

If you have any questions, please contact me at jamie@teachmommyteach.com

Thank you for downloading!

You May:

- use these resources in your own home or classroom for non-commercial use.
- print as many copies as you would like.
- share the website link, <https://teachmommyteach.com/>, where this printable can be found, so that others can download the file.

You May NOT:

- sell, give away, or share a printed copy. Each person should download separately and print.
- print out a copy for multiple teachers, as in an entire school, co-op, or other group. Each teacher should download separately and print.
- link directly to the pdf. Instead, link to the page on <https://teachmommyteach.com/> or <https://teacherspayteacher.com/> where you found the download.
- claim this or any part of this printable as your own.
- alter this printable and claim it as your own.
- host any of the files on your personal or other websites that can be shared with others.
- Upload this resource to any file sharing sites

Credits!! Thank you Speaking of Images and Open Clipart!



<https://www.teacherspayteachers.com/Store/Speaking-Of-Images>



<https://openclipart.org/>

More Beginning Readers 3: Pat Me

Pre-Reading Worksheets

Your child will practice *CVC* words. Your child will practice the high-frequency words *me, no, do, and saw*.

Name: _____

The word **me** can be a difficult word to sound out because the **e** does not represent the sound previously learned. The **e** in the word **me** represents a **long e** sound instead of a short e sound. Practice saying the **long e** sound and look at the child saying the **long e** sound below. The **long e** sound is the same sound as saying the letter name E.

Now point to the highlighted **e** in the sound chart below. The **e** is there because **e** can sometimes represent the **long e** sound.



/ē/

Spelling Patterns:

e	y
ee	ea
e-e	ie
ey	i



Sound out **me** using the pictures of the children's mouths as a tool.




m

e

Name: _____

The word **no** can be a difficult word to sound out because the **o** does not represent the sound previously learned. The **o** in the word **no** represents a **long o** sound instead of a short o sound. Practice saying the **long o** sound and look at the child saying the **long o** sound below. The **long o** sound is the same sound as saying the letter name **O**.

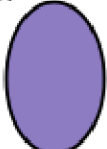
Now point to the highlighted **o** in the sound chart below. The **o** is there because **o** can sometimes represent the **long o** sound.



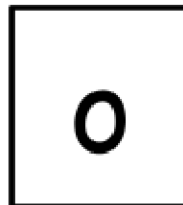
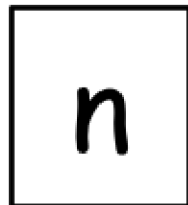
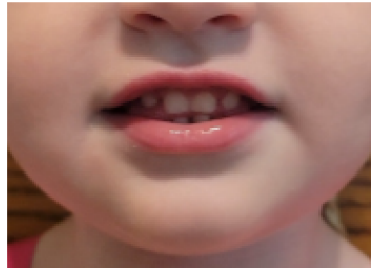
/o/

Spelling Patterns:

o	o-e
oa	ow
ou	oe

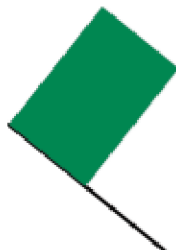


Sound out **no** using the pictures of the children's mouths as a tool.



Some other words have an **o** that represents a **long o** sound. Have a grown-up help you sound out the following words. Can you circle the **o** that represents a **long o**?

Go




Ho ho ho!



Name: _____

The word **do** can be a difficult word to sound out because the **o** does not represent a sound previously learned. The **o** in the word **do** represents an **ew** sound instead of a short **o** sound. Practice saying the **ew** sound and look at the child saying the **ew** sound below.


Now point to the highlighted **o** in the sound chart below. The **o** is there because **o** can sometimes represent the **ew** sound.



/ew/

Spelling Patterns:

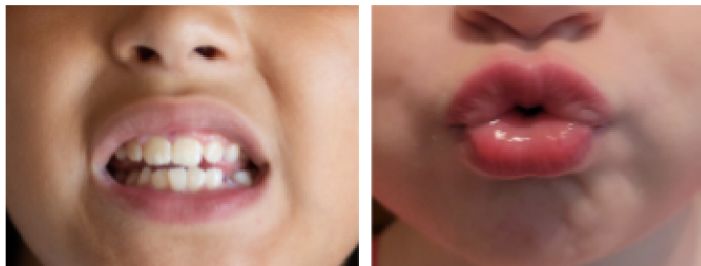
ew	oo
u-e	ou
ue	eu
o	



Ending sound:

blue

Sound out **do** using the pictures of the children's mouths as a tool.



d

o

Name: _____

The word **saw** can be a difficult word to sound out because the **a w** represents it's own new sound! The **a w** in the word **saw** represents an **aw** sound. This is the sound you say when you see a cute baby! Say, "Aw! A baby!" Practice saying the **aw** sound and look at the child saying the **aw** sound below.

