

My name is _____

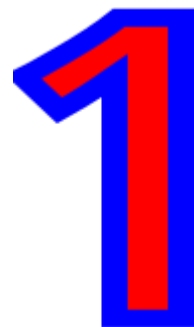
My class is _____

My B-Z Phonics

Workbook One for Infant One



Ministry of Education, Youth, Sports and Culture, Belize.



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My B-Z Phonics

My B-Z Phonics is a phonics program designed for Infant One students in Belize. It is based on the belief that a good foundation in alphabet code knowledge is essential for learning to read and that a carefully sequenced systematic phonics program is the most effective way of ensuring that all students acquire it.

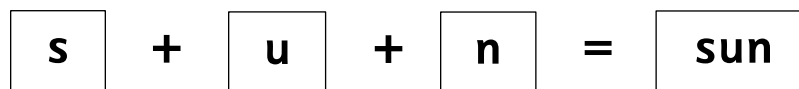
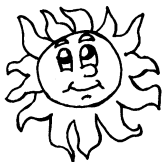
How *My B-Z Phonics* Helps Children Learn to Read

Children begin to learn to read by linking the sounds we use when we speak to the letters of the alphabet. We often tell children that letters make sounds. For example, the letter “s” makes the s sound that begins words like **sit**, **sell** and **snake** and the letter “a” makes the a sound that begins the words **ant** and **ankle** and can be found in the middle of the words **hat** and **bat**.

In the English Language there are about forty different sounds and twenty-six alphabet letters. This means that sometimes more than one letter is used to make a sound. For example “c” and “h” go together to make one sound at the beginning of the words **cheese**, **chicken** and **chocolate**.

The first aim of *My B-Z Phonics* is to teach children one way of making each of the forty sounds of the English Language.

However, knowing the sounds that letters make is only part of learning to read. Children must learn how to put the sounds together to read words. For example, the word sun has three sounds that are made by three letters.



The second aim of *My B-Z Phonics* is to teach children to read by blending together the sounds made by letters to make words.

There are some words that do not follow the usual rules, for example the words **the** and **two**. These are called tricky words. *My B-Z Phonics* introduces these tricky words in a carefully designed sequence because children need to learn these words in order to read many sentences.

How Parents Can Help Their Children Learn to Read

1. Read Stories Aloud

Parents should read stories aloud to their children as often as they can. Many parents do this every night when their child is going to bed.

Reading stories is very important. A child who hears stories often finds learning to read easier, more enjoyable and more meaningful.

2. Have Fun with Rhymes

Rhymes help children understand sounds. They help children hear and recognize different sounds. Being able to do this is part of learning to read – because reading involves knowing that letters make sounds and sounds are put together to make words.



3. Encourage your Child to Play with Pencils, Crayons and Paper

Learning to write helps children learn to read. However, it is important to understand that tracing letters is only one part of learning to write. When a child uses crayons to colour a picture, he or she is learning to use and control the muscles in the hand needed for writing. Most children also love to scribble and make lines, crosses and shapes. This is an important stage in learning to write. Do not worry if your child is not able to write letters neatly and accurately at first. This is perfectly normal. Neat letter formation will develop naturally if you allow your child to colour, scribble and draw.

4. Talk with your Child

Children who know more words learn to read more easily. The best way of helping a young child learn new words is by talking with them and listening to them when they talk to you. Try to introduce your child to some new words every day.

5. Use your Home Language

Speak to your child in your home language. Even though English is the language that is used most at school, it is very important that every child gets the chance to learn their home language well. Most young children have the ability to learn two languages at the same time and being bilingual will help them throughout their life.

Sound Awareness Games for Parents, Teachers and Children

Learning to read depends on knowing the different sounds that make up words. This knowledge can be developed through the following games that parents or teachers can play with children.

Adding a Sound

Each player has to add a different sound at the beginning of a syllable to make a new word. For example, sounds can be added to *-old* to make *bold, cold, fold, gold, hold, sold & told*. At first, two letter syllable endings (or rimes) should be used, including *in (bin, din, fin, pin, sin, tin, win); an (ban, fan, man, pan, tan); & at (bat, cat, fat, hat, mat, pat, rat, sat*. Later, three letters can be used, such as *and (band, hand, land, sand) & ink, (link, mink, pink, sink, wink)*. Note that it is the sound, and not the spelling that is important, so if *ed* is the rime, *head & said* are both acceptable.

These games can be played as ping-pong. In "Adding a Sound", Player 1 "serves" the rime (-et), Player 2 hits it back by giving a correct answer (set). The game continues (met, bet, and so on) until a mistake is made or a player cannot think of an answer.

Adding a Sound (Phoneme Deletion)

Each player is given a word and asked what they get if they take away the first sound. For example, the leader can say "What do you get if you take *p* from *pink*" (*ink*). Children can be encouraged to make their own examples.

I Spy

Traditionally, the I-Spy game is used to get children to find an object beginning with a certain letter. However, it can also be played as a sound game. The leader says "I spy with my little eye something beginning with the *s* sound." The other players then guess what the leader is thinking of.

I Went to the Store

In this game, the leader chooses a target sound, for example "b". before saying, "I went to the store to buy a ball." Each player must repeat the item and add another that begins with the same sound. For example, "I went to the store to buy a ball and a bear," followed by, "I went to the store to buy a ball, a bear and a basket," and so on.

Phonemic Awareness

Reading depends on being able to recognise words in print. Words are made up of sounds, and the main way that beginning readers read words is by linking letters to sounds. They "sound out" the letters and blend the sounds together to make a word. This is called decoding. Later, through getting lots of reading practice, children also develop the ability to recognise words instantly. This is called reading words by sight.

To decode a word, a child must know what sounds it is made from. The knowledge is called sound awareness or phonemic awareness. It is an essential part of learning to read.

Onsets and Rimes

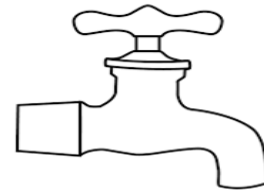
*Syllables have parts called onsets and rimes. Children often find it easier to hear these parts than the individual sounds. The onset is made up of the consonant sound or sounds at the beginning of the syllable. A rime is made up of all the sounds that follow. In *crab*, *cr-* is the onset, *-ab* is the rime.*

Pictures, Characters, Actions and Stories

My B-Z Phonics introduces each sound with a picture that has many objects that start with the sound. *My B-Z Phonics* also links each sound to a character, an action and a story. For example, the **c** sound is linked to a crab, the action of opening and closing fingers like a crab's claw, and a story that features a crab, a clock, a cow and a cat. These features are designed to make learning to read fun and interactive.

From Sounds and Letters to Reading Words

After children have understood that “letters make sounds”, the next step is for them to blend letters and their sounds together to make words. For example, the word **tap** is made up of three sounds: those made by the letters “t”, “a” and “p”.



My B-Z Phonics uses the action that goes along with each letter to help children begin to sound out letters to make words. The child says each of the sounds in turn while performing the action. At first this is done slowly, then the speed is increased until the child makes the switch from saying three separate letters to saying a complete word.

Making the leap from knowing individual letters and sounds to reading words is a big step. Some children make this step easily and quickly. For others, it takes longer. Teachers and parents should not worry too much about a child who needs more time to develop this skill.

Notes:

Children can only begin to sound out words once they know that letters make sounds.

At first regular three letter words should be used. These are known as consonant-vowel-consonant (CVC) words.

It gets more difficult when longer words are introduced. Try some fun activities, including using magnetic letters, letter beads or tiles that children can move around for themselves.

Some children say “uh” at the end of a sound. For example, they say “buh” for the b sound. This can make it harder to sound out a word. Asking the child to whisper often solves this problem.

Another technique is to ask a child to focus on the shape made by his or her mouth when making the sound.

The process of using the sounds letters make to read words is often called sounding out. It is also referred to as blending or decoding.

Clothes Pin – Get some clothes pins. Write a different letter on each. Make a word by attaching pins to a line. Ask the child to say the sound each pin makes and then say them more quickly to make a word. Encourage the child to use the clothes pins to make more words. This can be a particularly useful technique as words get longer.

Information for Teachers

My B-Z Phonics is a systematic phonics program designed for children in Belize. It uses a multi-sensory approach that is based on multiple intelligence theories of learning. In Workbook One, this is achieved through the use of pictures, stories, rhymes, actions and activity pages. Each of these elements should be used every time a letter and its sound are taught.

My B-Z Phonics introduces each of the sounds of English in a carefully determined sequence. As each sound is taught, four basic skills are developed:

- identifying the sounds that letters represent;
- blending letters and sounds to read words and sentences;
- reading “tricky”, that is, irregularly spelt words; and
- forming the letters in writing, leading to writing words and sentences.

My B-Z Phonics has two workbooks. Workbook One introduces the letters s, a, t, p, i, n, e, b, r and c and the sounds they make. It also introduces blending and a few, highly important, tricky words.

Infant 1 students should complete Workbook One during their first term. They can then do the assessment included at the end of the book.

Planning Language Arts Instruction using My B-Z Phonics

Infant 1 students should have twenty to thirty minutes of phonics instruction every day. The main aim of this instruction is to teach them how “letters make sounds”. By the end of Infant 1, they should know one way of making each of the main forty sounds of English.

However, phonics instruction is only one part of Language Arts. Infant 1 students also need the opportunity to develop other oral language and literacy skills. For this reason, a balanced approach is recommended. This means that there should be, among other activities:

- a daily phonics segment that is short, active and fun.
- activities to develop oral language skills, such as games or circle time
- a daily read aloud, that is a time when the teacher reads a story, poem or other text aloud to the students.

The Daily Phonics Segment

The daily phonics segment lasts twenty to thirty minutes. Its aim is to introduce students to (a) one of the sounds of English and (b) the letter or letters that most often represent (make) that sound.

The following procedure is based on the the sound [s] and the letter “s”. Note that the sound is [s] as in the beginning of words like sun, sit and sand. It is not “es”. “Es” is the alphabet name of the letter. The same procedures can be used for “s” and “a”. When the third letter, “t” is taught, simple word reading is introduced (see page 15). The word reading activities would be done on day four or five.

DAY ONE

Focus: Knowing the target sound.

1. Show the students the story picture and ask them to name all the items that begin with the [s] sound.
2. Read the story. Ask some questions about the story.
3. Orally, introduce the students to the sound [s] (but not yet the written letter). Teach them the action that goes with the sound. At this stage, students do not write anything.
4. Tell the story again. Stress the [s] sound whenever it occurs. Tell the story again. Tell students that every time they hear the sound /s/ they should make the action.
5. Ask students to find and colour objects that begin with the /s/ sound in the picture that goes along with the story.

DAY TWO

Focus: Introducing the letter’s shape.

1. Review the sound [s] and the action.
2. Introduce the students to the written letter “s” using the blackboard or a large letter card. Teach the students the rhyme. They should make the action every time they hear the [s] sound.
3. Ask the students for other words that begin the [s] sound. They can hunt for objects in the classroom, including the names of students.
4. Review the rhyme and the action.

Phonics in the National Curriculum for Language Arts

When planning the phonics segment, teachers should refer to the following content standards:

CS 1: Identify and Distinguish between Sounds.

CS 20: Apply Phonics Knowledge

CS 23 Display Word Power

CS 40 Write Clearly and Legibly

CS 6 Comprehend and Interpret Visual Images

CS 21 Recognise Words by Sight

CS 25 Read Aloud

CS 41 Spell Words Appropriately

DAY THREE

Focus: Reinforcing the link between the sound and the letter.

1. Review the sound and the letter. This can be done using the rhyme or the story.
2. Play a game that requires students to think of words that begin with the sound **s**.
3. Ask students to look at the first colouring page and name the objects. Use this to reinforce the **s** sound.
4. The students can complete the worksheet naming the words and colouring the pictures and the letter.

DAY FOUR

Focus: Introducing and practicing writing the letter.

1. Review the sound **s** and letter "s" using the action, the rhyme the story or games.
2. Introduce students to writing the letter.
3. Students can complete the tracing worksheet.

DAY FIVE


Focus: Reinforcing all the elements.

1. Review the sound and the letter by using a mixture of fun activities, including the rhyme and games.


This chart gives some words that can be introduced as reading words for each letter.						
S A T	at	sat				
P	pat	tap	sap	past		
I	it	sit	tip	pit	sip	
N	in nap	nip ant	tan tin	pan sin	pin spin	
R	rat	ran	rip	rap	trip	trap
B	bat	bin	bit	bib	rib	nab
E	ten	net	pet	pen	bet	tent
C	cat	cap	can	crab	crib	act

The English Alphabet Code

All languages are made up of individual speech sounds, called phonemes. Spoken words are made when these phonemes are joined, or blended, together.

For example, the word  is made by blending four sounds together

In English, these sounds are represented by letters.

For  these letters are

c	r	a	b
---	---	---	---

A letter, or any other symbol, that represent a sound is called a grapheme.

In English there are approximately forty to forty-five speech sounds. However, there are only twenty-six alphabet letters. This means that sometimes more than one letter is used to make a sound. For example

s	h
---	---

 are combined to make the sound at the beginning of words like *ship*, *shark* and *shoe*. When two letters are used to make one sound, they are called a digraph.

Writing and Reading Words

My B-Z Phonics teaches the basic alphabet code of English. In other words, it teaches one main way of making each sound. This basic code is in Table One, on the following page. Many words are spelt using the basic code, that is they are spelt how they sound. ***Cat, dog, gas, fishing*** and ***interest*** are examples of these words. They are called regularly spelt or phonetically spelt words.

Unfortunately, many words in English do not follow the rules of the basic code. *My B-Z Phonics* uses the term, “tricky words” for those that are spelt in an unusual way. Unfortunately this includes many words that Infant 1 students need to learn, including ***is, the, one, two, Wednesday, why, there*** and ***many***.

Since these words do not follow the rules of the basic alphabet code, they have to be learnt. *My B-Z Phonics* helps students do this by introducing the most important tricky words a few at a time. By the end of Infant 1, students should be able to instantly read approximately fifty tricky words.

In addition, some sounds can be spelt in several different ways. For example, *feed, heat* and *chief* all have the same middle vowel sound (a “long” e). These spelling patterns are called variants. They are usually taught in Infant 2.

Table One: The Basic Alphabet Code used in *My B-Z Phonics* for Infant 1

Workbook One		Workbook Two Continued	
Letter	Example Words	Letter	Example Words
s	sun, sad, sit, snake, smile, stop.	x	box, six, axe (* Note 2).
a	arrow, axe, apple, alligator, ankle.	z	zinc, zebra, zoo.
t	ten, tie, tennis, toe, tree, tomato.	ng	<u>sing</u> , <u>wing</u> , <u>ring</u> , <u>swing</u> , <u>king</u> .
p	pig, pat, pit, pen, pick, pirate, pin.	oa	oats, <u>boat</u> , <u>coat</u> , <u>goat</u> .
i	ink, itchy, in, ill, inch, igloo.	y	yoghurt, yo-yo, yolk, yard, yellow.
n	nurse, nip, noise, nut, nap, nest, net.	th	(i) thumb, thimble, three, thread,
r	rocket, red, river, rock, rain, ring		(ii) mother, father, this (*Note 3)
e	egg, end, elf, elbow.	ue	clue, glue, blue, cue.
b	baby bat, big, bat, ball, black, boy.	ai	rain, mail, tail, paid, fair, hair.
c	clock, cap, click, can, code, cut.	oo	(i) book, hook, look, cook, wood.
			(ii) spoon, boot, moon (* Note 4)
Workbook Two		q	queen, quarter, question, quiz.
m	mango, mop, moon, map.	or	corn, horn, fork, cork, torch.
g	guitar, grapes, gift, gibnut, got, girl.	ou	house, mouse, cloud, ouch, out.
d	dress, drum, desk, dog, day.	ie/ i_e	lie, pie, tie.
o	orange, onion, old, odd, on, off.		bike, pipe.
f	flag, flower, fan, fish, fair, farm.	ar	scarf, star, jar, car, farm.
l	leg, little, long, lettuce, ladder, lamp.	er	river, dinner, bird, burn.
		oi	boil, oil, soil, toil
h	hat, house, hammer, heart, heat.	<p>Note 1: c and k both make the same sound.</p> <p>Note 2: x makes two sounds together: k+s.</p> <p>Note 3: th makes two distinct sound, one that is voiced (mother) and one that is not (thumb). My B-Z phonics treats them as the same.</p> <p>Note 4: oo makes two different sounds (book / moon). Both are taught.</p> <p>Note 5: A few sounds are not introduced to Infant 1 students in <i>My B-Z Phonics</i>. These include: /aw/ as in law, /dj/ as in the sound that occurs in the middle of the word pleasure and /air/ as in chair</p>	
u	up, under, uncle, umbrella, umpire.		
k/ck	kick, kite, karate, king, key. (* Note 1)		
j	jeep, jeans, jet, jacket, jaguar.		
sh	ship, shore, shirt, shoe, sharpener.		
w	wagon, witch, watch, well, window.		
v	van, vacuum, vase, vat, violin, vest.		
ee	eel, <u>street</u> , <u>feet</u> , <u>teeth</u> , <u>beep</u> , <u>tree</u> .		
ch	cheese, chalk, chair, cherry, chin.		

