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Set 1 Book 3: Dot

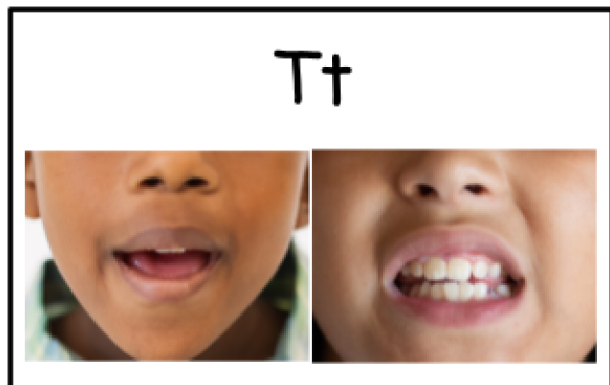
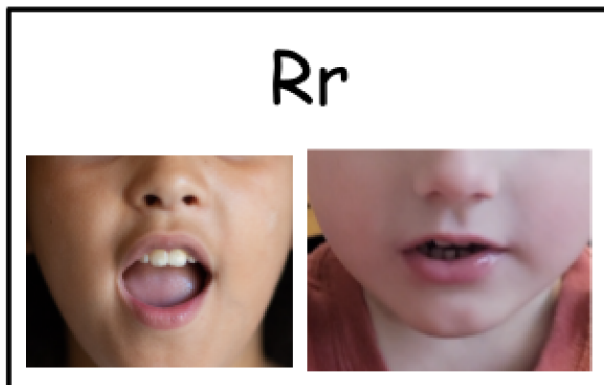
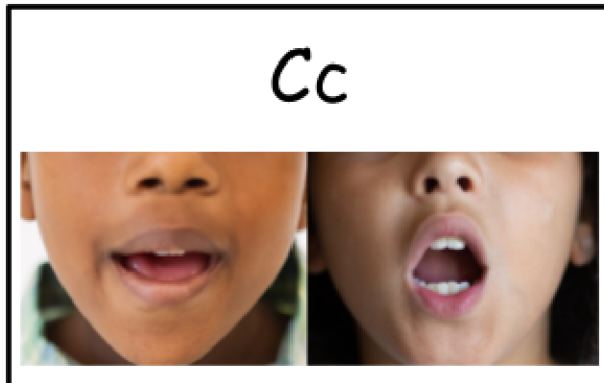
Pre-Reading Worksheets

Your child will practice *CVC* words with the letters *A, C, D, G, H, M, N, O, R, S,* and *T* in preparation for reading this book.
Your child will practice the high-frequency word *has, a,* and *the.*

Name: _____

Set 1 Book 3: Dot

Circle the mouth that is saying the sound of the letter shown.



Name: _____

Match the letter to the picture that starts with that letter.

Cc



Dd



Gg



Hh



Nn



Oo



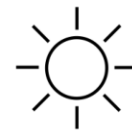
Rr



Ss



Tt



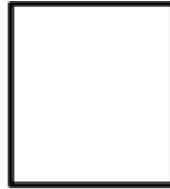
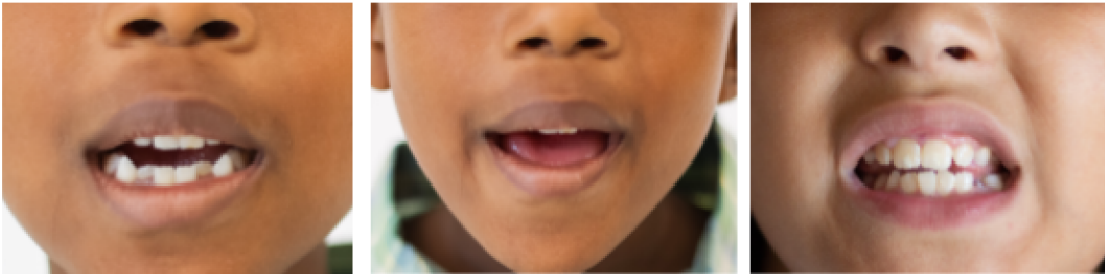
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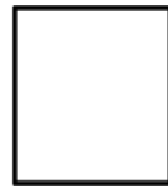
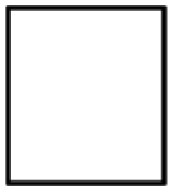
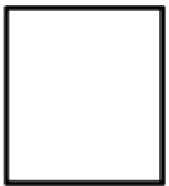
Name: _____

Set 1 Book 3: Dot

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.

