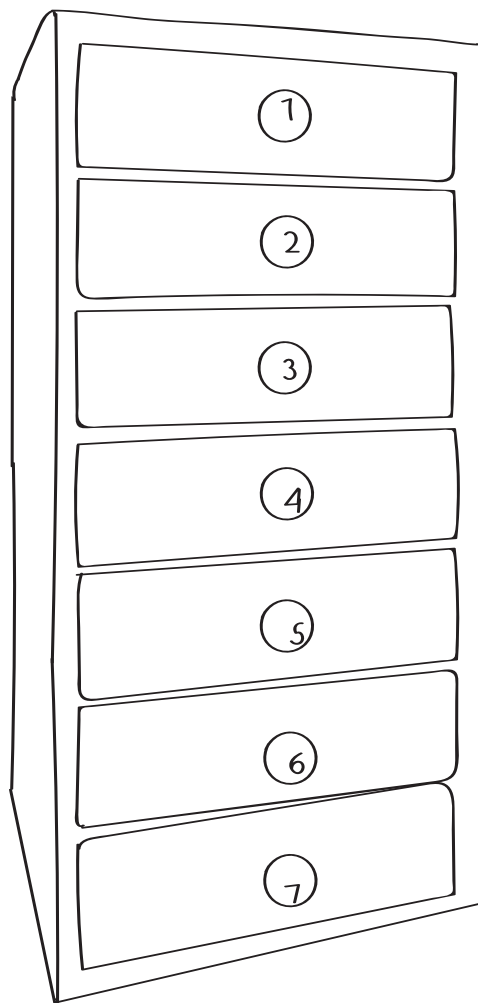




Waseca Reading Program

Blue Workbook



Name: _____

1. Sort the picture cards in Blue 1 under the cards with ay, ai, and ei as shown below. Use the moveable alphabet to spell the words. Use ay, ai, or ei to make the long a sound according to the way they are sorted. Check the box when you are done.

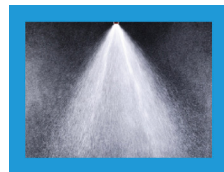
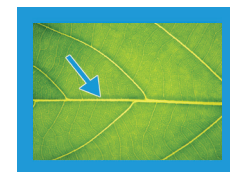
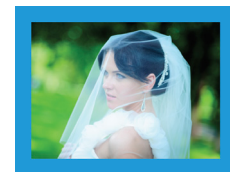
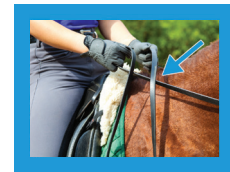
ay

ai

ei



g r a y



2. Match all of the labels in Blue 1 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



ay

ai

ei

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

3. Try to find new words that use ay, ai, or ei. A dictionary may be helpful.

ay

ai

ei

5. 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.

book

carry

hear

horse

forest

once

without

second

6. Read the words in the box below. Use the words to fill in the blanks in the definitions that follow.

book

forest

carry

once

hear

without

horse

second

A _____ is a large domesticated animal that can carry people or things.

_____ is after or next to the first.

A _____ is a stand of trees and other plants.

To _____ is to detect a sound.

To be _____ is to not have or not include.

A _____ is a set of printed paper held together.

To _____ is to lift and move something.

_____ is one time only.

7. Have a classmate or an adult read each of the Blue I label cards aloud so that you can write the words down without looking. Try to remember whether each word uses ay, ai, or ei to make the long a sound.

ay

ai

ei

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

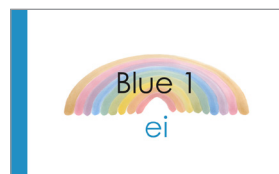
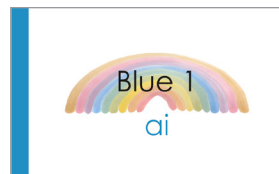
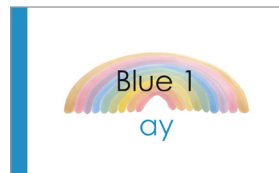
8. _____

9. _____

10. _____

11. _____

8. Read the Blue I phonogram booklets to an adult. Check the boxes when you are done.



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

reins

gray

mail

sails

stray

braid

trail

rain

The _____ came down and wet the grass.