My B-Z Phonics

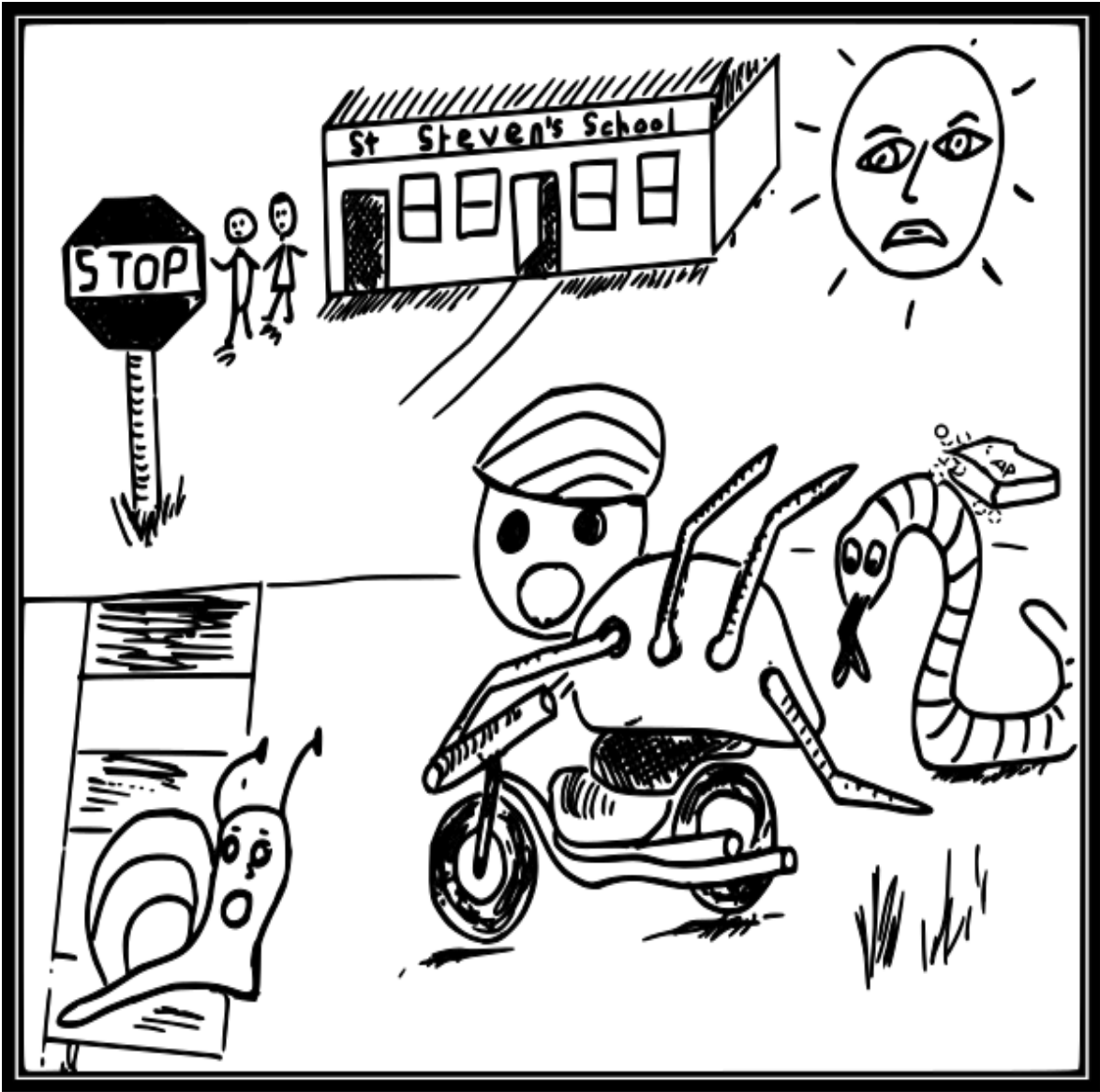


Let's Learn to Read

S

Point to the objects that begin with the **s** sound.

Colour the picture.





Listen to the story. Weave your hand like a snake and say sss every time you hear the **s** sound.

Action: Weave your hand left to right like a snake sliding through the grass and say s..s..s.



The Accident

One sunny day, Sid the Spider was speeding on his scooter. He was speeding along South Street. Sally the Snail was on her way to Saint Steven's School.

Sam the Snake saw Sid the Silly Spider speeding on his scooter. "Slow down," he hissed.

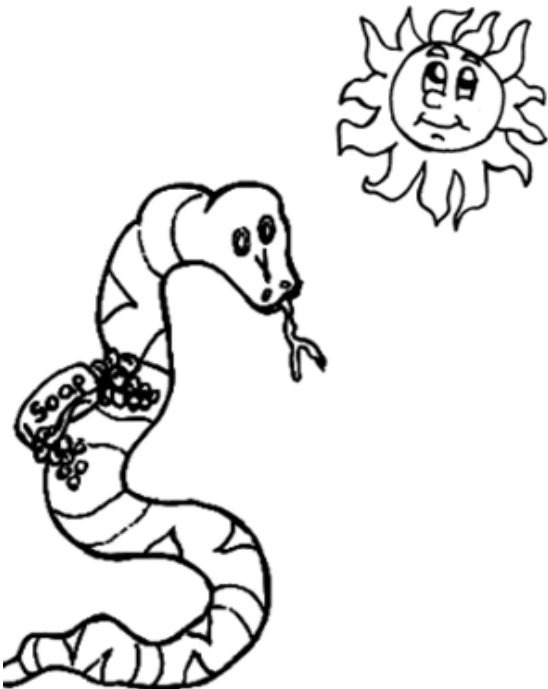
Suddenly, Sid the Spider saw Sally the Snail. He slammed on his brakes. He slid slowly towards Sally the Snail but he did not stop in time. He scratched Sally the Snail's shell.

"I'm so sorry," said Sid the Spider. "I am sorry I scratched your shell."



S S

S s Ss S s



Sam the Snake

Sam the snake

Sat in the sun

With soap on his scales

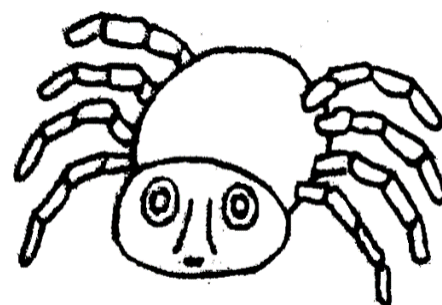
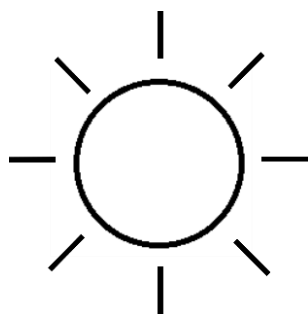
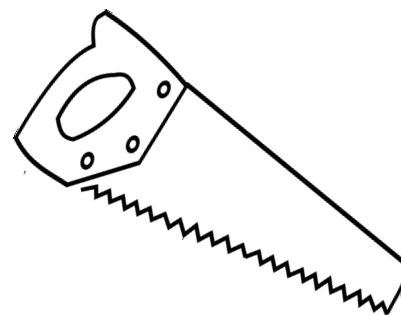
Having great fun.

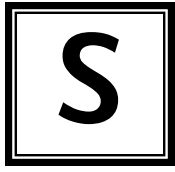


Each object starts with the s sound.

Point to each picture and say the word.

Colour in the letter and the pictures.

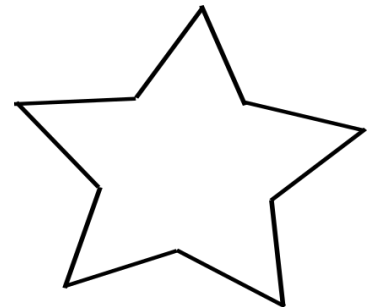
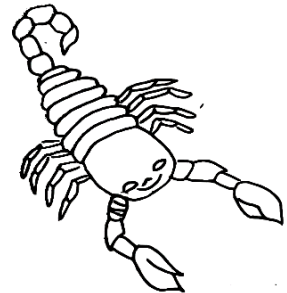
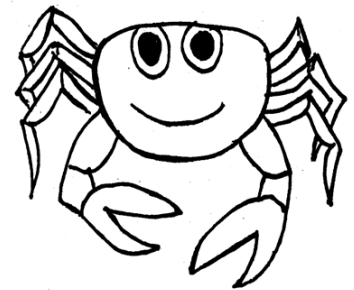
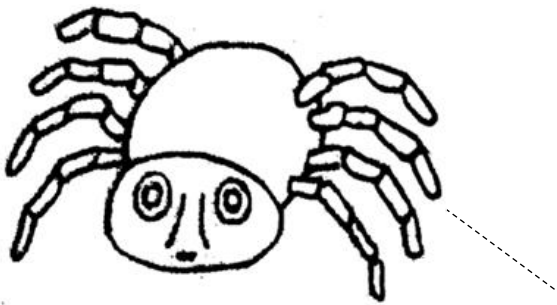


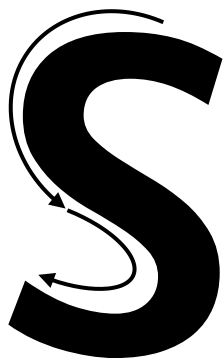
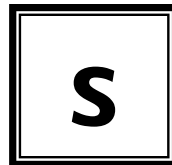


Draw a line from the letter S to any picture that begins with the s sound.

Colour the pictures that begin with the s sound.

Leave the pictures that do not begin with the s sound.





s s s s s s s s s s

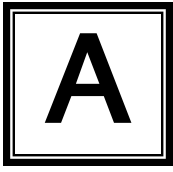
s s s s

S S S S S S S S S

S S S S

s _____

S _____



Point to the objects that begin with the sound.

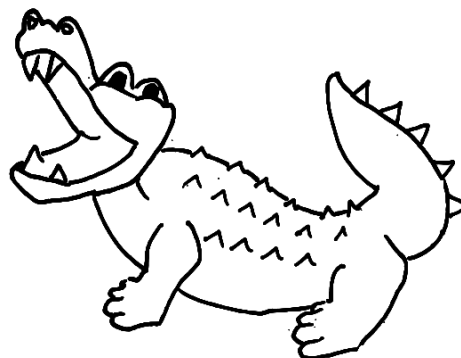
Colour the picture.



a

Listen to the story. Snap your hands like an alligator closing its mouth and say a a a every time you hear the a sound.

Action: Hold your wrists together then snap your fingers together like an alligator closing its mouth and say a..a..a.



The Ants and the Axe

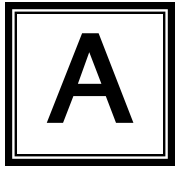
Andy loved apples. He loved green apples, red apples and even yellow apples. Andy had an apple tree in his back yard. He would eat apples from the tree all day long.

One day, Andy could not get any apples from his tree. He had eaten all the apples from the low branches. The only apples left were the apples on the very high branches. He could not even reach the apples with a ladder.

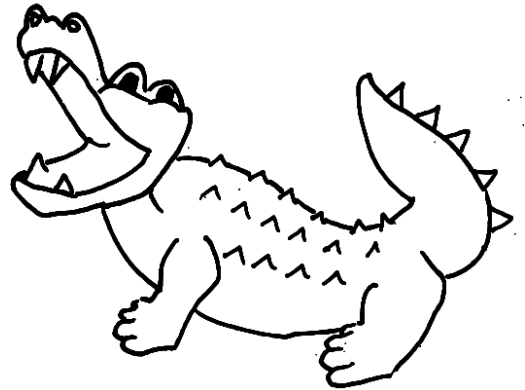
Andy spotted an axe nearby and said, "I can chop the tree with the axe to get the apples."

Anton the Ant heard Andy and told his other ant friends, Alana and Alexia that they needed to help him stop Andy. The ants decided that they would attack Andy's ankles. They ran quickly up to Andy and began to bite his ankles as hard as they could. At the same time, Ana the Alligator ran up snapping her jaws.

"A a a a," said Andy. He dropped the axe and ran away. After that, Andy never wanted to chop down the apple tree again.



A a



A a A a A a



Ana the Alligator

Ana the alligator sees Andy

Cutting a tree with an axe.

She opens her jaws

And snaps them back,

A a a a a.

a

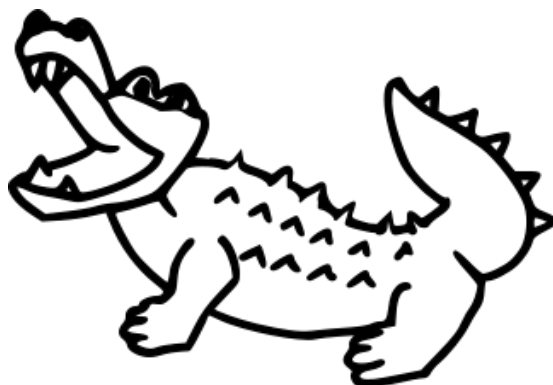
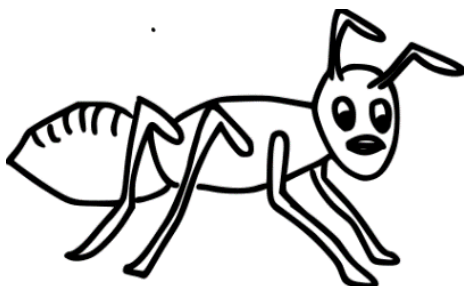
Each picture begins with the **a** sound.

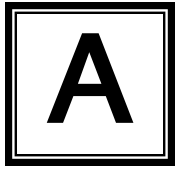
Point to each picture and say the word.

Colour in the letter **a** and the pictures.



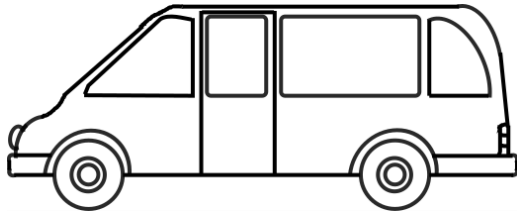
a





Each picture has an **a** sound in its name.

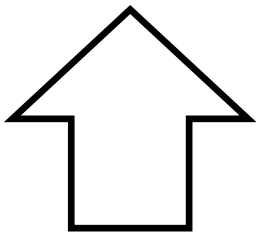
Colour each picture and circle the letter a in its name.



