

If you have any questions, please contact me at [jamie@teachmommyteach.com](mailto:jamie@teachmommyteach.com)

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# Set 4 Book 4: The Swimmers

## Pre-Reading Worksheets

Your child will review various blends. Your child will review the digraphs ER and EE. Your child will review the -ed endings. Your child will also learn that **ar** can sometimes represent the **or** sound.

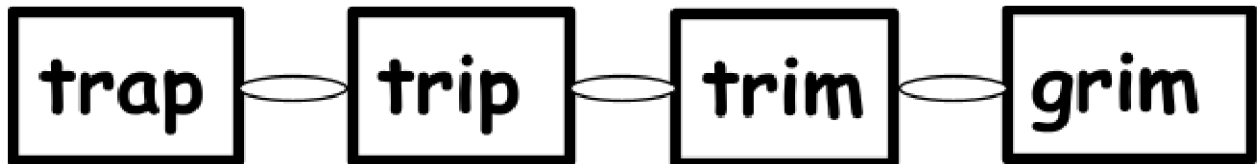
Name: \_\_\_\_\_

Read the following words. Then write a new word in the blank next to it by changing only one sound. You can create any word that you want as long as you only change one sound. You will only change one grapheme (letter or group of letters that represent one sound.)

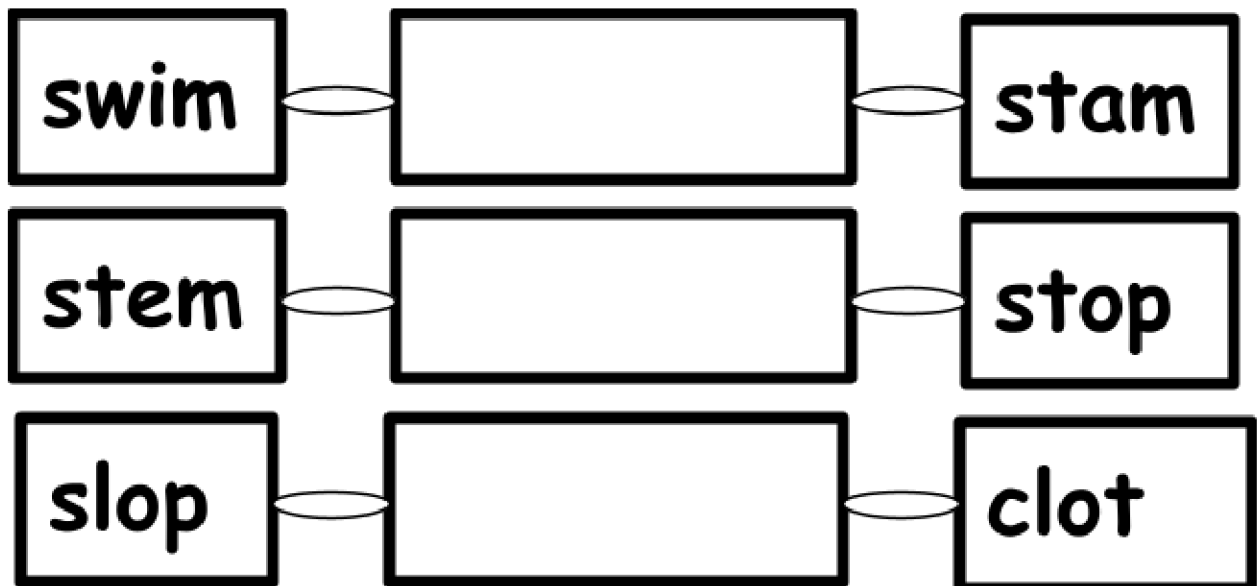
spun \_\_\_\_\_

slid \_\_\_\_\_

Read the example of the word chain below. Notice how only one sound is changed between each link of the chain.

