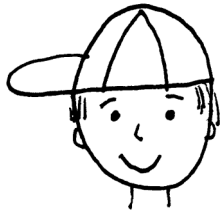


Learning The Alphabet

A B C



With Handwriting Readiness

WORKBOOK 2

Teaches letters:

s, j, o, c, d, a, v, g, p, k, y, q, z

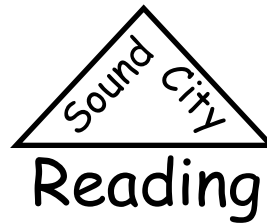
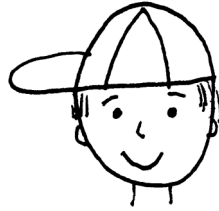
Letters And Sounds

Phonemic Awareness

Letter Discrimination

Handwriting Readiness

Working With Plastic Letters



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Germantown, TN 38138
(901) 737-4466
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Printed in the United States of America

The games and activities described in this book can be found at <http://www.soundcityreading.com>.

The fonts used in producing this book can be purchased from Educational Fontware, Inc, at 1-800-806-2155 or <http://www.educationalfontware.com>.

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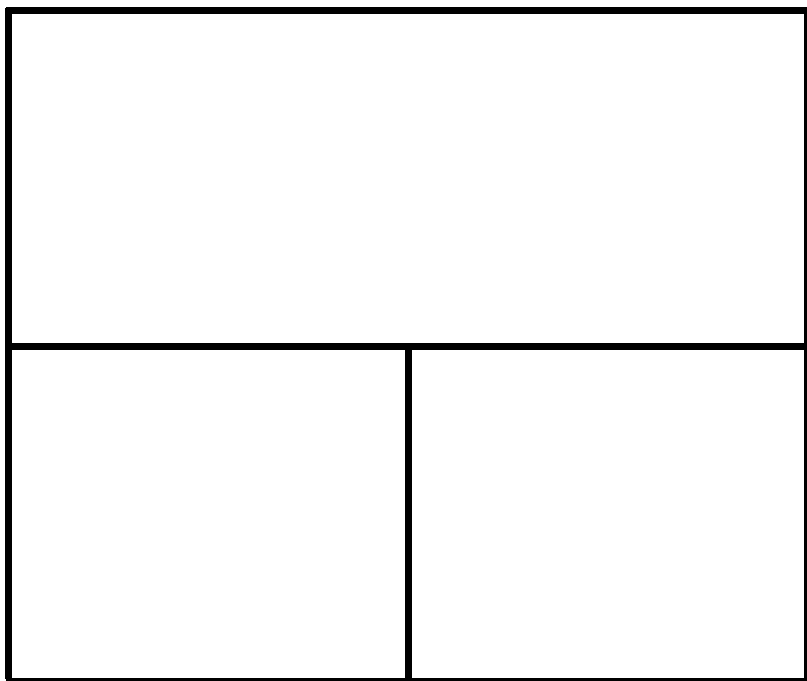
- 1) Easy oral blending, 2) Handwriting readiness, 3) Sound story (letters and sounds),
- 4) Large letters to finger trace, 5) Small letters to trace, 6) Visual letter discrimination, 7) Beginning sound awareness, and 8) Rhyming pictures.

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Note: The other letters are taught in Book 1-A.



Segmenting Frames



This page is left blank so the page can be removed and the segmenting frames on the front can be cut out.

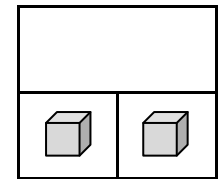
Segmenting

Segmenting means taking a word apart, separating it into its individual sounds. At this level, students will be introduced to segmenting by learning to separate two-syllable words into individual syllables. For instance, *football* becomes *foot.....ball*, with a pause between the syllables.

Materials: Use the oral blending pages in this book. The first two oral blending exercises use compound words. Some of these have three syllables. Skip these two sets. All the other oral blending exercises use two-syllable words. Any of these pages may be used.

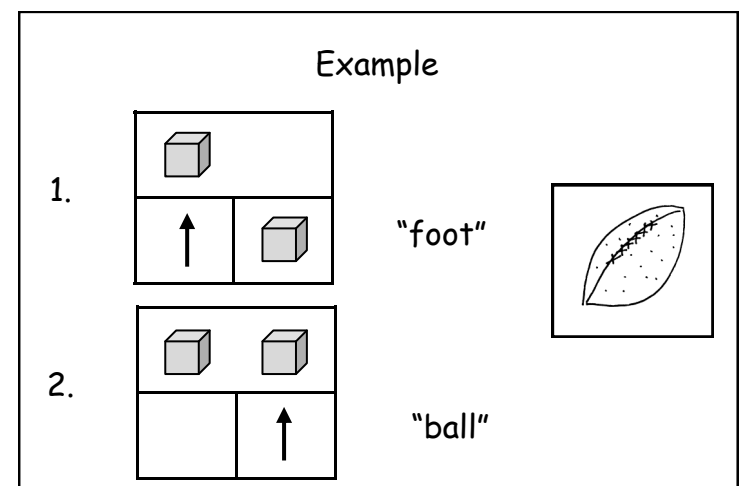
You'll need two small objects for each student. Colored one-inch cubes or teddy bear counters work well. They are available from school supply stores. You could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square would work, too.

Segmenting frames are included in this book. Remove the page and cut out each frame. Put the two small objects in the bottom spaces, as shown. You will need one frame per student.



To do the activity:

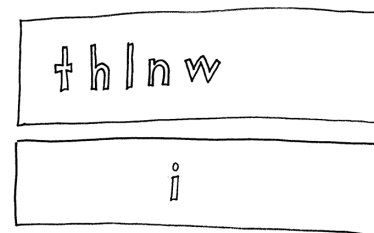
- 1) Model segmenting while the student watches. Point to the first picture on the page. Say the word normally. Then show the student how to break the word apart. The oral blending page shows you where to break the word apart when you say it. Say each part separately, with a one to two second pause in between. As you say each part, push a cube forward into the box above it, starting with the cube on the left. Each cube represents a part of the word.
- 2) Have the student repeat the process in the same way with the same word.
- 3) Continue modeling and having the student repeat after you. After several more words, let the student try it himself. Point to the picture, say the whole word, and let the student break it into two syllables, pushing an object forward when each syllable is pronounced.
- 4) The goal is for the student to point to a picture and separate it into syllables without help from you.
- 5) Be sure to explain the meanings of any unfamiliar words.



Working With Plastic Letters

Hear The Sound, Find The Letter

"Show me /i/."



This activity helps students become familiar with the letters. They will find individual letters when given the sound. The activity can be done with one student, a small group, or a class. Do this activity after a new letter has been introduced, using the new letter and the last five letters taught.

To Prepare The Activity

Use the plastic letters that came with this book. If you need more sets, use this link for purchasing plastic letters at a very reasonable price: <http://alphabetletter.com/>. Get the less expensive kind that are not magnetic, unless you prefer the ones with magnets. Put each set of letters into a shallow plastic box with a lid. The inexpensive boxes that can be purchased at a grocery store work well.

You will need a work mat for each student. Make a mat by drawing a horizontal line across the center of a sheet of blank paper, construction paper, or card stock. You can cut along the line to divide the paper into two pieces, or just use the whole sheet.

Start out using only lower case letters. After these have been mastered, practice doing the activity again with capital letters.

Initial Introduction Of The Letters

Before doing this activity for the first time, spend a few minutes looking at the letters with the students. Dump one set of letters out and spread them out. Encourage students to observe and talk about the shapes of the letters. Point out the letters with curves, the letters with straight lines, tall letters, short letters, and so on. Ask students to show you a letter with a straight line, a curve, or lines that cross. Think of as many ways as possible to describe the letters. At this point you don't need to mention the names of the letters or their sounds. You are just noticing and describing the shapes of the letters. (This does not need to be done every time.)

A Warm-Up Activity

Put the six letters you're going to use in the current lesson in a small, opaque, bag. The students should not be able

to see the letters. Giving one sound at a time, have students take turns reaching into the bag, feeling for the correct letter, and pulling it out to see if they are correct.

Selecting The Letters For The Activity

Give each student a box of letters. Use the chart on the following page, look to see which letters which will be needed for the lesson. This will include the newest letter and the five previously taught letters. (Students do not need to look at the chart; it is for teacher reference.) Ask the student to find one letter at a time by saying the sound of each letter. The student finds the letter, repeats the sound, and places it on the top section of the work mat. Explain to the students that this top section is called the "letter bank." After the needed letters have been selected, students should set aside the box with the rest of the letters.

Have an alphabet chart nearby so that you can point out any letters that students don't remember.

There will be quite a bit of digging around in the boxes by the students to find the correct letter. Help as needed. If desired, the teacher can get out the correct letters before the lesson to save time. However it is good practice for students to find the letters themselves. They will have to discriminate between b's and p's and d's, and between other similar letters. If you wish, you could start out with only the letters that have been taught in each box, and then add one new letter at a time as needed.

Doing The Activity

Say the sound for each letter, one at a time. "Show me /t/." (The slash marks around the letter indicate to give the sound of the letter.) Students are to find the letter on the top section of the work mat, move it to the bottom section, and say its sound. Give the sound for another letter. "Show me /h/." Students move the first letter back up to the top, find the new letter, move it down to the lower section, and say its sound. Continue in this way until you have done all the letters one or more times. Model as needed until the students understand what to do. It's important to do this in the way described, with the students learning the routine in a structured way. Eventually, students will use this routine to put two letter sounds together, and then to spell three-letter words.

Working With Beginning Sounds

If students are able to find the correct letter after hearing the sound, try saying words which begin with the same letters. Students listen for the beginning sound in each word, find the letter, say the sound, and place it on the bottom section of the work mat.

Letter Chart - Single Letters

	New Letter	Select These Letters			New Letter	Select These Letters
1	t	t		14	s	m, r, f, x, e, s
2	i	t, i		15	j	r, f, x, e, s, j
3	h	t, i, h		16	o	f, x, e, s, j, o
4	l	t, i, h, l		17	c	x, e, s, j, o, c
5	n	t, i, h, l, n		18	d	e, s, j, o, c, d
6	w	t, i, h, l, n, w		19	a	s, j, o, c, d, a
7	u	i, h, l, n, w, u		20	v	j, o, c, d, a, v
8	b	h, l, n, w, u, b		21	g	o, c, d, a, v, g
9	m	l, n, w, u, b, m		22	p	c, d, a, v, g, p
10	r	n, w, u, b, m, r		23	k	d, a, v, g, p, k
11	f	w, u, b, m, r, f		24	y	a, v, g, p, k, y
12	x	u, b, m, r, f, x		25	qu	v, g, p, k, y, q
13	e	b, m, r, f, x, e		26	z	g, p, k, y, q, z

Find the letter that you are currently introducing. Have students pick out the six letters listed above from their box of letters. These should be placed in the top half of each student's work mat. One by one, say the sound of each letter. Students find the correct letter, say its sound, and place it on the lower half of the mat. When the next sound is given, students move the first letter back to the top, and select the new letter to move to the bottom.

Working With Plastic Letters - Activity 2

Putting Two Letter Sounds Together

Optional At This Level

In this activity, students listen to two-sound letter combinations (ab, ac, ad and ba, ca, da) and build them with plastic letters. Student begin to understand that the sound they hear first will be represented by the first letter, and the sound they hear next will be represented by the second letter. They are learning to segment each chunk into two different sounds, and to place letters in the correct order to represent those sounds. This prepares students for beginning to spell and read real words. Trying to listen for three sounds (cab, bat, sad) is often too difficult at first. It works much better to teach the student to put together two-sound combinations to start with, since this is easier for the student,

Wait until students are sure of their letter sounds before trying this activity. If you model this activity a few times and the student does not seem to catch on, wait, give the student time to mature, and try again after a period of time.

Materials

You'll need a set of plastic lower case letters and a piece of paper divided horizontally into two sections to use as a work mat. Put a strip of paper above each student's work mat, with a star on the left and an arrow pointing to the right. (You can use one from this book.) Have the student put a finger in the circle, and pull it to the right along the arrow. Explain that when we put sounds together, we always start at the star, and move to the right, following the arrow.

Setting Up the Activity

Give each student a box of letters. You'll say the sound of one letter at a time, and have students find the correct letter and place it on their work mats. Use the chart with the list of letters, letter combinations, and words, found on the following pages, as a reference. After you say each sound, students find the letter, repeat the sound, and place it on the top section of the work mat. This top section is called the "letter bank." After the needed letters have been selected, have students set aside the box with the rest of the letters.

There will be quite a bit of digging around in the box by the student to find the correct letter. Help as needed. If desired, the teacher can get out the correct letters before the lesson to save time. However it is good practice for students to find the letters themselves. They will have to discriminate between b's and p's and d's, and between other similar letters. When all the needed letters have been placed in the letter bank, you're ready to begin.

Doing The Activity

The teacher will dictate several vowel-consonant and consonant-vowel combinations, for example: *bi, li, ni, ti*, and *it, il, in, ib*, . Each combination will have two sounds. One sound will be a vowel sound, and the other sound will be a consonant sound.

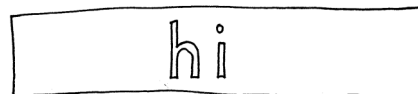
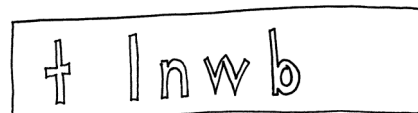
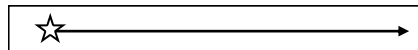
Do all the patterns with the consonant first (*bi, ti, li, ni*), then all the patterns with the vowel first (*ib, it, in, il*). The student is to listen for the sounds and place the letters in the correct order in the bottom section of the work mat. Then the student pronounces the letter combination orally, connecting the sounds smoothly, without a break. Students should return the consonant to the top part of the work mat after building each letter combination, and leave the vowel in the bottom part. Model and help as needed.

Explain to the student that these are not real words. These letter combinations are "silly sounds" since they don't really mean anything. Explain that being able to spell these silly sounds will help them learn to spell and read real words.

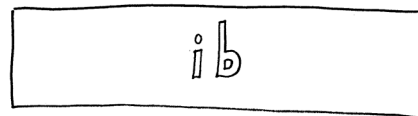
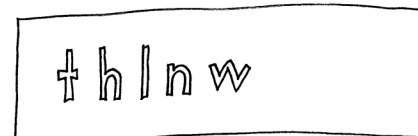
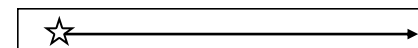
This process of building two-letter sound combinations helps students "break the code" and understand that speech is made up of smaller sounds. Instead of starting with three-letter words, it's much easier for students to just concentrate on two sounds at a time. Being able to see the letters and physically move them as they hear the combined sounds and build them opens the door to a real understanding of the structure of words.

Comment

I worked with my niece years ago before she entered kindergarten. She worked hard to learn her alphabet letters. At first she couldn't remember which letter was which and couldn't remember the sounds. I wrote the sound story for her, and using posters with the letters and sound pictures, she learned those letters like a pro. But she still did not grasp the concept that the letter sounds could be put together to form meaningful words. One day, as I was trying to teach her to build three letter words with plastic letters with no luck, we invented this activity together. Doing just two sounds at a time made a huge difference. The light bulb went on during the lesson. From then on she made steady progress, and went on to make straight A's in first grade. She is now doing well in her honor's reading classes in high school, and most important, she loves to read.



"Show me /hi/."
(Use the short i sound.)



"Show me /ib/."

Working With Plastic Letters - Activity 3

Spelling Short Vowel Words

Optional At This Level

In this activity students begin spelling real words. Use the words from the chart on the following pages. Be sure that students are comfortable doing "Working With Plastic Letters - Activity 1" and "Activity 2" before attempting to do this activity. Lead in to this activity by having students select the letters as described in Activity 1. Also have them build the two letter combinations before attempting to spell the words. Model and help as needed. If the student doesn't seem ready, continue with the single letters and two-letter combinations, then come back to three-letter words at a later time.

Materials

See the information about obtaining plastic letters and setting up work mats in Activity 1 on the previous pages. Put a strip of paper above each student's work mat, with a star on the left and an arrow pointing to the right. Have the student put a finger in the circle, and pull it to the right along the arrow. Explain that when we read and spell words, we always start at the star, and move to the right, following the arrow.

Setting Up the Activity

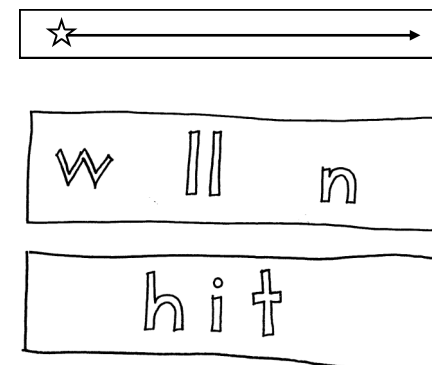
Give each student a box of letters. Use the chart with the list of letters, letter combinations, and words, found on the following pages. Find the place on the chart with the newly introduced letter. The chart will show you which letters the student will need. Ask the student to find one letter at a time by saying the sound of each letter. The student finds the letter, repeats the sound, and places it on the top section of the work mat. This top section is called the "letter bank." After the needed letters have been selected, set aside the box with the rest of the letters.

There will be quite a bit of digging around in the box by the student to find the correct letter. Help as needed. If desired, the teacher can get out the correct letters before the lesson to save time. However it is good practice for students to find the letters themselves. They will have to discriminate between b's and p's and d's, and between other similar letters. When all the needed letters have been placed in the letter bank, you're ready to begin.

Doing The Activity

Say each word slowly and distinctly. Coach the students to listen for each sound and place the letters accordingly from left to right. Model as needed. You may have to say the word several times, first emphasizing the first sound, then the middle sound, and finally the last sound. Students will select the letters needed from their "letter banks," and spell the word in the spelling area. Encourage students to say each letter sound as they place it. Check each student's work and have them listen again and correct as needed. Then have students repeat the word, putting the sounds together smoothly. Finally, have students place the letters back into their letter banks (the top section) before dictating another word.

After the students become comfortable with the process, go through a number of words as quickly as the students can spell them.



"Hit"

Variations

Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*." Or say, "Change the middle letter to make the word *cut*." Soon, the students won't need to be cued. Just say a string of words as follows, one at a time, and have students replace or remove letters as needed to spell the word: cat, can, fan, fax, tax, ax, ox, box.

This activity greatly enhances a student's phonemic awareness. He is matching letters with the sounds he hears in words. He is learning to sequence, add, remove, and substitute sounds in known words to make new words.

Letter Chart - Two Sounds, Short Vowel Words - Optional At This Level				
Lesson	New Letter	Select These Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
1	t	t		
2	i	t, i	it, ti	it
3	h	t, i, h	hi, ti, it	hit
4	l	t, i, h, l, l	il, it, li, ti, hi	lit, hill, till, ill
5	n	t, i, h, l, n	in, il, it, ni, ti, hi, li	in, tin
6	w	t, i, h, l, l, n, w	wi, ti, hi, li, ni, it, il, in	win, will, wit
7	u	t, h, l, l, n, w, u	tu, hu, lu, nu, wu, ut, ul, un	nut, hut, hull
8	b	t, h, l, l, n, w, b, u, i	bu, tu, hu, lu, nu, wu, ut, ul, un, ub	bun, but, tub, bit, bill, Bill, bin, bib, nib
9	m	t, t, h, l, l, n, w, b, m, u, i	mu, tu, hu, lu, nu, wu, bu, um, ut, ul, un, ub	mutt, hum, mum, mitt, mill, him, Tim
10	r	t, h, l, n, w, b, m, r, u, i	ru, tu, hu, lu, nu, wu, bu, mu, ut, ul, un, ub	run, rub, rut, rim, rib
11	f	t, h, l, l, n, w, b, m, r, f, f, u, i	fu, ru, tu, hu, lu, nu, wu, bu, mu, uf, ut, ul, un, ub, um	fun, muff, huff, buff, fit, fill, fin, fib, if
12	x	t, h, l, n, w, b, m, r, f, x, u, i	ix, it, il, in, ib, im, if, ti, hi, li, ni, wi, bi, mi, ri	mix, fix, tux
13	e	t, h, l, l, n, w, b, m, r, f, x, e	te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex	tell, well, bell, fell, let, wet, bet, met, net, ten, Ben, men, hen, web, hem
14	s	t, h, l, l, n, w, b, m, r, f, x, s, s, e, u, i	se, te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex, es	sell, set, less, Bess, mess, sit, six, sill, miss, hiss, us, bus, fuss, sub, sun, sum

During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.

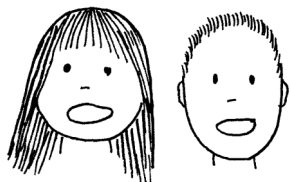
Letter Chart - Two Sounds, Short Vowel Words - Optional At This Level				
Lesson	New Letter	Select These Letters	Letter Combinations To Make With Plastic Letters	Words To Spell With Plastic Letters
15	j	t, h, l, l, n, w, b, m, r, f, f, x, s, j, e, u, i	je, se, te, he, le, ne, we, be, me, re, fe, et, el, en, eb, em, ef, ex, es	jet, Jeff, jut, Jim, Jill
16	o	t, h, l, n, w, b, m, r, f, f, x, s, s, j, o	to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os	on, off, ox, Tom, hot, box, moss, boss, toss, loss, sob, mob, rob, job, fox, lot, not, jot
17	c	t, h, l, n, w, b, m, r, f, f, x, s, j, c, u, o	co, to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os, oc	cut, cub, cuff, cot, cob
18	d	t, h, l, l, n, w, b, m, r, f, x, s, j, c, d, d, u, o, e, i	do, co, to, ho, lo, no, wo, bo, mo, ro, fo, so, jo, ot, ol, on, ob, om, of, ox, os, oc, od	did, dill, dim, hid, lid, rid, dull, bud, mud, den, Ted, led, Ned, wed, bed, red, fed, odd, nod, cod, sod, rod, dot, doll, Don
19	a	t, h, l, n, w, b, m, r, f, x, s, s, j, c, d, a	ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad	tan, tab, tax, hat, bat, mat, rat, fat, sat, cat, ham, had, an, Nan, fan, Jan, can, Dan, bass, bad, lab, cab, man, Max, mad, Sam, jam, ax, wax, sax, dad
20	v	t, h, l, n, w, b, m, r, f, x, s, j, c, d, v, a, e, i	va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av	van, vat, vet, vex, vim

During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.

Letter Chart - Two Sounds, Short Vowel Words - Optional At This Level				
Lesson	New Letter	Select These Letters	Letter Combinations To Make	Words To Spell
21	g	t, h, l, n, w, b, m, r, f, x, s, j, c, d, v, g, g, a, e, i, o, u	ga, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av, ag	gas, got, gum, gun, gull, gill, get, Gus, bag, tag, wag, rag, sag, beg, leg, peg, Meg, egg, big, dig, pig, wig, fig, rig, dog, fog, hog, jog, log, bog, bug, dug, hug, mug, rug, tug, jug
22	p	t, h, l, l, n, w, b, m, r, f, x, s, j, c, d, v, g, p, a, e, i, o, u	pa, ga, va, ta, ha, la, na, wa, ba, ma, ra, fa, sa, ja, ca, da, at, al, an, ab, am, af, ax, as, ac, ad, av, ag, ap	pan, pat, pad, pen, pet, peg, pep, pin, pill, pig, pit, pot, pod, pox, pup, puff, cap, lap, map, nap, tap, dip, hip, lip, rip, sip, tip, zip, hop, mop, pop, top, cup, pup
23	k	t, l, l, n, g, k, a, e, i, o, u	ke, ki, ak, ok, ek	kit, kill, kin, Ken, keg, kiss, wok
24	y	y, p, t, l, l, y, m, a, e, i, o, u	ye, ya, yi, yo, yu	yap, yak, yip, yet, yell, yes, yum, yam
25	qu	q, u (red), t, z, l, l, a, e, i	qui, qua, que	quit, quill, quilt
26	z	z, z, p, f, b, j, a, e, i, o, u	za, ze, zi, zo, zu, az, ez, iz, oz, uz	zip, zap, fizz, fuzz, buzz, fez, jazz, quiz

During each lesson, have students use plastic letters to make letter combinations and words chosen from this chart. It is not necessary to make every combination or word. Choose the number of words that will fit the allotted time and attention span of the students. Explain the meanings of unfamiliar words.

