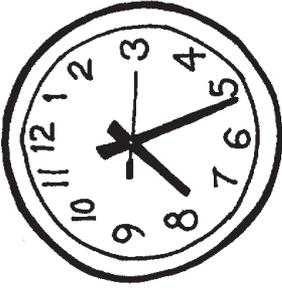
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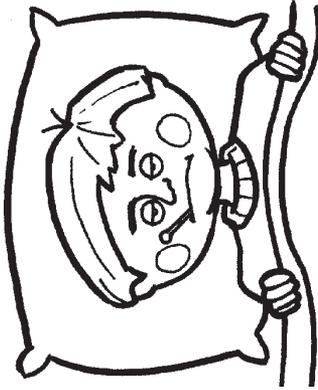
• Unit 3 / Lesson 14

clock



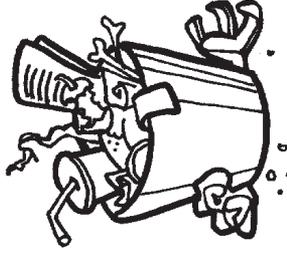
• Unit 3 / Lesson 14

sick



• Unit 3 / Lesson 14

trash



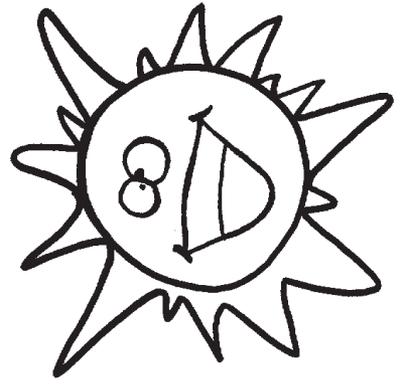
• Unit 3 / Lesson 15

bug



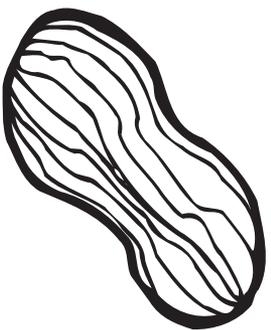
• Unit 4 / Lesson 16

sun



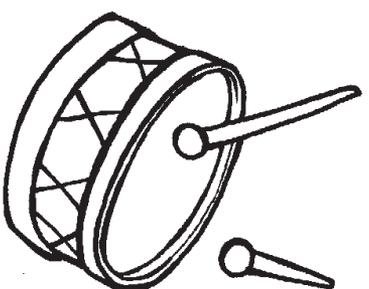
• Unit 4 / Lesson 16

nut



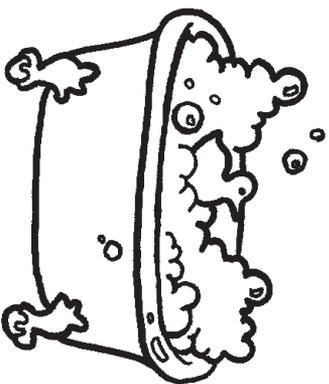
• Unit 4 / Lesson 16

drum



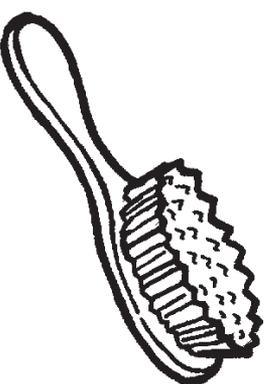
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tub



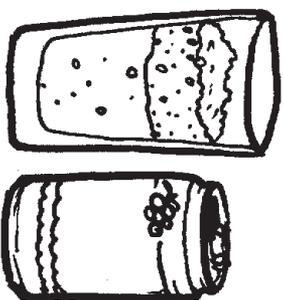
• Unit 4 / Lesson 17

brush



• Unit 4 / Lesson 17

fizz



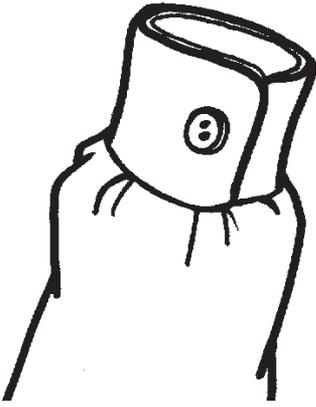
• Unit 4 / Lesson 18

truck



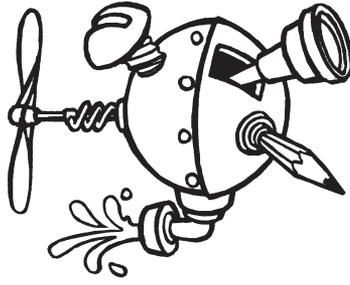
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cuff