I got a letter in the _____.

She had a long _____ down her back.

The big ship had three _____.

The _____ went through the forest.

I took the _____ of the horse in my hand.

It is a _____ day and it looks like rain.

A _____ cat came to our house for food.

10. Use ay or ai to complete the words. (Hint: If the long a sound comes at the end of the word use ay. If there is a consonant sound after the long a sound, use ai.)

plain

s

spr n

Sp n

s l

spr

m l

str t

w st

m

str

tr n

f nt

cl m

gr n

s nt

cl

w

tr l

r n

w t

tr

r

p

br

r d

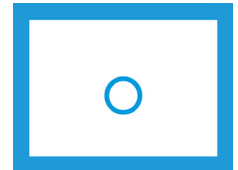
p nt

br d

r l

p l

1. Sort the picture cards in Blue 2 under the cards with oa, ow, oe, and o as shown below. Use the moveable alphabet to spell the words. Use oa, ow, oe, or o to make the long o sound according to the way they are sorted. Check the box when you are done.



c o a t



2. Match all of the labels in Blue 2 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



oa

ow

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____

oe

8. _____
9. _____
10. _____

o

11. _____
12. _____

3. Try to find new words that use oa, ow, oe, or o. A dictionary may be helpful.

oa

ow

oe

o

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Use each of the letters in the gray boxes to make a word with -ow, -oat, -old, -oad, -oak, -ost, -olt, -oan, and -oast. Write each word under its word family. Read the words in the lists.

gr	sh	thr
bl	r	fl
cr	sn	sl
-ow		

c	fl	thr
b	g	m
-oat		

s	b	m
c	t	f
-old		

r	l	t
-oad		

cl	s	cr
-oak		

gr	l	m
-oan		

t	c	r
-oast		

h	p	m
-ost		

b	c	j
-olt		

5. 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.

enough

party

across

idea

face

watch

far

real

6. Read the words in the box below. Use the words to fill in the blanks in the definitions that follow.

across

enough

real

idea

watch

party

far

face

A _____ is an event where people come together.

_____ describes something that exists or happens.

A _____ is the front part of the head where the eyes are.

To _____ is to look at something and see what is happening.

To have _____ is to have what is needed.

_____ is from one side to the other side.

_____ is a long way away.

An _____ is a thought or plan.

7. Have a classmate or an adult read each of the Blue 2 label cards aloud so that you can write the words down without looking. Try to remember whether each word uses oa, ow, oe, or o to make the long o sound.

oa

1. _____

2. _____

3. _____

4. _____

ow

5. _____

6. _____

7. _____

o

11. _____

12. _____

oe

8. _____

9. _____

10. _____

8. Read the Blue 2 phonogram booklets to an adult. Check the boxes when you are done.

	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

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

throat

coast

poem

hostess

grow

throw

groan

tiptoe

Jay gave a _____ when he had to do his homework.

The _____ is where the sea meets the land.

Kay was the _____ for the party.

He read his _____ before the class.

We can _____ our own food.

I had to _____ down the steps to not wake the rest of the house.

His _____ was sore and his nose was red.

Let's go _____ a baseball.

10. Use ow or oa to make the long o sound and complete the words below. (Hint: Use ow if the long o sound comes at the end of the word. Use oa if there is a consonant sound at the end of the word.)

coast	s	thr t
l f	s k	bl t
m	gr n	b
m n	gl	r
l	cr	m t
fl t	sl	r d

11. Use ow to complete the words below. Note that ow may have a consonant sound at the end of the word when it happened in the past.

sh	bl	gr
sh n	bl n	gr n
thr	fl	
thr n	fl n	

1. Sort the picture cards in Blue 3 under the cards with ie, y, and i as shown below. Use the moveable alphabet to spell the words. Use ie, y, or i to make the long i sound according to the way they are sorted. Check the box when you are done.

