

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

## WCS Entering 1st and 2nd graders Summer Reading (Level 2/3)



Reading is a year-round activity for everyone at Wissahickon Charter School! Studies have proven that children need to continue to read over the summer to maintain their progress.

### Summer Reading

1. **Students continue to practice their phonics skills at their level** - Students should complete **2-3 pages from their phonics packet per week** (this is the first half of summer reading packet).
2. **Practice sight words** - Students should complete **2 pages in their Fry Words packet** per week (this is the second half of the summer reading packet).

Have your child practice naming sight words automatically. Mix it up! Practice these words in a variety of ways:

- Challenge your child to find these words in the world.
- Make flashcards.
- Notice them in books
- Use these Apps
  - [ABCMouse](https://www.abcmouse.com/) (app or website) <https://www.abcmouse.com/>
  - [Sight Word Ninja](#) (app, \$1.99)
  - [Sight Word Learning Games and Reading Flashcards](#) (app)
  - [Secret Sight Words](#) (app)
  - [Starfall](https://www.starfall.com/) (website or app with lots of phonics and sight word games) <https://www.starfall.com/>

3. **Read aloud to your child at least once a day** - When reading aloud to your child some helpful tips include:
  - Select fiction and nonfiction texts that include a variety of topics that are of interest to your child.
  - Stop and talk about the illustrations on the cover and on each page.
  - Discuss words as you read. Stop and talk about an interesting word and use it in context for your child to understand the meaning.
  - Ask your child to describe the main character, the problem and solution, and the lesson of the stories you read.

**Level 2/3**

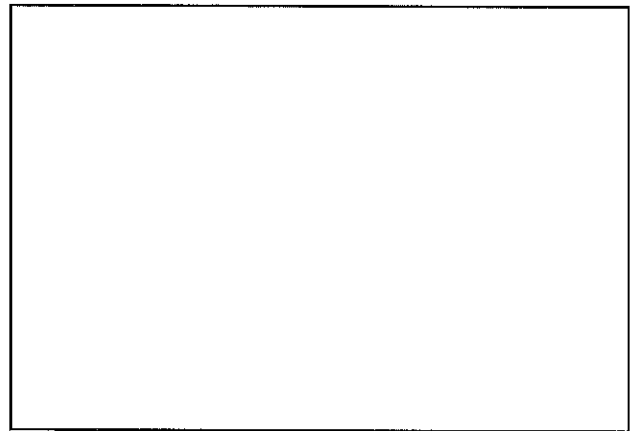
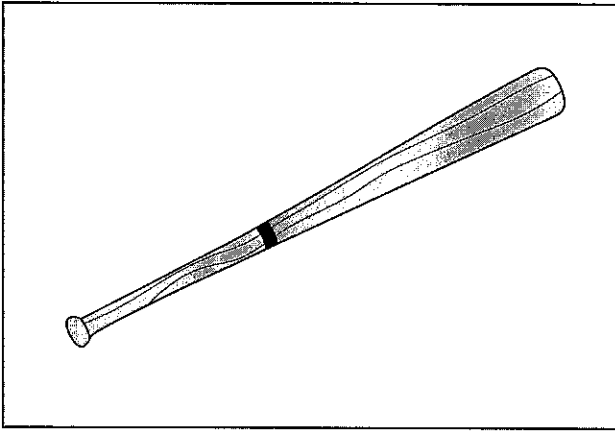
**Phonics Packet**

Name \_\_\_\_\_

This activity provides practice  
with the sounds of the  
consonants in Letter Group 1.

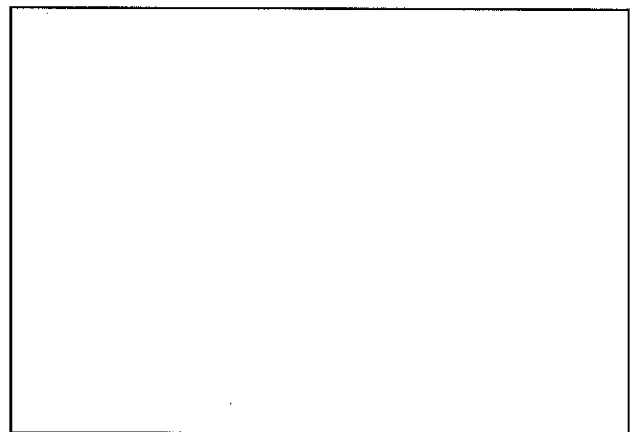
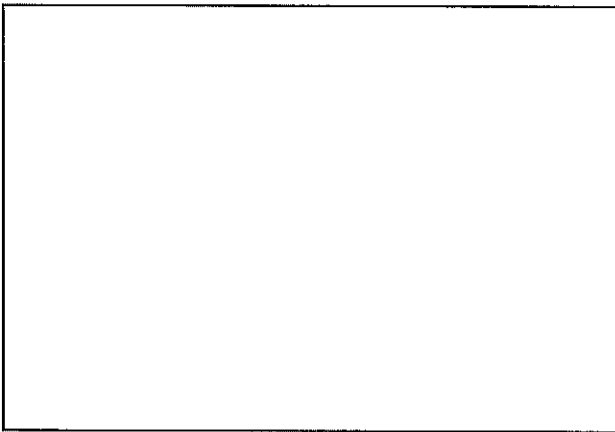
## Lesson 1: Letter Group 1

Draw a picture of something that begins with the letter  
you see on the line. Write the letter three more times. The  
first letter has been done for you.



b b b b b

g



f

d

Name \_\_\_\_\_

The name of this letter is *d*. *D* is a consonant. The sound of *d* is /d/, as in *dug*. The sound of the *dg* slide is /da/, as in *dad*. →

## Lesson 1: Letter Group 1

Write a whole row of the consonant *d* in uppercase letters and whole row in lowercase letters. Then write several slides, and mark each slide with a slide arrow. Say the name and sound of the letter each time you write it.

*D D*

*d d*

*D d*

*d d*

*D d*

*da* →

*da* →

*fa* →

*ba* →

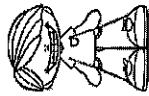
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Tad



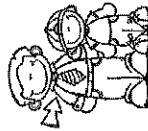
Tad had a bad day.



