

Scientific Phonics

The Why and How of Teaching Beginning Readers



Robert Femiano

"As a professor who conducts research on teaching reading, I was impressed by how engaged the children in his classroom were and successful...so effective. A proven method for teaching English as a Second Language and special education students...all the necessary components for beginning reading".

Brain Literacy for Educators and Psychologists

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Dedicated to my children, both of whom were pupils in my multi-age class and to their mother, the love of my life. They patiently supported me with the ‘homework time’ needed to build and refine this reading program.

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An earlier copyright version of this book was sold to the University of Florida Literacy Institute (UFLI) in 1999. During the school closures from Covid 19, UFLI quickly ‘developed’ a look-alike and feel-alike program using the wordlists in my book, and my teaching methods, in response to a local school district request for help.

I protested this plagiarism up to the University’s Intellectual Property attorney who replied, “I would imagine this explanation is very unsatisfying to you. I’m sorry for that.” [but] “there is likely not any actionable copyright infringement” [because] “facts (e. g....wordlists)” are considered “public domain”. (Yet their book, with very similar wordlists, is copyrighted!) Methods are not copyright protected.

The UFLI program is used in districts throughout the U.S. Its \$100 teaching manual is now being printed in Australia and Canada. According to their website, the program and their training is used world-wide. Well, its success at least validates my work!

Scientific Phonics: The Why and How of Teaching Beginning Readers is not only free but it is a far better teacher handbook. The ‘how’ section is bolstered with all the connected written activities needed to ensure student success, which UFLI wisely chose not to copy. And the why – the science behind the program – is explained in an immediately useful manner for either classroom or single use, by anyone. Both the PDF download and a thorough “cram course” video in how-to-teach reading to all, are free @ www.teachingtoall.com.

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Introduction

Scientific Phonics is proof that teaching reading is a science, not an art. If a person can speak, they can be taught to read — it is as simple as that. The trick lies in comprehending the interrelatedness between the spoken and the written word: that is, realizing speech sounds can be written down and that reading is the reverse.

Cracking a code from scratch is a difficult endeavor, but when you have the key, deciphering and composing a coded message is easy. The same is true with the English language. Once the code to writing/spelling is understood, learning to read becomes simply a matter of thinking. Any one can do it, but first they must become cognizant of how speech and print are interconnected—as that is the basis on which the code functions.

Turns out, a spoken word is actually composed of individual sounds (phonemes) and these ‘smallest bits of speech’ can be written down, or coded, using the alphabet letters. As students gain this insight on how print actually works, they are also recognizing that reading is a logical activity, and therefore is not random or a guessing game. At this point, the most vital part in teaching reading is already completed!

However, that is not to say this first step is easy. Helping students become auditorily-aware of these phonemes, especially the vowel sound, is often difficult for a variety of causes. It is the most common stumbling block for early readers but uncovering this connection between speech and the alphabetic system is critical and must be mastered. Conversely, without this conceptual knowledge of how the code is devised, beginning readers often struggle, including so-called high achieving children. In some cases, students are mislabeled with learning problems when, in reality, they simply lack this critical piece of information needed to make sense of the system. This often includes students with speech difficulties, special needs, low income and those learning English.

To accomplish this ‘phonemic awareness’, as it is called, in addition to teaching a few other pre-reading skills, *Scientific Phonics* developed Part 1 which is comprised of 97 activities. The early lessons are designed solely around student speech skills of listening and speaking. These fun, sometimes silly-sounding activities are completed orally, with the goal of assisting student understanding that spoken words can be broken into small, pronounceable bits, and that these phonemes be swapped to make new words. Later, the letters of the alphabet are introduced, along with activities to show students how vowel sounds controls the meaning of a word, as in bat versus bit or boat, e.g.

Scientific Phonics is intentional and unique in preventing reading difficulties before they start by targeting the weakest links in traditional phonics: the oral blending of individual letter into words. Co-articulation, a technique which puts the vowel as the starting point in reading a word, removes that hurdle. Students are taught to blend the vowel and initial consonant into one co-articulated sound, which produces a more easily recognized word to the student. In no time they are reading three-letter, short vowel words fluently and with meaning and are ready to proceed to the second section of this text.

In Part 2, students move systematically through beginning and ending two-letter blends and then into vowel spelling patterns—the heart of this reading program. *Scientific Phonics* is built around the learning principle that when the brain recognizes a pattern, it is easier to store that pattern, and its elements, into long-term memory. So just as recalling a string of unrelated words is more difficult than remembering a series of related words, *Scientific Phonics* classified some 2500 words according to their vowel sound/spelling patterns, to make it easier for students to remember them. For example, by studying ‘oi’ words together in one lesson, such as oil, coin, noise and moist, students not only memorize these words with less effort but can confidently apply that information to “sound out” an unfamiliar word such as ointment.

Part 2 provides a variety of reasoning-based activities to teach the 100 phonics lessons, where in addition to listening and speaking, students are involved through writing,

reading, and drawing. Step by step, students learn conventions of print (reading left to right, why capital letters, etc.), build vocabulary and most importantly, gain confidence in their instant recall of thousands of words. This proven, multi-modality program allows students to quickly master the coded system, shifting their focus from deciphering to comprehension—the true goal of reading. And best of all, no phonics rules to memorize!

Scientific Phonics is the most efficient and effective reading and vocabulary program on the market. It is also the most thinking-oriented, with great results as documented later in this book. I can assure you this: just have fun with these activities and by the end, your student(s) will be perusing like a third grader!

About the Author

Robert Femiano was a classroom teacher for 37 years, mostly in the primary grades after starting his career as a mathematics teacher. He is past Adjunct Faculty in reading methods at Seattle Pacific University and author of *Fun-Time Phonics*. He received the Presidential Award for Excellence in Math and Science Teaching, and has written 13 math books for elementary students (Critical Thinking Press), including the grades 2-12 logic puzzles series *Balance Benders*TM.

Outline of the Program

Scientific Phonics teaches reading by starting from the student's strength—their speech. Once students grasp the 'big idea' that a spoken word can be written down phoneme by phoneme, they intuitively recognize how reading 'works' since decoding print is simply the reverse process. This understanding allows students to see the logic behind the code (phonics) and makes for an easier transition into reading, so that is where we begin.

Phonemic Awareness

Paradoxically, the most important step in learning to read has nothing to do with reading, per se! It has to do with helping the student understand that the spoken word can be encoded, sound by sound, and how the alphabet is used for that purpose. Once a student understands that print systematically codifies the separate sounds that comprise words, then reading or decoding becomes a logical activity of applying the code in reverse—no guessing needed.

Before a student can understand how print functions, however, they must understand how speech works because print evolved as a way of memorializing the spoken word. Words are comprised of sounds, called phonemes, and it is these sounds that form the basis of the writing/reading system. Smaller than syllables, phonemes are the smallest individual sound used in speech. For example, the word 'cat' has three phonemes: /c/ /ah/ /t/ and the word 'stop' has four: /s/ /t/ /oh/ /p/. Whenever the lips, tongue or teeth shift while pronouncing a word, a new phoneme is created. The number of phonemes in a word, however, does not necessarily equal the number of letters used to spell that word, as in the examples 'coat' (/c/ /oa/ /t/) and 'caught' (/c/ /augh/ /t/).

One reason becoming phonemically aware is not an easy task for children is because they learn whole words as a 'single sound', not as a string of phonemes. Since mothers do not typically say to a toddler, "That is a /c/ /ah/ /t/", breaking words into discrete auditory components is an unfamiliar and often confusing task at first. Further, phonemic

awareness is an auditory skill, with no visual cues possible so a student's aural concentration (or lack of experience) may play a role in this. Nonetheless, *it is a vital process well worth the time it takes to conquer*. Once they can isolate and swap the vowel sounds the child understands the essence of the phonics system and is set to master more than 150 short vowel words almost immediately upon learning the alphabet.

Research backs up this explicit and direct approach to developing phoneme awareness. Cunningham (1990) found that kindergarten students who received targeted instruction in how segmentation and blending connects to reading did better than a group of first graders who did not have such instruction. On the other hand, lack of phoneme awareness has long been established as an obstacle in learning to read (Fletcher et al., 1994; Vellutino & Scanton, 1987; Wagner & Torgeson, 1987.)

Why is the vowel so important to reading?

The vowel is what controls the meaning of a word. And since reading is about meaning-making, the vowel is quintessential to real reading. Consider the following example where each word begins with the consonant 'b' and ends with 't': bat, bet, bit, but, bait, beat, boot, bite, bought and boat. Each word is auditorily distinct, even though the consonant sounds are identical in all the words. And just as the vowel sound is the key to aurally differentiating words, so will the vowel spelling patterns be central to writing/reading.

Why is the vowel more difficult to isolate than beginning or ending sounds?

The vowel sound is generated in the throat by a flow of air passing over the vocal chords. It does not require the tongue or teeth to make the sound and involves the lips only slightly. The consonants, on the other hand, do require moving the tongue, positioning the teeth and such. Perhaps it is the absence of this physical or tactile involvement that makes it difficult for many children to focus in on the vowel sound.

In any case, the thing to remember is that if a student can say the words ‘cat’ and ‘cut’, and does not confuse their meaning, then they have most clearly heard and processed the different vowel sounds. The job now is to bring that ‘subconscious’ speech to a conscious level where each sound can be analyzed separately allowing a student to delete a sound (say stick, but don’t say /t/) or substitute a sound (take the /uh/ from bug and put in /ah/) for a word. This is known as phoneme manipulation and it must be mastered before ‘reading as a code’ can truly make sense.

How Do We Teach Phonemic Awareness?

Since phonemes are sound-based, listening and speaking activities are all that are needed to develop phonemic awareness. There is no need to even know the alphabet or letter sounds just yet. In Part I, activities 1- 14 are completed orally, at which time the student will have become phonemically aware enough to begin reading. *A word of caution: these are important steps and teachers should ensure students have this mastered.* Many students fall “off track” by not being explicitly shown the connection between speech and print, and between print and reading. In some cases, students are mislabeled with learning problems when, in reality, they simply lack this critical piece of information needed to make sense of the system. This often includes students with speech difficulties, special needs, low income and those learning English.

The focus in these early activities is on isolating the medial sound in three letter words as the vital step in being able to swap or substitute other vowel sounds. The goal in manipulating the vowel phoneme is to help students quickly see that the vowel spelling pattern is what controls word meaning. For example: red, rid, rod, road, reed, raid, ride, and rude all change meaning while keeping the same consonants.

By concentrating solely on the 5 short vowels (no long vowels, diphthongs), students are provided enough variety to hear the different sounds, and to learn the broad concept that the medial sounds can be interchanged and the meaning of words are influenced by this switching of vowels. But there are other reasons to start with short vowels. Most three

letter words are short vowel and words of this length are easier for beginning readers. So the very words they are using to practice phonemic awareness and the alphabet principle will be the first words they learn to print and read.

One technique used to draw a student's focus onto the vowel sound, is for the teacher to enunciate a word slowly, while elongating the vowel sound. For example, "cat" becomes "/c/ /aaaaah/ /t/. It sometimes helps to stress the sound (louder) at the same time. Having the student echo the elongated word, while placing their hand on their throats to feel the vowel vibrations, might also bring their attention to the vowel sound. In many of the pre-reading activities, these techniques have proven helpful.

Another source of learning is through mistakes. It helps students to "hear" what their incorrect answer sounds like. For example, if a student says the sound /uh/ is in the word 'beg', provide the feedback of how the /uh/ sound would play out if it was a correct answer (even if it was a nonsensical word). In this case, the student would be told that if the word had an /uh/ sound, it would be "bug" instead of "beg". This contrasting helps students self-correct in a fun, if silly-sounding and non-threatening manner.

The alphabet principle

Once students grasp the idea that words are composed of sound bits, they next need to understand how these phonemes are translated into print. This is known as the alphabet principle. English has between 40 and 44 phonemes, depending on dialect. Given that our alphabet has only 26 letters, many phonemes have to be represented using two letters, such as the diagraph 'ch' or the double vowel in 'eat'. (It is these vowel spelling patterns that form the bulk of the *wordlists* comprising Part II.)

In traditional phonics students are taught the letter name and the sound it "makes" but in *Scientific Phonics* this process is reversed. Students learn that letters "stand for" sounds. This is in keeping with the fact that in all societies, speech preceded print; in other words the alphabet was created to represent speech sounds therefore alphabet letters "stand for"

the sounds, and not the other way around. It is the difference between making the code and breaking the code. This subtle difference in approach is important because once a student grasps how the print system is constructed from speech they can more easily apply it in reverse to read. It also sets the stage for “co-articulation” as the basis for blending sounds into words, as discussed below.

Consider the following example. Teacher says (handing student a sandpaper lowercase ‘a’ for tracing after demonstrating proper way to form the letter): *“This letter name is ‘a’. We use the letter ‘a’ when we want to write a word that has the /ah/ sound as in ‘at’ or ‘add’. Say “ah” as you trace it several times.” I would use the letter ‘a’ if I wanted to write words like cat, math, or black. Who can think of a different word that would be written with an ‘a’?”* (Note the clear language between the letter name and its sound.)

The five short vowels are introduced this way, one at a time in activities 15 - 19. Pacing is determined by how well the student remembers which vowel goes with which sound. Confusion between the short ‘e’ and short ‘i’ sound with its correct letter is common, so not to worry as long as the student can clearly repeat the vowel sounds.

What is Co-Articulation and Why is it important?

Most consonants are easy to vocally isolate, like ‘m’ or ‘s’, but this is not possible with all letters. Some, known as ‘stop consonants’ or ‘plosive consonants’, are more complicated to produce orally. Such consonants require the airflow to stop, air pressure to build and then be released in a burst (plosion) in order to produce the sound, as in the ‘p’ or ‘b’. This explosion of air is most commonly associated with the sound “uh”, leading most people, for example, to say “ the letter ‘p’ makes the sound “puh”.

Similarly, traditional phonics often says that ‘d’ sounds like ‘duh’, ‘t’ says ‘tuh’ and ‘g’ makes a ‘guh’ sound. Linguists, however, generally disagree with this, pointing out that stop consonants cannot, in reality, be produced in isolation (only theoretically) and are influenced by the vowel sound that follows them. For example, the letter ‘b’ does says

‘buh’ in words like bus or bug yet in words such as bad or bet, the ‘b’ would sound like ‘bah’ or ‘beh’, respectively.

Looked at another way, try sounding out the word ‘dad’, using ‘d’ says /duh/. So we have: /duh/ /ah/ /duh/. Saying it faster or louder does not help with recognition of the word for many children. An extra phoneme has been inserted between the ‘d’ and ‘ah’ and it does not sound like ‘dad’. Perhaps this could explain the confusion of some students when told to circle pictures on a workbook page that begin with “buh”, they do not draw a ring around a ‘bike’ or a ‘bed’. Contrast this with the letter ‘n’, which is nasally produced and does not require the added ‘uh’ sound to vocalize.

Since the problem with stop consonants is that they cannot be purely voiced in isolation, the solution is simple: accept the fact that they are co-articulated sounds and teach it that way. This program has found great success embracing this co-articulation fact through a simple technique of looking first at the vowel to determine the co-articulated initial sound of the word. The advantage of co-articulating the consonant with the vowel is that it prevents the possibility of inserting the extra ‘uh’ phoneme, which results in making blending nearly effortless. It works so well with the stop consonants that *Scientific Phonics* uses the co-articulation method to teach all the consonants. Research supports this approach. Weisber and Savard (1993) found that requiring students to “not stop between the sounds” when they blended or sounded out words, was more effective than allowing students to stop between the sounds.

How are consonants taught using co-articulation?

As noted above, the letter ‘b’ makes multiple sounds, always influenced by the vowel. *Scientific Phonics* teaches students the letter ‘b’ stands for five sounds. In truth, it has more sounds than that because if it is followed by a long vowel or diphthong, it is influenced by those sounds as well. But for the purposes of beginning reading, the awareness that ‘b’ says more than ‘buh’ is all that is important for the moment.

Consider the following sample lesson. Teacher places the five lowercase vowels out for the student to see, reviewing their sounds. The teacher then brings out a lowercase ‘b’, which the student can trace in the correct manner as needed to write the letter (beginning at the top, for example). The teacher then says: “*This is the letter ‘b’. Its name is ‘b’ and it has five sounds.*” Moving the ‘a’ next to the ‘b’, the teacher says: “*it says ‘bah’ as in bath or back when it has the letter ‘a’ with it.*” Moving the letter ‘e’ next to the ‘b’, teacher says, “*It says ‘beh’ as in bed or beg*” when it has the letter ‘e’ with it. But if it has the letter ‘i’ with it, it says ‘bih’ as in bit or big (moving the letter ‘i’ next to the ‘b’). When the letter ‘b’ comes with the letter ‘o’ (moving letters as needed), it says ‘boh’ as in box or bottle. When the ‘b’ comes with a ‘u’, it says ‘buh’ as in bun or bus.”

The next lesson, the teacher introduces the letters ‘c’ and ‘d’ separately, each making five co-articulated sound: “cah, ceh, cih, coh, cuh” and “dah, deh, dih, doh, duh”. Again, since the important point of this exercise is to show students there in consistency in these 5 short vowel sound, words like kitty would be within keeping of the sound. So if a student suggested that, my response is, “yes, that is the same sound as ‘ci’ stands for”. In other words, consistency of rule at this stage of learning is more important than technicalities.

Scientific Phonics activities 14-95 are designed to systematically enable student mastery over the skill of co-articulation, with automatic recall as the end goal. Surprisingly, it does not take very long; depending on the student, one class lesson might cover as many 5 or 6 activities, or more. The pace is up to teacher judgment. Upon completion of these activities students are able to read 3-letter words by themselves! *The most difficult hurdle in reading has now been leaped, so celebrate and read a story to the students.*

How does Phonics Work?

The quintessential part of *Scientific Phonics* is the grouping of words according to sound/spelling patterns. The *wordlists* begin with blends, digraphs and endings but the

magnitude of the program is centered on the vowel sound/spelling pattern. Here students will see words such as out, found, couch, and loud explicitly studied together in the same lesson since they share the same vowel spelling pattern and sound. This patterning allows the brain to remember these words more easily, as whole words and for instant recall after enough practice. Numerous studies have found explicit phonics more effective for low-performing, at-risk or special education students of varying ages (Biggins & Uhler, 1979; Richardson, Winsberg, & Binler, 1973; Williams, 1980).

Brain imaging studies at Yale University Center for Study of Learning and Attention (Shaywitz) show that explicit instruction in phonemes and the alphabetic principle works by actually changing the brain. In an experimental group of students identified as poor readers, changes in the left occipitotemporal systems of the brain occurred immediately after receiving intervention. After 100 hours of intervention over the school year, not only did these student show “statistically significant gains in reading” but also “the experimental intervention led to development of the normal pathways that underlie skilled reading”. (Quotes by Shaywitz from Education Week article.) The effect was most pronounced in the section of the brain that instantly recognizes whole words. Magnetic resonance images a year later showed the developmental changes in the brain persisted.

Again, to be clear: the goal is not phonics itself nor to become a phonics master. The ‘sounding out’ is just a short term step to reach the long term memory. Students are not expected to remember ‘rules’, only the patterns and even then, just long enough for the word to be memorized. Once the whole word is instantly recognized on sight, students will be ready to deal with some of the twists and turns involved in phonics as described next.

Phonics is a system used for both reading and spelling words. As for reading, which is the concern here, the system is fortunately quite regular and consistent, with the singular issued noted next. It is as a system for spelling that phonics leaves the learner a little short, as explained later. The main argument against phonics is that certain spelling

patterns (such as ‘ea’, for example) are used to represent different sounds, as in the words neat, bread, and great. This supposedly will cause confusion and therefore phonics should be avoided. In reality, this is a non-issue because once students have learned the long ‘e’ words by memory, the recall is automatic and the focus is no longer on the vowel sound. Therefore, introducing another ‘ea’ patterned group of words several weeks later does not present a problem to the learner.

Where phonics gives the learner trouble is occasionally in the encoding or spelling of a word. To encode a word with “ew” sound, for example, there are numerous spelling patterns to choose from including “oo” as tooth, “ew” as new, “ue” as blue, and “ou” as soup. Consider ‘gruesome’ versus ‘grew some’. Clearly “best guess” spelling can lead to humorous and often unrecognizable writing, but spelling is not our concern here—reading is—thus this small drawback to phonics is irrelevant when teaching a beginning reader.

Following this Overview are two charts on the structure of phonics. The first shows the vowel sound and the various ways to spell or encode that sound. E.g., the “aw” sound in law, is also found in talk and fault. The second chart is the inverse, where a vowel spelling pattern (such as ‘ou’) can stand for multiple vowel sounds, as in round, group, and touch.

Do ‘speech production’ issues impact phonics?

Yes, slightly, but from my many years of classroom experience, never to the extent that students cannot learn to read using phonics. In fact, the very learning about the individual sounds (phonemes) within words often leads to student self-correction and improvement, regardless of the speech impediment. Consider for example the student who, instead of pronouncing the /r/ sound says /w/, as in “wabbit” or substitutes a /f/ sound in place of the /th/ as in “fank you”. By using direct language (e.g. “you say “woad”, I say “road” and we both mean a street”; and everyone in America agrees to use the letter ‘r’, even though some people say /w/ instead of /r/”) we can direct the student’s attention away from speech and into meaning and reading. This will help reduce or sideline any potential

student embarrassment about their speech while pressing forward with teaching the encoding system. Students will have ample opportunity to read aloud words throughout the exercises in *Scientific Phonics*, which provides multiple chances for them to practice their phoneme pronunciation. Hopefully, such cases are also receiving professional speech services available in public schools or through private medical plans, in conjunction with reading.

On a positive note, expressive language disorders rarely involve mispronunciation of vowels, only consonants—which means they can be corrected! Consonants are formed by the teeth, tongue, lip and air flow—all of which a student can learn to control. With direct teaching, use of mirrors, and modeling, students can usually self-correct over time. Vowels, on the other hand, are vocally produced and as such are not subject to visual demonstrations and instructions by the teacher.

Some students lack the vocabulary, grammar, syntax or otherwise fall into the “expressive” category of speech problems. This generally includes students learning English, students with special education diagnosis, and students without lots of outside vocabulary-building experiences found in preschools and middle class family activities. Consider for example the simple sentence: The boy went to the zoo. A student without first-hand experience of a zoo, or second-hand experience through books, conversations, or television, would be unable to comprehend the full meaning of this sentence. Clearly then, vocabulary is key to reading, so it will have to be developed, however slowly, in order to become a successful reader. (The same would be true for any student learning to read, whether by phonics or by whole-language.)

Scientific Phonics, through its word games, sentences/drawings and *headwork skillsheets* automatically builds and reinforces vocabulary. In order to illustrate the meaning of a sentence, guess the antonym of a word, or answer questions on the worksheets, students must understand the vocabulary. With enough repetition of these activities (reread them until fluent), students cannot help but learn the meaning while improving their ability to read.

Is the physical act of writing important?

Scientific Phonics prefers students use their own handwriting in all activities. Classroom experience shows, *particularly for struggling readers and writers*, that writing by hand really does focus a student's attention and improve their ability to spell and recall words. Research on the relationship of word and working memory to reading supports this claim by pointing to the fact that handwriting actually trains and develops the brain (Berninger et al., 2010, 2012). It appears the pencil contact, pressure and direction creates a motor pathway to the memory. Berninger notes that brain imaging studies with adults have shown an advantage for forming letters over selecting [keyboard] or viewing letters and that a brain imaging study at the University of Washington with children showed that sequencing fingers may engage thinking. This is not to say that keyboarding is bad or ineffective but it does seem to indicate that forming letters by a pen vs. selecting them by pressing a key may engage our thinking brains differently. (Of interest: older students wrote longer essays and were faster using pens compared to keyboards in Berninger's study.) Handwriting also benefits the student's fine motor and eye-hand development.

Throughout *Scientific Phonics* students are actively engaged in the sensory/motor activities of penmanship and drawing, whether encoding words on a tablet, sound bit by sound bit, or copying sentences, word by word. Pencil grip and correctly forming letters (penmanship) is important, and this must be taught. However, over-focusing on neatness or exactness in letter formation can cause frustration (often with boys, and especially if the student is slow with handwriting). Since my goal is to spread the joy of reading, student frustration around reading time is obviously counterproductive. Therefore, legibility is the bottom line for me; besides, the faster a student completes their work, the more reading practice I can squeeze in!

Why use drawing?

The most obvious answer is that it provides the teacher with a fun and child-centered method of checking whether a student understands the words and sentence meaning.

Aside from allowing students to demonstrate their meaning-making, the author believes illustrating words and sentences serves several other important purposes. First, reading is an analytical activity involving the left hemisphere of the brain, while art and language is housed in the right hemisphere. Integrating the two hemispheres in one learning lesson has been long considered a strong teaching technique, much like using multimodality and multisensory activities. Second, as mentioned above, drawing is multimodality (motor based or kinesthetic) and so is 'doing'; this type of learning is helpful to many students. Third, drawing strengthens the memory around specific vocabulary. So when a child has to draw a word they do not know the meaning of, they need to learn enough about it to illustrate it. As the student reread their sentences at home, these drawings will refresh their memory of these unfamiliar words, providing another opportunity to put them in long-term memory. Lastly, drawing is enjoyable for most students, which provides a positive emotion around reading and comprehension. For some, it is the chance to illustrate that gives them the push to plow through the difficultness of copying and/or reading. For others, it provides less pleasure but even a 'stick figure' in a thinly-sketched setting can be sufficient evidence of their level of comprehension.

What is Print Awareness and why is it important?

A person who is "print aware" understands both the purpose of writing and its form or structure. Early on, most students have lots of interactions with print, from advertising on television to learning how to write their names, from adults reading to them to making their Christmas wish-lists. Over many experiences, they come to understand the role of print as a way to convey thoughts without speaking (notes, email, etc.) and the value of its permanence in that others can also read it. Generally speaking, students have ample opportunities to experience print and most will reasonably extract the essential purpose of print during their early, formative years. For those who do not, this gap will have to be filled in with language experiences designed for this purpose.

However, when it comes to the 'form' that print takes, most youngsters are less likely to have 'uncovered' all the conventions of writing that influence how reading works. Such

conventions include the orientation (we write from left to right, so we read from left to right—but not every culture does it this way), directionality (top to bottom), the roles of the many punctuation marks, quotations, the use of capital letters, contractions and so on. Direct teaching and practice of the skills is the quickest way to ensure student mastery. *Scientific Phonics* introduces these print conventions in a controlled manner with adequate practice to ensure student's reading skills continue to grow.

The role of fluency and comprehension in reading

The goal of *Scientific Phonics* is to produce a reader who comprehends text and can mentally act on it. This is easier said than done, however. Comprehension is a higher level skill that requires focusing on many words at one time while drawing on personal experiences and mentally processing the information into an idea. In order to concentrate on meaning-making, it is best to spend as little energy as possible on the lower level skill of identifying each word and reserving the energy for the comprehension process instead. This is where fluency comes in. Stanovich (1991) found that word identification became less capacity demanding as experience with words increases. Automatically recognizing whole words, therefore, frees up the brain to focus energy on the totality of the sentence. By contrast, a struggling reader who expends much energy trying to figure out each word has a much more difficult time understanding the gestalt of what they read.

