Blast Off to Reading!™

50 Orton-Gillingham
Based Lessons
for Struggling Readers
and Those with Dyslexia

By Cheryl Orlassino

Reading Specialists
of Long Island

Creative
Dragon Press

Available at www.yourkidcanread.com

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2. Engaging phonics games
3. Reading programs for younger & older students
4. Math help workbooks & tools

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Reading Program Instructions

Work every day at the child's pace for 30-45 minutes. Each lesson usually contains a new topic, a review (lists of words and sentences) and then exercises. **Smaller text is meant for you, the instructor, to read to yourself.** When you come upon letters inside of slashes, you should say the actual *sound* of the letter(s). Anything in single quotes is meant for you to **spell**.

Example: If you see /ar/ (in slashes), you would read it as the sound "ar" (as in "jar").
If you see 'ar' (in single quotes), you would read it as the letters "a", "r".

A lesson is not meant to be done in one sitting, although that can happen. Don't rush your student; let him/her do this program at his/her own pace. Each child will be different. The first few lessons may seem very easy for the student, but **do not skip them;** they are extremely important for providing a good foundation for phoneme awareness.

Your student is not expected to work independently, you must work with him or her.

Since this program is meant for students of various ages, supplemental word lists are in the back of the book for those students who are able to handle more complex words or for those that need more review.

If there are time constraints, exercises may be skipped if you feel they are not needed.

An answer key is available at our website, www.yourkidcanread.com, on the book's product page.

Dictations

Most lessons require the student to *independently* write words and sentences in a "dictation book". For this, a composition book dedicated for this purpose is recommended. Date the page at the top so you can see how improvement progresses over time.

On-line dictations are available at: www.yourkidcanread.com. Click on "Program Dictations" in the left menu on the homepage. Next, select this reading program. On this screen, you should see the lesson lists as well as a PDF containing the word lists for you to print out (which you will need to check the work).
Encourage your student to do the dictations on his or her own.

Dictations (or portions) may have to be repeated if there were many errors. This is left to the instructor's discretion, and dependent on your objectives, time constraints, and your student.

Do not let the student study and memorize the words (unless otherwise noted). He/she should use the sounds and rules learned to figure out the spelling. When done, correct the work with your student. Have him/her **read the words to you from their own handwriting** and write the corrected word next to any that were misspelled, making sure to use the rules learned. There is no need to write the misspelled word over many times.

VERY IMPORTANT: Have your student say the letter <u>sounds</u> out loud as he or she writes, <u>not</u> the letter names.

For the sentences: make sure the student leaves a line or two between the sentences so there is room for corrections. When checking, have the child read the sentences to you from his/her own writing (as done for the words). If a word is misspelled, have him or her sound it out and try to correct it. Help when needed. Note that sometimes the student may omit entire words, switch words around or even change a word. This is very common. All corrections should be made on the lines above or below the sentences.

If a letter is reversed, but all else is correct, simply have the child write over the letter and count the word as correct (keep a note of the reversals so you can address them later).

If your purpose for this program is primarily for reading (not spelling), at some point the dictations may be optional. This point is indicated on the word list PDF.

Flash Cards

Most lessons introduce new sounds or rules which require a lot of review. This repetition is done using flash cards. **The free PDF, for the flash cards, is available at www.yourkidcanread.com.** Simply navigate to this book's product page and click on the link for the flash card PDF. It is recommended that you use a tablet (or smart phone) to scroll through the cards (the free Adobe Acrobat Reader is highly recommended). **Test the student every day before each lesson using these cards.** Once a sound or rule is completely mastered, the associated card can be skipped. Hard copy cards are available for purchase, or you can make your own with index cards.

Important Tips

In the beginning, depending on the severity of the reading problem, you may need to spend some extra time developing phoneme awareness (connecting the smallest units of sounds together). You can refer to the supplemental lists in the back of the book for more practice, as well as use lowercase letter tiles, magnetic letters or a white board to create sounds, as done in the first three lessons. ***Always use lowercase since this is what most words are comprised of.***

Making your lessons interactive will be important, especially for the younger student. Anything that can engage them will be a great benefit. If you have any electronic devices available, with software geared for phonics, you can make use of that in conjunction with the lessons. A list of recommended applications is available on our website, www.yourkidcanread.com. Do not use anything that contains sounds that were not covered.

A typical lesson is as follows:

1. Go through the flash cards for the sounds & rules.
2. Check the dictations.
3. Continue with your lesson (you may be starting a new lesson or continuing a lesson that has not been completed).

In addition to this book, you will need:

1. Lowercase letter tiles or plastic alphabet magnets (for the first few lessons)
2. A white board,– this is highly recommended since you can illustrate the material that is covered in an interactive manner.
3. A composition notebook (for the dictations)
4. Access to the internet, if you plan on using the on-line audio dictations

- Since many letter names are different from their actual sounds (such as 'w' – 'double-u'), instruct your student to say (out loud) the letter **sounds** as he or she writes (not the letter names). If *you* are decoding a word to the student, **never** say the actual letter names, only say the sounds. Letter names should only be used when introducing a new sound which is comprised of two or more letters, such as the /th/ sound. However, once the sound is introduced, when you see those letters in a word, you should only say the actual *sound.*

- When a child has trouble reading a word, cover it up with your finger and slowly reveal the letters. If the letter needs another letter to make a sound (such as 'th') then reveal both letters at one time. This will force the child to decode left to right, taking each sound at a time.

- If you see your student becoming frustrated, then slow down and review something else. You don't want to give too much at one time.

- Use the supplemental words lists in the back of the book if needed.

- When you reach lesson 19, long vowels, your student should begin reading books out loud to you for five to ten minutes a day. When he or she has trouble decoding a word, help out using the above method (cover the word with your finger). For words that have sounds or rules that were not yet covered, you should read that word to him/her only if needed.

For the Younger Student & Those with ADD or ADHD

For students that are 7 to 8 years old, some concepts taught will exceed what is expected of them at their age. It will be to your discretion how this is to be handled. If your student is receptive and eager, then continue as instructed. However, if you're losing your student, or he/she becomes noncompliant, you may want to stop and review concepts, as well as have him/her read to you material that is at his/her level, for reinforcement. At some point you should continue the lessons. Note that older students often realize the need for this program and will be compliant. Younger students may not have reached this realization yet, and your job will be more difficult, which is why you should keep the lessons as interactive as possible.

For those students with ADD or ADHD: you should teach in a quiet area with absolutely no distractions, you must keep all objects, that can be a distraction, out of reach, you should keep the lessons short and interactive as much as possible, you should incorporate as many games as possible (this gets their competitive juices flowing and they get to be active), and finally, when doing exercises from the book, it can be helpful to make it a game by setting a timer (for about 2 minutes) and seeing if they can "beat the clock" (this will keep your student focused for that short time). Phonics games are available at our website.

NOTE: If you happen to find errors in this book, or you have comments for improvement, please email us at dyslexia.help@help4dyslexia.com. Your input is appreciated.

Consonants & Vowels

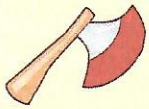
Consonants

Have your student say the sounds of the consonants listed below.
Note that 'c' and 'g' should be hard sounds as in "cat and "get", and the consonant 'y' should have the sound as in "yellow".

Check off the sounds that were correctly identified, and make note of the ones that were incorrect.
**You will have to work on the troubled consonant sounds separately, and have them mastered before proceeding to the next lesson.*

Read the *sounds* that the consonants make (not the letter names).

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



'x' makes the /ks/ sound as in "ax".

Vowels

The letters below are special. They are called **vowels**.

a e i o u

When an 'a' is **printed**, it usually looks like this:

a

When an 'a' is **written**, it usually looks like this:

a

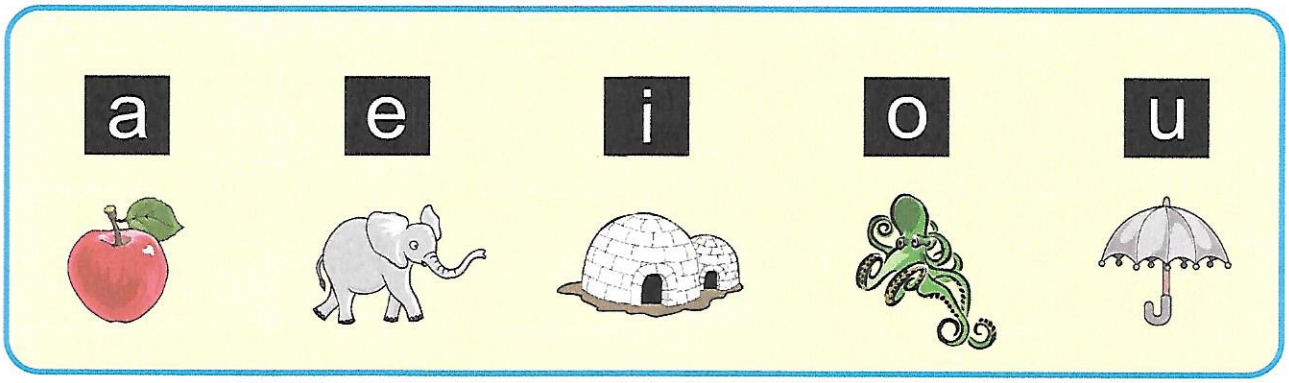
Vowels have two sounds: **long** sounds and **short** sounds. The long sound is easy, it's the letter names.

Short Vowels

For short vowels, you have to remember the sound. To do this, you can match the short vowel up to a picture that starts with the same short vowel sound.

We will ALWAYS use the same pictures below to help remember the short vowel sounds.

Your student should say "/ah/ - apple, /eh/ - elephant, ..."



From this point on, when your student uses the wrong short vowel sound, or has trouble, simply **say the name of the picture** that the vowel is associated with.

*** For consistency, only use the pictures above for short vowel help. They will be on the flash cards, where your student should say "ah - apple", "eh - elephant", etc.**

Exercise 1.1

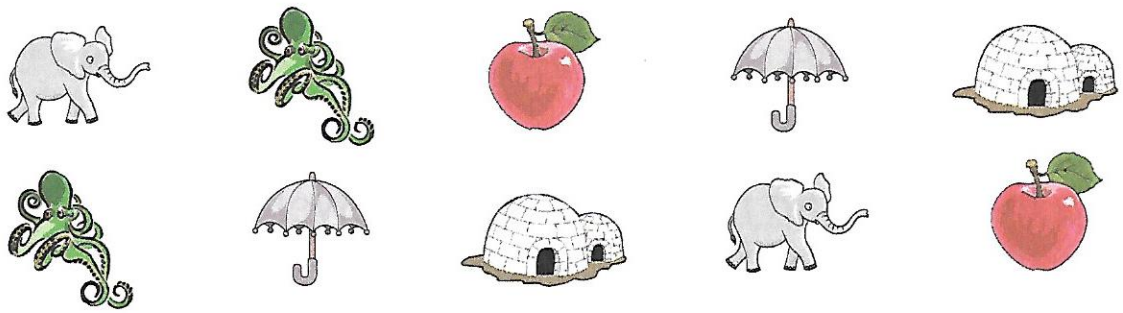
Have your student find and circle the vowels.

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

Exercise 1.2

Say the short vowel sound for each picture below.



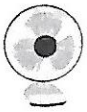
Exercise 1.3

Write the first letter for the first sound for each picture below.

1. _____

2. _____

3. _____

4.  _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

* If your student is reversing 'd', 'b' and 'p',
see the reversal section in the back of this book.

Lesson 2

CV-VC Sounds & High Frequency Words

Remember:
1) Review the flash cards for lesson 1.
2) Read large text to your student.