The lad was sad, not

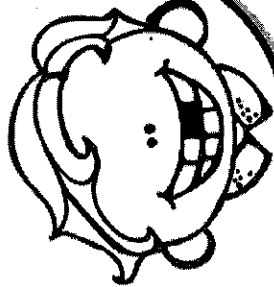
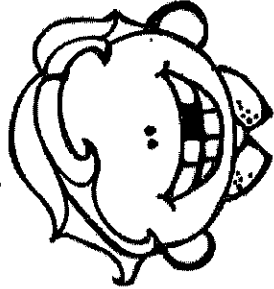
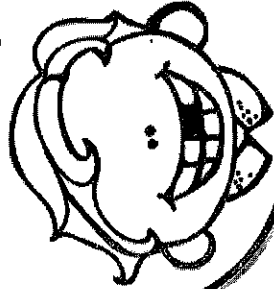


mad. He was glad



when he saw his dad.

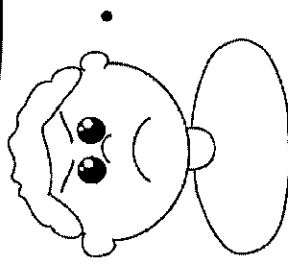
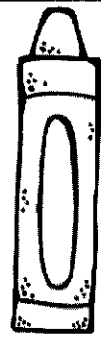
Read the passage three times.



Date: \_\_\_\_\_

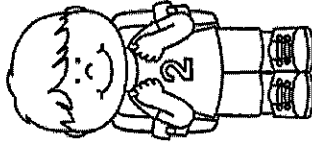
# -add

Color the words

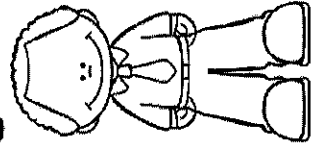


that rhyme with

1. Who was Tad glad to see?

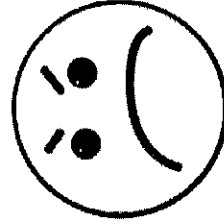


lad

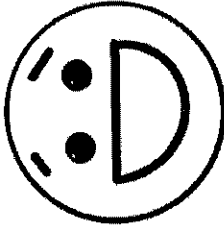


dad

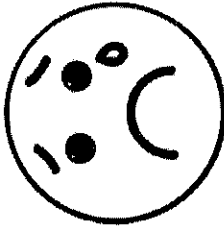
2. He was \_\_\_\_\_ when he saw his dad.



mad



glad



sad

Name \_\_\_\_\_

This activity provides a review of the letters in Letter Groups 1 and 2 using slides and words.

### Lesson 6: Letter Group 2

Read the following letters two times. First, read the letter names. Then say the letter sounds. Circle all of the uppercase letters: ○. Put a box around all of the lowercase letters: □. The first two letters have been done for you.

○ J

□ e

H

L

j

m

l

h

M

b

Read the slide and then the word. Write the word in the space below the word, and mark the vowel with an x.

le  
→

led  
x

led  
x

ja  
→

jam  
x

me  
→

Meg  
x

la  
→

lab  
x

be  
→

bed  
x

da  
→

dad  
x

Name \_\_\_\_\_

This exercise provides practice reading, spelling, and marking slides and words containing vowels e and a.

### Lesson 6: Letter Group 2

Read the slide and the word. Write the word in the space below the word, and mark the vowel with an x. The first word is done for you.

be  
→

be  
x

be  
x

he  
→

he  
x

\_\_\_\_\_

fe  
→

fe  
x

\_\_\_\_\_

le  
→

le  
x

\_\_\_\_\_

ha  
→

ha  
x

\_\_\_\_\_

me  
→

Me  
x

\_\_\_\_\_

ga  
→

ga  
x

\_\_\_\_\_

da  
→

da  
x

\_\_\_\_\_

ma  
→

ma  
x

\_\_\_\_\_



ja  
→

ja  
x

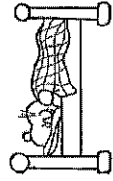
\_\_\_\_\_

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

# The Cap

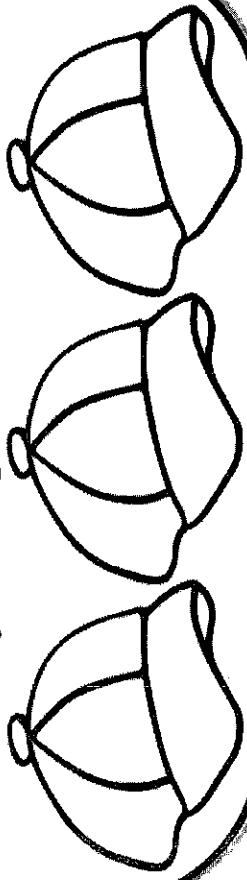
The man puts on his  
 cap. It has a flap.  


He looks at the map  
that is in his lap.



Then, he took a nap.

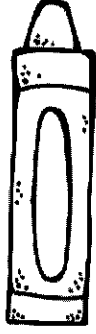
Read the passage three times.



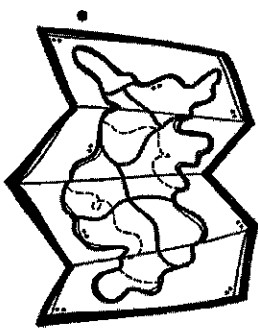
Date: \_\_\_\_\_

**-ap**

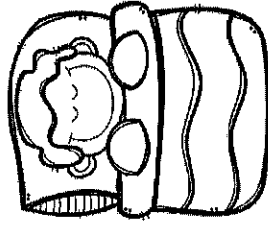
Color the words



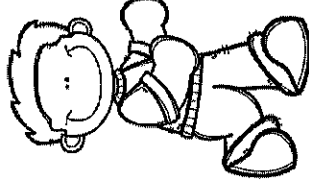
that rhyme with



1. What did the man take?

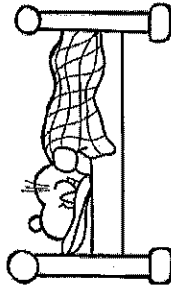


a nap

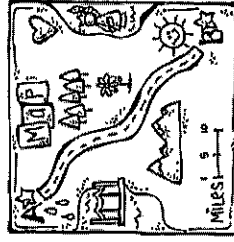


a run

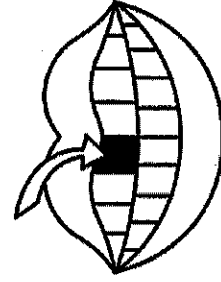
2. What does NOT go in the story?



nap



map



gap

Name \_\_\_\_\_

Uppercase letters (or capitals)  
are used to begin names.  
Sentences begin with a capital  
letter and end with a period.

