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# Introduction

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

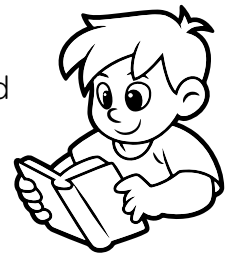
When decoding, each sound heard is translated to a letter or letters. For example, the word *snake* has five letters, s-n-a-k-e, but not five sounds. First, you hear the beginning *sn blend*, then the *long a sound*, and finally the *ending k sound*. You do not hear the *final e sound*, since it is silent.

As young learners become more adept at decoding, larger words are presented. Each time, more and more vocabulary is also added to a reader's knowledge base.

Knowing which letters make what sounds is necessary when learning to read, write, and spell correctly. The more adept young readers are at identifying words, the better readers they will become. This ability to decode helps children identify bigger and more complex words more rapidly, and it enables them to read more fluently. The more fluently children read, the better their comprehension will be and the better they will do in all academic areas. Hopefully, once the keys to reading are unlocked, reading will become an enjoyable pastime, too!

## Practice Tips

1. Read to and with your child as often as possible. Encourage them to read to you as well. Share books and take turns reading pages.
2. Guide young readers to sound out new words by using the phonics skills they are learning.
3. Use rhyming 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, flat*, and *splat* or **-ing**—*bring, string, wing*, and *wring*.



Help your child write the words down, or recite them while walking or traveling in the car. Make a game of it. Nonsense words are okay but let your child know that the word is a made-up word and doesn't mean anything. The goal is to notice the matching ending sounds.

4. When reading, notice how different the letters in different words sound, such as the **silent k** in *knife* or *knight* or the sound **c** and **h** make when they are together in the word *cheese*.
5. Practice writing words as they are learned. Perhaps your reader can write a list of words with the same beginning or ending blends or they can use cards to label things around the house or classroom as they learn the words for *table, chair, stairs, lamp, computer*, etc.

chair

lamp

computer

6. Try decoding longer words for fun. Point out a big word such as *transformer* or *electricity* that you see in a story or on a sign. Ask, "What little words do you see hiding in the longer word?" Blend all the word parts together and try to read the word.


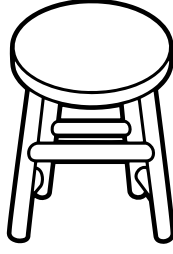
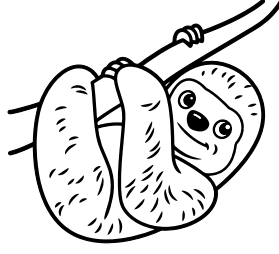
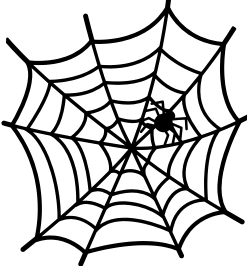
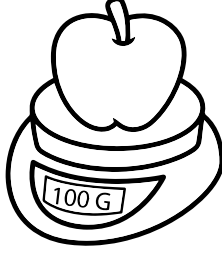
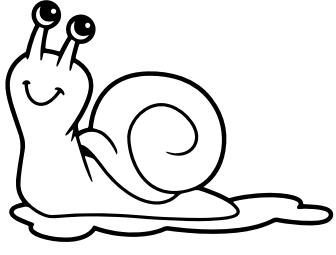
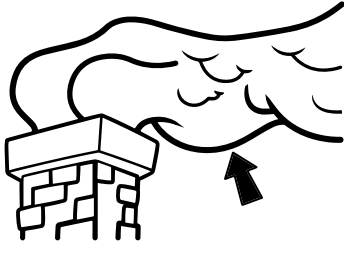
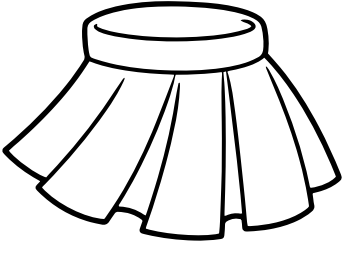
Enjoy exploring sounds, decoding words, and reading with your young readers. Make it fun!



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

# S Blends Review

**Directions:** Fill in the bubble for the correct **beginning blend** for each item. Add the blend to complete each word. Read the words.

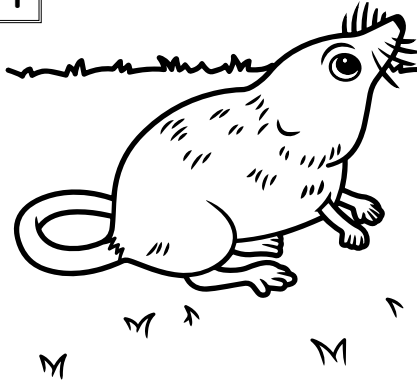
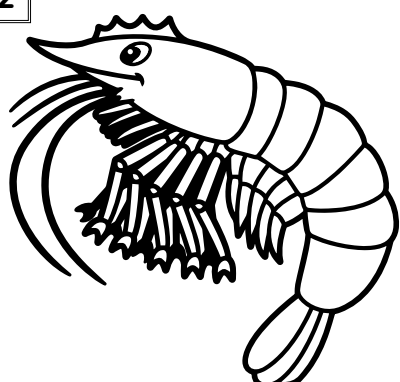
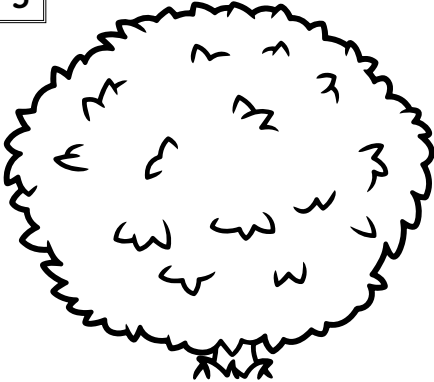
<p>st sk sl</p>  <p>1. _____ unk _____</p>	<p>sw sp st</p>  <p>2. _____ ool _____</p>	<p>sl sw sn</p>  <p>3. _____ oth _____</p>
<p>st sw sp</p>  <p>4. _____ ilder _____</p>	<p>sn sc sp</p>  <p>5. _____ ale _____</p>	<p>sl sn sw</p>  <p>6. _____ ail _____</p>
<p>sm sw st</p>  <p>7. _____ oke _____</p>	<p>st sk sl</p>  <p>8. _____ irt _____</p>	<p>sw sm st</p>  <p>9. _____ an _____</p>