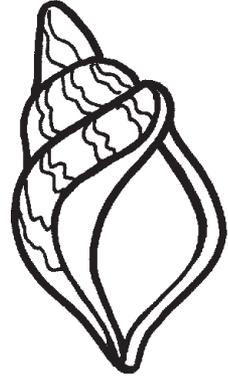
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thing



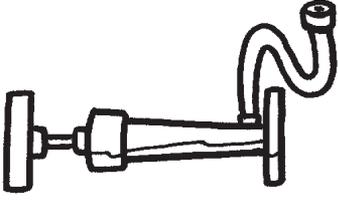
• Unit 4 / Lesson 20

shell



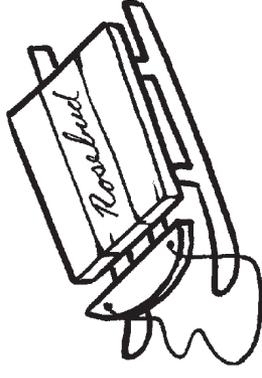
• Unit 5 / Lesson 21

pump



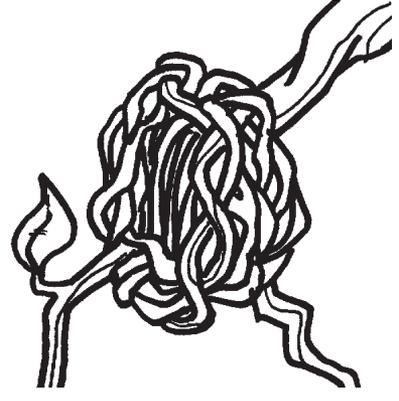
• Unit 4 / Lesson 19

sled



• Unit 5 / Lesson 21

nest



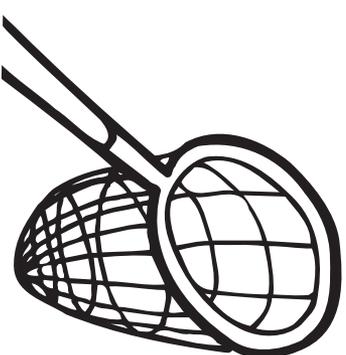
• Unit 5 / Lesson 21

ten

10

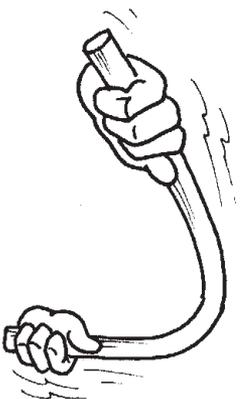
• Unit 5 / Lesson 22

net



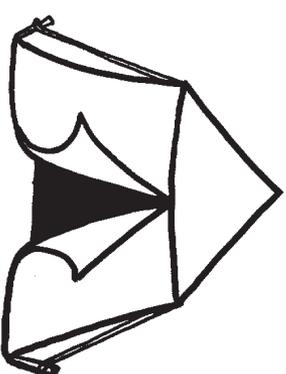
• Unit 5 / Lesson 22

bend



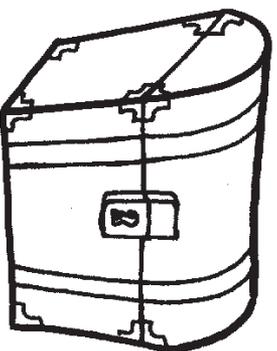
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tent