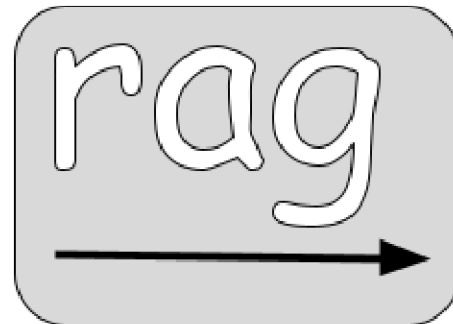
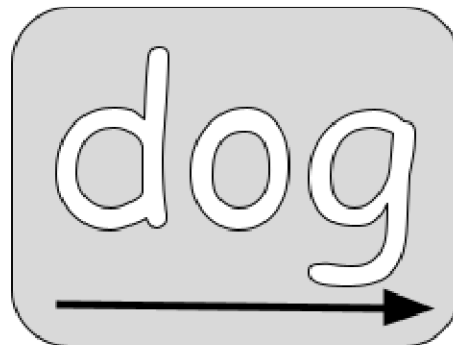
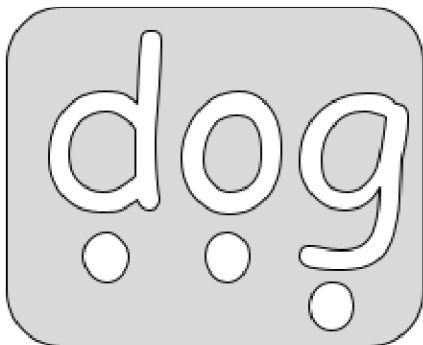
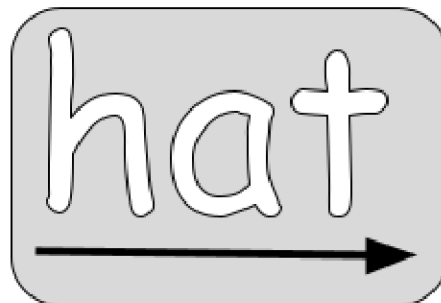
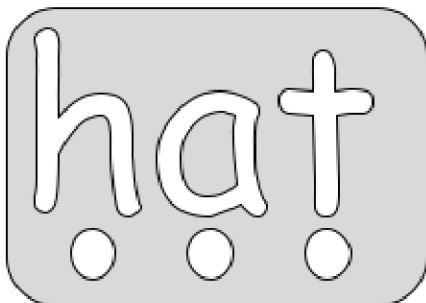
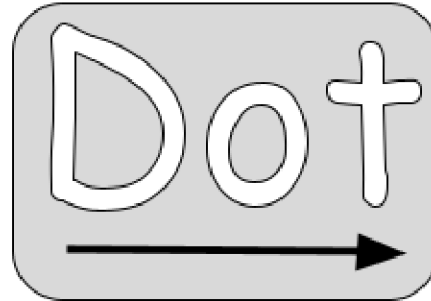
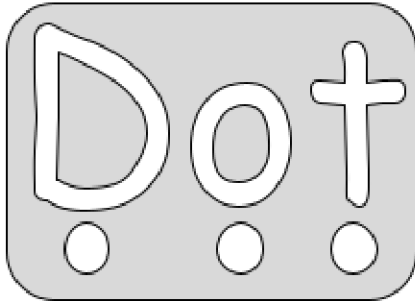
h	a	t	D	o	t
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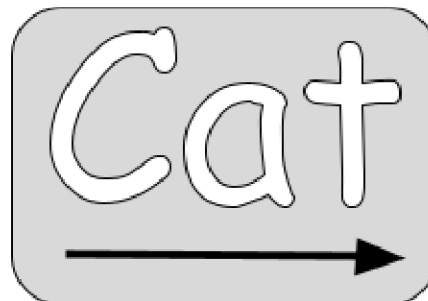
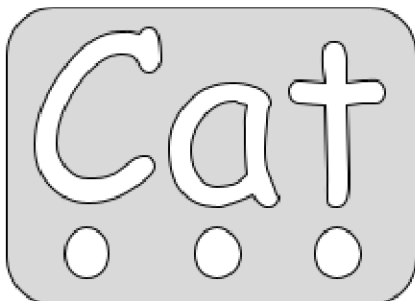
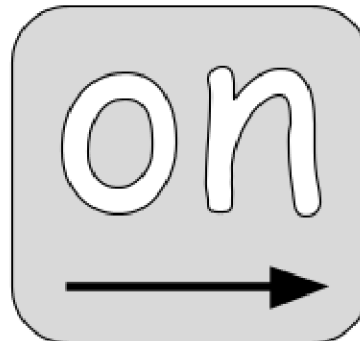
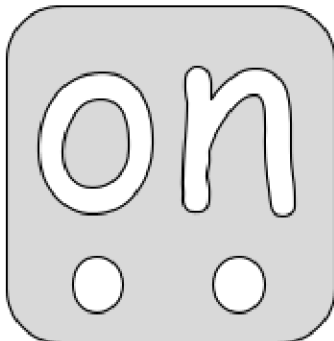
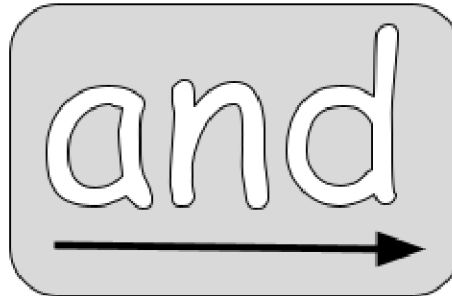
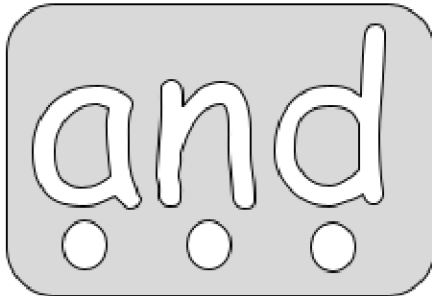
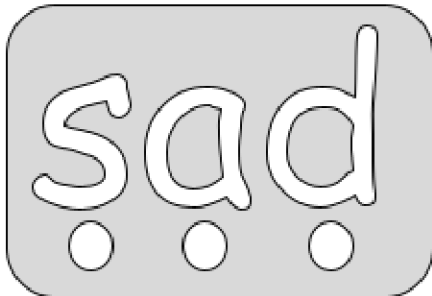
Name: _____

Touch each dot and say the sound the letter(s) above represent. Then, touching the arrow, put the sounds together to sound out the word.



Name: _____

You have read these words before. Touch each dot and say the sound the letter(s) above represent. Then touching the arrow put the sounds together to sound out the word.



Name: _____

Set 1 Book 3: Dot

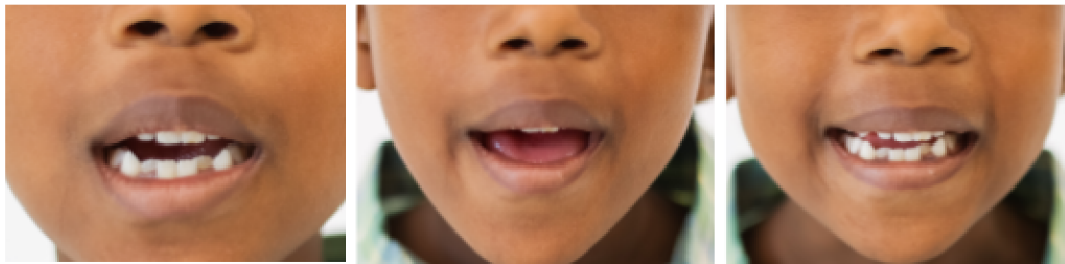
The word **has** can be a difficult word to sound out because the **s** does not represent the sound previously learned. The **s** in the word **has**, represents a **z** sound. Practice saying the **z** sound and look at the picture of the child saying the **z** sound below. The **z** sound is voiced. Your vocal cords will vibrate.

