Kindergarten Phonics & Reading

First Sounds, First Words · Printables pack

A year of short, joyful daily lessons: every letter sound, blending and spelling short words, the digraphs sh, ch, th, wh and ck, and a little story every week that retells a Bible story or an Aesop fable in words your child can read alone.

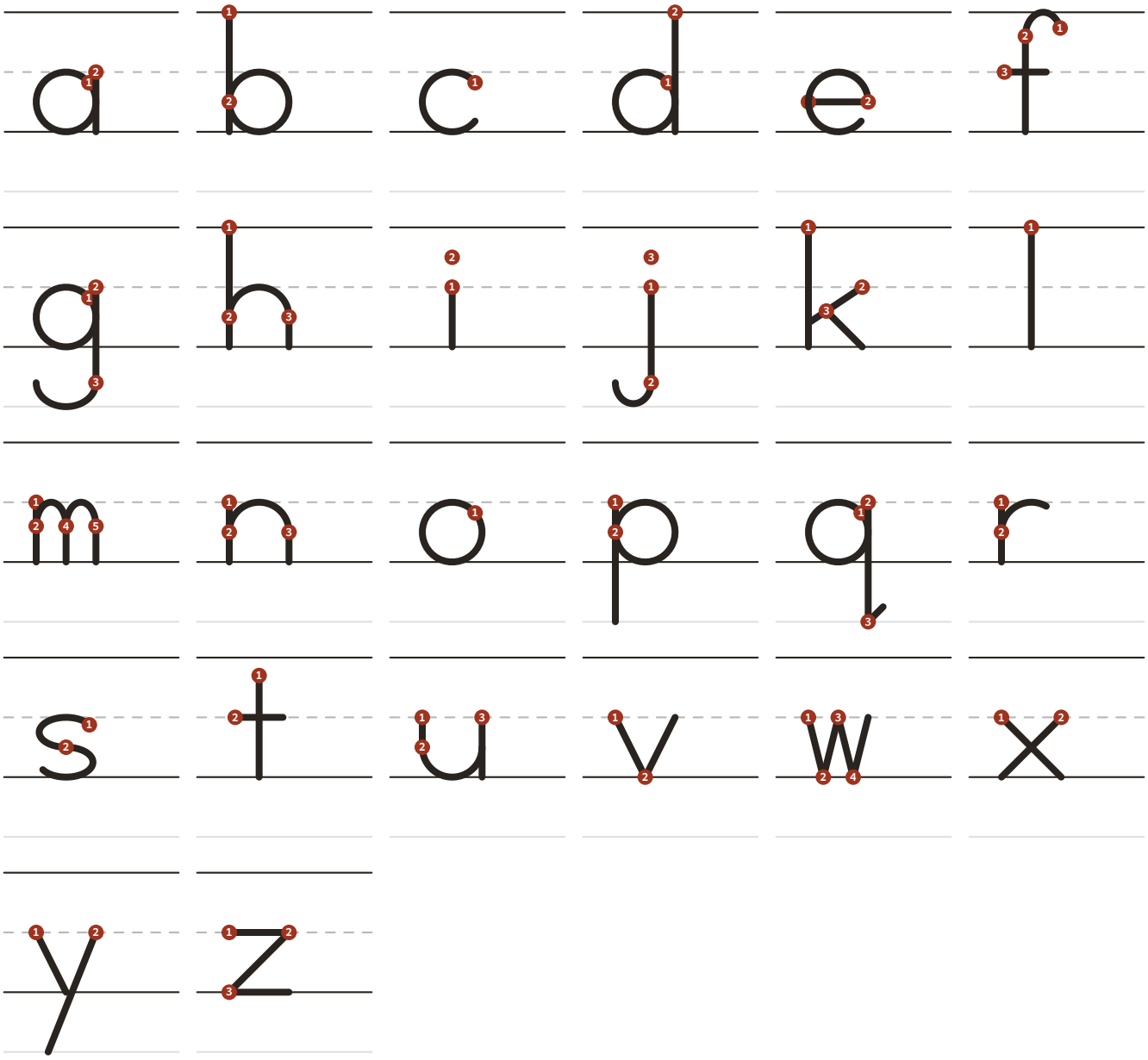
What is inside: ball-and-stick letter formation pages, sound cards, heart-word cards, a word list and story sheet for every lesson, answer keys, unit checks, the placement and end-of-year checks, and mats for sound boxes, blending and record keeping.

Print single-sided. Card stock is best for the cards. Free to copy for home and classroom use.

The daily routine (15–20 minutes): ears · card review · new sound · blend and read · spell and write · read the story.

Ball-and-stick lowercase: where to start

Each red number shows where a stroke starts. Straight lines go top to bottom; circles go back and around (like c).



Ball-and-stick capitals: where to start

Each red number shows where a stroke starts. Straight lines go top to bottom; circles go back and around (like c).

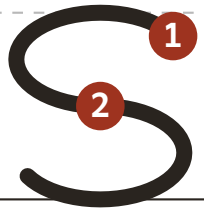


Writing s

Start just below the middle line on the right. Curve back, then slide across and curve forward around the bottom.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

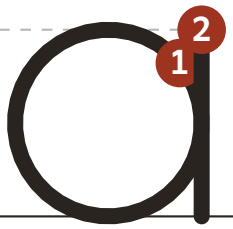


Writing *a*

Start just below the middle line. Circle back (like c) all the way around, then straight line down on the right side.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.



Writing t

Start above the middle line. Straight line down. Cross at the middle line.



Start at the red 1. Follow the numbers.

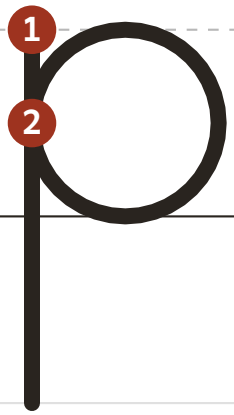
Top line, middle line, base line.

Writing p

Start at the middle line. Straight line down below the base line. Back up and circle forward around to close the ball.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.



Writing i

Start at the middle line. Straight line down. Lift and dot above.



Start at the red 1. Follow the numbers.

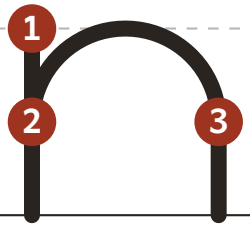
Top line, middle line, base line.

Writing n

Start at the middle line. Straight line down. Back up, hump over and down.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

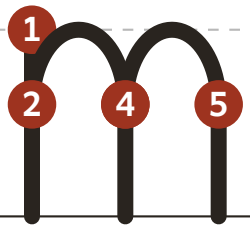


Writing m

Start at the middle line. Straight line down. Back up, hump over and down, hump over and down again.

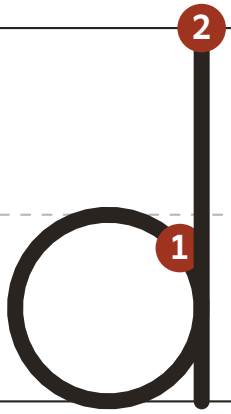
Start at the red 1. Follow the numbers.

Top line, middle line, base line.



Writing d

Circle back like c all the way around. Then start at the top line on the right and make a straight line down.



Start at the red 1. Follow the numbers.

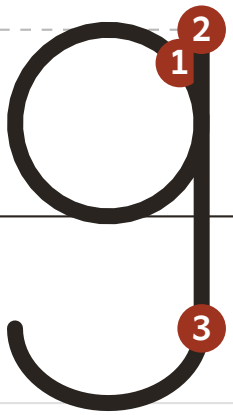
Top line, middle line, base line.

Writing g

Circle back like c all the way around. Straight line down on the right below the base line, then hook to the left.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

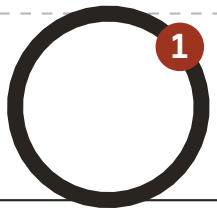


Writing o

Start just below the middle line. Circle back, up and around, and close the circle.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

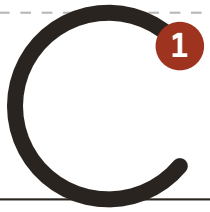


Writing c

Start just below the middle line on the right. Circle back, up and around, and stop before you close it.

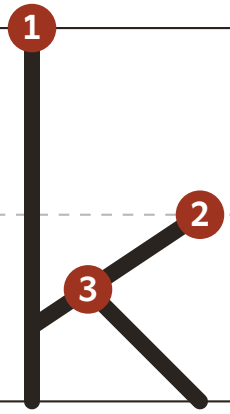
Start at the red 1. Follow the numbers.

Top line, middle line, base line.



Writing k

Straight line down from the top. Slant in from the middle line to touch the stick, then slant out to the base line.



Start at the red 1. Follow the numbers.

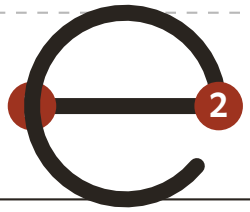
Top line, middle line, base line.

Writing e

Straight line across the middle of the space, then circle up and back around, stopping open at the bottom.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

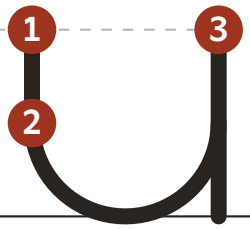


Writing u

Start at the middle line. Down and around the bottom, up to the middle line, then straight line down on the right.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

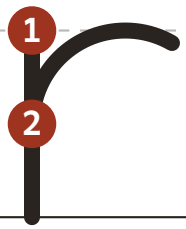


Writing r

Start at the middle line. Straight line down. Back up and make a little arm over.

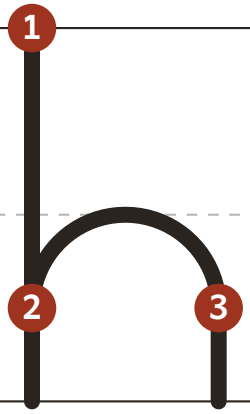
Start at the red 1. Follow the numbers.

Top line, middle line, base line.



Writing h

Start at the top line. Straight line down. Go back up to the middle and make a hump over and down.

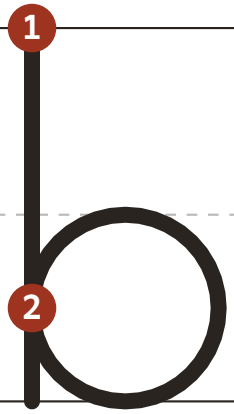


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing b

Start at the top line. Straight line down to the base line. Go back up to the middle and circle forward around to close the ball.

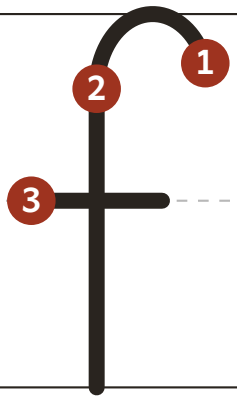


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing f

Start below the top line. Curve up and back like a cane, then straight down to the base line. Cross at the middle line.

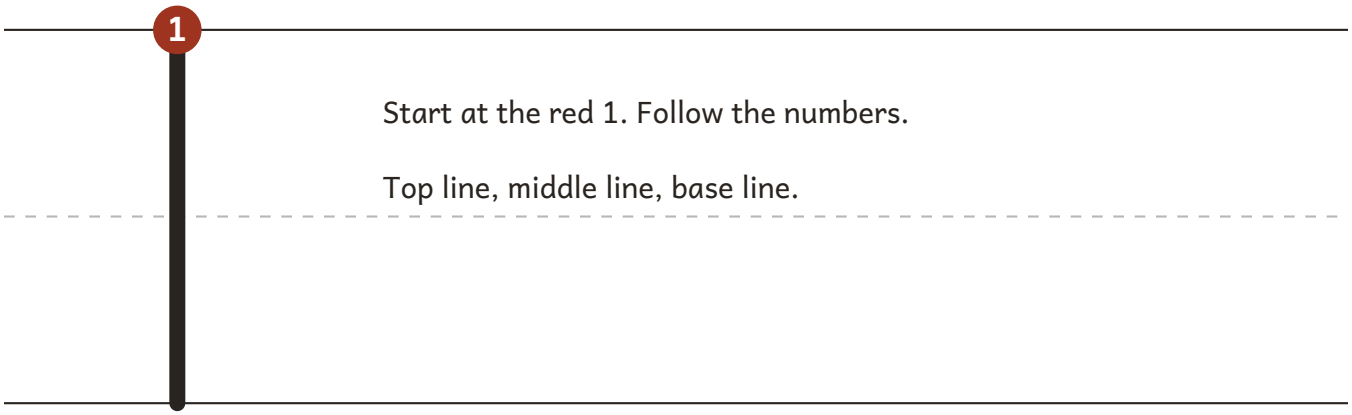


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing l

Start at the top line. Straight line down to the base line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing j

Start at the middle line. Straight line down below the base line, then hook left. Lift and dot above.



Start at the red 1. Follow the numbers.

