



Review & Enrichment

Week of May 18 & 25

ESL

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using
online access email teacher upon completion.

Name _____

Lesson 11

1. Read each high-frequency word below.

to
go
the
likes
at

2. Write each high-frequency word two times each.

Handwriting practice lines for step 2. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for writing practice.

3. Use one of the high-frequency words in a sentence.

Handwriting practice lines for step 3. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are two such sets of lines provided for writing practice.

Name _____

Lesson 11

4. Read your decodable book "Beach Plans".
5. Circle the high-frequency words in your decodable book "Beach Plans".
6. Complete the questions about your decodable book, "Beach Plans".

Stan and Fran plan to go to the beach.
Stan likes to make sandcastles more than Fran.
Fran likes to suntan more than Stan.
Stan and Fran both like to scan for shells.
Stan and Fran can both have fun at the beach.

Who are the characters in the story? _____ and _____
Stan and Fran plan to go to the _____.
What does Stan like to make? _____.
What does Fran like to do? _____.
What do Stan and Fran both like to do? _____.

7. Complete the following worksheet.

Beach Plans



New Word Families: -an
Sight Words used - and, to, go, the, likes, at, the

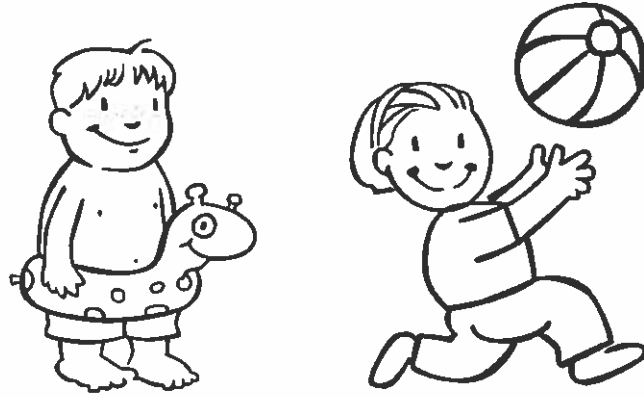
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Beach Plans

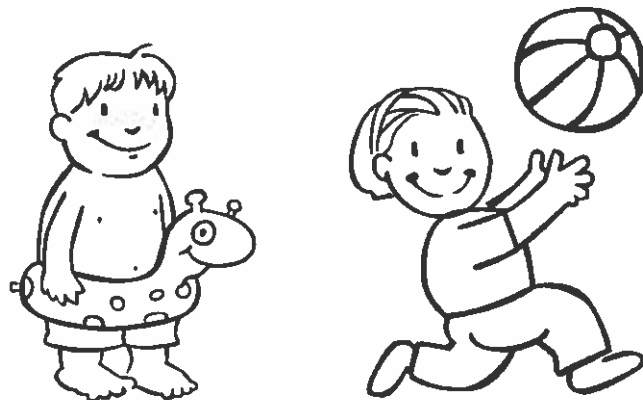


New Word Families: -an
Sight Words used - and, to, go, the, likes, at, the

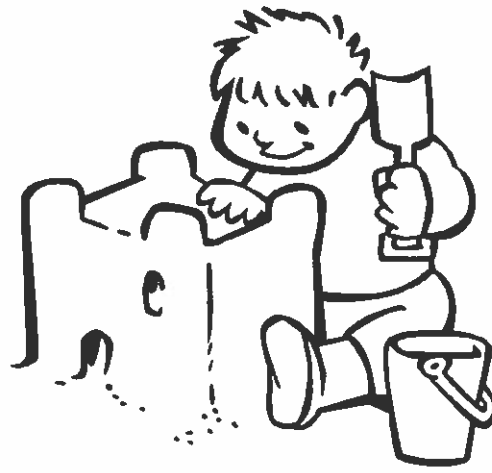
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Stan and Fran plan to go
to the beach.



Stan and Fran plan to go
to the beach.



Stan likes to make sandcastles
more than Fran.



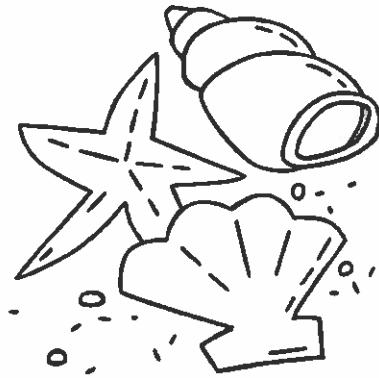
Stan likes to make sandcastles
more than Fran.



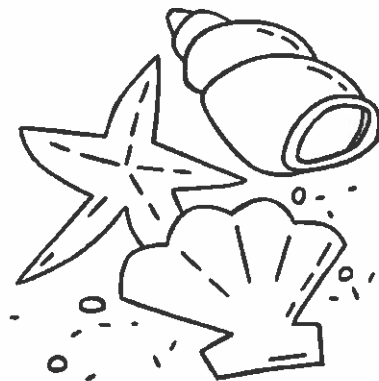
Fran likes to suntan more than Stan.



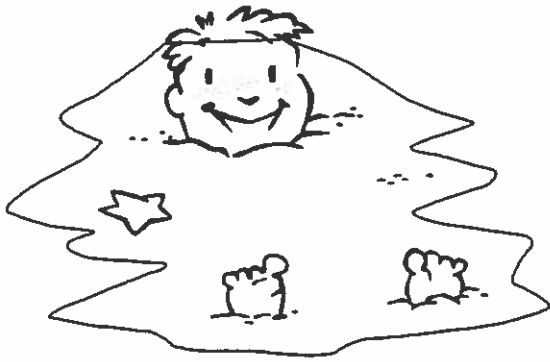
Fran likes to suntan more than Stan.



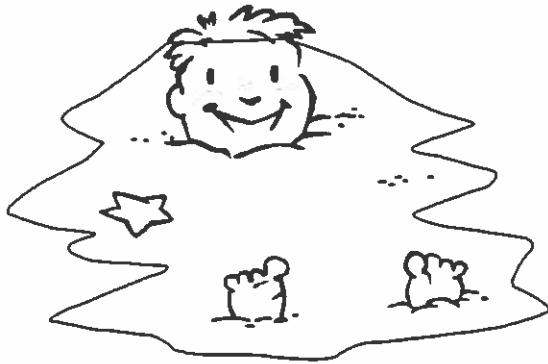
Stan and Fran both like to
scan for shells.



Stan and Fran both like to
scan for shells.



Stan and Fran can both
have fun at the beach.



Stan and Fran can both
have fun at the beach.

Can you read these words from the -an word family?

-an

an	bran
ban	clan
can*	Fran*
Dan	plan*
fan	scan*
Jan	span
man	Stan*
pan	than*
ran	
tan*	
van	

** = words used in this booklet*

Can you read these words from the -an word family?






-an

an	bran
ban	clan
can*	Fran*
Dan	plan*
fan	scan*
Jan	span
man	Stan*
pan	than*
ran	
tan*	
van	

** = words used in this booklet*

an Word Family Practice

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	an
	an
	an
	an
	an

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

c	f	Fr	St	t
---	---	----	----	---

Name _____

Lesson 12

1. Read each high-frequency word below.

my

here

see

me

this

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

Name _____

Lesson 12

4. Read your decodable book "The Copycat".

5. Circle the high-frequency words in your decodable book "The Copycat".

6. Complete the questions about your decodable book, "The Copycat".

I can see a copycat. He copies me doing this and that.

I put on my hat.

I swing the bat.

I chat on the telephone.

I lie flat.

I bat at the gnat. Splat!

Here is my copycat. It is me!

Who does the person see? _____

I put on my _____.

I _____ the bat.

I _____ on the telephone.

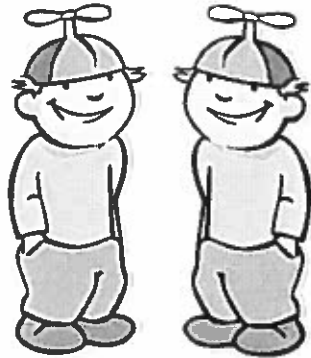
I lie _____.

I bat at the _____. Splat!

Here is my copycat. It is _____!

7. Complete the following worksheet.

The Copycat

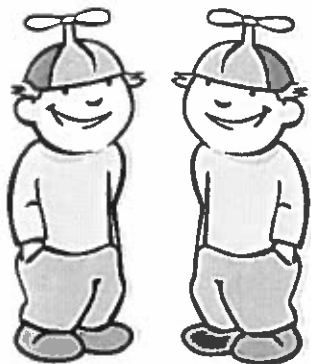


New Word Families: -at

Sight Words used - I, can, see, a, me, this, and, on, my, the, here, is

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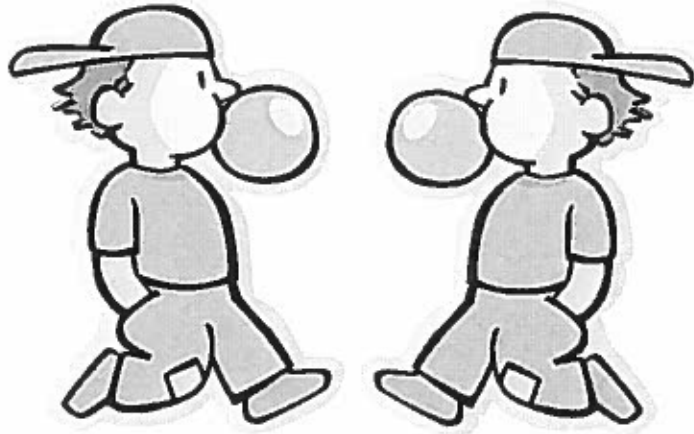
The Copycat



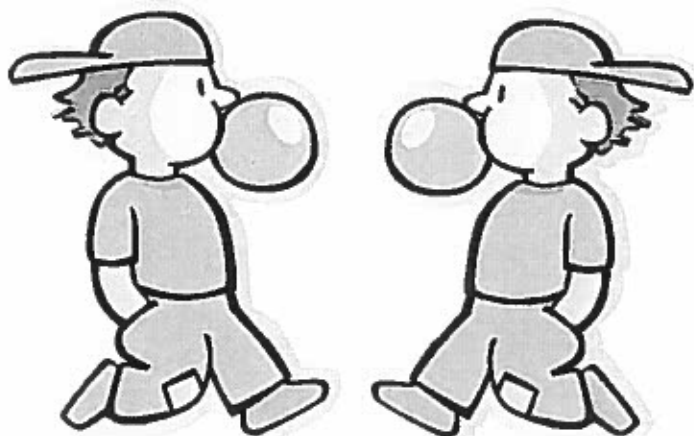
New Word Families: -at

Sight Words used - I, can, see, a, me, this, and, on, my, the, here, is

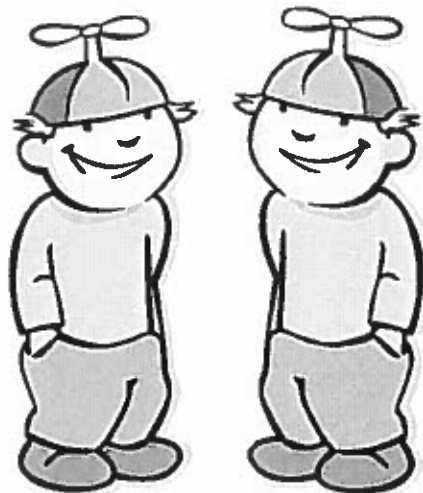
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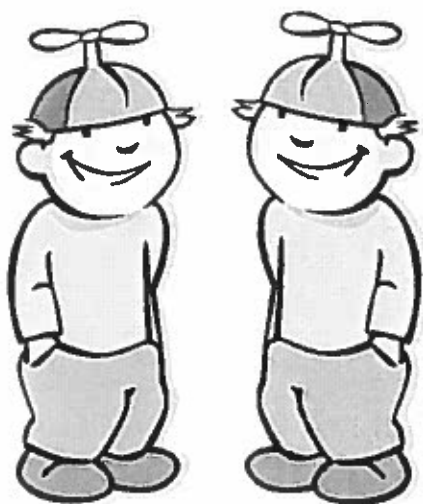
I can see a copycat!
He copies me doing this and that.



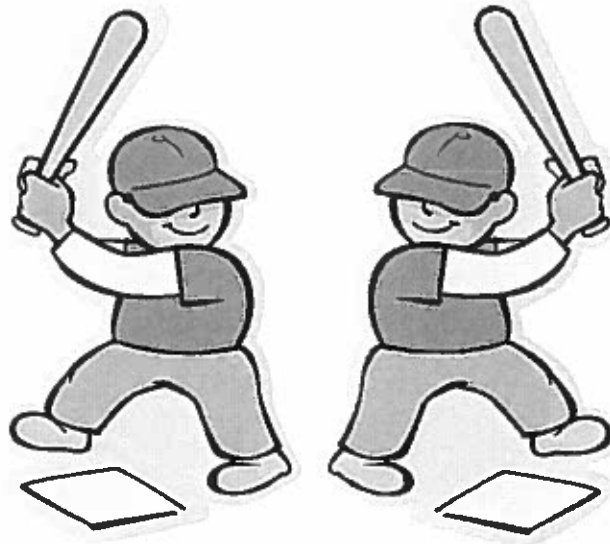
I can see a copycat!
He copies me doing this and that.



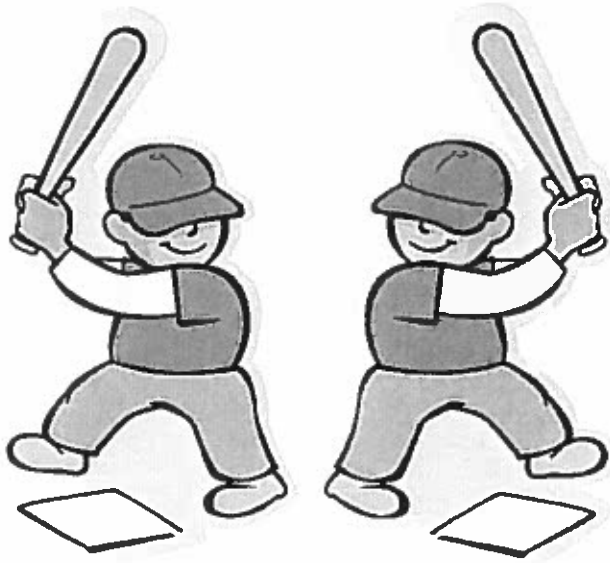
I put on my hat.



I put on my hat.



I swing the bat.



