

Student's

First Reading Book

Teach Your Child To Read With Fun & Easy Lessons!



5-MINUTE LESSONS

SIGNATURE PAGE DESIGN

NO COLOR-AVOIDS DISTRACTION



Student's

First Reading Book

Fun, Easy, Inexpensive, and Systematic!

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Authors' biographies: Nick has a BSME from the University of Notre Dame. He's a CPA, with a second Bachelor's degree in Finance/Accounting - from the University of New Mexico. Nick became a nationally published author back in 2001, with "The New Face of the IRS" published in the January 2001 issue of Strategic Finance magazine.

Rita D. Newman has a Bachelor's of Science degree in Early Childhood Education, taught Kindergarten for a few years, and directed a very successful preschool for 23 years.

Printed in the United States of America. 1 2 3 4 ACS 12 16 17 20

One month into Kindergarten, Nick's daughter [Rita's granddaughter] came to him and said, "I want to learn to read!" After a couple of purchases, he was surprised how little one book had in it, and how difficult another was making it. So, he asked a friend of his [a former Pre-School Director] - whose son was reading on a 2nd Grade level - the year before in his daughter's preschool class, how she taught her son to read. She said, "With 3-letter words!" Nick and his daughter also had a letter-sound tape in the car, at that time. Well, by the powers that be, it dawned on him that if his daughter knew three letter-sounds, she'd likely be able to read a three letter word. So, he started putting pages together, and it worked like a charm. "My Child's First Reading Book" was born and, it really was my child's first reading book! -N.J. DeCandia, Author & Founder, Den Publishing Company.

Dedication: this book is dedicated to Nick's daughter (Rita's granddaughter), with acknowledgment and thanks to the following early childhood education professionals: Swarupa Watlington, Wendy George, Cindy Rossner, Dale Dickey & Sue Lamier.

Disclaimer: this book is not a substitute for adult supervision, nor do we guarantee results.

Den's Evolution of Content and Titles: as mentioned above, the original title was "My Child's First Reading Book" (MCFRB) - because it really was my child's first reading book. However, my mom - contributing author Rita - saw that it worked for more than just her granddaughter, when she started selling it at her preschool. So, she suggested a title change. That's when "First Reading Book" (FRB) aka "Student's First Reading Book" took hold. After some time, we realized we could give students more help on the reading pages, by hyphenating the 3-letter words in addition to the whole word. That's when "The Phonics Reading Book" (TPRB) was born. Note: we still maintain MCFRB and FRB as "whole language" reading pages. Finally, when Nick started working with his church's pre-Kindergarten program, he decided to develop instruction to include the alphabet, which is a pre-requisite of MCFRB, FRB & TPRB. Hence, "The Alphabet Book" (TAB) was born! Note: TAB includes "pre-phonics" lessons (aka: phonemic or sound awareness lessons).

Den Publishing Company
www.DenPublishing.com
Orlando, Florida



"Quick Start" Instructions

1) Alphabet Knowledge - Does your student know the alphabet?
If not => flash cards, first (Appendix A or *The Alphabet Book*).



2) Sit With 'Em - ~5 minutes a day, 4 days per week.
Just a little of your time can make a world of progress!

3) Don't Skip Around - The lessons are short,
but are in a very specific order.

4) Reading Pages (bat, cat..) - Point & demonstrate individual
& combined sounds (b-a-t; bat). Have student do the same.

5) Review Pages - Don't skip these. With rhyming and page design,
this is where putting those sounds together really starts to jell!

6) Review - start each new day with a brief review, and if you
feel they're up to it, cover the picture on a Reading page(s).

7) Keep It Fun - "high fives" for progress made, and use coloring pages
to balance learning with fun!

Notes: (1) ample review is going to be needed, as learning to read is a kin to us adults learning a new language; and getting over the newness of each letter having a sound & how to put those sounds together - may not happen the very first time through Chapter 1. Remember: any progress is our friend. Discouragement is the enemy; (2) don't be alarmed if your child doesn't know one or more of the words / pictures. This will be part of the learning experience, as well!

**"The National Reading Panel's analysis made it clear that
the best approach to reading instruction is one that incorporates:
*Explicit instruction in phonemic [sound] awareness
*Systematic phonics instruction.."**



National Reading Panel. National Institutes of Health. National Institute of Child Health and Human Development. <http://www.nichd.nih.gov/research/supported/Pages/nrp.aspx>.

The National Reading Panel was tasked by Congress in 1997 to determine how children learn best to read. The panel reviewed thousands upon thousands of studies (all available research on teaching reading). The spent over two years analyzing - including holding open panel discussions.

Learning To Read = 2 Steps

1) Learning The Letter Sounds

2) Putting Those Sounds Together

Section 1 - Short Vowel Book Skills Teaches All the Letter Sounds (Except /q/)

By The End Of Section 1, They Have the Tools to Read Short-Vowel Books.

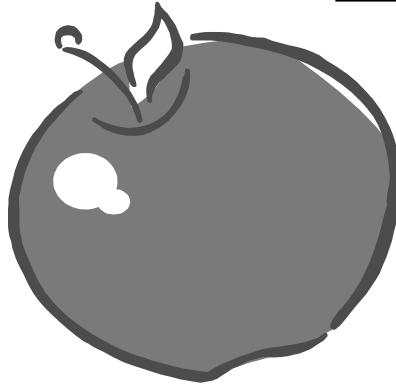
Section 2 Teaches Them Long Vowels, Blends & Segmenting of Big Words

By The End Of Section 2, They Have the Tools to Read Any Beginning Book!

Signature Page Design

White on the outskirts helps focus attention - to the center of the page and the task at hand.

Large pictures and letters for the student.



Grayscale keeps interest level high, and provides coloring page.

a

Smaller prompt for the parent.

Parent prompt (suggested) - point and say,
"Apple starts with /a/ and sounds like "ah",
"apple - a - ah." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !

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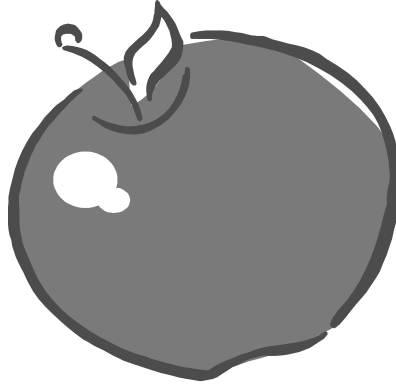
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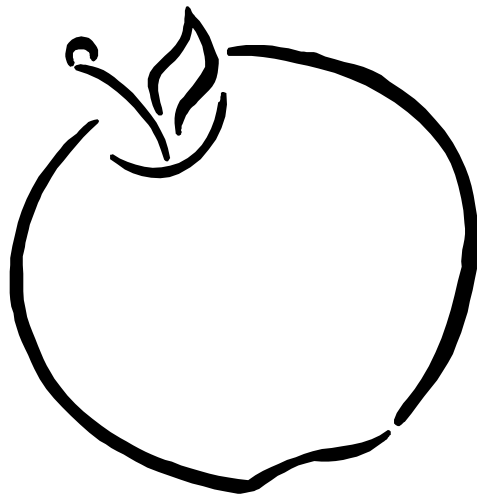


a

Parent prompt (suggested) - point and say,
"Apple starts with /a/ and sounds like "ah",
"apple - a - ah." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

A

a



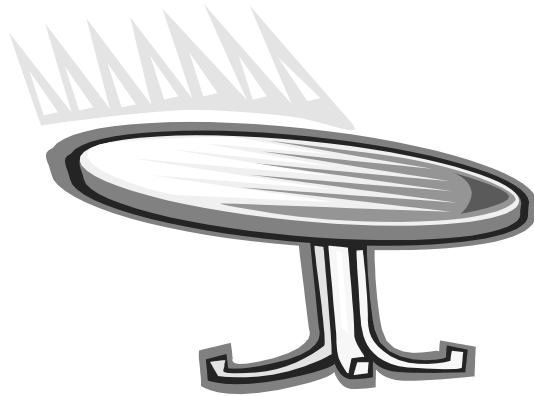


b

Parent prompt (suggested) - point and say,
"Balloon starts with /b/ and sounds like "buh",
"balloon - b - buh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

B b





Parent prompt (suggested) - point and say,
"Table starts with /t/ and sounds like "tih",
"table - t - tih." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

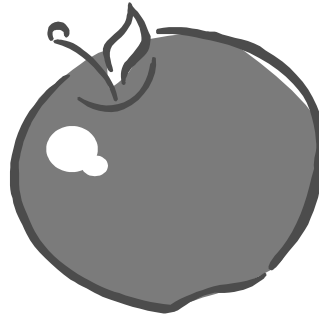
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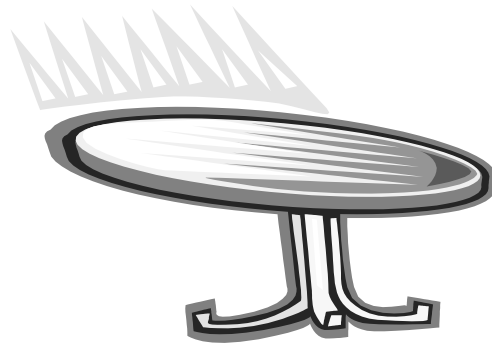
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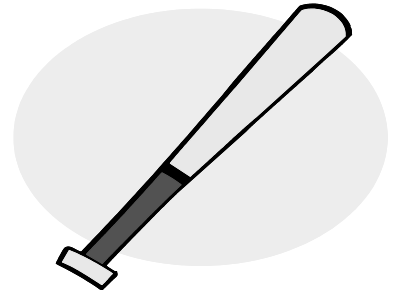
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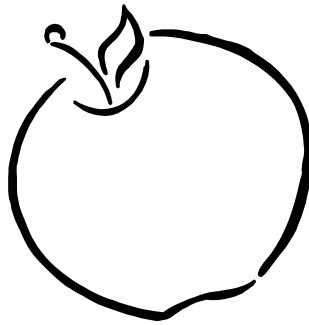
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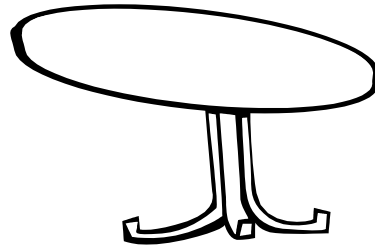
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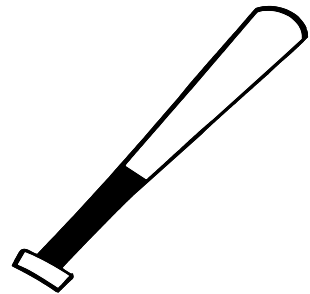
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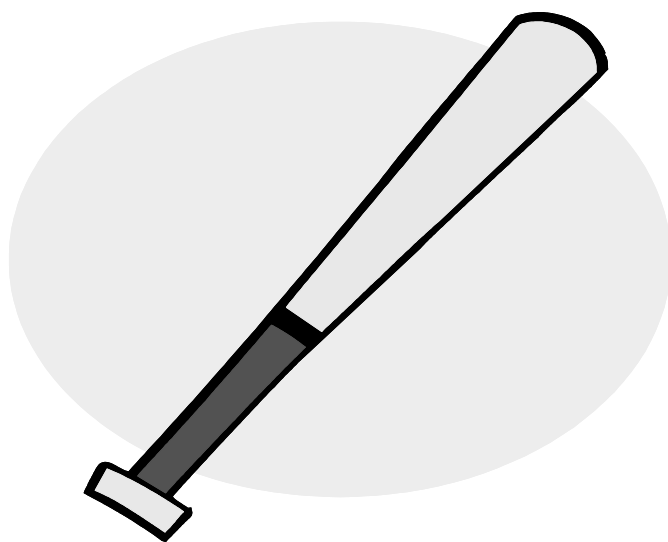
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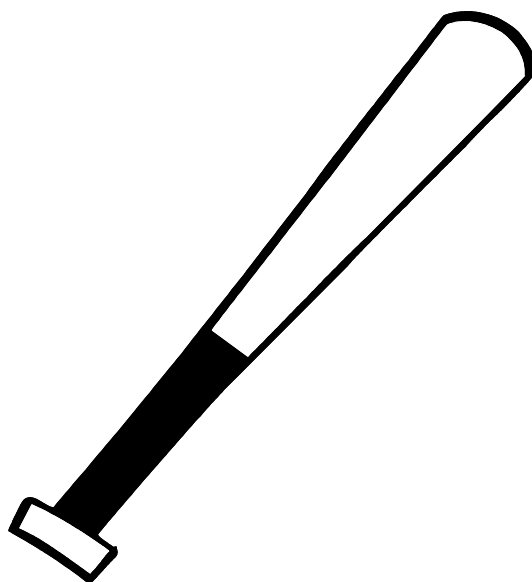
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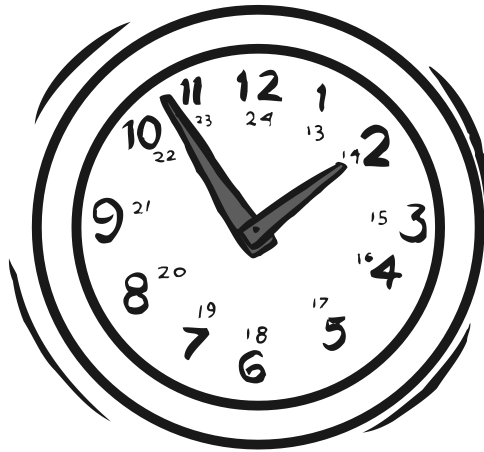


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b a t

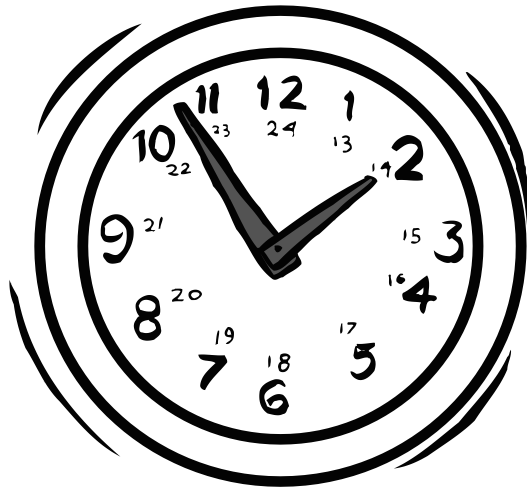




C

Parent prompt (suggested) - point and say,
"Clock starts with /c/ and sounds like "kuh",
"clock - c - kuh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

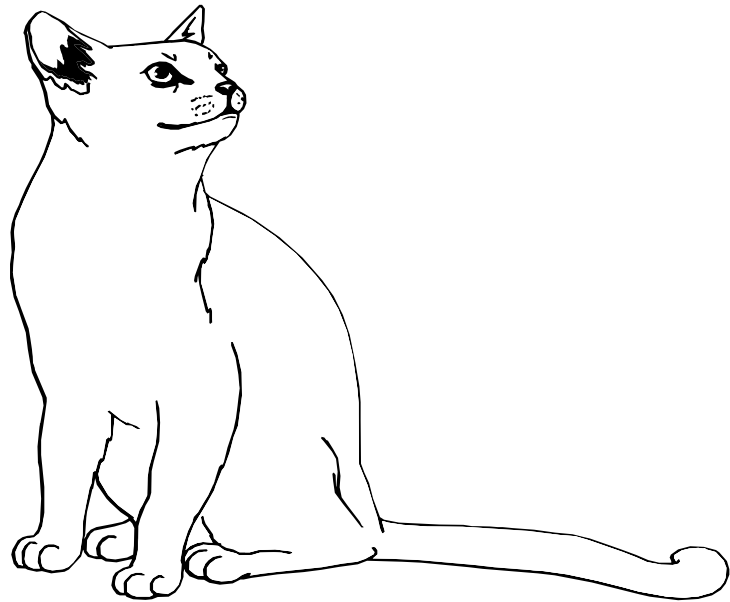
C C



cat



c a t





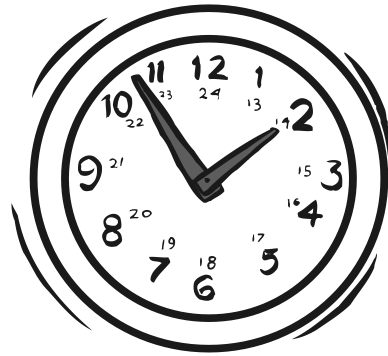
h

Parent prompt (suggested) - point and say,
**"House starts with /h/ and sounds like "huh",
"house - h - huh."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

H h



c -



cat



h -

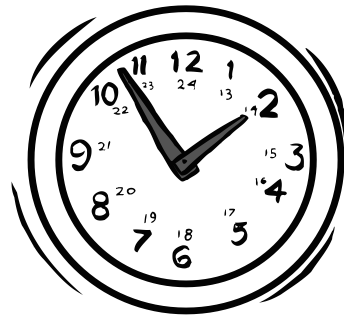


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c

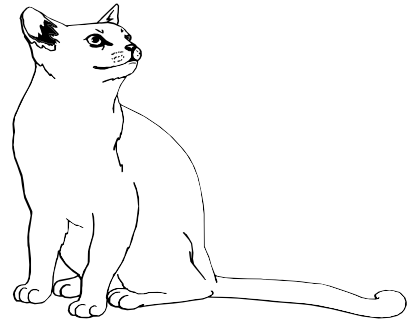
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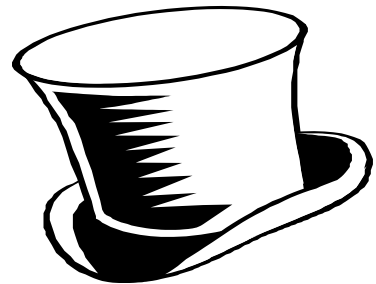
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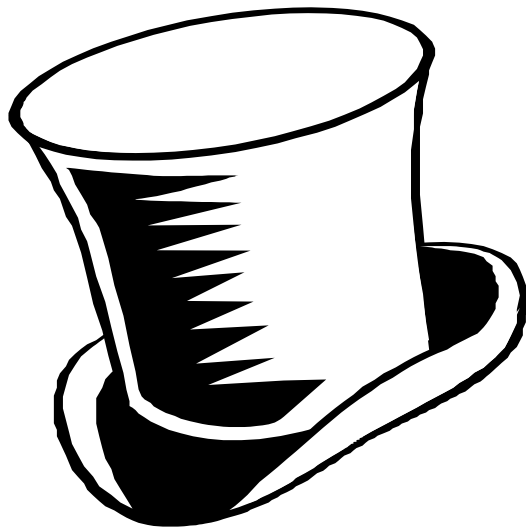
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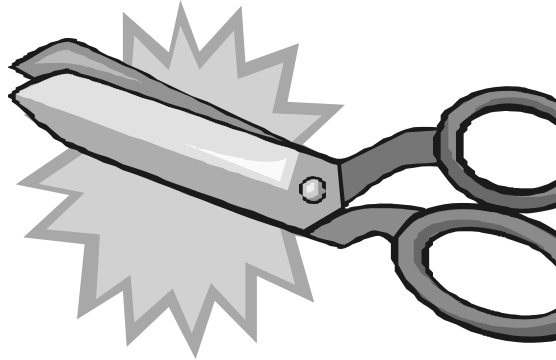


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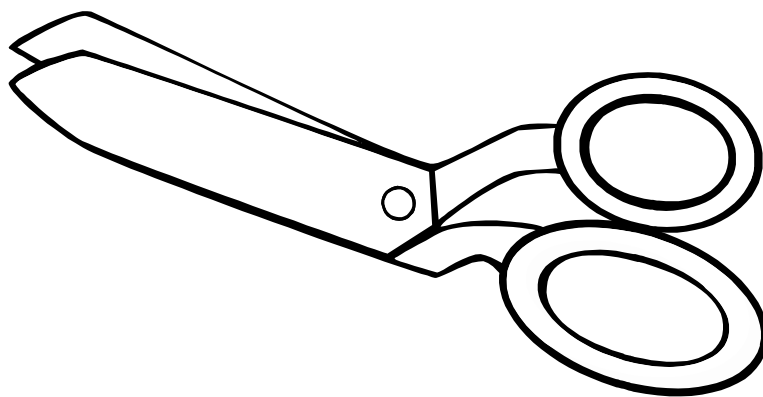
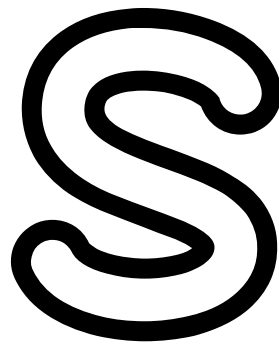
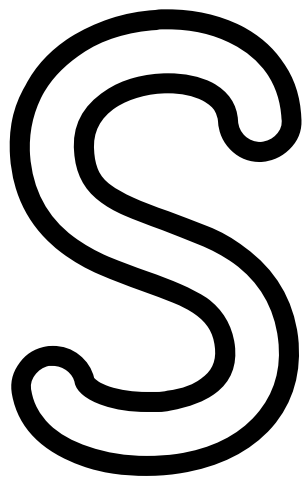
h a t





S

Parent prompt (suggested) - point and say,
"Scissors starts with /s/ and sounds like "sss",
"scissors - s - sss." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !

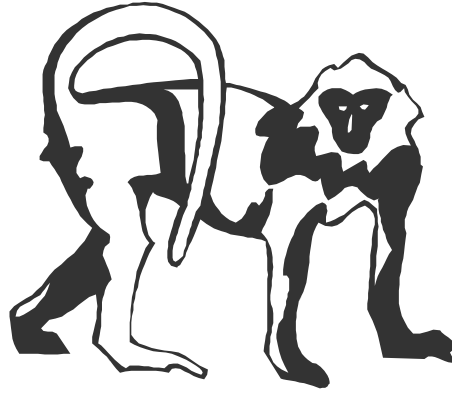


s a t



s a t

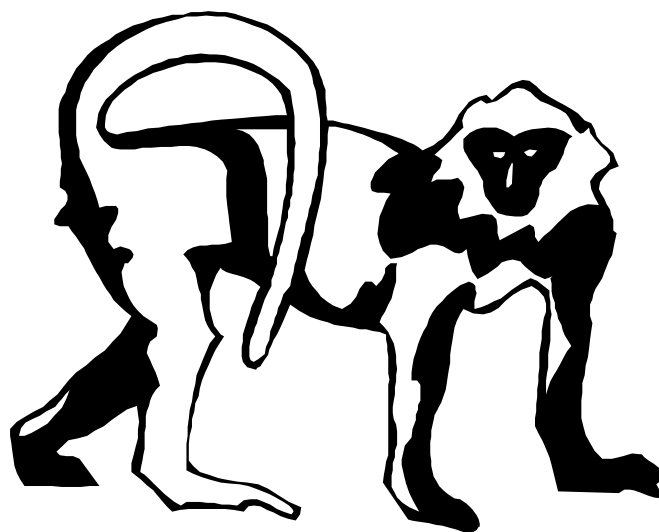




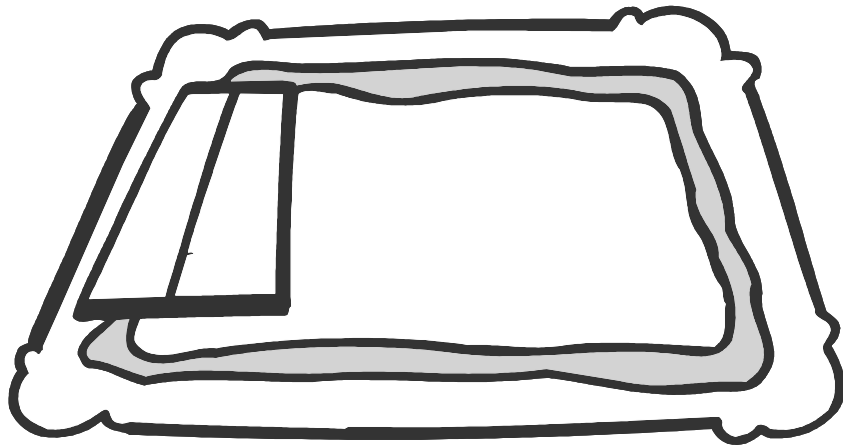
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Parent prompt (suggested) - point and say,
**"Monkey starts with /m/ and sounds like "mm",
"monkey - m - mm."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

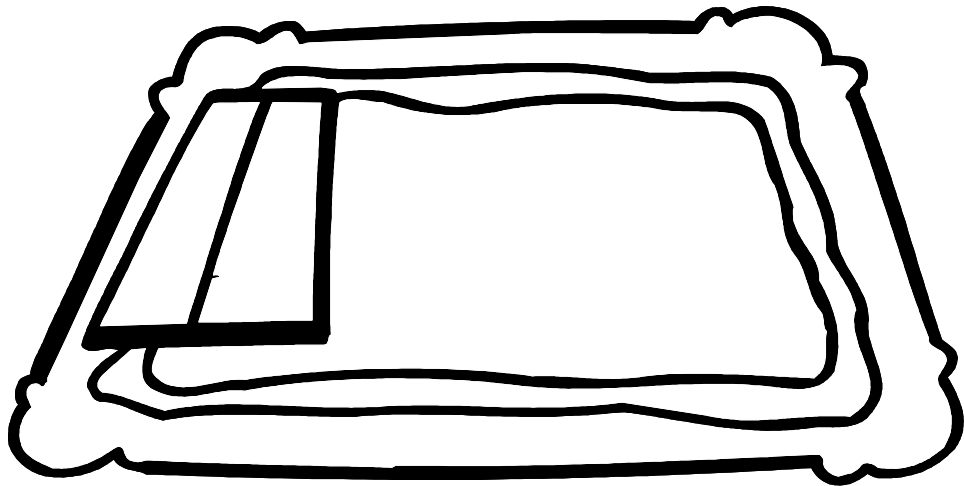
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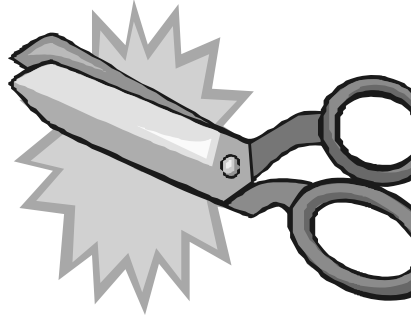
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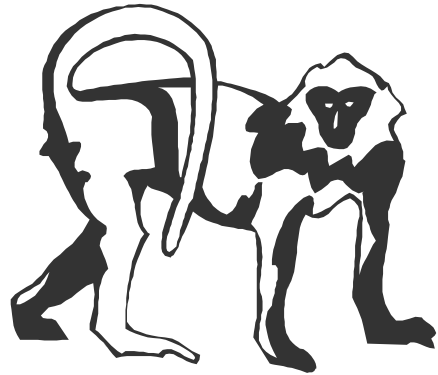
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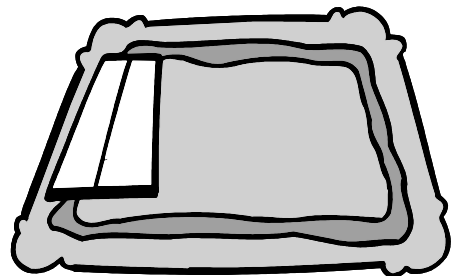
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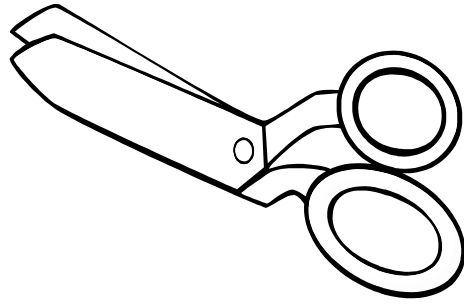


