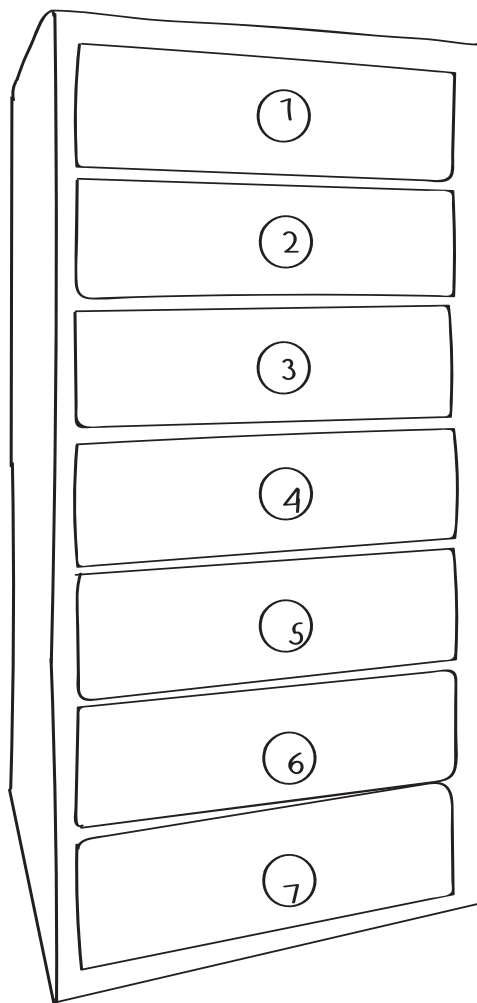




Waseca Reading Program

Green Workbook



Name: _____

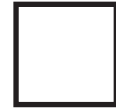
Green 1

date _____

1. Spell all of the words in Green 1 with the moveable alphabet.
Check the box when you are done.



d r i n k



2. Use each of the letters to make a word with -ink. Write each word on the lines. Read the words.

th w l s m p r bl dr st cl shr

-ink

think

3. Match all of the labels in Green 1 to the pictures. Check the box when you are done.



drink

4. Write the words in your best handwriting.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

5. Read the Green 1 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

farm

end

her

another

form

well

even

large

7. Read the words in the box. Use the words to fill in the blanks in the sentences that follow.

wink

blink

pink

stinks

sink

think

shrink

drink

If the water is too hot, your dress will _____ .

I need to stop and take a _____ .

That smell _____ .

He did grin and _____ at me.

The _____ in the kitchen is full of dishes.

I can _____, but I can not wink.

I _____ that I must have another bite.

She put _____ gloss on her lips.

8. Have an older child or an adult read each of the label cards in Green 1 and you write the words.



1.

2.

3.

4.

5.

6.

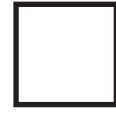
Green 2

date _____

1. Spell all of the words in Green 2 with the moveable alphabet.
Check the box when you are done.



s w i n g



2. Use each of the letters to make a word with -ing. Write each word on the lines. Read the words.

th w k s r br sl st cl fl str spr

-ing

thing

3. Match all of the labels in Green 2 to the pictures. Check the box when you are done.



swing

4. Write the words in your best handwriting.

1.

2.

3.

4.

5.

6.

5. Read the Green 2 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

such

because

ask

turn

most

us

men

why

7. Read the words in the box. Use the words to fill in the blanks in the sentences that follow.

thing	sing	bring	spring
wings	sting	swing	string

The plants put on new buds in the _____.

The robin has _____.

She will _____ for us.

That insect can _____ you.

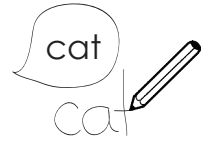
They can pump and _____.

_____ me the large box.

He had a _____ in his pocket.

It is such a big _____ that it fills the closet.

