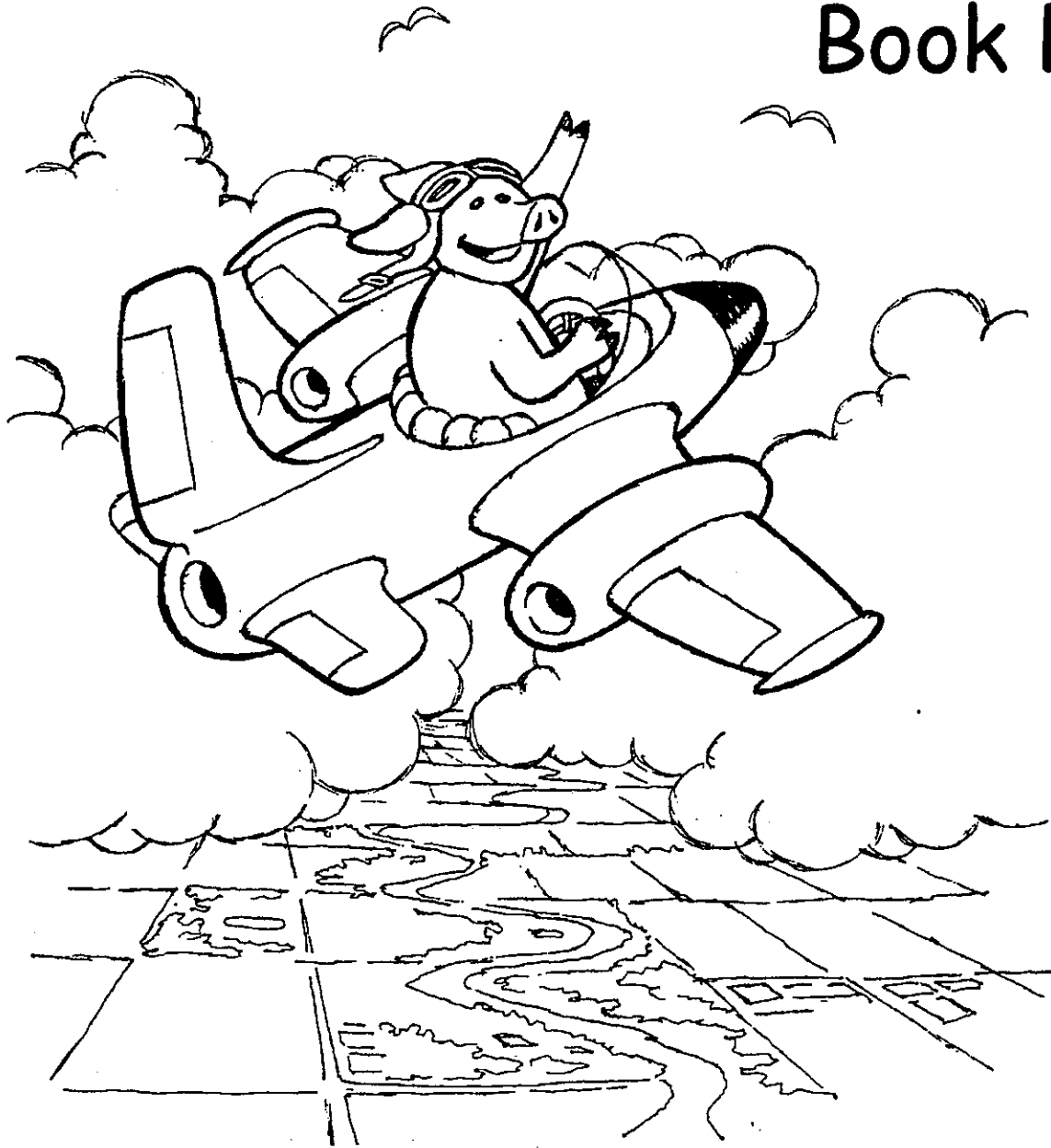


# The Art of Reading

Book B



Vocabulary Words  
Printing Words  
Reading Sentences

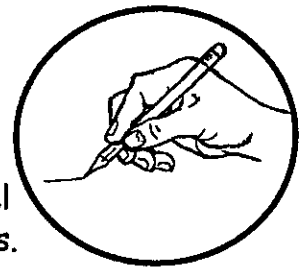


## ★ The Art of Reading: Drawing Letter Sound Words

The next pages present the sounds of letters as they appear in words. Then students draw things (words) which contain that sound. Students also practice printing the letter in both capital and small case, so that the drawing box usually contains printed letters and things that start with that letter. The drawing of sound-related letters and pictures is a great way to

Develop the alphabetic principle of certain letters indicating certain sounds in reading and spelling. It is assumed that students have already used the letter-sound iconcards presented on pages 7-13. Here are several things to be aware of:

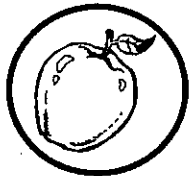
**1. Printing:** Most children will already have developed a preferred hand, and that handedness is usually appropriate. However, make sure the pencil is held in a tripod grip which includes (1) the pencil point, (2) little fingers, and (3) the heel of the hand. Trace over and practice strokes for the letters.



**2. The letter name and the sound the letter represents:**

Make clear that the name of a letter is different than the sound a letter represents. For example:

The name of the letter is **A** like you'd say it when reciting the alphabet or singing the alphabet song.



The sound letter **A** represents is the sound at the beginning of apple (the sound-icon picture) or the sound a sheep makes (b-aaaa, b-aaaa). (We'll do other a sounds later.) Also try to keep students from adding extra consonant sounds to consonants- like adding *uh* to *b* to make *buh*. (It is not a *buh-at*. It's a *bat*.)

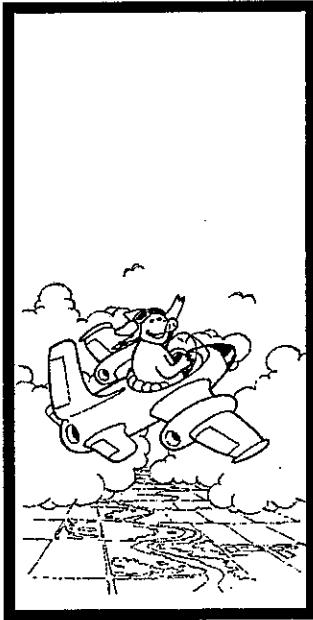
**3. Use the Vowel and Consonant Sound Chart**

Make sure you know the sounds the letters and the picture icons represent. Use the charts on pages 189 and 190 to help you or go back and review in the first book. Talk to yourself as you read and print (example: " This is letter **A** and the picture is an apple and the sound of **A** sounds like the *a* in apple and you can sing it so its a vowel and I can print it and it looks like this."

**4. Keep it fun!** Have fun thinking about letter-sound words you can put in the drawing box. If a student chooses a word with a different initial sound, call their attention to the letter-sound their choice begins with so it becomes a learning activity- then restimulate them to think of a word that begins with the target letter. Try to get the student to routinely print some target letters in the box along with the drawings of words with the target letter sound. A drawing of the letter-sound picture icon (ex-ample: a tiger for the **T** sound) can be a great reinforcer.



Praise liberally!



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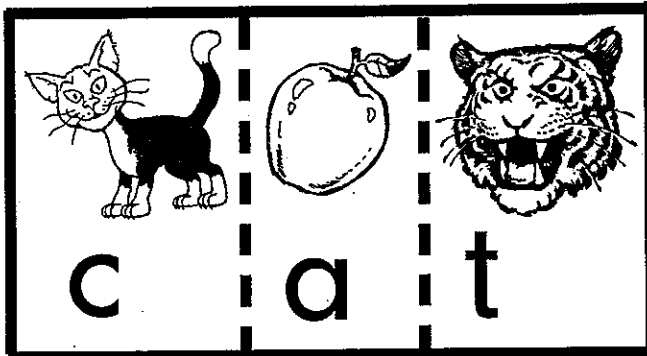
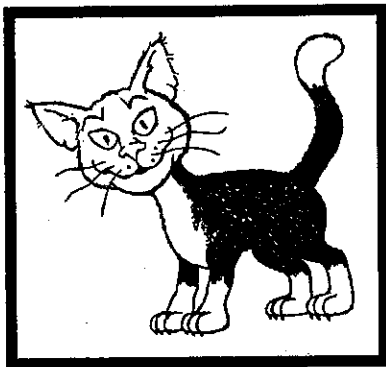
## Book B : Vocabulary Words

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Index page E: Ghoughpterghbteau	
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cat



★ We have gone through the alphabet learning (1) the name of the letter, (2) the sound or sounds of the letter, (3) if the letter is a vowel or a consonant, and (4) how to print the letter. For each letter, you got to draw a picture of something that has the letter and the letter sound in its name. Now you'll learn a few words that have the letter and the letter sound in them. There are 2 main kinds of pages:

★ **Book A: Single letter pages**

These pages concern just one letter and the sound or sounds of that letter. (The vowels will just have the short sound for now.) You learn the sound the letter represents and a way to remember the sound (the sheep makes the short a sound when it goes baaa, baaa ). You were given a picture icon to represent the sound. This icon will be used when you learn words that have the letter sound. You got lots of picture examples of words that have the sound at the beginning or in it. You explored if the letter was in your name. You practiced printing the letter. And you got to draw your own picture of something that has the letter and letter sound in it.

★ The Short Vowel Sound of Aa:

letter A stands for many A vowel sounds you can sing. We will learn the short vowel sound of A for now. The short vowel A sound is like the a at the beginning of apple, or sounds like the oo in the baa of sheep.

★ Can you hear the short vowel A sound at the beginning of these words?

Apple Alligator Axe Anchor Ant Antlers

★ Can you hear the short vowel A sound in these words?

cat bat can hat hand candy

★ Is there a short vowel A sound in your name? (The tutor will help with this.)

★ Can you print the capital (large) and the small case (little) a? Always start at the top of the letter and draw your pencil or pen down. Your tutor will show you how to hold your pencil in the tripod grip to help you print. Trace over the lightly shaded letters above. Make the strokes in the order shown. You will practice printing Aa more on the next page.

★ Are you right-handed or left-handed?

★ Now can you draw a picture of something that has a short A vowel sound? You decide what it will be. How about one of the things pictured on this page? Or how about a man? A rat? A fan? A tack? A pan? Some sand? A cap? A dad? A champ? A flag? A mop? A mask? Some grass? A van? Another short a vowel word? You decide what short a thing to draw and draw it on the next page. Your tutor will help you to write its name below it. Have fun.

baaa - baaa - baaa

Hear the sheep make the short a sound after the b? baa- baa

★ Letters and Sounds to Learn: Aa Bb Cc Tt

Aa apple vowel

Bb bee cat

Cc cat

Tt tiger

consonants

**cat**

Blending sounds

© Dave Schluenz 2000

★ **Book B: Brenda Blender Word pages**

These pages have one vowel letter and several consonant letters that have already been presented on Single letter pages. These consonant sounds are blended with the vowel sound to make words. The picture icons are placed above the letters to help you remember the sounds and blend them. These pages are followed by several more word card pages with words and sound picture icons and also the meaning of the word with pictures to help in understanding. Cut out the word cards and play practice with them till you know them. Also practice printing the words since you already know how to print the letters in the words.

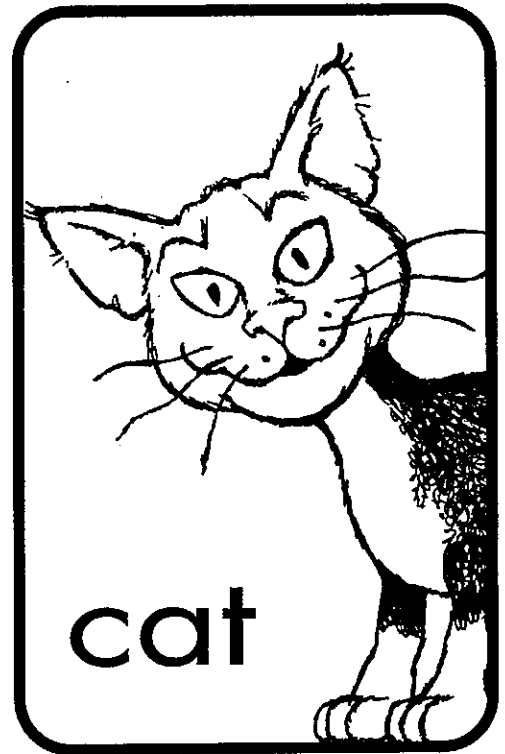
★ Letters and Sounds to learn: Aa Bb Cc Tt

Aa Bb Cc Tt



Aa apple 

vowel



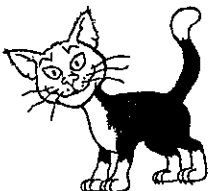


Bb bee 

Cc cat 

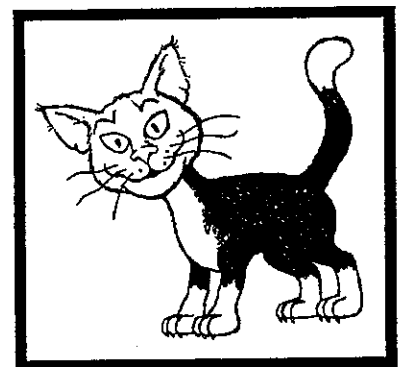
Tt tiger 

consonants

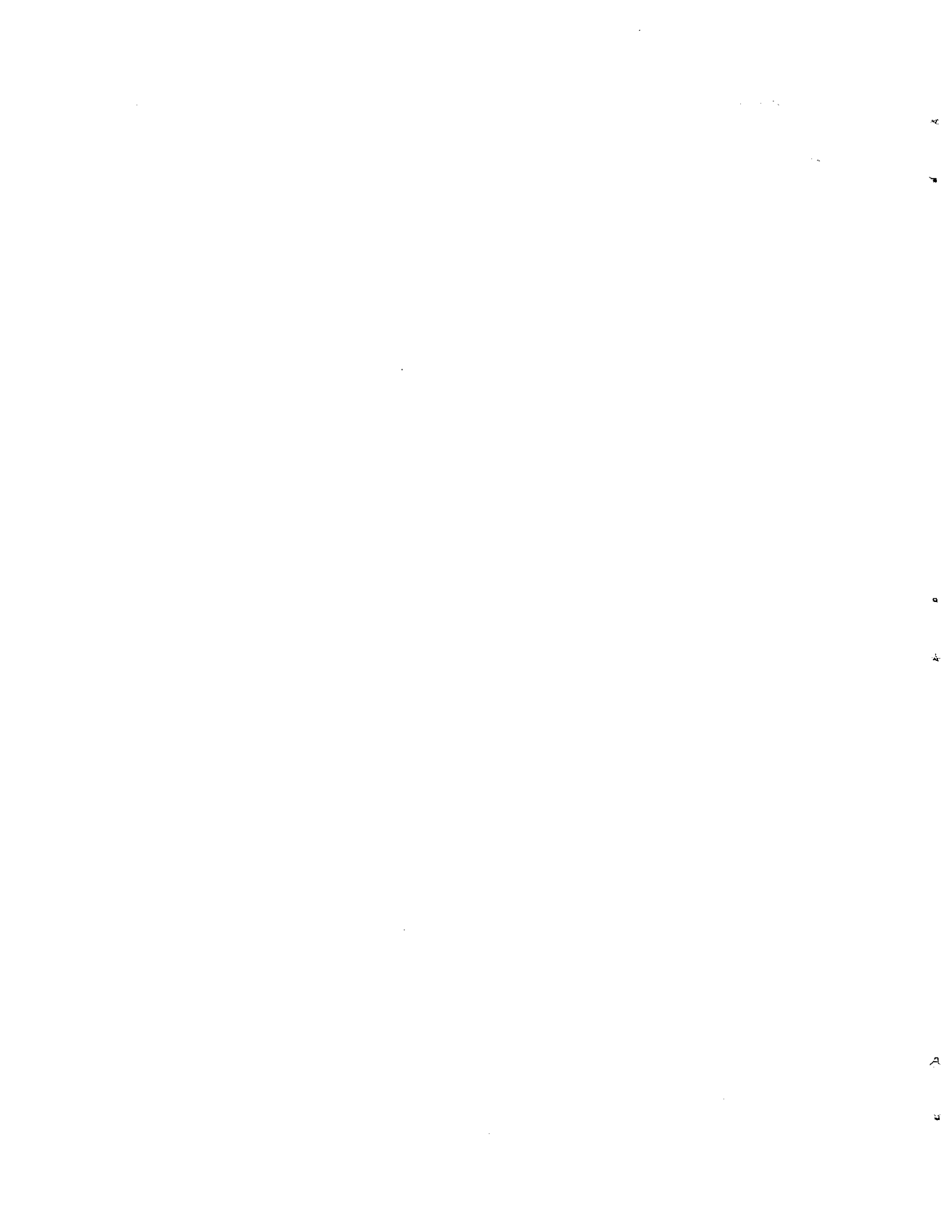


		
c	a	t

Blending sounds

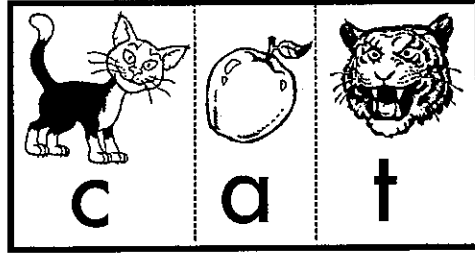


cat

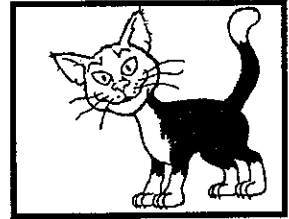


★ Word cards to color, cut out, fold, paste shut, and play with to learn.

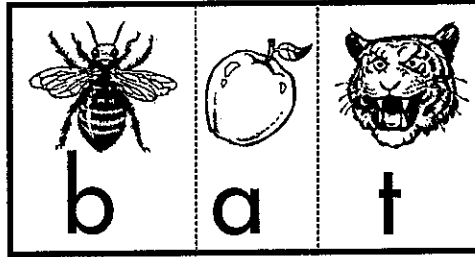
cat



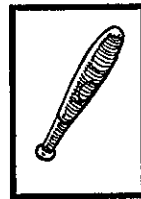
cat



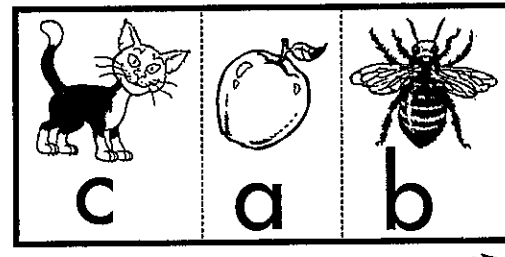
bat



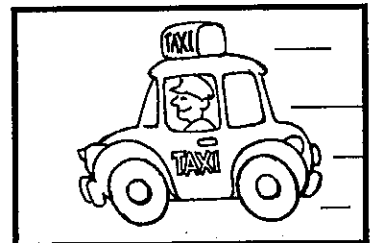
bat



cab



cab







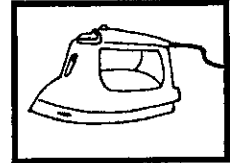
★ Word cards to color, cut out, fold, paste and play with to learn.

I



★ Rhonda Rhymer says "I" sounds like the first sound in iron

I



...and the word "I" sounds just like the word "eye"  
I see the cat.  
I am happy.



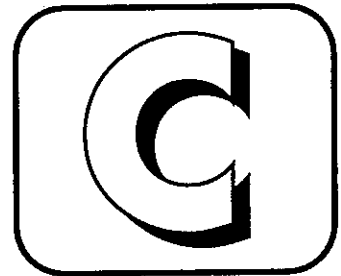
see



★ Rhonda Rhymer says "see" sounds just like the name of the letter "C"

see

★ I see you. I see the cat.



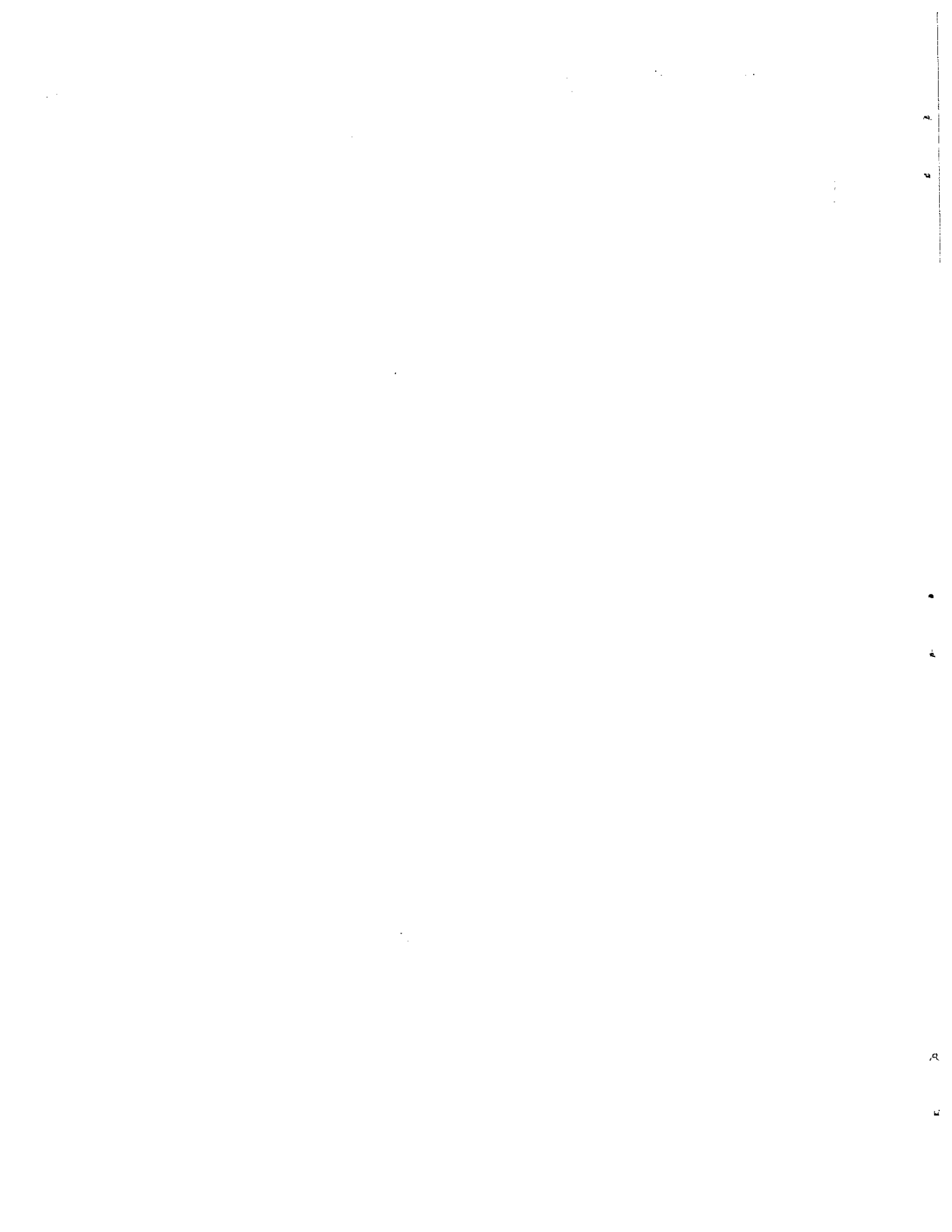
the

the

See the cat?



★ "The" is a word we'll just learn by whole word recognition for now. "The" means a certain one. We'll learn the phonics of "The" later when we study digraphs and schwa sounds. For now, "The" may seem like an outlaw word that doesn't follow the rules of phonics. It isn't. We just haven't learned all the rules yet.



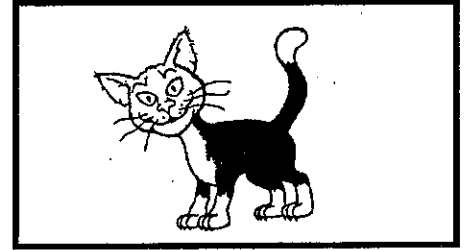
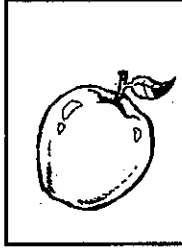
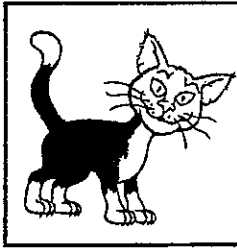
★ Can you say and print the letters and words?

a b c t

print the letters ↓ here

words ↓ here

sound icons



printed letters

a

b

c

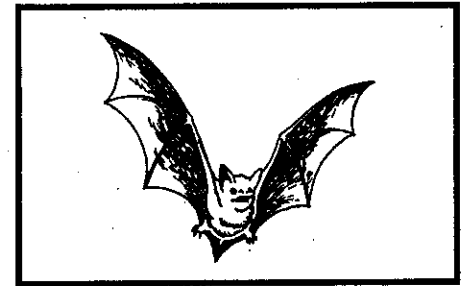
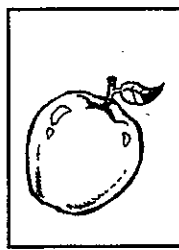
a

b

c

t

sound icons



printed letters

b

a

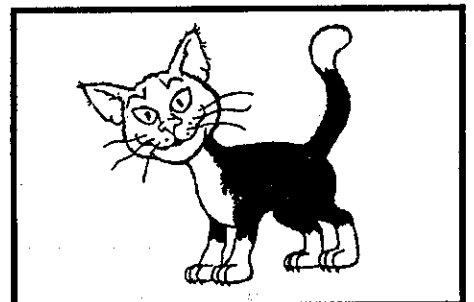
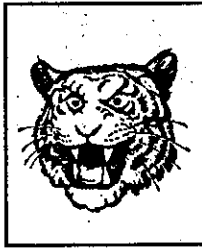
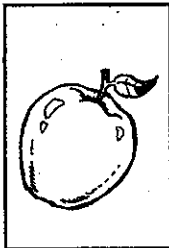
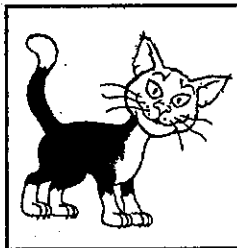
t

b

a

t

sound icons



printed letters

a



★ Hi. I'm Polly Part-on. I add parts onto words to make them new words.

If I have 1 cat, the word is CAT.



CAT

We call CAT singular.

If I have more than 1 cat, I add an S on to the end of the word cat to show there is more than one.

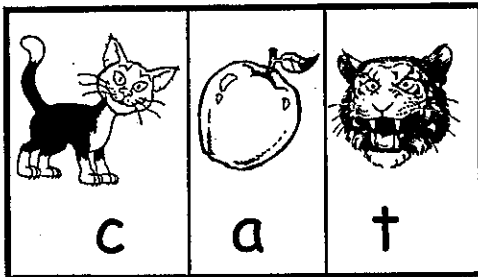


CAT S



We call CATS plural.

1: singular



1 cat

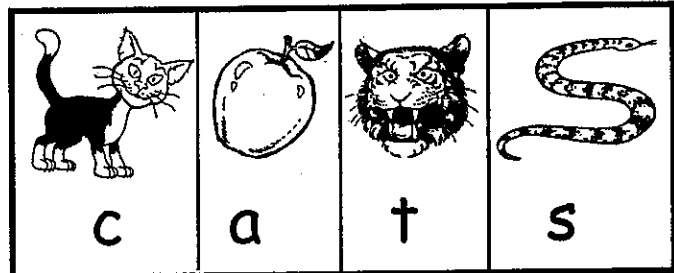


1 bat

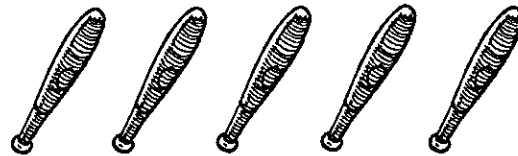


1 bat

more than 1: plural (add s)



3 cats



5 bats



2 bats

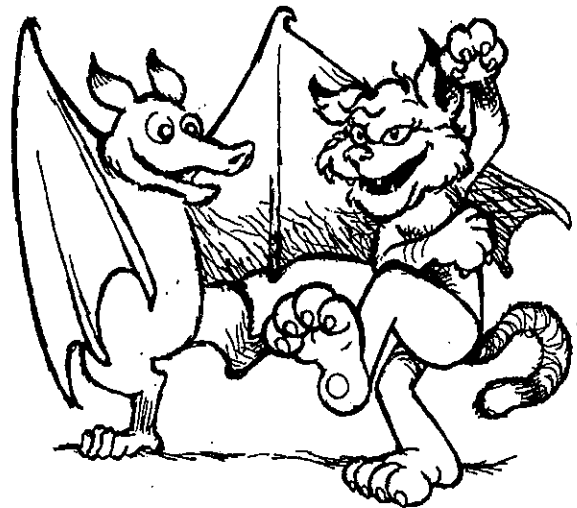


⊛ Some plural words have different endings than s. We'll learn more about them later. For now, just remember that a letter s at the end of a word may mean the word is plural- or more than 1.

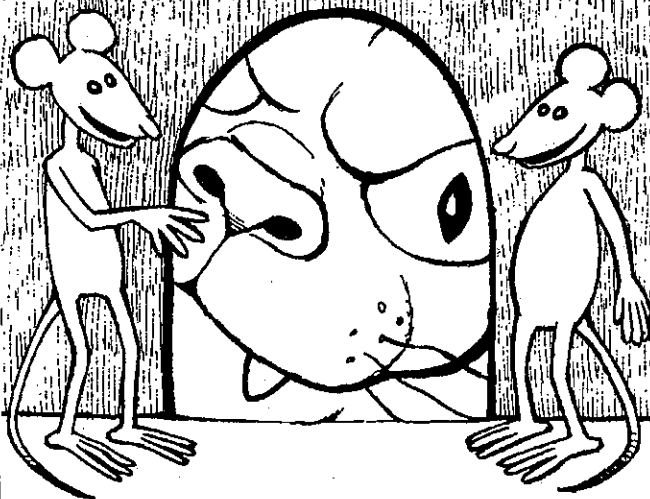
★ Letter-sounds we know: Aa Bb Cc Tt  
Words we know: cat bat cab I see the



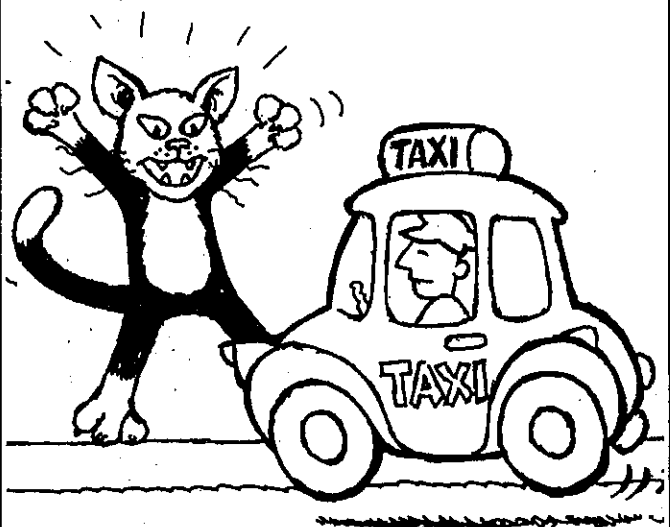
I see the cat.  
I see 2 bats.



See the cat?  
See the bat?



See the cat?



I see the cab.  
See the cat?

★ Print the sentences. Color and add to the picture.



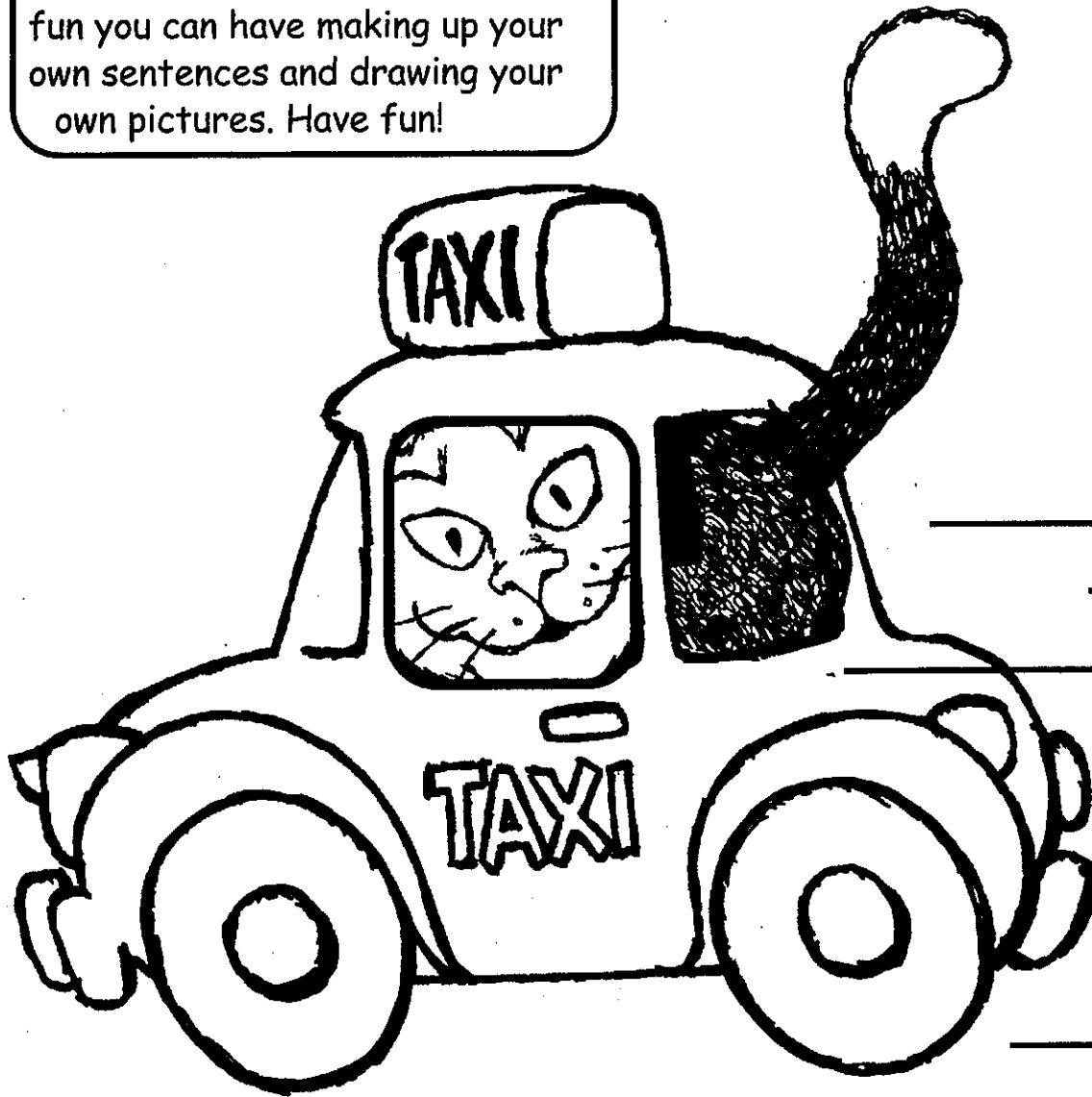
I see the cat. See the bat? See the cat at bat?

I see the cat. See the bat? See the cat at bat?

I see the cat. See the bat? See the cat at bat?

★ Write a sentence with your words. Draw the picture.

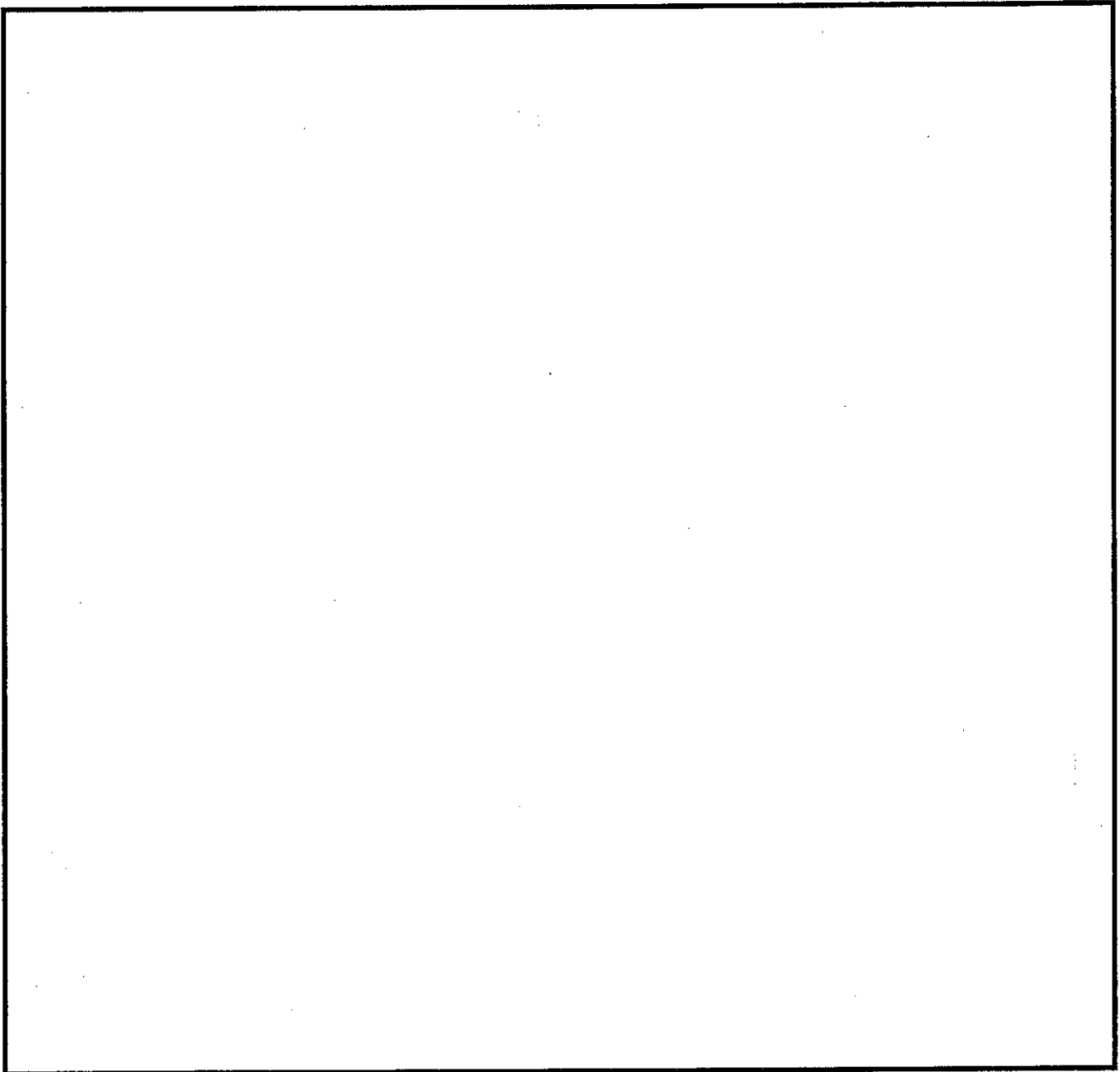
★ This is an example of the fun you can have making up your own sentences and drawing your own pictures. Have fun!



I see the cat cab.

⊙ Make copies of the blank page opposite for printing sentences and drawing.

★ Write a sentence with your words. Draw the picture.



Two horizontal lines, one solid and one dashed, forming a writing area for the sentence.

Two horizontal lines, one solid and one dashed, forming a second writing area for the sentence.



★ The tutor reads this page. The student may follow along.



★ Here are some things to know about **Reading**.

**Letter:** A symbol used in the Alphabet.

**Capital Letters:** The BIG form of a letter: A, B, C, etc.

**Small Letters:** the little form of letters: a, b, c, etc.

**Word:** Letters put together to make meaningful sounds like cat or see. (A word can be just 1 letter, like I.)

**Sentence:** Words put together to tell you something:

Example: I see the cat tells you that I can see the cat.

(A sentence can be just 1 word. Stop! is 1 word that tells you to stop.)

**Period:** A period is a . that goes at the end of a sentence that tells you something. Example: I see the cat. ←

**I see the cat.**

**Question Mark:** A question mark is a ? that goes at the end of a sentence that asks you a question. Example: Can you see the cat? ←

**Can you see the cat?**

This question sentence asks if you are able to see, and if you are able to see, is the cat there for you to see it?

**Exclamation Mark:** An exclamation mark is a ! that goes at the end of a sentence that shows strong emotion like pain, anger or surprise.

Example: Watch out for the cat! or The cat can talk! ←

**Look! The cat can fly!**

**Capital letters:** The first letter of the first word in a sentence is always a capital letter. The first letter of names is always a capital. **I**, used to tell about one's self, is always a capital letter. Examples:

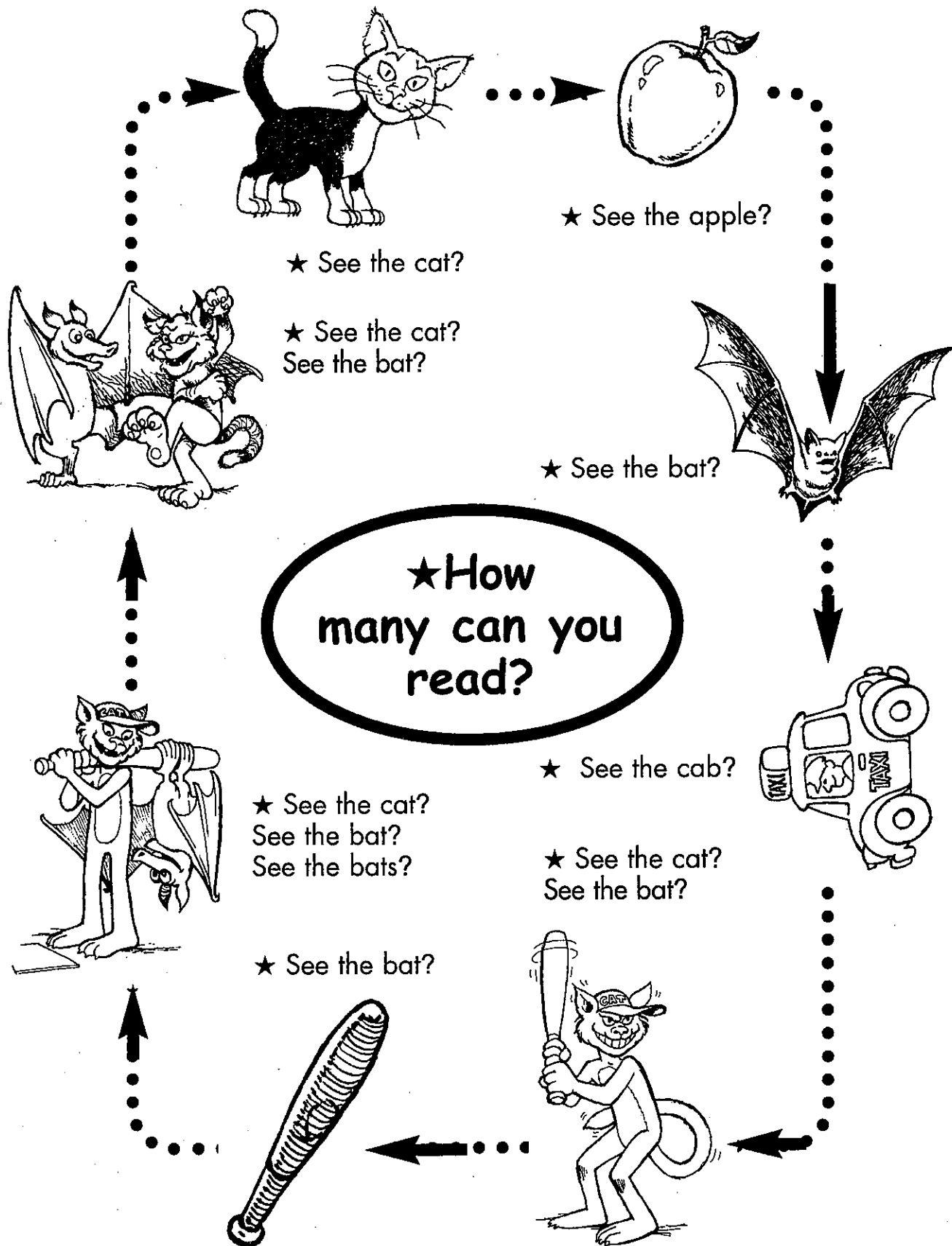
→ **T**he cat is fat.

