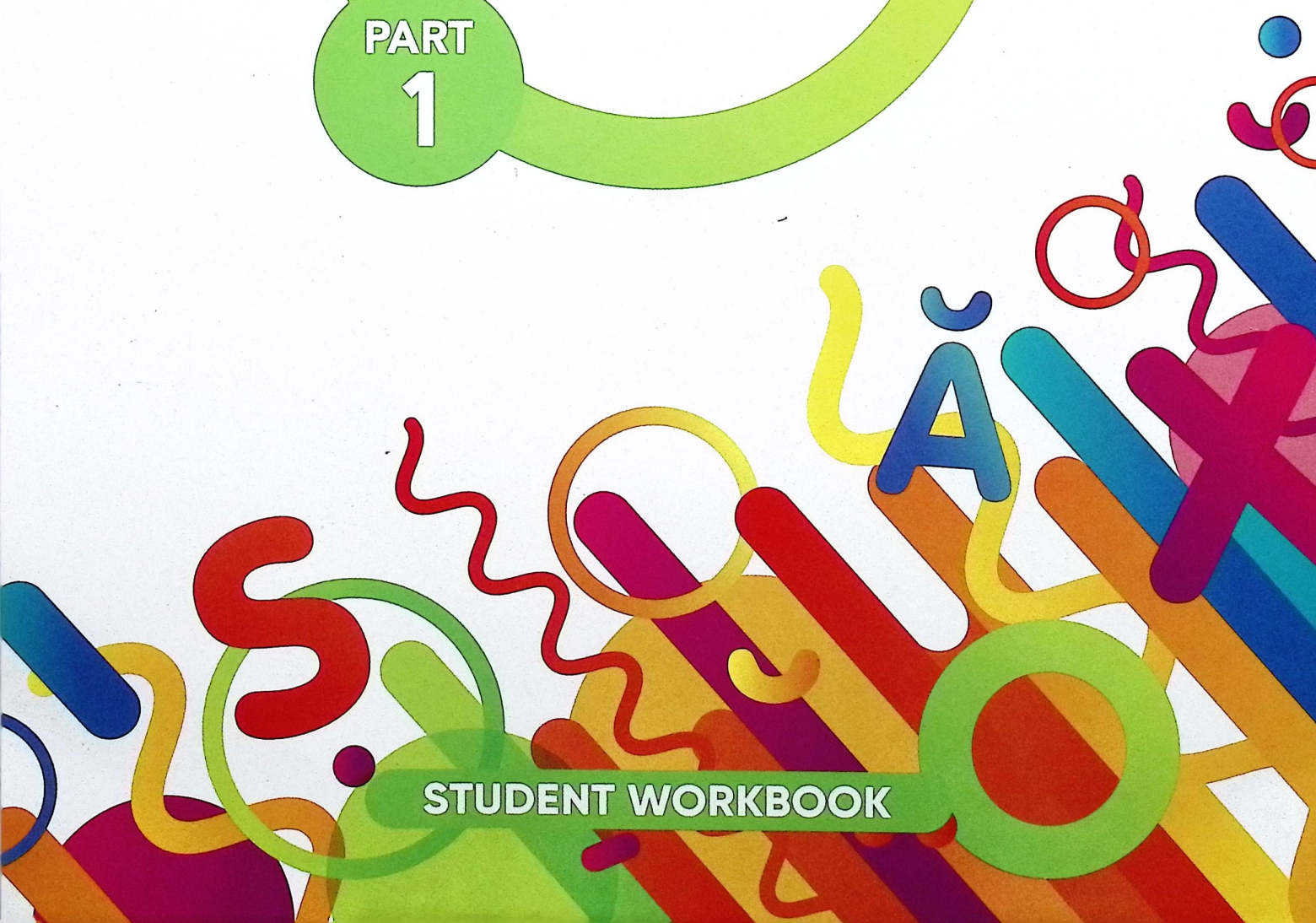


SAXON
Phonics
and
Spelling

PART
1



STUDENT WORKBOOK



Saxon Phonics and Spelling 1

An Incremental Development

Student Workbook (Part One)

Lorna Simmons

with

Linda Calvert

Houghton Mifflin Harcourt Publishing Company

Child's Name _____

Assessment 1
(for use with Lesson 10)

Date _____

I	II	III	IV	V	VI		
Spells individual sounds	Matches letter sounds to keywords	Codes correctly	Hears initial sounds	Knows names of letters <i>n, o, p,</i> and <i>t</i>	Reads coded words		

Assessment 2
(for use with Lesson 15)

Date _____

I	II	III	IV	V	VI		
Spells individual sounds	Matches letter sounds to keywords	Codes correctly	Hears initial sounds	Knows names of <i>z, i, a,</i> and <i>l</i>	Reads coded words		

