

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

Teach Your Child to Read with Fun & Easy Lessons!

Copyright © 2012, 2016, 2017, 2019, 2020 by N. J. DeCandia, BSME, BBA; and contributing author Rita D. Newman, BS Early Childhood Education, and its licensors. All rights reserved.

ISBN-10: 1475219784

ISBN-13: 978-1475219784

Authors' biographies: N.J. has a BSME from the University of Notre Dame. He has a second Bachelor's degree in Finance/Accounting - from the University of New Mexico. N.J. 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, N.J.'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!" N.J. 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 the authors' daughter / 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 child know the alphabet?

If not => flash cards, first (Appendix A).

2) Sit With 'Em - ~5 minutes a day

Just a little of your time can make a world of difference !

3) Don't Skip Around - The lessons are short, but in a very specific order, covering letter-sounds before the associated reading page.

4) Reading Pages (bat, cat..) - Point & demonstrate individual & combined sounds (b-a-t; bat)**

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.

7) Keep It Fun - "high fives" for any/all progress made. Coloring pages can be used for both extra learning and fun !



**Note: don't expect your child to be able to read the very first time through Chapter 1. Ample review is going to be needed, as learning to read is a kin to us adults learning a new language. Getting over the newness of each letter having a sound & how to put those sounds together - will likely not happen the very first time through Chapter 1. And, don't be alarmed if your child doesn't know one or more of the 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) Knowing the letter sounds &

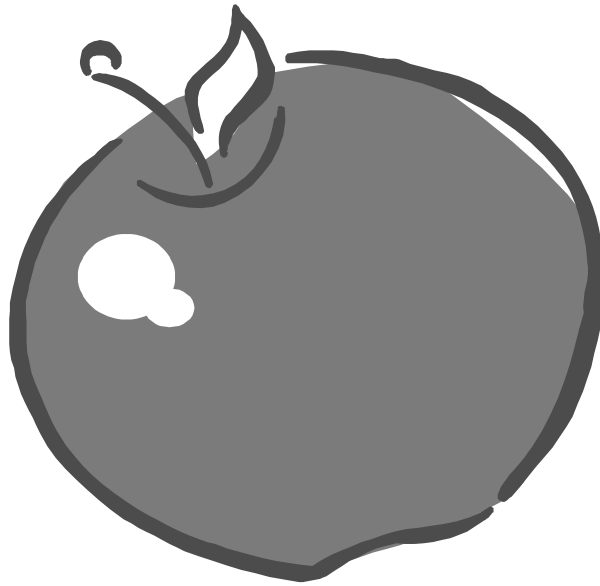
2) Putting those sounds together

Section 1 - Short Vowel Book Skills Teaches All the Letter Sounds (Except /q/)
By The End Of Section 1, They've Been Given Tools to Read Short-Vowel Books.

Section 2 Teaches Them Long Vowels, Blends & Segmenting of Big Words
By The End Of Section 2, They've Been Given 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 child.

Grayscale keeps interest level high, and provides coloring page.

a

Smaller prompt for the parent.

Parent dialogues, ***"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 !

