

c a t
ca t
cat



Babbit Phonics

r a i n
rai n
rain

by Dr. Ray

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Ed.D. Human Resource Development (Workforce Training)
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Parent-Teacher Section

Lesson Review

These lessons are structured on the principle of repetition. Each lesson should be reviewed at least two times. This is done by simply reviewing the two lessons previous to the new lesson. Each session, then, should be two review lessons and a new lesson. When reviewing, you don't have to do the stories from the Babbit Stories book if you don't have time. Also, you don't have to do the “tracing” exercises—focus on having the child say the words from the lesson list, then you can do what time and attention span will allow. It's up to you and the child.

Relax, it's Okay!

It is important to realize that the child may not progress quickly and they may make some mistakes. This is not really a problem. There is a lot of pattern repetition built into the lessons. So as long as the child gets most of it correct, move on to the next lesson.

However, if after a few lessons the child is still having problems, you will need to go back a few lessons and do them again, or you may need to start again from the beginning.

Important!

Lessons For Reading NOT Meaning

The most important tool for any one is the ability to read. The purpose of a phonics programs is the teaching of the sounds of English and the ability to read those sounds as words. The meaning of the words is not important at this time. The child will learn some of the meanings, of course. But if they don't remember, or even understand, all of them at this time, it is **not important**.

One of the reasons the stories are separate from the lessons is that children tend to guess the words based on the story pictures. They often only read the first few letters of a word as a "hint" and guess the rest of the word either from the picture or from their memory if they have read the story before. If you suspect your child is guessing, point to a word and have them sound it out, and focus more on the Lessons book. The child should be able to read or "sound" the words with or without understanding the meaning.

At the age of only 4 ½ years old—living in Taiwan--my son learned to read English at the third grade level (8 or 9 year old level). He learned to read more than 1000 words. As he continued reading books, he began to connect words to their meaning easily and quickly. That is the main point of this entire program. At the age of four and a half, my son could read any book for young children, and my other five children could do almost as well. This is my hope for all young learners. To put them at the front of the class from the beginning, where they will likely stay for the rest of their school years. My children aren't any smarter than others, it's the phonics system they learned that helped them.



Early years Video and Audio



"This is probably the single most important thing my children ever did to learn English." **Dr. Ray – father of six children, living in Taiwan.**

A few months after your children start learning to speak a few words, and certainly by the age of 2 ½ (3 ½ in Chinese Years) , your children should be listening to English audios or videos as often as possible: children songs on CD or mp3, DVD movies, TV shows, computer videos, anything English—at least one or two hours a day—but the more time the better. Some parents think watching too much TV is a bad thing, and this is true if your child is older. But before your child is six years old, there is no such thing as too much TV (or audio). They will absorb everything they see and hear like a sponge. As a parent, you only need to choose which video content you are comfortable with.

The child doesn't have to watch an entire video in one sitting, they can watch videos for a few minutes at a time, maybe 10 or 15 minutes several times a day. Some children are just fine watching videos for a longer time, even a whole movie. Every child is different.

Think of this as education, not entertainment, and one hour a day of education is not very much. So start right now.

suggestions: The Disney Channel (switch your TV to English audio), DVDs: ALL Disney Movies, Curious George, Clifford, Agent OSO, SpongeBob, and Scooby Doo, Phineas and Ferb.

Early years ... Letters, Letters, everywhere

Make a poster by writing a letter on an A4 size paper. Have the child help make the poster. Place the poster low on the wall or fridge, in places where your child can see them. Constantly tell your child the NAME of the letter. Put the letters up one at a time over time (.

If they don't seem to be learning them, don't worry, this is not a problem. What's important is that their mind is starting to process the shape and name of the letters. **Always begin with the lowercase letters (a,b,c, ...).**

Other options:



"This simple alphabet puzzle really worked for my kids! "

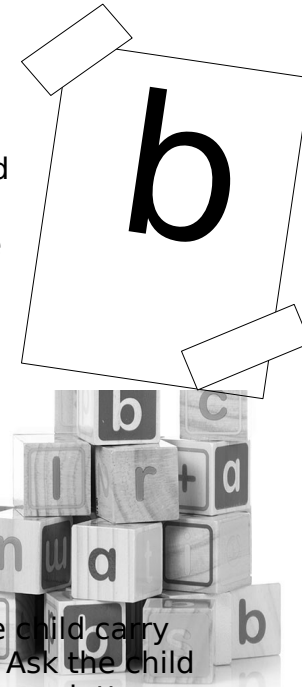
Dr. Ray

Use letter magnets on the fridge.



'b'?"

Use letter blocks. Let the child carry one letter block around all day. Ask the child out the day "Where is your letter



Also, you can do the same sorts of thing with note-cards, paste them around, tape them to the fridge, have them carry it around.

Be creative, use your own ideas to help your child become familiar with the alphabet, spend some time focusing on one letter at a time.

LESSONS

c a t
ca t
cat



Babbit Phonics

r a i n
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rain

Letters First

Use the alphabet cards or the chart on the following pages to practice the letter NAMES of the alphabet. Some children aren't familiar with using books so it is best to start with the alphabet cards. After that, you can point to the letters on the alphabet chart page and have them say the names of the letters to get familiar with using the book. If this doesn't work just yet, it's okay; keep using the cards and move on to the next lesson. Almost all lessons can be done with the cards, so there is no worry here.

Some children learn quickly, and others slowly (weeks or months). So take your time, be patient.

DO:

1. Teach the NAME of the letters. Depending on the age of the child this can take some time. No hurry. Start at young as possible.
2. Listen to any alphabet songs you can find.

Alphabet (abc) Chart

Roman Style

(Not used often in this book, but here for your reference)

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

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

Alphabet (abc) Chart

(used in this book)

A B C D E F G H I J K L
M N O P Q R S T U V W
X Y Z

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

Trace or Color the letters

Have the child try to trace or color the letters on the next pages. They don't have to know all the letters yet, this is an exercise to familiarize the child with the letter shapes. There are three pages and lots of letters. You may want to have them only do a few letters each day or one page for a lesson, it is up to you and the child. You may want to have them speak the letter at least once before they trace or color it.

This is **NOT** writing practice, this is shape recognition and tactile learning. If they do a terrible job, just smile and say good job, and move on to the next lesson.

Even though the child, especially younger ones, may not do a good job, they are still mapping out the shapes of the letters in their minds. All of the examples below are fine! They are learning and “feeling” the shapes of the letters.



When you feel your child has better control of their writing hand and fingers, you can begin to practice writing the letters of the alphabet in the correct way. There are writing lessons at the end of this book in **Appendix A**.

note: You can find free letter tracing pages online at sites such as here:

<https://doozymoo.com/lowercase-letter-tracing/>

You can also do image searches for letter tracing.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Lesson 1

Vowels -Sounds Only



Have the child do the sounds in this lesson. The child does NOT need to look at the letters. At this point we are only practicing the sounds, not the letters.

If your child has trouble after several lessons, you can come back to this lesson later on or skip it. They will have the chance to do the individual sounds later in the book. The sound and distinction of the letters does not have to be perfect. In fact, it probably won't be for most children.

	Long	Short
1.	\bar{a}	a
2.	\bar{e}	e
3.	\bar{i}	i
4.	\bar{o}	o
5.	\bar{u}	u

Lesson 2

Vowel Sounds - look and say

Have the child look at the letter and say the sound. DO NOT say the NAME of the letter. Just point to the letter and say "what sound is this." If they say the NAME, say, "No, that's the name, what is the sound?" You may need to concentrate on only one letter at a time. Eventually, they should be able to do the exercise below.

