

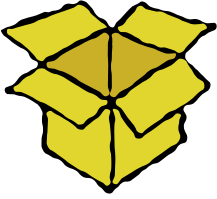
Name _____

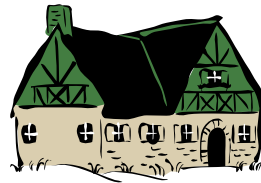


Lesson 1



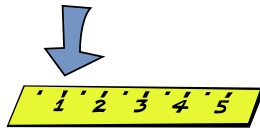
Say the name of each picture. Print the capital and lowercase **consonant** letters for its **beginning** sound.





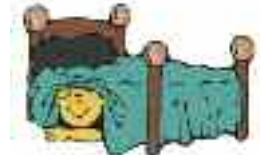


Say the name of each picture. Print the capital and lowercase **vowel** letters for its **beginning** sound.



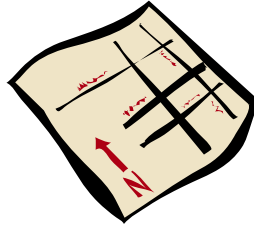
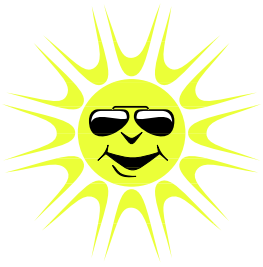
$$5 + 4 = 9$$





3

The vowels are *a, e, i, o,* and *u*. Say the name of each picture. Finish the words under each picture with the short vowel sound.



s n

h t

m p

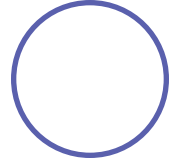
r d

d g

When *c* is followed by *e, i,* or *y,* it makes the soft sound as in the word *city*. When *c* is followed by *a, u,* or *o,* or a *consonant,* it makes the hard sound as in the word *cat*.

4

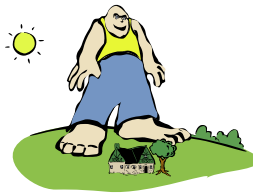
Underline the pictures that begin with the sound of *hard c*. Draw a *circle* around the pictures that begin with the *soft c* sound.



When *g* is followed by *e, i* or *y,* it makes the soft sound as in the word *giraffe*. When *g* is followed by *a, u,* or *o,* or a *consonant,* it makes the hard sound as in the word *gum*.

5

Underline the pictures that begin with the sound of *soft g*. Draw a *square* around the pictures that begin with the sound of *hard g*.



Name _____



Lesson 2



Say the name of each picture. Write the lowercase letter for its *ending* sound.







Review the beginning letter sounds. Write the *beginning* lowercase letter for each picture.





The letters **qu** make the **kw** sound that you hear in **queen** and **quick**.

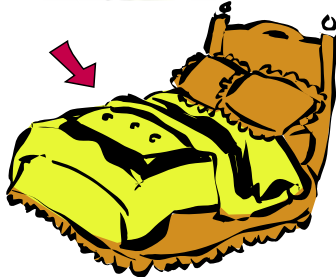
3 Draw lines to match the pictures with the words.



question



queen

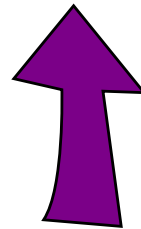
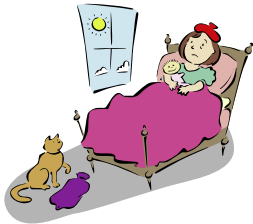


quilt



quart

4 The vowels are **a, e, i, o, and u**. Say the name of each picture. Finish the words under each picture with the short vowel sound.



