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Introduction

The *Learning to Read Using Phonics* series was developed to help young learners improve their reading skills through phonics and other word-decoding activities.

Phonics refers to the relationship between sounds and the alphabet letter or letters that represent them. The 26 letters of the English language can represent 44 different sounds!

When decoding, the sound heard is translated to a letter or letters. For example, the word *bake* has four letters, b-a-k-e, but three sounds or phonemes: /b/ /a/ /k/. Knowing which letters make which sounds is very important. Decoding letter sounds to write and spell words correctly is a necessary tool for learning to read.

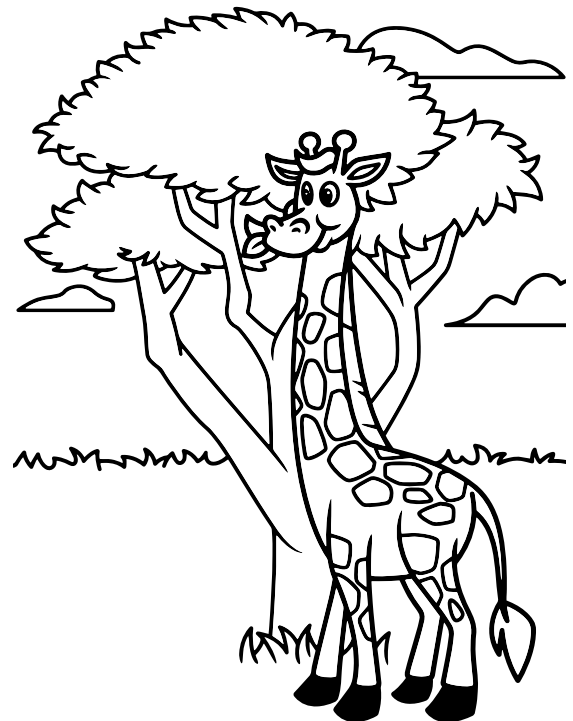
The more comfortable young readers are with identifying words, the better readers they will become. The ability to decode helps children identify words more quickly and enables them to read more fluently.

The more fluently children read, the better their comprehension and the more likely it is that reading will be an enjoyable pastime.

Practice Tips

1. Read to your child as often as possible. Encourage them to read to you as well.
2. Guide young readers to sound out new words using the phonics skills they are learning.
3. Rhyme words to create lists of words with similar endings. Pick a word ending and add different beginning letters or blends. Start with endings such as *at*—bat, cat..., or *ing*—bring, sing, string, wing. Write them down, or recite them while walking or traveling in the car. Make a game of it. Nonsense words are okay. The goal is to notice the matching ending sounds.
4. When reading, notice how different a letter can sound in different words, such as the soft *g* in *giraffe* as compared to the hard *g* in *goat*.
5. Practice writing words as they are learned. Perhaps your child(ren) can write a list of words with the same beginning or ending sound or label a drawing they made.
6. Try decoding big words for fun. Point out a big word such as *caterpillar* (cat-er-pil-lar) that you see in a story or on a sign. Ask, "What little words do you see hiding in the big word?" (cat, pill). Blend all the word parts together, and try to read the word.

Enjoy exploring sounds, decoding and reading with your young learners. Make it fun!


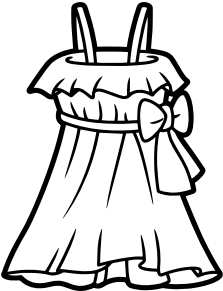
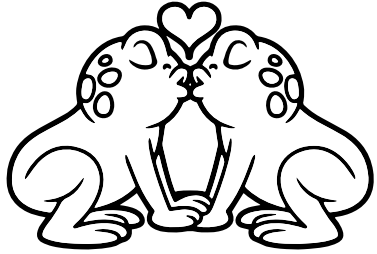
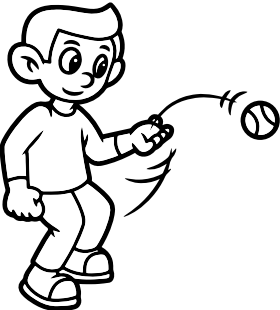
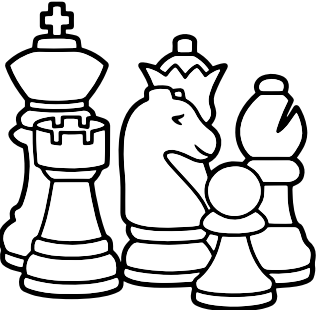
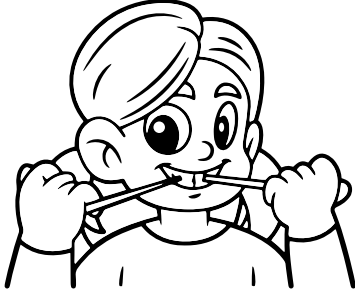




Name: _____

Double Letters -ss

Directions: Read the **ss** words in each box. Circle the one that matches the item.

<p>grass</p> <p>glass</p> 	 <p>mess</p> <p>dress</p> <p>less</p>	<p>kiss</p> <p>miss</p> 
 <p>moss</p> <p>toss</p>	 <p>chess</p> <p>press</p>	 <p>floss</p> <p>loss</p>

Directions: Choose a word from the word bank to complete each sentence.

mess pass recess

1. I love to go out at _____.
2. This room is a _____!
3. He can _____ the ball.



Name: _____

R-Controlled Words -ir

Directions: Add **ir** to complete each **r-controlled** word. Read the words. Draw lines to connect the rhyming words.

sh t f b d

st d t sta

Directions: Read the sentences and circle the words with **ir**. Listen to the sound the **ir** makes. Write the **ir** words underneath each sentence.

