Unit 4
Skills Workbook
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This workbook contains worksheets which accompany many of the lessons from the Teacher Guide for Unit 4. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the teacher guides. The workbook is a student component, which means each student should have a workbook.
Directions: Have students trace and copy the letters and words. The motion for ‘n’ can be described as 1. short line down, 2. hump. The student should say the sound as he or she writes the letter.

not
not
not
Directions: Have students write each word under the matching picture.
Directions: Have students hold up this worksheet when you say /m/. 

Name

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Directions: Have students hold up this worksheet when you say /n/.
Directions: Have students trace and copy the letters and words. The motion for ‘h’ can be described as 1. long line down, 2. hump. The student should say the sound as he or she writes the letter.

2. him

him
hat
dog
hot
ham

Directions: Have students write each word under the matching picture.
Dear Family Member,

On the front and back of this worksheet, have your child draw a line from each word to the matching picture. If necessary, identify the pictures for your child.

1. man

2. hat

3. ham

4. can
5. hog

6. cat

7. dot

8. dig

9. dad
Directions: Have students trace and copy the letters and words. The motion for ‘s’ can be described as 1. half circle to the left, half circle to the right. The student should say the sound as he or she writes the letter.

$s$ $s$ $s$ $s$

$s$ $s$ $s$ $s$

$s$ $s$ $s$ $s$

$s$ $s$ $s$ $s$

sad $\uparrow$$\downarrow$ sad

sad $\uparrow$$\downarrow$ sad
Directions: Have students write each word under the matching picture.

sit  sad  dig

dog  ham  man
Directions: Have student trace and copy the letter and word. The motion for f can be described as 1. candy cane (lift),
2. short line across. The student should say the sound as he or she writes the letter.
Directions: Have students write each word under the matching picture.

dog  hat  mat
fin  man  fan

dog  hat  mat
fin  man  fan

dog  hat  mat
fin  man  fan

dog  hat  mat
fin  man  fan

dog  hat  mat
fin  man  fan
Dear Family Member,

On the front and back of this worksheet, have your child copy each word under the matching picture. If necessary, identify the pictures for your child.

1. sad

2. fan

3. sit
4. fin

5. hat

6. can
Directions: Draw a line from each word to the matching picture.

1. fin

2. hog

3. sit

4. dig

5. fan
6. sad

7. hat

8. ham

9. can

10. man
Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as:

1. diagonal right,
2. diagonal up.

The student should say the sound as he or she writes the letter.
Directions: Have students write each word under the matching picture.

van  can  hog

hat  sad  fan
Name ____________________________

Directions: Have students hold up this worksheet when you say /v/.
Directions: Have students hold up this worksheet when you say "ff."
Dear Family Member,

Your child is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your child should be able to read with practice. Please help your child cut out the word cards. Show the cards to your child and have him or her read them. Encourage your child to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your child by saying the individual sounds and have your child repeat the sounds after you. Ask your child to say the whole word, i.e., to blend the sounds into a word.

Your child may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.

<table>
<thead>
<tr>
<th>had</th>
<th>tin</th>
<th>vat</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>man</td>
<td>nod</td>
</tr>
<tr>
<td>fit</td>
<td>fin</td>
<td>hot</td>
</tr>
<tr>
<td>sad</td>
<td>him</td>
<td>van</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the letters and words. The motion for ‘z’ can be described as:
1. short line across,
2. diagonal left,
3. short line across.
The student should say the sound as he or she writes the letter.

Directions: Have students trace and copy the letters and words. The motion for ‘z’ can be described as:
1. short line across,
2. diagonal left,
3. short line across.
The student should say the sound as he or she writes the letter.

Directions: Have students trace and copy the letters and words. The motion for ‘z’ can be described as:
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3. short line across.
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1. short line across,
2. diagonal left,
3. short line across.
The student should say the sound as he or she writes the letter.

Directions: Have students trace and copy the letters and words. The motion for ‘z’ can be described as:
1. short line across,
2. diagonal left,
3. short line across.
The student should say the sound as he or she writes the letter.

Directions: Have students trace and copy the letters and words. The motion for ‘z’ can be described as:
1. short line across,
2. diagonal left,
Directions: Have students hold up this worksheet when you say /z/.
Directions: Have students hold up this worksheet when you say /s/.
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 7.5, have your child glue or tape the cards with pictures beginning with the /s/ sound (snake, star, six) under the ‘s’ heading. Next, glue or tape the cards with pictures beginning with the /z/ sound (zipper, zebra, zigzag) under the ‘z’ heading.
Dear Family Member,

Please have your child glue or tape the cards from Worksheet 7.4 here. Affix pictures beginning with the /s/ sound under the ‘s’ heading and pictures beginning with the /z/ sound under the ‘z’ heading.

