

Grades PreK–K



Evan-Moor®
EMC 3318

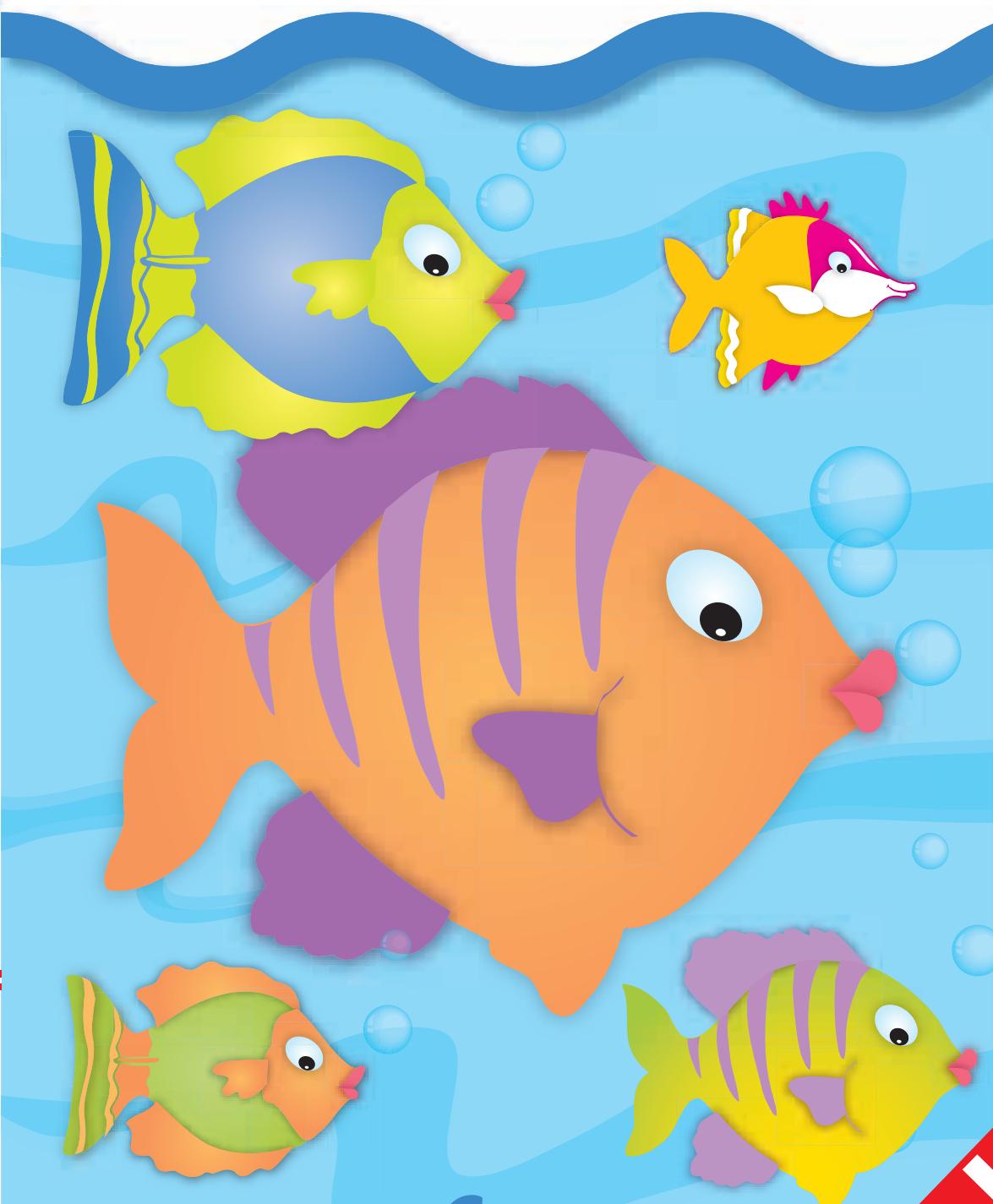
BASIC

Phonics Skills

Level A

Correlated to State Standards

- Print awareness
- Phonemic awareness
- Alphabetic awareness
- Sound-symbol association
- 26 reproducible Little Alphabet Readers



five fun fish

Enhanced
E-book

BASIC Phonics Skills

Level A

Basic Phonics Skills, Level A provides a solid basis and ongoing practice for phonics instruction. In *Level A*, the following emergent reading skills are introduced:

- print awareness
- phonemic awareness
- alphabetic awareness
- sound-symbol association

A consistent format makes the practice pages understandable for both teacher and students. And the variety of difficulty levels for each skill enables the teacher to meet individual student needs for phonics practice.

Basic Phonics Skills, Level A contains the following:

- 239 reproducible skill sheets
- 26 reproducible Little Alphabet Readers

Writing: Tanya Dean
Jo Ellen Moore
Jill Norris

Content Editing: Joy Evans

Copy Editing: Sonny Bennett
Cathy Harber

Art Direction: Cheryl Puckett
Illustrator: Jo Larsen

Cover Design: Liliana Potigian

Design/Production: Kathy Kopp



Congratulations on your purchase of some of the finest teaching materials in the world.

Photocopying the pages in this book is permitted for single-classroom use only. Making photocopies for additional classes or schools is prohibited.

For information about other Evan-Moor products, call 1-800-777-4362, fax 1-800-777-4332, or visit our Web site, www.evan-moor.com.

Entire contents © 2003 EVAN-MOOR CORP.
18 Lower Ragsdale Drive, Monterey, CA 93940-5746. Printed in USA.

Correlated to State Standards

Visit teaching-standards.com to view a correlation of this book's activities to your state's standards. This is a free service.



Helping Children Learn since 1979

Thank you for purchasing an Evan-Moor e-book!

Attention Acrobat Reader Users: In order to use this e-book you need to have Adobe Reader 8 or higher. To download Adobe Reader for free, visit www.adobe.com.

Using This E-book

This e-book can be used in a variety of ways to enrich your classroom instruction.

You can:

- engage students by projecting this e-book onto an interactive whiteboard
- save paper by printing out only the pages you need
- find what you need by performing a keyword search
- ... and much more!

For helpful teaching suggestions and creative ideas on how you can use the features of this e-book to enhance your classroom instruction, visit www.evan-moor.com/ebooks.

User Agreement

With the purchase of Evan-Moor electronic materials, you are granted a single-user license which entitles you to use or duplicate the content of this electronic book for use within your classroom or home only. Sharing materials or making copies for additional individuals or schools is prohibited. Evan-Moor Corporation retains full intellectual property rights on all its products, and these rights extend to electronic editions of books.

If you would like to use this Evan-Moor e-book for additional purposes not outlined in the single-user license (described above), please visit www.evan-moor.com/help/copyright.aspx for an *Application to Use Copyrighted Materials* form.

This page intentionally left blank

Level A

Contents

What's in Level A?	2
Tracking Student Progress	4
Student Record Form	5
The Benefits of Phonics Instruction	6
Emergent Skills	7
Phonemic Awareness	47
Alphabetic Awareness	113
Sound-Symbol Association A–Z	173
Little Alphabet Readers	252
Answer Key	279

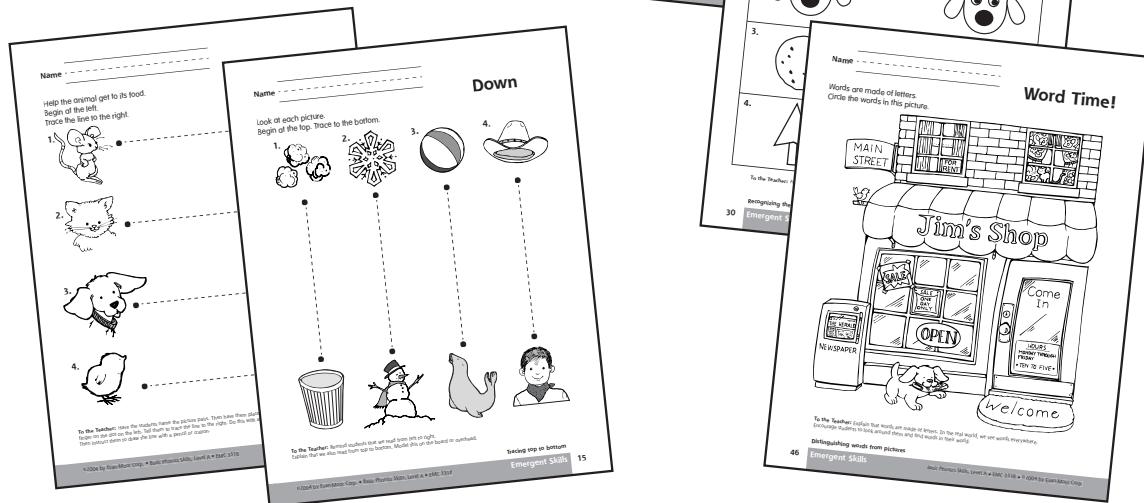
Basic Phonics Skills

What's in Level A?

Emergent Skills Practice

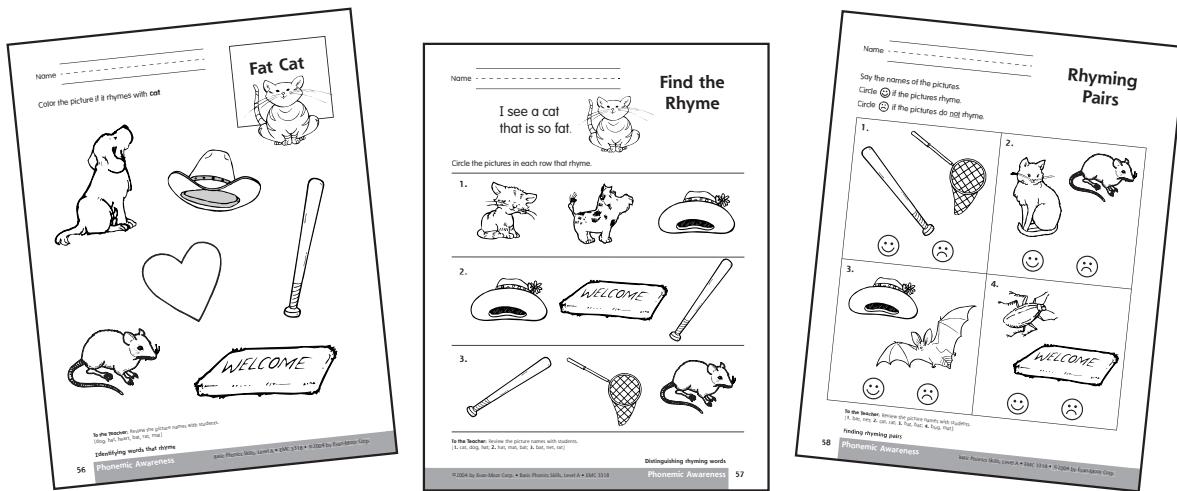
Choose from a number of reproducibles to strengthen readiness skills.

- left-right
- top-bottom
- same-different
- beginning-middle-end
- print awareness



Phonemic Awareness Practice

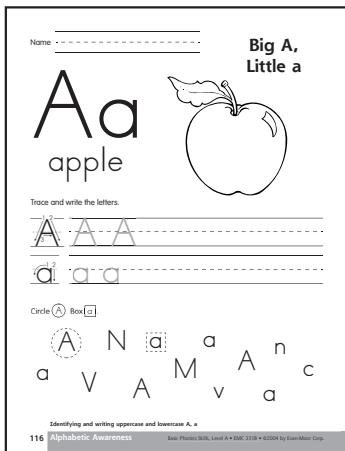
Skill sheets present varying levels of difficulty to meet individual student needs.



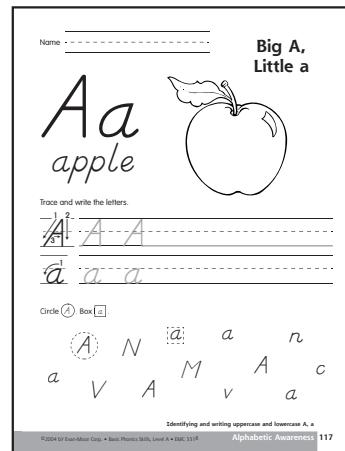
easiest ← → more difficult

Alphabetic Awareness Practice

Reproducibles provide practice in forming the letters of the alphabet. Activity sheets are in both traditional and modern versions.



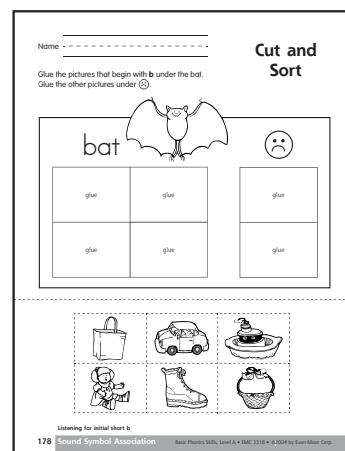
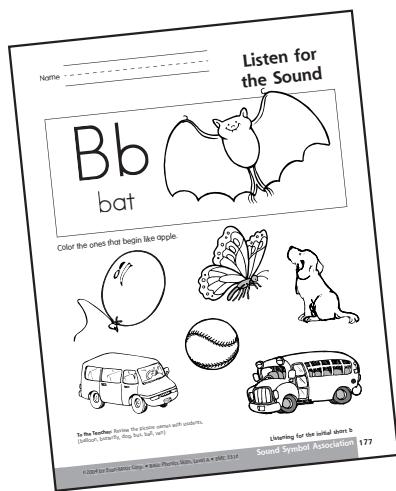
traditional



modern

Sound-Symbol Association Practice

Reproducibles provide a range of practice for each letter of the alphabet. There will be an activity to fit each student's needs.



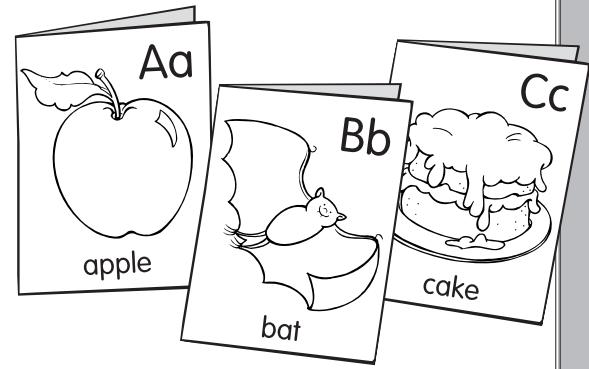
easiest



more difficult

Little Alphabet Readers

Reproducible storybooks for each letter of the alphabet. Just reproduce, cut out, fold, and use.



Tracking Student Progress

Use the form on page 5 to record the progress of each student. The rubric provided below will help you assess each student's level of competence. Students who fail to achieve a 2 or 3 level should be provided additional instruction and practice until they become proficient.

Mastered 3	<ul style="list-style-type: none">• The student is able to complete the activity independently.• The student is able to complete the activity correctly.• The student is able to answer questions about the phonetic principle being practiced.
Showed Adequate Understanding 2	<ul style="list-style-type: none">• The student is able to complete the activity with little assistance.• The student is able to complete the activity with minimal errors.• The student is able to answer questions about the phonetic principle being practiced.
Showed Inconsistent Understanding 1	<ul style="list-style-type: none">• The student required assistance to complete the activity.• The student made several errors.• The student did not appear to understand the phonetic principle being practiced.
Showed Little or No Understanding 0	<ul style="list-style-type: none">• The student required one-to-one assistance to complete the activity.• The student made many errors.• The student showed no understanding of the phonetic principle being practiced.

Basic Phonics Skills, Level A Student Record Form

Name _____

The Benefits of Phonics Instruction

Words are made of letters, and letters stand for sounds. That is the simple basis for providing phonics instruction to all beginning readers. Research has shown that all children will benefit from being taught the sound-spelling connection of the English language (Chall, 1967). Phonics instruction leads to decoding, which gives beginning readers one more strategy to use when faced with an unfamiliar word.

Research has shown the following to be true:

- Strong decoding skills in early readers correlate highly with future success in reading comprehension (Beck and Juel, 1995).
- As more and more "sounded-out" words become sight words, readers have more time to devote to the real reason for reading: making meaning from print (LaBerge and Samuels, 1974; Freedman and Calfee, 1984).
- Readers who are good decoders read more words than those who are poor decoders (Juel, 1988).
- Children with limited learning opportunities and abilities benefit most from phonics instruction, but more able children also benefit (Chall, 1967).
- Those who are successful decoders do not depend on context clues as much as those who are poor decoders (Gough and Juel, 1991).

The best readers can decode words. As a result, those readers grow in word recognition, fluency, automaticity, and comprehension. "Sounding out" unfamiliar words is a skill that benefits all readers. These new words quickly become "sight words," those recognized immediately in text, which allow the reader to spend more time on new words. This cycle is the foundation that creates reading success, and successful readers are better learners.



BASIC Phonics Skills

Emergent Skills

Recognizing environmental print	8
Distinguishing left and right	10
Distinguishing top and bottom	13
Choosing objects that are the same	16
Choosing objects that are different	22
Adding the missing part	26
Recognizing the beginning, middle, and end	27
Finding hidden pictures	31
Choosing reversed objects	35
Identifying what is wrong in a picture	37
Identifying objects that go together	39
Choosing the object that does not belong	43
Distinguishing words from pictures	46

BASIC Phonics
Skills

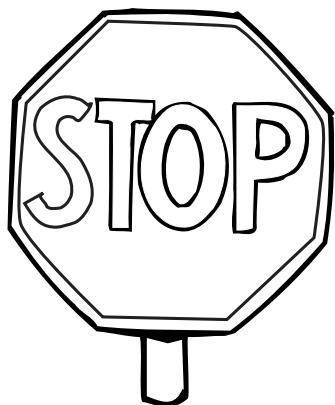
Name - - - - -

Look!

Look at each sign.

Circle any words. Tell about the signs.

1.



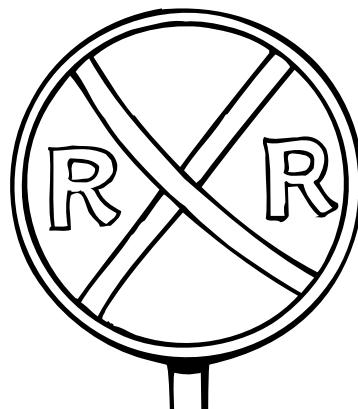
2.



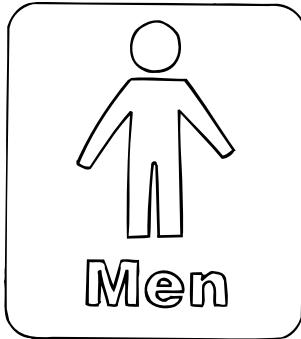
3.



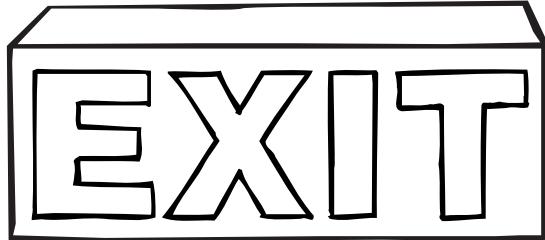
4.



5.



6.



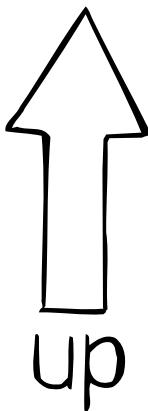
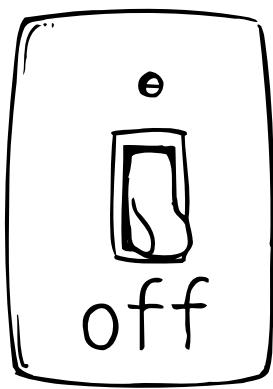
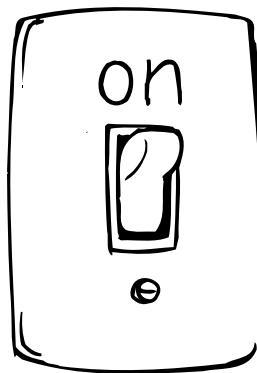
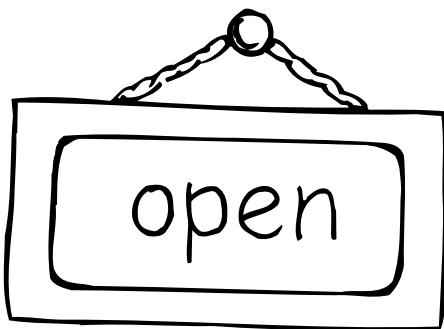
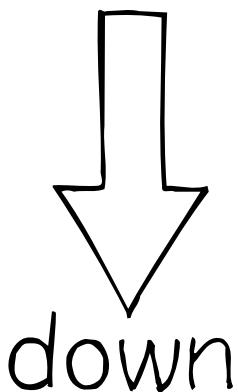
To the Teacher: Discuss what each sign means and where we see it.

Recognizing environmental print

Name - - - - -

Match Up

Look at each picture.
Tell what it means.
Tell where you see each one.
Draw a line to match the pairs.



To the Teacher: Discuss how each sign helps us.
Ask students to circle any words they see on the signs.

Recognizing and matching environmental print

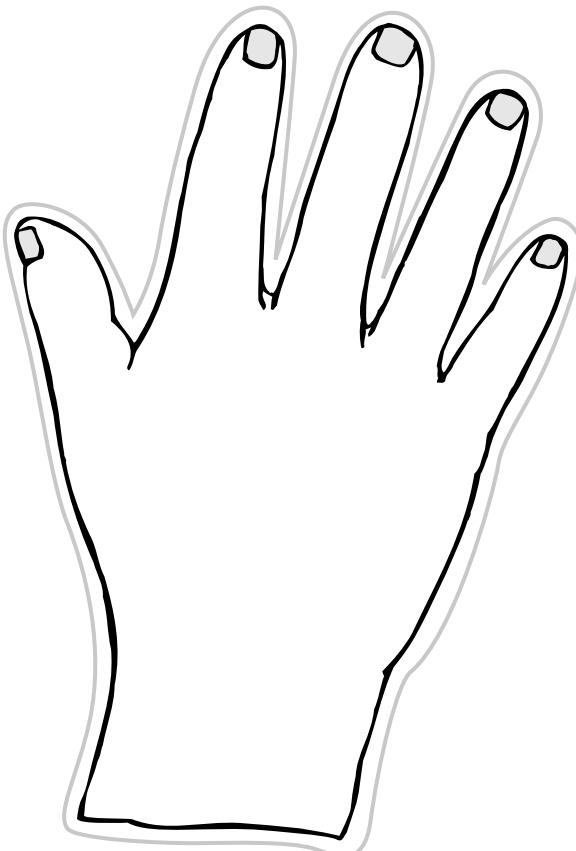
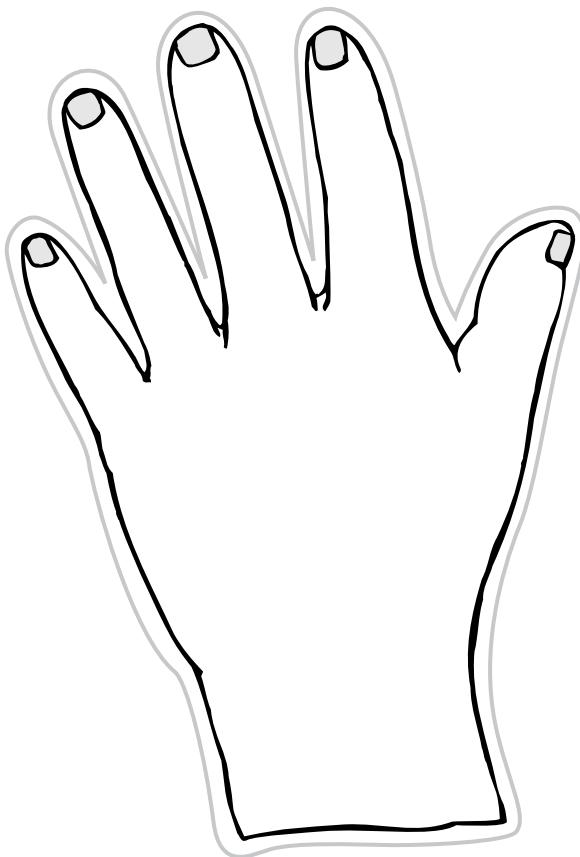
Name _____

Left and Right

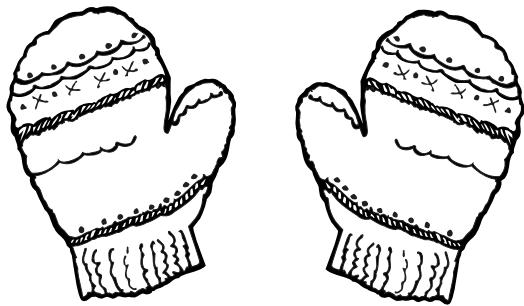
Look at the hands.

Trace the left hand yellow.

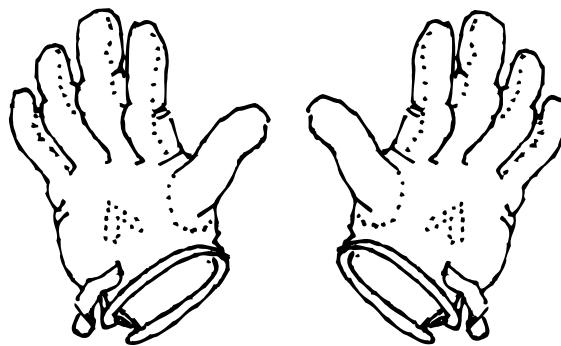
Trace the right hand red.



Circle the left.



Circle the right.



To the Teacher: Have students place their hands on the hands pictured here. Practice removing the left and then the right. Involve students in using the terms *left* and *right* and identifying the hand that matches. Invite them to add rings or other details to the illustration.

Distinguishing left and right

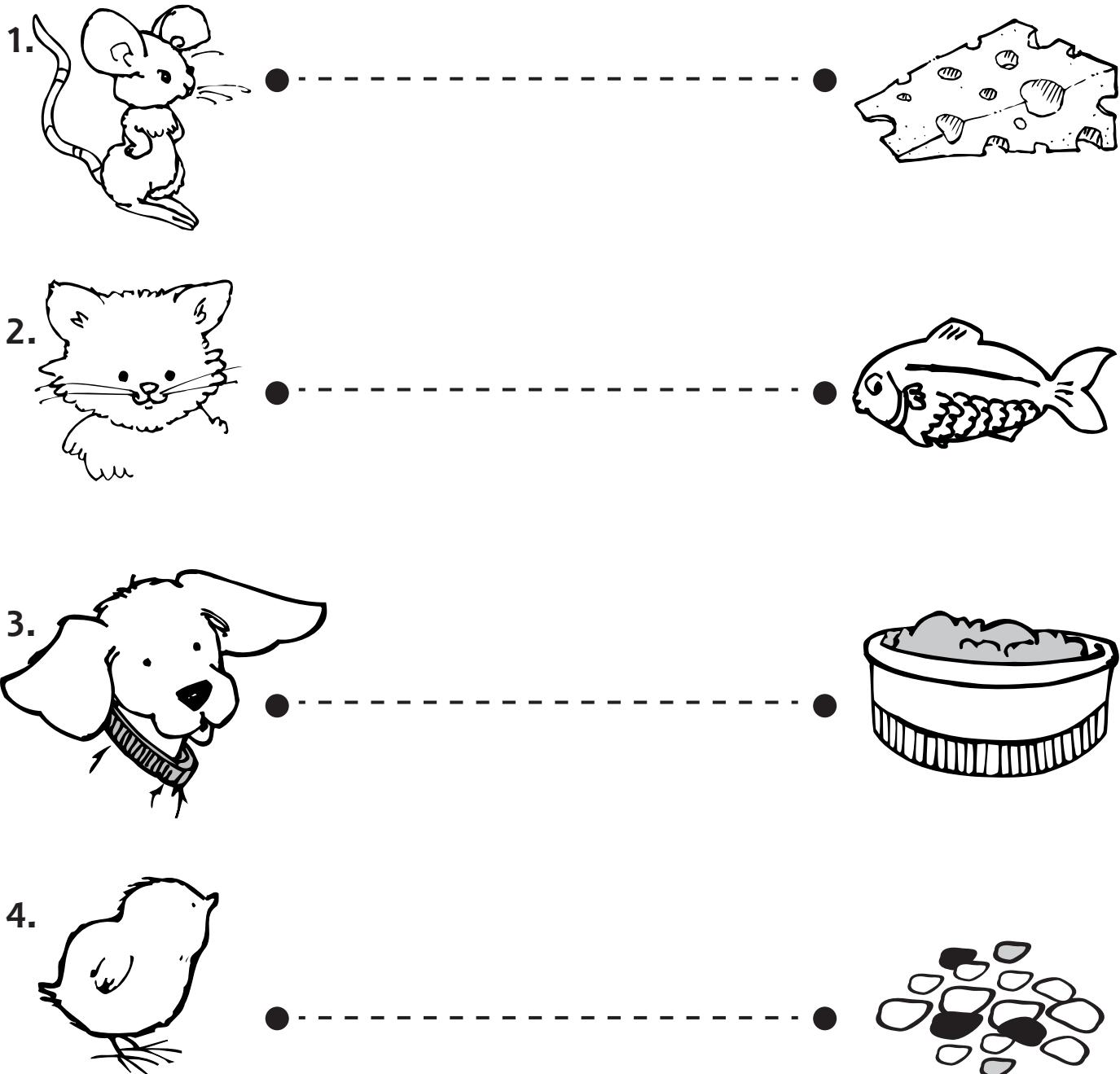
Name - - - - -

Yum!

Help the animal get to its food.

Begin at the left.

Trace the line to the right.



To the Teacher: Have students name the picture pairs. Then have them place their index finger on the dot on the left. Tell them to trace the line to the right. Do this with all four. Then instruct them to draw the line with a pencil or crayon.

Tracing left to right

Name _____

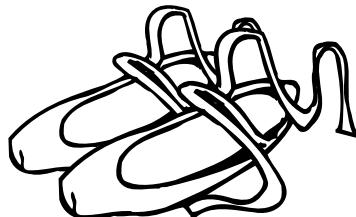
Shoes

Help each girl find her shoes.

Begin at the left.

Trace the line to the right.

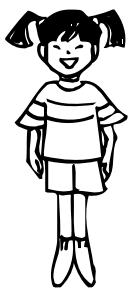
1.



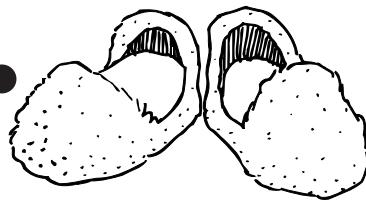
2.



3.



4.



To the Teacher: Trace with fingers from left to right before doing the activity with a pencil or crayon. Tell students that we read from left to right. Demonstrate with a short sentence on the chalkboard. Model the fact that we also write from left to right.

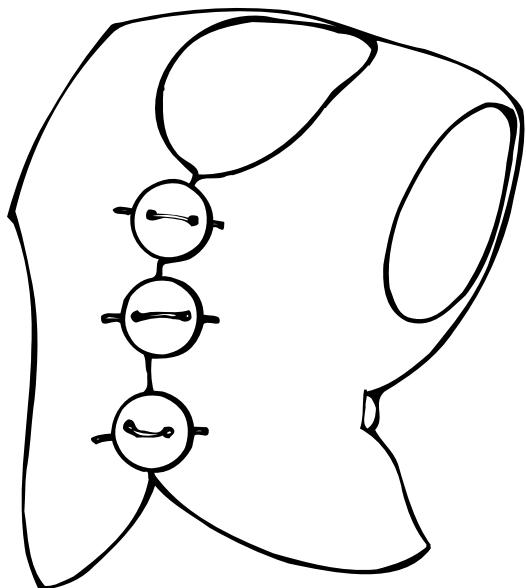
Tracing left to right

Name - - - - -

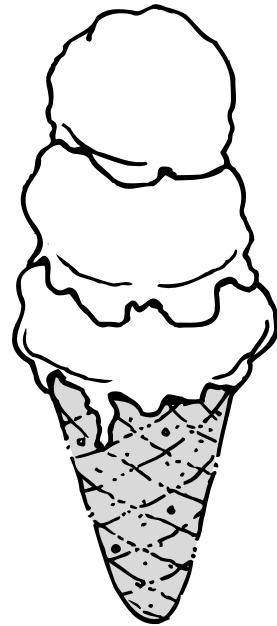
Top and Bottom

Look at each picture.
Color the top thing red.
Color the bottom thing blue.

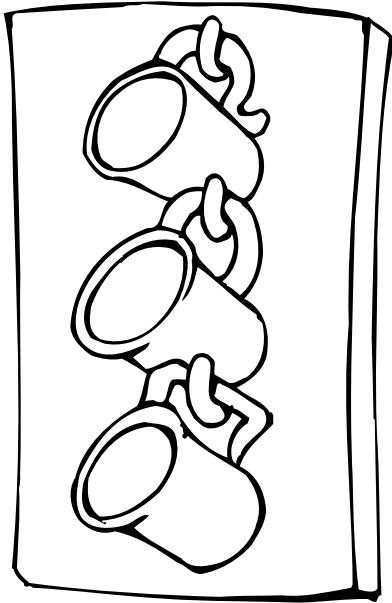
1.



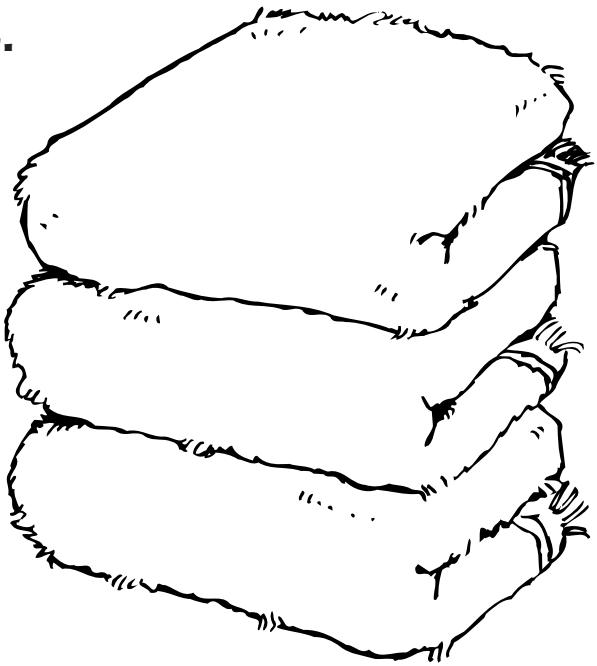
2.



3.



4.



To the Teacher: Involve students in naming each object on the page.
Ask them to identify which part of the picture is on the top and which is on the bottom.
Encourage them to answer in complete sentences.

Distinguishing top and bottom

Name _____

Connect

Look at each picture.

Begin at the top. Trace to the bottom.

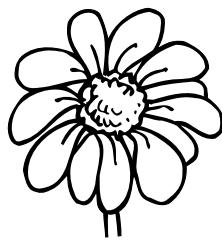
1.



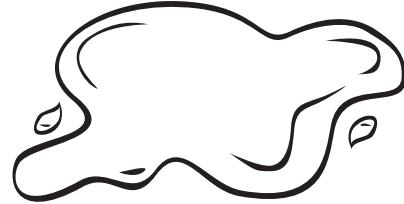
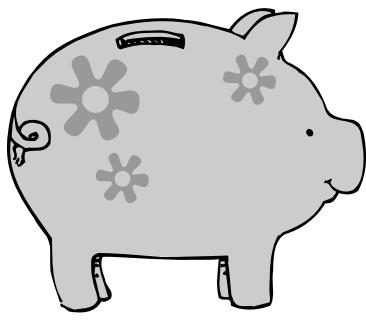
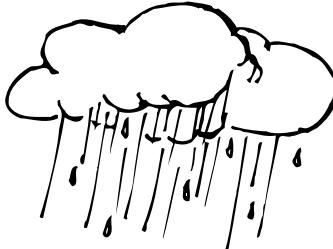
2.



3.



4.



To the Teacher: Have students identify each pair of objects. Begin by having them trace the line with their finger from top to bottom. Then instruct them to draw the line with a pencil or crayon.

Tracing top to bottom

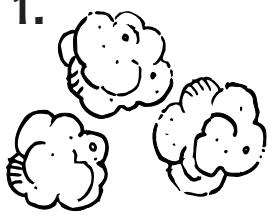
Name - - - - -

Down

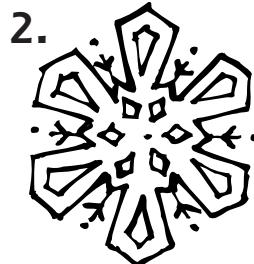
Look at each picture.

Begin at the top. Trace to the bottom.

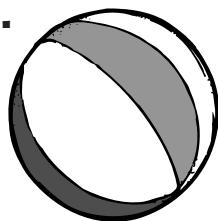
1.



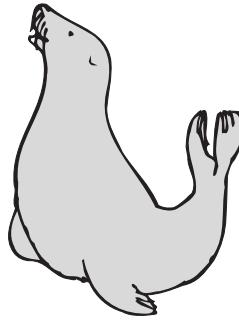
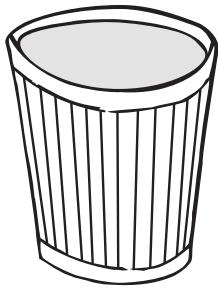
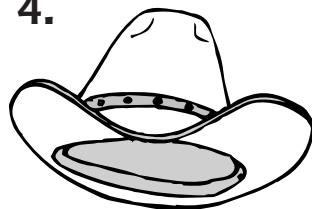
2.



3.



4.



To the Teacher: Remind students that we read from left to right. Explain that we also read from top to bottom. Model this on the chalkboard or overhead.

Tracing top to bottom

Name _____

Same or Different?

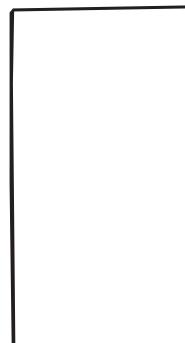
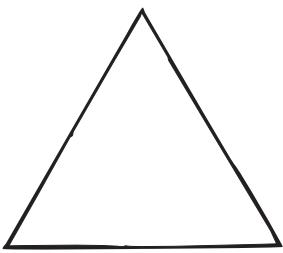
Look at each pair.

Color the pair if both are the same.

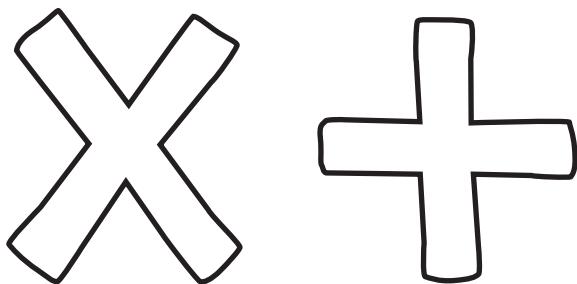
1.



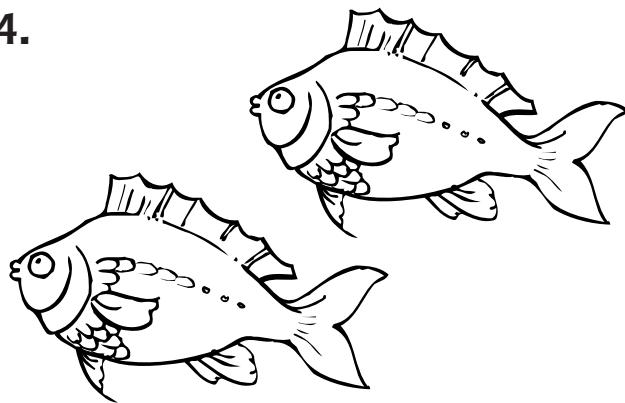
2.



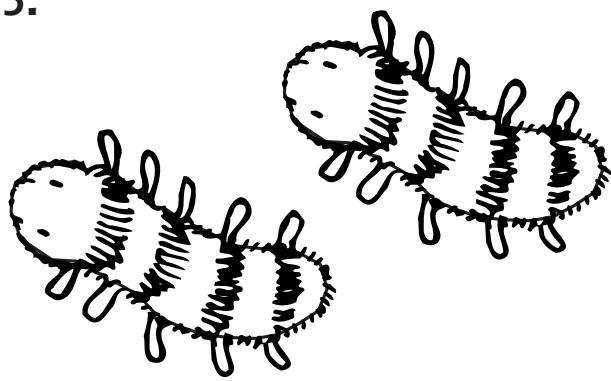
3.



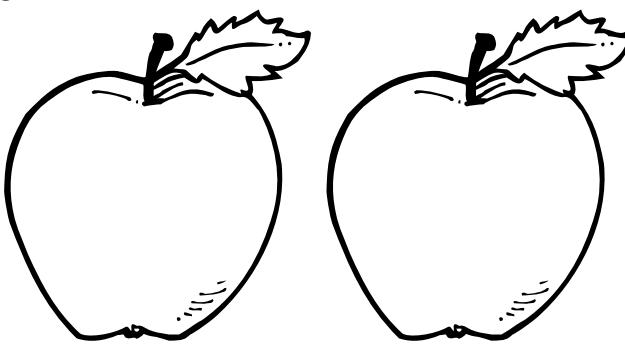
4.



5.



6.



To the Teacher: Introduce the concept of same and different. Use pairs of items in the classroom to demonstrate the concepts. Encourage students to verbalize their observations. As the children work on this page, remind them to work from left to right, top to bottom.

Choosing objects that are the same

Name - - - - -

Party Time

Look at each pair.

Color the pair if both pictures are the same.

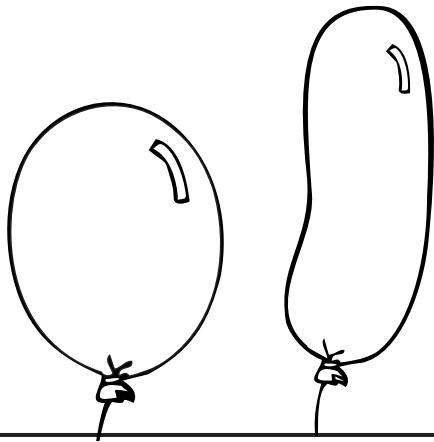
1.



2.



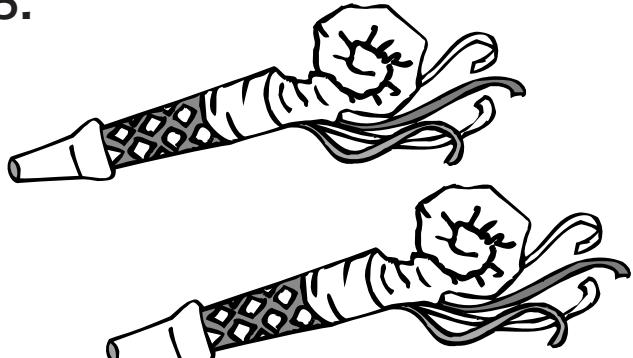
3.



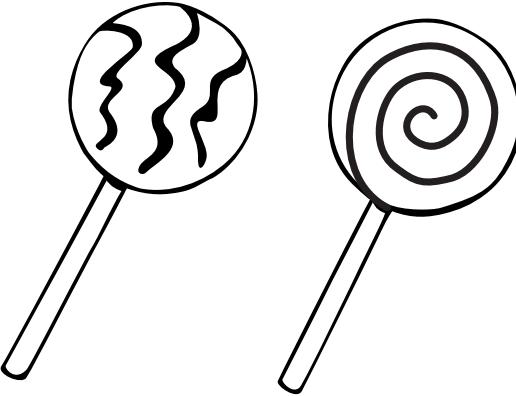
4.



5.



6.



To the Teacher: Have two students stand in front of the class.

Ask the class to tell how the two are the same.

Choosing objects that are the same

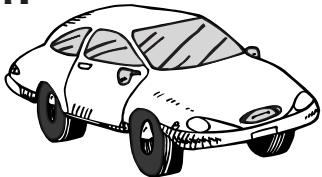
Name _____

Many Cars

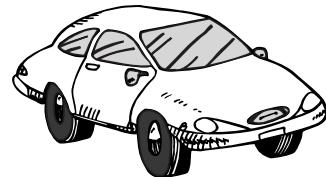
Look carefully.

Draw a line from left to right to connect the ones that are the same.

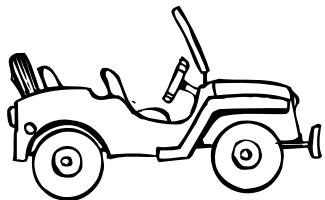
1.



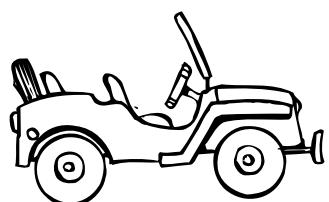
2.



3.



4.

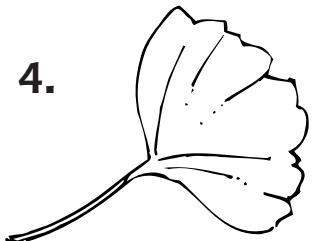
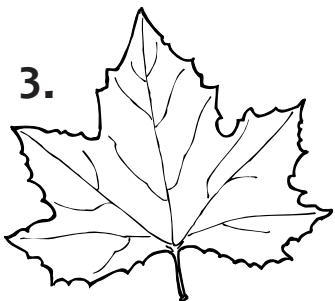
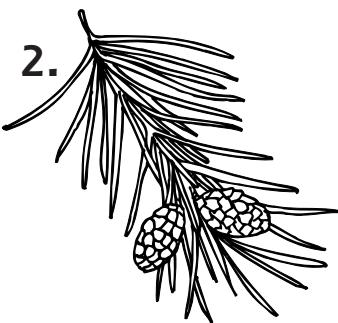
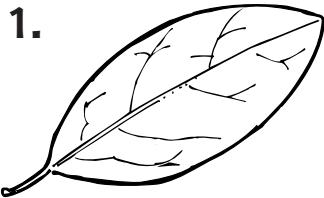


To the Teacher: Ask students to name the items that are the same on all of the cars.
(wheels, windows, facing same direction, etc.)

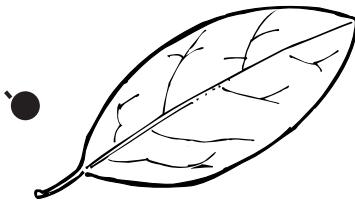
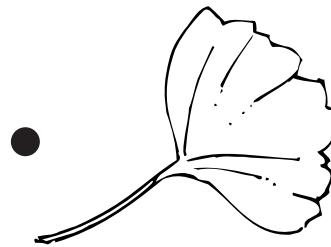
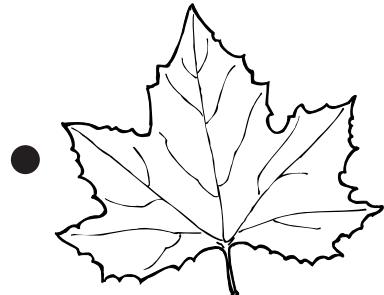
Matching objects that are the same

Name _____

Draw a line to connect the leaves that are the same.



Many Leaves



To the Teacher: Remind students that we work from left to right and top to bottom. Have students trace with their fingers before they do the job with a crayon or pencil.

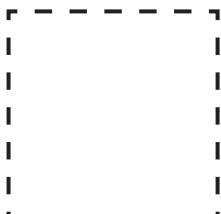
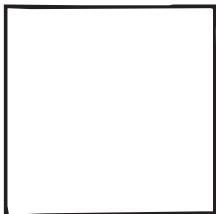
Matching objects that are the same

Name _____

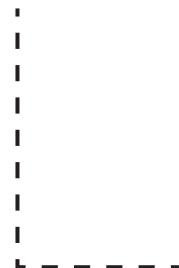
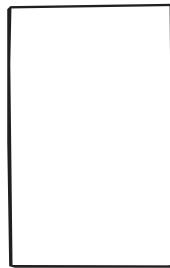
Trace and Draw

Look at the shape on the left.
Trace and draw the same shape again.

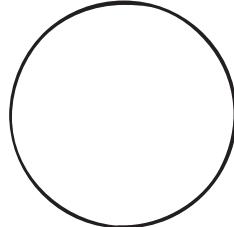
1.



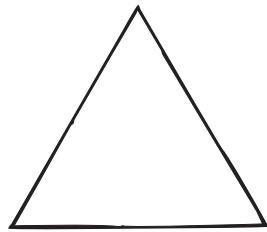
2.



3.



4.



To the Teacher: Ask students, "Where is the triangle?" "Where is the rectangle?" "Where is the circle?" "Where is the square?" Ask them to compare a square and a triangle.

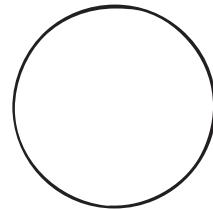
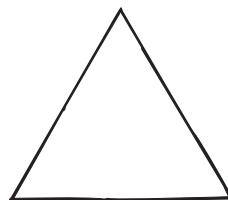
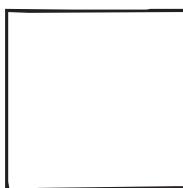
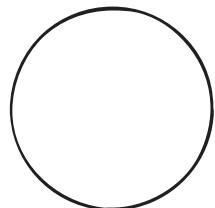
Drawing objects that are the same

Name - - - - -

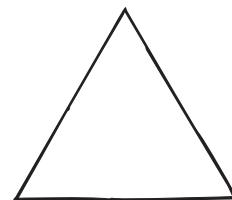
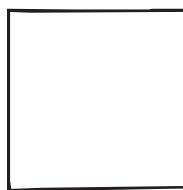
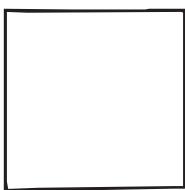
Look at Shapes

Color the one that matches the first one.

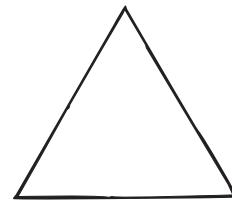
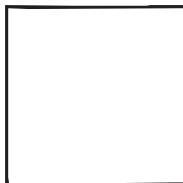
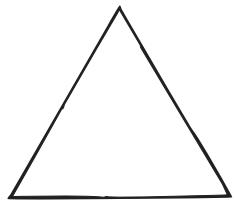
1.



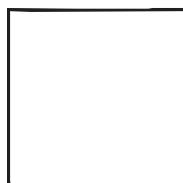
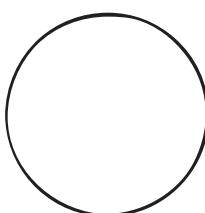
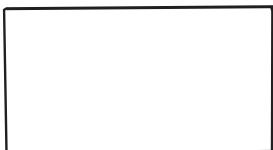
2.



3.



4.



To the Teacher: Review with students the names of the shapes.
Encourage them to look around the room for objects that match those shapes.
Make students aware of these shapes and their basic characteristics.

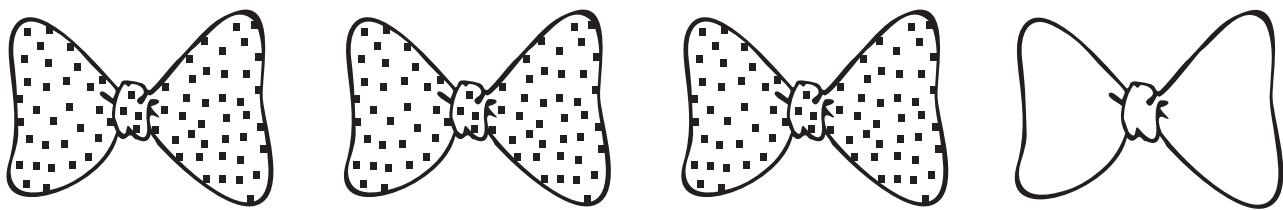
Identifying objects that are the same

Name _____

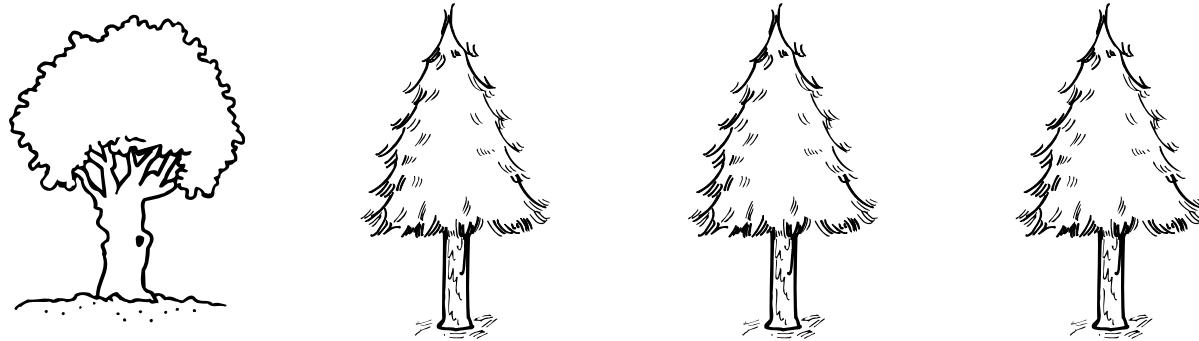
Same or Different?

Color the one that is different in each row.

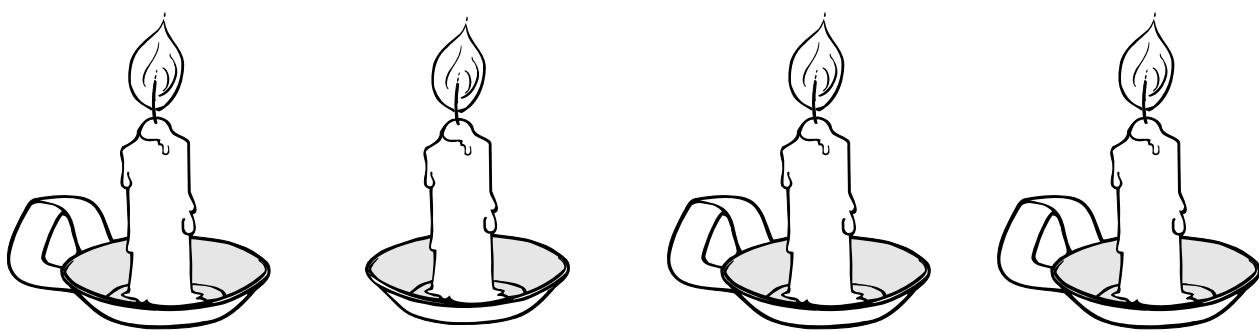
1.



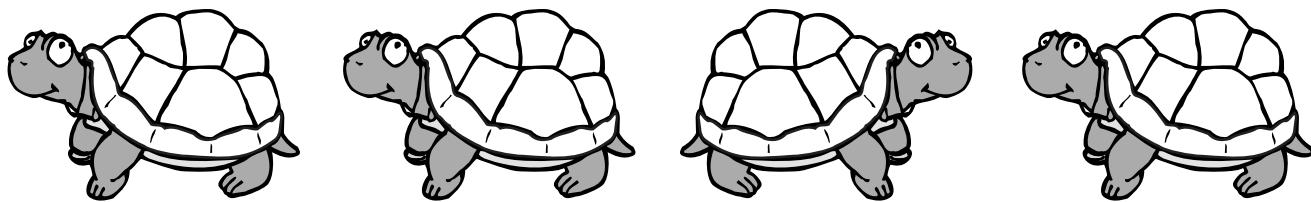
2.



3.



4.



To the Teacher: Discuss the attributes of an object and how it can be the same or different. Explain that "different" can mean many things: different sizes, images, missing parts, facing another direction, etc. Encourage students to explain how each item they choose is different and what makes the other items "the same."

Choosing objects that are different

Name - - - - -

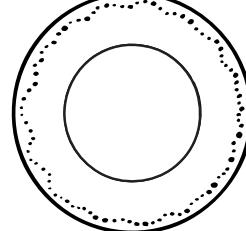
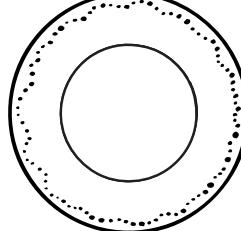
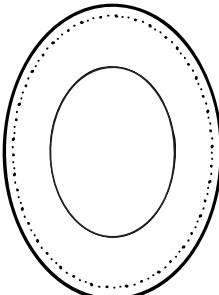
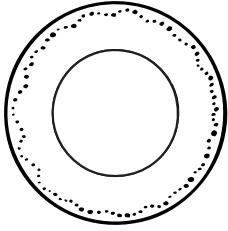
Which One?

Color the one that is different in each row.
Tell why it is different.

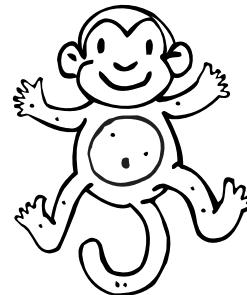
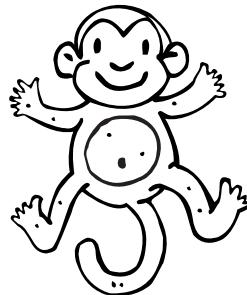
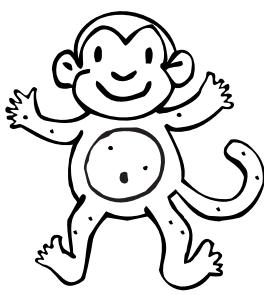
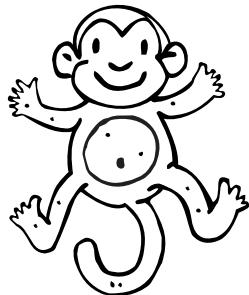
1.



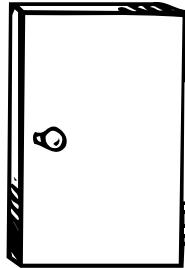
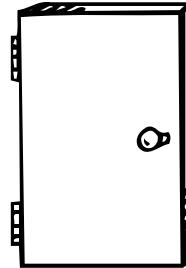
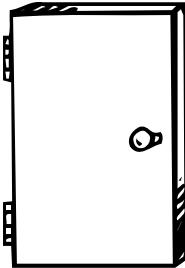
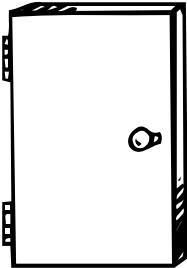
2.



3.



4.



To the Teacher: Review each item on the worksheet with students.
Discuss what makes one item different and the others fit in the category of "the same."

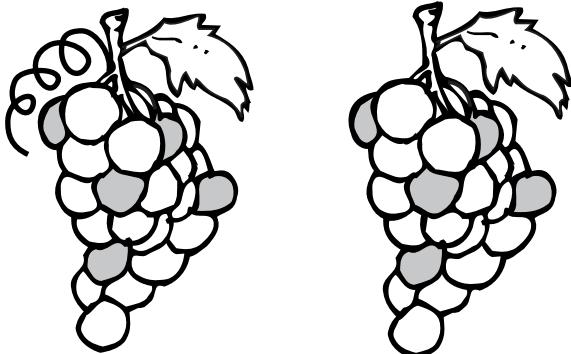
Distinguishing between objects

Name _____

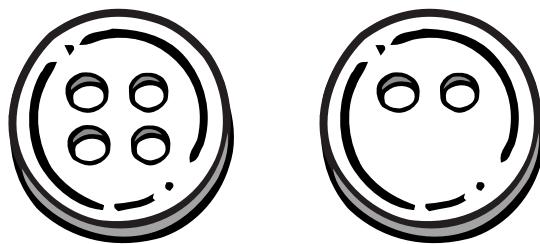
Find It and Draw

Look at each pair.
Draw the missing part.

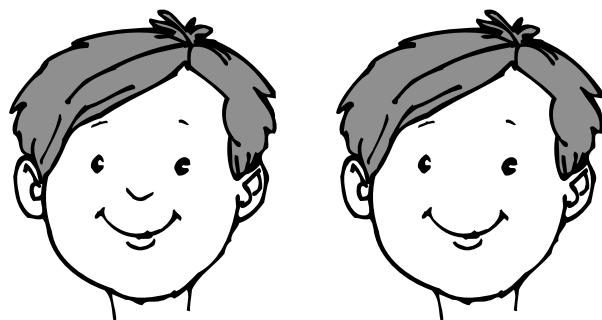
1.



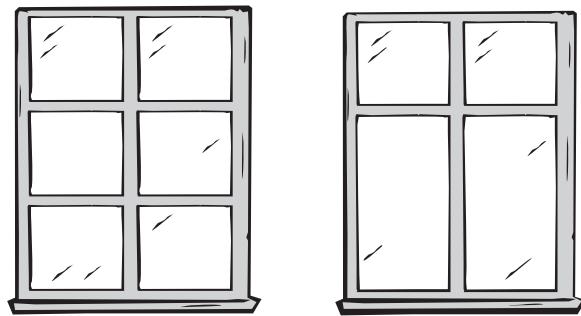
2.



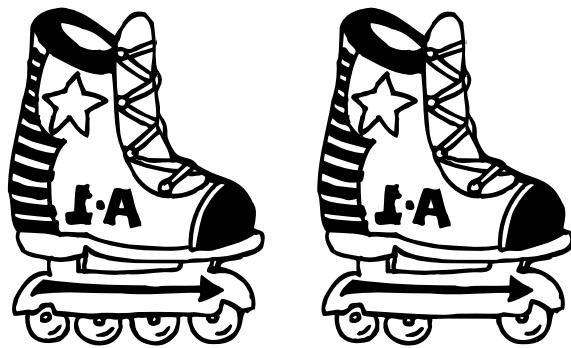
3.



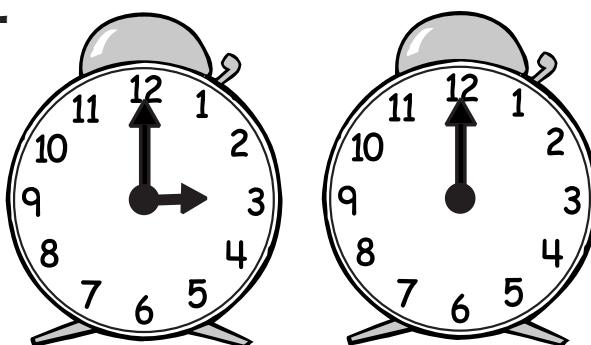
4.



5.



6.



To the Teacher: Develop visual awareness of what makes a pair of objects the same or different in some way. Discuss each pair and what would need to be done to make both objects the same.

Distinguishing differences

Name - - - - -

Look for the Same

Circle the ones that match the first one.

1. a	a a d a
2. b	b h b b
3. r	n r r r
4. t	t t t
5. c	c a c c
6. d	d b d d

To the Teacher: Focus on the characteristics of letters.
Discuss with students what makes some of the letters different.

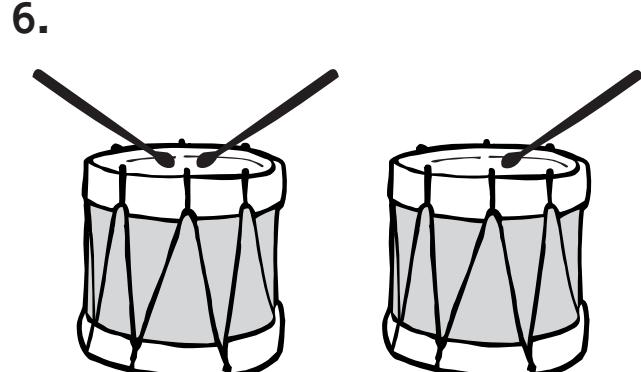
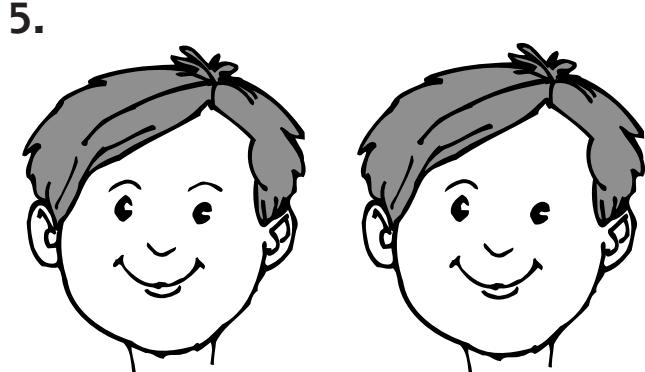
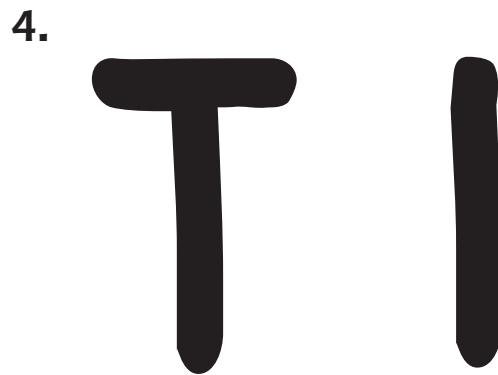
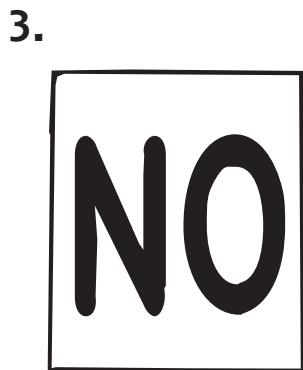
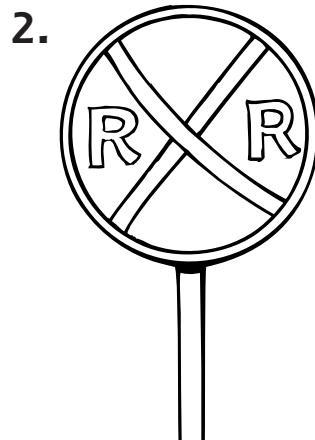
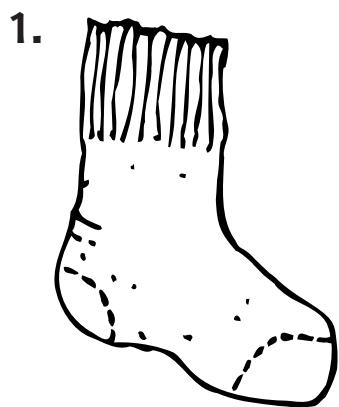
Distinguishing letters

Name _____

Just Alike

Look at each pair of pictures.

Add the missing part to make the pictures match.



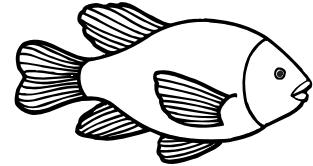
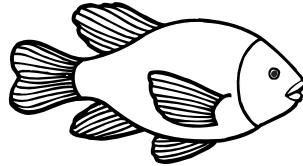
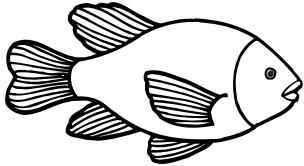
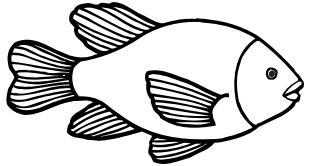
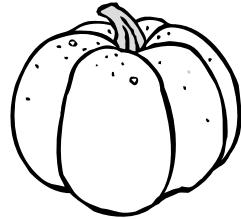
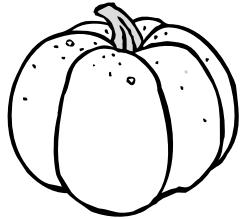
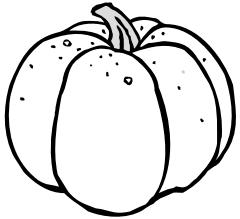
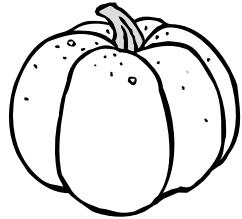
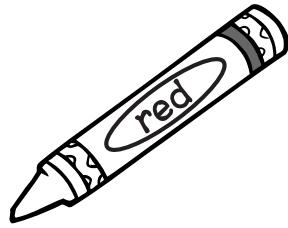
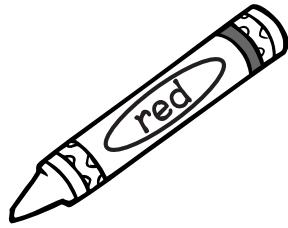
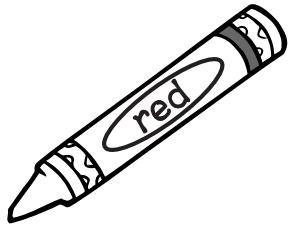
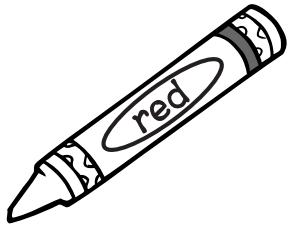
To the Teacher: Ask students to name what is different in each pair of pictures. Encourage them to respond in complete sentences. When the task is complete, ask students to circle any letters or words that appear as a part of the pictures.

Adding the missing part

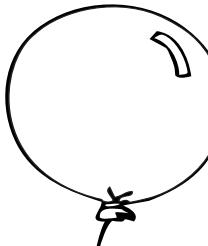
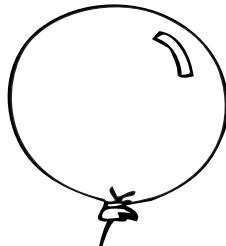
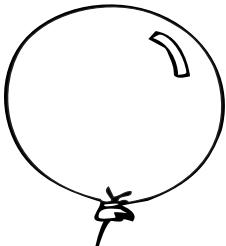
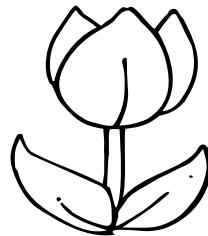
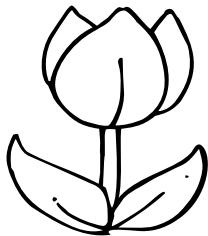
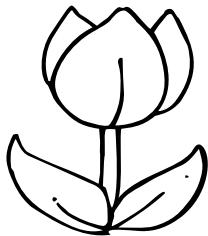
Name - - - - -

At the Beginning

Color the one at the beginning of each row.



Draw one at the beginning of each row.



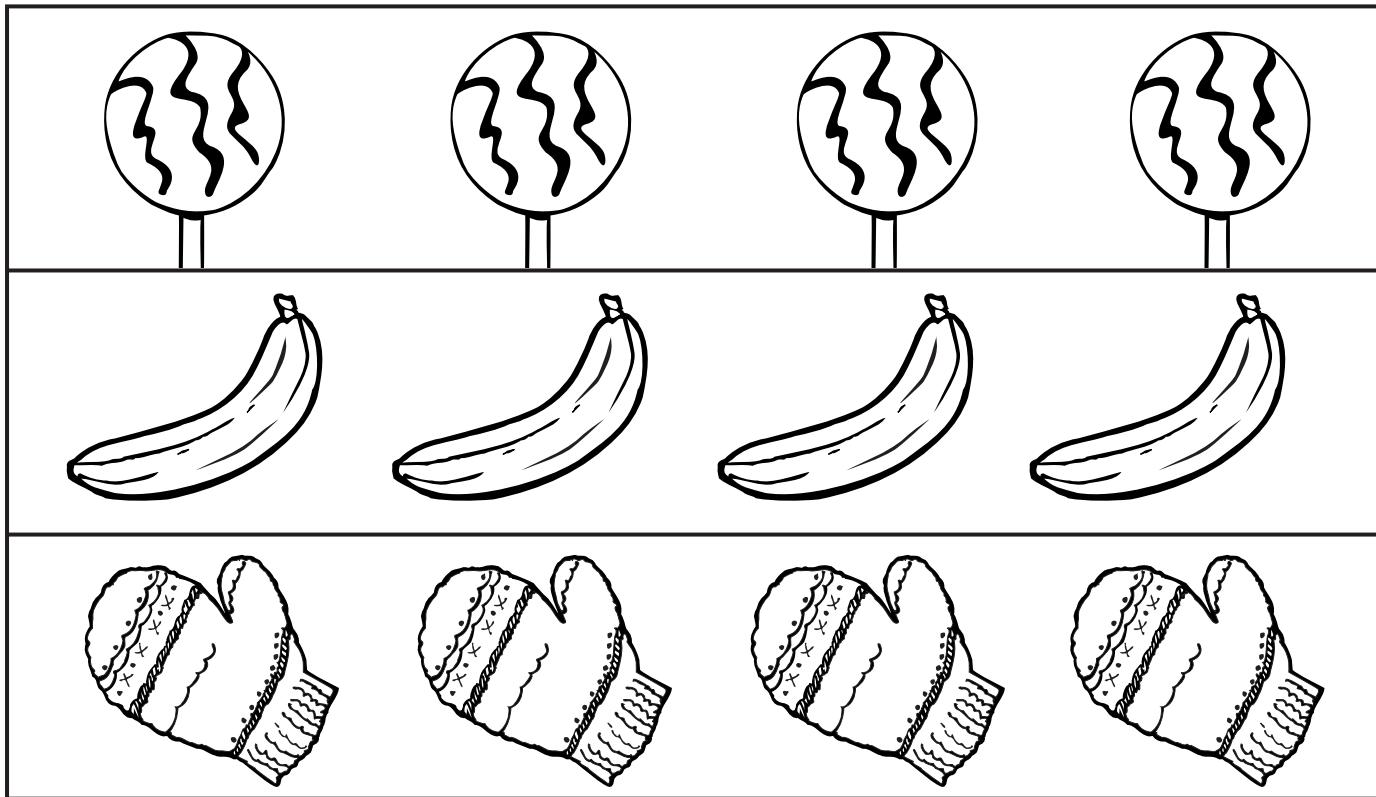
To the Teacher: Remind students that we read by beginning on the left. Ask students to put their index finger on the beginning picture of each row.

Recognizing the beginning

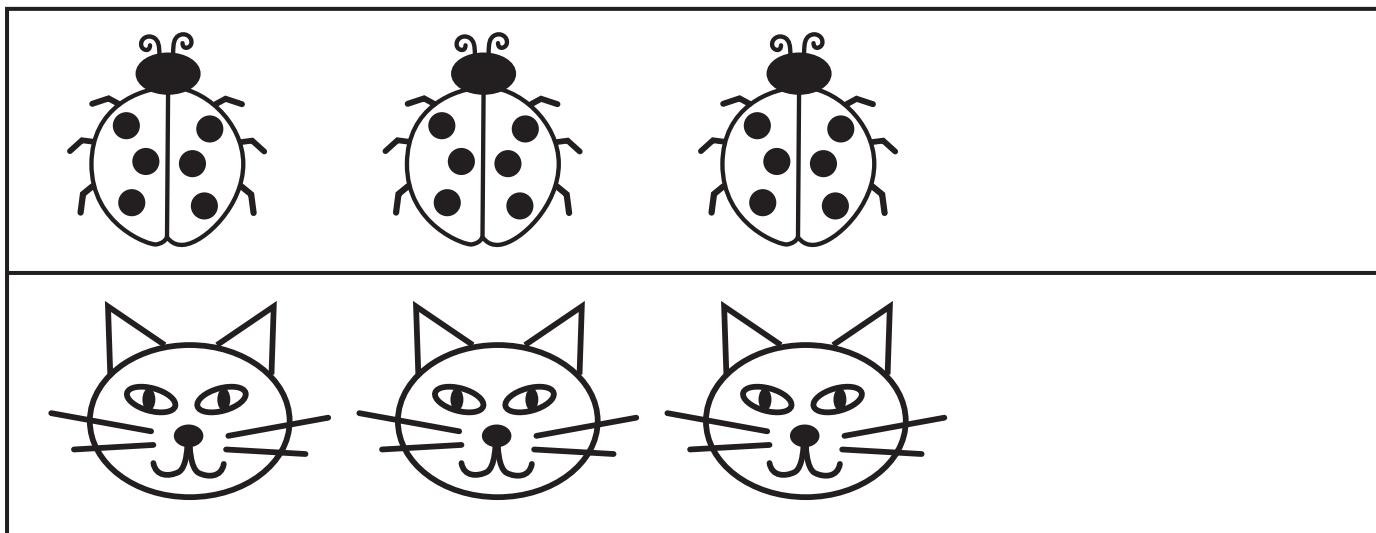
Name _____

At the End

Color the picture that is at the end of the row.
Circle the picture at the beginning.



Draw one at the end of each row.



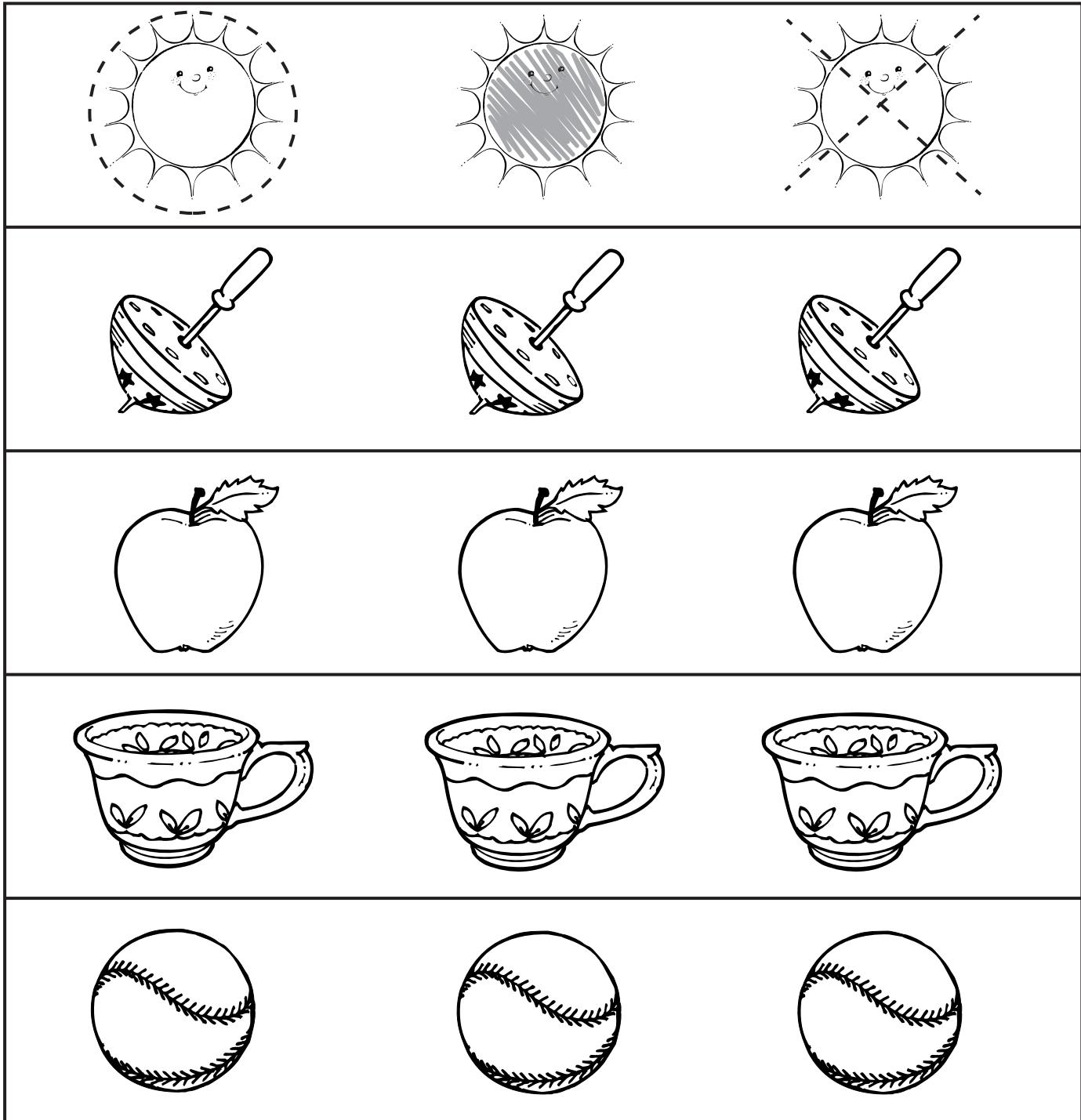
To the Teacher: Remind students that we read from left to right. Ask students to touch each item in the row, identifying what they are doing: "I am beginning on the left and moving to the end (right)."

Recognizing the beginning and end

Name - - - - -

In the Middle

Color the picture that is in the middle of the row.
Circle the one at the beginning. Cross out the one at the end.



To the Teacher: Ask three students to stand in front of the class. Do activities that reinforce for students which student is in the middle, at the beginning, and at the end.

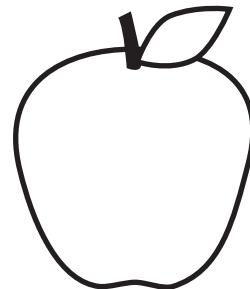
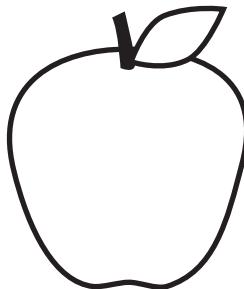
Recognizing the beginning, middle, and end

Name _____

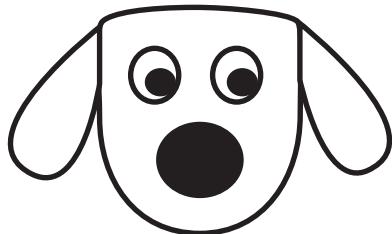
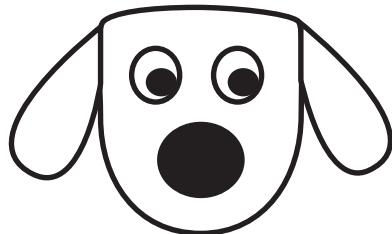
Beginning, Middle, or End?

Which one is missing?
Draw the missing picture.
Tell if it is beginning, middle, or end.

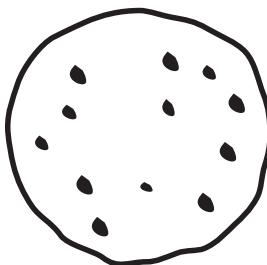
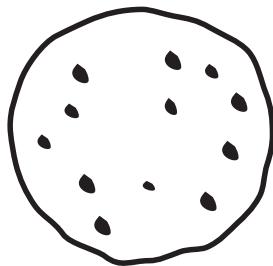
1.



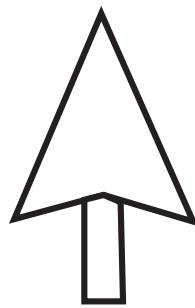
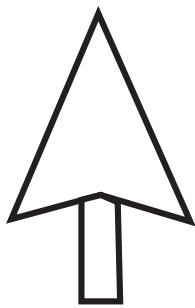
2.



3.



4.



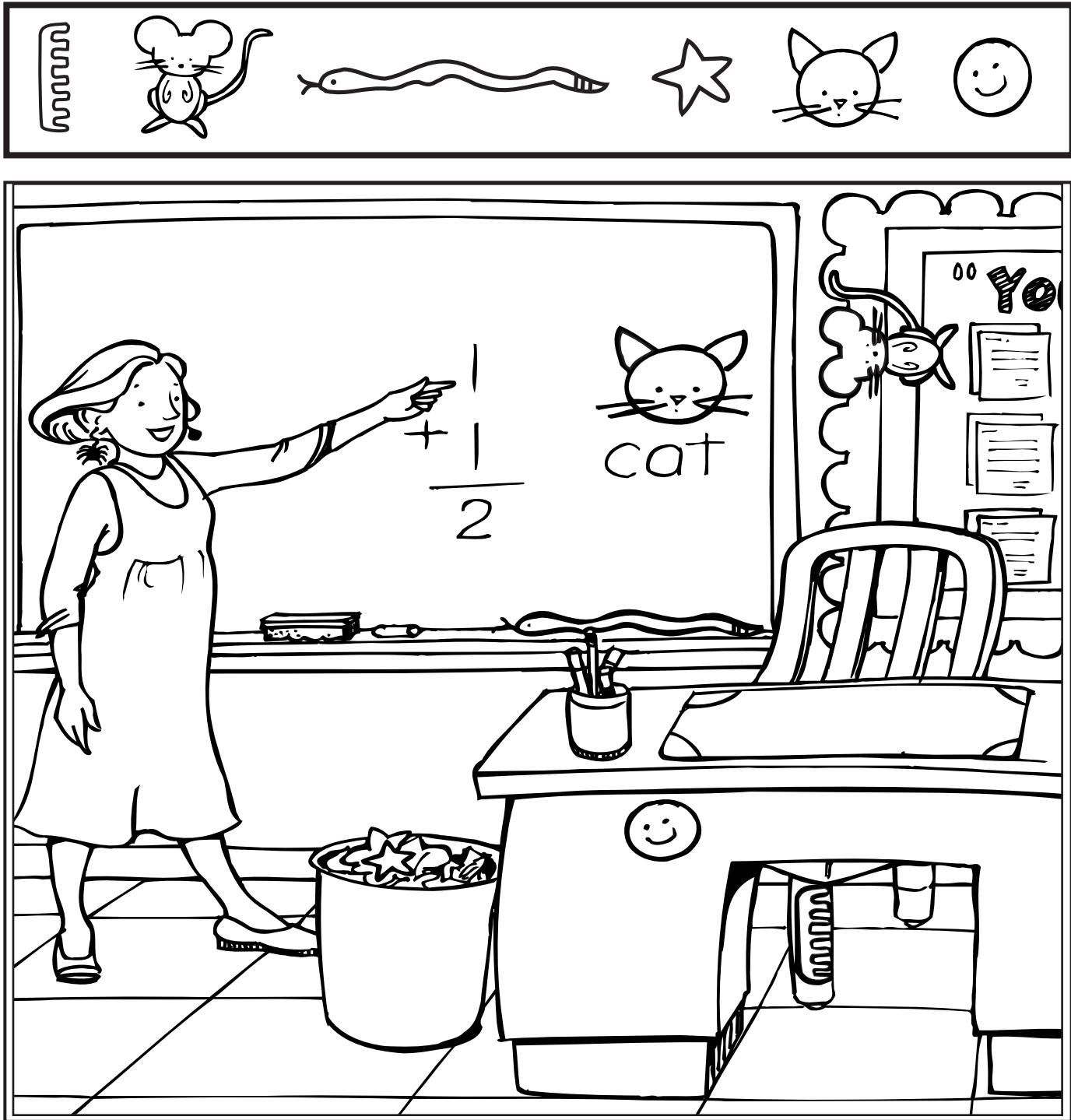
To the Teacher: Ask students to say which picture in each row is missing.

Recognizing the beginning, middle, and end

Name - - - - -

Where?

Look at the objects in the box. Find those hidden objects in the picture. Circle the hidden objects.



To the Teacher: Develop positional words by having students describe where they find each object.
(under the chair, on the bookshelf, by the desk, etc.)

Finding hidden pictures

Name _____

The Picnic

Look at the objects in the box. Find those hidden objects in the picture. Circle the hidden objects.



To the Teacher: Develop visual skills by having students search for hidden objects.

Finding hidden pictures

Name - - - - -

Everyone Smile!

Look at the letters in the box. Find those hidden letters in the picture. Circle the hidden letters.

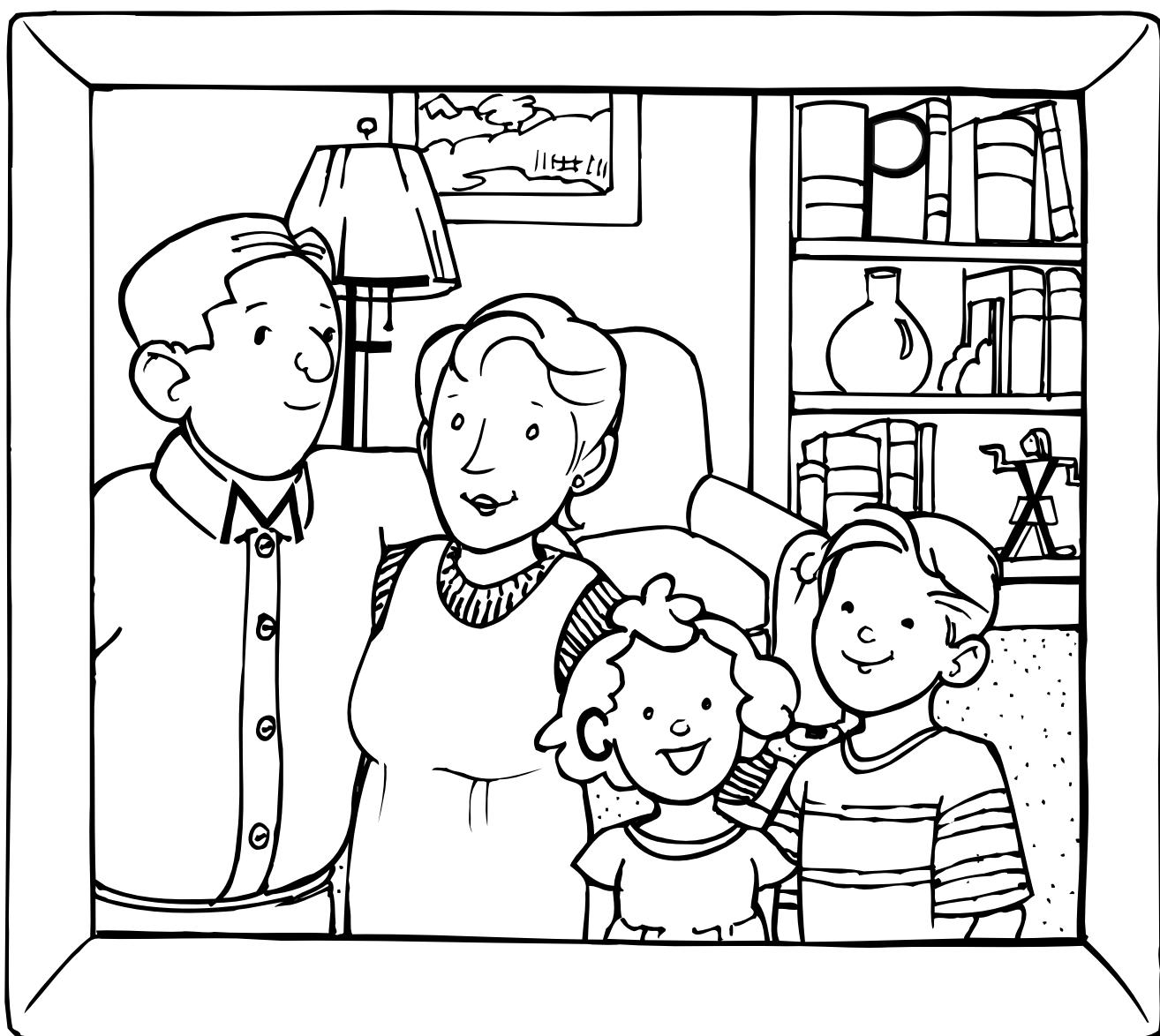
M

F

P

C

X



To the Teacher: Students focus on the characteristics of capital letters as they search for them hidden in a picture. Encourage discussion of where the letters are found, emphasizing words that describe location: above, below, beside, on, under, etc.

Finding hidden pictures

Name _____

Under the Sea

Look at the letters in the box. Find those hidden letters in the picture. Circle the hidden letters.

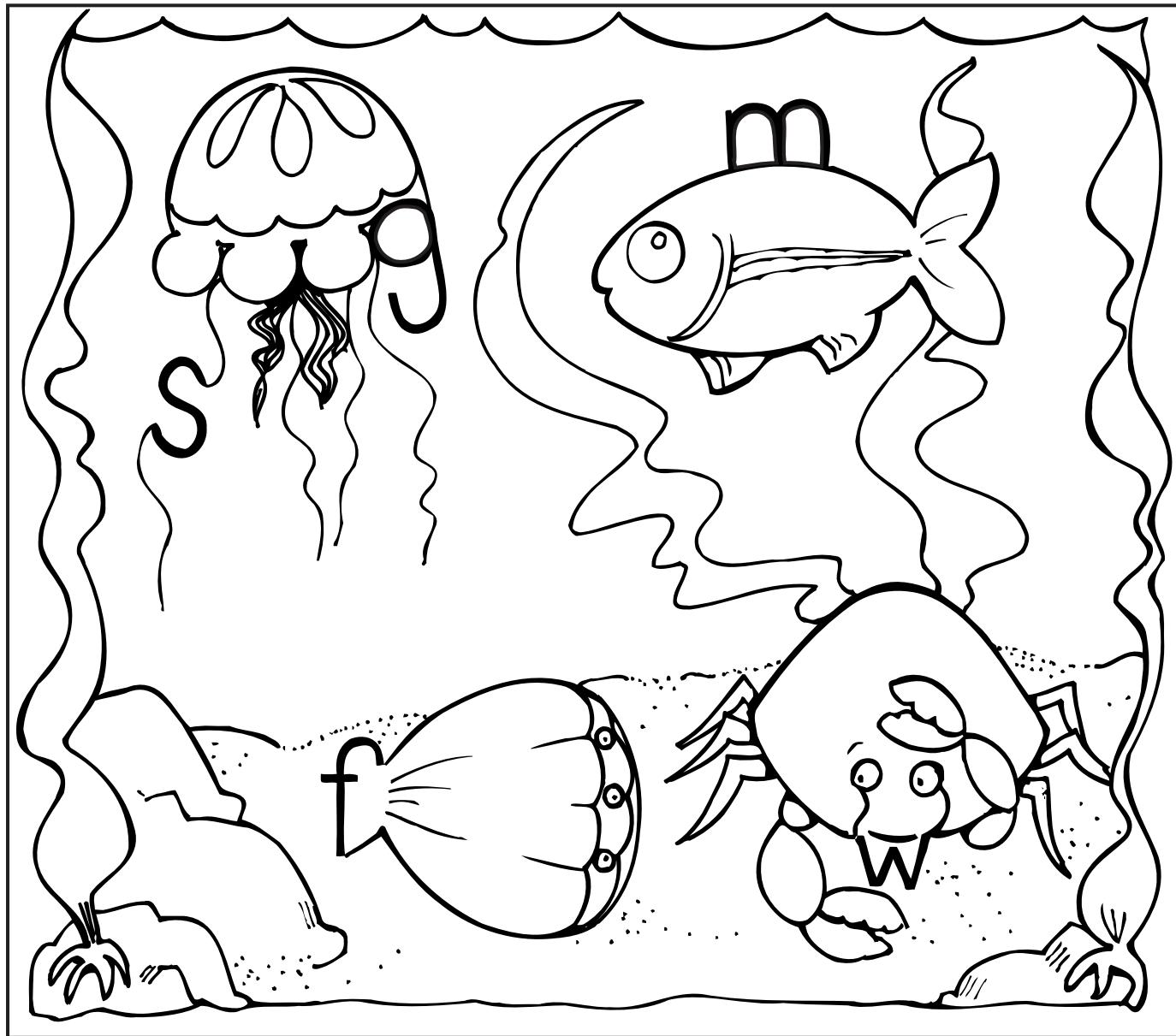
s

g

m

f

w



To the Teacher: Students focus on the characteristics of lowercase letters as they search for them hidden in a picture. Encourage discussion of where the letters are found, emphasizing words that describe location: above, below, beside, on, under, etc.

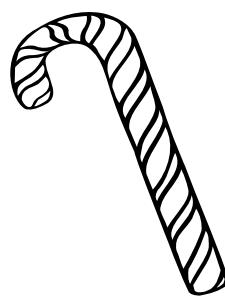
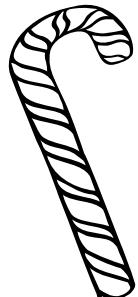
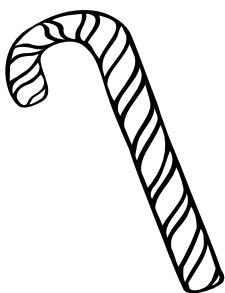
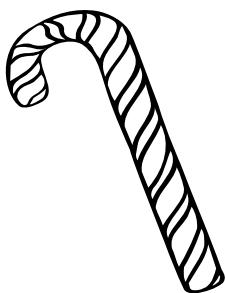
Finding hidden pictures

Name - - - - -

Which Way?

Look at the pictures in each row.
Circle the picture that faces a different way.

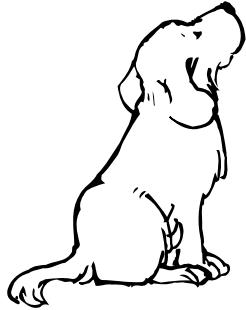
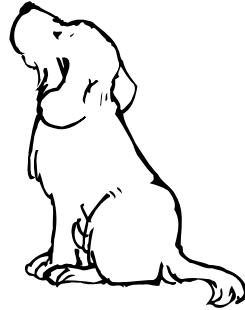
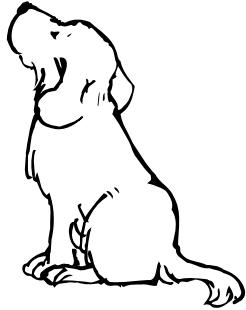
1.



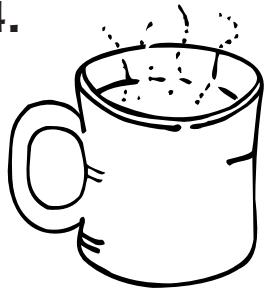
2.