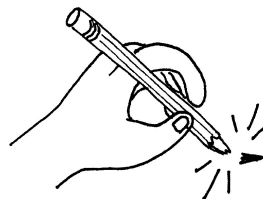
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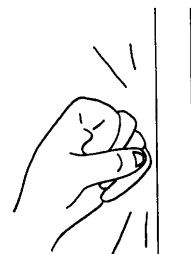
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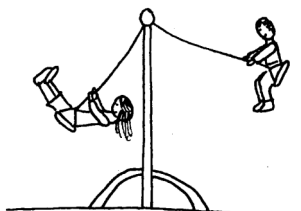
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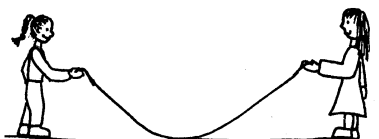
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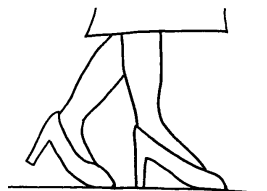
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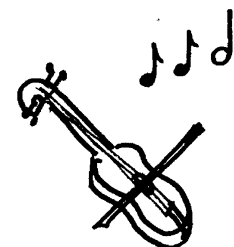
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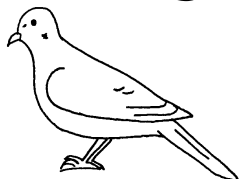
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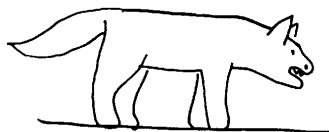
Ll



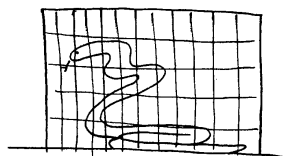
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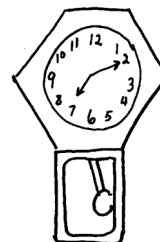
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Ss



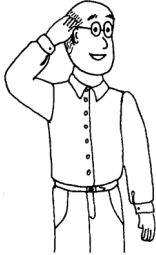
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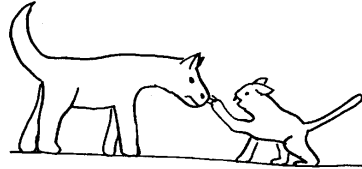
Uu



E e



F f



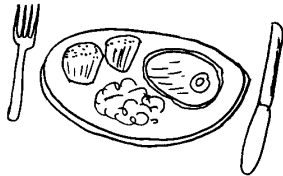
G g



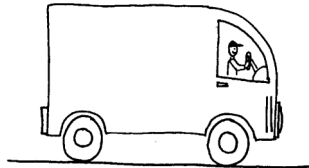
H h



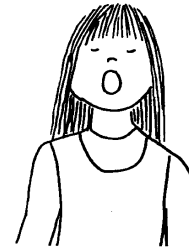
M m



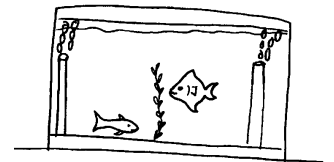
N n



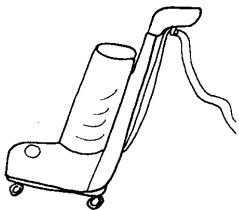
O o



P p



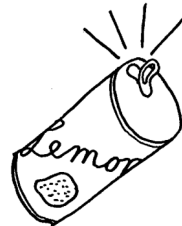
V v



W w



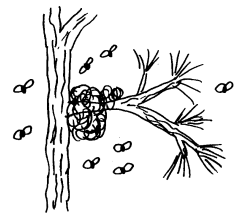
X x



Y y



Z z



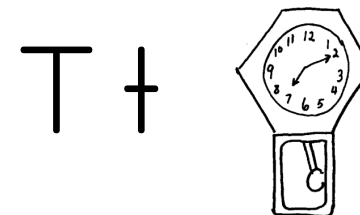


A Sound Story

About Audrey and Brad

Part 1

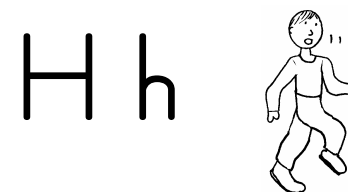
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



"Hey, Mom," said Brad. "Can we walk down to the park?"
 "Yes," said Mom. "Be sure you are back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i." (i/in)



Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."

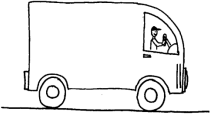




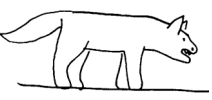


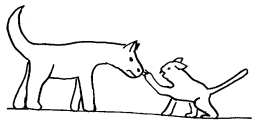
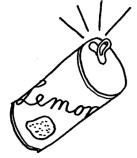

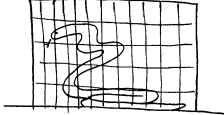


They ran home and their Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)


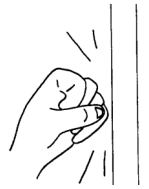
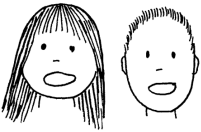


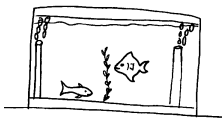




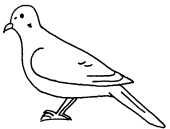
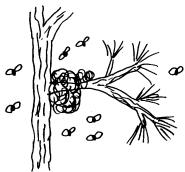
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



<p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>	<p>N n </p>
<p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, “wwwwww.”</p>	<p>W w </p>
<p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad's turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right. (u/up)</p>	<p>U u </p>
<p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p>	<p>B b </p>
<p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>	<p>M m </p>
<p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p>	<p>R r </p>

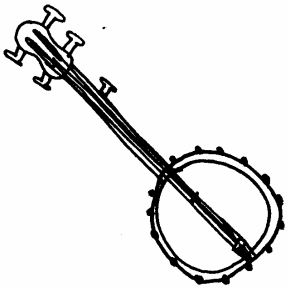
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>	<p>F f </p>
<p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.</p>	<p>X x </p>
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)</p>	<p>E e </p>
<p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.</p>	<p>S s </p>
<p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.</p>	<p>J j </p>
<p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "ooooo" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)</p>	<p>O o </p>

<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>	<p>C c </p>
<p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p>	<p>D d </p>
<p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)</p>	<p>A a </p>
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p>	<p>V v </p>
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p>	<p>G g </p>
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in a large aquarium. They could hear the the "p, p, p, p" sound of the air pump pushing air into the water.</p>	<p>P p </p>

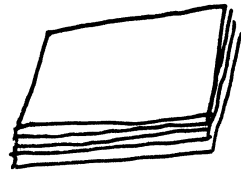
<p>Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>	<p>K k </p>
<p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p>	<p>Y y </p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."</p>	<p>Q q </p>
<p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p>	<p>Z z </p>

Oral Blending

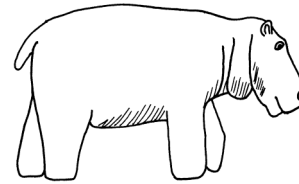
Ss



ban.....jo



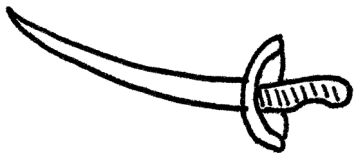
pa.....per



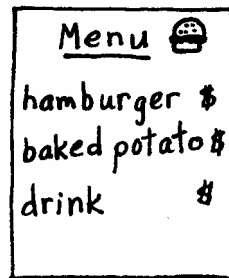
hip.....po



tu.....tu



sa.....ber



men.....u



la.....dy



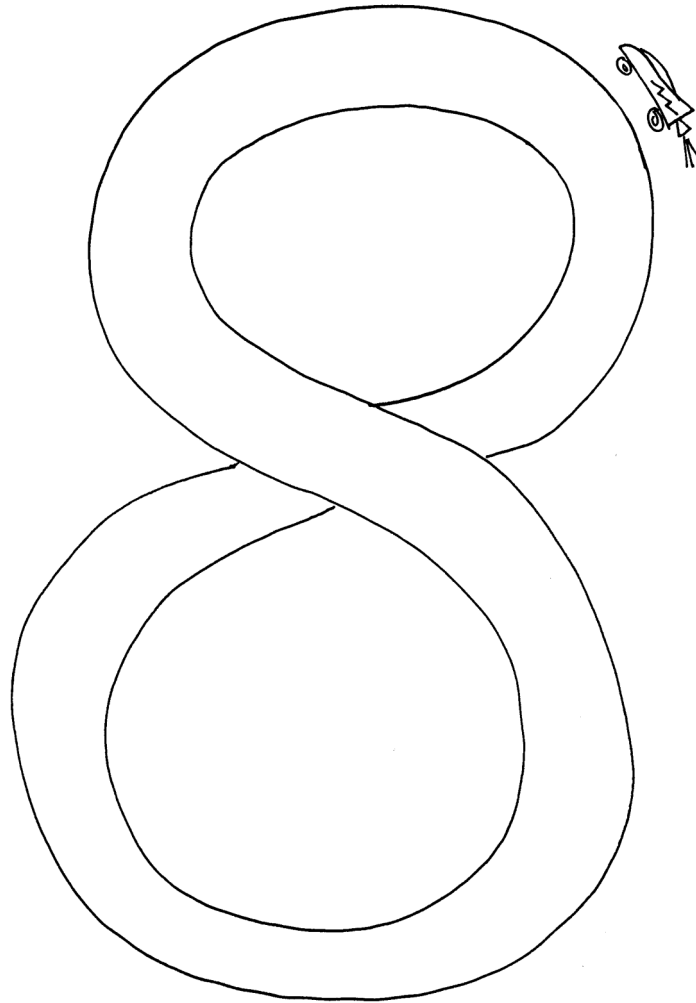
ra.....ven

Oral Blending 1 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find menu. Find hippo." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on sa.....ber. Circle ban.....jo. Put a line under ra.....ven." Continue until all pictures are completed.



Figure Eight Race Track 1



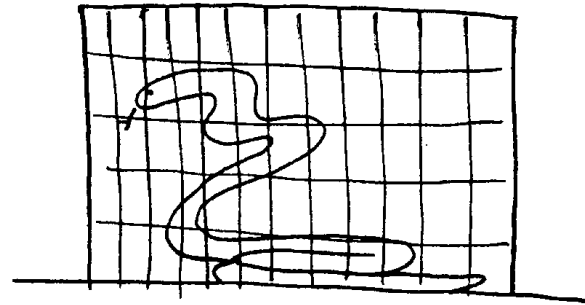
Start by the car. Go around the race track many times.

At School

The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

S s



S s

Sky

Sky Line

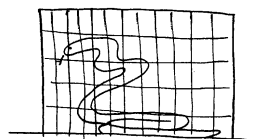
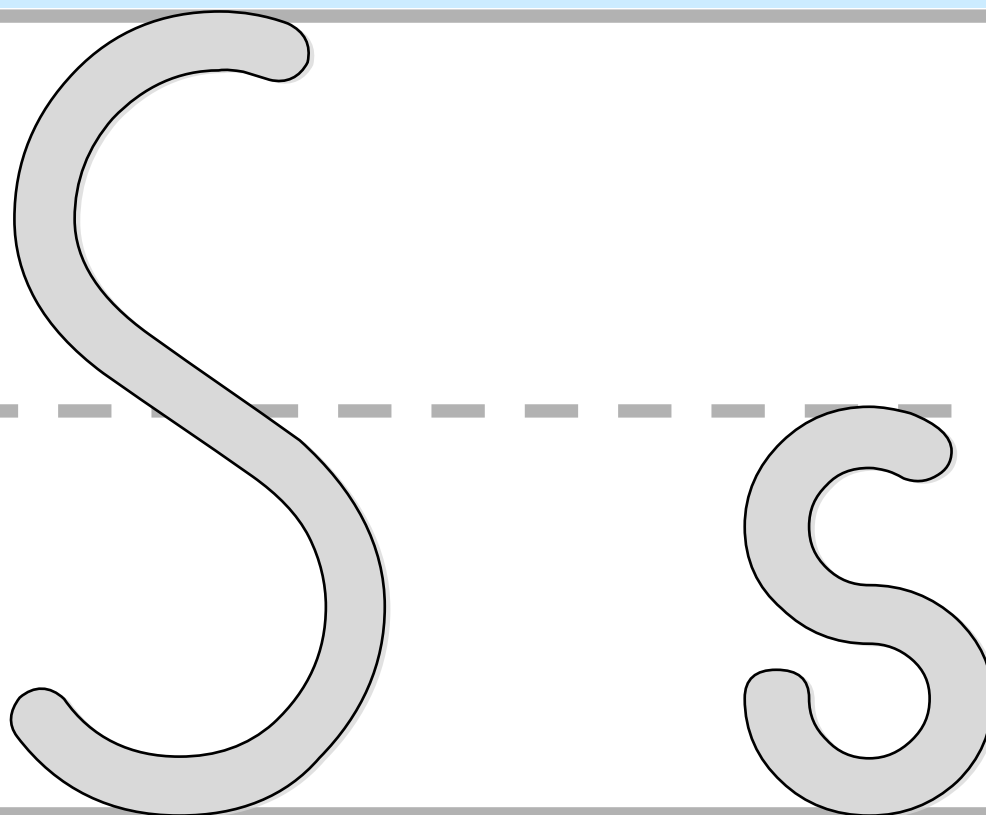


Cloud Line

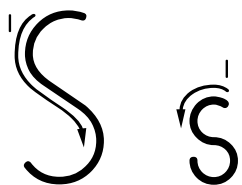


Ground

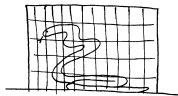
Ground Line



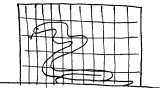
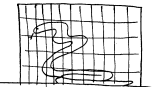
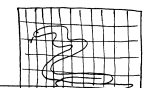
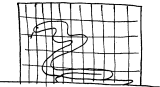

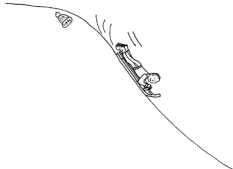
Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital S, capital S, capital S....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

	S	B S F R S S W
	s	s n x e s i s
	s	sun bus miss sell
	s	sister messy sleds
	s	Ed sleds in the snow. 

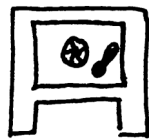
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

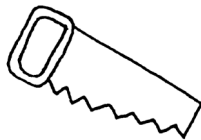
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

S _

safe



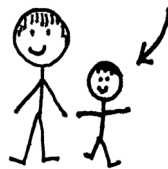
saw



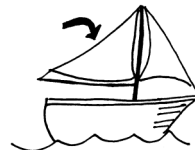
soup



son



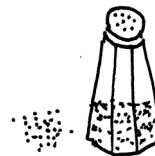
sail



sad



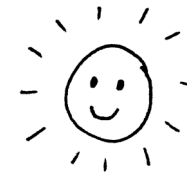
salt



sign



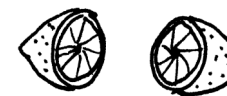
sun



sock



sour



sing

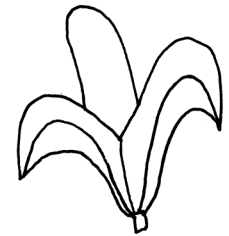
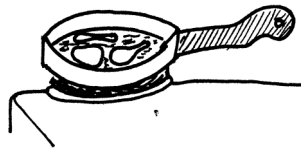
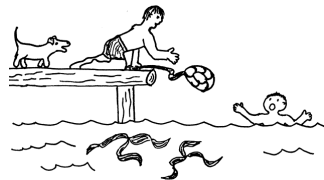
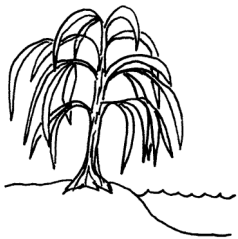
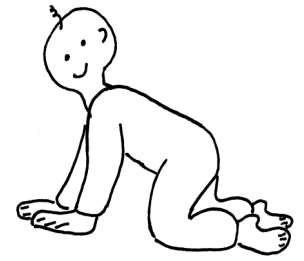
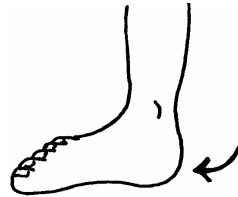


seal



Rhyming

Ss



Rhyming 14- Draw lines to connect the pictures that rhyme.
buy-fry, pillow-willow, heel-peel, shave-save, crawl-shawl

Oral Blending

J j



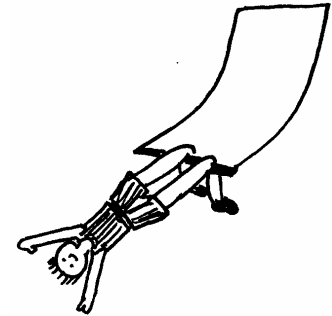
um.....pire



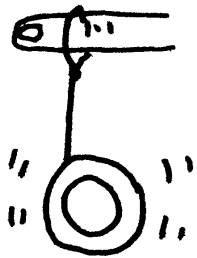
la.....bel



he.....ro



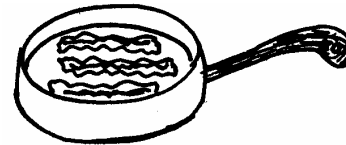
trap.....eze



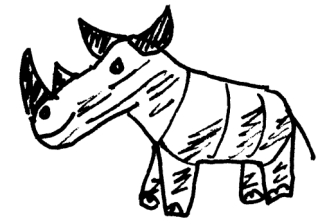
yo.....yo



tro.....phy



ba.....con



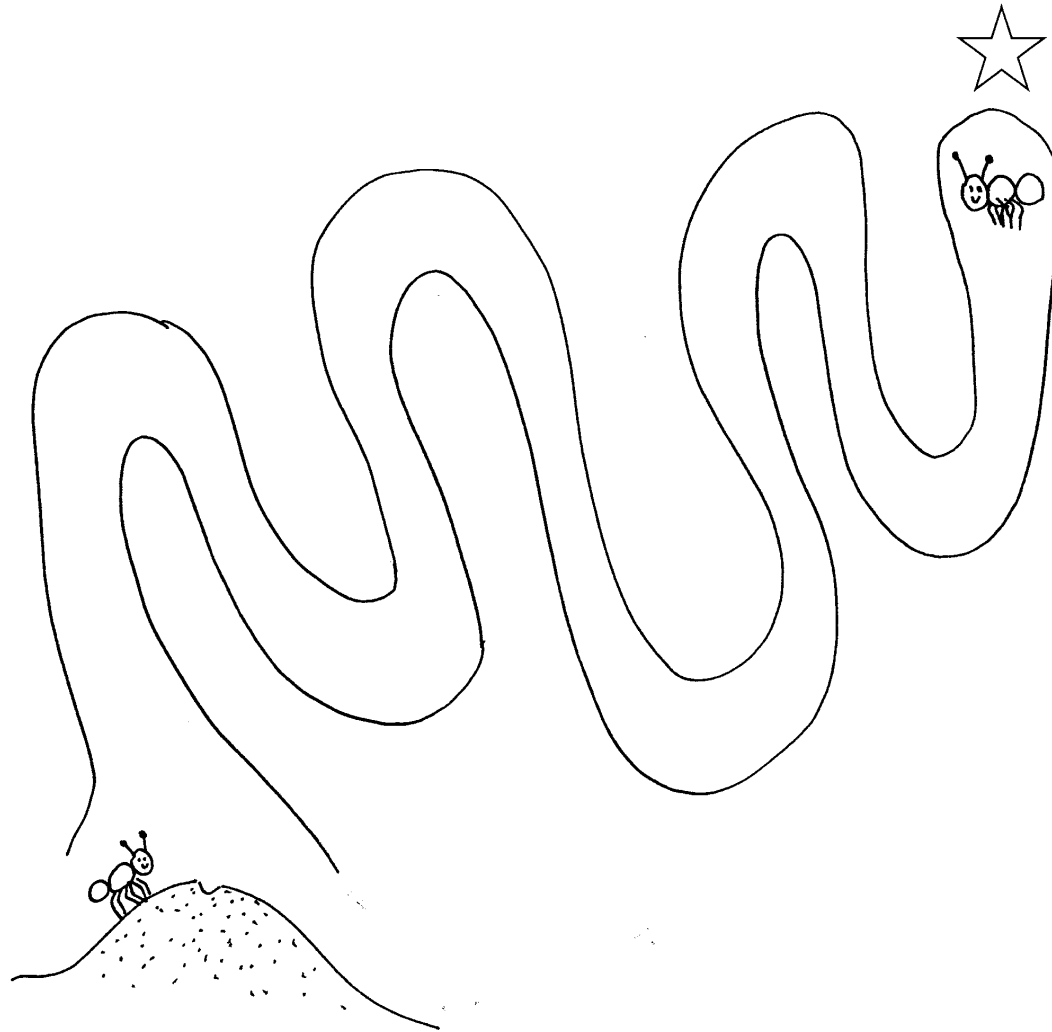
rhi.....no

Oral Blending 2 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find bacon. Find trapeze." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on yo.....yo. Circle ba.....con. Put a line under la.....bel." Continue until all pictures are completed.

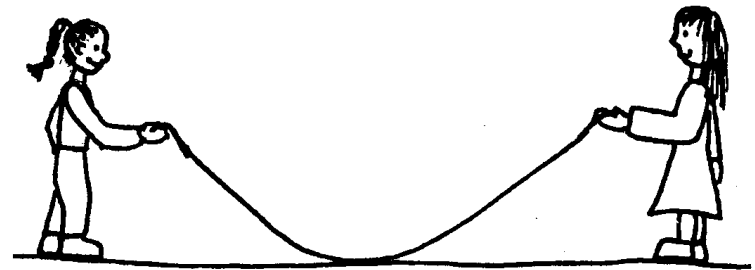


Ant Hill



Start at the ant by the star. Follow the path.
Help the ant go to the anthill.

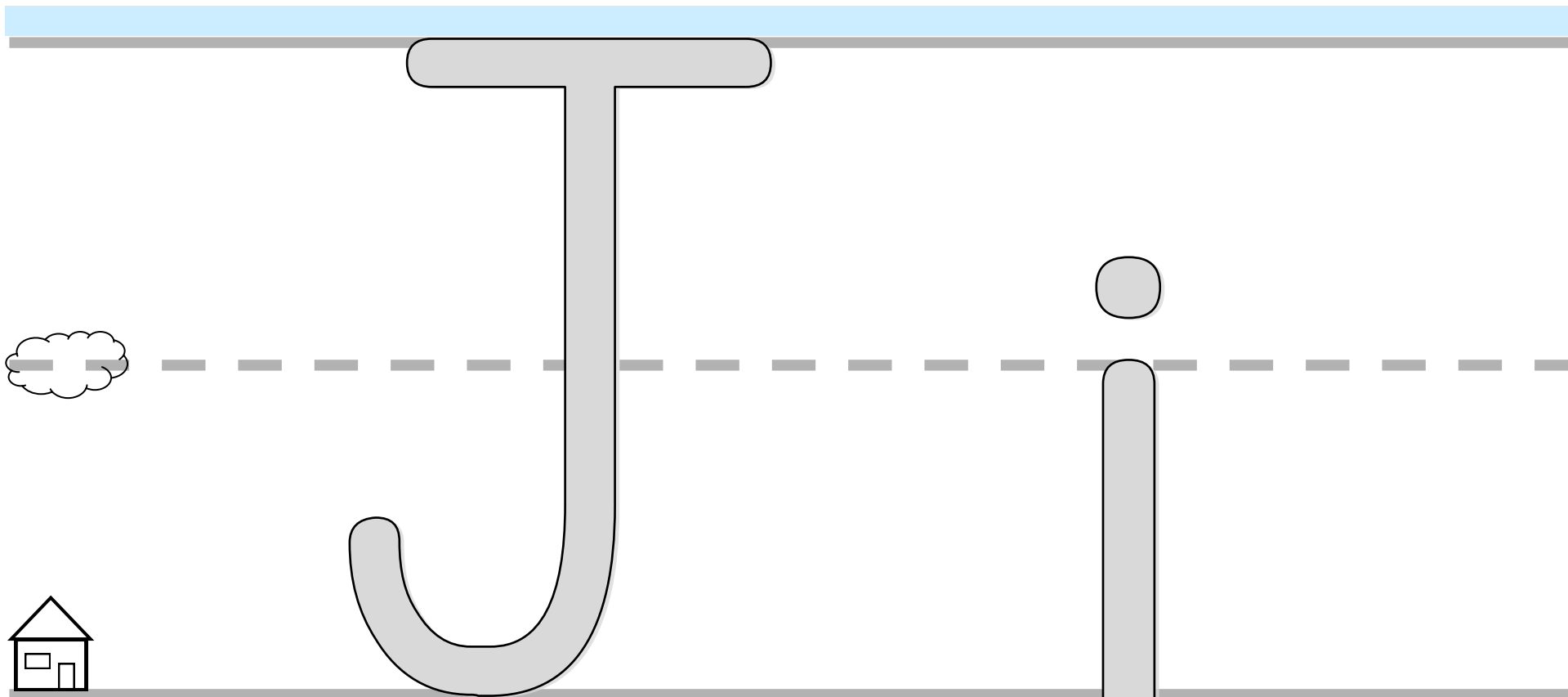
Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.