Table of Contents

Quick Start Instructions	3	
SECTION 1: SHORT-VOWEL BOOK SKILLS		
<u>Chapter 1 - Short Vowel /a/</u>		
a - letter-sound	9	Lesson 1
b - letter-sound	11	Lesson 2
t - letter-sound	13	Lesson 3
b, a, t, /b-a-t/ review & reading page	15	Lesson 4
/b-a-t/, "bat" reading page	17	Lesson 5
c - letter-sound	19	Lesson 6
/c-a-t/, "cat" reading page	21	Lesson 7
h - letter-sound	23	Lesson 8
c, /c-a-t/, h, /h-a-t/ review & reading page	25	Lesson 9
/h-a-t/, "hat" reading page	27	Lesson 10
s - letter-sound	29	Lesson 11
/s-a-t/, "sat" reading page	31	Lesson 12
m - letter-sound	33	Lesson 13
/m-a-t/, "mat" reading page	35	Lesson 14
s, /s-a-t/, m, /m-a-t/ review & reading page	37	Lesson 15
short vowel /a/, review / assessment page	39	Lesson 16
<u>Chapter 2 - Short Vowel /e/</u>		
e - letter-sound	41	Lesson 17
p - letter-sound	43	Lesson 18
n - letter-sound	45	Lesson 19
p, e, n, /p-e-n/ review & reading page	47	Lesson 20
/p-e-n/, "pen" reading page	49	Lesson 21
/t-e-n/, "ten" reading page	51	Lesson 22
/m-e-n/, "men" reading page	53	Lesson 23
/h-e-n/, "hen" reading page	55	Lesson 24
/m-e-n/, /t-e-n/, /h-e-n/ reading review page	57	Lesson 25
short vowel /e/, review / assessment page	59	Lesson 26
<u>Chapter 3 - Short Vowel /i/</u>		
i - letter-sound	61	Lesson 27
/i-n/, "in" reading page	63	Lesson 28
/p-i-n/, "pin" reading page	65	Lesson 29
i, /i-n/, /p-i-n/ review & reading page	67	Lesson 30
w - letter-sound	69	Lesson 31
/w-i-n/, "win" reading page	71	Lesson 32
/b-i-n/, "bin" reading page	73	Lesson 33
w, /w-i-n/, /b-i-n/ review & reading page	75	Lesson 34
short vowel /i/, review / assessment page	77	Lesson 35
<u>Chapter 4 - Short Vowel /o/</u>		
o - letter-sound	79	Lesson 36
/o-n/, "on" reading page	81	Lesson 37
/m-o-m/, "mom" reading page	83	Lesson 38
o, /o-n/, /m-o-m/ review & reading page	85	Lesson 39
/h-o-p/, "hop" reading page	87	Lesson 40
/m-o-p/, "mop" reading page	89	Lesson 41
/p-o-p/, "pop" reading page	91	Lesson 42
/h-o-p/, /m-o-p/, /p-o-p/ reading review page	93	Lesson 43
short vowel /o/, review / assessment page	95	Lesson 44

Table of Contents (continued)

SECTION 1: SHORT-VOWEL BOOK SKILLS (cont.)

Chapter 5 - Short Vowel /u/

u - letter-sound	97	Lesson 45
/u-p/, "up" reading page	99	Lesson 46
/c-u-p/, "cup" reading page	101	Lesson 47
u, /u-p/, /c-u-p/ review & reading page	103	Lesson 48
/p-u-p/, "pup" reading page	105	Lesson 49
g - letter-sound	107	Lesson 50
/g-u-m/, "gum" reading page	109	Lesson 51
/p-u-p/, g, /g-u-m/ reading & review page	111	Lesson 52
short vowel /u/, review / assessment page	113	Lesson 53

Chapter 6 - More Consonants

x - letter-sound	115	Lesson 54
/a-x/, "ax" reading page	117	Lesson 55
phrase reading page ("sit on mat")	119	Lesson 56
phrase reading page ("pin hat on mom")	121	Lesson 57
/o-x/, "ox" reading page	123	Lesson 58
x, /a-x/, /o-x/ review & reading page	125	Lesson 59
d - letter-sound	127	Lesson 60
/d-a-d/, "dad" reading page	129	Lesson 61
f - letter-sound	131	Lesson 62
d, /d-a-d/, f review & reading page	133	Lesson 63
/f-a-n/, "fan" reading page	135	Lesson 64
v - letter-sound	137	Lesson 65
/v-a-n/, "van" reading page	139	Lesson 66
/f-a-n/, v, /v-a-n/ reading & review page	141	Lesson 67
chapter 6, review / assessment page	143	Lesson 68