3.



4.



To the Teacher: Review left and right, same and different.
Apply those concepts as you model finding the reversed picture in the first row.

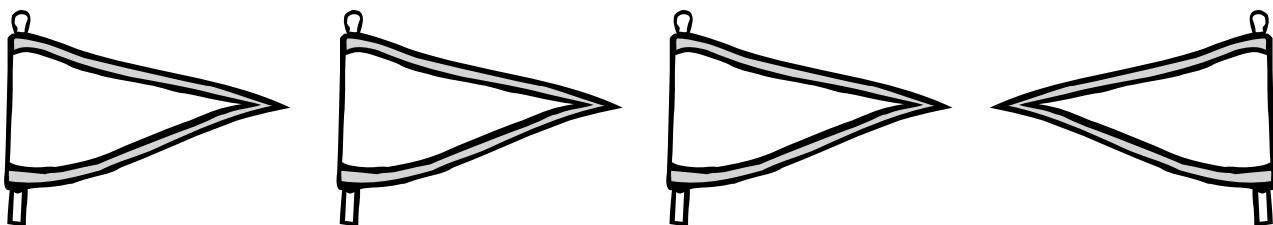
Choosing the reversed object

Name - - - - -

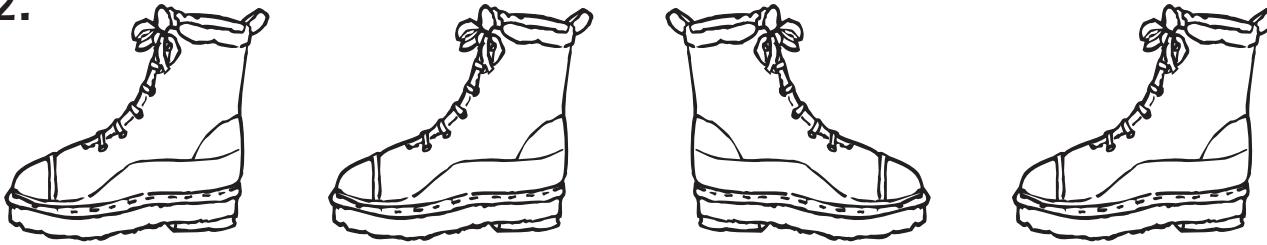
Wrong Turn!

Look at the pictures in each row.
Circle the picture that faces a different way.

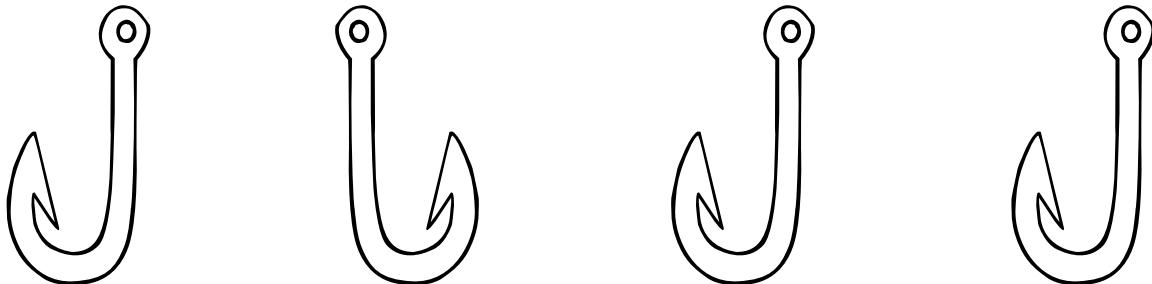
1.



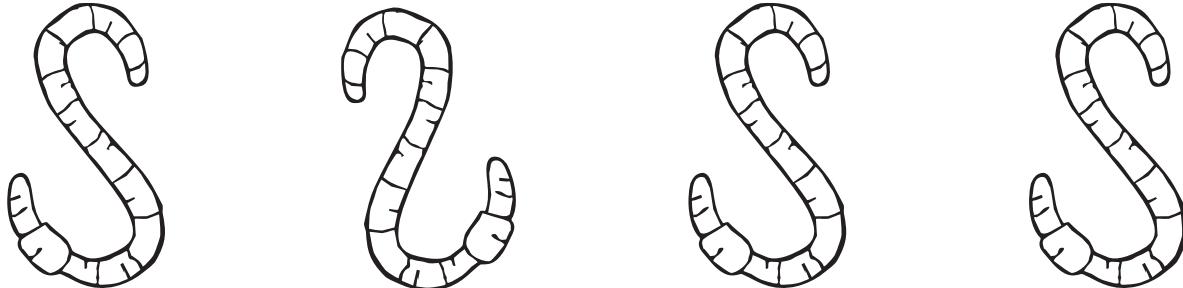
2.



3.



4.



To the Teacher: Draw a flag on the chalkboard. Then draw the flag again with the pole on the opposite side. Explain that the second one faces in a different direction. Look at a side view of a chair in the classroom. Turn it the other way and discuss what has changed. Encourage students to verbalize what is different.

Choosing the reversed object

Name - - - - -

What's Wrong?

Circle the six things that are wrong in this picture.
Check off each one.

✓ 1

2

3

4

5

6



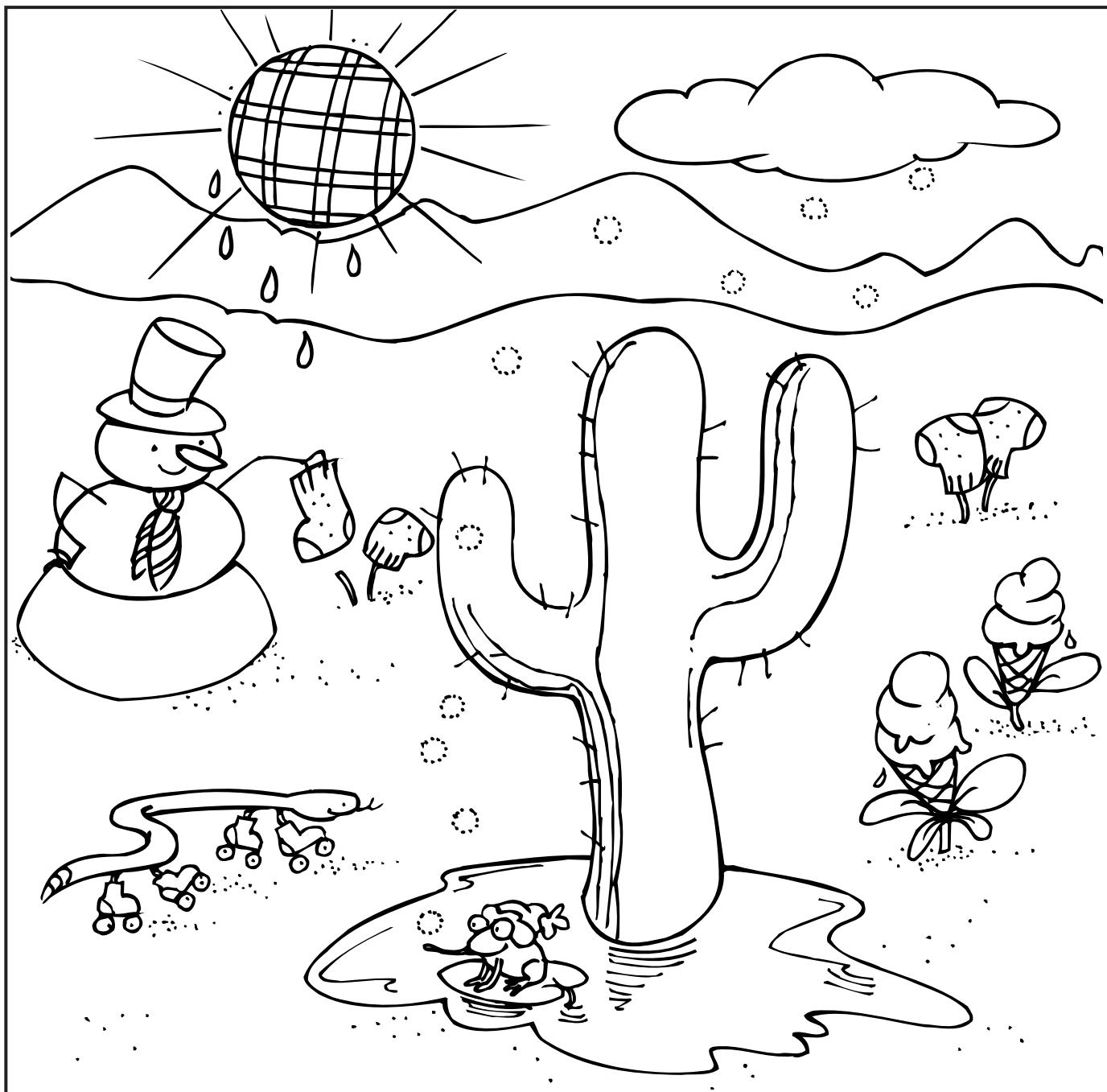
To the Teacher: Explain that good readers can tell when something is wrong by how it looks. Ask students to identify and explain one thing in the picture that is wrong.

Identifying what is wrong in a picture

Name _____

Think About It

Circle the things that are wrong in this picture.



To the Teacher: Teach students to evaluate a scene for inconsistencies.

Identifying what is wrong in a picture

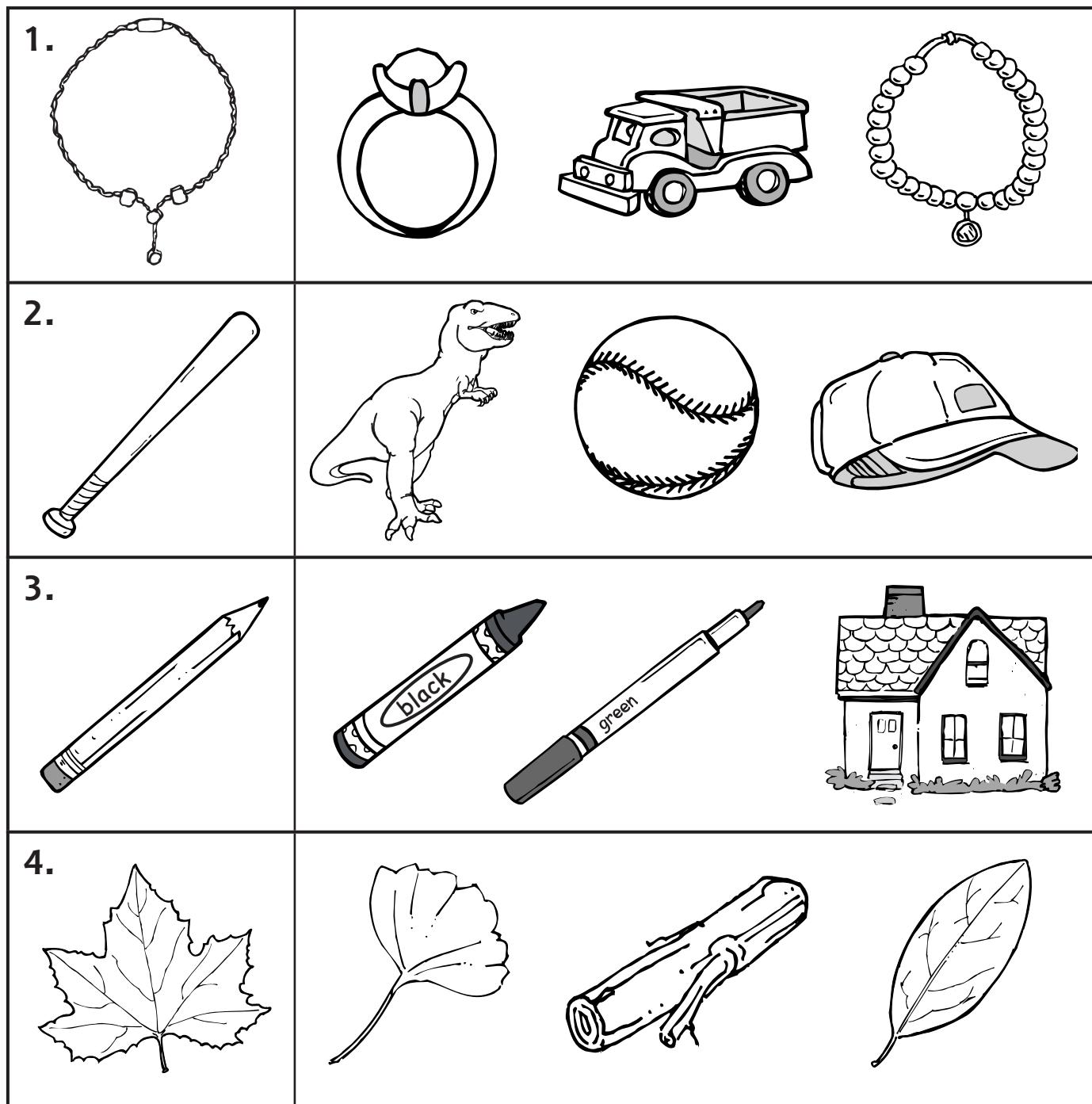
Name - - - - -

Go Together

Look at the first picture in each row.

Look at each of the other pictures in that row.

Color the two that go with the first picture.



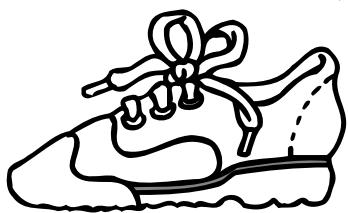
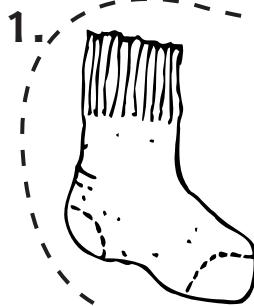
To the Teacher: Name 3 things that go together, such as pie, cake, and ice cream. Ask students what category all of these fit into. (desserts, sweets) Repeat this activity to encourage students to think about categories of objects.

Identifying objects that go together

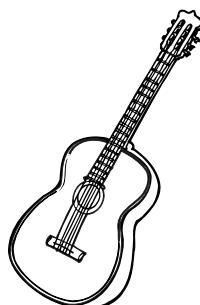
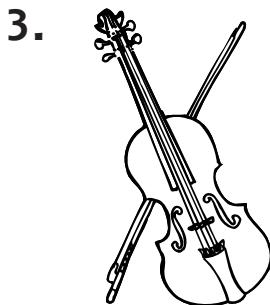
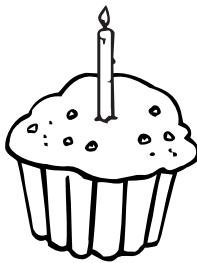
Name _____

Two of a Kind

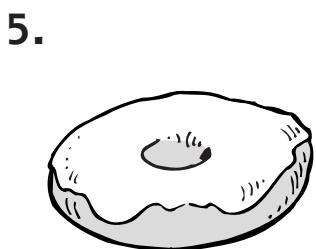
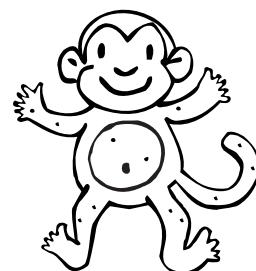
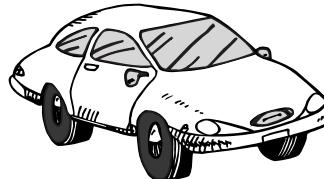
Look at each pair of pictures.
Circle each pair that goes together.



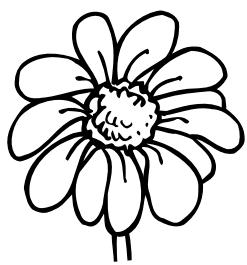
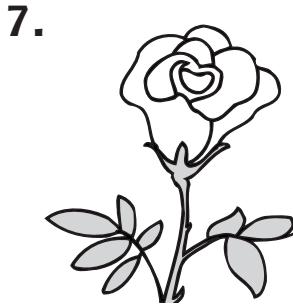
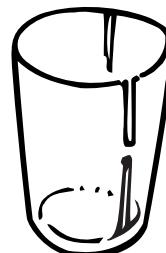
2.



4.



6.



8.



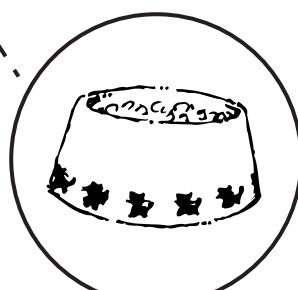
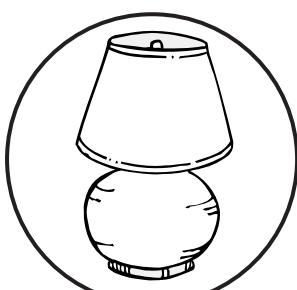
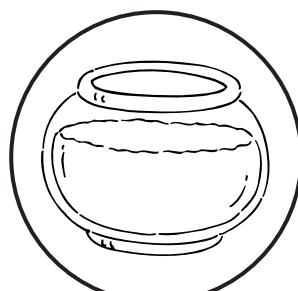
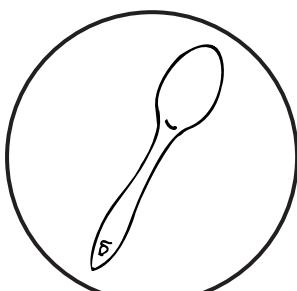
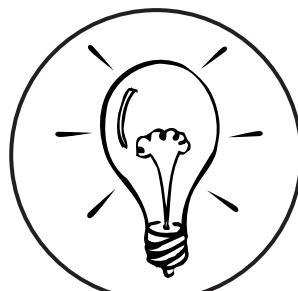
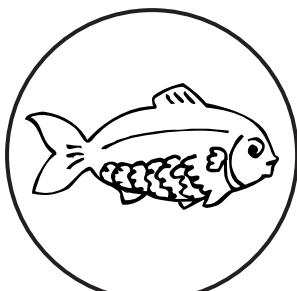
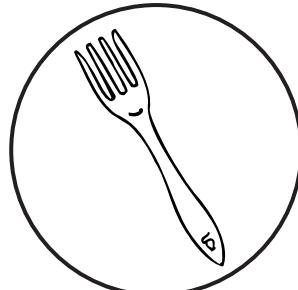
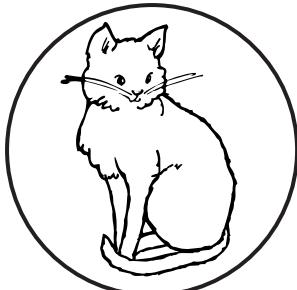
To the Teacher: Ask students to tell how the object pairs are related.
More than one answer may apply.

Identifying objects that go together

Name - - - - -

A Good Match

Draw a line to connect the pairs that go together.



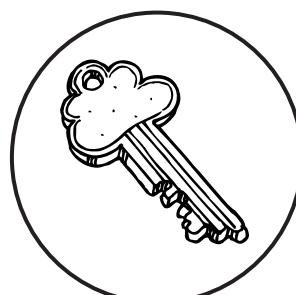
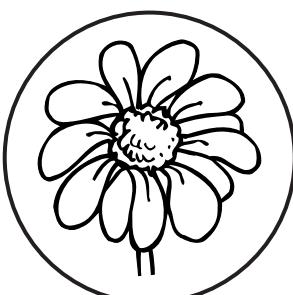
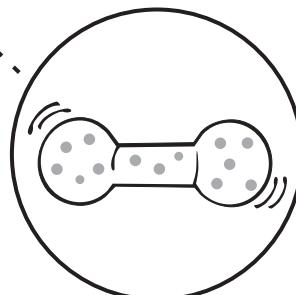
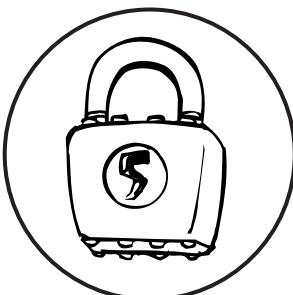
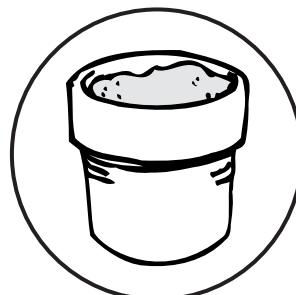
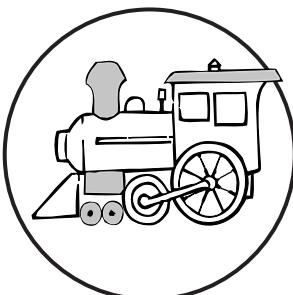
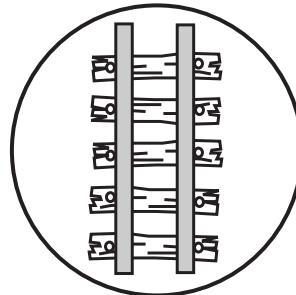
To the Teacher: Ask students to explain their reasons for pairing objects together.

Matching objects that go together

Name _____

Match the Pairs

Draw a line to connect the pairs that go together.



To the Teacher: Ask students to explain their reasons for pairing objects together.

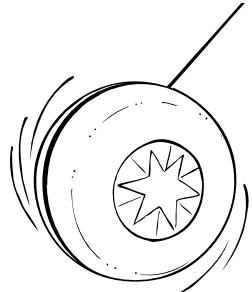
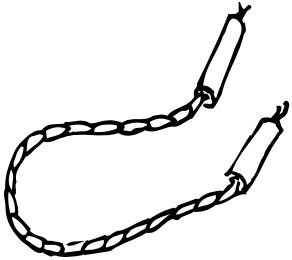
Matching objects that go together

Name - - - - -

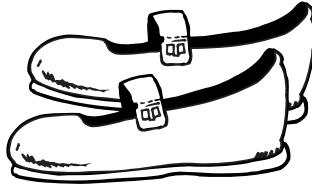
Take Away One

Make an X on the picture in each row that does not belong.

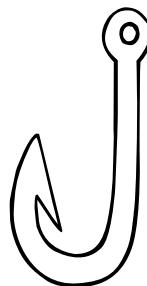
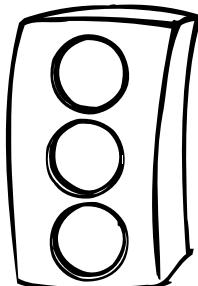
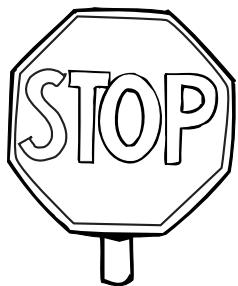
1.



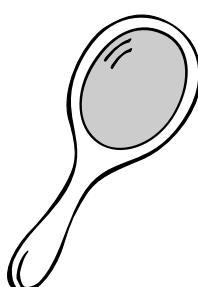
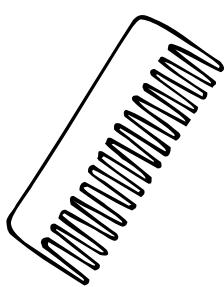
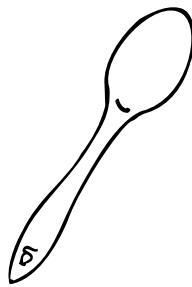
2.



3.



4.



To the Teacher: Remind students to begin on the left and work to the right. Discuss which objects belong and which do not. Ask them to name the category or group name for each row. (toys, shoes, grooming objects, etc.)

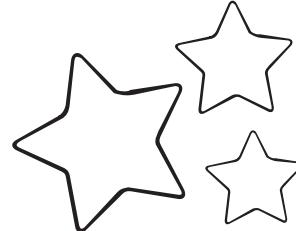
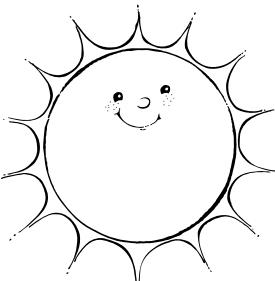
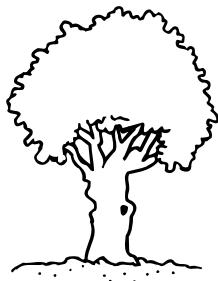
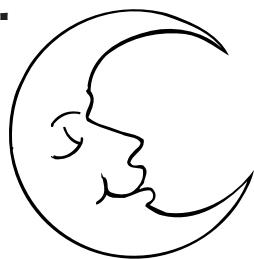
Choosing the object that does not belong

Name _____

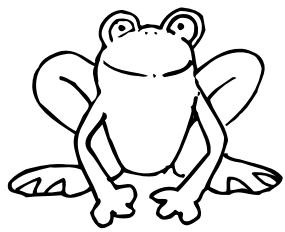
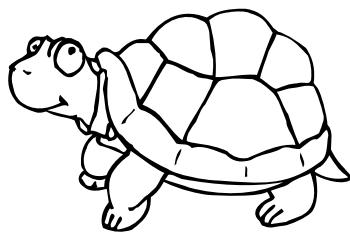
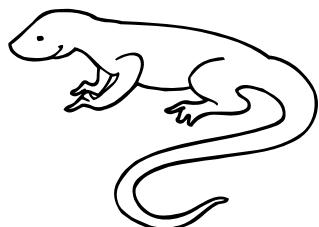
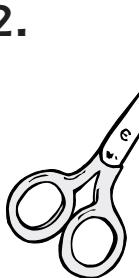
X It Out

Color the pictures in each row that go together.
Make an X on the one that does not belong.

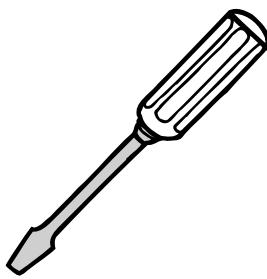
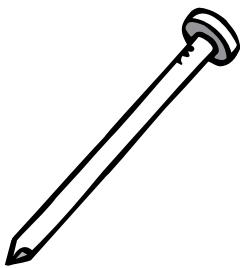
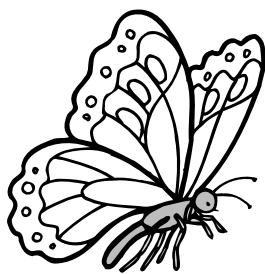
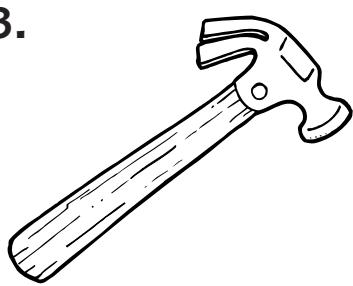
1.



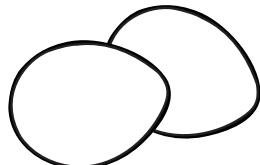
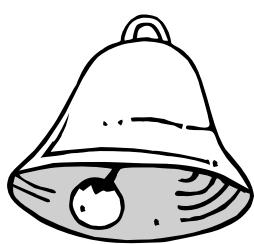
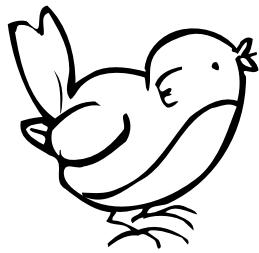
2.



3.



4.



To the Teacher: Remind students to begin on the left and work to the right. Discuss which objects belong and which do not. Ask them to name the category or group name for each row. (objects in space, animals, tools, etc.)

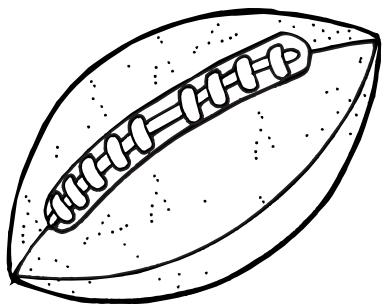
Choosing the object that does not belong

Name - - - - -

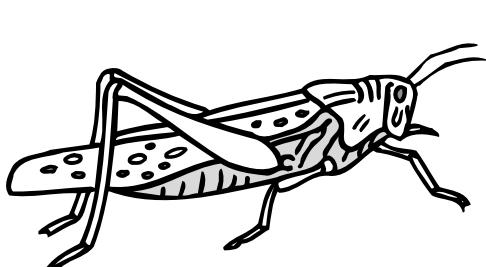
Draw One More

Draw a picture of something that goes in each of the groups.

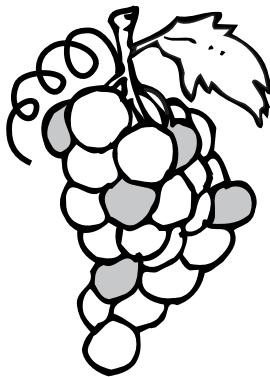
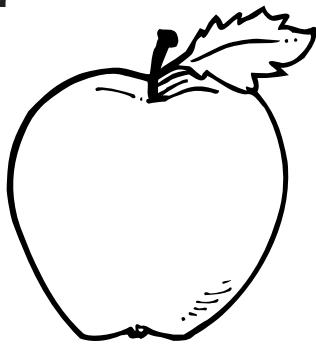
1.



2.



3.



To the Teacher: Ask students to name the category or group name for each row.
(sports balls, bugs, fruits, etc.)

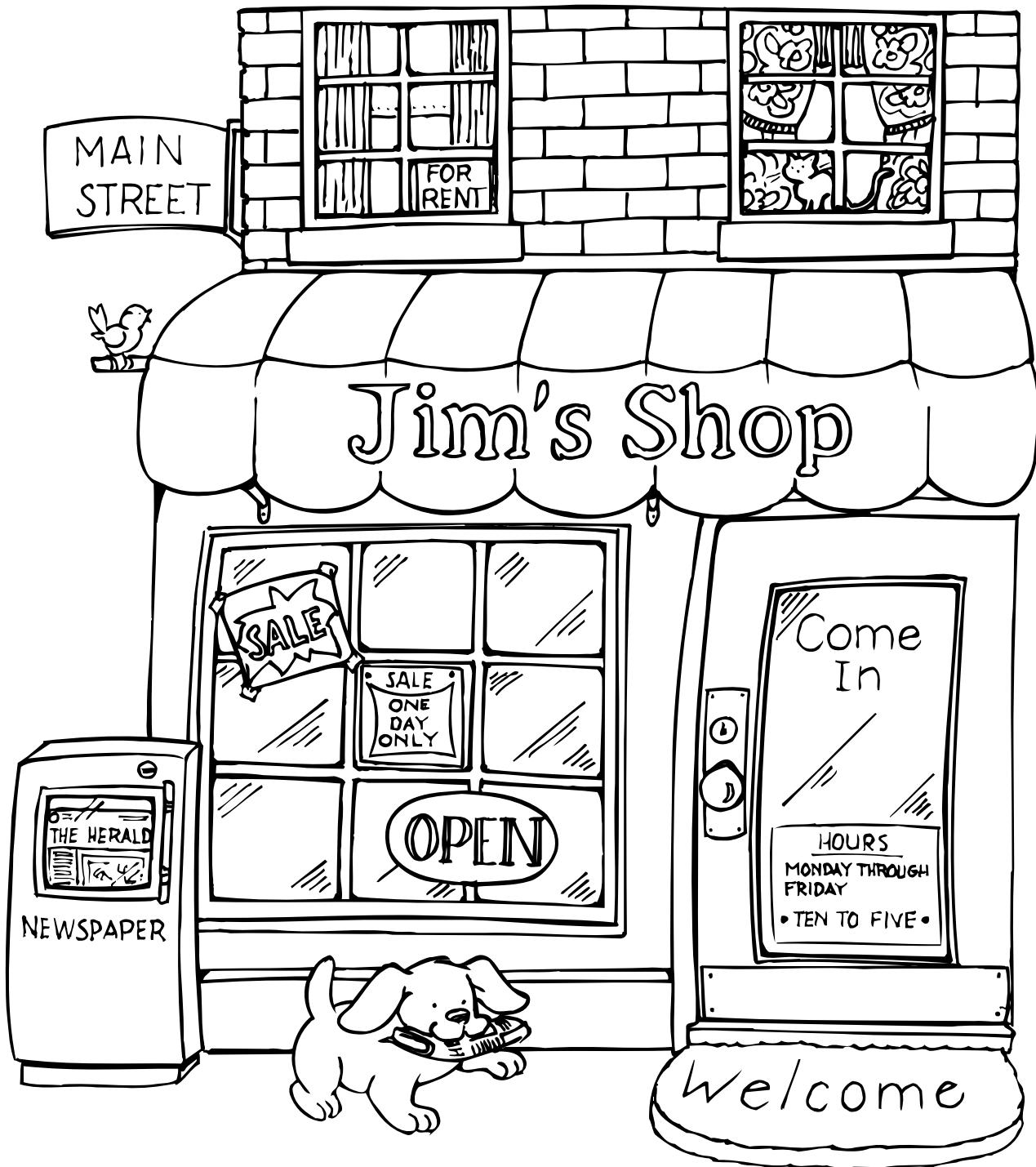
Adding an object that belongs

Name - - - - -

Word Time!

Words are made of letters.

Circle the words in this picture.



To the Teacher: Explain that words are made of letters. In the real world, we see words everywhere. Encourage students to look around them and find words in their world.

Distinguishing words from pictures

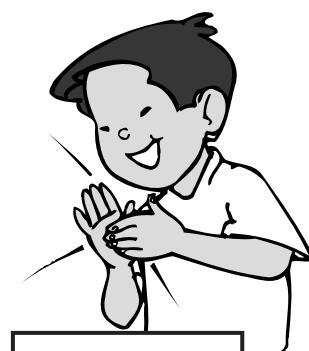
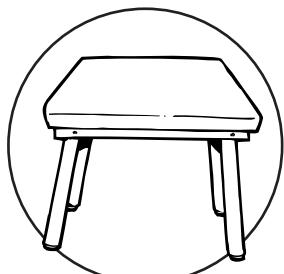
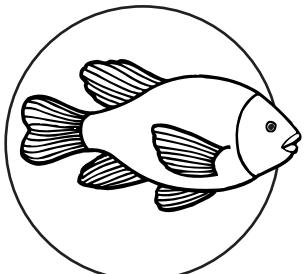
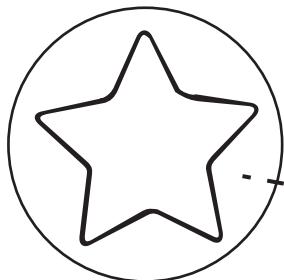
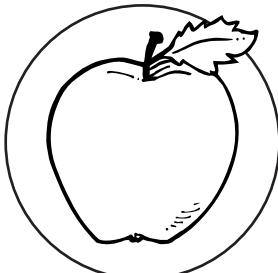
Phonemic Awareness

Practice counting syllables	48
Counting 1- & 2-syllable words.....	48
Counting 1-, 2-, & 3-syllable words	54
 Listening for rimes.....	 56
Identifying words that rhyme	
/at/	56
/ake/	59
/ip/	63
/ite/ /ight/	66
/oat/ /ote/..	70
/op/	73
/ed/	77
/EEP/ /eap/	79
/ug/	83
/um/	86
/ack/	90
/ick/	93
/ock/	97
 Listening for beginning & ending sounds.....	 101
Identifying beginning sounds	101
Identifying ending sounds	106
 Practice counting sounds in a word	 109
Counting 1, 2, 3, and 4 phonemes	109

Name _____

Syllables

Words have parts. Listen and count.



To the Teacher: Review the picture names with students.
(apple, star, fish, table, baby, house)

Counting 1- & 2-syllable words

Name - - - - -

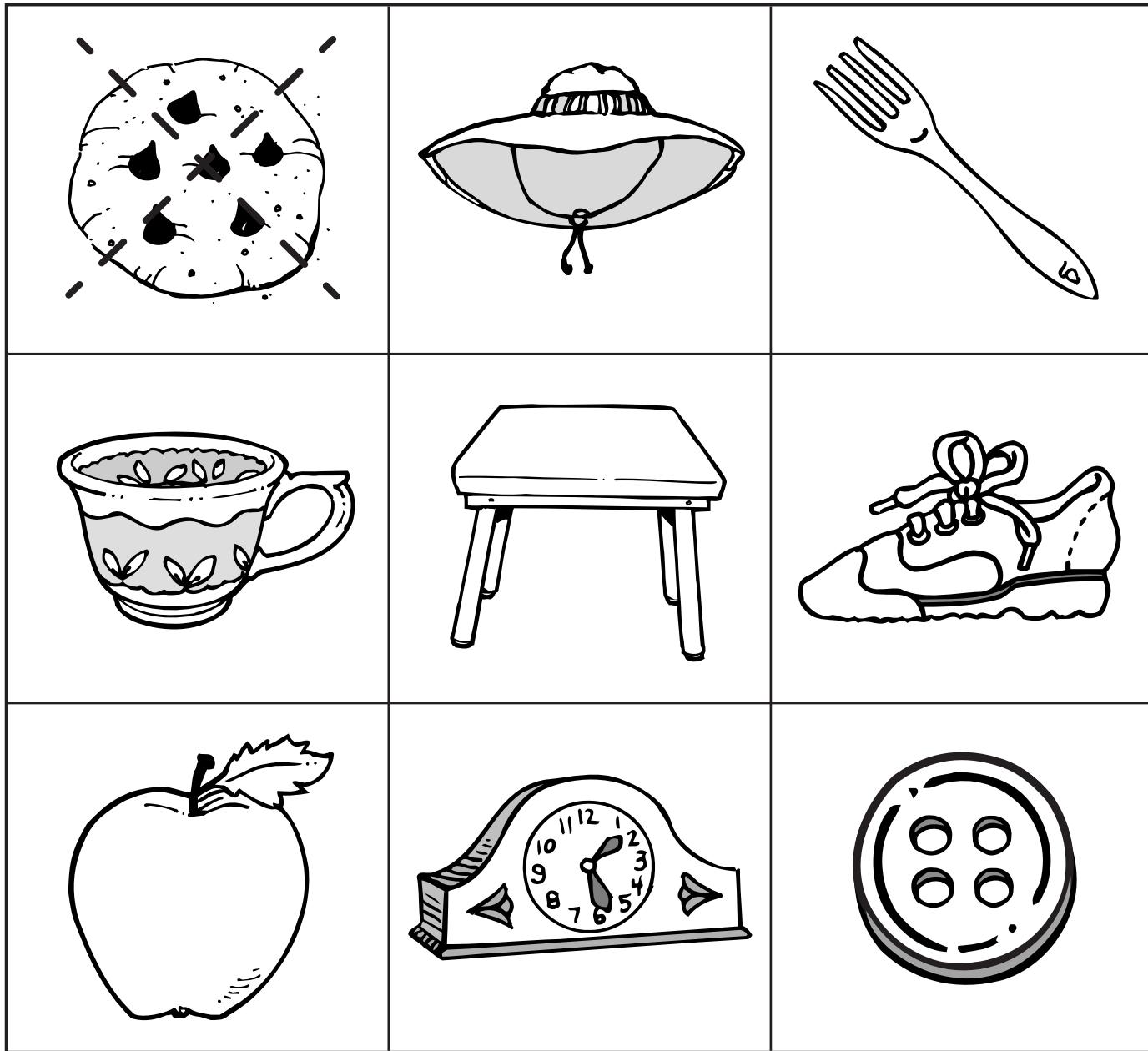
3 in a Row

Say the name of the picture. Clap the parts.

O the ones with 1 clap.

X the ones with 2 claps.

Look for 3 in a row.



To the Teacher: Review the picture names with students.
(cookie, hat, fork, cup, table, shoe, apple, clock, button)

Counting 1- & 2-syllable words

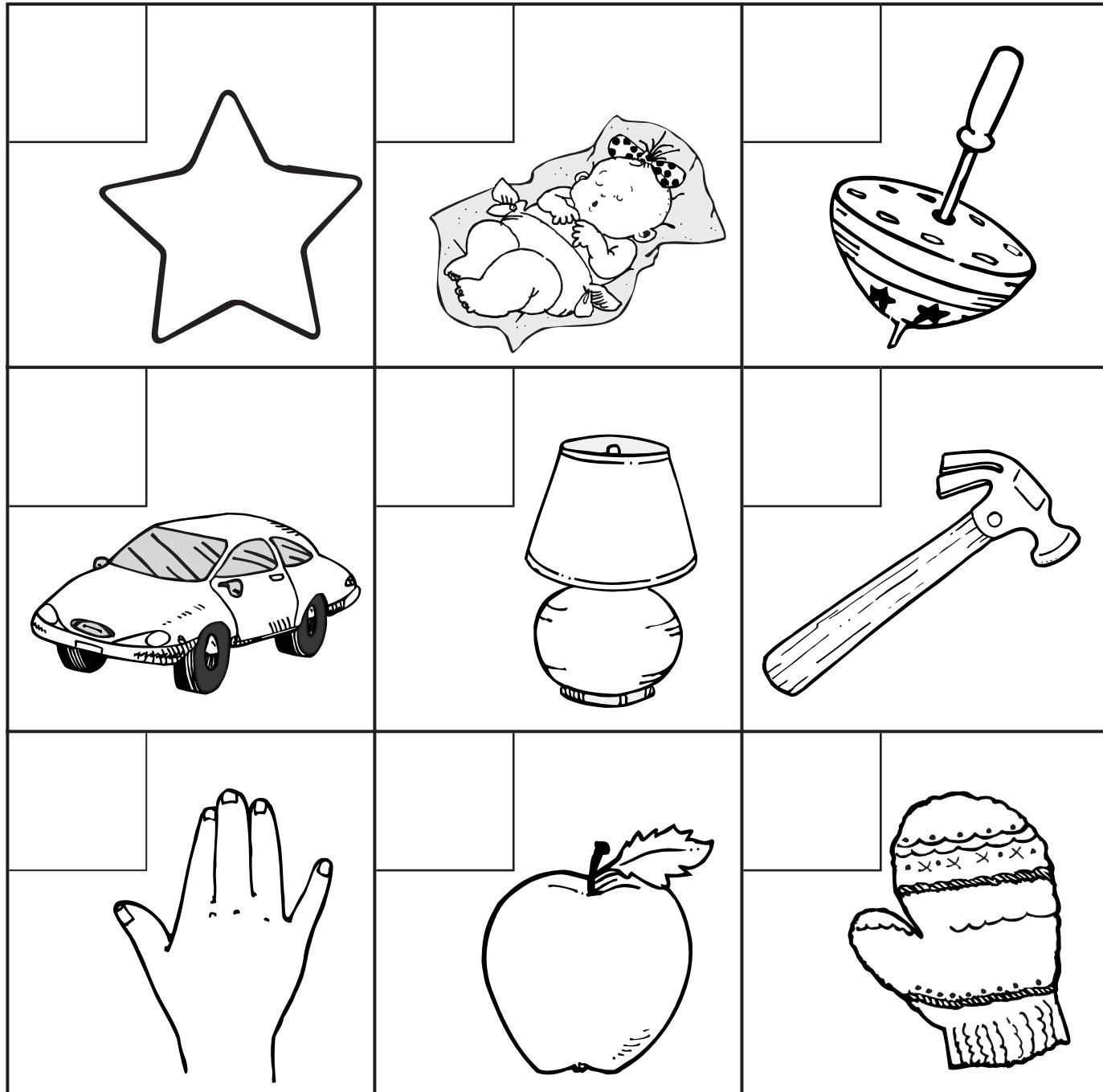
Name _____

Count Them

Say the name of the picture. Clap the parts.

Write **1** for one clap.

Write **2** for two claps.



To the Teacher: Review the picture names with students.
(star, baby, top, car, lamp, hammer, hand, apple, mitten)

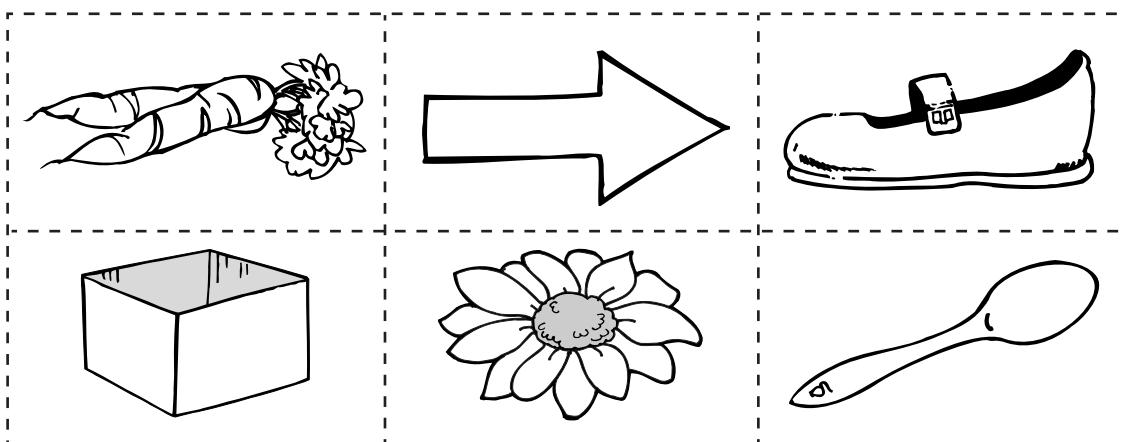
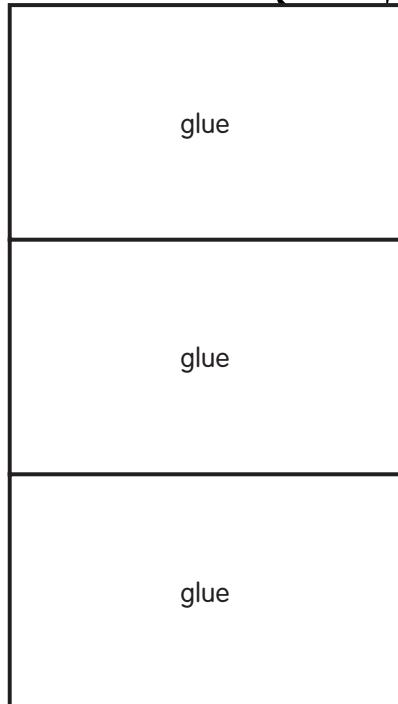
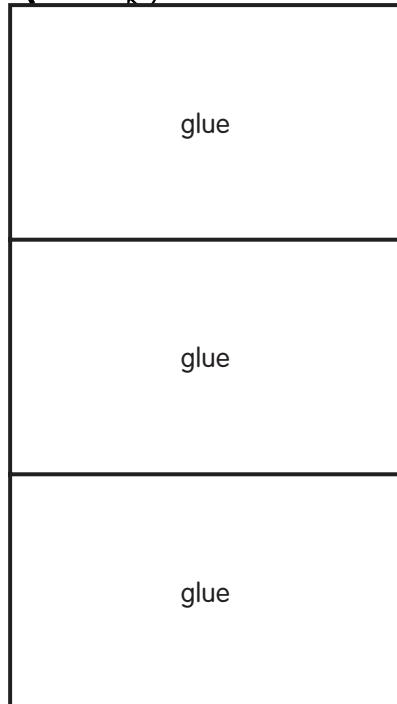
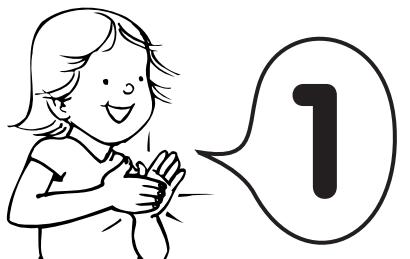
Counting 1- & 2-syllable words

Name _____

Clap and Count

Say the name and clap.

Glue the pictures under the number of claps you hear.



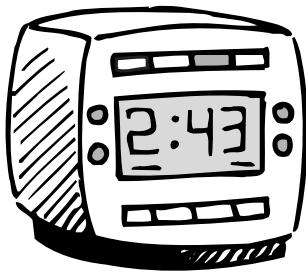
Counting 1- & 2-syllable words

Name _____

Listen for the Parts

Say the name of each picture.
Clap to count the parts.
Circle the number.

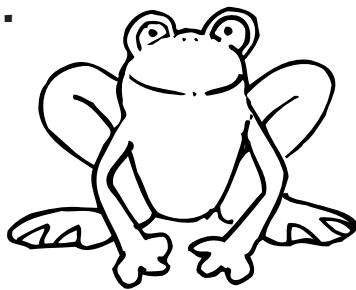
1.



1

2

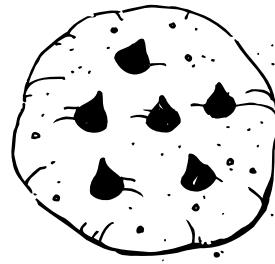
2.



1

2

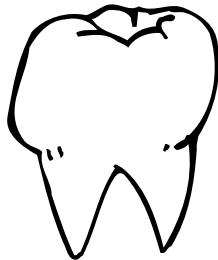
3.



1

2

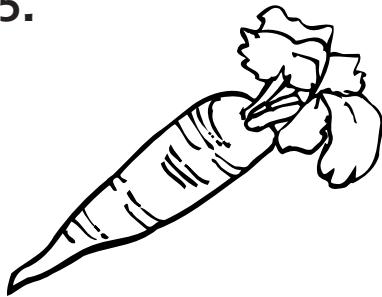
4.



1

2

5.



1

2

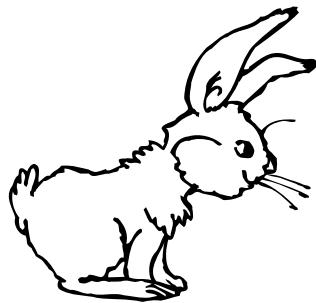
6.



1

2

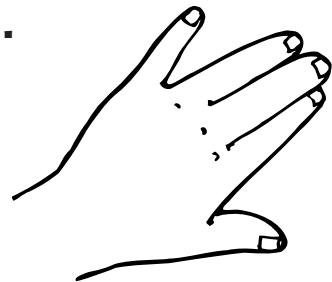
7.



1

2

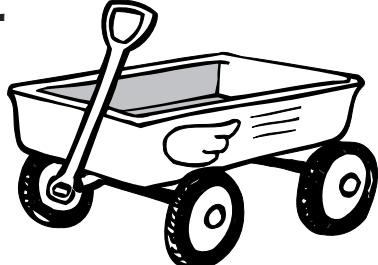
8.



1

2

9.



1

2

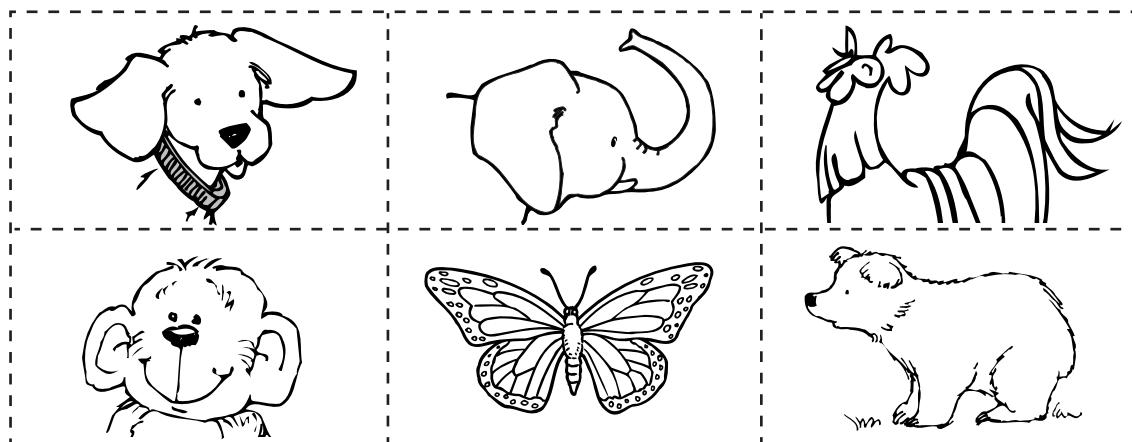
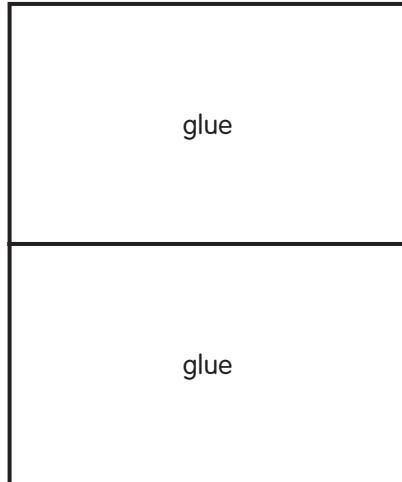
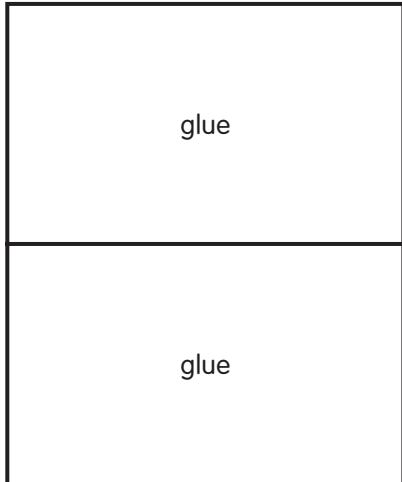
To the Teacher: Review the picture names with students.
(clock, frog, cookie, tooth, carrot, foot, rabbit, hand, wagon)

Counting 1- & 2-syllable words

Name _____

Clap and Cut

Say the name and clap.
Glue the pictures under the
number of claps you hear.



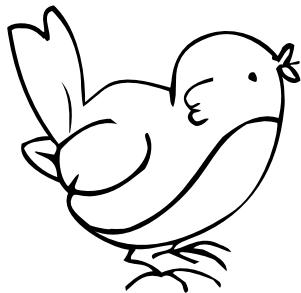
Counting 1-, 2-, & 3-syllable words

Name _____

Listen for the Claps

Say the name of each picture.
Clap to count the parts.
Circle the number.

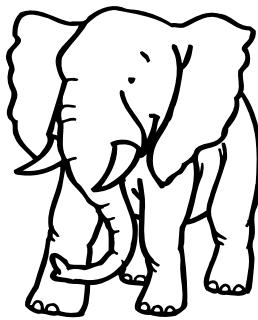
1.



(1)

2 3

2.



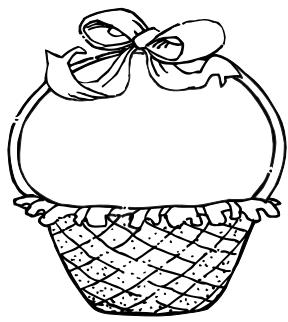
1 2 3

3.



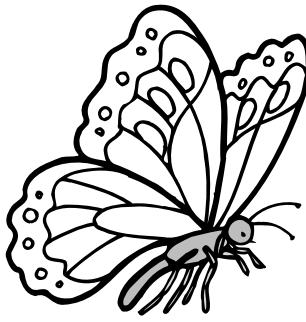
1 2 3

4.



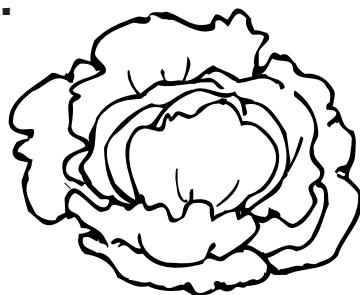
1 2 3

5.



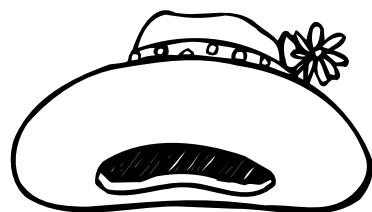
1 2 3

6.



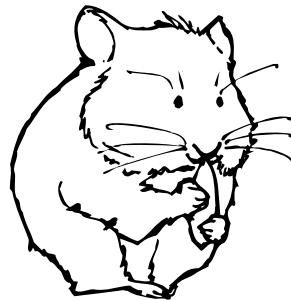
1 2 3

7.



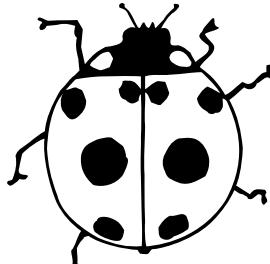
1 2 3

8.



1 2 3

9.



1 2 3

To the Teacher: Review the picture names with students.
(bird, elephant, mug, basket, butterfly, lettuce, hat, hamster, ladybug)

Counting 1-, 2-, & 3-syllable words

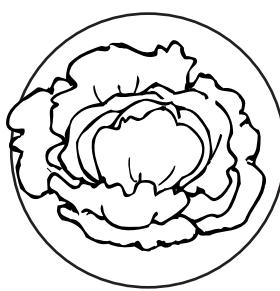
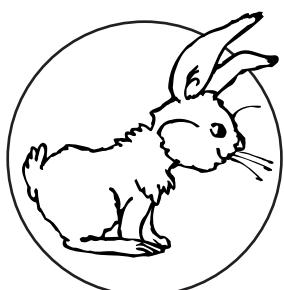
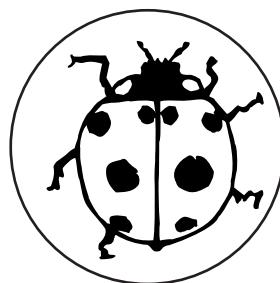
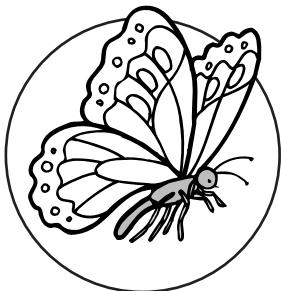
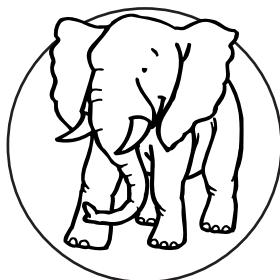
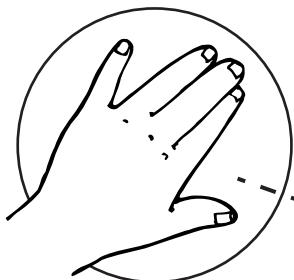
Name _____

Count the Syllables

Say the name of each picture.

Clap to count the parts.

Draw a line to show how many syllables you hear.



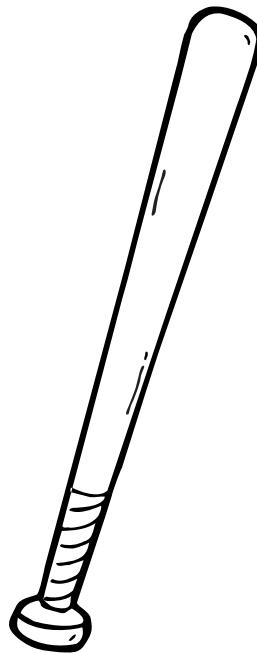
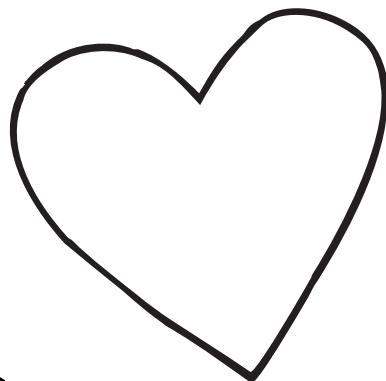
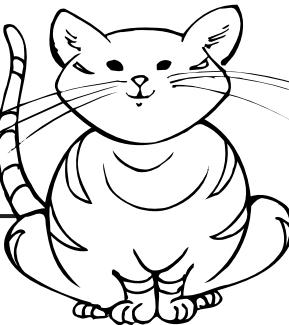
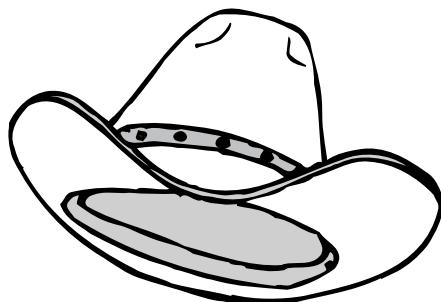
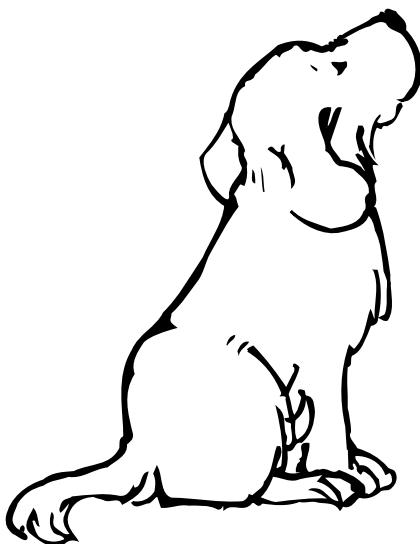
To the Teacher: Review the picture names with students.
(hand, butterfly, rabbit, frog, elephant, ladybug, wagon, lettuce)

Counting 1-, 2-, & 3-syllable words

Name _____

Fat Cat

Color the picture if it rhymes with **cat**.



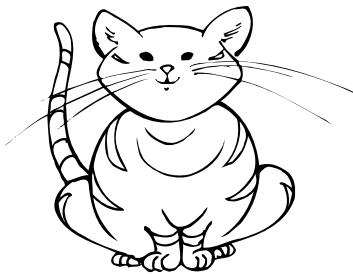
To the Teacher: Review the picture names with students.
(dog, hat, heart, bat, rat, mat)

Identifying words that rhyme

Name _____

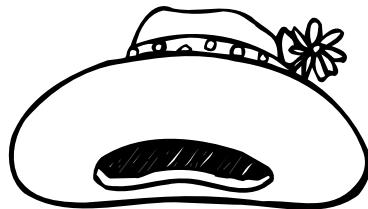
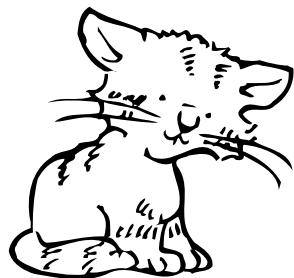
Find the Rhyme

I see a cat
that is so fat.

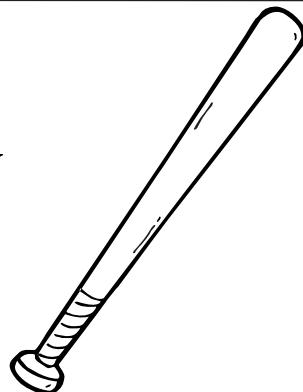
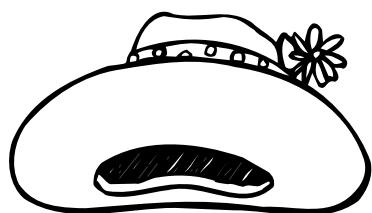


Circle the pictures in each row that rhyme.

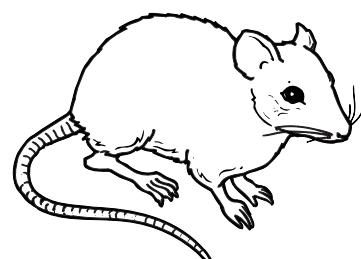
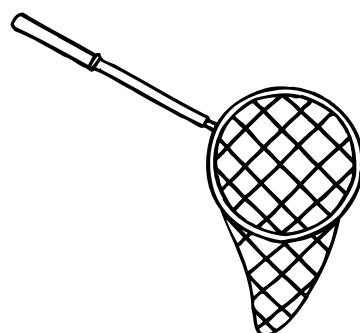
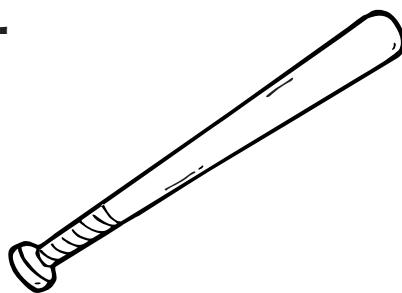
1.



2.



3.



To the Teacher: Review the picture names with students.
(1. cat, dog, hat; 2. hat, mat, bat; 3. bat, net, rat)

Distinguishing rhyming words

Name _____

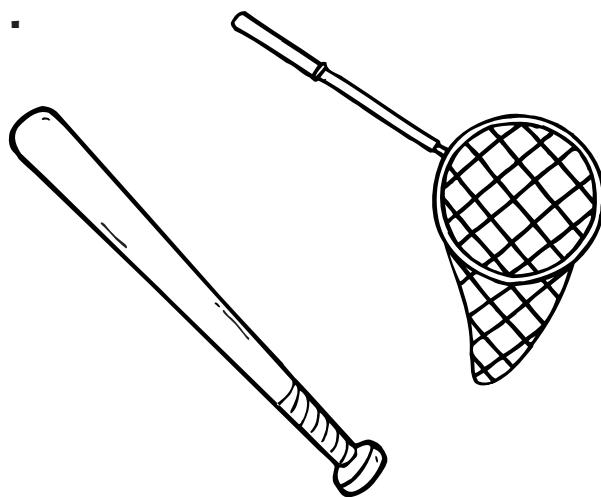
Rhyming Pairs

Say the names of the pictures.

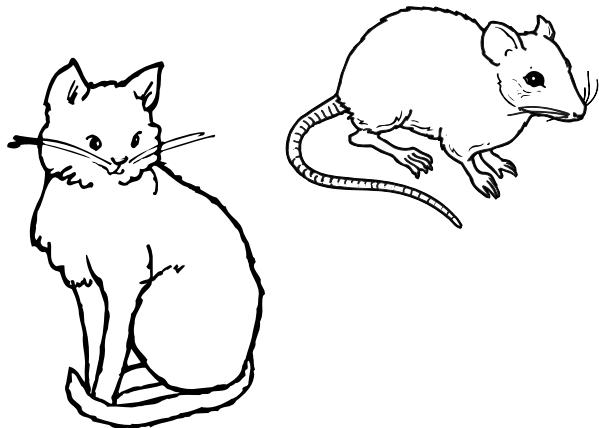
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

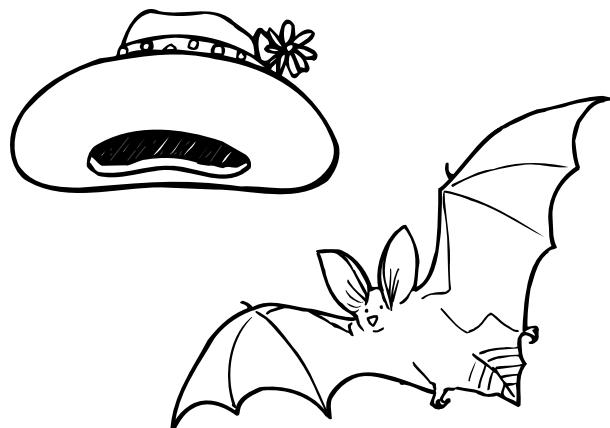
1.



2.



3.



4.

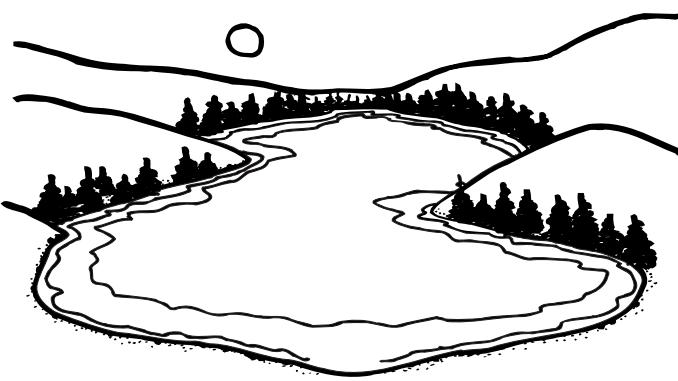
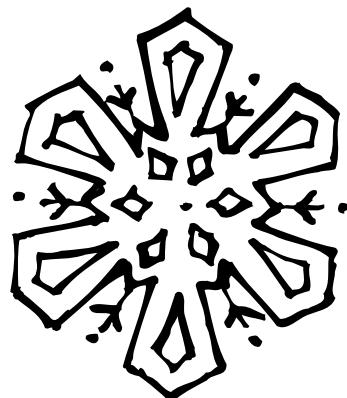
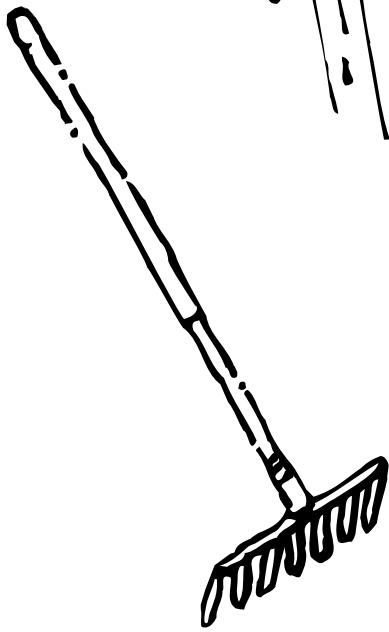
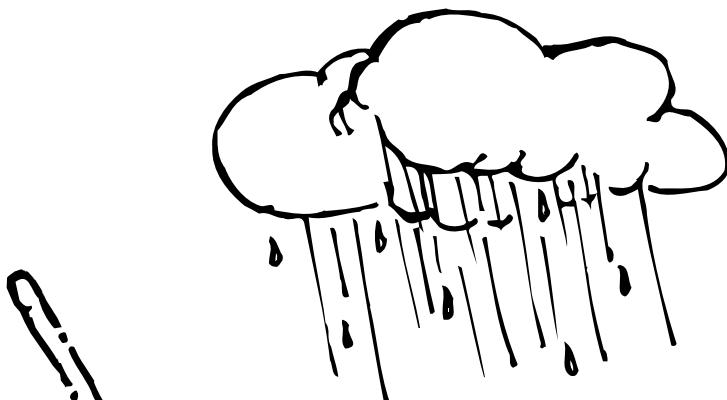


To the Teacher: Review the picture names with students.
(1. bat, net; 2. cat, rat; 3. hat, bat; 4. bug, mat)

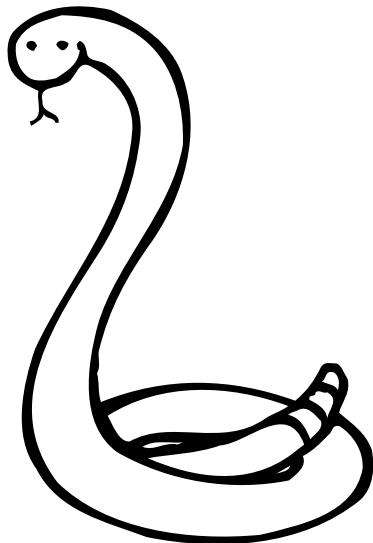
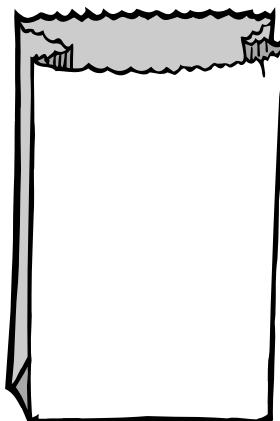
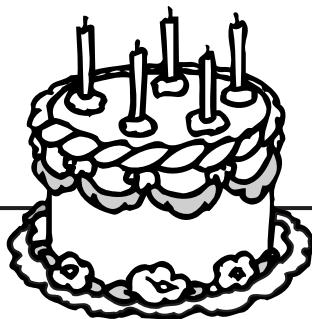
Finding rhyming pairs

Name - - - - -

Color the picture if it rhymes with **cake**.



Cake Bake



To the Teacher: Review the picture names with students.
(rain, rake, flake, sack, lake, snake)

Identifying words that rhyme

Phonemic Awareness

Name _____

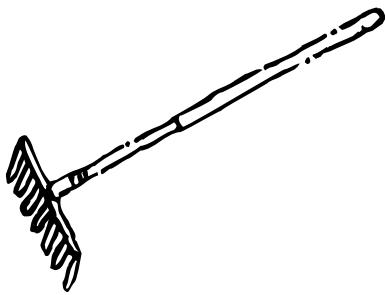
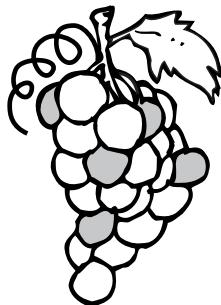
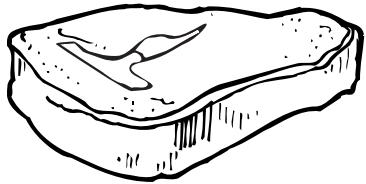
Find the Rhyme

I can bake
a big, big cake.

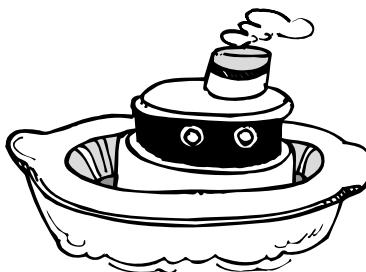
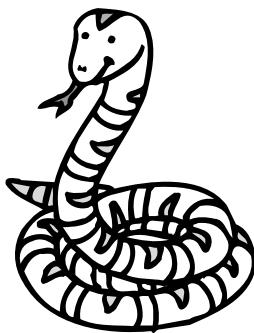


Circle the pictures in each row that rhyme.

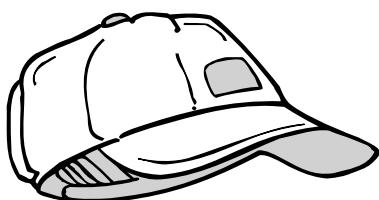
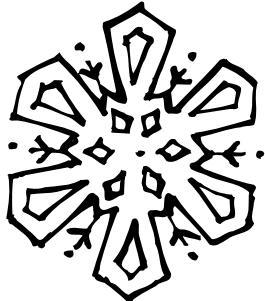
1.



2.



3.



To the Teacher: Review the picture names with students.
(1. steak, grapes, rake; 2. shake, snake, boat; 3. flake, cap, lake)

Distinguishing rhyming words

Name _____

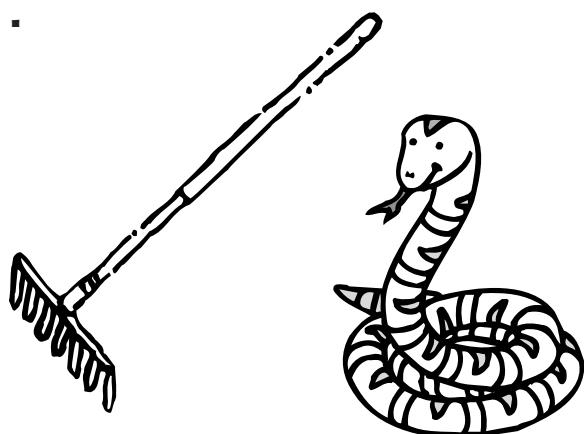
Rhyming Pairs

Say the names of the pictures.

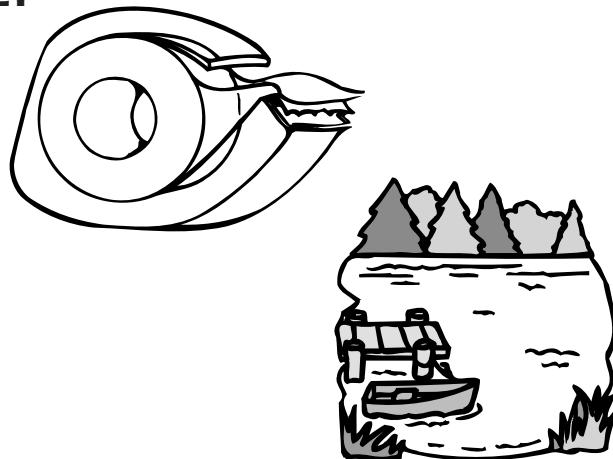
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

1.



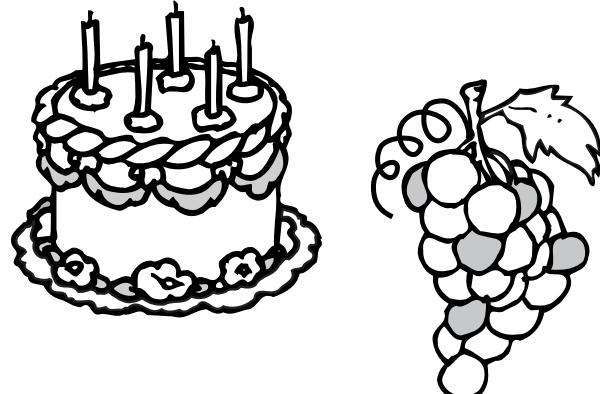
2.



3.



4.



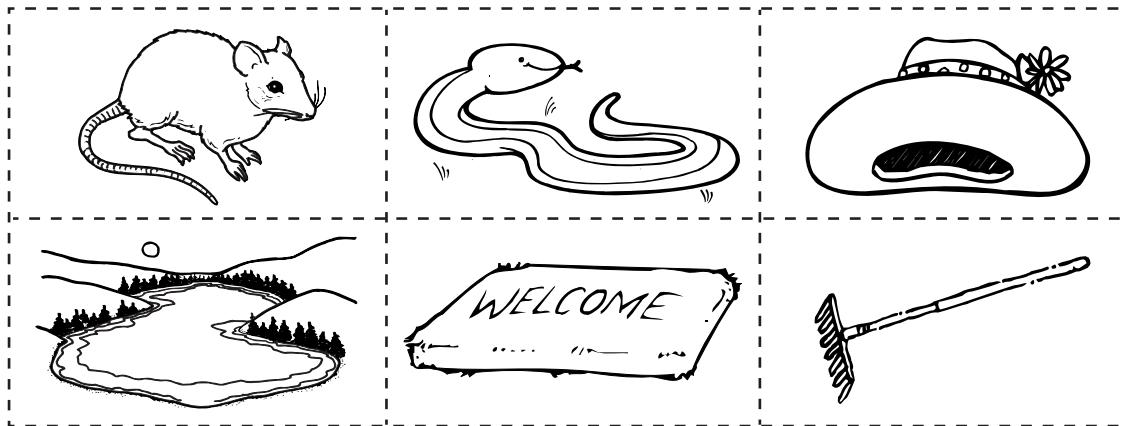
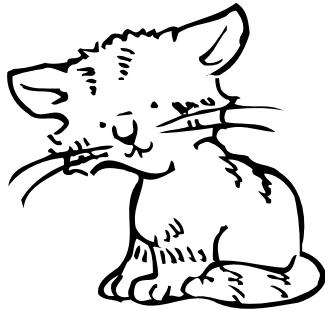
To the Teacher: Review the picture names with students.
(1. rake, snake; 2. tape, lake; 3. shake, flake; 4. cake, grapes)

Finding rhyming pairs

Name _____

Cake and Cat

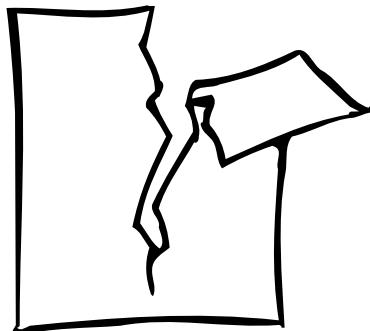
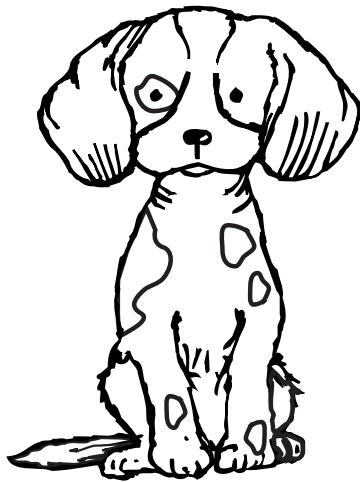
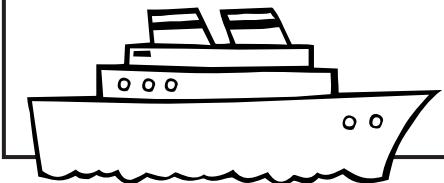
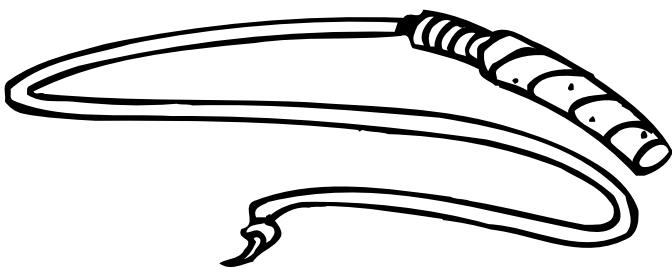
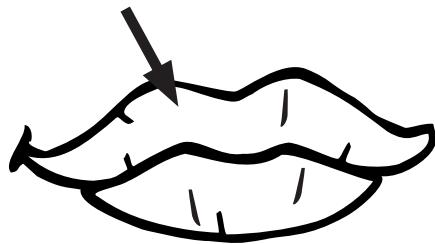
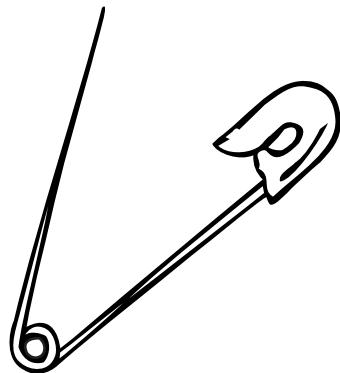
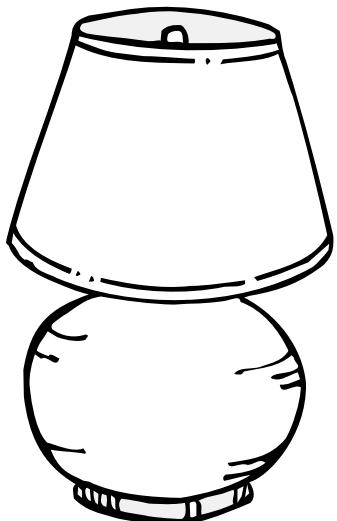
Say the name of each picture.
Glue them in sets that rhyme.



Identifying words that rhyme

Name _____

Color the picture if it rhymes with **ship**.



To the Teacher: Review the picture names with students.
(lamp, pin, pup, lip, whip, rip)

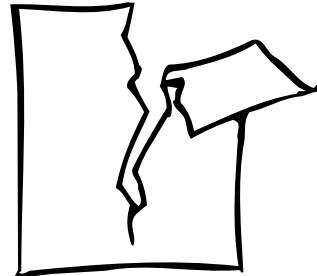
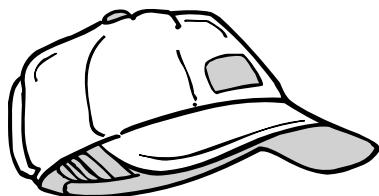
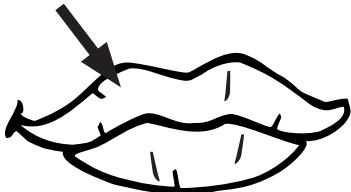
Identifying words that rhyme

Name _____

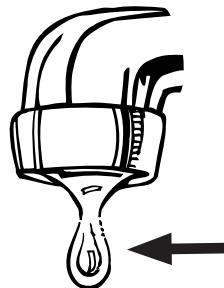
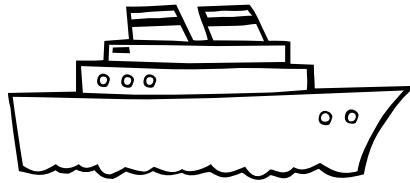
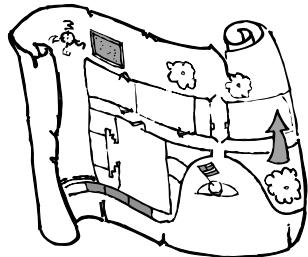
Find the Rhyme

Circle the pictures in each row that rhyme.

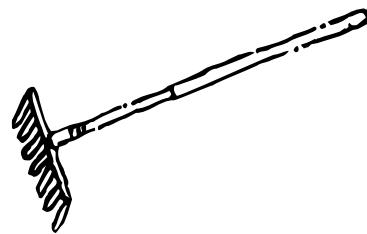
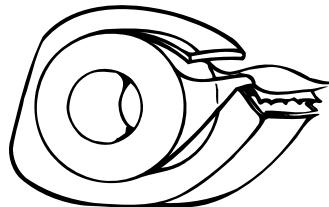
1.



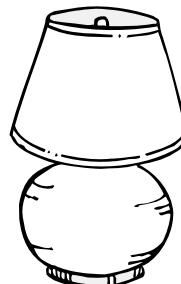
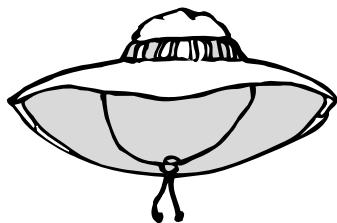
2.



3.



4.



To the Teacher: Review the picture names with students.
(1. lip, cap, rip; 2. map, ship, drip; 3. cake, tape, rake; 4. hat, bat, lamp)

Distinguishing rhyming words

Name - - - - -

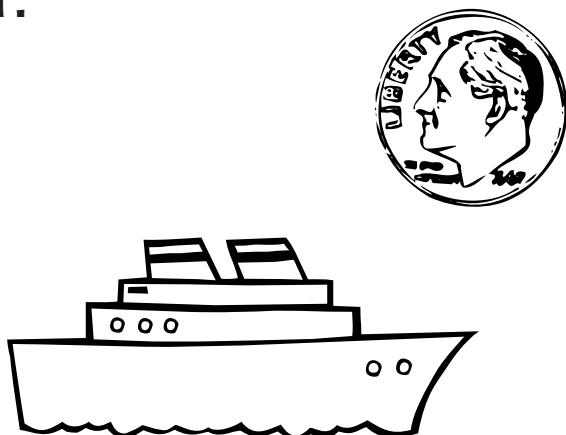
Rhyming Pairs

Say the names of the pictures.

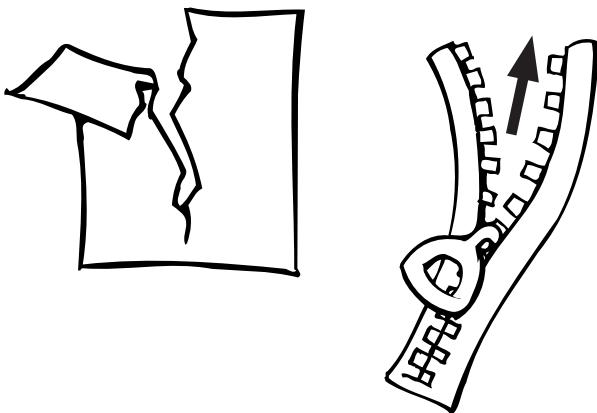
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

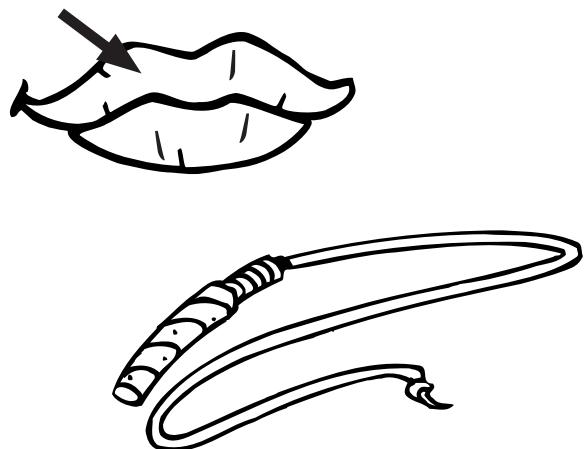
1.



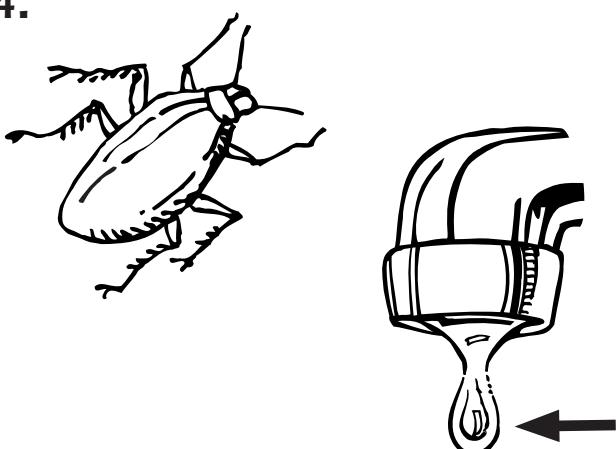
2.



3.



4.



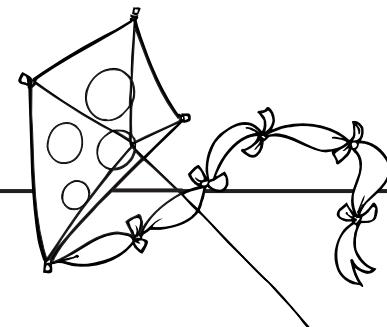
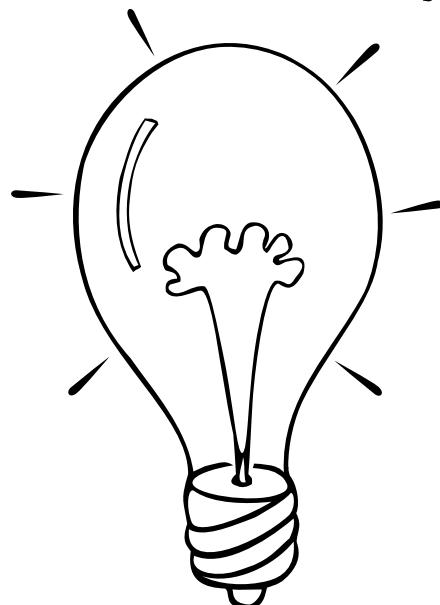
To the Teacher: Review the picture names with students.
(1. ship, dime; 2. rip, zip; 3. lip, whip; 4. bug, drip)

Finding rhyming pairs

Name _____

Kite Time

Color the picture if it rhymes with **kite**.



To the Teacher: Review the picture names with students.
(bike, light, dime, bite, write, night)

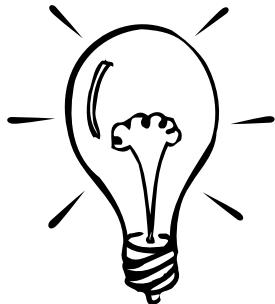
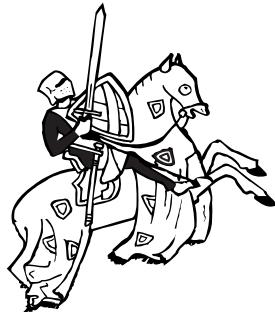
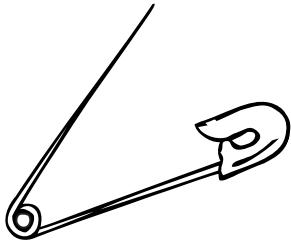
Identifying words that rhyme

Name _____

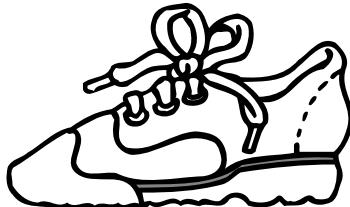
Find the Rhyme

Circle the pictures in each row that rhyme.

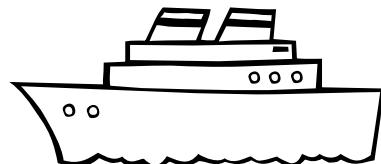
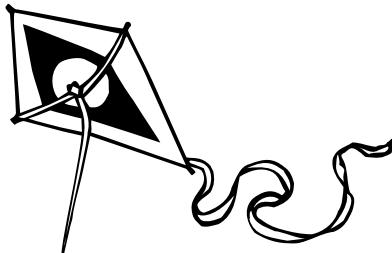
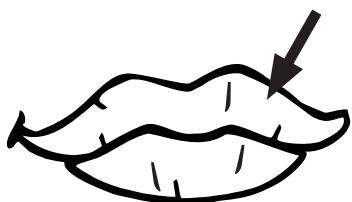
1.



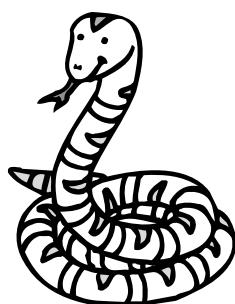
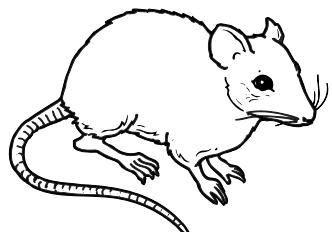
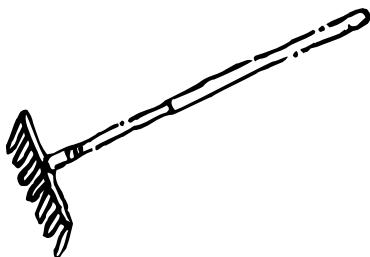
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. pin, knight, light; 2. bite, shoe, night; 3. lip, kite, ship; 4. rake, rat, snake)

Distinguishing rhyming words

Name _____

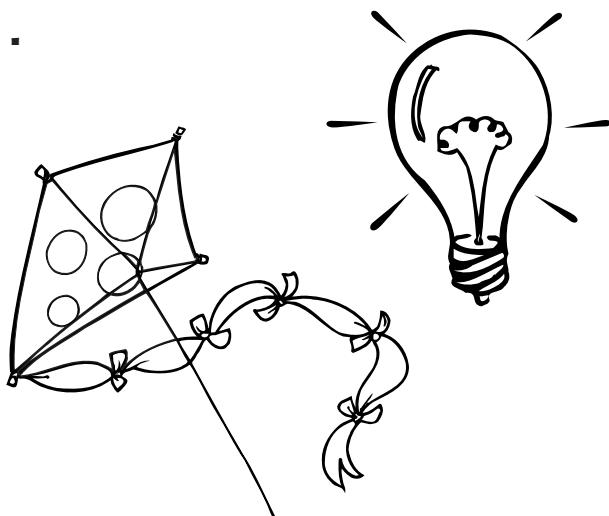
Rhyming Pairs

Say the names of the pictures.

Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

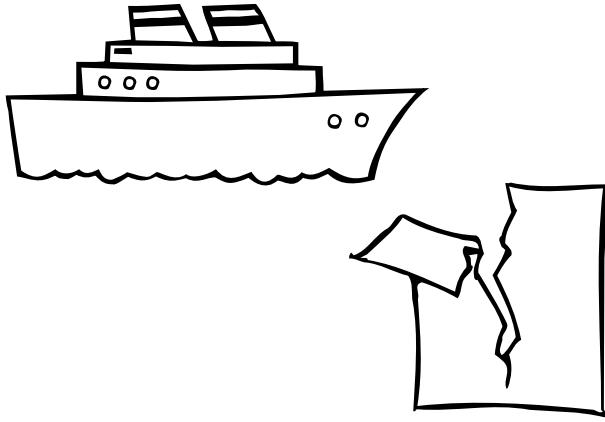
1.



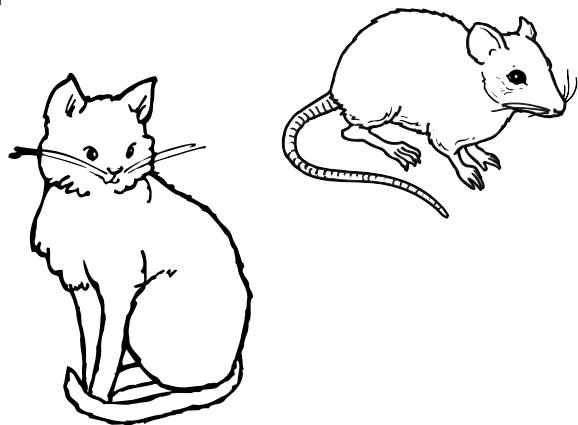
2.



3.



4.



