

**Updated and Revised**



**Grade  
K**

**SPECTRUM**

# Reading



*Excellent Tool for  
Standardized Test Preparation!*

- Letter association
- Vowels and consonants
- Word recognition
- Reading comprehension
- Phonics skills
- Following directions
- Answer key

# SPECTRUM

## Reading

### Grade K

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*Spectrum Reading*—grade K

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# Index of Skills

## Reading Grade K

### **Auditory Skills**

Associate sounds with letters—17, 22, 27, 34, 40, 47, 53, 60, 66, 72, 78, 85, 89  
Discriminate initial sounds—16, 21, 26, 33, 39, 46, 52, 59, 65, 71, 77, 84, 88  
Discriminate final sounds—84  
Discriminate medial vowel sounds—18, 28, 41, 61, 79  
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Discriminate letters—15, 20, 25, 32, 38, 45, 51, 58, 64, 70, 76, 83, 87  
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j—38, 39, 40, 48	w—83, 84, 85, 90
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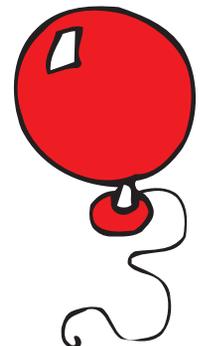
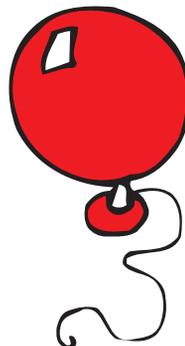
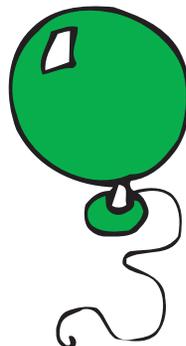
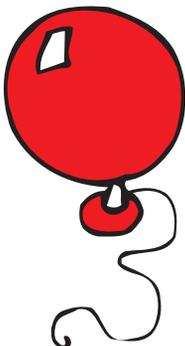
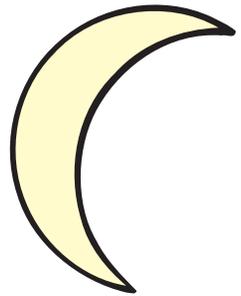
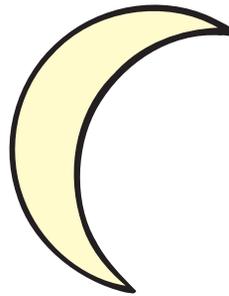
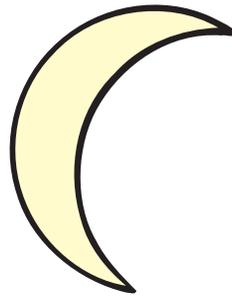
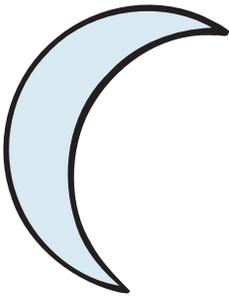
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## Same and Different



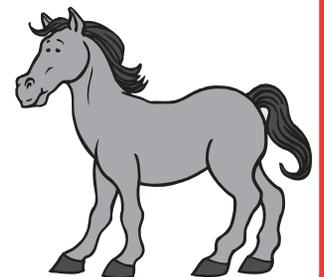
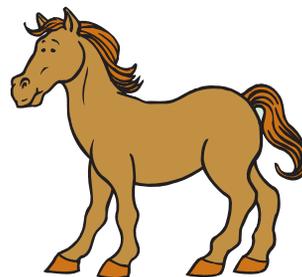
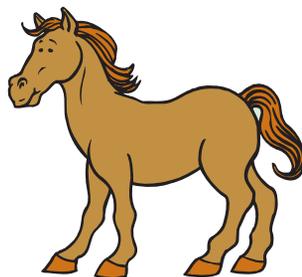
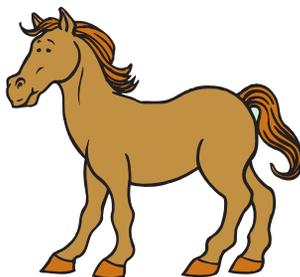
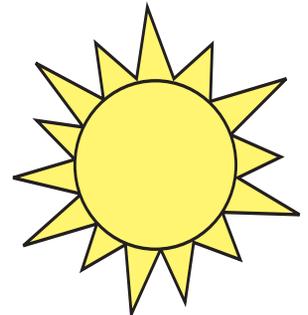
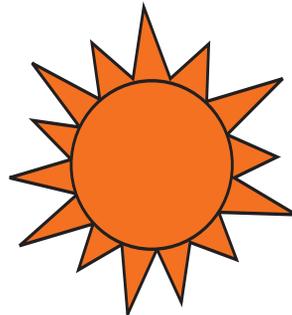
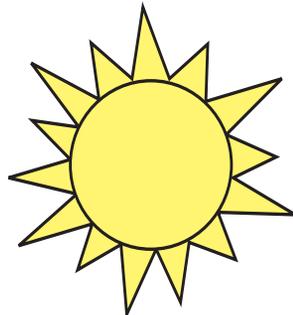
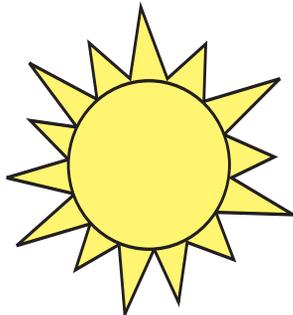
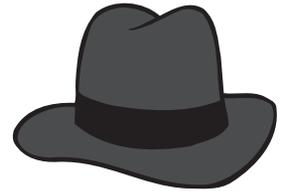
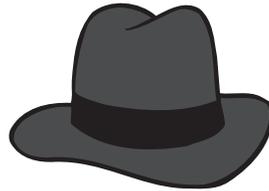
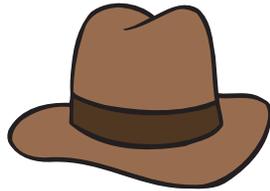
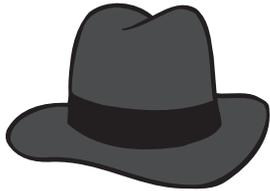
**Directions:** In each row, put an X on the object that is a different color than the others.

**Home Practice:** Point to an object in each row. Ask your child to find or name an object in the room that is the same color.

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Name \_\_\_\_\_

## Same and Different

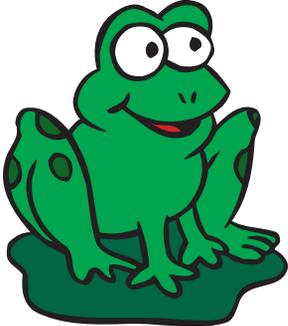
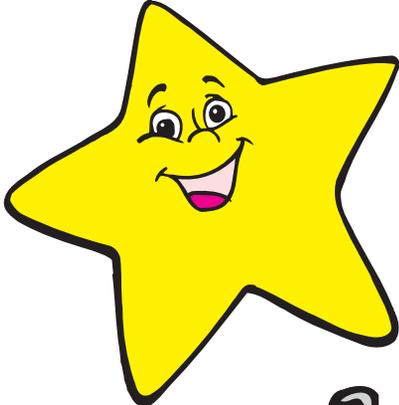
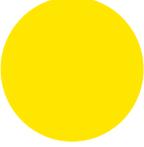


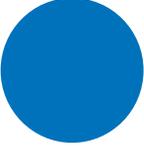
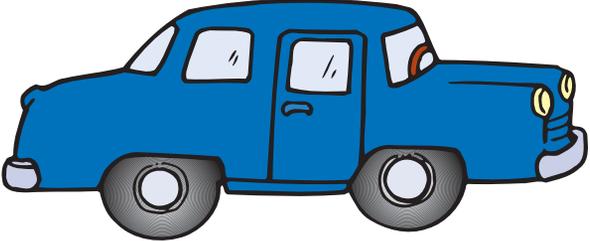
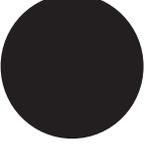
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**Home Practice:** Point to an object in each row. Ask your child to find or name an object in the room that is the same color.

Name \_\_\_\_\_

# Colors

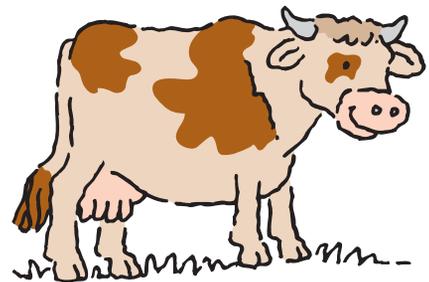
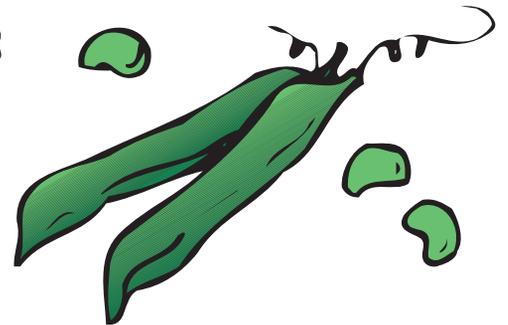
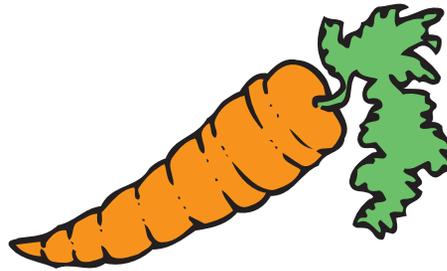
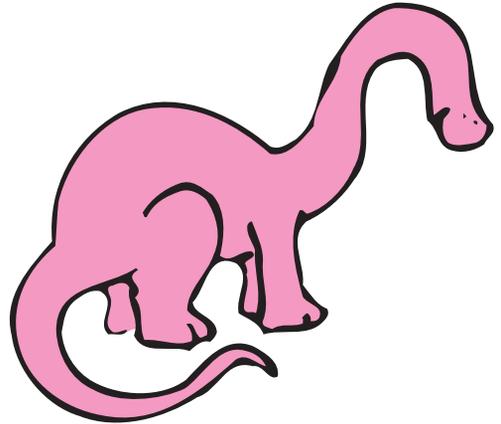
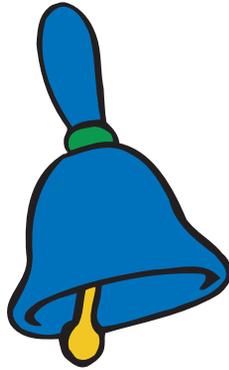
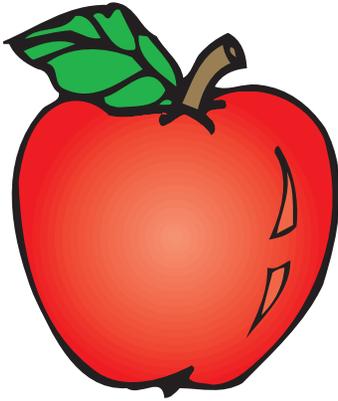
**Directions:** Draw a line from the color circles to the object that matches the same color.

**Home Practice:** Point to the pictures and ask your child to name each object and its color.

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Name \_\_\_\_\_

# Colors

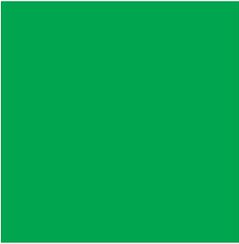
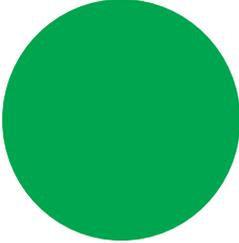
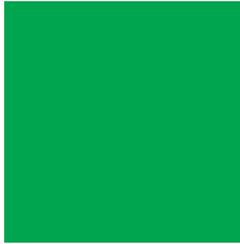
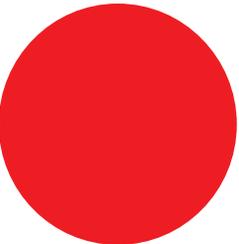
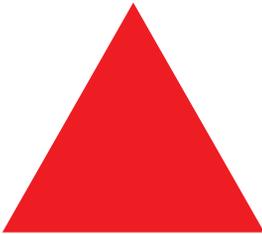
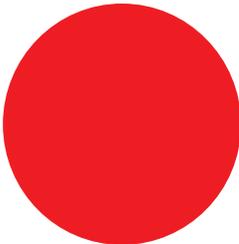
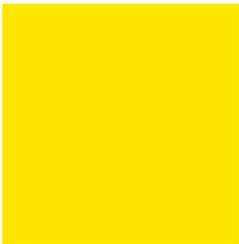
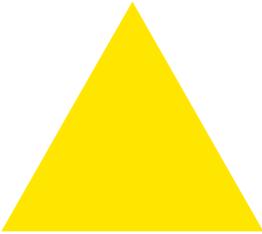
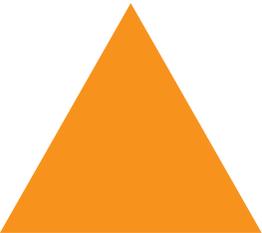
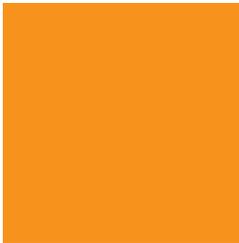


**Directions:** Circle each object with the crayon that matches the color of the object.

**Home Practice:** Point to individual pictures and ask your child to name each object and its color.

Name \_\_\_\_\_

## Same and Different

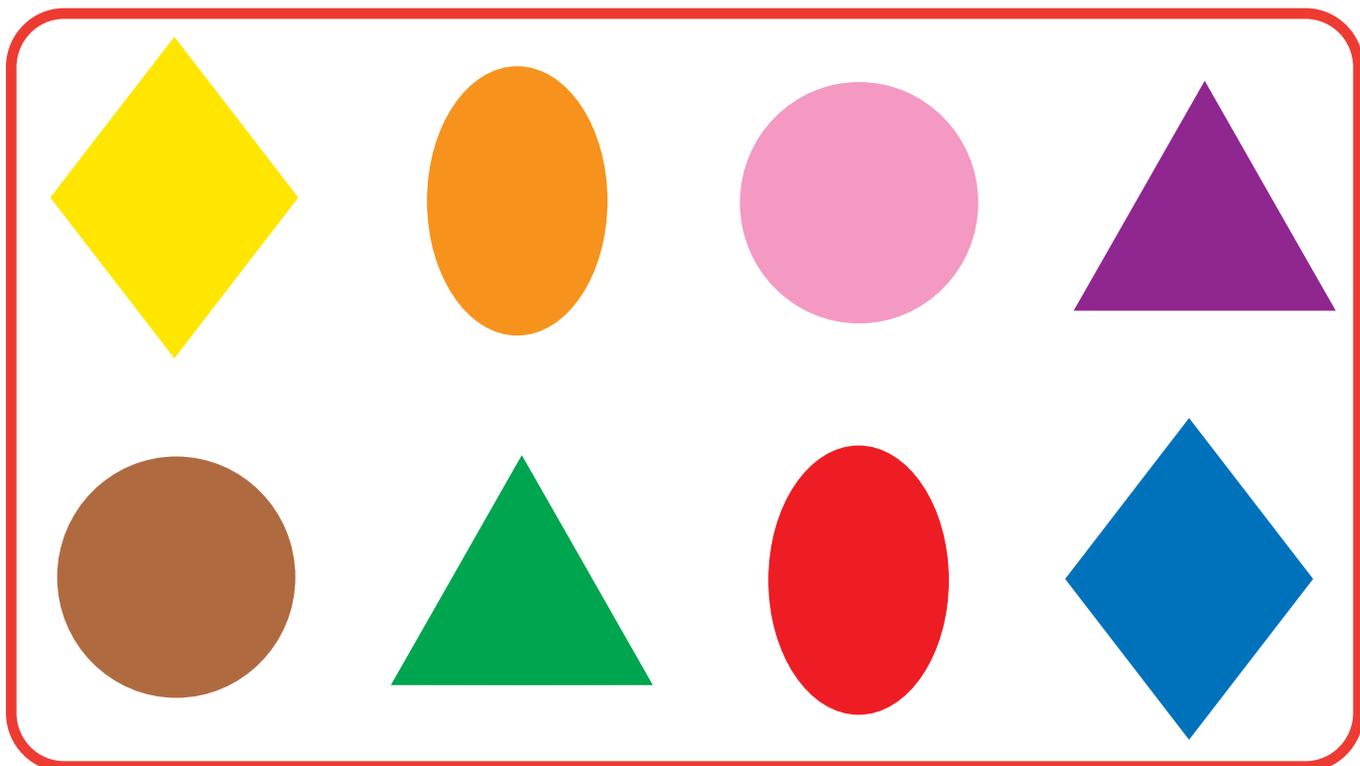
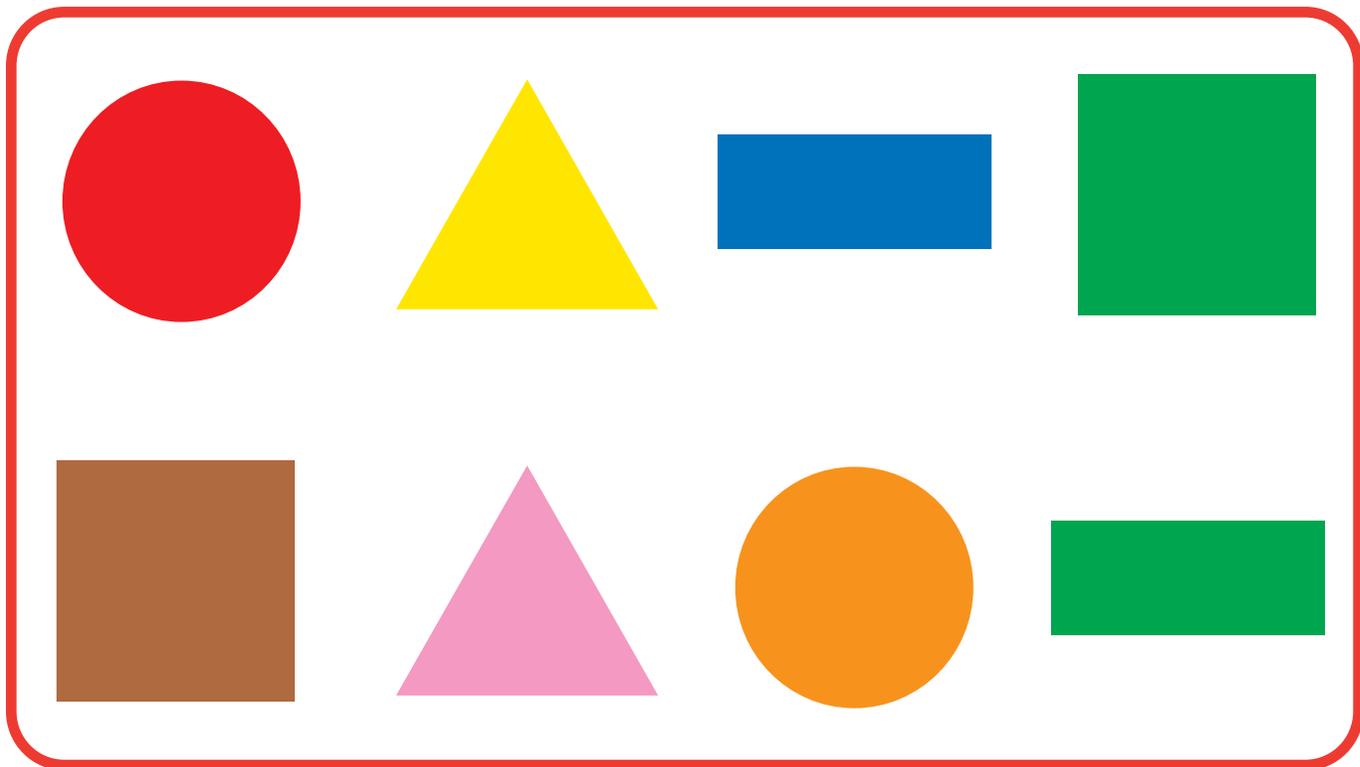
**Directions:** In each row, circle the shape that matches the first shape in that row.

**Home Practice:** Name a shape on the page and have your child point to that shape.

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Name \_\_\_\_\_

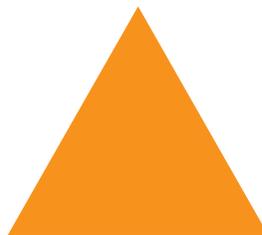
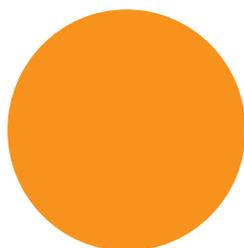
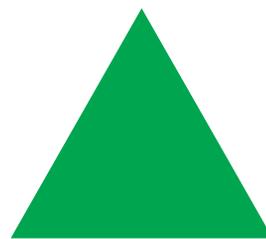
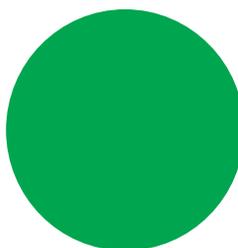
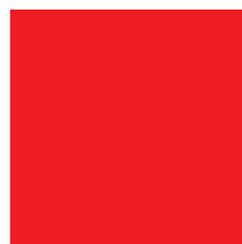
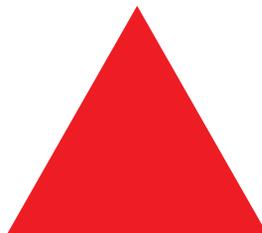
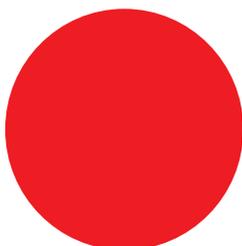
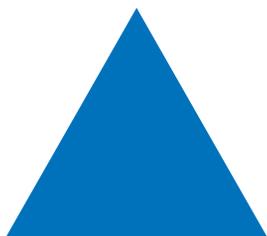
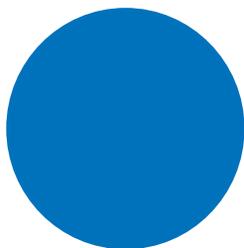
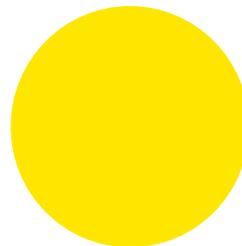
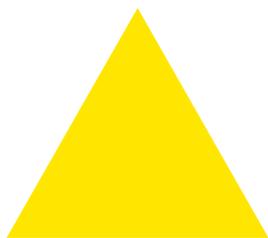
# Shapes



**Directions:** Draw a line to connect the shapes that match each other.  
**Home Practice:** Point to the different shapes and have your child name the color.

Name \_\_\_\_\_

# Shapes



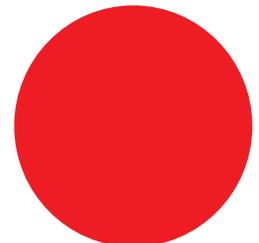
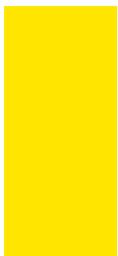
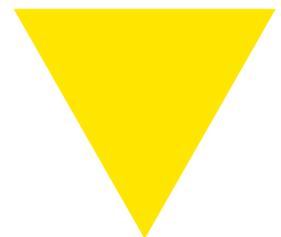
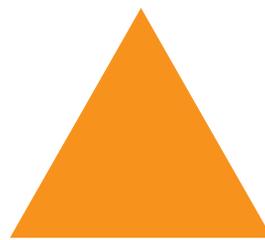
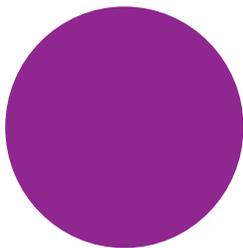
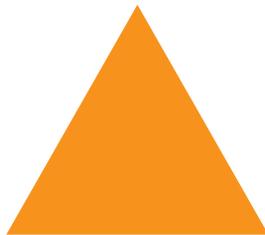
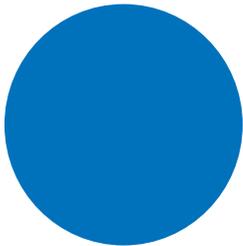
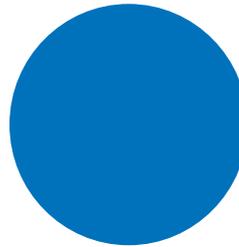
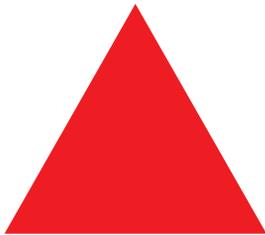
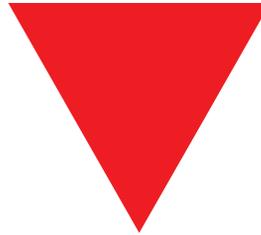
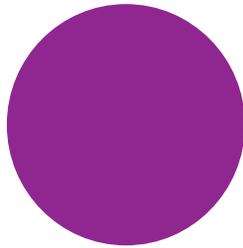
**Directions:** Circle the shape that your teacher identifies.