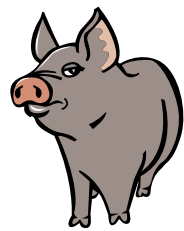
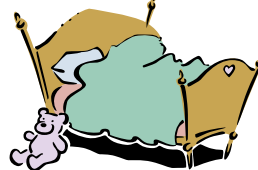
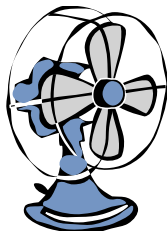
m n

ll

c b

p

t p



r n

h t

f n

b d

p g

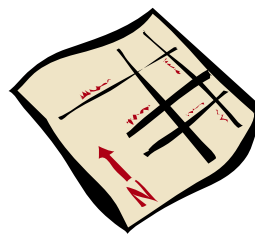
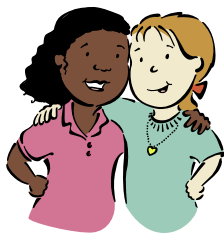
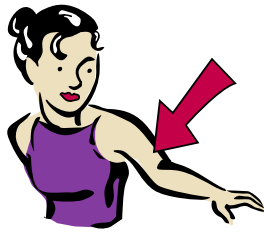
Name _____



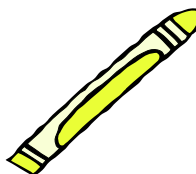
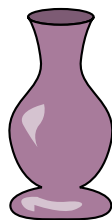
Lesson 3



Say the name of each picture. Write the lowercase letter for its *ending* sound.


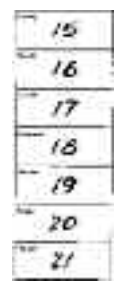
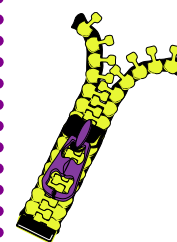







Review the beginning letter sounds. Write the *beginning* lowercase letter for each picture.



When **x** comes at the beginning of a word, it often makes the **z** sound as in *xylophone*.
 Very few English words begin with the letter **x**.

3 Look at the pictures below. Fill in the circle for the correct beginning consonant sound.

	<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z		<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z		<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z		<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z
	<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z		<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z		<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z		<input type="radio"/> v <input type="radio"/> w <input type="radio"/> y <input type="radio"/> z

The letters **f**, **l**, **s**, and **z** are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in *muff*, *stuff*, *ball*, *hill*, *class*, *kiss*, *buzz*, and *fizz*.

4 Match the pictures with the words. Draw a slash through the silent letter **s**.

	bass	
	miss	
	fuss	
	pass	
	kiss	
	hiss	
	loss	
	moss	

Name _____

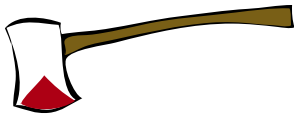
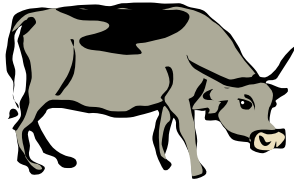


Lesson 4

When **x** comes at the end of a word, it usually is pronounced **ks** as in **box** and **fox**.



Match the pictures with the words.



ax

box

ox

fox

wax

fix

mix

six



Sometimes **s** at the end of a word has the sound of **z** as in **was** and **has**.











Read each word. Fill in the circle for the correct ending sound.

	s	z		s	z		s	z
us	<input type="radio"/>	<input type="radio"/>	sis	<input type="radio"/>	<input type="radio"/>	adz	<input type="radio"/>	<input type="radio"/>
his	<input type="radio"/>	<input type="radio"/>	whiz	<input type="radio"/>	<input type="radio"/>	as	<input type="radio"/>	<input type="radio"/>
quiz	<input type="radio"/>	<input type="radio"/>	has	<input type="radio"/>	<input type="radio"/>	fiz	<input type="radio"/>	<input type="radio"/>
is	<input type="radio"/>	<input type="radio"/>	gas	<input type="radio"/>	<input type="radio"/>	bus	<input type="radio"/>	<input type="radio"/>

Each **syllable** in a word has a vowel as in *focus* (*fo/cus*) and *velvet* (*vel/vet*).

3

Say the name of each picture. Fill in the circle for the correct **middle** consonant sound.

