

## P.2 READING TERM ONE READING LESSON NOTES

### WEEK ONE

#### LESSON ONE

Orientation of the pupils and review of the 42 sounds.

1.	s	a	t	i	p	n
2.	ck	e	h	r	m	d
3.	g	o	u	l	f	b
4.	ai	j	oa	ie	ee	or
5.	z	w	ng	v	oo	oo
6.	y	x	ch	sh	th	th
7.	qu	ou	oi	ue	er	ar

#### LESSON TWO

s	a	t	i	p	n
ck	e	h	r	m	d
g	o	u	l	f	b

Forming simple words from the three sets

sat	mat	shirt	bat
tin	drum	sack	burn
pan	map	duck	turn
tap	man	gate	soap
pack	girl	back	song
ten	goat	flag	sun
head	goal	fat	fan
rat	loaf	load	long

Form simple sentences from the given words.

- |         |          |
|---------|----------|
| 1. girl | 6. gate  |
| 2. goat | 7. bird  |
| 3. ten  | 8. man   |
| 4. rat  | 9. shirt |
| 5. mat  | 10. loaf |

#### LESSON THREE

Count and write the number of sounds in each word.

mat	=	three	sounds.
drum	=	_____	sounds.
girl	=	_____	sounds.
goat	=	_____	sounds.
gun	=	_____	sounds.
leaf	=	_____	sounds.
loaf	=	_____	sounds.
sack	=	_____	sounds.
shirt	=	_____	sounds.
long	=	_____	sounds.
flag	=	_____	sounds.
bird	=	_____	sounds.



burn = \_\_\_\_\_ sounds.

gate = \_\_\_\_\_ sounds.

Forming consonant blends from the three sets.

s	a	t	i	p	n
ck	e	h	r	m	d
g	o	u	l	f	b

st sp sn pn tr nt  
str pr mp md nd lf  
dr gr fr br mb dr  
gl fl bl mbr ndr lt  
mpl mfr sl pl ntr ngr

Identify and write consonant blends from the given words.

spoon	= _____	drum	= _____	golf	= _____
lamb	= _____	grass	= _____	club	= _____
flower	= _____	sand	= _____	broom	= _____
train	= _____	snap	= _____	dress	= _____
stranger	= _____	frog	= _____	transport	= _____
praise	= _____	lamp	= _____	plumber	= _____

## **WEEK TWO**

### **LESSON ONE**

#### **Double consonants**

Double consonants have only one sounds

#### **Examples**

ss tt gg dd bb mm dd ff  
cc jj ll zz rr pp

Forming words from the double consonants.

glass	rabbit	puzzle	jerry can
buzz	bell	community	borrow
yellow	sudden	address	marry
class	running	village	kettle
cobbler	office	barracks	accept
smelling	nail cutter	cabbage	drummer
vaccine			

1. Fill in the missing double consonants from the given words.

co _ _ ler	swi _ _ ing	spa _ _ er
su _ _ en	a _ _ ress	ra _ _ it
o _ _ ice	ma _ _ ied	dru _ _ er
vi _ _ age	a _ _ ept	

2. Identify and write words with three doubled consonants

nn	_____	ll	_____	ss	_____
rr	_____	bb	_____	mm	_____
zz	_____	tt	_____		

3. Put blending dots and count the number of sounds.

- (a) class = \_\_\_\_\_ sounds.  
(b) rabbit = \_\_\_\_\_ sounds.  
(c) sudden = \_\_\_\_\_ sounds.  
(d) buzz = \_\_\_\_\_ sounds.  
(e) running = \_\_\_\_\_ sounds.



- (f) nail cutter = \_\_\_\_\_ sounds.  
 (g) address = \_\_\_\_\_ sounds.  
 (h) barracks = \_\_\_\_\_ sounds.  
 (i) swimming = \_\_\_\_\_ sounds.  
 (j) yellow = \_\_\_\_\_ sounds.

## **LESSON TWO**

### Diagraphs

Diagraphs are two consonant sounds joined together to make one sound.

### Examples of diagraphs

ch sh ck th ng ph

### Forming words using the diagraphs

church	ship	stick	mouth
match	shirt	duck	tooth
fetch	brush	kick	thumb
bench	shop	sack	anthem
children	slasher	stock	earth
sting	telephone		
stranger	elephant		
long	diagraph		
fetching	sphere		

### 1. Match the word to its diagraph

brush	ng
bucket	ch
fisherman	ph
chart	sh
teeth	ck
ring	th

atmosphere

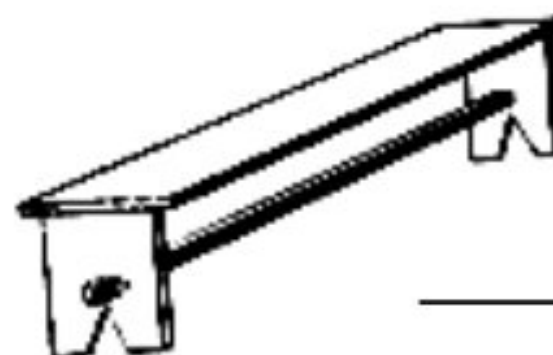
### 2. Identify and write diagraphs from the given words.