### Lesson 6: Letter Group 2

Write each sentence. Remember the uppercase letter  
at the beginning and the period (.) at the end! Then read  
each sentence.

Meg has a bad leg.

Put the egg in my bag.

Dad and I have jam.

I see Jed and Meg.

Name \_\_\_\_\_

The name of this letter is *r*. *R* is a consonant. The sound of *r* is /r/, as in *rug*. The sound of the *ra* slide is /ra/, as in *rag*. The sound of the *re* slide is /re/, as in *red*.

### Lesson 8: Letter Group 3

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

R R

r r

R r

ra

ran

re

red

Write a sentence that includes a word with the letter *R/r*. Then read the sentence.

\_\_\_\_\_

\_\_\_\_\_

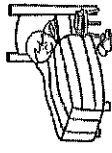
\_\_\_\_\_

\_\_\_\_\_

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

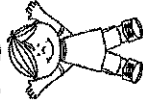
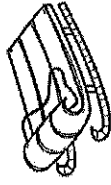
Date: \_\_\_\_\_

# The Bed



Ted has a bed. It is

red. It looks like a

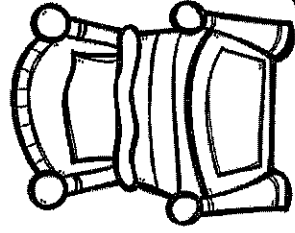
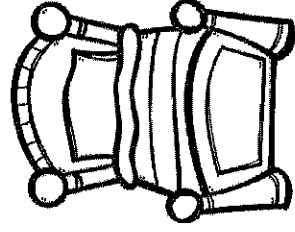
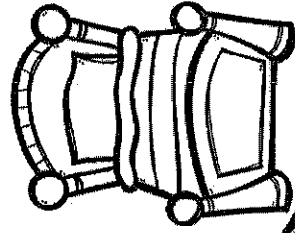


sled. Ted jumps into



his red sled bed.

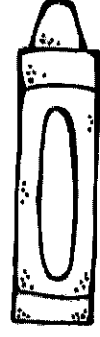
Read the passage three times.



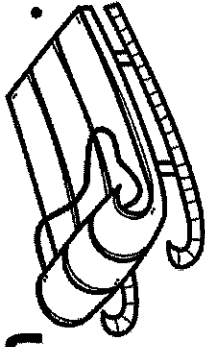
Date: \_\_\_\_\_

# -ed

Color the words



that rhyme with



1. What color is Ted's bed?



green

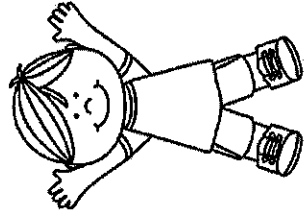
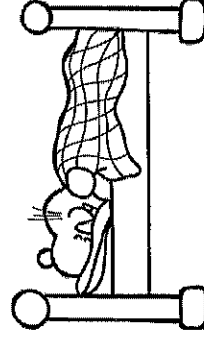
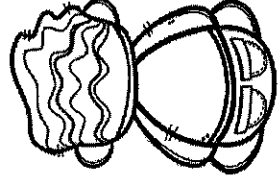


red

2. Ted

into his sled

bed.



sits

sleeps

jumps

Name \_\_\_\_\_

The name of this letter is s. S is a consonant. The sound of s is /s/, as in *sun*. The sound of the sa slide is /sa/, as in *sad*. The sound of the se slide is /se/, as in *set*.

### Lesson 8: Letter Group 3

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

S S

s s

S s

sa

Sam  
x

sad  
x

Read the sentences below.

Sam was in his den. His red pen was on his pad.

Are you sad and in bed? I have an egg and ham for you.

Name \_\_\_\_\_

This exercise provides practice reading and writing sentences using letters from Letter Groups 1-3 that have been taught to this point.

### Lesson 8: Letter Group 3

First, read each sentence. Then copy the sentences. Finally, read each sentence again.

Dad had ham and jam.

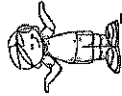
Meg and Sam had a nap.

Nan has a dog and a hen.

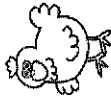
Name: \_\_\_\_\_

Date: \_\_\_\_\_

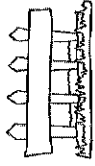
# The Hen



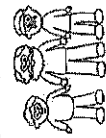
Ben is ten. He has a



new pet hen. The hen



ran from its pen. Three

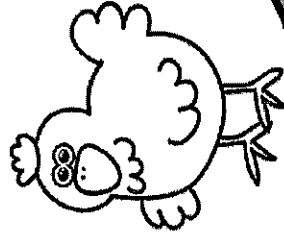
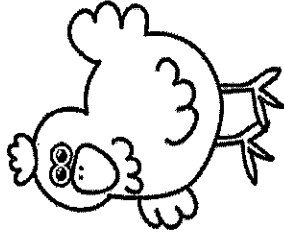
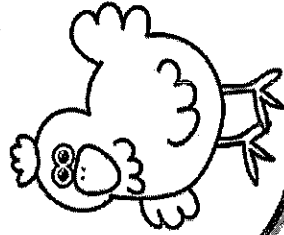


men saw the hen by the



den. They took it to Ben.