 <p><input type="radio"/> b <input type="radio"/> d <input type="radio"/> h <input type="radio"/> j</p>	 <p><input type="radio"/> b <input type="radio"/> d <input type="radio"/> h <input type="radio"/> j</p>	 <p><input type="radio"/> b <input type="radio"/> d <input type="radio"/> h <input type="radio"/> j</p>	 <p><input type="radio"/> b <input type="radio"/> d <input type="radio"/> h <input type="radio"/> j</p>
 <p><input type="radio"/> c <input type="radio"/> f <input type="radio"/> l <input type="radio"/> k</p>	 <p><input type="radio"/> c <input type="radio"/> f <input type="radio"/> l <input type="radio"/> k</p>	 <p><input type="radio"/> c <input type="radio"/> f <input type="radio"/> l <input type="radio"/> k</p>	 <p><input type="radio"/> c <input type="radio"/> f <input type="radio"/> l <input type="radio"/> k</p>

The letters *f*, *l*, *s*, and *z* are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in *muff*, *stuff*, *ball*, *hill*, *class*, *kiss*, *buzz*, and *fizz*.

4

Match the pictures with the words. Draw a slash through the silent letter *z*.



buzz

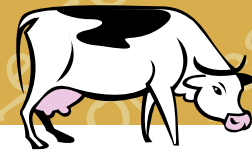
fuzz

fizz

jazz



Name _____



Lesson 5



Say the name of each picture. Write the lowercase letter(s) for its *middle* sound.



=





Say each word. What vowel sound do you hear? Write the word under the correct vowel.

den	web	tap	let	big
bid	got	kit	top	sob
bad	put	rat	us	sun

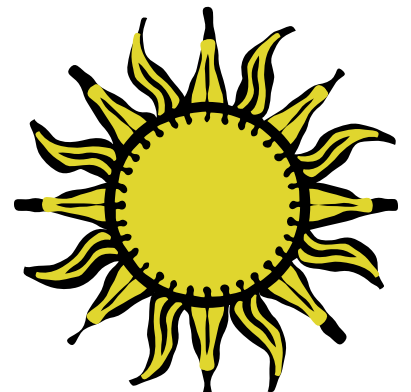
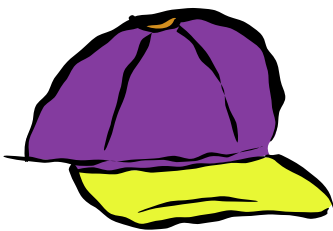
Short **ă**

Short **ĕ**

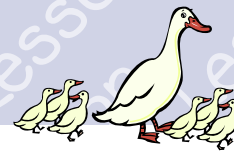
Short **ĭ**

Short **ŏ**

Short **ŭ**



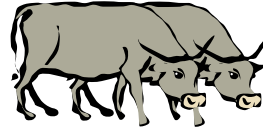
Name _____



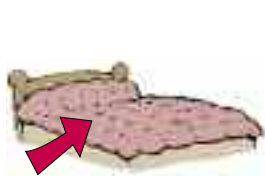
Lesson 6



Review the middle letter sounds. Write the *middle* lowercase letter for each picture.



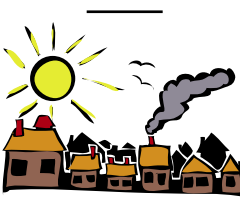




Each *syllable* in a word has a vowel as in *focus* (fo/cus) and *velvet* (vel/vet).



Say the name of each picture. Circle each vowel you hear. Print the number of syllables you hear on the line.



ferret

hamlet

mix

nutmeg

axis

When **c** is followed by **e**, **i**, or **y**, it makes the soft sound as in the word **city**. When **c** is followed by **a**, **u**, or **o**, or a **consonant**, it makes the hard sound as in the word **cat**.