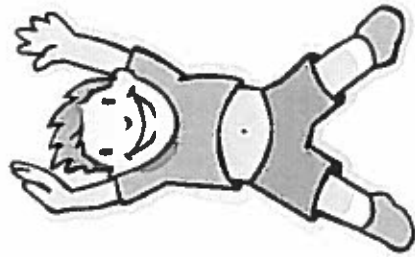
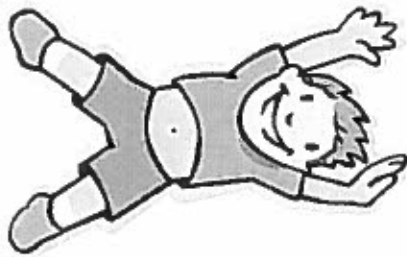
I swing the bat.



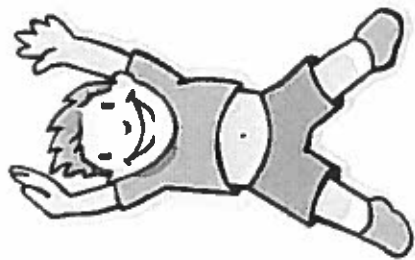
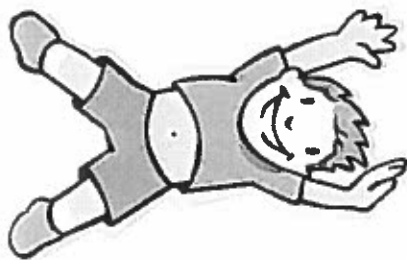
I chat on the telephone.



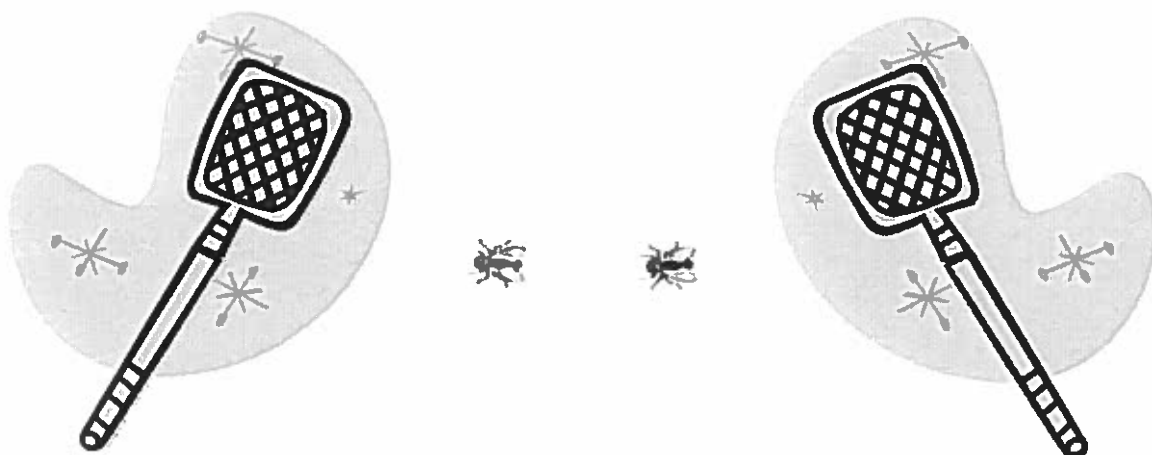
I chat on the telephone.



I lie flat.



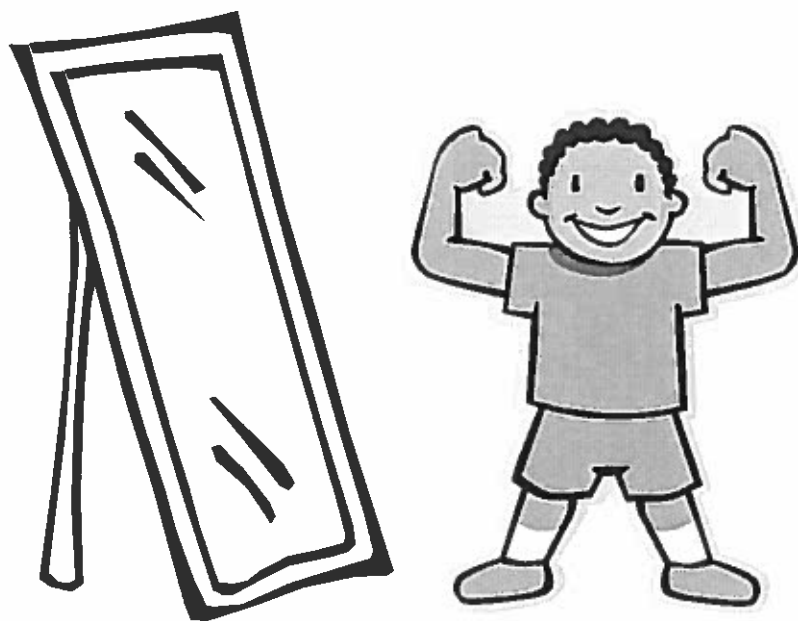
I lie flat.



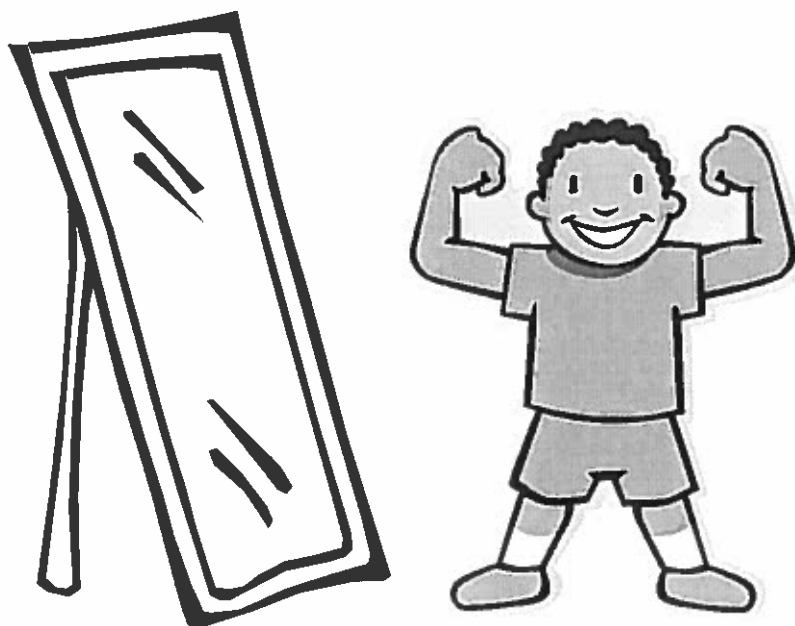
I bat at the gnat. Splat!



I bat at the gnat. Splat!



Here is my copycat. It is me!



Here is my copycat. It is me!

Can you read these words from the **-at** word family?

-at

bat*	brat
cat*	chat*
fat	flat*
hat*	gnat*
mat	scat
pat	slat
rat	splat*
sat	that*
vat	

** = words used in this booklet*

Can you read these words from the **-at** word family?


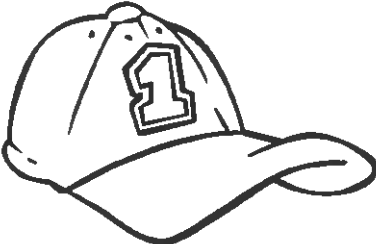

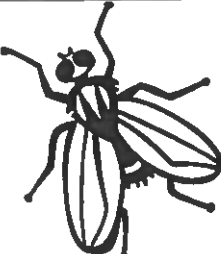
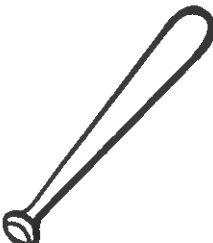
-at

bat*	brat
cat*	chat*
fat	flat*
hat*	gnat*
mat	scat
pat	slat
rat	splat*
sat	that*
vat	

** = words used in this booklet*

-at Word Family Practice

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	at
	at
	at
	at
	at

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

b

ch

gn

h

m

Name _____

Lesson 13

1. Read each high-frequency word below.

I
will
my
like
to

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

Name_____

Lesson 13

4. Read your decodable book "I Like to Dance".

5. Circle the high-frequency words in your decodable book "I Like to Dance".

6. Complete the questions about your decodable book, "I Like to Dance".

I will clap my hands.
I will snap my fingers.
I will flap my arms.
I will slap my knees.
I will tap my toes.
I like to dance.

_____ will clap my hands.
I will _____ my fingers.
I will flap my _____.
_____ will slap my knees.
I will _____ my toes.
I like to _____.

7. Complete the following worksheet.

I Like To Dance!



New Word Families: -ap
Sight Words used - I, will, my, like, to

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I Like To Dance!



New Word Families: -ap
Sight Words used - I, will, my, like, to

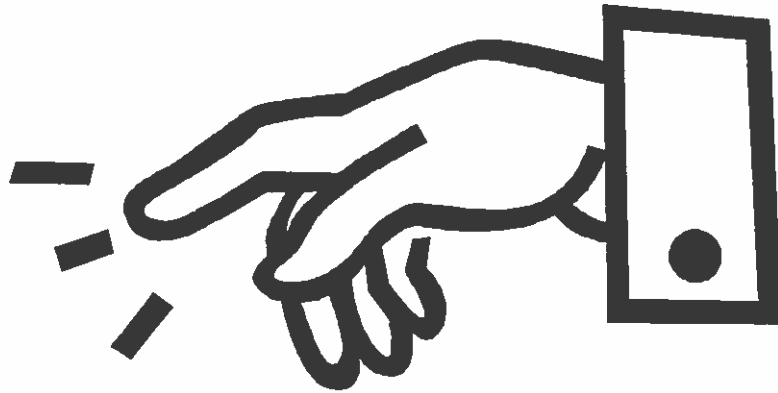
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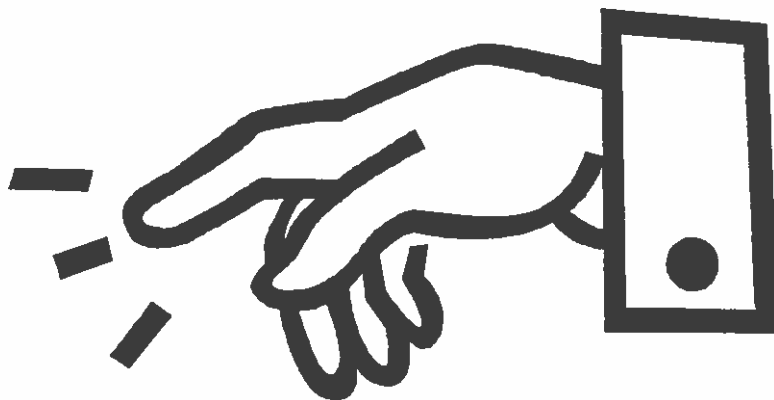
I will clap my hands.



I will clap my hands.



I will snap my fingers.



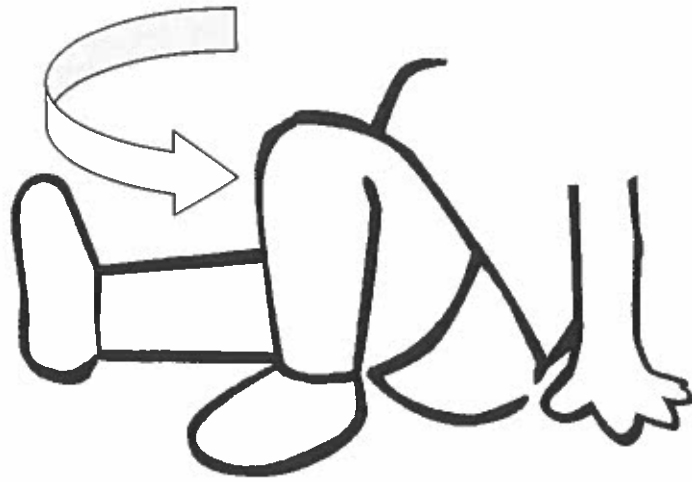
I will snap my fingers.



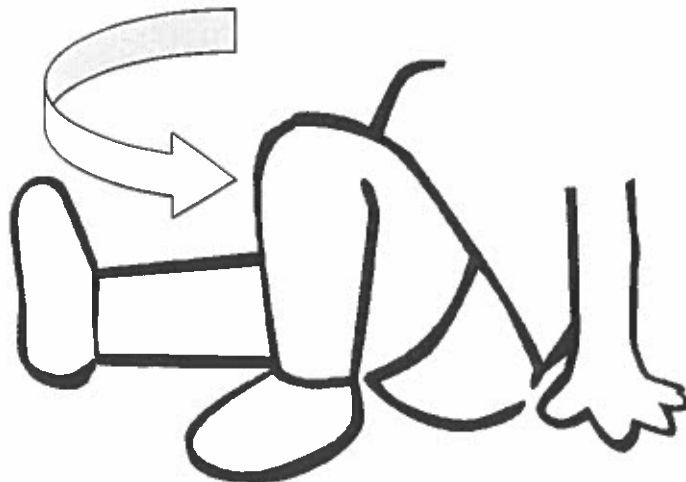
I will flap my arms.



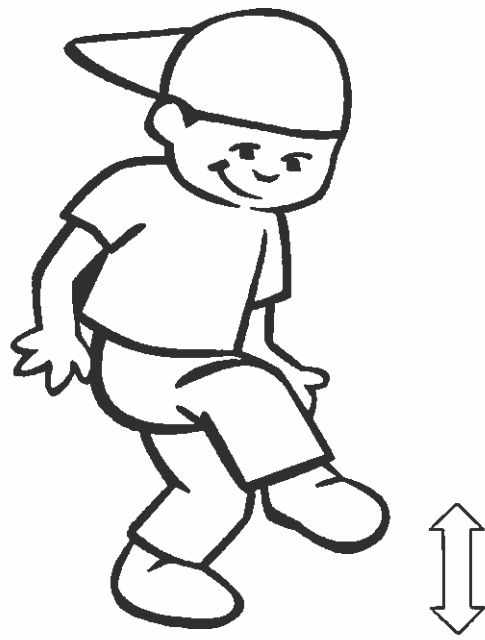
I will flap my arms.



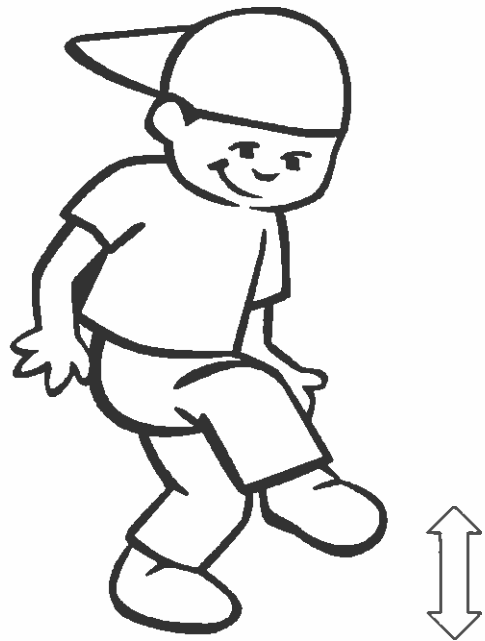
I will slap my knees.



