

an, ad

List Words	Word Building
can	cans
man	men
ran	run, runs, running
pan	pans
sad	sadness, sadder, saddest
bad	badly, badness
dad	daddy, daddies, dads
had	have, has, having
the	—
of	—

Unit Focus

- This unit focuses on the rimes **an** and **ad** at the end of each word. This unit also includes two common, high-frequency words, **the** and **of**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **an** and those that end with **ad**, and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.*

Dictation

- The **man can** run fast.
- His **dad** looks **sad**.
- The pan** is hot.
- My mom **had** a cup **of** tea.
- The **bad** dog **ran** away.

Answers

- Teacher check
- can, sad, dad, ran, the, man
- (a) can
(b) ran
(c) sad
(d) bad
(e) pan
- Teacher check
- (a) sad
(b) of
(c) the
(d) pan
- red: can, pan, man
blue: sad, dad, had

List Words	Word Building
pet	pets
met	meet, meets, meeting, meetings
set	sets, setting
wet	wets, wetted, wetting
am	is, are
ham	hams
jam	jam, jamming, jammed
ram	rams, ramming, rammed
to	—
by	—

Unit Focus

- This unit focuses on the rimes **et** and **am** at the end of each word. This unit also includes two common, high-frequency words, **to** and **by**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **et** and those that end with **am**, and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.*

Dictation

- The **wet ram** was **by** the gate.
- I **am** going **to set** the table.
- The vet **met** my **pet**.
- Carry the **ham** and **jam** to the table.

Answers

- Teacher check
- to, wet, jam, by, pet, ram
- (a) ram
(b) wet
(c) jam
(d) ham
(e) met
- Teacher check
- (a) pet
(b) by
(c) ham
(d) jam
- (a) red: pet, met, set
(b) blue: ram, jam, ham

Parties

List Words	Word Building
big	big, bigger, biggest
hid	hide, hidden, hiding
cup	cups
fun	funny, funnier, funniest
cake	cakes, caking, caked
game	games
tag	tags, tagging, tagged
rip	rips, ripped, ripping
did	do, does, doing, done
got	get, gets, getting

c	h	r	b	i	g	o
o	i	o	p	t	a	g
f	d	i	d	k	m	o
i	n	c	a	k	e	t
t	f	u	n	d	r	e
r	i	p	e	a	m	s

Unit Focus

- This unit focuses on **party**-related words. This unit also includes two common, high-frequency words, **did** and **got**.

Teaching Points

- Identify difficult parts of words.
- Discuss ways to remember how to spell a word.

Dictation

- Did you **rip** the **tag**?
- That **game** was **fun**.
- She **got** a **big** **cake**.
- Who **hid** my **cup**?

Answers

- (a) cup
(b) cake
(c) game
(d) rip
(e) tag
- rip, tag, fun, cake, got, game
- Teacher check
- See word search.
- (a) cake
(b) did
(c) game
(d) tag
- (a) rip
(b) big
(c) fun
(d) cake
(e) tag
(f) game

List Words	Word Building
win	wins, winning, won
fin	fins
pin	pins, pinned, pinning
tin	tins, tinned
sip	sips, sipped, sipping
tip	tips, tipping, tipped
lip	lips
zip	zips, zipping, zipped
is	be, am, are, being, was, were, been
you	—

Unit Focus

- This unit focuses on the rimes **in** and **ip** at the end of each word. This unit also includes two common, high-frequency words, **is** and **you**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **in** and those that end with **ip** and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.*

Dictation

- The **tin** can has one **pin** in it.
- You** can see the **tip** of a **fin** above the water.
- Zip** up your jacket. It's cold!
- You can **win** the race!
- Is** that a mark on your **lip**?
- Mom had a **sip** of tea.

Answers

- Teacher check
- (a) red: win, tin, fin
(b) blue: sip, zip, tip
- (a) fin
(b) bin
(c) sip
(d) zip
(e) win
- Teacher check
- (a) zip
(b) you
(c) tin
(d) lip
- tin, tip, bin, is, sip, you, zip

ot, it

List Words	Word Building
cot	cots
hot	hotter, hottest
dot	dotted, dotting
pot	pots, potted, potting
bit	bits
pit	pits, pitted, pitting
sit	sits, sat, sitting
it	its, it's
that	—
if	—

d	i	p	m	f	f	m
d	f	d	e	h	t	z
o	i	p	f	x	h	t
t	r	o	w	h	a	r
u	b	t	c	o	t	k
p	i	t	q	t	b	i
b	t	s	i	t	f	t

Unit Focus

- This unit focuses on the rimes **ot** and **it** at the end of each word. This unit also includes two common, high-frequency words, **that** and **if**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **ot** and those that end with **it** and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.