**H**er name is **R**honda **R**hymer.

**I** can see the cat.

★ Don't worry. Your tutor will help you with this as you go along.







# ★ Rhyming Words

"Hi. I'm Rhonda Rhymer. Here I pat my fat cat Matt that sat like that in his flat hat to chat. Did you hear all the words that end with the same sound of at? Pat, fat, cat, Matt, that, flat, hat and chat all end with the same AT sound, so they RHYME. They are RHYMING WORDS.

★ RHYMING SOUNDS ALWAYS START WITH A VOWEL, BUT HAVE DIFFERENT CONSONANTS BEFORE THE VOWEL.

These letter names of the alphabet rhyme. They all end with the long vowel sound of E: B, C, D, E, G, P, T, V Z. Other letters rhyme because they end with the same sound of A: A, J and K.

Below are more examples of RHYMING WORDS.

★ All of these words rhyme. They all end with the same sound: AT.



CAT



BAT



RAT



SAT



FLAT HAT CAT

★ All of these words rhyme. They all end with the same sound: AN.



CAN



FAN



MAN



VAN

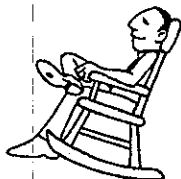


PAN

★ One of these words does NOT RHYME with the others. Can you tell which one?



CAT



SAT



DOG



BAT



HAT



## ★ Rhonda Rhymer's Nursery Rhymes

Watch and listen for the words that end in the same sound so that they RHYME. How many of these rhymes do you know? Can you say them along?

1, 2, 3, 4, five,  
I caught a fish  
alive.

6, 7, 8, 9, ten,  
I let him go  
again.

Jack and Jill  
went up the hill  
to fetch a pail of water.  
Jack fell down  
and broke his crown  
and Jill came  
tumbling after.

Humpty-Dumpty sat on a wall.  
Humpty-Dumpty had a great fall.  
All the king's horses,  
and all the king's men,  
couldn't put Humpty together again.

Jack be nimble,  
Jack be quick.  
Jack jump over  
the candle stick.

One, two  
buckle my shoe.  
Three, four  
shut the door.  
Five, six  
Pick up sticks.  
Seven, eight  
Lay them straight.

Rhonda Rhymer had a cat named Matt.  
And her cat Matt was really fat.  
When big, fat Matt sat on his hat,  
he made it very, very flat.  
And that was that.

I went to the animal fair.  
The birds and the beasts were there.  
The big babboon by the light of the moon  
was combing his auburn hair.  
The monkey, he had spunk  
and jumped on the elephant's trunk.  
The elephant sneezed  
and fell on his knees  
and that was the end of the monk, the monk.  
That was the end of the monk.

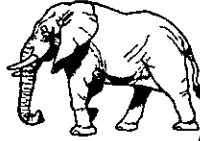
⊕ Notice the spelling doesn't have to be the same, just the sound. Sometimes the same sound can be spelled in different ways (eight, straight, date, wait).

★ Letters and Sounds: Aa Bb Cc Dd Ee... Nn... Pp

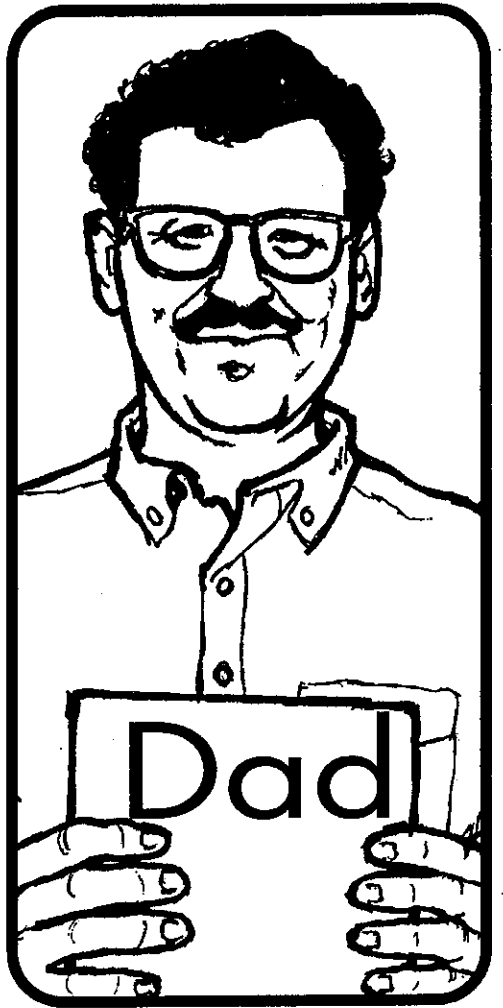
Ee Nn Pp Dd



Ee elephant



vowel



Dd dog



Nn nest



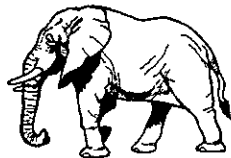
Pp panda



consonants



p

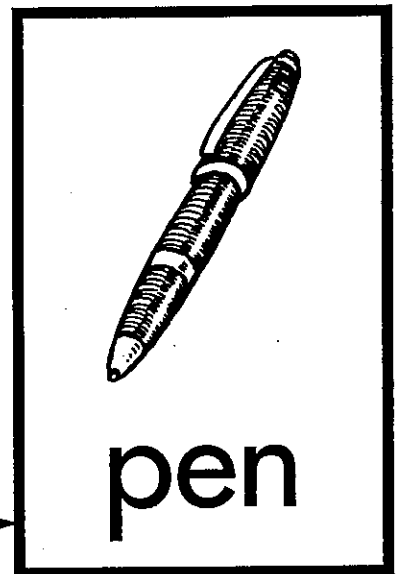


e



n

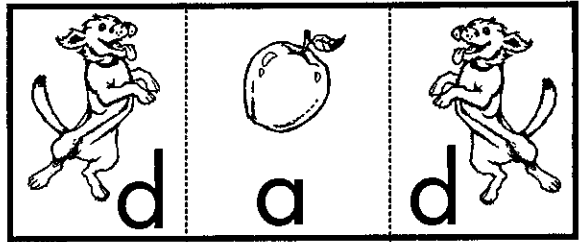
Blending sounds





★ Word cards to color, cut out, fold, paste and play with to learn.

dad

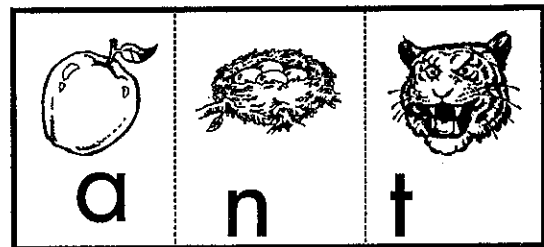


dad

★ I like my dad.

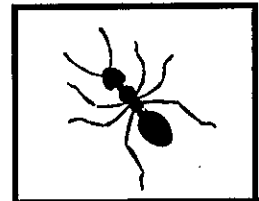


ant

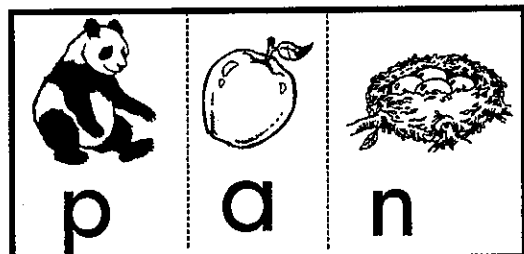


ant

★ An ant is a small insect.

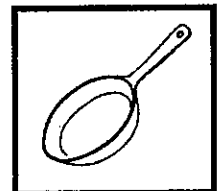


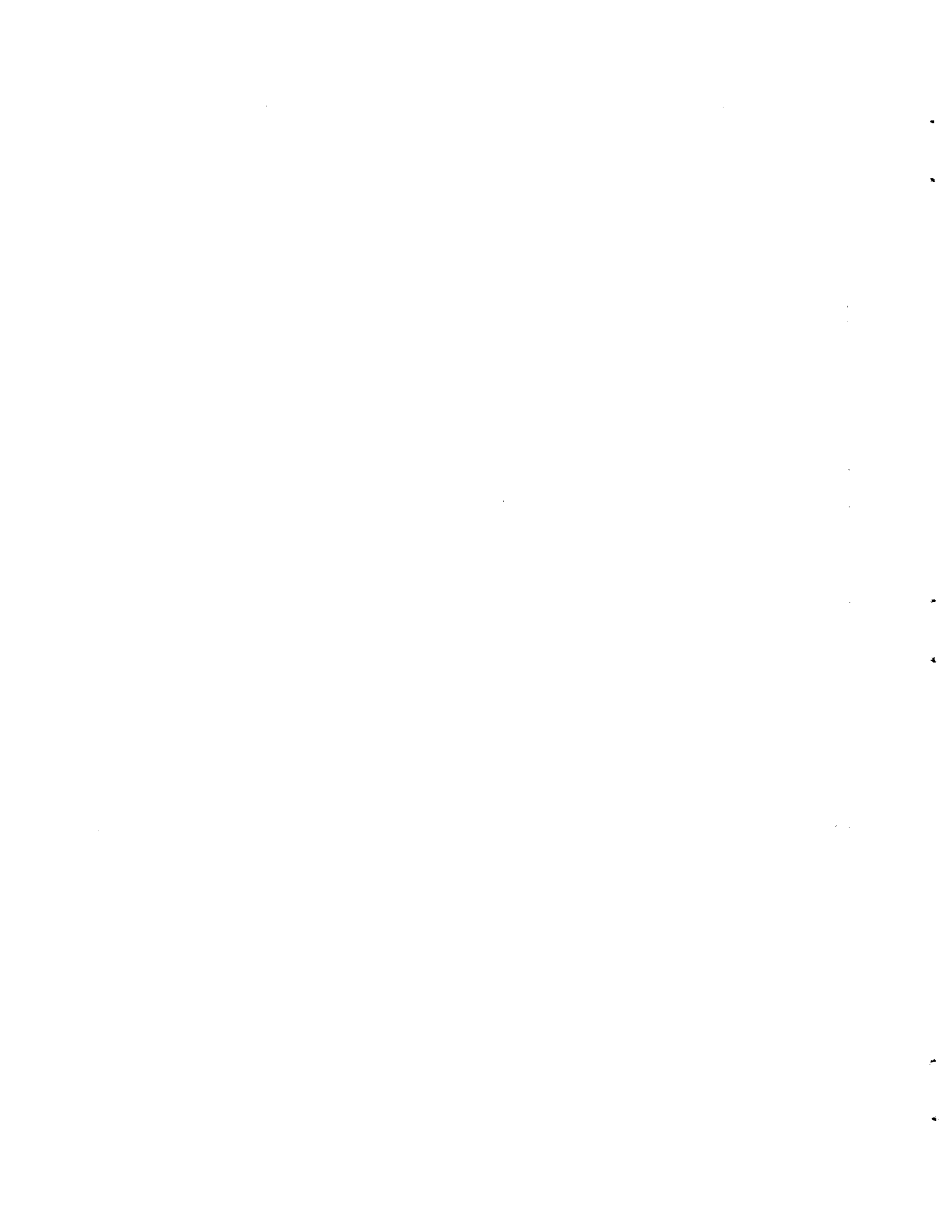
pan



pan

★ I fry the meat in a frying pan.

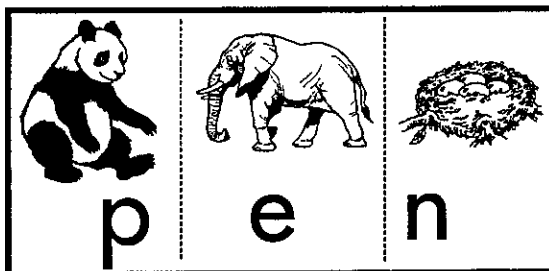






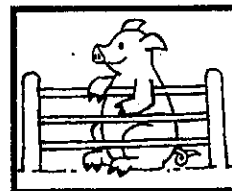
★ Word cards to color, cut out, fold, paste and play with to learn.

pen

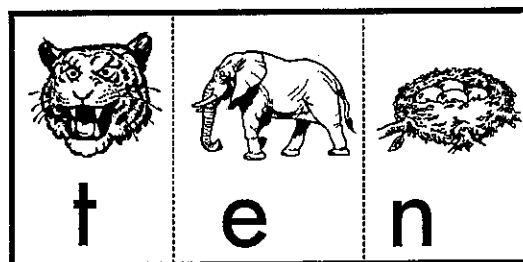


pen

★ 1. I write with a **pen**.  
2. The pig is in the **pen**.



ten

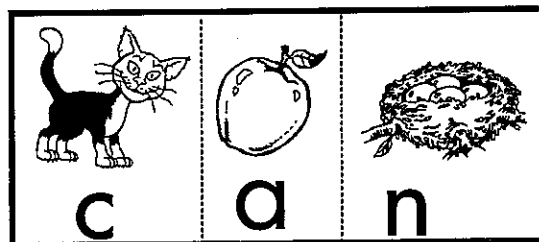


ten

★ I have ten fingers and ten toes.

10

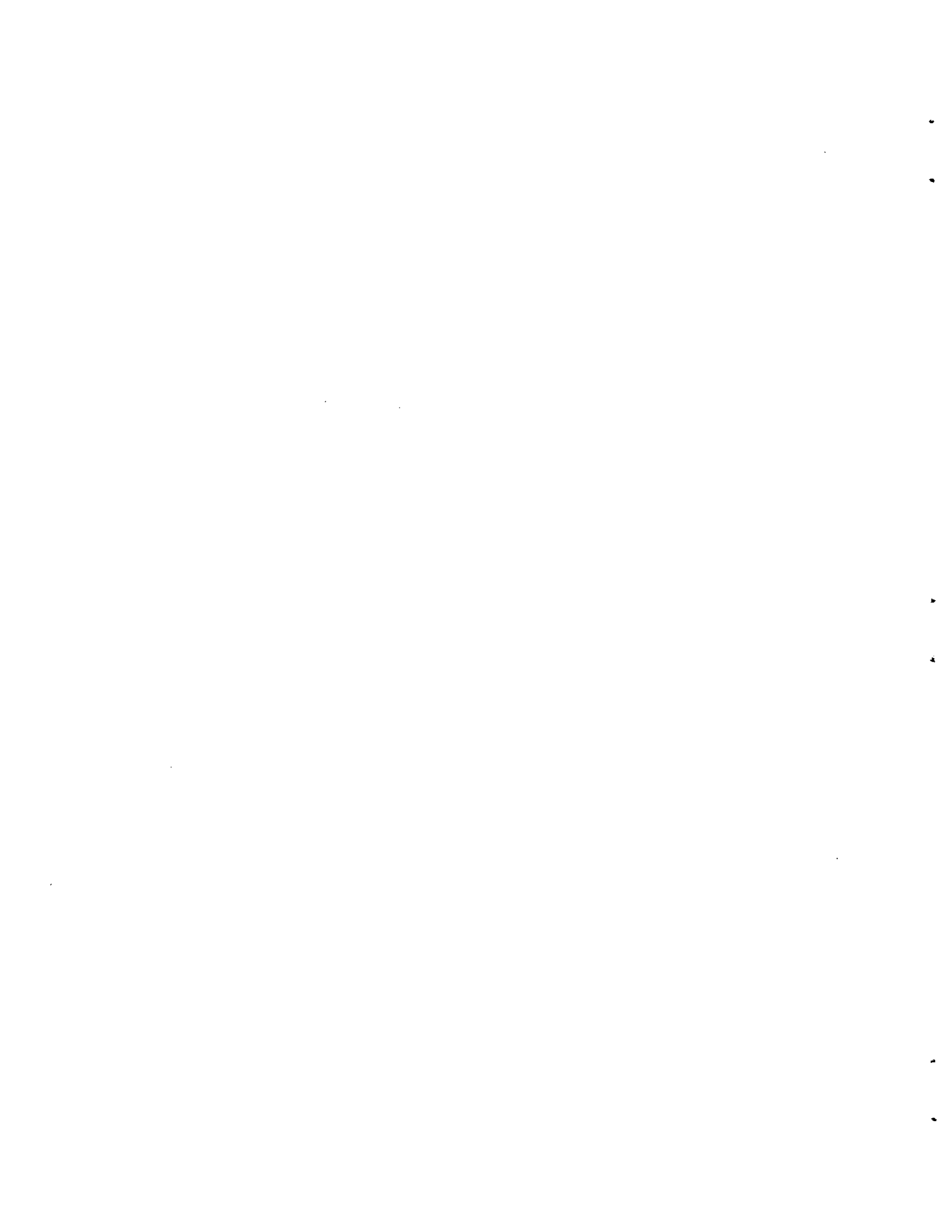
can



can

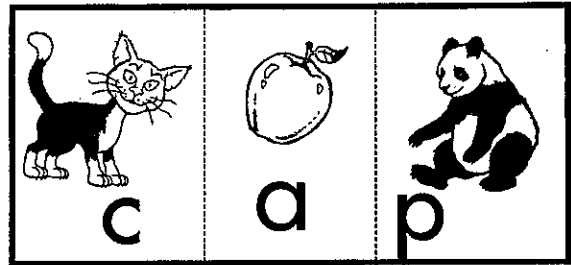
★ 1. See the **can** of soup? 2. I **can** do it.





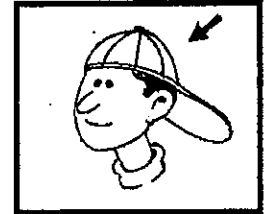
★ Word cards to color, cut out, fold, paste shut, and play with to learn.

cap

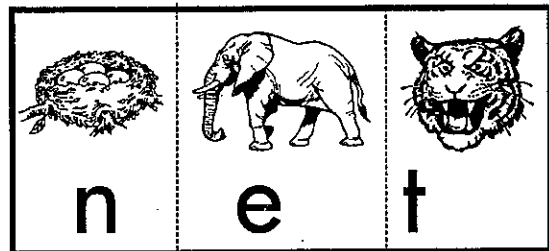


cap

★ A cap is a kind of hat.

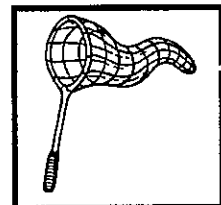


net

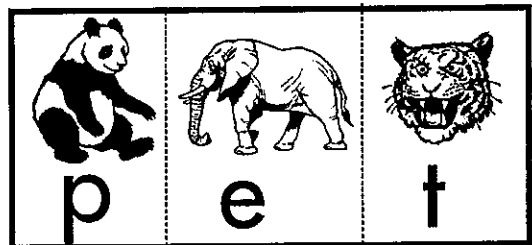


net

★ Catch the fish in the net.

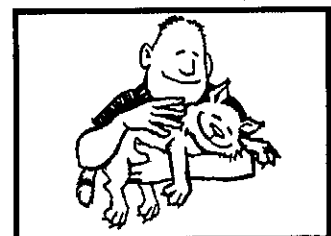


pet



pet

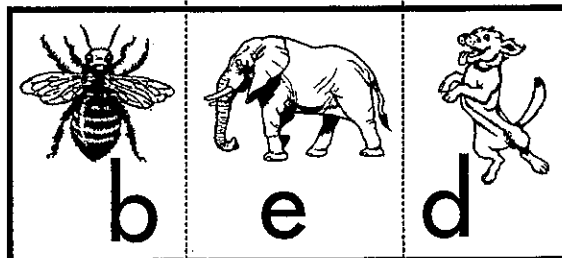
★ 1. Dad can **pet** the cat. 2. My cat is my **pet**.





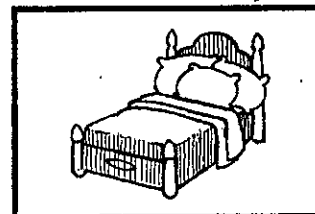
★ Word cards to color, cut out, fold, paste shut, and play with to learn.

bed

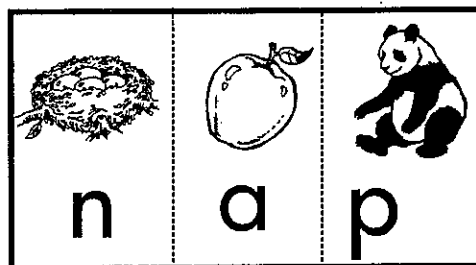


bed

★ I sleep in a bed.



nap



nap

★ The cat took a nap.



a



Rhonda Rhymer

**a** can rhyme with **day** (the long sound of vowel **a** like the **a** in **ape**) or **uh** (the shwa sound like the **a** in **about**). The tutor and student must say and print the word till the student learns to easily recognize and read it and print it. **A** means *one*, but not a *particular one*.

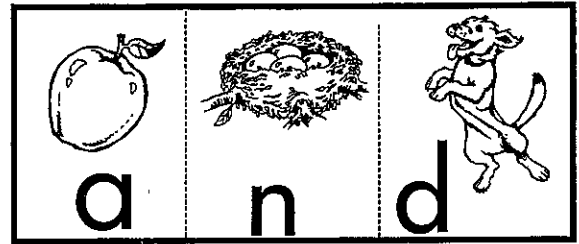
a

I see a cat.



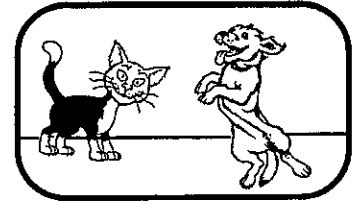
★ Word cards to color, cut out, fold, paste shut, and play with to learn.

and  
and

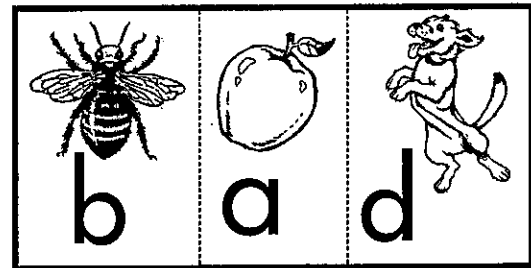


and

★ And means  
**plus** or **also**  
or **with..**



bad

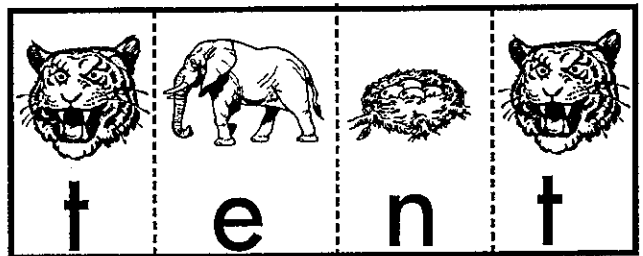


bad

Bad cat!

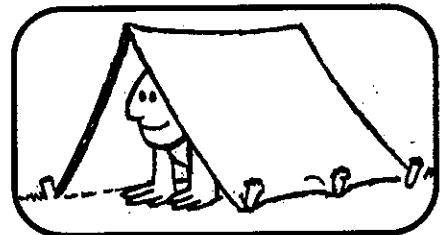


tent



tent

★ We can  
sleep in  
the tent.







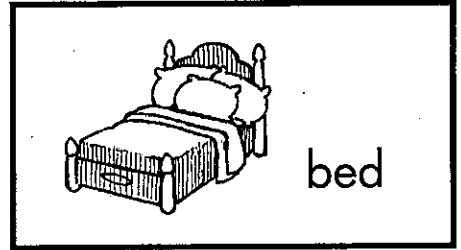
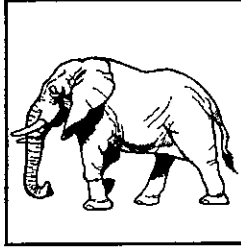
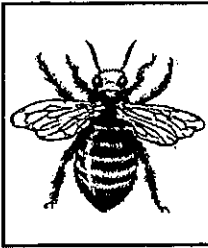
★ Can you say and print the letters and words?

a b c d e n p t

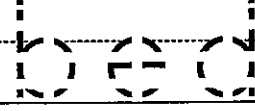
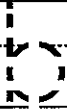
print the letters ↓ here

words ↓ here

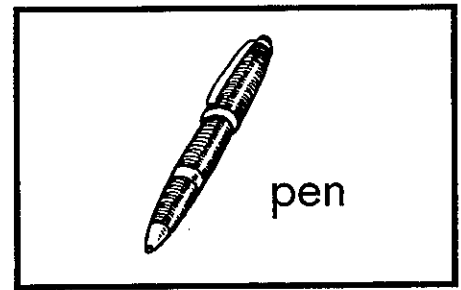
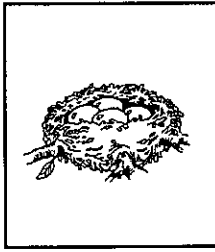
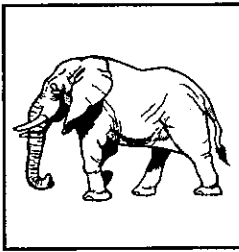
sound  
icons



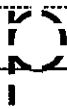
printed  
letters



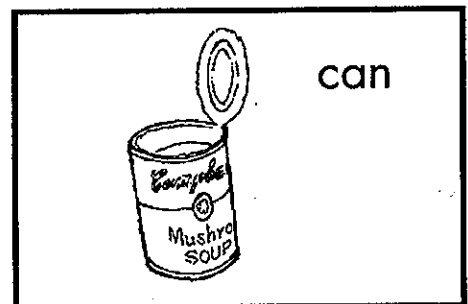
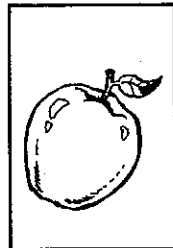
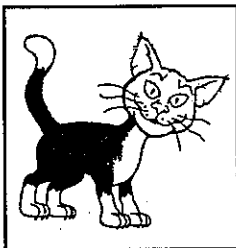
sound  
icons



printed  
letters



sound  
icons



printed  
letters



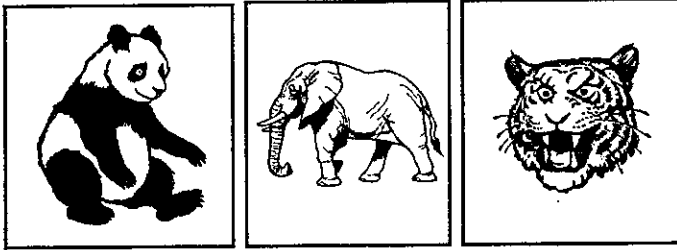
★ Can you say and print (and spell) the letters and words?

a b c d e n p t

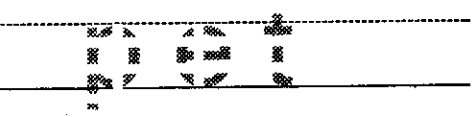
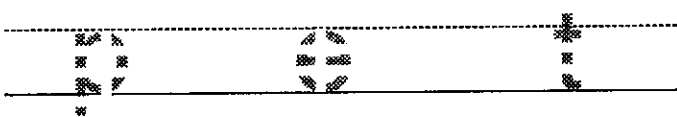
print the letters ↓ here

words ↓ here

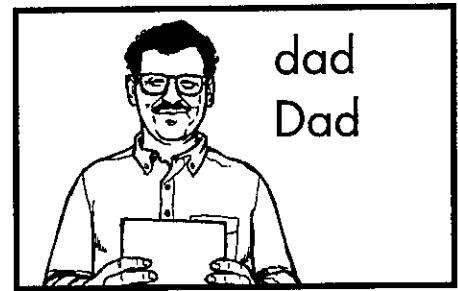
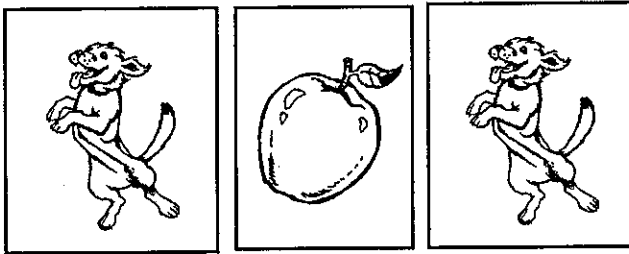
sound icons



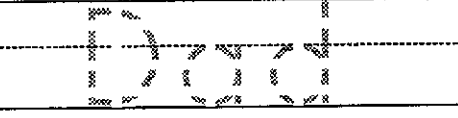
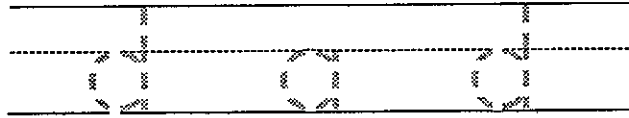
print letters



sound icons

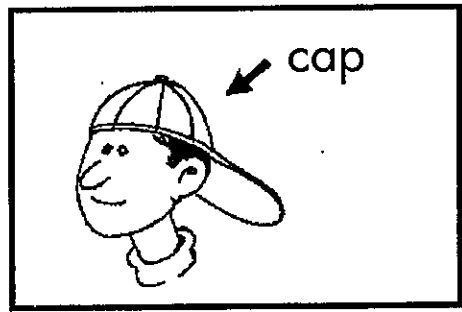
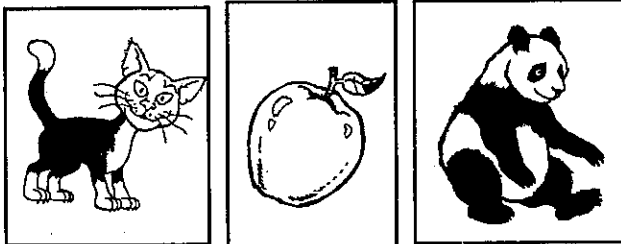


print letters

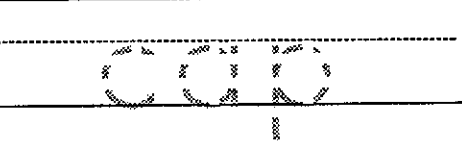
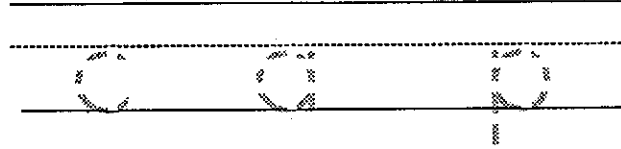


★ Use dad for any dad. Use Dad (capital D) when substituted for a particular dad's name. Example: I see Dad. (Dad substituted for Ed.)

sound icons



print letters



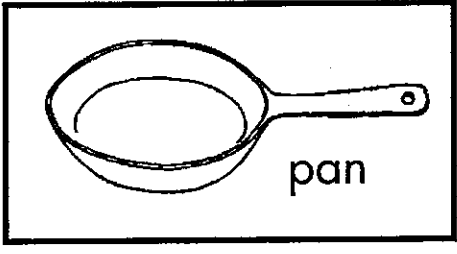
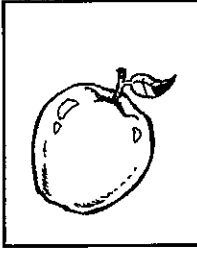
★ Can you say and print (and spell) the letters and words?

a b c d e n p t

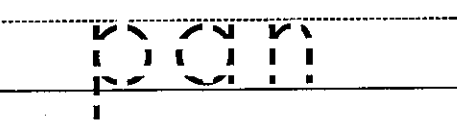
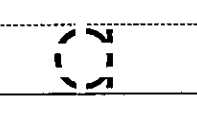
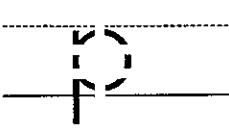
print the letters ↓ here

words ↓ here

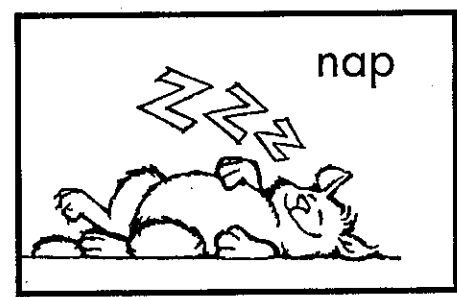
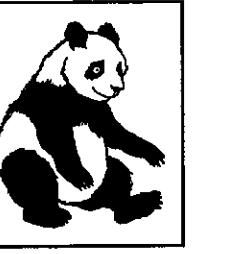
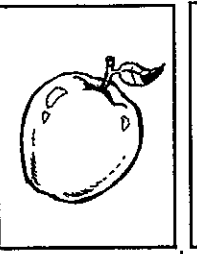
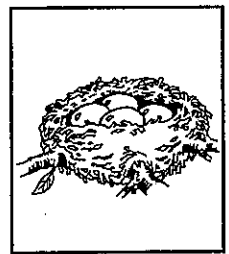
sound icons



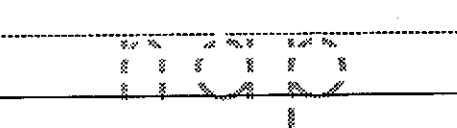
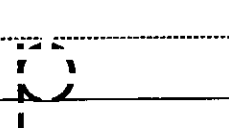
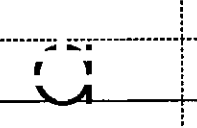
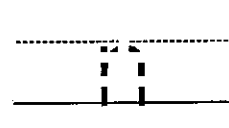
print letters



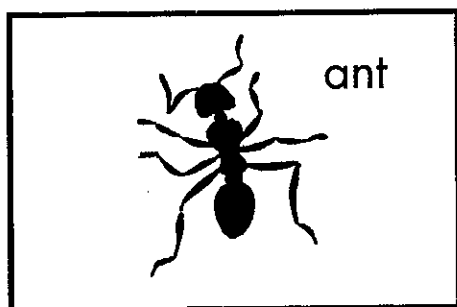
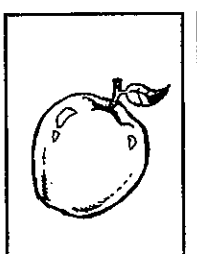
sound icons



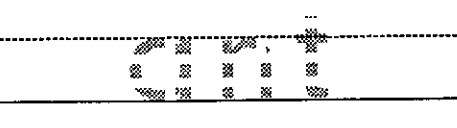
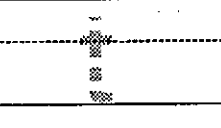
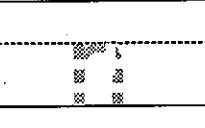
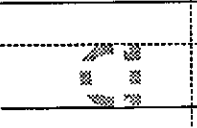
print letters



sound icons



print letters



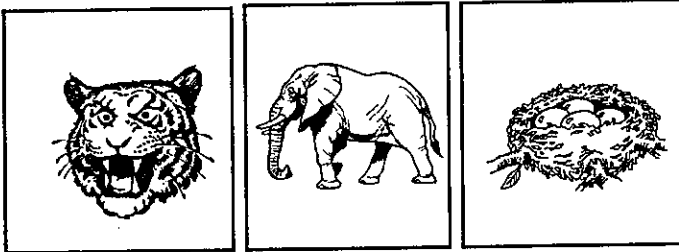
★ Can you print the letters and words?

abc den pt

l e t t e r s

w o r d s

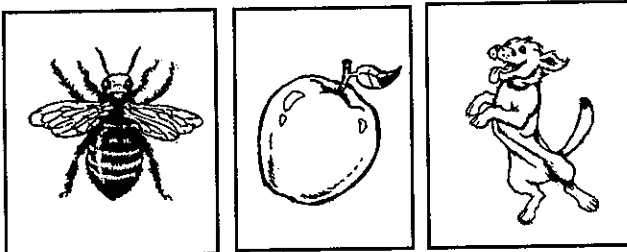
sound icon



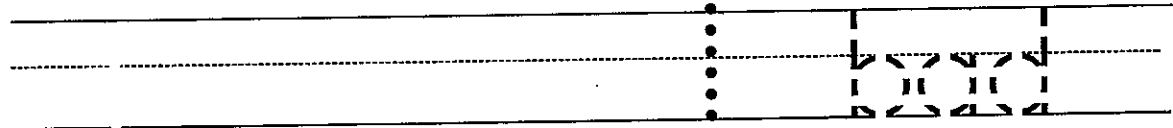
print letters and word



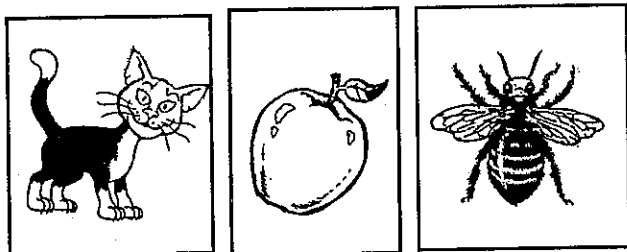
sound icon



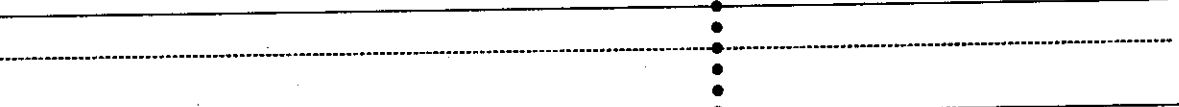
print letters and word



sound icon



print letters and word



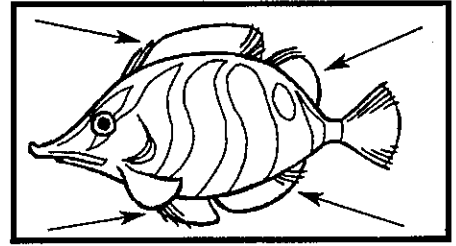
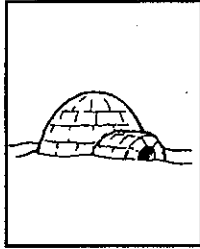
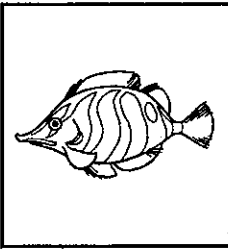
★ Can you print the letters and words?

a b c d e f g i n p s t

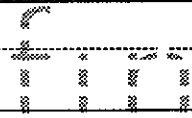
l e t t e r s

w o r d s

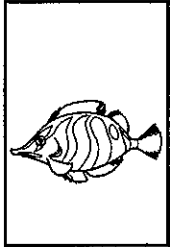
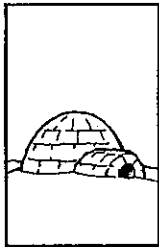
sound icon



print letters and word

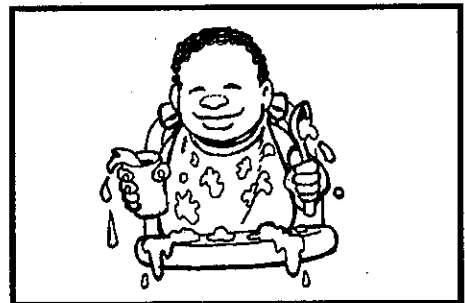
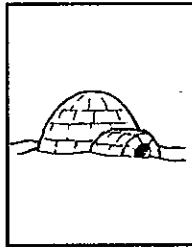


sound icon



print letters and word

sound icon



print letters and word

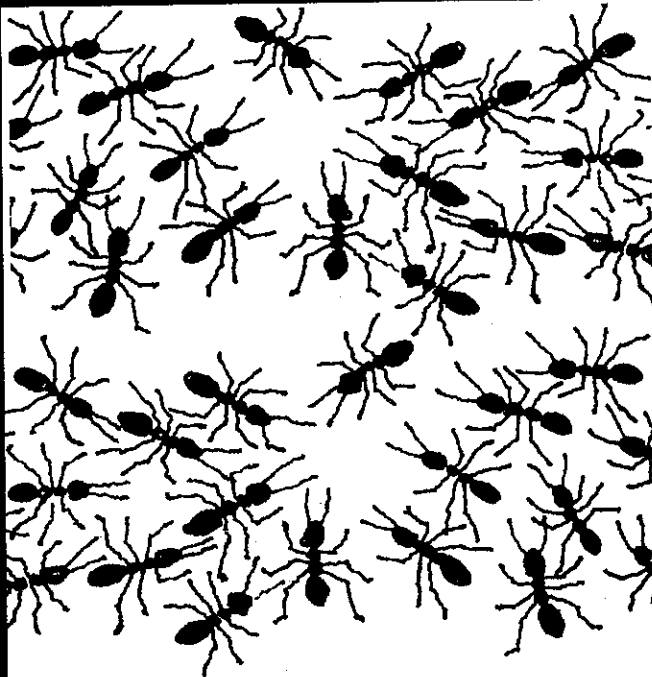
★ Letter-sounds we know: Aa Bb Cc Dd Ee Nn Pp Tt  
Words we know: a and ant bad bat bed cab can cat I nap net  
pan pen pet see ten tent the Can you read these sentences?



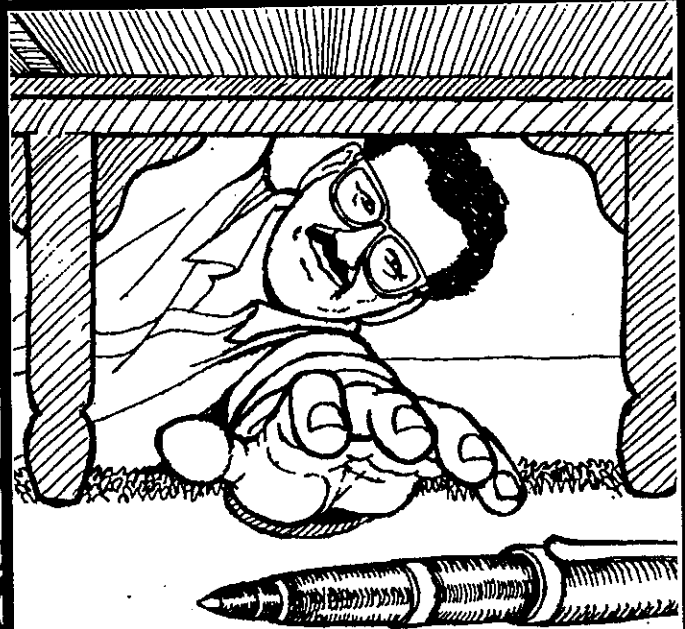
Can I pet the cat?



I can see a cat and a cap.



I can see the ants.



Dad can see the pen.