I will slap my knees.



I will tap my toes.



I will tap my toes.



I like to dance!



I like to dance!

Can you read these words from the -ap word family?

-ap

cap	chap
gap	clap*
lap	flap*
map	slap*
nap	snap*
rap	trap
tap*	wrap
yap	scrap
zap	strap

• = words used in this booklet

Can you read these words from the -ap word family?


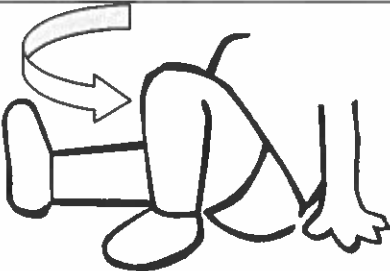



-ap

cap	chap
gap	clap*
lap	flap*
map	slap*
nap	snap*
rap	trap
tap*	wrap
yap	scrap
zap	strap

* = words used in this booklet

-ap Word Family Practice

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	ap
	ap
	ap
	ap
	ap

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

cl	fl	sl	sn	t
----	----	----	----	---

Name _____

Lesson 14

1. Read each high-frequency word below.

the
went
my
like
to

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

Name _____

Lesson 14

4. Read your decodable book "Shhhh".

5. Circle the high-frequency words in your decodable book "Shhhh".

6. Complete the questions about your decodable book, "Shhhh".

The drum went bam bam!
The door went slam!
The bat went wham!
The ram went baa!
Pam went, "shh!"

The _____ went bam bam!

The door went _____!

The _____ went wham!

The ram went _____!

_____ went, "shh!"

Who is the character in the story? _____

7. Complete the following worksheet.

Shhhh!



New Word Families: -am
Sight Words used - the, went

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Shhhh!



New Word Families: -am
Sight Words used - the, went

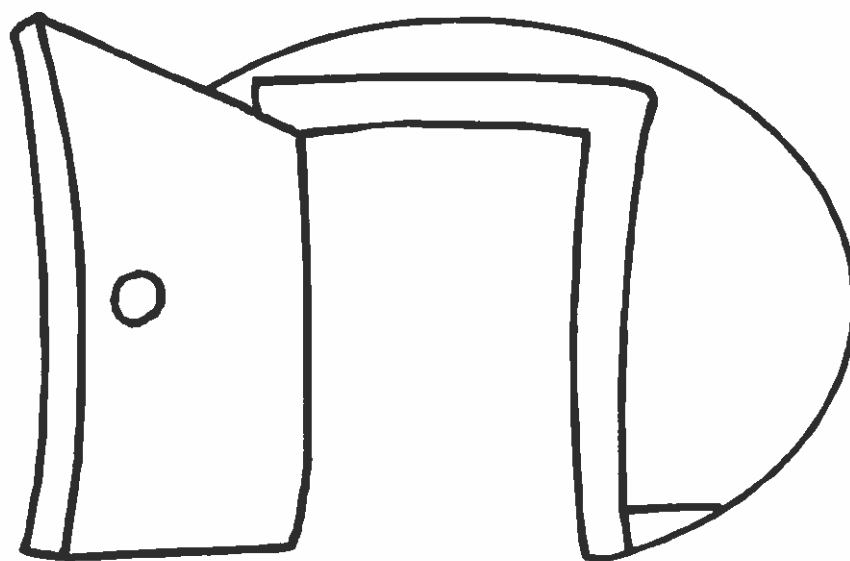
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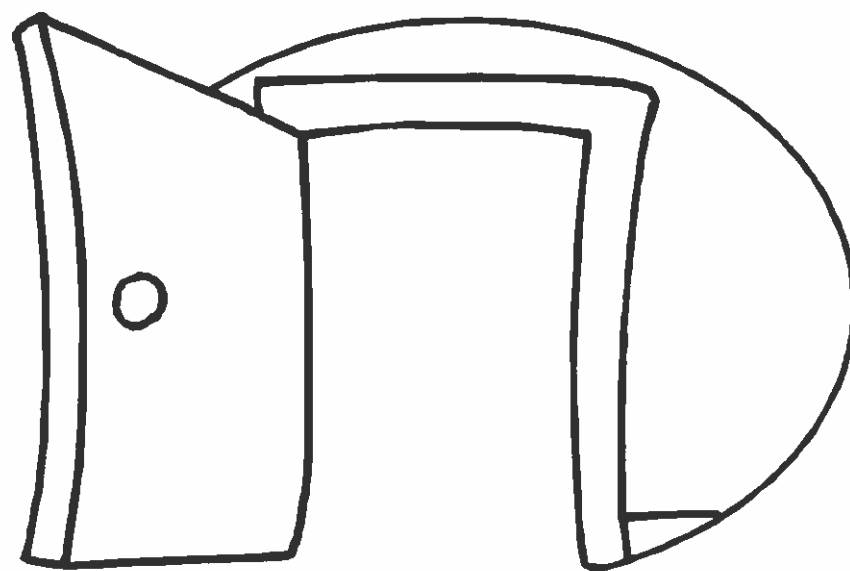
The drum went bam bam!



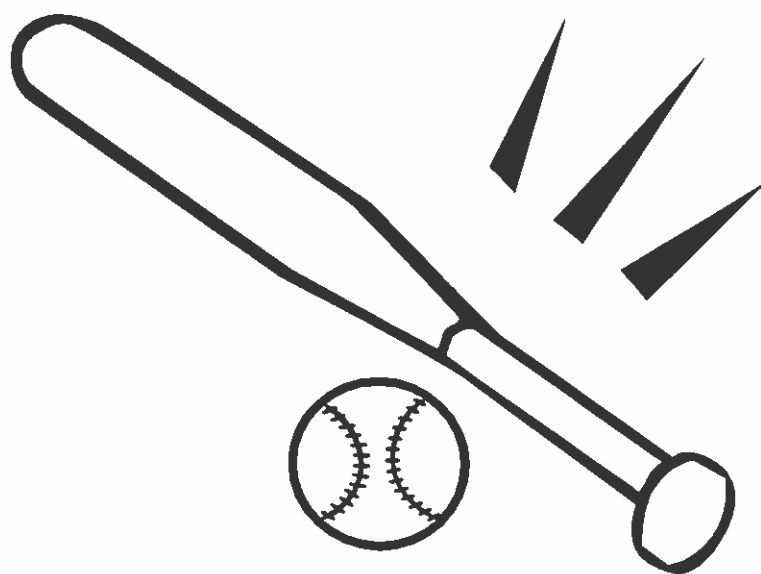
The drum went bam bam!



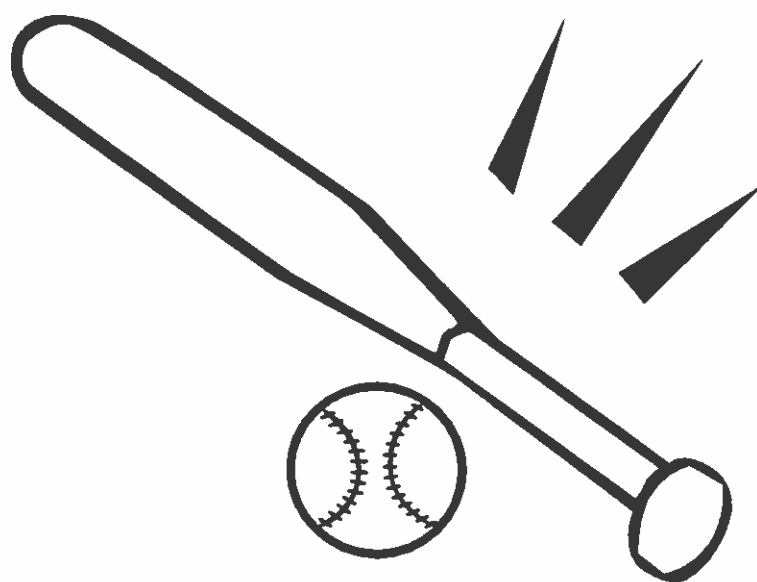
The door went slam!



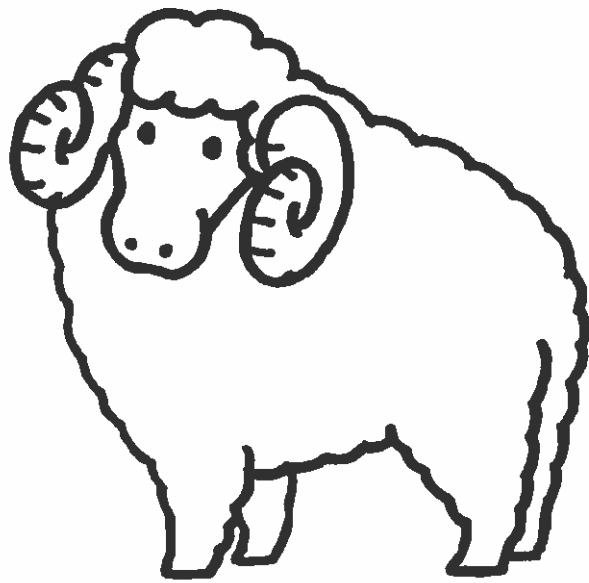
The door went slam!



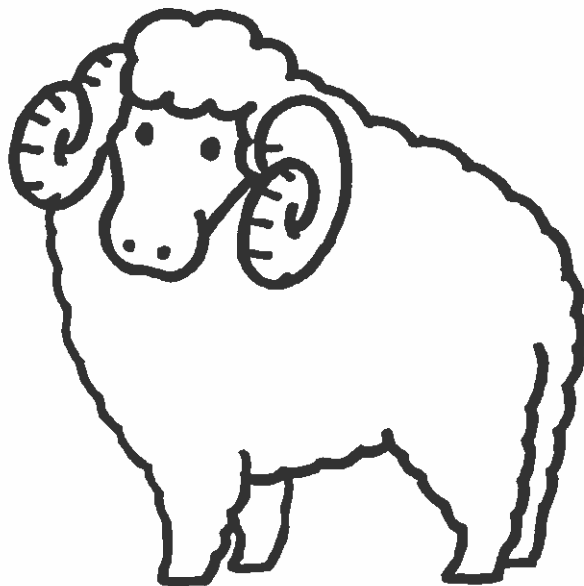
The bat went wham!



The bat went wham!



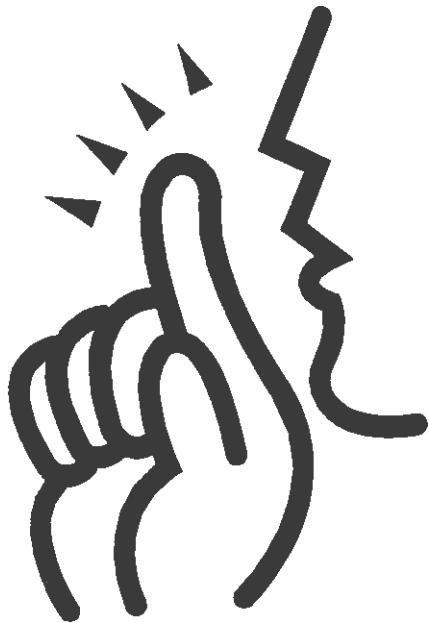
The ram went baa!



The ram went baa!



Pam went, "Shhhh!"



Pam went, "Shhhh!"

Can you read these words from the -am word family?

-am

am	clam
bam*	cram
dam	slam*
ham	swam
jam	wham*
Pam*	
ram*	
Sam	
yam	

** = words used in this booklet*

Can you read these words from the -am word family?

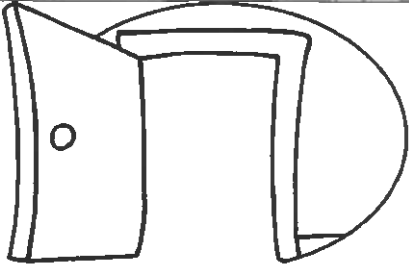
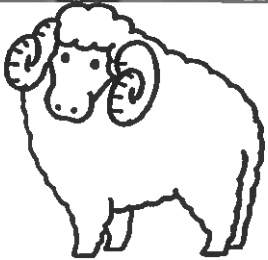
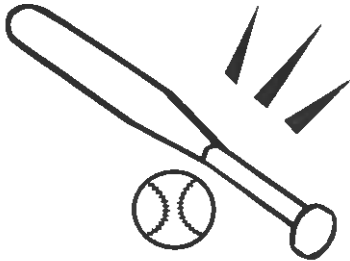

-am

am	clam
bam*	cram
dam	slam*
ham	swam
jam	wham*
Pam*	
ram*	
Sam	
yam	

** = words used in this booklet*

-am Word Family Practice

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	am
	am
	am
	am
Draw a picture and write your own -am word!	am

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

b	r	sl	wh
---	---	----	----

Name _____

Lesson 15

1. Read each high-frequency word below.

off

SQW

with

get

is

2. Write each high-frequency word two times each.

[illegible]

3. Use one of the high-frequency words in a sentence.

[illegible]

Name _____

Lesson 15

4. Read your decodable book "The Tot and the Pot".

5. Circle the high-frequency words in your decodable book "The Tot and the Pot".

6. Complete the questions about your decodable book, "The Tot and the Pot".

Tom is a tot. Tom is on a mat.

Tom saw a pot.

Tom is not on the mat. Tom can get the pot.

The pot is on Tom.

Mom saw the pot on Tom. Mom got a mop.

Tom is on the mat with Mom.

Tom is a _____. Tom is on a mat.

_____ saw a pot.

Tom is _____ on the mat. Tom can _____ the pot.

The pot is on _____.

_____ saw the pot on Tom. Mom got a _____.

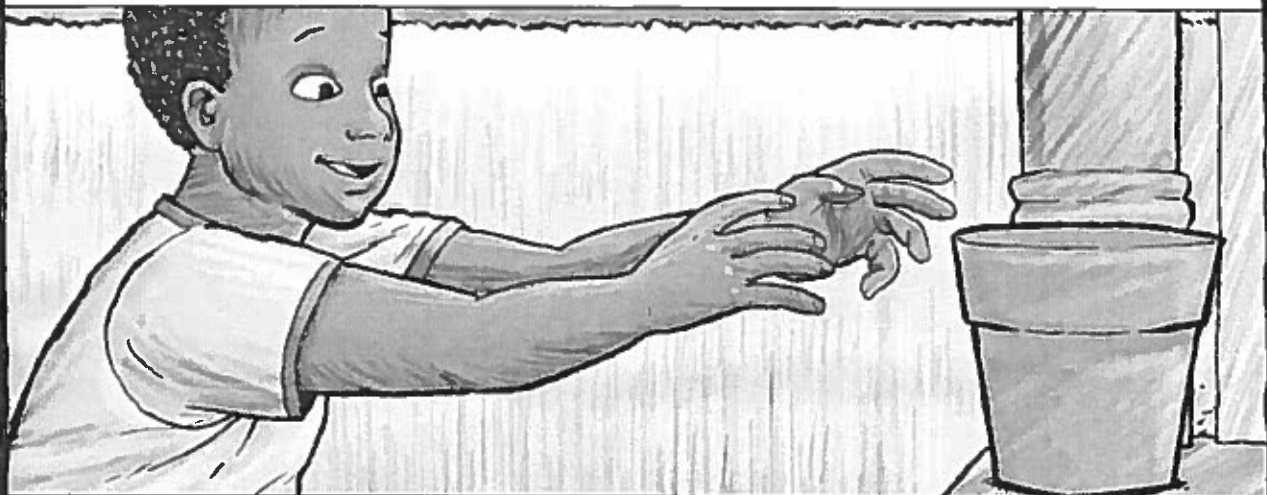
Tom is on the mat with _____.