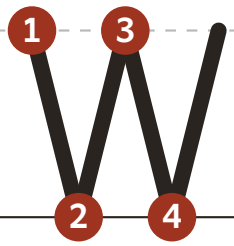
Top line, middle line, base line.

Writing w

Start at the middle line. Slant down, slant up, slant down, slant up.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.



w w w w w w w w w

w w w w w w w w w

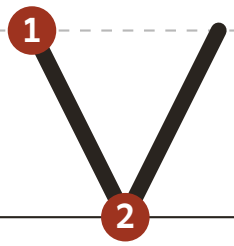
w w w w

Writing v

Start at the middle line. Slant down to the base line, then slant up.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

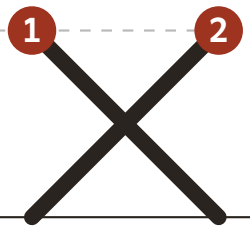


Writing x

Slant down from left to right. Lift. Slant down from right to left, crossing in the middle.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

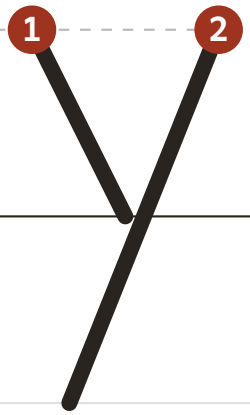


Writing y

Slant down to the base line. Lift. Start at the right and make a long slant down below the base line, touching the first line.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

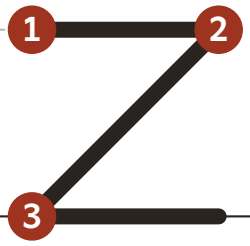


Writing z

Straight line across the middle line, slant down to the left, straight line across the base line.

Start at the red 1. Follow the numbers.

Top line, middle line, base line.

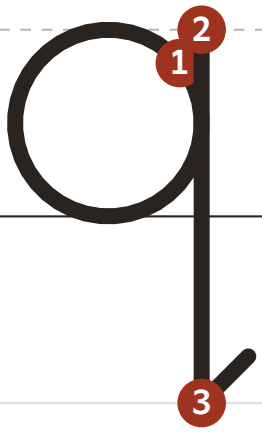


Writing q

Circle back like c all the way around. Straight line down on the right below the base line, then a little kick forward.

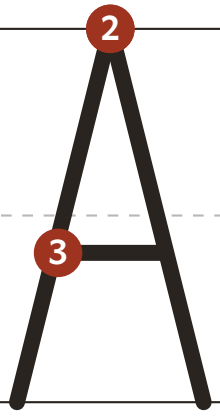
Start at the red 1. Follow the numbers.

Top line, middle line, base line.



Writing A (capital)

Capital A: start at the top line. 3 strokes: a slant line; a slant line; a straight line.

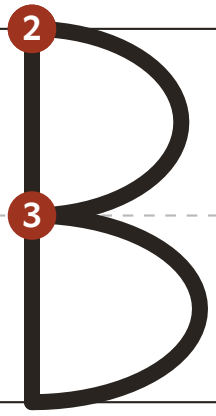


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing B (capital)

Capital B: start at the top line. 3 strokes: a straight line; a curve; a curve.

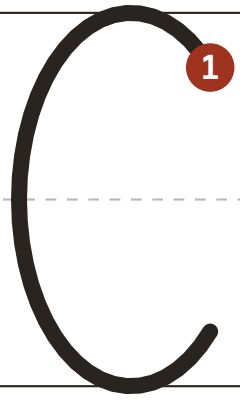


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing C (capital)

Capital C: start at the top line. 1 stroke: a curve.

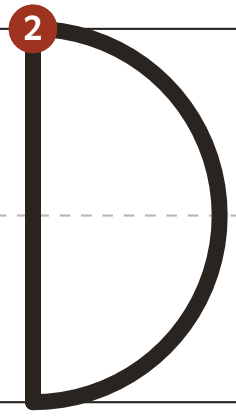


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing D (capital)

Capital D: start at the top line. 2 strokes: a straight line; a curve.

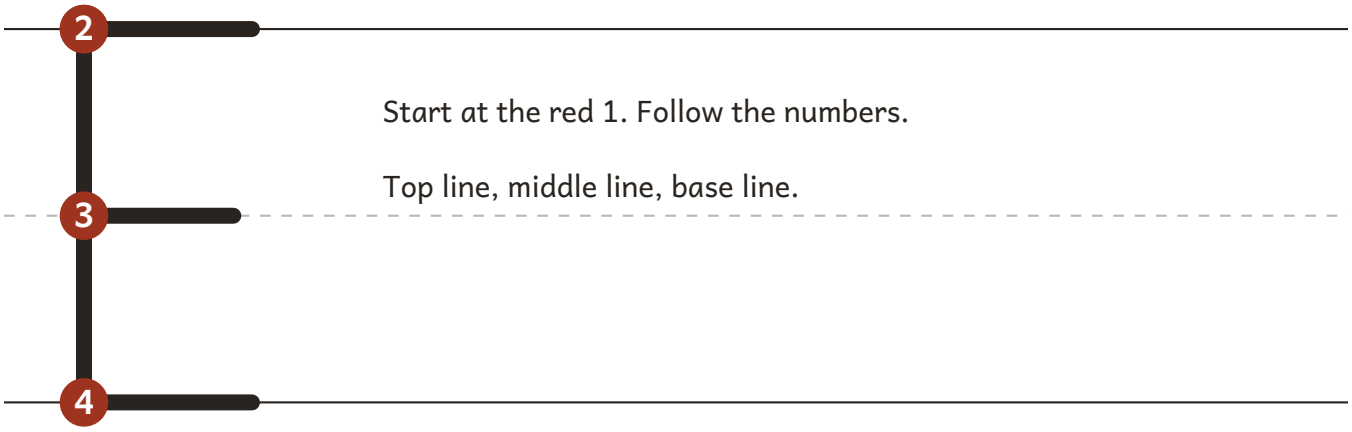


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing E (capital)

Capital E: start at the top line. 4 strokes: a straight line; a straight line; a straight line; a straight line.

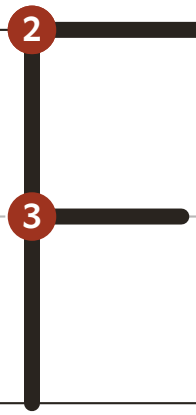


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing F (capital)

Capital F: start at the top line. 3 strokes: a straight line; a straight line; a straight line.

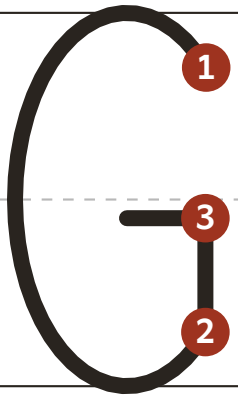


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing G (capital)

Capital G: start at the top line. 3 strokes: a curve; a straight line; a straight line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

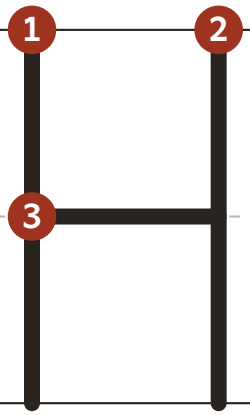
G G G G G G G G G

G G G G G G G G G

G G G G

Writing H (capital)

Capital H: start at the top line. 3 strokes: a straight line; a straight line; a straight line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing I (capital)

Capital I: start at the top line. 3 strokes: a straight line; a straight line; a straight line.

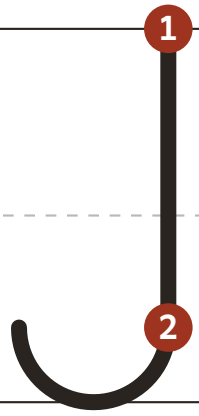


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing J (capital)

Capital J: start at the top line. 2 strokes: a straight line; a curve.

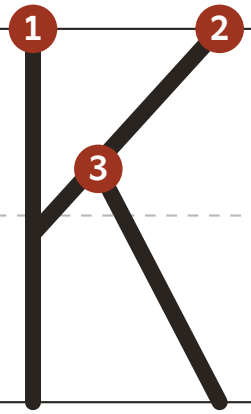


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing K (capital)

Capital K: start at the top line. 3 strokes: a straight line; a slant line; a slant line.

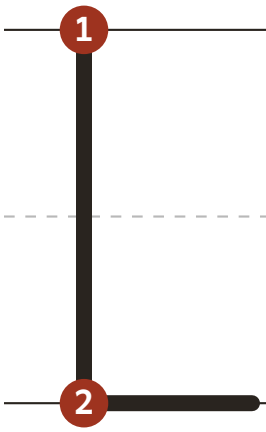


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing L (capital)

Capital L: start at the top line. 2 strokes: a straight line; a straight line.

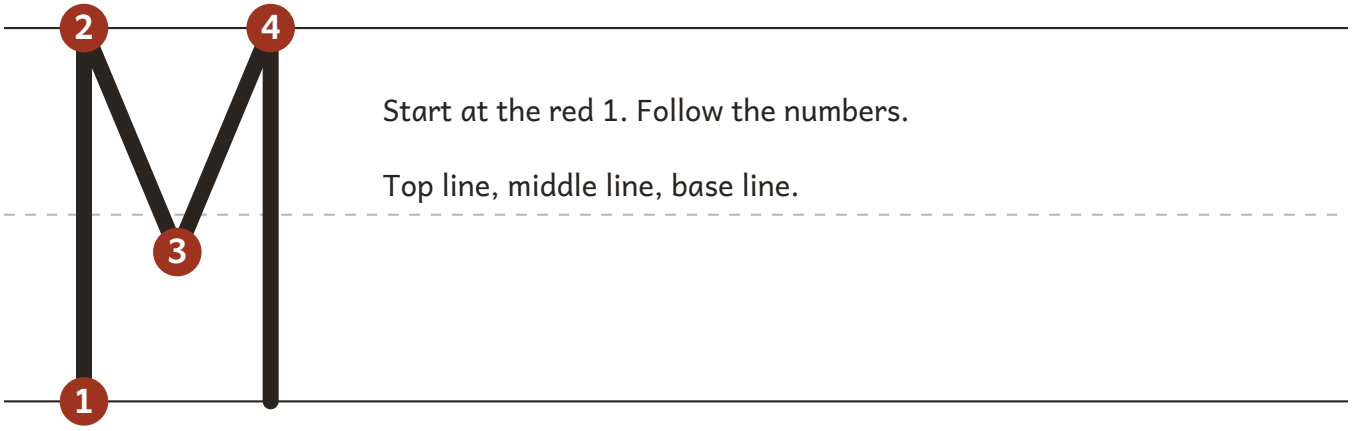


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing M (capital)

Capital M: start at the top line. 4 strokes: a straight line; a slant line; a slant line; a straight line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

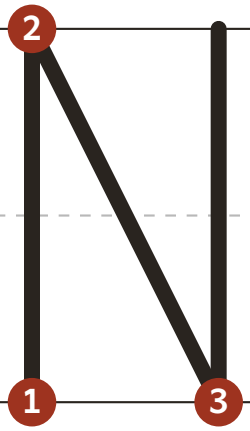
M M M M M M M M M

M M M M M M M M M

M M M M

Writing N (capital)

Capital N: start at the top line. 3 strokes: a straight line; a slant line; a straight line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

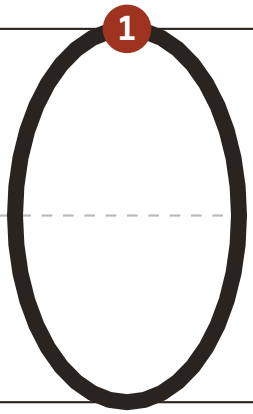
N N N N N N N N N N

N N N N N N N N N N

N N N N N

Writing O (capital)

Capital O: start at the top line. 1 stroke: a curve.

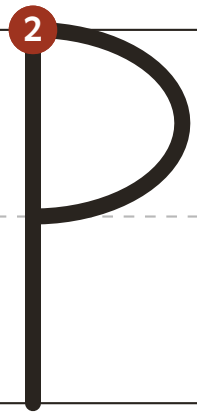


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing P (capital)

Capital P: start at the top line. 2 strokes: a straight line; a curve.

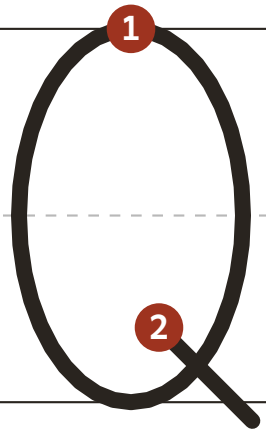


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing Q (capital)

Capital Q: start at the top line. 2 strokes: a curve; a slant line.