black	=	_____	breath	=	_____
butcher	=	_____	teaching	=	_____
strong	=	_____	anthem	=	_____
shoulder	=	_____	shopkeeper	=	_____
toothpaste	=	_____	bricks	=	_____
telephone	=	_____	stockings	=	_____

### 3. Write a diagraph for each picture.



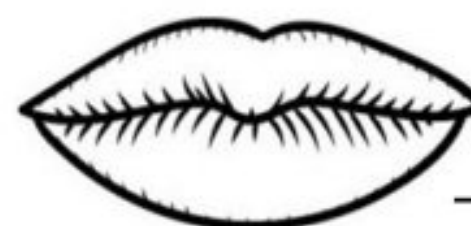
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### **LESSON THREE**

#### Syllables

#### Forming syllables from the three sets

S	a	t	i	p	n
ck	e	h	r	m	d

g o u i f b

Eg

**a e i o u**

sa se si so su

ta te ti to tu

pa pe pi po pu

na ne ni no nu

ha he hi ho hu

ra re ri ro ru

ma me mi mo mu

da de di do du

stra stre stri stro stru

gra gre gri gro gru

bla ble bli blo blu

#### 1. Make words using the given syllables.

bla \_\_\_\_\_ pe \_\_\_\_\_

stro \_\_\_\_\_ du \_\_\_\_\_

dre \_\_\_\_\_ ma \_\_\_\_\_

tru \_\_\_\_\_ ti \_\_\_\_\_

gla \_\_\_\_\_ po \_\_\_\_\_

#### 2. Circle and write syllables from the given words.

duster \_\_\_\_\_

tractor \_\_\_\_\_

mango \_\_\_\_\_

plumber \_\_\_\_\_

dish \_\_\_\_\_

goat \_\_\_\_\_

doctor \_\_\_\_\_

cleaner \_\_\_\_\_

monitor \_\_\_\_\_

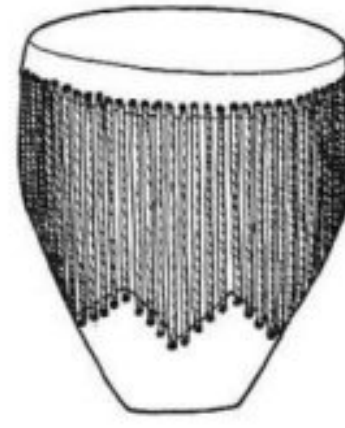


3. Fill in the missing syllable

la      pe      ru      re      ke      ku



bas \_\_\_\_ t



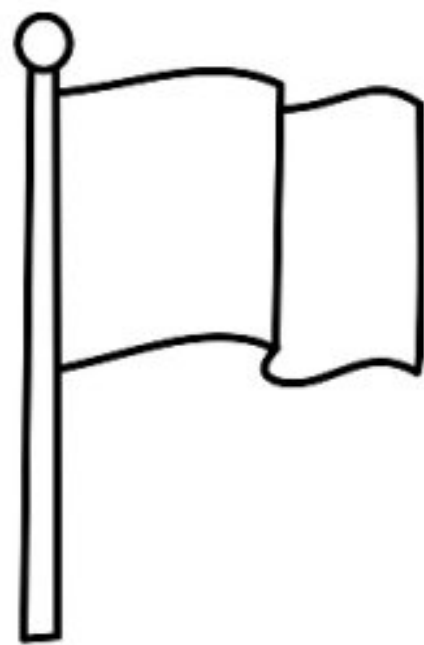
d \_\_\_\_ m



\_\_\_\_ ncil



d \_\_\_\_ ss



f \_\_\_\_ g



\_\_\_\_ sh

### **WEEK THREE**

### **LESSON ONE**

#### Vocabulary

school , neighbourhood , location , police , station , mosque , church , shop , clinic , garage, butcher , hotel , petrol , market, hospital , social centre, restaurant, place, learn , important , people , symbols , locate , different

#### Activity

1. Identify the syllables from the given words.

market	=	_____	important	=	_____
shop	=	_____	hospital	=	_____
mosque	=	_____	police	=	_____
clinic	=	_____	garage	=	_____
hotel	=	_____			

### **LESSON TWO**

1. Identify the consonant blends and write them

station	=	_____	place	=	_____
clinic	=	_____	hospital	=	_____
symbols	=	_____	important	=	_____
petrol	=	_____	restaurant	=	_____
mosque	=	_____	centres	=	_____

3. Fill in the missing long vowel sounds.

i - e , al , ar , a - e , au , oo , o - e , or

rest \_\_\_\_ rant

soci \_\_\_\_

imp \_\_\_\_ tant

pl \_\_\_\_ c



h\_\_ t\_\_ l                  neighbour \_\_d      le\_\_n

### **LESSON THREE**

1. Put blending dots and count the number of sounds.

- (a) place \_\_\_\_\_ sounds.  
 (b) hospital \_\_\_\_\_ sounds.  
 (c) market \_\_\_\_\_ sounds.  
 (d) shop \_\_\_\_\_ sounds.  
 (e) locate \_\_\_\_\_ sounds.  
 (f) hotel \_\_\_\_\_ sounds.  
 (g) church \_\_\_\_\_ sounds.

