



**P.S. 329 Surfside  
Kindergarten  
Summer Packet**

## Tips for Families to Create Successful Readers

### Make Reading A Daily Routine

Research shows that reading to children every day is key to raising successful readers. Set a time every day; even ten to fifteen minutes is a great place to start, add time as you can. .



### Choose a Quiet Time and Place

Set aside a quiet time with little to no distractions. Find a comfortable place to sit together. Make reading a special activity for you and your child.

### Help Your Child Select Books

Look for titles that are appropriate based on their interests and reading ability. Want some help in learning how to do this? Check out the Recommended books in the myON library.

### Make Reading Interactive

Read using voices that are interesting and playful. Talk with your child and encourage them to make connections to their own experiences or real world. Allow time for you and your child to ask questions, make observations, and enjoy the text.

### Expand Language and Vocabulary

Encourage your child to point to pictures that match the words being read, as well as read aloud familiar words. Explain new words and direct your child's attention to certain pictures, to provide details and meaning.

### Build Reading Stamina

Reread familiar books with your child. Rereading provides a sense of satisfaction and success. Once your child is reading at a particular reading level, they need to read many books at that level, allowing them to practice and develop the ability to continue reading for longer periods of time.



# KINDERGARTEN RECOMMENDED READING LIST 2018-2019 | OPPL.ORG/KIDS

## PICTURE BOOKS

Andros, Camille. *Charlotte the Scientist Is Squished*. Charlotte, a serious scientist and bunny, uses the scientific method to solve her problem: being squished by her many brothers and sisters.

Barroux. *Where's the Elephant?* A simple game of hide-and-seek quickly takes a new twist as a growing city encroaches on the jungle the animals call home. Where will the elephant, parrot, and snake go?

Bright, Rachel. *Love Monster*. Googly-eyed Monster looks high and low (and middle-ish) for someone to love him.

Campoy, Isabel. *Maybe Something Beautiful*. Mira lives in a gray and hopeless urban community until a muralist arrives and, along with his paints and brushes, brings color, joy, and togetherness to Mira and her neighbors.

Clanton, Ben. *Rot: The Cutest in the World*. Rot, a mutant potato, enters a "Cutest in the World" contest but worries when he sees his competition.

Dieckmann, Sandra. *Leaf*. When a polar bear arrives unexpectedly in the woods, the animals fear and avoid him until, one day, they watch as he attempts to fly over the water with wings made of leaves. Maybe he just needs some help to get home?

Dominguez, Andrea. *Knit Together*. A little girl who loves to draw but cannot knit, and her mother who loves to

knit but cannot draw, collaborate on a special project neither could have done alone.

Freedman, Deborah. *By Mouse and Frog*. Mouse has one idea about what a book should be and how to tell a story. Frog has another. What happens when they try to create a book together?

Gerstein, Mordecai. *Night World*. Sylvie the cat persuades her boy to go into the darkness very late at night, where they are greeted by shadows and nocturnal animals who whisper, "It's almost here."

Graegin, Stephanie. *Little Fox in the Forest*. A wordless picture book in which two friends follow a young fox deep into the woods and discover a wondrous and magical world.

Henkes, Kevin. *Waiting*. Five friends sit happily on a windowsill, waiting for something amazing to happen.

Keane, Claire. *Once Upon a Cloud*. Celeste wants to give her mother something special, but what? Her search takes her up to the sky, moon, and stars until she finds the perfect gift.

Lazar, Tara. *Little Red Gliding Hood*. Little Red is an excellent ice skater, but she will need a good partner for the skating pairs competition, and the only one available is a certain Wolf, who needs new skates as badly as Little Red does.

Litchfield, David. *The Bear and the Piano*. A bear finds a piano in the woods, learns to play it, and travels to the big city to become rich and famous, but ultimately discovers that his old

friends in the forest back home are still the best audience of all.

Lloyd, Megan Wagner. *Finding Wild*. Two kids set off on an adventure and discover all the beauty of the natural world. As they make their way back to the city, they discover that wild exists not just off in some distant place, but right in their own backyard.