1. That little bird can chirp.

_____

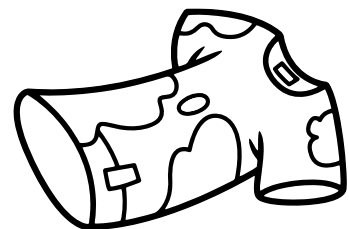
2. She likes to twirl her skirt.

_____

3. He is first, not third.

_____

4. I got dirt on my shirt.

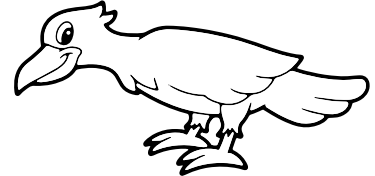
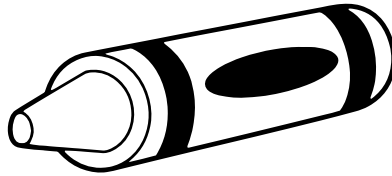
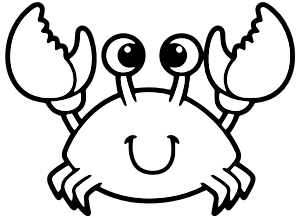
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Name: _____

Beginning Cr Blends

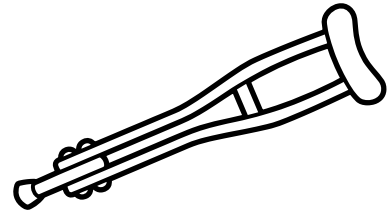
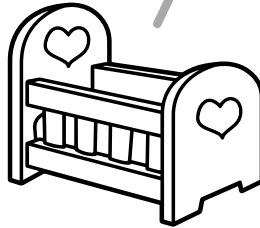
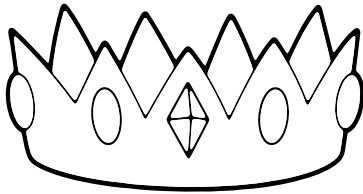
Directions: Add **cr** to the beginning of each group of letters. Read each word and listen to the **cr blend**. Trace each word.



ab

ayon

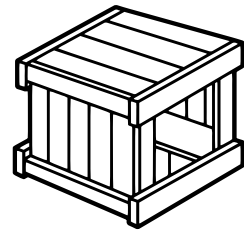
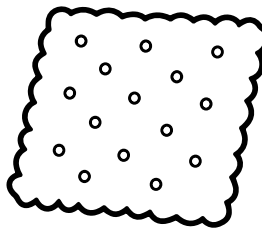
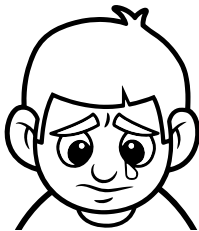
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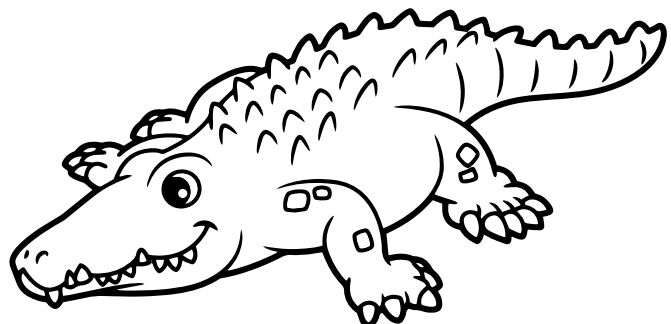
acker

ate

Directions: Sound out the **cr blend** word and trace it. Then, color the picture.

croc o dile

crocodile

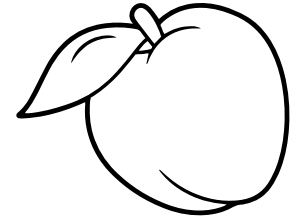
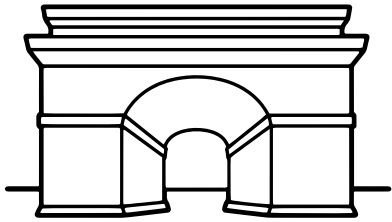




Name: _____

Ending Digraph -ch

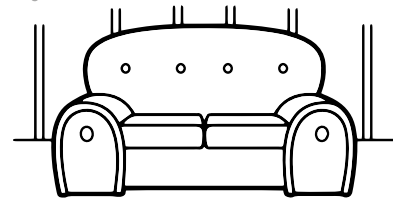
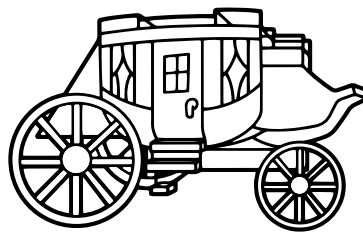
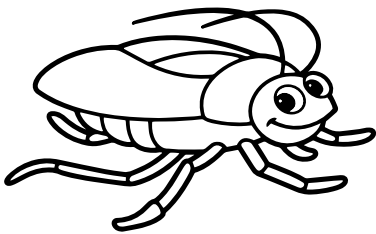
Directions: Add **ch** to the end of each group of letters. Trace and read each word.



ar

bea

pea



roa

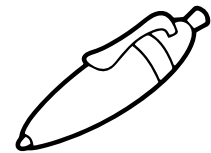
coa

cou

Directions: Use the words with **ch endings** in the word bank to complete each sentence.

each much rich teach

1. Give _____ child a pen.



2. I will _____ the dog a trick.



3. How _____ time do you need?



4. The king is very _____.