2. Write the words correctly.

tionsta = \_\_\_\_\_ ragega = \_\_\_\_\_  
 nic cli = \_\_\_\_\_ mbolsy = \_\_\_\_\_  
 cherbut = \_\_\_\_\_ oolsch = \_\_\_\_\_  
 trecen = \_\_\_\_\_ rolpet = \_\_\_\_\_

### **WEEK FOUR**

#### **LESSON ONE**

Alternative sounds

<b>er</b>	<b>ar</b>	<b>ur</b>	<b>ir</b>	<b>or</b>
water	smart	Nursery	girl	work
butcher	star	burn	skirt	doctor
after	scarf	furniture	dirt	factor
verb	farm	church	shirt	tractor
better	primary	nurse	first	word
weather	market	bursar	bird	conductor
shelter	part	turn	firm	Pastor
	harm	hurt	thirty	world

1. Complete the words using the given alternative sound.

<b>ir</b>	<b>er</b>	<b>ur</b>	<b>or</b>	<b>ar</b>
-----------	-----------	-----------	-----------	-----------

m\_\_ ket                  shelt\_\_                  f\_\_ nature                  c\_\_penter  
 w\_\_ k

2. Circle the two similar alternative sounds.

- (a) ai                  ur                  ea                  er  
 (b) ar                  ow                  ir                  gh  
 (c) u – e                  eigh                  ou                  ue

3. Make sentences using the following words.

- (a) church  
 \_\_\_\_\_  
 (b) primary  
 \_\_\_\_\_  
 (c) doctor  
 \_\_\_\_\_



- (d) shirt
- (e) butcher

## **LESSON TWO**

1. Complete the sentences using the given words in brackets  
(butcher , nurse , primary , church, furniture)

- (a) A carpenter makes \_\_\_\_\_.
- (b) We go to \_\_\_\_\_ to pray.
- (c) A \_\_\_\_\_ cares for patients.
- (d) A \_\_\_\_\_ sells meat.
- (e) I am in \_\_\_\_\_ two.

2. Identify a silent letter from the given words.

nurse	= _____	kitchen	= _____	butcher	= _____
signpost	= _____	knife	= _____	bread	= _____
boarding	= _____	palm	= _____	badge	= _____
kettle	= _____				

3. Underline a diagraph from each word and write it.

- (a) weather = \_\_\_\_\_
- (b) shelter = \_\_\_\_\_
- (c) butcher = \_\_\_\_\_
- (d) bucket = \_\_\_\_\_
- (e) stronger = \_\_\_\_\_

4. Identify and write consonant blends from the given words.

- (a) scarf = \_\_\_\_\_
- (b) smart = \_\_\_\_\_
- (c) conductor = \_\_\_\_\_
- (d) Pastor = \_\_\_\_\_
- (e) skirt = \_\_\_\_\_

## **LESSON THREE**

### Vocabulary

materials , building, firewood , money , friends, land , cement, sand , bricks, poles, stones , nails, iron sheets, teaching , children , recreation, compound, cleaning , cooking function.

1. Identify and write diagraphs from the given words.

- (a) bricks = \_\_\_\_\_
- (b) anthem = \_\_\_\_\_
- (c) telephone = \_\_\_\_\_
- (d) cooking = \_\_\_\_\_
- (e) teach = \_\_\_\_\_
- (f) Iron sheets = \_\_\_\_\_

2. Identify the common sound from these words.

- (a) animal, material, hospital , chalk \_\_\_\_\_
- (b) firewood , goose , cooking , broom \_\_\_\_\_
- (c) coffee , Ironsheets , feeding , sheep \_\_\_\_\_
- (e) poles , home , close , nose \_\_\_\_\_







2. Write these words correctly

dingbui = \_\_\_\_\_  
 nails mate = \_\_\_\_\_  
 renchild = \_\_\_\_\_  
 endsfri = \_\_\_\_\_

mentce = \_\_\_\_\_  
 ctionsfun = \_\_\_\_\_  
 ationcrere = \_\_\_\_\_  
 ndsa = \_\_\_\_\_

3. Cross out the first sound and write a new word.

Eg boil = oil

**B**room = \_\_\_\_\_  
**P**rice = \_\_\_\_\_  
**p**reach = \_\_\_\_\_  
**g**round = \_\_\_\_\_  
**t**rain = \_\_\_\_\_