In this lesson, we are going to put consonants and vowels together and also introduce high frequency words.

Until otherwise instructed,
you should always read 'g' as /g/ as in "get",
and read 'c' as /k/ as in "cat".

First, review the short vowel sounds below.

a	u	o	e
e	i	u	i

Read the vowel-consonant combinations below. All vowels are short, so 'no' should be read as /noh/ with a short 'o'.

ta	na	la
te	ne	le
ti	ni	li
to	no	lo
tu	nu	lu

at	an	al
et	en	el
it	in	il
ot	on	ol
ut	un	ul

ca	mo	pa	du	ge	zi	pe
ga	si	ho	fa	co	bo	gu

ac	om	ap	ud	eg	iz	ep
ag	ig	oh	af	oc	ob	ug

Go to the supplemental part in the back of this book for more.

b-d Reversals When Reading

*Your student may reverse 'd', 'b', and/or 'p' when reading as well as writing. Make a note of which letters are reversed and refer to the section on reversals to address this issue.

di	ba	bi
bu	de	pu
po	du	bo

id	ab	ib
ub	ed	up
op	ud	ob

High Freqency Words

Below are high frequency words, where most are not spelled the way they sound. See which words your student can read. These will be on the flash cards and should be reviewed until mastered.

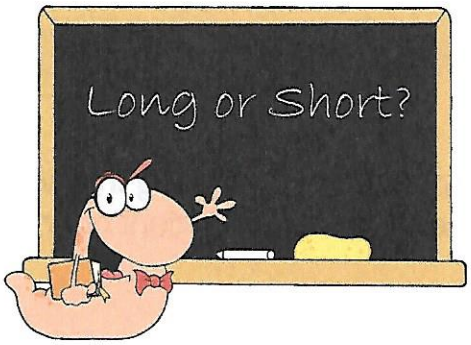
Try to read the words below,
circle the ones that you don't know.

me	you	is	who	to
we	your	his	what	of
be	they	said	when	no
he	do	the	where	so
she	does	have	why	go
my	was	has	there	

Exercise 2.1
Read the words to your student, and have him/her circle the answers to the question:

Is the vowel sound, in the word, long or short?

1.	robe	long	short
2.	rob	long	short
3.	tap	long	short
4.	tape	long	short
5.	fine	long	short
6.	fin	long	short



Exercise 2.2
Read the sounds on the right to your student and have him or her draw a line from the words on the left to the matching ENDING sounds on the right. Tell your student that letters inside of slashes means the **sound** of those letters, so /v/ is the 'v' sound, as in "victory".

1. his	/z/
2. do	/v/
3. of	long e
4. he	long a
5. they	/oo/ as in "boo"

Exercise 2.3
Read the questions to the student and have him or her circle the answers.

1. The 'e' in "me" makes what sound?

   long 'e' short 'i' short 'e'

2. The 'ey' in "they" makes what sound?

   long 'a' short 'a' short 'e'

3. The 'e' in "he" makes what sound?

   long 'a' short 'i' long 'e'

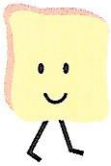
4. The 'y' in "my" makes what sound?

   long 'i' short 'i' long 'e'

Exercise 2.4
Read the sentences below to your student using the word "blank" for the underlined word choices. Then have your student choose and circle the correct words for the sentence.

1. My / Me dog can do a flip!
2. They has / have a black cat.
3. What was / does she looking at?
4. Why does / do they want to go there?
5. She is / said that she likes chocolate.
6. Where are he / you going?
7. Where does / do he live?

Lesson 3 Consonant-Vowel-Consonant, CVC



Here we have a short vowel in-between two consonants, just like a sandwich!

consonant - vowel - consonant

C V C

3-2-1 Reading Time!

top	lap	jab	job
vet	tap	net	pep
ban	bed	mad	set
tax	dig	mix	fat
lag	jet	kin	max
tip	did	lax	pot

3-2-1 Nonsense Time!

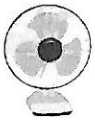
sut	sot	gad
mig	pog	bup
nox	lun	tud
tud	gib	dat
tid	gid	dut

t__p

Exercise 3.1

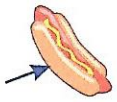
Circle the **middle short vowel** sounds for the pictures below.

1. a e i o u

2.  a e i o u

3. a e i o u

4. a e i o u

5.  a e i o u

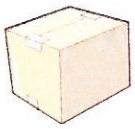
6. a e i o u

Exercise 3.2

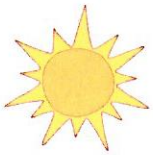
Fill in the missing short vowels for the words below.

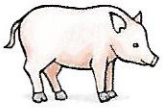
1. 10 t___n

2. v___n

3.  b___x

4. m___p

5.  s___n

6.  p___g

Exercise 3.3

Read the following sentences to your student INCLUDING the words in question. Then have your student choose and circle the correct spelling for the underlined words.

1. What wuz / was the show about?
2. She has / haz a small house.
3. They / Thay are going out to dinner.
4. Whut / What are you eating?
5. Where duz / does he go after school?

Exercise 3.4

Circle the **middle short vowel** sound for the pictures below.

1. a e i o u
2. a e i o u
3. a e i o u
4. a e i o u
5. a e i o u
6. a e i o u

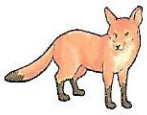
Exercise 3.5

Fill in the missing letters for the words below.

1. ___ en

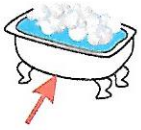
2. ___ at

3. h___n

4.  fo___

5. ca___

6. ___ an

7.  t___b

8. p___n

Exercise 3.6

Read the sentences to your student, inserting the word "blank" for the underlined words, and have your student circle the words that correctly complete the sentences.

1. Where did <u>we / my</u> dog go?

2. <u>They / She</u> have been waiting in line a long time.

3. He <u>have / has</u> a baseball game tonight.

4. My sister <u>was / does</u> not like spiders.

5. He <u>was / is</u> at my house yesterday.

Exercise 3.7

Fill in the missing letters for the words below.

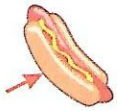
1. ___ an

2. r___ g

3. n___ t

4. hu___

5. mo___

6.  ___ un

7. ___ ug

8. ___ at

Exercise 3.8

Circle the **middle short vowel** sound for the pictures below.

1. a e i o u

2. a e i o u

3. a e i o u

4. a e i o u

Exercise 3.9

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 4

Consonant Blends

Consonant blends are when two or three consonants are next to each other and you hear all the sounds of each letter blended together.

Consonant blends can be at the beginning of a word, in the middle of a word, or at the end of a word.

beginning

middle

end

Beginning Blends:

st	br	sn	cl	tr	bl	cr
fl	gr	sc	sp	sm	sl	pl
dr	pr	sw	tw	gl	fr	sk
		str	scr	spl		

Beginning Blends:

stop	snag	trap	clot	blot
flit	scab	flat	spat	grub
drat	swim	glad	twin	cram
	strap	scrap	split	

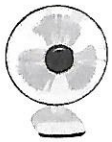
Exercise 4.1

Fill in the blanks to complete the words.

1. p ___ ___

2. c ___ ___

3. b ___ ___

4.  f ___ ___

Exercise 4.2

Write the consonant blends for the beginning sounds for the pictures below.

1. s t ___ ___

2. ___ ___

3. ___ ___

4. ___ ___

5. ___ ___

6. ___ ___

7. ___ ___

8. ___ ___

9. ___ ___

10. ___ ___

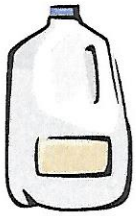
*Often students will write 'chr' for 'tr' and 'jr' for 'dr', this will be discussed in later lessons.

Ending Blends:

st	mp	sp	sm	ld	ft	lt
lk	lf	lm	lp	nt	pt	sk

Ending Blends:

fast	held	milk	film	ask
lump	left	silk	help	kept
gasp	wilt	self	went	task



mi<u>lk</u>

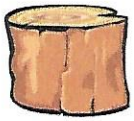
The Confused 'a'

Sometimes 'a' sounds like a short 'o'.
Read the words below,
but use a short 'o' instead of a short 'a'.

b<u>a</u>ld	s<u>a</u>lt
h<u>a</u>lt	sw<u>a</u>p
c<u>a</u>lm	w<u>a</u>nt
p<u>a</u>lm	f<u>a</u>lse

Exercise 4.3

Write the consonant blends for the ending sounds for the pictures below.

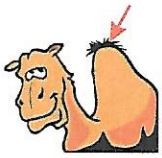
1.  stu __ __

2. te __ __

3. li __ __

4. la __ __

5. pla __ __

6.  hu __ __

7. ju __ __

8. be __ __

Exercise 4.4

Circle the letters that make real words (there is one per line).

1.	tw_ _	ig	an	on
2.	sw_ _	ut	im	id
3.	pl_ _	ug	at	in
4.	tr_ _	in	ip	ut
5.	gr_ _	in	at	ib

Exercise 4.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 5

The /ch/ and /sh/ Sounds

Sometimes a group, or pair, of letters make certain sounds when together.

Here we have /ch/ as in "chop" and /sh/ as in "ship".

ch

chop champ chip chap rich

A silent 't' is *usually* added between the short vowel and the 'ch'.

atch	all vowels are short	hatch	hutch
etch		hitch	patch
itch		blotch	witch
otch		match	clutch
utch		stitch	pitch

Note that You do **not** hear the 't', however, you **must** remember it, when spelling.

These words do **not** get the added 't':

rich such much

short 'o'

watch

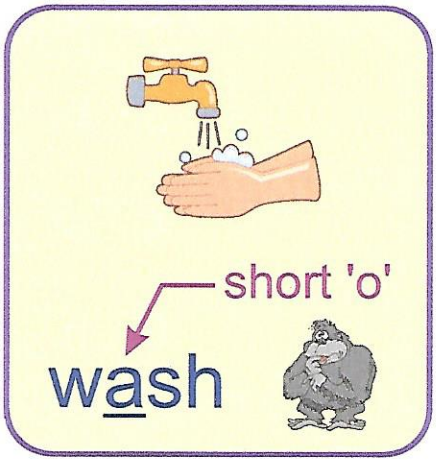
sh

shop ship wish dish splash

ash
esh
ish
osh
ush

all vowels are short

rash
lash
fish
blush
flush
gosh



3-2-1 Time to Read with Review!

such	ship	inch	trash
much	shop	latch	smash
rich	wish	hatch	brush
patch	crash	chat	shin

wash watch want

pets - pest fats - fast

lots - lost nets - nest

past - pats spit - pits

Exercise 5.1

Circle the sounds to make real words (there is only one per line).

1. p ___ otch esh atch
2. cr ___ itch ash ish
3. br ___ etch ish ush
4. st ___ otch ush ash
5. h ___ esh ush etch

Exercise 5.2

Circle the words that have the long 'e' sound (hint: there are 4).

the	we	she
me	have	they
he	my	does

Exercise 5.3

Read the sentences to your student, **including** the words in question. Have your student circle the **correct** spelling for the underlined words.

1. Add some salt / solt and pepper to the soup.
2. I have to wosh / wash my hands.
3. We will wotch / watch the show.
4. I don't wont / want to play outside.
5. The bald / bold eagle is a large bird.