Chapter 7 - Last of the Consonants

j - letter-sound	145	Lesson 69
/j-e-t/, "jet" reading page	147	Lesson 70
k - letter-sound	149	Lesson 71
j, /j-e-t/, k review & reading page	151	Lesson 72
/k-i-t/, "kit" reading page	153	Lesson 73
r - letter-sound	155	Lesson 74
/r-u-n/, "run" reading page	157	Lesson 75
/k-i-t/, r, /r-u-n/ reading & review page	159	Lesson 76
l - letter-sound	161	Lesson 77
/l-i-d/, "lid" reading page	163	Lesson 78
y - letter-sound	165	Lesson 79
l, /l-i-d/, y review & reading page	167	Lesson 80
/y-e-s/, "yes" reading page	169	Lesson 81
z - letter-sound	171	Lesson 82
/z-i-p/, "zip" reading page	173	Lesson 83
/y-e-s/, z, /z-i-p/ reading & review page	175	Lesson 84
chapter 7, review / assessment page	177	Lesson 85
<i>Congratulations – You Can Read Short-Vowel Books!</i>	179	

SECTION 2: LONG VOWELS & BLENDS

Chapter 1 - Long Vowels

Long Vowel /a/ Lesson	181
Long Vowel /i/ Lesson	183
Long Vowel /o/ Lesson	185
Long Vowel /u/ Lesson	187

Chapter 2 - Consonant Blends (/st/, /nd/, /wh/, /ck/, /ll/)

/st/ Blend Lesson	189
/nd/ Blend Lesson	191
/wh/ Blend Lesson	193
/ck/ Blend Lesson	195
/ll/ Blend Lesson	197

Chapter 3 - Consonant Blends (/sh/, /ch/, /th/, /ng/)

/sh/ Blend Lesson	199
/ch/ Blend Lesson	201
/th/ Blend Lesson	203
/ng/ Blend Lesson	205

Chapter 4 - Vowel Blends (/oa/, /ee/, /ea/, /oo/)

/oa/ Vowel Team Lesson.....	207
/ee/ Vowel Team Lesson.....	209
/ea/ Vowel Team Lesson.....	211
/oo/ Vowel Team Lesson.....	213

Chapter 5 - Mixed Blends (/oy/, ow/ou, /aw/)

/oy/ Blend Lesson	215
/ow/ Blend Lesson	217
/ou/ Blend Lesson	219
/aw/ Blend Lesson	221

Chapter 6 - Mixed Blends (/ar/, /er/, /or/, /ew/)

/ar/ Blend Lesson	223
/er/ Blend Lesson	225
/or/ Blend Lesson	227
/ew/ Blend Lesson	229

Chapter 7 - Other Blends (/ay/, soft-c, /qu/)

/ay/ Blend Lesson	231
soft-c Blend Lesson	233
/qu/ Blend Lesson	235

Chapter 8 - Sight Words & Punctuation

"is" & "the" Sight Words Lesson	237
"of" & "you" Sight Words Lesson	239
"to" & "my" Sight Words Lesson	241
"are" & "do" Sight Words Lesson	243
"she" & "does" Sight Words Lesson	245
Punctuation Lesson	247

Chapter 9 - Segmenting

"rab-bit" Segmenting Lesson.....	248
"ti-ger" Segmenting Lesson.....	250
"ze-bra" Segmenting Lesson.....	252
"sn-ake" Segmenting Lesson.....	254
"sh-ark" Segmenting Lesson.....	256
"sk-unk" Segmenting Lesson.....	258
"dra-gon" Segmenting Lesson.....	260