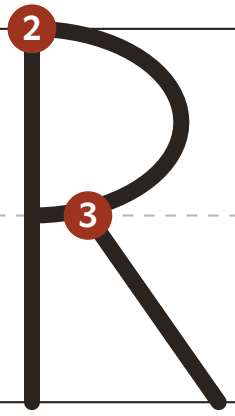


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing R (capital)

Capital R: start at the top line. 3 strokes: a straight line; a curve; a slant line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

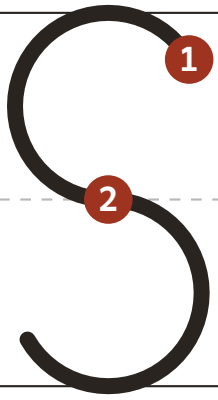
R R R R R R R R R R

R R R R R R R R R R

R R R R

Writing S (capital)

Capital S: start at the top line. 2 strokes: a curve; a curve.

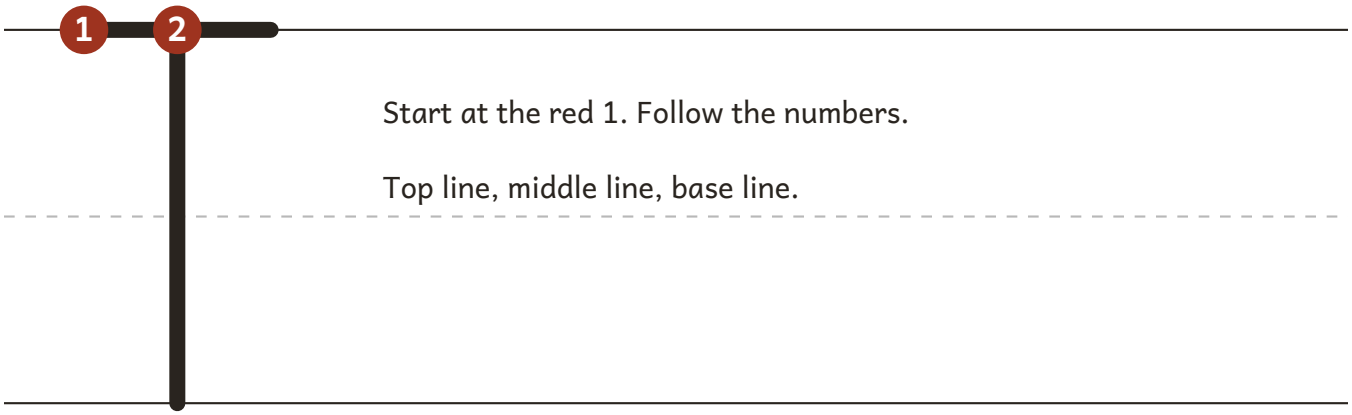


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing T (capital)

Capital T: start at the top line. 2 strokes: a straight line; a straight line.

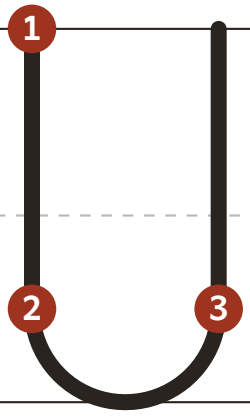


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing U (capital)

Capital U: start at the top line. 3 strokes: a straight line; a curve; a straight line.

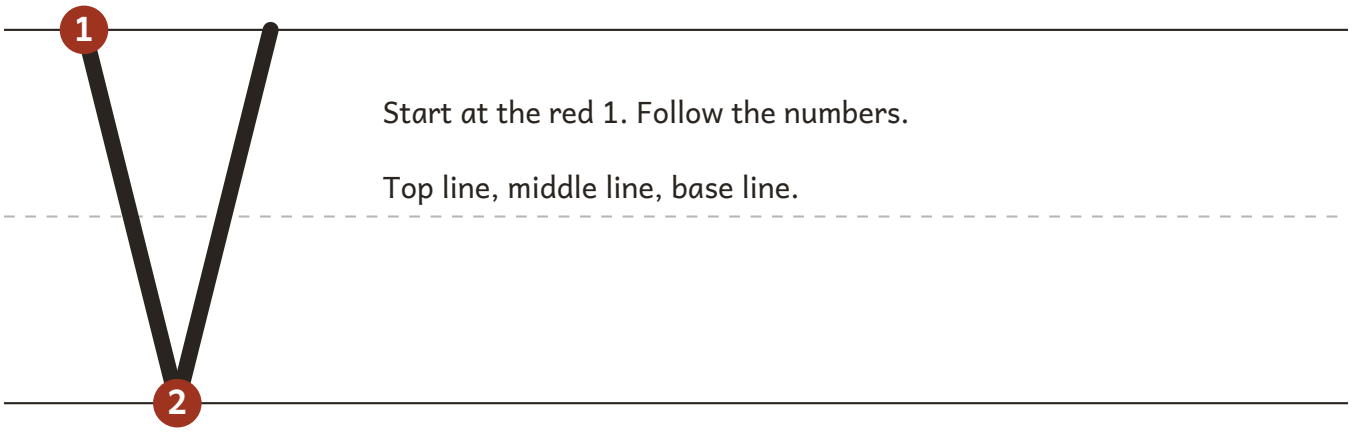


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing V (capital)

Capital V: start at the top line. 2 strokes: a slant line; a slant line.

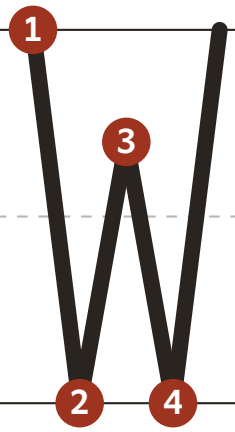


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing W (capital)

Capital W: start at the top line. 4 strokes: a slant line; a slant line; a slant line; a slant line.

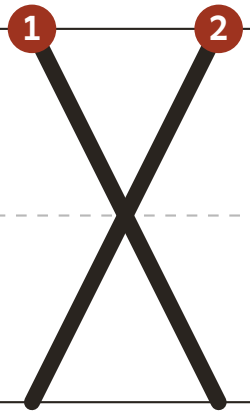


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing X (capital)

Capital X: start at the top line. 2 strokes: a slant line; a slant line.

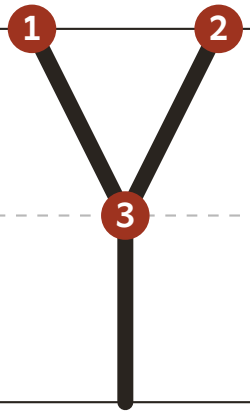


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing Y (capital)

Capital Y: start at the top line. 3 strokes: a slant line; a slant line; a straight line.

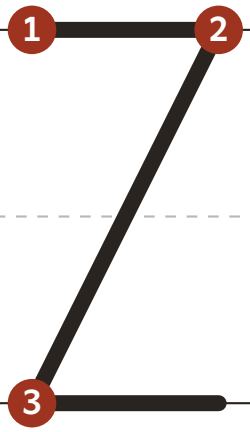


Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Writing Z (capital)

Capital Z: start at the top line. 3 strokes: a straight line; a slant line; a straight line.



Start at the red 1. Follow the numbers.

Top line, middle line, base line.

Sound cards

s /s/ · sun	**a** /ă/ · ant	**t** /t/ · top
p /p/ · pan	**i** /ĭ/ · it	**n** /n/ · net
m /m/ · map	**d** /d/ · dot	**g** /g/ · gum
o /ŏ/ · ox	**c** /k/ · cat	**k** /k/ · kit

Cut on the dotted lines. Print on card stock. Your child says the sound only (not the letter name).

Sound cards (continued)

ck /k/ · duck	**e** /ĕ/ · egg	**u** /ŭ/ · up
r /r/ · rat	**h** /h/ · hat	**b** /b/ · bat
f /f/ · fan	**l** /l/ · leg	**j** /j/ · jam
w /w/ · web	**v** /v/ · van	**x** /ks/ · box

Cut on the dotted lines. Print on card stock. Your child says the sound only (not the letter name).

Sound cards (continued)

y /y/ · yes	**z** /z/ · zip	**qu** /kw/ · quilt
ff /f/ · puff	**ll** /l/ · hill	**ss** /s/ · kiss
zz /z/ · buzz	**sh** /sh/ · ship	**ch** /ch/ · chin
th /th/ (thin) and /th/ (this) · thin, this	**wh** /w/ · when	**ng** /ng/ · ring

Cut on the dotted lines. Print on card stock. Your child says the sound only (not the letter name).

Sound cards (continued)

nk /ngk/ · sink	**a_e** /ā/ · cake	**i_e** /ī/ · kite

Cut on the dotted lines. Print on card stock. Your child says the sound only (not the letter name).

Heart-word cards

a /ŭ/ a says /ŭ/ when it is a word by itself (it can also say /ā/)	**the** /th/ /ŭ/ e says /ŭ/
I /ī/ I says its name; it is always a capital	**is** /ĭ/ /z/ s says /z/
to /t/ /oo/ o says /oo/	**has** /h/ /ă/ /z/ s says /z/
as /ă/ /z/ s says /z/	**was** /w/ /ŏ/ /z/ a says /ŏ/, s says /z/

Heart-word cards (continued)

his /h/ /ĭ/ /z/ □ s says /z/	**of** /ŭ/ /v/ □ o says /ŭ/, f says /v/
said /s/ /ĕ/ /d/ □ ai says /ĕ/	**you** /y/ /oo/ □ ou says /oo/
he /h/ /ē/ □ e says its name (regular after open syllables, Grade 1)	**she** /sh/ /ē/ □ e says its name
we /w/ /ē/ □ e says its name	**me** /m/ /ē/ □ e says its name

Heart-word cards (continued)

be /b/ /ē/ □ e says its name	**are** /ar/ □ the whole word says /ar/; e is silent
they /th/ /ā/ □ ey says /ā/ (regular in Grade 2)	**do** /d/ /oo/ □ o says /oo/
go /g/ /ō/ □ o says its name (regular after open syllables)	**no** /n/ /ō/ □ o says its name
so /s/ /ō/ □ o says its name	**wolf** /w/ /ŏŏ/ /l/ /f/ □ o says /ŏŏ/ as in book

Heart-word cards (continued)

what /w/ /ŭ/ /t/ □ a says /ŭ/	**where** /w/ /air/ □ ere says /air/
there /th/ /air/ □ ere says /air/	**here** /h/ /ear/ □ ere says /ear/
have /h/ /ă/ /v/ □ e is silent (English words do not end in v)	**give** /g/ /ĭ/ /v/ □ e is silent
live /l/ /ĭ/ /v/ □ e is silent	**put** /p/ /o͝o/ /t/ □ u says /o͝o/ as in book

Heart-word cards (continued)

want /w/ /ŏ/ /n/ /t/ □ *a* says /ŏ/	**come** /k/ /ŭ/ /m/ □ o says /ŭ/; e is silent
some /s/ /ŭ/ /m/ □ o says /ŭ/; e is silent	**one** /w/ /ŭ/ /n/ □ the whole word: o-n-e says "won"
were /w/ /er/ □ ere says /er/	**who** /h/ /oo/ □ w is silent; o says /oo/
my /m/ /ī/ □ y says /ī/ (regular in Grade 1)	**by** /b/ /ī/ □ y says /ī/

Heart-word cards (continued)

all /aw/ /l/ □ a says /aw/ before ll (regular in Grade 1)	**call** /k/ /aw/ /l/ □ a says /aw/ before ll
into /ĭ/ /n/ /t/ /oo/ □ o says /oo/	**two** /t/ /oo/ □ w is silent; o says /oo/
says /s/ /ĕ/ /z/ □ ay says /ĕ/, s says /z/	**your** /y/ /or/ □ our says /or/
from /f/ /r/ /ŭ/ /m/ □ o says /ŭ/	**love** /l/ /ŭ/ /v/ □ o says /ŭ/; e is silent

Heart-word cards (continued)

push /p/ /ŏŏ/ /sh/ □ u says /ŏŏ/	**pull** /p/ /ŏŏ/ /l/ □ u says /ŏŏ/
full /f/ /ŏŏ/ /l/ □ u says /ŏŏ/	**son** /s/ /ŭ/ /n/ □ o says /ŭ/
does /d/ /ŭ/ /z/ □ oe says /ŭ/	**done** /d/ /ŭ/ /n/ □ o says /ŭ/; e is silent
for /f/ /or/ □ or says /or/ (regular in Grade 1)	**or** /or/ □ or (regular in Grade 1)

Heart-word cards (continued)

other /ŭ/ /th/ /er/ □ o says /ŭ/	**mother** /m/ /ŭ/ /th/ /er/ □ o says /ŭ/
father /f/ /ah/ /th/ /er/ □ a says /ah/	**brother** /b/ /r/ /ŭ/ /th/ /er/ □ o says /ŭ/
sons /s/ /ŭ/ /n/ /z/ □ o says /ŭ/	**could** /k/ /o͝o/ /d/ □ oul says /o͝o/
would /w/ /o͝o/ /d/ □ oul says /o͝o/	**should** /sh/ /o͝o/ /d/ □ oul says /o͝o/

Heart-word cards (continued)

many /m/ /ĕ/ /n/ /ē/ □ *a* says /ĕ/	**any** /ĕ/ /n/ /ē/ □ *a* says /ĕ/
very /v/ /ĕ/ /r/ /ē/ □ e is short before r here	**old** /ō/ /l/ /d/ □ o says its name before ld
cold /k/ /ō/ /l/ /d/ □ o says its name before ld	**told** /t/ /ō/ /l/ /d/ □ o says its name before ld
find /f/ /ī/ /n/ /d/ □ i says its name before nd	**kind** /k/ /ī/ /n/ /d/ □ i says its name before nd

Heart-word cards (continued)

child /ch/ /ī/ /l/ /d/ □ i says its name before ld	**again** /ŭ/ /g/ /ĕ/ /n/ □ ai says /ĕ/
friend /f/ /r/ /ĕ/ /n/ /d/ □ ie says /ĕ/	**school** /s/ /k/ /oo/ /l/ □ ch says /k/
small /s/ /m/ /aw/ /l/ □ a says /aw/ before ll	**once** /w/ /ŭ/ /n/ /s/ □ o says /wŭ/; c says /s/
their /th/ /air/ □ eir says /air/	**been** /b/ /ĭ/ /n/ □ ee says /ĭ/

Heart-word cards (continued)

above

/ŭ/ /b/ /ŭ/ /v/
 o says /ŭ/; e is silent

little

/l/ /ĭ/ /t/ /ŭl/
 -le says /ŭl/ (regular in Grade 2)

pretty

/p/ /r/ /ĭ/ /t/ /ē/
 e says /ĭ/

Lesson 1.3: t and p; First Blending

at	sat	pat	tap
sap	pats	taps	tat

Silly words: tas pab sap

Pat sat.