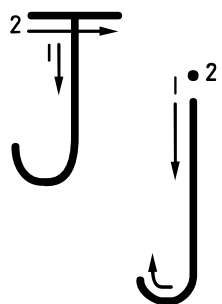
Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

J j

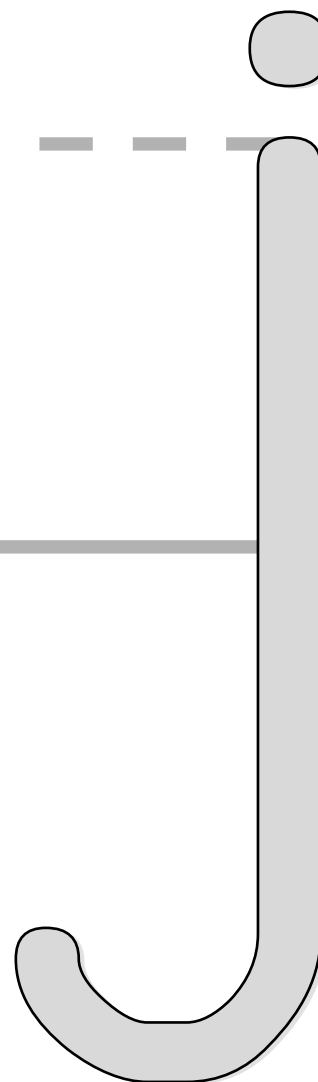
J j

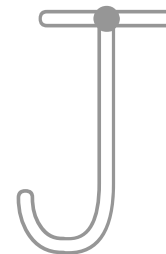
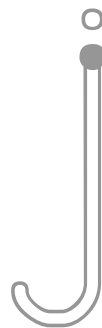
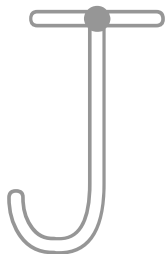
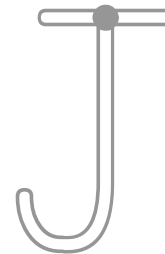
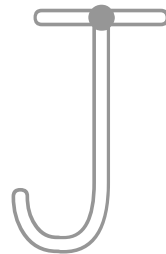
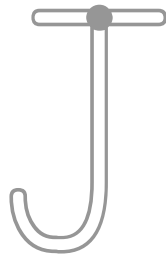
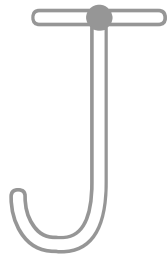
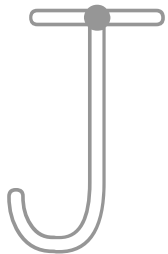


Handwriting





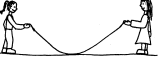



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital J, capital J, capital J....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.





Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	J	F	T	J	L	J	S	J
	j	j	i	r	g	j	l	j
	j	jam	jog	just	jazz			
	j	jeep	junk	inject				
	j	Jan jumps on a box.						

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

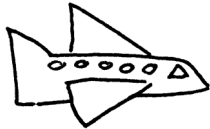
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

j—

jaw



jet



jug



jump



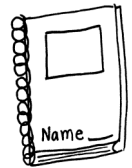
jeans



jog



journal



jeep



jar



jacket



jail



jam

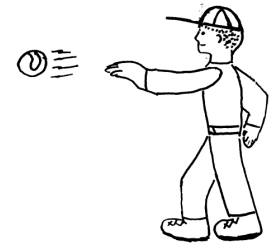
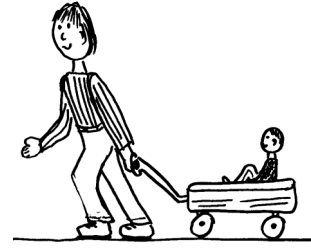
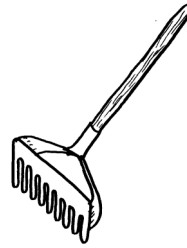


Jack-in-the-box



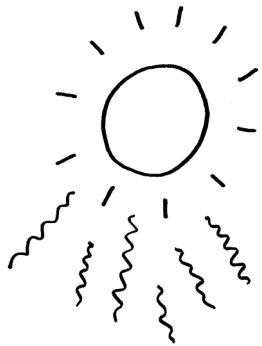
Rhyming

Jj

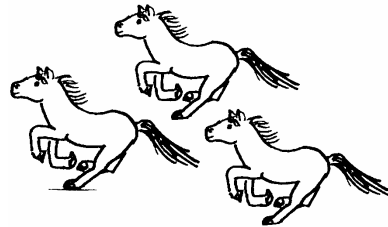


Rhyming 15- Draw lines to connect the pictures that rhyme.
chalk-walk, sky-spy, rake-lake, pull-full, throw-snow

Oral Blending



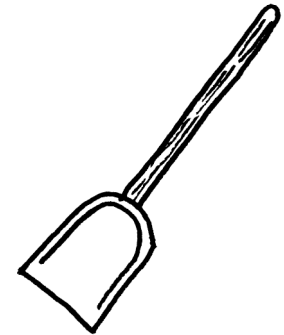
sun.....light



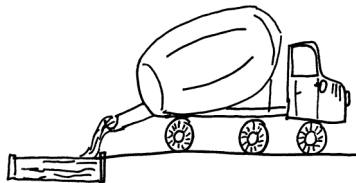
stam.....pede



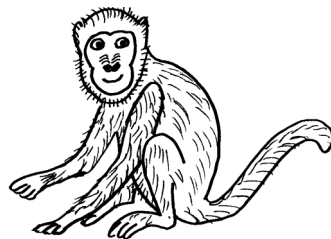
hel.....lo



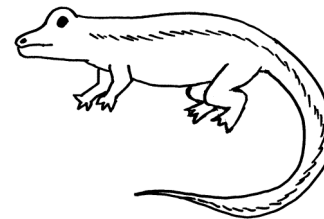
shov.....el



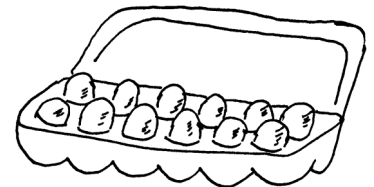
con.....crete



mon-key



rep.....tile



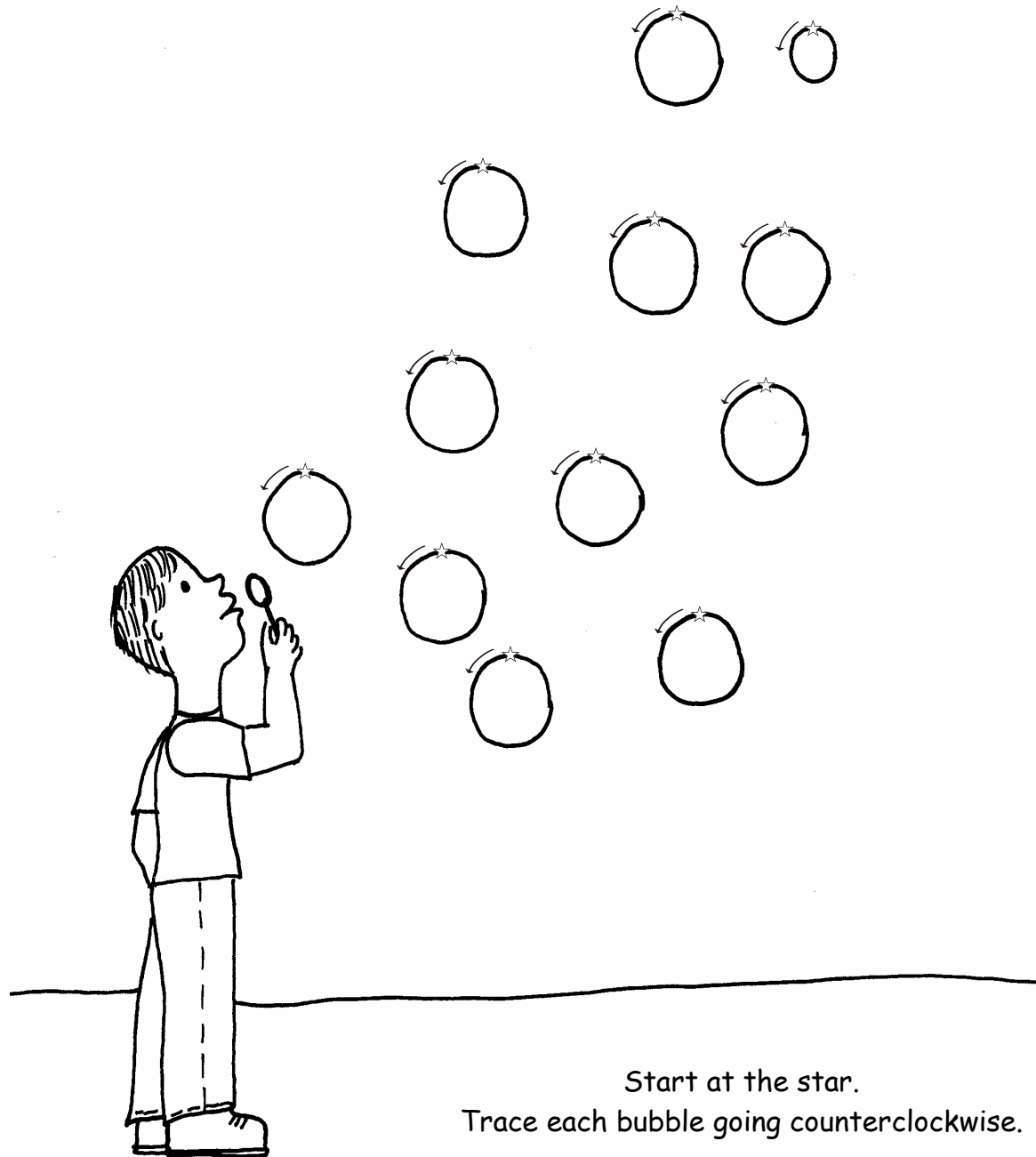
doz.....en

Oral Blending 3 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find dozen. Find stampede." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on shov.....el. Circle mon.....key. Put a line under hel.....lo." Continue until all pictures are completed.



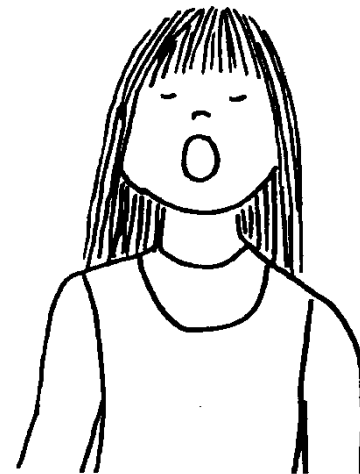
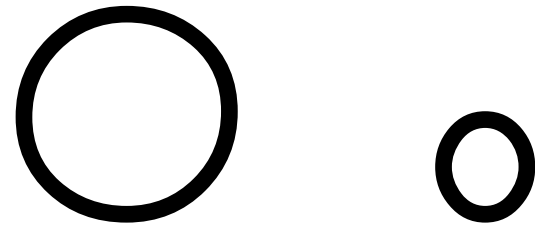
Bubble Blow

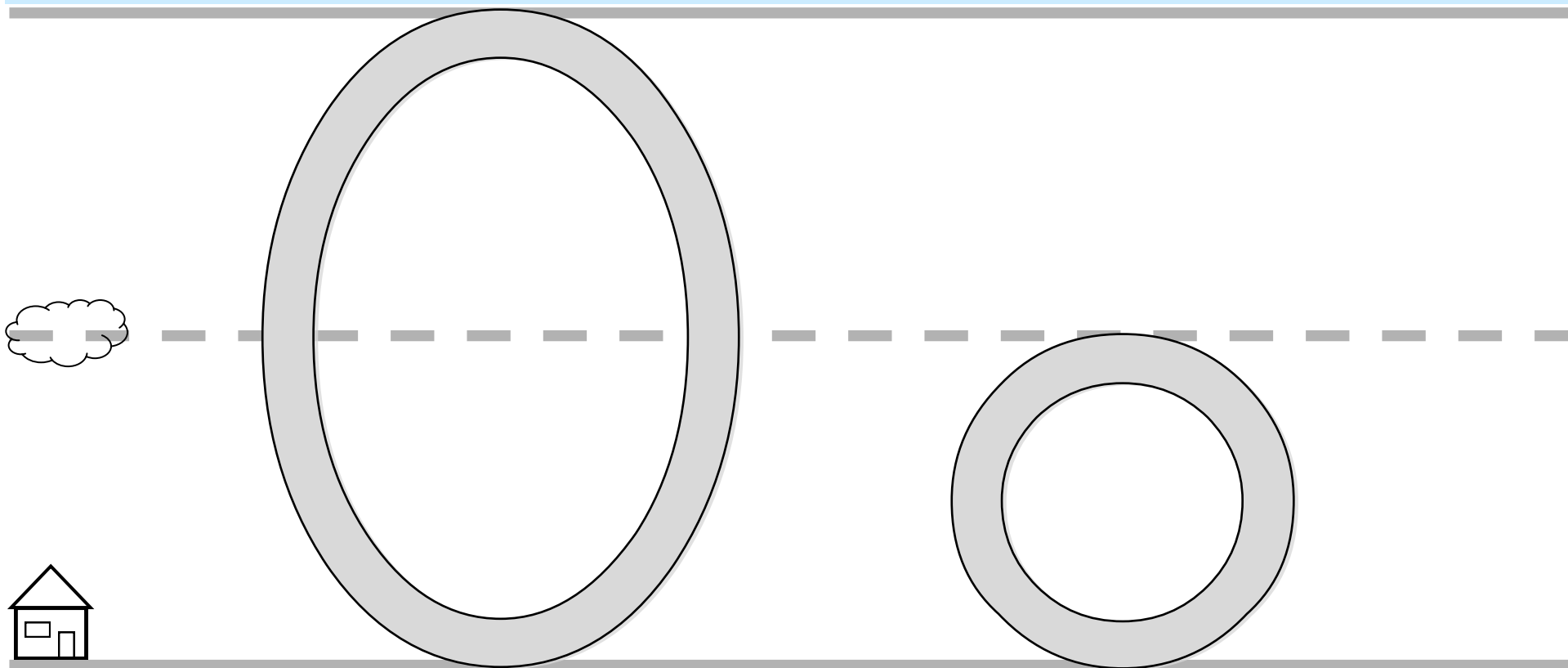


Start at the star.
Trace each bubble going counterclockwise.

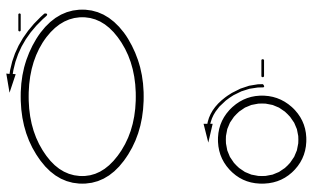
After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

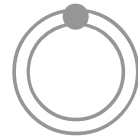
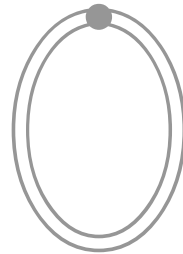
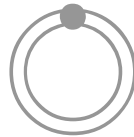
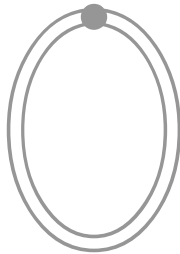
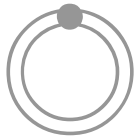
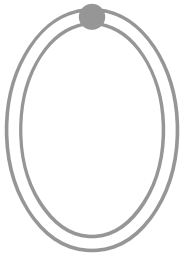
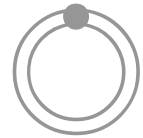
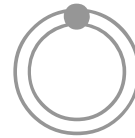
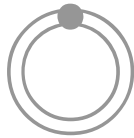
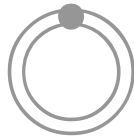
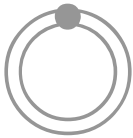
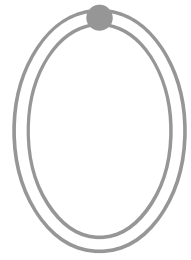
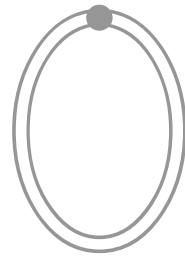
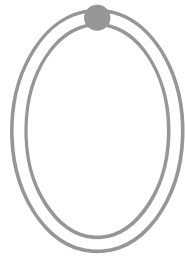
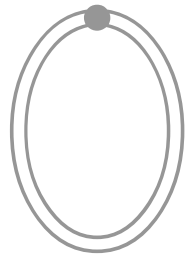
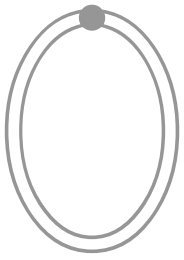




Handwriting








Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital O, capital O, capital O....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	O	U O S B O H O
	o	o u e o f o s
	o	on ox top log off
	o	hotdog cotton soft
	o	Mom will mop.



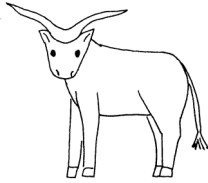
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

O _

ox



opt



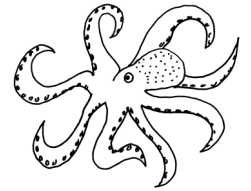
on



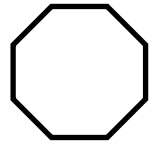
olive



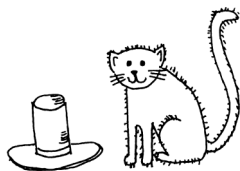
octopus



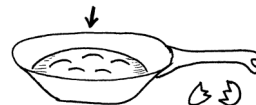
octagon



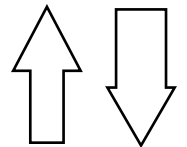
off



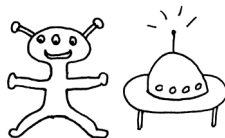
omelet



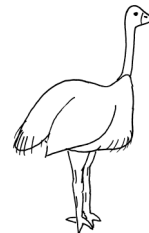
opposite



odd



ostrich

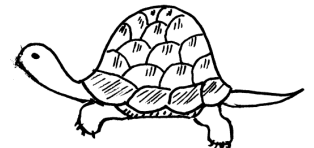
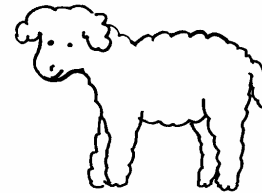
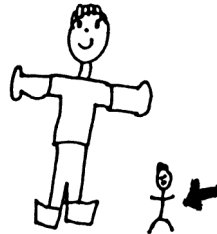
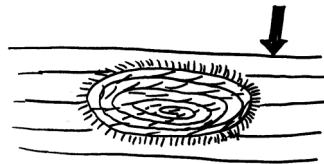
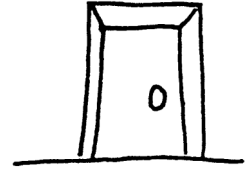
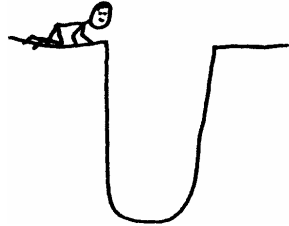
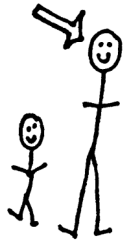


office



Rhyming

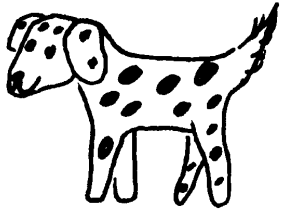
Oo



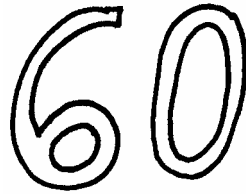
Rhyming 16- Draw lines to connect the pictures that rhyme.
tall-small, deep-sheep, dawn-yawn, show-slow, door-floor

Oral Blending

Cc



pup.....py



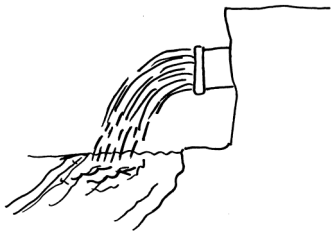
six.....ty



flow.....er



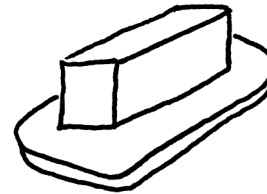
win.....dy



wa.....ter



sil.....ly



but.....ter



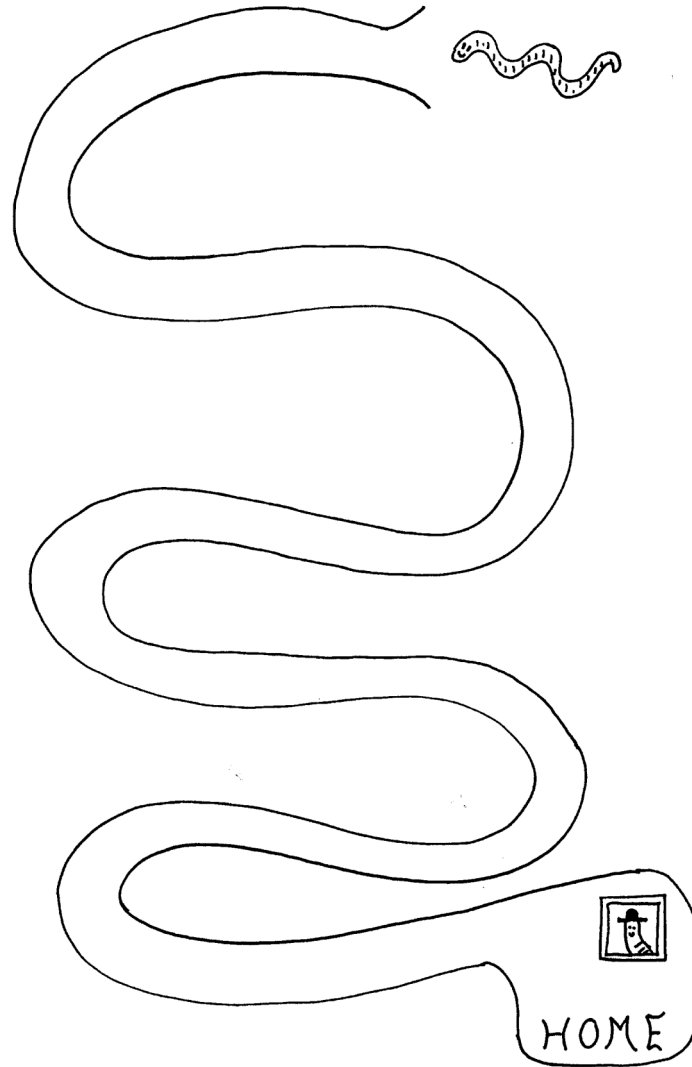
pen.....ny

Oral Blending 4 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find sixty. Find butter." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on wa.....ter. Circle flow.....er. Put a line under pup.....py." Continue until all pictures are completed.



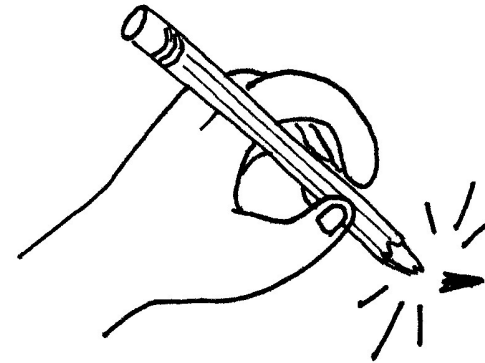
Willy Worm 1



Help the worm find his way home.

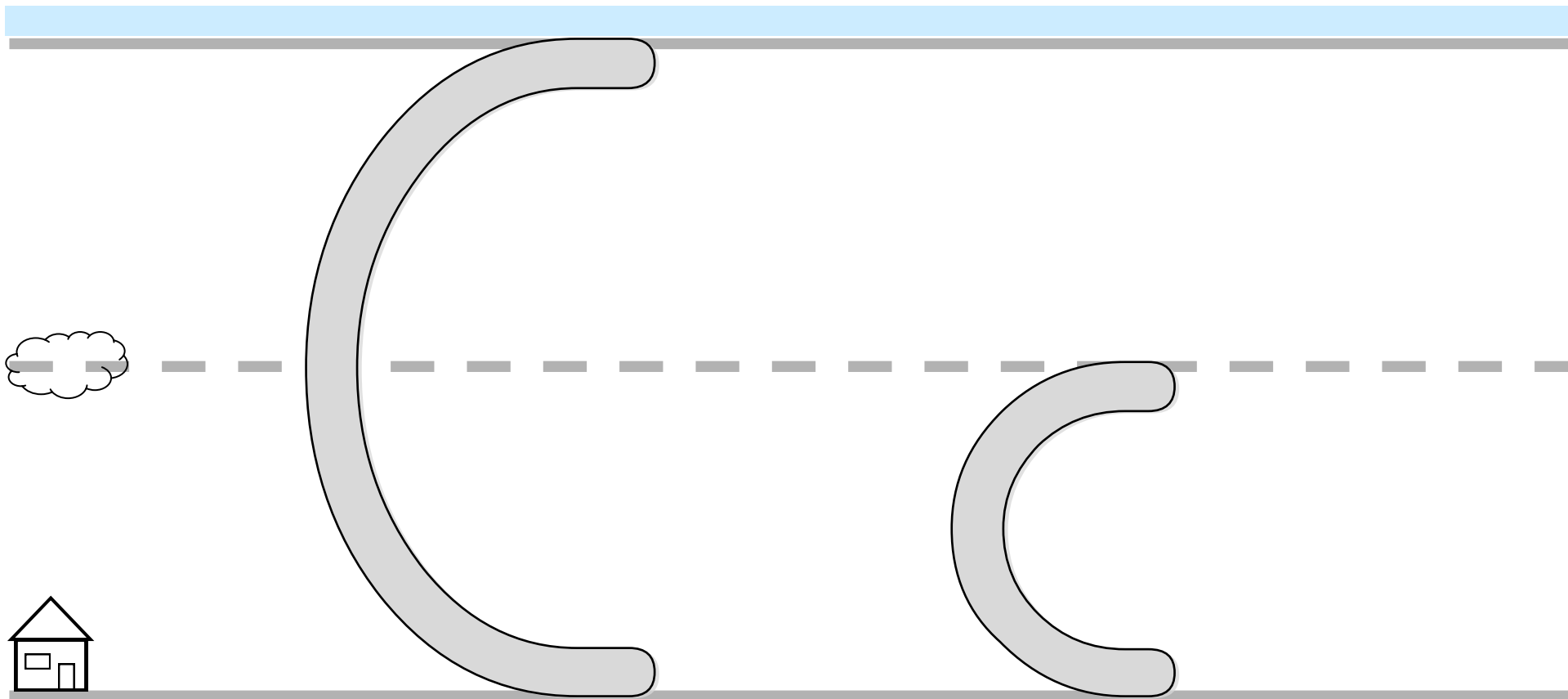
Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.