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



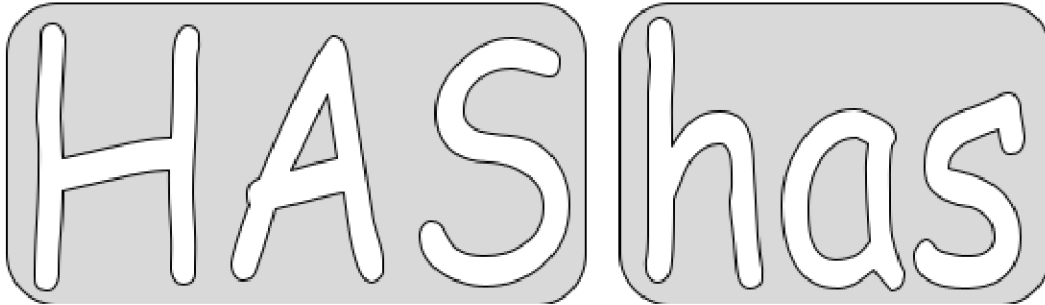
Read the word **has** below. Then write the graphemes (letters) under the pictures of the mouths saying that sound.

h	a	s
---	---	---

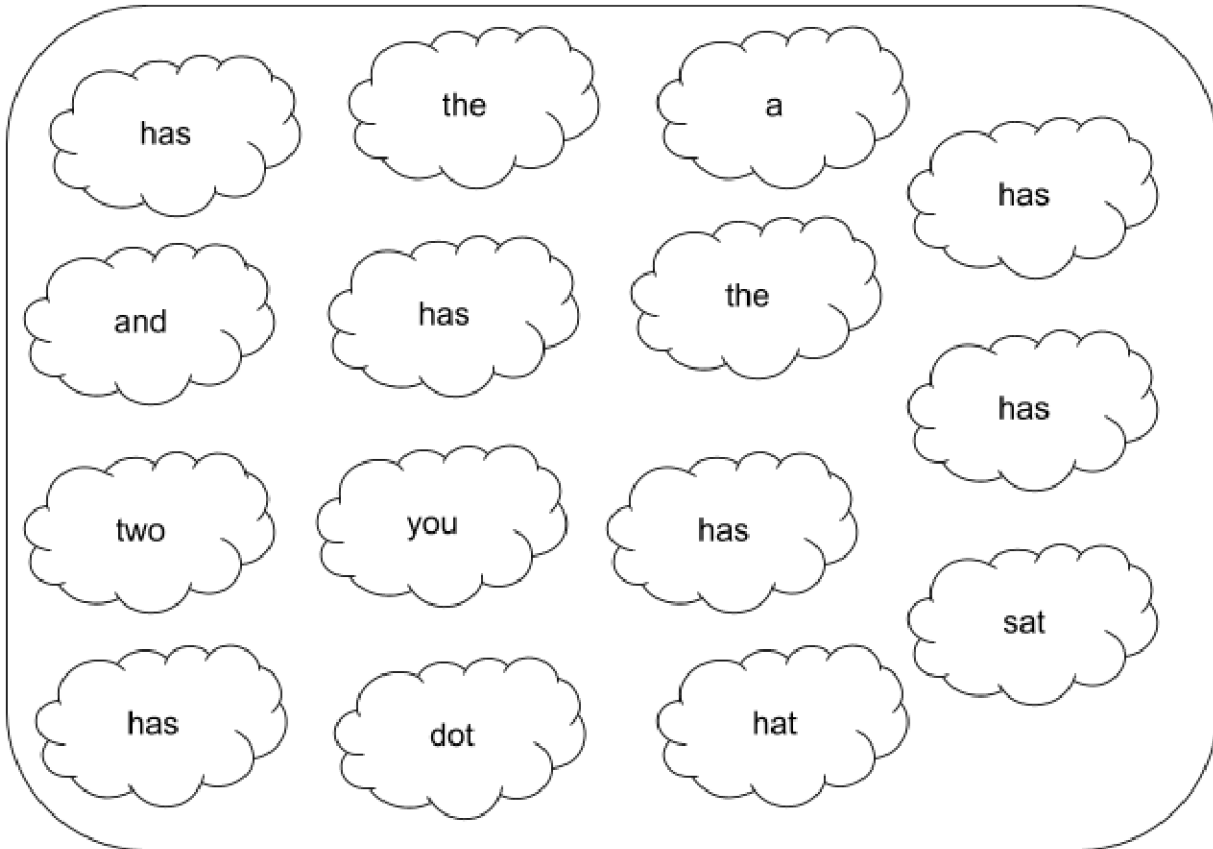


Name: _____

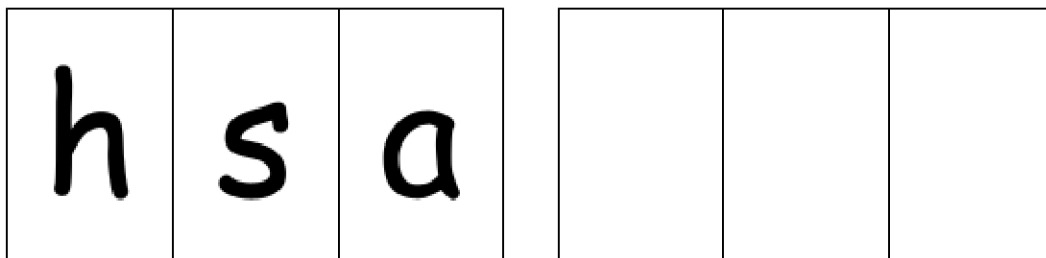
Color your new sight word.



Color all the clouds with the word HAS in it.

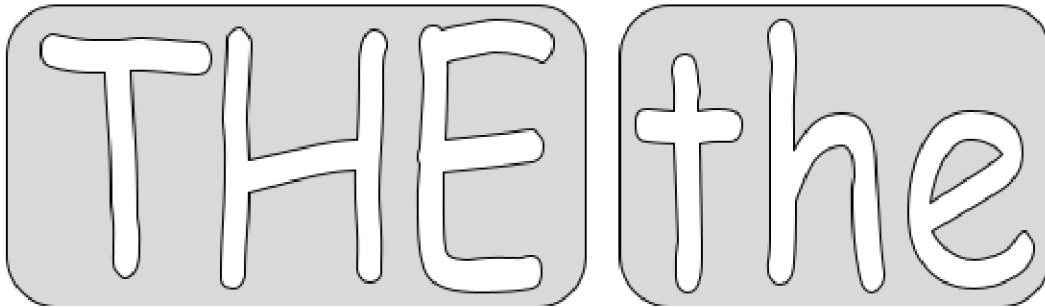


Cut and glue the word HAS.