Luyken, Corinna. *The Book of Mistakes*. As an artist creatively incorporates her slip-ups into drawings, readers see how "mistakes" can provide inspiration and opportunity, and how both the art and artist are works in progress.

McAnulty, Stacy. *Excellent Ed*. Everyone in the Ellis family is excellent, except Ed the dog, who is determined to find something at which he, too, can excel.

Medina, Meg. *Mango, Abuela, and Me*. Mia's abuela has left her sunny house to live with Mia and her parents in the city. Mia helps Abuela learn English and learns some Spanish too, but it's still hard for Abuela to tell all her stories until Mia has the perfecto idea.

Menchin, Scott. *Grandma in Blue With Red Hat*. After his teacher explains why something might belong in a museum and says that anything can be in an art exhibition, a child offers his grandmother as an exhibit—until he has a better idea.

Nelson, Kadir. *If You Plant a Seed*. While planting seeds in their garden, two animals learn the value of kindness.

*continued on back*



Learn more: [oppl.org/kids](http://oppl.org/kids)

OAK PARK  
PUBLIC LIBRARY



# KINDERGARTEN RECOMMENDED READING LIST 2018-2019 | OPPL.ORG/KIDS

## PICTURE BOOKS CONT.

O'Leary, Sara. *This Is Sadie*. Sadie is a small girl with a big imagination. She likes to make and do and be lots of different things. Maybe you're a bit like her?

Paschkis, Julie. *P. Zonka Lays an Egg*. All of the chickens in the farmyard lay eggs regularly—except for P. Zonka. The other chickens think P. Zonka's just lazy... until she lays the most beautiful egg they've ever seen.

Pett, Mark. *Lizard From the Park*. When a lizard hatches from the egg Leonard finds in the park, he names it Buster and takes it all around the city, until he realizes he must devise a way to return his pet to the deepest, darkest part of the park.

Rex, Adam. *School's First Day of School*. It's the first day of school at Frederick Douglass Elementary, and everyone's just a little bit nervous, especially the school itself.

Santat, Dan. *Are We There Yet?* Everyone knows that car rides can be boring. And when things get boring, time slows down for this family—so much that it starts going backward, into the time of pirates! And princesses! And dinosaurs!

Thiele, Bob. *What a Wonderful World*. Illustrations and lyrics introduce the Louis Armstrong song, which celebrates the wonders of nature, loving friends, and the promise of the future.

Underwood, Deborah. *Interstellar Cinderella*. In this outer-space adaptation, Cinderella dreams of becoming a spaceship mechanic.

Wenzel, Brendan. *They All Saw a Cat*. In this glorious celebration of observation, curiosity, and imagination, we explore the many lives of one cat, and how perspective shapes what we see.

## NONFICTION

Ford, Gilbert. *The Marvelous Thing That Came From a Spring* (688.72 FOR). One day, a spring fell from the desk of Richard James, an engineer and dreamer. Its coils took a walk...and so did Richard's imagination. Welcome to the slinky.

Gravel, Elisa. *The Toad* (597.87 GRA). Distinctive trait: warts. Special talent: eating her own skin. Disgusting? Yes, but fun too! And good for the environment.

Kaiser, Lisbeth. *Emmeline Pankhurst* (Little People, Big Dreams series, B PANKHURST). In this exciting series, discover how little children with big dreams became outstanding women who made big differences to the world in many fields.

Levine, Sarah. *Tooth by Tooth: Comparing Fangs, Tusks, and Chompers* (599.943 LEV). What animal would you be if your top canine teeth grew almost all the way down to your feet? This book will keep you guessing as you read about how human teeth are like—and unlike—those of other animals.

Macy, Sue. *Miss Mary Reporting* (B GARBER). As a child in the 1920s, Mary Garber loved sports and played tackle football with the boys in her Winston-Salem neighborhood. She became a sportswriter for 56 years and was the first woman to receive the Associated Press Sports Editors Red Smith Award, presented for major contributions in sports journalism.