**s**peak = \_\_\_\_\_  
**z**one = \_\_\_\_\_  
**r**ice = \_\_\_\_\_  
**c**lay = \_\_\_\_\_  
**s**tone = \_\_\_\_\_

**LESSON THREE**

Vocabulary

home , another , employing , guards , group , together , live , nuclear, children,  
 daughter , pays , provide , food, baby, house , sweeping , store , toilet, animal, broom,  
 extended, jerry can, mopping , grandmother

1. Circle and write the consonant blends from these words.

prevent _____	people _____
group _____	nuclear _____
children _____	shelter _____
latrine _____	lamp _____
clothes _____	broom _____

2. Write words having these long vowel sounds.

o - e = _____	al = _____
i - e = _____	oi = _____
a - y = _____	er = _____
oo = _____	ay = _____
ee = _____	oy = _____

**WEEK SIX**

**LESSON ONE**

"Sound **"ae"** with its alternative.

<b>ea</b>		<b>ee</b>		<b>e - e</b>
clean	peak	meat	need	<u>These</u>
cheap	bean	bean	fees	<u>sphere</u>
nuclear	reach	peel	bees	<u>anopheles</u>
teacher	preach	feed	feel	<u>concrete</u>
meat	dream	week	sheet	<u>supreme</u>
read	create	sheep	reed	<u>extreme</u>
beak	cream			

1. Circle the hying words.

- |     |       |      |       |       |
|-----|-------|------|-------|-------|
| (a) | been  | beat | bean  | bead  |
| (b) | mix   | meat | maid  | meet  |
| (c) | reach | reed | read  | ream  |
| (d) | had   | head | heart | hurt  |
| (e) | sick  | seek | sit   | scene |



2. Complete the sentences using the correct rhyming words.

- (a) Mr.Kamese is a \_\_\_\_\_man.(reach, rich)
- (b) My grandmother sleeps in a \_\_\_\_\_. ( hat ,hut)
- (c) The dog \_\_\_\_\_every night. ( buck , barks)
- (d) I was \_\_\_\_\_ in 2018. ( bone , born)
- (e) A nurse looks after \_\_\_\_\_ people. ( sick , seek)
- (f) We \_\_\_\_\_ many animals at the zoo. ( sow , saw , sew)
- (g) There are seven days in a \_\_\_\_\_. ( weak , week)
- (h) Please , bring that book \_\_\_\_\_. ( hear , here)
- (i) She \_\_\_\_\_ her story book everyday. ( reads , reeds)
- (j) We shall \_\_\_\_\_ them next week. ( meet , meat)

