

Grades 1–3



**Evan-Moor®**  
EMC 3355

# Word Family **C** Family

LEVEL

**C**

**Correlated** to State Standards

- 16 word families
- Each word family unit includes:
  - a picture dictionary
  - an illustrated story
  - comprehension and vocabulary activities
  - a word list slider

## Stories and Activities

-ail  
-ake  
-ame  
-ate  
-ay  
-eat  
-ee  
-eep  
-eeze  
-ice  
-ide  
-ine  
-oke  
-old  
-ow  
-y

Name \_\_\_\_\_

### Meet the **-ail** Word Family

#### Word Family Practice

Write the letters on the lines to make **-ail** words.  
Then sound out the words you wrote.

1.



m + ail

2.



s + ail

3.



t + ail

4.



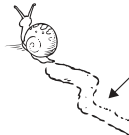
qu + ail

5.



sn + ail

6.



tr + ail

Complete each sentence. Use the words you wrote.

Word Family

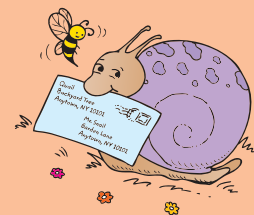
**-ail**



fail

hail

### The **-ail** Family



snail



**Enhanced  
E-book**

# Word Family

LEVEL C

## Stories & Activities

### ***Everything You Need for Word Family Practice***

*Word Family Stories and Activities, Level C* contains engaging, reproducible one-page stories for 16 word families. Each story is followed by activity pages that build comprehension and vocabulary. Reproducible word list sliders encourage repeated practice of the word families, leading to increased oral reading fluency.

### ***Companion Series***

*Word Family Games: Centers for Up to 6 Players, Level C* provides seven fun games that help students improve word recognition, vocabulary, and fluency. The word families practiced correspond to those in *Word Family Stories and Activities, Level C*.

### ***Correlated to State Standards***

Visit  
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to view a correlation of  
this book's activities  
to your state's standards.  
This is a free service.



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# How to Use This Book

The ability to recognize word family patterns is an important part of learning to read. The stories and activities in this book help students increase their reading vocabulary while practicing the essential phonological skills of onset and rime. Each unit follows a consistent format:

## Introduce the Word Family

Model blending each initial sound with the word family phoneme. Ask students to point to each picture as they repeat the word after you. Then have students follow the directions to complete the page.

## Read the Story

Instruct students to follow along as you read the story aloud. Then have students underline each word family word in the story or poem. Have students read the story again using one of the following methods:

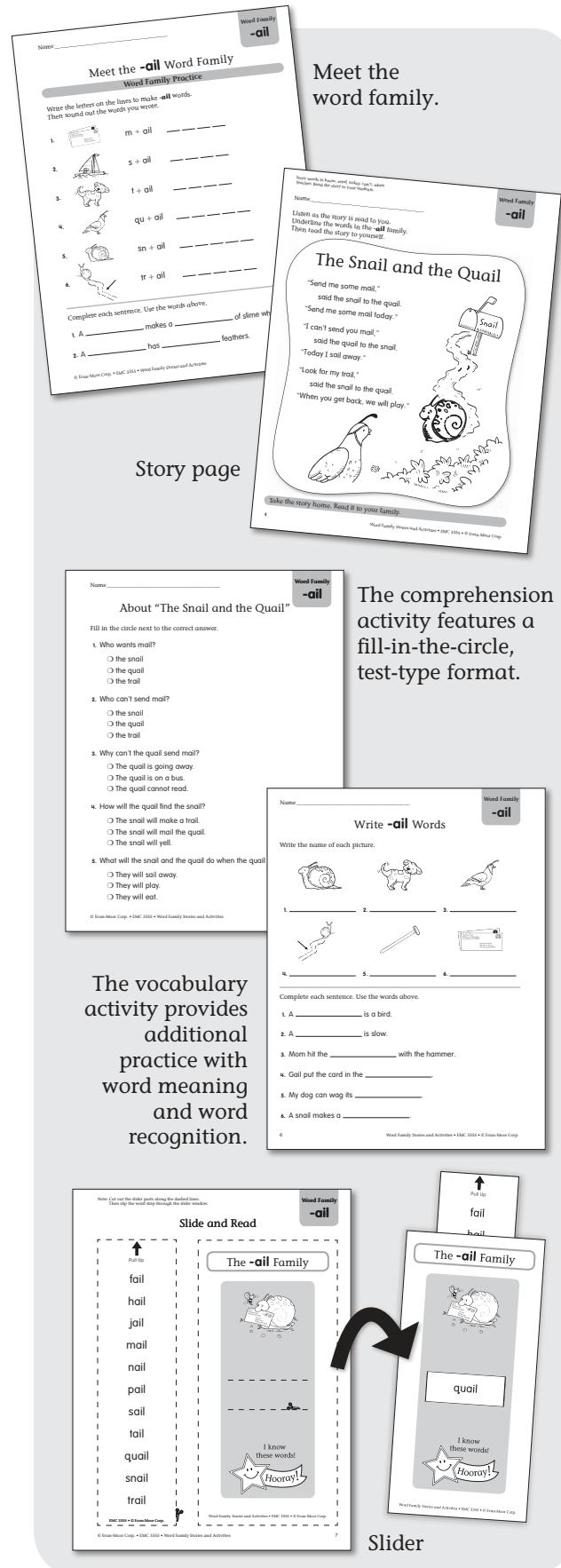
- Read silently
- Echo read
- Choral read

## Complete the Activity Pages

The activity pages after each story practice the word family presented and follow a consistent format, leading students to work independently.

## Use the Slider

The slider is a quick and easy tool that encourages repeated practice of word family vocabulary, leading to increased oral reading fluency.



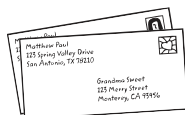
Name \_\_\_\_\_

# Meet the **-ail** Word Family

## Word Family Practice

Write the letters on the lines to make **-ail** words.  
Then sound out the words you wrote.

1.



m + ail

\_\_\_\_\_

2.



s + ail

\_\_\_\_\_

3.



t + ail

\_\_\_\_\_

4.



qu + ail

\_\_\_\_\_

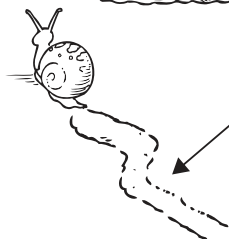
5.



sn + ail

\_\_\_\_\_

6.



tr + ail

\_\_\_\_\_

Complete each sentence. Use the words above.

1. A \_\_\_\_\_ makes a \_\_\_\_\_ of slime when it moves.

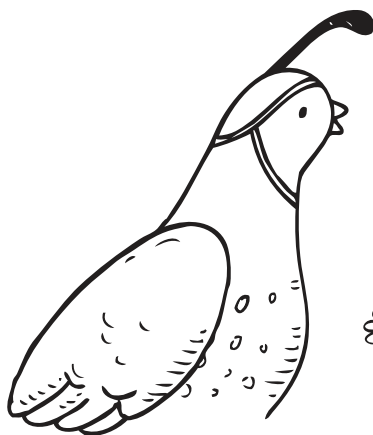
2. A \_\_\_\_\_ has \_\_\_\_\_ feathers.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ail** family.  
Then read the story to yourself.

# The Snail and the Quail

"Send me some mail,"  
said the snail to the quail.  
"Send me some mail today."  
"I can't send you mail,"  
said the quail to the snail.  
"Today I sail away."  
"Look for my trail,"  
said the snail to the quail.  
"When you get back, we will play."



Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “The Snail and the Quail”

Fill in the circle next to the correct answer.

1. Who wants mail?

- ☐ the snail
- ☐ the quail
- ☐ the trail

2. Who can't send mail?

- ☐ the snail
- ☐ the quail
- ☐ the trail

3. Why can't the quail send mail?

- ☐ The quail is going away.
- ☐ The quail is on a bus.
- ☐ The quail cannot read.

4. How will the quail find the snail?

- ☐ The snail will make a trail.
- ☐ The snail will mail the quail.
- ☐ The snail will yell.

5. What will the snail and the quail do when the quail gets back?

- ☐ They will sail away.
- ☐ They will play.
- ☐ They will eat.

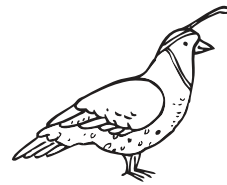
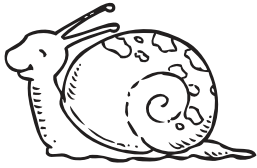
Name \_\_\_\_\_

Word Family

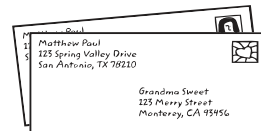
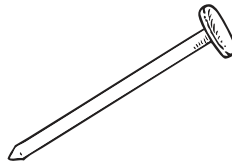
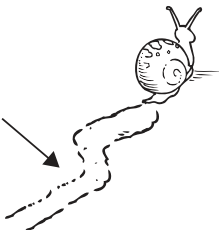
**-ail**

## Write **-ail** Words

Write the name of each picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

Complete each sentence. Use the words above.

1. A \_\_\_\_\_ is a bird.
2. A \_\_\_\_\_ is slow.
3. Mom hit the \_\_\_\_\_ with the hammer.
4. Gail put the card in the \_\_\_\_\_.
5. My dog can wag its \_\_\_\_\_.
6. A snail makes a \_\_\_\_\_.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ail**

## Slide and Read



Pull Up

fail

hail

jail

mail

nail

pail

sail

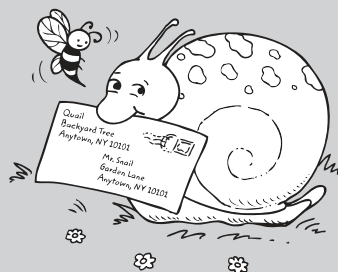
tail

quail

snail

trail

### The **-ail** Family



I know  
these words!



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fail

hail

jail

mail

nail

quail

pail

sail

tail

snail

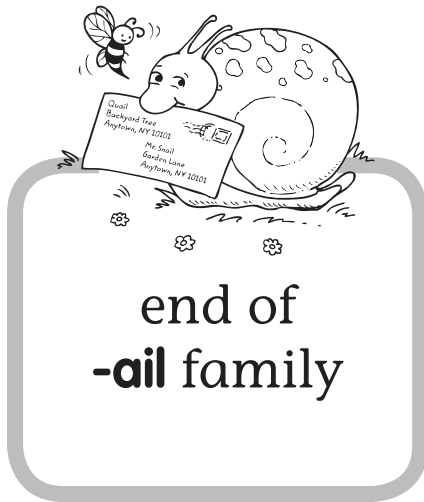
trail

fail

jail

hail

mail



end of  
**-ail** family




Name \_\_\_\_\_


# Meet the **-ake** Word Family


## Word Family Practice

Write the letters on the lines to make **-ake** words.  
Then sound out the words you wrote.

1.  J + ake    \_\_\_\_\_

2.  l + ake    \_\_\_\_\_

3.  r + ake    \_\_\_\_\_

4.  sh + ake    \_\_\_\_\_

5.  sn + ake    \_\_\_\_\_

6.  f + ake    \_\_\_\_\_

Complete each sentence. Use the words above.

1. A \_\_\_\_\_ is a garden tool.
2. A \_\_\_\_\_ has a long body and no legs.
3. Look at the boat on the \_\_\_\_\_.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ake** family.  
Then read the story to yourself.

# The Fake Rake

Dad asks Jake to rake.

Jake gives the rake a shake.

In and out. In and out.

Ssss. The rake is now a snake.

Jake pushes the rake.

Up and back. Up and back.

The rake takes Jake across a lake.

Jake uses the rake to mix.

'Round and 'round. 'Round and 'round.

Jake makes a cake.

Then Jake pulls the rake in the grass.

Now the rake is just a rake.



Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “The Fake Rake”

Circle a Beginning, Middle, and End sentence to retell the story.

**Beginning**

1. Dad asks Jake to rake.
2. Dad asks Jake to bake.
3. Dad asks Jake to play.

**Middle**

1. Jake rakes.
2. Jake runs.
3. Jake plays make-believe.

**End**

1. Jake rakes.
2. Jake makes a cake.
3. Jake goes on a lake.

Fill in the circle next to **yes** or **no**.

1. The rake is a real snake.

☐ yes  
☐ no

2. Jake likes make-believe.

☐ yes  
☐ no

3. Jake rakes the grass.

☐ yes  
☐ no

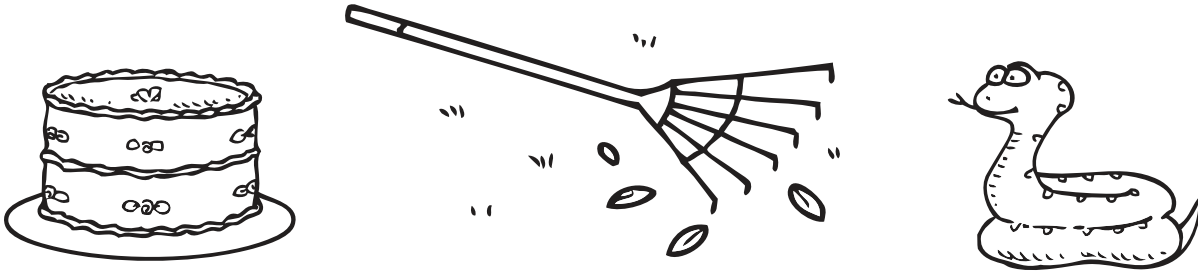
Name \_\_\_\_\_

Word Family

**-ake**

## Write **-ake** Words

Write the name of each picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

---

Complete each sentence. Use the words below.

bake cake fake lake shake

1. Fish swim in the \_\_\_\_\_.
2. The dog can \_\_\_\_\_ its paw.
3. I like to eat \_\_\_\_\_.
4. Cam will \_\_\_\_\_ a white cake.
5. The snake is not real. It is \_\_\_\_\_.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ake**

## Slide and Read



Pull Up

bake

cake

fake

Jake

lake

make

rake

take

wake

shake

snake

### The **-ake** Family



-----



I know  
these words!



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bake

cake

fake



Jake

lake

make

end of  
**-ake** family

rake

take

wake

shake

snake

bake

fake

cake

Jake


Name \_\_\_\_\_

Meet the **-ame** Word Family

## Word Family Practice

Write the letters on the lines to make **-ame** words.  
Then sound out the words you wrote.

1.  g + ame    \_\_\_\_\_

2.  s + ame    \_\_\_\_\_

3.  t + ame    \_\_\_\_\_

4.  fl + ame    \_\_\_\_\_

5.  fr + ame    \_\_\_\_\_

Read these **-ame** words.

came      lame      shame

Complete each sentence. Use the words above.

1. We can play my new computer \_\_\_\_\_.

2. A lion is wild, not \_\_\_\_\_.

3. My art hangs in a \_\_\_\_\_.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ame** family.  
Then read the story to yourself.

# The Game

Every day, James makes up a game.  
The game is never the same.

James sees bears.  
James is brave.  
He can tame them.

James hears a boom.  
He sees a flame!  
He puts out the fire.

James draws.  
He uses many colors.  
James puts his art in a big frame.

James plays fun games.



Take the story home. Read it to your family.



Name \_\_\_\_\_

## About “The Game”

Fill in the circle next to the correct answer.

1. What is the story about?

- ☐ James sings.
- ☐ James makes up games.
- ☐ James does not like to play games.