• Unit 5 / Lesson 23

chest



• Unit 5 / Lesson 24

fly



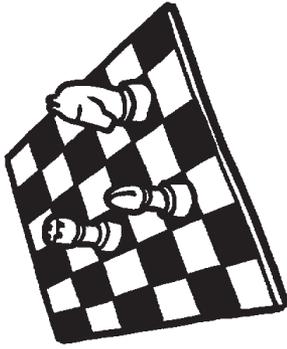
• Unit 5 / Lesson 25

spade



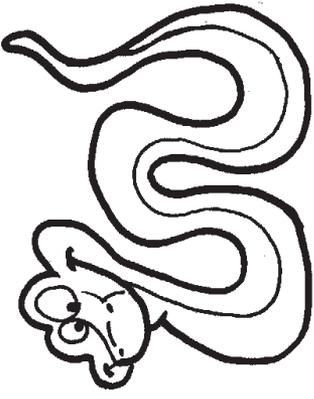
• Unit 6 / Lesson 26

game



• Unit 6 / Lesson 26

snake



plane



• Unit 6 / Lesson 26

skate



• Unit 6 / Lesson 27

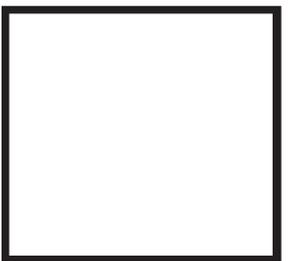
wave



• Unit 6 / Lesson 27

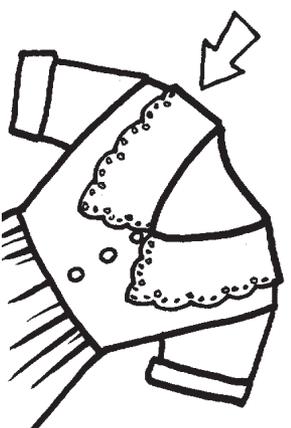
• Unit 6 / Lesson 28

# square



• Unit 6 / Lesson 28

# lace



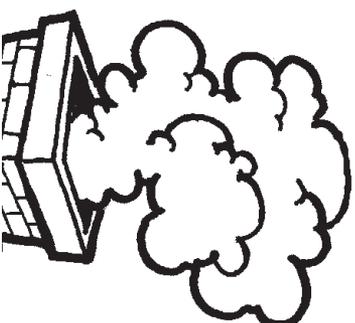
• Unit 6 / Lesson 29

# rope



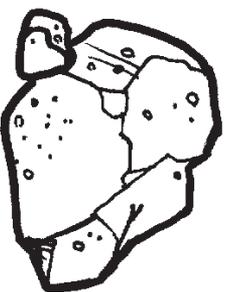
• Unit 7 / Lesson 30

# smoke



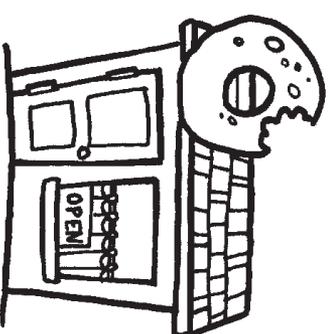
• Unit 7 / Lesson 31