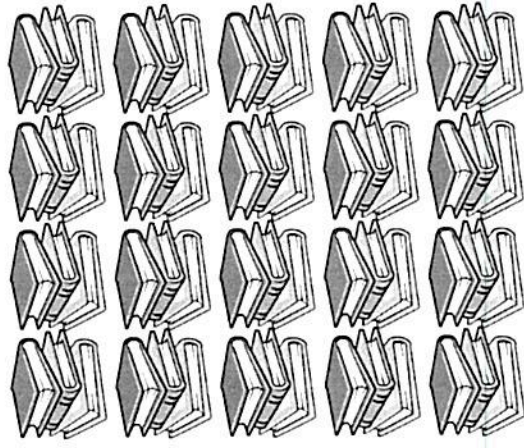
Paul, Miranda. *Water Is Water* (551.48 PAU). A spare, poetic picture book exploring the different phases of the water cycle in surprising and engaging ways.

Slade, Suzanne. *Out of School and Into Nature* (B COMSTOCK). From the time she was a young girl, Anna Comstock was fascinated by the natural world. In following her passion, this remarkable naturalist and artist blazed a trail for female scientists today.

# Why Read 20 Minutes At Home?

## Student A Reads...

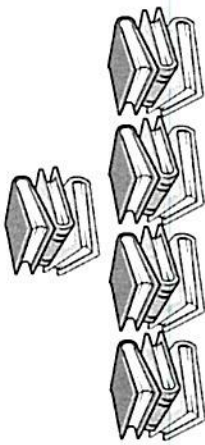
- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



Scores in the 90  
on standardized tests.

## Student B Reads...

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



Scores in the 50  
on standardized tests.

## Student C Reads...

- 1 minutes per day
- 180 minutes per school year
- 8,000 words per year



Scores in the 10  
on standardized tests.

If they start reading in Kindergarten, by the end of Grade 6 the student will have read...

60 school days

12 school days

3 school days

# Want to be a better reader? Read every day!

Wednesday

Edit the sentences.

i love summer

---

will you play with me

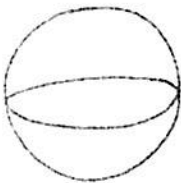
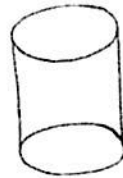
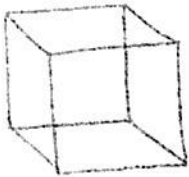
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i like ice cream

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Thursday

Name the shapes.



Word Bank

cone

cylinder

cube

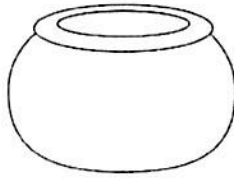
sphere

Monday

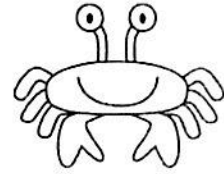
Write the missing ending letter.



do \_



po \_



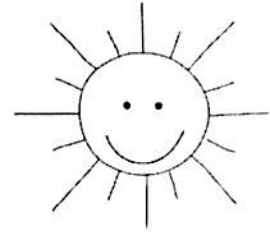
cr a \_



ja \_



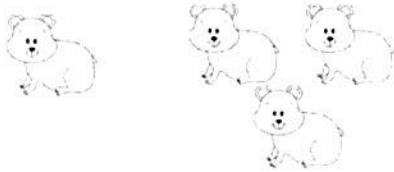
sn ai \_



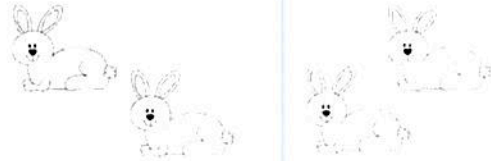
su \_

Tuesday

Write the equation to match the picture.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_

Friday

Read and find the sight words.

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

Word Bank

like

good

did

that

not

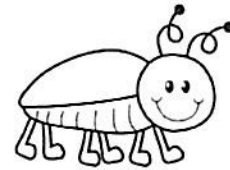
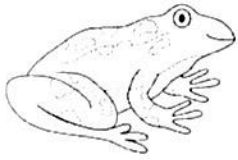
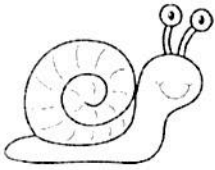
has

am



Friday

Draw a line to the picture that rhymes.



Wednesday

Write a complete sentence and draw a picture about:

How do you feel about going to first grade?