You can use this page or make vowel cards. If you use cards, be sure to mix them up so that the order is different every time. Point to a letter below (or show the card) and have the child make the letter SOUND.

A E I O U

a e i o u

U O E I A

u o e i a

E O I A U

e o i a u

E i A u O

e I a U o

I e U o A

i E u O a

a I U o E

A i u O e

Try and trace or color the letters.

U O A E I

A E I O U

u o a e i

a e i o u

I E A U O

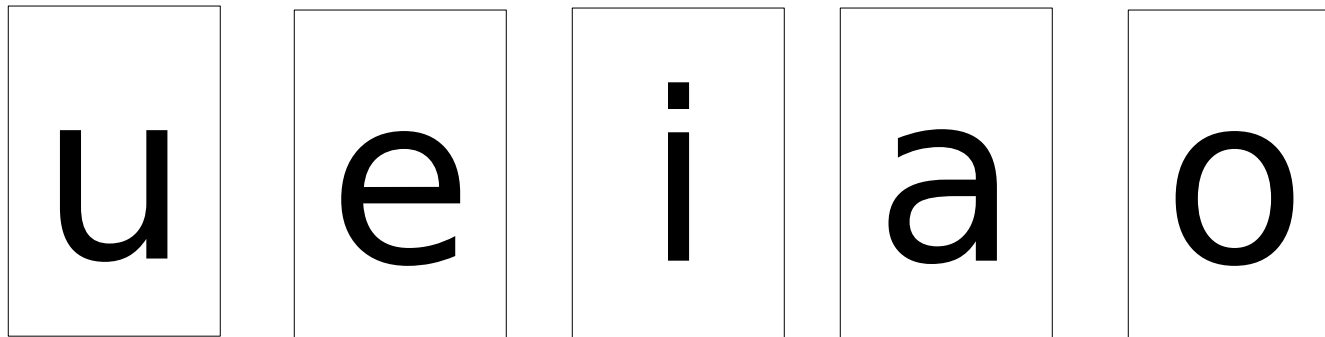
E I O U A

i o a u e

e i o u a

Test:

Place the vowel cards on a table. Make the sound of any vowel and say, for example, "Which vowel makes the sound "uh"? Make sure the child can identify the correct card for each sound. If you don't want to use the cards, you can simply use this page, but the cards can be shuffled and tested several times in different orders.



Do not progress further until the child has learned the short vowel sounds. Remember, however, that we are NOT looking for perfection. If the child is making two sounds that are hard to distinguish, it is okay so long as you can tell that the child is trying their best and that the child understands that each vowel has a different sound.

Lesson 3

Consonant Sounds

Review the vowel sounds each time before practicing the consonants.

Use alphabet cards, or the next page, to teach the consonant sounds. Teach the kids at their own pace, either one, several, or many letters at a time. Repeat this lesson as many times as necessary. (do not do the letter “q” at this time).

Consonants have two kinds of sounds, voiced and air-only (aspirated).

IMPORTANT NOTE: When practicing consonant sounds, we use the **short-u** vowel sound together with the consonants because we need a “voiced” sound, for example bu, du, gu. However, the sound of b, for example, is not only bu, but also ba, be, bi, and bo. It is the same for all consonants.

However, since we must have a voiced sound when sounding any consonant by itself, we use the short-u. We could use a different vowel sound if we wanted to, but it is traditional to use the short-u (technically, a schwa Θ) .

Later when we blend sounds into words, we will **drop** the short-u sound and **replace it** with one of the other vowel sounds, e.g. ba, be, bi, bo, da, de, di, do, ga, ge. Gi ...)

voiced vowel sounds:

b d g j l m n r v w y z

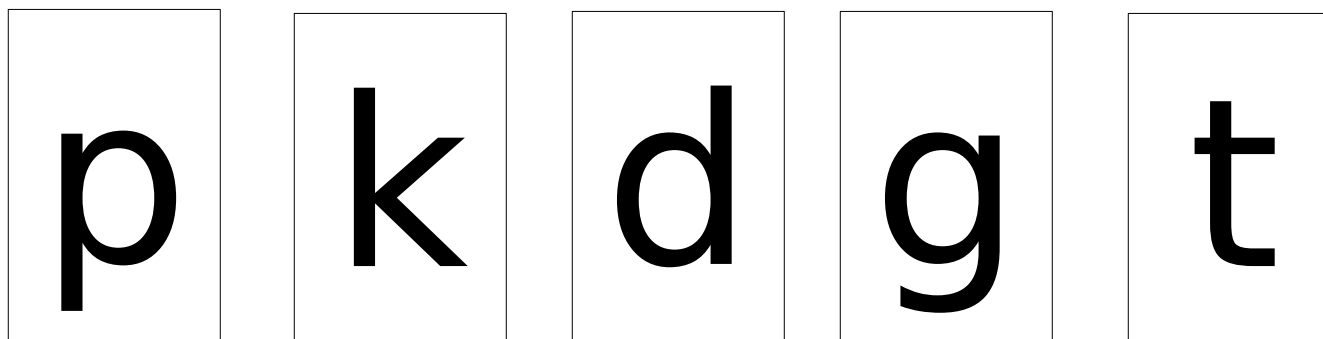
aired vowel sounds:

c f h k p s t x (ks)

note: the **c** and **k** make the same sound

TEST:

Place a few consonant cards on a table. Make the sound of any consonant and say, for example, "Which letter makes the sound "g"? Make sure the child can identify the correct card for each sound.



If you don't want to use cards, you can write the letters out on paper. You can buy note cards or blank business cards and write the letters carefully on each card.

Look at each line of letters. Point to the letter and have the child sound it.

1. d j m t p

2. b g l n x

3. v y c h s

4. w z f k t

1. m s j p d

2. l n g x b

3. s c h v y

4. k t f w z

Lesson 4 consonant and **short** vowel blend

If you are using the alphabet cards, place one consonant on the table. Have the child:

step 1. Sound the consonant.

b

step 2. Place a vowel next to the consonant.
Sound the consonant, then the
short vowel sound separately.

b u

Step 3. Slide the vowel closer
and blend the sound.

b u

step 4. Repeat with all other vowels

b o → b o

b a → b a

b e → b e

b i → b i

step 5. Repeat the process with all the
consonants.

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

You may use this exercise if you are not using the cards, or you may use this along with the cards.

b u

bu

b o

bo

b a

ba

b e

be

b i

bi

c u

cu

c o

co

c a

ca

note:

ce, ci, and cy make an "s" sound.

This will be covered in a later lesson.

d u
du

d o
do

d a
da

d e
de

d i
di

f u
fu

f o
fo

f a
fa

f e
fe

f i
fi

g u
gu

g o
go

g a
ga

g e
ge

g i
gi

h u
hu

h o
ho

h a
ha

h e
he

h i
hi

j u
ju

j o
jo

j a
ja

j e
je

j i
ji

k u
ku

k o
ko

k a
ka

k e
ke

k i
ki

l u
lu

l o
lo

l a
la

l e
le

l i
li

m u
mu

m o
mo

m a
ma

m e
me

m i
mi

n u
nu

n o
no

n a
na

n e
ne

n i
ni

p u
pu

p o
po

p a
pa

p e
pe

p i
pi

r u
ru

r o
ro

r a
ra

r e
re

r i
ri

s u
su

s o
so

s a
sa

s e
se

s i
si

t u
tu

t o
to

t a
ta

t e
te

t i
ti

v u
vu

v o
vo

v a
va

v e
ve

v i
vi

w u
wu

w o
wo

w a
wa

w e
we

w i
wi

y u
yu

y o
yo

y a
ya

y e
ye

y i
yi

z u
zu

z o

zo

z a

za

z e

ze

z i

zi

Lesson 5 - First Words

INSTRUCTIONS:

For each lesson, you can use cards or the book. It is up to you and the child.