Scientific Phonics develops comprehension by keeping meaning-making at the forefront of the lessons. When studying individual words on a *wordlist*, for example, comprehension is pushed in several ways. (See, typical lesson below.) Careful teacher attention is also given to words that have multiple meanings, and there are many, such as bat (animal, a club) or the three meanings of bug (animal, to bother, eavesdropping device). One reason I encourage student participation at this point in the lesson is that it allows me to hear if they are confusing words (guessed vs. guest) and sometimes they suggest a second meaning that I may have overlooked. One funny classroom example comes from the word 'tip'. I had already explained to my students in the reading group that it meant both the top of something (pencil tip) and to lean or fall over, when a student

suggested the ‘tip’ left in a restaurant and another chimed in asking if it was the same word as the tip his grandfather got at the races!

Comprehension continues to be forefront in the exercises that follow the wordlists. Students must illustrate sentences which usually contain at least two ideas and/or actions. (The sentence structure increases in complexity throughout the lessons, creating new applications for thinking about the meaning of the sentence.) When a student reads their sentences aloud to the teacher upon completion, they give a brief summary of how their illustration fits the meaning. At this point, the teacher has another chance to assess the level of understanding. The *headwork skillsheets* that follow every few lessons provide another opportunity to check on student comprehension. Here students read questions, multiple-choice and open-ended, and judging from their written answers the degree of comprehension is self-evident. When these skillsheets are shared in reading group time, students often hear differing answers which further broadens their comprehension skills.

Research suggests there is a strong link between oral reading fluency and reading comprehension so fluency is checked throughout the reading lesson as well. (Fuchs & Fuchs & Maxwell, 1988; Potter & Wamre, 1990.) When students read their *wordlists*, *sentences* or *headwork skillsheets* aloud to me, I listen for signs of ease and comfort with the words—evidenced mostly by speed and reading with some intonation and inflections. Stahl and Heubach (1993) noted that stressing fluency and automaticity had large effects on second grader’s reading growth. While I expect some hesitancy over a newly studied word, students should not be stumbling or in error over words studied in previously lessons. (If so, they need to review those *wordlists* until automaticity is reached.) Are they smooth and starting to read in ‘chunks’ of sentences? Are they reading with expression? This is enough to determine if a student is progressing satisfactorily.

Materials needed

For students in the pre-reading activities, the most valuable teaching aid is a set of tactile alphabet letters. This could be sandpaper letters, homemade or commercially produced.

My favorite is by Lakeshore School Supply. They produce a slightly beaded set which is perfect for student touch (not scraping, however). The unadorned letters are blue on a black background, with a tactile dot underneath the letter to help students correctly orientate and not confuse 'p' with 'b', e.g. Both capitals and lowercase come in the set.

For students in Part II of the program, two additional materials are helpful. Students will need tablets on which to write words in their daily lessons. I prefer lap chalkboards (unlined) but others find the small whiteboards work well. They are also used to illustrate the answer to "mystery word" game that ends each lesson. Lapboards are suggested over paper in that erasures are much easier to manage.

Students will also need paper on which to copy and illustrate their practice sentences (connected text to lessons). Lined paper (primary grade style, with "head, belt, foot" lines) is essential for practicing penmanship. I prefer the oversized paper (11 x 17) where the top half is blank, and the bottom half is lined. This provides ample space for illustrations (draw a line between them) and keeps them on the page with the sentences. Available @ Staplescom; Item # PAC2657

What does a typical lesson look like?

Lessons are centered around the 100 *wordlists* based on phonics/spelling patterns (pages 101-103). The overall goal of each lesson is the same: students will recall whole words automatically after studying a group of words that share a common spelling/sound pattern. The methods in each lesson are also the same: a multimodality approach where students listen, think, speak, read, write, draw and sometimes 'do'.

Lessons begin with the teacher giving the spelling pattern to the students. (*"Today we are going to study words that make the /long e/ sound. When we hear the /long e/ sound, we will write it by using the two letters 'ea'."*) Students write the 'code' on their board at the top, reminding them this spelling pattern is used in every word written today.

To keep comprehension up front, words are introduced through a listening game (What's my word?) where the teacher gives a clue and the student gives an answer (or should) that uses the sound of the day. (For examples, "*This word means to put food in your mouth and swallow*". (eat) *This word is the opposite of nice, polite.* (mean) *This word is a fuzzy fruit, starting with the letter 'p'*" (peach) and so on.) This provides a great opportunity to work on antonyms, synonyms, homonyms and learn new words in a fun environment.

After students have recorded maybe 15 words, they each read them aloud while the others follow on their boards. They are then given a "mystery word" to draw or act out, which serves to close the lesson. Here I write a new word (from same wordlist) on my board and show my student (e.g. stream or speak) who after decoding it in silence, draws or does something to show their comprehension.

At this point, or the following day when the lesson begins, students will be given the typed list of words they just studied. A quick oral review is in order before the students put them in backpacks for home study. Options include 'round-robin' reading of the words where each student reads a couple at a time, or we may play another version of 'guess my word' where the teacher gives a clue and the students search the list for the answer, particularly helpful if work on vocabulary is needed.

Following those direct instruction lessons are several reinforcement activities for the student to practice what they learned. These are usually done the next day for seatwork while other groups of students are meeting with the teacher on their phonics/spelling lesson. In the first exercise (p. 161) student copy sentences provided to them that use these same words they studied, and then illustrates them for meaning. My experience shows that copying can be slow for a variety of reasons (age, ability, motivation) but after a few days of practice, even first graders are more than capable of copying and illustrating six sentences in less than 45 minutes if they focus. Yes, allowances need to be made for some children, but since the physical act of writing assists in the memorizing of these words, it is important they continue pushing themselves to print more quickly. In my classroom they copy all the sentences before doing any pictures.

When finished, students read them to me and I assess progress daily.

Headwork skillsheets are a third component of the lesson (p. 215). These skillsheets consist of questions which utilize the newly learned phonics words. Students read and write answers to questions. These worksheets can be used as a quick check by the teacher for comprehension (are they correct?) and fluency (how long did it take?). They can be challenged to read several aloud to the teacher, as another check on their fluency and to deter the lure of “copying” answers from their classmates. These skillsheets also serve as good read aloud material for the students to take home for extra practice.

What about other ways to practice meaning-making from text?

There are various skills, that when practiced systematically, lend themselves to becoming a stronger reader. Skills such as “main idea”, “following directions”, “using context” and “inferential reading” can, and should be practiced. One such set of workbooks is a series initially written by Barnell-Loft and now published by the SRA company. These skill-driven booklets feature short text, often on interesting topics of science, geography, history, health and the like. They are leveled for each grade, from 1st through 8th, increasing in complexity, text length and vocabulary while still covering the same skills. These are great for rereading at home to practice fluency and encourage adult comments around the topics. They are available for purchase online.

Since these workbooks require a level of independent reading, they are most appropriately introduced somewhere mid-program, say around lesson 50 and beyond. At this point, students are reading around beginning 2nd grade and have enough experience and confidence to tackle 3-4 sentence passages with the occasional unfamiliar word. Of course, one can always introduce authentic texts of stories such as the *I Can Read* series like Frog and Toad. For more complex text, I generally wait until students have completed the majority of the lessons. Some of my favorites include the high-adventure series stories of The Littles (a small family that lives in the walls of the Bigg’s house) and the heroine detective series, Cam Jansen (10 year old with a photographic memory).

The Boxcar Children is another mystery/adventure series that students enjoy, (even if it was published when their grandparents were kids). Once students catch on to the characters and genre, series books are often the hit, with some trying to read them all.

Results

For over 30 years I have been using *Scientific Phonics* in my first and second grade classrooms, and the evidence of its success is noteworthy—particularly considering the student population makeup of my schools. Typically, more than 60% of the 25 or so students qualify for the federal free lunch program (indicating low income status), with maybe a half-dozen students receiving English Language Learner support and several more receiving special education services.

In my earlier years of teaching with the Seattle School District, student reading achievement was measured across the district using a nationally-normed, standardized reading test. (Gates-MacGinitie, 1978, 1996) It was administered in early October and again in late May, providing pre and post scores. According to the test manual, the best way to measure the effects of curriculum are through the use of derived scores, namely the Normal Curve Equivalency (NCE). The NCE, which scores from 0 – 99, is a mathematically-valid tool for calculating class averages.

With the help of the University of Washington Education Psychology department, statistical analysis was performed on the data from my classroom one year (1990-91) using a nationally-normed standardized reading test at the beginning, middle and end of the school year. At that time, I was teaching first grade in a public school where 82% of the students qualified for “free-lunch” (indicates low family income), using *Scientific Phonics* for the curriculum. The mean was 50.5; the standard deviation was 20.6. The average scores went from 34.7 (SD = 22.1) to 70.9 (SD = 15.4). No student scored less than 40 NCE at the end of the year, even though four students began with a score of 1. The difference between the pre and post test was significant, with $t(26) = -10.31$ and $p = .001$. Thus it is fair to say the effects of the curriculum were unequivocally positive.

In more recent years, a computerized test (Measures of Academic Progress) has been used to calculate student reading growth from September to June, and the results are similarly strong. According to the Seattle School District's own calculations, over the past four years (2009 – 2013) my classroom average yearly growth in reading more than doubled the district's average growth for the same grade. And this was in a school where more than 60% of our families qualify for free lunches. The district's reading program of choice was the whole-language *Readers Workshop* approach, using so called "leveled" classroom libraries (individual books; no sets of stories) as their connected texts; phonics, if taught, is incidental and unsystematic.

The results speak for themselves. When it comes to helping every student, it is clear why Johnny can't read: he doesn't understand the phonetic system on which print was built. *Scientific Phonics* scientifically ensures success for all by addressing this most critical component of reading in a cognitively-engaging manner and through multi sensory activities.

Where's the science?

An enormous amount of scientific research has been conducted on the subject of reading instruction. Perhaps the most notable was Jean S. Chall, Ph. D. at Harvard University who published Learning to Read: The Great Debate in 1967 after having surveyed the entire body of reading research. Under commission from the Carnegie Corporation, she repeated this exercise twice more, in 1983 and 1996. Each time she updated her findings with the new studies published since her last survey and then republished under the same title. She concluded in her third edition:

"The research indicates that a code-emphasis method — i.e. one that views beginning reading as essentially different from mature reading and emphasizes learning of the printed code for the spoken language — produces better results ... in terms of the ultimate goals of reading instruction — comprehension and possibly even speed of reading... The evidence indicates that better results in terms of reading for meaning are achieved with the programs that emphasize code at the start than with programs that emphasize meaning at the beginning."

In the late 1980's the US Department of Education commissioned a similar survey under the direction of Marilyn J. Adams at the University of Illinois. She published her results in a research-based textbook: Beginning to Read: Thinking and Learning About Print. In her conclusion she wrote:

“In summary, deep and thorough knowledge of letters, spelling patterns, and words, and the phonological translations of all three, are inescapable importance to both skillful reading and its acquisition. By extension, instruction designed to develop children's sensitivity to spellings and their relations to pronunciations should be of paramount importance in the development of reading skills. This is, of course, precisely what is intended of good phonic instruction.”

In 2000, the National Reading Panel, which was a congressionally mandated independent panel, wrote the following in a press release:

“In the largest, most comprehensive evidenced-based review ever conducted of research on how children learn to read... The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letter of the alphabet which can be blended together to form words (phonics), having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.”

They also noted the teaching of beginning reading should be systematic (well-planned and consistent) and explicit, using synthetic phonics. In synthetic phonics students are taught how to blend individual speech sounds into words. The panel noted this is significantly more effective than other types of phonics such as incidental, embedded or whole-to-part phonics.

In the “real world” of classrooms, we find similar results. In the largest educational study ever conducted, Project Follow-Through, the US Department of Education compared a systematic, comprehensive, phonics-based approach against eight other styles of teaching reading. The findings showed an overwhelming advantage to the phonics driven

approach. And in another “real world” survey, this time commissioned by the National Education Association and the American Association of School Administrators (1999), the results were similar. In a comprehensive look at twenty-four widely-used school reform models, only two models showed “strong evidence” of effectiveness and both of these models featured highly structured, systematic phonics instruction.

One final piece of research in defense of phonics: In 1997 the National Institute of Child Health and Human Development (Grossen) issued a report entitled, *A Synthesis of Research on Reading*. They used credible scientific methods on large-scale studies in an attempt to understand how to prevent reading difficulties from beginning. They summarized their major findings into six teaching suggestions.

(1) teach phonemic awareness directly at an early age; (2) teach each sound-spelling correspondence explicitly; (3) teach frequent, highly regular sound-spelling relationships systematically; (4) teach children exactly how to sound out words; (5) use connected, decodable text for children to practice the sound-spelling relationships they learn; (6) use interesting stories (for reading aloud) and other techniques to develop vocabulary.

Thankfully these findings are slowly working their way into some colleges of education. One bright spot is at the University of Oregon Center on Teaching and Learning where they proudly proclaim (website) their focus on the “Big Five” ideas of early literacy, namely: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with text, Vocabulary and Comprehension. Let’s hope other teacher-training institutes follow suit, with recognition of the vital role that systematic, synthetic phonics (through direct yet engaging instruction) plays in learning to read.

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Phonograms into Print (or Ways to write that sound)

<u>Sound</u>	<u>Spelling pattern(s) used to write that sound</u>				
short a	clap				
short e	red	head			
short i	win				
short o	mop				
short u	hug	double			
long a	game	stay	paint	break	weigh
long e	these	sheep	beach	study	thief
long i	bike	pie	try	kind	
long o	hope	snow	toast	no	
long u	use				
ar	sharp				
er	her	sir	hurt	search	
or	sport				
aw	jaw	talk	pause		
ew	clue	too	chew	group	suit
ow	now	ouch			
oo	book				
oy	toy	toil			
j	jump	gem	ginger	gym	
s	sun	center	city	cycle	
f	fish	cliff	phony	laugh	
n	nut	knot	gnat		
r	ring	wrong			

Vowel Patterns and their Phonograms

(or Ways to 'sound out' a vowel pattern)

<u>Vowel Pattern</u>	<u>Sound it can 'make'</u>			
y	sky	happy		
ay	play			
ai	rain			
ee	speed			
ea	teach	thread	great	learn
ou	count	youth	touch	
ow	crowd	crow		
oo	spoon	brook		
oa	float			
oy	oyster			
ew	threw			
aw	law			
au	haunt			
ie	tie	field		
ei	eight	neither		
ui	fruit			
ch	chin	chemical	chef	
ed	waited	played	jumped	

Determining Student Level of Instruction

Directions: Ask the following questions in order. (Note: The slash marks (/) indicate the tester should say the sound, not the letter name.) Feel free to give as many examples as needed to make sure the student understands the question being asked. You will need a pencil and scratch paper to administer problems 4 and 5. Students should perform with near 100% accuracy in order to proceed to the next problem.

1. Goal: **Identifies the beginning and ending sound of a word**

Say, “What sound do you hear at the beginning of these words? At the end?
ten? mop? hat? fix? jump? bug? red? gum? yell? cab?”

If student has difficulty, start at Activity 1 in Part 1. If not, go on to the next question.

2. Goal: **Able to substitute vowel sounds**

Say, “In the word ‘hat’ [say ‘hat’ slowly, segmenting the three sounds and elongating the vowel if needed] the sound in the middle is /ah/. If we took the /ah/ sound out and put in /ih/, what new word would we have?” (hit).

“What if we took the /oh/ sound out of mop and put in /ah/” (map)

“What if we took the /ah/ sound out of rag and put in /uh/” (rug)

“What if we took the /eh/ sound out of bed, and put in /ah/?” (bad).

“What if we took the /ih/ sound out of sit and put in /eh/?” (set).

“What if we took the /uh/ sound out of cup and put in /oh/?” (cop).

“What if we took the /eh/ sound out of bet and put in /ih/?” (bit).

“What if we took the /ih/ sound out of fin and put in /uh/? (fun)

See Activity 14 (p...) for more examples if needed.

If student has difficulty, start at Activity 3 in Part 1. If not, go on to the next question.

3. Goal: **Chooses correct alphabet letter for each short vowel sound**

Say, “What letter would you use to write the /oh/ sound in the word “mop”?

the /eh/ sound in “wet”?

the /oh/ sound in sock?

the /ah/ sound in cap?

the /eh/ sound in less?

the /uh/ sound in bus?

the /ah/ sound in zap?

the /ih/ sound in hip?

the /uh/ sound in jug?

See Activities 15 – 19 in Part 1 for more examples, if needed.

If student has difficulty, start at Activity 14 (pg. 45) in Part 1. If not, go on to the next question.

4. Goal: **Knows the consonant names, their sounds and how to print them**

Give the student paper and pencil and ask, “*Can you write the letter __ (give letter name) and tell me its sound?*” Try enough examples to assess.

If the student has difficulty, begin with Activity 20 in Part 1. If not, go on.

5. Goal: **Can ‘read’ and co-articulate a consonant/short vowel**

Remind students of the 5 short vowel sounds: /ah/, /eh/, /ih/, /oh/, /uh/ and that all the words used here will have one of those sounds. Then print the letters “ba” (lowercase) for the student to see. Say, “*When I say these two sounds together it makes /bah/ and that starts the word bat or back.*” Now print ‘ru’ and ask, “*Can you say the sound of these two letters together, and think of a word that begins with this sound?* (run, rug, rush) If they need a hint, ask them: “*Would these letters say /rah/, /reh/, /rih/, /roh/, or /ruh/?*”

Print as many of the two letter combinations below as needed to assess. [Accept answers that are phonologically correct; e.g., the word ‘city’ begins with the ‘si’ sound.]

‘pe’	(pen, pet, pepper)	‘be’	(bed, bend, best)
‘do’	(dot, doll, doctor)	‘ta’	(tap, tack, tab)
‘si’	(sip, sick, sister)	‘gu’	(gum, gun, gut)
‘fa’	(fat, fast, fact)	‘jo’	(job, jog, jot)
‘mu’	(mud, mug, mutt)	‘hi’	(hid, him, hit)
‘li’	(lip, lick, list)	‘re’	(red, rest, rent)

If a recheck is desired, use Activity 96 in Part 1.

If the student has difficulty, begin with Activity 20 in Part 1. If not, continue on.

6. Goal: **Reads 3-letter words? And how much more?**

At this point, turn to wordlist 1 in Part 2, page 104. Have student read aloud several words from this list, judging their speed of reading as well as vocabulary understanding. If the student is more or less automatic, and knows what 90% of the words mean, proceed to the next wordlist. Continue through the wordlists until either the reading fluency or vocabulary show signs of needing support. You now know where to begin.

Double check your assessment by having the student read aloud the practice sentence (starting on page 158) that correspond to the last few wordlist the student attempted, judging again on their fluency and comprehension.

Scientific Phonics
Part 1

Pre-Reading Activities
1 - 97

Activity 1 **Beginning sounds**

Directions: Say, “The first sound you hear in a word is called the beginning sound. The beginning sound in the word ‘fish’ is /f/. Which word begins with: ____?”

the sound /t/

bug	ten	car
wet	mad	toys

the sound /m/

map	jam	hammer
clam	ram	man

the sound /l/

ball	pillow	lip
leg	bell	fall

the sound /n/

run	ant	nut
hand	net	bun

the sound /r/

dirt	rug	stir
red	door	church

the sound /g/

gum	igloo	bug
hug	gym	golf

the sound /s/

bus	zoo	sing
fish	ship	sled

Activity 2 **Ending sounds**

Directions: Say, “The last sound in a word is called the ending sound. The ending sound in the word ‘win’ is /n/. Which word ends in: ____?”

the sound /t/

cat	fish	hop
butter	two	pot

the sound /d/

dish	radio	mad
shade	dive	crab

the sound /p/

apple	pear	grape
crib	lips	slip

the sound /k/

truck	tickle	kite
kitchen	pickle	kick

the sound /f/

moth	laugh	office
coughing	bath	cliff

the sound /m/

stamp	swim	milk
chin	man	crumb

the sound /b/

bud	grab	map
trap	globe	boxer

Activity 3 **Discriminating beginning and ending sounds**

Directions: Say, "Listen to these three words then tell me which word has a different **beginning** sound." (Read left column first.)

dog hop hot

think thin math

bug, box socks

violin fin vase

ring mad monkey

flag frog gopher

chop itch chin

moth thumb thistle

reading bear rose

swing ice city

trash desk dish

trick drink table

Directions: Say, "Listen to these three words then tell me which word has a different **ending** sound." (Read left column first.)

map mad lip

hand dent yard

fish fist fast

string sink tongue

jam man mom

blue shoe boot

itch wish rash

snow boat piano

sweep sheep sheet

play pail spray

milk spill talk

cowboy oyster fur

Activity 4 **Rhyming**

Directions: Say, “Words like red, head, and said rhyme because they all have the same ending sound /ed/. The words wait, late, and great rhyme because they all end with the sound /ate/. Listen to these three words then tell me which two rhyme.”

bat	rat	cake
bed	hot	red
egg	leg	box
sit	hop	hit
mad	mask	bad
nine	run	sun
mop	cup	cop
cap	ax	tacks
in	on	pin
trip	trap	flip
shop	shot	knot
stop	step	drop
ant	tent	plant
chin	shin	inch
thread	three	head
sneeze	cheese	tree
square	jar	bear
string	strong	king
shark	sharp	park

Activity 5 **Rhymes with**

Directions: Read aloud the word in the left column, asking the student, “Which of these three word rhymes with it?” Read aloud the three choices.

can	cut	sit	man
fat	mud	rat	sun
up	bug	under	cup
in	chin	on	up
hop	pup	drop	rug
wet	deck	pet	wait
fish	fists	kiss	dish
hot	hut	cot	hat
lip	hip	crib	mop
egg	bag	edge	beg
ax	box	wax	black
bath	Beth	last	path
ox	hot	hogs	rocks
head	hand	bread	heavy
string	ink	swing	stink
ill	drill	bell	doll
pinch	pitch	wrench	inch
truck	bucket	duck	trunk
stamp	stump	camp	plant

Activity 6 **Segmenting words**

Directions: Say, “I will say a word very slowly so that you can hear each sound in the word. You say the same sounds back to me.” Then read aloud the three choices, asking the student, “Which of these words did you say?”

/eh/ /g/	egg	box	cat
/uh/ /p/	hot	cut	up
/ih/ /n/	on	in	under
/ah/ /cks/	ice	ax	ash
/oh/ /cks/	on	off	ox
/ah/ /d/	add	odd	sad
/b/ /uh/ /g/	bug	dog	rug
/s/ /ih/ /t/	sick	sit	city
/m/ /ah/ /d/	mask	dad	mad
/t/ /oh/ /p/	top	tape	tub
/r/ /eh/ /d/	road	red	rest
/w/ /ih/ /g/	wag	wig	twig
/d/ /uh/ /k/	dock	deck	duck
/sh/ /oh/ /p/	shop	ship	chop
/ih/ /n/ /ch/	itch	inch	bench
/s/ /t/ /oh/ /p/	stop	step	stripe
/f/ /l/ /ah/ /t/	flat	flag	flap
/t/ /r/ /ih/ /p/	rip	tip	trip
/c/ /ah/ /ch/	cash	catch	scratch

Activity 7 **Elongating vowel sound**

Directions: Say, "I will again say words very slowly so that you can hear each sound in them. This time I will stretch the middle sound and then give you three choices to see if you can recognize the word."

/c/ /aaah/ /t/	cat	cop	cut
/m/ /oooh/ /m/	map	mop	mom
/iih/ /l/	hill	ill	fall
/oooh/ /n/	in	off	on
/b/ /uuuh/ /g/	bat	beg	bug
/l/ /iih/ /p/	lip	lap	loop
/f/ /aaah/ /t/	fast	fist	fat
/m/ /eeeh/ /n/	moon	men	man
/r/ /eeeh/ /d/	road	bread	red
/sh/ /iih/ /n/	shin	shine	chin
/n/ /uuuh/ /t/	knot	knight	nut
/s/ /aah/ /t/	cent	sap	sat
/d/ /uuuh/ /g/	dug	drag	dog
/f/ /iih/ /s/ /t/	fish	fast	fist
/ch/ /oooh/ /p/	chip	chop	shop
/m/ /aaah/ /th/	moth	match	math
/s/ /l/ /eeeh/ /d/	slide	sled	slap
/c/ /r/ /iih/ /b/	crab	grip	crib
/th/ /iii/ /n/ /k/	think	drink	thank

Activity 8 ¹ Short 'a' sound

Directions: For this, and the activities that follow, read each word at a normal speech rate in a monotone voice. Remember to clearly model the ending sound on each word.

Say, "I will say three words. One word will have the /aaah/ sound in it. You tell me which one has the /ah/ sound."

on	add	ill
pat	pet	pot
fix	ox	ax
cut	cat	cot
mud	mad	mitt
hit	hot	hat
cap	cup	cape
bit	boat	bat
lip	leap	lap
bag	beg	big
bed	bud	bad
mop	map	men
slap	slip	sleep
fist	fast	feast
rest	rush	rash
track	trick	truck
badge	bridge	edge
enter	wreck	actor
string	stretch	strap
screech	scratch	screw

¹ Activities 8-12 form **the most vital** component of beginning reading and thus, **must be mastered**, regardless of how difficult it might prove. Attempt all 5 lessons then repeat as needed if less than 90% correct. For many children, hearing the elongated the vowel sound, as done in the previous activity, and vocalizing it themselves, helps draw their attention to these medial sounds more quickly.

Activity 9 Short 'e' sound

Directions: Say, "I will say three words. One word will have the /eeeh/ sound in it. You tell me which one has the /eh/ sound."²

elf	up	in
on	end	under
add	Ed	odd
ill	off	elm
pet	pot	putt
white	wait	wet
pine	pen	pan
egg ²	igloo	ugly
sat	set	seat
bug	bag	beg
pin	pen	pain
bed	bud	bid
men	man	mom
dash	desk	dust
drip	drop	dress
edge	bridge	cage
chimp	chest	chase
scribble	scratch	stretch
guests	gifts	glasses
father	fifteen	feather

² The word 'egg' is considered a short 'e' word, but depending on dialect, it may sound more similar to a long 'a'. The same is true with the words leg, beg, and peg.