Exercise 5.4

Read each sentence to your student, using the word "blank" for the missing word, and have your student write the missing letters for the words. *Remember, (s)he should say the sounds of the letters as (s)he writes, not the letter names. 'sh' should be /sh/ as in "ship" and 'ch' should be /ch/ as in "chop".*

1. If you have a lot of money, you are r___ ___ ___.
2. You are poor, if you don't have m ___ ___ ___ money.
3. A genie may grant you a w ___ ___ ___.
4. If you are in a hurry, you are in a r ___ ___ ___.
5. You do this to an itch: scr ___ ___ ___ ___.

Exercise 5.5

Choose 'ch' or 'sh' to make real words.

ch sh

1. cra __ __
2. __ __ ut
3. __ __ at
4. ca__ __
5. ra __ __
6. pun __ __
7. __ __ amp
8. ba__ __
9. su__ __

Exercise 5.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 6

The /th/ Sound

'th' makes two sounds.

1. 'th' makes a airy sound as in "thin", and
2. it makes a buzzing sound, as in "that".

th

thin	that	they	this
math	path	than	the

3-2-1 Reading Time with Review!

chin	crash	shut	we
chat	thin	scratch	she
chop	rich	rash	me
match	such	bath	be
trash	much	witch	he

wash	salt
halt	swap
calm	want
watch	swab

bath

math

Exercise 6.1
Read the sentences to your student and have him/her complete the words with the sounds listed.

ash atch ush ish ath itch

1. Make a w_____ on a shooting star.
2. Another name for a tattletale is sn_____ .
3. If your skin is red and itchy, you may have a r_____ .
4. If you go for a walk in the woods, it is best to stay on the p_____.
5. The dog tried to sn_____ the bacon from the table.
6. You can fl_____ a toilet.

Exercise 6.2
Circle a sound to make real words (there is one per line).

1.	pa___	th	sh	ch
2.	fl___	itch	ash	ish
3.	sl___	otch	ish	ash
4.	ch___	on	an	in
5.	th___	am	is	ish

Exercise 6.3

Complete the words below.

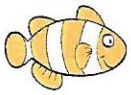
1. f___ ___ ___

2. p ___ ___ ___ ___

3. 2+2=4 m___ ___ ___

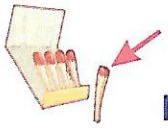
4. sw___ ___ ___ ___

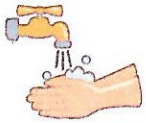
5. p___ ___ ___

6.  f___ ___ ___

7. b___ ___ ___

8. b___ ___ ___ ___

9.  m___ ___ ___ ___

10.  w___ ___ ___

Exercise 6.4

Read the sentences and circle the words that make sense.

1. Of / He has a pet cat.
2. The man sat on top was / of the box.
3. He / The trap had a latch on the top.
4. My / Me leg had a cramp.
5. Of / Was it hot at camp?
6. Do he / you have a pet fish?

Exercise 6.5

Read each sentence to your student, and have him/her write the missing word.

1. A bird lays eggs in a: ___ ___ ___ ___
2. The opposite of fat is: ___ ___ ___ ___
3. If you don't know where you are, you are: ___ ___ ___ ___
4. When you add and subtract, you are doing: ___ ___ ___ ___
5. A lady who wears a black, pointy hat is a: ___ ___ ___ ___ ___
6. If you are dirty, you should take a: ___ ___ ___ ___

Exercise 6.6

Circle the sound to make a real word.

1. bla ____	st	mp	4. ____ ip	chr	tr
2. ____ ap	st	sl	5. ____ at	th	sh
3. fa ____	st	mp	6. ____ op	th	sh

Exercise 6.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 7

The /nk/ Sounds

Normally, 'n' makes the /n/ sound as in "nest". However, here, the 'nk' makes a different sound. It makes the sound /nk/ as in "sank".

nk

ank
enk
ink
onk
unk

*The 'a' in 'ank' is long as in the word "bank", all other vowels are short.

bank	stink	honk
tank	link	trunk
thank	wink	dunk
rank	rink	junk

3-2-1 Reading Time with Review!

think	rank	flunk
blink	plank	thank
tank	honk	sink
stank	trunk	shrink

split	grump	flag	patch
splat	dump	brag	pitch
scram	plump	drag	broth

Read the following out loud:

1. I think he went to the bank.
2. I do not want to flunk the test.
3. Where did he put the junk?
4. The skunk ran on the path.
5. He has to thank you.
6. The cloth shrank in the wash.

skunk

Spelling Tip

There are no words that contain the consonant blend 'jr'.
If a word starts with a /jr/ sound, it is *probably* a 'dr'.

✗ jr - dr ✓

drink

Exercise 7.1

Circle the sounds to make real words (there is one per line).

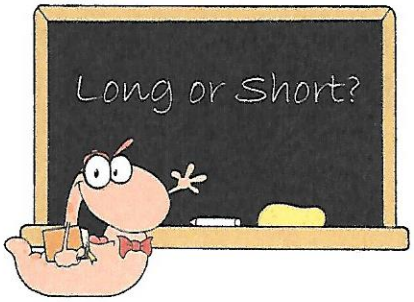
1.	dr___	ig	ash	ip
2.	dr___	ank	onk	ish
3.	dr___	ash	ig	op
4.	dr___	in	ag	itch
5.	dr___	am	ink	og

Exercise 7.2

Read the words and circle the answers to the question:

Is the vowel sound in the word long or short?

1.	nest	long	short
2.	me	long	short
3.	latch	long	short
4.	bank	long	short
5.	we	long	short
6.	be	long	short



Exercise 7.3

Read each sentence and circle the words that make sense.

1. She have / has to thank you.

2. He does / was not want to crash.

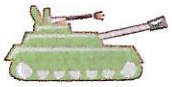
3. We have / has to go to the bank.

4. I can not think of / is what to do next.

5. What do / does you think of the pet frog?

Exercise 7.4

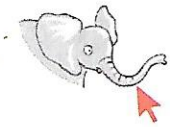
Fill in the 'nk' sounds to complete the words below.

1.  t__ __ __

2. p__ __ __

3. dr__ __ __

4. s__ __ __

5.  tr__ __ __

6. b__ __ __

Exercise 7.5

Circle the sounds to make real words.

1. p_ _ _ ank / ink
2. w_ _ _ ank / ink
3. cr_ _ _ ank / ink
4. y_ _ _ ank / ink
5. l_ _ _ ank / ink
6. pl_ _ _ ank / ink

Exercise 7.6

Circle the sounds to make real words.

1. r_ _ _ unk / ash
2. ch_ _ _ unk / ash
3. spl_ _ _ unk / ash
4. cr_ _ _ unk / ash
5. j_ _ _ unk / ash
6. shr_ _ _ unk / ash

Exercise 7.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 8

The /ng/ Sounds

Normally, 'n' makes the /n/ sound as in "nest". However, here, the 'ng' makes a different sound. It makes the sound /ng/ as in "sang".

ng

ang
eng
ing
ong
ung

*The 'a' in 'ang' is long as in the word "bang", all other vowels are short.

rang	ring	long
sang	sing	strong
hang	wing	pong
	lung	
	clung	
	hung	

3-2-1 Reading Time with Review!

lung	flung	think	trunk
stung	strong	stink	dunk
swing	hang	blink	match
swung	bang	brink	crash

crush	think	catch
crushing	thinking	catching

Read the following sentences out loud:

1. Is the trip long?
2. I think she is strong.
3. The frog is in the pond.
4. The cat has the string.
5. The trunk is big.

Exercise 8.1

Circle the words that have the /z/ sound (hint, there are 4).

the	you	his	of
me	to	my	he
is	do	was	has

Exercise 8.2

Read the sentences to the student saying "blank" for the incomplete words. Have your student complete the words using the sound clues below.

These sounds may be used more than once or not at all

ank enk ink onk unk

1. It is polite to say "please" and "th_____ you".
2. The truck will h_____ its horn.
3. The twins slept in b_____ beds.
4. The mouse ate a ch_____ of cheese.
5. The girl went to the ice-skating r_____.

Exercise 8.3

Read the sentences to the student saying "blank" for the incomplete words. Have your student complete the words using the sound clues below.

These sounds may be used more than once or not at all

ang eng ing ong ung

1. The bird will s_____ in the morning.
2. The opposite of short is l_____.
3. The man sang a s_____.
4. The lady had a r_____ on her finger.
5. The bee st_____ my leg.
6. The bat will h_____ upside down to sleep.

Exercise 8.4

Circle the sounds to make real words.

1. cr_ _ _ ank / ang
2. bl_ _ _ unk / ink
3. str_ _ _ ong / onk
4. str_ _ _ ink / ing
5. fl_ _ _ unk / ong
6. cl_ _ _ ung / ong

Exercise 8.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 9

The /ck/ Sounds

Read the /ck/ sounds to the student and then have him/her read them back to you.
Then have him/her read the words on the list.

ck

ack
eck
ick
ock
uck

*All vowels are short.

wack	speck	lock
stack	wreck	block
track	trick	stuck
black	thick	truck

* Students often confuse 'ck' and 'nk' sounds. If this is happens, point out the differences and give a lot of practice.

3-2-1 Reading Time with Review!

black	tuck	pocket	wink
back	truck	rocket	tank
clock	sack	ticket	trunk
lock	slack	picket	sprung

clock
tick - tock

Read the following out loud:

1. Stack the dishes on the shelf.
2. He stuck the stick into the mud.
3. Wish me luck on my math test.
4. The duck was on the raft.
5. The big truck had a flat.

Spelling Tip

There are no words that have 'chr' (where the 'ch' has the /ch/ sound as in "chop"). If you hear the /chr/ sound, it is probably a 'tr', as in "truck".

✗ chr - tr ✓

truck

Exercise 9.1

Circle the words that have the /oo/ sound as in "boo" (hint: there are three).

does	to	he	the
was	has	do	you

Exercise 9.2

Complete the sentences below.

to
the
have
is

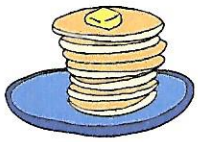
1. The duck _____ in the pond.
2. The truck got stuck in _____ mud.
3. He has _____ stack the bricks.
4. I _____ a lot of luck.

Exercise 9.3

Read each sentence to your student, having him/her complete the sentences with the words that make sense.

stuck	stack	luck
back	trick	brick

1. He played a _____ on me!
2. People think a rabbit's foot is good _____.
3. The sign said that he will be _____ soon.
4. The truck got _____ in the mud.
5. The strong house was made of _____.
6. The boy ate a _____ of pancakes.



st<u>ack</u>

Exercise 9.4

Circle the sounds that make real words.

1.	p_____	ack	etch	4.	tr_____	uck	atch
2.	sw_____	etch	itch	5.	dr_____	ink	ick
3.	sn_____	ick	ack	6.	tr_____	ink	ick

Exercise 9.5

Read the words to your student and have him or her circle the beginning sounds.

1.	_____ust	tr	chr	5.	_____ip	chr	tr
2.	_____ink	jr	dr	6.	_____op	dr	jr
3.	_____ ip	jr	dr	7.	_____ap	chr	tr
4.	_____ag	jr	dr	8.	_____ank	dr	jr

Exercise 9.6

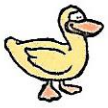
Fill in the 'ck' sounds to complete the words.

1. s___ ___ ___

2. sn___ ___ ___

3. s___ ___ ___

4. r___ ___ ___

5.  d___ ___ ___

6. tr___ ___ ___

7. cl___ ___ ___

8. bl___ ___ ___

9. t___ ___ ___

10. k___ ___ ___

Exercise 9.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 10

'ay' and 'ey' as Long 'a'

'ay' ***always*** makes the long 'a' sound.

ay

day	way	play
today	sway	away*

* The first 'a' in "away" sounds like a short 'o'.