C c

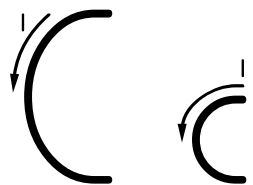


C c

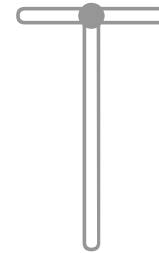
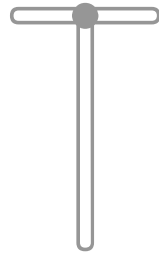
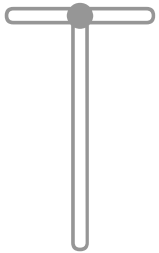
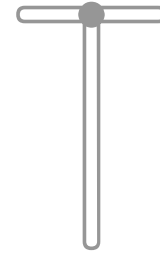
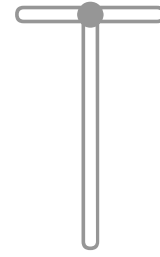
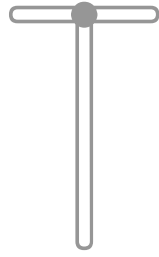
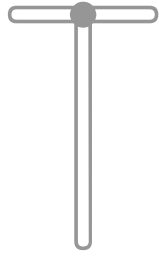
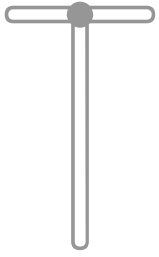
Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.



Handwriting









Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital C, capital C, capital C...."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter, "Capital T." Say the sound of each lower case letter, /t/.

Letter Discrimination

	C	S C X C U B C
	c	o f c b u c c
	c	cat cup act pick
	c	cactus picnic clock
	c	I can cut. 

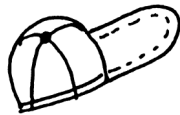
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

C _

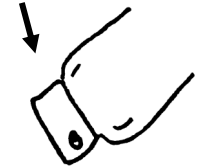
cap



cow



cuff



cup



car



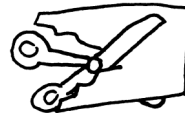
cage



candy



cut



cone



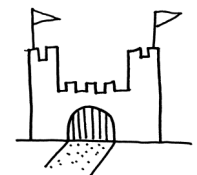
cot

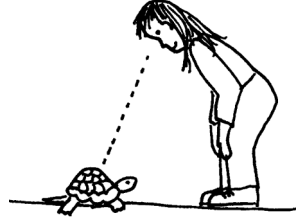
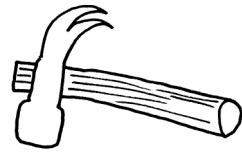
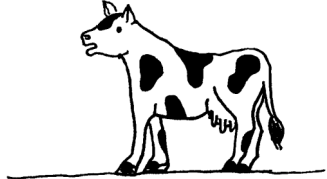
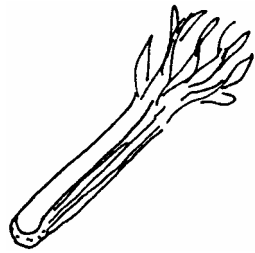
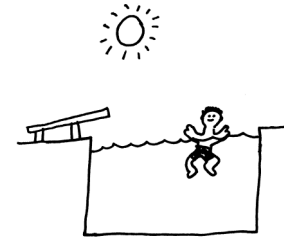
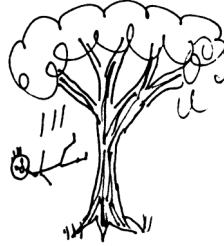


carrot



castle

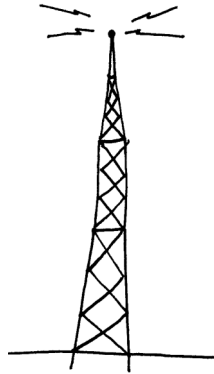




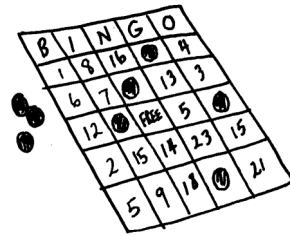
Rhyming 17- Draw lines to connect the pictures that rhyme.
 zoo-moo, talk-stalk, fall-call, pool-tool, three-see

Oral Blending

Dd



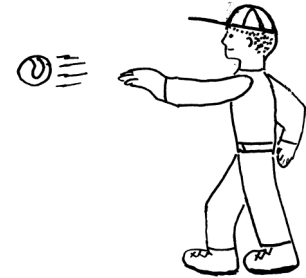
tow-er



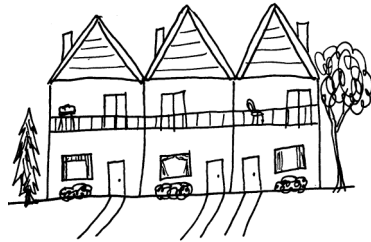
bing.....o



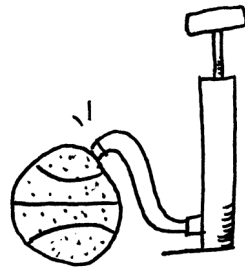
bon.....fire



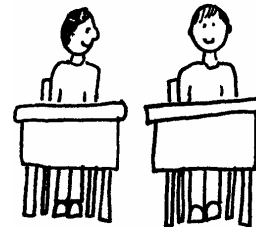
ath.....lete



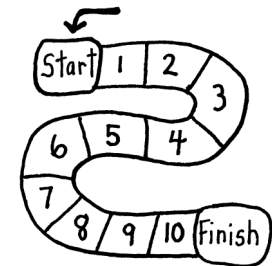
con.....do



in.....flate



be.....side



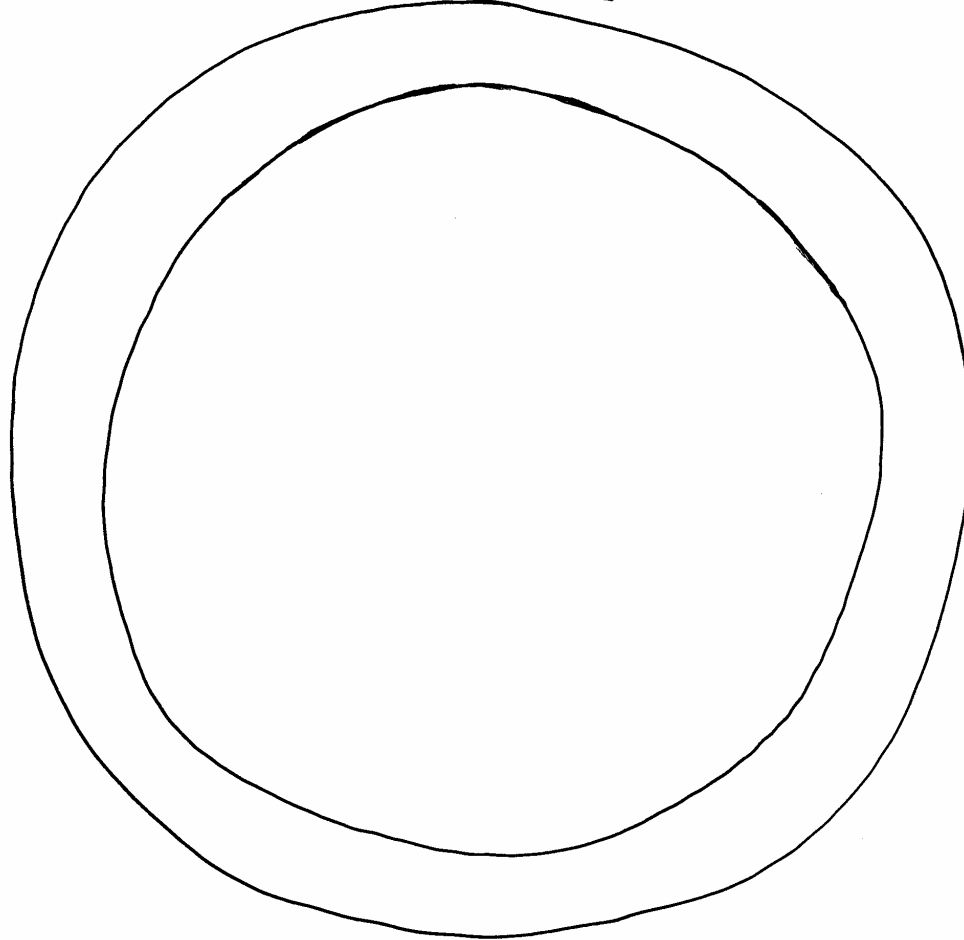
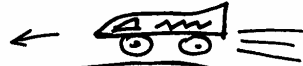
be.....gin

Oral Blending 5 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find tower. Find begin." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on in.....flate. Circle be.....side. Put a line under ath.....lete." Continue until all pictures are completed.



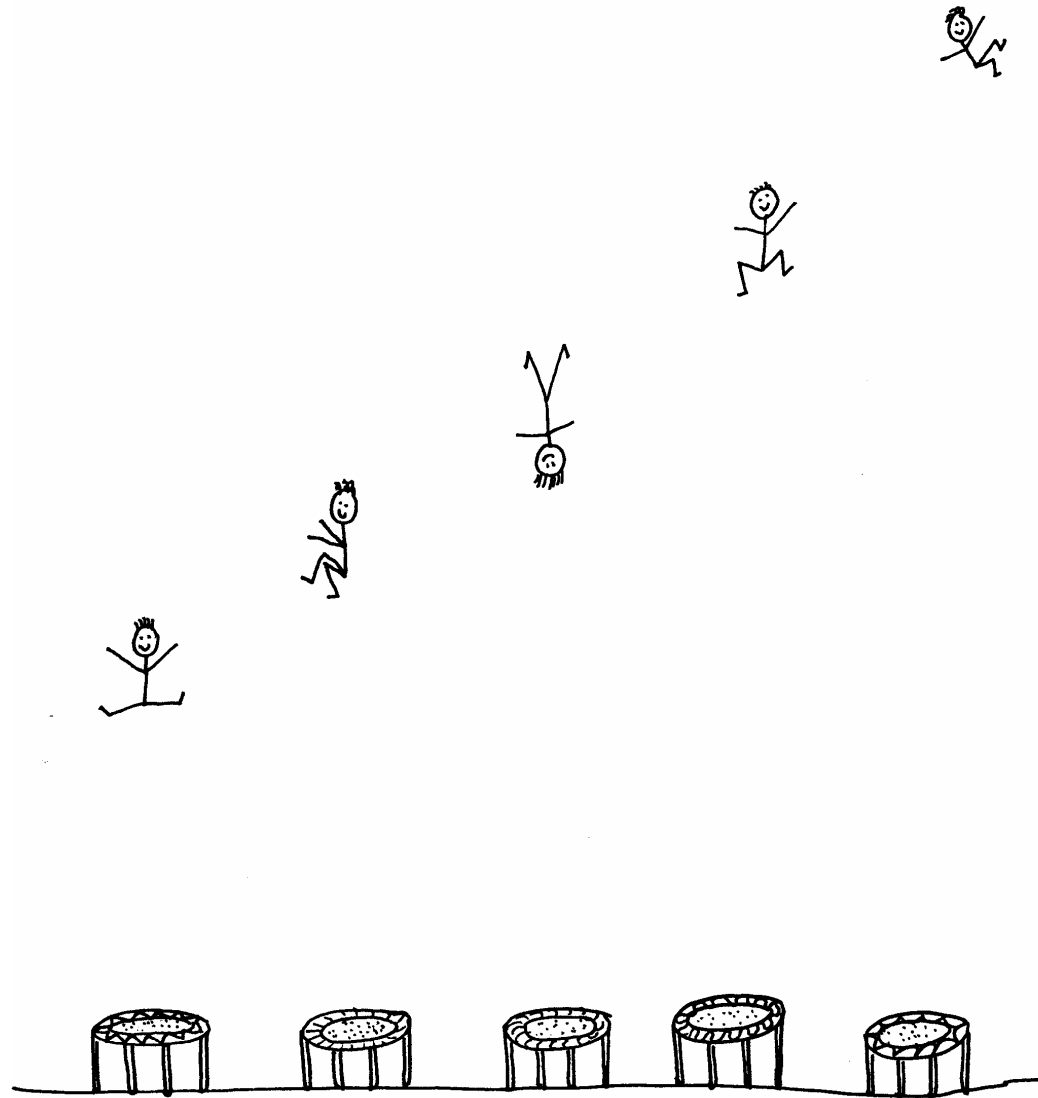
Round Race Track



Draw a line to show the car going around the race track.



Jumping Jacks 2

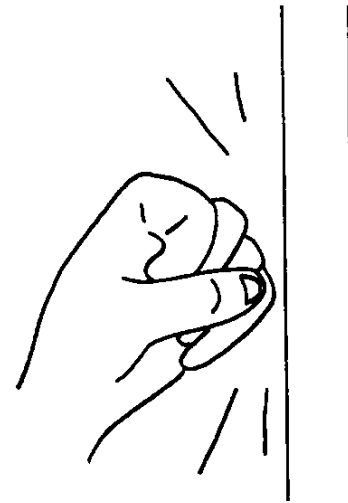


Draw a line from each trampoline up to the person and back down again.

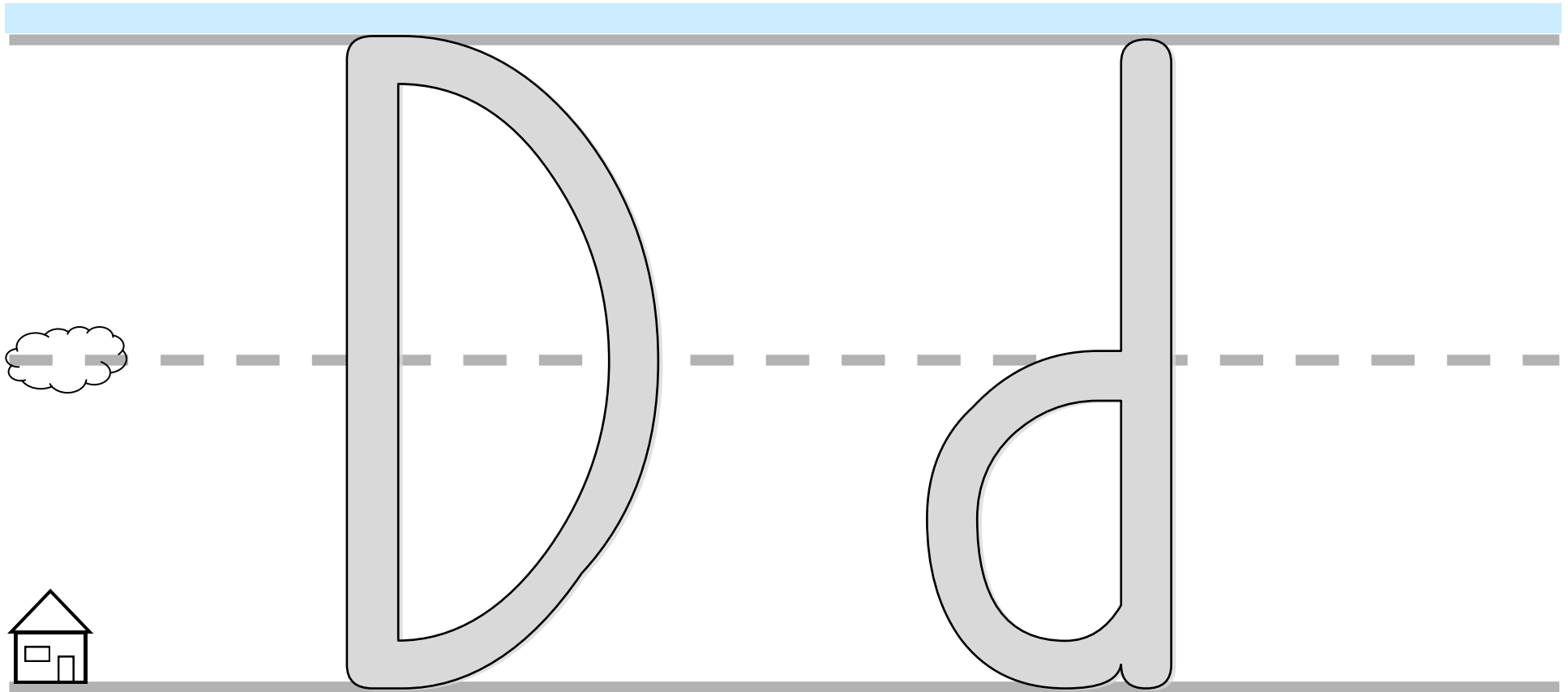
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

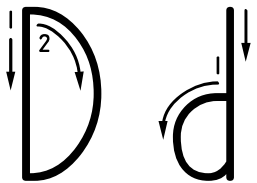
D d



D d



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital D, capital D, capital D....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

	D	D B C D D W I
	d	a d b d u d h
	d	did dog mud had do
	d	drip sand ladder odd
	d	Dan dug up a jug. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

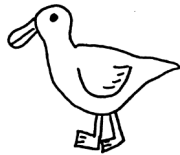
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

d _

dog



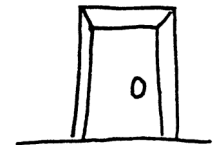
duck



doll



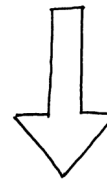
door



dad



down



dish



dime



dollar



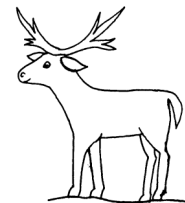
dump



dig



deer

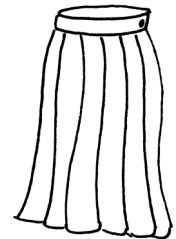
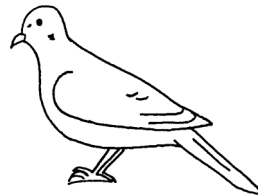
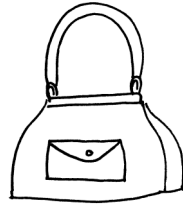


dinosaur



Rhyming

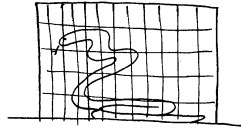
Dd



Rhyming 18- Draw lines to connect the pictures that rhyme.
love-dove, purse-nurse, spoon-moon, shirt-skirt, nose-rose

Review

E



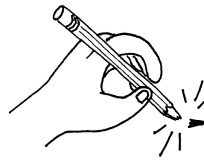
s

S



d

J



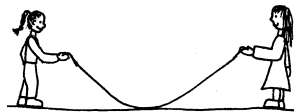
e

O



c

C



o



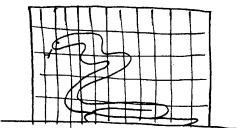


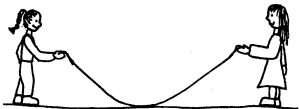
D



j

Draw a line to match each letter with its sound picture.

Review

	h	d	b	n	s
	e	u	i	o	c
	s	e	f	r	j
	c	j	e	m	l
	o	c	s	j	d
	i	x	t	w	j

Circle a letter to match each picture. Say the sound.

Oral Blending

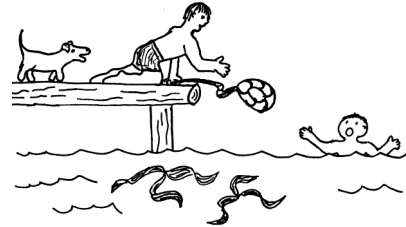
Aa



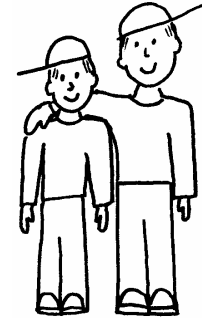
tis.....sue



cash.....ew



res.....cue



broth-er



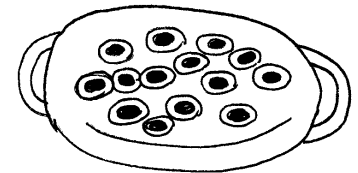
sta.....tue



fing-er



ar.....gue



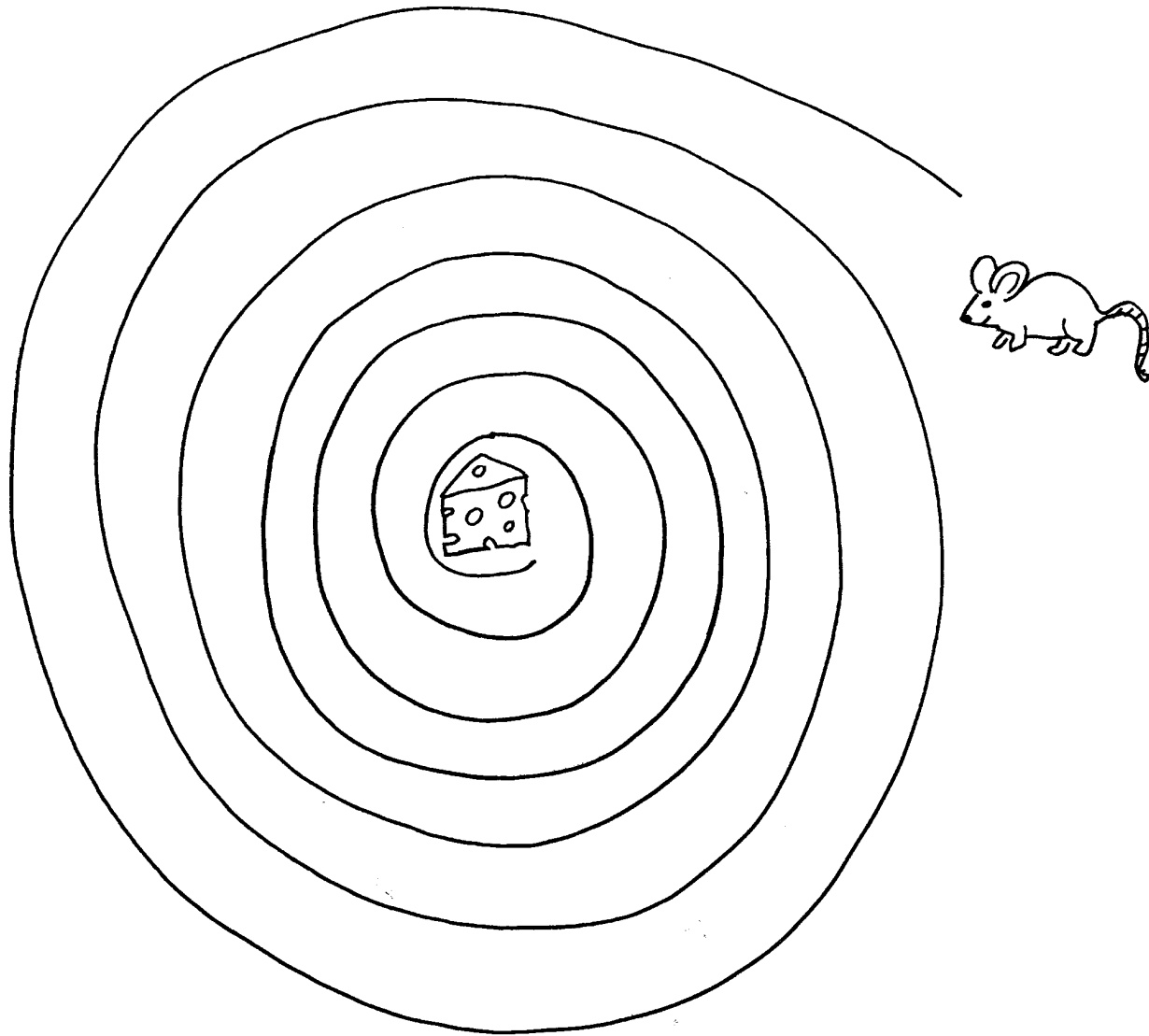
plat.....ter

Oral Blending 6 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find brother. Find cashew." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on plat.....ter. Circle sta.....tue. Put a line under ar.....gue." Continue until all pictures are completed.



Mouse And Cheese

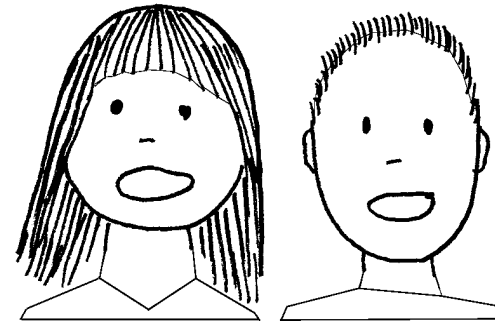


Help the mouse find his cheese.