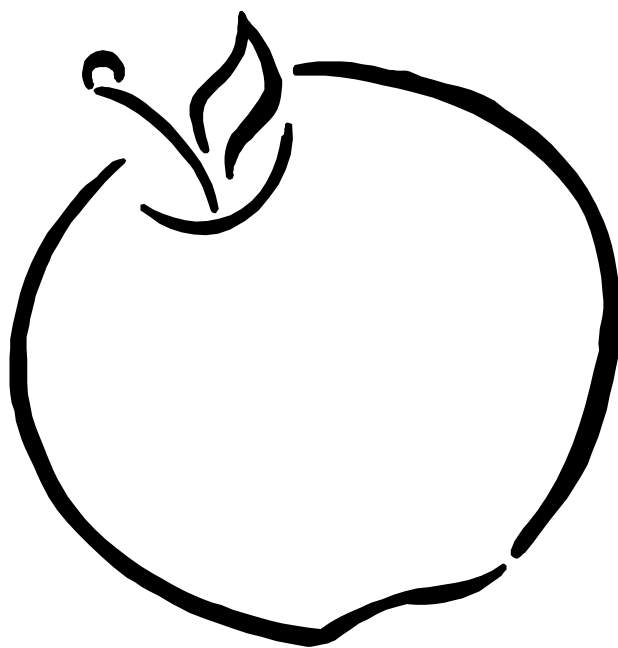
a

Parent dialogues, ***"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

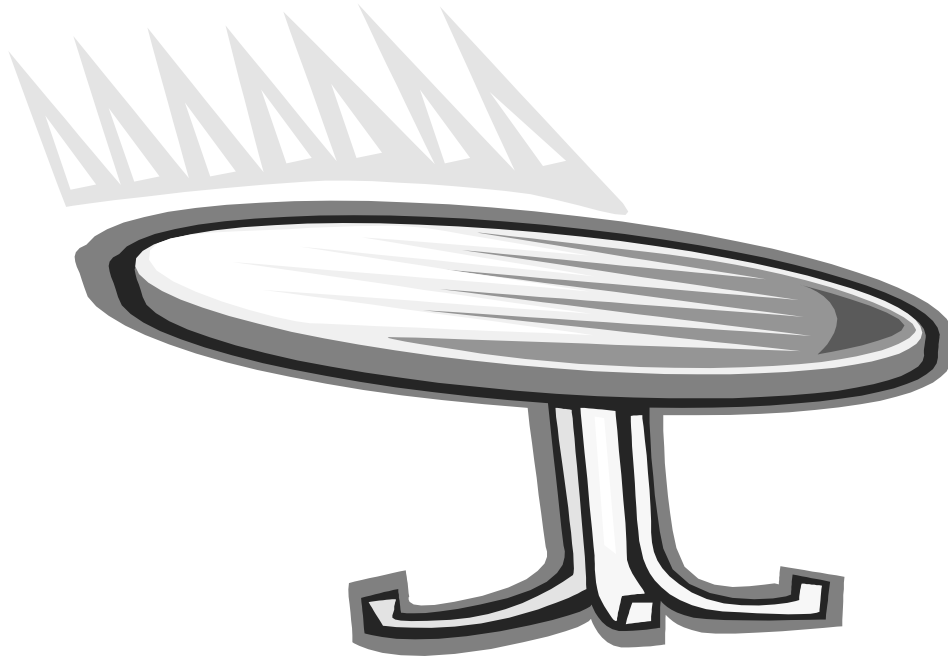
Parent dialogues, ***"Balloon starts with 'b' and sounds like 'buh' - balloon, b, buh."***

Have your child repeat it - pointing.

Head for the coloring page, for both fun and to reinforce the lesson !