# stone



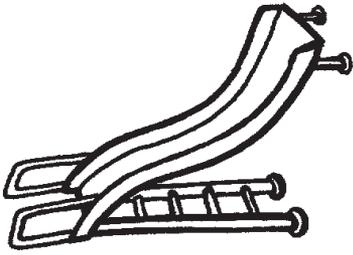
• Unit 7 / Lesson 32

# store



• Unit 7 / Lesson 33

slide



• Unit 8 / Lesson 34

dime



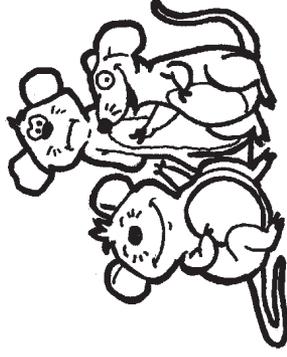
• Unit 8 / Lesson 34

vine



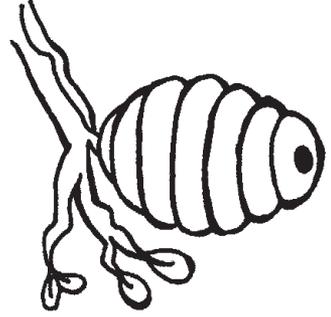
• Unit 8 / Lesson 35

mice



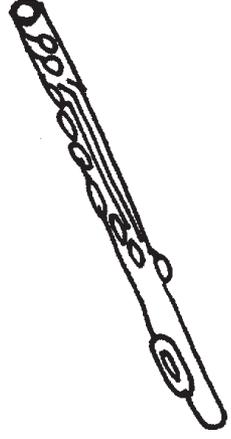
• Unit 8 / Lesson 36

hive



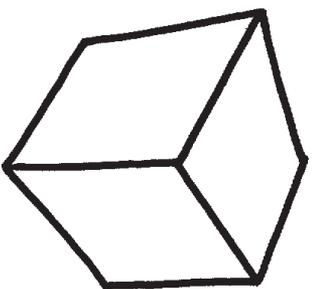
• Unit 8 / Lesson 37

flute



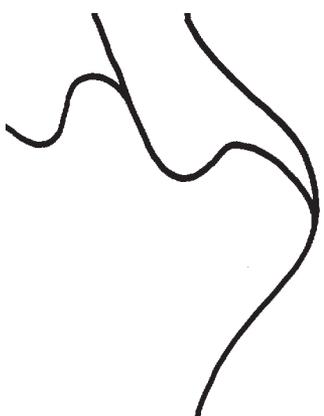
• Unit 9 / Lesson 38

cube



• Unit 9 / Lesson 39

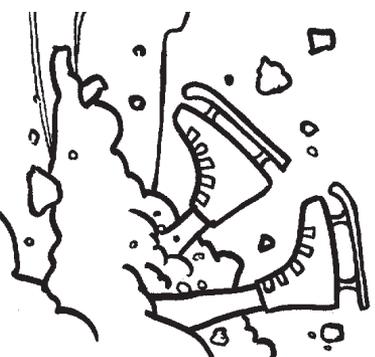
dune



• Unit 9 / Lesson 40

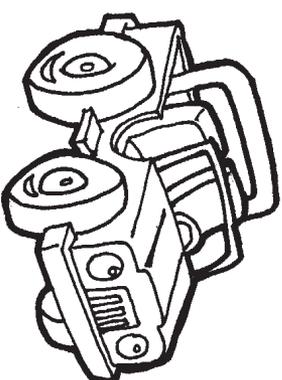
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skated