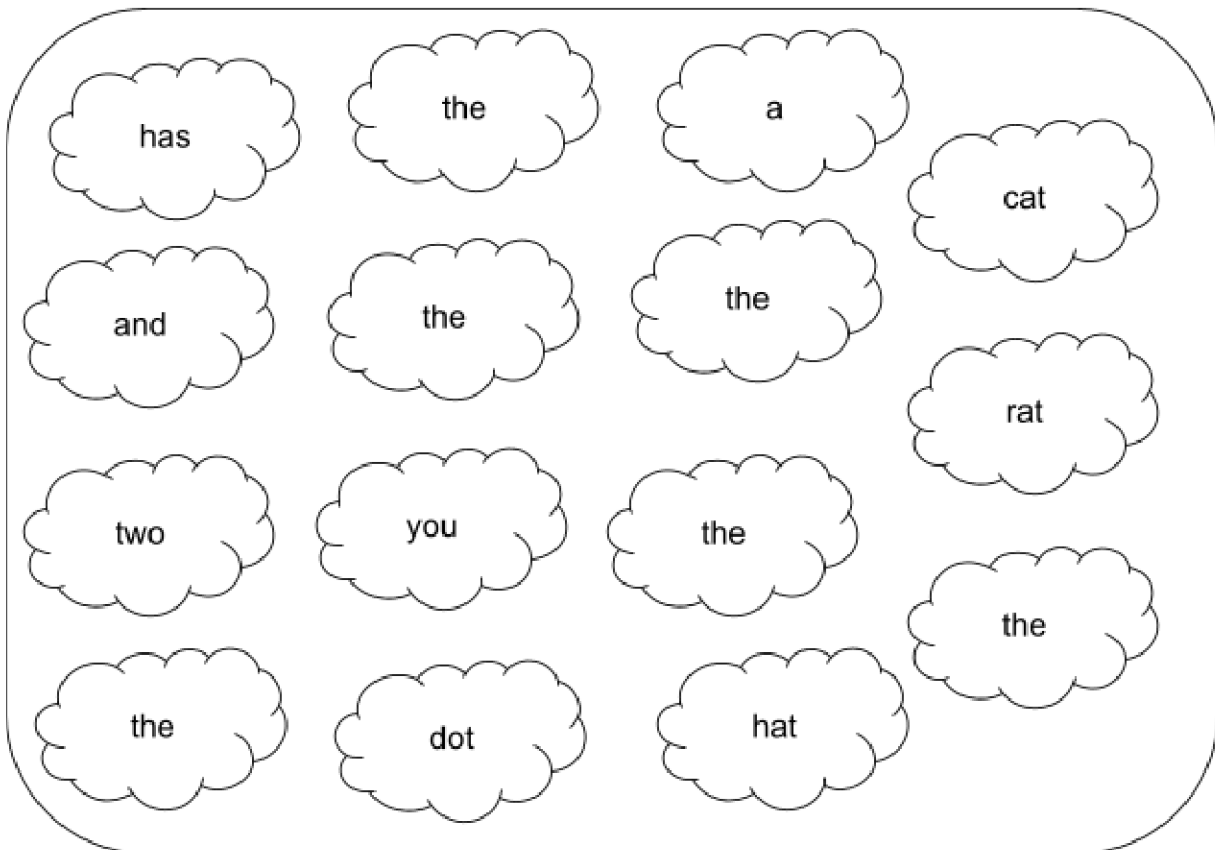


Name: _____

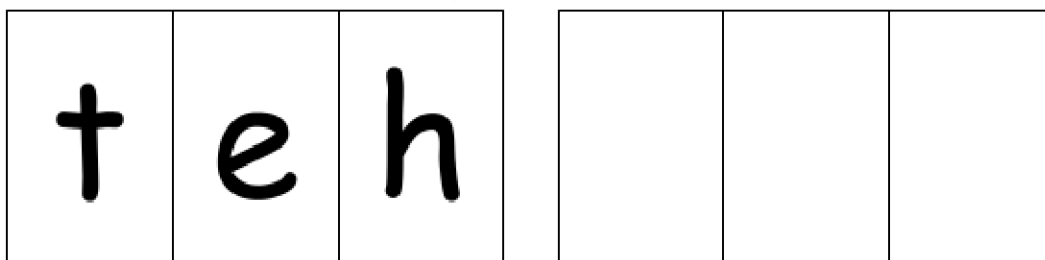
Color your new sight word.



Color all the clouds with the word THE in it.



Cut and glue the word THE.



Name: _____

Set 1 Book 3: Dot

The word **a** can be a difficult word to read because the **a** does not represent the sound previously learned. The word **a** can actually be pronounced one of two ways. In order to make reading less confusing, pick one way to read the word **a**, and stick with it.

The first way to say **a** is with a schwa sound. This is the most common way to say the word **a** in American English. There is also research that shows children can read faster when saying the schwa **a** than when using the other way.

The schwa **a** is the same as saying the short u sound (like umbrella), except that it is softer and weaker.

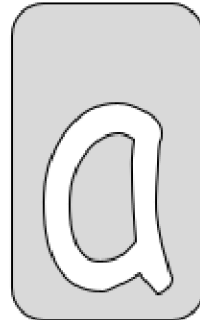
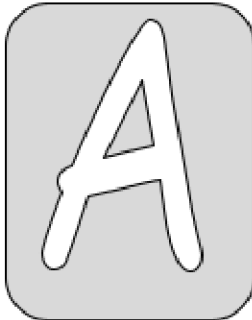


The second way to say **a** is with the long **a** sound. This may be an easier way to read because you simply say the letter name, but it can cause confusion if your child is used to saying the word **a** with the schwa sound when talking in general.