S

Z
Directions: Have students trace and copy the letters and words. The motion for ‘p’ can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as he or she writes the letter.

Name ________________________________
Directions: Have students write each word under the matching picture.

- pig
- tag
- pig
- tag
- pan
- nap
- pan
- nap
- cop
- map
- cop
- map
Dear Family Member,

Help your child cut out the letter cards. Show the cards to your child and have him or her say the sounds, not the letter names. Here are some words beginning with these sounds to help you: fin, pin, hat, van, at, so, zoo, it.

Extension: Arrange the cards to make the words “fin,” “pin,” “nap,” “van,” “fan,” “pan,” “hip,” “sip,” “sap,” “zip,” and “zap” and have your child blend and read the words. Extension: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards. Note that this is a challenging assignment at this point; you may need to say the word sound by sound and help your child with the spelling.
Directions: Have students trace and copy the letters and words. The motion for ‘e’ can be described as:
1. short line across,
2. most of a circle to the left. The student should say the sound as he or she writes the letter.

Directions: Have students trace and copy the letters and words. The motion for ‘e’ can be described as:
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Directions: Have students trace and copy the letters and words. The motion for ‘e’ can be described as:
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Directions: Have students trace and copy the letters and words. The motion for ‘e’ can be described as:
1. short line across,
2. most of a circle to the left. The student should say the sound as he or she writes the letter.
<table>
<thead>
<tr>
<th>hen</th>
<th>net</th>
<th>ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>men</td>
<td>pet</td>
</tr>
</tbody>
</table>

Directions: Have students write each word under the matching picture.
Dear Family Member,

Your child is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your child should be able to read with practice. Please help your child cut out the word cards. Show the cards to your child and have him or her read them. Encourage your child to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your child by saying the individual sounds and have your child repeat the sounds after you. Ask your child to say the whole word, i.e., to blend the sounds into a word.

Your child may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.

<table>
<thead>
<tr>
<th>ten</th>
<th>fig</th>
<th>hen</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>met</td>
<td>gas</td>
</tr>
<tr>
<td>vet</td>
<td>cop</td>
<td>did</td>
</tr>
<tr>
<td>mop</td>
<td>hip</td>
<td>fed</td>
</tr>
</tbody>
</table>
Directions: For each phrase, have students circle the matching picture.

1. mom and dad

2. fat cat

3. dog on mat

4. pig pen
5. pet dog

6. cat in hat

7. sip it

8. hot pot
Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start tracing at the black dots.
Record Sheet for Unit 4 Word Reading

Place a check next to each word read correctly. For misread words, write exactly what students say as they sound out the word. If a student misreads a word, prompt him or her to try to read the word again, letting him or her know that the first attempt was incorrect.

<table>
<thead>
<tr>
<th>WORD</th>
<th>FIRST ATTEMPT</th>
<th>SECOND ATTEMPT/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>net</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>van</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>hen</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>pen</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>fin</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>pot</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>zip</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>fan</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CORRECT</td>
<td>/30</td>
</tr>
</tbody>
</table>

**SUBTOTAL:** __________________________

- ‘n’ > /n/ (1, 2, 3, 4, 5, 9)  _____/6
- ‘e’ > /e/ (1, 3, 4)  _____/3
- ‘t’ > /t/ (1, 7, 10)  _____/3
- ‘v’ > /v/ (2)  _____/1
- ‘a’ > /a/ (2, 6, 9, 10)  _____/4
- ‘h’ > /h/ (3, 10)  _____/2
- ‘p’ > /p/ (4, 7, 8)  _____/3
- ‘i’ > /i/ (5, 8)  _____/2
- ‘s’ > /s/ (6)  _____/1
- ‘d’ > /d/ (6)  _____/1
- ‘o’ > /o/ (7)  _____/1
- ‘z’ > /z/ (8)  _____/1
- ‘f’ > /f/ (5, 9)  _____/2
Name ________________________________

Directions: In each row, have students circle the word the teacher says aloud.

1. net, met, nit, ten

2. man, fan, vet, van

3. din, hen, ham, pen

4. pen, fin, ten, pan

5. van, tin, fin, vim
6. zap   sad   sat   had
7. got   pat   pot   pad
8. sip   zip   sap   get
9. van   fan   pen   tam
10. hat   fat   hen   fin
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 11.6, have your child glue or tape the cards with pictures beginning with the /f/ sound (fan, four, frog) under the ‘f’ heading. Next, glue or tape the cards with pictures beginning with the /v/ sound (van, vase, vet) under the ‘v’ heading.