• Unit 9 / Lesson 41

jeep



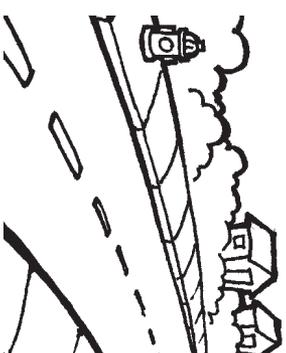
• Unit 10 / Lesson 42

seed



• Unit 10 / Lesson 42

street



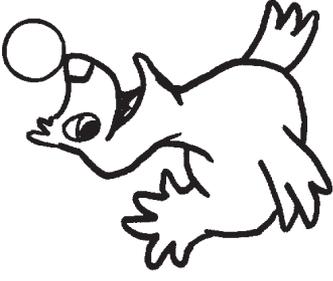
• Unit 10 / Lesson 42

beak



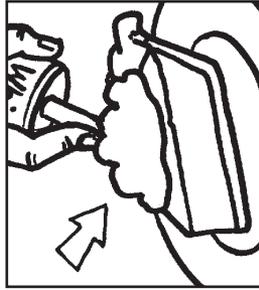
• Unit 10 / Lesson 43

seal



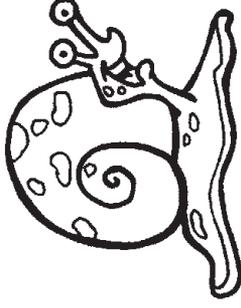
• Unit 10 / Lesson 43

cream



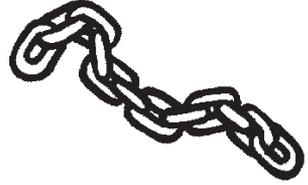
• Unit 10 / Lesson 43

snail



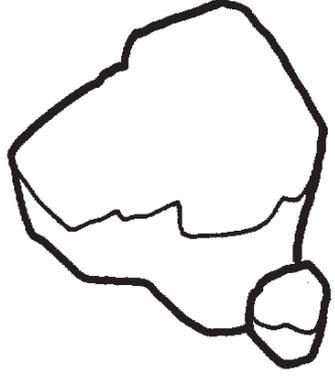
• Unit 10 / Lesson 44

chain



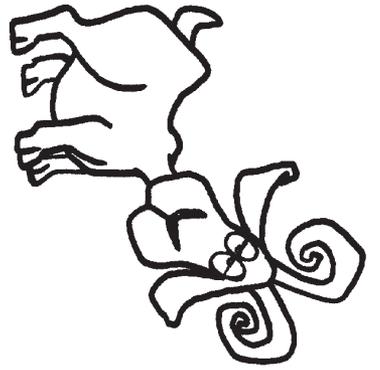
• Unit 10 / Lesson 44

clay



• Unit 10 / Lesson 44

goat

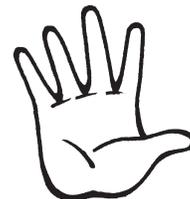


• Unit 10 / Lesson 45

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# Unit Worksheets

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Write each word from the list below the matching pattern.

~~Dad~~ am mad sad Sam

ad

am

Dad  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fill in the blank with the word from the word box that fits the pattern.

hat mat  
\_\_\_\_\_  
\_\_\_\_\_

cat

sad Dad

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

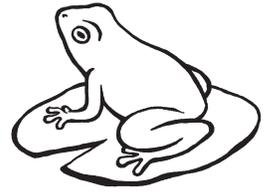
band hand

**WORD BOX**

sand

~~cat~~

mad



Write each word from the list below the matching pattern.

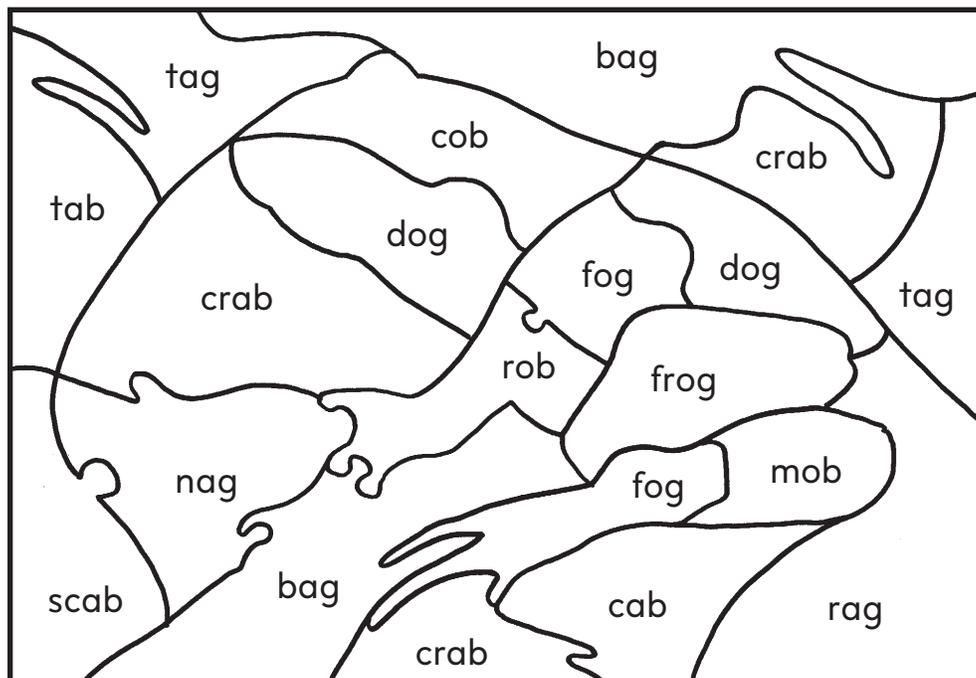
stop map ~~nap~~ top cap mop

ap

op

map

Color the words that end with -og and -ob green. Color the words that end with -ag and -ab yellow.