Activity 10 **Short ‘i’ sound**

Directions: Say, “I will say three words. One word will have the /i:/ sound in it. You tell me which one has the /ih/ sound.”

in	on	off
pull	ill	ball
inch	ant	end
bug	beg	big
pin	pan	paint
lap	lip	loop
flip	flap	flop
boot	beet	bit
spine	spoon	spin
peg	pig	pug
punch	pinch	bench
Bob	Bill	Ben
bed	bad	bid
slide	sled	slip
pit	pet	putt
watch	itch	wrench
chess	pitch	thread
ships	shapes	shops
bread	igloo	fence
injure	enter	under

Activity 11 **Short ‘o’ sound**

Directions: Say, “I will say three words. One word will have the /oooh/ sound in it You tell me which one has the /oh/ sound.”

ox	ax	oaks
in	on	out
odd	add	aid
ash	elk	otter
hut	hoot	hot
lock	lick	look
pop	pipe	pup
party	pet	pot
Bob	bib	baby
hat	hut	hot
cute	cot	coat
drop	drip	droop
shut	shot	sheet
flip	flap	flop
stop	step	stoop
stomp	stamp	stump
log	leg	lug
straw	throw	knot
cot	caught	cart
salt	shot	shawl

Activity 12 **Short ‘u’ sound**

Directions: Say, “I will say three words. One word will have the /uuuh/ sound in it. You tell me which one has the /uh/ sound.”

up	in	on
igloo	ugly	eagle
enter	off	under
cup	cop	cap
bug	bag	beg
kite	cot	cut
run	ring	rain
ham	him	hum
fin	fan	fun
hunt	honk	hand
boys	bees	bus
shut	shout	shot
stick	stuck	stock
lunch	launch	blond
batter	boater	butter
cot	cut	caught
stomp	stamp	stump
mustard	blizzard	mister
thimble	stumble	tremble
double	daughter	bottle

Activity 13 **Short vowel discrimination**

Directions: Say, "I will say three words. Listen to the middle sound in each word then tell me which word has the different middle sound."

cat	cut	hat
sit	wig	bus
run	hen	bed
bug	sun	box
mad	mop	cat
wet	hit	fill
pet	zip	desk
mud	hot	rug
set	sit	red
pin	pen	lip
mop	bud	fun
ship	dish	chef
stop	truck	clock
feather	bread	father
chick	check	think
strap	step	Beth
brush	cloth	puddle
treasure	head	ladder
skull	school	uncle
breath	spring	edge

Activity 14 **Manipulating short vowel sounds**³

Directions: Say, “In this activity you will change the middle sound in one word to make a new word. For example, if I change the /ah/ sound in the word ‘mad’ and put in the /uh/ sound, it makes ‘mud’. I will tell you what sound to take out and what sound to put in its place. You tell me the new word.”

Take _____	from _____	and put in _____.	The new word is?
/ah/	cat	/uh/	cut
/eh/	bed	/ah/	bad
/oh/	hot	/ih/	hit
/ah/	cap	/oh/	cop
/uh/	nut	/eh/	net
/ih/	tip	/ah/	tap
/uh/	bug	/eh/	beg
/ih/	ship	/oh/	shot
/ah/	sat	/eh/	set
/uh/	but	/ah/	bat
/eh/	pet	/uh/	putt
/ah/	flap	/ih/	flip
/ih/	fist	/ah/	fast
/ah/	track	/uh/	truck
/oh/	stop	/eh/	step
/uh/	butter	/eh/	better

³ This higher-level activity might prove difficult for some children. If students have performed well in the preceding activities then continue on to the next section after attempting this lesson.

Note: For Activities 15 – 93, the letters of the alphabet (and their five short vowel co-articulated sounds) are introduced. For young learners, it is helpful to have letters of the alphabet (especially lower-case) for students to finger-trace and later manipulate to spell words. The author finds either handmade sandpaper letters or commercially made tactile alphabet cards effective for this purpose.

Activity 15 **Connecting ‘a’ with /ah/**

Directions: Show student the letter ‘a’. Have them finger-trace it in the correct manner for handwriting, beginning at the top of the letter. At the same time, have them say aloud its short vowel sound. Then ask, “Which of these three words would use the letter ‘a’ to spell or write them?”⁴

cap	run	box
big	bag	bog
mat	meet	mitt
bat	beet	bit
mud	mad	mitt
hit	hot	hat
cap	cup	cape
bit	boat	bat
lip	leap	lap
bag	beg	big
bed	bud	bad
mop	map	men
slap	slip	sleep
fist	fast	feast
rest	rush	rash
track	trick	truck
badge	bridge	edge
enter	wreck	actor
string	stretch	strap
screech	scratch	screw

⁴ In this and the four following activities, it may help to reinforce the correct answer by saying, “Yes, if you want to write the word _____, you would use the letter ‘___’ for the middle sound”.

Activity 16 Connecting 'e' with /eh/

Directions: Show student the letter 'e'. Have them finger-trace it in the correct manner for handwriting, beginning at the top of the letter. At the same time, have them say aloud its short vowel sound. Then ask, "Which of these three words would use the letter 'e' to spell or write them?"

red	pink	bath
bell	ball	bill
pan	pin	pen
net	knit	knot
pet	pot	putt
white	wait	wet
pine	pen	pan
egg	igloo	ugly
sat	set	seat
bug	bag	beg
pin	pen	pain
bed	bud	bid
men	man	mom
dash	desk	dust
drip	drop	dress
edge	bridge	cage
chimp	chest	chase
scribble	scratch	stretch
guests	gifts	glasses
father	fifteen	feather

Activity 17 Connecting 'i' with /ih/

Directions: Show student the letter 'i'. Have them finger-trace it in the correct manner for handwriting, beginning at the top of the letter. At the same time, have them say aloud its short vowel sound. Then ask, "Which of these three words would use the letter 'i' to spell or write them?"

in	on	under
pill	pal	pull
bug	beg	big
fin	fan	fun
inch	ant	end
bug	beg	big
pin	pan	paint
lap	lip	loop
flip	flap	flop
boot	beet	bit
spine	spoon	spin
peg	pig	pug
punch	pinch	bench
Bob	Bill	Ben
bed	bad	bid
slide	sled	slip
pit	pet	putt
watch	itch	wrench
chess	pitch	thread
ships	shapes	shops
bread	igloo	fence
injure	enter	under

Activity 18 **Connecting ‘o’ with /oh/**

Directions: Show student the letter ‘o’. Have them finger-trace it in the correct manner for handwriting, beginning at the top of the letter. At the same time, have them say aloud its short vowel sound. Then ask, “Which of these three words would use the letter ‘o’ to spell or write them?”⁵

hop	sit	hat
ox	ax	under
knot	gnat	note
rock	rack	wreck
odd	add	aid
ash	elk	otter
hut	hoot	hot
lock	lick	look
pop	pipe	pup
party	pet	pot
Bob	bib	baby
hat	hut	hot
cute	cot	coat
drop	drip	droop
shut	shot	sheet
flip	flap	flop
stop	step	stoop
stomp	stamp	stump
log	leg	lug
straw	throw	knot
cot	caught	cart
salt	shot	shawl

⁵ In some dialects, the short ‘o’ sound in ‘hot’ may be pronounced the same as the ‘aw’ sound in haul, hawk and halt. The final three activities above might prove challenging under these conditions.

Activity 19 **Connecting ‘u’ with /uh/**

Directions: Show student the letter ‘u’. Have them finger-trace it in the correct manner for handwriting, beginning at the top of the letter. At the same time, have them say aloud its short vowel sound. Then ask, “Which of these three words would use the letter ‘u’ to spell or write them?”

in	on	up
ugly	eagle	igloo
arrow	enter	usher
ankle	uncle	honk
cup	cop	cap
bug	bag	beg
kite	cot	cut
run	ring	rain
ham	him	hum
fin	fan	fun
hunt	honk	hand
boys	bees	bus
shut	shout	shot
stick	stuck	stock
lunch	launch	blond
batter	boater	butter
cot	cut	caught
stomp	stamp	stump
mustard	blizzard	mister
thimble	stumble	tremble
double	daughter	bottle

Introduce the letters b, B

Show student the letters 'b' and 'B', telling them these are letters of the alphabet and their name is 'b'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /bah/, as in bath. When it is paired with 'e' it makes the sound /beh/, as in bed. When it is paired with 'i' it makes the sound /bih/, as in big. When it is paired with 'o' it makes the sound /boh/, as in box. When it is paired with 'u' it makes the sound /buh/, as in bug."

Activity 20⁶ Connecting 'ba' with /bah/

Directions: Say, "The words 'bath' and 'bad' both start with /bah/ so those words would be written by starting with the letters 'ba'. Which of these three words would be written, or spelled, beginning with the letters 'ba'?"

bat	cat	rat
dad	back	duck
basket	bucket	ash
big	beg	bag
badge	bridge	bend
Beth	bath	butter
bog	boy	baboon
best	bus	baggage
bush	batter	best
bit	bottle	battle
bang	bingo	bunk

⁶ For activities #20 onward, it may be helpful for students to hear the correct answer reinforced by saying something like, "Yes, the word ____ would be spelled or written starting with the two letters "____."

Activity 21 **Connecting ‘be’ with /beh/**

Directions: Say, “The words ‘bell’ and ‘best’ both start with /beh/ so those words would be written by starting with the letters ‘be’. Which of these three words would be written, or spelled, beginning with the letters ‘be’?”

bend	dent	bunny
batter	beg	camel
buffalo	bit	bell
bench	bomb	big
buck	belt	baby
bay	bitter	bedroom
beckon	band	bicker

Activity 22 **Connecting ‘bi’ with /bih/**

Directions: Say, “The words ‘big’ and ‘bitter’ both start with /bih/ so those words would be written by starting with the letters ‘bi’. Which of these three words would be written, or spelled, beginning with the letters ‘bi’?”

boat	bib	bed
bid	bad	bud
best	ball	bit
Bill	Beth	Bob
best	bottle	biscuit
dinner	bigger	bench
bicker	beckon	basket
blizzard	bizarre	buzzard

Activity 23 **Connecting ‘bo’ with /boh/**

Directions: Say, “The words ‘box’ and ‘bond’ both start with /boh/ so those words would be written by starting with the letters ‘bo’. Which of these three words would be written, or spelled, beginning with the letters ‘bo’?”

bus	Bob	baby
boxer	button	bath
big	bug	bog
bottom	butler	bundle
blocks	bawl	bottle
bonnet	buzzard	bicker
bait	bomb	bunch

Activity 24 **Connecting ‘bu’ with /buh/**

Directions: Say, “The words ‘bun’ and ‘bump’ both start with /buh/ so those words would be written by starting with the letters ‘bu’. Which of these three words would be written, or spelled, beginning with the letters ‘bu’?”

bug	boy	bath
back	book	buck
beach	bunch	bench
butter	batter	bitter
bunk	bank	bounce
basket	bucket	beckon
button	bottom	better

Introduce the letters c, C ⁷

Show student the letters 'c' and 'C', telling them these are letters of the alphabet and their name is 'c'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds⁸, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /cah/ as in castle. When it is paired with 'o', it makes the sound /coh/ as in cobbler. When it is paired with 'u', it makes the sound /cuh/ as in cuff."

Activity 25 Connecting 'ca' with /cah/

Directions: Say, "The words 'cap' and 'cabin' both start with /cah/ so those words would be written by starting with the letters 'ca'. Which of these three words would be written, or spelled, beginning with the letters 'ca'?"

cut	coat	cat
cod	capture	cuff
cotton	king	cad
costume	kettle	cattle
catapult	cobbler	ketchup
kick	copper	cavity
caterpillar	copy	kitten
café	cob	cuttlefish
kiss	cash	crash

⁷ The spelling patterns of 'ce' and 'ci' and 'cy' are used to spell the /s/ sound, as in cent, city and cycle. This is often called a 'soft c'. (The letter 'k' is used to spell words that require the 'hard c' sound for the short 'e' or short 'i' words, as in keg and kit.) Students will study these 'soft c' words in lessons 77 and 78. Therefore, there are only three co-articulation lessons ('ca', 'co', 'cu') for the letter 'c'.

⁸ It may help to tell students there are indeed five 'hard c' sounds, but that 'k' is used for two of the sounds.

Activity 26 **Connecting ‘co’ with /coh/**

Directions: Say, “The words ‘cop’ and ‘costume’ both start with /coh/ so those words would be written by starting with the letters ‘co’. Which of these three words would be written, or spelled, beginning with the letters ‘co’?”

cot	cut	cat
kid	cod	cud
kick	cuff	cobbler
copy	cape	cuddle
customer	copper	cutlet
custard	concert	cash
cabbage	cub	college

Activity 27 **Connecting ‘cu’ with /cuh/**

Directions: Say, “The words ‘cut’ and ‘cupboard’ both start with /cuh/ so those words would be written by starting with the letters ‘cu’. Which of these three words would be written, or spelled, beginning with the letters ‘cu’?”

cop	cup	cape
cob	cuff	cost
costume	kiss	custard
customer	comedy	kennel
cutlet	kite	cotton
cattle	kettle	cuttlefish
cobbler	copper	cuddle

Introduce the letters d, D

Show student the letters 'd' and 'D', telling them these are letters of the alphabet and their name is 'd'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /dah/, as in dangle. When it is paired with 'e' it makes the sound /eeh/, as in deli. When it is paired with 'i' it makes the sound /dih/, as in disguise. When it is paired with 'o' it makes the sound /doh/, as in dock. When it is paired with 'u' it makes the sound /duh/, as in dummy."

Activity 28 Connecting 'da' with /dah/

Directions: Say, "The words 'dad' and 'dabble' both start with /dah/ so those words would be written by starting with the letters 'da'. Which of these three words would be written, or spelled, beginning with the letters 'da'?"

dash	dish	desk
digger	dagger	dog
deli	daddy	dummy
dust	den	dash
dab	dead	dig
dunk	dinner	dangle
drizzle	dazzle	doze

Activity 29 **Connecting ‘de’ with /deh/**

Directions: Say, “The words ‘dent’ and ‘desk’ both start with /deh/ so those words would be written by starting with the letters ‘de’. Which of these three words would be written, or spelled, beginning with the letters ‘de’?”

dead	deep	dip
dank	den	dunk
Dan	dine	den
dive	devil	dove
dune	dome	dent
desert	daisy	distant
digger	dentist	doctor

Activity 30 **Connecting ‘di’ with /dih/**

Directions: Say, “The words ‘dig’ and ‘dinner’ both start with /dih/ so those words would be written by starting with the letters ‘di’. Which of these three words would be written, or spelled, beginning with the letters ‘di’?”

dip	dad	deep
dam	dome	dim
dancer	dizzy	dozer
distant	dash	desert
doze	disguise	dodge
deli	doll	dimple
dusk	desk	discus

Activity 31 **Connecting ‘do’ with /doh/**

Directions: Say, “The words ‘dot’ and ‘doll’ both start with /doh/ so those words would be written by starting with the letters ‘do’. Which of these three words would be written, or spelled, beginning with the letters ‘do’?”

doctor	deck	deacon
dial	dealer	dollar
don	dunk	dune
dog	dig	dagger
daze	dodge	dungarees
dike	deck	dock
Diane	Donna	Debbie

Activity 32 **Connecting ‘du’ with /duh/**

Directions: Say, “The words ‘duck’ and ‘dug’ both start with /duh/ so those words would be written by starting with the letters ‘du’. Which of these three words would be written, or spelled, beginning with the letters ‘du’?”

dump	dome	dim
doll	deli	dull
discus	dagger	dusk
daisy	dizzy	dummy
dust	dentist	dimple
dodge	dungarees	dangerous
daffodil	duffle	dollar

Introduce the letters f, F

Show student the letters 'f' and 'F', telling them these are letters of the alphabet and their name is 'f'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /fah/, as in fast. When it is paired with 'e' it makes the sound /feh/, as in fence. When it is paired with 'i' it makes the sound /fih/, as in fix. When it is paired with 'o' it makes the sound /foh/, as in fog. When it is paired with 'u' it makes the sound /fuh/, as in fun."

Activity 33 Connecting 'fa' with /fah/

Directions: Say, "The words 'fact' and 'fabulous' both start with /fah/ so those words would be written by starting with the letters 'fa'. Which of these three words would be written, or spelled, beginning with the letters 'fa'?"

fasten	funnel	fizz
feet	fight	fat
fed	food	fad
fabric	fib	fiction
fist	fast	festival
first	feast	fashion
factory	fondue	fence

Activity 34 **Connecting ‘fe’ with /feh/**

Directions: Say, “The words ‘fell’ and ‘February’ both start with /feh/ so those words would be written by starting with the letters ‘fe’. Which of these three words would be written, or spelled, beginning with the letters ‘fe’?”

fad	food	fed
fencing	fancy	funny
father	feather	farmer
fifty	fetch	fudge
festival	fist	fast
fall	felt	fill
funnel	finish	fennel

Activity 35 **Connecting ‘fi’ with /fih/**

Directions: Say, “The words ‘fist’ and ‘fifty’ both start with /fih/ so those words would be written by starting with the letters ‘fi’. Which of these three words would be written, or spelled, beginning with the letters ‘fi’?”

fan	fun	fin
fig	fog	flip
factory	fix	fox
fourth	fifth	fuss
fossil	fishing	fuzzy
fumble	follow	fill
face	fizz	fuzz

Activity 36 **Connecting ‘fo’ with /foh/**

Directions: Say, “The words ‘fog’ and ‘fond’ both start with /foh/ so those words would be written by starting with the letters ‘fo’. Which of these three words would be written, or spelled, beginning with the letters ‘fo’?”

fix	fakes	fox
follow	fell	felt
fishing	fussy	fossil
fondue	fancy	fencing
fence	faint	font
foxhole	finger	funnies
found	fondle	fender

Activity 37 **Connecting ‘fu’ with /fuh/**

Directions: Say, “The words ‘funny’ and ‘fuzz’ both start with /fuh/ so those words would be written by starting with the letters ‘fu’. Which of these three words would be written, or spelled, beginning with the letters ‘fu’?”

fuss	fizz	face
fin	phone	fun
fuzzy	fetch	fasten
finish	fennel	funnel
fabric	festival	fumble
funnies	fossil	follow
factory	fudge	fountain

Introduce the letters g, G ^{9 10}

Show student the letters ‘g’¹ and ‘G’, telling them these are letters of the alphabet and their name is ‘g’. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, “When it is paired with ‘a’ it makes the sound /gah/, as in gasoline. When it is paired with ‘e’ it makes the sound /geh/, as in getaway. When it is paired with ‘i’ it makes the sound /gih/, as in gift. When it is paired with ‘o’ it makes the sound /goh/, as in goggles. When it is paired with ‘u’ it makes the sound /guh/, as in gum.”

Activity 38 **Connecting ‘ga’ with /gah/**

Directions: Say, “The words ‘gadget’ and ‘gallery’ both start with /gah/ so those words would be written by starting with the letters ‘ga’. Which of these three words would be written, or spelled, beginning with the letters ‘ga’?”

gobble	gab	gift
gassy	geese	ghost
gush	give	gash
gasp	guess	grass
gosling	gather	goat
gob	gulp	gill
giggle	goggles	gaggle

⁹ The letter combinations ‘ge’ and ‘gi’ and ‘gy’ are most often used to spell the ‘j’ sound as in germ, giant, and gym. This is known as a ‘soft g’. Since there are but a few ‘gi’ words (give, gill, giggle) and ‘get’ is the solo ‘ge’ word, only three co-articulation lessons (‘ga’, ‘go’, ‘gu’) for the letter ‘g’ are presented here. Students will study ‘soft g’ words in lessons 79 and 80.

¹⁰ In addition to the modern lowercase ‘g’, which is used throughout the student portion of this book and is easier for students to write, you may wish to familiarize students the more embellished font ‘g’, such as used in these exercises, which they may encounter in other print experiences.

Activity 39 **Connecting ‘go’ with /goh/**

Directions: Say, “The words ‘gosh’ and ‘golly’ both start with /goh/ so those words would be written by starting with the letters ‘go’. Which of these three words would be written, or spelled, beginning with the letters ‘go’?”

gobble	gutter	gallery
gasp	ghost	gosling
god	gutter	guide
gush	gather	gothic
gust	goblin	gut
gill	goblet	gulley
glob	gab	gob

Activity 40 **Connecting ‘gu’ with /guh/**

Directions: Say, “The words ‘gun’ and ‘gut’ both start with /guh/ so those words would be written by starting with the letters ‘gu’. Which of these three words would be written, or spelled, beginning with the letters ‘gu’?”

game	gum	god
gosh	gash	gush
gulp	gasp	golf
gift	gas	gust
gutter	gather	giggle
gale	gull	gaggle
gallery	gavel	gully

Introduce the letters h, H

Show student the letters 'h' and 'H', telling them these are letters of the alphabet and their name is 'h'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /hah/, as in hat. When it is paired with 'e' it makes the sound /heh/, as in hello. When it is paired with 'i' it makes the sound /hih/, as in hip. When it is paired with 'o' it makes the sound /hoh/, as in hot. When it is paired with 'u' it makes the sound /huh/, as in hunt."

Activity 41 Connecting 'ha' with /hah/

Directions: Say, "The words 'half' and 'happy' both start with /hah/ so those words would be written by starting with the letters 'ha'. Which of these three words would be written, or spelled, beginning with the letters 'ha'?"

hatch	hitch	hut
hit	hot	hat
have	hive	heavy
hickory	hatchet	hexagon
hem	hum	half
hobble	hack	healthy
hazard	husband	hollow

Activity 42 **Connecting ‘he’ with /heh/**

Directions: Say, “The words ‘heck’ and ‘heavens’ both start with /heh/ so those words would be written by starting with the letters ‘he’. Which of these three words would be written, or spelled, beginning with the letters ‘he’?”

hen	ham	hand
hum	ham	hem
hard	head	hiccup
hive	heavy	hover
hockey	hack	hexagon
help	holly	husk
husky	healthy	hazard

Activity 43 **Connecting ‘hi’ with /hih/**

Directions: Say, “The words ‘his’ and ‘him’ both start with /hih/ so those words would be written by starting with the letters ‘hi’. Which of these three words would be written, or spelled, beginning with the letters ‘hi’?”

hat	hit	hut
hip	hop	heap
hail	hall	hill
hockey	hack	hickory
hiss	hose	has
hanger	hinge	handle
hummer	hacker	hiccup

Activity 44 Connecting ‘ho’ with /hoh/

Directions: Say, “The words ‘hot’ and ‘hobnob’ both start with /hoh/ so those words would be written by starting with the letters ‘ho’. Which of these three words would be written, or spelled, beginning with the letters ‘ho’?”

hug	hem	hog
hip-hop	hippo	hopscotch
husband	hobby	husky
hacker	hockey	hickory
holly	hilly	hello
hundred	happy	hobble
huddle	husk	hollow

Activity 45 Connecting ‘hu’ with /huh/

Directions: Say, “The words ‘hug’ and ‘hunch’ both start with /huh/ so those words would be written by starting with the letters ‘hu’. Which of these three words would be written, or spelled, beginning with the letters ‘hu’?”

hat	hot	hut
hit	hand	hunt
handsome	hundred	hobnob
hump	hamper	hoop
ham	hum	home
headband	husband	hobo
hobble	hippo	huddle

Introduce the letters j, J

Show student the letters 'j' and 'J', telling them these are letters of the alphabet and their name is 'j'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter, ending with the dot or cross bar. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /jah/, as in javelin. When it is paired with 'e' it makes the sound /jeh/, as in jealous. When it is paired with 'i' it makes the sound /jih/, as in jingle. When it is paired with 'o' it makes the sound /joh/, as in jockey. When it is paired with 'u' it makes the sound /juh/, as in juggle."

Activity 46 Connecting 'ja' with /jah/

Directions: Say, "The words 'jazz' and 'jabber' both start with /jah/ so those words would be written by starting with the letters 'ja'. Which of these three words would be written, or spelled, beginning with the letters 'ja'?"

job	jib	jab
jack	joke	jerk
jockey	jackal	jester
juggle	jogger	jaguar
jetty	jolly	jack-o-lantern
jagged	juggle	jingle
jetsam	jacket	jumble

Activity 47 **Connecting ‘je’ with /jeh/**

Directions: Say, “The words ‘jet’ and ‘jester’ both start with /jeh/ so those words would be written by starting with the letters ‘je’. Which of these three words would be written, or spelled, beginning with the letters ‘je’?”

jet-black	jig	juts-out
jolly	jelly	July
jigsaw	joggle	jealous
jest	joust	junk
jot-down	jetsam	jittery
jungle	jester	joke
jagged	judge	jetty

Activity 48 **Connecting ‘ji’ with /jih/**

Directions: Say, “The words ‘jiffy’ and ‘jigsaw’ both start with /jih/ so those words would be written by starting with the letters ‘ji’. Which of these three words would be written, or spelled, beginning with the letters ‘ji’?”

jib	job	jab
jingle	juggle	jungle
jog	jug	jig
jelly	jigsaw	javeline
jiggle	jagged	juggler
jaguar	jumble	jigsaw-puzzle
jail	Jill	jewel

Activity 49 **Connecting ‘jo’ with /joh/**

Directions: Say, “The words ‘job’ and ‘jockey’ both start with /joh/ so those words would be written by starting with the letters ‘jo’. Which of these three words would be written, or spelled, beginning with the letters ‘jo’?”

jog	jig	jagged
jerk	jack	jock
juts-out	jet-black	jot-down
July	Jill	jolly
jab	job	jib
jingle	junction	joggle
jigsaw	jumper	jostle

Activity 50 **Connecting ‘ju’ with /juh/**

Directions: Say, “The words ‘July’ and ‘justice’ both start with /juh/ so those words would be written by starting with the letters ‘ju’. Which of these three words would be written, or spelled, beginning with the letters ‘ju’?”

jig	jog	jug
jump	gym	jam
John	Jan	junk
jiggle	juggle	jingle
jittery	jealous	judge
jetsam	juggle	jostle
junction	jester	joust

Introduce the letters k, K¹¹

Show student the letters 'k' and 'K', telling them these are letters of the alphabet and their name is 'k'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'e' it makes the sound /keh/, as in kettle. When it is paired with 'i' it makes the sound /kih/, as in kitchen.

Activity 51 Connecting 'ke' with /keh/

Directions: Say, "The words 'kelp' and 'kept' both start with /keh/ so those words would be written by starting with the letters 'ke'. Which of these three words would be written, or spelled, beginning with the letters 'ke'?"

keg	kid	kindling
canoe	kennel	kitten
kangaroo	kidney	ketchup
can	kin	Ken

Activity 52 Connecting 'ki' with /kih/

Directions: Say, "The words 'kick' and 'kidney' both start with /kih/ so those words would be written by starting with the letters 'ki'. Which of these three words would be written, or spelled, beginning with the letters 'ki'?"

cod	kid	cud
cat	coat	kitten
king	cone	cane
kiln	kelp	kennel
keys	cuss	kiss

¹¹ The sounds associated with 'ka', 'ko', and 'ku' are generally written with a 'c' as in cap, cop, and cup. Thus there are only two co-articulation lessons on the letter 'k'.

Introduce the letters l, L

Show student the letters 'l' and 'L', telling them these are letters of the alphabet and their name is 'l'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /lah/, as in ladder. When it is paired with 'e' it makes the sound /leh/, as in lemon. When it is paired with 'i' it makes the sound /lih/, as in listen. When it is paired with 'o' it makes the sound /loh/, as in lobster. When it is paired with 'u' it makes the sound /luh/, as in lumber."

