

Meet the **-ag** Word Family

Word Family Practice

Trace the letters. Write **ag** on the lines.
Then sound out the words you wrote.



Story Words to Know

Say each word. Trace it.
Read each sentence. Circle the word.

1. **what** What do you see?

2. **is** It is a dog.

3. **see** I see a dog.

4. **the** A dog is in the bag.

Teacher: Read the story to your students.

Word Family

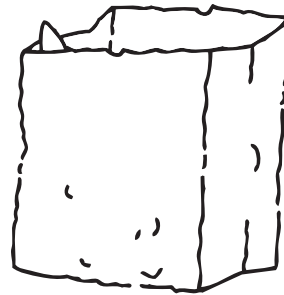
Name _____

-ag

Listen as the story is read to you.
Draw a line under the words in the **-ag** family.
Then read the story to yourself.

In the Bag

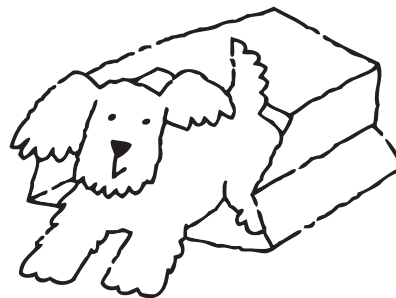
What is in the bag?



Is it a rag?



See it wag!



A dog is in the bag.

Take the story home. Read it to your family.

Name _____

About "In the Bag"

Color the circles that tell about the story.
Read the parts you colored.

1. Who?

- a dog
- a rag

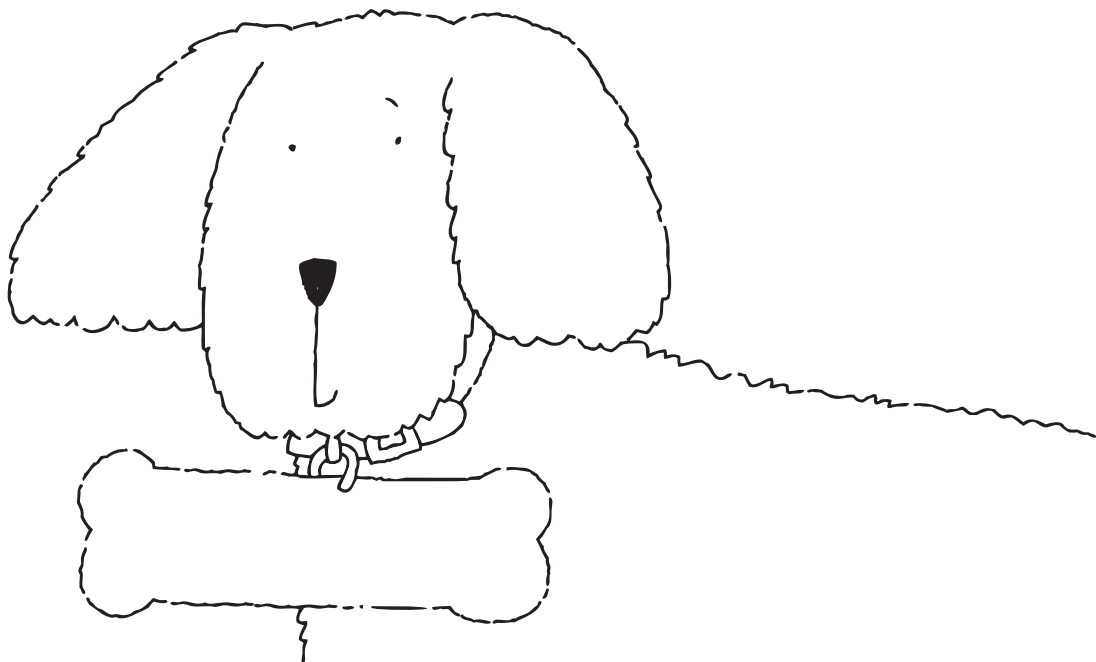
2. What?

- is in
- is on

3. Where?

- the bed
- the bag

Write a name on the tag.



Name _____

Word Family

-ag

Write **-ag** Words

Complete each sentence.
Use the words.

bag rag tag wag

1. The dog is in a _____.
2. See his tail _____.
3. He can chew on a _____.
4. He wears a _____.



Draw a line to match.



• tag



• bag



• rag

Note: Cut out the slider parts along the dashed lines.
Then slip the word strip through the slider window.

Word Family

-ag

Slide and Read



Pull Up

bag

gag

lag

rag

sag

tag

wag

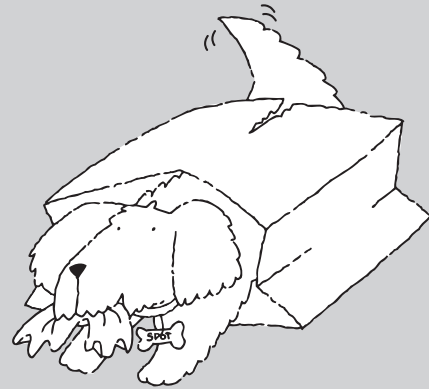
flag

zigzag

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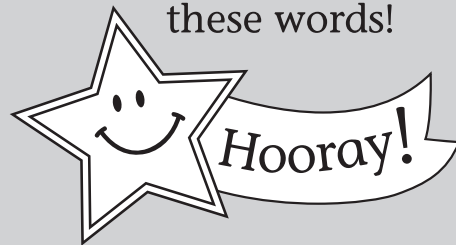


The **-ag** Family



----- ✂ -----

I know
these words!



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bag

gag

lag

rag

tag



end of
-ag family

zigzag

wag

sag

bag

gag

flag

zigzag

lag

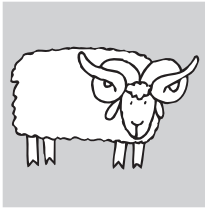
rag

Meet the **-am** Word Family

Word Family Practice

Trace the letters. Write **am** on the lines.
Then sound out the words you wrote.

1.

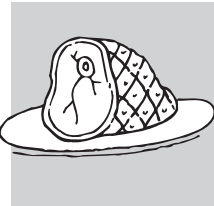
r a m

4.