**Home Practice:** Have your child point to a shape after you have described it.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Shapes

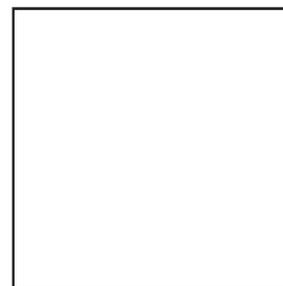
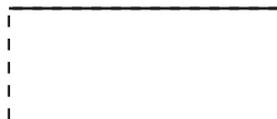
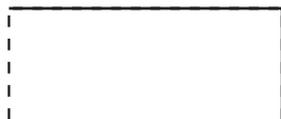
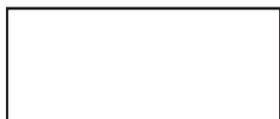
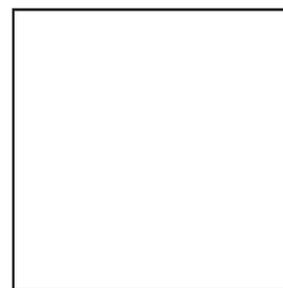
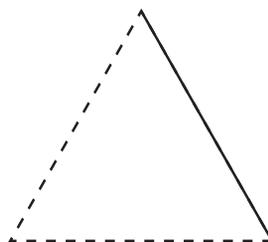
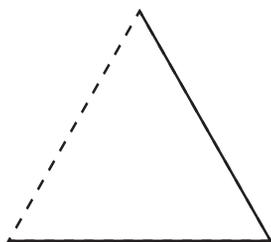
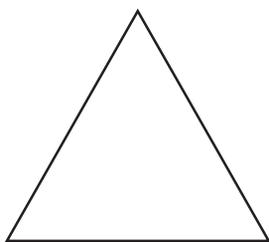
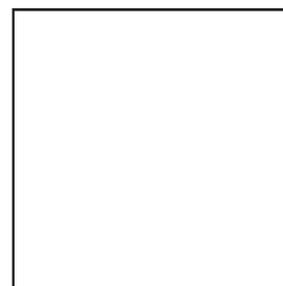
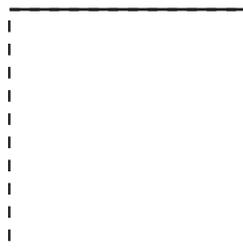
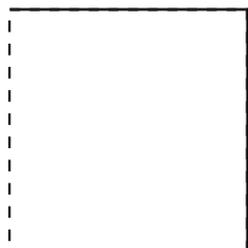
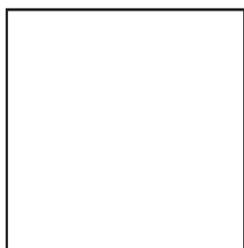
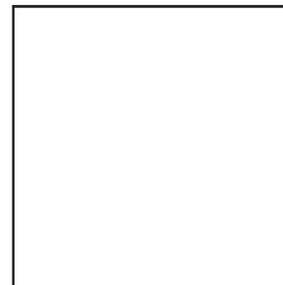
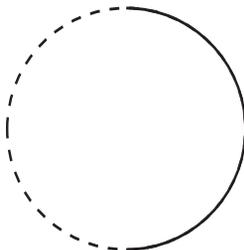
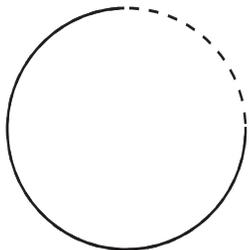
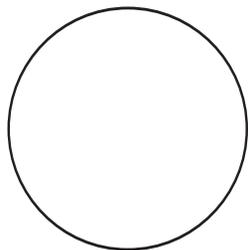


**Directions:** Circle the shape that your teacher identifies.

**Home Practice:** Have your child name each shape that you point to. Then, ask your child to name an object that has the same shape as the one you point to.

Name \_\_\_\_\_

## Completing Shapes



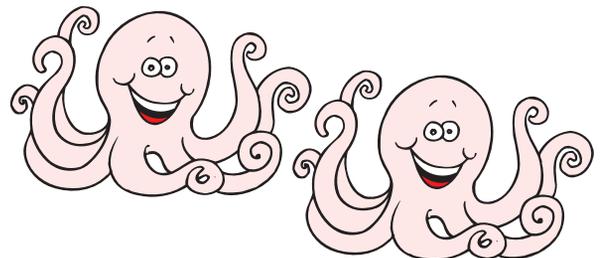
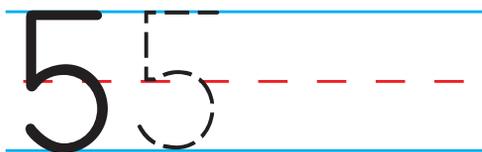
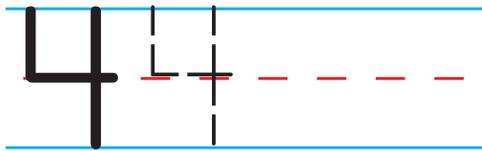
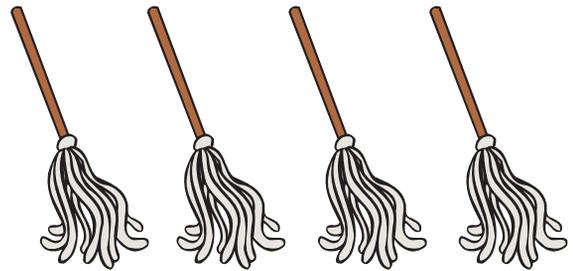
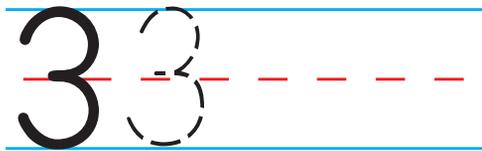
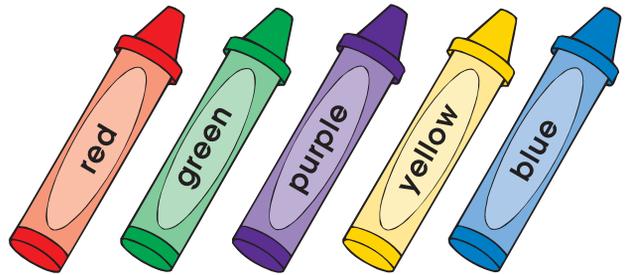
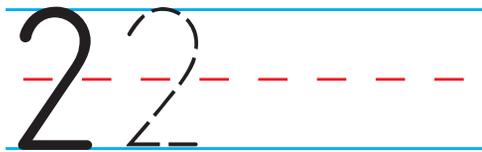
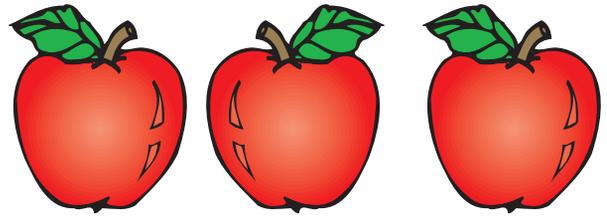
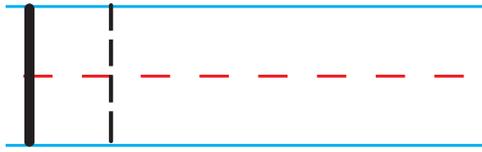
**Directions:** Trace the dashed lines to complete the shapes. Then, draw the same shape in the last box.

**Home practice:** Point to a shape on the page and have your child identify it.

Spectrum Reading [Grade K](#)

Name \_\_\_\_\_

# How Many?



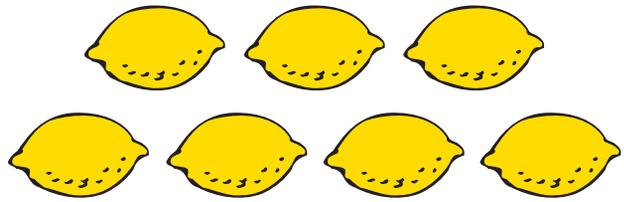
**Directions:** Trace each numeral and then write it. Then, draw a line from the numeral to the picture set it represents.

**Home practice:** Ask your child to name the objects and count each set aloud.

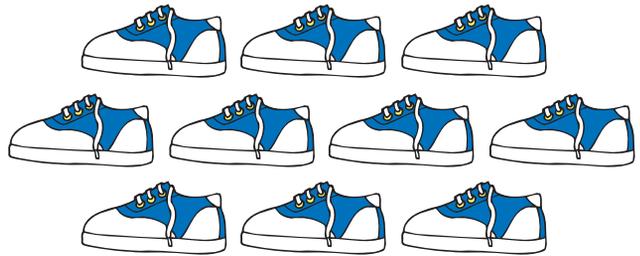
Name \_\_\_\_\_

# How Many?

6 6



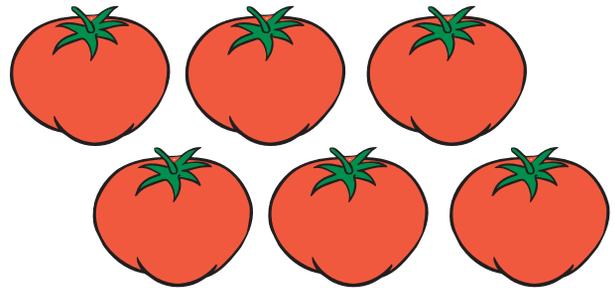
7 7



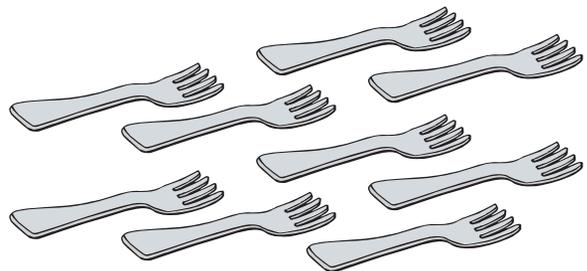
8 8



9 9



10 10

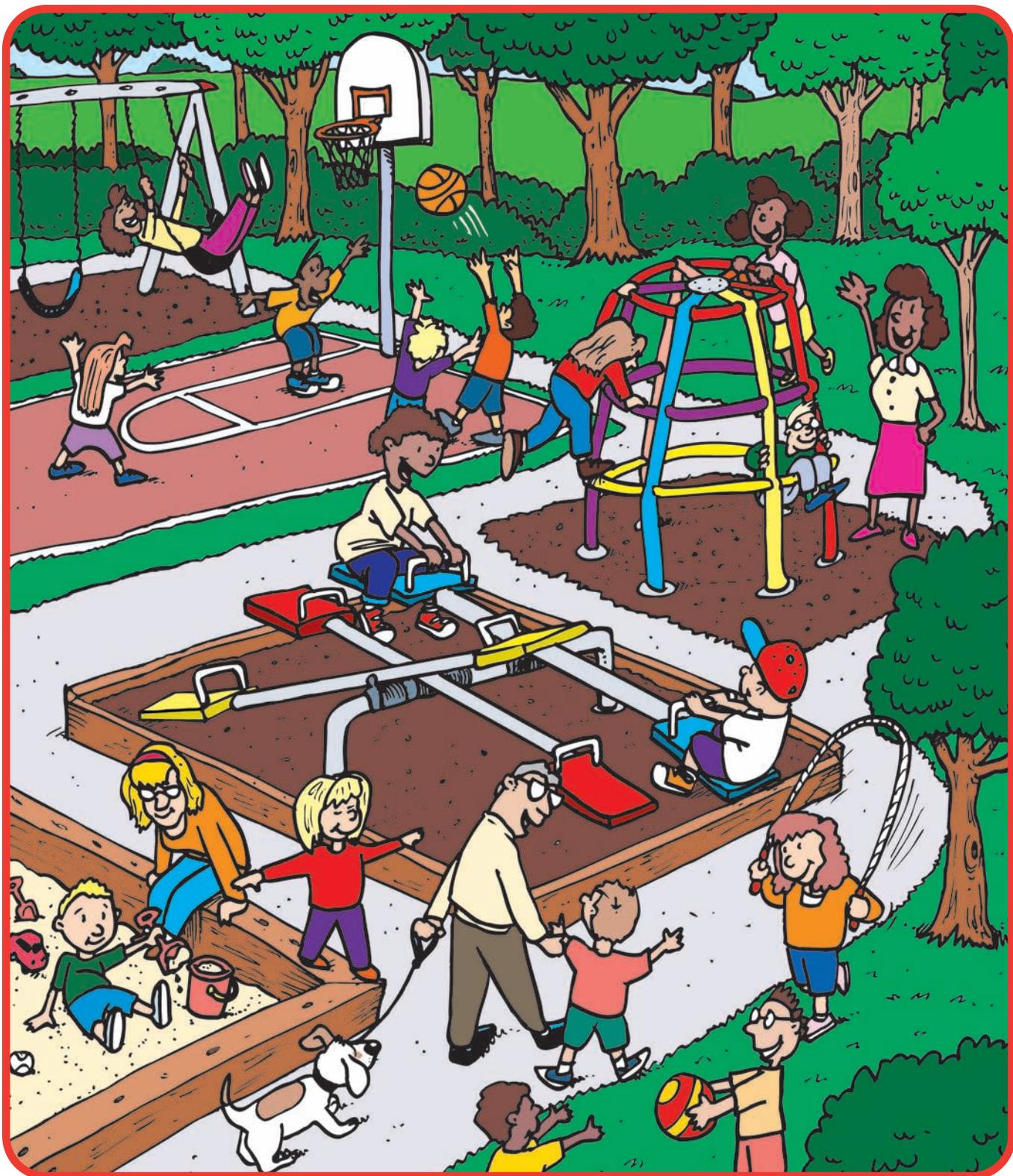


**Directions:** Trace each numeral and then write it. Then, draw a line from the numeral to the picture set it represents.

**Home practice:** Ask your child to name the objects and their colors. Then, count each set aloud.

Name \_\_\_\_\_

## A Day at the Park

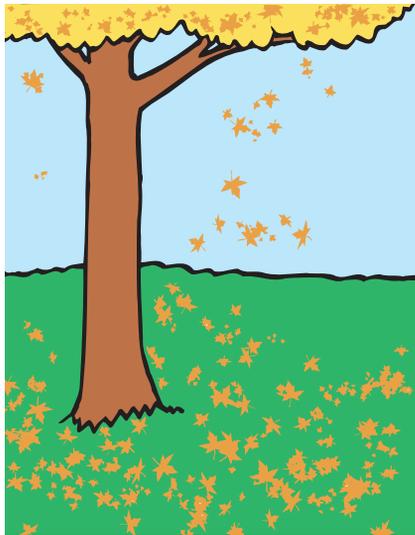


**Directions:** Discuss the picture.

**Home Practice:** Ask your child to look at the picture and describe what each person is doing. Ask your child what he or she would most like to do at the park.

Name \_\_\_\_\_

# Sequencing



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

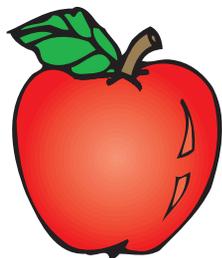
\_\_\_\_\_

**Directions:** Write 1 below the picture that happened first, 2 below the picture that happened next, and 3 below the picture that happened last.  
**Home Practice:** Have your child tell each story in the correct sequence.

Name \_\_\_\_\_

## Letters

Aa



Bb



A

A

N

C

A

a

e

a

o

a

B

P

B

C

B

b

g

d

b

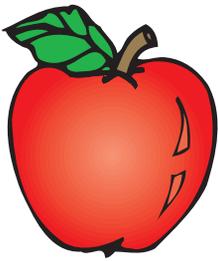
b

**Directions:** In each row, circle the matching letters.

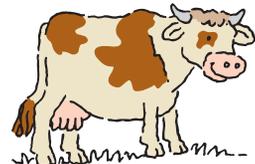
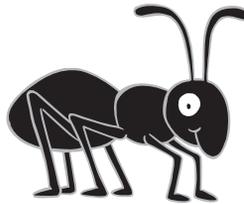
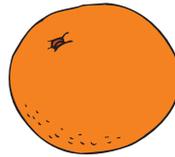
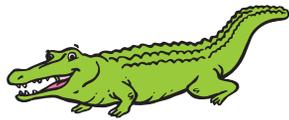
**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name \_\_\_\_\_

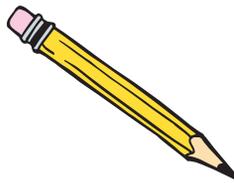
# Sounds



A a



B b



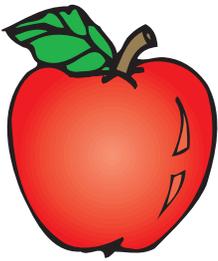
**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

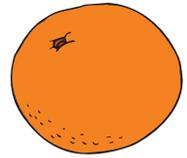
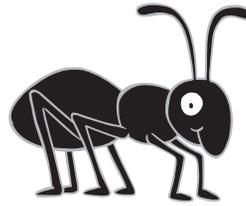
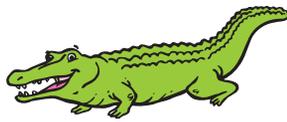
Spectrum Reading *Grade K*

Name \_\_\_\_\_

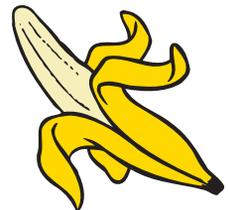
## Sounds: A and B



A a



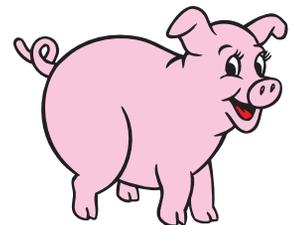
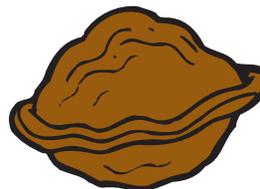
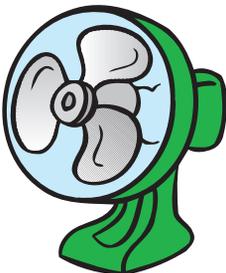
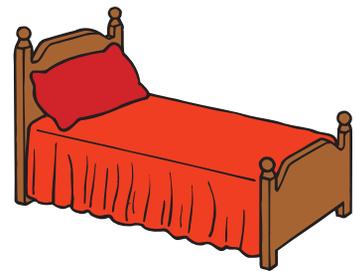
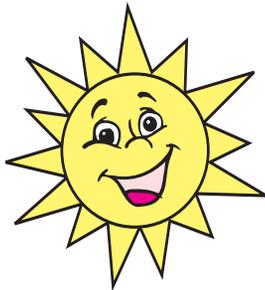
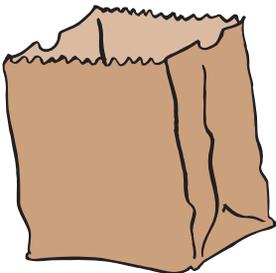
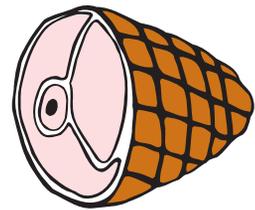
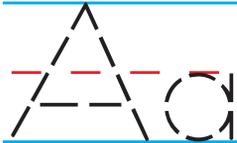
B b



**Directions:** Trace the letters and write them. Write the letter **A** below the pictures that begin with that sound. Then, do the same thing for **B**.  
**Home Practice:** Have your child find pictures that begin with **A** and **B**.

Name \_\_\_\_\_

# Sounds: A



**Directions:** Circle each picture whose name has the sound you hear in the middle of *hat*.

**Home Practice:** Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *hat*.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Apple Picking



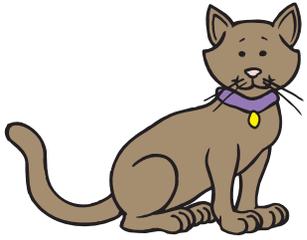
**Directions:** Discuss the picture.

**Home Practice:** Ask your child to look at the picture and describe what each person is doing.

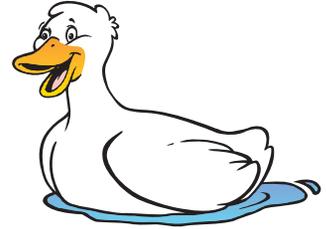
Name \_\_\_\_\_

## Letters

Cc



Dd



C

O

D

C

C

c

e

c

c

d

D

D

P

D

R

d

f

a

d

d

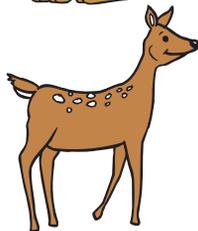
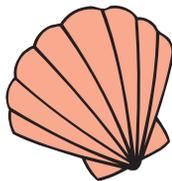
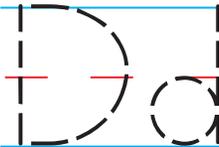
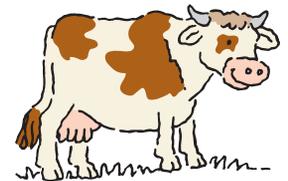
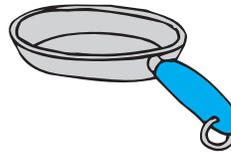
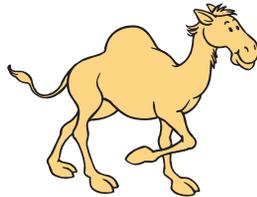
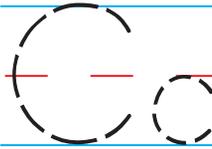
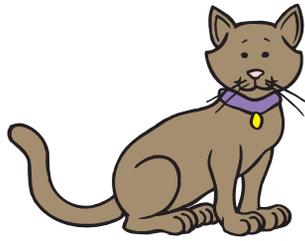
**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds

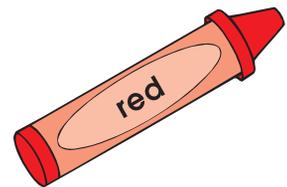
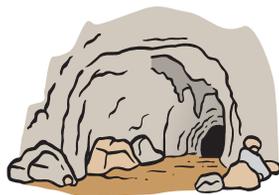
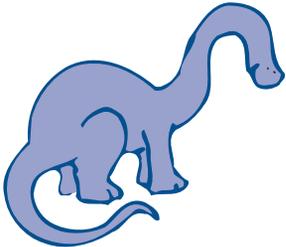
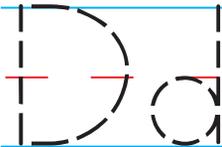
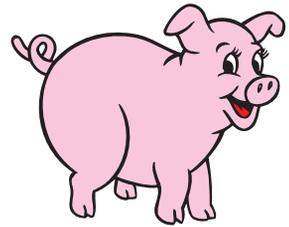
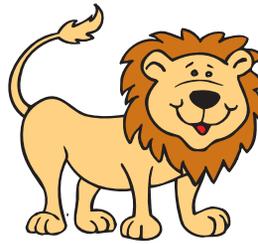
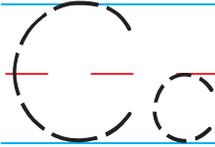
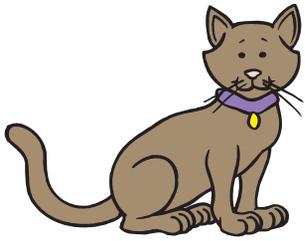


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

## Sounds: C and D



**Directions:** Trace the letters and write them. Write the letter **C** below the pictures that begin with that sound. Then, do the same thing for **D**.

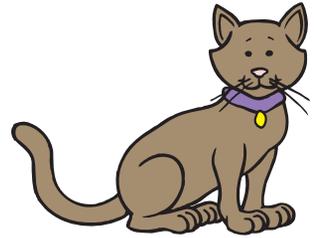
**Home Practice:** Have your child find pictures that begin with **C** and **D**.

Spectrum Reading *Grade K*

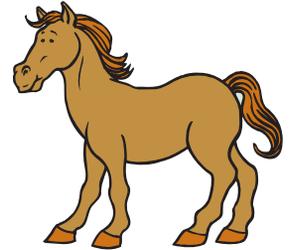
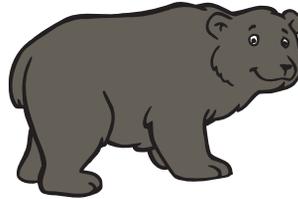
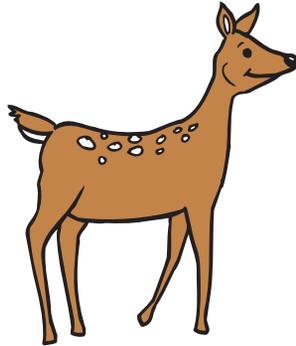
Name \_\_\_\_\_

## Sounds: A, B, C, and D

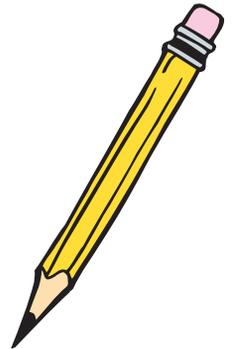
a



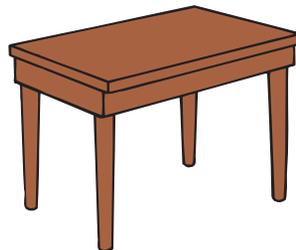
b



c



d

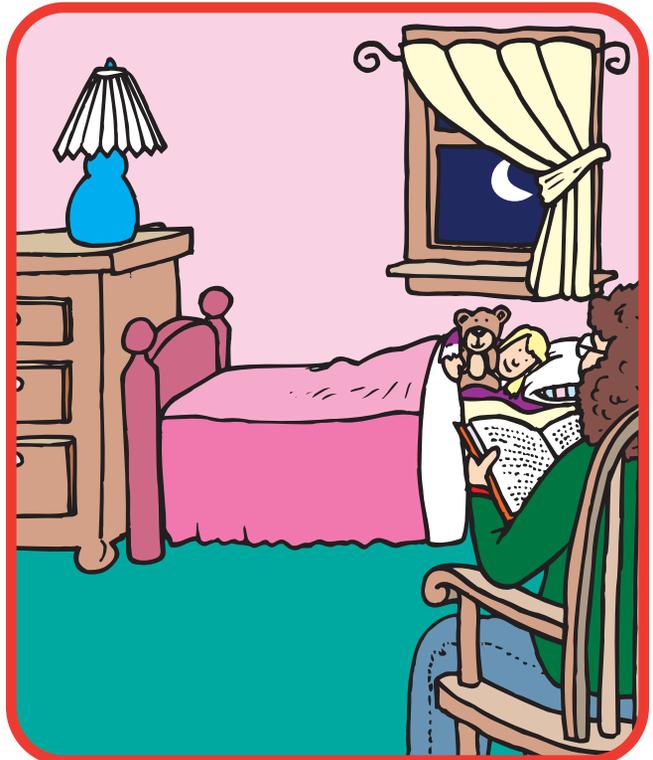
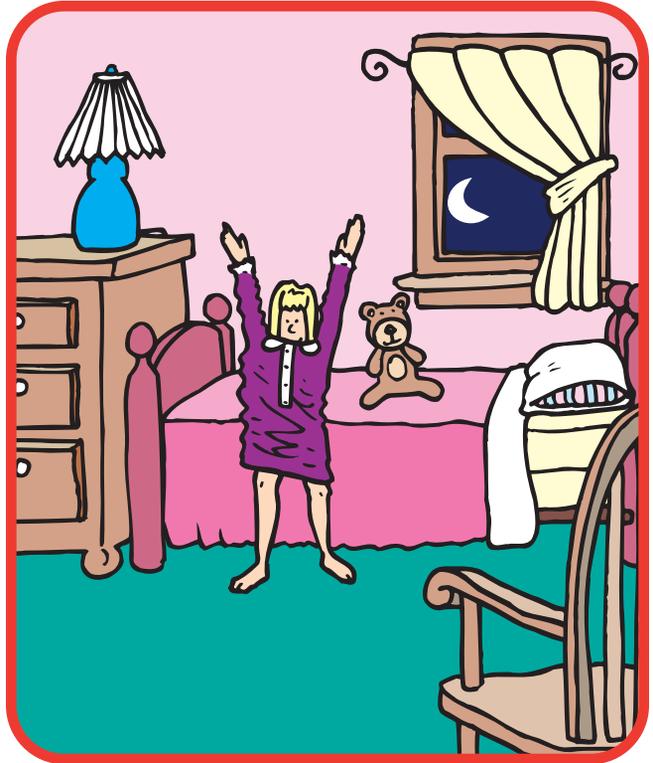


**Directions:** Look at the first letter in each row. Circle each picture whose name begins with the same sound.

**Home Practice:** Have your child point to each letter and name another object whose name begins with the same sound.

Name \_\_\_\_\_

## Bedtime



**Directions:** Discuss the pictures.

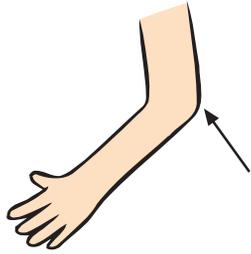
**Home Practice:** Ask your child to tell a story about what is happening in the pictures shown.