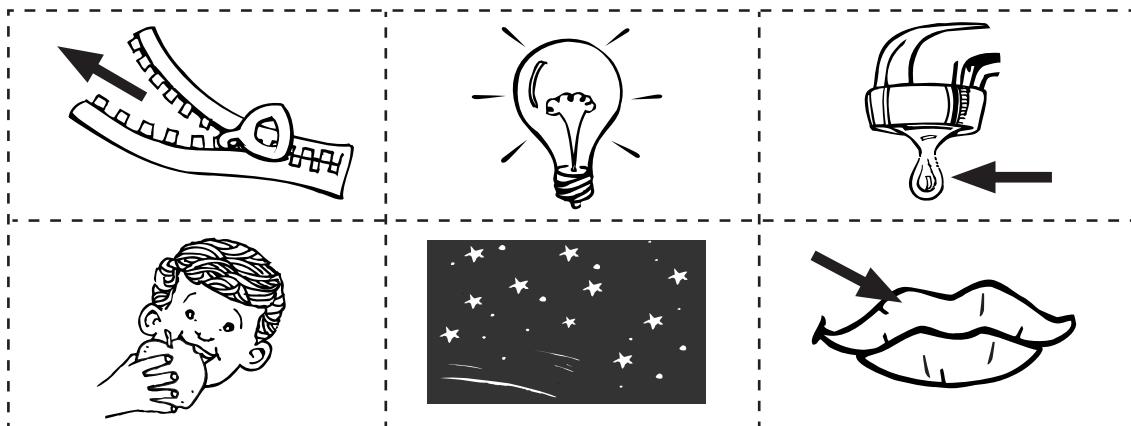
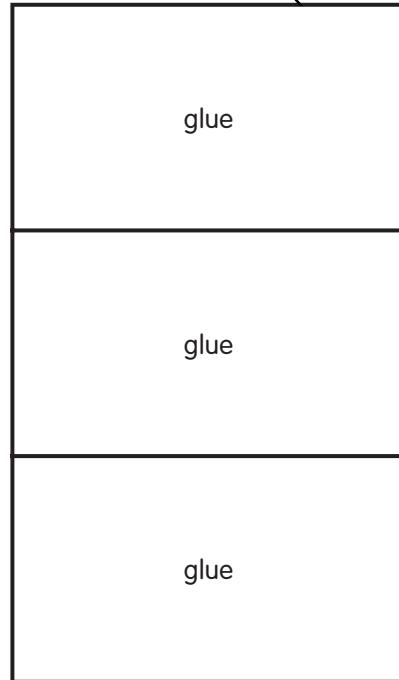
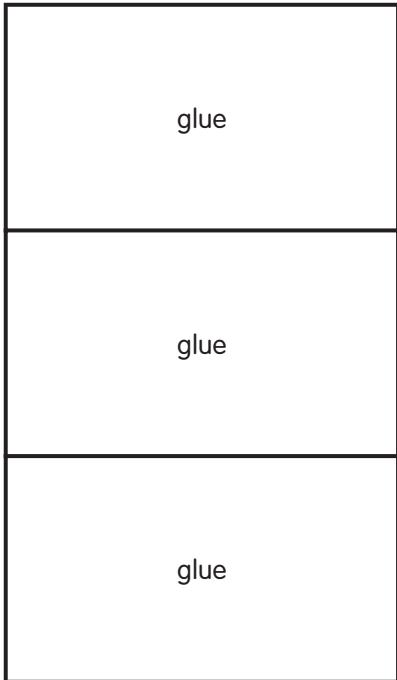
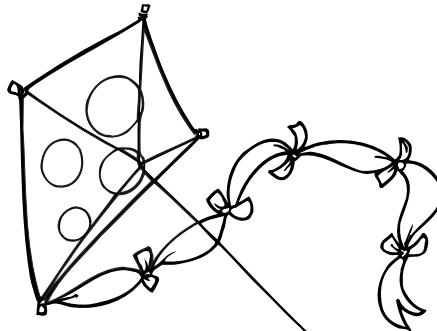
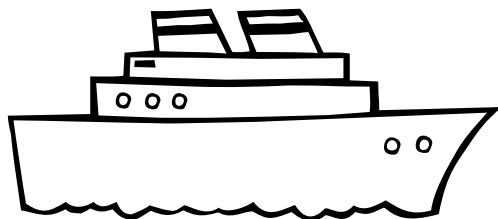
To the Teacher: Review the picture names with students.
(1. kite, light; 2. bite, bike; 3. ship, rip; 4. cat, rat)

Finding rhyming pairs

Name _____

Ship or Kite?

Say the name of each picture.
Glue them in sets that rhyme.

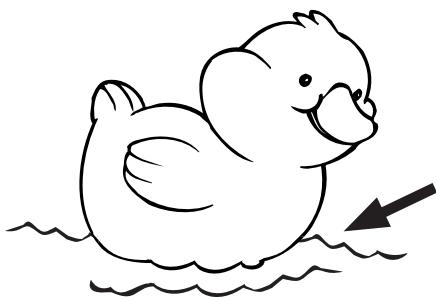
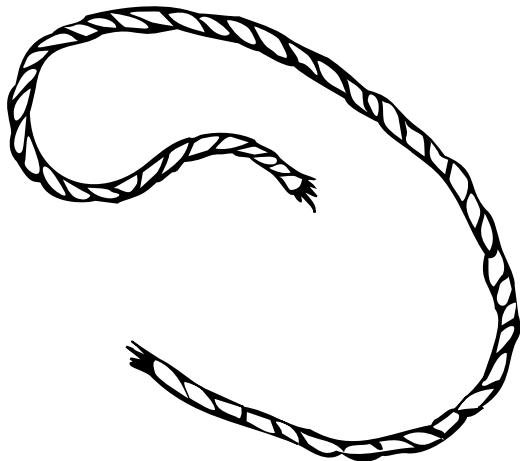
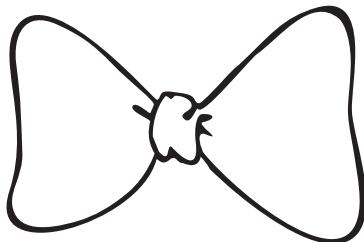
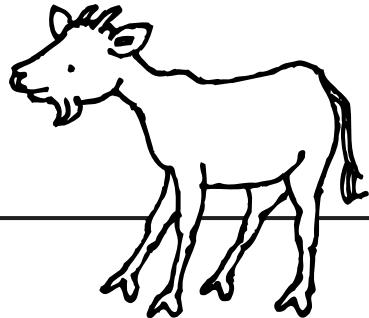


Identifying words that rhyme

Name _____

Color the picture if it rhymes with **goat**.

Go, Goat



To the Teacher: Review the picture names with students.
(note, coat, bow, boat, rope, float)

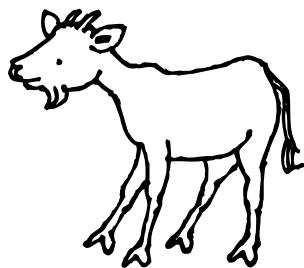
Identifying words that rhyme

Name _____

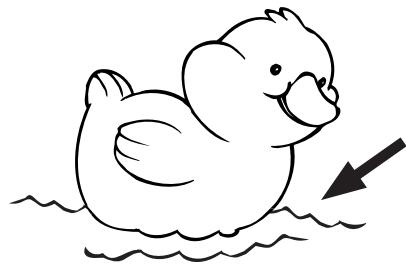
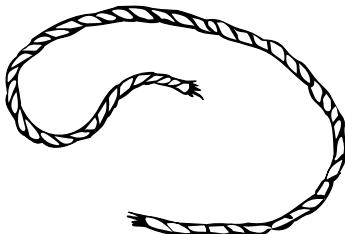
Find the Rhyme

Circle the pictures in each row that rhyme.

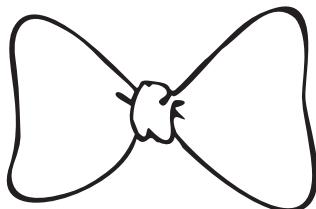
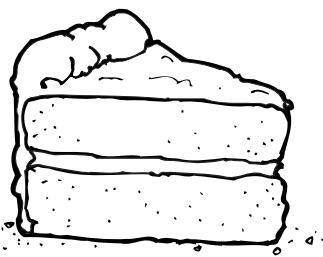
1.



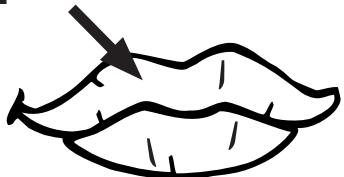
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. comb, goat, note; 2. boat, rope, float; 3. cake, lake, bow; 4. lip, night, light)

Distinguishing rhyming words

Name _____

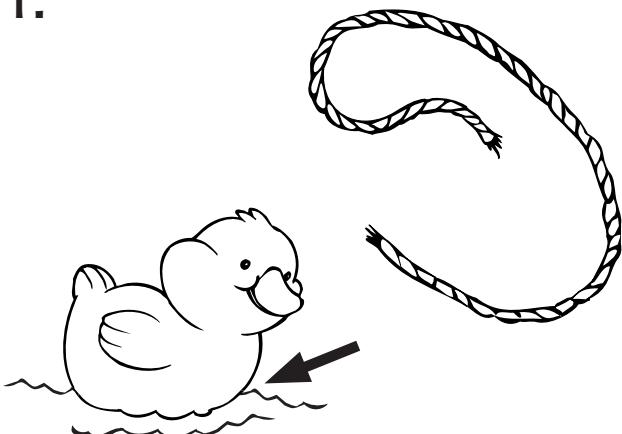
Rhyming Pairs

Say the names of the pictures.

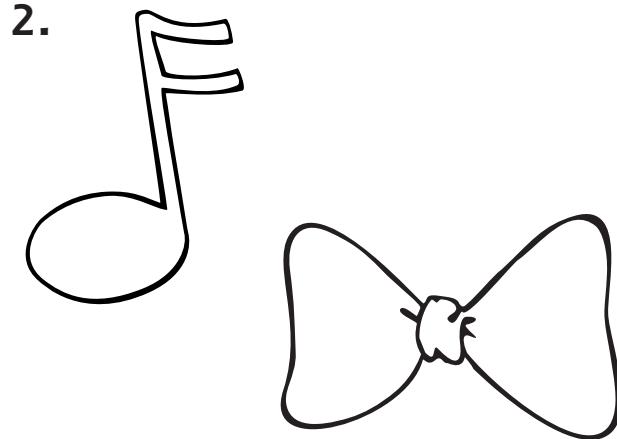
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

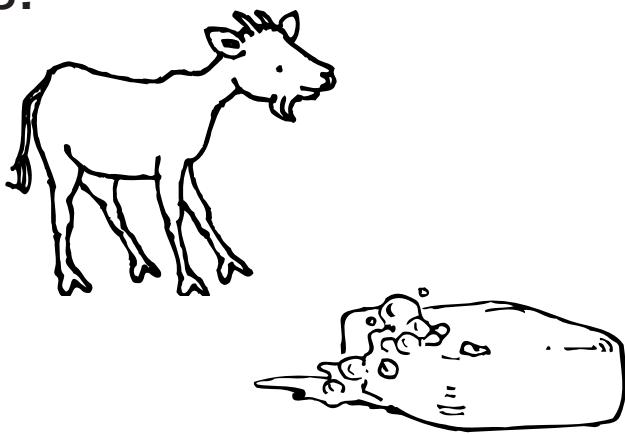
1.



2.



3.



4.



To the Teacher: Review the picture names with students.
(1. float, rope; 2. note, bow; 3. goat, soap; 4. coat, boat)

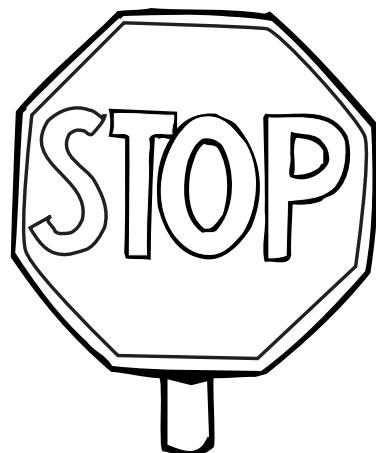
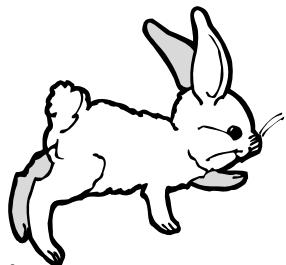
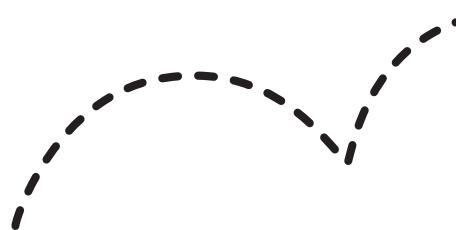
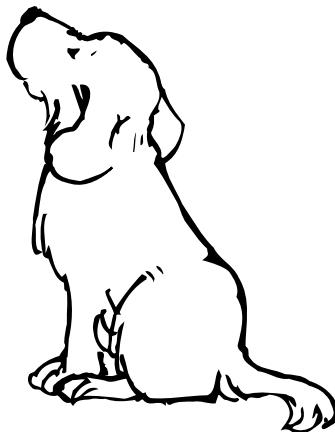
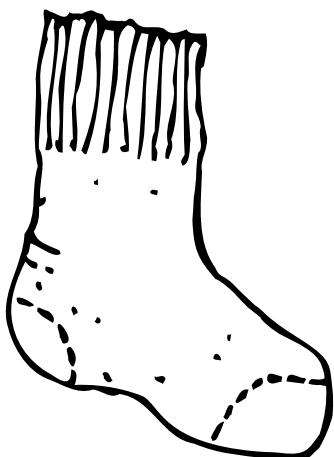
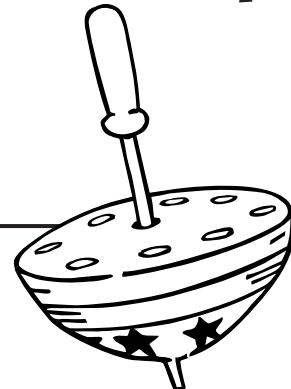
Finding rhyming pairs

Name _____

Color the picture if it rhymes with **top**.



The Top



To the Teacher: Review the picture names with students.
(soap, mop, dog, stop, hop, sock)

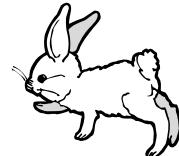
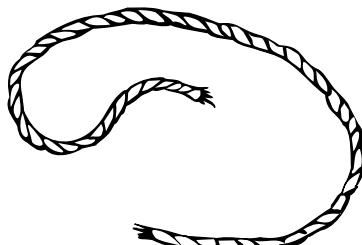
Identifying words that rhyme

Name _____

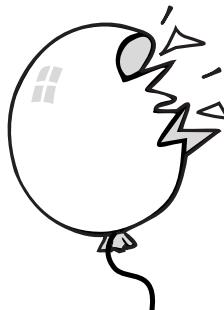
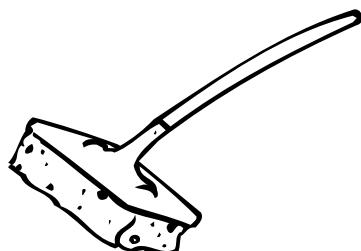
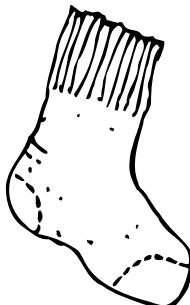
Find the Rhymes

Circle the pictures in each row that rhyme.

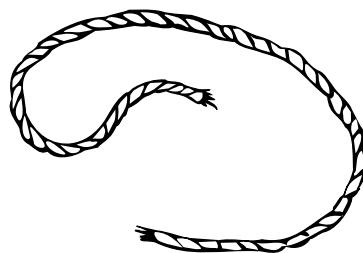
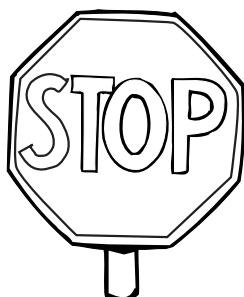
1.



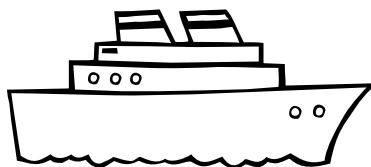
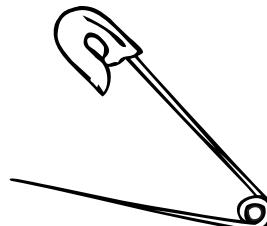
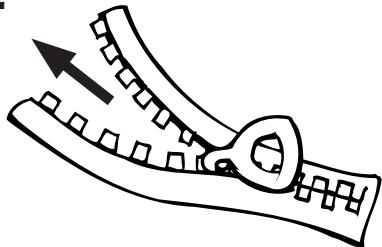
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. top, rope, hop; 2. sock, mop, pop; 3. stop, soap, rope; 4. zip, pin, ship)

Distinguishing rhyming words

Name _____

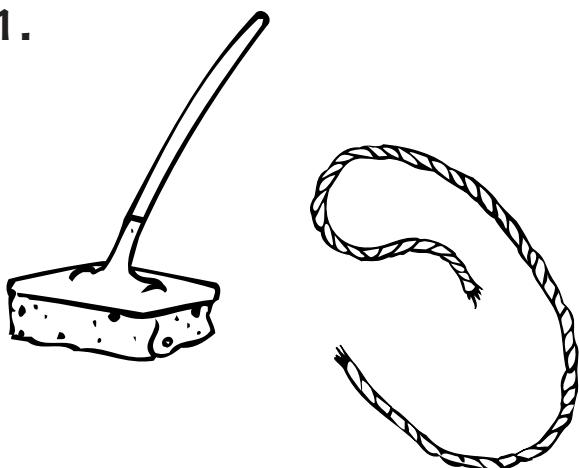
Rhyming Pairs

Say the names of the pictures.

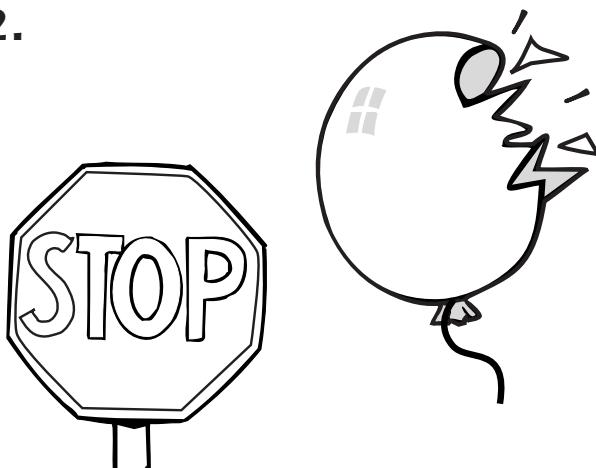
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

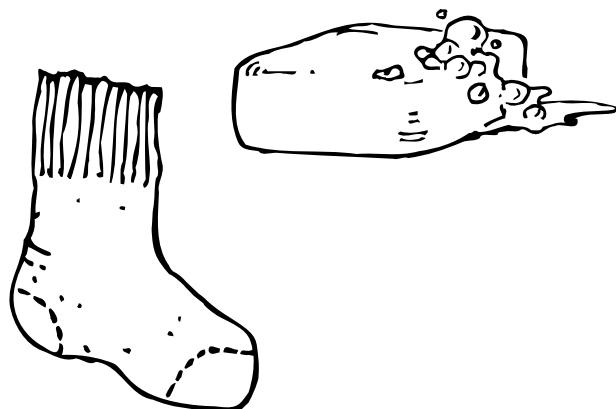
1.



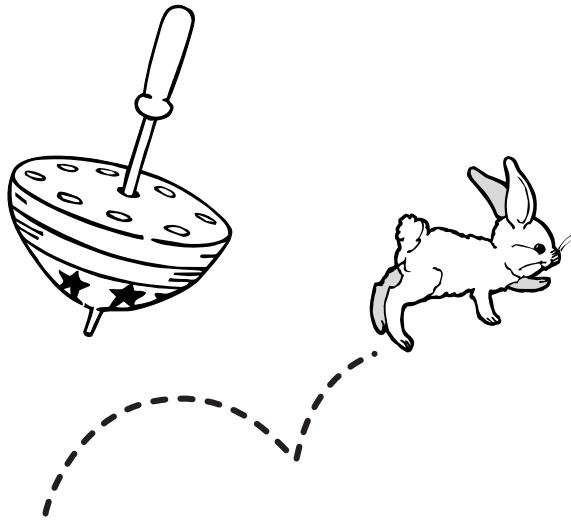
2.



3.



4.



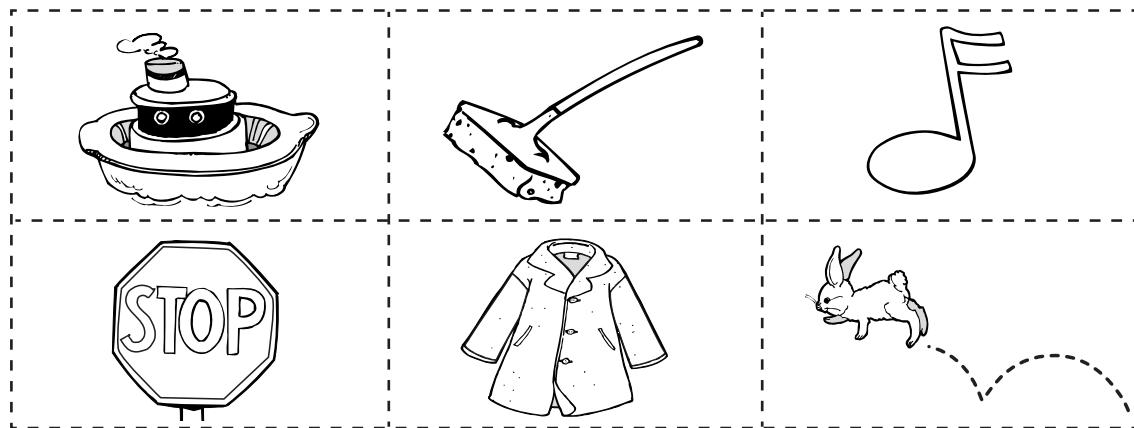
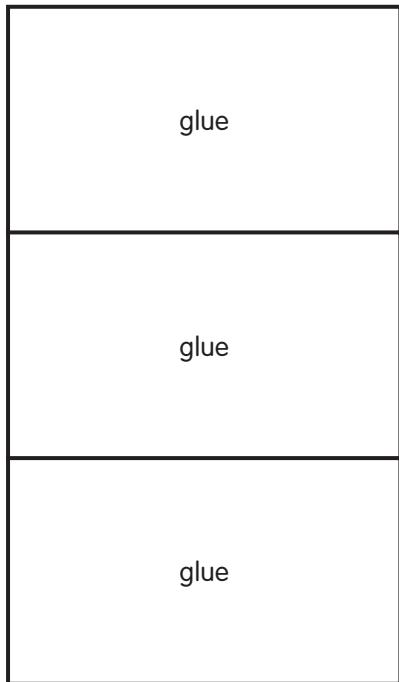
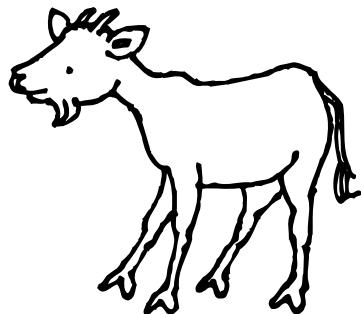
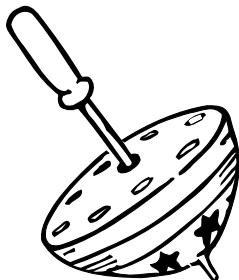
To the Teacher: Review the picture names with students.
(1. mop, rope; 2. stop, pop; 3. sock, soap; 4. top, hop)

Finding rhyming pairs

Name _____

Say the name of each picture.
Glue them in sets that rhyme.

The Top and the Goat

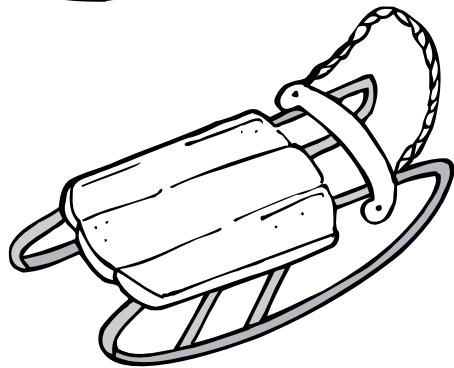
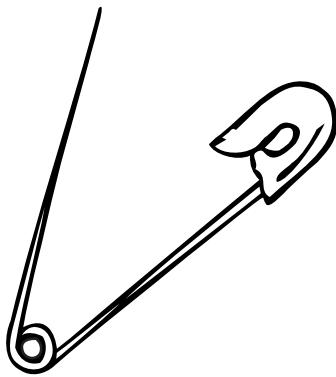
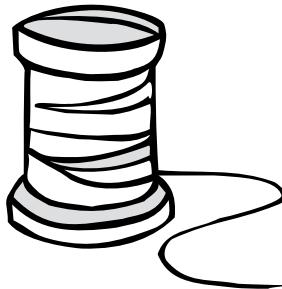
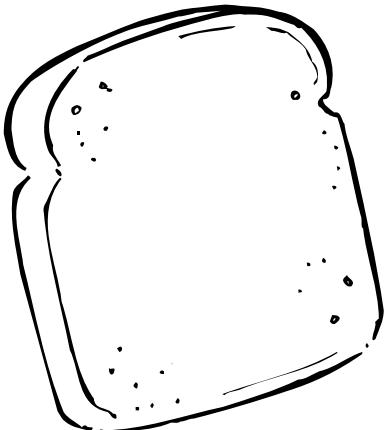
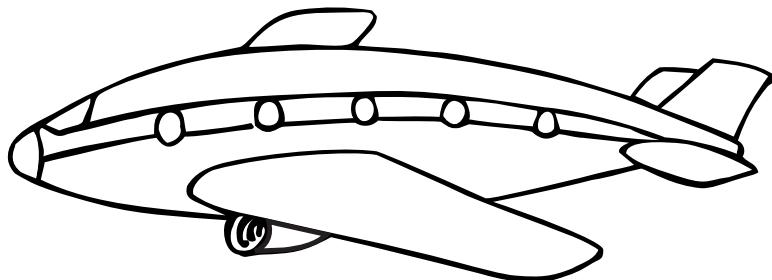
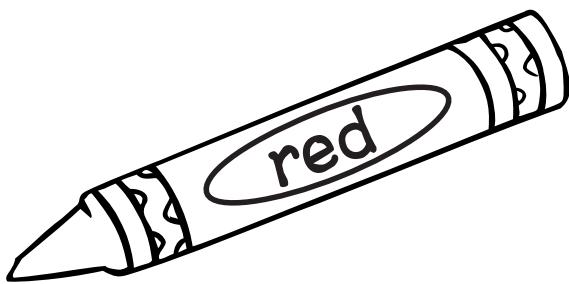
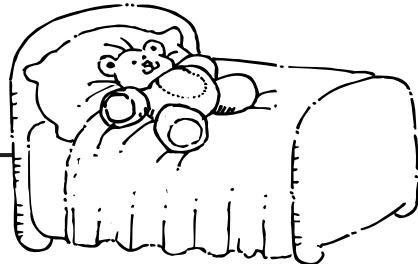


Identifying words that rhyme

Name _____

Color the picture if it rhymes with **bed**.

The Red Bed



To the Teacher: Review the picture names with students.
(red, jet, thread, sled, pin, bread)

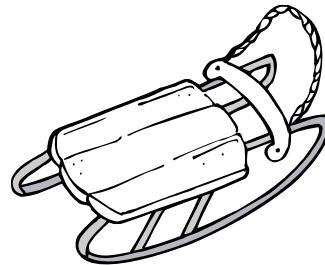
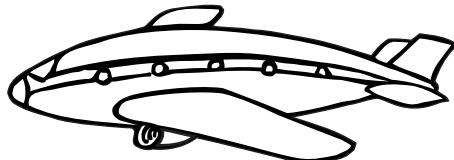
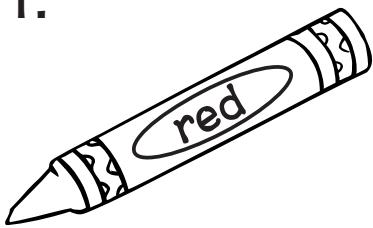
Identifying words that rhyme

Name _____

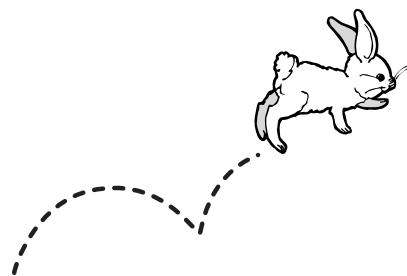
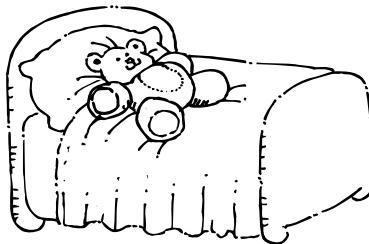
Find the Rhyme

Circle the pictures in each row that rhyme.

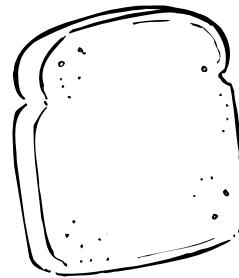
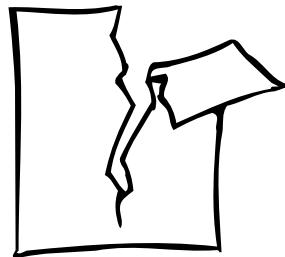
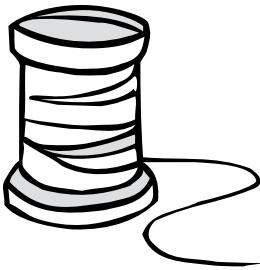
1.



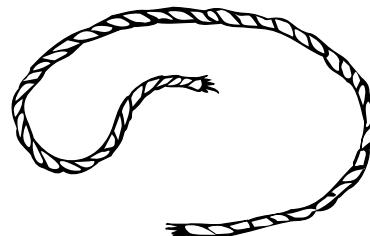
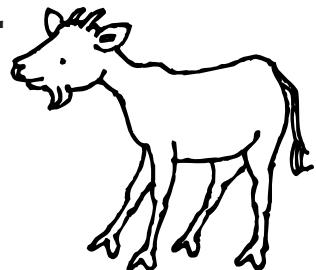
2.



3.



4.

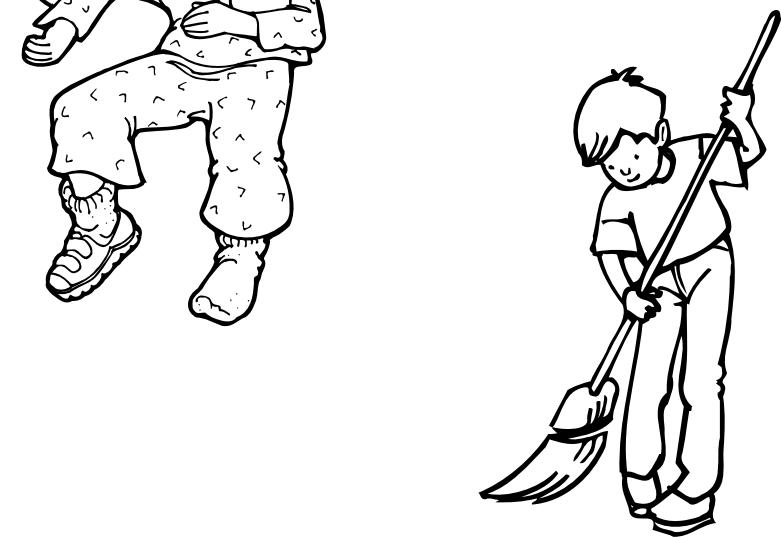
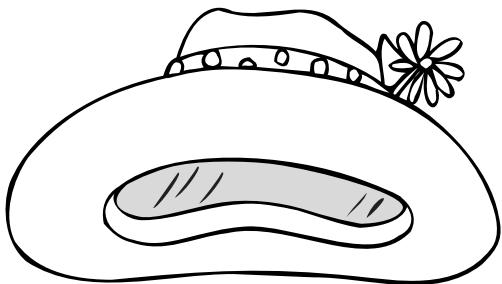
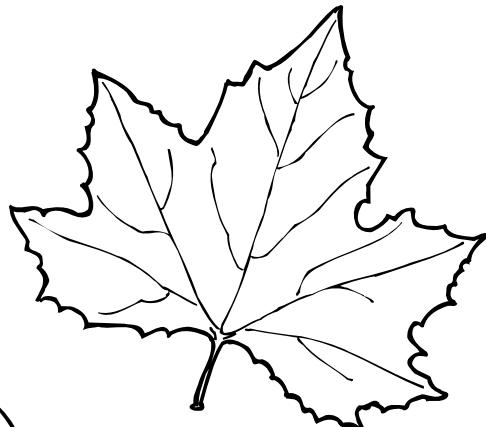
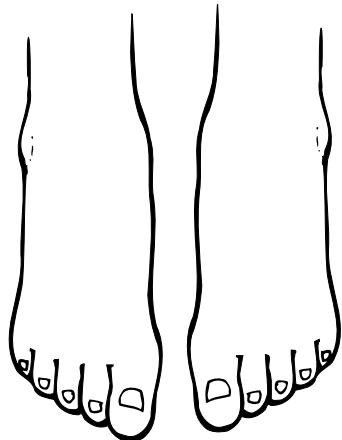
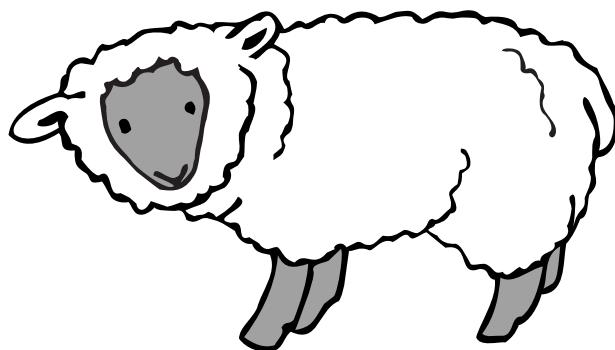


To the Teacher: Review the picture names with students.
(1. red, jet, sled; 2. mop, bed, hop; 3. thread, rip, bread; 4. goat, soap, rope)

Distinguishing rhyming words

Name _____

Color the picture if it rhymes with **jeep**.



To the Teacher: Review the picture names with students.
(sheep, leaf, feet, sleep, sweep, hat)

The Jeep

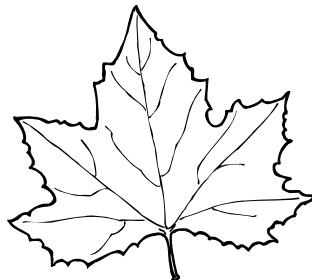
Identifying words that rhyme

Name _____

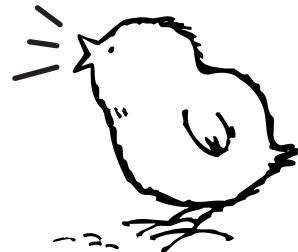
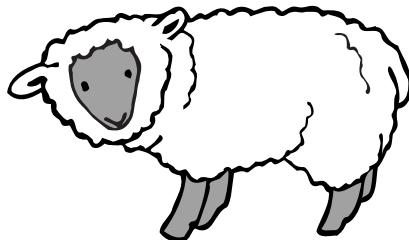
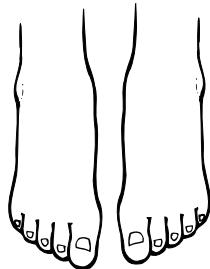
Find the Rhyme

Circle the pictures in each row that rhyme.

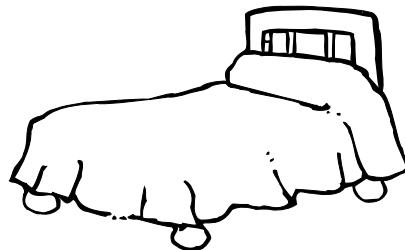
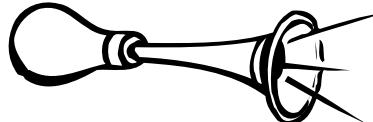
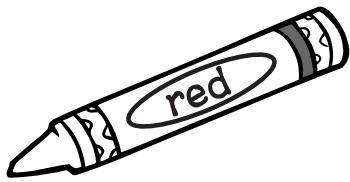
1.



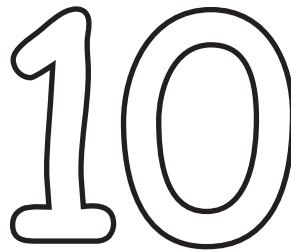
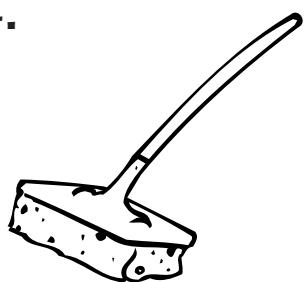
2.



3.



4.



To the Teacher: Review the picture names with students.
(1. sleep, leaf, sweep; 2. feet, sheep, peep; 3. red, beep, bed; 4. mop, ten, top)

Distinguishing rhyming words

Name - - - - -

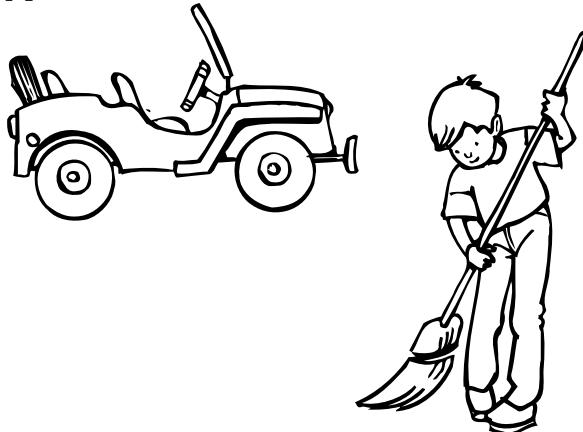
Rhyming Pairs

Say the names of the pictures.

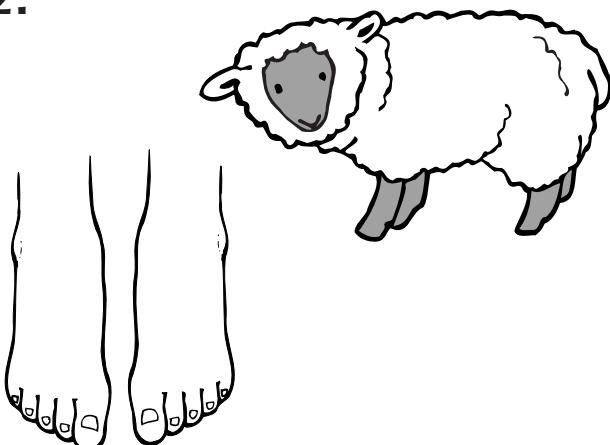
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

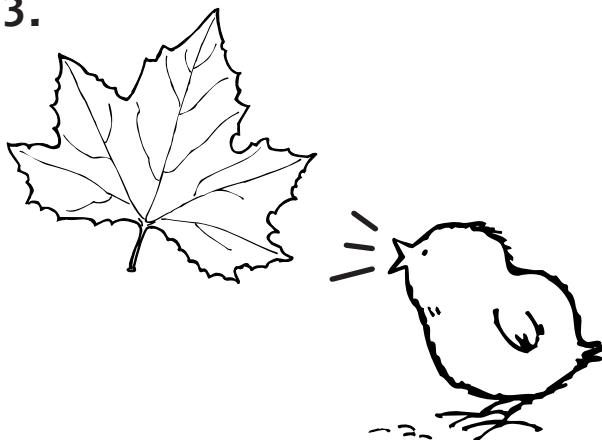
1.



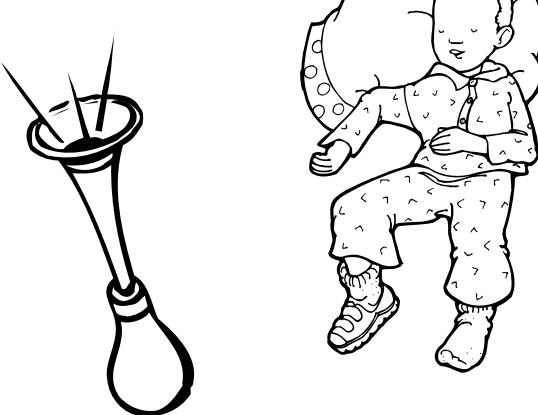
2.



3.



4.



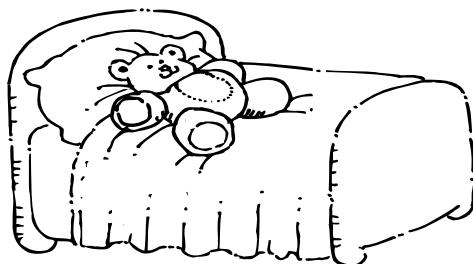
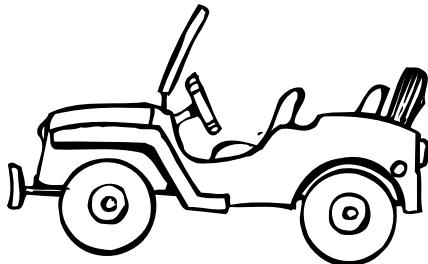
To the Teacher: Review the picture names with students.
(1. jeep, sweep; 2. feet, sheep; 3. leaf, peep; 4. beep, sleep)

Finding rhyming pairs

Name _____

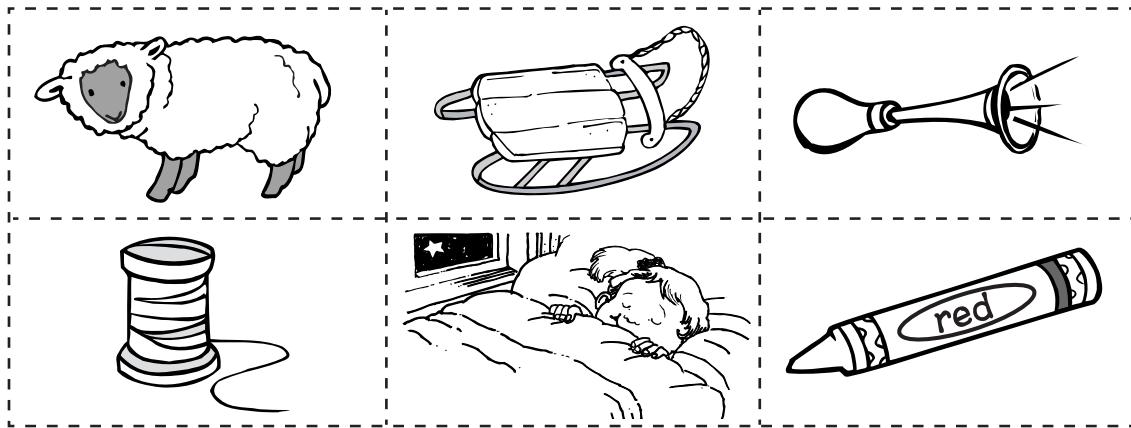
The Jeep and the Bed

Say the name of each picture.
Glue them in sets that rhyme.



glue
glue
glue
glue

glue
glue
glue
glue

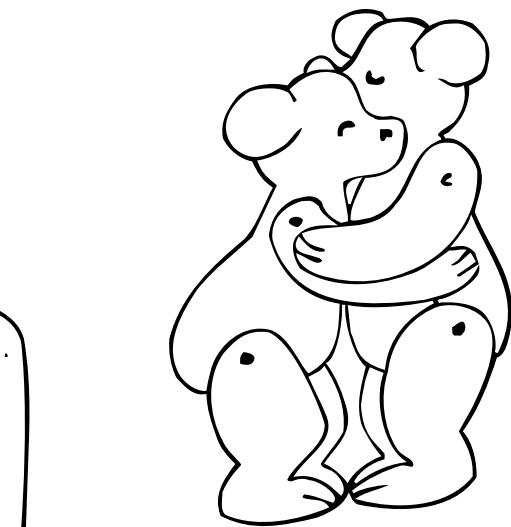
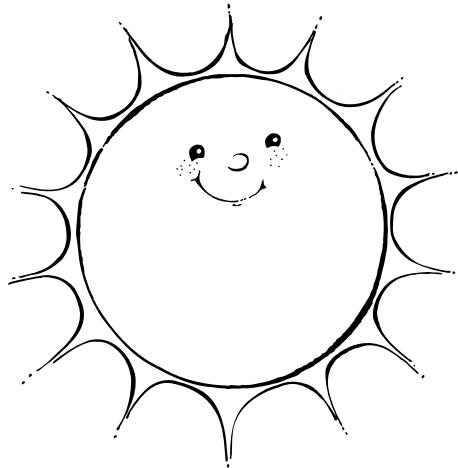
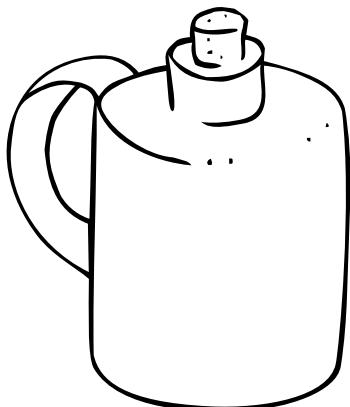
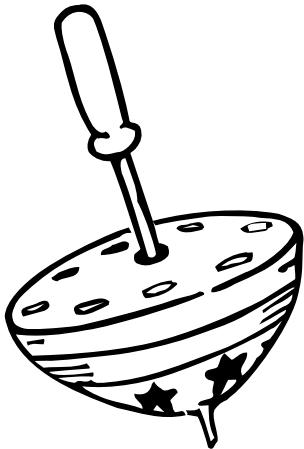
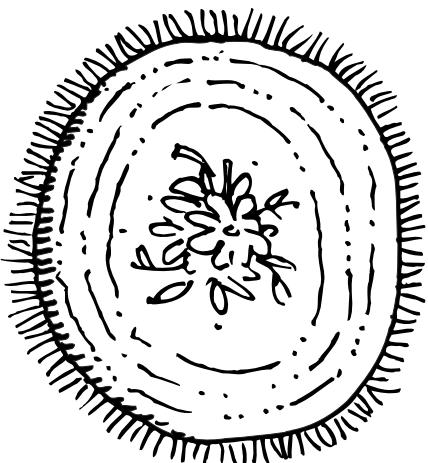
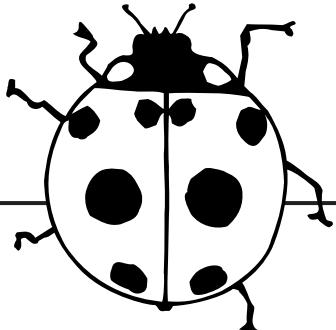


Identifying words that rhyme

Name - - - - -

Color the picture if it rhymes with **bug**.

Hug Bug



To the Teacher: Review the picture names with students.
(rug, top, hug, mug, jug, sun)

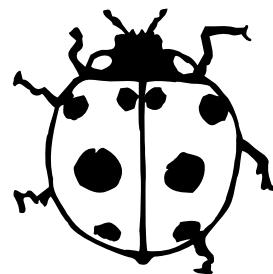
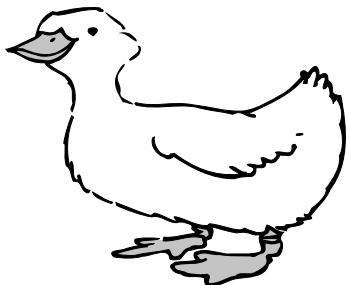
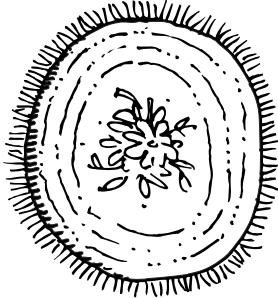
Identifying words that rhyme

Name _____

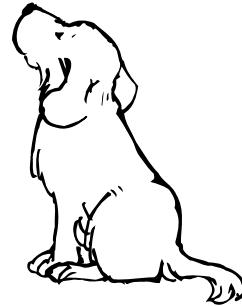
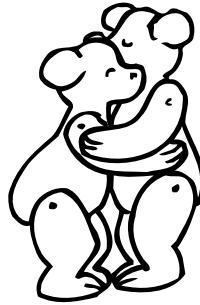
Find the Rhyme

Circle the pictures in each row that rhyme.

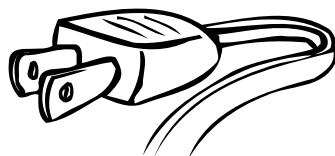
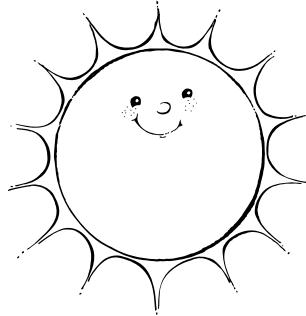
1.



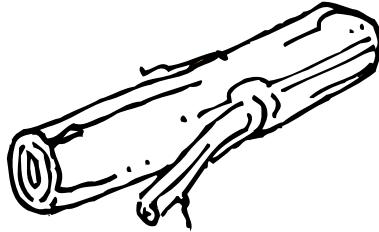
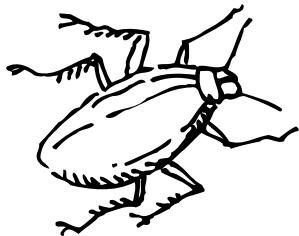
2.



3.



4.



To the Teacher: Review the picture names with students.
(1. rug, duck, bug; 2. hug, jug, dog; 3. mug, sun, plug; 4. bug, log, mug)

Distinguishing rhyming words

Name - - - - -

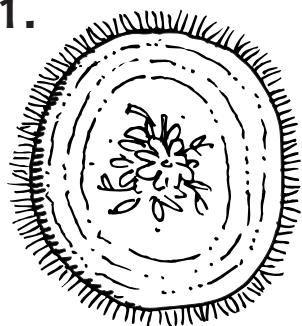
Rhyming Pairs

Say the names of the pictures.

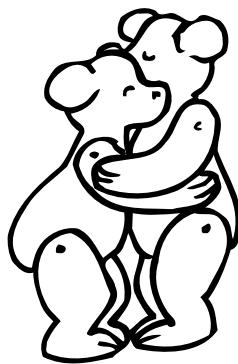
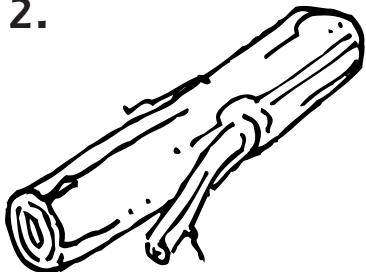
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

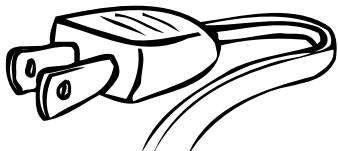
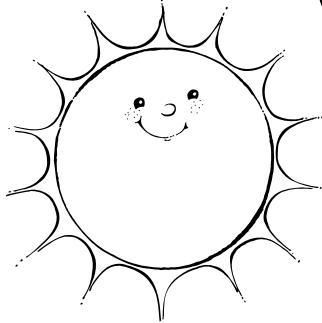
1.



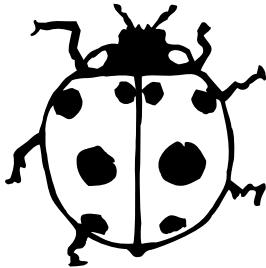
2.



3.



4.



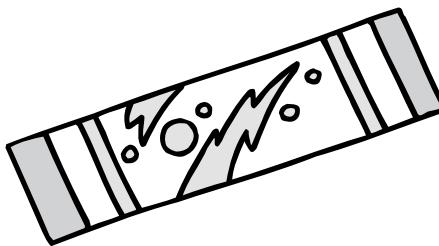
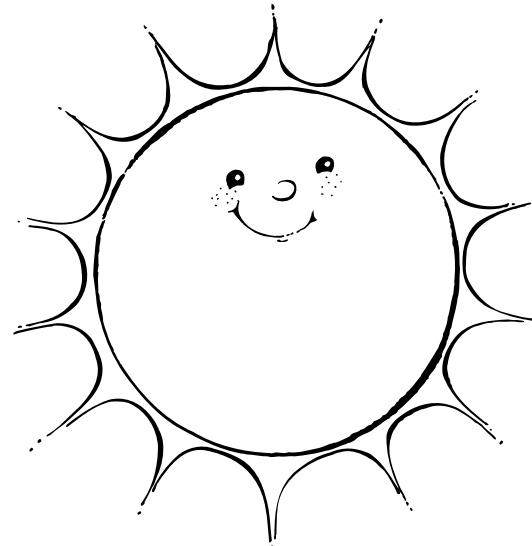
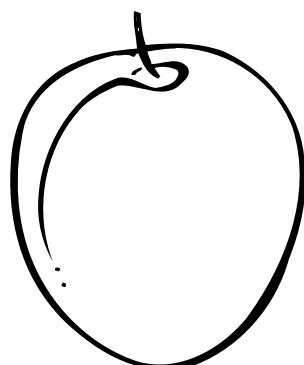
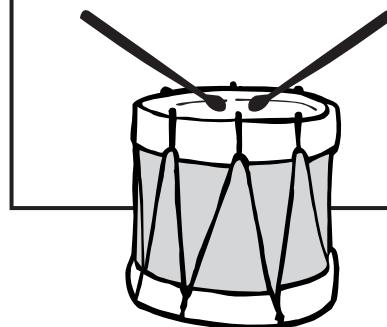
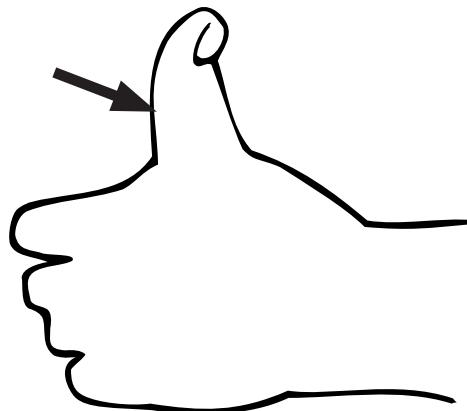
To the Teacher: Review the picture names with students.
(1. rug, mug; 2. log, hug; 3. sun, plug; 4. bug, jug)

Finding rhyming pairs

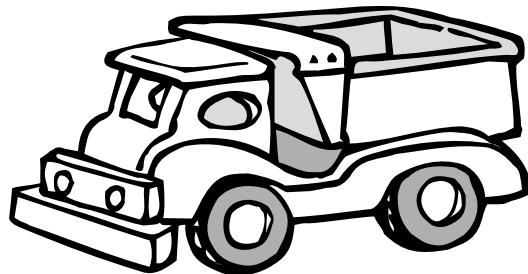
Name _____

The Drum

Color the picture if it rhymes with **drum**.



10



To the Teacher: Review the picture names with students.
(thumb, sun, gum, truck, ten, plum)

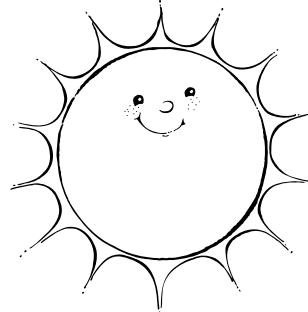
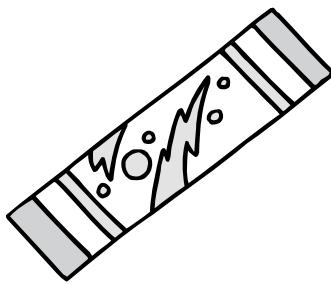
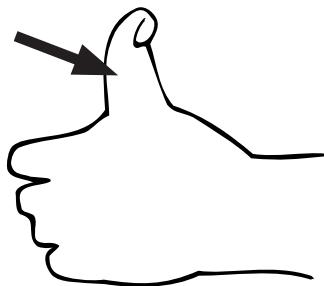
Identifying words that rhyme

Name - - - - -

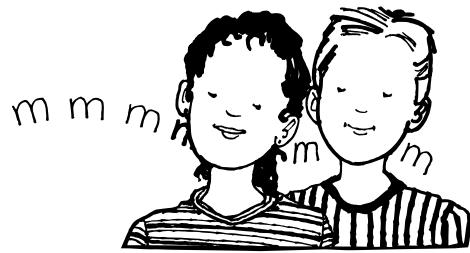
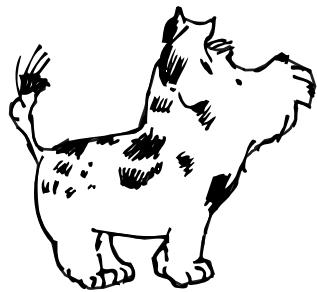
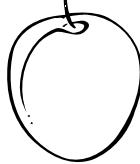
Find the Rhyme

Circle the pictures in each row that rhyme.

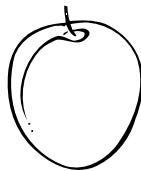
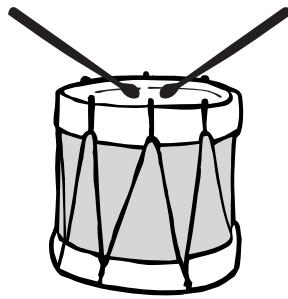
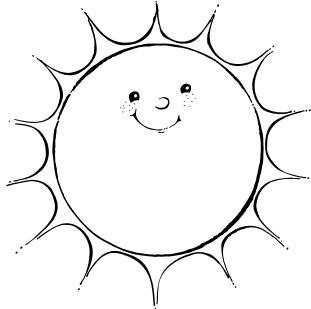
1.



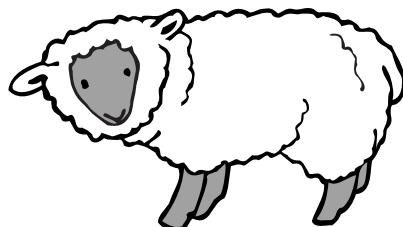
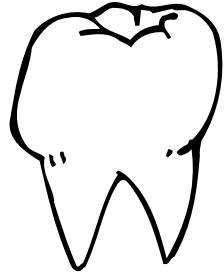
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. thumb, gum, sun; 2. plum, dog, hum; 3. sun, drum, plum; 4. tooth, sheep, sweep)

Distinguishing rhyming words

Name _____

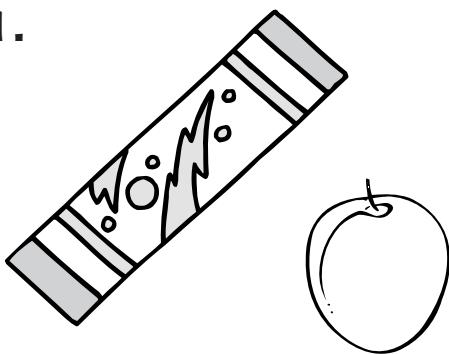
Rhyming Pairs

Say the names of the pictures.

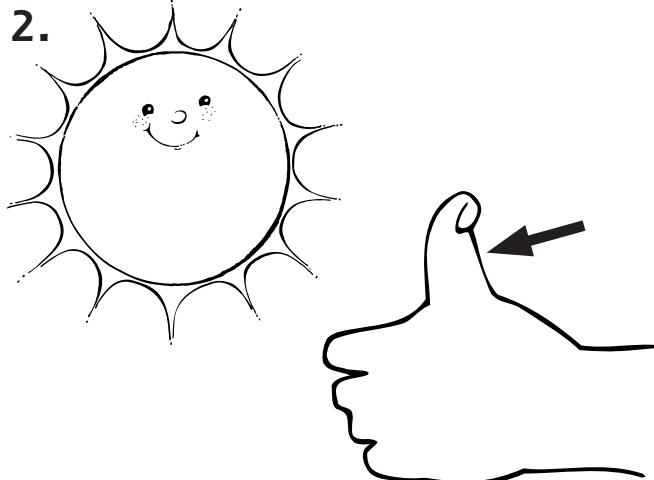
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

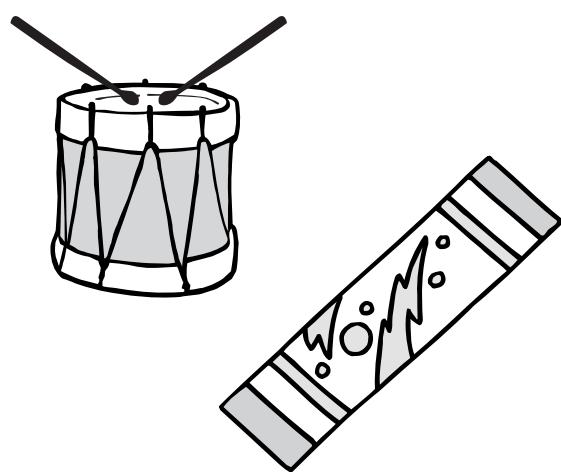
1.



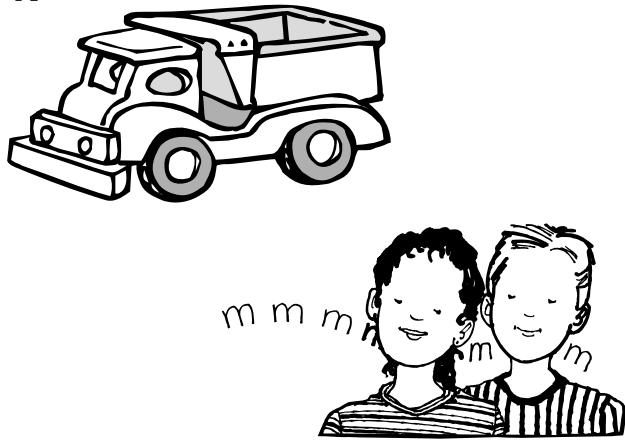
2.



3.



4.



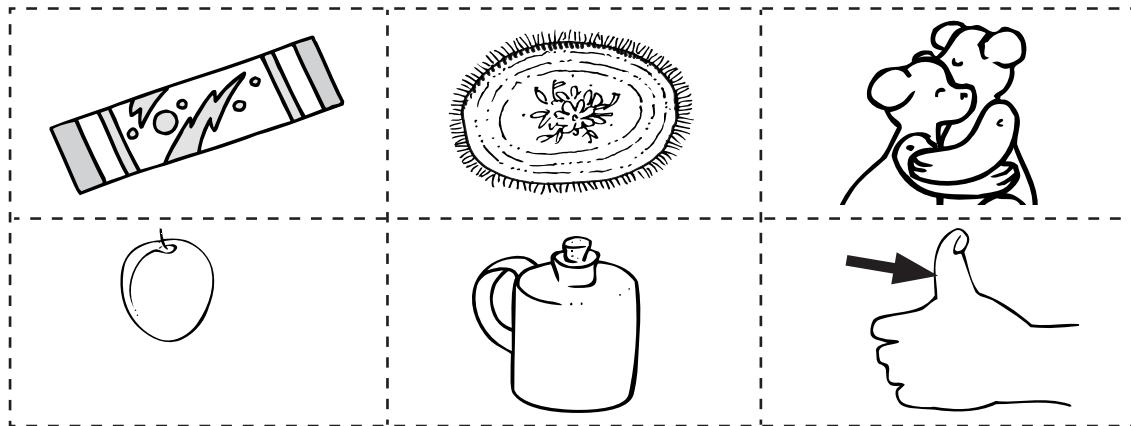
To the Teacher: Review the picture names with students.
(1. gum, plum; 2. sun, thumb; 3. drum, gum; 4. truck, hum)

Finding rhyming pairs

Name - - - - -

Drum and Bug

Say the name of each picture.
Glue them in sets that rhyme.

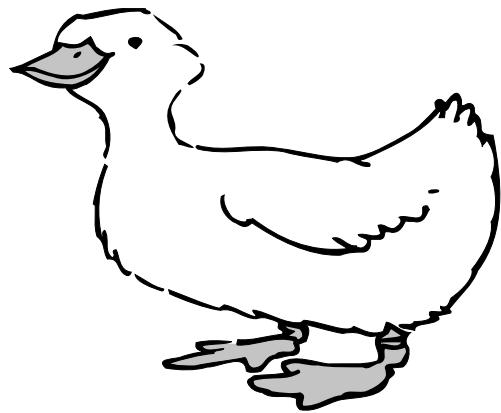
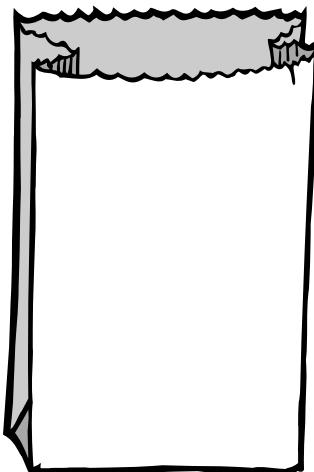
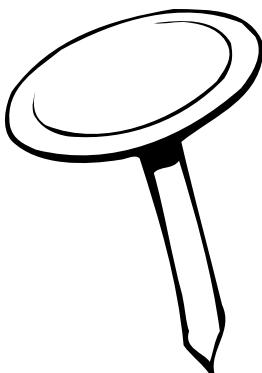


Identifying words that rhyme

Name - - - - -

On Track

Color the picture if it rhymes with **track**.



To the Teacher: Review the picture names with students.
(tack, sack, duck, backpack, black, jam)

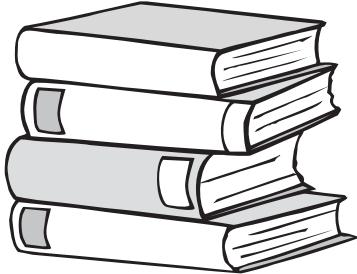
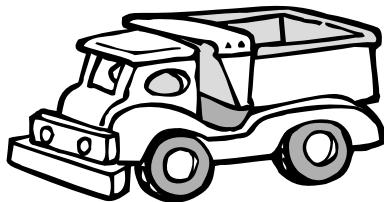
Identifying words that rhyme

Name - - - - -

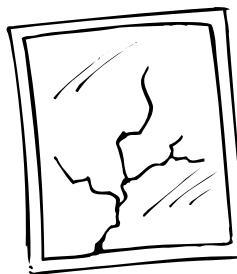
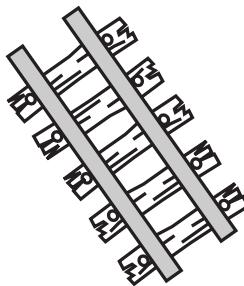
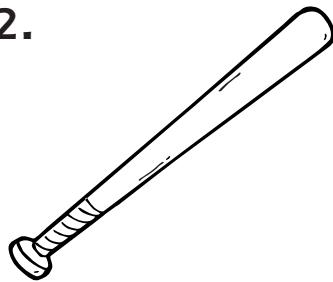
Find the Rhyme

Circle the pictures in each row that rhyme.

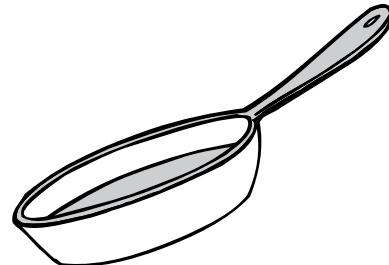
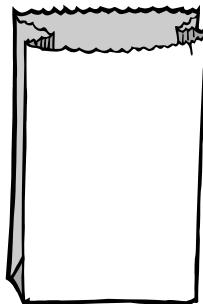
1.



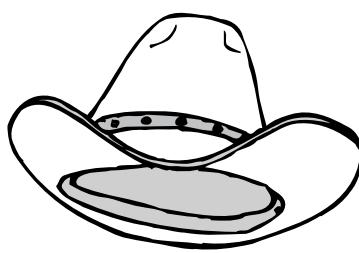
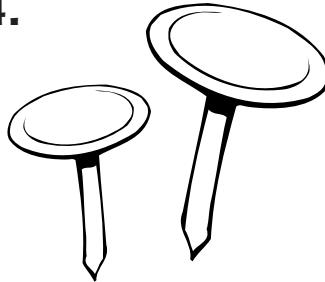
2.



3.



4.



To the Teacher: Review the picture names with students.
(1. back, truck, stack; 2. bat, track, crack; 3. black, sack, pan; 4. tacks, hat, tracks)

Distinguishing rhyming words

Name _____

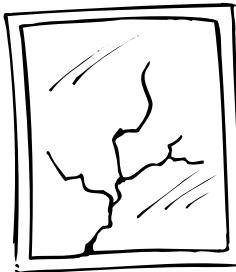
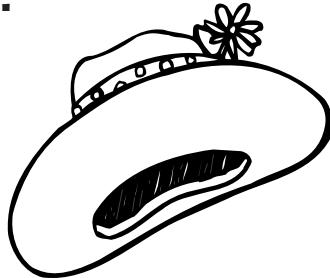
Rhyming Pairs

Say the names of the pictures.

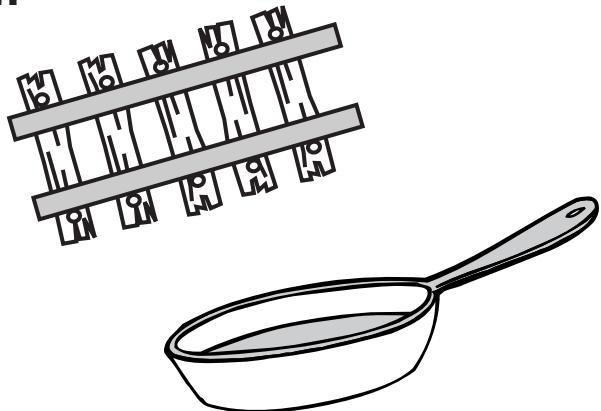
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

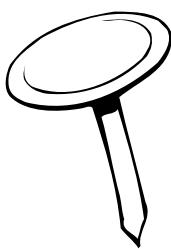
1.



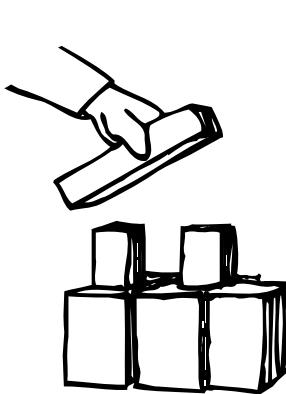
2.



3.



4.



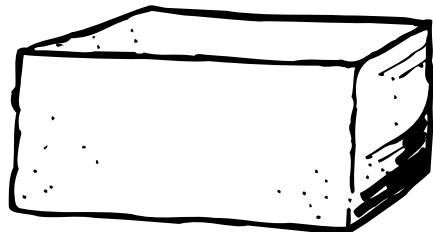
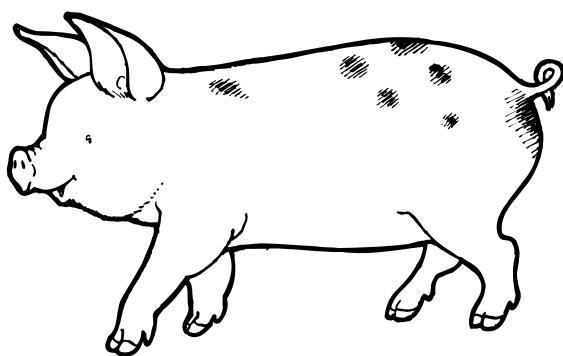
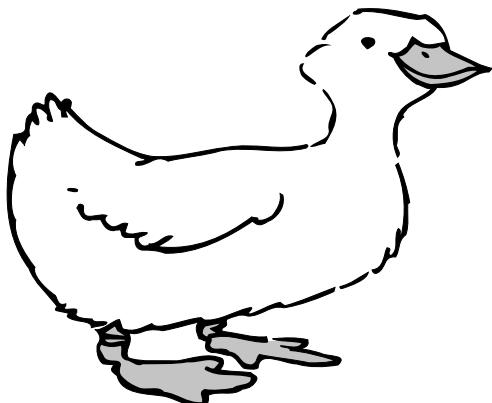
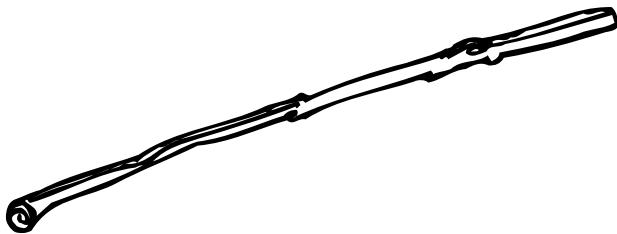
To the Teacher: Review the picture names with students.
(1. hat, crack; 2. track, pan; 3. tack, black; 4. stacks, tracks)

Finding rhyming pairs

Name - - - - -

Here, Chick!

Color the picture if it rhymes with chick.



To the Teacher: Review the picture names with students.
(stick, duck, lick, kick, brick, pig)

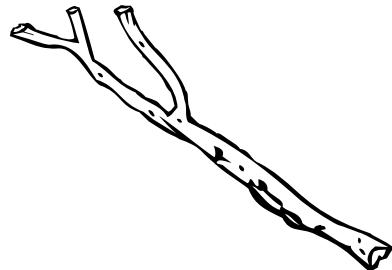
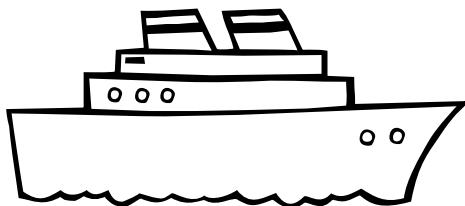
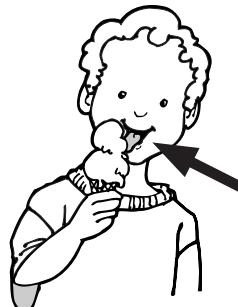
Identifying words that rhyme

Name _____

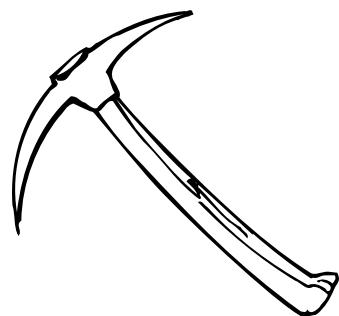
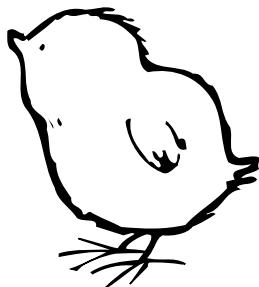
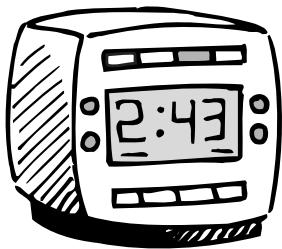
Find the Rhyme

Circle the pictures in each row that rhyme.

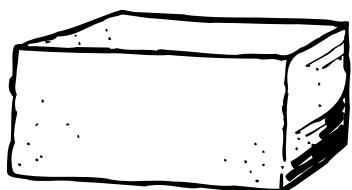
1.



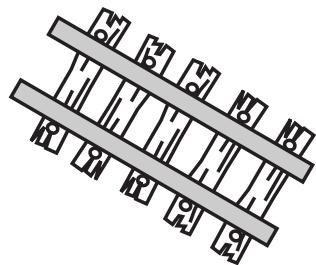
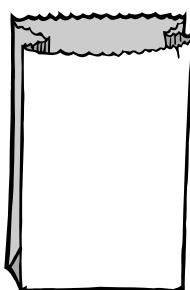
2.



3.



4.



To the Teacher: Review the picture names with students.
(1. lick, ship, stick; 2. clock, chick, pick; 3. brick, kick, lock; 4. bat, sack, track)

Distinguishing rhyming words

Name - - - - -

Rhyming Pairs

Say the names of the pictures.

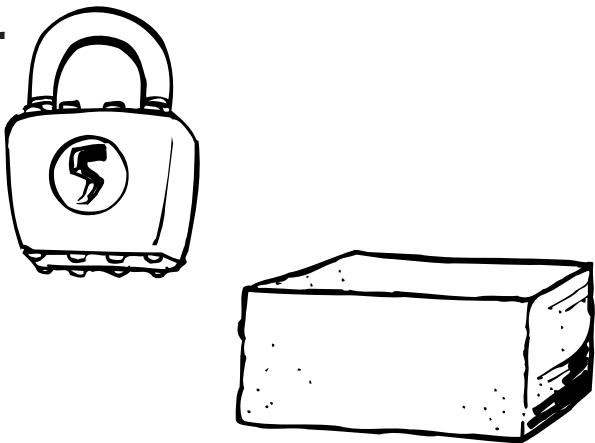
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

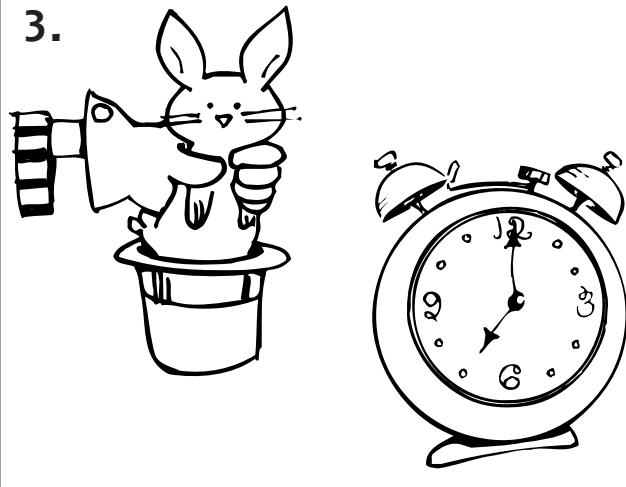
1.



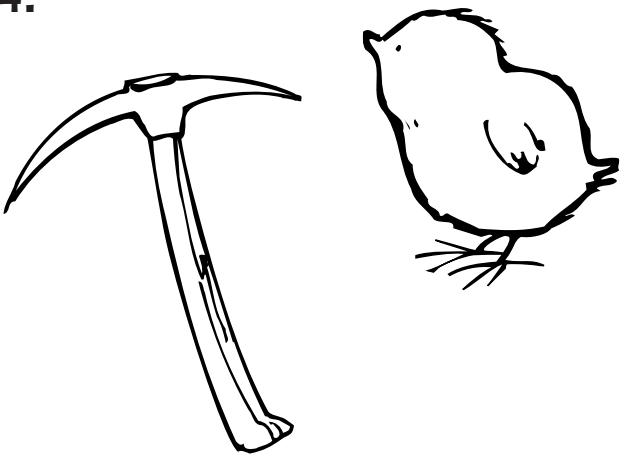
2.



3.



4.



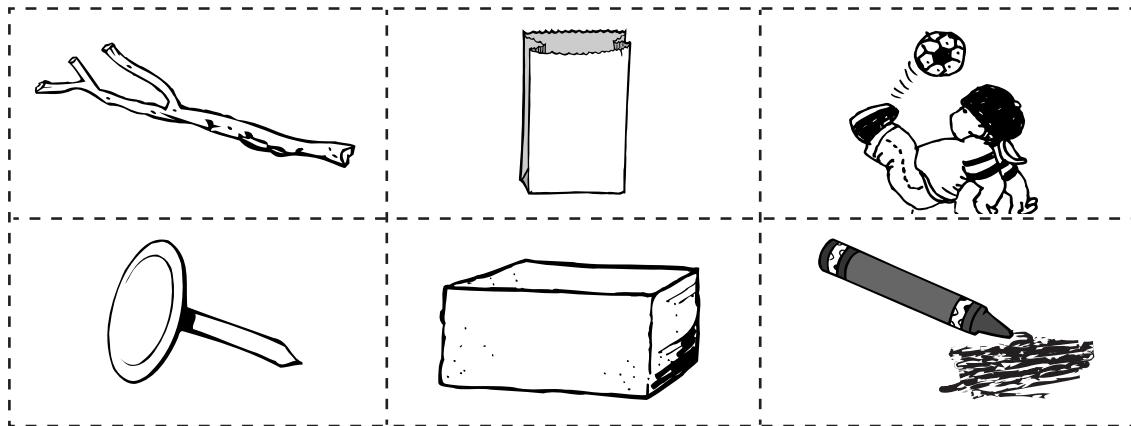
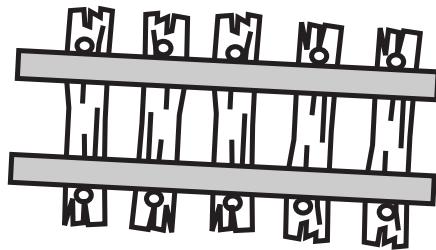
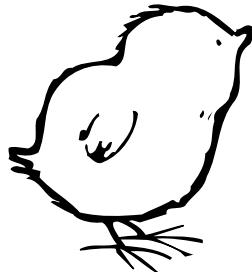
To the Teacher: Review the picture names with students.
(1. kick, stick; 2. lock, brick; 3. trick, clock; 4. pick, chick)

Finding rhyming pairs

Name _____

Chick or Track?

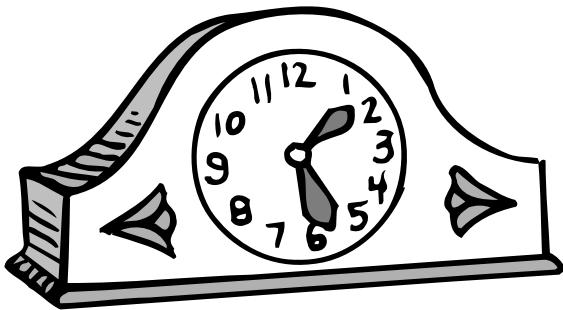
Say the name of each picture.
Glue them in sets that rhyme.



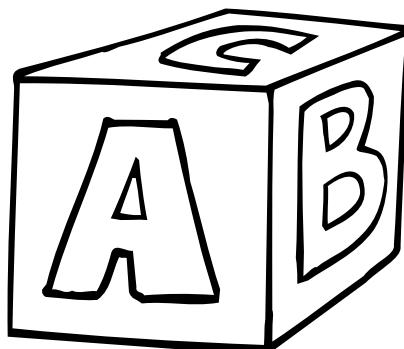
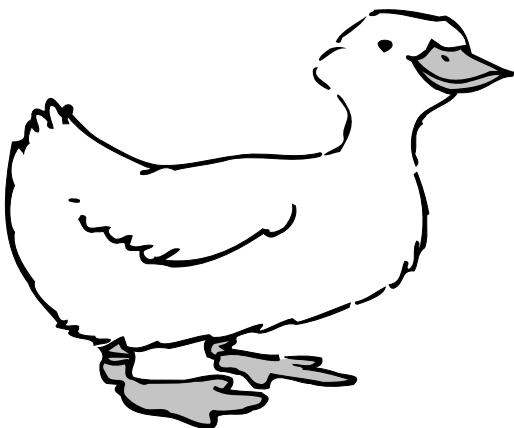
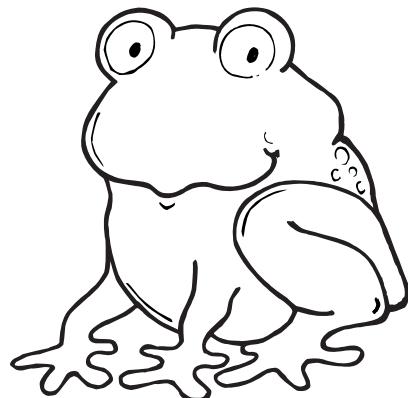
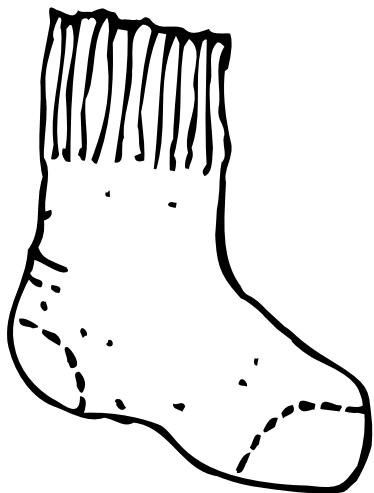
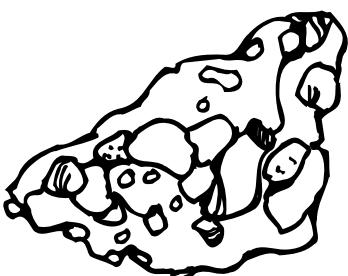
Distinguishing rhyming words

Name - - - - -

Color the picture if it rhymes with **lock**.



Lock It!



To the Teacher: Review the picture names with students.
(clock, rock, sock, frog, block, duck)

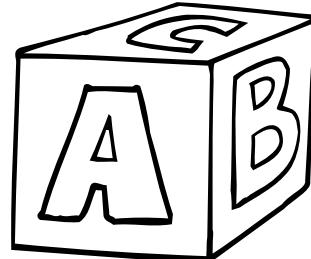
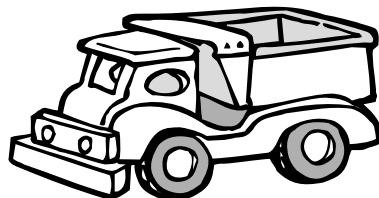
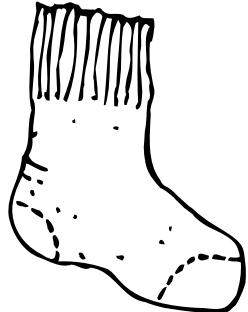
Identifying words that rhyme

Name _____

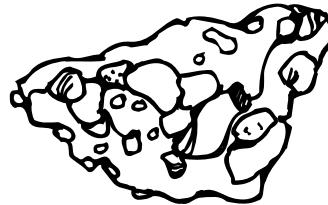
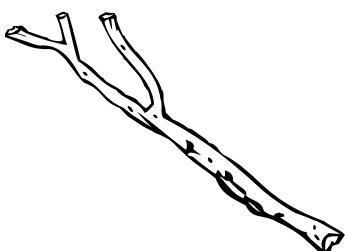
Find the Rhyme

Circle the pictures in each row that rhyme.

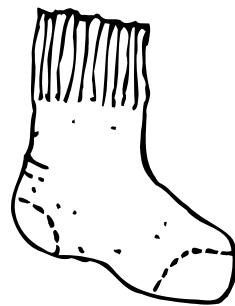
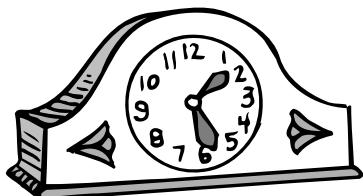
1.



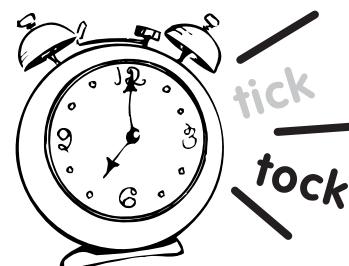
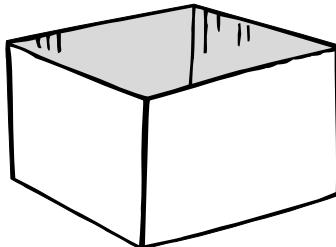
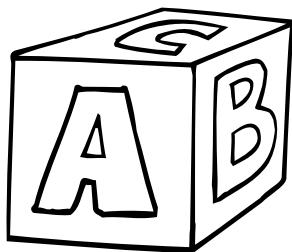
2.



3.



4.



To the Teacher: Review the picture names with students.
(1. sock, truck, block; 2. stick, lock, rock; 3. clock, sock, sack; 4. block, box, "tock")

Distinguishing rhyming words

Name - - - - -

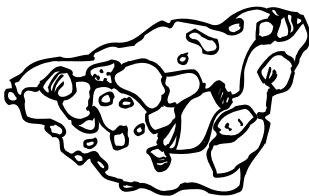
Rhyming Pairs

Say the names of the pictures.

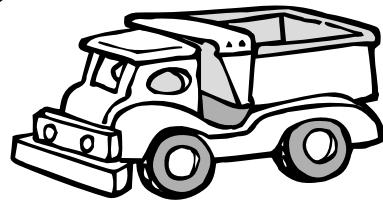
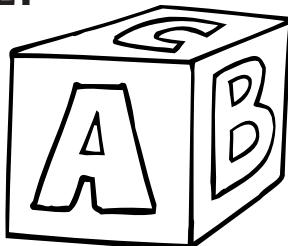
Circle ☺ if the pictures rhyme.

Circle ☹ if the pictures do not rhyme.

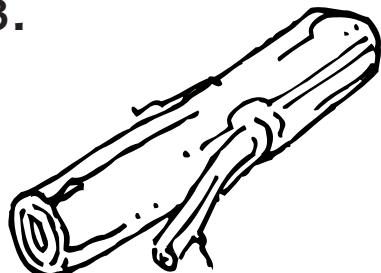
1.



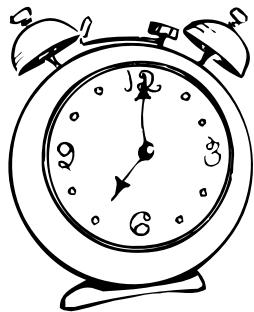
2.



3.



4.



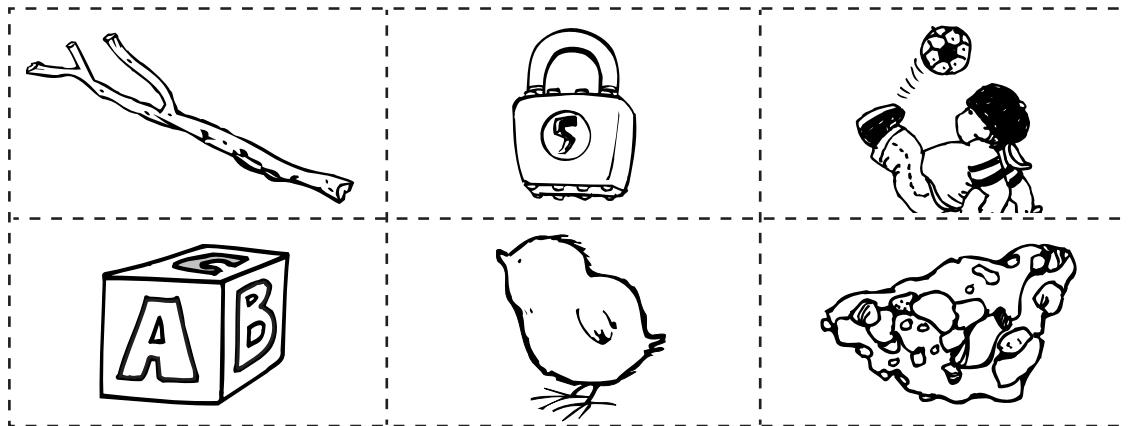
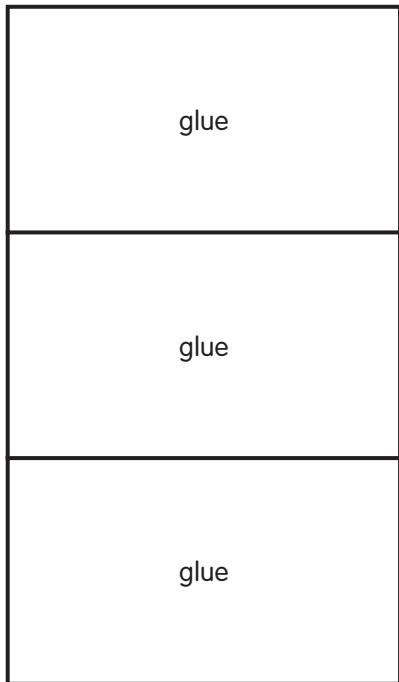
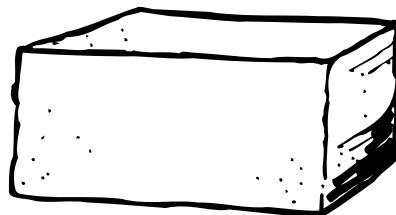
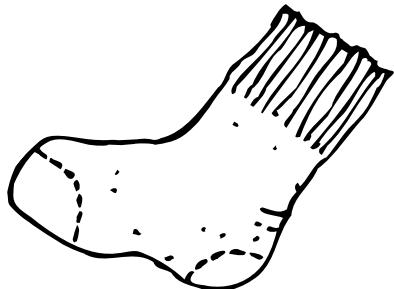
To the Teacher: Review the picture names with students.
(1. lock, rock; 2. block, truck; 3. log, mop; 4. clock, sock)

Finding rhyming pairs

Name _____

A Sock and a Brick

Say the name of each picture.
Glue them in sets that rhyme.



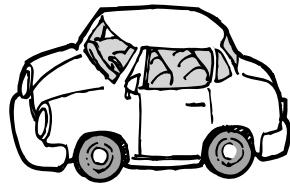
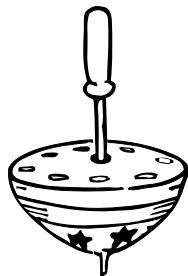
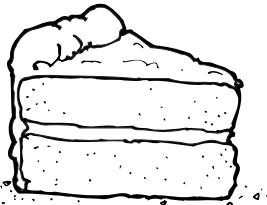
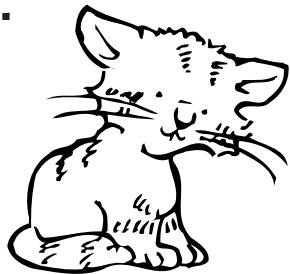
Distinguishing rhyming words

Name - - - - -

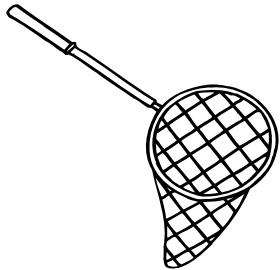
Same Sound

Circle the pictures in each row that begin with the same sound as the first one.

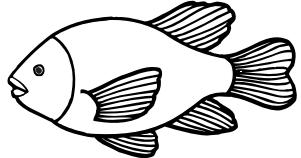
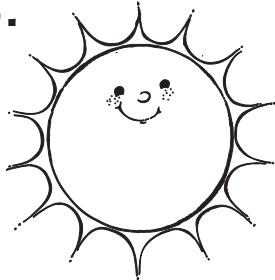
1.



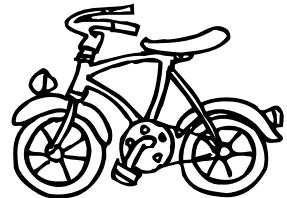
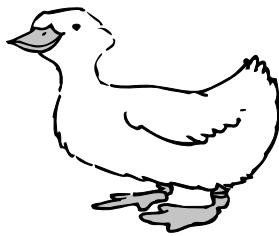
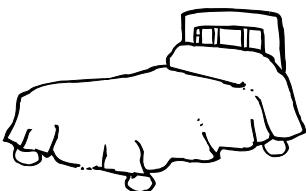
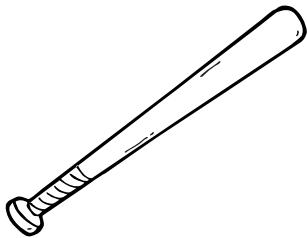
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. cat, cake, top, car; 2. mop, net, mouse, man; 3. sun, soap, scissors, fish; 4. bat, bed, duck, bike)

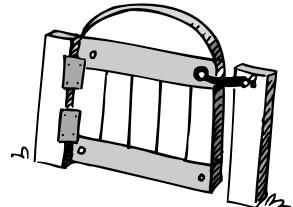
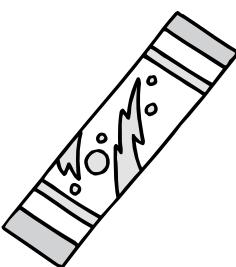
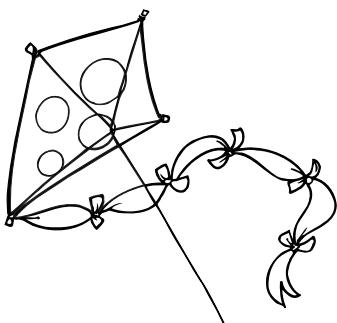
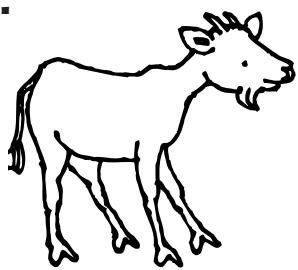
Identifying beginning sounds

Name _____

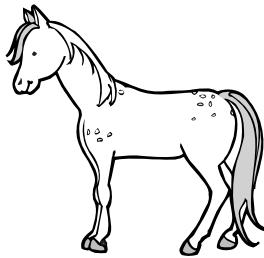
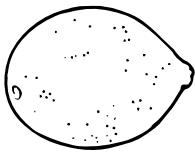
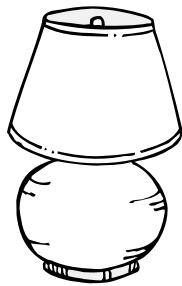
Listen to the Beginning

Circle the pictures in each row that begin with the same sound as the first one.

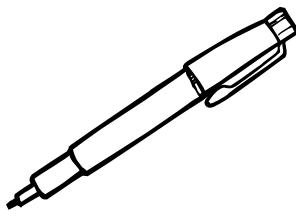
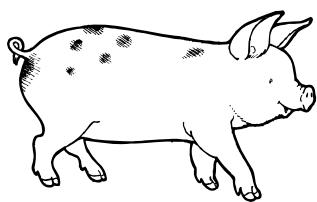
1.



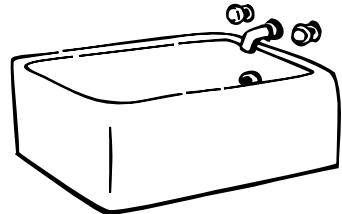
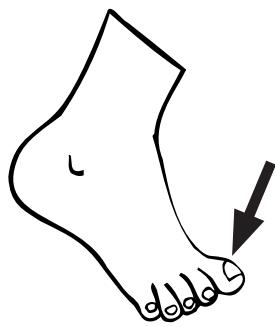
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. goat, kite, gum, gate; 2. lamp, lemon, horse, lips; 3. pig, paint, pen, boy; 4. toe, ten, doll, tub)

Identifying beginning sounds

Name - - - - -

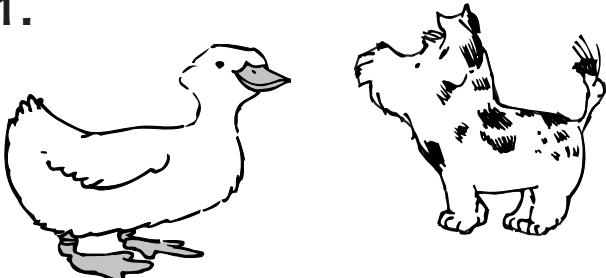
Beginning Sounds

Say the names of the pictures.

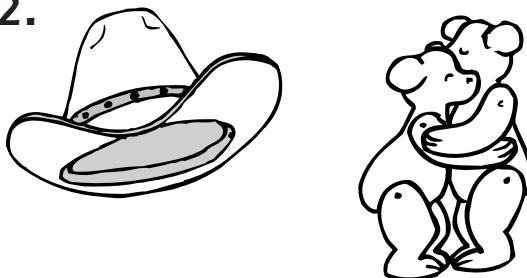
Circle ☺ if the pictures begin with the same sound.