Who are the characters in the story? _____ and _____

7. Complete the following worksheet.

DECODABLE • 7

The Tot and the Pot



Written by Lili Henderson • Illustrated by Chris Baldwin

www.readinga-z.com

The Tot and the Pot

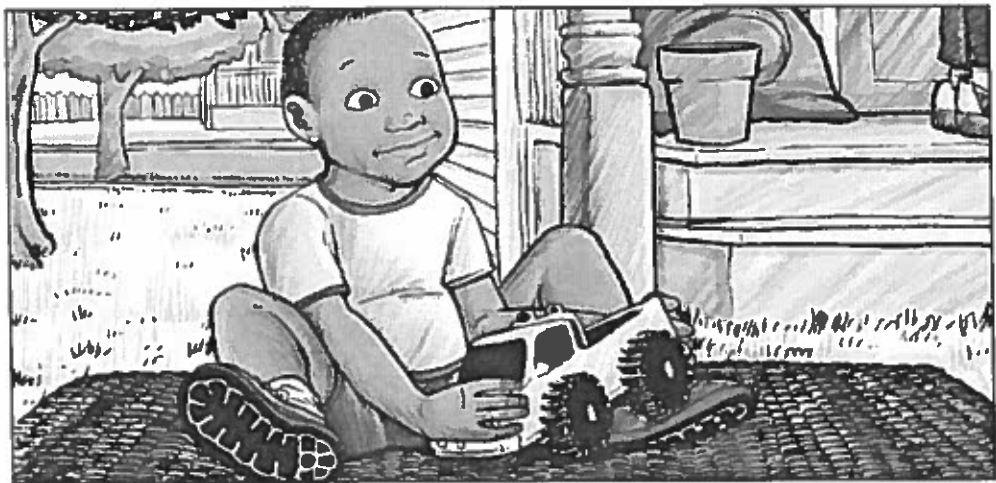
A Reading A-Z Decodable Book • Word Count: 46



Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

The Tot and the Pot



Written by Lili Henderson
Illustrated by Chris Baldwin

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Illustrated by Chris Baldwin

Written by Lili Henderson

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Decodable Book 7

The Tot and the Pot

ELEMENTS USED IN THIS BOOK

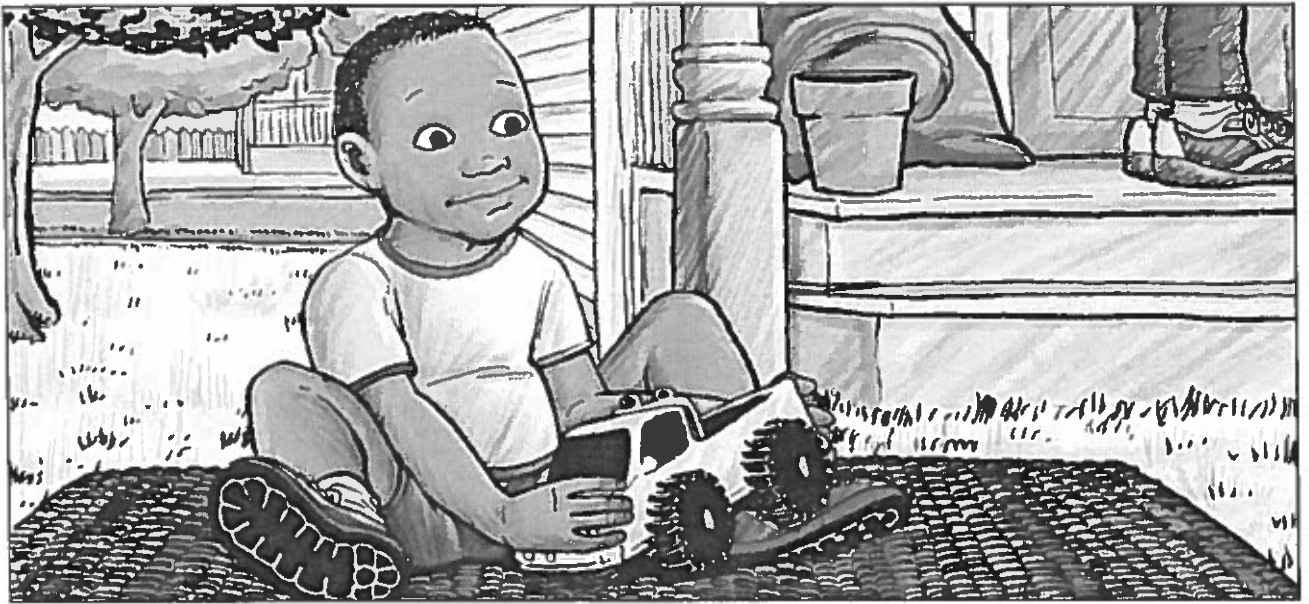
New phonic element short vowel /o/

Words with new phonic element
Mom, mop, not, on, pot,
Tom, tot

Reviewed phonic elements n, o, p, m, t

New high-frequency words off, saw, with

Reviewed high-frequency words a, and, can, get, is, the



Tom is a tot.
Tom is on a mat.

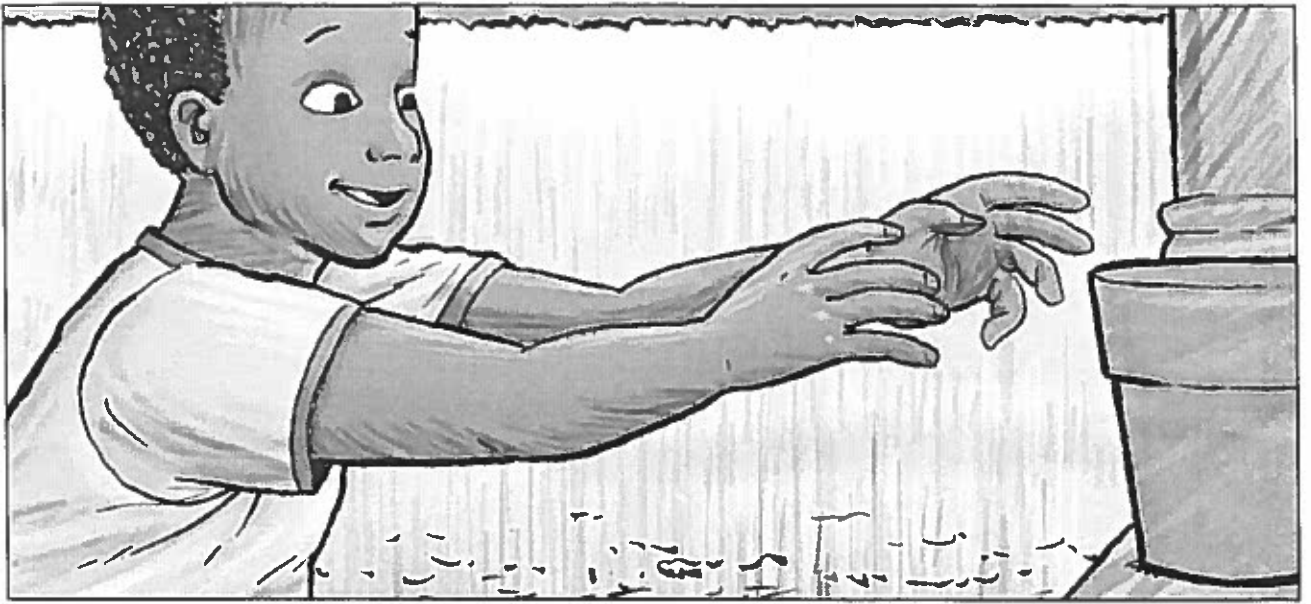
The Tot and the Pot • Short Vowel /o/

3

h

Tom saw a pot.





Tom is not on the mat.
Tom can get the pot.

The Tot and the Pot • Short Vowel /a/

5

9

The pot is on Tom.





Mom saw the pot on Tom.
Mom got a mop.

The Tot and the Pot • Short Vowel /o/

7

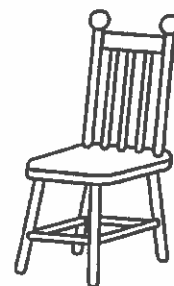
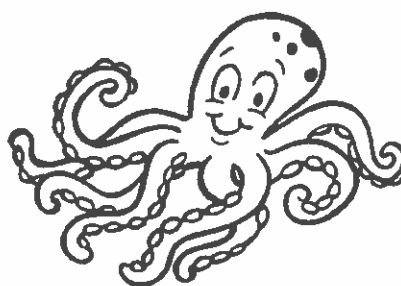
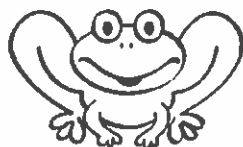
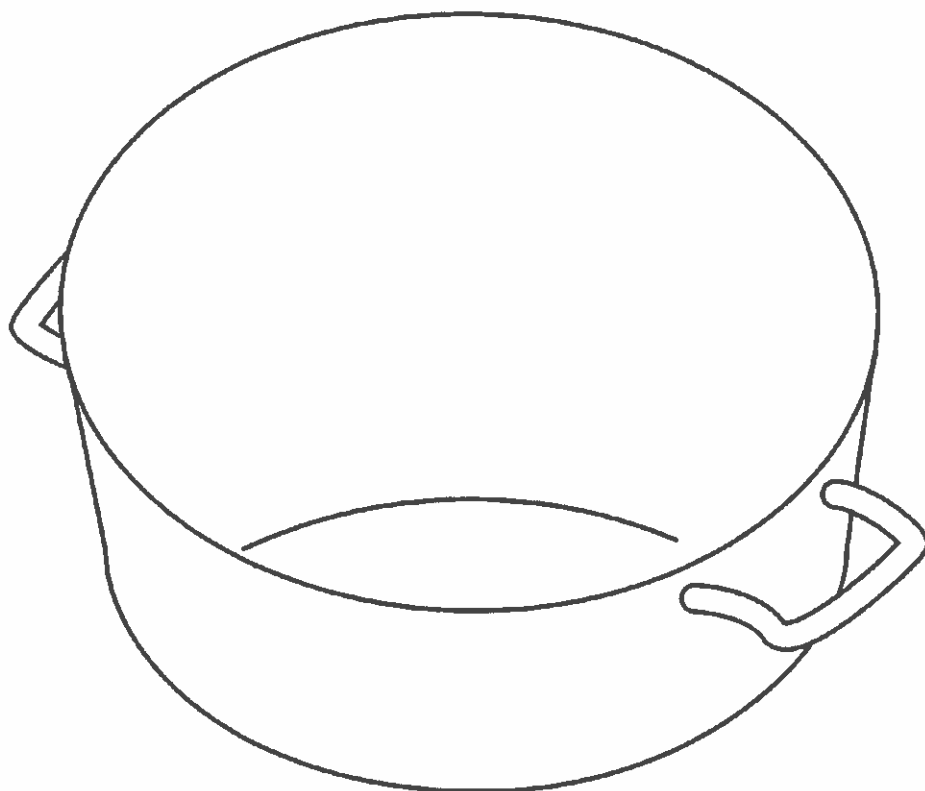
8

Tom is on the mat with Mom.



Name: _____

Date: _____



Teacher Instructions: Have students cut out the pictures from the bottom of the page that have the short /o/ sound at the beginning or in the middle of the word and paste them in the pot.

Name _____

Lesson 16

1. Read each high-frequency word below.

he

put

see

can

is

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

4. Read your decodable book "Don and Dots".

5. Circle the high-frequency words in your decodable book "Don and Dots".

6. Complete the questions about your decodable book, "Don and Dots".

Don sees dots. He sees dots on a pad.

Don sees dots on a pot and on a pan.

Don puts dots on a pot and on a pan. He puts dots on a pad.

Don puts dots on Pat and Dan. He put dots on Sam and Nan.

Don put dots on a top. He puts dots on the dots.

Can Don put dots on Tom the rat? Don cannot put dots on Tom.

Can Don put dots on Dad?

Don cannot put dots on Dad. Dad is mad. Don is sad.

Where does Don see dots? _____

Don sees dots on a _____ and on a _____.

Don puts dots on a pot and on a pan. He puts dots on a _____.

Don puts dots on _____ and _____. He put dots on Sam and Nan.

Don put dots on a top. He puts _____ on the dots.

Can Don put dots on Tom the _____? Don cannot put dots on Tom.

Can _____ put dots on Dad?

Don cannot put dots on Dad. Dad is _____. Don is _____.

7. Complete the following worksheet.

DECODABLE • 8

Don and Dots



Written by Veronica Angel • Illustrated by John Kastner

www.readinga-z.com

Don and Dots

A Reading A-Z Decodable Book • Word Count: 93



Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

Don and Dots



Written by Veronica Angel
Illustrated by John Kastner

www.readinga-z.com

Don and Dots
Decodable Book 8
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ELEMENTS USED IN THIS BOOK

New phonic element d
Words with new phonic element Don, dot, nod, Dad, sad, Pat
Reviewed phonic elements n, a, p, m, s, t, o
New high-frequency words cannot, he, put, see
Reviewed high-frequency words a, and, can, is, the
Special considerations plural ending -s;
inflectional ending -s



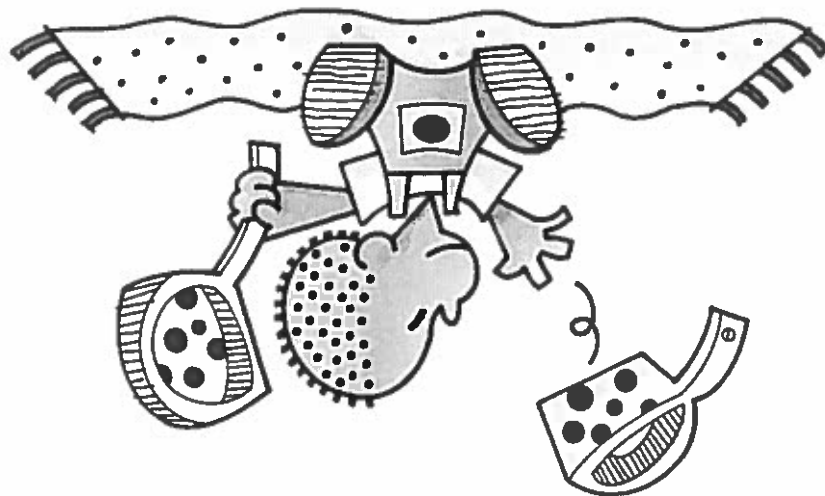
Don sees dots.
He sees dots on a pad.