2. What does James do to the bears?

- ☐ James names the bears.
- ☐ James feeds the bears.
- ☐ James tames the bears.

3. James sees a flame. He \_\_\_\_\_.

- ☐ watches the fire
- ☐ puts out the fire
- ☐ puts a log on the fire

4. Where does James put his art?

- ☐ in a box
- ☐ in a frame
- ☐ on the wall

5. Which one tells about James?

- ☐ James is old.
- ☐ James is sad.
- ☐ James is fun.

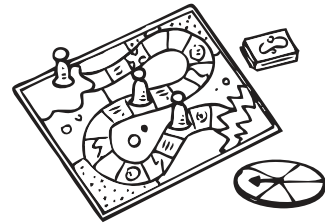
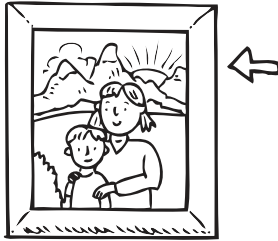
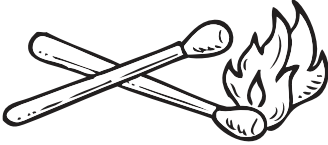
Name \_\_\_\_\_

Word Family

**-ame**

## Write **-ame** Words

Write the name of each picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Complete each sentence. Use the words below.

blame came flame tame

1. James \_\_\_\_\_ to see me.
2. I will \_\_\_\_\_ my pet tiger.
3. The \_\_\_\_\_ is hot.
4. I will take the \_\_\_\_\_ for this mess.

Write a sentence about a game you play. Use the word **game**.

---

---

---

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ame**

## Slide and Read



Pull Up

came

fame

game

lame

name

same

tame

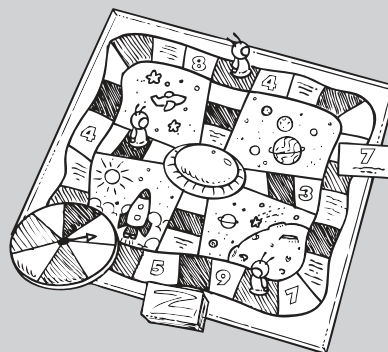
blame

flame

frame

shame

### The **-ame** Family



I know  
these words!



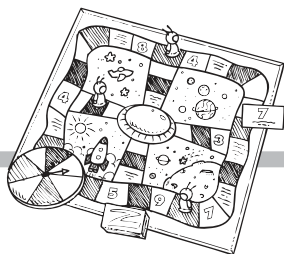
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came

fame

game



lame

name

same

end of  
**-ame** family

tame

blame

flame

frame

shame

came

game

fame

lame

Name \_\_\_\_\_

# Meet the **-ate** Word Family

## Word Family Practice

Write the letters on the lines to make **-ate** words.  
Then sound out the words you wrote.

1.



d + ate

\_\_\_\_\_

2.



g + ate

\_\_\_\_\_

3.



K + ate

\_\_\_\_\_

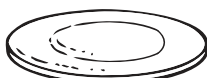
4.



l + ate

\_\_\_\_\_

5.



pl + ate

\_\_\_\_\_

6.



sk + ate

\_\_\_\_\_

Complete each sentence. Use the words above.

1. Dad put the meat on a large round \_\_\_\_\_.
2. The fence around my house has a \_\_\_\_\_.
3. Kate likes to \_\_\_\_\_ on the icy pond.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ate** family.  
Then read the story to yourself.

# Skate

The day is cold.

The day is icy.

“What a great day!” says Kate.

She runs down the path.

Kate sees her friend at the gate.

She isn’t too late for the fun.

The pond shines.

It looks as smooth as a dinner plate.

Kate pushes off.

Around and around she begins to skate.



Take the story home. Read it to your family.

Name \_\_\_\_\_

# About "Skate"

Fill in the circle next to **yes** or **no**.

1. It is too cold to skate.

☐ yes      ☐ no

2. It is a great day to swim.

☐ yes      ☐ no

3. The pond is as smooth as a dinner plate.

☐ yes      ☐ no

4. The pond is icy.

☐ yes      ☐ no

5. Kate can skate.

☐ yes      ☐ no

Draw a line to make a match.



• Kate can skate.



• Kate sees her friend at the gate.



• Kate runs down the path.

Name \_\_\_\_\_

Word Family

**-ate**

## Write **-ate** Words

Write the name of each picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

---

Complete each sentence. Use the words below.

crate   date   gate   late   plate

1. I ran fast so I would not be \_\_\_\_\_.
2. The garden has a \_\_\_\_\_.
3. Mom put the cake on a paper \_\_\_\_\_.
4. The apples are in a \_\_\_\_\_.
5. What is the \_\_\_\_\_ today?



Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ate**

## Slide and Read



Pull Up

date

gate

Kate

late

mate

rate

crate

grate

plate

skate

state



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### The **-ate** Family



I know  
these words!



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date

gate

Kate



late

mate

rate

end of  
**-ate** family

crate

grate

plate

skate

state

date

Kate

gate

late

Name \_\_\_\_\_

# Meet the **-ay** Word Family

## Word Family Practice

Write the letters on the lines to make **-ay** words.  
Then sound out the words you made.

1.



j + ay

\_\_\_\_\_

2.



h + ay

\_\_\_\_\_

3.



cl + ay

\_\_\_\_\_

4.



pl + ay

\_\_\_\_\_

5.



sw + ay

\_\_\_\_\_

6.



spr + ay

\_\_\_\_\_

Complete each sentence. Use the words above.

1. My horse eats dry grass, or \_\_\_\_\_.

2. I like to \_\_\_\_\_ music while I draw.

3. Can you \_\_\_\_\_ the flowers with the garden hose?

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ay** family.  
Then read the story to yourself.

# A Day of Fun

Come this way.  
Have some fun!  
Spray with a hose.  
Run in the sun.



Get some crayons.  
Take some clay.  
Make a drawing.  
Form a blue jay.



Play some music.  
Sing and sway.  
Find the red barn.  
Jump in the hay.



What do you say?  
You want to stay.  
Hip, hip, hooray!

Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “A Day of Fun”

Write and circle what you can do on a fun day.

- |                                  |      |       |
|----------------------------------|------|-------|
| 1. Form a blue jay with _____.   | gray | clay  |
| 2. Jump in the _____.            | hay  | ham   |
| 3. Use a hose to _____.          | stay | spray |
| 4. _____ some music.             | Play | Pull  |
| 5. Dance and _____ to the music. | sway | swim  |
- 

Fill in the circle next to the correct answer.

- What is a good name for the story?  
☐ The Sad Day  
☐ A Day to Play
- Where is the hay?  
☐ in the barn  
☐ on a tray
- What is a word that means you are **happy**?  
☐ hooray  
☐ boo

Name \_\_\_\_\_

Word Family

**-ay**

## Write **-ay** Words

Fill in the circle next to the name of each picture.

1.



☐ ham

☐ may

☐ hay

2.



☐ clay

☐ day

☐ spray

3.



☐ they

☐ tray

☐ the

---

Complete each sentence. Use the words below.

gray   play   say   Today   way

1. Matt likes to \_\_\_\_\_ tag.

2. The sky is \_\_\_\_\_ when it rains.

3. He will show me the \_\_\_\_\_ to the barn.

4. I hope Mom will \_\_\_\_\_ yes.

5. \_\_\_\_\_ is a fun day.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ay**

## Slide and Read



Pull Up

day

hay

jay

say

way

clay

play

spray

stay

sway

tray

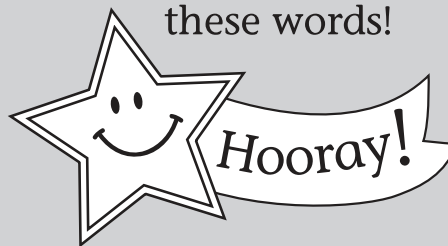


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### The **-ay** Family



I know  
these words!



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day

hay

jay

say

way



end of  
**-ay** family

clay

play

spray

stay

day

tray

sway

jay

hay

say



Name \_\_\_\_\_

# Meet the **-eat** Word Family

## Word Family Practice

Write the letters on the lines to make **-eat** words.  
Then sound out the words you made.



b + eat    \_\_\_\_\_



m + eat    \_\_\_\_\_



h + eat    \_\_\_\_\_



tr + eat    \_\_\_\_\_



wh + eat    \_\_\_\_\_

Complete each sentence. Use the words above.

1. Will you please turn up the \_\_\_\_\_?

2. After dinner, I want a \_\_\_\_\_.

3. Dad will \_\_\_\_\_ the eggs and milk.

4. That bread is made from \_\_\_\_\_.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-eat** family.  
Then read the story to yourself.

# Eat a Treat!

I want to eat a treat.

First, I put in two eggs and I beat.

I beat my treat.



Next, I add wheat and I stir.

I stir my treat.



Then, I turn on the heat.

I bake my treat.



Last, it is ready to eat.

I eat my treat.

Mmmm...a treat is yummy to eat!



Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “Eat a Treat!”

Fill in the circle next to the correct answer.

1. What is the story about?

- ☐ reading a book
- ☐ making a treat
- ☐ walking a dog

2. What did the story say to do first when you make a treat?

- ☐ add wheat and stir
- ☐ turn on the heat
- ☐ put in two eggs and beat

3. What is the treat?

- ☐ a muffin
- ☐ a banana
- ☐ eggs and milk

---

Draw a line to make a match.

1.



•

• I turn on the heat.

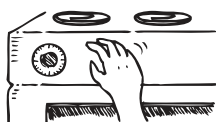
2.



•

• I eat my treat.

3.



•

• I put in two eggs and beat.

Name \_\_\_\_\_

Word Family

**-eat**

## Write **-eat** Words

Fill in the circle next to the name of each picture.

1.

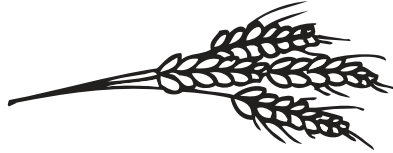


☐ meat

☐ mean

☐ seat

2.



☐ where

☐ wheat

☐ meat

3.



☐ bear

☐ beat

☐ neat

---

Complete each sentence. Use the words below.

heat   neat   repeat   seat   treat

1. The sun gives off \_\_\_\_\_.

2. Can I sit in the front \_\_\_\_\_?

3. A cookie is a yummy \_\_\_\_\_.

4. She keeps her room \_\_\_\_\_.

5. Please \_\_\_\_\_ what you said.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-eat**

## Slide and Read



Pull Up

beat

eat

heat

meat

neat

repeat

seat

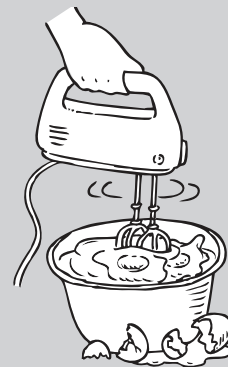
cheat

pleat

treat

wheat

### The **-eat** Family



-----

----- ✂ -----

I know  
these words!



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beat

eat

heat



meat

neat

repeat

end of  
**-eat** family

seat

cheat

pleat

treat

wheat

beat

heat

eat

meat

Name \_\_\_\_\_

# Meet the **-ee** Word Family

## Word Family Practice

Write the letters on the lines to make **-ee** words.  
Then sound out the words you made.

1.



b + ee

\_\_\_\_\_

2.



fr + ee

\_\_\_\_\_

3.



gl + ee

\_\_\_\_\_

4.



kn + ee

\_\_\_\_\_

5.



tr + ee

\_\_\_\_\_

6.



thr + ee

\_\_\_\_\_

Complete each sentence. Use the words above.

1. Your \_\_\_\_\_ is part of your leg.

2. Jay picks apples from that \_\_\_\_\_.

3. A honey \_\_\_\_\_ has four wings.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ee** family.  
Then read the story to yourself.



# You and Me

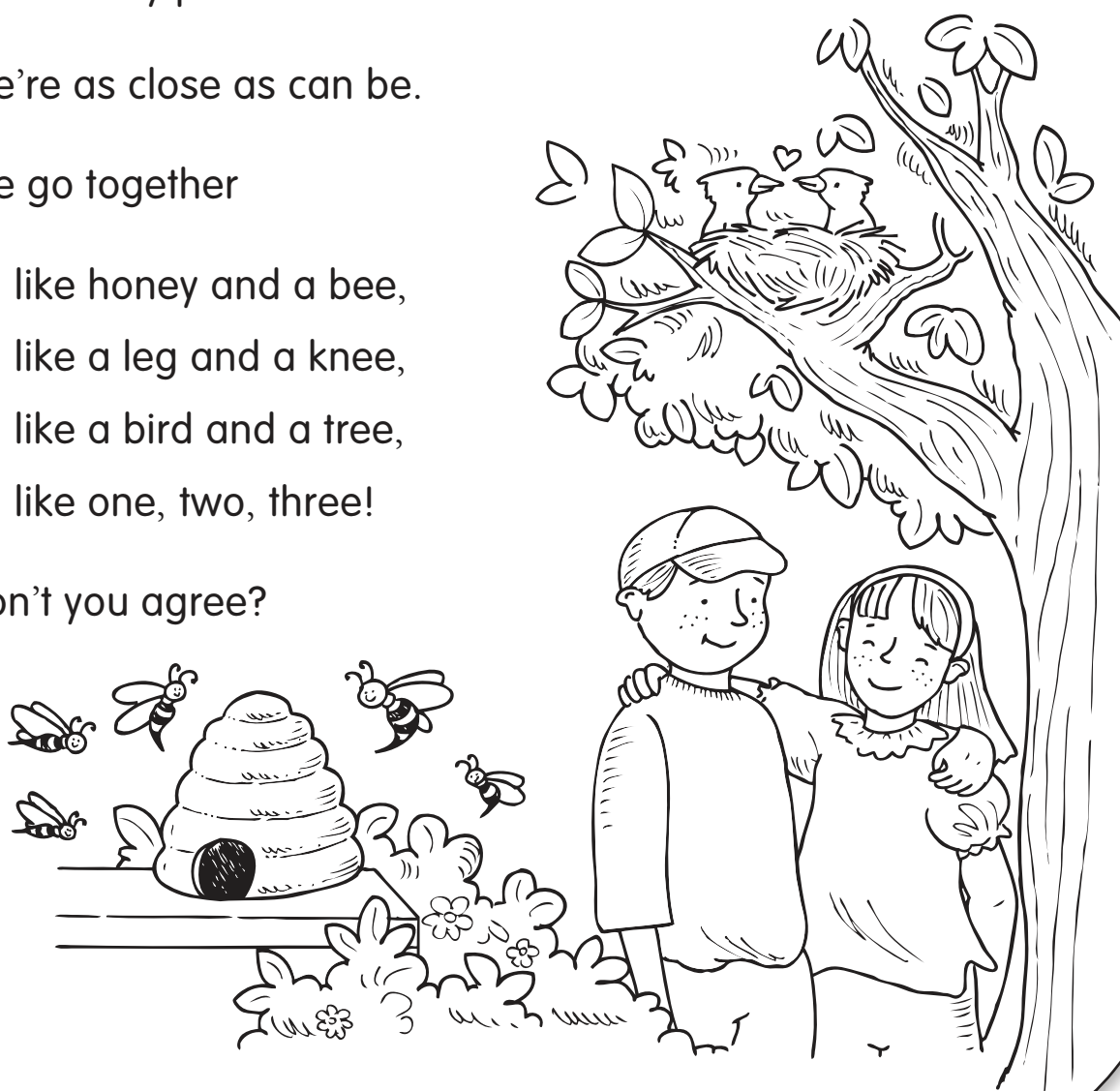
You are my pal.