Spectrum Reading *Grade K*

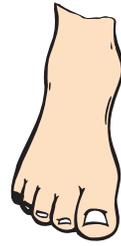
Name \_\_\_\_\_

## Letters

Ee



Ff



E

E

F

E

T

e

g

c

e

e

F

T

F

H

N

f

f

t

l

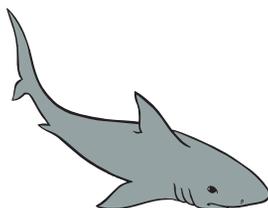
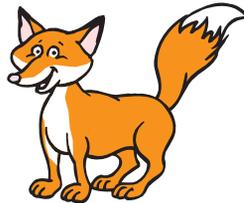
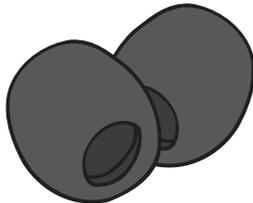
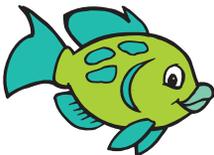
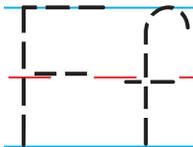
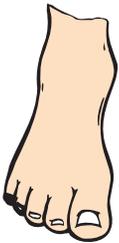
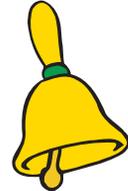
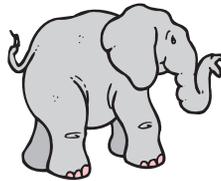
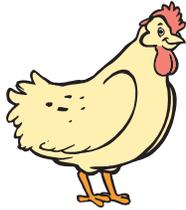
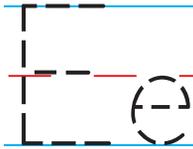
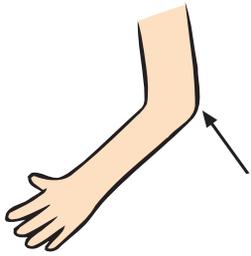
f

**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook

Name \_\_\_\_\_

# Sounds

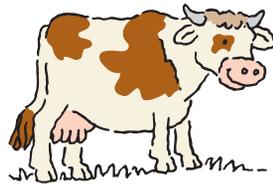
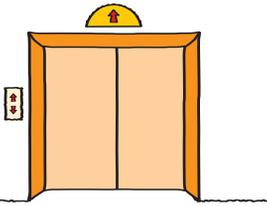
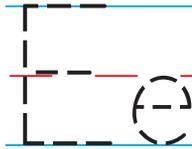
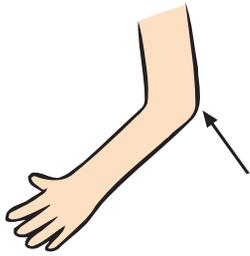


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

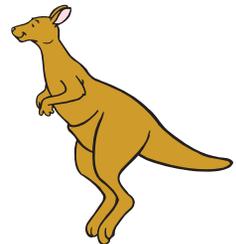
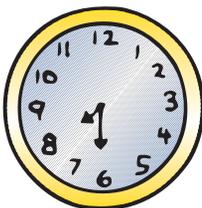
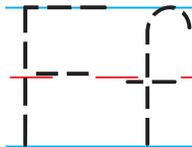
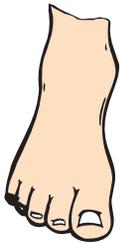
**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

# The Sounds of E and F



Four sets of handwriting lines (top blue, middle red, bottom blue) for practicing writing the letter E.

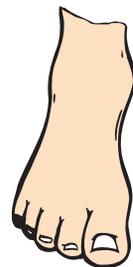
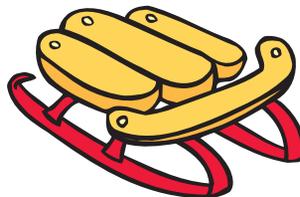
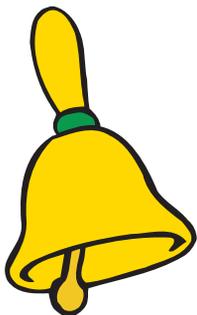
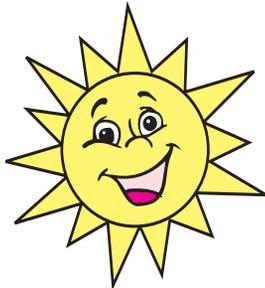
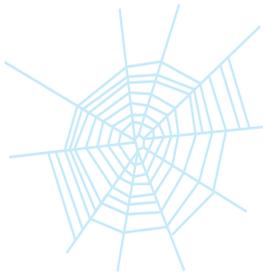
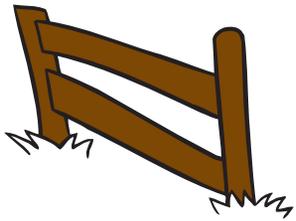


Four sets of handwriting lines (top blue, middle red, bottom blue) for practicing writing the letter F.

**Directions:** Trace the letters and write them. Write the letter E below the pictures that begin with that sound. Then, do the same thing for F.  
**Home Practice:** Have your child find pictures that begin with E and F.

Name \_\_\_\_\_

# Sounds: E

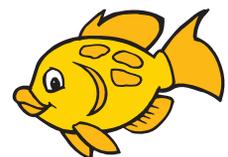
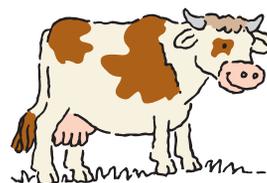
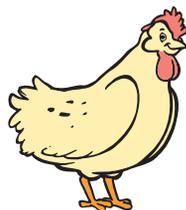
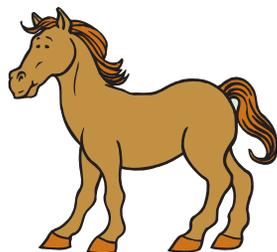
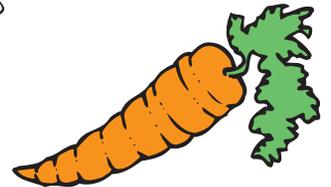
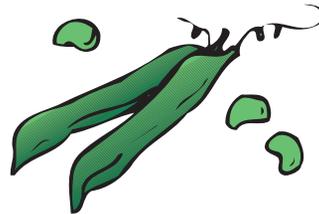
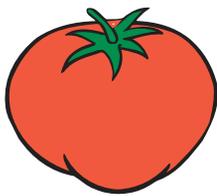
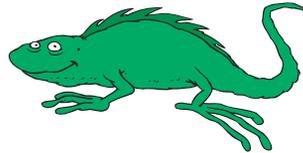
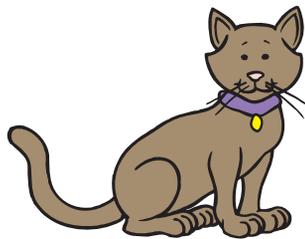
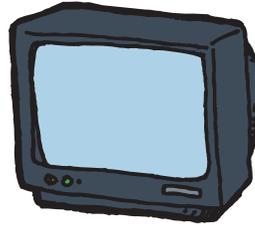


**Directions:** Circle each picture whose name has the sound you hear in the middle of *bed*.

**Home Practice:** Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *bed*.

Name \_\_\_\_\_

# Classifying

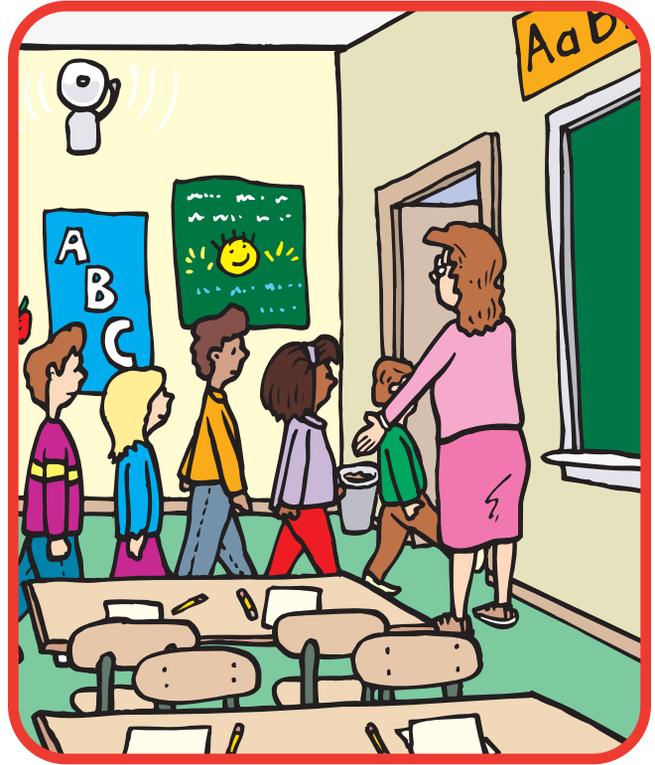


**Directions:** In each row, circle the three objects that belong together.

**Home Practice:** Have your child name the pictures in each row that are circled. Then, have your child tell how the objects are alike and why they go together.

Name \_\_\_\_\_

## Practice Fire Drill



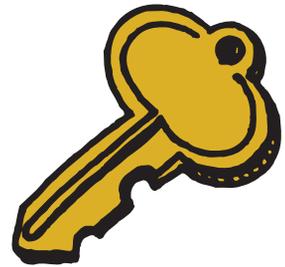
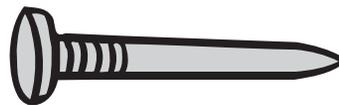
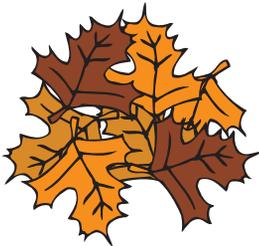
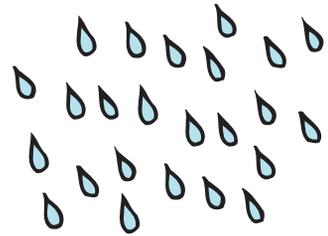
**Directions:** Discuss the pictures.

**Home Practice:** Have your child tell what is happening in the pictures shown. Discuss a fire drill at home.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Classifying



**Directions:** Draw a line connecting the objects that go together in each box.

**Home Practice:** Have your child tell you how the objects that go together are related.

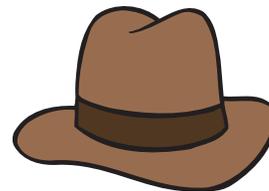
Name \_\_\_\_\_

## Letters

Gg



Hh



G

C

G

O

G

g

t

j

g

g

H

H

F

H

K

h

k

t

h

h

**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

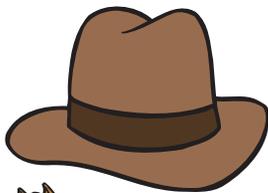
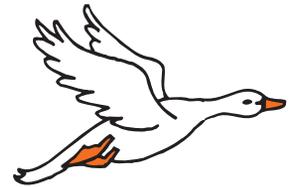
Spectrum Reading *Grade K*

Name \_\_\_\_\_

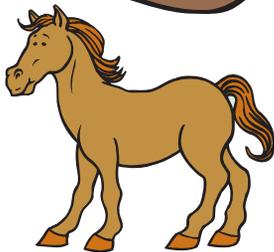
# Sounds



Gg



Hh



**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

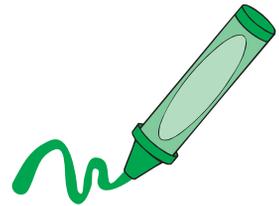
**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

# The Sounds of G and H



Gg



\_\_\_\_\_

\_\_\_\_\_

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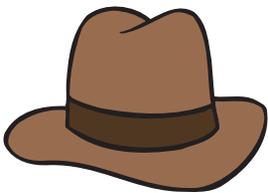
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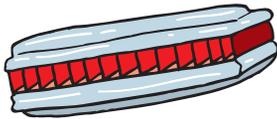
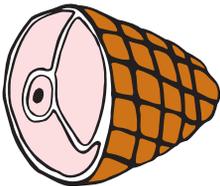
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\_\_\_\_\_



Hh



\_\_\_\_\_

\_\_\_\_\_

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**Directions:** Trace the letters and write them. Write the letter **G** below the pictures that begin with that sound. Then, do the same thing for **H**.

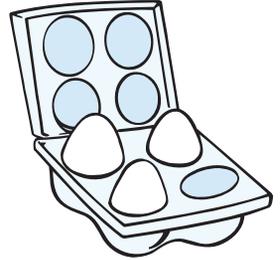
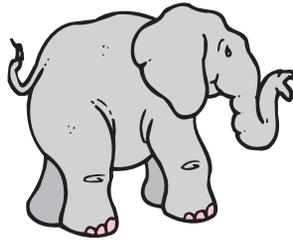
**Home Practice:** Have your child find pictures that begin with **G** and **H**.

Spectrum Reading *Grade K*

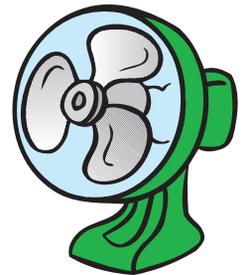
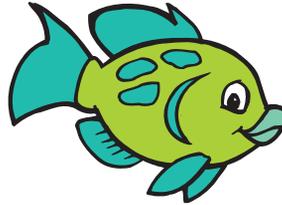
Name \_\_\_\_\_

## Sounds: E, F, G, and H

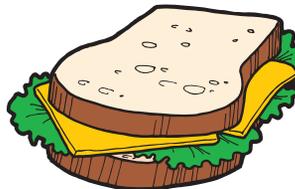
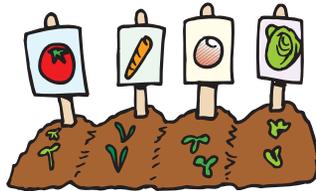
e



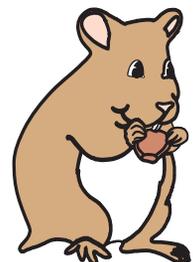
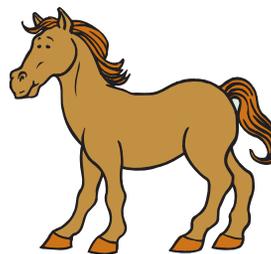
f



g



h



**Directions:** Look at the first letter in each row. Circle each picture whose name begins with the same sound.

**Home Practice:** Have your child point to each letter and name another object whose name begins with the same sound.

Name \_\_\_\_\_

# Happy Birthday to You



**Directions:** Discuss the picture.

**Home Practice:** Have your child look at the picture and describe what each person is doing.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sequencing



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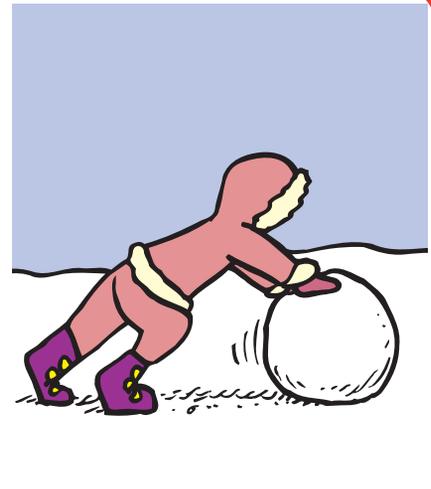
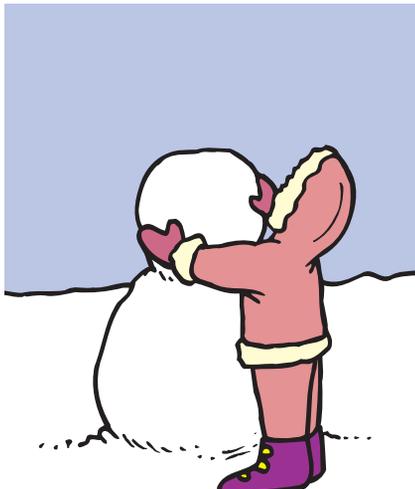
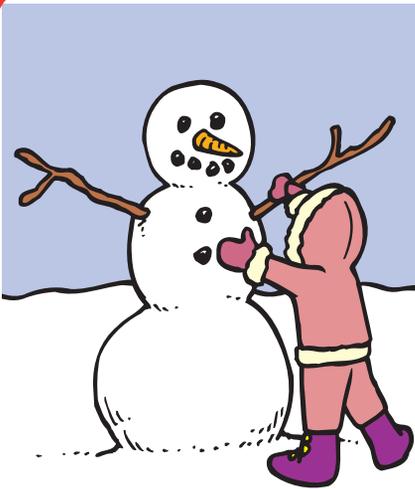
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**Directions:** Write 1 below the picture that happened first, 2 below the picture that happened next, and 3 below the picture that happened last.  
**Home Practice:** Have your child tell each story in the correct sequence.

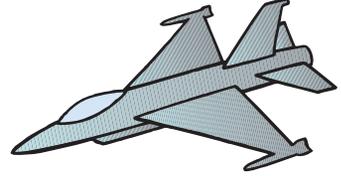
Name \_\_\_\_\_

## Letters

Ii



Jj



I

L

N

I

I

i

i

j

l

i

J

D

J

G

J

j

j

y

v

j

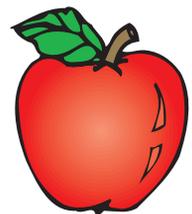
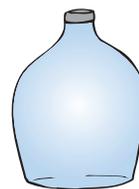
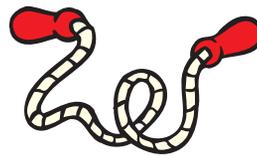
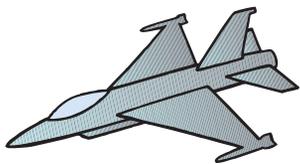
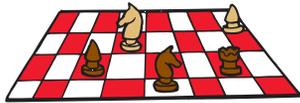
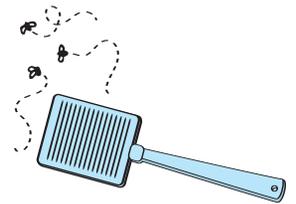
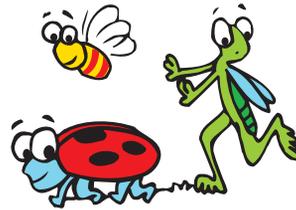
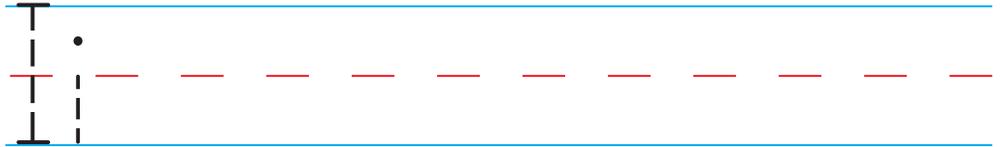
**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds

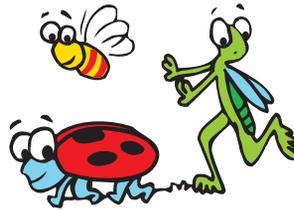


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

# Sounds: I and J



\_\_\_\_\_

\_\_\_\_\_

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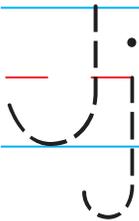
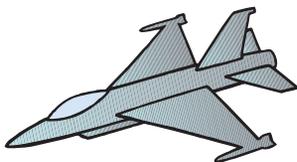
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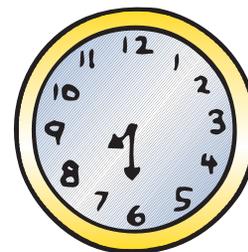
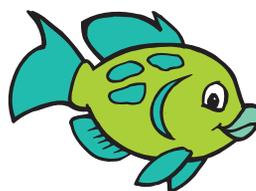
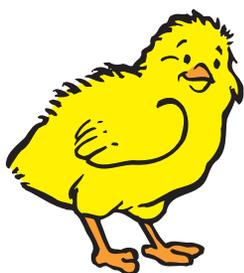
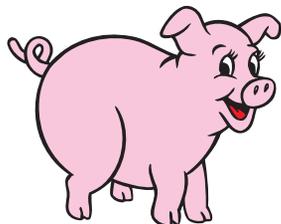
\_\_\_\_\_

**Directions:** Trace the letters and write them. Write the letter I below the pictures that begin with that sound. Then, do the same thing for J.

**Home Practice:** Have your child find pictures that begin with I and J.

Name \_\_\_\_\_

# Sounds: I

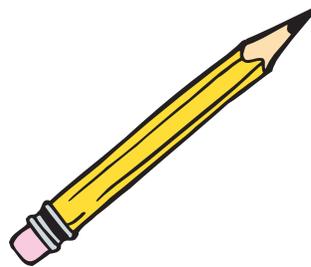
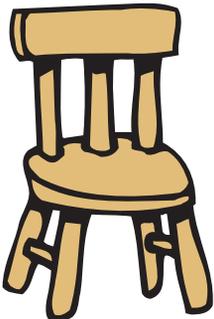
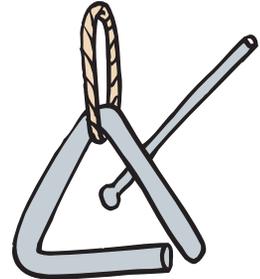
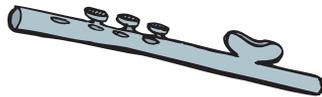
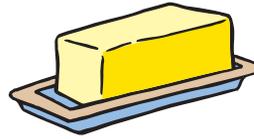


**Directions:** Name the pictures. Circle each picture whose name has the sound you hear in the middle of *pig*.

**Home Practice:** Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *pig*.

Name \_\_\_\_\_

# Classifying



**Directions:** Circle the three objects that belong together.

**Home Practice:** Have your child tell how the circled objects are related to each other.

Spectrum Reading [Grade K](#)

Name \_\_\_\_\_

# Wintertime

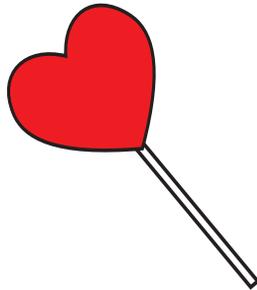
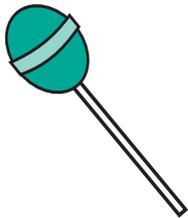
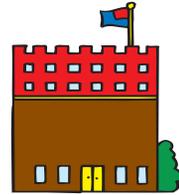
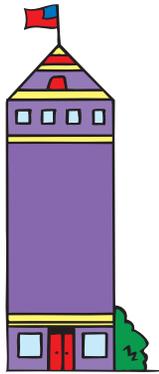


**Directions:** Discuss the picture.

**Home Practice:** Ask your child to look at the picture and describe what each person is doing. Ask your child what he or she would most like to be doing if part of this scene.

Name \_\_\_\_\_

# Big and Small

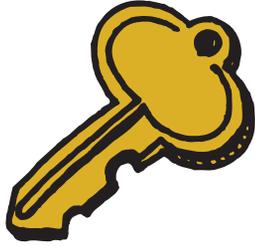


**Directions:** In each row, circle the objects as told.  
**Home Practice:** Discuss the differences in size with your child.  
Spectrum Reading [Grade K](#)

Name \_\_\_\_\_

## Letters

Kk



Ll



K

Y

K

K

U

k

r

k

p

k

L

T

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t

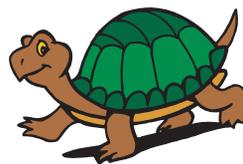
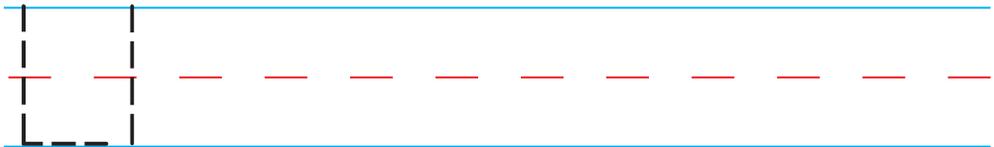
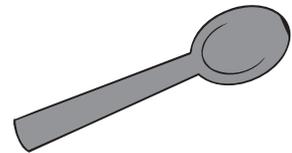
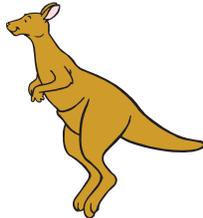
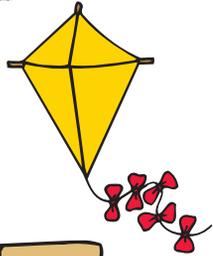
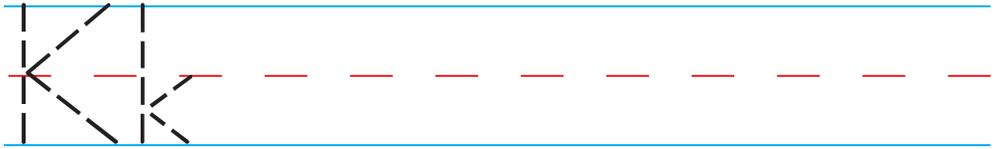
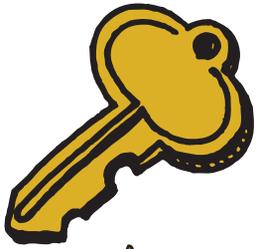
l

**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name \_\_\_\_\_

# Sounds

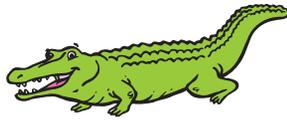
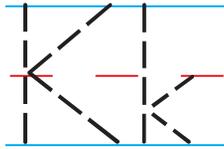
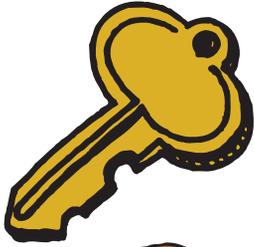


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

## Sounds: K and L



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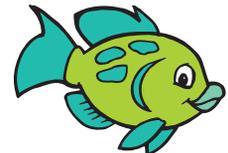
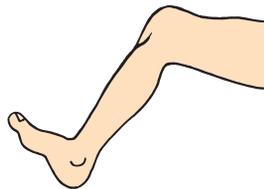
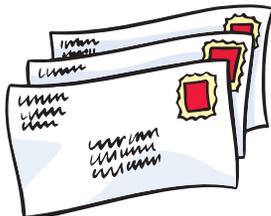
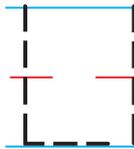
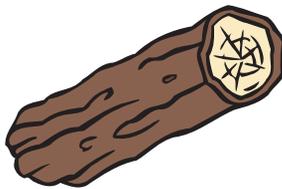
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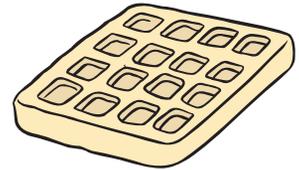
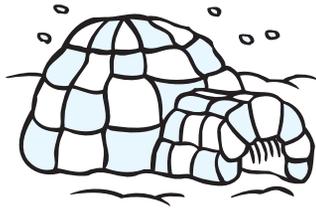
\_\_\_\_\_

**Directions:** Trace the letters and write them. Write the letter **K** below the pictures that begin with that sound. Then, do the same thing for **L**.  
**Home Practice:** Have your child find pictures that begin with **K** and **L**.