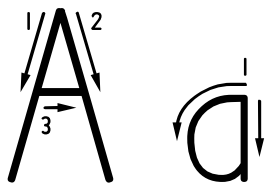
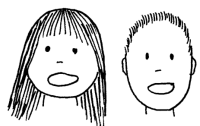
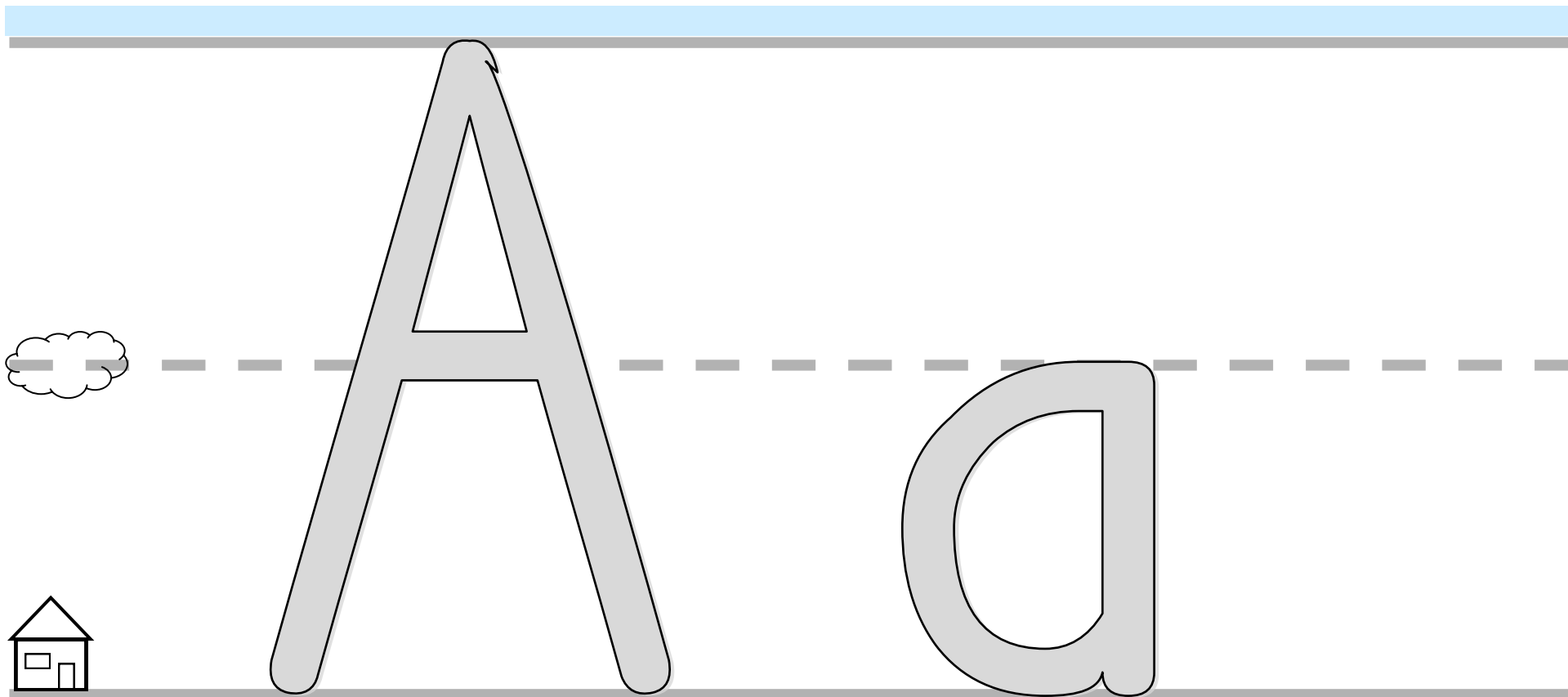
At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAaaa!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

A a



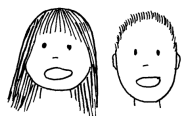
A a



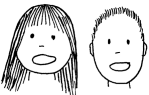
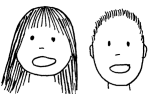
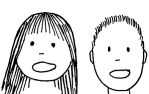



Handwriting

Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital A, capital A, capital A...."

Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

	A	W A X A A R N
	a	c d a b a o a
	a	cat man add am bag
	a	stamp panda fantastic
	a	Dan has a cat. 

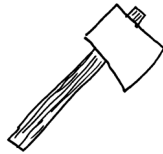
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

a _

ax



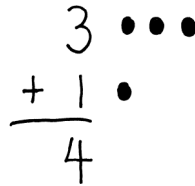
attic



anchor



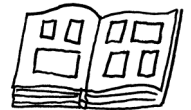
add



Alps



album



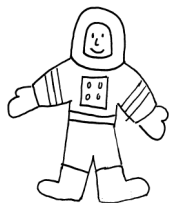
ad



ashes



astronaut



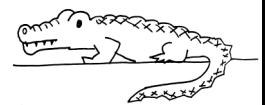
ant



ankle

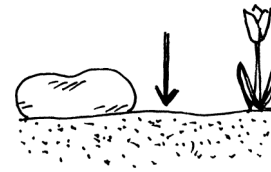
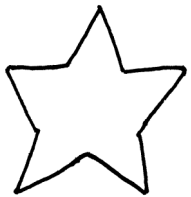
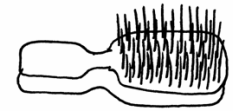
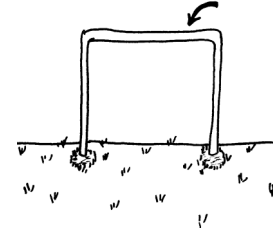


alligator



Rhyming

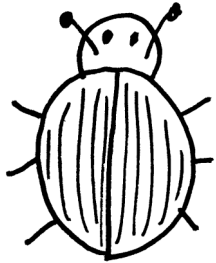
Aa



Rhyming 19- Draw lines to connect the pictures that rhyme.
boil-soil, peach-teach, blew-stew, bar-star, brush-rush

Oral Blending

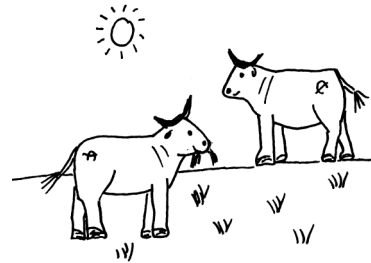
Vv



bee.....tle



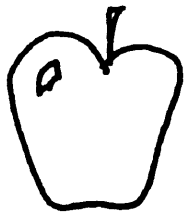
bot.....tle



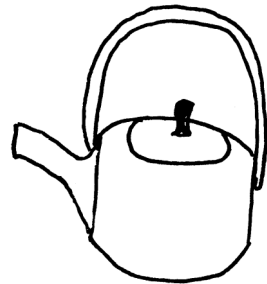
cat.....tle



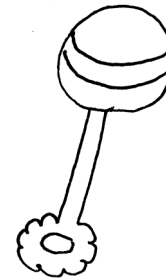
shut.....tle



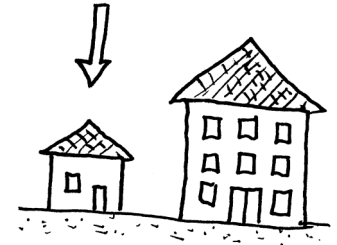
ap.....ple



ket.....tle



rat.....tle



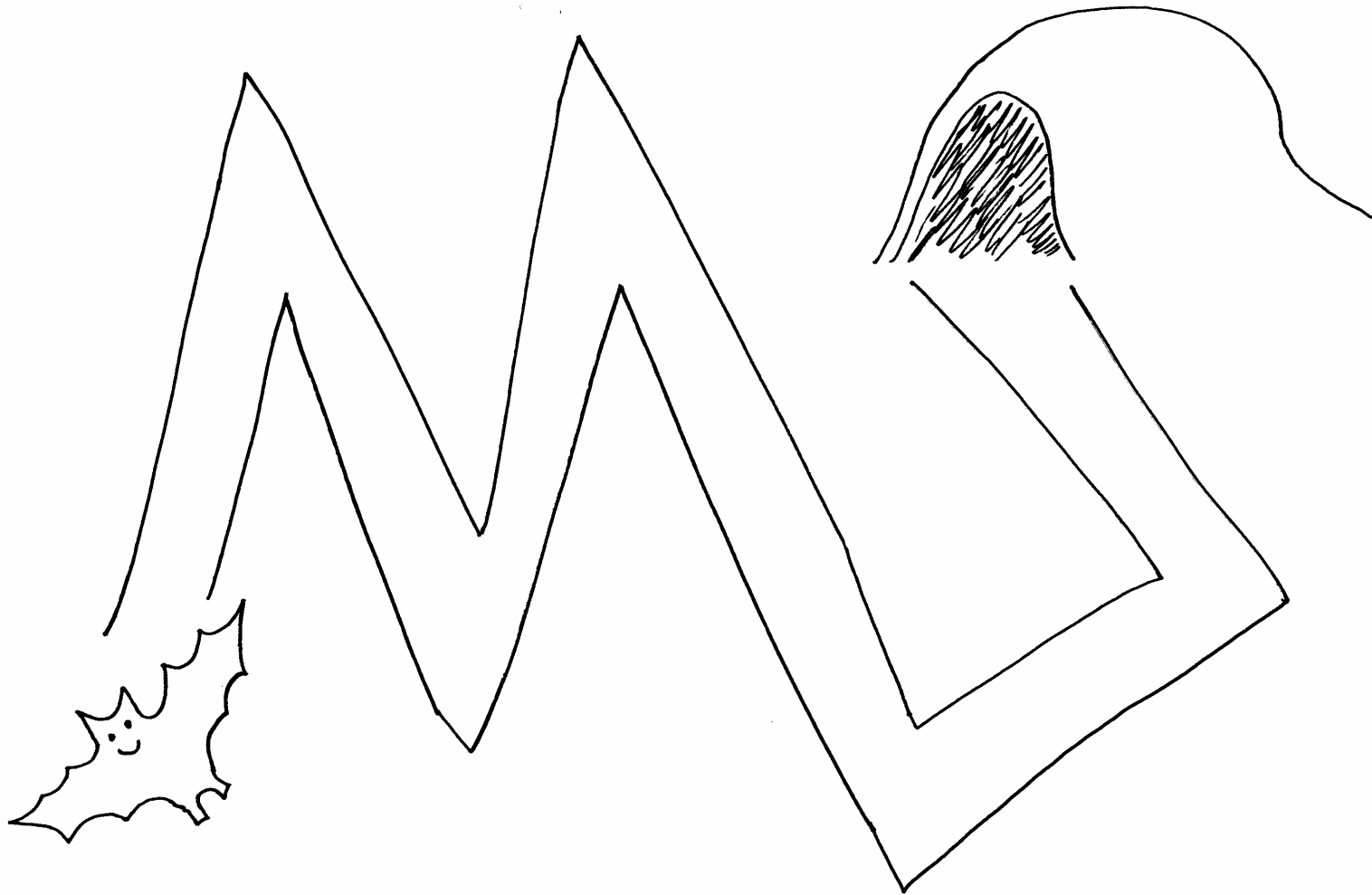
lit.....tle

Oral Blending 7 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find little. Find apple." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on shut.....tle. Circle ket.....tle. Put a line under cat.....tle." Continue until all pictures are completed.



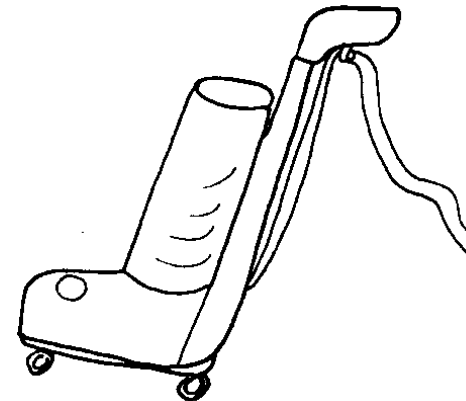
Bat Cave



Help the bat find his cave.

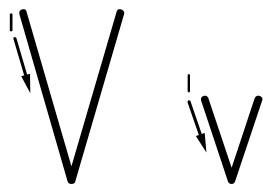
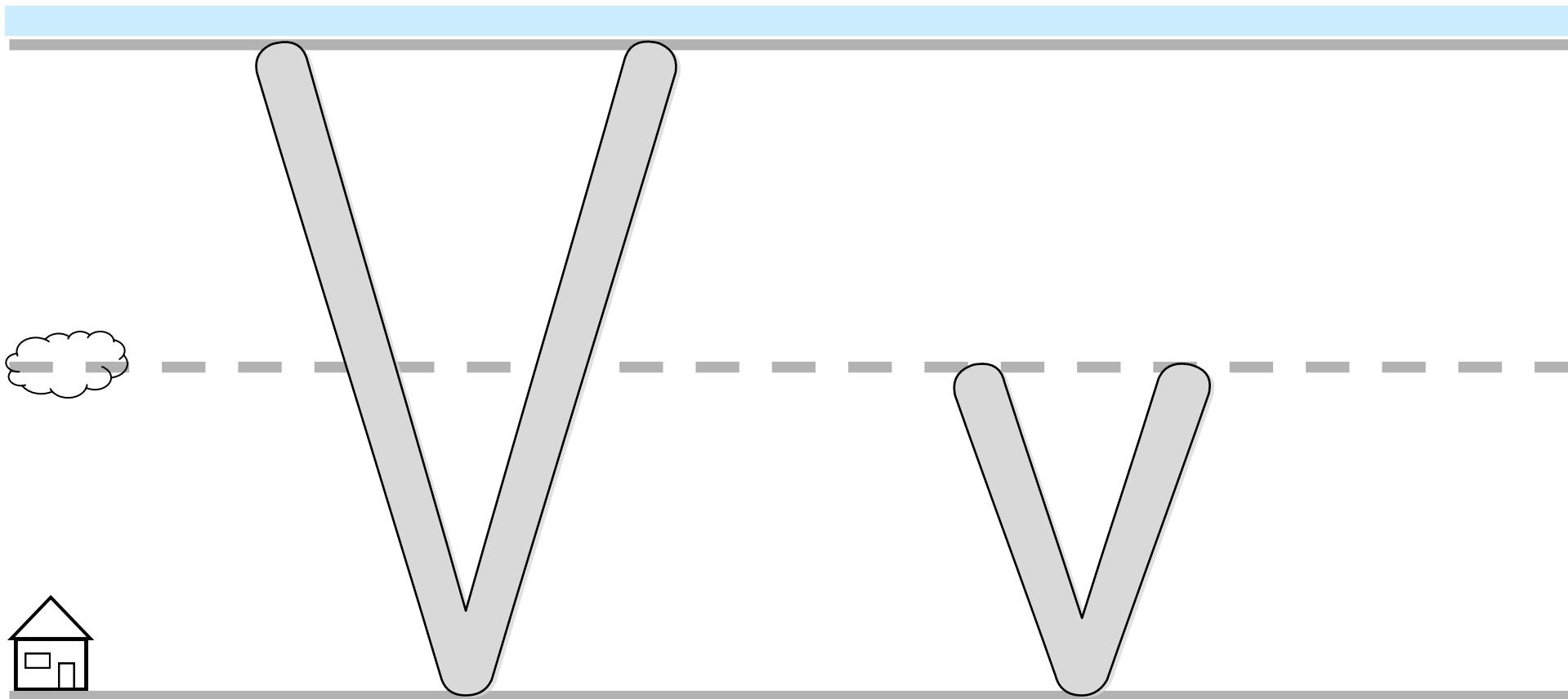
The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."

V v



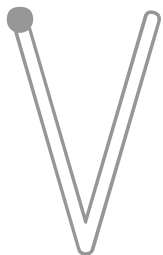
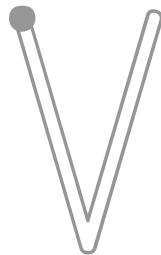
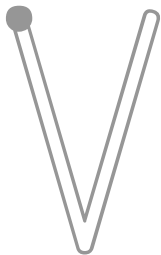
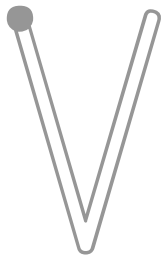
V v

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.








Handwriting

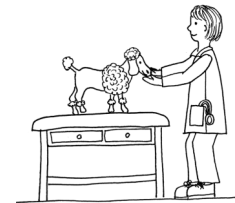
Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital V, capital V, capital V....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	V	W V X V T B V
	v	r v w v v x v
	v	van vet have give
	v	vest even river vim
	v	Jan is a vet.



Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

V _

vine



vase



vest



violin



van



veil



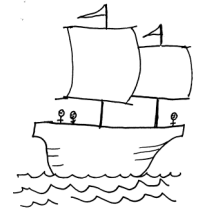
volcano



Valentine



voyage



valley



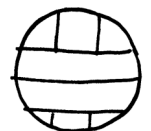
vulture



vacuum

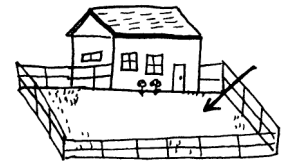
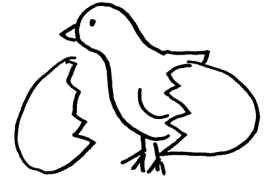
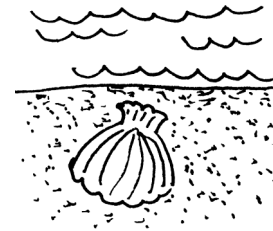
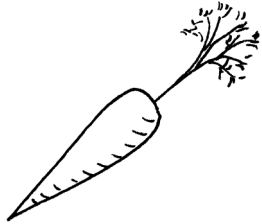
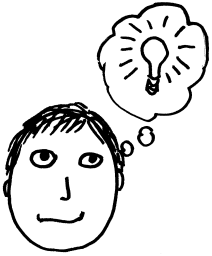


volleyball



Rhyming

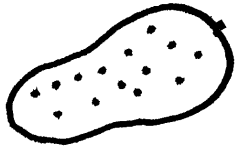
Vv



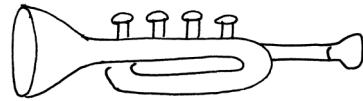
Rhyming 20- Draw lines to connect the pictures that rhyme.
 think-drink, carrot-parrot, card-yard, beach-reach, hatch-catch

Oral Blending

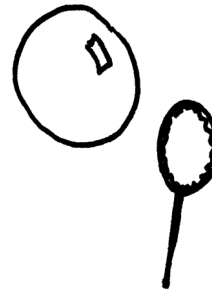
Gg



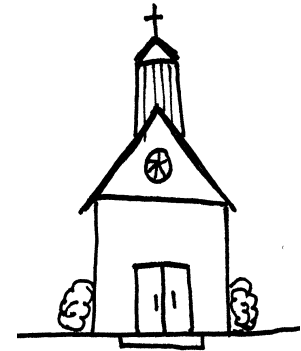
pic.....kle



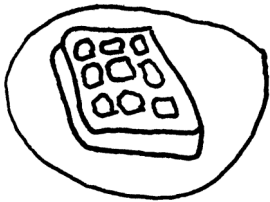
bu.....gle



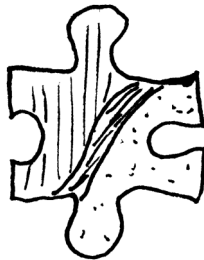
bub.....ble



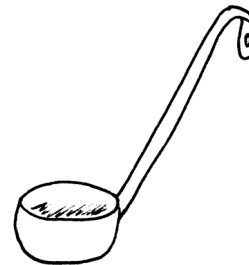
stee.....ple



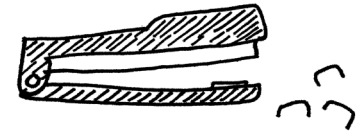
waf.....fle



puz.....zle



la.....dle



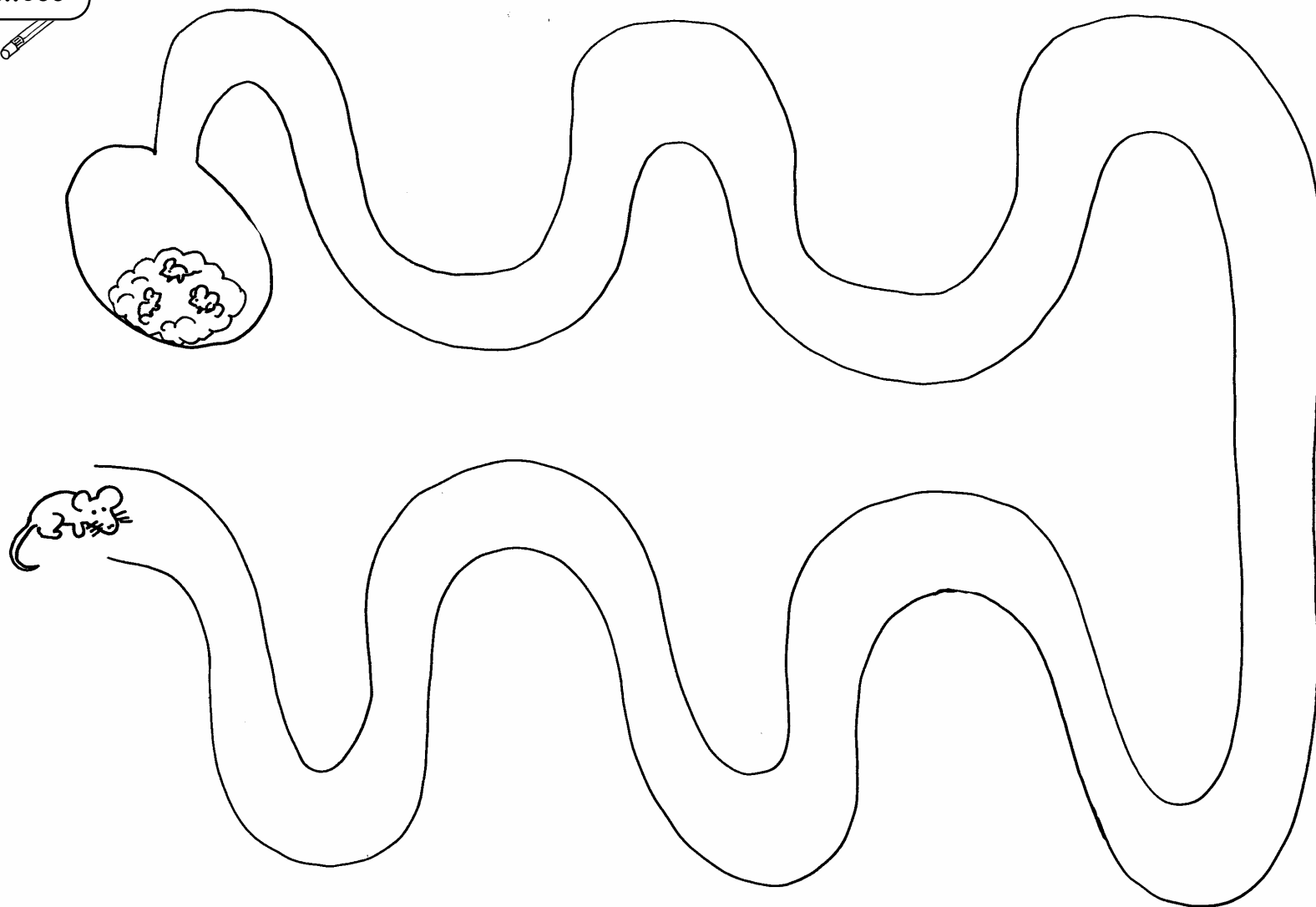
sta.....ple

Oral Blending 8- Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find bugle. Find ladle." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on stee.....ple. Circle pic.....kle. Put a line under puz.....zle." Continue until all pictures are completed.



Mouse Walk



Help the mother mouse get back to her babies.

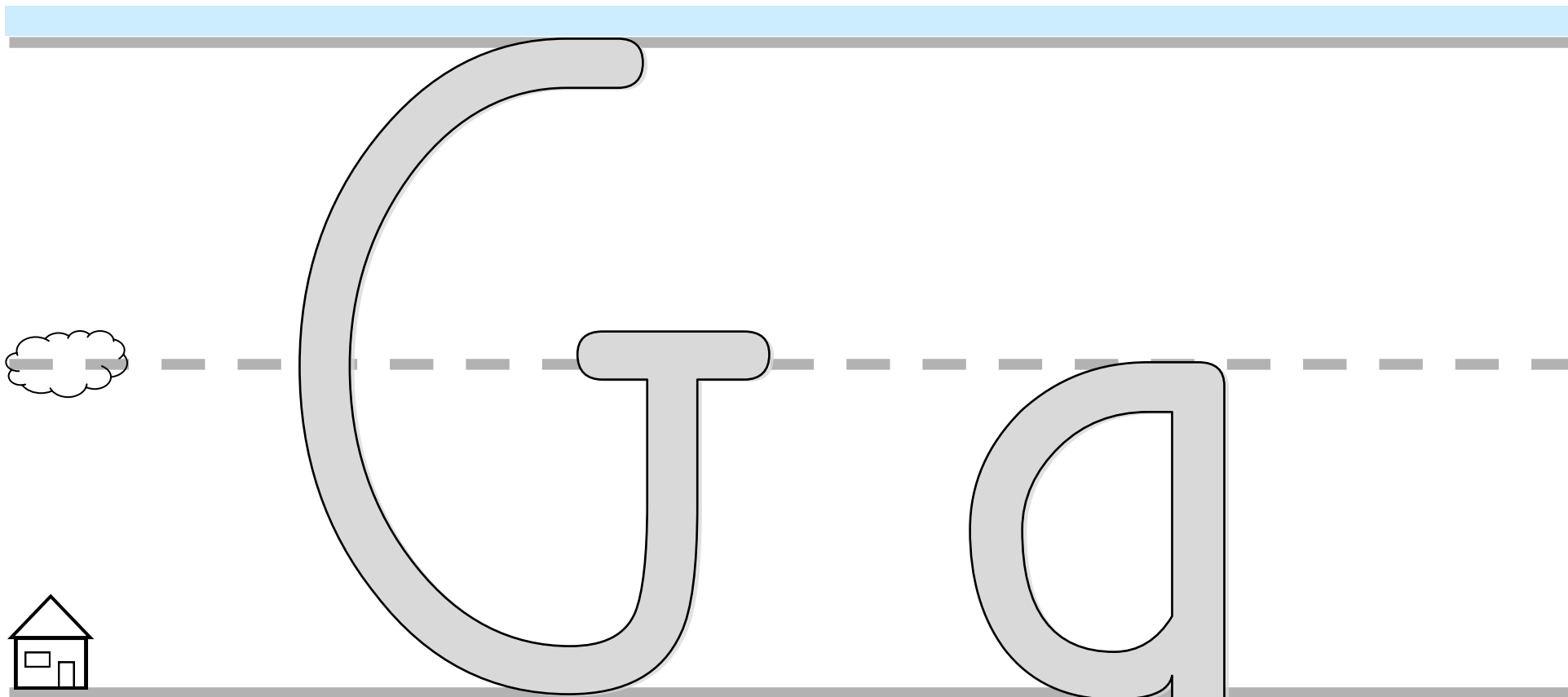
Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

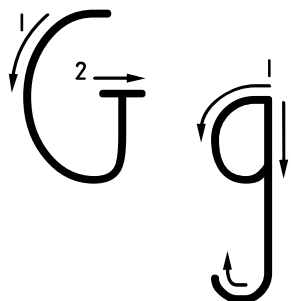
G g



G g



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital G, capital G, capital G...."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.

