

Worksheets

Packet 13

Worksheet 1: Name the Boat

Materials: Name the Boat worksheet (1 per child), pencils

Outcome: Identify and write beginning blends *st*, *bl*, *cr*, *fr*, *sw*, and *sn*.

Ask volunteers to name the pictures on the sails. Then let children work independently to write blends to complete the words.

Extra Help: List the blends *st*, *bl*, *cr*, *fr*, *sw*, and *sn* on the board for reference.

Going Further: Suggest that children draw and name their own boats.

Worksheet 2: My Studio

Materials: My Studio worksheet (1 per child), crayons

Outcome: Draw and caption pictures to represent beginning blends *st* and *cr*.

Have children identify the beginning blends in **stool** and **crow**, draw a picture to show each blend, and print (or dictate) the word in the box on the frame.

Extra Help: Help children brainstorm words they could illustrate such as **star**, **storm**, **stir**, **stairs**, **statue**, **steeple**, **crab**, **crib**, **creek**, **crocodile**, and **cream**.

Going Further: Have each child draw and caption a picture for *sw*, *bl*, *fr*, or *sn*.

Worksheet 3: Frankie's Books

Materials: Frankie's Books worksheet (1 per child), pencils

Outcome: Identify and write beginning blends *sk*, *sl*, and *pl*.

Read aloud the directions on the worksheet. Children should identify the beginning blend in each picture and then write the two letters of the blend in the blanks.

Extra Help: Have children print the blends *sk*, *sl*, and *pl* at the top of the page for reference.

Going Further: Suggest that children look in the classroom library for books with titles that contain blends.

Worksheet 4: Blend Butterfly

Materials: Blend Butterfly worksheet (1 per child), crayons

Outcome: Identify beginning blends *gl*, *br*, *tr*, *sp*, *fl*, and *gr*.

Have children color the crayons in the key at the top of the page. Then explain how to use the key to color the butterfly wings according to the beginning blends in the picture names.

Extra Help: Work as a class to name each picture and identify the beginning blend. Then let children complete the page independently.

Going Further: Have children think of other words that begin with these blends. Children can write the words or draw pictures to show the words.