Assessment 3
(for use with Lesson 20)

Date _____

I	II	III	IV	V	VI	VII	
Spells words	Matches letter sounds to keywords	Codes correctly	Matches blends to pictures	Reads coded words	Hears initial sound	Knows names and sounds of <i>d</i> and unvoiced <i>s</i>	

Assessment 4
(for use with Lesson 25)

Date _____

I	II	III	IV	V	VI	VII	VIII
Spells words	Matches letter sounds to keywords	Codes correctly	Matches blends to pictures	Reads coded words	Reads sight words	Hears initial sound	Knows names and sounds of <i>r, f, g,</i> and <i>h</i>

Assessment 5
(for use with Lesson 30)

Date _____

I	II	III	IV	V	VI	VII	VIII
Spells words	Matches letter sounds to keywords	Codes correctly	Matches blends to pictures	Matches sentence to picture	Reads sight words	Hears initial sound	Knows names and sounds of <i>c</i> and <i>b</i>

Assessment 6
(for use with Lesson 35)

Date _____

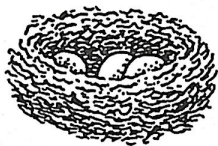
I	II	III	IV	V	VI	VII	
Spells words	Matches letter sounds to keywords	Codes correctly	Matches blends to pictures	Matches sentence to picture	Reads sight words	Knows names and sounds of <i>m, e,</i> and <i>ck</i>	

Assessment 7
(for use with Lesson 40)

Date _____

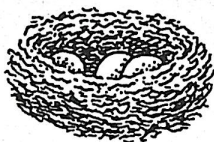
I	II	III	IV	V	VI	VII	
Spells words	Matches letter sounds to keywords	Codes correctly	Matches blends to pictures	Reads and comprehends sentences	Reads sight words	Knows names and sounds of <i>ee, ng,</i> and <i>th</i>	

Name _____



Nn

1. _____



2. _____



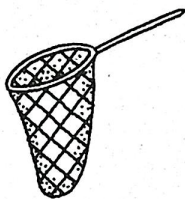
3. _____



4. _____



5. _____

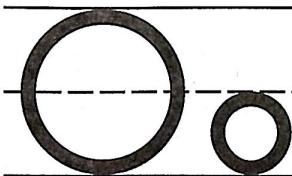
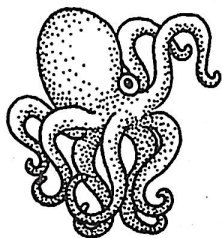