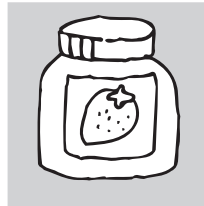
P _____

2.



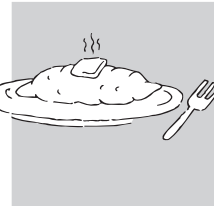
h _____

5.



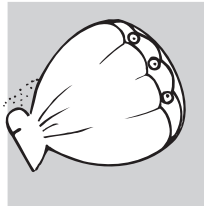
j _____

3.



y _____

6.



cl _____

Story Words to Know

Say each word. Trace it.
Read each sentence. Circle the word.

1. I

I like Sam.

2. like

I like Pam.

3. and

Sam and Cam like jam.

Name _____

Listen as the story is read to you.
Draw a line under the words in the **-am** family.
Then read the story to yourself.

Jam and Ham

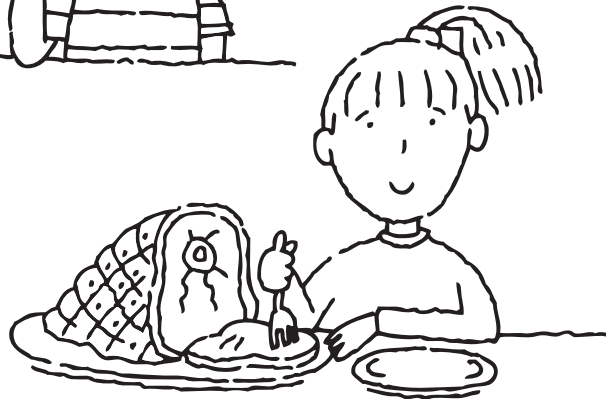
I am Sam.

I like jam.



I am Pam.

I like ham.



I am Cam.

I like jam and ham!



Take the story home. Read it to your family.

Name _____

About "Jam and Ham"

Color the circles that tell about the story.
Read the parts you colored.

1. Who likes jam?

- Pam
- Sam

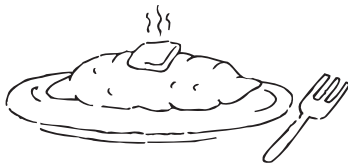
2. Who likes ham?

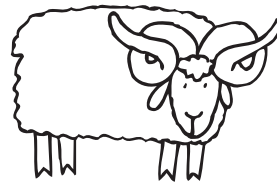
- Pam
- Sam

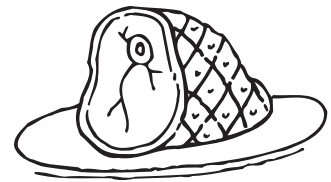
3. Who likes jam and ham?

- Sam
- Cam

Which **-am** family words can you eat?
Circle the picture. Write the word.









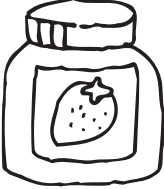

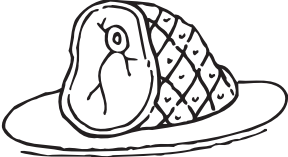

Name _____

Word Family

-am

Write **-am** Words

Draw a line to match.

1.  •  • ham
2.  •  • Cam
3.  •  • jam

Complete each sentence.
Use the words.

ham yam Sam

1. I am _____.
2. I eat _____.
3. I can grow a _____.



Note: Cut out the slider parts along the dashed lines.
Then slip the word strip through the slider window.

Word Family

-am

Slide and Read



Pull Up

Cam

ham

jam

Pam

ram

Sam

yam

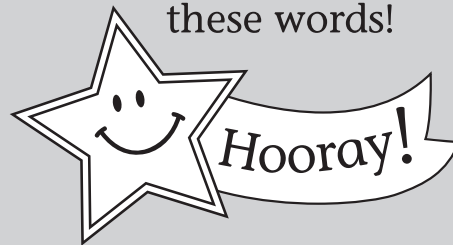
clam

The **-am** Family



----- ✂

I know
these words!



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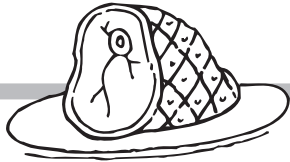
ham

jam

ram

yam

Cam



end of
-am family

clam

Pam

Sam

jam

Cam

ham

yam

Pam

clam

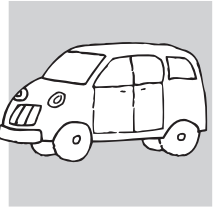
ram

Meet the **-an** Word Family

Word Family Practice

Trace the letters. Write **an** on the lines.
Then sound out the words you wrote.

1.



v a n

4.



D _ _ _

2.



J _ _ _

5.



m _ _ _

3.



r _ _ _

6.



p _ _ _

Story Words to Know

Say each word. Trace it.
Read each sentence. Circle the word.

1. eat

I like to eat.

2. saw

I saw ice cream.

3. ice cream

I like to eat ice cream.

4. said

I said, "Yum!"

Name _____

Listen as the story is read to you.
Draw a line under the words in the **-an** family.
Then read the story to yourself.

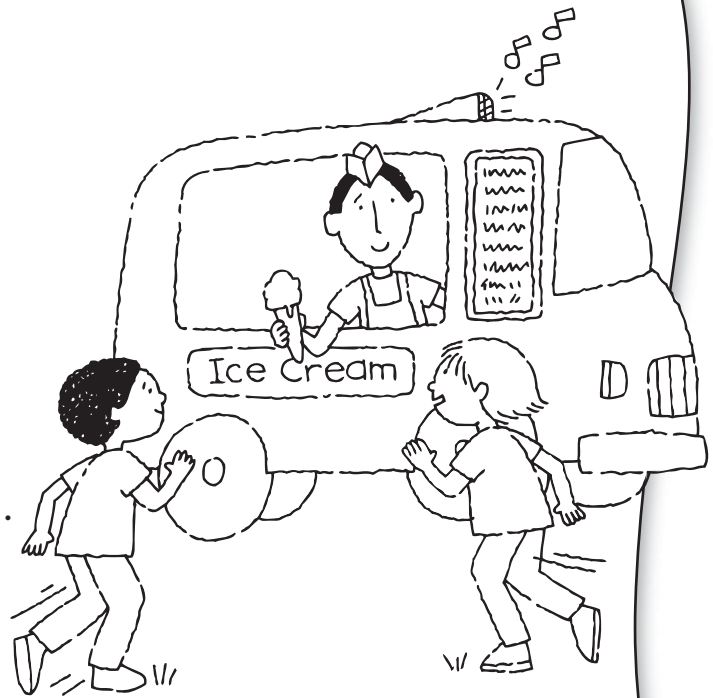
The Man in the Van

Dan saw a van.