Dictation

- That pot** is very **hot**.
- If** you **sit** still, you will see the fish.
- Dig a big **pit** for the pond.
- It took a **bit** of time to make the **cot**.
- It** is a very big **dot**.

Answers

- Teacher check
- if, hot, pot, that, bit, dot
- (a) if
(b) sit
(c) pot
(d) that
- Teacher check
- (a) hot
(b) bit
(c) pot
(d) cot
(e) sit
- (a) green – hot, cot, dot
(b) red – sit, bit, pit
- See word search.
- (a) bit
(b) sit
(c) cot
(d) dot
- (a) hot
(b) bit
(c) If
- cot, hot, pot, dot
- dot
- Teacher check

List Words	Word Building
hug	hugs, hugged, hugging
rug	rugs
bug	bugs
mug	mugs
jug	jugs
bag	bags
rag	rags
wag	wags, wagging, wagged
put	puts, putting
was	wasn't, were, weren't

b	j	z	j	m	h	e
u	w	a	g	u	u	p
g	d	j	z	g	g	u
s	r	u	b	c	c	t
b	a	g	q	r	k	w
y	f	a	v	u	l	a
g	t	r	a	g	u	s

Unit Focus

- This unit focuses on the rimes **ug** and **ag** at the end of each word. This unit also includes two common, high-frequency words, **put** and **was**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **ug** and those that end with **ag** and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.

Dictation

- Put** that **rag** in a **bag**.
- There is a **bug** on the **rug**.
- He **was** happy after a **hug**.
- Fill the **mug** from the **jug**.
- The dog can **wag** its tail.

Answers

- Teacher check
- (a) green: rag, wag
(b) red: rug, bug, mug, hug
- (a) jug
(b) bag
(c) mug
(d) bug
(e) wag
- Teacher check
- (a) wag
(b) put
(c) was
(d) rug
- hug, bug, was, put, rug, rag
- See word search.
- (a) mugs
(b) bags
(c) hugs
(d) bugs
- (a) cut
(b) big
(c) has
(d) tug
- (a) bug
(b) mug
(c) jug
(d) rag
(e) bag
- (a) put
(b) mug
(c) jug
(d) was
(e) hug
- (a) wag, was
(b) hug
(c) bug

List Words	Word Building
mix	mixes, mixing, mixed
six	sixes
box	boxes, boxing, boxed
fox	foxes
cut	cuts, cutting
hut	huts
but	—
nut	nuts
are	am, is
as	—

n	b	b	s	q	f	y
a	s	o	i	r	k	n
f	o	x	x	t	g	u
h	u	t	t	b	u	t
m	i	x	b	z	a	h
g	o	i	h	l	r	r
c	u	t	g	y	e	r

Unit Focus

- This unit focuses on the rimes **ix**, **ox**, and **ut** at the end of each word. This unit also includes two common, high-frequency words, **are** and **as**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **ix** or **ox** and those that end with **ut**, and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.
- To make words that end with **x** plural, **es** is added.

Dictation

- They **are as** good **as** gold.
- She has **six nuts**, **but** he only has one.
- The **fox** was in the **hut**.
- The boy **cut** the **box** open.
- Mix** the paint in the tray.

Answers

- Teacher check
- (a) green – fox, mix
(b) red – but, cut, hut, nut
- (a) mix
(b) fox
(c) hut
(d) six
(e) cut
- Teacher check
- (a) nut
(b) as
(c) are
(d) box
- cut, six, are, mix, box
- See word search.
- nut
- (a) as, as
(b) six
(c) fox
(d) are
- (a) nut
(b) hut
(c) box
(d) fox
- Teacher check
- (a) art
(b) at
(c) not
(d) bat

List Words	Word Building
we	we'd, we're, we've
me	—
he	he's
she	she's
be	been
bed	beds, bedroom
wed	weds, wedded, wedding, weddings
fed	feed, feeding
with	—
his	—

v	h	b	e	d	o	n
h	i	c	g	b	e	f
y	s	r	r	s	h	e
z	s	w	l	w	h	d
i	f	e	z	i	m	m
b	r	d	p	t	h	e
w	e	s	f	h	i	z

Unit Focus

- This unit focuses on the long **e** sound represented by the grapheme **e** and the rime **ed** at the end of each word. This unit also includes two common, high-frequency words, **with** and **his**.