6. _____



7. _____

Name _____



1. _____

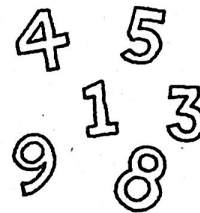
2. _____



3. _____

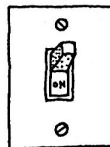


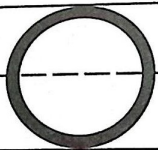
4. _____



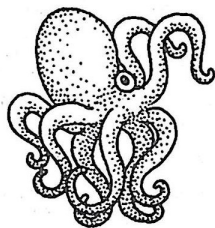
5. _____

6. on





1. _____



2. _____



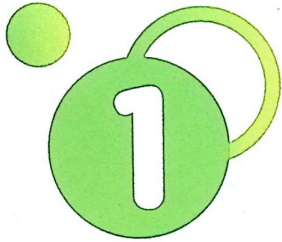
3. _____

4. on

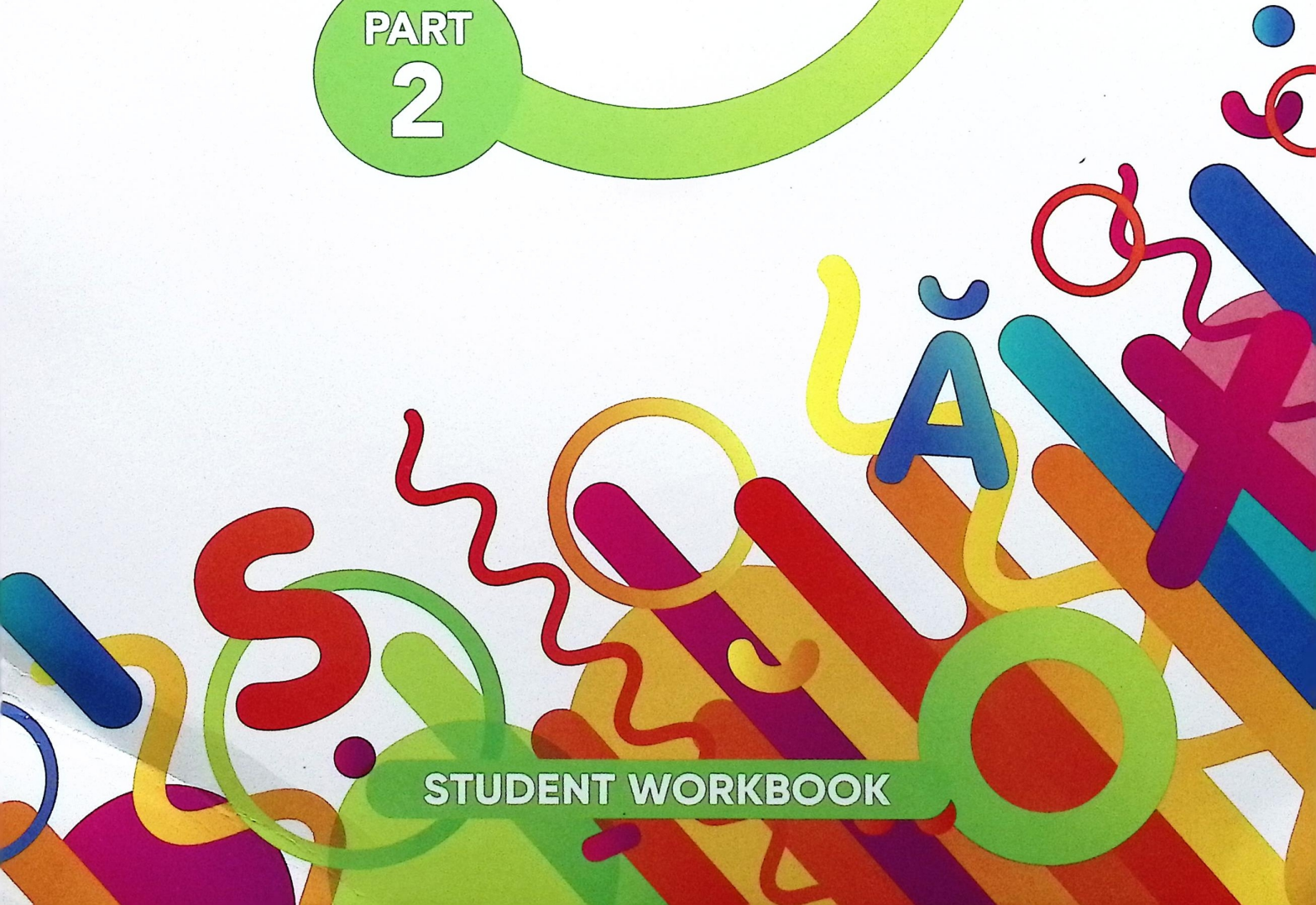


Dear Parent/Guardian:

Today your child learned the following for the vowel **o**: name, short sound, written form, and keyword (octopus). Your child also learned that vowels followed by consonants (within a syllable) make a short sound and are coded with **breves** (ön). Please have him/her practice writing **o**'s on the lines provided; write the first letter for pictures #1-#3 (ostrich, octopus, newspaper); code and read #4 (ön) and match it to the picture; and name the keyword for short **o** (octopus). Please return the paper to school.



SAXON
Phonics
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PART
2



STUDENT WORKBOOK



Saxon Phonics and Spelling 1

An Incremental Development

Student Workbook (Part Two)

Lorna Simmons

with
Linda Calvert

Houghton Mifflin Harcourt Publishing Company

Name _____



ar

PS1-WS-071a

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. carp

18. parking

19. yardstick

20. gargle

21. starve

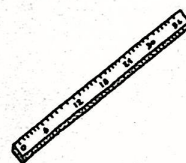
22. glide

23. braid

24. gray

25. buzzing

26. public



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Kim sells greeting cards. The cards wish people a happy day. She markets her cards to stores that sell them to the public. Kim has made a good start in the card market.

1. What does Kim sell?

2. What do Kim's cards say?

- ☐ have a happy day
- ☐ sorry
- ☐ thank you

3. Kim markets her cards to ____.

- ☐ people
- ☐ airplanes
- ☐ stores

High Frequency Word Box

carry	start
far	earth
part	learn

Dear Parent/Guardian:

Today your child learned the following for combination **ar**: name, sound, written form, and keyword (star). Your child also learned that short vowels followed by **rr** don't make the expected combination sound but instead make a short vowel sound (carry, berry, sorry). Please have him/her read the paragraph and answer the questions. Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____

Spelling Words

1. us

1. _ _

2. six

2. _ _ _

3. yes

3. _ _ _

4. good

4. _ _ _ _

5. jump

5. _ _ _ _

6. five

6. _ _ _ _

7. name

7. _ _ _ _

8. drink

8. _ _ _ _ _

9. stacked

9. _ _ _ _ _

10. napkin

10. _ _ _ _ _

11. some*

11. _ _ _ _

12. was*

12. _ _ _

Note: The words followed by an asterisk are sight words and need to be memorized.