In a *few* words, 'ey' also makes the long 'a' sound.

ey

grey	prey	convey	survey*
they	hey	obey*	

* Read these words to your student, since some sounds/rules in these words have not yet been taught.

3-2-1 Reading Time with Review!

may	itch	plum	pluck
spray	snitch	such	black
stay	hitch	much	lick
clay	hatch	rich	tuck

bank	pink	sung	speck
tank	stink	lung	track
drank	blink	hung	pick

hey they

Exercise 10.1

Fill in the missing sounds to complete the words.

1. pr__ __

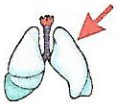
2. t__ __ __

3. tr__ __

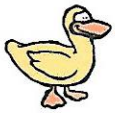
4. r__ __ __

5. cr__ __ __ __

6. s__ __ __

7.  l__ __ __

8. w__ __ __

9.  d__ __ __

10. tr__ __ __

Exercise 10.2

Read the sentences and circle the words that make sense.

1. I will be stung / back at sunset.

2. He must stay / hung and watch the ducks with me.

3. I have to sing / check in on my pets.

4. They have to pack / sing for the trip.

5. What is the way / patch to get back there?

6. She had to stop and rest on the black / long trip.

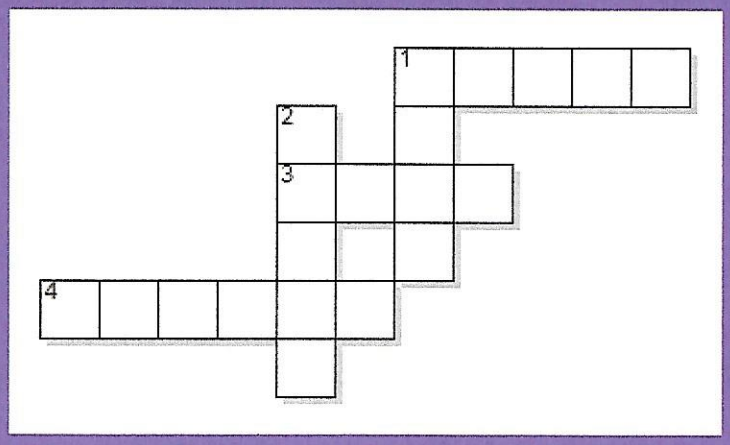
Exercise 10.3

Circle the sounds to make real words (there is one per line).

1. pr_____ ath ank ack
2. pl_____ ay ick ath
3. shr_____ ath ank ack
4. str_____ ank ack ong
5. st_____ ong onk ick

Exercise 10.4

Read the clues to your student and have him/her complete the puzzle.



Across

1. The opposite of white is ___ .
3. The opposite of poor is ___ .
4. The season before summer is ___ .

Down

1. The opposite of front is ___ .
2. Something you do with juice___ .

Exercise 10.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Review 1

Lessons 1 to 10

In lessons 1 through 10 the following was covered:

short vowels	common words	CVC (sandwich)	consonant blends	ch & sh
th	nk	ng	ck	ay & ey

3-2-1 Review Time!

red	spit	hang	chunk	switch
sad	from	thing	hung	tray
man	stink	truck	lung	trash
bed	bring	blink	hitch	patch

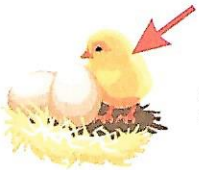
3-2-1 Time for Mix Ups!

nets - nest	pest - pets
bets - best	lost - lots
lips - slip	past - pats
tab - bat	fast - fats
slap - laps	scab - cabs
tip - pit	stop - pots

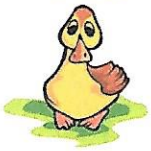
Exercise R1.1

Write the words for each of the pictures below.

1. _____



2. _____



3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Exercise R1.2
Read the clues to the student and have him/her write the words, using the clues, on the lines.

1. Change the word so it is something in your body that you use to breathe with. hung _____

2. Change the word so it's another word for when two cars hit each other by accident. trash _____

3. Change the word to be something that happens to boats when they take on too much water. link _____

4. Change the word to be something you do before going on vacation. hack _____

5. Change the word so it's something you do with your brain when working on something. wink _____

6. Change the word so it is the opposite of front. buck _____

7. Change the word so it's a reason for staying home from school. sock _____

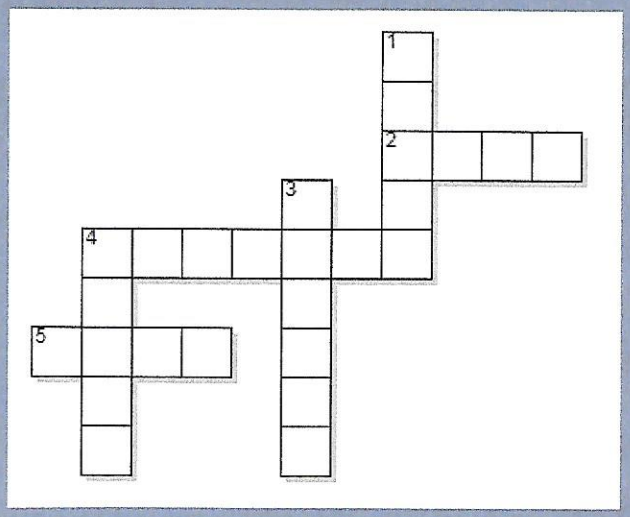
8. Change the word so it's the opposite of "go". drop _____

9. Change the word so it's something you find on the beach. crib _____

10. Change the word to be a place where people put their money. bunk _____

Exercise R1.3

Read the clues to your student, and have him/her complete the crossword puzzle.



Across

2. When you go camping, you pitch a __.
4. You __ an itch.
5. You put money in a __.

Down

1. You use a baseball mitt to __ a ball.
3. The opposite of weak, is __.
4. To send a letter you need a __.

Exercise R1.4

Read each sentence to your student. Have him or her write the missing word on the line.

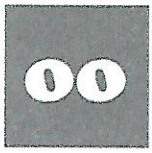
play honk pink junk trunk stay

1. The dollar store has a lot of _____.
2. The elephant uses its _____ to drink.
3. The girl's favorite color is _____.
4. He told the dog to _____ out of the road.
5. The truck will _____ its horn.
6. The boy likes to _____ baseball.

Lesson 11

The /oo/ Sounds

'oo' has three different sounds,
but it usually has the /oo/ sound
as in "spooky boo"!



cool	fool	root	booth
tool	drool	boot	broom

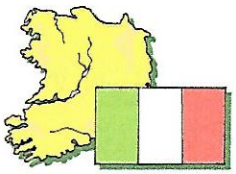
Below are the exceptions,
where 'oo' has a different sound:

hood	hook	look
wood	took	book
good	shook	foot
blood	flood	

If 'oo' makes three different sounds,
how do I know which one to use?

Usually 'oo' sounds like /oo/ as in "boo",
so try it that way, then ask yourself
if that's a word you know.
If not, change the word a bit so it becomes
a word you do know.

If you have an Irish accent, the
'oo's all sound like /oo/ as in "boo"!



3-2-1 Reading Time!

soon	bloom	wood	foot
swoon	room	stood	hook
spoon	gloom	took	book
moon	broom	shook	flood

shot - shoot
drop - droop
pop - poop
hot - hoot

'ou' sometimes has the /oo/ sound as in "boo".

group soup wound through

soup = /soop/

Exercise 11.1

Draw lines to match the rhyming words.

1. bloom	shook
2. group	good
3. flood	gloom
4. took	blood
5. stood	hoop

Exercise 11.2
Read the following sentences to your student and then have him or her complete the sentences with the words that make sense.

broom	room	bloom
soon	noon	moon

1. The cow jumped over the _____.
2. People eat lunch at _____ .
3. All my stuff is in my bed - _____ .
4. We sweep the floor with a _____ .
5. In the spring, flowers will _____ .
6. _____ means "at any moment now".

Exercise 11.3
Read the following sentences to your student and then have him or her circle the words that make sense.

1. The opposite of "bad" is wood / good.
2. The fish was caught on a hook / book.
3. The past tense of "shake" is shook / shoot.
4. The past tense of "take" is toot / took.
5. Something we do with our eyes is book / look.

Exercise 11.4

Complete the words below.

1. m__ __ __

2. sp__ __ __

3. br__ __ __

4. f__ __ __

5. h__ __ __

6. b__ __ __

Exercise 11.5

Complete the sentences with the words that make sense.

food	black	foot
play	hook	frog

1. The witch had a _____ hat.
2. I put the boot on my _____ .
3. The cat will _____ with the string.
4. A _____ sat on a pad in the pond.
5. Put the bags of _____ in the trunk.
6. Hang the hat on the _____ .

Exercise 11.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 12

The /qu/ Sound

'qu' makes the /kw/ sound
as in "quit".

qu

quit quack quick quest

Remember: See the back of this book for supplemental word lists for extra practice.

3-2-1 Reading Time with Review!

quit	loot	book	foot
quack	zoo	took	boot
quick	zoom	quiz	flung
quilt	luck	help	lung

broom	stay	clock
doom	play	track
balloon	clay	stack

Read the following:

1. Do not quit the play.
2. He took a quiz at school.
3. He was quick to run away.
4. She took the quilt to bed.
5. He went on a quest.

Exercise 12.1

Circle the sounds to make real words (there is one per line).

1. qu___ ing ick ink
2. st___ eck ay ush
3. shr___ atch ish ank
4. th___ otch ish ink
5. qu___ est an ing

Exercise 12.2

Complete the missing words with the correct sounds.

ay oo ick

1. The dog ran aw_____.
2. The cat will pl_____ with the string.
3. The dog will do a tr_____.
4. I wish I had a g_____d_____ book.
5. He swept the room with a br_____m_____.
6. You must be qu_____ to catch the rat!

Exercise 12.3

Read the clues to your student and have him/her write the new words.

1. Change two letters in the word so that it becomes another word for "fast".

   trick _____

2. Change a letter in the word so that it becomes the word for something you do with a framed painting.

   rang _____

3. Change two letters in the word so it becomes something a duck says.

   track _____

4. Change one letter in the word so it becomes something people do when they leave their jobs.

   quiz _____

5. Change the word so that it becomes something that you put into a bowl to eat.

   group _____

6. Change a letter in the word so it becomes what happens when it rains too much.

   blood _____

7. Change the word so it becomes something that you use to sweep with.

   room _____

8. Change the word so it becomes something you eat.

   mood _____

Exercise 12.4

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 13

The /nch/ Sounds

nch

anch
ench
inch
onch
unch

* All vowels are short.

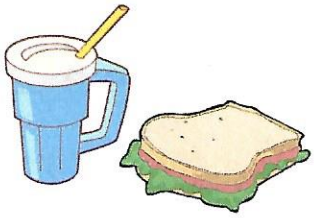
ranch	conch
branch	hunch
bench	lunch
quench	crunch
wrench	munch

3-2-1 Reading Time with Review!

bunch	stink	brang	clutch
punch	stunk	bring	catch
crunch	stung	stench	watch
branch	sting	bench	inch

Read the following:

1. We sat on a bench to rest.
2. The lunch was in a basket.
3. Jim will bring the drink.
4. We will watch the ducks swim.
5. Jack sat on a stool in the room.



lunch

Exercise 13.1

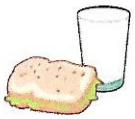
Complete the words below with the 'nch' sounds.