Activity 53 Connecting 'la' with /lah/

Directions: Say, "The words 'lad' and 'lack' both start with /lah/ so those words would be written by starting with the letters 'la'. Which of these three words would be written, or spelled, beginning with the letters 'la'?"

leap	lip	lap
lab	lab	ledge
lost	lass	loose
latch	lunch	litter
apple	loop	lapel
length	listless	lasso
lettuce	liquorices	lavender

Activity 54 **Connecting 'le' with /leh/**

Directions: Say, "The words 'left' and 'lesson' both start with /leh/ so those words would be written by starting with the letters 'le'. Which of these three words would be written, or spelled, beginning with the letters 'le'?"

leg	log	lug
lamp	lobster	lemon
litter	letters	lighter
lodge	ledge	luggage
lobby	lettuce	lumber
luxury	lollipop	leopard
leather	lather	loiter

Activity 55 **Connecting 'li' with /lih/**

Directions: Say, "The words 'link' and 'liver' both start with /lih/ so those words would be written by starting with the letters 'li'. Which of these three words would be written, or spelled, beginning with the letters 'li'?"

lid	lad	load
lock	luck	lick
letters	litter	latch
lost	last	list
lift	loft	left
lettuce	lush	liquorices
lesson	listen	lotion

Activity 56 **Connecting ‘lo’ with /loh/**

Directions: Say, “The words ‘logic’ and ‘lobster’ both start with /loh/ so those words would be written by starting with the letters ‘lo’. Which of these three words would be written, or spelled, beginning with the letters ‘lo’?”

lab	lid	lob
lug	leg	log
lot	light	late
litter	ledge	lodge
letter	lopsided	lumber
lake	lock	lick
luggage	lobby	listless

Activity 57 **Connecting ‘lu’ with /luh/**

Directions: Say, “The words ‘lumber’ and ‘lung’ both start with /luh/ so those words would be written by starting with the letters ‘lu’. Which of these three words would be written, or spelled, beginning with the letters ‘lu’?”

leg	lug	log
length	lunch	links
luck	leak	look
lump	limp	lamp
lash	lush	leash
leopard	lollipop	lullaby
lecture	liquorices	luxury

Introduce the letters m, M

Show student the letters 'm' and 'M', telling them these are letters of the alphabet and their name is 'm'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /mah/, as in mask. When it is paired with 'e' it makes the sound /meh/, as in medal. When it is paired with 'i' it makes the sound /mih/, as in missile. When it is paired with 'o' it makes the sound /moh/, as in model. When it is paired with 'u' it makes the sound /muh/, as in mummy."

Activity 58 Connecting 'ma' with /mah/

Directions: Say, "The words 'map' and 'match' both start with /mah/ so those words would be written by starting with the letters 'ma'. Which of these three words would be written, or spelled, beginning with the letters 'ma'?"

mad	mud	medicine
moth	math	myth
mist	mess	mast
magnet	mesh	moon
mink	magic	meadow
mechanic	mingle	magpie
minute	magazine	melon

Activity 59 **Connecting ‘me’ with /meh/**

Directions: Say, “The words ‘medicine’ and ‘mend’ both start with /meh/ so those words would be written by starting with the letters ‘meh’. Which of these three words would be written, or spelled, beginning with the letters ‘me’?”

men	man	mean
moss	misty	messy
milk	molt	melt
mine	mane	menu
middle	motel	metal
melody	muddle	mildew
message	mustard	misty

Activity 60 **Connecting ‘mi’ with /mih/**

Directions: Say, “The words ‘middle’ and ‘mingle’ both start with /mih/ so those words would be written by starting with the letters ‘mi’. Which of these three words would be written, or spelled, beginning with the letters ‘mi’?”

mall	melt	milk
mix	Max	mesh
men	mint	meant
muffin	mitten	mechanic
mistake	mushroom	mob
mussel	message	missile
monster	miniature	mutt

Activity 61 **Connecting ‘mo’ with /moh/**

Directions: Say, “The words ‘mom’ and ‘modern’ both start with /moh/ so those words would be written by starting with the letters ‘mo’. Which of these three words would be written, or spelled, beginning with the letters ‘mo’?”

mop	map	mud
maple	model	mantle
mug	mad	mob
medal	middle	model
mock	muck	make
mistake	monster	mustard
middle	muzzle	mongoose

Activity 62 **Connecting ‘mu’ with /muh/**

Directions: Say, “The words ‘mud’ and ‘muzzle’ both start with /muh/ so those words would be written by starting with the letters ‘mu’. Which of these three words would be written, or spelled, beginning with the letters ‘mu’?”

mutt	mat	met
magazine	mink	mug
miniature	muffin	messy
inadder	mutter	meter
mumps	maps	mints
monster	mingle	mushroom
mongoose	mustard	master

Introduce the letters n, N¹²

Show student the letters 'n' and 'N', telling them these are letters of the alphabet and their name is 'n'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /nah/, as in napkin. When it is paired with 'e' it makes the sound /neh/, as in nest. When it is paired with 'i' it makes the sound /nih/, as in nickel. When it is paired with 'o' it makes the sound /noh/, as in not. When it is paired with 'u' it makes the sound /nuh/, as in number.

Activity 63 Connecting 'na' with /nah/

Directions: Say, "The words 'nag' and 'nasty' both start with /nah/ so those words would be written by starting with the letters 'na'. Which of these three words would be written, or spelled, beginning with the letters 'na'?"

nap	nut	knot
knob	nudge	nab
nibble	nestling	napkin
nozzle	nuzzle	nagging
Natalie	knitting	nettle
negative	navigate	noggin

¹² Both 'kn' and 'gn' spellings make the 'n' sound. So words such as knot and knit or gnat and gnash would qualify as the correct short vowel 'n' sound. The 'kn/gn' spelling pattern is studied in lesson 91.

Activity 64 **Connecting ‘ne’ with /neh/**

Directions: Say, “The words ‘next’ and ‘never’ both start with /neh/ so those words would be written by starting with the letters ‘ne’. Which of these three words would be written, or spelled, beginning with the letters ‘ne’?”

neck	nick	knock
not	nit	net
nun	nest	nip
nestling	nutmeg	nipple
nub	nimble	nectar
nostril	nephew	knight
knell	nil	null

Activity 65 **Connecting ‘ni’ with /nih/**

Directions: Say, “The words ‘nifty’ and ‘nitch’ both start with /nih/ so those words would be written by starting with the letters ‘ni’. Which of these three words would be written, or spelled, beginning with the letters ‘ni’?”

nick	knock	neck
nit	gnat	knight
notch	nip	nod
numbers	noggin	nickel
novel	nimble	nudge
nipple	nap	knife
nub	nab	nibble

Activity 66 **Connecting ‘no’ with /noh/**

Directions: Say, “The words ‘nonsense’ and ‘novel’ both start with /noh/ so those words would be written by starting with the letters ‘no’. Which of these three words would be written, or spelled, beginning with the letters ‘no’?”

not	nut	net
needle	nod	nudge
nectar	nozzle	nuzzle
nickel	nimble	nocturnal
nest	nuts	notch
navy	novel	never
noggin	nugget	napkin

Activity 67 **Connecting ‘nu’ with /nuh/**

Directions: Say, “The words ‘number’ and ‘nutmeg’ both start with /nuh/ so those words would be written by starting with the letters ‘nu’. Which of these three words would be written, or spelled, beginning with the letters ‘nu’?”

nip	nub	knob
known	noun	nun
Ned	nod	nudge
nut	knit	knot
name	nimble	numb
nipple	nuzzle	nibble
nugget	noggin	negative

Introduce the letters p, P

Show student the letters 'p' and 'P', telling them these are letters of the alphabet and their name is 'p'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /pah/, as in package. When it is paired with 'e' it makes the sound /peh/, as in pencil. When it is paired with 'i' it makes the sound /pih/, as in pickle. When it is paired with 'o' it makes the sound /poh/, as in pocketbook. When it is paired with 'u' it makes the sound /puh/, as in pumpkin."

Activity 68 Connecting 'pa' with /pah/

Directions: Say, "The words 'past' and 'patio' both start with /pah/ so those words would be written by starting with the letters 'pa'. Which of these three words would be written, or spelled, beginning with the letters 'pa'?"

pack	peck	pick
poodle	pad	pedal
pester	poster	pasture
push	path	pitch
pigeon	pebble	paddle
pattern	pillow	poppy
penquin	picnic	passenger

Activity 69 **Connecting ‘pe’ with /peh/**

Directions: Say, “The words ‘pest’ and ‘pedestrian’ both start with /peh/ so those words would be written by starting with the letters ‘pe’. Which of these three words would be written, or spelled, beginning with the letters ‘pe’?”

pan	pin	pen
pedal	paddle	poodle
puddle	pitch	pebble
pollen	pelican	pillow
penny	pony	puffin
pickle	pack	peck
paper	pitcher	pepper

Activity 70 **Connecting ‘pi’ with /pih/**

Directions: Say, “The words ‘pitch’ and ‘pick’ both start with /pih/ so those words would be written by starting with the letters ‘pi’. Which of these three words would be written, or spelled, beginning with the letters ‘pi’?”

pin	pan	pen
pal	pole	pill
punch	pinch	poncho
picture	pasture	punish
pelican	pigeon	pug
pocket	piccolo	pumpkin
pamper	pummel	pimple

Activity 71 **Connecting ‘po’ with /poh/**

Directions: Say, “The words ‘pocket’ and ‘popular’ both start with /poh/ so those words would be written by starting with the letters ‘po’. Which of these three words would be written, or spelled, beginning with the letters ‘po’?”

pup	pep	pop
put	pat	pocketbook
pox	packs	picks
pastry	pottery	pity
penny	pump	pompom
ponder	pedestrian	passenger
penguin	poncho	pinch

Activity 72 **Connecting ‘pu’ with /puh/**

Directions: Say, “The words ‘puffy’ and ‘punish’ both start with /puh/ so those words would be written by starting with the letters ‘pu’. Which of these three words would be written, or spelled, beginning with the letters ‘pu’?”

pig	pug	peg
pump	pompous	poem
pedal	puddle	piddle
pompom	pumpkin	poppy
paper	pepper	puppy
petal	puzzle	pasture
pinch	penny	punch

Introduce the letter q, Q¹³

Show student the letters 'q' and 'Q', telling them these are letters of the alphabet and their name is 'q'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they are *always accompanied by the letter 'u'* and can make three (short) sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letters 'qu' and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /kwah/, as in quack and quagmire. When it is paired with 'e' it makes the sound /kweh/, as in question or quell. When it is paired with 'i' it makes the sound /kwih/, as in quick or quit.

Introduce the letters r, R

Show student the letters 'r' and 'R', telling them these are letters of the alphabet and their name is 'r'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /rah/, as in racket. When it is paired with 'e' it makes the sound /reh/, as in register. When it is paired with 'i' it makes the sound /rih/, as in rinse. When it is paired with 'o' it makes the sound /roh/, as in rocking. When it is paired with 'u' it makes the sound /ruh/, as in rut."

Activity 73 Connecting 'ra' with /rah/

Directions: Say, "The words 'rat' and 'raffle' both start with /rah/ so those words would be written by starting with the letters 'ra'. Which of these three words would be written, or spelled, beginning with the letters 'ra'?"

rag	rug	rig
rush	rash	rink
rest	rift	raft

¹³ There are only a few short vowel sounds for the letter 'q', so no co-articulation activities are included. The spelling pattern for 'qu', which includes mostly long vowel words, is studied in lesson 83.

Activity 73, Continued:

rubber	rubble	rabbit
rattle	rotten	rugged
reptile	rope	raccoon
ripple	radish	rod

Activity 74 **Connecting ‘re’ with /reh/**

Directions: Say, “The words ‘ready’ and ‘restaurant’ both start with /reh/ so those words would be written by starting with the letters ‘re’. Which of these three words would be written, or spelled, beginning with the letters ‘re’?”

road	rod	red
wrist	rest	roast
rope	wrapper	reptile
rebel	robber	ribbon

Activity 75 **Connecting ‘ri’ with /rih/**

Directions: Say, “The words ‘rib’ and ‘rim’ both start with /rih/ so those words would be written by starting with the letters ‘ri’. Which of these three words would be written, or spelled, beginning with the letters ‘ri’?”

wrap	rope	rip
rag	rig	rug
rink	rung	wrench
ruffle	raffle	ripple
runner	rinse	race
robber	reverse	river
rich	reach	rush

Activity 76 **Connecting ‘ro’ with /roh/**

Directions: Say, “The words ‘rock’ and ‘rotten’ both start with /roh/ so those words would be written by starting with the letters ‘ro’. Which of these three words would be written, or spelled, beginning with the letters ‘ro’?”

rub	rod	red
rib	rude	rob
rot	rat	rut
rocket	racket	rudder
wreck	rink	rocking
river	robber	ruffle
romp	ramp	rump

Activity 77 **Connecting ‘ru’ with /ruh/**

Directions: Say, “The words ‘rug’ and ‘rump’ both start with /ruh/ so those words would be written by starting with the letters ‘ru’. Which of these three words would be written, or spelled, beginning with the letters ‘ru’?”

wren	Ron	run
rub	rib	rob
write	rut	racket
rest	rust	wrist
rung	rang	wrong
raffle	river	ruffle
ribbon	rudder	ripple

Introduce the letters s, S

Show student the letters 's' and 'S', telling them these are letters of the alphabet and their name is 'b'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /sah/, as in saddle. When it is paired with 'e' it makes the sound /seh/, as in seven. When it is paired with 'i' it makes the sound /simmer/, as in big. When it is paired with 'o' it makes the sound /soh/, as in solid. When it is paired with 'u' it makes the sound /suh/, as in submarine."

Activity 78 Connecting 'sa' with /sah/

Directions: Say, "The words 'sag' and 'satin' both start with /sah/ so those words would be written by starting with the letters 'sa'. Which of these three words would be written, or spelled, beginning with the letters 'sa'?"

sod	seed	sad
sick	suck	sack
sapling	sipping	supping
sold	solid	salad
suit	satellite	seat
socks	sick	saxophone
simmer	salamander	summer

Activity 79 **Connecting ‘se’ with /seh/**

Directions: Say, “The words ‘seventy’ and ‘selfish’ both start with /seh/ so those words would be written by starting with the letters ‘se’. Which of these three words would be written, or spelled, beginning with the letters ‘se’?”

sole	sell	seal
send	sign	sundae
safe	seven	sieve
sock	sack	second
silly	shell	self
sixteen	settle	sixty
senses	sunshine	scenery

Activity 80 **Connecting ‘si’ with /sih/**

Directions: Say, “The words ‘silver’ and ‘silk’ both start with /sih/ so those words would be written by starting with the letters ‘si’. Which of these three words would be written, or spelled, beginning with the letters ‘si’?”

sip	sap	sop
sax	six	socks
suck	sack	sick
sunk	sink	skin
salamander	sentence	sister
summer	sixteen	support
saddle	slippers	sizzle

Activity 81 **Connecting ‘so’ with /soh/**

Directions: Say, “The words ‘sod’ and ‘soggy’ both start with /soh/ so those words would be written by starting with the letters ‘so’. Which of these three words would be written, or spelled, beginning with the letters ‘so’?”

sapling	sob	submarine
salad	sold	solid
sock	suck	sunk
sickle	sixty	socket
sop	sip	soap
sift	solid	safe
senses	singing	sonic

Activity 82 **Connecting ‘su’ with /suh/**

Directions: Say, “The words ‘suck’ and ‘sunk’ both start with /suh/ so those words would be written by starting with the letters ‘su’. Which of these three words would be written, or spelled, beginning with the letters ‘su’?”

send	sand	Sunday
such	seek	sack
sapling	submarine	September
simmer	summer	same
sunny	sinister	sandy
silver	supper	sizzle
sickle	sapling	support

Introduce the letters t, T

Show student the letters 't' and 'T', telling them these are letters of the alphabet and their name is 't'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /tah/, as in tackle. When it is paired with 'e' it makes the sound /teh/, as in tentacle. When it is paired with 'i' it makes the sound /tih/, as in tin. When it is paired with 'o' it makes the sound /toh/, as in toxic. When it is paired with 'u' it makes the sound /tuh/, as in tumble."

Activity 83 Connecting 'ta' with /tah/

Directions: Say, "The words 'task' and 'tangle' both start with /tah/ so those words would be written by starting with the letters 'ta'. Which of these three words would be written, or spelled, beginning with the letters 'ta'?"

tug	ten	tag
tick	tack	tuck
trap	toggle	tattle
tank	thanks	tin
toxic	taxes	tuxedo
tickle	tackle	topple
tadpole	tiptoe	timid

Activity 84 Connecting ‘te’ with /teh/

Directions: Say, “The words ‘tender’ and ‘temper’ both start with /teh/ so those words would be written by starting with the letters ‘te’. Which of these three words would be written, or spelled, beginning with the letters ‘te’?”

tan	ten	ton
text	taxi	tuxedo
tack	tuck	tent
tummy	tonsils	tennis
task	tenth	tiny
tingle	tank	tense
temperature	tomahawk	tunnel

Activity 85 Connecting ‘ti’ with /tih/

Directions: Say, “The words ‘timber’ and ‘tin’ both start with /tih/ so those words would be written by starting with the letters ‘ti’. Which of these three words would be written, or spelled, beginning with the letters ‘ti’?”

tough	tiff	tofu
tape	type	tip
talk	tilt	talc
ticket	tusk	taxi
timid	tomb	tempura
toddler	tickle	task
topping	tapping	tiptoe

Activity 86 **Connecting ‘to’ with /toh/**

Directions: Say, “The words ‘top’ and ‘toddler’ both start with /toh/ so those words would be written by starting with the letters ‘to’. Which of these three words would be written, or spelled, beginning with the letters ‘to’?”

Ted	Tom	Tim
tent	tut	tot
toggle	tadpole	tickle
tug	tongs	tingle
tonsils	tussle	temper
tense	tilt	topple
tentacle	tomahawk	tangle

Activity 87 **Connecting ‘tu’ with /tuh/**

Directions: Say, “The words ‘tumble’ and ‘tuxedo’ both start with /tuh/ so those words would be written by starting with the letters ‘tu’. Which of these three words would be written, or spelled, beginning with the letters ‘tu’?”

tad	tub	tot
ticket	tack	tuck
tug	tag	tingle
tummy	timid	temperature
toxic	tunnel	tender
task	tango	tusk
tassel	temper	tussle

Introduce the letters v, V¹⁴

Show student the letters 'v' and 'V', telling them these are letters of the alphabet and their name is 'b'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make four sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /vah/, as in valley. When it is paired with 'e' it makes the sound /veh/, as in vest. When it is paired with 'i' it makes the sound /vih/, as in visit. When it is paired with 'o' it makes the sound /voh/, as in volleyball.

Activity 88 Connecting 'va' with /vah/

Directions: Say, "The words 'vaccine' and 'value' both start with /vah/ so those words would be written by starting with the letters 'va'. Which of these three words would be written, or spelled, beginning with the letters 'va'?"

veterinary	vote	vat
vexed	vast	vision
vacuum	victory	volley
vinegar	van	vine
vent	vulture	vanish

¹⁴ The letter 'v' does not lend itself well to short vowel sounds. For example, there are no common words beginning with /vuh/ and even the resulting 4 co-articulated activities are shortened due to unavailability of usable examples.

Activity 89 **Connecting ‘ve’ with /veh/**

Directions: Say, “The words ‘velvet’ and ‘ventriloquist’ both start with /veh/ so those words would be written by starting with the letters ‘ve’. Which of these three words would be written, or spelled, beginning with the letters ‘ve’?”

vent	vine	vain
vase	vest	vast
vinegar	villain	veterinary
vandal	vindicate	vendor
vegetable	vinegar	vogue

Activity 90 **Connecting ‘vi’ with /vih/**

Directions: Say, “The words ‘video’ and ‘villain’ both start with /vih/ so those words would be written by starting with the letters ‘vi’. Which of these three words would be written, or spelled, beginning with the letters ‘vi’?”

volleyball	victim	vexed
velvet	vaccinate	victory
ventriloquist	valve	vinegar
vigor	vague	vegetable

Activity 91 **Connecting ‘vo’ with /voh/**

Directions: Say, “The words ‘volume’ and ‘vomit’ both start with /voh/ so those words would be written by starting with the letters ‘vo’. Which of these three words would be written, or spelled, beginning with the letters ‘vo’?”

victim	valley	volley
volunteer	vendor	villain
visitor	volcano	veil

Introduce the letters w, W¹⁵

Directions: Show student the letters ‘w’ and ‘W’, telling them these are letters of the alphabet and their name is ‘w’. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, “When it is paired with ‘a’ it makes the sound /wah/, as in wax. When it is paired with ‘e’ it makes the sound /weh/, as in wept. When it is paired with ‘i’ it makes the sound /wih/, as in wiggle. When it is paired with ‘o’ it makes the sound /woh/, as in wobble.

Activity 92 Connecting ‘we’ with /weh/

Directions: Say, “The words ‘weather’ and ‘wedge’ both start with /weh/ so those words would be written by starting with the letters ‘we’. Which of these three words would be written, or spelled, beginning with the letters ‘we’?”

wax	wok	web
wheat	west	wrist
wet	white	wait
whipping	wrapping	weapon

Activity 93 Connecting ‘wi’ with /wih/

Directions: Say, “The words ‘wig’ and ‘wilt’ both start with /wih/ so those words would be written by starting with the letters ‘wi’. Which of these three words would be written, or spelled, beginning with the letters ‘wi’?”

witch	watch	wept
wedge	wash	wish
weather	windy	wand
wok	wax	wick
winter	wander	wonder

¹⁵ The letter ‘w’ is most commonly used with the short ‘e’ and ‘i’ vowels. There are insufficient examples to provide more than these two co-articulated activities for student practice. (The /wuh/ sound is represented by different spellings as in ‘was’ and ‘won’.)

Introduce the letters x, X¹⁶

Directions: Show student the letters 'x' and 'X', telling them these are letters of the alphabet and their name is 'x'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound of /cks/, and that the letter 'x' is often found at the end of short-vowel words.

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /acks/, as in ax or wax. When it is paired with 'e' it makes the sound /ecks/, as in Rex or Texas. When it is paired with 'i' it makes the sound /icks/, as in fix or mix. When it is paired with 'o' it makes the sound /ocks/, as in box or fox.

Introduce the letters y, Y

Show student the letters 'y' and 'Y', telling them these are letters of the alphabet and their name is 'y'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /yah/, as in yak or yap. When it is paired with 'e' it makes the sound /yeh/, as in yes or yellow. When it is paired with 'i' it makes the sound /yih/, as in yippee. When it is paired with 'o' it makes the sound /yoh/, as in yonder. When it is paired with 'u' it makes the sound /yuh/, as in yum or yuck."

Introduce the letters z, Z

Show student the letters 'z' and 'Z', telling them these are letters of the alphabet and their name is 'z'. You may wish to have them finger-trace the letters in the correct manner for handwriting, beginning at the top of the letter. Explain that both the capital and lowercase letters stand for the same sound and that they make five sounds, depending on the letter next to it. (Capitals are used for names and to begin sentences.)

Move the lowercase letter and vowel together to demonstrate while saying, "When it is paired with 'a' it makes the sound /zah/, as in zap or zag. When it is paired with 'e' it makes the sound /zeh/, as in zest or Zen. When it is paired with 'i' it makes the sound /zih/, as in zipper or zing. When it is paired with 'o' it makes the sound /zoh/, as in zombie.

¹⁶ The letters 'x', 'y', and 'z' also lack sufficient examples to create activities for practice. In the case of 'x' and 'z', no words exist using the short 'u' sound with them.

Activity 94 **Review of co-articulated consonants, b – z.**

Directions: Read aloud the word on the left column. Then read the three choices and ask the student, “Which two-letters does the word begin with?”

bench	ba	be	bu	nozzle	na	no	nu
button	bo	bi	bu	nugget	mu	no	nu
caterpillar	ca	co	ce	penguin	pe	pi	pu
concert	ci	co	cu	pigeon	pa	po	pi
disguise	bi	de	di	reptile	ra	ro	re
dull	bu	do	du	ribbon	re	ri	ra
factory	fa	fo	fu	seventy	su	si	se
fishing	fe	fi	fo	sixty	si	so	sa
gab	ga	ge	gi	tap	to	ta	ti
gob	qo	ge	go	topple	te	tu	to
heavy	ha	he	hi	vest	va	vi	ve
hiccup	he	hi	ho	village	vi	ve	va
jolly	je	jo	go	wedge	wa	we	wo
jealous	ja	ge	je	wilt	wo	wu	wi
kitchen	ka	ke	ki	yellow	yi	ye	ya
ketchup	ke	ki	ko	zipper	zo	ze	zi
lob	la	li	lo				
lunch	le	lo	lu				
metal	we	me	mi				
mingle	mi	me	mo				

Activity 95 **Connecting medial sound with letter—more practice**

Directions: Say, “The middle sound in a word is called the vowel¹⁷. Listen to the word and three vowel choices, then tell me which letter is used to write that middle sound.”

gum	o	i	u
pin	i	o	u
cop	e	o	u
men	e	o	u
hat	a	e	i
jet	e	i	o
mud	a	o	u
rob	e	o	u
tag	a	o	u
win	e	i	o
cut	a	o	u
wax	a	e	u
lip	e	i	u
dog	o	i	u
hen	e	i	o
fix	a	i	o
leg	a	e	i
cab	a	o	u
sun	i	o	u
hill	a	i	u

¹⁷ Use of the word ‘vowel’ is not critical, but it is recommended since word-meaning is derived from the vowel sound/spelling pattern—weak vs. week, e.g. – so this terminology can prove helpful in focusing student attention on words. (Other reading terms such as consonant, syllable, short and long vowels, etc. are of little value to the beginning reader and thus not integral to this program.)