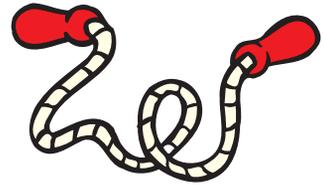
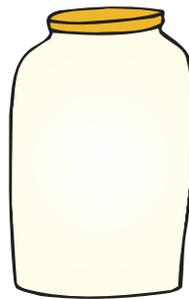
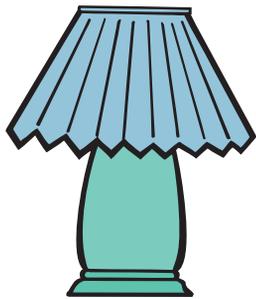
Name \_\_\_\_\_

## Sounds: I, J, K, and L

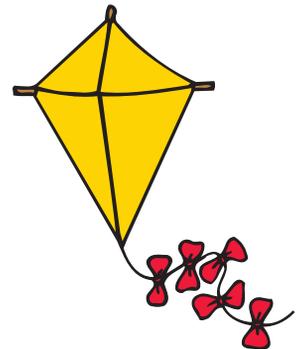
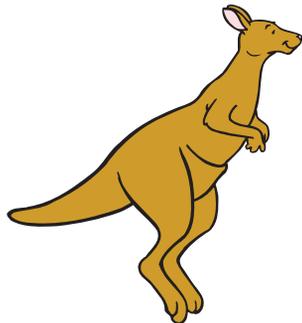
i



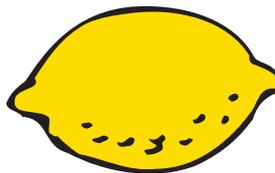
j



k



l



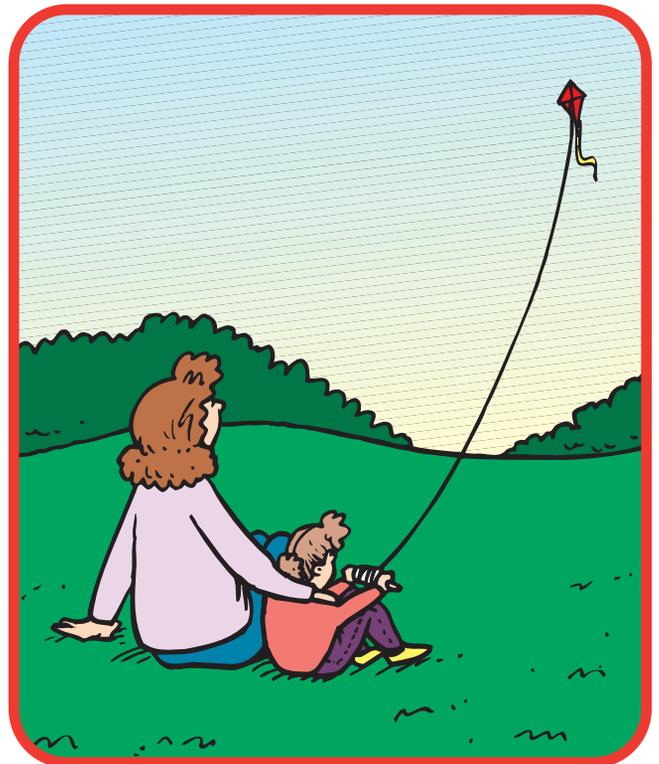
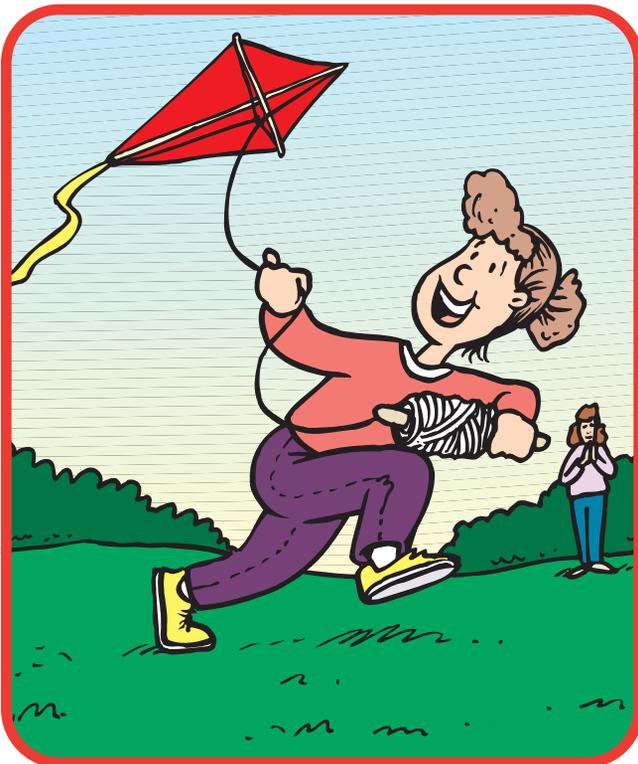
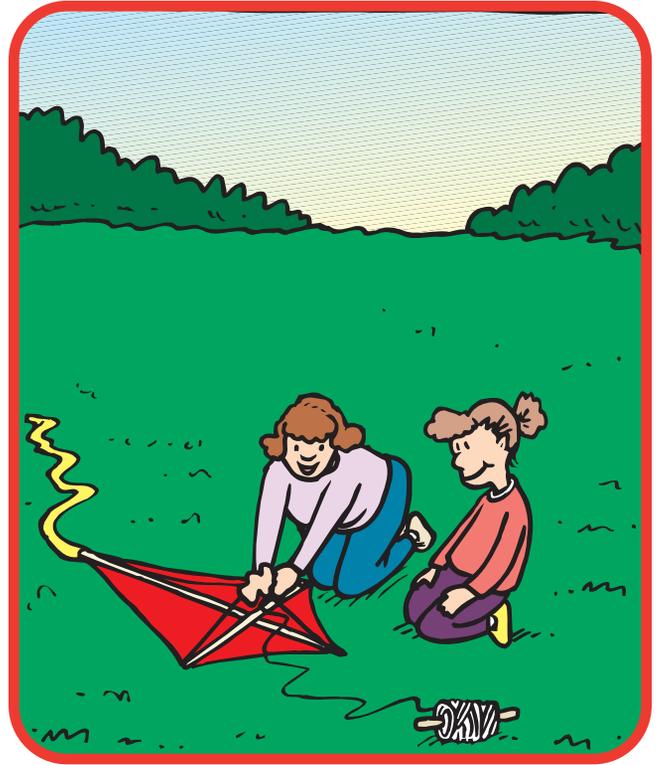
**Directions:** Look at the first letter in each row. Circle each picture whose name begins with the same sound.

**Home Practice:** Have your child point to each letter and name another object whose name begins with the same sound.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Let's Go Fly a Kite!

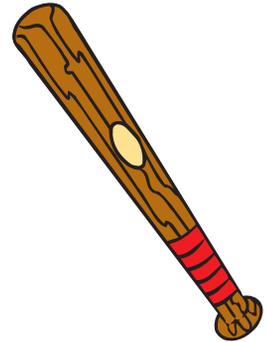
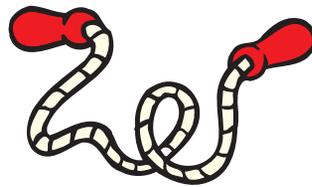
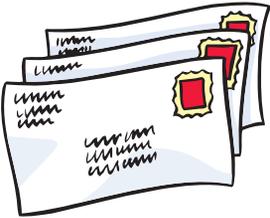
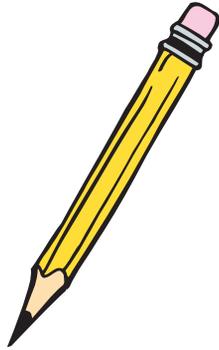


**Directions:** Discuss the pictures.

**Home Practice:** Have your child tell what is happening in the pictures shown.

Name \_\_\_\_\_

# Classifying



**Directions:** Circle one picture that belongs with the first picture in each row.

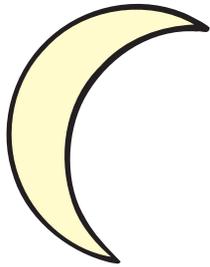
**Home Practice:** Have your child tell you how the objects he or she chose belong together.

Spectrum Reading *Grade K*

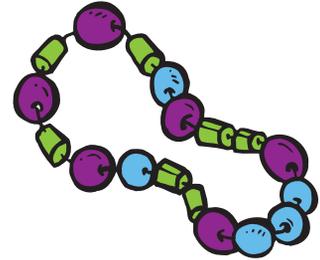
Name \_\_\_\_\_

## Letters

Mm



Nn



M

W

M

S

M

m

n

w

m

m

N

M

X

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N

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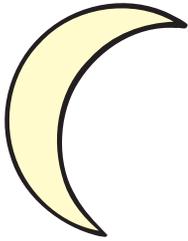
n

**Directions:** In each row, circle the matching letters.

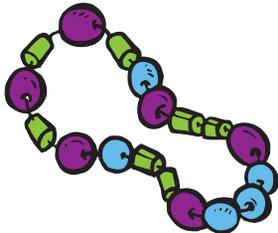
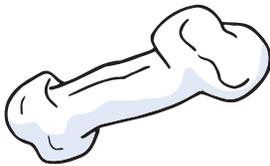
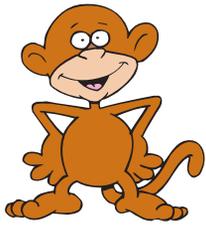
**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name \_\_\_\_\_

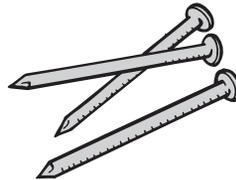
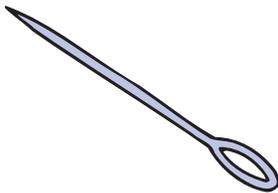
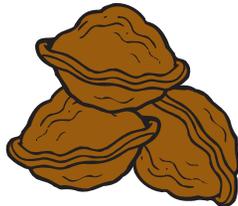
# Sounds



Mm



Nn

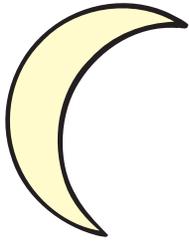


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

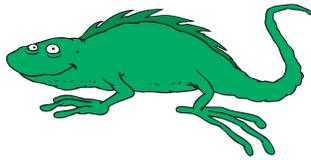
**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

## Sounds: M and N



M m



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

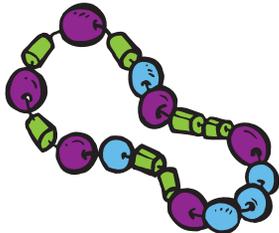
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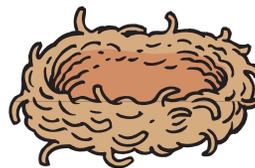
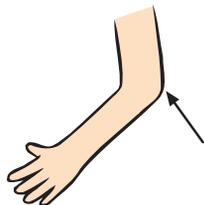
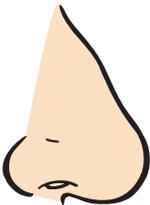
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N n



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**Directions:** Trace the letters and write them. Write the letter **M** below the pictures that begin with that sound. Then, do the same thing for **N**.  
**Home Practice:** Have your child find pictures that begin with **M** and **N**.

Name \_\_\_\_\_

# Sequencing



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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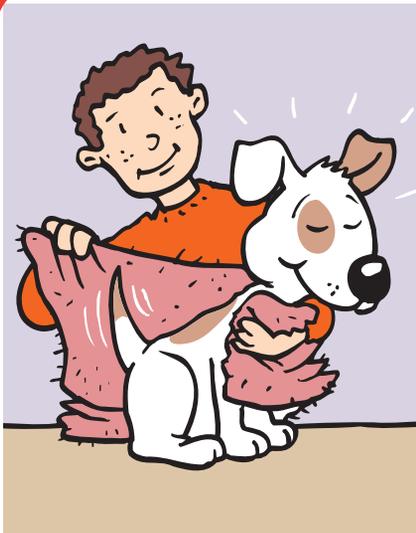
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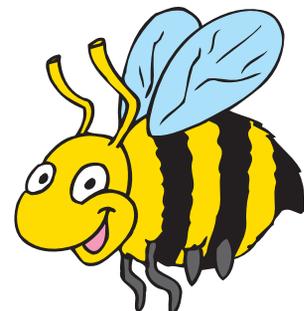
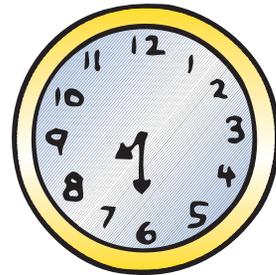
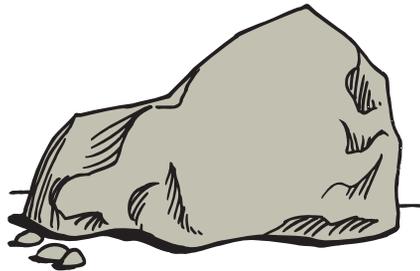
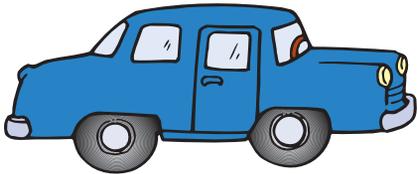
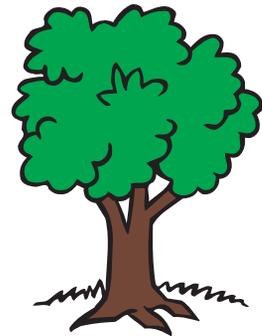
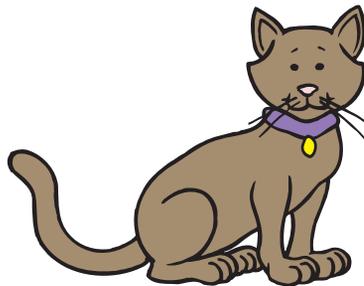
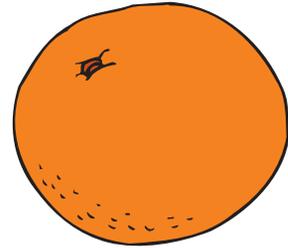
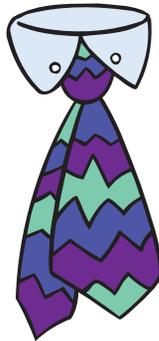
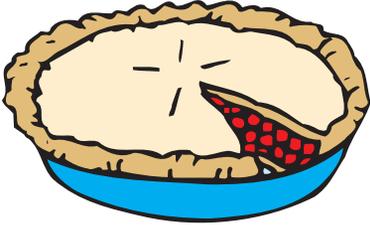
\_\_\_\_\_

**Directions:** Write 1 below the picture that happened first, 2 below the picture that happened next, and 3 below the picture that happened last.  
**Home Practice:** Have your child tell each story in the correct sequence.



Name \_\_\_\_\_

# Rhyming Words



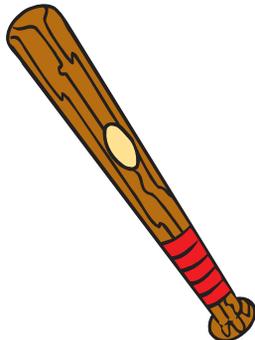
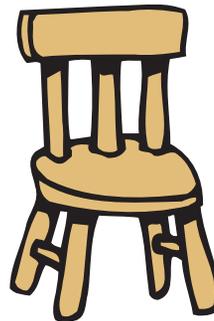
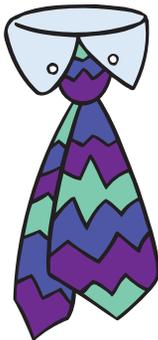
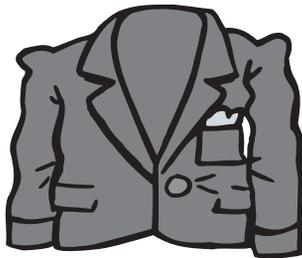
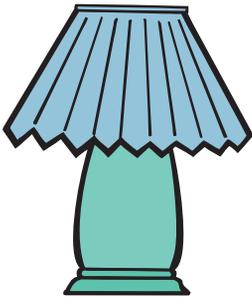
**Directions:** Draw lines between pictures that rhyme.

**Home Practice:** Have your child name other objects that rhyme.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Classifying



**Directions:** In each row, circle the three objects that belong together.

**Home Practice:** Have your child tell how the circled objects are related to one another.

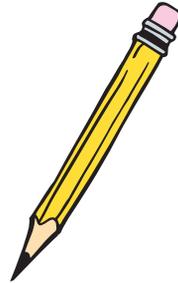
Name \_\_\_\_\_

## Letters

O o



P p



O

Q

O

U

O

o

c

g

o

o

P

R

P

F

B

p

q

p

r

p

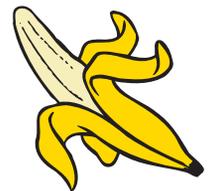
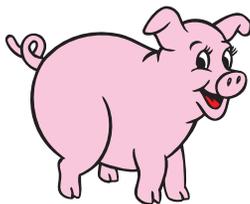
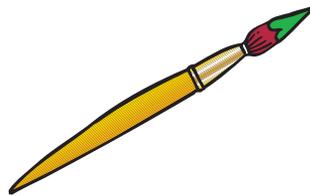
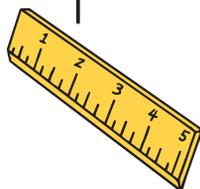
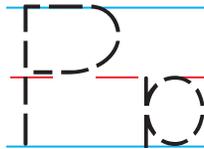
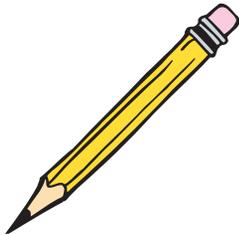
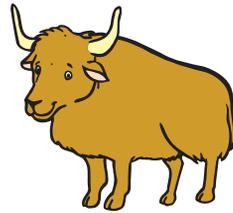
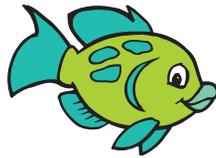
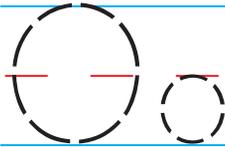
**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds

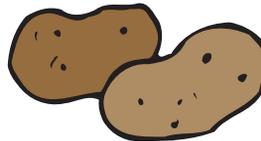
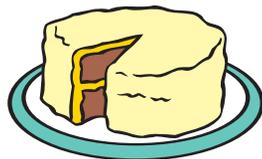
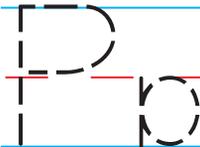
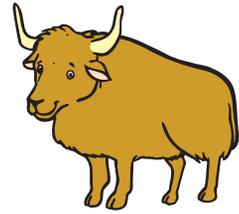
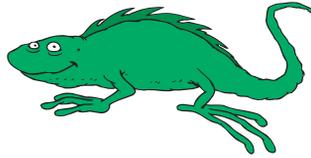
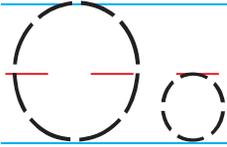


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

# Sounds: O and P



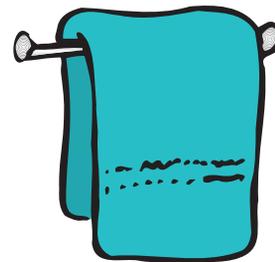
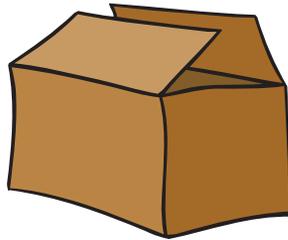
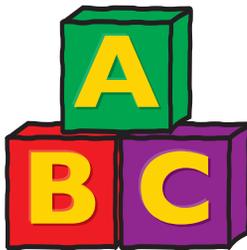
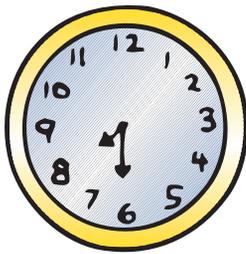
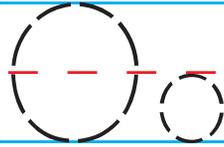
**Directions:** Trace the letters and write them. Write the letter **O** below the pictures that begin with that sound. Then, do the same thing for **P**.

**Home Practice:** Have your child find pictures that begin with **O** and **P**.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Sounds: O



**Directions:** Name the pictures. Circle each picture whose name has the sound you hear in the middle of *top*.

**Home Practice:** Ask your child to point to and name three pictures. Then, say each of these words and have your child tell you whether it has the same middle sound as *top*.

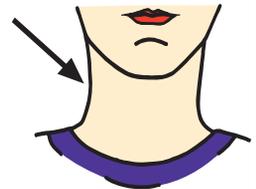
Name \_\_\_\_\_

## Sounds: M, N, O, and P

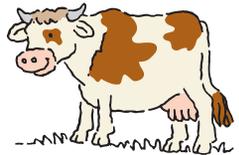
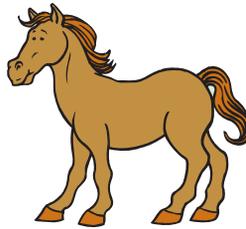
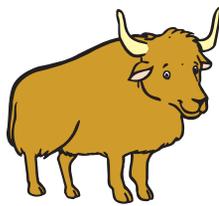
m



n



o



p



**Directions:** Look at the first letter in each row. Circle each picture whose name begins with the same sound.

**Home Practice:** Have your child point to each letter and name another object whose name begins with the same sound.

Name \_\_\_\_\_

# The First Day of School



**Directions:** Discuss the picture.

**Home Practice:** Ask your child to look at the picture and name some of the objects in the picture. Have your child tell what the people in the picture might be thinking or feeling.

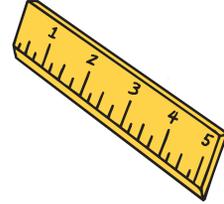
Name \_\_\_\_\_

## Letters

Qq



Rr



Q

Q

O

C

Q

q

g

q

p

q

R

R

P

R

F

r

y

r

r

w

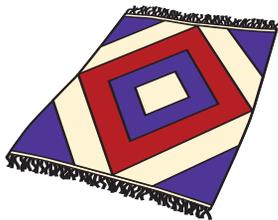
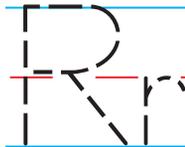
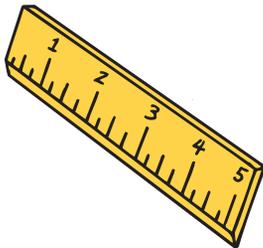
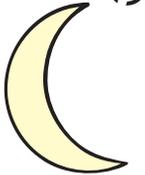
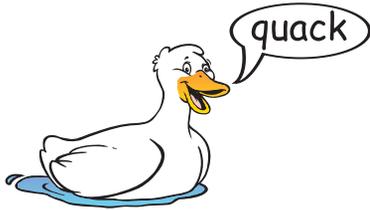
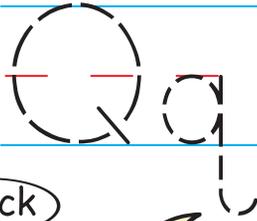
**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds

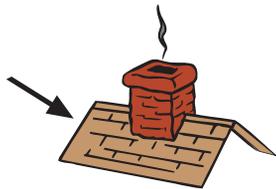
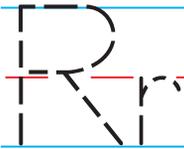
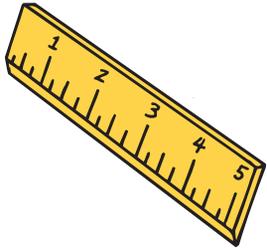
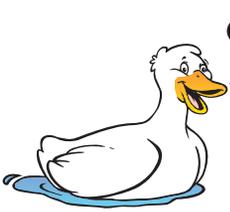
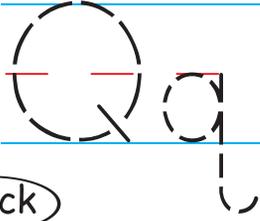


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

## Sounds: Q and R



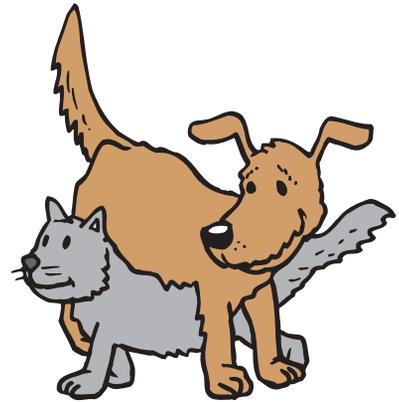
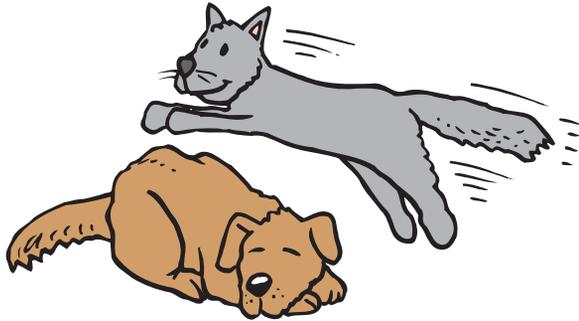
**Directions:** Trace the letters and write them. Write the letter **Q** below the pictures that begin with that sound. Then, do the same thing for **R**.