Tap, tap, tap.

Sap, sap!

Heart words: *a*

Pat Sat

Story words to read together first: Pat

Pat sat.

Tap, tap, tap!

Pat taps a sap.

Talk about it:

1. Who sat?
2. What sound did Pat make?

Original.

Lesson 1.4: Splitting Words; Unit 1 Check

sat	pat	tap	sap
at	pats	taps	

Silly words: tas pas apt
Pat sat at a tap.
Tap, tap, Pat!

Tap, Tap

Story words to read together first: Pat

Pat taps. Tap, tap, tap!

Pat sat at a tap.

Pat pats a sap.

Talk about it:
1. What did Pat do first?
2. Where did Pat sit?

Original.

Lesson 2.1: i and n

in	it	pin	tin
pit	sit	nap	tan
nip	tip	pan	ant

Silly words: nis tif pid

Nan is in.

I sit.

Tip is an ant.

Heart words: the I is

Tip the Ant

Story words to read together first: Tip, Pip

Tip is an ant. Tip is in a pit.

Pip is an ant. Pip naps in a tin pan.

Tip taps Pip. "Sit! Sit!"

Tip, Pip: sit in the pit.

Talk about it:

1. Who is Tip?
2. Where did Pip nap?
3. What did Tip say?

Original, in the spirit of Aesop.

Lesson 2.2: m and d

mat	man	map	dad
mad	dip	did	sad
and	mid	dim	pad

Silly words: dap mip nid
Dad has a map.
Sam and Dad sit.
Is it a tin man?
Heart words: to has as

Dad and the Map

Story words to read together first: Sam

Dad and Sam sit. Dad has a map.

Sam tips the map. "I am in it!"

Dad pats Sam. Sam is a man in the map!

Dad and Sam nap.

Talk about it:
1. What did Dad have?
2. What did Dad do to Sam?
3. What did they do at the end?

Original.

Lesson 2.3: g and o

dog	got	not	top
pot	mop	on	god
dot	nod	gap	dig
pig			

Silly words: gop mog sig
God did it!
A dog sat on a mat.
His pig is not on top.
Heart words: was his

Dot and the Pig

Story words to read together first: Dot

Dot is a dog. Dot naps on a mat.

Dig, dig, dig! A pig digs a pit.

Dot is not mad at the pig. Dot digs, and the pig digs.

Dot and the pig nap in the pit.

Talk about it:
1. Who is Dot?
2. What did the pig do?
3. Was Dot cross with the pig?

Original.

Lesson 2.4: Unit 2 Check

dig	pot	nod	map
sit	tan	god	dip
mop	not		

Silly words: mip gat dop
The dog is on *a* mat.
Dad got *a* pot.

The Pig and the Dog

A pig and *a* dog sat on *a* mat.

The pig digs *a* pit. The dog did not dig.

The dog sat and sat.

The pig got *a* nap in his pit. The dog sat in the mist. The dog is not in *a* pit!

Talk about it:
1. What did the pig do?
2. What did the dog do?
3. What is the lesson?

Original fable in the style of Aesop.

Lesson 3.1: c, k and ck

cat	cap	can	cot
kid	kit	kin	cod
cop			

Silly words: kog cim
The cat sat on a cot.
The kid has a kit.
"Scat!" said Dad.
Heart words: of said

The Cat and the Kid

Story words to read together first: Kim

Kim is a kid. Kim has a cat.

The cat naps on a cot.

"Pat the cat," said Dad. Kim pats the cat.

The cat sits on top of Kim!

Talk about it:
1. Who has a cat?
2. Where did the cat nap?
3. Where did the cat sit at the end?

Original.

Lesson 3.2: e and u

pen	ten	net	men
pet	get	up	us
sun	cup	mud	nut
pup	tug		

Silly words: ped mun sut
The pup is in the mud.
Get *a* cup, Ken.
The sun is up.
Heart words: you

A Pup in the Mud

Story words to read together first: Ken

Ken has *a* pet pup. The pup is in the mud!

"Get up, pup!" said Ken. The pup did not get up.

Ken got *a* cup. Ken dumps it on the pup.

The pup is *a* damp pup, not *a* mud pup. Ken pats his pup.

Talk about it:
1. Where was the pup?
2. What did Ken do with the cup?
3. Is the pup still muddy at the end?

Original.

Lesson 3.3: r and h

rat	ran	rug	red
rip	hat	hot	hug
him	hen	hum	rod

Silly words: rup hig
He ran to the hut.
She has a red hat.
We hug Mom.
Heart words: he she we me be

Noah Gets In

Story words to read together first: Noah

God said to Noah, "Get in, Noah."

Noah got in. A hen got in. A rat got in. A cat and a pup got in. A pig got in, as did a ram.

It is damp. It is not a picnic! The rats run, and the hens peck.

Noah is a man of God, and God kept him.

Talk about it:
1. What did God tell Noah to get into?
2. Name two animals that got in.
3. Who kept Noah safe?

Retold from Genesis 6–8.

Lesson 3.4: Unit 3 Check

hut	red	kid	cup
ham	rim	cot	sun
pen	hug		

Silly words: hob rek cun
The hen has an egg.
The sun is hot.

The Dog and His Ham

A dog had a ham.

The dog ran to a pond. The dog spots a dog in the pond!

The dog in the pond has a ham. Is it his? The dog snaps at it.

Snap! His ham is in the pond. The dog has not a ham. The ham is in the mud of the pond.

Talk about it:
1. What did the dog have?
2. What did he see in the pond?
3. What happened to his ham?
4. What is the lesson?

Retold from Aesop, The Dog and His Reflection.

Lesson 4.1: b and f

bat	bed	big	bun
bus	fan	fit	fun
fig	fog	fib	cab
tub			

Silly words: fub bip fet
The cub is big.
They are in a bus.
A bug bit Bob!
Heart words: are they

The Big Fig

Story words to read together first: Bob, Bess

Bob and Bess are at the figs.

A big fig is up on top. "Get it, Bob!"

Bob hops. Bob can not get it. Bess hops. Bess can not get it.

Bob gets on a tub. Bess gets up on Bob. Bess has the fig! They grin. They hug.

Talk about it:
1. What did Bob and Bess want?
2. How did they get it?
3. What did they do then?

Original.

Lesson 4.2: l and j

leg	lid	log	lot
lap	jam	jet	jog
jug	job	lip	lad

Silly words: jit lub
Jen has a jug of jam.
Do not let the log tip.
The lad has a job.
Heart words: do go no so wolf

The Lad and the Wolf

A lad had a job. He sat on a rock to tend the rams. Did he do his job? No.

The lad said, "A wolf! A wolf!" The men ran up. No wolf. The lad had said a fib.

In a bit, a wolf did run up. "A wolf! A wolf!" said the lad.

Did the men run? No. The lad had said fibs, so the men did not run. The wolf got his rams.

Talk about it:
1. What was the lad's job?
2. What did he say that was not true?
3. Why did the men not come the last time?
4. What is the lesson?

Retold from Aesop, The Boy Who Cried Wolf.

Lesson 4.3: w, v and x

wet	web	wig	win
van	vet	vat	box
fox	six	wax	mix

Silly words: wix vop
The fox is in a box.
What is in the van?
Where is the wet wig?
Heart words: what where there here

The Fox and the Hen

A fox met a red hen. "Hen, hen! Get in the box," said the fox.

"What is in the box?" said the hen.

"Six figs and a bun," said the fox. The hen did not get in.

The hen ran to the hen pen. A hen in a fox box? No! The hen is not a dim hen.

Talk about it:
1. What did the fox want the hen to do?
2. What did the fox say was in the box?
3. Why was the hen wise?

Original fable in the style of Aesop.

Lesson 4.4: y, z and qu; Unit 4 Check

yes	yet	yam	yak
zip	zap	zig	quit
quiz	quip	quack	

Silly words: zut quen yod
Yes, the yak can zig and zag.
Quit it, pup!
Do you want a yam?
Heart words: have give live put want

The Quick Quiz

Story words to read together first: Zed

Zed has a quiz. "Can a yak swim?" Zed said, "Yes!"

"Can a yam run?" Zed said, "No!"

"Is a duck sad if it is wet?" Zed did not quit. Zed said, "Not a bit! A wet duck can quack and quack."

Zed got the quiz. Zed is glad.

Talk about it:
1. Can a yam run?
2. Is a duck sad when it is wet?
3. How did Zed feel at the end?

Original.

Lesson 5.1: Short *a* and i Words

hip	lap	fin	jab
wig	tab	rim	vat
zip	mix	yap	

Silly words: bix taj vim
Come and sit, kid.
One pig is big. Some pigs are not.
Who hid the lid?
Heart words: come some one were who

David and the Big Man

Story words to read together first: David, Goliath, Israel

Goliath was a big, big man. He had a big lid and a big pin. "Who can come and win?" he said.

The men of Israel hid. Not one man ran at him.

David was a lad. David had a bag of rocks. "God can win," said David.

David ran at Goliath. Zip! Bam! Goliath is flat. God did win!

Talk about it:
1. Who was the big man?
2. Who was not afraid?
3. Who did David say would win?

Retold from 1 Samuel 17.

Lesson 5.2: Short o, u and e Words

fox	jog	rob	hum
bud	rub	vet	beg
jet	led	hen	gum

Silly words: pog rux leb
My pup can jog by me.
Call the hen to the pen.
All the men sat by the fox den.
Heart words: my by all call

The Hen and the Bun

A red hen had a bag of figs. "Who can help me pick the figs?" Not the pig. Not the cat. Not the dog.

So the red hen did it.

The hen got a hot fig bun. "Who can help me get the bun?" "We can!" said the pig and the cat and the dog.

"No," said the hen. "I did the job, and I get the bun." The red hen had the bun.

Talk about it:
1. Who helped the hen?
2. What did the hen make?
3. Who ate the bun?
4. What is the lesson?

Retold from The Little Red Hen.

Lesson 5.3: ff, ll, ss and zz

hill	fill	bell	well
doll	puff	off	cuff
mess	kiss	pass	buzz
fizz			

Silly words: biff dess
The bell fell off the hill.
Jill says, "Buzz off, bug!"
Pass two cups.
Heart words: into two says

Jack and Jill

Story words to read together first: Jack, Jill

Jack and Jill ran up a hill. They had a tin can to fill.

Jack fell. Jill fell. Off went the can! It ran to the end of the hill.

Jill says, "I am a mess!" Jack says, "I am a mess as well!"

Mom gets Jack and Jill. A kiss and a hug, and it is all well.

Talk about it:
1. Why did Jack and Jill go up the hill?
2. What happened?
3. Who helped at the end?

Retold from the Mother Goose rhyme.

Lesson 5.4: Sentences; Unit 5 Check

quill	fun	yell	less
jog	him	bag	nut
pet			

Silly words: vuz pell
God is love.
Get your bag from the van.
Can you yell? Yes, I can!
Heart words: your from love

The Lost Lamb

Story words to read together first: Jesus, lamb, lambs

A man had lots of lambs. One lamb got lost.

The man did not sit and rest. He went up hills and in dips.

"Lamb! Lamb!"

At last he got the lamb. He set it up on his neck. He was so glad!

Jesus said God is glad as the man is glad, if He gets the lost.