We're as close as can be.

We go together

like honey and a bee,  
like a leg and a knee,  
like a bird and a tree,  
like one, two, three!

Don't you agree?



Take the story home. Read it to your family.



Name \_\_\_\_\_

## About "You and Me"

Draw a line to make a match.

1.



•

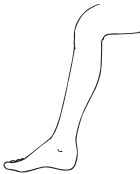
• tree

2. **one, two,**

•

• knee

3.



•

• bee

4.



•

• three

Fill in the circle next to **yes** or **no**.

1. The story is about friends.

☐ yes☐ no

2. The friends like each other.

☐ yes☐ noThe word **glee** means "a feeling of joy."Trace the word **glee**. Complete the sentence with the name of a friend.

My friend \_\_\_\_\_ makes me laugh  
with **glee**.

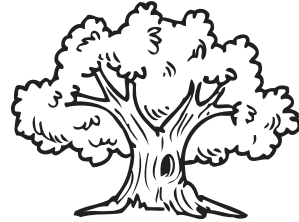
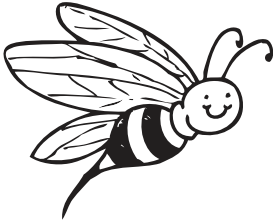
Name \_\_\_\_\_

Word Family

**-ee**

## Write **-ee** Words

Write the name of each picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Complete each sentence. Use the words below.

agree free knee see three

1. I can bend my \_\_\_\_\_.
2. What do you \_\_\_\_\_ in the tree?
3. I \_\_\_\_\_ with what you said.
4. I see \_\_\_\_\_ bees on the flower.
5. You do not have to pay. The game is \_\_\_\_\_.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ee**

## Slide and Read



Pull Up

agree

bee

Lee

see

flee

free

glee

knee

three

tree

### The **-ee** Family



-----

-----



I know  
these words!



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agree

bee

Lee



see

flee

free

end of  
**-ee** family

glee

knee

three

tree

agree

bee

see

Lee



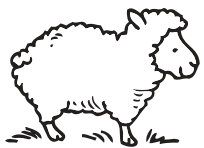


flee

Name \_\_\_\_\_

# Meet the **-eep** Word Family

## Word Family Practice

Write the letters on the lines to make **-eep** words.  
Then sound out the words you made.

1.  d + eep    \_\_\_\_\_
2.  cr + eep    \_\_\_\_\_
3.  sh + eep    \_\_\_\_\_
4.  sl + eep    \_\_\_\_\_
5.  st + eep    \_\_\_\_\_

Read these **-eep** words.

keep      weep      beep

Complete each sentence. Use the words above.

1. That lake is very \_\_\_\_\_.
2. The hill is too \_\_\_\_\_ for me to go up.
3. The dog likes to \_\_\_\_\_ low to the ground.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-eep** family.  
Then read the story to yourself.

## Who Cares for Sheep?

The dog is not ready to sleep.

He has a job.

He cares for sheep.

The dog can creep low.

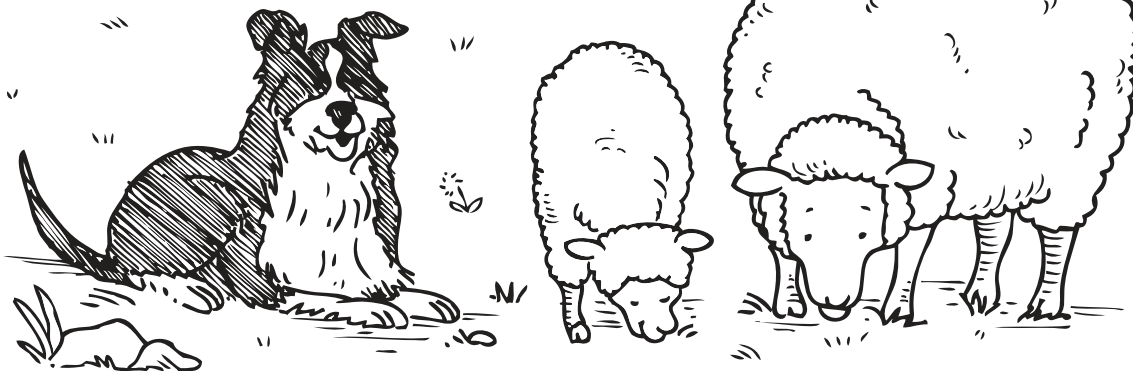
He can run around the sheep.

He makes them stay in the grass.

The sheep stay away from steep land.

They will not go into deep water.

The dog will keep the sheep safe.



Take the story home. Read it to your family.

Name \_\_\_\_\_

# About "Who Cares for Sheep?"

Fill in the circle next to the correct answer.

1. What is the story about?

- ☐ a dog and cat
- ☐ sheep
- ☐ a dog and sheep

2. Where is a good place for sheep?

- ☐ in deep water
- ☐ on steep land
- ☐ in grass

3. What do sheep eat?

- ☐ grass
- ☐ land
- ☐ dogs

---

Draw a line to make a match.

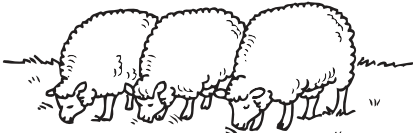
1.



•

• The dog keeps the sheep safe.

2.



•

• The sheep eat grass.

3.



•

• The dog can creep.

Name \_\_\_\_\_

Word Family

**-eep**

## Write **-eep** Words

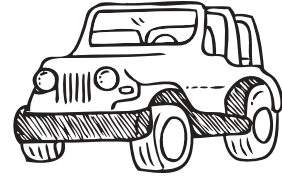
Write the name of each picture.



1. \_\_\_\_\_



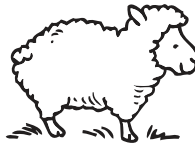
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

Complete each sentence. Use the words below.

deep   keep   sheep   sweep

1. The dog cares for the \_\_\_\_\_.

2. Mom and Dad \_\_\_\_\_ me safe.

3. Jen will \_\_\_\_\_ away the dirt.

4. Jon does not swim in \_\_\_\_\_ water.

小丢丢英语



Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-eep**

## Slide and Read



Pull Up

beep

deep

keep

jeep

weep

creep

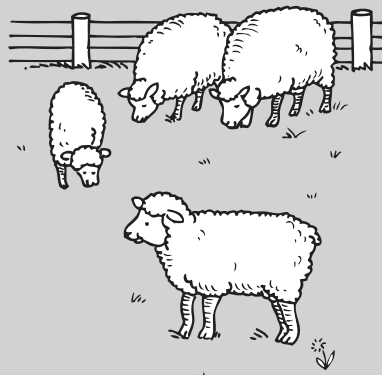
sheep

sleep

steep

sweep

### The **-eep** Family



I know  
these words!



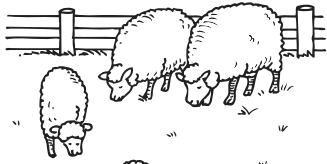
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beep

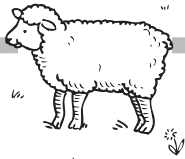
deep

keep



jeep

weep



creep

end of  
**-eep** family

sheep

sleep

steep

sweep

beep

deep

jeep

keep


weep


Name \_\_\_\_\_


# Meet the **-eeze** Word Family


## Word Family Practice

Write the letters on the lines to make **-eeze** words.  
Then sound out the words you wrote.

1.  br + eeze \_\_\_\_\_

2.  fr + eeze \_\_\_\_\_

3.  sn + eeze \_\_\_\_\_

4.  squ + eeze \_\_\_\_\_

Read these **-eeze** words.

wheeze      tweeze

Complete each sentence. Use the words above.

1. Cold air makes water \_\_\_\_\_ into ice.

2. The \_\_\_\_\_ blew the trees.

3. I \_\_\_\_\_ when it is hard to breathe.

4. Please cover your mouth when you \_\_\_\_\_.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-eeze** family.  
Then read the story to yourself.

# Squeeze, Squeeze, Squeeze


You toss the lettuce   
with carrots  and cheese .

But...

Don't put in peppers  or I'll sneeze, sneeze, sneeze.

Skip the cold tomato  or I'll freeze, freeze, freeze.

Don't put in peanuts  or I'll wheeze, wheeze, wheeze.

Just add some lemon   
with a squeeze, squeeze, squeeze.

I bet this salad will be sure to please!

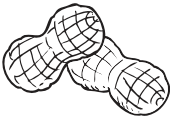


Take the story home. Read it to your family.


Name \_\_\_\_\_

# About “Squeeze, Squeeze, Squeeze”

Complete each sentence.

1.  make the boy \_\_\_\_\_.

2.  make the boy \_\_\_\_\_.

3. A cold  makes the boy \_\_\_\_\_.

---

Make each sound. Draw a line to match the sounds to the words.

1. Achoo!      ●      ● squeeze

2. Brrrr!      ●      ● sneeze

3. Ouch!      ●      ● freeze

---

Draw two things you can squeeze.

Name \_\_\_\_\_

Word Family

**-eeze**

## Write **-eeze** Words

Complete each sentence. Use the words below.

breeze freeze sneeze squeeze

1. I will \_\_\_\_\_ the lemon.
2. Water can \_\_\_\_\_ into ice.
3. I \_\_\_\_\_ when I have a cold.
4. A \_\_\_\_\_ is a soft wind.

---

Write a sentence about a soft wind. Use the word **breeze**.

---

---

Write a sentence about something that gets cold. Use the word **freeze**.

---

---

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-eeze**

## Slide and Read



Pull Up

breeze

freeze

sneeze

squeeze

wheeze

### The **-eeze** Family



I know  
these words!



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breeze

freeze

sneeze



end of  
**-eeze** family

squeeze

wheeze

breeze

freeze

sneeze

squeeze

wheeze

breeze

freeze

squeeze

sneeze

wheeze





Name \_\_\_\_\_

# Meet the **-ice** Word Family

## Word Family Practice

Write the letters on the lines to make **-ice** words.  
Then sound out the words you wrote.

1.  d + ice    \_\_\_\_\_

2.  m + ice    \_\_\_\_\_

3.  n + ice    \_\_\_\_\_

4.  r + ice    \_\_\_\_\_

5.  pr + ice    \_\_\_\_\_

Read these **-ice** words.

twice      lice      spice

Complete each sentence. Use the words above.

1. You need to roll the \_\_\_\_\_ to play.

2. Mia won the game \_\_\_\_\_ in a row.

3. The \_\_\_\_\_ of the coat is too high.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ice** family.  
Then read the story to yourself.

## Three Nice Mice



Three nice mice.

Three nice mice.

See how they play.

See how they play.



They turn around twice  
and roll the dice.

The one who rolls highest  
wins a pile of rice.



The one who rolls lowest  
has to pay the price.



Three nice mice.

Three nice mice.

Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “Three Nice Mice”

Fill in the circle next to the answer that tells about the story.  
Read the parts you circled.

### 1. Who?

- ☐ two little mice
- ☐ one nice mouse
- ☐ three nice mice

### 2. What?

- ☐ play a game of dice
- ☐ play tag
- ☐ eat rice

### 3. Why?

- ☐ to win a slice of pie
- ☐ to win a pile of rice
- ☐ to win a pile of ice

---

Fill in the circle next to **yes** or **no**.

### 1. The story tells about real mice.

- ☐ yes                      ☐ no

### 2. The mice like to play with dice.

- ☐ yes                      ☐ no

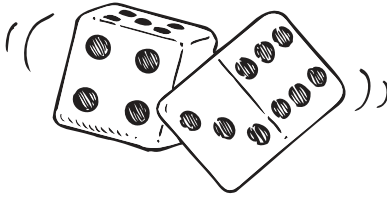
### 3. The mice like to eat rice.

- ☐ yes                      ☐ no

Name \_\_\_\_\_

## Write **-ice** Words

Write the name of each picture.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Complete each sentence. Use the words below.

dice nice price rice slice

1. Mom cooks the \_\_\_\_\_ in a pot.
2. We play the game with two \_\_\_\_\_.
3. Dad put jam on the \_\_\_\_\_ of bread.
4. You are a \_\_\_\_\_ friend.
5. Look at the tag to see the \_\_\_\_\_.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ice**

## Slide and Read



Pull Up

dice

lice

mice

nice

rice

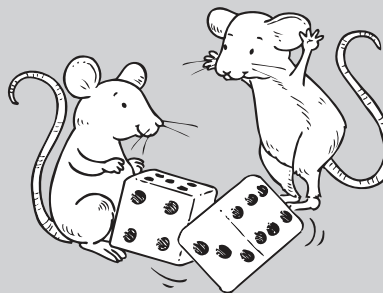
price

slice

spice

twice

### The **-ice** Family



I know  
these words!



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*dice*

*lice*

*mice*



*nice*

*rice*

*price*

end of  
**-ice** family

*slice*

*spice*

*twice*

*mice*

*lice*

*dice*

*rice*

*nice*

*price*

Name \_\_\_\_\_


# Meet the **-ide** Word Family


## Word Family Practice

Write the letters on the lines to make **-ide** words.  
Then sound out the words you wrote.

1.  h + ide    \_\_\_\_\_

2.  r + ide    \_\_\_\_\_

3.  s + ide    \_\_\_\_\_

4.  w + ide    \_\_\_\_\_

5.  pr + ide    \_\_\_\_\_

6.  sl + ide    \_\_\_\_\_

Complete each sentence. Use the words above.

1. The kitten stays close to its mother's \_\_\_\_\_.
2. My cat likes to \_\_\_\_\_ under the couch.
3. A cat can open its mouth very \_\_\_\_\_.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ide** family.  
Then read the story to yourself.

## A Pride of Lions

A lion is a very big cat.

Some lions live inside a zoo.

Most lions live outside.

They hunt for food.

A lion opens its mouth very wide.

It takes big bites.

The fur of a lion is yellow-brown.

The color helps a lion hide in dry grass.

Some lions live together.

They are called a pride.

A baby lion stays near its mother's side.

She keeps the cub safe.



Take the story home. Read it to your family.



Name \_\_\_\_\_

## About “A Pride of Lions”

Fill in the circle next to the correct answer. Write the word on the line.

1. Some lions live inside a \_\_\_\_\_.

- ☐ zoo
- ☐ house
- ☐ grass

2. When lions live together, they are called a \_\_\_\_\_.

- ☐ hide
- ☐ bride
- ☐ pride

3. A baby lion is called a \_\_\_\_\_.

- ☐ kitten
- ☐ cub
- ☐ puppy

---

Draw a line to make a match.

1.



•

• A cub stays by its mother's side.

2.



•

• A lion can hide in dry grass.

3.



•

• A lion can open its mouth wide.

Name \_\_\_\_\_

Word Family

**-ide**

## Write **-ide** Words

Complete each sentence. Use the words below.

hide   inside   ride   side   slide

1. I like to \_\_\_\_\_ my bike.
2. My dog likes to \_\_\_\_\_ his bone.
3. Do you like to play \_\_\_\_\_ or outside?
4. The ice makes me slip and \_\_\_\_\_.
5. The cub is at its mother's \_\_\_\_\_.



Write a sentence about a park. Use the word **slide**.

---

---

Write a sentence about a bus. Use the word **ride**.

---

---

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ide**

## Slide and Read



Pull Up

hide  
ride  
side  
tide  
wide  
bride  
pride  
slide  
inside  
outside



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### The **-ide** Family



I know  
these words!