★ Letter-sounds we know: Aa Bb Cc Dd Ee Nn Pp Tt  
Words we know: a and ant bad bat bed cab can cat I nap net  
pan pen pet see ten tent the Can you read these sentences?



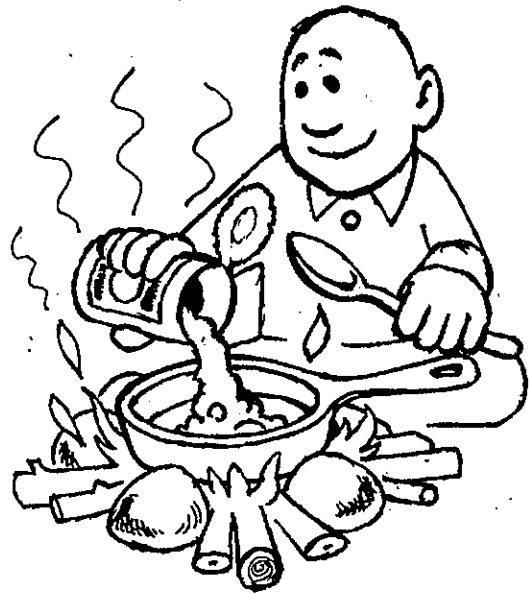
Dad can pet the cat.



I can see ten!

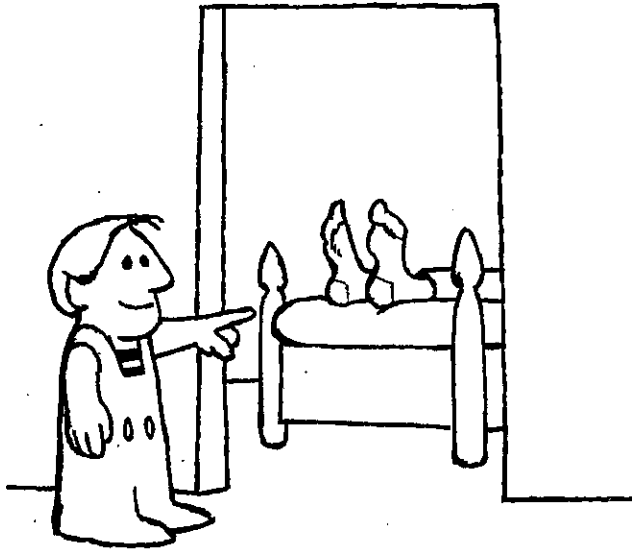


See a bad cat?

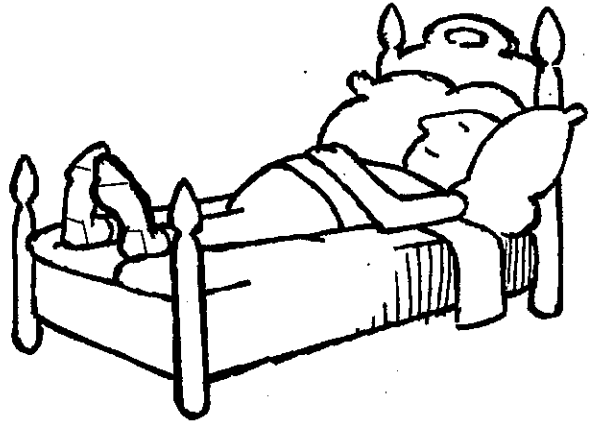


See Dad? Dad can see  
the can and the pan.

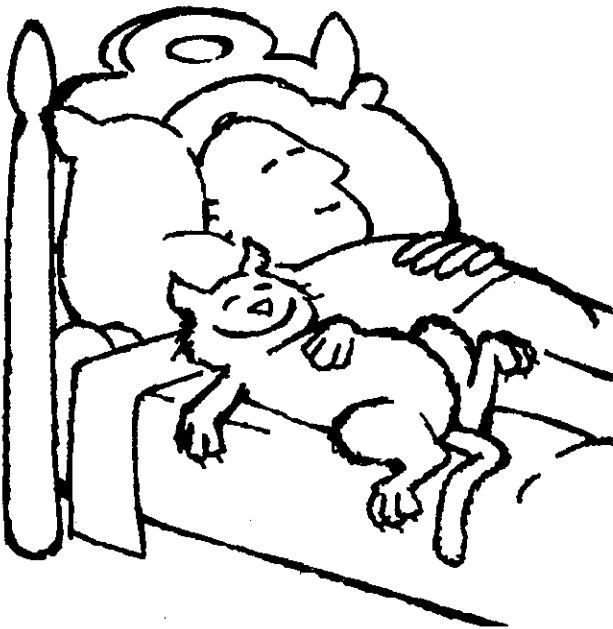
★ Letter-sounds we know: Aa Bb Cc Dd Ee Nn Pp Tt  
Words we know: a and ant bad bat bed cab can cat I nap net  
pan pen pet see ten tent the Can you read the sentences?



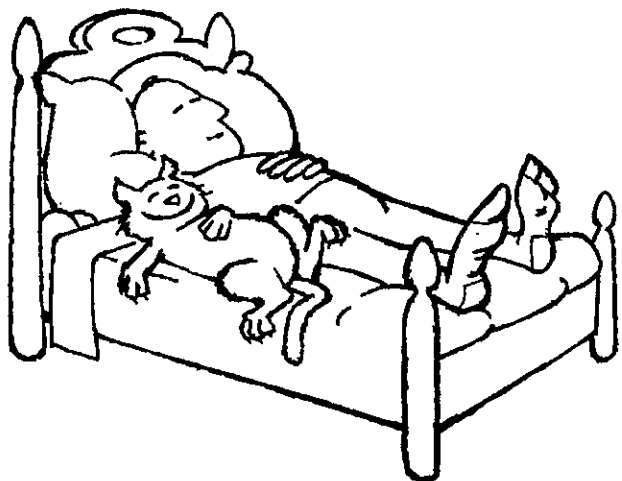
I can see Dad.



I can see the bed.



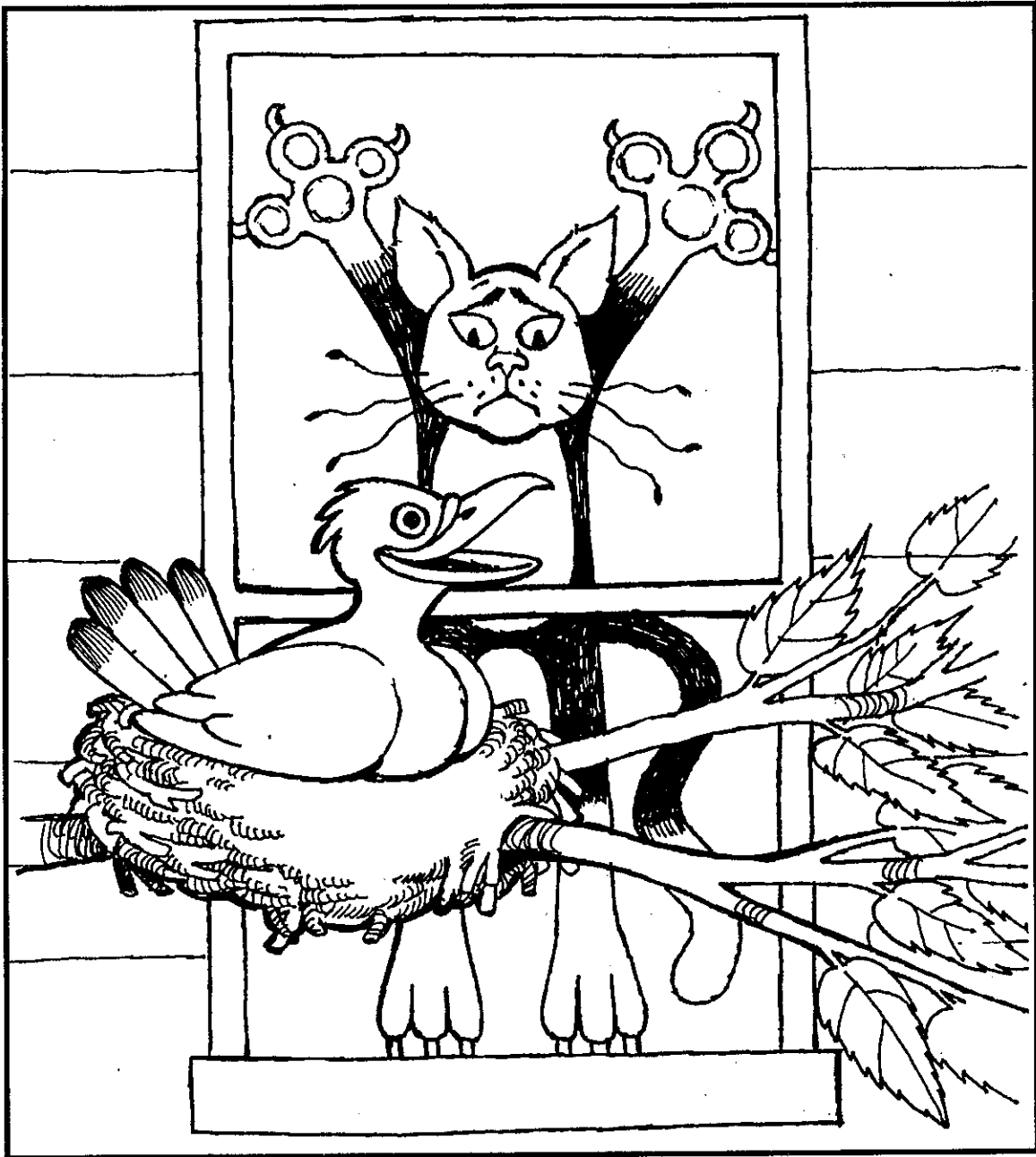
I can see Dad and  
I can see the cat.



I can see Dad and I  
can see the cat and I  
can see the bed. I  
can see a cat nap.

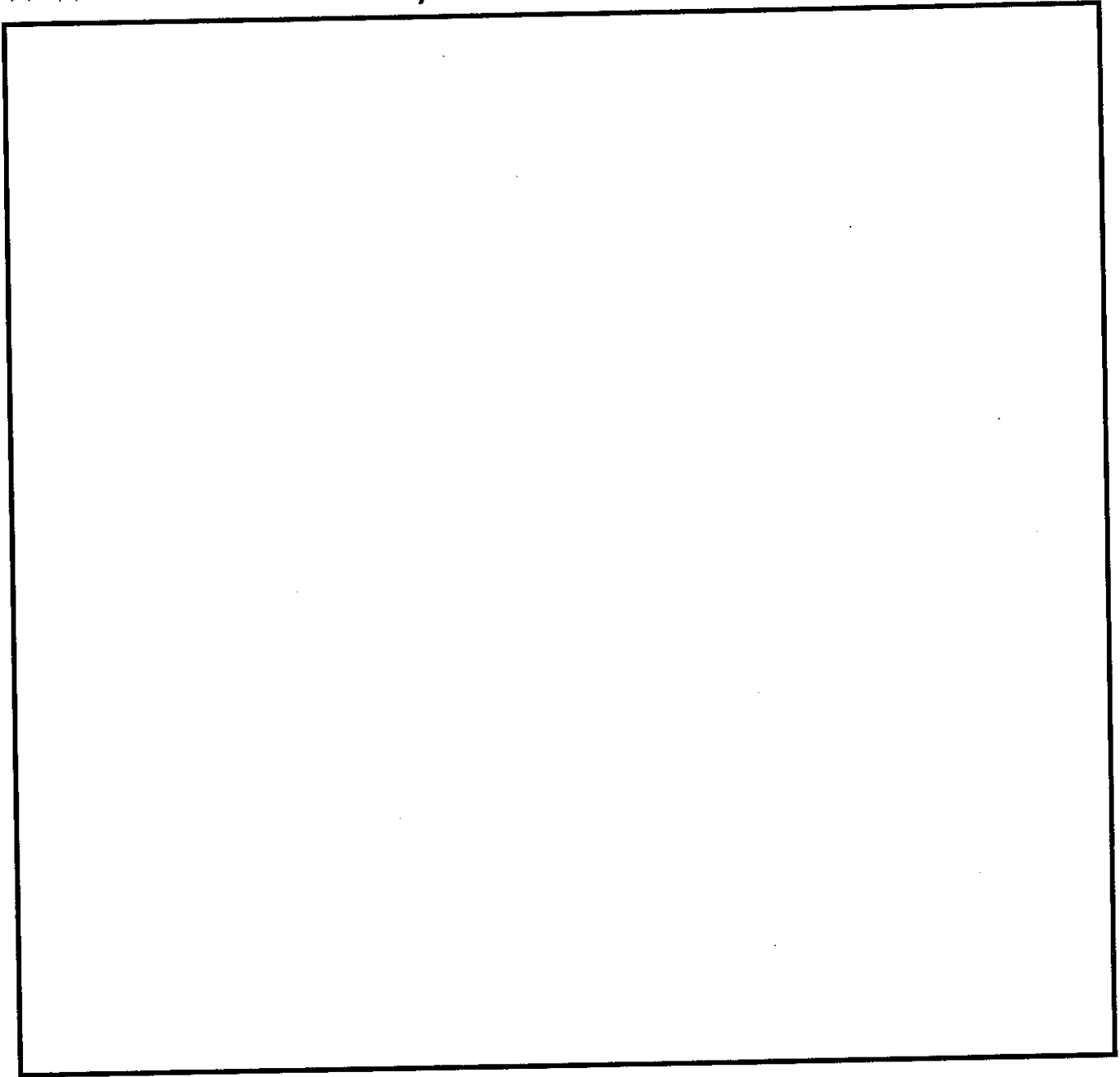


★ Copy the sentence. Color and add to the picture.



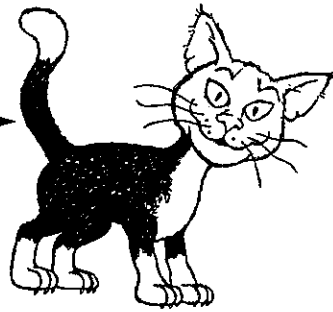
The cat can see.

★ Write a sentence with your words. Draw the picture.



Two horizontal lines, one solid and one dashed, forming a writing area for the sentence.

Two horizontal lines, one solid and one dashed, forming a second writing area for the sentence.



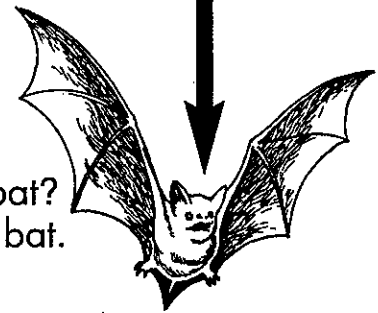
See the cat?  
I can see the cat.



★ See the apple?  
I can see the



★ See the dog?  
I can see the

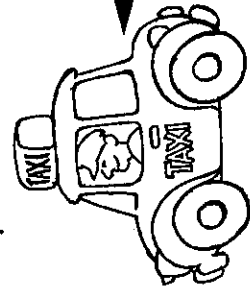


See the bat?  
I can see the bat.

**How  
many can you  
read?**



★ See the elephant?  
I can see the elephant.



See the cab?  
I can see the cab.

⊛ The student can try to figure out the un-known words from the pictures. Help as needed.

★ See the tiger?  
I can see the tiger.



★ See the bee?  
I can see the bee.



Letters and Sounds: Aa Bb Cc Dd Ee Ff Gg Ii Nn Pp  
Ss Tt

Ii Ff Gg Ss



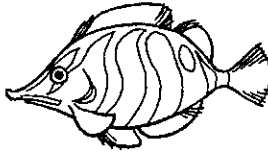
Ii igloo



vowel



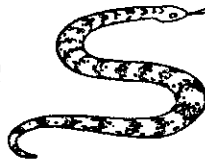
Ff fish



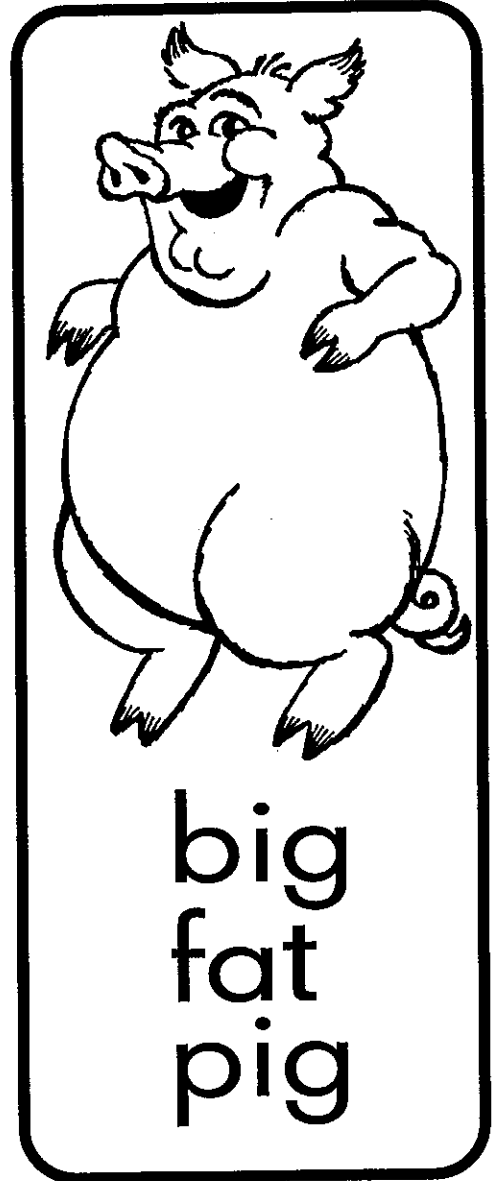
Gg goat



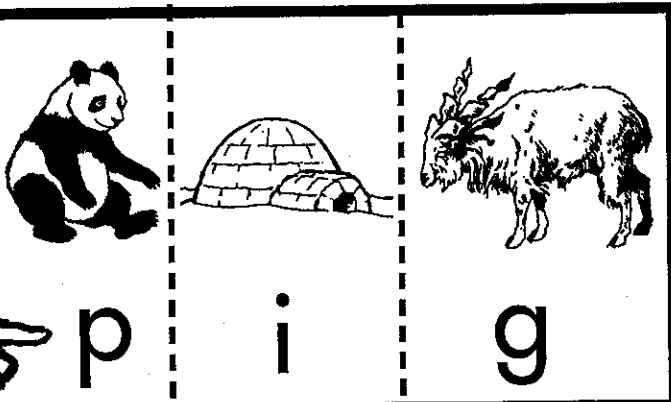
Ss snake



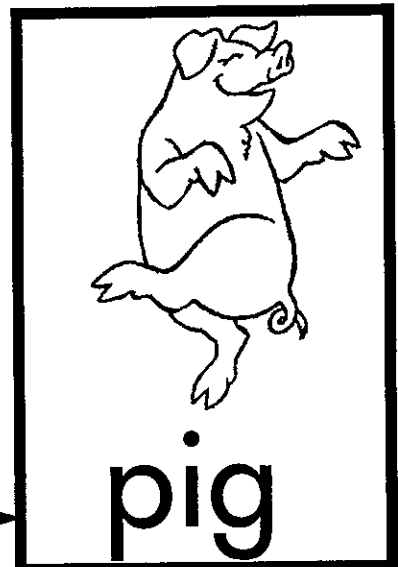
consonants



big  
fat  
pig

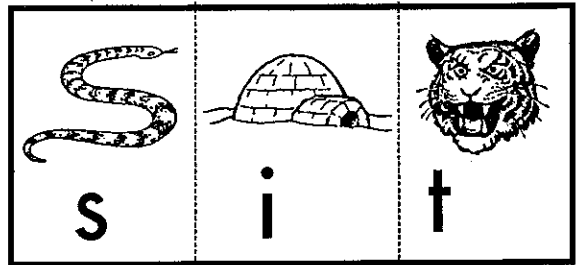


Blending sounds



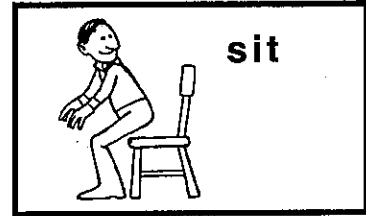
★ Word cards to color, cut out, fold, paste shut and play with to learn.

sit

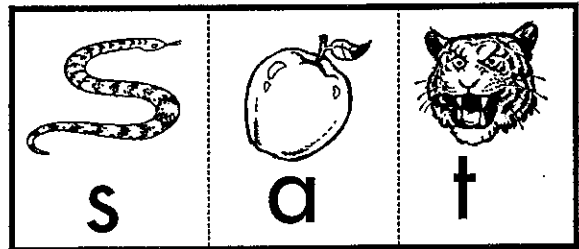


sit

★ Dad will sit in the chair.

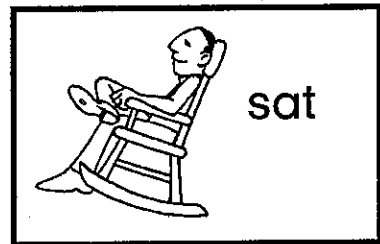


sat

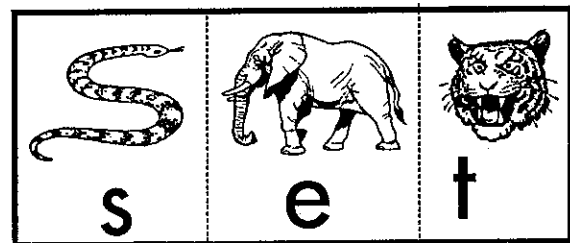


sat

★ Dad sat in the chair.

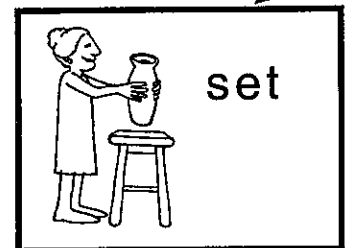


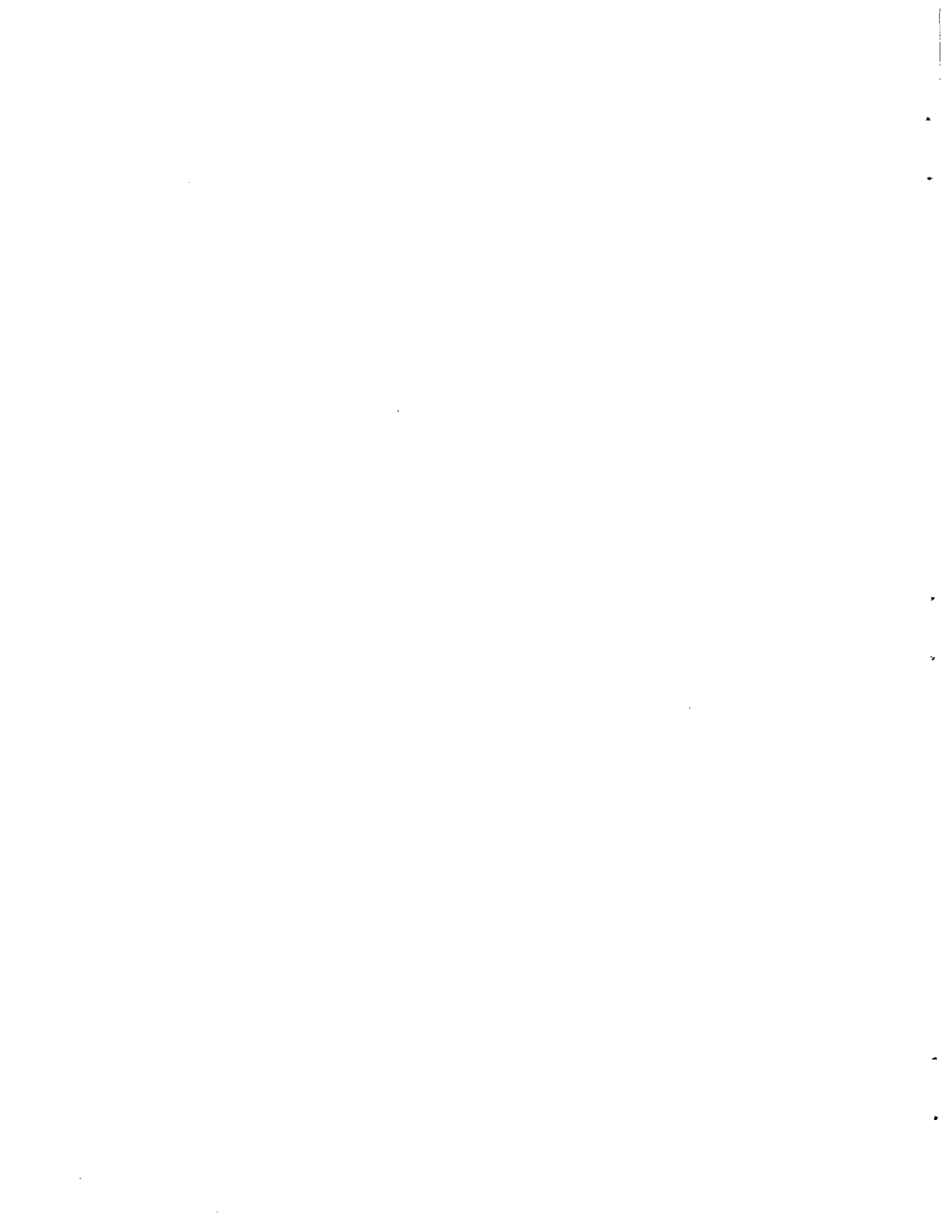
set



set

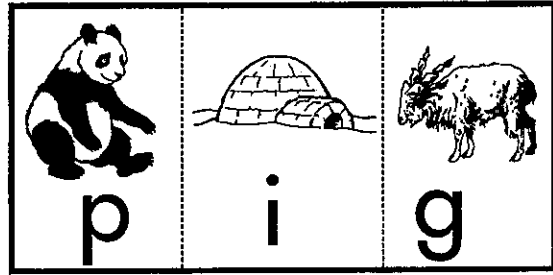
★ She set the vase on the table.



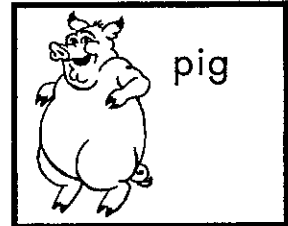


★ Word cards to color, cut out, fold, paste and play with to learn.

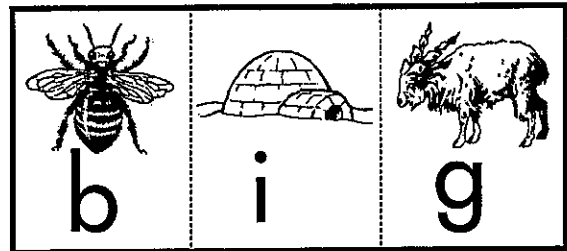
pig



pig  
I can see  
the pig.



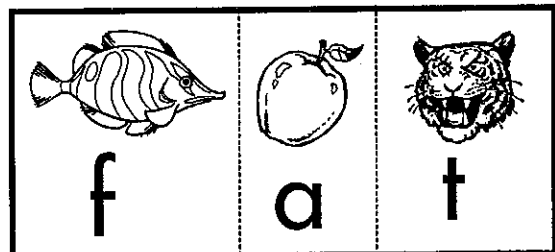
big



big  
★ The pig is  
very big.

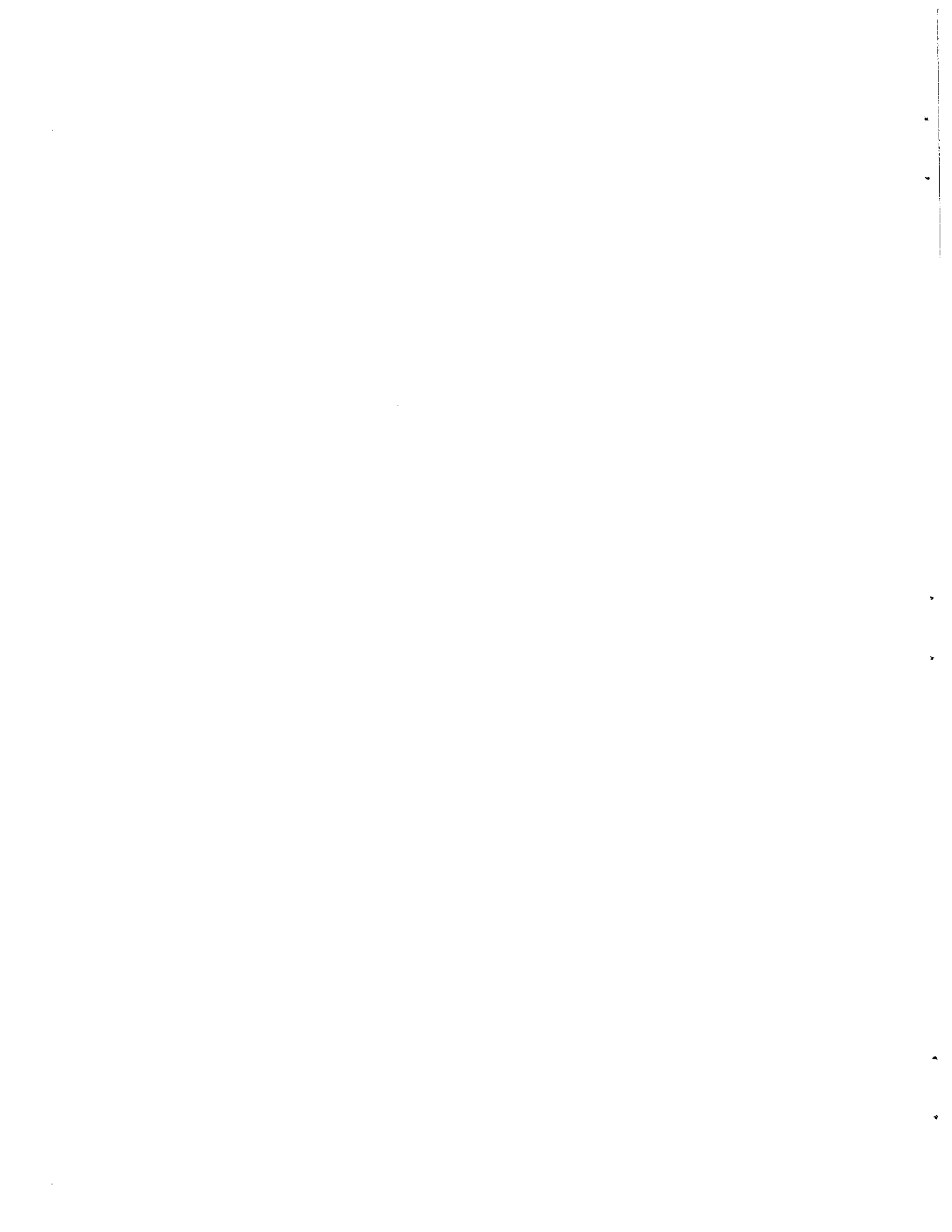


fat



fat  
★ The pig  
is very fat.

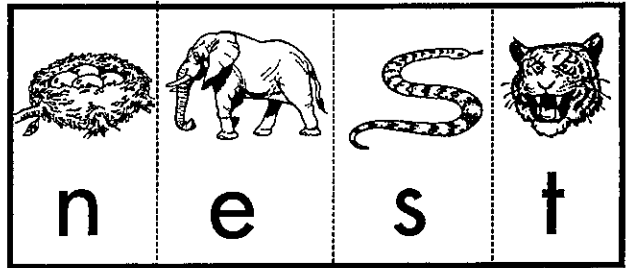






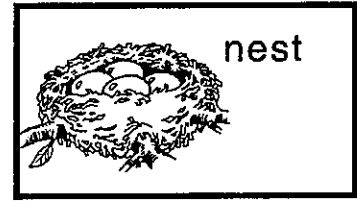
★ Word cards to color, cut out, fold, paste shut, and play with to learn.

nest

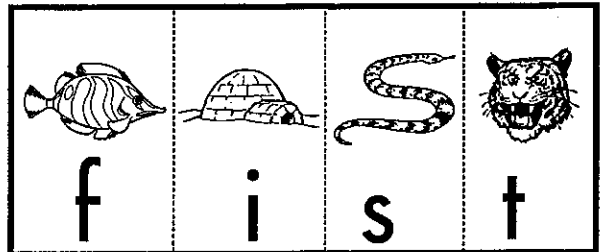


nest

★ The bird  
eggs are in  
the nest.

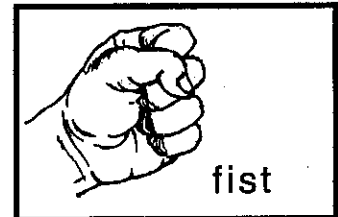


fist

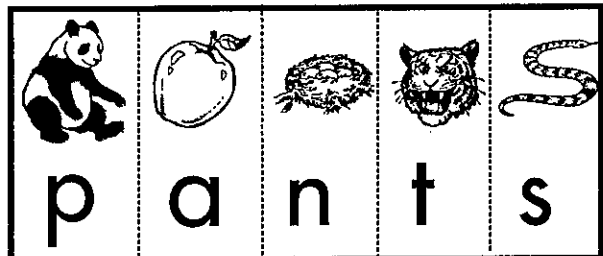


fist

★ He made a  
fist with his  
hand.

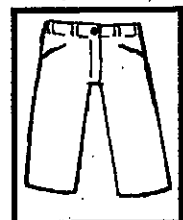
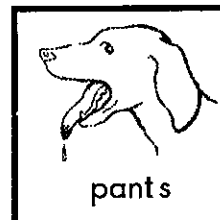


pants



pants

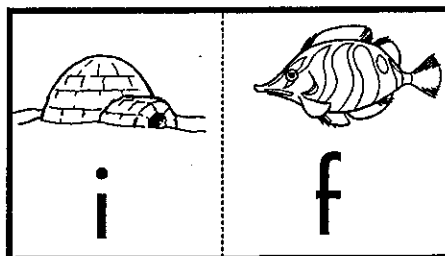
★ 1. I wear  
pants.  
2. The dog  
pants.





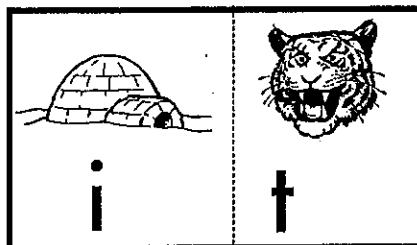
★ Word cards to color, cut out, fold, paste and play with to learn.

if



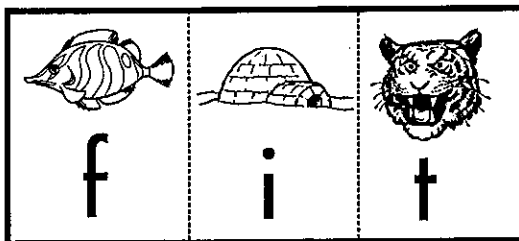
if ★ If it rains, you will get wet. If means: in case, or in the event that. Example: *In case it rains, you will get wet.*

it



it ★ It takes the place of other things. It does not take the place of people. The *book* is red. It is red.

fit



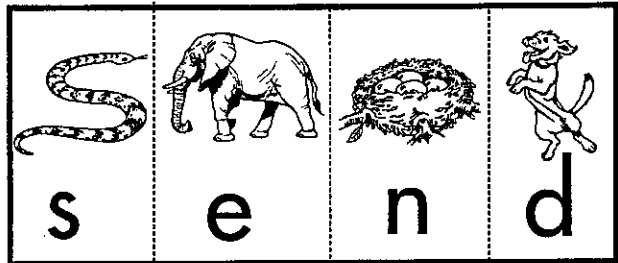
fit  
★ To fit is to be the right size. These pants don't fit the pig.





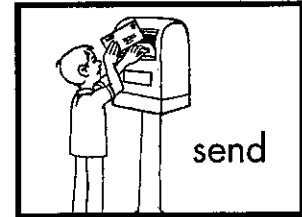
★ Word cards to color, cut out, fold, paste shut, and play with to learn.

send



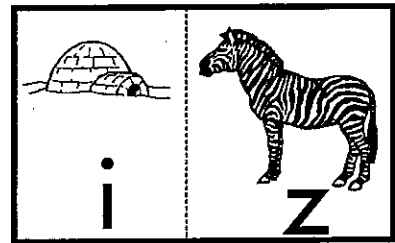
send

★ He will **send**  
the letter in the  
mail.



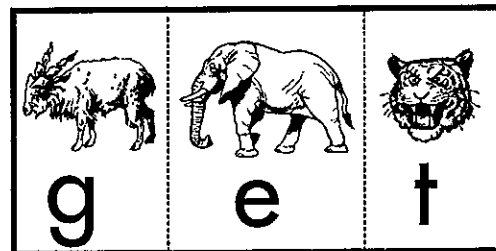
is

is



★ **is** : The **s** sounds like **z**.  
**is** is spelled **is** but sounds like **iz**.  
1. To be: He **is** here.  
2. To be doing something now:  
She **is** running.

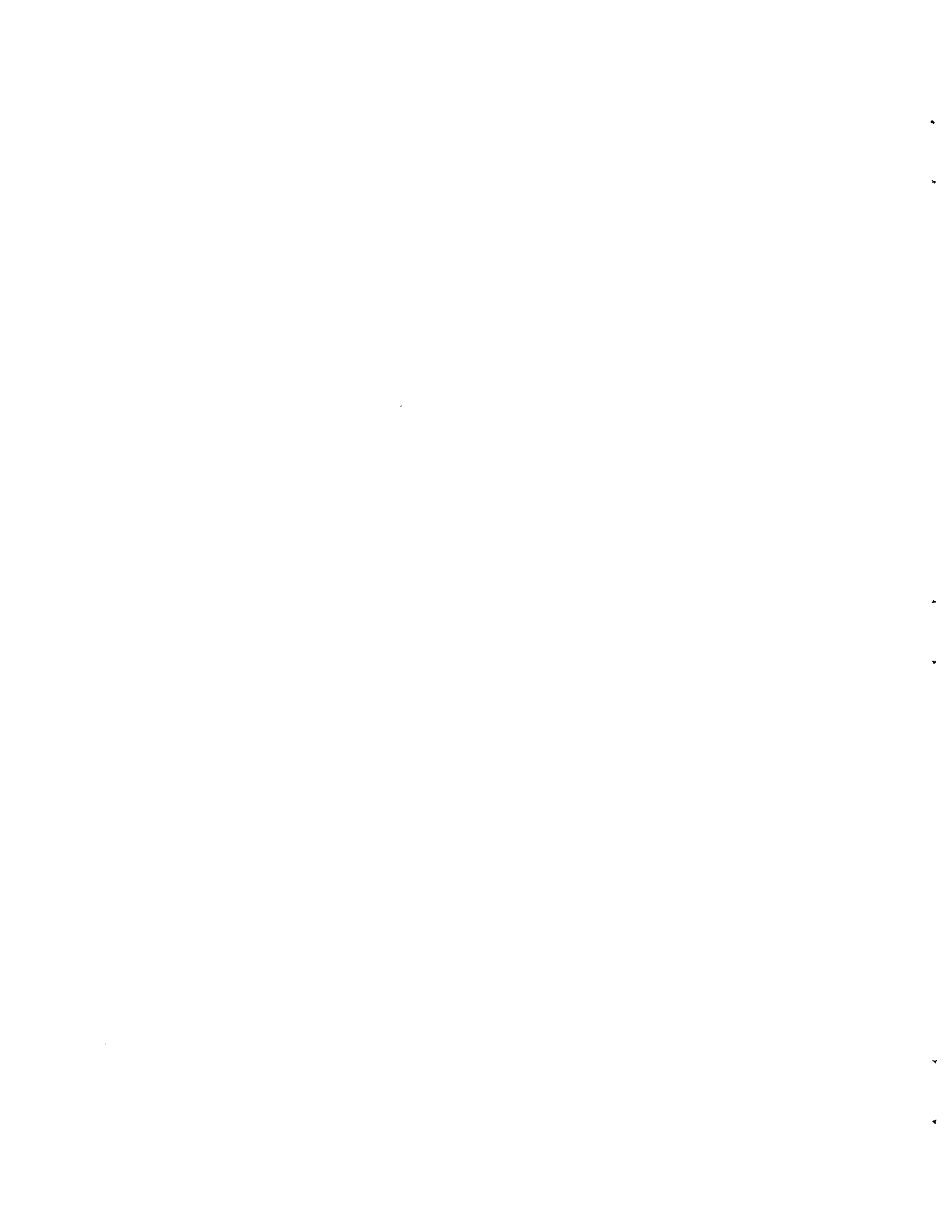
get



get

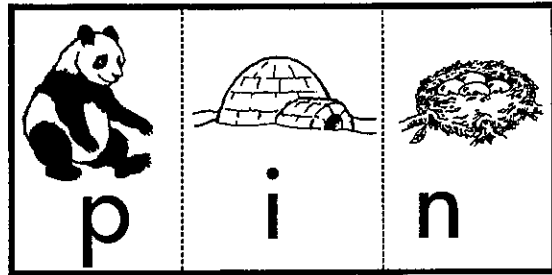
★ 1. to take:  
The bat will  
**get** a bug.  
2. To bring: **Get** me one.  
3. To understand:  
I **get** it!





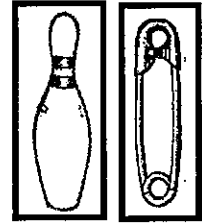
★ Word cards to color, cut out, fold, paste and play with to learn.

pin

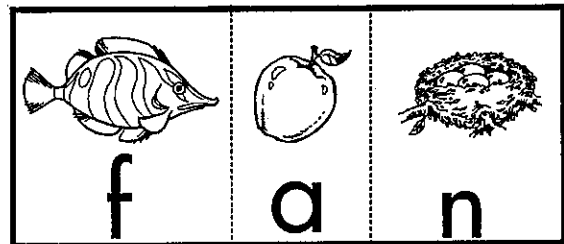


pin

- ★ 1. A bowling **pin**
- 2. A safety **pin**
- 3. To fasten

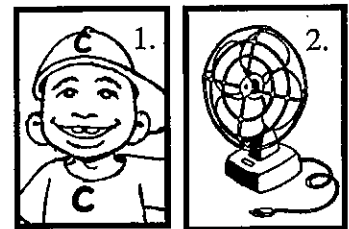


fan

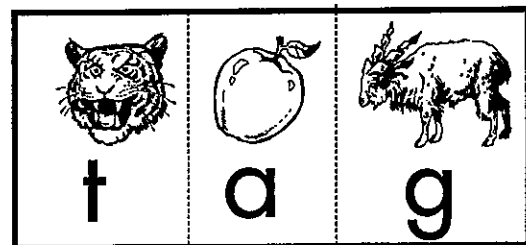


fan

- ★ 1. An admirer-  
a sports fan.
- 2. Air moving de-  
vice- electric fan.

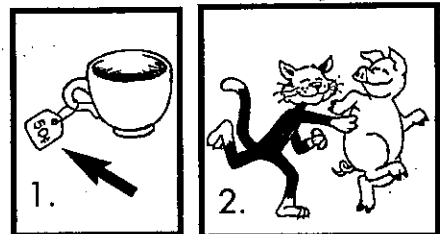


tag



tag

- ★ 1. A  
price tag.
- 2. A game  
of tag.