Teaching Points

- Underline the grapheme representing the sound **e** at the end of words.
- Identify the rime **ed** and how it is represented.

Rules

- Double the consonant to keep the vowel sound short.*

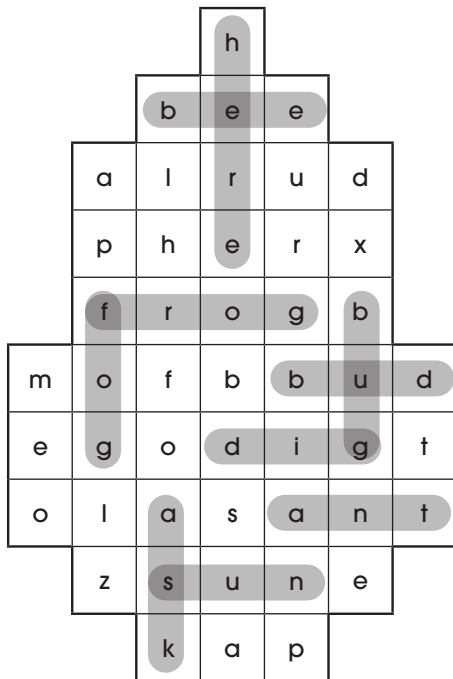
Dictation

- She** will **be wed** soon.
- Come **with me** to be **fed**.
- His bed** is blue.
- We** got lost when **he** ran away.

Answers

- Teacher check
- (a) orange: he, we, me
(b) green: fed, wed, bed
- (a) bed
(b) with
(c) fed
(d) wed
(e) she
- Teacher check
- be, with, his, bed, we, fed
- wed
fed
bed
- See word search.
- (a) fed
(b) she
(c) with
(d) bed
- (a) she
(b) with
(c) his
(d) wed
- (a) She
(b) me
(c) be
(d) with
- Teacher check
- (a) we, me, be, he
(b) with
(c) she

List Words	Word Building
ant	ants
bee	bees
bud	buds, budding, budded
bug	bugs, bugging, bugged
dig	digs, digging, dug
fog	fogs, fogging, fogged
frog	frogs
sun	suns
ask	asks, asking, asked
here	—



Unit Focus

- This unit focuses on **spring**-related words. This unit also includes two common, high-frequency words, **ask** and **here**.

Teaching Points

- Identify difficult parts of words.
- Discuss ways to remember how to spell a word.

Dictation

- Ask Mom to bring the **bug here**.
- An **ant** can **dig** big holes.
- A **bud** will open in the **sun**.
- Can the **frog** or **bee** find their way in the **fog**?

Answers

- (a) bug
(b) bud
(c) bee
(d) sun
(e) ant
(f) dig
- (a) bee
(b) sun
(c) fog
- Teacher check
- (a) dig
(b) ask
(c) here
(d) bud
- (a) here
(b) sun
(c) bud
(d) frog
- dig, fog, bee, ask, here, ant
- See word search.
- (a) Ask
(b) fog
(c) bee
(d) Dig
- sun, ant, bug
- (a) bee
(b) frog
(c) ant
(d) bud
- (a) bee, bud, bug
(b) frog, here
(c) ant
- Teacher check

List Words	Word Building
leg	legs, leggings
beg	begs, begged, begging
peg	pegs, pegged, pegging
hen	hens
ten	tens, tenth
men	man
pen	pens
den	dens
they	—
no	—

m	b	e	g	n	n	o
y	o	k	d	e	n	r
h	e	n	l	e	g	u
t	r	a	b	p	e	n
l	p	e	g	v	w	o
t	e	n	t	h	e	y
r	o	x	m	e	n	k

Unit Focus

- This unit focuses on the rimes **eg** and **en** at the end of each word. This unit also includes two common, high-frequency words, **they** and **no**.

Teaching Points

- Identify the rimes and how they are represented.
- Sort the list words into those that end with **eg** and those that end with **en** and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.

Dictation

- Ten men** hid in the **den**.
- They** had to **beg** for more food.
- There is **no hen** in that hut.
- Use the **pen** to draw a **leg**.
- Hang this up on the **peg**.