Jan saw a van.

A man was in the van.

Dan and Jan ran to the van.



“Who can eat ice cream?” asked the man.

“I can!” said Dan.

“I can!” said Jan.



Take the story home. Read it to your family.

Name _____

About “The Man in the Van”

Color the circles that tell about the story.
Read the parts you colored.

1. First?

- Dan and Jan ran.
- Dan and Jan saw a van.

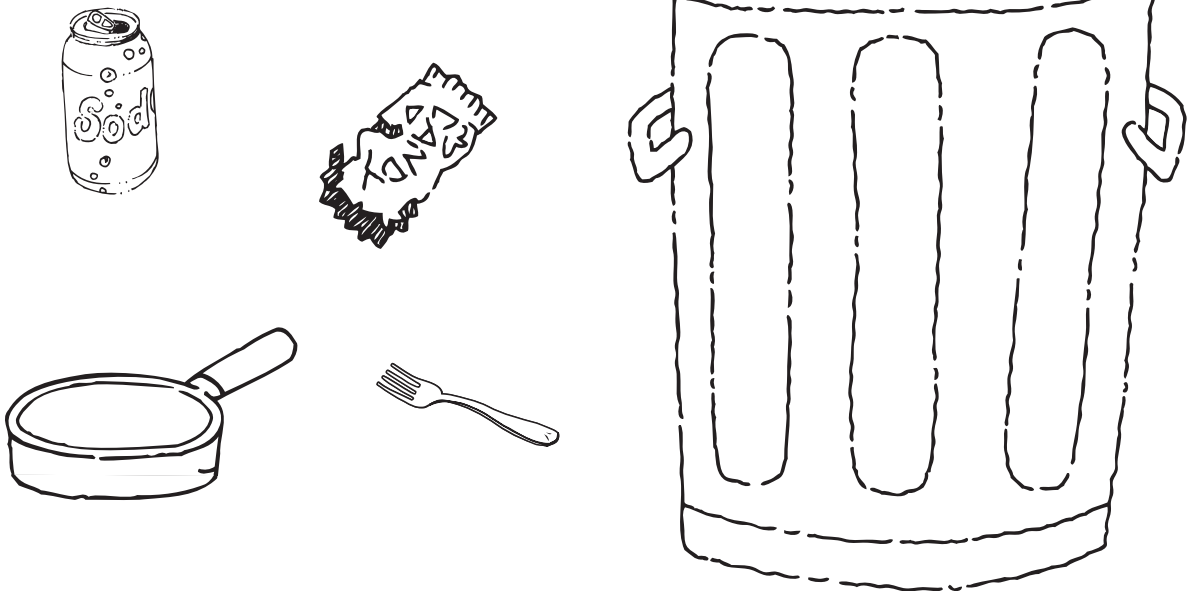
2. Next?

- A man was in the van.
- A man ran.

3. Last?

- Dan and Jan ran.
- Dan and Jan said, “I can!”

What can you put in the can?
Circle it.



Name _____

Word Family

-an

Write **-an** Words

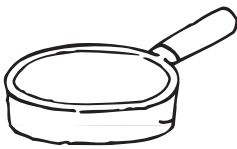
Complete each sentence.
Use the words.

ran man fan van

1. Dan saw an ice cream _____.
2. A _____ was in the van.
3. Dan _____ to the van.
4. Dan said, "I am hot. Turn on the _____."

Draw a line to match.

1.



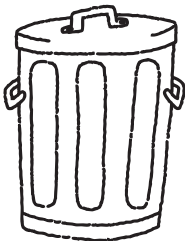
• can

2.



• Jan

3.



• pan

Note: Cut out the slider parts along the dashed lines.
Then slip the word strip through the slider window.

Word Family

-an

Slide and Read



Pull Up

ban

can

Dan

fan

Jan

man

pan

ran

tan

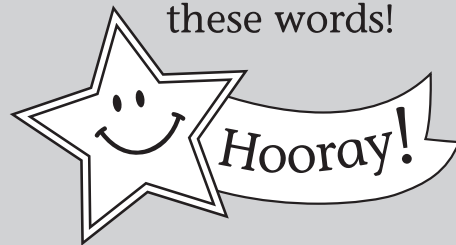
van

The **-an** Family





I know
these words!



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can

ban

fan

man

pan



end of
-an family

ran

tan

van

can

man

fan

ban

ran

van

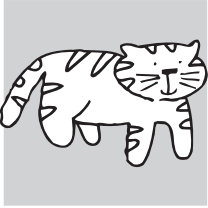
tan

Meet the **-at** Word Family

Word Family Practice

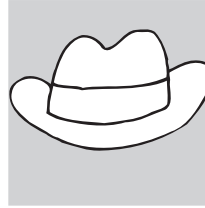
Trace the letters. Write **at** on the lines.
Then sound out the words you wrote.

1.



c _ a _ t

4.



h _ _ _

2.



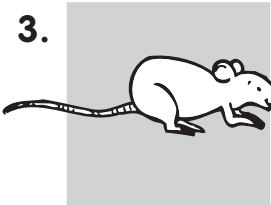
m _ _ _

5.



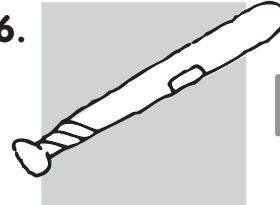
P _ _ _

3.



r _ _ _

6.



b _ _ _

Story Words to Know

Say each word. Trace it.
Read each sentence. Circle the word.