Don and Dots • Consonant *Dd*

3

h

Don sees dots on a pot
and on a pan.





Don puts dots on
a pot and on a pan.
He puts dots on a pad.

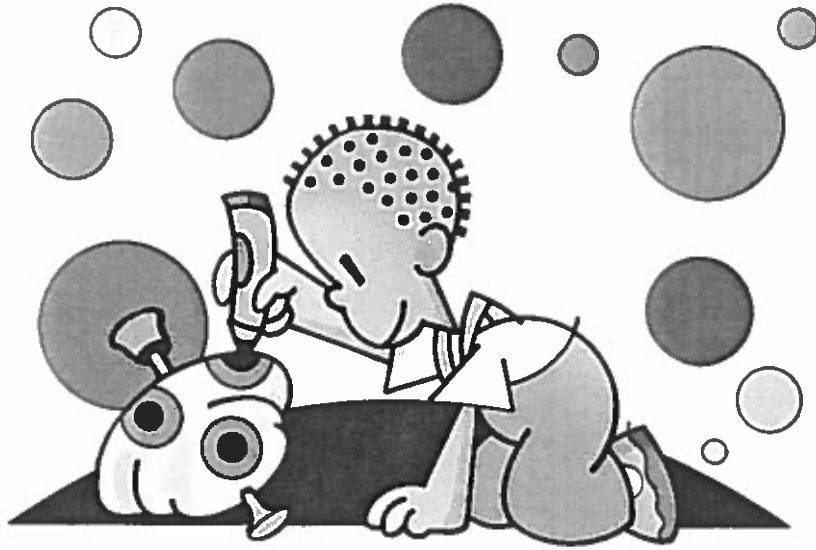
Don and Dots • Consonant Dd

5



Don puts dots on
Pat and Dan.
He puts dots on
Sam and Nan.

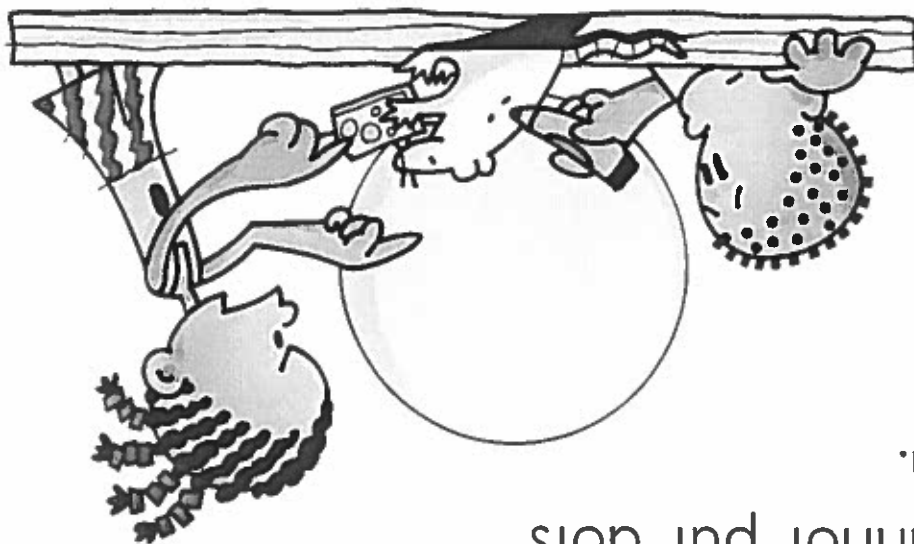
9



Don puts dots on a top.
He puts dots on the dots.

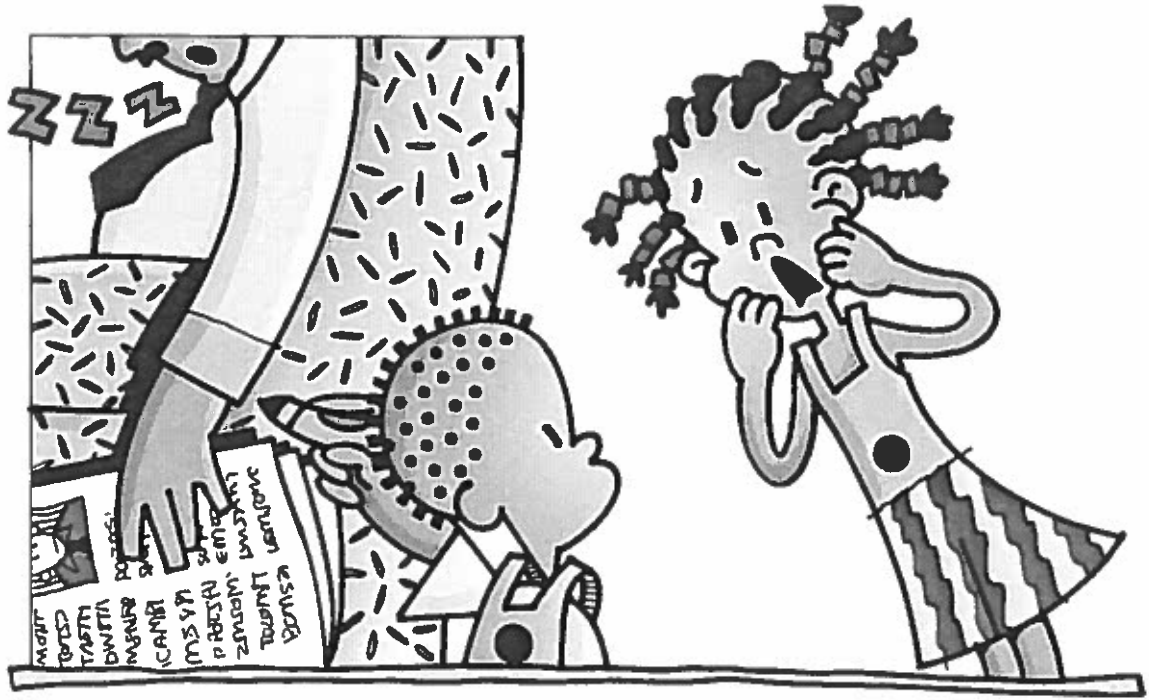
Don and Dots • Consonant *Dd*

7



Can Don put dots
on Tom the rat?
Don cannot put dots
on Tom.

8

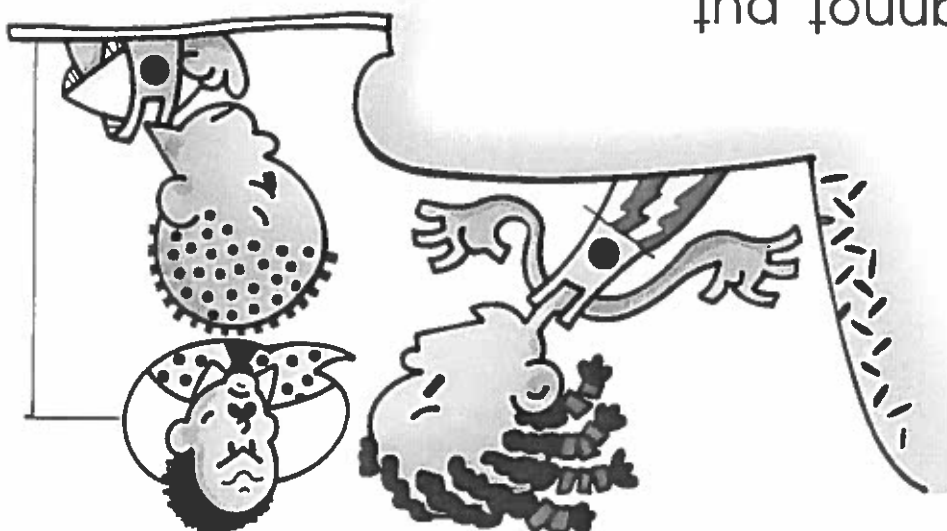


Can Don put dots on Dad?

Don and Dots • Consonant *Dd*

9

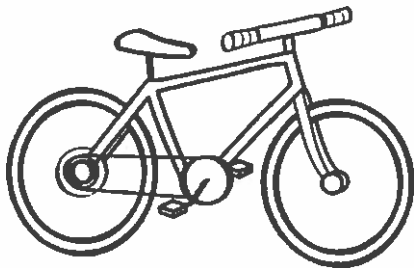
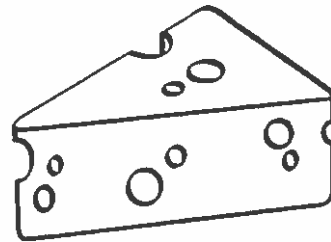
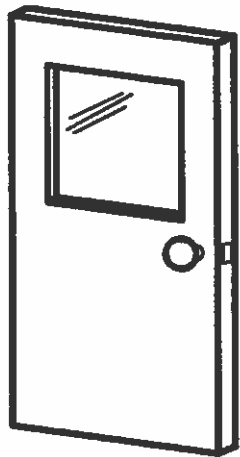
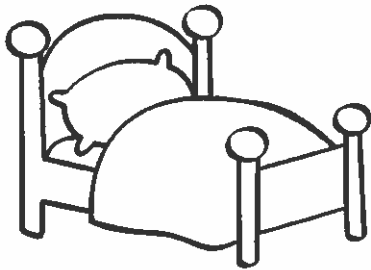
Don cannot put
dots on Dad.
Dad is mad.
Don is sad.



10

Name: _____

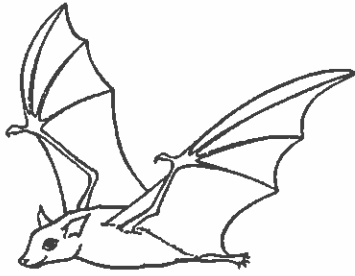

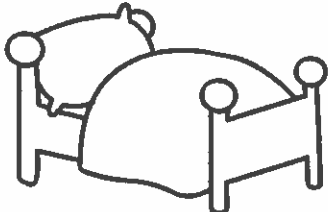
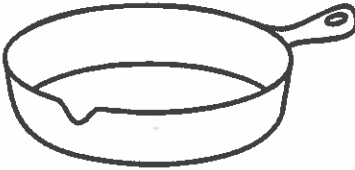
Date: _____



Teacher Instructions: Have students color the pictures that begin or end with the /d/ sound.

Name: _____

Date: _____

	<p>pot</p> <p>Pat</p>	<p>pan</p> <p>not</p>
	<p>map</p> <p>nap</p>	<p>mop</p> <p>sat</p>
	<p>sat</p> <p>Dad</p>	<p>mad</p> <p>sad</p>
	<p>mat</p> <p>Dan</p>	<p>Tom</p> <p>tan</p>

Teacher Instructions: Have students say the name of each picture. Then have them circle the words in the row that have the same ending sound as the ending sound in the picture name.

1 New words	Don • dots • pad Dan • Dad • sad • mad
2 Reviewed words	Tom • pot • on • top Sam • Nan • pan
3 New h-f words	cannot • he • put • see
4 Reviewed h-f words	can • is • and a • the
5 Phrases	put dots on Tom dots on a top
6 Sentences	Don can see dots. Don cannot put dots on Dad.

Name _____

Lesson 17

1. Read each high-frequency word below.

from

run

up

he

with

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

4. Read your decodable book "Dan the Tan Man".

5. Circle the high-frequency words in your decodable book "Dan the Tan Man".

6. Complete the questions about your decodable book, "Dan the Tan Man".

Dan the tan man is on the pan.

Dan runs from the pan. He runs from Nan. Can Nan get Dan.

Nan is a tad sad. She puts up an ad. The man sees Nan's ad.

Can he see Dan the tan man?

The man sees Dan. Dan the tan man runs from the man.

Can the man get Dan? No he cannot. The man is sad.

The fox can see Dan. Can the fox get Dan?

Nan can get Dan. Dan is not mad. Nan is not sad.

Dan the tan man is on the _____.

Dan _____ from the pan. He _____ from Nan. Can Nan get Dan.

Nan is a _____ sad. She puts up an _____. The man sees Nan's ad.

Can he see _____ the tan man?

The man sees Dan. Dan the tan _____ runs from the man.

Can the man get _____? No he cannot. The man is sad.

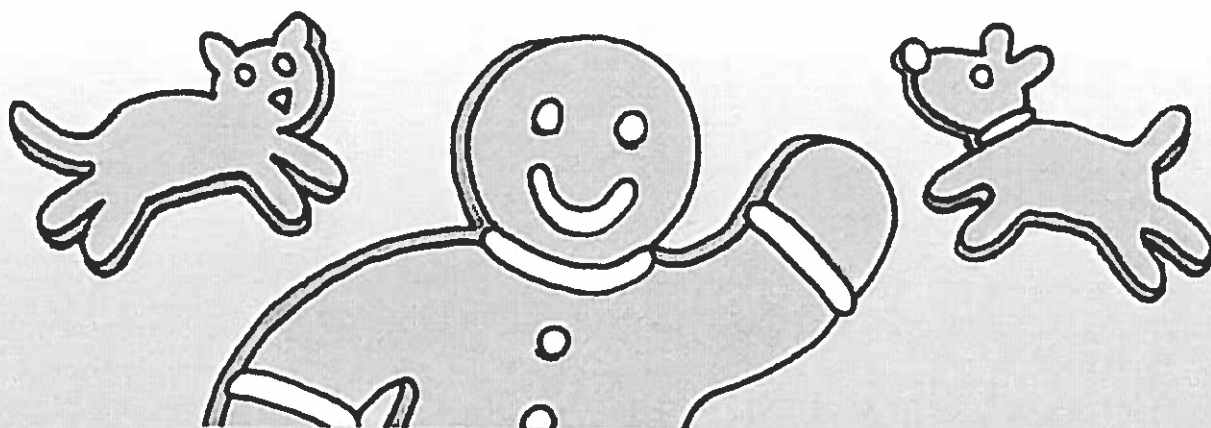
The _____ can see Dan. Can the _____ get Dan?

Nan can get Dan. Dan is not _____. Nan is not _____.