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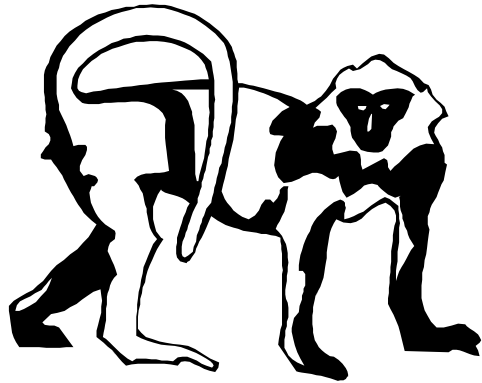
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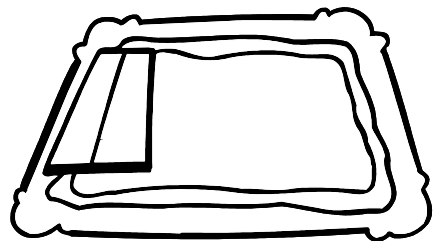
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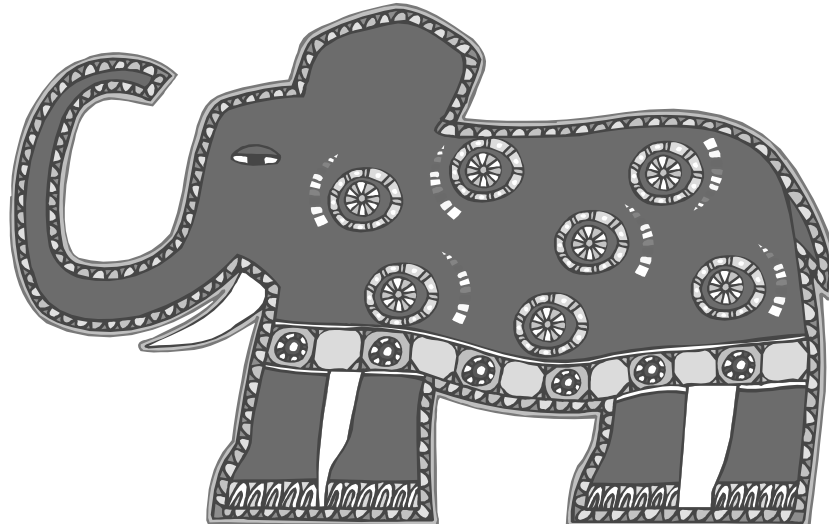
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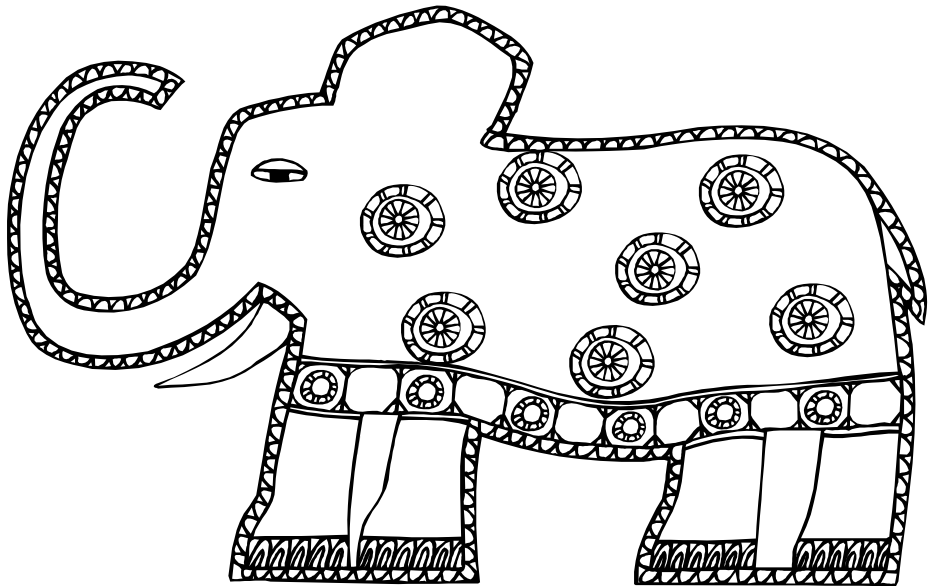
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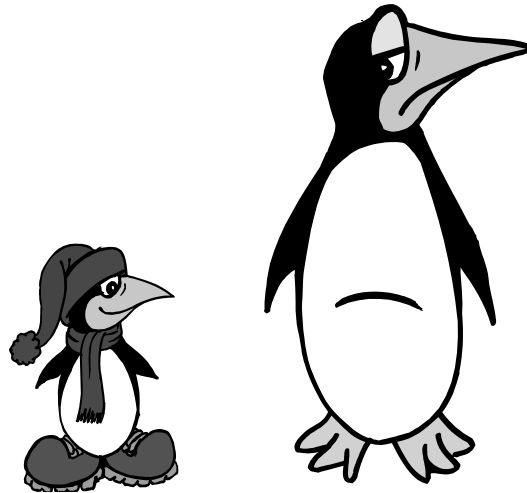


e

Parent prompt (suggested) - point and say,
**"Elephant starts with /e/ and sounds like "eh",
"elephant - e - eh."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !

E e



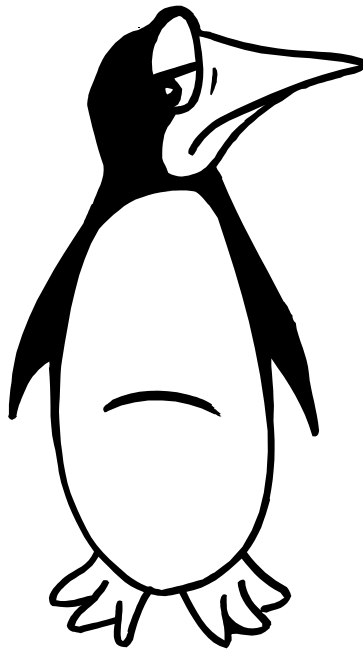
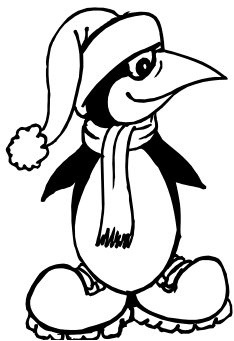


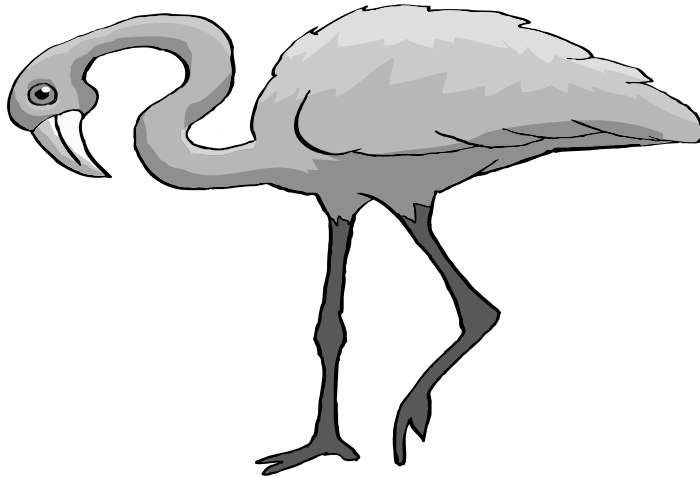
p

Parent prompt (suggested) - point and say,
***"Penguin starts with /p/ and sounds like "puh",
"penguin - p - puh."*** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

P

p

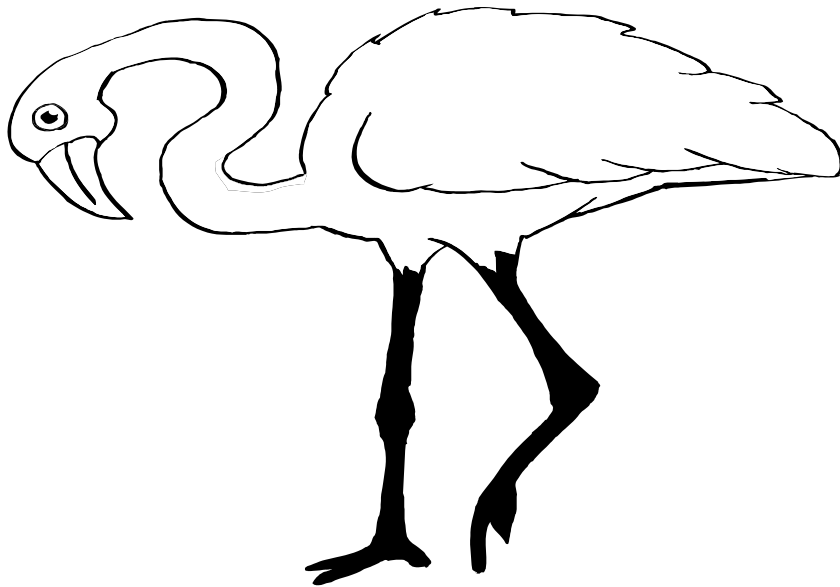




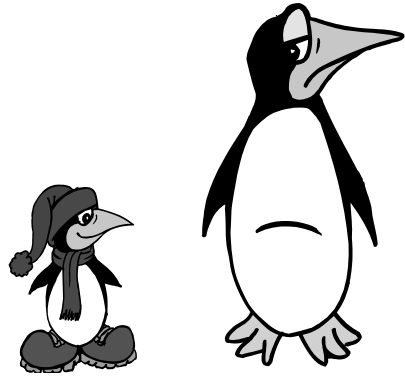
n

Parent prompt (suggested) - point and say,
"Neck starts with /n/ and sounds like "nn",
"neck - n - nn." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

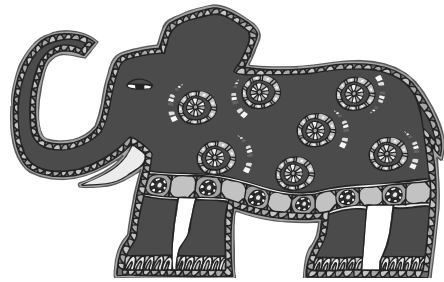
N n



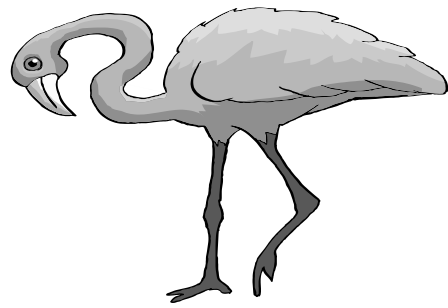
p .



e .



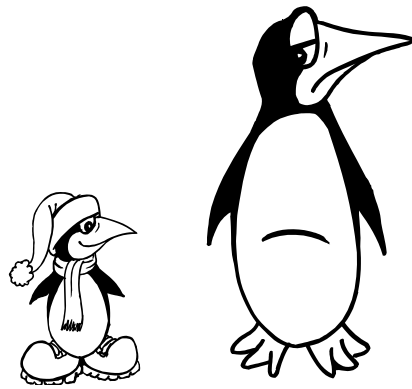
n .



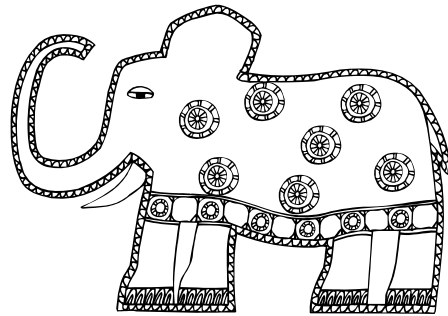
pen



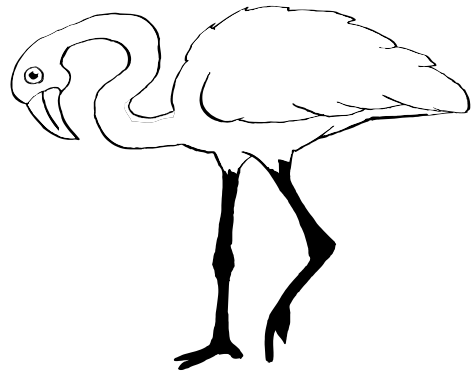
p -



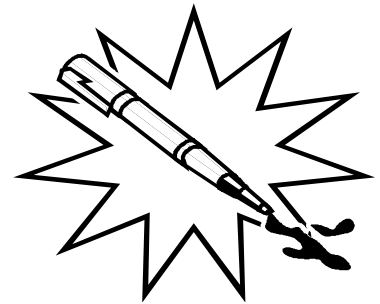
e -



n -



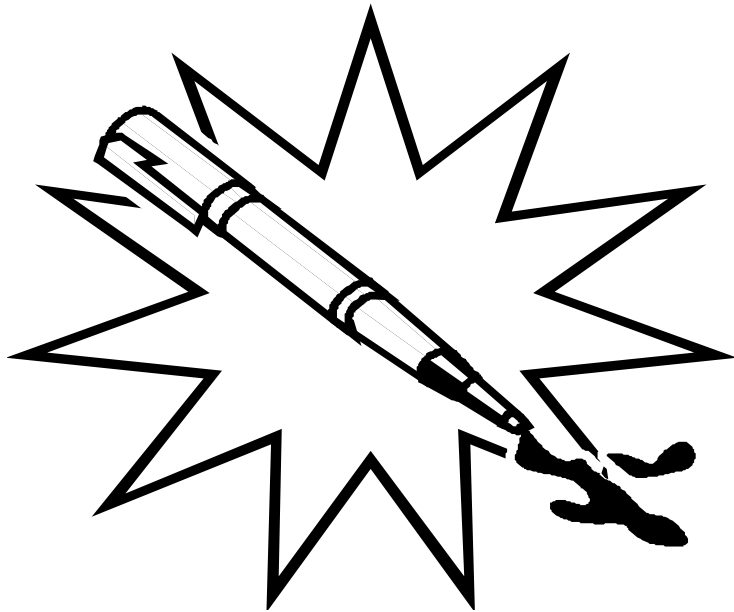
pen



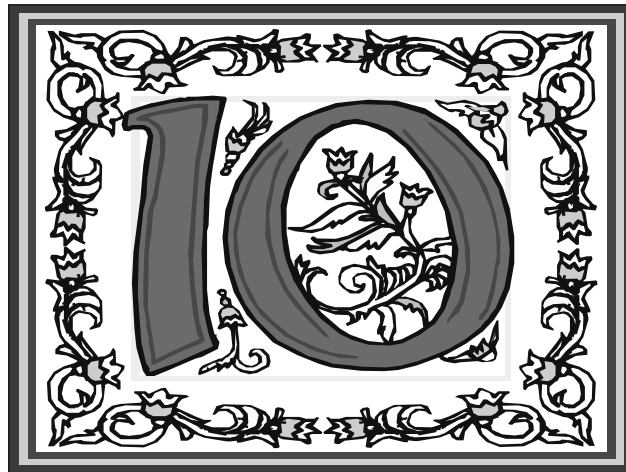
pen



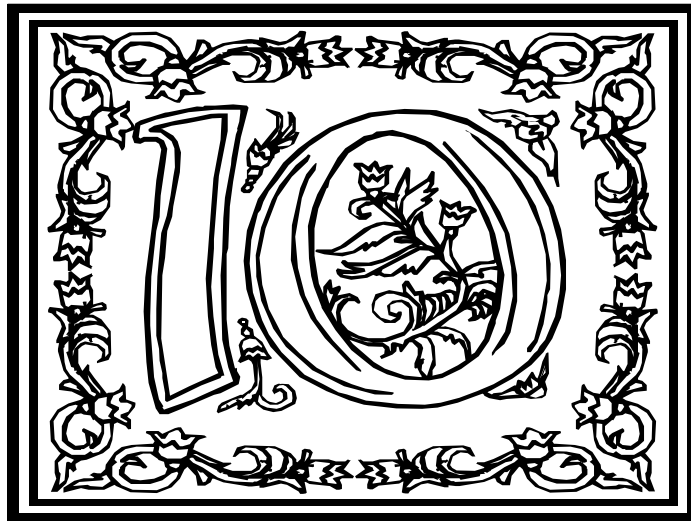
p e n



t e n



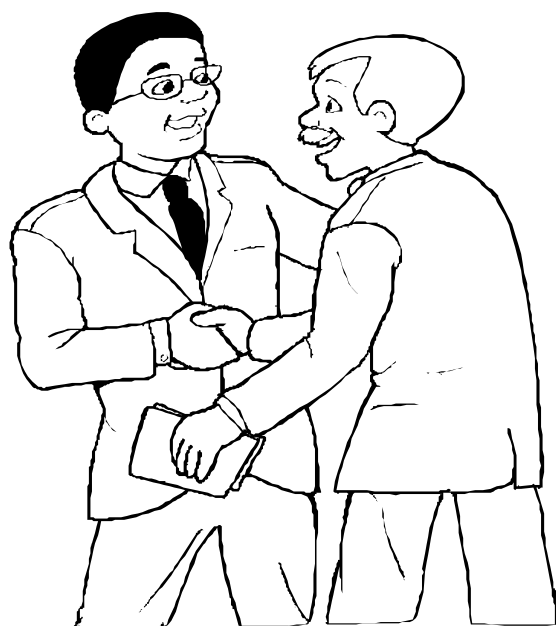
t e n



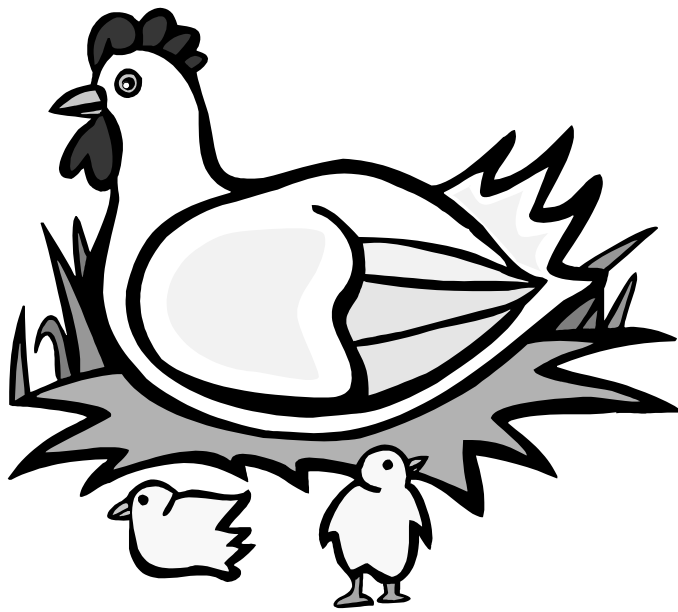
men



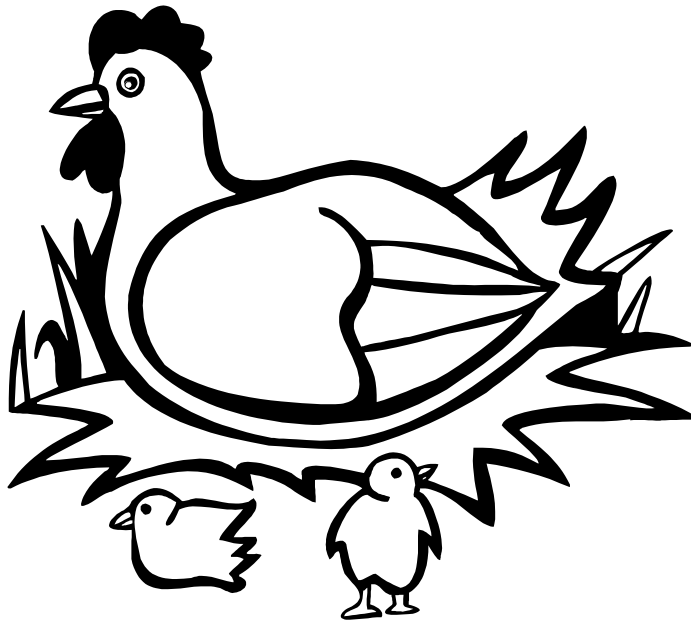
m e n



h e n



h e n



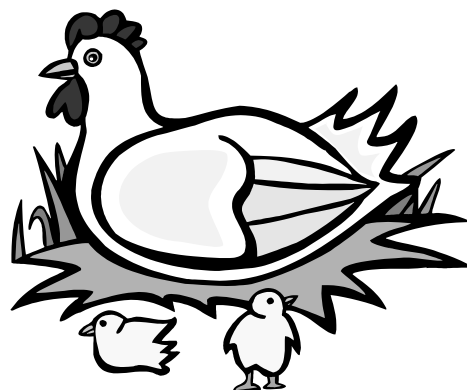
m e n



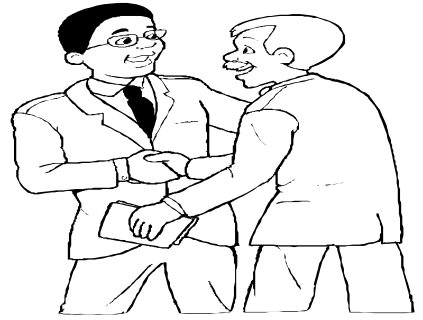
t e n



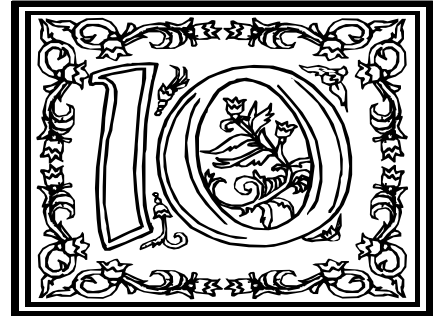
h e n



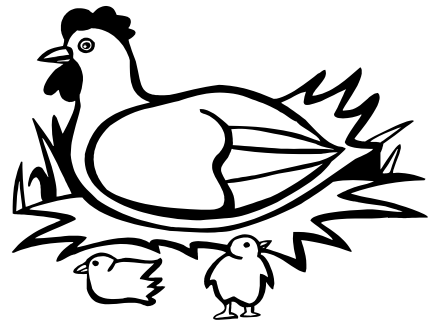
m e n



t e n



h e n



p e n

t e n

m e n

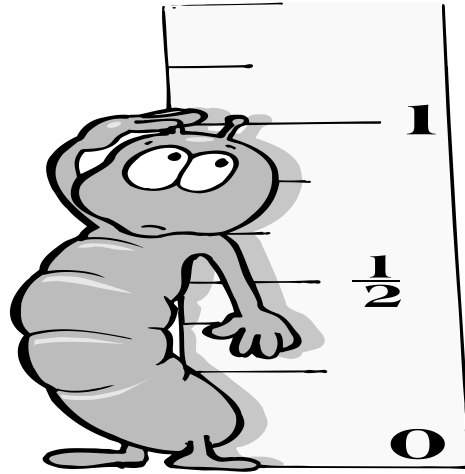
h e n

p e n

t e n

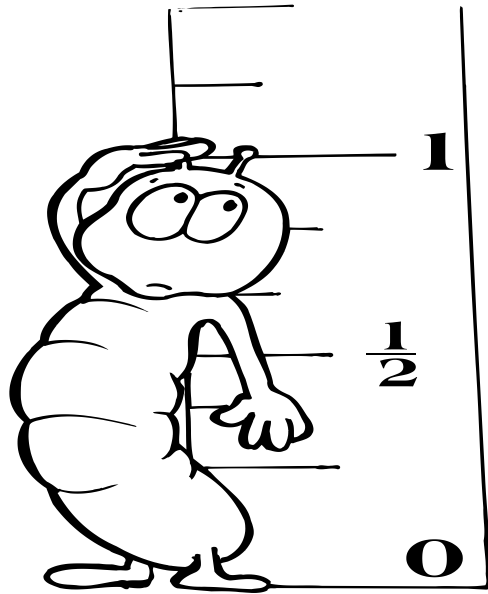
m e n

h e n

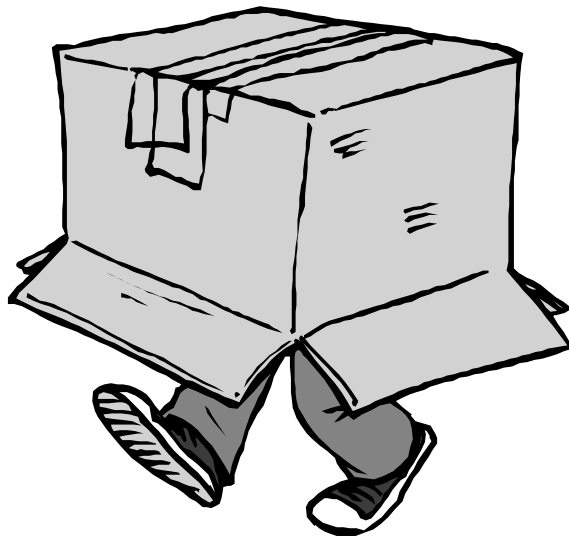


Parent prompt (suggested) - point and say,
"Inch starts with /i/ and sounds like "ih",
"inch - i - ih." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !

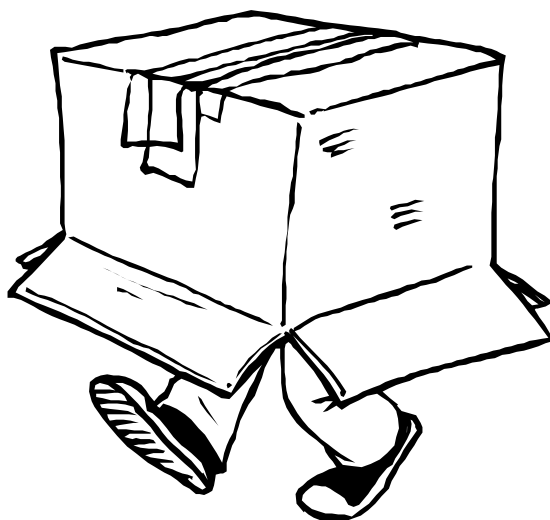
I i



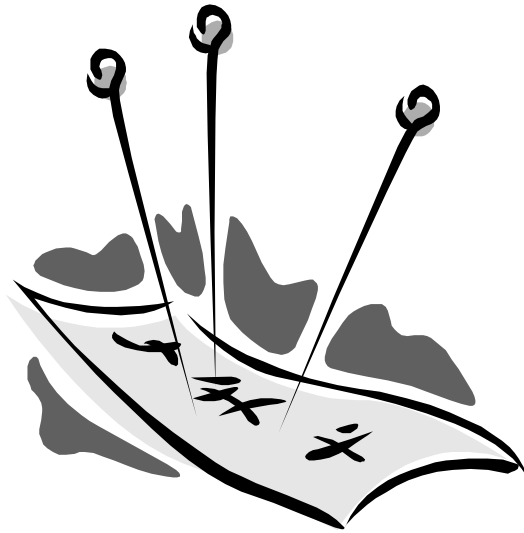
i n



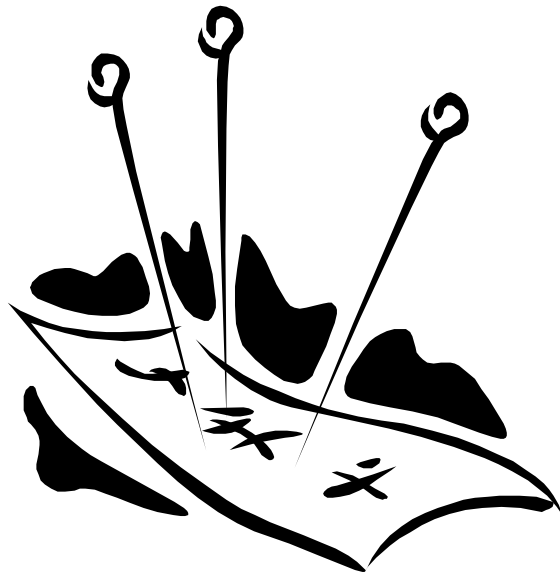
i n



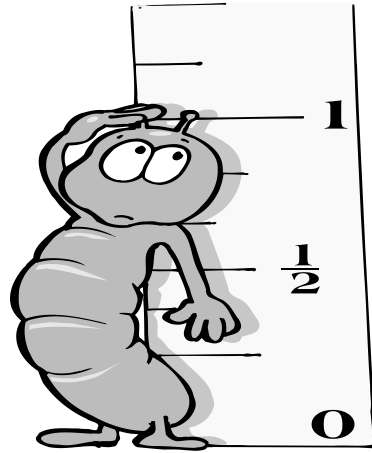
pin



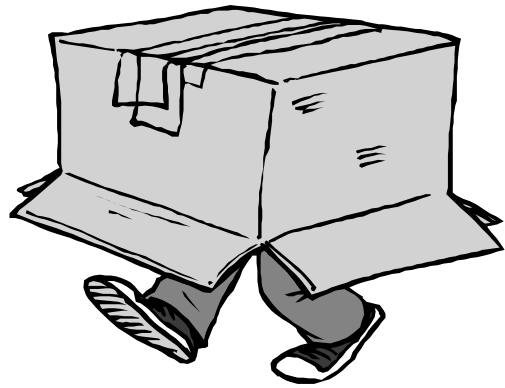
pin



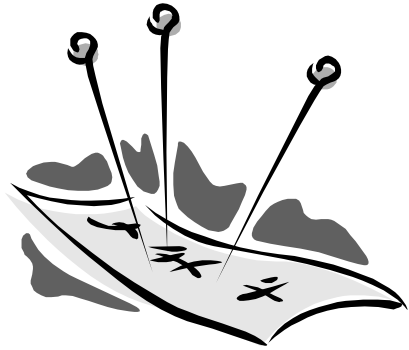
i -



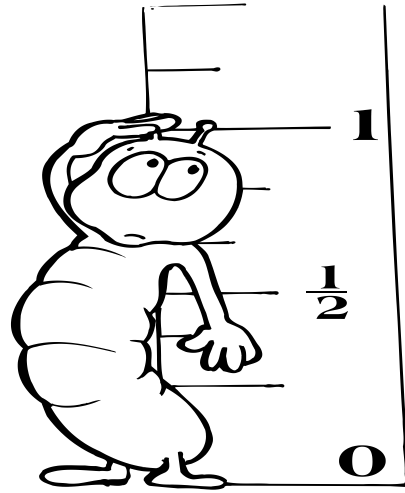
in



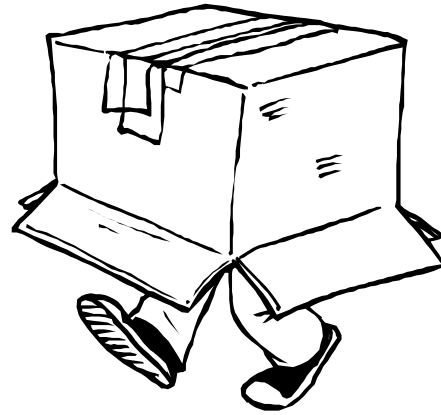
pin



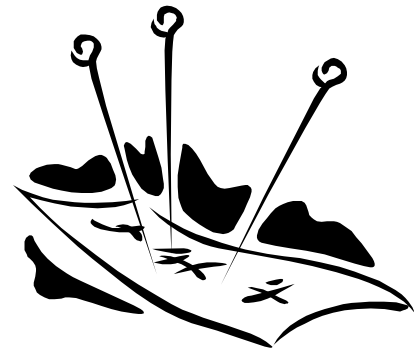
i -

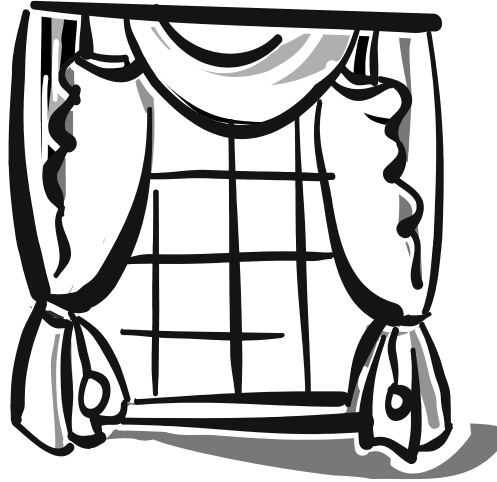


in



pin

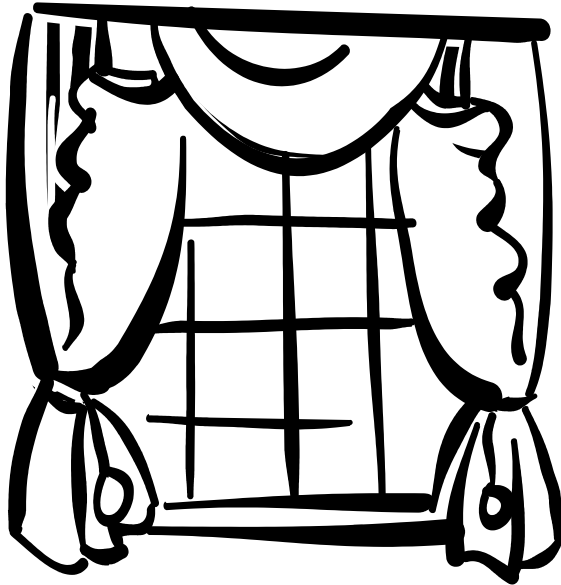




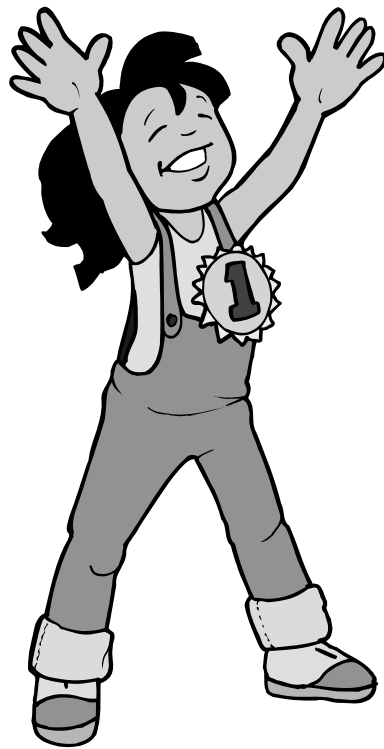
W

Parent prompt (suggested) - point and say,
"Window starts with /w/ and sounds like "wuh",
"window - w - wuh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

W w



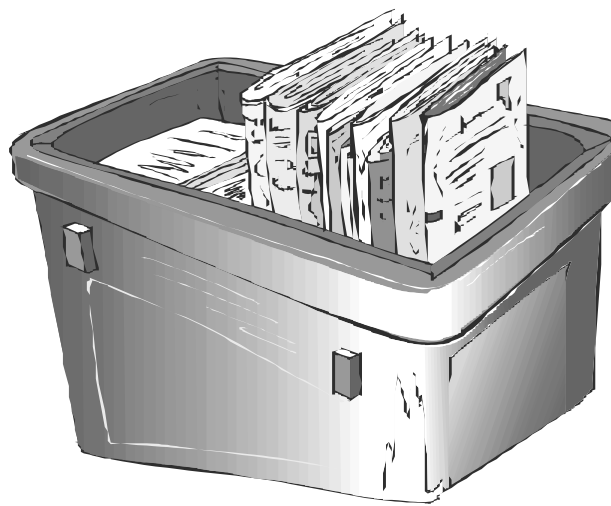
w i n



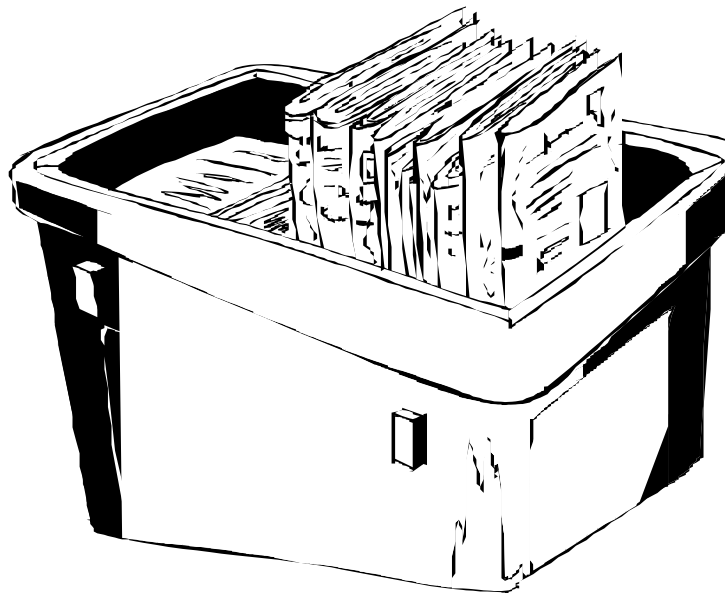
w i n



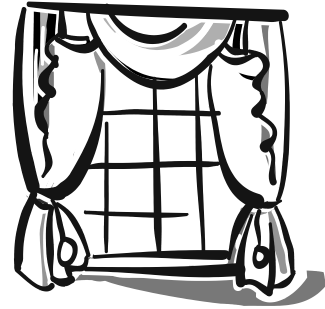
b i n



b i n



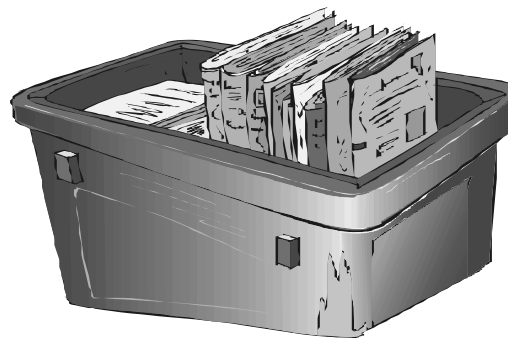
w -



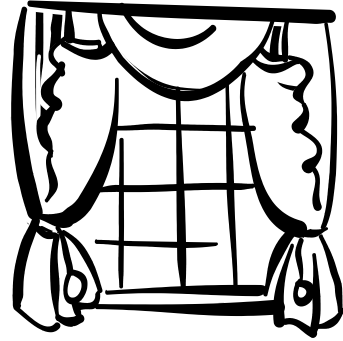
win



bin



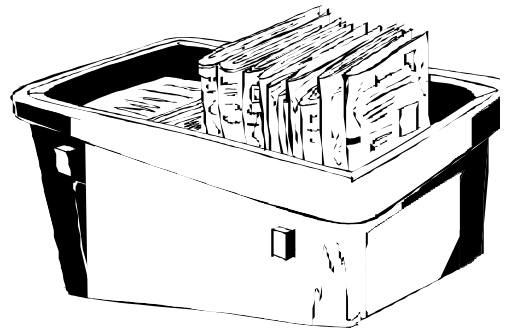
w -



w i n



b i n



i n

p i n

w i n

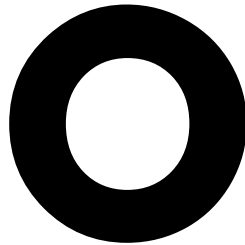
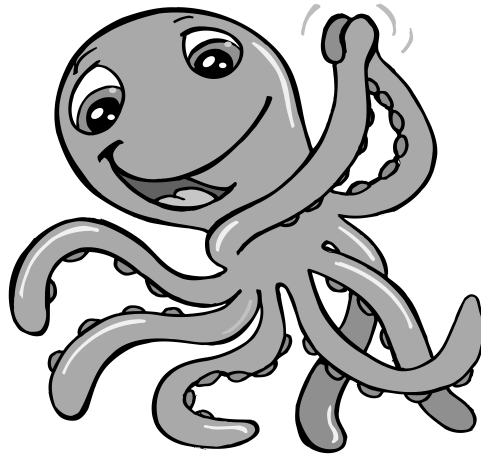
b i n

i n

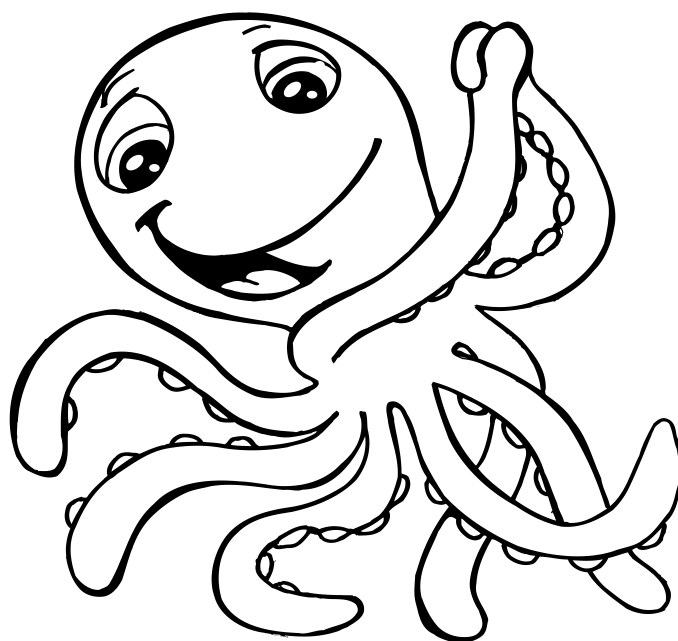
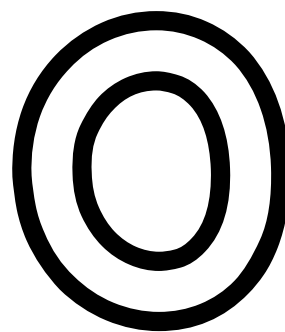
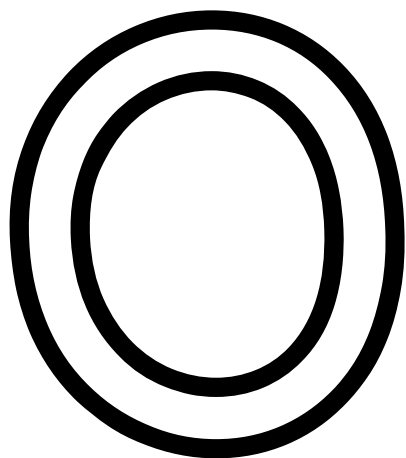
p i n

w i n

b i n



Parent prompt (suggested) - point and say,
**"Octopus starts with /o/ and sounds like "ah",
"octopus - o - ah."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



o n



o n



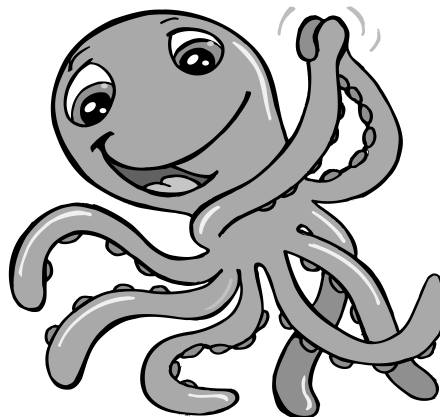
m o m



m o m



o -



o n

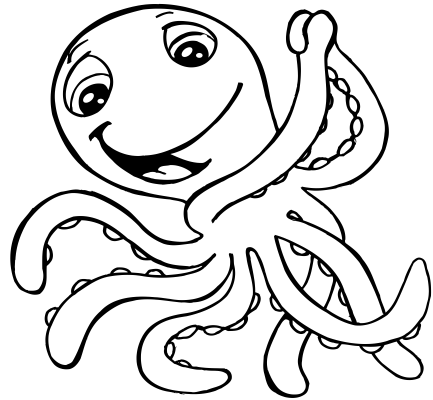


m o m



o

-



o

n



m

o

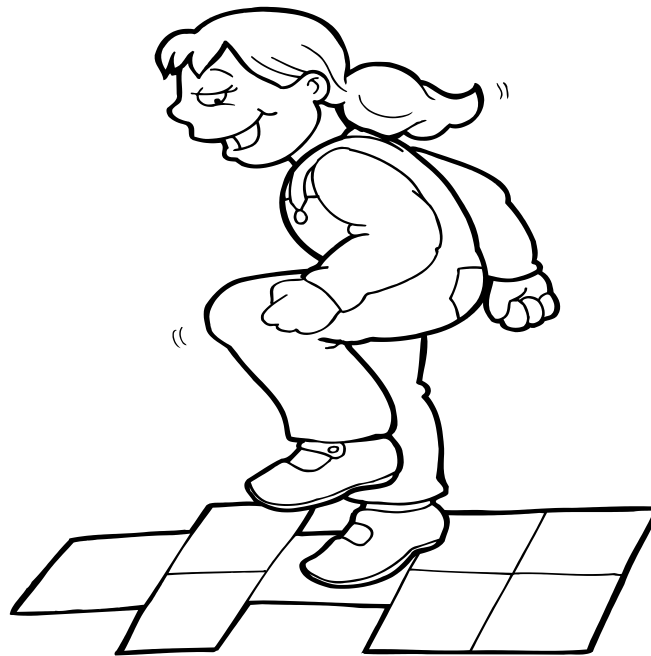
m



h o p



h o p



m o p



m o p



pop



p o p



h o p



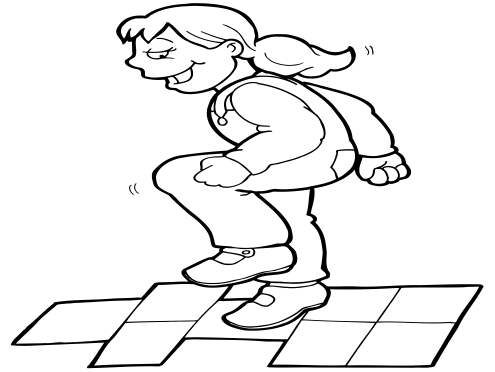
m o p



p o p



h o p



m o p



p o p



o n

m o m

m o p

h o p

p o p

o n

m o m

m o p

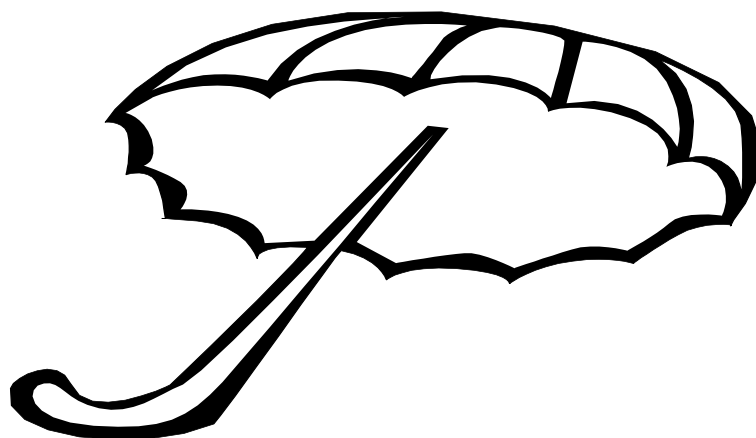
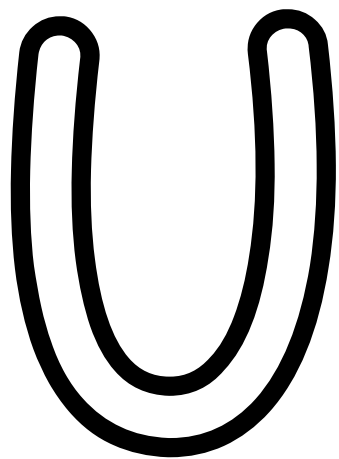
h o p

p o p

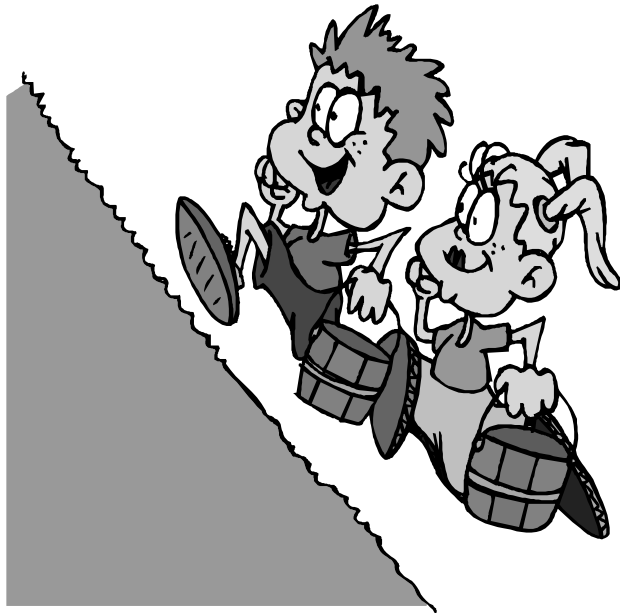


u

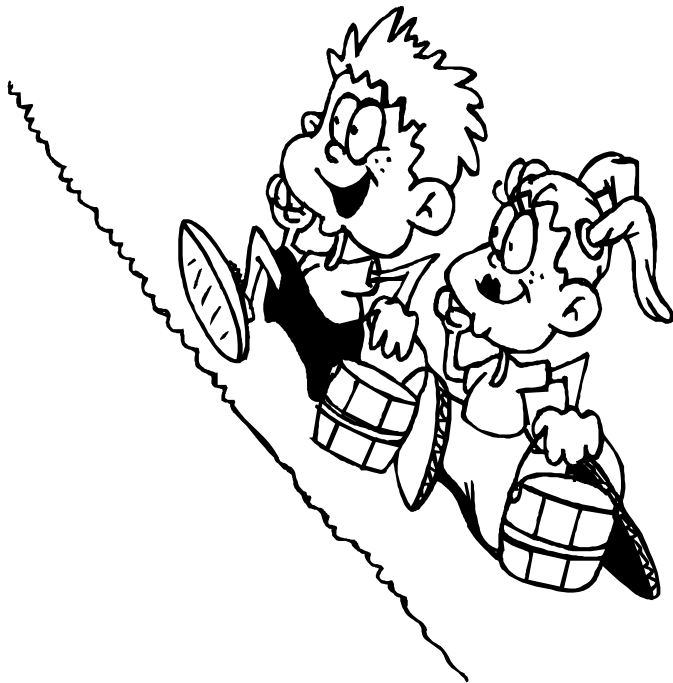
Parent prompt (suggested) - point and say,
**"Umbrella starts with /u/ and sounds like "uh",
"umbrella - u - uh."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



u p



и р



c u p



с и р



и -



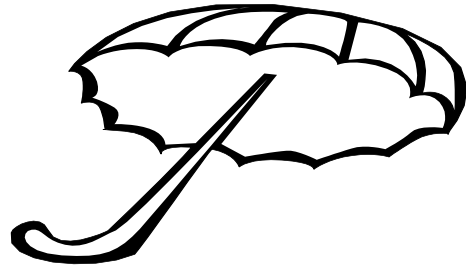
и р



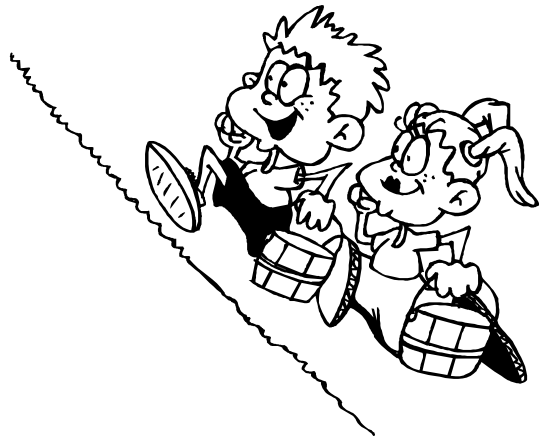
с и р



и -



и р



с и р

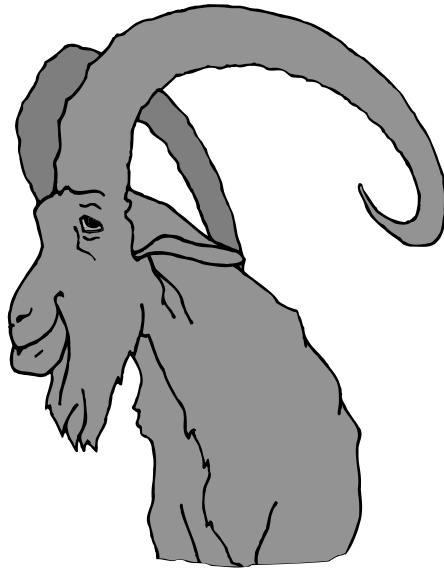


p u p



р и р





g

Parent prompt (suggested) - point and say,
"Goat starts with /g/ and sounds like "guh",
"goat - g - guh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

G

g



g u m



g u m



p u p



g -



g u m



p u p



g -



g u m



и р

с и р

р и р

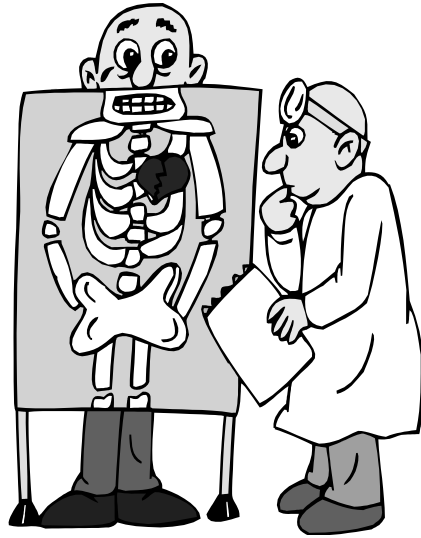
г и т

и р

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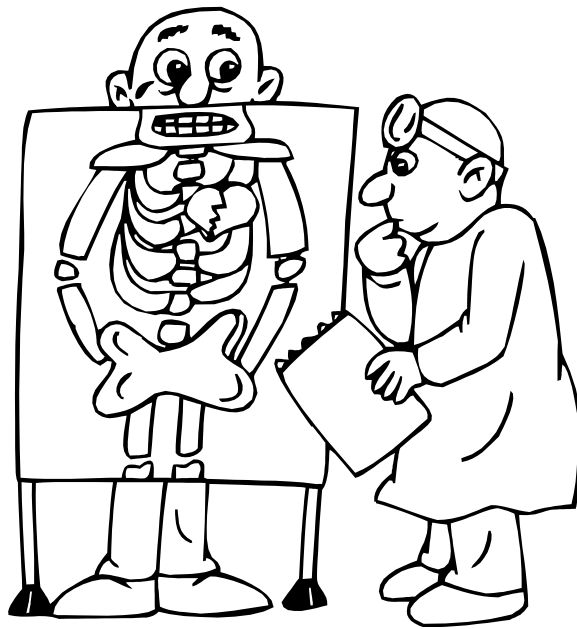
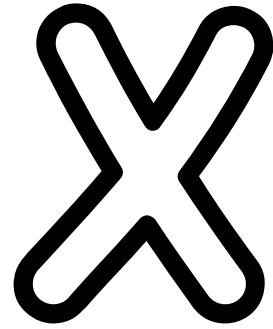
р и р

г и м

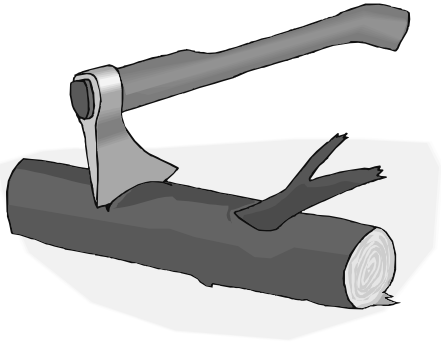


X

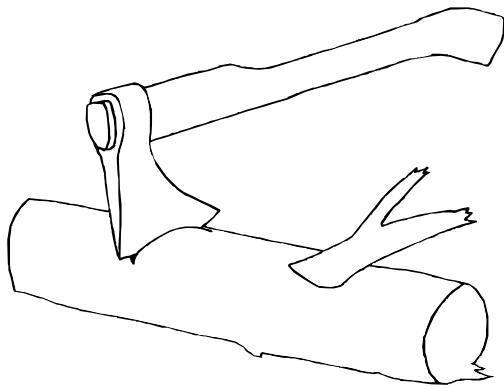
Parent prompt (suggested) - point and say,
"X-ray starts with /x/ and sounds like "eks",
"x-ray - x - eks." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!