Talk about it:
1. How many lambs got lost?
2. What did the man do?
3. What did Jesus teach with this story?

Retold from Luke 15.

Lesson 6.1: sh

ship	shop	shed	shut
shell	fish	dish	wish
cash	rush	mash	posh

Silly words: shom bish
The ship is full of fish.
Push the dish to Mom.
Shh! Dad is in the shed.
Heart words: push pull full son

The Ship in the Big Wind

Story words to read together first: Jesus

Jesus and His men got in a ship. Jesus had a nap.

A big wind hit the ship. The men were upset. "The ship will tip!"

The men got Jesus up. Jesus said to the wind, "Hush!"

The wind did hush. The men said, "Who is the man?" He is the Son of God.

Talk about it:
1. What did Jesus do in the ship?
2. What happened to the ship?
3. What did Jesus say to the wind?
4. Who is Jesus?

Retold from Mark 4:35–41.

Lesson 6.2: ch

chin	chip	chop	chat
chick	much	rich	such
lunch	bench	inch	

Silly words: chab mich
The chick has a chip.
Chop the chips for lunch.
Such a rich man!
Heart words: does done for or

Chip the Chick

Story words to read together first: Chip

Chip is a chick. Chip is the last chick in the nest.

Chip can not get up on the bench. The big chicks can.

Chip did not quit. Chip hops and hops. Chip flaps and flaps.

At last Chip is on the bench! Chip is a big chick at last.

Talk about it:
1. Who is Chip?
2. What could Chip not do at first?
3. What did Chip do?
4. What is the lesson?

Original.

Lesson 6.3: th (thin and this)

this	that	them	then
thin	thick	with	bath
path	moth	math	thud

Silly words: thep vith
This is my father.
Then the moth got thin.
The path is thick with mud.
Heart words: other mother father brother sons

Cain and Abel

Story words to read together first: Adam, Eve, Cain, Abel, lambs, gave

Adam and Eve had a son, Cain. Then they had a son, Abel. Cain and Abel were the sons of Adam.

Cain got crops from his land. Abel kept the lambs.

Abel gave God the best of his lambs. God was glad with Abel. Cain did not give his best.

Cain got mad at his brother. That was sin. God said, "Do well, Cain!" We must do well, and give God the best.

Talk about it:
1. Who were Cain and Abel?
2. What did Abel give God?
3. What did Cain do wrong?
4. What can we learn?

Retold from Genesis 4.

Lesson 6.4: wh and ck; Unit 6 Check

when	whip	which	whiz
whim	back	neck	sock
duck	pick	rock	

Silly words: whap shick
When will the duck get back?
Which sock is wet?
You should pick up the rocks.
Heart words: could would should

The Man on the Rock

Story words to read together first: Jesus, fool, fall

Jesus said: A man set his hut on a rock. Rush, rush! The wind and the wet hit his hut. Did it fall? No! It was set on the rock.

A fool set his hut on the sand. Rush, rush! The wind and the wet hit his hut. Smash! The hut fell flat.

Which man are you? Jesus said, "Do what I tell you, and you are on the rock."

Talk about it:
1. Where did the first man build?
2. What happened to the house on the sand?
3. What does it mean to build on the rock?

Retold from Matthew 7:24–27.

Lesson 7.1: Endings -s and -s for /z/

cats	dogs	pigs	hens
beds	cups	ships	chicks
shells	rocks	bugs	fins

Silly words: bims tods
The hens sit on the eggs.
Six chicks run to the dish.
Many bugs are on the rocks.
Heart words: many any very

The Hens and the Fox

Six hens sat in a pen. The hens had ten eggs.

A fox sat by the pen. The fox grins. "Hens, hens! Let me in. I am your pal," said the fox.

The hens did not let him in. "A fox is not a pal of hens!" said the hens.

The hens sat on the eggs in the pen. The fox ran off.

Talk about it:
1. How many hens were in the pen?
2. What did the fox say?
3. Why did the hens not let him in?
4. What is the lesson?

Retold from Aesop, The Wolf and the Kid.

Lesson 7.2: ng and nk

ring	sing	king	long
song	hang	bang	sink
pink	think	bunk	honk
thank			

Silly words: lang tunk
The king sang a song.
I think the pink sock is in the sink.
Thank God for the hot sun.
Heart words: old cold told

The King and the Song

Story words to read together first: David, Saul, harp

Saul was a king. Saul was sad and upset. He could not rest.

David was a lad who sang. David had a harp, and he sang songs to God.

David sang for the king. Ding, ding, ding went the harp.

The king got rest. The songs of God can lift a sad man up.

Talk about it:
1. Who was the king?
2. What did David play?
3. What happened when David sang?

Retold from 1 Samuel 16.

Lesson 7.3: Ending Blends: -st -nd -mp -nt -lk

nest	best	rest	hand
sand	land	lamp	camp
jump	tent	went	milk
silk			

Silly words: rimp fesk
The child went to camp.
Jump in the sand!
Find the lamp in the tent.
Heart words: find kind child

The Ant and the Grasshopper

Story words to read together first: Gus, grasshopper, gave, fall

An ant had a job. In the hot sun, the ant got lots of nuts and figs and set them in the den.

Gus the grasshopper did not help. Gus sang and sang and went for a jump in the sand. "Rest, ant! Sing with me!"

Then the frost and the wind and the cold set in. The ant had a full den. Gus had not one bit.

"Help me!" said Gus. The kind ant gave him a bit. Gus said, "Next fall I will get bits as well."

Talk about it:

1. What did the ant do in the summer?
2. What did Gus do?
3. What happened when winter came?
4. What is the lesson?

Retold from Aesop.

Lesson 7.4: Unit 7 Check

plant	hunt	bring	think
chest	drink	must	swing
bank			

Silly words: mank stong
My friend sang at school.
Bring the milk again.
Heart words: again friend school small

The Lion and the Mouse

Story words to read together first: lion, mouse

A lion had a nap. A mouse ran on him. The lion got up and held the mouse in his big hand.

"Let me go!" said the mouse. "I will help you." The lion did a big grin. "You? Help me?" But he let the mouse go.

Then the lion got stuck in a net. He could not get up. He sang a long, sad song.

The mouse ran up. Chomp, chomp! The mouse cut the net. "A small friend can help a big friend."

Talk about it:
1. What did the lion do when he caught the mouse?
2. How did the mouse help the lion?
3. What is the lesson?

Retold from Aesop.

Lesson 8.1: s-Blends: st sp sn sm sk sl sw

stop	step	spin	spot
snap	snug	smell	smash
skip	skin	sled	slip
swim	swing		

Silly words: slom spet
Stop! Do not slip on the sled.
The fish swim in the pond.
Spin and skip and swing.
Heart words: who where

Jonah and the Big Fish

Story words to read together first: Jonah, Nineveh, turn

God said to Jonah, "Go to Nineveh." Jonah did not go. He got on a ship to run from God.

A big wind hit the ship. Jonah said, "It is my sin. Toss me in!" The men did. Splash!

God sent a big fish. The fish got Jonah in one gulp! Jonah sat in the fish and sang to God.

Then the fish spat Jonah on the land. Jonah went to Nineveh at last. God is kind to all who will turn from sin.

Talk about it:

1. Where did God tell Jonah to go?
2. What did Jonah do instead?
3. What did God send?
4. What did Jonah do at the end?

Retold from Jonah 1–3.

Lesson 8.2: l-Blends: bl cl fl gl pl

black	blob	clap	clock
flag	flip	flat	glad
glass	plum	plan	plug

Silly words: blim glap
Clap if you are glad.
The black flag is flat.
Plan a plum picnic.
Heart words: two once

The Fox and the Stork

Story words to read together first: stork

A fox said to a stork, "Come and sup with me." The fox set hot broth in a flat dish. The stork could not sip from a flat dish! The fox had a grin.

Then the stork said, "Come and sup with me." The stork set the broth in a glass jug, slim at the top.

The fox could not get to the broth in the slim jug. The stork had all of it.

The fox did not grin. Do not trick a friend, or a friend can trick you.

Talk about it:
1. What did the fox serve the soup in?

2. Why could the stork not eat?
3. How did the stork answer the trick?
4. What is the lesson?

Retold from Aesop.

Lesson 8.3: r-Blends: br cr dr fr gr tr

brick	crab	crib	drum
drip	frog	from	grin
grab	trip	trap	trot

Silly words: brip trom
The frog sat on a brick.
Grab the drum and trot.
The crab is in a trap.
Heart words: their been

Joseph and His Brothers

Story words to read together first: Joseph, Jacob, Egypt, brothers, coat, grain, hugged

Jacob had lots of sons. Joseph was the son he had a soft spot for. Jacob got Joseph a rich coat.

The brothers got mad. They sent Joseph off to Egypt.

In Egypt, God was with Joseph. Joseph got to be a big man, next to the king.

Then the brothers went to Egypt for grain. They did not spot him. Joseph said, "I am Joseph!" The brothers were upset. But Joseph said, "God did this to help us all." He hugged his brothers.

Talk about it:
1. What did Jacob give Joseph?

2. What did the brothers do?
3. Who was with Joseph in Egypt?
4. What did Joseph say at the end?

Retold from Genesis 37 and 45.

Lesson 8.4: Long Words: CCVCC; Unit 8 Check

stamp	crust	blend	frost
trunk	plant	stand	clamp
grunt	spent	drink	

Silly words: plenth stralp
The plant is in the sun.
Stand still and stamp.
The frost is on the grass.
Heart words: love above

The Wind and the Sun

Story words to read together first: cloak, came, kindness

The wind and the sun had a contest. A man went past in a thick, soft cloak.

"I can get his cloak off him," said the wind. The wind blasts and blasts. The man held his cloak in his hands. The cloak did not come off.

Then the sun had a go. The sun was hot and kind. The man got hot. He went to rest in the grass, and the cloak came off!

Kindness can do what a blast can not.

Talk about it:
1. What was the contest?
2. What did the wind do?
3. What did the sun do?

4. What is the lesson?

Retold from Aesop.

splash thrill shrink scrunch

chimp dish think fresh

plump

Silly words: shrem
The chimp did a big splash.
Think, and then act.
Heart words: little pretty

Daniel and the Lions

Story words to read together first: Daniel, Darius, lions, lion, angel, gave

Daniel was a man of God. Daniel had a habit: he gave thanks to God, and he did not stop.

Bad men said to the king, "Daniel must stop, or he must go in the den of lions!"

Daniel did not stop. In the den he went. Clank! The king was so sad.

God sent His angel to shut the lions up. At sunup, Daniel was well. Not one lion had bit him. The king said, "The God of Daniel is the living God!"

Talk about it:
1. What did Daniel keep doing?
2. Where was he thrown?
3. Who shut the lions' mouths?

4. What did the king say?

Retold from Daniel 6.

Lesson 9.2: Silent e Preview: a_e and i_e

cake	make	lake	gate
name	tape	kite	bike
time	like	pine	side

Silly words: bape mipe fite
Make a cake for Mom.
I like to ride my bike.
Take the kite to the lake.

Jake and the Kite

Story words to read together first: Jake, ladder

Jake made a kite. It was red and white.

Jake ran to the lake. The wind came, and up went the kite! Up, up, up it went.

Then the kite hit a pine. Jake was sad. "It is stuck on the pine!"

Dad came with a ladder. Dad got the kite. Jake said, "Thank you, Dad." Jake and Dad ran with the kite till the sun set.

Talk about it:
1. What did Jake make?
2. Where did the kite get stuck?
3. Who helped?
4. What did Jake say?

Original.

Lesson 9.3: Reading a Little Book

trip	dust	stop	help
kind	cash	inn	sick
went	past		

The man was kind to him.
Go and help the sick.

The Kind Samaritan

Story words to read together first: Jesus, Samaritan, neighbor, temple, samaria, innkeeper, same, came, side, gave, told

Jesus told this. A man went on a trip. Bad men hit him and got his cash. They left him in the dust.

A man of the temple came. He did not stop. He went past on the other side.

Then a man from Samaria came. He did stop! He was kind. He got the man up on his ass and went to an inn. He gave the innkeeper cash to help him.

Jesus said: Which man was a kind neighbor? The one who did help. Go and do the same.

Talk about it:
1. What happened to the man on the trip?
2. Who walked past?
3. Who helped?
4. What did Jesus tell us to do?

Retold from Luke 10:30–37.

Lesson 9.4: End-of-Year Check

sat	pin	dog	cup
bed	shop	chin	this
when	duck	ring	sink
nest	frog	stamp	

Silly words: tep shom blim
The frog can swim in the pond.
The duck can splash in the mud.

The Hare and the Tortoise

Story words to read together first: hare, tortoise, race

A hare said to a tortoise, "You plod and plod! I can run fast."

The tortoise said, "Let us have a race."

Off went the hare, fast as the wind. The tortoise went step, step, step.

The hare said, "I can rest. I am so fast." He sat in the grass and had a nap.

The tortoise did not stop. Step, step, step, and he got to the end! The hare got up and ran, but the tortoise had got to the end. Plod, plod, plod can win the race.