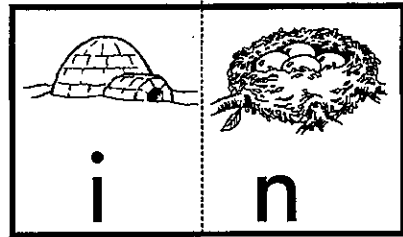




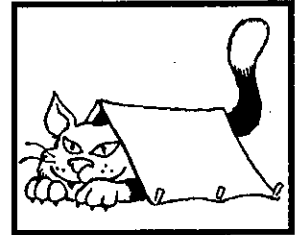
★ Word cards to color, cut out, fold, paste and play with to learn.

in

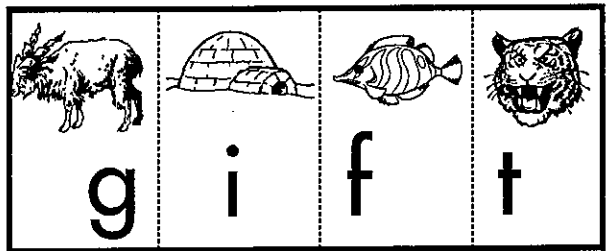
in



★ **In**: A location within something. The cat is **in** the tent. Joe is **in** a good mood.

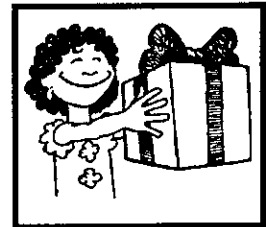


gift

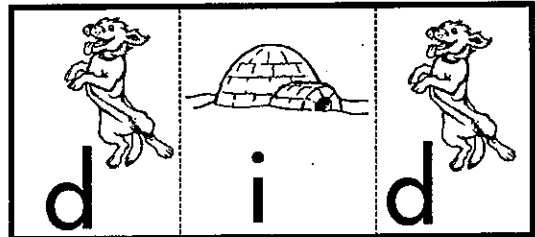


gift

★ A present. The girl gave him a birthday gift.



did



did

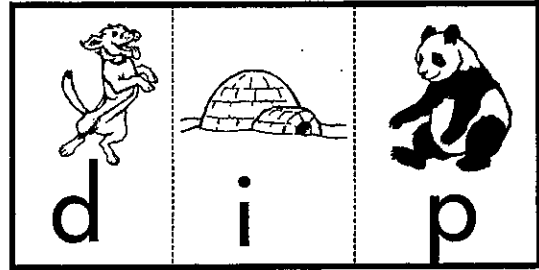
★ ...Made something happen: The panda **did** a handstand.





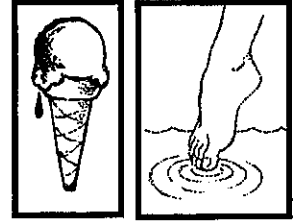
★ Word cards to color, cut out, fold, paste and play with to learn.

dip

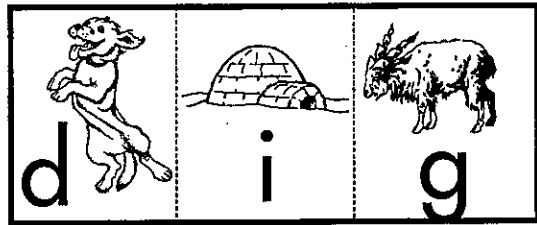


dip

★ 1. A **dip** of ice cream. 2. **Dip** a toe in the water.

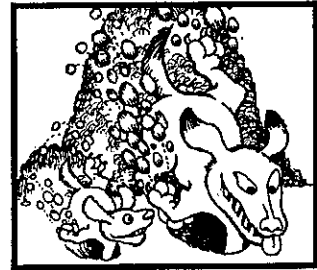


dig

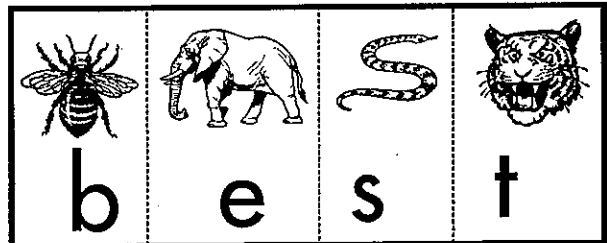


dig

★ See the dogs **dig** a hole in the ground.



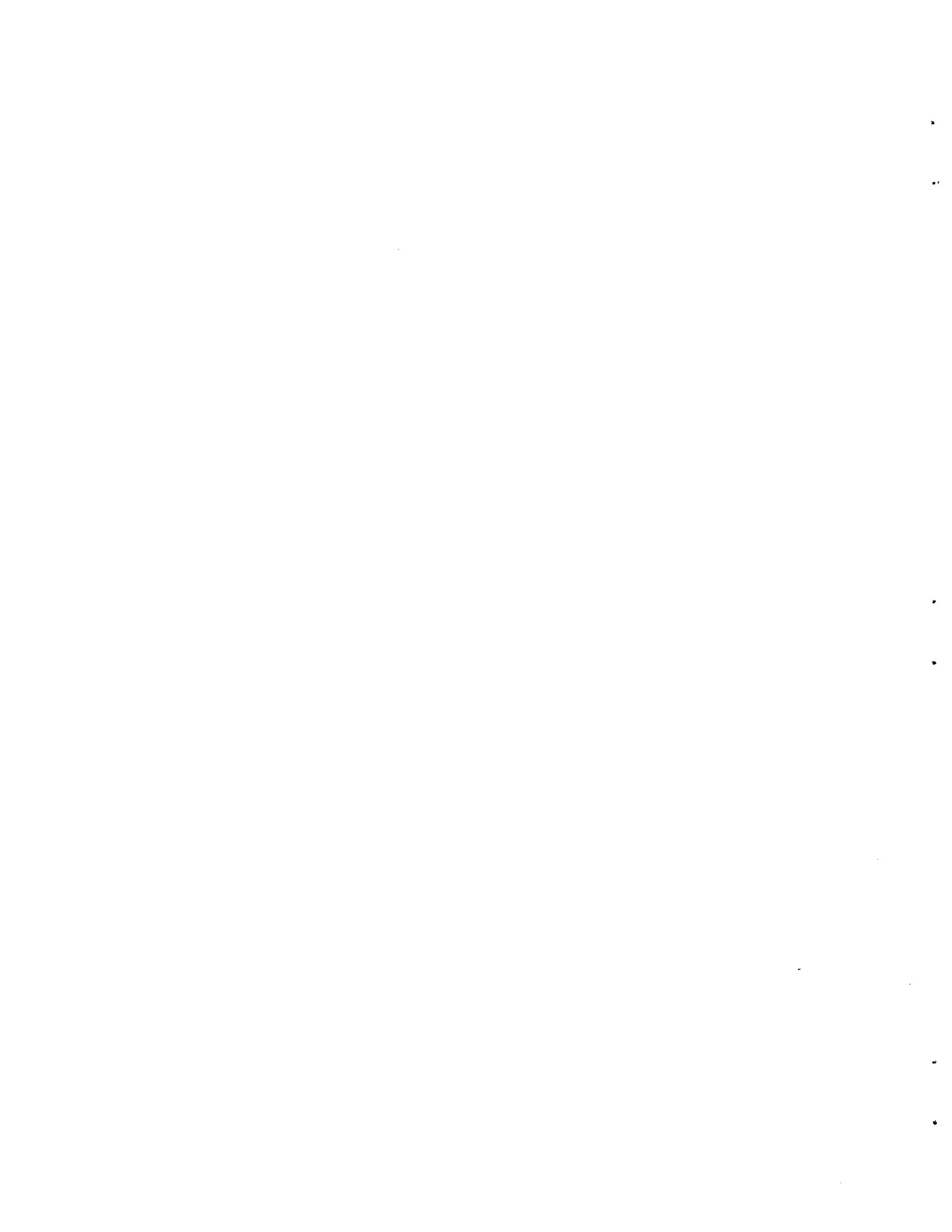
best



best

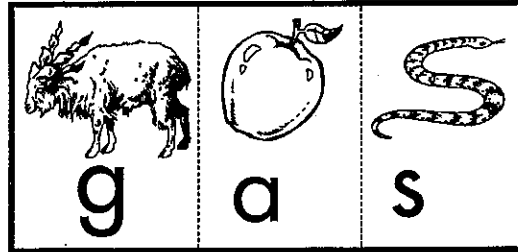
★ Top performance. The winners are the **best**.





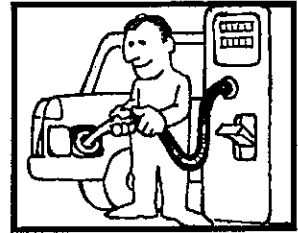
★ Word cards to color, cut out, fold, paste and play with to learn.

gas



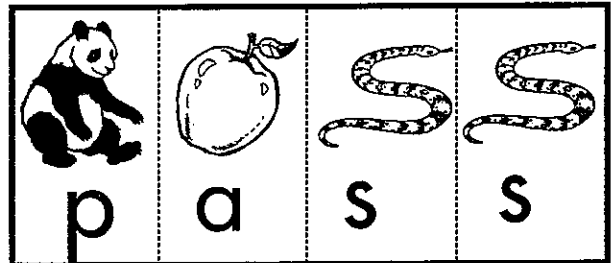
gas

★ 1. Short for gasoline. 2. An air-like state of matter. Oxygen is a gas.



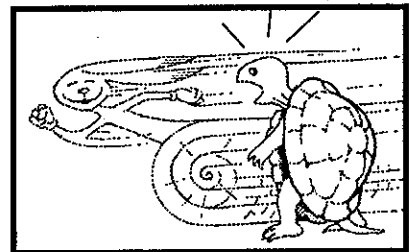
pass

★ The double s sounds like 1 s.

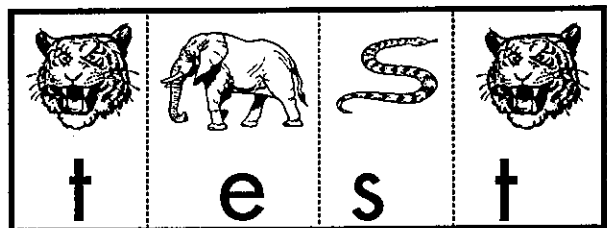


pass

★ The rabbit can **pass** the turtle.



test



test

★ A measure of skill. Keisha did well on the **test**.





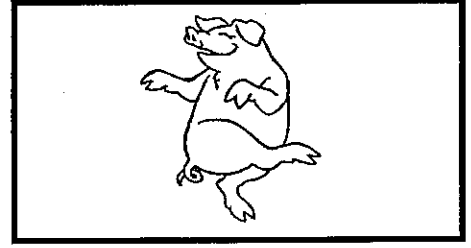
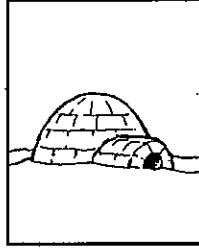
★ Can you print the letters and words?

a b c d e f g i n p s t

l e t t e r s

w o r d s

sound  
icon

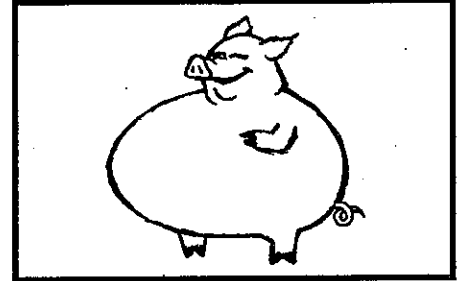
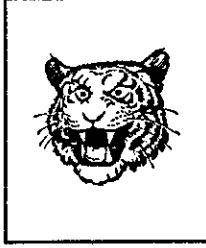
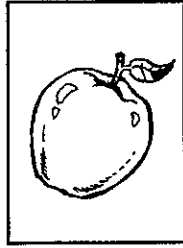
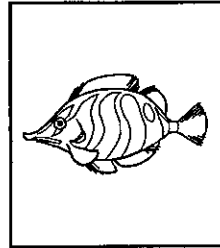


print  
letters  
and  
word

p i g

pig

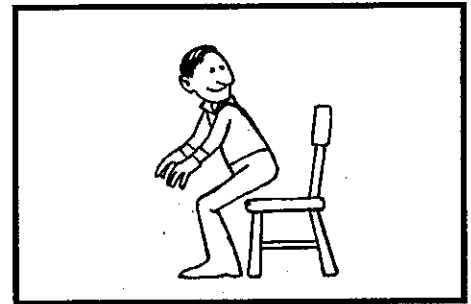
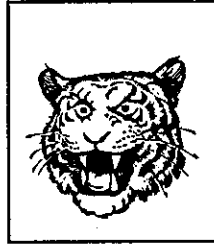
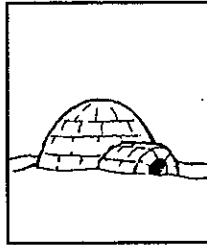
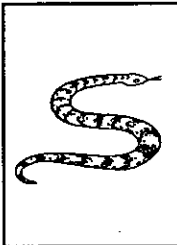
sound  
icon



print  
letters  
and  
word

\_\_\_\_\_

sound  
icon



print  
letters  
and  
word

\_\_\_\_\_

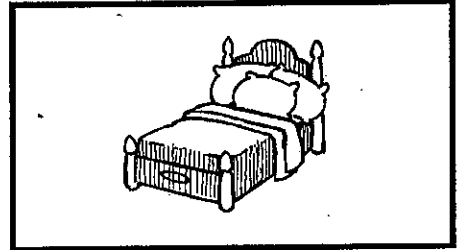
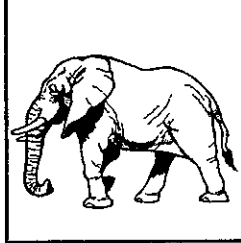
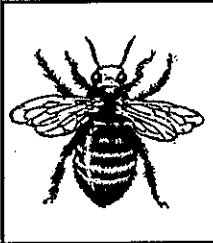
★ Can you print the letters and words?

a b c d e f g i n p s t

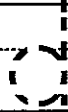
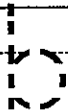
l e t t e r s

w o r d s

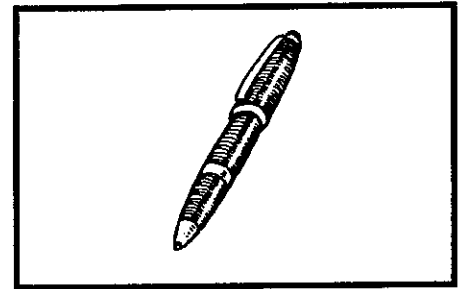
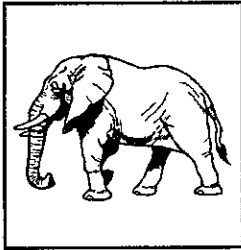
sound  
icon



print  
letters  
and  
word

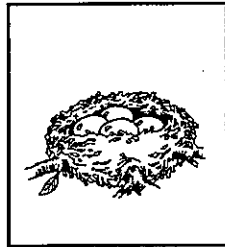
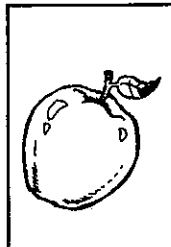
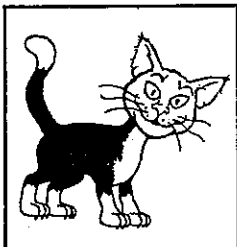


sound  
icon



print  
letters  
and  
word

sound  
icon



print  
letters  
and  
word



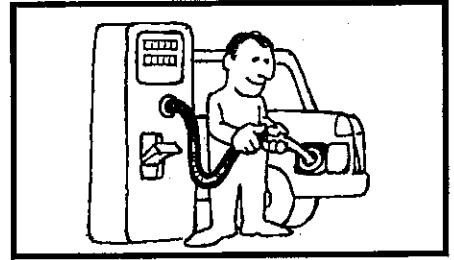
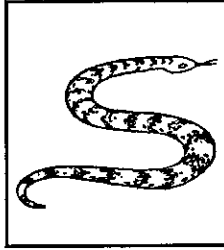
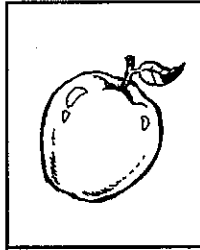
★ Can you print the letters and words?

a b c d e f g i n p s t

l e t t e r s

w o r d s

sound  
icon



print  
letters  
and  
word

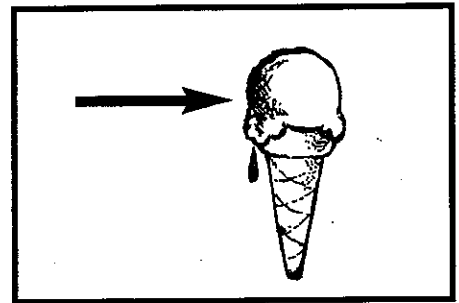
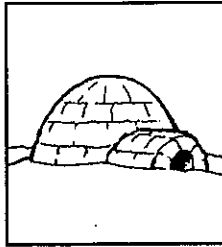
g

a

s

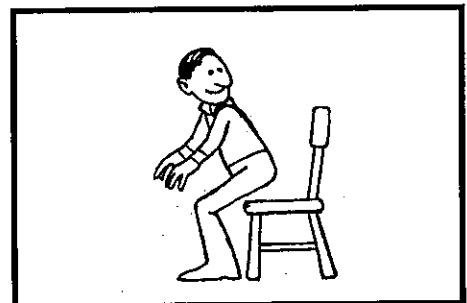
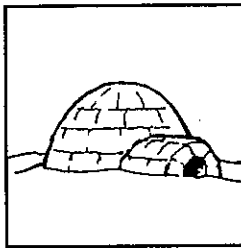
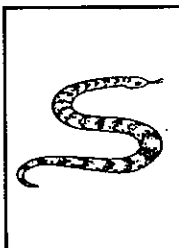
gas

sound  
icon



print  
letters  
and  
word

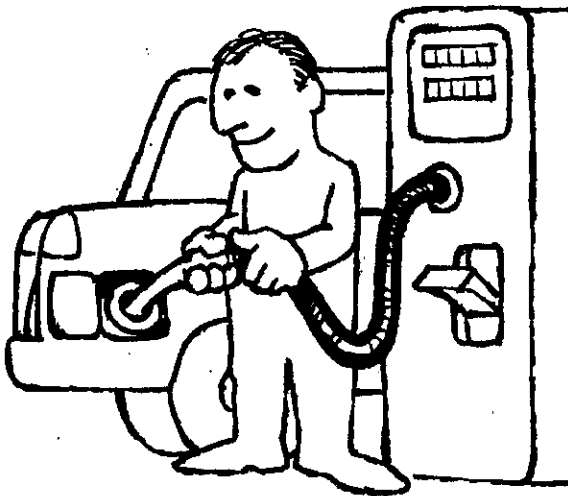
sound  
icon



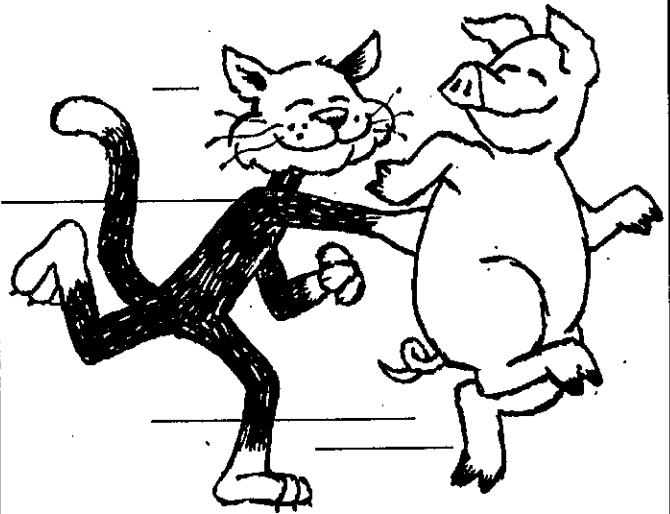
print  
letters  
and  
word

★ Letter-sounds we know: Aa Bb Cc Dd Ee Ff Gg Ii Nn Pp Ss Tt  
Words we know: a and ant bad bat bed best big cab can cap cat  
dad did dig dip fan fat fist fit gas get gift I if in is it nap  
nest net pan pants pass pet pen pig pin sat see send set sit tag  
ten tent test the

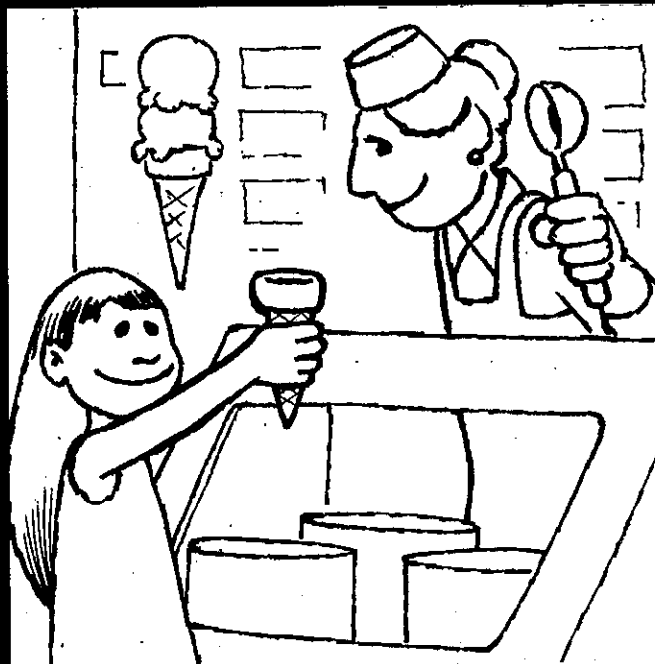
Can you read these sentences?



Did Dad get the gas?



Can the cat tag the pig?



Can I get a big dip?

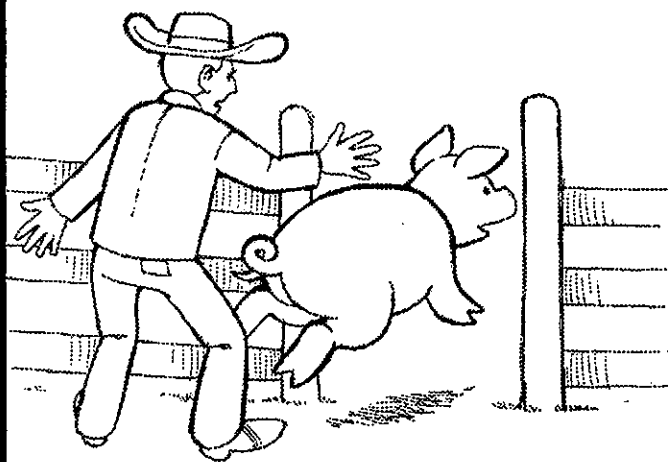


The big dog digs the best.

★ Letter-sounds we know: Aa Bb Cc Dd Ee Ff  
 Gg Ii Nn Pp Ss Tt Words we know: a and ant  
 bad bat bed best big cab can cap cat dad did dig  
 dip fan fat fist fit gas get gift I if in is it nap  
 nest net pan pants pass pet pen pig pin sat see  
 send set sit tag ten tent test the



Can the fat pig sit in the cab?



Can the pig get in the pen?

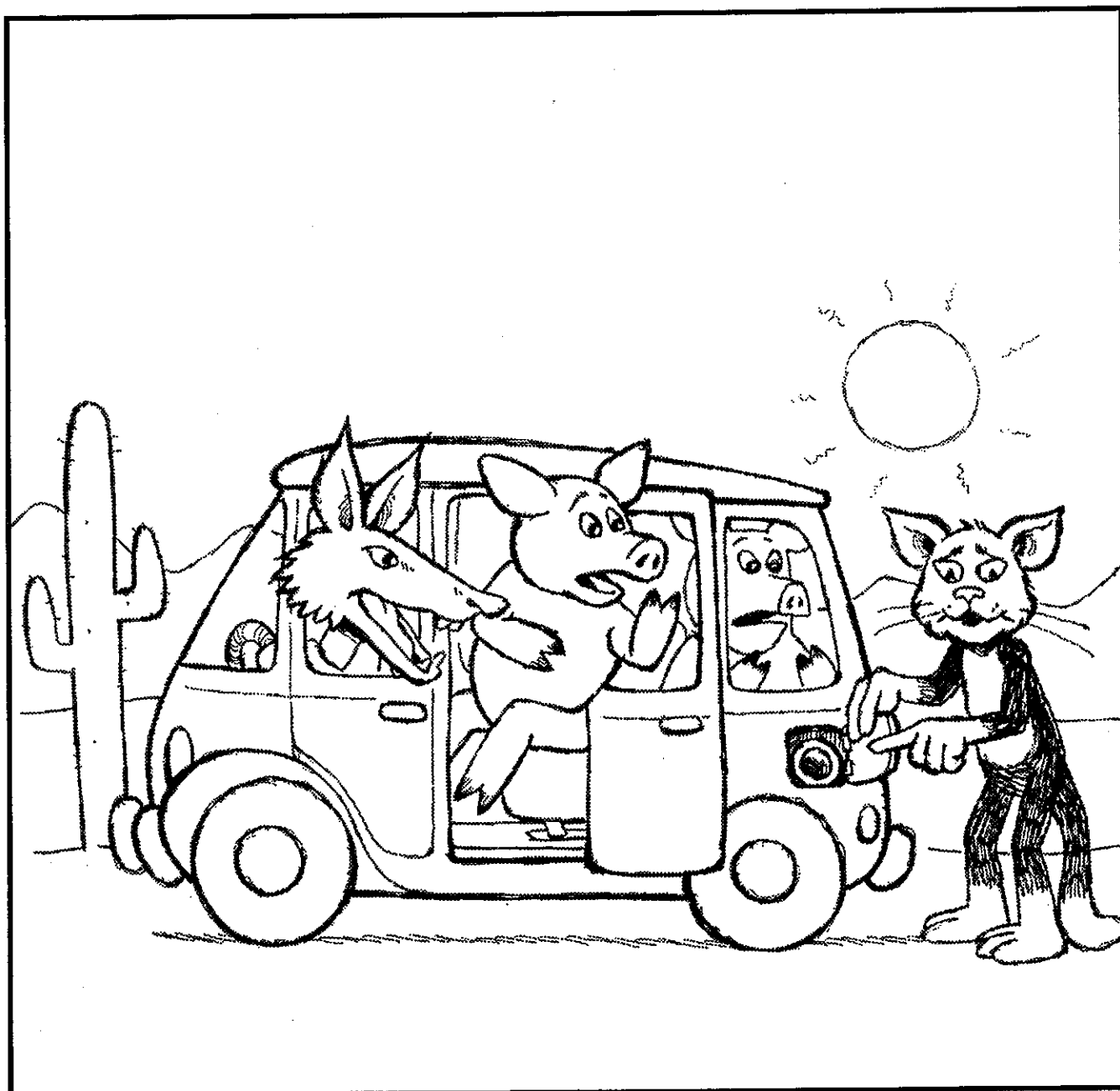


See the big pet pig?  
 See Dad sit?



The bad cat can not get it.

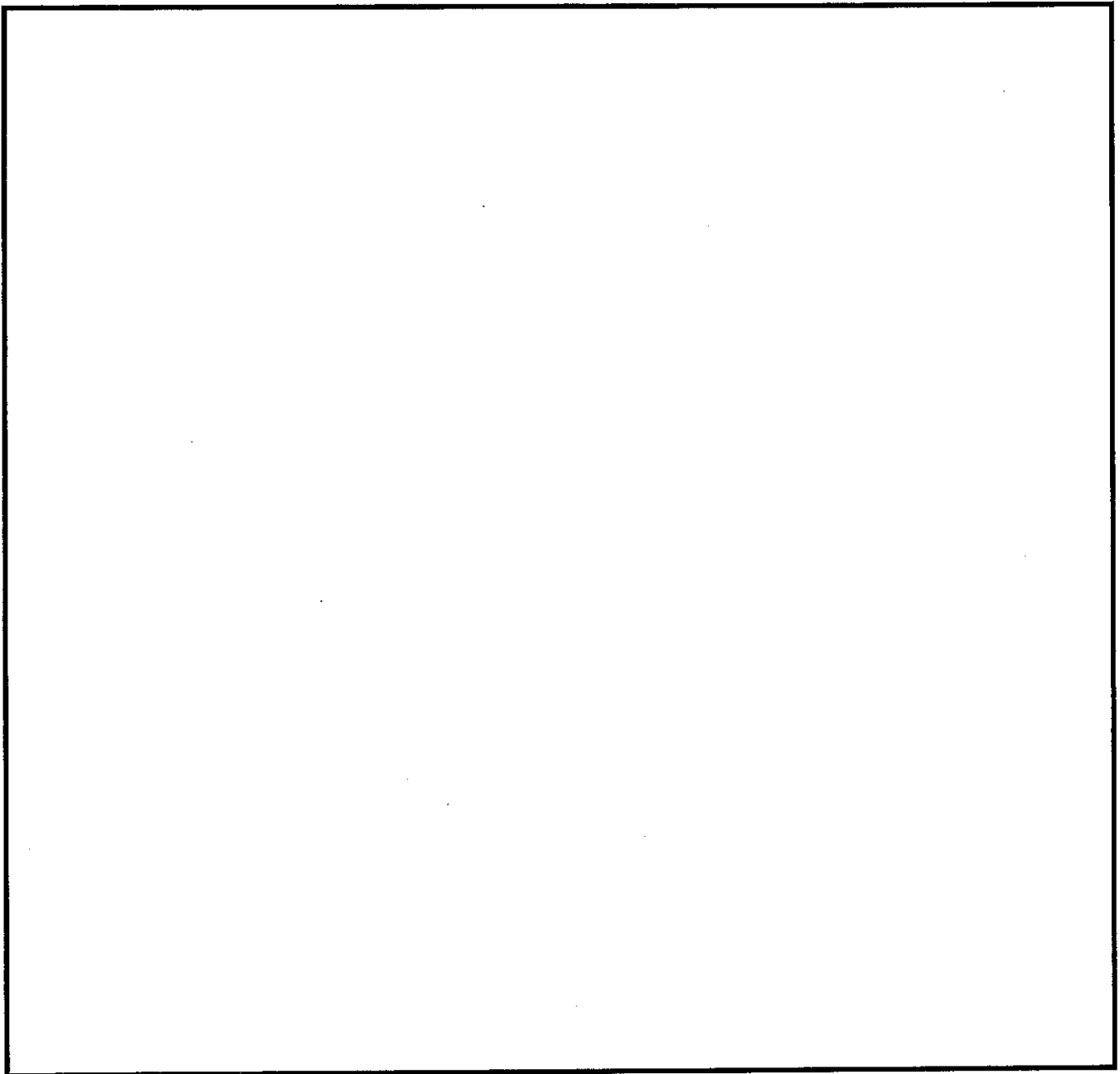
★ Copy the sentence. Color and add vultures to the picture.



Did the cat get gas?

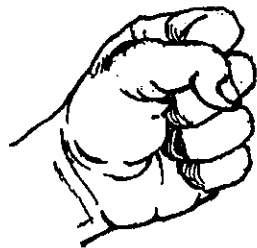
Blank handwriting practice lines.

★ Write a sentence with your words. Draw the picture.



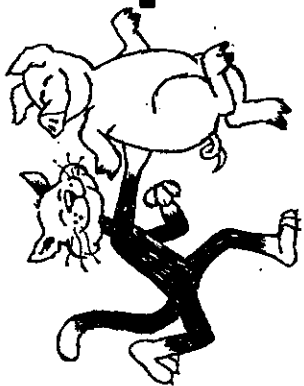
Two horizontal lines, one solid and one dashed, forming a writing area for the sentence.

Two horizontal lines, one solid and one dashed, forming a second writing area for the sentence.



★ See the igloo?  
I can see the igloo.

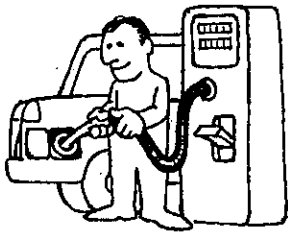
★ See the fist?  
I can see the fist.



See the cat  
and the pig?

See the cat  
tag the pig?.

★ See  
Dad get  
the gas?



**How  
many can you  
read?**

★ See  
the big  
gift?



★ See Dad?  
Can Dad get ants in  
the pants?



See the pig?  
The pig can sit.

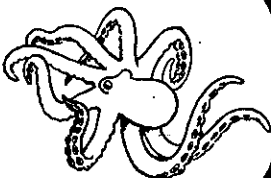
★ See the dogs?  
The dogs can  
dig.



# Oo Mm Ll Rr



Oo octopus



vowel



Mm mouse



Ll lion



Rr rabbit



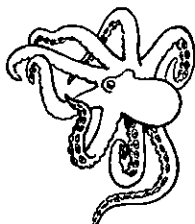
consonants



Mom



m



o



p

Blending sounds



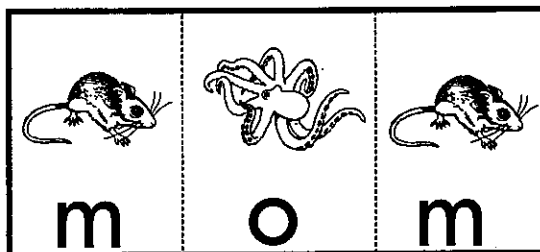
mop





★ Word cards to color, cut out, fold, paste and play with to learn.

mom

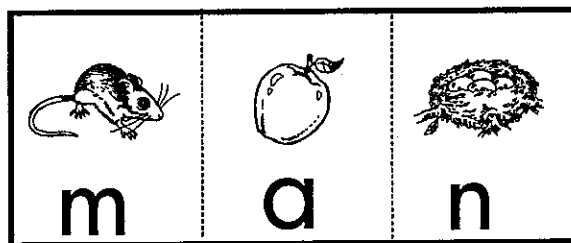


Mom

★ Mom loves her baby.  
Capitalize mom when it can be substituted for her name. I see Mom.  
(I see Dorothy.)



man

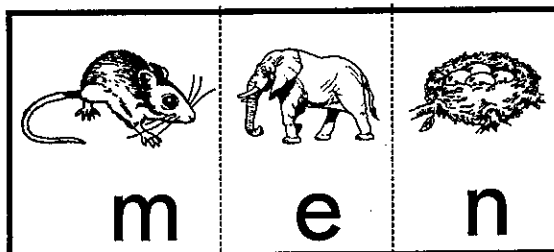


man

★ A grown-up male. He is a nice **man**.



men



men

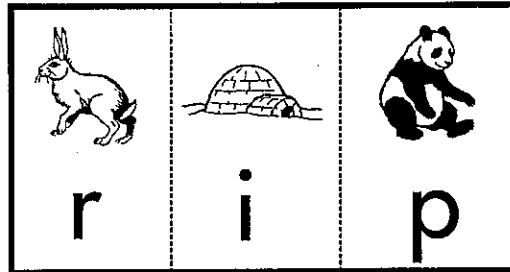
★ More than 1 man. Plural of man. I see 4 **men**.





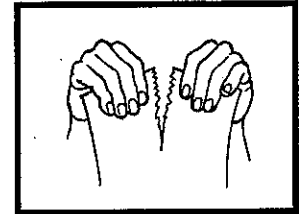
★ Word cards to color, cut out, fold, paste and play with to learn.

rip

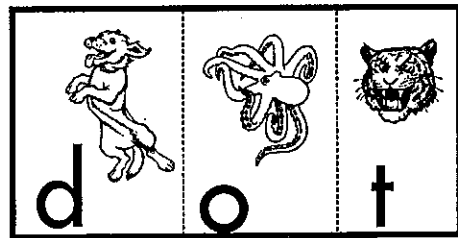


rip

★ To tear; I can **rip** the paper into 2 pieces.

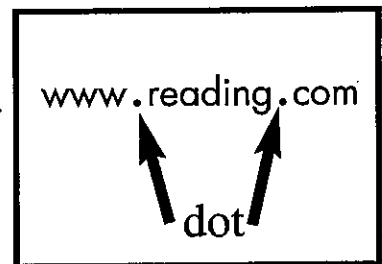


dot

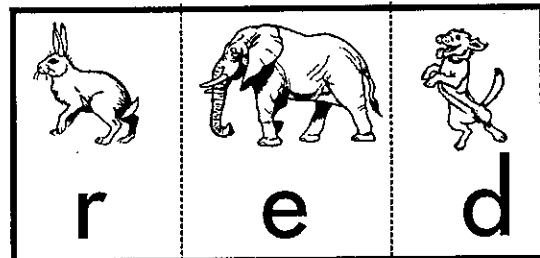


dot

★ My web address is **www dot reading dot com.**

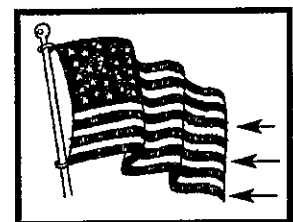


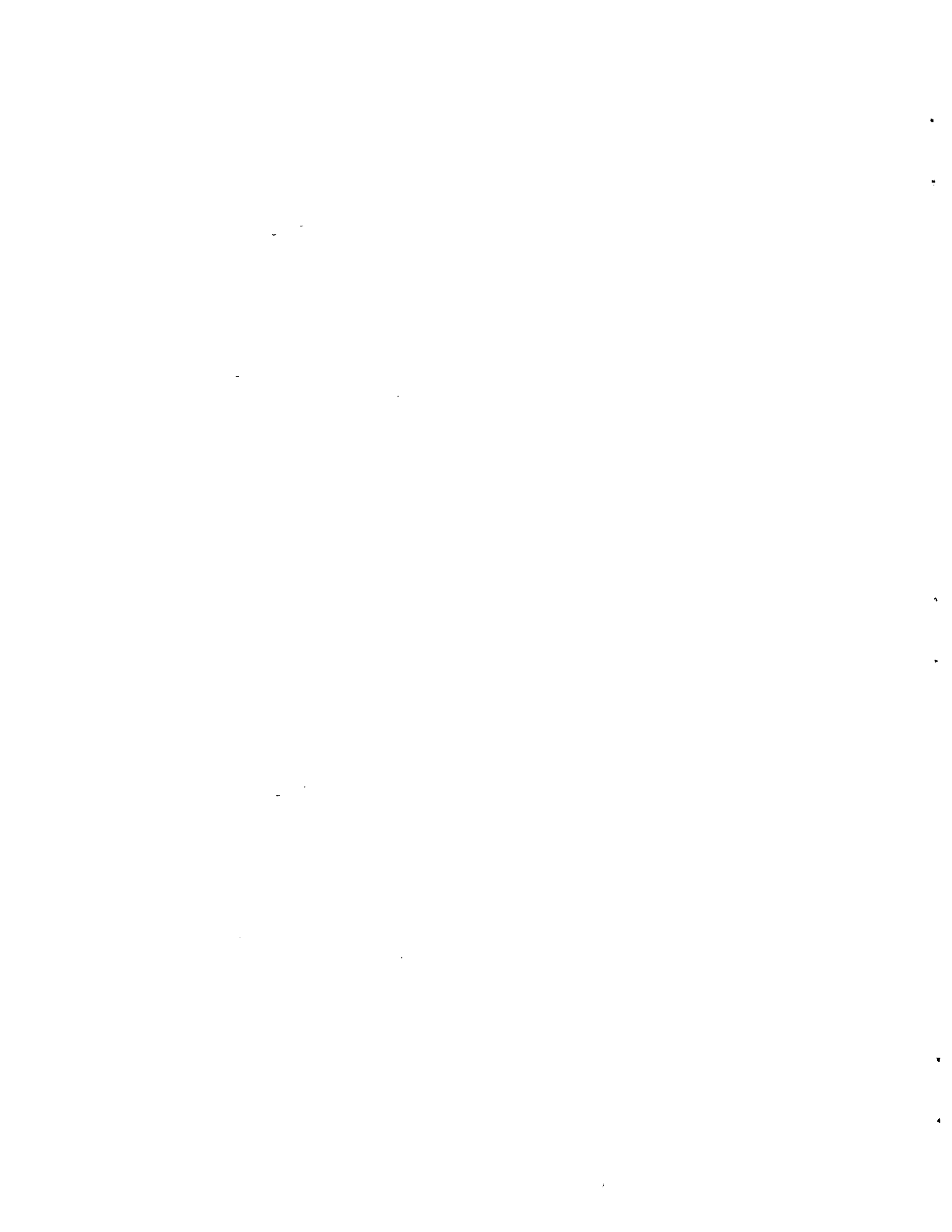
red



red

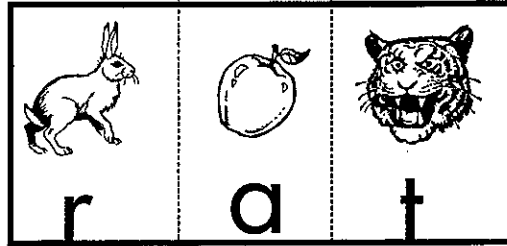
★ The American flag has **red** and white stripes.





★ Word cards to color, cut out, fold, paste and play with to learn.

rat

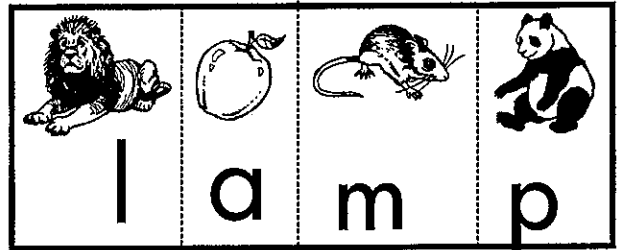


rat

★ A much disliked rodent. He caught the dirty **rat** in a trap.

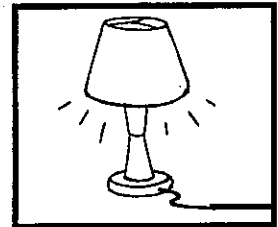


lamp

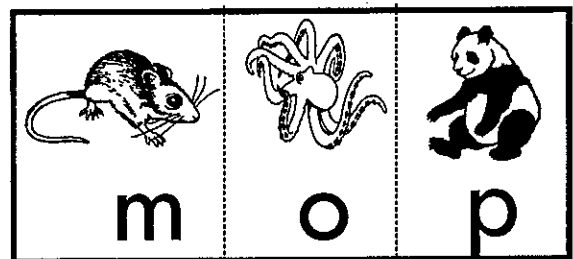


lamp

★ A shaded light. He switched on the **lamp** to read.