Circle ☹ if the pictures do not begin with the same sound.

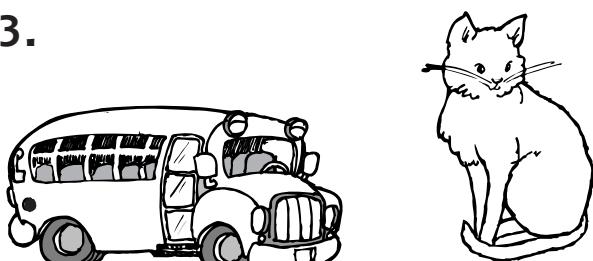
1.



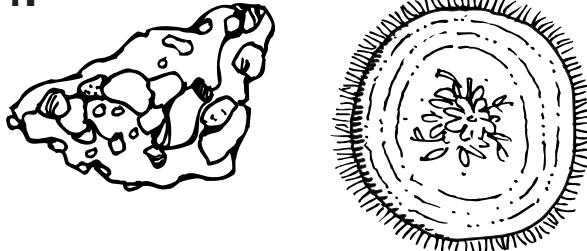
2.



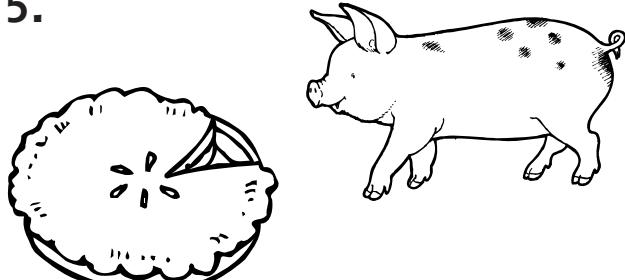
3.



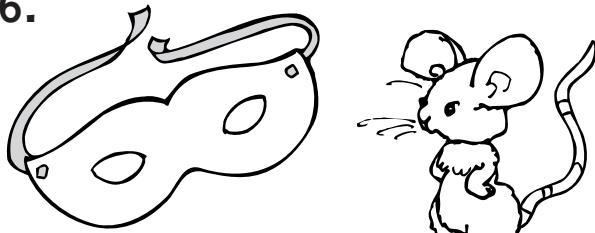
4.



5.



6.



To the Teacher: Review the picture names with students.

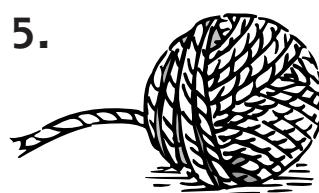
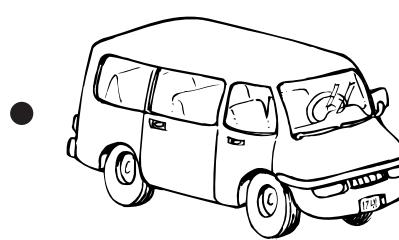
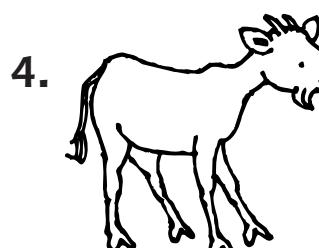
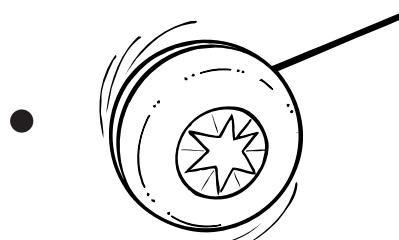
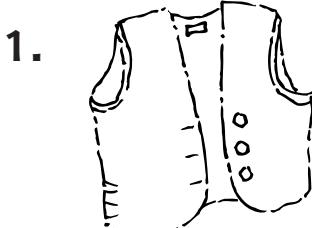
(1. duck, dog; 2. hat, hug; 3. bus, cat; 4. rock, rug; 5. pie, pig; 6. mask, mouse)

Identifying beginning sounds

Name _____

Match Them Up

Listen for the beginning sounds.
Draw lines to match.



To the Teacher: Review the picture names with students.
(1. vest, 2. nine, 3. bird, 4. goat, 5. yarn; nest, barn, yo-yo, van, gopher)

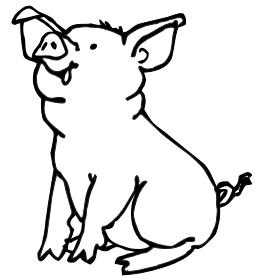
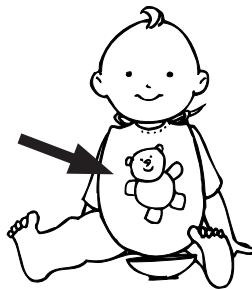
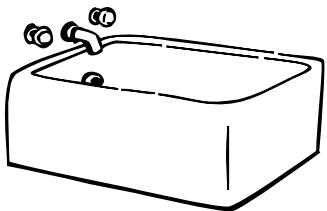
Identifying beginning sounds

Name - - - - -

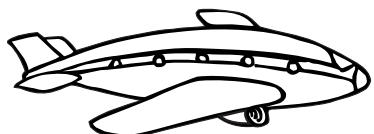
Ending Sounds

Circle the pictures in each row that end with the same sound as the first one.

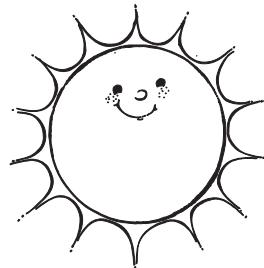
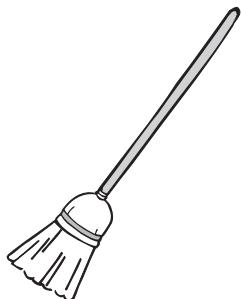
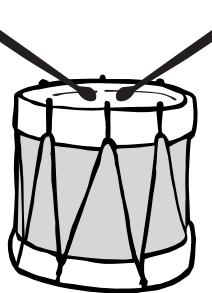
1.



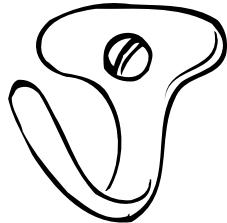
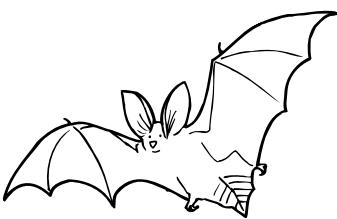
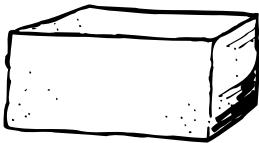
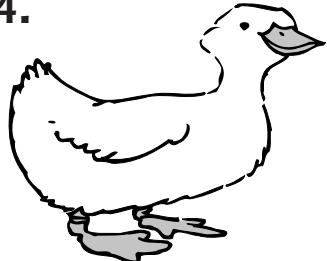
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. tub, crib, bib, pig; 2. jet, cup, foot, boat; 3. drum, jam, broom, sun; 4. duck, brick, bat, hook)

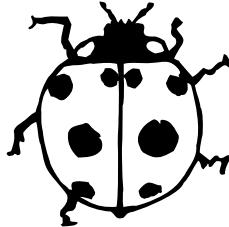
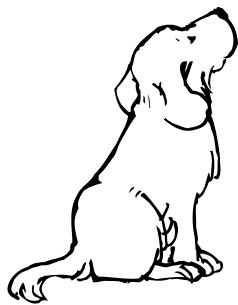
Identifying ending sounds

Name _____

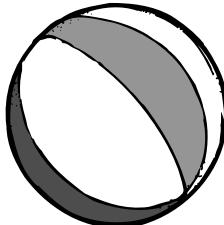
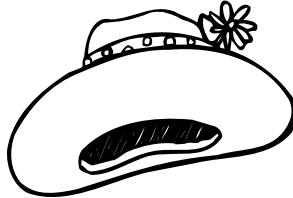
Circle Another

Circle the pictures in each row that end with the same sound as the first one.

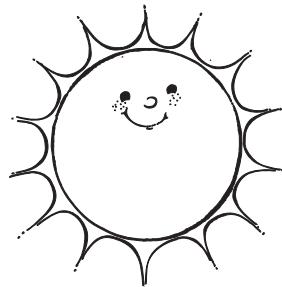
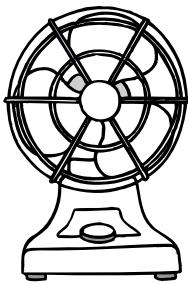
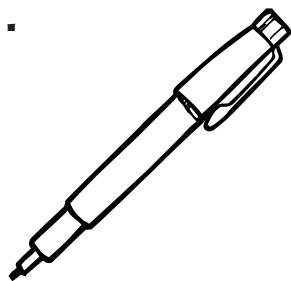
1.



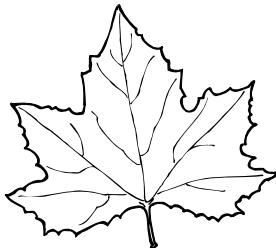
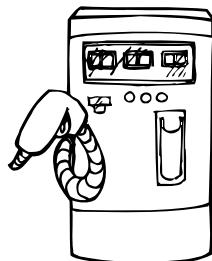
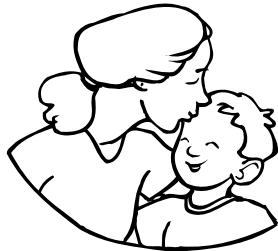
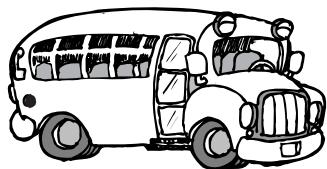
2.



3.



4.



To the Teacher: Review the picture names with students.

(1. dog, pig, sad, bug; 2. doll, hat, ball, girl; 3. pen, fan, mop, sun; 4. bus, kiss, gas, leaf)

Identifying ending sounds

Name - - - - -

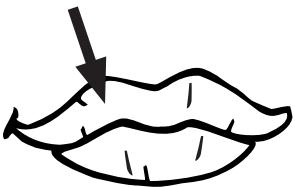
What Comes at the End?

Say the names of the pictures.

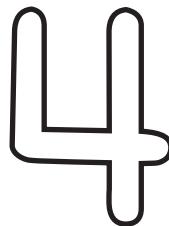
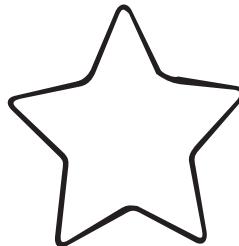
Circle ☺ if the pictures end with the same sound.

Circle ☹ if the pictures do not end with the same sound.

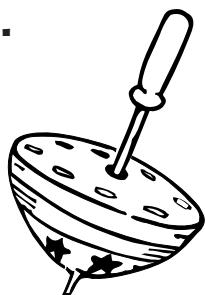
1.



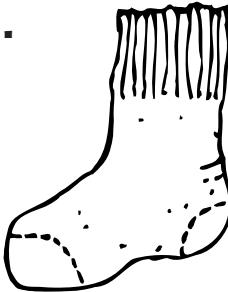
2.



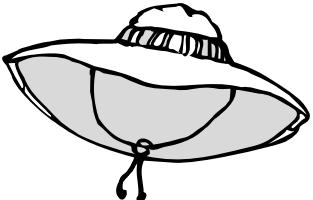
3.



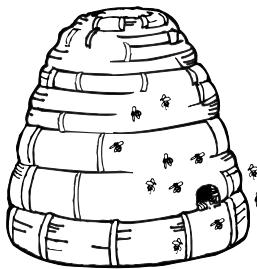
4.



5.



6.



To the Teacher: Review the picture names with students.

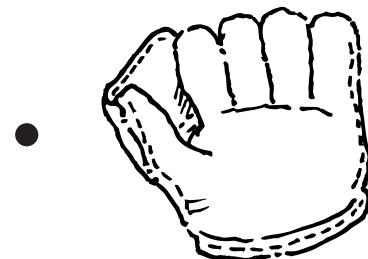
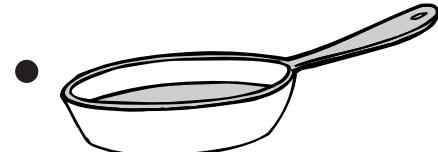
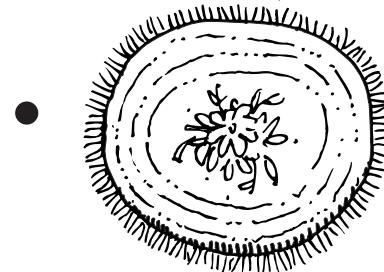
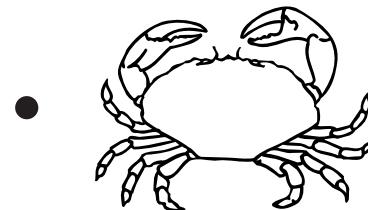
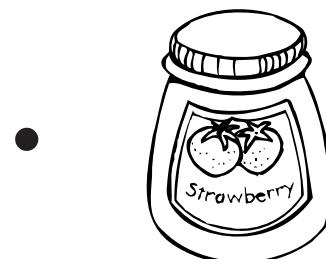
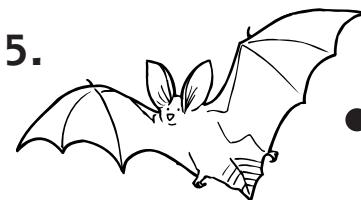
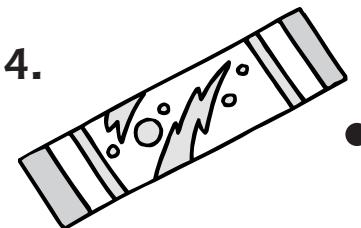
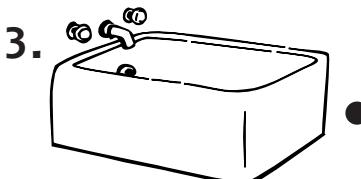
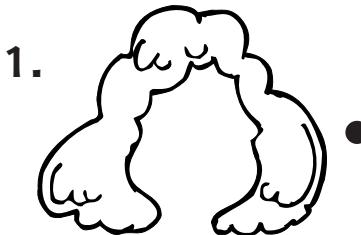
(1. lip, pig; 2. star, four; 3. top, cup; 4. sock, lock; 5. coat, hat; 6. hive, five)

Identifying ending sounds

Name - - - - -

Which One?

Listen for the ending sounds.
Draw lines to match.



To the Teacher: Review the picture names with students.
(1. wig, 2. ten, 3. tub, 4. gum, 5. bat; jam, crab, rug, pan, mitt)

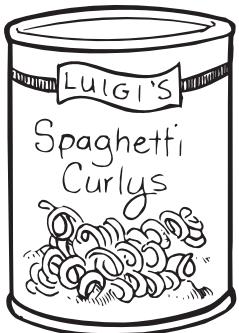
Identifying ending sounds

Name - - - - -

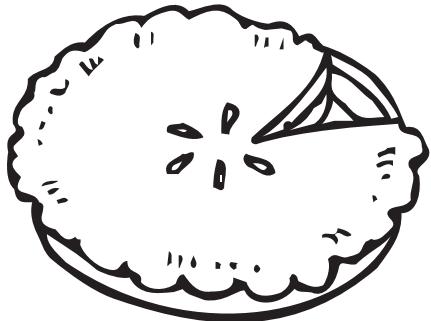
How Many Sounds?

Count the letter sounds you hear in each word.
Fill in the circles to show how many you hear.

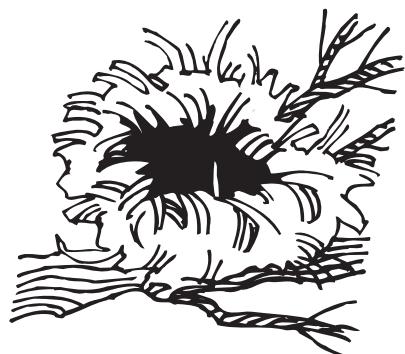
1.



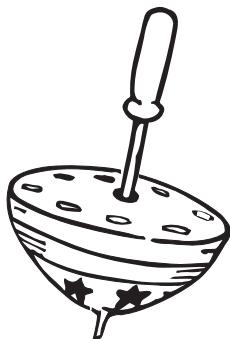
2.



3.



4.



5.



6.

10

To the Teacher: Review the picture names with students. Have students say the word, separate and count the sounds, then repeat the word again.

(1. can, 2. pie, 3. nest, 4. top, 5. bats, 6. ten)

Practice counting sounds (phonemes)

Name _____

Listen and Count

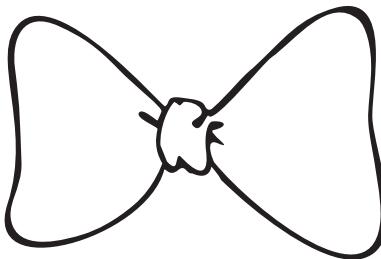
Count the sounds in each word.

Fill in the circles to show how many you hear.

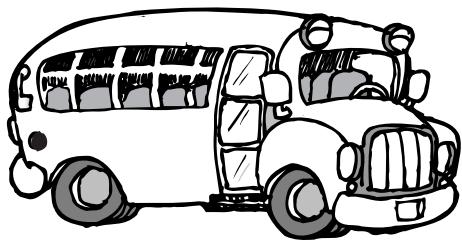
1.



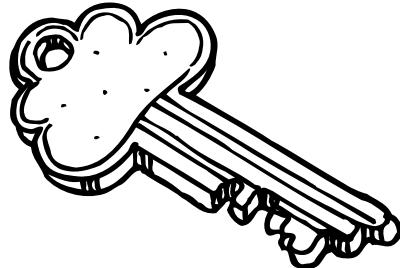
2.



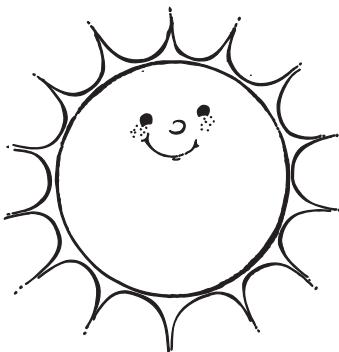
3.



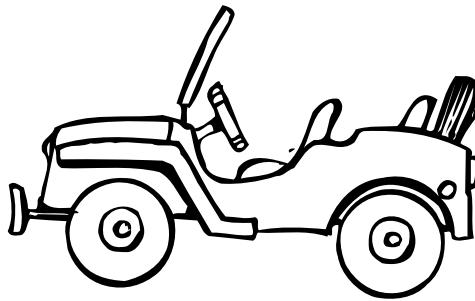
4.



5.



6.



To the Teacher: Review the picture names with students. Have students say the word, separate and count the sounds, then say the word again. (1. boat, 2. bow, 3. bus, 4. key, 5. sun, 6. jeep)

Practice counting sounds (phonemes)

Name - - - - -

Two, Three, Four!

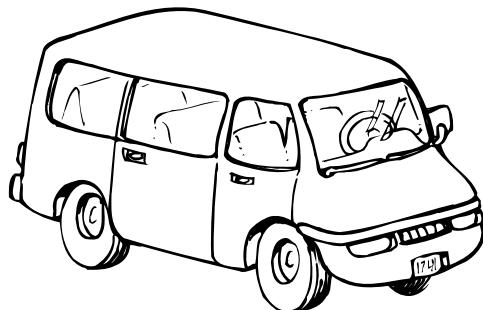
Count the sounds in each word.

Circle the number to show how many you hear.

1.



2.



2 3 4

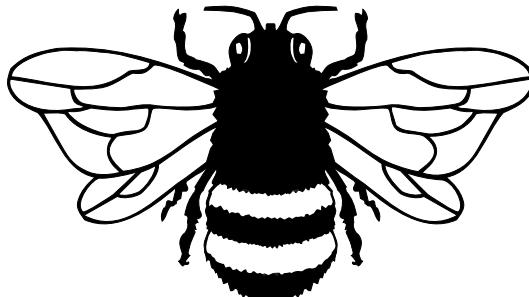
2 3 4

3.



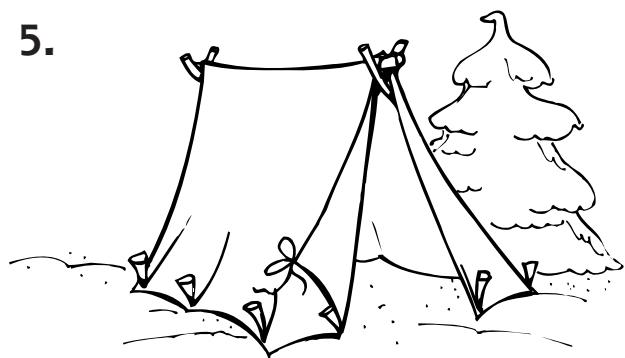
2 3 4

4.



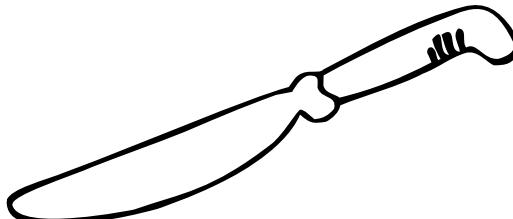
2 3 4

5.



2 3 4

6.



2 3 4

To the Teacher: Review the picture names with students. Have students say the word, separate and count the sounds, then say the word again. (1. dog, 2. van, 3. sock, 4. bee, 5. tent, 6. knife)

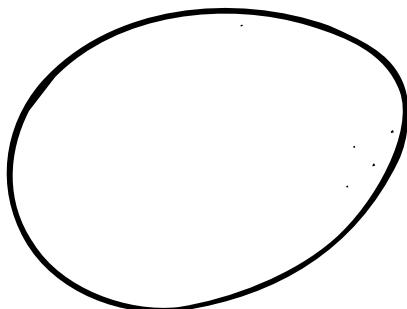
Practice counting sounds (phonemes)

Name _____

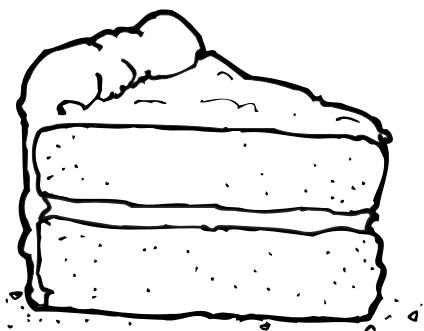
Count the Sounds

Count the sounds in each word.
Circle the number to show how many you hear.

1.



2.



2 3 4

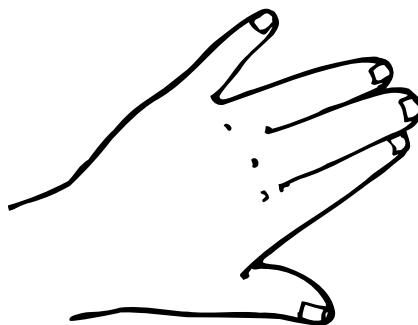
2 3 4

3.



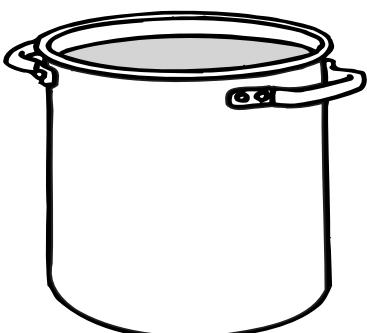
2 3 4

4.



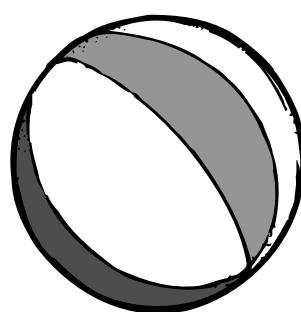
2 3 4

5.



2 3 4

6.



2 3 4

To the Teacher: Review the picture names with students. Have students say the word, separate and count the sounds, then say the word again. (1. egg, 2. cake, 3. coats, 4. hand, 5. pot, 6. ball)

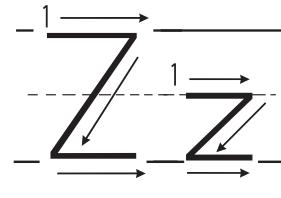
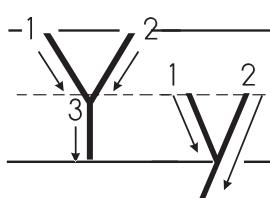
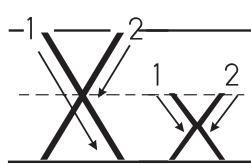
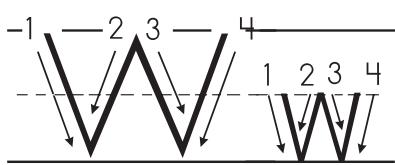
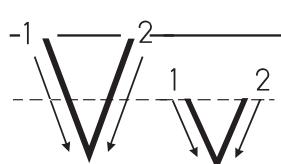
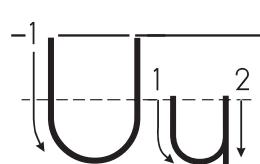
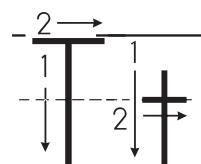
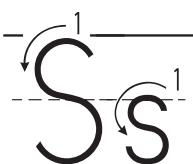
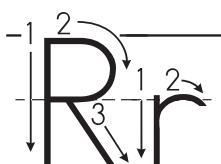
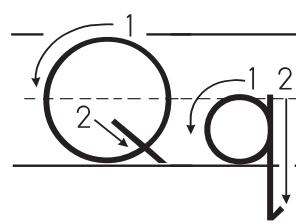
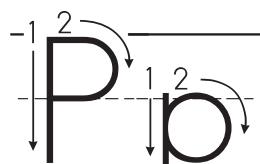
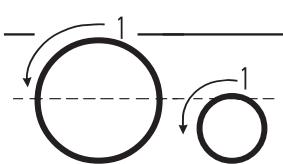
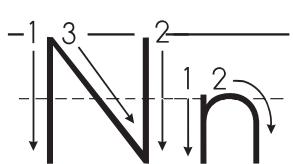
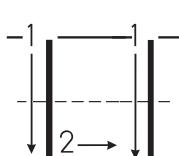
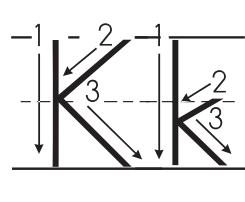
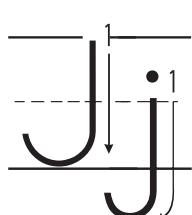
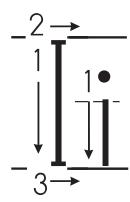
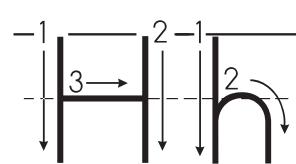
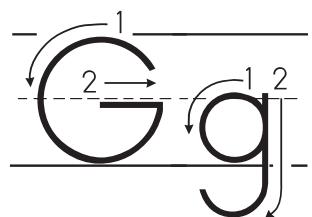
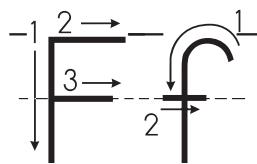
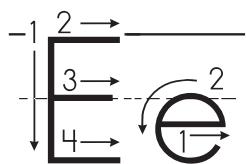
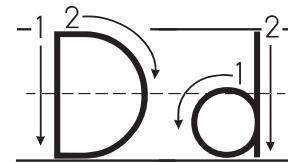
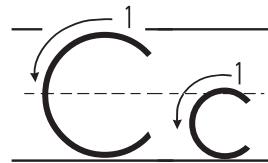
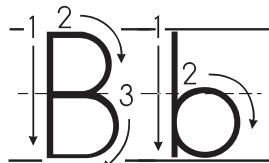
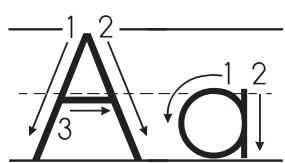
Practice counting sounds (phonemes)

Alphabetic Awareness

Identifying and writing uppercase and lowercase letters.

Traditional Manuscript Alphabet	114
Modern Manuscript Alphabet	115
<i>Aa</i>	116
<i>Bb</i>	118
<i>Cc</i>	120
<i>Dd</i>	122
<i>Ee</i>	124
<i>Ff</i>	126
<i>Gg</i>	128
<i>Hh</i>	130
<i>Ii</i>	132
<i>Jj</i>	134
<i>Kk</i>	136
<i>Ll</i>	138
<i>Mm</i>	140
<i>Nn</i>	142
<i>Oo</i>	144
<i>Pp</i>	146
<i>Qq</i>	148
<i>Rr</i>	150
<i>Ss</i>	152
<i>Tt</i>	154
<i>Uu</i>	156
<i>Vv</i>	158
<i>Ww</i>	160
<i>Xx</i>	162
<i>Yy</i>	164
<i>Zz</i>	166

Traditional Manuscript Alphabet



Modern Manuscript Alphabet

A A a a

B B b b

C C c c

D D d d

E E e e

F F f f

G G g g

H H h h

I I i i

J J j j

K K k k

L L l l

M M m m

N N n n

O O o o

P P p p

Q Q q q

R R r r

S S s s

T T t t

U U u u

V V v v

W W w w

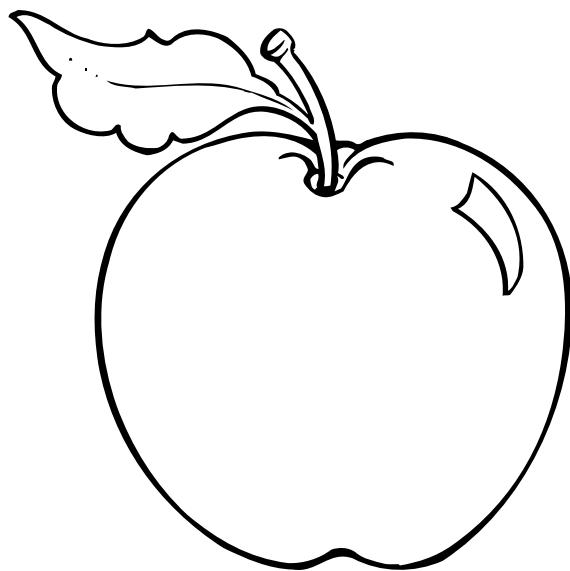
X X x x

Y Y y y

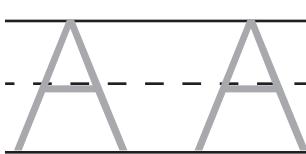
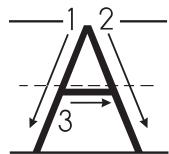
Z Z z z

Name _____

Aa
apple



Trace and write the letters.

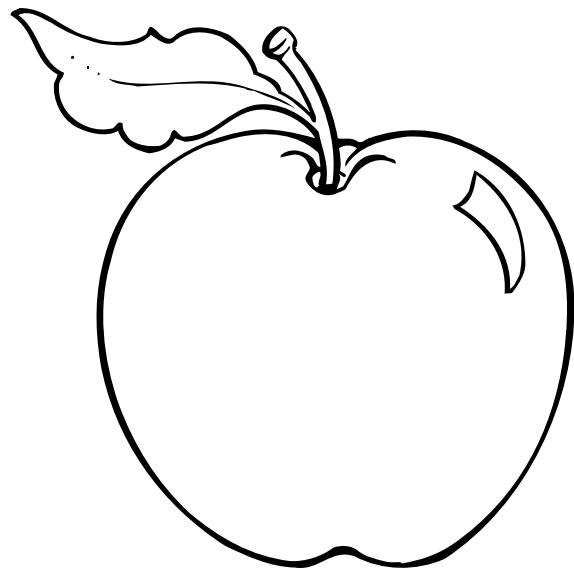


Circle A. Box a.

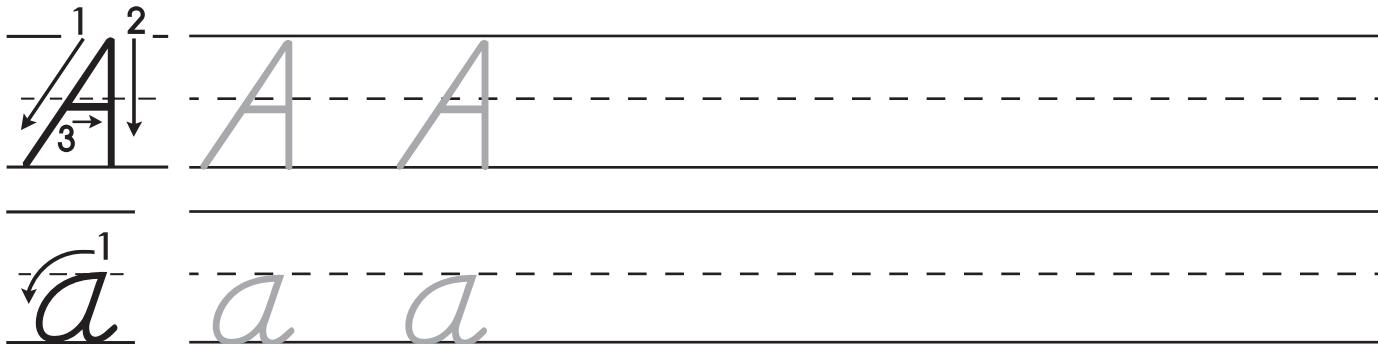
A N a a A n c
a V M v a

Name _____

Aa
apple



Trace and write the letters.



Circle A. Box a.

A N a n
a V M A a c

Identifying and writing uppercase and lowercase B, b

Name _____

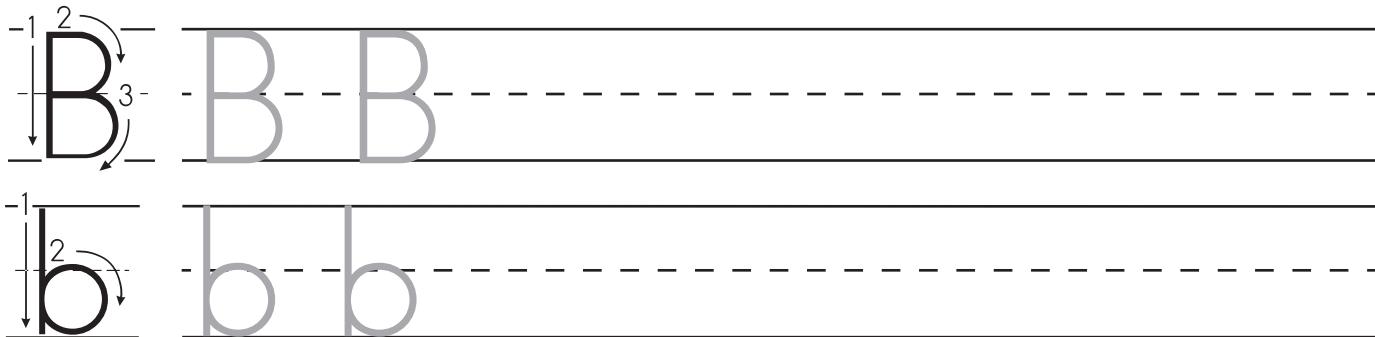
Big B, Little b

Bb

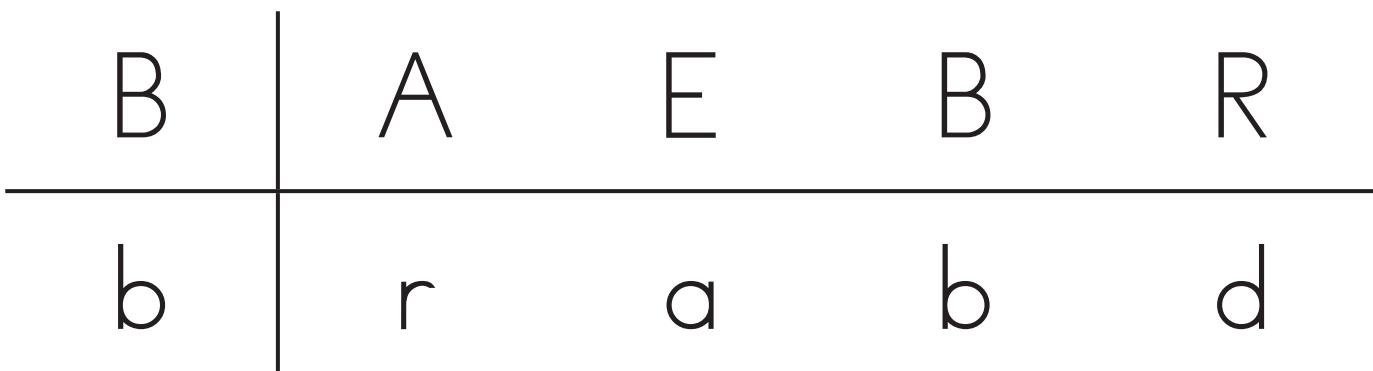
bat



Trace and write the letters.



Circle the one that matches the first one.



Identifying and writing uppercase and lowercase B, b

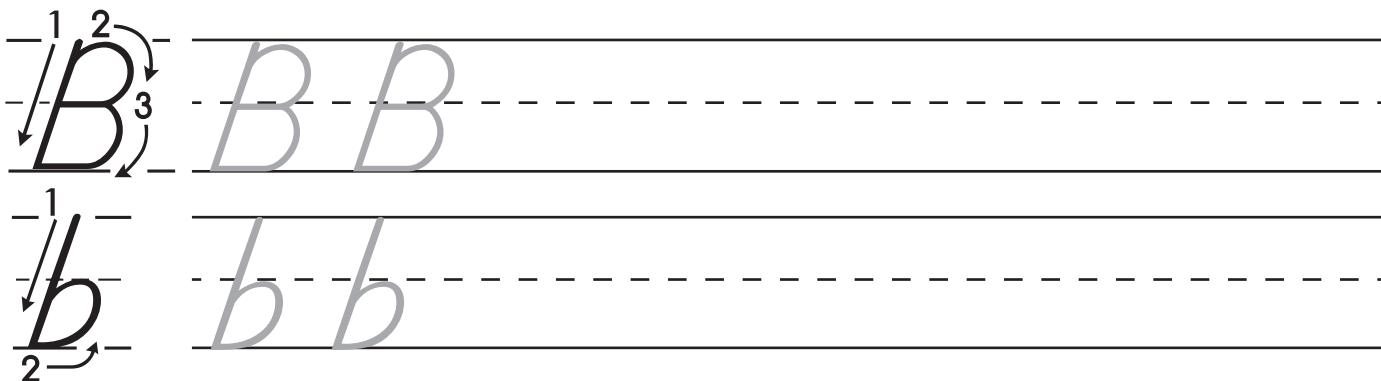
Name _____

Big B, Little b

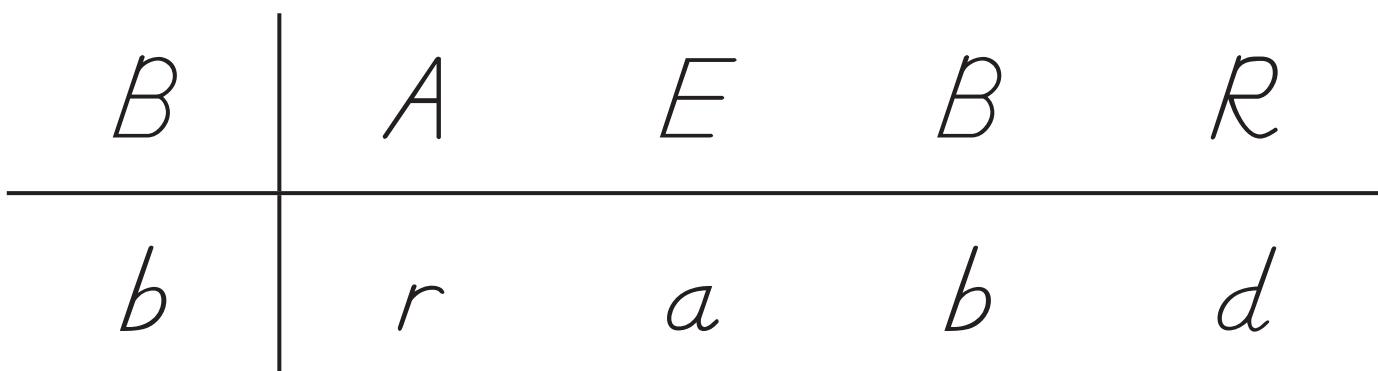
Bb
bat



Trace and write the letters.



Circle the one that matches the first one.

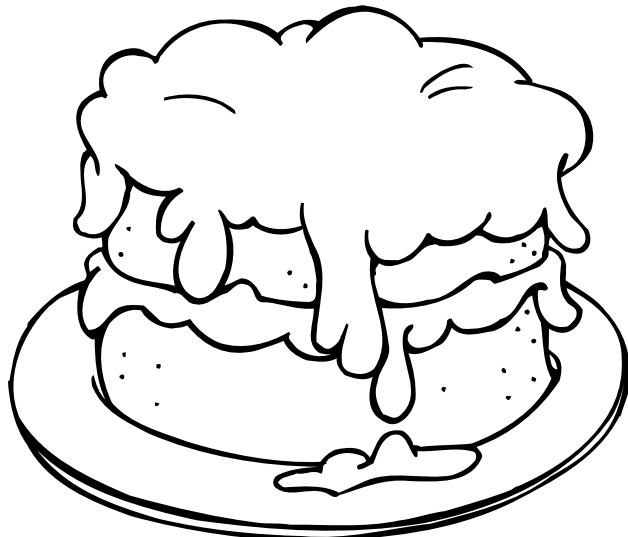


Identifying and writing uppercase and lowercase B, b

Name _____

Big C, Little c

C C
cake



Trace and write the letters.

— C — C C —
— C — C C —

— C — C C —
— C — C C —

Draw lines to match.

A

c

B

a

C

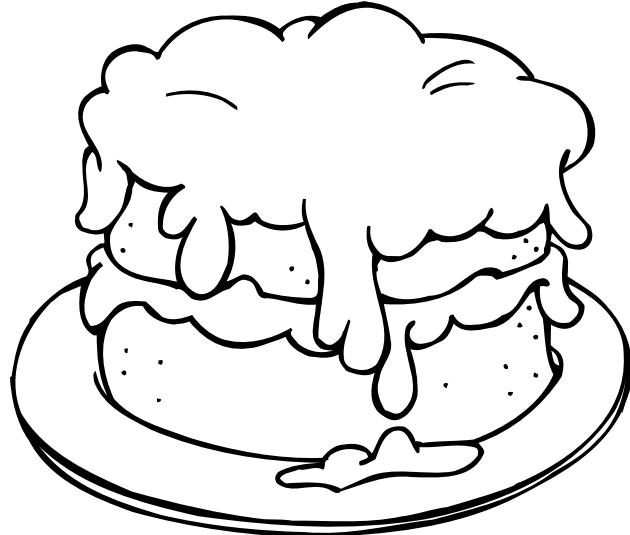
b

Identifying and writing uppercase and lowercase C, c

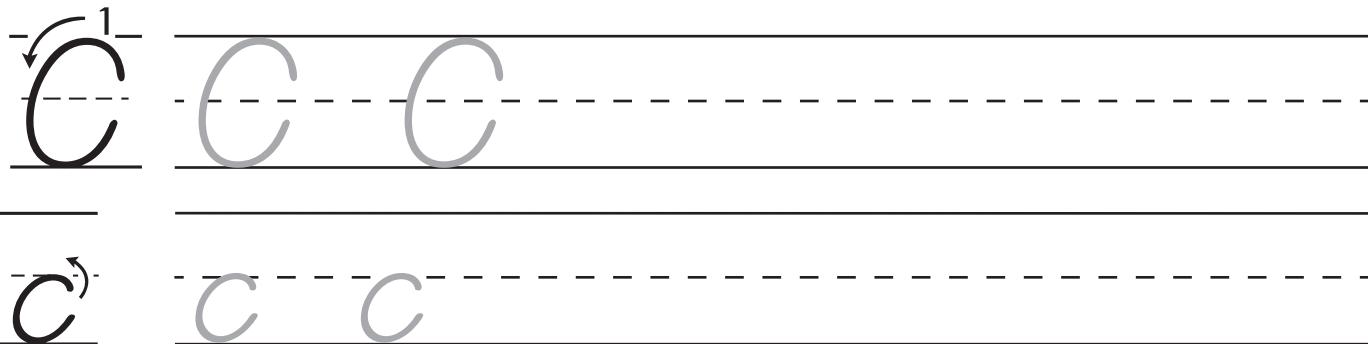
Name _____

Big C, Little c

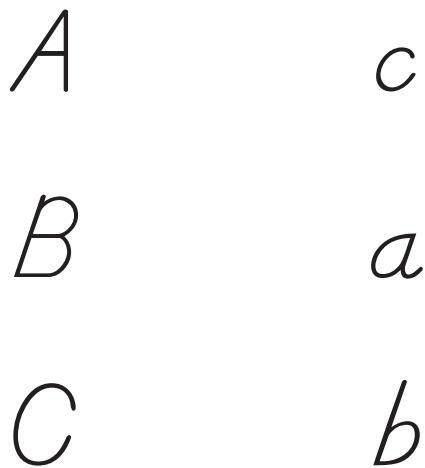
Cc
cake



Trace and write the letters.



Draw lines to match.



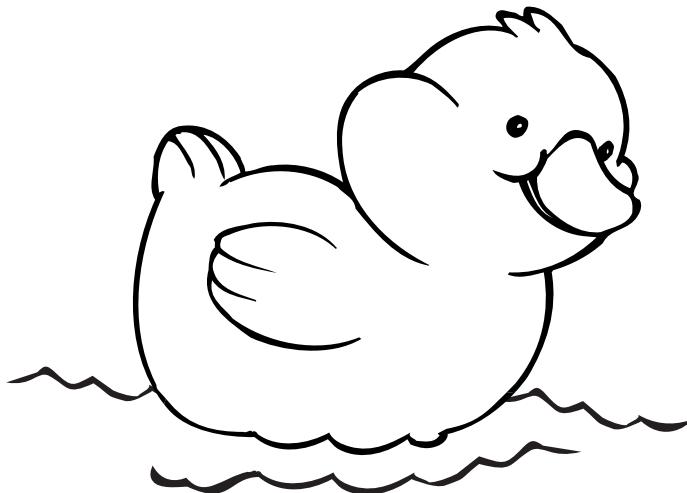
Identifying and writing uppercase and lowercase C, c

Name _____

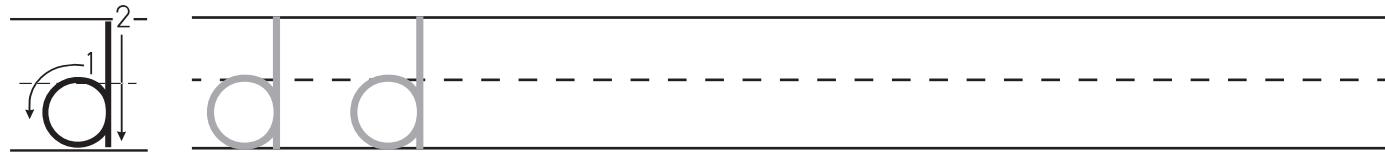
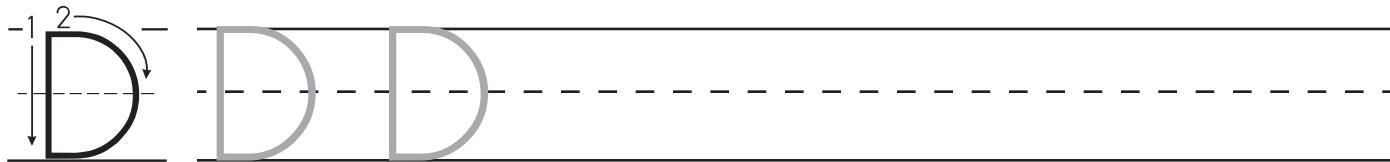
Big D, Little d

Dd

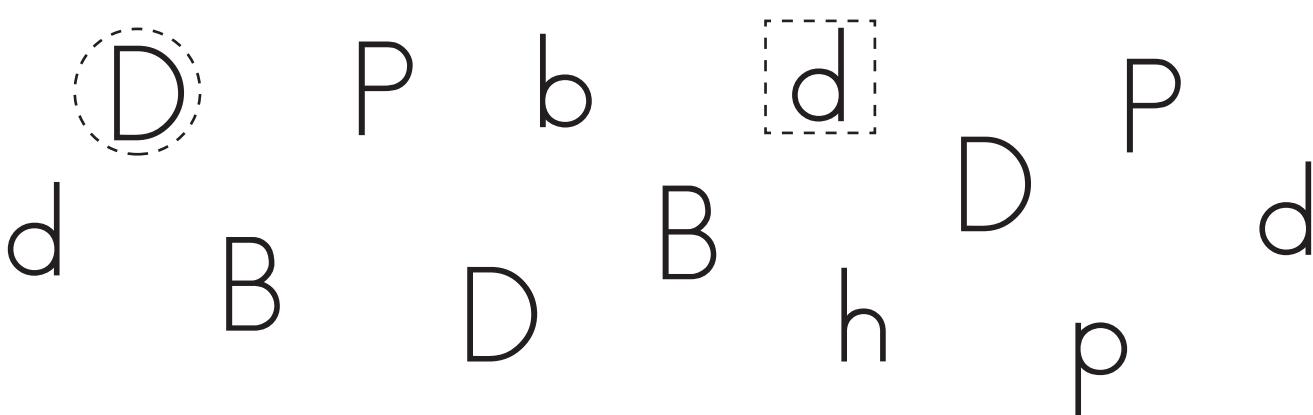
duck



Trace and write the letters.



Circle D. Box d.

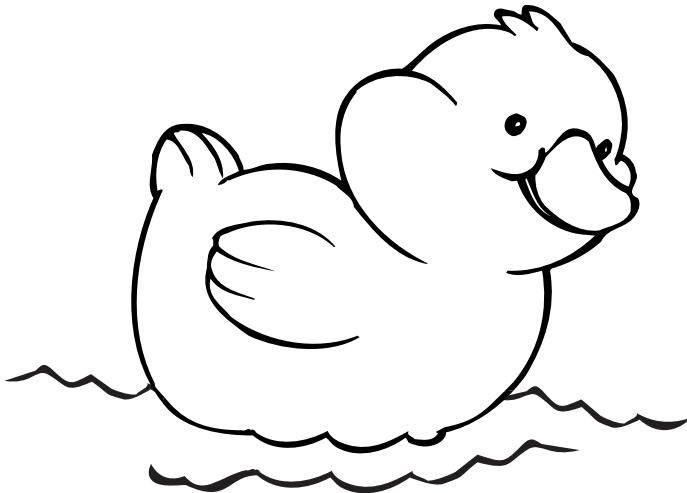


Identifying and writing uppercase and lowercase D, d

Name _____

Big D, Little d

Dd
duck



Trace and write the letters.

—¹₂— D D D

—¹₂— d d d

Circle **D**. Box **d**.

D

P

b

d

P

d

B

D

h

D

p

d

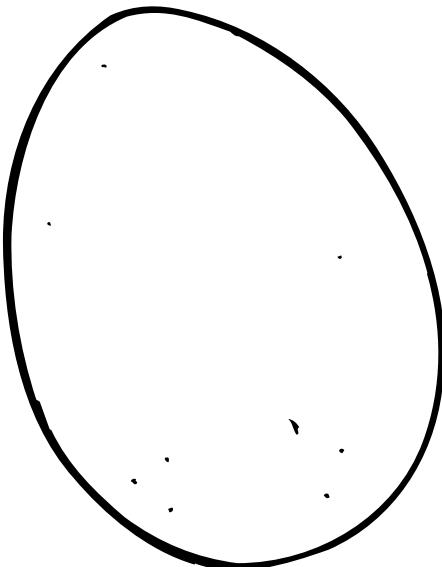
Identifying and writing uppercase and lowercase D, d

Name _____

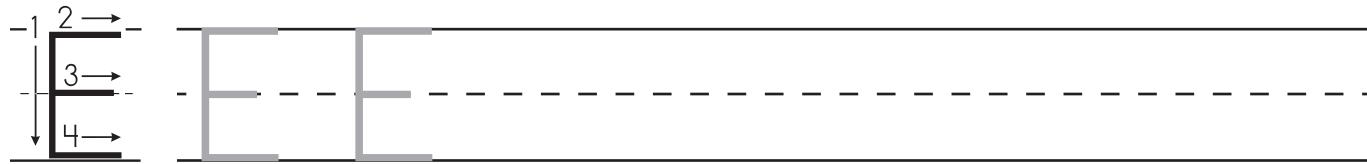
Big E, Little e

E e

egg



Trace and write the letters.



Circle the one that matches the first one.

E

F

E

B

H

e

c

a

e

o

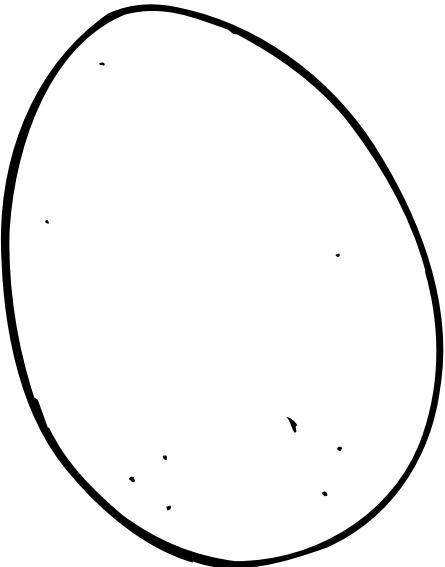
Identifying and writing uppercase and lowercase E, e

Name _____

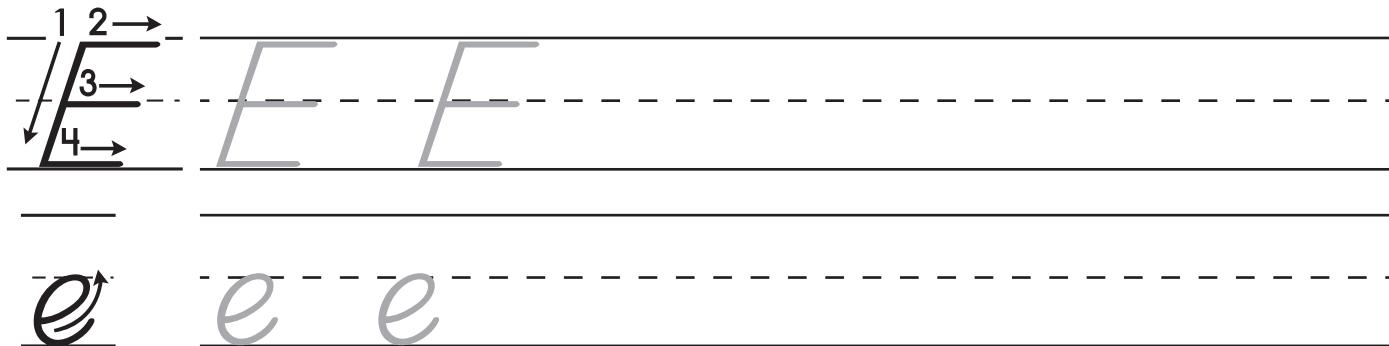
Big E, Little e

E e

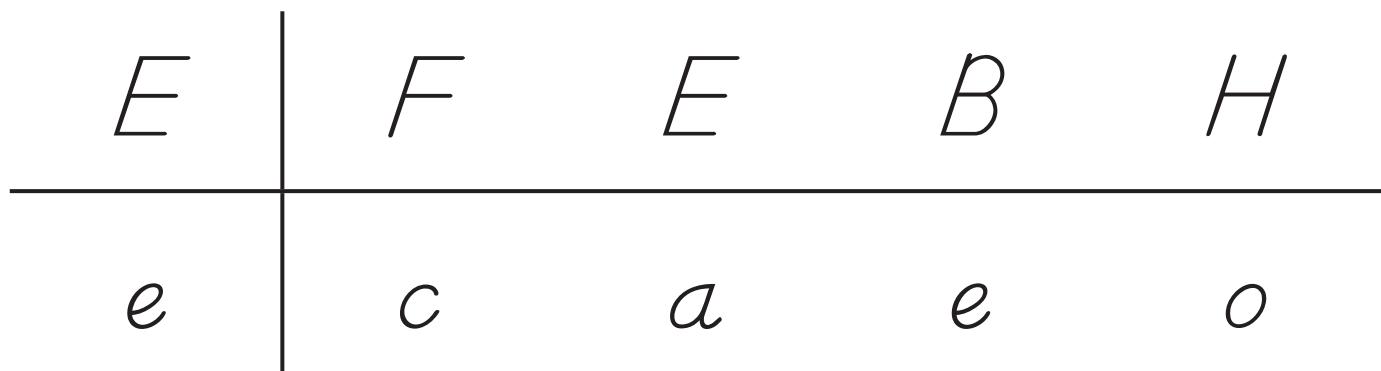
egg



Trace and write the letters.



Circle the one that matches the first one.



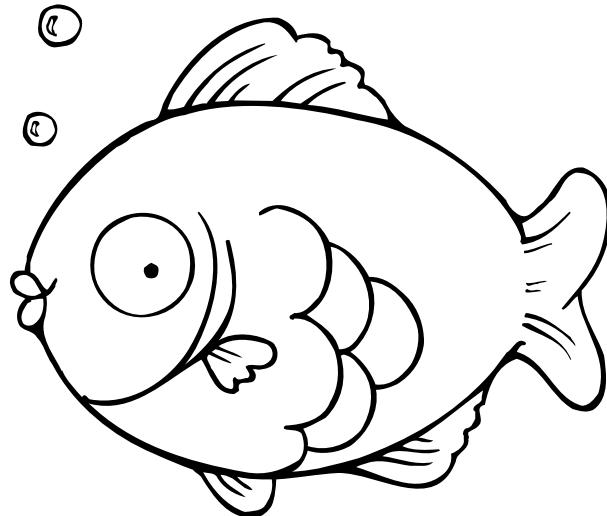
Identifying and writing uppercase and lowercase E, e

Name _____

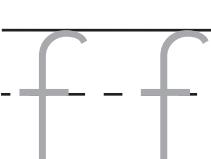
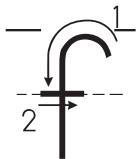
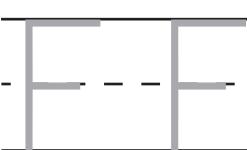
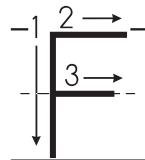
Big F, Little f

F f

fish



Trace and write the letters.



Draw lines to match.

F

d

B

f

D

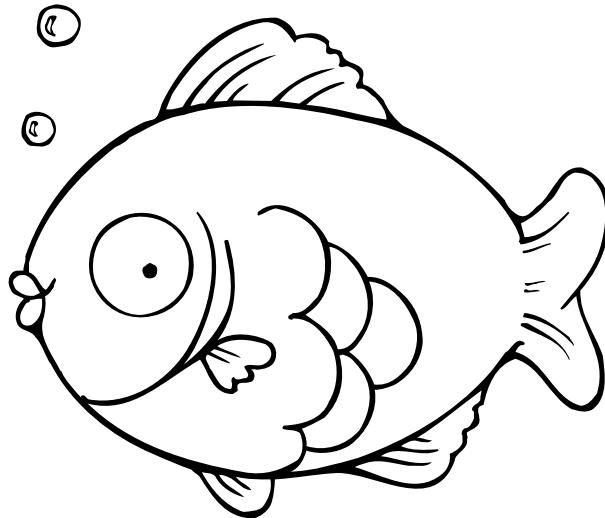
b

Identifying and writing uppercase and lowercase F, f

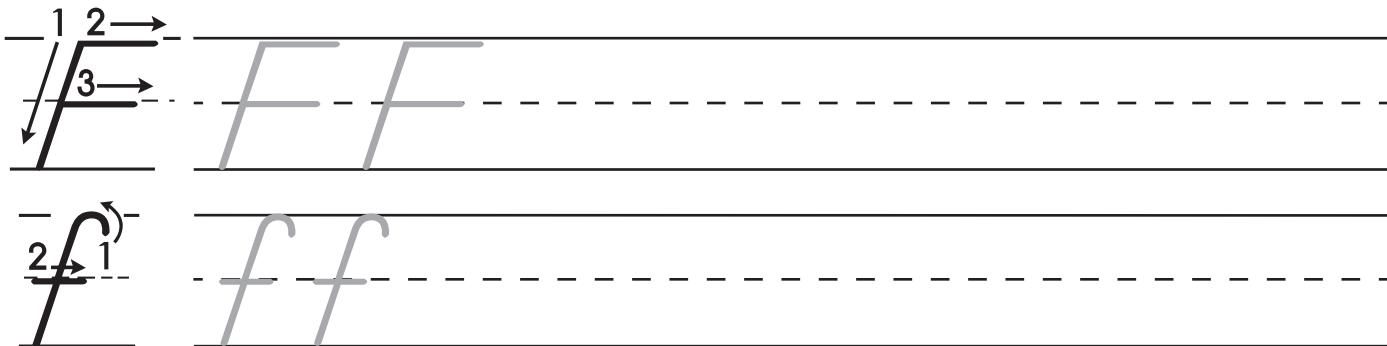
Name _____

Big F, Little f

Ff
fish



Trace and write the letters.



Draw lines to match.

F d

B f

D b

Identifying and writing uppercase and lowercase F, f

Name _____

Big G, Little g

G g

goat



Trace and write the letters.

1
2

G G G

1
2

g g g

a b c d e f

A

B

C

D

E

F

Identifying and writing uppercase and lowercase G, g

Name _____

Big G, Little g

G g
goat



Trace and write the letters.

1
G G G

1
g g g

a b c d e f

A

B

C

D

E

F

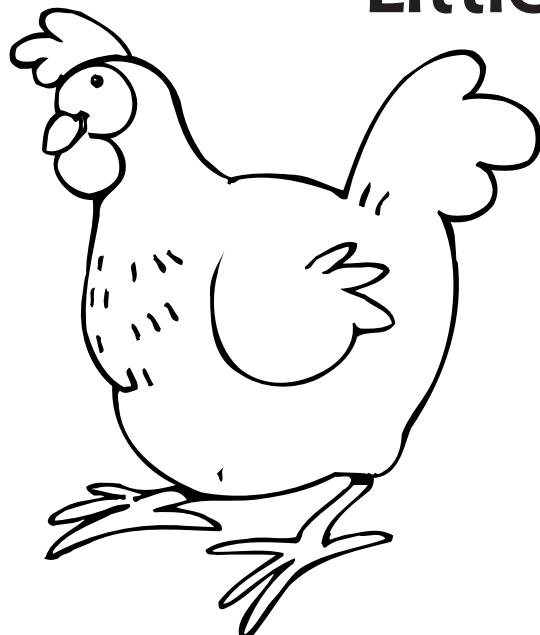
Identifying and writing uppercase and lowercase G, g

Name _____

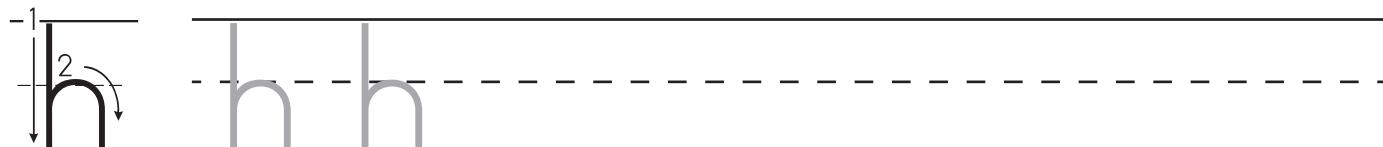
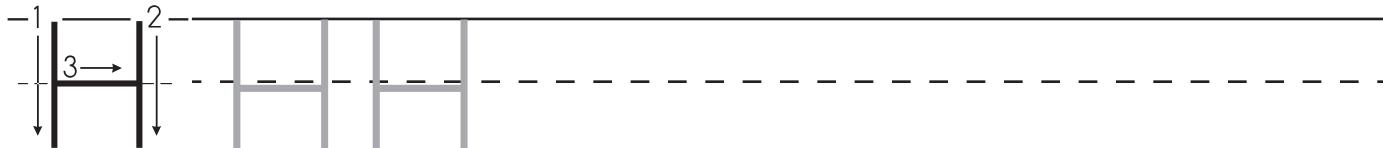
Big H, Little h

H h

hen



Trace and write the letters.



Circle **(H)**. Box **h**.

H F f h B b f H b

(H)

[h]

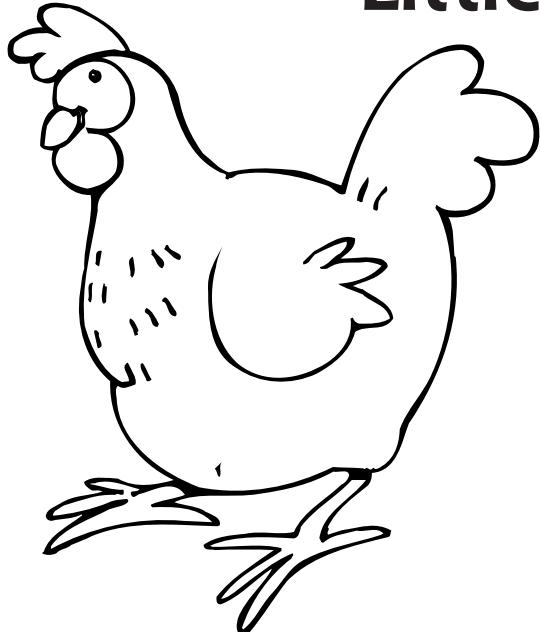
h B b f H b

Identifying and writing uppercase and lowercase H, h

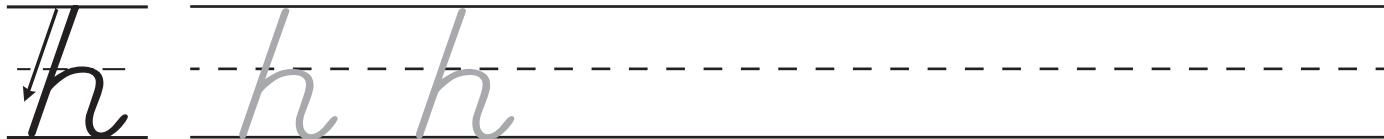
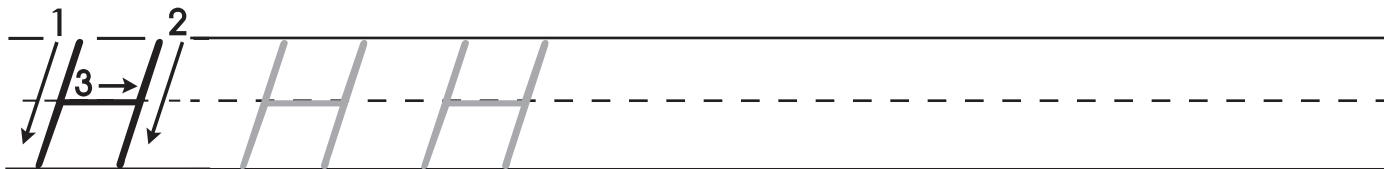
Name _____

Big H, Little h

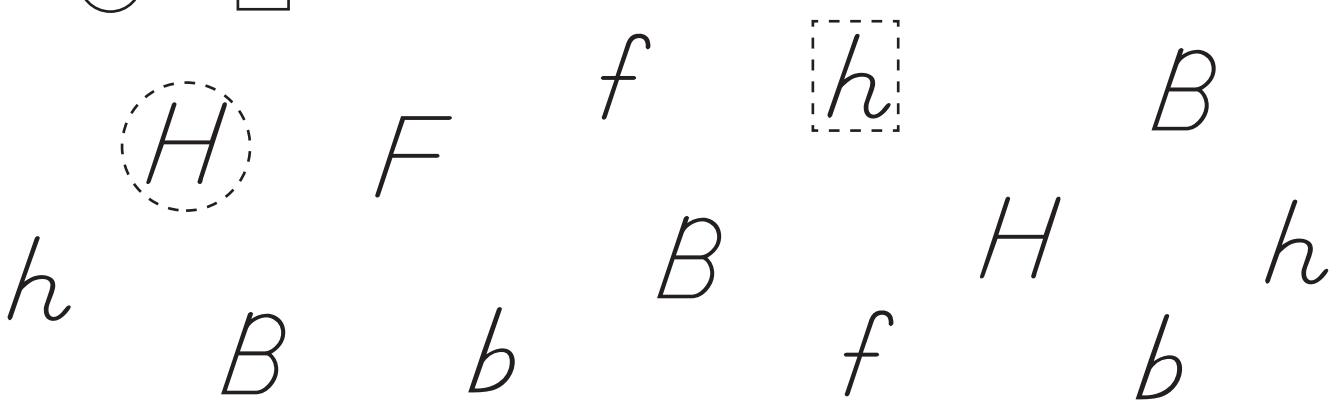
Hh
hen



Trace and write the letters.



Circle **H**. Box **h**.

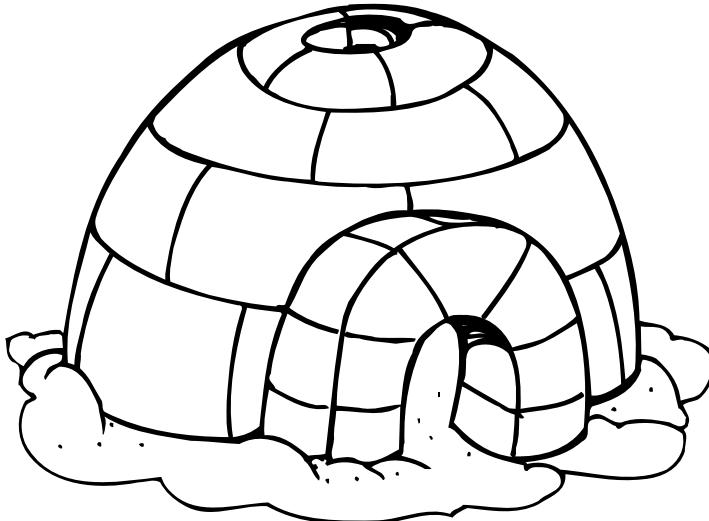


Identifying and writing uppercase and lowercase H, h

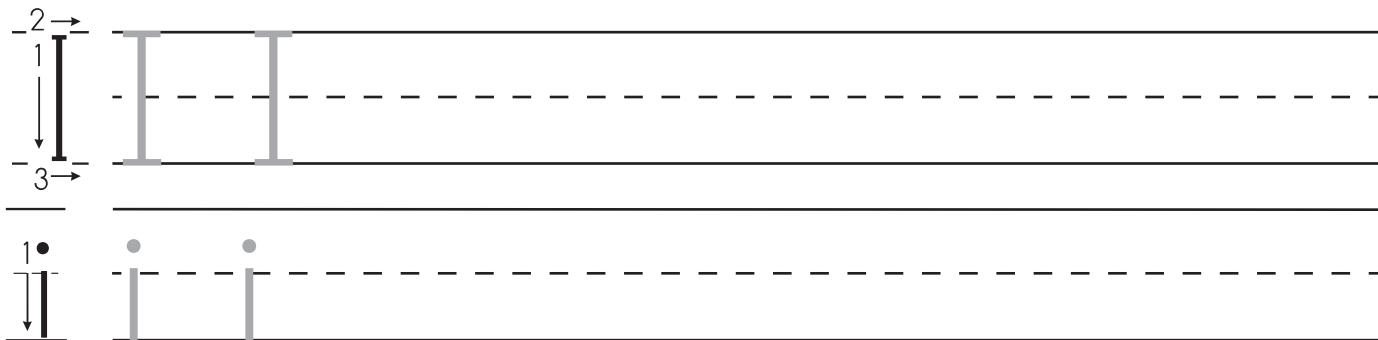
Name _____

Big I, Little i

I i
igloo



Trace and write the letters.



Circle the one that matches the first one.

I

H

I

F

L

i

l

f

i

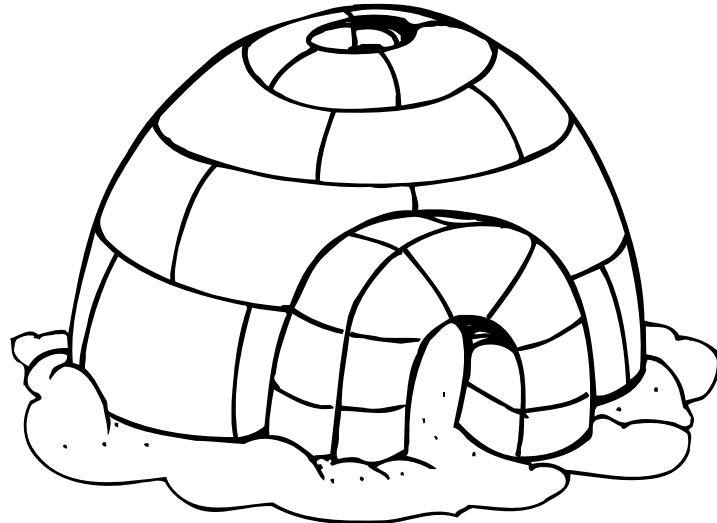
t

Identifying and writing uppercase and lowercase I, i

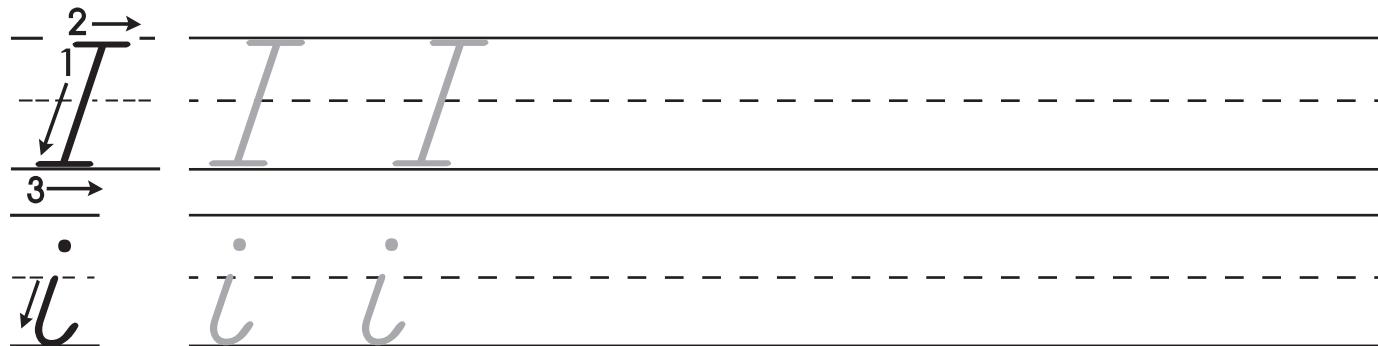
Name _____

Big I, Little i

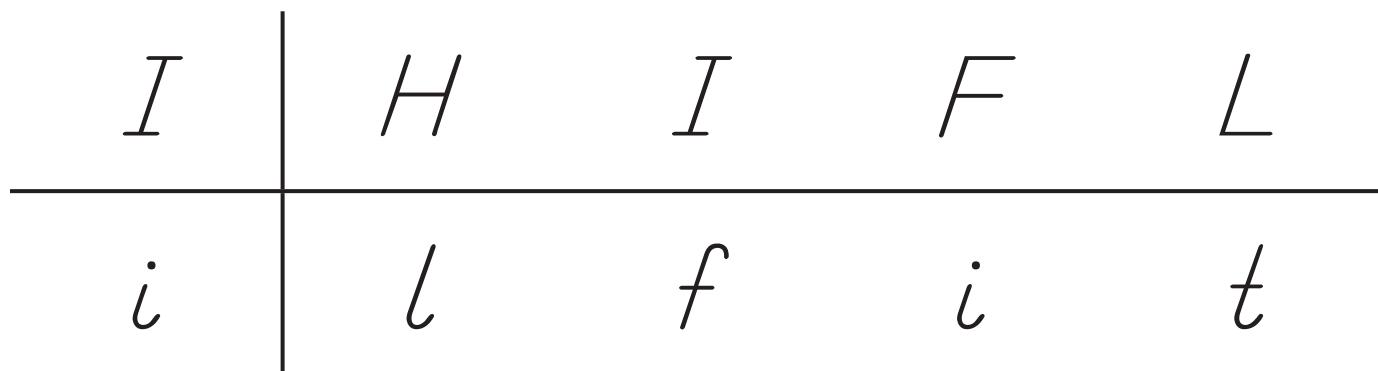
Ii
igloo



Trace and write the letters.



Circle the one that matches the first one.

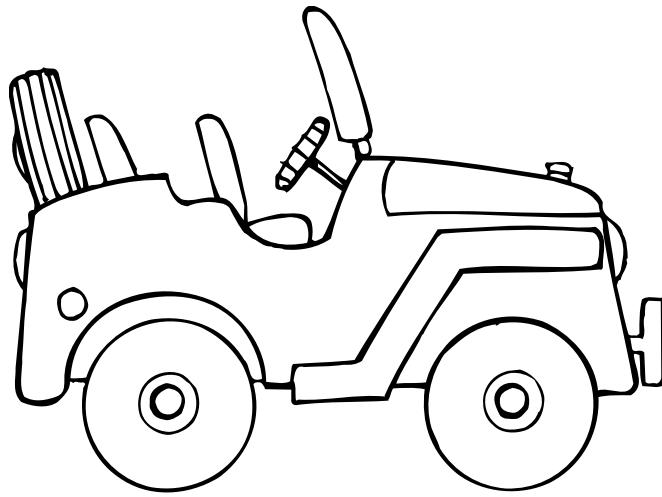


Identifying and writing uppercase and lowercase I, i

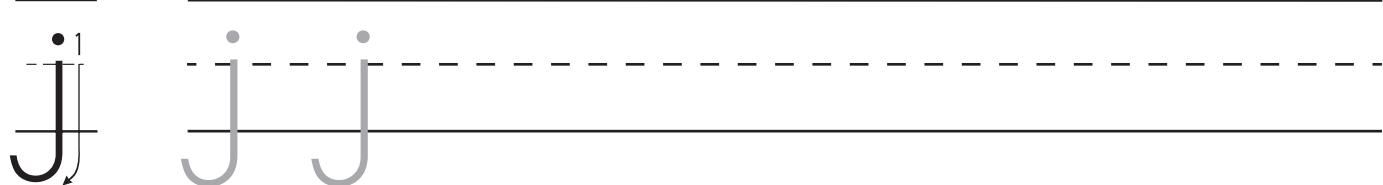
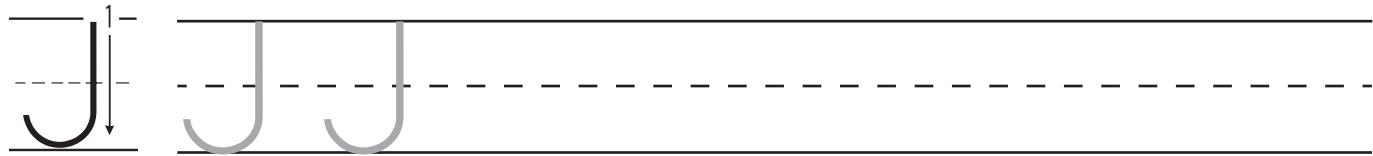
Name _____

Big J, Little j

J j
jeep



Trace and write the letters.



Draw lines to match.

J

g

G

d

D

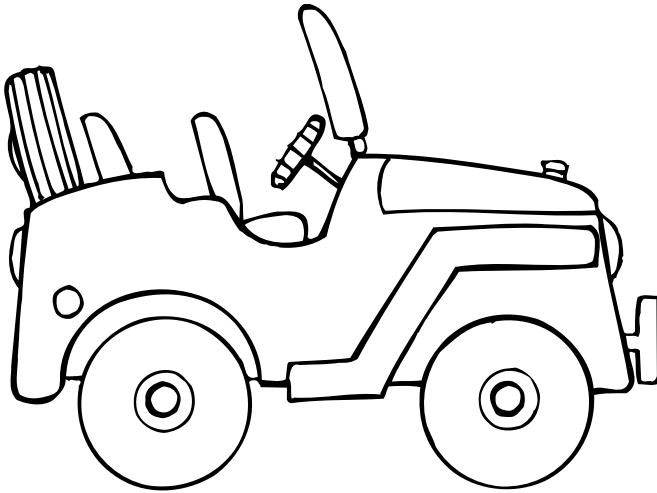
j

Identifying and writing uppercase and lowercase J, j

Name - - - - -

Big J, Little j

J J
jeep



Trace and write the letters.

J J J

j j j

Draw lines to match.

J

g

G

d

D

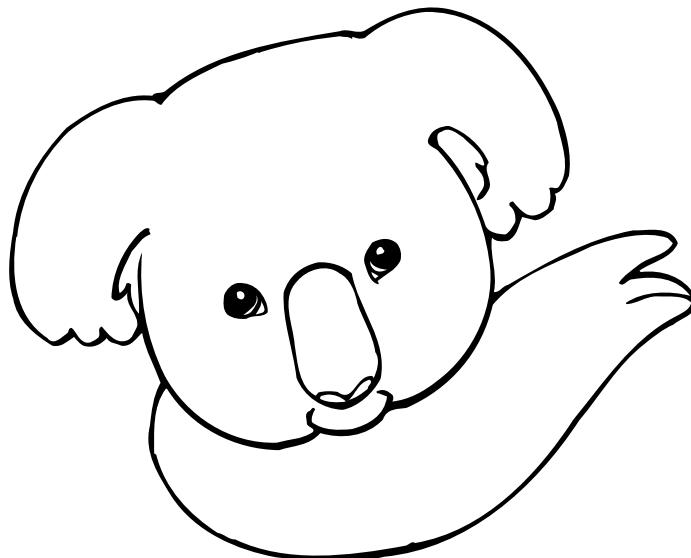
j

Identifying and writing uppercase and lowercase J, j

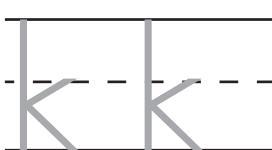
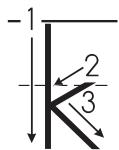
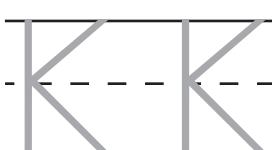
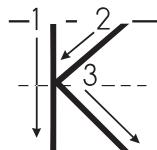
Name _____

Big K, Little k

Kk
koala



Trace and write the letters.



Circle . Box .

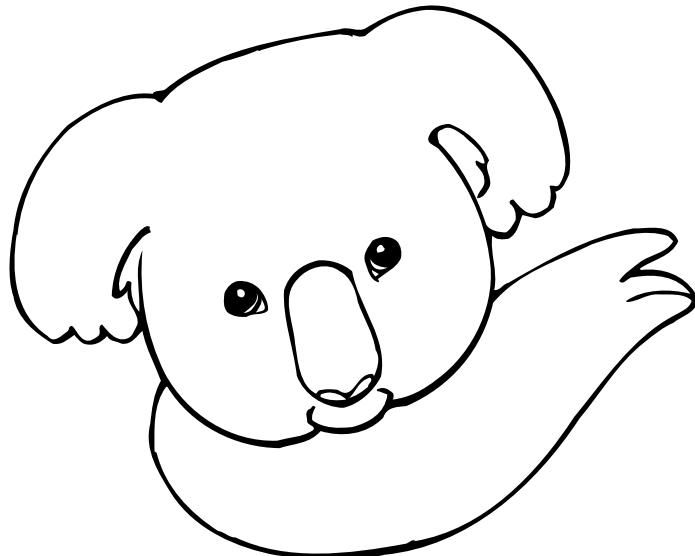
I h F
f H K K h k

Identifying and writing uppercase and lowercase K, k

Name _____

Big K, Little k

Kk koala



Trace and write the letters.

Tracing practice for uppercase K and lowercase k. The uppercase K shows stroke order: 1 (vertical line down), 2 (top curve from top to middle), 3 (bottom curve from middle to bottom). The lowercase k is shown in gray.

Tracing practice for uppercase K and lowercase k. The uppercase K shows stroke order: 1 (vertical line down), 2 (top curve from top to middle), 3 (bottom curve from middle to bottom). The lowercase k is shown in gray.

Circle **K**. Box **k**.

Circle **K**. Box **k**.
f H k I h k K k F h

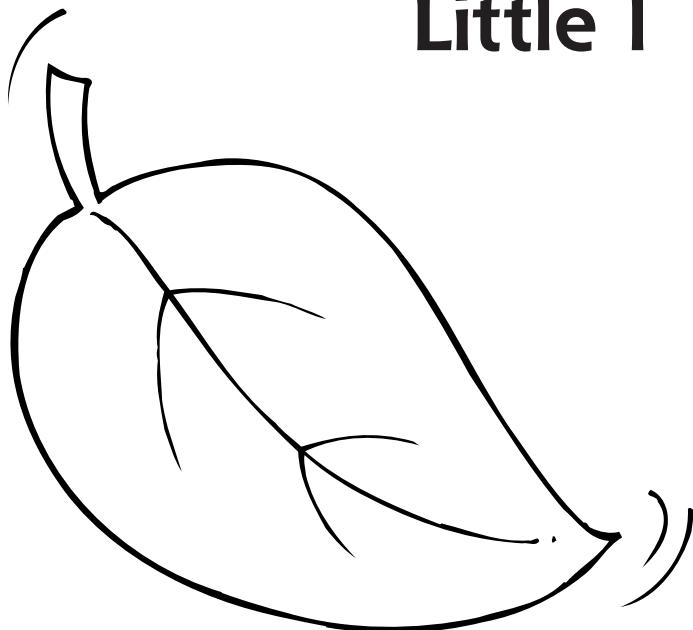
Identifying and writing uppercase K, k

Name _____

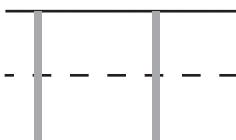
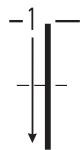
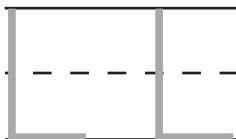
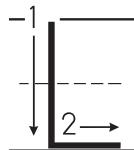
Big L, Little I

L I

leaf



Trace and write the letters.



Circle the one that matches the first one.

L

I

F

L

H

I

i

f

I

h

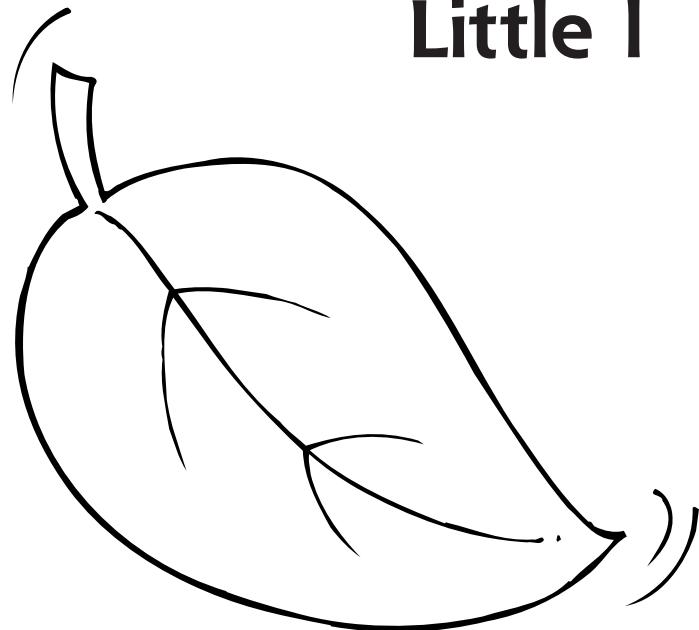
Identifying and writing uppercase and lowercase L, I

Name _____

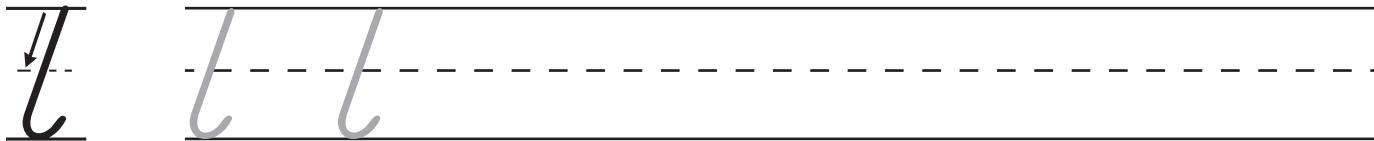
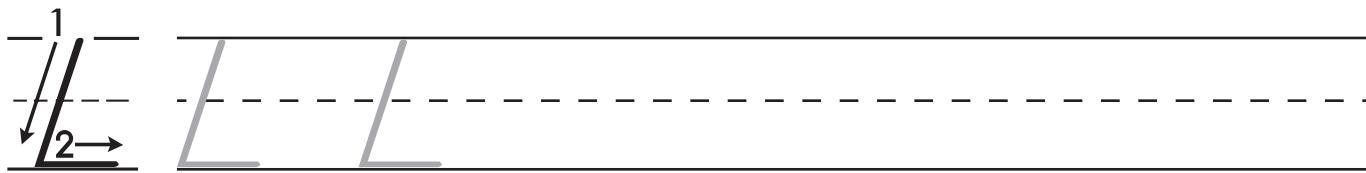
Big L, Little l



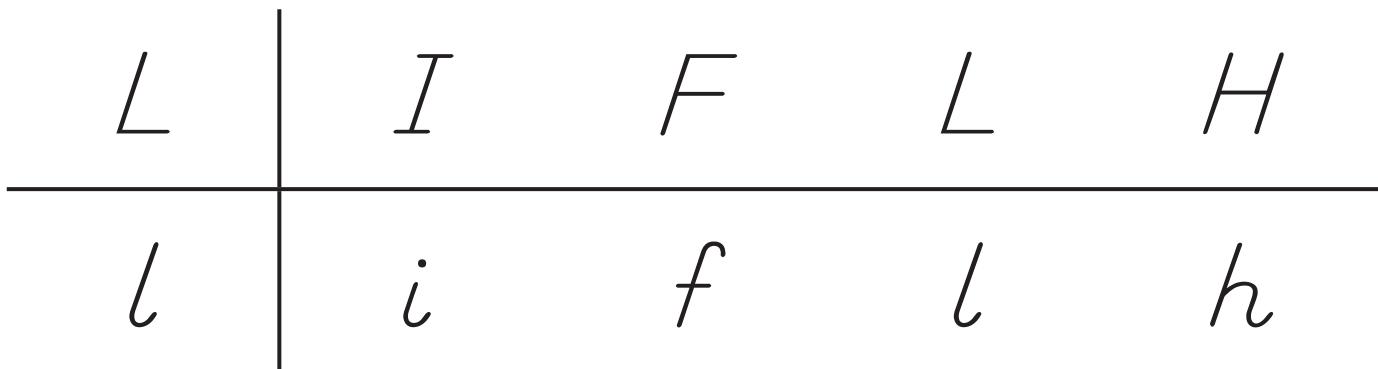
leaf



Trace and write the letters.



Circle the one that matches the first one.



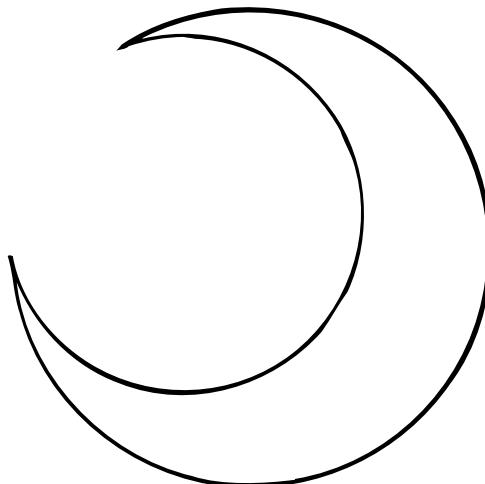
Identifying and writing uppercase and lowercase L, l

Name _____

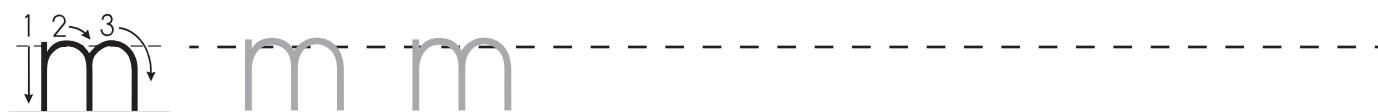
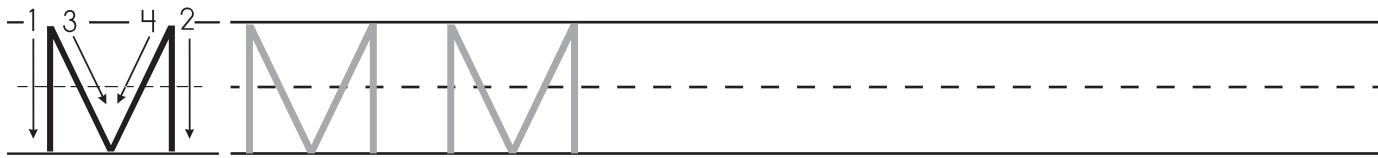
Big M, Little m

Mm

moon



Trace and write the letters.



h i j k l m

H

I

J

K

L

M

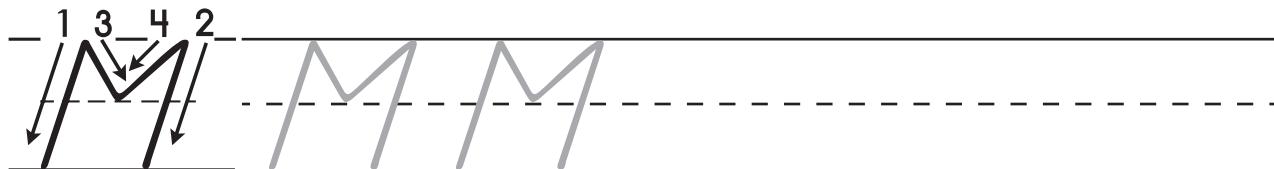
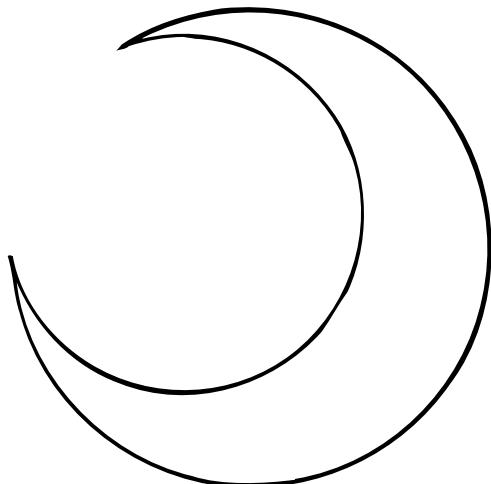
Identifying and writing uppercase and lowercase M, m

Name _____

Big M, Little m

Mm

moon



m m m

h i j k l m

H

I

J

K

L

M

Identifying and writing uppercase and lowercase M, m

Name _____

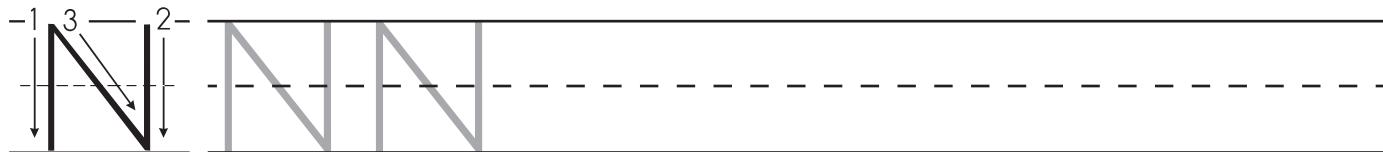
Big N, Little n

Nn

nest



Trace and write the letters.



Circle the one that matches the first one.

N

M

N

H

V

n

r

h

n

m

Identifying and writing uppercase and lowercase N, n

Name - - - - -

Big N, Little n

Nn
nest



Trace and write the letters.

Tracing guide for uppercase N and lowercase n:

Uppercase N: Stroke 1 (vertical line down), Stroke 2 (diagonal line from top-right to middle), Stroke 3 (diagonal line from middle to top-right).
Lowercase n: Stroke 1 (vertical line down), Stroke 2 (diagonal line from middle to top-right).

n n n

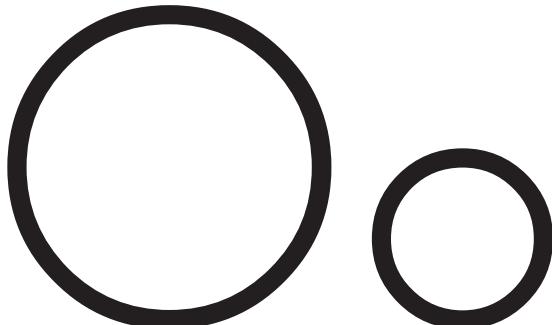
Circle the one that matches the first one.