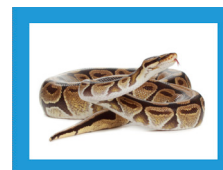
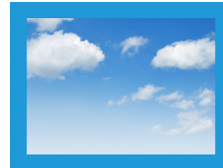
ie

y

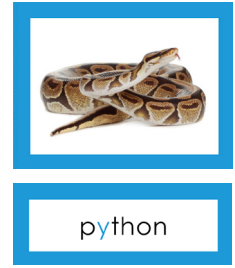
i



p i e



2. Match all of the labels in Blue 3 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



ie

y

i

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

3. Try to find new words that use ie, y, or i to make the long i sound. A dictionary may be helpful.

ie

y

i

5. 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.

almost

mountain

above

young

talk

soon

leave

full

6. Read the words in the box below. Use the words to fill in the blanks in the definitions that follow.

almost	young	talk	full
mountain	above	soon	leave

_____ is a small bit of time away from now.

A _____ is land that rises above the land around it.

_____ is close but not quite.

To _____ is to go away.

To be _____ is to hold as much as can be held.

To _____ is to say words.

To be _____ is to be in the first part of life.

_____ is in a high place.

7. Have a classmate or an adult read each of the Blue 3 label cards aloud so that you can write the words down without looking. Try to remember whether each word uses ie, y, or i to make the long i sound.

ie

y

i

1. _____

4. _____

7. _____

2. _____

5. _____

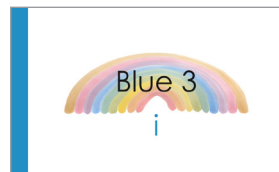
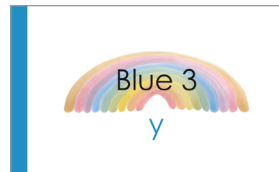
8. _____

3. _____

6. _____

9. _____

8. Read the Blue 3 phonogram booklets to an adult. Check the boxes when you are done.



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

fly	find	shy	blind
cries	wild	kind	tries

He helped the _____ man across the drive.

She was _____ to the young child.

What kind of mammal can _____ ?

After the crow can fly, we will let it go back into the _____ .

My mother _____ to take a nap, but we wake her.

I cannot _____ the trail up the mountain.

She is too _____ to be in the talent show.

The kitten _____ for its mother.

10. Use y or ie to make the long i sound. Use y or ie if the sound comes at the end of the word. Use ie if the long i sound is followed by a consonant.

tied

d

l

t

d s

l d

t s

p

l s

m

p s

sh

11. In these words, the y at the end of the word is changed to an ie when an s is added to make it plural or when a d is added to make it happen in the past.

sk

fl

tr

sk s

fl s

tr s

fr

cr

tr d

fr s

cr s

dr

fr d

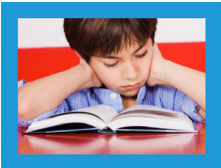
cr d

dr d

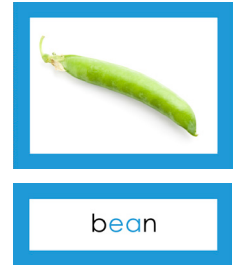
1. Sort the picture cards in Blue 4 under the cards with ea, ee, and ie as shown below. Use the moveable alphabet to spell the words. Use ea, ee, or ie to make the long e sound according to the way they are sorted. Check the box when you are done.



t r e e



2. Match all of the labels in Blue 4 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



ea

ee

ie

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

3. Try to find new words that use ea, ee, or ie to make the long e sound. A dictionary may be helpful.

ea

ee

ie

4. Use each of the letters in the gray boxes to make a word with -eat, -eam, -east, -eal, and -each. Write each word under its word family. Read each list to yourself.