For many lessons to follow, we will use words with a basic pattern of **three** sounds. The three sounds will be blended together into one word. Always go from LEFT to RIGHT when sounding out words.

c . a . t
—————▶

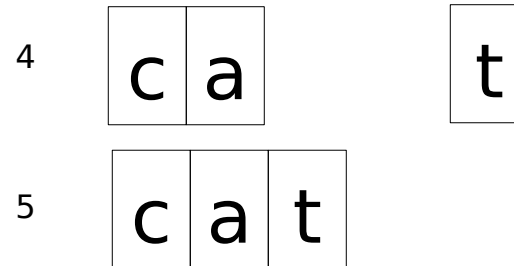
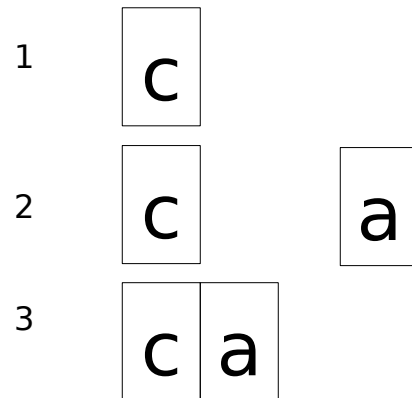
ca . t
—————▶

cat
—————▶

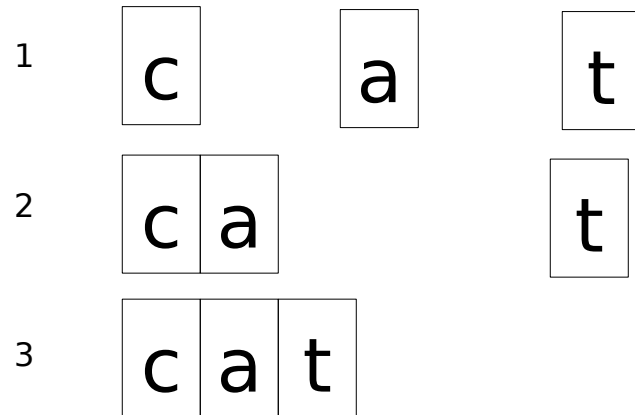
For the first few lessons, you must be very specific about how to blend the words from left to right. It is best to use the cards, but you may also use the exercises in this book, or both.

Following are three demonstrations on how to teach your child to blend sounds. You may use one or all of them. It is up to you and the child. I prefer methods one and two because it emphasizes the left to right direction of English reading. Method three is fine for children who advance quickly and have no problem understanding the left to right direction of reading.

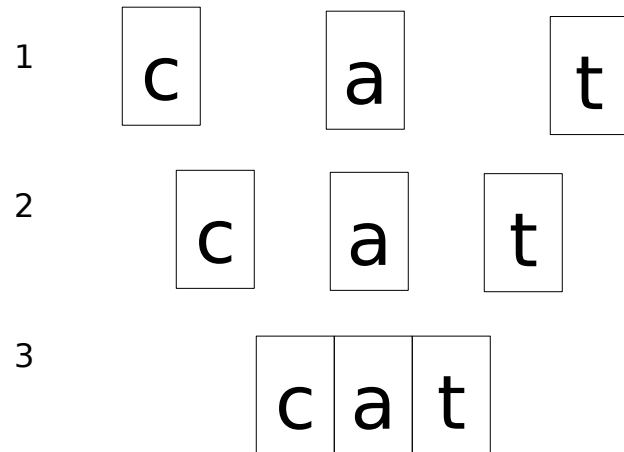
Method One: *add one card at a time.* Say the sounds separately, then blend them as you add each letter.



Method Two: Place the three cards out separated a bit from each other.
Sound all 3 letters separately, then blend the first two, then blend in the last



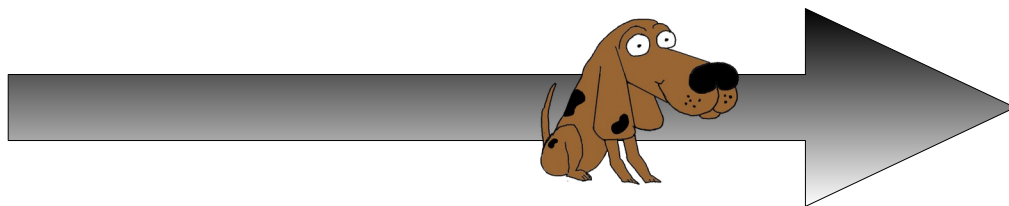
Method Three: sound all 3 letters each time, say the sounds faster each time.



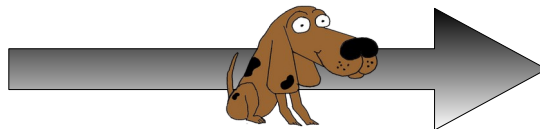
Trouble with reading left to right?

If your child reads naturally from right to left (this is normal) instead of left to right, and if this causes problems, it may help to copy this page and print and cut out the arrows below. Tape or paste them to card stock to make them stiffer and last longer. Have the child place them below each word as they practice in order to emphasize the direction they should be reading.

Use with large letter lessons and the alphabet cards:



For reading stories or books (smaller letters)



First words - Let's Do it!

c a t
cat

ca t

f a t
fat

fa t

r a t
rat

ra t

s a t

sa t

sat

o n

on

sat

Try to trace or color
the letters.

rat

on

fat

cat

Lesson 6
(review Lesson 5)

b a t ba t bat

f a n fa n fan

r a n ra n ran

m a n ma n man

c a n ca n can

bat

Try to trace or color
the letters.

fan

ran

man

can

Lesson 7

(review lesson 6)

p a n

pa n

pan

c a p

ca p

cap

n a p

na p

nap

g a p

ga p

gap

z a p

za p

zap

pan

Try to trace or color
the letters.

cap

nap

gap

zap

Lesson 8
(review lessons 6 and 7)

h a t ha p hat

l a p la p lap

v a n va n van

a n d an d and

i n in

hat

Try to trace or color
the letters.

lap

van

and

in

Lesson 9
(review previous two lessons)

p i g pi g pig

w i g wi g wig

j i g ji g jig

d i d di d did

d i g di g dig

w i l l wi ll will

Try to trace or color the letters. Say the word as you trace them.

pig

did

wig

dig

jig

will

Lesson 10

(review previous two lessons)

b i g

bi g

big

i l l

i ll

ill

s i l l

si ll

sill

fi l l

fi ll

fill

h i l l

hi ll

hill

p i t

pi t

pit

Try to trace or color the letters. Say the word as you trace them.

big

fill

ill

hill

sill

pit

Lesson 11

(review previous two lessons)

b i t

bi t

bit

k i d

ki d

kid

h i d

hi d

hid

s o b

so b

sob

r o b

ro b

rob

l o b

lo b

lob

Try to trace or color the letters. Say the word as you trace them.

bit

sob

kid

rob

hid

lob

Lesson 12
(review previous two lessons)

h a d ha d had

g o t go t got

p o t po t pot

h o t ho t hot

l o g lo g log

d o g do g dog

Try to trace or color the letters. Say the word as you trace them.

had

hot

got

log

pot

dog

Lesson 13

(review previous two lessons)

a x

ax

s a x

sax

sax

o x

ox

f o x

fox

fox

b o x

box

box

Try to trace or color the letters. Say the word as you trace them.

ax

ox

sax

fox

box

Lesson 14
(review previous two lessons)

v e t

ve t

vet

g e t

ge t

get

j e t

je t

jet

l e t

le t

let

p e t

pe t

pet

w e t

we t

wet

Try to trace or color the letters. Say the word as you trace them.