8. Have an older child or an adult read each of the label cards in Green 2 and you write the words.



1.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

2.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

3.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

4.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

5.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

6.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

Green 3

date _____

1. Spell all of the words in Green 3 with the moveable alphabet.
Check the box when you are done.



j u m p i n g

2. Spell the word that describes the action in the picture. Use the -ing ending to show that it is happening now.











3. Match all of the labels in Green 3 to the pictures. Check the box when you are done.



4. Write the words in your best handwriting.

1.

2.

3.

4.

5.

6.

5. Read the Green 3 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

read

need

love

move

different

today

home

kind

7. Read the words in the box. Use the words to fill in the blanks in the sentences that follow.

fixing	swinging	reading	jumping
helping	needing	saying	working

Dad is _____ the sink because it has a drip.

They were _____ that it was time to go.

She is _____ on the swing set.

The twins were _____ on the bed.

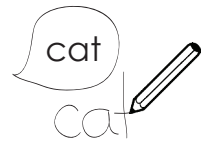
We are _____ mom put out the dishes.

I am _____ about frogs and fish.

We have been _____ to get a new basket.

He has been _____ on the path today.

8. Have an older child or an adult read each of the label cards in Green 3 and you write the words.



1.

2.

3.

4.

5.

6.

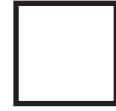
Green 4

date _____

1. Spell all of the words in Green 4 with the moveable alphabet.
Check the box when you are done.



t a n k



2. Use each of the letters to make a word with -ang and -ank. Write each word under its word family. Read the words in the lists.

b	r	c	f
-ang			
bang			

r	b	s	pr	bl	th	y	bl
-ank							

3. Match all of the labels in Green 4 to the pictures. Check the box when you are done.



tank

4. Write the words in your best handwriting.

1.

2.

3.

4.

5.

6.

5. Read the Green 4 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

still

off

picture

play

again

spell

something

air

7. Read the words in the box. Use the words to fill in the blanks in the sentences that follow.

fangs	bank	bang	crank
blank	rang	thank	tank

We have a big _____ that holds water.

_____ you for helping me.

He _____ the bell to call people to come.

What kind of animal has _____ ?

Fill in the _____ with a word from the list.

The rocket made a big _____.

She took the nickels to the _____ .

A _____ can turn something.

8. Have an older child or an adult read each of the label cards in Green 4 and you write the words.



1.

2.

3.

4.

5.

6.

Green 5

date _____

1. Spell all of the words in Green 5 with the moveable alphabet.
Check the box when you are done.



t r u n k



2. Use each of the letters to make a word with -ung and -unk.
Write each word under its word family. Read the words in the lists.

h r c l st

-ung

hung

h b s j sk tr d st

-unk

3. Match all of the labels in Green 5 to the pictures. Check the box when you are done.



4. Write the words in your best handwriting.

1.

2.

3.

4.

5.

6.

5. Read the Green 5 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

under

mother

animal

point

letter

head

house

next

7. Read the words in the box. Use the words to fill in the blanks in the sentences that follow.

hung

bunk

dunk

junk

rung

trunk

stung

clung

Beth was _____ by an ant.

He had a _____ to pack for camp.

There was a lot of _____ to get rid of.

The twins had _____ beds.

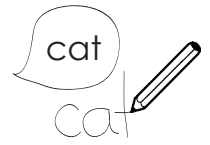
The frog _____ to the trunk.

The web _____ from the branch.

I went to the next _____ on the ladder.

Tom had to _____ his head under the water.

8. Have an older child or an adult read each of the label cards in Green 5 and you write the words.



1.

2.

3.

4.

5.

6.