Name ________________________________
Dear Family Member,

Please have your child glue or tape the cards from Worksheet 11.5 here. Affix pictures beginning with the /f/ sound under the ‘f’ heading and pictures beginning with the /v/ sound under the ‘v’ heading.
Directions: Have students circle the dictated words and copy them on the lines.

1. sit  set

2. met  mat

3. tap  top

4. pen  pan

5. not  net

6. vat  vet
Name ________________________

1. pot  pat
   
2. met  mat
   
3. sat  set
   
4. gap  tap
   
5. sad  sat
   
6. sit  sip

Directions: Have students circle the dictated words and copy them on the lines.
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

1. d e n
   p i m

2. m o p
   n a g

3. v a p
   f e n
Directions: Have students write each word under the matching picture.

1. fan

2. van

3. pan
4. net

5. pen

6. zip
Dear Family Member,

Help your child cut out the two circles. Attach the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child blend and read the words he or she makes.

To practice letter formation, ask your child to copy the words on a sheet of paper.
Directions: Have students circle the dictated words and copy them on the lines.

1. in  it

2. set  sat

3. got  pot

4. cap  zap

5. mop  hog

6. did  hid
1. hen  ham  hog
2. dog  dot  doc
3. hat  had  hit
4. not  net  hot
5. vat  van  man

Directions: For each picture, have students circle the matching word.
6. dog  hog  fog

7. sat  man  sad

8. zap  zip  hit

9. sit  sip  tip

10. den  pin  pen
Directions: Have students draw a line from each phrase to the matching picture.

1. cat in net

2. hen on hog

3. dog can dig

4. ham in pan

5. mop it
6. dog on mat

7. mad cop

8. fat hog

9. zip it

10. pet cat
Directions: Have students write the word on the line beside the correct vowel sound.

- it
- pop
- fed
- get
- on
- tip
- ad
- at

- a
- o
- i
- e
Directions: Have students write each word under the matching picture.

mop   van   hat

hen   pig   nap
Dear Family Member,

Your child is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your child should be able to read with practice. Please help your child cut out the word cards. Show the cards to your child and have him or her read them. Encourage your child to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your child by saying the individual sounds and have your child repeat the sounds after you. Ask your child to say the whole word, i.e., to blend the sounds into a word.

Your child may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.

<table>
<thead>
<tr>
<th>zip</th>
<th>on</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>hid</td>
<td>nap</td>
<td>at</td>
</tr>
<tr>
<td>hit</td>
<td>men</td>
<td>fog</td>
</tr>
<tr>
<td>him</td>
<td>top</td>
<td>pit</td>
</tr>
</tbody>
</table>
Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP2.

<table>
<thead>
<tr>
<th>hip</th>
<th>hen</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>zip</td>
<td>nod</td>
<td>pit</td>
</tr>
<tr>
<td>vet</td>
<td>met</td>
<td>dim</td>
</tr>
<tr>
<td>fog</td>
<td>get</td>
<td>can</td>
</tr>
</tbody>
</table>
Directions: Have students read the word cards from Worksheet PP1 and place them on top of the matching words on this worksheet.

<table>
<thead>
<tr>
<th>pit</th>
<th>dim</th>
<th>can</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>hen</td>
<td>hip</td>
</tr>
<tr>
<td>zip</td>
<td>vet</td>
<td>fog</td>
</tr>
<tr>
<td>nod</td>
<td>met</td>
<td>get</td>
</tr>
</tbody>
</table>
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

1. Picture: Hen
   - Letters: h e n
   - Name: Hen

2. Picture: Van
   - Letters: v a n d
   - Name: Van

3. Picture: Vet
   - Letters: v e d c a t
   - Name: Vet
Directions: Have students write each word under the matching picture.

1. man

2. sit

3. van
4. pet

5. dog

6. zip
Directions: Have students write each word under the matching picture.

cat    vet    pot
pig    tag    hen

_____    _____    _____
_____    _____    _____
_____    _____    _____

_____    _____    _____
_____    _____    _____
_____    _____    _____
ham  fan  mop
pen  men  zip
Directions: Have students fill in the blanks as the phrases are dictated.

1. sit on __________

2. cap and _________

3. pig __________

4. hot __________

5. hog and _________

6. __________ on mat
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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SCHOOLS

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