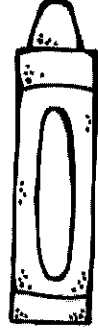
Read the passage three times.



Date: \_\_\_\_\_

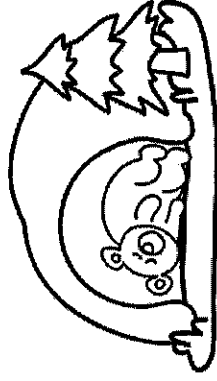
-en

Color the words



that rhyme with .

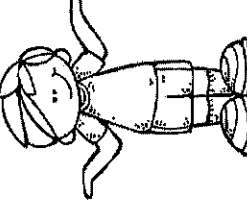
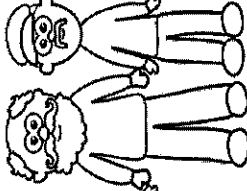
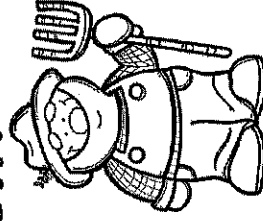
1. Where was the hen?



by the den

by the pond

2. Who saw the hen by the den?



the farmer

three men

Ben

Name \_\_\_\_\_

This exercise provides practice reading and writing slides and words using the vowel *o*.

## Lesson 8: Letter Group 3

Read and write each slide and word two times. Then read the rhyme.

bo \_\_\_\_\_

bog \_\_\_\_\_

fo \_\_\_\_\_

fog \_\_\_\_\_

ho \_\_\_\_\_

hog \_\_\_\_\_

lo \_\_\_\_\_

log \_\_\_\_\_

Rhyme  
In a bog,  
In the fog,  
On a log,  
Is a hog!

On a separate piece of paper,  
write your own rhyme with the words  
in the box below.

hog	dog
jog	log

Name \_\_\_\_\_

The name of this letter is *t*. *T* is a consonant. The sound of *t* is /t/, as in *tub*. The sound of the *ta* slide is /ta/, as in *tap*. The sound of the *te* slide says /te/, as in *Ted*. The sound of the *to* slide says /to/, as in *top*.

### Lesson 10: Letter Group 4

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

*t* *t*

*te* *te*

*T* *t*

*te*

*ten*

*to*

*Tom*

Write a sentence that includes a word with the letter *T/t*. Then read the sentence.

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

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

Date: \_\_\_\_\_

# The Kid



Do you see a kid?



The kid hid. Where is



the kid? Where did he go? Is he under the lid?

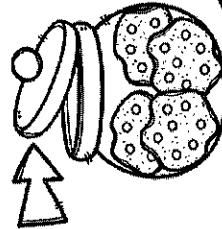
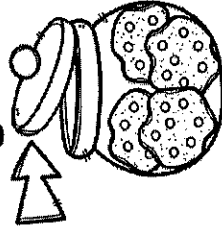
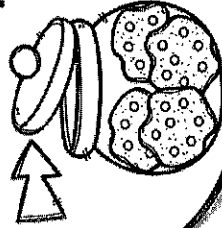


I got rid of the lid, and



there was the kid.

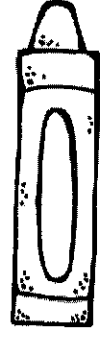
Read the passage three times.



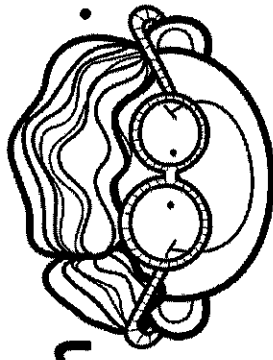
Date: \_\_\_\_\_

# -id

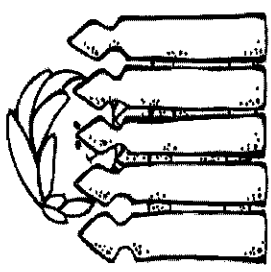
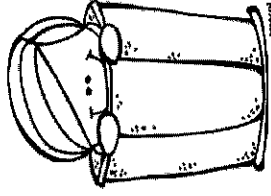
Color the words



that rhyme with

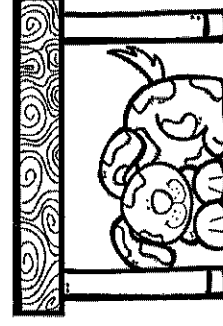
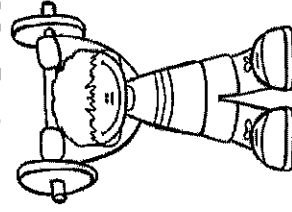


1. Where was the kid?



under the lid      behind the gate

2. Is he \_\_\_\_\_ the lid?



above

under

across

Name \_\_\_\_\_

The name of this letter is v. V is a consonant. The sound of v is /v/, as in *van*. The sound of the va slide is /va/, as in *vat*. The sound of the ve slide says /ve/, as in *vet*.

### Lesson 10: Letter Group 4

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.

V V

v v

V v

va

van

ve

vet

Write a sentence that includes a word with the letter V/v. Then read the sentence.

Name \_\_\_\_\_

This review activity provides practice reading words containing letters that have been taught up to this point in the instruction.