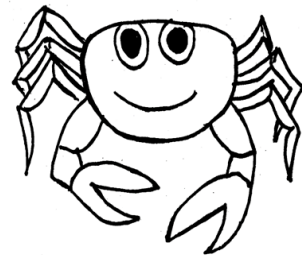
v **a** n



b a g



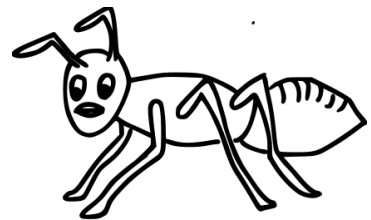
a r r o w



c r a b



a p p l e



a n t

a



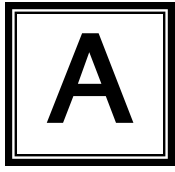
a a a a a a a a a

a a a a

A A A A A A A A

A A A A A

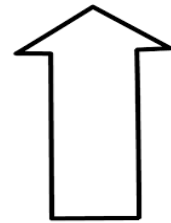
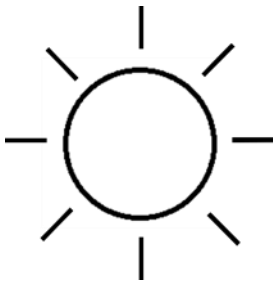
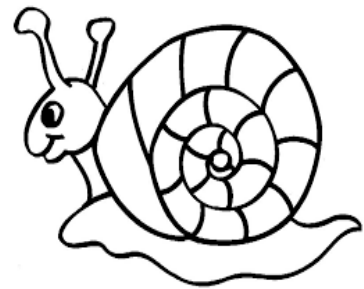
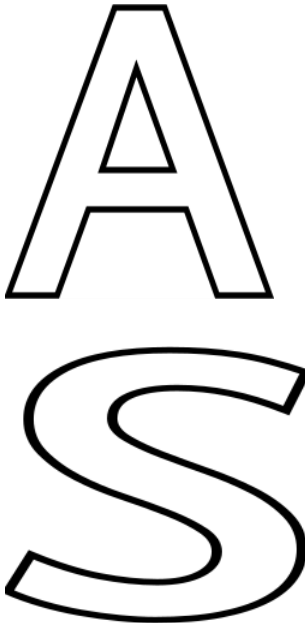
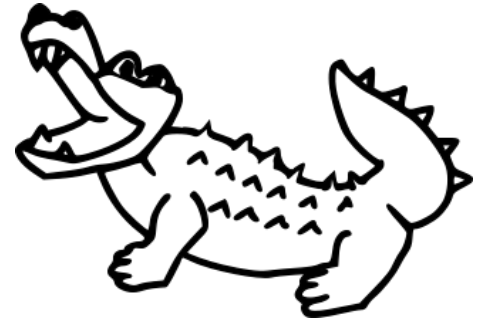
a A



Draw a line from letter **A** to the pictures that begin with the **a** sound.

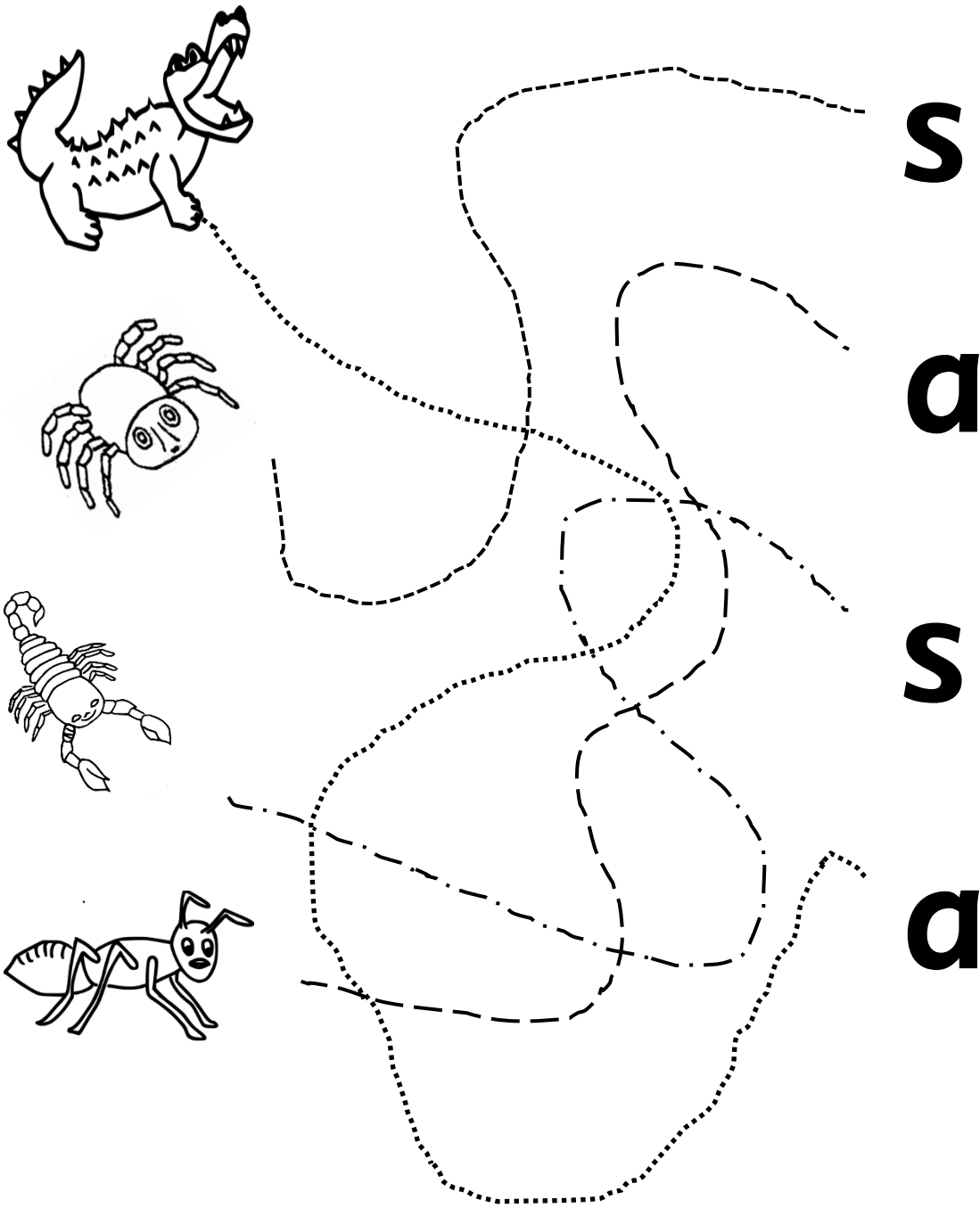
Draw a line from letter **S** to the pictures that begin with the **s** sound.

Colour all the pictures.



s a

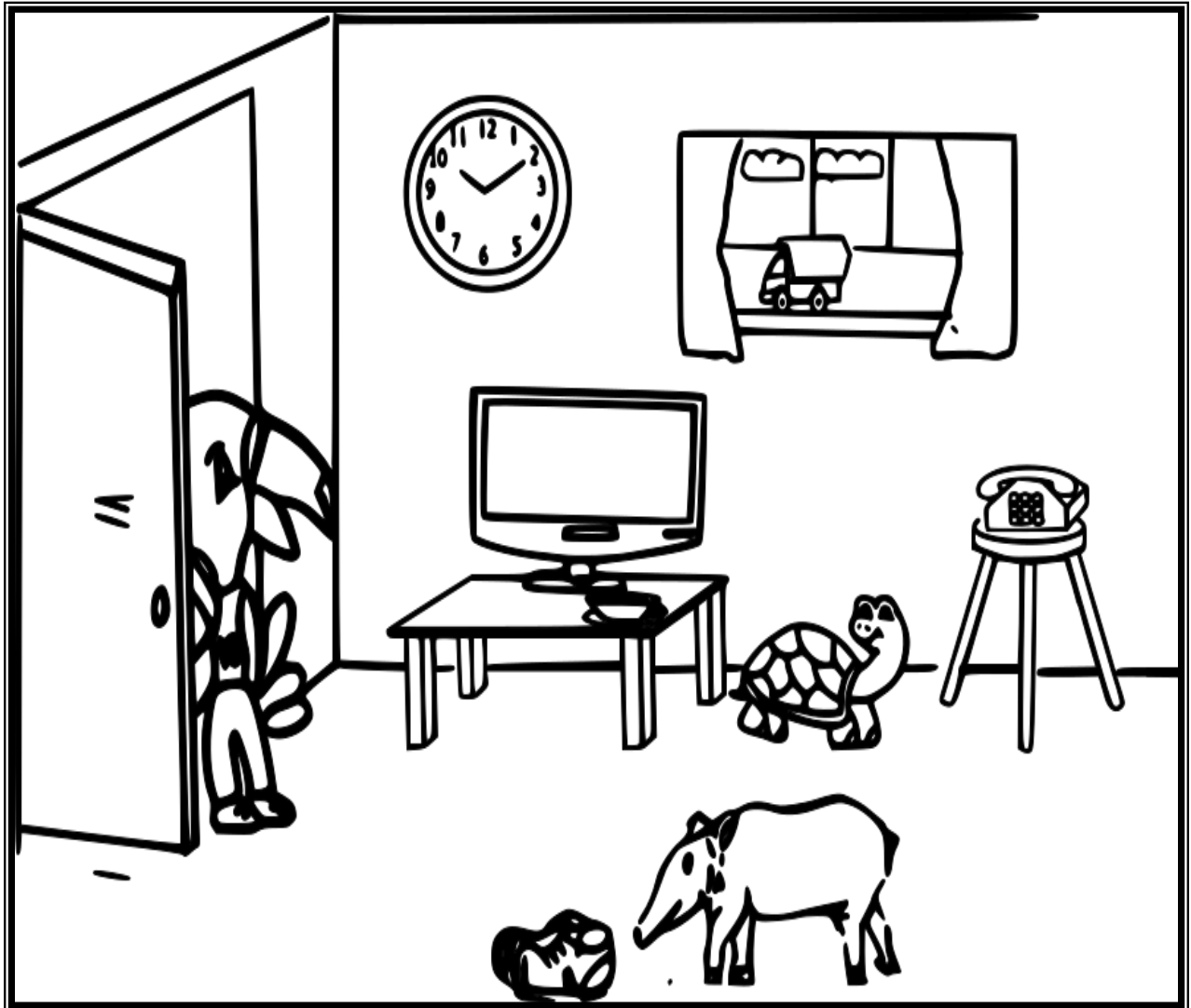
Help each animal find the letter that begins its name by drawing along the dotted lines.



T

Point to the objects that begin with the **t** sound.

Colour the picture.

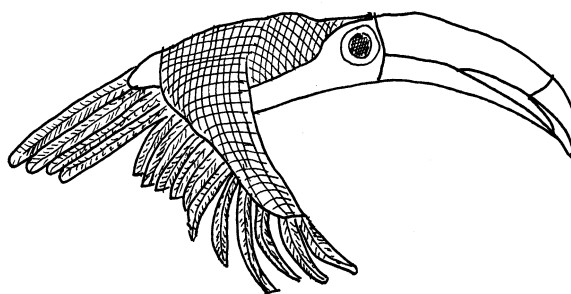
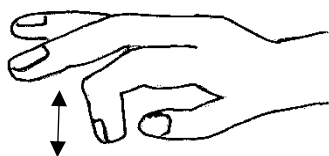




Listen to the story.

Tap the desk and say t... t... t every time you hear the **t** sound.

Action: Tap your finger on the desk and say t... t... t.

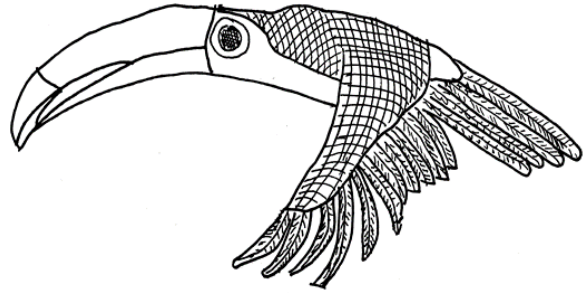
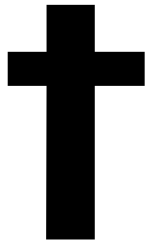
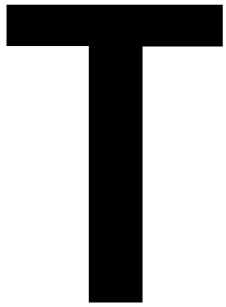


Tata the Toucan

Tata the Toucan and Tina the Tapir were going on a trip to Turneffe Atoll. They had planned to meet at Tata's house at ten o' clock then take the water taxi.

It was already ten minutes past ten and Tina had not arrived as yet. Tata the Toucan started to worry. He took his telephone and tapped out Tina's number: two, ten, twenty-two, ten, but there was no answer. As he hung up the telephone he heard a tapping on the door. He ran so quickly to answer the door that he tripped over his tennis laces.

"Tut tut tut," said Tina as she walked in. "Today, I will teach you to tie your tennis laces."



Tata the Toucan

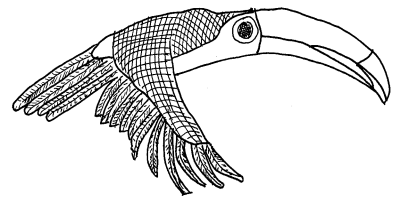
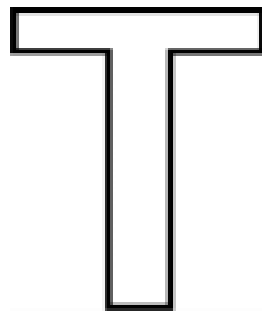
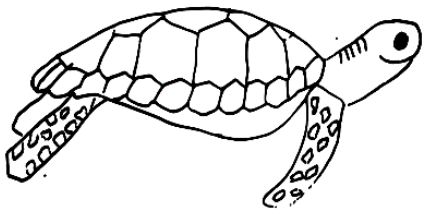
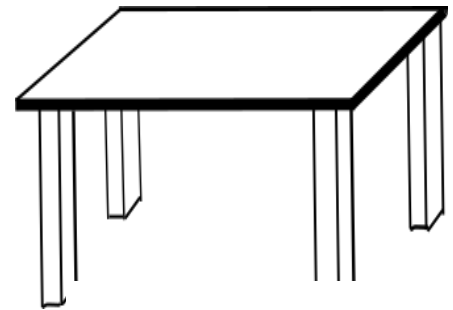
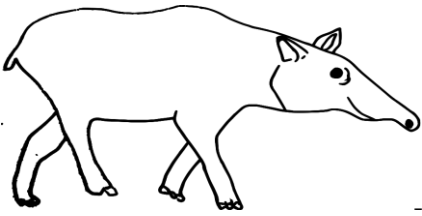
Tata the Toucan liked to talk
On the telephone.
With a squawk
He tapped ten times
To call his best friend, Tina.

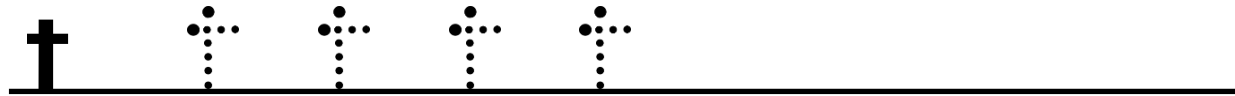
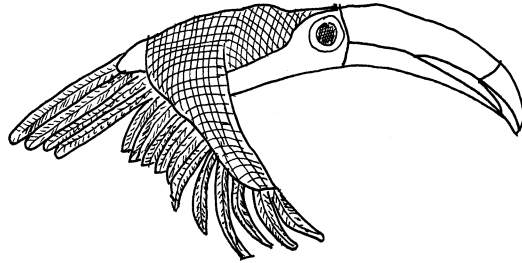
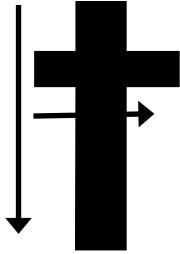
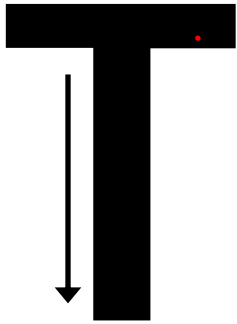


Each picture begins with the t sound.

Point to the picture and say the word.

Colour in the letter **T** and the pictures.





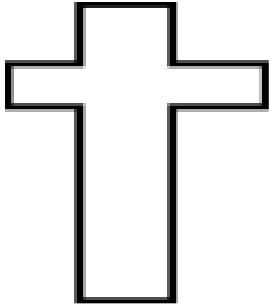
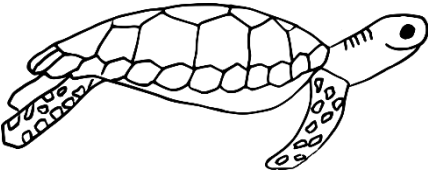
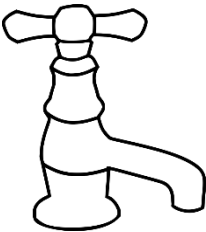
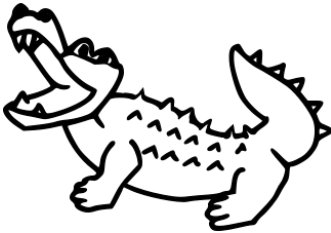
s a t

Draw a line from the letter **S** to the pictures that begin with the **s** sound.