1. has

Pat has a big hat.

2. Is

Is that his hat?

3. not

That is not his hat.

4. are

The cat and the rat are on the mat.

Name _____

Listen as the story is read to you.
Draw a line under the words in the **-at** family.
Then read the story to yourself.

A Cat and a Rat

Pat has a cat.

Pat has a rat.

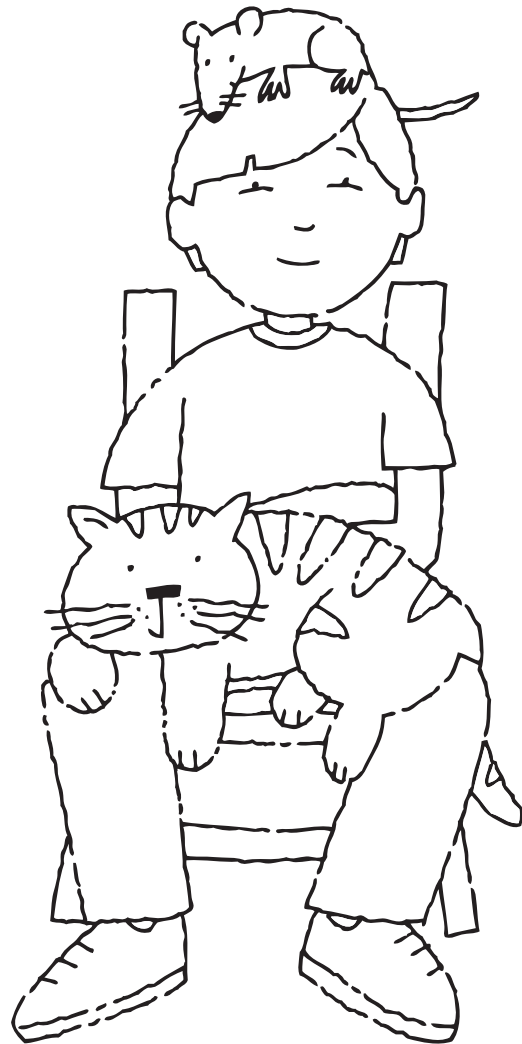
Is the cat on the mat?

Is the rat in a hat?

No, the cat is not on a mat.

No, the rat is not in a hat.

The cat and the rat are on Pat!



Take the story home. Read it to your family.

Name _____

About "A Cat and a Rat"

Color the circles that tell about the story.
Read the parts you colored.

1. Who?

- a cat and a rat
- a dog

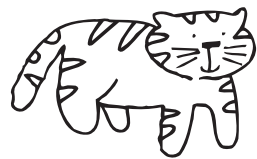
2. What?

- are on
- are in

3. Where?

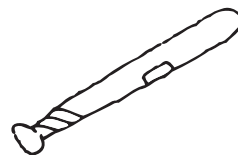
- a mat
- Pat

Look at each picture.
Write the word.









Name _____

Write **-at** Words

Complete each sentence.
Use the words.

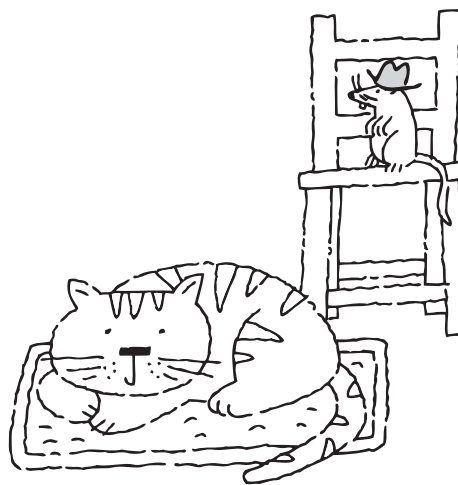
fat hat mat rat

1. The cat is on the _____.

2. I have a pet _____.

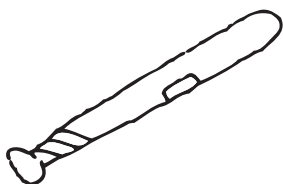
3. My rat has a _____.

4. The cat is _____.



Draw a line to match.

1.



•

• cat

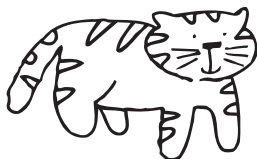
2.



•

• bat

3.



•

• mat

Note: Cut out the slider parts along the dashed lines.
Then slip the word strip through the slider window.

Word Family

-at

Slide and Read



Pull Up

bat

cat

fat

hat

mat

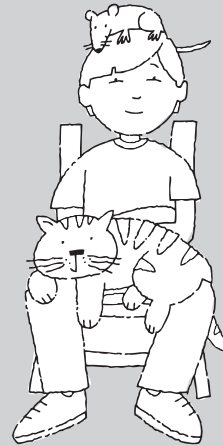
Pat


rat

sat

vat

The **-at** Family



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I know
these words!



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bat

cat

fat

hat

mat



end of
-at family

rat

sat

vat

bat

fat

cat

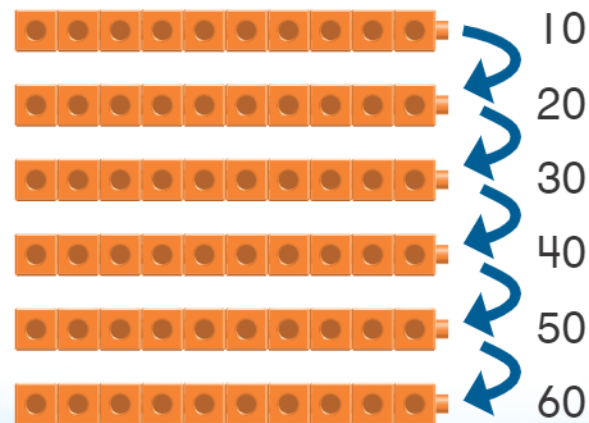
mat

rat

vat

hat

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60



★ Guided Practice



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60



51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

50 60 70

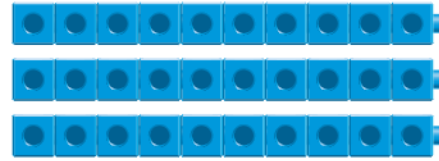
Directions Have students: ★ draw a circle around the decade number that comes before 40 but after 20; ② look at the chart, and then draw a circle around the missing number.

