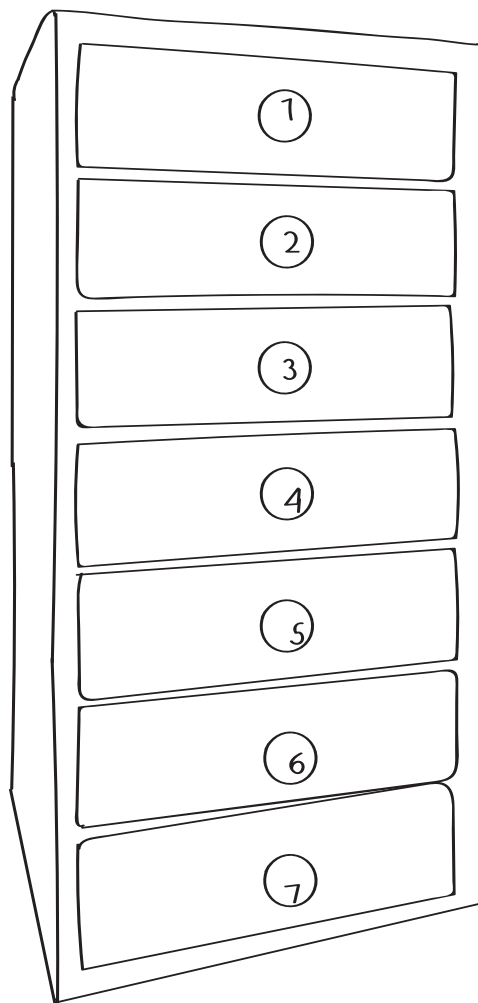




## Waseca Reading Program

# Yellow Workbook



Name: \_\_\_\_\_

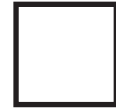
# Yellow 1

date \_\_\_\_\_

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



g r a s s



2. Read the words in the box. Listen for the beginning sounds. Sort the words by their beginning sounds. Write them under the beginning blend.

pass	boss	mess	cross	glass	dress
gloss	stress	brass	toss	bless	mass

-ass

\_\_\_\_\_

\_\_\_\_\_

pass

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-ess

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-oss

\_\_\_\_\_

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



grass

4. Write the words in your best handwriting.

1.

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2.

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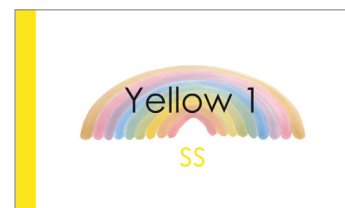
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5. Read the Yellow I phonogram booklet to an adult. Check the box when you are done.



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.

than

who

find

which

long

come

eat

over

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

class	dress	gloss	glass
grass	moss	pass	mess

The van is fast and can \_\_\_\_\_ other vans.

It is time to cut the \_\_\_\_\_.

I sat down in the soft \_\_\_\_\_.

She put on her best \_\_\_\_\_.

The den was a big \_\_\_\_\_ to work on.

Our \_\_\_\_\_ went on a trip.

I had a \_\_\_\_\_ of milk.

She put \_\_\_\_\_ on her lips.

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



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

# Yellow 2

date \_\_\_\_\_

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



b e l l

2. Use each of the letters to make a word that ends with -ell or -ill.  
Write each word under its word family. Read the words in the lists.

t w sp sm

-ell

tell

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

t w sp sk

-ill

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



bell

4. Write the words in your best handwriting.

1.

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2.

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3.

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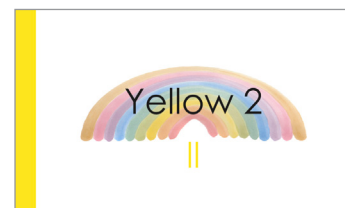
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5. Read the Yellow 2 phonogram booklet to an adult. Check the box when you are done.





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.

made

new

may

sound

part

take

only

place

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

tell	smell	fill	well
hill	still	doll	yell

I like the \_\_\_\_\_ of grass just cut.

She made a dress for her \_\_\_\_\_.

There is a place on top of the \_\_\_\_\_ to sit.

\_\_\_\_\_ me if you want to go.

You can find water at the \_\_\_\_\_.

\_\_\_\_\_ the glass with milk.

We had to sit \_\_\_\_\_ for a long time.

I do not like the sound when people \_\_\_\_\_.