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hide

ride

side



tide

wide

bride

end of  
**-ide** family

pride

slide

inside

outside

hide

ride

tide

side

wide


Name \_\_\_\_\_

# Meet the **-ine** Word Family


## Word Family Practice

Write the letters on the lines to make **-ine** words.  
Then sound out the words you wrote.


1.  l + ine    \_\_\_\_\_

2.  m + ine    \_\_\_\_\_

3.  n + ine    \_\_\_\_\_

4.  p + ine    \_\_\_\_\_

5.  sh + ine    \_\_\_\_\_

6.  wh + ine    \_\_\_\_\_

Complete each sentence. Use the words above.

1. We stand in \_\_\_\_\_ to get on the school bus.

2. My brother will \_\_\_\_\_ to get his way.

3. When will the rain stop so the sun can \_\_\_\_\_?

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ine** family.  
Then read the story to yourself.

## Sam Feels Fine

Sam woke up.

He saw the sun shine into his room.

Sam said, "Can I go on the school trip?"

Mom shook her head.

"You're sick," said Mom.

Sam began to whine.

"But I feel fine.

All the kids are going."

Mom gave in.

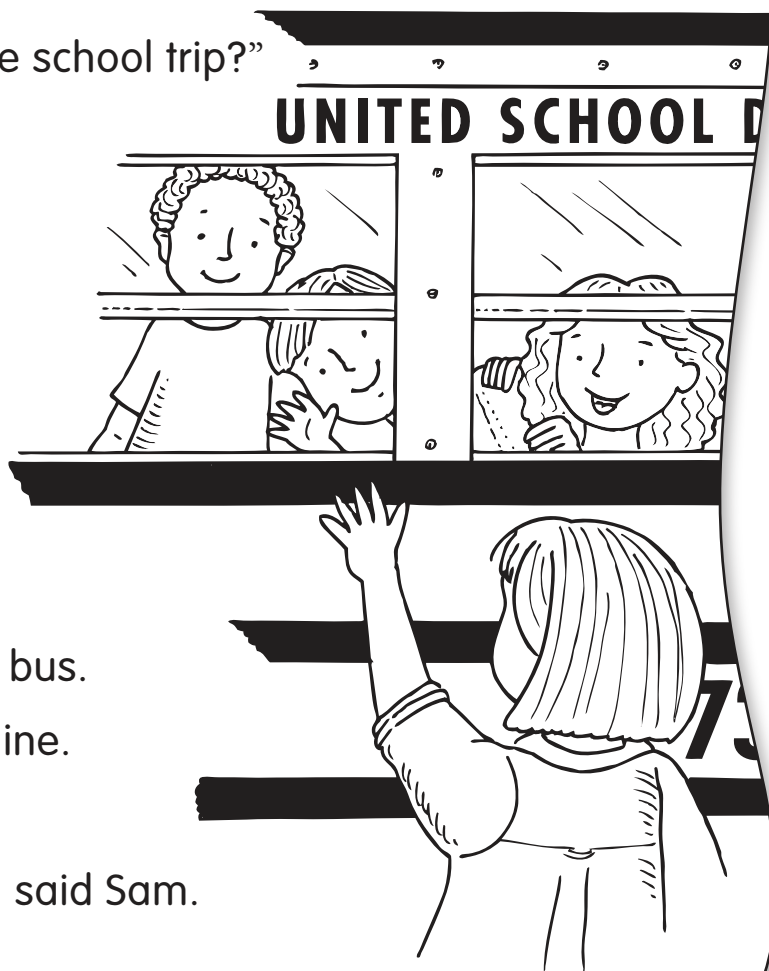
The kids got in line for the bus.

Sam was number nine in line.

Leo got on first.

"The seat by you is mine," said Sam.

They had a great time.



Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “Sam Feels Fine”

Fill in the circle next to **yes** or **no**.

1. Sam saw the rain from his room.

☐ yes

☐ no

2. Sam whines to get his way.

☐ yes

☐ no

3. Sam goes on a school trip.

☐ yes

☐ no

4. Leo is number nine in line.

☐ yes

☐ no

5. Sam and Tim sit together.

☐ yes

☐ no

---

Show when each thing happened. Write **1, 2, 3, 4**.

\_\_\_\_\_ The sun shines.

\_\_\_\_\_ Sam says, “The seat by you is mine!”

\_\_\_\_\_ Sam is number nine in line.

\_\_\_\_\_ Sam whines to his mom.

Name \_\_\_\_\_

Word Family

**-ine**

## Write **-ine** Words

Fill in the circle next to the name of each picture.

1.



☐ like

☐ live

☐ line

2.



☐ mine

☐ pine

☐ shine

3.



☐ whine

☐ fine

☐ nine

---

Complete each sentence. Use the words below.

line   mine   pine   shine   spine

1. I see the stars \_\_\_\_\_.
2. That green coat is \_\_\_\_\_.
3. The bones in your back are your \_\_\_\_\_.
4. A \_\_\_\_\_ tree has cones.
5. The kids stand in \_\_\_\_\_ for the bus.



Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-ine**

## Slide and Read



Pull Up

fine

line

mine

nine

pine

vine

wine

shine

spine

twine

whine

### The **-ine** Family



I know  
these words!



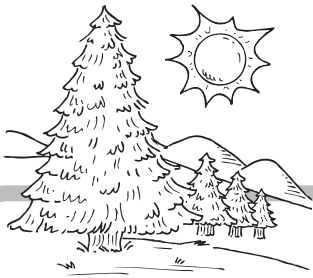
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*fine*

*line*

*mine*



end of  
**-ine** family

*nine*

*pine*

*vine*

*wine*

*shine*

*spine*

*fine*

*whine*

*twine*

*mine*

*line*


*nine*

Name \_\_\_\_\_


# Meet the **-oke** Word Family

## Word Family Practice


Write the letters on the lines to make **-oke** words.  
Then sound out the words you wrote.

1.  j + oke \_\_\_\_\_

2.  p + oke \_\_\_\_\_

3.  w + oke \_\_\_\_\_

4.  br + oke \_\_\_\_\_

5.  sm + oke \_\_\_\_\_

Read these **-oke** words.

spoke      choke      stroke

Complete each sentence. Use the words above.

1. She \_\_\_\_\_ up to the smell of \_\_\_\_\_.

2. The man \_\_\_\_\_ on his cell phone every day.

3. The heater \_\_\_\_\_, so now we are cold.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-oke** family.  
Then read the story to yourself.

# Smoke

Rosa gave her mom a poke.

“What is it?” asked Mom.

“I smell smoke!” said Rosa.

Mom woke fast.

“It looks like the heater broke,” she said.

“Where there’s smoke, there’s fire.

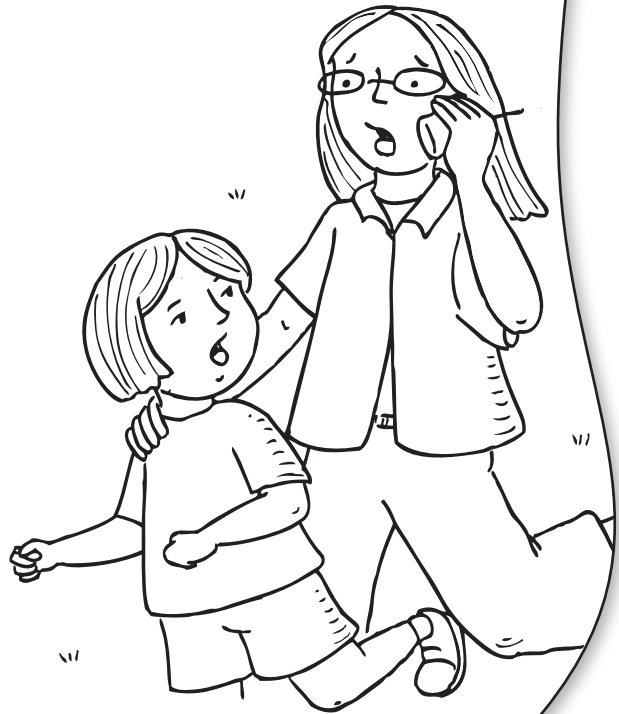
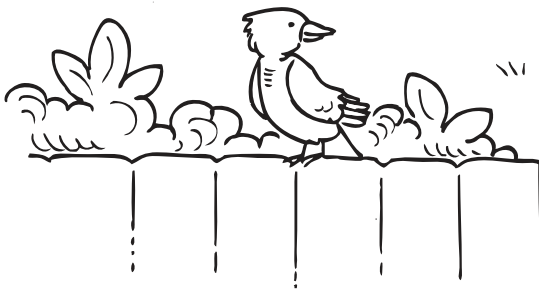
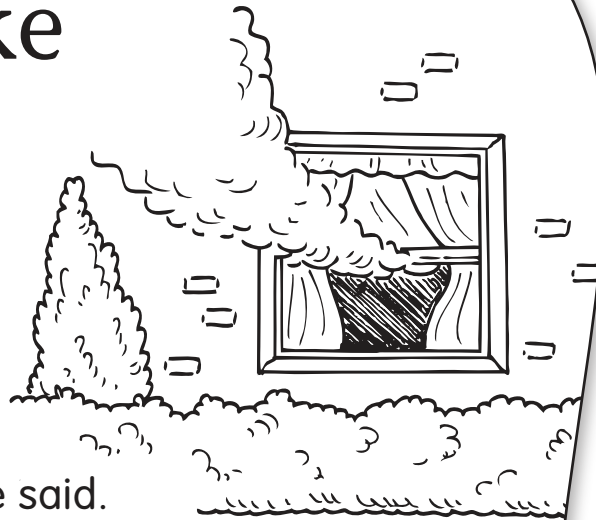
I have to call for help.”

Mom took her phone.

She spoke quickly.

“Hold my hand, Rosa.

Let’s go as fast as we can.”



Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “Smoke”

Fill in the circle next to the correct answer.

1. What is the story about?

- ☐ Rosa makes a joke.
- ☐ Rosa smells smoke.
- ☐ Mom gives Rosa a poke.

2. Why will Mom call for help?

- ☐ There is a bear.
- ☐ There is rain.
- ☐ There is smoke.

3. Why is there smoke?

- ☐ The car broke.
- ☐ A dish broke.
- ☐ The heater broke.

4. What tells that there is a fire?

- ☐ smoke
- ☐ snow
- ☐ logs

---

Show when each thing happened. Write **1, 2, 3**.

\_\_\_\_\_ Mom woke fast.

\_\_\_\_\_ Mom and Rosa go.

\_\_\_\_\_ Rosa gives Mom a poke.

Name \_\_\_\_\_

Word Family

**-oke**

## Write **-oke** Words

Fill in the circle next to the name of each picture.

1.



☐ smoke

☐ spoke

☐ smell

2.

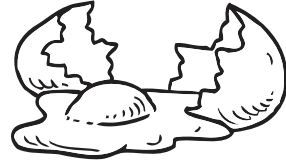


☐ poke

☐ woke

☐ pole

3.



☐ choke

☐ joke

☐ broke

---

Complete each sentence. Use the words below.

joke   poke   smoke   spoke   woke

1. I \_\_\_\_\_ up late.

2. Fire makes \_\_\_\_\_.

3. Fran likes to \_\_\_\_\_ me.

4. I know a funny \_\_\_\_\_.

5. Rosa \_\_\_\_\_ on the phone.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-oke**

## Slide and Read



Pull Up

joke

poke

woke

broke

choke

smoke

spoke

stroke



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### The **-oke** Family



-----

----- ✂ -----

I know  
these words!

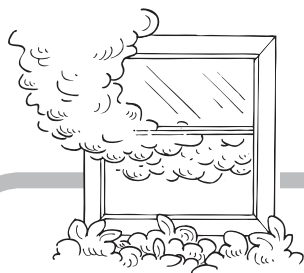


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joke

poke

woke



broke

choke

smoke

end of  
**-oke** family

spoke

stroke

joke

poke

woke

broke

smoke

choke

spoke





Name \_\_\_\_\_


# Meet the **-old** Word Family

## Word Family Practice

Write the letters on the lines to make **-old** words.  
Then sound out the words you wrote.

1.  c + old    \_\_\_\_\_

2.  g + old    \_\_\_\_\_

3.  h + old    \_\_\_\_\_

4.  t + old    \_\_\_\_\_

5.  sc + old    \_\_\_\_\_

Read these **-old** words.

bold      mold      fold

Complete each sentence. Use the words above.

1. I \_\_\_\_\_ my puppy when he chews on my shoe.

2. The puppy likes to splash in \_\_\_\_\_ water.

3. My puppy is the color of \_\_\_\_\_.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-old** family.  
Then read the story to yourself.

## What Can It Be?

One thing is wrong with my puppy.  
She does not have a name.

Her fur is gold.  
I can call her Sunny.

She likes when I hold her.  
Should I call her Hugs?

I scold her when she bites.  
Is Jaws a good name?

She likes cold water.  
I can call her Splash.

She is bold and not afraid.  
Should I call her Brave?

Can you think of a good name?



Take the story home. Read it to your family.

Name \_\_\_\_\_

# About “What Can It Be?”

Fill in the circle next to the correct answer.

1. What is wrong with the puppy?

- ☐ She is sick.
- ☐ She is old.
- ☐ She needs a name.

2. Why is Jaws a good name?

- ☐ The puppy likes to bite.
- ☐ The puppy has gold fur.
- ☐ The puppy likes to play.

3. What does it mean to be **bold**?

- ☐ to be big
- ☐ to be little
- ☐ to be brave

---

Draw a line to tell why the name is good.

- |           |   |                               |
|-----------|---|-------------------------------|
| 1. Brave  | ● | ● The puppy has gold fur.     |
| 2. Splash | ● | ● The puppy is bold.          |
| 3. Sunny  | ● | ● The puppy likes cold water. |

Name \_\_\_\_\_

Word Family

**-old**

## Write **-old** Words

Fill in the circle next to the name of each picture.

1.



☐ sold

☐ scold

☐ sun

2.



☐ cat

☐ hold

☐ cold

3.



☐ go

☐ gold

☐ game

---

Complete each sentence. Use the words below.

bold   cold   hold   sold   told

1. I will \_\_\_\_\_ Dad's hand.

2. The teacher \_\_\_\_\_ me to sit down in my chair.

3. The ice feels \_\_\_\_\_.

4. Mom \_\_\_\_\_ our old car.

5. Lee saved a baby. He is \_\_\_\_\_.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-old**

## Slide and Read



Pull Up

bold

cold

fold

gold

hold

mold

sold

told

scold

### The **-old** Family



I know  
these words!



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bold

cold

fold

gold

hold



mold

end of  
**-old** family

sold

told

scold

fold

cold

bold

hold

gold

mold

Name \_\_\_\_\_

# Meet the **-OW** Word Family

## Word Family Practice

Write the letters on the lines to make **-ow** words.  
Then sound out the words you wrote.

1.  r + ow    \_\_\_\_\_

2.  t + ow    \_\_\_\_\_

3.  m + ow    \_\_\_\_\_

4.  gr + ow    \_\_\_\_\_

5.  sl + ow    \_\_\_\_\_

6.  kn + ow    \_\_\_\_\_

Complete each sentence. Use the words above.

1. Please \_\_\_\_\_ the grass in the yard.

2. Do you \_\_\_\_\_ my sister Sally?

3. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ your boat.