Now point to the **a w** in the sound chart below. The **a w** is there because **a w** can represent the **aw** sound like you'd say when you see a cute baby! "Aw! A Baby!".



/aw/

Spelling Patterns:

aw



Ending sound:

paw

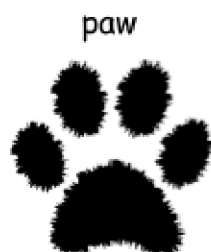
Sound out **saw** using the pictures of the children's mouths as a tool.



s

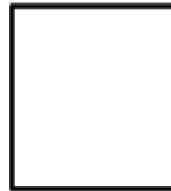
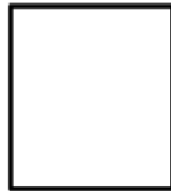
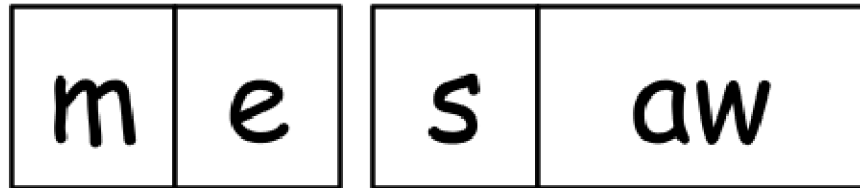
aw

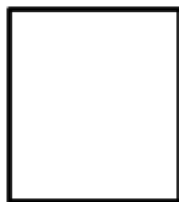
Some other words have an **a w** that represents an **aw** sound. Have a grown-up help you sound out the following words. Can you circle the **aw**?



Name: _____

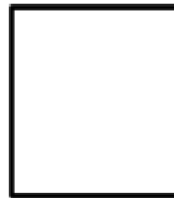
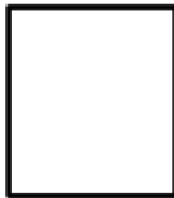
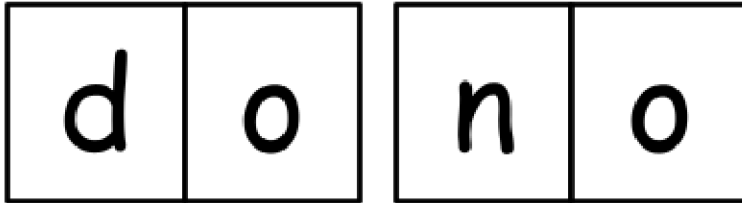
Read the two words below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the words on the handwriting lines.

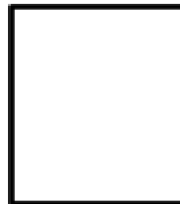
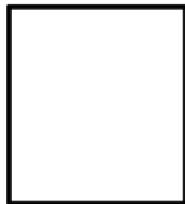
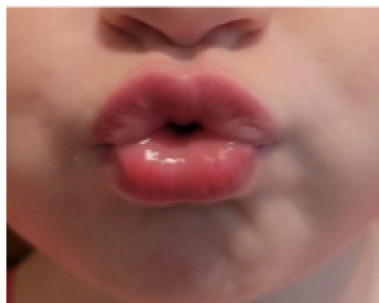




Name: _____

Read the two words below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the words on the handwriting lines.





Name: _____

Let's review the following sight words.

A

a

Do

do

Me

me

No

no

Saw

saw

Name: _____

Color the flowers using the code below.