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



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

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\_\_\_\_\_

# Yellow 3

date \_\_\_\_\_

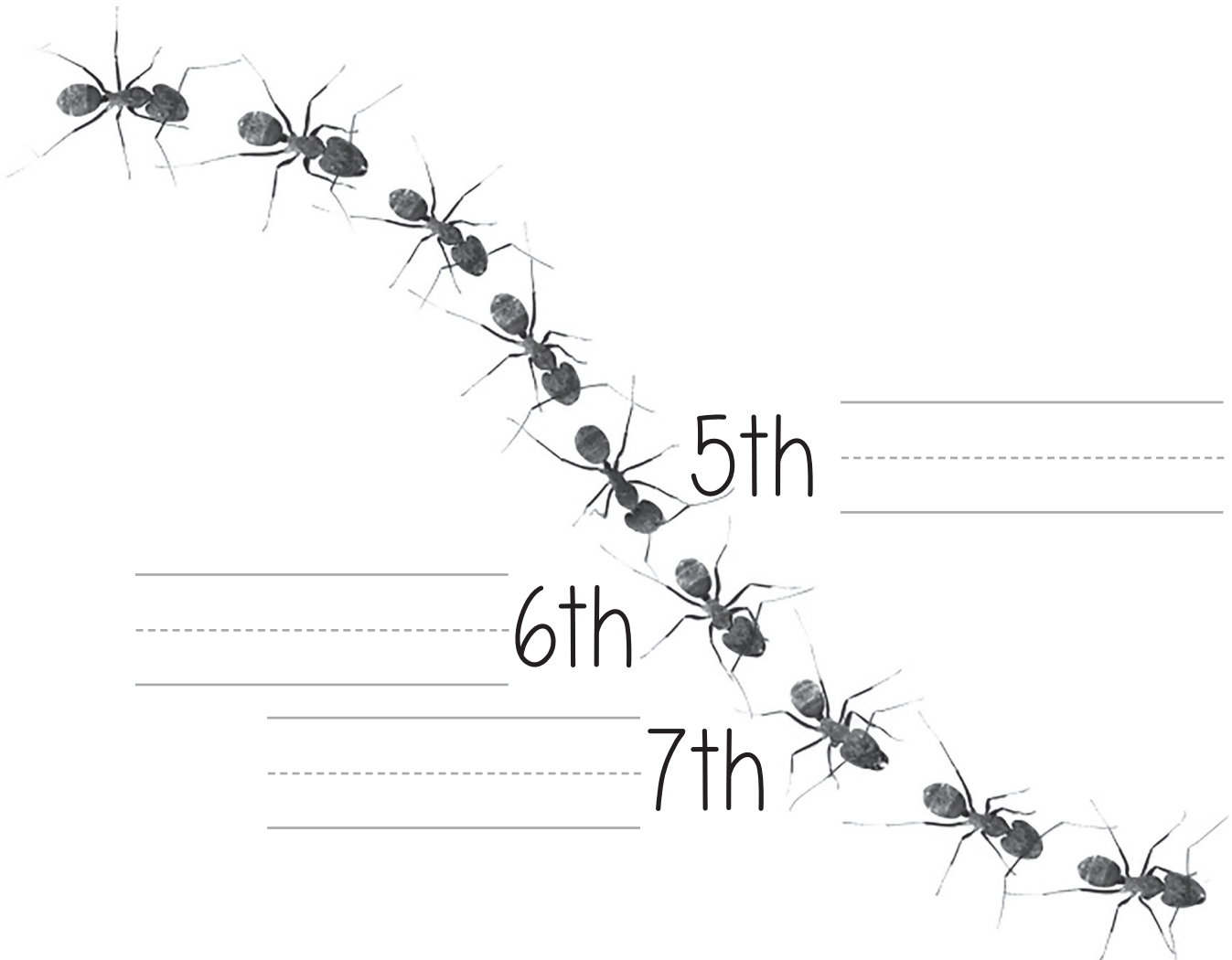
1. Spell all of the words in Yellow 3 with the moveable alphabet.  
Check the box when you are done.



m o t h



2. Write labels for the words for 5th, 6th, and 7th in the boxes next to the ant in line.



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



moth

4. Write the words in your best handwriting.

1.

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5. Read the Yellow 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.

little

years

work

live

know

call

give

things

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

with	bath	this	moth
thin	cloth	that	path

She made a dress out of the new \_\_\_\_\_ .

They had a \_\_\_\_\_ in the tub.

There is a \_\_\_\_\_ that takes you there.

\_\_\_\_\_ is where the path ends.

\_\_\_\_\_ place is called Newton.

A \_\_\_\_\_ likes to come out at sunset.

A twig is \_\_\_\_\_ .

Will you come \_\_\_\_\_ me on the trip?

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



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

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6.

\_\_\_\_\_

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\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_



# Yellow 4

date \_\_\_\_\_

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



b e n c h

2. Put -th or -ch at the beginning or the end to make words. Read the words to yourself.

rill

ap

ill

mu

pun

in

ips

rift

amp

est

rob

is

Fren

ug

su

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



bench

4. Write the words in your best handwriting.

1.

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2.

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5. Read the Yellow 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.

here

our

very

name

think

good

say

does

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

chop	chest	chin	sandwich
branch	lunch	chimp	much

I had chips and a sandwich for my \_\_\_\_\_.

A \_\_\_\_\_ will eat ants.

I like my pal very \_\_\_\_\_.

The \_\_\_\_\_ fell from the tree in a storm.

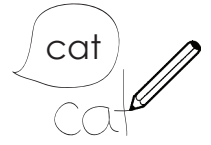
I ate the \_\_\_\_\_ for lunch.