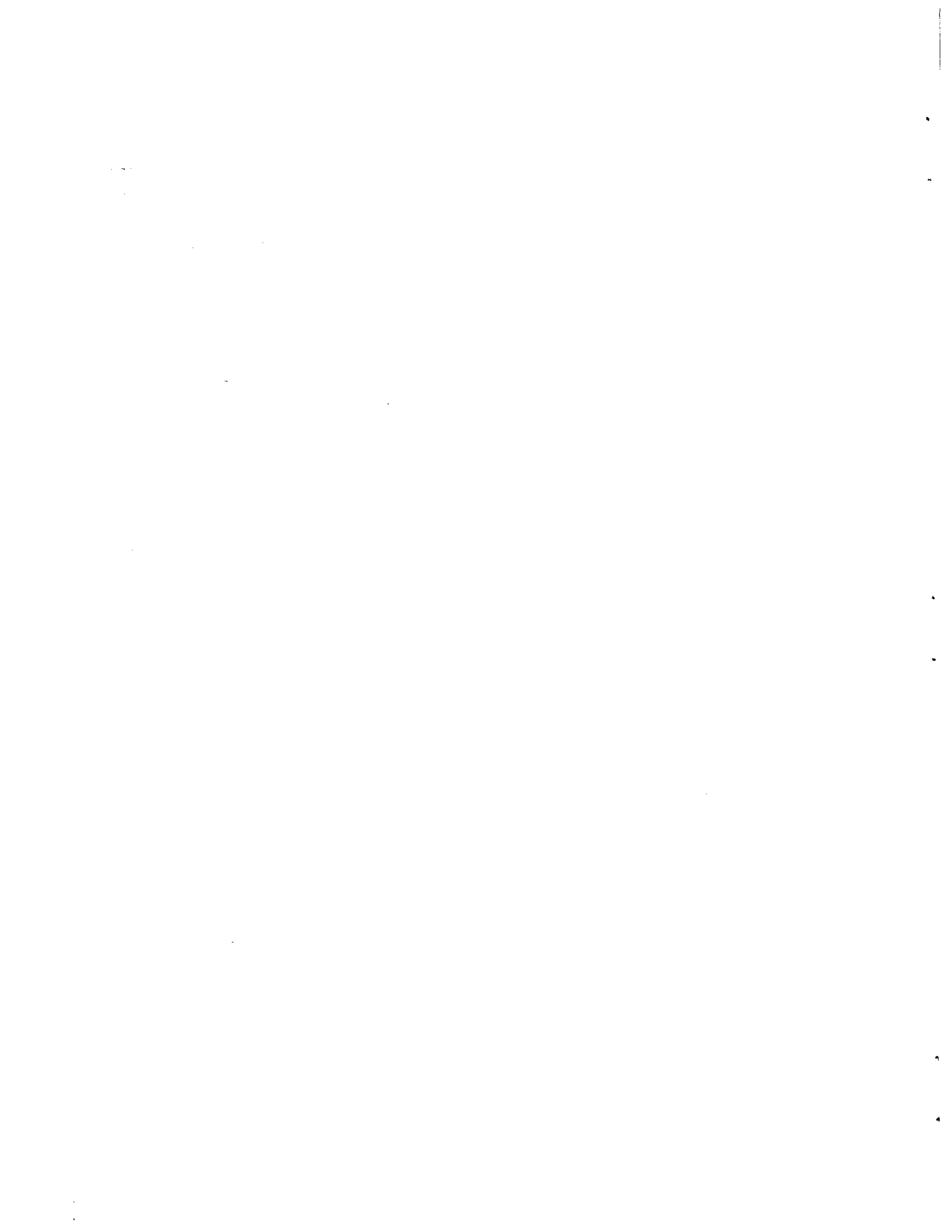
mop



mop

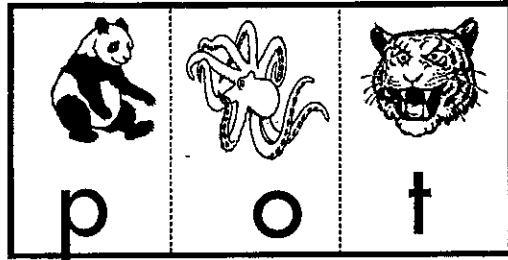
★ Used to clean with water. He cleaned the floor with a **mop**.





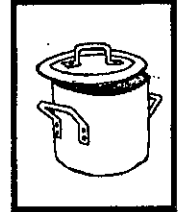
20. Word cards to color, cut out, fold, paste and play with to learn.

pot

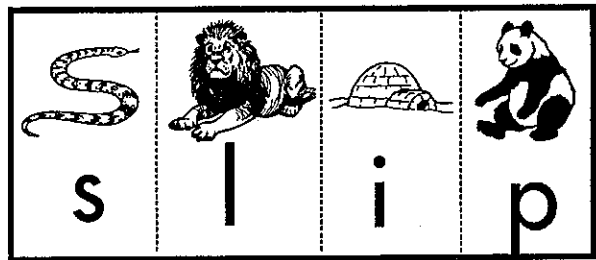


pot

★ A container used for storage or cooking. They cooked supper in the **pot**.



slip

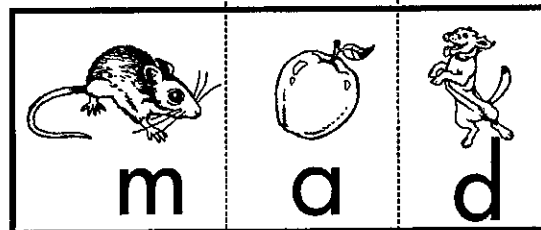


slip

★ ...to slide on something slippery



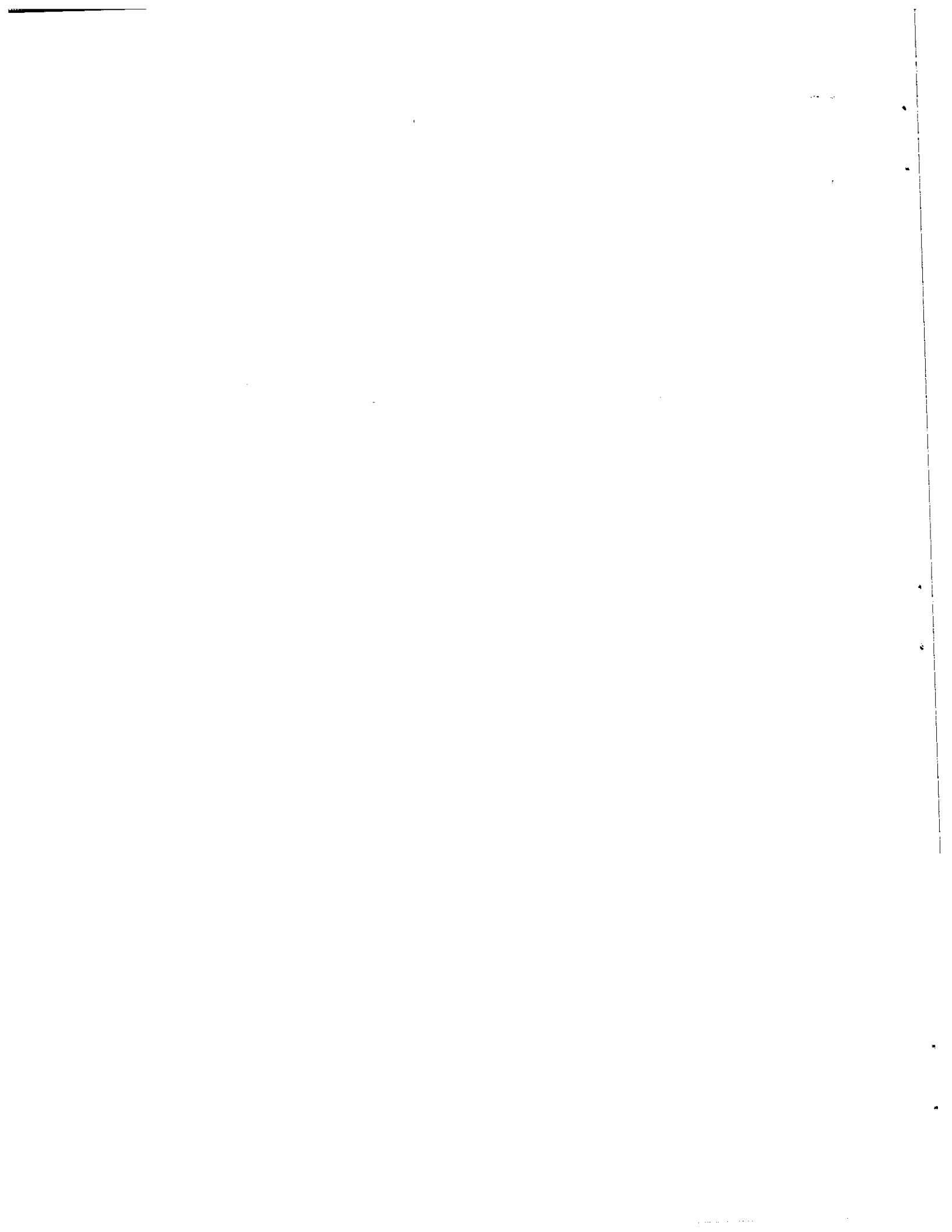
mad



mad

★ The cat was angry. The cat was very **mad**.

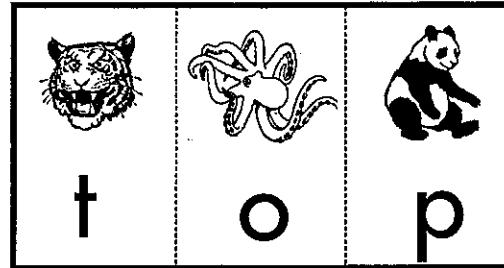






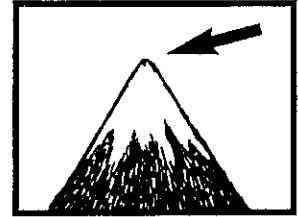
★ Word cards to color, cut out, fold, paste and play with to learn.

top

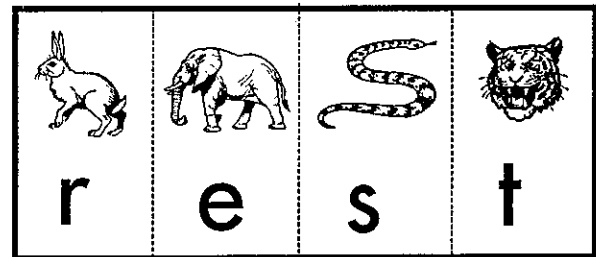


top

★ The highest point. They climbed to the top of the mountain.



rest

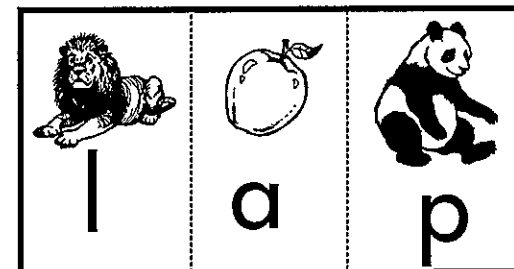


rest

★ To relax. Dad stopped working and took a rest.



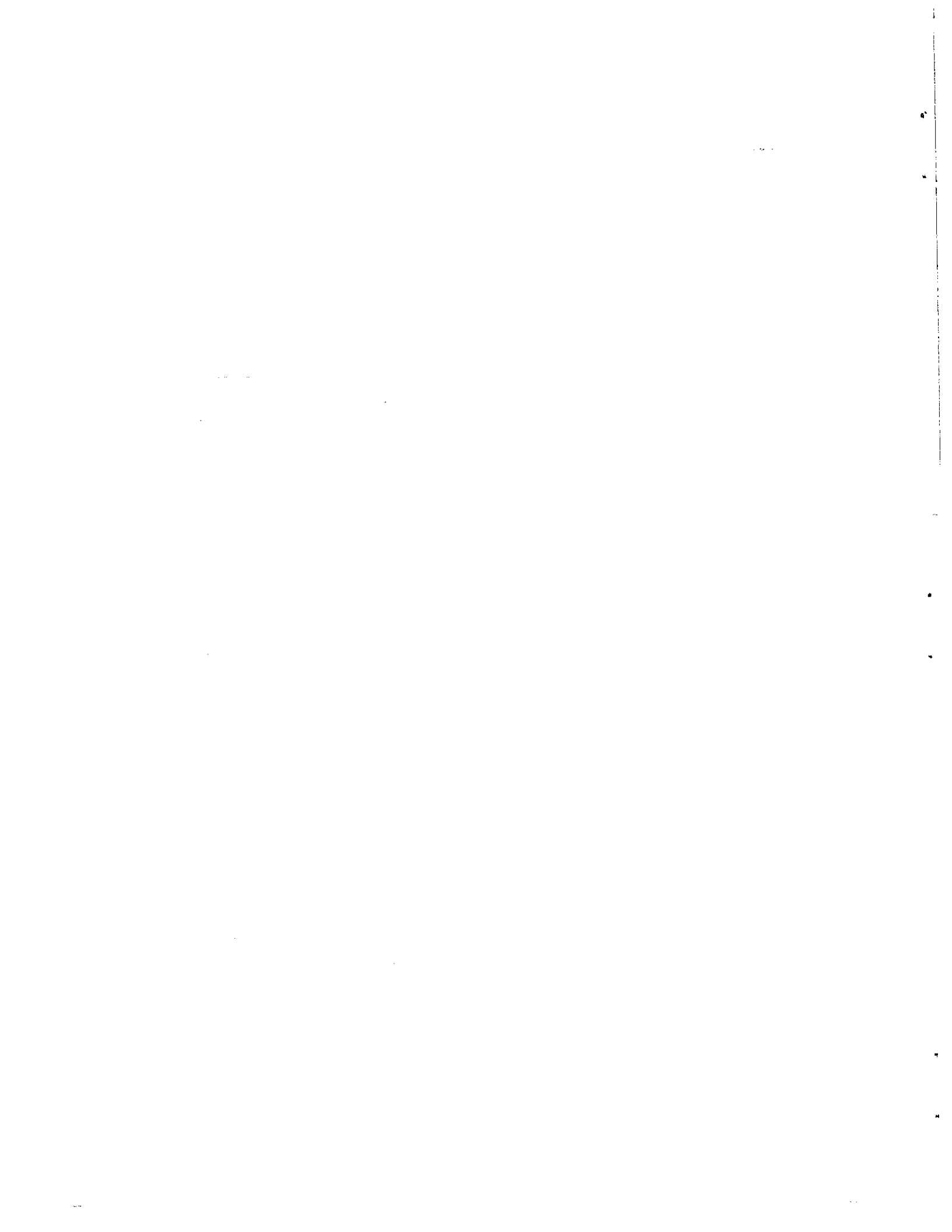
lap



lap

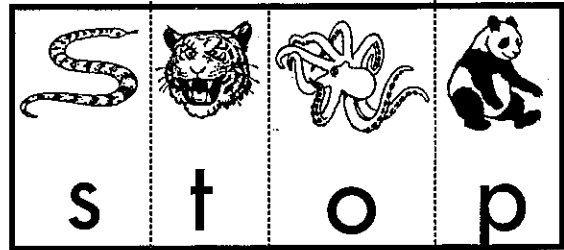
★ The cat likes to lay in the lady's lap.





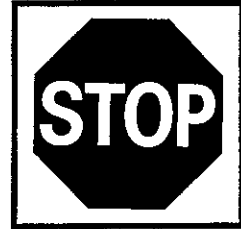
★ Word cards to color, cut out, fold, paste and play with to learn.

stop

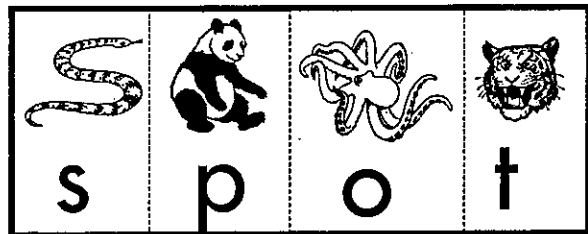


stop

★ To halt movement. Dad will **stop** the car.

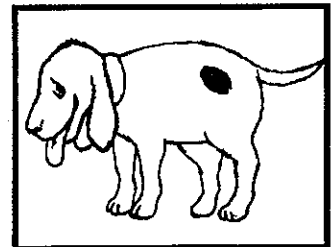


spot



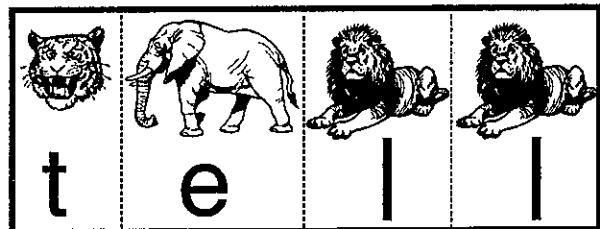
spot

★ A mark or a place: They call the dog **spot**. Why?



tell

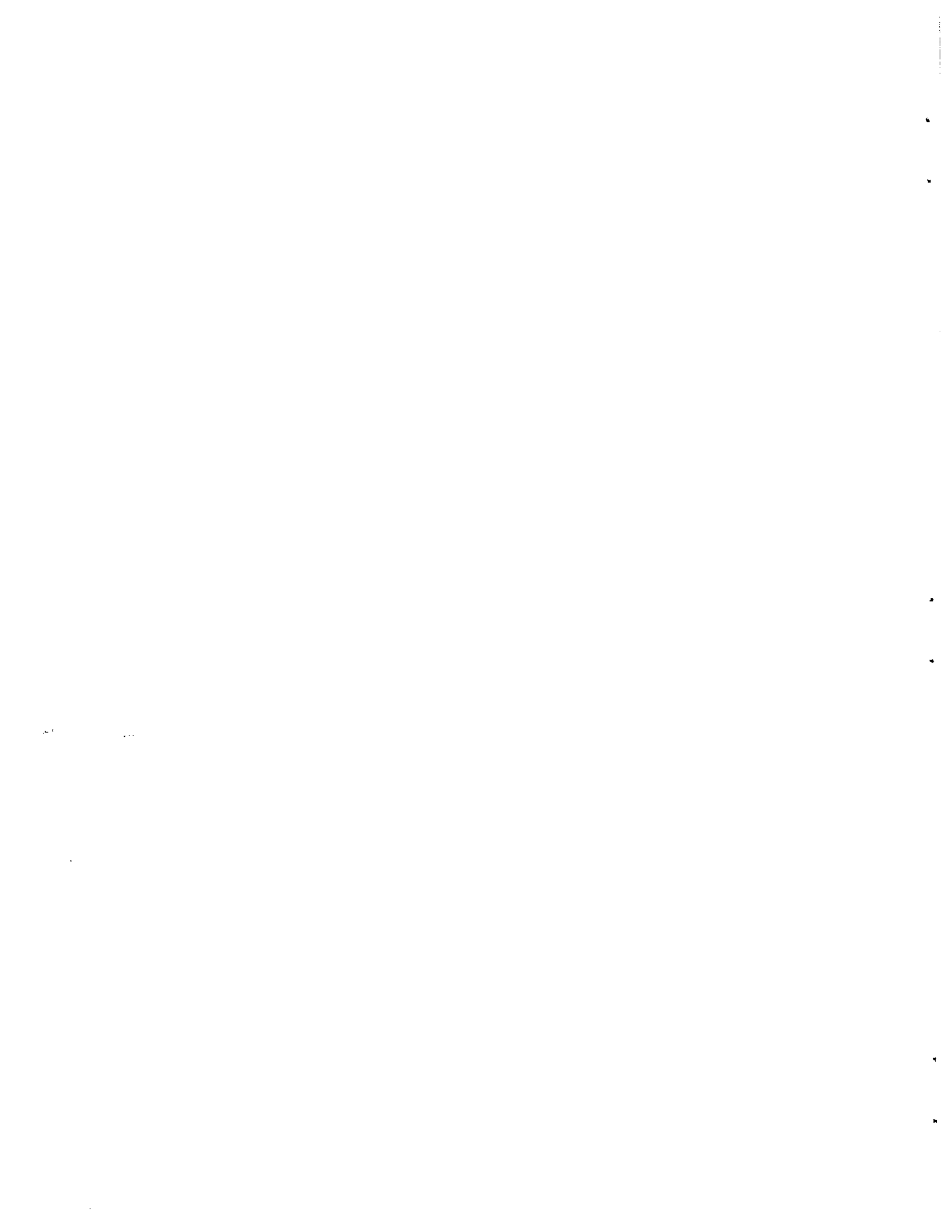
★ The double l sounds like 1 l.



tell

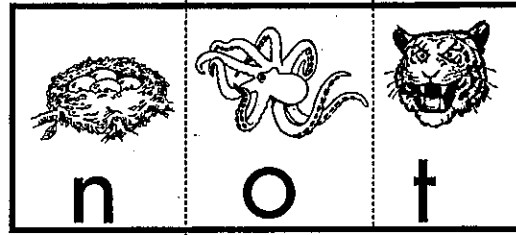
★ To explain, to know: Keisha will **tell** Grampa what to do.





★ Word cards to color, cut out, fold, paste and play with to learn.

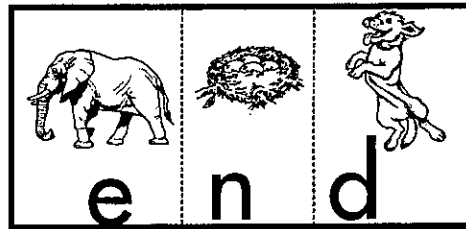
not



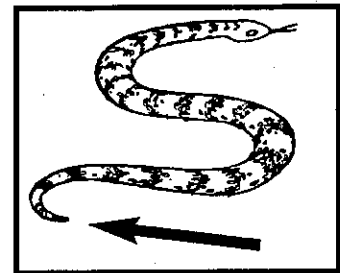
★ No way it will happen. The big man's pants do **not** fit the little man.



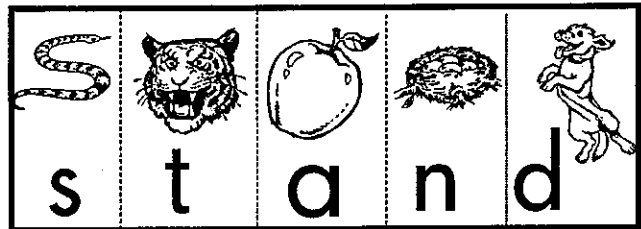
end



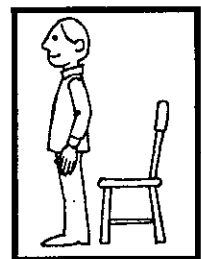
end  
★ The last part is over; finished. We saw the **end** of the snake.

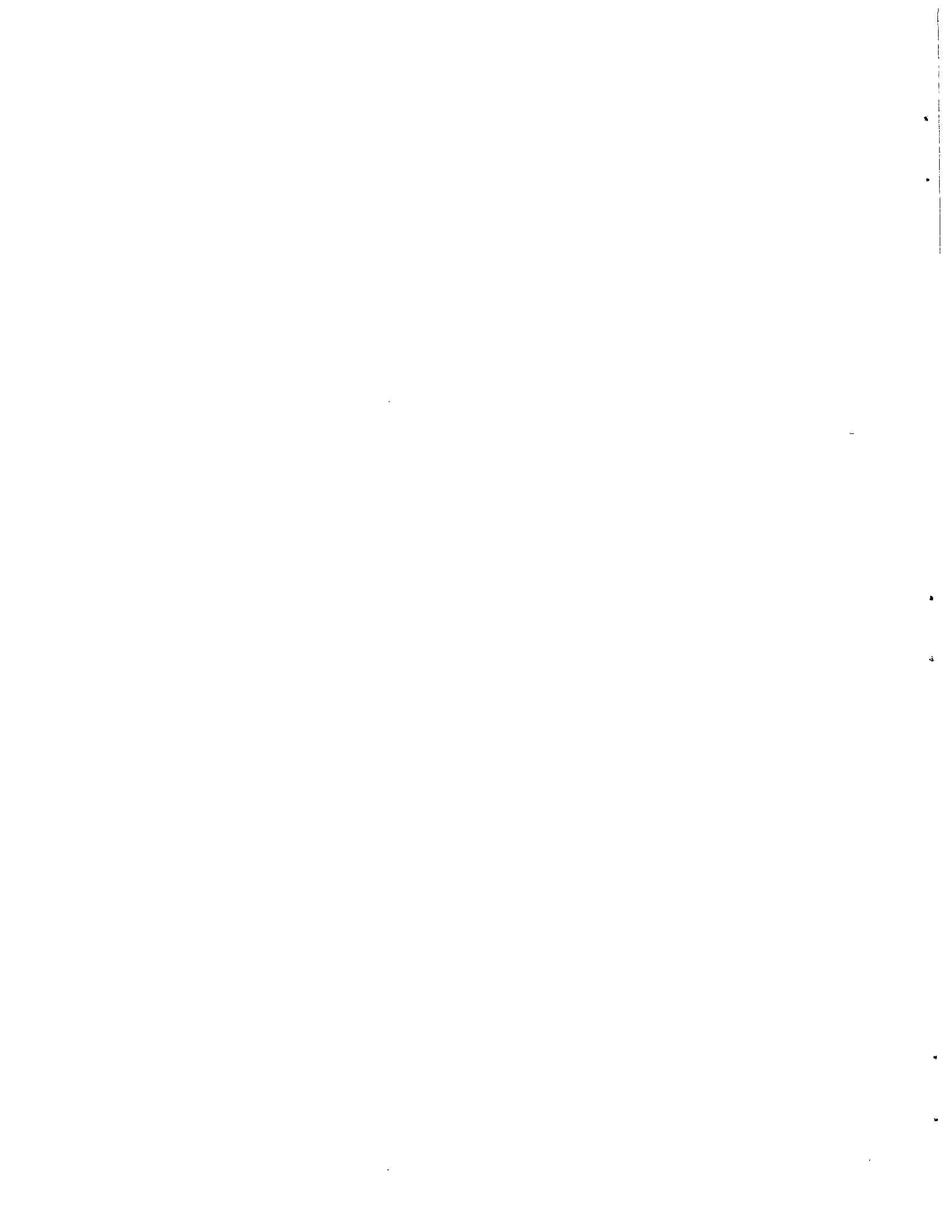


s tand



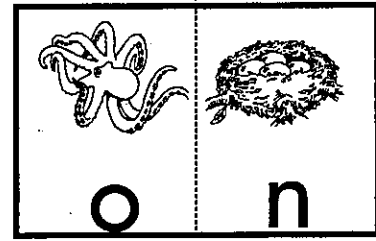
stand  
★ To get up from being seated; be upright. See the man **stand** up.





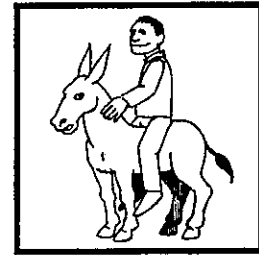
★ Word cards to color, cut out, fold, paste and play with to learn.

on



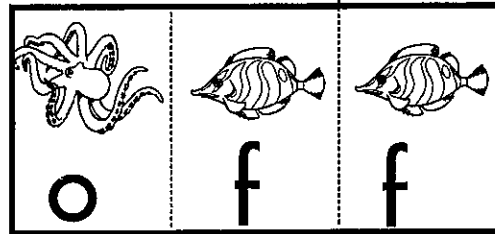
on

★ The man is sitting **on** the mule.



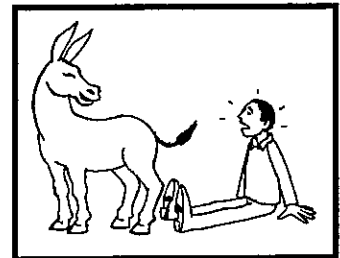
off

★ The double letter f makes the word off different than the word of.



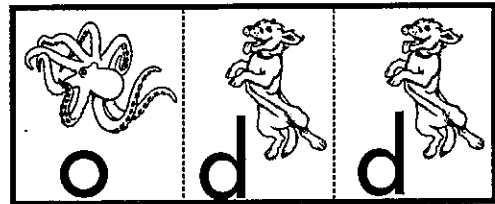
off

★ The man is bucked **off** the mule.



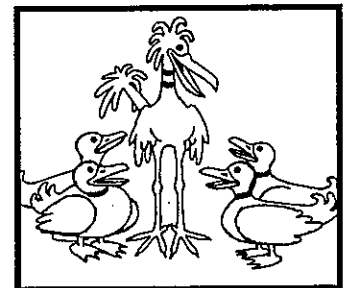
odd

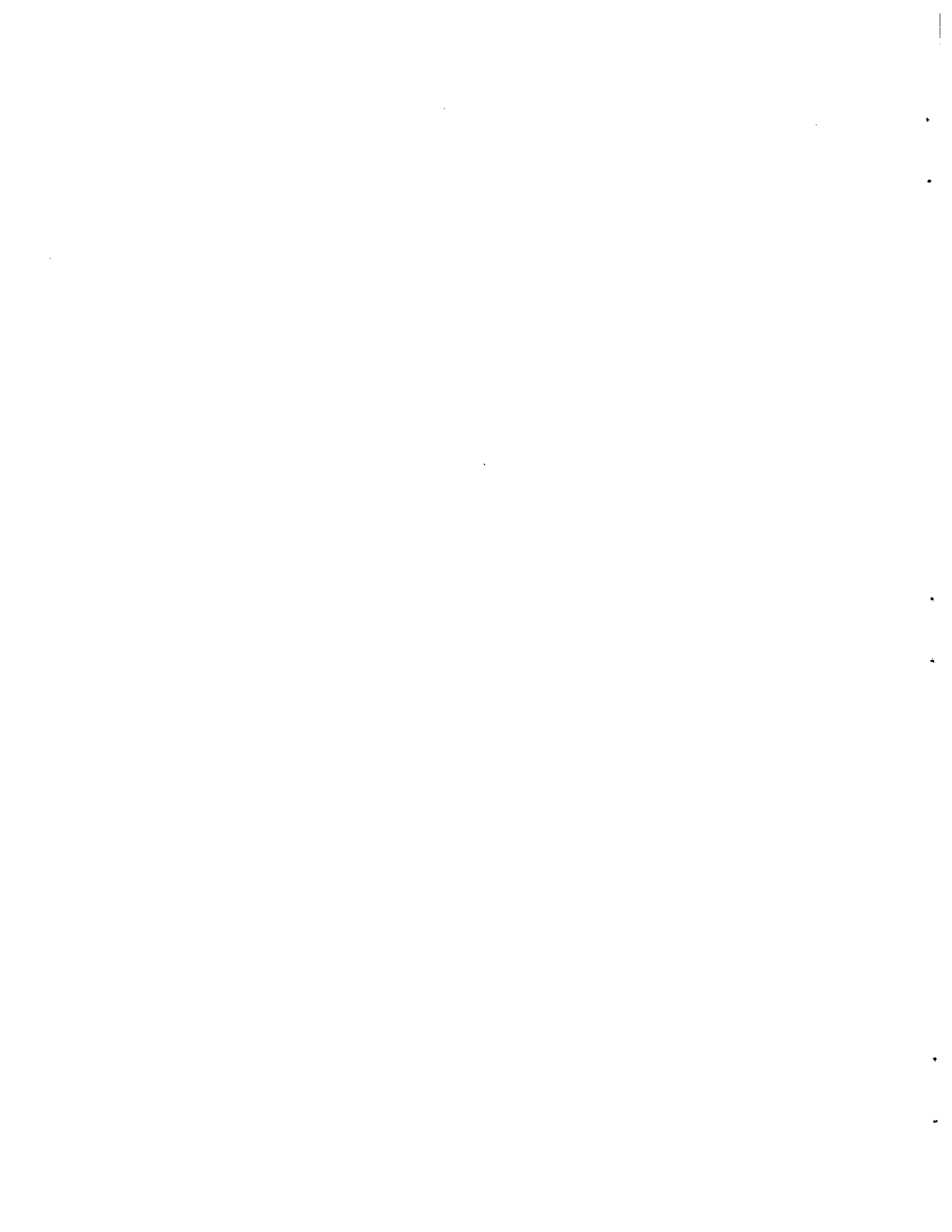
★ The double letter d sounds like 1 d.



odd

★ 1. Different than the rest. The ducks think the tall bird is odd.  
2. Not divisible by 2.







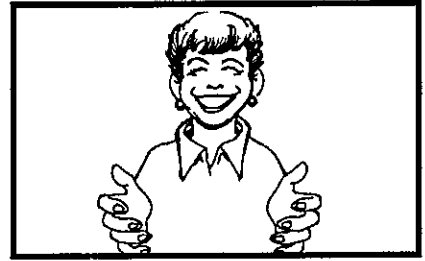
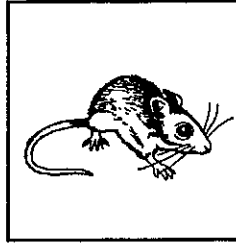
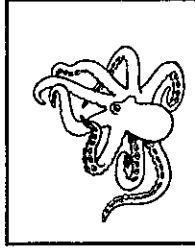
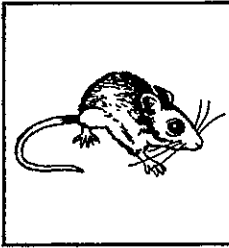
★ Can you print the letters and words?

a b c d e f g i l m n o p r s t

l e t t e r s

w o r d s

sound  
icon



print  
letters  
and  
word

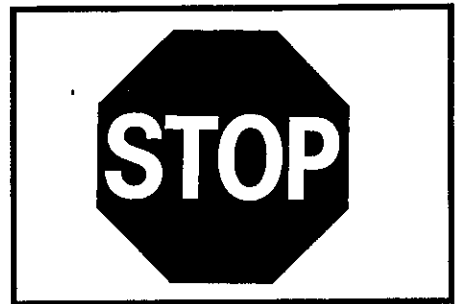
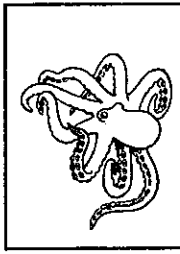
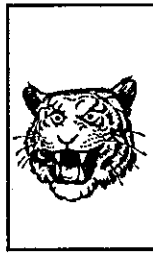
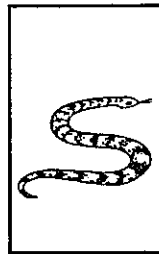
m

o

m

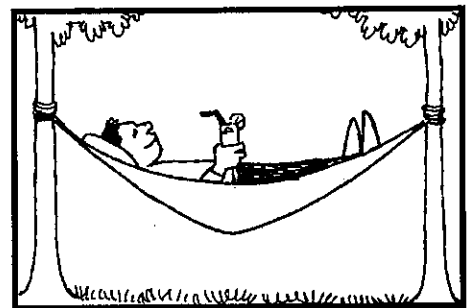
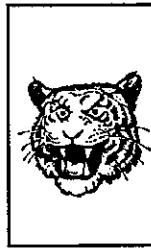
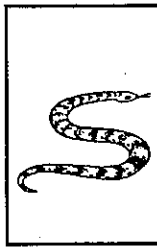
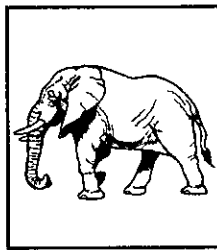
mom

sound  
icon



print  
letters  
and  
word

sound  
icon



print  
letters  
and  
word

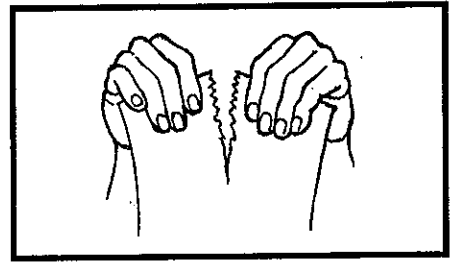
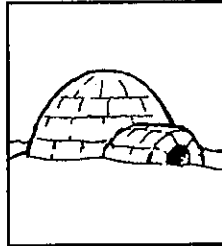
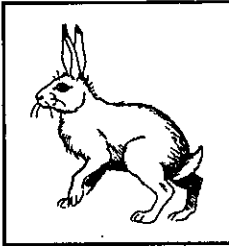
★ Can you print the letters and words?

a b c d e f g i l m n o p r s t

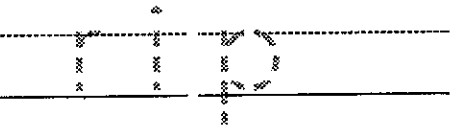
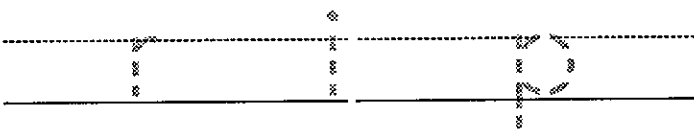
l e t t e r s

w o r d s

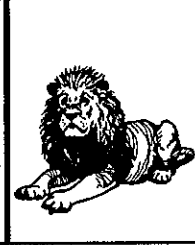
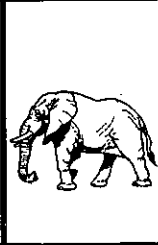
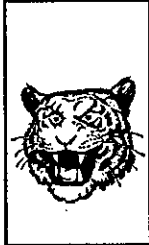
sound icon



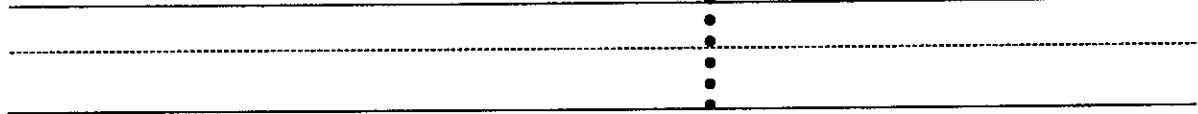
print letters and word



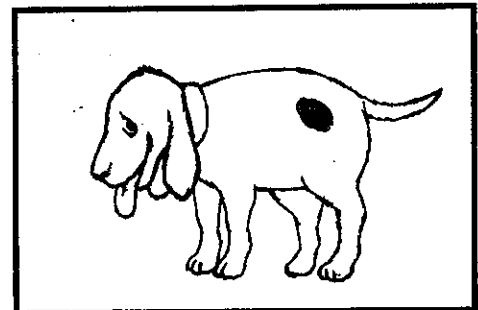
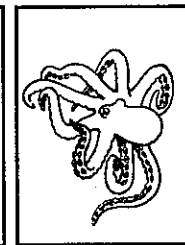
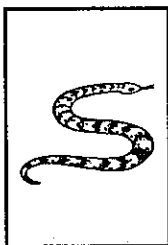
sound icon



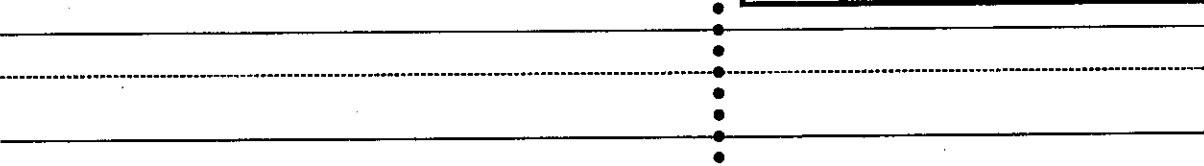
print letters and word



sound icon



print letters and word



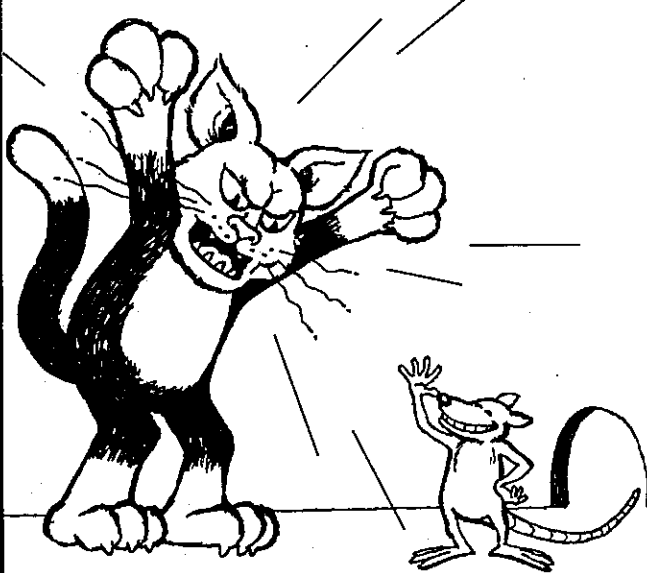
★ Letter-sounds we know: Aa Bb Cc Dd Ee Ff Gg Ii Ll Mm Nn Oo Pp Rr Ss Tt  
Words we know: a and ant bad bat bed best big cab can cap cat dad did dig  
dip dot end fan fat fist fit gas get gift I if in is it lamp lap mad man men  
mom mop nap nest net not odd off on pan pants pass pet pen pig pin pot rat  
red rest rip sat see send set sit slip spot stand stop tag tell ten tent test the top  
Can you read these sentences?



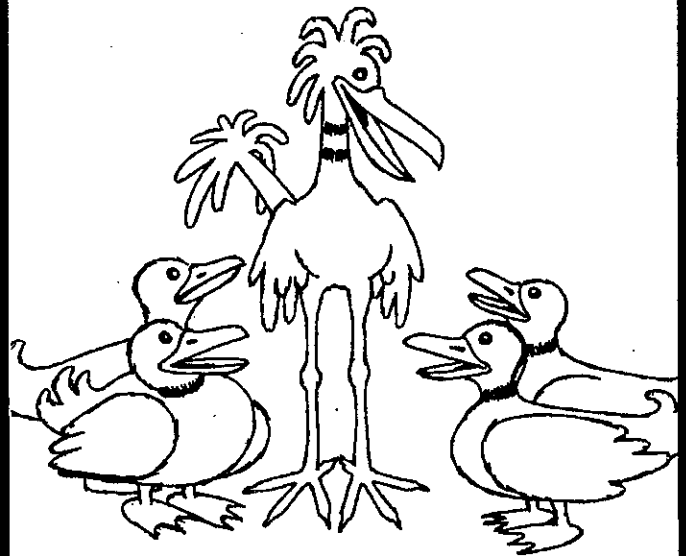
I can see Mom and Dad.



The man sits on the pig.

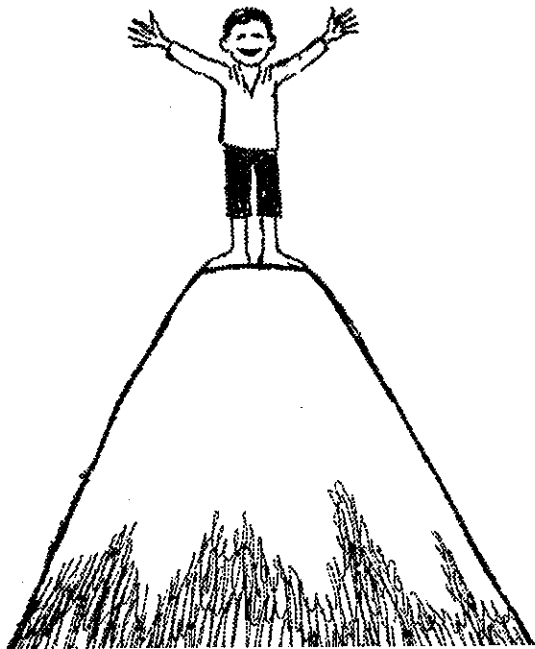


I see the cat is mad.

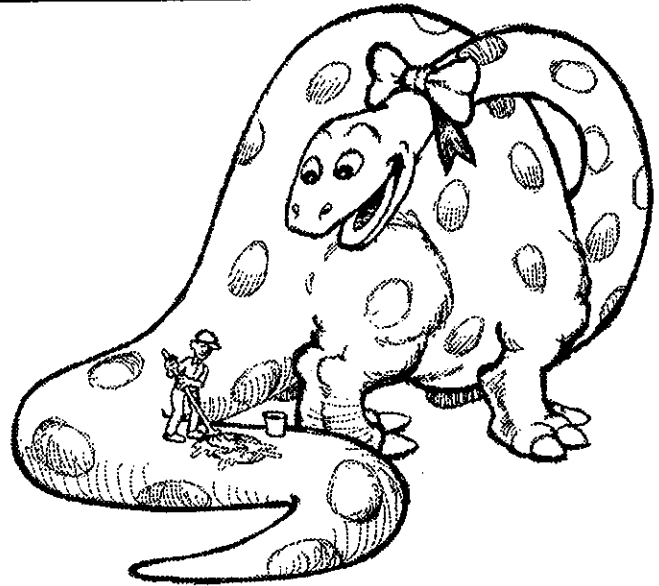


It is big and it is odd.

