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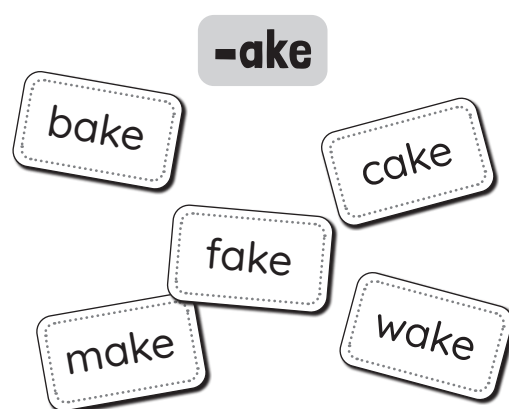
# Introduction

The old adage “practice makes perfect” can really hold true for a child’s education. The more practice and exposure a child has to concepts being taught in school, the more success they are likely to find. For many parents, knowing how to best support their child’s learning can be frustrating. This book is designed to eliminate the guesswork for parents using it at home and also be a valuable resource for educators using it in the classroom. It provides practical support for children and educators alike.

*Here’s how:* As young learners begin to read, they need to learn to connect the letters they see to the sounds they hear. Making this connection is a crucial step toward becoming fluent readers. It provides the foundation for future reading and spelling skills.

*Practice Makes Perfect: Phonics (K–I)* covers the following skills:

- sound recognition
- relationships between letters and sounds
- short vowel sounds
- short vowel word families
- long vowel sounds and common spelling patterns
- beginning consonant blends
- beginning digraphs



## Inside This Resource

**Practice Pages**—The 43 practice pages (pages 4–46) are organized sequentially so that children can build their knowledge from letter formation and individual letter sounds to short-vowel and long-vowel word families. Common blends and digraphs are introduced to complete the practice pages provided.

**Answer Key**—This comprehensive key (pages 47–48) provides the answers for each practice page.

## Helpful Tips

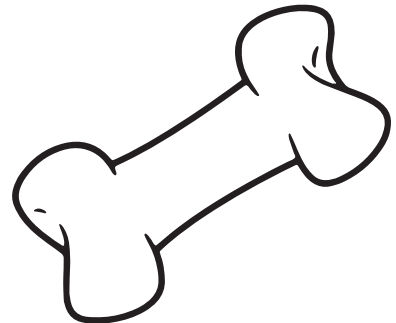
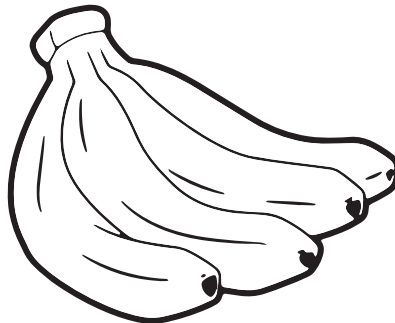
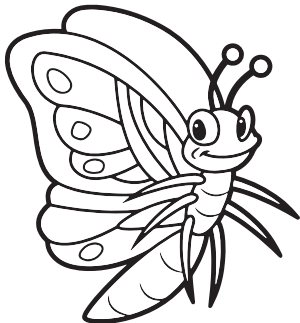
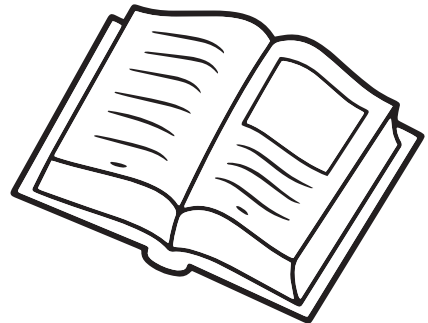
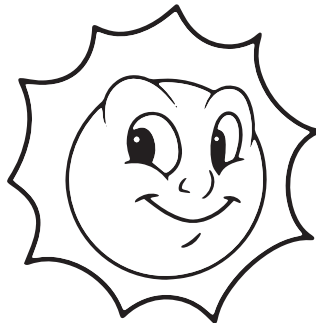
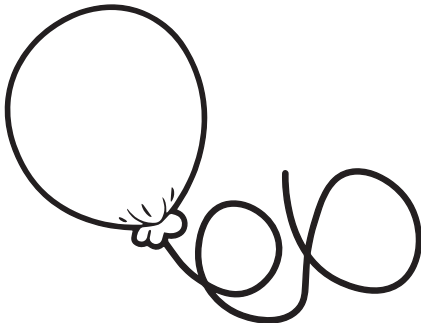
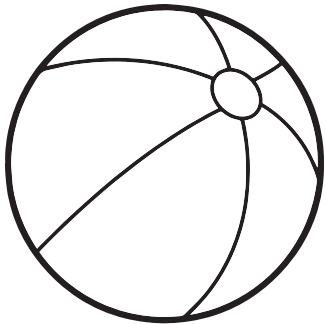
- Keep practice sessions short, positive, and constructive.
- Help with instructions. Consider asking your child to repeat what they are being asked to do for each practice page.
- Look for ways to encourage your child to use the words and skills they are learning in their everyday lives by reading signs, books, and other print items around them.
- Make flash cards or lists of words that your child struggles with. Provide additional practice with these words for a few minutes each day.
- Read to your child every day. Encourage your child to read words they know in the book, or take turns reading pages of the book.

