

Kindergarten

CKLA Review Packet

Name _____

PP1

th th th th th

ch ch ch ch ch

sh sh sh sh sh

sh

qu qu qu qu qu

qu

ng ng ng ng ng

ng

Directions: Have students trace and copy the digraphs as they say the sounds.

th th th th th th

ch ch ch ch ch ch

sh sh sh sh sh sh

sh sh sh sh sh sh

qu qu qu qu qu qu

qu qu qu qu qu qu

ng ng ng ng ng ng

ng ng ng ng ng ng

Name _____

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. Discuss whether each word is real or silly. Additionally you may ask your child to copy the words on a sheet of paper.



Two circles are shown for a word-making activity. The larger circle has a small central dot and contains the following text fragments: 'sd!', 'dun', 'ilts', 'est', 'ing', and 'in'. The smaller circle also has a small central dot and contains the text fragments: 'nb', 'ch', and 'th'. The circles are positioned so that the smaller one overlaps the bottom right of the larger one.

Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP4.

champ	thump	sling
them	thrust	quiz
brush	shelf	bench
this	baths	sheds
quit	chins	wings

Name _____

Directions: Have students read the word cards from Worksheet PP3 and place them on top of the matching words on this worksheet.

sling	bench	champ
quiz	them	thump
sheds	brush	thrust
chins	this	shelf
wings	quit	baths

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- fish in pan
- fish in pond

2.



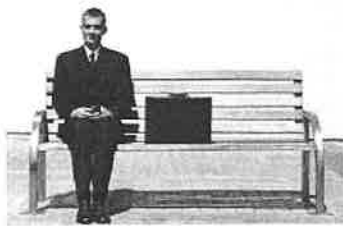
- strong man
- thin man

3.



- bring lunch
- bring gift

4.



- man sits at desk
- man sits on bench

5.



- ants in cup
- ants in bag

6.



- splash in pond
- splash in bath

7.



- chat with mom
- run with dad

8.



- lid on jug
- lid on pan

9.



- kid in bath
- pig in bath

10.



- long pants
 - long belt
-

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

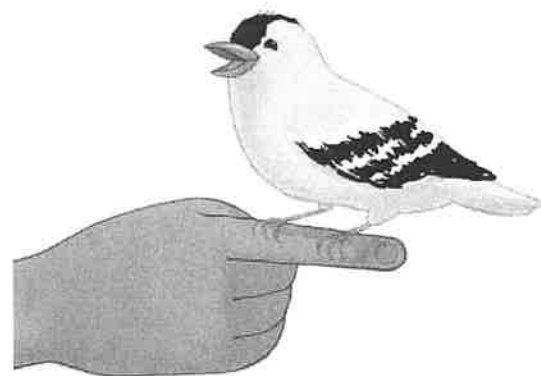


Seth's Finch

That's Seth's pet finch,
Chip.
Chip can flap his wings.
Chip can **munch** on ants
and bugs.
Chip can **sing.**



Chip can land on Seth's
hand.
That finch is fun!



Ask your child to read each of the following words. After he has read each word, ask him to provide a rhyming word.

thin

chest

lunch

wing

dish

math

Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.



Lost Finch

Seth's pet finch, **Chip**,
is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on Seth's bed.

Chip is not on Seth's desk.

Then, at last, Pat spots

Chip.

Chip hid in Pat's hat and
slept.



Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.



Seth's Sled

Seth's sled went fast.
Seth held on.
Seth hit bumps but did not stop.
Seth hit slush but did not stop.



Then Seth's sled hit mud.
Splash!
Seth got mud on his sled.
Seth got mud on his pants.
Seth got mud on his hat.



Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.



Meg's Tots

This is Meg.
Meg is Pat's best pal.



Pat has 1 lad—**Seth**.
Meg has 5 tots—Tom, Tim,
Max, Sam, and Wes.
Meg has **quints**!



Pat and Ted help Meg.
Pat sets Tim and Tom on
Seth's rug.
Ted sets Sam on **Seth's**
quilt.
Pat sets Max on **Seth's**
bed.
Ted helps Wes stand up on
Seth's desk.



Name _____

PP10

Dear Family Member,

This is a story your child read at school. Encourage your child to read the story to you, and talk about it together.



Hash and Milk

Pat and Ted had lunch with

Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your child read the words. You may have your child copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.



ch	i	n
qu	sh	p
ng	th	o

Name _____

chop

chop

chop

thin

thin

thin

that

that

that

quit

quit

quit

shop

shop

shop

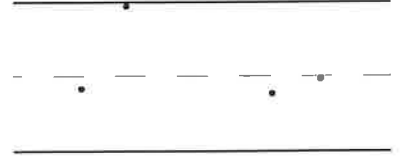
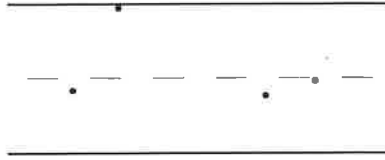
sing

sing

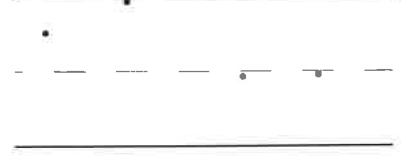
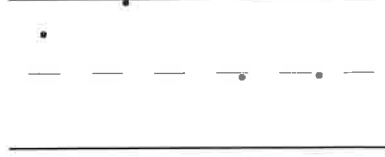
sing

Directions: Have students trace and copy the words as they say the sounds.