### Lesson 10: Letter Group 4

Read these words that begin with a vowel.

at

Ed

odd

and

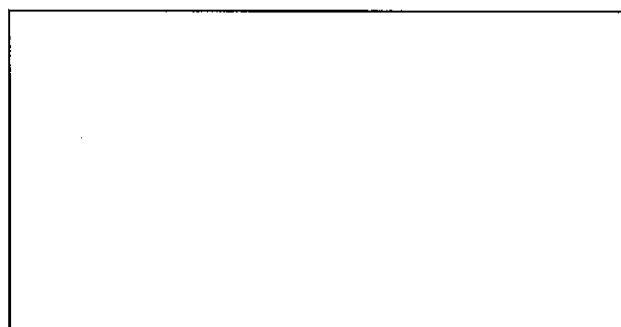
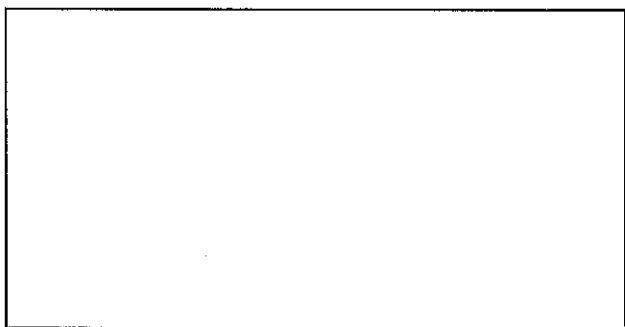
off

am

on

an

Draw a picture of something that begins with the letter you see on the line. Write the letter three more times.



t \_\_\_\_\_

v \_\_\_\_\_

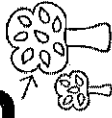
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# The Pig



My pet pig has a wig. My pet pig eats

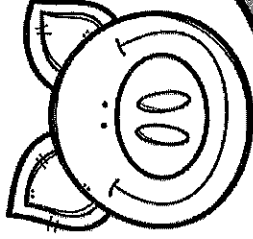
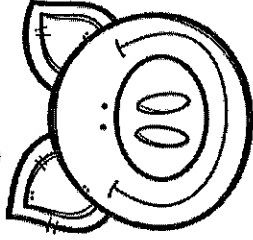
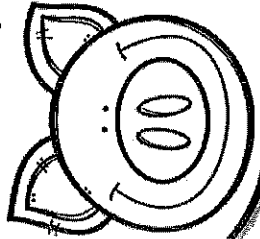


figs. She is so big.

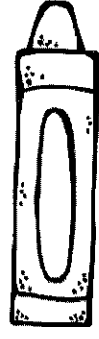
She likes to play in the mud and dig.



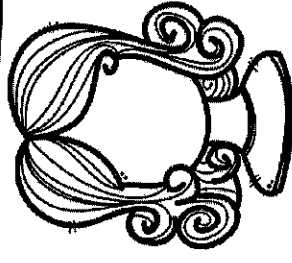
Read the passage three times.



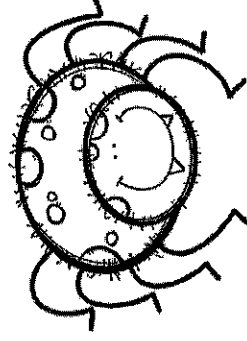
Color the words



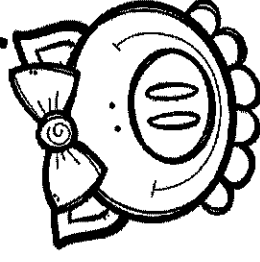
that rhyme with



1. Who is in the story?

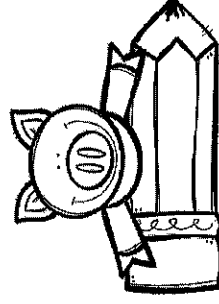


a spider

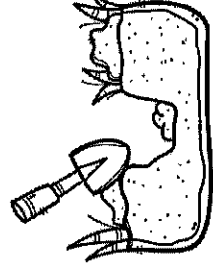


a pig

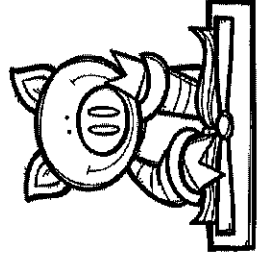
2. She likes to play in the mud and \_\_\_\_\_.



write



dig



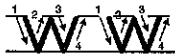
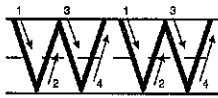
read

Name \_\_\_\_\_

The name of this letter is w. W is a consonant. The sound of w is /w/, as in web. W is a strange letter. It causes some vowels to change their sounds. For now, we will not use the wa or wo slides. The we slide says /we/, as in wet.

## Lesson 10: Letter Group 4

Write a whole row of each letter, a whole row of each slide, and a whole row of each word. Say sounds of the letters and slides as you write them. Then read each word.



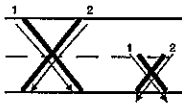
Write a sentence that includes a word with the letter W/w. Then read the sentence.

Name \_\_\_\_\_

The name of this letter is x. X is a consonant. When x begins a word, it has the sound of z, so we will learn the ending sound of x first. At the end of a word, x says /ks/.

## Lesson 10: Letter Group 4

Write two whole rows of the letter x. First write an uppercase X then write a lowercase x. Repeat. Write each slide and word two times. Read the letters and slides as you write them. Then read each word.



X x

fo

fox

bo

box

ta

tax

Write a sentence that includes a word with the letter X/x. Then read the sentence.

\_\_\_\_\_

\_\_\_\_\_

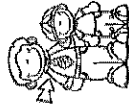
\_\_\_\_\_

\_\_\_\_\_

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

Date: \_\_\_\_\_

# The Cot



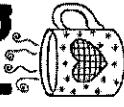
Dad and I went on a trip.



We got a cot. It has a lot



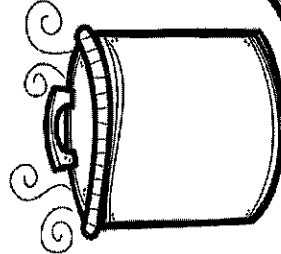
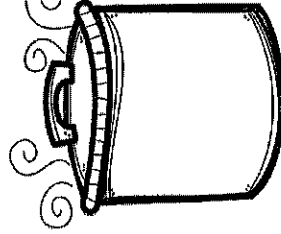
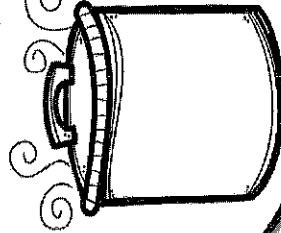
of dots. We got a pot.



The pot is not hot. The tot

plays with the pot.

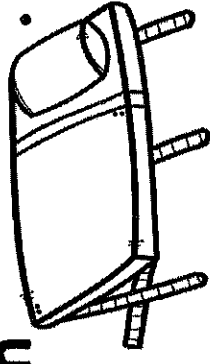
Read the passage three times.