Name \_\_\_\_\_

Listen as the story is read to you.  
Underline the words in the **-ow** family.  
Then read the story to yourself.

## I Know

Our car is stuck in the snow.  
I know we need a tow.

Our grass will grow and grow.  
I know it needs a mow.

Our boat is in the pond.  
I know we need to row.

We need a tow,  
We need to mow,  
We need to row.

I know, I know!



Take the story home. Read it to your family.



Name \_\_\_\_\_

# About “I Know”

Fill in the circle next to the correct answer.

1. First?

- ☐ car needs a tow
- ☐ boat needs a row
- ☐ grass needs a mow

2. Next?

- ☐ car needs a tow
- ☐ boat needs a row
- ☐ grass needs a mow

3. Last?

- ☐ car needs a tow
- ☐ boat needs a row
- ☐ grass needs a mow

---

Draw a line to make a match.

- |          |   |                      |
|----------|---|----------------------|
| 1. car   | • | • will grow and grow |
| 2. boat  | • | • stuck in the snow  |
| 3. grass | • | • in the pond        |

Name \_\_\_\_\_

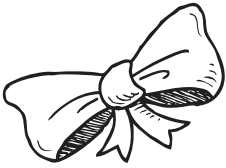
Word Family

**-OW**

## Write **-OW** Words

Fill in the circle next to the name of each picture.

1.



- ☐ blow
- ☐ black
- ☐ bow

2.



- ☐ slow
- ☐ crow
- ☐ glow

3.



- ☐ row
- ☐ rope
- ☐ rose

Complete each sentence. Use the words below.

blow   grow   know   show   slow

1. Do you \_\_\_\_\_ how to tell time?
2. The plant will \_\_\_\_\_ tall if you feed it.
3. Bill likes to \_\_\_\_\_ bubbles with his gum.
4. Mom can \_\_\_\_\_ you how to skate.
5. A snail is a \_\_\_\_\_ animal.

Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

**-OW**

## Slide and Read



Pull Up

bow

mow

row

tow

blow

crow

glow

grow

know

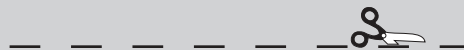
slow

snow

### The **-OW** Family



-----



I know  
these words!



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bow

mow

row

tow

blow



end of  
**-ow** family

crow

glow

grow

know

slow

snow

bow

row

mow






tow

Name \_\_\_\_\_

Meet the **-y** Word Family

## Word Family Practice

Write the letters on the lines to make **-y** words.  
Then sound out the words you wrote.

1.  fl + y      \_\_\_\_\_
2.  sk + y      \_\_\_\_\_
3.  sh + y      \_\_\_\_\_
4.  sp + y      \_\_\_\_\_
5.  wh + y      \_\_\_\_\_

---

Read these **-y** words.

try      fry      butterfly

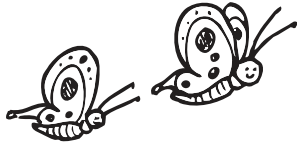
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Complete each sentence. Use the words above.

1. \_\_\_\_\_ did you \_\_\_\_\_ to kick me?
2. I see a plane flying in the \_\_\_\_\_.
3. Pat likes to \_\_\_\_\_ on his older sister.

Name \_\_\_\_\_

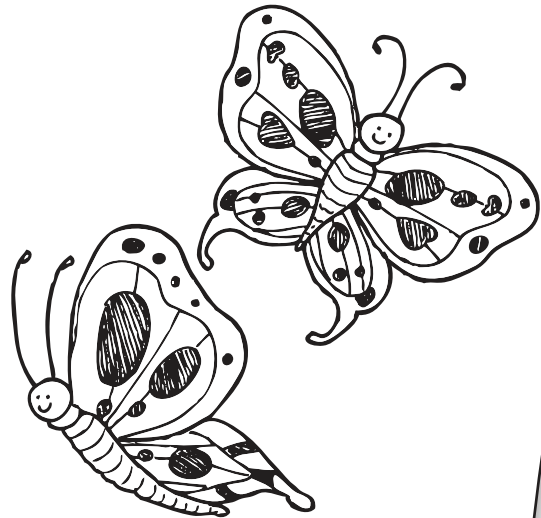
Listen as the story is read to you.  
Underline the words in the -y family.  
Then read the story to yourself.



## I Spy

I spy with my little eye,  
a bug with four big wings.

Oh me, oh my!  
I see a butterfly.



I spy with my little eye,  
something blue way up high.

Oh me, oh my!  
I see a butterfly in the sky.

I spy with my little eye,  
what comes after June.

Oh me, oh my!  
I see a butterfly in the sky in July.

Now you try.



Take the story home. Read it to your family.

Name \_\_\_\_\_

## About “I Spy”

Fill in the circle next to the correct answer.

1. What does it mean to **spy**?

☐ to watch

☐ to cry

☐ to want

2. Where is the butterfly?

☐ on a wall

☐ under a bush

☐ in the sky

3. What comes next? May, June, \_\_\_\_\_

☐ March

☐ July

☐ Sunday

4. What is blue and way up high?

☐ the sun

☐ the plane

☐ the sky

5. What is the story about?

☐ playing the “I Spy” game

☐ helping Dad

☐ raking the grass

Name \_\_\_\_\_

Word Family

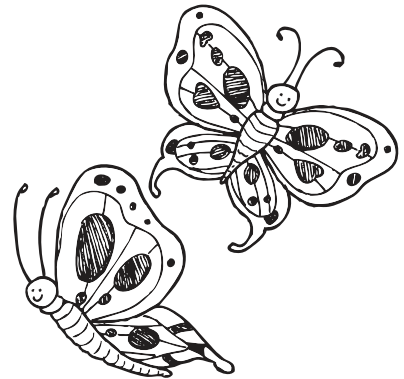
**-y**

## Write **-y** Words

Complete each sentence. Use the words below.

cry dry fly sky try

1. Always \_\_\_\_\_ to do your best.
2. Meg will \_\_\_\_\_ the wet plate.
3. Stars filled the night \_\_\_\_\_.
4. A \_\_\_\_\_ is a bug with two wings.
5. I am sad to see you \_\_\_\_\_.



---

Write sentences.

Ask a question. Use the word **why**.

**Why** \_\_\_\_\_  
\_\_\_\_\_ ?

Tell about something you have. Use the word **my**.

**My** \_\_\_\_\_  
\_\_\_\_\_ .



Note: Cut out the slider parts along the dashed lines.  
Then slip the word strip through the slider window.

Word Family

-y

## Slide and Read



Pull Up

cry

dry

fly

fry

shy

sky

spy

try

why

July

butterfly

### The -y Family



I know  
these words!



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cry

dry

fly

fry

sky



shy

end of  
-y family

spy

try

why

cry

July

butterfly

fly

dry

fry

# Answer Key

## Page 3







Name \_\_\_\_\_

Word Family  
**-ail**

Meet the **-ail** Word Family

Word Family Practice

Write the letters on the lines to make **-ail** words.  
Then sound out the words you wrote.

-  m + ail ma il
-  s + ail sa il
-  t + ail ta il
-  qu + ail qu ail
-  sn + ail sn ail
-  tr + ail tr ail

Complete each sentence. Use the words above.

- A snail makes a trail of slime when it moves.
- A quail has tail feathers.

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## Page 4

Name \_\_\_\_\_


Word Family  
**-ail**

Story words to know: send, today, can't, when  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the **-ail** family.  
Then read the story to yourself.

**The Snail and the Quail**

"Send me some mail,"  
said the snail to the quail.  
"Send me some mail today."  
"I can't send you mail,"  
said the quail to the snail.  
"Today I sail away."  
"Look for my trail,"  
said the snail to the quail.  
"When you get back, we will play."



Take the story home. Read it to your family.

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## Page 5

Name \_\_\_\_\_

Word Family  
**-ail**

About "The Snail and the Quail"

Fill in the circle next to the correct answer.

- Who wants mail?  
☒ the snail  
☐ the quail  
☐ the trail
- Who can't send mail?  
☐ the snail  
☒ the quail  
☐ the trail
- Why can't the quail send mail?  
☒ The quail is going away.  
☐ The quail is on a bus.  
☐ The quail cannot read.
- How will the quail find the snail?  
☒ The snail will make a trail.  
☐ The snail will mail the quail.  
☐ The snail will yell.
- What will the snail and the quail do when the quail gets back?  
☐ They will sail away.  
☒ They will play.  
☐ They will eat.

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## Page 6

Name \_\_\_\_\_

Word Family  
**-ail**

Write **-ail** Words

Write the name of each picture.

-  snail
-  tail
-  quail
-  trail
-  nail
-  mail

Complete each sentence. Use the words above.

- A quail is a bird.
- A snail is slow.
- Mom hit the nail with the hammer.
- Gail put the card in the mail.
- My dog can wag its tail.
- A snail makes a trail.

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## Page 9







Name \_\_\_\_\_

Word Family  
**-ake**

Meet the **-ake** Word Family

Word Family Practice

Write the letters on the lines to make **-ake** words.  
Then sound out the words you wrote.

-  J + ake Ja ke
-  l + ake la ke
-  r + ake ra ke
-  sh + ake sh ake
-  sn + ake sn ake
-  f + ake fa ke

Complete each sentence. Use the words above.

- A rake is a garden tool.
- A snake has a long body and no legs.
- Look at the boat on the lake.

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## Page 10

Name \_\_\_\_\_


Word Family  
**-ake**

Story words to know: pushes, across, round, pulls, grass  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the **-ake** family.  
Then read the story to yourself.

**The Fake Rake**

Dad asks Jake to rake.  
Jake gives the rake a shake.  
In and out. In and out.  
Ssss. The rake is now a snake.  
Jake pushes the rake.  
Up and back. Up and back.  
The rake takes Jake across a lake.  
Jake uses the rake to mix.  
'Round and 'round. 'Round and 'round.  
Jake makes a cake.  
Then Jake pulls the rake in the grass.  
Now the rake is just a rake.



Take the story home. Read it to your family.

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## Page 11

Name \_\_\_\_\_

**Word Family**  
**-ake**


### About "The Fake Rake"

Circle a Beginning, Middle, and End sentence to retell the story.

Beginning	Middle	End
1. Dad asks Jake to rake.	1. Jake rakes.	1. Jake rakes.
2. Dad asks Jake to bake.	2. Jake runs.	2. Jake makes a cake.
3. Dad asks Jake to play.	3. Jake plays make-believe.	3. Jake goes on a lake.

Fill in the circle next to **yes** or **no**.

- The rake is a real snake.
  - ☐ yes
  - ☒ no
- Jake likes make-believe.
  - ☒ yes
  - ☐ no
- Jake rakes the grass.
  - ☒ yes
  - ☐ no



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## Page 12

Name \_\_\_\_\_

**Word Family**  
**-ake**

### Write -ake Words

Write the name of each picture.



1. cake 2. rake 3. snake

Complete each sentence. Use the words below.

bake cake fake lake shake

- Fish swim in the lake.
- The dog can shake its paw.
- I like to eat cake.
- Cam will bake a white cake.
- The snake is not real. It is fake.

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## Page 15






Name \_\_\_\_\_

**Word Family**  
**-ame**

### Meet the -ame Word Family

**Word Family Practice**

Write the letters on the lines to make -ame words. Then sound out the words you wrote.

-  g + ame game
-  s + ame same
-  t + ame tame
-  fl + ame flame
-  fr + ame frame

Read these -ame words.

came lame shame

Complete each sentence. Use the words above.

- We can play my new computer game.
- A lion is wild, not tame.
- My art hangs in a frame.

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## Page 16

Story words to know: name, hear, hear, fire, draw  
Teacher: Read the story to your students.

Name \_\_\_\_\_

**Word Family**  
**-ame**

### The Game

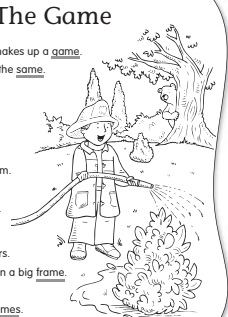
Every day, James makes up a game.  
The game is never the same.

James sees bears.  
James is brave.  
He can tame them.

James hears a boom.  
He sees a flame!  
He puts out the fire.

James draws.  
He uses many colors.  
James puts his art in a big frame.

James plays fun games.



Take the story home. Read it to your family.

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## Page 17

Name \_\_\_\_\_

**Word Family**  
**-ame**

### About "The Game"

Fill in the circle next to the correct answer.

- What is the story about?
  - ☐ James sings.
  - ☒ James makes up games.
  - ☐ James does not like to play games.
- What does James do to the bears?
  - ☐ James names the bears.
  - ☐ James feeds the bears.
  - ☒ James tames the bears.
- James sees a flame. He \_\_\_\_\_.
  - ☐ watches the fire
  - ☒ puts out the fire
  - ☐ puts a log on the fire
- Where does James put his art?
  - ☐ in a box
  - ☒ in a frame
  - ☐ on the wall
- Which one tells about James?
  - ☐ James is old.
  - ☐ James is sad.
  - ☒ James is fun.

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## Page 18

Name \_\_\_\_\_

**Word Family**  
**-ame**

### Write -ame Words

Write the name of each picture.



1. flame 2. frame 3. game

Complete each sentence. Use the words below.

blame came flame tame

- James came to see me.
- I will tame my pet tiger.
- The flame is hot.
- I will take the blame for this mess.

Write a sentence about a game you play. Use the word **game**.

Answers will vary.

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## Page 21







Name \_\_\_\_\_

Word Family  
**-ate**

### Meet the -ate Word Family

**Word Family Practice**

Write the letters on the lines to make -ate words.  
Then sound out the words you wrote.

-  d + ate gate
-  g + ate kate
-  K + ate late
-  l + ate late
-  pl + ate plate
-  sk + ate skate

Complete each sentence. Use the words above.

- Dad put the meat on a large round plate.
- The fence around my house has a gate.
- Kate likes to skate on the icy pond.

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## Page 22

Name \_\_\_\_\_

Word Family  
**-ate**

### Skate

Story words to know: icy, pond, smooth, dinner  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the -ate family.  
Then read the story to yourself.

The day is cold.  
The day is icy.  
"What a great day!" says Kate.  
She runs down the path.  
Kate sees her friend at the gate.  
She isn't too late for the fun.  
The pond shines.  
It looks as smooth as a dinner plate.  
Kate pushes off.  
Around and around she begins to skate.

**Take the story home. Read it to your family.**

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## Page 23

Name \_\_\_\_\_




Word Family  
**-ate**

### About "Skate"

Fill in the circle next to **yes** or **no**.

- It is too cold to skate.  
☐ yes ☒ no
- It is a great day to swim.  
☐ yes ☒ no
- The pond is as smooth as a dinner plate.  
☒ yes ☐ no
- The pond is icy.  
☒ yes ☐ no
- Kate can skate.  
☒ yes ☐ no

Draw a line to make a match.

-  Kate can skate.
-  Kate sees her friend at the gate.
-  Kate runs down the path.

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## Page 24

Name \_\_\_\_\_

Word Family  
**-ate**

### Write -ate Words

Write the name of each picture.

-  skate
-  plate
-  gate

Complete each sentence. Use the words below.

crate date gate late plate

- I ran fast so I would not be late.
- The garden has a gate.
- Mom put the cake on a paper plate.
- The apples are in a crate.
- What is the date today?

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## Page 27







Name \_\_\_\_\_

Word Family  
**-ay**

### Meet the -ay Word Family

**Word Family Practice**

Write the letters on the lines to make -ay words.  
Then sound out the words you made.