**Practice 1**

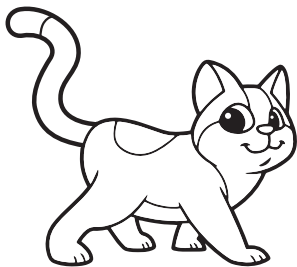
Initial Sounds  
b & c

Name: \_\_\_\_\_

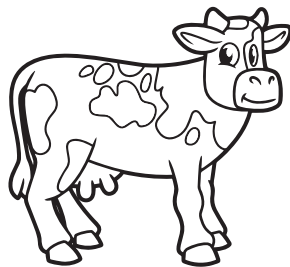
**Directions:** Name each picture and listen to the beginning sounds. Color the pictures that begin with the **b** sound.



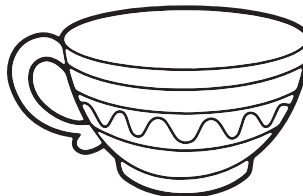
**Directions:** Add the letter **c** to the beginning of each group of letters. Then read each word.



\_\_\_ at



\_\_\_ ow



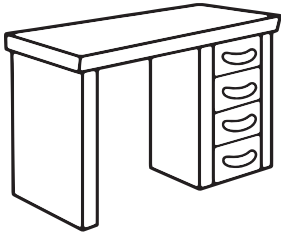
\_\_\_ up



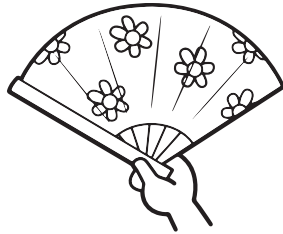
\_\_\_ an

Name: \_\_\_\_\_

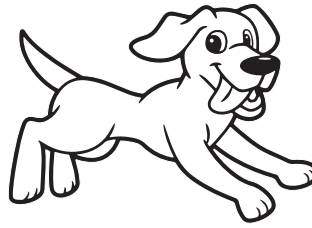
**Directions:** Listen to the beginning sound of each picture. Add a **d** or an **f** to complete each word.



\_\_\_esk



\_\_\_an



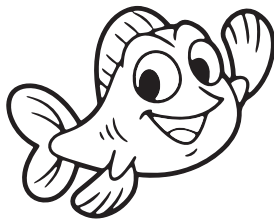
\_\_\_og



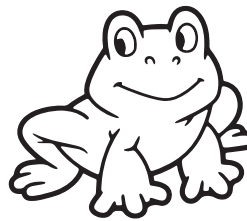
\_\_\_ip



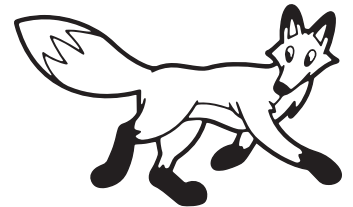
\_\_\_ig



\_\_\_ish

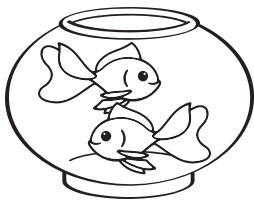


\_\_\_rog



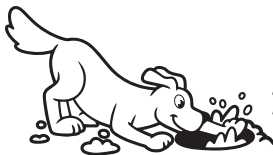
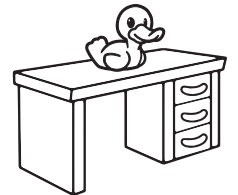
\_\_\_ox

**Directions:** Use the words above that begin with **d** or **f** to complete the sentences below.



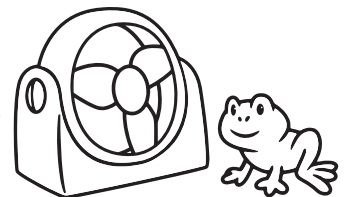
1. We have two \_\_\_\_\_.

2. The duck is on the \_\_\_\_\_!




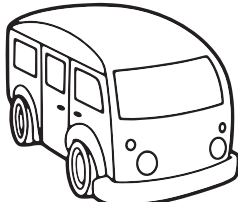


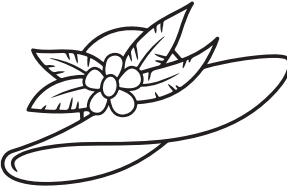
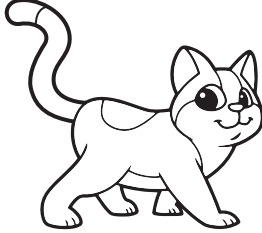
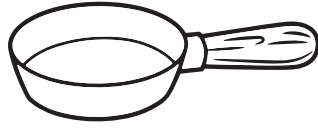

3. That \_\_\_\_\_ can \_\_\_\_\_!

4. A \_\_\_\_\_ is by the \_\_\_\_\_.



Name: \_\_\_\_\_

**Directions:** Draw lines to match each -an and -at word to its picture.

bat	van	pan	cat
			
			
can	hat	man	rat

**Directions:** Write the -at and -an words from above in the correct section below. Then read the words in each word family.

**-an**

**-at**

_____	_____	_____	_____
_____	_____	_____	_____

**Practice 22**

More Long A Sound  
Silent E

Name: \_\_\_\_\_

**Directions:** Read each **long a** word and circle the **silent e**. Write the word that best fills in each blank to complete the sentences. Read each sentence.

ate

face

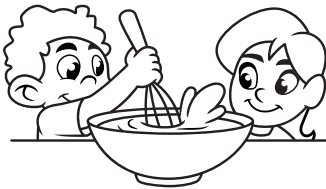
make

same

skate

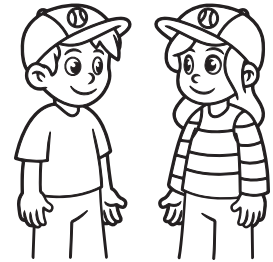
wake

1. We can \_\_\_\_\_ him up now.



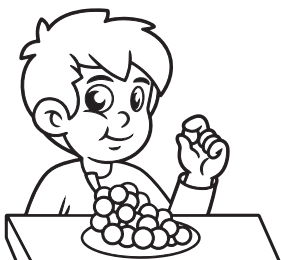
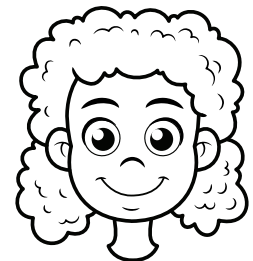
2. We will \_\_\_\_\_ a cake for his mom.

3. We each have the \_\_\_\_\_ hat.



4. We like to \_\_\_\_\_ on the ice.

5. She has a smile on her \_\_\_\_\_.



6. He \_\_\_\_\_ so many grapes.