N	M	N	H	V
n	r	h	n	m

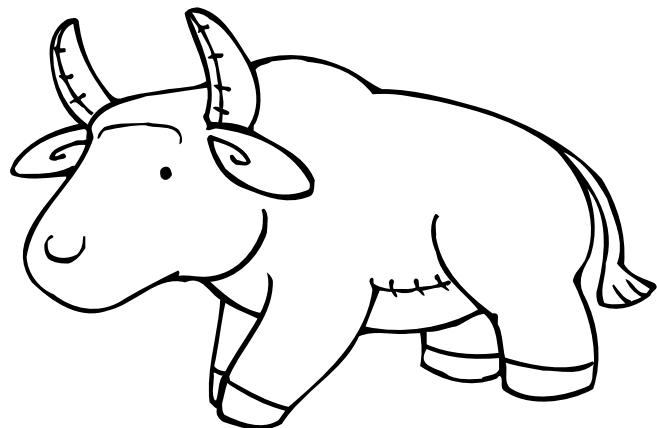
Identifying and writing uppercase and lowercase N, n

Name _____

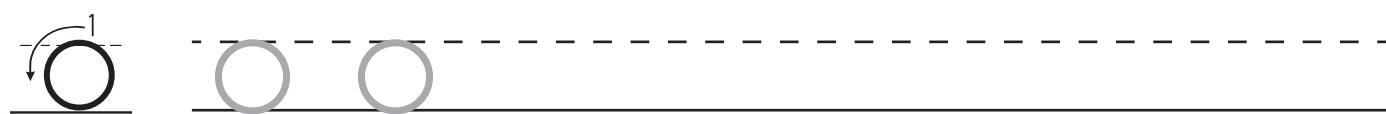
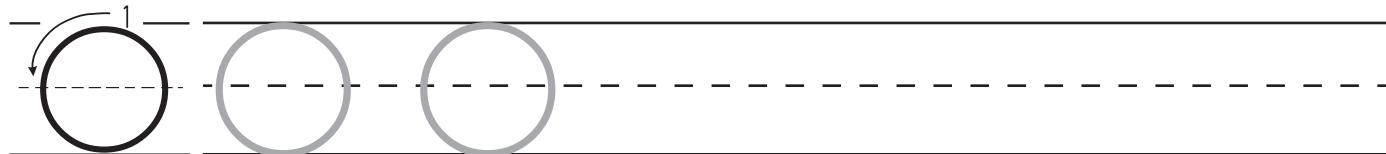
Big O, Little o



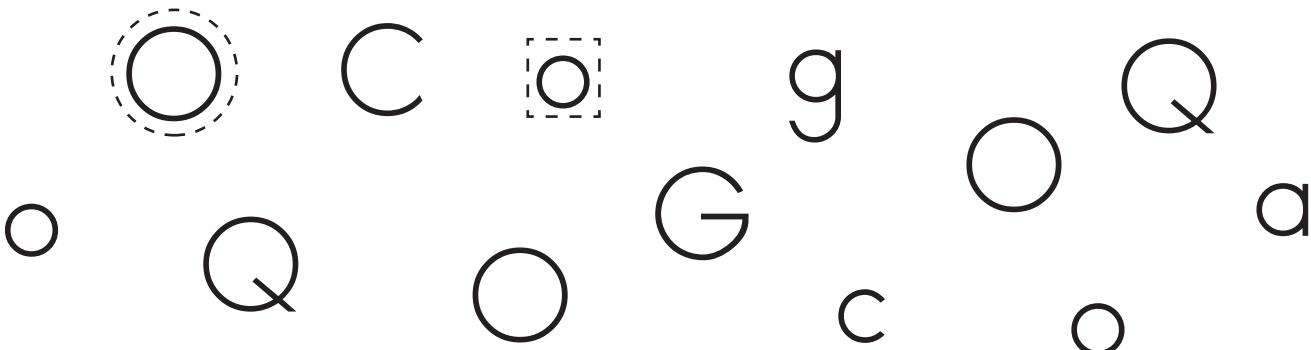
OX



Trace and write the letters.



Circle . Box .



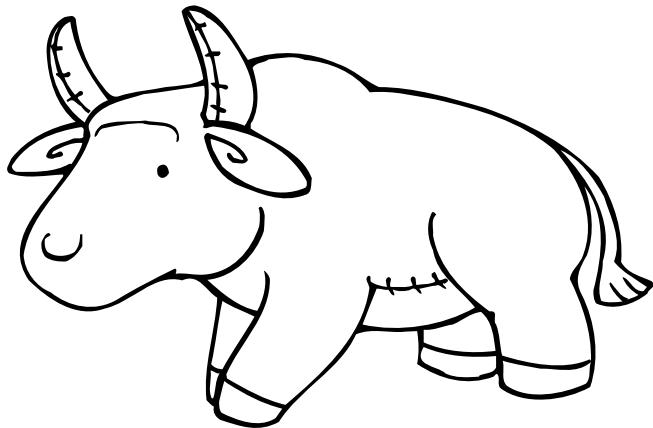
Identifying and writing uppercase and lowercase O, o

Name _____

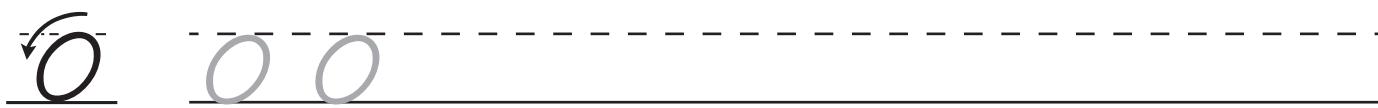
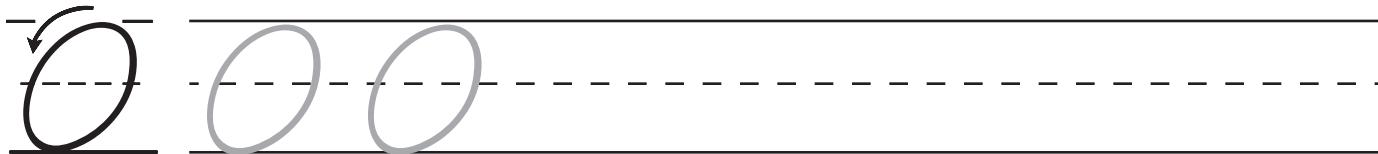
Big O, Little o



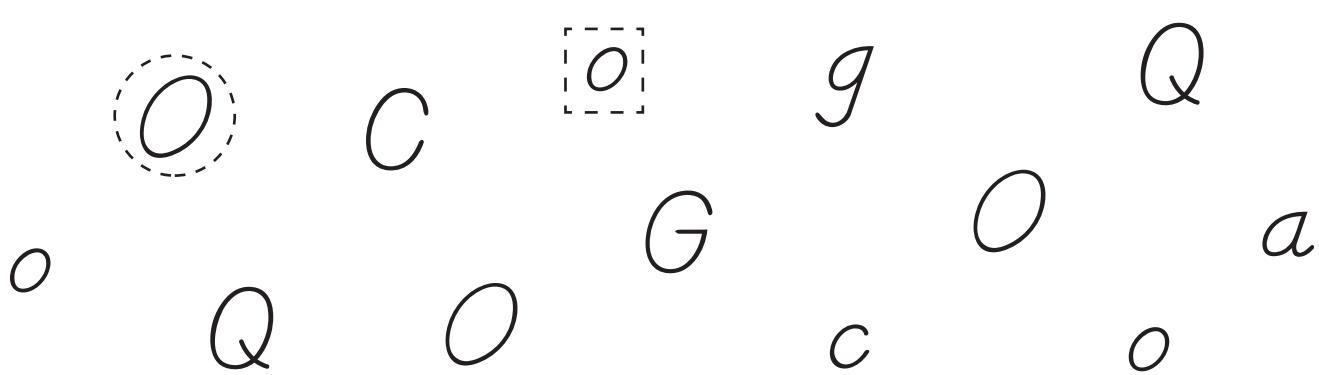
ox



Trace and write the letters.



Circle . Box .

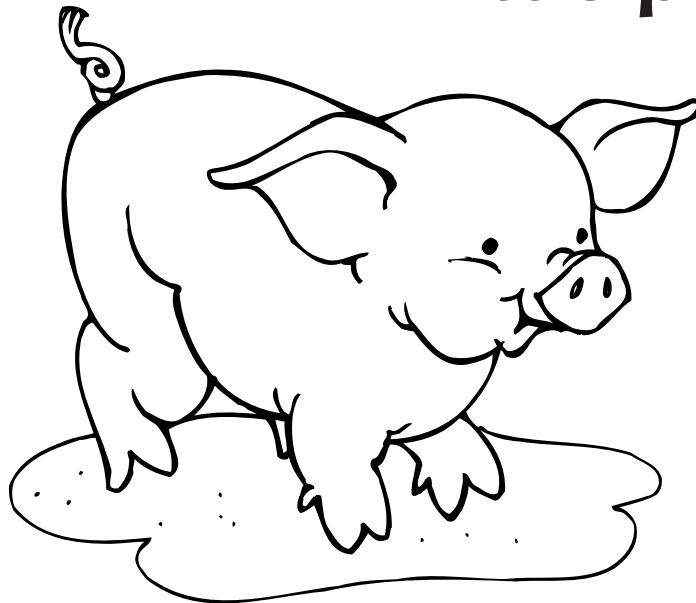


Identifying and writing uppercase O, o

Name _____

Big P, Little p

Pp
pig



Trace and write the letters.

1 2
P P P

1 2
p p p

Draw lines to match.

P

d

B

p

D

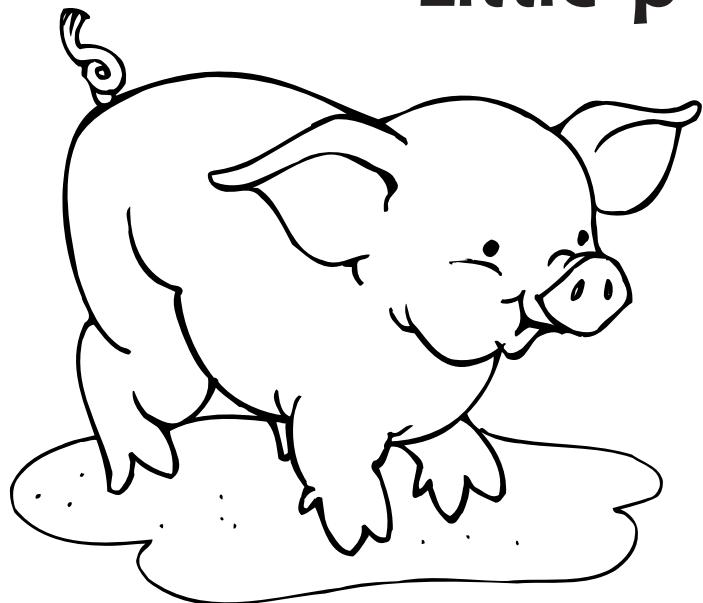
b

Identifying and writing uppercase and lowercase P, p

Name _____

Big P, Little p

Pp
pig



Trace and write the letters.

1 2
P *P* *P*

p *p* *p*

Draw lines to match.

P d

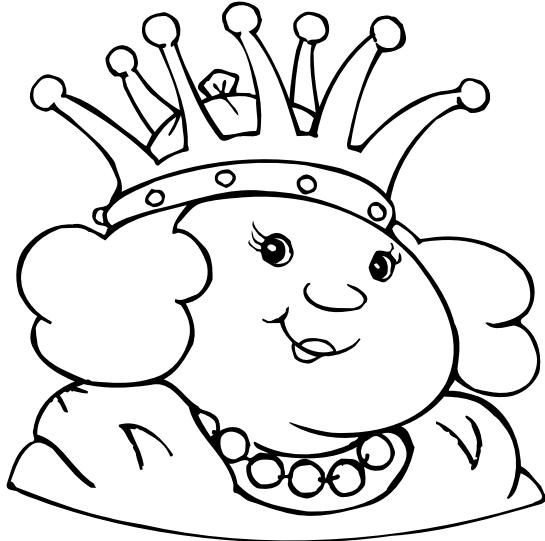
B p

D b

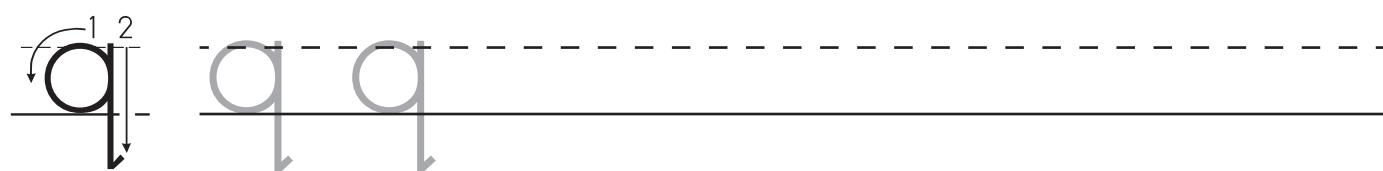
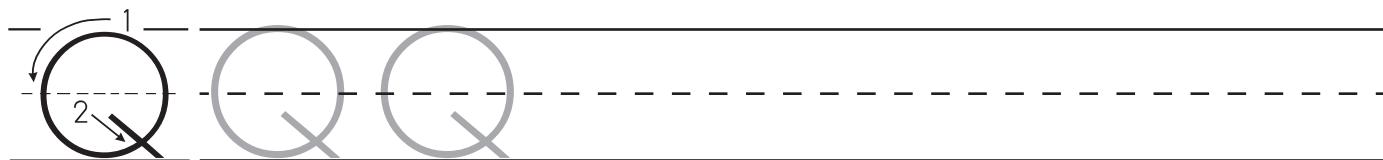
Identifying and writing uppercase and lowercase P, p

Name _____

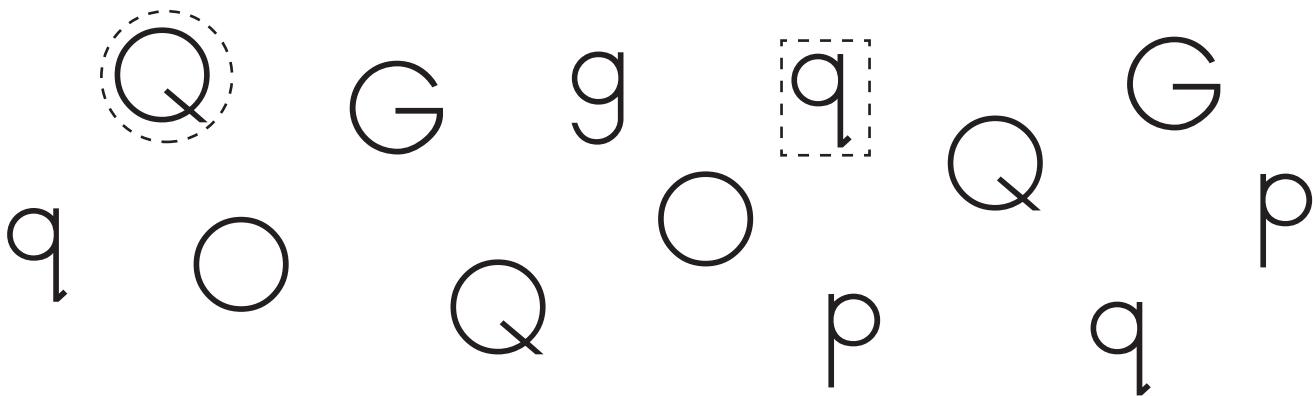
Big Q, Little q



Trace and write the letters.



Circle **Q**. Box **q**.

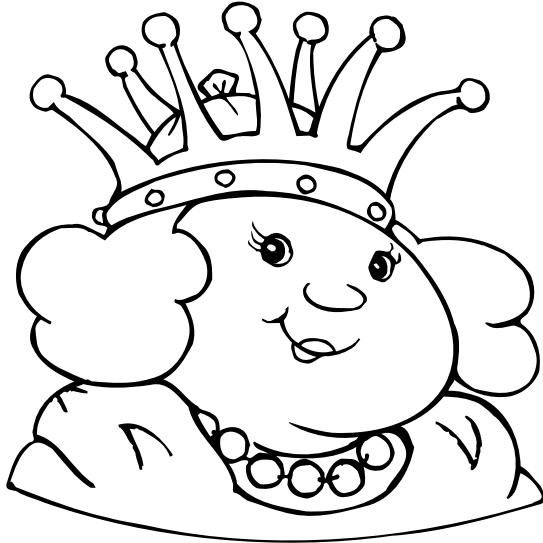


Identifying and writing uppercase and lowercase Q, q

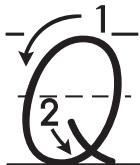
Name - - - - -

Big Q, Little q

Q q
queen



Trace and write the letters.



Q Q



q q

Circle **Q**. Box **q**.

Q G g q O Q p Q p q

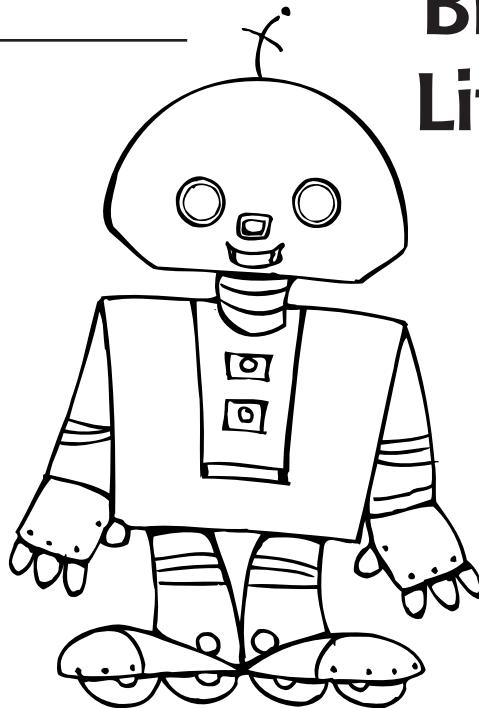
Identifying and writing uppercase and lowercase Q, q

Name _____

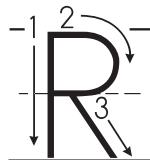
**Big R,
Little r**

Rr

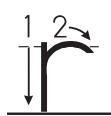
robot



Trace and write the letters.



R R R



r r r

Circle the one that matches the first one.

R

B

R

P

F

r

n

h

r

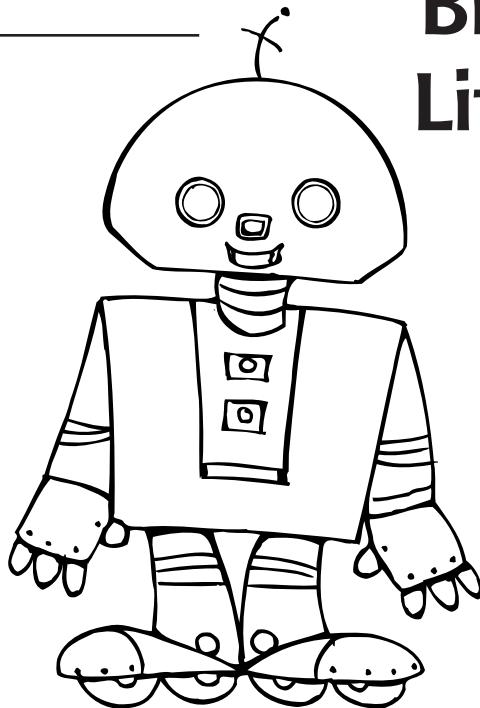
c

Identifying and writing uppercase and lowercase R, r

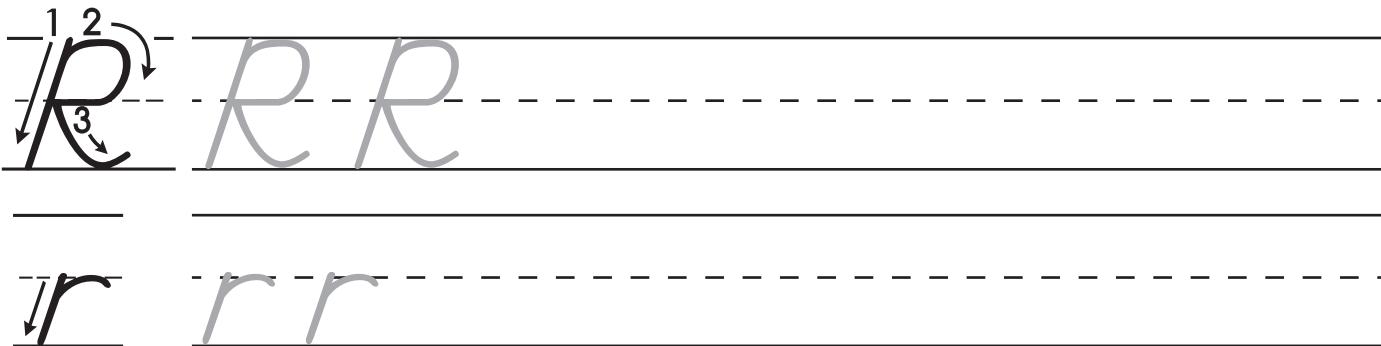
Name - - - - -

Big R, Little r

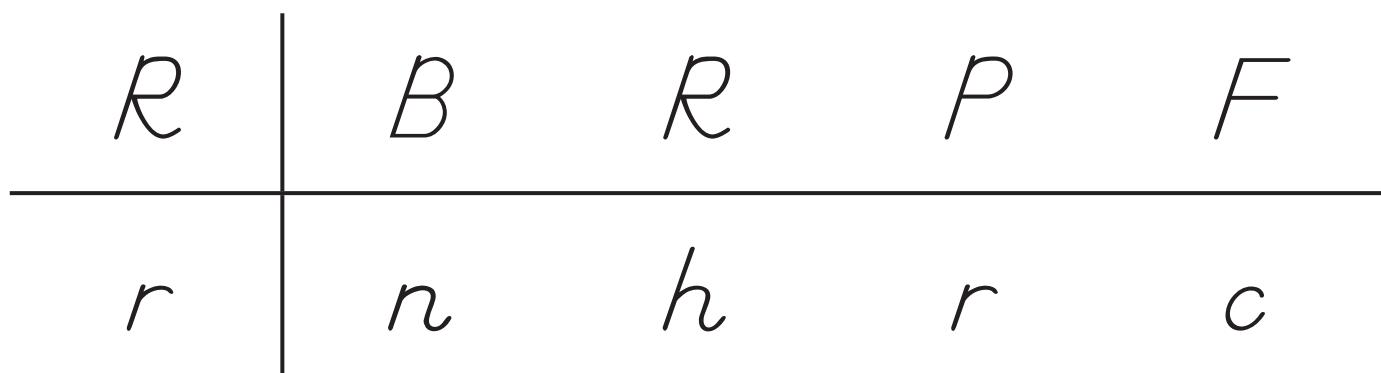
Rr
robot



Trace and write the letters.



Circle the one that matches the first one.



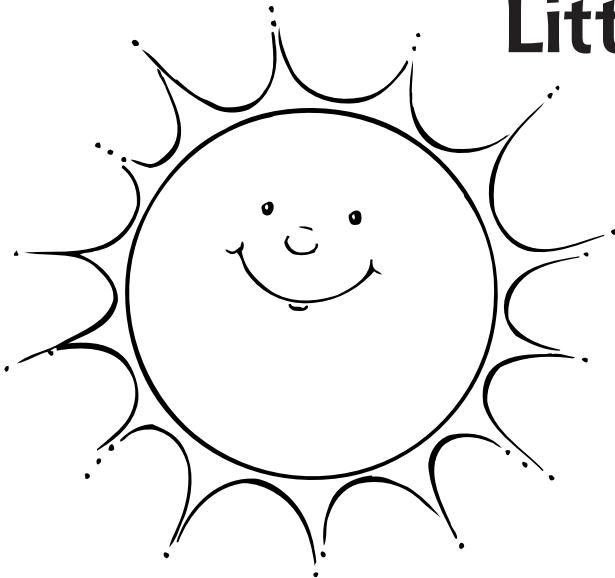
Identifying and writing uppercase and lowercase R, r

Name _____

Big S, Little s

Ss

sun



Trace and write the letters.

S S S

S S S

Write the correct one on the line.

n o p q r s

N

O

P

Q

R

S

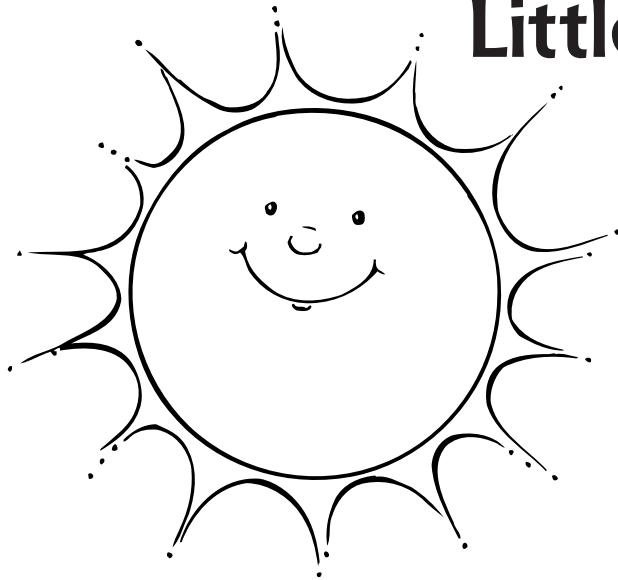
Identifying and writing uppercase and lowercase S, s

Name _____

Big S, Little s

Ss

sun



Trace and write the letters.

S S S

S S S

Write the correct one on the line.

n o p q r s

N

O

P

Q

R

S

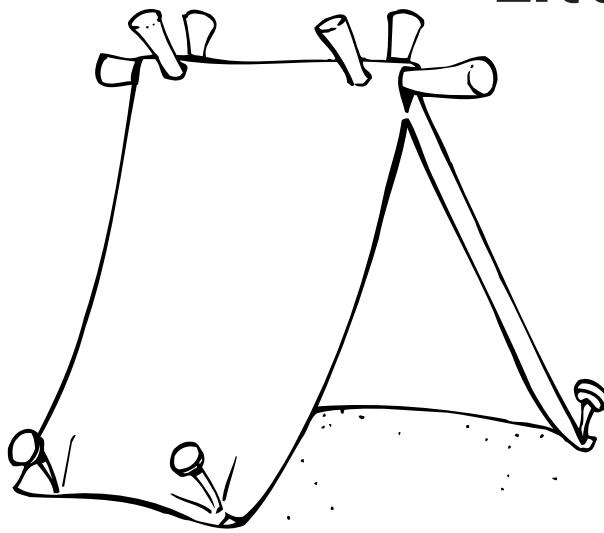
Identifying and writing uppercase and lowercase S, s

Name _____

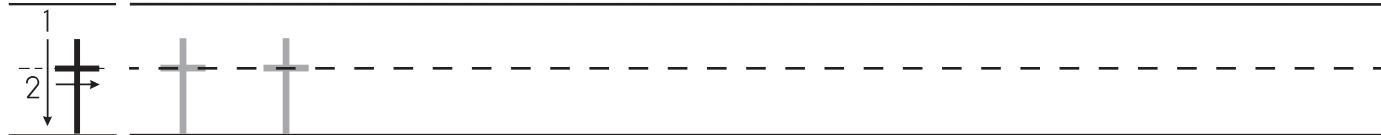
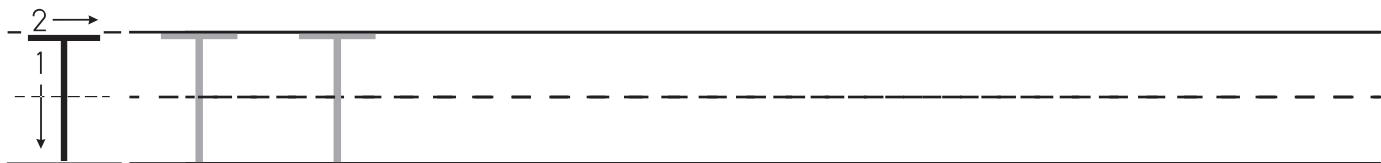
Big T, Little t

T +

tent



Trace and write the letters.



Draw lines to match.

T

f

I

t

F

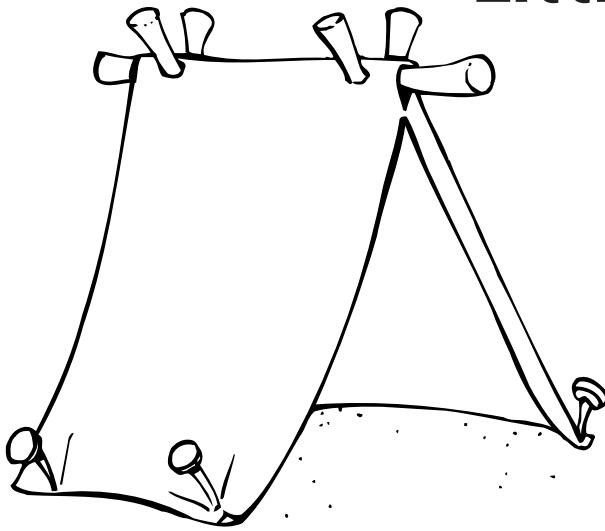
i

Identifying and writing uppercase and lowercase T, t

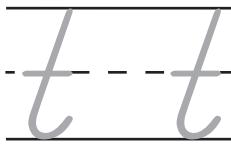
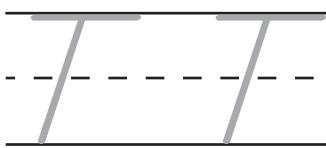
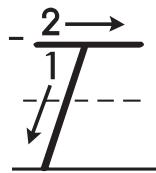
Name _____

Big T, Little t

Tt
tent



Trace and write the letters.



Draw lines to match.

T

f

I

t

F

i

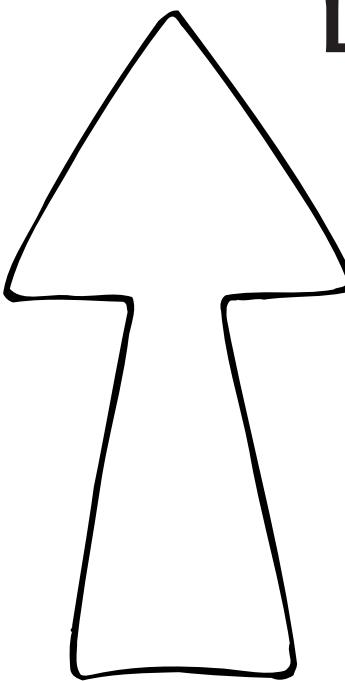
Identifying and writing uppercase and lowercase T, t

Name _____

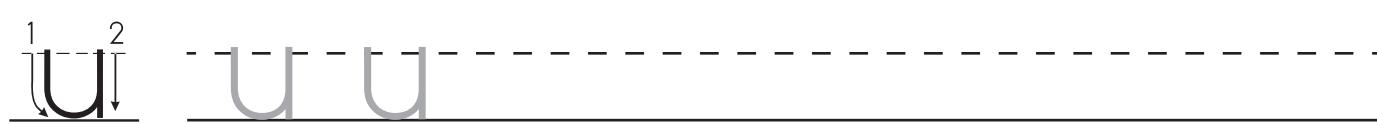
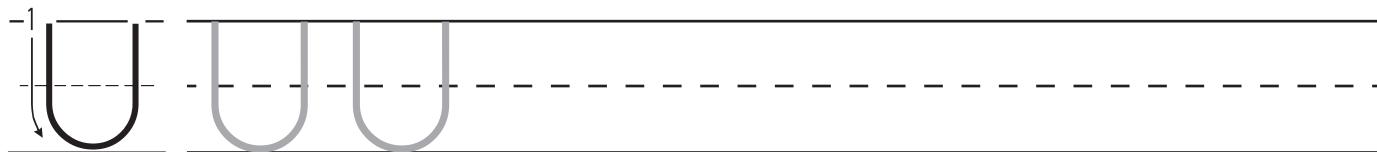
Big U, Little u

Uu

up



Trace and write the letters.



Circle the one that matches the first one.

U

J

U

Q

O

u

c

o

u

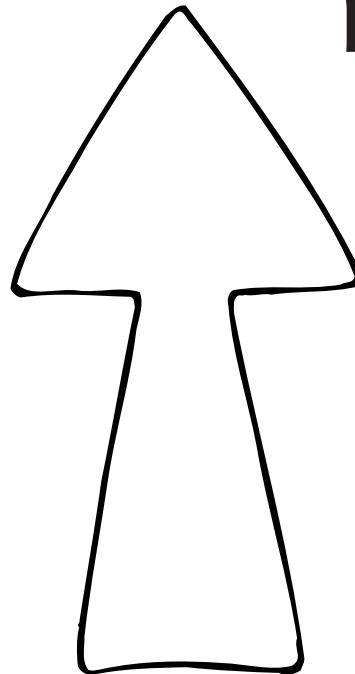
a

Identifying and writing uppercase and lowercase U, u

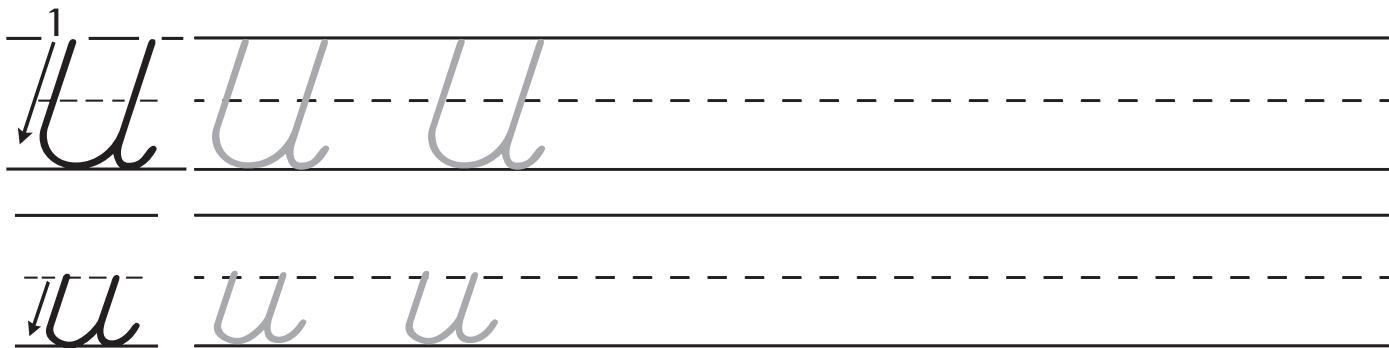
Name _____

Big U, Little u

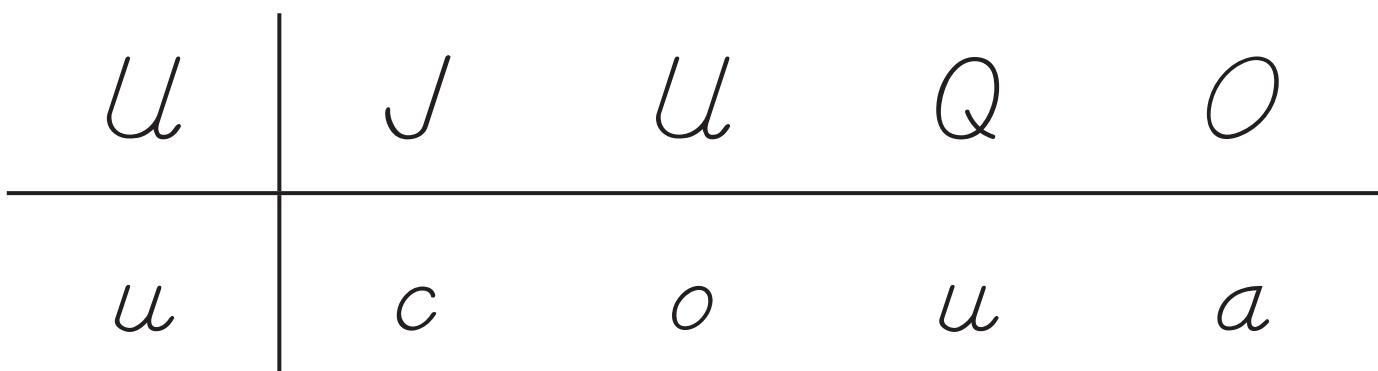
Uu
up



Trace and write the letters.



Circle the one that matches the first one.



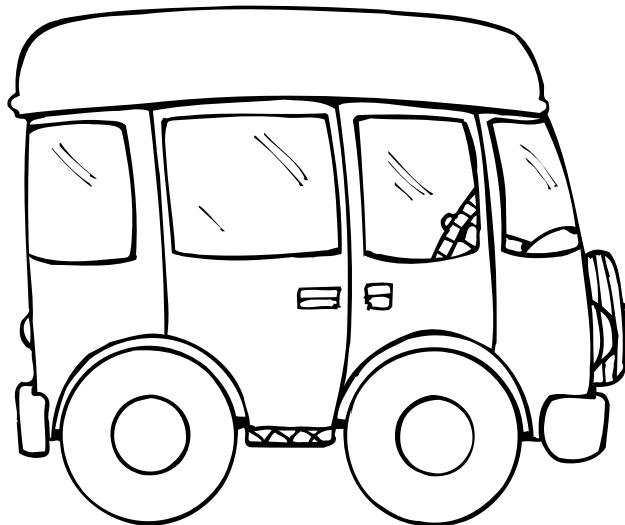
Identifying and writing uppercase and lowercase U, u

Name _____

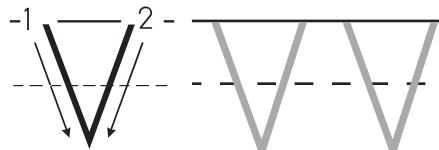
Big V, Little v

V V

van



Trace and write the letters.



Circle V. Box v.

V K W V V
v n V U k W v u

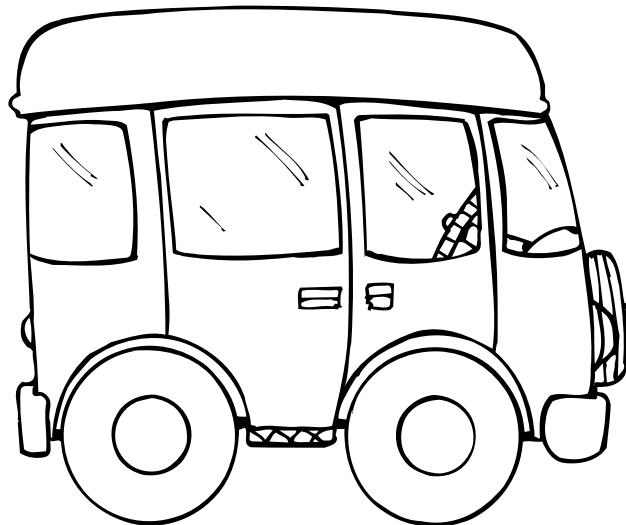
Identifying and writing uppercase and lowercase V, v

Name _____

Big V, Little v

Vv

van



Trace and write the letters.

V v

V v

Circle V. Box v.

V K W V
v n V u W u
k v

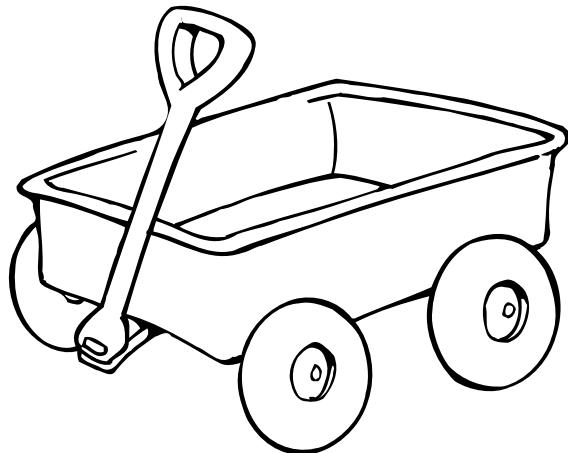
Identifying and writing uppercase and lowercase V, v

Name _____

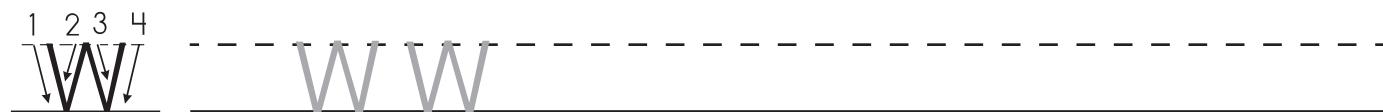
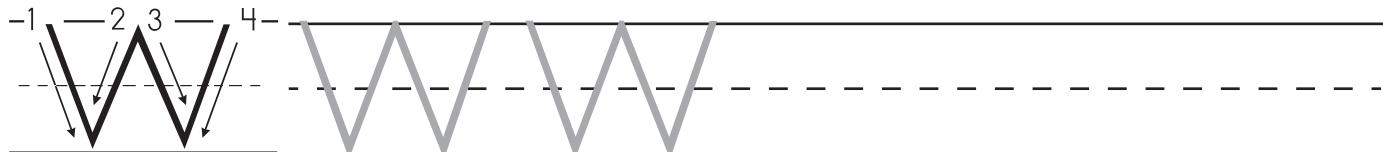
Big W, Little w

W W W

wagon



Trace and write the letters.



Draw lines to match.

W

u

V

W

U

V

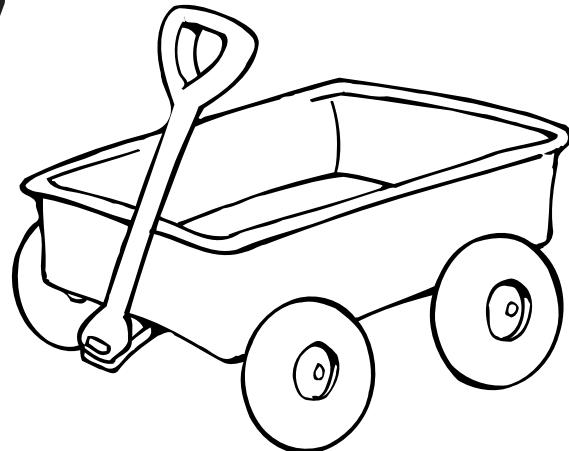
Identifying and writing uppercase and lowercase W, w

Name - - - - -

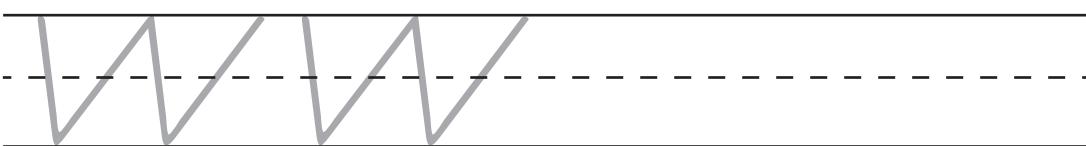
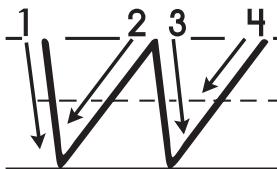
Big W, Little w

Ww

wagon



Trace and write the letters.



w

w w

Draw lines to match.

W

u

V

w

U

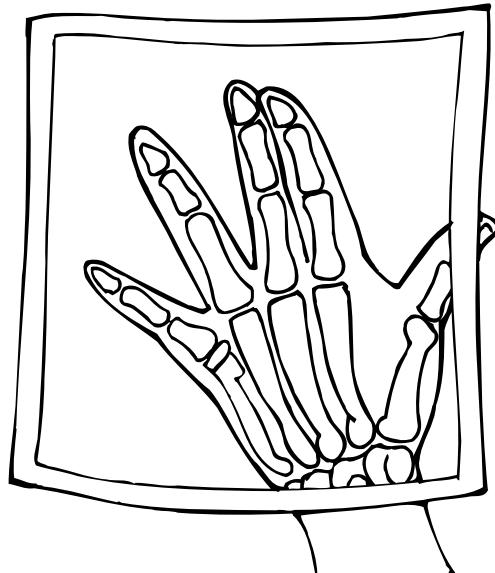
v

Identifying and writing uppercase and lowercase W, w

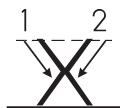
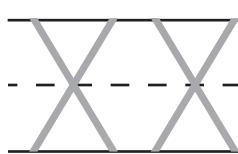
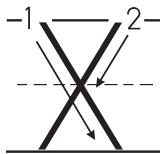
Name _____

Big X, Little x

X X
X ray



Trace and write the letters.



Write the correct one on the line.

t u v w x y

I

U

V

W

X

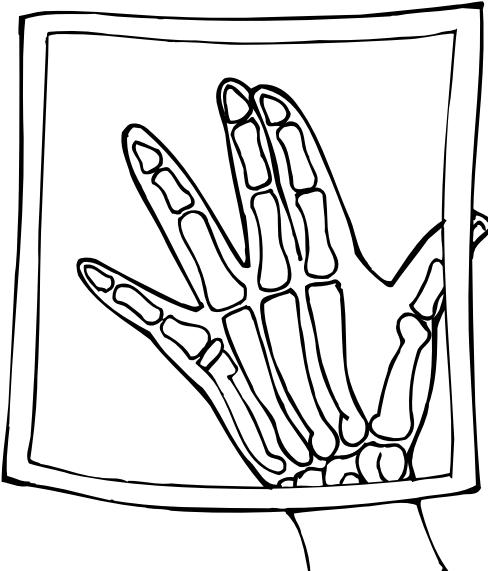
Y

Identifying and writing uppercase and lowercase X, x

Name _____

Big X, Little x

X x
X ray



Trace and write the letters.

1 2 X X

1 2 X X

Write the correct one on the line.

t u v w x y

T

U

V

W

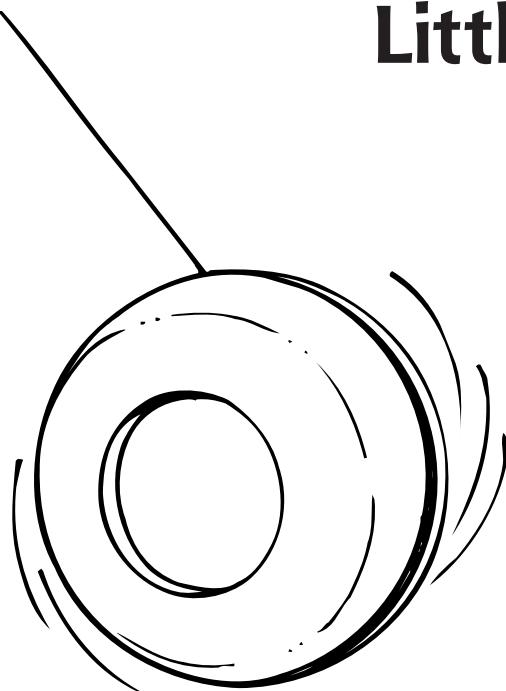
X

Y

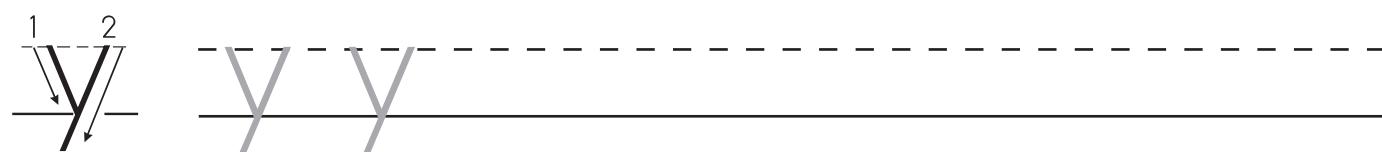
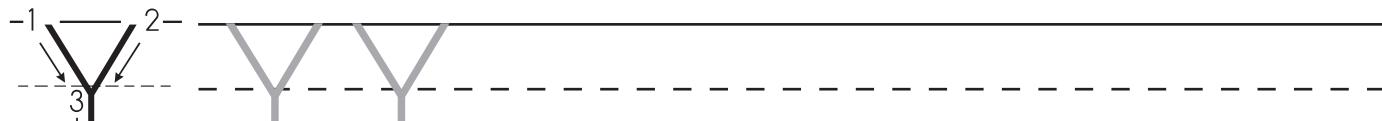
Identifying and writing uppercase and lowercase X, x

Name _____

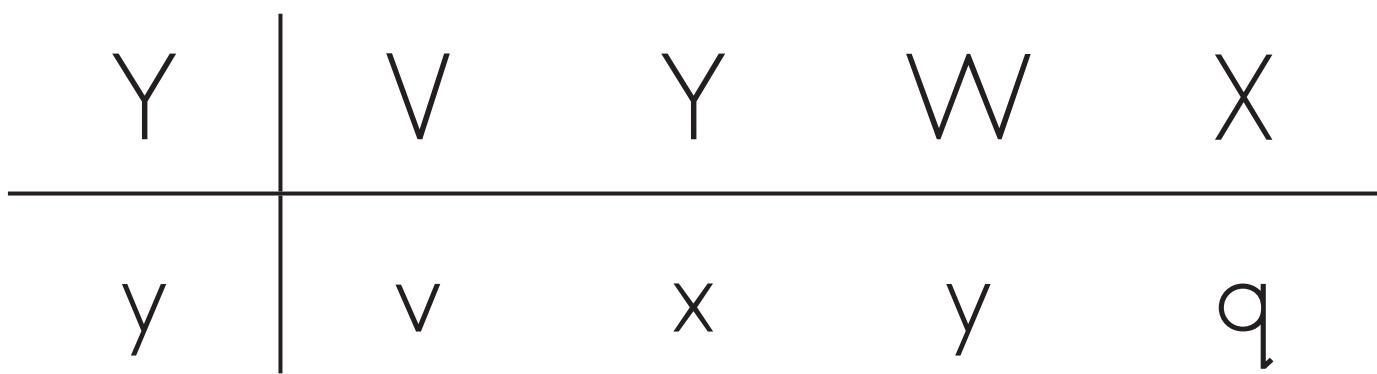
Big Y, Little y



Trace and write the letters.



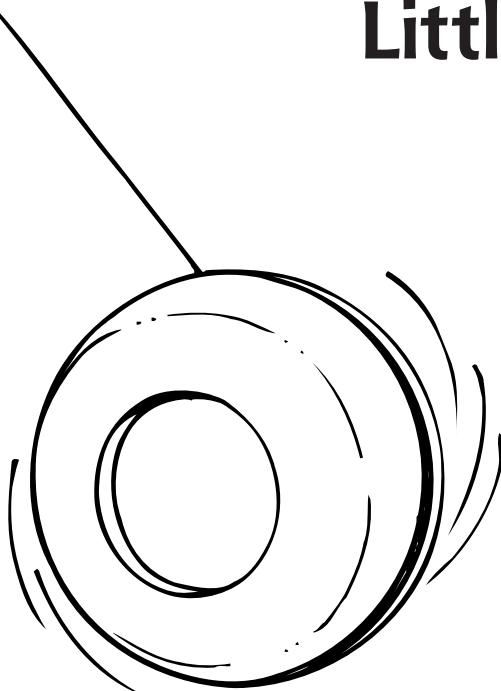
Circle the one that matches the first one.



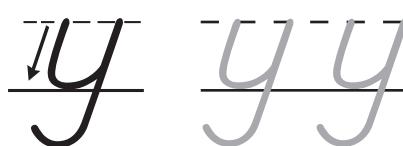
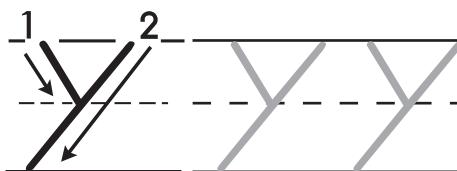
Identifying and writing uppercase and lowercase Y, y

Name _____

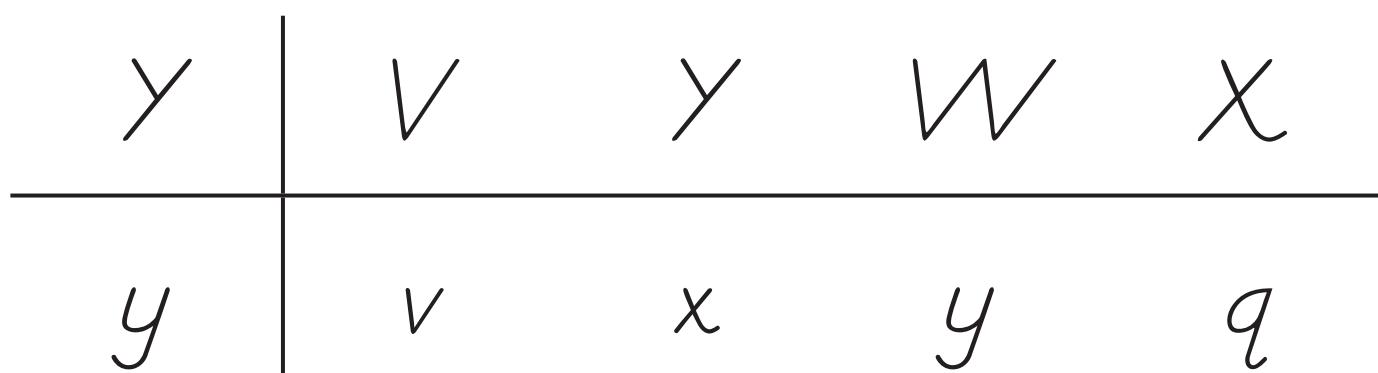
Big Y, Little y



Trace and write the letters.



Circle the one that matches the first one.

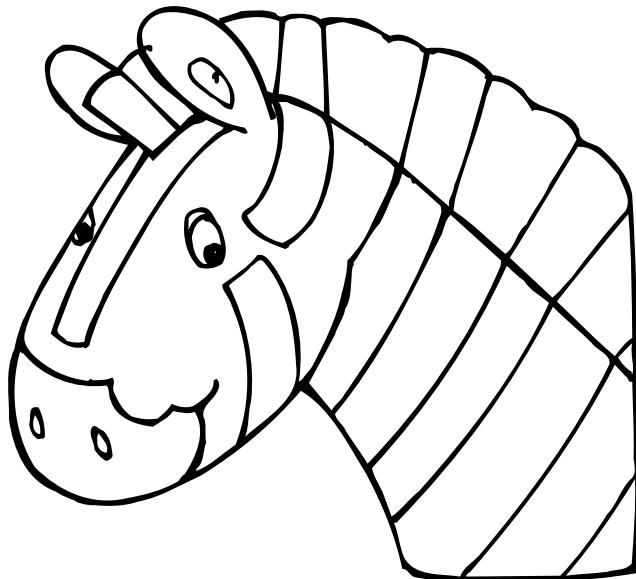


Identifying and writing uppercase and lowercase Y, y

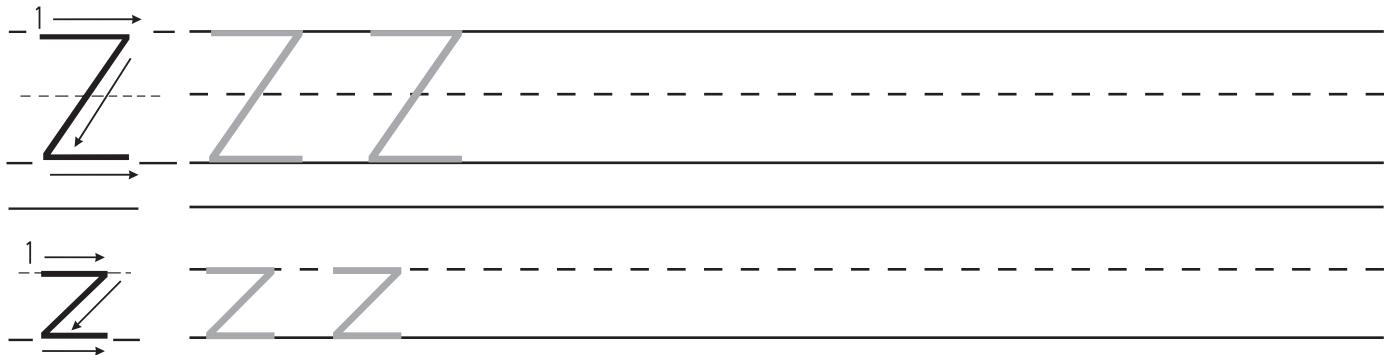
Name _____

Big Z, Little z

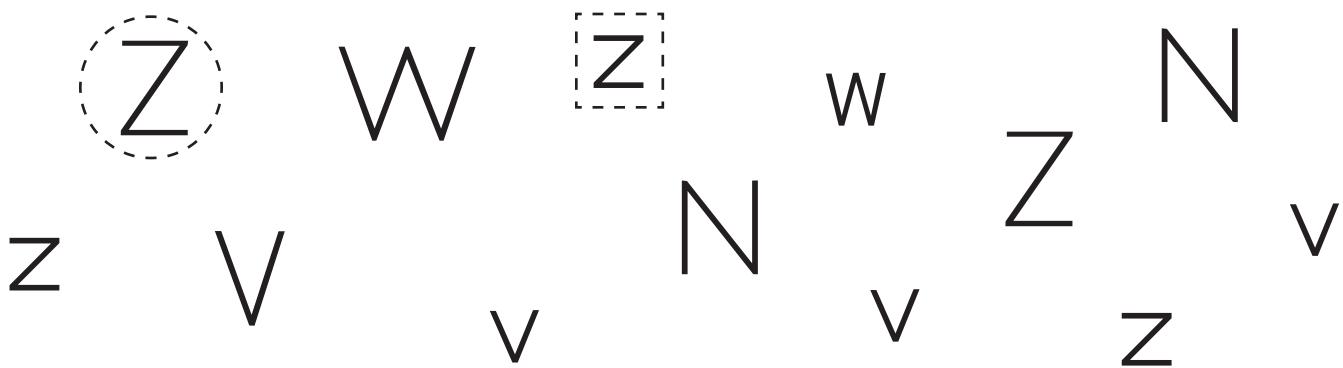
Z z
zebra



Trace and write the letters.



Circle Z. Box z.

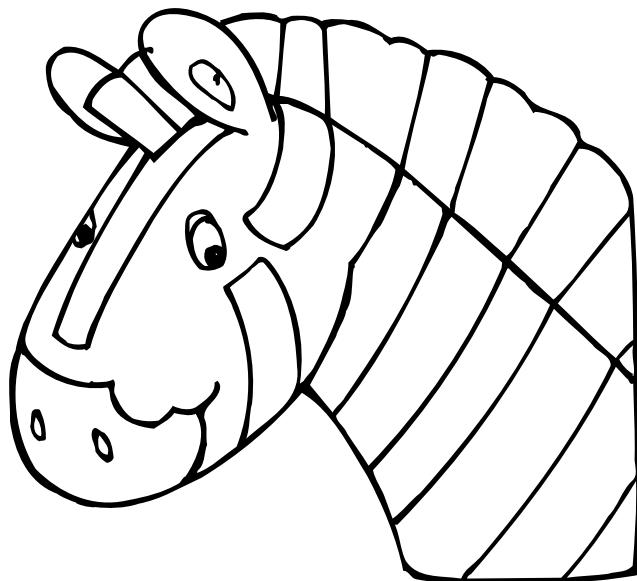


Identifying and writing uppercase and lowercase Z, z

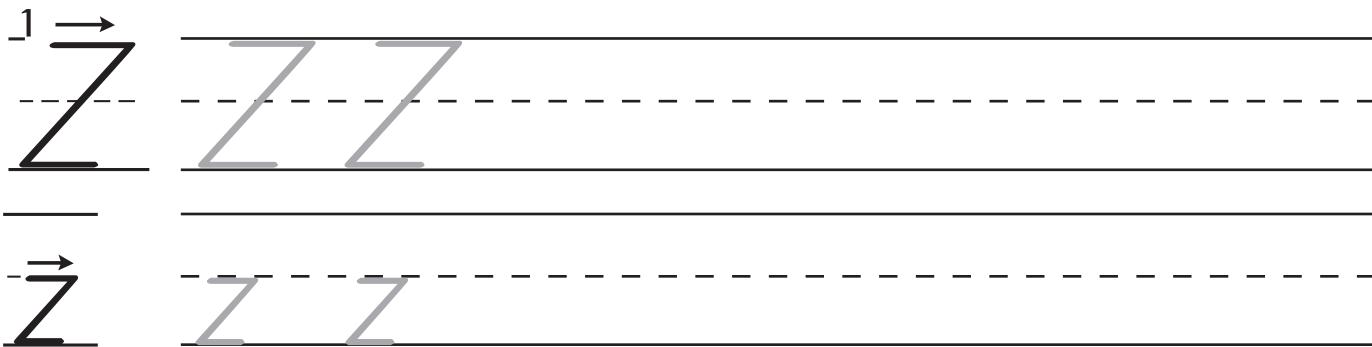
Name _____

Big Z, Little z

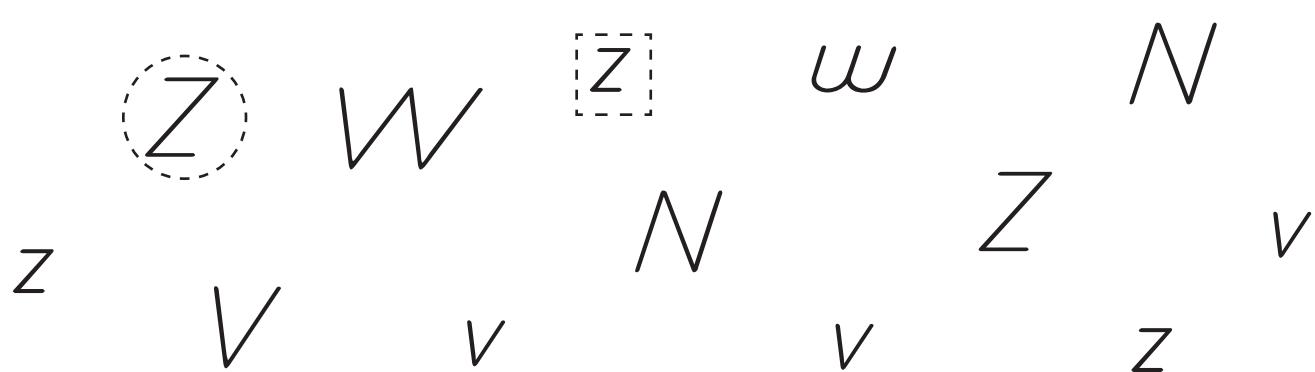
Z
z
zebra



Trace and write the letters.



Circle .



Identifying and writing uppercase and lowercase Z, z

Name _____

Fill in the missing letters.

The Alphabet Capitals

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 review

Name _____

Fill in the missing letters.

The Alphabet Capitals

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Alphabet review

Name _____

Fill in the missing letters.

The Alphabet Lowercase

a

c

e

f

j

n

p

r

u

v

y

Alphabet review

Name _____

Fill in the missing letters.

The Alphabet Lowercase

a _____

c _____

e _____

f _____

j _____

n _____

p _____

r _____

u _____

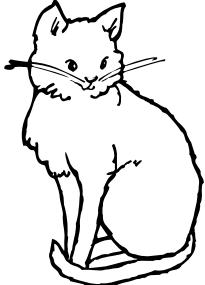
y _____

Alphabet review

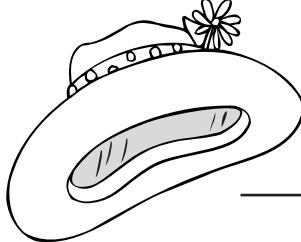
Name _____

Alphabet Review

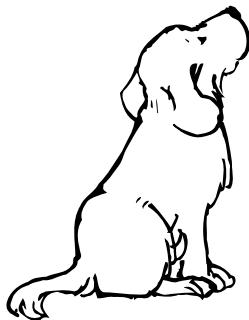
Copy the word.



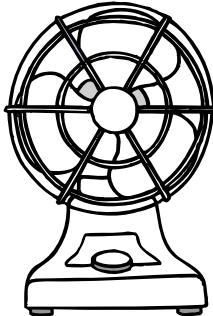
cat



hat



dog



fan

Fill in the missing letter.

A B

k

E F

n o

S T

d e

Sound-Symbol Association

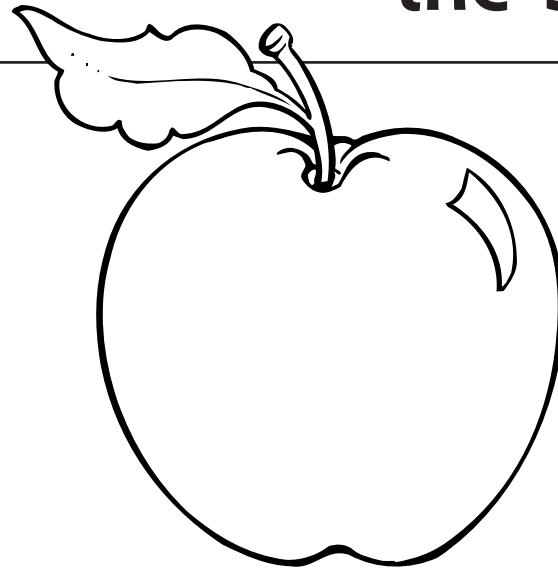
A-Z

<i>Aa</i>	174
<i>Bb</i>	177
<i>Cc</i>	180
<i>Dd</i>	183
<i>Ee</i>	186
<i>Ff</i>	189
<i>Gg</i>	192
<i>Hh</i>	195
<i>Ii</i>	198
<i>Jj</i>	201
<i>Kk</i>	204
<i>Ll</i>	207
<i>Mm</i>	210
<i>Nn</i>	213
<i>Oo</i>	216
<i>Pp</i>	219
<i>Qq</i>	222
<i>Rr</i>	225
<i>Ss</i>	228
<i>Tt</i>	231
<i>Uu</i>	234
<i>Vv</i>	237
<i>Ww</i>	240
<i>Xx</i>	246
<i>Yy</i>	246
<i>Zz</i>	249

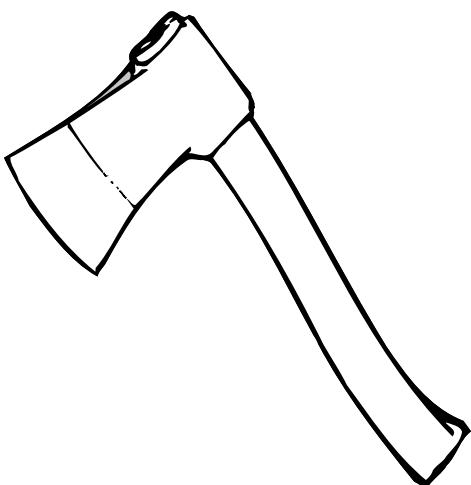
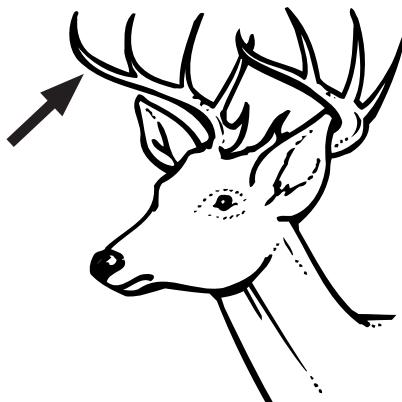
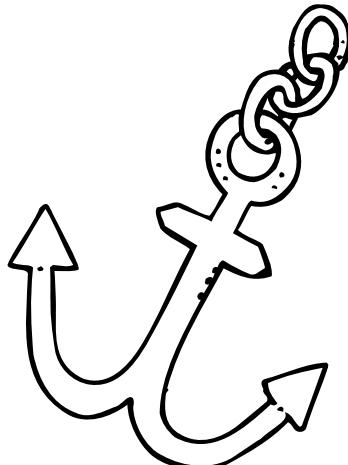
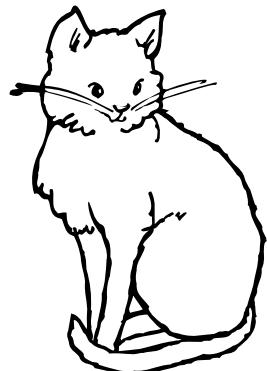
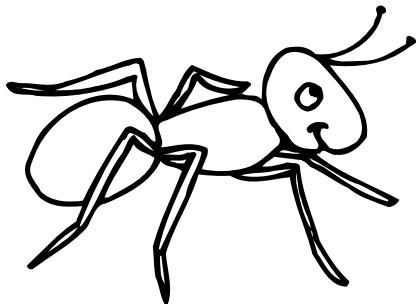
Name _____

Listen for the Sound

Aa
apple



Color the ones that begin like **apple**.



To the Teacher: Review the picture names with students.
(ant, cat, anchor, ax, antlers, ball)

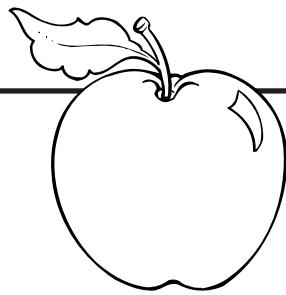
Listening for initial short a

Name _____

Cut and Sort

Glue the pictures that begin with a **short a** under the apple.
Glue the other pictures under ☹.

apple



glue

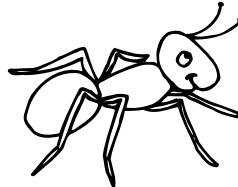
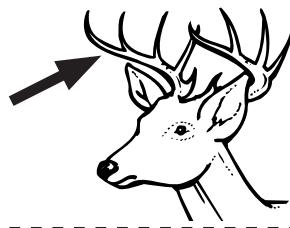
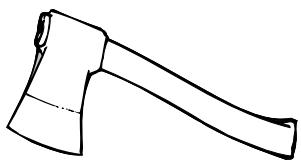
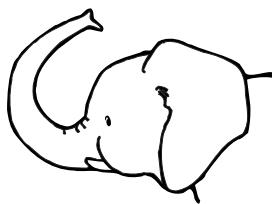
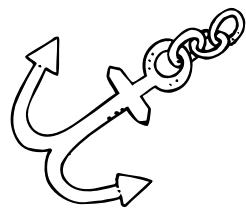
glue

glue

glue

glue

glue

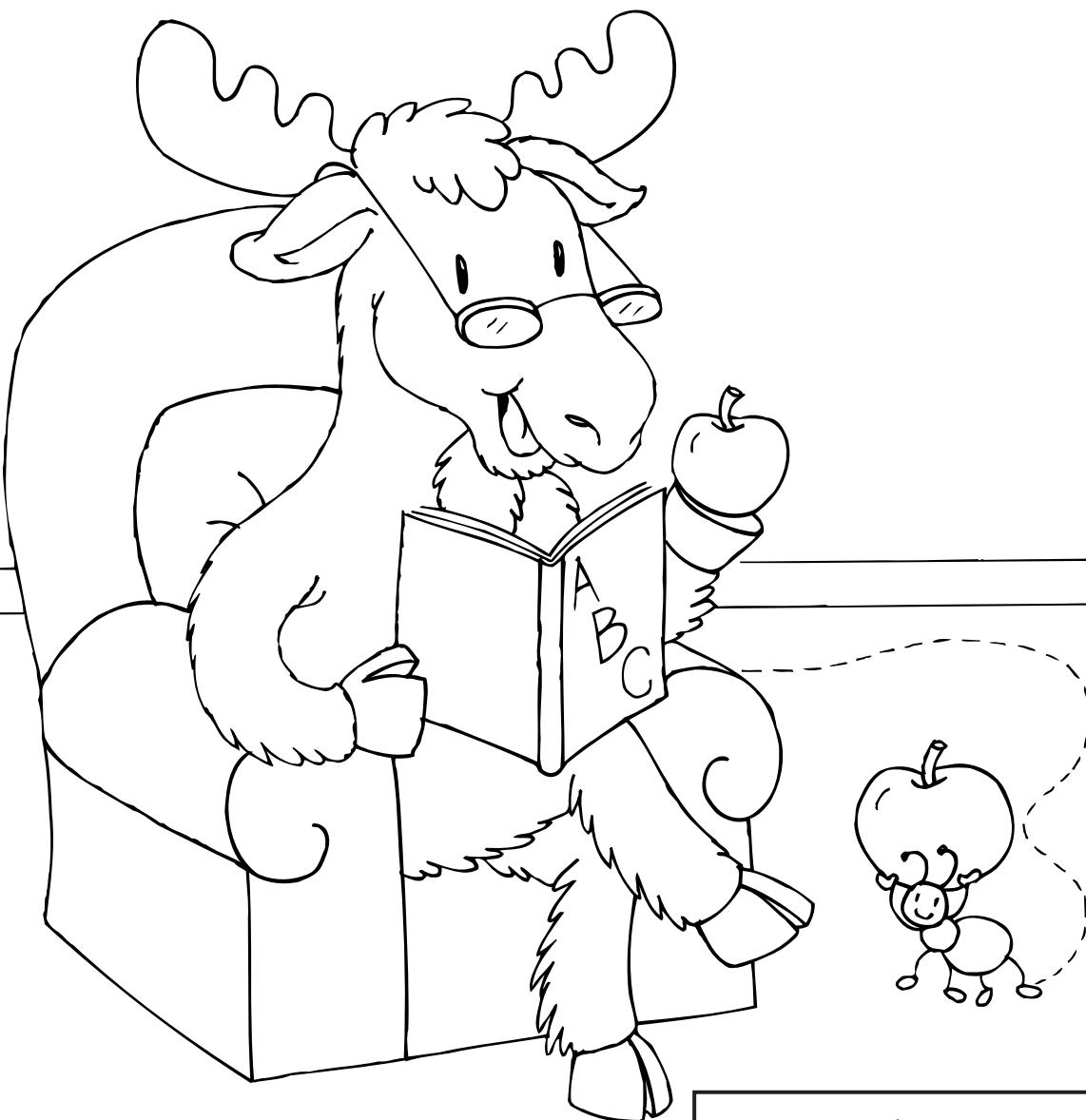


Listening for initial short a

Name _____

What Do You See?

Color the things that begin like **apple**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(apples, ant, antlers, chair, moose, book, glasses)

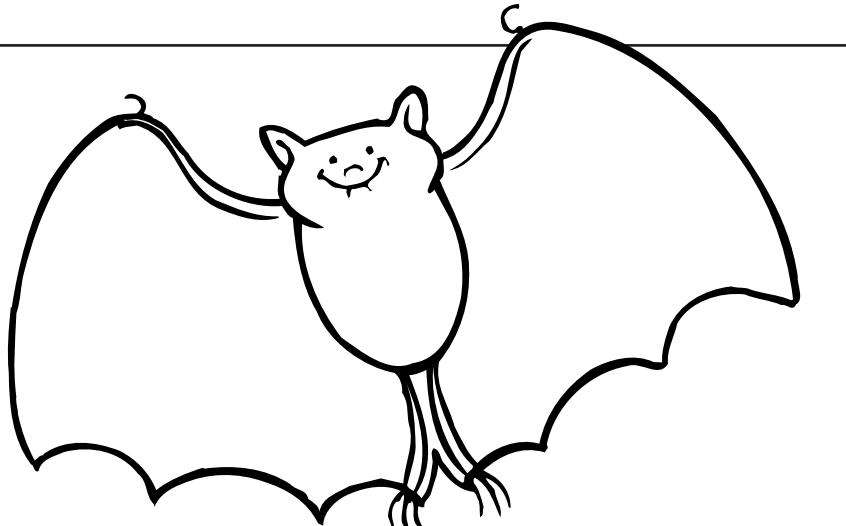
Listening for initial short a



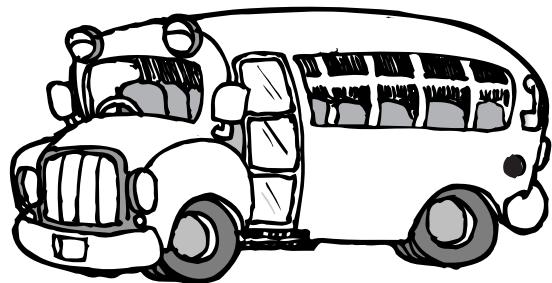
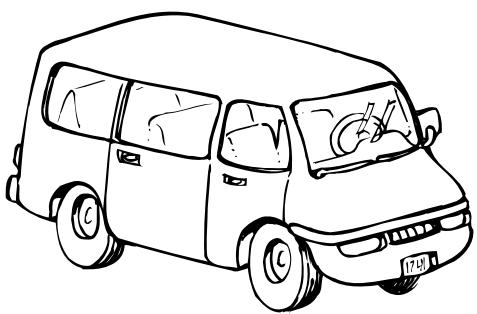
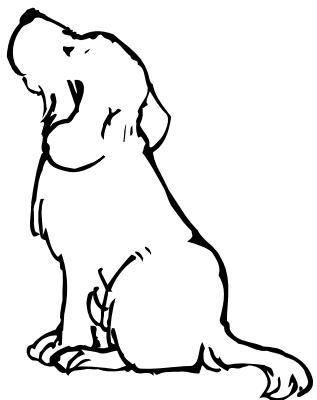
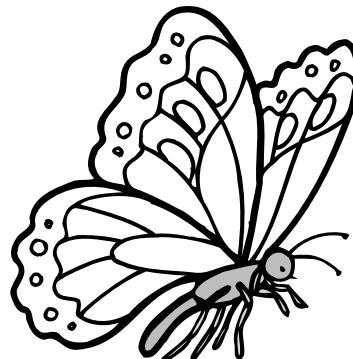
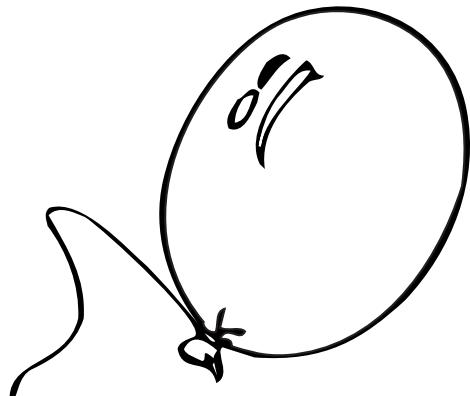
Name _____

Listen for the Sound

Bb
bat



Color the ones that begin like **bat**.



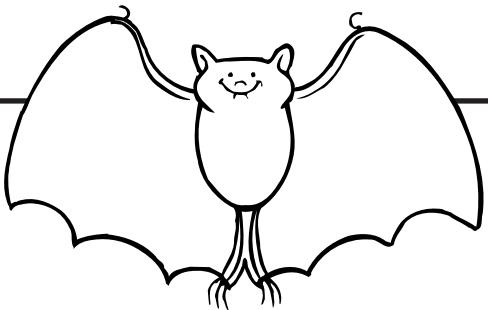
To the Teacher: Review the picture names with students.
(balloon, butterfly, dog, bus, ball, van)

Name _____

Cut and Sort

Glue the pictures that begin with **b** under the bat.
Glue the other pictures under ☹.

bat



glue

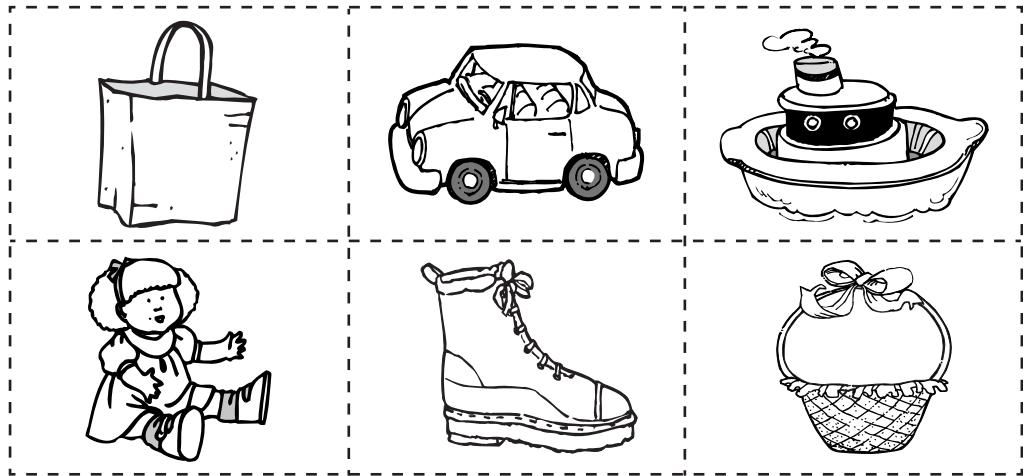
glue

glue

glue

glue

glue



Listening for initial b

Name _____

What Do You See?

Color the things that begin like **bat**.



How many did you find? _____

Bb
bat

To the Teacher: Review the picture names with students.
(bear, balloon, ball, butterfly, shelf, bow tie)

Listening for initial b

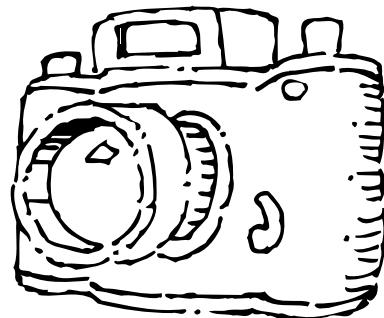
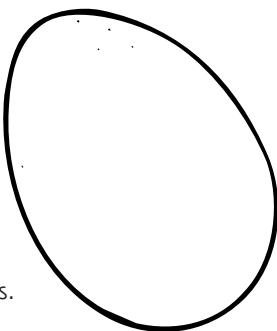
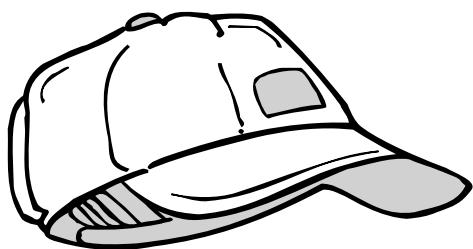
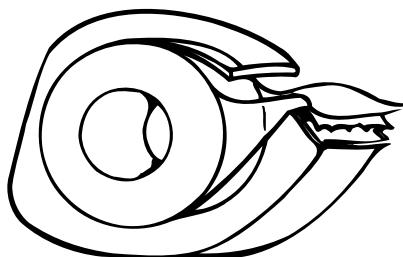
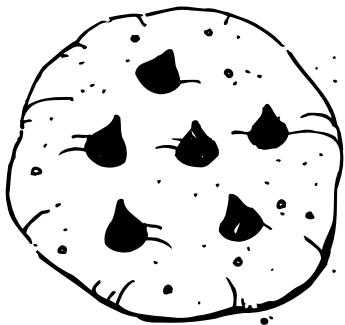
Name _____

Listen for the Sound

Cc
cake



Color the ones that begin like **cake**.



To the Teacher: Review the picture names with students.
(cookie, tape, cup, camera, egg, cap)

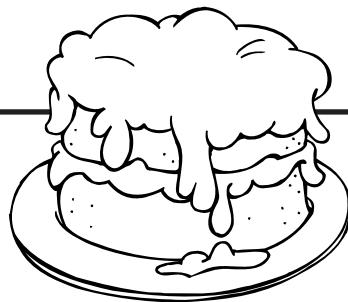
Listening for initial c

Name _____

Cut and Sort

Glue the pictures that begin with **c** under the cake.
Glue the other pictures under ☹.

cake



glue

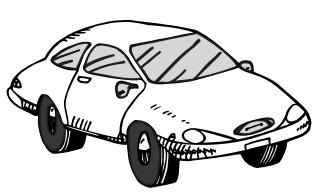
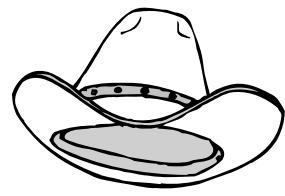
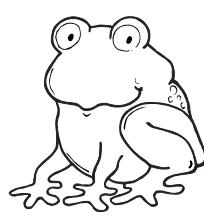
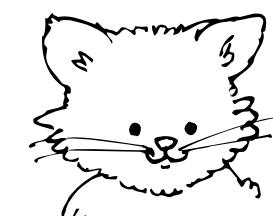
glue

glue

glue

glue

glue

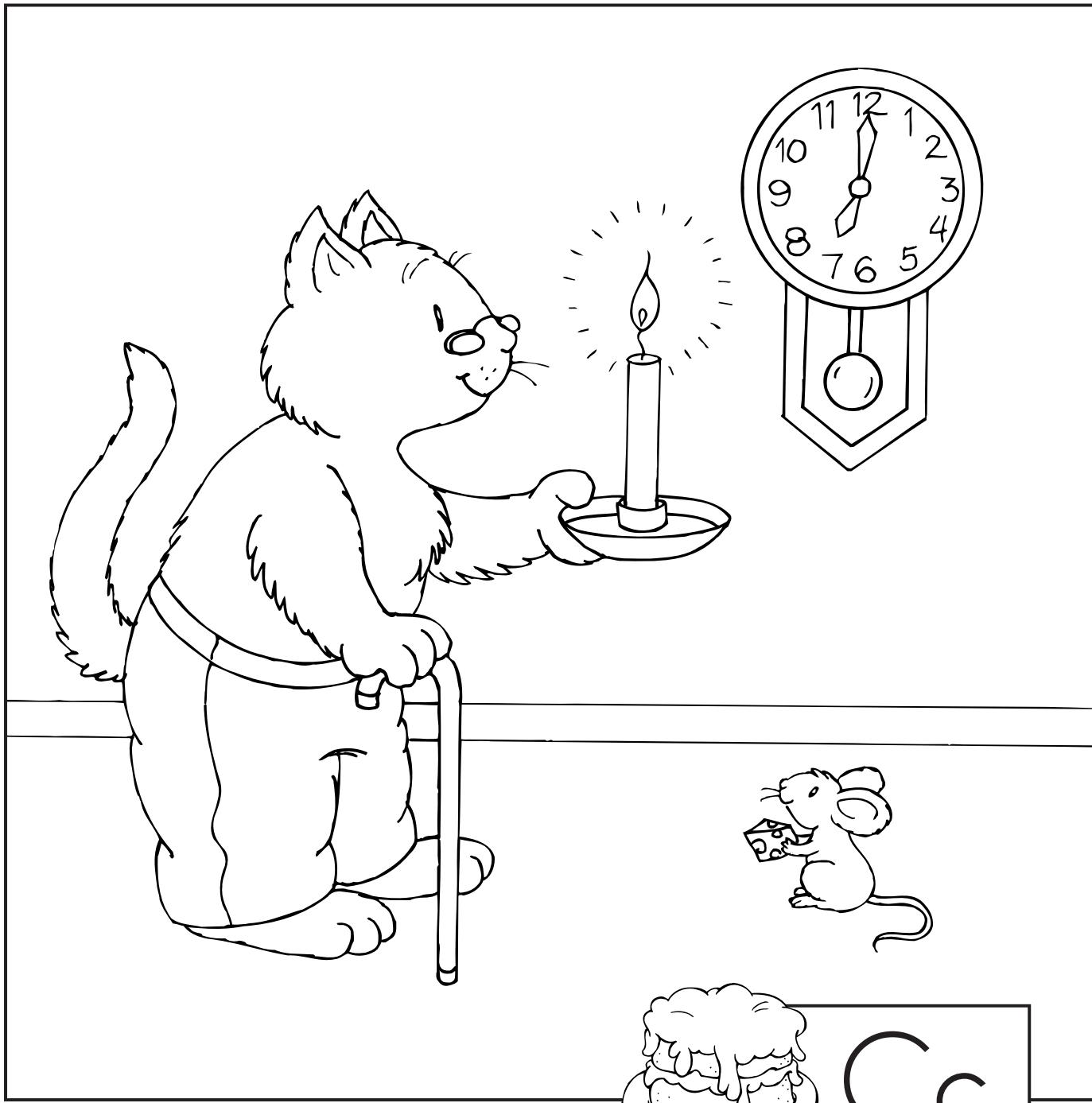


Listening for initial c

Name _____

What Do You See?

Color the things that begin like **cake**.



How many did you find? _____

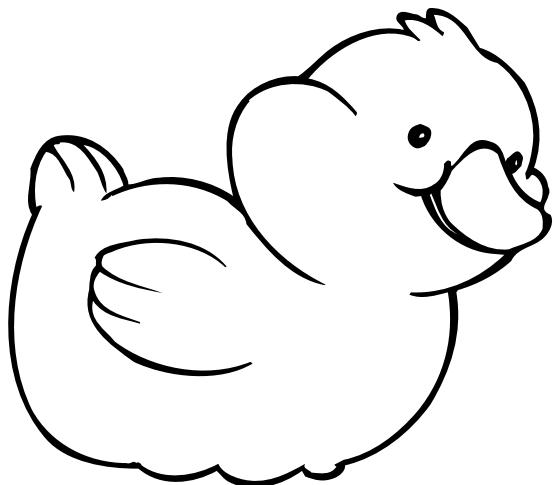
To the Teacher: Review the picture names with students.
(cat, candle, cane, mouse, cheese, clock)

Listening for initial c

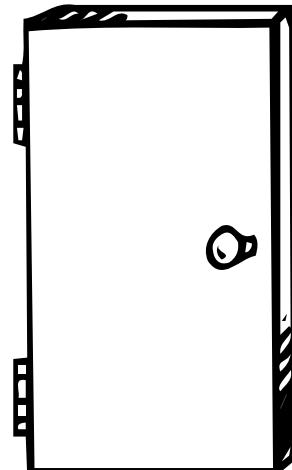
Name _____

Listen for the Sound

Dd
duck



Color the ones that begin like **duck**.



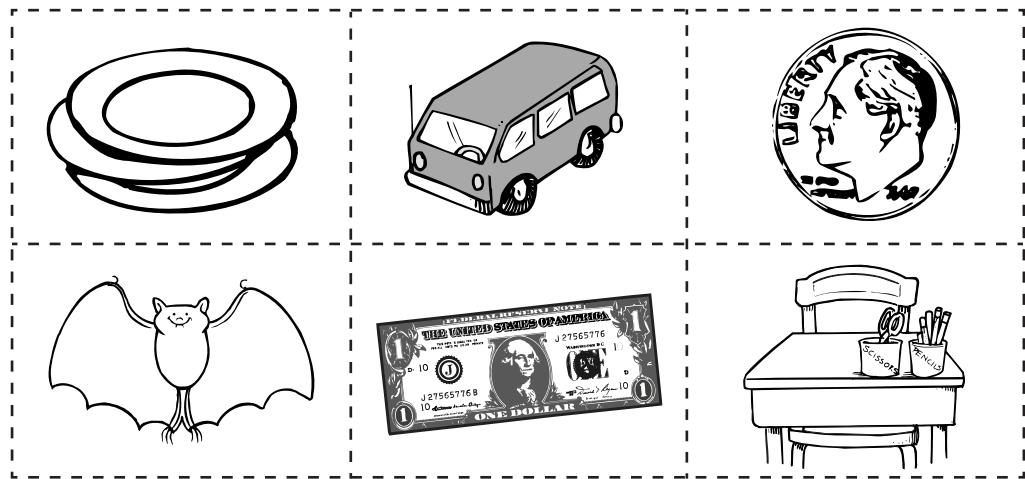
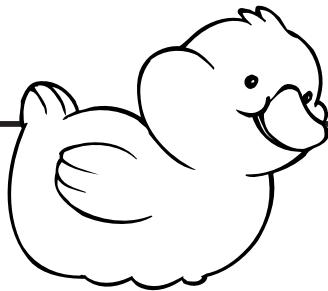
To the Teacher: Review the picture names with students.
(doll, dime, bear, door, vase, dog)

Name _____

Cut and Sort

Glue the pictures that begin with **d** under the duck.
Glue the other pictures under ☹.

duck

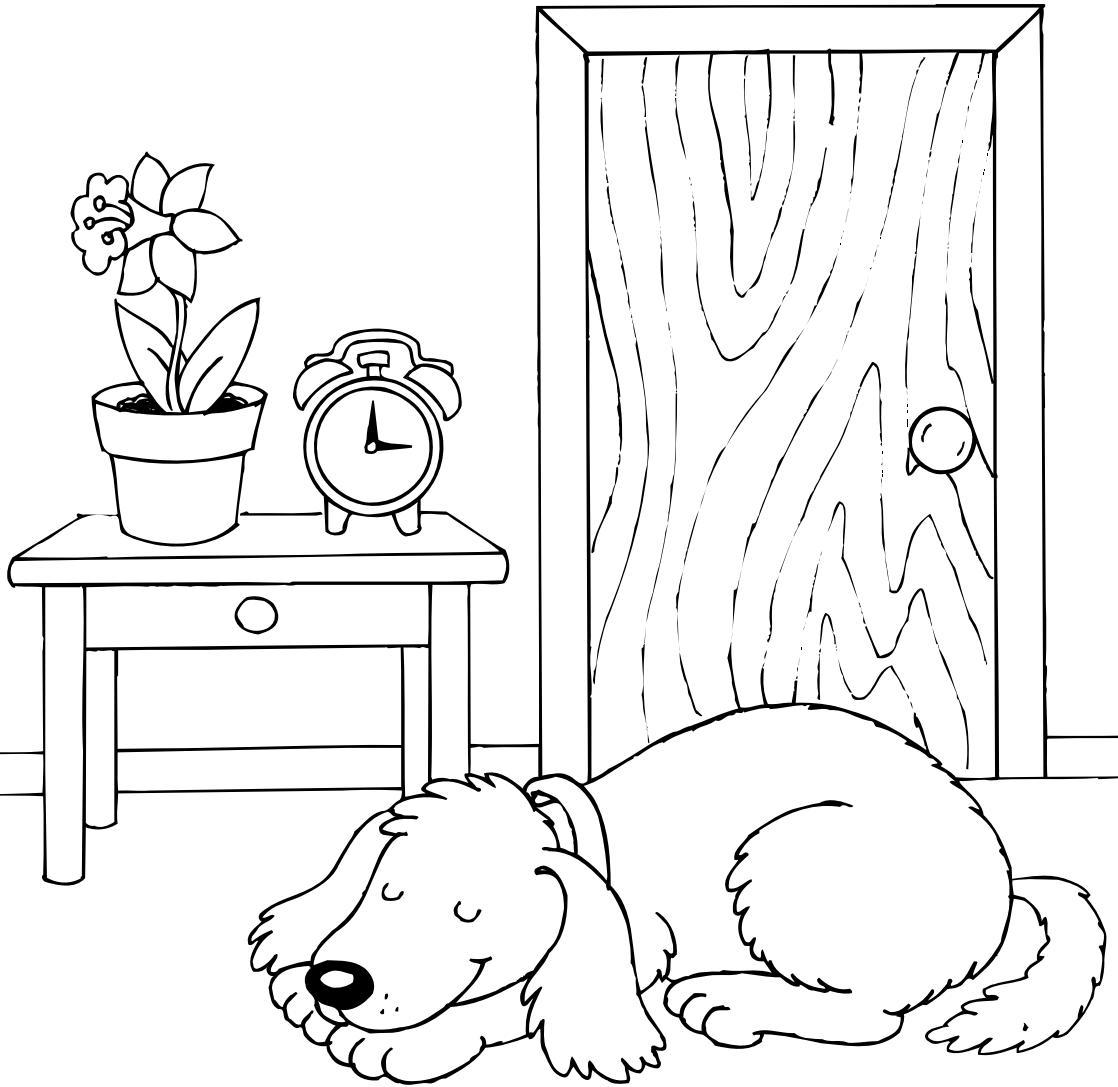


Listening for initial d

Name _____

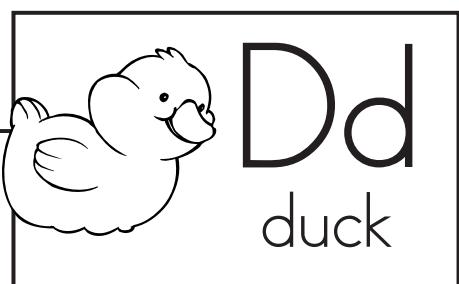
What Do You See?

Color the things that begin like **duck**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(dog, daffodil, door, clock, table)



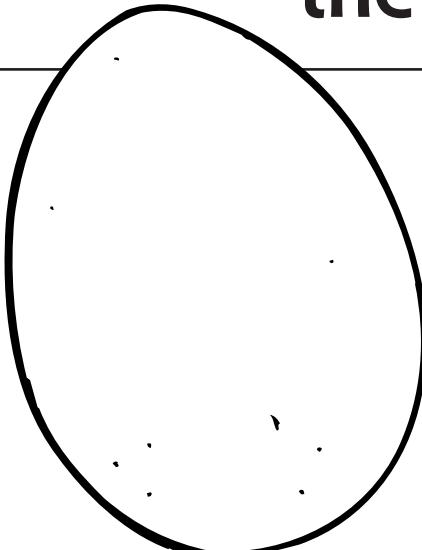
Listening for initial d

Name _____

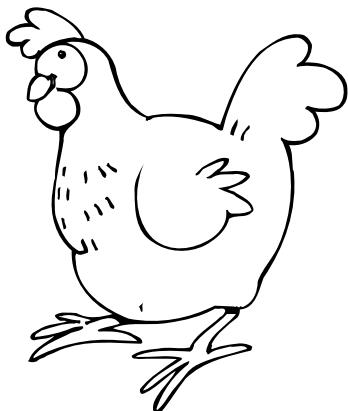
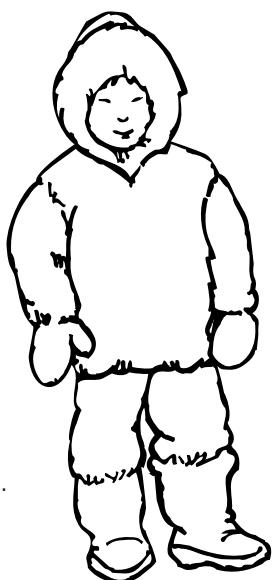
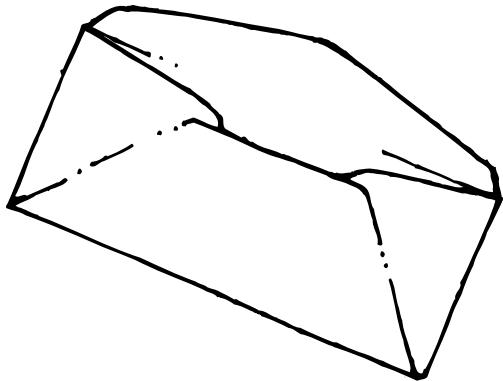
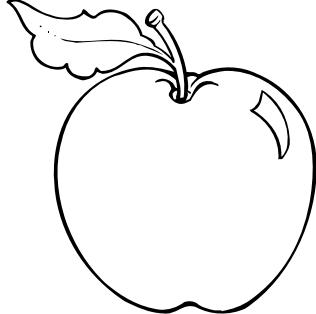
Listen for the Sound

E e

egg



Color the ones that begin like egg.



