

Think Read Write

PHONICS

1

Eric Kane
Christine Graf
Daniel Olsson



Free App



A* List

Think Read Write

PHONICS

1

Eric Kane
Christine Graf
Daniel Olsson

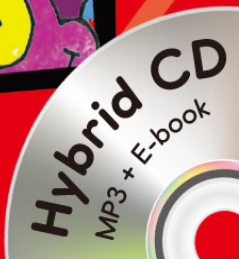


Table of contents

● For Teachers and Parents

How to Use This Book	4-7
The Alphabet	8

Unit 1 **a e i o u**



aA	10
eE	14
iI	18
oO	22
uU	26
Writing	30
Activities	34

Unit 2 **b p g c k**



bB	38
pP	42
gG	46
cC	50
kK	54
Writing	58
Activities	62

Story 1 An Eggcup

66

Story 2 A Pig is Up

70

Point and Read

74

Unit 3 **d t v f** 75



dD 76

tT 80

vV 84

fF 88

Writing 92

Activities 96

Story 3 **At the Vet 1** 100

Story 4 **At the Vet 2** 104

Point and Read 108



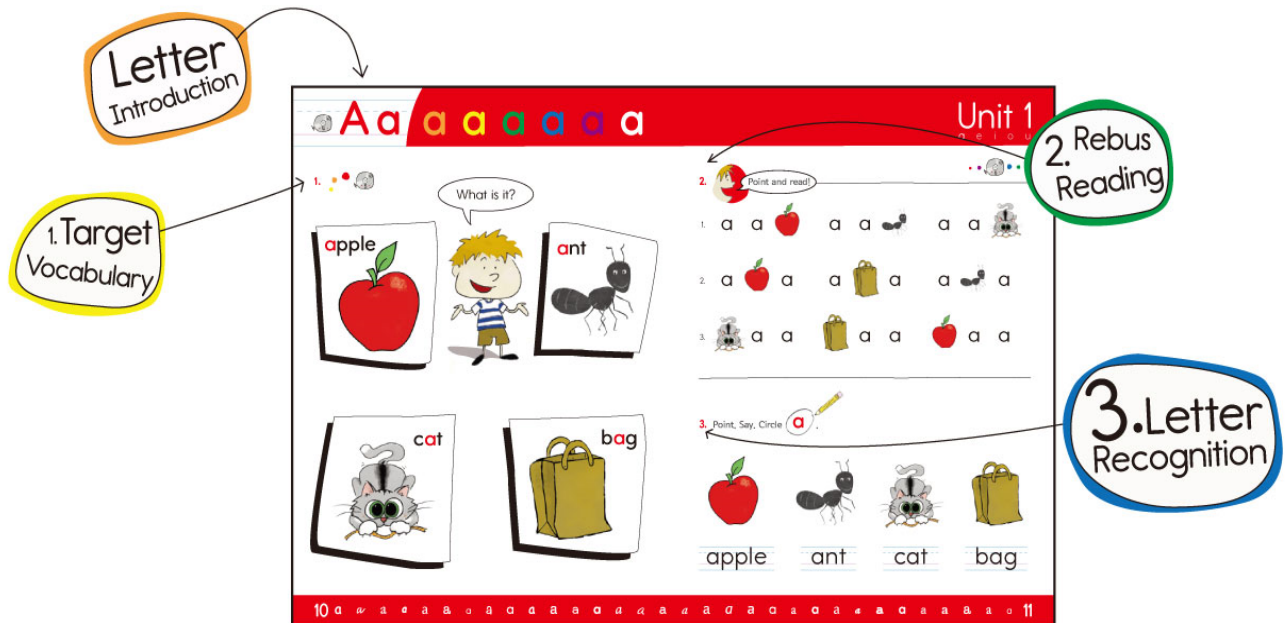
Can You Read Them All? 109

Dictionary 110

How to Use This Book

to help develop phonemic awareness, phonics, writing and early-reading skills in young learners

Letter order: vowels, voiced/non-voiced pairs, commonly confused letters, and then the rest



Letter Introduction



Introduce upper and lower case letter names and the phonemes/grapheme (sound/letter) connection here. CD chant included. Point out that letter names are not usually used when we read and be sure to model tongue and mouth position carefully!

2 Rebus Reading



Practice left-to-right reading of target phonemes and vocabulary here. Have learners point while practicing slowly. Then, try the challenging CD chant!

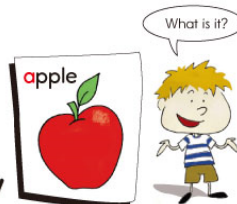
3 Letter Recognition



apple ant

Learners identify and circle the target letter here. Be careful. Sometimes there is more than 1! Also, be sure to point out that sometimes two letters are used to make one sound in words such as "kiss," "smell," and "buzz."

1 Target Vocabulary



Introduce and practice four vocabulary words with target phoneme in initial, medial or final position here. This book's vocabulary corpus includes a useful mix of nouns, verbs, adjectives, adverbs and prepositions for creative language opportunities.

Note: Some words are repeated in the book.

Activities! Activities!! Activities!!!

• Game Board



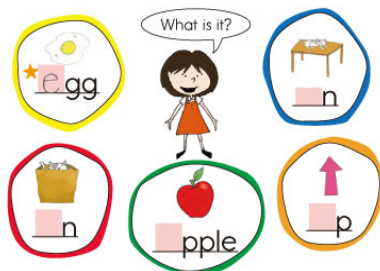
Use the fun and colorful game board to pre-teach the vocabulary for each unit. Use chips or erasers as makers and a dice or a coin to progress. All illustrations have a text reference at the bottom of the page for teachers. CD chant included.