Name _____

3

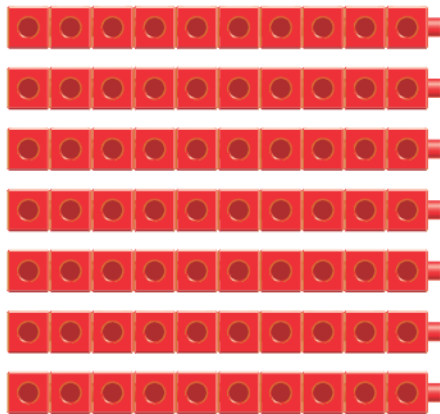
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4



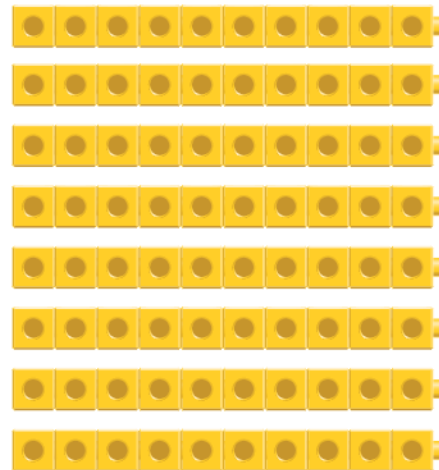
20 30 50

5



40 60 70

6



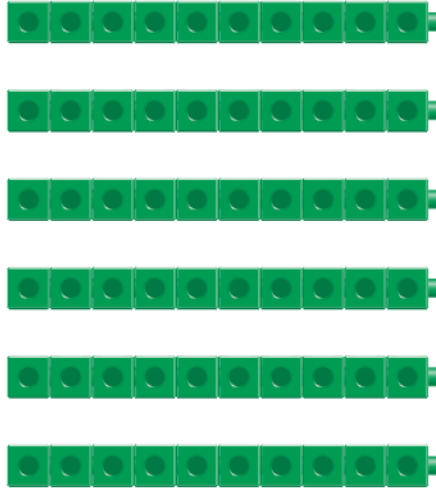
80 90 100

Directions Have students: 3 draw a circle around the missing numbers in the following pattern: *ten, twenty, thirty, _____, fifty, _____, seventy, _____, _____, one hundred*; 4–6 count the cubes, and then draw a circle around the number that tells how many.

Independent Practice

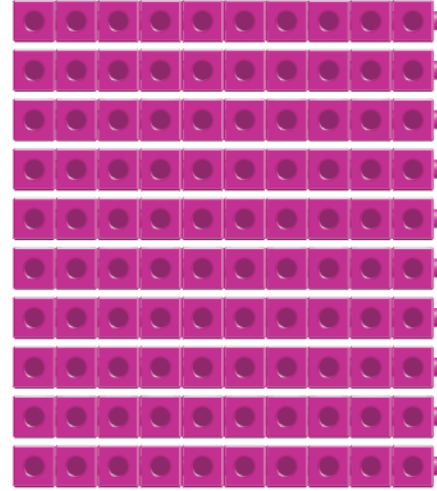


7



60 80 100

8

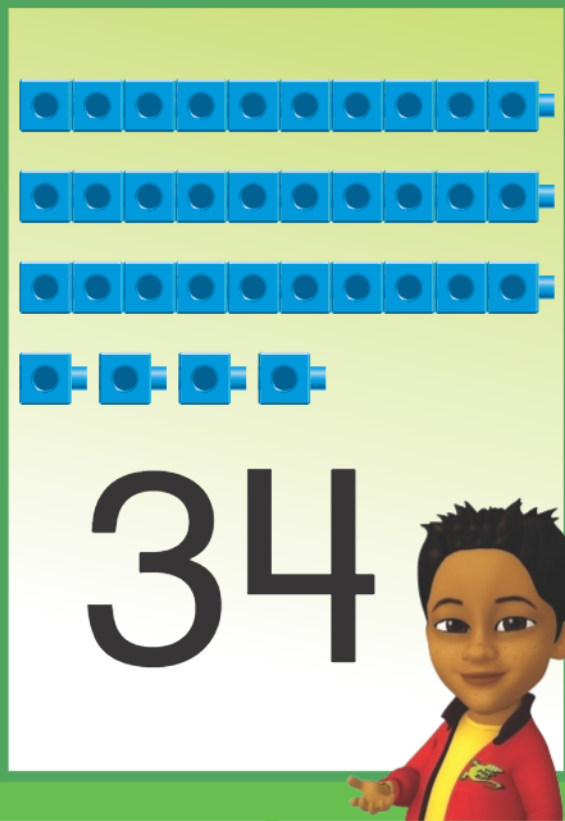
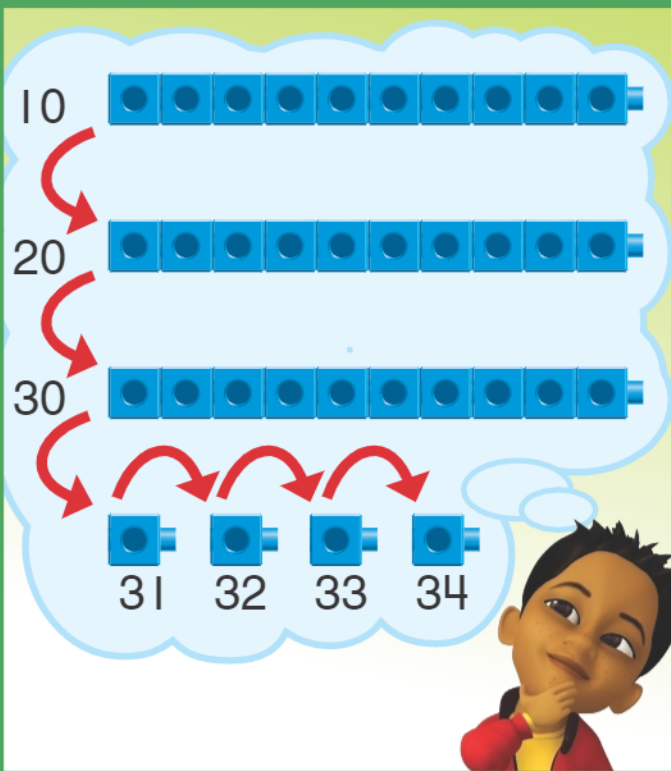
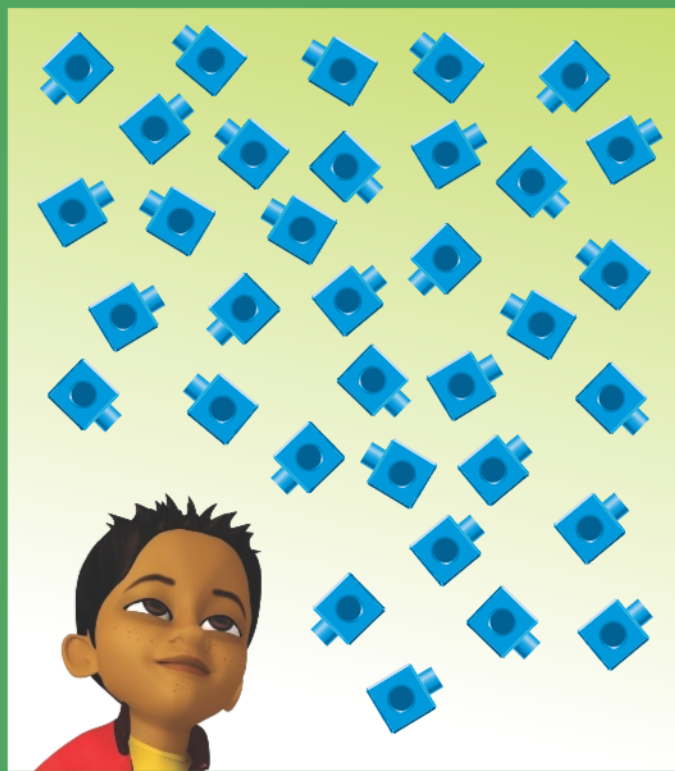