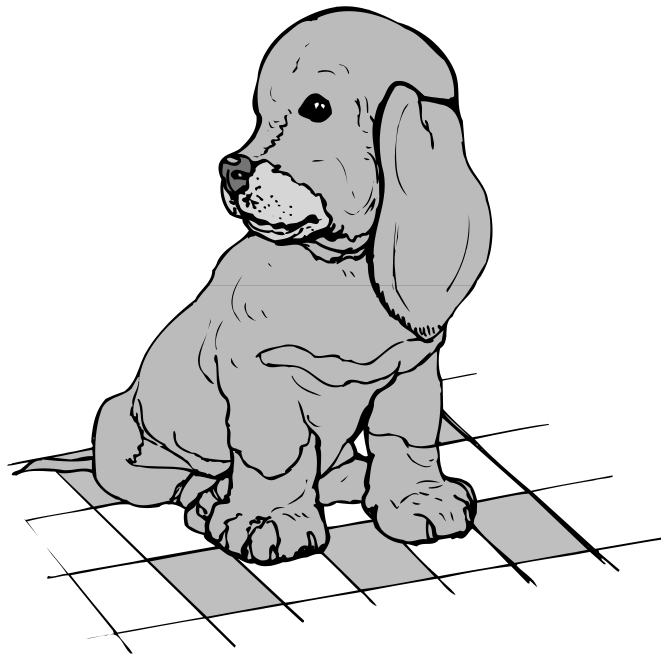
a x



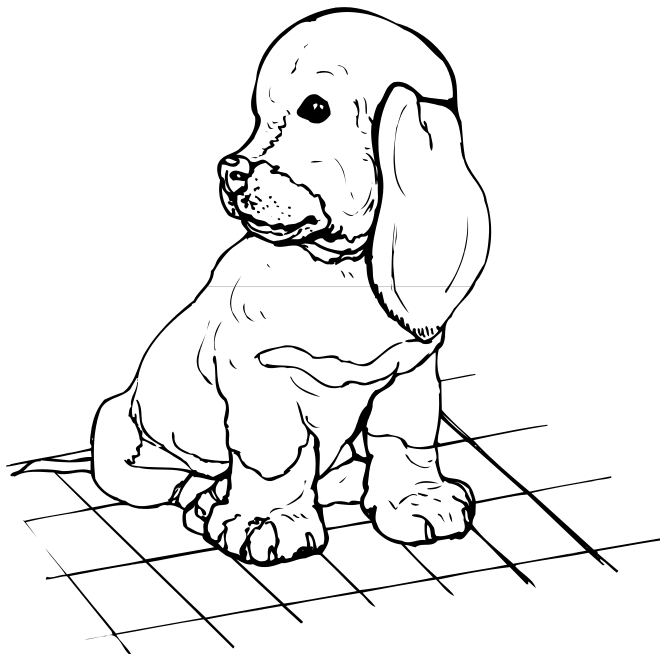
a x



sit on mat



sit on mat



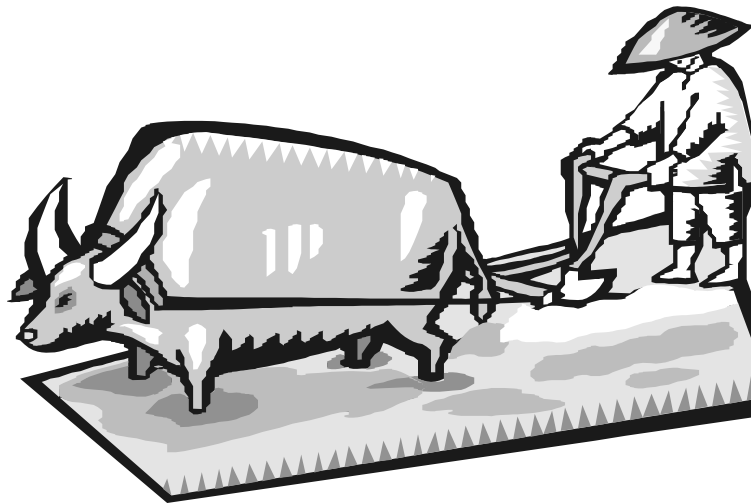


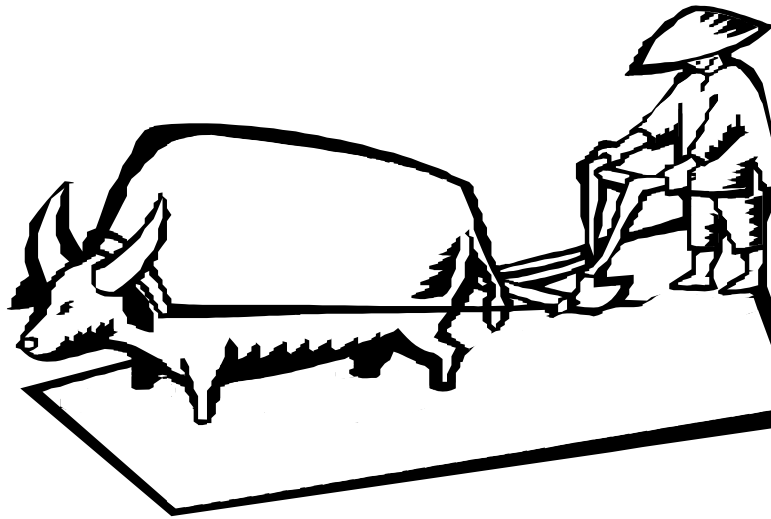
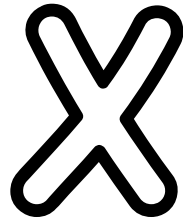
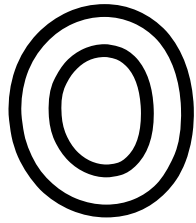
pin hat on mom



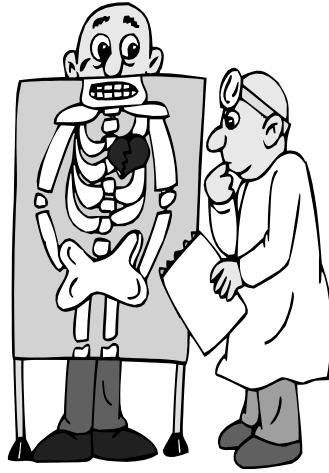
pin hat on mom

O X

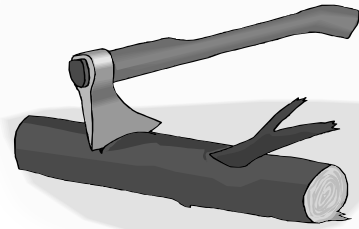




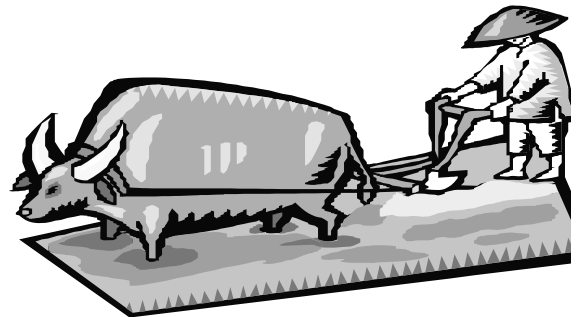
x -



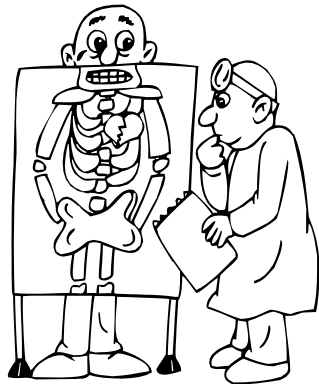
ax



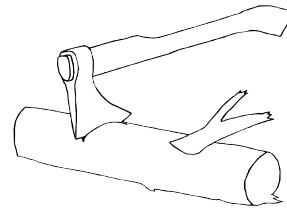
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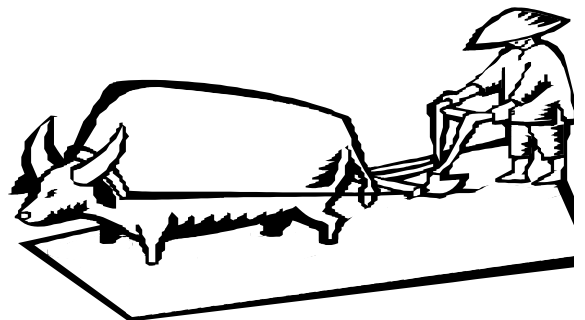
x -

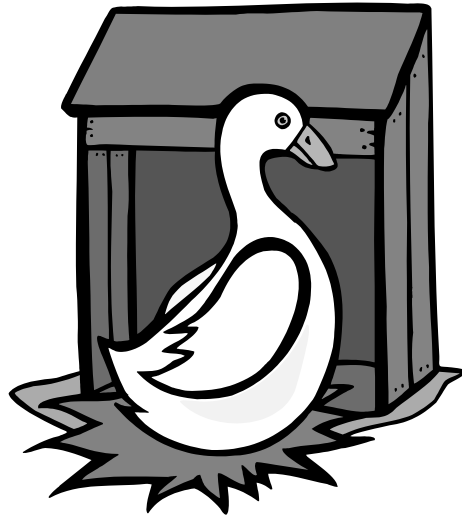


a x



o x

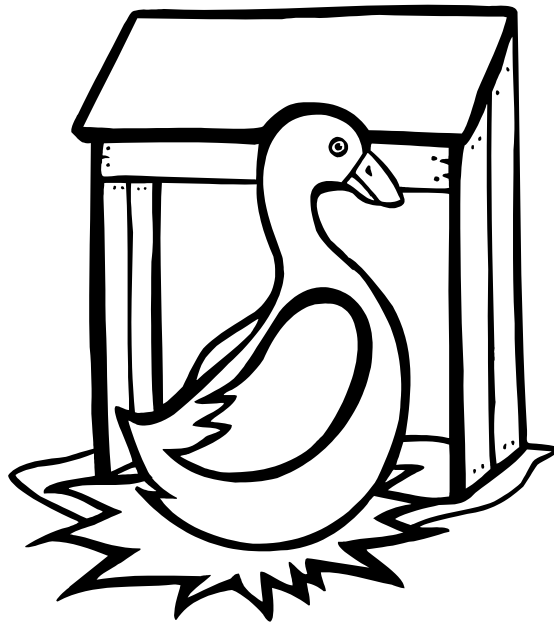




d

Parent prompt (suggested) - point and say,
"Duck starts with /d/ and sounds like "duh",
"duck - d - duh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

D d

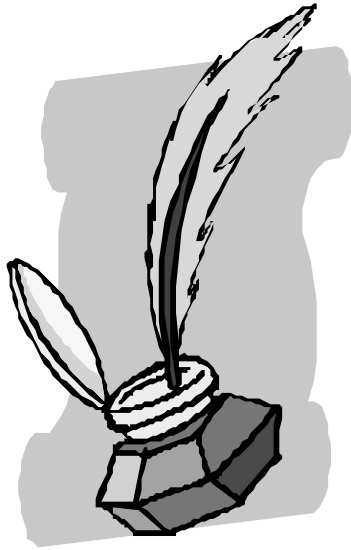


d a d



d a d

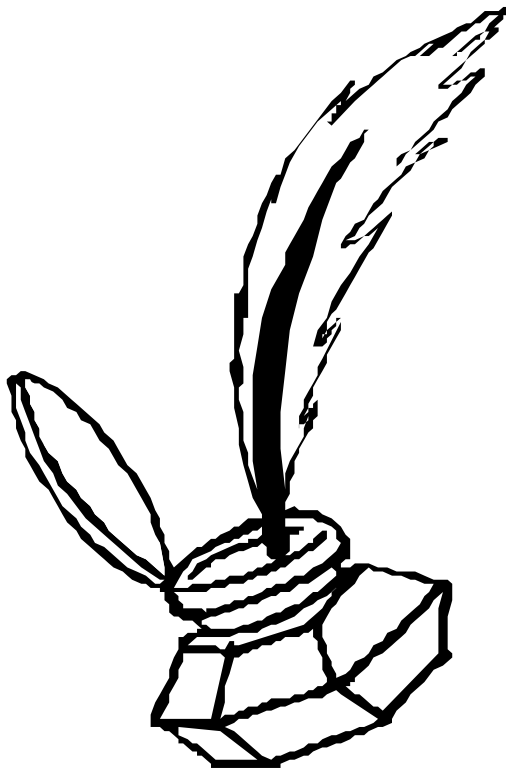




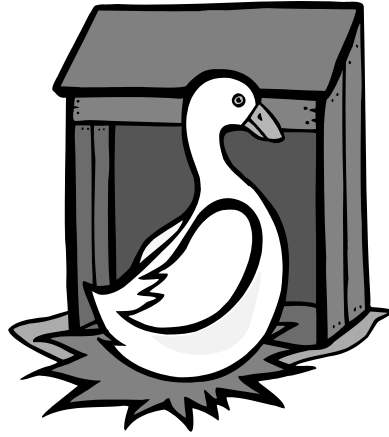
f

Parent prompt (suggested) - point and say,
***"Feather starts with /f/ and sounds like "eff",
"feather - f - eff."*** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !

F F



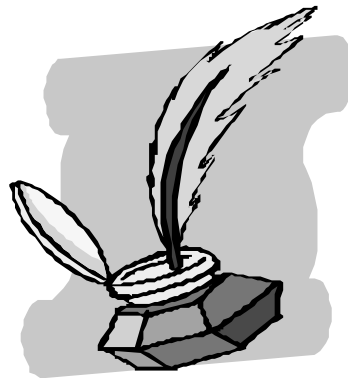
d -



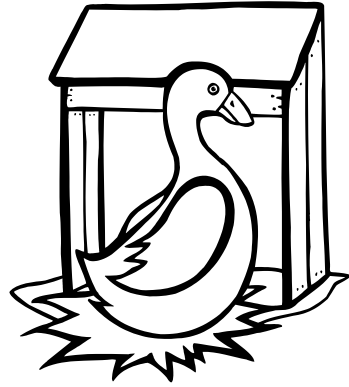
d a d



f -



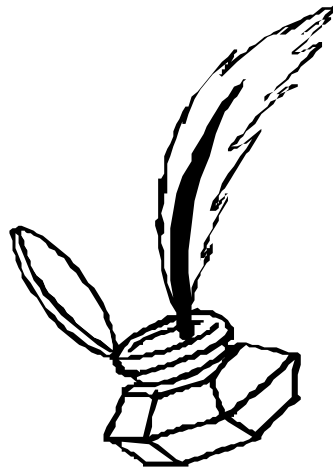
d -



d a d



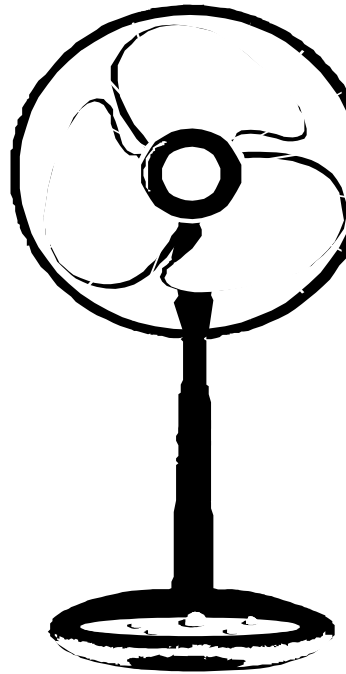
d -



f a n



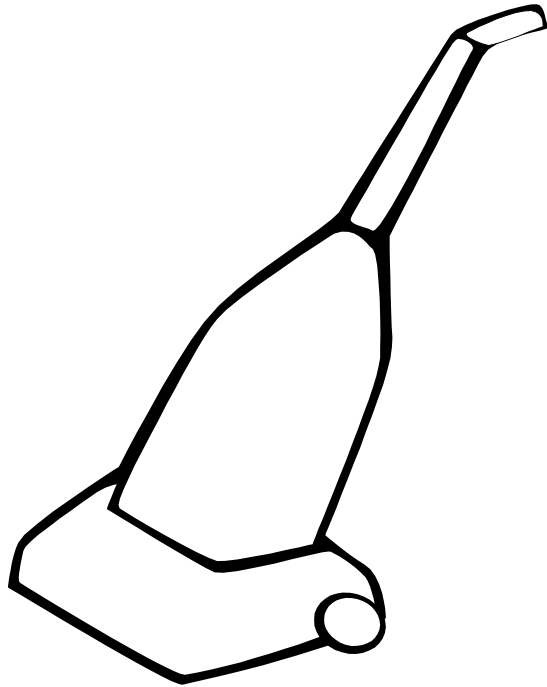
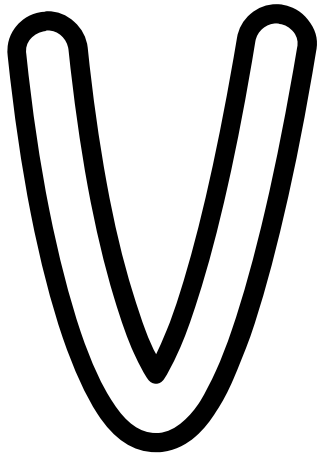
F a n





V

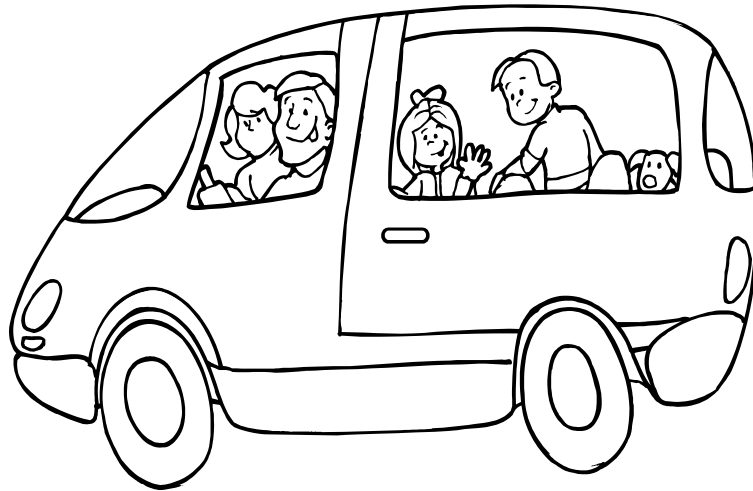
Parent prompt (suggested) - point and say,
**"Vacuum starts with /v/ and sounds like "vuh",
"vacuum - v - vuh."** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !



v a n



v a n



f a n



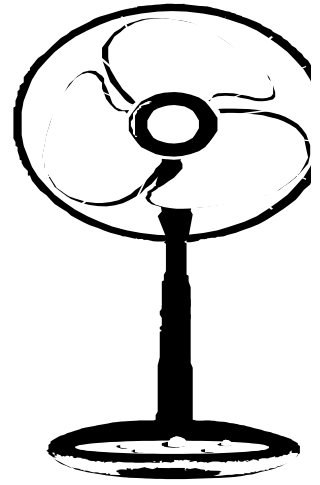
v -



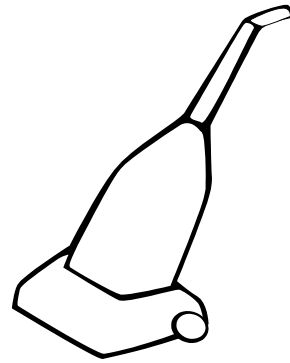
v a n



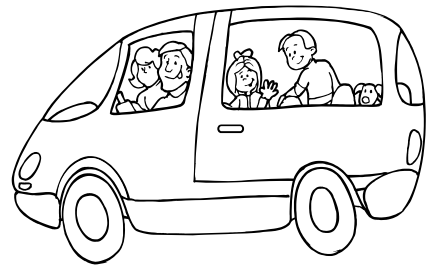
F a n



v -



v a n



a x

o x

d a d

f a n

v a n

a x

o x

d a d

f a n

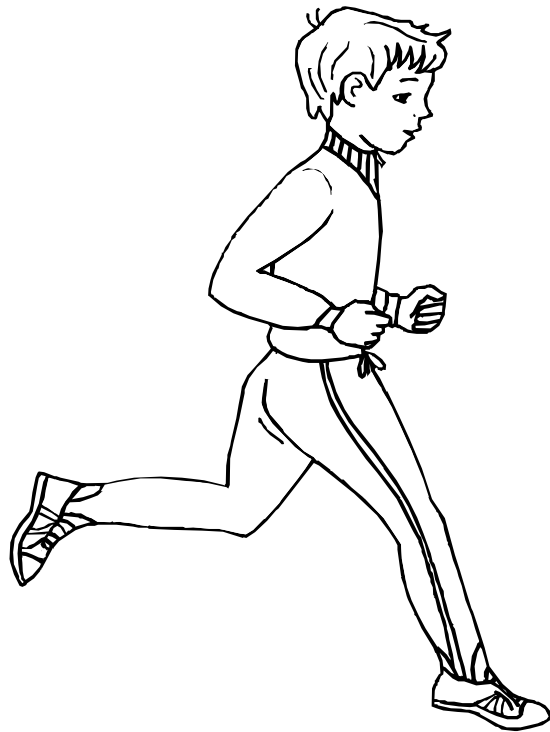
v a n



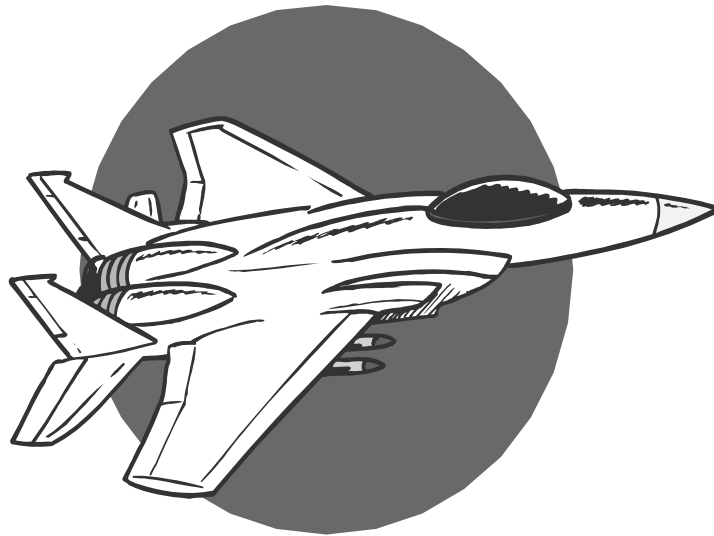
j

Parent prompt (suggested) - point and say,
"Jogger starts with /j/ and sounds like "juh",
"jogger - j - juh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

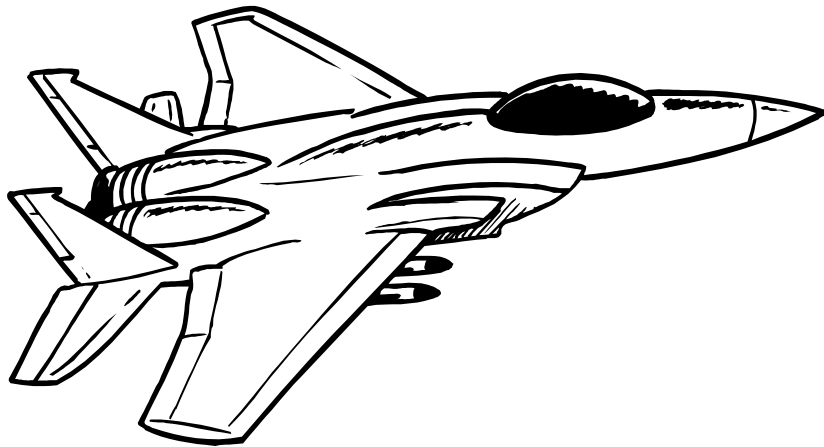
J j

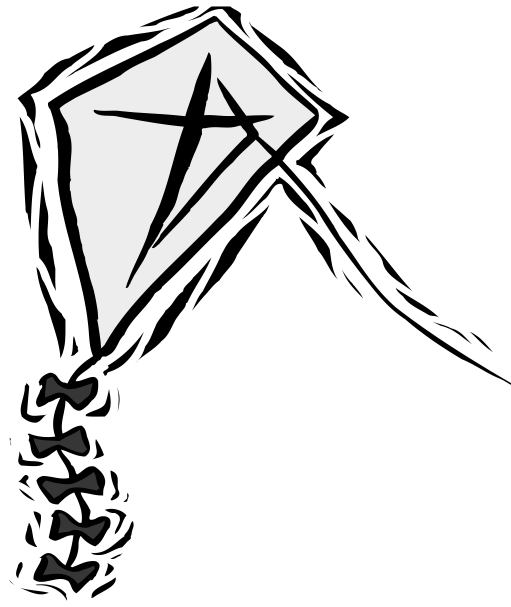


jet



j e t

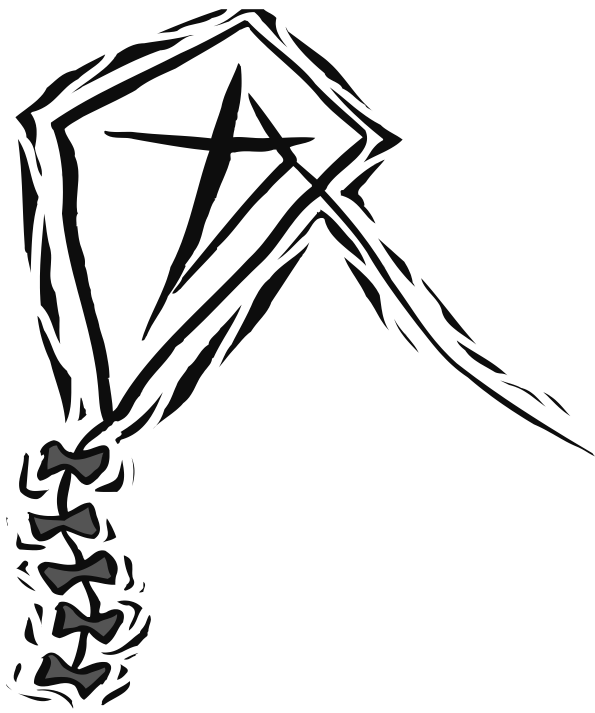




k

Parent prompt (suggested) - point and say,
***"Kite starts with /k/ and sounds like "kuh",
"kite - k - kuh."*** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson !

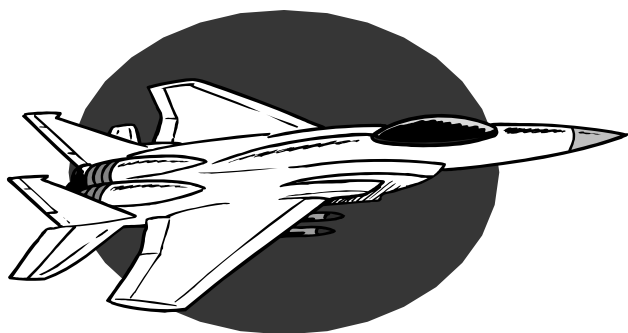
K K



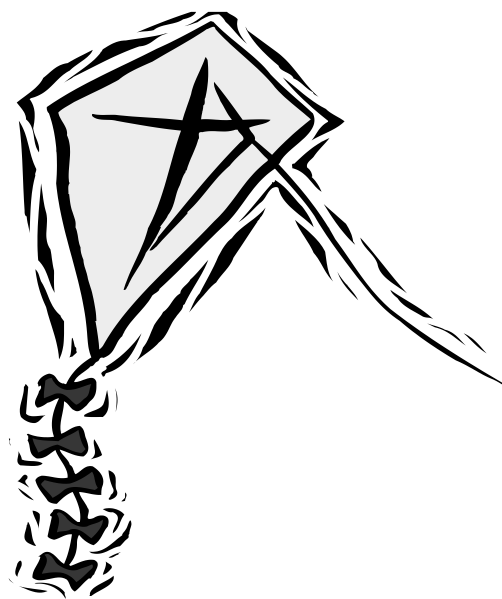
j .



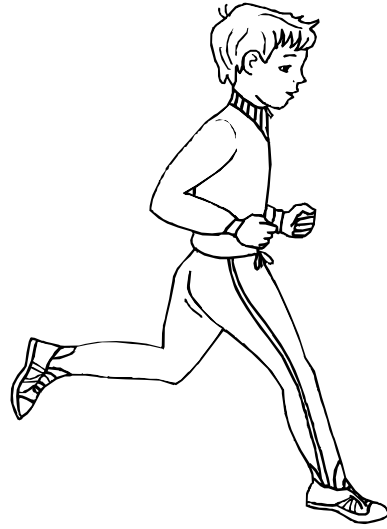
jet



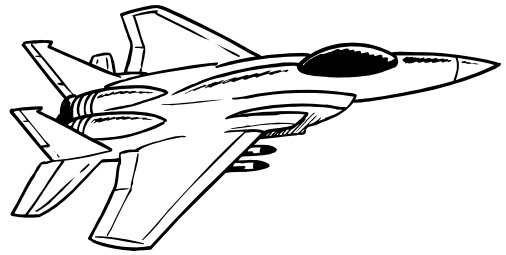
k .



j -



jet +



k -

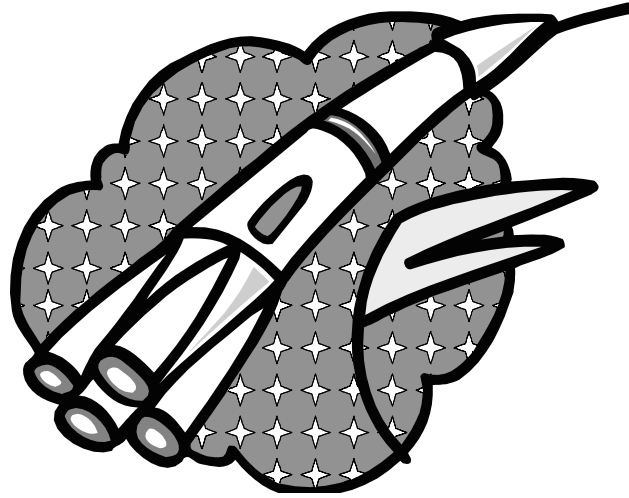


kit



k i t

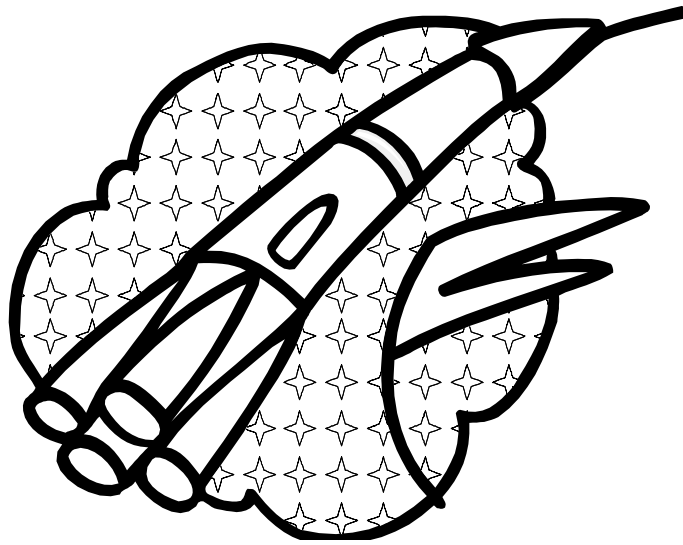




r

Parent prompt (suggested) - point and say,
"Rocket starts with /r/ and sounds like "err",
"rocket - r - err." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

R r



run



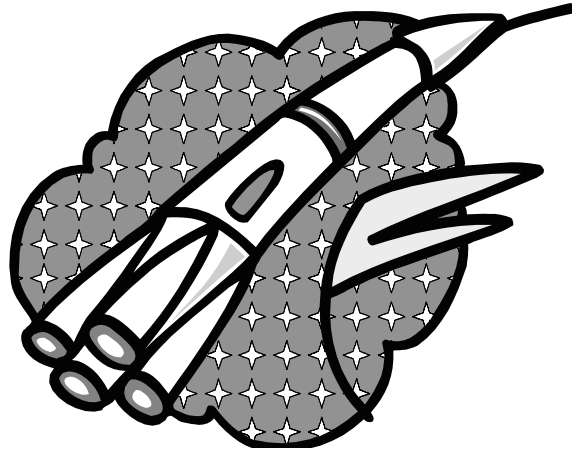
r u n



kit



r -



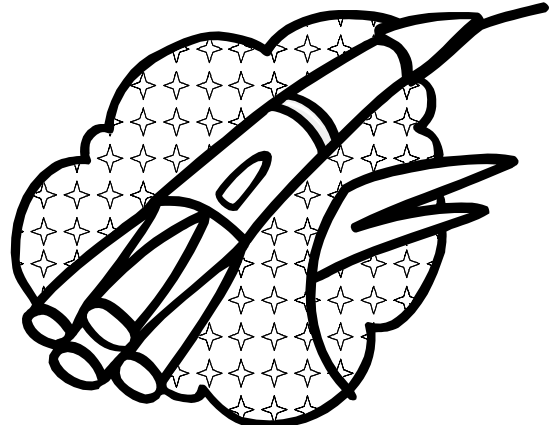
run



k i t

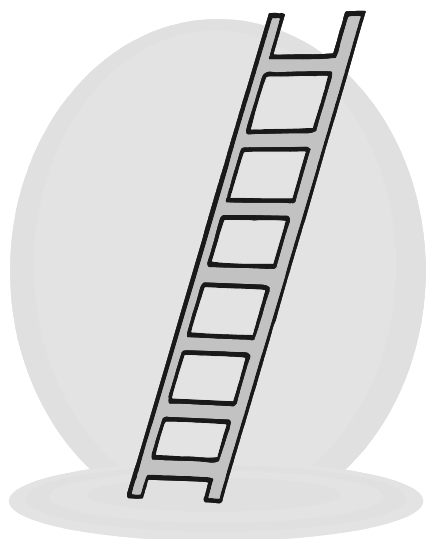


r -



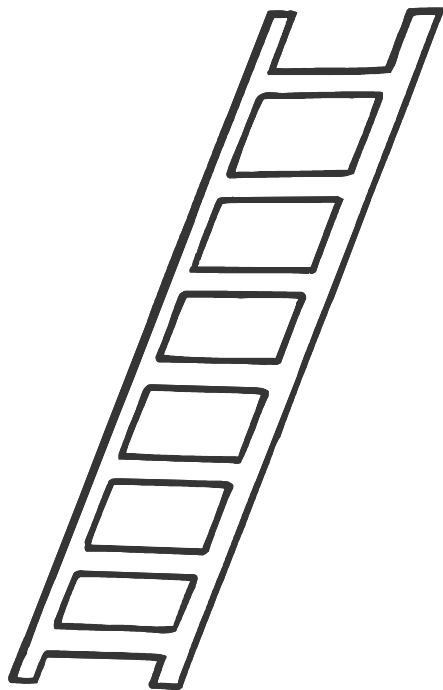
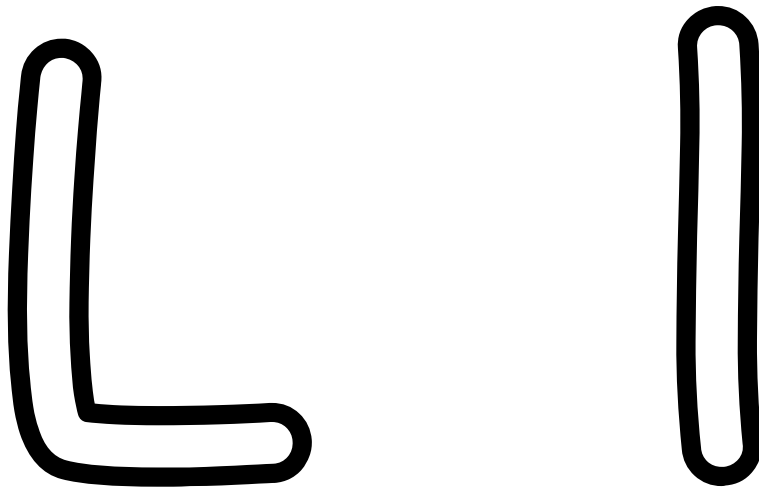
r u n





L

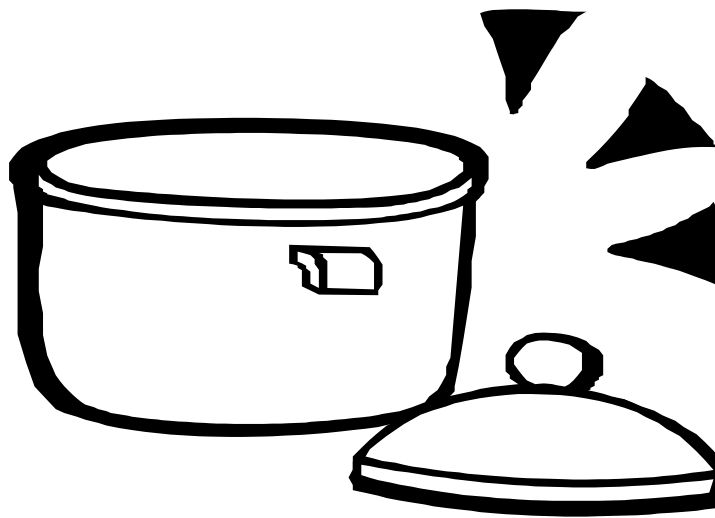
Parent prompt (suggested) - point and say,
***"Ladder starts with /L/ and sounds like 'lll',
"ladder - l - lll."*** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

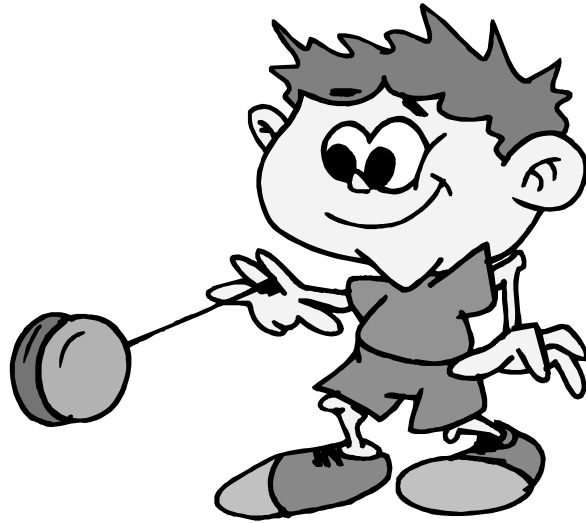


lid



l i d



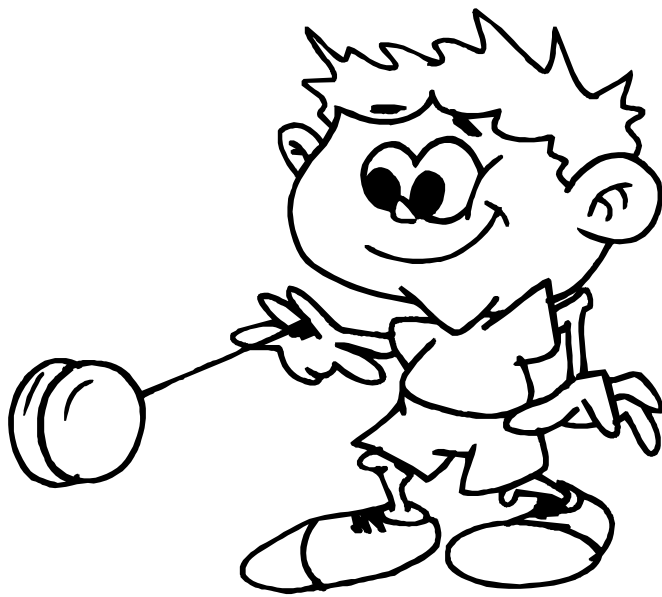


Y

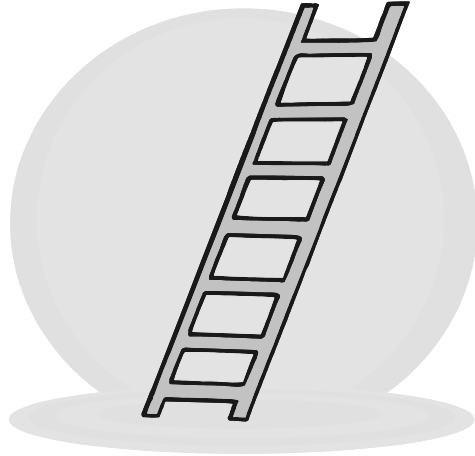
Parent prompt (suggested) - point and say,
"Yoyo starts with /y/ and sounds like "yuh",
"yoyo - y - yuh." Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

Y

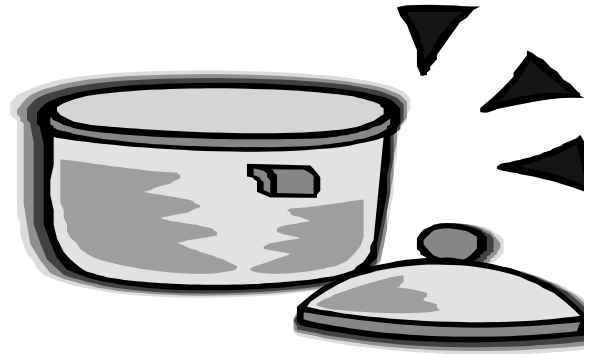
y



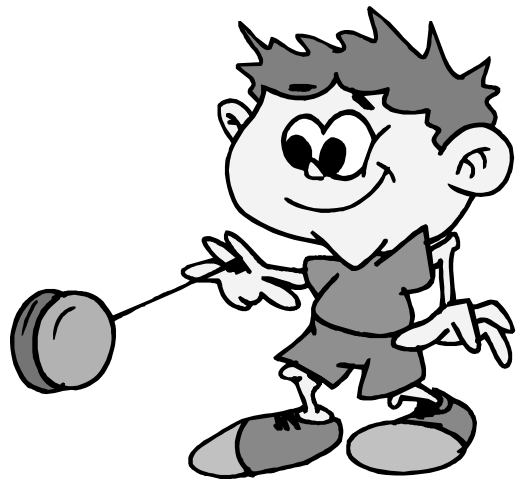
l -



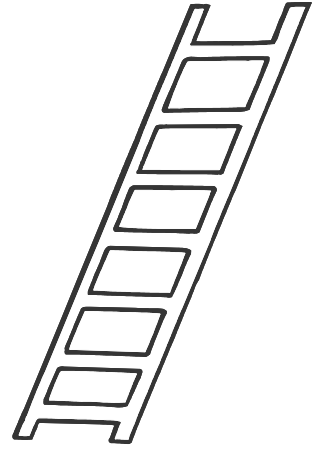
lid



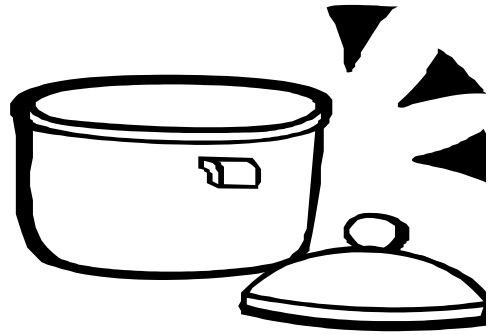
y -



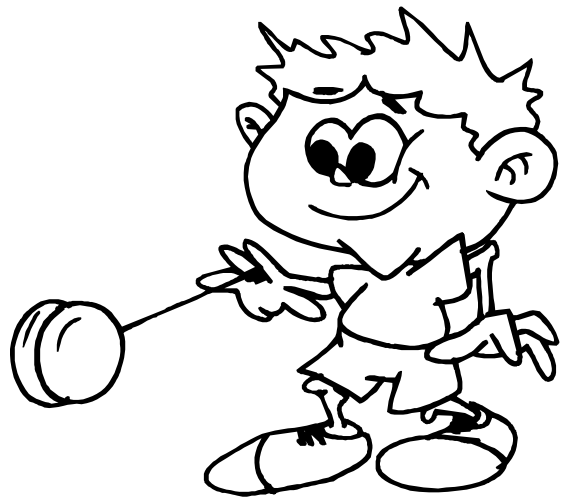
l -



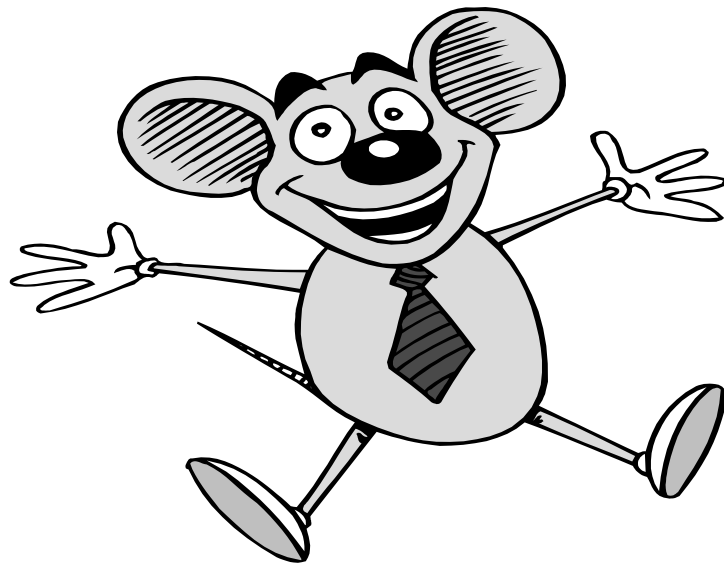
lid



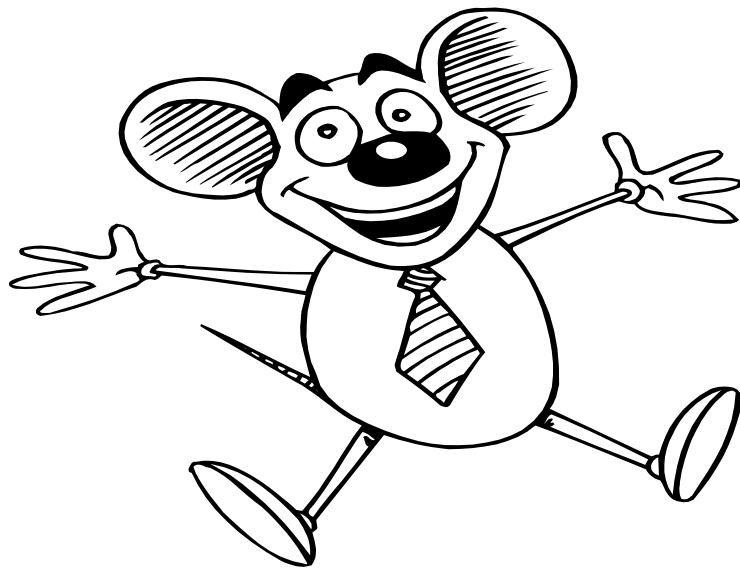
y -



yes



y e s

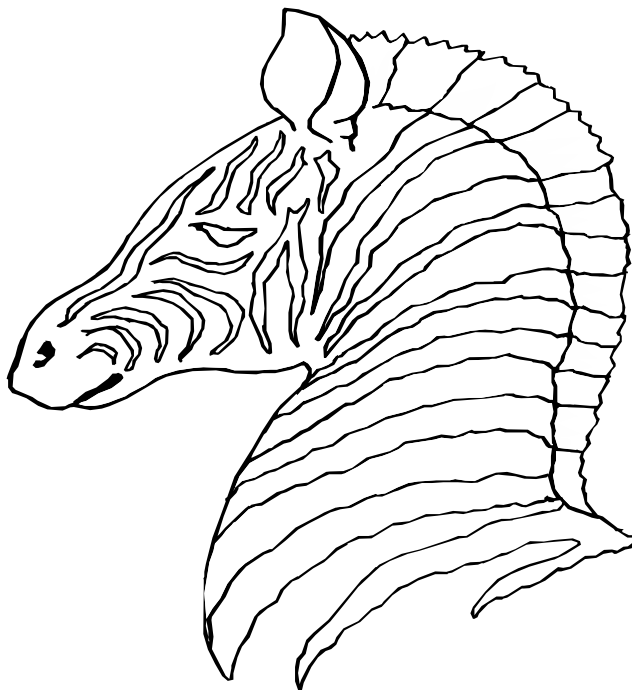




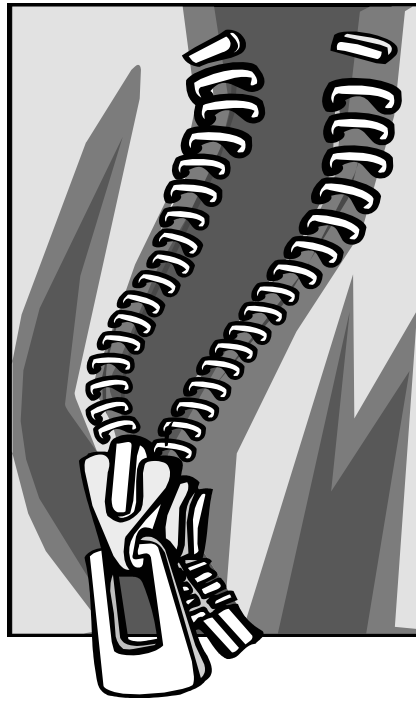
Z

Parent prompt (suggested) - point and say,
***"Zebra starts with /z/ and sounds like "zuh",
"zebra - z - zuh."*** Have your child repeat it - pointing.
Head for the coloring page, for both fun and to reinforce the lesson!