Draw a line from the letter **a** to the pictures that begin with the **a** sound.

Draw a line from the letter **t** to the pictures that begin with the **t** sound.

Colour the pictures.



S A T

Draw a line from each small letter to its capital.

s

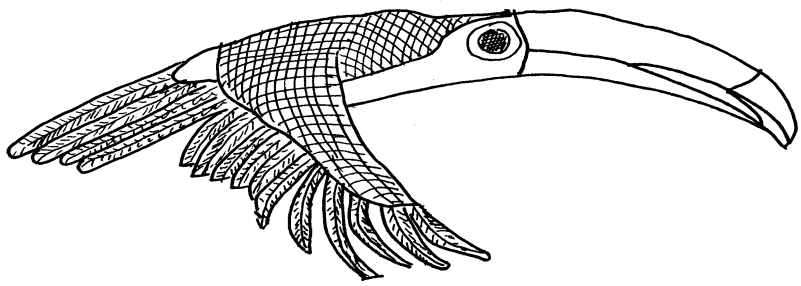
a

t

T

S

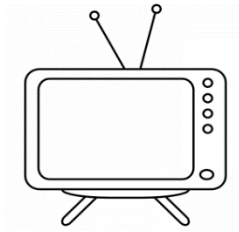
A



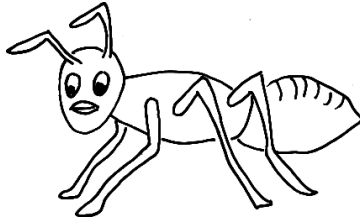
s a t

Say the name of the picture.

Write the letter of the first sound of each word on the line.



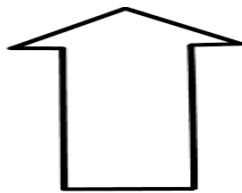
t _____



a _____

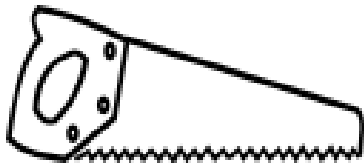


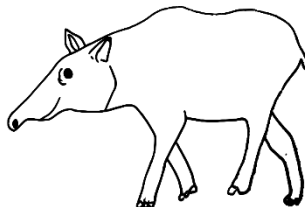
s _____













Let's Read Some Words

Say each sound.

Say each sound more quickly.

Say the sounds together to make a word.

a t a t a t



Say each sound.

Say each sound more quickly.

Say the sounds together to make a word.

s a t

s a t

sat





Draw a picture of an object that begins with each letter.

S

A large, empty rectangular box with a thin black border, intended for drawing an object that starts with the letter 'S'.

A

A large, empty rectangular box with a thin black border, intended for drawing an object that starts with the letter 'A'.

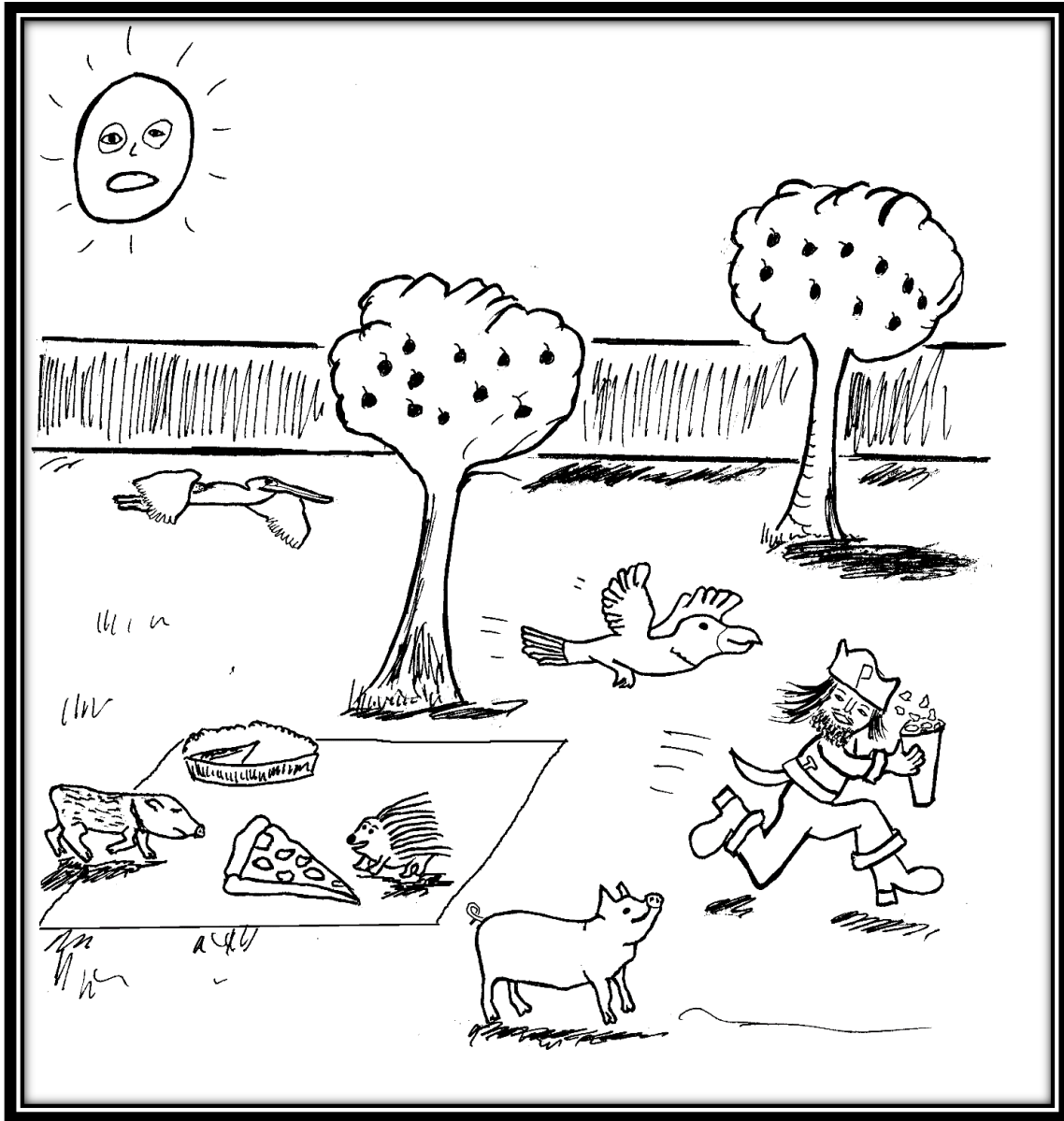
T

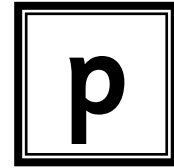
A large, empty rectangular box with a thin black border, intended for drawing an object that starts with the letter 'T'.

P

Point to the objects that begin with the **p** sound.

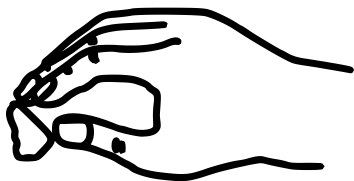
Colour the picture.





Listen to the story. Use your fingers like a parrot's beak picking something up. Say p... p... p every time you hear the **p** sound.

Action: Bring your thumb and fingers together like a bird picking up popcorn and say p...p...p.



A Parrot in the Park

Prince the Parrot went to the park for a picnic. At the picnic, there were plum pies, pizzas, plates of potatoes and a pot of popcorn. Prince had invited his friends, Pedro the Pirate, Pete the Porcupine, Pablo the Pig, Paul the Pelican, and Pat the Peccary.

Suddenly, Pedro the Pirate ran off with the popcorn. Prince the Parrot chased after Pedro and pecked him on the arm.

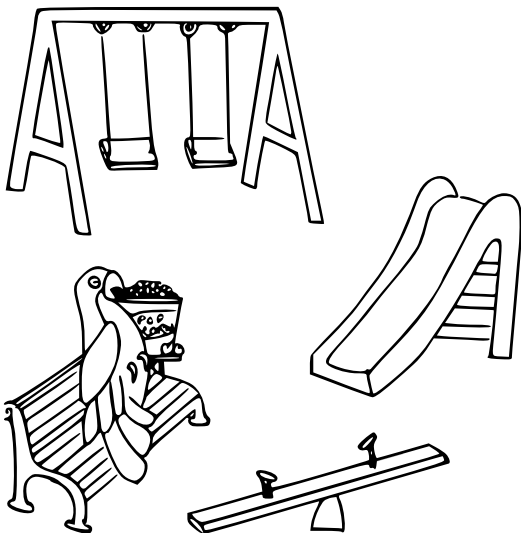
Pedro dropped the popcorn all over the park, but Prince the Parrot used his beak to pick up all the popcorn and put it back in the pot.



P p



P p P p P p



Prince the Parrot

Prince the Parrot went for a picnic

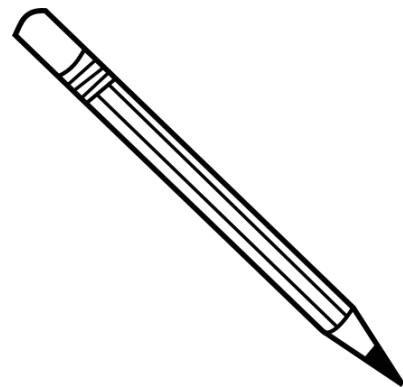
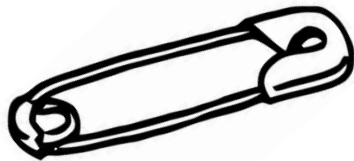
With popcorn, pizza and pie.

He picked the popcorn with his beak

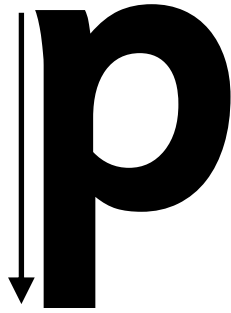
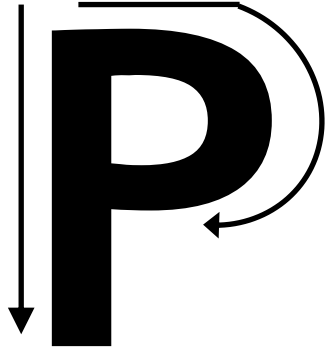
And flew up into the sky.



Each picture begins with the **p** sound. Point to the picture and say the word. Colour in the letter and the pictures.



P



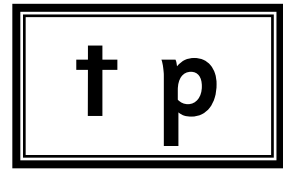
p p p p p p p p

p p p p

P P P P P P P P

P P P P

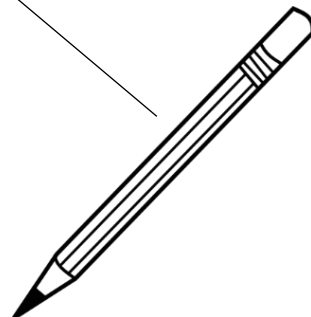
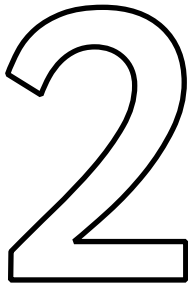
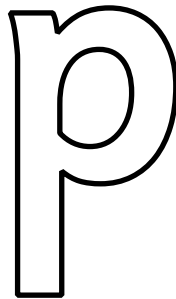
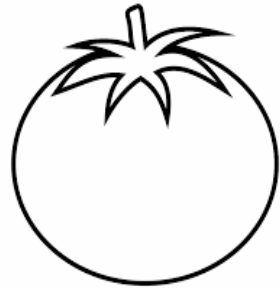
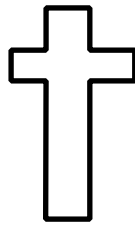
p _____ P _____



Draw a line from the letter **t** to the pictures that begin with the **t** sound.

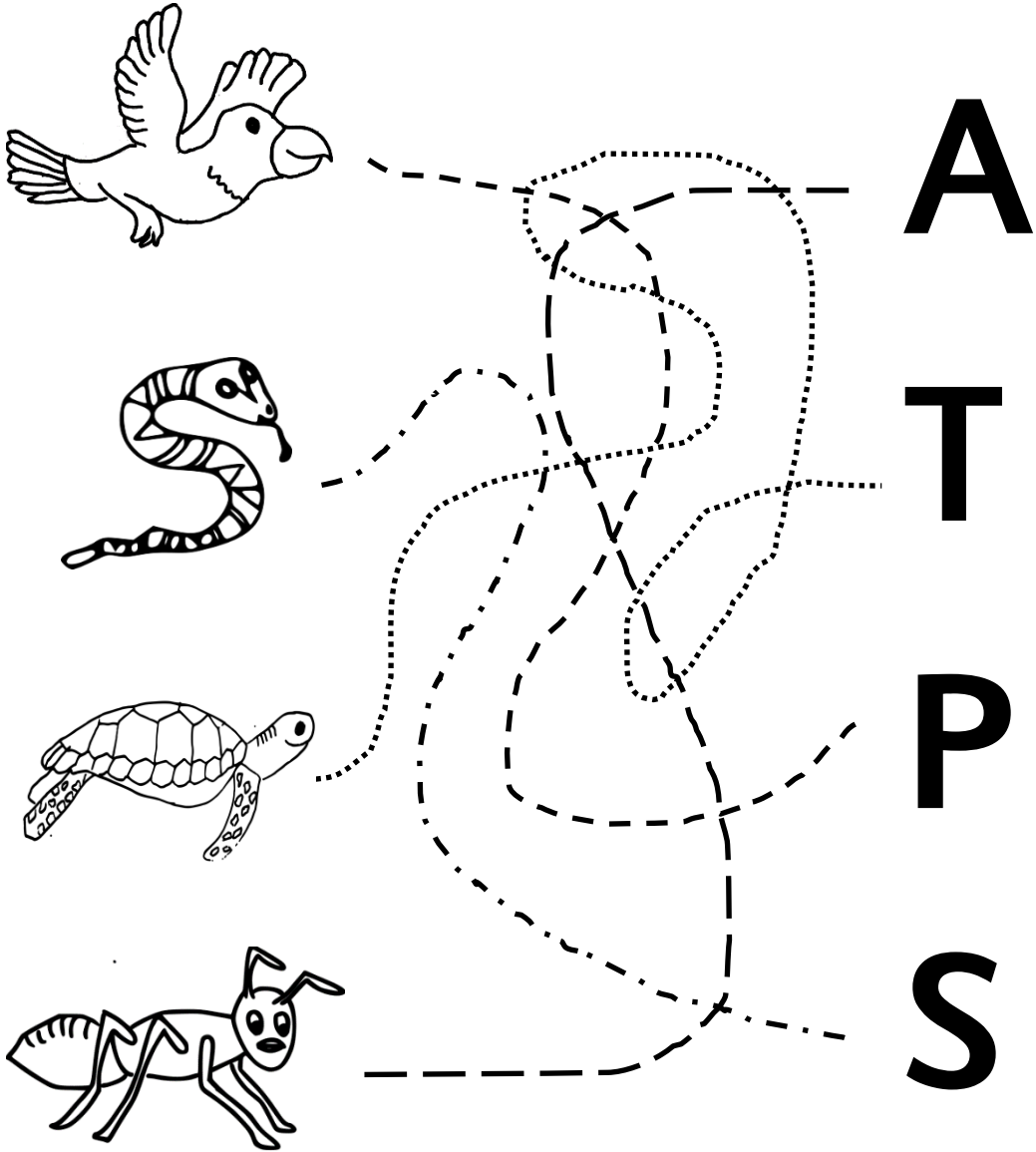
Draw a line from the letter **p** to the pictures that begin with the **p** sound.

Colour the pictures.



SATP

Help each animal find the letter that begins its name by drawing along the dotted lines.



Let's Read Some Words

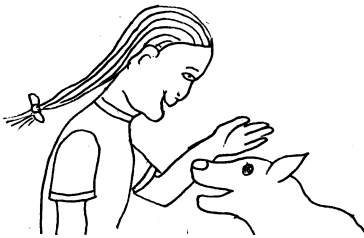
Look at the picture.