m tr s ch

-eat

meat

st cr str dr

-eam

f b l y

-east

st h m r

-eal

p t r b

-each

5. Use each of the letters in the gray boxes in the gray boxes to make a word with -eet, -eed, -een, -eep, and -eek. Write each word under its word family. Read each list to yourself.

m	sh	sw	f	
				-eet
				meet

f	sp	bl	s	
				-eed

qu	gr	s	scr	
				-een

st	sw	cr	sh	
				-eep

w	ch	p	sl	
				-eek

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.

able

morning

it's

being

include

body

questions

music

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

morning	include	body	able
questions	being	it's	music

To _____ is to make someone or something part of a group.

_____ means that you can do it.

_____ is sounds that are sung or played.

_____ is a state of existing.

_____ are sentences used to find out about something.

A _____ is the part of an animal that can be seen and felt.

_____ is the time from sunrise to noon.

_____ is a word that is short for "it is."

8. Have a classmate or an adult read each of the Blue 4 label cards aloud so that you can write the words down without looking. Try to remember whether each word uses ee, ie, or ea to make the long e sound.

ea

ee

ie

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

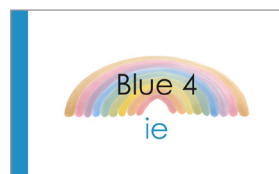
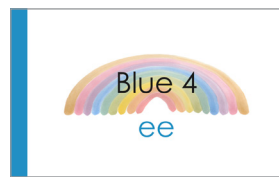
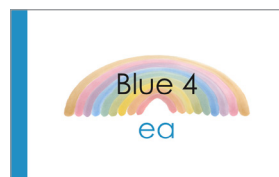
8. _____

9. _____

10. _____

11. _____

9. Read the Blue 4 phonogram booklets to an adult. Check the boxes when you are done.



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

leaf	sweet	eaten	sheep
belief	feast	stream	chief

_____ music came out of the open window.

The boys waded out into the _____.

We had _____ all of the food in the kitchen.

The _____ were in a flock eating grass.

Luke had a _____ that he could do anything he set his mind to do.

The _____ of the tribe was respected.

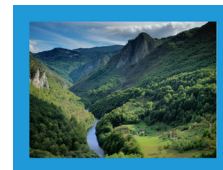
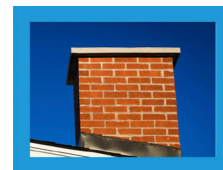
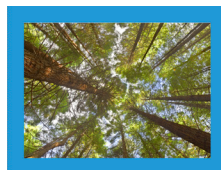
A _____ can catch the light and glow green.

We had a _____ for Thanksgiving Day.

1. Sort the picture cards in Blue 5 under the cards with y and ey as shown below. Use the moveable alphabet to spell the words. Use y and ey to make the long e sound according to the way they are sorted. Check the box when you are done.



c a n d y



2. Match all of the labels in Blue 5 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



y

1. _____

2. _____

3. _____

4. _____

ey

5. _____

6. _____

7. _____

8. _____

3. Try to find new words that use y or ey to make the long e sound at the end of a word. A dictionary may be helpful.

y

ey

4. Add a y at the end to make new words. Find the words that are now adjectives. What part of speech were they before you added the y?

frosty

crunch

craft

dust

cloud

hand

salt

boss

stock

rain

wind

mess

mint

snow

grass

5. Double the last consonant before adding y to these words. Can you come up with a rule that tells you when to double the consonant?

daddy

mom

mud

pup

fun

smog

fog

skin

run

(Rule: When adding -y to the end of a word, double the last consonant if there is a vowel just before the consonant.)