Talk about it:
1. Who was fast?

2. Why did the hare lose?
3. What is the lesson?

Retold from Aesop.

Answer keys: word taps and story questions

Taps show how each word breaks into sounds: one tap for each letter or letter team. a_e means the a and the silent e work together.

Lesson 1.3

at = *a* | t; sat = s | *a* | t; pat = p | *a* | t; tap = t | *a* | p; sap = s | *a* | p; pats = p | *a* | t | s; taps = t | *a* | p | s; tat = t | *a* | t

1. Pat sat. 2. Tap, tap, tap.

Lesson 1.4

sat = s | *a* | t; pat = p | *a* | t; tap = t | *a* | p; sap = s | *a* | p; at = *a* | t; pats = p | *a* | t | s; taps = t | *a* | p | s

1. Pat tapped: tap, tap, tap. 2. At *a* tap.

Lesson 2.1

in = i | n; it = i | t; pin = p | i | n; tin = t | i | n; pit = p | i | t; sit = s | i | t; nap = n | *a* | p; tan = t | *a* | n; nip = n | i | p; tip = t | i | p; pan = p | *a* | n; ant = *a* | n | t

1. An ant. 2. In *a* tin pan. 3. "Sit! Sit!"

Lesson 2.2

mat = m | *a* | t; man = m | *a* | n; map = m | *a* | p; dad = d | *a* | d; mad = m | *a* | d; dip = d | i | p; did = d | i | d; sad = s | *a* | d; and = *a* | n | d; mid = m | i | d; dim = d | i | m; pad = p | *a* | d

1. A map. 2. He patted him. 3. They napped.

Lesson 2.3

dog = d | o | g; got = g | o | t; not = n | o | t; top = t | o | p; pot = p | o | t; mop = m | o | p; on = o | n; god = g | o | d; dot = d | o | t; nod = n | o | d; gap = g | *a* | p; dig = d | i | g; pig = p | i | g

1. A dog. 2. It dug *a* pit. 3. No. Dot was kind and dug too, and they napped together.

Lesson 2.4

dig = d | i | g; pot = p | o | t; nod = n | o | d; map = m | *a* | p; sit = s | i | t; tan = t | *a* | n; god = g | o | d; dip = d | i | p; mop = m | o | p; not = n | o | t

1. It dug *a* pit. 2. It only sat. 3. Do your work and you will have what you need.

Lesson 3.1

cat = c | *a* | t; cap = c | *a* | p; can = c | *a* | n; cot = c | o | t; kid = k | i | d; kit = k | i | t; kin = k | i | n; cod = c | o | d; cop = c | o | p

1. Kim. 2. On *a* cot. 3. On top of Kim.

Lesson 3.2

pen = p | e | n; ten = t | e | n; net = n | e | t; men = m | e | n; pet = p | e | t; get = g | e | t; up = u | p; us = u | s; sun = s | u | n; cup = c | u | p; mud = m | u | d; nut = n | u | t; pup = p | u | p; tug = t | u | g

1. In the mud. 2. He dumped water on the pup. 3. No, it is damp but clean.

Lesson 3.3

rat = r | *a* | t; ran = r | *a* | n; rug = r | u | g; red = r | e | d; rip = r | i | p; hat = h | *a* | t; hot = h | o | t; hug = h | u | g; him = h | i | m; hen = h | e | n; hum = h | u | m; rod = r | o | d

1. The ark (the big boat). 2. Any two: hen, rat, cat, pup, pig, ram. 3. God.

Lesson 3.4

hut = h | u | t; red = r | e | d; kid = k | i | d; cup = c | u | p; ham = h | *a* | m; rim = r | i | m; cot = c | o | t; sun = s | u | n; pen = p | e | n; hug = h | u | g

1. A bit of ham. 2. Himself (his reflection) with ham. 3. It fell in the pond. 4. Be glad for what you have; greed can make you lose it.

Lesson 4.1

bat = b | *a* | t; bed = b | e | d; big = b | i | g; bun = b | u | n; bus = b | u | s; fan = f | *a* | n; fit = f | i | t; fun = f | u | n; fig = f | i | g; fog = f | o | g; fib = f | i | b; cab = c | *a* | b; tub = t | u | b

1. A big fig. 2. Bob stood on *a* tub and Bess climbed on Bob. 3. They grinned and hugged.

Lesson 4.2

leg = l | e | g; lid = l | i | d; log = l | o | g; lot = l | o | t; lap = l | *a* | p; jam = j | *a* | m; jet = j | e | t; jog = j | o | g; jug = j | u | g; job = j | o | b; lip = l | i | p; lad = l | *a* | d

1. To watch the rams (the sheep). 2. "A wolf!" when there was no wolf. 3. He had lied before, so they did not believe him. 4. Tell the truth, or people will not believe you even when you do.

Lesson 4.3

wet = w | e | t; web = w | e | b; wig = w | i | g; win = w | i | n; van = v | *a* | n; vet = v | e | t; vat = v | *a* | t; box = b | o | x; fox = f | o | x; six = s | i | x; wax = w | *a* | x; mix = m | i | x

1. Get in his box. 2. Six figs and *a* bun. 3. She knew the fox was not *a* friend.

Lesson 4.4

yes = y | e | s; yet = y | e | t; yam = y | *a* | m; yak = y | *a* | k; zip = z | i | p; zap = z | *a* | p; zig = z | i | g; quit = qu | i | t; quiz = qu | i | z; quip = qu | i | p; quack = qu | *a* | ck

1. No. 2. No, *a* duck does not mind water. 3. Glad.

Lesson 5.1

hip = h | i | p; lap = l | *a* | p; fin = f | i | n; jab = j | *a* | b; wig = w | i | g; tab = t | *a* | b; rim = r | i | m; vat = v | *a* | t; zip = z | i | p; mix = m | i | x; yap = y | *a* | p

1. Goliath. 2. David, the young shepherd. 3. God.

Lesson 5.2

fox = f | o | x; jog = j | o | g; rob = r | o | b; hum = h | u | m; bud = b | u | d; rub = r | u | b; vet = v | e | t; beg = b | e | g; jet = j | e | t; led = l | e | d; hen = h | e | n; gum = g | u | m

1. No one. 2. A hot fig bun. 3. The hen and (in the old tale) her chicks. 4. Those who will not help with the work should not expect the reward.

Lesson 5.3

hill = h | i | ll; fill = f | i | ll; bell = b | e | ll; well = w | e | ll; doll = d | o | ll; puff = p | u | ff; off = o | ff; cuff = c | u | ff; mess = m | e | ss; kiss = k | i | ss; pass = p | *a* | ss; buzz = b | u | zz; fizz = f | i | zz

1. To fill *a* can (*a* pail) with water. 2. They fell down. 3. Mom.

Lesson 5.4

quill = qu | i | ll; fun = f | u | n; yell = y | e | ll; less = l | e | ss; jog = j | o | g; him = h | i | m; bag = b | *a* | g; nut = n | u | t; pet = p | e | t

1. One. 2. He went looking up hill and down hill until he found it. 3. God loves the lost and looks for them.

Lesson 6.1

ship = sh | i | p; shop = sh | o | p; shed = sh | e | d; shut = sh | u | t; shell = sh | e | ll; fish = f | i | sh; dish = d | i | sh; wish = w | i | sh; cash = c | *a* | sh; rush = r | u | sh; mash = m | *a* | sh; posh = p | o | sh

1. He took *a* nap. 2. A big wind hit it. 3. "Hush!" (Peace, be still.) 4. The Son of God.

Lesson 6.2

chin = ch | i | n; chip = ch | i | p; chop = ch | o | p; chat = ch | *a* | t; chick = ch | i | ck; much = m | u | ch; rich = r | i | ch; such = s | u | ch; lunch = l | u | n | ch; bench = b | e | n | ch; inch = i | n | ch

1. A little chick. 2. Get up on the bench. 3. Kept trying: hopped and flapped. 4. Do not give up.

Lesson 6.3

this = th | i | s; that = th | *a* | t; them = th | e | m; then = th | e | n; thin = th | i | n; thick = th | i | ck; with = w | i | th; bath = b | *a* | th; path = p | *a* | th; moth = m | o | th; math = m | *a* | th; thud = th | u | d

1. The sons of Adam and Eve; brothers. 2. The best of his lambs. 3. He did not give his best, and he grew angry at his brother. 4. Give God our best and do not be angry with our brother.

Lesson 6.4

when = wh | e | n; whip = wh | i | p; which = wh | i | ch; whiz = wh | i | z; whim = wh | i | m; back = b | *a* | ck; neck = n | e | ck; sock = s | o | ck; duck = d | u | ck; pick = p | i | ck; rock = r | o | ck

1. On the rock. 2. It fell flat. 3. To hear what Jesus says and do it.

Lesson 7.1

cats = c | *a* | t | s; dogs = d | o | g | s; pigs = p | i | g | s; hens = h | e | n | s; beds = b | e | d | s; cups = c | u | p | s; ships = sh |

i | p | s; chicks = ch | i | ck | s; shells = sh | e | ll | s; rocks = r | o | ck | s; bugs = b | u | g | s; fins = f | i | n | s
1. Six. 2. "Let me in. I am your pal." 3. A fox is no friend of hens; he only wanted to eat them. 4. Do not trust someone just because he says nice words.

Lesson 7.2

ring = r | i | ng; sing = s | i | ng; king = k | i | ng; long = l | o | ng; song = s | o | ng; hang = h | a | ng; bang = b | a | ng; sink = s | i | nk; pink = p | i | nk; think = th | i | nk; bunk = b | u | nk; honk = h | o | nk; thank = th | a | nk
1. Saul. 2. A harp. 3. The king felt better and could rest.

Lesson 7.3

nest = n | e | s | t; best = b | e | s | t; rest = r | e | s | t; hand = h | a | n | d; sand = s | a | n | d; land = l | a | n | d; lamp = l | a | m | p; camp = c | a | m | p; jump = j | u | m | p; tent = t | e | n | t; went = w | e | n | t; milk = m | i | l | k; silk = s | i | l | k
1. Gathered crumbs (food) for winter. 2. Sang and played. 3. The ant had food; Gus had none. 4. Work now to be ready for later.

Lesson 7.4

plant = p | l | a | n | t; hunt = h | u | n | t; bring = b | r | i | ng; think = th | i | nk; chest = ch | e | s | t; drink = d | r | i | nk; must = m | u | s | t; swing = s | w | i | ng; bank = b | a | nk
1. He let it go. 2. It chewed through the net. 3. Be kind to the small; little friends can be great friends.

Lesson 8.1

stop = s | t | o | p; step = s | t | e | p; spin = s | p | i | n; spot = s | p | o | t; snap = s | n | a | p; snug = s | n | u | g; smell = s | m | e | ll; smash = s | m | a | sh; skip = s | k | i | p; skin = s | k | i | n; sled = s | l | e | d; slip = s | l | i | p; swim = s | w | i | m; swing = s | w | i | ng
1. Nineveh. 2. Got on a ship to run away. 3. A big fish. 4. He obeyed and went to Nineveh.

Lesson 8.2

black = b | l | a | ck; blob = b | l | o | b; clap = c | l | a | p; clock = c | l | o | ck; flag = f | l | a | g; flip = f | l | i | p; flat = f | l | a | t; glad = g | l | a | d; glass = g | l | a | ss; plum = p | l | u | m; plan = p | l | a | n; plug = p | l | u | g
1. A flat dish. 2. Her long beak could not sip from a flat dish. 3. She served soup in a tall, narrow jug. 4. Treat others as you want to be treated.

Lesson 8.3

brick = b | r | i | ck; crab = c | r | a | b; crib = c | r | i | b; drum = d | r | u | m; drip = d | r | i | p; frog = f | r | o | g; from = f | r | o | m; grin = g | r | i | n; grab = g | r | a | b; trip = t | r | i | p; trap = t | r | a | p; trot = t | r | o | t
1. A rich coat of many colours. 2. Sent (sold) him away to Egypt. 3. God. 4. God meant it for good. He forgave them.

Lesson 8.4

stamp = s | t | a | m | p; crust = c | r | u | s | t; blend = b | l | e | n | d; frost = f | r | o | s | t; trunk = t | r | u | nk; plant = p | l | a | n | t; stand = s | t | a | n | d; clamp = c | l | a | m | p; grunt = g | r | u | n | t; spent = s | p | e | n | t; drink = d | r | i | nk
1. Who could make the man take off his cloak. 2. Blew hard; the man held his cloak tighter. 3. Shone warm and kind; the man took the cloak off. 4. Gentle kindness wins more than force.

Lesson 9.1

splash = s | p | l | a | sh; thrill = th | r | i | ll; shrink = sh | r | i | nk; scrunch = s | c | r | u | n | ch; chimp = ch | i | m | p; dish = d | i | sh; think = th | i | nk; fresh = f | r | e | sh; plump = p | l | u | m | p
1. Praying and giving thanks to God. 2. Into the lions' den. 3. God sent His angel. 4. The God of Daniel is the living God.