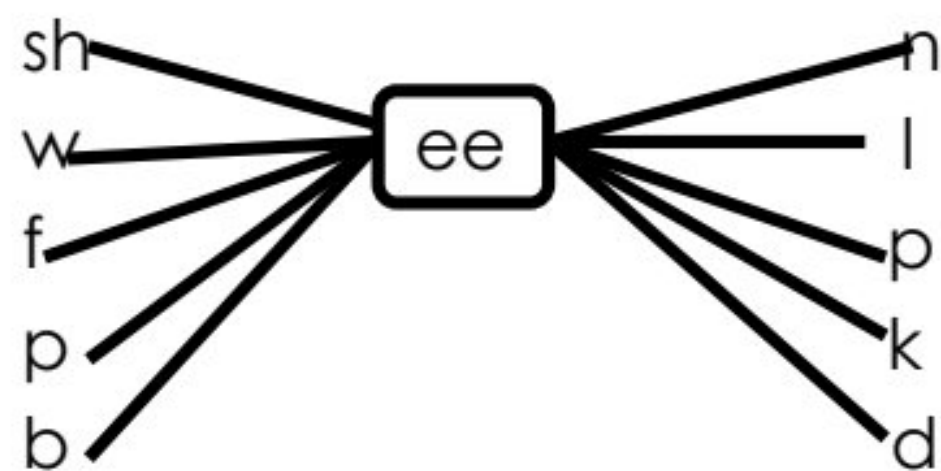
## **LESSON TWO**

1. Make different words using the same letters.

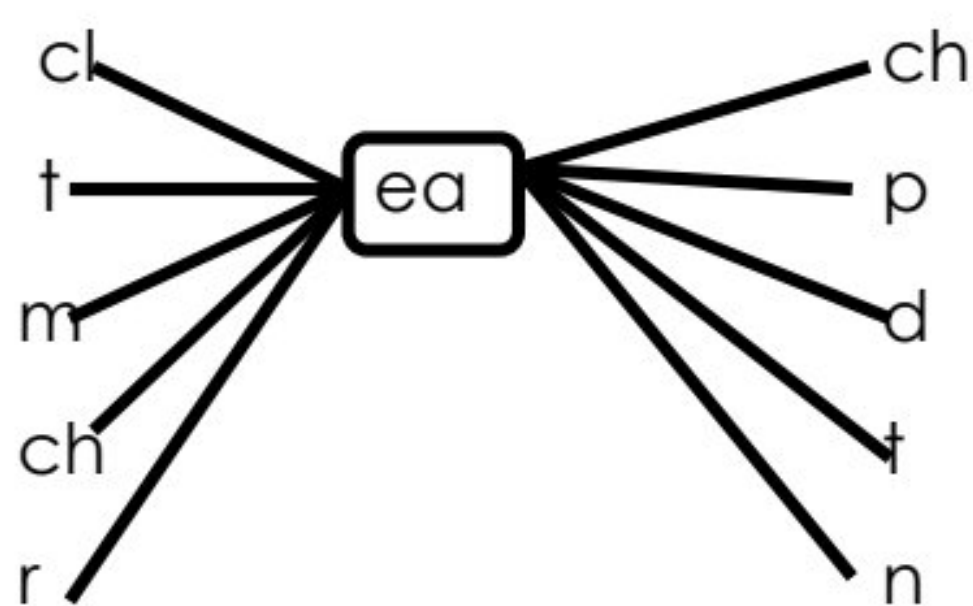
Eg peach - cheap

peel	_____
least	_____
tea	_____
meat	_____
cheat	_____
dear	_____
ear	_____
wolf	_____

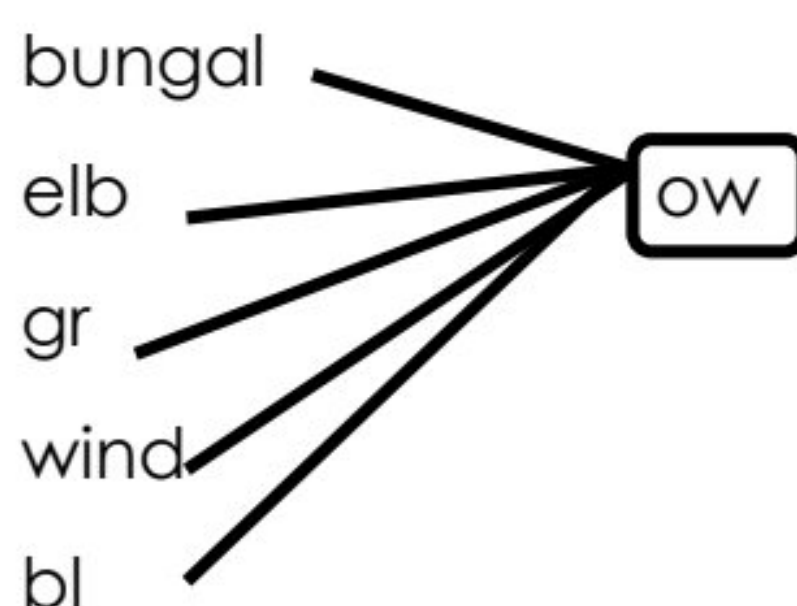
2. Form words.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

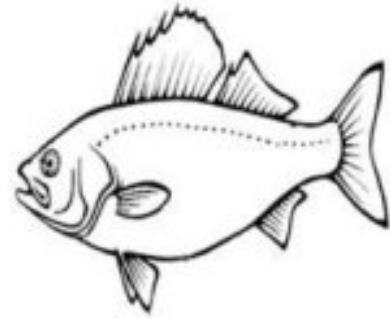


### **LESSON THREE**

1. Make pictograms from the given words.

Eg

(a) fisherman



+

her

+



(b) headteacher = \_\_\_\_\_ + \_\_\_\_\_ + cher

(c) gatekeeper = \_\_\_\_\_ + keeper

(d) tablemat = \_\_\_\_\_ + \_\_\_\_\_

(e) cupboard = \_\_\_\_\_ + board

2. Match to the correct alternative

ow

ie

e – e

oi

igh

ir

oy

ey

ai

al

3. Join and make words

Eg finger + nail = fingernail

shop + keeper = \_\_\_\_\_

fish + monger = \_\_\_\_\_

razor + blade = \_\_\_\_\_

police + office = \_\_\_\_\_

### **WEEK SEVEN**

#### **LESSON ONE**

##### Vocabulary

things table found chair kettle spoon bucket doctor fisherman builder roles mechanic  
barber cobbler shopkeeper carpenter driver bursar pilot fishmonger electrician police  
officer farmer priests soldier barracks catches found

4. Write words with these long vowel sounds

oo \_\_\_\_\_

er \_\_\_\_\_

or \_\_\_\_\_

ar \_\_\_\_\_

ai \_\_\_\_\_

ur \_\_\_\_\_

ou \_\_\_\_\_

ee \_\_\_\_\_

2. Fill in the missing double consonant for the words given .

- (a) co \_\_\_ ler
- (b) ke \_\_\_ le
- (c) ba \_\_\_ acks
- (d) police o \_\_\_ icer