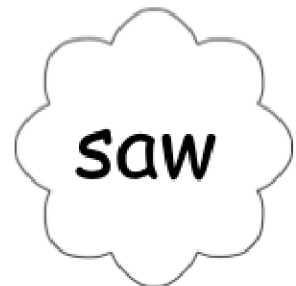
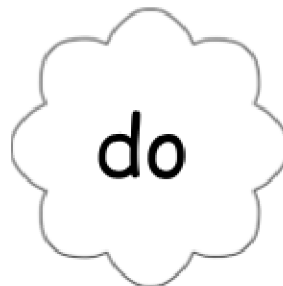
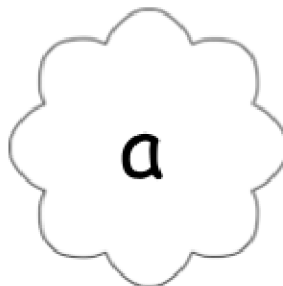
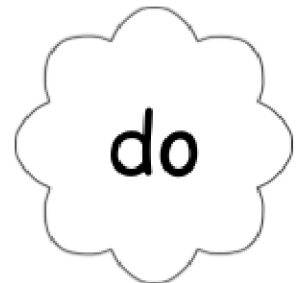
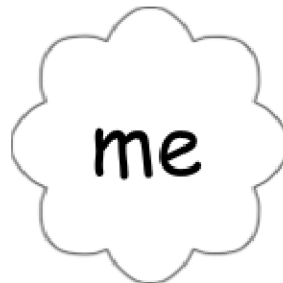
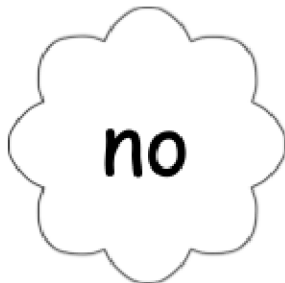
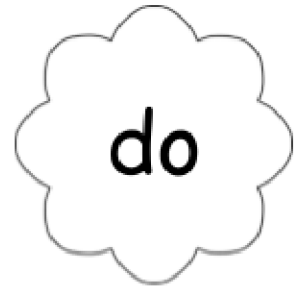
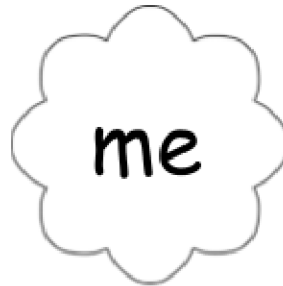
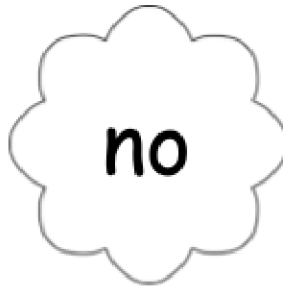
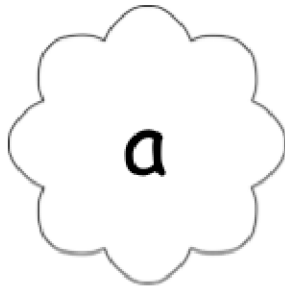
A=Red

Do=Blue

Me=Yellow

No=Purple

Saw=Orange



Read the following silly sentences:

A pig saw mud. No pig. Do not sit in mud! The pig sat on me!



Thank you openclipart.org for the wonderful clipart!

Name: _____

Glue the words "SAW," "DO," and "A" in the correct spot to finish the story.

The dog

--	--	--

 a cat. The dog ran!

The cat ran! Dog,

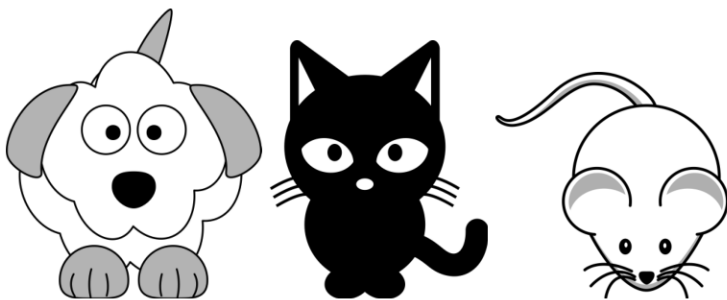
--	--

 not tag the cat!

The cat saw

--

 rat! The rat ran!