1. wr__ __ __ __

2. p__ __ __ __

3. b__ __ __ __

4. br__ __ __ __

5.  l__ __ __ __

6. __ __ __ __

Exercise 13.2

Read the sentences to your student and have him/her complete the words with the sounds listed.

ick ank oo uck anch inch ack

1. We saw a chimp at the z_____.
2. My grandmother likes to p_____ my cheeks.
3. The birds were perched on a br_____.
4. If you eat too much, you may get s_____.
5. There was a cr_____ in the sidewalk.
6. Our car got st_____ in the snow.
7. Fill in the bl_____ to answer the question.

Exercise 13.3

Read the sentences and complete the words.

uck ong atch etch ank ack

1. The chick will soon h__ __ __ __ .
2. On the trip, I want to sit in the b__ __ __ of the van.
3. Wish me good l__ __ __ on my test.
4. My dog will play f__ __ __ __ with me.
5. My pants shr__ __ __ in the wash.
6. The str__ __ __ man will lift it up.

Exercise 13.4

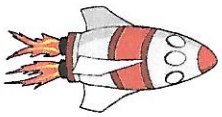
Circle the sounds to make real words (there is one per line).

1.	p___	unch	anch	ench
2.	p___	onch	ench	inch
3.	br___	inch	anch	onch
4.	st___	otch	itch	atch
5.	bl___	ick	uck	ack
6.	sw__	oo	ay	ick

Exercise 13.5

Read the following clues to your student, and have him or her write the new words on the lines provided.

1. Change a letter in the word to make it something that a magician does.	truck	_____
2. Change the letters in the word to make it something you sit on in a park.	branch	_____
3. Change a letter in the word to make it something that you find in a library.	took	_____
4. Change a letter in the word to make it something someone does when they tightly squeeze your skin with their fingers.	punch	_____
5. Change the word so it becomes the opposite of bad.	hood	_____
6. Change the letters in the word to make it something that happens when water slowly comes out of the faucet.	ship	_____



Reminder:
Don't forget to review your flash cards every day!

Exercise 13.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 14

'y' and 'igh' as Long 'i'

We can get a long 'i' sound with the letter 'y' or with the letters 'igh'.

y

why	shy	pry	sky
fly	fry	try	spy
by	cry	my	dry

igh

high	thigh	night	bright
sigh	right	sight	flight

Read the sounds below (go across).

ench	ank	ick	ink	oo	qu
ay	igh	etch	ish	uck	unk

3-2-1 Reading Time with Review!

high	quit	pool	took
try	quilt	spool	book
fight	quack	broom	foot
bright	quick	shoot	look

stay	hung	shampoo	sting
they	stung	zoo	bang
sway	lung	doom	long

Read the following sentences:

1. We go to bed at night.
2. You might get stuck in the flood.
3. My thigh got cut and bled.
4. Why do you want to sit on the bench?
5. Try to get the food back from the dog.
6. The fly will land on my leg.

Exercise 14.1

Read each sentence to your student, using the word "blank" for the missing words. Have your student complete the sentences with the words below.

fly	why	cry	night
shy	try	by	right

1. He will _____ to jump over the puddle.
2. We go to bed at _____.
3. The baby will _____ when he's hungry.
4. The little boy was very _____ around new people.
5. The opposite of left is _____.
6. The story was written _____ a little girl.
7. _____did the girl have to leave early?
8. This summer, we will _____ on an airplane.

Exercise 14.2

Finish the words using 'igh' or 'y' for the long 'i' sound.

1. th___ ___ ___

2. sunl___ ___ ___ ___

3. n___ ___ ___ ___

4. fl___

5. cr___

6. sp___

Exercise 14.3

Read the sentences and choose the correct sounds to complete the missing words.

These sounds may be used more than once or not at all

uck ock ick unk ank

1. The ship hit a r_____ and s_____ .
2. The fish swam in the t_____ .
3. My foot got st_____ in the mud.
4. The twins had b_____ beds.
5. I put my foot in the s_____ .
6. The dog will fetch the st_____ .

Exercise 14.4

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 15

The 'oi' and 'oy' Sound

Both 'oy and 'oi' have the same sound.

oy

boy toy soy ploy

'oy' is usually at the **end** of a word.

oi

boil soil foil coil

'oi' is usually in the **middle** of a word.

3-2-1 Time to Read with Review!

boy	annoy	coin	light
toy	alloy	boil	flight
joy	void	join	dry
ploy	avoid*	oil	spy
soy	point	broil	pinch
royal*	joint	hoist	spoon

* The 'a' in "royal" and "avoid" sounds like a /uh/.

boy

boil

Read the following:

1. The soil in the box is moist.
2. The tin foil is on the shelf.
3. The coil got hot.
4. He will broil the fish.
5. Point at the boy in your class.

Exercise 15.1

Read the sentences and complete the missing words using a sound listed. Note that the sounds in the box may be used more than once or not at all.

ank igh inch ench oy oi oo

1. Bring the soup to a b___ ___ l.
2. I sat on the b___ ___ ___ ___ to rest.
3. Wrap the sandwich in tinf___ ___l.
4. The b___ ___s will play in the back of the room.
5. Put the plant into the s___ ___l.
6. We dr___ ___ ___ milk with the snack.
7. A wrench is a t___ ___l.
8. He kept his t___ ___s in the red box.

Exercise 15.2

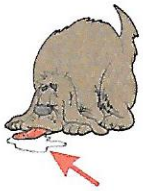
Complete the words below.

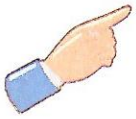
1. c__ __ __

2. sw__ __ __ __

3. t__ __

4. b__ __

5.  dr__ __ __

6.  p__ __ __ __

7. dr__ __ __

8. c__ __ __

Exercise 15.3

Circle the words that make the most sense in the sentences below.

1. He will try to catch a fish / lamp with his net.
2. He wants to scoop the sand into the bucket / pool .
3. He will join / broil the fish for lunch.
4. She put the quilt on the bed / skunk.
5. She will toss the coin / kitten into the well.
6. He wants to shoot chimps / hoops today.
7. We went for a swim in the drool / pool .

Exercise 15.4

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 16

'R' Controlled Vowels

'ar' sounds like 'r'.
Think of what a pirate says.
He says, "Arrrrr!"

ar

car	star	par	far
cart	start	part	tart

Read the following sentences:

1. We went to the market to get food.
2. The dog bit my arm.
3. She kept a good luck charm in her pocket.
4. What part of the play was the best?
5. The smart boy hid the toy from the dog.

Exercise 16.1

Complete the words below (each word has the /ar/ sound).

1. st __ __
2. c __ __
3. b __ __ __
4. j __ __
5. sh __ __ __
6. ch __ __ __
7. c __ __ __ __
8. __ __ m

or

form	born	corn	normal*
torn	orbit	thorn	formal*

* 'al' = /ul/

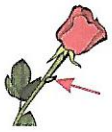
The "do nothing" 'e'

A lot of words that have 'or' have a "do nothing" 'e' at the end:

before	store	core	chore	more
score	bore	shore	sore	snore

Exercise 16.2

Complete the words below (each word has the /or/ sound).

1. c__ __ __
2. st __ __ __
3. c __ __ __
4.  th __ __ __
5. sn __ __ __
6. h __ __ __ e
7. h __ __ __
8. sc __ __ __

Some words do not follow the rules.
If you are reading a word and
it doesn't make sense, change it a bit.

My mother will go to **work** on Monday.

work = /werk/

'er', 'ir' and 'ur' all have the *same* sound.

er	stern	enter	quicker	perk	her
	fern	master	stronger	jerk	perch
ir	bird	first	skirt	shirt	firm
	birth	stir	dirt	third	girl
ur	spur	turn	surf	church	disturb
	slur	burn	burp	curl	curb

Exercise 16.3

Write the words below. Each word has an 'er', 'ir', or 'ur'. Since these all sound the same, look at the lists above to help you.

1. sk __ __ __

2. s __ __ __

3. sh __ __ __

4. 1st f __ __ __ __

5. b __ __ __

6. t __ __ __

7. ch __ __ __ __

8. 3rd th __ __ __

Odd Balls

The following words also have the /or/ sound:

door floor poor — these have an extra 'o'

your four — these have a "do nothing" 'u'

Read the following sentences:

1. They went to church on Sunday.
2. She wore a pink shirt with purple pants.
3. If it is dark, turn the light on.
4. He went to the shore and got a sunburn.
5. The man will not harm the animal.
6. The poor girl wore a torn skirt.
7. Do not drop the food on the floor.

Exercise 16.4

Read the sentences and circle the words that make sense.

1. Her car is not start / far from here.
2. There is a black marker / shorter in the box.
3. There are no more / fern snacks on the shelf.
4. My arm is longer / faster than your arm.
5. The big man is shorter / stronger than the girl.
6. If you are not rich, you may be four / poor.

were & we're

These two words are often confused.

were: This is the /w/ sound and the /er/ sound with a "do nothing" 'e' at the end.

were

we're: This a contraction for "we are". In a contraction, two words are pushed together, a letter gets popped out, and an apostrophe takes its place.

out in

we are = we're

* These words will be on the flash cards for daily review. *

Exercise 16.5

Read the sentences and circle the words that make sense.

1. The stars was / were in the night sky.
2. The night was / were cool.
3. Were / We're going to the park.
4. Four kittens we're / were in the box.
5. The girl was / were in her bedroom.
6. The group of kids was / were in the pool.

Exercise 16.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 17

The 'ou' and 'ow' Sounds

Pinch yourself, here come the ouches!!!
There are two ways to get the /ou/ sound as in "ouch".

1

ou

/ou/ as 'ouch'

pout out shout loud cloud

2

ow

/ou/ as 'ouch'

cow plow how now shower

'ow' can also sound like a long 'o',
which is found in many words.

ow

long 'o'

crow bowl flow grow show

If there's more than one sound for 'ow', how do I know which one to use when reading?

Try it one way and see if it sounds like a word you know. Then ask yourself if it makes sense in the sentence you are reading.

In ***some*** words 'ou' has the /oo/ sound.
Some of these words are listed below:

group soup wound through

Read the following:

1. The string wound around my finger.
2. The fox had a wound from the trap.
3. We're about to sing the song.
4. What were you shouting about?
5. We found a red dog house for our dog.
6. The dog will growl at you.
7. Put the soil in the box, plant a flower, and watch it grow.

Spelling Hints - 'ou' or 'ow' for /ou/

1. If the /ou/ is at the end of the word, then it is probably '**ow**'.

how cow now

2. If the /ou/ sound is in the middle of the word, try writing it both ways and see which way looks right. The more you read, the better you'll get.

cloun

clown ✓

3. If the word has the /out/ sound, always use 'ou'.

shout clout about scout pout

'ow' for long 'o'

To know when to use 'ow' for a long 'o', you simply must become familiar with the words, which are listed below:

This list is for reference, and not meant for your student to read.

arrow	elbow	glow	low	shadow	throw
blow	fellow	grow	lower	show	tomorrow
blown	flow	hollow	own	snow	tow
bowl	flown	know	pillow	stow	window
crow	follow	known	row	swallow	yellow

3-2-1 Reading Time with Review!

door	were	soup	cart
floor	we're	group	part
starter	slower	crow	town
stronger	bowl	crown	frown
lower	throw	clown	gown

Exercise 17.1

Circle the correct answers.

1. 'ay' makes:	long 'a'	short 'a'
2. 'er' sounds like:	/or/	/ir/
3. 'ar' sounds like:	/or/	'r'
4. 'igh' sounds like:	long 'i'	short 'i'
5. 'ow' can sound like:	long 'o'	short 'o'

Exercise 17.2

Draw lines to match the pictures to the words.

shout

mouth

bow

blow

flower

mouse

house

bowl

cow

shower

power

owl

clown

cloud

crow

crown

Exercise 17.3

Complete the words that have the /ou/ sound from an 'ou' or an 'ow' (look at the previous page for help, if needed).