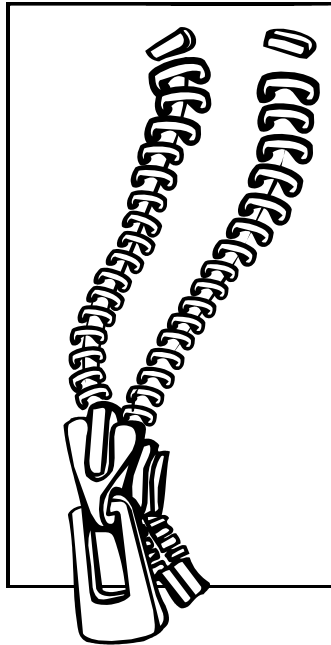
Z z



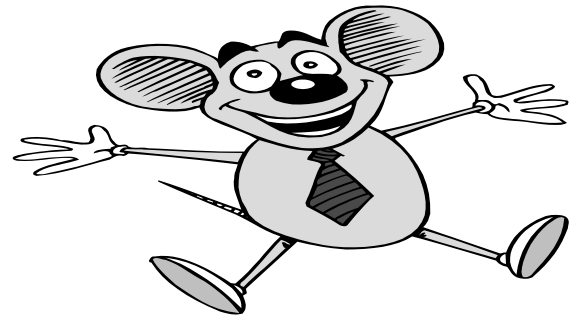
zip



zip



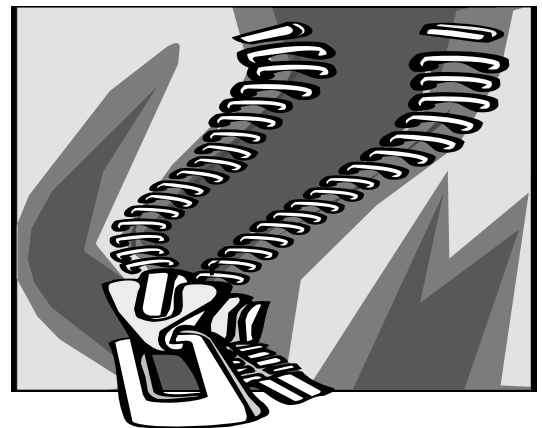
y e s



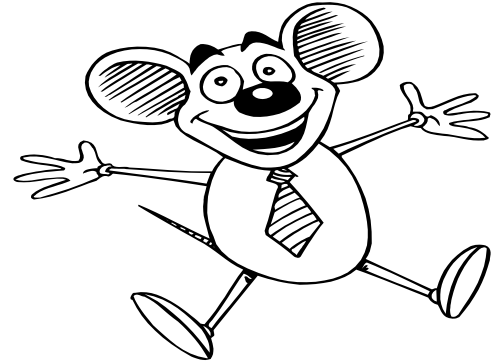
z -



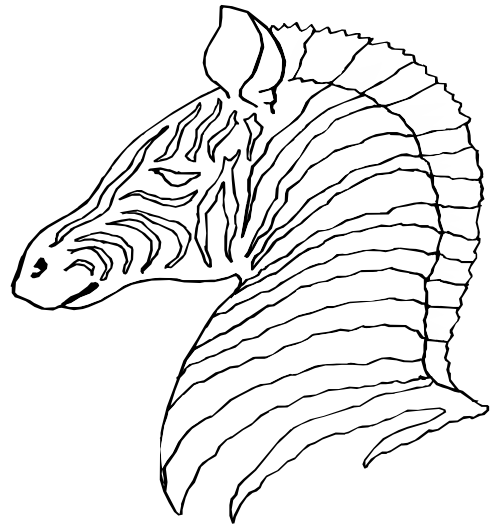
z i p



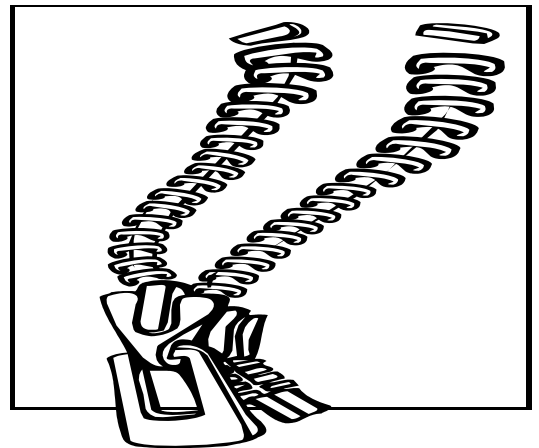
y e s



z -



z i p



jet

kit

run

lid

yes

zip

jet

kit

run

lid

yes

zip

STOP

CONGRATULATIONS!

You have just reached the end of
Section 1 - Short Vowel Book Skills.

The Next Step

We suggest a short break, followed by a week or two of reading just short-vowel books. Then consider alternating days between short-vowel books and Section 2 - Long Vowels, Blends, & Segmenting of Big Words. Or you may also want to pick-up Section 2 skills "on the fly", as the need arises.

Caution!

Do be particular, at this juncture, about finding books with just short-vowel words. And don't just hand them over. Sit with them, still. The very last thing you want, at this point, is for your student to get discouraged. Note: there are a couple of series out there - that are pretty good about having just short-vowel words, including the "Now I'm Reading" Series, Level One, and "Bob Books" Sets 1 & 2. Both are available at Amazon. You may, also, want to check your local public library for these!

Section 2 - Long-Vowels, Blends, & Segmenting

Now that your student can read short-vowel books, it's time to give them the tools to read any beginning book, including:

- 1) To know long-vowels.
- 2) To know blends.
- 3) To know some sight words & punctuation.
- 4) To be able to break down bigger words.

How to Use: teach your student to use their thumb to cover part of the word, while sounding out the other part!

long - a

Say, "The 'e' is silent and makes the 'a' say its name."

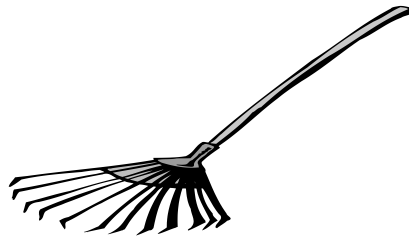
bake@



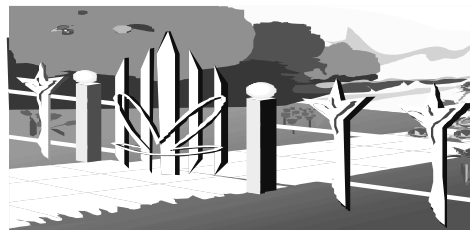
cake@



rake



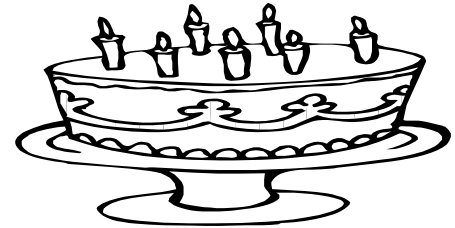
gate



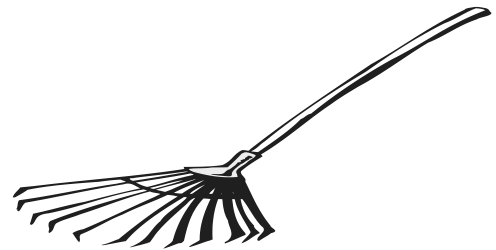
b a k e



c a k e



r a k e



g a t e



long - i

Say, "The 'e' is silent and makes the 'i' say its name."

bike



hike



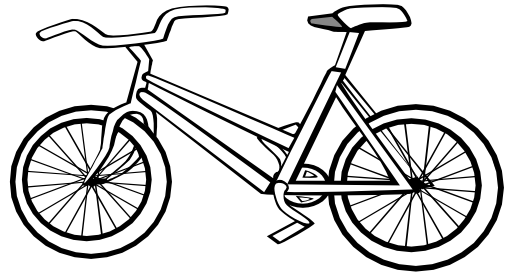
mike



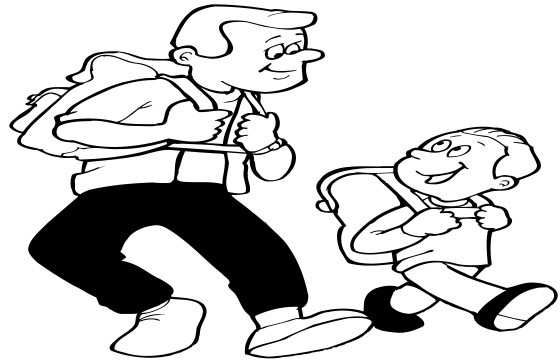
kite



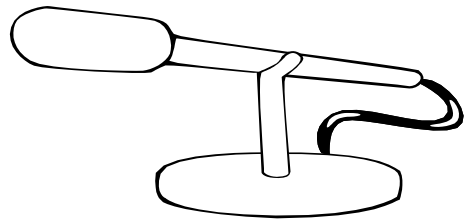
b i k e



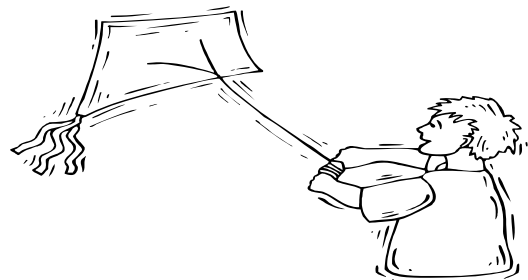
h i k e



m i k e



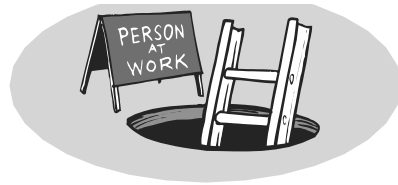
k i t e



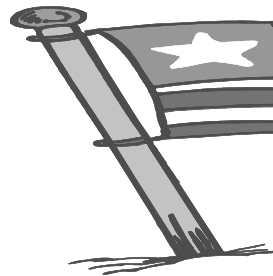
long - o

Say, "The 'e' is silent and makes the 'o' say its name."

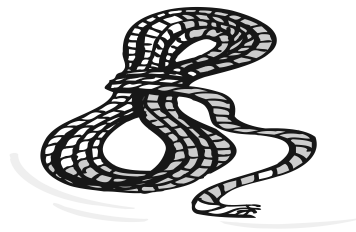
hole @



pole @



rope



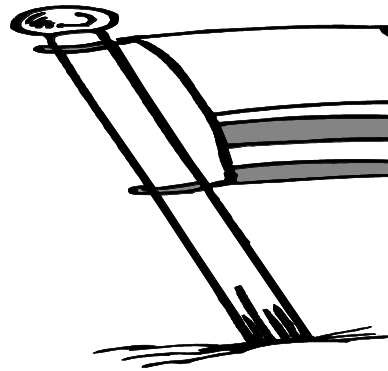
joke



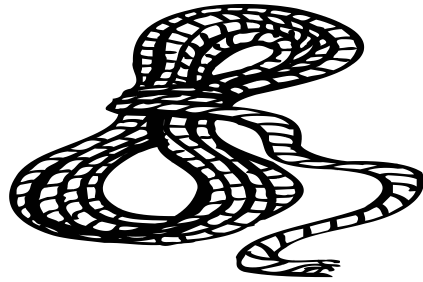
hole



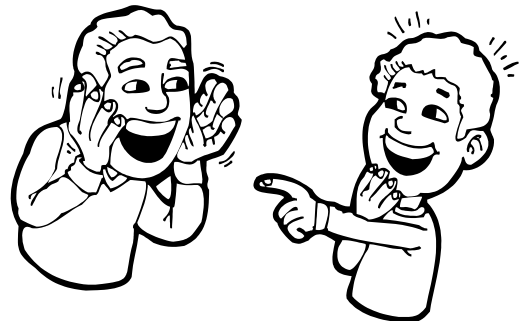
pole



rope



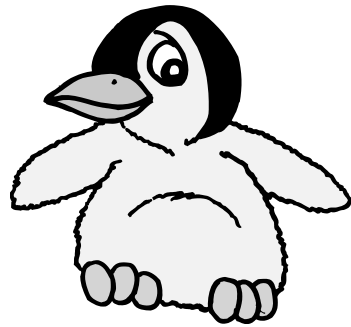
joke



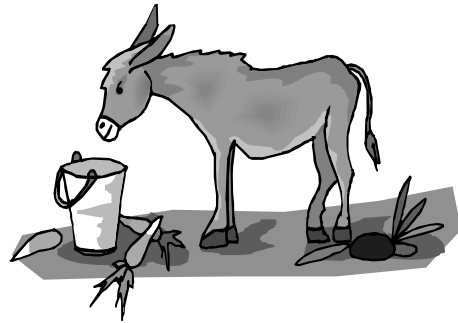
long - u

Say, "The 'e' is silent and makes the 'u' say its name."

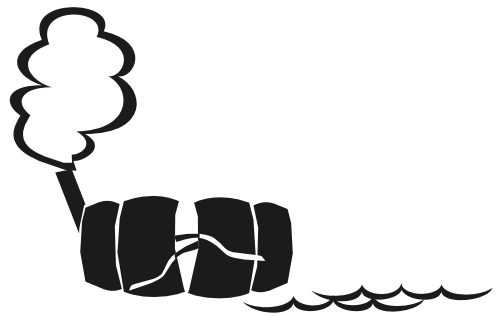
cut^u



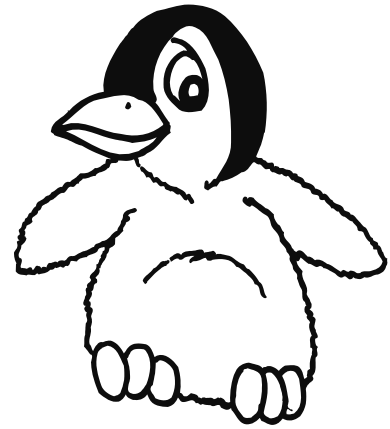
mul^u



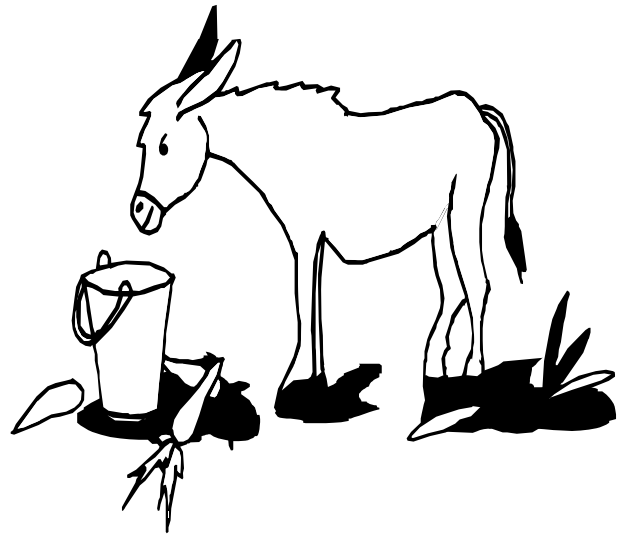
fume



c u t e



m u l e



f u m e



"st"

Say, "s - t sounds like 'st'."

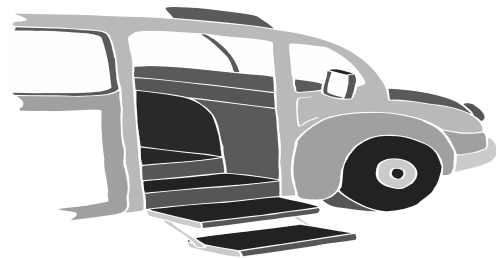
st ar



st op



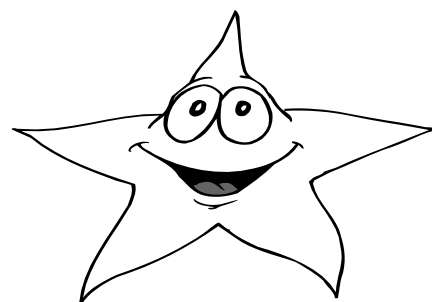
st ep



fast



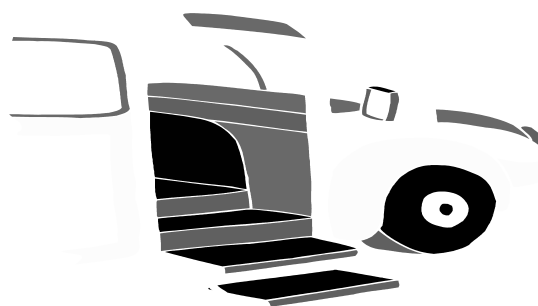
s t a r



s t o p



s t e p



F a s t



"nd"

Say, "n - d sounds like 'nd'."

hand



sand



bend



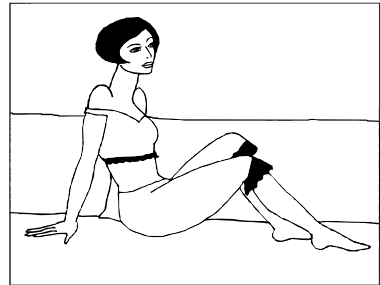
wind



h a n d



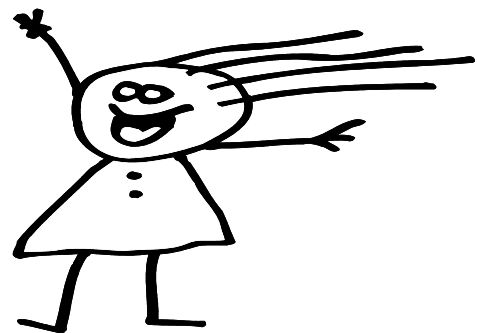
s a n d



b e n d



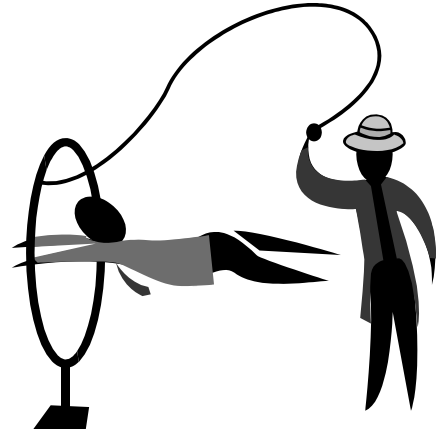
w i n d



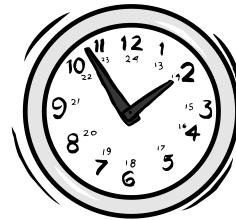
"wh"

Say, "Sometimes the 'h' is silent - after a 'w'."

whip



when

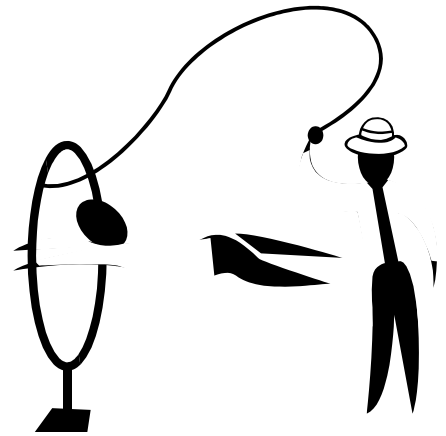


?

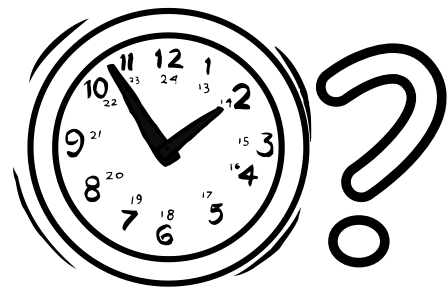
what

?

w h i p



w h e n



w h a t



"ck"

Say, "c - k sounds like 'kk'."

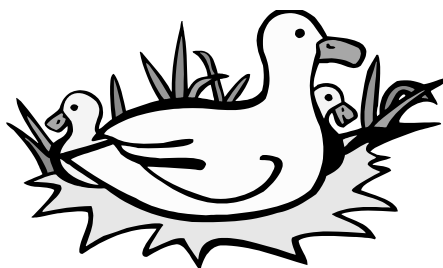
kick



sock



duck



back



k i c k



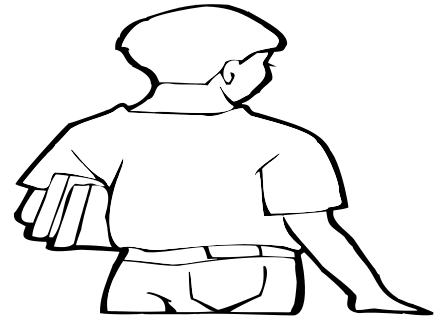
s o c k



d u c k



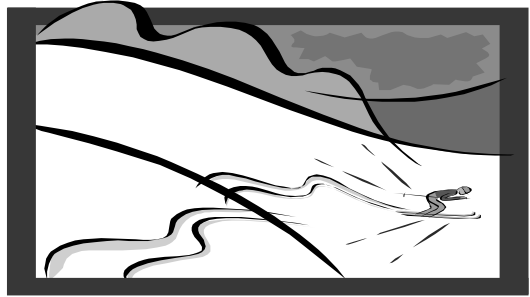
b a c k



“ || ”

Say, "the second 'l' is silent."

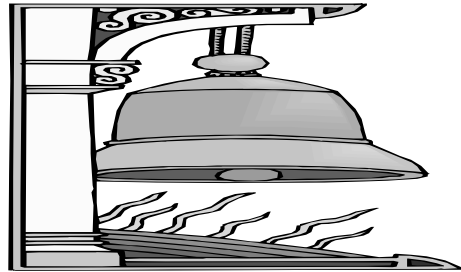
hill



doll



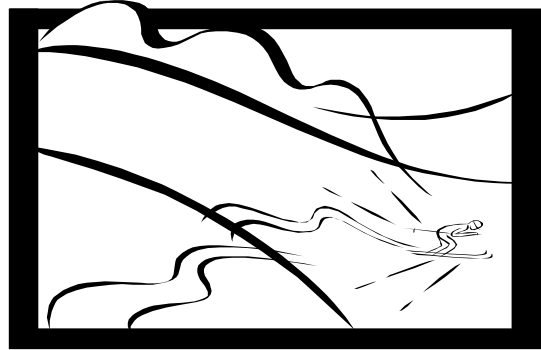
bell



ball



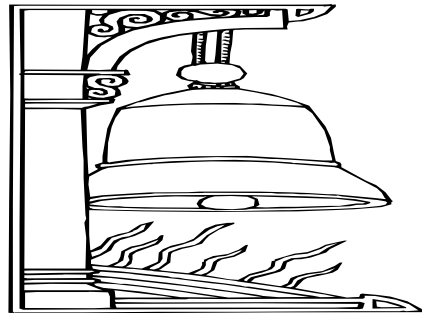
hill



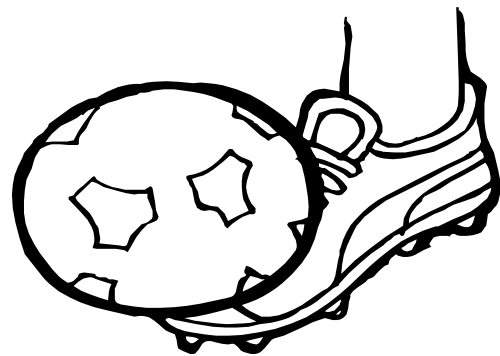
doll



bell



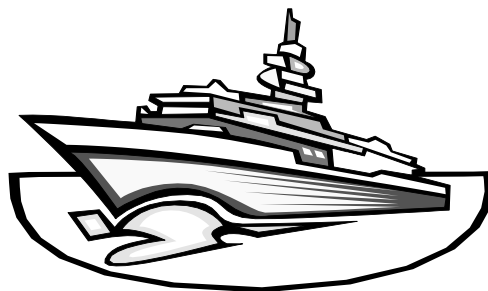
ball



"sh"

Say, "s - h sounds like 'sh'."

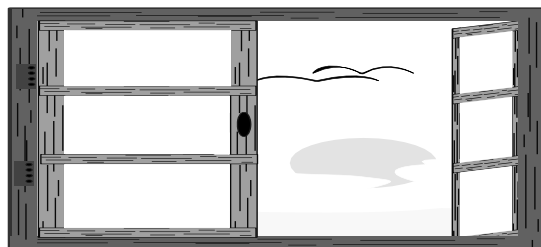
ship



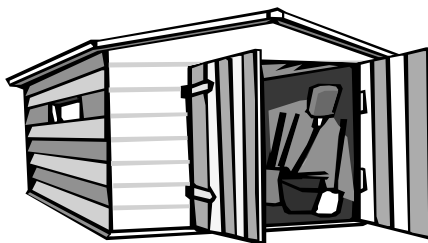
shop



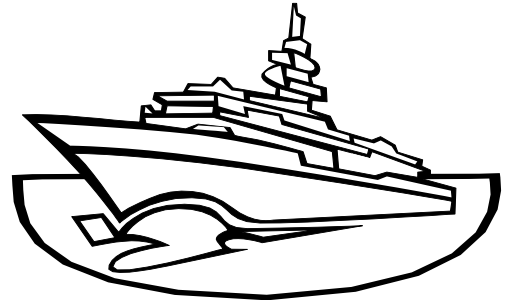
shut



shed



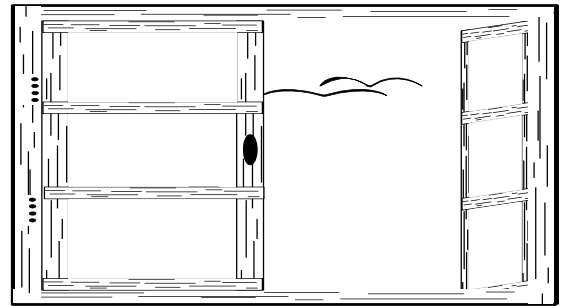
ship



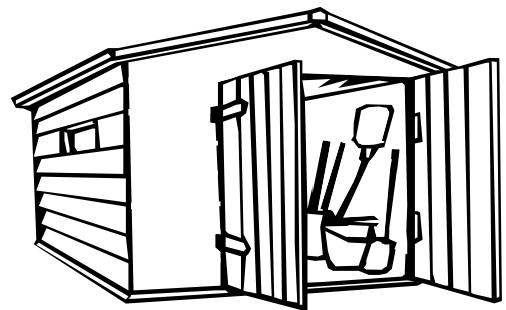
shop



shut



shed



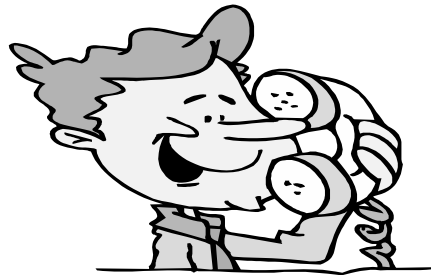
"ch"

Say, "c - h sounds like 'ch'."