Say each sound.

Say the sounds together to make the word.



s a t sat



p a t pat



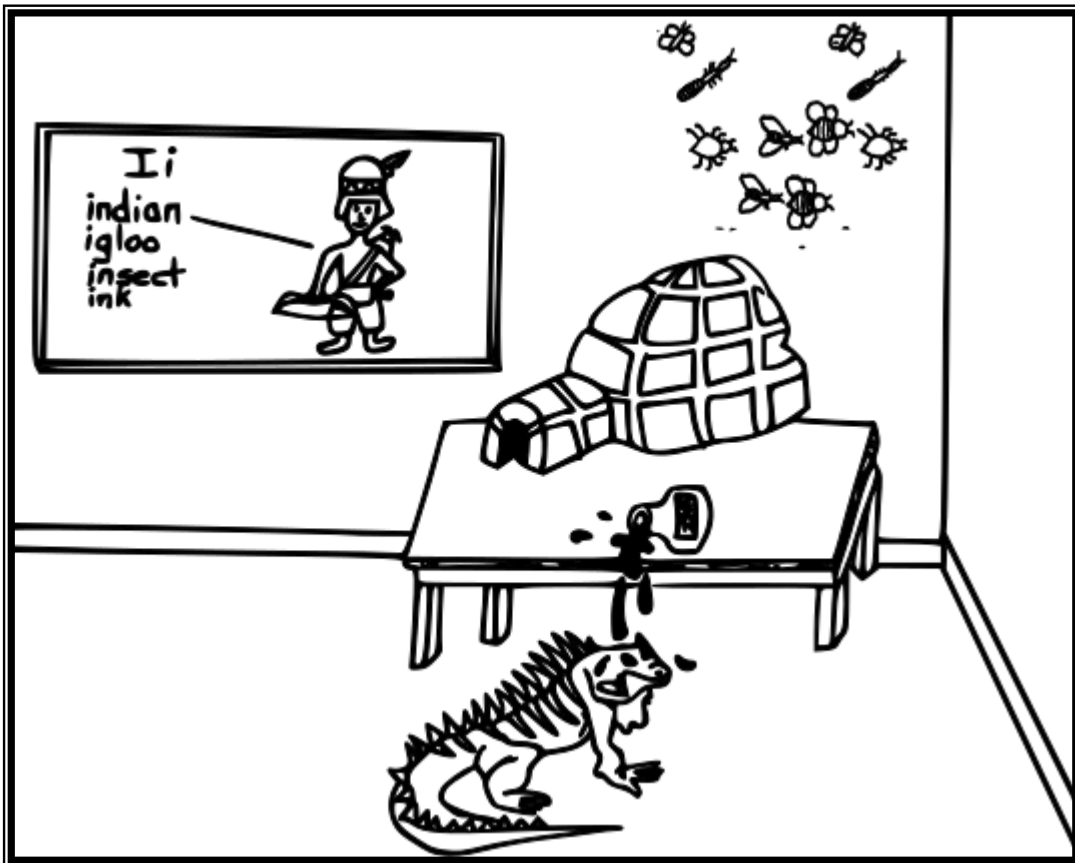
t a p tap



I

Point to the objects that begin with the **i** sound.

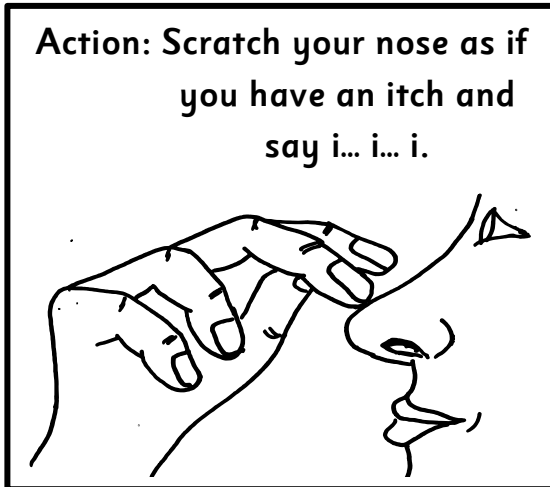
Colour the picture.





Listen to the story.

Scratch your nose and say i... i... i every time you hear the i sound.



Isani and the Ink

Isani the Iguana lived at Nim Li Punit. One morning, he ate ten insects and a banana. This made him feel ill but he soon got better.

Later, Isani the Iguana decided to visit Indian Creek village. At the school, he saw that the window to the Infant One classroom was one inch open. He climbed in and saw an interesting model of an igloo that the infants had made.

Isani ran over to get a closer look but as he did so, he knocked over a bottle of ink. The ink spilled all over his nose. It made his nose itchy.

“i i i” said Isani. He waved his toes and tried to scratch his nose but he could not get rid of the ink.

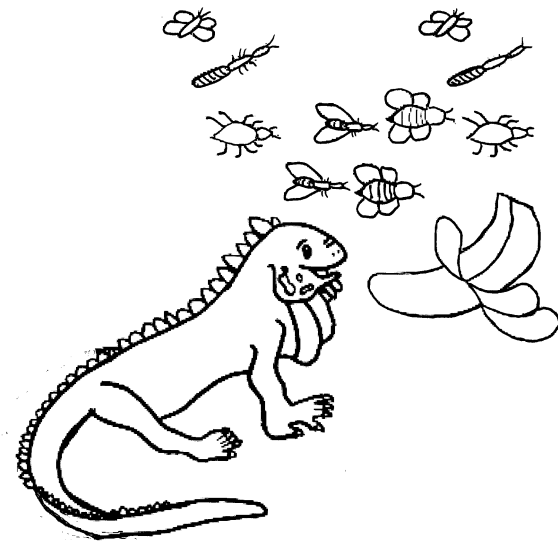
From that day on, all his friends called him Isani the Inky Iguana.

I

I i



I i I i I i



Isani the Iguana

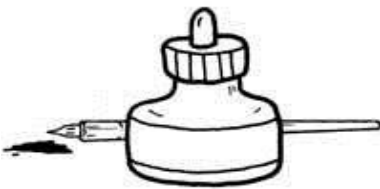
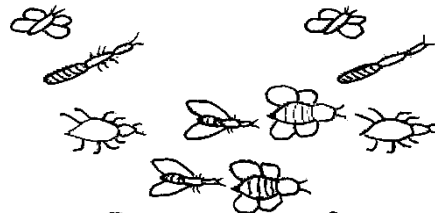
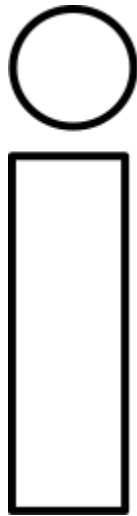
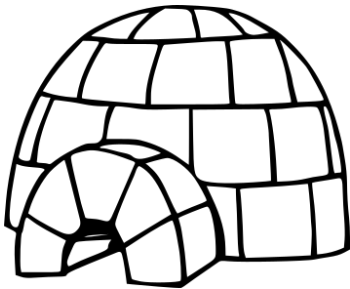
Isani is a hungry Iguana.
He eats ten insects and a banana.
When Isani has an itchy nose,
He says, “i i i,”
And waves his toes.



Each picture begins with the **i** sound.

Point to each picture and say the word.

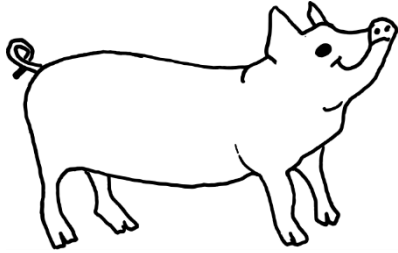
Colour in the letter **i** and all of the pictures.



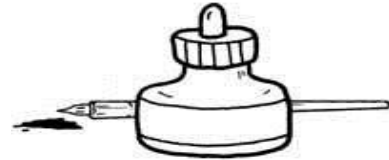
I

Each picture has an **i** sound in its name.

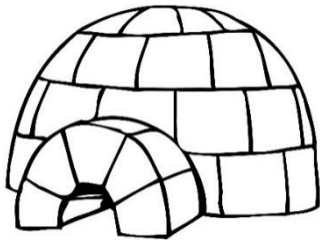
Colour each picture and circle the letter i in its name.



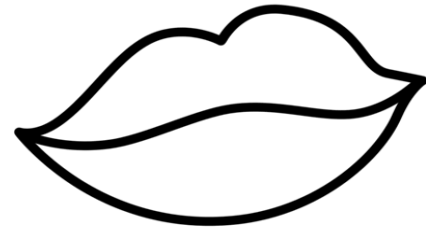
p*i*g



i n k



i g l o o



l i p s

6

s i x



i g u a n a



I i



i **i** **i** **i** **i** **i** **i** **i**

i **i** **i** **i**

I **I** **I** **I** **I** **I** **I** **I** **I**

I **I** **I** **I**

i **I**

I P

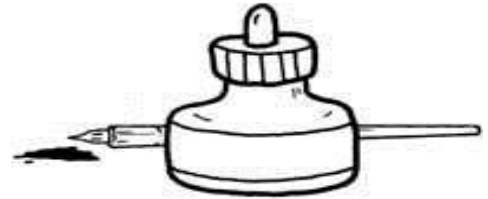
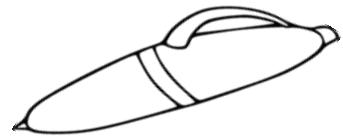
Draw a line from the letter **i** to the pictures that begin with the **i** sound.

Draw a line from the letter **p** to the pictures that begin with the **p** sound.

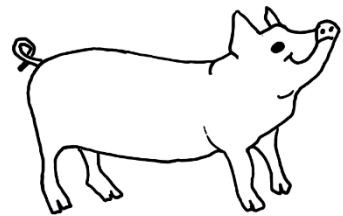
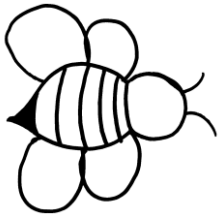
Colour the pictures.



i

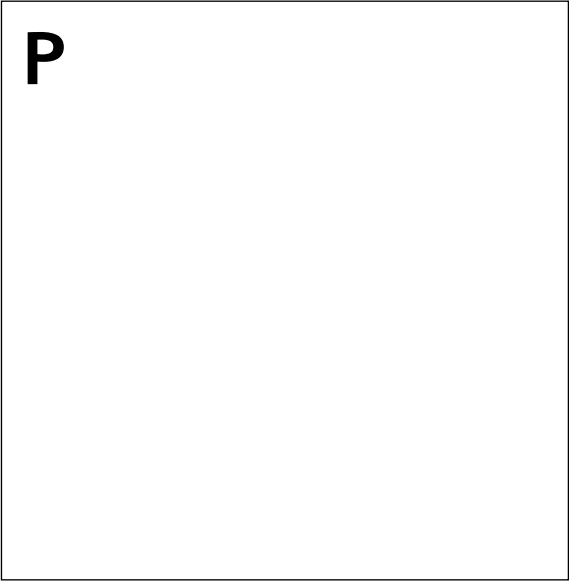
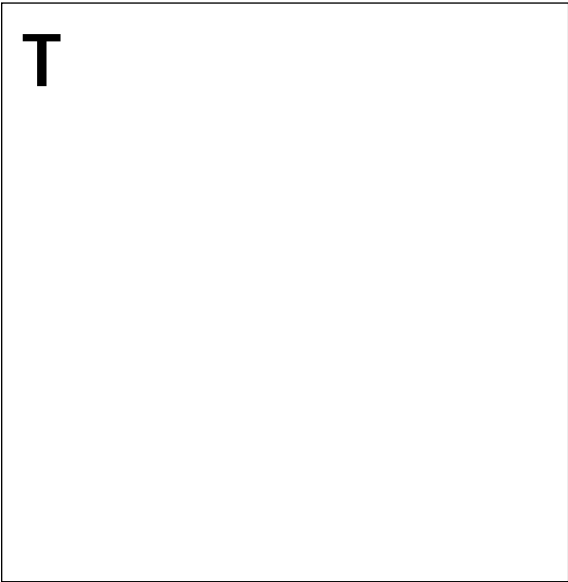
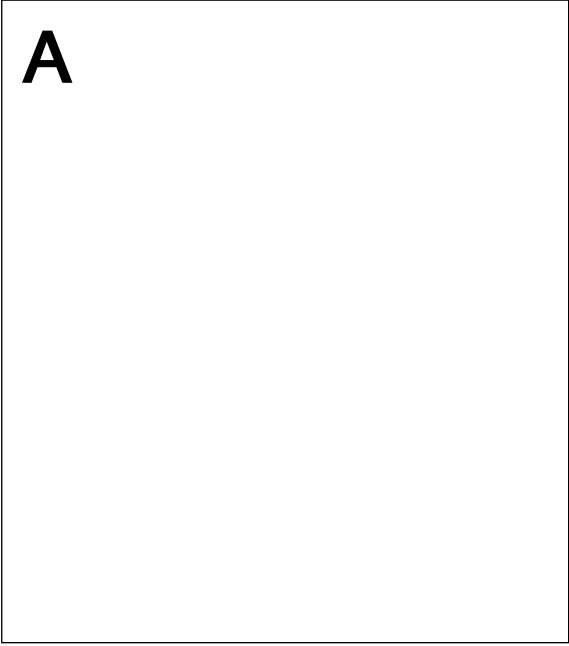
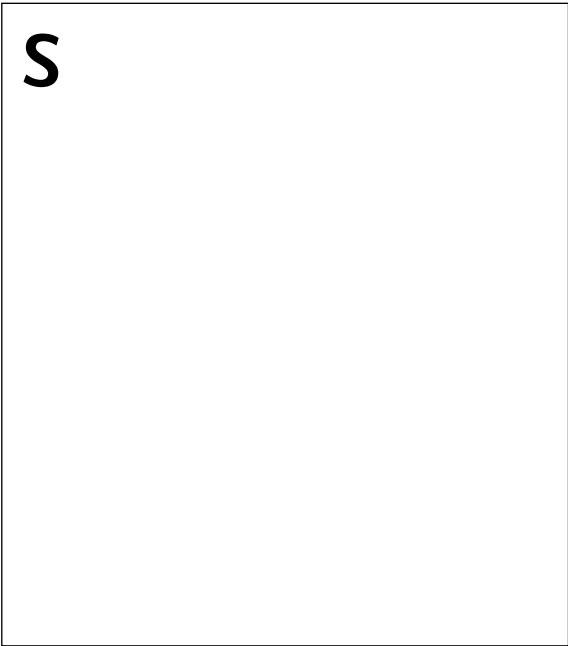


p



s a t p

Draw a picture of an object that begins with each letter.

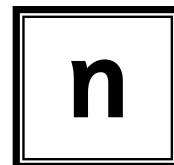


N

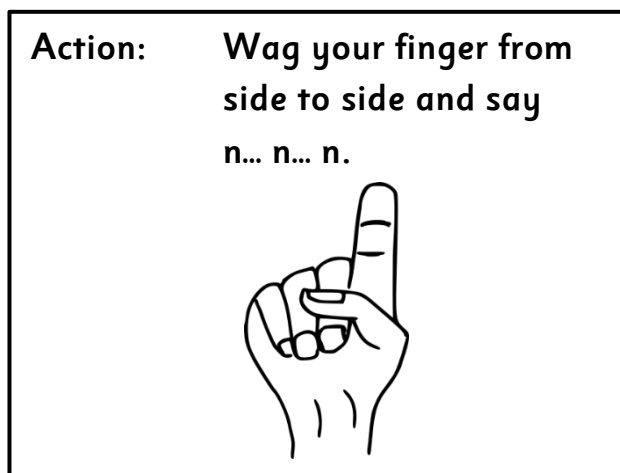
Point to the objects that begin with the **n** sound.

Colour the picture.





Listen to the story. Wag your finger no and say n... n... n... every time you hear the **n** sound.



Nina's Nail

One day Nina was chasing a newt with a net. She was not wearing any shoes. Nina trod on a big, rusty nail and got a nasty cut.

“Nnn nnn nnn,” she said. “That hurts!”

Nina went to see Nurse Nora who gave her an injection with a needle.

“Now you won't get ill,” Nurse Nora said.