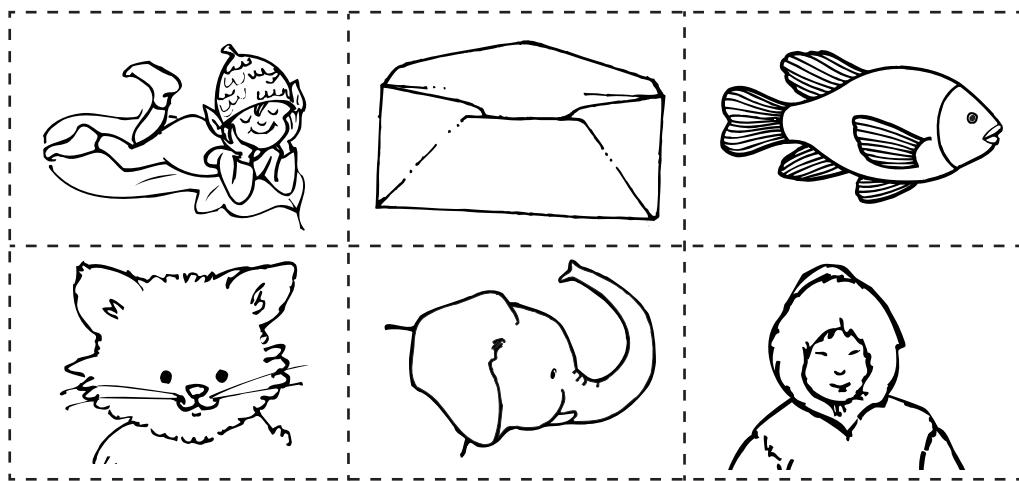
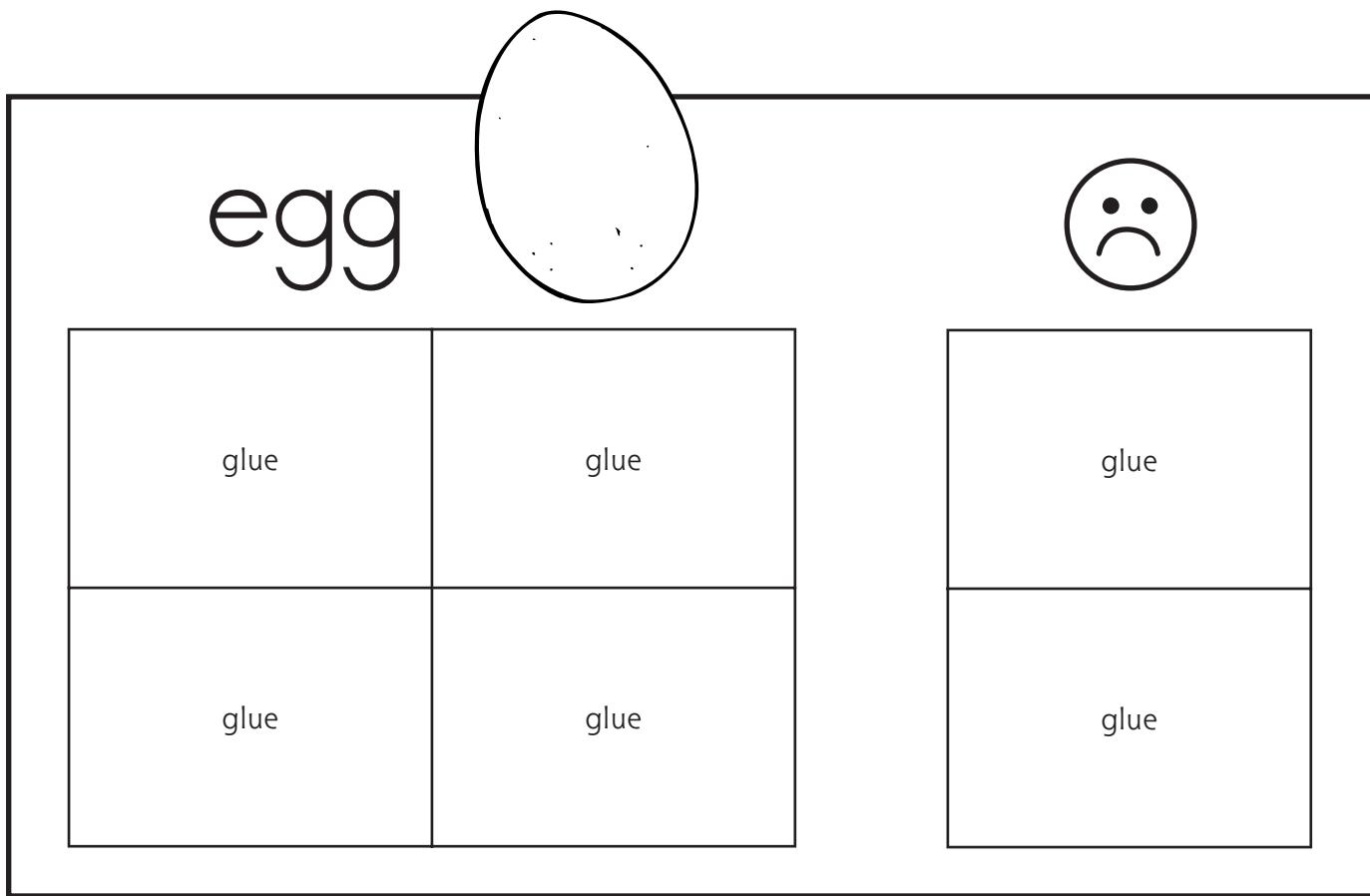
To the Teacher: Review the picture names with students.
(shoe, apple, elf, hen, eskimo, envelope)

Listening for initial short e

Name _____

Cut and Sort

Glue the pictures that begin with a **short e** under the egg.
Glue the other pictures under ☹.

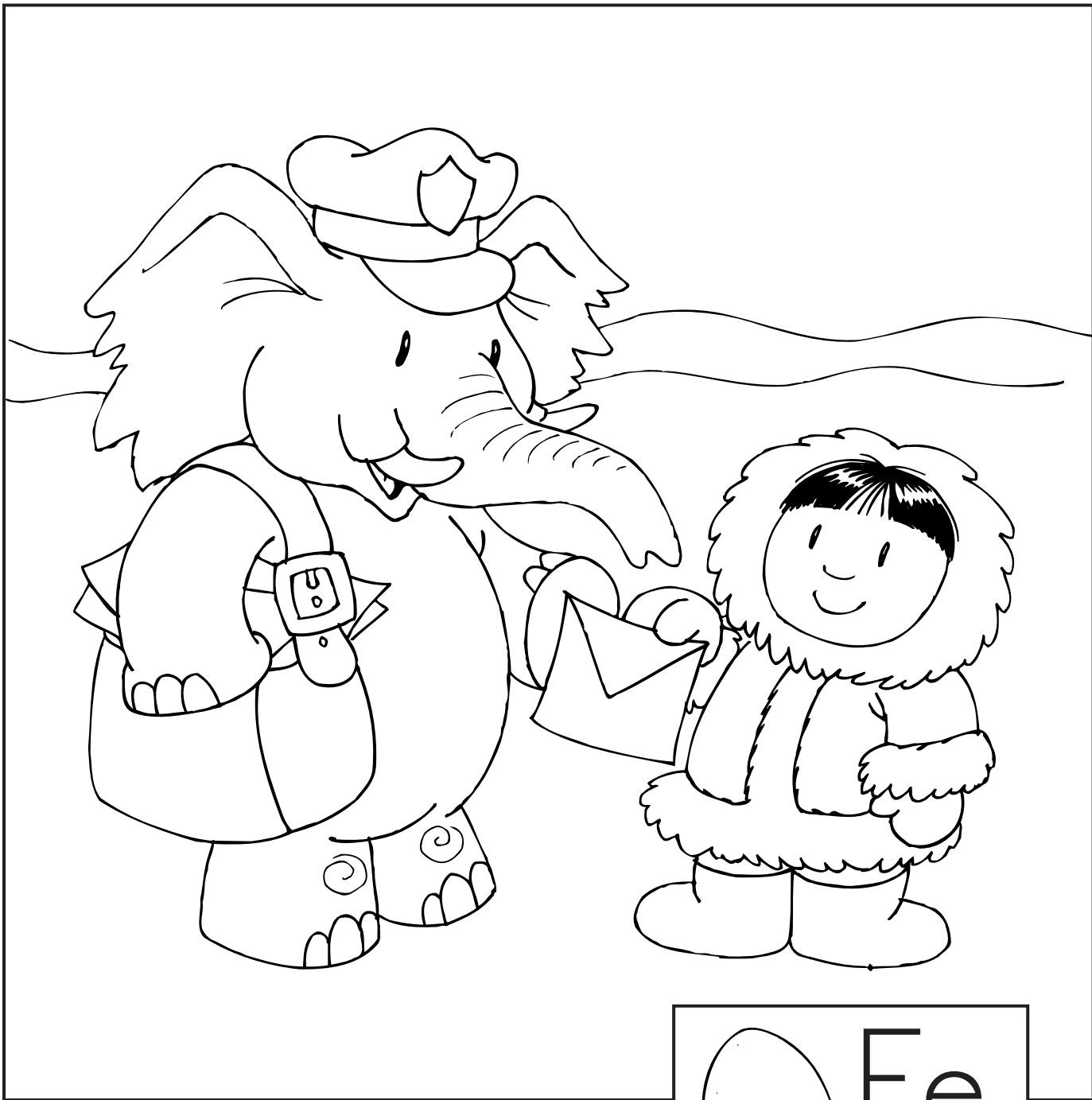


Listening for initial short e

Name _____

What Do You See?

Color the things that begin like egg.



How many did you find? _____

To the Teacher: Review the picture names with students.
(elephant, envelope, Eskimo, pouch, hat)

Listening for initial short e

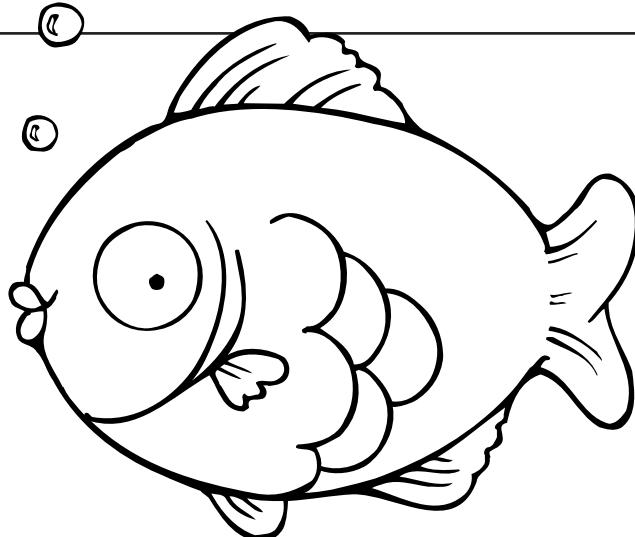


Name _____

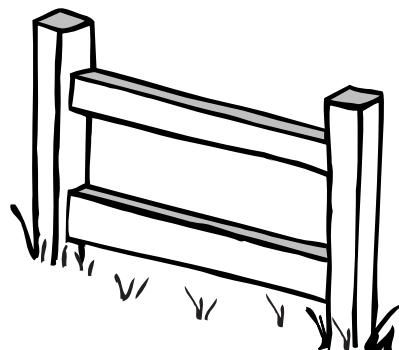
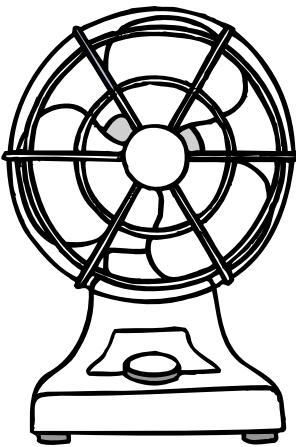
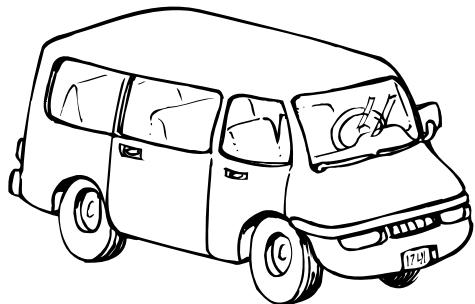
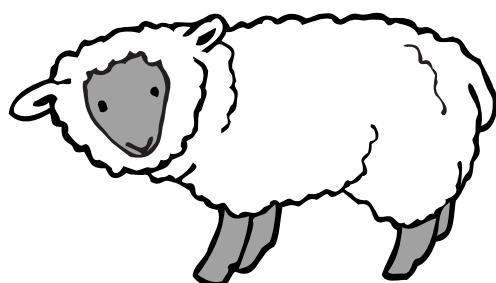
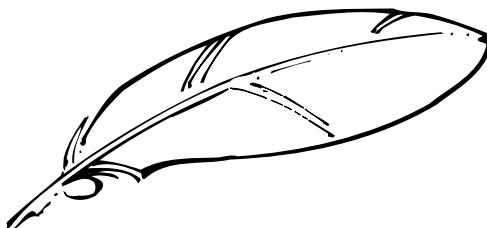
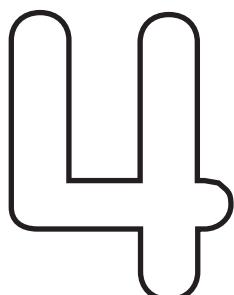
Listen for the Sound

Ff

fish



Color the ones that begin like **fish**.



To the Teacher: Review the picture names with students.
(four, feather, sheep, fence, fan, van)

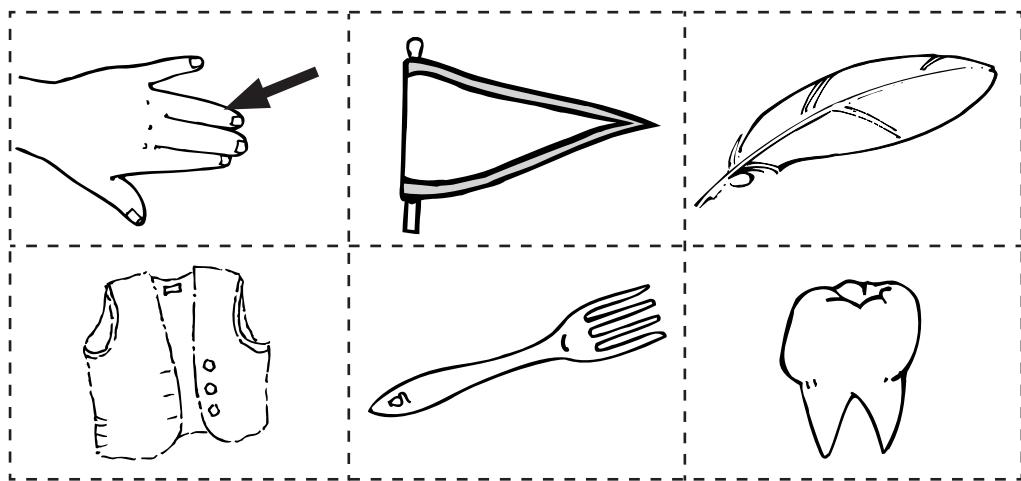
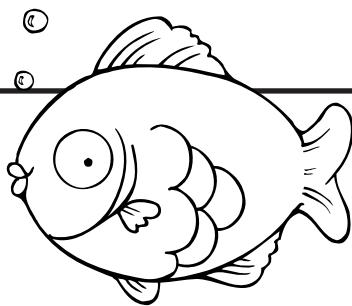
Listening for initial f

Name _____

Cut and Sort

Glue the pictures that begin with **f** under the fish.
Glue the other pictures under ☹.

fish

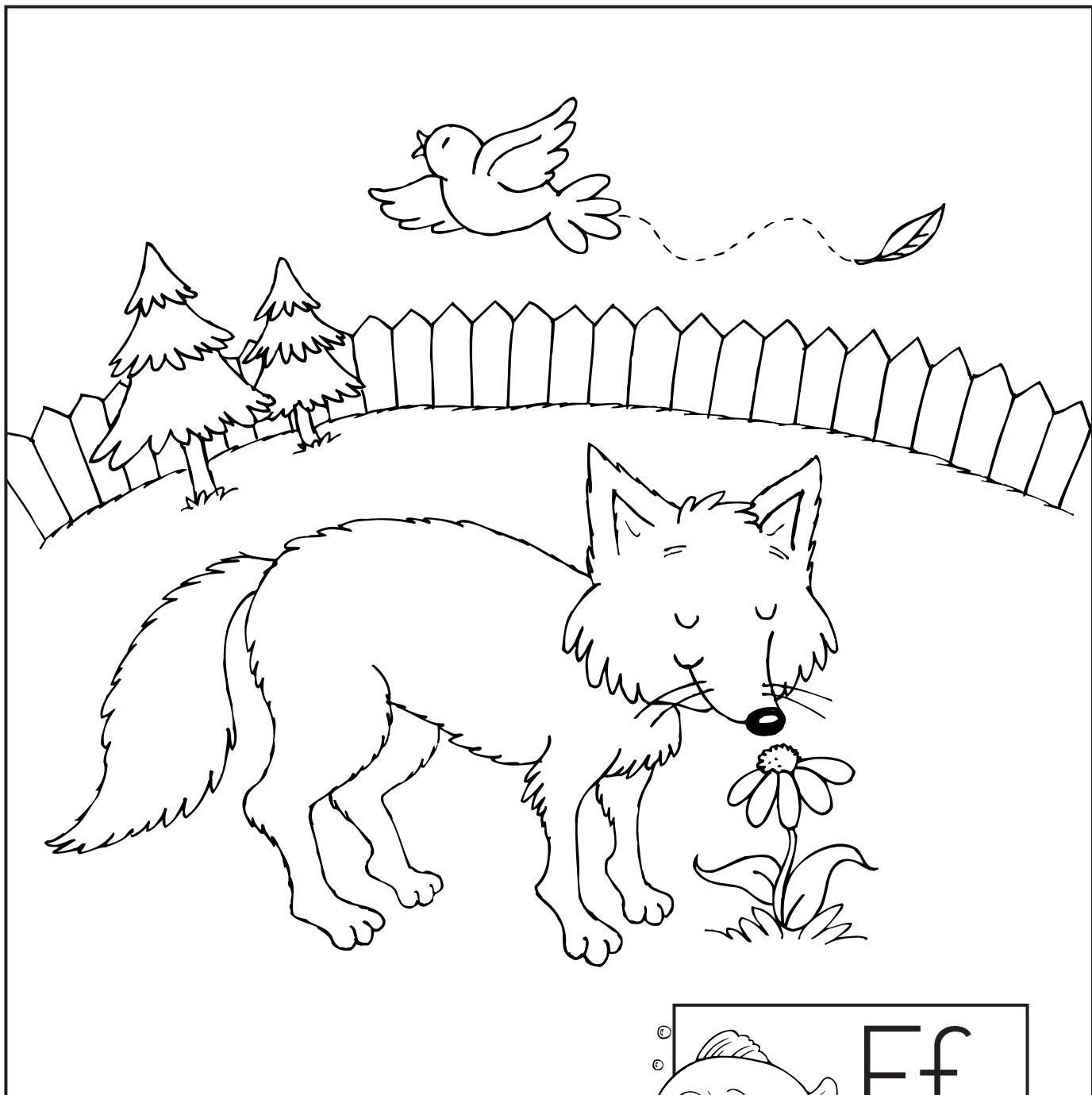


Listening for initial **f**

Name _____

What Do You See?

Color the things that begin like **fish**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(fox, flower, fence, bird, trees, feather)

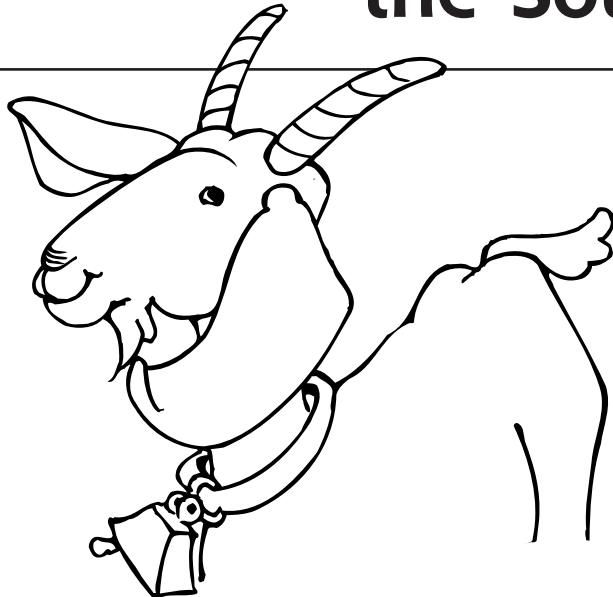


Listening for initial f

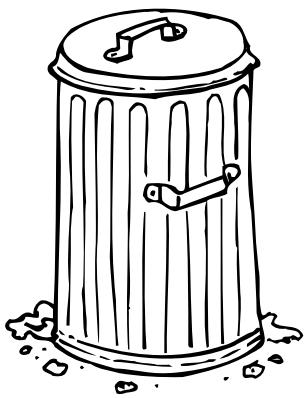
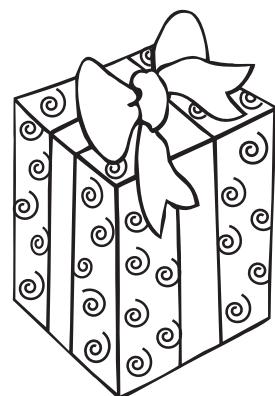
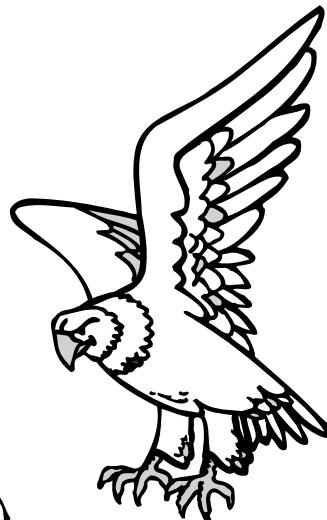
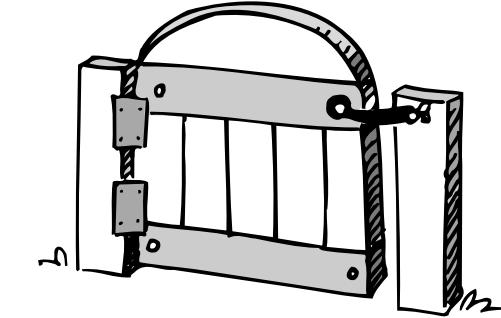
Name _____

Listen for the Sound

G g
goat



Color the ones that begin like **goat**.



To the Teacher: Review the picture names with students.
(gate, eagle, gift, guitar, garbage can, coat)

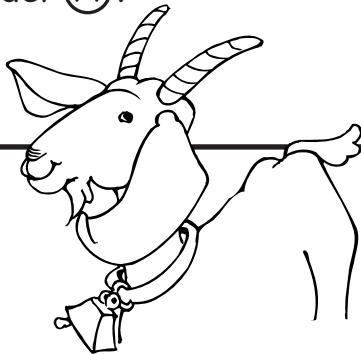
Listening for initial g

Name _____

Cut and Sort

Glue the pictures that begin with **g** under the goat.
Glue the other pictures under ☹.

goat



glue

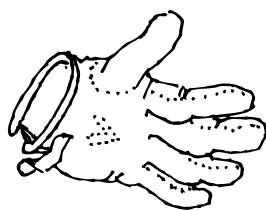
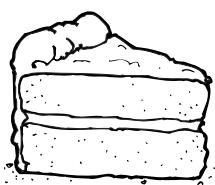
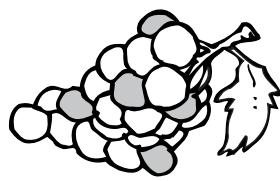
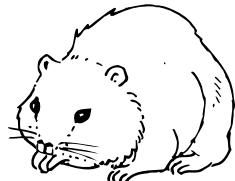
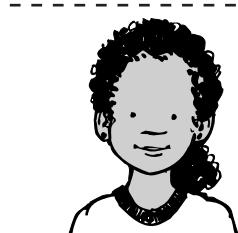
glue

glue

glue

glue

glue



Listening for initial g

Name _____

What Do You See?

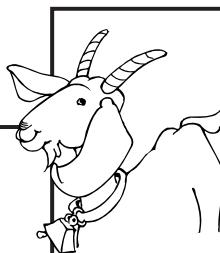
Color the things that begin like **goat**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(gorilla, guitar, goose, grass, sun, clouds)

Listening for initial g



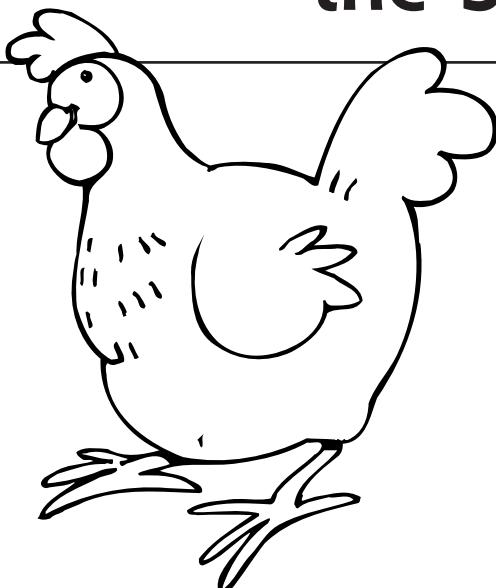
Gg
goat

Name _____

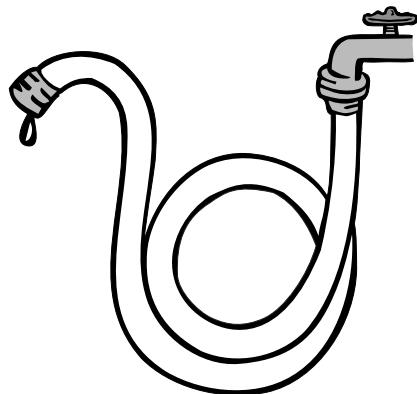
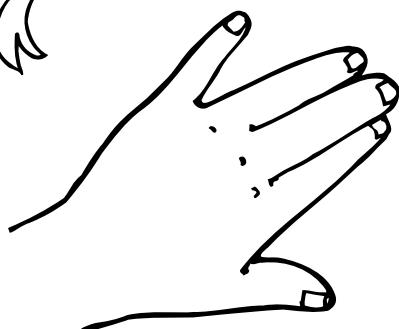
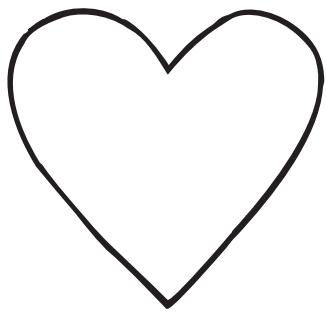
Listen for the Sound

Hh

hen



Color the ones that begin like hen.



To the Teacher: Review the picture names with students.
(kite, nest, house, hose, hand, heart)

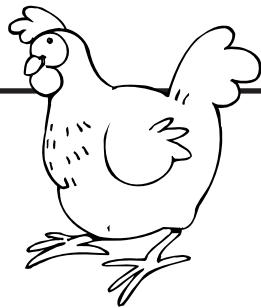
Listening for initial h

Name _____

Cut and Sort

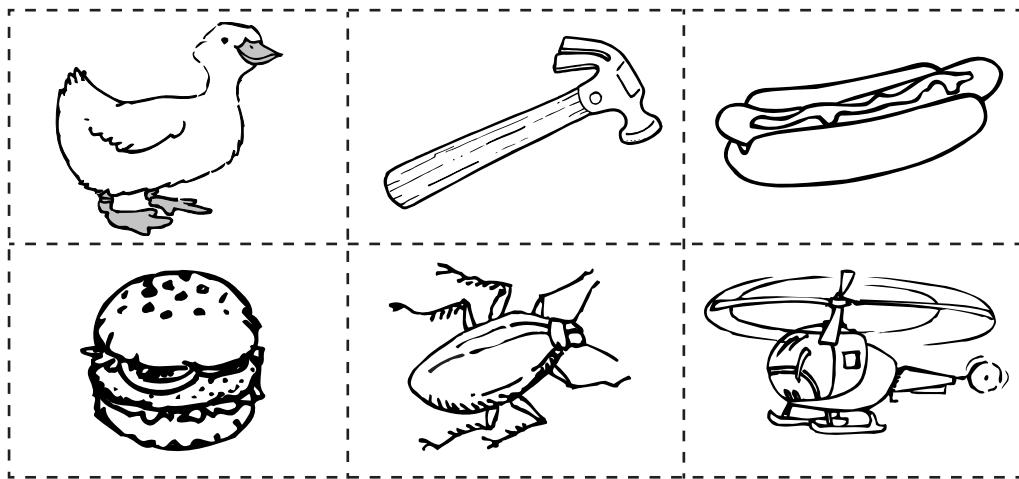
Glue the pictures that begin with **h** under the hen.
Glue the other pictures under ☹.

hen



glue	glue
glue	glue

glue
glue

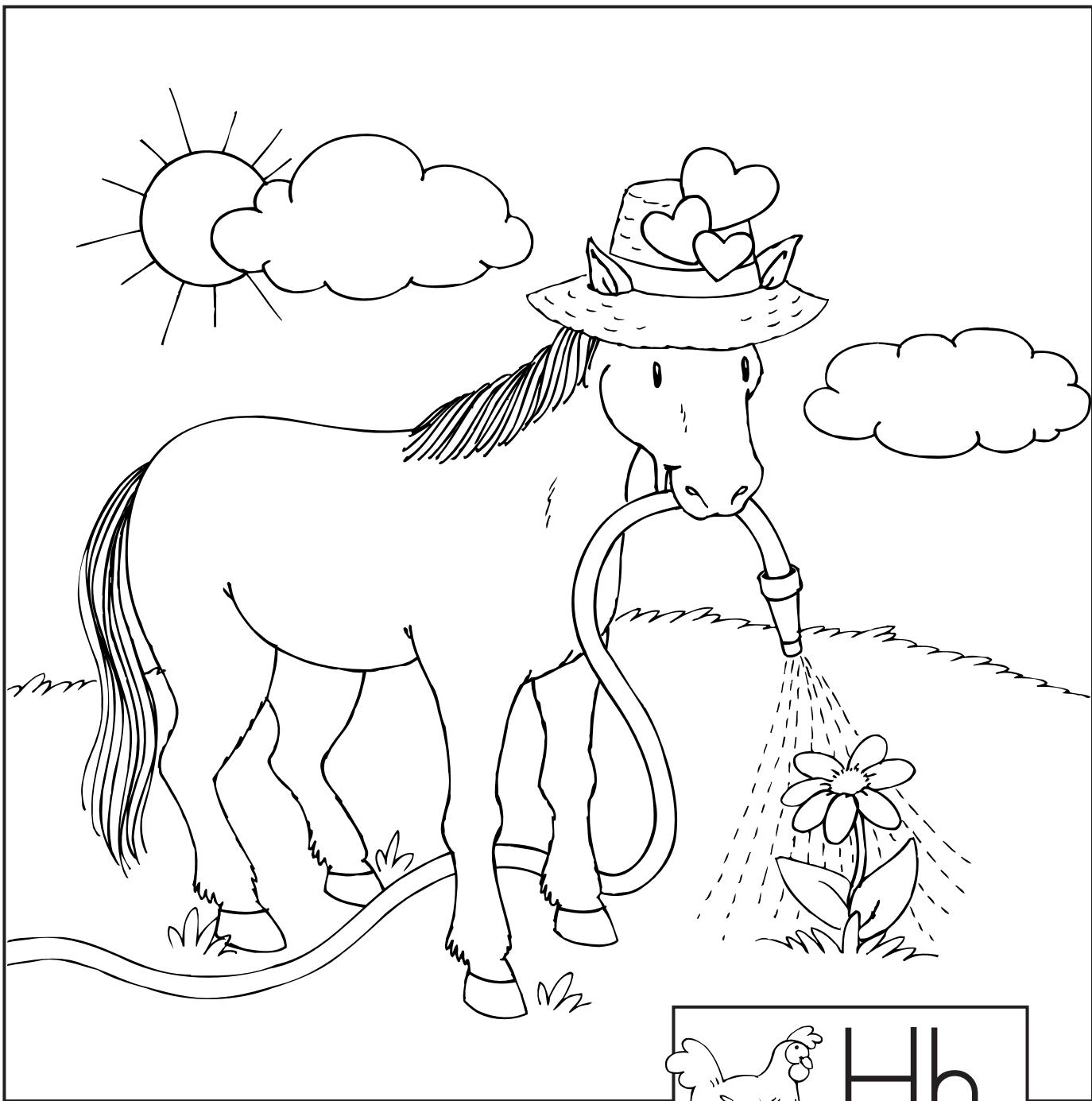


Listening for initial h

Name _____

What Do You See?

Color the things that begin like **hen**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(horse, hat, hose, hearts, sun, clouds, flower)



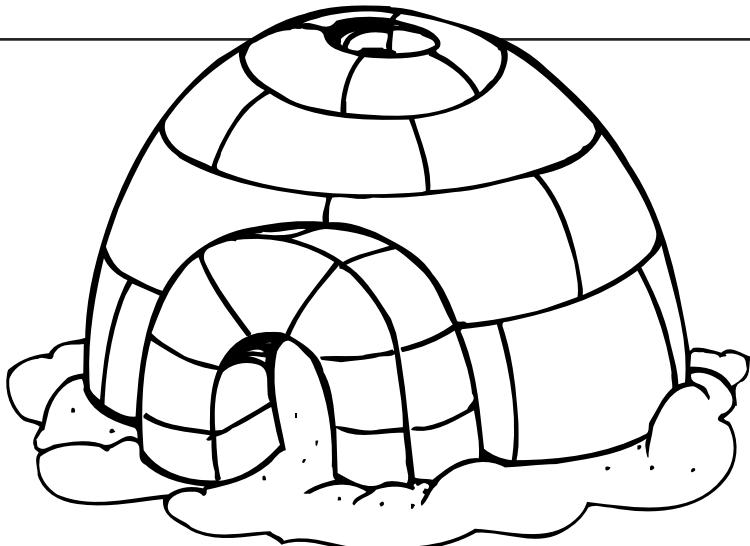
Listening for initial h

Name _____

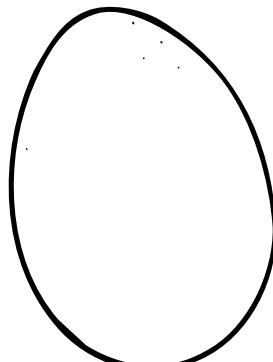
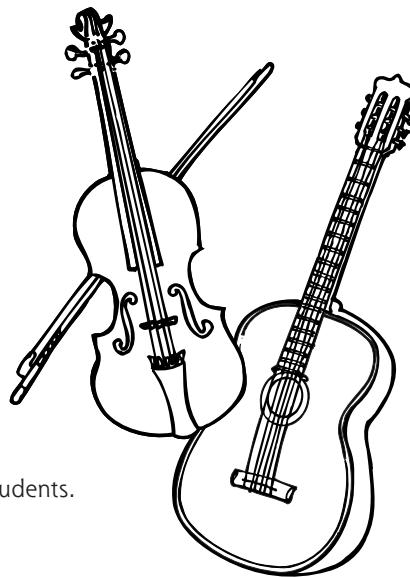
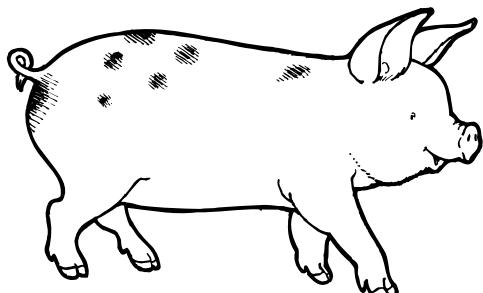
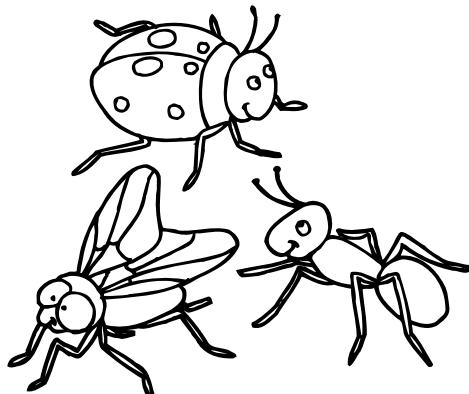
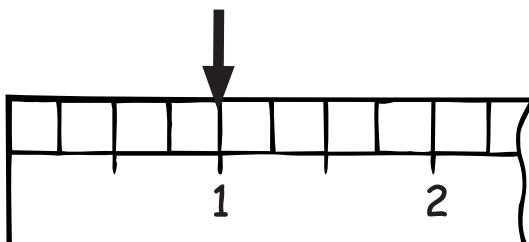
Listen for the Sound

I i

igloo



Color the ones that begin like **igloo**.



To the Teacher: Review the picture names with students.
(inch, insects, egg, instruments, pig)

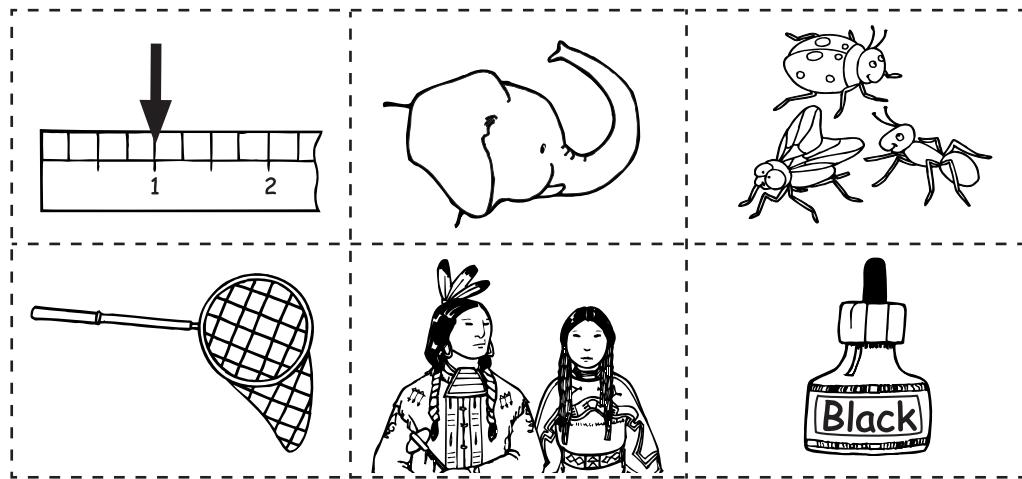
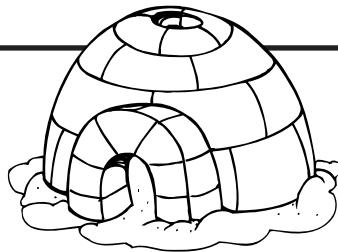
Listening for initial short i

Name _____

Cut and Sort

Glue the pictures that begin with a **short i** under the igloo.
Glue the other pictures under ☹.

igloo

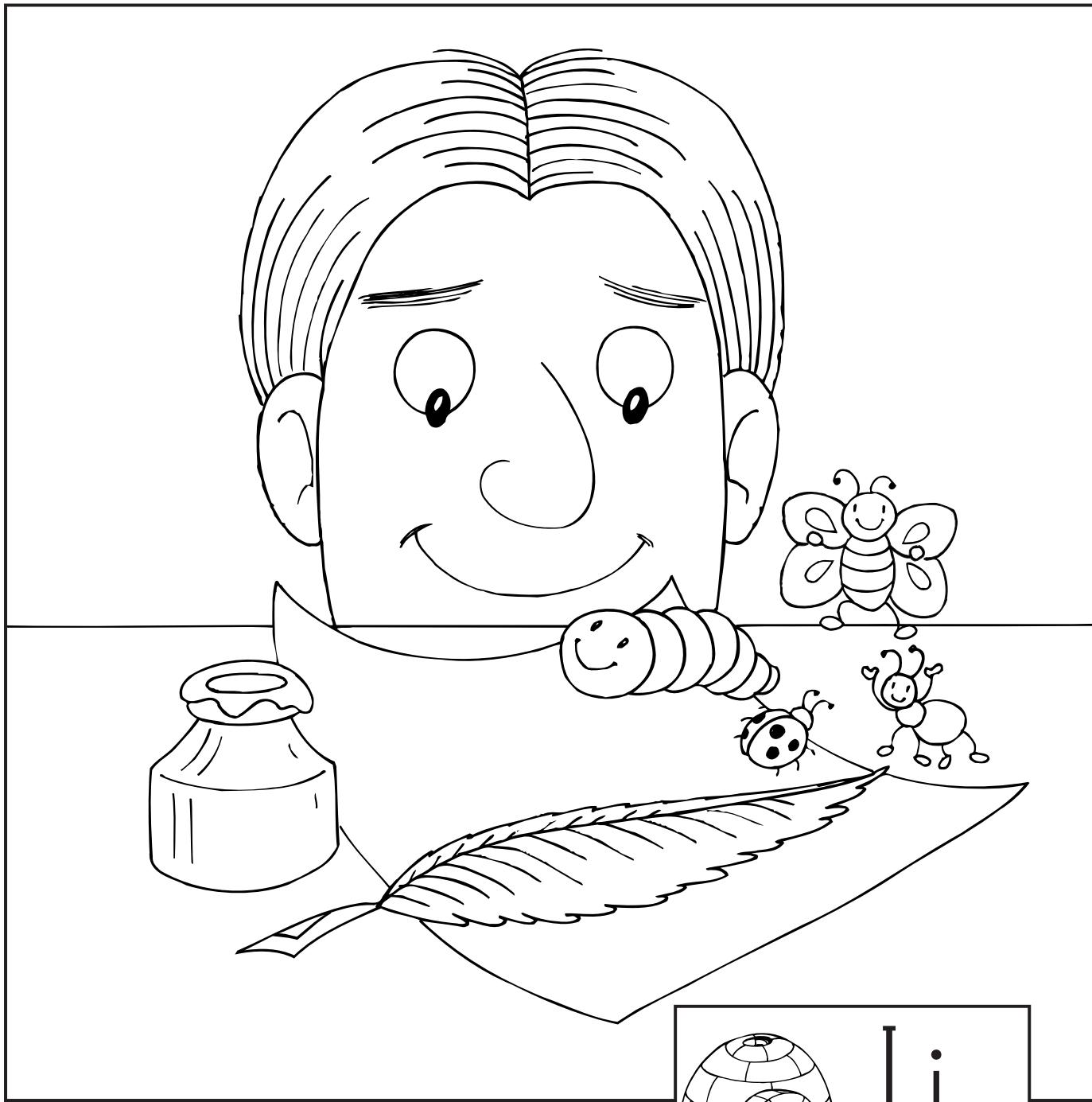


Listening for initial short i

Name _____

What Do You See?

Color the things that begin like **igloo**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(man, insects, ink, paper, quill pen, inchworm)

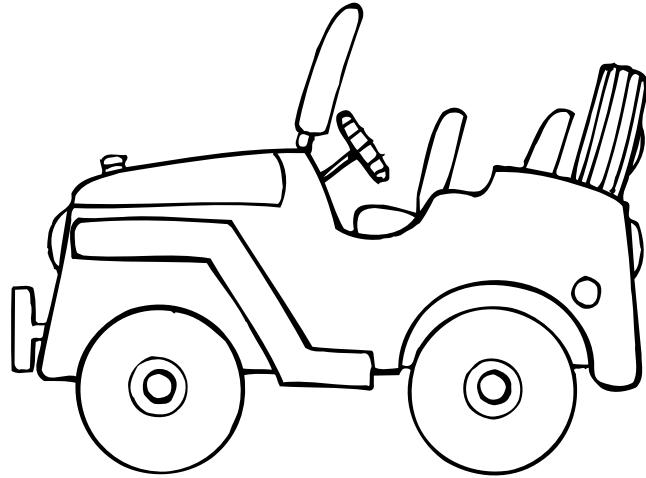
Listening for initial short i



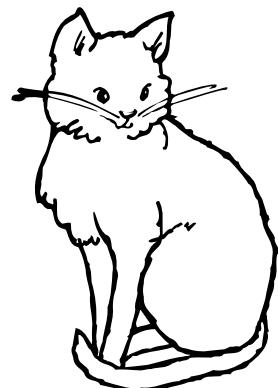
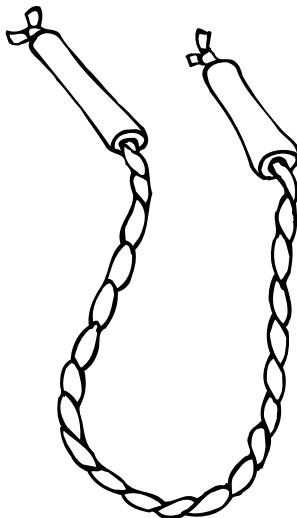
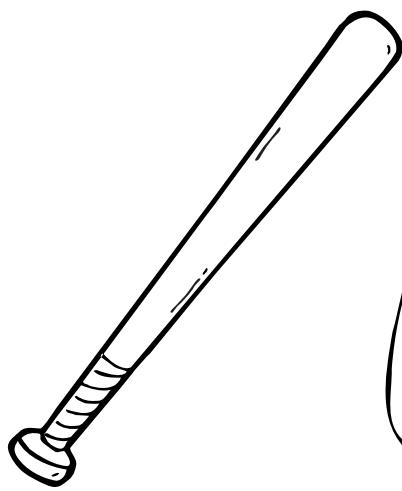
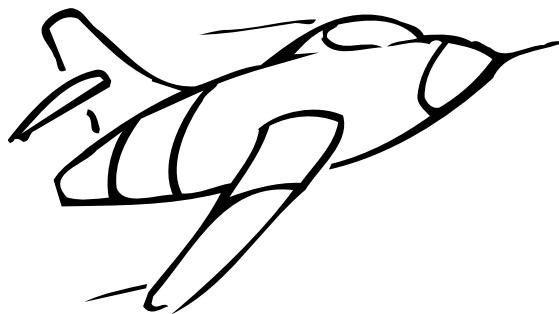
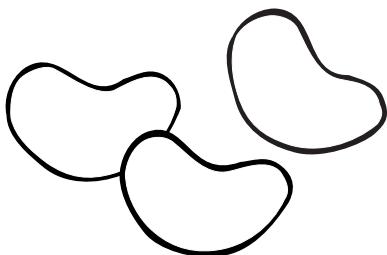
Name _____

Listen for the Sound

J j
jeep



Color the ones that begin like **jeep**.



To the Teacher: Review the picture names with students.
(jelly beans, jet, cat, jump rope, jam, bat)

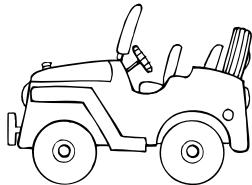
Listening for initial j

Name _____

Cut and Sort

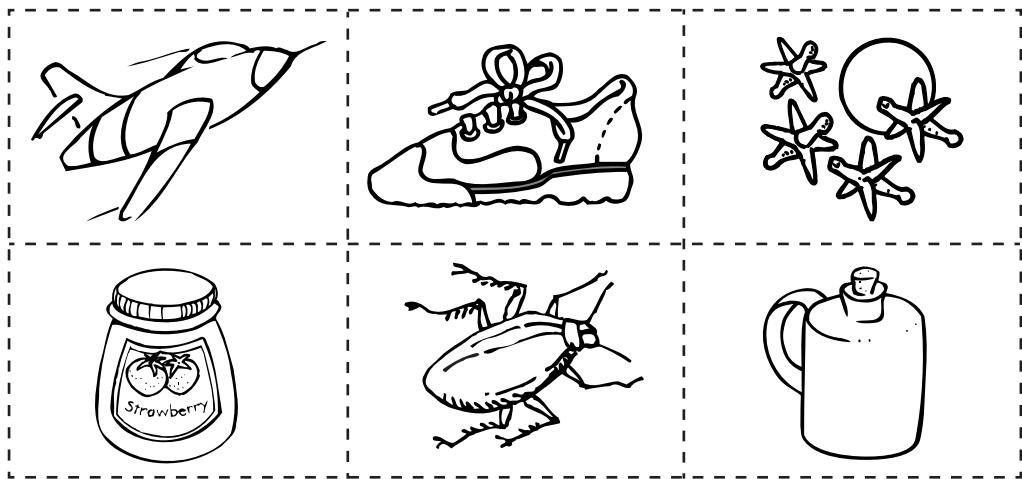
Glue the pictures that begin with j under the jeep.
Glue the other pictures under ☹.

jeep



glue	glue
glue	glue

glue
glue

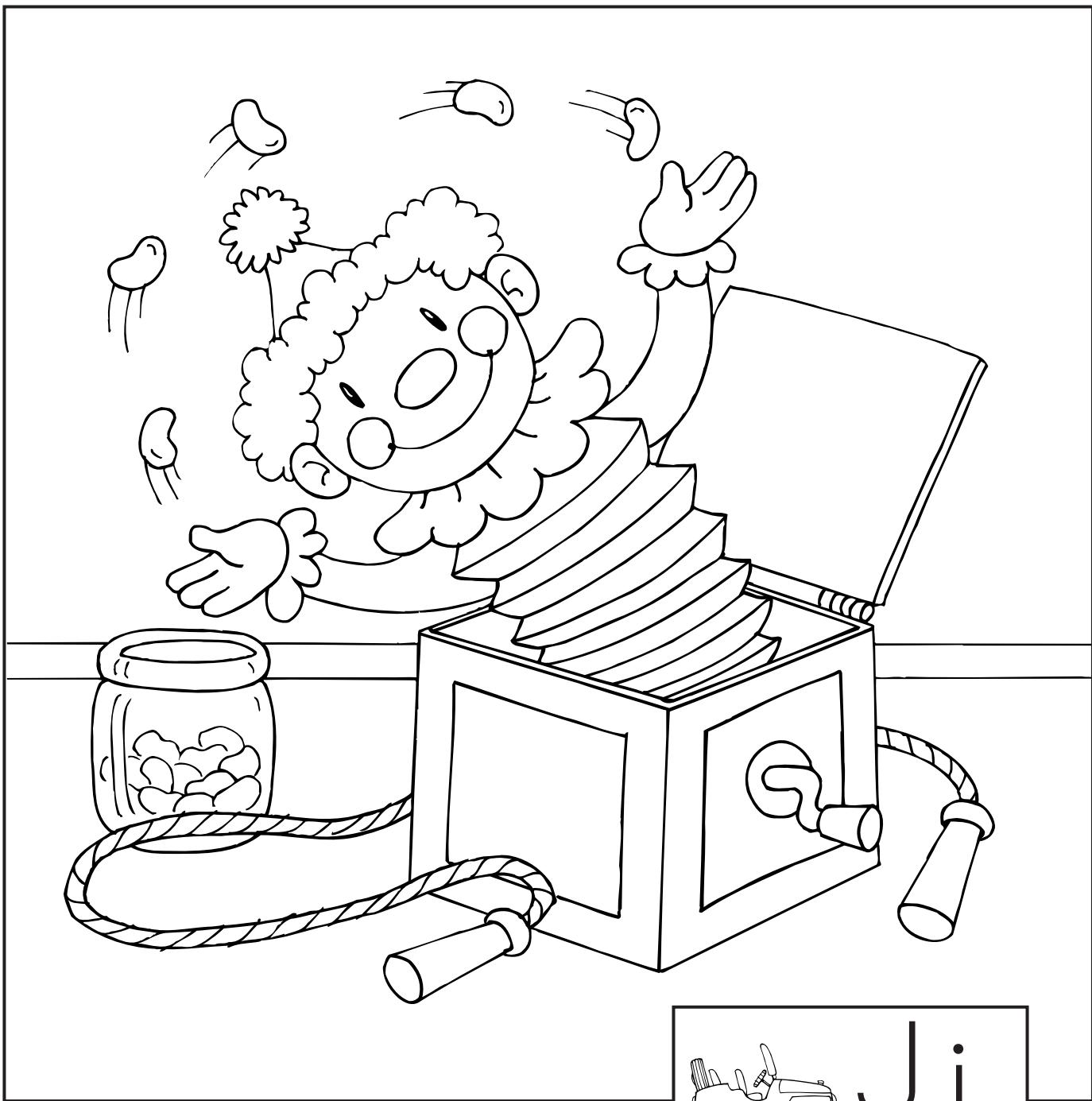


Listening for initial j

Name _____

What Do You See?

Color the things that begin like **jeep**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(jack-in-the-box, jelly beans, jump rope, jar)

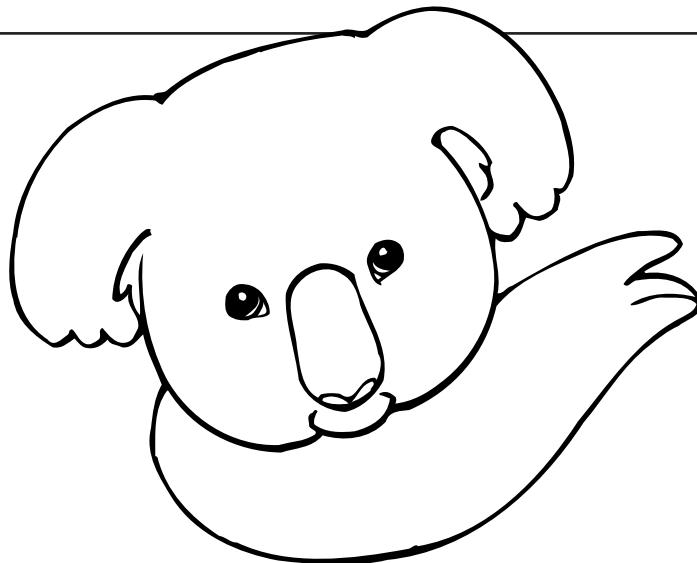


Listening for initial j

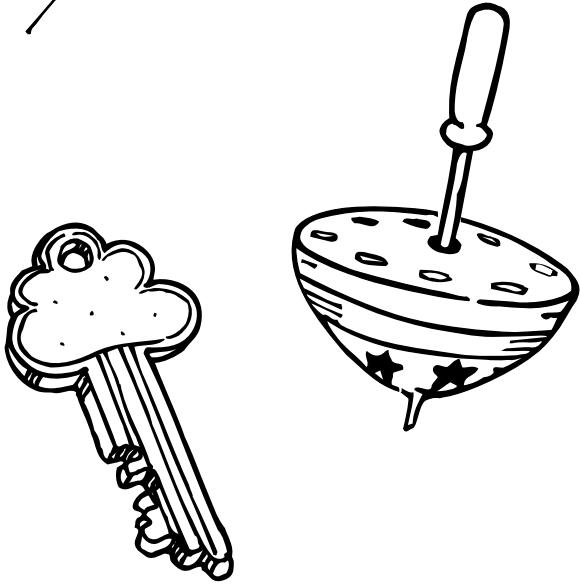
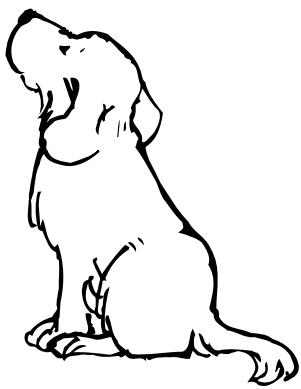
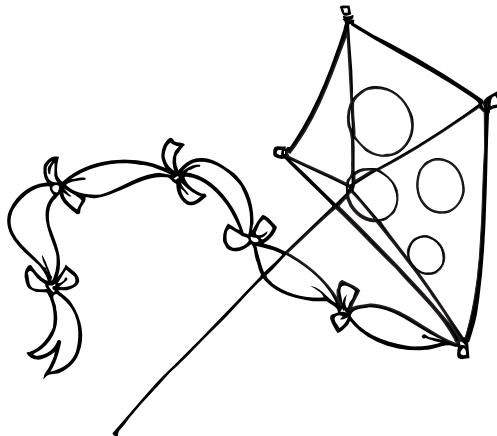
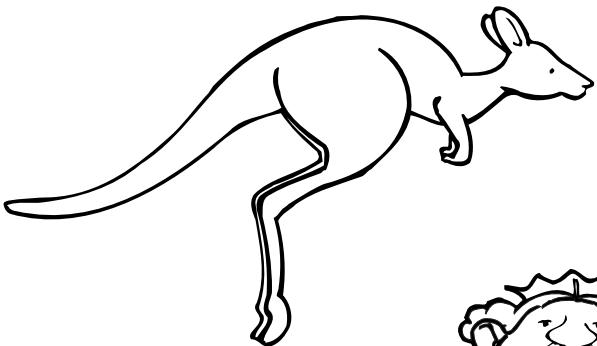
Name _____

Listen for the Sound

Kk
koala



Color the ones that begin like **koala**.



To the Teacher: Review the picture names with students.
(kangaroo, kite, top, key, king, dog)

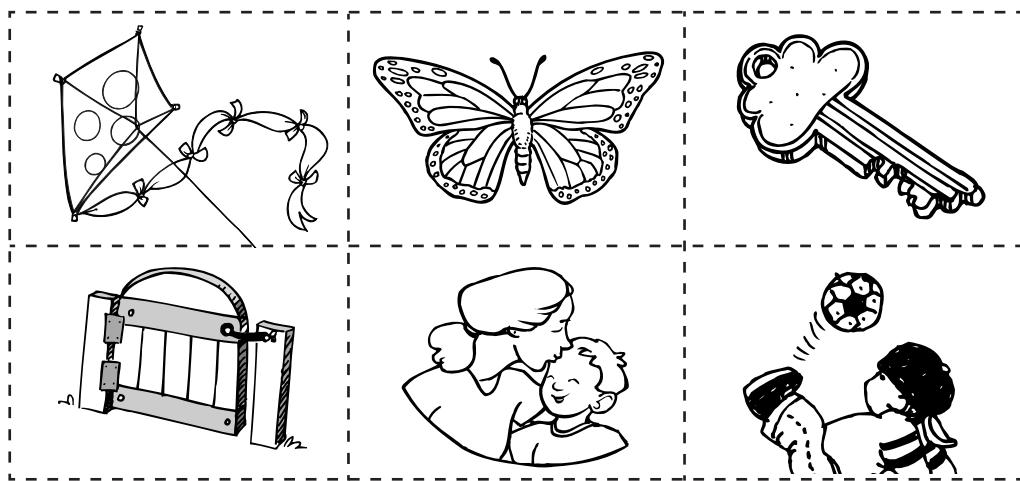
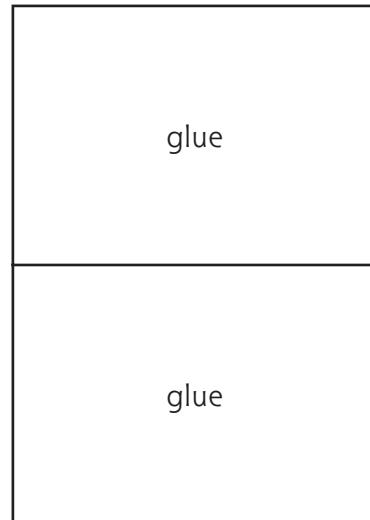
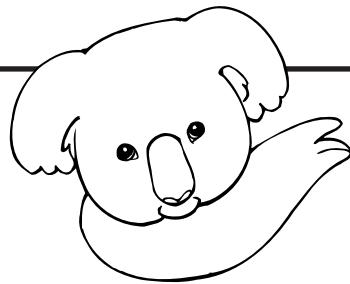
Listening for initial k

Name _____

Cut and Sort

Glue the pictures that begin with **k** under the koala.
Glue the other pictures under ☹.

koala

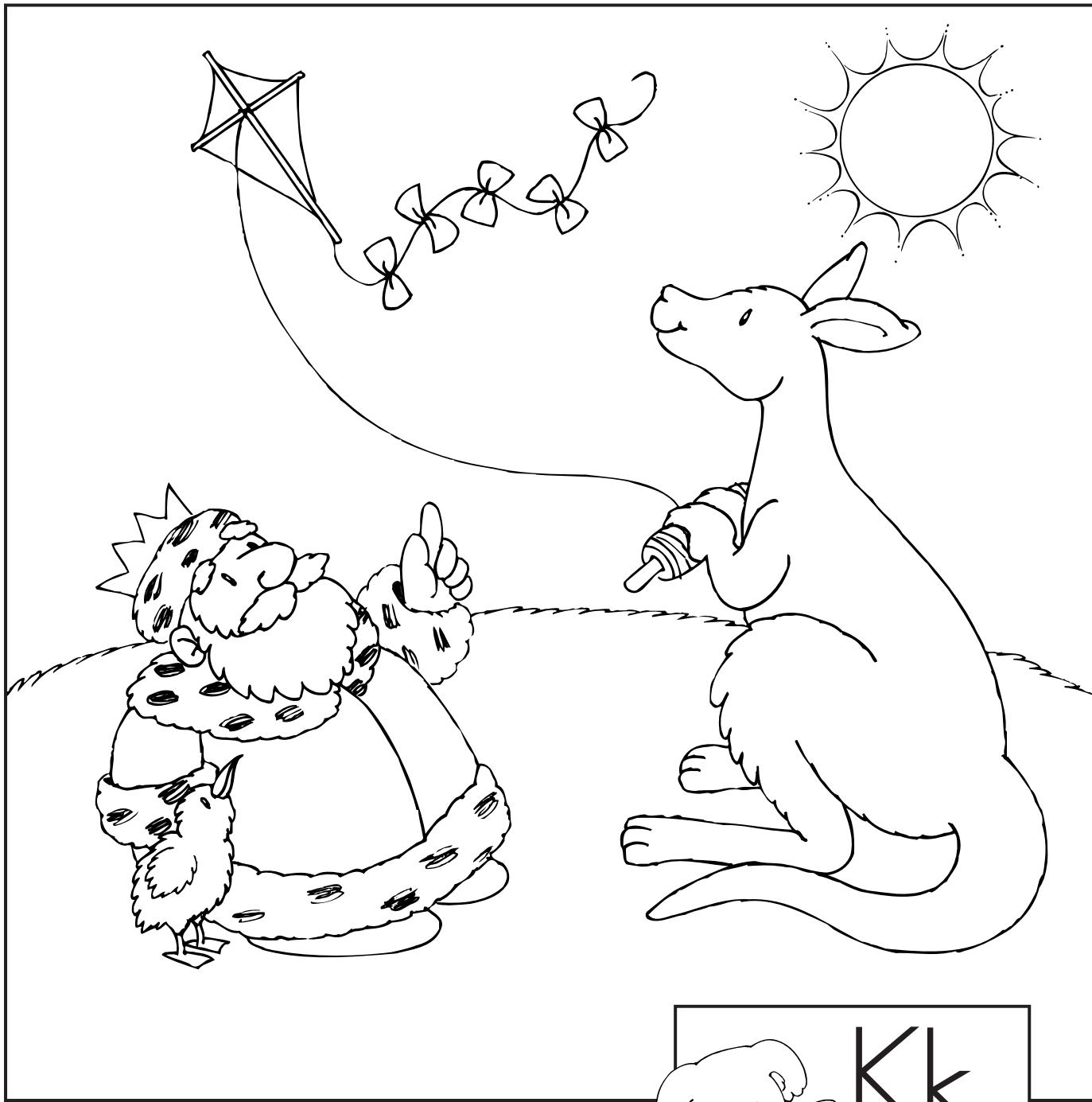


Listening for initial k

Name _____

What Do You See?

Color the things that begin like **koala**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(king, kangaroo, kite, kiwi, string, sun)

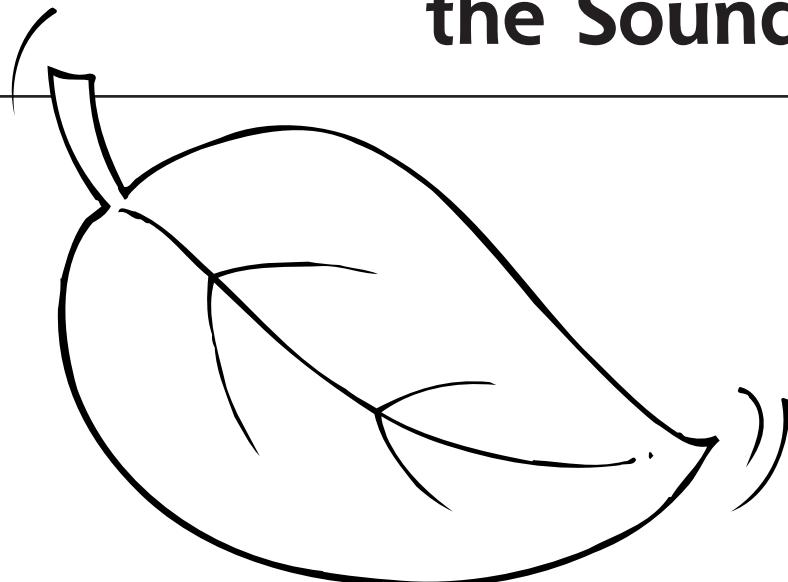
Listening for initial k



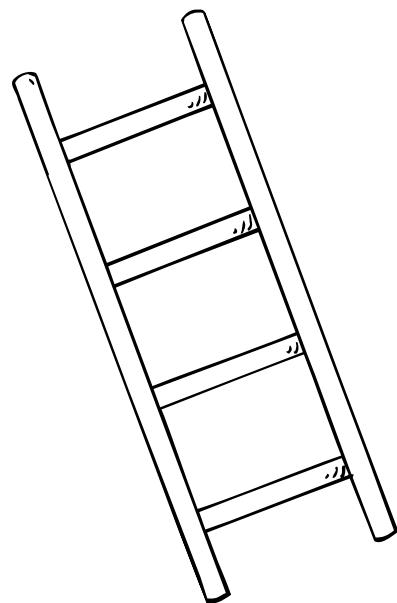
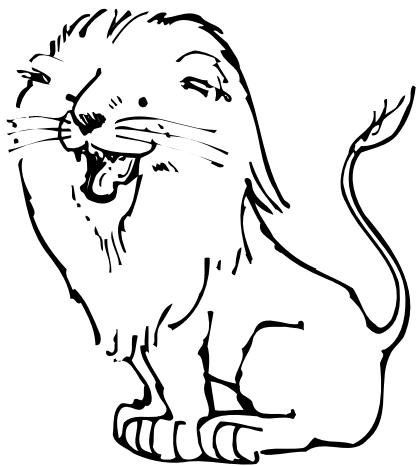
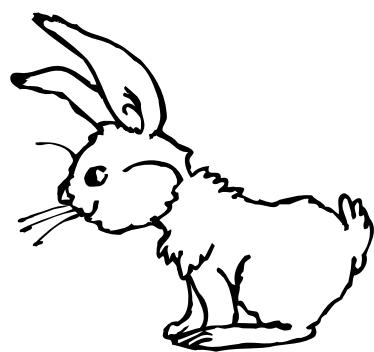
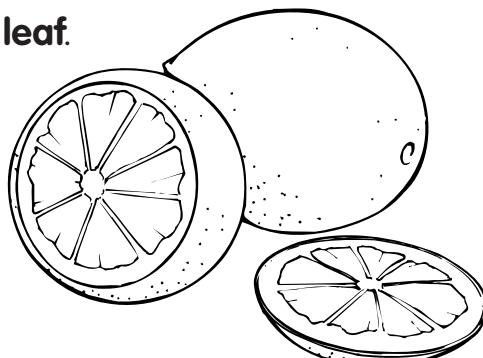
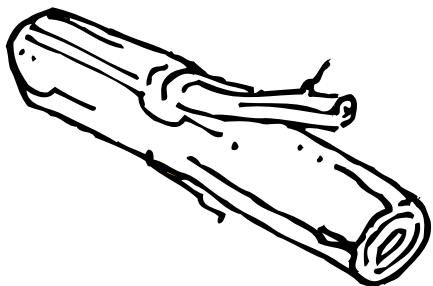
Name _____

Listen for the Sound

L l
leaf



Color the ones that begin like **leaf**.



To the Teacher: Review the picture names with students.
(log, lemons, rabbit, ladder, lion, ball)

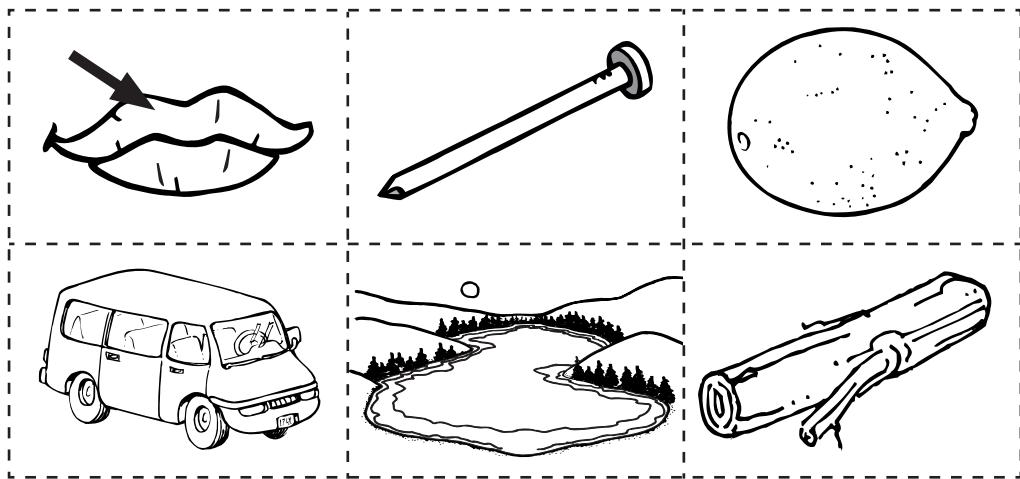
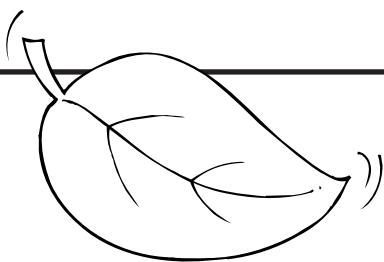
Listening for initial l

Name _____

Cut and Sort

Glue the pictures that begin with l under the leaf.
Glue the other pictures under ☹.

leaf

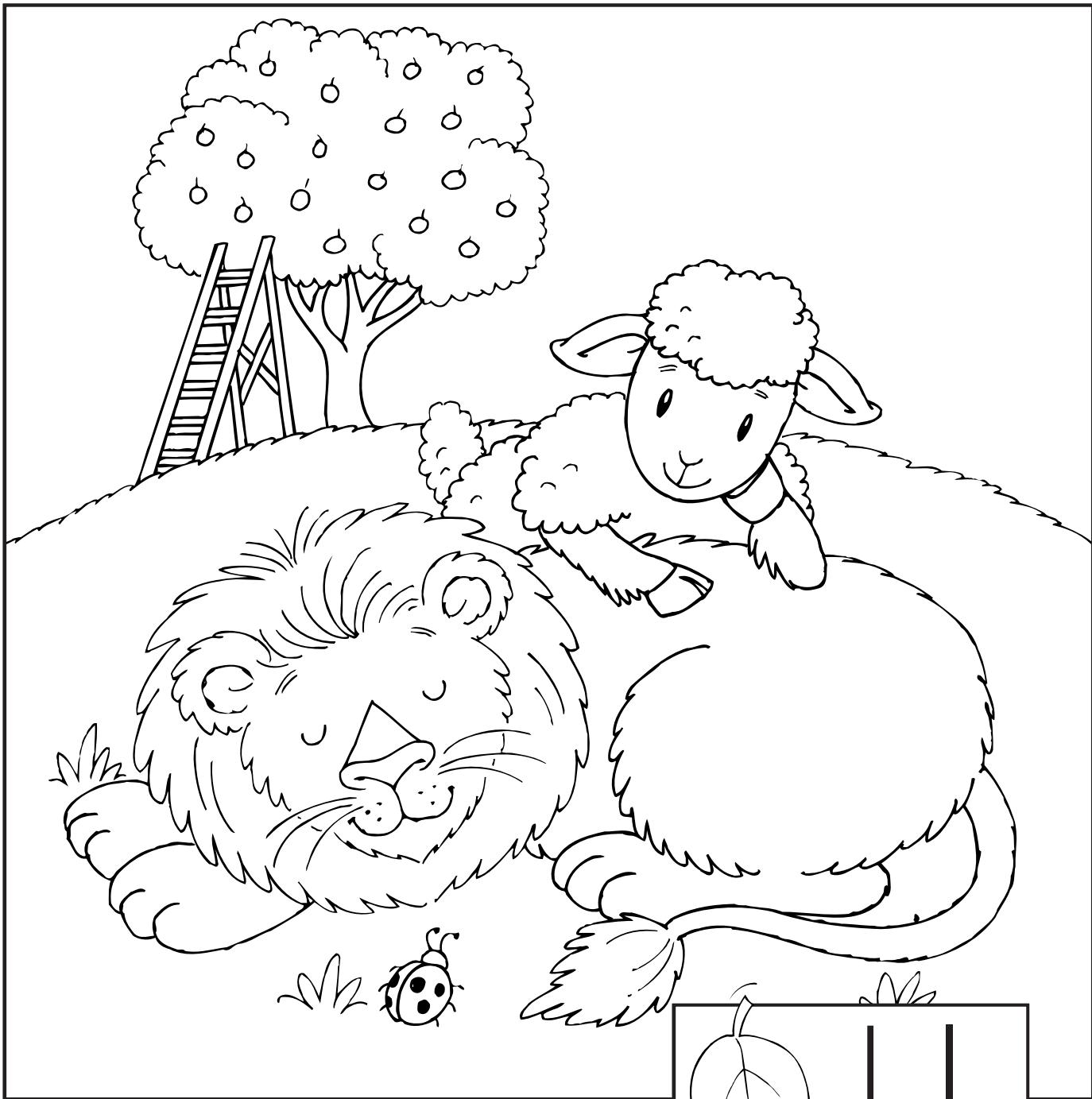


Listening for initial l

Name _____

What Do You See?

Color the things that begin like **leaf**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(lion, lamb, ladybug, ladder, tree, grass)



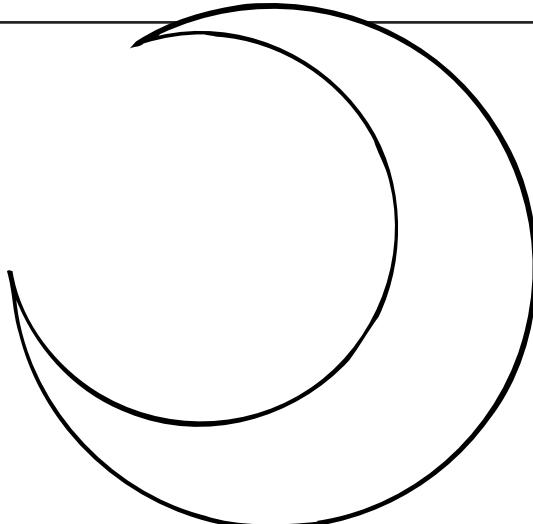
Listening for initial l

Name _____

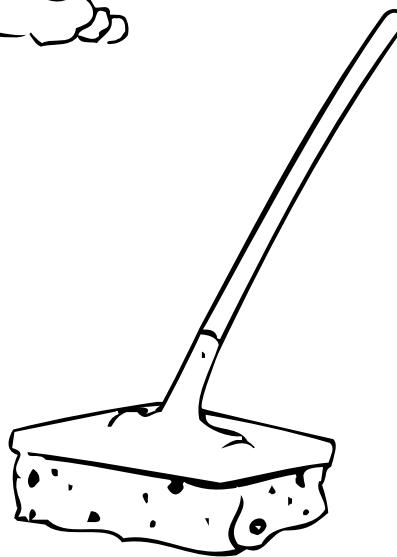
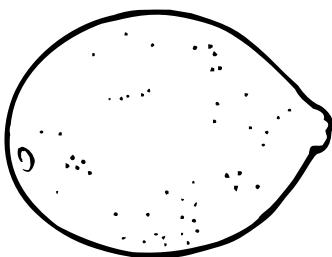
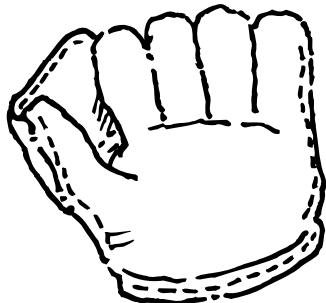
Listen for the Sound

Mm

moon



Color the ones that begin like **moon**.



To the Teacher: Review the picture names with students.
(mitt, monkey, nickel, mop, lemon, mouse)

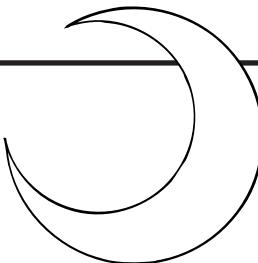
Listening for initial m

Name _____

Cut and Sort

Glue the pictures that begin with **m** under the moon.
Glue the other pictures under ☹.

moon



glue

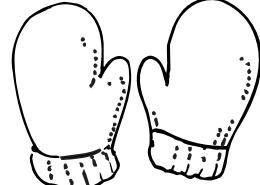
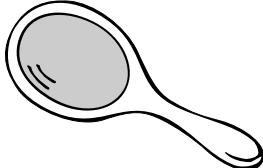
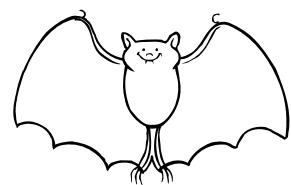
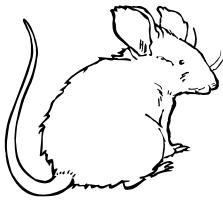
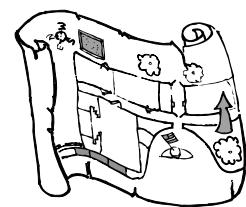
glue

glue

glue

glue

glue



Listening for initial m

Name _____

What Do You See?

Color the things that begin like **moon**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(monkey, mop, mouse, pail, puddle)

Listening for initial m



Name _____

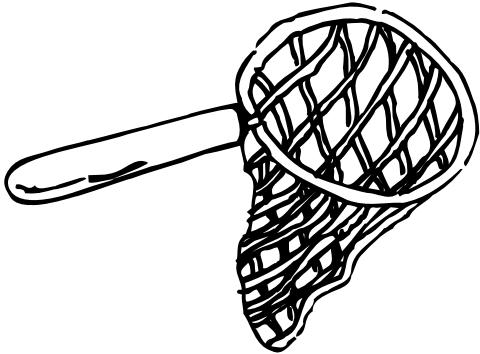
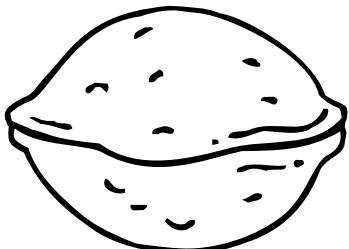
Listen for the Sound

Nn

nest



Color the ones that begin like **nest**.



To the Teacher: Review the picture names with students.
(nut, lock, necklace, mitten, nickel, net)

Listening for initial n

Name _____

Cut and Sort

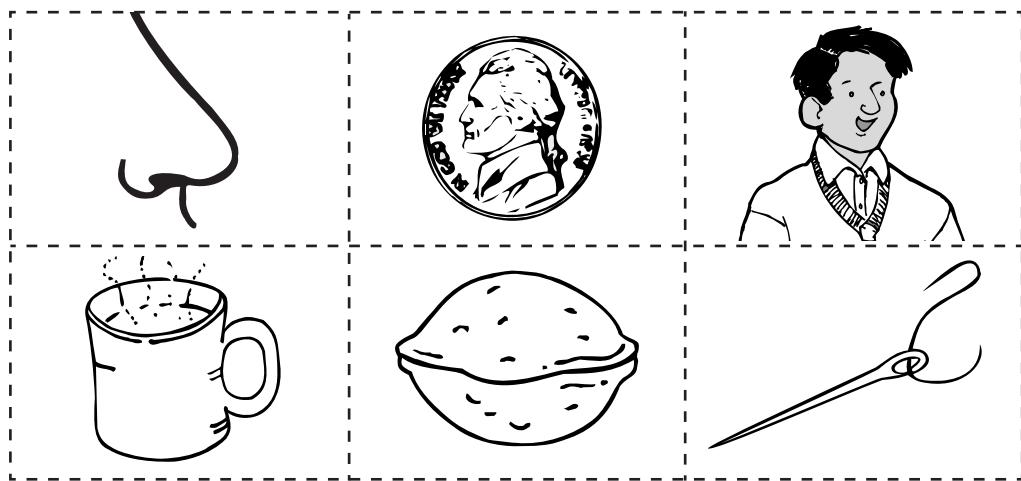
Glue the pictures that begin with **n** under the nest.
Glue the other pictures under ☹.

nest



glue	glue
glue	glue

glue
glue



Listening for initial n

Name - - - - -

What Do You See?

Color the things that begin like **nest**.



How many did you find? _____

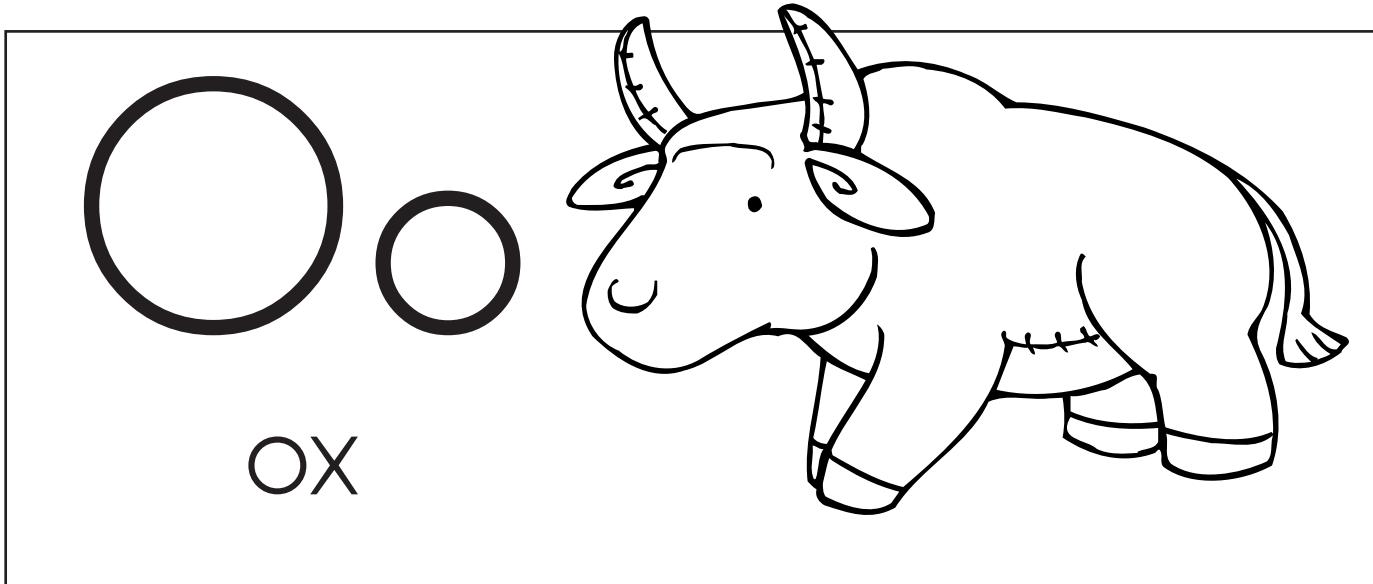
To the Teacher: Review the picture names with students.
(nurse, necklace, newspaper, nuts, basket, picture)



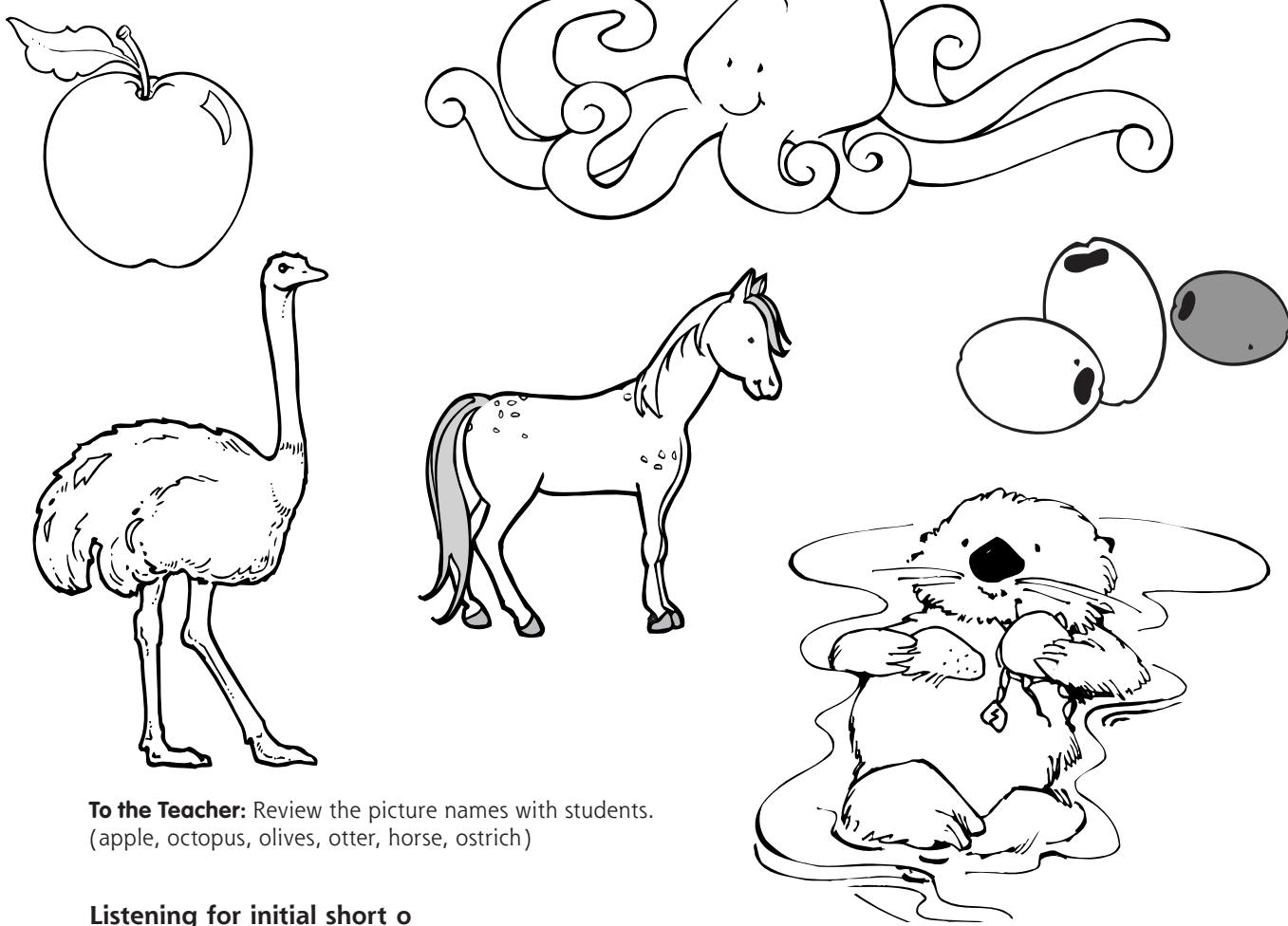
Listening for initial n

Name _____

Listen for the Sound



Color the ones that begin like **ox**.



To the Teacher: Review the picture names with students.
(apple, octopus, olives, otter, horse, ostrich)

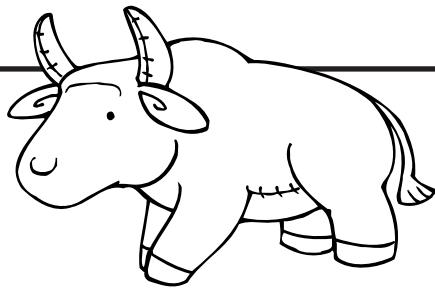
Listening for initial short o

Name _____

Cut and Sort

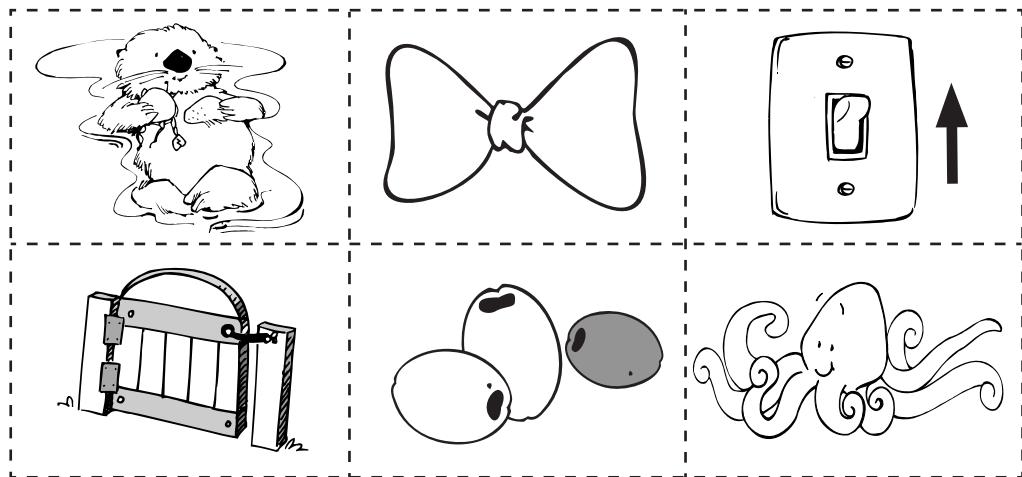
Glue the pictures that begin with a **short o** under the ox.
Glue the other pictures under ☹.

OX



glue	glue
glue	glue

glue
glue

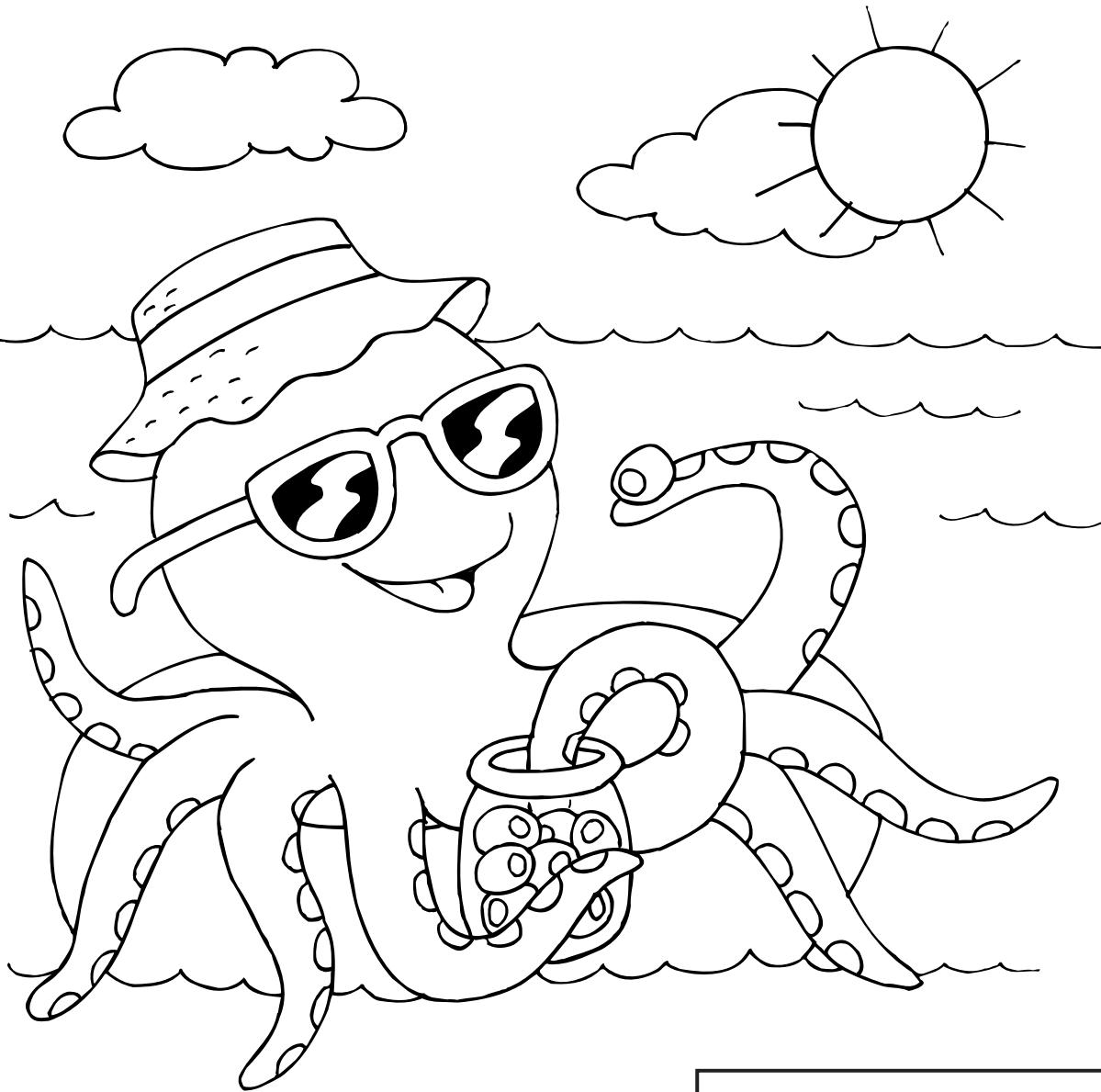


Listening for initial short o

Name _____

What Do You See?

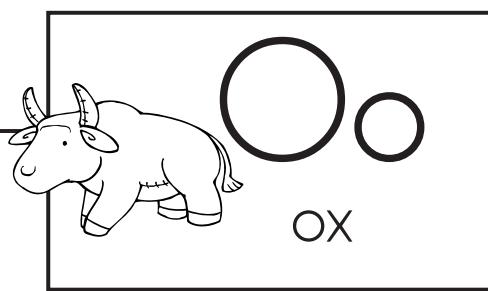
Color the things that begin like **ox**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(octopus, olives, ocean, clouds, sunglasses, hat)

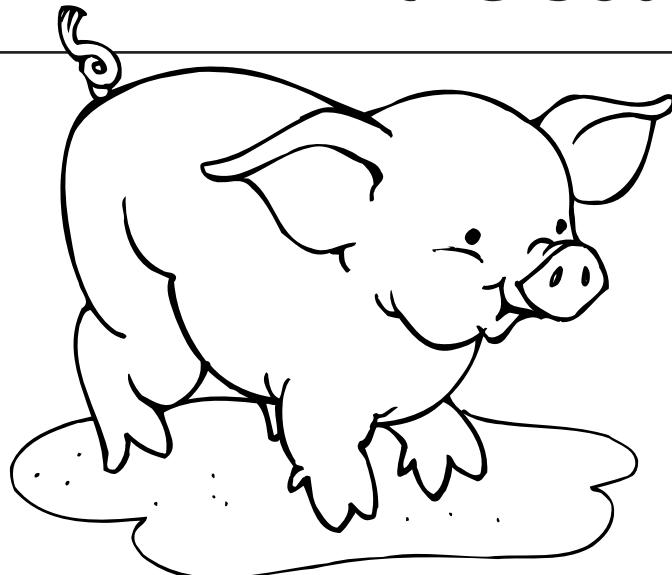
Listening for initial short o



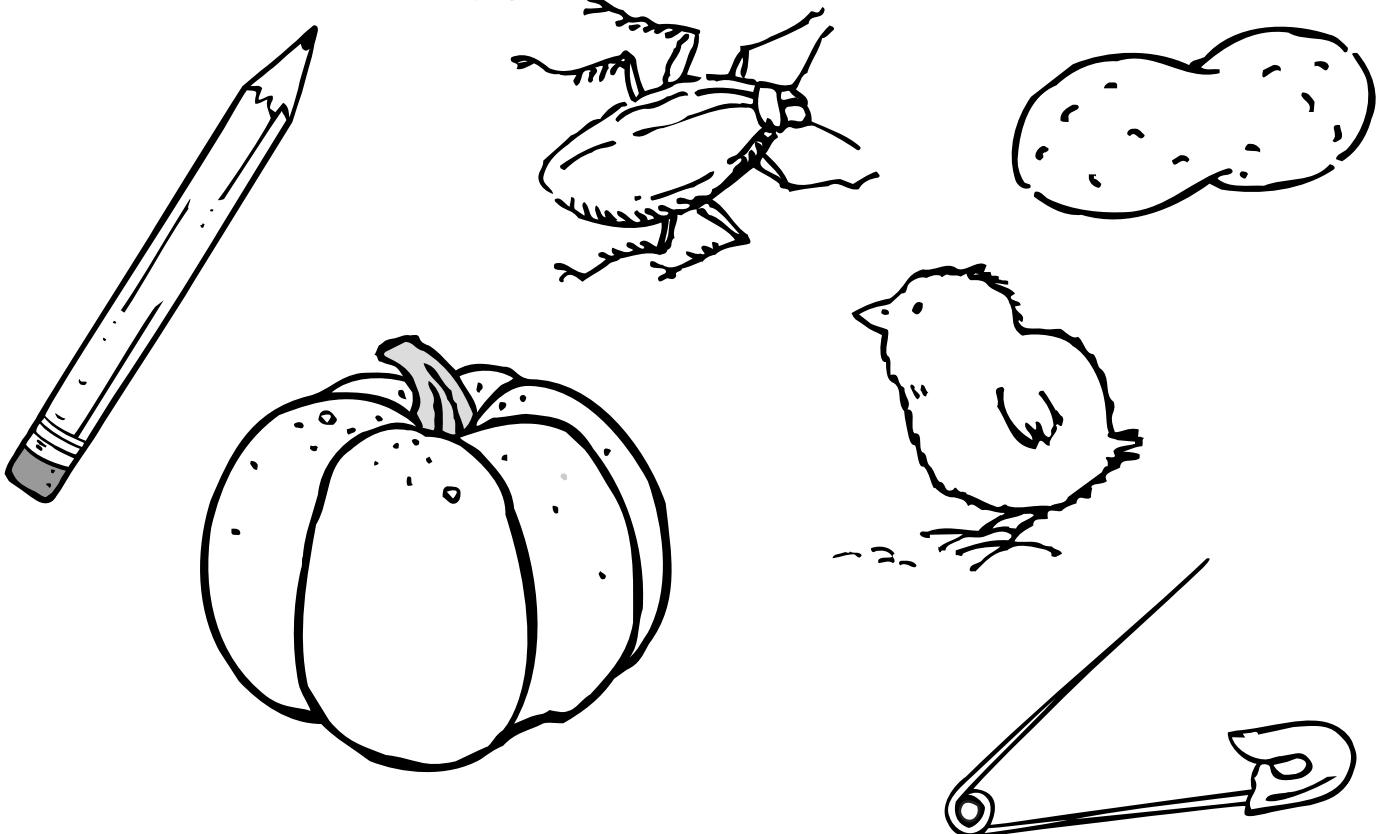
Name _____

Listen for the Sound

Pp
pig



Color the ones that begin like **pig**.