Lesson 9.2

cake = c | a_e | k; make = m | a_e | k; lake = l | a_e | k; gate = g | a_e | t; name = n | a_e | m; tape = t | a_e | p; kite = k | i_e | t; bike = b | i_e | k; time = t | i_e | m; like = l | i_e | k; pine = p | i_e | n; side = s | i_e | d
1. A red and white kite. 2. In a pine tree. 3. Dad, with a ladder. 4. "Thank you, Dad."

Lesson 9.3

trip = t | r | i | p; dust = d | u | s | t; stop = s | t | o | p; help = h | e | l | p; kind = k | i | n | d (heart word from Lesson 7.3: i says its name, /ī/, before nd); cash = c | a | sh; inn = i | nn (nn says one sound, /n/); sick = s | i | ck; went = w | e | n | t; past = p | a | s | t
1. Robbers hurt him and took his money. 2. A man of the temple (a priest and a Levite). 3. The Samaritan. 4. Go and do the same: be kind to anyone in need.

Lesson 9.4

sat = s | a | t; pin = p | i | n; dog = d | o | g; cup = c | u | p; bed = b | e | d; shop = sh | o | p; chin = ch | i | n; this = th | i | s; when = wh | e | n; duck = d | u | ck; ring = r | i | ng; sink = s | i | nk; nest = n | e | s | t; frog = f | r | o | g; stamp = s | t | a | m | p

1. The hare. 2. He stopped to nap. 3. Slow and steady wins; do not be proud.

Unit 1 check: Listening Ears

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: s · a · t · p
   Got it / Getting there / Not yet
2. Read these words: at · sat · pat · tap · sap · pats · taps · tat
   Got it / Getting there / Not yet
3. Read these silly words: sas · sa · sas · tas
   Got it / Getting there / Not yet
4. Heart words: a
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: Pat sat at a tap.
   Got it / Getting there / Not yet
7. Read: Tap, tap, Pat!
   Got it / Getting there / Not yet
8. Reread "Tap, Tap". What did Pat do first?
   Got it / Getting there / Not yet
9. Reread "Tap, Tap". Where did Pat sit?
   Got it / Getting there / Not yet

Answer key

1. s = /s/; a = /ă/; t = /t/; p = /p/
2. at = a | t; sat = s | a | t; pat = p | a | t; tap = t | a | p; sap = s | a | p; pats = p | a | t | s; taps = t | a | p | s; tat = t | a | t
3. sas = s | a | s; sa = s | a; sas = s | a | s; tas = t | a | s
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: tap, sap, at, pats, taps. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "Pat sat at a tap.".
7. Reads all words correctly: "Tap, tap, Pat!".
8. Pat tapped: tap, tap, tap.
9. At a tap.

Unit 2 check: Sounds That Make Words

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: i · n · m · d · g · o
   Got it / Getting there / Not yet
2. Read these words: in · sit · pan · dad · and · got · on · dig
   Got it / Getting there / Not yet
3. Read these silly words: nis · tif · pid · dap
   Got it / Getting there / Not yet
4. Heart words: the · I · is · to · has · as · was · his
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: The dog is on a mat.
   Got it / Getting there / Not yet
7. Read: Dad got a pot.
   Got it / Getting there / Not yet
8. Reread "The Pig and the Dog". What did the pig do?
   Got it / Getting there / Not yet
9. Reread "The Pig and the Dog". What did the dog do?
   Got it / Getting there / Not yet

Answer key

1. i = /ĭ/; n = /n/; m = /m/; d = /d/; g = /g/; o = /ŏ/
2. in = i | n; sit = s | i | t; pan = p | a | n; dad = d | a | d; and = a | n | d; got = g | o | t; on = o | n; dig = d | i | g
3. nis = n | i | s; tif = t | i | f; pid = p | i | d; dap = d | a | p
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: tan, god, dip, mop, not. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "The dog is on a mat.".
7. Reads all words correctly: "Dad got a pot.".
8. It dug a pit.
9. It only sat.

Unit 3 check: Sounds Grow Into Stories

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: c · k · ck · e · u · r · h
   Got it / Getting there / Not yet
2. Read these words: cat · kit · ten · up · nut · rug · hug · hut
   Got it / Getting there / Not yet
3. Read these silly words: kog · cim · ped · mun
   Got it / Getting there / Not yet
4. Heart words: of · said · you · he · she · we · me · be
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: The hen has an egg.
   Got it / Getting there / Not yet
7. Read: The sun is hot.
   Got it / Getting there / Not yet
8. Reread "The Dog and His Ham". What did the dog have?
   Got it / Getting there / Not yet
9. Reread "The Dog and His Ham". What did he see in the pond?
   Got it / Getting there / Not yet

Answer key

1. c = /k/; k = /k/; ck = /k/; e = /ĕ/; u = /ŭ/; r = /r/; h = /h/
2. cat = c | a | t; kit = k | i | t; ten = t | e | n; up = u | p; nut = n | u | t; rug = r | u | g; hug = h | u | g; hut = h | u | t
3. kog = k | o | g; cim = c | i | m; ped = p | e | d; mun = m | u | n
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: rim, cot, sun, pen, hug. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "The hen has an egg.".
7. Reads all words correctly: "The sun is hot.".
8. A bit of ham.
9. Himself (his reflection) with ham.

Unit 4 check: All the Letters

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: b · f · l · j · w · v · x · y · z · qu
   Got it / Getting there / Not yet
2. Read these words: bat · fit · tub · jam · lad · vet · mix · zap
   Got it / Getting there / Not yet
3. Read these silly words: fub · bip · fet · jit
   Got it / Getting there / Not yet
4. Heart words: are · they · do · go · no · so · wolf · what · where · there · here · have · give · live · put · want
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: Quit it, pup!
   Got it / Getting there / Not yet
7. Read: Do you want a yam?
   Got it / Getting there / Not yet
8. Reread "The Quick Quiz". Can a yam run?
   Got it / Getting there / Not yet
9. Reread "The Quick Quiz". Is a duck sad when it is wet?
   Got it / Getting there / Not yet

Answer key

1. b = /b/; f = /f/; l = /l/; j = /j/; w = /w/; v = /v/; x = /ks/; y = /y/; z = /z/; qu = /kw/
2. bat = b | a | t; fit = f | i | t; tub = t | u | b; jam = j | a | m; lad = l | a | d; vet = v | e | t; mix = m | i | x; zap = z | a | p
3. fub = f | u | b; bip = b | i | p; fet = f | e | t; jit = j | i | t
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: zig, quit, quiz, quip, quack. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "Quit it, pup!".
7. Reads all words correctly: "Do you want a yam?".
8. No.
9. No, a duck does not mind water.

Unit 5 check: CVC Masters

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: ff · ll · ss · zz
   Got it / Getting there / Not yet
2. Read these words: hip · tab · yap · bud · led · bell · cuff · fizz
   Got it / Getting there / Not yet
3. Read these silly words: bix · taj · vim · pog
   Got it / Getting there / Not yet
4. Heart words: come · some · one · were · who · my · by · all · call · into · two · says · your · from · love
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: Get your bag from the van.
   Got it / Getting there / Not yet
7. Read: Can you yell? Yes, I can!
   Got it / Getting there / Not yet
8. Reread "The Lost Lamb". How many lambs got lost?
   Got it / Getting there / Not yet
9. Reread "The Lost Lamb". What did the man do?
   Got it / Getting there / Not yet

Answer key

1. ff = /f/; ll = /l/; ss = /s/; zz = /z/
2. hip = h | i | p; tab = t | a | b; yap = y | a | p; bud = b | u | d; led = l | e | d; bell = b | e | ll; cuff = c | u | ff; fizz = f | i | zz
3. bix = b | i | x; taj = t | a | j; vim = v | i | m; pog = p | o | g
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: jog, him, bag, nut, pet. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "Get your bag from the van.".
7. Reads all words correctly: "Can you yell? Yes, I can!".
8. One.
9. He went looking up hill and down hill until he found it.

Unit 6 check: Two Letters, One Sound

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: sh · ch · th · wh
   Got it / Getting there / Not yet
2. Read these words: ship · fish · mash · chat · lunch · them · bath · when
   Got it / Getting there / Not yet
3. Read these silly words: shom · bish · chab · mich
   Got it / Getting there / Not yet
4. Heart words: push · pull · full · son · does · done · for · or · other · mother · father · brother · sons · could · would · should
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: Which sock is wet?
   Got it / Getting there / Not yet
7. Read: You should pick up the rocks.
   Got it / Getting there / Not yet
8. Reread "The Man on the Rock". Where did the first man build?
   Got it / Getting there / Not yet
9. Reread "The Man on the Rock". What happened to the house on the sand?
   Got it / Getting there / Not yet

Answer key

1. sh = /sh/; ch = /ch/; th = /th/ (thin) and /th/ (this); wh = /w/
2. ship = sh | i | p; fish = f | i | sh; mash = m | a | sh; chat = ch | a | t; lunch = l | u | n | ch; them = th | e | m; bath = b | a | th; when = wh | e | n
3. shom = sh | o | m; bish = b | i | sh; chab = ch | a | b; mich = m | i | ch
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: neck, sock, duck, pick, rock. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "Which sock is wet?".
7. Reads all words correctly: "You should pick up the rocks.".
8. On the rock.
9. It fell flat.

Unit 7 check: Word Endings

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: ng · nk
   Got it / Getting there / Not yet
2. Read these words: cats · cups · bugs · long · pink · nest · land · went
   Got it / Getting there / Not yet
3. Read these silly words: bims · tods · lang · tunk
   Got it / Getting there / Not yet
4. Heart words: many · any · very · old · cold · told · find · kind · child · again · friend · school · small
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: My friend sang at school.
   Got it / Getting there / Not yet
7. Read: Bring the milk again.
   Got it / Getting there / Not yet
8. Reread "The Lion and the Mouse". What did the lion do when he caught the mouse?
   Got it / Getting there / Not yet
9. Reread "The Lion and the Mouse". How did the mouse help the lion?
   Got it / Getting there / Not yet

Answer key

1. ng = /ng/; nk = /ngk/
2. cats = c | a | t | s; cups = c | u | p | s; bugs = b | u | g | s; long = l | o | ng; pink = p | i | nk; nest = n | e | s | t; land = l | a | n | d; went = w | e | n | t
3. bims = b | i | m | s; tods = t | o | d | s; lang = l | a | ng; tunk = t | u | nk
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: chest, drink, must, swing, bank. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "My friend sang at school.".
7. Reads all words correctly: "Bring the milk again.".
8. He let it go.
9. It chewed through the net.

Unit 8 check: Blends at the Front

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: ss · zz · sh · ch · th · wh · ng · nk
   Got it / Getting there / Not yet
2. Read these words: stop · smell · swim · flag · plan · drip · trap · trunk
   Got it / Getting there / Not yet
3. Read these silly words: slom · spet · blim · glap
   Got it / Getting there / Not yet
4. Heart words: who · where · two · once · their · been · love · above
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: Stand still and stamp.
   Got it / Getting there / Not yet
7. Read: The frost is on the grass.
   Got it / Getting there / Not yet
8. Reread "The Wind and the Sun". What was the contest?
   Got it / Getting there / Not yet
9. Reread "The Wind and the Sun". What did the wind do?
   Got it / Getting there / Not yet

Answer key

1. ss = /s/; zz = /z/; sh = /sh/; ch = /ch/; th = /th/ (thin) and /th/ (this); wh = /w/; ng = /ng/; nk = /ngk/
2. stop = s | t | o | p; smell = s | m | e | ll; swim = s | w | i | m; flag = f | l | a | g; plan = p | l | a | n; drip = d | r | i | p; trap = t | r | a | p; trunk = t | r | u | nk
3. slom = s | l | o | m; spet = s | p | e | t; blim = b | l | i | m; glap = g | l | a | p
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: stand, clamp, grunt, spent, drink. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "Stand still and stamp.".
7. Reads all words correctly: "The frost is on the grass.".
8. Who could make the man take off his cloak.
9. Blew hard; the man held his cloak tighter.

Unit 9 check: Year Review

A friendly one-on-one check for the last day of the unit (about 10 minutes). Read each item aloud. Mark each one Got it, Getting there or Not yet. If a section is "Not yet" on more than two items, repeat that lesson's word lists and story for a few days before going on. Print the check sheet and record sheet from the printables pack.