Nurse Nora wagged her finger at Nina and said, “You must not run outside without shoes. Not now, not ever. Never!”



N n

N n N n N n



Nurse Nora

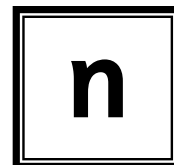
Nora the nurse says, “no, no, no!”

“Not now, not ever, never!”

She won’t say, “yes.”

She won’t say, “go!”

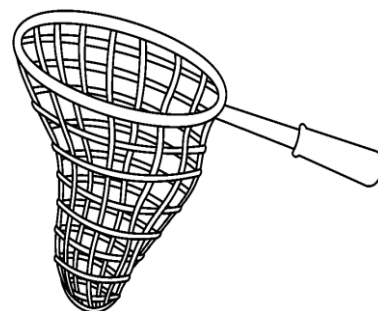
Just, “no, no, no, no, no!”



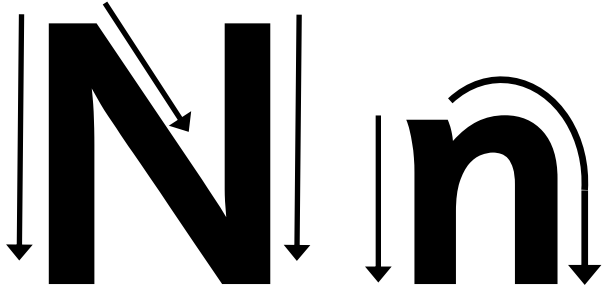
Each picture begins with the **n** sound.

Point to the picture and say the word.

Colour in the letter **n** and all of the pictures.



N



n n n n n n n n n

n n n n

N N N N N N N

N N N N

n N

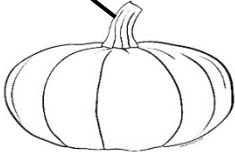
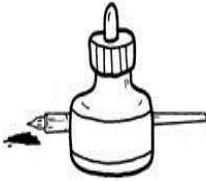
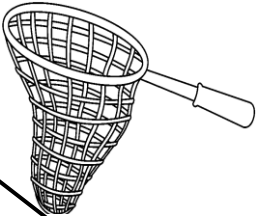
p i n

Draw a line from the letter **p** to the pictures that begin with the **p** sound.

Draw a line from the letter **i** to the pictures that begin with the **i** sound.

Draw a line from the letter **n** to the pictures that begin with the **n** sound.

Colour the pictures.



p
i
n

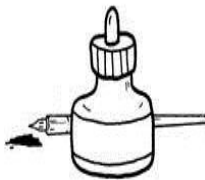


NIP

Say the name of the picture. On the line, write the letter for the beginning sound of the picture.



n

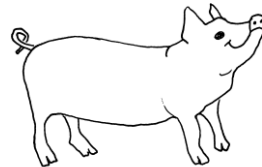


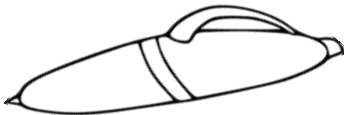
i











p





Let's Read Some Words

Say each sound.

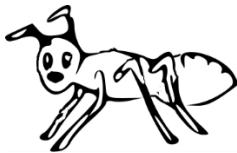
Say the sounds
together to make the
word.



p i n



pin



a n t



ant



p a n



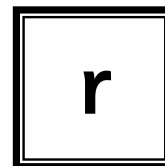
pan

R

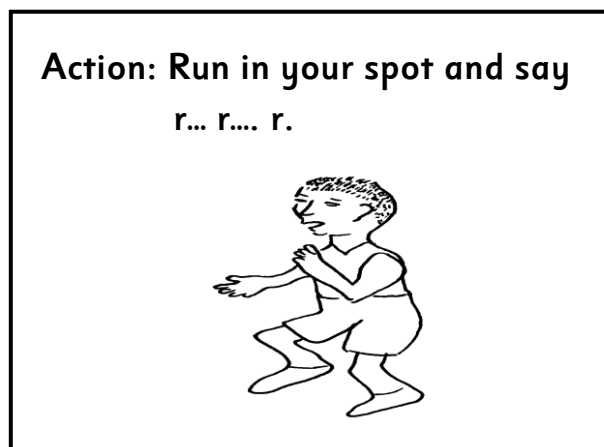
Point to the objects that begin with the **r** sound.

Colour the picture.





Listen to the story. Run in your spot and say r... r... r... every time you hear the **r** sound.



Rita's Race

Rita the Raccoon and Rudy the Rabbit were taking a ride in Rita's red rocket. Their pet rat was with them. Suddenly the rocket made a strange roaring sound. Rita noticed that the engine was smoking. She decided to land the rocket near some rust-coloured rocks and search for some water to cool it down.

Rudy the Rabbit tried to radio for help but there was no reply. Suddenly, Rita the Raccoon spotted a river not too far away. "Let's run a race to the river to get some water," said Rita. "The first one to the river and back to this rock gets to fly the rocket."

"I'm ready! Let's go!" exclaimed Rudy.

Rita, Rudy and the rat ran rapidly. They raced to the river and back.

Rita the Raccoon was the fastest. She won the race and flew them safely to a giant red star.



R r



R r R r R r



Rita's Race

Rita the Raccoon

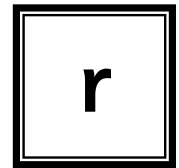
Raced on the moon

With a rabbit and a rat.

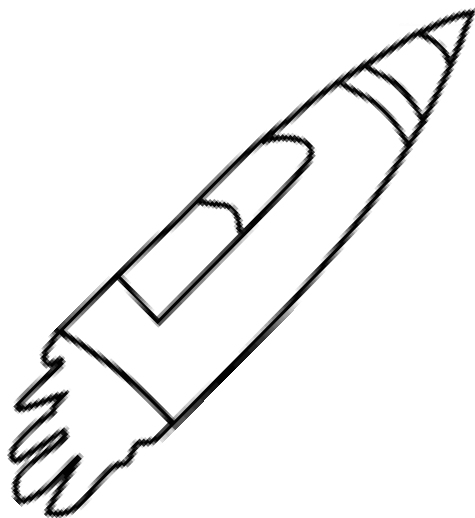
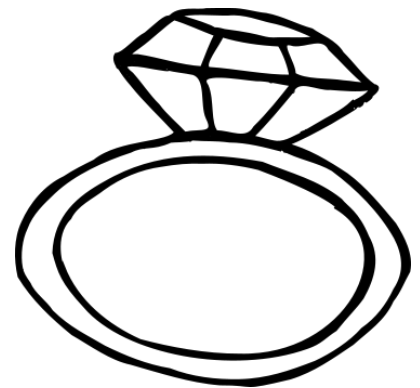
The raccoon ran fast,

As the rat came last

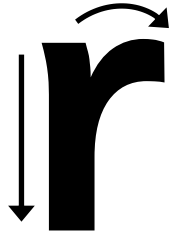
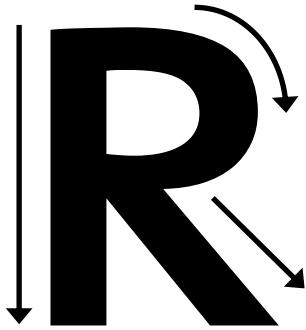
And the rabbit jumped over a hat.



Each picture begins with the **r** sound. Point to the picture and say the word. Colour in the letter **r** and the pictures.



R



r r r r r r r r r r

r r r r r

R R R R R R R R R

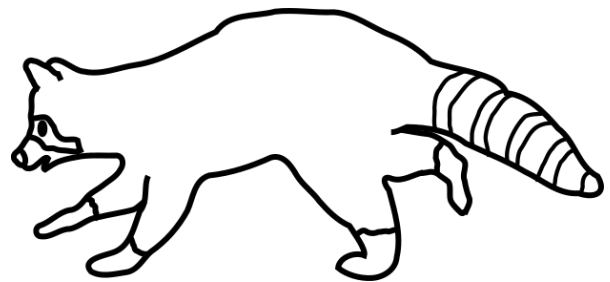
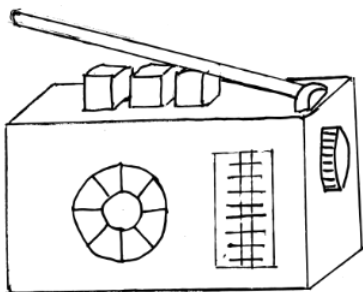
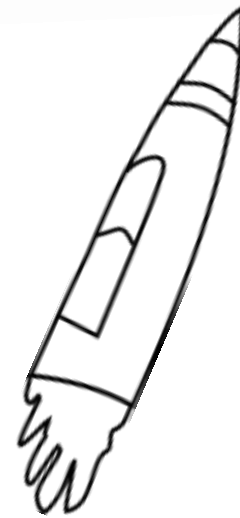
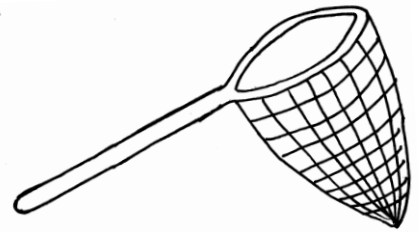
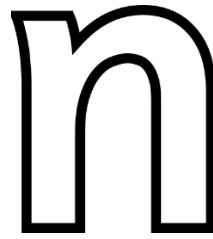
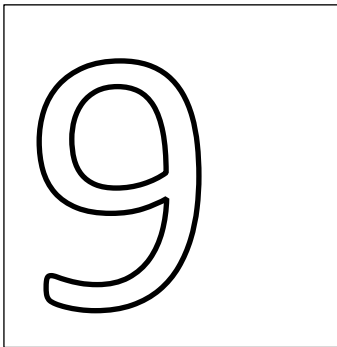
R R R R

r R

n r

Draw a line from the letter **n** to the pictures that begin with the **n** sound.

Draw a line from the letter **r** to the pictures that begin with the **r** sound.



Let's Read Some Words

Say the sounds one at a time.

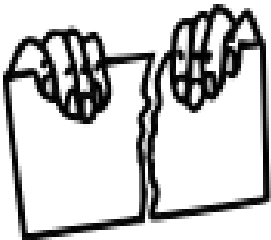
Say the sounds together to make the word.



r a n ran



r a t rat



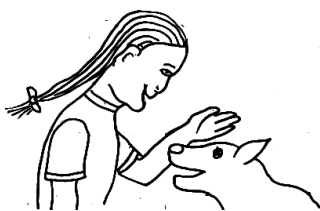
r i p rip



Let's Read Some Words

Say each sound.

Say the sounds together
to make the word.

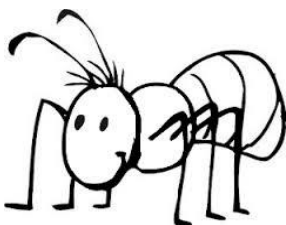


p

a

t

pat



a

n

t

ant



Tricky
words:

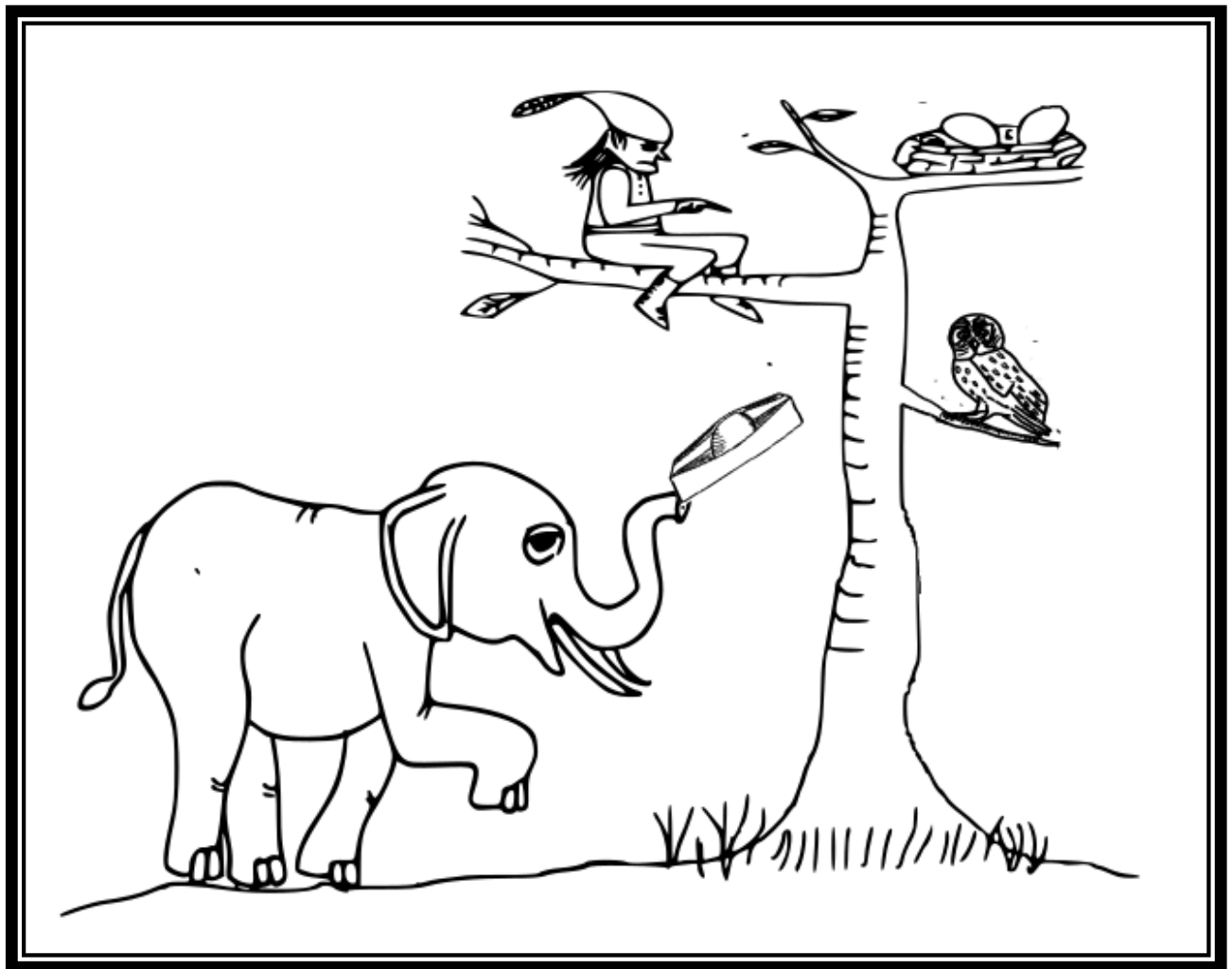
I

is

E

Point to the pictures that begin with the **e** sound.

Colour the picture.

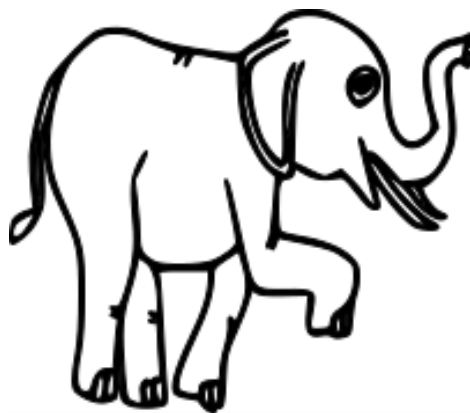


e

Listen to the story. Lift up your leg like you stepped on an egg and say e... e... e... every time you hear the **e** sound.

Action:

Lift up your leg
like you stepped
on an egg and
say e... e... e.



Ella's Eggs

One day, Erei the Elephant was walking in the jungle. He stepped on something and he heard a cracking sound. Erei had stepped on an egg.

“E” he said, “E, e, e. What a mess”

Erei saw some more eggs lying on the floor. They had been thrown out of a nest by an elf. Then Erei saw Ella the Owl in the tree. She looked very sad.

“These are my eggs!” said Ella. “Please help me put them back in the nest.”

Erei looked up into the tree and saw the empty nest. “It is too high up,” he said. “I cannot reach it.”