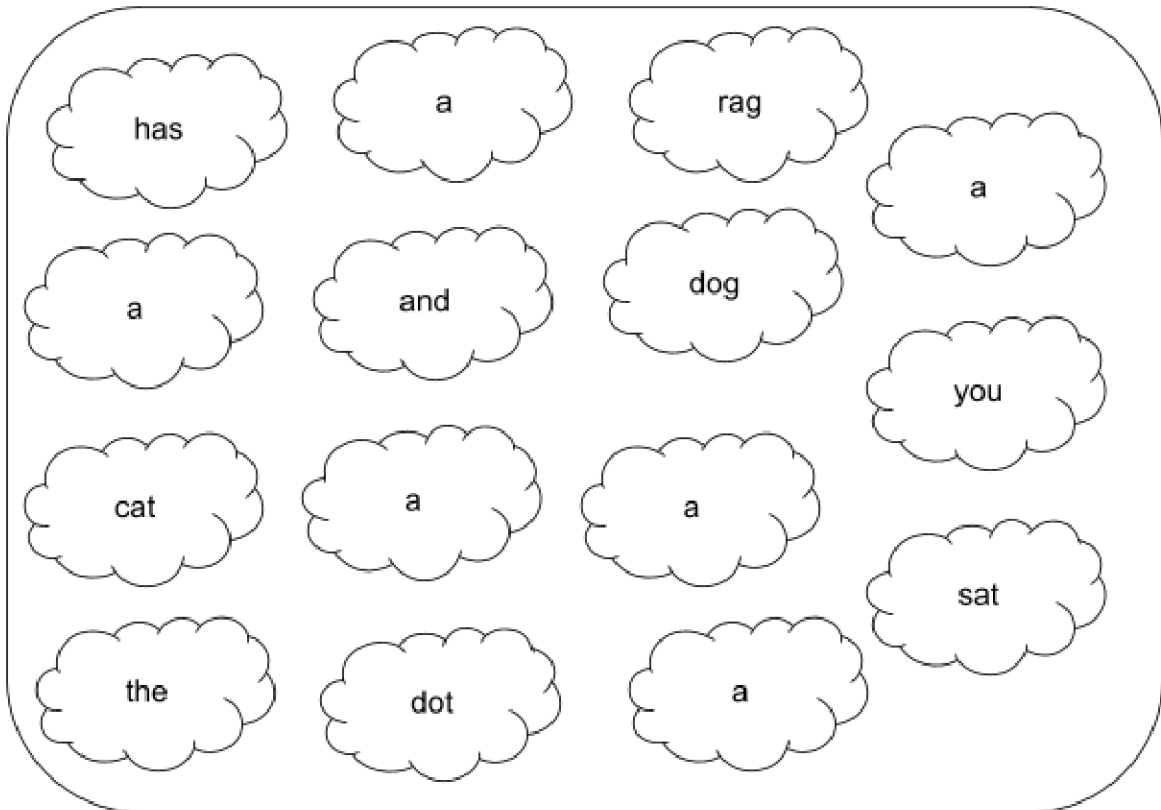


Name: _____

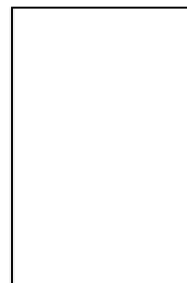
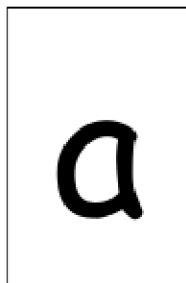
Color your new sight word.



Color all the clouds with the word A in it.



Cut and glue the word A.



Name: _____

Cut and glue the word Dot.

--	--	--

Cut and glue the word dog.

--	--	--

Cut and glue the hat.

--	--	--

Cut and glue the word rag.

--	--	--

t	D	o
---	---	---

o	g	d
---	---	---

h	t	a
---	---	---

a	g	r
---	---	---

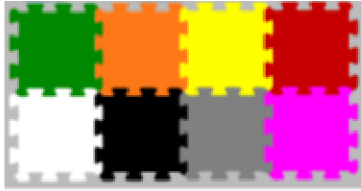
Set 1 Book 3: Dot

Extra Practice

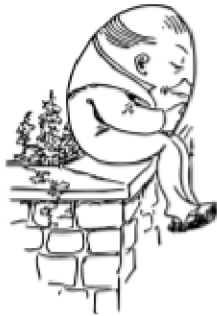
Post-Reading Worksheets

Name: _____

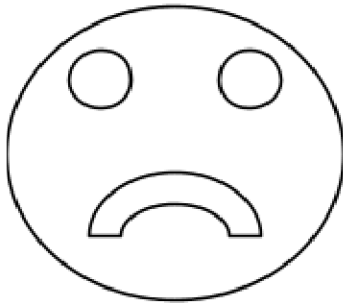
Finish writing each word that represents the picture next to it. As you go down the list, each word will only change 1 grapheme (letter or letters that represent one sound.)



mat



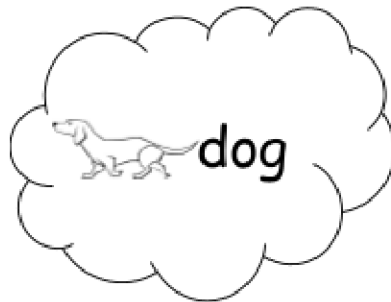
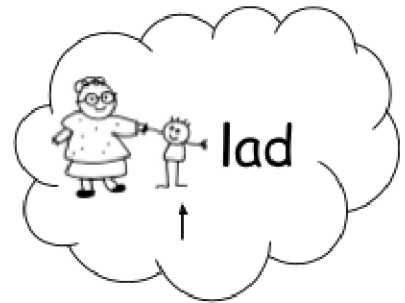
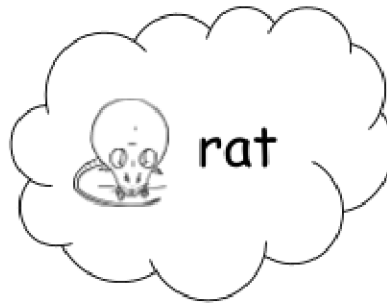
_____at



sa_____

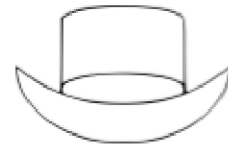
Name: _____

Sad and Dad rhyme. Color all of the other words that rhyme with sad and dad.

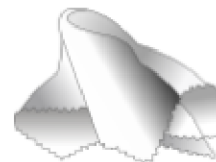


Practice your sight words by reading these sentences. Then color THE blue, HAS red, and A yellow.

The dog has a hat.



A cat has the rag.

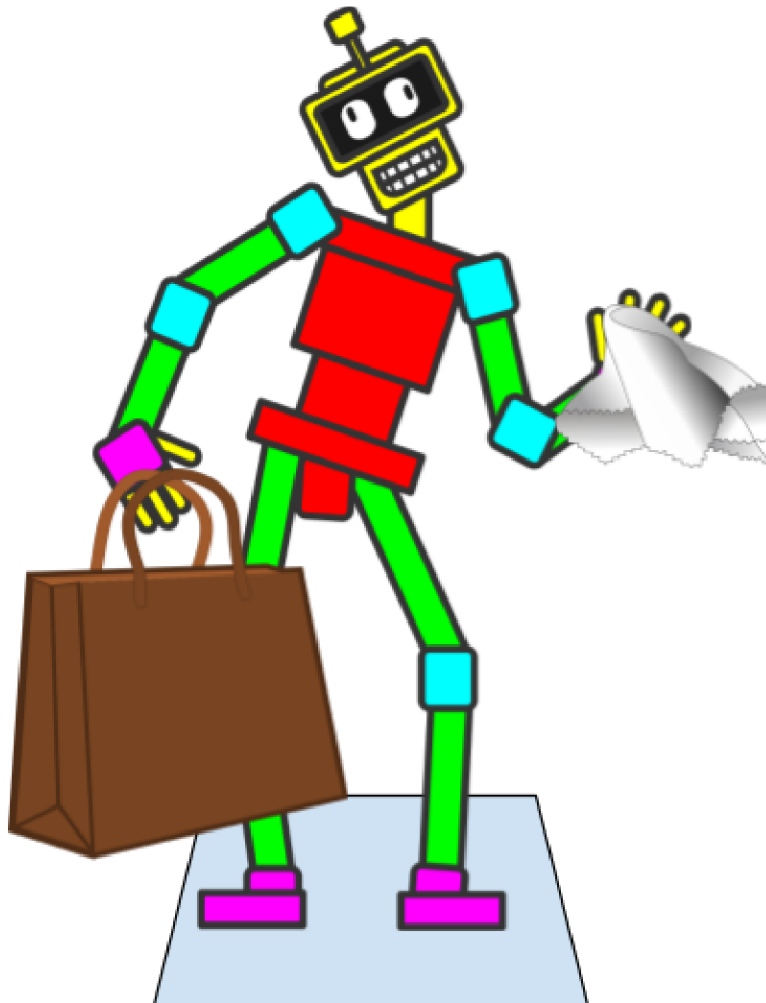


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Name: _____

Read the following story.