'ou' or 'ow'

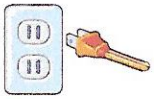
1. sh__ __ __

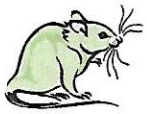
2. m__ __ __ __

3. cl__ __ __

4. cr__ __ __

5. fl__ __ __ __

6.  p__ __ __ __

7.  m__ __ __e

8. h__ __ __ e

9. __ __l

10. c__ __

11. sh__ __ __ __

12. t__ __el

Exercise 17.4

Complete the words that have the long 'o' sound from an 'ow'.

'ow'

1. b__ __ __

2. cr__ __

3. b__ __

4. bl__ __

Exercise 17.5

Read the words to your student and have him or her circle the correct spelling for each word.

1.	now	nou	5.	pownd	pound
2.	lowd	loud	6.	sownd	sound
3.	about	abowt	7.	grownd	ground
4.	clowd	cloud	8.	brown	broun

Exercise 17.6

Circle the words that make sense for each sentence below.

1. The boy will throw the bat on the cloud / ground.
2. How long did the girl sit on the stool / clown ?
3. The drums were / was loud.
4. The girl got lost in the crown / crowd .
5. If you follow the boy you might get lost / snow.
6. My father does not mow / own a red car.
7. In the winter, it might snow / shout.
8. We're about to have our crow / lunch.

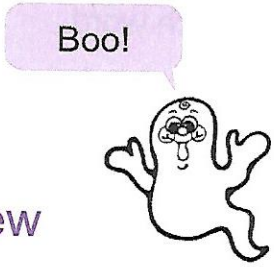
Exercise 17.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 18

The /ew/ Sound

'ew' usually has the /oo/ sound, as in "boo".



/oo/

ew

grew drew flew brew
blew slew chew new

In a few words, 'ew' sounds like 'u'. These words are listed below:

'u'

ew

few spew nephew*
skew curfew

* 'ph' has /f/ has not yet been taught, however, students often already know this sound.

3-2-1 Reading Time with Review!

chew	grew	cashew	flour	group
crew	drew	jewel	flower	soup
new	blew	mildew	power	shoot

Read the following:

1. The bird flew away from me.
2. She blew on the food to cool it off.
3. Before you swallow, chew the food.
4. Mom and Dad had stew for dinner.
5. My sister has a new toy for her pet bird.

screw

a side note

should would could

In the words above, the 'ould' makes the same sound as the 'ood' in "good".

Spelling hint: for 'ould' use the following:

"owls use laundry detergent"

should
owls use
laundry
detergent?

would
owls use
laundry
detergent?

could
owls use
laundry
detergent?

3-2-1 Reading Time with Review!

grow	took	could	group
growl	shook	would	soup
coil	look	should	through
spoil	brook	flood	your

Exercise 18.1

Circle the words that rhyme with "wood" (hint: there are 4).

food	stood	pool
could	should	tool
droop	cool	hood

Exercise 18.2
Read the sentences to your student and have him or her write the correct words on the lines provided.

drew	threw	showers	could
row	bowl	crew	flew

1. I wish I _____ go to the zoo.

2. We used the oars to _____ the boat.

3. The birds _____ away.

4. Older children don't take baths, they take _____.

5. The ship had a _____of ten sailors.

6. On a cold day, it's nice to have a _____ of soup.

7. The boy _____ pictures with crayons.

8. The baseball player _____ the ball.

Exercise 18.3
Circle the sounds to make real words.

1.	t ___ n	ir	ur	4.	b___l	oo	oi
2.	cr___d	oi	ow	5.	h___l	oy	ow
3.	ch ___	ew	oy	6.	gr___	ew	oy

Exercise 18.4

Which two words do not have a **long vowel** sound?

play	spy	right	high
bang	fool	tray	boil

Exercise 18.5

Circle the sounds that match (there is one per line).

1.	er	oo	oy	ir	ow
2.	ew	oo	oy	ir	ow
3.	ou	oo	oy	ir	ow
4.	ur	oo	oy	ir	ow
5.	oi	oo	oy	ir	ow

Exercise 18.6

Circle the sounds to make real words.

1.	b___	orn	ew
2.	t___	oin	own
3.	gr___	ore	ew
4.	fl___	ay	ew
5.	h___	ing	igh

Exercise 18.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 19 Long Vowels, VCV and VV

In this lesson you'll see two ways to get a long vowel sound:

1. Vowel Consonant Vowel
2. Vowel - Vowel

Part 'A' - VCV

Vowel Consonant Vowel - V C V

hope

When a vowel is one jump to the left of another vowel, then it becomes a LONG vowel. Here, 'o' becomes long.

hoping

Note that it can be ANY vowel that makes the first vowel long, not just 'e'. Here, 'o' also becomes long because of the 'i'.

★ Usually the 'e' (as the one in the word "hope") is silent - that's why we sometimes call it " silent 'e' ".

pin - pine	can - cane
rip - ripe	man - mane
cap - cape	shin - shine
spin - spine	rat - rate
fin - fine	hop - hope
mad - made	hid - hide

VCV

If just one hop, the first vowel will talk!

Exercise 19.1

Read the sentences and circle the words that make sense.

1. Tack / Take a look at his new car.
2. She rode / rod a brown horse.
3. They want to swim in the lake / lack.
4. He will rake / rack up points in his game.
5. The girl will try to back / bake a cake.

Exercise 19.2

Circle the correct words for the sentences below.

1. Another name for hat is cap / cape.
2. If your pants are too tight, they may rip / ripe.
3. At the park, we flew a kit / kite.
4. The man wore a rob / robe.
5. Another word for "good" is fin / fine.
6. A horse has a mane / man.

Part 'B' - VV

Vowel Teams - V V

foam

When two vowels are next to each other, the first one usually becomes long and the second one is usually silent. Here, 'o' becomes long and the 'a' is silent.

The Common Vowel Teams

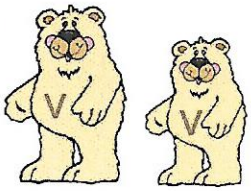
a	e	i	o	u
ai	ee	ie	oa	ue
	ea			

★ When vowel teams go walking, the first one does the talking!

pail	beat	goal
train	leaf	roast
teeth	pie	glue
week	died	blue

Remember: long 'u' usually sounds like /oo/ as in "boo"!

When vowel teams go walking, the first one does the talking!



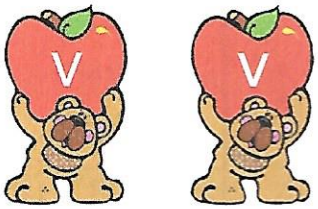
Below are the **most common** vowel teams, however, **any** two vowels can team up together.

a	e	i	o	u
ai	ee	ie	oa	ue
	ea			

The first vowel becomes long and the second vowel is *usually* silent (but not always).

fruit	'ui' is not a common vowel team. The 'u' is long (/oo/), the 'i' is silent.
'io' is not a common vowel team. The 'i' is long, and the 'o' is NOT silent, it has the **short** 'o' sound.	lion
quiet	The 'u' is part of the 'qu' sound and is NOT part of a vowel team. Here, 'ie' is a team. The 'i' is long and the 'e' has the **short** 'e' sound.

I'm **long**!



I'm *usually* silent, but sometimes I have a **short** vowel sound.

ee ? or ea

In order to know which vowel team to use,
you must become familiar with the words.

ee	
agree	kneel
bee	peek*
beef	queen
beep	reek
between	see
bleed	seed
breeze	seek
cheek	seem*
cheese	seen
creek*	sheep
creep	sheet
deep	sleep
deer*	sneeze
fee	speed
feed	steel*
feel	street
feet	sweet
flee*	teen
free	teeth
freeze	three
greed	tree
greet	tweet
heel*	weed
jeep	week*
keep	weep
knee	wheel

*These words are homophones.
Not all homophones are noted.

Mark this page for reference
for future lessons.

ea	
appear	gear
beach	heal*
bead	heat
beam	leader
bean	leaf
beard	leak
beast	lean
beat	leap
bleach	leash
bleak	mean
breathe	meat*
cheap	near
cheat	neat
clean	peach
clear	peak*
creak*	peanut
cream	please
crease	preach
deal	reach
dear*	rear
dream	scream
each	seat
eagle	seem*
ear	steal*
east	steam
easy	stream
fear	teach
flea*	treat
freak	weak*

If your student has trouble with long vowels, have him or her first identify which vowels are long, and then underline them. THEN, use your finger to reveal each sound.

3-2-1 Reading Time!

take	made	tail	sleep	tie
hide	rude	pain	goat	real
code	tire	teeth	blue	fear

Exercise 19.3

Fill in the vowel pairs for the common long vowel teams.

a	e	i	o	u
☐	☐	☐	☐	☐
	☐			

Exercise 19.4

Read the sentences and complete the words with a common long vowel team.

1. We will take the b___ ___t on the lake.
2. We use a hammer and a n___ ___l.
3. We will make apple p___ ___.
4. There are seven days in a w___ ___k.
5. A fire makes a lot of h___ ___t.
6. If something is not false then it is tr___ ___.

Exercise 19.5

Read the following clues to your student, and have him or her write the new words.

1. Change the word so it means the opposite of lose. wine _____

2. Change the word so that it is something you find in a playground. slid _____

3. Change a letter in the word so it becomes something you may bring to the beach. fail _____

4. Change a letter in the word so it means a very large meal. beast _____

5. Change the word so that it becomes something you listen with. fear _____

6. Change the word to make the word that is a relative of the frog. load _____

7. Change the word so that it is another word for "backbone". spin _____

Exercise 19.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 20

Adding 'ing'

At this point, your student should begin reading short books (about 50 pages) to you. Remember, point to the words, double tap on misread words, and reveal sounds to help.

There are two rules you must know to add an 'ing' to a word:

Rules for Adding 'ing'

1. Adding 'ing' to a short vowel word:

Make sure the vowel 'i' in 'ing' will not make a short vowel long.
If that happens, you must:

double the consonant to protect the short vowel

hop hopping

short 'o'

* For words with multiple syllables, if the last syllable is not primary (not stressed) then you do **not** double the last consonant.
This is not addressed in this book.

To protect a short vowel, you need at least two body guards (consonants).

If you only have one, then your short vowel will become long!

★ There are exceptions to this rule:
The following consonants are **never** doubled:

c h j k q v w x y

Rules for Adding 'ing' (continued)

2. Adding 'ing' to a word ending with 'e':

drop the 'e' and add the 'ing'

tape taping

one letter jump - 'a' is long

For all other words, just add the 'ing'.

Short vowel words that need protecting:

ship - shipping win - winning

rid - ridding hit - hitting

Need 2 body guards!

Words that end with 'e':

take - taking wake - waking

hike - hiking bite - biting

Get rid of the 'e'!