7. Complete the following worksheet.

DECODABLE • 9

Dan the Tan Man

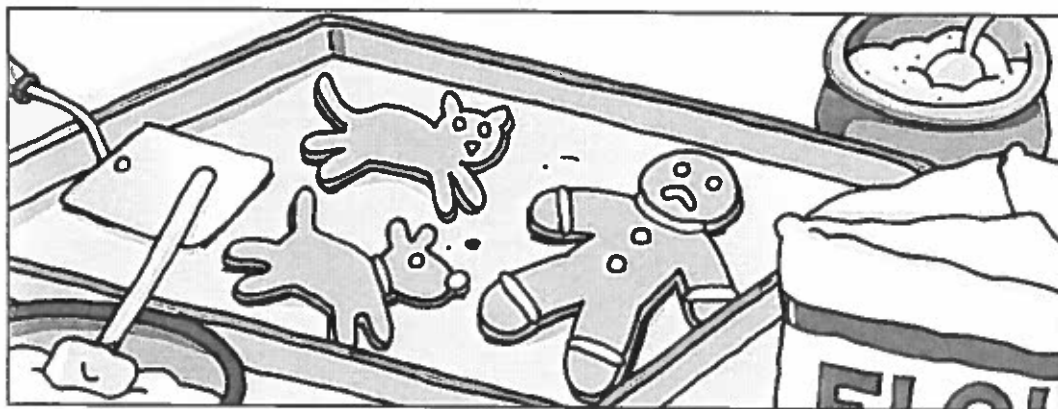


Written by Susan Hartley • Illustrated by Patrick Girouard

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Dan the Tan Man

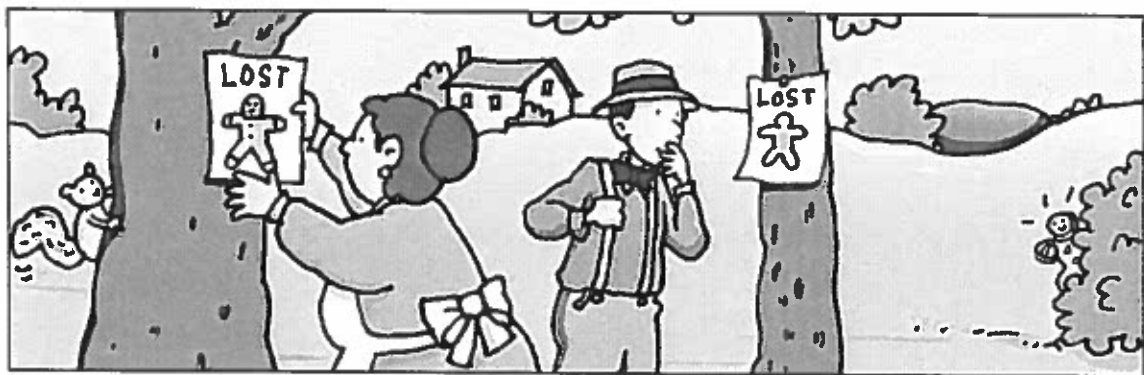
A Reading A-Z Decodable Book • Word Count: 94



 Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

Dan the Tan Man



Written by Susan Hartley
Illustrated by Patrick Girouard

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Decodable Book 9
Dan the Tan Man
Written by Susan Hartley
Illustrated by Patrick Girouard

Special considerations inflectional ending -s: possessive 's

Reviewed high-frequency words a, can, cannot, get, he, is, see, the, with

New high-frequency words from, run, up

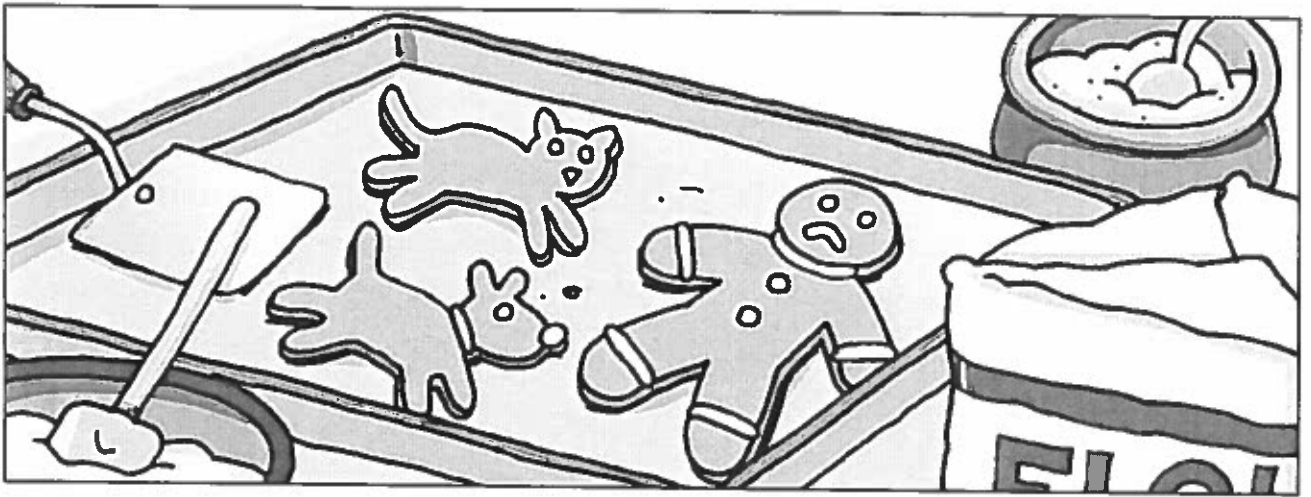
Story word fox

Reviewed phonic elements n, a, p, m, s, t, o, d

Phonogram words ad, Dan, mad, man, Nan, pan, sad, tad, tan

Phonograms -ad, -an

ELEMENTS USED IN THIS BOOK

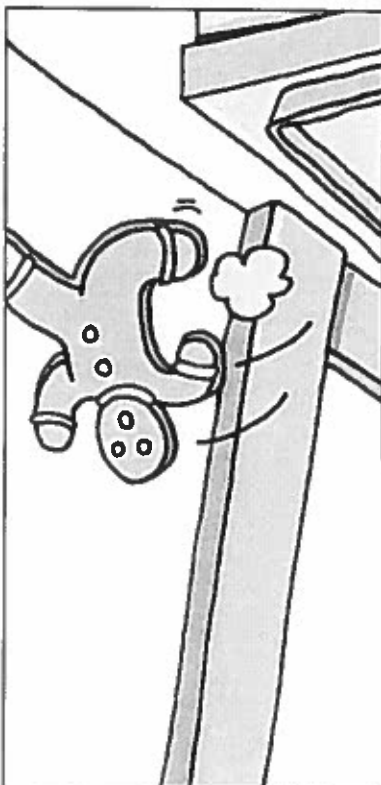


Dan the tan man
is on the pan.
Dan is a tad mad.

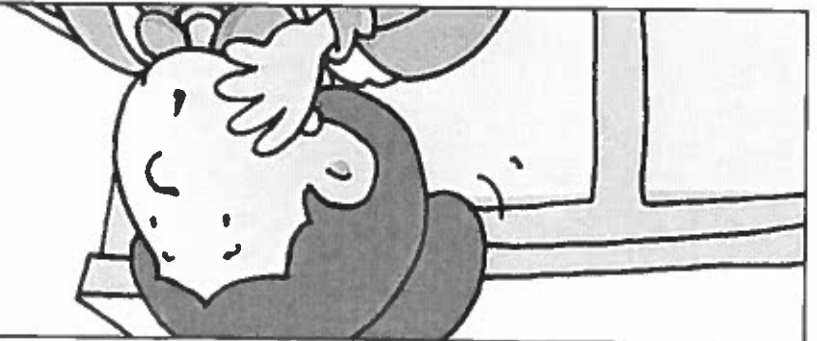
Dan the Tan Man • Word Families -an, -ad

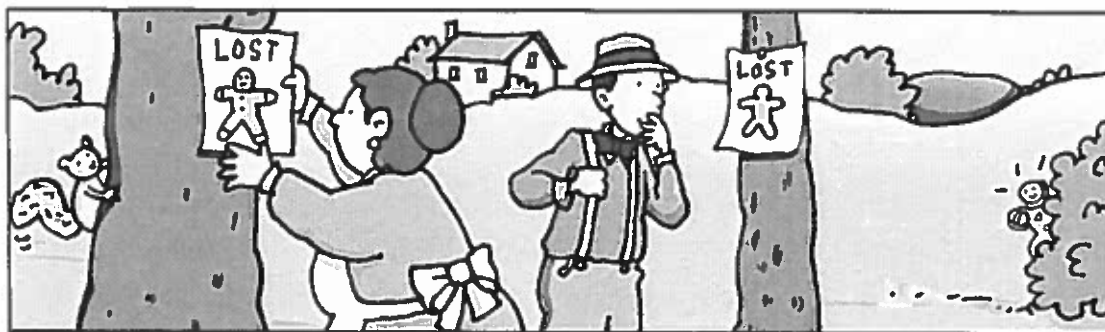
3

h



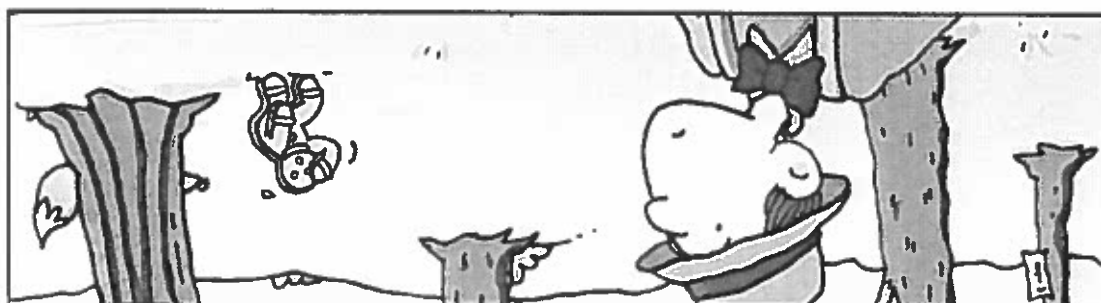
Dan runs from the pan.
He runs from Nan.
Can Nan get Dan?

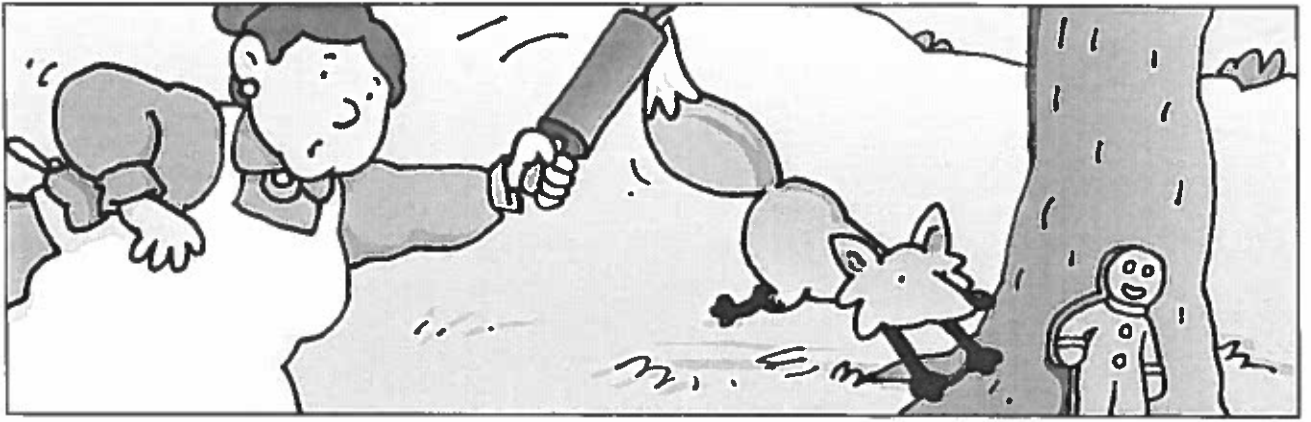




Nan is a tad sad.
 She puts up an ad.
 The man sees Nan's ad.
 Can he see
 Dan the tan man?

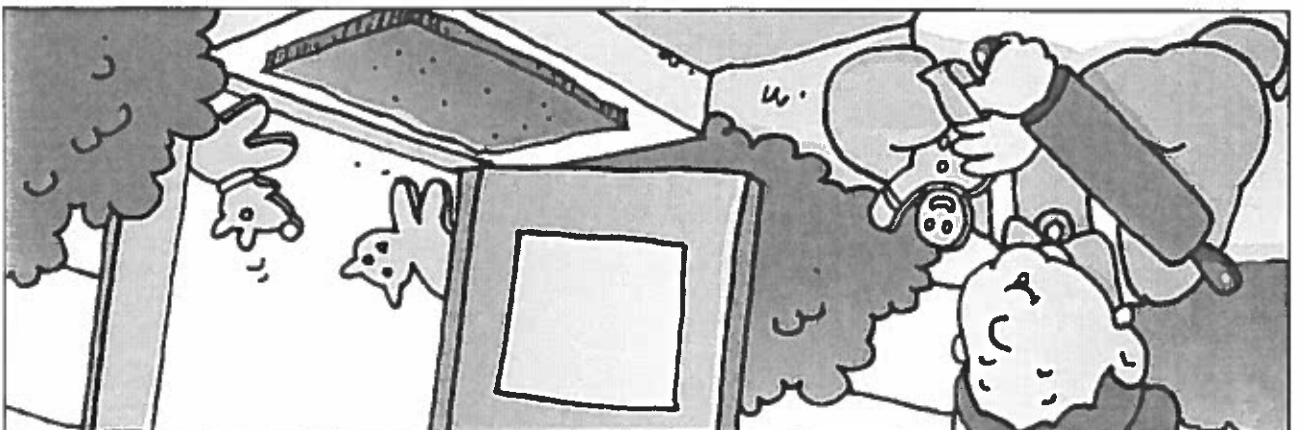
The man sees Dan.
 Dan the tan man
 runs from the man.
 Can the man get Dan?
 No he cannot.
 The man is sad.





The fox can see Dan.
Can the fox get Dan?

Nan can get Dan.
Dan is not mad.
Nan is not sad.



Name: _____

Date: _____

man pan pad mad Nan

Nan sat on a tan _____.

The _____ was sad.

Dad was _____ at Dan.

_____ has a pot and a _____.

Teacher Instructions: Have students fill in the blanks, using the words from the word box at the top of the page. Then have them read the sentences.

Name _____

1. Read each high-frequency word below.

I

see

a

the

with

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

4. Read your decodable book "The Bin".

5. Circle the high-frequency words in your decodable book "The Bin".

6. Complete the questions about your decodable book, "The Bin".

I see a bin.

Can I see a fish fin in a bin? Yes!

Can I see a rolling pin in a bin? Yes!.

Can I see a tin can in a bin? Yes!. T

Can I see a safety pin in a bin? Yes!.

Can I see a twin in a bin? No!

I see a _____.

Can I see a _____ in a bin? Yes!

Can I see a _____ in a bin? Yes!.