Activity 96 **‘Reading’ two-letter words**

Directions: Show students (maybe write it down or use movable letters) the two letters on the left column. (Do not give the sound.) Then read the three choices and ask, “Which word begins with those two letters?”

ba	basket	bucket	bush
bi	bottle	bicker	bedroom
cu	cab	cob	cub
de	bend	dinner	dent
do	doctor	duck	boxer
fi	fan	fun	fin
ga	gasoline	gift	gosling
he	hum	hem	ham
hi	handle	hanger	hinge
ju	jogger	juggle	jagged
ki	kettle	kitten	canoe
le	lettuce	lollipop	lapel
me	magazine	mechanic	missile
ni	nibble	notch	nectar
pa	pebble	pedal	paddle
pe	pinch	punch	penny
ro	river	rush	robber
ri	rinse	restaurant	ruffle
se	scenery	senses	silk
su	sop	sip	supper
te	tense	tin	tapping
ve	villain	veterinary	volleyball
wo	wok	weapon	windy
wi	wick	west	white
ye	yippee	yes	yolk
zi	zoo	zebra	zigzag

Activity 97 **Putting it together: beginning, middle and end sounds**

Directions: Show student the word in the left column (maybe write it down or use movable letters) and say, “When reading a word, be sure to look at the vowel first. Then blend the beginning and middle sounds together into one sound before adding the last sound.” Have student attempt to read the word. If needed, teacher reads aloud three choices asking, “Which is the correct word?”

bed	bad	bed	dead
cut	cat	cup	cut
dig	big	dig	pig
men	mean	met	men
gas	gas	gaze	goes
hid	head	hid	hide
jog	job	jug	jog
kid	kite	cod	kid
leg	ledge	leg	log
mop	map	mope	mop
nut	nut	net	knot
pig	big	dig	pig
red	reed	red	rid
sip	sop	sap	sip
yak	yuck	yolk	yak
top	tip	tap	top
wet	wit	wet	wheat
zip	zig	zap	zip
fox	fog	fox	fix
hat	hat	hit	hot
jet	get	gem	jet
lip	lap	lip	lit
hot	hop	hit	hut
Tim	Tom	Jim	Tim
* fat bug	fat bun	fat bug	fast bug

Scientific Phonics

Part 2

Beginning Reading Lessons and Up

Wordlists

Practice Sentences

Headwork Skillsheets

Phonics/Spelling Lessons

Wordlist	Skill	Example	Sight Words/Punctuation
1.	short 'a'	cat	a, the, has, as, .(period)
2.	short 'e'	bed	plural 's'
3.	short 'i'	lip	is, his
4.	short 'o'	hop	put
5.	short 'u'	rug	of, to, be
6.	'an'	and	some
7.	'am'	jam	for, water
8.	blends with 'l'	plus	
9.	blends with 'r'	trap	from, by
10.	blends mixed	skip	you, said, ?, " "
11.	'st' ending	dust	
12.	'nt' ending	rent	my
13.	'nd' ending	wind	
14.	'ng' ending	sung	your, was
15.	'nk' ending	pink	'ing' endings
16.	'mp' ending	camp	are, have
17.	'ck' ending	rock	
18.	'sk' ending	desk	do
19.	'ch' digraph	chop	
20.	'sh' digraph	ship	
21.	'th' digraph	thin	
22.	5-letter short 'a'	trash	
23.	5-letter short 'e'	chest	
24.	5-letter short 'i'	sting	
25.	5-letter short 'o'	clock	
26.	5-letter short 'u'	stump	could, would, should
27.	double letters	hill	
28.	long 'e' ending	me	
29.	long 'o' ending	no	
30.	y = long 'i'	fly	
31.	'ar'	car	
32.	'er'	her	
33.	'ir'	sir	
34.	'or'	for	
35.	'ur'	fur	

Wordlist	Skill	Example	Sight Words (in sentences)
36.	silent 'e' ending	ate	what
37.	silent 'e' ending	here	they
38.	silent 'e' ending	fine	
39.	silent 'e' ending	rope	goes
40.	silent 'e' ending	use	there, where
41.	'ce' ending = /s/	ace	
42.	'ce' ending = /s/	ice	
43.	'ay' = long 'a'	day	
44.	'ai' = long 'a'	aim	
45.	'ee' = long 'e'	seed	
46.	'ea' = long 'e'	eat	
47.	'ou' diphthong	out	!
48.	'ow' diphthong	cow	
49.	'oo' diphthong	zoo	
50.	'ow' = long 'o'	tow	
51.	'oo' diphthong	look	were
52.	'oa' = long 'o'	oat	
53.	'oi' diphthong	oil	
54.	'oy' diphthong	toy	
55.	'ew' diphthong	new	
56.	'aw' diphthong	saw	want, one
57.	'y' = long 'e'	baby	
58.	'al'	talk	
59.	'ea' = short 'e'	head	their
60.	'ind', 'ild' = long 'i'	kind	
61.	'ol'	old	
62.	'gh' is silent	high	
63.	'gh' = /f/	rough	
64.	'a' prefix	ago	
65.	'be' prefix	below	
66.	'wor'	work	
67.	'ed' as past tense	asked	
68.	'es' as plural	boxes	
69.	'ing' on final 'e'	riding	
70.	'y' to 'i' (ed, er, est)	tried	
71.	'er' and 'or' suffix	actor	
72.	'sight' words		
73.	'sight' words		

Wordlist	Skill	Example
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74.	'sight' words	
75.	'sight' words	
76.	contractions	I'm
77.	'ce' = /s/	cent
78.	'ci', 'cy' = /s/	city
79.	'ge' = /j/	gem
80.	'gi', 'gy' = /j/	giant
81.	'au' = /aw/	haul
82.	'ie' = long 'e'	field
83.	'qu' = /kw/	quit
84.	'ou' = short 'u'	young
85.	'ei' = long 'a'	eight
86.	'ui' = /ew/	suit
87.	'ea' = long 'a'	great
88.	'ear' = /er/	earn
89.	'ei' = long 'e'	either
90.	'ou' = /ew/	soup
91.	'kn', 'gn' (silent 'k', 'g')	knot
92.	'wr' (silent 'w')	wrap
93.	'mb', 'bt' (silent 'b')	thumb
94.	'ph' = /f/	photo
95.	'ch' = /k/	ache
96.	'ch' = /sh/	chef
97.	'le', 'el', 'al'	axle
98.	'tion', 'sion'	motion
99.	prefix 're'	rewrite
100.	prefix 'un'	unfair

Wordlist 1

at
bat
cat
rat
fat
hat
mat
sat
pat
bag
rag
tag
wag
mad
bad
had
sad
dad
lad
cap
lap
nap
tap
map
pal
cab
gab
jab
ax
wax
Max
*as ('s' = /z/)
*has ('s' = /z/)

Wordlist 2

pet
met
wet
set
let
bet
get
jet
net
vet
yet
red
bed
fed
led
Ted
Ed
pen
ten
hen
men
den
beg
leg
peg
egg
web
yes
Rex
end
elk
elf
elm

Wordlist 3

it
sit
hit
lit
fit
bit
in
pin
win
fin
ill
big
pig
wig
dig
lip
rip
tip
hip
hid
kid
did
lid
him
Tim
Jim
six
mix
fix
*is ('s' =/z/)
*his ('s' =/z/)

Wordlist 4

on
hot
pot
not
lot
dot
cot
tot
mop
hop
top
pop
cop
job
rob
cob
bob
Bob
mom
Tom
nod
rod
cod
sod
dog
log
hog
ox
box
fox

Wordlist 5

up
cup
pup
us
bus
but
cut
nut
hut
fun
run
gun
bun
sun
bug
hug
rug
tug
dug
mug
gum
hum
mud
bud
rub
tub
cub
*put ('sight' word)

Wordlist 6

an
man
can
ran
tan
pan
van
fan
and
ant
Dan
Jan

Wordlist 7

am
ham
ram
yam
dam
Jam
bam
Pam
Sam

Wordlist 8

blab
bled
blot
clap
clip
clot
clog
club
clam
flat
flag
flap
flip
flop
glad
glum
Glen
plot
plum
plug
plus
plan
slap
sled
slid
slip
slit
slim
slot
slob
slug
slam

Wordlist 9

brag
Brad
brat
brim
crab
crib
crop
drag
drip
drop
drum
drug
Fred
frog
Fran
grab
grip
grin
Greg
gram
trap
trip
trot
*from ('sight'word)

Wordlist 10

snap
snip
snug
stab
step
stop
stun
Stan
span
sped
spin
spit
spot
scab
scat
scum
skip
skin
skit
skid
twin
twig
when
whip
whim
whiz
wham
*what ('sight' word)

Wordlist 11

last
fast
cast
past
mast
vast
best
nest
pest
rest
test
west
jest
list
fist
mist
dust
must
rust
bust
*lost ('sight' word)

Wordlist 12

pant
pants
bent
went
lent
dent
sent
tent
rent
Kent
hint
lint
mint
hunt
bunt
runt

*want ('sight' word)

Wordlist 13

hand
sand
land
band
bend
send
mend
lend
fend
pond
bond
wind

Wordlist 14

bang
hang
rang
sang
gang
sing
ring
wing
king
ding
long
song
hung
rung
sung

Wordlist 15

sank
bank
tank
yank
ink
sink
pink
wink
mink
link
kink
honk
junk
dunk
bunk

Wordlist 16

camp
damp
lamp
tamp
ramp
limp
bump
dump
lump
rump
mumps

Wordlist 17

back
tack
rack
sack
lack
Jack
deck
peck
neck
sick
lick
pick
wick
tick
kick
Nick
Rick
sock
lock
dock
rock
luck
duck
suck
puck
tuck
yuck
tick-tock

Wordlist 18

ask
mask
task
bask
desk
risk
disk
dusk
tusk
musk
husk
*Alaska

Wordlist 19

chat
chap
Chad
chin
chip
chop
chug
chum
rich
much
lunch
punch
pinch
branch

('tch' trigraph)

itch
match
patch
catch
pitch
hitch
ditch
sketch
stretch
switch
scratch
*watch ('sight' word)

Wordlist 20

shed
ship
shin
shot
shop
shut
shred

ash
rash
cash
dash
fish
wish
dish
gosh
rush
lush
shush

*wash ('sight' word)

Wordlist 21

that
then
them
this
thin
*than

bath
math
Beth
Seth
with
moth
*month

Wordlist 22

crash
flash
trash
smash
crack
black
track
snack
smack
stack
whack
blank
crank
prank
Frank
blank
thank
spank
drank
stamp
champ
clamp
plant
blast

Wordlist 23

blend
spend
check
speck
fleck
crept
slept
flesh
fetch
tenth
chest
spent

Wordlist 24

brick
stick
trick
chick
thick
think
stink
drink
blink
slink
fifth
sixth
sting
thing
swing
fling
cling
spring
string
crisp
whisk
brisk
which
drift
shift
swift
*chicken

Wordlist 25

clock
block
shock
stock
flock
frock
stomp
chomp
cloth
broth
frost
front
blond
*stocking
*frosting

Wordlist 26

truck
stuck
chuck
cluck
trunk
skunk
stunk
chunk
flunk
flush
crush
brush
trust
crust
stump
stung
plump
clump
grump
blunt
Chuck

Wordlist 27

bell
fell
yell
shell
smell
hill
will
chill
still
skill
spill
pass
glass
class
mess
dress
chess
miss
hiss
boss
cross
moss
fuss
stiff
cliff
off
cuff
stuff
Matt
mitt
butt
mutt
putt

Wordlist 28

he
me
she
be
we
*the ('sight' word)

Wordlist 29

no
go
so
ho-ho-ho

* sight words:

do
to
who (silent 'w' also)

Wordlist 30

my
by
try
fly
fry
sky
why
dry
shy
cry
sly
pry
sty
spry

Wordlist 31

car
far
jar
star
scar
art
part
start
smart
card
yard
hard
park
bark
dark
mark
Mark
shark
arm
harm
farm
barn
Margo
Martha
Marsha
Carl
march
starch
scarf
target
carpet
garden
*are (silent 'e')

Wordlist 32

her
fern
herd
perch
clerk
hammer
zipper
banker
farmer
swimmer
sister
bigger
faster
harder
taller
Bert
nerve
serve
swerve
terse
verse
river
silver
sliver
butter
mutter
marker
after
gardener
ever
after

letter
thunder

Wordlist 33

sir
stir
dirt
girl
bird
shirt
skirt
first
third
chirp
birth
twirl
thirst

*('y' says long 'e')

thirty
thirsty
dirty

Wordlist 34

or
for
torn
born
corn
horn
thorn
cork
fork
pork
stork
fort
sport
storm
short
shorts
porch
torch
north
cord
corner
morning

*forty ('y' says
long 'e')

*more (silent 'e')

sore
tore
store
score
chore
shore
snore
horse

Wordlist 35

fur
turn
burn
burnt
hurt
curl
burp
burst
Burt
Kurt
surf
purr
curb
church
purple
turtle
curly
hamburger
Thursday

*silent 'e':

purse
curse
nurse
curve

Wordlist 36

ate
gate
late
Kate
ape
tape
cape
make
take
rake
lake
bake
cake
gave
save
wave
tale
scale
Dave
same
name
game
case
chase
vase
cane
Jane
maze
plate
skate
crane
blame
shame

frame
flame
shake
flake
snake
whale
stake
brake
taste
waste
paste
haste
shave
grave
shape
grape
trade
grade
graze
crate
brave
plane
crane
scrape

* (long 'a'; not 'ar' sound)

rare
care
bare
scare
spare
stare
share

Wordlist 37

see

bee

fee

wee

tee

free

tree

Pete

three

these

theme

Steve

Lee

here

flee

glee

Zeke

Wordlist 38

bike
like
Mike
dime
time
hide
ride
side
five
hive
dive
fine
mine
nine
vine
line
bite
kite
pile
mile
pipe
life
tie
pie
die
size
crime
spine
bride
slide
smile
while

wise ('z' sound)

chime
shine
grime
gripe
glide
slide
drive
tribe
bribe
white
slime
stripe
prize
spike
strike
whine

* (long 'i'; not 'ir' sound)

tire
wire
fire
hire
dire
spire

Wordlist 39

hope
rope
cone
bone
lone
pole
hole
mole
joke
woke
poke
code
rode
hose
nose
rose
home
robe
note
toe
Joe
hoe
smoke
spoke
choke
broke
chose
those
froze
stove
drove

*phone (ph = /f/)

*whole (silent 'w')

Wordlist 40

use
fuse
cube
cute
mute
mule
fume

*(long 'u'; not 'ur' sound)

pure
cure
pasture
picture

* (/ew/)

tune
June
tube
rude
blue
true
glue
clue
due
Sue
flute
prune
plume
rule
ruler
* Tuesday

Wordlist 41

ace

Wordlist 43

day
pay
hay
say
way
lay
ray
bay
jay
may
May
Ray
Kay
gray
clay
play
stay
sway
bray
slay
away
tray
stray
crayon
okay
today
always
runway
runaway

Wordlist 44

ram
gain
pain
train
gram
stain
drain
plain
brain
spram
strain
chain
nail
tail
mail
jail
pail
sail
trail
snail
railing
air
hair
fair
chair
stair
pair
aim
wait
paint
Gail
*again ('sight' word)

Wordlist 45

seed
feed
weed
speed
bleed
deep
keep
beep
jeep
peep
sleep
steep
sweep
sheep
sheet
sleet
sweet
beet
meet
street
week
peek
meek
cheek
sleek
keen
eel
wheel
steel
peel
feel
heel
deer

cheer
steer
beer
beef
teeth
green
cheese
sleeve
greedy
screen
Greek
speech

Wordlist 46

eat
beat
meat
seat
heat
heater
neat
cheat
ear
hear
near
fear
dear
spear
clear
tear
tea
pea
sea
flea
real
heal
deal
meal
steal
each
reac
beach
peach
teach
teacher
team
dream

cream
steam
stream
scream
mean
bean
clean
Jean
weak
leak
speak
beard
leash
wheat
grease
leave
leaves
please
tease
weasel

Wordlist 47

out
shout
pout
scout
spout
about
found
round
ground
sound
pound
around
ouch
couch
house
mouse
blouse
loud
proud
cloud
our
sour
flour
ounce
bounce
pounce
trounce
count
county
mountain
fountain
foul
*hour (silent 'h')

Wordlist 48

how	power
now	tower
cow	powder
wow	crowd
bow	chowder
allow	*meow
brow	
plow	
sow	
owl	
howl	
growl	
fowl	
prowl	
down	
brown	
crown	
drown	
clown	
town	
frown	
gown	
downtown	
flower	
shower	
vowel	
towel	

Wordlist 49

too
zoo
moo
boo!
boo-hoo
a-choo
igloo
room
broom
groom
bloom
zoom
soon
noon
moon
balloon
spoon
root
boot
shoot
roof
hoop
food
mood
tooth
stoop
goose
loose
moose
choose
pooch
poodle
noodle

boost
booth
rooster
groove
baboon
cool
fool
pool
tool
wool
spool
stool
*school (ch= 'k' sound)

Wordlist 50

owe
low
tow
bow
row
mow
snow
blow
slow
grow
flow
glow
crow
show
throw
elbow
window
arrow
yellow
pillow
shadow
hollow
follow
shallow
mower
borrow
swallow
rainbow
own
grown
grown-up
bowl

*know (silent 'k')

Wordlist 51

took
book
cook
look
hook
nook
rook
crook
crooked
shook
brook
cookie
good
wood
woods .
stood
hood wooden
foot
hoof

* ('or' sound)

door
poor
floor

Wordlist 52

goat
coat
boat
moat
oat
float
throat
load
road
toad
goal
coal
loan
moan
groan
joan
oak
soak
croak
soap
loaf
oars
foam
coach
roach
roast
toast
toaster
boast

Wordlist 53

oil
boil
soil
coil
foil
toil
spoil
broil
join
coin
point
joint
moist
hoist
noise
choice
voice
poison
toilet
noisy
moisture
rejoice
appointment

Wordlist 54

toy
boy
soy
coy
joy
Joy
Roy
Joyce
Troy
enjoy
destroy
annoy
royal
oyster
loyal
ahoy
convoy

Wordlist 55

new
flew
chew
grew
drew
dew
stew
blew
crew
news
threw
screw
Andrew
Drew
view
newer
sewer
newborn
chewy
screwy
jewel
jewelry
Stewart
***knew** (silent 'k')
***few** (not 'ew' sound)

Wordlist 56

saw
jaw
raw
law
caw
paw
draw
claw
straw
thaw
see-saw
hee-haw
awl
bawl
crawl
brawl
lawn
yawn
dawn
fawn
Shawn
drawn
hawk
awful
awning
awesome
awkward

Wordlist 57

sunny
cloudy
rainy
happy
story
study
party
pretty
hurry
baby
lazy
crazy
funny
hungry
angry
slowly

*sight words

any	
many	carry
only	marry
ivy	merry
cherry	Mary
berry	Larry
bury	Jerry
scary	
money	
honey	
key	
monkey	
donkey	
busy	
sorry	

Wordlist 58

salt
walk
talk
chalk
calm
palm
stalk
scald
bald
stall
walnut
Walter
Walker

* pull
* full

Wordlist 59

head	pleasure
dead	treasure
lead	measure
read	breakfast
bread	
thread	
spread	
deaf	
death	
breath	
sweat	
sweater	
meant	
health	
heavy	
ready	
leather	
weather	
instead	
wealth	
feather	
weapon	
meadow	
steady	
dread	
tread	
threat	
peasant	
pleasant	

Wordlist 60

kind
mind
find
hind
wind
blind
grind
rind
wild
mild
child
remind
behind
rewind
tiny
*sign
*climb

Wordlist 61

old
fold
cold
told
hold
mold
sold
gold
bold
scold
blindfold
roll
troll
stroll
stroller
bolt
volt
colt
yolk
golden
*doll
*dollar

Wordlist 62

night
tight
light
right
fight
might
sight
flight
bright
slight
frighten
bought
brought
thought
straight
high
sigh
thigh
tonight
alright
lightning
*through
*dough
*height

Wordlist 63

enough
rough
tough
*cough
*laugh

Wordlist 64

ago
about
alive
afraid
alike
address
apart
agree
across
around
alone
awake
again
among
appear
asleep
assemble
assembly
amount
arrive
against

Wordlist 65

begin
began
before
below
beneath
belong
because
become
became
behave
beware

Wordlist 66

work
word
worm
world
worth
worthy
worse
worst
worry
worker

Wordlist 67

(1) sounds like 'ed'

painted
started
wanted
shouted
waited
counted
traded
pointed
tasted

(2) sounds like /t/

helped
jumped
asked
talked
parked
looked
reached
chased
taped
fixed

(3) sounds like /d/

played	borrowed
smiled	snowed
fooled	climbed
showed	pulled
mailed	
hammered	

Wordlist 68

boxes
foxes
mixes
fixes
waxes
taxes

dishes
wishes
brushes
washes
rushes
fishes

inches
lunches
churches
catches
benches
stretches
watches

dresses
misses
glasses
messes
passes
crosses
busses

Wordlist 69

using
making
taking
baking
hoping
saving
chasing
sliding
gluing
biting
smiling
racing
riding
facing
hiding
hiking
icing
writing
tasting
ruling
joking
diving
driving
placing
tracing
slicing
giving
dining
staring
caring
sharing

Wordlist 70

cries
tries
fries
carries
berries
dairies
worries
cried
tried
spied
fried
carried
married
hurried
studied

happier
sunnier
busier
healthier
windier
funnier
noisier

happiest
heaviest
grouchiest
wealthiest
easiest
rainiest
silliest
tiniest

Wordlist 71

teacher
farmer
singer
worker
waiter
painter
gardener
carpenter
roofer
writer
driver
owner
lawyer
actor
visitor
professor
conductor
governor
juror
tailor
traitor
author
doctor

Wordlist 72

('sight' words)

able
table
fable
aunt
beautiful
been
both
body
buy
bye
build
built
bush
push
children
color
cover
come
does
done
dozen

Wordlist 73

(sight words)

either
eyes
fasten
father
friend
four
Friday
give
gone
guess
guest
idea
island
shovel
half
listen
love
dove
glove
above

Wordlist 74

(sight words)

lying
move
most
motor
music
none
oh!
often
once
open
other
mother
brother
another
over
oven
people
piano

Wordlist 75

(sight words)

pour
shoe
canoe
sew
sewn
son
ton
Monday
usual
unusual
war
warm
wart
warn
swarm
Wednesday
woman
women
won
wonder
wonderful

Wordlist 76

can not = can't
could not = couldn't
do not = don't
did not = didn't
have not = haven't
has not = hasn't
does not = doesn't
is not = isn't
had not = hadn't
will not = won't
are not = aren't

was not = wasn't
who is = who's
what is = what's
it is = it's
she is = she's
he is = he's
there is = there's
here is = here's

we will = we'll
she will = she'll
he will = he'll
they will = they'll
I will = I'll

I would = I'd
he would = he'd
she would = she'd
they would = they'd

I am = I'm
you are = you're
they are = they're
we are = we're

I have = I've
we have = we've
they have = they've

Wordlist 77

cent
center
fence
dance
prance
glance
cell
celery
cellar
cement
century
certain
celebrate
scent
advice
practice
success
police
office
officer
notice
incense
practice
license
cereal
ocean
bracelet
cemetery
cancel
France
Frances
*ceiling

Wordlist 78

circle
circus
cider
city
cities
cinnamon
special
excited
pencil
accident
science
scientist
cigar
cigarette
cinch
medicine
scissors
decide
acid
principal
citrus
decimal
discipline
cycle
recycle
bicycle
tricycle
motorcycle

Wordlist 79

age
page
cage
stage
rage
wage
germ
gentle
gerbil
gem
generous
general
change
orange
hinge
strange
stranger
college
lunge
fudge
judge
budge
nudge
badge
edge
ledge

hedge
bridge
dodge
large
huge
danger
storage
genius
package
emergency
bandage
gel
angel
budget
luggage
baggage
marriage
dangerous
gorgeous
George
Germany

Wordlist 80

ginger
Ginger
giraffe
giant
gigantic
magic
magician
engine
engineer
original
imagine
imagination
tragic
fragile
digit
digital
gym
gymnastics
gymnasium
gymnast
gyroscope

Wordlist 81

sauce	August
saucer	Audrey
haul	Paul
maul	Australia
fault	
cause	
clause	
pause	
taught	
caught	
haunted	
daughter	
naughty	
author	
launch	
auction	
caution	
laundry	
exhaust	
exhausted	
faucet	
vault	
audience	
applause	
sausage	
autumn	
automobile	
automatic	
auditorium	

Wordlist 82

thief
chief
brief
grief
believe
piece
pierce
shield
yield
grieve
field
relief
relieve
fierce
shrieked
cookie
movie
niece
brie
fiend
wield
Marie
Charlie
Katie

Wordlist 83

quit	squad
quite	equal
quiet	liquid
quick	squiggle
queen	request
quilt	require
quack	
quake	
question	
quart	
quarter	
quartz	
quality	
quartet	
request	
quarrel	
squeeze	
squirrel	
squint	
squash	
squish	
squid	
squirm	
squat	
square	
squirt	
squeal	

Wordlist 84

couple
cousin
country
trouble
double
tough
rough
touch
young
famous
curious
serious
furious
anxious
jealous
Doug

Wordlist 85

their
eight
eighth
eighty
eightieth
eighteen
reins
veins
weigh
weight
freight
sleigh
beige
neighbor
neighborhood
veil
heir
reindeer
neigh

Wordlist 86

suit
ruin
fruit
fruity
juice
juicy
fluid
bruise
cruise
nuisance

Wordlist 87

wear
tear
bear
pear
aerial
aerialist
great
break
steak
daybreak

Wordlist 88

earn
learn
early
earth
heard
pearl
pearly
search
Earl

Wordlist 89

either
neither
receive(r)
deceive
conceited
seize
ceiling
leisure
weird
Keith

Wordlist 90

you
youth
soup
group
cougar
coupon
coupe
couth
uncouth
Lou
through
*toupee
*bouquet

Wordlist 92

write
wrote
wrap
wrapper
wrong
wring
wreck
wren
wrench
wrestle
wreath
wrist
wrinkle

Wordlist 91

knob
knot
knit
knee
know
knew
knife
knives
knight
knock
knuckle
known
knowledge
knead
knelt
unknown

gnat
gnaw
gnash
assign
assignment
reign
feign
sign

Wordlist 93

comb
climb
dumb
numb
bomb
crumb
crumble
limb
lamb
thumb
plumb
plumber
womb
tomb
doubt
debt

Wordlist 94

phone
phony
photo
physical
pharmacy
phantom
phase
phonics
pheasant
graph
paragraph
photograph
elephant
dolphin
sphere
geography
hyphen
orphan
gopher
alphabet
emphasis
trophy
nephew
Sophia
Ralph
Joseph
Phillip

Wordlist 95

Christmas
chorus
choral
choir
chemical
chemistry
character
chord
chlorine
chrysanthemum
chameleon
chrome
chronic
school
schedule
scholar
ache
stomach
orchid
anchor
mechanic
echo
zucchini
Christopher
Zach

Wordlist 96

chef
chute
parachute
machine
machinery
crochet
ricochet
cache
chauffeur
chaperon
Michigan
Chicago
Charlotte
Michelle

Wordlist 97

handle
trickle
dimple
wiggle
kettle
middle
battle
axle
whistle
tunnel
label
channel
chisel
barrel
easel
snorkel
swivel
shrivel
legal
spiral
metal
medal
musical
magical
normal
annual
coastal
coral
critical
factual
oriental

Wordlist 98

motion
mention
nation
station
position
function
addition
education
operation
portion
potion
caption
donation
vacation
congratulations
vision
mission
confusion
permission
illusion
intermission
confession
decision
collision
erosion
possession
suspension
transmission
explosion
incision

Wordlist 99

re = again

redo
replay
restart
review
rebuild
reread
return
resale
reply
recycle
recharge
repair
remind
rewrite
replied
reorganize
reappear
remain
reconnect
refuse
remodel
rethink
relay
reconstruct
repay

Wordlist 100

un = not

undo
undone
unfair
unplug
uncover
unpack
unkind
unhappy
unable
unlucky
untangle
uncooperative
unusual
unfriendly
unequal
unorganized
unbelievable
unwrap
unacceptable
unclear
unwanted
undeserved
unzip
unfixable
unsaid

Continue study of prefixes and suffixes.

Sentences for Illustration

(Comprehension in Connected Text)

Wordlist 1

Introduce sight words: a, the, has and punctuation: period

bat

rag

map

ax

cab

a mad dad

a sad lad

a fat rat

a bad cat

A cat sat.

Max sat.

Dad has the hat.

The mad lad sat.

The fat cat sat.

Max has the cap.

Dad had a nap.

Wordlist 2

Introduce plural "s"

bed

jet

pen

egg

pet

web

ten hens

a wet cat

the rats

Ben has a red cap.

Ed pet the cats.

Rex fed the hens.

The lad has ten pens.

Dad met Max at the cab.

The rat has a bad leg.

The hen sat at the egg.