All other words:

pack - packing risk - risking

try - trying boat - boating

plant - planting eat - eating

rent - renting sleep - sleeping

Just add 'ing'

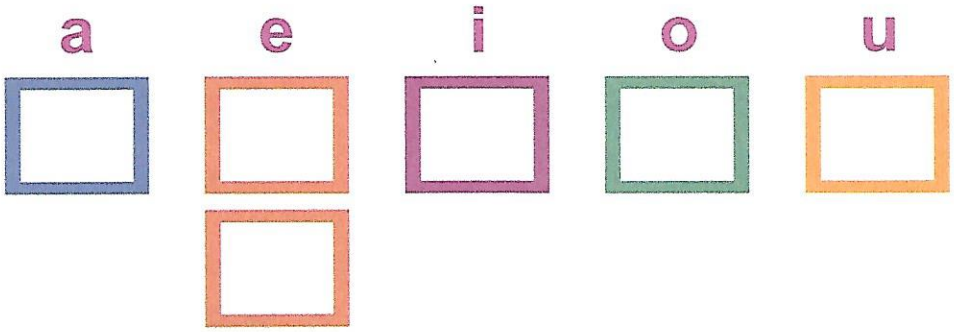
Exercise 20.1

Add 'ing' to the words below. **+ ing**

1. take _____
2. part _____
3. cry _____
4. sit _____
5. pet _____
6. like _____
7. melt _____
8. sing _____

Exercise 20.2

Fill in the vowel pairs for the common long vowel teams.



Exercise 20.3

Circle the letters that make the sound indicated on the left. Note that there will be two or more per line.

1. long 'a'	oa	ay	igh	ai
2. long 'e'	igh	ee	ie	ea
3. long 'o'	oo	ow	oa	oi
4. long 'u'	ew	oo	ue	ow
5. long 'i'	ai	ie	oe	igh

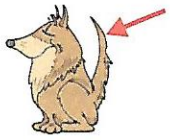
Exercise 20.4

Complete the sentences below with the given words. Note that you will have to change the words by adding 'ing'.

1. The boy was _____ the nail with a hammer.
   hit
2. The girl was _____ into a hamburger.
   bite
3. I was _____ to see you later.
   hope
4. The rabbit was _____ away from us.
   hop
5. The woman was _____ a drink.
   sip

Exercise 20.5

Complete the words below.

1. tr__ __
2. p__ __
3. sn__ k__
4. t__p__
5.  t__ __l
6. tr__ __n
7. p__ __l
8. t__ __

Exercise 20.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Review 2

Lessons 11 to 20

In lessons 11 through 20 the following was covered:

oo	qu	nch	'y' & 'igh' as long 'i'	oy & oi
ar er ir or ur	ou & ow	ew	long vowels	adding 'ing'

3-2-1 Review Time!

stool	flinch	starter	spew	loan
shook	try	about	fine	jail
quite	high	cow	feel	flying
quiet	coin	grow	treat	stopping

Exercise R2.1

Complete the words for each sentence below.

1. The boy grew an i_ _ _ _ last year.
2. Carrots, peas and beef are used to make s t_ _ _.
3. The play-set had a swing and a s l_ _ _ _.
4. Trees are planted in the g r_ _ _ _ _.
5. Cars and trucks can drive on the r_ _ _ _.

Exercise R2.2

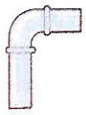
Circle the letter pairs that have the same sound (2 per line).

1.	ay	ew	oy	oi
2.	oa	or	oy	ow
3.	ee	er	ea	ew
4.	ie	igh	ir	or
5.	ai	oy	ay	ar

Exercise R2.3

Write the words for each picture below.

All words have silent 'e'.

1.  _____

2. _____

3. _____

4. _____

5. _____

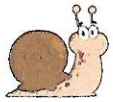
6. _____

All words have a vowel team.

7. _____

8. _____

9. _____

10.  _____

11. _____

12. _____

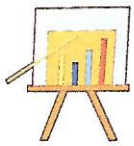
Exercise R2.4

Read the sentences and circle the words that have the correct vowel teams for the long 'e' sound.

1. I feel / feal sick today.
2. If it is not fake, then it is reel / real.
3. There are seven days in a week / weak.
4. At night we go to sleep / sleap.
5. My house is just down the street / streat.

Exercise R2.5

Write the words for each picture below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7.  _____
8. _____
9. _____
10. _____
11. _____
12. _____

Exercise R2.6

Complete each sentence by adding the word for what the pictures are doing. For all words you will have to add 'ing'.

1. The boy is _____.

2. The hands are _____.

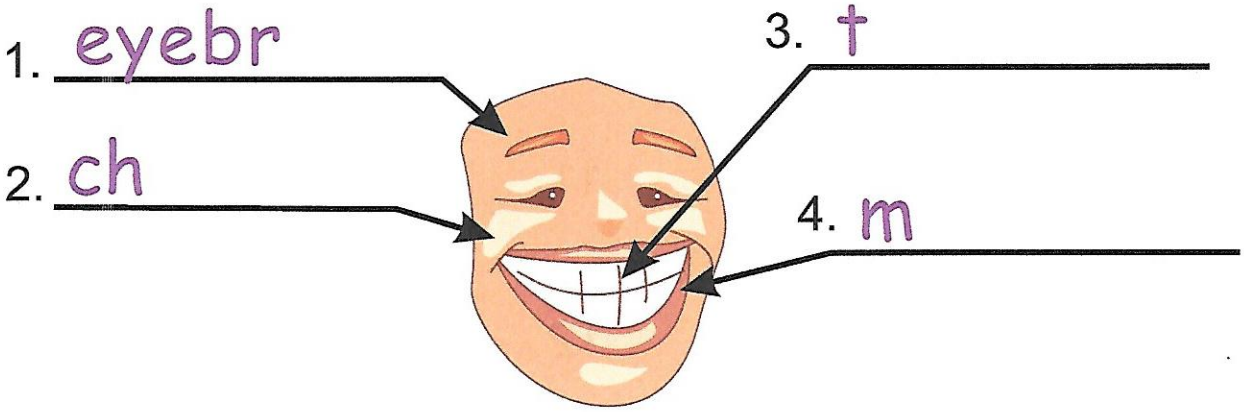
3. The baby is _____.

4. The deer is _____.

5. The dog is _____.

Exercise R2.7

Complete the words below.



Lesson 21

Past Tense Words - Adding 'ed'

Before proceeding, explain the meaning of "past tense".

When reading past tense words,
they don't always sound the way they're spelled.

Sounds Like It's Spelled

handed
rested
listed
hated

If the word ends with a /t/ or /d/ sound, then you hear the /ed/, which adds another *syllable to the word.

Does NOT Sound Like It's Spelled

jumped
shopped
hopped
wished

The words that do **not** end with /t/ or /d/ do **not** get another syllable; and the end sound is just the /d/ or /t/ sound added to the end of the word.

* You may have to review what a syllable is.

3-2-1 Reading Time With Review!

lasted	crowded	inflated
waited	sounded	stated
kicked	parked	sipped
ruled	boiled	planned

Adding a suffix to words with two or more syllables is not addressed in this book. To do this, you only double the consonant to protect a short vowel if the last syllable is stressed.

When changing a word to **past tense**,
you usually can just add the 'ed'.
However, there are some rules that you need to follow.

1. You may have to double a consonant
to protect a short vowel.

hop hopped

---

2. If the word ends with a *consonant* followed by
a 'y', turn the 'y' to an 'i' and then add the 'ed'.

cry cried

---

3. If the word ends with an 'e', just add the 'd'.
If you added 'ed', then you would have two 'e's in
row (which is a vowel team).

hope hoped ✓

✗ hopeed

Irregular Past Tense Verbs

Below are *some* past tense words that are
different, or irregular. Here 'ed' is not added.

wake - woke	take - took
run - ran	shake - shook
sing - sang	stink - stunk
sleep - slept	eat - ate

Exercise 21.1

Circle the ending sound for each word.

1. clapped /t/ or /ed/
2. twisted /t/ or /ed/
3. shopped /t/ or /ed/
4. flopped /t/ or /ed/
5. clicked /t/ or /ed/
6. wished /t/ or /ed/
7. flashed /t/ or /ed/
8. kicked /t/ or /ed/
9. rested /t/ or /ed/
10. handed /t/ or /ed/

Exercise 21.2

Read the sentences and write the missing words on the lines, changing the words so that they make sense.

1. He _____ at the bug with a stick.
   poke

2. The bride and groom _____ the room.
   enter

3. He _____ the light into the cave.
   shine

4. Grandma and Grandpa _____ a show.
   watch

5. Yesterday, my mother _____ a cake.
   bake

For the next two exercises, use the sentences:
Today I ____. Yesterday I ____.

Exercise 21.3

Draw lines to match each word to its **past tense** form.

1. eat	took
2. make	flew
3. shake	dug
4. fly	ate
5. draw	kept
6. take	drew
7. keep	shook
8. dig	made

Exercise 21.4

Write the words below in their **past tense** form. **+ ed**

1. skip _____
2. shop _____
3. plan _____
4. rip _____
5. drag _____

Words that end with a consonant followed by a 'y'

Remember: **turn the 'y' to an 'i'** and **add the new ending**
BUT do **not** do this for the ending 'ing'.

cry - crying - cried

spy - spying - spied

supply - supplying - supplied

deny - denying - denied

pry - prying - pried

Exercise 21.5

Read the sentences and write the missing words in the correct tense (past or present) on the lines.

1. The boy is __ __ __ __ __ __.
   cry
2. The sad girl __ __ __ __ __ last night.
   cry
3. He __ __ __ __ __ to open the jar.
   try
4. She was __ __ __ __ __ __ to read to the boy.
   try
5. They ate __ __ __ __ __ chicken for dinner.
   fry
6. The fish was __ __ __ __ __ __ in the pan.
   fry

Exercise 21.6

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 22

The /nd/ Sounds

nd

and
end
ind
ond
und

* All vowels are short except for 'ind' where the 'i' is ***usually*** long.

band	bend	kind	fond
sand	send	hind	pond
hand	fend	find	fund

3-2-1 Reading Time with Review!

find	mixing	under	glue	taking
behind	fixing	thunder	blue	sleeping
remind	boxing	thundered	cube	growing
blind	soaked	blunder	tube	flying

Odd Balls

Just like 'ind' has the long 'i' sound in words like "kind" and "mind", these three words below also have a long 'i' sound:

wild child mild

Are you a wild child, or a mild child?

Exercise 22.1

Circle the words that make sense for the sentences below.

1. We're / Were / Where going to the market to get food.

2. She said that we're / were / where leaving soon.

3. We we're / were / where staying over his house.

4. We're / Were / Where they going to go with you?

5. We're / Were / Where are they going?

Exercise 22.2

Complete the sentences so that they make sense.

1. She _____ the horse on its backside.
   slap

2. The girl was _____ down the street.
   run

3. The boy _____ up on the couch.
   jump

4. The pilot _____ the plane on the runway.
   land

5. The girls were _____ the game.
   win

Exercise 22.3

Circle the answer to the questions below.

What letters make...

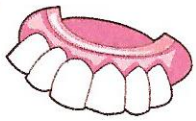
1.	the long 'o' sound?	oi	oa
2.	the long 'o' sound?	ow	oi
3.	the /ou/ sound as in "ouch"?	oi	ow
4.	the long 'a' sound?	ao	ai
5.	the long 'a' sound?	ay	oa
6.	the long 'i' sound?	igh	oi

Exercise 22.4

Fill in the blanks to complete the words in the sentences below.

These sounds may be used more than once or not at all

and end ind ond und



1. I would rather sit than s t __ __ __.
2. Ducks and fish swim in the p __ __ __.
3. Grandpa needs to f __ __ __ his teeth!
4. The w __ __ __ blew dirt into the house.
5. I s p __ __ __ a lot of time at school.

Exercise 22.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 23

The /ct/ Sounds

The 'ct' sound comes quick and is usually in larger words.

ct

act
ect
ict
oct
uct

pact	object	strict
fact	reject	verdict
actor	inspect	evict
react	select	predict

October	instruct
doctor	construct
octopus	product
octagon	deduct

* All vowels are short.

Attacking Large Words

Divide and Conquer!