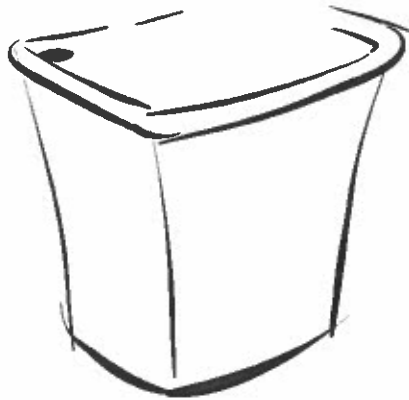
Can I see a _____ in a bin? Yes!. T

Can I see a _____ in a bin? Yes!.

Can I see a _____ in a bin? No!

7. Complete the following worksheet.

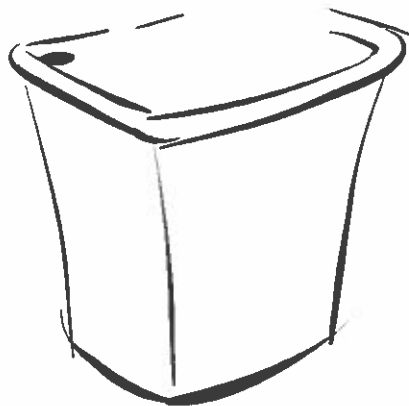
The Bin



New Word Families: -in
Sight Words used - I, see, a, the

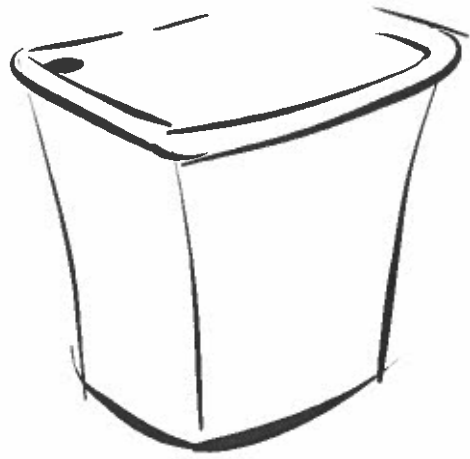
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The Bin

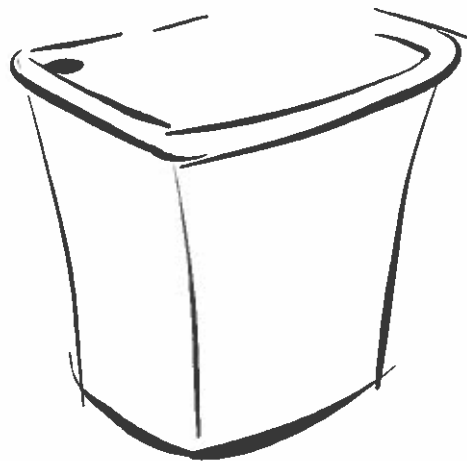


New Word Families: -in
Sight Words used - I, see, a, the

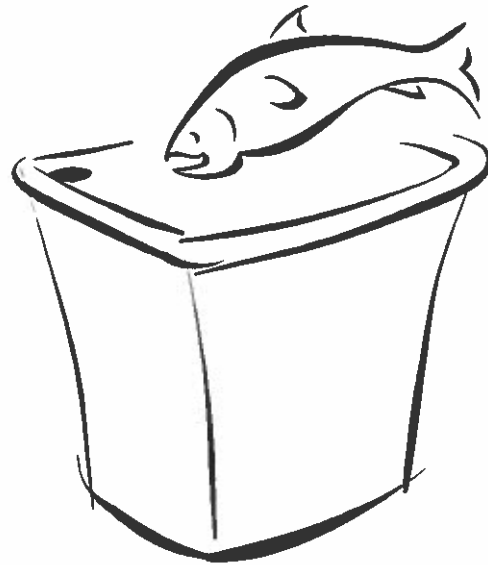
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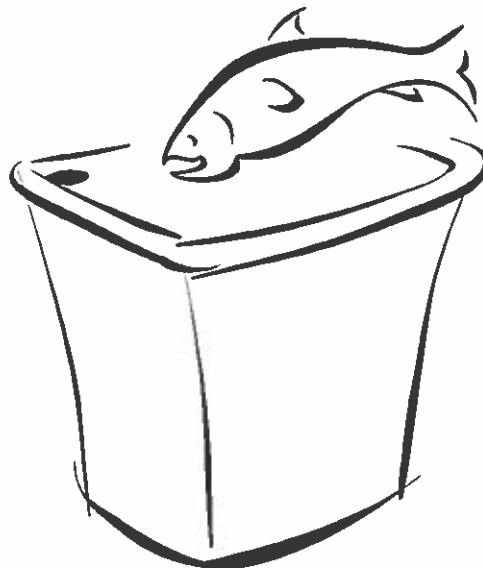
I can see a bin.



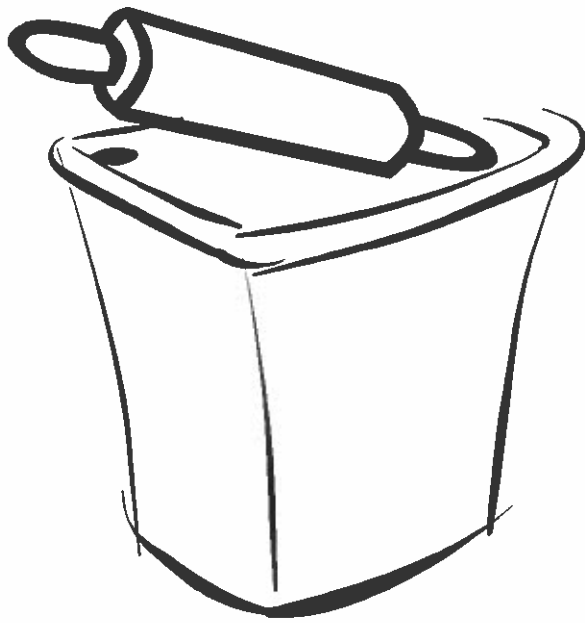
I can see a bin.



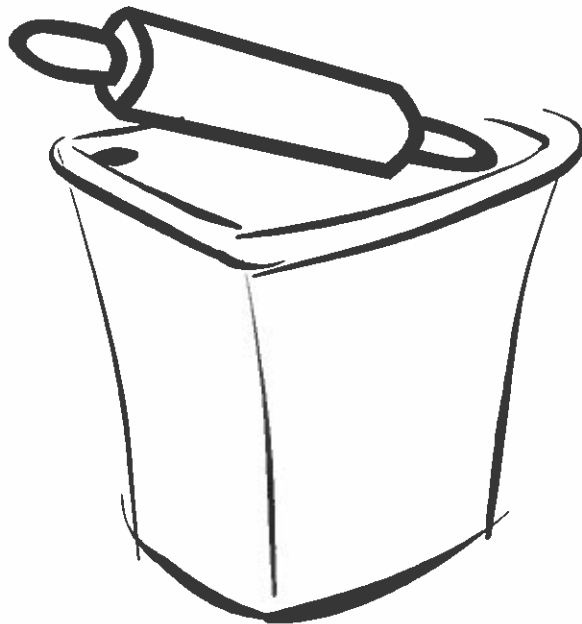
Can I see a fish fin
in the bin? Yes!



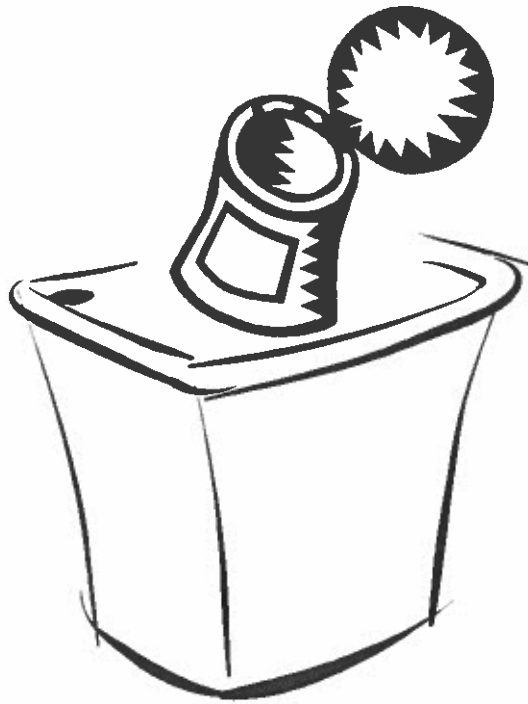
Can I see a fish fin
in the bin? Yes!



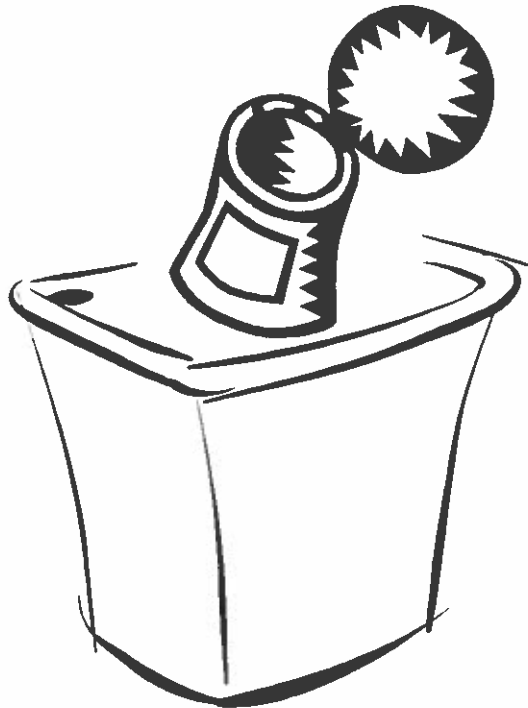
Can I see a rolling pin
in the bin? Yes!



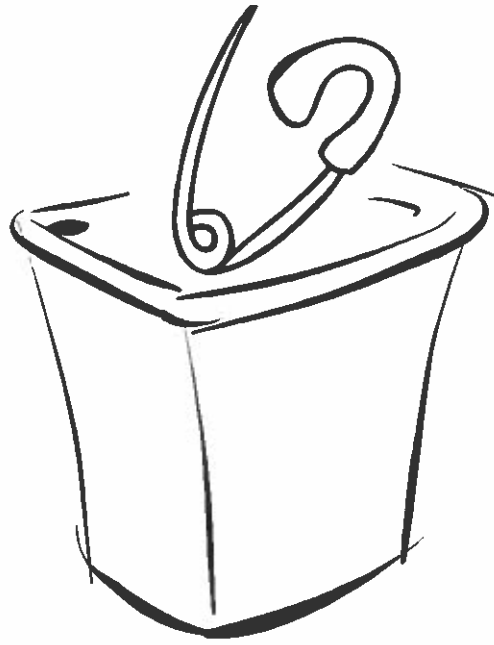
Can I see a rolling pin
in the bin? Yes!



Can I see a tin can in the bin? Yes!



Can I see a tin can in the bin? Yes!



Can I see a safety pin
in the bin? Yes!



Can I see a safety pin
in the bin? Yes!



Can I see a twin in the bin? No!



Can I see a twin in the bin? No!

Can you read these words from the -in word family?

-in

bin*	chin
fin*	grin
in*	shin
kin	skin
pin*	spin
sin	thin
tin*	twin*
win	

** = words used in this booklet*

Can you read these words from the -in word family?

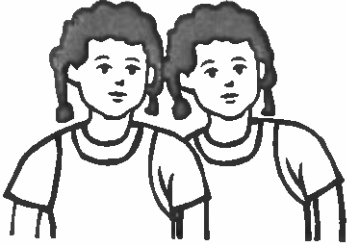


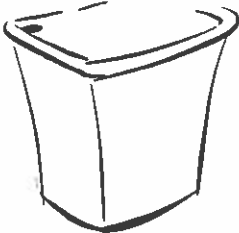

-in

bin*	chin
fin*	grin
in*	shin
kin	skin
pin*	spin
sin	thin
tin*	twin*
win	

** = words used in this booklet*

-in Word Family Practice

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	in
	in
	in
	in
	in

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

b	f	p	t	tw
---	---	---	---	----

Name _____

Lesson 19

1. Read each high-frequency word below.

on
in
for
here
is

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

4. Read your decodable book "Fishing".
5. Circle the high-frequency words in your decodable book "Fishing".
6. Complete the questions about your decodable book, "Fishing".

I look in my fishing kit.
I fit the worm on the hook.
I sit and wait for the fish.
Here it is!
It bit it!
The fish is on my hook.

I look in my fishing _____.
I fit the _____ on the hook.
I sit and wait for the _____.
Here _____ is!
It _____ it!
The fish is on my _____.
Do you like to go fishing? _____

7. Complete the following worksheet.

Fishing



New Word Families: -it

Sight Words used - I, the, on, and, for, here, is, my

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Fishing



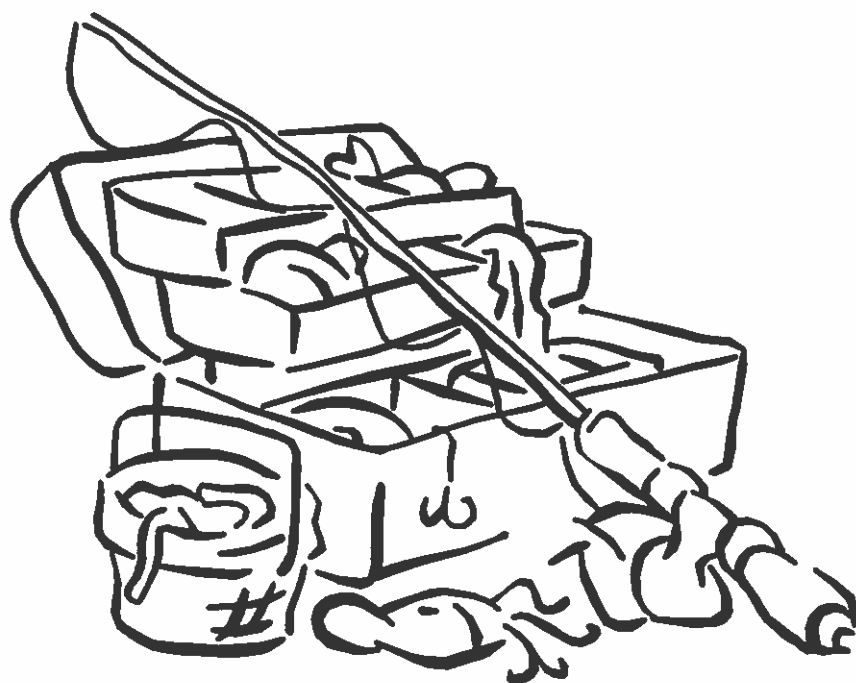
New Word Families: -it

Sight Words used - I, look, in, my, the, on, and, for, here, is

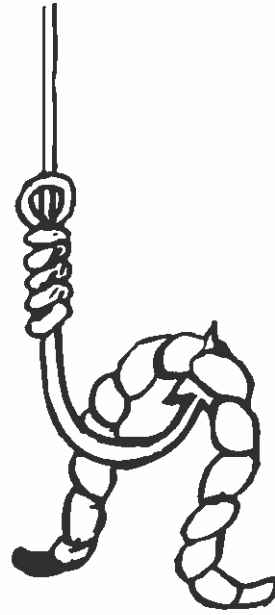
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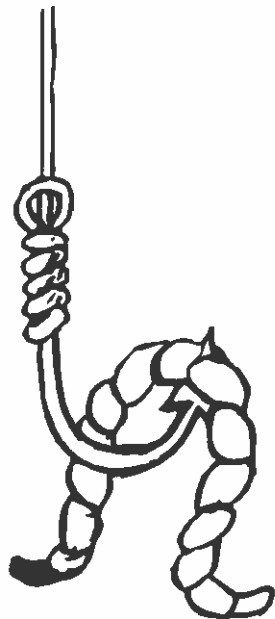
I look in my fishing kit.