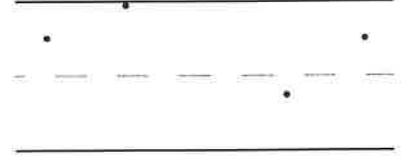
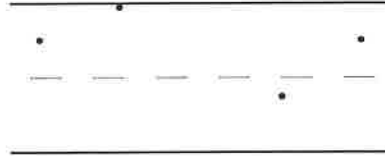
chop



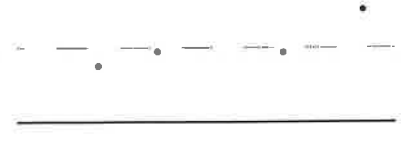
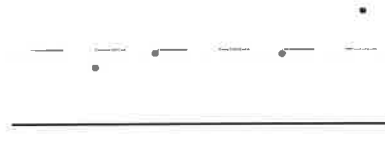
thin



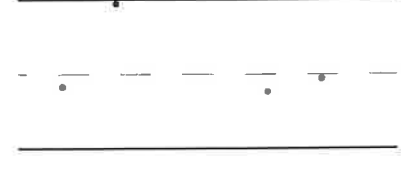
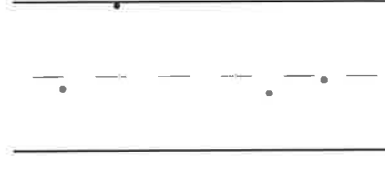
that



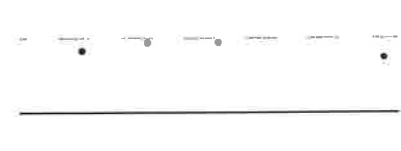
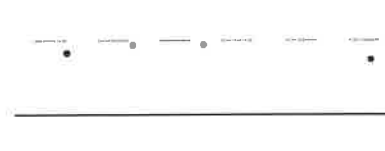
quit



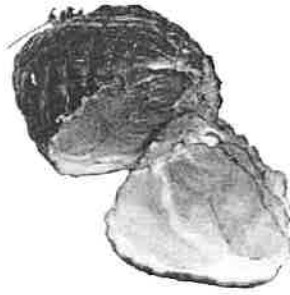
shop



sing



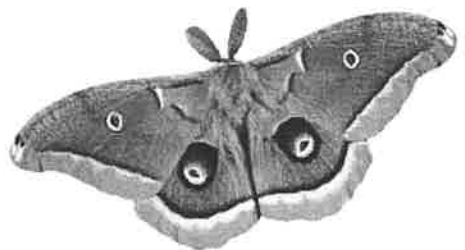
1. **branch**



2. **shed**



3. **moth**

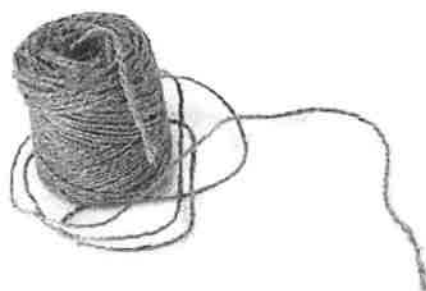


Directions: Have students write each word under the matching picture.

4. quilt



5. string

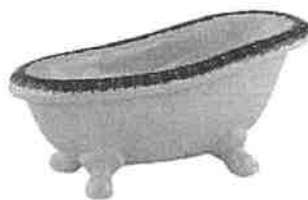


6. pinch



ring	brush	chop
shed	quilt	bath





Directions: Have students write each word under its matching picture.

thumb

sing

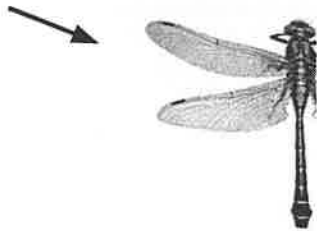
chimp

cash

wing


chat







Name _____


Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.


	s	l	i	sh
	p	w	a	ng

	v	a	n	sh
	b	e	d	ch

	b	l	a	sh
	c	r	u	m

	qu	i	n	t
	p	e	l	m

	m	e	th
	h	o	c

	l	o	m	ch
	t	u	n	sh

Running Record of “Lost Finch” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.

Number of misread words: _____/45

Notes:

Name _____

Running Record of “Seth’s Sled” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.

Number of misread words: _____/47

Notes:

Running Record of “Meg’s Tots” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Meg’s Tots

This is Meg.

Meg is Pat’s best pal.

Pat has 1 lad – Seth.

Meg has 5 tots – Tom, Tim, Max, Sam, and

Wes. Meg has quintts!

Pat and Ted help Meg.

Pat sets Tim and Tom on Seth’s rug.

Ted sets Sam on Seth’s quilt.

Pat sets Max on Seth’s bed.

Ted helps Wes stand up on Seth’s desk.

Number of misread words: _____/61

Notes:

Running Record of “Hash and Milk” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Number of misread words: _____/41

Notes: