

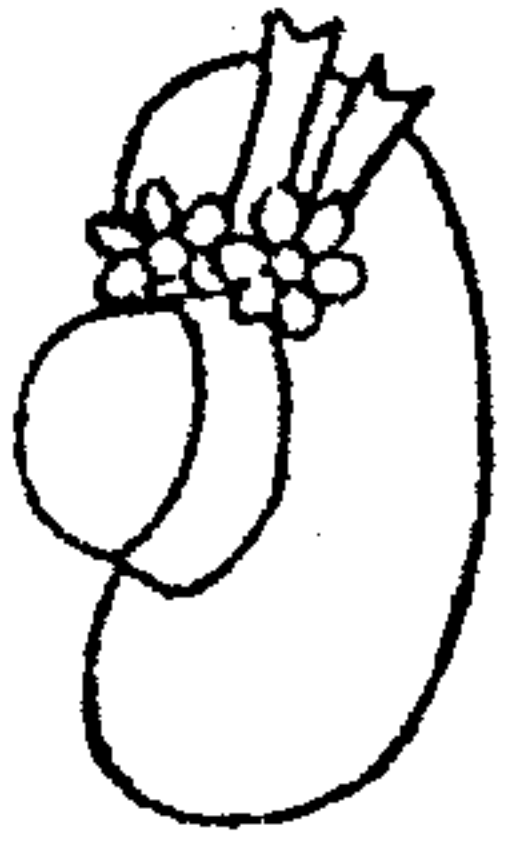

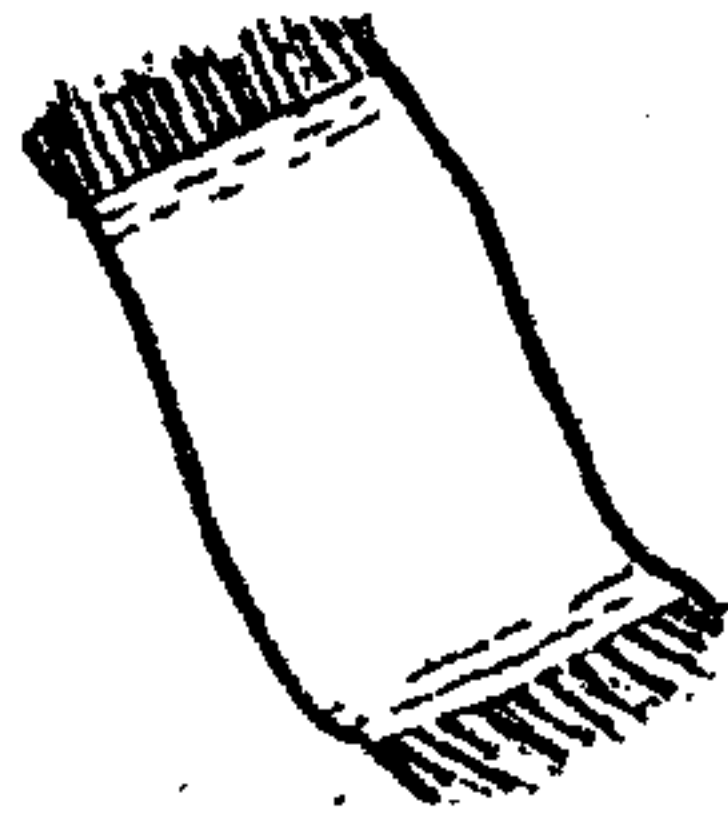


Copy the words.

Complete the sentences!

cat	-at	
bat	b	
hat	h	
rat	r	
mat	m	

I see a b .

I see a h _____.

I see a r _____.

I see a m _____.

I see a c _____.

Speed-read the sight words. Read the spelling words. Clap them in sounds. Say a spelling word. Who will be the first to find it in the box? Let the learners read the words and sentences in the picture. Say a word and let the learners point out the correct word. Now turn to the words in the boxes. Let the learners read the first word (sit). Clap the word in sounds with the learners. Let them clap the rest of the words by themselves and put a block on the words that look just like the word in the first box.

Sight words

Spelling words

of far as at a ran I
sit it is on in ten not

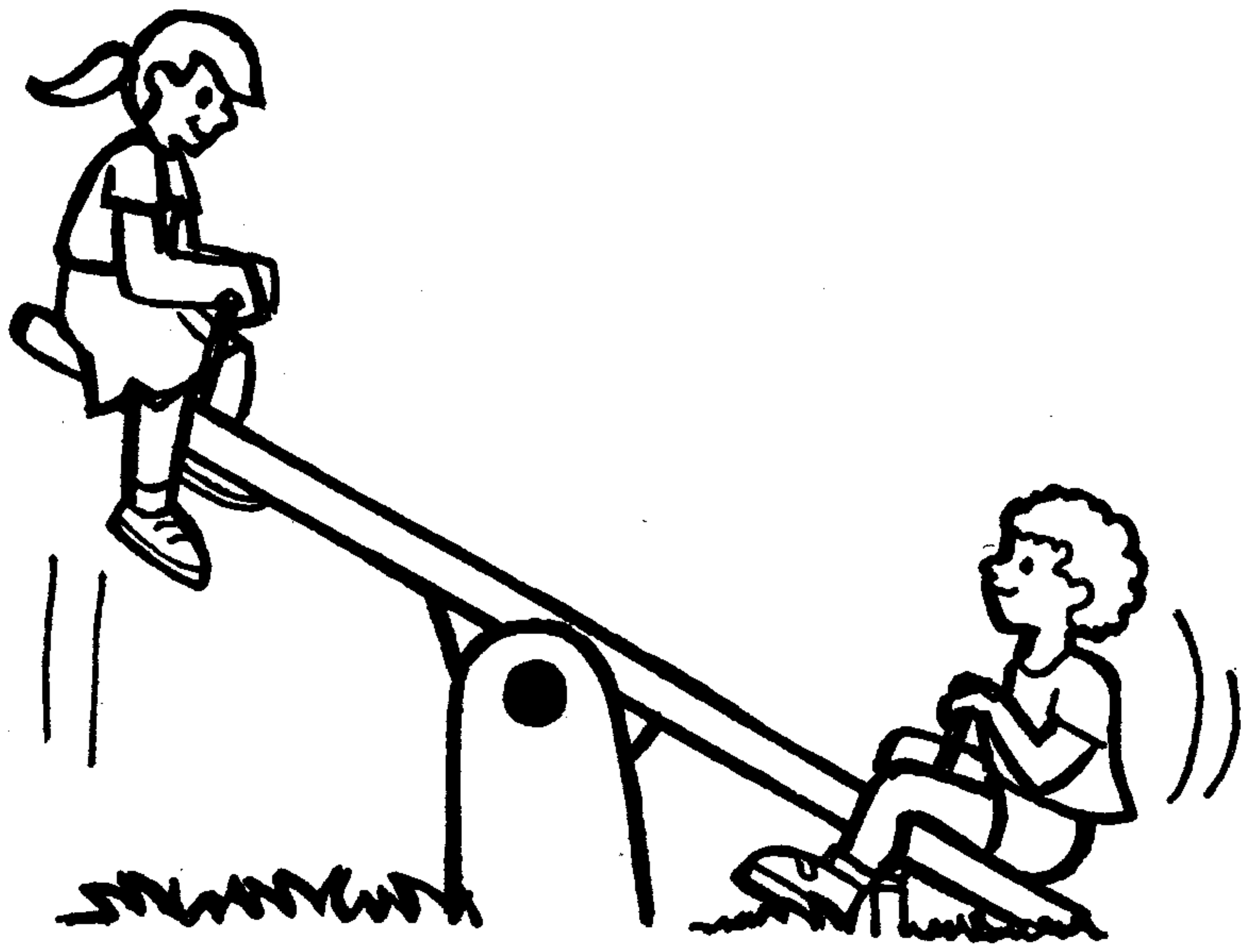
fat rat ran sat fast
far soft dot not red if

Jen sits on the  .

Sita is in the  .

Fran is at the  .

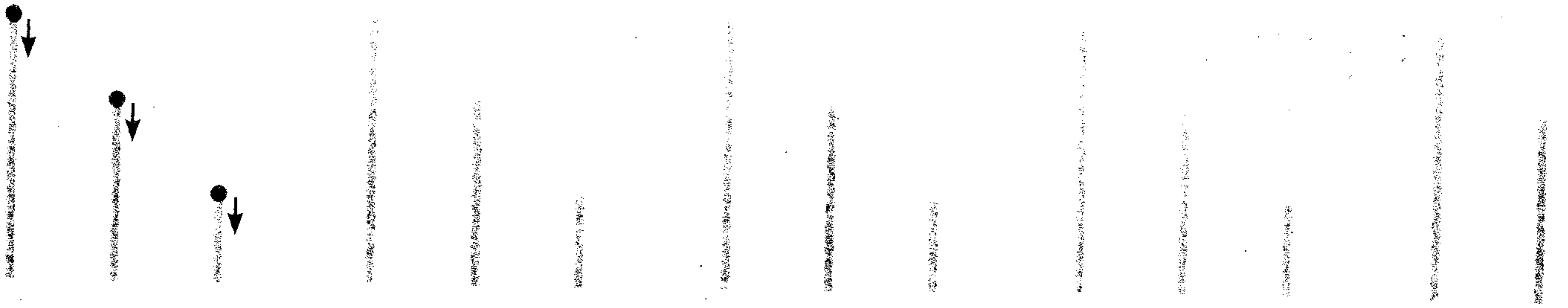
Isa ran to the  .



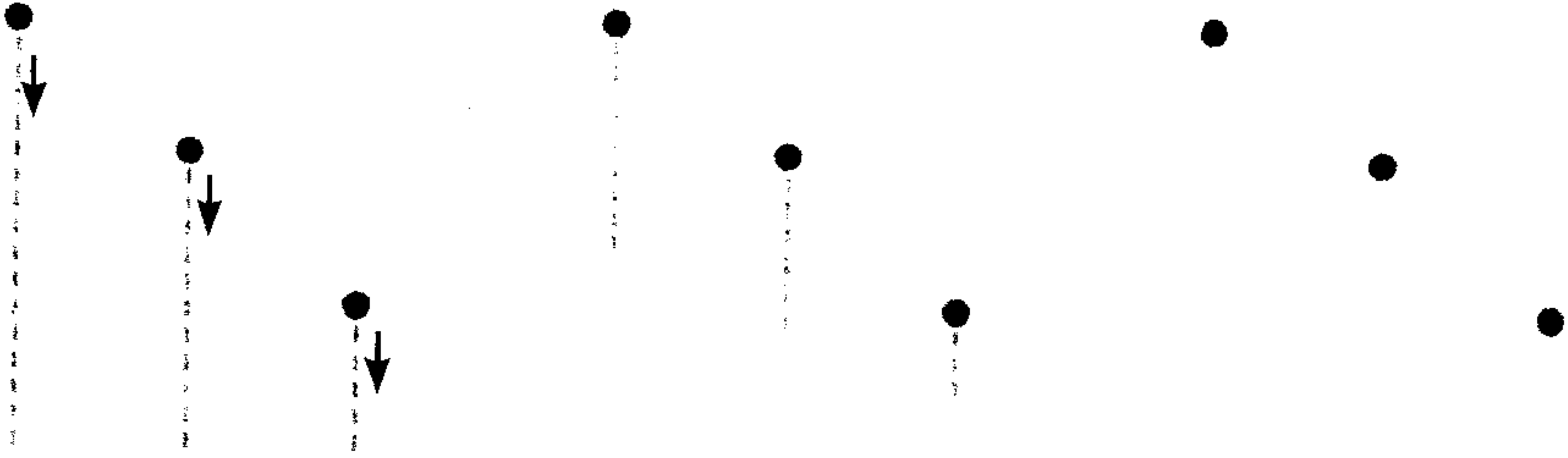
Cut out all the words that are the same. Sort them into the correct columns.

is	fat	not	the

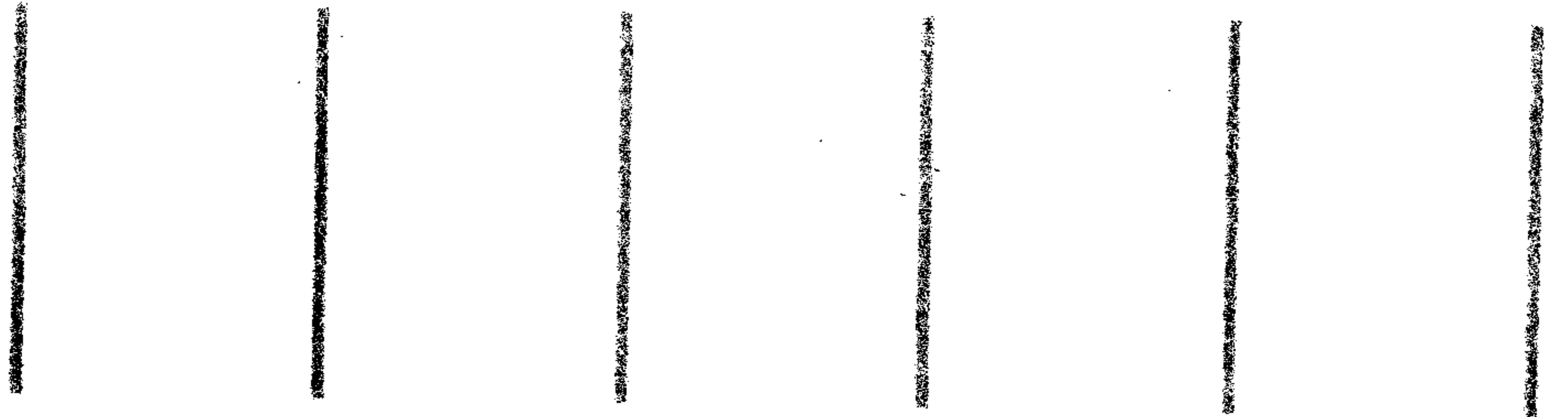
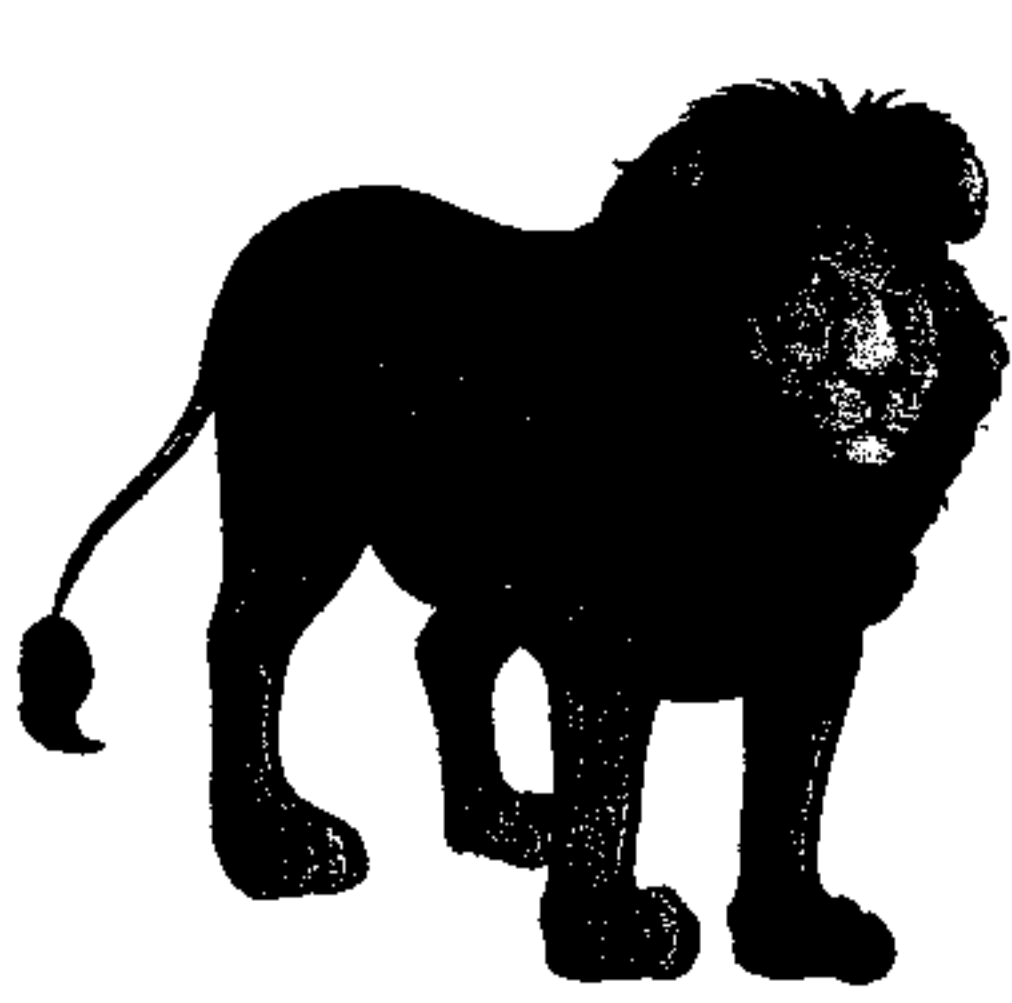
is	fat	not	is	the	not
the	is	this	fat	fat	is
not	not	fat	the	rat	the



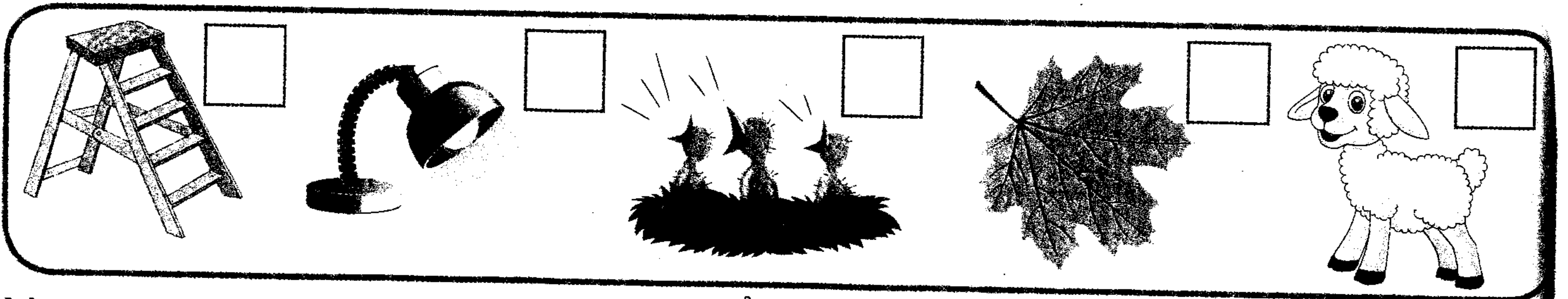
Trace the pattern.



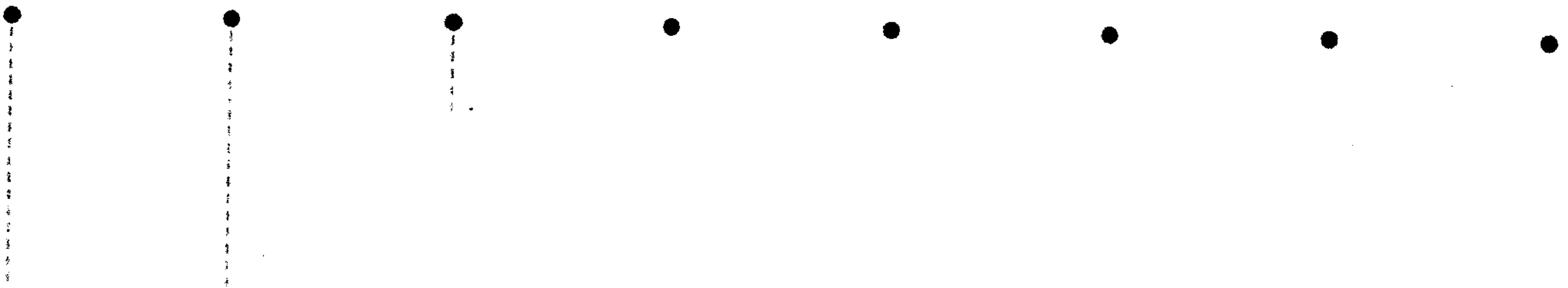
Draw the pattern yourself.



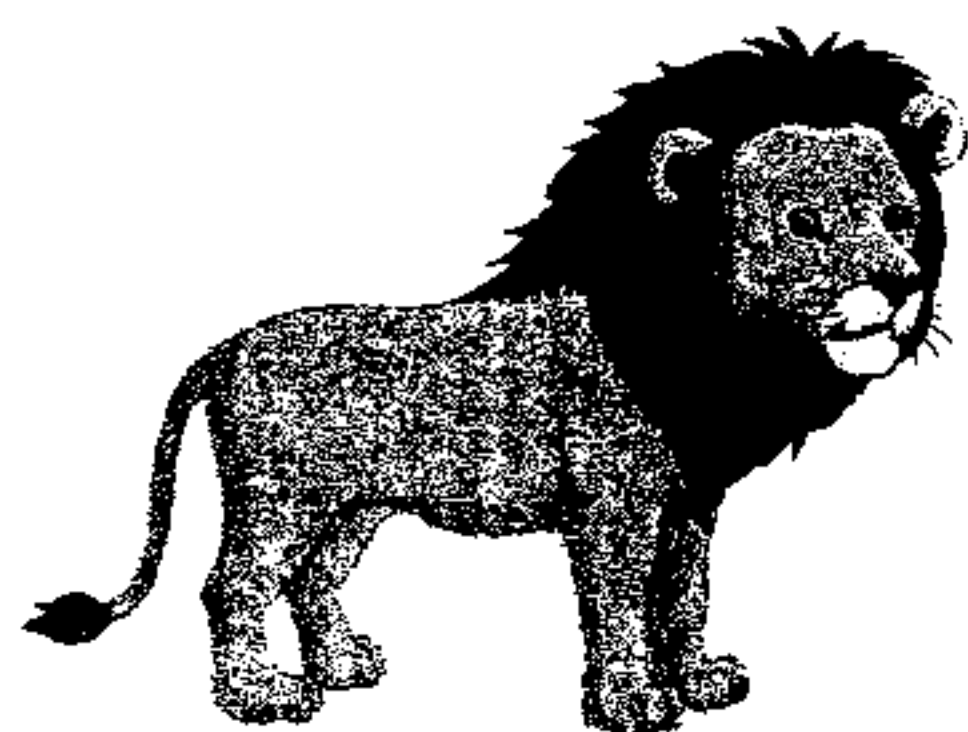
Trace the letter l.



Name each picture. Write the letter l next to the pictures that **begin** with a



Now write a line of the letter l yourself.



Look at the pictures.
Write the words.

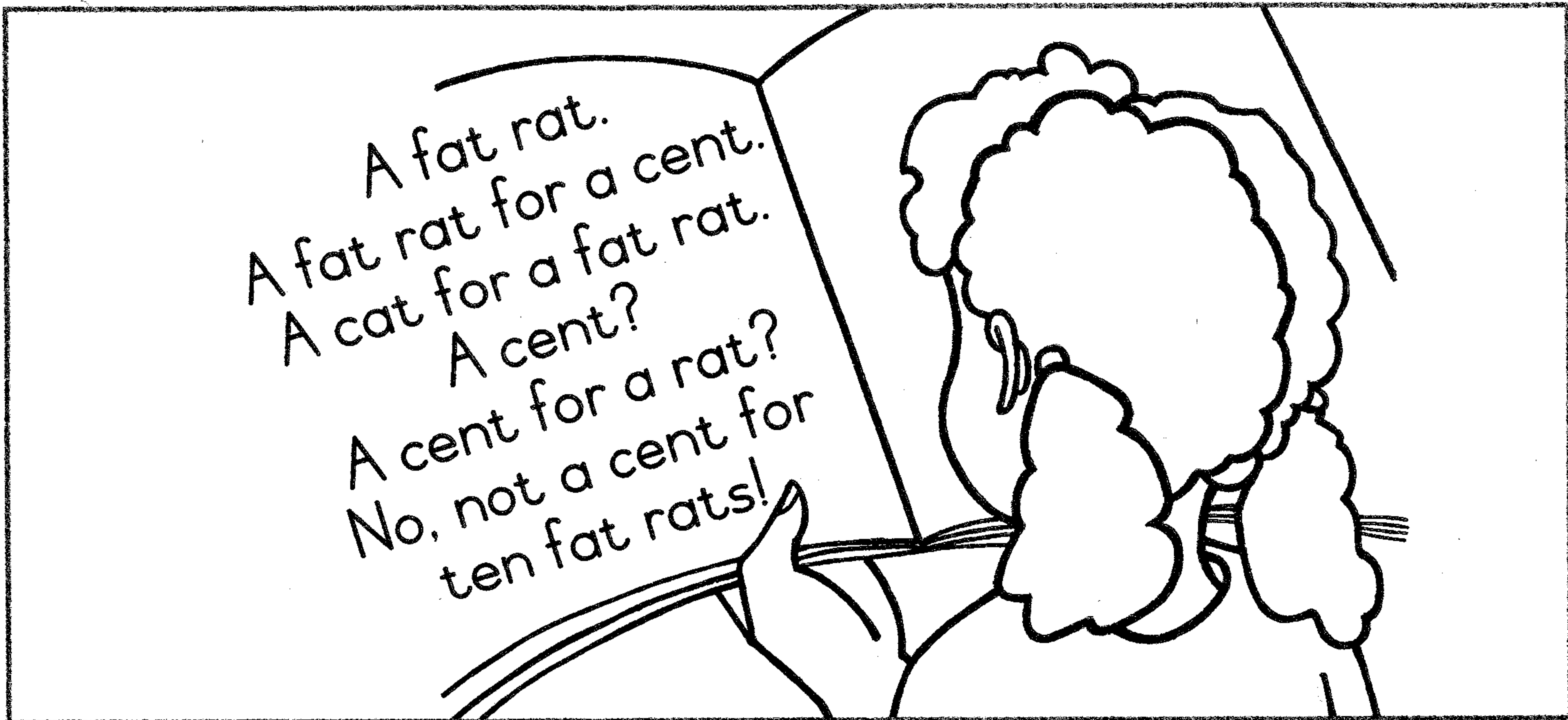
Use your flashcards and first speed-read the prescribed sounds, sight and spelling words, then let the learners study the illustration. What do they think the story is about? Read the lesson with the learners. Let them point with their finger where you are reading. Say a sound and let the learner find it in the text. Say a word from the text and let the learners put a block on the word. Clap the word in sounds. Repeat with a few words. Let the learners then show you the various punctuation marks.

Sight words

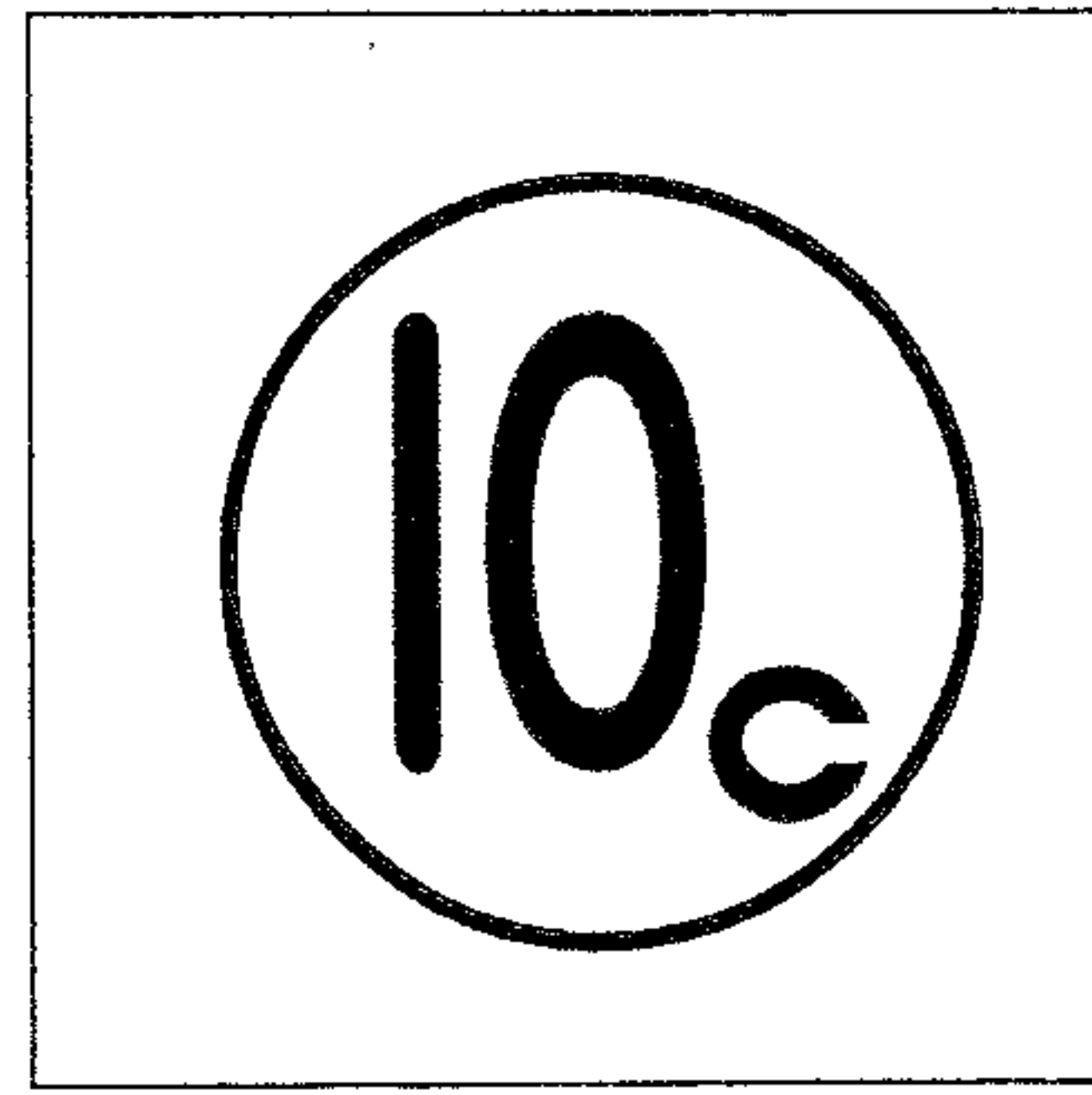
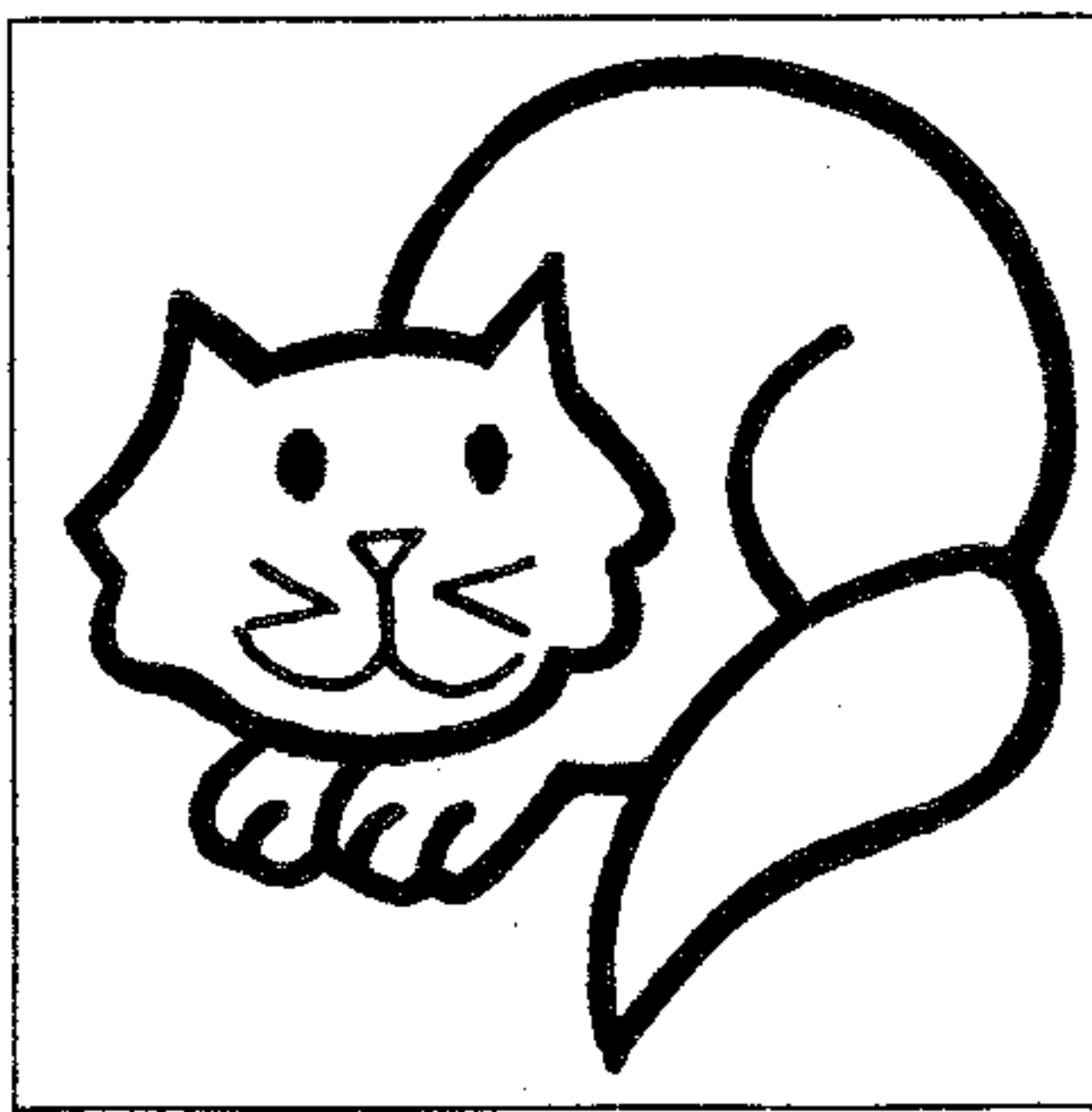
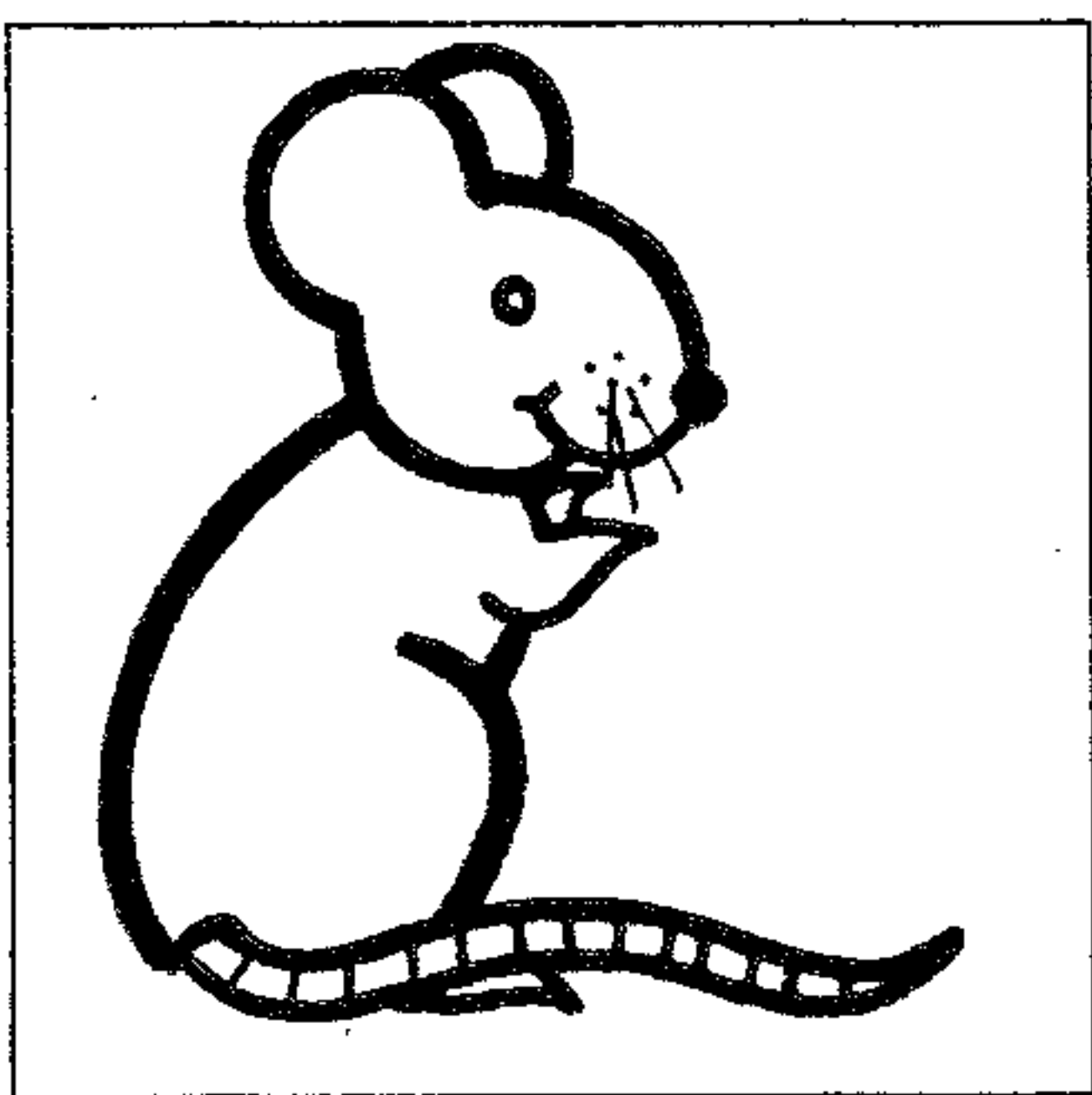
not sit ten I ran a in
at as on is it far of

Spelling words

is far red fast not
sat ran dot soft rat



1. Find a word in the lesson to go with the picture.
Write the word under the picture.

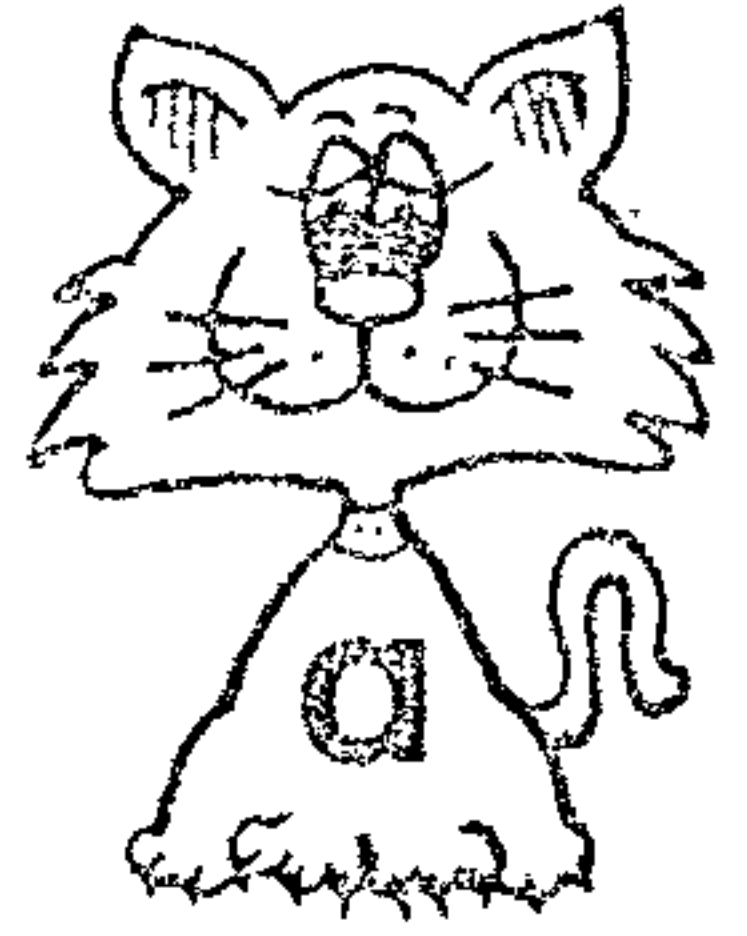


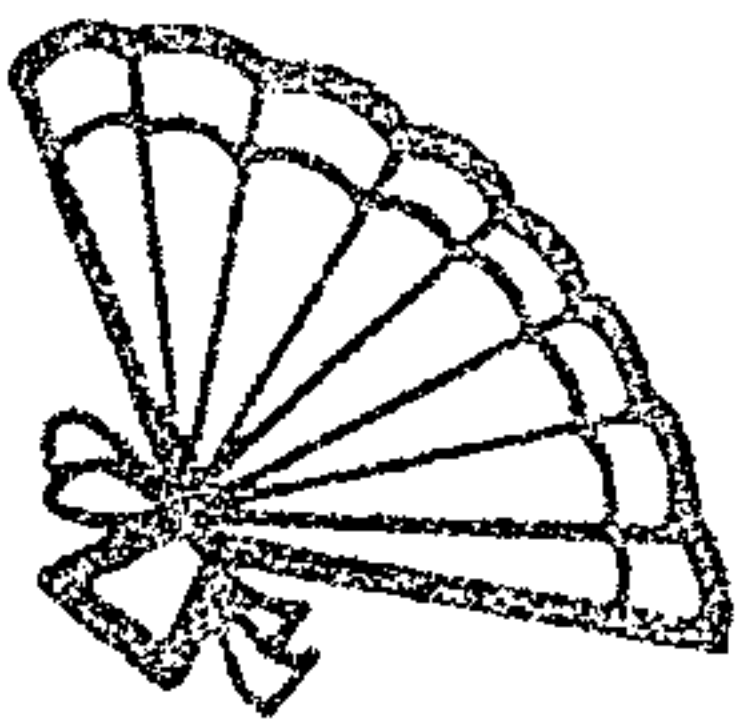

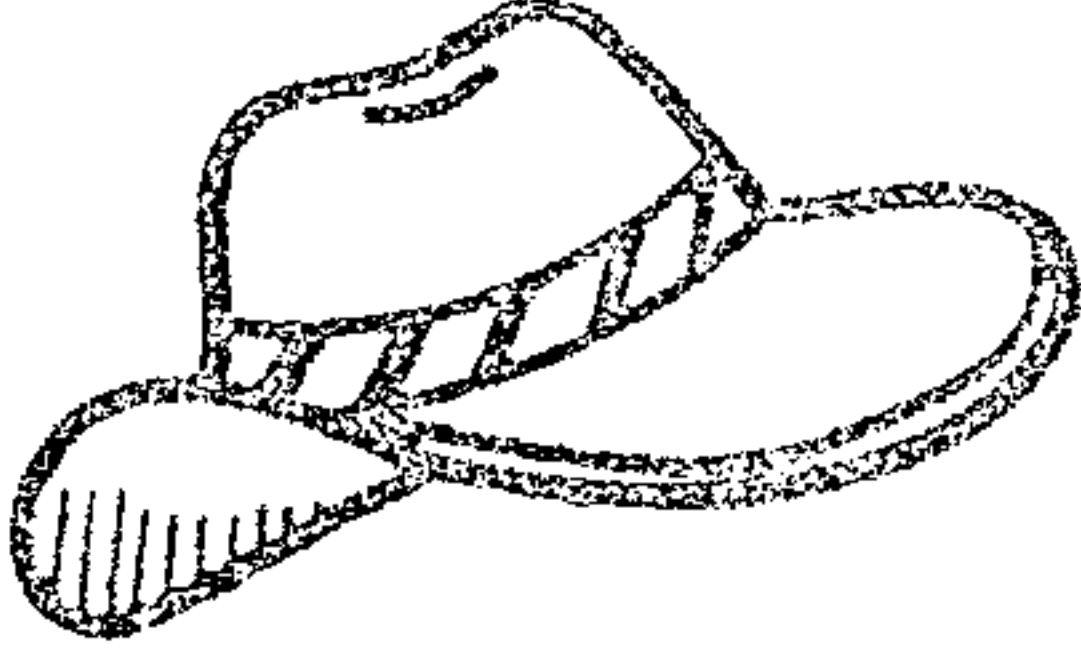
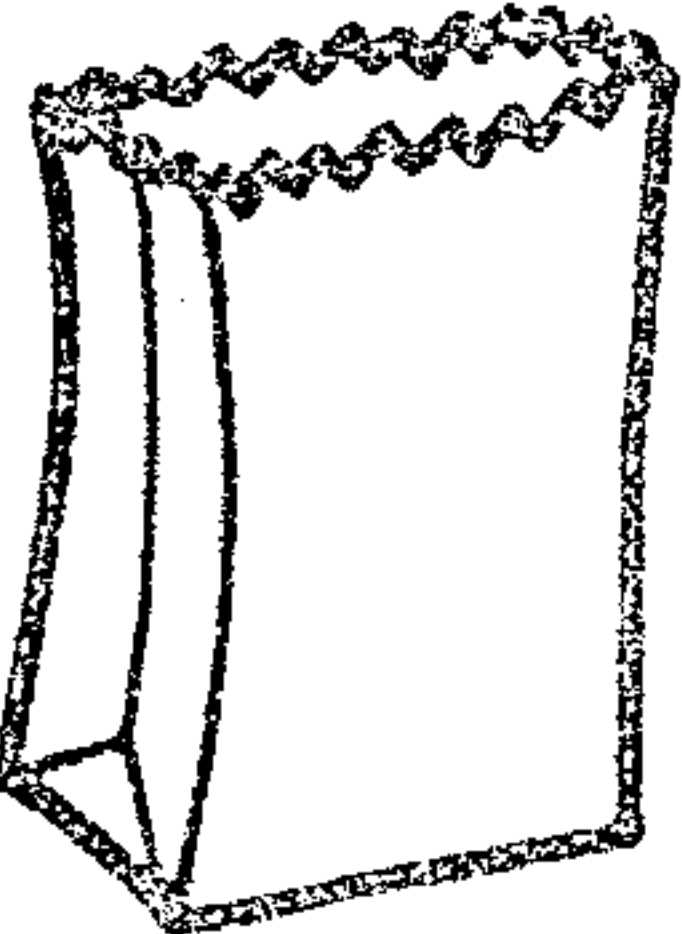
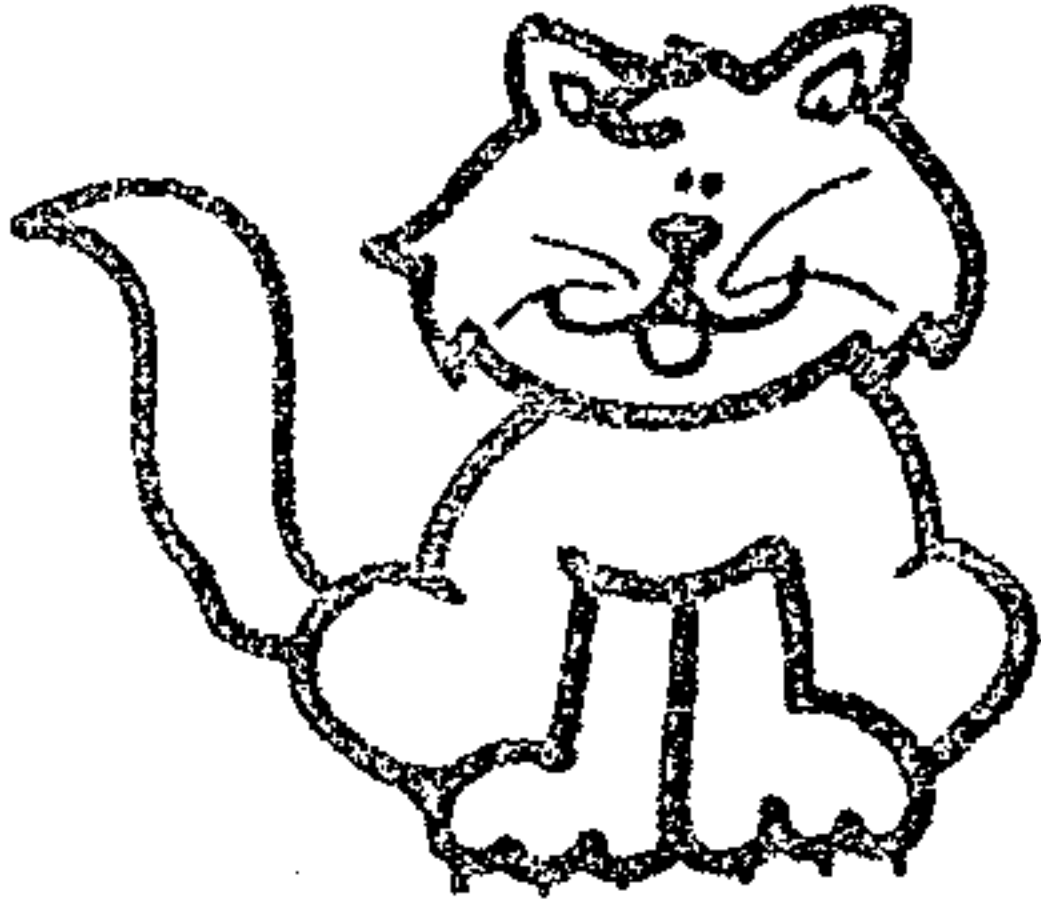
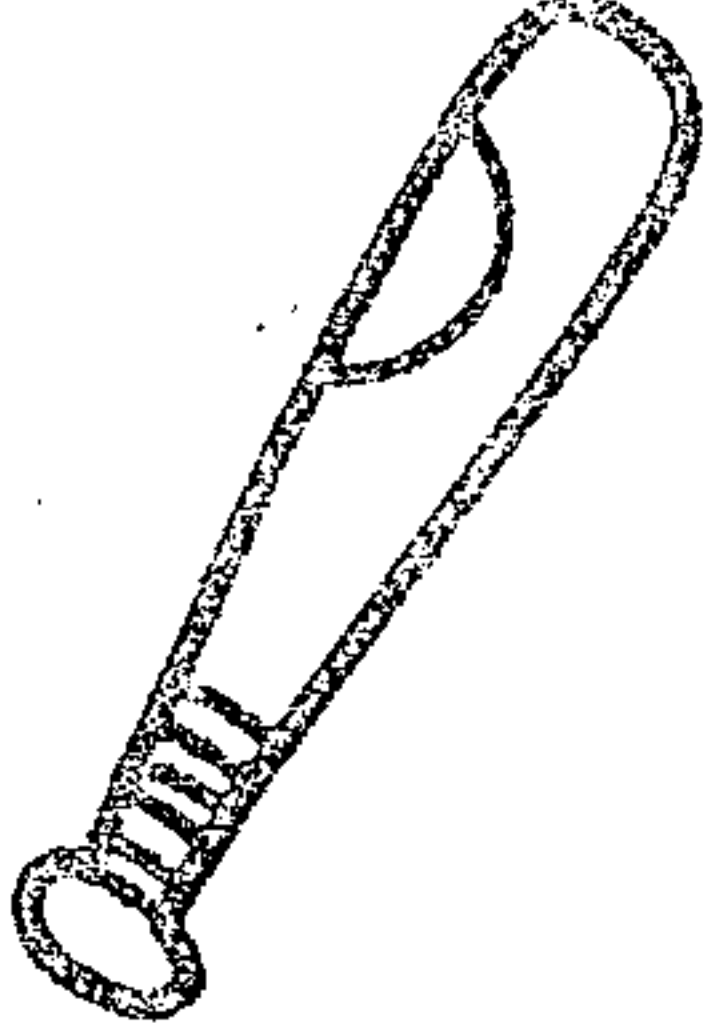
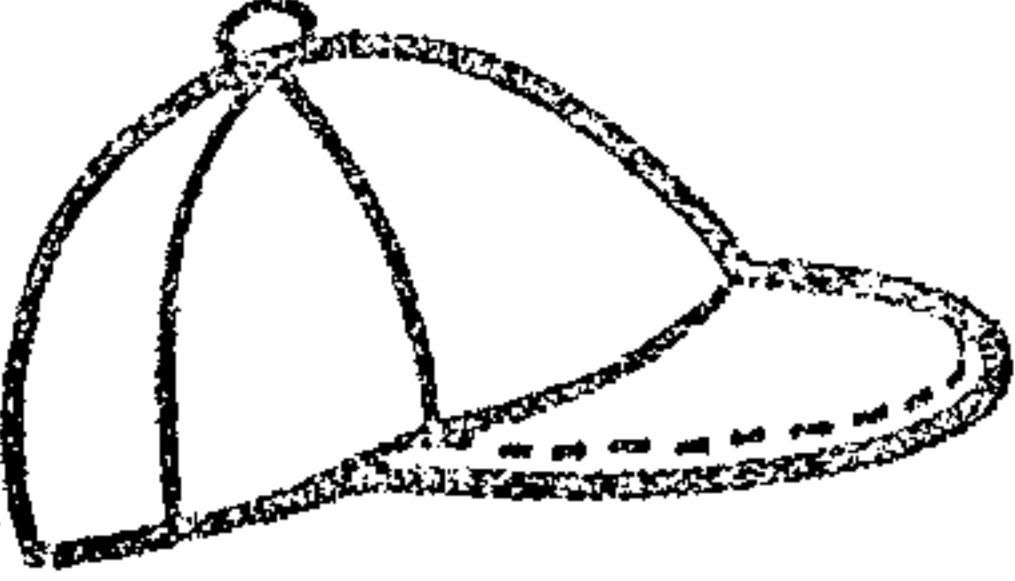
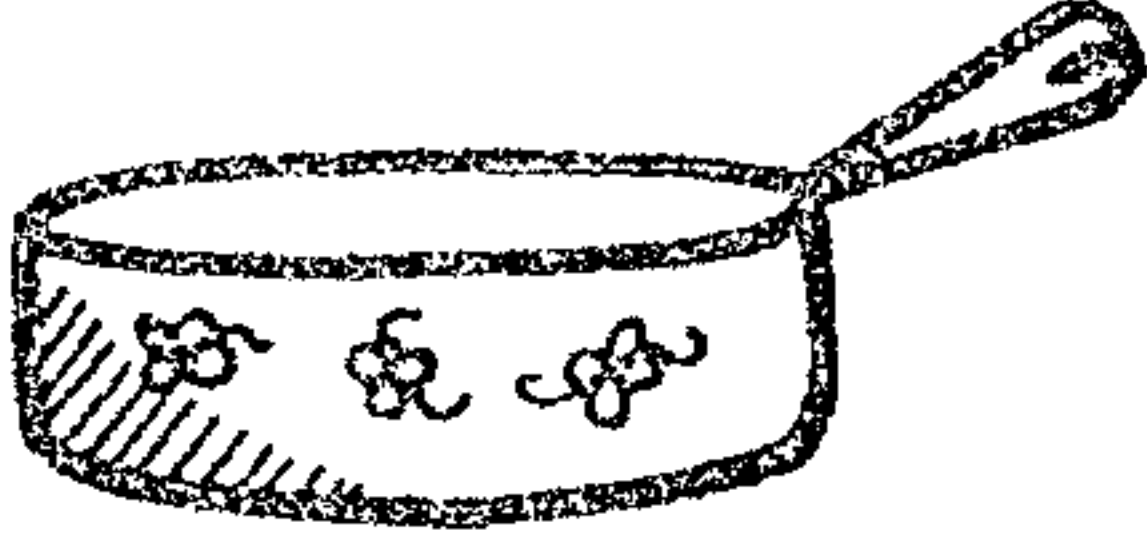
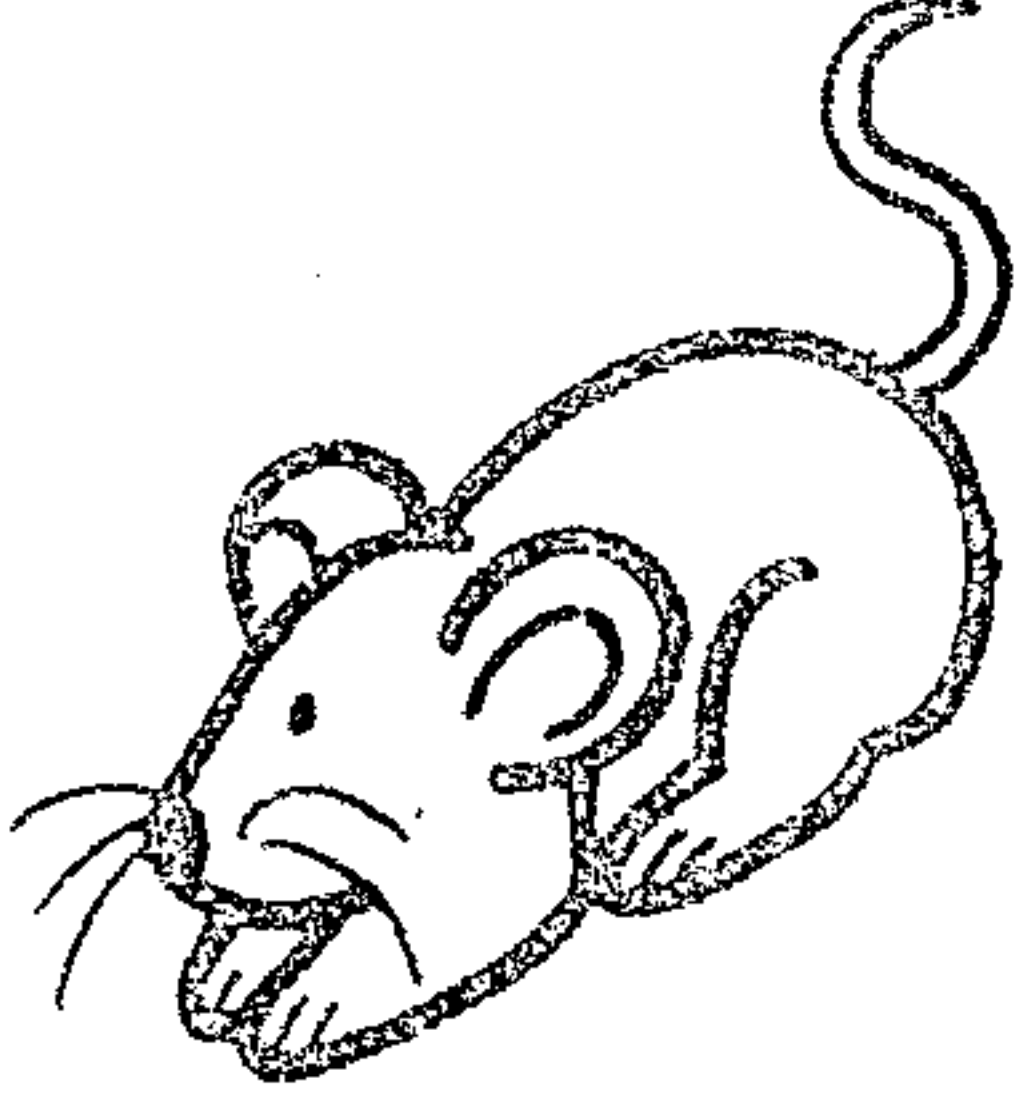

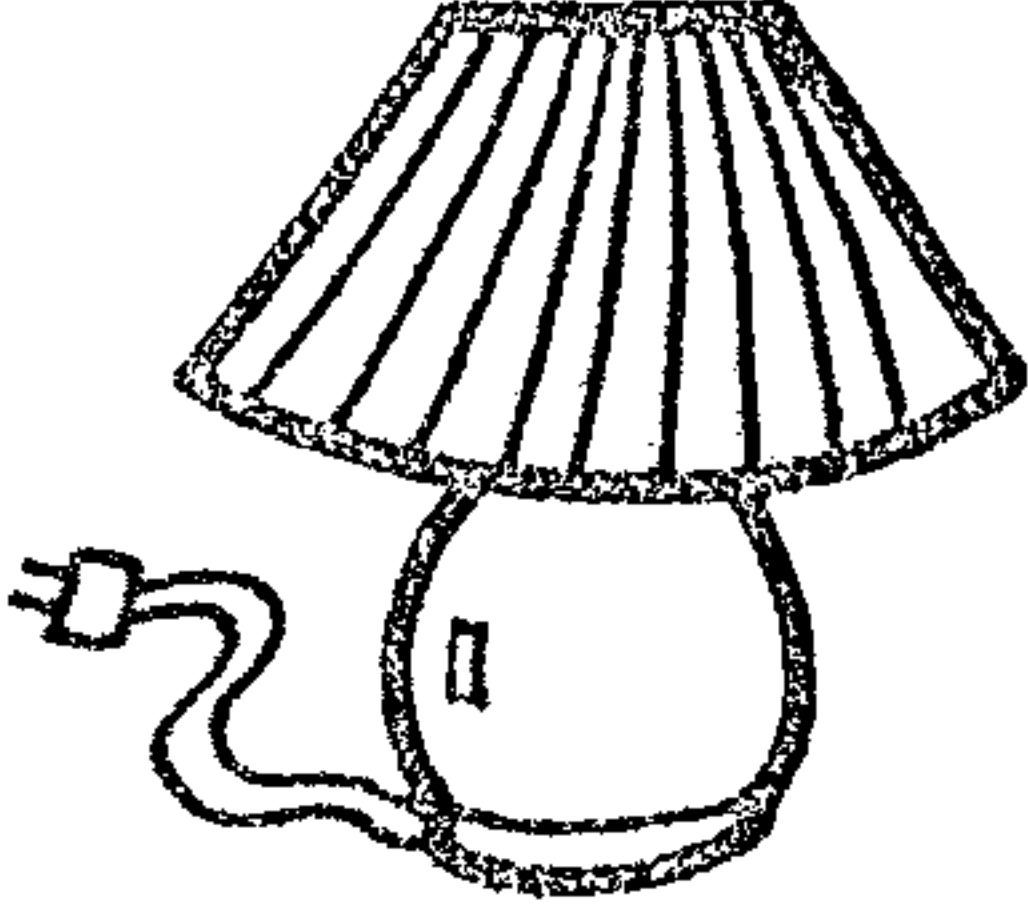
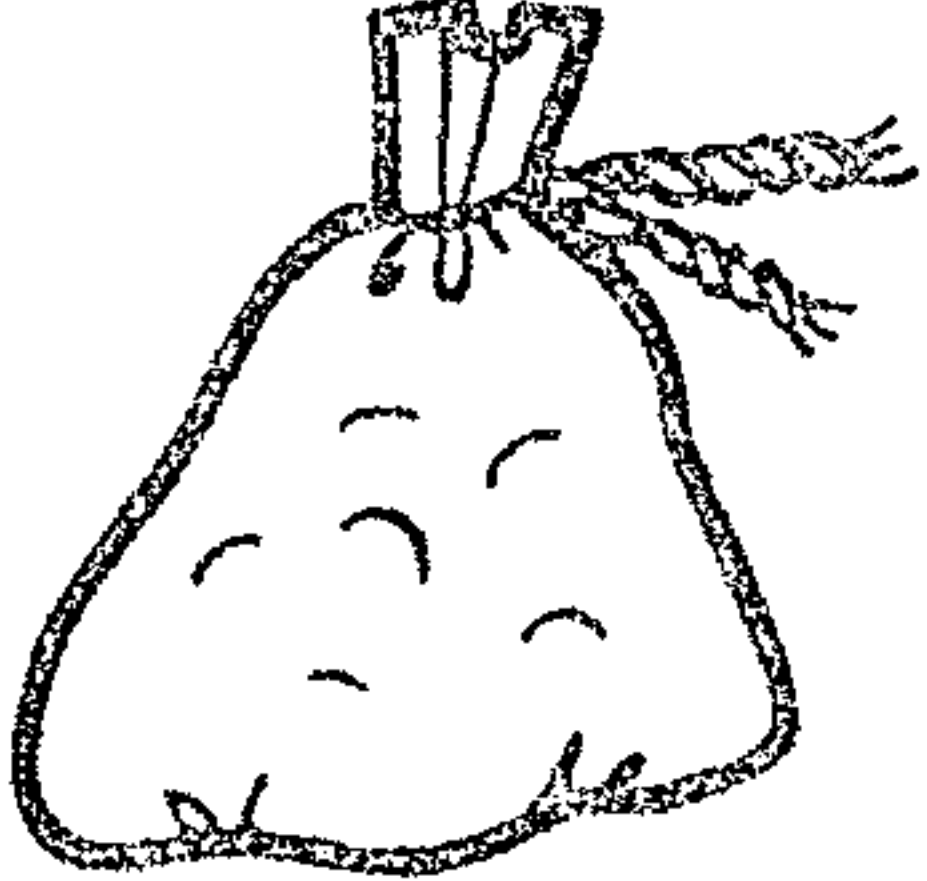
2. Transcribe this sentence: A fat cat for a rat.

.....

.....

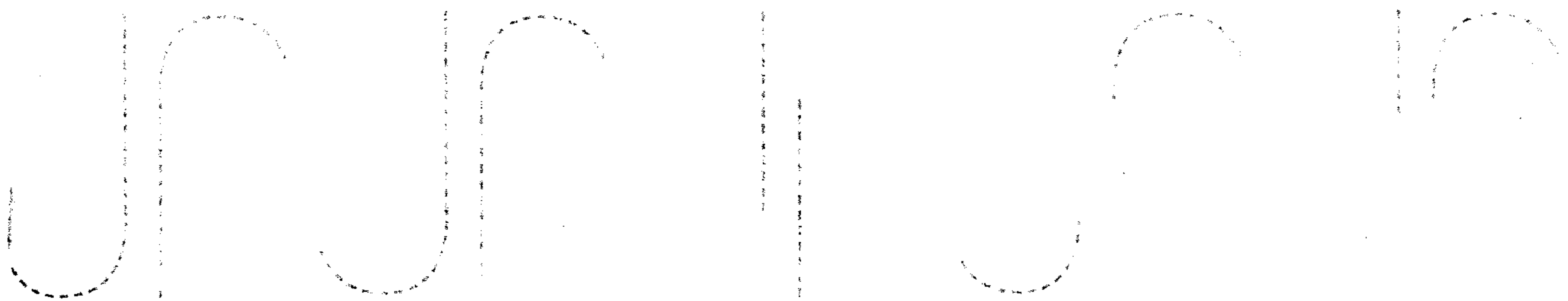
Circle the word for each picture. Color all the pictures.



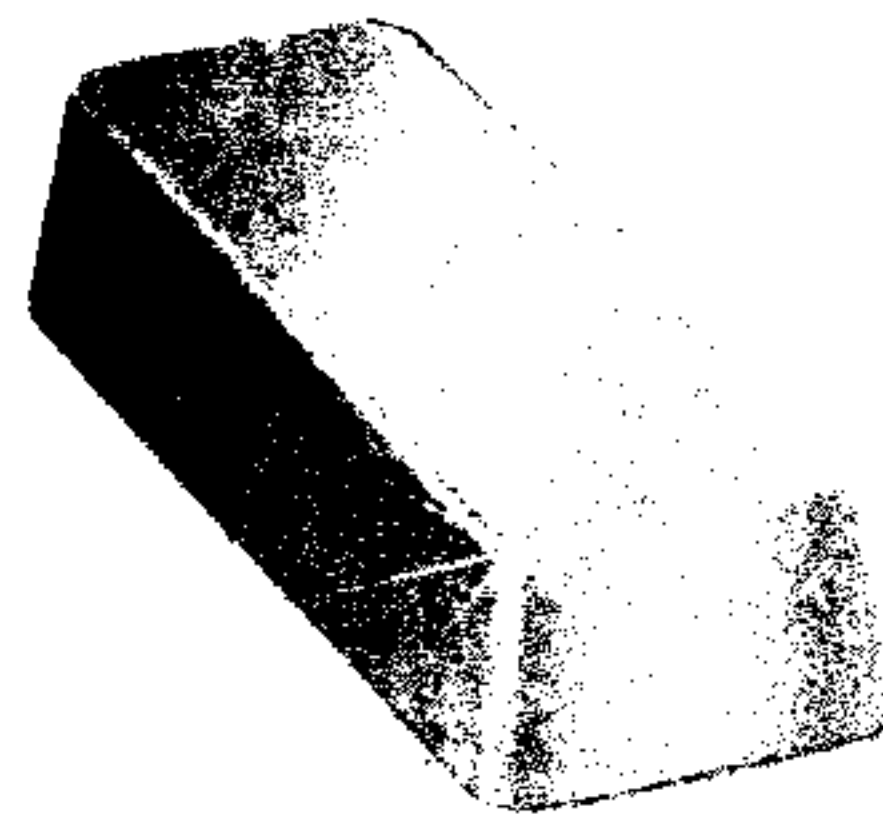
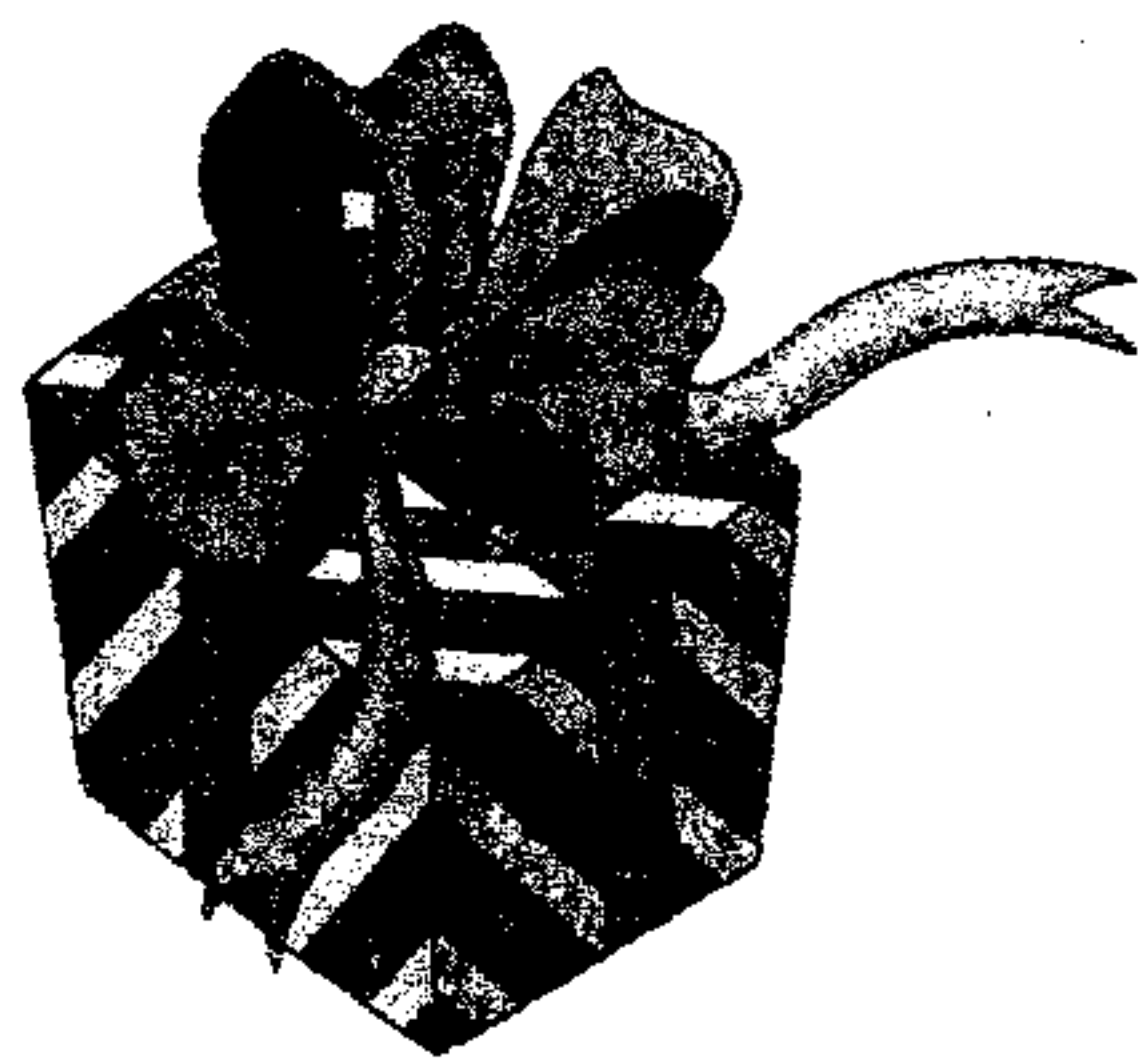
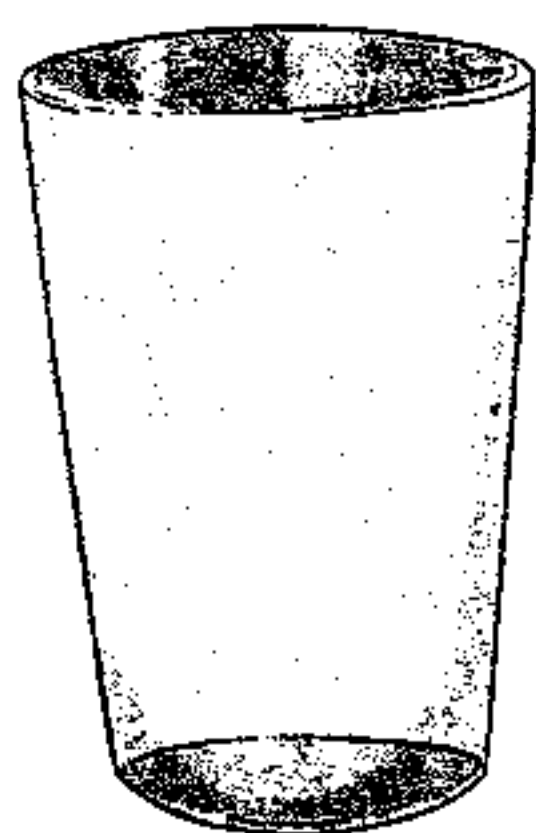
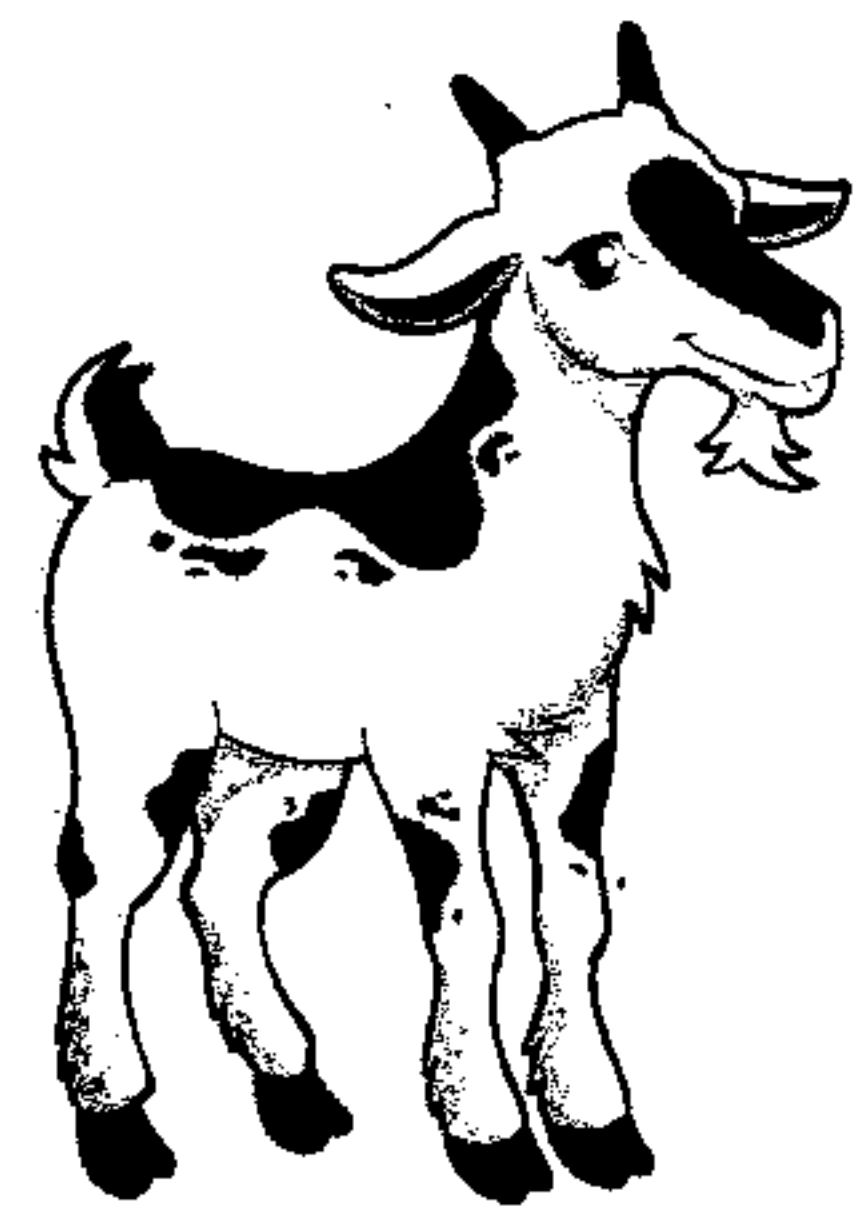
	<p>fad fan fat</p>	 <p>man map mat</p>  <p>ham has hat</p>
	<p>bag bat back</p>  <p>can cat cap</p>	 <p>bat bad bag</p>
	<p>cap cab can</p>  <p>pat pad pan</p>	 <p>rag rat ram</p>
	<p>has ham hand</p>  <p>lamp lad land</p>	 <p>sand sat sack</p>



Trace the pattern.



Draw the pattern yourself.



r

l

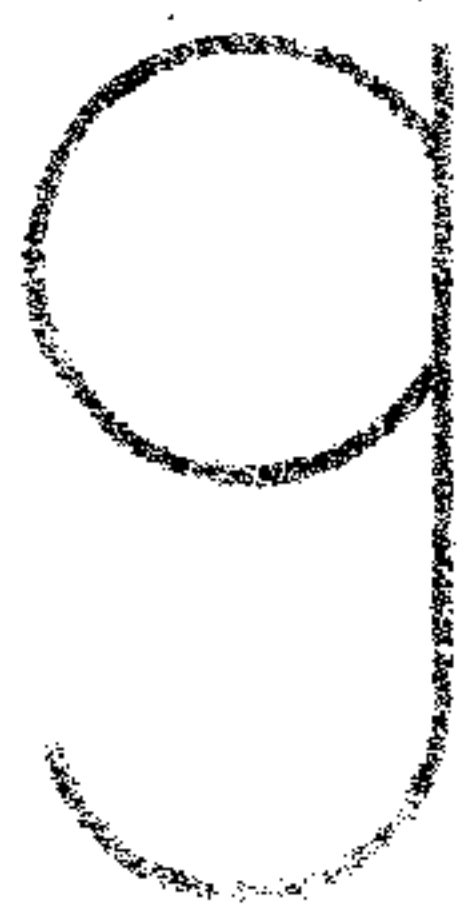
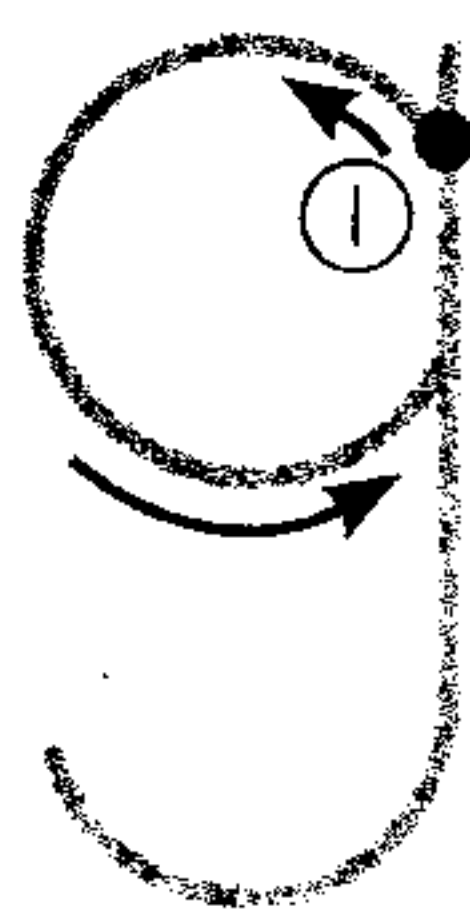
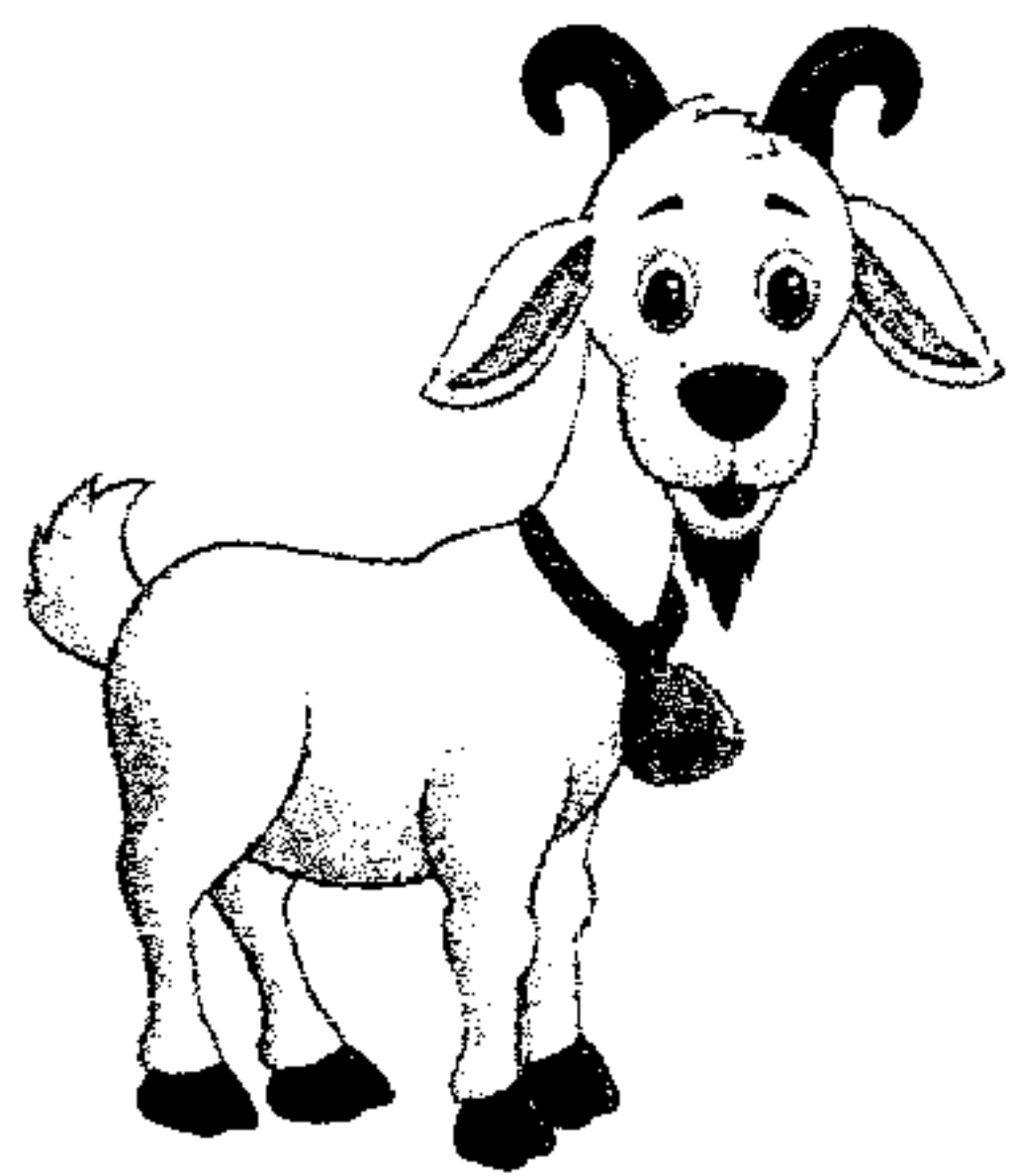
g

c

d

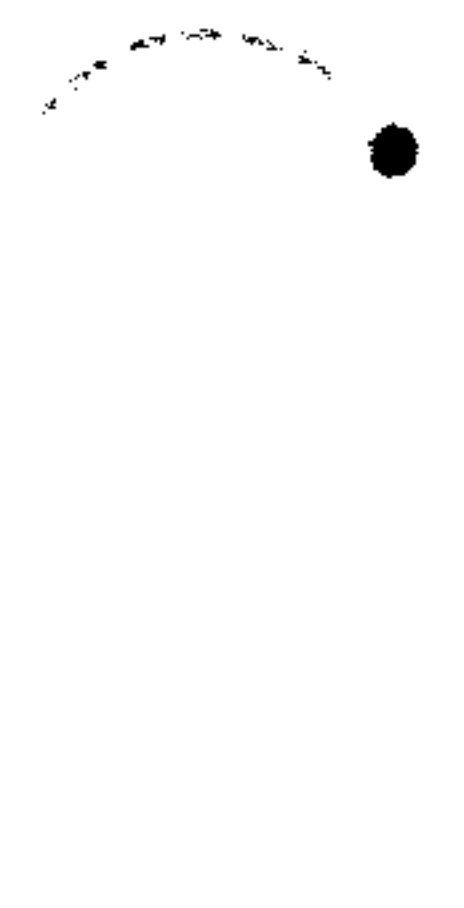
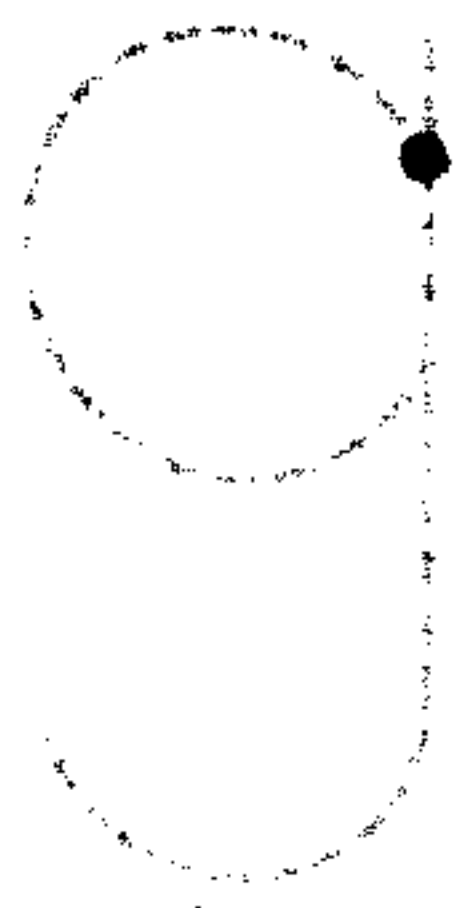
t

Name each picture. What sound do you hear at the **beginning** of each word? Say the sound out loud. Colour only the box with the correct letter.



Trace the letter g.

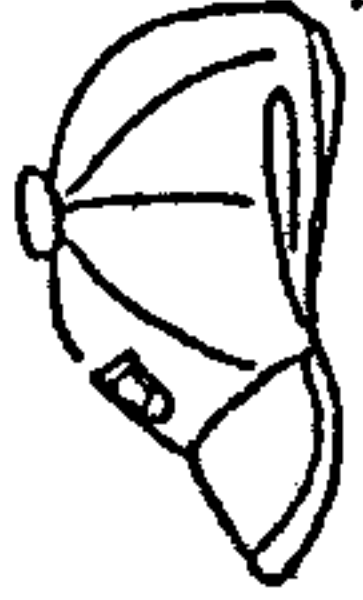


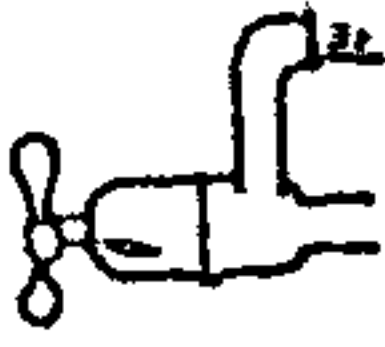
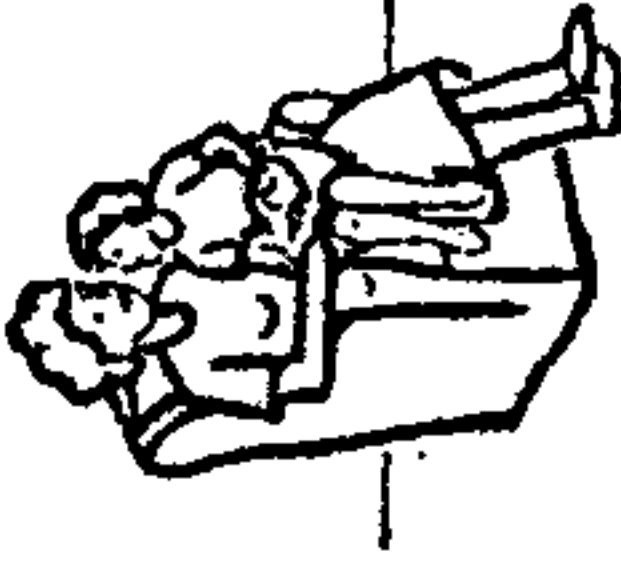
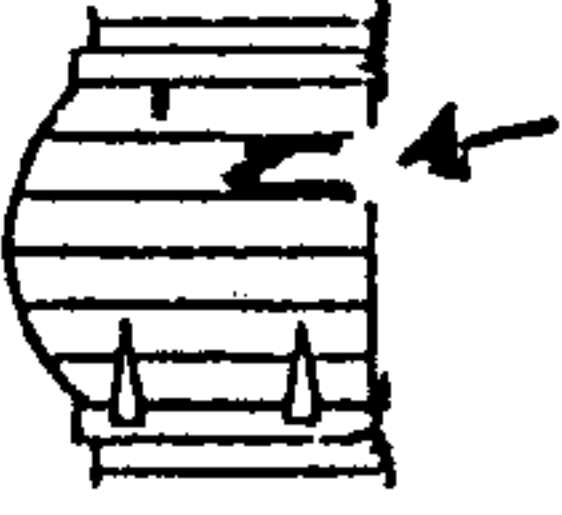
Try to not lift your hand while you are writing the letter.



Now write a line of the letter g yourself.

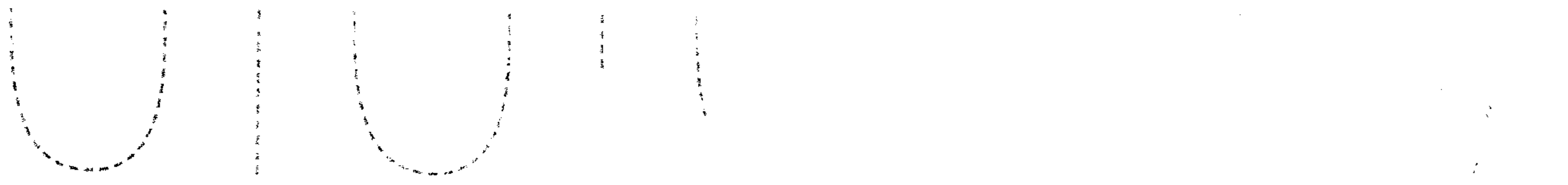
Copy the words.

Complete the sentences.

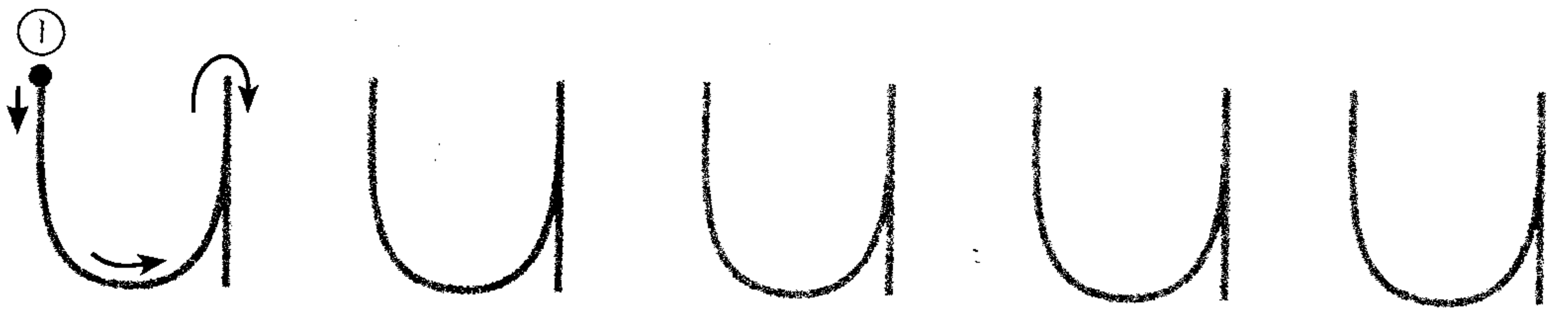
	<u>ap</u>		
cap	<u>c</u>		Sit on my <u>l</u> .
map	<u>m</u>		We can have a n <u> </u> .
nap	<u>n</u>		I see a t <u> </u> .
tap	<u>t</u>		Can you see the g <u> </u> ?
lap	<u>l</u>		I see a m <u> </u> .
gap	<u>g</u>		This is my c <u> </u> .



Trace the pattern.

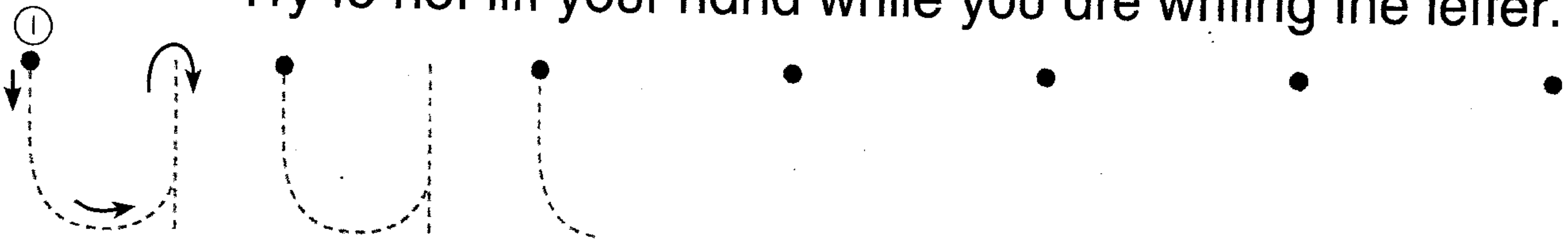


Draw the pattern yourself.

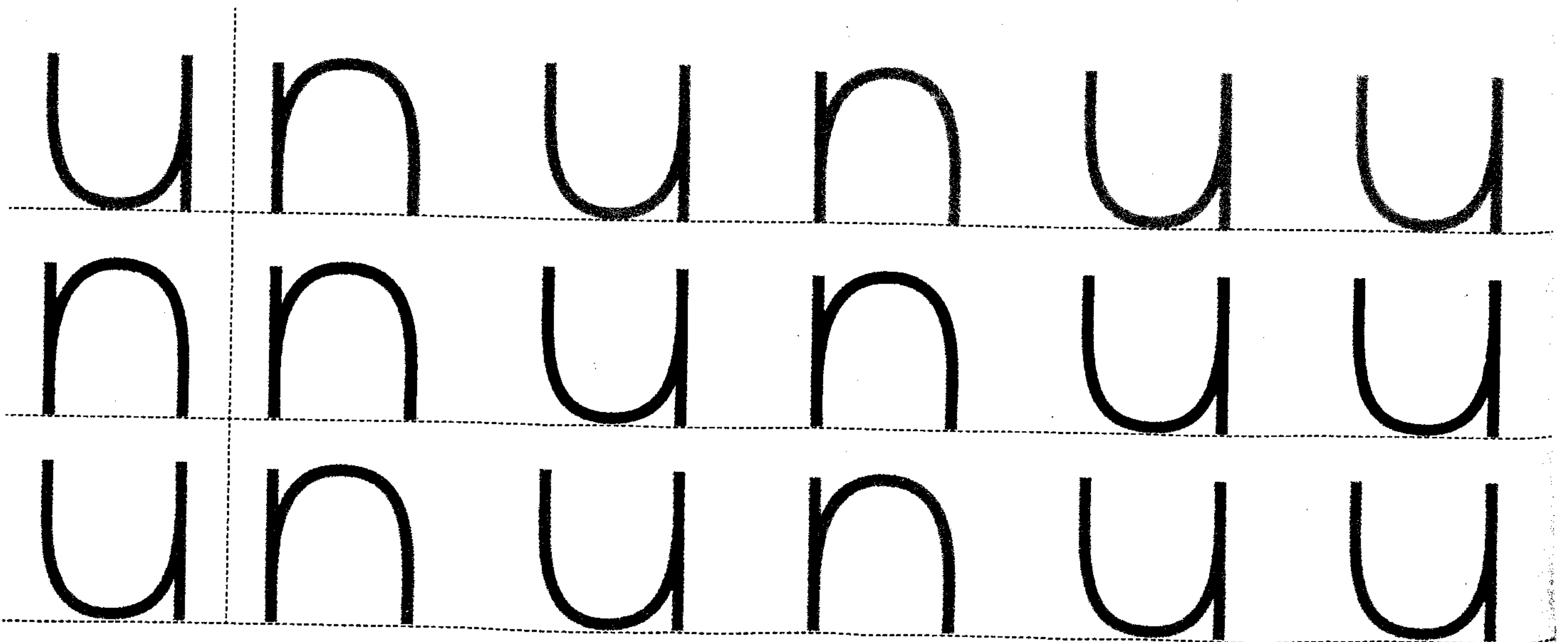


Trace the letter u.

Try to not lift your hand while you are writing the letter.



Now write a line of the letter u yourself.

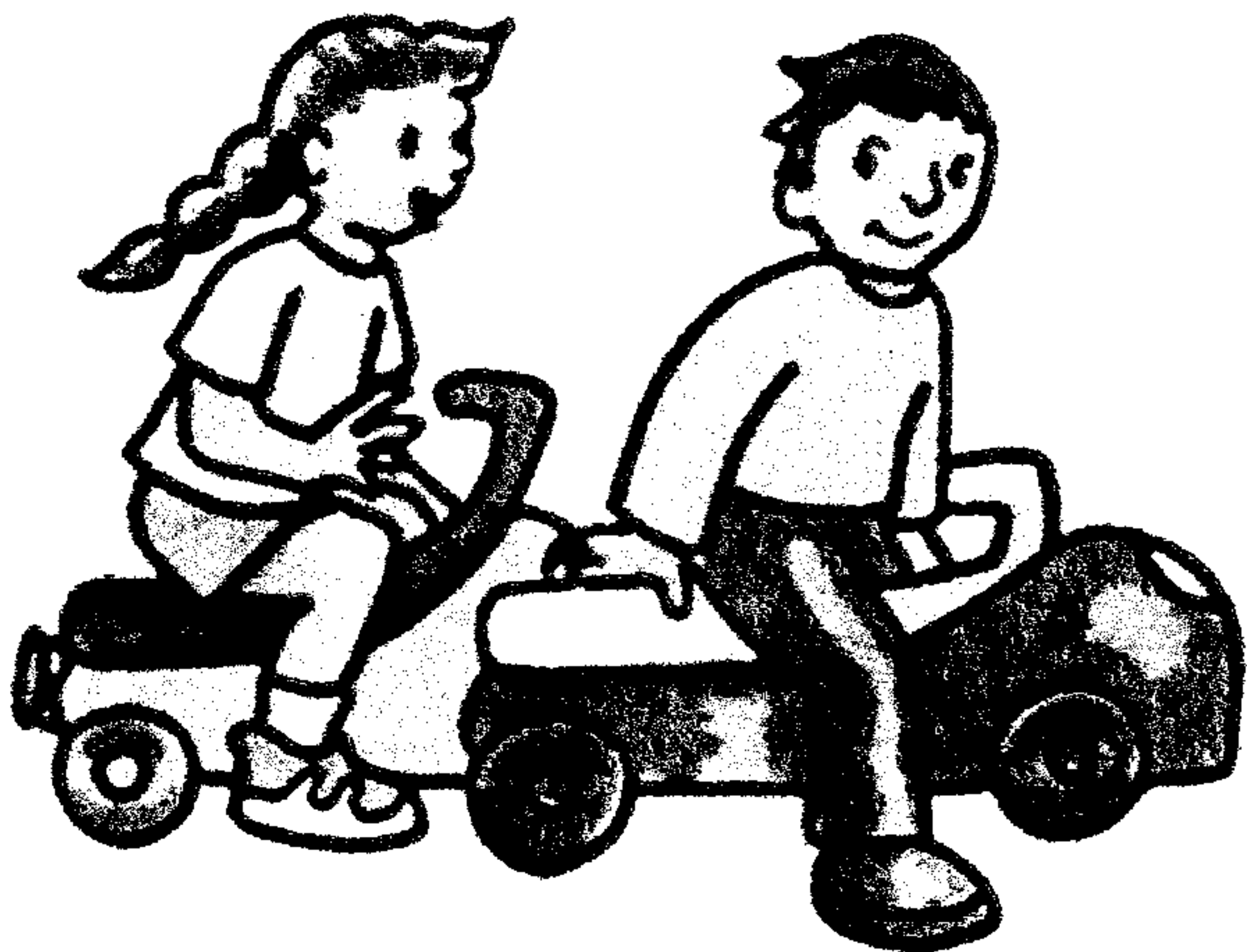


In each row, draw a circle around the letters that look exactly like the letter in the first box.

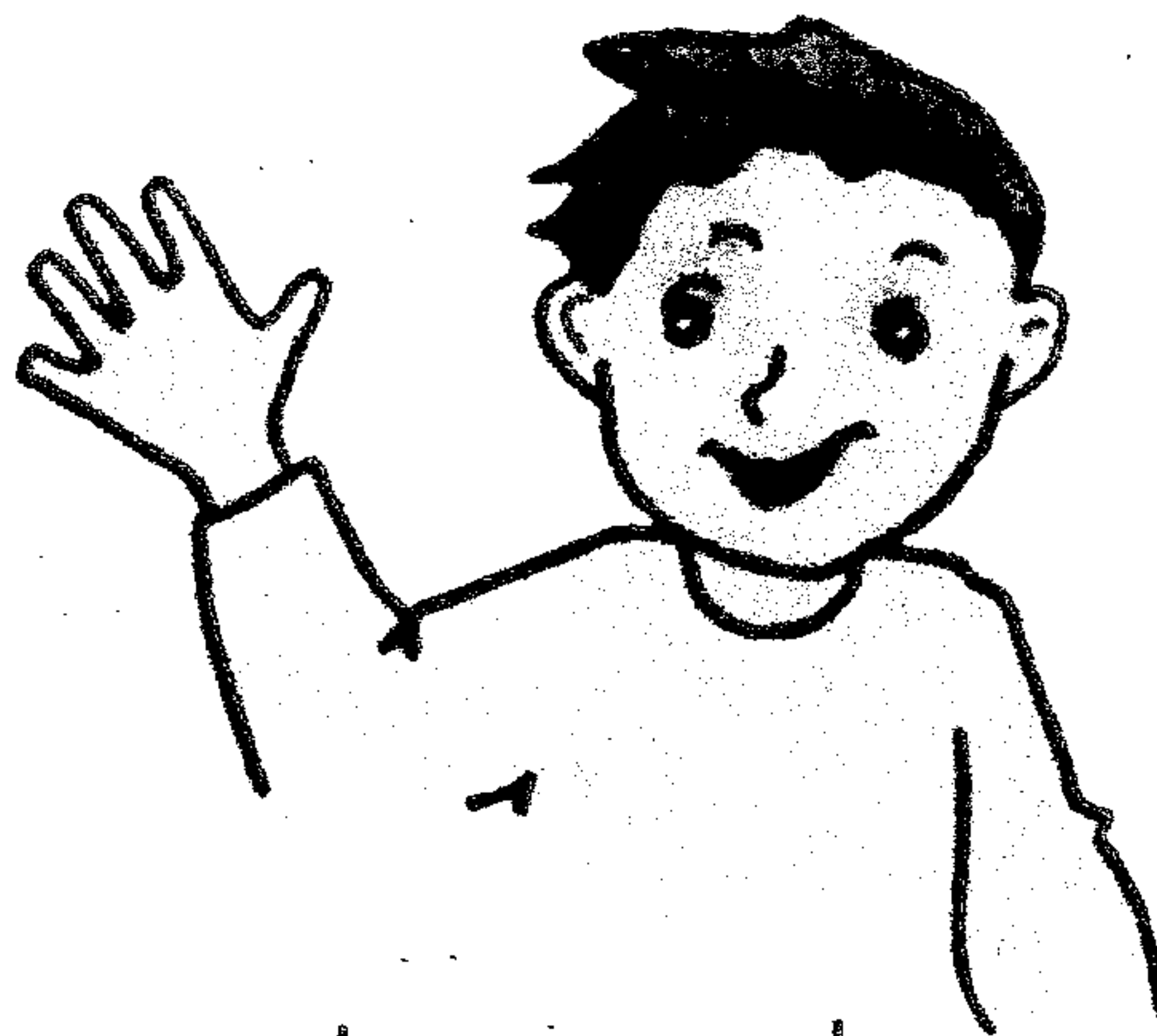
Use your flashcards and first speed-read the prescribed sounds, sight and spelling words, then let the learners study the illustration. What do they think the story is about? Read the lesson with the learners. Let them point with their finger where you are reading. Say a sound and let the learners find it in the text. Say a word from the text and let the learners put a block on the word. Clap the word in sounds. Repeat with a few words. Let the learners then show you the various punctuation marks.

Sight words

let of at for a did an in can ten do sit or
is and it far if as



Len is on a car
and Dot is on a car.



Let's go!
Let's go fast and far!



Go, Len, go!



Go, Dot, go!

lo g
le g

la st
lo st

fa r
fo r


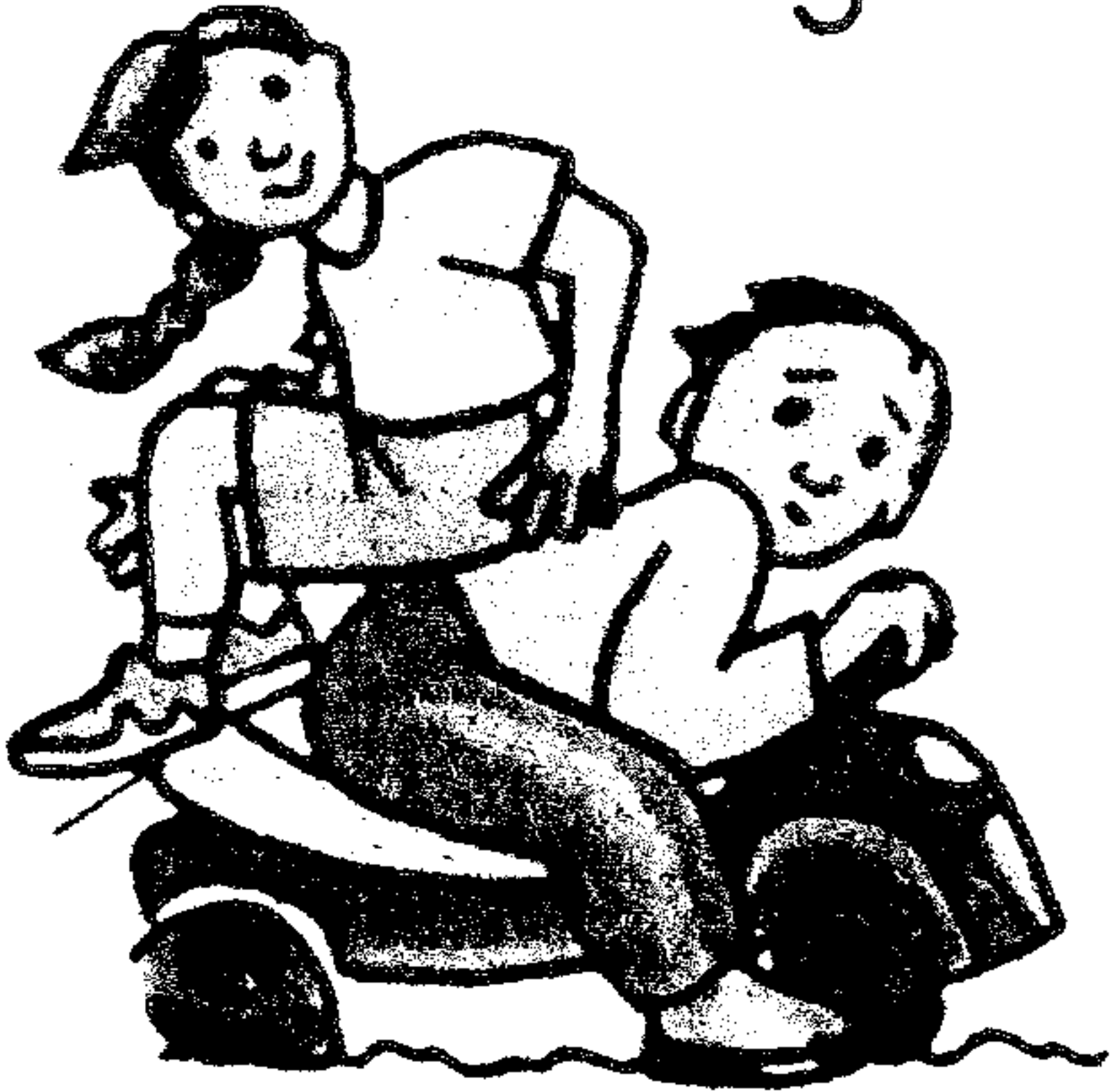
First build the words with your letter cards.
Then write the words

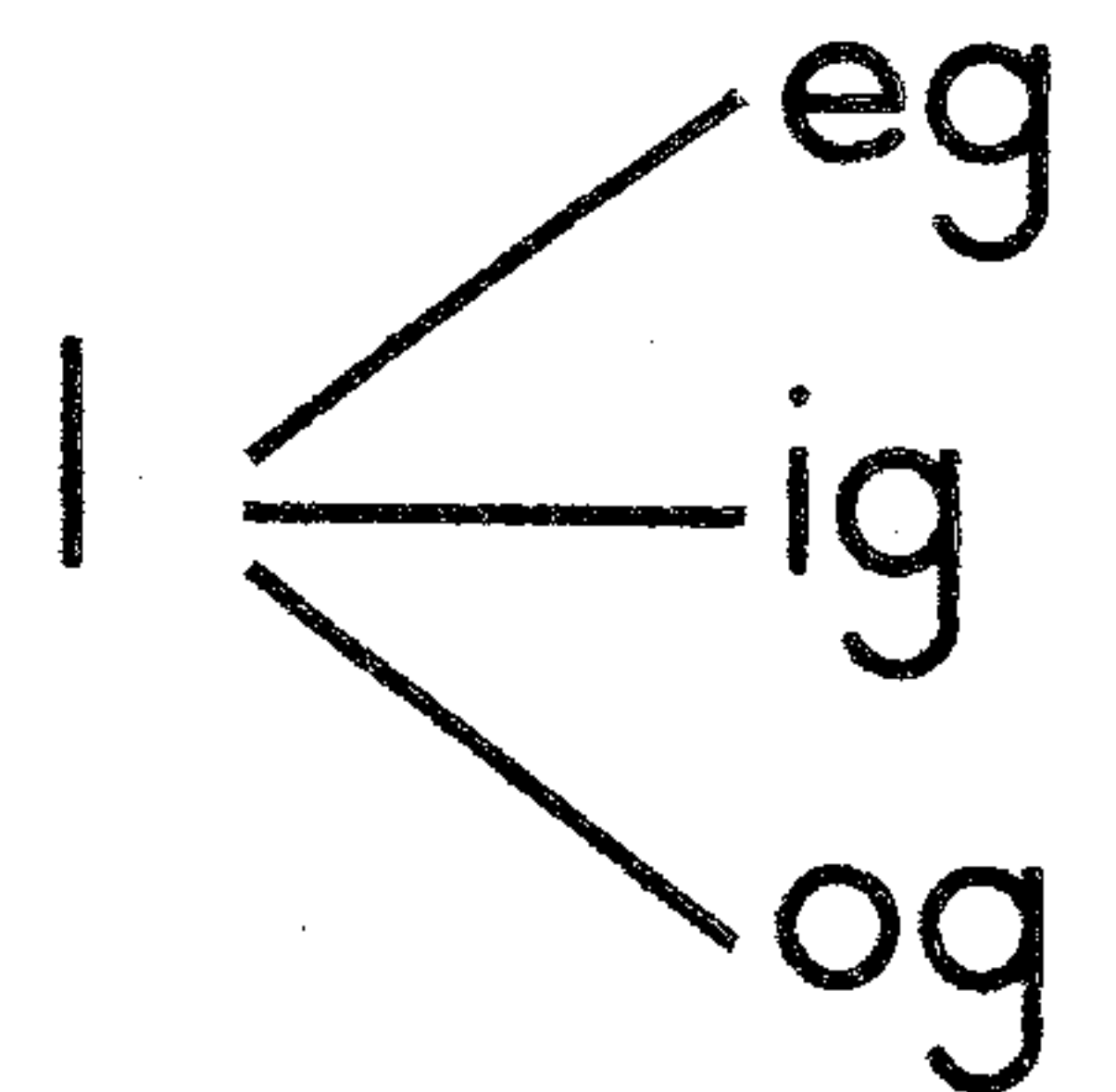
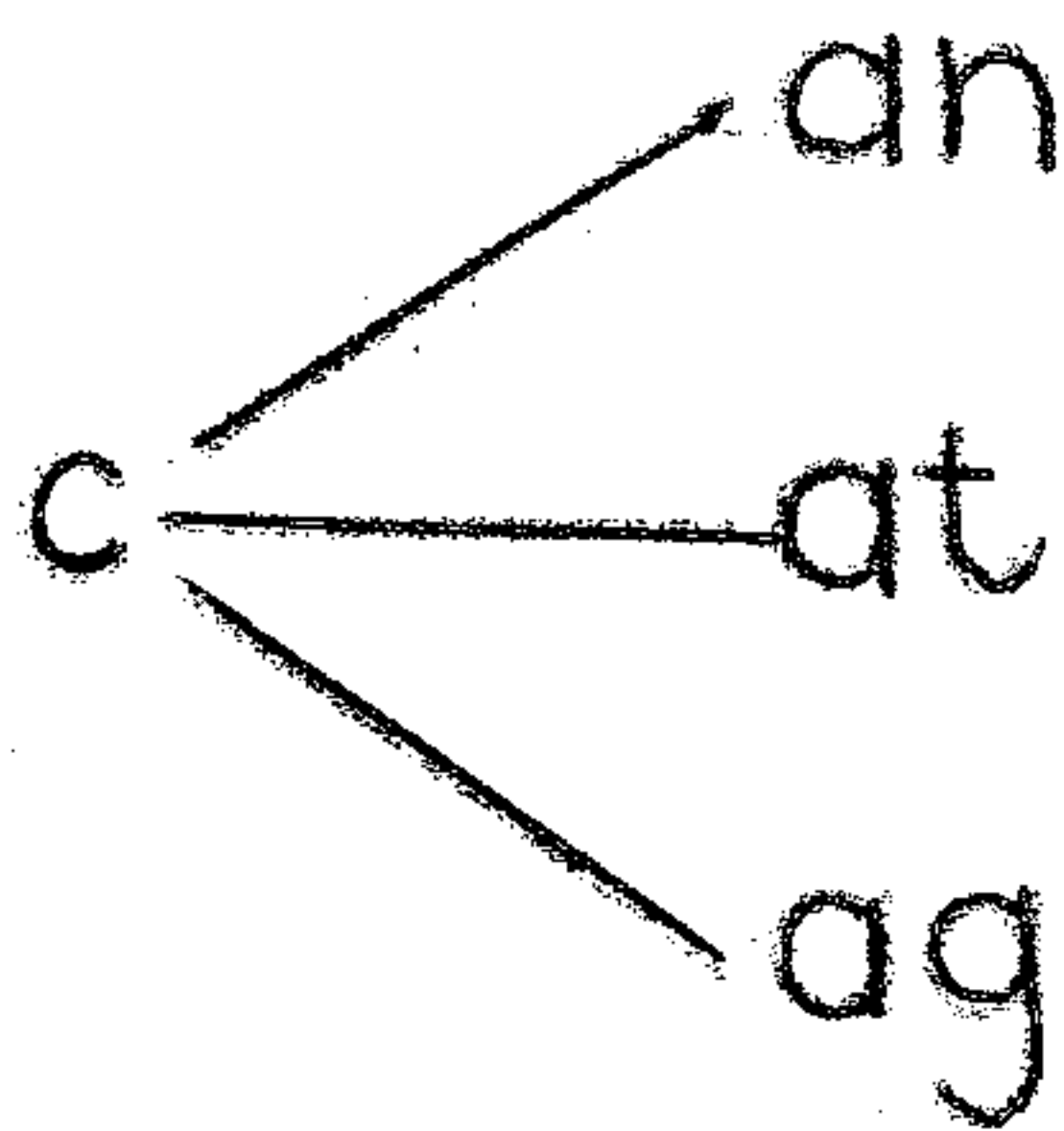
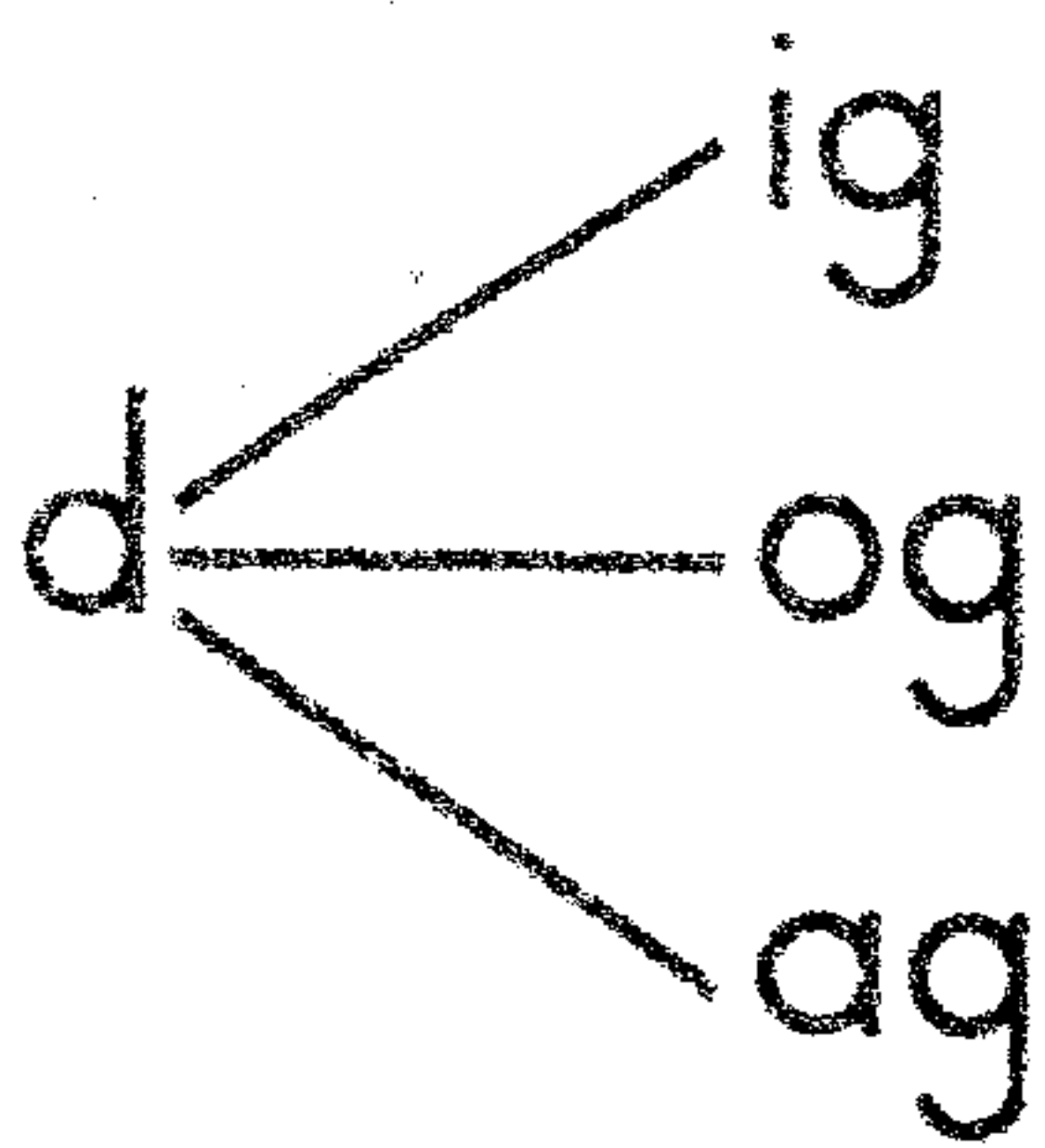
Let the learners study the picture. What do they think the reading lesson is about? Let them read the title by themselves. What do they now think the story is about? Read the lesson with the learners. Flash a word from the lesson on a flashcard and let the learners find the word in the lesson. Repeat with a few words. Say a word and let the learners find the word. Let the learners name the pictures in the small boxes. Clap the words in sounds.

Sight words

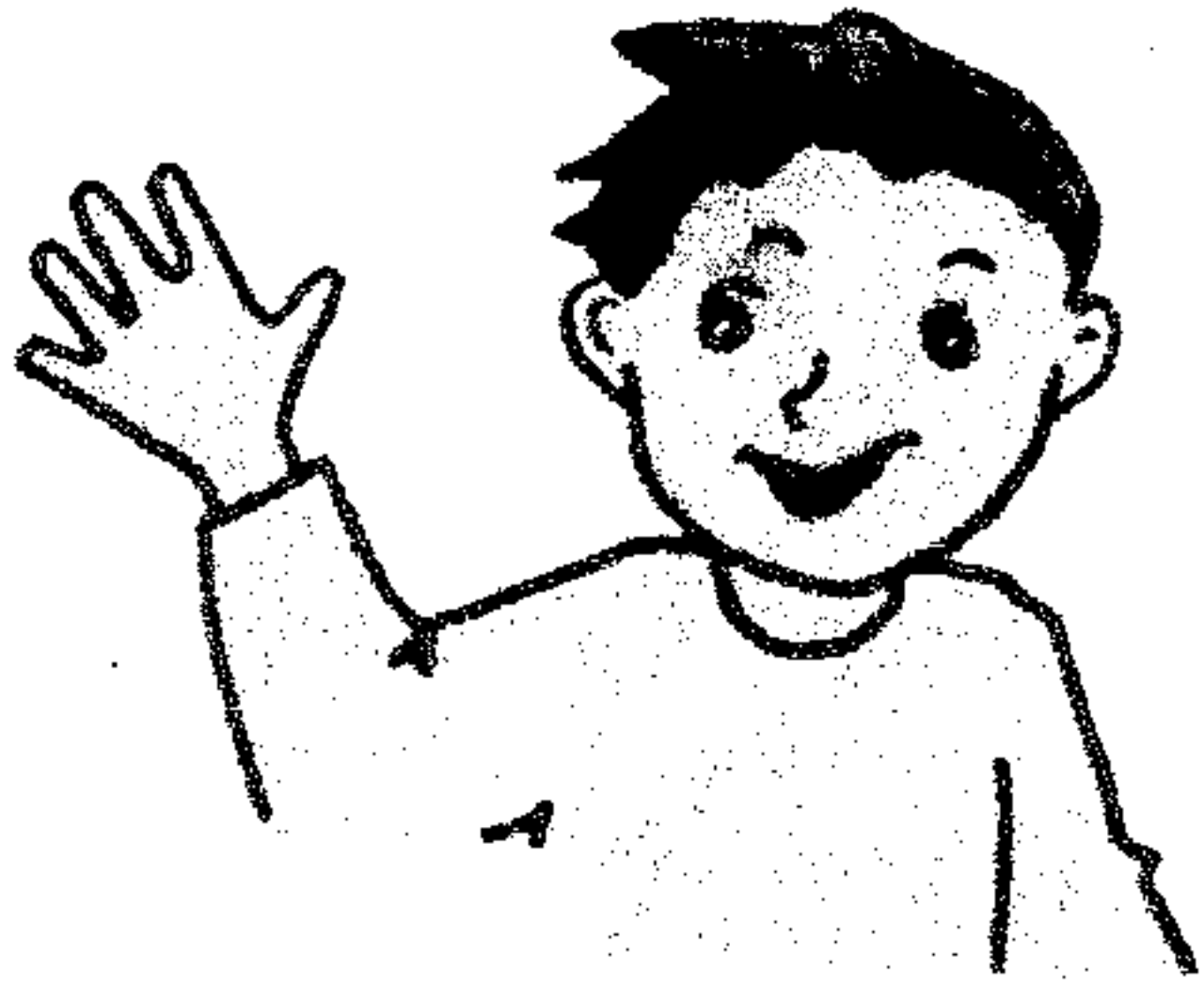
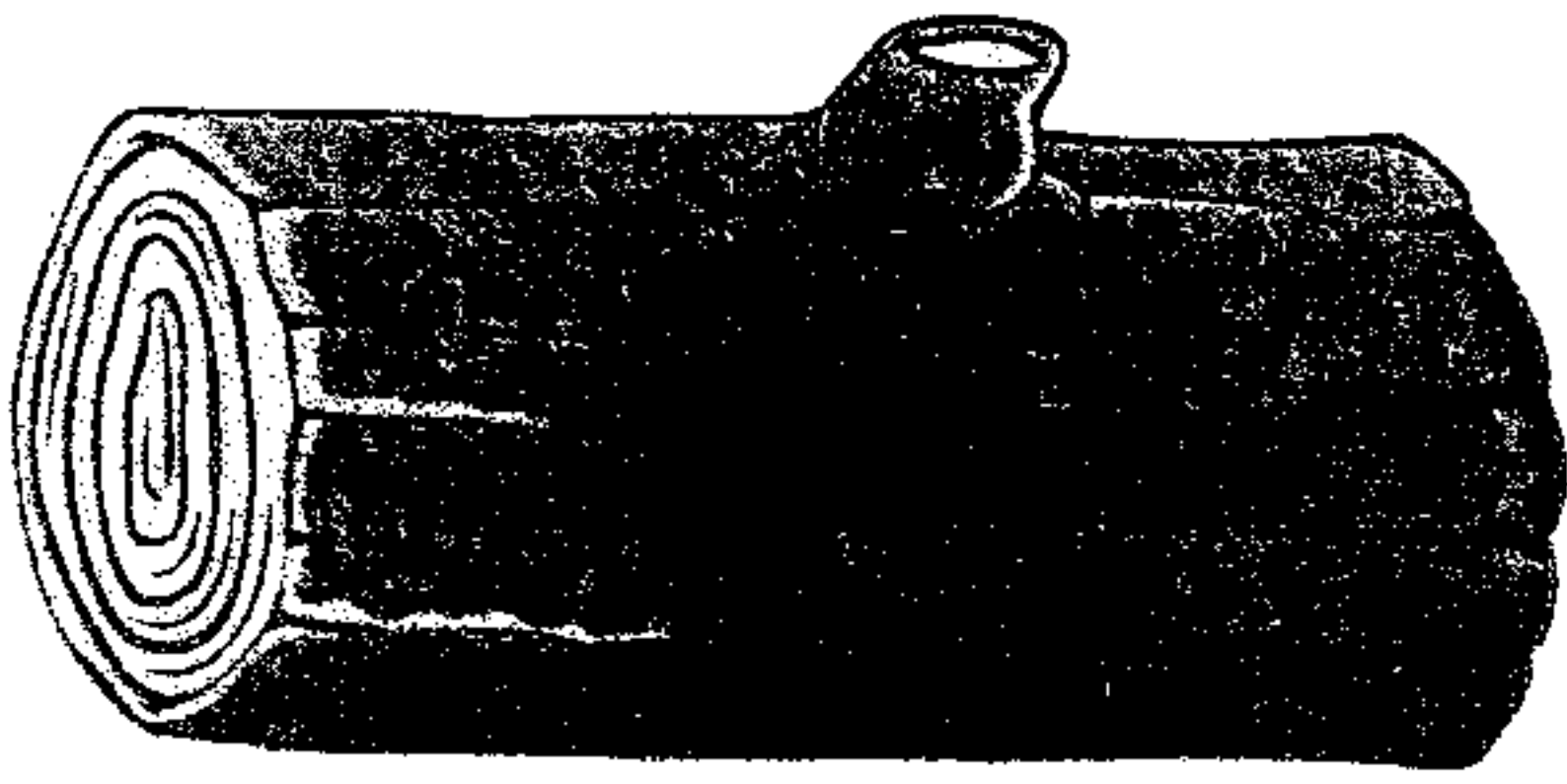
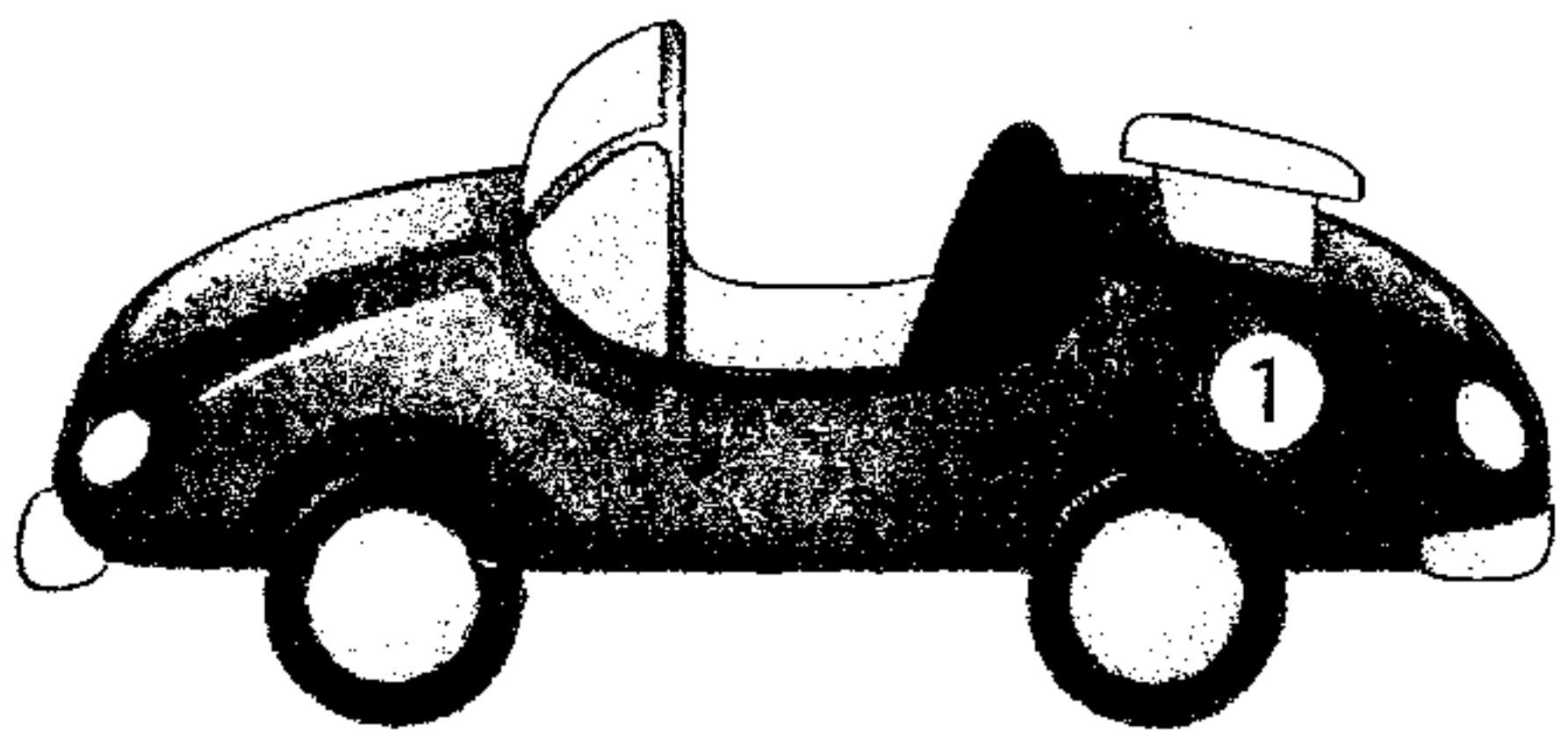
Spelling words

let get go got far or can for	log lost dig leg fast dog sag lot
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<p>No! No! No!</p>  <p>Not so fast, Len! Not so fast, Dot!</p>	<p>Dot lands on Len! Len lands on a log</p>  <p>and the car is flat!</p>
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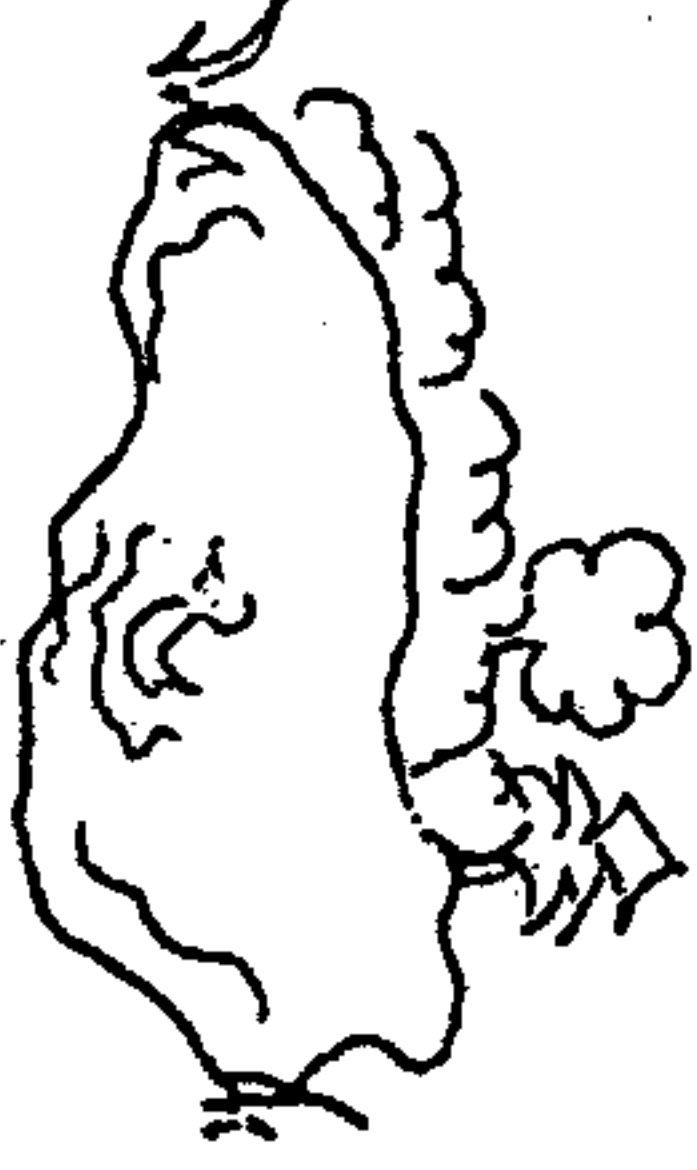


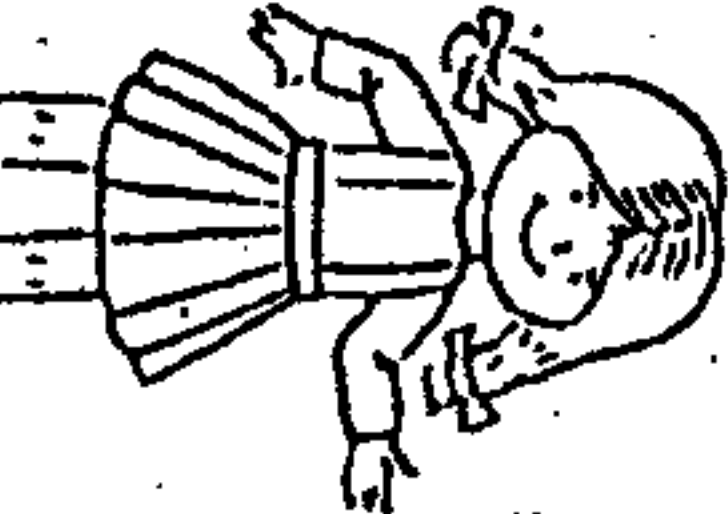
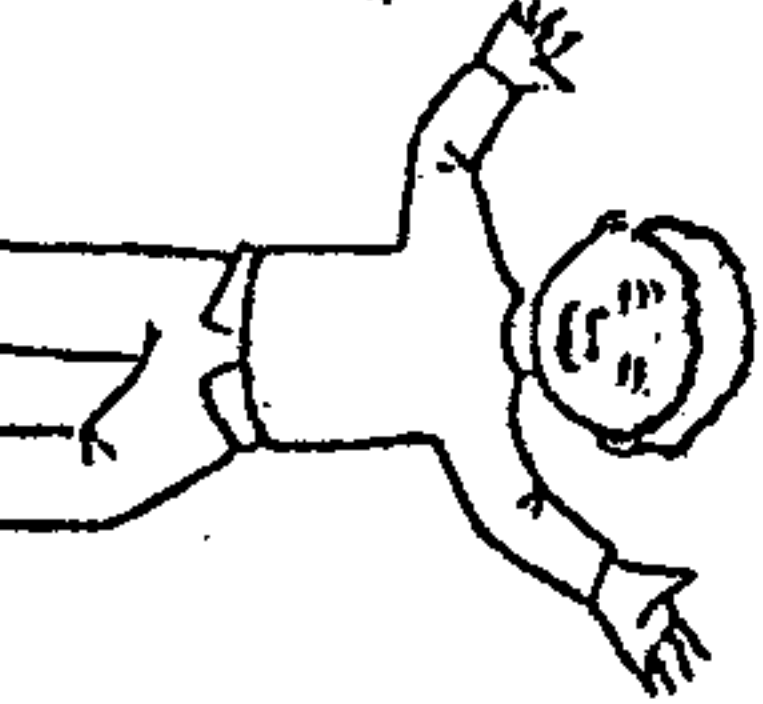
Build the words. Careful! In each box, one sound does not make a word!
Then write the words

		
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Write the words

Copy the words.

Complete the sentences.

	<u> </u> -am	
ram	r <u> </u>	
dam	d <u> </u>	
jam	j <u> </u>	
ham	h <u> </u>	
Pam	P <u> </u>	
Sam	S <u> </u>	

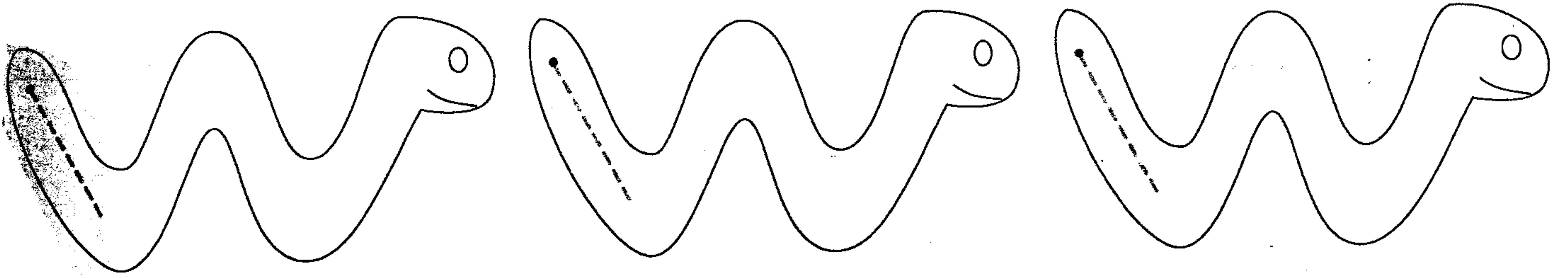
I like j .

Look at the r .

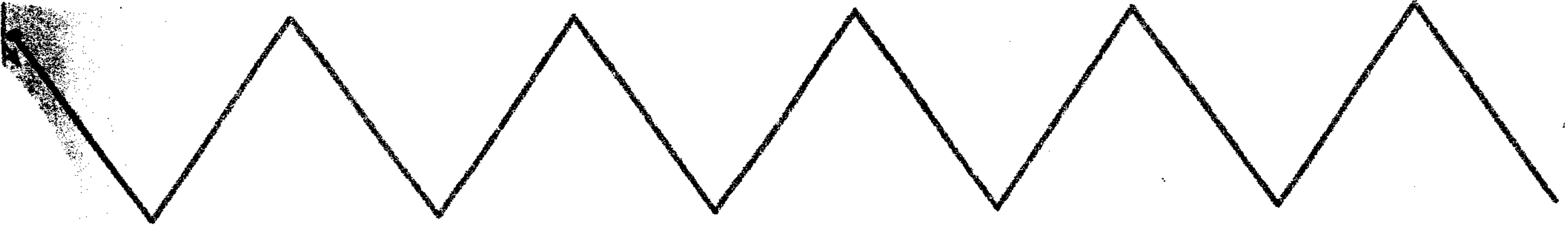
I like h .

I see a d .

Look at P and S .



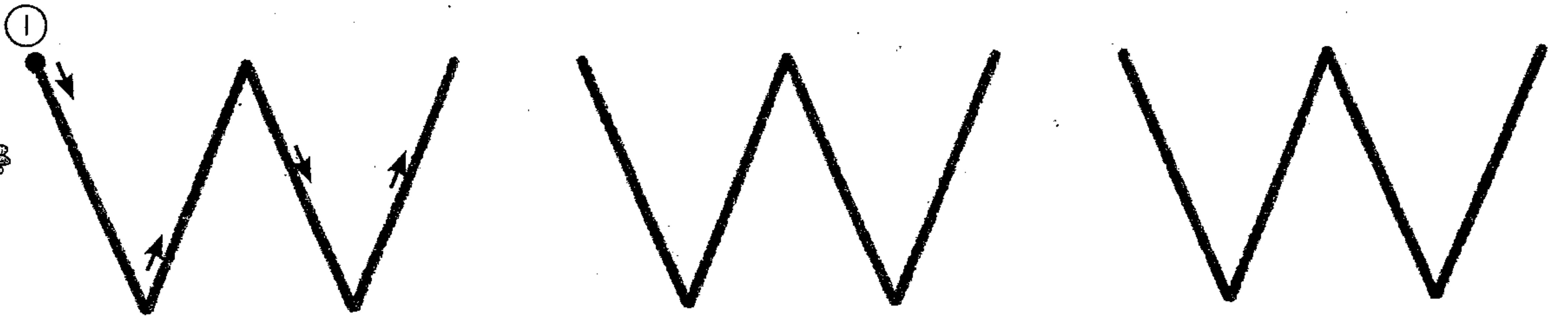
Trace and complete the patterns in the worms.



Trace the pattern.



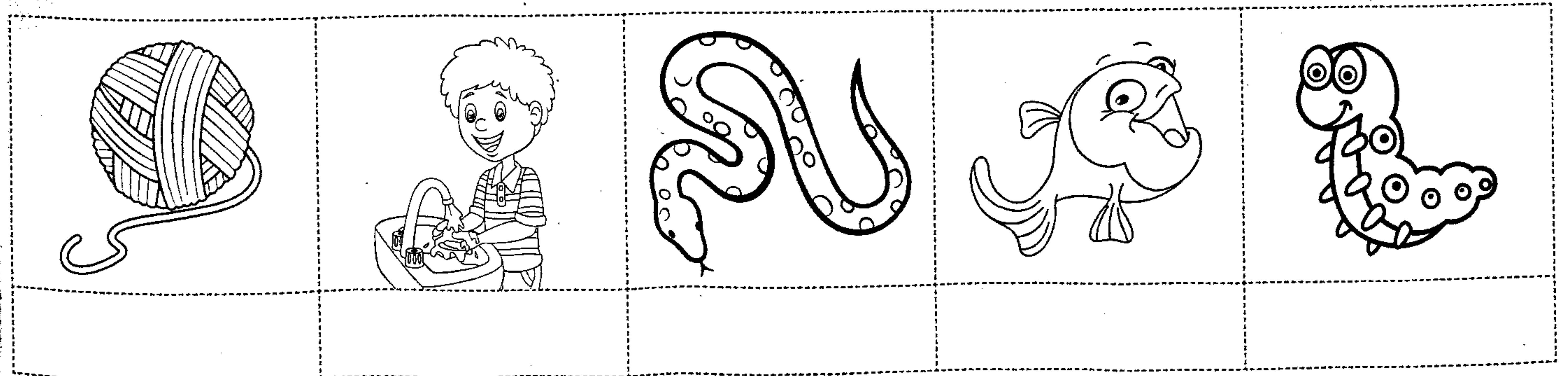
Draw the pattern yourself.



Trace the letter w.



Now write a line of the letter w yourself.



Name each picture. With which sound do the words begin?

Write the correct letter below each picture.

Colour only the pictures **beginning** with a w.

sit I not at
an do for
red got we

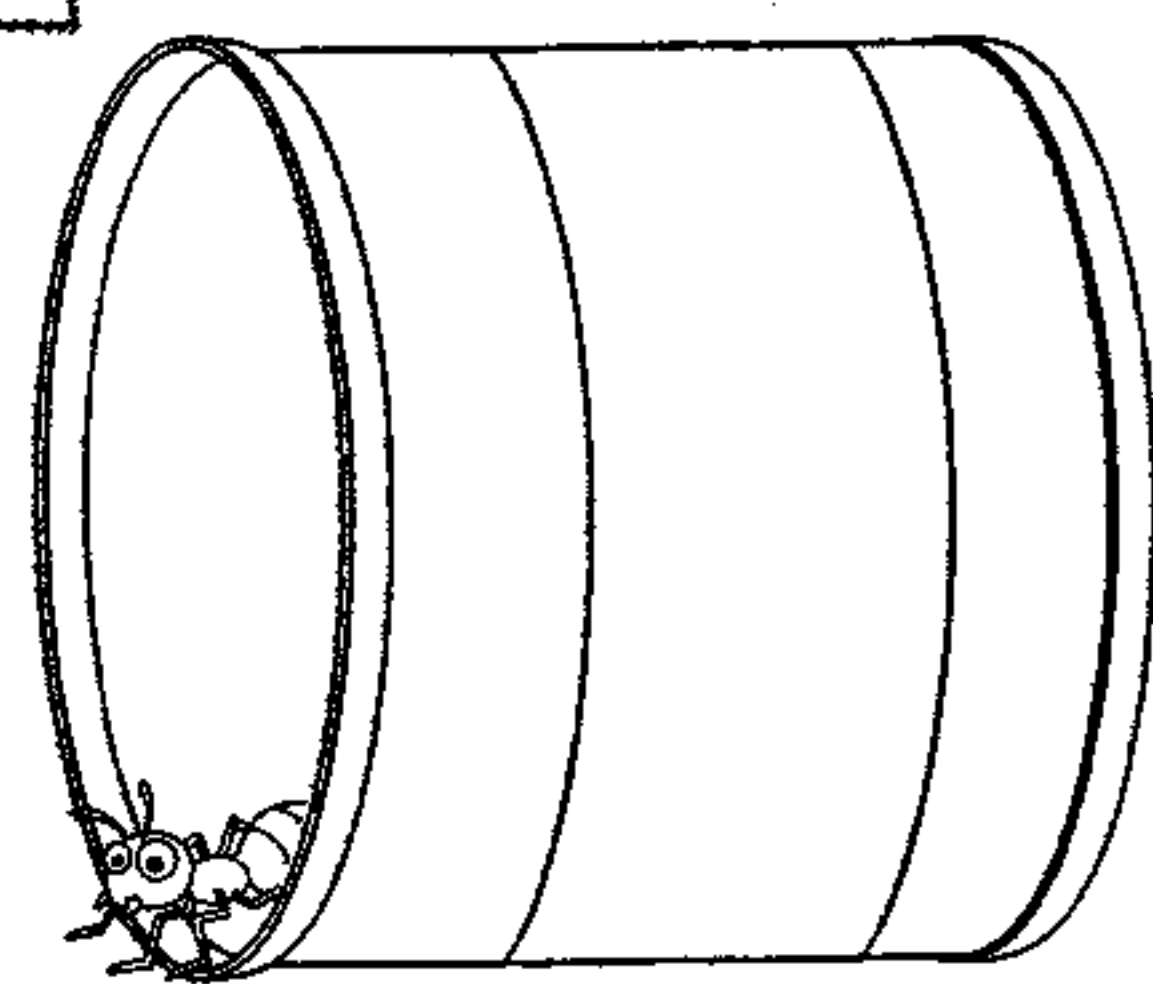
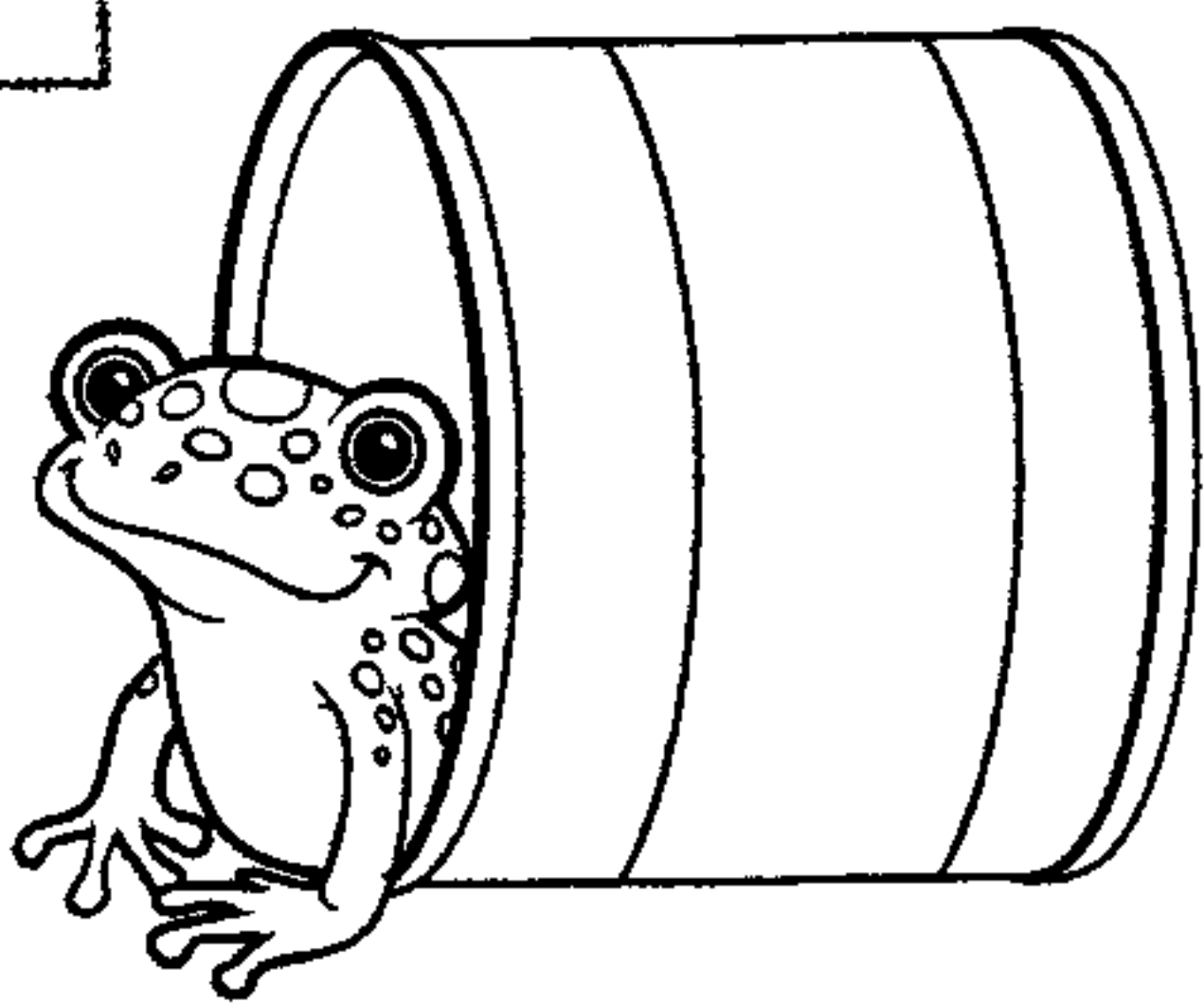
is ten as it
of and can
let go run

it on as a
did if or
far get us

Read the words.

At the dam

Len and Don sit at the dam.
In the dam is an old tin.
The tin stirs!
In the tin sits a fat frog!

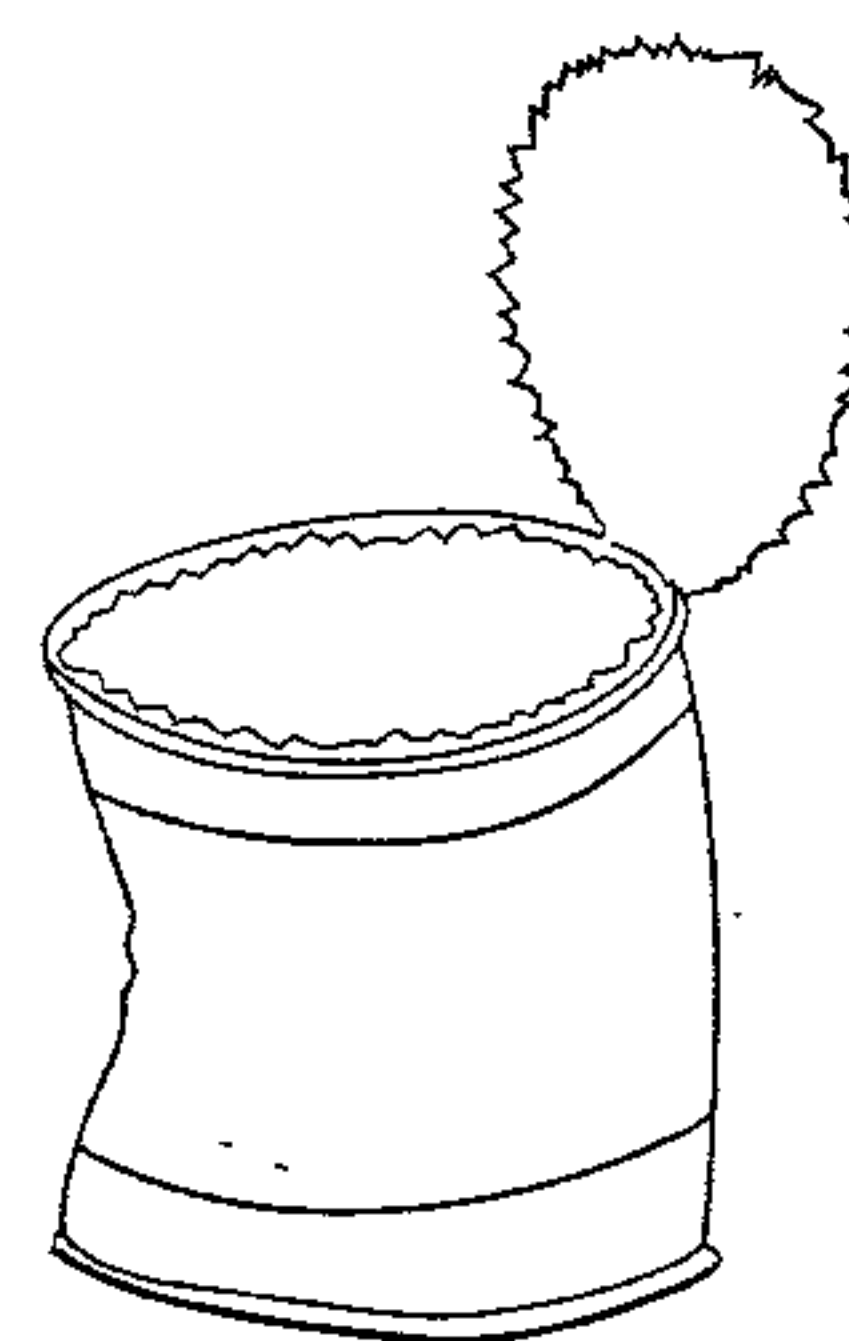


1 In the tin is a rat.

2 In the tin is a frog.

3 In the tin is an ant.

Match the sentences with the correct pictures.
Write the numbers 1-3 next to each picture.



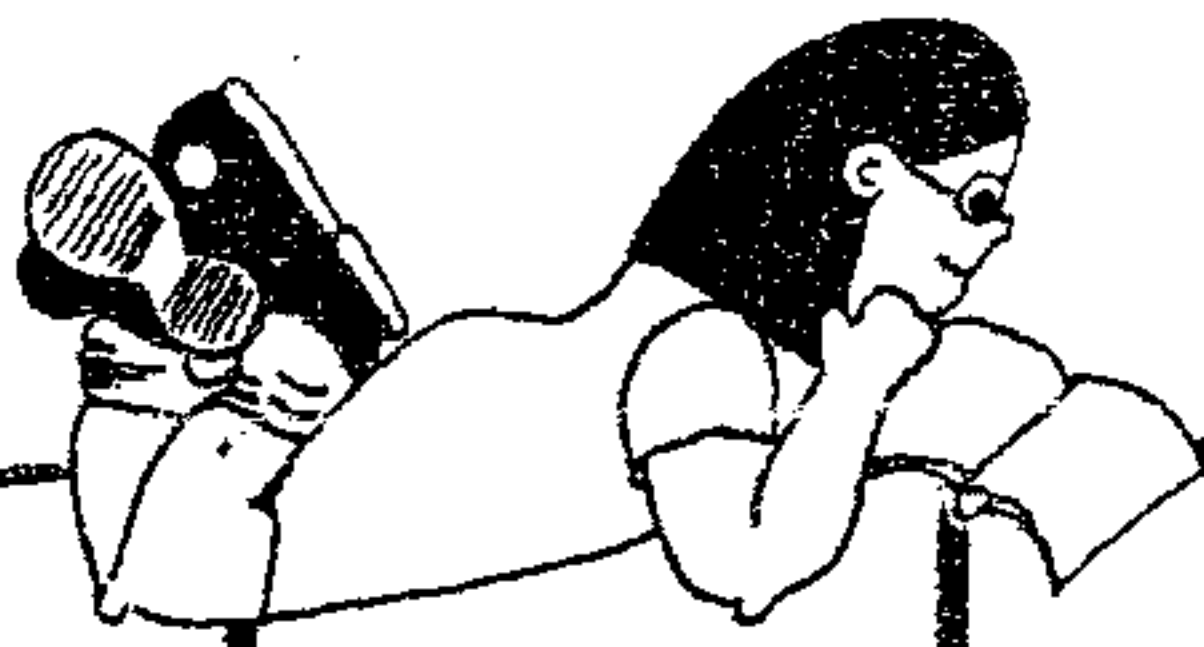
Name the pictures.
Write the words in the boxes.

The cat sits on a log.

Write the sentence yourself.
Draw a picture of the sentence.

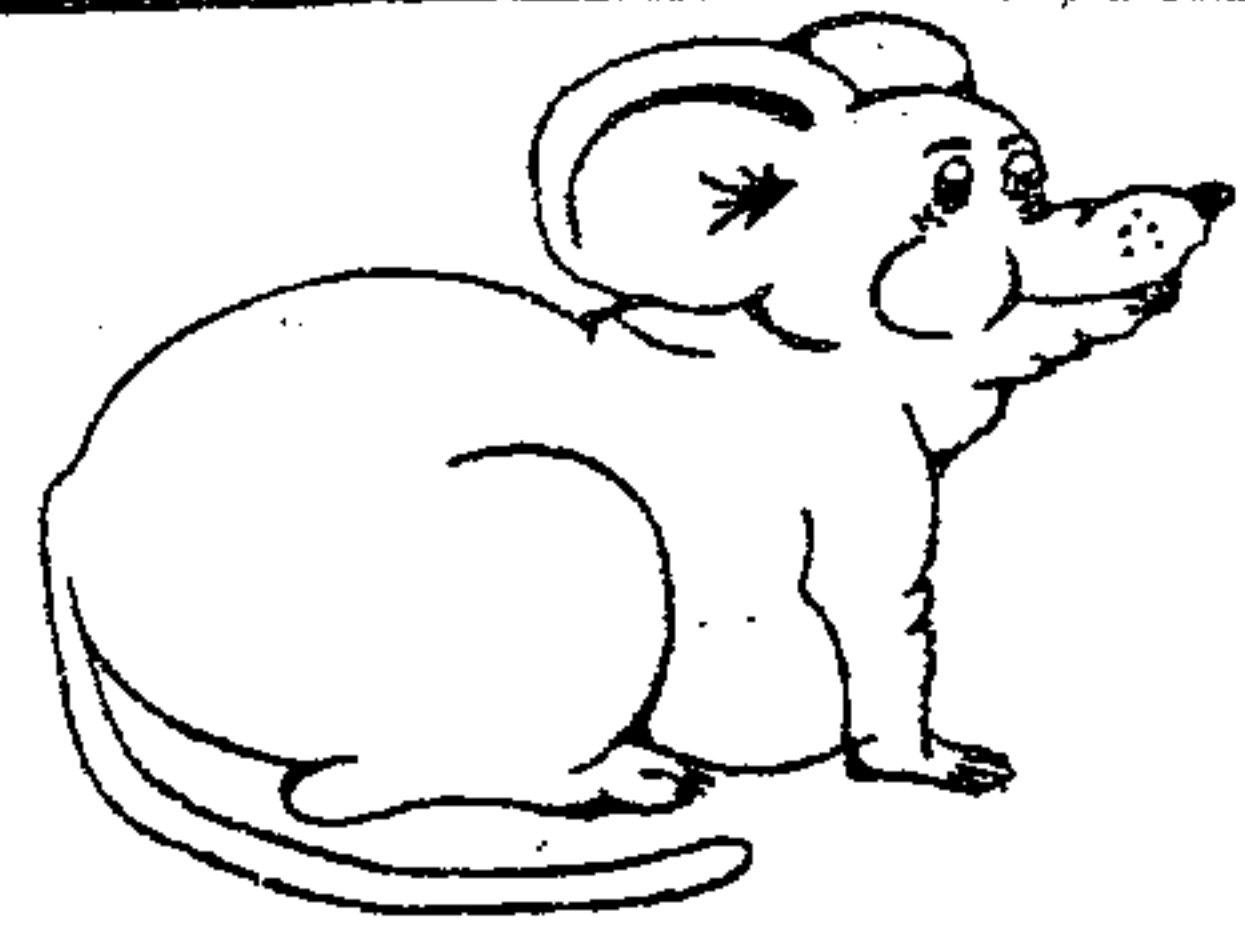
Read with us

Cross it:



The mat is fat.

The rat is fat.



A rat sat on a hat.

A rat sat on a mat.



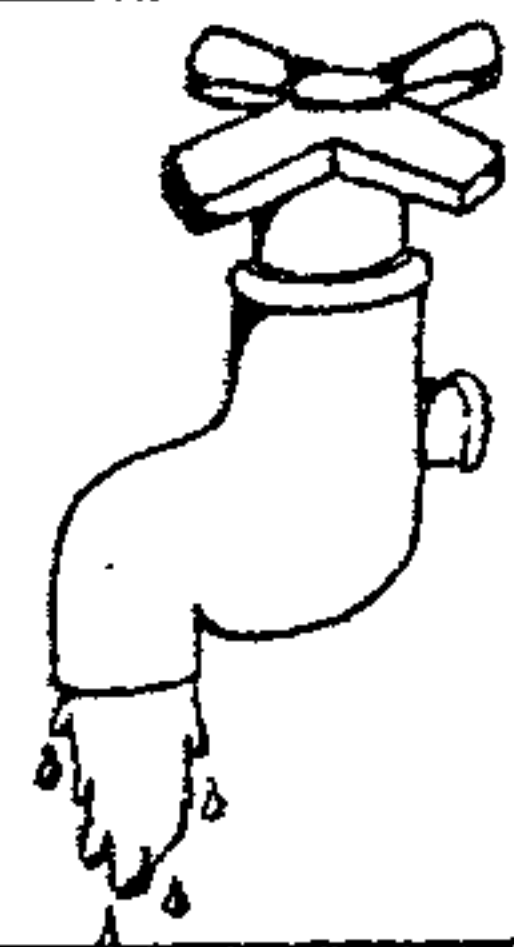
The map is on the rat.

The rat is on the mat.



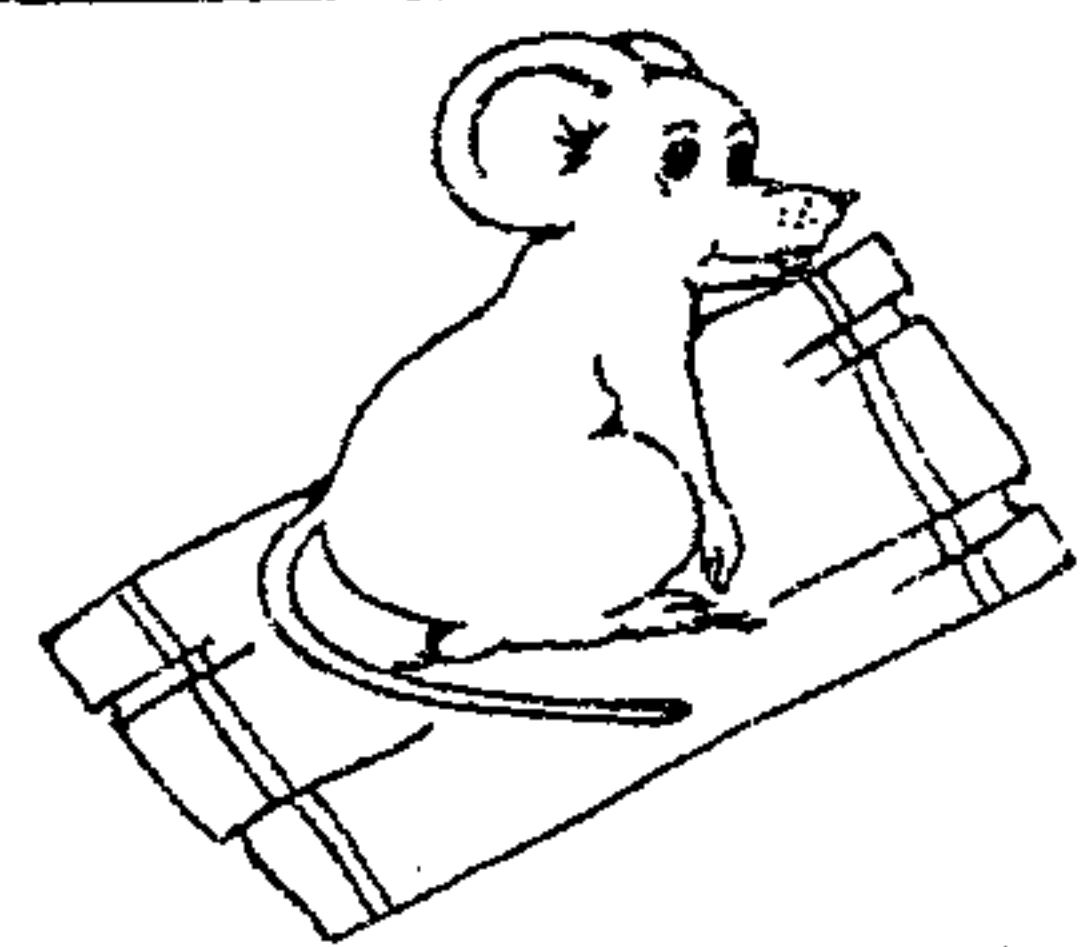
The tap ran.

The rat ran.

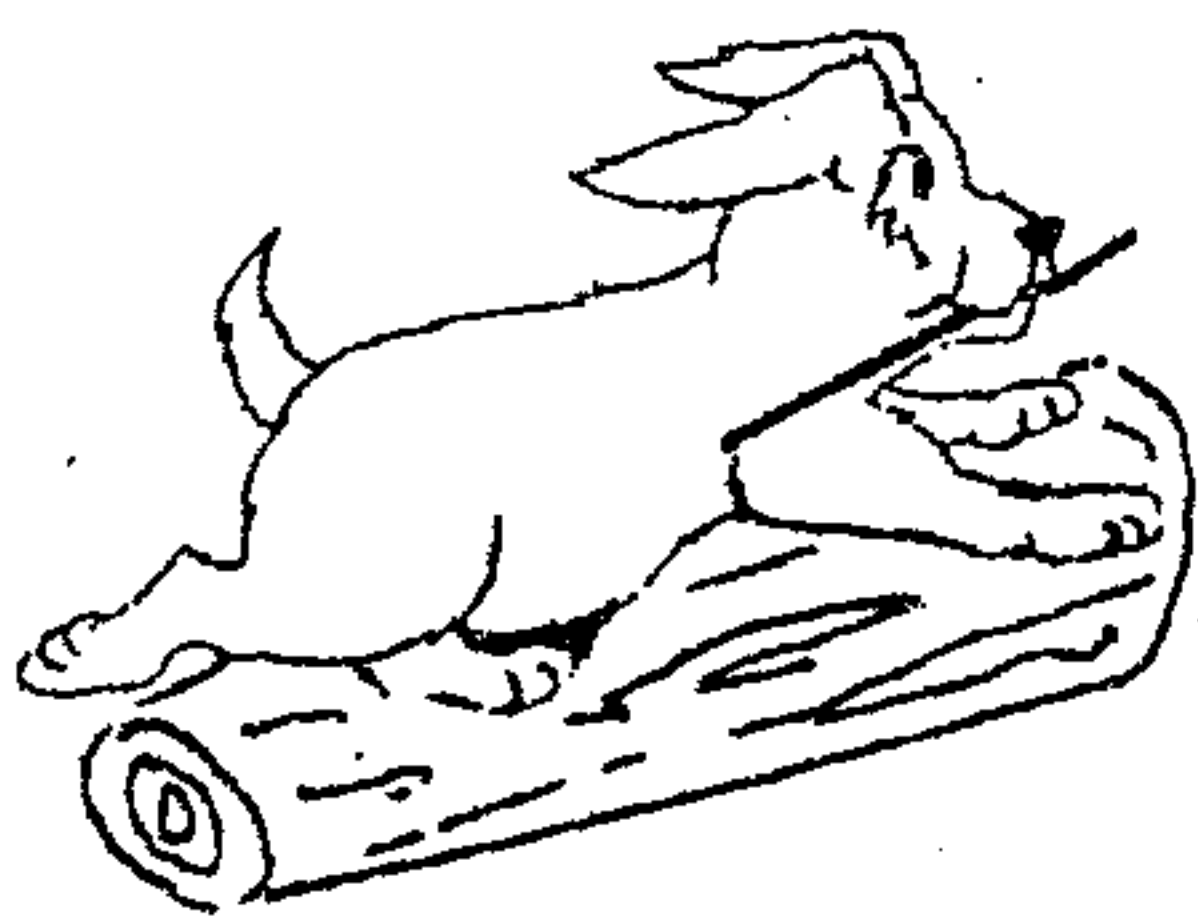


A rat has a mat.

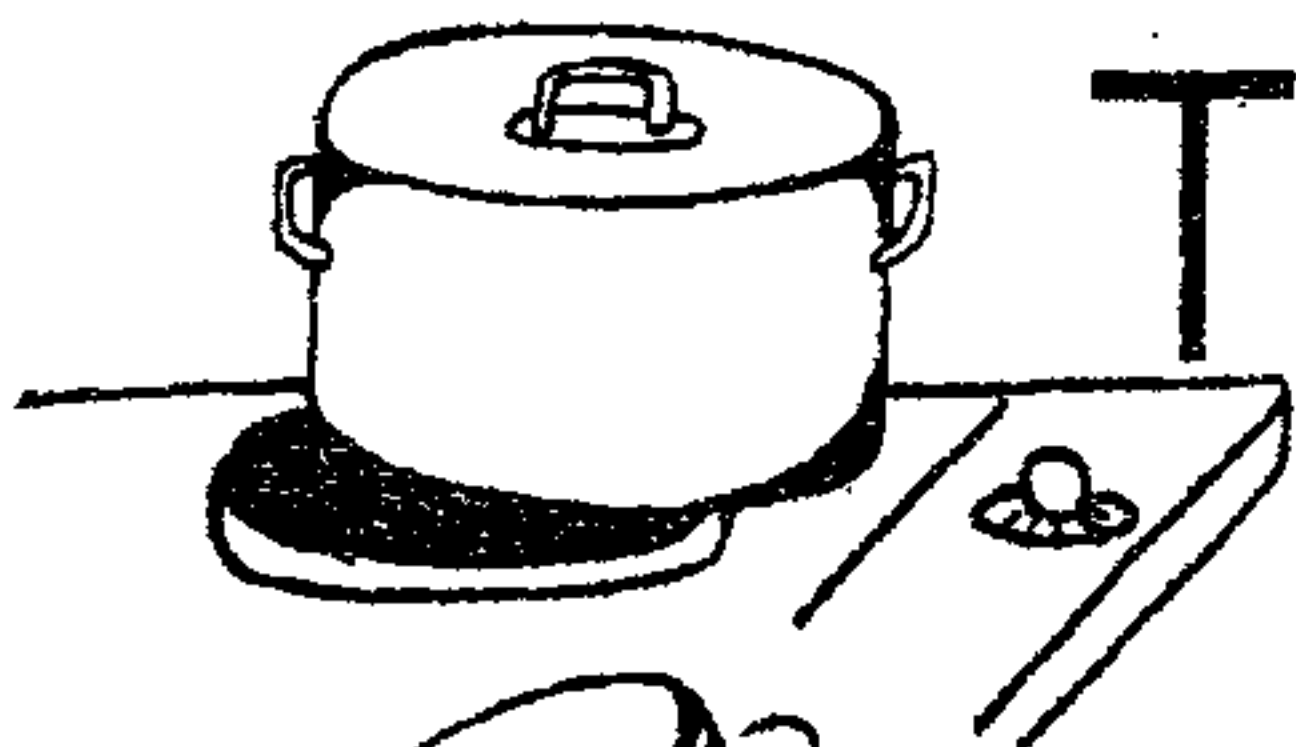
A tap has a rat.



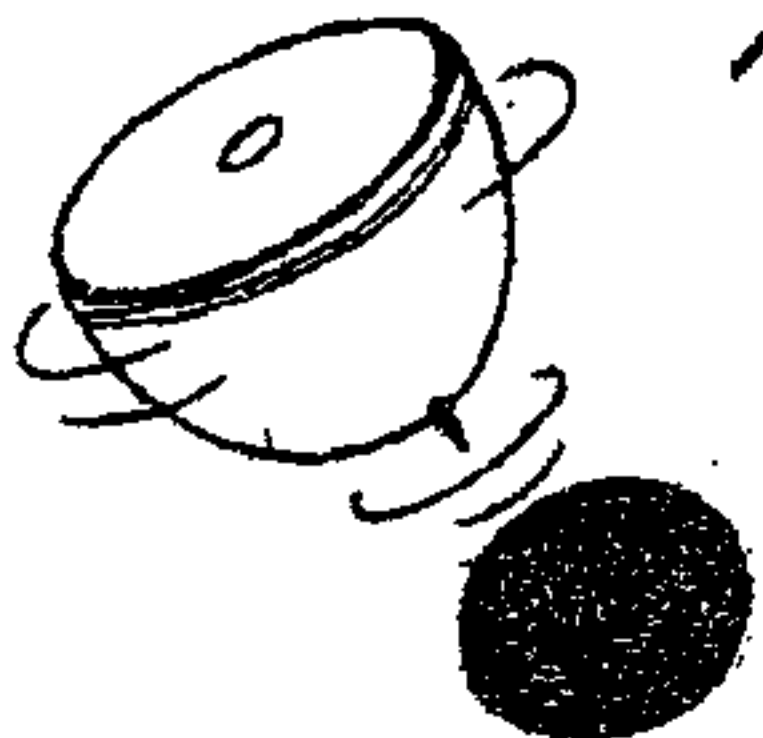
Write the words. dog, log, pot, hob, top, dot, rod, pond.



A _____ on the _____.



The _____ on the _____.



A _____ on the _____.



The _____ in the _____.

What do people like to do in winter? And animals? Is there a lot of food for the animals in winter? Where are people sheltered in winter? And animals? Let the learners study the picture and read the title by themselves. Why do they think the frog hides in the tin. Read the lesson with the learners. Flash a word from the lesson on a flashcard and let the learners find the word in the lesson. Repeat with a few words. Say a word and let the learners find the word. Let the learners do the word-building activity. Clap the words in sounds.

Sight words

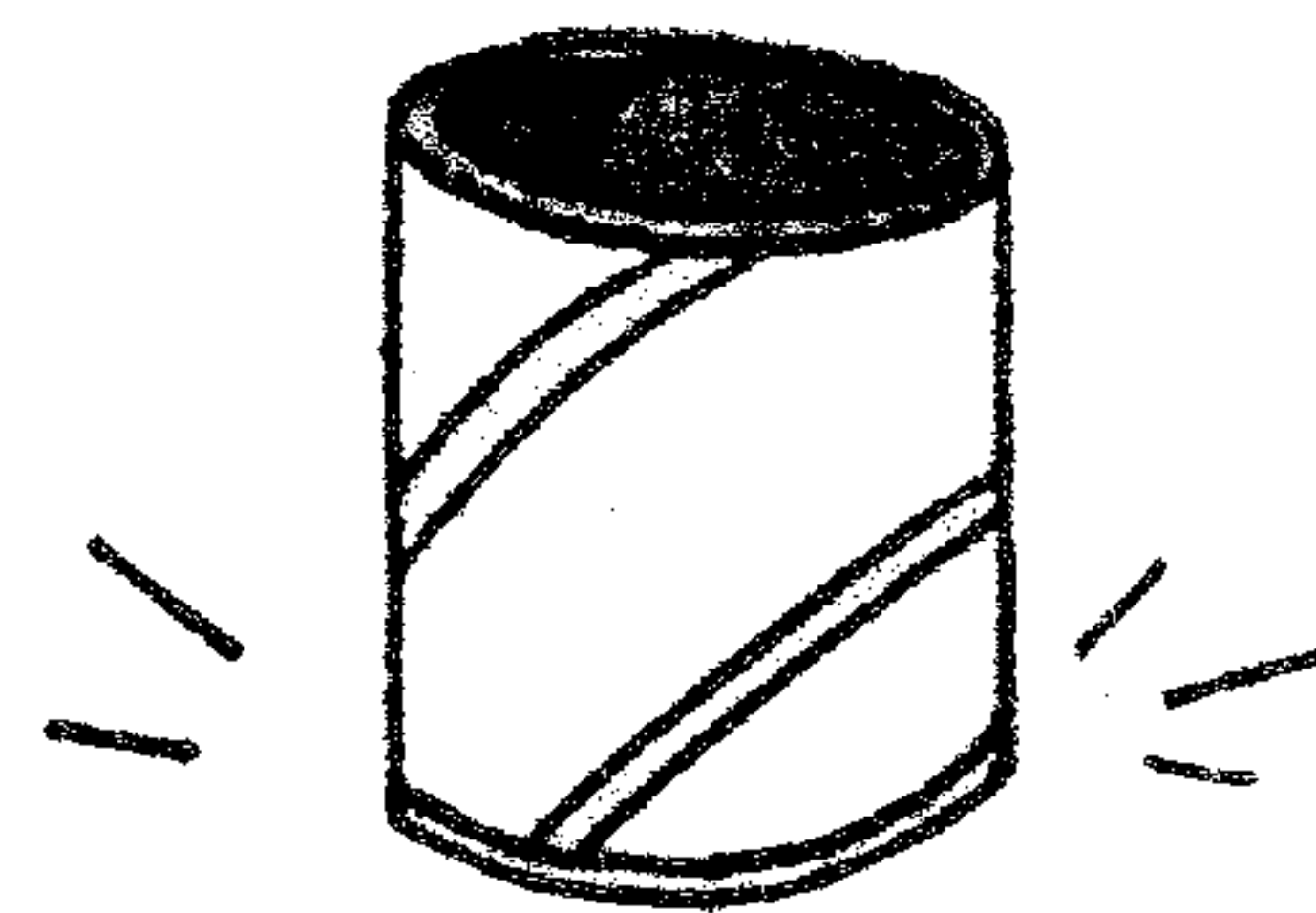
Word families

for can or far red did
of and

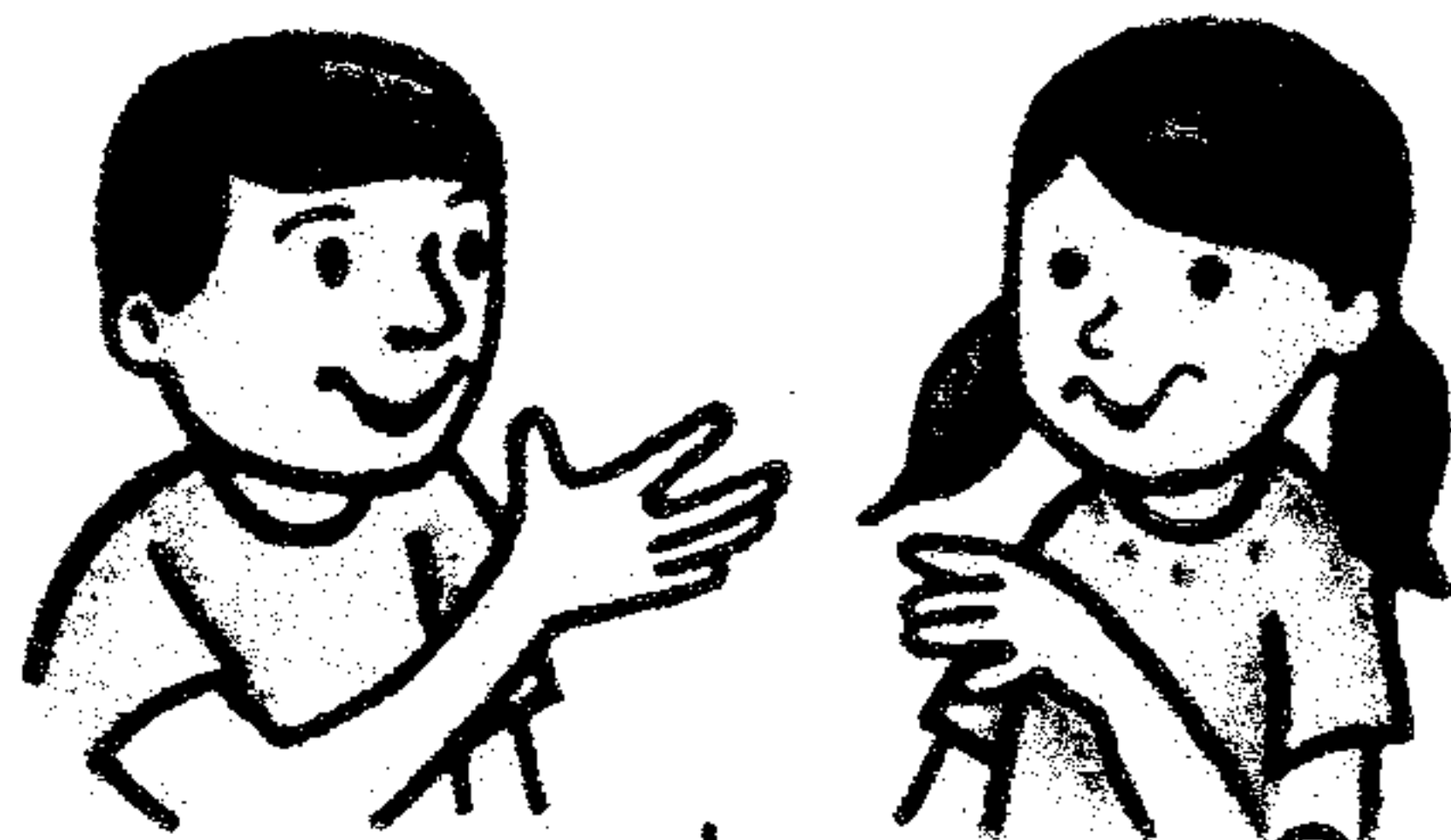
dig log let for
dog leg lot far



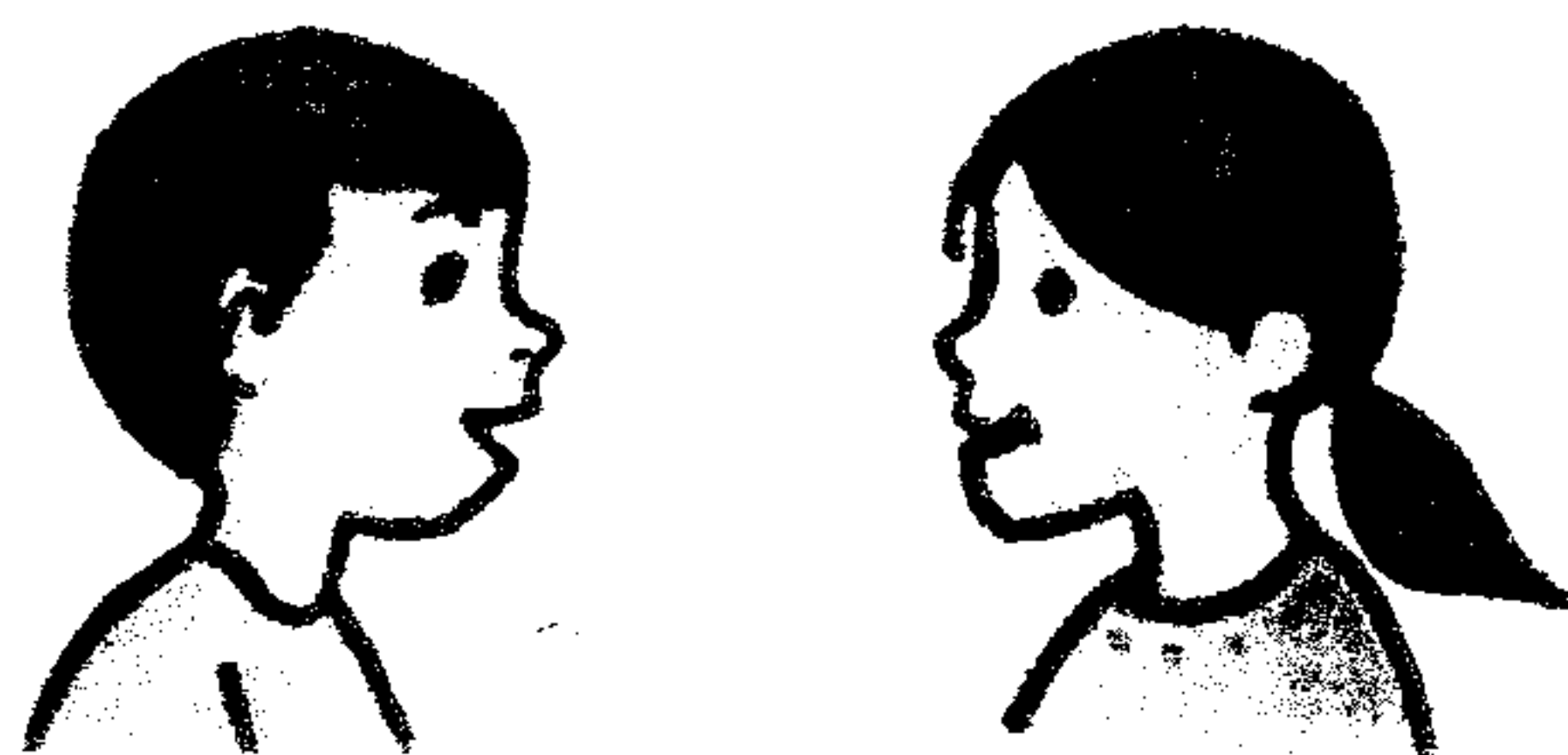
Len and Dot sit on a log.



O-a, o-a, o-a!



Dot, is it the cat?
No! Not the cat.



Is it a rat, Len?
No! Not a rat.



A frog sits in the tin.

A frog and a cat sit on a log.

Read the sentence. Draw the picture
Write the sentence

First talk about typical activities in autumn and winter. Which activities do the learners like to participate in, in autumn/winter? Now turn to the reading lesson. Study the picture. Which season is it? How do the learners know that? Read the lesson with the learners. Flash a word from the lesson and let the learners find the word in the lesson. Repeat with a few words. Read the lesson with learners. Let the learners name the words in the small boxes and clap the words in sounds.

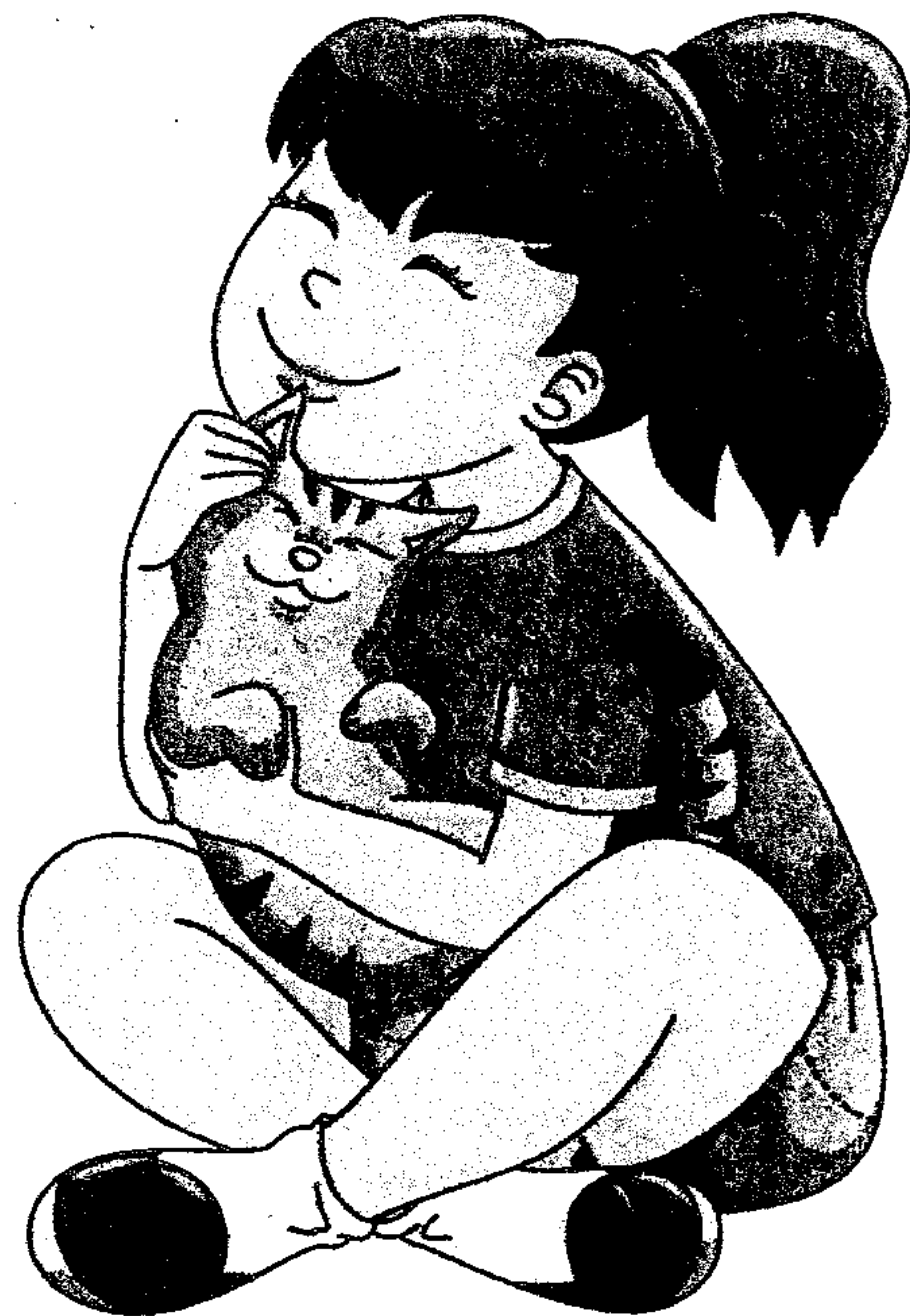
Sight words

Word families

was us we run	run	fun	rug
got go get let	ran	fan	rag

We want a cat

We want a cat.
 A cat will be fun.
 The cat and us can sit
 on the rug in the sun.
 We can run and play tag.
 A cat will be fun!



ru
 su → n
 fu

ca
 ma → t
 ra

di
 ru → g
 do

First build the words with your letter cards.
 Then write the words in your class workbook.

a rug	a cat	the sun
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Draw these pictures
 Write the words