3. Identify and write consonant blends from the given words.

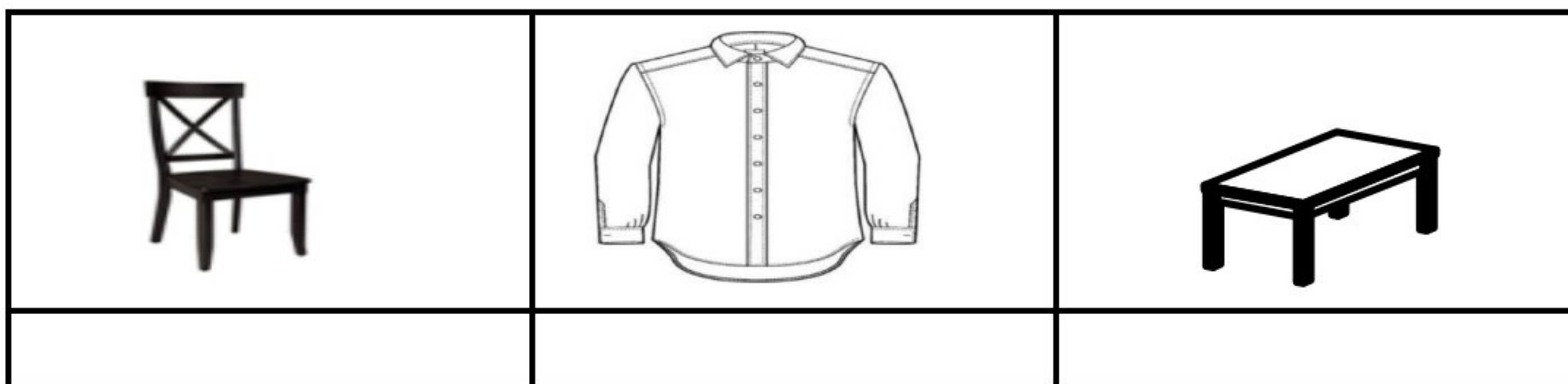
builder _____	table _____	electrician _____
driver _____	found _____	kettle _____
priest _____	doctor _____	spoon _____
soldier _____		

## **LESSON TWO**

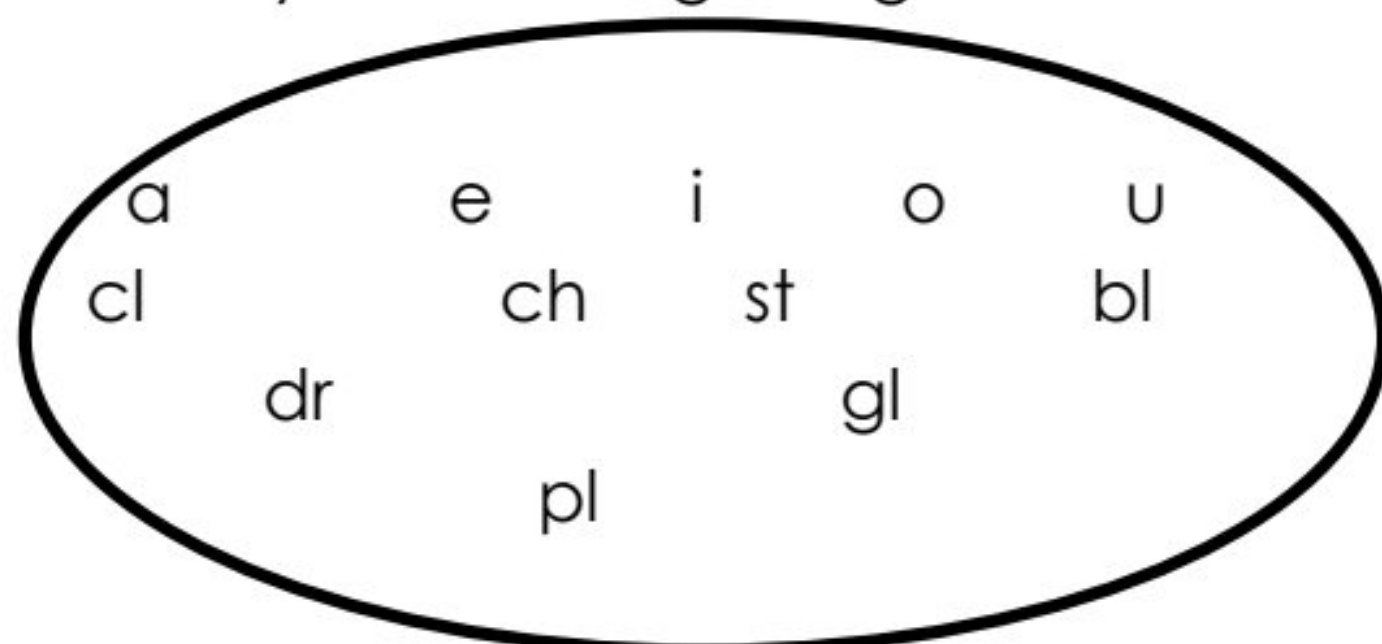
1. Make small words from the given words.