I look in my fishing kit.



I fit the worm on the hook.



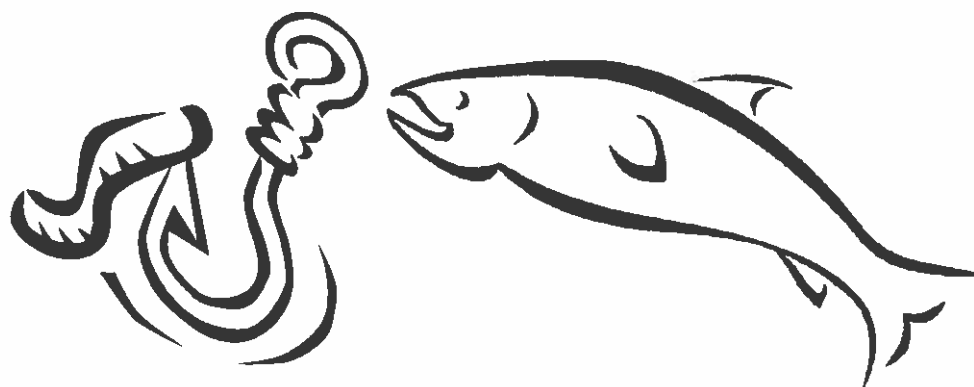
I fit the worm on the hook.



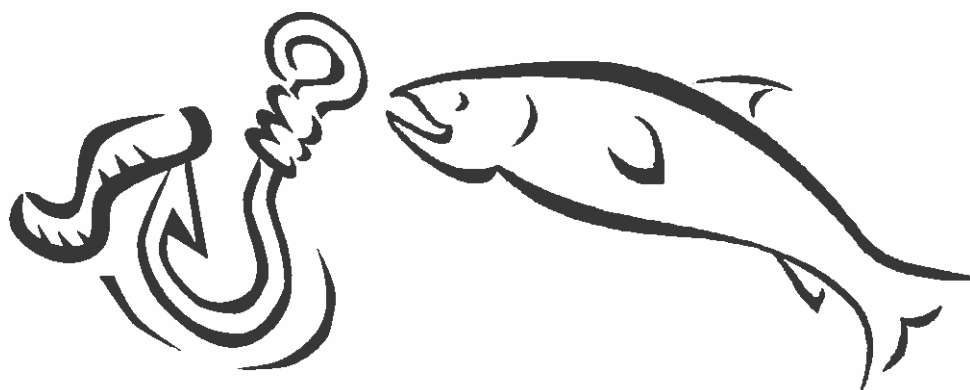
I sit and wait for the fish.



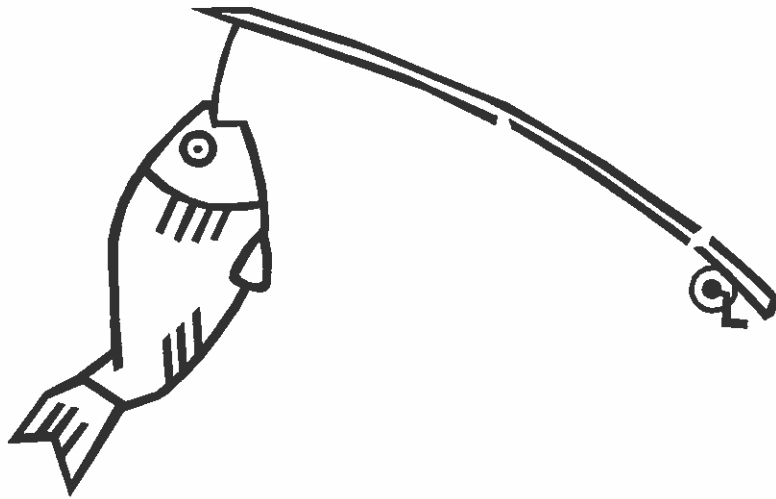
I sit and wait for the fish.



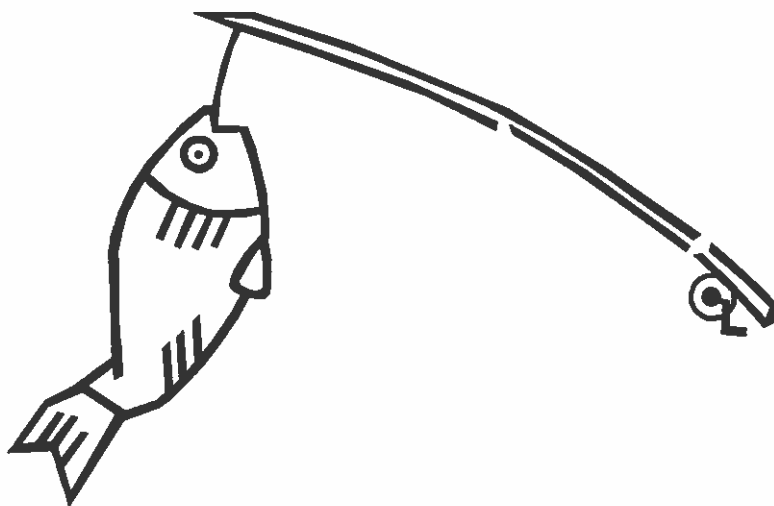
Here it is!



Here it is!



It bit it!



It bit it!



The fish is on my hook.



The fish is on my hook.

Can you read these words from the -it word family?

-it

it*	grit
bit*	knit
fit*	skit
hit	slit
kit*	spit
lit	split
pit	quit
sit*	
wit	
zit	

** = words used in this booklet*

Can you read these words from the -it word family?

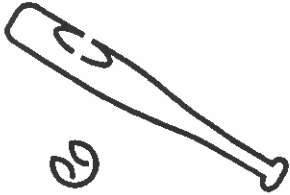

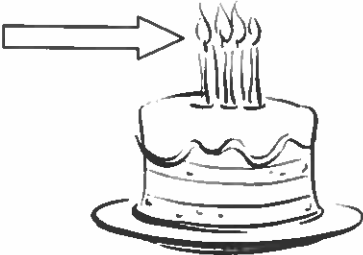
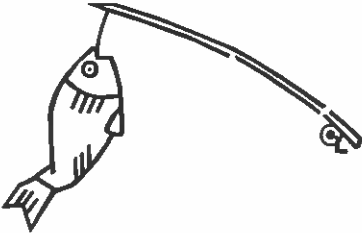
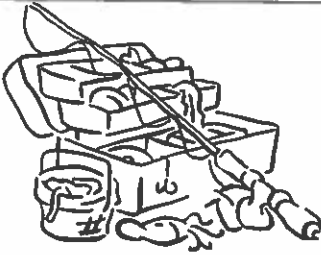
-it

it*	grit
bit*	knit
fit*	skit
hit	slit
kit*	spit
lit	split
pit	quit
sit*	
wit	
zit	

** = words used in this booklet*

-it Word Family Practice

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	it
	it
	it
	it
	it

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

b	h	k	l	s
---	---	---	---	---

Name _____

Lesson 20

1. Read each high-frequency word below.

I

can

like

this

a

2. Write each high-frequency word two times each.

3. Use one of the high-frequency words in a sentence.

4. Read your decodable book "I Can".

5. Circle the high-frequency words in your decodable book "I Can".

6. Complete the questions about your decodable book, "I Can".

I can zip like this.

I can sip like this.

I can dip a chip like this.

I can rip like this.

I can snip like this.

I can skip like this.

I can flip like this.

I can _____ like this.

I can _____ like this.

I can _____ a _____ like this.

I can _____ like this.

I can _____ like this.

I can _____ like this.

I can _____ like this.

7. Complete the following worksheet.

I Can



New Word Families: -ip
Sight Words used - I, can, like, this, a

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I Can



New Word Families: -ip
Sight Words used - I, can, like, this, a

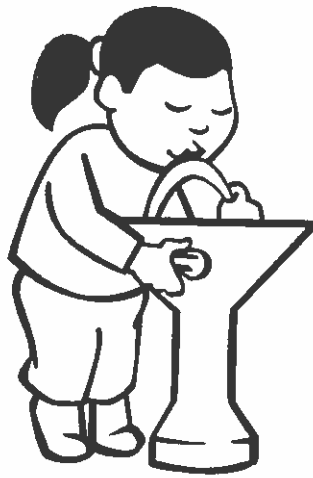
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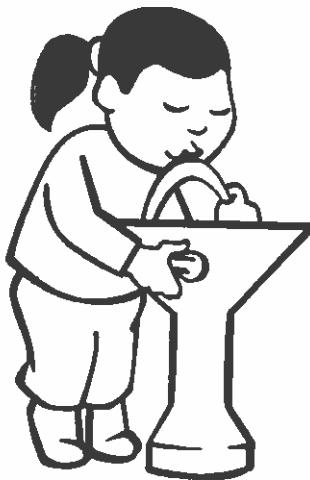
I can zip like this.



I can zip like this.



I can sip like this.



I can sip like this.



I can dip a chip like this.



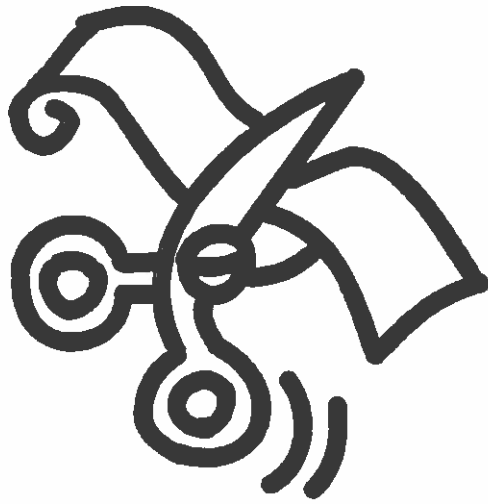
I can dip a chip like this.



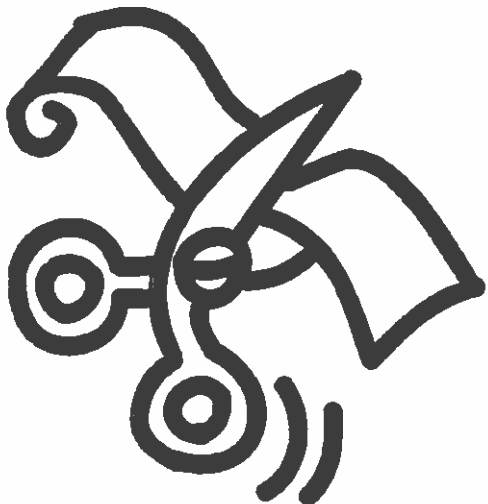
I can rip like this.



I can rip like this.



I can snip like this.



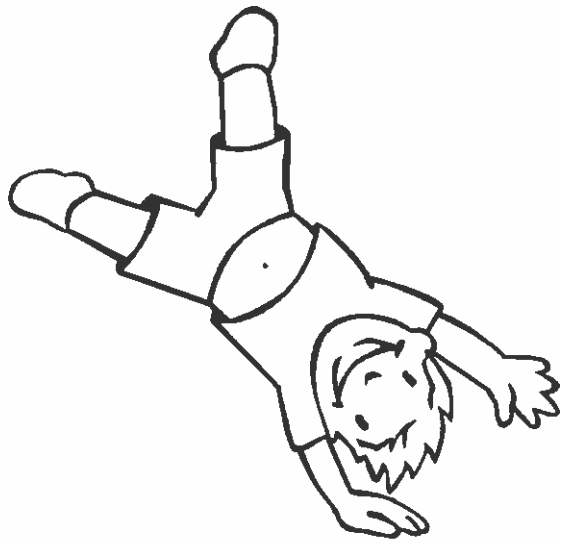
I can snip like this.



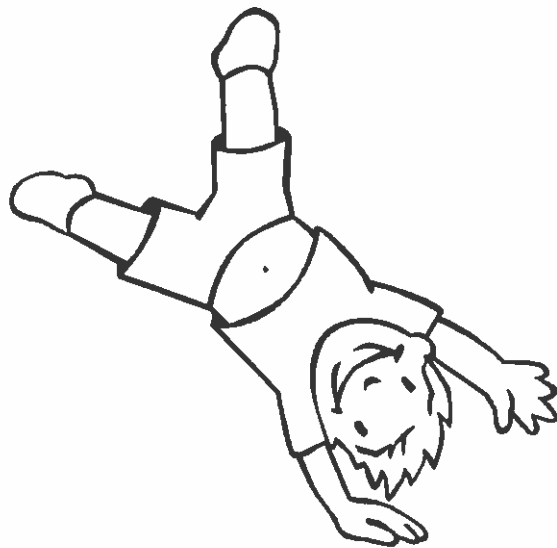
I can skip like this.



I can skip like this.



I can flip like this!



I can flip like this!

Can you read these words from the -ip word family?

-ip

dip*	chip*
hip	clip
lip	drip
rip*	flip*
sip*	grip
tip	ship
zip*	skip*
	slip
	snip*
	whip

** = words used in this booklet*

Can you read these words from the -ip word family?



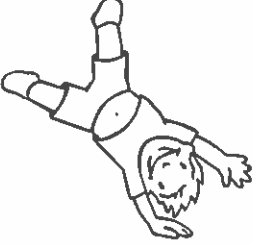

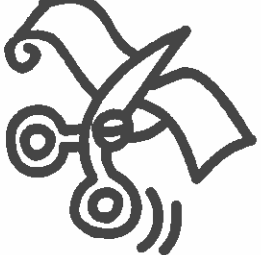
-ip

dip*	chip*
hip	clip
lip	drip
rip*	flip*
sip*	grip
tip	ship
zip*	skip*
	slip
	snip*
	whip

** = words used in this booklet*

-ip Word Family Practice

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	ip
	ip
	ip
	ip
	ip

Either write the letter needed to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

f	l	r	s	sn	z
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