**Home Practice:** Have your child find pictures that begin with **Q** and **R**.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Position Words

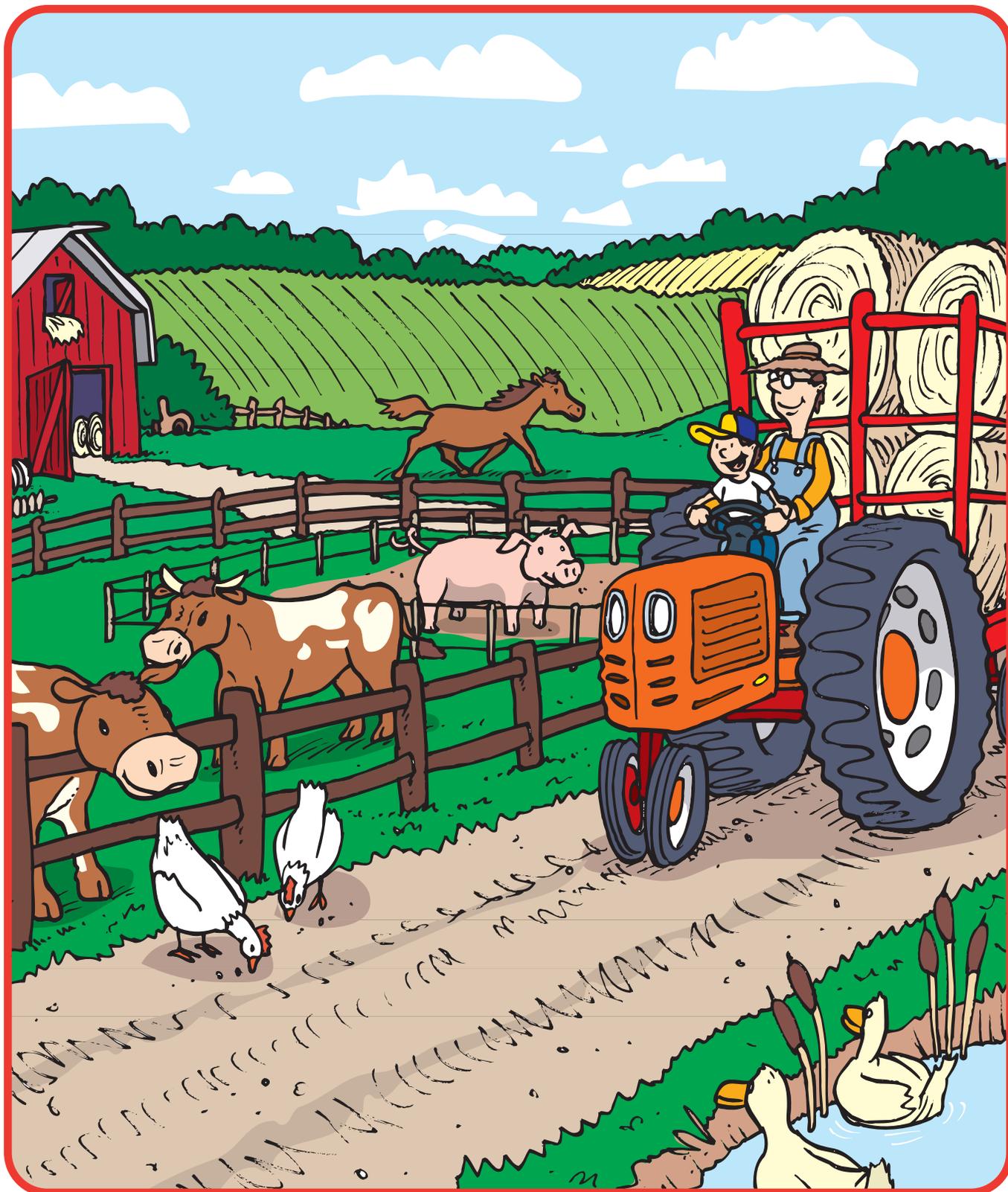


**Directions:** Circle each picture that your teacher indicates.

**Home Practice:** Point to pictures at random and have your child describe them.

Name \_\_\_\_\_

## A Day on the Farm



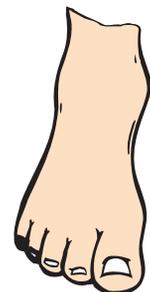
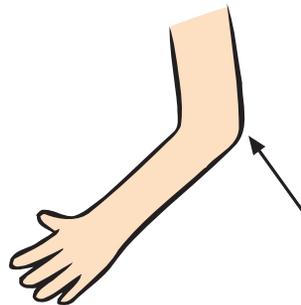
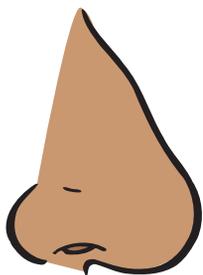
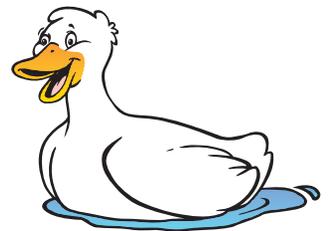
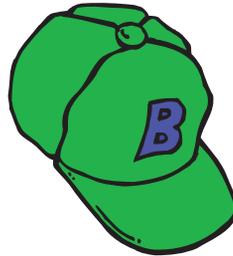
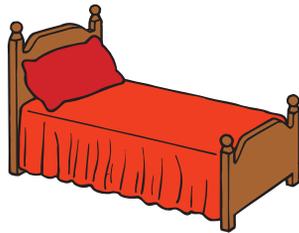
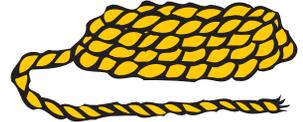
**Directions:** Talk about the picture.

**Home Practice:** Ask your child to look at the picture and tell about what is happening.

Spectrum Reading [Grade K](#)

Name \_\_\_\_\_

# Rhyming Words



**Directions:** Circle each picture that rhymes with the first picture.

**Home Practice:** Have your child name other objects that rhyme.

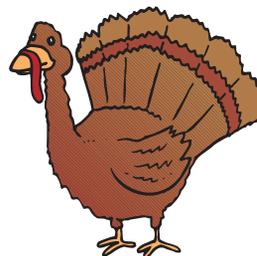
Name \_\_\_\_\_

## Letters

Ss



Tt



S

G

S

Y

S

s

t

q

s

s

T

L

T

Y

T

t

l

t

y

t

**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

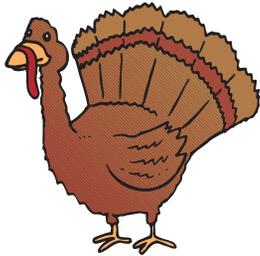
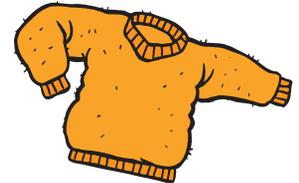
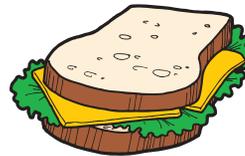
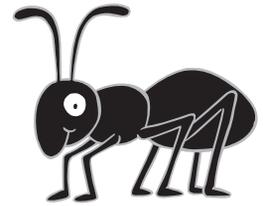
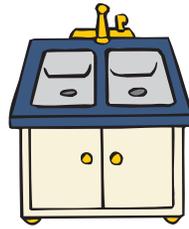
Spectrum Reading *Grade K*

Name \_\_\_\_\_

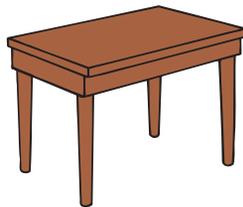
# Sounds



Ss



Tt



10



**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

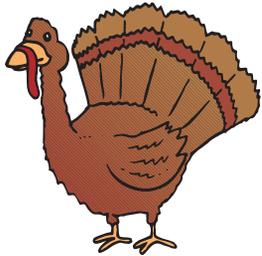
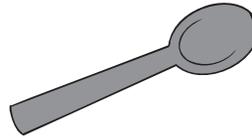
**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

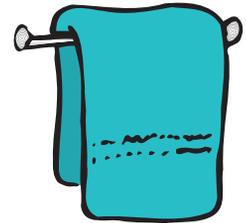
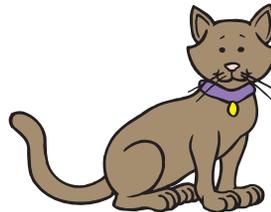
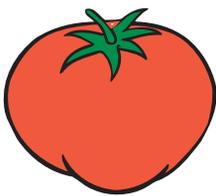
# Sounds: S and T



Ss



Tt



**Directions:** Trace the letters and write them. Write the letter **S** below the pictures that begin with that sound. Then, do the same thing for **T**.

**Home Practice:** Have your child find pictures that begin with **S** and **T**.

Spectrum Reading *Grade K*

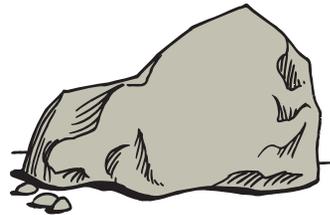
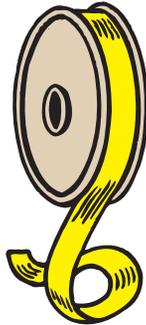
Name \_\_\_\_\_

## Sounds: Q, R, S, and T

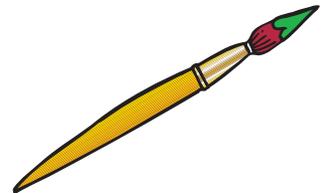
q



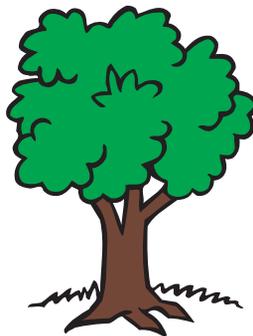
r



s



t

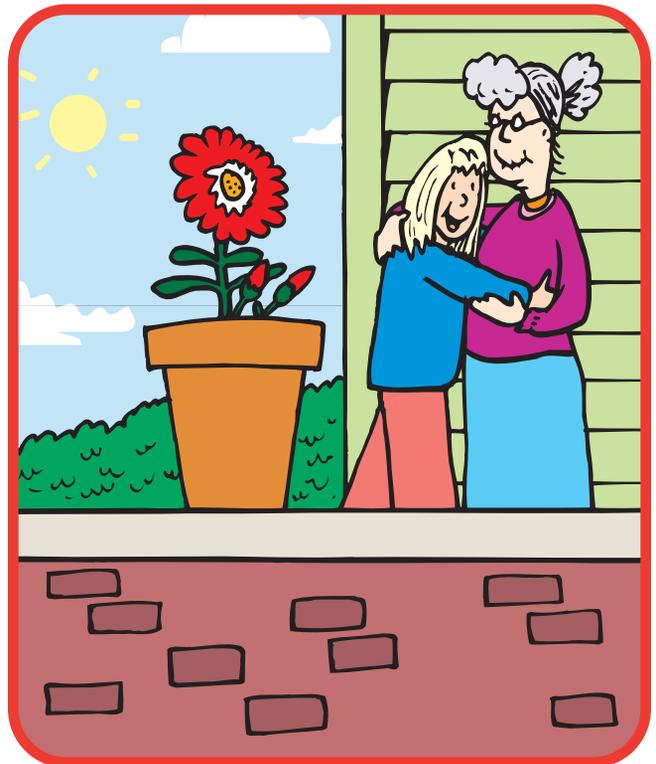
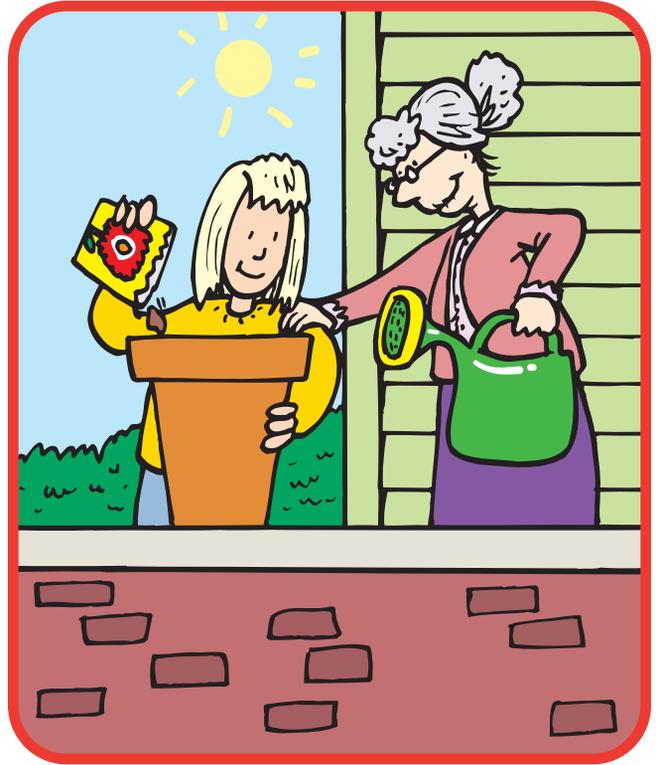


**Directions:** Look at the first letter in each row. Circle each picture whose name begins with the same sound.

**Home Practice:** Have your child point to each letter and name another item found at school whose name begins with the same sound.

Name \_\_\_\_\_

## Watch It Grow!



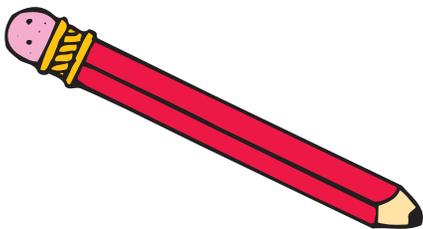
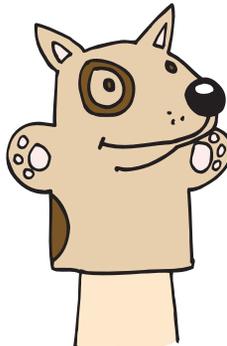
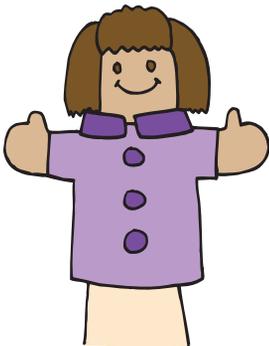
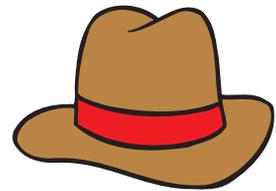
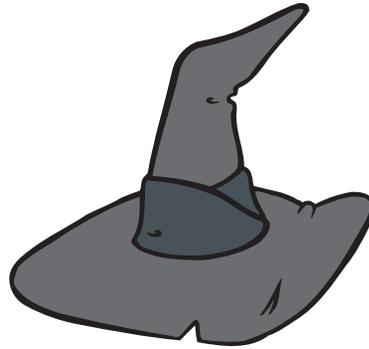
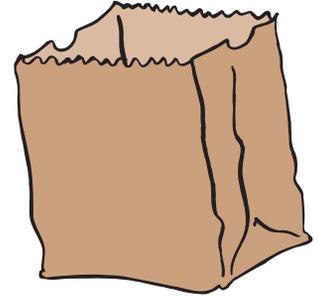
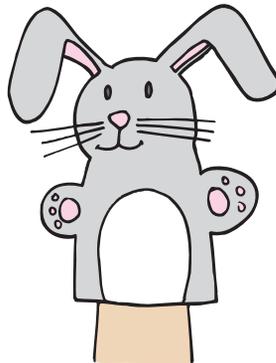
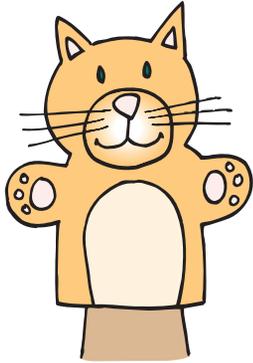
**Directions:** Talk about the pictures.

**Home Practice:** Ask your child to look at the pictures and tell about what is happening. Ask your child if he or she has ever planted anything.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Same and Different



**Directions:** Circle each picture that your teacher indicates.

**Home Practice:** Point to different pictures in the same row. Ask your child to tell how they are alike and different.

Name \_\_\_\_\_

## Letters

U u



V v



U

V

U

W

U

u

u

n

u

v

V

Y

W

V

V

v

a

v

u

w

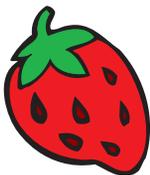
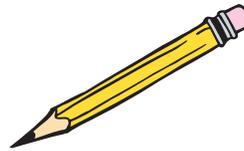
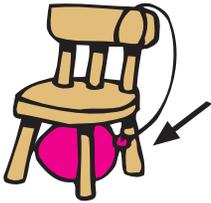
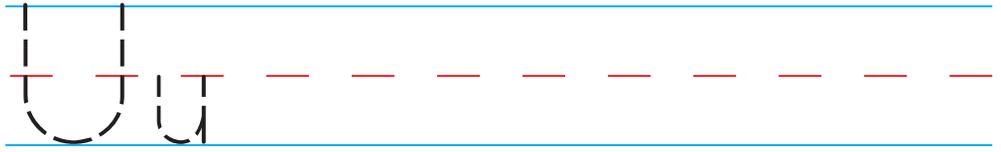
**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds

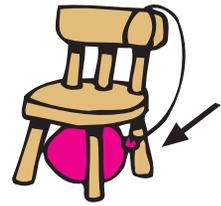
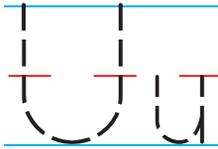


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

## Sounds: U and V



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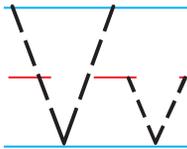
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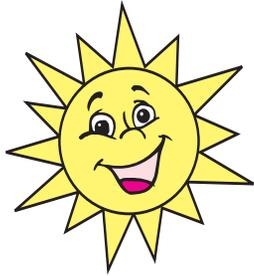
**Directions:** Trace the letters and write them. Write the letter **U** below the pictures that begin with that sound. Then, do the same thing for **V**.

**Home Practice:** Have your child find pictures that begin with **U** and **V**.

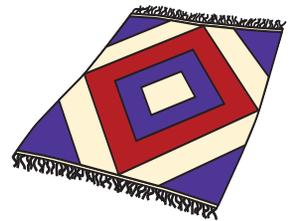
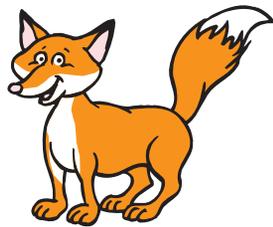
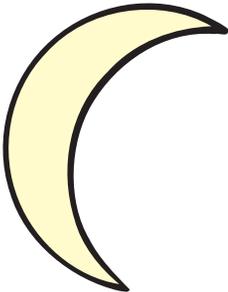
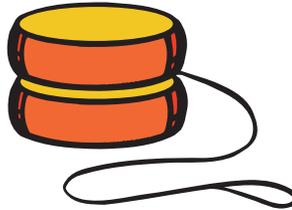
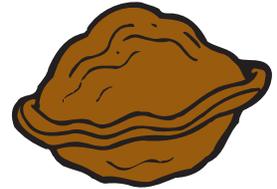
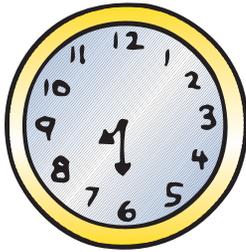
Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds: U



sun

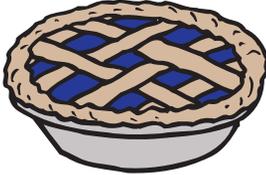
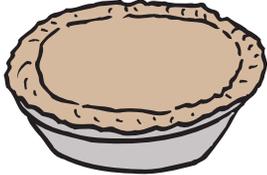
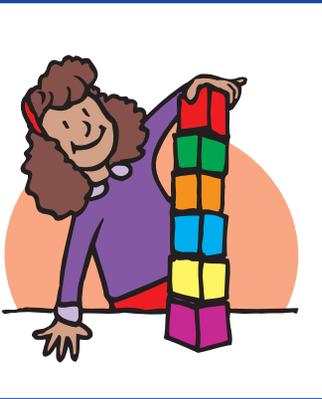
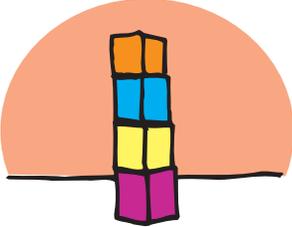
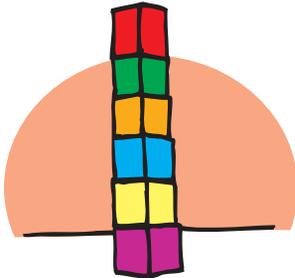
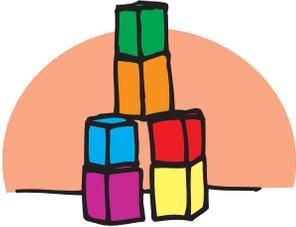
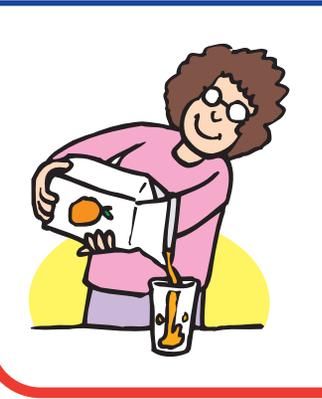


**Directions:** Name the pictures. Circle each picture whose name has the sound you hear in the middle of *sun*.

**Home Practice:** Have your child name other words that have the same middle sound as *sun*.

Name \_\_\_\_\_

# Start and Finish

**Directions:** Circle the picture in each row that would be the result of the first picture.

**Home Practice:** Point to a different picture on the page and ask your child to describe it.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Rainy Days

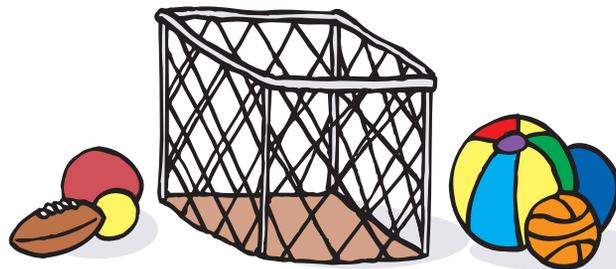
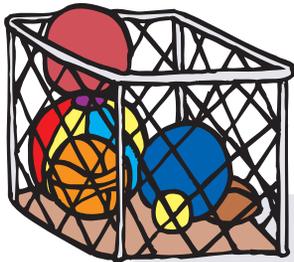
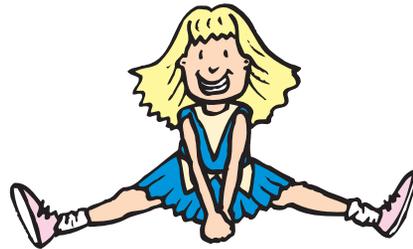


**Directions:** Talk about the picture.

**Home Practice:** Ask your child to look at the picture and tell about what each person is doing.

Name \_\_\_\_\_

# Position Words



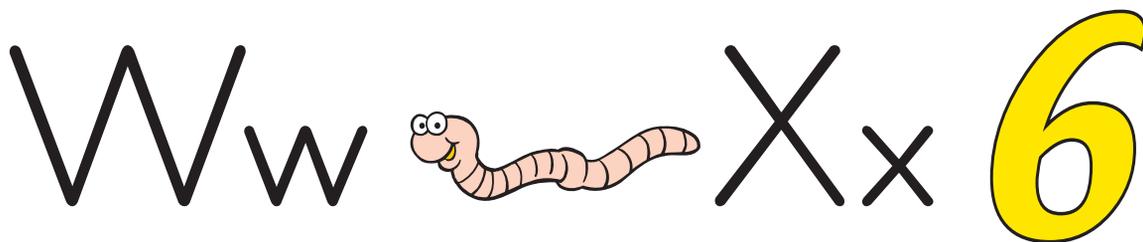
**Directions:** Circle each picture that your teacher identifies.

**Home Practice:** Point to pictures at random and have your child describe them.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Letters



W

V

U

W

M

w

w

m

w

v

X

Y

A

X

X

x

x

a

x

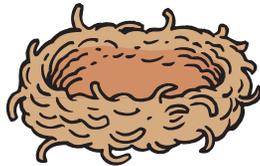
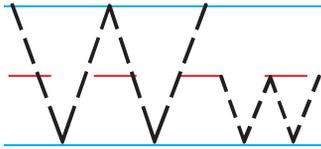
y

**Directions:** In each row, circle the matching letters.

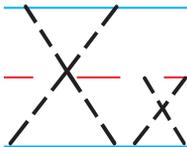
**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name \_\_\_\_\_

# Sounds



# 6



# 6

# o



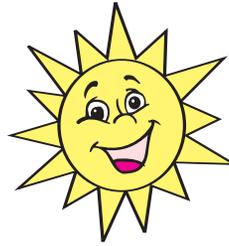
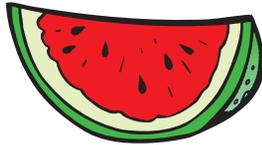
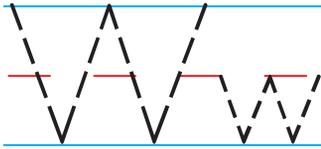
**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture in the top box, and each picture whose name ends with the same sound as the first picture in the bottom box.

**Home Practice:** Ask your child to name other words that begin with the same sound.

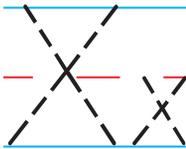
Spectrum Reading *Grade K*

Name \_\_\_\_\_

# Sounds: W and X



6



**Directions:** Trace the letters and write them. Write the letter **W** below the pictures that begin with that sound. Then, write the letter **X** below the pictures that end with that sound.