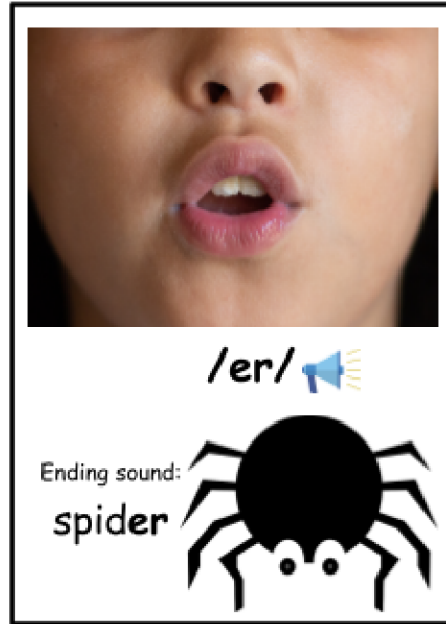


Now you will create your own word chains! Fill in the mixing links. Remember only one sound can change between links.



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

Let's review the **er sound**. Practice saying the **er sound**. Letters **ER** can represent the **er sound**.



Touch each dot and say the sound the letter(s) represent. Then, touching the arrow, put the sounds together to sound out the word.



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

Let's practice the **long e sound**. The **long e sound** is the same sound as saying the letter E name. Practice saying the long e sound.



You have learned many spellings for the **long e sound**. Read the following words. Circle the grapheme (letter or letters) that represent the **long e sound**.

**see**

**three**

**kitty**

**eat**

Now let's make a list of the spellings under the **long e sound** card.

Spelling Patterns:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Words that end with **-ed** signal that something has already happened. The **-ed** represents either a **t sound** or a **d sound**. Read the following words. If the word ends with the **-ed** ending, circle the **-ed** ending, and write a **d** or a **t** above the circled **-ed**. If the **-ed** word ends with a voiced sound, the **-ed** will represent the **d sound**. If the **-ed** word ends with a voiceless sound, the **-ed** will represent the **t sound**. If the **-ed** word ends with a **D** or **T**, the **-ed** will represent the **id sounds**.

(Most children will be able to recognize the correct **t**, **d**, or **id sound** when they read a word that is already known in their speaking vocabulary. An adult may have to help children recognize that correct **t**, **d**, or **id sound** if the word is not already known in their speaking vocabulary.)

If a word has 1 vowel, 1 consonant, and is 1 syllable, the last letter before the **-ed** will be doubled.

Sound out the following words.

jump jump

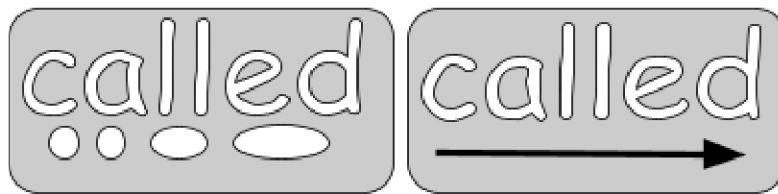
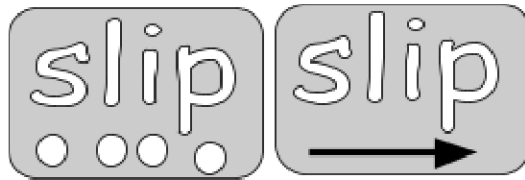
jumped jumped

want want

wanted wanted

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

Continue sounding out the following words.



Different graphemes (letters or groups of letters that represent one sound) can represent the **or** sound. Practice saying the **or** sound. Then read the following words. Circle the **or** sound in each word.

/or/

Spelling Patterns:

**or**  
**ar**  
**our**

Middle sound:  
**corn**

**for**

**four**

**your**

**warm**

Set 4 Book 4:  
The Swimmers

Extra Practice  
Post-Reading Worksheets



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

Read the following sentences. Circle every **-ed ending**. Write a T above the -ed endings that represent a T sound. Write a D above the -ed endings that represent a D sound. Write an ID above the -ed endings that represent the ID sounds.

**My kitty wanted to eat, so I got her a snack.**

**My kid jumped, and my kitty ran! My kitty hid.**

**I called my kitty, and she went back to her snack!**