• Letter Hunt!



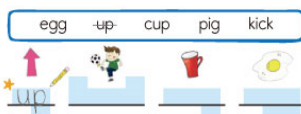
Early readers often have difficulty identifying the many fonts of English. This activity helps speed that learning curve up. Take note of the font variations at the bottom of most pages.

• Write a e i o or u.



This exercise asks learners to identify the missing grapheme by first saying the word and then filling in the missing letter. This is the first activity which asks learners to write on a single line. Introduce or help as necessary.

• Write.



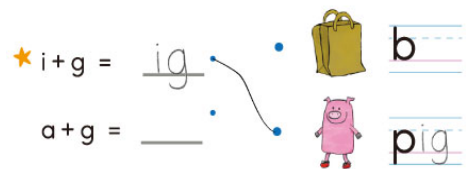
Learners read and identify the matching illustration. Be careful. There may be more words than illustrations!

• Match the BIG and small letters.



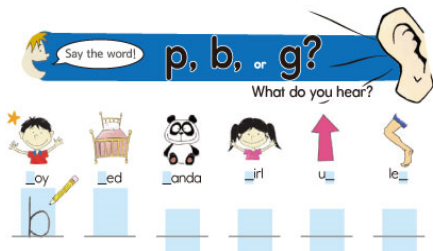
Help reinforce the UPPER/lower case connection with this simple matching and writing exercise. This activity appears only once, but the concept can be expanded upon easily in the classroom using flash cards or other materials.

• Add, match, and write!



Learn vowel/consonant and consonant blends by adding phonemes together. Then, match to the picture to check comprehension... and write!

• What do you hear?



Help learners with commonly mistaken sounds and letters with these activities. Some activities require careful attention to letter placement on the line (b and p for example).

• Find the mistake and fix it!



A challenging activity that asks learners to sound out each word, compare it to the illustration and find, then correct the error. This activity also puts learners in the role of the teacher by asking them to correct the mistakes.

Stories! Stories!! Stories!!!

to develop phonemic awareness, decoding fluency and a love of reading in young learners

Story 1 **An Eggcup**

Point and read!

1. u p up up up

2. c u p cup cup cup


3. b i g big big big


4. b a g bag bag bag


5. e gg egg egg egg


6. k i ck kick kick kick


Read and match:


1. bag • 

2. cup • 

3. egg • 

4. up • 

5. kick • 

6. big • 

66 a b c d e f g h i j k l m n o p q r s t u v w x y z 67

Sight Word Spotlight

A / a An / an

Underline in Story, How many?
A / a =
An / an =

Do you know?
Look it up and check.
eggcup

Find, Point, Say.
egg kick big
up bag cup

An Eggcup

A bag.
A big bag.

An egg.
A big egg.

Kick a big egg.

A cup.
A big cup.

An egg up...
...an eggcup.

68 a b c d e f g h i j k l m n o p q r s t u v w x y z 69

Point and read!

Practice decoding and blending skills here. Learners point to each grapheme, say the sound and read (blend) the word. Point out single sounds represented by multiple letters (ck, ll, gg)!

Tip: Encourage clear, accurate pronunciation to build speaking confidence!

Read and match.

A simple matching exercise to help with comprehension. Learners decode each word and identify each illustration before matching with a pencil.

Tip: Encourage students to use the picture dictionary for new words!

Sight Word Spotlight

A / a

Not all English words are decodable using phonics. 15 of the most common 'sight words' are introduced here. These are the only non-decodable words in the book. Learners underline and count each sight word in the story.

Tip: Drilling these words can accelerate reading fluency!

Do you know?

New words (not in previous stories) are introduced here.

Tip: Have your students check off each word as they look it up in the dictionary!

Letter Border a b c d e f g

Only these highlighted letters will be used in the story. Note that the border color corresponds to the relevant unit.

Tip: Have your students sound out each highlighted letter!

Find. Point. Say.

Identify words in context before reading. Learners should scan the text with their finger, saying each focus word as they pass it. Sight words are highlighted.

Tip: Pay special attention to words with an initial Capital letter (egg = Egg).

Illustrations

Use the detailed illustrations to engage learners in the story and explore the meaning.

Tip: Ask questions about the illustrations (Is this a cup? What's in the bag?) before reading.

The Text

Read the story with your students. Encourage them to read with natural rhythm as decoding skills develop.

Tip: Use "Point and read." at the back of the two stories to review them and build reading fluency!

- **Point and Read:** Learners can review the phonics stories with the text versions of the stories. Words in each story are listed for review and practice.
- **Can You Read Them All?:** Learners can review all the words in phonics stories.
- **Dictionary:** Learners can check and practice all the words in the book.

The





alphabet







Track
2

Aa  Bb  Cc  Dd 



Ee  Ff  Gg  Hh 

Ii  Jj  Kk  Ll 

Mm  Nn  Oo  Pp 

Qq  Rr  Ss  Tt 

Uu  Vv  Ww  Xx 

Yy  Zz 

a

start here!
↓



Unit 1

aeiou



a

apple
ant
cat
bag

e

elephant
egg
elf
bed

i

in
itchy
pig
big

o

on
octopus
sock
hot

u

up
under
jump
cup

unit 1





Aa

a a a a a a a

1.



What is it?