vet

let

get

pet

jet

wet

Lesson 15
(review previous two lessons)

f e d fe d fed

b e d be d bed

f e l l fe ll fell

l e g le g leg

b e g be g beg

o ff o ff off

Try to trace or color the letters. Say the word as you trace them.

fed

leg

bed

beg

fell

off

Lesson 16

(review previous two lessons)

u p

u p

up

p u p

pu p

pup

c u p

cu p

cup

s u p

su p

sup

b u n

bu n

bun

f u n

fu n

fun

Try to trace or color the letters. Say the word as you trace them.

up

sup

pup

bun

cup

fun

Lesson 17
(review previous two lessons)

b u g bu g bug

t u g tu g tug

h u g hu g hug

b u s bu s bus

h u t hu t hut

c u t cu t cut

Try to trace or color the letters. Say the word as you trace them.

bug

bus

tug

hut

hug

cut

Lessons 18-27

Extra Practice. You can do these lessons (18-27) one at a time, several at a time, or all at once, depending on the speed of the child's learning. You can do some of these now and some later in between other lessons. Depending on the child, you may still need to use alphabet cards or write out the letters separately on paper and then sound them out; quick learners may just be able to look directly at the words and sound them out. Each child learns at a different pace and in a different way.

Have the student read the words aloud.

Lesson 18 r a g g u l l k i t b a g f i x

Lesson 19 m u d m a t f o g n u t w e l l

Lesson 20 t e l l l o t w a g l i p g u m

Lesson 21 w i n m o b r o d w e b m i x

Lesson 22	tin	zip	rid	job	rip
Lesson 23	dad	lug	den	mill	dim
Lesson 24	yip	red	doll	cab	yak
Lesson 25	net	men	lid	cot	sun
Lesson 26	dell	dip	tub	keg	jam
Lesson 27	nod	zig	tax	zag	bell

Lesson 28

S - SS

Siss less kiss mess

miss fuss loss toss

sass

S (Z sound)

ash hass is his

Try to trace or color the letters. Say the word as you trace them.

Siss

less

kiss

miss

fuss

loss

toss

sass

as

has

is

his

Congratulations!

You have successfully finished

Course 1

Lesson 29

ee (long e)

d ee r	deer
d ee d	deed
j ee p	jeep
b ee p	beep
g ee k	geek
f ee d	feed
d ee p	deep

w ee d	weed
b ee	bee
s ee k	seek
f ee t	feet
n ee d	need
w ee k	week

Trace or color the letters. Say the word as you trace them

deer

feed

jeep

seek

geek

week

review: cat fan gap zap

Lesson 30

ea (long e)

l ea p

leap

t ea m

team

n ea r

near

b ea k

beak

p ea k

peak

l ea f

leaf

s ea l

seal

s ea t

seat

ea t

eat

r ea d

read

p ea s

peas

r ea l

real

Trace or color the letters. Say the word as you trace them

near

team

peak

leaf

peas

read

review: van wig jig ill sill pit

Lesson 31

ai (long a)

w ai t

wait

h ai r

hair

s ai l

sail

n ai l

nail

t ai l

tail

p ai l

pail

f ai r

fair

ai d

aid

ai r

air

j ai l

jail

r ai n

rain

Trace or color the letters. Say the word as you trace them

wait

hair

tail

pail

rain

jail

review: hill sob bit kid pot

Lesson 32

oa (long o)

o oa k

oak

oa r

oar

b oa t

boat

g oa t

goat

c oa t

coat

l oa f

loaf

t oa d

toad

h oa x

hoax

f oa m

foam

oa f

oaf

Trace or color the letters. Say the word as you trace them

boat

goat

coat

loaf

foam

hoax

review: sax yip box vet jet let

Lesson 33

oa/oe (long o)

with “go,” “no”, and “he”

j oe

joe

s oa p

soap

t oe

toe

r oa r

roar

h oe

hoe

s oa r

soar

g oe s

goes

go

t oe s

toes

no

s oa k

soak

he

Trace or color the letters. Say the word as you trace them

hoe

soak

goes

soap

toes

soar

review: wet red fell leg cab off

Lesson 34

oo (short)

r oo k

rook

t oo k

took

l oo k

look

c oo k

cook

b oo k

book

h oo d

hood

h oo k

hook

s oo t

soot

t oo l

tool

w oo d

wood

f oo t

foot

h oo f

hoof

Trace or color the letters. Say the word as you trace them

took

wood

cook

foot

hood

hoof

review: vet rob pup zig keg mill

Lesson 35

oo (long)

m oo n

moon

r oo m

room

r oo f

roof

c oo l

cool

p oo l

pool

h oo t

hoot

f oo d

food

h oo p

hoop

b oo t

boot

b oo

boo

Trace or color the letters. Say the word as you trace them

moon

hoot

roof

food

pool

boot

review: sup bus cut rag gull fix

Lesson 36

(More Practice)

This is extra practice. You can have the kids do all, some, or none (or come back and do it later, line by line). This can be spread over over as much time as is necessary, depending on teacher and child. Technically, this is like many lessons in one.

Have the student read the words aloud.

beef

peep

bean

heat

feel

seed

deal

leak

keep

seen

fear

meal

peek

weep

heal

mean

meet

bead

hear

meat

neat

maid

oat

hoed

rear

mail

coal

road

weak

main

load

wool

aim

paid

loan

good

bait

pain

moan

too

fail

pair

roam

zoo

gain

raid

woe

boom

laid

rail

foe

goon

g o o p

n o o n

o o z e

r o o t

l o o p

o o p s

o o z y

z o o m

m o o d

s h o o t

p o o f

Lesson 37

kn = n sound

kn ot	knot	kn eel	kneel
kn ob	knob	kn ell	knell
kn it	knit	Kn ab	Knab
kn ead	knead	Kn ip	Knip

(Knab and Knip are names)

Trace or color the letters. Say the word as you trace them

knot

knead

knob

kneel

knit

knell

review: peak feel real weep keep

Lesson 38 & 39

wr = r sound

ph = f sound

wr ap

wrap

Ph il

Phil

wr it

writ

Ph en

Phen

Wr en

Wren

(Wren, Phil, and Phen are names)

Trace or color the letters. Say the word as you trace them

wrap

Phil

writ

Phen

Wren

review: sail rain pair loan toes toad

Lesson 40

wh = hw sound

wh en

when

wh am

wham

wh ip

whip

wh eat

wheat

wh op

whop

wh eel

wheel

wh ap

whap

Trace or color the letters. Say the word as you trace them

when

wham

whip

wheat

whop

wheel

review: book look took cook hook

Lesson 41

ch

ch	ar	char
ch	at	chat
ch	ew	chew
ch	ic	chic
ch	in	chin
ch	op	

ch	um	chum
ch	ain	chain
ch	air	chair
ch	ee	cheek
ch	eer	cheer

Trace or color the letters. Say the word as you trace them

chat

chain

chew

chair

chin

cheer

review: goop loop mood poof roof

Lesson 42

sh

sh	e	she	sh	ear	shear
sh	ag	shag	sh	eep	sheep
sh	ed	shed	sh	eer	sheer
sh	ip	ship	sh	eet	sheet
sh	op	shop	sh	ell	shell
sh	ot	shot	sh	ook	shook
sh	ut	shut	sh	oot	shoot

Trace or color the letters. Say the word as you trace them

shop

sheet

shut

shook

sheep

shoot

review: hat fox rip doll geek jail

Lesson 43

th (air)

th	in	thin	Th	og	Thog
th	ud	thud			
w	i th	with			be
Th	ug	Thug			we

(Thug and Thog are names)