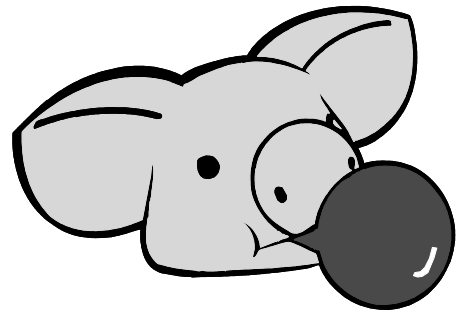
chin



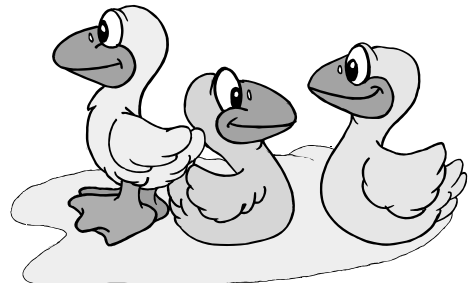
chat



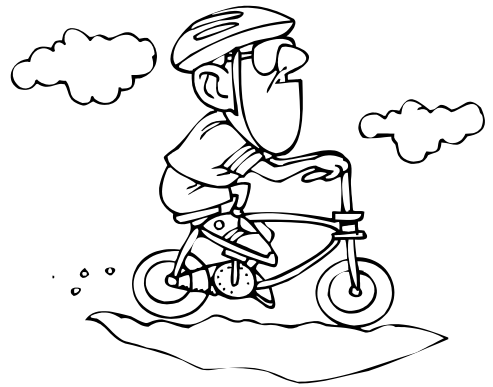
chew



chick



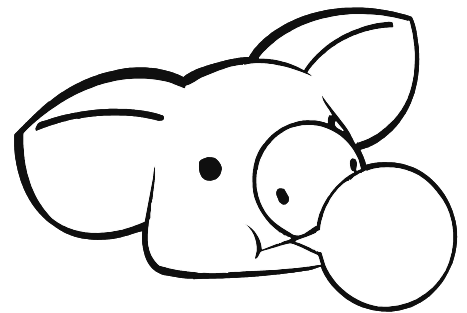
chin



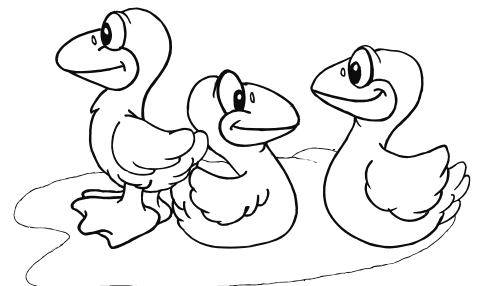
chat



chew



chick



"th"

Say, "t - h sounds like 'th'."

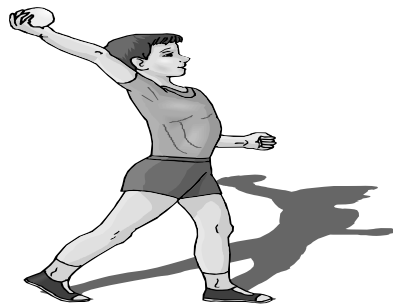
thin



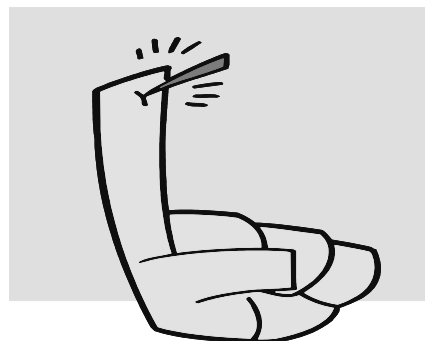
think



throw



thorn



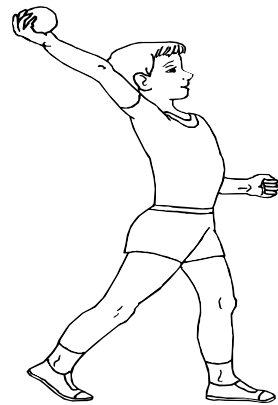
thin



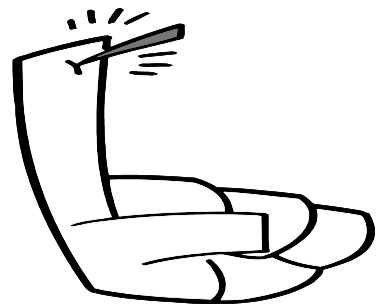
think



throw



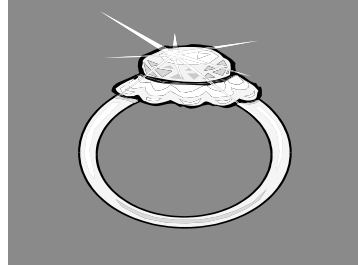
horn



"ng"

Say, "n - g sounds like '-ng'."

ring



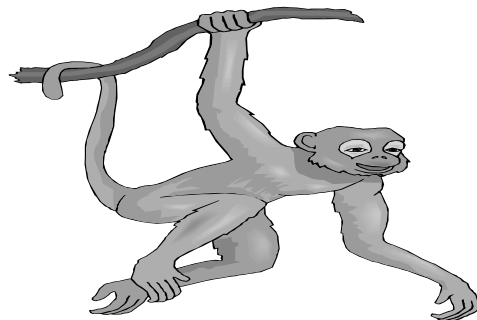
sing



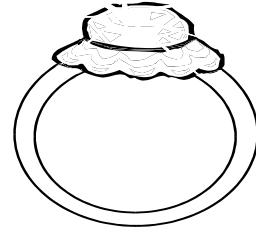
king



hang



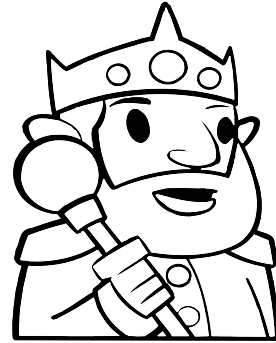
ring



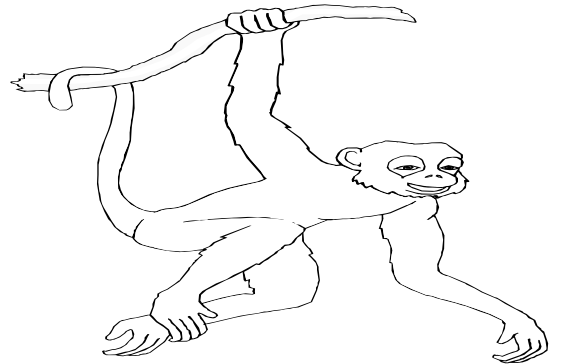
sing



king



hang



" o a "

Say, "The 'a' is silent and makes the 'o' say its name."

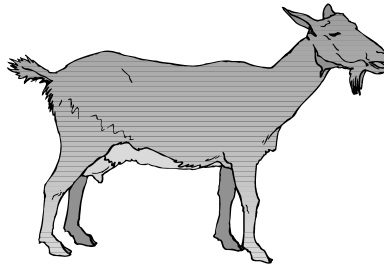
coat



boat



goat



soap



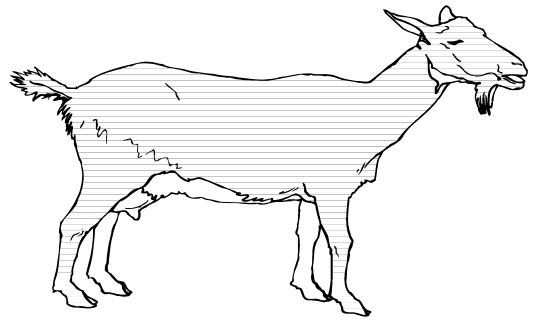
c o a t



b o a t



g o a t



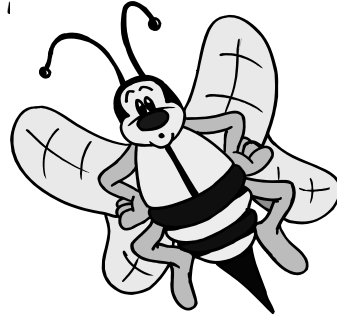
s o a p



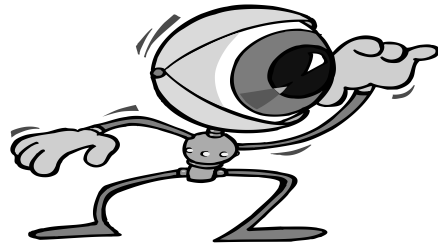
"ee"

"The second 'e' is silent and makes the first say its name."

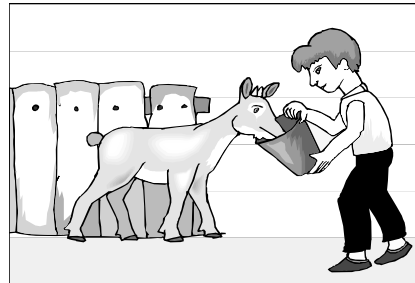
bee



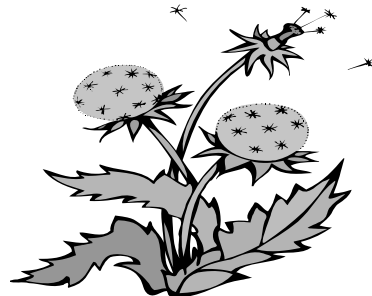
see



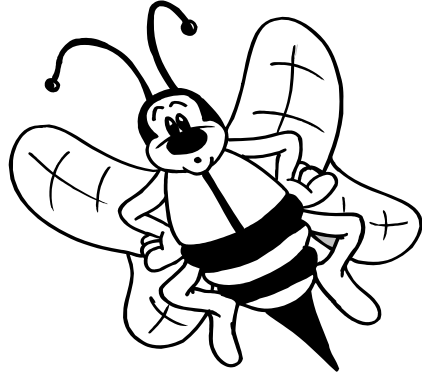
feed



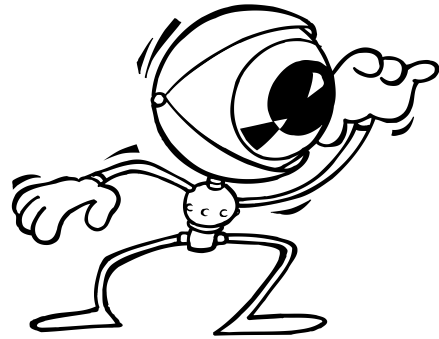
weed



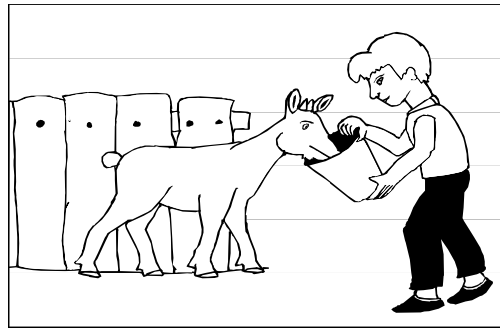
b e e



s e e



F e e d



w e e d



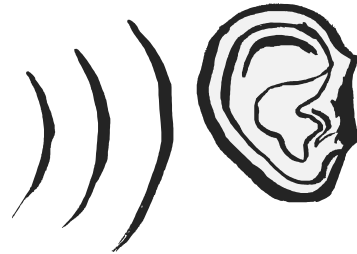
"ea"

"The 'a' is silent and makes the 'e' say its name."

ear



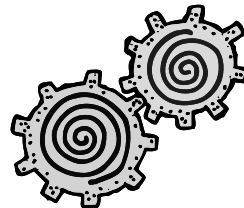
hear



fear



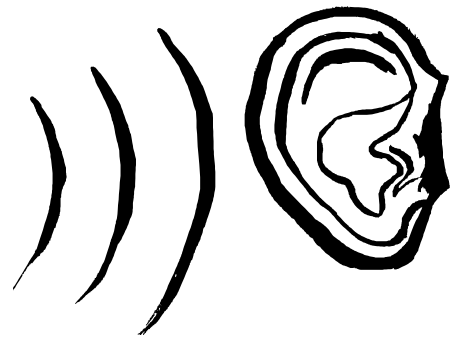
gear



ear



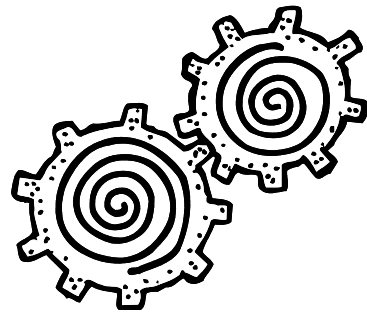
hear



Fear



gear



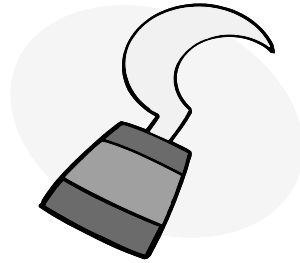
" o o "

Say, "o - o sounds like 'oo'."

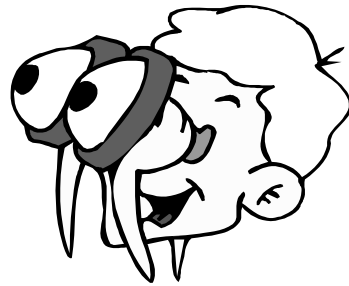
book



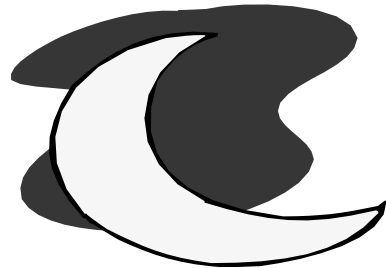
hook



look



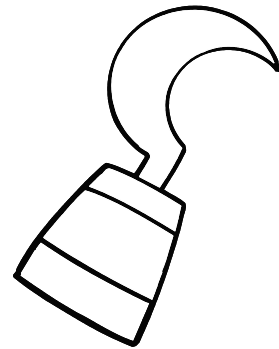
moon



book



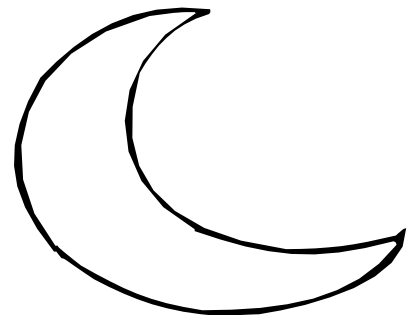
hook



look



moon



"oy"

Say, "o - y sounds like 'oi'."

toy



boy



joy



toy



boy



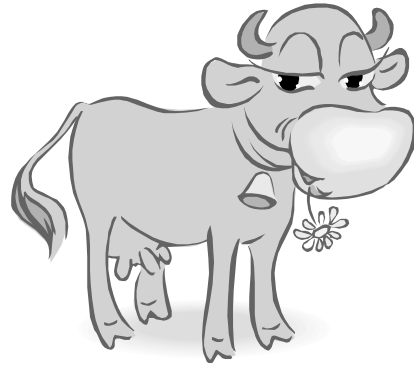
joy



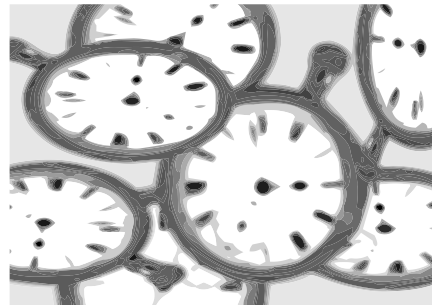
"OW"

Say, "o - w sounds like 'ah-w'."

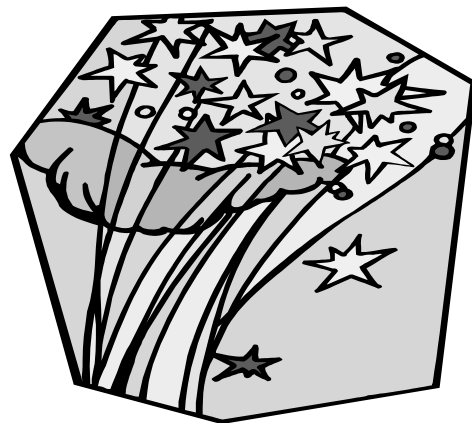
COW



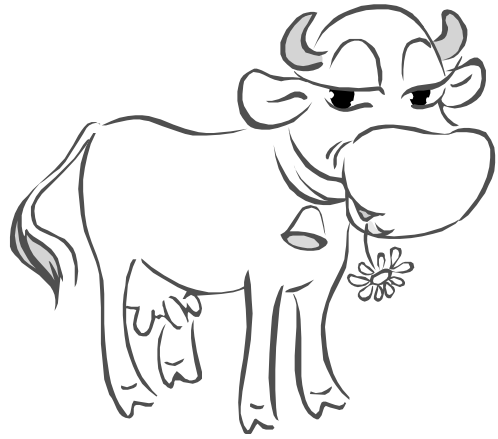
now



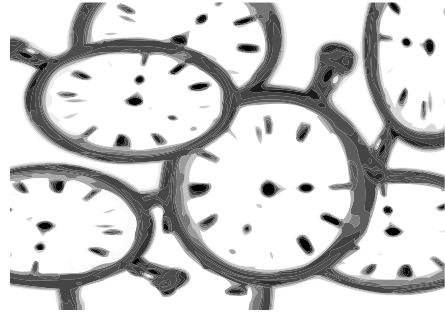
WOW



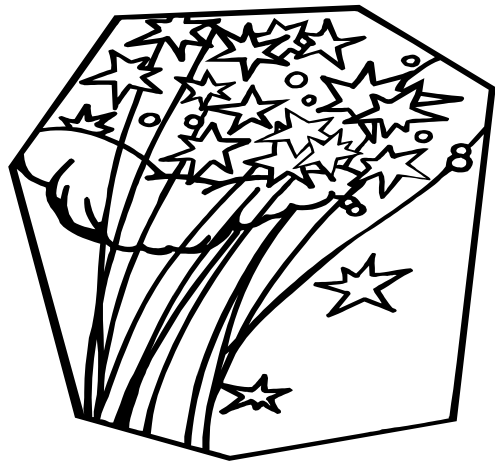
C O W



N O W



W O W



"ou"

Say, "o - u sounds like 'ah-w'."

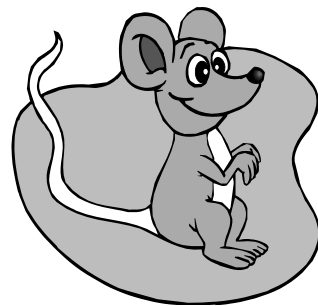
mouth



house



mouse



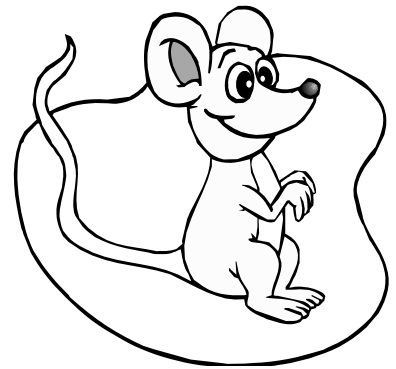
m o u t h



h o u s e



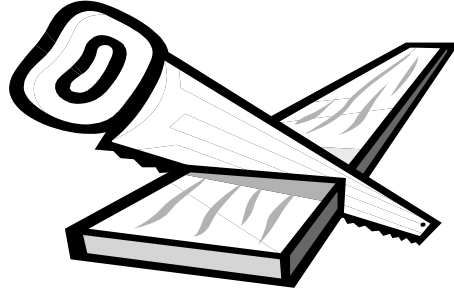
m o u s e



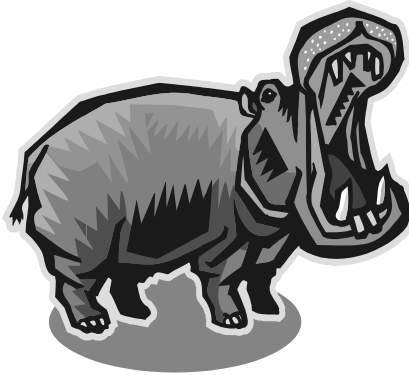
"aw"

Say, "a - w sounds like 'au'."

saw



jaw



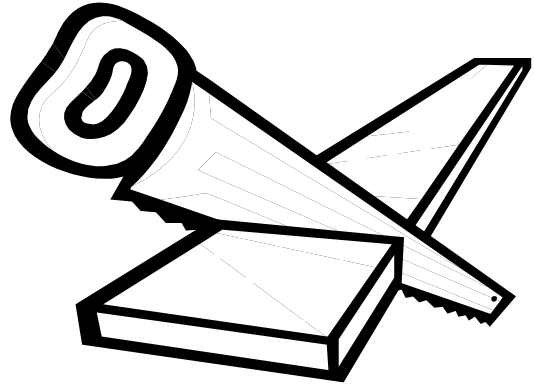
paw



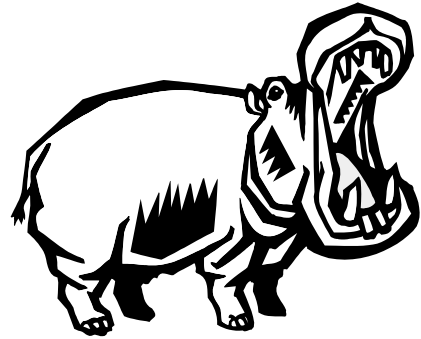
draw



s a w



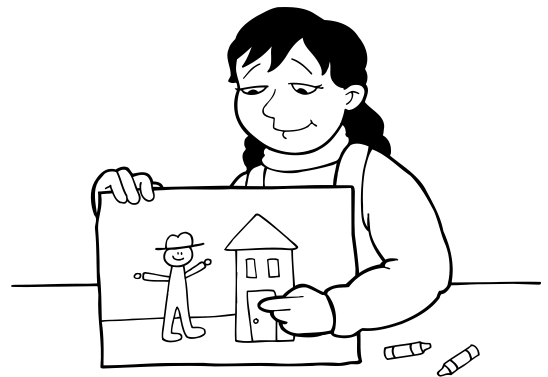
j a w



p a w



d r a w



"ar"

Say, "a - r sounds like 'ar'."

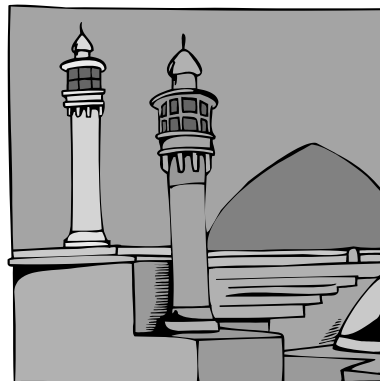
car



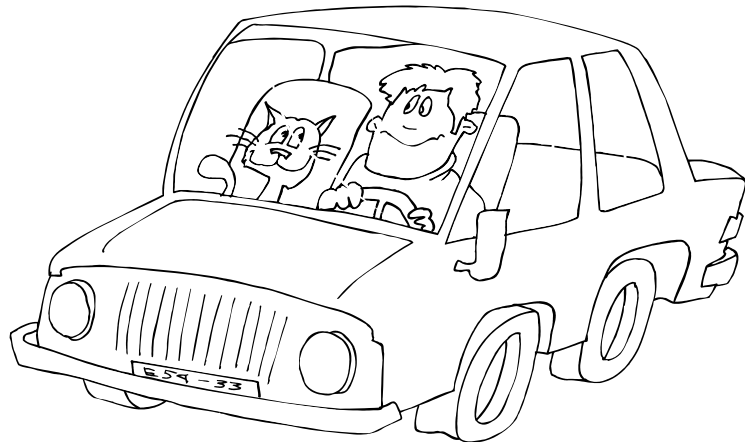
jar



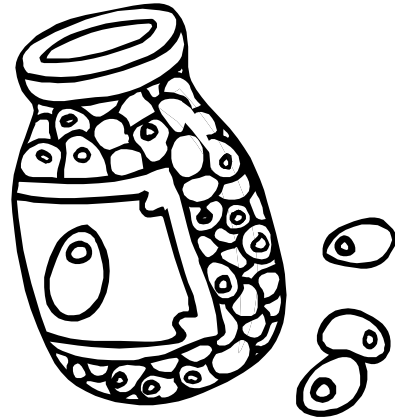
far



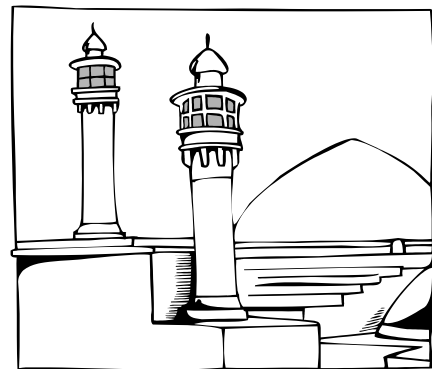
car



jar



Far



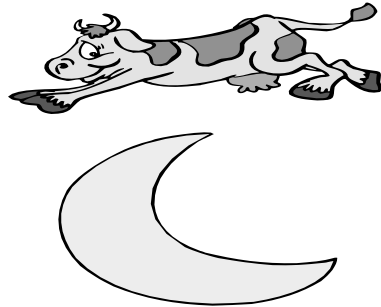
"er"

Say, "e - r sounds like 'er'."