Answers

- Teacher check
- they, beg, no, ten, men, peg
- (a) beg
(b) ten
(c) leg
(d) hen
(e) pen
- pen
- (a) blue: leg, beg, peg
(b) yellow: hen, den, men
- (a) no
(b) men
(c) they
(d) peg
- See word search.
- hen, men, den
pen, ten
- (a) leg
(b) ten
(c) they
(d) men
- (a) hen
(b) they
(c) peg
(d) den
- (a) hen
(b) pen
(c) leg
(d) egg
- Teacher check

List Words

Word Building

my	mine
by	—
fly	flies, flew, flying
sky	skies
mop	mops, mopped, mopping
top	tops, topped, topping
hop	hops, hopped, hopping
pop	pops, popped, popping
for	—
on	—

k	o	m	o	p	l	s
f	l	y	p	o	r	q
u	y	t	o	p	g	h
l	k	y	e	d	j	o
p	h	l	f	o	r	r
l	o	n	p	l	w	b
a	p	f	e	s	k	y

Unit Focus

- This unit focuses on the long *i* sound represented by the grapheme **y**, and the rime **op**. This unit also includes two common, high-frequency words, **for** and **on**.

Teaching Points

- Underline the grapheme representing the sound 'Y' at the end of words
- Identify the rime and how it is represented.
- Sort the list words into those that end with **y** and those that end with **op** and brainstorm other words to add to each list.

Rules

- Double the consonant to keep the vowel sound short.
- y** changes to **i** when **es** is added.

Dictation

- The balloon went **pop** up in the **sky**.
- I use **my mop for** washing the floor.
- The plane will **fly** over the **top** of the hill.
- Hop on** one foot **by** the door.

Answers

- Teacher check
- my, by, fly, sky
- (a) mop
(b) sky
(c) on
(d) pop
- (a) fly
(b) mop
(c) hop
(d) sky
(e) pop
- sky
- (a) orange: my, fly, by
(b) blue: hop, top, mop
- See word search.
- top, mop, hop, pop
- (a) hop
(b) top
(c) sky
(d) by, on, my
- (a) mop – used for washing floors
(b) hop – jump on one foot
(c) fly – move through the air
(d) sky – the space above earth
- (a) for
(b) fly
(c) mop
(d) by
- Teacher check

List Words	Word Building
see	sees, seen, saw, seeing
been	am, be, is, are, was, were
weed	weeds, weeding, weeded
seed	seeds, seeded, seedless
meet	meets, met, meeting
need	needs, needing, needed
feed	feeds, fed, feeding
seen	see, sees, saw, seeing
yes	—
saw	see, sees, seeing, seen

p	s	e	e	x	s	m
b	e	e	n	o	e	e
k	g	r	e	l	e	e
d	c	s	e	y	n	t
w	e	e	d	e	f	a
e	d	e	s	s	a	w
g	u	d	f	e	e	d

Unit Focus

- This unit focuses on the long **e** sound represented by the grapheme **ee**. This unit also includes two common, high-frequency words, **yes** and **saw**.

Teaching Points

- Identify the phoneme and how it is represented.
- Brainstorm other words to add to the list.

Dictation

- Have you **been** to the park and **seen** that swan before?
- "**Yes**, I **saw** that film," said the boy.
- I can **see** I **need** to **feed** her.
- Mom will **meet** me at the store.
- That **seed** will grow into a tall **weed**.

Answers

- yes, meet, weed, saw, see, been
- Teacher check
- seed
- (a) seen
(b) yes
(c) feed
(d) been
- (a) bee, be
(b) me
(c) we
- (a) red: feed, weed, need, seed
(b) yellow: seen, been
- See word search.
- need, feed, weed, seed
- (a) saw
(b) meet
(c) see
(d) feed
(e) been
- Teacher check
- (a) seen
(b) saw
(c) meet
(d) yes
- Teacher check

List Words

Word Building

moon	moons, moonlight, moonbeam
room	rooms, roomy, roomier, roomiest
hood	hoods
zoo	zoos
all	—
call	calls, called, calling
ball	balls
small	smaller, smallest
this	—
have	has, having, had

s	m	a	l	l	b	f
r	o	o	m	a	a	n
c	o	y	z	h	l	t
a	n	a	p	o	l	h
l	z	l	a	o	o	i
l	o	l	a	d	r	s
v	o	r	h	a	v	e

Unit Focus

- This unit focuses on the graphemes **oo** as in moon and **all** as in **ball**. This unit also includes two common, high-frequency words, **this** and **have**.

Teaching Points

- Identify the patterns in the list.
- Discuss how the grapheme **oo** as in moon, can also represent **oo** as in book.
- Brainstorm other words to add to the list.