Wordlist 3

Introduce 'will' and sight words: is, his

pin

hit

lips

pig

dig

six men

the big kids

a rip in his map

the cat in the hat

Jim is in his bed.

The lad bit his lip.

Dad will mix in the eggs.

Ted will fix the jet.

Tim fed the six pigs.

Mom is sad the kid is ill.

The rat bit the cat in his leg.

The kid hid the pen in his hat.

Wordlist 4

Introduce 'sight' word: put

cop

tot

dog

fox

the hot pot

a wet mop

a hot cop

on the job

Tom put the top on the box.

Dom put the red box on top.

Mom put the tot in bed.

Dad put on his red cap.

Max fed the ox and hogs.

Bob did not put the lid on the pot.

* The big kid has a hot dog.

Wordlist 5

Introduce 'sight' words: of, to, be

cup

sun

bus

lots of fun bug

in a web cut

up the rug

The pup dug in the mud.

The bus has a lot of kids on it.

The cub will run to its den.

Gus will run to get to the bus.

The big kid had fun in the sun.

The lad will be hot in his hat.

Dad will mix lots of nuts in to the eggs.

Mom will be mad if Max is bad.

*The tub has lots of bubbles.

Wordlist 6

Introduce 'sight' word: some

Dan has an ax.

The man can not get to the bus.

Ben put some wax on his tan van.

Dan put some eggs in the hot pan.

Some ants bit Ann on the leg.

Jan put the can of pop in a bag.

Some big kids will be on the bus.

Tim set the fan on the rug.

* Batman ran to the madman.

Wordlist 7

Introduce 'sight' words: for, water.

Pam had some bits of ham for her dog.

Sam put some yams in a pot of hot water.

The tot has jam on his lips and hands.

The ram ran up the hill for some water.

The dam will stop the water.

Cam will sit in the water for fun.

Pam put the tot to bed for a nap.

* Bam, bam went the cap gun.

Wordlist 8

Introduce 'sight' word: go

Glen will clap his hands.

The slim kid will go on the sled.

The man cut his leg and it bled.

Sam has a plan to go and dig up the clams.

The flag will flap in the wind.

Jim will flip and land flat.

Tim is glad but Tom is glum.

* Mom will unplug the clog in the tub.

* Ten plus six is _.

Wordlist 9

Introduce 'sight' words: from, by

Brad has a plan to trap the frog by a net.

The tot will drop his cup from his crib.

Ed will grab the drum from Jim.

Fran will run from mom to dad.

The ax will slip from Dan's grip.

Fred went on a fun trip by bus.

Greg will drag the sled to Jim by the hill.

The water will drip, drop by drop, into the tub.

* The dragon is as red as a crab.

Wordlist 10

Introduce 'sight' words: you, said. Introduce quotation marks and question marks. (This is a useful time to learn about speech bubbles in drawings, as in comics.). Introduce the comma. It is a signal to the eye to take a breath when reading.

The twins sat on the steps.

"Can you snap?" said Greg to the slim lad.

The cops sped by the kids at the bus stop.

"Can I spin the top next?", the tot said.

"The bug has big, red spots on it", dad said.

"If you step on a twig, will it snap?" the lad said

Fred has a scab on the skin of his leg.

Stan will scrub the mud from his hand.

* "A handbag has a strap for you to grab", mom said.

Wordlist 11

Stan has a cast on his leg.

The frog has a nest in the mud by the water.

"You must rest up," mom said to the kid in bed.

Fred will tap the drum with his fist to test it.

"The best plan is to dust" mom said, "And mop last".

"The sunset is in the west," Fran said.

Greg put a sled on his list of gifts.

* Bill is fast but Ben is faster.

Wordlist 12

Introduce 'sight' word: my

Greg set up his tent and went for a jog.

Glen said, "When I bent, my pants went "rip".

Kent went to hunt for the fox.

"I just sent you my rent", dad said to the man.

Glen lent his tent to Stan.

The cab has a dent on top and the hubcap is bent.

* "Want some of my mint gum?" Fred said to Jen.

* The tot bit the dentist on his hand.

Wordlist 13

Stan will hand the box of eggs to his dad.

The crab will grab Jim's pants leg.

The clams hid in the wet sand.

Greg will hunt for frogs by the pond.

Cam will clap for the band at the end.

"I can mend the rip in the tent by some hot wax", dad said.

"Can you bend your hand into a fist?" the doc said.

"I will send you to bed to rest," mom said to the kid.

* "Some bugs can land on water and on land", Fred said

Wordlist 14

Introduce 'sight' words: your, was

"Hang up your pants", mom said to the kid.

"Your dog was fast but Skip's was faster", the lad said

"A gun will go bang, bang", the kid said to the tot.

The king had lots of rings on his hand.

"Some bugs have long wings", dad said to Ling-ling.

"I was glad when you sang," the lad said to his mom.

The man sung a song to his kids.

* "Ding-dong", the bell was ringing.

* "Ping pong was fun," Ming said to the gang of kids.

Wordlist 15

Introduce 'ing' endings.

Jan has on pink pants and a red cap.

The thin man went into the bank.

Fred has ink from the pen on his hands.

Sam is putting the cup in the sink.

The lad was getting in the dunk tank.

The log is sinking by the bank of the pond.

Dad is winking at mom.

"The bunk bed is bending", Dan said.

* Kent will yank the plug to stop the fan from spinning.

Wordlist 16

Introduce 'sight' words: are, have

Dan said, "I have a limp from the fall on my leg".

"My pants are damp from the wet sand," Glen said.

Jen will trip on the rug and bump into the lamp.

Brad said, "I have set up the tent by the pond".

"The bumps on my skin are from the mumps", Greg said.

Sam lit the lamp and hung it in his tent.

At camp, the kids have a ramp for sledding.

The cat sat on its rump by the pond.

* Stan said, "I have the dump truck in the sand box".

Wordlist 17

Rick is sick in bed with the mumps.

Nick sat on the dock by the pond.

The duck hid its egg by kicking sand on it.

The hen is bending its neck to peck in the mud.

Jack is sitting on the rock on the bank of the pond.

"Tick-tock" went the clock in the den.

"Max, pick up your hat and hang it on the rack," dad said.

"Bad luck", Jack said. "I cut my back when I fell on the steps".

* Jim is resting on the deck in the sun, licking his Popsicle.

Wordlist 18

Introduce 'sight' word: do

Jack is plugging in the lamp on his desk.

Mom will ask Dad, "Do you have the map?"

Rick put on a mask of Batman.

Mom said, "The last task to do is to lock up when you go".

"A clam is a disk, just as a puck is," Fran said.

"Dusk" said Mom, "Is when the sun sets".

"It is a risk to go on the raft if you do not swim", Dan said to Jan.

"Alaska is vast. It is the biggest in the west", Jim said bragging.

* "Some animals do have tusks", Rex said.

Wordlist 19

Chad fell on the steps and cut his chin.

Rich has a bag of chips in his lunch box.

Chet has an ax to chop the branch.

Fred will pitch and Greg will catch.

Chip lit a match and lit the lamp.

"I have an itch" said the rich man, scratching.

Glen will pinch Dom and Dom will punch Glen.

The kid will switch his mask for a witch mask.

* "Watch as I stretch my legs so I can run fast", Meg said.

Wordlist 20

Fred got a shot for the rash on his shin.

The pet shop has lots of fish and pets.

Dad will rush to catch the bus for his trip.

"Gosh", Chad said, "It is fun fishing from a ship".

Mom put the fish on the dish for lunch.

"I will dash to the bank for some cash", Chet said to Chip.

"I wish I had a dash of pepper for the fish", the man said.

The ash on the camp pot will wash off with water.

*"Shut the shed when you finish", Dad said to the kids

Wordlist 21

Beth will catch a moth with a net.

Seth did his math then went to lunch.

Max went fishing with his dad on the ship.

The thin man is sketching the dog as it runs.

Seth put his ship in the bath tub with his duck.

"Math is fun", Chad said to his dad.

Gretchen went with them to the boxing match.

The tot will ask his mom, "Which month is this?"

* Cam said to himself, "I can catch that pitch", and then did it.

Wordlist 23

The black pick-up truck had a crash.

Frank said "Thanks" to his mom for the snack.

"The trash can has a crack in it", Chad said.

He drank some water from a flask.

Rich will smash the box by stamping on it.

Frank is running on the track in black pants and matching cap.

Beth will stack the cans then whack them with a big stick.

"Put the plant in that blank spot on the shelf", Dad said.

* "Thank you", the boxing champ said, flashing a grin.

Wordlist 24

Fred will fish with a stick and some string.

" I think I want a drink of water", the kid said running track.

"Something stinks in this trash can", Dad said.

"Thanks for stacking the bricks", Greg said to Max.

"That was my fifth bug sting", Don said rubbing his leg.

Chad sat on the swing hanging from the branch.

Chip is asking his dad, "What is the sixth month?"

Ted did a trick to lift a chick from his black hat.

* "Mmm. Crisp chicken is the best lunch", Jan said to Fran.

Wordlist 25

Stan got a shock from the plug on the clock.

The tot is stacking the blocks on the mat.

This is something that has frosting.

This animal is in a flock.

The blond kid sat on the front of the sled.

Chip will stomp on the box then put it in the trash.

"Yum. Drinking this chicken broth is the best", Ming said.

The crash is blocking the bus from going.

* Fran hung the cloth stocking for Santa to fill.

Wordlist 26

The dump truck is stuck in the mud.

Chuck sat on the stump to check his maps.

The chicken was pecking and clucking.

This is something you can flush.

Frank will wash then brush his pet skunk.

"I trust that you will not flunk your math test", mom said.

Chad left a chunk of crust in his lunch box.

This animal has a trunk and is bigger than a skunk.

* Fred will crush the box then chuck it into the trunk of his car.

Wordlist 27

Jill fell from the top of the hill.

Matt put the shell back in the sand.

The bell rang then the class went to lunch..

"Do not fuss. I will pick up the spill", Bill said to the tot.

"I will miss you," mom said with a kiss to the kids.

"Sniff and smell it," Dad said of the moss plant in his hand.

"You must sit still and think to win at chess", the man said.

"Stepping on the grass will kill it", the man is yelling to the kids.

* This animal will "huff and puff" at the 3 pigs.

Wordlists 28 and 29

"No," she said to the dog. "Sit and do not go".

"When he is mad, he will yell but do not stop", mom said to dad.

"The grass must be cut. Who will do it?" mom said to the kids.

"Do you have gum for me?" he said to his chum.

"We are going in the van to go sledding," Jo said.

"I will be at the bus in a flash", she said running.

"He bit me so I said 'Stop doing that'", she said to mom.

* "Who will go to the bank with me?" Dad said to the lads.

Wordlist 30

A fly will fly by the kids at the picnic.

Matt will try to pry the rock up with his hands.

"My, my" mom said to the crying tot. "Let me help".

The shy kid is standing by his mom.

"I will try to wash and dry the pants by lunch" dad said.

The sly fox will try to trick the animal from its nest.

"I bend and stretch and try to be spry", grandma said.

"Why is the sky so big?" she will ask of her grandpa.

* "Do you want my last french fry?" he said to his sister.

Wordlist 31

Mark will park the car by the truck.

Margo put on her pink scarf and sparkling pants.

The dog is barking at the cat in the yard.

At dark, Carl said, "The stars in the sky are far from us".

The smart kid said, "I will start with my math then do my art."

The farm has six dark-red barns on it.

"This jar of jam is from the garden by the park", she said.

Martha and Marsha sat on the carpet with a deck of cards.

* "Be still. Try not to alarm the shark", the fisherman said.

Wordlist 32

Bert is bigger but not faster than his sister, Bertha.

"I want a felt tip marker", the man said to the clerk.

The farmer said, "With that dark sky we must shut the barn."

Mark had to swerve his go-cart to miss the cat.

"Lots of ferns and moss are on the river bank", the gardener said.

The bank teller said, "What can I do to serve you?"

"My jacket zipper is stuck", the lad said, "it is hard to do".

"I have fun hammering", said the carpenter.

* This farm animal is in a flock, not a herd.

Wordlist 33

The bird is chirping in its nest on the branch.

The girl has on a pink skirt and matching scarf.

"If you stir water with dirt, you will have mud", Bert said.

"Yes sir", the kid in the dirty shirt said to the cop.

"Watch. We can twirl," said the girls, jumping and spinning.

The birth of a bird starts with the egg cracking, after hatching.

"I am thirsty from digging in the garden dirt", he said.

This is the third number on a clock.

* "What is the first number after thirty?" he said to the class.

Wordlist 34

In this sport the men do not have on shorts.

He had a pork sandwich with fresh corn at the carnival.

She went to the store for more butter and eggs.

"A horse was born in the barn this morning", the farmer said.

This number is ten more than forty.

"My shirt is torn from the sharp thorns", the gardener said.

His chore is to brush the horse and check its sore leg.

The short kid is in a marching band with his horn.

* A stork is on the north corner of the shore at the park.

Wordlist 35

He said to the nurse, "The sunburn on my arm hurts".

This animal will curl up in your lap and purr.

"A rabbit has fur but a turtle has a hard shell", said the tot.

The girl with curls did a burp after lunch.

Burt went to church with his mom and dad.

Kurt burnt his hamburger on the grill.

The girl in the purple shorts had a purse to match.

The car did not turn into the curve. It went up on the curb

* A "surf and turf" dinner has fish and meat.

Wordlist 36

Introduce 'sight' word: what

Jane will wave to dad at the gate.

Dave will tape his name on the gift.

Jake made a cake and gave some to his sister.

"I hate being late. Will it take long?" he said to the cab man.

"The snake is fake, but it will still scare Dave", she said.

The black ape came from his cave for a drink at the lake.

"What do grapes taste like?" the first grader said.

Mom said, "Shake hands and ask, What is your name?"

* This game has bases and the batter stands at a plate.

Wordlist 37

Introduce 'sight' word: they

Pete pet the three pups.

"Do you see the bees nest hanging on the branch?" dad said.

Zeke said, "I am here, up in this tree".

"These cats are free", Max said. "They are purring to us, mom".

"It is lots of fun at theme parks like Disneyland", Steve said.

Lee said, "Did you see the wee pigs in the sty at the farm?"

"This number is three more than thirty-three.

"I am free," Steve said, running in the game of Tag, "See me."

* In this sport, you use a club to hit a ball off a tee.

Wordlist 38

Jake will ride his bike and fly his kite in the park.

This number is five less than nine.

"After the hike, do you want to horse ride?" Mike said to his wife.

Jane smiles as she slides on the slide.

"While the sun shines, the grapes get ripe", the farmer said.

"Mmm. This lime pie tastes fine", she said licking her lips.

The driver put white stripes on the side of his van.

The men dug for miles, putting in pipes the size of truck tires.

* "It is a crime and not wise to take what is not mine", the kid said.

Wordlist 39

Introduce 'sight' word: goes

Flames and smoke came from the stove.

Joe wakes up, put on his robe and goes to water the roses.

The note was in secret code with shapes and lines and dots.

The dog dug a hole to hide the bone.

He rode his bike home while his mom drove.

When he fell from the rope swing, he broke his nose and toe.

"Those moles are pests, digging holes in the yard", he said.

"I hope you like my joke. Here goes", Rose said with a smile.

* "Smoke can choke you", the fireman spoke, "so stop and drop".

Wordlist 40

Introduce 'sight' words: there, where

"Where is the tube of glue?" Jim said to his sister.

"The class rules are up here, in the blue ink", she said,

June sang in tune with the flute on TV.

"Do not be rude and use your manners", dad said to the lad.

"It is true", the farmer said, "a mule is the same as a donkey".

"Here is a clue", the math man said, "A cube has 8 corners."

"If you dry a plum, it will turn into a prune", Sue said.

"Pure water is the best thing to cure your thirst", the nurse said.

* "Are you sure a ruler is 12 inches long?" the student asked.

Wordlist 41

"Why such a sad face?" dad said to Jane with a hug.

The kids will race to the lake and back home on bikes.

"Can you help me tie my laces?" the tot said to her sister.

The rocket ship went into space by the stars and sun.

"Place the vase there, by the picture frame" mom said.

While the kid was running her pet dog kept pace.

"These braces hurt my lips inside", he said to the dentist.

The wee kid said, "I will trace the letters in my name".

* In the card game, Grace has the ace of spades in her hand.

Wordlist 42

Some mice ate a hole in the bag of rice.

This is a game in which you use dice.

Grace and Mike put on ice skates at the frozen lake.

"The pie smells nice. Can I have a slice?" Kate said to Dave.

Mom will chop and dice up the spices then put them in the pan.

"Twice is the same as 2", the nice mom said.

"The price of gum is a dime more than I have", the mad kid said. "Three o'clock is when the clock chimes thrice", dad said.

* The triplets said, "Can we have an ice cream cone?"

Wordlist 43 Illustrate

"Stay. Do not go away", the kid was saying to her dog.

Ray will pay the farmer for some hay for his horse.

"May I use your gray crayon, Faye?" said Payton.

Kay said, "Today I will use clay to make a vase".

On Sunday, a blue jay bird sat way up in a tree.

"Can we lay in the sun rays for a suntan?" she said to mom.

"Let's play with the hoses while we spray the grass" he said.

Thin trees always sway and bend in the wind.

* "Maybe on your birthday we can go sledding, okay?" mom said.

Wordlist 44

The man paid for a ticket and is waiting for the train.

The dog will raise its tail up in the air.

The raindrops fell on the lane and went into the drain.

The girl is painting the stairs and the handrail gray.

Mom will fix the chair with a nail and some glue.

The blond girl went to the fair with her hair in braids.

The pair of hikers was on the main trail to the lake.

"I have a pain in my brain from this math", he joked.

* Gail went sailing on a lake in Maine, until a rainstorm came.

Wordlist 45

The man will park his green jeep on the side of the street.

"Next, we need to feed the sheep", the farmer said to the girl.

Lee is sweeping the stairs for the mailman.

"Sleet is frozen rain", the teen said to his sister.

"We must keep the seeds wet after planting them", she said.

A deer is munching on the weeds on the side of the steep hill.

This is something that has a steering wheel and is made with steel.

For lunch, he had a cheese sandwich and some greens.

* "It is no fun to peek when playing Hide and Seek", the kids said.

Wordlist 46

"Please eat your meat and peas", dad said to Jean.

"Mmm. Peach ice cream for dessert", Dean said wetting his lips.

She woke up from her dream, screaming.

The teacher with the gray beard sat near the fireplace.

"On a clear day, I can see the sea and beach", the ship captain said.

The kids made the stream neater by cleaning up the leaves.

"If we beat this team, we will reach the playoffs", the player said.

"It is not nice to cheat or steal", the teacher said to the lad.

* "I am not too weak to toss the spear to the target", the lad said.

Wordlist 47

Introduce: exclamation mark

"Do not be loud! The toddler is sleeping for an hour", mom said.

"It is fun to bounce on the couch!" the kid said aloud.

He let out a shout, "Ouch! Our pet mouse bit me on my finger".

This is something round that is made out of flour and tastes sweet.

The mailman is walking around, counting the letters in his pouch.

The Girl Scout felt proud helping the stray hound.

The teacher will announce, "If it rains, come off the playground".

The kid found something round in the water fountain.

* The gray clouds kept him from seeing the top of the mountain.

Wordlist 48

The clown has a flower on her hat.

After his shower, he will use the brown towel to dry.

"Wow!" the crowd shouted, "How did he do that?"

A cow grazes in the pasture and nearby sits a barn owl.

At first the dog made a soft growl sound, and then it let out a howl.

"Bow down now to the king and his crown", the man said.

She said with a frown, "They do not allow dogs here off-leash".

At the town market, they sell powder spices in bottles.

* This comic hero has super powers.

Wordlist 49

"My tooth is loose. Will it fall out soon?" said the second grader.

Around noon, he ate his noodles and cheese with a spoon.

At the zoo, the kids saw a moose eating and a goose waddling.

"A-choo", he said. "The poodle in this room makes me sneeze".

"Boo-hoo", went the tot when her balloon burst.

From the roof of the house, the roofer could see the moon.

The farmer will "shoo" the rooster away with a broom.

"The fair has a cool booth where you shoot BB guns!" he shouted.

* A flower needs strong roots to drink and make its blooms.

Wordlist 50

Henceforth, the starred sentence is jumbled. This is designed to draw the student's attention to the impact of word order on overall meaning of the sentence. There may be more than one correct way to use all the words.

The tow truck will help the yellow car stuck in the snow.

This is something that is slow to grow.

The kid will throw his pillow out the window.

The widow will borrow a mower to mow her grass.

"I know how to use a bow and arrow", she said to the grown-up.

"My shadow always follows me", the toddler blurted out.

In the puppet show, the five crows sit in a row, near the scarecrow.

He will blow on the hot food to cool it before swallowing.

* bowl He bowling ice cream ate of a while

Wordlist 51

Introduce sight word "were".

The books were in a crooked pile on the wooden table.

Looking at the kids, mom said, "Who took the cookies?"

The girl stood by the woods in her jacket with a hood.

This animal has a hoof, not a foot.

The girl sat at the brook with her fishing hook and bait.

The man shook his fist as the crook ran out the door.

"Those chocolate cookies sure were good" he said.

"You poor kitten", she said putting a bowl of milk on the floor.

* will on look cookbook Dad the the for shelf

Wordlist 52

"Yes, a goat has a coat of hair," the farmer said.

"These wooden oars are handmade of oak", the fisherman boasted.

The bar of soap is floating in the bathtub while the kid soaks.

The frog by the side of the road let out a loud "croak" at sunset.

Joan said, moaning and groaning, "Doctor, my throat is sore".

The coach loaded the soccer balls in the van.

He had goat cheese with a roast beef sandwich for lunch.

The sick girl had a bowl of oatmeal and toast for dinner.

* a will She moat boat cross use row the to

Wordlist 53

He pointed to the coins lying on the carnival grounds.

"If the soil stays moist, these seeds will sprout", the gardener said.

"Can you join us for dinner? I am broiling fish," grandma said.

This is something that can make a noise but has no voice.

The poison snake was in a coiled up, waiting to strike.

At the hardware store, he has a choice of three toilets.

The shy girl will not join in play with the noisy toddlers.

"My finger joints hurt. I have a doctor appointment", she said.

* so it put She chicken spoil foil in the could not

Wordlist 54

The boy has a room full of toys and sports things.

Roy said, "I drink soy milk and I like it".

"Ahoy", said Joy as she came on the ship's deck.

"I enjoy eating oysters in their shells", he said sitting on the beach.

"Mom, 'sis' is annoying me and destroying my room", he shouted.

Troy said, "What a joy to see the just-born boy".

"Joyful and joyous mean near the same", mom said.

Slapping his neck the cowboy said, "These bugs are annoying".

* was to Joyce parade see family the the in royal waiting

Wordlist 55

The bird grew up during summer then flew off in the fall.

He blew on his bowl of stew to cool it down.

"This new gum sure is chewy", he said as he blew a bubble.

Drew used a screwdriver to undo a few screws.

Andrew saw the news of the broken sewer pipe on the TV.

The artist drew a view of the sea from the cliff.

When the crew hoisted the sails, it drew cheers from the crowd.

Stewart said, "Dew is the wetness on the grass in the morning".

* kept away the She newest threw and newspapers old the

Wordlist 56

The hawk is flying with a mouse in its claws.

At dawn, Dawn sat up in her bed to yawn.

Shawn hurt his jaw so now he drinks with a straw.

Some ants were crawling on the new-mowed lawn.

The girls saw a deer and her fawn at a brook in the woods.

The teacher said, "Draw a food that you can eat raw".

The crow is cawing at this animal going "hee-haw".

"Awesome", she said, "This dog can shake hands with its paw".

* tore The storm awful down awning the window

Wordlist 57

Introduce sight words: want, one

"It was cloudy but now it is sunny so I want to stay", Larry said.

"We must hurry for the birthday party!" mom shouted nicely.

"Who wants to hear one more story?" Jerry said in a happy voice.

Mary chose a pretty blouse with flowers, to go with her skirt.

"Can I taste one cherry and one strawberry?" Amy said to mom.

"Study. Do not be lazy or say you are too busy!" Mom said firmly.

The baby is slowly crawling and carrying mom's keys.

"If I only had more money" Sherry said, seeing many jars of honey.

* has Tony that sometimes monkey acts pet funny a that

Wordlist 58

"Please pass the salt", Walter said at the lunch table.

The bald man went for a walk in the park with his wife.

Mom said in a calm way, "We can talk about it, so not to worry".

The teacher held the chalk and said, "No more talking, please".

"If the wind is too calm, our sailboat will stall", the sailor said.

He sat under a tall palm tree, eating walnuts.

Wally will pull the wagon full of dirt up the sidewalk.

"Corn and beans grow on stalks", the gardener commented.

* fell and cut out of Walker go-cart his palm the

Wordlist 59

Introduce sight word: their

The kids held their breath, pretending to be dead.

The girls put on their sweaters after looking outside at the weather.

Heather spread the peanut butter on the bread then put jelly on top.

"I read that bike helmets really do protect their heads," Mom said.

"I can mend this sweatshirt with some thread," the heavy man said.

"I meant it", Dad said, "Choose a healthy snack such as an apple".

A feather fell from the eagle's breast as it flew near the meadow.

"It was a pleasure to meet you," she said with a pleasant smile.

* drew The to weapons their the chest protect treasure pirates

Wordlist 60

The kind lad will help the blind man by not petting his dog.

"I do not mind helping you", grandma said to the child .

"I'll remind you to close the blinds when you sleep", she said.

"Who can find me?" the tot shouted from behind the couch.

"This wild weather is kind of scary", the child said softly.

The sign said, "Put rinds and food grinds here to compost".

You need to wind this up (and rewind it) to make it go.

The child said, "I like my food mild, not hot and spicy".

* climbing bug leg was tiny hind the up dog's The

Wordlist 61

As the golden sun set, the husband and wife went for a stroll.

"That snowball is too cold to hold without gloves", she giggled.

The old man scolded the kids for trouncing in his flower garden.

June pushed her dolls in a stroller around the house.

This something you can fold and unfold and is used to carry money.

Mom told the story about the troll and the three billy goats.

Dad paid three dollars for some hot rolls for breakfast.

"The volts in the car battery can jolt you," the car repair man said.

* found down while kids gold a rolling The ring hill the

Wordlist 62

The boy said with a sigh, "These pants are too tight on my thighs."
"These bright lights make it easy to drive at night", Dad said.
"Last night, some cats were fighting and hissing", she told mom.
"I was right. This was my right hand," the first grader said.
"This box is so light I can lift it higher than me" the child shouted.
"Tonight, our flight is going straight to Disneyland", dad said.
"I bought and brought you a doughnut", a student told the teacher.
She thought then said, "Alright, just a slight slice of the pie."
* the child lightning was and thunder The by tiny frightened

Wordlist 63 ('ed' ending)

The rough waves make it tough for the kids to stay standing up.
"That is enough salt but not enough pepper", the cook said.
"Use a tissue or your sleeve when you cough", mom reminded him.
"Dad will laugh at your joke", mom said, "just as I laughed at it".
"Stop that rough-housing!" mom scolded "so no one is hurt."
"This meat is tough to cut and tougher to chew" the rancher said.
The laughter from the crowd made it tough to hear the movie.
* the time He and same at coughed laughed

Wordlist 64 (sight word: another)

This kind of animal was alive long ago.