60 80 100

9

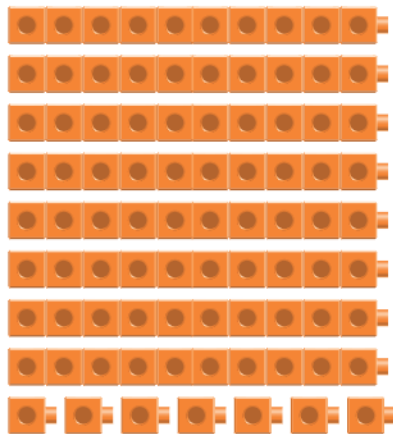
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Directions **Algebra** Have students count the cube trains by tens, write the decade numbers as they count, and then circle the number that tells how many. Have students count the cubes, and then draw a circle around the number that tells how many. **Higher Order Thinking** Have students write all the decade numbers in order.



★ Guided Practice

1

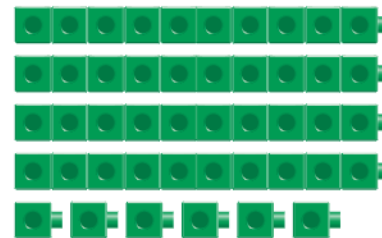


77

87

97

2



46

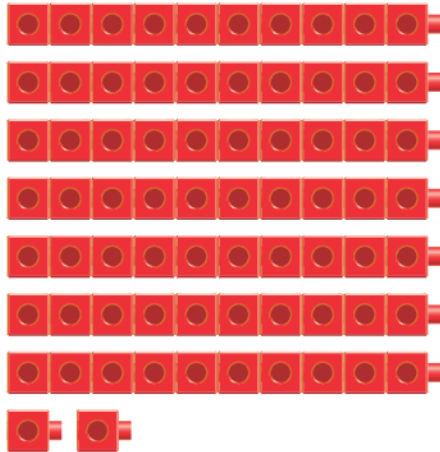
47

48

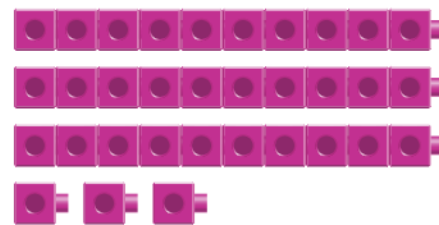
Directions ★ and 2 Have students count by tens and by ones, and then draw a circle around the number that tells how many. Remind students that they can use a hundred chart to count by tens and by ones.

Name _____

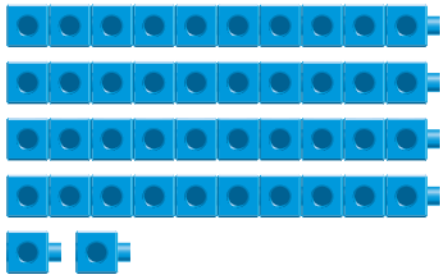
3



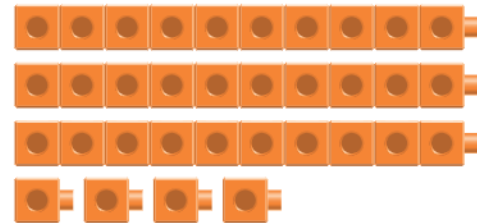
4



5



6

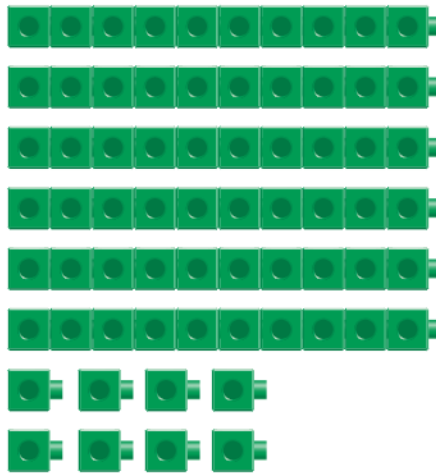


Directions 3–6 Have students count by tens and by ones, and then draw a circle around the number that tells how many. If needed, allow students to use a hundred chart.