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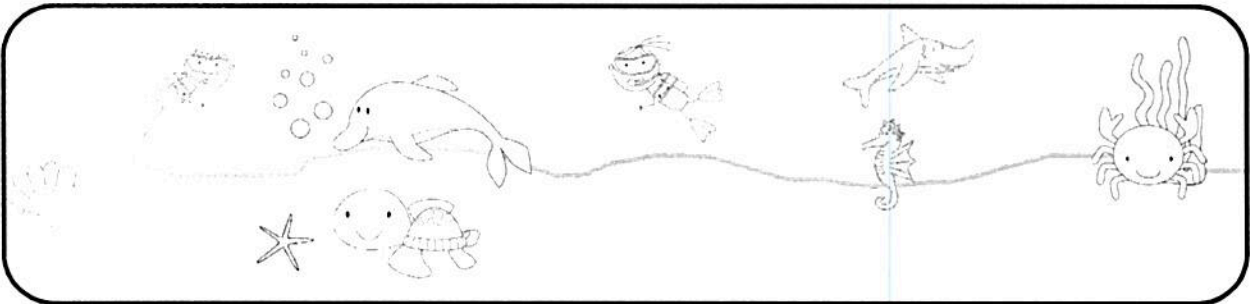
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Thursday

Circle the correct position word.



The dolphin is   the sea turtle.

The crab is   the seaweed.

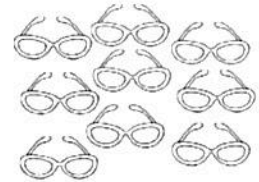
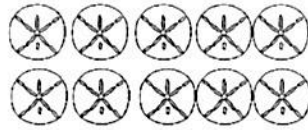
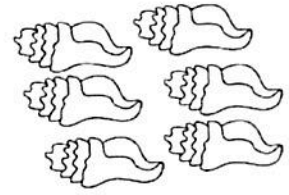
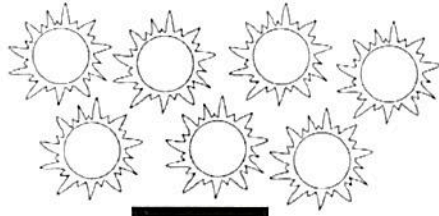
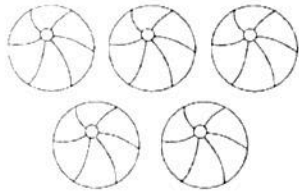
The shark is   the seahorse.

The sea star is   the sea turtle.

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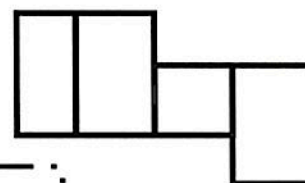
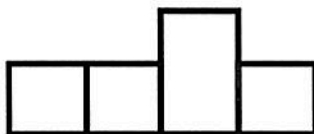
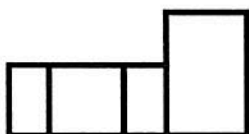
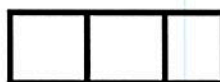
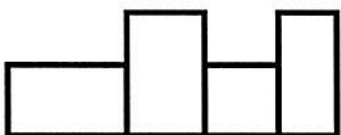
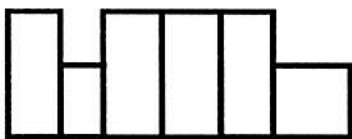
Friday

Count the objects and write the number.



Wednesday

Fill in the letter shape boxes using the word bank words.

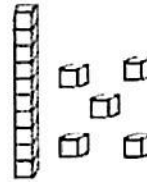
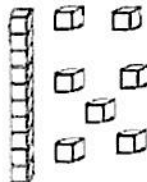
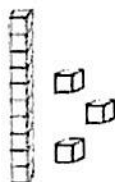
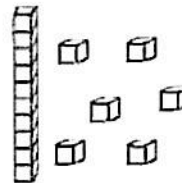
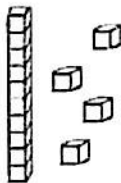
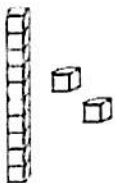


Word Bank

little this they come make  
said our there what but

Thursday

Write the number that matches the picture.