-  j + ay jay
-  h + ay hay
-  cl + ay clay
-  pl + ay play
-  sw + ay sway
-  spr + ay spray

Complete each sentence. Use the words above.

- My horse eats dry grass, or hay.
- I like to play music while I draw.
- Can you spray the flowers with the garden hose?

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## Page 28

Name \_\_\_\_\_

Word Family  
**-ay**

### A Day of Fun

Story words to know: bats, crayons, farm, music, barn  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the -ay family.  
Then read the story to yourself.

Come this way.  
Have some fun!  
Spray with a hose.  
Run in the sun.  
Get some crayons.  
Take some clay.  
Make a drawing.  
Form a blue jay.  
Play some music.  
Sing and sway.  
Find the red barn.  
Jump in the hay.  
What do you say?  
You want to stay.  
Hip, hip, hooray!

**Take the story home. Read it to your family.**

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## Page 29

Name \_\_\_\_\_

Word Family  
**-ay**


### About "A Day of Fun"

Write and circle what you can do on a fun day.

- Form a blue jay with clay      gray ☐ clay
- Jump in the hay      ☐ hay      ham
- Use a hose to spray      stay ☐ spray
- Play some music.      ☐ Play      Pull
- Dance and sway to the music.      ☐ sway      swim

Fill in the circle next to the correct answer.

- What is a good name for the story?
  - ☐ The Sad Day
  - ☒ A Day to Play
- Where is the hay?
  - ☒ in the barn
  - ☐ on a tray
- What is a word that means you are happy?
  - ☒ hooray
  - ☐ boo



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
## Page 30

Name \_\_\_\_\_

Word Family  
**-ay**

### Write -ay Words

Fill in the circle next to the name of each picture.

-  ☐ ham      ☐ clay      ☐ they
-  ☐ may      ☐ day      ☒ tray
-  ☒ hay      ☒ spray      ☐ the

Complete each sentence. Use the words below.

gray   play   say   Today   way

- Matt likes to play tag.
- The sky is gray when it rains.
- He will show me the way to the barn.
- I hope Mom will say yes.
- Today is a fun day.

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## Page 33






Name \_\_\_\_\_

Word Family  
**-eat**

### Meet the -eat Word Family

Word Family Practice

Write the letters on the lines to make -eat words.  
Then sound out the words you made.

-  b + eat beat
-  m + eat meat
-  h + eat heat
-  tr + eat treat
-  wh + eat wheat

Complete each sentence. Use the words above.

- Will you please turn up the heat?
- After dinner, I want a treat.
- Dad will beat the eggs and milk.
- That bread is made from wheat.

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## Page 34

Story words to know: eggs, oil, bake, yummy  
Teacher: Read the story to your students.

Name \_\_\_\_\_

Word Family  
**-eat**

### Eat a Treat!

I want to eat a treat.  
First, I put in two eggs and I beat.  
I beat my treat.

Next, I add wheat and I stir.  
I stir my treat.

Then, I turn on the heat.  
I bake my treat.

Last, it is ready to eat.  
I eat my treat.  
Mmmm... a treat is yummy to eat!

Take the story home. Read it to your family.

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## Page 35

Name \_\_\_\_\_




Word Family  
**-eat**

### About "Eat a Treat!"

Fill in the circle next to the correct answer.

- What is the story about?
  - ☐ reading a book
  - ☒ making a treat
  - ☐ walking a dog
- What did the story say to do first when you make a treat?
  - ☐ add wheat and stir
  - ☐ turn on the heat
  - ☒ put in two eggs and beat
- What is the treat?
  - ☒ a muffin
  - ☐ a banana
  - ☐ eggs and milk

Draw a line to make a match.

-  I turn on the heat.
-  I eat my treat.
-  I put in two eggs and beat.

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## Page 36

Name \_\_\_\_\_

Word Family  
**-eat**

### Write -eat Words

Fill in the circle next to the name of each picture.

-  ☒ meat      ☐ where      ☐ bear
-  ☐ mean      ☒ wheat      ☒ beat
-  ☐ seat      ☐ meat      ☐ neat

Complete each sentence. Use the words below.

heat   neat   repeat   seat   treat

- The sun gives off heat.
- Can I sit in the front seat?
- A cookie is a yummy treat.
- She keeps her room neat.
- Please repeat what you said.

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## Page 39







Name \_\_\_\_\_

Word Family  
**-ee**

### Meet the -ee Word Family

**Word Family Practice**

Write the letters on the lines to make -ee words.  
Then sound out the words you made.

-  b + ee bee
-  fr + ee free
-  gl + ee glee
-  kn + ee knee
-  tr + ee tree
-  thr + ee three

Complete each sentence. Use the words above.

- Your knee is part of your leg.
- Jay picks apples from that tree.
- A honey bee has four wings.

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## Page 40

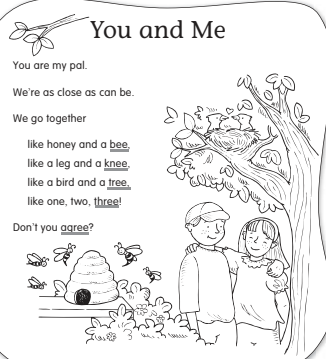
Name \_\_\_\_\_

Word Family  
**-ee**

Story words to know: pal, close, together, honey  
Teacher: Read the story to your students.

### You and Me

You are my pal.  
We're as close as can be.  
We go together  
like honey and a bee,  
like a leg and a knee,  
like a bird and a tree,  
like one, two, three!  
Don't you agree?



Take the story home. Read it to your family.

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## Page 41

Name \_\_\_\_\_

Word Family  
**-ee**

### About "You and Me"

Draw a line to make a match.

-  honey  bee
- one, two,  knee
-  leg  tree
-  bird  three

Fill in the circle next to **yes** or **no**.

- The story is about friends.  
☒ yes ☐ no
- The friends like each other.  
☒ yes ☐ no

The word **glee** means a "feeling of joy."  
Trace the word **glee**. Complete the sentence with the name of a friend.

My friend Answers will vary. makes me laugh with glee.

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## Page 42

Name \_\_\_\_\_

Word Family  
**-ee**

### Write -ee Words

Write the name of each picture.

 bee  three  tree

Complete each sentence. Use the words below.

agree free knee see three

- I can bend my knee.
- What do you see in the tree?
- I agree with what you said.
- I see three bees on the flower.
- You do not have to pay. The game is free.

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## Page 45






Name \_\_\_\_\_

Word Family  
**-eep**

### Meet the -eep Word Family

**Word Family Practice**

Write the letters on the lines to make -eep words.  
Then sound out the words you made.

-  d + eep deep
-  cr + eep creep
-  sh + eep sheep
-  sl + eep sleep
-  st + eep steep

Read these -eep words.

keep weep beep

Complete each sentence. Use the words above.

- That lake is very deep.
- The hill is too steep for me to go up.
- The dog likes to creep low to the ground.

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## Page 46

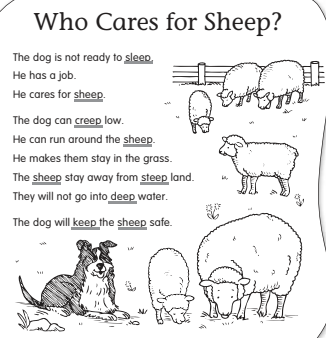
Name \_\_\_\_\_

Word Family  
**-eep**

Story words to know: ready, job, around, safe  
Teacher: Read the story to your students.

### Who Cares for Sheep?

The dog is not ready to sleep.  
He has a job.  
He cares for sheep.  
The dog can creep low.  
He can run around the sheep.  
He makes them stay in the grass.  
The sheep stay away from steep land.  
They will not go into deep water.  
The dog will keep the sheep safe.



Take the story home. Read it to your family.

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## Page 47

Name \_\_\_\_\_




Word Family  
**-eep**

### About "Who Cares for Sheep?"

Fill in the circle next to the correct answer.

- What is the story about?
  - ☐ a dog and cat
  - ☐ sheep
  - ☒ a dog and sheep
- Where is a good place for sheep?
  - ☐ in deep water
  - ☐ on steep land
  - ☒ in grass
- What do sheep eat?
  - ☒ grass
  - ☐ land
  - ☐ dogs

Draw a line to make a match.

1. 	→	The dog keeps the sheep safe.
2. 	→	The sheep eat grass.
3. 	→	The dog can creep.

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## Page 48

Name \_\_\_\_\_

Word Family  
**-eep**

### Write -eep Words

Write the name of each picture.

1.  <u>sleep</u>	2.  <u>creep</u>	3.  <u>jeep</u>
4.  <u>sweep</u>	5.  <u>sheep</u>	6.  <u>swim</u>

Complete each sentence. Use the words below.

deep keep sheep sweep

- The dog cares for the sheep.
- Mom and Dad keep me safe.
- Jen will sweep away the dirt.
- Jon does not swim in deep water.

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## Page 51





Name \_\_\_\_\_

Word Family  
**-eeze**

### Meet the -eeze Word Family

**Word Family Practice**

Write the letters on the lines to make -eeze words.  
Then sound out the words you wrote.

1. 	br + eeze	<u>breeze</u>
2. 	fr + eeze	<u>freeze</u>
3. 	sn + eeze	<u>sneeze</u>
4. 	squ + eeze	<u>squeeze</u>

Read these -eeze words.

wheeze    tweeze

Complete each sentence. Use the words above.

- Cold air makes water freeze into ice.
- The breeze blew the trees.
- I wheeze when it is hard to breathe.
- Please cover your mouth when you sneeze.

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## Page 52

Story words to know: lettuce, carrots, peppers, tomato, salad  
Teacher: Read the story to your students.


Name \_\_\_\_\_


Word Family  
**-eeze**


### Squeeze, Squeeze, Squeeze


You toss the lettuce  with carrots  and cheese .

But...


Don't put in peppers  or I'll sneeze, sneeze, sneeze.

Skip the cold tomato  or I'll freeze, freeze, freeze.

Don't put in peanuts  or I'll wheeze, wheeze, wheeze.

Just add some lemon  with a squeeze, squeeze, squeeze.

I bet this salad will be sure to please!



Take the story home. Read it to your family.

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## Page 53

Name \_\_\_\_\_

Word Family  
**-eeze**

### About "Squeeze, Squeeze, Squeeze"

Complete each sentence.

-  make the boy wheeze.
-  make the boy sneeze.
- A cold  makes the boy freeze.

Make each sound. Draw a line to match the sounds to the words.

1. Achoo!	→	sneeze
2. Brrrr!	→	freeze
3. Ouch!	→	wheeze

Draw two things you can squeeze.

Answers will vary.

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## Page 54

Name \_\_\_\_\_

Word Family  
**-eeze**

### Write -eeze Words

Complete each sentence. Use the words below.

breeze freeze sneeze squeeze

- I will squeeze the lemon.
- Water can freeze into ice.
- I sneeze when I have a cold.
- A breeze is a soft wind.

Write a sentence about a soft wind. Use the word **breeze**.

Sentences will vary.

Write a sentence about something that gets cold. Use the word **freeze**.

Sentences will vary.

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## Page 57






Name \_\_\_\_\_

Word Family  
**-ice**

### Meet the -ice Word Family

**Word Family Practice**

Write the letters on the lines to make -ice words.  
Then sound out the words you wrote.

-  d + ice d i c e
-  m + ice m i c e
-  n + ice n i c e
-  r + ice r i c e
-  pr + ice p r i c e

Read these -ice words.

twice    lice    spice

Complete each sentence. Use the words above.

- You need to roll the dice to play.
- Mia won the game twice in a row.
- The price of the coat is too high.

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## Page 58

Name \_\_\_\_\_

Word Family  
**-ice**

Story words to know: roll, highest, pile, lowest  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the -ice family.  
Then read the story to yourself.

### Three Nice Mice

Three nice mice.  
Three nice mice.

See how they play.  
See how they play.

They turn around twice  
and roll the dice.

The one who rolls highest  
wins a pile of rice.

The one who rolls lowest  
has to pay the price.

Three nice mice.  
Three nice mice.

Take the story home. Read it to your family.

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## Page 59

Name \_\_\_\_\_

Word Family  
**-ice**

### About "Three Nice Mice"

Fill in the circle next to the answer that tells about the story.  
Read the parts you circled.

- Who?
  - ☐ two little mice
  - ☐ one nice mouse
  - ☒ three nice mice
- What?
  - ☒ play a game of dice
  - ☐ play tag
  - ☐ eat rice
- Why?
  - ☐ to win a slice of pie
  - ☒ to win a pile of rice
  - ☐ to win a pile of ice

Fill in the circle next to **yes** or **no**.

- The story tells about real mice.
  - ☐ yes
  - ☒ no
- The mice like to play with dice.
  - ☒ yes
  - ☐ no
- The mice like to eat rice.
  - ☒ yes
  - ☐ no

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## Page 60

Name \_\_\_\_\_

Word Family  
**-ice**

### Write -ice Words

Write the name of each picture.

 rice     dice     mice

Complete each sentence. Use the words below.

dice    nice    price    rice    slice

- Mom cooks the rice in a pot.
- We play the game with two dice.
- Dad put jam on the slice of bread.
- You are a nice friend.
- Look at the tag to see the price.

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## Page 63







Name \_\_\_\_\_

Word Family  
**-ide**

### Meet the -ide Word Family

**Word Family Practice**

Write the letters on the lines to make -ide words.  
Then sound out the words you wrote.

-  h + ide h i d e
-  r + ide r i d e
-  s + ide s i d e
-  w + ide w i d e
-  pr + ide p r i d e
-  sl + ide s l i d e

Complete each sentence. Use the words above.

- The kitten stays close to its mother's side.
- My cat likes to hide under the couch.
- A cat can open its mouth very wide.

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## Page 64

Name \_\_\_\_\_

Word Family  
**-ide**

Story words to know: lion, eat, hunt, mouth  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the -ide family.  
Then read the story to yourself.

### A Pride of Lions

A lion is a very big cat.  
Some lions live inside a zoo.  
Most lions live outside.

They hunt for food.  
A lion opens its mouth very wide.  
It takes big bites.

The fur of a lion is yellow-brown.  
The color helps a lion hide in dry grass.

Some lions live together.  
They are called a pride.

A baby lion stays near its mother's side.  
She keeps the cub safe.

Take the story home. Read it to your family.

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## Page 65

Name \_\_\_\_\_

**Word Family**  
**-ide**

### About "A Pride of Lions"




Fill in the circle next to the correct answer. Write the word on the line.

1. Some lions live inside a zoo.  
☐ zoo  
☐ house  
☐ grass

2. When lions live together, they are called a pride.  
☐ hide  
☐ bride  
☒ pride

3. A baby lion is called a cub.  
☐ kitten  
☒ cub  
☐ puppy

Draw a line to make a match.

1. 	→	A cub stays by its mother's side.
2. 	→	A lion can hide in dry grass.
3. 	→	A lion can open its mouth wide.

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## Page 66

Name \_\_\_\_\_


**Word Family**  
**-ide**

### Write -ide Words

Complete each sentence. Use the words below.

hide inside ride side slide

1. I like to ride my bike.  
 2. My dog likes to hide his bone.  
 3. Do you like to play inside or outside?  
 4. The ice makes me slip and slide.  
 5. The cub is at its mother's side.