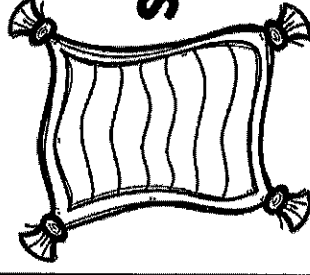
Color the words



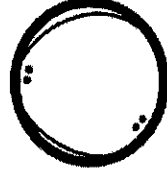
that rhyme with



1. What is on the cot?

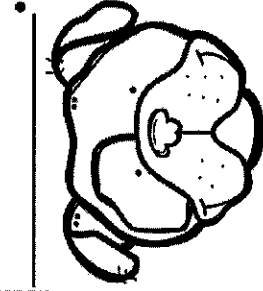


stripes

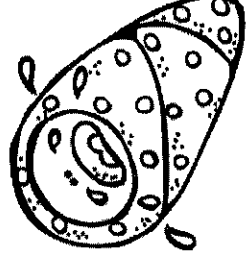


dots

2. The tot plays with the



dog



tot



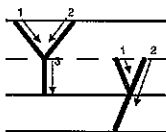
pot

Name \_\_\_\_\_

The name of this letter is y. Y is a consonant when it begins a word. The sound of y is /y/, as in yes. The sound of the ya is /ya/, as in yam. Ye says /ye/, as in yet.

## Lesson 10: Letter Group 4

Write a whole row of the letter y. First write an uppercase Y and then write a lowercase y. Repeat. Then write a whole row of uppercase Y, and a whole row of lowercase y. Write each slide and word two times. Read the letters and slides as you write them. Then read each word.



Y

y

ya

→

yam

x

ye

→

yes

x

Write a sentence that includes a word with the letter Y/y. Then read the sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

This activity provides a review of previously taught letters using slides.

## Lesson 10: Letter Group 4

Find and mark the slides shown below. The first slide has been done for you. The words can go up↑, down↓, or across →.

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

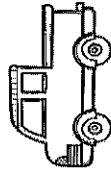
Find and mark the slide:

po	ra	ma	ha
re	fo	jo	de
ne	do	le	ga
ba	ro	sa	la

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

# The Buck

Chuck got in his



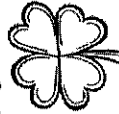
truck. He went to the



lake. He fed the duck.



He fed a buck. That



buck had a lot of luck.

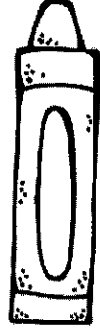
Read the passage three times.



Date: \_\_\_\_\_

# -uck

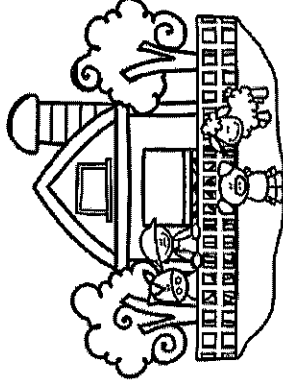
Color the words



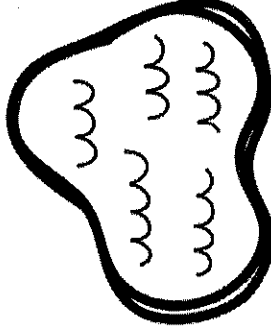
that rhyme with



1. Where did Chuck go?

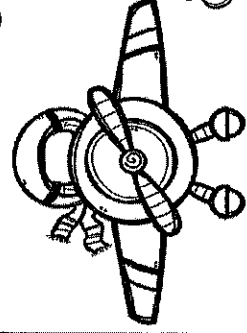


the farm

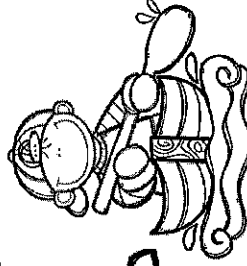


the lake

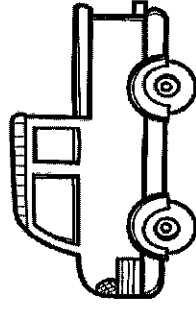
2. Chuck got in his \_\_\_\_\_.



plane



boat



truck

Name \_\_\_\_\_

The name of this letter is *u*. *U* is a vowel. The sound for *u* is /u/, as in *up*.

### Lesson 10: Letter Group 4

Write two whole rows of the letter *u*. First write an uppercase *U*, and then write a lowercase *u*. Repeat. Write each slide and word two times. Read the letters and slides as you write them. Then read each word.

U u

U u

su

sun

tu

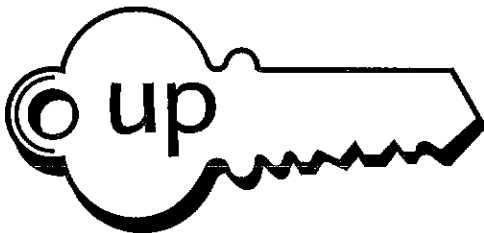
tub

ru

run

fu

fun



The keyword  
for *u* is *up*.

Name \_\_\_\_\_

This activity provides practice writing slides and words that contain the vowel *u*.

### Lesson 10: Letter Group 4

Read and write each slide and word two times.

hu \_\_\_\_\_

hug \_\_\_\_\_

bu \_\_\_\_\_

bud \_\_\_\_\_

gu \_\_\_\_\_

gum \_\_\_\_\_

nu \_\_\_\_\_

nut \_\_\_\_\_

ru \_\_\_\_\_

rub \_\_\_\_\_

su \_\_\_\_\_

sun \_\_\_\_\_

Write a sentence, using a word with the vowel *U/u*. Then read the sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_



\_\_\_\_\_

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

Date: \_\_\_\_\_

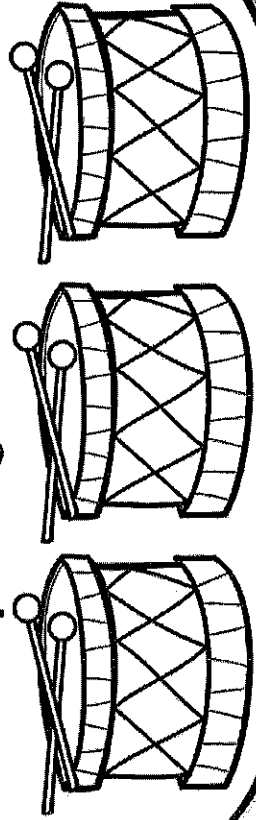
# The Drums

Jim likes to play the  drums. His chum likes to  hum. Little sis likes gum. 