carpenter _____	solider _____
driver _____	police officer _____
fisherman _____	chair _____
catches _____	farmer _____
bucket _____	

2. Write the first sound for the picture.



3. Make syllables using the given sounds and write a word for each syllables.



Eg clo - clock

Syllables

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

word

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### **LESSON THREE**

1. Write the following words correctly.
  - (a) dengar \_\_\_\_\_
  - (b) bleBi \_\_\_\_\_
  - (c) aypr \_\_\_\_\_
  - (d) eetgr \_\_\_\_\_
2. Underlined the correct spelling.
  - (a) lake          laik          alke          leik
  - (b) rivar          river          verri          rivur
  - (c) echo          hoo          oeh          hoe
3. Circle words with these digraphs

ng	the	sh	ck	ch
book	church	jackfruit		
thorn	pen	fish		
goat	bucket	tree		

4. Fill in the missing long vowel sound

ar	o - e	ea	ee	oo
----	-------	----	----	----

kn \_\_\_\_ ling                      sp \_\_\_\_ d                      pr \_\_\_\_ ch  
bedr \_\_\_\_ m                      h \_\_\_\_ vest

5. Make correct sentences using the following words.
  - (a) Bible : \_\_\_\_\_
  - (b) pray : \_\_\_\_\_
  - (c) garden: \_\_\_\_\_
  - (d) bedroom: \_\_\_\_\_

### **WEEK EIGHT**

#### **LESSON ONE**

Long vowel sound and its alternatives.

#### **ai**

chain , aim , chair , main , pain , train , straight , wait, brain, rain, drain , plain , stain , grains , snail

#### **ay**

play , clay , say , day , pray , decay , brays , astray , stay , railway

#### **a - e**

cake, bake , came , made , lame , gate , ate , fame , flame , game , same , blame , page , cage.

#### **eigh**

eight , weight , neighs , neighbour , height



**ae**

aerobic , aeroplane , aerograph , aerogram

**a – y**

many , lazy , baby , lady , any , crazy

**ei**

vein, protein

**ey**

they , prey

1. Circle two alternative sounds in each set.

- |     |       |       |    |    |
|-----|-------|-------|----|----|
| (a) | al    | a – e | ew | ai |
| (b) | oo    | er    | ee | ea |
| (c) | oi    | igh   | oy | ue |
| (d) | a – y | ie    | ir | ur |

2. Underline words with sound "ai"

- (a) train    basket    straight    mango
- (b) weak    railway    blue    drainage

**LESSON TWO**1. Match to the correct alternative sound and write a word for each sound

ai	ea
ir	ough
ee	ay
ie	ur
oe	igh

2. Put these words in their families.

water	neighbour	meat	spoil
reach	poison	furniture	aeroplane
cake	thirsty	destroy	beach

**LESSON THREE**Read the story and below and answer questions that follow.**Mary**

Her name is Mary. She lives in Bakuli village. She is seven years old. She goes to victorious Primary School. She is in Primary two class. In her school. She learns songs and eats food. Everyday she wakes up early in the morning and prepares herself for school. After preparing, her father drives her to school.

**Questions**

1. Write the title of the story.

---

2. How old is Mary?

---

3. In which class is she?

---



4. Identify and write two words with long vowel sound "oo".

5. Give a long vowel sound from these words.

after \_\_\_\_\_

name \_\_\_\_\_

goes \_\_\_\_\_

day \_\_\_\_\_

6. Circle and write a syllables from each of the given words.

(a) morning \_\_\_\_\_

(b) class \_\_\_\_\_

(c) prepare \_\_\_\_\_

(d) drive \_\_\_\_\_

(e) seven \_\_\_\_\_

### **WEEK NINE**

### **LESSON ONE**

#### Pictograms

Use the pictograms to make words.