Wednesday

Write a complete sentence and draw a picture about:

What do you think you will like best about first grade?

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Thursday

Color "thumbs up" if the equation is true or  
"thumbs down" if the equation is false.



$2+3=4$



$5+0=5$



$1+3=4$



$2+1=2$



$3+2=4$



$0+2=2$

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Name: \_\_\_\_\_

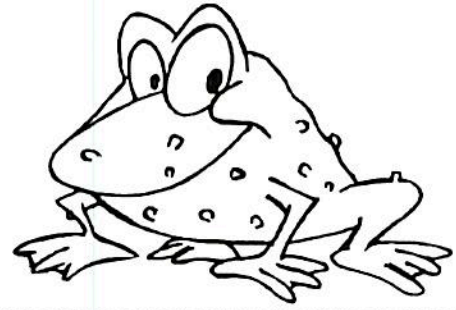
\_\_\_\_\_

\_\_\_\_\_

say

\_\_\_\_\_

What does the frog say?



Trace the word and read the word out loud.

say say say say

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:


What does the frog    ?

Write your sight word on the blank lines to complete the sentence:

What does the frog \_\_\_\_\_ ?

Write a sentence using your new sight word and read it out loud.

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Cut out letters -> 

s

a

y

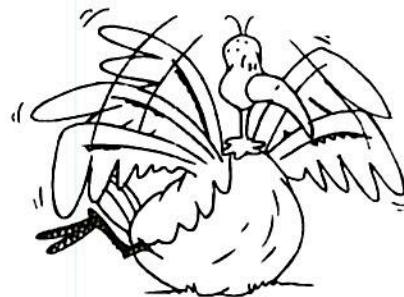
Name: \_\_\_\_\_

\_\_\_\_\_

she

\_\_\_\_\_

She thinks **she** can fly!



Trace the word and read the word out loud.

she she she she

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

thinks    can fly!

Write your sight word on the blank lines to complete the sentence:

\_\_\_\_\_ thinks \_\_\_\_\_ can fly!

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Cut out letters ->



S

H

E

S

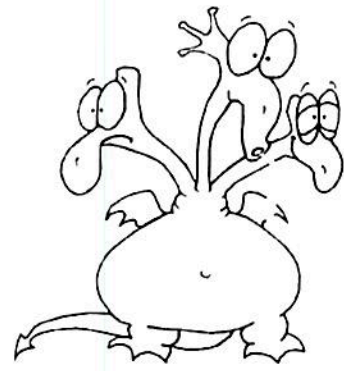
H

E



Name: \_\_\_\_\_

SO



This guy is  
so crazy!

Trace the word and read the word out loud.

SO SO SO SO SO

Write the word and read the word out loud.

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

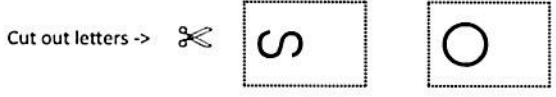
This guy is   crazy!

Write your sight word on the blank lines to complete the sentence:

This guy is \_\_\_ \_\_\_ crazy!

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_



Name: \_\_\_\_\_

soon



He will  
skate soon.

Trace the word and read the word out loud.

soon soon soon

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

He will skate     .

Write your sight word on the blank lines to complete the sentence:

He will skate \_\_\_\_\_ .

Write a sentence using your new sight word and read it out loud.

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Cut out letters ->



Name: \_\_\_\_\_

have



I have a pink pig.

Trace the word and read the word out loud.

have have have

Write the word and read the word out loud.

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

I     a pink pig.

Write your sight word on the blank lines to complete the sentence:

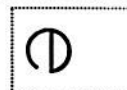
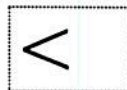
I \_\_\_\_\_ a pink pig.

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

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Cut out letters ->



Name: \_\_\_\_\_

good

The soup is good.



Trace the word and read the word out loud.

good good good

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

The soup is    .

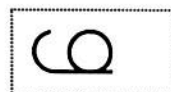
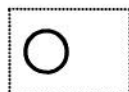
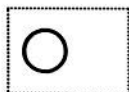
Write your sight word on the blank lines to complete the sentence:

The soup is \_\_\_\_\_.