★ Letter-sounds we know: Aa Bb Cc Dd Ee Ff Gg Ii Ll Mm Nn Oo Pp Rr Ss Tt  
 Words we know: a and ant bad bat bed best big cab can cap cat dad did dig  
 dip dot end fan fat fist fit gas get gift I if in is it lamp lap mad man men  
 mom mop nap nest net not odd off on pan pants pass pet pen pig pin pot rat  
 red rest rip sat see send set sit slip spot stand stop tag tell ten tent test the top  
 Can you read these sentences?



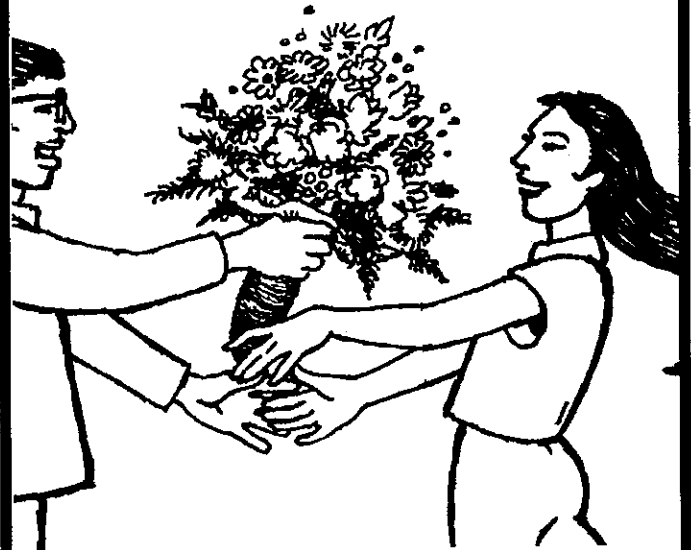
The best spot is on the top.



Can the man mop the spots  
 off the big pet?



The pig rests in the bed.  
 The man sits in the pot. See the  
 cat and the rat in the pan?



Did you see it? Did you see  
 Dad get Mom the gift ?

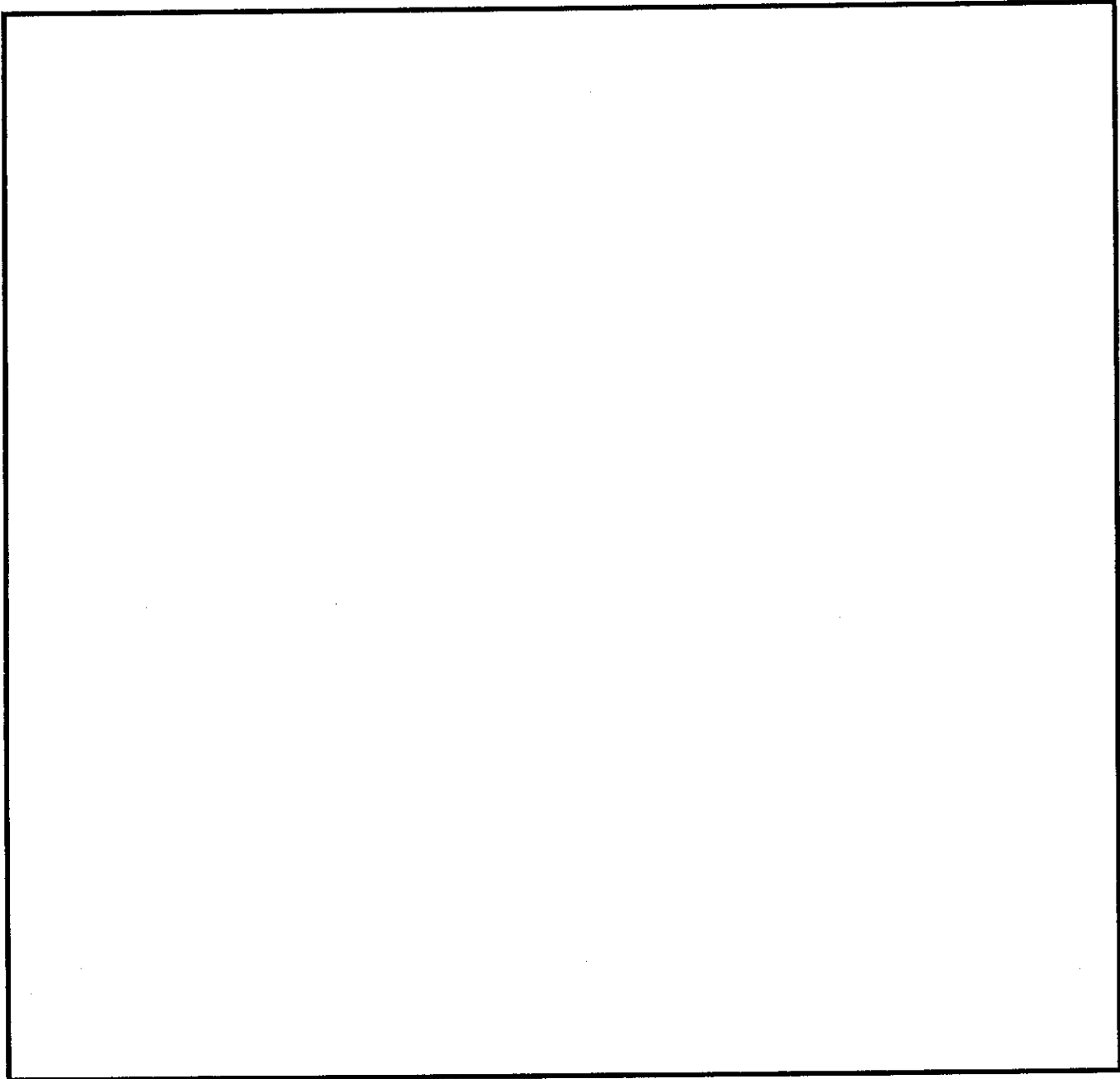
★ Copy the sentence. Color and add to the picture.



The cat rests in the lap.

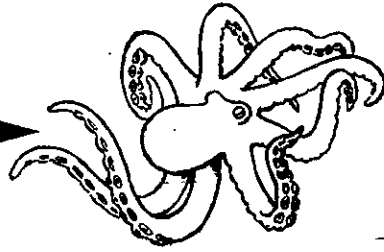
Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

★ Write a sentence with your words. Draw the picture.



Two horizontal lines, one solid top and one dashed bottom, forming a writing area for the sentence.

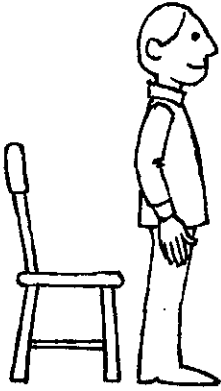
Two horizontal lines, one solid top and one dashed bottom, forming a second writing area for the sentence.



★ See the octopus?  
I can see it.



★ See the mouse?  
I can tell it is not a  
rat.

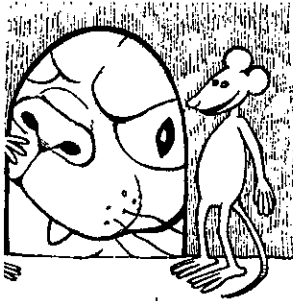


The man can stand  
and the man can sit  
on it.

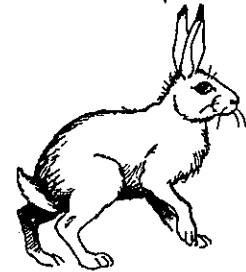
★ Can you  
see the  
igloo? I can  
see the igloo.



**How  
many can you  
read?**



★ The cat is mad.  
The cat can see the  
rat. The cat can not  
get the rat.



★ See the rabbit ?  
I can see the rabbit.

See the cat rest on  
the lap?

★ Is it Mom and  
Dad?



Letters and Sounds: Aa Bb Cc Dd Ee Ff Gg... Ii Jj...  
.Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv ...Xx

# Uu Jj Qq Vv Xx



Uu umbrella  
vowel



Jj jelly fish



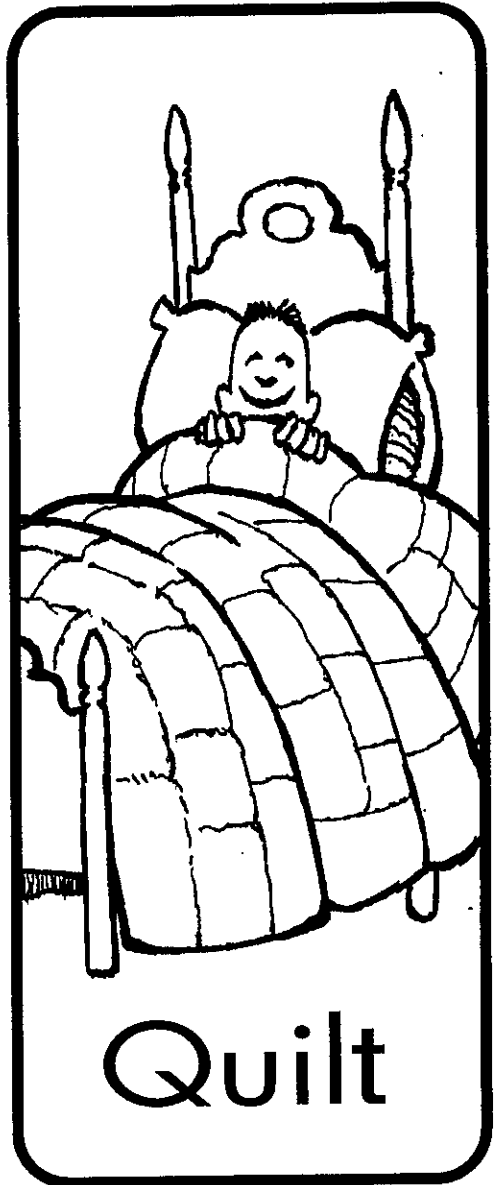
Qq queen



Vv volcano

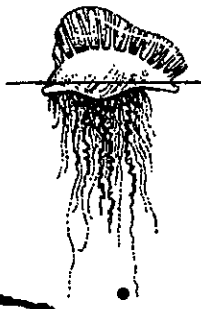


Xx xox



Quilt

consonants



j

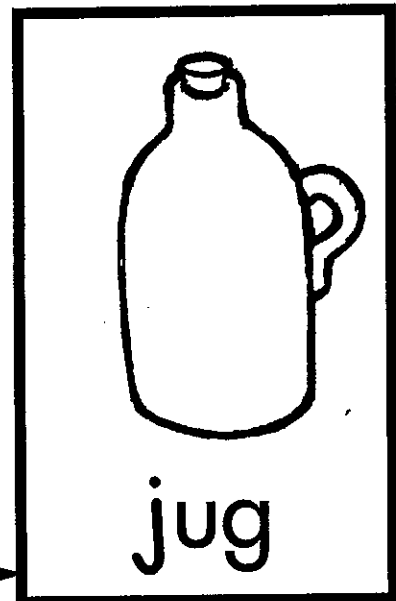


u



g

Blending sounds



jug



★ Word cards to color, cut out, fold, paste and play with to learn.

**Qu qu**  
**Kw kw**

★ In English words, Q has a U with it. Q does not appear alone without u ( Queen ). But U can appear without Q.  
QU sounds like KW ( Kween ).

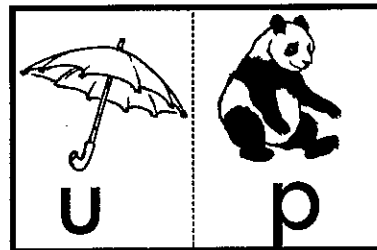
Qu  
qu



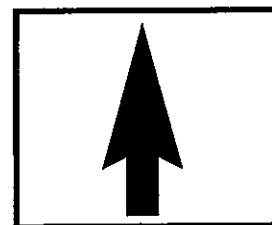
★ "You (U) always stick with me!" commands the Queen.

**up**

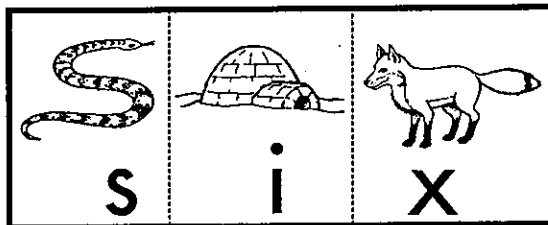
up



★ The arrow points **up**.  
On a box, the arrow tells which side to put **up** toward the sky.

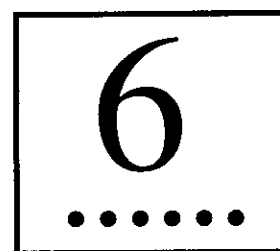


**six**



**six**

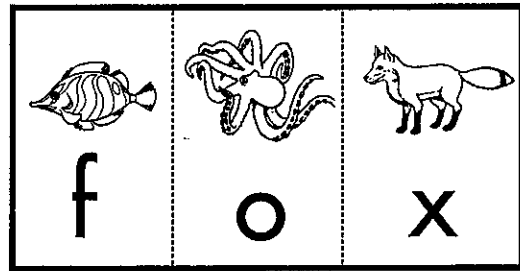
★ The number:  
1 2 3 4 5 6





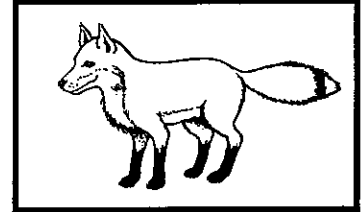
★ Word cards to color, cut out, fold, paste and play with to learn.

fox

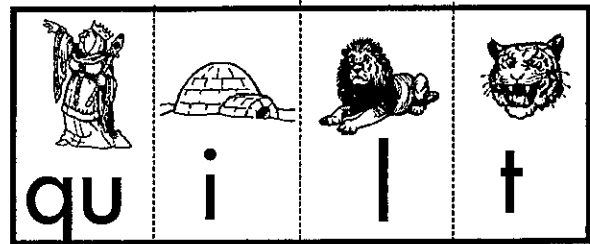


fox

★ An animal.  
I see the red  
**fox** in the  
woods.

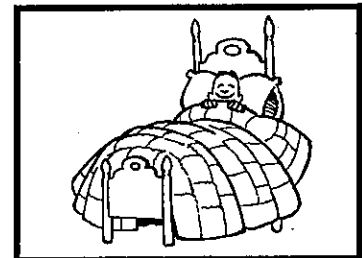


quilt

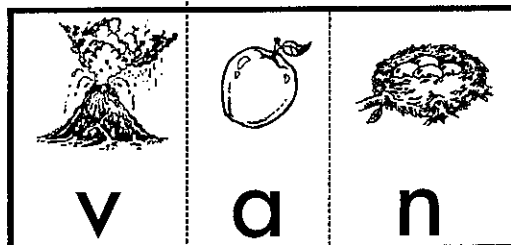


quilt

★ A thick,  
warm bed  
cover. The  
quilt kept him  
warm.

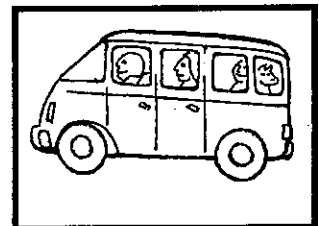


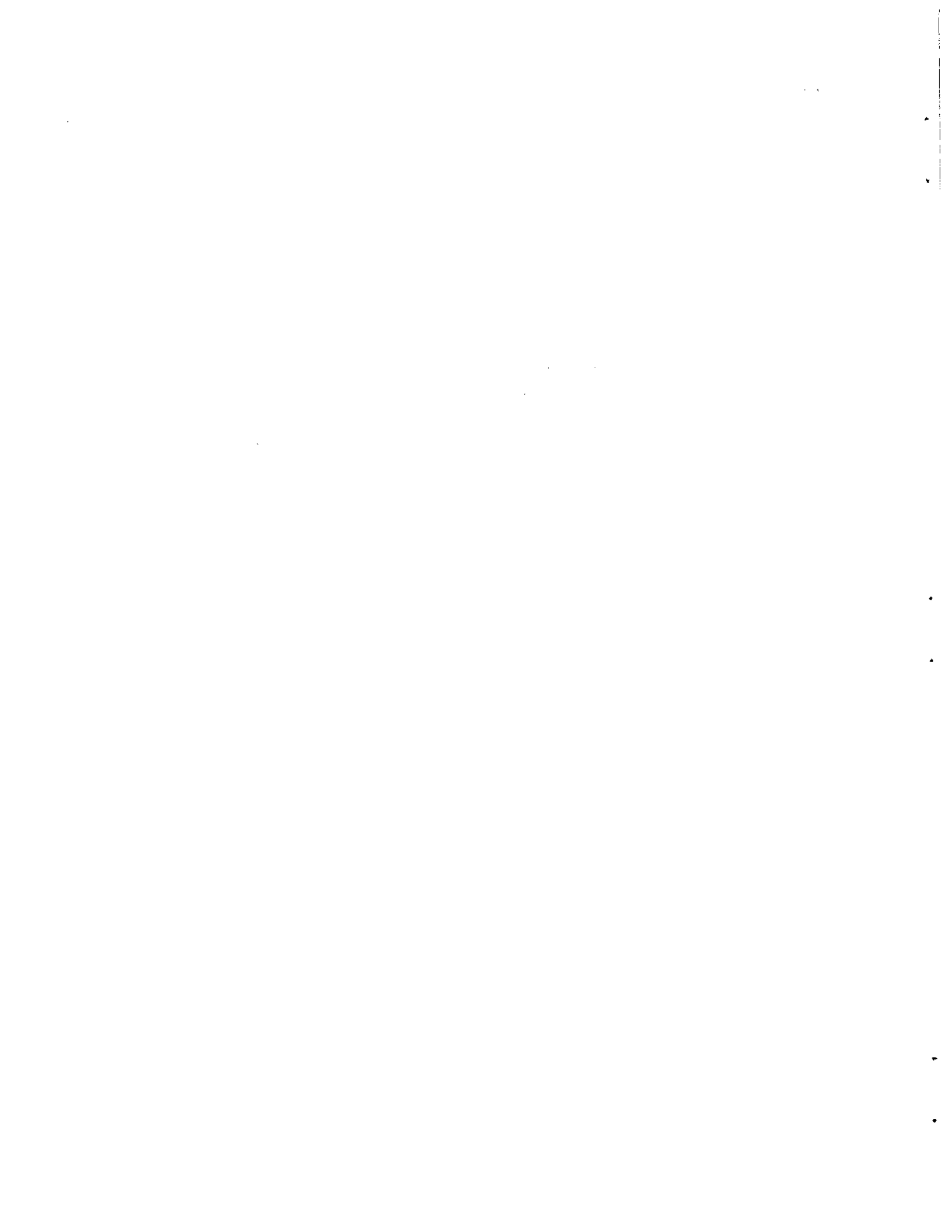
van



van

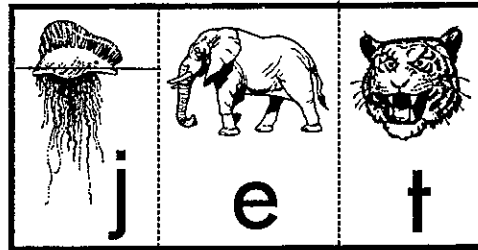
★ They all took  
a ride in the  
**van**.





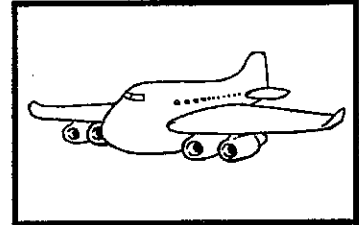
★ Word cards to color, cut out, fold, paste and play with to learn.

jet

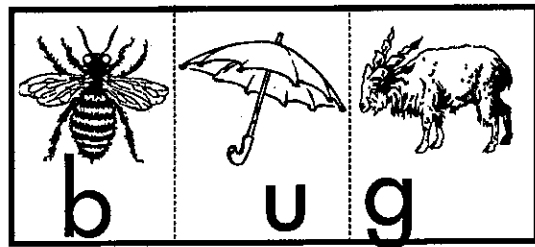


jet

★ A kind of airplane. See the jet?



bug

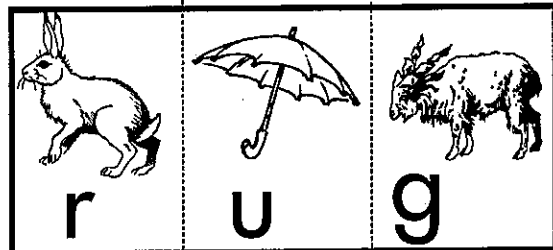


bug

★ An insect: See the bug run?

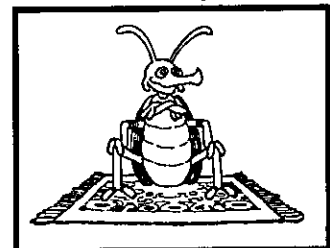


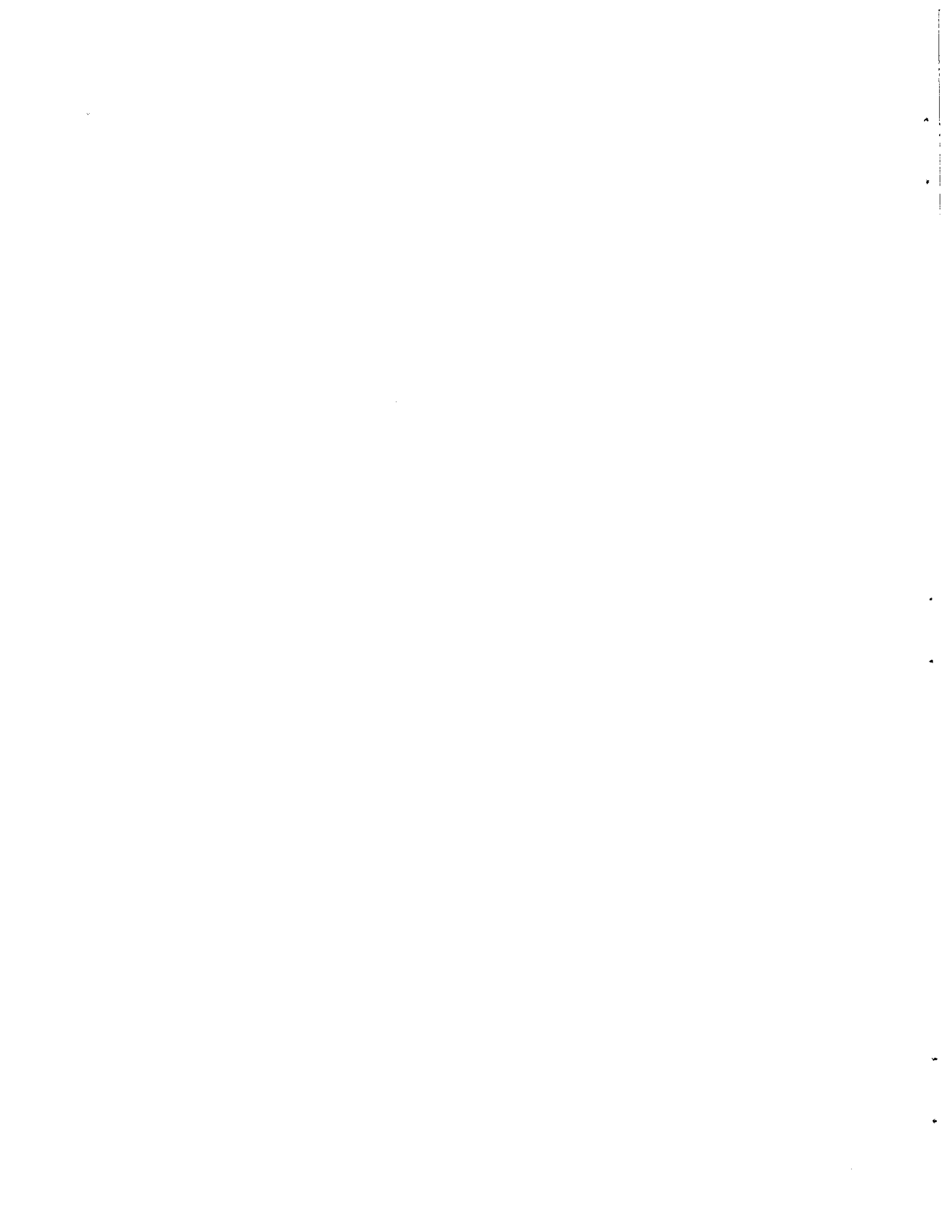
rug



rug

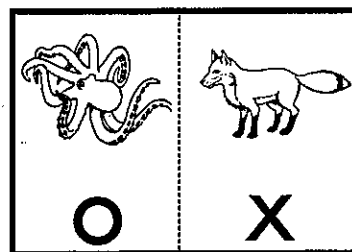
★ A floor covering: See the bug on the rug?





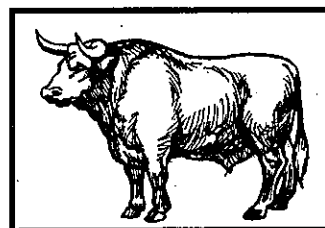
★ Word cards to color, cut out, fold, paste and play with to learn.

OX

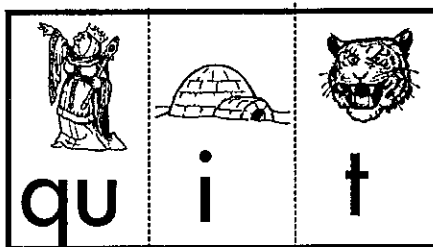


OX

★ An animal.  
Do you know  
of Babe the Big  
Blue **Ox** ?

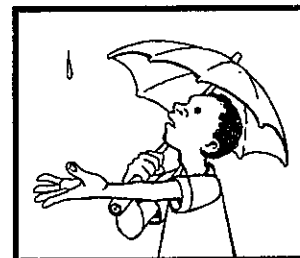


quit

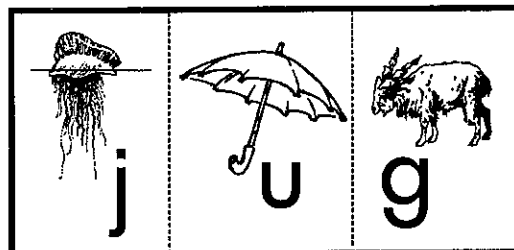


quit

★ To stop.  
Has it **quit**  
raining yet?

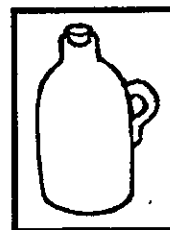


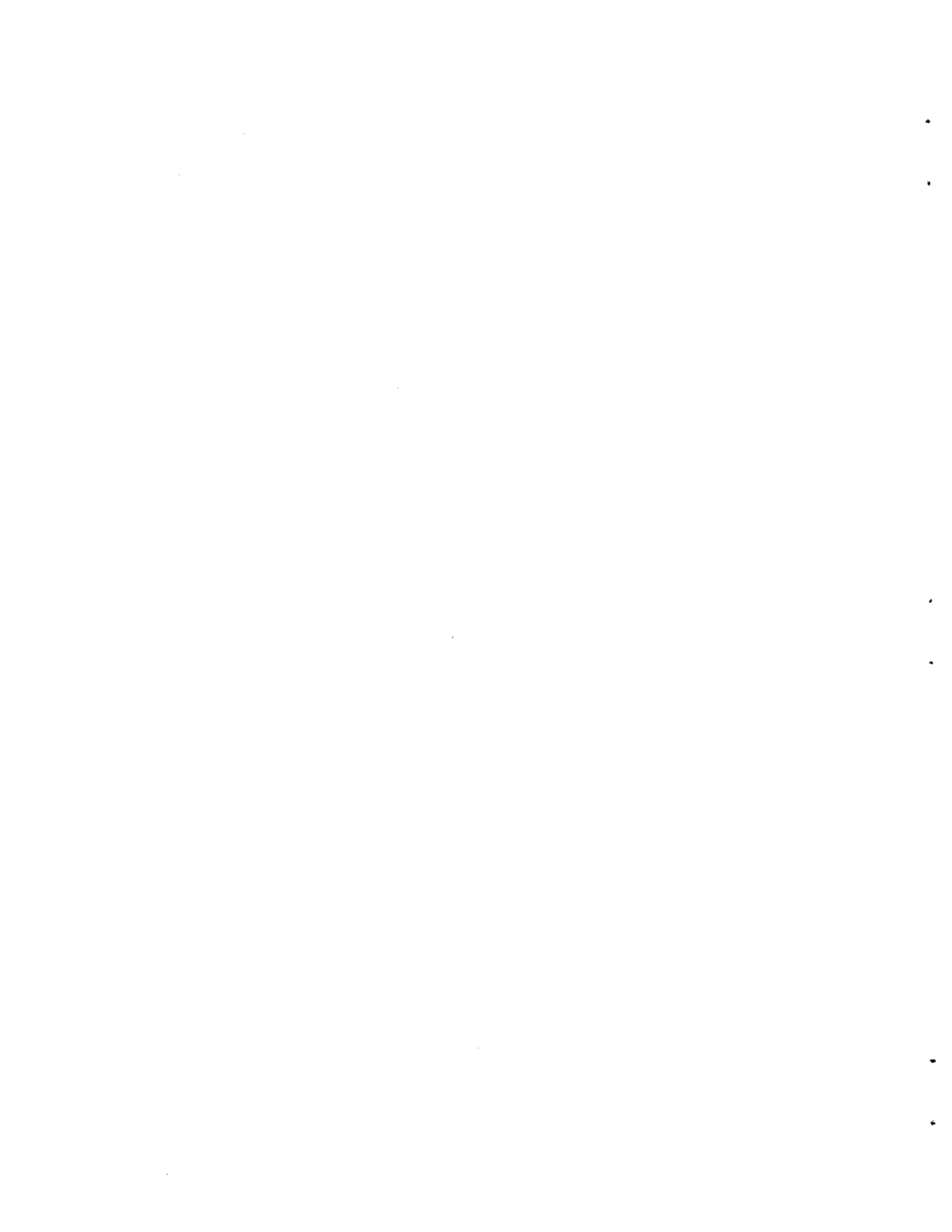
jug



jug

★ A container for  
carrying liquid. I have  
a **jug** of water.

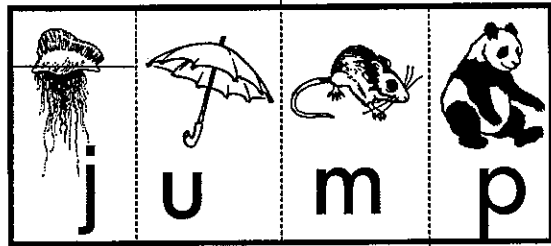






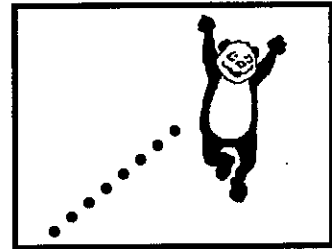
★ Word cards to color, cut out, fold, paste and play with to learn.

jump

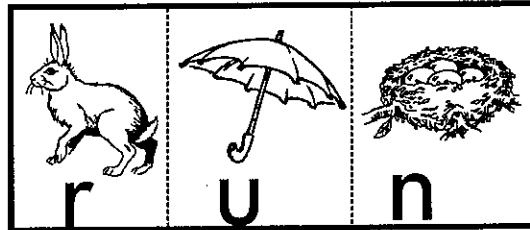


jump

★ To leap in the air. See the Panda **jump**?

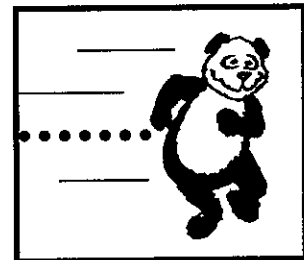


run

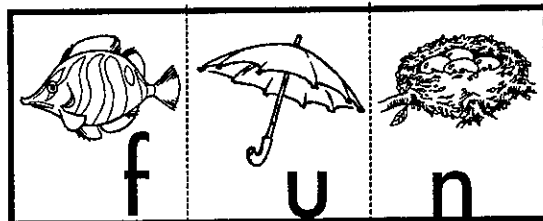


run

★ To move faster than walking. See the Panda **run**?



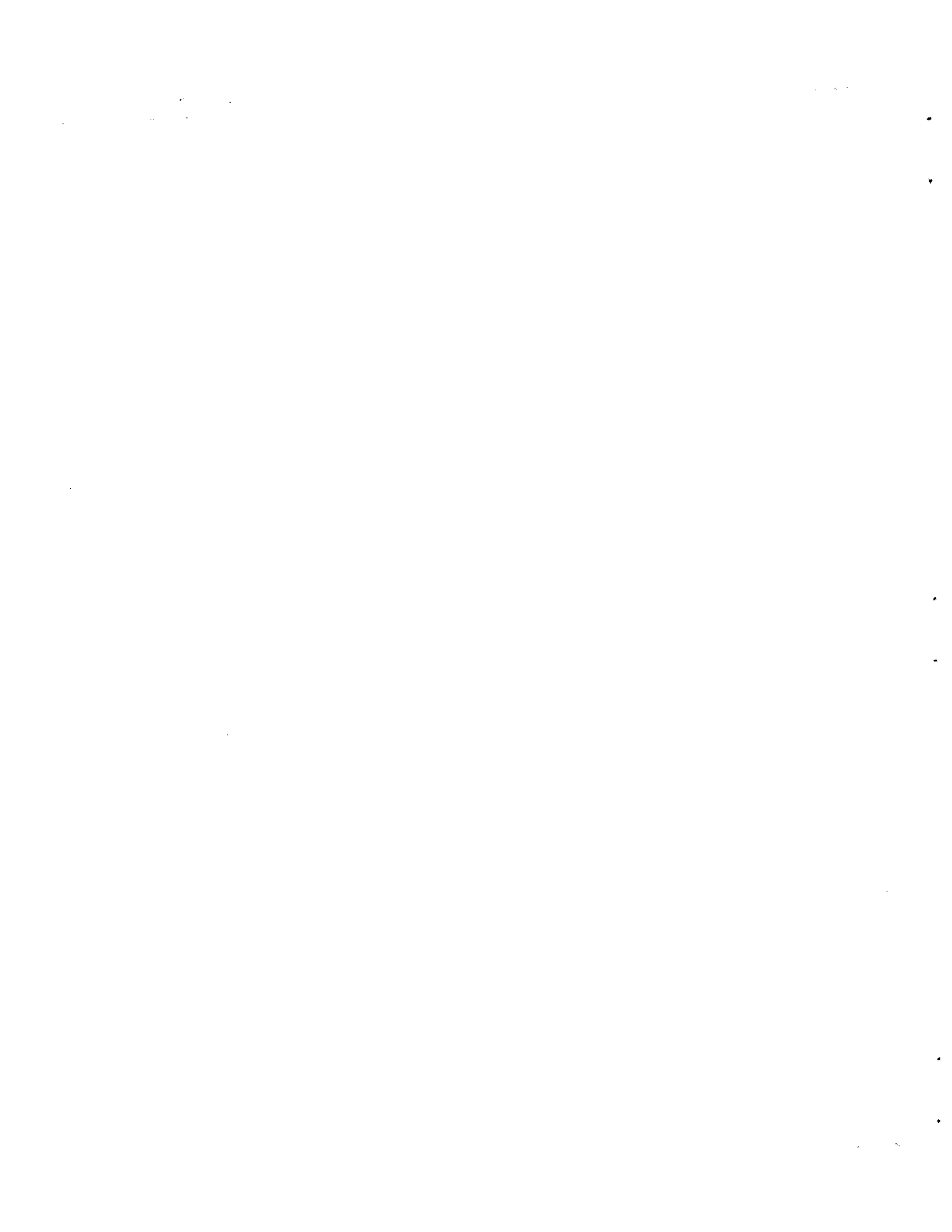
fun



fun

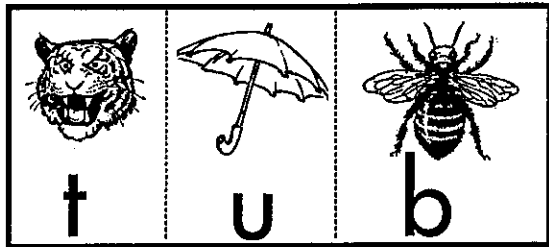
★ To play with pleasure. The Panda is having **fun**!





★ Word cards to color, cut out, fold, paste and play with to learn.

tub

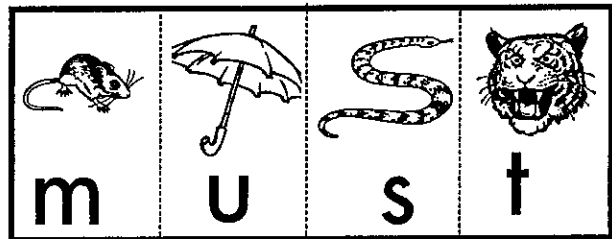


tub

★ A large open container used for bathing. See Jon scrub in the **tub**.



must

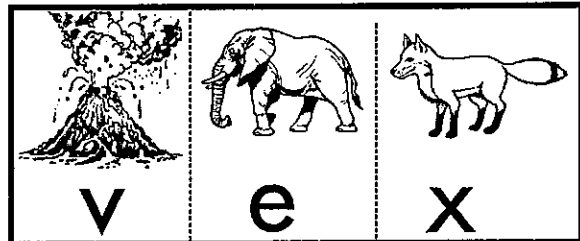


must

★ To have to; To improve, you **must** practice.

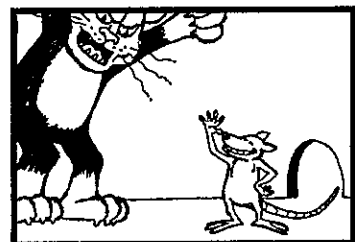


vex



vex

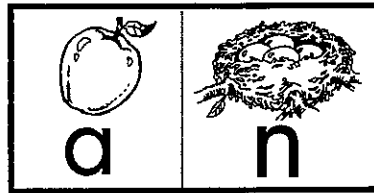
★ To annoy; the mouse can **vex** the cat.





★ Word cards to color, cut out, fold, paste and play with to learn.

an

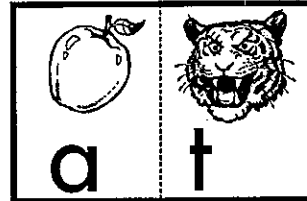


an

★ One. Say a before words beginning with a consonant (a dog). Use **an** before words starting with a **vowel** (an apple, an egg, an iron, an otter, an uncle).



at

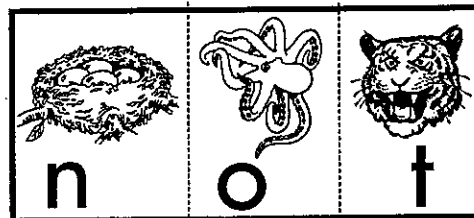


at

★ a place or involvement. He is **at** the top.



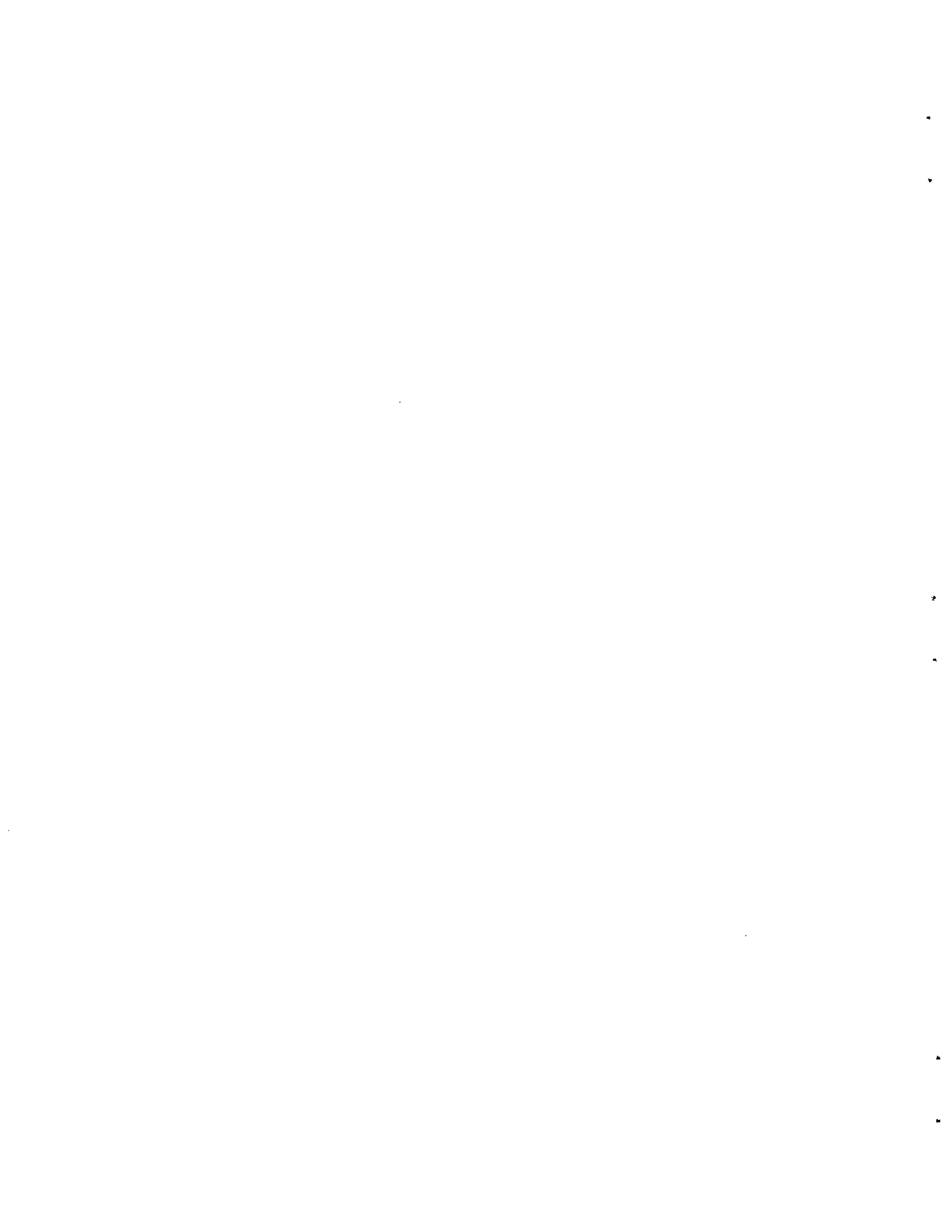
not



not

★ The opposite. He will **not** go. A warthog is **not** pretty.