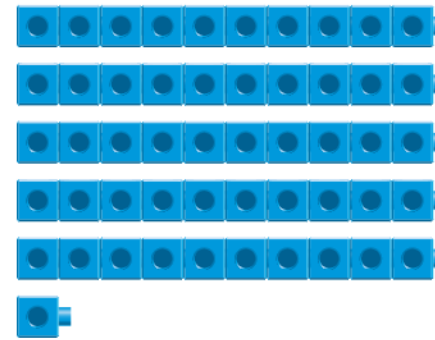


Independent Practice

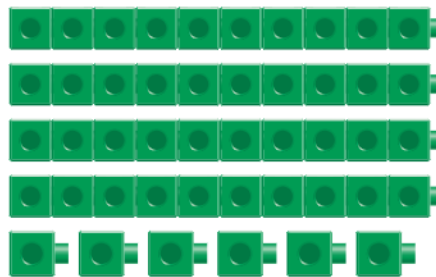
7



8



9



10

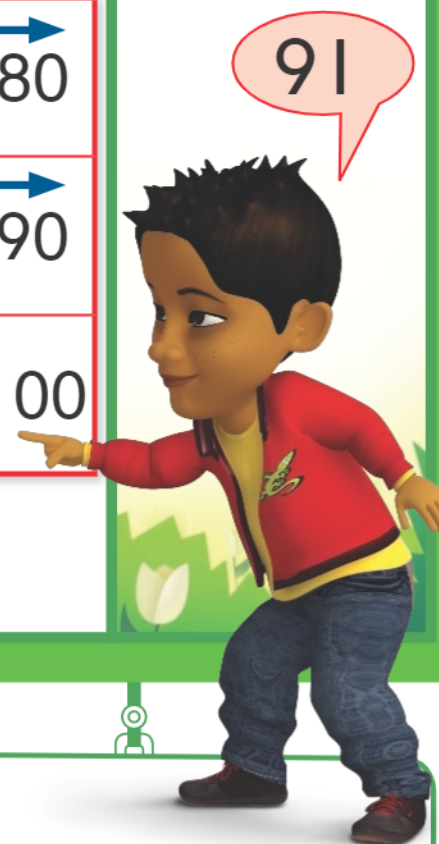
25

Directions Have students count by tens and by ones, and then draw a circle around the number that tells how many.
Higher Order Thinking Have students draw cubes to show how to arrange the number 25 for easy counting.





71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



★ Guided Practice

1

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Directions ★ and 2 Have students color the boxes of the numbers as they count aloud, starting at the yellow box and ending at the red box.

Name _____

3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions 3–6 Have students color the boxes of the numbers as they count aloud, starting at the yellow box and ending at the red box.



7

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

8

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

9

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10

51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

Directions Have students color the boxes of the numbers as they count aloud, starting at the yellow box and ending at the red box.
Higher Order Thinking Have students write the numbers as they count by tens aloud, starting at the yellow box and ending at the red box.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

★ Guided Practice

1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Directions ★ and 2 Have students count forward to find and write the missing numbers.

Name _____

3

61	62	63	64	65				69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

66 76 86
 67 68 69
 66 67 68

4

	42	43	44	45	46	47	48	49	50
	52	53	54	55	56	57	58	59	60
	62	63	64	65	66	67	68	69	70

41 42 43
 41 51 61
 41 43 45

5

31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	

40 50 60
 40 41 42
 38 39 40

6

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	
		33	34	35	36	37	38	39	40

20 30 40
 28 29 30
 30 31 32



Directions 3-6 Have students count forward, and then draw a circle around the row that shows the missing set of numbers.