The bot has a rag. The bot has a bag. The bot has a mat. O.K. bot!



Set 1 Book 3: Dot

Answers

Pre-Reading Worksheets

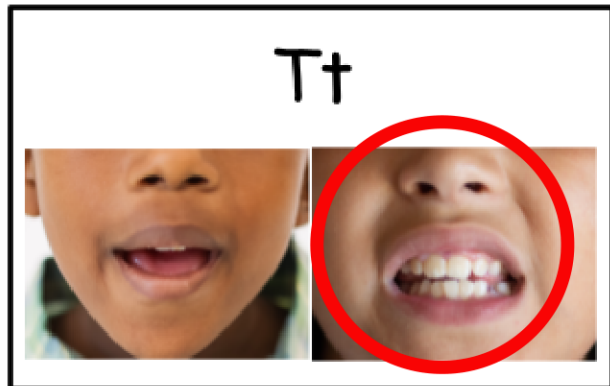
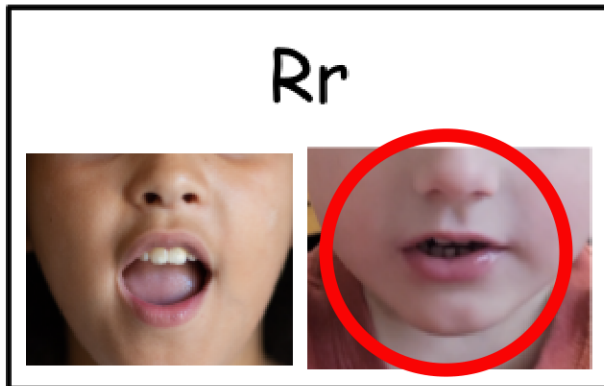
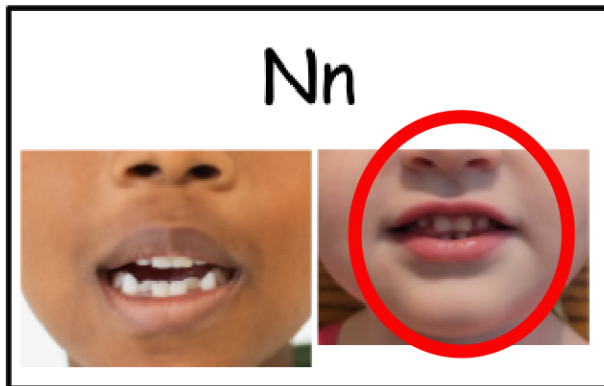
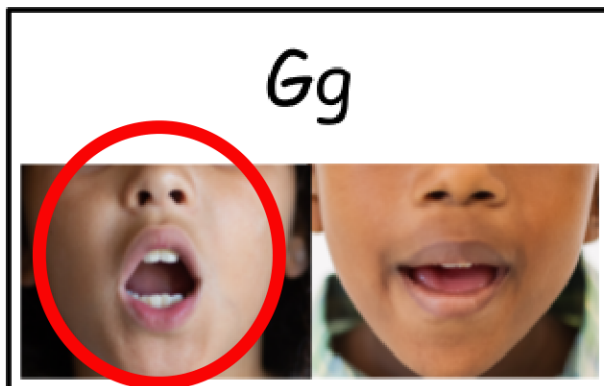
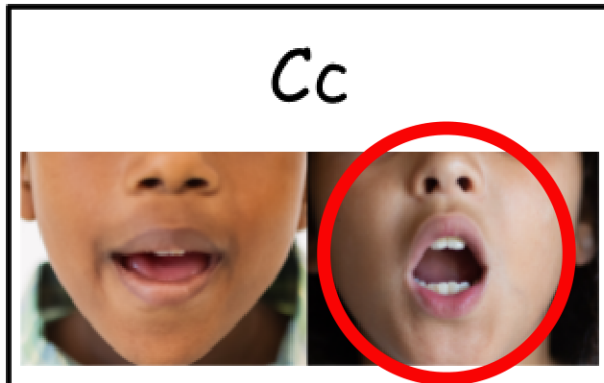
Your child will practice *CVC* words with the letters *A, C, D, G, H, M, N, O, R, S,* and *T* in preparation for reading this book.
Your child will practice the high-frequency word *has, a,* and *the.*

Name: _____

Answers

Set 1 Book 3: Dot

Circle the mouth that is saying the sound of the letter shown.



Name: _____ **Answers** _____

Match the letter to the picture that starts with that letter.

Cc

Dd

Gg

Hh

Nn

Oo

Rr

Ss

Tt

The pictures on the right are: a bird's nest, a dog, a cat, a rabbit, a train, an octopus, a cup, a goat, and a sun.

Thank you openclipart.org for providing the wonderful clipart!!

Name: _____ **Answers**

Set 1 Book 3: Dot

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.