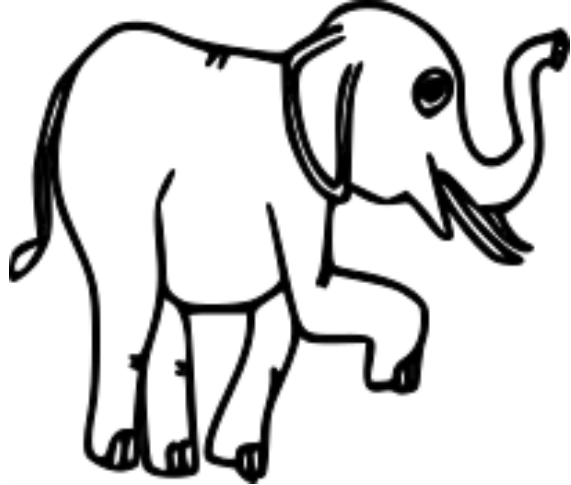
Ella asked Erei to wait, then she flew away. Eleven minutes later she came back with an empty envelope in her beak. Ella put an egg in the envelope. Erei used his trunk and very carefully he put the egg back into the nest.

When all the eggs were in the nest, Ella flew up to chase the elf away.

A few days later, three beautiful, tiny owls were hatched.



E e



E e E e E e



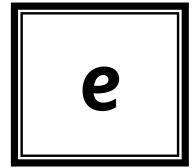
Erei the Elephant

Erei the elephant

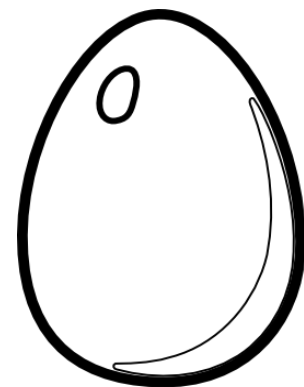
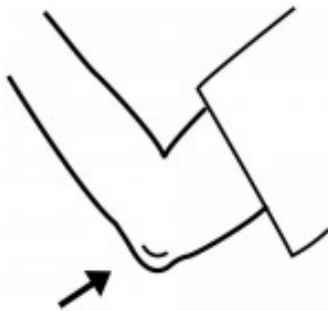
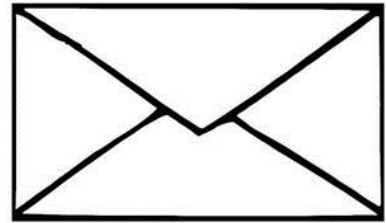
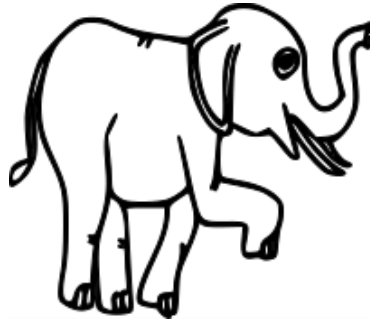
Steps on an egg.

“E” he says, “what a mess!”

“e e e e e!”

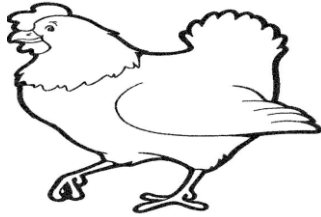


Each picture begins with the **e** sound. Point to the picture and say the word. Colour in the letter **e** and the pictures.

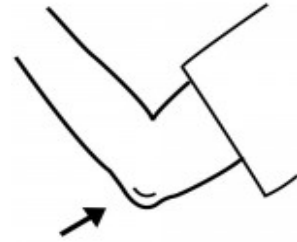


E

Each picture has an **e** sound in its name.
Colour each picture and circle the letter e in its name.



he**n**



el**bow**



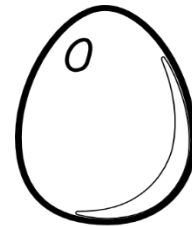
el**f**



ne**t**

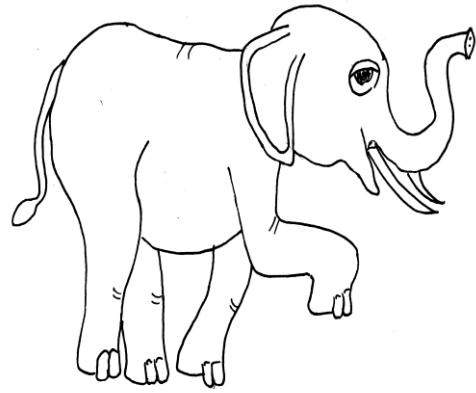
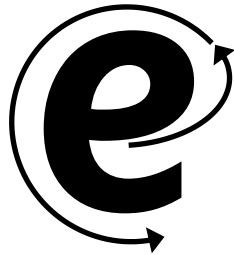
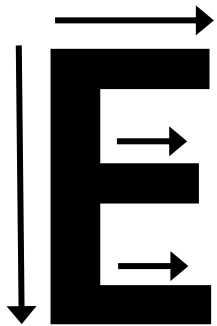


be**ll**



eg**g**

e



e e e e e e e e e e e

e e e e

E E E E E E E E E

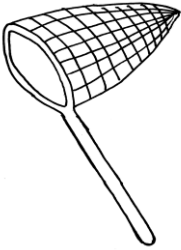
E E E E

e E

Let's Read Some Words

Say the sounds one
at a time.

Say the sounds
together to make the
word.



n e t

net

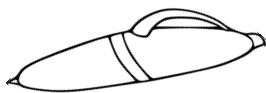


10



t e n

ten



p e n

pen



p i n e r

Match each small letter to its capital letter.

p

i

n

e

r

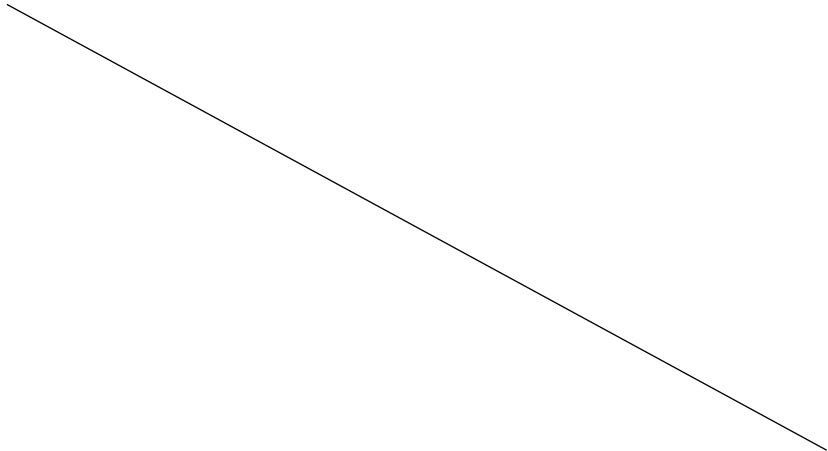
R

E

P

N

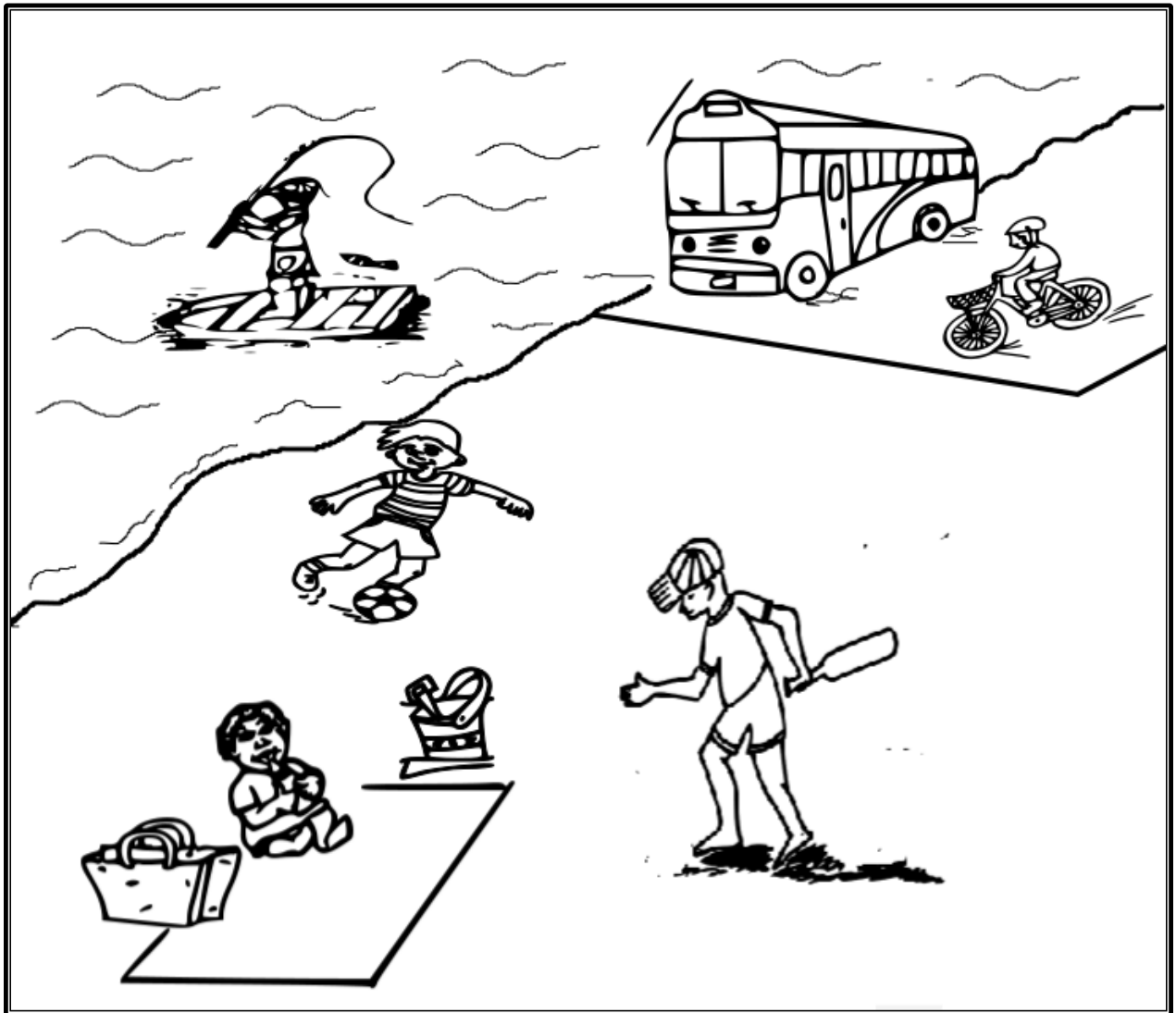
I



B

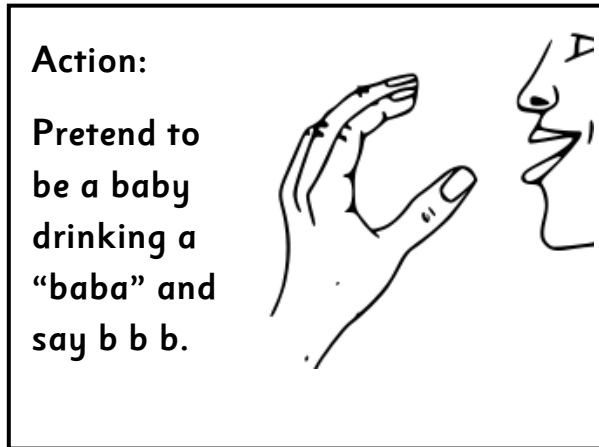
Point to the objects that begin with the **b** sound.

Colour the picture.



b

Listen to the story. Pretend to be a baby drinking a baba and say b... b... b... every time you hear the **b** sound.



Baby Bianca's Trip to the Beach

One day Bob took his baby sister, Bianca, to the beach. They went on a big, brown bus. Bob took a bat, a ball and a bucket to play with. He left Baby Bianca lying on a blanket on the sand. At first Baby Bianca watched her brother and babbled happily.

Soon Baby Bianca became very thirsty. She wanted her “baba”. Baby Bianca bawled and bawled until her big brother dropped his bat and ball and came running up with the “baba”. Baby Bianca took a long drink of milk. Then she burped and fell asleep on her blue blanket. When she woke up, she was in the bus on her way home.

B

B b

B b B b B b



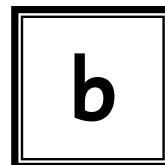
The Baby and her “Baba”

The baby says, “b b b.”

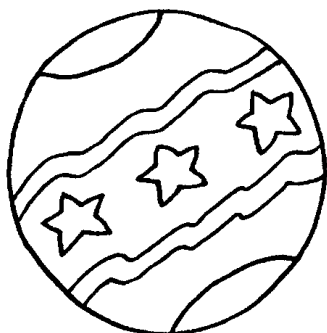
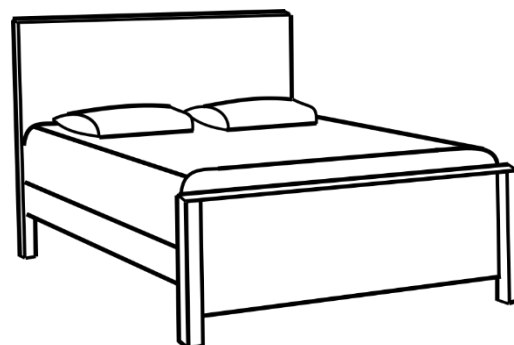
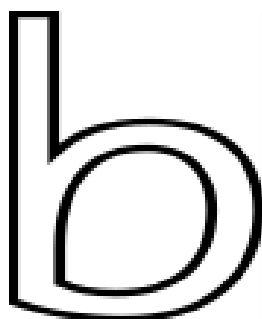
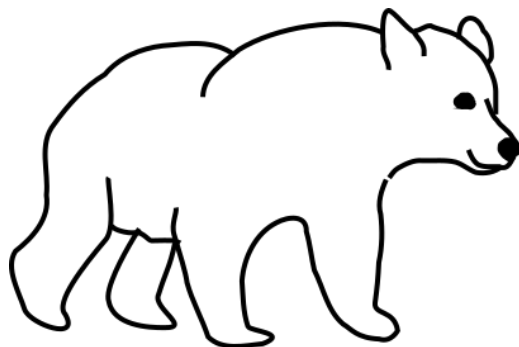
She wants her big blue “baba”.

She bawls five times a day

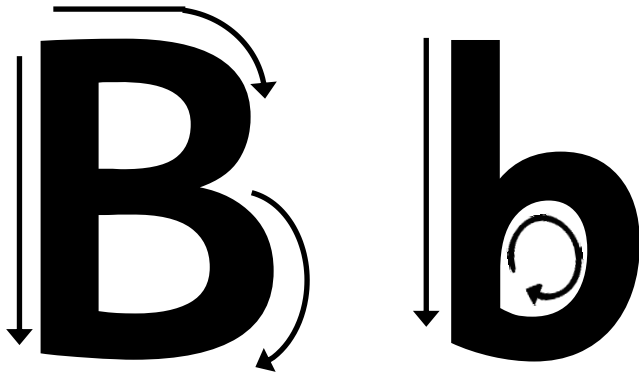
Which tires out her mama.



Each picture begins with the **b** sound. Point to the picture and say the word. Colour in the letter **b** and the pictures.



B



b b b b b b b b b b

b b b b

B B B B B B B B B

B B B B

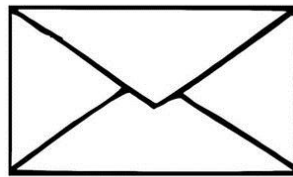
b **B**

b

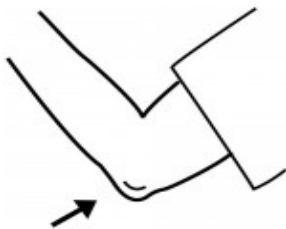
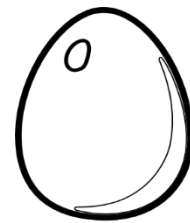
Draw a line from letter **E** to the pictures that begin with the **e** sound.

Draw a line from letter **B** to the pictures that begin with the **b** sound.

Colour the pictures.



E



B



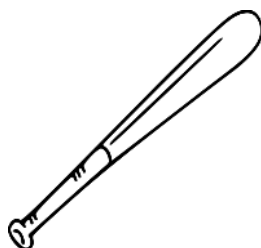
Let's read some words

Say each sound.

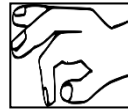
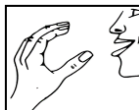
Say the sounds
together to make
the word.