Thank you openclipart.org for the clipart!!

s	a	w
---	---	---

d	o
---	---

a

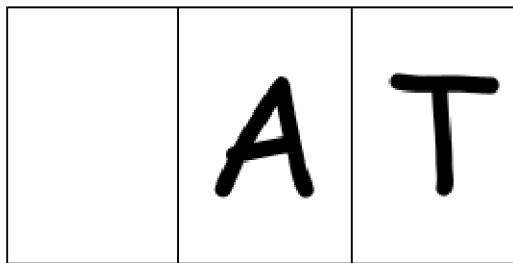
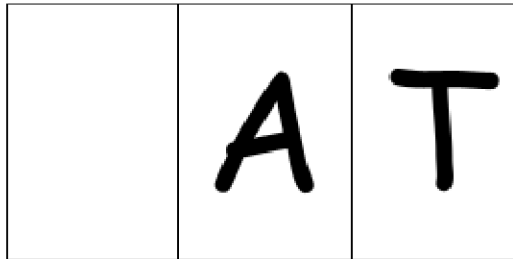
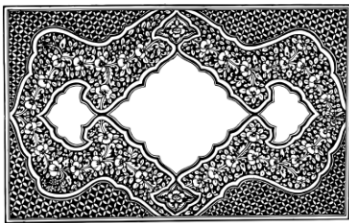
Name: _____

Glue the word "NO" over the picture that shows something you should not do.

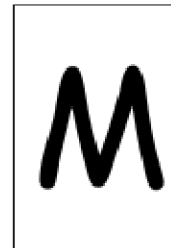
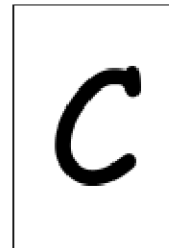
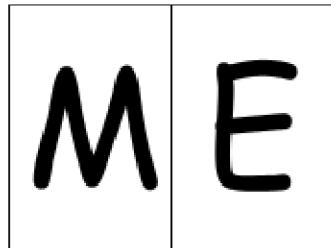
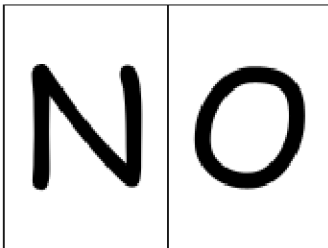
Glue the word "ME" over the picture that shows what you can see yourself in.



Complete the following -AT rhymes by gluing on the first letter.



Thank you openclipart.org for the wonderful clipart!



More Beginning Readers 3: Pat Me

Extra Practice Post-Reading Worksheets

Name: _____

Read the following story. Illustrate that story below.

Do not run. It is wet.

The cat saw a rat. Will the cat run? Do not run, cat.

It is wet.

The cat did not run.

More Beginning Readers 3: Pat Me

Answers Pre-Reading Worksheets

Your child will practice *CVC* words. Your child will practice the high-frequency words *me, no, do, and saw*.

Name: Answers

The word **me** can be a difficult word to sound out because the **e** does not represent the sound previously learned. The **e** in the word **me** represents a **long e** sound instead of a short e sound. Practice saying the **long e** sound and look at the child saying the **long e** sound below. The **long e** sound is the same sound as saying the letter name E.

Now point to the highlighted **e** in the sound chart below. The **e** is there because **e** can sometimes represent the **long e** sound.



/ē/

Spelling Patterns:

e	y
ee	ea
e-e	ie
ey	i



Sound out **me** using the pictures of the children's mouths as a tool.



m

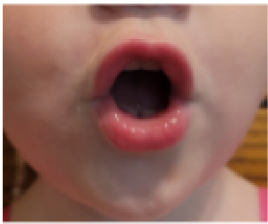
e

Answers

Name: _____

The word **no** can be a difficult word to sound out because the **o** does not represent the sound previously learned. The **o** in the word **no** represents a **long o** sound instead of a short o sound. Practice saying the **long o** sound and look at the child saying the **long o** sound below. The **long o** sound is the same sound as saying the letter name **O**.

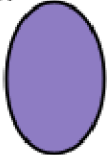
Now point to the highlighted **o** in the sound chart below. The **o** is there because **o** can sometimes represent the **long o** sound.



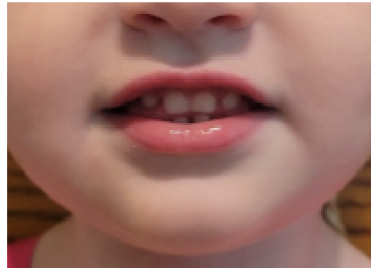
/o/

Spelling Patterns:

o	o-e
oa	ow
ou	oe



Sound out **no** using the pictures of the children's mouths as a tool.



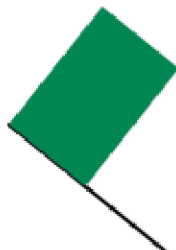
n

o

Some other words have an **o** that represents a **long o** sound. Have a grown-up help you sound out the following words. Can you circle the **o** that represents a **long o**?

Go

Ho ho ho



Name: Answers

The word **do** can be a difficult word to sound out because the **o** does not represent a sound previously learned. The **o** in the word **do** represents an **ew** sound instead of a short **o** sound. Practice saying the **ew** sound and look at the child saying the **ew** sound below.

Now point to the highlighted **o** in the sound chart below. The **o** is there because **o** can sometimes represent the **ew** sound.



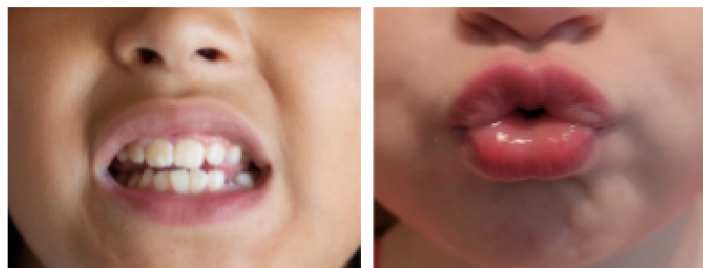
/ew/

Spelling Patterns:

ew	oo
u-e	ou
ue	eu
o	

Ending sound:
blue

Sound out **do** using the pictures of the children's mouths as a tool.



d

o

Name: Answers

The word **saw** can be a difficult word to sound out because the **a w** represents it's own new sound! The **a w** in the word **saw** represents an **aw** sound. This is the sound you say when you see a cute baby! Say, "Aw! A baby!" Practice saying the **aw** sound and look at the child saying the **aw** sound below.

Now point to the **a w** in the sound chart below. The **a w** is there because **a w** can represent the **aw** sound like you'd say when you see a cute baby! "Aw! A Baby!".



/aw/

Spelling Patterns:

aw



Ending sound:

paw

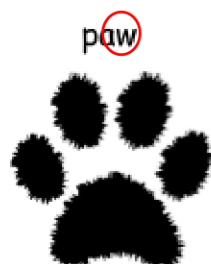
Sound out **saw** using the pictures of the children's mouths as a tool.



s

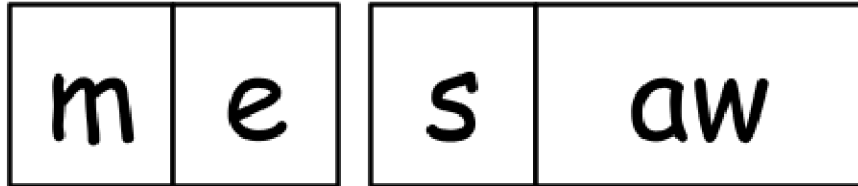
aw

Some other words have an **a w** that represents an **aw** sound. Have a grown-up help you sound out the following words. Can you circle the **aw**?

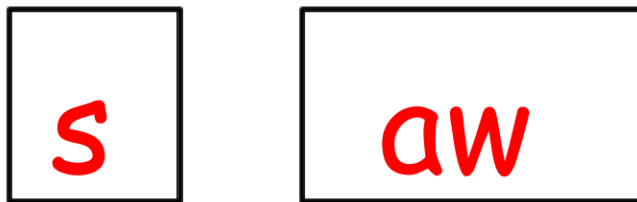


Name: **Answers**

Read the two words below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the words on the handwriting lines.



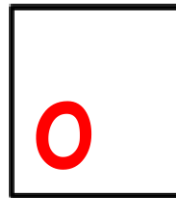
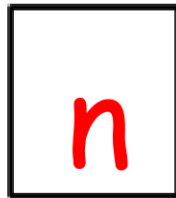
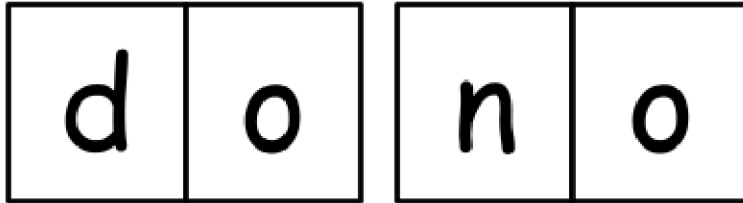
me



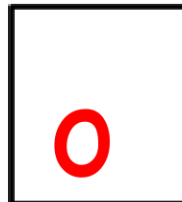
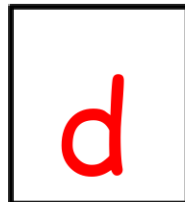
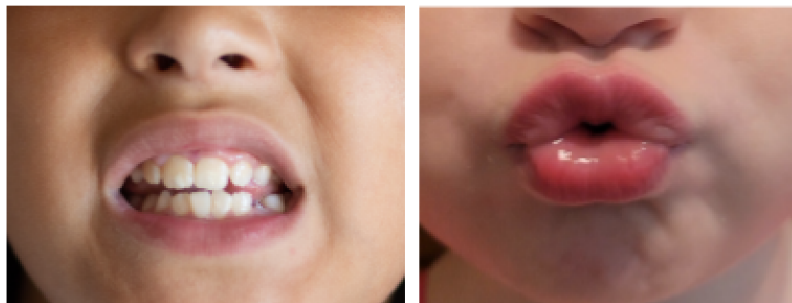
saw

Name: Answers

Read the two words below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the words on the handwriting lines.



no



do

Name: Answers

Let's review the following sight words.

A

a

Do

do

Me

me

No

no

Saw

saw

Name: Answers

Color the flowers using the code below.