1. Sound cards. Show each card; your child says the sound: a_e · i_e
   Got it / Getting there / Not yet
2. Read these words: splash · dish · make · kite · side · kind · past · bed
   Got it / Getting there / Not yet
3. Read these silly words: shrem · bape · mipe · fite
   Got it / Getting there / Not yet
4. Heart words: little · pretty
   Got it / Getting there / Not yet
5. Spelling: the parent says five words; your child writes them.
   Got it / Getting there / Not yet
6. Read: The frog can swim in the pond.
   Got it / Getting there / Not yet
7. Read: The duck can splash in the mud.
   Got it / Getting there / Not yet
8. Reread "The Hare and the Tortoise". Who was fast?
   Got it / Getting there / Not yet
9. Reread "The Hare and the Tortoise". Why did the hare lose?
   Got it / Getting there / Not yet

Answer key

1. a_e = /ā/; i_e = /ī/
2. splash = s | p | l | a | sh; dish = d | i | sh; make = m | a_e | k; kite = k | i_e | t; side = s | i_e | d; kind = k | i | n | d (heart word from Lesson 7.3: i says its name, /ī/, before nd); past = p | a | s | t; bed = b | e | d
3. shrem = sh | r | e | m; bape = b | a_e | p; mipe = m | i_e | p; fite = f | i_e | t
4. Reads each word quickly and correctly (within about 3 seconds).
5. Words to say: ring, sink, nest, frog, stamp. One mark for each correct sound is fine for young children; note any sound that is missing.
6. Reads all words correctly: "The frog can swim in the pond.".
7. Reads all words correctly: "The duck can splash in the mud.".
8. The hare.
9. He stopped to nap.

Placement check

One-on-one, about 10 minutes. Start at section A. Stop a section as soon as your child misses three items in a row; the first section with three misses tells you where to begin (see the table in answer 8). The printables pack has a large-print sheet for the child and a record sheet for you.

1. A. Ears. Do cat and hat rhyme? What is the first sound in sun? Put these sounds together: /m/ /ă/ /p/. Say the sounds in dog.
   Got it / Getting there / Not yet
2. B. Letter sounds. Say the sound: m s a t i p n o d g c k e u r h b f l j w v x y z qu
   Got it / Getting there / Not yet
3. C. Short words. sat · pin · dog · cup · bed · mib · tup
   Got it / Getting there / Not yet
4. D. Digraphs and blends. ship · chop · thin · duck · ring · flag · stamp · frost
   Got it / Getting there / Not yet
5. E. Silent e and vowel teams. cake · bike · home · rain · tree · boat · light · play
   Got it / Getting there / Not yet
6. F. Bossy r and sliding vowels. park · fork · bird · turn · coin · cloud · moon · saw
   Got it / Getting there / Not yet
7. G. Long words. napkin · robot · cupcake · garden · table · unhappy · picture · invented
   Got it / Getting there / Not yet
8. Where should we start?
   Got it / Getting there / Not yet

Answer key

1. Yes; /s/; map; /d/ /ŏ/ /g/.
2. One sound for each letter: /m/ /s/ /ă/ /t/ /ĭ/ /p/ /n/ /ŏ/ /d/ /g/ /k/ /k/ /ĕ/ /ŭ/ /r/ /h/ /b/ /f/ /l/ /j/ /w/ /v/ /ks/ /y/ /z/ /kw/.
3. sat, pin, dog, cup, bed; mib and tup are silly words read by their sounds.
4. All read correctly, with sh, ch, th, ck, ng as one sound each and both sounds of each blend.
5. Long vowels: cake /ā/, bike /ī/, home /ō/, rain /ā/, tree /ē/, boat /ō/, light /ī/, play /ā/.
6. All read correctly.
7. All read correctly, syllable by syllable if needed.
8. Three misses in A or B: Kindergarten, Unit 1. In C: Kindergarten, Unit 5. In D: Grade 1, Unit 1. In E: Grade 1, Unit 2 (silent e) or Unit 4 (vowel teams). In F: Grade 1, Unit 6. In G: Grade 2, Unit 1. No section with three misses: Grade 2, Unit 4, or simply keep reading good books every day.

End-of-year check

One-on-one, about 15 minutes, in the last week of the year. Mark each item Got it, Getting there or Not yet. A child with mostly "Got it" is ready for Grade 1, Unit 1. The printables pack has the child sheet and record sheet.

1. Say the sound: s a t p i n m d g o c k e u r h b f l j w v x y z qu sh ch th wh ck ng nk
   Got it / Getting there / Not yet
2. Read: sat · pin · dog · cup · bed · shop · chin · this · when · duck
   Got it / Getting there / Not yet
3. Read: ring · sink · nest · lamp · frog · clap · stamp · crust
   Got it / Getting there / Not yet
4. Silly words: tep · shom · blim · frosk
   Got it / Getting there / Not yet
5. Heart words: the · said · was · you · are · they · what · where · come · one · my · do
   Got it / Getting there / Not yet
6. Spelling: the parent says fish, chop, jump, frog, the cat sat.
   Got it / Getting there / Not yet
7. Read "The Hare and the Tortoise" (Lesson 9.4) aloud. Then: Why did the hare lose?
   Got it / Getting there / Not yet
8. Write the lowercase alphabet in ball-and-stick print.
   Got it / Getting there / Not yet

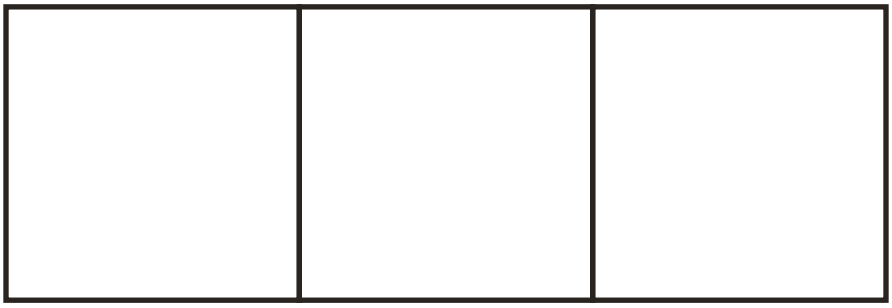
Answer key

1. One correct sound for each card (th: either /th/ sound).
2. All read correctly; digraphs read as one sound.
3. All read correctly with every sound of the blend.
4. Read by their sounds: t|e|p, sh|o|m, b|l|i|m, f|r|o|s|k.
5. Each read within about 3 seconds.
6. fish, chop, jump, frog, The cat sat. (Capital T and a full stop in the sentence.)
7. Reads it with few errors; the hare stopped to nap, and the tortoise kept going.
8. All 26 letters, started at the top, sitting on the base line, tails below.

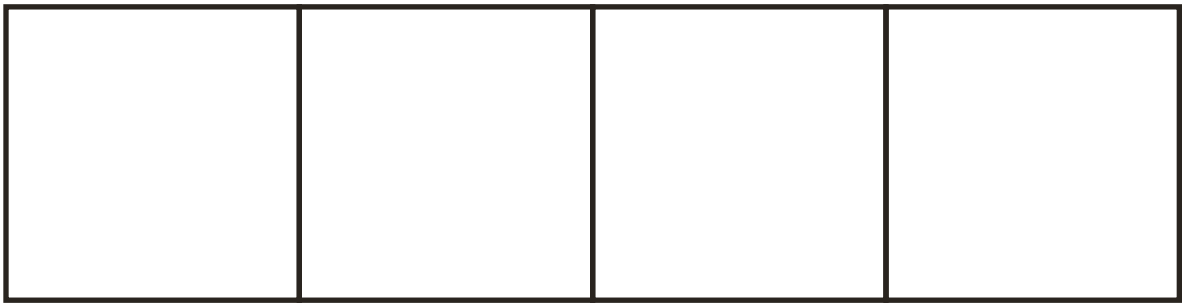
Sound boxes

Say a word. Push one counter into a box for each sound you hear. Then write one letter or letter team in each box.

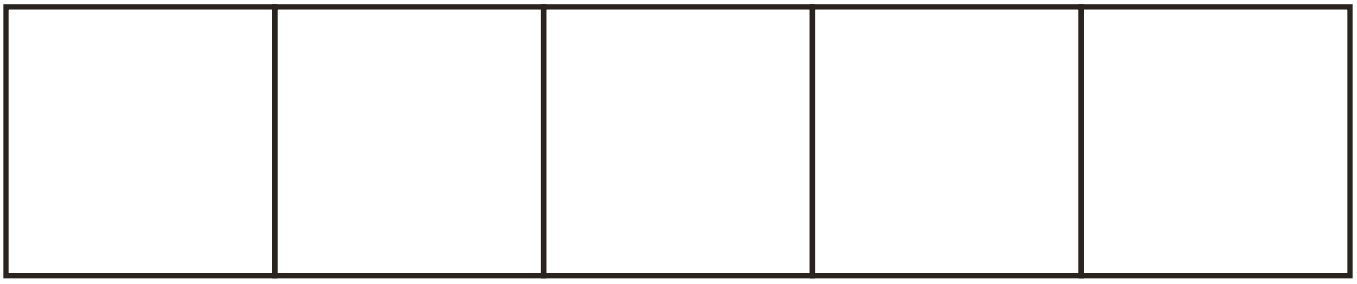
3 sounds



4 sounds

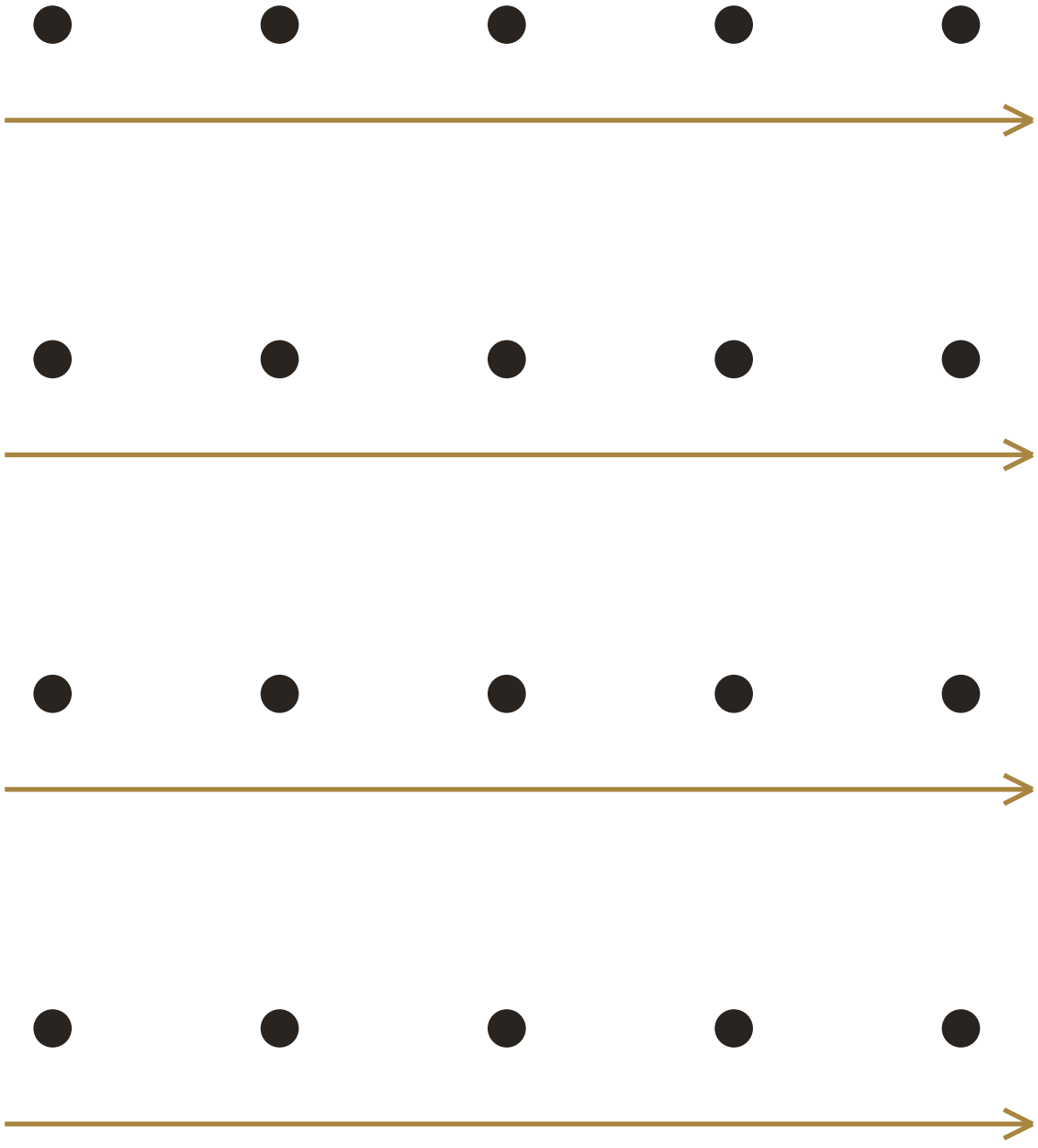


5 sounds



Blending board: tap and sweep

Write a word with one letter or letter team on each dot. Touch each dot and say the sound. Then sweep your finger along the arrow and say the word.



Weekly quick check record

Each Friday: read 10 words from the week, read 1 sentence, spell 5 words. Write the date and the number right.

Week	Date	Words /10	Sentence	Spelling /5	Notes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
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