h	a	t	D	o	t
---	---	---	---	---	---



h	a	t
---	---	---

h a t

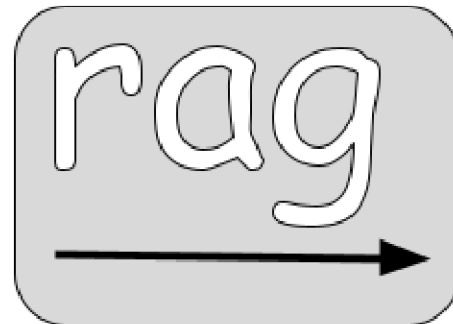
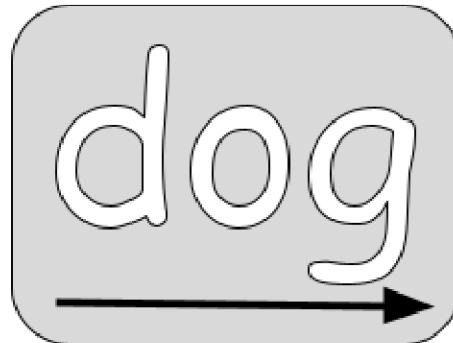
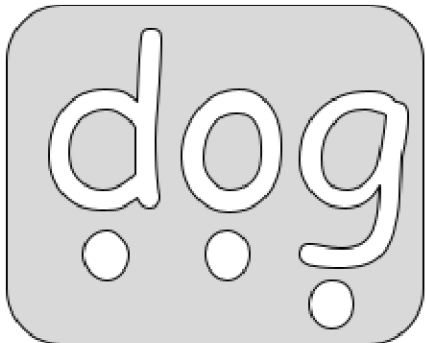
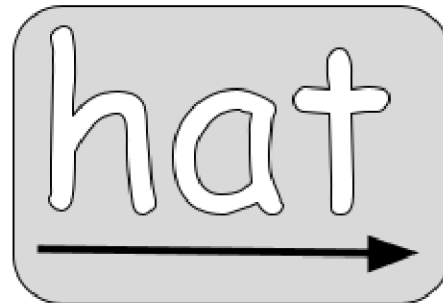
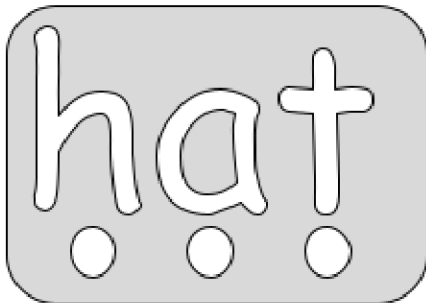
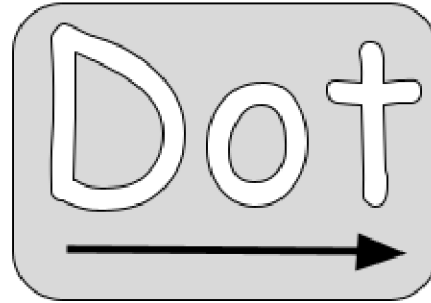
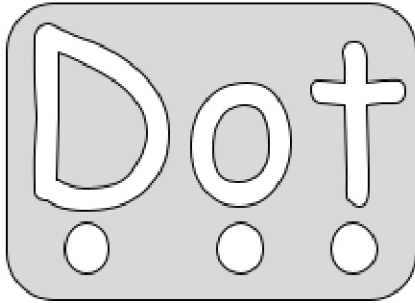


D	o	t
---	---	---

D o t

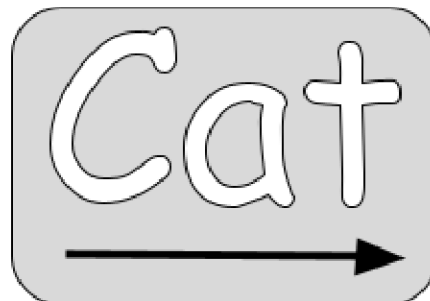
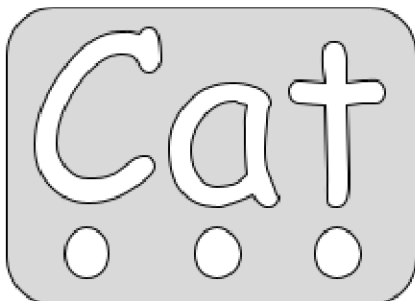
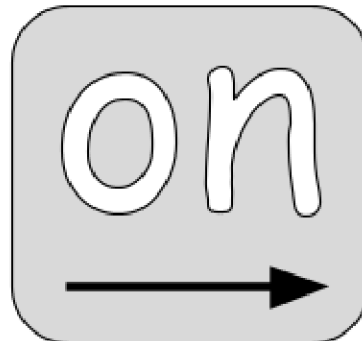
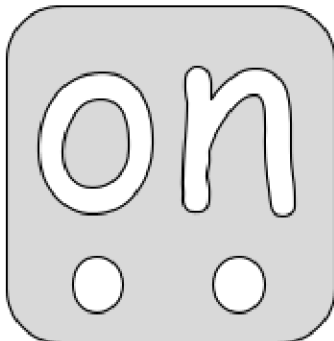
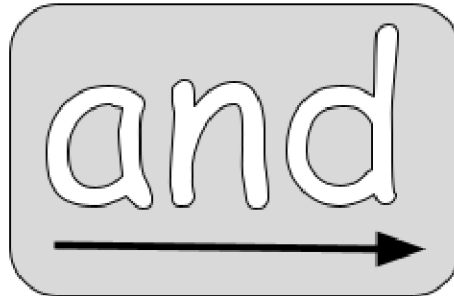
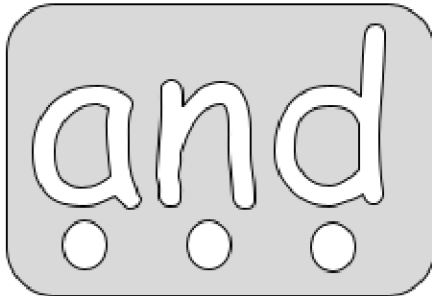
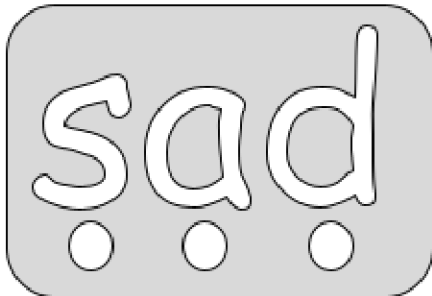
Name: _____ **Answers** _____

Touch each dot and say the sound the letter(s) above represent. Then, touching the arrow, put the sounds together to sound out the word.



Name: _____ **Answers** _____

You have read these words before. Touch each dot and say the sound the letter(s) above represent. Then touching the arrow put the sounds together to sound out the word.



Name: _____ **Answers**

Set 1 Book 3: Dot

The word **has** can be a difficult word to sound out because the **s** does not represent the sound previously learned. The **s** in the word **has**, represents a **z** sound. Practice saying the **z** sound and look at the picture of the child saying the **z** sound below. The **z** sound is voiced. Your vocal cords will vibrate.

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



/z/

Spelling Patterns:

z

es

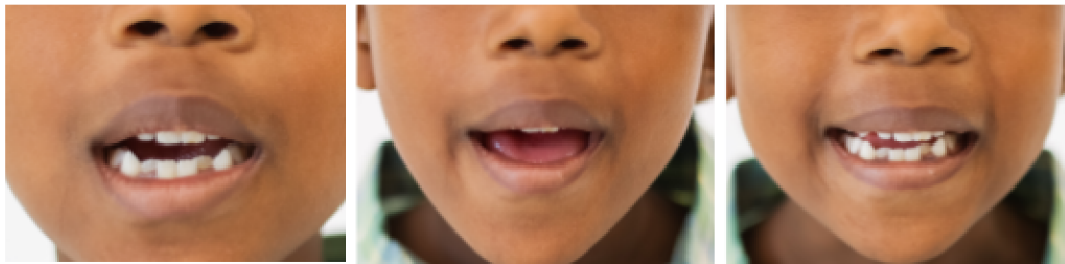
zz

s

ss

Read the word **has** below. Then write the graphemes (letters) under the pictures of the mouths saying that sound.