3 *Underline* the pictures that have the sound of **hard c**. Draw a **circle** around the pictures that have the **soft c** sound.



call



face



camp



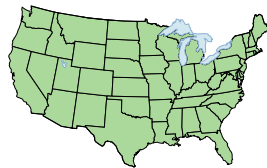
acid



truce



brace



country



dance



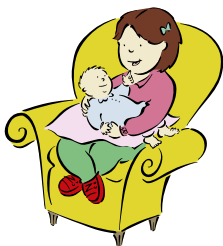
juice



carry

When **g** is followed by **e**, **i** or **y**, it makes the soft sound as in the word **giraffe**. When **g** is followed by **a**, **u**, or **o**, or a **consonant**, it makes the hard sound as in the word **gum**.

4 *Underline* the pictures that have the sound of **soft g**. Draw a **square** around the pictures that have the sound of **hard g**.



gentle



good



gelatin



germ



game



got



digit



gas

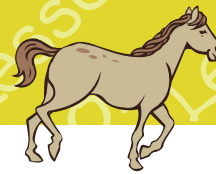


engine



genius

Name _____



Lesson 7

The letters *f*, *l*, *s*, and *z* are usually doubled in a one-syllable word that has one vowel followed by only one consonant sound as in *muff*, *stuff*, *ball*, *hill*, *class*, *kiss*, *buzz*, and *fizz*.



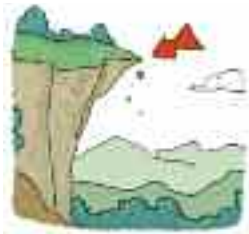
Match the pictures with the words. Draw a slash through the silent letter *f*.



staff



ruff



puff



cliff



muff

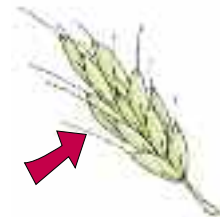


chaff

off



stuff



Read the words. Code the second consonant as silent.

boss

less

buzz

kiss

sass

fuzz

lass

muss

toss

razz

mess

mass

fizz

pass

Bess



Match the pictures with the words. Draw a slash through the silent letter *l*.



ball



pill



gull



roll



fall



spill



bell

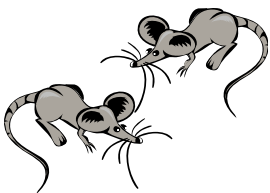


tell

When *c* or *g* is followed by *e*, *i*, or *y*, it makes the soft sound.



Underline the pictures that have the sound of *soft c* or *soft g*. Draw a *square* around the pictures that have the sound of *hard c* or *hard g*.



mice



can



voice



gallon



genuine

Name _____



Lesson 8

There are two ways to spell the /k/ sound at the beginning of a word.

Spell the /k/ sound with **k** if the sound comes before **e**, **i**, or **y** as in **key**, **king**, and **Kyle**.

Spell the /k/ sound with a **c** if the sound comes before **a**, **o**, **u**, or **any consonant** as in **call**, **come**, **curb**, and **cross**.

In a one-syllable, short vowel word ending with the /k/ sound, the letters **ck** are used for correct spelling as in **duck** and **rock**.



Say the name of each picture. Listen for the vowel sound. Use the rules to complete the word.



id



up



bu



eg



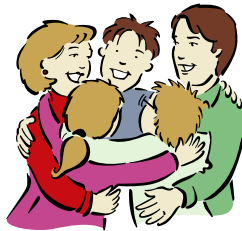
wi



ot



sa



in



at



ut



ne



iss



ob do



en

2

Say the name of each picture. Fill in the circle for the correct **beginning** consonant sound.

b

d

h

j

l

m

p

r



b

d

f

l

f

l

m

r



c

f

h

j

m

p

r

t



b

d

h

j

l

m

p

r



3

Say the name of each picture. Fill in the circle for the correct **ending** consonant sound.



b

d

h

j

n

s

t

x



b

d

f

l

n

s

t

x



t

w

x

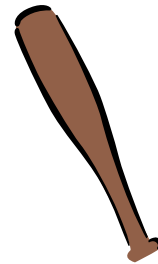
z

m

n

d

t



t

w

x

z

m

n

d

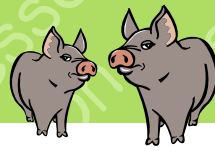
t

4

Add a **middle** consonant to complete each word.