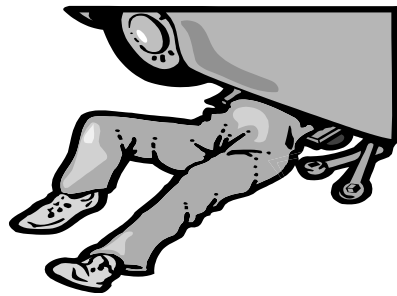
her



over



under



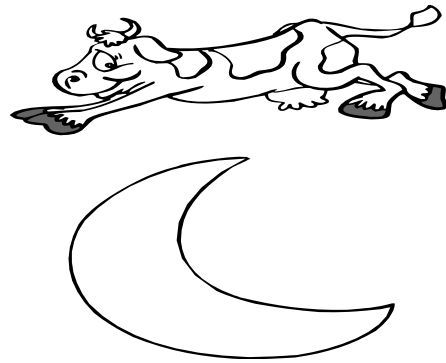
river



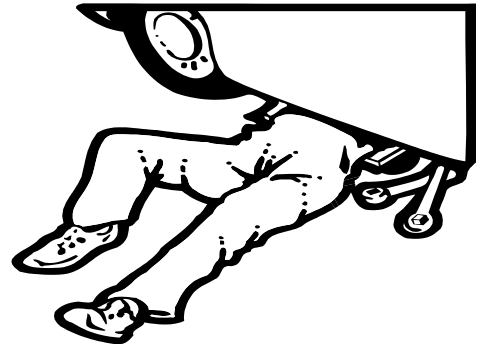
her



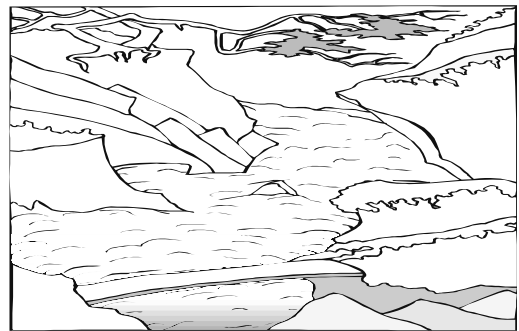
over



under



river



"or"

Say, "o - r sounds like 'or'."

door



floor



torn



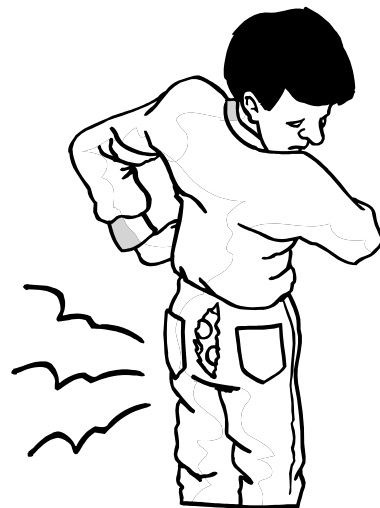
door



Floor



torn



"ew"

Say, "e - w sounds like 'ew'."

chew



stew



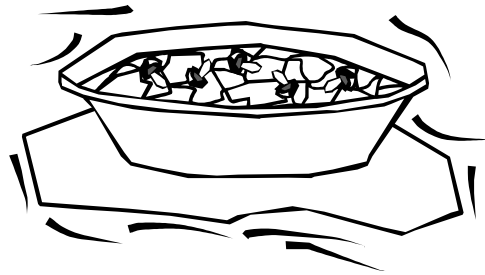
new



chew



stew



new



"ay"

Say, "the 'y' is silent and makes the 'a' say its name."

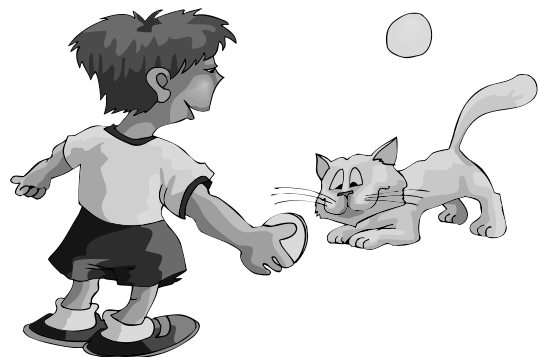
say



day



play



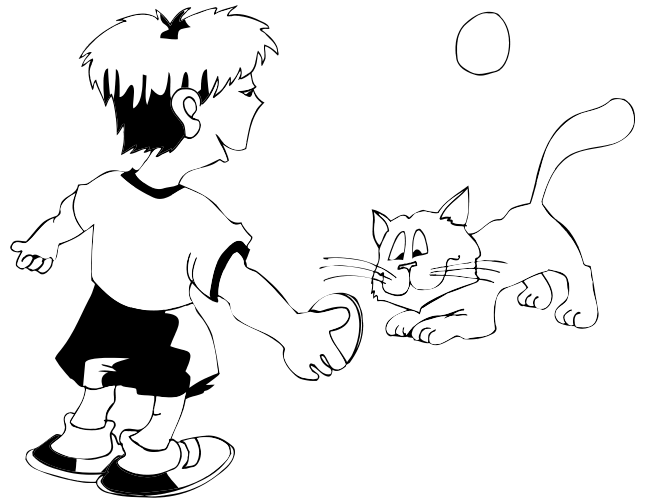
say



day



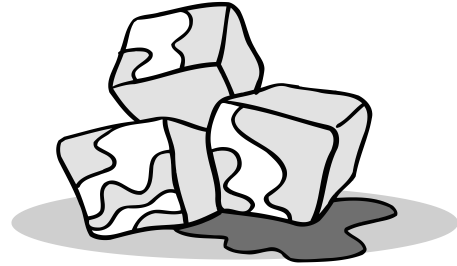
play



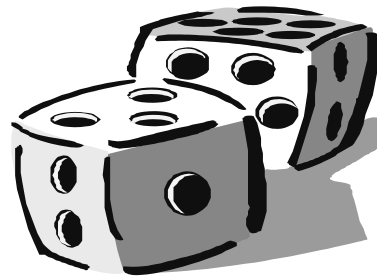
s o f t c = s

Say, "Sometimes 'c' sounds like 's'."

i c e



d i c e



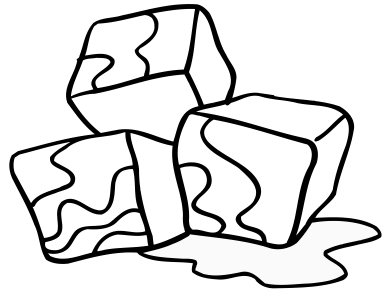
f a c e



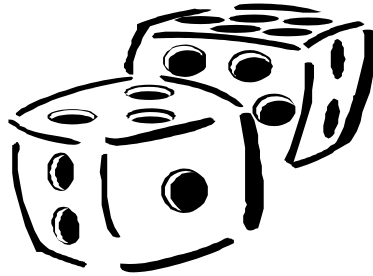
r a c e



ice



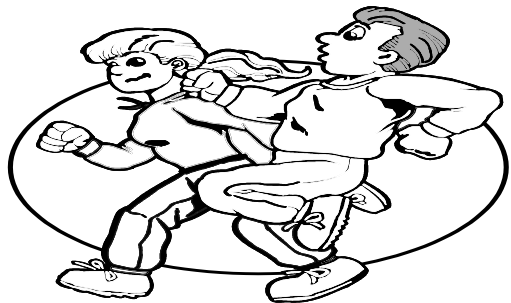
dice



Face



race



"qu"

Say, "q - u sounds like 'kw'."

quiz



quick



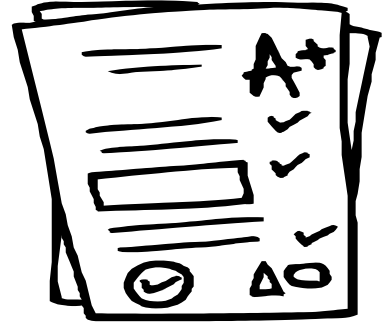
queen



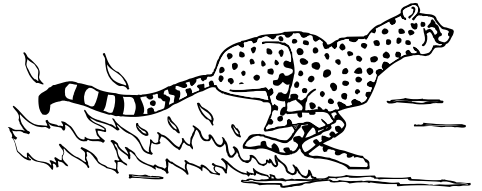
quack



quiz



quick



queen



quack



Sight Words

Say, "Some words don't follow all the rules."

is

[iz]

the

[-uh]

i s

t h e

Sight Words

Say, "Some words don't follow all the rules."

of [uh, v]

you [yu]

of

you

Sight Words

Say, "Some words don't follow all the rules."

t o [tu]

m y [mi]

t o

m y

Sight Words

Say, "Some words don't follow all the rules."

are R

do [du]

are

do

Sight Words

Say, "Some words don't follow all the rules."

she



does [duz]

she

does

punctuation

•

Adult says, "a period is for the end of a sentence."

,

Adult says, "a comma is used between items listed –
one, two."

?

Adult says, "a question mark is for questions –
example: do you understand?"

!

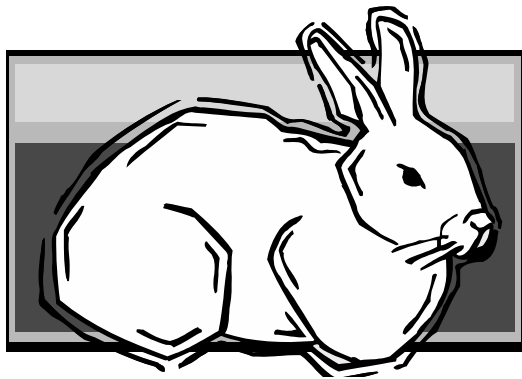
Adult says, "an exclamation point is for emphasis!"

Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

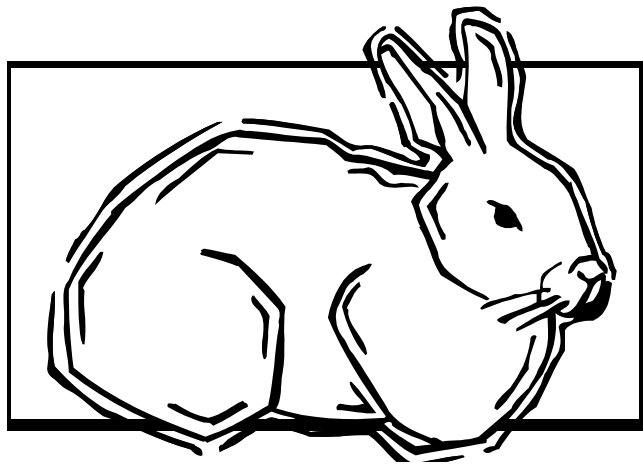
r a b - b i t

r a b b i t



r a b - b i t

r a b b i t



Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

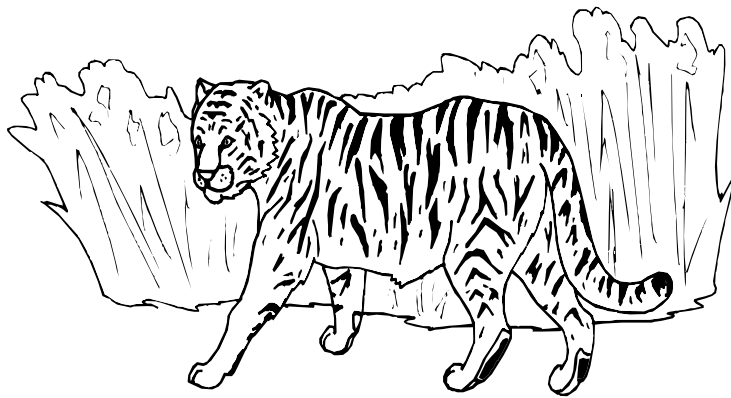
ti - ger

tiger



ti-ger

tiger



Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

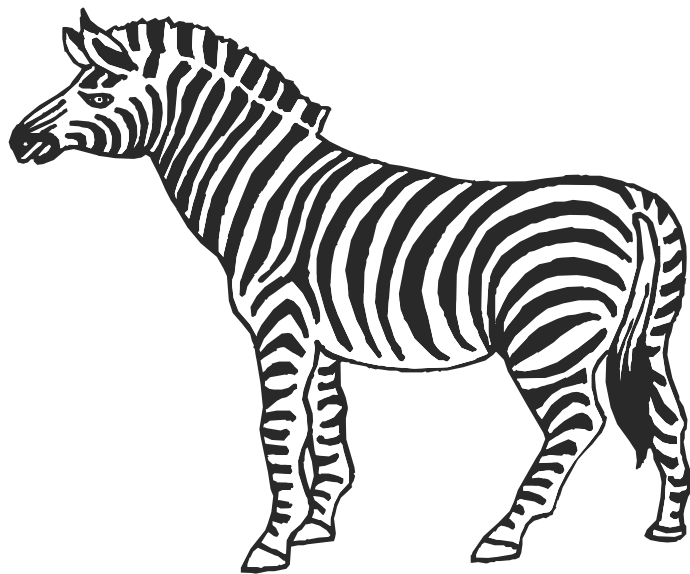
z e - b r a

z e b r a



ze-bra

zebra



Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

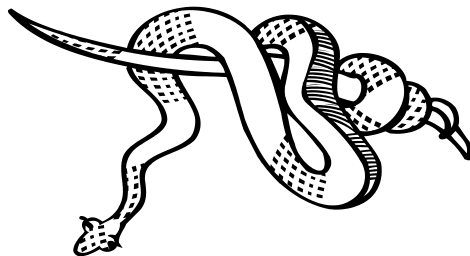
s n - a k e

s n a k e



s n - a k e

s n a k e

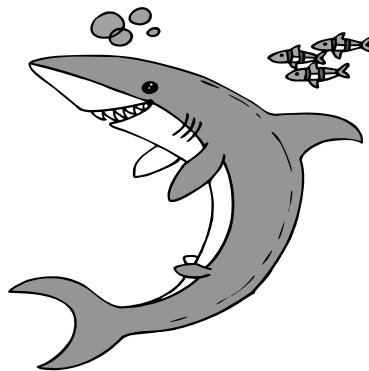


Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

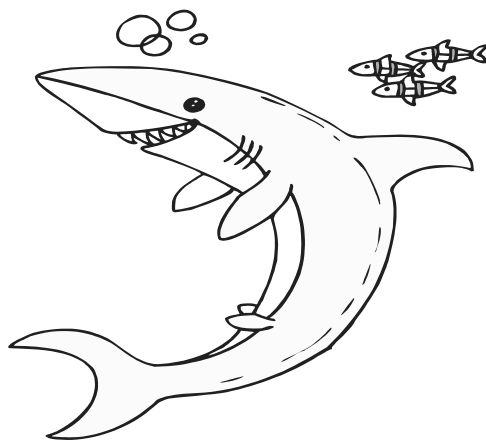
sh - ark

shark



sh-ark

shark



Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

sk - unk

skunk



sk-unk

skunk



Segmenting

Say, *"Let's practice breaking up big words."*
Have your student cover part of it - with some fingers!

dra - gon

dragon



dra-gon

dragon





I see a tiger!

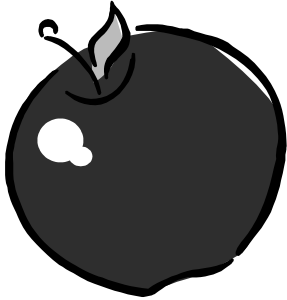
Appendix A: Alphabet Flash Cards

Notes

(1) You have express permission to photocopy these flash cards - on to card stock, or heavy duty construction paper. You may also want to laminate them, hole punch them and put them on a ring or two.

(2) The graphic art is left in gray scale by design. We have found that color distracts from the process.

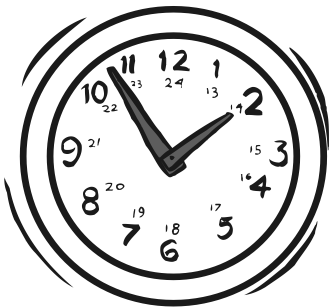
A a



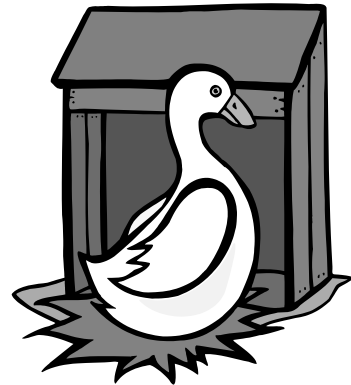
B b



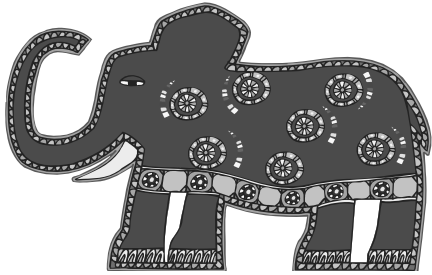
C c



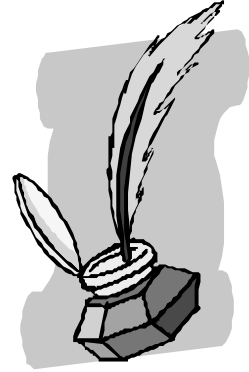
D d



E e



F f



G g

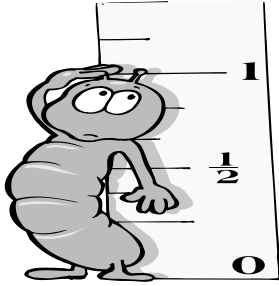


H h



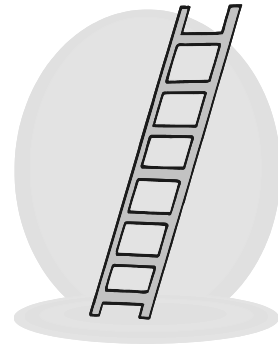
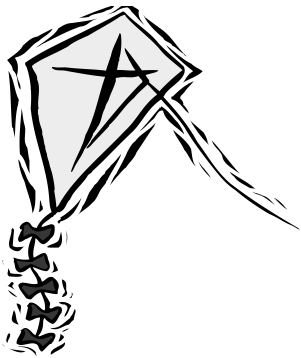
I i

J j

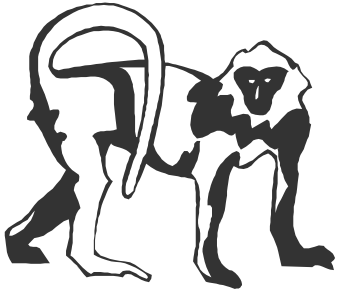


K k

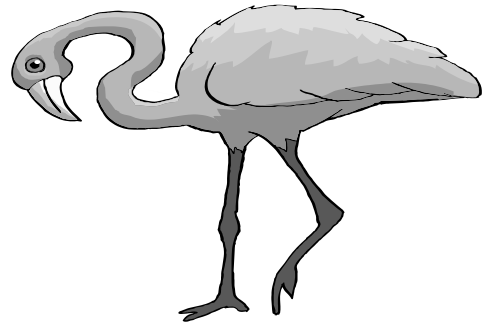
L l



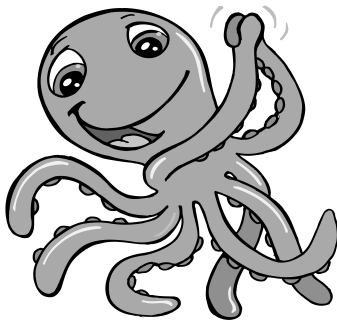
M m



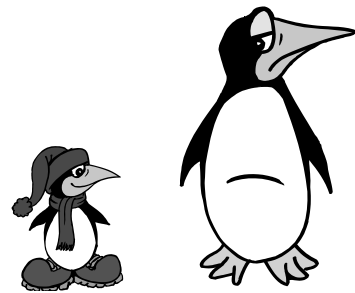
N n



O o



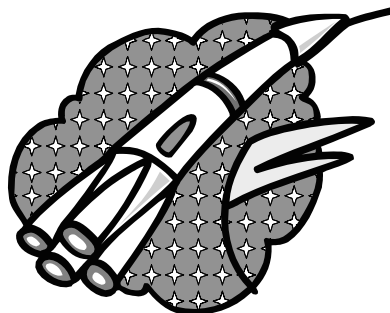
P p



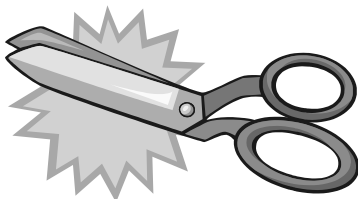
Q q



R r



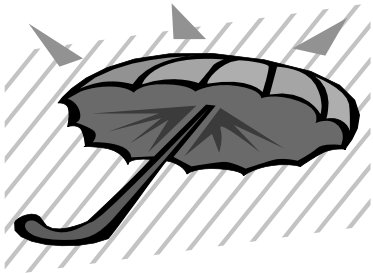
S s



T t



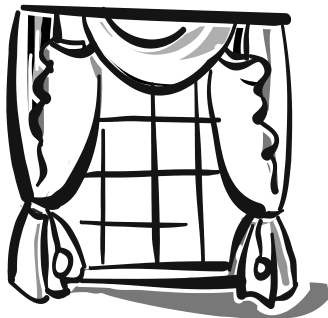
U u



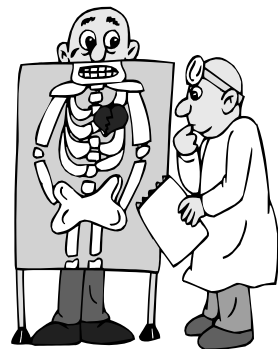
V v



W w

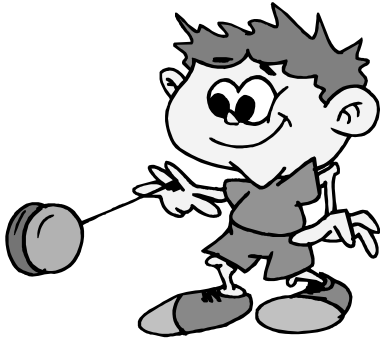


X x











Y y

Z z








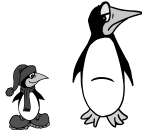



Appendix B: Any Trouble Remembering Letter Sounds?






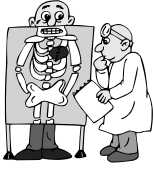


If they need a little extra help remembering a letter-sound, here is a list of the letters and possible devices to help them remember. So, when they see the letter, they should think of the picture and associate the first sound. After a couple of times reminding them of the picture-memory device, they should start to begin to remember the letter-sound independently.

<u>Letter</u>	<u>Picture</u>	<u>Device</u>
a		An /a/ is shaped like an apple.
b		See how her body, the string and balloon form the shape of a /b/.
c		A clock is round like a /c/.
d		The duck is shaped like a /d/.
e		The elephant's trunk is shaped like an /e/ and its legs like an /E/.
f		The feather is shaped like an /f/.
g		The goat's horns are shaped like a /g/ or /G/.
h		The house & chimney are shaped like an /h/.

Appendix B (continued)

<u>Letter</u>	<u>Picture</u>	<u>Device</u>
i		The inch-worm, with his body & head is shaped like a small /i/.
j		The jogger's body, with his leg extending back looks like a /j/.
k		The cross-bars of the kite look like a /k/.
l		A ladder is shaped like an /l/.
m		The monkey's legs are shaped like an /m/.
n		The crane's neck is shaped like an /n/ or /N/.
o		The octopus' head is round like an /o/.
p		The penguin, is shaped similarly to a /p/.
r		The rocket is shaped like an /r/.

Appendix B (continued)

<u>Letter</u>	<u>Picture</u>	<u>Device</u>
s		The scissors' handles look like an /s/.
t		The table is shaped like a /t/.
u		The umbrella handle is shaped like a /u/.
v		The handle of the vacuum and the dust cloud form a /v/.
w		The drapes of the window form an upside-down /w/.
x		His hip bone looks like an /x/.
y		Think of a /y/ like throwing a yo-yo up and down.
z		The zebra's head & neck are shaped like a /z/.

Note: the 'q' is not here, because it is not in Section 1 - Letter Sounds. You can find the "qu" combination in Section 2 - Blends.

Appendix C - List of All English Language Sounds (aka: phonemes)

Consonant Phonemes

- 1 - /b/
- 2 - /k/
- 3 - /d/
- 4 - /f/
- 5 - /g/
- 6 - /h/
- 7 - /j/
- 8 - /l/
- 9 - /m/
- 10 - /n/
- 11 - /p/ *
- 12 - /r/
- 13 - /s/
- 14 - /t/
- 15 - /v/
- 16 - /w/
- 17 - /y/ *
- 18 - /z/

Consonant-Blend Phonemes

- 19 - /ch/
- 20 - /sh/
- 21 - /th/
- 22 - /ng/..... [ring, sing]
- 23 - /zh/**

Notes:

* Noticeably missing from the consonant phoneme list(s) are /q/ and /x/. That is because they do not have their own sounds per say, but are made up of the other sounds. For instance, /x/ is /eks/, and /q/ is /kw/ (as in "queen" and "quack").

** /zh/ is a more subtle sound found in "measure" and "treasure".

*** Some consider the /oo/ sound in "moon" and "spoon" to be a separate sound, when compared to "book" and "look".

Vowel Phonemes

- 24 - /a/ [short-a]
- 25 - /e/ [short-e]
- 26 - /i/ [short-i]
- 27 - /o/ [short-o]
- 28 - /u/ [short-u]
- 29 - /ā/ [long-a]
- 30 - /ē/ [long-e]
- 31 - /ī/ [long-i]
- 32 - /ō/ [long-o]
- 33 - /ū/ [long-u]
- 34 - /oo/..... [book, look, hook]***
- 35 - /oi//oy/.. [oil, soil, boil, toy, boy]
- 36 - /ou//ow/. [house, mouse, cow]
- 37 - /au//aw/. [taught, caught, saw, law]

Vowel-Consonant Blended Phonemes

- 38 - /ar/..... [car, cart, bark, dark]
- 39 - /er/..... [her, sir, fur, sister]
- 40 - /or/..... [torn, born, warn, door]
- 41 - /ew/..... [chew, stew]

Reference: National Reading Panel, via the National Institute of Health (NIH) & the National Institute of Child Health & Human Development (NICHD): <https://www.nichd.nih.gov/research/supported/Pages/nrp.aspx/>. Note: phoneme lists may vary slightly from 41 to 44 phonemes, depending on who you ask.

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Den's Reading Program - Local & Correspondence Testimonials

"You should publish it!"

-K.K., Parent of a Kindergartner

"It's great!"

-C.C., Parent of a Kindergartner

"Hannah already can't put it down!"

-M.B., Parent of a Kindergartner

"Andrew is having a ball! He takes it to bed with him."

-J.H., Grandparent of a Four-Year Old

"That book is so very cute."

-S.W., Parent of a Kindergartner

"Thank you for such a great resource!"

-K.B., Kindergarten Teacher

"The pictures are gorgeous. This is great..!"

-W.G., Certified Reading Specialist

"He loves it! He just picked it up. He loves it."

-J.B., Mother of a 4 & 1/2 Year Old

"The program utilizes 80% or more of current research-based practices.

The sequence of the materials was good. The book would have a specific purpose for beginning kindergarten. This is well done..."

-Utah State Textbook Adoption Committee

"It is a great book and Nyah already loves reading out of it..."

-J.V., Parent of a Preschooler

"I've looked it over (and my first thought was how well put together the book is)..."

-P.W., Aunt of a Preschooler

"I think it's a great start for any pre-school, kindergarten or first-grade child..."

-M.H., Reading Teacher for over 25 Years

-more-

The Alphabet Book

www.TheAlphabetBook.com*

Pre-Phonics For Preschoolers

www.Pre-PhonicsForPreschoolers.com*

My Child's First Reading Book

www.MyChildsFirstReadingBook.com

First Reading Book

www.FirstReadingBook.com

The Phonics Reading Book

www.PhonicsReadingBook.com

Alphabet to Phonics

www.AlphabetToPhonics.com

*combined website: TAB forwards to PfP.com