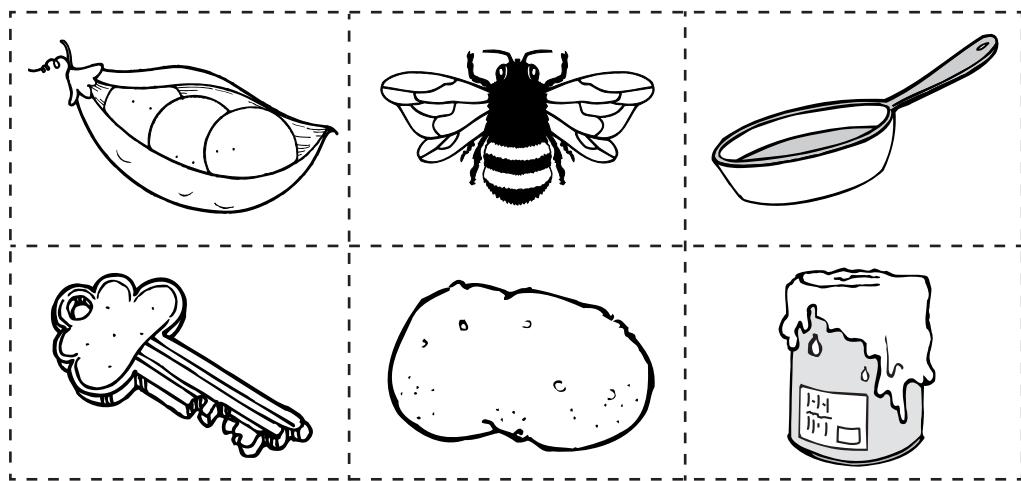
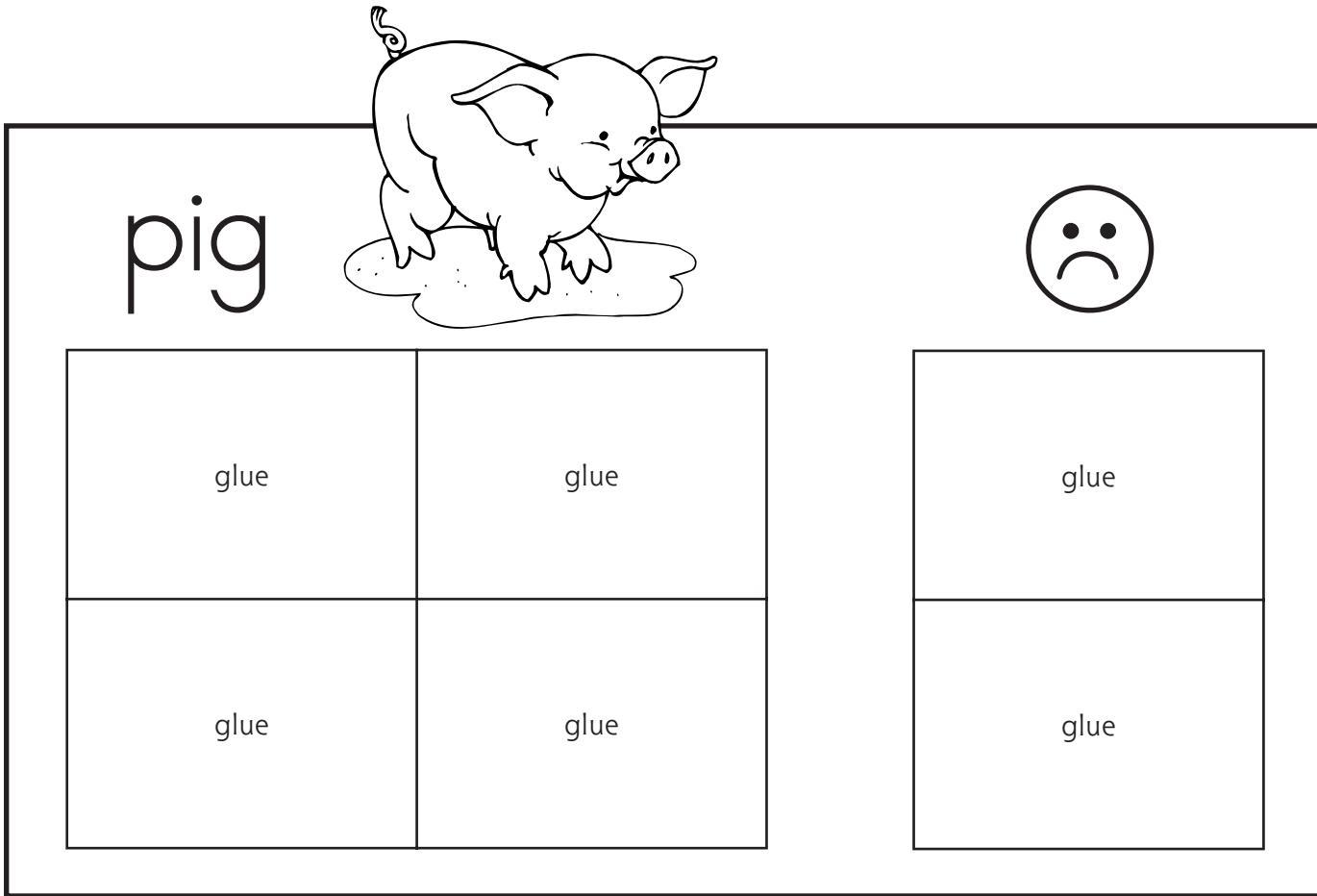
To the Teacher: Review the picture names with students.
(pencil, bug, peanut, chick, pin, pumpkin)

Listening for initial p

Name _____

Cut and Sort

Glue the pictures that begin with **p** under the pig.
Glue the other pictures under ☹.

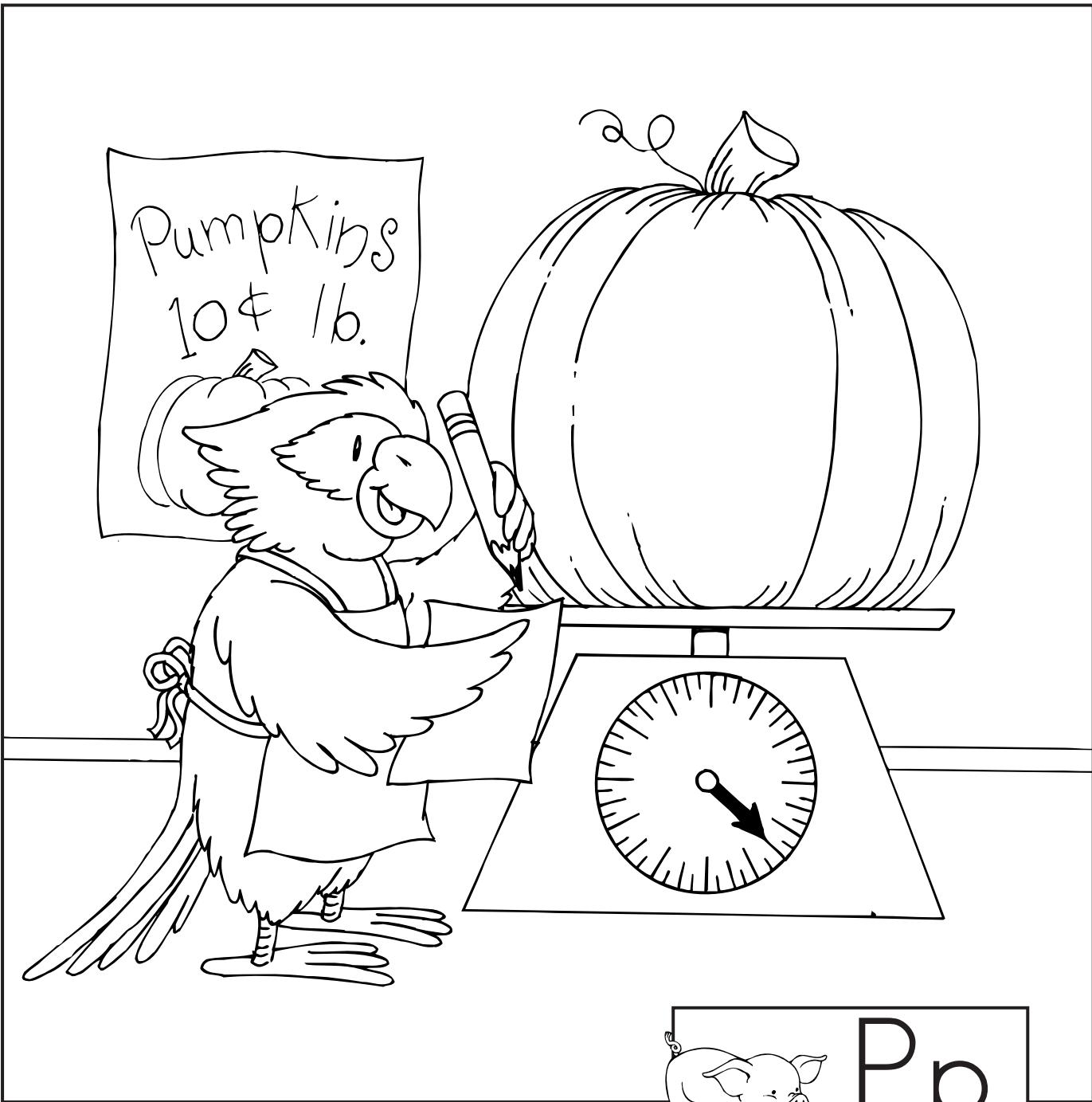


Listening for initial p

Name - - - - -

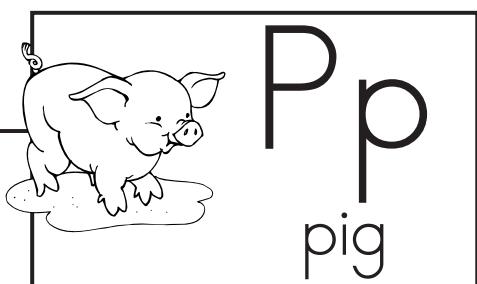
What Do You See?

Color the things that begin like **pig**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(parrot, pumpkin, pencil, paper, scale, sign)

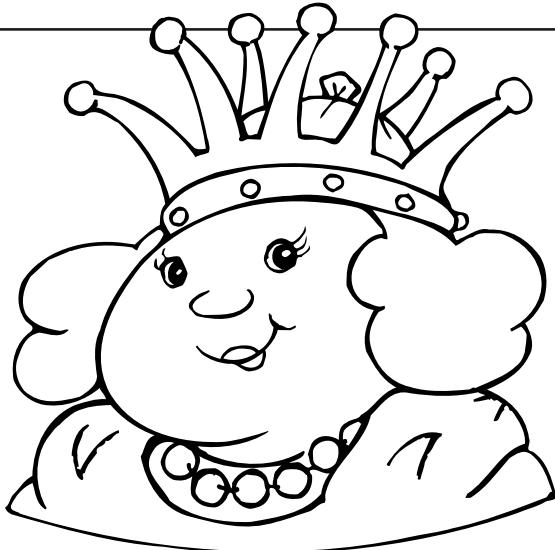


Listening for initial p

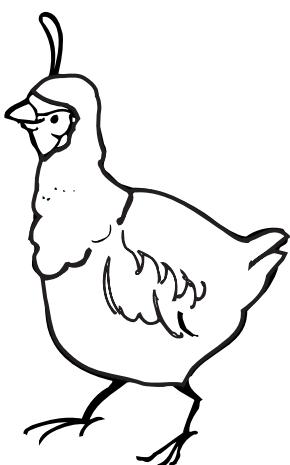
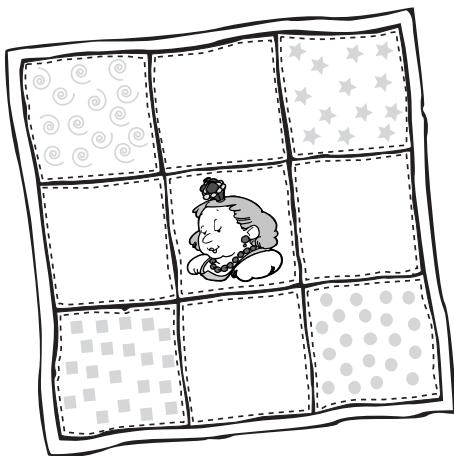
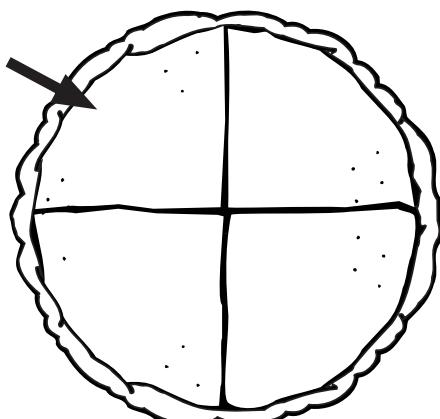
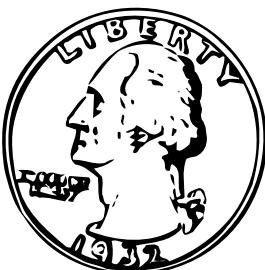
Name _____

Listen for the Sound

Q q
queen



Color the ones that begin like **queen**.



To the Teacher: Review the picture names with students.
(quarter, hat, 1/4, quail, girl, quilt)

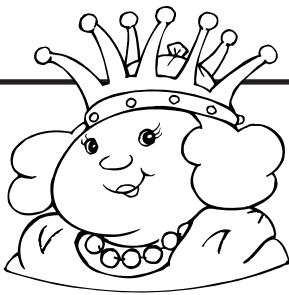
Listening for initial q

Name _____

Cut and Sort

Glue the pictures that begin with **q** under the queen.
Glue the other pictures under ☹.

queen



glue

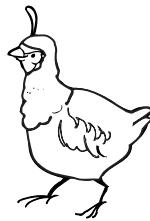
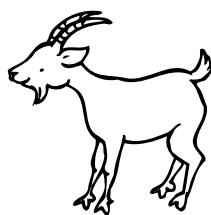
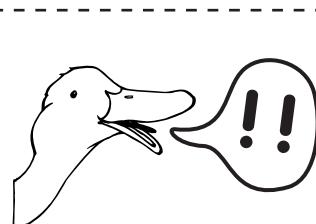
glue

glue

glue

glue

glue

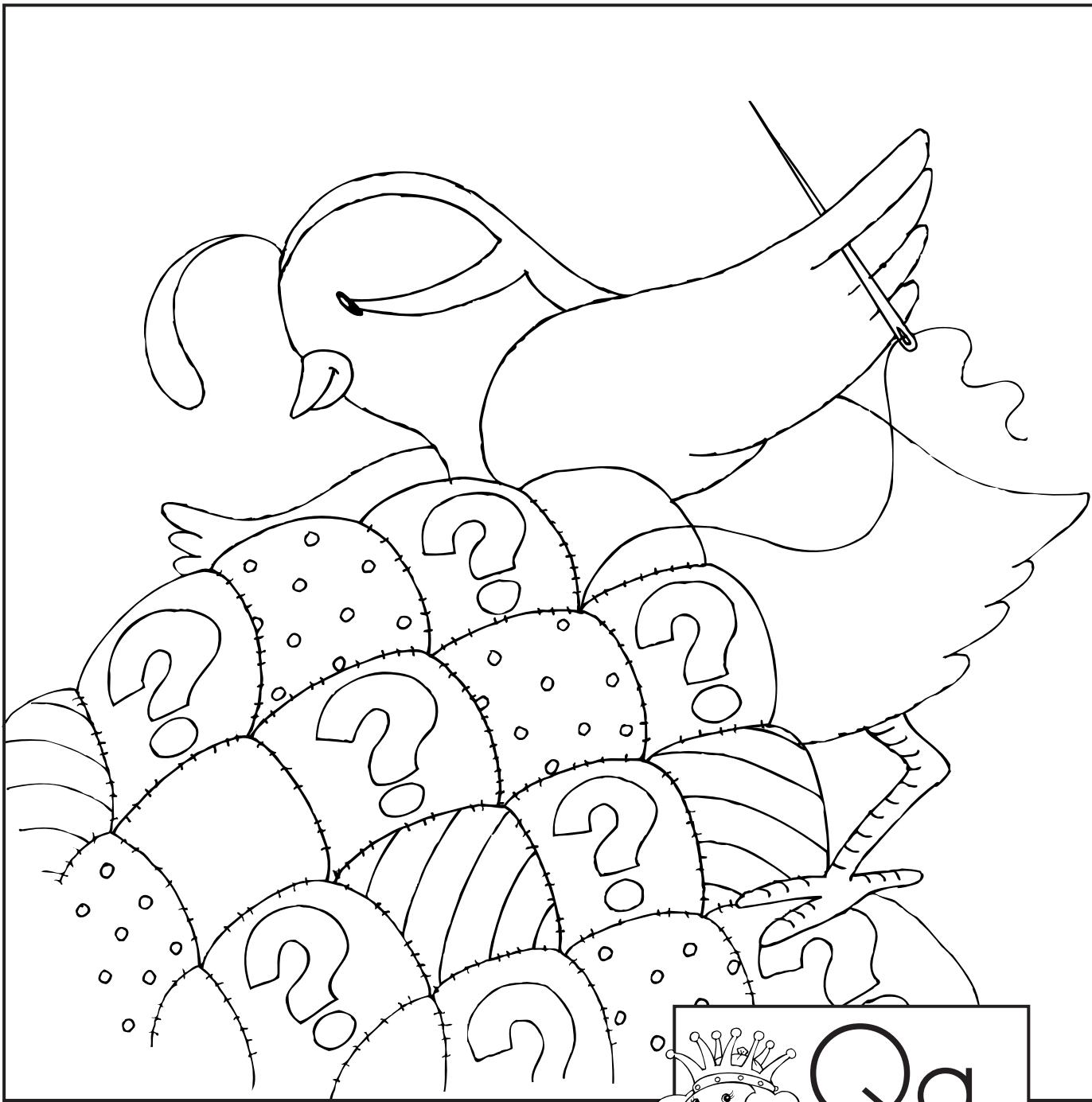


Listening for initial q

Name _____

What Do You See?

Color the things that begin like **queen**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(quilt, quail, question marks, needle, thread)

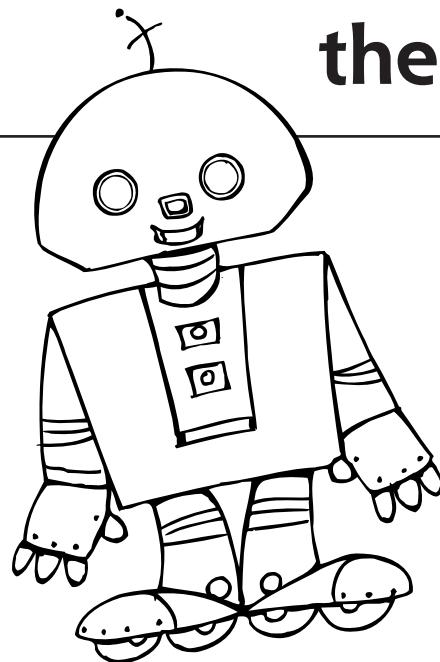
Listening for initial q



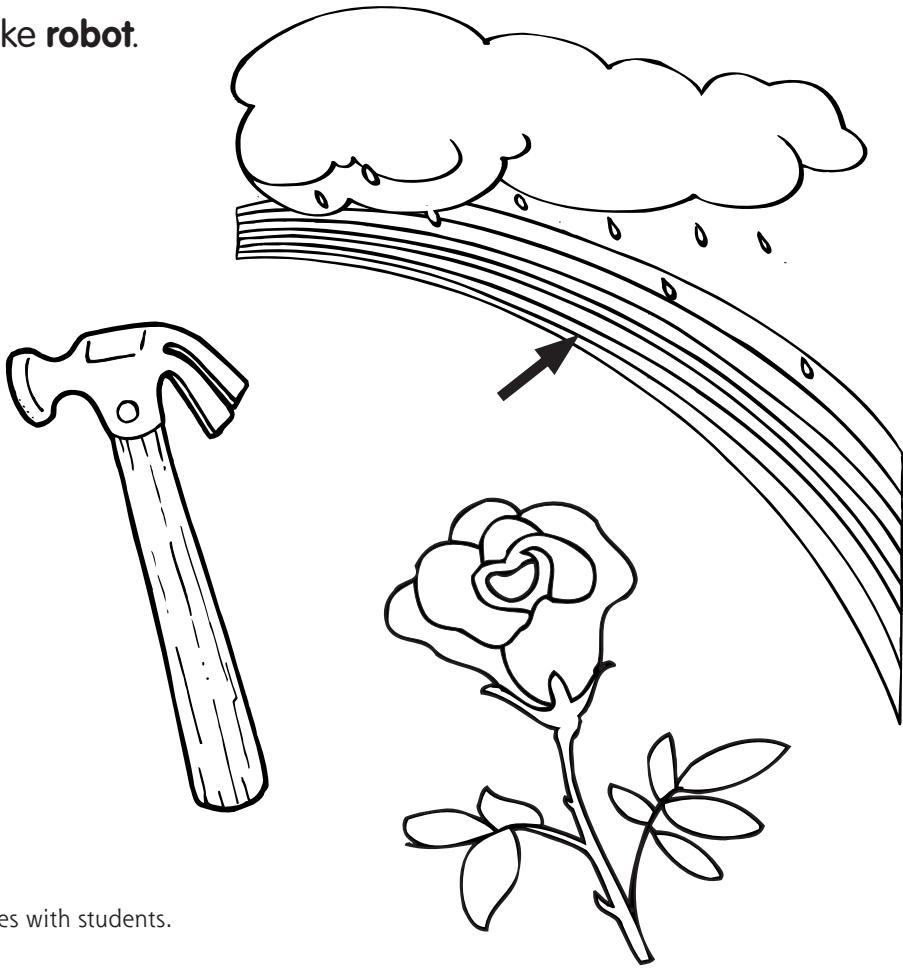
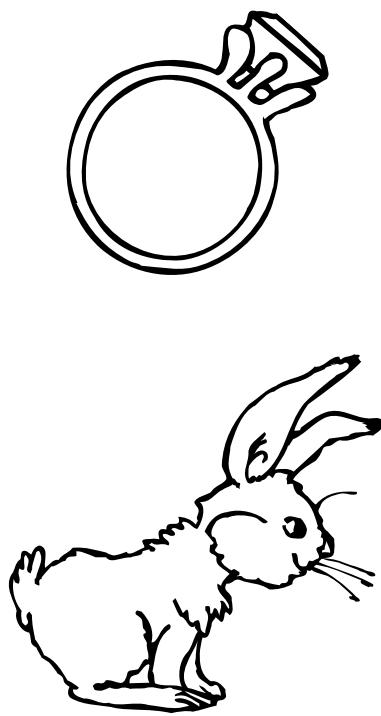
Name _____

Listen for the Sound

Rr
robot



Color the ones that begin like **robot**.



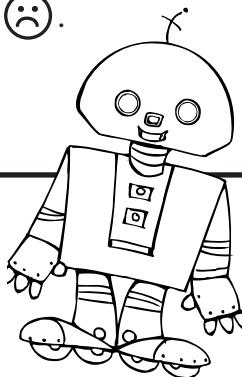
To the Teacher: Review the picture names with students.
(ring, rainbow, rose, hammer, rabbit)

Listening for initial r

Name _____

Cut and Sort

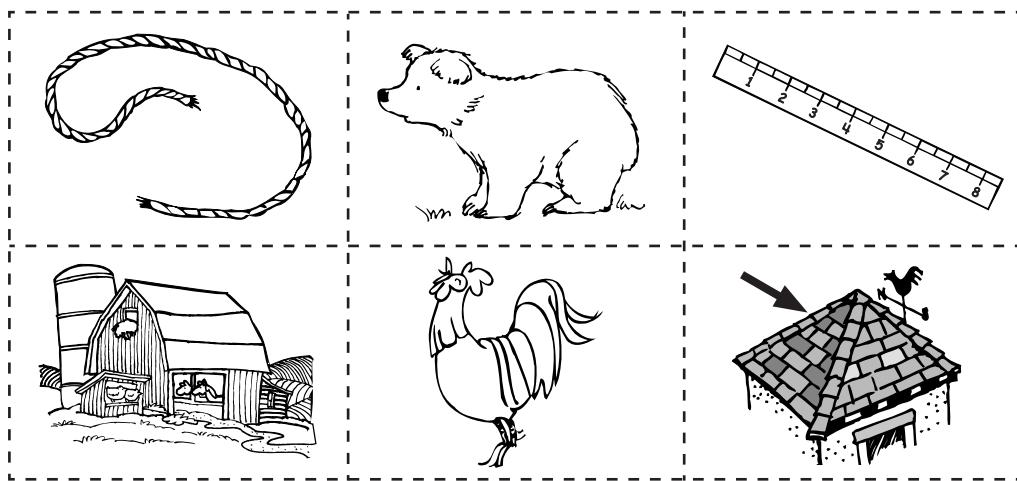
Glue the pictures that begin with **r** under the robot.
Glue the other pictures under ☹.



robot

glue	glue
glue	glue

glue
glue

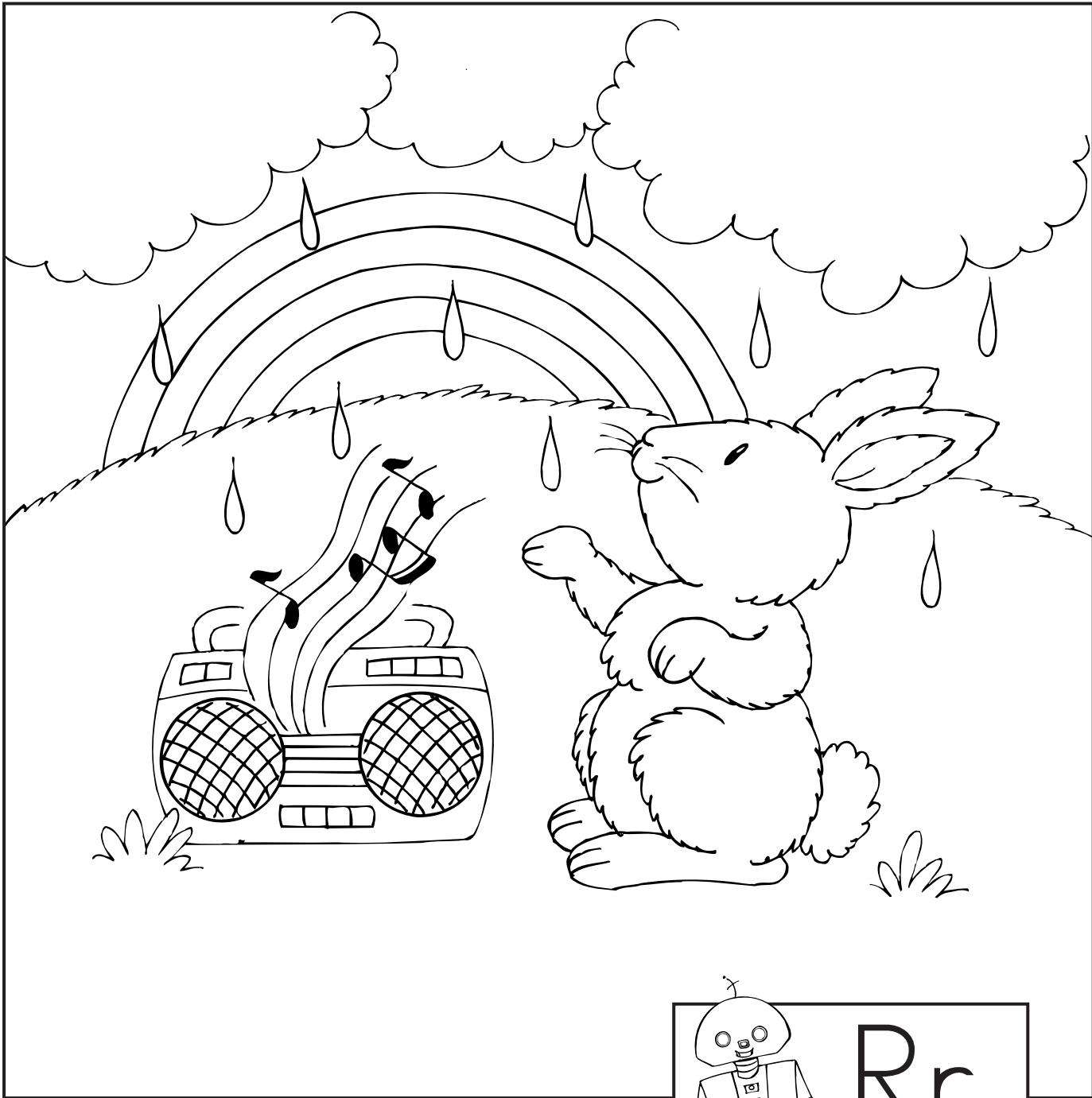


Listening for initial r

Name - - - - -

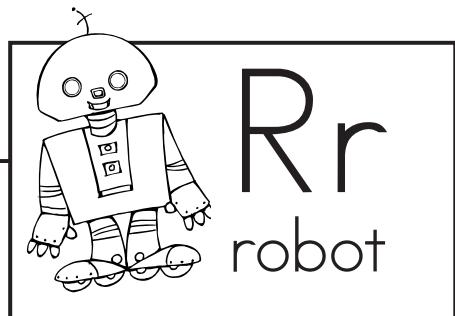
What Do You See?

Color the things that begin like **robot**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(rainbow, rabbit, radio, rain, clouds, music)



Rr

robot

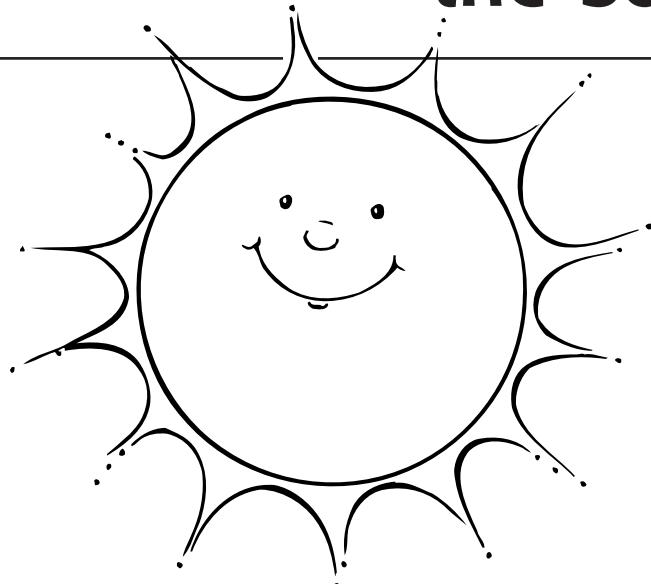
Listening for initial r

Name _____

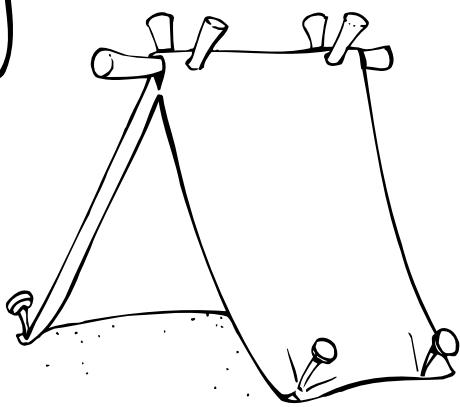
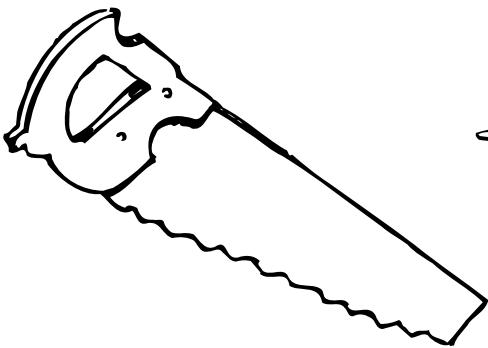
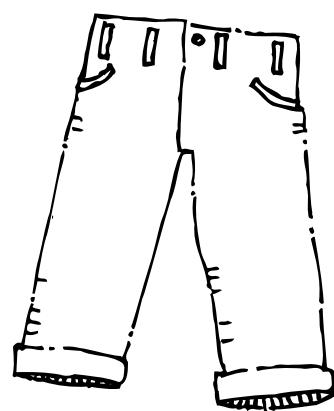
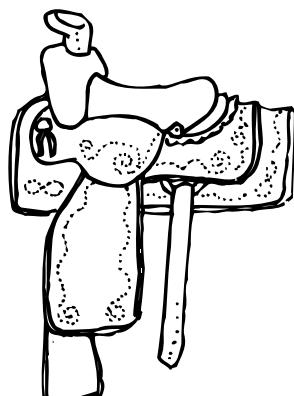
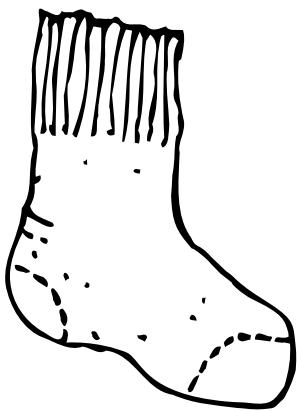
Listen for the Sound

Ss

sun



Color the ones that begin like sun.



To the Teacher: Review the picture names with students.
(sock, saddle, jeans, tent, soap, saw)

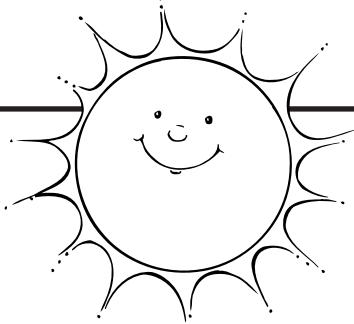
Listening for initial s

Name _____

Cut and Sort

Glue the pictures that begin with **s** under the sun.
Glue the other pictures under ☹.

sun



glue

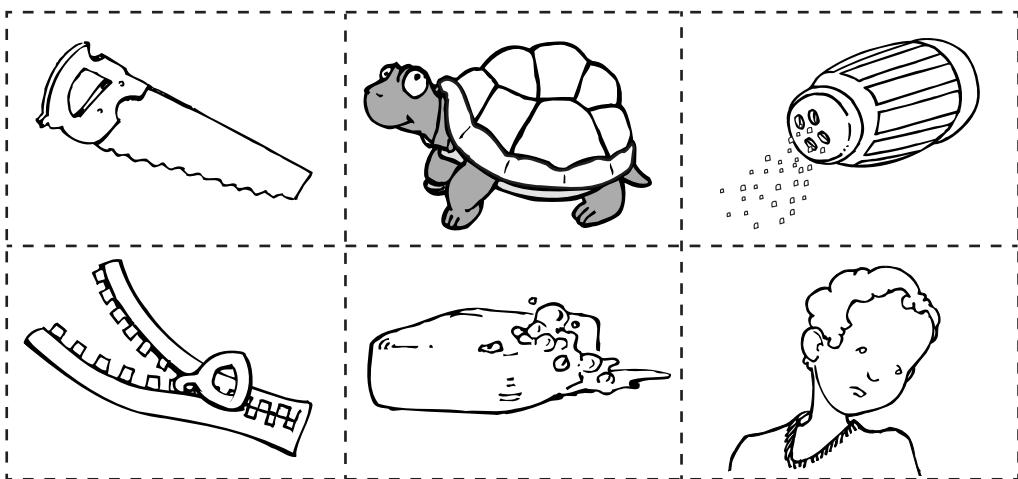
glue

glue

glue

glue

glue



Listening for initial s

Name _____

What Do You See?

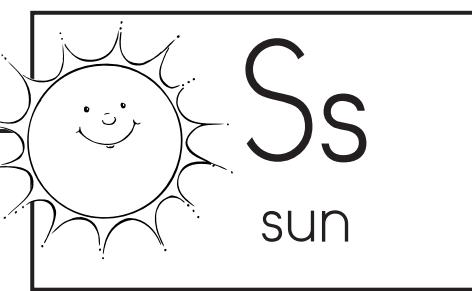
Color the things that begin like sun.



How many did you find? _____

To the Teacher: Review the picture names with students.
(sailor, sailboat, seagull, squirrel, water, flag)

Listening for initial s

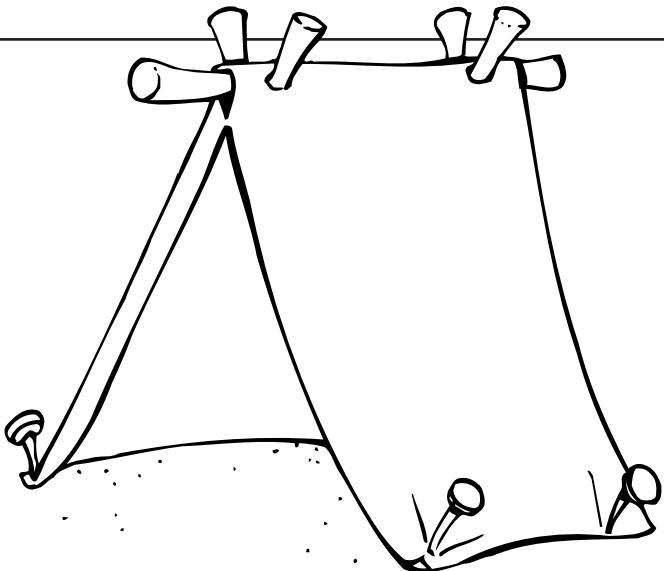


Name _____

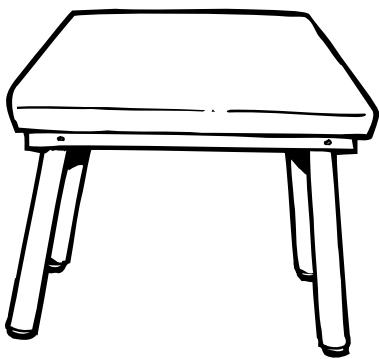
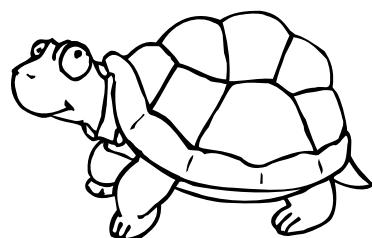
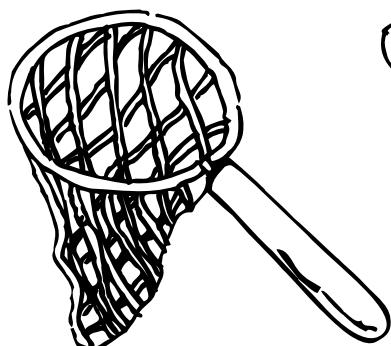
Listen for the Sound

T t

tent



Color the ones that begin like **tent**.



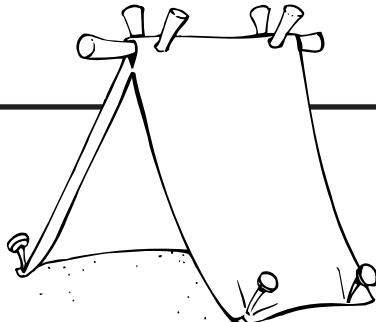
To the Teacher: Review the picture names with students.
(towel, net, turtle, tie, table, jet)

Name _____

Cut and Sort

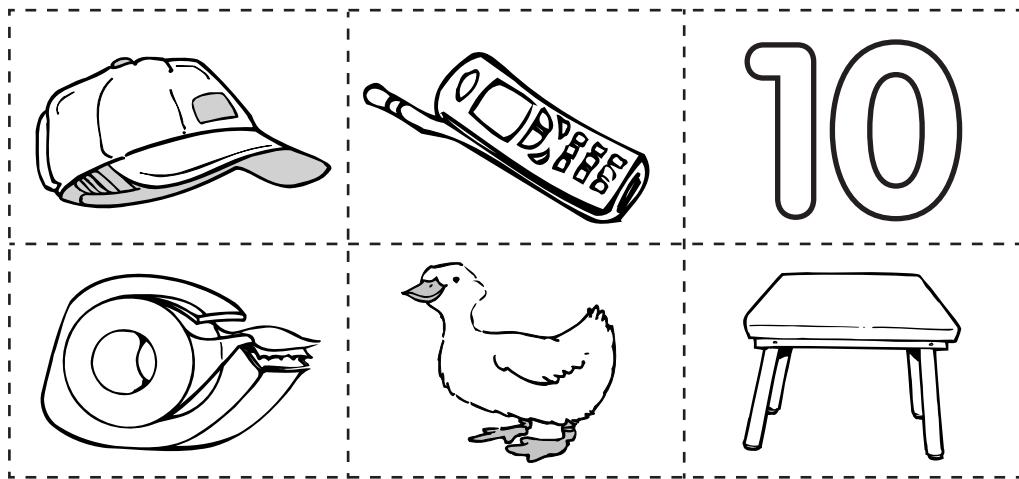
Glue the pictures that begin with **t** under the tent.
Glue the other pictures under ☹.

tent



glue	glue
glue	glue

glue
glue

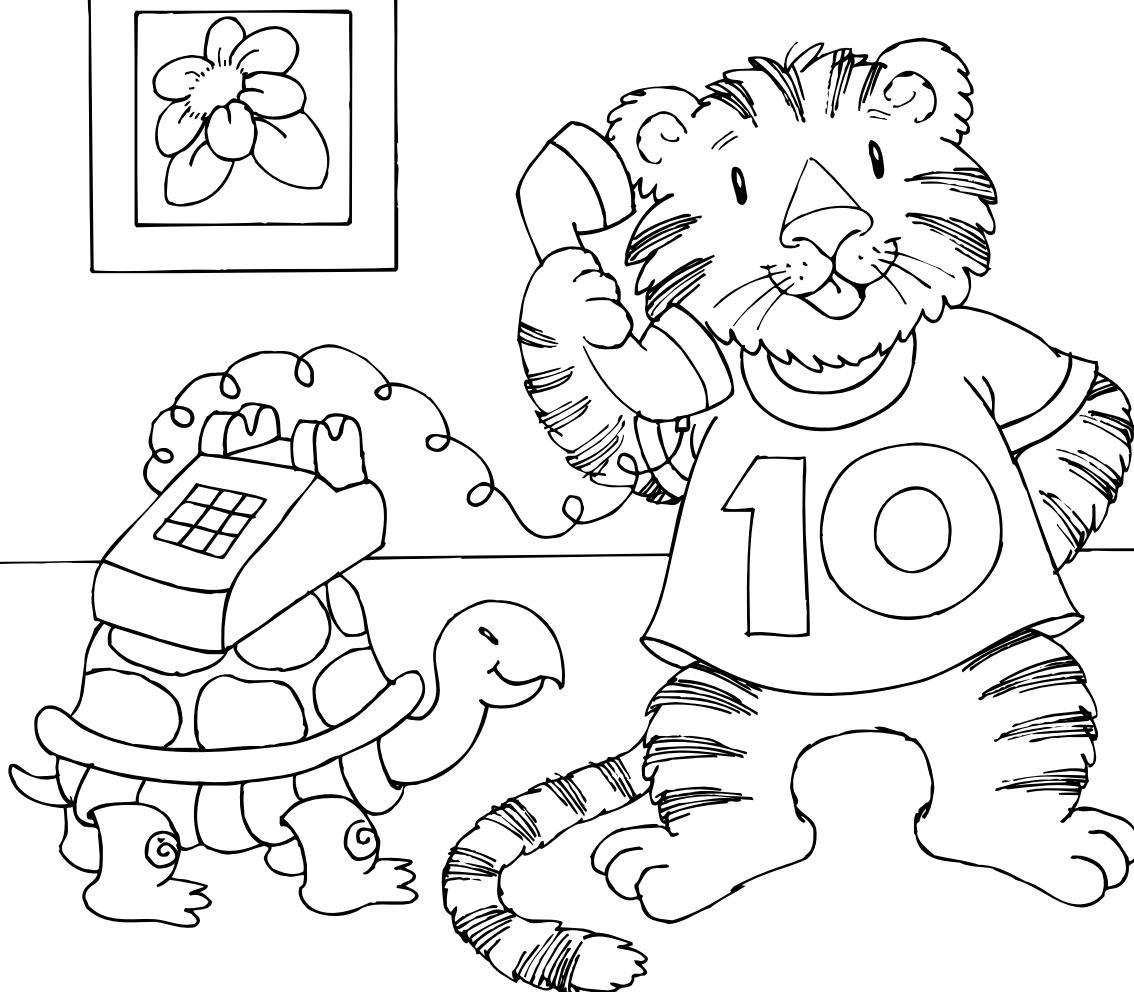


Listening for initial t

Name - - - - -

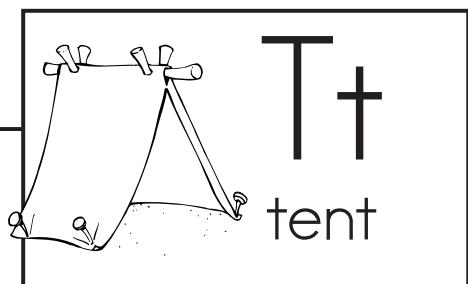
What Do You See?

Color the things that begin like **tent**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(tiger, telephone, turtle, ten, flower, frame)



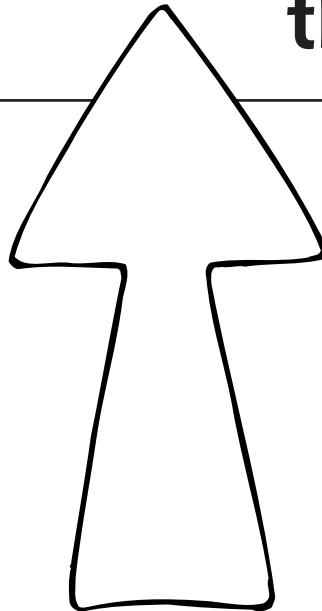
Listening for initial t

Name _____

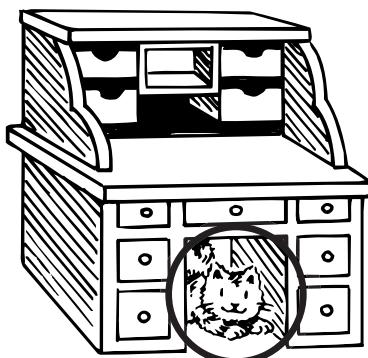
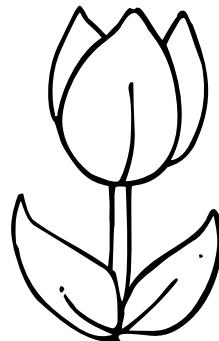
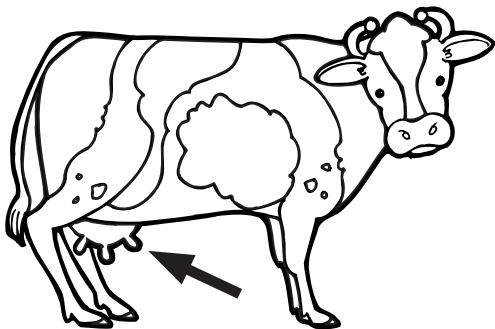
Listen for the Sound

Uu

up



Color the ones that begin like **up**.



To the Teacher: Review the picture names with students.
(udder, house, umpire, umbrella, tulip, under)

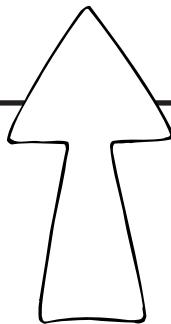
Listening for initial short u

Name _____

Cut and Sort

Glue the pictures that begin with a **short u** under **up**.
Glue the other pictures under ☹.

up



glue

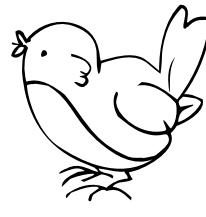
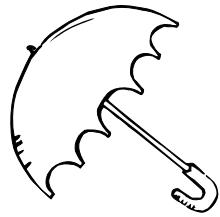
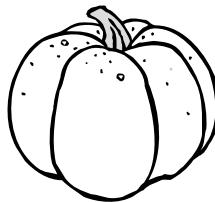
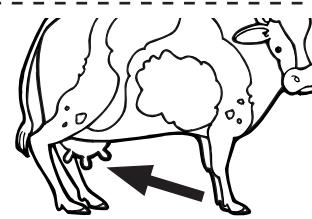
glue

glue

glue

glue

glue



Listening for initial short u

Name _____

What Do You See?

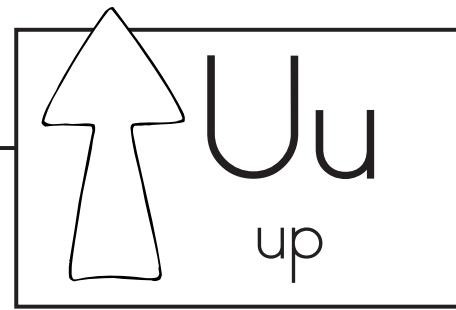
Color the things that begin like **up**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(umpire, umbrella, upside down, base, grass)

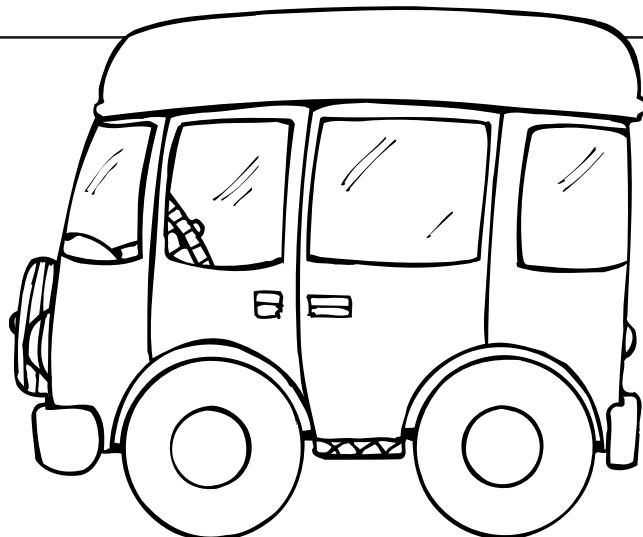
Listening for initial short u



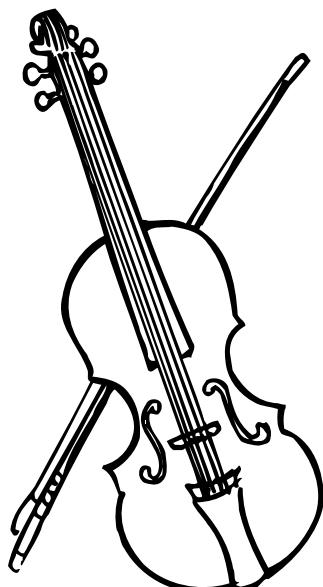
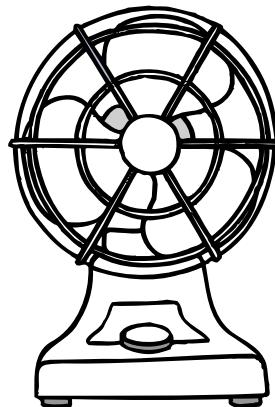
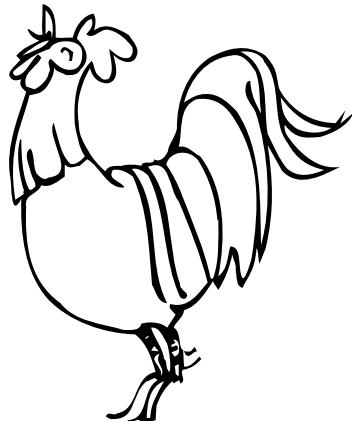
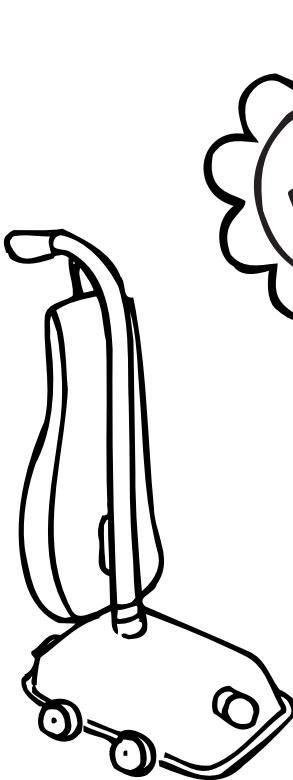
Name _____

Listen for the Sound

V v
van



Color the ones that begin like **van**.



To the Teacher: Review the picture names with students.
(valentine, fan, violin, vase, rooster, vacuum)

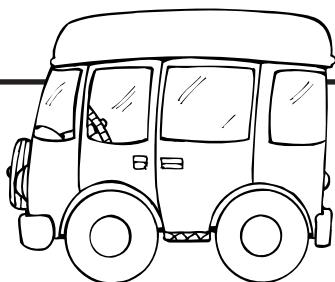
Listening for initial v

Name _____

Cut and Sort

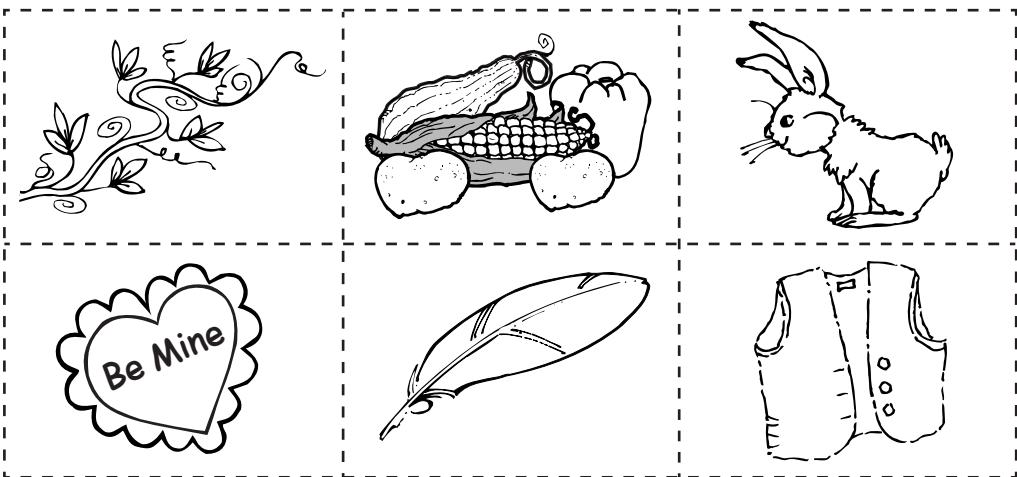
Glue the pictures that begin with a **v** under the van.
Glue the other pictures under ☹.

van



glue	glue
glue	glue

glue
glue



Listening for initial v

Name _____

What Do You See?

Color the things that begin like **van**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(vulture, volcano, violin, valentine, tree, cloud)



van

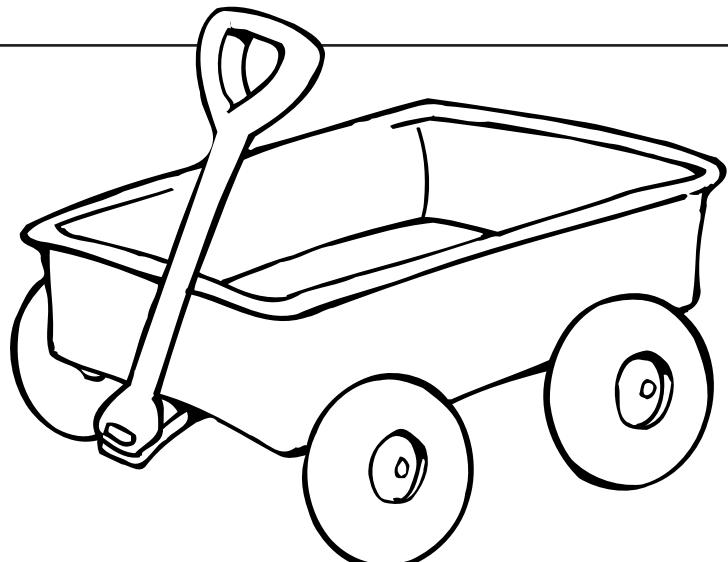
Listening for initial v

Name _____

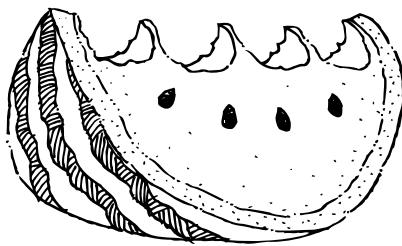
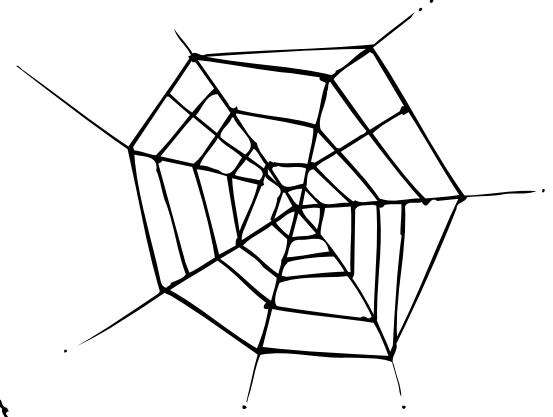
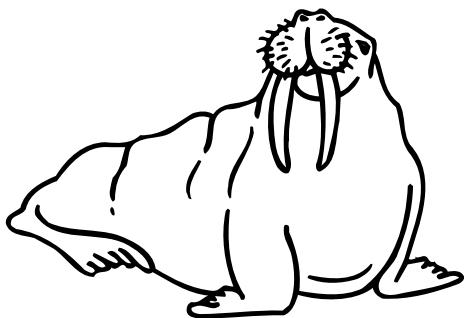
Listen for the Sound

W W W

wagon



Color the ones that begin like **wagon**.



To the Teacher: Review the picture names with students.
(walrus, raccoon, web, umbrella, watermelon, wave)

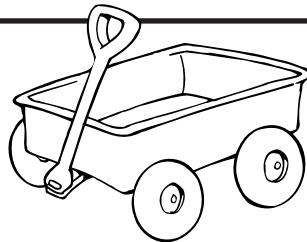
Listening for initial w

Name _____

Cut and Sort

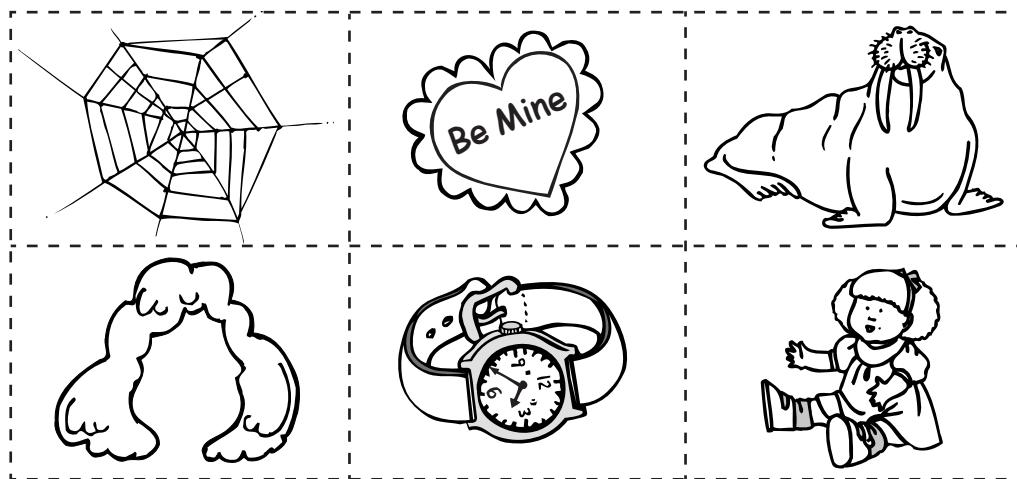
Glue the pictures that begin with **w** under the wagon.
Glue the other pictures under ☹.

wagon



glue	glue
glue	glue

glue
glue

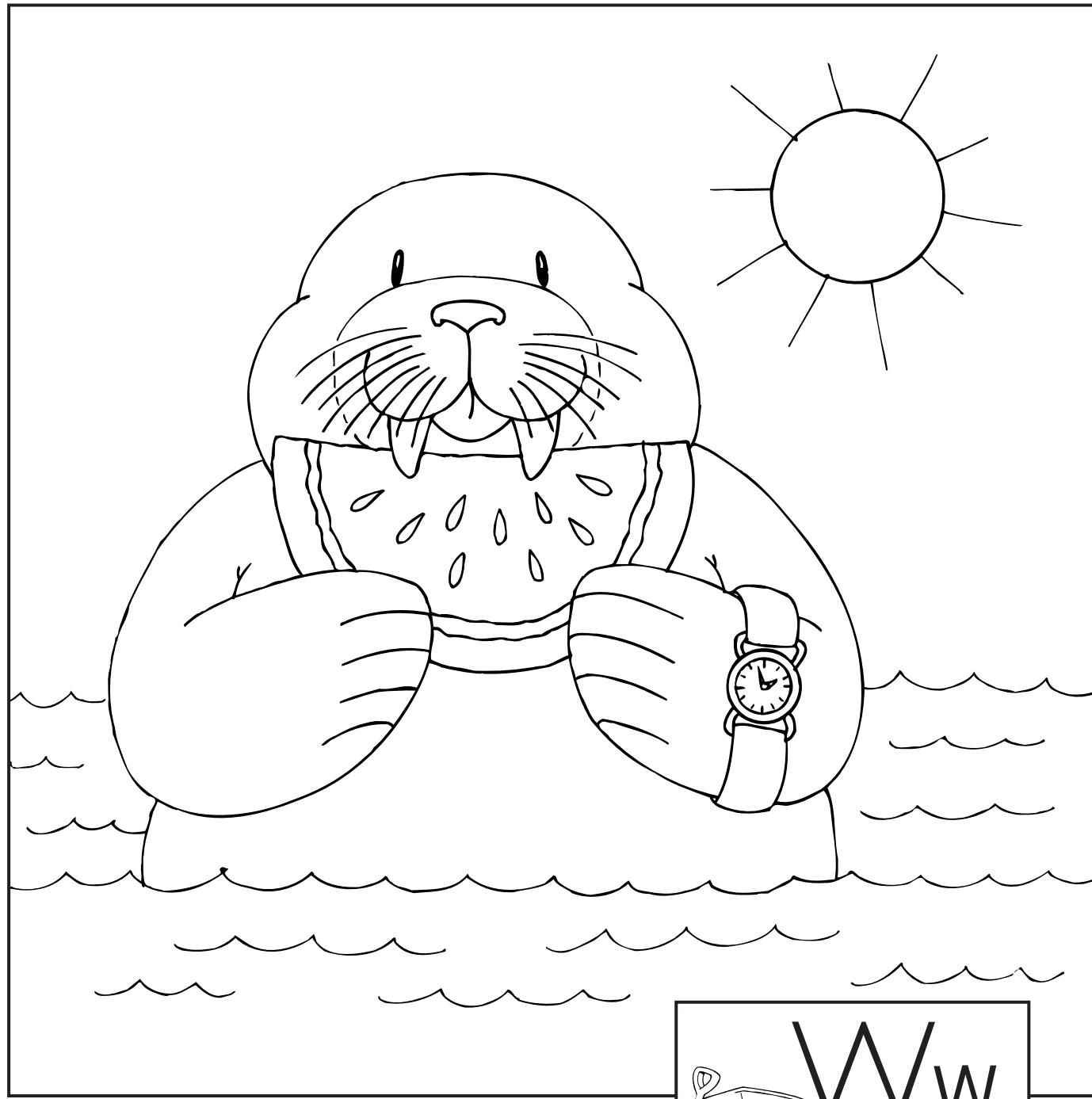


Listening for initial w

Name _____

What Do You See?

Color the things that begin like **wagon**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(walrus, watch, watermelon, water, sun)

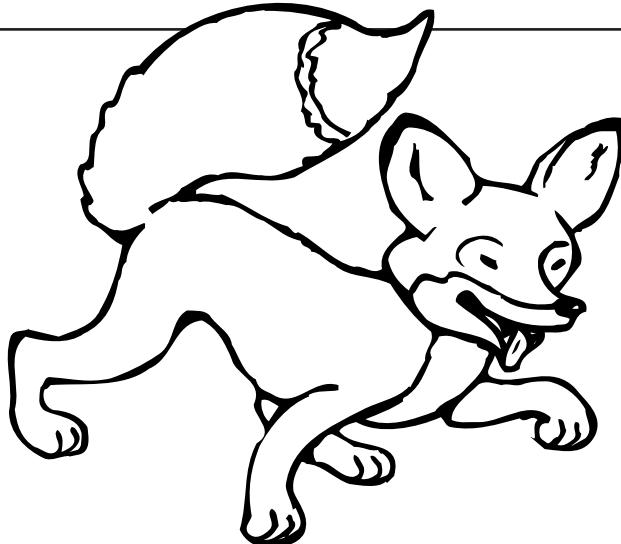
Listening for initial w



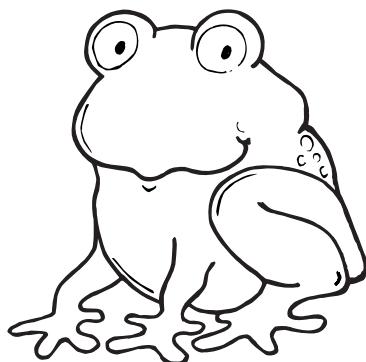
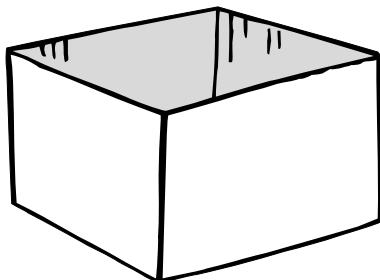
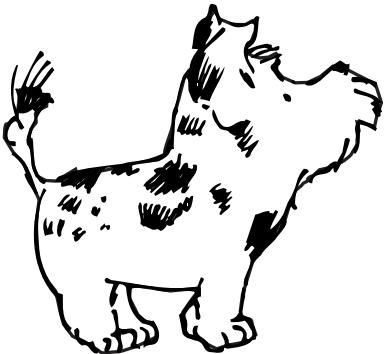
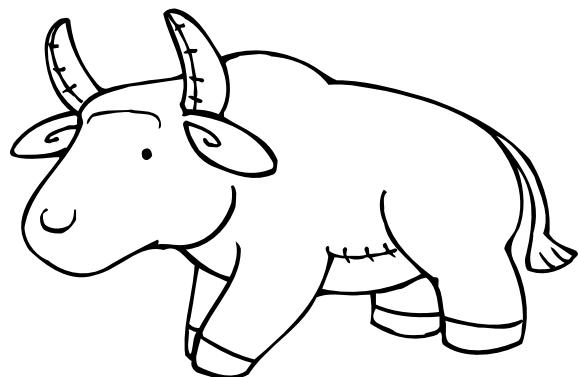
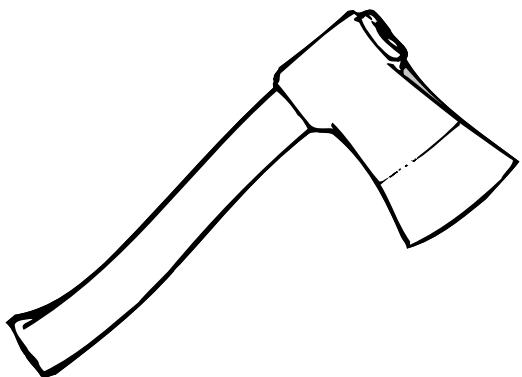
Name _____

Listen for the Sound

Xx
fox



Color the ones that end like fox.



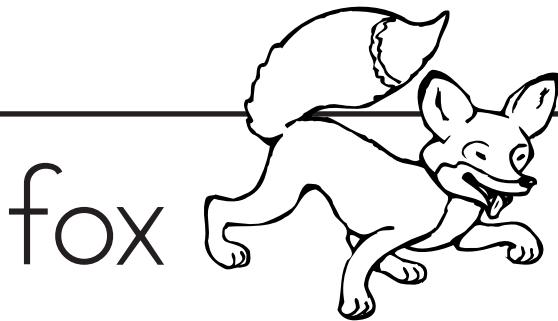
To the Teacher: Review the picture names with students of things that end like fox.
(ax, ox, frog, box, dog)

Listening for the ending x

Name _____

Cut and Sort

Glue the pictures that end with **x** under the fox.
Glue the other pictures under ☹.

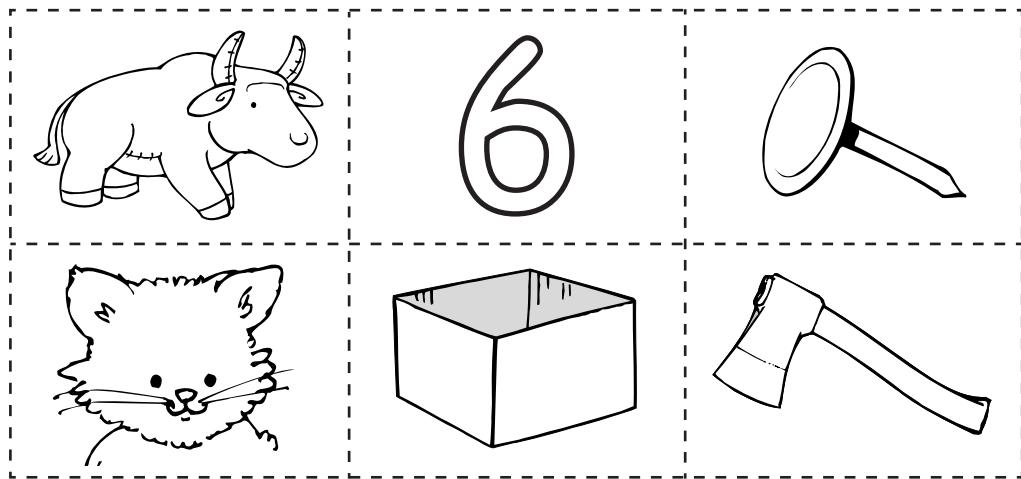


fox



glue	glue
glue	glue

glue
glue

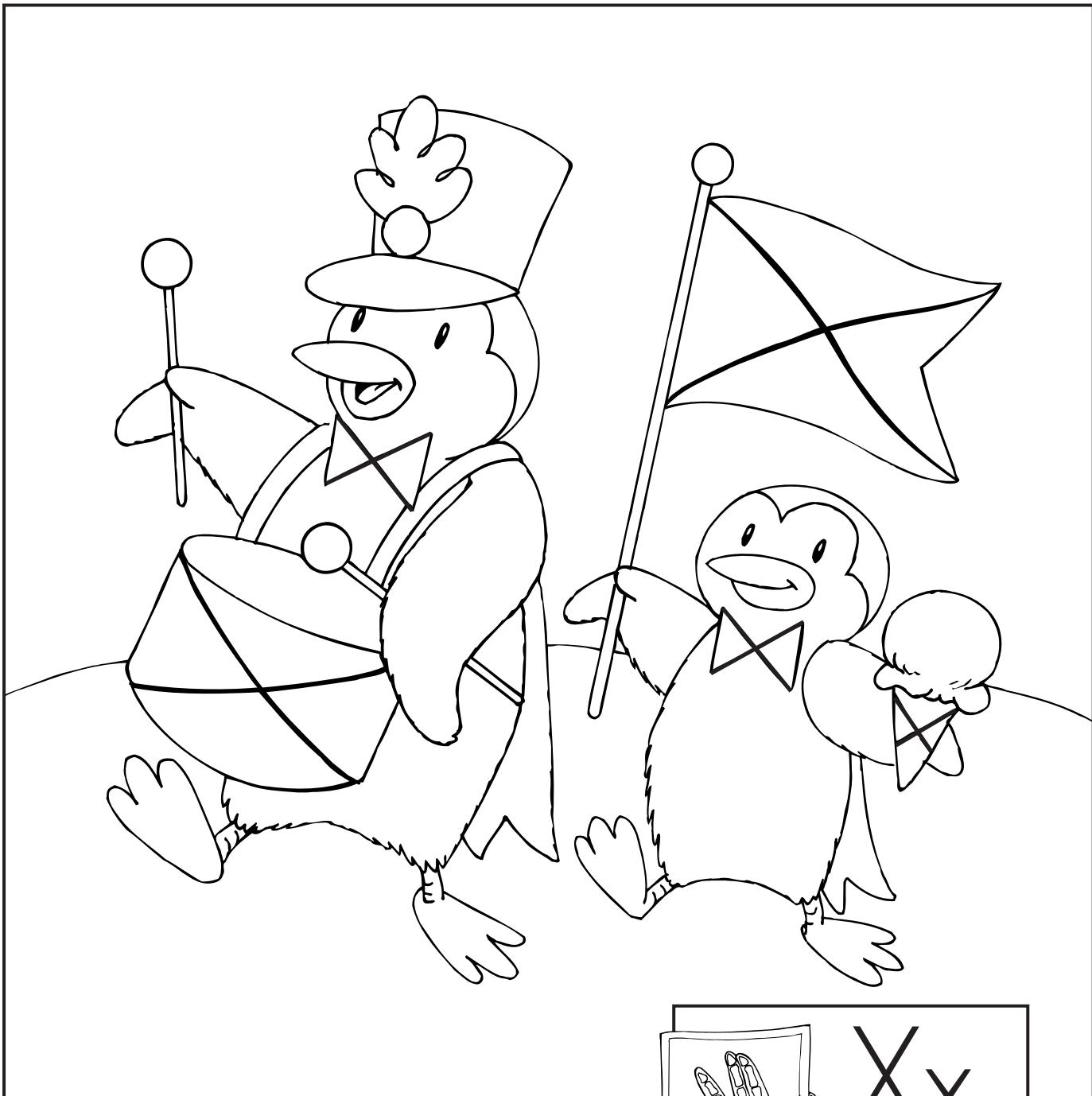


Listening for the ending **x**

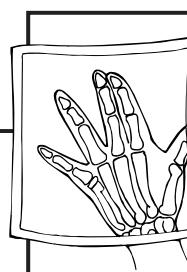
Name - - - - -

What Do You See?

X is hiding.
Circle X where you find it.



How many did you find? _____

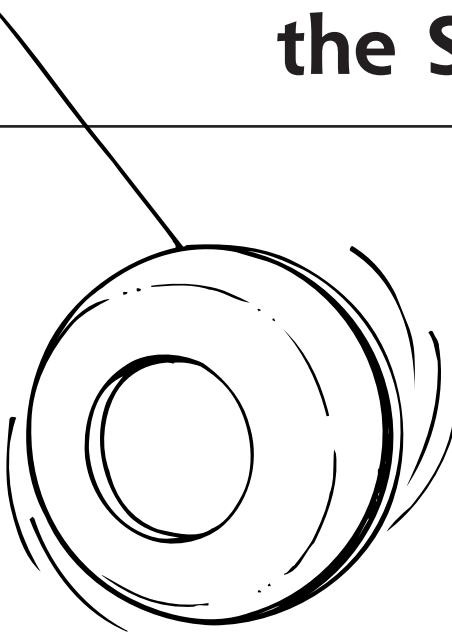


Xx
X ray

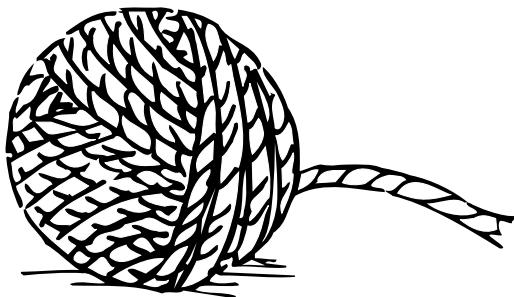
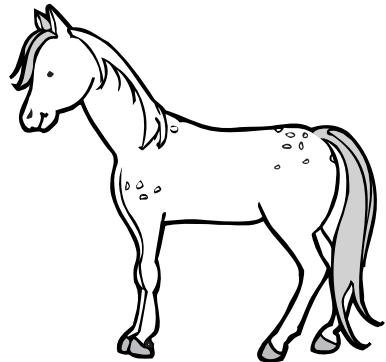
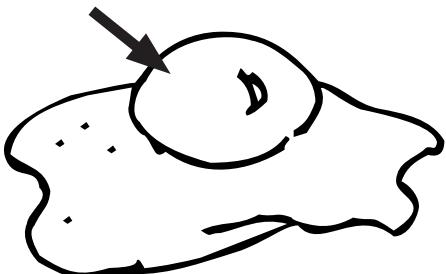
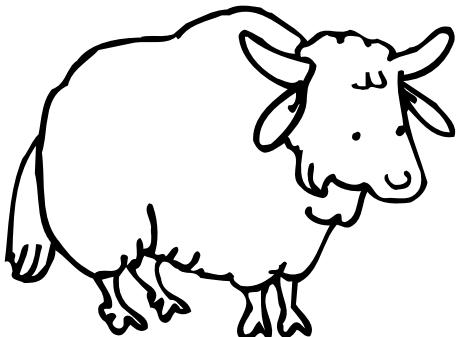
Visual perception

Name _____

Listen for the Sound



Color the ones that begin like yo-yo.



To the Teacher: Review the picture names with students.
(yak, yolk, horse, yarn, nickel, yogurt)

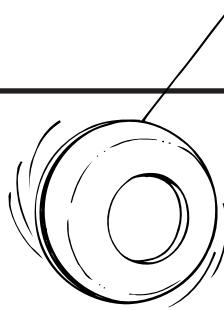
Listening for initial y

Name _____

Cut and Sort

Glue the pictures that begin with **y** under the yo-yo.
Glue the other pictures under ☹.

yo-yo



glue

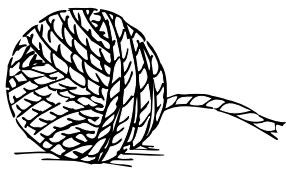
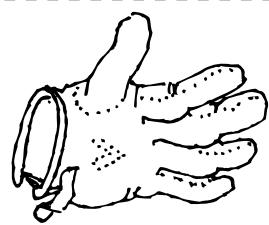
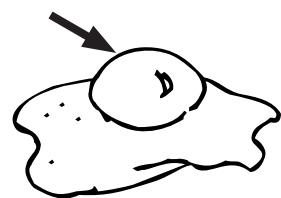
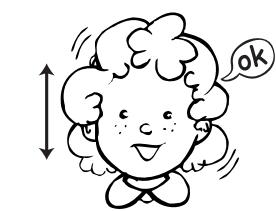
glue

glue

glue

glue

glue



Listening for initial y

Name _____

What Do You See?

Color the things that begin like yo-yo.



How many did you find? _____

To the Teacher: Review the picture names with students.
(yak, yarn, yogurt, rocking chair, table)

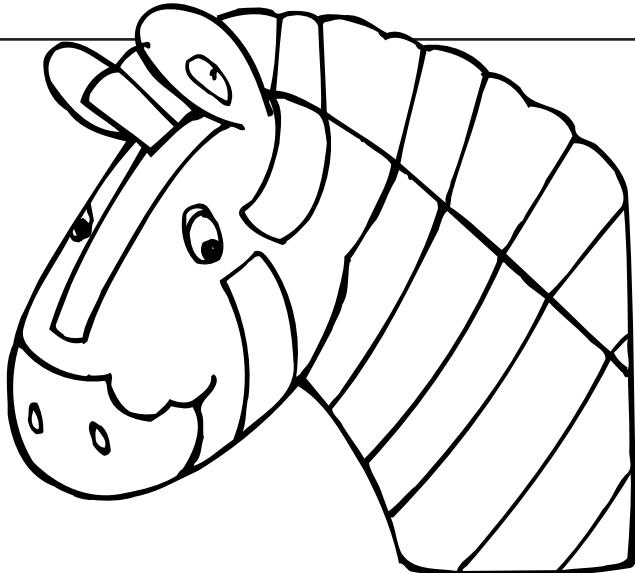
Listening for initial y



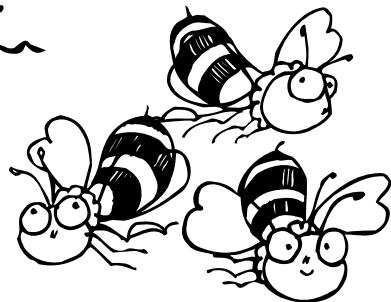
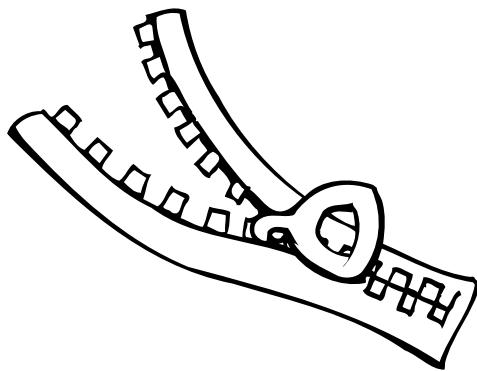
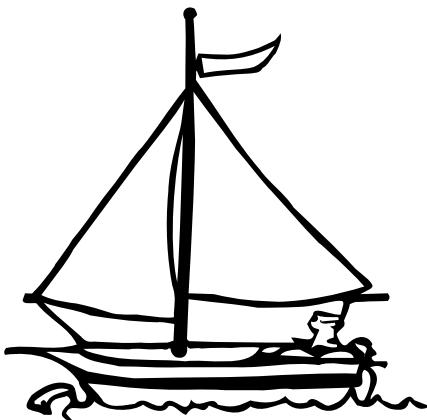
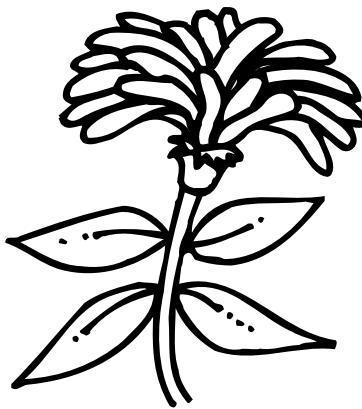
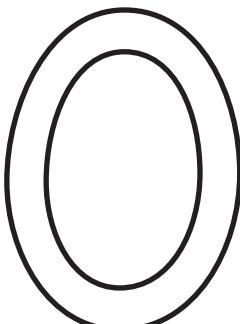
Name - - - - -

Listen for the Sound

Z z
zebra



Color the ones that begin like **zebra**.



To the Teacher: Review the picture names with students.
(zero, zigzag, zipper, bees, sailboat, zinnia)

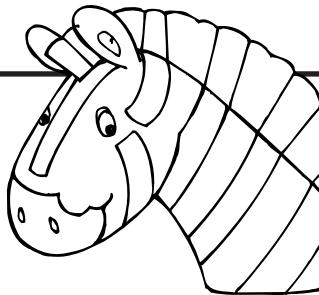
Listening for initial z

Name _____

Cut and Sort

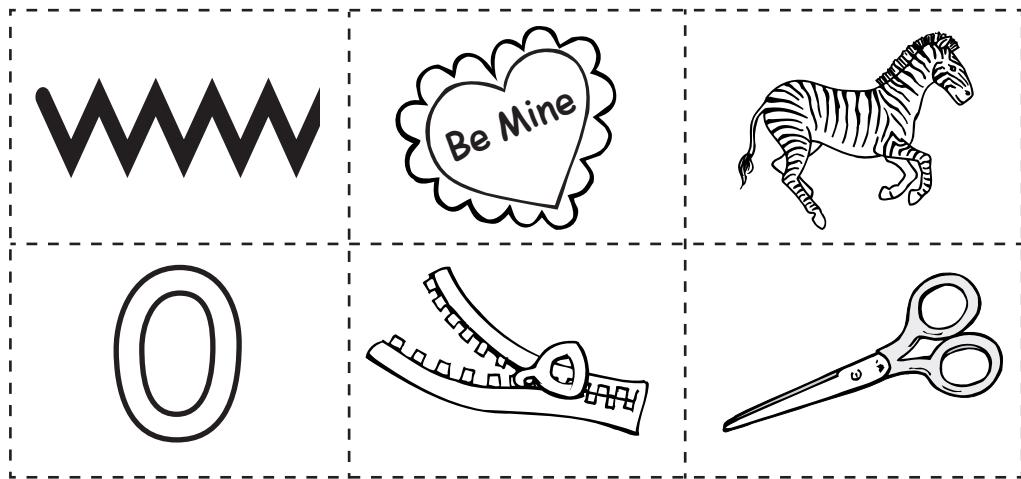
Glue the pictures that begin with **z** under the zebra.
Glue the other pictures under ☹.

zebra



glue	glue
glue	glue

glue
glue

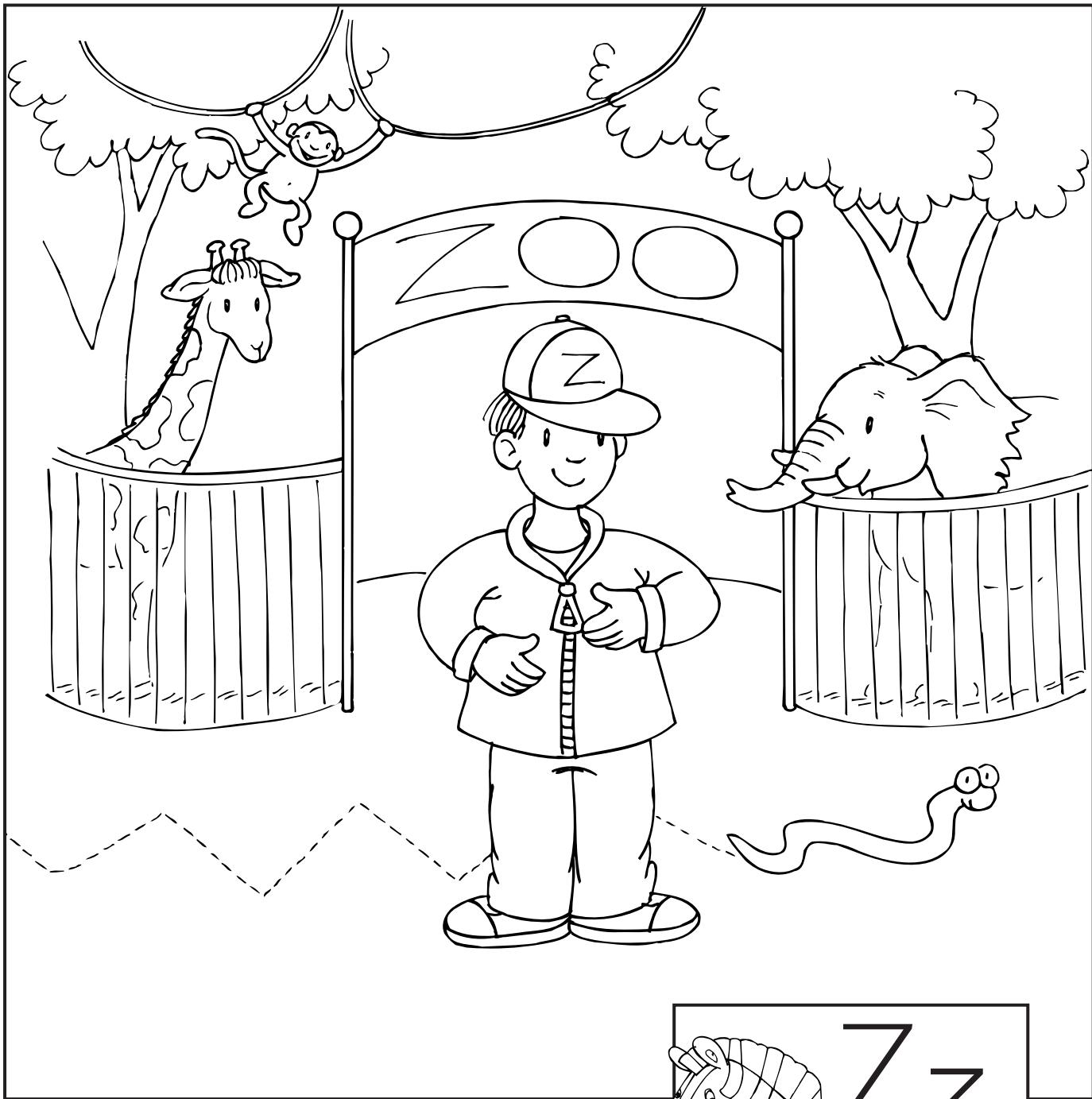


Listening for initial **z**

Name _____

What Do You See?

Color the things that begin like **zebra**.