un _ er o en pa er wo en re ax

Name _____



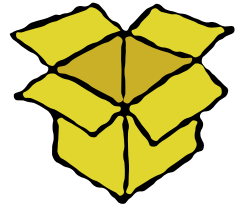
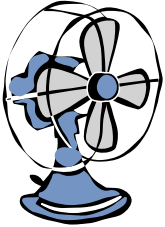
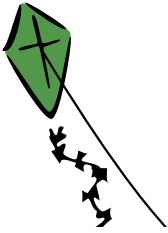
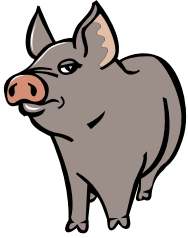
Lesson 9

When a word has only one vowel between two consonants, the vowel usually says its short sound.

The vowels **a**, **e**, **i**, **o**, and **u** usually say the short sound when followed by a consonant before the end of a syllable as in **at**, **end**, **in**, **odd**, and **up**.



Draw a **circle** around the pictures that have the sound of **short a**.





Complete the *short a* words only where real words are formed. Read the words.

p t	s p	k k	t b	y p
b d	s f	h s	b n	r p
m h	g p	w s	r t	m n
m p	p t	l b	m d	n z



Add a beginning consonant to make a *short a* word.

ab	ap	ad	ag	an
at	ass	am	azz	at



Add an ending consonant to make a *short a* word.

ga	ba	ha	pa	wa
da	ta	ra	fa	ca

Name _____



Lesson 10

Root Word: A word to which a suffix or prefix can be added to make a new word. A suffix is added to the end of a root words to make a new word.

The suffix **-er** is used to compare two things as in "His pig is **fatter** than mine" (comparing two things).

The 1-1-1 Rule: Words of one syllable such as **fat**, having one vowel followed by one consonant, need another final consonant **fat + er = fatter** before adding endings that begin with a vowel.

The **schwa** is the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable. It is sometimes signified by the pronunciation "uh" or symbolized by an upside-down rotated **e** as in **fattə**. It is the most common vowel sound in the English language.



Read each word. Circle the ending vowel and the one ending consonant. Double the consonant and add the suffix **-er** to make new words. Write the new words on the lines.

er

er

fat

mad

red

hot

sad

big



Read each sentence. Use the words above to complete the sentences. Write the word on the line.

1. His hat is red but Ken has a _____ one.

2. The sun is _____ at 1:00 o'clock.



3. Ken has a _____ ball than Bill.



The suffix **-er** sometimes means "a person who" or "something that."
Example: someone who works is a **worker**. A person who sings is a **singer**.



Read each word. Circle the ending vowel and the one ending consonant. Double the consonant and add the suffix **-er** to make new words. Write the new words on the lines.

er

er

bat

pat

tan

tag

run

bag

gun

fog

log

tin

sin

tap

lag

rap

fan

nap

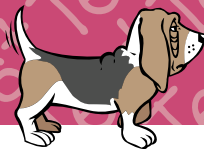
yap

map

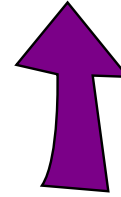
can

ban

Name _____



Match the pictures with the same vowel sound.



Circle the pictures with the *soft c* sound.



Circle the pictures with the *soft g* sound.



Cross out the silent consonant and read each word to your teacher.

less

mess

sass

boss

buzz

fizz

jazz

fuzz

5 Fill in the circle for the letters that spell the word for each picture. Write the word on the line.



s o l
 b i n
 t u p

s o r
 b i t
 t u x

m a l
 n e m
 r o n

s a c
 b e d
 t o f



s o p
 b i q
 t u r

b a s
 c e t
 d i v

b a f
 c e g
 d i h

l a q
 m e n
 n o p

6 Circle the pictures with the **z** sound.