Write a sentence about a park. Use the word **slide**.  
 \_\_\_\_\_  
 \_\_\_\_\_

Write a sentence about a bus. Use the word **ride**.  
 \_\_\_\_\_  
 \_\_\_\_\_

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## Page 69







Name \_\_\_\_\_

**Word Family**  
**-ine**

### Meet the -ine Word Family

**Word Family Practice**

Write the letters on the lines to make -ine words.  
Then sound out the words you wrote.

1. 	l + ine	<u>line</u>
2. 	m + ine	<u>mine</u>
3. 	n + ine	<u>nine</u>
4. 	p + ine	<u>pine</u>
5. 	sh + ine	<u>shine</u>
6. 	wh + ine	<u>whine</u>

Complete each sentence. Use the words above.

1. We stand in line to get on the school bus.  
 2. My brother will whine to get his way.  
 3. When will the rain stop so the sun can shine?

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## Page 70

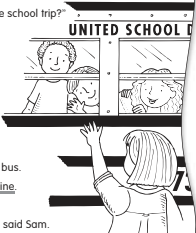
Name \_\_\_\_\_

**Word Family**  
**-ine**

Story words to know: trip, shock, number, first  
Teacher: Read the story to your students.

### Sam Feels Fine

Sam woke up.  
He saw the sun shine into his room.  
Sam said, "Can I go on the school trip?"  
Mom shook her head.  
"You're sick," said Mom.  
Sam began to whine.  
"But I feel fine.  
All the kids are going."  
Mom gave in.  
The kids got in line for the bus.  
Sam was number nine in line.  
Leo got on first.  
"The seat by you is mine," said Sam.  
They had a great time.



Take the story home. Read it to your family.

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## Page 71

Name \_\_\_\_\_

**Word Family**  
**-ine**

### About "Sam Feels Fine"

Fill in the circle next to **yes** or **no**.


1. Sam saw the rain from his room.  
☐ yes ☒ no

2. Sam whines to get his way.  
☒ yes ☐ no

3. Sam goes on a school trip.  
☒ yes ☐ no

4. Leo is number nine in line.  
☐ yes ☒ no

5. Sam and Tim sit together.  
☐ yes ☒ no



Show when each thing happened. Write 1, 2, 3, 4.

1 The sun shines.  
4 Sam says, "The seat by you is mine!"  
3 Sam is number nine in line.  
2 Sam whines to his mom.

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## Page 72

Name \_\_\_\_\_

**Word Family**  
**-ine**

### Write -ine Words

Fill in the circle next to the name of each picture.

1. 	2. 	3. 
<input type="radio"/> like	<input type="radio"/> mine	<input type="radio"/> whine
<input type="radio"/> live	<input checked="" type="radio"/> pine	<input type="radio"/> fine
<input checked="" type="radio"/> line	<input type="radio"/> shine	<input checked="" type="radio"/> nine

Complete each sentence. Use the words below.

line mine pine shine spine

1. I see the stars shine.  
 2. That green coat is mine.  
 3. The bones in your back are your spine.  
 4. A pine tree has cones.  
 5. The kids stand in line for the bus.

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## Page 75






Name \_\_\_\_\_

Word Family  
**-oke**

### Meet the -oke Word Family

**Word Family Practice**

Write the letters on the lines to make **-oke** words.  
Then sound out the words you wrote.

-  j + oke joke
-  p + oke poke
-  w + oke woke
-  br + oke broke
-  sm + oke smoke

Read these **-oke** words.

spoke choke stroke

Complete each sentence. Use the words above.

- She woke up to the smell of smoke.
- The man spoke on his cell phone every day.
- The heater broke, so now we are cold.

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## Page 76

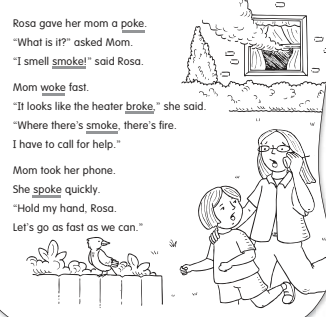
Story words to know: smell, hear, phone, quickly, hold  
Teacher: Read the story to your students.

Name \_\_\_\_\_

Word Family  
**-oke**

### Smoke

Rosa gave her mom a poke.  
"What is it?" asked Mom.  
"I smell smoke!" said Rosa.  
Mom woke fast.  
"It looks like the heater broke," she said.  
"Where there's smoke, there's fire.  
I have to call for help."  
Mom took her phone.  
She spoke quickly.  
"Hold my hand, Rosa.  
Let's go as fast as we can."



Take the story home. Read it to your family.

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## Page 77


Name \_\_\_\_\_

Word Family  
**-oke**

### About "Smoke"

Fill in the circle next to the correct answer.

- What is the story about?  
☐ Rosa makes a joke.  
☒ Rosa smells smoke.  
☐ Mom gives Rosa a poke.
- Why will Mom call for help?  
☐ There is a bear.  
☐ There is rain.  
☒ There is smoke.
- Why is there smoke?  
☐ The car broke.  
☐ A dish broke.  
☒ The heater broke.
- What tells that there is a fire?  
☒ smoke  
☐ snow  
☐ logs



Show when each thing happened. Write 1, 2, 3.

2 Mom woke fast.

3 Mom and Rosa go.

1 Rosa gives Mom a poke.

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## Page 78

Name \_\_\_\_\_

Word Family  
**-oke**

### Write -oke Words

Fill in the circle next to the name of each picture.

-  ☒ smoke ☐ poke ☐ choke
-  ☐ spoke ☒ woke ☐ joke
-  ☐ smell ☐ pole ☒ broke

Complete each sentence. Use the words below.

joke poke smoke spoke woke

- I woke up late.
- Fire makes smoke.
- Fran likes to poke me.
- I know a funny joke.
- Rosa spoke on the phone.

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## Page 81






Name \_\_\_\_\_

Word Family  
**-old**

### Meet the -old Word Family

**Word Family Practice**

Write the letters on the lines to make **-old** words.  
Then sound out the words you wrote.

-  c + old cold
-  g + old gold
-  h + old hold
-  t + old told
-  sc + old scold

Read these **-old** words.

bold mold fold

Complete each sentence. Use the words above.

- I scold my puppy when he chews on my shoe.
- The puppy likes to splash in cold water.
- My puppy is the color of gold.

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## Page 82


Story words to know: wrong, should, splash, afraid  
Teacher: Read the story to your students.

Name \_\_\_\_\_

Word Family  
**-old**

### What Can It Be?

One thing is wrong with my puppy.  
She does not have a name.  
Her fur is gold.  
I can call her Sunny.  
She likes when I hold her.  
Should I call her Hugs?  
I scold her when she bites.  
Is Jaws a good name?  
She likes cold water.  
I can call her Splash.  
She is bold and not afraid.  
Should I call her Brave?  
Can you think of a good name?



Take the story home. Read it to your family.

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## Page 83


Name \_\_\_\_\_

**Word Family -old**

### About "What Can It Be?"

Fill in the circle next to the correct answer.

- What is wrong with the puppy?
  - ☐ She is sick.
  - ☐ She is old.
  - ☒ She needs a name.
- Why is Jaws a good name?
  - ☒ The puppy likes to bite.
  - ☐ The puppy has gold fur.
  - ☐ The puppy likes to play.
- What does it mean to be **bold**?
  - ☐ to be big
  - ☐ to be little
  - ☒ to be brave



Draw a line to tell why the name is good.

1. Brave		The puppy has gold fur.
2. Splash		The puppy is bold.
3. Sunny		The puppy likes cold water.

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## Page 84

Name \_\_\_\_\_

**Word Family -old**

### Write -old Words

Fill in the circle next to the name of each picture.

- 
  - ☐ sold
  - ☒ scold
  - ☐ sun
- 
  - ☐ cat
  - ☐ hold
  - ☒ cold
- 
  - ☐ go
  - ☒ gold
  - ☐ game

Complete each sentence. Use the words below.

**bold cold hold sold told**

- I will hold Dad's hand.
- The teacher told me to sit down in my chair.
- The ice feels cold.
- Mom sold our old car.
- Lee saved a baby. He is bold.

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## Page 87







Name \_\_\_\_\_

**Word Family -ow**

### Meet the -ow Word Family

**Word Family Practice**

Write the letters on the lines to make -ow words.  
Then sound out the words you wrote.

-  r + ow r ow
-  t + ow t ow
-  m + ow m ow
-  gr + ow g row
-  sl + ow s low
-  kn + ow k now

Complete each sentence. Use the words above.

- Please mow the grass in the yard.
- Do you know my sister Sally?
- Row row row your boat.

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## Page 88

Story words to know: snuck, boat, pond.  
Teacher: Read the story to your students.

Name \_\_\_\_\_

**Word Family -ow**

### I Know


Our car is stuck in the snow.  
I know we need a tow.

Our grass will grow and grow.  
I know it needs a mow.

Our boat is in the pond.  
I know we need to row.

We need a tow.  
We need to mow.  
We need to row.

I know, I know!



Take the story home. Read it to your family.

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## Page 89


Name \_\_\_\_\_

**Word Family -ow**

### About "I Know"

Fill in the circle next to the correct answer.

- First?
  - ☒ car needs a tow
  - ☐ boat needs a row
  - ☐ grass needs a mow
- Next?
  - ☐ car needs a tow
  - ☐ boat needs a row
  - ☒ grass needs a mow
- Last?
  - ☐ car needs a tow
  - ☒ boat needs a row
  - ☐ grass needs a mow



Draw a line to make a match.

1. car		will grow and grow
2. boat		stuck in the snow
3. grass		in the pond

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## Page 90

Name \_\_\_\_\_

**Word Family -ow**

### Write -ow Words

Fill in the circle next to the name of each picture.

- 
  - ☐ blow
  - ☐ black
  - ☒ bow
- 
  - ☐ slow
  - ☒ crow
  - ☐ glow
- 
  - ☒ row
  - ☐ rope
  - ☐ rose

Complete each sentence. Use the words below.

**blow grow know show slow**

- Do you know how to tell time?
- The plant will grow tall if you feed it.
- Bill likes to blow bubbles with his gum.
- Mom can show you how to skate.
- A snail is a slow animal.

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## Page 93


Name \_\_\_\_\_


Word Family  
**-y**


### Meet the -y Word Family


Write the letters on the lines to make -y words.  
Then sound out the words you wrote.

1.  fl + y f l y

2.  sk + y s k y

3.  sh + y s h y

4.  sp + y s p y

5.  wh + y w h y

Read these -y words.

try fry butterfly

Complete each sentence. Use the words above.

1. Why did you try to kick me?

2. I see a plane flying in the sky.

3. Pat likes to spy on his older sister.

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## Page 94

Name \_\_\_\_\_

Word Family  
**-y**

Story words to know: wings, something, high, June  
Teacher: Read the story to your students.

Listen as the story is read to you.  
Underline the words in the -y family.  
Then read the story to yourself.

### I Spy

I spy with my little eye,  
a bug with four big wings.  
Oh me, oh my!  
I see a butterfly.

I spy with my little eye,  
something blue way up high.  
Oh me, oh my!  
I see a butterfly in the sky.

I spy with my little eye,  
what comes after June.  
Oh me, oh my!  
I see a butterfly in the sky in July.

Now you try.

Take the story home. Read it to your family.

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## Page 95

Name \_\_\_\_\_

Word Family  
**-y**

### About "I Spy"

Fill in the circle next to the correct answer.

1. What does it mean to **spy**?  
☒ to watch  
☐ to cry  
☐ to want

2. Where is the butterfly?  
☐ on a wall  
☐ under a bush  
☒ in the sky

3. What comes next? May, June, \_\_\_\_\_  
☐ March  
☒ July  
☐ Sunday

4. What is blue and way up high?  
☐ the sun  
☐ the plane  
☒ the sky

5. What is the story about?  
☒ playing the "I Spy" game  
☐ helping Dad  
☐ raking the grass

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## Page 96

Name \_\_\_\_\_

Word Family  
**-y**

### Write -y Words

Complete each sentence. Use the words below.

cry dry fly sky try

1. Always try to do your best.

2. Meg will dry the wet plate.

3. Stars filled the night sky.

4. A fly is a bug with two wings.

5. I am sad to see you cry.

Write sentences.

Ask a question. Use the word **why**.

**Why** Sentences will vary.

Tell about something you have. Use the word **my**.

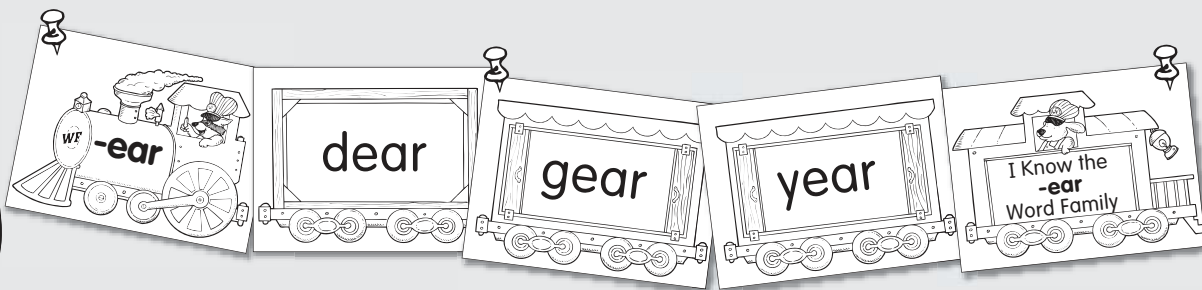
**My** Sentences will vary.