**Home Practice:** Have your child find pictures that begin with **W** and end with **X**.

Name \_\_\_\_\_

# Waterslide!



**Directions:** Talk about the picture.

**Home Practice:** Ask your child to look at the picture and tell what the different children are doing and may be feeling. Which child would they most like to be in the picture? Why?

Spectrum Reading *Grade K*

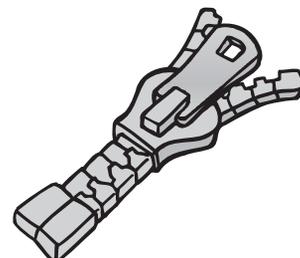
Name \_\_\_\_\_

# Letters

Yy



Zz



Y

V

N

Y

Y

y

y

f

y

v

Z

A

Z

E

Z

Z

S

Z

Z

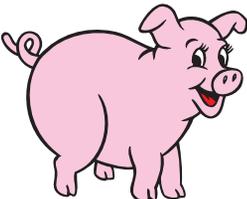
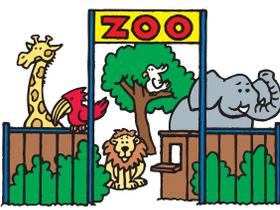
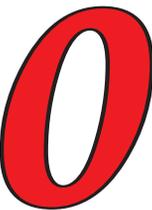
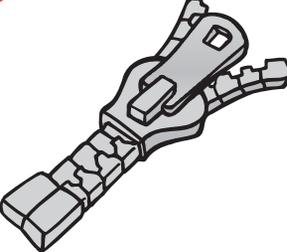
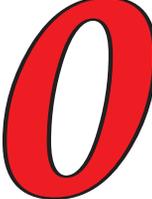
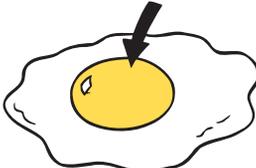
n

**Directions:** In each row, circle the matching letters.

**Home Practice:** Point to a circled letter in each row. Have your child find each letter somewhere else in the workbook.

Name \_\_\_\_\_

# Sounds

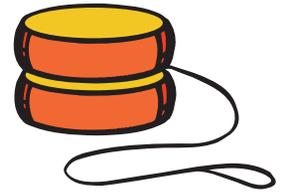
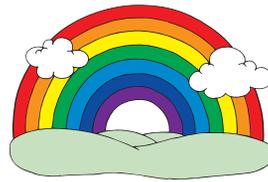


**Directions:** Name each picture. Circle each picture whose name begins with the same sound as the first picture.

**Home Practice:** Ask your child to name other words that begin with the same sound.

Name \_\_\_\_\_

## Sounds: Y and Z



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

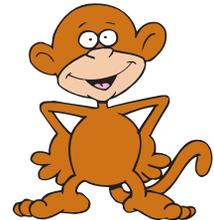
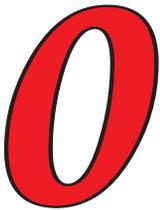
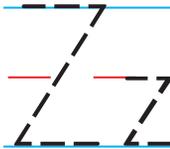
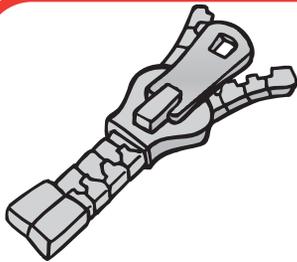
\_\_\_\_\_

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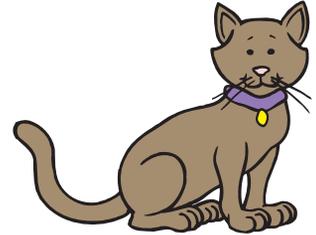
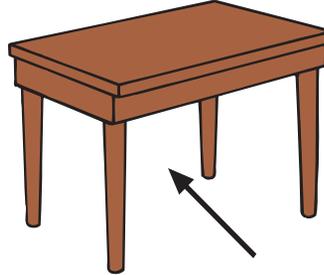
\_\_\_\_\_

**Directions:** Trace the letters and write them. Write the letter Y below the pictures that begin with that sound. Then, do the same thing for Z.  
**Home Practice:** Have your child find pictures that begin with Y and Z.

Name \_\_\_\_\_

## Sounds: U, V, W, and Y

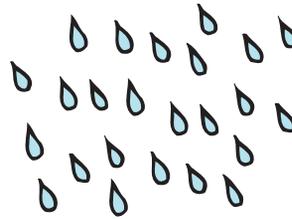
u



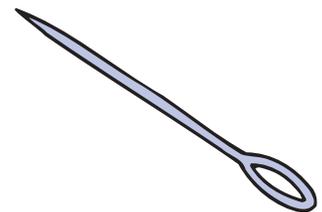
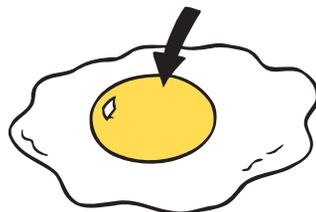
v



w



y



**Directions:** Look at the first letter in each row. Circle each picture whose name begins with the same sound.

**Home Practice:** Have your child point to each letter and name another toy whose name begins with the same sound.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Matching Words



top

cap

top

top

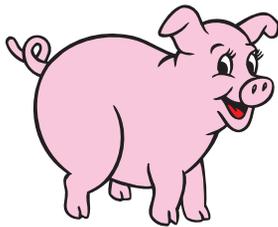


cap

cap

pig

cap

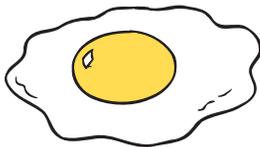


pig

top

pig

pig



egg

egg

egg

top



cub

cap

cub

cub

**Directions:** Circle the words that match the first word.

**Home Practice:** Have your child point to other words in the workbook that match.

Name \_\_\_\_\_

## Matching Words

do	do	you	do
you	the	you	do
smell	do	smell	smell
the	the	you	the
cake	cake	smell	cake

**Directions:** Circle the words that match the first word.

**Home Practice:** Have your child point to other words in the workbook that match.

Spectrum Reading [Grade K](#)

Name \_\_\_\_\_

# The Alphabet

Aa



Bb



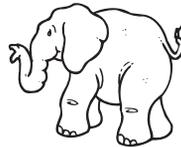
Cc



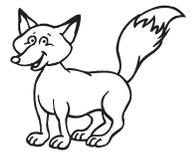
Dd



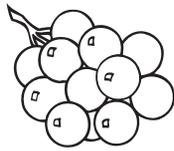
Ee



Ff



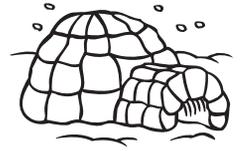
Gg



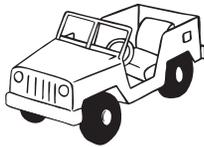
Hh



Ii



Jj



Kk



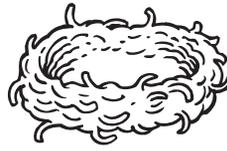
Ll



Mm



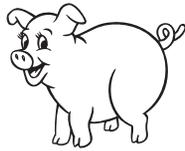
Nn



Oo



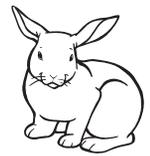
Pp



Qq



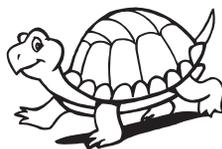
Rr



Ss



Tt



Uu



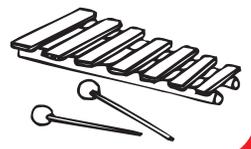
Vv



Ww



Xx



Yy



Zz



**Directions:** Say each letter and the picture next to it aloud.

**Home Practice:** Review the alphabet and any letter, and practice together any letter that may be especially hard for your child to say, remember, or learn.

# Meet Max



Meet Max.

Who is Max? What do you think he is like?



Max is big.

How do you think the other animal feels sitting next to Max?



Max is tall.



Meet Max.

How do you think Max and the other animals feel?

**Picture Interpretation and Guided Reading (for all stories):** Introduce your student to Max, a playful puppy who is the main character of the following stories. Encourage your student to look at the pictures and tell what is happening. Have your student relate to his or her own experiences. Have your student read the story silently. Help him or her with new words. Then, have your student read the story aloud.

Spectrum Reading [Grade K](#)

Name \_\_\_\_\_

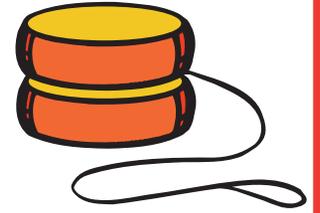
1. B



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

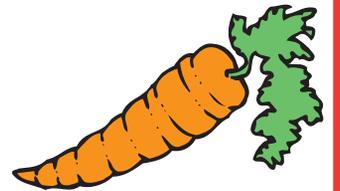
2. C



\_\_\_\_\_

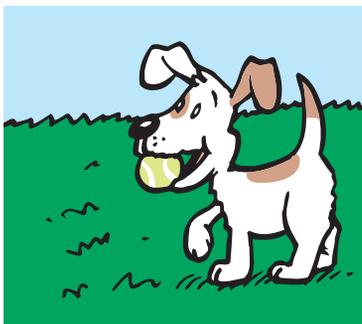


\_\_\_\_\_



\_\_\_\_\_

3.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Directions:**

**Initial Consonants (1-2):** Review the sounds of **B** and **C**. Have your student name the pictures. Have your student write **B** (for question 1) and **C** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

**Sequence (3):** Have your student look at all three pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

# Max Plays



Max plays.

What is Max doing?



Max rolls over.

How do you think Max feels?



Max rolls over and over.

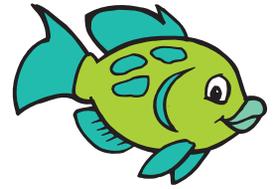


Max is happy.

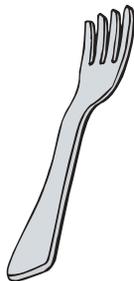
What will Max do next?

Name \_\_\_\_\_

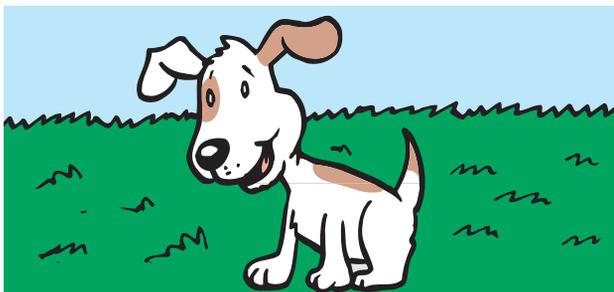
1. D



2. F



3.



See Max jump.  
Here is Max.

4.



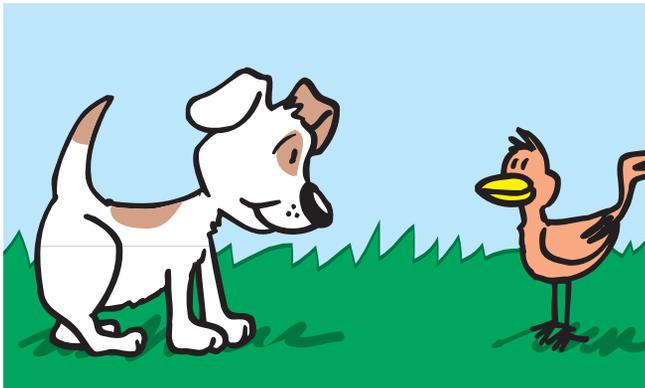
Max rolls over.  
Max hides.

**Directions:**

**Initial Consonants (1-2):** Review the sounds of **D** and **F**. Have your student name the pictures. Have your student write **D** (for question 1) and **F** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

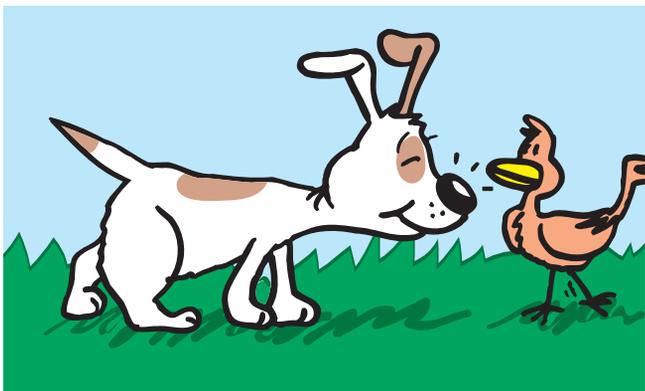
**Picture Clues (3-4):** Ask your student to read the sentences in each box and circle the sentence that best describes the picture.

# Look, Max!



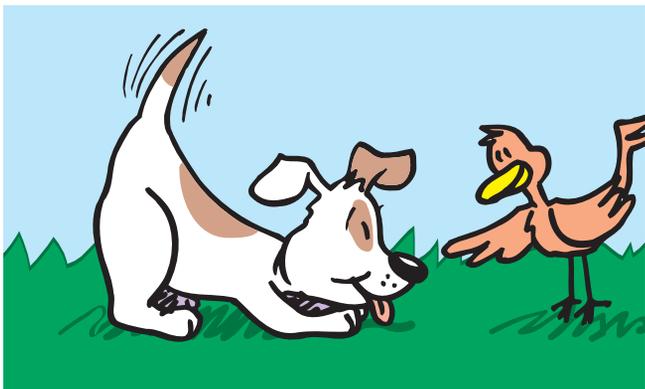
Look, Max.

What does Max see?



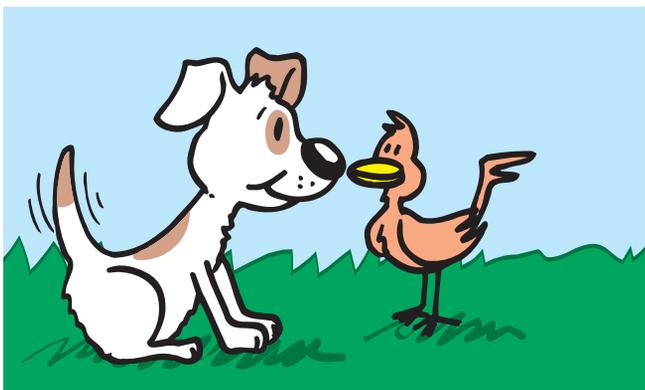
Look, Max, look.

Why is Max doing what he is doing?



Max wags his tail.

How do you think Max feels?

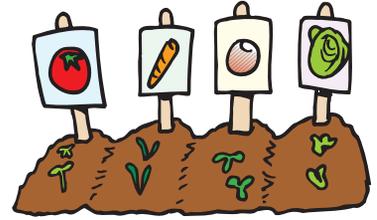


Max looks.

What do you think will happen next?

Name \_\_\_\_\_

1. G



2. H



3. Max looks.

yes

no

4. Max runs away.

yes

no

5. Max wags his tail.

yes

no

6. Max eats.

yes

no

**Directions:**

**Initial Consonants (1-2):** Review the sounds of **G** and **H**. Have your student name the pictures. Have your student write **G** (for question 1) and **H** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

**Facts and Details (3-6):** Introduce the words *yes* and *no*. Ask your student to read each sentence. Then, based on the story events, circle the correct answer.

# Max Jumps

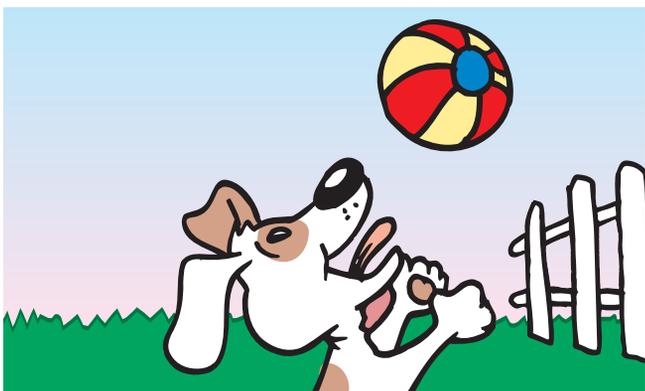


Max looks.

What does Max see?

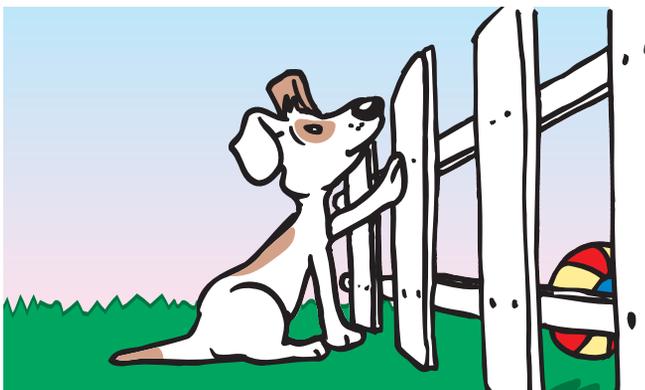


Max jumps.



Max plays.

What is Max doing?



Jump, Max!

What should Max do?

Name \_\_\_\_\_

1. J



\_\_\_\_\_



\_\_\_\_\_

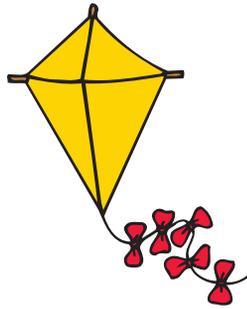


\_\_\_\_\_

2. K



\_\_\_\_\_



\_\_\_\_\_



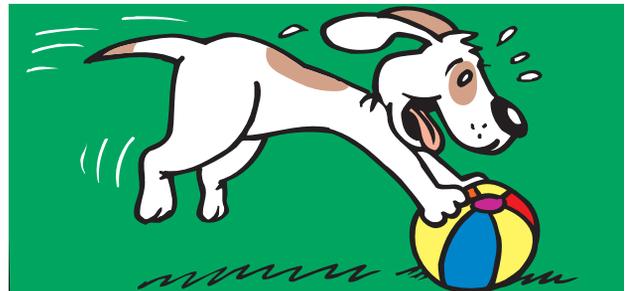
\_\_\_\_\_

3.



Max goes in.  
Max goes out.

4.



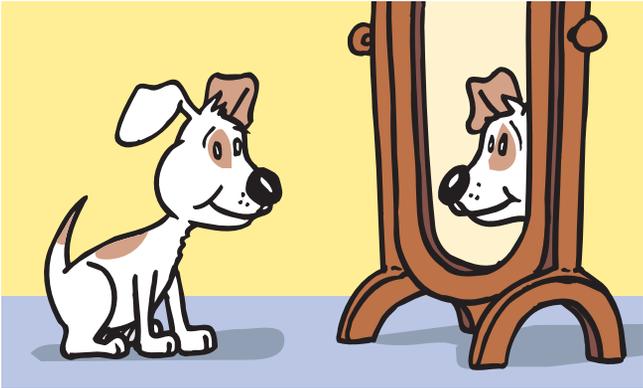
Max finds the ball.  
Max lost the ball.

**Directions:**

**Initial Consonants (1-2):** Review the sounds of J and K. Have your student name the pictures. Have your student write J (for question 1) and K (for question 2) below each picture whose name begins with that sound. Ask your student to put an X directly on the picture that does not begin with that sound.

**Picture Clues (3-4):** Ask your student to read the sentences in each box and circle the sentence that best describes the picture.

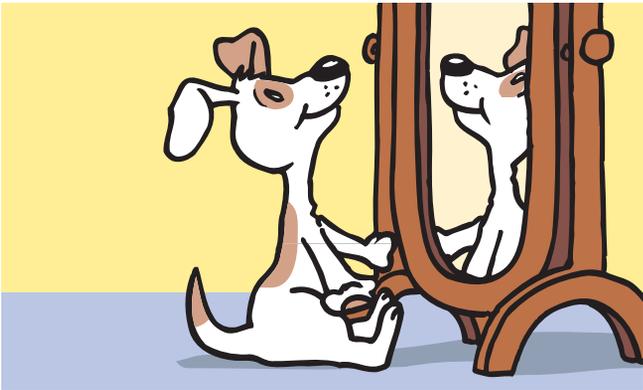
# Max Meets Max



Max looks.

It looks.

What does Max see? What is he looking into?



Max sits up.

It sits up.

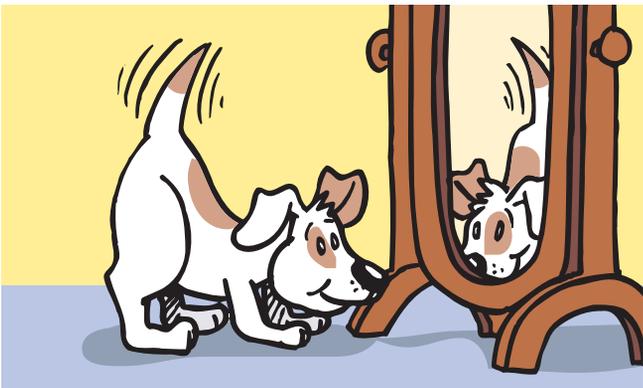
What does Max think he sees?



Max jumps.

It jumps up.

How does Max feel about what he sees?



Max wags his tail.

It wags its tail.

How many tails are really wagging?

Name \_\_\_\_\_

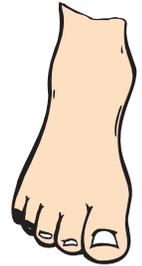
1. L



\_\_\_\_\_

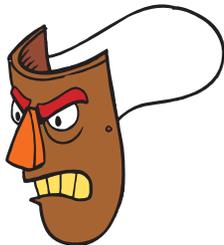


\_\_\_\_\_



\_\_\_\_\_

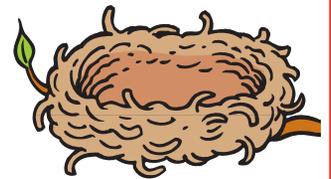
2. M



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Directions:**

**Initial Consonants (1-2):** Review the sounds of **L** and **M**. Have your student name the pictures. Have your student write **L** (for question 1) and **M** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

**Sequence (3):** Have your student look at all three pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

# Max Meets a Man



Max sees a man.

Max sits up.

What does Max see? Why does he sit up?



Max sees the man.

The man comes to the door.

Max barks.

Why do you think Max barks?



Max jumps.

Max barks again.



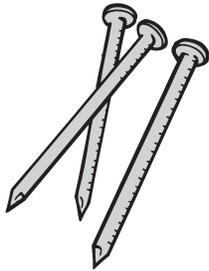
Max wags his tail.

The man smiles.

Why do you think Max wags his tail?

Name \_\_\_\_\_

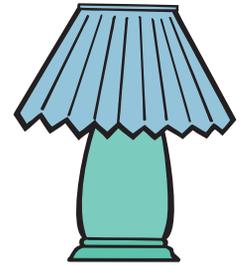
1. N



\_\_\_\_\_

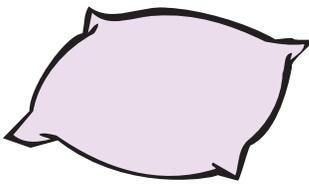


\_\_\_\_\_



\_\_\_\_\_

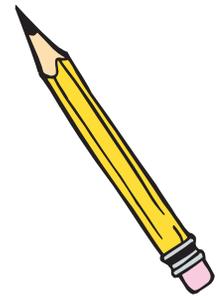
2. P



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Max can \_\_\_\_\_  
the ball.

jump walk get

4. Max can't \_\_\_\_\_  
a book.

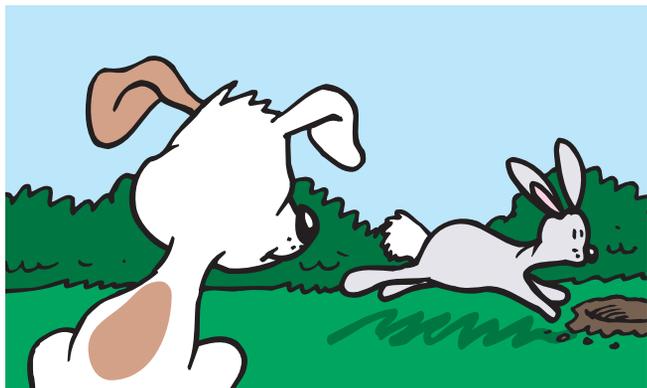
eat read look

**Directions:**

**Initial Consonants (1-2):** Review the sounds of **N** and **P**. Have your student name the pictures. Have your student write **N** (for question 1) and **P** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

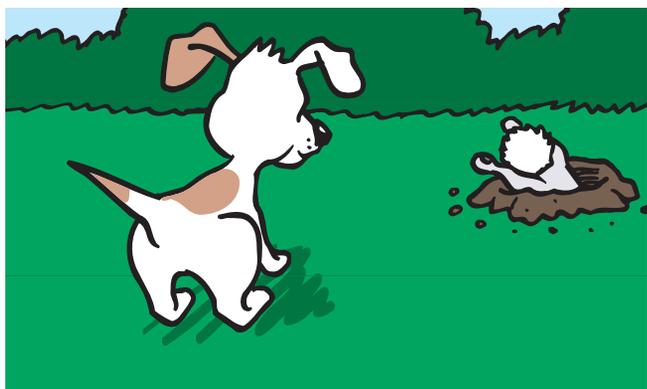
**Context Clues (3-4):** Ask your student to read each sentence and circle the word that best completes the sentence.

# Max Digs a Hole



Max sees an animal.

What kind of animal has Max found? Where do you think the animal came from?



The rabbit runs into a hole.  
Can the rabbit play?

What does Max want the rabbit to do?



Max digs a bigger hole.

What is Max doing now?

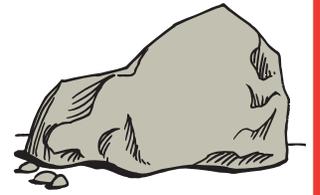
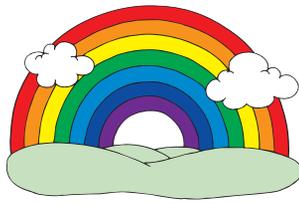


Max is tired.

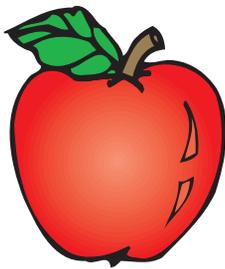
Why did Max stop digging?

Name \_\_\_\_\_

1. R



2. S



3.



**Directions:**

**Initial Consonants (1-2):** Review the sounds of **R** and **S**. Have your student name the pictures. Have your student write **R** (for question 1) and **S** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

**Sequence (3):** Have your student look at all three pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

# Dreamy Max



Max sleeps.

Max is having a dream.

What do you think Max is dreaming about?