Write a sentence using your new sight word and read it out loud.

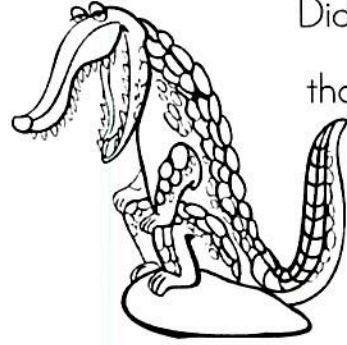
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Cut out letters ->



Name: \_\_\_\_\_

did



Did you see  
that croc?

Trace the word and read the word out loud.

did did did did

Write the word and read the word out loud.

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:



you see that croc?

Write your sight word on the blank lines to complete the sentence:

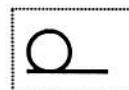
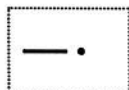
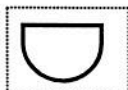
\_\_\_ \_\_\_ \_\_\_ you see that croc?

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

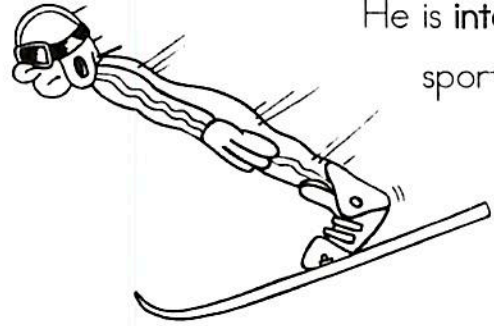
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Cut out letters ->



Name: \_\_\_\_\_

into



He is into this sport!

Trace the word and read the word out loud.

into into into into

Write the word and read the word out loud.

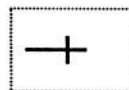
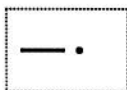
Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

He is     this sport!

Write your sight word on the blank lines to complete the sentence:

He is \_\_\_\_\_ this sport!

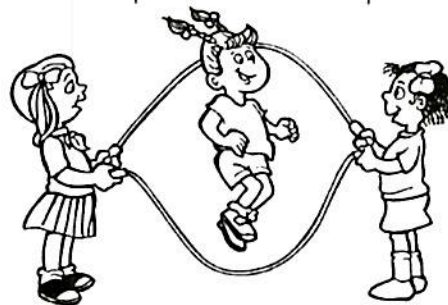
Write a sentence using your new sight word and read it out loud.



Name: \_\_\_\_\_

under

Jump under the rope.



Trace the word and read the word out loud.

under under under

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

Jump      the rope.

Write your sight word on the blank lines to complete the sentence:

Jump \_\_\_\_\_ the rope.

Write a sentence using your new sight word and read it out loud.

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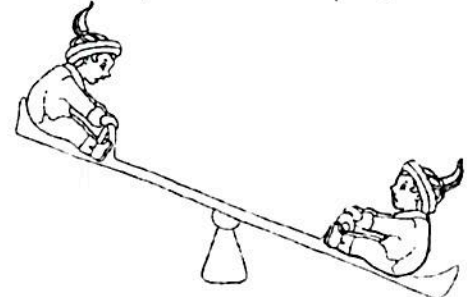
Cut out letters -> ✂



Name: \_\_\_\_\_

want

Do you want to play?



Trace the word and read the word out loud.

want want want

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

Do you     to play?

Write your sight word on the blank lines to complete the sentence:

Do you \_\_\_\_\_ to play?

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Cut out letters ->





Name: \_\_\_\_\_

went



Mom **went** to the store.

Trace the word and read the word out loud.

went went went

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

Mom     to the store.

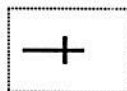
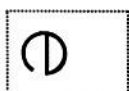
Write your sight word on the blank lines to complete the sentence:

Mom \_\_\_\_\_ to the store.

Write a sentence using your new sight word and read it out loud.

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Cut out letters -> ✂



Name: \_\_\_\_\_

what

What is he  
doing?



Trace the word and read the word out loud.

what what what

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:



is he doing?