Trace or color the letters. Say the word as you trace them

thin

Thug

thud

Thog

with

review: he she so go no

Lesson 44

th (voiced)

th	an	than	th	is	this
th	at	that			the
th	em	them	th	ey	they
th	en	then			

Trace or color the letters. Say the word as you trace them

than

then

that

this

them

they

review: goat food mud eat moon

Lesson 45

more practice

chad	off	Todd	bill
chap	buff	mitt	dill
chip	muff	dell	jazz
chug	cuff	sell	fuzz
cheap	huff	tell	buzz
cheat	puff	cell	
egg	add	yell	
inn	odd	mill	

Lesson 46

-sh

c	ash	cash
d	ish	dish
f	ish	fish
h	ush	hush
m	ash	mash

r	ash	rash
r	ush	rush
w	ish	wish
wh	ish	whish
w oo	sh	woosh

Trace or color the letters. Say the word as you trace them

cash

hush

dish

mash

fish

wish

Lesson 47

-th

b ath

bath

w ith

with

m oth

moth

t ee th

teeth

oa th

oath

t oo th

tooth

p ath

path

Trace or color the letters. Say the word as you trace them

bath

path

moth

with

oath

tooth

Lesson 48

-tch -ch

i tch	itch
b a tch	batch
c a tch	catch
d i tch	ditch
f e tch	fetch
p i tch	pitch
p a tch	patch
w i tch	witch

mu ch	much
r i ch	rich
c oa ch	coach
p ea ch	peach
p oo ch	pooch
r ea ch	reach
r oa ch	roach
wh i ch	which

Trace or color the letters. Say the word as you trace them

batch

much

ditch

coach

fetch

reach

Lesson 49

-ck

ch	eck	check		l	ock	lock
sh	ack	shack		p	ack	pack
kn	ock	knock		r	ock	rock
wr	eck	wreck		s	ack	sack
d	uck	duck		s	ick	sick
k	ick	kick		y	uck	yuck

Trace or color the letters. Say the word as you trace them

knock

pack

wreck

sack

duck

yuck

Lesson 50

-ng

h	ang	hang
l	ong	long
r	ang	rang
s	ong	song
w	ing	wing
th	ing	thing

wr	ong	wrong
r	ing	ring
k	ing	king
h	ung	hung
s	ung	sung

Trace or color the letters. Say the word as you trace them

hang

wrong

long

ring

wing

king

Lesson 51

-nk (+ you)

b ank bank

d unk dunk

j unk junk

s ank sank

s ink sink

t ank tank

th ank thank

th ink think

s unk sunk

b unk bunk

sight word: **you**

Trace or color the letters. Say the word as you trace them

bank

sink

dunk

thank

junk

think

you

more practice

lash

latch

pick

sung

mesh

hatch

rack

wrang

posh

notch

thick

pink

sash

chick

back

rink

heath

whack

hack

sunk

faith

dock

tack

wink

math

lick

tuck

yank

match

neck

wick

zonk

Lesson 52

ie er ur

b ir d

bird

ch ir p

chirp

d ir t

dirt

g ir l

girl

sh ir t

shirt

h e r

her

j er k

jerk

p er ch

perch

b ur n

burn

ch ur ch

church

f ur

fur

h ur t

hurt

s ur f

surf

t ur n

turn

Trace or color the letters. Say the word as you trace them

girl

jerk

shirt

burn

her

hurt

Lesson 53

or

c or n

corn

c or d

cord

f or

for

f or k

fork

f or t

fort

sh or t

short

th or n

thorn

t or ch

torch

t or n

torn

Trace or color the letters. Say the word as you trace them

corn

thorn

fork

torch

short

torn

Lesson 54

ar

c ar

car

f ar m

farm

ar m

arm

j ar

jar

b ar k

bark

p ar k

park

b ar n

barn

sh ar k

shark

c ar t

cart

sh ar p

sharp

d ar k

dark

Trace or color the letters. Say the word as you trace them

car

farm

bark

jar

dark

shark

Lesson 55

ou

ou t

f ou l

l ou d

ou ch

p ou t

out

foul

loud

ouch

pout

c ou ch

m ou th

p ou ch

sh ou t

couch

mouth

pouch

shout

Trace or color the letters. Say the word as you trace them

foul

mouth

pout

pouch

couch

shout

more practice

lash

latch

pick

sung

mesh

hatch

rack

wrang

posh

notch

thick

pink

sash

chick

back

rink

heath

whack

hack

sunk

faith

dock

tack

wink

math

lick

tuck

yank

match

neck

wick

zonk

Blends

Letters that form *blends*, such as sk, do not make a single distinct sound like ch sh and th. Instead, each letter makes the same sound as usual but they are combined with each other. Working with blends gives students more practice in seeing the common patterns of combined letters, making their reading skills faster.

Sight Words

Sight words are very common words that don't follow the usual phonics rules for sounding out words. They are "see and say" words.

Lesson 56

sk

Sk	id	skid
sk	in	skin
sk	it	skit
sk	ill	skill
sk	irt	skirt

sk	ull	skull
sk	etch	sketch
sk	unk	skunk
sight word:		of

Trace or color the letters. Say the word as you trace them

skid

skull

skin

sketch

skirt

skunk

of

Lesson 57

sm

sm	art	smart
sm	ash	smash
sm	ear	smear
sm	ell	smell
sm	ith	smith

sm	ock	smock
sm	ooch	smooch
sm	ooth	smooth
sight word:		are

Trace or color the letters. Say the word as you trace them

smart

smock

smash

smooch

smear

smooth

are

Lesson 58

sn

sn	ag	snag
sn	ap	snap
sn	ip	snip
sn	ug	snug
sn	ack	snack

sn	ail	snail
sn	eak	sneak
sn	uck	snuck
sn	atch	snatch

sight word:	goes
-------------	------

Trace or color the letters. Say the word as you trace them

snag

snail

snug

sneak

snack

snatch

goes

Lesson 59

sp

sp	ed	sped
sp	in	spin
sp	ot	spot
sp	eak	speak
sp	ear	spear
sp	eed	speed
sp	ell	spell

sp	ill	spill
sp	ook	spook
sp	oon	spoon
sp	ort	sport
sp	out	spout

sight word: use
(sounds like yooz)

Trace or color the letters. Say the word as you trace them

spot

spoon

speak

sport

speed

spout

use

Lesson 60

st

st	ar	star
st	ir	stir
st	op	stop
st	ack	stack
st	eal	steal
st	eep	steep
st	ick	stick

st	ing	sting
st	ood	stood
st	orm	storm
st	uck	stuck
st	itch	stitch
st	unk	stunk

sight word: put

Trace or color the letters. Say the word as you trace them

star

stood

stop

storm

stick

stitch

put

Lesson 61

SW

sw	ig	swig
sw	im	swim
sw	op	swop
sw	arm	swarm
sw	eep	sweep
sw	eet	sweet

sw	ing	swing
sw	irl	swirl
sw	ish	swish
sw	oop	swoop
sw	itch	switch
sight word:		very

Trace or color the letters. Say the word as you trace them

swig

swing

swarm

swirl

sweep

swoop

very

Lesson 62

sl

sl am slam

sl ed sled

sl id slid

sl ip slip

sl ot slot

sl ack slack

sl eet sleet

sl ick slick

sl ing sling

sight word: pull

Trace or color the letters. Say the word as you trace them

slam

slack

sled

sleet

slip

sling

pull

more practice

snoop	spit	steel	swung
sneer	spun	steer	sweet
snarl	speck	still	swing
snub	step	stung	swirl
snob	staff	starch	slob
snort	stain	stink	slain
sniff	start	swam	slink
spat	steed	swum	slurp