Max dreams about food.

Max smiles.

Why do you think Max smiles?



Max licks his lips.

Max wags his tail.

What color is Max's tongue? What kind of food do you like?



A boy pets Max.

Max wakes up.

The boy gives Max a bone.

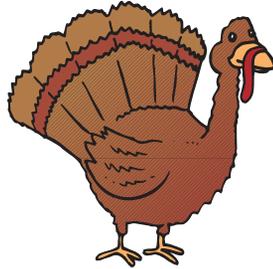
How do you think Max feels about what he sees?  
Did Max's dream come true?

Name \_\_\_\_\_

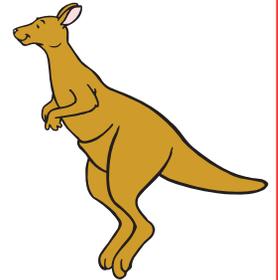
1. T



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. V



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3.



Max is tired.  
Max has energy.

4.



Max is happy.  
Max is growling.

**Directions:**

**Initial Consonants (1-2):** Review the sounds of T and V. Have your student name the pictures. Have your student write T (for question 1) and V (for question 2) below each picture whose name begins with that sound. Ask your student to put an X directly on the picture that does not begin with that sound.

**Picture Clues (3-4):** Ask your student to read the sentences in each box and circle the sentence that best describes the picture.

# Max Sees Snow



Max sees white things.

What is happening? What does Max hear?



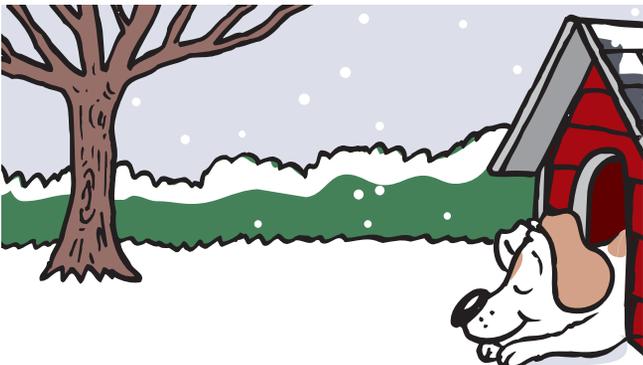
Max sees snow falling.

What does Max see? What should Max do?



Come back, Max!

Why is Max running? Where should he go?



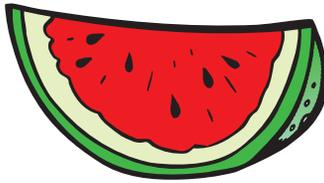
Max comes home.

Sleep, Max, sleep.

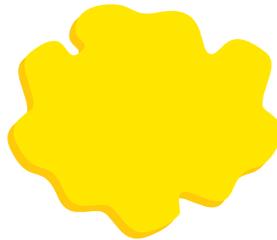
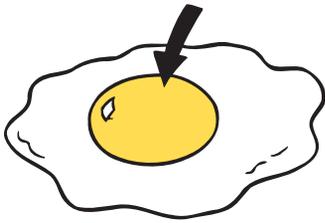
Why is Max tired? How does Max feel now?

Name \_\_\_\_\_

1. W



2. Y



3. The rain is \_\_\_\_\_.  
dry wet look

4. The snow is \_\_\_\_\_.  
slow silly white

**Directions:**

**Initial Consonants (1-2):** Review the sounds of **W** and **Y**. Have your student name the pictures. Have your student write **W** (for question 1) and **Y** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

**Context Clues (3-4):** Have your student read each sentence and circle the word that best completes the sentence.

# Dizzy Max



Max sees a bird.  
He wants to play.

Where is the bird?



Max runs after the bird.  
Max runs and runs.

What is Max doing?



The bird flies away.

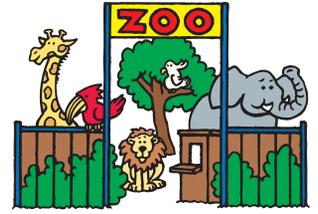
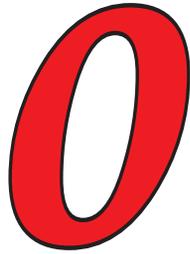


Max is dizzy.

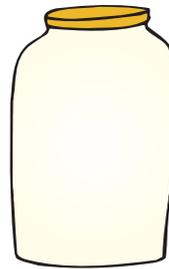
What happened to Max? What should Max do now?

Name \_\_\_\_\_

1. Z



2. R



3. Max does not want to play.      yes      no

4. Max feels tired.      yes      no

5. Max runs away from a rabbit.      yes      no

6. Max can't find the bird.      yes      no

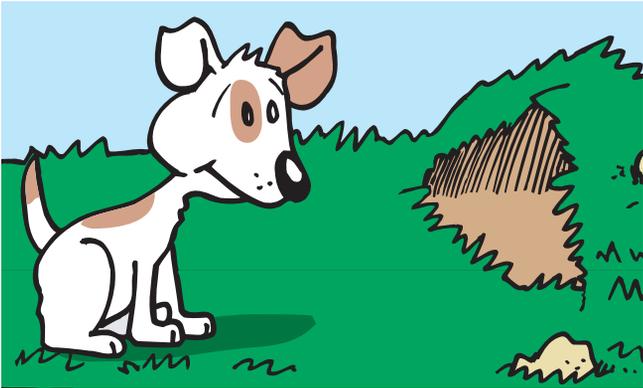
**Directions:**

**Initial Consonants (1):** Review the sound of Z. Have your student name the pictures. Have your student write Z below each picture whose name begins with that sound. Ask your student to put an X directly on the picture that does not begin with that sound.

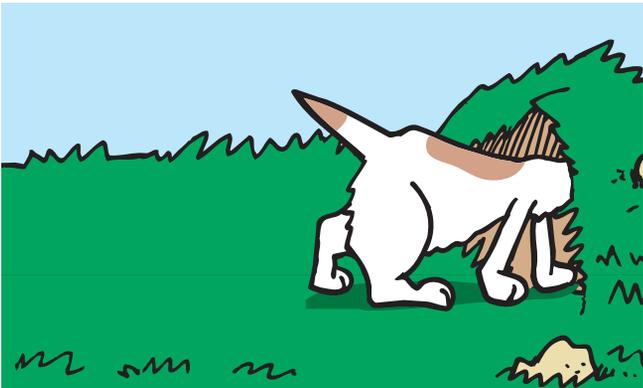
**Final Consonants (2):** Review the sound of the letter R. Ask your student to name each picture. Direct your student to write R below each picture whose name ends with the R sound. Have your student put an X directly on the picture that does not end with the R sound.

**Facts and Details (3-6):** Review yes and no. Have your student read each sentence. Then, based on the story events, have your student circle the correct answer.

# Max Looks

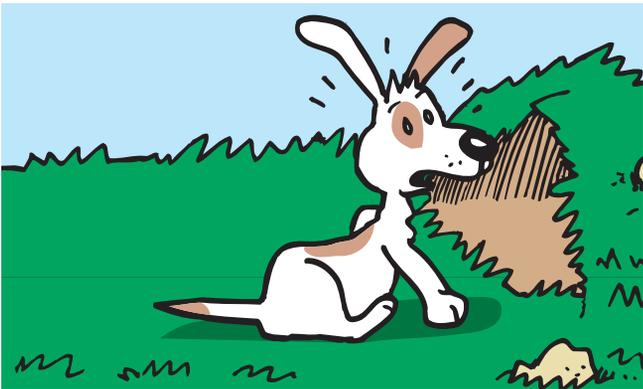


Max sees a hole.



Max looks inside.  
It is dark.

What do you think Max sees?



Run, Max, run!

Why does Max run?

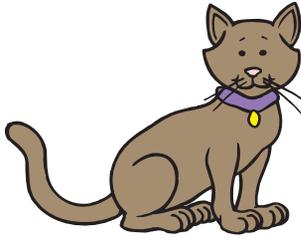


Max goes home.

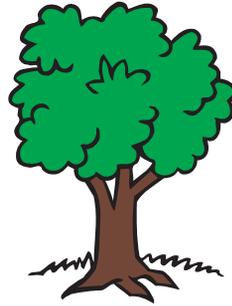
How does Max feel?

Name \_\_\_\_\_

1. T



\_\_\_\_\_



\_\_\_\_\_

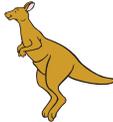


\_\_\_\_\_

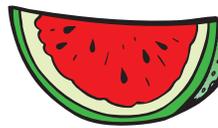
2.



3.



4.



5. Max finds a \_\_\_\_\_.

bone lamp sled

6. Max \_\_\_\_\_ in the dirt.

rolls slow tall

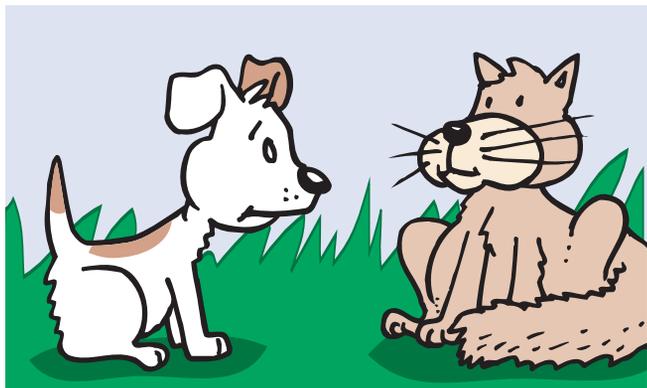
**Directions:**

**Final Consonants (1):** Review the sound of the letter T. Have your student name each picture. Direct him or her to write T below each picture whose name ends with the T sound. Ask your student to put an X directly on the picture that does not end with the T sound.

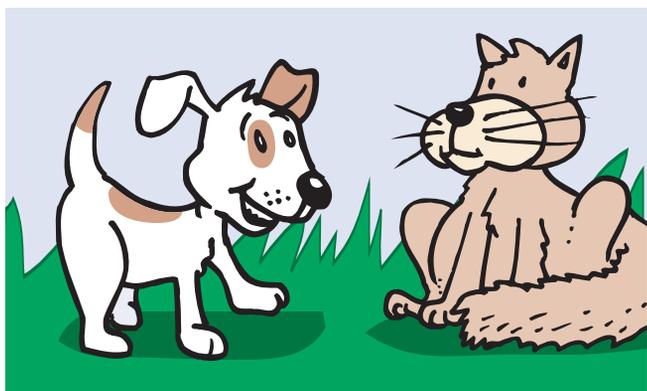
**Classification (2-4):** Have your student look at all four pictures in each row and then circle the three that belong together.

**Drawing Conclusions (5-6):** Ask your student to read the sentences in each box. Then, have your student circle the word that makes the most sense.

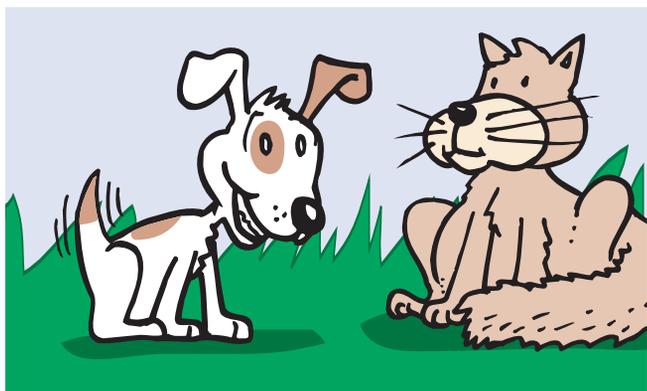
# Max Sees a Cat



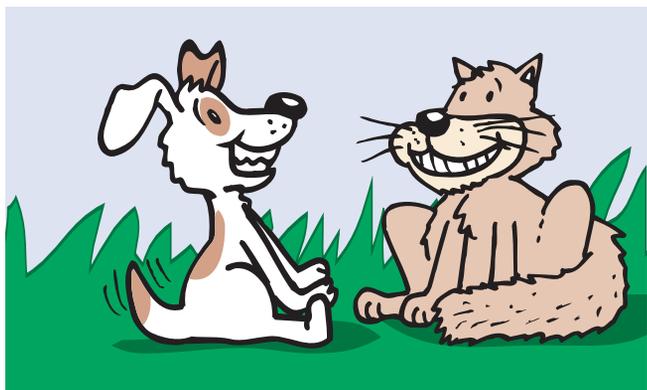
Max sees a cat.  
The cat is fat.  
The cat sits.



Max walks to the cat.  
Max smiles.  
The cat sits.



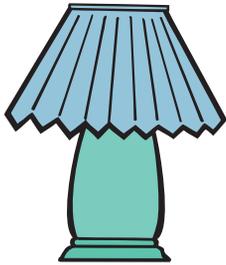
Max smiles again.  
The cat sits.



Max sits.  
The cat smiles back.

Name \_\_\_\_\_

1. P



\_\_\_\_\_

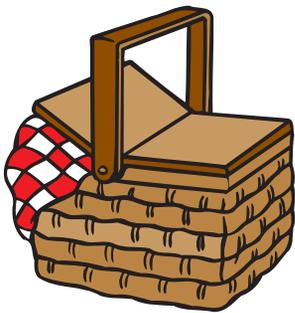


\_\_\_\_\_



\_\_\_\_\_

2. A



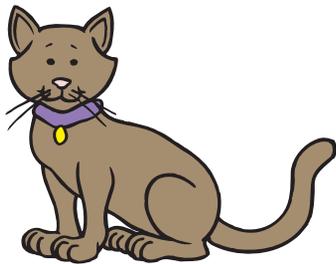
\_\_\_\_\_



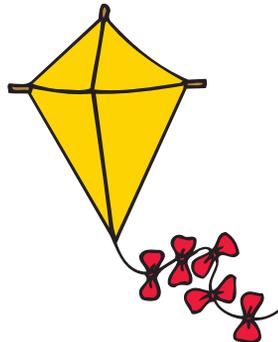
\_\_\_\_\_



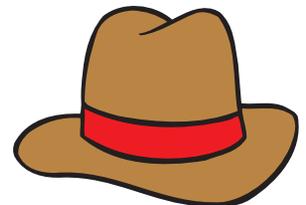
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



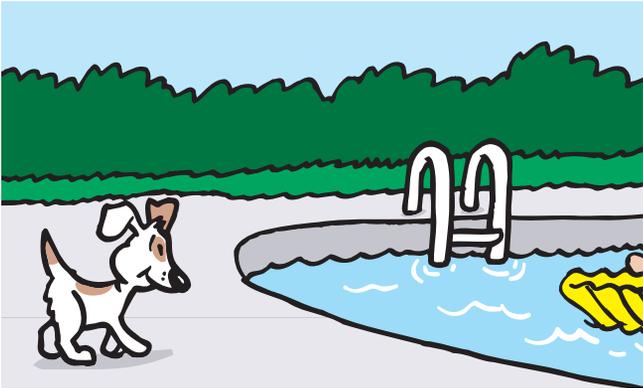
\_\_\_\_\_

Directions:

**Final Consonants (1):** Review the sound of the letter **P**. Have your student name each picture. Direct your student to write **P** below each picture whose name ends with the **P** sound. Have your student put an **X** directly on the picture that does not end with the **P** sound.

**Short Vowels (2):** Review the sound of short **A**. Have your student name each picture. Direct your student to write **A** below each picture whose name has the short-**A** sound. Ask your student put an **X** directly on the picture that does not have the short-**A** sound.

# Max Takes a Splash!



Max sees the pool.  
Max walks near the pool.



A boy is lying in the pool on a raft. Max walks to the edge of the pool. Max puts his nose in the water.

Why does Max put his nose in the water?



The boy says, "Come in, Max!"  
The boy waves his hand.

Why do you think the boy wants Max to come into the pool?



Max jumps into the pool and swims. The boy laughs.

Name \_\_\_\_\_

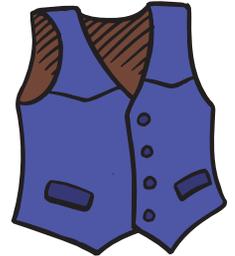
1. L



\_\_\_\_\_

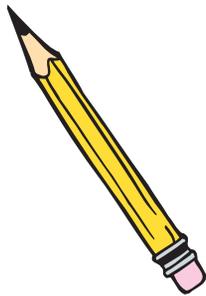


\_\_\_\_\_

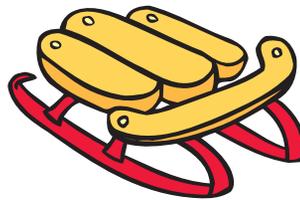


\_\_\_\_\_

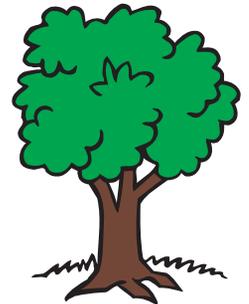
2. E



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Max plays with it.  
It rolls. It is a \_\_\_\_\_.  
car hat ball

4. Max rolls in \_\_\_\_\_.  
grass milk syrup

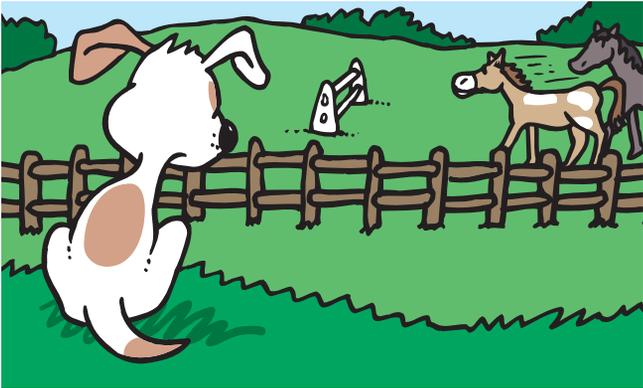
**Directions:**

**Final Consonants (1):** Review the sound of the letter **L**. Have your student name each picture. Direct your student to write **L** below each picture whose name ends with the **L** sound. Have your student put an **X** directly on the picture that does not end with the **L** sound.

**Short Vowels (2):** Review the sound of short **E**. Have your student name each picture. Ask your student to write **E** below each picture whose name has the short-**E** sound. Have your student put an **X** directly on the picture that does not have the short-**E** sound.

**Drawing Conclusions (3-4):** Have your student read the sentences in each box. Then, have your student circle the word that makes the most sense.

# Max Horses Around



Look, Max.  
Max sees horses.

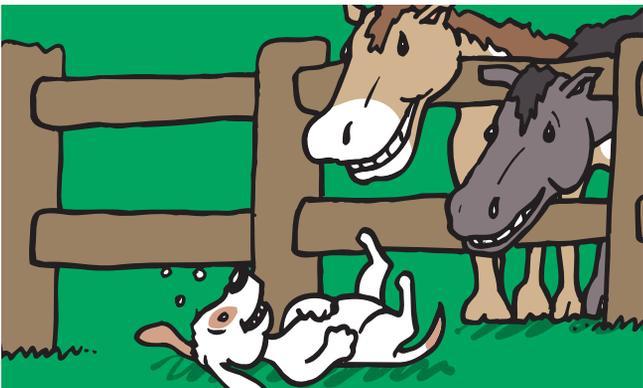


Max watches the horses  
jumping. Max wants to jump, too.

Why do you think Max wants to jump?



Max tries to jump over the  
fence. Max tries, but he falls.

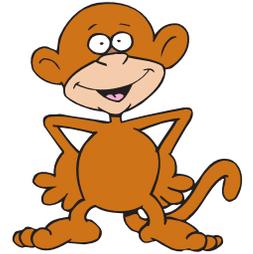


The horses look at Max. They  
come closer. Max looks up at  
them.

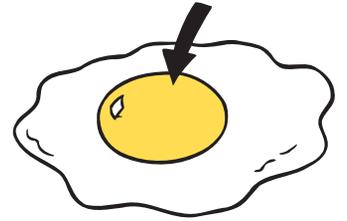
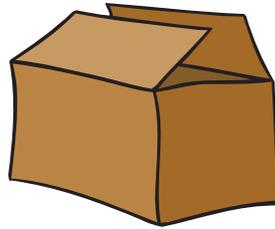
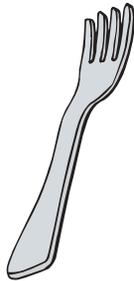
Why do you think the horses stop jumping?

Name \_\_\_\_\_

1. N



2. K



3. Max sees a toy.  
He loves to play.  
What will Max do?

- Eat dinner
- Play with the toy
- Go to sleep

4. The cat wants to eat.  
Food is in the house.  
What will the cat do?

- Stay outside
- Go to sleep
- Go inside the house

**Directions:**

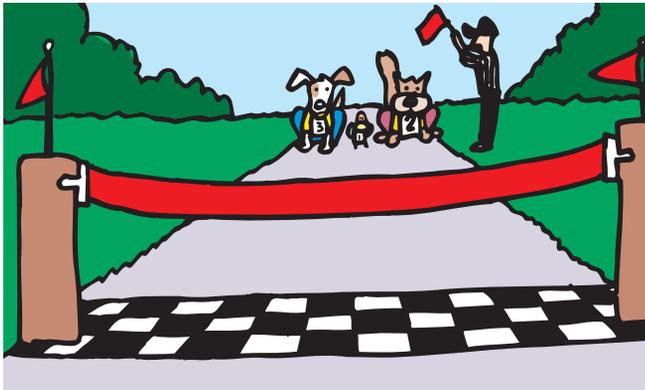
**Final Consonants (1-2):** Review the sounds of the letters **N** and **K**. Have your student name each picture. Direct your student to write **N** (question 1) and **K** (question 2) below each picture whose name ends with that sound. Ask your student to put an **X** directly on the picture that does not end with that sound.

**Predicting Outcomes (3-4):** Have your student read the sentences at the top of each box. Then, have your student circle the phrase below that makes sense.

# The Big Race



Max gets into line.  
Max looks at his friends.



Get ready, Max.  
"Go!" says the man.  
Max starts running.

Do you think Max will win? Why or why not?



Max crosses the finish line.  
He is first. He wins the race.



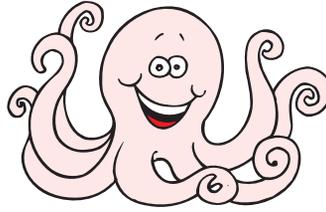
The crowd cheers.  
Max gets a blue ribbon.

Name \_\_\_\_\_

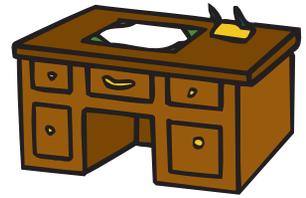
1. S



\_\_\_\_\_

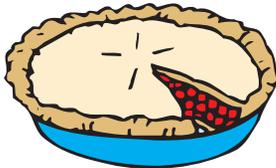


\_\_\_\_\_



\_\_\_\_\_

2. I



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. Max \_\_\_\_\_ at his friends. winks smiles looks

4. Max \_\_\_\_\_ the race. loses wins forgets

5. Max crosses the finish line \_\_\_\_\_. last second first

6. "Go!" says the \_\_\_\_\_. man girl doggie

**Directions:**

**Final Consonants (1):** Review the sound of the letter **S**. Have your student name each picture. Direct your student to write **S** below each picture whose name ends with the **S** sound. Ask your student to put an **X** directly on the picture that does not end with the **S** sound.

**Short Vowels (2):** Review the sound of short **I**. Have your student name each picture. Ask your student to write **I** below each picture whose name has the short-**I** sound. Have your student put an **X** directly on the picture that does not have the short-**I** sound.

**Facts and Details (3-6):** Have your student read each sentence. Then, based on story events, circle the correct answer.

# The Birthday Dog



It is Max's birthday.  
He is so happy.

Why are most people happy on their birthday?



Max walks into the yard.  
He sees his friends.

Why are friends important?



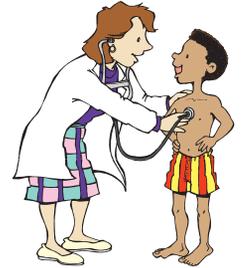
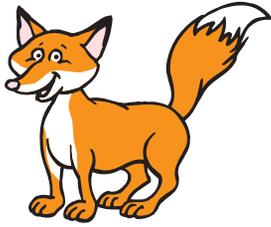
They all shout, "Happy  
Birthday, Max! How old are  
you now?"



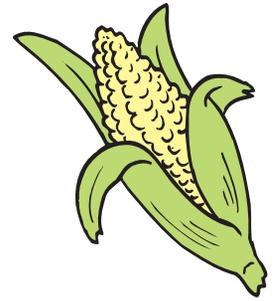
Max smiles.  
He barks five times.

Name \_\_\_\_\_

1. O



2. U



3. Max's friends have come over for his birthday party. What will they do?

sing

ski

take a nap

4. The cat forgot to bring a present. What will she do?

bring one tomorrow

run up a tree

hide under the table

**Directions:**

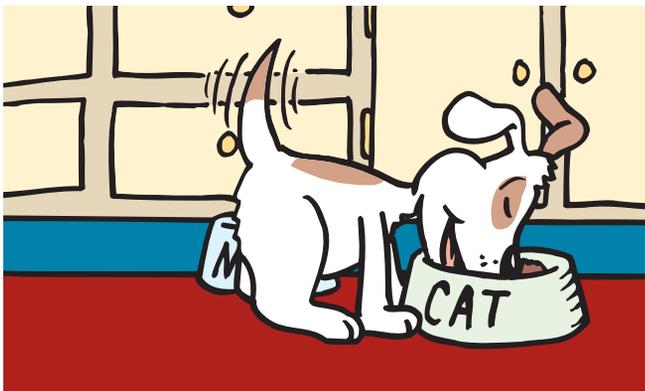
**Short Vowels (1–2):** Review the sounds of short O and short U. Have your student name each picture. Direct your student to write O (for question 1) and U (for question 2) below each picture whose name has that sound. Ask your student to put an X directly on the picture that does not have that sound.

**Predicting Outcomes (3–4):** Have your student read the sentence at the top of each box. Then, have your student circle the phrase below that makes sense.

# Hungry Max



Max is hungry.  
Max looks around the kitchen  
for food.



Max looks at the bowls.  
Max eats the cat's food.

Why do you think Max eats from the cat's bowl?



Max looks up.  
He looks funny.



The cat comes in.  
The cat looks at Max.  
The cat smiles.

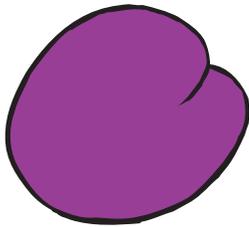
Why is the cat smiling?