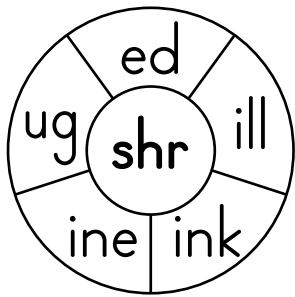
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# Shr Blend

**Directions:** Add the **shr blend** to the beginning of each group of letters to complete the label for each picture. Read the words and circle the two that are animals.

<p>1</p>  <p>_____ ew _____</p>	<p>2</p>  <p>_____ imp _____</p>	<p>3</p>  <p>_____ ub _____</p>
--	--	--

**Directions:** Use the word wheel to make words that begin with the **shr blend**.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Read the words in the Word Bank and use them to complete the sentences.

**Word Bank** | shred      shrub      shrug

- If you do not know the answer, \_\_\_\_\_ your shoulders.
- Another word for a *bush* is a \_\_\_\_\_.
- I am going to help my grandma \_\_\_\_\_ paper.





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

# R-Controlled Vowels -ar and -er

ar

**Directions:** Read each sentence. Write the words that have **ar** in them on the lines. Read the words on the lines to hear how the letter **a** sounds when followed by an **r**.

1. That shark has sharp teeth and a scar!

\_\_\_\_\_

2. There is a large barn on that farm.

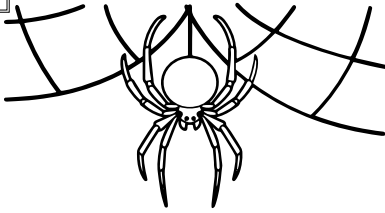

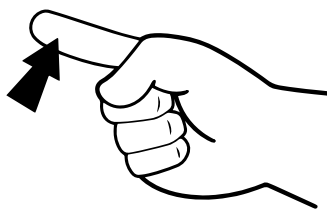

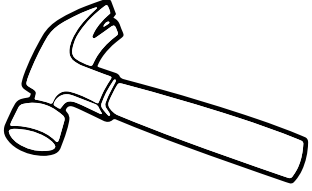
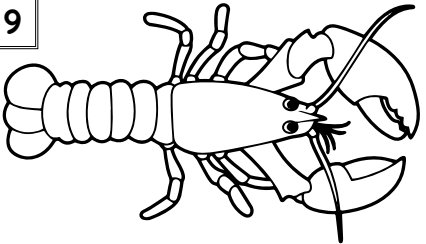
\_\_\_\_\_

3. I wore a new scarf to the party in the yard.

\_\_\_\_\_

er

**Directions:** Add **er** to each group of letters below to complete the words. Read the words to hear how the letter **e** sounds when followed by an **r**.


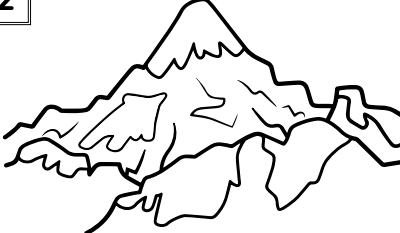
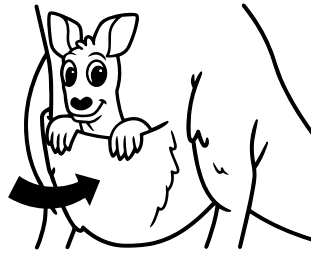
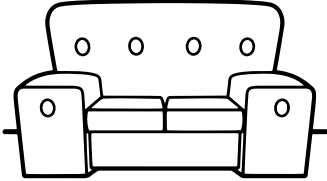

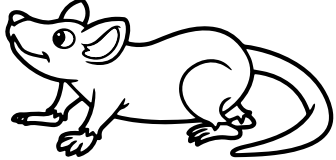
<p>4</p>  <p>spid _____</p>	<p>5</p>  <p>lett _____</p>	<p>6</p>  <p>fing _____</p>
<p>7</p>  <p>tig _____</p>	<p>8</p>  <p>hamm _____</p>	<p>9</p>  <p>lobst _____</p>



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

# Vowel Team -ou

**Directions:** Add **ou** to complete each word. Read the words.

<p>1</p>  <p>cl      d</p>	<p>2</p>  <p>m      ntain</p>	<p>3</p>  <p>p      ch</p>
<p>4</p>  <p>c      ch</p>	<p>5</p>  <p>h      se</p>	<p>6</p>  <p>m      se</p>

**Directions:** Read the words in the Word Bank and listen to the sound the **ou vowel team** makes. (**Ouch!**). Use the words to complete the sentences.

- What is another word for *shirt*? \_\_\_\_\_
- What is the opposite of *lost*? \_\_\_\_\_
- What is the opposite of *inside*? \_\_\_\_\_
- What is the opposite of *quiet*? \_\_\_\_\_
- Which two words are kinds of fish?  
\_\_\_\_\_
- What is another way to say *squat down*?  
\_\_\_\_\_

**Word Bank**

blouse  
crouch  
flounder  
found  
loud  
outside  
trout