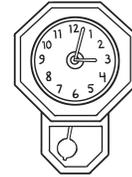
 Write the word. Then draw a line to the picture in the box that has the same ending pattern.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



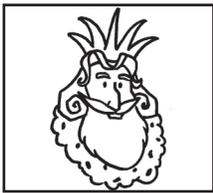
\_\_\_\_\_

-----

\_\_\_\_\_



 Write the ending pattern for each picture. You will need to write more than one letter.

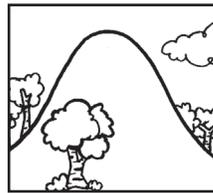


\_\_\_\_\_

-----

\_\_\_\_\_

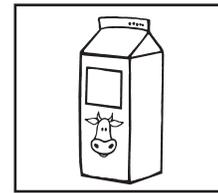
ing



\_\_\_\_\_

-----

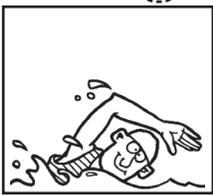
\_\_\_\_\_



\_\_\_\_\_

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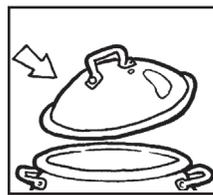
\_\_\_\_\_



\_\_\_\_\_

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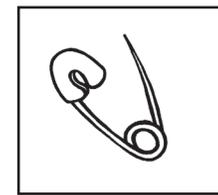
\_\_\_\_\_



\_\_\_\_\_

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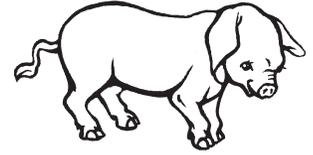
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



Look at each pattern in the box. Add letters to the pattern to make new words.

~~p~~ s f

it

pit

\_\_\_\_\_

\_\_\_\_\_

d p b

ig

\_\_\_\_\_

\_\_\_\_\_

p b f

in

\_\_\_\_\_

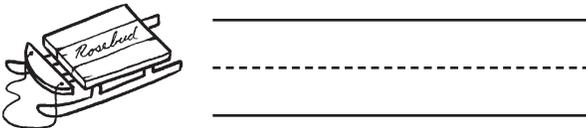
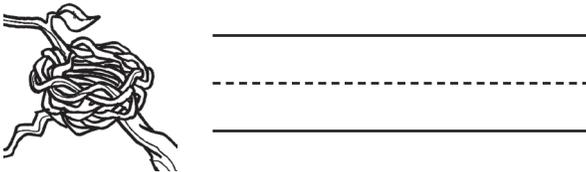
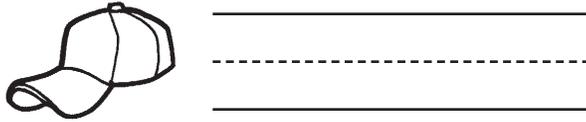
\_\_\_\_\_

Find all the words in the word box that are hidden in the big square. Circle the words as you find them. They can be read across → or down ↓.

w	t	e	x	n	<del>b</del>	<del>e</del>
i	o	k	s	b	d	c
y	o	u	r	k	o	l
h	a	j	r	e	c	a
r	f	r	o	m	o	z
g	v	u	g	v	m	h
o	b	i	d	h	e	r

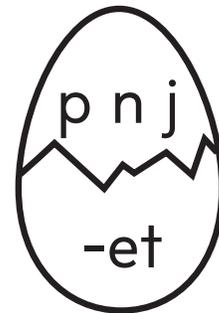
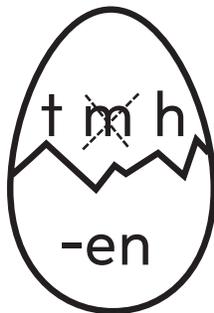
WORD BOX	
<del>be</del>	
your	
from	
her	
come	
too	

 Write the word. Then draw a line to the picture in the box that has the same ending pattern.



---

 Add letters to the pattern to make new words.



\_\_\_\_\_

-----

men

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_