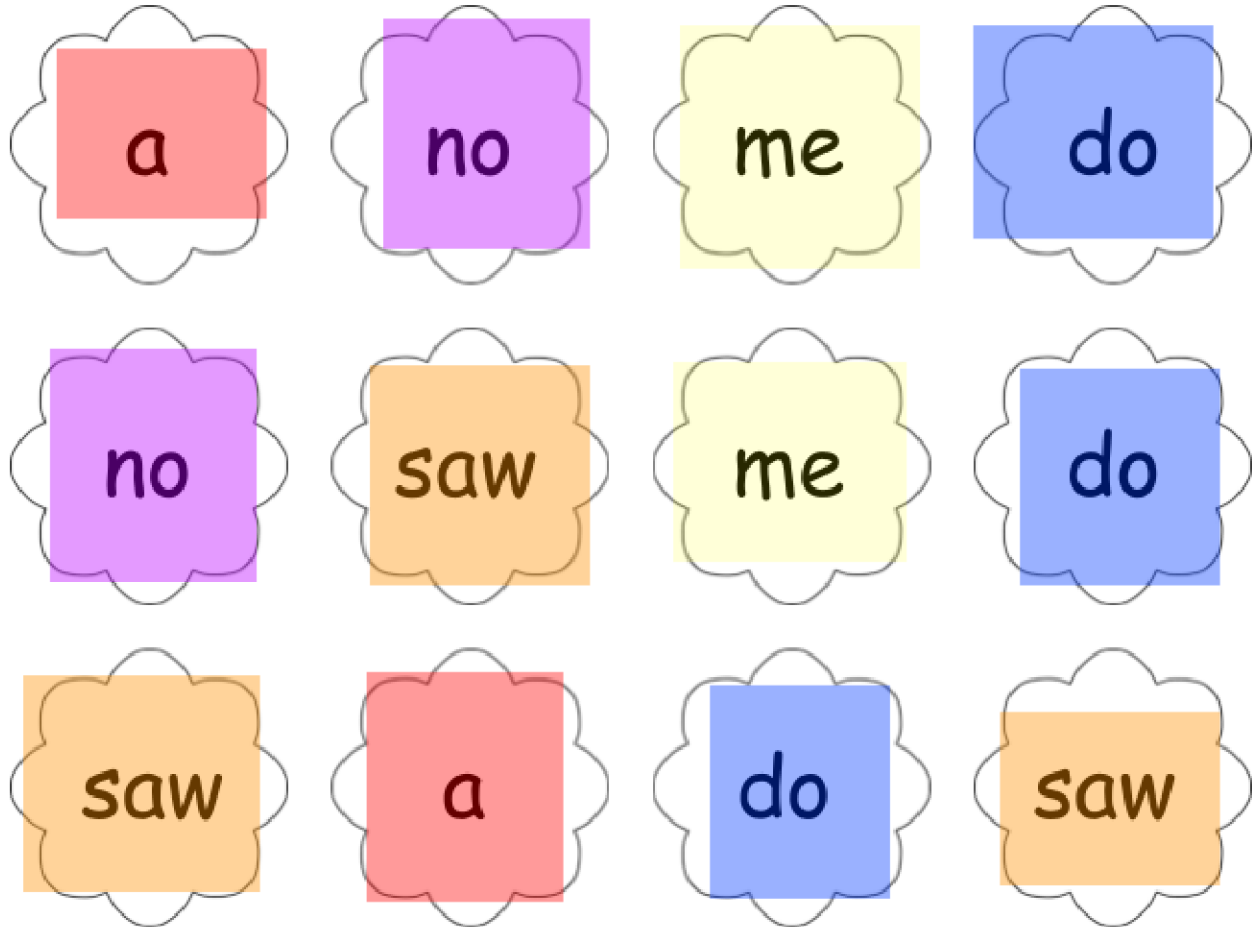
A=Red

Do=Blue

Me=Yellow

No=Purple

Saw=Orange



Read the following silly sentences:

A pig saw mud. No pig. Do not sit in mud! The pig sat on me!



Thank you openclipart.org for the wonderful clipart!

Answers

Name: _____

Glue the words "SAW," "DO," and "A" in the correct spot to finish the story.

The dog

s	a	w
---	---	---

 a cat. The dog ran!

The cat ran! Dog,

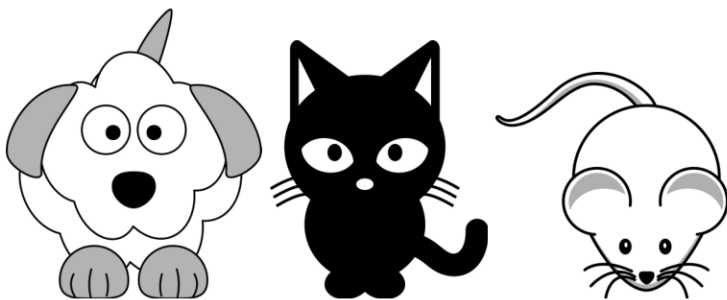
d	o
---	---

 not tag the cat!

The cat saw

a

 rat! The rat ran!



Thank you openclipart.org for the clipart!!

s	a	w
---	---	---

d	o
---	---

a

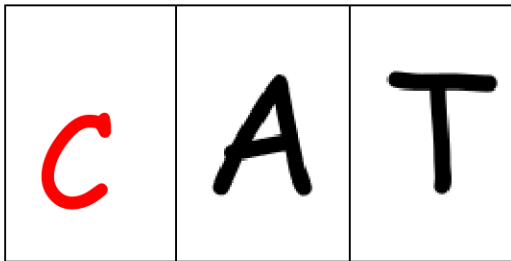
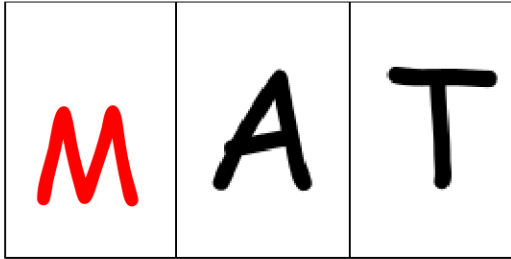
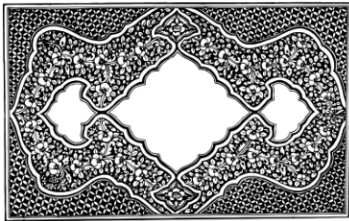
Name: Answers

Glue the word "NO" over the picture that shows something you should not do.

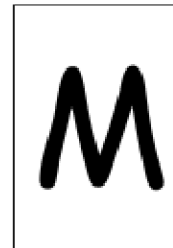
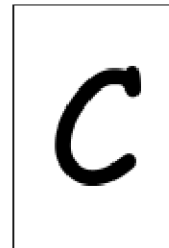
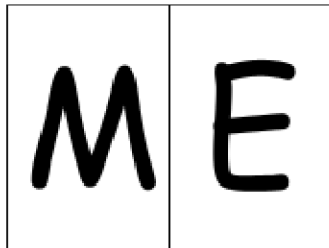
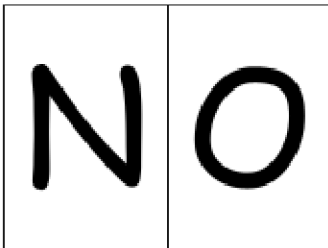
Glue the word "ME" over the picture that shows what you can see yourself in.



Complete the following -AT rhymes by gluing on the first letter.



Thank you openclipart.org for the wonderful clipart!



More Beginning Readers 3:

Pat Me

Answers

Extra Practice

Post-Reading Worksheets