B b





T

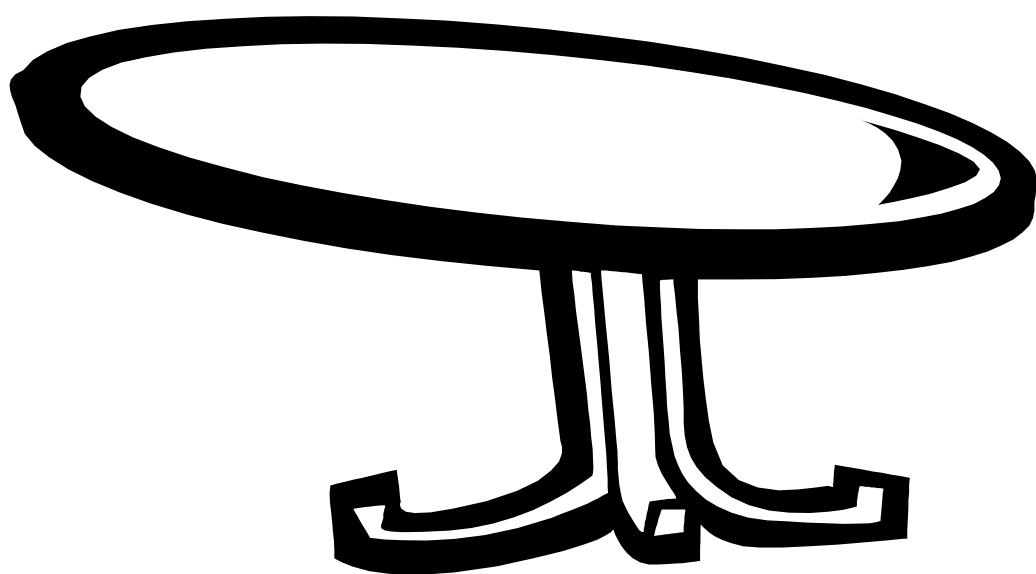
Parent dialogues, ***"Table starts with 't' and
sounds like 'tuh' - table, t, tuh."***

Have your child repeat it - pointing.

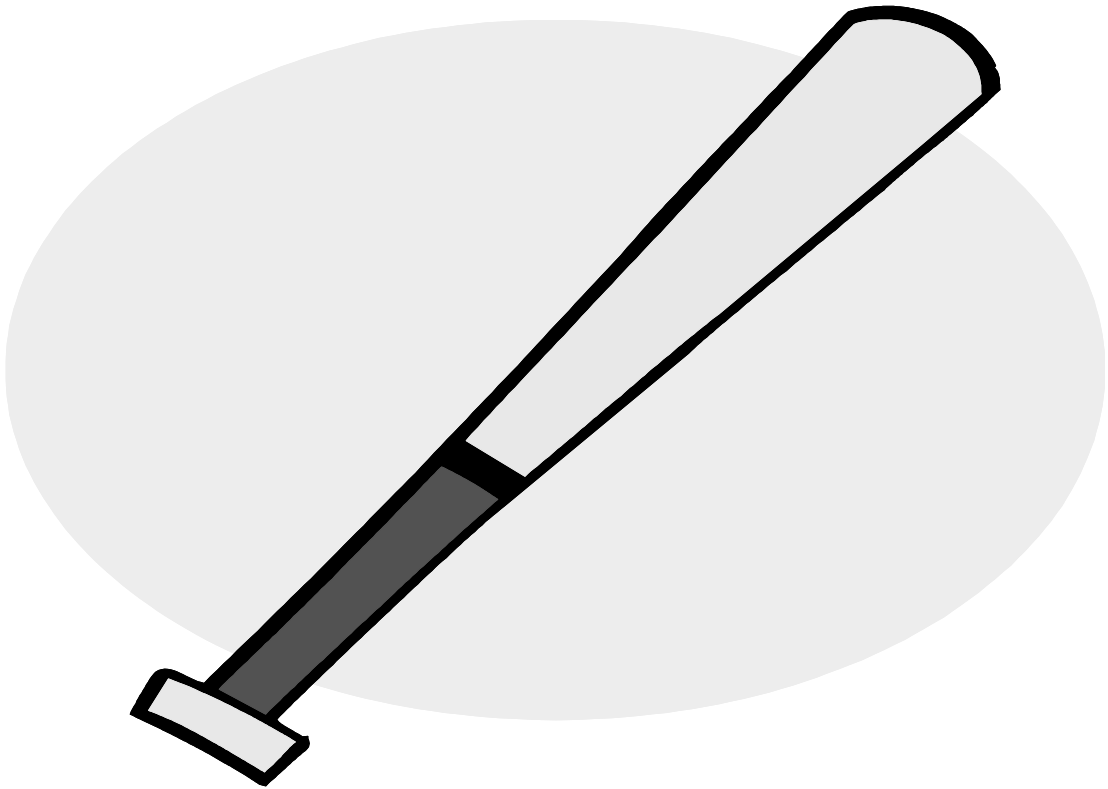
Head for the coloring page, for both fun and to reinforce the lesson !