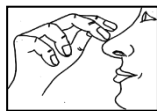
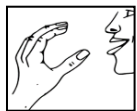
b i n bin



b a t bat



b i b bib



Let's Read Sentences

Pat sat in a bin.



Pat is in a bin.

C

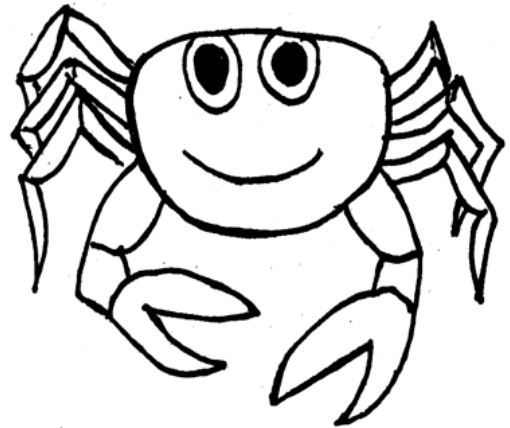
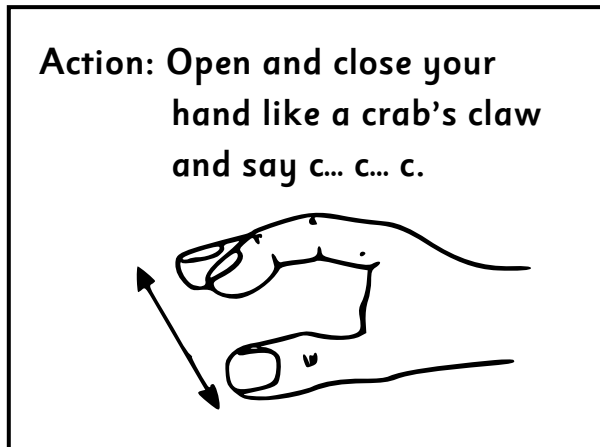
Point to the objects that begin with the **c** sound.

Colour the picture.





Listen to the story. Open and close your hand like a crab's claw and say c... c... c every time you hear the **c** sound.

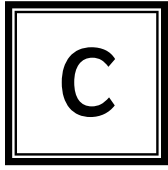


Clicker Loses His Hand

Clicker was an old clock. He always told the exact time and never stopped. Every day, Colin the Crab, Catrin the Cat, Calvin the Crow and Caitlin the Cow all asked Clicker what time it was.

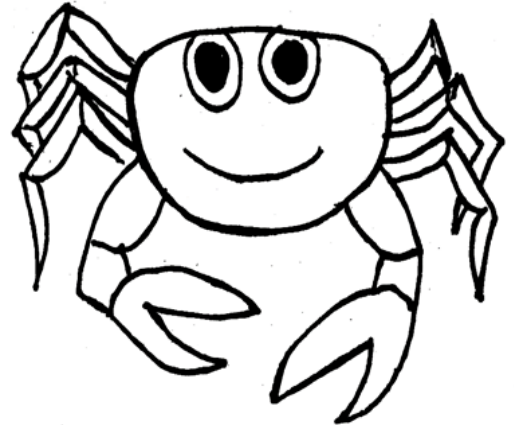
But one morning, Clicker's big hand fell off! Clicker still said "tick, tock, tick, tock" but nobody could tell the time. Clicker called out to the cat, the cow and the crow, "Please help me find my big hand."

Colin the Crab saw Clicker's hand on the floor. He picked it up in his claw. He crawled over to Clicker and put the hand back into the right place. He was very careful. He did not want his claw to scratch the clock. Once again, Clicker's hand could go round and round.



C c

C c C c C c



A Crab Catches a Cat

Colin the Crab

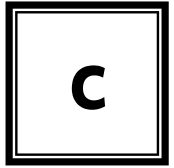
Clicks his claws

To catch a careless cat.

He clamps its paw

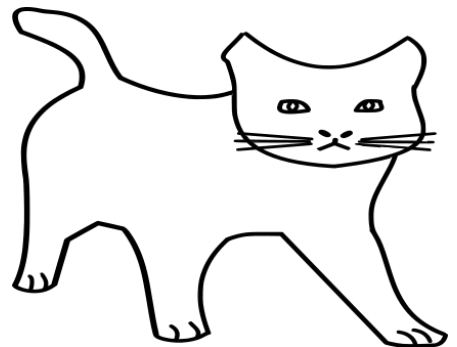
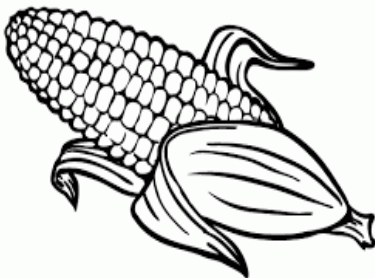
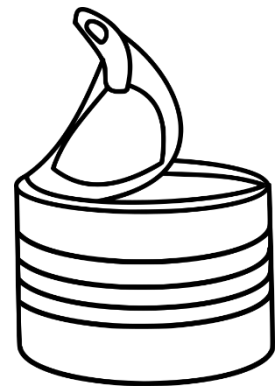
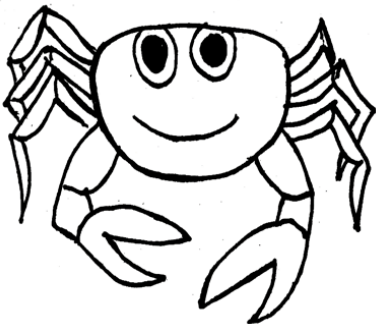
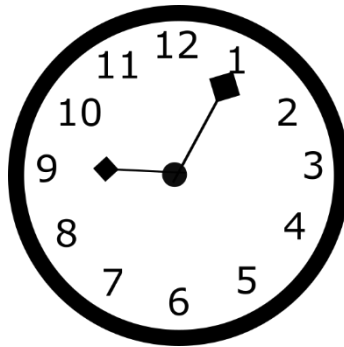
And just like that

Carries it out the door.

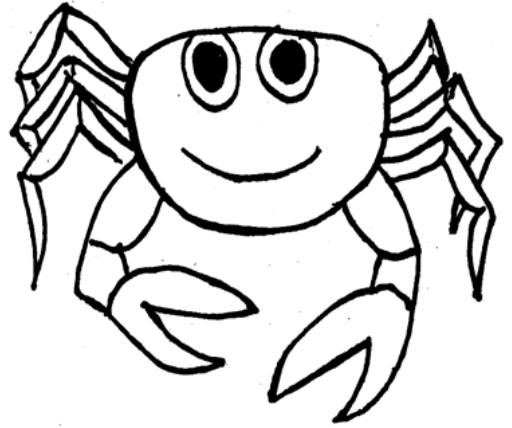
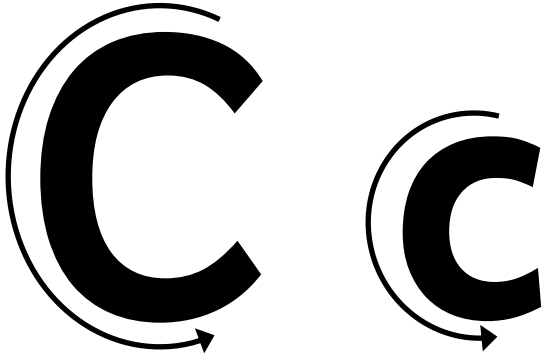


Each picture begins with the sound **c**. Point to the picture and say the word.

Colour in the letter **C** and the pictures.



C



c c c c c c c c c c c c

c c c

C C C C C C C C C C

C C C

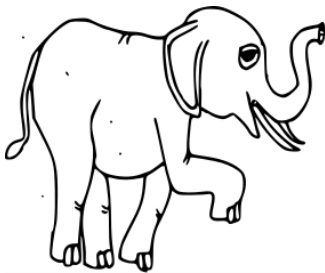
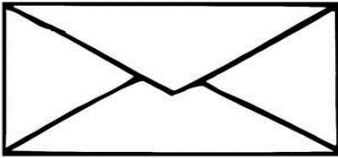
c _____ C _____

b c e r

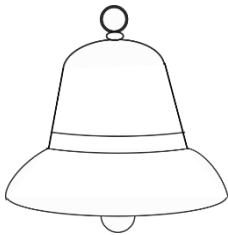
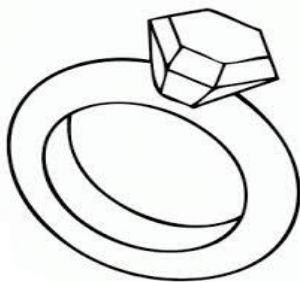
Draw a line from each letter to the pictures that begin with the sound.



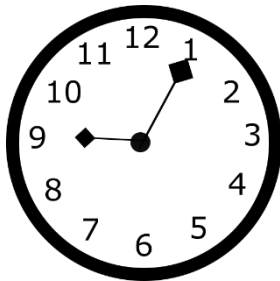
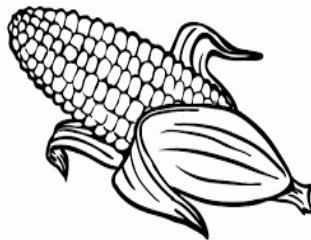
r



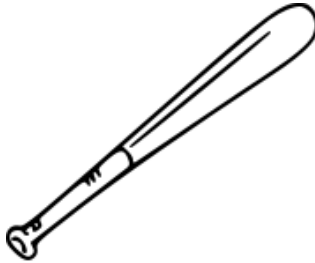
e



b

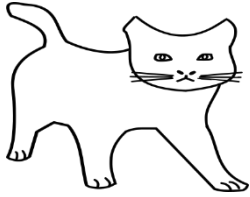


c

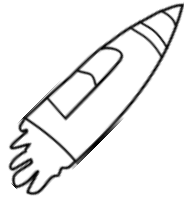


B C E R

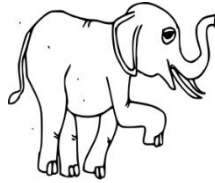
Say the name of the picture. On the line, write the letter for the beginning sound of the picture.



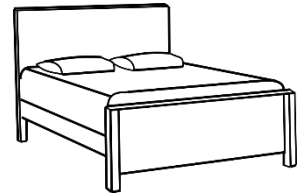
 c



 r

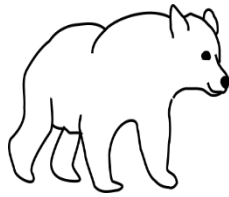


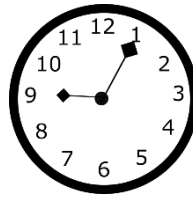
 e

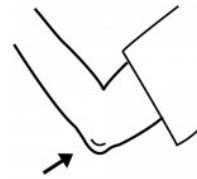


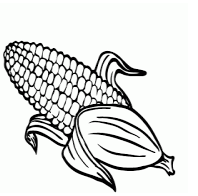
 b



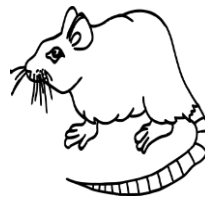














b c e r

Practice writing the letters.

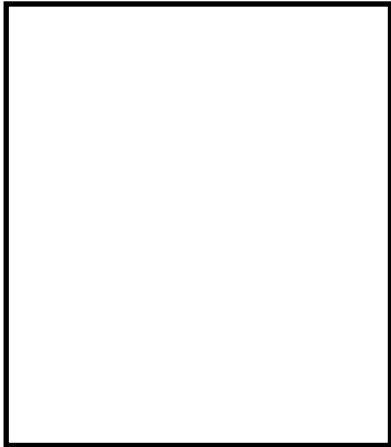
Draw something that begins with one of the sounds.

r r r r

e e e e

b b b b

c c c c



Match the small letters to the capital letters.

r

e

b

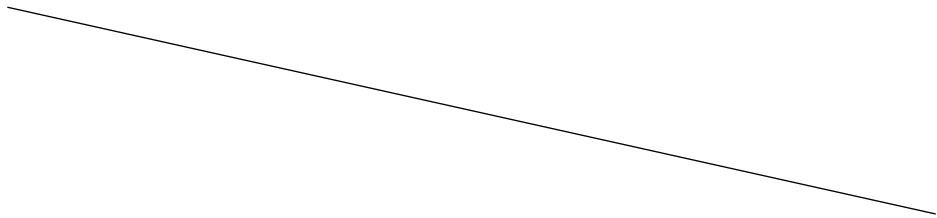
c

E

C

R

B



Let's read some words

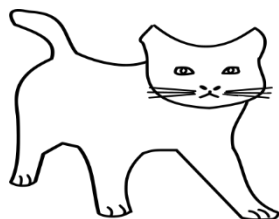
Say the sounds one
at a time.

Say the sounds
together to make the
word.



c a n

can



c a t

cat



c r a b

crab



On the Farm

Mr. Mike was a farmer. He lived in the calm village of Cotton Tree in the Cayo District. At five o'clock one hot Monday morning, Prince the Parrot called out to wake up the animals.

It was market day. Mr. Mike had to travel to town in his truck. He needed to take the fruits and vegetables to sell. The animals all ran to help load the truck with eggs, craboo, mangoes, cashews, hot peppers, cassava and rice.

Mr. Mike drove off happily. All his animals had helped him. Candy the Cow, Helen the Hen, Donald the Duck and Randy the Rooster ran ahead of the rest. Ms. Mary the farmer's wife was feeding the other animals. She threw the corn and called their names. Henry the Horse kicked up his hoofs. He was very hot and hungry after all that work.

Suddenly Rita the Raccoon raced into the farm yard. "Helen the Hen has lost her egg!" she shouted.

"Oh no!" said Ms. Mary. "What will farmer Mike say?"

Immediately the animals started to search for the missing egg. Isani the Iguana and Rita the Raccoon ran down to the riverside. They looked and looked, but they did not see the egg. Colin the Crab and Candy the Cow called Tata the Toucan to come and help them. Helen the Hen took them to check her chicken coop. There was no sign of the egg.

Helen the Hen felt so helpless. "Where can my egg be?" she squawked and shouted at the animals. She blamed all the animals. She thought they had stolen her egg.

Just then, Tata the Toucan flew in from the roadside. She had seen a broken egg shell near the forest. The animals all raced to see. There in the hot morning sun, a small baby chick was seen calling for its mom. "Peep, peep, peep, peep" it said. "Peep, peep, peep, peep." Helen's egg had hatched into a tiny chick.

Helen the Hen was so happy, but she was also sorry that she had behaved so rudely and shouted at her animal friends.

Final Assessment

Point to each letter. Ask, "What sound does this letter make?"

If the student gives the alphabet name of the letter, prompt him or her for the sound instead.

a

n

c

i

p

e

t

b

Score out of 8

Point to each letter. Ask, "What sound does this letter make?"

If the student gives the alphabet name of the letter, prompt him or her for the sound instead.

B

R

S

T

Score out of 4

Point to each word. Ask the student to read each word.

Give the student enough time. Allow the student to correct him or herself.

at

in

sit

tap

can

rat

Score out of 6

Point to each word. Ask the student to read each word.

Give the student enough time. Allow the student to correct him or herself.

I

is

Score out of 2

Ask the student to read this sentence.

It is a cat.

Ask the student to complete the first three letters by tracing and then to continue writing letters until he or she reaches the end of the line.

b b b b

e e e e

s s s s

T T T T

A A A A

P P P P

Workbook One Assessment Student Record Card

Letter Recognition								
Place a tick in the box for each letter.								
a	n	c	i	p	e	t	b	Total (8)
B	R	S	T					Total (4)
Word Recognition								
Tick appropriate box for each correct answer.								
If the word is read correctly, even with much hesitation, then tick box.								
at	in	sit	tap	can	rat			Total (6)
l	is							Total (2)

Sentence Reading	
Tick all the statements that apply.	
<i>The sentence was read clearly.</i>	
<i>The sentence was read without hesitation.</i>	
<i>The sentence was read without any mistakes.</i>	
<i>Some of the words were read correctly.</i>	
<i>Some of the words were read with help from the teacher.</i>	

Letter Writing	
Tick all the statements that apply.	
All letters were well- formed.	
Most letters were well-formed.	
Most or all letters were well-formed without the dots.	
Most or all letters were well-formed when the dots were used.	
Letters are not well-formed but could still be read.	
Letters are not well formed and cannot be read.	

Other Comments