"I am afraid it looks like another rainy day", mom said softly.

"You assemble the jig saw puzzle then take it apart", she laughed.

"I agree" he said, "If the twins dress alike I cannot tell them apart".

"Please awaken me when the sun first appears", she said to mom.

"When I am asleep, dreams appear like smoke", the tiny child said.

"What is the address for the school assembly?" the singer asked.

"The amount of money for a toy is above my allowance," he said.

* stood waiting to The taxi man across for the street a arrive

Wordlist 65

"Before we begin", the art teacher said, "Put on your smocks".

Dad read out loud, "Which does not belong: red, pink, or daisy?"

The chipmunk hid the nut barely beneath the soil by the tree roots.

In soccer, the players try to keep their hands below their heads.

"Behave in school because you are growing up", Mom said.

"Did you know a tadpole becomes a frog?", the girl shouted.

The sign in the yard reads: Beware of the dog.

"A butterfly began as an egg then became a caterpillar." he said.

* beneath below stood in stars He the the temperature zero

Wordlist 66 ('ed' endings, astronaut)

At the fishing bait shop, he bought a can of worms and some hooks.
"My housework is done so I will start my homework", he said.
"In my work I fly all around the world", joked the astronaut.
"How much is this gold earring worth?" he said to the jeweler.
The team's hard work made them worthy of the championship.
"That was my worst golf game this month", he said to himself.
The weatherman said, "Today's weather is worse than yesterday".
Mom hugged the boy saying, "Don't worry, it will all work out."
*during doing worker The crossword his lunch puzzle is a

Wordlist 67

He painted the chair, waited for it to dry then fixed the seat.
The boys raked the leaves into a pile then jumped into them.
He taped the box shut then walked to the post office and mailed it.
She parked the car, pointed out the view and talked to the children.
He asked how the fish was cooked so the cook showed him.
He reached and pulled out the library books he borrowed.
She skated for a moment then stopped and waved at her dad.
He counted ten dollars and handed them to his sister.
*being a dreamed by monster chased and was he He three-headed

Wordlist 68

He packed their cups and glasses into boxes.

"After dinner, dad washes the dishes", she said.

"Churches always have benches or pews," he commented.

"This rubber band stretches seven inches", he said measuring.

Each day mom fixes three lunches for the kids.

The fisherman crosses the stream to where the fishes gather.

The teenager brushes her teeth and takes off her glasses at bedtime.

If the pitches are wild, the catcher sometimes misses the catch.

*rushes two catches door out and the busses He work to

Wordlist 69

She is making pancakes by using eggs, flour and milk.

The boys were riding their bikes and racing to the park.

"I am not joking", the swimmer said, "I am hoping to win".

The baker is tasting the icing before putting it on the cake.

"By hiking this steep trail I am saving time", the climber said.

The boys were chasing each other, smiling and laughing.

The man was staring at the sky, facing the shooting star".

One boy was diving while a girl was sliding on the water slide.

*sharing caring Mom the reminded that is one show kids to way

Wordlist 70

"The skies are cloudier than I like for jumping", the skydiver said.
The boy cried aloud, "That was the funniest movie."
The girl tried to keep her french fries away from the twin babies.
She hurried home right after school and studied all evening.
"Strawberries and cherries are healthier than crackers," dad said.
"I am worried we buried the seeds too deep", the gardener sighed.
"This is the happiest day", the newly-married man announced.
The tiniest gift box is not the heaviest, but it is the costliest.
* picnic carried He a fried to basket chicken of his spiciest of

Wordlist 71

The carpenter made the wood frame then the roofer put on the roof.
The singer was singing while the waiter waited on the customers.
A house painter is the owner of the van with the ladders on top.
The school sign says "Please stop and pick up a visitors pass".
The doctor took his pants to a tailor to be shortened.
The writer told a true story about a diver finding sunken treasures.
The actor is pretending to be a lawyer in this mystery play.
The conductor welcomed the governor onto the train caboose.
* is an also The author professor books history of

Wordlist 72

"You look beautiful, Aunt Jen, and so does your dress", she said.

"I have been to both lakes, but this water is more colorful", he said.

"Cover your whole body with sunscreen," grandma told the kids.

"After I buy the car, will you stop by to see it?" he asked his friend.

"Come see what I built out of blocks", the boy said to his parents.

"I am done building the table", the carpenter said, "Now to stain it".

"I could tell one more fable before we say good-bye," grandpa said.

The kids discovered the dozen cookies mom put in the cookie jar.

*building colors beautifully The old painted been has new with

Wordlist 73

"Do either of you know what four plus fourteen is?" mom asked.

Dad said, "Tape, nails, buttons and buckles are kinds of fasteners."

The boy is buying a gift to give to his friend for his sixth birthday.

"I guess we are having four guests for dinner", mom said.

"Our eyes are for seeing and our ears for listening", the tot said.

"I love these gloves but they are above my price limit," she said.

"I can afford either skates or a scooter, but not both", he said.

"The boat left for the island over a half hour ago", the captain said.

*guessed half four six The old year dozen was that of a

Wordlist 74

The dancer moves her body in time with the piano music.

The man will open the hood of the car to work on the motor.

"Oh, my!" she cried, "I left the pie in the oven too long".

"Most of the people in my family are tall," the player said.

When the cuckoo clock struck one, a tiny door opened for the bird.

"Other than this book on piano music, I have none", the clerk said.

"It is not often I eat pizza so I will have another slice", he grinned.

Mother said, "Lying, even once, can make people not trust you".

*his is His brother aunt mother's to married

Wordlist 75

The woman and her son rode the Ferris wheel last Wednesday.

"On such a warm day, let me pour you some lemonade", dad said.

"We usually have wonderful weather so this is unusual," he said.

Uncle Robert pushed the canoe off the shore before climbing in.

Four women went into the shoe store but only one bought shoes.

Monday, the soccer team won the game by the score of two to one.

"Would you play the card game, War?" the son asked his father.

He wondered whether I should push or pull the heavy wagon.

*sew has and sewn button will one another She on on

Wordlist 76

"I can't pick up this rock and you couldn't either", he said huffing.
"I'm sure he'll be glad we've found it," he said holding the wallet.
"What's his name? Who's on the phone?" the boy teased his sister.
"They're outside playing and they'll be home later," she told father.
"You're sick", said mom. "But don't worry, you'll be better soon".
"It's time to play. We're glad you weren't too late", the coach said.
"I've too much homework", she said, "and I haven't even started".
"Here's your breakfast", father shouted, "Who's hungry?"
*won't be because Max late Saturday it's school for no there's and

Wordlist 77

The workers are pouring cement to make the cellar for the house.
"Are you certain a century is one hundred years?" the girl asked.
The police officer arrested the robber and put him in a jail cell.
"We will not cancel the concert or fireworks", the policeman said.
She had cold cereal for breakfast with some celery sticks for snack.
In December, there are many holidays that people celebrate.
"My advice" said the coach, "Practice and success will follow."
"I noticed the ocean liner has several different flags on it" she said.
* through her put bracelet center the She hand cent of ninety-nine

Wordlist 78

The kids were excited the circus was coming to their city.
The scent of cinnamon rolls and apple cider filled the kitchen air.
The scientist made a medicine using citrus seeds.
"In science class we read that lemon is a mild acid", she said.
The student was given a special pencil for good attendance.
The principal announced that tomorrow is "bicycle to school day".
"It's exciting you decided to give up cigarettes", she said to dad.
The class studied the water cycle and how recycling is important.
*circle scissors accident She with cutting had the an out her

Wordlist 79

"Be gentle putting the gerbil back into its cage", the teacher said.
A large package arrived from Germany for the scientist.
The judge sat on the edge of the bridge, fishing.
George said, "Yes an orange is a citrus, like a grapefruit."
This animal is huge and dangerous.
The forest ranger had on a star-shaped badge and orange jacket.
The generous stranger said "keep the change" to the flower-seller.
The college kid said, "You're a genius. This gel kills germs."
*emergency bandages The always in carries hiker of case an safe

Wordlist 80

The gigantic crate on the ocean liner was marked 'Fragile'.
The magician did a magic trick on stage in the school theater.
The coach took a digital picture the gymnasts practicing.
Ginger read aloud that fingers and toes are sometimes called digits.
The engineer checked the train engine and brakes for leaks.
"When I cook with ginger, I imagine eating in China", she giggled.
The artist said, "Use your imagination to make an original design".
"It was a tragic day", the zookeeper said, "when the giraffe died."
*outside tree Just stood gym giant the a school oak

Wordlist 81

Paul dreamed that he was caught in a flying saucer with aliens.
"Pause and look before stepping off the curb", Dad cautioned.
The father taught his daughter how to change the automobile oil.
"It is your fault I fell. You caused it", Audrey yelled at Austin.
After the author read aloud his poem, the audience applauded.
He had sausage, eggs and applesauce for breakfast.
The mother was exhausted from chasing the naughty twins all day.
The doors to the auditorium open automatically.
* haul will August basket in laundry it wash to her a dirty

Wordlist 82

The chief of police caught the thief in the haunted house.
At the scariest part of the movie, she shrieked out loud.
Marie said, "I believe a fiend is an enemy or evil person".
The fierce winds blew pieces of roofing off the house.
"Good grief", Katie said, "I forgot my niece's birthday card".
Charlie said, "The automobile windshield is special glass."
The archer shot three arrows, each piercing the target arrow.
Bobbie said, "We can bring brie cheese and cookies to the party."
*brief case pains opened aspirin relieve some for his to his He

Wordlist 83

The queen requested her horse and carriage.
"Yes, quiet means to quit making noise", he whispered.
The question on the quiz was: What four coins equal a quarter?
"Quickly eating a quart of ice cream made me queasy", she said.
"If you squeeze a square you'll have a diamond shape" he showed.
"Squint your eyes and then you'll see the squid", dad suggested.
The ducks were quacking and squawking at squirrel near their nest.
"Stop squirming and squiggling in your chair," dad reminded them.
*played the park quartet high-quality violins of music in The

Wordlist 84

The young boys are in trouble for not following the rules.

Doug read aloud the museum sign: "Do Not Touch".

"What number do I double to make thirty?" he asked his cousin.

The couple went out to the countryside for a picnic in the meadow.

"I'm serious", the famous actress said, "I work long hours".

Mom said furiously, "He's crying because you played too rough".

"I'm curious about the movie and anxious to see it," the child said.

Doug was jealous his friend had a couple of tickets to the ballgame

*cone shared The a scoop double cream ice youngsters.

Wordlist 85

This is the eighth number after eighteen.

The baby weighed eight pounds, eight ounces.

A freight train shook the neighborhood buildings as it rumbled by.

Both neighbors are painting their houses beige.

"Neigh," went the horse when the owner yanked hard on the reins.

Eight reindeer pulled this magic sleigh weighed down with toys.

The freighter ship is making its eightieth trip to Australia.

She lifted her beige veil and smiled at the groom.

*is than eighty less Eight eighty-eight

Wordlist 86

She spilled a drop of orange juice on her beige suit.

"The fluid under the car means the brakes are ruined", he said.

"Don't drop the fruit or you will bruise it", mom warned.

"Mmm. This hamburger sure is juicy," the grill cook said.

"Those cars cruising with their loud music is a nuisance", she said.

"This gum is not as fruity nor as juicy as I thought", he complained.

*cruise The went Greece visit ship on couple a to the of ruins

Wordlist 87

At daybreak, the camper saw a brown bear near the lake.

"This golden pear sure is juicy" she said slurping in the liquid.

"This beef steak tastes great," he commented to the waiter.

A tear came to her eye when she saw the tear in her favorite dress.

This is something you might wear that could break.

"Let me give you a great big bear hug" the aunt said to her niece.

*aerial aerialist trapeze did The on act an the

Wordlist 88

Earl earns money mowing lawns on Saturdays.

"At school we learned the Earth is mostly water," she told dad.

Early one morning, the girls heard a strange, howling noise.

The Search and Rescue team helped find the boys lost in the woods.

"I've searched everywhere for my pearl necklace", she said glumly.

When he smiled his pearly white teeth showed between his lips.

* in there is oysters pearl heard thousand one every Earl that

Wordlist 89

The conceited girl bragged that neither boy could catch him.

"Pick up the telephone receiver then say 'hello'", Keith explained.

"That's weird", he said, "Neither key seems to work."

For his leisure time, the gentleman tutors children in reading.

"We can paint the ceiling either white or blue", the painters said.

The boy deceived the crooks, lying about having phoned the police.

* receiver and defender In both football try the pass to seize the

Wordlist 90

He used a coupon for fifty-cents off a can of chicken noodle soup.
At the zoo, Lou saw the mountain cougar mauling the rabbit meat.
"In my youth", she said, "I caught bullfrogs in this muddy slough".
"Couth is having manners, so uncouth is ill-mannered", he thought.
The man tried on a toupee but couldn't go through with wearing it.
"A coupe is an automobile with a hardtop", the car dealer said.
*flowers a is A called group bouquet bunch or

Wordlist 91

He knocked on the front door, just above the door knob.
The knight knelt on one knee and asked the princess to marry him.
"I wish I had known the gnats would be out", the camper cried.
"Sailors have knowledge about tying knots", the navy captain said.
"I sliced my knuckle on the knife while sharpening it", she said.
The dog knocked down the plate and gnawed on the steak bone.
*was homework to Their knitting history read the about of

Wordlist 92

The man wrote down the right address but took a wrong turn.
Dad fixed the wrecked automobile with a wrench and other tools.
The wren used the littered gum wrapper for part of its nest building.
The wrestler hurt his right wrist while wrestling in the ring.
The young man in his wrinkled shirt hung the wreath on the door.
"Wring out the sponge by twisting your wrists", dad directed.
*wreath shipwreck placed They flower ocean the on above a

Wordlist 93

The mouse climbed up the table leg to reach the cake crumbs.
"Dumb is unable to speak but numb is unable to feel", he blurted.
"Bombs away", the boy on the tree limb said, dropping the egg.
"I doubt your debt is more than a dollar", the public librarian said.
The farmer combs the lamb's wool before shearing it like a barber.
Mom explained from "womb to tomb" means from "birth to death".
*plumber faucet repairing the his thumb leaky skinned The

Wordlist 94

Phillip took a photograph on his cell phone.

Sophia said phantom is a fancy word for ghosts, which are phony.

The class saw an elephant and some prairie gophers at the zoo.

Joseph's nephew won the soccer trophy for best player.

The photos in his geography book show Earth as a blue sphere.

At school Ralph learned to sing the alphabet song.

*pharmacy Physical The magazine had a called Fun free Activities.

Wordlist 95

"The chemical, chlorine, keeps the pools clean", the lifeguard said.

His schedule includes watering the chrysanthemum and orchids.

The mechanic at the boat shop said he repaired the anchor with a new wind-up motor.

"I have a stomach ache and headache" Christopher sighed.

When Zach hollered in the cave, he heard his "hello" echoing back.

A chorus of people went house to house singing Christmas carols.

*green sitting chameleon on camouflaged zucchini The was

Wordlist 96

Michelle moved to Chicago and works in a skyscraper.
In Charlotte's Web, the rat's food cache included a rotten egg.
The chauffeur drove the man to Michigan in a limousine.
In bowling, one pin might ricochet and knocks down another pin.
The chef is operating a large, mixing machine to make dough.
The parachute opened and the fire jumper landed at the forest fire.
*chute slid envelopes into She down mailbox the her the

Wordlist 97

Wax trickled down the candle while the wick in the middle burned.
The tea kettle whistled as steam came out its spout.
The news channel showed snorkelers around the colorful coral.
The label on the barrel-shaped jar of pickles says "Sweet Dill".
The small coastal town has an annual oyster and crab festival.
At dismissal time the students funnel into the tunnel-like hallway.
*critical missile fill It fuel correct is to the with the

Wordlist 98

"One function of our station is giving first aid", the firefighter said.

"Congratulations on knowing your addition facts", the teacher said. "A small portion of this homemade potion will help", mom said.

"Optical illusions play tricks on your vision", the magician said.

At the play's intermission, mom gave her permission to buy a soda.

The decision was to plant trees to stop the soil erosion on the hill.

* possession vacation are The tickets in his airline

Wordlist 99

The coach will view the replay then review it a second time.

"I will reread the story then redo my answers", the student said.

"To repair the car, I'll remove the engine and rebuild it", she reminded him.

He replied, "I must rewrite my report before returning to school".

"If you refuse to eat your vegetables you won't regain your strength", mom repeated.

"After we recharge our phones, let's restart our game", he relayed to his friend.

* remodel repaint The the kitchen will walls and its and rebuilder

Wordlist 100

"It's unlike you to be unkind or unfair to your sister", dad scolded.

He was unclear or uncertain how to undo the tangled cords.

She was unaware that an unfriendly dog was nearby.

"Being uncooperative in school is unacceptable", mom reminded her.

"Your backpack is unorganized so let's unpack and reorganize it", the teacher reminded him.

"It's unusual to see the baby wake up unhappy", grandma said.

* unwrap untie try and will the the The gift toddler to ribbon

Headwork Skillsheets

(Processing Connected Text)

Worksheet #1 (for use after wordlist 5)

Name _____

Answer each question.

1. Is the sun hot? _____
2. Will a hen hop? _____
3. Will a dog run? _____
4. Will a cat sit in a lap? _____
5. Will a pig dig in the mud? _____
6. Is it fun to be sad? _____
7. Will a mop fit in a cup? _____
8. Is it a job to be a cop? _____
9. If a lad is bad will his mom be mad? _____
10. Is a rat as big as a fox? _____
11. Is it fun to pet a pup? _____
12. Is it bad to hit kids? _____
13. Will Jim put his gum on the rug? _____
14. If a leg is cut, will it get red? _____
15. Will six and six add to ten? _____

Worksheet #2 (for use after wordlist 7)

Name_____

Answer each question.

1. Can a kid hug his mom? _____
2. Can a pot get hot? _____
3. Is it fun to win? _____
4. Will a dog yap at cats? _____
5. Can a bug be in a web? _____
6. Can a hog put on a wig? _____
7. Can a pen be red? _____
8. Will ten big men fit in a cab? _____
9. Can Pam and Sam gab on a bus? _____
10. Can Jan put some ham on a bun? _____
11. Can a lip get bit? _____
12. Is an ant as big as an ox? _____
13. Can Dan put an egg in a hot pan? _____
14. Can a jet go fast or not? _____
- * 15. If his pet dog bit him, will the man be mad at it? _____

Worksheet #3 (for use after wordlist 13)

Name _____

Answer each question.

1. Can a crab clap? _____
2. Can you bend a hand into a fist? _____
3. Can a frog hop? _____
4. Can you plug in a fan? _____
5. Can a flag flap in the wind? _____
6. If Glen is glad, is Glen mad? _____
7. If Fran is glum, is Fran sad? _____
8. If Fred is slim, is Fred fat? _____
9. Can water drops drip in the tub? _____
10. If you step on a twig, will it snap? _____
11. Can you swim in a pond? _____
12. Can pants rip if the fit is snug? _____
13. Will a clam be in some wet sand? _____
14. If you are fast, will you be last? _____
- * 15. If you whip eggs with milk, will you blend it? _____

Worksheet #4 (for use after wordlist 18)

Name _____

Answer each question.

1. Can a frog jump? _____
2. Can a rock wink at you? _____
3. Can a dog trot? _____
4. Can you pick up a big pig? _____
5. Can a duck swim in a pond? _____
6. Can a bus stop and go? _____
7. Will you put a ring on a hand or leg? _____
8. If Rick is sick, will Rick rest in bed? _____
9. If a pants pocket rips, can you mend it? _____
10. Can you ask a cop for help? _____
11. Can a desk go tick-tock? _____
12. If a log is damp, is it wet? _____
13. If a bug has wings, can it land? _____
- *14. Is a sandbox fun for kids? _____
- *15. Will a backpack have a strap? _____

Worksheet #5 (for use after wordlist 21. Introduce "or" and a colon mark)

Answer each question.

Name _____

1. Can a kid catch a moth with his hands? _____
2. Is it fun to have a bunch of math? _____
3. Will you put a dish in the sink or bath tub? _____
4. Can a kid have a bag of chips with lunch? _____
5. Can Beth chop a log with an ax? _____
6. Can you scratch an itch on your chin? _____
7. If you lit a match, is it hot or not? _____
8. If you have a rash on your skin, is it red with bumps? _____
9. Can you fish from a ship? _____
10. Can you get cash from a bank? _____
11. Which is on a leg: a hand or a shin? _____
12. Which will mend a rip: a patch or a punch? _____
13. Which will you sketch with: a pin or a pen? _____
14. Can you hang from a branch with your hands? _____
- *15. Is it as much fun to pitch a ball as it is to catch it? _____

Worksheet #6 (for use after wordlist 26. Introduce "would, could, should")

Answer each question.

Name _____

1. Would a skunk sting or stink? _____
2. Would you have a snack in the bathtub? _____
3. Could a truck go as fast as a chicken? _____
4. Should you thank your mom if she helps you? _____
5. Which do you watch: the front or back of the TV? _____
6. If you jump on a tin can, will you crush or crash it? _____
7. Can you spend cash in a bank? _____
8. If you have wet hands, could you get a shock from a plug? _____
9. Could you drink broth? _____
10. Which will a clock do: tick-tock or bang-bang? _____
11. Which should go in the trashcan: a swing or a string? _____
12. Can you crack a clock with a brick? _____
13. Which can you run on: a trick or a track? _____
14. Which should you not drink: water or gas? _____
- *15. Put a black dot in the blank. _____

Worksheet# 7 (for use after Wordlist 29. Introduce "what")

Answer each question.

Name _____

1. What is something you could drink with a snack? _____
2. What is something you should brush? _____
3. Is a skunk a plant or an animal? _____
4. What animal has a trunk? _____
5. What is something that can blast off? _____
6. What animal is in a flock? _____
7. What do you blend with red to get pink? _____
8. Is a speck of dust big or small? _____
9. What animal must hatch its eggs? _____
10. Can a kid stack blocks just for fun? _____
11. Could you crush a plant if you stomp on it? _____
12. Will a chicken cluck or hiss? _____
13. A frock is a dress so is it cloth or plastic? _____
- *14. What is the sixth month? _____
- *15. What is the biggest number on a clock? _____

Worksheet# 8. (for use after wordlist 31)

Answer each question.

Name _____

1. When you cry, what will drip off your chin? _____
2. Will a fly have wings? _____
3. A French fry is from what plant? _____
4. Should you try to fly by jumping off a swing? _____
5. Will a shy kid be glad to stand in front of the class? _____
6. If you slip off the bank of a pond, will you be dry or wet? _____
7. Why would a dog bark in the park? _____
8. If you park the car, do you stop or go? _____
9. Is a scarf for your neck or your arm? _____
10. Can part of a yard be for a garden? _____
11. Would a farm have barns on it? _____
12. At dark, will the stars be in the sky? _____
13. Why do we have alarm clocks? _____
- *14. After you start a go-cart, what do you do? _____
- *15. Would a shark have sharp teeth? _____

Worksheet #9 (for use after wordlist 33)

Answer each question.

Name _____

1. Would a farmer have a herd of animals? _____
2. Will a shirt have a zipper? _____
3. If you stir dirt and water, what will you have? _____
4. What could you do with a hammer? _____
5. What is the first number after seven? _____
6. What is the third number after thirty? _____
7. Which is harder for you to do: twirl or skip? _____
8. Would a sliver of butter be thin or thick? _____
9. Can a girl put on a skirt? _____
10. Which is bigger: a pond or a river? _____
11. Which can swim better: a bird or a shark? _____
12. If you are thirsty, what could you drink that starts with 'w'? _____
13. Can a bird perch on a branch and still chirp? _____
- *14. Why would the hands of a gardener be dirty? _____
- *15. Do you have a birthmark? _____

Worksheet #10 (for use after wordlist 35)

Answer each question.

Name _____

1. What animal can curl up in your lap and purr? _____

2. Did you have on shorts when born? _____

3. Could a short girl have a purple purse? _____

4. Can the sun burn your skin? _____

5. What is something you can get at a store? _____

6. What animal could be at the shore? _____

7. Which animals has a shell: horse, stork, or turtle? _____

8. On some mornings, do church bells ring? _____

9. If you are in a thunder storm, will you get wet? _____

10. Which is fastest: a horse, a girl, or a surfer? _____

11. Can a nurse help you if you are hurt? _____

12. What chore could a farmer have in the morning? _____

13. Which is not in the store: pork, corn, curb? _____

*14. Which will not have a horn: a car, an ox, a band, or a clock? _____

*15. Is archery a sport? _____

Worksheet #11 (for use after wordlist 35)

Answer each question.

Name _____

1. Can you fish for a shark in your yard? _____
2. Which can bark: a car, a horse, a pup? _____
3. Would you get a shirt in a store or in a church? _____
4. Can you harm your arms with a sunburn? _____
5. What is something you can turn on and off? _____
6. Which would you put on a fork: corn or dirt? _____
7. What is something you could put in a purse? _____
8. Is a thorn sharp or dull? _____
9. What month was your birth? _____
10. Which animal can chirp: bird, horse, turtle, or shark? _____
11. If you twist and hurt your arm, will it be sore? _____
12. Which animal has no fur: cat, dog, hamster, or clam? _____
13. Is a pumpkin curvy and fun to carve? _____
- *14. Are burnt hamburgers yummy? _____
- *15. What is the third letter in your name? _____

Worksheet #12 (for use after wordlist 38)

Answer each question.

Name _____

1. Do kids ride bikes? _____
2. What shape is a kite? _____
3. Would an ape like to hide in a cave or a grave? _____
4. Could a horse graze during a frost in winter? _____
5. Does a plane have brakes? _____
6. What number is five more than three? _____
7. Which should not be on a plate: grapes, pie, or skates? _____
8. What number do you add to six to make nine? _____
9. Is it fun to hide and then scare a kid to see them jump? _____
10. Would you like to bake the cake or just taste it? _____
11. Would a tree branch a nest of bees? _____
12. Do cars have spare tires? _____
13. If you smile wide, are you upset? _____
- *14 . Can a crane lift a crate off a ship? _____
- *15. Which can not bite: a hare, a mare, a snake, a starfish? _____

Worksheet #13 (for use after wordlist 42)

Answer each question

Name _____

1. After planting a rose, could you use a hose to water it? _____
2. If the stove has smoke, is something burning? _____
3. When do you use a ruler? _____
4. Is a glue stick the same as paste? _____
5. Would a fireman slide up the pole? _____
6. Do you have more than three bones in your hand? _____
7. Is the sky sometimes blue with white puffs and sunshine? _____
8. If the fire alarm rings in your home, what should you do? _____
9. Which can you bite: mice, rice or price? _____
10. Can you choke on an ice cube? _____
11. Write the name of a game that uses dice. _____
12. Which is not up in space: stars, planets, kites, Mars? _____
13. If you place first in a race, could you win a prize? _____
- *14. What is twice nine? _____
- *15. Would you like to taste an ice cream cone? _____

Worksheet #14 (for use after wordlist 42)

Answer each question.