6. Add ly at the end to make new words. Read the words that are now adverbs. What part of speech were they before you added the ly?

brave ly

plain

real

safe

bad

kind

quick

close

sweet

soft

brisk

smooth

direct

cold

careful

new

neat

fine

cruel

steep

wide

deep

tame

hopeful

glad

bare

grateful

7. 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.

away

color

area

travel

mark

quiet

room

birds

8. Read the words in the box below. Use the words to fill in the blanks in the definitions that follow.

room	quiet	area	birds
color	mark	travel	away

A _____ can be a line, cut, dent, or stain that can be seen.

An _____ is a part of a large space.

A _____ can be a place inside of a house that is used in some way.

_____ is when there is little sound.

_____ are animals that have wings and feathers.

To _____ is to go from one place to another.

_____ is the way light reflects off of something that gives it a hue.

_____ means from this or that place.

9. Have a classmate or an adult read each of the Blue 5 label cards aloud so that you can write the words down without looking. Try to remember whether each word uses y or ey to make the long e sound.

y

1. _____

2. _____

3. _____

4. _____

ey

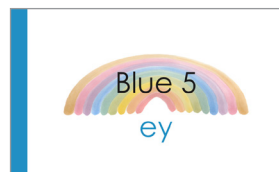
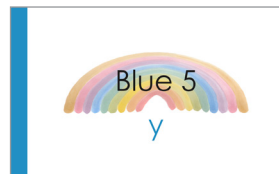
5. _____

6. _____

7. _____

8. _____

10. Read the Blue 5 phonogram booklets to an adult. Check the boxes when you are done.



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

alley	chimney	monkey	happily
hungry	lucky	funny	candy

We got a big bag of _____ on Halloween.

The smoke coming out of the _____ let us know that someone was home.

They lived _____ ever after.

Grady told a _____ joke at lunch.

We were _____ to find a good spot to camp.

The _____ was narrow and long.

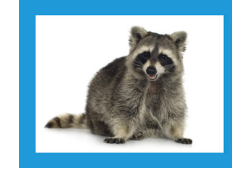
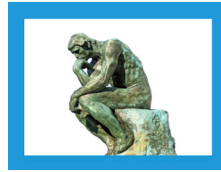
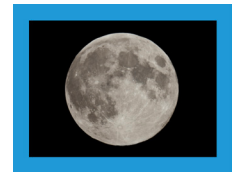
The girls were _____ and came to the kitchen for snacks.

The _____ jumped from branch to branch.

1. Sort the picture cards in Blue 6 under the cards with ue, ew, and oo as shown below. Use the moveable alphabet to spell the words. Use ue, ew, or oo to make the long u sound according to the way they are sorted. Check the box when you are done.



g l u e



2. Match all of the labels in Blue 6 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



ue

ew

oo

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

3. Try to find new words that use ue, ew, or oo to make the long u sound. A dictionary may be helpful.

ue

ew

oo

4. Use each of the letters in the gray boxes to make a word with -ue, -oom, -ool, -ew, -ood, -oot, -oon, and -oop. Write each word under its word family. Read the words in the lists.

bl	tr	gl
cl	c	d
-ue		
blue		

r	b	z
bl	gl	d
-oom		

c	st	p
f	t	dr
-ool		

gr	ch	thr
bl	br	fl
cr	st	dr
-ew		

f	m	br
-ood		

r	b	sc
-oot		

sp	n	s
-oon		

sc	tr	l
-oop		

5. 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.

knew

problem

since

upon

half

piece

easy

wait

6. Read the words in the box below. Use the words to fill in the blanks in the definitions that follow.

knew	upon	half	wait
problem	since	piece	easy

A _____ is something that is difficult to deal with.

_____ means on.

_____ means in the time after.

_____ means to know before.

A _____ is a part of something.

To be _____ is to not be hard.