Write your sight word on the blank lines to complete the sentence:

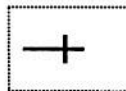
\_\_\_\_\_ is he doing?

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

white

That is a white rabbit.



Trace the word and read the word out loud.

white white white

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

That is a      rabbit.

Write your sight word on the blank lines to complete the sentence:

That is a \_\_\_\_\_ rabbit.

Write a sentence using your new sight word and read it out loud.

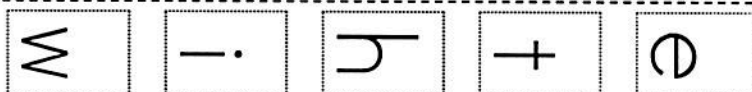
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Cut out letters -> ✂



Name: \_\_\_\_\_

who



Who will set the table?

Trace the word and read the word out loud.

who who who who

Write the word and read the word out loud.

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:



\_\_\_\_\_ will set the table?

Write your sight word on the blank lines to complete the sentence:

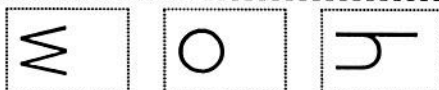
\_\_\_\_\_ will set the table?

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

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Cut out letters -> ✂



Name: \_\_\_\_\_

will



We **will** work in  
the yard.

Trace the word and read the word out loud.

will will will will

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

We     work in the yard.

Write your sight word on the blank lines to complete the sentence:

We \_\_\_\_\_ work in the yard.

Write a sentence using your new sight word and read it out loud.

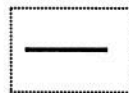
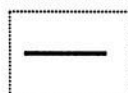
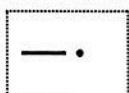
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Cut out letters ->



Name: \_\_\_\_\_

get



I get up early  
each day.

Trace the word and read the word out loud.

get get get get

Write the word and read the word out loud.

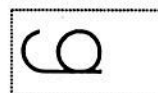
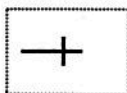
Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

I    up early each day.

Write your sight word on the blank lines to complete the sentence:

I \_\_\_\_\_ up early each day.

Write a sentence using your new sight word and read it out loud.



Friday

Write the mixed up sight words correctly.

akme

htiw

tiltel

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

yeht

moce

rehte

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

eht

hist

\_\_\_\_\_

\_\_\_\_\_

Word Bank

little

they

this

with

there

the

come

make

Friday

Read and find the sight words.

L	I	T	T	L	E
Z	K	H	C	R	S
T	H	E	T	W	P
B	X	Y	Q	I	N
M	V	B	U	T	G
J	F	O	D	H	E

Word Bank

little

they

he

with

but

the



Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

get



I get up early  
each day.

Trace the word and read the word out loud.

get get get get

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

I    up early each day.

Write your sight word on the blank lines to complete the sentence:

I \_\_\_\_\_ up early each day.

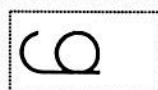
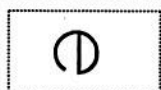
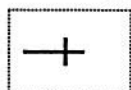
Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

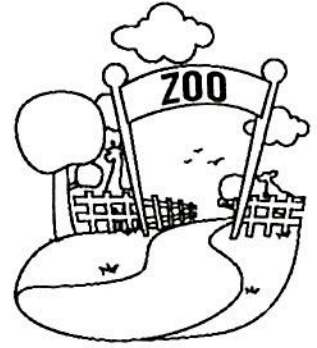
\_\_\_\_\_



Name: \_\_\_\_\_

now

Can we go  
to the zoo now?



Trace the word and read the word out loud.

now now now now

Write the word and read the word out loud.

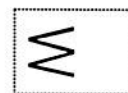
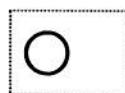
Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

Can we go to the zoo    ?

Write your sight word on the blank lines to complete the sentence:

Can we go to the zoo \_\_\_\_\_ ?

Write a sentence using your new sight word and read it out loud.



Name: \_\_\_\_\_

\_\_\_\_\_

on

The owl is on  
the book.



Trace the word and read the word out loud.

on on on on

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

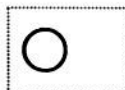
The owl is   the book.