Name _____

1. Would a girl use a tie? _____
2. Can you make a mad face? _____
3. Would you like to ride on a horse? _____
4. Write the name of a person that uses a cape. _____
5. Is it nice to stare at a person? _____
6. If you are late, are you on time? _____
7. Would it be fun to write a note in code? _____
8. If you drive a truck in mud, will it make tire tracks? _____
9. Which is the same as smart: wise or wide? _____
10. Which grade are you in? _____
11. Will a plum dry up and turn into a prune or plume? _____
12. What do you use a phone for? _____
13. Which does not have a flame: a torch, a fireplace, a flute? _____
- *14. If you broke a vase, should you lie and blame somebody? _____
- *15. Which does not belong: blue, white, pale, purple? _____

Worksheet #15 (for use after wordlist 46)

Answer each question.

Name _____

1. Do deer have tails? _____
2. Do bikes sometimes have training wheels? _____
3. Do snails have brains? _____
4. Do sheep have teeth to help them graze? _____
5. Write the name of something that is not sweet. _____
6. What day of the week is today? _____
7. Name something you like to play with. _____
8. What is something you could aim at a target? _____
9. If a bee stings you, will you be in pain? _____
10. What do you need to use with a nail? _____
11. What would you use to sweep the stairs? _____
12. What do you use a chair for? _____
13. Do you sleep on a bed with sheets? _____
14. Would some body that steals say, "please"? _____
- *15. Do trains have steering wheels? _____

Worksheet #16 (for use after wordlist 46)

Answer each question.

Name _____

1. Do you like to read? _____
2. Would a farmer feed horses hay? _____
3. Do bathtubs have drains or brains? _____
4. If you had no teeth, could you eat meat? _____
5. Would you swim in the see or the sea? _____
6. Do you think a deer would drink from a stream? _____
7. Name something that has a tail and eats seeds. _____
8. Which tastes sweeter: a lime or a peach? _____
9. Which can fly in the air: a plane or a plain? _____
10. Would you see a railing by a stairway or by the beach? _____
11. Which would somebody sit in: a cheer, a char or a chair? _____
12. What do you need to make steam? _____
13. Which does not use wheels: jeep, wagon, train, or sled? _____
14. Name something you eat that is green. _____
- *15. At what sport would a cheerleader be seen? _____

Worksheet #17 (for use after wordlist 46)

Answer each question.

Name _____

1. Are there six or seven days in a week? _____
2. Do you scream when you have your hair cut? _____
3. What is something you could see sailing in the sea? _____
4. Would a nail be made from steel or steal? _____
5. Which is not a grain: cheese, wheat or corn? _____
6. Which means a man: mail or male? _____
7. Which is somebody that cleans homes: made or maid? _____
8. Which should you not eat beet, peas, paint, or crackers? _____
9. Which is the hair on a man's face: bird, beer or beard? _____
10. What do you keep spray paint in? _____
11. Will sleet feel like ice or steam? _____
12. Can a leaf have a dream? _____
13. Do you need to feed your feet? _____
- *14. Do sheep graze on green weeds and leaves of grass? _____
- *15. If your heel is bleeding, will it heal with a band-aid? _____

Worksheet #18 (for use after wordlist 46)

Answer each question.

Name _____

1. What grade will you be in next year? _____
2. Do you breathe air? _____
3. Would peach ice cream be sweet or bitter? _____
4. What number means the same as a pair? _____
5. Would you see a jeep or an airplane on a runway? _____
6. Would you write to a deer or a dear? _____
7. Does a bike chain use grease to make the wheels turn easy? _____
8. Which is a taste treat for kids: a candy bar or string beans? _____
9. Do you dream while you are sleeping? _____
10. Do each of your feet have five toes? _____
11. Is there a real Batman? _____
12. What do you think is a fair price for a haircut? _____
13. Do you feel, hear or see a breeze of air? _____
- *14. What would a teacher say to raise before you speak?
- *15. What number is between seventeen and nineteen?

Worksheet #19 (for use after wordlist 48)

Answer each question.

Name _____

1. Should you shout inside or outside a house? _____
2. Is a playground a safe place to run around? _____
3. Can a girl be a scout? _____
4. Should you bounce on the couch? _____
5. If you fell down, would you say "ouch"? _____
6. Can a cow have brown and black spots on it? _____
7. Would an owl like to grab and fly away with a mouse? _____
8. Which would howl and growl: sheep, wolf, or clown? _____
9. If there are dark clouds, could a rain shower be near? _____
10. Write the name of somebody with super powers. _____
11. What is something sour you could put in your mouth? _____
12. Name something that is round and made from flour. _____
13. Do flower seeds sprout, spout, or pout after you plant them? _____
- *14. Do mailmen walk around town with a pouch of letters? _____
- *15. About how loud is a cat's meow: a shout or whisper? _____

Worksheet #20 (for use after wordlist 51)

Answer each question.

Name _____

1. Which would somebody say to scare you: boo-hoo or boo? _____
2. In what room do you have pillows? _____
3. Which would you not see at a zoo: moose, baboon, or poodle? _____
4. Would you eat a bowl of noodles with a spoon or fork? _____
5. Have you had a loose tooth yet? _____
6. Is yellow a color in the rainbow? _____
7. What animal swallows its food whole? _____
8. Would a crook go in the window? _____
9. Which is shallow: a puddle or a pool? _____
10. Would a crow on the roof say "a-choo"? _____
11. Would it be fun to shoot a bow and arrow at a target? _____
12. What do you use a cookbook for? _____
13. Name an animal that has a hoof but not a foot? _____
14. Can you throw well if your elbow hurts? _____
15. What grown-ups go to school daily? _____

Worksheet #21 (for use after wordlist 51)

Answer each question.

Name _____

1. What is something that is slow to grow? _____
2. From what animal do we get wool? _____
3. Would a deer drink from a brook in the woods? _____
4. Can you blow up a balloon by yourself? _____
5. What animal says "moo"? _____
6. Can a door and floor be made from wood? _____
7. Which means narrow: thin or wide? _____
8. When do you use a broom? _____
9. Which is bigger: a rooster or a goose? _____
10. At noon, do you see the moon? _____
11. Which cookie would you choose: plain or with nuts? _____
12. Would a pool keep you cool on a hot day? _____
13. Write the name of a tool a cook could use. _____
14. Is an igloo made from snow and ice or sticks and mud? _____
15. Does your own shadow always follow you? _____

Worksheet #22 (for use after wordlist 51)

Answer each question.

Name _____

1. Could you drown in a deep pool without a life vest? _____
2. Are a hound and a pooch about the same thing? _____
3. Do brave and coward mean about the same thing? _____
4. Can an owl make a loud sound such as "who, who"? _____
5. Would a kangaroo have a pouch? _____
6. Which letter is not a vowel: A, E, I, O, U, X? _____
7. What food do you like for dinner? _____
8. Who would put on a crown: a Girl Scout troop or a king? _____
9. What do you use shampoo for? _____
10. Can a clown act like a fool? _____
11. Do frown and smile mean about the same? _____
12. How can you get a balloon to make a loud sound? _____
13. What would you put on a hook to catch a fish? _____
- *14. Will a tow truck or snowplow clear snow off the street? _____
- *15. Would it be cool to ride a scooter to school? _____

Worksheet #23 (for use after wordlist 53)

Answer each question.

Name _____

1. Does a toad say "oink"? _____
2. Will a boat float if it has a hole in the floor? _____
3. Does a rowboat use oars to make it go? _____
4. Does a goat have a coat of hair? _____
5. Can a toad make a croaking noise? _____
6. Does join mean to take apart or put together? _____
7. If you feel fine, would you moan and groan? _____
8. If you loan something, will you get it back? _____
9. Would you wash your hands with oil or soap? _____
10. If it rains, should you put on a raincoat and boots? _____
11. Should you rush to cross the road without looking? _____
12. What can you eat that is made in a loaf? _____
13. After planting seeds in the soil, must you keep it moist? _____
14. Which coin is more: a dime or a penny? _____
15. Would you like to ride on a roller coaster? _____

Worksheet #24 (for use after wordlist 53)

Answer each question.

Name _____

1. If a farmer toils plowing the soil, is the job easy or hard? _____
2. Which is a tree: oat, oak, oar, oil? _____
3. Is oatmeal something you can eat or drink? _____
4. If you ate roast chicken, did somebody boil it? _____
5. If you have a sore throat, does it hurt to swallow? _____
6. If you leave milk out on the counter, can it spoil? _____
7. If you want to sing, do you need a voice? _____
8. In what sport do you score a goal? _____
9. Which is not a joint on your body: elbow, nose, neck? _____
10. If you have a choice, can you choose? _____
11. In what room would you see a toilet? _____
12. Will a crowd at a football game be noisy? _____
13. Will a poison snake coil up and strike if scared? _____
14. To make French toast, do you first soak the slices in milk? _____
15. If a coach is ill, will she need an appointment at the dentist? _____

Worksheet #25 (for use after wordlist 55)

Answer each question.

Name _____

1. Can a boy and his toy float down the bathtub drain? _____
2. You could go to this store to get a new screwdriver. _____
3. Is stew a food you enjoy? _____
4. If the wind blew real hard, what could it destroy? _____
5. Does the word 'few' mean lots or not much? _____
6. If the crew on a boat hoists the sails, do they go up or down? _____
7. How can a boy make noise when he chews? _____
8. If something is chewy, what does that mean? _____
9. If somebody says "time flew by", did the time go fast or slow? _____
10. Is 'dew' the moisture on the grass in the morning? _____
11. Could the TV news have a view of the traffic? _____
12. Does a buzzing fly annoy you or bring you joy? _____
13. If a newborn grew a few pounds, would they be shorter? _____
14. Does a jewelry store have jewels like diamonds? _____
- *15. What could be inside an oyster shell that starts with a 'p'? _____

Worksheet #26 (for use after wordlist 56)

Answer each question.

Name _____

1. Is it a law that you must put on your seat belt in the car? _____
2. Would a hawk catch plants or animals in its claws? _____
3. What does it mean when you yawn? _____
4. What is something you eat raw? _____
5. What do we say happens when ice cream thaws too much? _____
6. Which animal does not have a paw: cow, dog, cat, tiger? _____
7. Do awful and awesome mean about the same? _____
8. If you saw a fawn, did you see a grown-up or newborn deer? _____
9. What time of the day is dawn? _____
10. If your jaws hurt to chew, could you use a straw? _____
11. Which of these can crawl: bird, ant, cat, snake, baby? _____
12. What do you use a lawn mower for? _____
13. What animal makes the noise, "hee-haw"? _____
- *14. Would you see a see-saw going around or up and down? _____
- *15. To bawl is to cry loudly. When would you bawl? _____

Worksheet #27 (for use after wordlist 57)

Answer each question.

Name _____

1. If Mary is a baby, can she marry? _____
2. Which means angry: sad, funny, crazy, or mad? _____
3. Which is not red: cherry, strawberry, raspberry, blueberry? _____
4. Does 'many' and 'few' mean the same thing? _____
5. Would you like to hear a scary story? _____
6. Should you act nicely at a birthday party? _____
7. Is a church a good place to be silly? _____
8. If you do not have any money, can you spend anything? _____
9. If Jerry is lonely, could he be unhappy? _____
10. Which is likely to be at a zoo: a dairy cow or a monkey? _____
11. If you twirl around fast, will you become lazy or dizzy? _____
12. If you hurry, do you go slowly? _____
13. Can a donkey carry loads on its back? _____
14. Is candy sweet like honey or sour like a lemon? _____
- *15. If it is rainy and sunny at the same time, what could happen? _____

Worksheet #28 (for use after wordlist 59)

Answer each question.

Name _____

1. Name a pair of something you have on your head. _____
2. Which is heavy: a full treasure chest or a dirty sweatshirt? _____
3. Name something you measure with when cooking. _____
4. Walnuts are good for you, so are they healthy or unhealthy? _____
5. Could you mend a bedspread with some thread? _____
6. If something is dead, will it ever be alive again? _____
7. Could a feather fall from the breast of a bald eagle? _____
8. What do you use to spread peanut butter on bread? _____
9. Is pleasant and calm weather sunny or stormy? _____
10. If it is a pleasure doing something, do you dread it? _____
11. Are couches sometimes made of leather, instead of cloth? _____
12. Does "hold steady" mean doing homework or keeping still? _____
13. Which means a poor farmer: peasant or pleasant? _____
- *14. Which can you not do: breath, breathe, or sweat? _____
- *15. Which do you eat: beard, braid, brad, or breakfast? _____

Worksheet #29 (for use after wordlist 62)

Answer each question.

Name _____

1. Which is bigger: a wild child or an old man? _____
2. If the weather is frightening, is it calm or lightning? _____
3. If you are blind, which do you lack: sight, hearing, or taste? _____
4. Do you hold a pen in your right or left hand? _____
5. Which means being nice: mild, gold, kind, or hind? _____
6. If you had a thought, did you use your mind? _____
7. Which means to bring or carry: bought or brought? _____
8. Which means light: sunny, bulb, or not heavy? _____
9. Might you see a fight in a boxing ring? _____
10. If you are high in the mountains will it be cold? _____
11. Could a bright flashlight help you at night? _____
12. Which means to walk: troll, stroll, or scold? _____
13. Can slight and tiny mean about the same? _____
14. Would you wind gold thread on a spool or stool? _____
- *15. Can you put your finger through the middle of a doughnut? _____

Worksheet #30 (for use after wordlist 66)

Answer each question.

Name _____

1. What is something that was alive long, long ago? _____
2. Which does not mean afraid: frighten, scare, worry? _____
3. If you agree with somebody are you with or against them? _____
4. If you are awake, are you asleep? _____
5. Do the words 'assemble' and 'take-apart' mean the same? _____
6. Do the words 'below' and 'beneath' mean about the same? _____
7. Do the words 'arrive' and 'depart' mean about the same? _____
8. Do fisherman put worms on a hook before fishing? _____
9. Do the words 'appear' and 'disappear' mean about the same? _____
10. Do you live alone in this world? _____
11. If you cough and your throat feels rough could you be sick? _____
12. Would you worry because you lost a game? _____
13. Which does 'beware' mean: watch out, behave, or become? _____
14. Which word tells "how much": among, across or amount? _____
- *15. If you laugh hard enough, might you start to cry? _____

Worksheet #31 (for use after wordlist 75)

Answer each question.

Name _____

1. How many eyes would four workers have? _____
2. How many eggs are in two dozen? _____
3. Why would somebody open a warm oven? _____
4. Could a man be a father and a son? _____
5. Would your mother's brother be you aunt or uncle? _____
6. If you sold something, did somebody buy, bye, or by it? _____
7. What color are your shoes? _____
8. If you guess about something, are you sure you are right? _____
9. Name the kind of building you see most often. _____
10. What number means the same as 'once'? _____
11. If friends come to your home, are they your guests? _____
12. Which means finished: none, gone, done, one? _____
13. Can wonderful and beautiful sometimes mean the same thing? _____
14. If you listen to music and move your body, what are you doing? _____
- *15. If tomorrow is Wednesday, was yesterday Tuesday or not? _____

Worksheet #32 (for use after wordlist 78)

Answer each question.

Name _____

1. Which means a smell or odor: scent, sent, or cent? _____
2. Can a police officer ask a driver for their license? _____
3. Might a scientist discover a new medicine? _____
4. What special holiday might you celebrate in December? _____
5. What number has the same shape as a circle? _____
6. Which would not be used in art: pencil, scissors, or celery? _____
7. Which has the most wheels: bicycle, tricycle, or motorcycle? _____
8. Do people in a plane accident sometimes end up in a cemetery? _____
9. Would you be excited to have tickets for a concert? _____
10. Do circus workers have to practice their acts to have success? _____
11. Do some cereals have cinnamon flavor? _____
12. Which is the biggest: a cellar, a city, or an ocean? _____
13. Would you study about acids in science or history books? _____
14. What hangs from the center of the ceiling in most rooms? _____
- *15. A principal says a century is one hundred days. Is he correct? _____

Worksheet #33 (for use after wordlist 80)

Answer each question.

Name _____

1. Is a cage a good place to keep a pet gerbil? _____
2. Do you think a giraffe has germs? _____
3. Does a judge do his or her job on a stage? _____
4. Would a jeweler work with gems such as emeralds? _____
5. Does a forest ranger get a wage for his or her work? _____
6. Who does magic: a musician or a magician? _____
7. When would a package be stamped "fragile"? _____
8. If you could change your age, would you? _____
9. Which does not belong: large, huge, gigantic, giant, angel? _____
10. Would an engineer go to college or a gymnasium to study? _____
11. Would it be dangerous to fall off the edge of a bridge? _____
12. Orange is made from the marriage of red and what color? _____
13. Could a stranger help someone in a dangerous accident? _____
- *14. Write the ten digits, starting with zero. _____
- *15. Are generous and stingy the same or opposites? _____

Worksheet #34 (for use after wordlist 82)

Answer each question.

Name _____

1. Might something in a haunted house cause you to shriek? _____
2. Can you imagine a flying saucer, launching off? _____
3. Could an author write a fact book about fierce storms? _____
4. Would the chief of police or the thief be in the jail cell? _____
5. Can a woman be both a daughter and a niece? _____
6. If the audience applauds, did they like what they saw? _____
7. Which has meat: hot sauce, applesauce or sausage? _____
8. How many windshields does one automobile have? _____
9. If you are being naughty in school, might you be caught? _____
10. Does your mom haul the laundry in a basket to the washer? _____
11. Which means fake or false: fraud, relief, believe, or fiend? _____
12. Is it your fault if you caused something to happen? _____
13. Which means to wait a moment: pause, brief, or yield? _____
14. Which means automatic: with caution, with help, by itself? _____
- *15. In which season is August: spring, summer, autumn, winter? _____

Worksheet #35 (for use after wordlist 83)

Answer each question.

Name _____

1. Does being quiet mean to quit making noise? _____
2. If you squeeze a tube of toothpaste, what will squirt out? _____
3. Would a queen be quite wealthy? _____
4. Which means fast or rapid: quake, quack, quill or quick? _____
5. Answer this question: What five coins equal one quarter? _____
6. What do we squint with: legs, arms, mouth, or eyes? _____
7. Is a quilt often made from squares of cloth sewn together? _____
8. Four quarts equals a gallon so which is more: quart or gallon? _____
9. Which is a marine (water) animal: squirrel, squid, or quail? _____
10. What liquid might quench your thirst on a hot day? _____
11. Do the words required and requested mean similar things? _____
12. Which is a high quality food: yellow squash or potato chips? _____
- *13. Which means the same as quake: quarrel, squiggle, or quiver? _____
- *14. What animal: squawks? _____ squeals? _____ squeaks? _____
- *15. How many in all: quintuplets, quadruplets and a quartet? _____

Worksheet #36 (for use after wordlist 85)

Answer each question.

Name _____

1. When counting by eights, what is the eighth number? _____
2. If you double a couple, how many would you have? _____
3. Out in the country, are neighbors close together like in a city? _____
4. Could you be in trouble for touching art in a museum? _____
5. Do newborn babies weigh closer to eight or eighty pounds? _____
6. Can you think of someone famous that rides in a sleigh? _____
7. Do you have a cousin older than eighteen? _____
8. Are reindeers real and do you think they "neigh" like horses? _____
9. If a math problem is tough, is it causing you trouble? _____
10. Do freight trains and a freighter ships carry carpet or cargo? _____
11. Does your skin feel rough or smooth when you touch it? _____
12. What famous book has a curious monkey in trouble? _____
13. Would someone celebrating their eightieth birthday be young? _____
14. If you are anxious to play with your neighbor, are you excited? _____
- *15. Which means rage: jealous, famous, furious, or serious? _____

Worksheet #37 (for use after wordlist 90)

Answer each question.

Name _____

1. Which fruit juice do you like best? _____
2. If you have a tear in your shirt, should you wear it to school? _____
3. Would a bear be a serious nuisance to campers? _____
4. Is a fluid like a solid, liquid, or gas? _____
5. If a steak is juicy, is it moist or dry? _____
6. If you heard "neigh" at the zoo, would it be from a cougar? _____
7. Would a youth group be a bunch of older or younger people? _____
8. Which is fruity tasting: pair, pear, pare or appear? _____
9. Do you need leisure time to go on a cruise ship? _____
10. If you search for gold and find some, could you earn money? _____
11. Would a suit be ruined if it had a great big stain on it? _____
12. If you are on time, are you either early or late? _____
13. If you took a break from your game, did you break it? _____
14. On a cruise around the earth, what two countries could you see? _____
- *15. Which does not mean brag: boast, conceited, or deceive? _____

Worksheet #38 (for use after wordlist 93)

Answer each question.

Name _____

1. Should you knock on a door before turning the knob? _____
2. Are your knuckles on your wrist, knee or hands? _____
3. Which would a farmer do to the lamb's wool: knit or comb it? _____
4. How would a wren reach its home: fly, climb, or swim? _____
5. Could a plumber use a wrench or a wreath to fix the faucet? _____
6. Which is the opposite of "wrong": incorrect, mistake, or right? _____
7. Which means trouble feeling your touch: numb or dumb? _____
8. If a cookie crumbles, will you have large or small pieces? _____
9. Could a gnat bite a knight through their armor? _____
10. If the ribbon on a gift is in a knot, how would a knife help? _____
11. Trees have limbs and so do people. How many do you have? _____
12. If you doubt something is true, is the truth known to you? _____
13. If you knelt down and crawled, would your pants be wrinkled? _____
14. If a car is wrecked, would you have the knowledge to fix it? _____
- *15. Do you know how to thumb wrestle? _____

Worksheet #39 (for use after wordlist 96)

Answer each question.

Name _____

1. Which burrows: gopher, dolphin, elephant, or chameleon? _____
2. Does chlorine, the chemical used in pools, hurt your eyes? _____
3. What kind of machine would a chef use? _____
4. Which is not a flower: orchid, chrysanthemum, or zucchini? _____
5. Do the words photograph and 'take a picture' mean the same? _____
6. Would a chauffeur or a chaperon be the driver? _____
7. To cure a headache, would you go to a pharmacy or chemistry? _____
8. Which is a state: Chicago, Michelle, or Michigan? _____
9. Which is not a music term: chorus, chrome, choir, choral? _____
10. Which does not belong: sphere, alphabet, hyphen, paragraph? _____
11. Would an airplane mechanic fix a broken anchor? _____
12. If Sophia heard her name in an echo, what did someone just say? _____
13. What would a skydiver take: photos, trophy, or parachute? _____
14. Name a cartoon character. _____
- *15. If ghosts are phony, would phantoms be imaginary? _____

Worksheet #40 (for use after wordlist 98)

Answer each question.

Name _____

1. Which word means happy: curious, joyous, or religious? _____
2. If you chuckle, do you show dimples or pimples? _____
3. Which describes a magic show: collection, illusion, connection? _____
4. If something is non-fiction, is it factual or not? _____
5. Which is something you could drink: portion, poison, potion? _____
6. If you win a medal, would it be made out of metal? _____
7. Which means making a choice: permission, decision, confusion? _____
8. Which word does not belong: whistle, candle, fiddle, musical? _____
9. Which does not belong: barrel, tunnel, kettle, bottle? _____
10. Which word describes lawyers: legal, digital, battle, spiral? _____
11. Which word means to shield: inject, protect, effect, connect? _____
12. Which means to pay no attention: reject, select, eject, neglect? _____
13. Which does not belong: portion, fraction, or caption? _____
14. Which does not belong: swivel, motion, wiggle, handle? _____
- *15. Congratulations! Your education now has a strong foundation.

EXTRA FOR EXPERTS
Four Puzzling Activities

Read the story and answer the questions.

In the Browne family, each member has an allergy. An allergy is when you start to sneeze or scratch or break into a rash because your body does not like something. It could be caused by many things such as food or even animals. When you have an allergy, you are said to be allergic.

Chris and George are twin brothers. Chris is now three years old, and he is allergic to dust. George is allergic to milk. The twins' mom is allergic to fur and feathers. Dad is not allergic to food or animals. He is allergic to pollen, which floats in the air from flowering plants.

1. How old is George?
2. If Chris's skin starts to itch, what likely caused it?
3. Who could not drink a milkshake?
4. Which pet could the family have: a rabbit, canary, fish or mice?
5. Who might have trouble breathing on a windy, spring day?
6. In a cellar that hasn't been cleaned, who might sneeze a lot?
7. Which animals might make mom scratch: porcupine, pig, dog, parakeet, snake?
8. Which family member would not want to picnic under a blooming tree?

Read the story and answer the questions. Explain your thinking.

This story is about people that do not like to eat certain kinds of food. Brian, age 8, does not like red fruits. His sister, Julie age 11, eats no vegetables unless they are green or grown underground. Their mom will not eat fowl, such as turkey or duck. Meanwhile, his dad, age 39, refuses to eat fruit with seeds or pits in them.

The Greene family lives on a farm. They must grow plants and animals to eat but only those that everyone enjoys.

1. Would they raise chickens in a coop?
2. Would they plant corn in their fields?
3. Would they store potatoes in their food cellar for the winter?
4. Would they plant peach trees in their orchard? Apple trees?
5. Would they make strawberry jam? Blueberry jelly?
6. Would they eat a salad of lettuce, green onions, and radishes?
7. Would they grow seedless grapes?
8. If dad is a year younger than mom, how long ago was she 30?

Extra for Experts

Name_____

Read this story. Then explain your answer.

Bobby likes to build model toys such as racing cars. He once assembled a model antique car, gluing the parts together– it looked like the very first car ever made. He brush painted it black.

Ramona likes to collect stamps. Some of her stamps were used to mail things so they were cancelled with wavy, black ink marks by the mail workers. Unused stamps have no marks and look new.

Dominic finds it fun to do Origami which is Japanese paper folding. He can make animals, flowers and all sorts of things. He may add color or even use fancy wrapping paper. They are beautiful!

Margo enjoys sewing. She makes many gifts on her machine. Last month she bought some tweed cloth to make a scarf and a tie.

1. Who works with plastic?
2. Who would most likely need thread?
3. Which does antique mean: new, wooden, real, old?
4. Who might be seen at the post office?
5. Who might make a paper airplane the quickest?
6. If a stamp was cancelled, would someone has licked it?
7. Who needs to use glue in their hobby?
8. Who might use a black crayon?

Read this story then explain your answer to the questions.

When someone has a great fear of something, we say they have a phobia. If an older child sees a dog and panics or cries that it will hurt them, they may have a dog phobia. A phobic person would do everything possible to avoid their phobia, so they do not feel scared.

Harry is hydrophobic. Hydro is a word for water, so Harry is fearful of deep waters.

Claude is claustrophobic. He is terrified of being shut into a tight or closed space, such as a small closet or full elevator.

Art is afraid of animals such as scorpions and spiders. He is fearful of 8-legged animals, known as arachnids. He has arachnophobia.

Max is afraid of strangers and foreigners (people from other countries). That is called xenophobia.

Benny is both hydrophobic and claustrophobic.

1. Who might never travel to new lands?
2. Will Benny be okay crawling through an underground tunnel?
3. Which two might not want to live on a houseboat?
4. Who would not like to go into a cobweb filled basement?
5. Which two phobias might keep you from a beach vacation?
6. Which would Benny avoid: a crowded bus or a bathtub?
7. Who would not want to spend time exploring a desert? Why?