_____ is one of the parts if you divide something by two.

_____ means to stay in place.

7. Have a classmate or an adult read each of the Blue 6 label cards aloud so that you can write the words down without looking. Try to remember whether each word uses ue, ew, or oo to make the long u sound.

ue

ew

oo

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

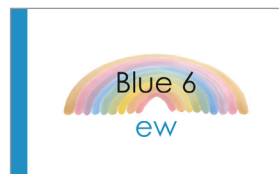
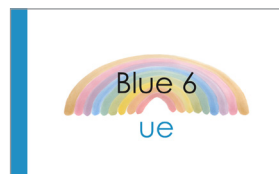
9. _____

10. _____

11. _____

12. _____

8. Read the Blue 6 phonogram booklets to an adult. Check the boxes when you are done.



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

continue	roots	flew	food
moon	Avenue	zoo	new

The _____ of the tree were connected to a fungus in the soil that helped it get water.

There was enough _____ in the pantry to last a week.

We had a _____ classmate who was shy.

The birds all _____ from the tree at the same time.

We went to the _____ to see the monkeys.

The _____ was big and full.

The address is 119 Dogwood _____ .

I will _____ to call until I get an answer.

10. Use ew, ue or oo to make the long u sound. (Hint: Use ew or ue if the sound comes at the end of the word. Use oo if the long u sound is followed by a consonant.)

room

p l

fl

gr

r f

scr

c p

dr l

thr

tr

cr

sw p

bl m

sm th

r t

gl

s n

n

z m

dr

cl

m n

dr p

c l

d

sp k

pr f

d

st p

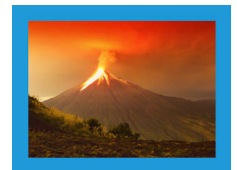
st

1. An open syllable is syllable that ends in a vowel sound rather than a consonant sound. Take out all of the picture cards in Blue 7. Spell the words with the moveable alphabet using a long vowel sound for the open syllable. Check the box when you are done.

open
syllable



b a b y



2. Match all of the labels in Blue 7 to the pictures. Check the box when you are done. Then, write the words in your best handwriting.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

3. Try to find new words that use one or more open syllables. A dictionary may be helpful.

4. First, draw a line between every syllable in the words below. Then, go back and look for open syllables (syllables that end in a vowel sound rather than a consonant sound). Underline the open syllables.

mo|ment

ho ping

ba sic

e ven

cho sen

o pen

ra king

pi lot

si lent

mu sic

fe male

ba con

sto len

ho tel

du ty

hu mid

pro gram

si ren

A pril

ba by

ra ven

po ny

do nate

fro zen

ro dent

ro tate

Ju ly

te pee

po em

mi nus

bi son

i tem

Fri day

cli max

ru by

tru ly

pu pil

hu man

stu dent

tu lip

mi cro scope

tel o scope

u nit

ve to

pre fix

pre vent

e vil

li on

vid e o

vi o lin

ra di o

vol ca no

a gent

may be

be ing

bo nus

5. 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.

heard

didn't

order

friends

door

sure

verb

during

6. Read the words in the box below. Use the words to fill in the blanks in the definitions that follow.

heard

friends

door

during

didn't

order

sure

verb

_____ is short for did not.

_____ are those that you like and like to be with.

_____ means to hear before.

_____ means to happen within the same time as something else.

An _____ is something that tells someone else what to do.

To be _____ is to know that something is true.

A _____ is an action word.

A _____ is an opening in a wall that can be closed.

7. Have a classmate or an adult read each of the Blue 7 label cards aloud so that you can write the words down without looking.

1. _____ ----- _____	4. _____ ----- _____	7. _____ ----- _____
2. _____ ----- _____	5. _____ ----- _____	8. _____ ----- _____
3. _____ ----- _____	6. _____ ----- _____	9. _____ ----- _____

8. Read the Blue 7 phonogram booklet to an adult. Check the box when you are done.



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

radio	volcano	silent	student
secret	violin	tulips	video

We planted _____ along the walk.

The _____ erupted and spewed ash.

We played a _____ game on the screen.

When we played the _____ game, it was so _____ that you could hear a pin drop.

I listened to a song on the _____ that I liked.

Violet played the _____ very well.

Harry was a _____ at same school that I went to.

The twins had a _____ they would not tell.