7

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97			

80 90 100
 98 99 100
 89 99 100

8

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73				77	78	79	80

74 84 94
 74 64 54
 74 75 76

9

1	2	3	4	5		7	8	9	10
11	12	13	14	15		17	18	19	20
21	22	23	24	25		27	28	29	30

6 7 8
 6 16 26
 6 17 28

10

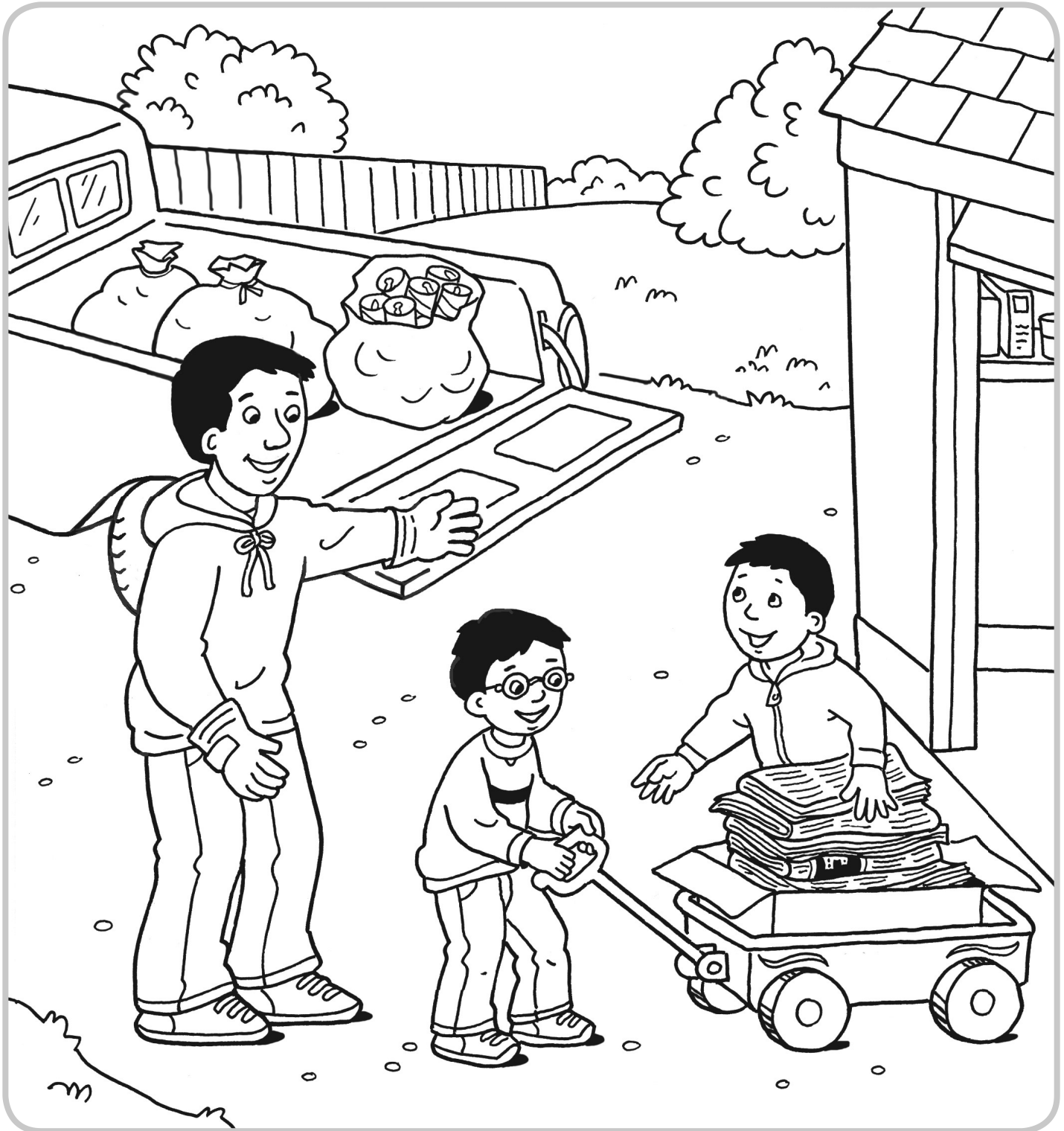
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51						57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Directions Have students count forward, and then draw a circle around the row that shows the missing set of numbers. **Higher Order Thinking** Have students count forward to find the missing numbers, write the missing numbers in the chart, and then draw a circle around the column that has 3 in the ones place.



Name _____

Wheels Do the Work



Name _____

Wheels Do the Work

Listen. Color the happy face for **yes**. Color the sad face for **no**.

1

**yes****no**

2

**yes****no**

3

**yes****no**

4

**yes****no**

Name _____

Wheels Do the Work

Circle the people who are using wheels to make their work easier.



Name _____

Wheels Do the Work

Draw a line to match.

1



2



3



Name _____

Tell Where It Is



Name _____

Reinforcing the Concept

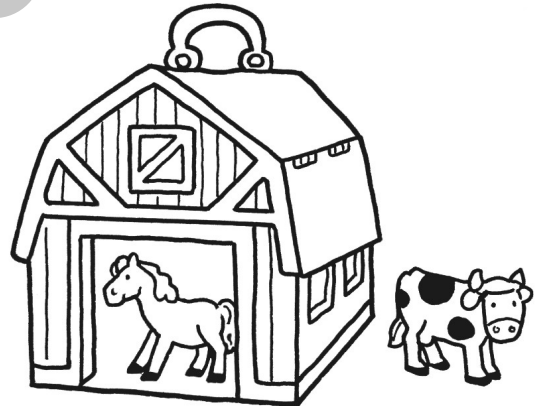
Tell Where It Is

Listen. Color the happy face for **yes**. Color the sad face for **no**.

1

**yes****no**

2

**yes****no**

3

**yes****no**

4

**yes****no**

Name _____

Tell Where It Is

Listen and follow the directions.



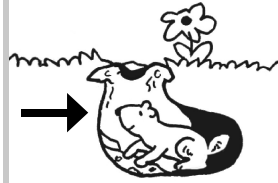
on



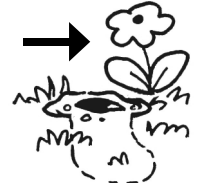
in



next to



below



above

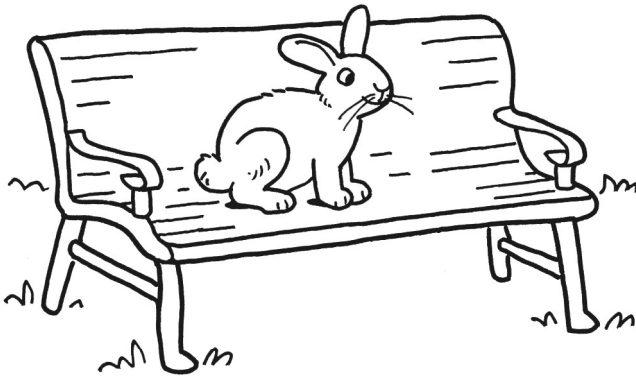


Name _____

Tell Where It Is

Listen and follow the directions.

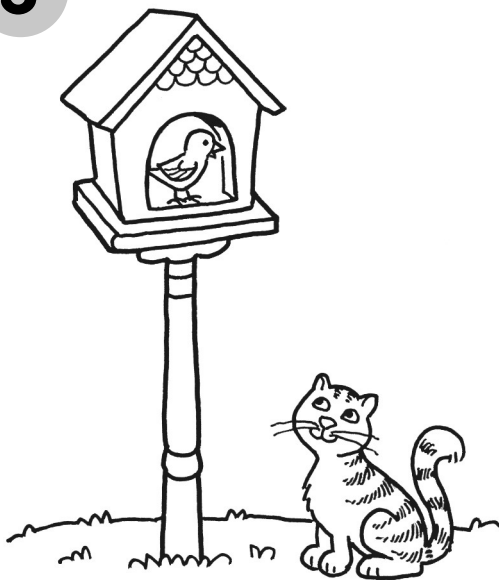
1



2



3



4