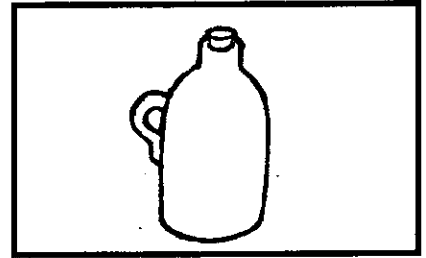
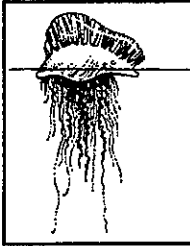
★ Can you print the letters and words?

abcdefghijklmnopqrstuvwxyz

l e t t e r s

w o r d s

sound  
icon

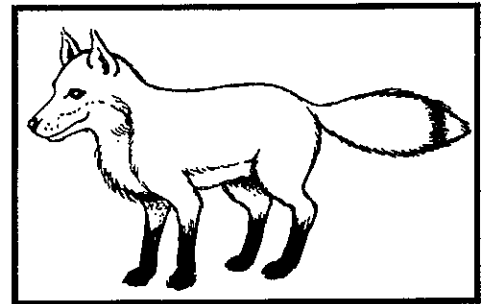
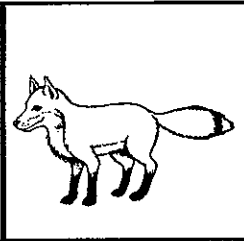
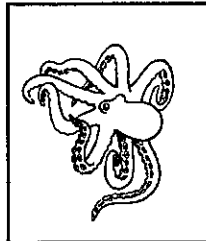


print  
letters  
and  
word

j u g

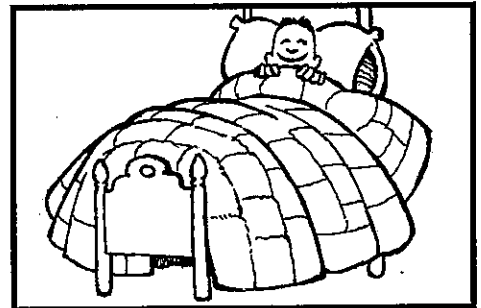
j u g

sound  
icon



print  
letters  
and  
word

sound  
icon



print  
letters  
and  
word

q u i l t

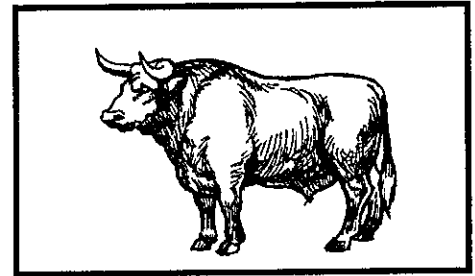
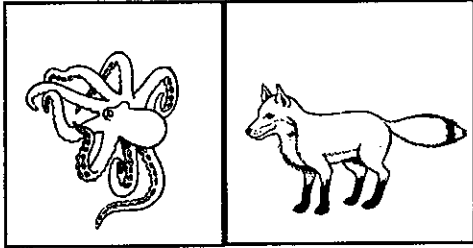
★ Can you print the letters and words?

abcdefghijklmnopqrstuvwxyz

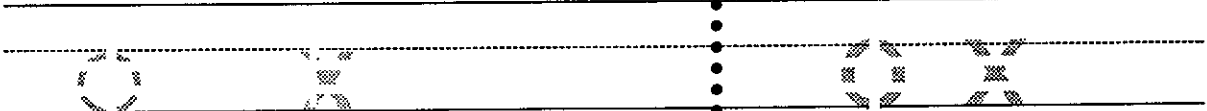
l e t t e r s

w o r d s

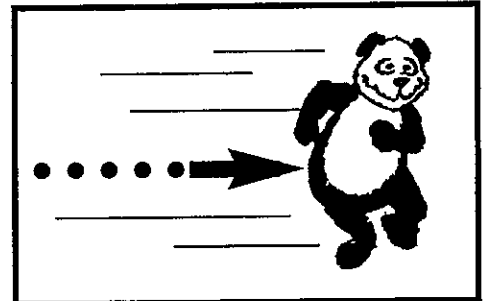
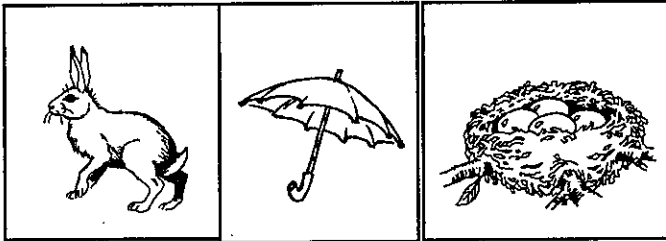
sound  
icon



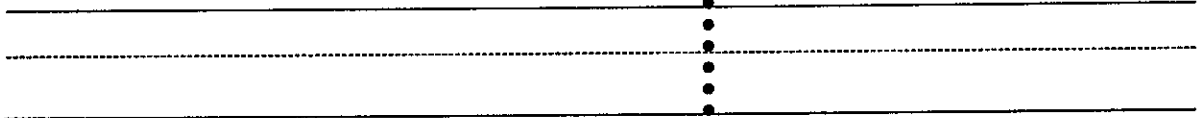
print  
letters  
and  
word



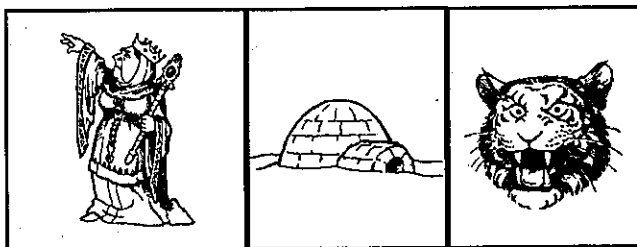
sound  
icon



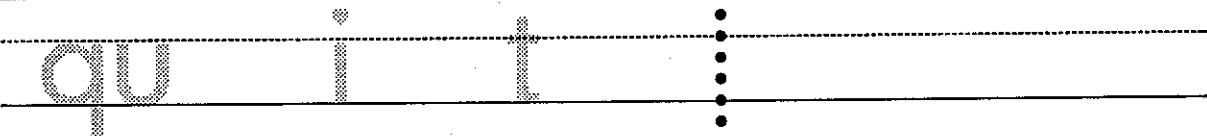
print  
letters  
and  
word



sound  
icon



print  
letters  
and  
word





★ Can you print the letters and words?

abcdefghijklmnopqrstuvwxyz

l e t t e r s

w o r d s

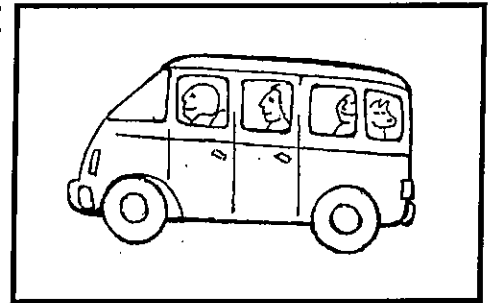
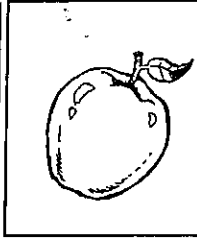
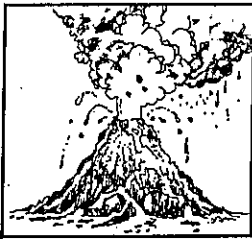
sound  
icon



print  
letters  
and  
word

l e t t e r s      b a t h

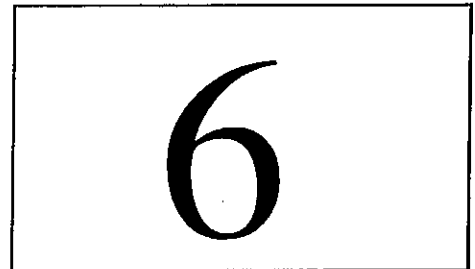
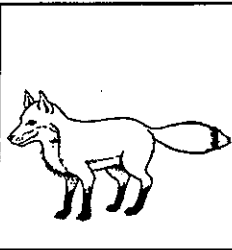
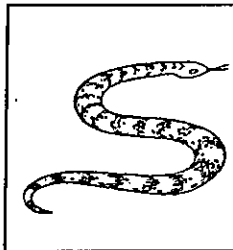
sound  
icon



print  
letters  
and  
word

t r e e      a p p l e      n e s t      b u s

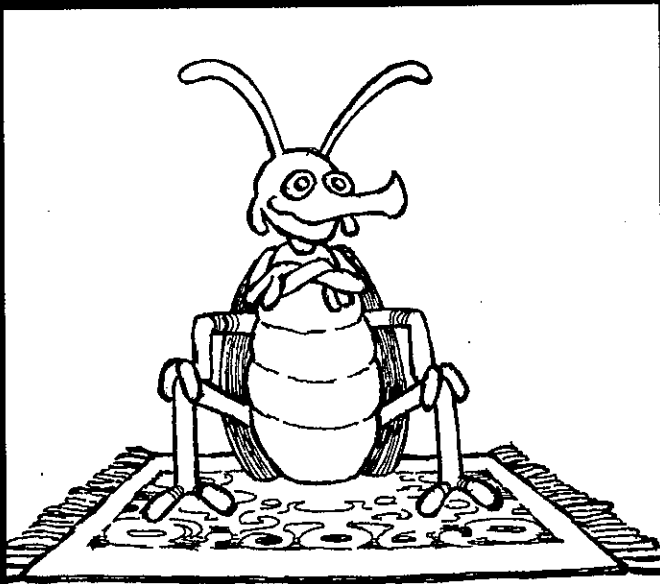
sound  
icon



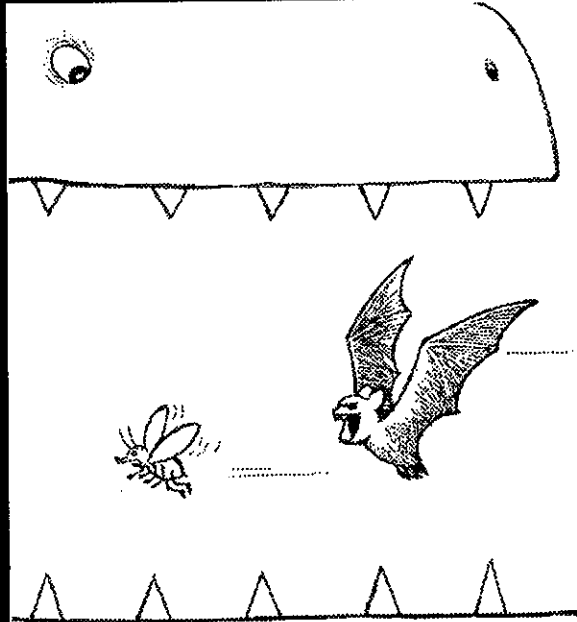
print  
letters  
and  
word

s n a k e      t u r t l e      f o x      6

★ Letter-sounds we know: Aa Bb Cc Dd Ee Ff Gg Ii Jj Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Xx  
 Words we know: a an and ant at bad bat bed best big bug cab can cap cat dad did  
 dig dip dot fan fat fist fit fox fun gas get gift I if in is it jet jug jump lamp lap  
 mad man men mom mop nap nest net not odd off on ox pan pants pass pet pen  
 pig pin pot quilt quit rat red rest rip rug run sat see send set sit six slip spot  
 stop tag tell ten tent test the top tub up van vex wet will win yak yes zip  
 Can you read these sentences?



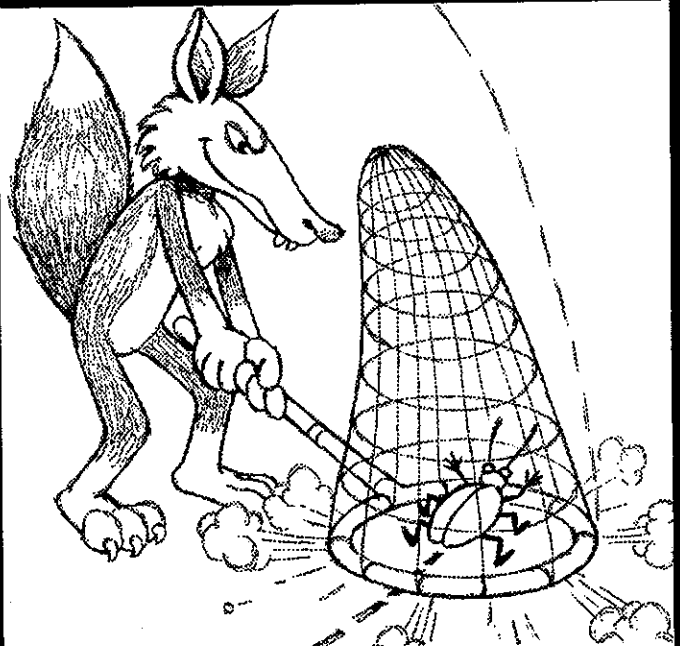
I can see a bug on a rug.



Can the bat get the bug?



The fox quit the race.

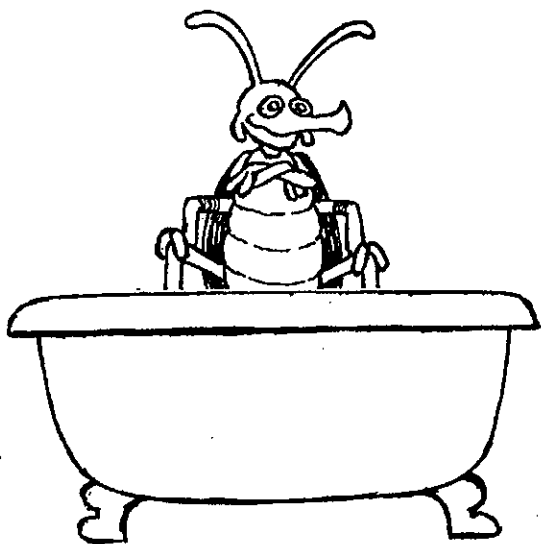


The fox can net the bug.

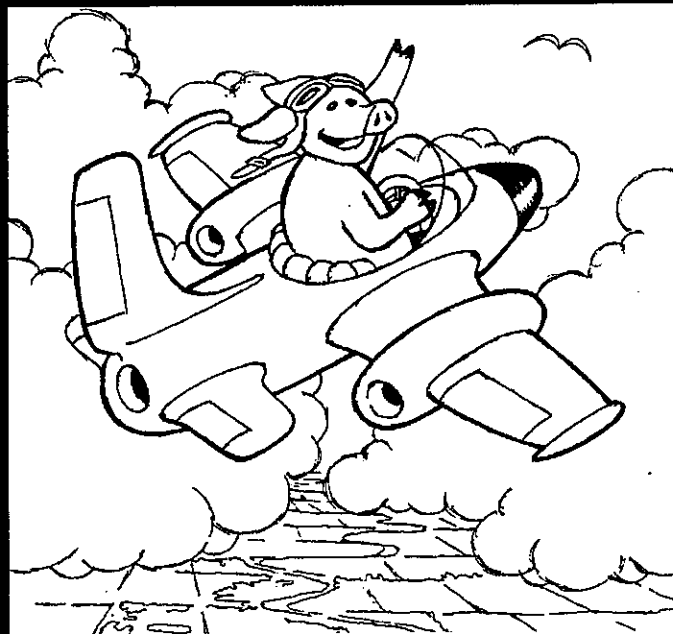
★ Letter-sounds we know: Aa Bb Cc Dd Ee Ff Gg Ii Jj Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Xx

Words we know: a an and ant as bad bat bed best big bug cab can cap cat dad did dig dip dot fan fat fist fit fox fun gas get gift I if in is it jet jug jump lamp lap mad man men mom mop nap nest net not odd off on ox pan pants pass pet pen pig pin pot quilt quit rat red rest rip rug run sat see send set sit six slip spot stop tag tell ten tent test the top tub up van vex wet will win yak yes zip

Can you read these sentences?



The bug must get in the tub.



The pig is up in the jet.

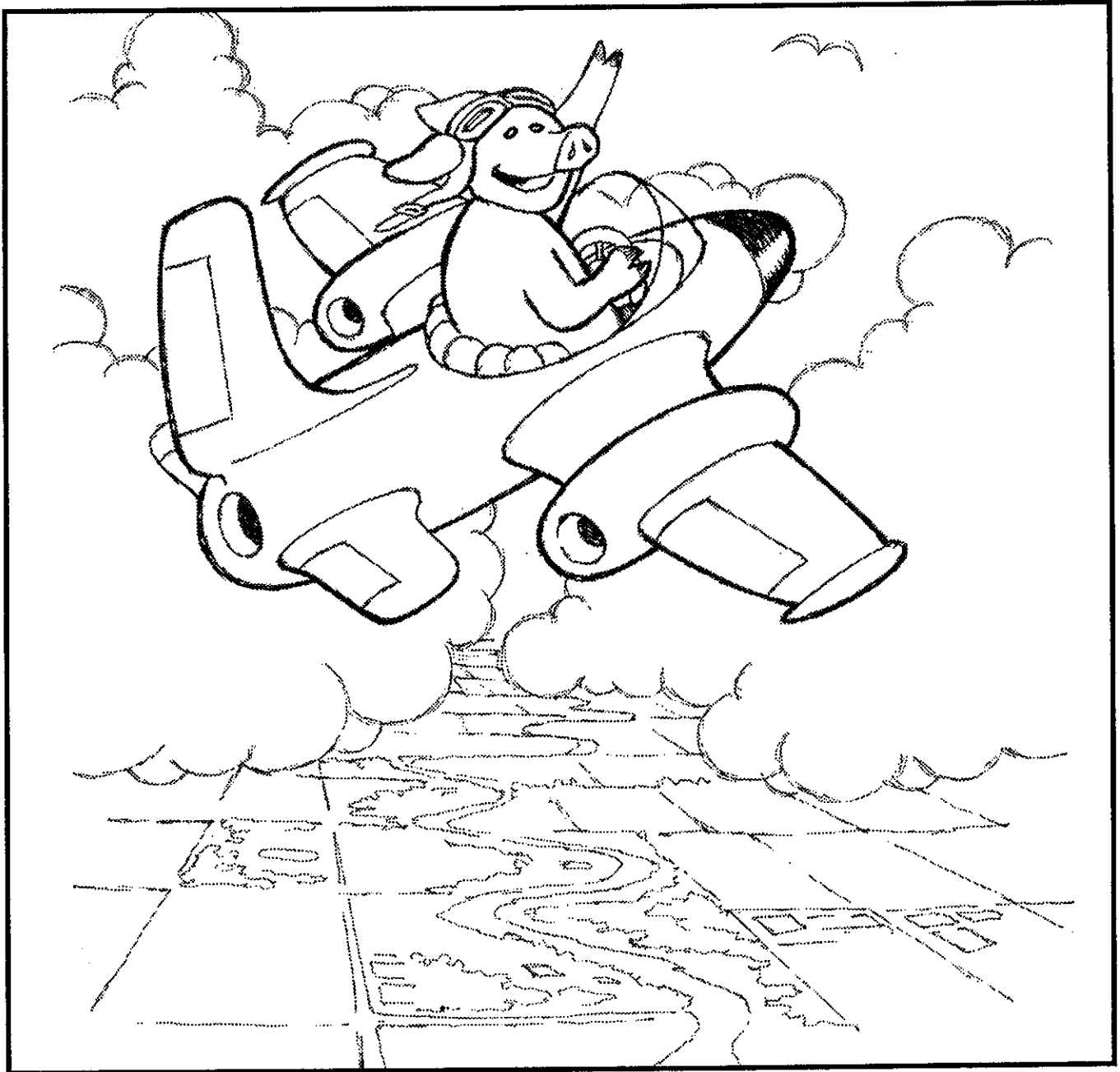


Can you see? Did it quit?



The queen is mad.

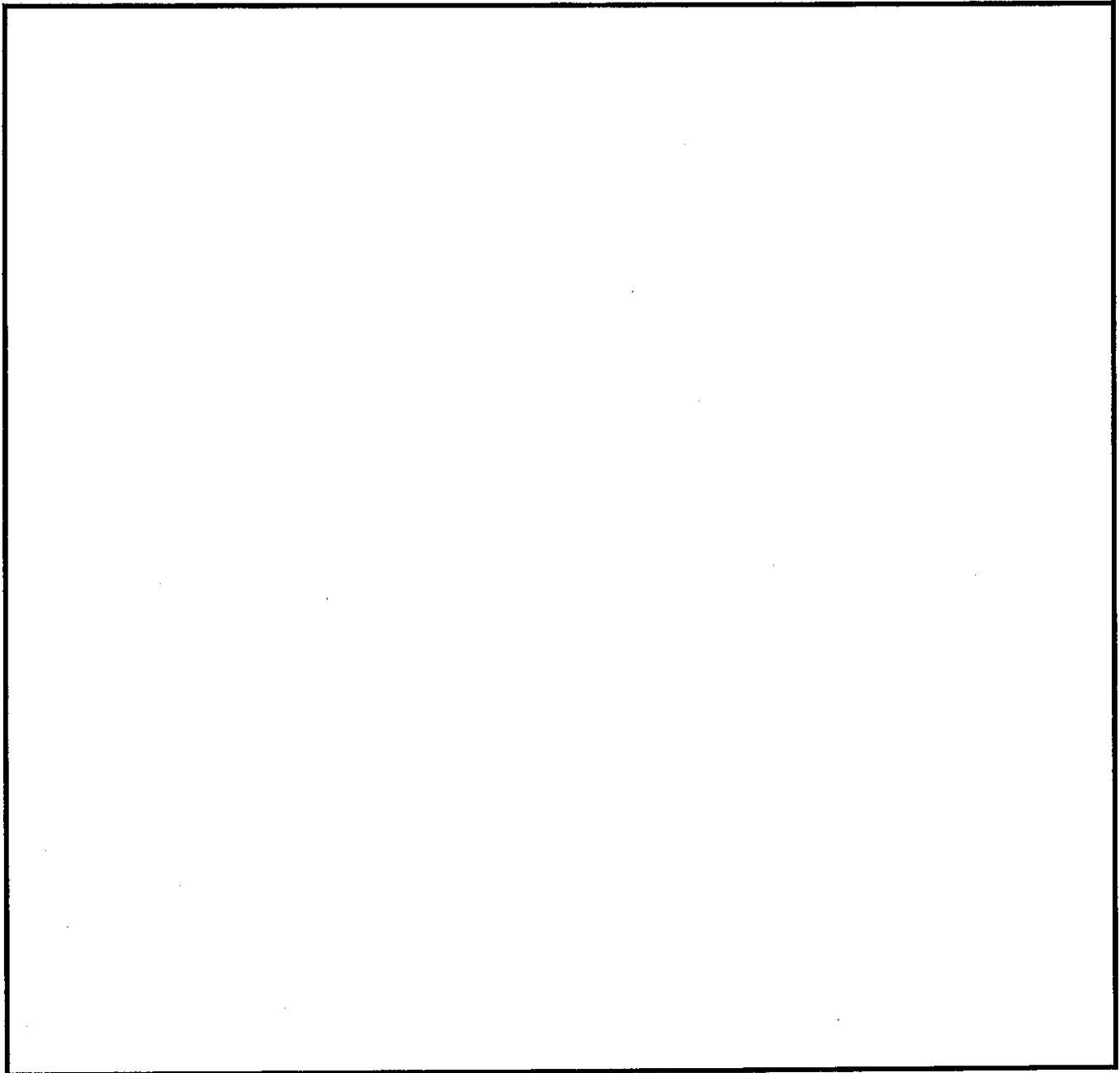
★ Copy the sentence. Color and add to the picture.



See the pig in the jet?

Blank lines for writing the copied sentence.

★ Write a sentence with your words. Draw the picture.



Two horizontal lines, one solid and one dashed, forming a writing area for the sentence.

Two horizontal lines, one solid and one dashed, forming a second writing area for the sentence.



★ See the umbrella?  
I can get it up.

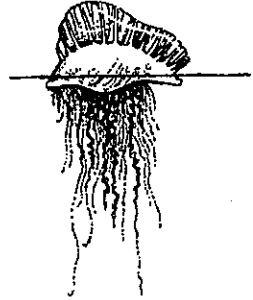


★ See the queen?  
I must not get the  
queen mad.

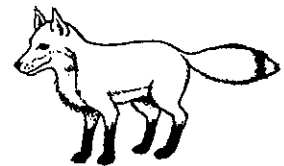


★ Yes! The  
pig can sit in  
the jet and  
get it up.

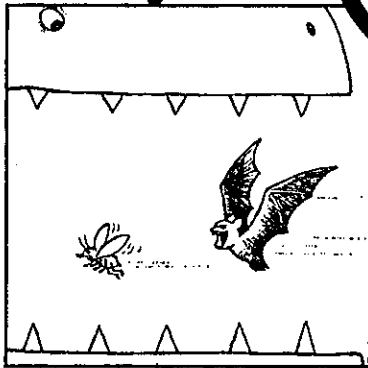
★ Can you see  
the jellyfish? I  
can see the jelly-  
fish.



**How  
many can you  
read?**



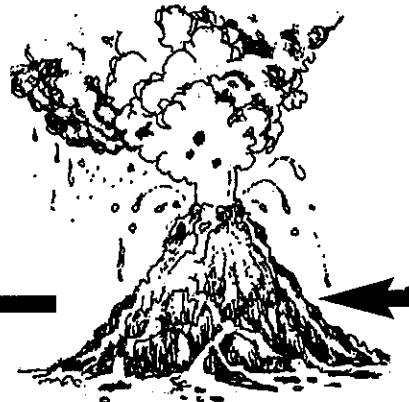
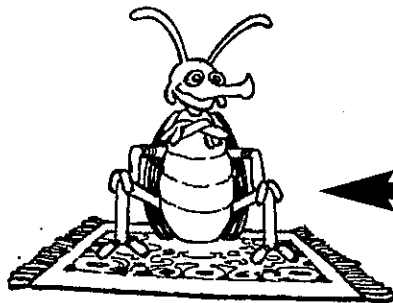
★ See the fox?



★ Will the bat  
get the bug?

★ See the volcano?  
Can I sit on the  
volcano? Can I stand  
in the volcano?

★ The bug sits on the rug.



Letters and Sounds: Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj  
 .Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy .Zz

# Yy Hh Kk Ww Zz



Yy



yak fly vowel or consonant

Hh horse



Kk kangaroo



Ww wart  
hog



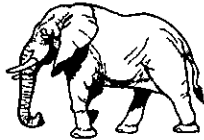
Zz zebra



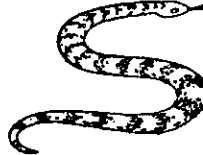
consonants



y



e



s

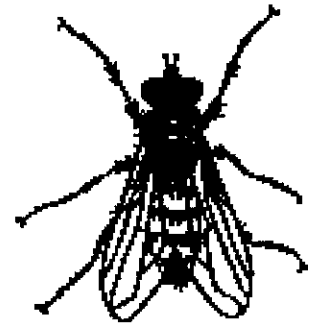
Here y is at the beginning of the word yes, so y is a consonant.

## Y is different-

Sometimes y is a consonant. Most times y is a vowel.



**yak** : When a word starts with y, the y is a consonant.



**fly** : When a word ends with y, the y is a vowel.



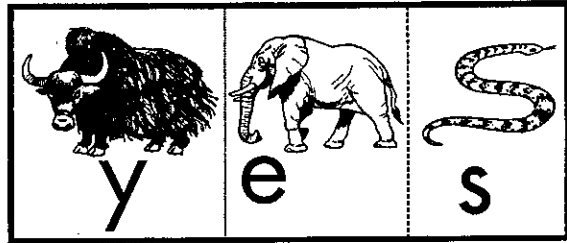
yes





★ Word cards to color, cut out, fold, paste and play with to learn.

yes

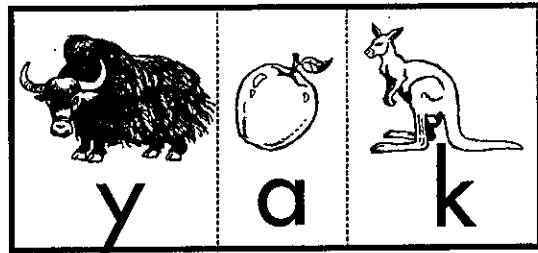


yes

★ **Yes:** O.K.;  
agreement,  
permission.  
Opposite of no.



yak

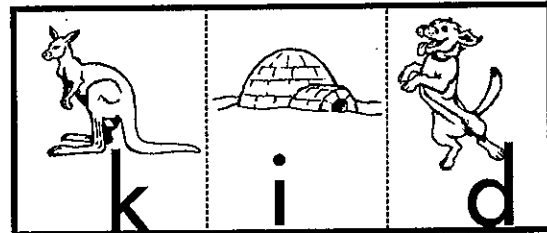


yak

★ 1. A long  
haired Asian  
Ox. 2. To talk:  
(yakity-yak).

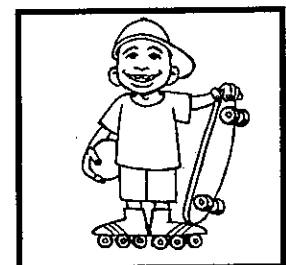


kid



kid

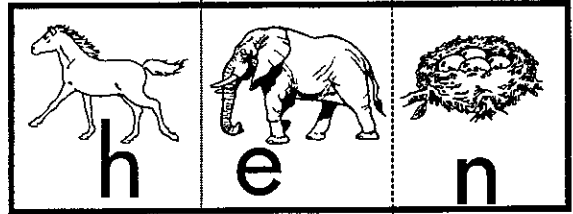
★ 1. A child.  
2. A baby goat.  
He's a good **kid**.  
3. To fool; I **kid**  
you not.





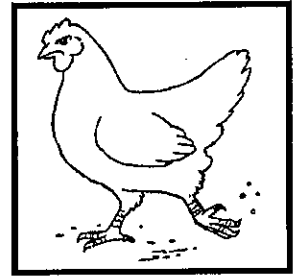
★ Word cards to color, cut out, fold, paste and play with to learn.

hen

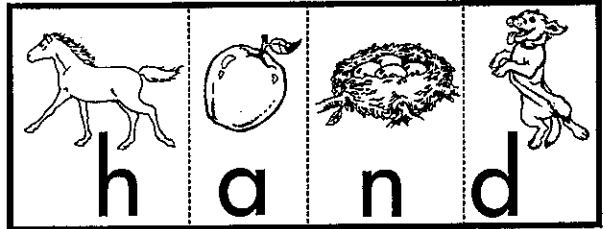


hen

★ A female chicken that lays eggs.

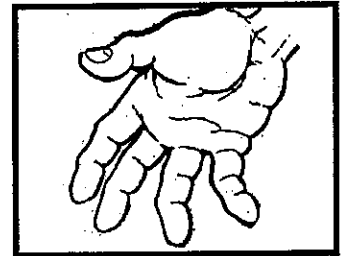


hand

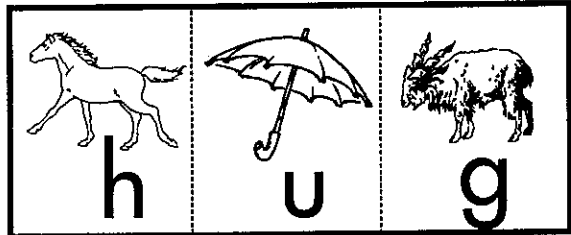


hand

★ The part of the arm below the wrist- used for grasping.



hug



hug

★ A fond embrace in the arms. Grandma will **hug** Mary.

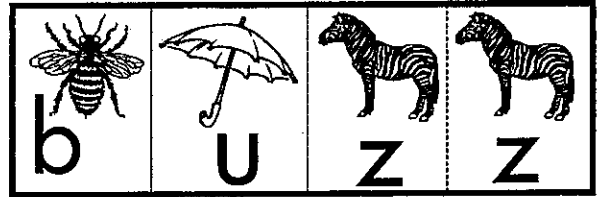




★ Word cards to color, cut out, fold, paste and play with to learn.

buzz

★ The double z sounds like one z.

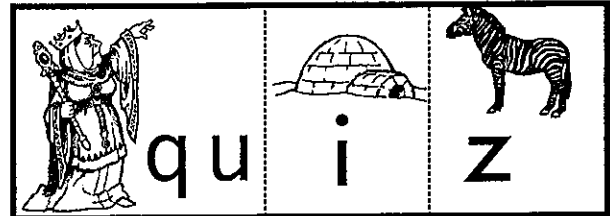


buzz

★ Noise made by a flying bug. The bug will **buzz** to the light.

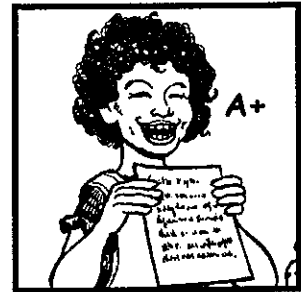


quiz

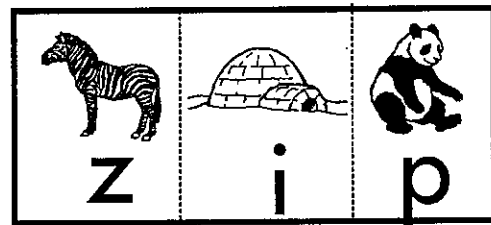


quiz

★ A short test that may be written or oral. Keisha did well on the quiz.

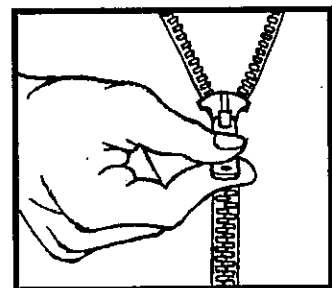


zip



zip

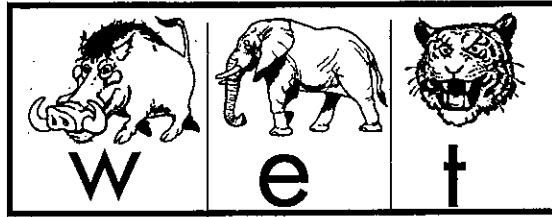
★ To work a zipper. **Zip** up your sweater.





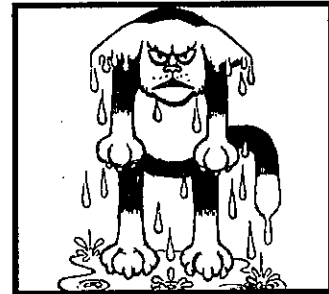
★ Word cards to color, cut out, fold, paste and play with to learn.

wet

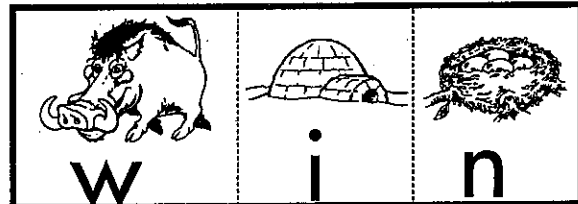


wet

★ Soaked with water: The cat got very **wet**.

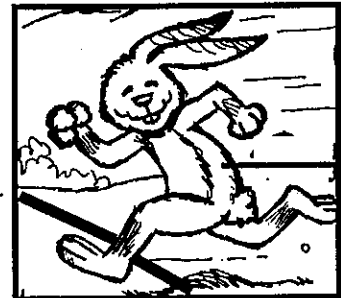


win

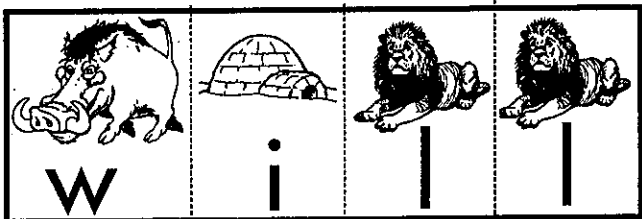


win

★ To perform best for the award. The fast rabbit will **win** the race.



will



will

★ 1. It is going to happen; 2. determination; Jon **will** read the story.



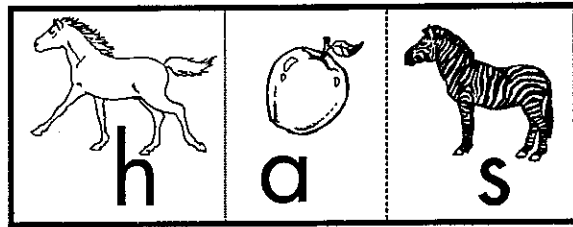




★ Word cards to color, cut out, fold, paste and play with to learn.

# has

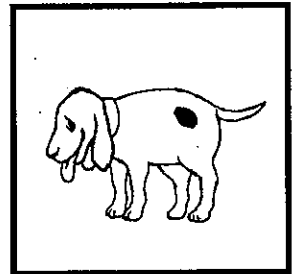
★ The **S** in **has** sounds like **Z**.



## has

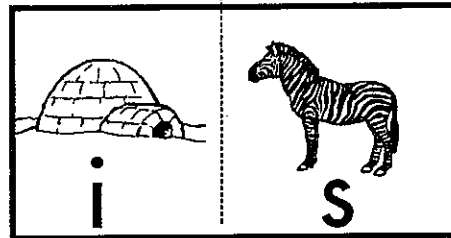
★ to have; The dog **has** a spot.

★ Notice how the **S** has the **Z** sound of Zebra



# is

★ The **S** in **is** sounds like **Z**.



## is

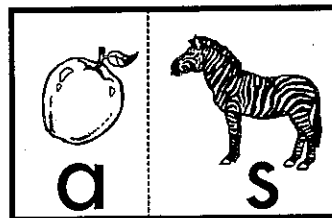
★ to be; state of being: The cat **is** wet.

★ Notice how the **S** has the **Z** sound of Zebra



# as

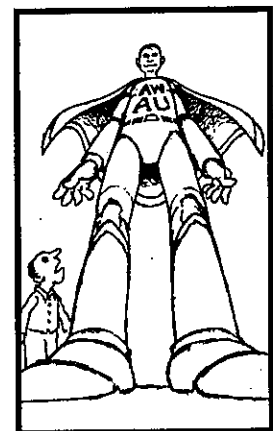
★ The **S** in **as** sounds like **Z**.



## as

★ like; in comparison: Paul **is as** tall **as** a tree.