G

G

G

G

G

g

g

g

g

g

G

g

G

g

G

g



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	G	C G D C B C U
	g	a g d g j i g
	g	gum gas go leg big
	g	grand flag giggle log
	g	A dog is on a log. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

g—

gas



go



gate



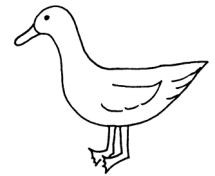
girl



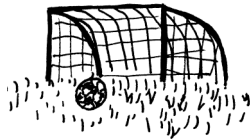
goat



goose



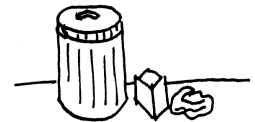
goal



ghost



garbage



guess

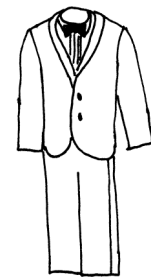
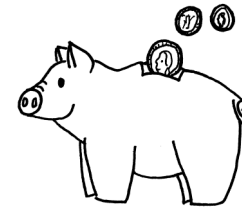
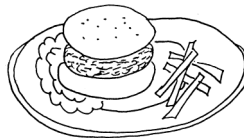
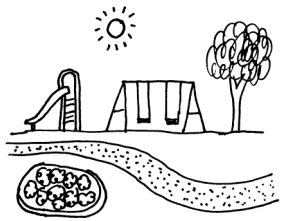
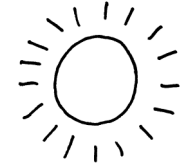
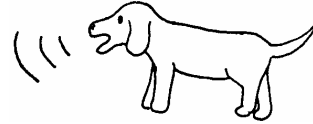
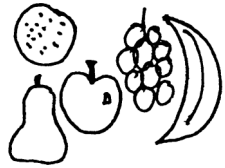
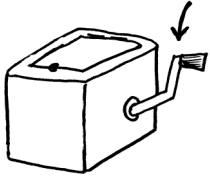


gold



garage

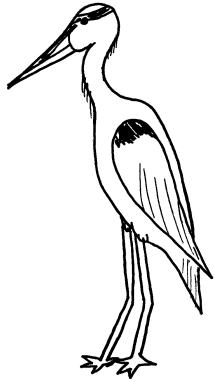




Rhyming 21- Draw lines to connect the pictures that rhyme.
crank-bank, fruit-suit, punch-lunch, bark-park, bright-tight

Oral Blending

Pp



her.....on



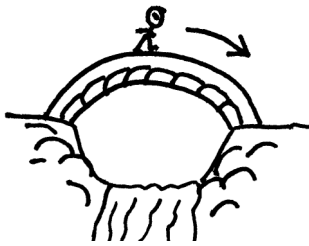
chil.....dren



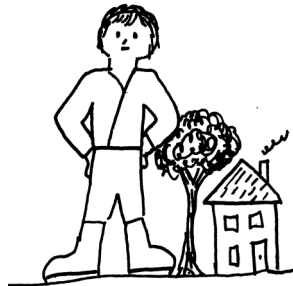
gar.....age



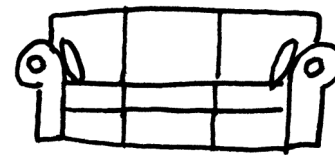
fa.....ther



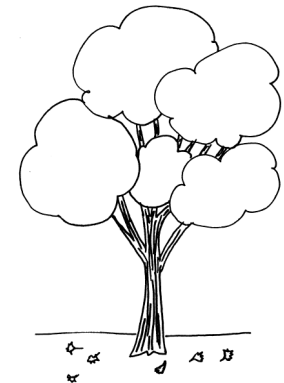
a.....cross



gi.....ant



so.....fa



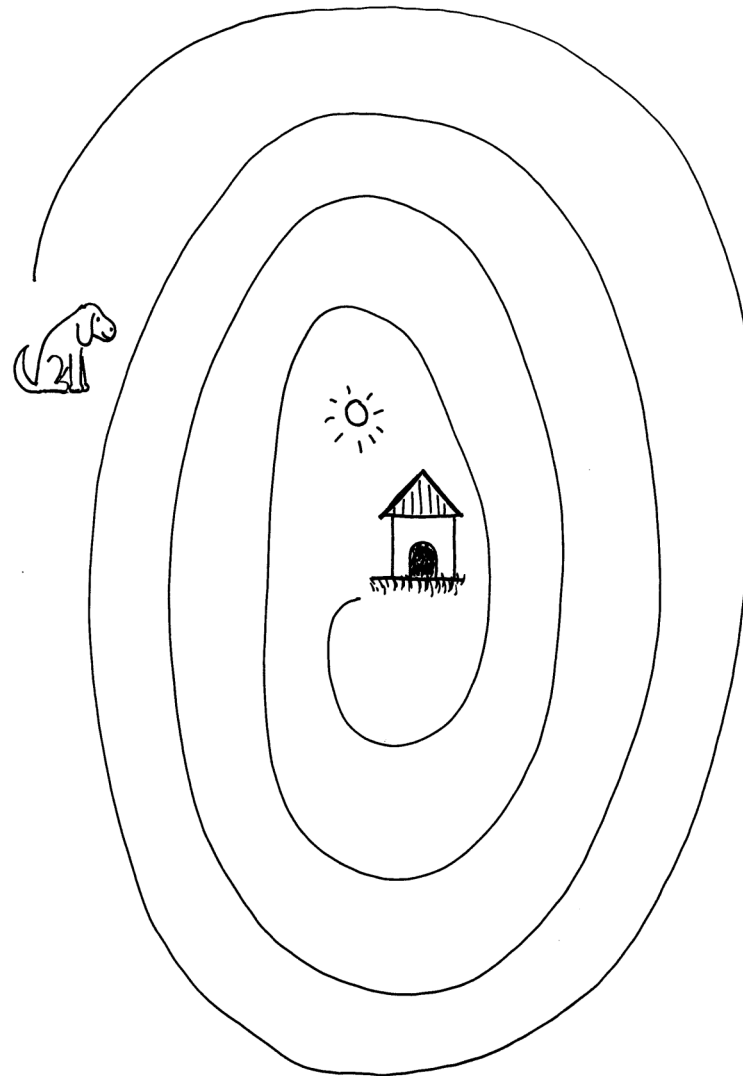
ma.....ple

Oral Blending 9 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find children. Find maple." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on so.....fa. Circle gar.....age. Put a line under fa.....ther." Continue until all pictures are completed.

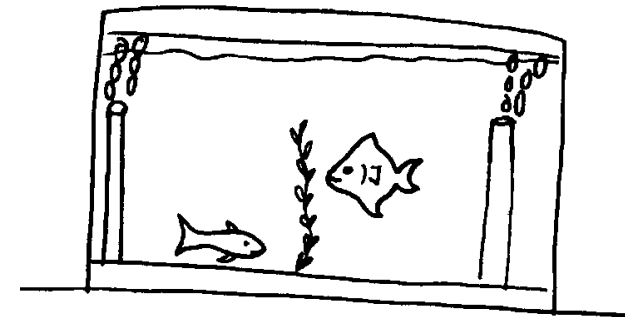


Dog Run



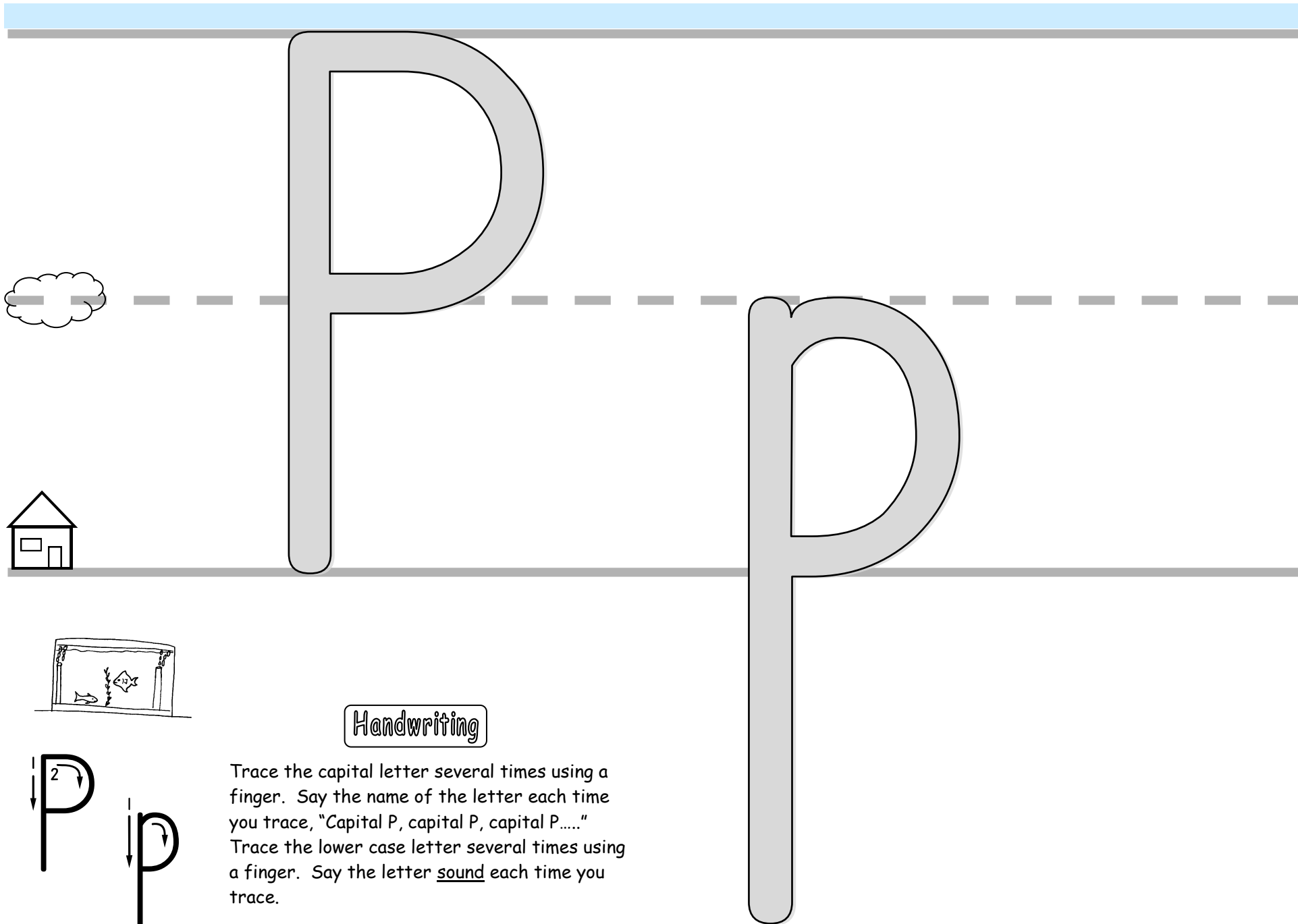
Help the dog find his way back to his doghouse.

When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "p, p, p, p" sound of the air pump pushing air into the water.



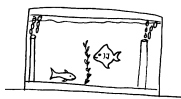
P p

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.



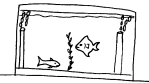
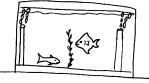
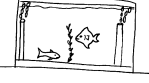
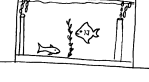
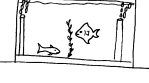
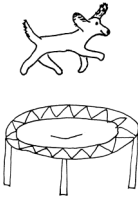
Handwriting

Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital P, capital P, capital P....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	P	P D B P E F P
	p	d p j b p e p
	p	pop pan pill cup map
	p	puppy jump plan pig
	p	A pup is up. 

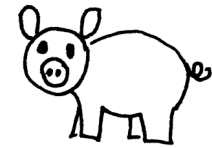
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

p _

pig



pickle



paper



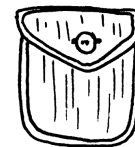
paint



pizza



pocket



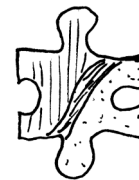
purse



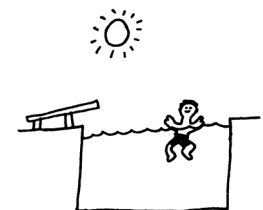
pie



puzzle



pool



push



pine



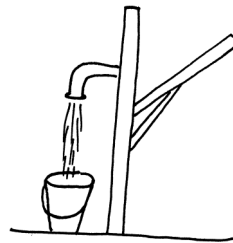
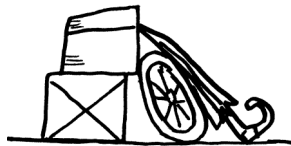
pillow



Rhyming

Pp

milk
eggs
ham
plums

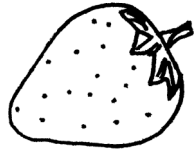


$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

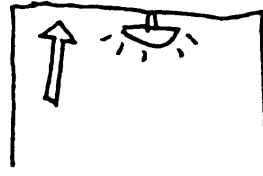
Rhyming 22- Draw lines to connect the pictures that rhyme.
list-fist, cost-lost, bath-math, jump-pump, skunk-junk

Oral Blending

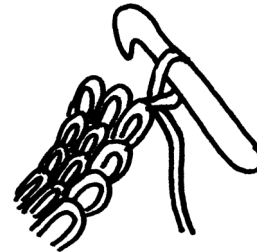
Kk



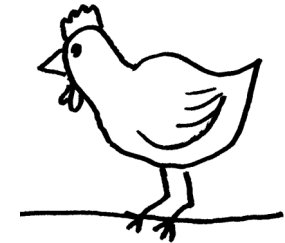
ber.....ry



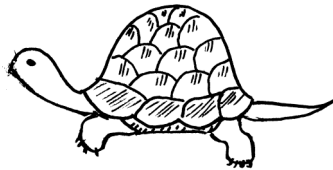
ceil.....ing



cro.....chet



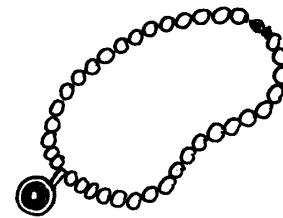
chick.....en



tur.....tle



pi.....rate



neck.....lace



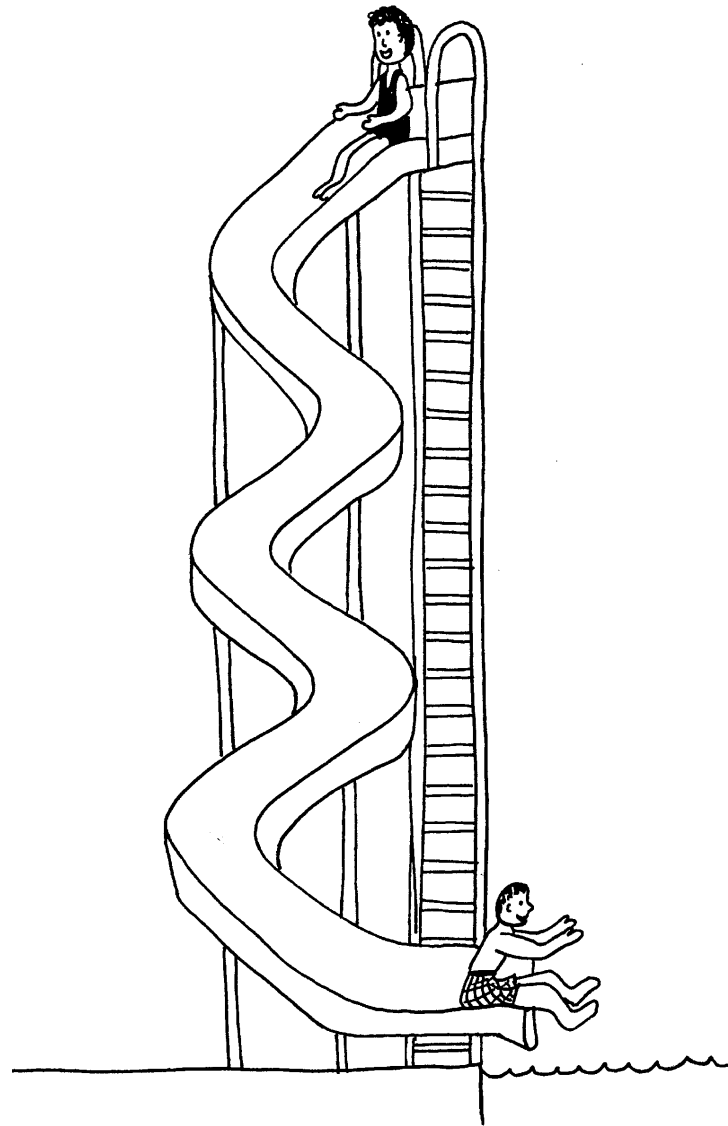
au.....tumn

Oral Blending 10- Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find turtle. Find chicken." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on ceil.....ing. Circle neck.....lace. Put a line under ber.....ry." Continue until all pictures are completed.



Waterslide



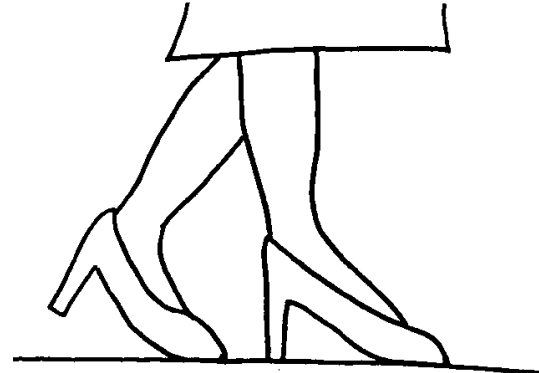
Help the children go down the waterslide.

Audrey looked up when she heard the "k, k, k" sound of the receptionist's heels stepping across the tile floor.

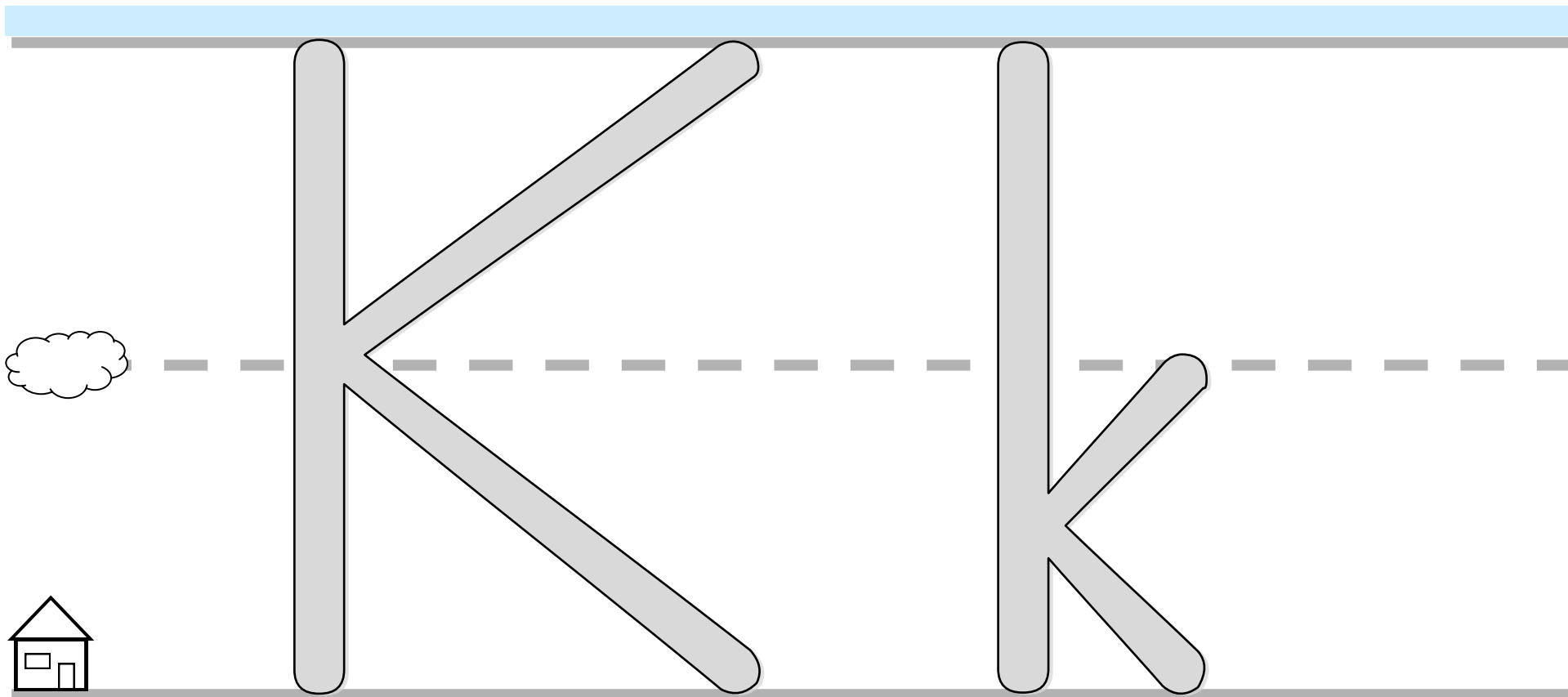
"I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

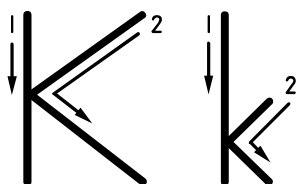
K k



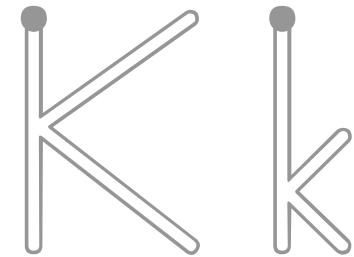
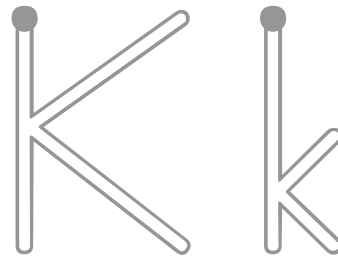
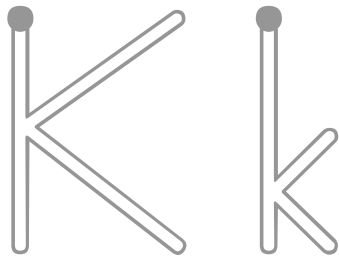
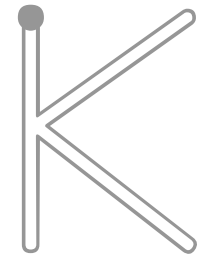
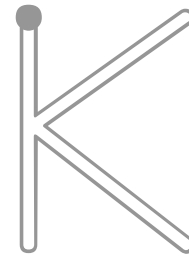
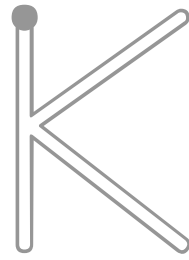
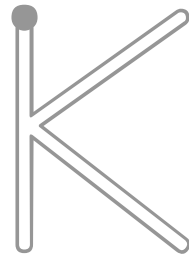
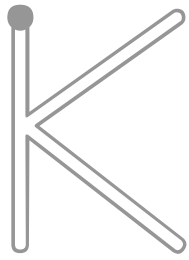
K k



Handwriting




Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital K, capital K, capital K....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	K	W K X K K V K
	k	f k h x k g k
	k	kick kiss pick wink sky
	k	skunk cracker mask
	k	Jan picks up a rock. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

k _

kick



kite



kiss



keg



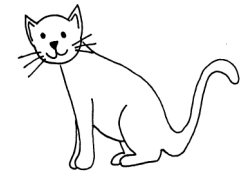
king



kid



kitten



kit



key



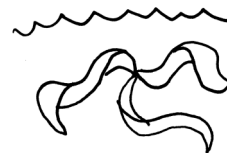
kettle



kilt



kelp

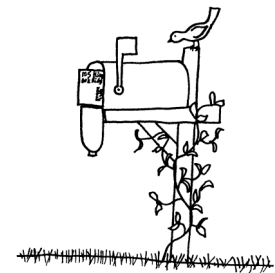
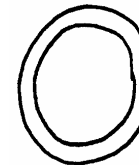
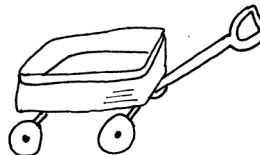
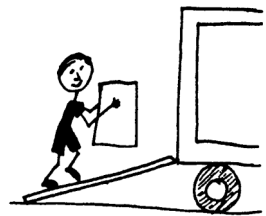
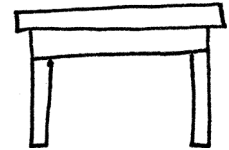
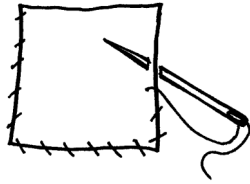


kangaroo



Rhyming

Kk



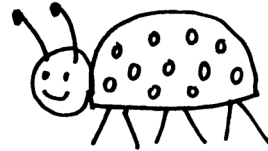
Rhyming 23- Draw lines to connect the pictures that rhyme.
 dragon-wagon, mend-send, hero-zero, gift-lift, table-label