Lesson 63

br

br ush brush

br ad brad

br aid braid

br ick brick

br ain brain

br oom broom

br oth broth

br ag brag

br ink brink

br ook brook

br ing bring

br im brim

br oach broach

sight word: have

Trace or color the letters. Say the word as you trace them

brush

brook

brain

bring

broom

brim

have

Lesson 64

cr

cr ab crab

cr ib crib

cr ash crash

cr eek creek

cr oak croak

cr oc croc

cr utch crutch

cr eep creep

cr op crop

cr oss cross

cr ush crush

cr am cram

cr ack crack

sight word: one

Trace or color the letters. Say the word as you trace them

crab

cross

croak

crush

crutch

crack

one

Lesson 65

dr

dr	ag	drag
dr	ip	drip
dr	ank	drank
dr	ool	drool
dr	op	drop
dr	um	drum

dr	ain	drain
dr	oop	droop
dr	ink	drink
dr	ess	dress
sight word:		were

Trace or color the letters. Say the word as you trace them

drag

drain

drank

drink

drum

dress

were

Lesson 66

fr

fr og frog

fr ee free

fr et fret

fr esh fresh

fr eak freak

fr eed freed

fr om from

fr ank frank

fr ock frock

fr ill frill

fr oth froth

fr ail frail

sight words:

your

Trace or color the letters. Say the word as you trace them

fresh

frock

freed

froth

frank

frail

your

Lesson 67

gr

gr	ab	grab
gr	oan	groan
gr	oom	groom
gr	in	grin
gr	ass	grass
gr	am	gram

gr	id	grid
gr	ain	grain
gr	aph	graph
gr	een	green
gr	ill	grill

sight word:	said
-------------	------

Trace or color the letters. Say the word as you trace them

groom

grain

grass

graph

grid

green

said

Lesson 68

pr

pr	ep	prep
pr	im	prim
pr	od	prod
pr	om	prom
pr	op	prop
pr	ess	press

pr	ick	prick
pr	oof	proof

sight words:

there

their

house

Trace or color the letters. Say the word as you trace them

prep

press

prod

prick

prop

proof

there their house

Lesson 69

tr

tr	ap	trap
tr	ee	tree
tr	ek	trek
tr	im	trim
tr	ip	trip
tr	ot	trot
tr	ack	track

tr	ail	trail
tr	ain	train
tr	ash	trash
tr	unk	trunk
tr	uth	truth

sight word:

other

Trace or color the letters. Say the word as you trace them

tree

trail

trim

trash

trip

truth

other

more practice

bran	cream	drunk	prank
brat	creed	grim	truck
brash	crick	grip	trout
breed	drab	grit	troop
crud	drug	greed	
creak	drill	proud	

Lesson 70

cl

cl	am	clam
cl	ap	clap
cl	ub	club
cl	aim	claim
cl	ash	clash
cl	ank	clank
cl	ass	class
cl	ean	clean

cl	ear	clear
cl	erk	clerk
cl	ick	click
cl	ing	cling
cl	ock	clock

sight word: about

Trace or color the letters. Say the word as you trace them

clap

clean

club

clerk

claim

clock

about

Lesson 71

fl

fl ea flea

fl ex flex

fl ip flip

fl air flair

fl ea flea

fl ing fling

fl irt flirt

fl oat float

fl ood flood

fl oss floss

fl unk flunk

fl ush flush

sight word: some

Trace or color the letters. Say the word as you trace them

flex

flirt

flair

flood

fling

flunk

some

Lesson 72

gl

gl	ad	glad
gl	ee	glee
gl	ib	glib
gl	ob	glob
gl	ug	glug
gl	um	glum
gl	ass	glass

gl	ean	glean
gl	oat	gloat
gl	oom	gloom
gl	oss	gloss

sight word:	none
-------------	------

Trace or color the letters. Say the word as you trace them

glad

gloat

glob

gloom

glass

gloss

none

Lesson 73

pl

pl	an	plan
pl	ea	plea
pl	ot	plot
pl	ug	plug
pl	um	plum
pl	us	plus
pl	ain	plain

pl	ank	plank
pl	ead	plead
pl	uck	pluck
pl	ops	plops
pl	ush	plush

sight word: they

Trace or color the letters. Say the word as you trace them

plea

plank

plug

plead

plain

plops

they

Lesson 74

qu (kw sound)

qu	id	quid	qu	een	queen
qu	ip	quip	qu	ick	quick
qu	it	quit	qu	ill	quill
qu	iz	quiz	qu	irk	quirk
qu	ack	quack	sight word:		very
qu	ail	quail			

Trace or color the letters. Say the word as you trace them

quit

queen

quack

quick

quail

quirk

very

more practice

clan

clung

fled

floor

clip

clunk

flop

plod

clog

clod

flank

plunk

cleat

cliff

fleck

quell

clink

flab

flesh

Lesson 75

ie (long I) (s as z-sound)

cr ie s

cries

p ie s

pies

dr ie d

dried

sp ie s

spies

fr ie s

fries

t ie

tie

l ie

lie

t ie d

tied

p ie

pie

tr ie s

tries

sight word: as

Trace or color the letters. Say the word as you trace them

cries

spies

dried

tied

pies

tries

Lesson 76

ue (long u)

bl	ue	blue
cl	ue	clue
tr	ue	true

gl	ue	glue
gl	ued	glued

Trace or color the letters. Say the word as you trace them

blue

glue

clue

glued

true

Lesson 77

ui (long u; ce = s sound)

s ui t

suit

j ui ce

juice

fr ui t

fruit

Trace or color the letters. Say the word as you trace them

fruit

juice

suit

Lesson 78

OW (long o)

low

blow

bowl

crow

flow

glow

grow

know

show

slow

snow

Trace or color the letters. Say the word as you trace them

blow

show

bowl

slow

flow

snow

Lesson 79

aw

p	aw	paw
s	aw	saw
cl	aw	claw
dr	aw	draw
h	aw	hawk
l	aw	lawn
y	aw	yawn

cr	aw	l	crawl
sh	aw	l	shawl
l	aw		law
d	aw	n	dawn
j	aw		jaw
dr	aw	n	drawn

Trace or color the letters. Say the word as you trace them

saw

lawn

draw

yawn

hawk

crawl

Lesson 80

-ct

a ct

act

d u ct

duct

f a ct

fact

p a ct

pact

s e ct

sect

t a ct

tact

tr a ct

tract

str i ct

strict

sight words: would

could should

Trace or color the letters. Say the word as you trace them

duct

tact

fact

tract

pact

strict

would could should

Lesson 81

-ft

g i ft

gift

dr i ft

drift

l e ft

left

sh a ft

shaft

l i ft

lift

sh i ft

shift

r a ft

raft

sw i ft

swift

s o ft

soft

th e ft

theft

cr a ft

craft

dr a ft

draft

sight words:

come

Trace or color the letters. Say the word as you trace them

gift

drift

left

shift

soft

swift

come

Lesson 82

-lp

g u lp

gulp

h e lp

help

k e lp

kelp

p u lp

pulp

y e lp

yelp

sc a lp

scalp

sight words:

cow how now

Trace or color the letters. Say the word as you trace them

gulp

pulp

help

yelp

kelp

scalp

cow

how

now

Lesson 83

-It

b e It	belt
f e It	felt
h a It	halt
m a It	malt
m e It	melt
s i It	silt
t i It	tilt

w i It	wilt
dw e It	dwelt
kn e It	kneIt
sp i It	spilt

sight word:

do to too two

Trace or color the letters. Say the word as you trace them

belt

tilt

halt

knelt

melt

spilt

do to too two

Lesson 84

-mp

b u mp	bump
j u mp	jump
st o mp	stomp
ch i mp	chimp
c a mp	camp
cr a mp	cramp
st u mp	stump
h u mp	hump

bl i mp	blimp
ch o mp	chomp
cl u mp	clump
pl u mp	plump
l a mp	lamp

sight word:	once
-------------	------

Trace or color the letters. Say the word as you trace them

bump

chomp

jump

plump

camp

lamp

once

Lesson 85

-nd

b a nd

band

h a nd

hand

l a nd

land

s a nd

sand

bl a nd

bland

br a nd

brand

gr a nd

grand

st a nd

stand

bl e nd

blend

sp e nd

spend

t e nd

tend

p o nd

pond

w i nd

wind

sight word:

into

Trace or color the letters. Say the word as you trace them

hand

stand

brand

spend

grand

wind

into

Lesson 86

-nt

b e nt

bent

d e nt

dent

h i nt

hint

h u nt

hunt

p u nt

punt

s e nt

sent

t e nt

tent

w e nt

went

c ou nt

count

f ai nt

faint

fr o nt

front

p ai nt

paint

sp e nt

spent

sight word:

old

Trace or color the letters. Say the word as you trace them

dent

count

hint

paint

went

spent

old

Lesson 87

-pt

k e pt

w e pt

cr e pt

sw e pt

kept

wept

crept

swept

sight words:

shoe

over

Trace or color the letters. Say the word as you trace them

kept

swept

wept

shoe

crept

over

Lesson 88

-rd

b ir d

bird

c ar d

card

c or d

cord

f or d

ford

h ar d

hard

h er d

herd

l or d

lord

n er d

nerd

b ear d

beard

b oar d

board

th ir d

third

sight words:

move next

Trace or color the letters. Say the word as you trace them

bird

beard

hard

board

lord

third

move next

Lesson 89

-rk

b ar k

bark

d ar k

dark

d or k

dork

f or k

fork

l ar k

lark

m ar k

mark

p ar k

park

p or k

pork

cl er k

clerk

qu ir k

quirk

sh ar k

shark

sm ir k

smirk

st or k

stork

sight word:

even

Trace or color the letters. Say the word as you trace them

dark

pork

fork

clerk

mark

shark

even

Lesson 90

-sk

d e sk

desk

d i sk

disk

d u sk

dusk

h u sk

husk

m a sk

mask

m u sk

musk

r i sk

risk

t a sk

task

br i sk

brisk

fr i sk

frisk

wh i sk

whisk

sight word:

does

Trace or color the letters. Say the word as you trace them

desk

task

mask

frisk

risk

whisk

does

Lesson 91

-sp

g a sp

l i sp

w i sp

cl a sp

cr i sp

gr a sp

gasp

lisp

wisp

clasp

crisp

grasp

sight words:

floor

door

okay

Trace or color the letters. Say the word as you trace them

gasp

clasp

lisp

crisp

wisp

grasp

floor

door

okay

Lesson 92

-nch

inch

bench

bunch

lunch

punch

branch

crunch

drench

french

quench

wrench

sight words:

eye said

Trace or color the letters. Say the word as you trace them

bench

french

branch

quench

drench

wrench

eye

said

Adding an “e” at the end of a word makes the first vowel have a long sound.

The “e” is silent. You do not say the sound of “e”.

Lesson 93

ā _e (long a)

br ā v e

brave

l ā k e

lake

sn ā k e

snake

s ā f e

safe

c ā p e

cape

gr ā p e

grape

g ā t e

gate

cr ā t e

crate

ch ā s e

chase

sh ā k e

shake

c ā n e

cane

l ā t e

late

d ā t e

date

f ā k e

fake

c ā k e

cake

t ā st e

taste

p ā st e

paste

v ā s e

vase

w ā st e

waste

Trace or color the letters. Say the word as you trace them

snake

cane

gate

fake

chase

vase

safe

waste

Lesson 94

ī_e (long I)

n ī n e

nine

sw ī n e

swine

t ī m e

time

r ī d e

ride

d ī n e

dine

k ī t e

kite

w ī f e

wife

sm ī l e

smile

pr ī m e

prime

b ī t e

bite

l ī m e

lime

pr ī z e

prize

d ī v e

dive

gl ī d e

glide

sl ī d e

slide

sl ī m e

slime

h ī d e

hide

Trace or color the letters. Say the word as you trace them

time

smile

prime

prize

swine

glide

kite

slide

Lesson 95

ō _ e (long o)

m ō l e

mole

p ō l e

pole

st ō l e

stole

r ō b e

robe

h ō l e

hole

c ō n e

cone

r ō d e

rode

t ō t e

tote

h ō m e

home

r ō p e

rope

sl \bar{o} p e slope

dr \bar{o} v e drove

j \bar{o} k e joke

r \bar{o} d e rode

b \bar{o} n e bone

qu \bar{o} t e quote

st \bar{o} n e stone

sm \bar{o} k e smoke

Trace or color the letters. Say the word as you trace them

rode

drove

home

bone

cone

quote

rope

smoke

Lesson 96

ū_e

(u like “you”)

c ū b e cube

m ū l e mule

c ū t e cute

c ū r e cure

f ū m e fume

p ū r e pure

(u like oo in toot)

f l ū t e flute

br ū t e brute

r u d e rude

p r u n e prune

r u l e rule

p l u m e plume

(either sound)

t u n e tune

t u b e tube

d u n e dune

Trace or color the letters. Say the word as you trace them

cube (you)

rude (toot)

cute (you)

rule (toot)

flute (toot)

tune (either)

brute (toot)

tube (either)

Lesson 97

oi / oy

boy

joy

toy

play

soy

join

boil

oil

coil

oink

moist

spoil

sight words:

new few

Trace or color the letters. Say the word as you trace them

joy

join

toy

boil

play

spoil

new

few

Lesson 98

ay / ey

pl ay
tr ay
o kay
sl ay
pr ay
s ay
w ay

play
tray
okay
slay
pray
say
way

gr ay
tr ay
h ey
th ey
wh ey

gray
tray
hey
they
whey

sight word: today

Trace or color the letters. Say the word as you trace them

tray

gray

say

they

way

whey

today

Lesson 99

-y (long i for one syllable word)

f l y

fly

wh y

why

b y

by

cr y

cry

m y

my

tr y

try

sh y

shy

dr y

dry

sight words:

sign live

Trace or color the letters. Say the word as you trace them

fly

try

by

shy

cry

dry

sign

live

Lesson 100

-igh (long i)

h	igh	high
fl	igh t	flight
n	igh t	night
l	ight	light
kn	ight	knight
f	ight	fight
r	ight	right

s	igh	sigh
t	ight	tight
br	ight	bright
fr	ight	fright
m	ight	might

sight words:

write give

Trace or color the letters. Say the word as you trace them

light

bright

right

fright

tight

might

write

give

Lesson 101

-y (long e for two syllable words)

hap py	happy
spoo ky	spooky
sto ry	story
clou dy	cloudy
stor my	stormy
bum py	bumpy
bun ny	bunny
can dy	candy

sil ly	silly
pup py	puppy
slee py	sleepy
pret ty	pretty
kit ty	kitty
fun ny	funny
dir ty	dirty
dol ly	dolly