Green 6

date _____

1. Spell all of the words in Green 6 with the moveable alphabet.
Check the box when you are done.



s t r o n g

2. Use each of the letters to make a word with -ong. Write each word under its word family. Read the words in the list.

l	s	g	str
-ong			

3. Match all of the labels in Green 6 to the pictures. Check the box when you are done.



4. Write the words in your best handwriting.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

5. Read the Green 6 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

found

should

answer

America

ever

world

learn

high

7. Read the words in the box. Use the words to fill in the blanks in the sentences that follow.

tongs	long	gong	honk
song	belongs	strong	longest

The pup _____ with its mother.

A _____ from the van meant, "Let's go!"

We had _____ to pick up the salad.

It was fun to hit the big _____.

The _____ man could lift two men.

It was a _____ time before we got there.

It was the _____ trip I have ever been on.

Jan sang a _____ about the continents.

8. Have an older child or an adult read each of the label cards in Green 6 and you write the words.



1.

2.

3.

4.

5.

6.

Green 7

date _____

1. Spell all of the words in Green 7 with the moveable alphabet.
Check the box when you are done.



s t i n k



2. Use -ing, -ank, -ang, -unk, -ung, -ong, -onk to make words. Read the words to yourself.

tr

l

s

ch

l

s

st

cl

s

st

cl

s

st

cl

s

3. Match all of the labels in Green 7 to the pictures. Check the box when you are done.



4. Write the words in your best handwriting.

1.

2.

3.

4.

5.

6.

5. Read the Green 7 phonogram booklet to an adult. Check the box when you are done.



6. Learn the sight words below by listening to the words read aloud as they are pointed to. Then, point to the words when they are read aloud. When you are ready, read the words that you have learned.

between

near

own

add

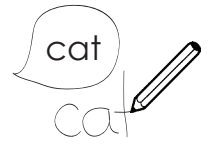
below

food

country

every

7. Have an older child or an adult read each of the label cards in Green 7 and you write the words.



1.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

2.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

3.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

4.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

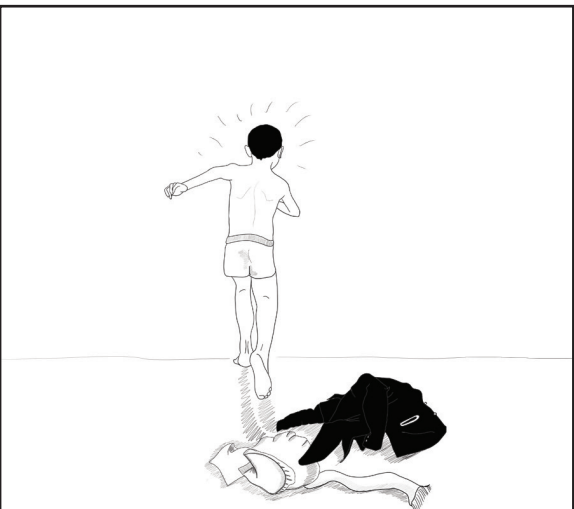
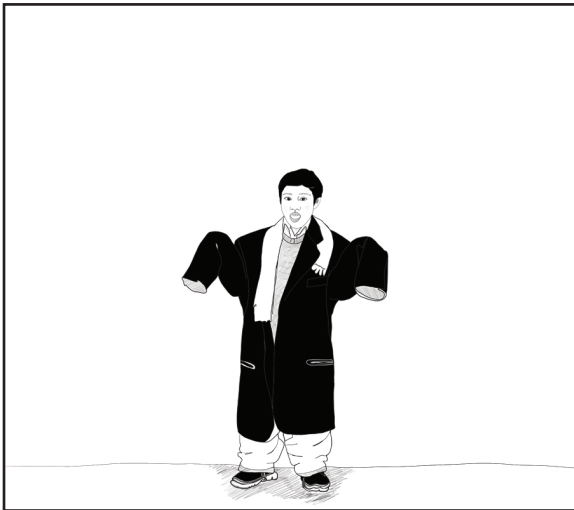
5.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

6.

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

8. Use the pictures to write a story with a beginning, middle, and end.



Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.