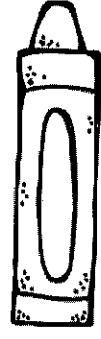
Yum! Yum! She likes to find the sum of all of  the packs of gum. 

$$4+6=(10)$$

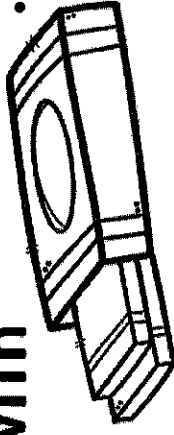
Read the passage three times.



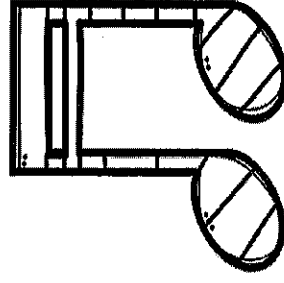
Color the words



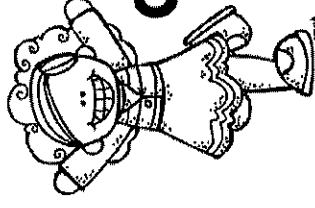
that rhyme with



1. Tim likes to \_\_\_\_\_.

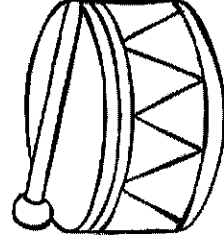


hum



dance

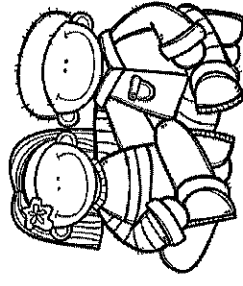
2. What does NOT belong in this story?



drum



mum



chum

Name \_\_\_\_\_

This activity provides practice  
building words using letters from  
Letter Groups 1-4.

### Lesson 10: Letter Group 4

Choose an ending letter from the box to make a word.  
Draw a picture of the word you write.

n g b

ru

n b m

su

d n p

ma

g n t

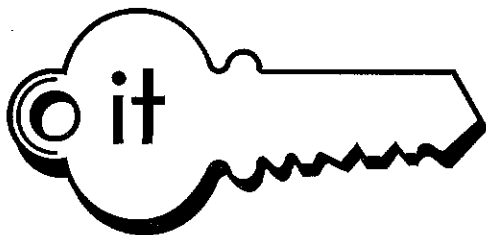
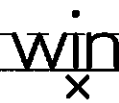
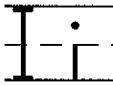
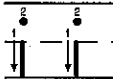
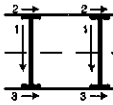
pe

Name \_\_\_\_\_

The name of this letter is *i*. *I* is a vowel. The sound for *i* is /i/, as in *it*.

### Lesson 13: Letter Group 5

Write a whole row of letter *i*. First write a row of uppercase *I*. Next, write a row of lowercase *i*. Then write a row with a mix of uppercase and lowercase *i*. Say the sound of *i* each time you write it. Read and write each slide and word two times.



The key word  
for *i* is *it*.

Write a sentence, using a word with the vowel *I/i*. Then read the sentence.

\_\_\_\_\_

\_\_\_\_\_

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

Date: \_\_\_\_\_

# The Run



The sun is out. I



went for a run and

to get a pack of

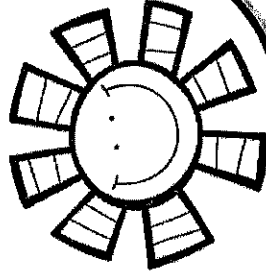
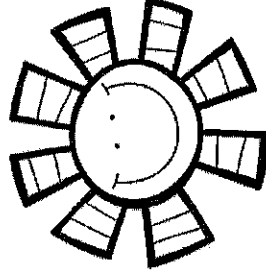
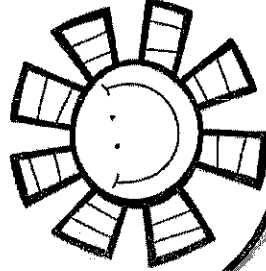


buns. I met a nun.



She was a lot of fun.

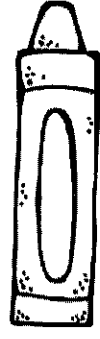
Read the passage three times.



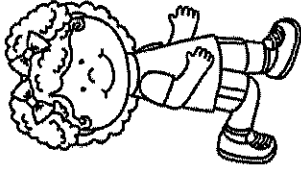
Date: \_\_\_\_\_

**-un**

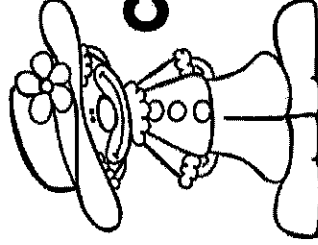
Color the words



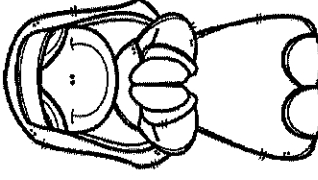
that rhyme with



1. I met a \_\_\_\_\_.



clown

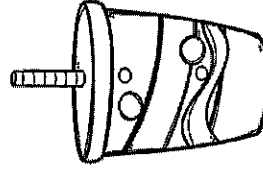


nun

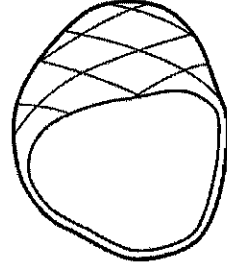
2. I went to get a pack of \_\_\_\_\_.



buns



drinks



meat

# **Fry Words Packet**

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

## Word Sort - Fry Words 1 - 10

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

the	of	and	a	to
in	is	you	that	it

Put the words into the right boxes. You may use the words more than once.

words that start with a vowel	words that start with a consonant
words with a short "i" sound	<b>*BONUS BOX*</b> Write two new words from the " <u>and</u> " word family.