+      rots

\_\_\_\_\_ car \_\_\_\_\_ +      rots      =      carrot \_\_\_\_\_



+      erials

+      \_\_\_\_\_ = \_\_\_\_\_



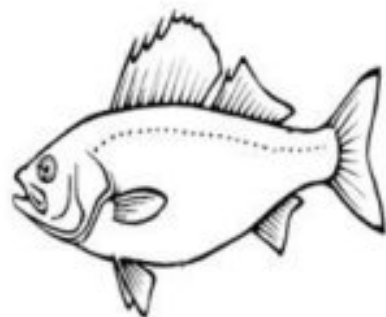
+      wood

\_\_\_\_\_ +      \_\_\_\_\_ = \_\_\_\_\_



+      room

+      \_\_\_\_\_ = \_\_\_\_\_



+      monger

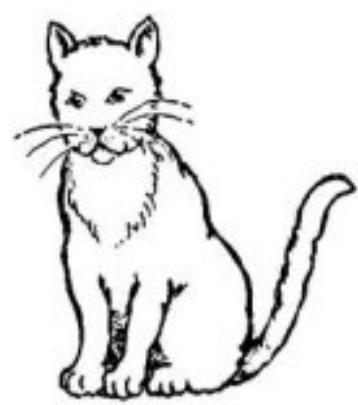
+      \_\_\_\_\_ = \_\_\_\_\_



+      \_\_\_\_\_



+      \_\_\_\_\_ = \_\_\_\_\_



+ Ches

\_\_\_\_\_

+ \_\_\_\_\_ = \_\_\_\_\_

ce

+



\_\_\_\_\_

+

\_\_\_\_\_ = \_\_\_\_\_

accep

+



+

\_\_\_\_\_ = \_\_\_\_\_

## LESSON TWO

Use the correct consonant blends to complete the sentences.

mb

ss

sp

lk

sn

(a) I have a black u \_ \_ rella.



(b) The baby takes mi \_ \_ .



(c) The \_ \_ ake is in the grass.



(d) Betty has a nice dre \_ \_ .



(e) It is a small \_ \_ oon.





2. Write and write a silent letter.

fetch _____	kettle _____
knife _____	badge _____
school _____	kneel _____
kitchen _____	aunt _____
signpost _____	palm _____
sorghum _____	nymph _____

3. Match words

div		_____
televi		_____
revi		_____
vi		_____

### **LESSON THREE**

#### **EFFECTS**

Effect of **e** on **c** (**ce**)

rice	ice	price	slice	cement
nice	lice	twice	police	centre
dice	mice	thrice	place	practice
office	fence	source		

Effect of **e** on **g** (**ge**)

orange	forge	rain gauge
stage	cottage	huge
page	bondage	age
shortage	fridge	cage
dodge	lodge	strange
village	large	bridge
manage	bandage	marriage
arrange	cabbage	garage
storage	judge	garbage
badge	source	encourage

(a) Write words with these double consonant blends.

rr _____	ll _____	tt _____
ff _____	bb _____	

(b) Identify and write consonant blends from these words.

practice	fridge
thrice	bandage
cement	strange
fence	bridge
place	price
stage	center

### **WEEK TEN**

#### **LESSON ONE**

1. Listen and write sentence

- (a) The thief was taken to police.
- (b) Ritah put cabbage in the fridge.
- (c) We crossed the bridge yesterday.
- (d) Cement is used for building.
- (e) Mum is preparing rice for supper.

2. Make words using the puzzle.

e	y	e	s	j	m
l	a	n	d	u	n
b	m	d	p	m	u
o	s	h	o	p	t
w	o	r	k	s	h

#### **Across**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

#### **Down**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

3. Put blending dots and count the number of sounds.

- (a) mouth \_\_\_\_\_ sounds.
- (b) chin \_\_\_\_\_ sounds.
- (c) shoulder \_\_\_\_\_ sounds.
- (d) running \_\_\_\_\_ sounds.
- (e) kicking \_\_\_\_\_ sounds.

### **LESSON TWO**

personal	brush	trimming	razarblade	comb
toothbrush	paste	sponge	prevent	towel
nailcutter	soap	avoid	remove	scrub
disease	scabies	bedbugs		

1. Join and form words

- (a) nail + cutter = \_\_\_\_\_
- (b) tooth + brush = \_\_\_\_\_
- (c) bed + bug = \_\_\_\_\_
- (d) class + room = \_\_\_\_\_



- (e) table + mat = \_\_\_\_\_  
 (f) home + work = \_\_\_\_\_  
 (g) razor + blade = \_\_\_\_\_  
 (h) cup + board = \_\_\_\_\_

### **LESSON THREE**

1. Form words from the tables.

1	2	3	4	5	6	7	8	9	10	11
er	m	l	s	h	a	g	p	ay	r	ee

- (a) 4 + 3 + 6 + 4 + 5 + 1 = \_\_\_\_\_  
 (b) 7 + 1 + 2 + 4 = \_\_\_\_\_  
 (c) 4 + 3 + 11 + 8 = \_\_\_\_\_  
 (d) 4 + 8 + 10 + 9 = \_\_\_\_\_

1	2	3	4	5	6	7	8	9
n	l	ng	e	m	igh	i	a	t

- (a) 2 + 8 + 5 + 4 = \_\_\_\_\_  
 (b) 2 + 6 + 9 + 7 + 3 = \_\_\_\_\_

2. Form words for each long vowel sound given

a - e \_\_\_\_\_  
 o - e \_\_\_\_\_  
 oy \_\_\_\_\_  
 ea \_\_\_\_\_  
 al \_\_\_\_\_

3. Use the given sounds to fill in the gaps.

or	o - e	ay	ou	i - e	au	ea
----	-------	----	----	-------	----	----

c ___ se	vec ___ s	dec ___
insect ___ d	ar ___ nd	cl ___ nliness
sm ___ k	barr ___	