Oral Blending

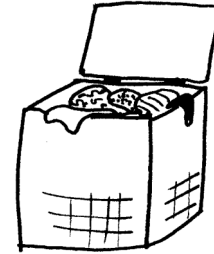
Yy



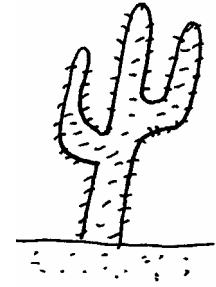
a.....corn



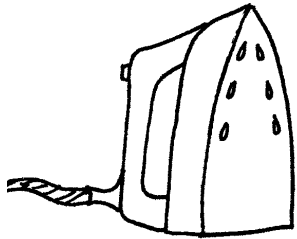
in.....sect



ham.....per



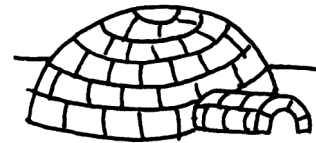
cac.....tus



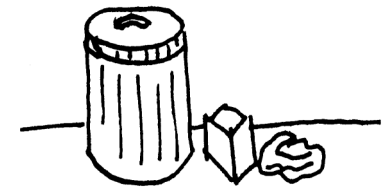
i.....ron



jack.....et



ig.....loo

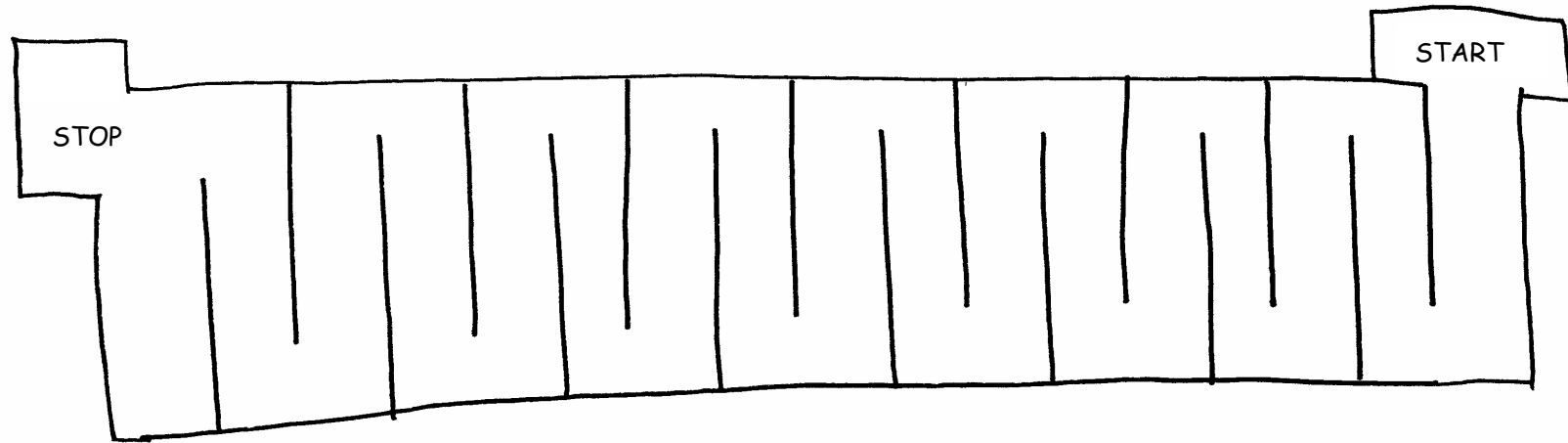


gar.....bage

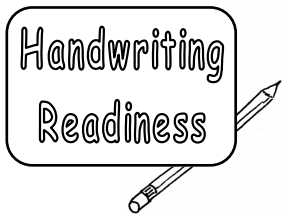
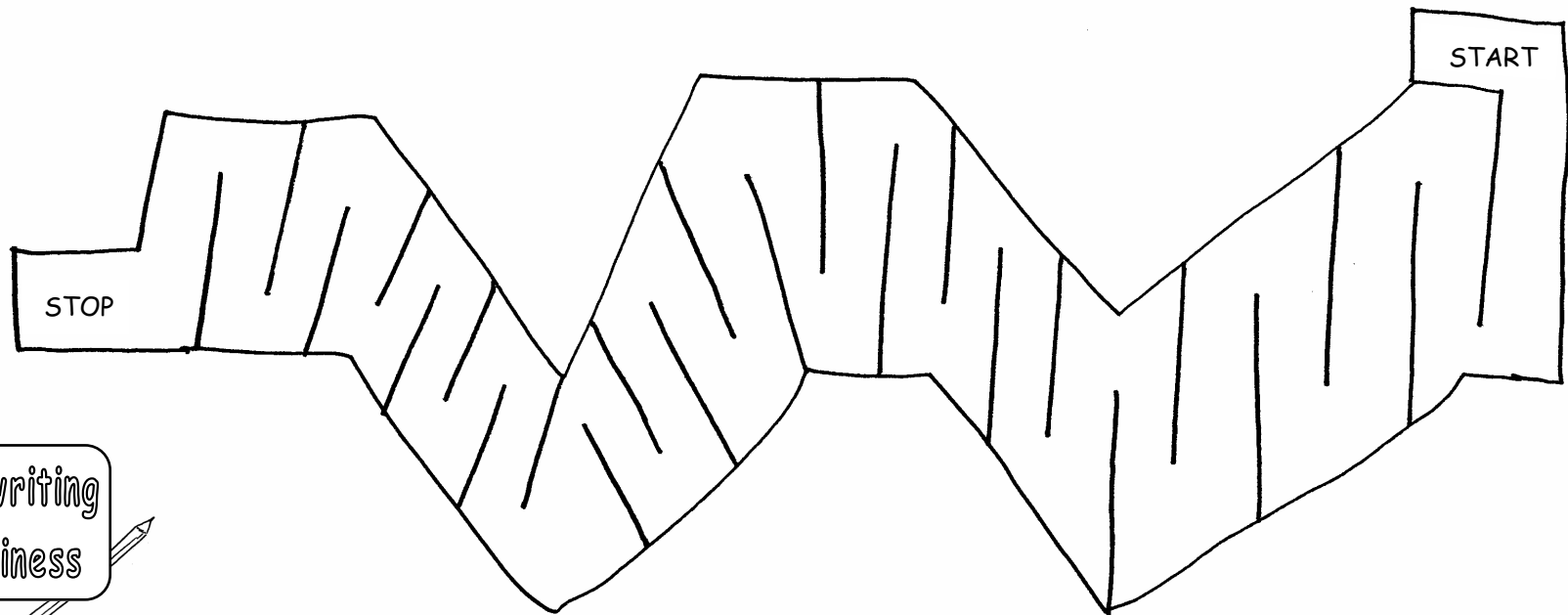
Oral Blending 11 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find igloo. Find acorn." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on ham.....per. Circle gar.....bage. Put a line under in.....sect." Continue until all pictures are completed.

Two Mazes Reversed



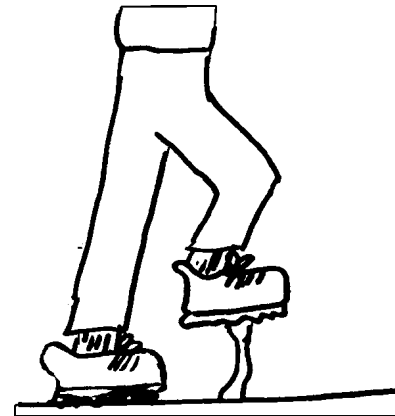
Go through each maze.



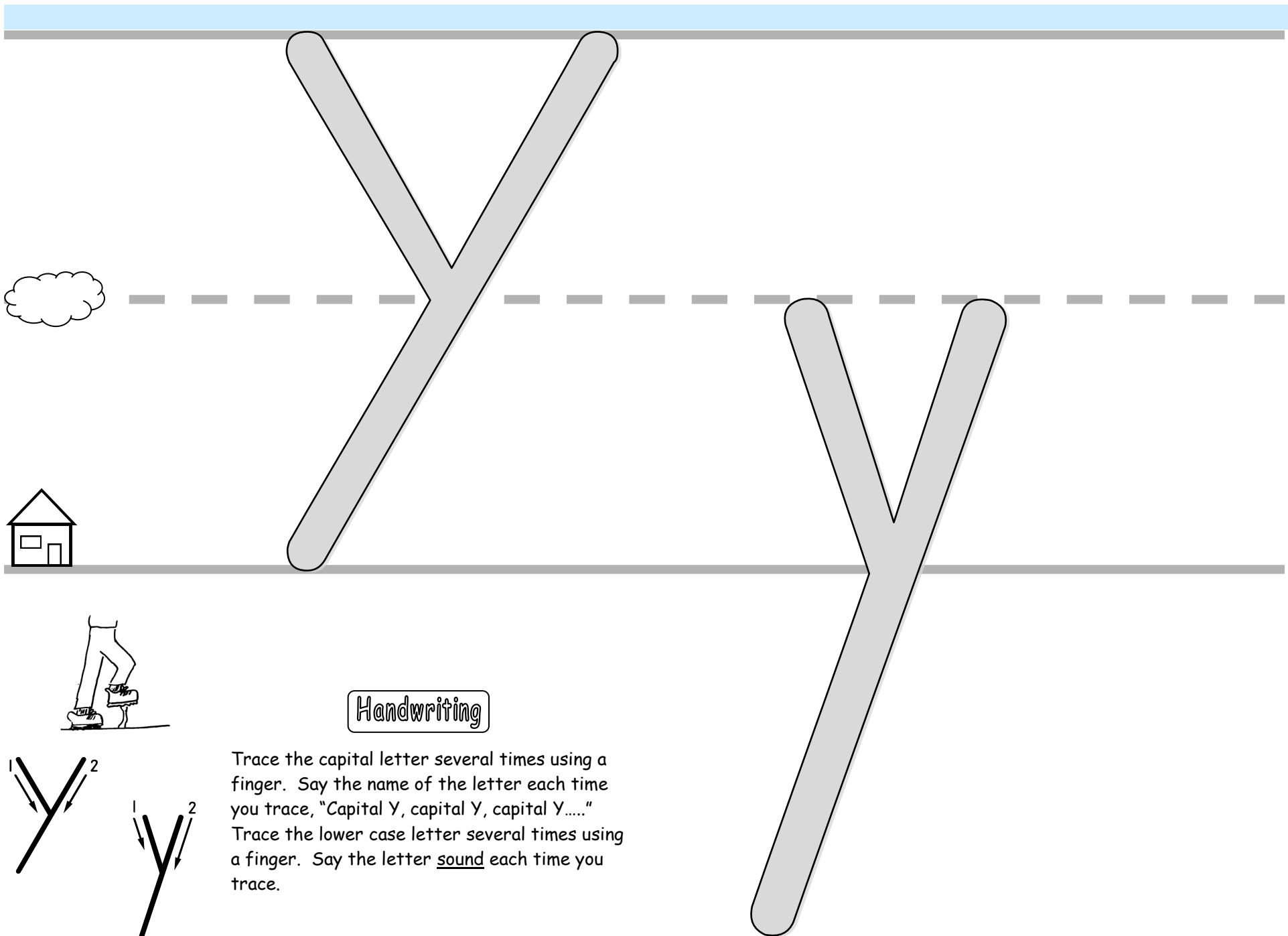
When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.

Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.

Y y

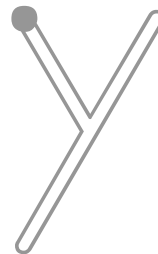
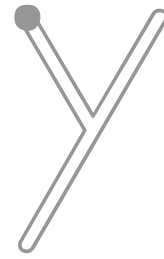
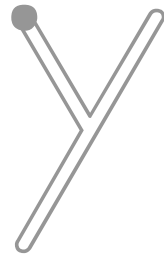


Y y








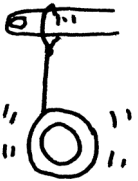
Handwriting

Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital Y, capital Y, capital Y....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	Y	V Y K T Y W Y
	y	y v w y k y r
	y	yes yak yell my
	y	sky yelp yummy
	y	Jimmy has a yo-yo. 

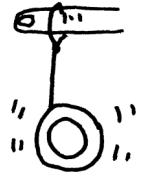
Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

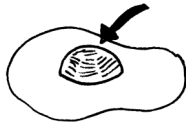
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

y _

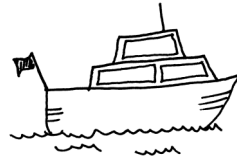
y o - y o



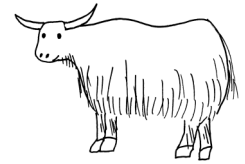
yolk



yacht



yak



yawn



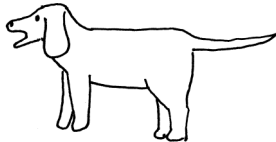
yes



yell



yap



yarn



yam



year

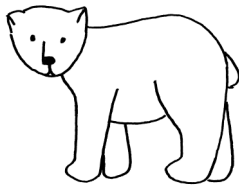
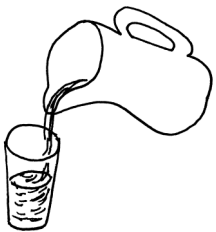
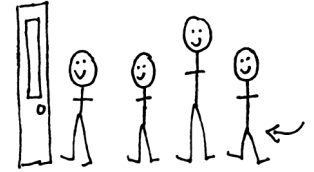
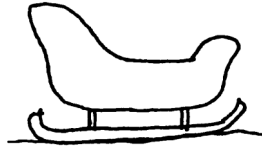
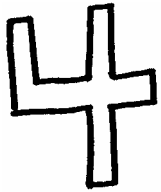


yard



you





Rhyming 24- Draw lines to connect the pictures that rhyme.
four-pour, grind-find, sleigh-neigh, pear-bear, last-fast

Review

A

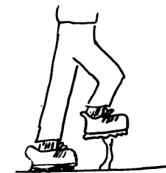
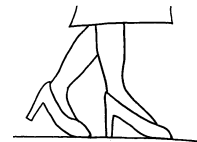
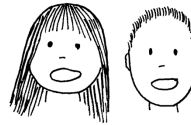
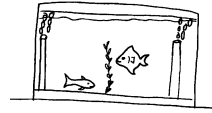
V

G

P

K

Y



v

k

y

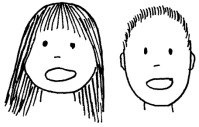
g

p

a

Draw a line to match each letter with its sound picture.

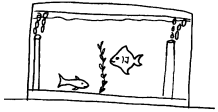
Review



o s a g u



y j m v k



c e d b p



w l v k f



j g y a d

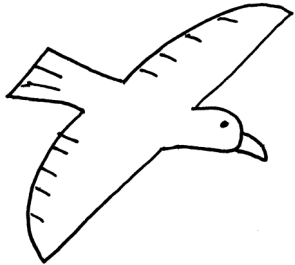


y w r v x

Circle a letter to match each picture. Say the sound.

Oral Blending

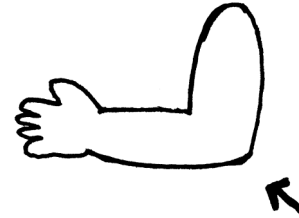
Qu qu



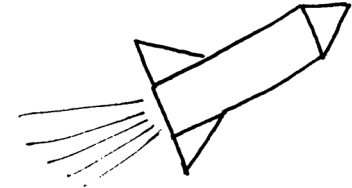
vul.....ture



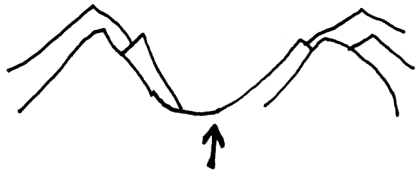
quar.....ter



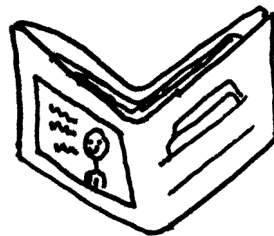
el.....bow



rock.....et



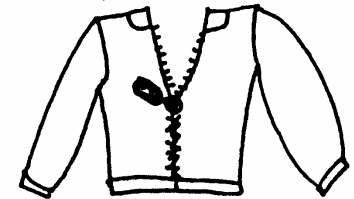
val.....ley



wal.....let



o.....live



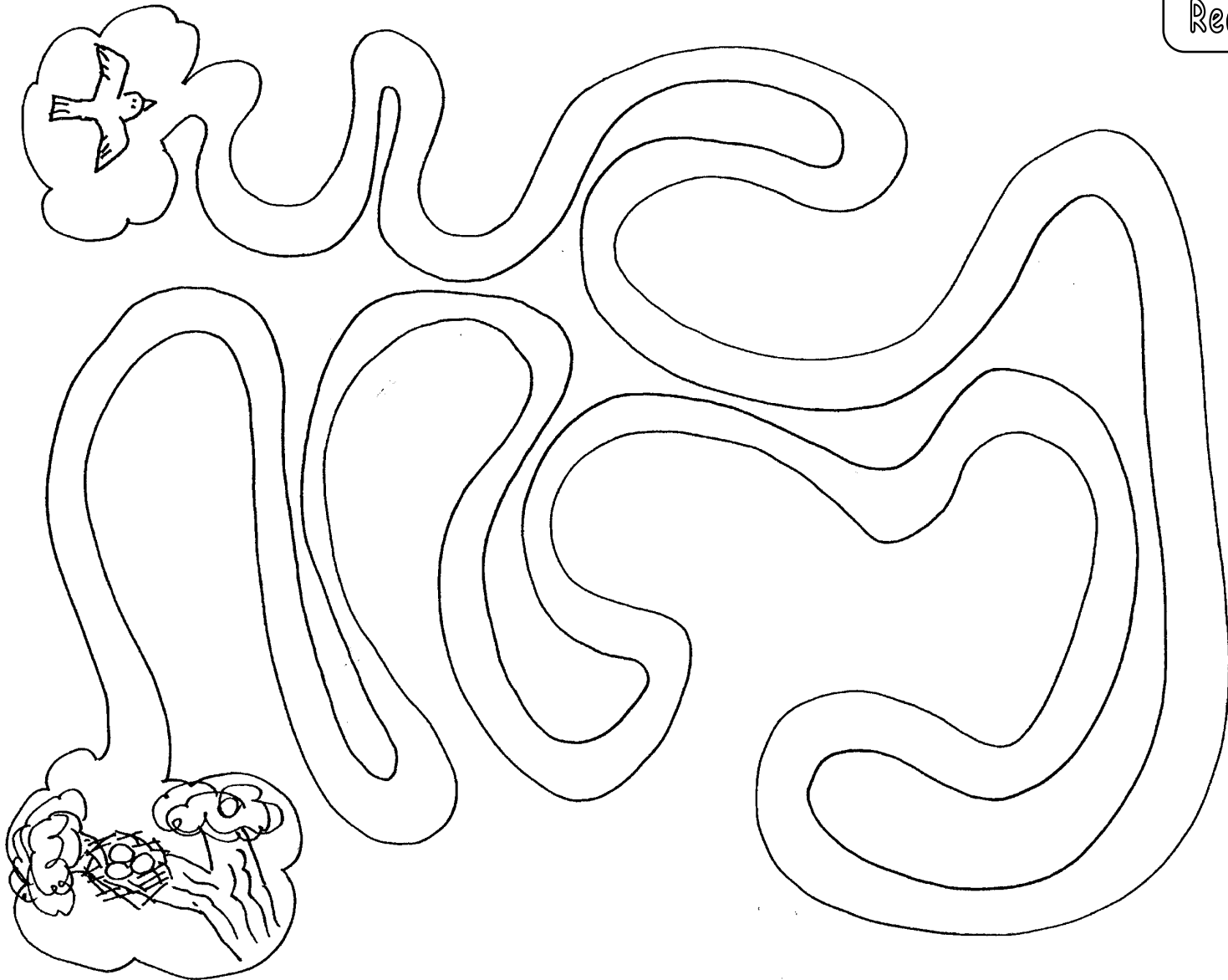
zip.....per

Oral Blending 12 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find rocket. Find valley." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on o.....live. Circle quar.....ter. Put a line under zip.....per." Continue until all pictures are completed.

Bird Nest

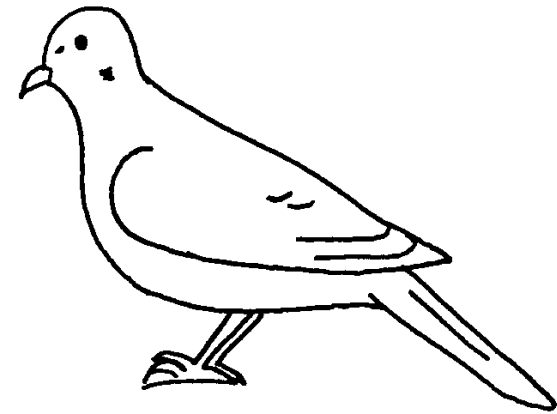
Handwriting
Readiness



Help the mother bird find her nest.

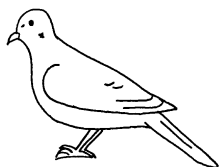
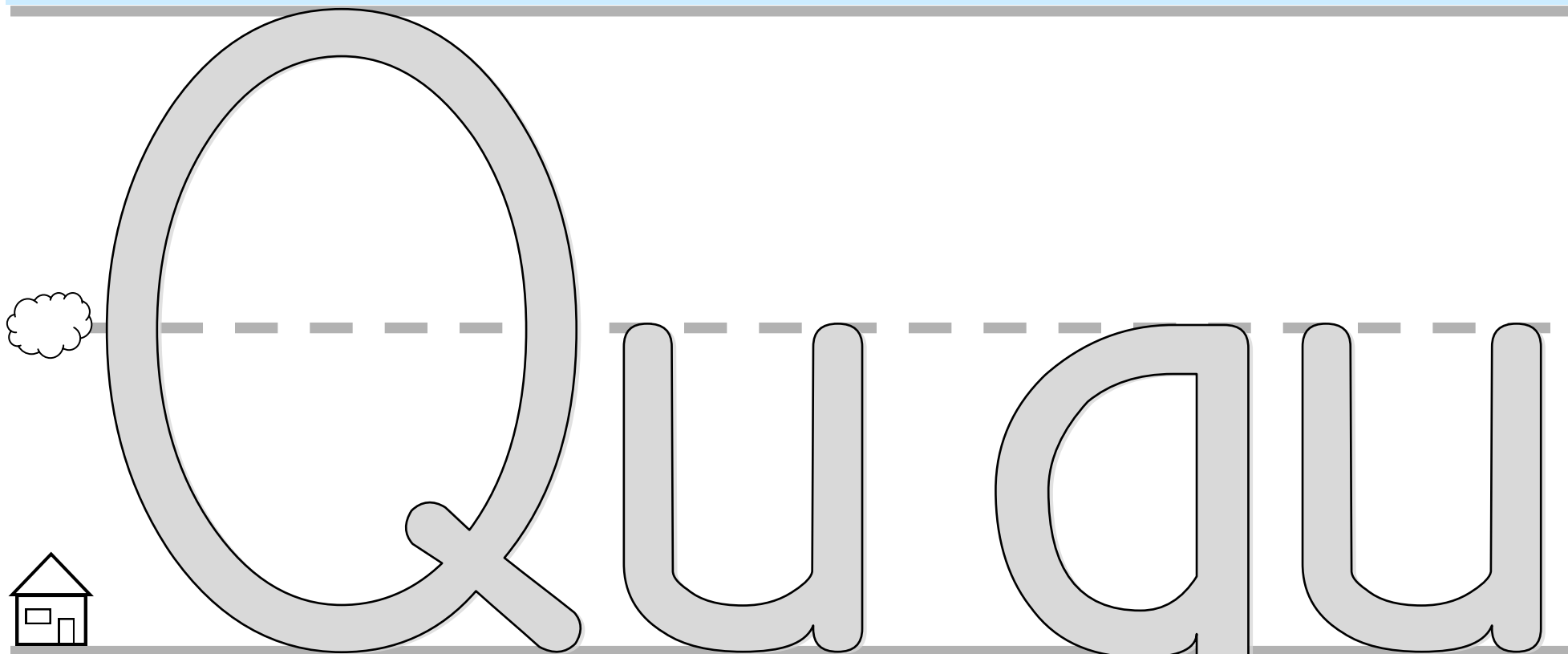
Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo."