How many did you find? _____

To the Teacher: Review the picture names with students.
(zipper, zoo, zigzag, giraffe, boy, elephant, monkey)



Z z
zebra

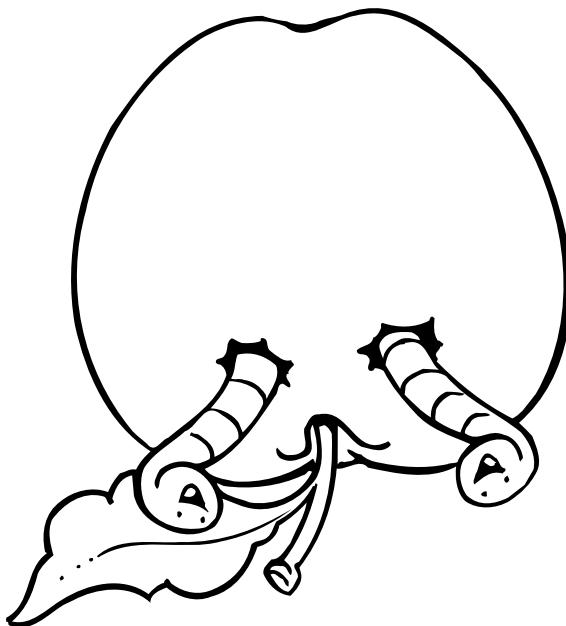
Listening for initial z

Little Alphabet Readers

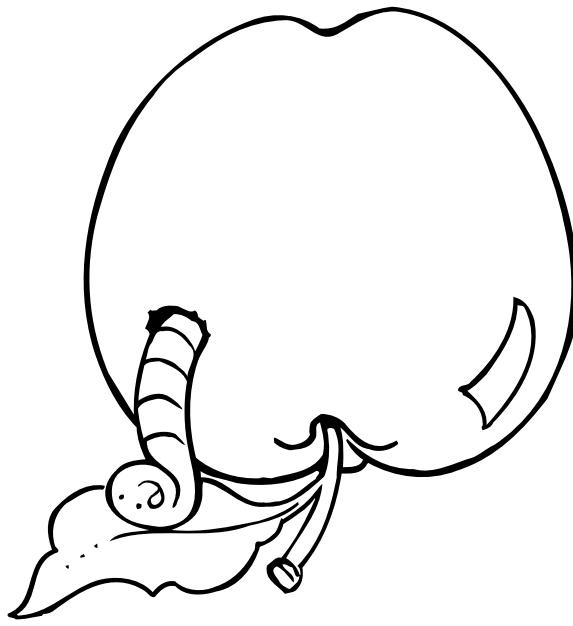
Apple	253
Bat	254
Cake	255
Duck	256
Egg	257
Fish	258
Goat	259
Hen	260
Igloo	261
Jeep	262
Koala	263
Leaf	264
Moon	265
Nest	266
Ox	267
Pig	268
Queen	269
Robot	270
Sun	271
Tent	272
Up	273
Van	274
Wagon	275
X ray	276
Yo-yo	277
Zebra	278

BASIC Phonics
Skills

green apple



red apple



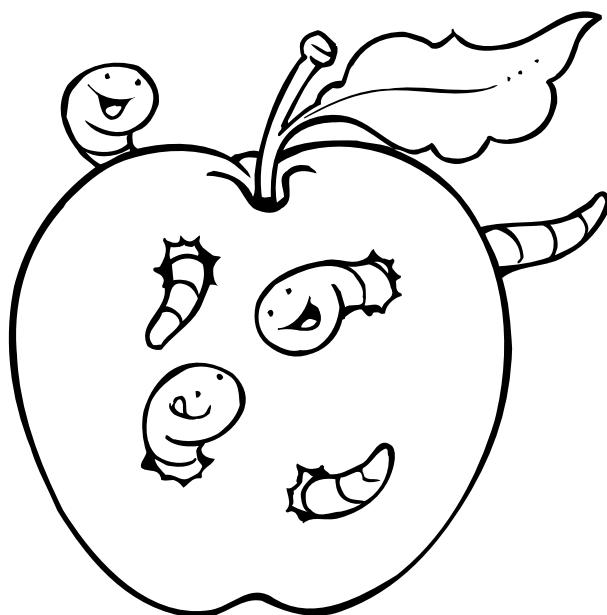
2

1

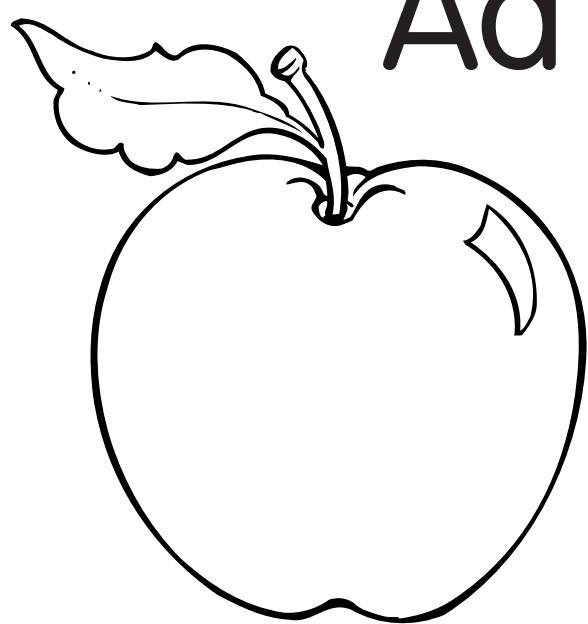
3

fold 1

Aa

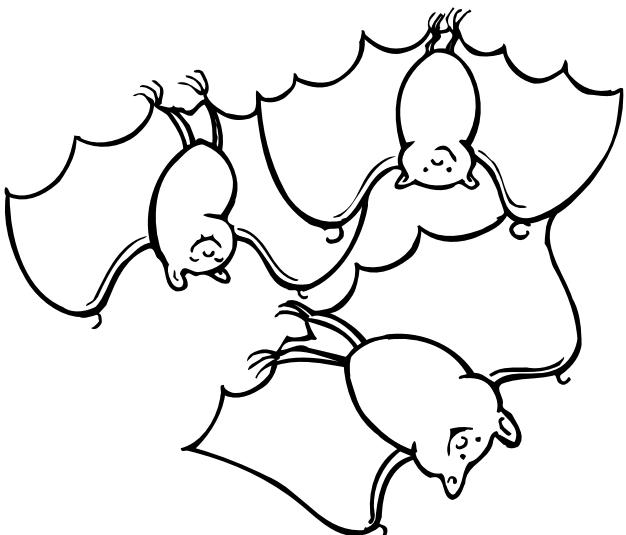


yellow apple

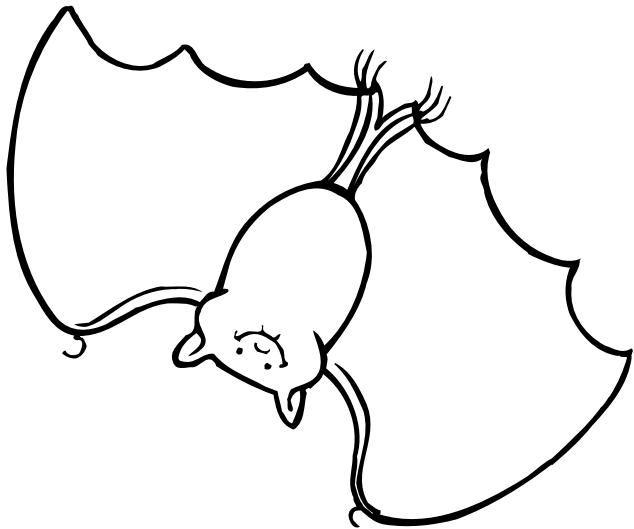


apple

little bats



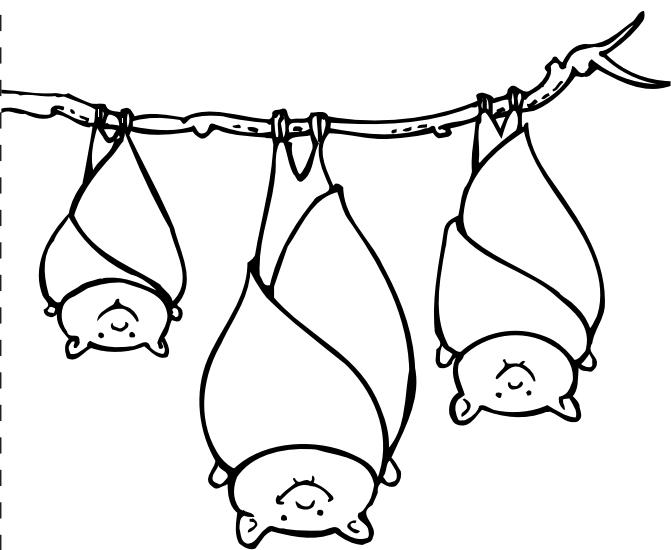
big bat



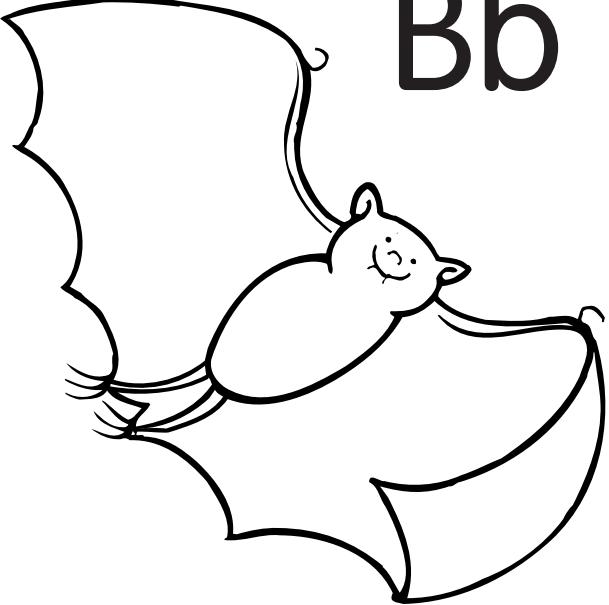
2

1

3



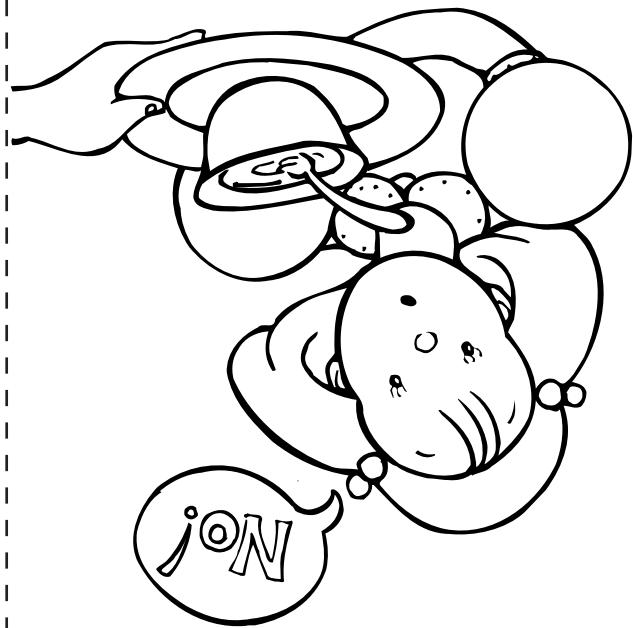
Bb



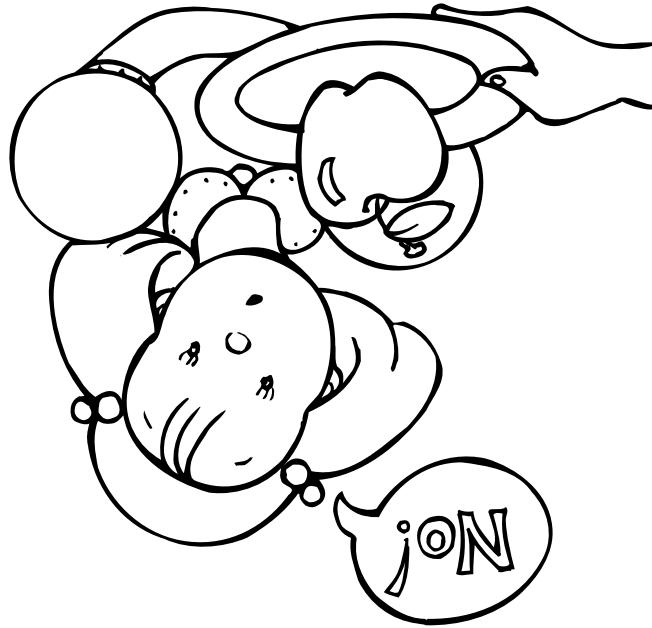
big and little bats

bat

Cake?



Cake?



2

fold 1

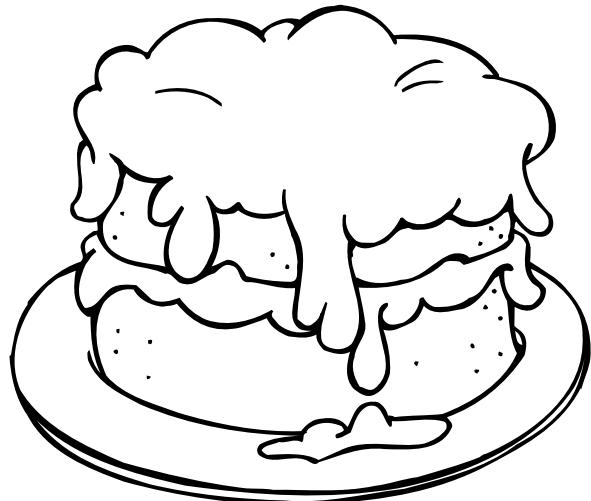
1

3



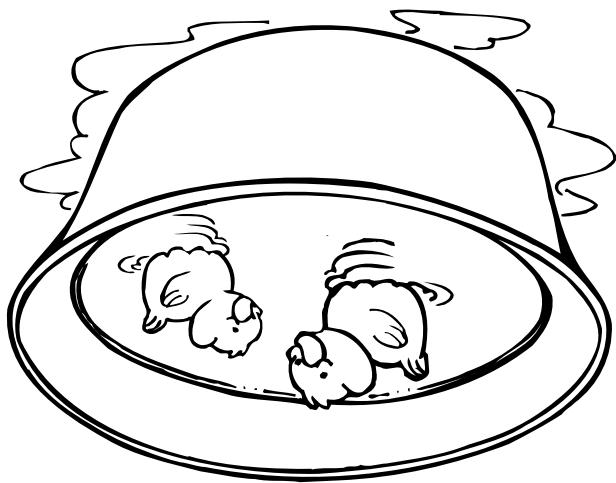
Cake?

Cc



cake

2 ducks



1 duck



2

1

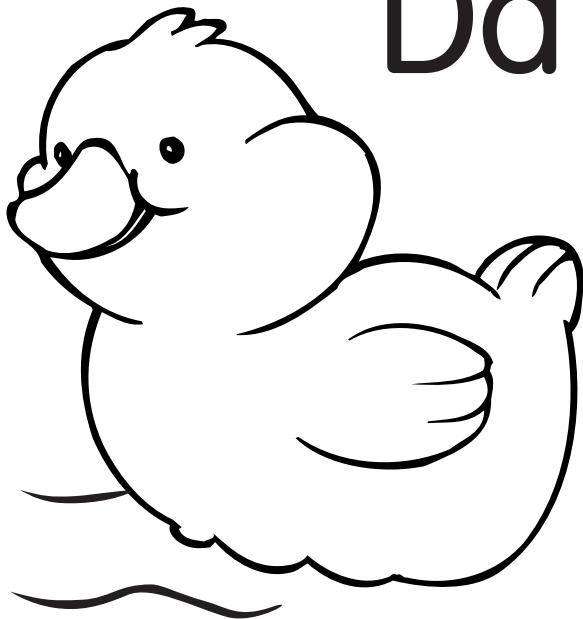
fold 1

fold 1

3



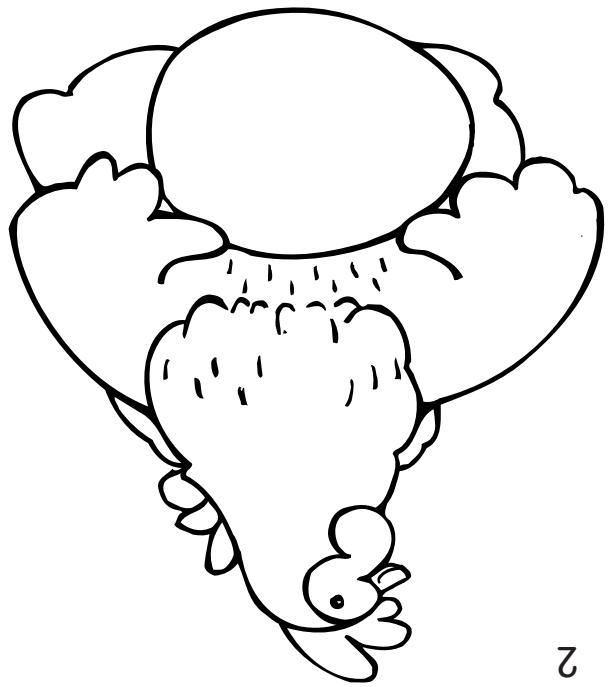
3 ducks



duck

Dd

brown egg



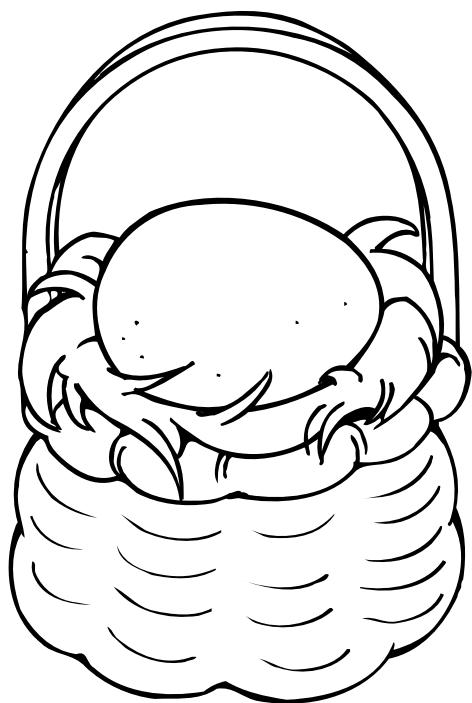
blue egg



2

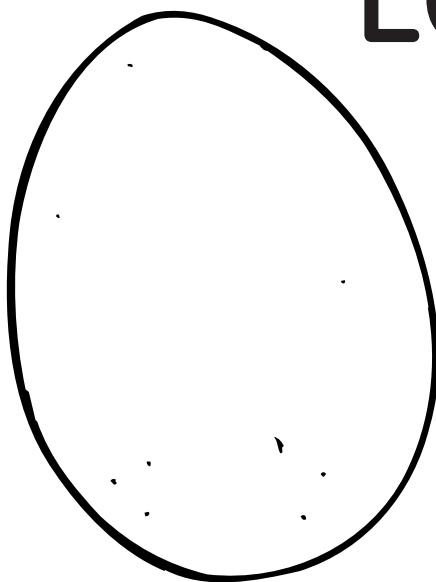
1

3



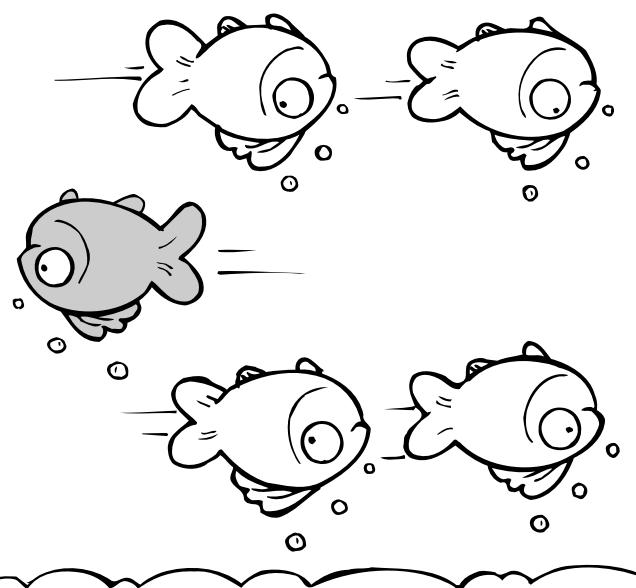
pink egg

Ee



egg

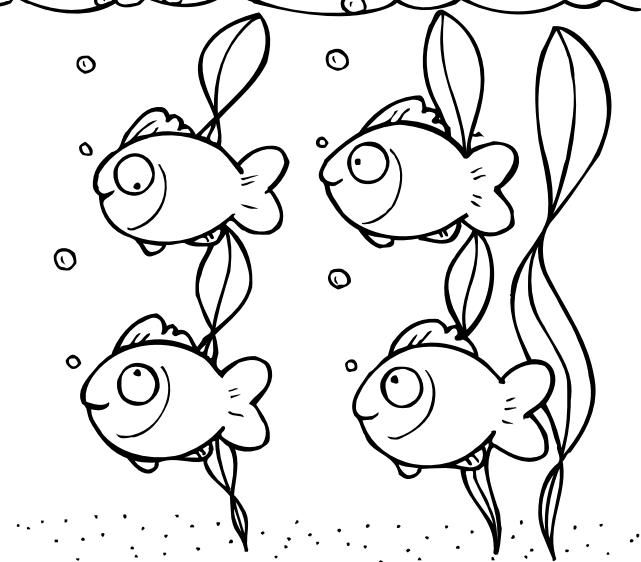
GO fish.



2

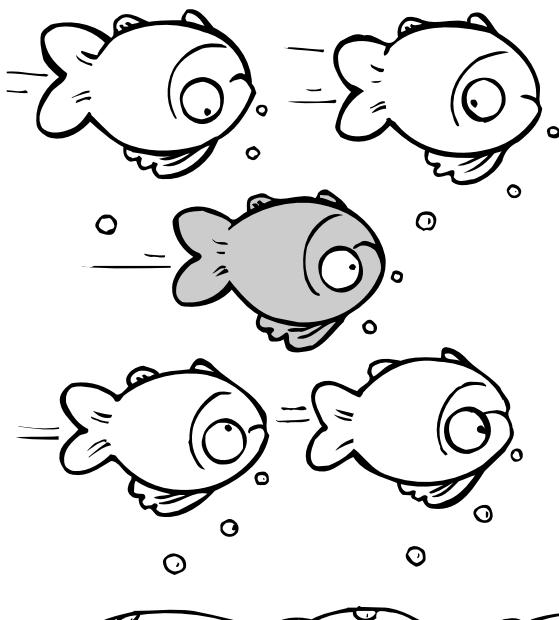
fold 1

3



4 fish

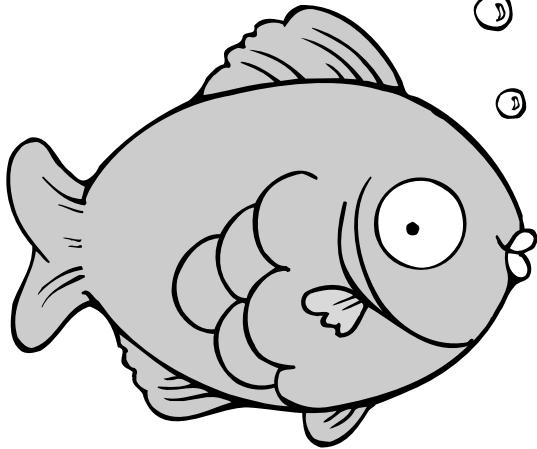
5 fish



1

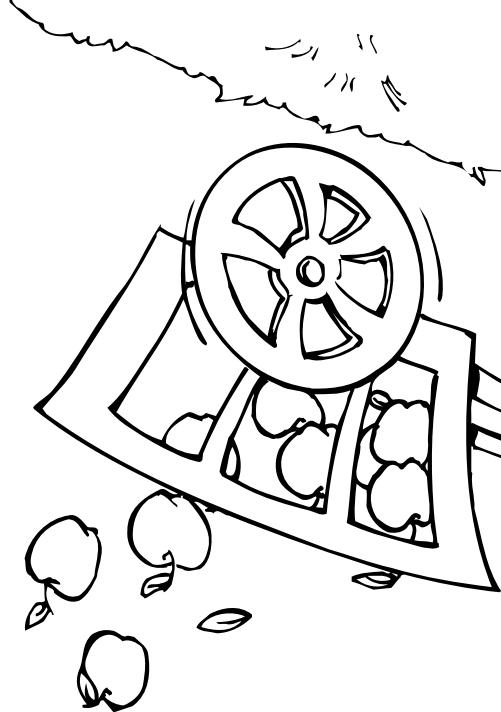
fold 1

Ff

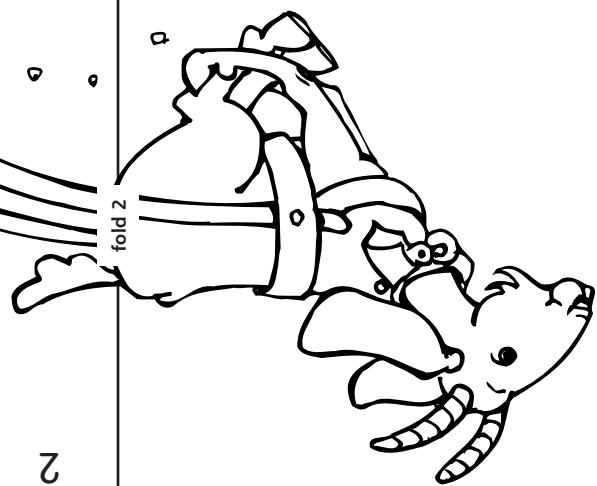


fish

Go, go!



Go, goat.



2

1

fold 1

3



Good goat.

Gg



goat

Hen has eggs.



One hen.



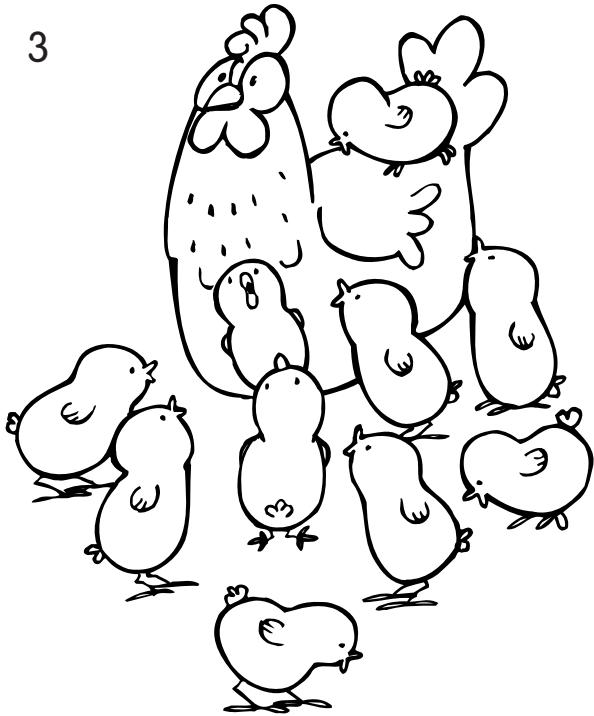
2

1

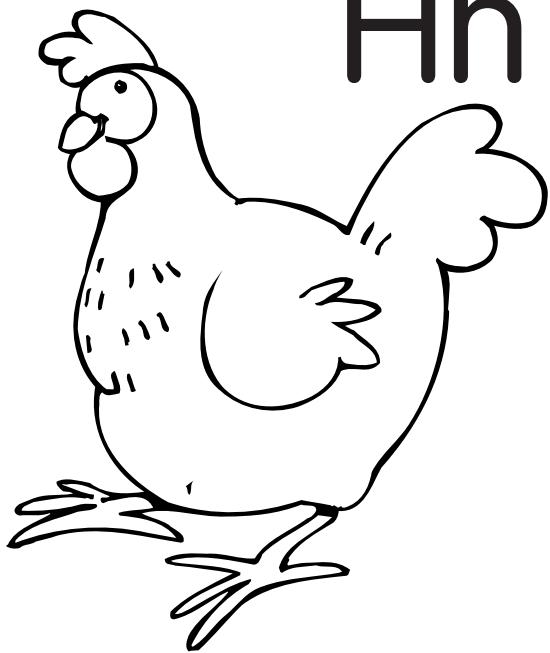
3

fold 1

fold 1



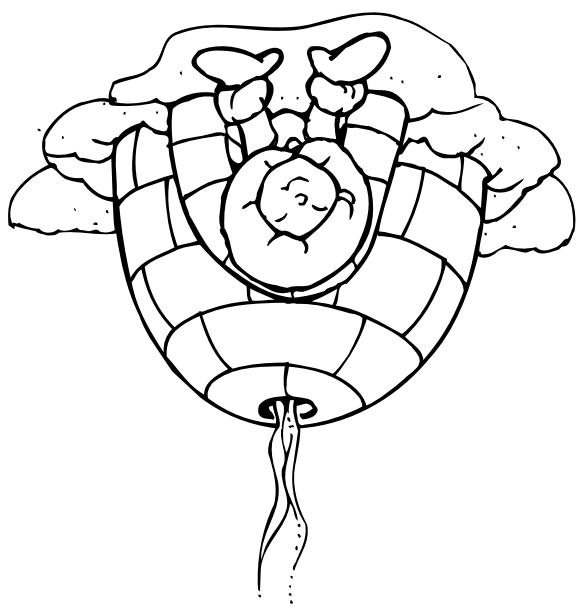
Hen has chicks.



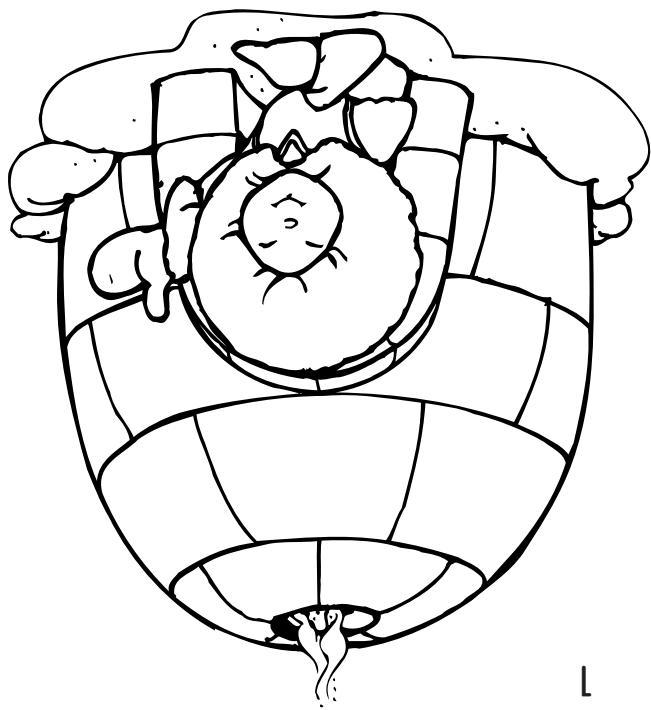
Hh

hen

little igloo



big igloo



2

1

fold 1

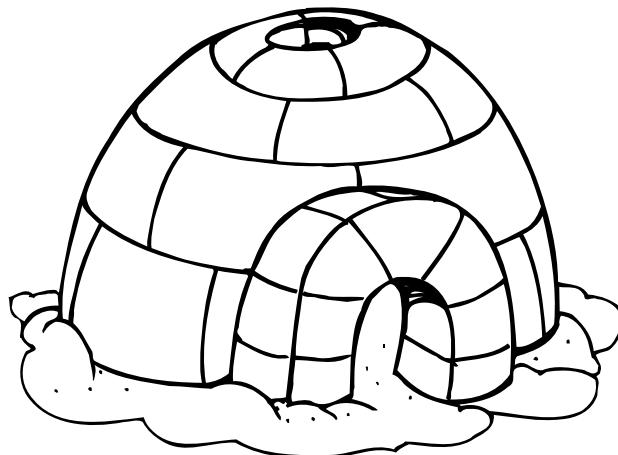
fold 1

3



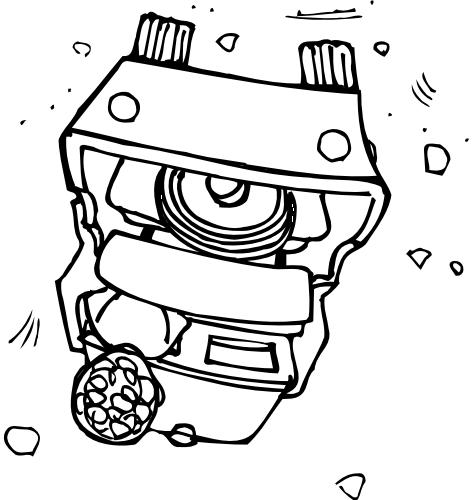
Iggie's igloo

Ii



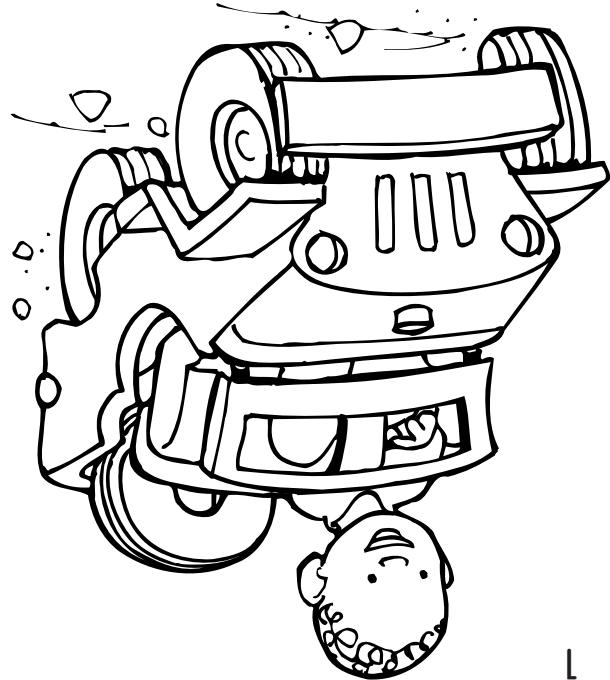
igloo

Go, jeep.



2

Go, jeep.



1

3

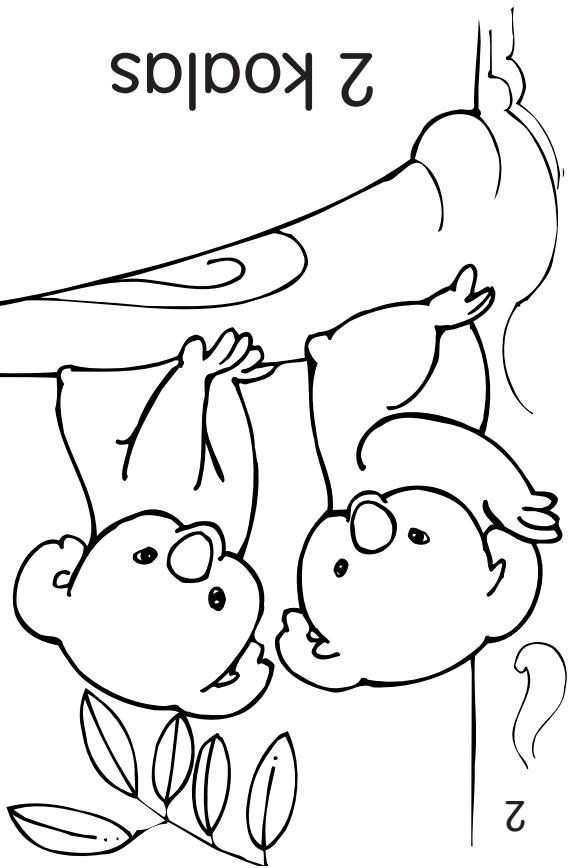


Go, jeep, go!

j



2 koalas



1 koala



fold 1

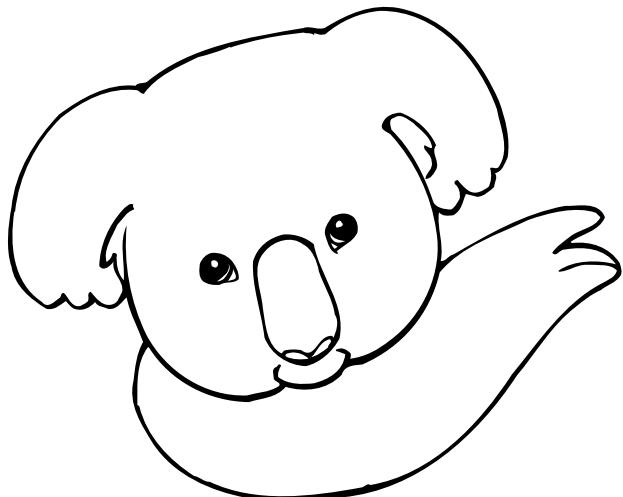
fold 2

3



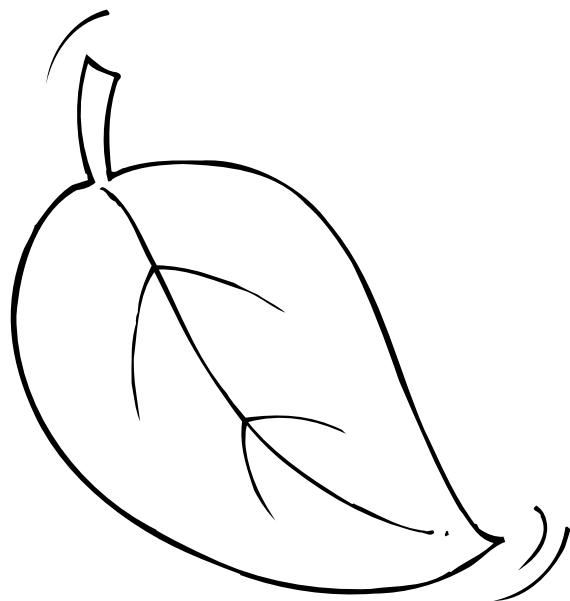
3 koalas

Kk



koala

yellow leaf



red leaf



fold 1

2

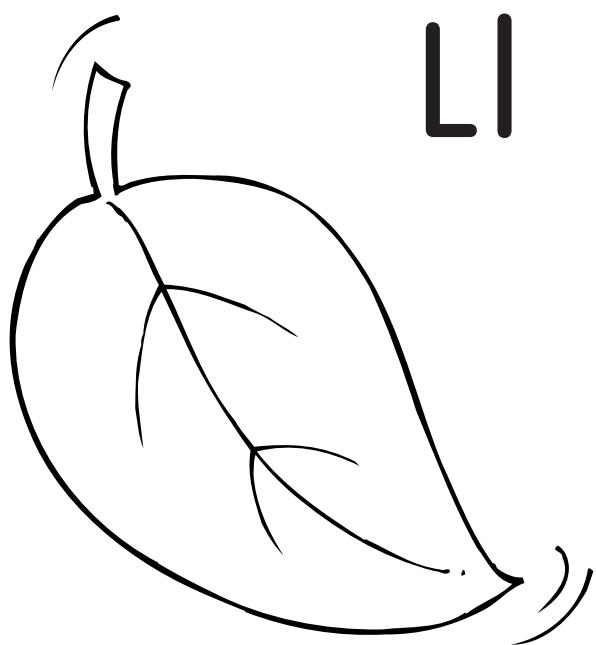
fold 1

1



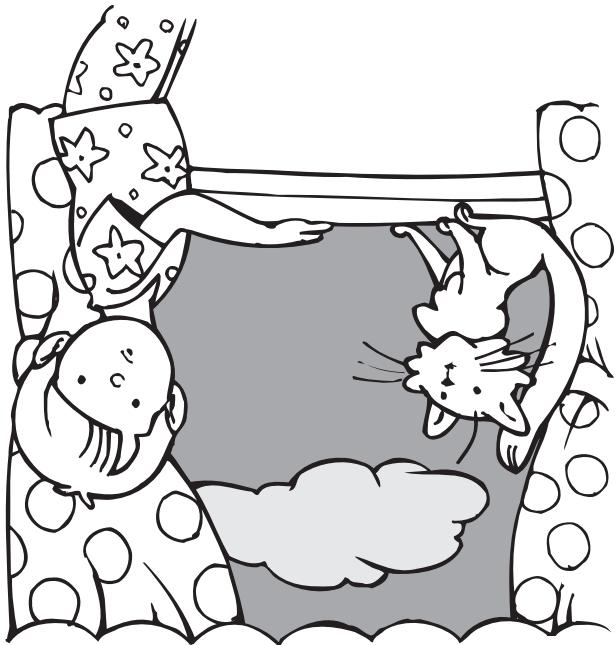
3

Look! Look!



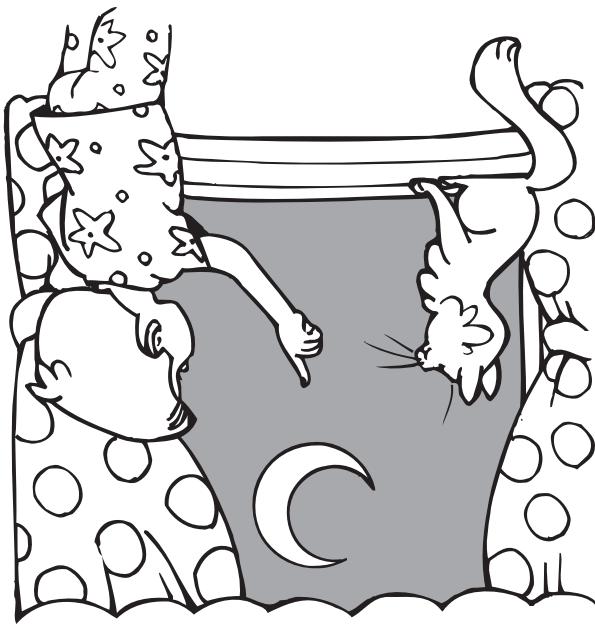
leaf

Moon?



2

See the moon.



1

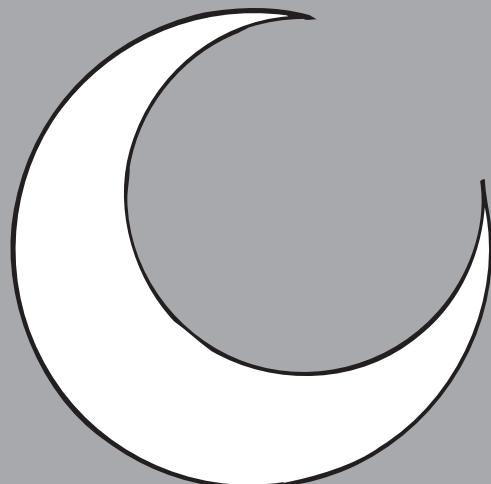
fold 1

3



See the moon!

Mm



moon

fold 2

2 in a nest



1 in a nest



2

fold 1

1

fold 1

3



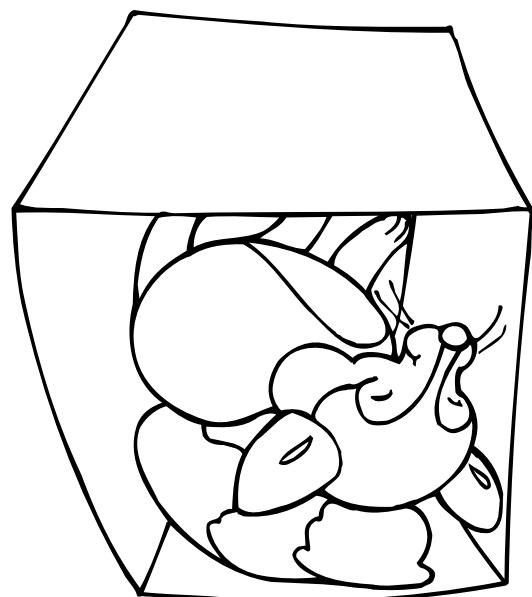
Nn



Yum!

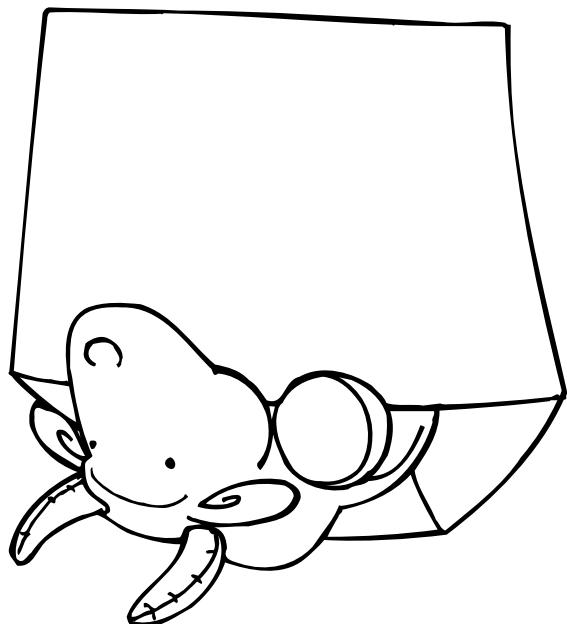
nest

fox in a box



2

ox in a box



1

3

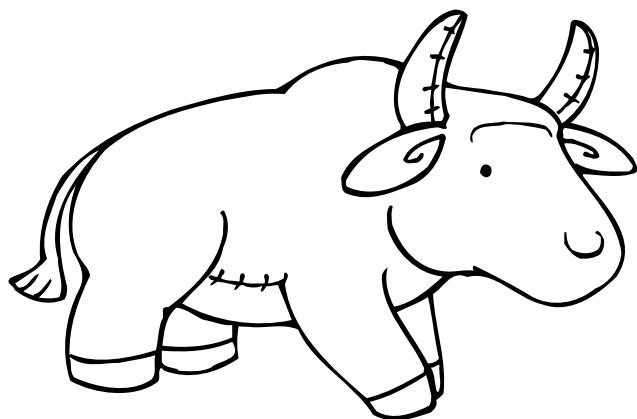


fold 1

fold 1

Ox and fox
in a box.

Oo



ox

Pig is not pink.



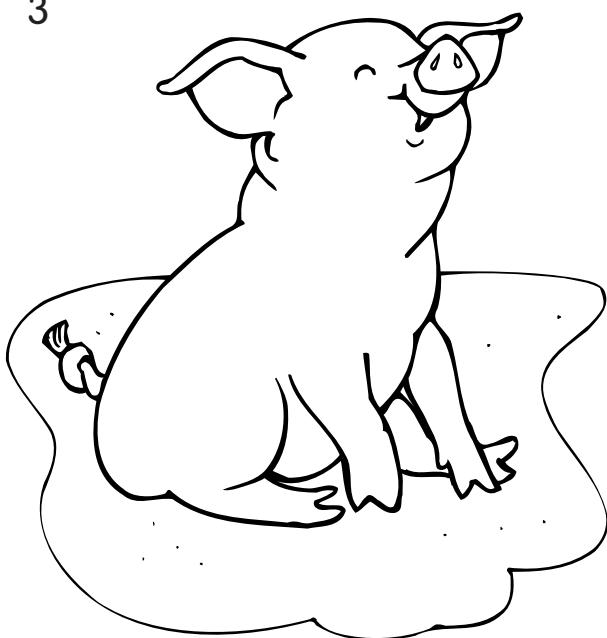
Pig is pink.



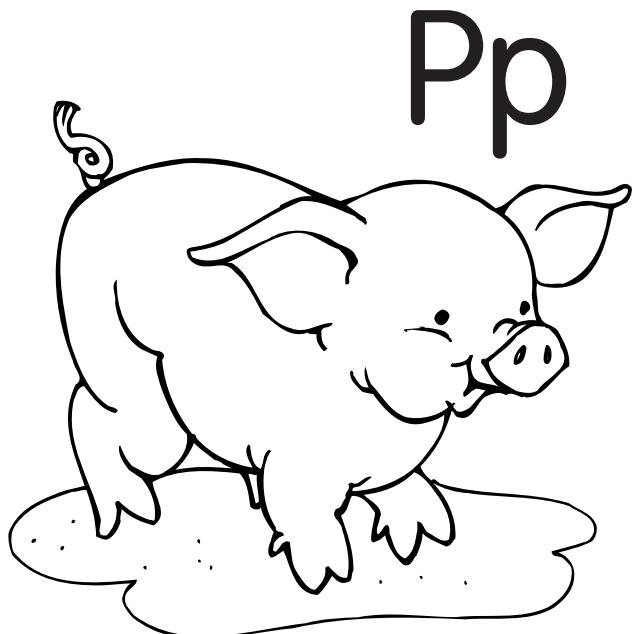
2

1

3



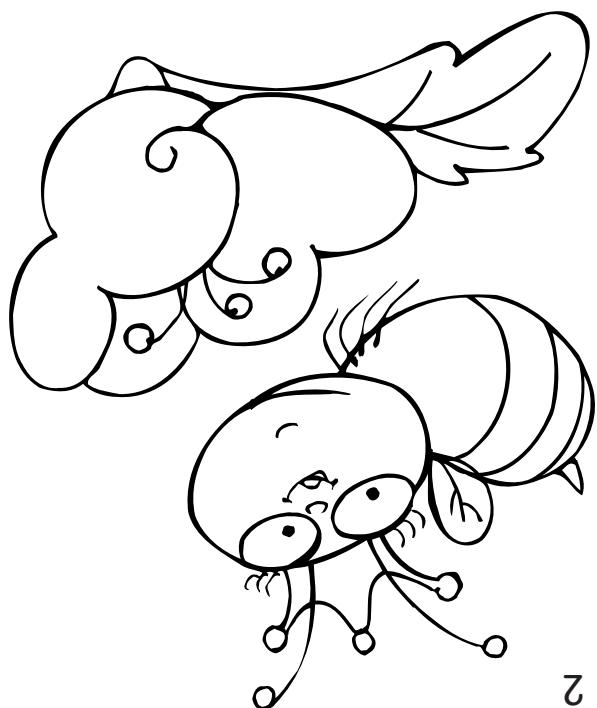
Pig is pink again.



Pp

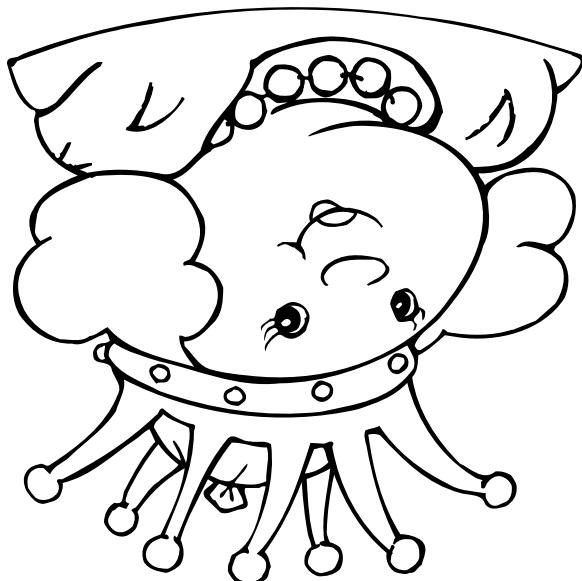
pig

See the queen bee.



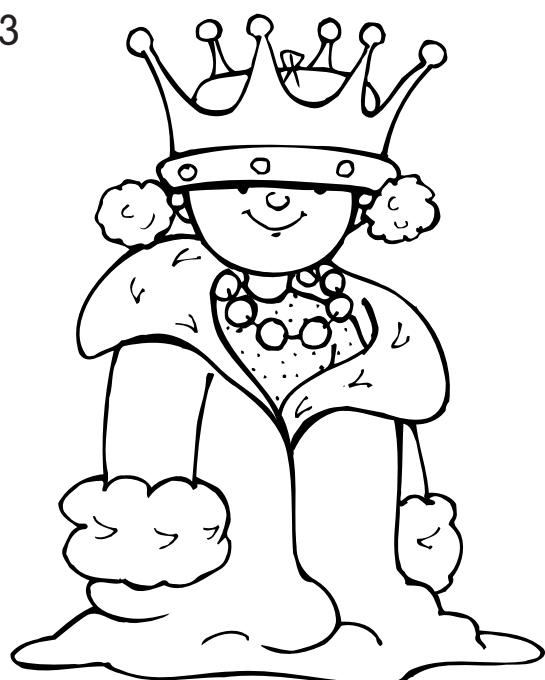
2

See the queen.



1

3



fold 1

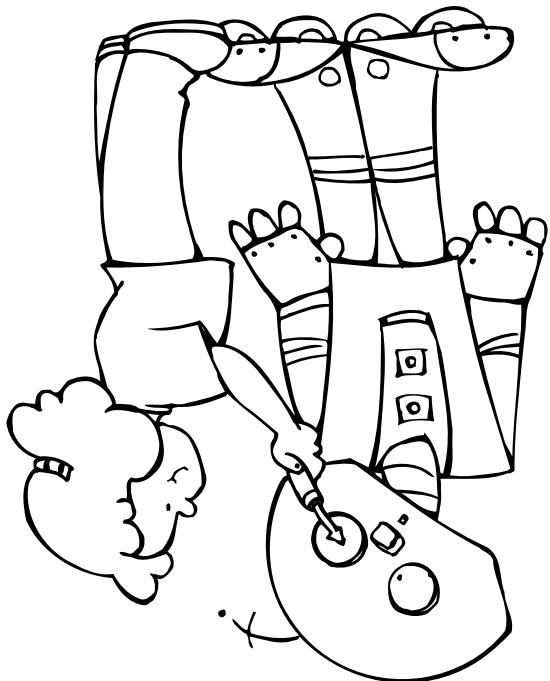
Qq



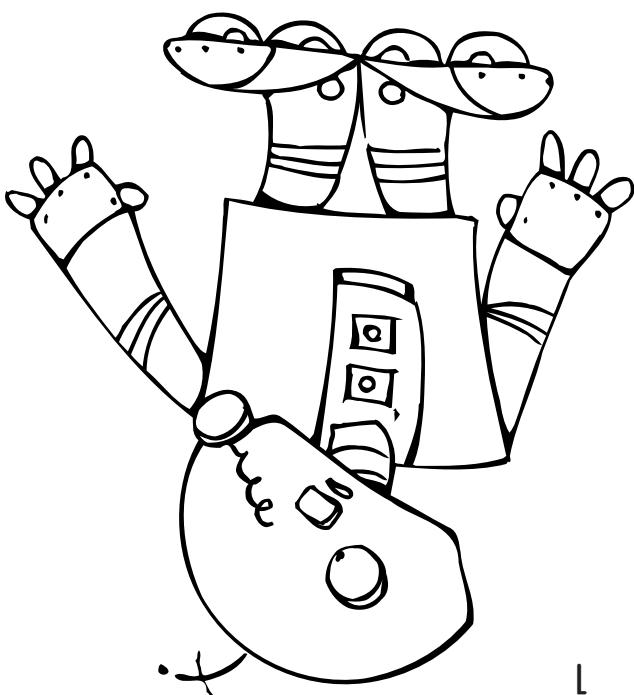
queen

See me.

Fix robot.



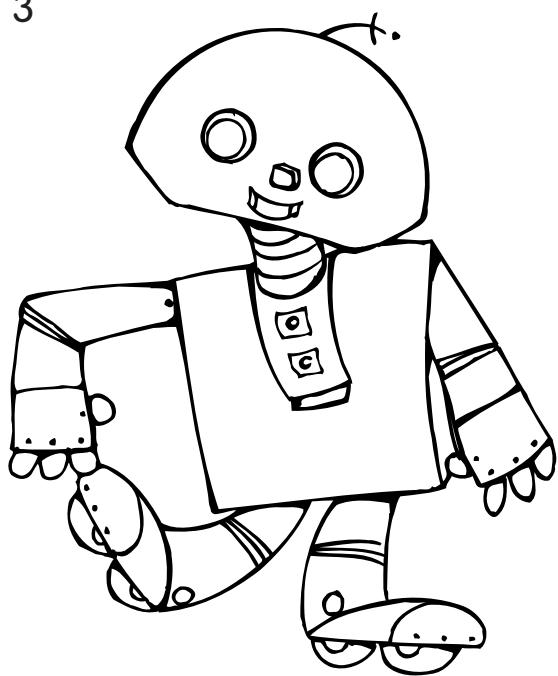
Sad robot.



fold 1

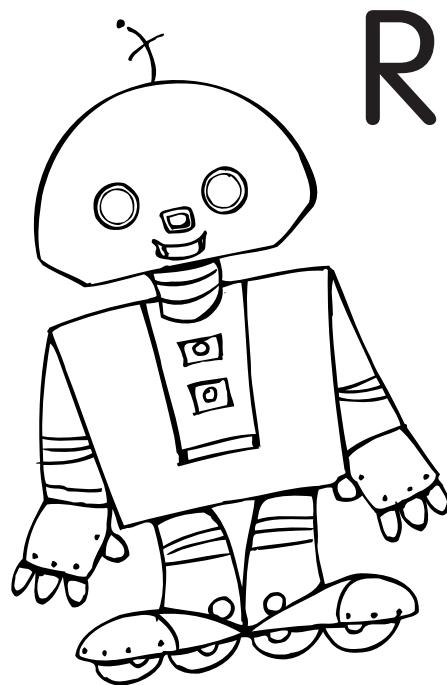
fold 1

3



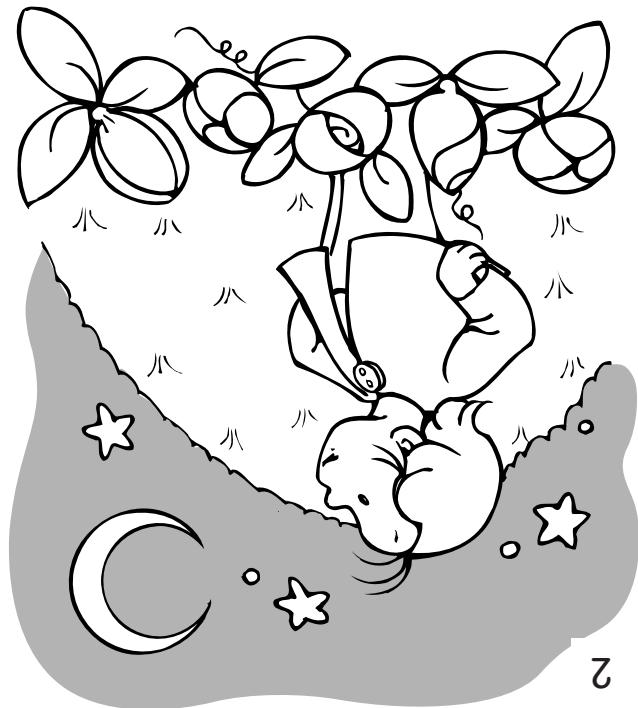
Go, robot!

Rr



robot

sun



2

sun



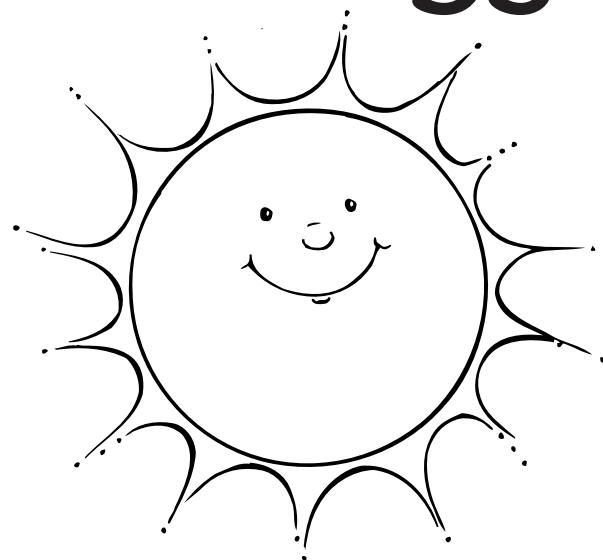
1

3



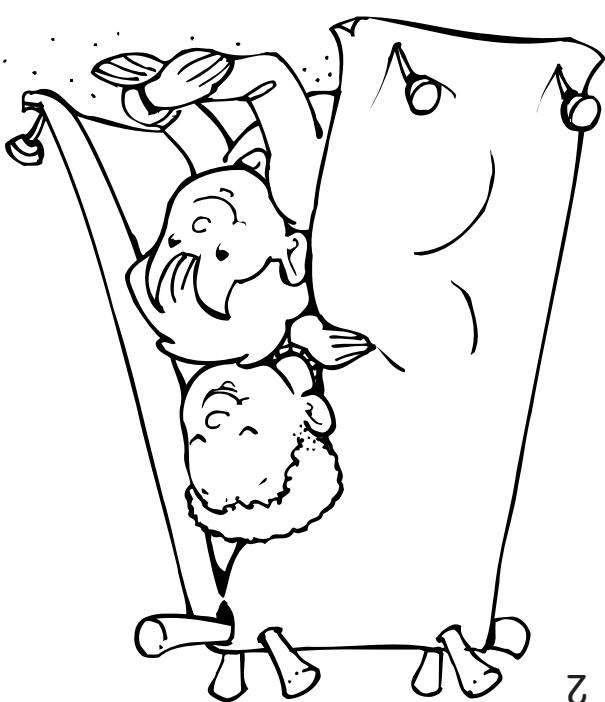
Sun!

Ss



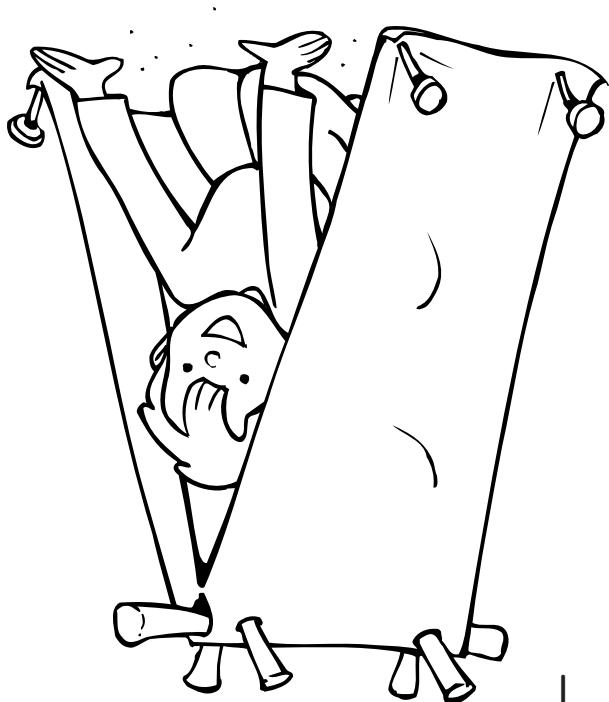
sun

2 in a tent



2

1 in a tent



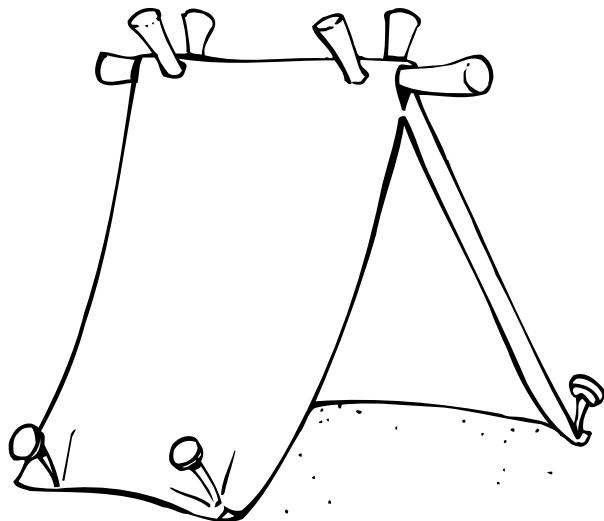
1

3



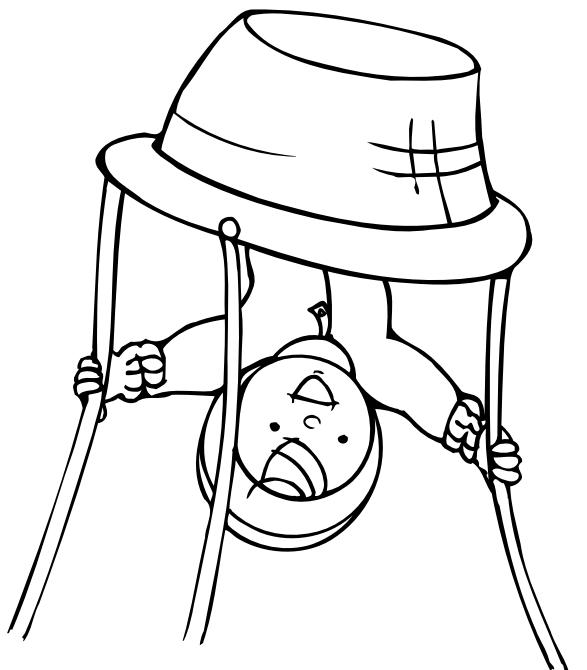
3 in a tent

T t



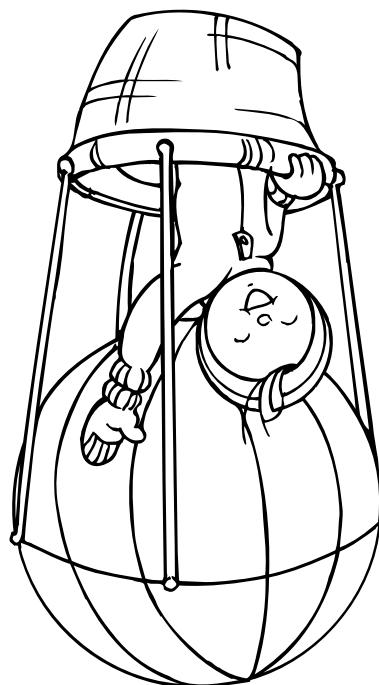
tent

•dn 'dn 'dn up



2

up.



1

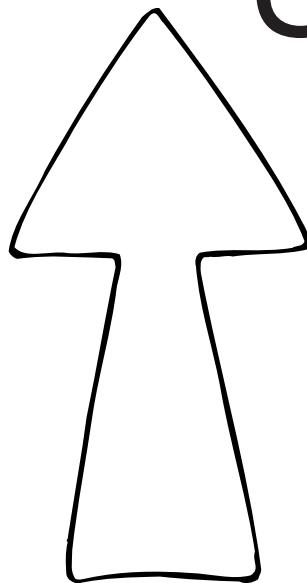
fold 1

fold 2

3



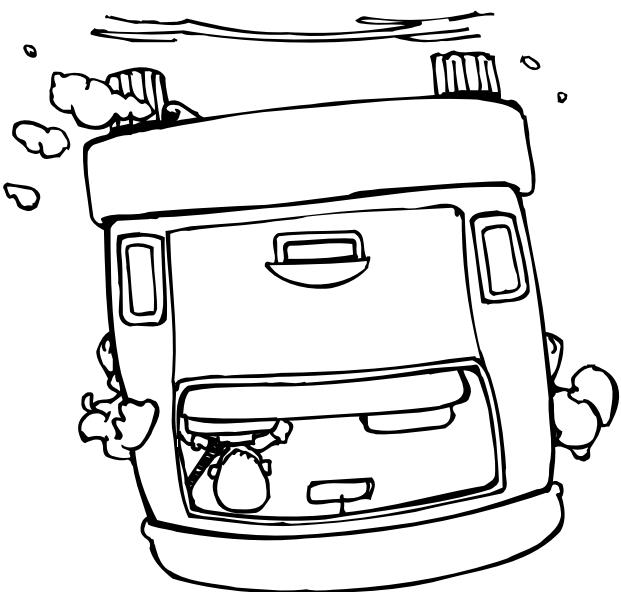
Uu



up

Up is fun.

See the van go.

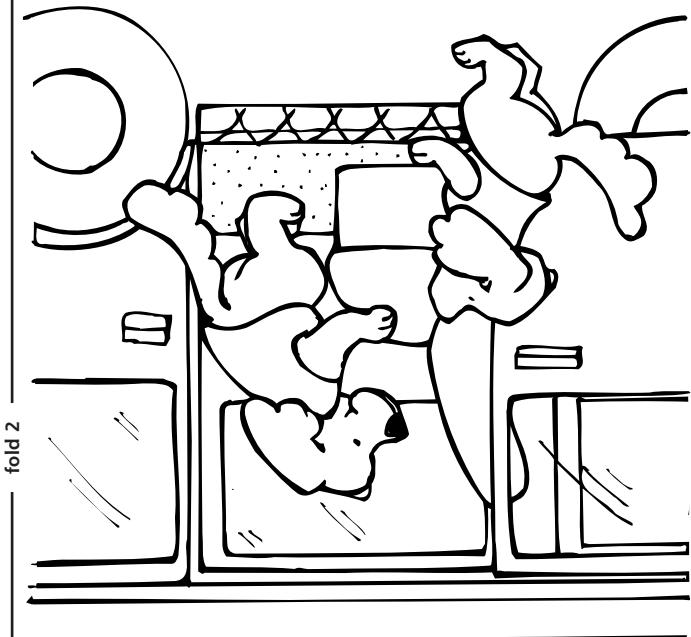


2



3

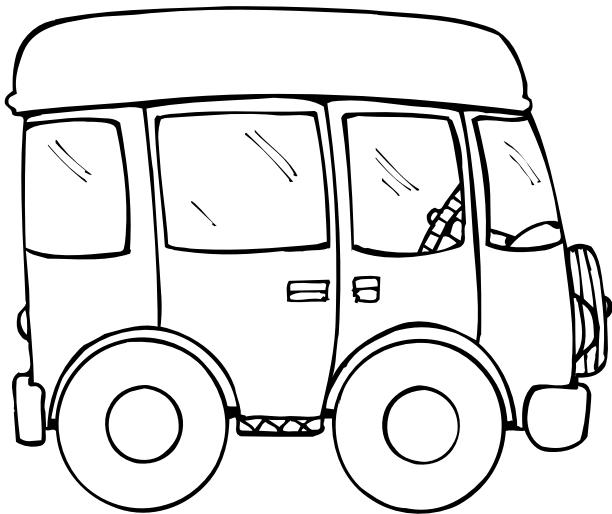
Get in the van.



1

fold 1

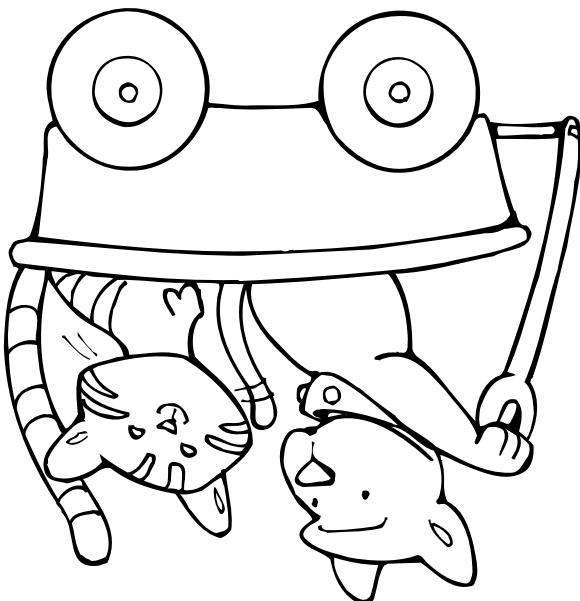
Vv



van

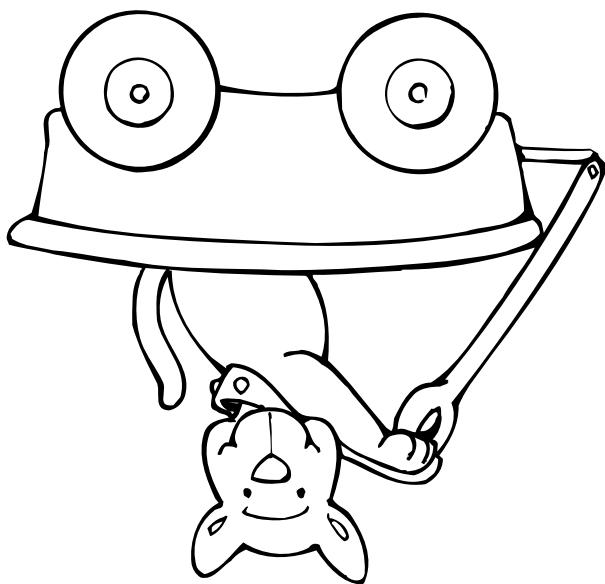
See the van stop.

2 in a wagon



2

1 in a wagon



1

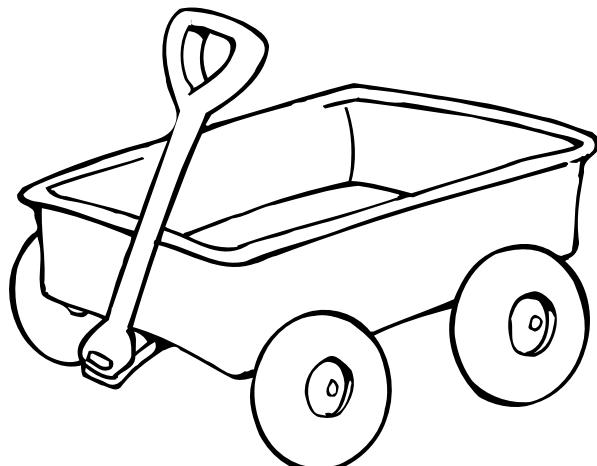
fold 1

3



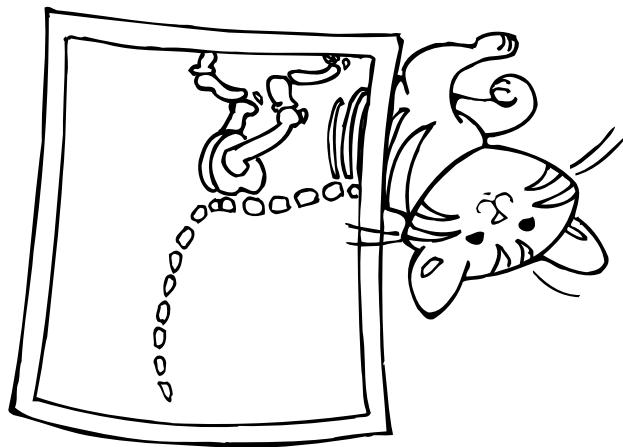
3 in a wagon

Ww

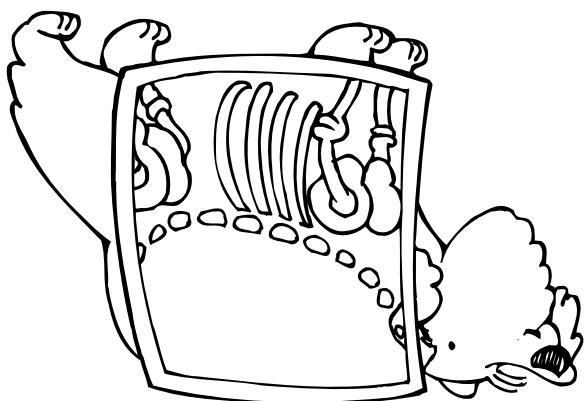


wagon

See Tab's X ray.



See Sam's X ray.



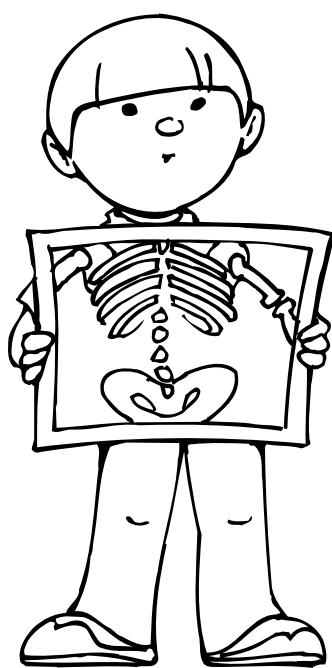
2

1

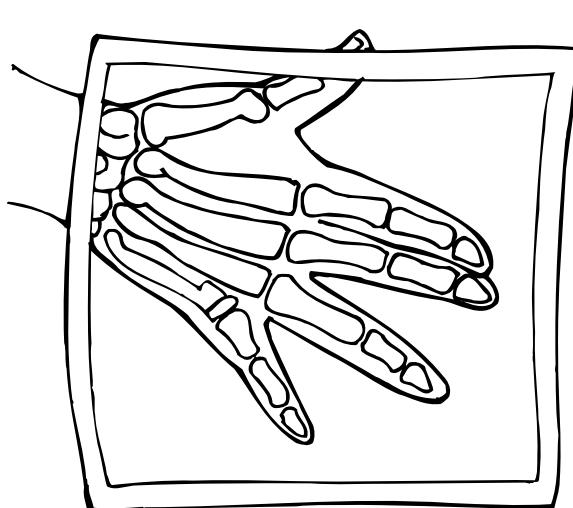
fold 1

fold 1

3



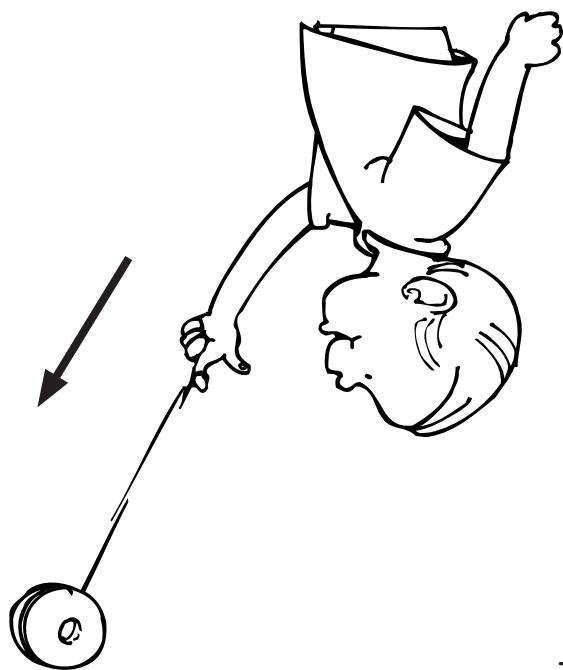
See Pat's X ray.



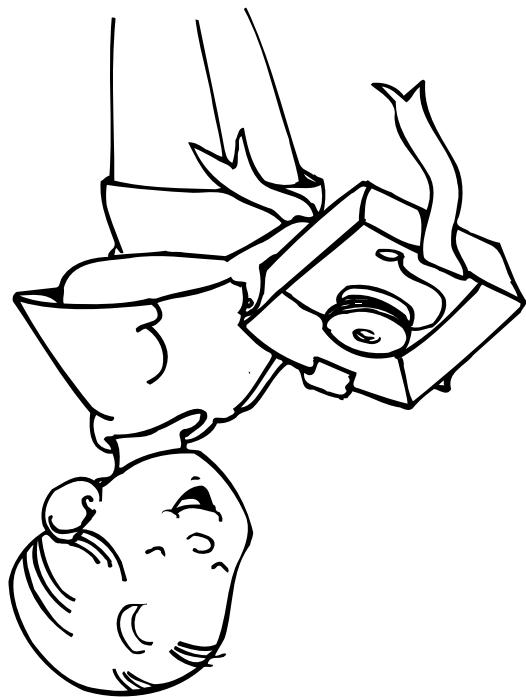
X ray

Xx

Yo-yo up.



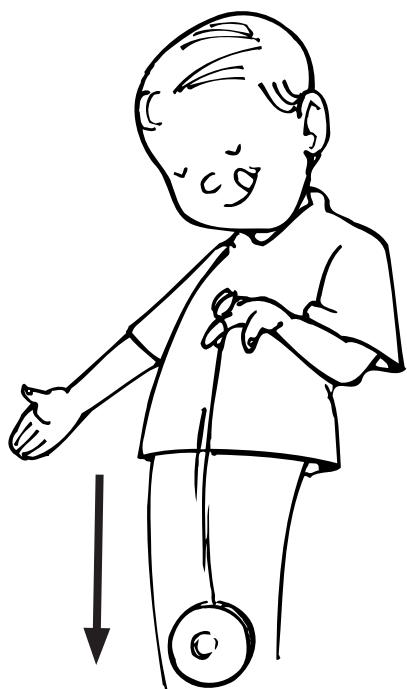
See the yo-yo.



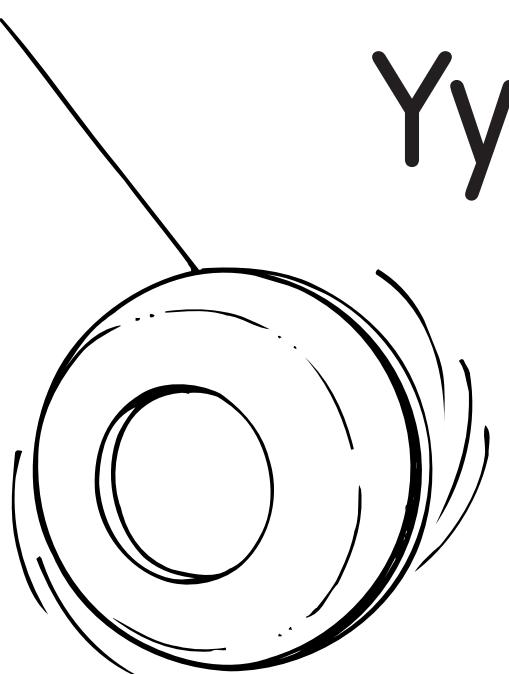
2

1

3

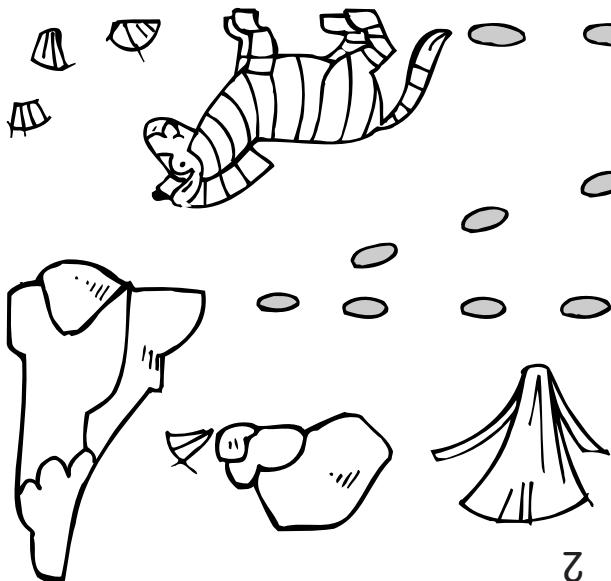
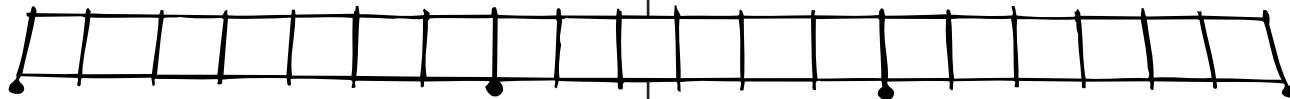


Yo-yo down.

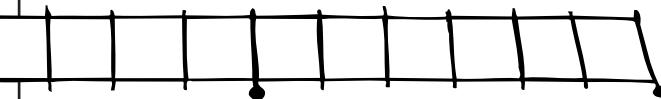


yo-yo

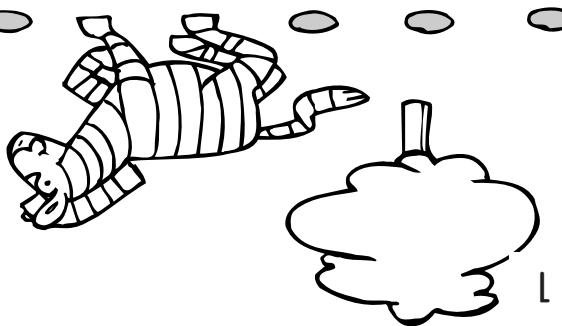
Zebra zags.



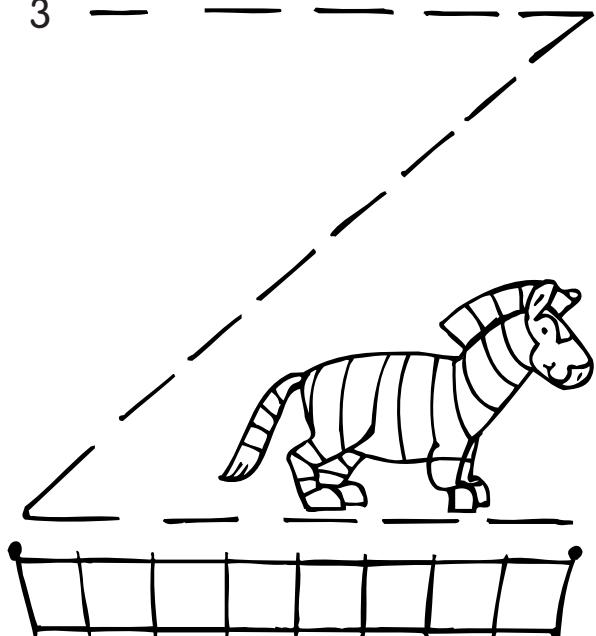
Zebra zigs.



fold 2

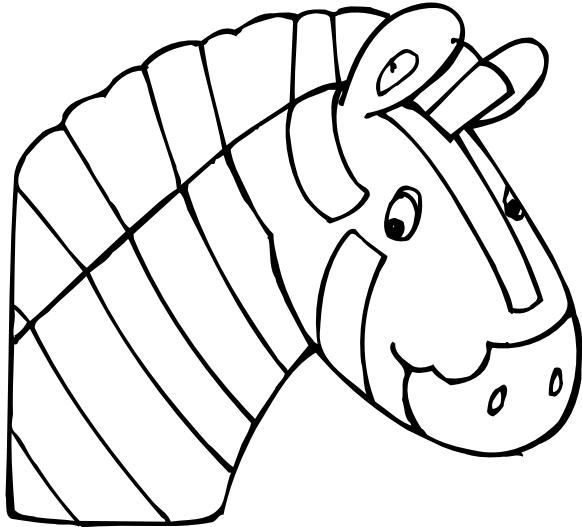


3



Zebra zigzags
at the zoo.

Zz



zebra

Answer Key

Page 8 Circled: 2, 3, 5, 6

Page 9 Matched: open-closed; on-off; up-down

Page 10 Left hand yellow, right hand red; left mitten and right glove circled

Page 11 Traced from left to right

Page 12 Traced from left to right

Page 13 **Red:** top button, scoop, mug, towel;
Blue: bottom button, scoop, mug, towel

Page 14 Traced from top to bottom

Page 15 Traced from top to bottom

Page 16 Colored: 1, 4, 5, 6

Page 17 Colored: 1, 2, 4, 5

Page 18 Objects matched

Page 19 Objects matched

Page 20 Shapes drawn

Page 21 Matching shapes colored

Page 22 Colored: last bow, first tree, second candle, third turtle

Page 23 Colored: third cup, second plate, second monkey, last door

Page 24 Drawn: 1. tendril; 2. buttonholes; 3. nose; 4. windowpanes; 5. wheel; 6. hour hand

Page 25 Matching letters circled

Page 26 Drawn: 1. seam lines; 2. pole; 3. O; 4. top line of the T; 5. eyebrow; 6. drumstick

Page 27 First object colored; first object drawn

Page 28 Objects at end colored; first objects circled; objects drawn at end

Page 29 First objects circled, middle objects colored, and last objects crossed out

Page 30 Missing pictures drawn

Page 31 Six objects circled

Page 32 Five objects circled

Page 33 Five letters circled

Page 34 Five letters circled

Page 35 Circled: third candy cane, second boy, last dog, first mug

Page 36 Circled: last flag, third boot, second hook, second worm

Page 37 Circled: shoes, clock, fish, gingerbread man, hammer, boot

Page 38 Circled: sun, snowman, socks, ice-cream cones, skates on snake, frog/bubbles, puddle

Page 39 Colored: 1. ring and necklace; 2. ball and cap; 3. crayon and pen; 4. both leaves

Page 40 Circled: 1, 2, 3, 6, 7, 8

Page 41 Matched: cat–dish, fish–fishbowl, spoon–fork, lamp–light bulb

Page 42 Matched: baby–rattle, train–track, lock–key, plant–flower pot

Page 43 X'd out: cat, shirt, hook, spoon

Page 44 X'd out: tree, scissors, butterfly, bell

Page 45 Answers will vary, but should match category.

Page 46 All words should be circled.

Page 48 1: star, fish, house; **2:** apple, table, baby

Page 49

Name _____

Say the name of the picture. Clap the parts.
O the ones with 1 clap.
X the ones with 2 claps.
Look for 3 in a row.

3 in a Row

To the Teacher: Review the picture names with students.
(apple, hat, table, cap, table, shoe, apple, clock, button)

©2004 by Evan-Moor Corp. • Basic Phonics Skills, Level A • EMC 3318
Counting 1-6 2-syllable words
Phonemic Awareness 49

Page 50 1: star, top, car, lamp, hand; **2:** baby, hammer, apple, mitten

Page 51 1: shoe, box, spoon; **2:** carrots, arrow, flower

Page 52 1 circled: 1, 2, 4, 6, 8; **2 circled:** 3, 5, 7, 9

Page 53 1: dog, bear; **2:** rooster, monkey; **3:** elephant, butterfly

Page 54 1 circled: 1, 3, 7; **2 circled:** 4, 6, 8; **3 circled:** 2, 5, 9

Page 55 1: hand, frog; **2:** rabbit, wagon, lettuce; **3:** butterfly, elephant, ladybug

Page 56 Colored: hat, bat, mat, rat

Page 57 Circled: 1. cat, hat; 2. hat, mat, bat; 3. bat, rat

Page 58 Rhyme: 2, 3; **Do not rhyme:** 1, 4

Page 59 Colored: rake, snowflake, snake, lake

Page 60 Circled: 1. steak, rake; 2. shake, snake; 3. snowflake, lake

Page 61 Rhyme: 1, 3; **Do not rhyme:** 2, 4

Page 62 Cake: snake, lake, rake; **Cat:** rat, hat, mat

Page 63 Colored: lip, rip, whip

Page 64 Circled: 1. lip, rip; 2. ship, drip; 3. cake, rake; 4. hat, bat

Page 65 Rhyme: 2, 3; **Do not rhyme:** 1, 4

Page 66 Colored: light, night, write, bite

Page 67 Circled: 1. knight, light; 2. bite, night; 3. lip, ship; 4. rake, snake

Page 68 Rhyme: 1, 3, 4; **Do not rhyme:** 2

Page 69 Ship: zip, drip, lip; **Kite:** light, bite, night

Page 70 Colored: note, coat, boat, float

Page 71 Circled: 1. goat, note; 2. boat, float; 3. cake, lake; 4. night, light

Page 72 Rhyme: 4; **Do not rhyme:** 1, 2, 3

Page 73 Colored: mop, stop, hop

Page 74 Circled: 1. top, hop; 2. mop, pop; 3. soap, rope; 4. zip, ship

Page 75 Rhyme: 2, 4; **Do not rhyme:** 1, 3

Page 76 Top: mop, stop, hop; **Goat:** boat, note, coat

Page 77 Colored: red, thread, sled, bread

Page 78 Circled: 1. red, sled; 2. mop, hop; 3. thread, bed; 4. soap, rope

Page 79 Colored: sheep, sweep, sleep

Page 80 Circled: 1. sleep, sweep; 2. sheep, peep; 3. red, bed; 4. mop, top

Page 81 Rhyme: 1, 4; **Do not rhyme:** 2, 3

Page 82 Jeep: sheep, beep, sleep; **Bed:** sled, thread, red

Page 83 Colored: rug, hug, mug, jug

Page 84 Circled: 1. rug, bug; 2. hug, mug; 3. mug, plug; 4. bug, mug

Page 85 Rhyme: 1, 4; **Do not rhyme:** 2, 3

Page 86 Colored: thumb, plum, gum

Page 87 Circled: 1. thumb, gum; 2. plum, hum; 3. drum, plum; 4. sheep, sweep

Page 88 Rhyme: 1, 3; **Do not rhyme:** 2, 4

Page 89 Drum: gum, plum, thumb; **Bug:** rug, hug, jug

Page 90 Colored: tack, sack, black, backpack

Page 91 Circled: 1. back, stack; 2. track, crack; 3. black, sack; 4. tacks, tracks

Page 92 Rhyme: 3, 4; **Do not rhyme:** 1, 2

Page 93 Colored: stick, lick, kick, brick

Page 94 Circled: 1. lick, stick; 2. chick, pick; 3. brick, kick; 4. sack, track

Page 95 Rhyme: 1, 4; **Do not rhyme:** 2, 3

Page 96 Chick: stick, kick, brick; **Track:** sack, tack, black

Page 97 Colored: clock, sock, block, rock

Page 98 Circled: 1. sock, block; 2. lock, rock; 3. clock, sock; 4. block, tock

Page 99 Rhyme: 1, 4; **Do not rhyme:** 2, 3

Page 100 Sock: lock, block, rock; **Brick:** stick, kick, chick

Page 101 Circled: 1. cake, car; 2. mouse, man; 3. soap, scissors; 4. bed, bike

Page 102 Circled: 1. gum, gate; 2. lemon, lips; 3. paint, pen; 4. ten, tub

Page 103 All begin with the same sound except number 3.

Page 104 Matched: 1. vest–van; 2. q–nest; 3. bird–barn; 4. goat–gopher; 5. yarn–yo-yo

Page 105 Circled: 1. crib, bib; 2. foot, boat; 3. jam, broom; 4. brick, hook

Page 106 Circled: 1. pig, bug; 2. ball, girl; 3. fan, sun; 4. kiss, gas

Page 107 All end with the same sound except number 1.

Page 108 Matched: 1. wig–rug; 2. 10–pan; 3. tub–crab; 4. gum–jam; 5. bat–mitt

Page 109 Circles filled in: 1. 3; 2. 2; 3. 4; 4. 3; 5. 4; 6. 3

Page 110 Circles filled in: 1. 3; 2. 2; 3. 3; 4. 2; 5. 3; 6. 3

Page 111 Numbers circled: 1. 3; 2. 3; 3. 3; 4. 2; 5. 4; 6. 3

Page 112 Numbers circled: 1. 2; 2. 3; 3. 4; 4. 4; 5. 3; 6. 3

Pages 116 and 117 Students write and identify A and a.

Pages 118 and 119 Students write and match B and b.

Pages 120 and 121 Students write and match C and c.

Pages 122 and 123 Students write and identify D and d.

Pages 124 and 125 Students write and match E and e.

Pages 126 and 127 Students write and match F and f.

Pages 128 and 129 Students write and identify G and g.

Pages 130 and 131 Students write and identify H and h.

Pages 132 and 133 Students write and match I and i.

Pages 134 and 135 Students write and match J and j.

Pages 136 and 137 Students write and identify K and k.

Pages 138 and 139 Students write and match L and l.

Pages 140 and 141 Students write and identify M and m.

Pages 142 and 143 Students write and match N and n.

Pages 144 and 145 Students write and identify O and o.

Pages 146 and 147 Students write and match P and p.

Pages 148 and 149 Students write and identify Q and q.

Pages 150 and 151 Students write and match R and r.

Pages 152 and 153 Students write and identify S and s.

Pages 154 and 155 Students write and match T and t.

Pages 156 and 157 Students write and match U and u.

Pages 158 and 159 Students write and identify V and v.

Pages 160 and 161 Students write and match W and w.

Pages 162 and 163 Students write and identify X and x.

Pages 164 and 165 Students write and match Y and y.

Pages 166 and 167 Students write and identify Z and z.

Pages 168 and 169 Students write the missing capital letters.

Pages 170 and 171 Students write the missing lowercase letters.

Page 172 Students write the words and then fill in the missing letters: C, G, U, m, p, f.

Page 174 Colored: ant, anchor, ax, antlers

Page 175 Apple: anchor, ax, antlers, ant

Page 176 Colored: apple, ant, antlers

Page 177 Colored: balloon, butterfly, bus, ball

Page 178 Bat: bag, boat, book, basket

Page 179 Colored: balloon, bear, bow tie, butterfly, ball

Page 180 Colored: cookie, cup, camera, cap

Page 181 Cake: cat, can, car, candle

Page 182 Colored: clock, candle, cat, cane

Page 183 Colored: doll, dime, door, dog

Page 184 Duck: dishes, dime, dollar, desk

Page 185 Colored: dog, door, daffodil

Page 186 Colored: elf, Eskimo, envelope

Page 187 Egg: elf, envelope, elephant, Eskimo

Page 188 Colored: elephant, envelope, Eskimo

Page 189 Colored: 4, feather, fence, fan

Page 190 Fish: finger, flag, feather, fork

Page 191 Colored, fox, flower, fence, feather

Page 192 Colored: gate, gift, guitar, garbage can

Page 193 Goat: girl, gopher, grapes, glove

Page 194 Colored: gorilla, guitar, goose, grass

Page 195 Colored: house, hose, hand, heart

Page 196 Hen: hammer, hot dog, hamburger, helicopter

Page 197 Colored: horse, hat, hearts, hose

Page 198 Colored: inch, insects, instruments

Page 199 Igloo: inch, insects, Indians, ink

Page 200 Colored: insects, ink, inchworm

Page 201 Colored: jelly beans, jet, jump rope, jam

Page 202 Jeep: jet, jacks, jam, jug

Page 203 Colored: jack-in-the-box, jelly beans, jump rope, jar

Page 204 Colored: kangaroo, kite, key, king

Page 205 Koala: kite, key, kiss, kick

Page 206 Colored: kite, king, kangaroo, kiwi

Page 207 Colored: log, lemon, ladder, lion

Page 208 Leaf: lip, lemon, lake, log

Page 209 Colored: lamb, lion, ladder, ladybug

Page 210 Colored: mitt, monkey, mop, mouse

Page 211 Moon: map, mouse, mirror, mittens

Page 212 Colored: monkey, mop, mouse

Page 213 Colored: nest, necklace, nickel, net

Page 214 Nest: nose, nickel, nut, needle

Page 215 Colored: nurse, necklace, newspaper, nuts

Page 216 Colored: octopus, olives, otter, ostrich

Page 217 Ox: otter, on, olives, octopus

Page 218 Colored: octopus, olives

Page 219 Colored: pencil, peanut, pin, pumpkin

Page 220 Pig: peas, pan, potato, paint

Page 221 Colored: pumpkin, parrot, pencil, paper

Page 222 Colored: quarter, one-quarter, quail, quilt

Page 223 Queen: quack, question mark, quarter, quail

Page 224 Colored: quail, quilt, question marks

Page 225 Colored: ring, rainbow, rose, rabbit

Page 226 Robot: rope, ruler, rooster, roof

Page 227 Colored: rainbow, rabbit, radio, rain

Page 228 Colored: sock, saddle, soap, saw

Page 229 Sun: saw, salt, soap, sad

Page 230 Colored: sailboat, sailor, squirrel, seagull

Page 231 Colored: towel, turtle, tie, table

Page 232 Tent: telephone, 10, tape, table

Page 233 Colored: tiger, telephone, 10, turtle

Page 234 Colored: udder, umpire, under, umbrella

Page 235 Up: udder, umpire, umbrella, under

Page 236 Colored: umpire, umbrella, upside down

Page 237 Colored: valentine, violin, vase, vacuum

Page 238 Van: vine, vegetables, valentine, vest

Page 239 Colored: volcano, vulture, violin, valentine

Page 240 Colored: walrus, web, watermelon, wave

Page 241 Wagon: web, walrus, wig, watch

Page 242 Colored: walrus, watermelon, watch, water

Page 243 Colored: ax, ox, box

Page 244 Fox: ox, 6, box, ax

Page 245 5 X's should be circled

Page 246 Colored: yak, yolk, yarn, yogurt

Page 247 Yo-yo: yes, yolk, yarn, yawn

Page 248 Colored: yak, yarn, yogurt

Page 249 Colored: zero, zigzag, zipper, zinnia

Page 250 Zebra: zigzag, zebra, zero, zipper

Page 251 Colored: zoo, zipper, zigzag

About Evan-Moor Educational Publishers

Who We Are

- At Evan-Moor, we are proud that our products are written, edited, and tested by professional educators.
- Evan-Moor's materials are directed to teachers and parents of Prekindergarten through sixth-grade students.
- We address all major curriculum areas including:

reading	social studies	thematic units
writing	geography	arts & crafts
math	science	

How We Began

- In 1979, Joy Evans and Jo Ellen Moore were team-teaching first grade in a Title I school. They decided to put ideas that worked for their students into a book. They joined with Bill Evans (Joy's brother) to start Evan-Moor Educational Publishers with one book.
- Bill and Joy's parents' garage served as the warehouse and shipping facility.
- The first catalog was a folded 8½" x 11" sheet of paper!

Who We Became

- Evan-Moor now offers over 450 titles. Our materials can be found in over 1,500 educational and trade book stores around the world.
- We mail almost 2 million catalogs a year to schools and individual teachers.
- Our Web site www.evan-moor.com offers 24-hour service and the ability to download many of our titles.
- Evan-Moor is located in a 20,000-square-foot facility in Monterey, California, with a staff of nearly 60 professionals.

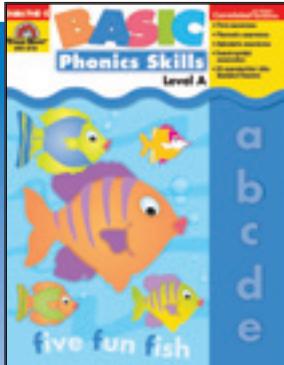
Our Mission

Now, as then, we are dedicated to helping children learn. We think it is the world's most important job, and we strive to assist teachers and parents in this essential endeavor.



Basic Phonics Skills

Meet your needs for supplemental phonics practice with this complete series. *Basic Phonics Skills* provides a full range of reproducible phonics practice. In addition, each level contains 20 reproducible "Little Phonics Readers," featuring stories that utilize the phonetic elements presented in that book.



EMC 3318
Basic Phonics Skills—A
Grades PreK–K

- Print awareness
- Phonemic awareness
- Alphabetic awareness
- Sound-symbol association



EMC 3319
Basic Phonics Skills—B
Grades K–1

- Beginning & ending consonants
- Short vowels
- Plural & inflectional endings
- Word Families



EMC 3320
Basic Phonics Skills—C
Grades 1–2

- Long & short vowels
- Sounds of c, g
- Consonant digraphs
- R-controlled vowels
- Long vowel digraphs
- Sounds of y
- Consonant blends



EMC 3321
Basic Phonics Skills—D
Grades 2–3

- Variant consonant sounds
- Silent letters
- Digraphs & diphthongs
- Prefixes & suffixes
- Plural & inflectional endings
- Word families

Take It to Your Seat— Phonics Centers

An instructional must-have—full-color centers that accompany *Basic Phonics Skills*.

Each volume contains 12 to 14 centers that provide engaging, independent practice of the phonics skills presented in the same level of *Basic Phonics Skills*.

These centers are self-contained, portable (stored in envelopes), and self-checking. For each center you get a cover, student directions, and student task cards, all in full-color. A reproducible answer form completes this winning package.

EMC 3327
Phonics Centers—A
Grades PreK–K

EMC 3328
Phonics Centers—B
Grades K–1

EMC 3329
Phonics Centers—C
Grades 1–2

EMC 3330
Phonics Centers—D
Grades 2–3