1. Find and underline the vowels that ***could*** be long.
2. Find and identify the sounds you have learned.
3. Break up the word and sound it out.
4. Put it all together and tweak it to become a word that you know.

spectacular

sp ect ac u lar

In this word, the 'a' looks like it may be long, but when you "tweak" the word, you will realize that it is short.

Divide and Conquer!

connecting - conn ect ing

concocted - con coct ed

October - Oct o ber

instructing - in str uct ing

subtracted - sub tr act ed

inspecting - in sp ect ing

Review: read the sounds below (going across).

igh	ar	unk	oo	ind	ect
ai	ay	ew	oy	ow_1	ow_2
or	oi	ou	act	atch	ong

Exercise 23.1

Fill in the missing 'ct' sounds: **act ect ict oct uct**

1. Conn___ ___ ___ the dots.
2. The man will be ___ ___ ___ing in the play.
3. You can sel___ ___ ___ where we go later.
4. She says that she can pred___ ___ ___ what will happen.
5. The woman is a susp___ ___ ___ in the crime.
6. The loud man was ej___ ___ ___ed from the game.

Exercise 23.2

Circle the words that make sense, using the pictures as clues.

1. The teacher is acting / strict.

2. Halloween is in October / pumpkins.

3. He is the inspector / conductor.

4. I see a doctor / projector when I am sick.

5. A bug is an inspector / insect.

6. The farmer rides on a tractor / doctor.

7. The conductor / inspector looks for clues.

Exercise 23.3

Circle the words that make sense. Be careful; sometimes a past tense word sounds like a 'ct' word.

1. The dog lict / licked my hand.

2. The car bact / backed down the driveway.

3. The boys made a pact / packed to always be friends.

Exercise 23.4

Complete the sentences below so that they make sense.

1. The boy _____ on the banana peel.
   slip

2. The girl _____ to look over the railing.
   try

3. The child _____ an object on the beach.
   find

4. The boy _____ mean to us.
   act

5. The dog was _____ away from the girl.
   run

6. The dirty boy _____ a bubble bath in the tub.
   take

7. The children _____ on the teachers.
   spy

8. The child _____ down the road.
   skip

9. We _____ up our things for the trip.
   pack

10. The bird _____ away from us.
    fly

Exercise 23.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 24 The 'aw', 'au', 'all' and 'alk' Sounds

There are two ways to get the /aw/ sound.

1

aw

paw straw claw jaw

'aw' is *usually* at the **end** of a word.

2

au

fault launch haunt haul

'au' is *usually* in the **middle** of a word,
and is never at the end of a word.

3-2-1 Reading Time!

claw	pawn	fraud	taunt
paw	raw	haunt	applaud
crawl	flaw	author	maul

Exercise 24.1

Complete the words below. **Each word has an 'aw' or 'au'.**

1. c r _ _ _
2. _ _ _
3. _ _ _
4. h _ _ _ _
5. d r _ _
6. _ _ _ _
7. _ _ _ _ _
8. y _ _ _

If you can't identify the pictures, see the answer key at www.yourkidcanread.com,
go to this book's product page.

Exercise 24.2

Complete the sentences below with the words that make sense.

because lawn launch author dawn

1. The _____ wrote a book about animals.
2. I like baseball _____ it is fun!
3. The opposite of dusk is _____ .
4. My father has to mow the _____ .
5. We went to the _____ to watch the rocket blast off.

Exercise 24.3

Read the words to your student and have him/her circle the correct spelling.

1.	wer	were	7.	stor	store
2.	befor	before	8.	work	werk
3.	dor	door	9.	more	mor
4.	floor	flore	10.	shirt	shert
5.	was	wuz	11.	tern	turn
6.	wut	what	12.	therd	third

/awl/

all

'all' has the /awl/ sound.

tall wall fall ball call

3-2-1 Reading Time!

all	mall	wall
tall	fall	small
call	stall	ball

* Depending on where you live, and your accent, the 'al' may be an /aw/ sound or the 'a' will be a short 'o' sound.

Exercise 24.4

Write the words for the pictures below; every word has the /awl/ sound from 'all'.

1. _ _ _ _

2. _ _ _ _

3. _ _ _ _

4. _ _ _ _

Exercise 24.5

Draw lines to match the sounds.

1. igh	ai
2. aw	oi
3. oy	oo
4. ew	er
5. ay	ie
6. ur	au

'alk' has the /awk/ sound in the words below:

/awk/

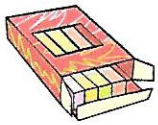
alk talk walk chalk stalk balk

Exercise 24.6

Complete the sentences with the words that make sense.

1. The girl is _ _ _ _ _ _ _ to her friend.

2. Jim is _ _ _ _ _ _ _ his dog.



3. The girl drew on her driveway with sidewalk _ _ _ _ _.

Exercise 24.7

Read the clues to your student and have him or her circle the correct word.

1. Something you do in-between meals when you are hungry.

   snake / snack

2. Something you do when you make cookies.

   bake / back

3. Yesterday, he "took" the prize, but today I will ? the prize.

   tack / take

4. Something a dog does when he kisses you.

   like / lick

5. Something you may do to leaves in the fall.

   rack / rake

Exercise 24.8

Read the sentences and complete the missing words.

act ect ict oct uct

* Sounds may be used more than once, or not at all. *

1. In __ __ __ober I always go to the d__ __ __or.
2. I have to do a proj__ __ __ for school.
3. My favorite subj__ __ __ is math.
4. For math homework we had to subtr__ __ __.
5. The teacher is too str__ __ __ .

Exercise 24.9

Complete the sentences with the words that make sense.

walk ball awful pause fault

1. It was my _____ that the vase fell and broke.
2. She likes to _____ her dog down the street.
3. The dog chased the _____ that I threw.
4. Burnt toast smells _____.
5. You can stop the song by pressing _____.

Exercise 24.10

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 25

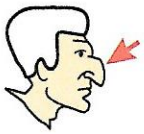
The Letter 's' as a /z/ Sound

Very often, the letter 's' sounds like /z/.
Also, words ending with /s/ or /z/
usually end with a "do nothing" 'e'.

s = /z/

se

please pause because
noise praise raise



pose hose nose rose

In all of the words listed below, the 's' DOES have the /s/ sound, and, just like many of the words above, the 'e', at the end of the word, is not needed.

s = /s/

se

horse mouse goose sense
house tense geese loose

Read this word:

surprising

Divide & Conquer!

s ur pr i s ing

/z/

Read this word:

because

be c au se

do nothing 'e'

/z/

Exercise 25.1

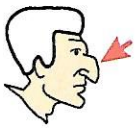
Fill in the missing letters to complete the words below.

1. h__ __ __ __

2. h__ __ __ __

3. m__ __ __ __

4. n__ __ __ __

5.  n__ __ __

6. h__ __ __

Exercise 25.2

Circle the sound that the 'se' makes for each word.

1.	those	/s/	/z/	5.	rinse	/s/	/z/
2.	nurse	/s/	/z/	6.	sense	/s/	/z/
3.	because	/s/	/z/	7.	false	/s/	/z/
4.	please	/s/	/z/	8.	these	/s/	/z/

Exercise 25.3

Read each sentence, and circle the words that make sense.

1. The boy chose / choose to go to the playground.
2. Please close / freeze the door when you leave.
3. There was a lot of nose / noise in the room.
4. At dawn, the sun will rise / fuse in the east.
5. Paws / Pause the recording if you need to.

Exercise 25.4

Complete the sentences with the words that make sense.

choose	house	mouse
noise	please	horse

1. The _____ took the cheese from the trap.
2. It is polite to say _____ and thank-you.
3. It is fun to go _____ -back riding.
4. My _____ is just around the block.
5. My loud brother made a lot of _____ .
6. It was difficult to _____ what to have for dessert.

Exercise 25.5

Change the following words to their *present forms*. **+ ing**

1. please _____
2. release _____
3. choose _____
4. advise _____
5. close _____

Remember: When adding 'ing' you can get rid of silent 'e'!

Exercise 25.6

Circle the correct **past** tense spelling for the words below.

1. stop	stoped	stopped
2. skip	skipt	skipped
3. cry	cryed	cried
4. blame	blamed	blameed
5. use	useed	used
6. supply	supplied	supplyed
7. plan	planned	pland

Exercise 25.7

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 26

The Letter 'y'

Pssst...
'y' is a double agent.
It functions as a
vowel *and* a consonant.

This is Spy "Y"

The sound 'y' makes depends on where it is in a word:

beginning	middle	end
y	y	y
the consonant 'y'	long 'i' or short 'i'	long 'e' or long 'i'
yellow yawn yell yard yes	type hype style myth symbol system	happy funny hurry try supply deny

When reading a word
with 'y' in the middle:
PRETEND
that the 'y' is an 'i'.

type ➡ tipe

'y' acts like a vowel

tiny	type	symbol
long 'i'	long 'i'	short 'i'

3-2-1 Time to Read!

tin	mystery	young	money
tiny	deny	younger	key
type	rely	yarn	monkey
style	supply	yawn	scary
symbol	satisfy	yellow	hurry

Read the following:

1. What type of pie is your favorite?
2. The brown blanket is ugly but it is cozy.
3. I went to the bakery to buy donuts.
4. She has a year's supply of candy.
5. The noisy monkey swung on the branch.

Exercise 26.1

Circle the sound that the 'y' makes in the words below.

1. hurry	long 'i'	long 'e'
2. supply	long 'i'	long 'e'
3. satisfy	long 'i'	long 'e'
4. daily	long 'i'	long 'e'
5. party	long 'i'	long 'e'

Exercise 26.2

Underline the 'y', and rewrite the word substituting an 'i' for the 'y'. Then, circle the sound that the 'y' makes and read the word out loud. The first one was done for you.

1. system	sistem	long 'i'	short 'i'
2. hyper	_____	long 'i'	short 'i'
3. type	_____	long 'i'	short 'i'
4. symmetric	_____	long 'i'	short 'i'
5. style	_____	long 'i'	short 'i'

Exercise 26.3

Change the underlined words to their **past tense** forms.

When adding an ending to a word ending with a consonant followed by a 'y', **turn the 'y' to an 'i' and then add the ending.** BUT, don't do this for the 'ing' ending.

1. Yesterday I **worry**. _____
2. Yesterday I **dry**. _____
3. Yesterday I **deny**. _____
4. Yesterday I **rely**. _____
5. Yesterday I **try**. _____

Exercise 26.4

Complete the sentences, changing the given word so that it makes sense.

1. The _____ room was too loud.
   crowd
2. The girl _____ with a purple marker.
   draw
3. Last night we _____ a shooting star.
   see
4. The girl _____ to go to the party.
   choose
5. The sunflower plant _____ very tall.
   grow

At the **end** of a word, 'y' can sound like a long ___ or a long ___.

In the **middle** of a word, 'y' can sound like a long ___ or a short ___.

Exercise 26.5

Do the dictations, for this lesson, at www.yourkidcanread.com.

Lesson 27

Adding 'ly' and 'er'

Reminder: go through the flash cards, do dictations, and have your student read short books to you (see Program Instructions).

ly

ly = /lee/

'ly' sounds like /lee/,
where 'y' has the long 'e' sound.

happy - happily

sad - sadly

quick - quickly

* Notice how the 'y' in "happy" got changed to an 'i'.

happyly

happily

When adding an ending to a word ending with a consonant followed by a 'y', **turn the 'y' to an 'i' and then add the ending**. BUT, don't do this for the 'ing' ending.

For words that end with 'le',
take out the 'le' and add the 'ly':

simple simply