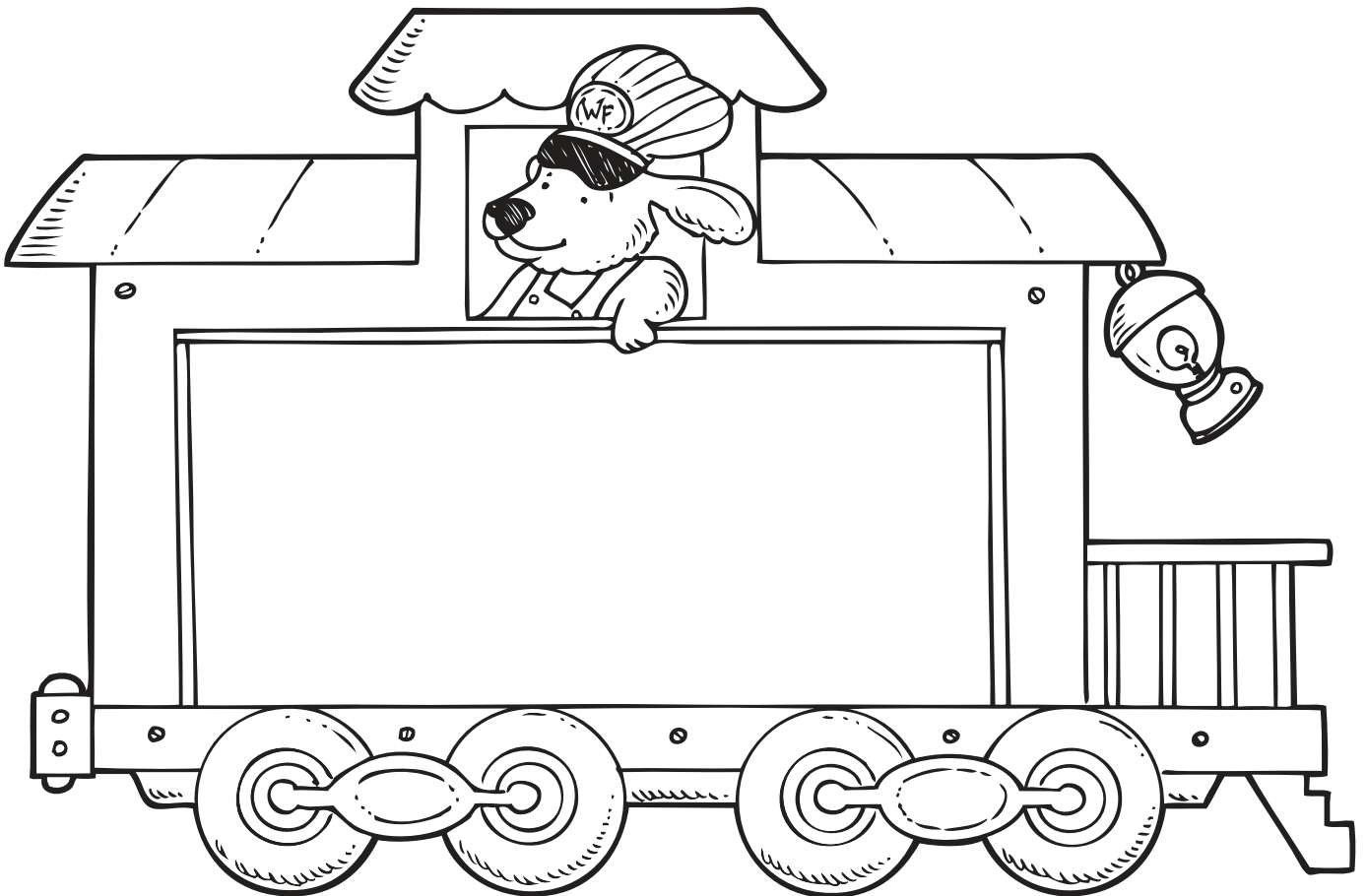
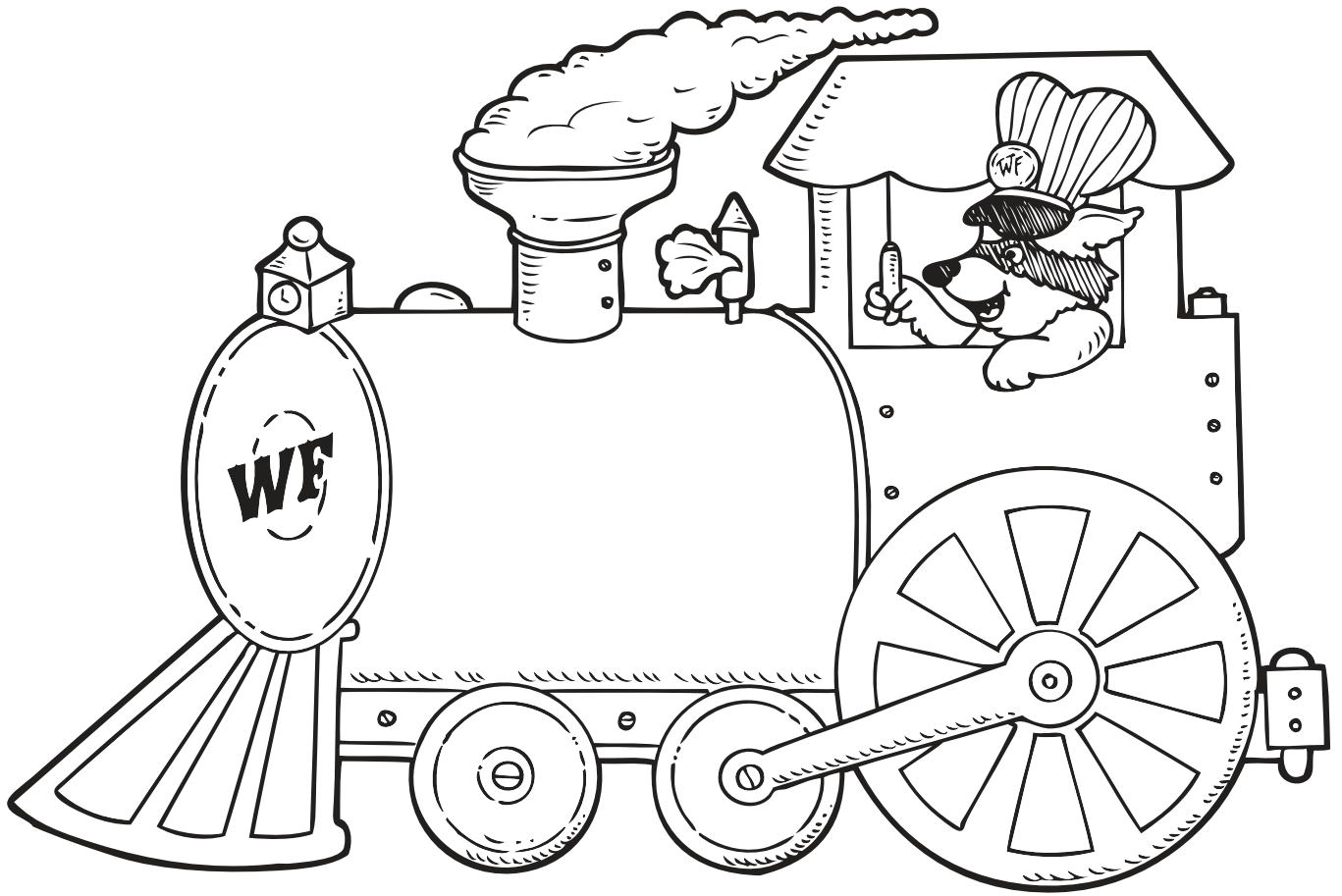
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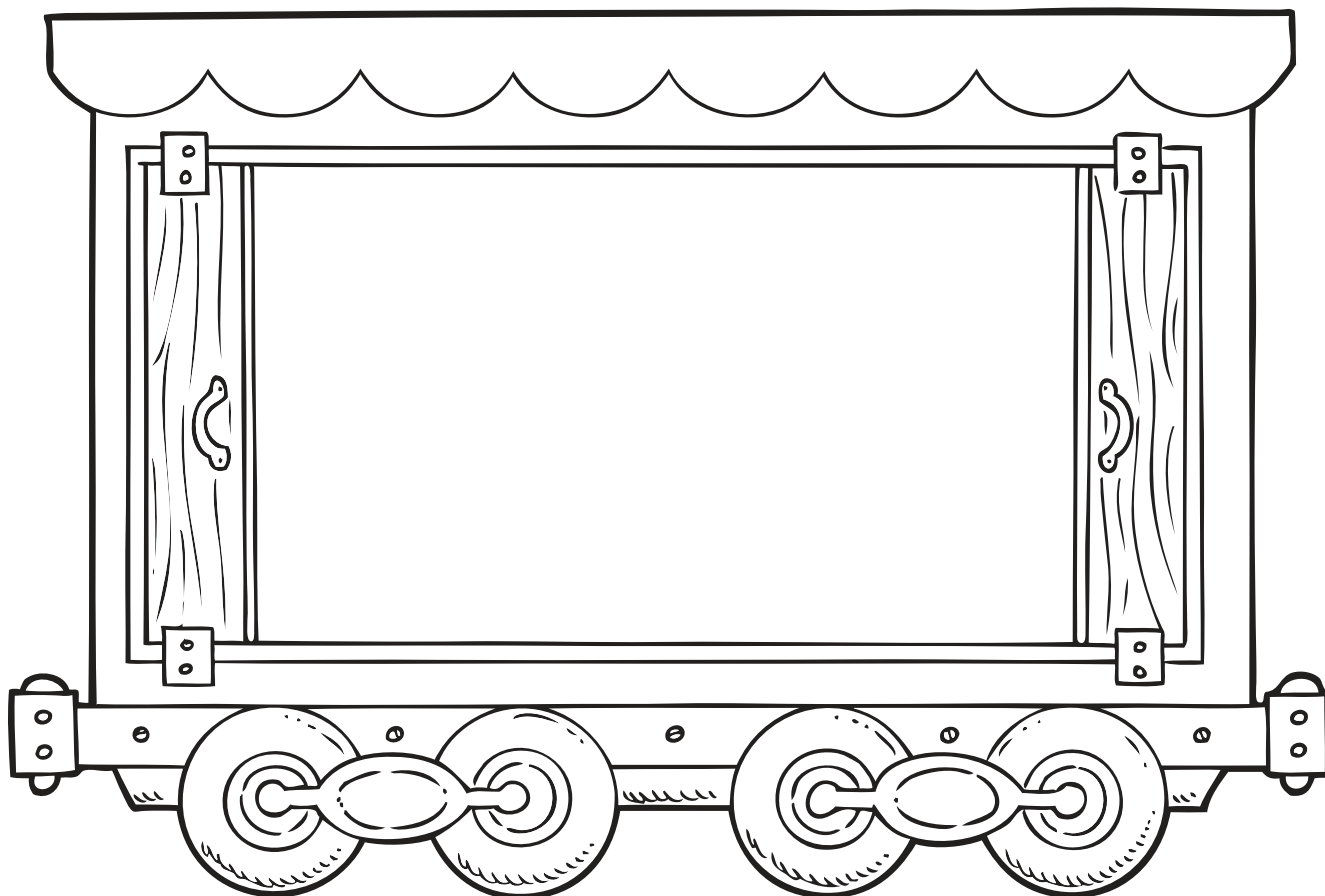
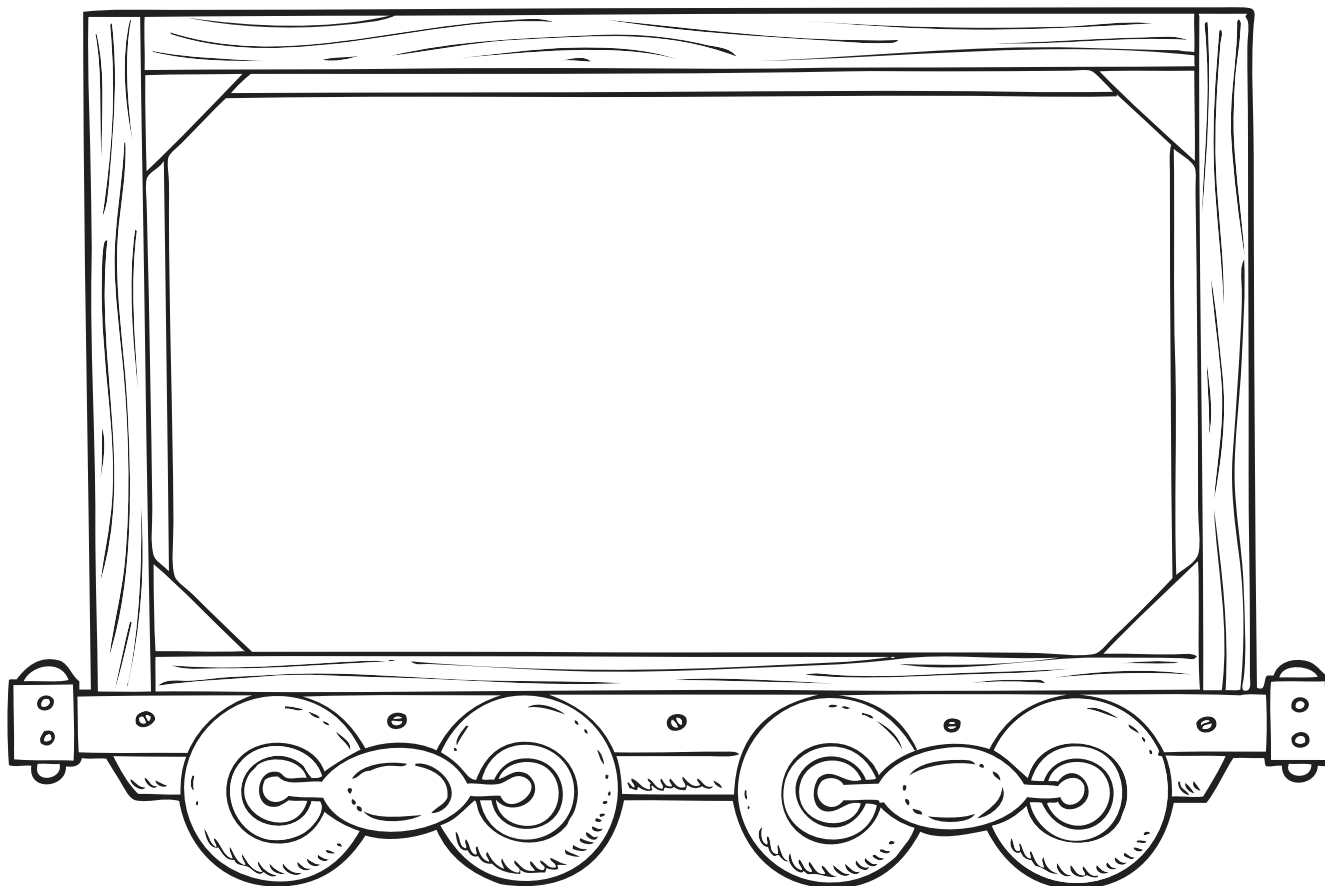
## Bulletin Board

Use the train template to make a word family train for your bulletin board.

Write the word family on the engine of the train and word family words on the boxcars. Reproduce as many boxcars as needed to complete the word family your class has mastered.









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## About Evan-Moor Educational Publishers

### About Evan-Moor Educational Publishers

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**Reading**  
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**Arts & Crafts**

**Science**  
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**Writing**  
**Social Studies**  
**Teacher Resources**

### How We Began

In 1979, Joy Evans and Jo Ellen Moore were team-teaching first grade in a Title I school. They decided to put ideas that worked for their students into a book. They joined with Bill Evans (Joy's brother) to start Evan-Moor Educational Publishers with one title.

### Who We Became

Evan-Moor now offers over 450 titles, many of which have won awards for quality, creativity, and innovation. Our materials are used in classrooms around the world.

### Our Mission

Now, as then, we are dedicated to helping children learn. We think it is the world's most important job, and we strive to assist teachers and parents in this essential endeavor.



Evan-Moor products are available at fine teacher supply stores and bookstores everywhere and at [www.evan-moor.com](http://www.evan-moor.com).

# Better Together...

## Word Family Fun— From Start to Finish!

Start with engaging stories and activities,  
finish with fun-to-play games.



Word practice helps students  
recognize predictable patterns in words  
and gives them a great start in reading.

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Here's everything you need for word family practice. *Word Family Stories and Activities* contains engaging, reproducible one-page stories followed by activity pages that build comprehension and vocabulary skills. Reproducible word list sliders encourage repeated practice of the word families, leading to increased oral reading fluency.

Level A EMC 3353      Level C EMC 3355  
Level B EMC 3354      Level D EMC 3356

### Word Family Games: Centers for Up to 6 Players

*Word Family Games: Centers for Up to 6 Players* provides fun, hands-on practice to increase word recognition and vocabulary skills. Each book contains 7 full-color games. Each game provides practice for two or three word families and includes materials for six players and a leader, plus two reproducible activity pages for extra word family practice. Students will eagerly practice word family words while trying to be the first to call “Bingo!” or “Four in a Row!”

Level A EMC 3357      Level C EMC 3359  
Level B EMC 3358      Level D EMC 3360

**Each word family book provides targeted instruction at these levels:**

Level A—short vowel (CVC) words

Level B—short vowel words, many with ending  
blends and digraphs

Level C—words with long vowel–silent e and easy  
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Level D—words with harder vowel digraphs and  
vowel–consonant combinations