T

+

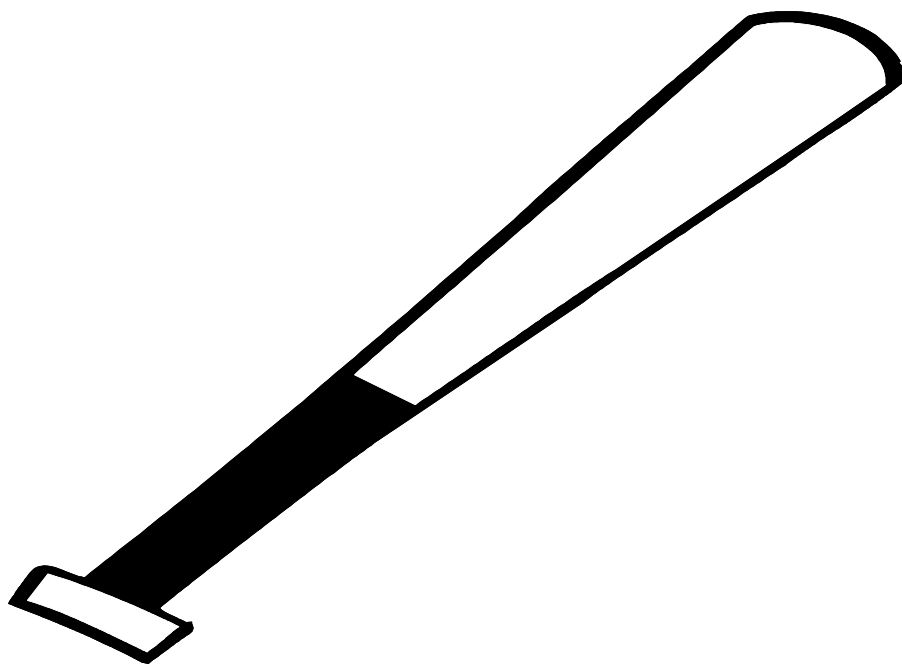


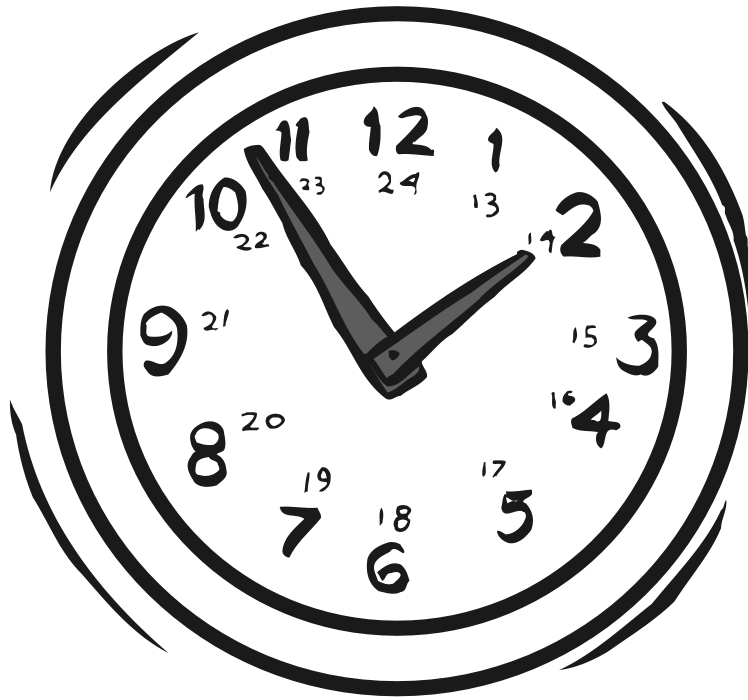
b a t



*Parent - demonstrate individual & combined sounds
(b-a-t; bat), and have them repeat.*

b a +





C

Parent dialogues, "***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 !