Qu qu

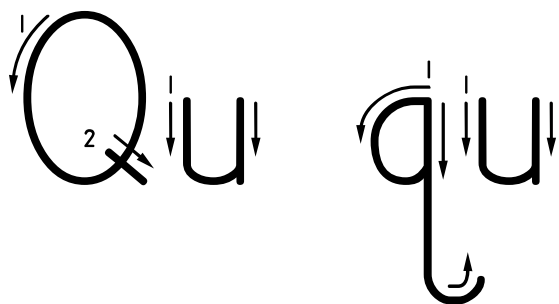


Qu qu

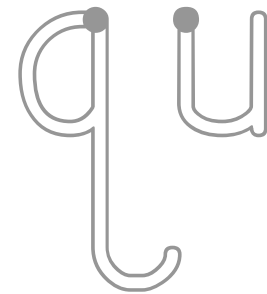
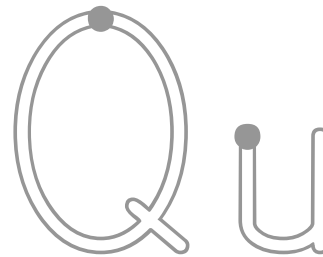
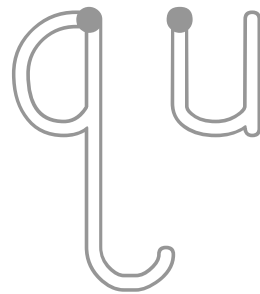
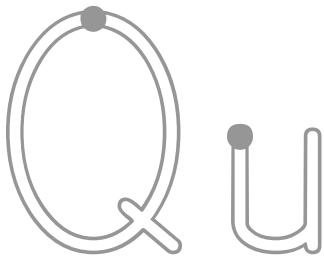
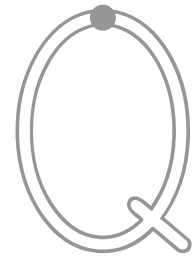
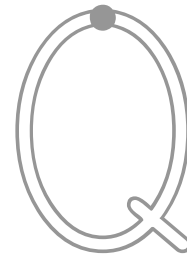
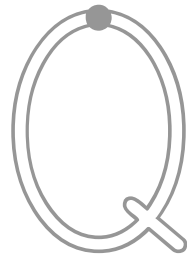
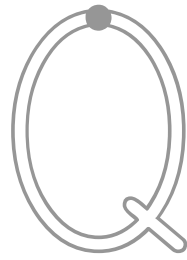
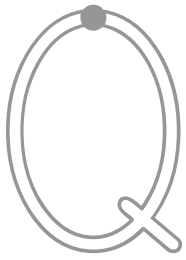
Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.



Handwriting









Trace the capital letters several times using a finger. Say the name of the letters each time you trace, "Capital Qu, capital Qu, capital Qu....."
Trace the lower case letters several times using a finger. Say the sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

Letter Discrimination

	Q	Q O P Q A T Q
	q	q p j q g y q
	qu	quit quiz quack quilt
	qu	quarter equal jonquil
	qu	A duck can quack. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

qu _

quarrel



quiet



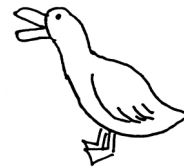
quart



quartet



quack



quill



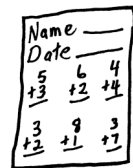
quarter



queen



quiz



question



quail

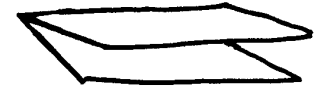
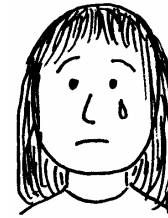


quiver



Rhyming

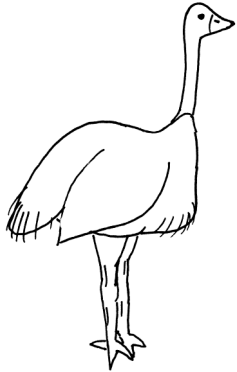
Qq



Rhyming 25- Draw lines to connect the pictures that rhyme.
 weather-feather, pea-sea, shelf-elf, tear-year, fold-cold

Oral Blending

Zz



os.....trich



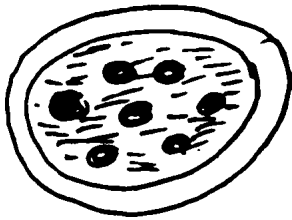
bar.....rel



ea.....gle



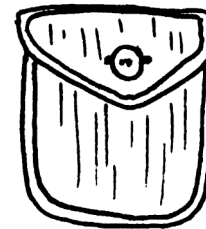
o.....boe



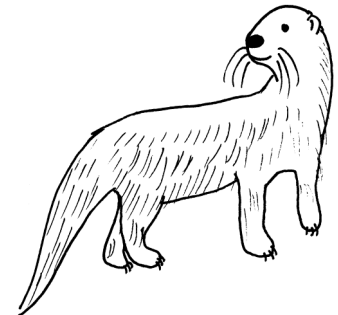
piz.....za



o.....kra



poc.k.....et



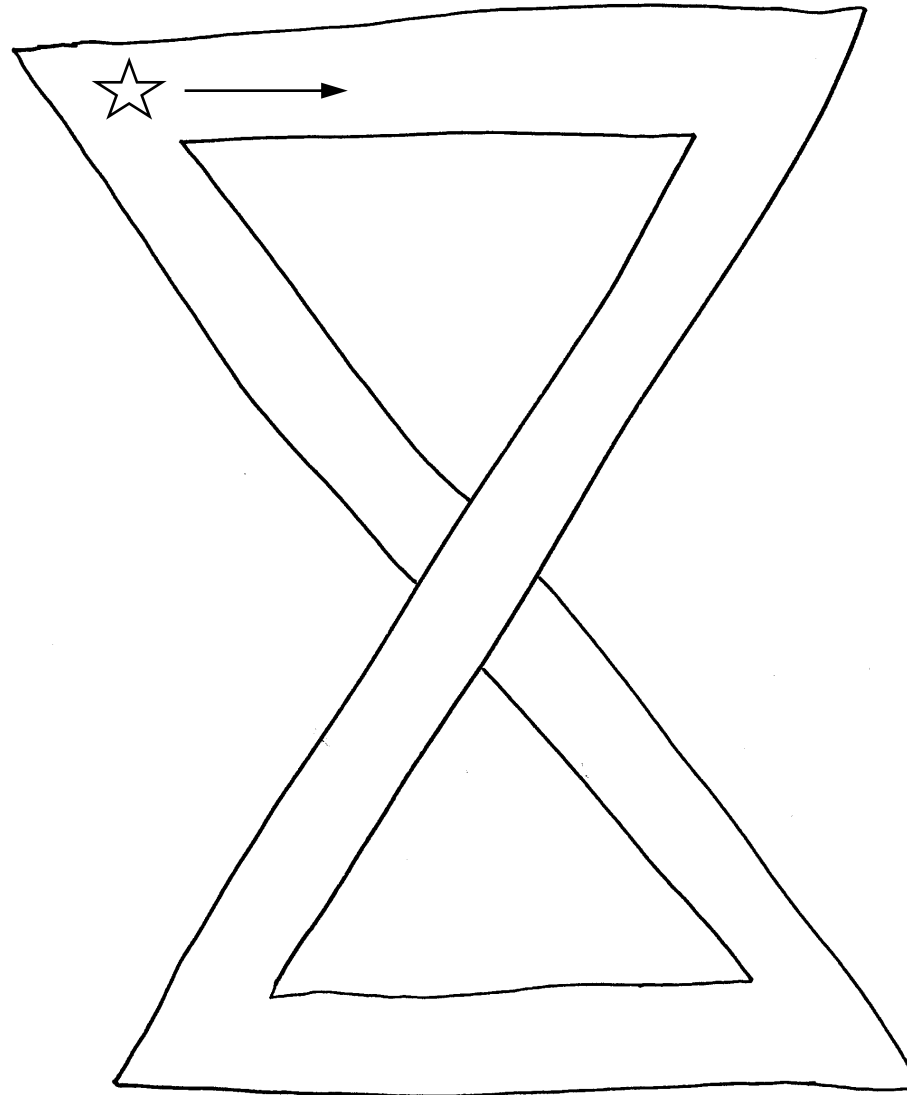
ot.....ter

Oral Blending 13 - Two-Syllable Words (Do the pictures in random order.)

STEP 1: The teacher names each picture in random order, pronouncing the word normally, and asks the student to point to it. "Find okra. Find oboe." If there are pictures the student doesn't recognize or words that are not familiar to the student, explain them. STEP 2: The teacher says the name of each picture, separating it into two syllables, with a pause in between. The student finds the correct picture, names the picture (says it fast, without a pause) and marks it. Vary marking instructions from one picture to the next. For example, have the student circle a picture, underline a picture, or put an X on a picture. "Put an X on ot.....ter. Circle piz.....za. Put a line under ea.....gle." Continue until all pictures are completed.



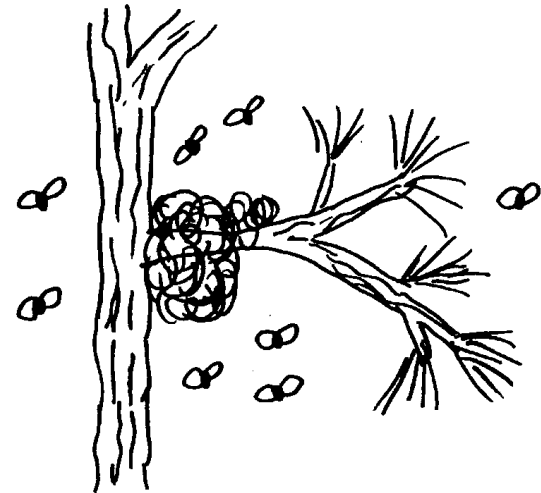
Double Pyramid



Follow the path. Start at the star. Follow the arrow.
Go through the path several times.

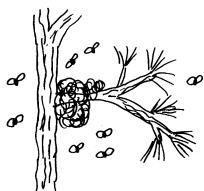
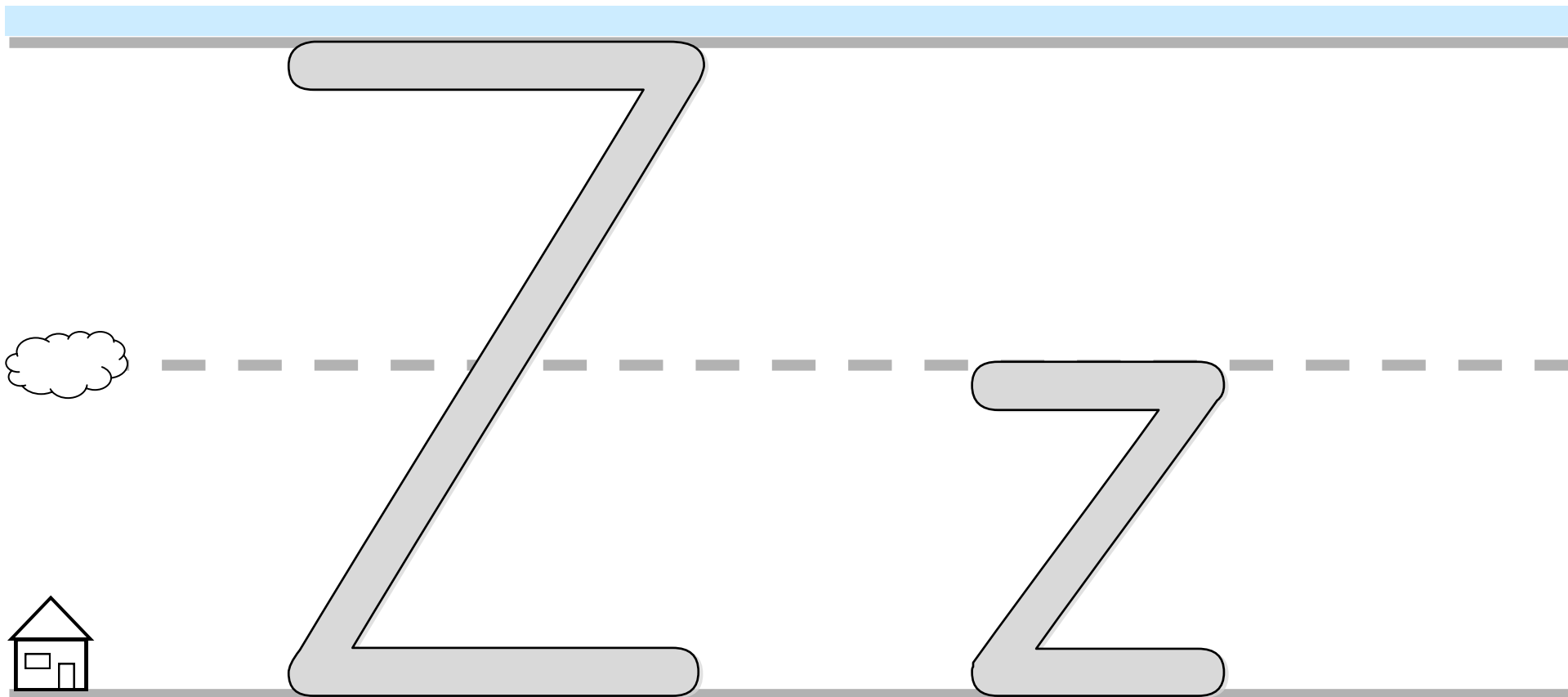
Suddenly they heard a loud buzzing sound, "zzzzzzzzzz. They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.

Z z

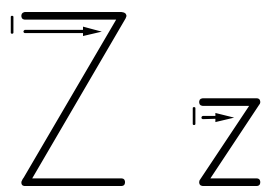


Z z

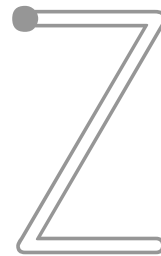
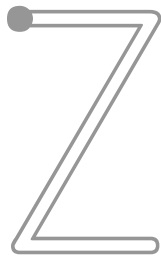
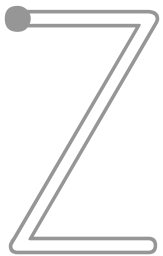
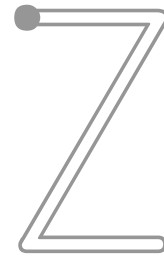
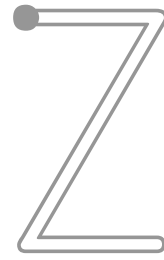
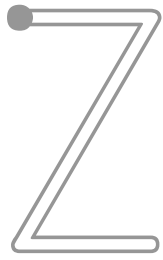
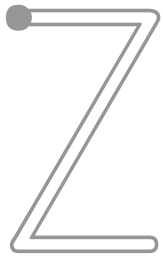
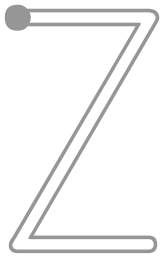
Teacher reads aloud. Teacher says the picture sound. Teacher gives the letter sound (same as the picture). Students point to each capital and lower case letter (on the top and the bottom), repeating the sound for every letter.



Handwriting



Trace the capital letter several times using a finger. Say the name of the letter each time you trace, "Capital Z, capital Z, capital Z....."
Trace the lower case letter several times using a finger. Say the letter sound each time you trace.



Start at the dot. Trace the letters. Say the name of each capital letter. Say the sound of each lower case letter.

	Z	N Z W Z Y K Z
	z	v z k y z z u
	z	jazz fizz zip buzz
	z	zigzag freeze fizzle
	z	A zebra is at the zoo. 

Look at the first letter in each row. Look at the sound picture. Say the sound. Find all the matching letters in the rest of the row. Circle the matching letters.

Beginning Sounds

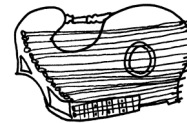
The teacher reads the first word. Students point to the word, listen to the teacher, and repeat the word. Then students circle the first letter in the word and say the sound of the letter. Do the rest of the words in the same way. Note: Students are not expected to be able to read the words by themselves.

Z _

zoo



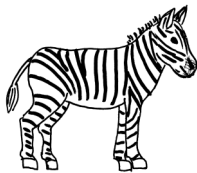
zither



zipper



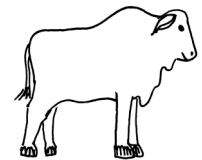
zebra



zucchini



zebu



zero



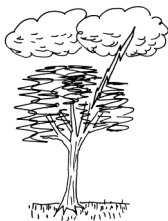
zigzag



zone



zap



zinnia

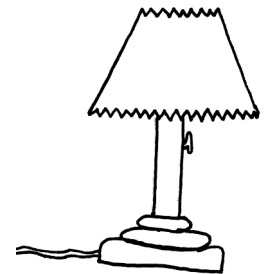
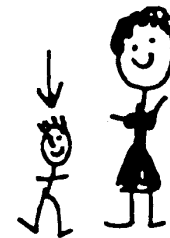
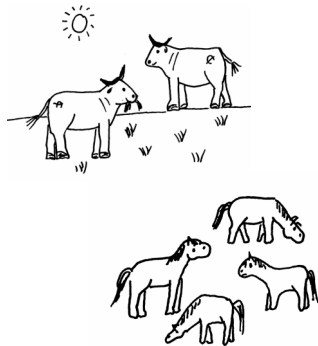
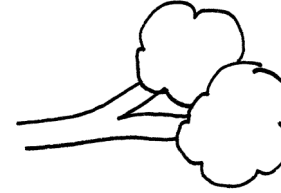


zoom



Rhyming

Zz



Rhyming 26- Draw lines to connect the pictures that rhyme.
wild-child, camp-lamp, clover-over, branch-ranch, hold-gold

Review

G



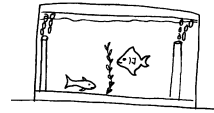
z

P



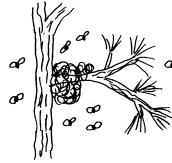
y

K



k

Y



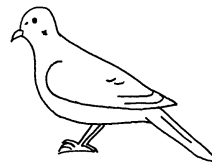
qu

Qu



g

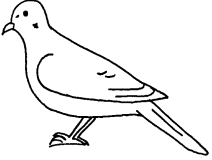
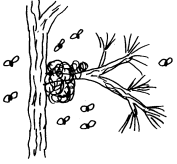


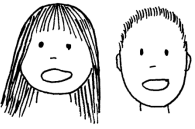
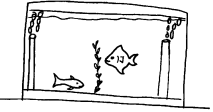
Z



p

Draw a line to match each letter with its sound picture.

Review

	p	qu	c	k	a
	n	v	a	w	z
	z	p	g	qu	j
	v	r	z	u	w
	o	u	e	a	i
	qu	p	d	v	b

Circle the letter to match the sound picture.

Beginning Sounds

Long A

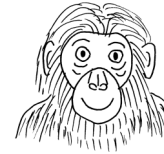
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

ā _

ate



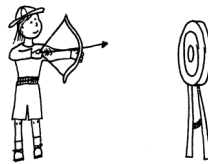
ape



apron



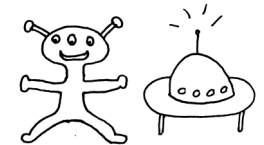
aim



angel



alien



ace



April



agent



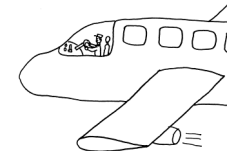
ache



acorn



aviator



Beginning Sounds

Long E

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

e _

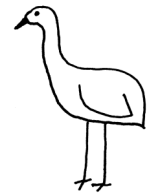
eat



eagle



emu



ear



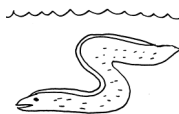
eave



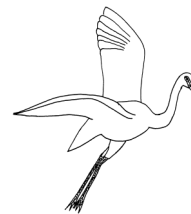
e-mail



eel



egret



equal $2+2=4$

Beginning Sounds

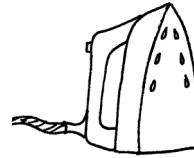
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

Long I
I i

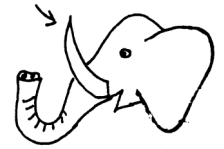
I



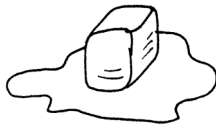
iron



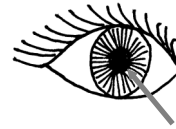
ivory



ice



iris



island



ivy



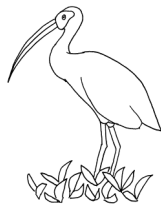
icing



ice
cream



ibis



icicle



Beginning Sounds

Long O

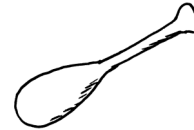
Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

ō _

over



oar



ocean



odor



oak



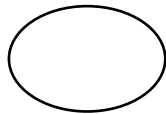
ogre



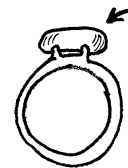
okra



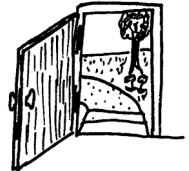
oval



opal



open



old



oboe



overalls



Beginning Sounds

Go through the words one at a time. Students circle the first letter and say the sound. Then they look at the picture and name it. The teacher tells the students any words they can't figure out. Listen for the letter sound at the beginning of the word as you say it together. Students are not expected to be able to read the words.

Long U

ū _

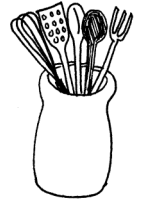
uniform



universe



utensils



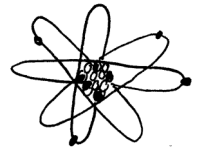
umiak



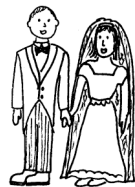
Uranus



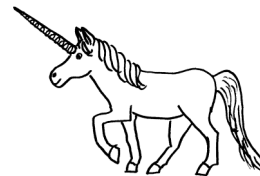
uranium



unite



unicorn



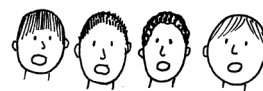
university



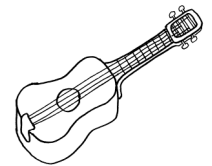
unique



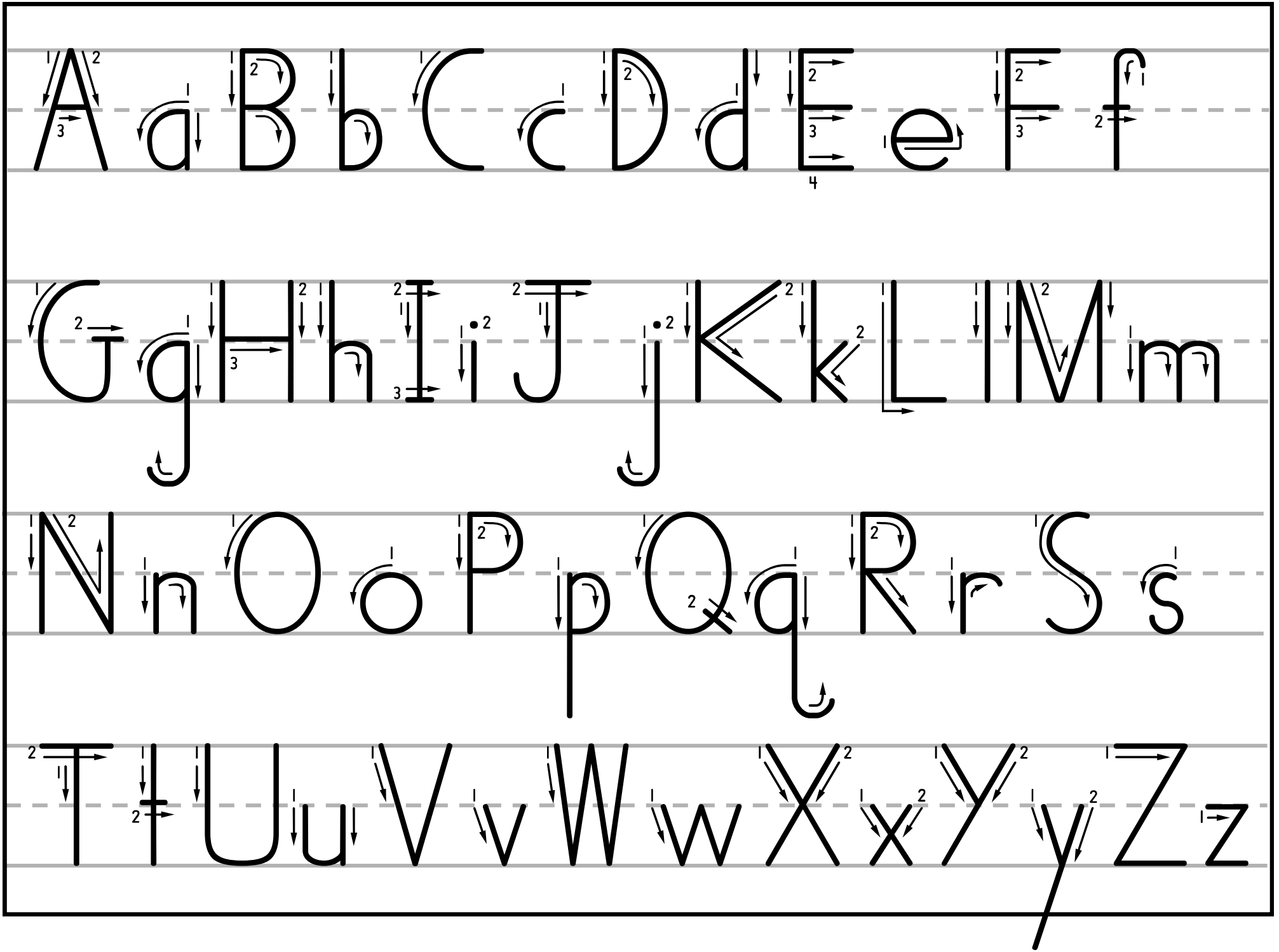
unison



ukulele



Use this page as a model for letter formation.





Students can practice writing letters on the clear back cover of this book, using a dry-erase marker.