Rule

- The **y** changes to **i** when adding **-er** or **-est**.

Dictation

- The **moon** looks **small** in the sky.
- All** of us **have** been to the **zoo**.
- Put **this ball** in my **room**.
- Call** me if you find my **hood**.

Answers

- Teacher check
- (a) balls
(b) rooms
(c) moons
(d) zoos
- (a) moon
(b) call
(c) small
(d) room
(e) this
- (a) zoo
(b) room
(c) have
(d) small
- (a) zoo
(b) this
(c) hood
(d) have
- small, zoo, have,
this, all, ball
- See word search.
- hood
- (a) zoo
(b) ball
(c) small
(d) have
- (a) all, call, ball, small
(b) moon, room,
hood, zoo, this,
have
- (a) room
(b) small
(c) hood
(d) zoo
(e) call
(f) moon
- (a) soon
(b) tall
(c) good
(d) thin

List Words	Word Building
and	—
sand	sands, sandy, sandier, sandiest, sandcastle
band	bands
hand	hands, handed, handing, handy
end	ends, ended, ending
lend	lends, lent, lending, lender
send	sends, sent, sending, sender
bend	bends, bent, bending
from	—
want	wants, wanting, wanted

q	e	e	f	s	p	s
h	b	a	r	a	o	e
a	a	n	o	n	g	n
n	n	d	m	d	o	d
d	d	f	w	a	n	t
e	n	d	b	e	n	d
f	l	e	n	d	o	k

Unit Focus

- This unit focuses on the rimes **and** and **end** at the end of words. This unit also includes two common, high-frequency words, **from** and **want**.

Teaching Points

- Identify the phoneme and how it is represented.
- Brainstorm other words to add to the list.

Rules

- The **y** changes to **l** when adding **-er** or **-est**.

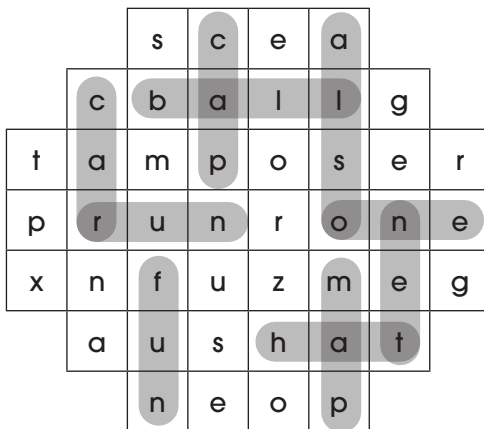
Dictation

- Send** a card to Ali **and** Tim **from** both of us.
- Mom will **want** us to **lend** a **hand** to move this.
- Can you **bend** that **end** of the **pipe**?
- The **band** played on the **sand**.

Answers

- Teacher check
- (a) want
(b) sand
(c) and, end
(d) band, bend
- hand
- (a) want
(b) sand
(c) hand
(d) bend
(e) from
- (a) end
(b) hand
(c) and
(d) send
- Teacher check
- See word search.
- (a) from
(b) lend
(c) hand
(d) bend
(e) want
(f) and
- (a) and
(b) send
(c) from
(d) sand
- Teacher check
- (a) frost
(b) wasp
(c) sent
(d) land
- (a) red - band, hand
(b) green - bend, end
(c) blue - want, from

List Words	Word Building
cap	caps, capping, capped
map	maps, mapping, mapped
car	cars
hat	hats
fun	funny, funnier, funniest
run	runs, running, ran
ball	balls
net	nets, netting, netted
also	—
one	ones



Unit Focus

- This unit focuses on **summer vacation** words. This unit also includes two common, high-frequency words, **also** and **one**.

Teaching Points

- Identify difficult parts of words.
- Discuss ways to remember how to spell a word.

Dictation

- It is **fun** to put the **ball** in the **net**.
- Can you bring **one** net and **also** a **hat**?
- We need the **map** in the **car** to find the way.
- Run** fast and get his **cap**.

Answers

- (a) car
(b) ball
(c) fun *or* run
(d) net
(e) hat
(f) cap *or* map
- one, ball, also, hat, cap, fun
- (a) also
(b) fun
(c) hat
(d) ball
- Teacher check
- (a) one
(b) ball
(c) also
(d) net
- (a) car
(b) hat
(c) map
- See word search.
- fun, net, run
- (a) car
(b) map
(c) one
(d) hat
- (a) cap
(b) run
(c) net
(d) one
- (a) fun, run
(b) also, ball
(c) hat
- Teacher check