Trace or color the letters. Say the word as you trace them

happy

puppy

cloudy

pretty

stormy

funny

bumpy

dirty

Lesson 102

str

str	ong	strong
str	ay	stray
str	uck	struck
str	eet	street
str	aw	straw
str	oke	stroke
str	ing	string

str	ap	strap
str	eet	street
str	ict	strict
str	ike	strike
str	ipe	stripe

sight words:

these those

Trace or color the letters. Say the word as you trace them

struck

strike

stroke

street

string

stripe

these

those

Lesson 103

spr

spr ay

spray

spr int

sprint

spr ain

sprain

spr ing

spring

spr awl

sprawl

spr ite

sprite

sight word:

laugh

Trace or color the letters. Say the word as you trace them

spray

spring

sprint

sprawl

sprain

sprite

laugh

Lesson 104

thr

thr ee	three
thr ong	throng
thr ash	thrash
thr one	throne
thr ow	throw
thr ill	thrill

thr ust	thrust
thr own	thrown
thr ew	threw
thr oat	throat
sight word:	about

Trace or color the letters. Say the word as you trace them

three

thrust

throne

threw

throw

throat

about

Lesson 105

shr

shrank

shrimp

shrill

shrine

shred

shred

shrub

shrug

shrink

shrunk

sight word: **your**

Trace or color the letters. Say the word as you trace them

shrimp

shrub

shrine

shrug

shred

shrink

your

Lesson 106

squ

squ eeze	squeeze
squ irt	squirt
squ eak	squeak
squ eal	squeal
squ id	squ id
squ ish	squish

squ irm	squirm
squ int	squint
squ are	square

sight word:

wind (short i as in win)

Trace or color the letters. Say the word as you trace them

squeeze squirm

squirt squint

squeal square

wind

Lesson 107

scr

scrub

script

scram

scrape

screen

scrap

scribe

scream

sight word:

own

Trace or color the letters. Say the word as you trace them

script

scrap

scrape

scribe

screen

scream

own

Lesson 108

spl

splint
splash
split

splat

sight word:

carry done

Trace or color the letters. Say the word as you trace them

splint

split

splash

splat

carry

done

Lesson 109

-er

(short vowel sound)

double consonants at the
break

supp er	supper
dinn er	dinner
ladd er	ladder
bett er	better
thick er	thicker
batt er	batter

hamm er	hammer
runn er	runner
pitch er	pitcher
strong er	stronger
jogg er	jogger
hott er	hotter
ladd er	ladder

(long vowel sound)

no double consonants

dine r	diner
bake r	baker
time r	timer
wide r	wider
fake r	faker
doze r	dozer
dive r	diver

bike r	biker
make r	maker
supe r	super
feve r	fever
tige r	tiger
mine r	miner
beave r	beaver

Trace or color the letters. Say the word as you trace them

better

biker

thicker

maker

runner

tiger

pitcher

beaver

Lesson 110

-ing

bik ing

biking

runn ing

running

bit ing

biting

jump ing

jumping

mak ing

making

bark ing

barking

fak ing

faking

wagg ing

wagging

beat ing

beating

box ing

boxing

fly ing

flying

throw ing

throwing

batt ing

batting

Trace or color the letters. Say the word as you trace them

biking

barking

making

jumping

faking

wagging

running

throwing

Lesson 111

ce ci cy

ra ce

race

pea ce

peace

ni ce

nice

ce ll

cell

pa ce

pace

ci ty

city

mi ce

mice

i ce

ice

di ce

dice

i cy

icy

chan ce

chance

spi cy

spicy

fan cy

fancy

ci der

cider

dan ce

dance

ri ce

rice

pla ce

place

fa ce

face

Trace or color the letters. Say the word as you trace them

chance

sauce

fancy

spicy

city

cell

cider

place

Lesson 112

wa/qua wor

(short o)

want

wash

squash

watch

quash

water

(like er/ur)

worm

work

world

worry

(short u)

was

Trace or color the letters. Say the word as you trace them

want

worm

wash

work

squash

worry

water

was

Lesson 113

-all (short o)

	all	all
w	all	wall
f	all	fall
t	all	tall
sm	all	small
b	all	ball

c	all	call
m	all	mall
h	all	hall
st	all	stall
sight word:		both

Trace or color the letters. Say the word as you trace them

wall

mall

tall

stall

small

call

both

Lesson 114

-old

old

old

t

old

told

f

old

fold

h

old

hold

sc

old

scold

b

old

bold

c

old

cold

m

old

mold

s

old

sold

sight words:

g

old

gold

roll

buy

Trace or color the letters. Say the word as you trace them

scold

told

cold

hold

sold

gold

roll

buy

Lesson 115

-au

sauce

saucy

haul

vault

fault

fraud

haunt

Trace or color the letters. Say the word as you trace them

sauce

fault

saucy

fraud

haul

haunt

vault

Lesson 116

-ind -ild ea (shore)

bind
mind
kind
blind

wild
child
mild

wear
bear
great
health
wealth

Trace or color the letters. Say the word as you trace them

mind

wear

blind

great

child

health

wild

Lesson 117

-_le

ap ple

apple

sad dle

saddle

bi ble

bible

pur ple

purple

ca ble

cable

tur tle

turtle

bee tle

beetle

pud dle

puddle

bat tle

battle

star tle

startle

ea gle

eagle

poo dle

poodle

sight word:

people

Trace or color the letters. Say the word as you trace them

apple

saddle

cable

purple

battle

turtle

eagle

people

Lesson 118

ge -ge

cage

badge

fudge

Scrooge

splurge

dodge

ledge

huge

page

sponge

strange

gentle

sight word:

guy giant

Trace or color the letters. Say the word as you trace them

badge

strange

splurge

gentle

page

ledge

guy

giant

Lesson 119

ough

dough (doe)
thought (thot)
cough (coff)
through (thru)

enough (enuff)
rough (ruff)
tough (tuff)

Trace or color the letters. Say the word as you trace them

dough

enough

thought

rough

through

tough

cough

Lesson 120

-es (like ez) after s, x, sh, ch, or z

catch es	catches	dish es	dishes
roach es	roaches	splash es	splashes
beach es	beaches	blush es	blushes
witch es	witches	crash es	crashes
pitch es	itches	bus es	buses
fox es	foxes	kiss es	kisses
box es	boxes	miss es	misses
fix es	fixes	prize s	prizes
wash es	washes		

Trace or color the letters. Say the word as you trace them

catches washes

roaches dishes

boxes buses

fixes prizes

Lesson 121

-s / -se (as z sound)

puppies

bunnies

crows

grows

dogs

paws

pies

tries

flies

rose

nose

pose

rise

Trace or color the letters. Say the word as you trace them

bunnies

pies

grows

rise

paws

nose

flies

raise

Lesson 122

Words ending in -ed

Voiced ending

/d/

robbed
called
bragged
ordered
judged
bathed
hummed
rained
waved
closed
banged

played
prayed
rowed
flowed

Aspirated ending (air, no voice)

/t/

laughed
wished
looked
watched

jumped
faxed
sliced

T or D ending

/əd/

started
needed
waited
decided
heated
flooded

Appendix A --- Writing Practice

Letter tracing is probably more important than free hand early on. Remember, the tracing of the letters is to familiarize the student with the words, not good penmanship. You can find free letter tracing pages online at sites such as here:

<https://doozymoo.com/lowercase-letter-tracing/>

You can also do an image search for letter tracing.

Free-hand Writing Practice

For penmanship practice (writing practice) the images below show the most common way to make letters. Technically, there is no “right” or “wrong” way to make a letter, so long as it’s legible.

continue to the next page ...

The following images are snapshots of a single stroke.

a a a a a

b b b b

c c c c

d d d d d

e e e e f f f

g g g h h h h

i i i j j j
k k k k k l l
m m m m m
n n n n o o o
p p p p q q q
r r r s s s

i t t u u u

v v v w w w

x x x y y y

z z z