Name \_\_\_\_\_

1. sn



2. pl



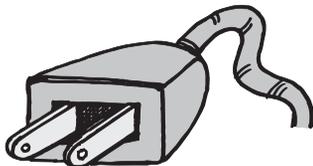
3.



4.



5.



6.



**Directions:**

**Blends (1-2):** Review the sounds of the blends **sn** and **pl**. Have your student name each picture. Direct your student to write **sn** (for question 1) and **pl** (for question 2) below each picture whose name begins with that sound. Ask your student to put an **X** directly on the picture that does not begin with that sound.

**Short Vowels (3-6):** Have your student name each picture and listen to the vowel sound. Ask your student to circle the correct vowel below each picture.

# Max and the Cat Play Catch



Max says hello to the cat.  
They go outside.



Max and the cat find a ball.  
They play catch.



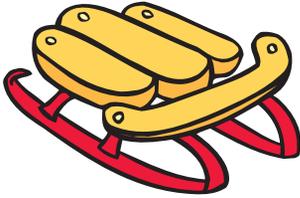
Max throws the ball over the  
cat's head. The cat looks up at  
the ball.



The ball goes into the pool.  
Max jumps into the pool.  
The cat smiles.

Name \_\_\_\_\_

1. sl



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. st



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. The cat and Max find a ball. Max throws it

\_\_\_\_\_.

under

below

up

4. The cat and Max play catch. Max throws it \_\_\_\_\_ the cat's head.

over

under

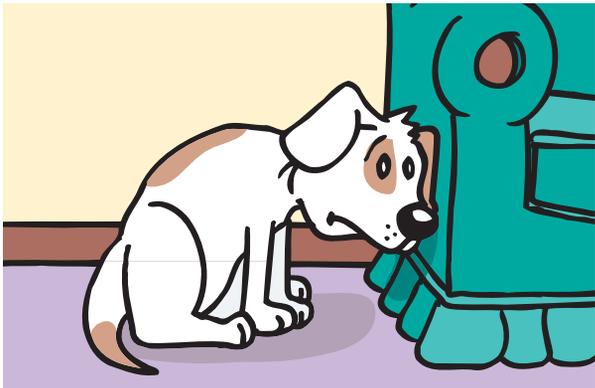
on top of

**Directions:**

**Blends (1-2):** Review the sounds of the blends **sl** and **st**. Have your student name each picture. Direct your student to write **sl** (for question 1) and **st** (for question 2) below each picture whose name begins with that sound. Have your student put an **X** directly on the picture that does not begin with that sound.

**Predicting Outcomes (3-4):** Have your student read the sentences at the top of each box. Then, ask your student to circle the word or phrase below that makes sense.

# Max Is Sad



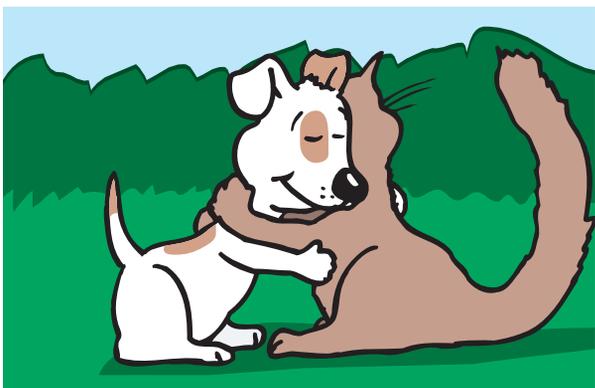
Max is sad.  
He cannot find his bone.



Max walks outside.  
He lies down on the grass.



Max closes his eyes.  
The cat comes outside.

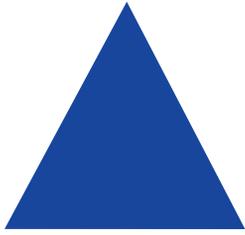


The cat taps Max on the back.  
The cat gives Max a hug.  
Max feels better.

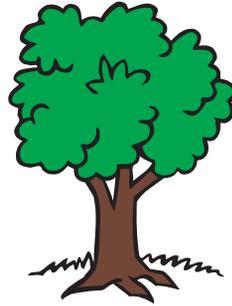
Why does Max feel better?

Name \_\_\_\_\_

1. tr



\_\_\_\_\_

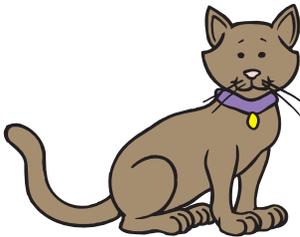


\_\_\_\_\_

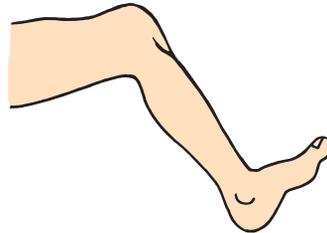
3

\_\_\_\_\_

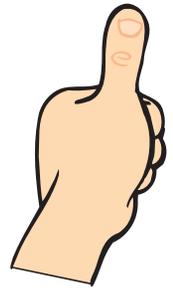
2.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. It is little.

It can make a web.

It has many legs.

What is it?

Ferris wheel

spider

caterpillar

4. It has four legs.

It is furry.

It says "Meow!"

What is it?

duck

cat

lamb

**Directions:**

**Blends (1):** Review the sound of the blend **tr**. Have your student name each picture. Direct your student to write **tr** below each picture whose name begins with the **tr** sound. Have your student put an **X** directly on the picture that does not begin with the **tr** sound.

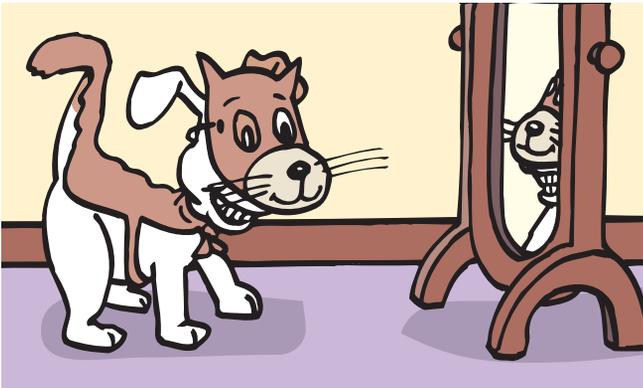
**Short Vowels (2):** Have your student name each picture, listen to the vowel sound, and write the vowel below the picture.

**Drawing Conclusions (3-4):** Have your student read the sentence riddles in each box. Then, have your student circle the word that makes the most sense.

# Max Goes to a Costume Party



Max is invited to a costume party. Max wants to wear a costume.



Max puts on a cat costume. He looks in the mirror. He laughs.



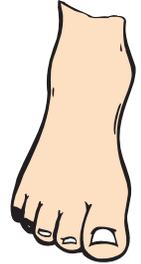
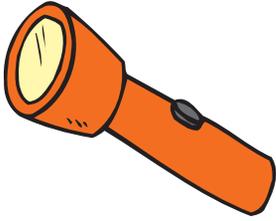
Max walks to the costume party at a friend's house. The cat opens the door.



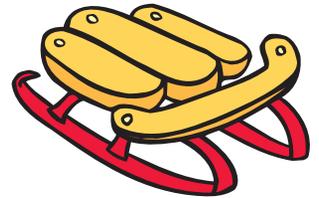
The cat is wearing a dog costume. Max laughs. The cat laughs even harder.

Name \_\_\_\_\_

1. fl



2.



3. Max sees something. It jumps up from the water. Then, it jumps back in. *Splash!* What is it?

- A bear
- A frog
- A tadpole

4. A squirrel runs down the tree and sees Max. Then, the squirrel runs up the tree. Where is the squirrel now?

The squirrel is with Max.  
The squirrel is hiding in the leaves.

**Directions:**

**Blends (1):** Review the sound of the blend fl. Have your student name each picture. Direct your student to write fl below each picture whose name begins with the fl sound. Have your student put an X directly on the picture that does not begin with the fl sound.

**Blends (2):** Have your student name each picture, listen to the beginning sound, and write the blend below the picture.

**Drawing Conclusions (3-4):** Have your student read the sentence at the top of each box. Then, ask your student to circle the phrase or sentence below that makes the most sense.

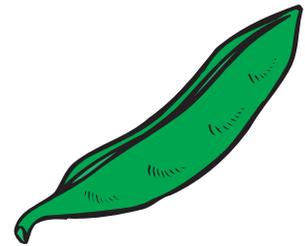
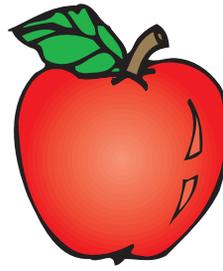
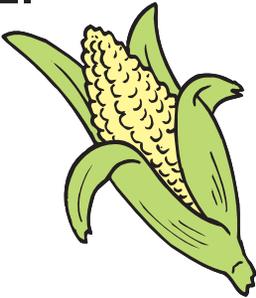
Name \_\_\_\_\_

# Same and Different

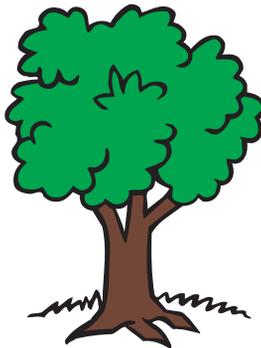
1.



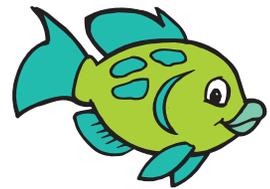
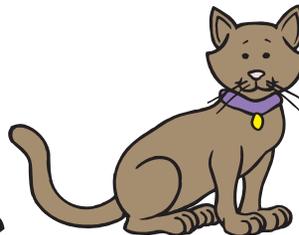
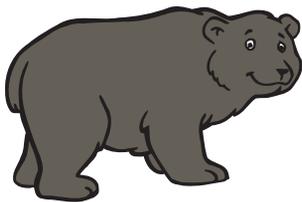
2.



3.



4.



Directions:

Classification (1-4): Have your student look at all four pictures in each row and circle the three that belong together.

Spectrum Reading *Grade K*

Name \_\_\_\_\_

## Sounds You Know

1.



\_\_\_\_\_

\_\_\_\_\_

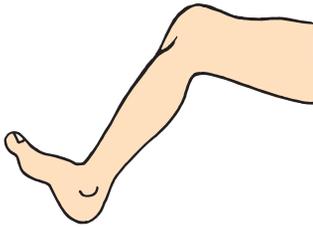
2.



\_\_\_\_\_

\_\_\_\_\_

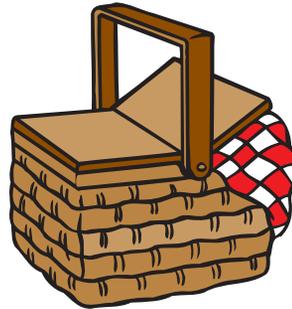
3.



\_\_\_\_\_

\_\_\_\_\_

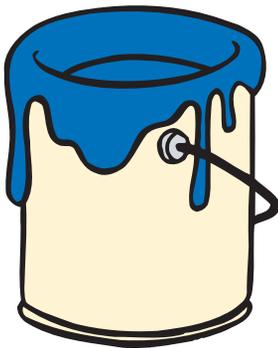
4.



\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

\_\_\_\_\_

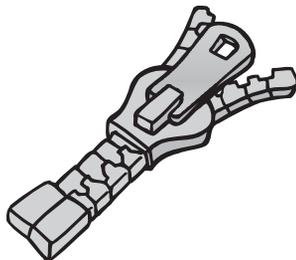
6.



\_\_\_\_\_

\_\_\_\_\_

7.



\_\_\_\_\_

\_\_\_\_\_

8.



\_\_\_\_\_

\_\_\_\_\_

**Directions:**

**Initial and Final Consonants (1-8):** Have your student look at each picture and say it aloud. Have your student listen to the beginning and ending consonants. Then, ask your student to write down the beginning and ending consonants next to each picture.

# Answer Key

Same and Different

2

Same and Different

3

Colors

4

Colors

5

# Answer Key

Same and Different


6

Shapes


7

Shapes


Answers will vary.

8

Shapes


Answers will vary.

9

# Answer Key

Completing Shapes


10

How Many?

1	
2	
3	
4	
5	

11

How Many?

6	
7	
8	
9	
10	

12

Sequencing

3	1	2
2	3	1

14

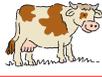
# Answer Key

Letters

Aa 	Bb 
A	(A) N C (A)
a	e (a) o (a)
B	P (B) C (B)
b	g d (b) (b)

15

Sounds

	Aa - Aa - Aa		
			
			
	Bb - Bb - Bb		
			
			

16

Sounds: A and B

	Aa - Aa - Aa		
			
	A	A	
	Bb - Bb - Bb		
			
B	B		B

17

Sounds: A

	Aa - Aa - Aa		
			
			
			

18

# Answer Key

Letters

Cc  Dd 

C	O	D	<b>C</b>	<b>C</b>
c	e	<b>c</b>	<b>c</b>	d
D	<b>D</b>	P	<b>D</b>	R
d	f	a	<b>d</b>	<b>d</b>

20

Sounds

 Cc Cc Cc

 Dd Dd Dd

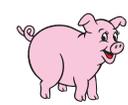
   

21

Sounds: C and D

 Cc Cc Cc

**C** **C**

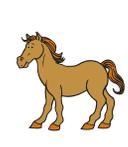
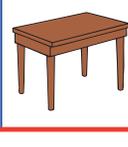
 Dd Dd Dd

**D** **D**

22

Sounds: A, B, C, and D

a			
b			
c			
d			

23

# Answer Key

Letters

Ee 	Ff 
E	(E) F (E) T
e	g c (e) (e)
F	T (F) H N
f	(f) t l (f)

25

Sounds

	Ee Ee Ee Ee			
				
				
	Ff Ff Ff Ff			
			(4)	
				

26

The Sounds of E and F

	Ee Ee Ee Ee			
				
E				E
	Ff Ff Ff Ff			
				
F				

27

Sounds: E

	Ee Ee Ee Ee			
				
				
				

28

# Answer Key

Classifying

29

Classifying

31

Letters

Gg Hh

G	C	G	O	G
g	t	j	g	g
H	H	F	H	K
h	k	t	h	h

32

Sounds

Gg Gg Gg

Hh Hh Hh

33

# Answer Key

The Sounds of G and H

 Gg Gg Gg

G G G

 Hh Hh Hh

H H H

34

Sounds: E, F, G, and H

e			
f			
g			
h			

35

Sequencing

2 3 1

3 2 1

37

Letters

Ii  Jj 

I	L	N	I	I
i	i	j	l	i
J	D	J	G	J
j	J	y	v	J

38

# Answer Key

Sounds

39

Sounds: I and J

40

Sounds: I

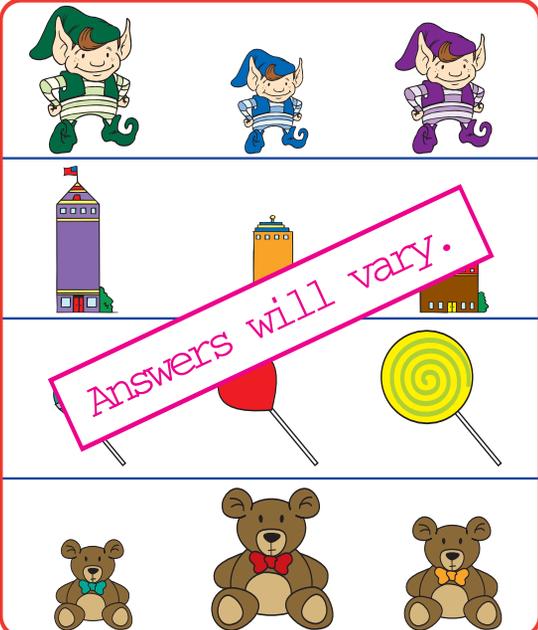
41

Classifying

42

# Answer Key

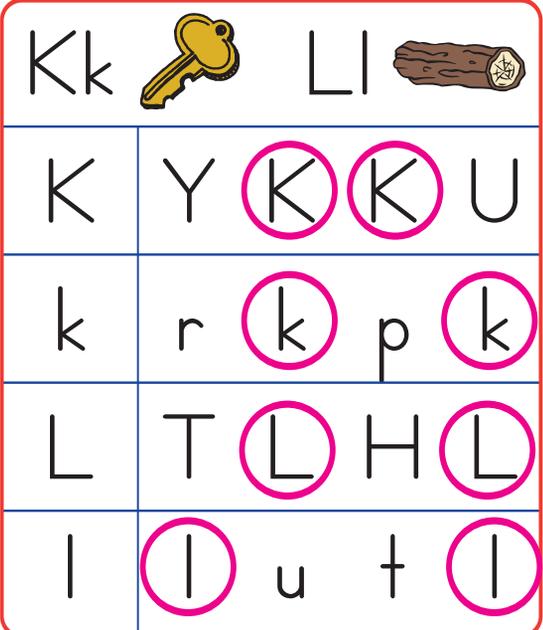
Big and Small



Answers will vary.

44

Letters



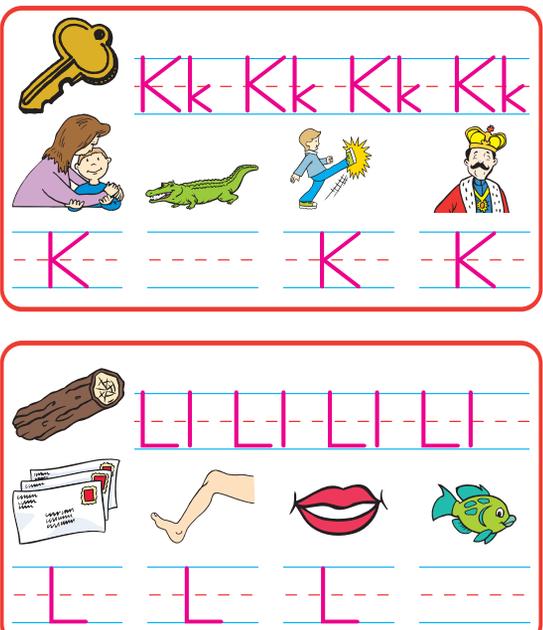
45

Sounds



46

Sounds: K and L



47

# Answer Key

Sounds: I, J, K, and L

i			
j			
k			
l			

48

Classifying

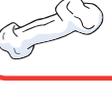
50

Letters

Mm		Nn	
M	W		S
M		S	
m	n	w	
m		w	
N	M	X	
N		X	
n	r		t
n		t	

51

Sounds

	Mm Mm Mm		
			
			
	Nn Nn Nn		
			
			

52

# Answer Key

Sounds: M and N

Mm Mm Mm

M M M

53

Sequencing

1 3 2

3 2 1

54

Rhyming Words

56

Classifying

57

# Answer Key

Letters

Oo		Pp	
O	Q		U 
o	c	g	 
P	R		F B
p	q		r 

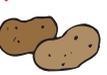
58

Sounds

59

Sounds: O and P

60

Sounds: O

61

# Answer Key

Sounds: M, N, O, and P

m	
n	
o	
p	

62

Letters

Qq	
Q	
q	
R	
r	

64

Sounds

	Qq	Qq	Qq
	Rr	Rr	Rr

65

Sounds: Q and R

	Qq	Qq	Qq
	Rr	Rr	Rr

66

# Answer Key

Position Words

Answers will vary.

67

Rhyming Words


69

Letters

Ss Tt

S	G	S	Y	S
s	t	q	s	s
T	L	T	Y	T
t	l	t	y	t

70

Sounds

Ss Ss Ss Ss


Tt Tt Tt Tt


71

# Answer Key

Sounds: S and T

72

Sounds: Q, R, S, and T

q			
r			
s			
t			

73

Same and Different

75

Letters

Uu		Vv	
U	V	U	W
u	u	n	u
V	Y	W	V
v	a	v	u

76

# Answer Key

Sounds

77

Sounds: U and V

78

Sounds: U

79

Start and Finish

80

# Answer Key

Position Words

Answers will vary.

82

Letters

Ww Xx 6

W	V	U	W	M
w	w	m	w	v
X	Y	A	X	X
x	x	a	x	y

83

Sounds

Ww Ww

6 Xx Xx Xx Xx

84

Sounds: W and X

Ww Ww

6 Xx Xx Xx Xx

85

# Answer Key

Letters

Yy 	Zz 
Y	V N <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Y</span> <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Y</span>
y	<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">y</span> f <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">y</span> v
Z	A <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Z</span> E <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Z</span>
z	s <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">z</span> <span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">z</span> n

87

Sounds

	Yy Yy Yy Yy
 	 
 	<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">O</span> 
	Zz Zz Zz Zz
 	 
<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">O</span> 	 

88

Sounds: Y and Z

	Yy Yy Yy Yy
 	 
<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Y</span>	<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Y</span>
	Zz Zz Zz Zz
<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">O</span> 	<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">4</span> 
<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Z</span>	<span style="border: 1px solid pink; border-radius: 50%; padding: 2px;">Z</span>

89

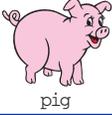
Sounds: U, V, W, and Y

u	 	
v	 	
w	 	
y	 	

90

# Answer Key

Matching Words

 top	cap	top	top
 cap	cap	pig	cap
 pig	top	pig	pig
 egg	egg	egg	top
 cub	cap	cub	cub

91

Matching Words

do	do	you	do
you	the	you	do
smell	do	smell	smell
the	the	you	the
cake	cake	smell	cake

92

1. B

 B	 B	 _____
--	--	--

2. C

 C	 _____	 C
--	--	--

3.

 3	 1	 2
--	--	--

95

1. D

 D	 D	 _____
---	--	--

2. F

 F	 _____	 F
---	--	--

3.

 See Max jump. Here is Max.	4.
---	----

4.

 Max rolls over. Max hides.
--

97

# Answer Key

1 G

		
_____	G	G

2 H

		
H	_____	H

3 Max looks.                      yes      no

4 Max runs away.                      yes      no

5 Max wags his tail.                      yes      no

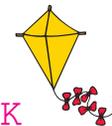
6 Max eats.                      yes      no

99

1 J

		
J	_____	J

2 K

		
_____	K	K

3

	
Max goes in. Max goes out.	Max finds the ball. Max lost the ball.

4

101

1 L

		
L	L	_____

2 M

		
M	M	_____

3

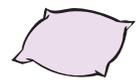
		
3	1	2

103

1 N

		
N	N	_____

2 P

		
P	_____	P

3 Max can \_\_\_\_\_ the ball.  
jump walk get

4 Max can t \_\_\_\_\_ a book.  
eat read look

105

# Answer Key

1 R

		
_____	R	R

2 S

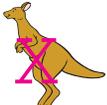
		
_____	S	S

3

		
1	3	2

107

1 T

		
T	T	_____

2 V

		
_____	V	V

3

	
Max is tired. Max has energy.	Max is happy. Max is growling.

4

109

1 W

		
W	W	_____

2 Y

		
Y	Y	_____

3 The rain is \_\_\_\_\_.  
dry  wet look

4 The snow is \_\_\_\_\_.  
slow silly  white

111

1 Z

		
Z	_____	Z

2 R

		
R	R	_____

3 Max does not want to play.    yes     no

4 Max feels tired.     yes    no

5 Max runs away from a rabbit.    yes     no

6 Max can't find the bird.    yes     no

113

# Answer Key

1. T

 T		 T
--	---	--

2.    

3.    

4.    

5. Max finds a \_\_\_\_\_.  
bone lamp sled

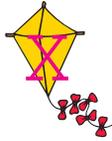
6. Max \_\_\_\_\_ in the dirt.  
rolls slow tall

115

1. P

 P	 P	
---	--	---

2. A

 A	 A	 A
 A		 A

117

1. L

 L	 L	
--	--	---

2. E

 E	 E	
--	--	---

3. Max plays with it.  
It rolls. It is a \_\_\_\_\_.  
car hat ball

4. Max rolls in \_\_\_\_\_.  
grass milk syrup

119

1. N

 N	 N	
---	--	---

2. K

 K		 K
--	---	--

3. Max sees a toy.  
He loves to play.  
What will Max do?  
Eat dinner  
Play with the toy  
Go to sleep

4. The cat wants to eat.  
Food is in the house.  
What will the cat do?  
Stay outside  
Go to sleep  
Go inside the house

121

# Answer Key

1 s

 s	 s	 _____
--	--	--

2 i

 _____	 i	 i
--	--	--

3 Max \_\_\_\_\_ at his friends. winks smiles **looks**

4 Max \_\_\_\_\_ the race. loses **wins** forgets

5 Max crosses the finish line \_\_\_\_\_. last second **first**

6 Go! says the \_\_\_\_\_. **man** girl doggie

123

1 o

 o	 _____	 o
---	--	--

2 u

 u	 u	 _____
---	--	--

3 Max s friends have come over for his birthday party. What will they do?  
**sing**  
ski  
take a nap

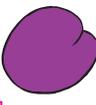
4 The cat forgot to bring a present. What will she do?  
**bring one tomorrow**  
run up a tree  
hide under the table

125

1 sn

 sn	 sn	 _____
---	---	--

2 pl

 pl	 pl	 _____
---	---	--

3  e u

4  e i

5  u a

6  o a

127

1 s

 s	 _____	 s
---	--	--

2 s

 s	 s	 _____
---	--	--

3 The cat and Max find a ball. Max throws it \_\_\_\_\_.  
under  
below  
**up**

4 The cat and Max play catch. Max throws it \_\_\_\_\_ the cat s head.  
**over**  
under  
on top of

129

# Answer Key

1. t

 t	 t	
--	--	---

2

 a	 e	 u
--	--	--

<p>3. It is little. It can make a web. It has many legs. What is it?</p> <p>Ferris wheel spider caterpillar</p>	<p>4. It has four legs. It is furry. It says Meow! What is it?</p> <p>duck cat lamb</p>
---	---

131

1. f

 f	 f	
---	--	---

2

 st	 sn	 s
--	---	--

<p>3. Max sees something. It jumps up from the water. Then it jumps back in. Splash! What is it?</p> <p>A bear A frog A tadpole</p>	<p>4. A squirrel runs down the tree and sees Max. Then, the squirrel runs up the tree. Where is the squirrel now?</p> <p>The squirrel is with Max. The squirrel is hiding in the leaves.</p>
---	--

133

Same and Different

1. 			
2. 			
3. 			
4. 			

134

Sounds You Know

1.  b	 k	2.  s	 x
3.  l	 g	4.  b	 t
5.  p	 t	6.  m	 p
7.  z	 r	8.  d	 l

135

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