★ Notice how the **S** has the **Z** sound of Zebra





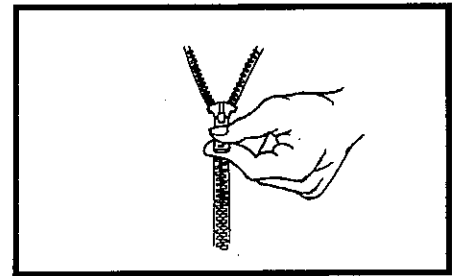
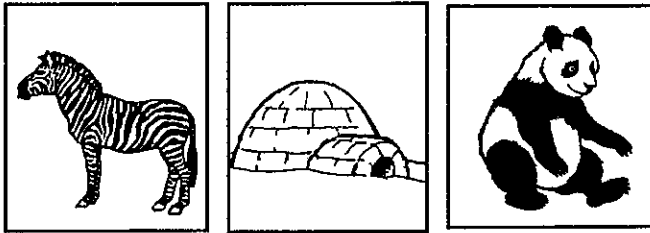
★ Can you print the letters and words?

abcdefghijklmnopqrstuvwxyz

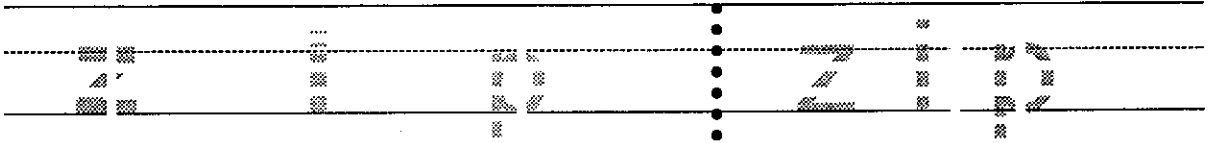
l e t t e r s

w o r d s

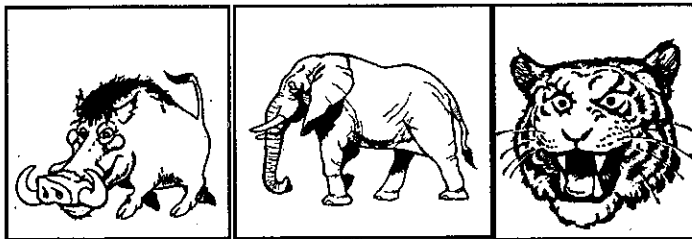
sound  
icon



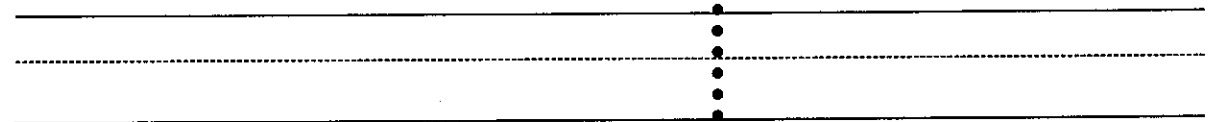
print  
letters  
and  
word



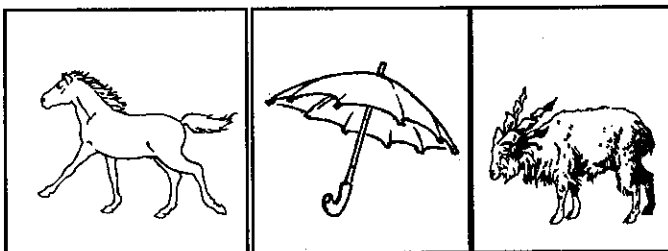
sound  
icon



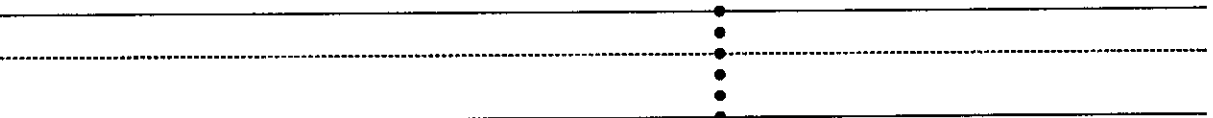
print  
letters  
and  
word



sound  
icon



print  
letters  
and  
word



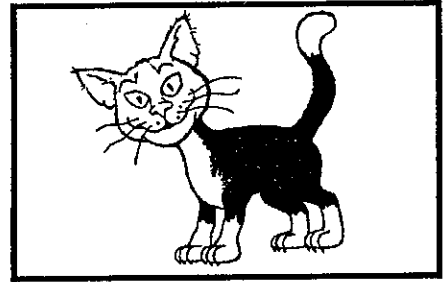
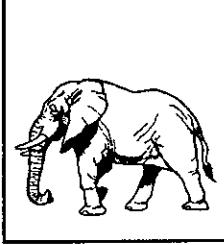
★ Can you print the letters and words?

abcdefghijklmnopqrstuvwxyz

l e t t e r s

w o r d s

sound  
icon



print  
letters  
and  
word

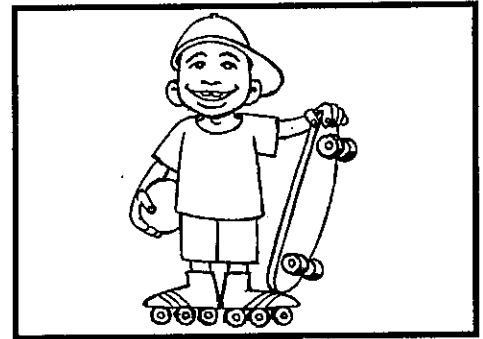
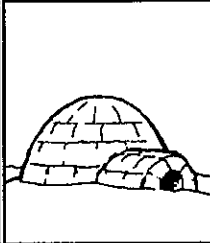
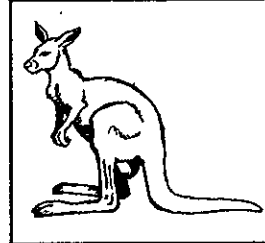
p e t

p e t

p e t

pet

sound  
icon



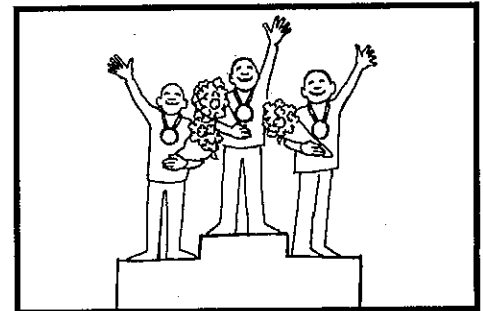
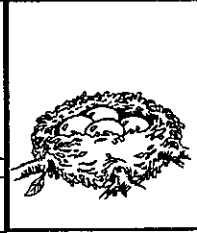
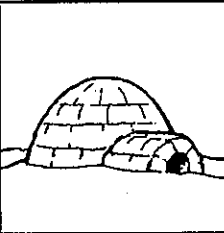
print  
letters  
and  
word

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sound  
icon



print  
letters  
and  
word

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

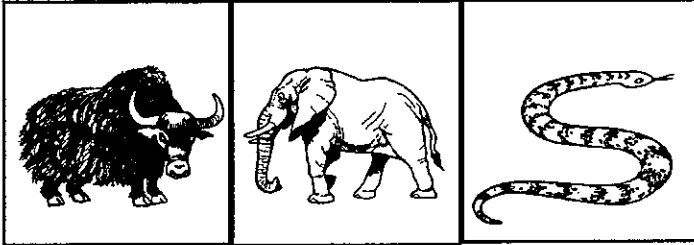
★ Can you print the letters and words?

abcdefghijklmnopqrstuvwxyz

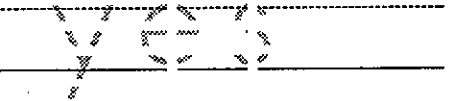
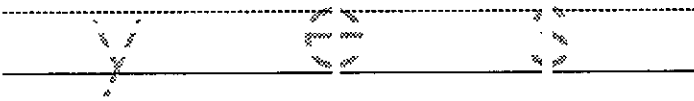
l e t t e r s

w o r d s

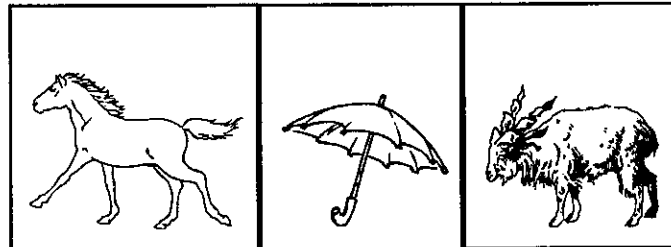
sound  
icon



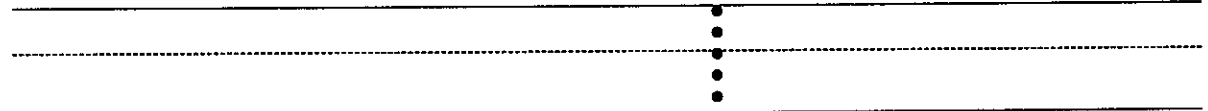
print  
letters  
and  
word



sound  
icon



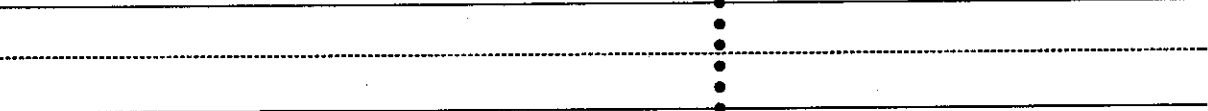
print  
letters  
and  
word



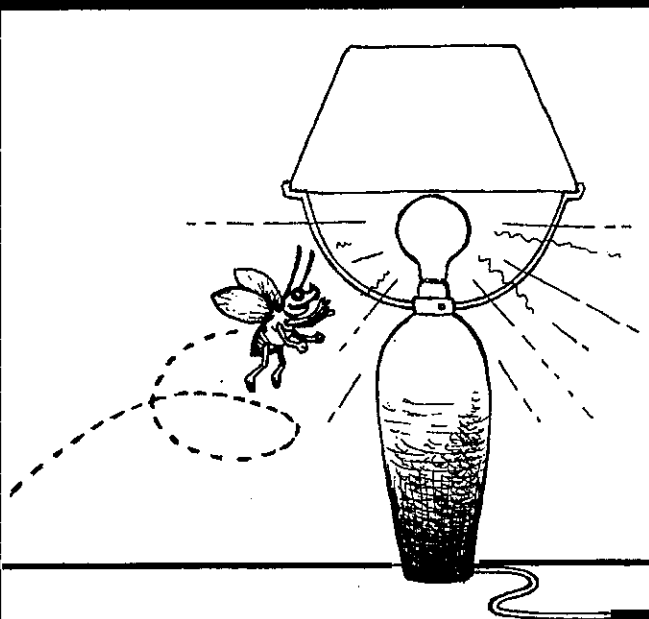
sound  
icon



print  
letters  
and  
word



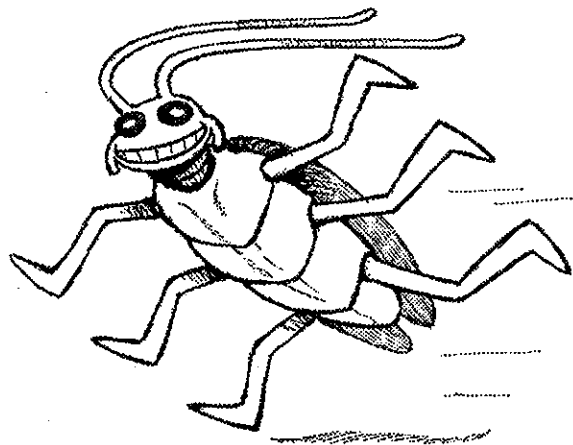
H Letter-sounds we know: Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn  
 Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz Words we know: a an and ant as  
 at bad bat bed best big bug buzz cab can cap cat dad did  
 dig dip dot fan fat fist fit fox fun gas get gift hand has hen  
 hug I if in is it jet jug jump kid lamp lap mad man men  
 mom mop must nap nest net odd off on ox pan pants pass  
 pet pen pig pin pot quilt quit quiz rat red rest rip rug run  
 sat see send set sit six slip spot stop tag tell ten tent test  
 the top tub up van vex wet will win yak yes zip  
 Can you read these sentences?



The big bug will buzz the lamp.



Will the ten men fit in the cab?

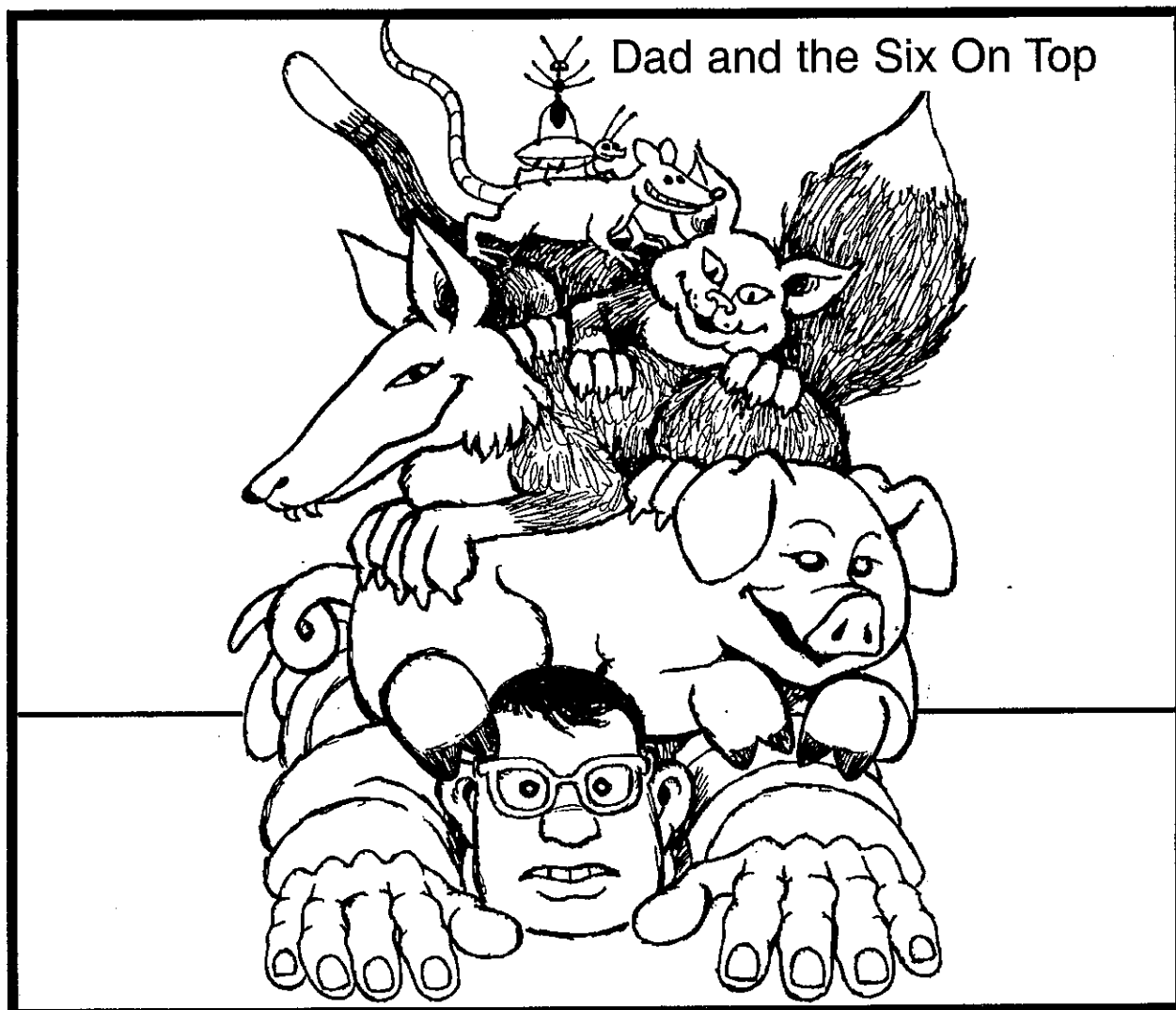


See the big bug run? Can the big bug jump? Will the big bug jump in the bed?



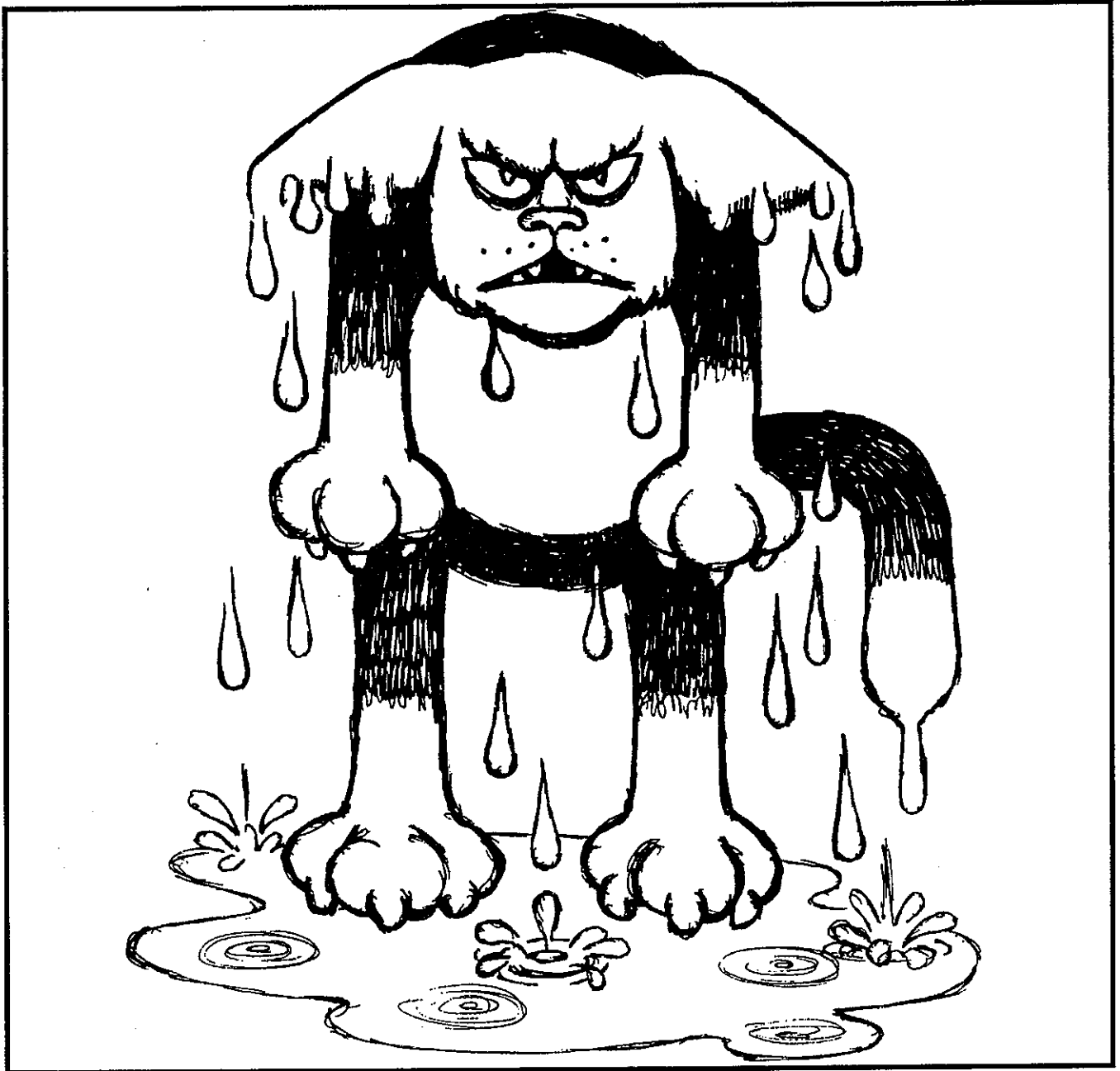
I can get the pants. The tag is ten.  
 I can hand up the ten.

★ If you need to- use your finger or a piece of paper to help you keep your place.



The odd ant is up on top the big bug. See it?  
The odd ant and the big bug rest on the bad rat. See it?  
The odd ant and the big bug and the bad rat rest up on top the wet cat. See it?  
The odd ant and the big bug and the bad rat and the wet cat rest on the red fox. See it?  
The odd ant and the big bug and the bad rat and the wet cat and the red fox rest on the big fat pig. See it?  
The odd ant and the big bug and the bad rat and the wet cat and the red fox and the big fat pig rest on Dad. See Dad? Is it fun? Dad can not get up. Is Dad mad?

★ Copy the sentence. Color and add to the picture.

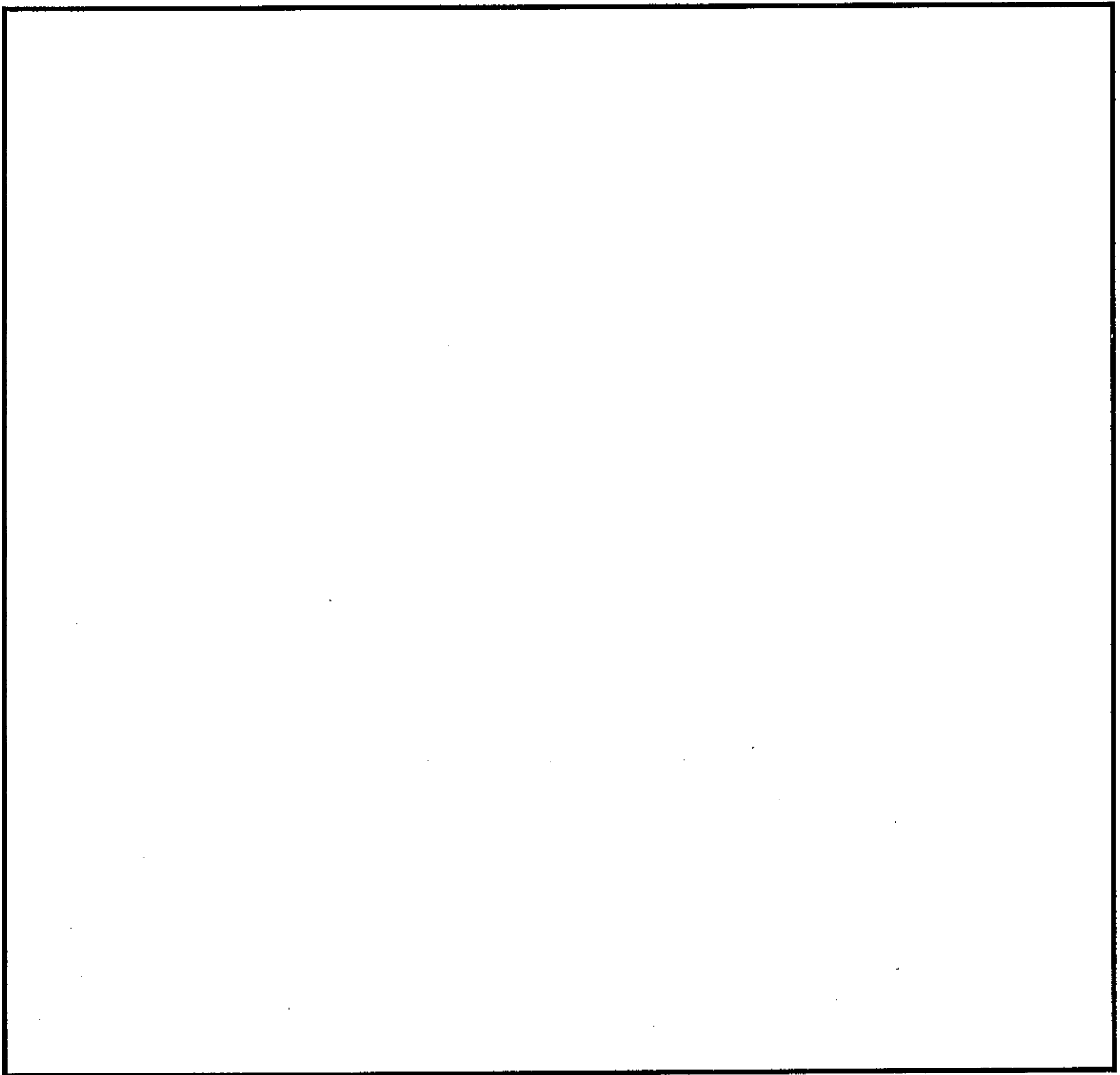


The cat is mad it is wet.

Blank lines for copying the sentence.

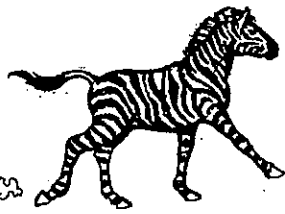


★ Write a sentence with your words. Draw the picture.



Two horizontal lines, one solid and one dashed, forming a writing area for the first sentence.

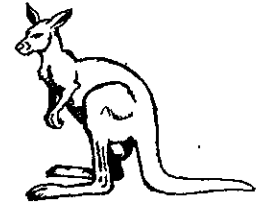
Two horizontal lines, one solid and one dashed, forming a writing area for the second sentence.



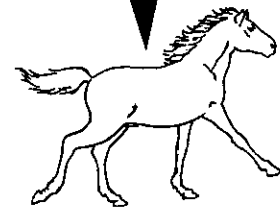
★ See the Zebra?  
The Zebra will not rest.



★ See the Yak?  
Yes. It is a big Yak.

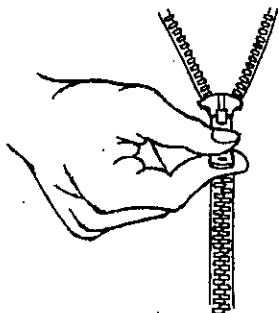


★ Can you see  
the Kangaroo?  
The Kangaroo can  
jump and jump  
and jump.



★ See the Horse?  
The Horse can run  
the best and win.

**How  
many can you  
read?**



★ Can the kid zip  
it up? I can not zip  
it up. Mom can get  
it. Mom can zip it  
up.

★ See the Warthog? The Warthog  
is not a pet pig. Is the Warthog odd?



★ The Cat is wet. Is the cat mad?  
Did the cat get in the tub?



★ I can tell  
the kid is fun.

# Vowels and Consonants

This is the alphabet. 26 letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

These letters represent vowel sounds.

a e i o u and usually y

These are the consonants y is a consonant when it's at the beginning of a word.

b c d f g h j k l m n p q r s t v w x y z



**Vowels:** Vowel letter sounds are sounds you can sing out with your mouth wide open like an opera singer and your tongue or teeth or lips don't get in the way.  
**Consonants:** Consonant letter sounds are sounds you can't sing out from a wide open mouth because your lips or teeth or tongue or throat get in the way making the consonant sound coming out.



The **SHORT** Vowel sounds are:

**a**



apple

**e**



elephant

**i**



igloo

**o**



octopus

**u**



umbrella

You learned the short vowel sounds with the alphabet letter cards.

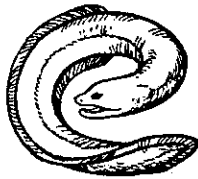
The **LONG** Vowel sounds : each letter says its own name.

**a**



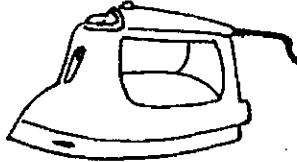
ape

**e**



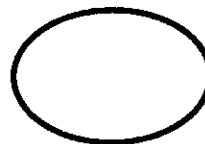
eel

**i**



iron

**o**



Oval

**u**

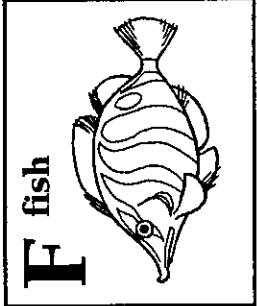
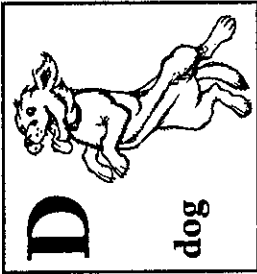
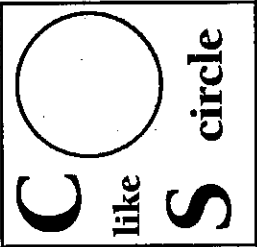
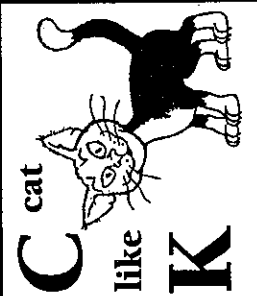


unicorn

You will learn and use the long vowel sounds later.

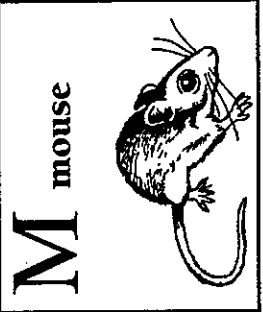
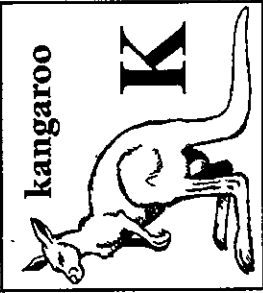
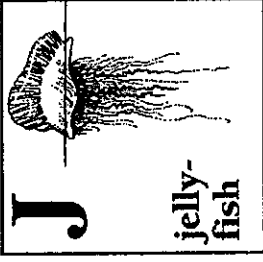
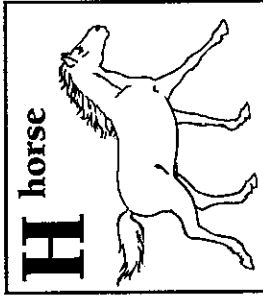
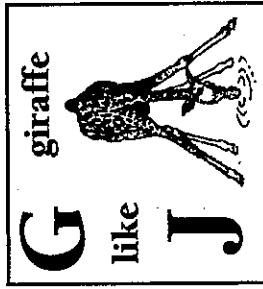
The vowel letters have several sounds. Watch for clues to see which one to use.

# The SOUNDS of the CONSONANTS

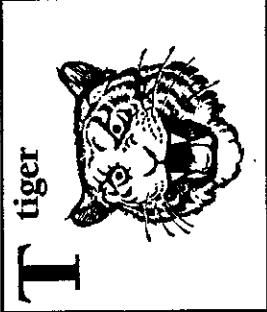
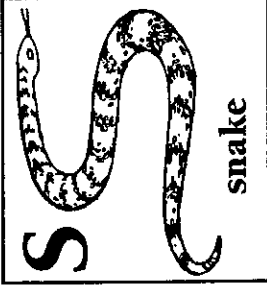
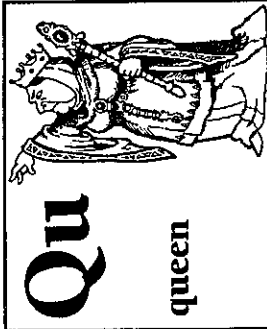


C has 2 sounds. C sounds like K or S.

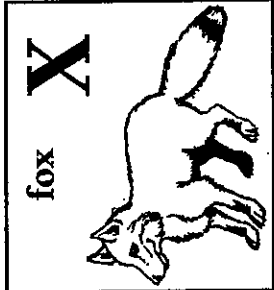
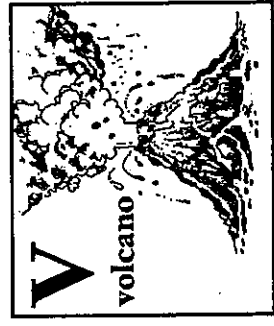
G has 2 sounds: G like goat-



- and G like J in giraffe.



q always has u along



Y at the beginning is a consonant. Y at the end is a vowel. Y has several sounds as a vowel.



X can also sound like Z.

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⊛ Here's a language game you can play to increase the student's phonemic awareness.

# Zhurova's Sound Bridge Game

Zhurova was a Russian educator who used a Sound bridge game to teach kids to be aware of sounds in words they already know. In order for toy animals to safely cross a bridge, the animals had to tell a wise old crow certain sounds in their name. "O.K. cow, what's the beginning sound in your name?" ("kuh"). "Take away the "kuh" from your name, what's left?" ("ow"). Answer correctly, you can cross the bridge. An incorrect answer drops the animal into the river (where alligator awaits).

STOP! In order to cross my bridge you must answer a question about your name. Get it wrong and the 'gater gets you!

YES! Oh Boy oh Boy!  
Come to Papa!

Take the beginning "KUH" sound away from COW.. What's left? Oh! OW?

C'mon! I'm sooo hungry!

CORRECT! You can cross my bridge! YIPPEE! Hooray!

ulp!

STOP! In order to cross my bridge you must answer a question about your name. Get it wrong and the 'gater gets you!

Oh Boy OH Boy! I love piggie!

You are a PIG! Take away the "PI H" sound at the beginning of your name and what is left? Yikes!

YES! I'm sooo hungry!

If you don't know the answer, the alligator gets you!

Will pig know the answer?

Come to papa!

Do you know the answer? Does pig know the answer? Don't you feel sorry for the poor hungry alligator? Will pig get eaten? What do you think?



## ★ Phonemic Awareness \*

**\* Becoming more consciously aware of the SOUNDS in words you already know and can say.**

**phoneme:** (phon=sound, eme= the smallest unit of) -a phoneme is the smallest unit of sound

**grapheme:** (graph=writing, eme=smallest unit of) -the representation of the sound; the spelling of a phoneme. (Careful: the number of graphemes and the number of letters in a word are not always the same. See chart below.)

**morpheme:** (morph=meaning), (eme=smallest unit of)- units of meaning in a word. (Meaning is critical in reading. We'll talk more about meaning later.)

example words	number of phonemes (sounds)	graphemes (sound representations)
1. cat	3 - /k/ + /a/ + /t/	3 - <c> + <a> + <t>
2. man	3 - /m/+/a/+/n/	3 - <m> + <a> + <n>
3. to, too	2 - /t/+/o/ or /t/+/o/	2-<t>+<o> or 2-<t>+<oo>
4. three	3 - /th/ + /r/ + /e/	3 - <th> + <r> + <ee>
5. shade	3 - /sh/+/a/+/d/ ( e is silent )	3- <sh> + <a> + <d> ( e is silent )
6. dough	2 - /d/ + /o/	2 - <d> + <ough>

The best predictor of good reading and spelling achievement by the end of first grade was how well the students knew the uppercase and lowercase letters of the alphabet when they entered<sup>1</sup>. The students must learn to rapidly recognize letters so they can go on to rapidly see word letter patterns. The second best predictor of success was how well the student could discriminate between the phonemes (sounds) of words. Knowledge of phonemes is necessary so that the child becomes aware that these abstracted sounds are components of language that can be manipulated. A baby's brain actually develops in response to the sounds of language it hears. No similar development occurs naturally in response to graphemes.

There are several ways a tutor can further develop a child's phonemic awareness:

1. **Rhyming Words:** The student recognizes words that sound the same. Jack and Jill, went up the hill.
2. **Oddity Tasks:** The student finds the word which is different than the others.  
(beginning sound) dog day man dirt  
(ending sound) cat first mitt girl (middle sound, etc.)
3. **Blending Phonemes Together or Splitting Syllables down into Phonemes:**  
The student understands that phonemes can be blended or combined into "larger" sounds, or that syllables can be broken down into "smaller" phonemes. (see Zhurova's Bridge Game)
4. **Phonemic Segmentation:** The student can correctly segment a word into its component phonemes. (see Zhurova's Sound Bridge Game)
5. **Phonemic Manipulation:** The student can add, delete, move or substitute phonemes in words to make new words. (see Phonanimals)

<sup>1</sup>. U.S. Office of Education Cooperative Research First Grade Studies, 1967

Hi kids!  
Mooooo!



# Phonanimals

⊙ A phonemic manipulation game.

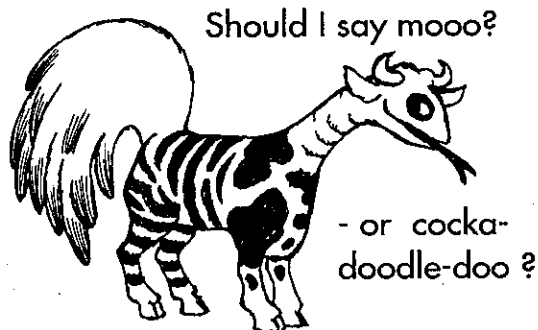
1. Take the "ele" from an elephant.  
Add the "moo" from a moose (or a cow).  
Add the "key" from a monkey (or a lock).  
And you've made yourself an "elemookey".

2. Take the "squ" from a squirrel,  
Add the "easel" from weasel (or an artist).  
Now take very good care  
of your brand new pet "squeasel".

3. Take the "roa" from a cockroach  
(or a boat).  
Add the "go" from a goat.  
Take the "pot" from a hippopotimus.  
Take the "i" from a fish.  
Take the "gator" from an alligator.  
Watch out! Here comes a "Roagopotigator"!



Hi!  
What  
am I?



Should I say moooo?

- or cocka-  
doodle-doo ?

4. Take the "s" from a snake.  
Add the "ow" from a cow.  
Add the "ze" from a zebra.  
Add the "roo" from a rooster.  
Scales and hair and feathers too,  
it's your brand new "sowzeroo"!

⊙ Now it's your turn to make up a new critter from parts of the names of other critters. Draw a picture of your phonanimal and then tell how to take care of it. What does it like to eat? Can you teach it any tricks? Does it have any special abilities? (The elemookey can vacuum rugs with its trunk! Mom will like that.) Where does it like to sleep? What does it dream about?

## Phonanimal Babies (answers may vary! Make up your own.)

1. What do you get when you cross a dog and a fish?.....A fog and a dish.
2. What do you get when you cross a mouse and a hen?.....A house and a men.
3. What do you get when you cross a snake and a frog?.....A frake and a snog.
4. What do you get when you cross an elephant and a hamburger?  
.....A hamphant and an eleburger. (yummy yum yum)
5. What do you get when you cross a caterpillar and a watermelon?  
.....A waterpillar and a catermelon.
6. What do you get when you cross a goose with a monster?  
.....A moose and a gonster.
7. What do you get when you cross a desert with a bicycle?.....Very thirsty.

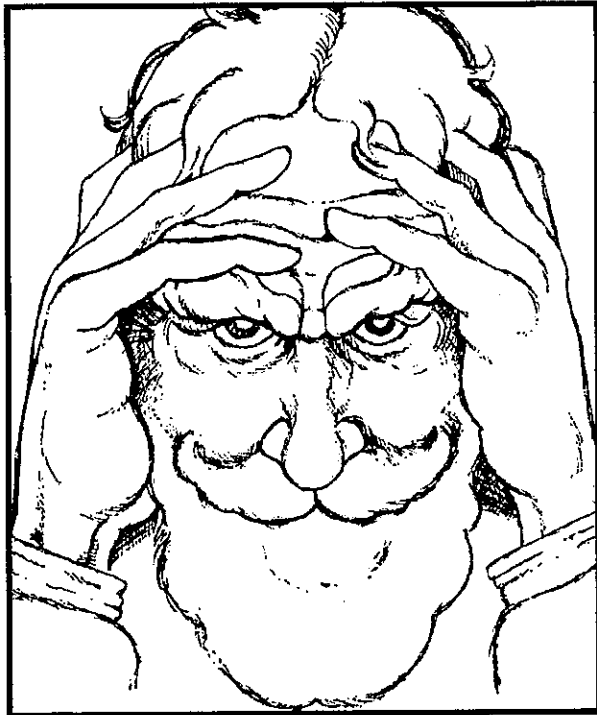
# What am I?



Take the "roa" from a cockroach.  
Add the "go" from a goat.  
Take the "pot" from a hippopotomus.  
Take the "i" from a fish.  
Take the "gator" from an alligator.  
Watch out! Here comes a "Roagopotigator"!  
...and he's MAD!



# GHOUGHTPTERGHYTEAU!



What? What did you say? I said Ghoughtpterghyteau! Many words in our English language are hard to read because they are spelled so strangely! Our language contains a mix of words from other languages, so we have a variety of ways to spell sounds. George Bernard Shaw, the British playwright, made fun of our struggle with spelling by presenting the word Ghoughtpterghyteau, which is explained below. But don't give up! Most of the common words in our language are phonetically regular and "follow the rules". The same 100 words make up about half of all written words. So if you can read and

spell these 100 words, then you can already read and spell about half of the words you'll ever read and write. Now here's Ghoughtpterghyteau:

**GH** is **P** as is found in the word hicc**ouGH**  
**OUGH** is **O** as is found in the word th**OUGH**  
**PT** is **T** as is found in the word **PT**omaine  
**EIGH** is **A** as is found in the word n**EIGH**  
**BT** is **T** as is found in the word de**BT**  
**EAU** is **O** as is found in the word bur**EAU**

That's right: You say tomato, and I say tomahto; you say potato, and George says Ghoughtpteighyteau! Keep your sense of humor and you'll be all right. This is why kids need to learn some "non-regular" words by seeing them (flash cards will help) and writing them a lot. (Oh, and future Vice Presidents take note: there is no E at the end of potato.)



## What's hard about Reading?

George Bernard Shaw made fun of the English language with "Ghoughpterghbteau" but Stanley Sharp says that English is by far the hardest of the alphabetic languages to learn to read! (The Real reason why Johnny still can't Read, Exposition Press, 1982.) Mr. Sharp went on to say that "...only when teachers make this fact known to parents will there be a chance that the criticism of teachers and

schools will cease." Mr. Sharp pointed out that his research demonstrated that the 44 sounds of the English language can be spelled at least 653 ways. "This means," he continued, "That each sound can be spelled an average of 14.8 ways."

(Actually, the sh sound can be spelled 28 different ways and the schwa uh sound is spelled at least 36 ways.)

Mr. Sharp was reacting to claims made by Rudolph Flesch (*Why Johnny can't Read*, 1955, and *Why Johnny Still Can't Read*, 1981.) Mr. Flesch declared that once a student learned some phonics rules (under 100) and applied them, up to 97.4 per cent of all words would be regular phonics rule based words the student could read. Mr. Sharp countered with the information that computer programmers required hundreds of rules to decode text and then were still left with lots of words that remained undecoded. Sharp quoted Rolf Johnson, an English Professor at the University of Illinois who said that 80 per cent of all words in English are *not* spelled phonetically.

The reading debate continues. Today experts agree that English is a hard language to learn to read. Most experts agree that learning to read should be part of a language arts program that includes speaking, listening, writing, spelling, phonics and sight word development, drama and watching (Yes, watching skills! Don't turn off the critical or analytical language arts thinking in front of the TV or at the movies!). This program, *The Art of Reading*, additionally incorporates the processes by which a student records the observed world and presents these observations in art. Visual Art becomes a powerful tool in the integrated development of language arts and reading.

Phonics Rules are presented in this program along with consistent sound icons that help in decoding the spelling variations Mr. Sharp spoke of. Cartoon characters illustrate letter patterns and rules that work much of the time. But there are exceptions to every rule, and some rules work better than others. Even if a rule only works about half the time (like the "Two vowels go walkin', the first one does the talkin'" rule) it can be helpful with half the words encountered. Then you'll have to remember the "outlaw words" that don't follow the rules.

To learn to read, you can have fun; but you will have to memorize and you will have to practice and use a dictionary and spell-check. Reading has been defined as "the joining of what's on the page with what the reader brings to the page. The more you bring, the better you'll read."

# About The Author



## In Loving Memory of David H. Schluenz

June 16, 1938 – December 12, 2003

Father, Teacher, Friend

Dave Schluenz is remembered by all who knew him for his love of teaching and love of life. He enjoyed traveling the world, creating art and spending time with friends. Dave attended Augustana College and the Art Institute in Chicago, where he received a Bachelor of Fine Arts degree. He also served in the United States Navy. Mr. Schluenz taught life skills and creative courses at Reedsburg High School in Wisconsin for 15 years. He also taught reading and art to children at U.S. military installations in Japan and Germany during the 14 years he was employed by the Department of Defense Education Activity. While teaching at an elementary school on Yokota Air Base Japan, Mr. Schluenz developed and oversaw a hugely successful one-to-one adult volunteer after-school tutoring program and began creating *The Art of Reading* incorporating techniques he honed through his years of devoted teaching. He worked diligently toward its completion through his battle with amyotrophic lateral sclerosis (ALS), and left these books as his legacy. Any tutor-student pair who fully embraces *The Art of Reading* is sure to enjoy a positive experience for the duration of the process of learning to read. It was Mr. Schluenz's wish to have *The Art of Reading* made available at no cost to the tutor. Anyone who finds his work useful is invited to make a donation to the Greater Philadelphia Chapter of the ALS Association (details below).

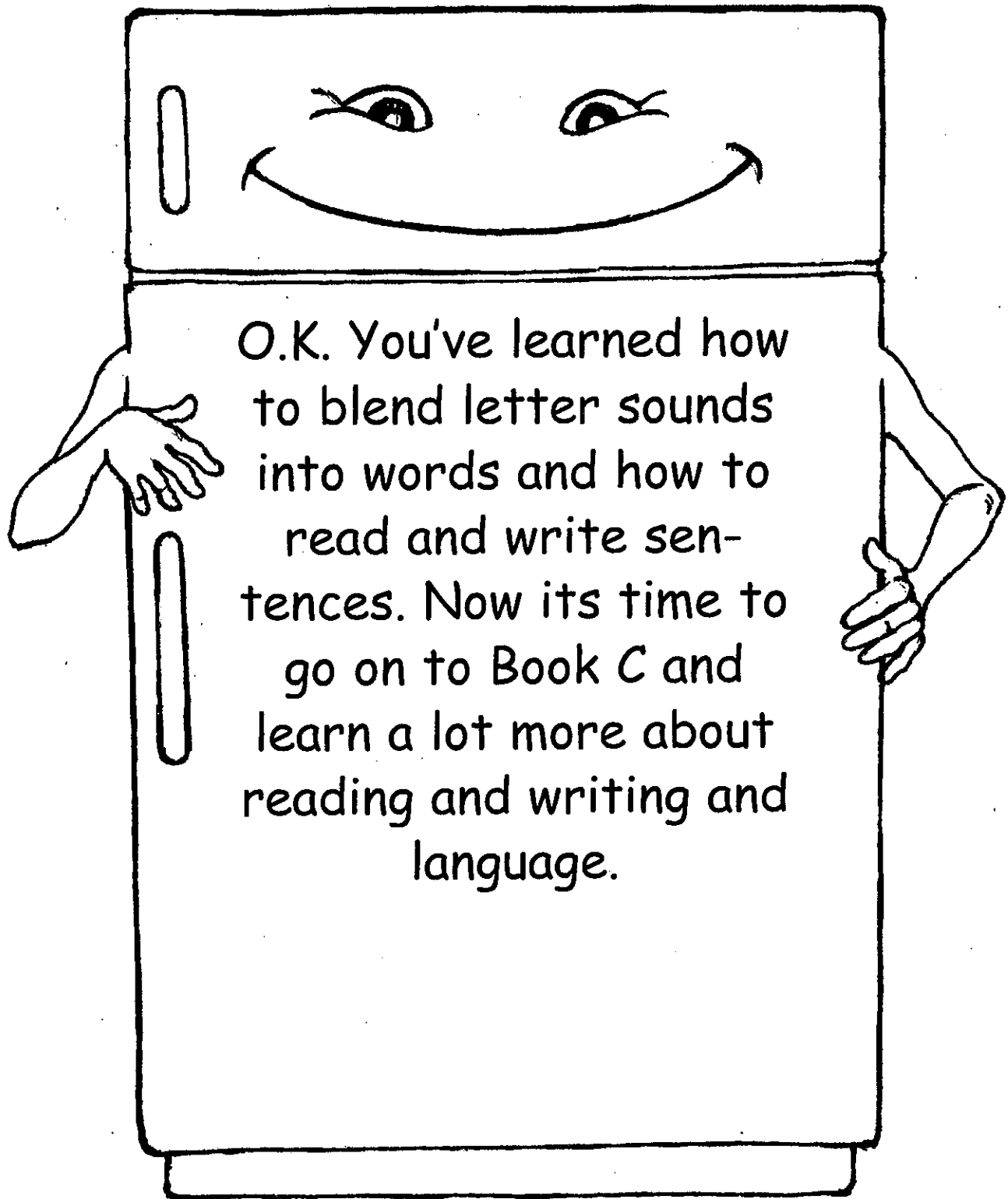
Memorial Contributions can be made to:

The ALS Association  
Greater Philadelphia Chapter  
Springhouse Corporate Center  
321 Norristown Road, Suite 260  
Ambler, PA 19002

Donations can be made online at:

<https://www.alsphiladelphia.org/donate-online>





O.K. You've learned how to blend letter sounds into words and how to read and write sentences. Now its time to go on to Book C and learn a lot more about reading and writing and language.

# The Art of Reading Book B

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

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_