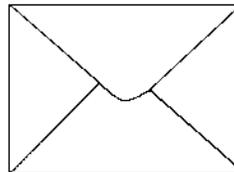
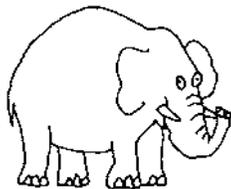
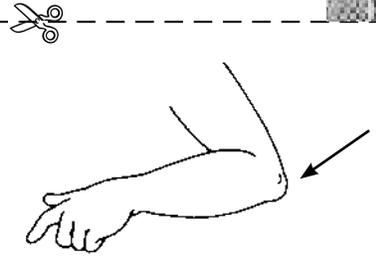
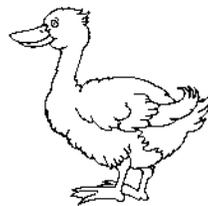
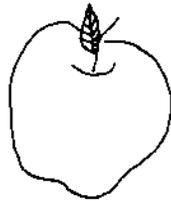
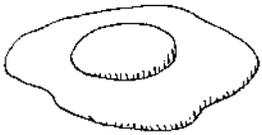
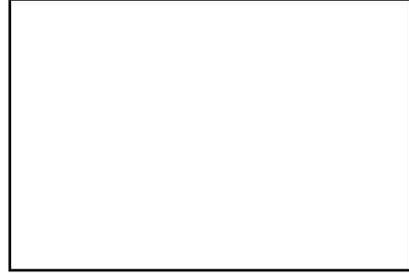
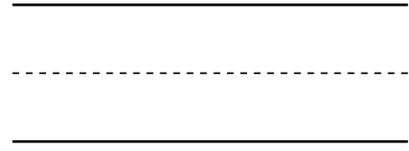
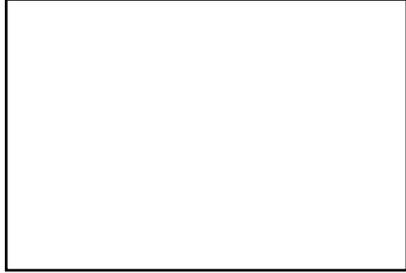
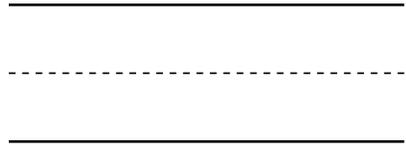
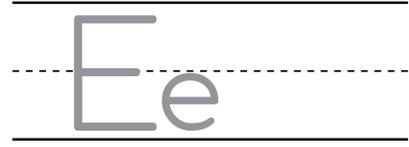
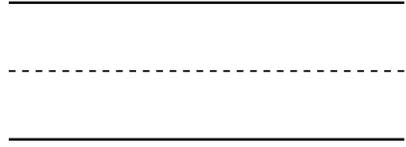


# My Book of E e



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that start with the sound for /ē/, and paste one card on each page. Children can write *Ee* to label their pictures.

**Grade K: Unit 6 Week 3**

**Decodable 31**

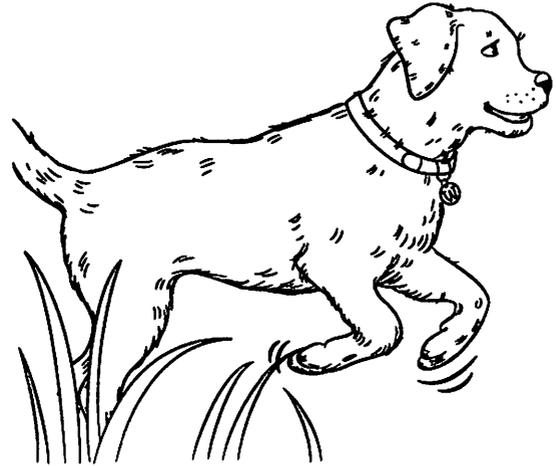
**Sound-Spelling: Ww**

Wes    wet    with

**High Frequency Words**

come    with

# Wes



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**"Get in, Wes!"**



**"Wes!" Wes ran and ran.**



**"Come with me, Wes."**

2



**"Wes!" Wes got in.  
Sam got wet!**

7



**"Come with me, Wes."**

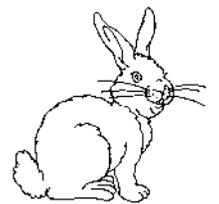
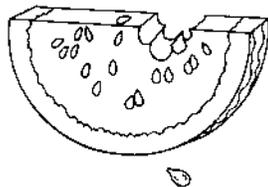
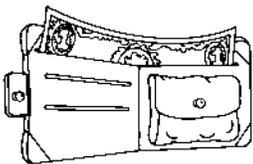
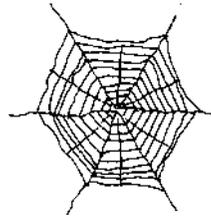
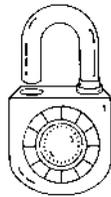
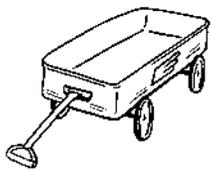
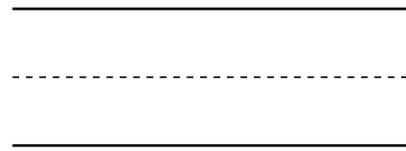
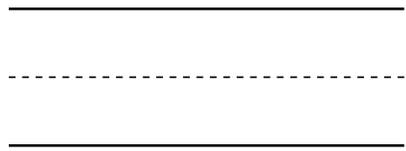
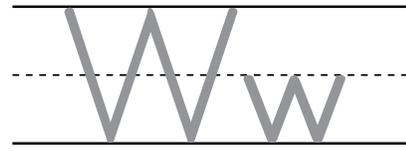
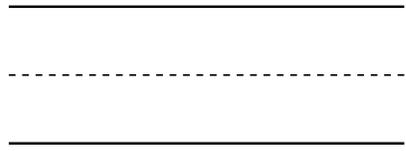
4



**"Wes!" Wes got wet.**

5

# My Book of W w



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that start with the sound for /w/, and paste one card on each page. Children can write *Ww* to label their pictures.