Write your sight word on the blank lines to complete the sentence:

The owl is \_\_\_\_\_ the book.

Write a sentence using your new sight word and read it out loud.

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



Name: \_\_\_\_\_

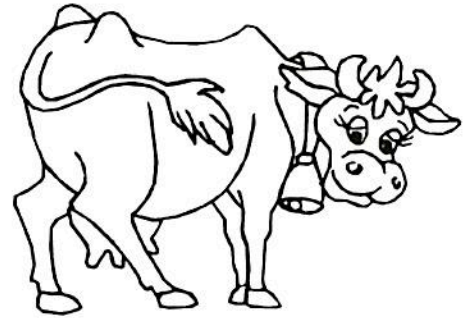
\_\_\_\_\_

\_\_\_\_\_

our

\_\_\_\_\_

Is that our blue cow?



Trace the word and read the word out loud.

our our our our

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

Is that    blue cow?

Write your sight word on the blank lines to complete the sentence:

Is that \_\_\_\_\_ blue cow?

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Cut out letters -> 

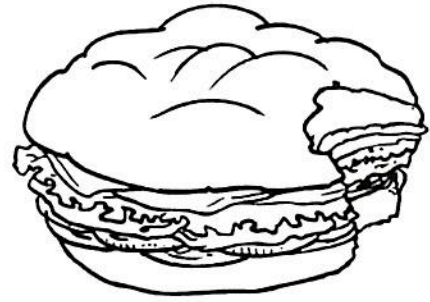




Name: \_\_\_\_\_

May I please have a bite?

please



Trace the word and read the word out loud.

please please please

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

May I       have a bite?

Write your sight word on the blank lines to complete the sentence:

May I \_\_\_\_\_ have a bite?

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Cut out letters -> ✂



Name: \_\_\_\_\_

pretty

That is a  
pretty rose.



Trace the word and read the word out loud.

pretty pretty pretty

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

That is a       rose.

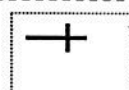
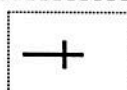
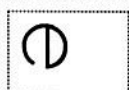
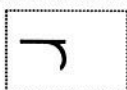
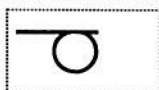
Write your sight word on the blank lines to complete the sentence:

That is a \_\_\_\_\_ rose.

Write a sentence using your new sight word and read it out loud.

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Cut out letters -> ✂



Name: \_\_\_\_\_

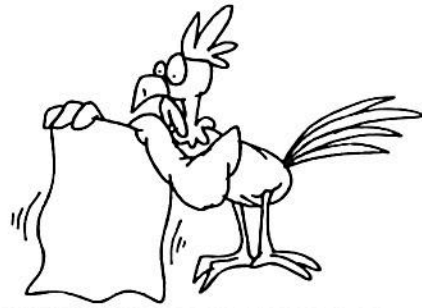
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ran

He ran into the cape.



Trace the word and read the word out loud.

ran ran ran ran

Write the word and read the word out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

He    into the cape.

Write your sight word on the blank lines to complete the sentence:

He \_\_\_\_\_ into the cape.

Write a sentence using your new sight word and read it out loud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Cut out letters ->



r

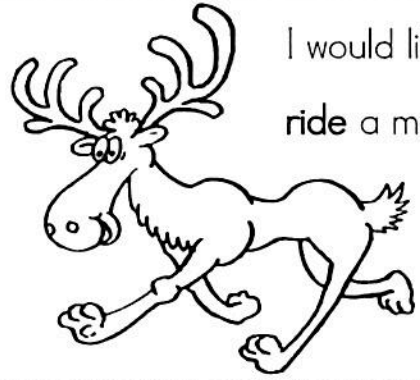
a

n



Name: \_\_\_\_\_

ride



I would like to  
ride a moose.

Trace the word and read the word out loud.

ride ride ride

Write the word and read the word out loud.

Cut out the letters at the bottom of the page and paste them in the right squares to complete the sentence:

I would like to     a moose.

Write your sight word on the blank lines to complete the sentence:

I would like to \_\_\_\_\_ a moose.

Write a sentence using your new sight word and read it out loud.

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Cut out letters ->