He rests his \_\_\_\_\_ in his hands.

I did not want them to \_\_\_\_\_ the tree.

I put lots of things in the \_\_\_\_\_.

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



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

8.

\_\_\_\_\_

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\_\_\_\_\_



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



brush

4. Write the words in your best handwriting.

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3.

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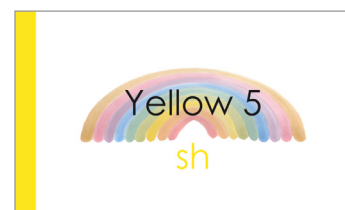
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5. Read the Yellow 5 phonogram booklet to an adult. Check the box when you are done.



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.

great

many

line

through

right

much

too

before



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

wish	bush	shop	hush
shrimp	fish	splash	crash

The fish made a \_\_\_\_\_ in the pond.

Tell the little one to \_\_\_\_\_.

I \_\_\_\_\_ that I could live in Paris.

The \_\_\_\_\_ made a very big sound.

\_\_\_\_\_ have fins and gills.

I will go to the \_\_\_\_\_ to get some things.

I like to eat \_\_\_\_\_.

Mom asks us to plant a \_\_\_\_\_.

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



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

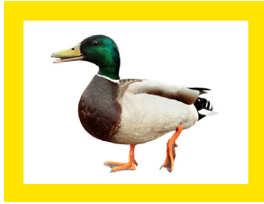
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\_\_\_\_\_

# Yellow 6

date \_\_\_\_\_

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



d u c k



2. Use -ack, -ock, -uck, -eck, or -ick to make words. Read the words to yourself.

tr

l

ch

tr

l

ch

tr

l

ch

st

cl

s

st

cl

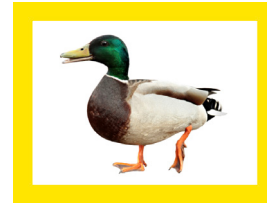
s

st

cl

s

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



duck

4. Write the words in your best handwriting.

1.

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2.

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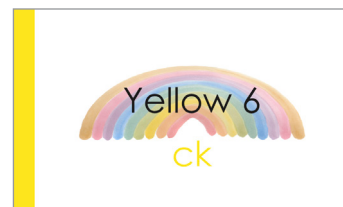
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5. Read the Yellow 6 phonogram booklet to an adult. Check the box when you are done.



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.

sentence

means

old

boy

any

girl

same

came

7. Use each of the letters to make a word with -ack -eck, -ick, -uck, and -ock. Write each word under its word family. Read the lists of the words that you made.

r s n sh

-ack

rack

sp p fl ch

-eck

th s l p

-ick

b tr st d

-uck

st bl cl r

-ock

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

check

sticks

back

bricks

shack

dock

clock

blocks

The \_\_\_\_\_ says that it is time for bed.

I put the chest \_\_\_\_\_ on the shelf.

The ship will stop at the \_\_\_\_\_.

The \_\_\_\_\_ will help make the path.

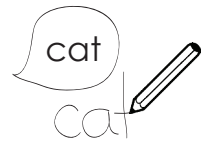
We need to pick up any \_\_\_\_\_ in the grass.

When you finish, \_\_\_\_\_ the box.

There was an old \_\_\_\_\_ that no one lived in.

I like to make things with Lego \_\_\_\_\_.

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



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

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

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

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

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

7. \_\_\_\_\_  
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\_\_\_\_\_

8. \_\_\_\_\_  
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\_\_\_\_\_



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



m a t c h

2. Use each of the letters to make a word with -atch or -itch. Write each word under its word family. Read the words in the lists.

<b>c</b> <b>h</b> <b>sn</b> <b>scr</b>
-atch
catch

<b>p</b> <b>w</b> <b>st</b> <b>sw</b>
-itch

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



match

4. Write the words in your best handwriting.

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

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

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

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

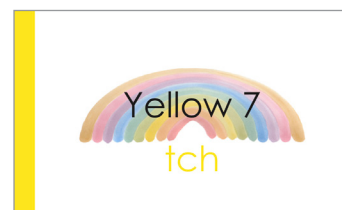
5. \_\_\_\_\_  
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\_\_\_\_\_

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

7. \_\_\_\_\_  
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\_\_\_\_\_

8. \_\_\_\_\_  
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\_\_\_\_\_

5. Read the Yellow 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.

try

show

also

around

want

three

small

ball

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

scratch	stretch	witch	hitch
catch	hatchet	kitchen	switch

Dad had a \_\_\_\_\_ to chop branches.

We sat in the \_\_\_\_\_ to eat.

The kids say that a \_\_\_\_\_ lives in the shack.

The man had a \_\_\_\_\_ on his truck.

I like to \_\_\_\_\_ when I get up.

We go to \_\_\_\_\_ insects.

Tom and I \_\_\_\_\_ places in the class.

The kitten can \_\_\_\_\_ you.

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



1.

\_\_\_\_\_

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\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

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