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

## Word Sort - Fry Words 11 - 20

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

he	was	for	on	are
as	with	his	they	I

Put the words into the right boxes. You may use the words more than once.

words that start with a vowel	words that start with a consonant
words with a long vowel sound	<b>*BONUS BOX*</b> Write a new word that rhymes with " <u>he</u> ".

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

## Word Sort - Fry Words 21 - 30

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

at	be	this	have	from
or	one	had	by	words

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	words that start with a consonant
words that end with a vowel	<b>*BONUS BOX*</b> Write three new words from the " <u>at</u> " word family.

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

## Word Sort - Fry Words 31 - 40

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

but	not	what	all	were
we	when	your	can	said

Put the words into the right boxes. You may use  
the words more than once.

words that end with a "t"	words that start with a consonant
words that start with "wh"	<b>*BONUS BOX*</b> Write two new words from the " <u>all</u> " word family.

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

## Word Sort - Fry Words 41 - 50

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

there	use	an	each	which
she	do	how	their	if

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	words that start with a consonant
words that end with "ch"	<b>*BONUS BOX*</b> Write the two words that can start question sentences.

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

## Word Sort - Fry Words 51 - 60

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

will	up	other	about	out
many	then	them	these	so

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	words that start with a consonant
words that begin with "th"	<b>*BONUS BOX*</b> Write two new words that rhyme with " <u>will</u> ".

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

## Word Sort - Fry Words 61 - 70

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

some	her	would	make	like
him	into	time	has	look

Put the words into the right boxes. You may use  
the words more than once.

words that start with an "h"	a word with two syllables
words that end with a silent "e"	<b>*BONUS BOX*</b> Write two new words that rhyme with " <u>make</u> ".

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

## Word Sort - Fry Words 71 - 80

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

two	more	write	go	see
number	no	way	could	people

Put the words into the right boxes. You may use  
the words more than once.

words that end with a vowel	words with two syllables
words that end with a silent "e"	<b>*BONUS BOX*</b> Write the two words you would use in math.

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

## Word Sort - Fry Words 81 - 90

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

my	than	first	water	been
called	who	am	its	now

Put the words into the right boxes. You may use the words more than once.

words that start with a vowel	words that start with a consonant
words with double letters	<b>*BONUS BOX*</b> Write the word that means the opposite of "last".

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

## Word Sort - Fry Words 91 - 100

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

find	long	down	day	did
get	come	made	may	part

Put the words into the right boxes. You may use  
the words more than once.

words that start with the letter "d"	two words that rhyme
words with long vowel sounds	<b>*BONUS BOX*</b> Write the word that means the opposite of "night".

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

## Word Sort - Fry Words 101 - 200

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

over	new	sound	take	only
little	work	know	place	years

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	words with five letters
words that end in "w"	<b>*BONUS BOX*</b> Write two new words that rhyme with "take".

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

## Word Sort - Fry Words 111 - 120

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

live	me	back	give	most
very	after	thing	our	just

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	two words that end with a long "e" sound
words with "st" in them	<b>*BONUS BOX*</b> Write a new word that rhymes with " <u>thing</u> ".

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

## Word Sort - Fry Words 121 - 130

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

name	good	sentence	man	think
say	great	where	help	through

Put the words into the right boxes. You may use  
the words more than once.

words with more than five letters	words that end with a silent "e"
words that start with the letter "g"	<b>*BONUS BOX*</b> Write two new words that rhyme with "man".

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

## Word Sort - Fry Words 131 - 140

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

much	before	line	right	too
means	old	any	same	tell

Put the words into the right boxes. You may use  
the words more than once.

words that end with a silent "e"	words that have a double letter
words that start with a vowel	<b>*BONUS BOX*</b> Write two new words from the " <u>old</u> " word family.

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

## Word Sort - Fry Words 141 - 150

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

boy	following	came	want	show
also	around	farm	three	small

Put the words into the right boxes. You may use  
the words more than once.

words with a double letter	words that start with a vowel
words that end with a long "o" sound	<b>*BONUS BOX*</b> Write the two new words that rhyme with "came".

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

## Word Sort - Fry Words 151 - 160

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

set	put	end	does	another
well	large	must	big	even

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	words that end with a "t"
words with four letters	<b>*BONUS BOX*</b> Write the two words that mean almost the same thing.

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

## Word Sort - Fry Words 161 - 170

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

such	because	turn	here	why
asked	went	men	read	need

Put the words into the right boxes. You may use  
the words more than once.

words that begin with "w"	a word with two syllables
words that end with a silent "e"	<b>*BONUS BOX*</b> Write the two words that rhyme.

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

## Word Sort - Fry Words 171 - 180

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

land	different	home	us	move
try	kind	hand	picture	again

Put the words into the right boxes. You may use  
the words more than once.

words that end with "nd"	words with two syllables
words that end in silent "e"	<b>*BONUS BOX*</b> Write the two words that rhyme.

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

## Word Sort - Fry Words 181 - 190

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

change	off	play	spell	air
away	animals	house	point	page

Put the words into the right boxes. You may use  
the words more than once.

words that start with a vowel	words that start with the letter "p"
words with double letters	<b>*BONUS BOX*</b> Write the word that means the opposite of "on".

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

## Word Sort - Fry Words 191 - 200

Directions: Read the words. Color each word you already know.

Practice the others with a partner.

letters	mother	answer	found	study
still	learn	should	America	world

Put the words into the right boxes. You may use  
the words more than once.

word that starts with a capital letter	words that end with the letter "d"
words with a double letter	<b>*BONUS BOX*</b> Write the word that means the same as "mom".