h	a	s
---	---	---



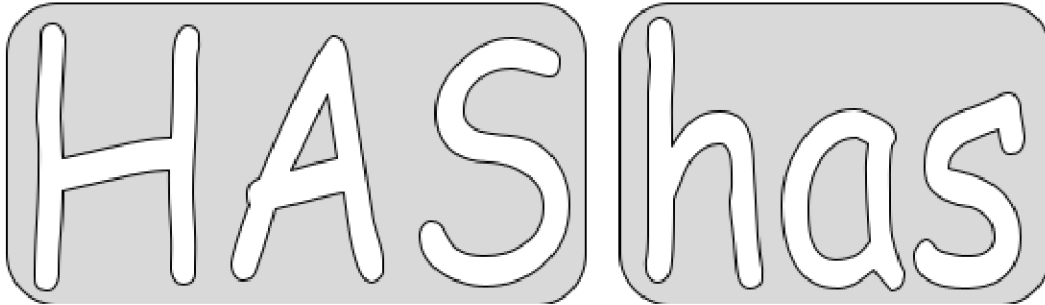
h

a

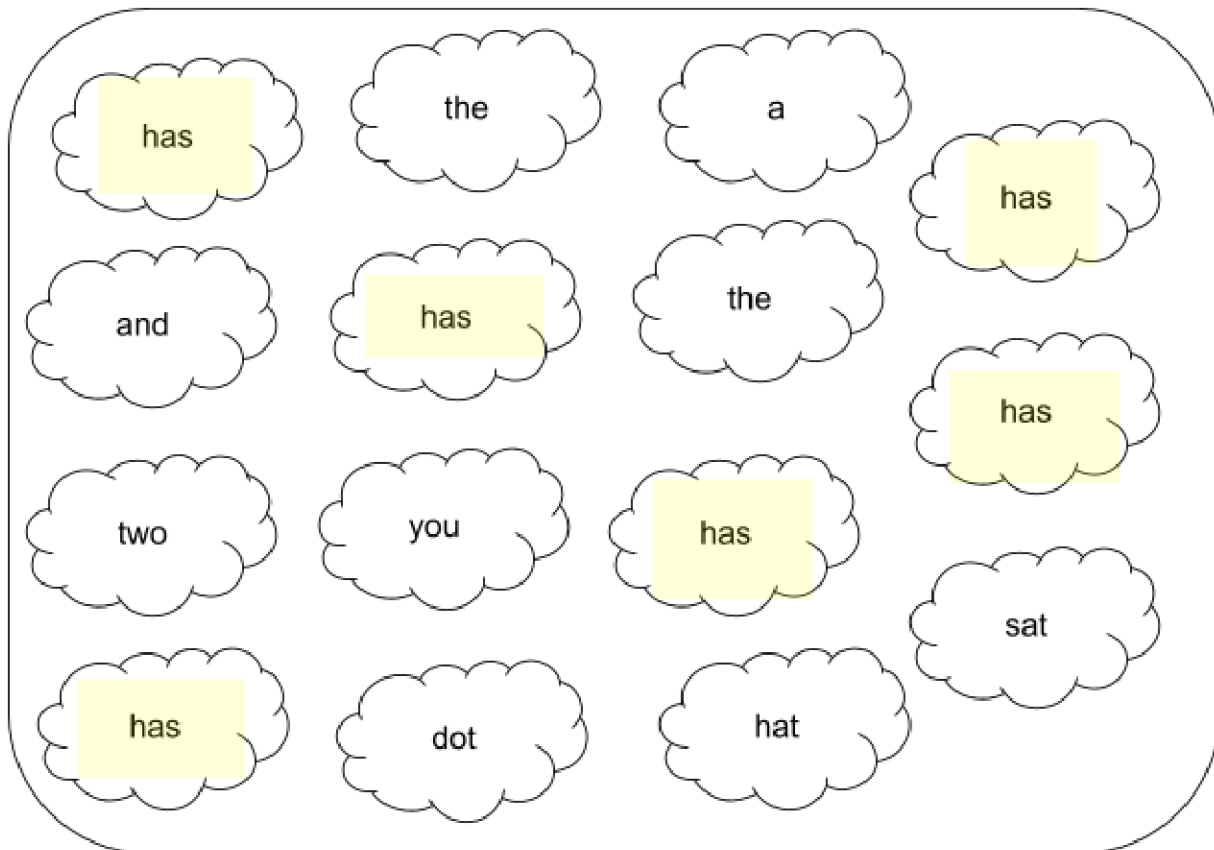
s

Name: _____ **Answers** _____

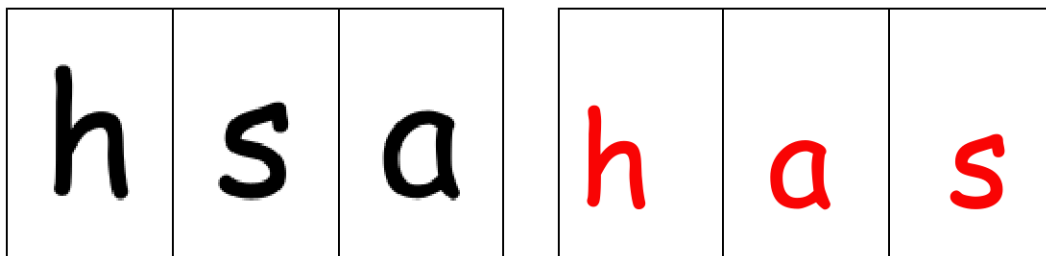
Color your new sight word.



Color all the clouds with the word HAS in it.

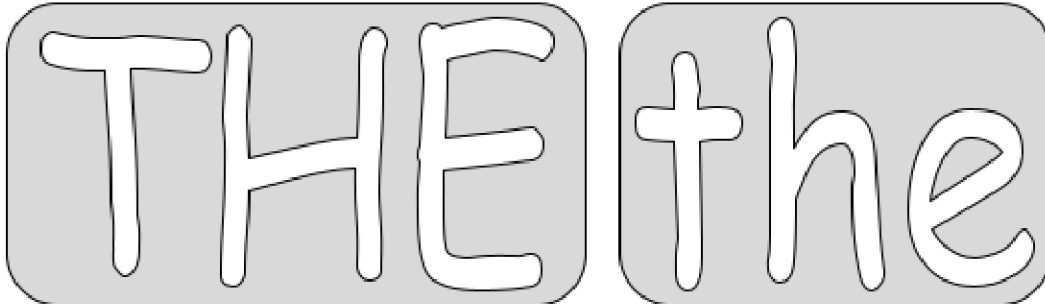


Cut and glue the word HAS.

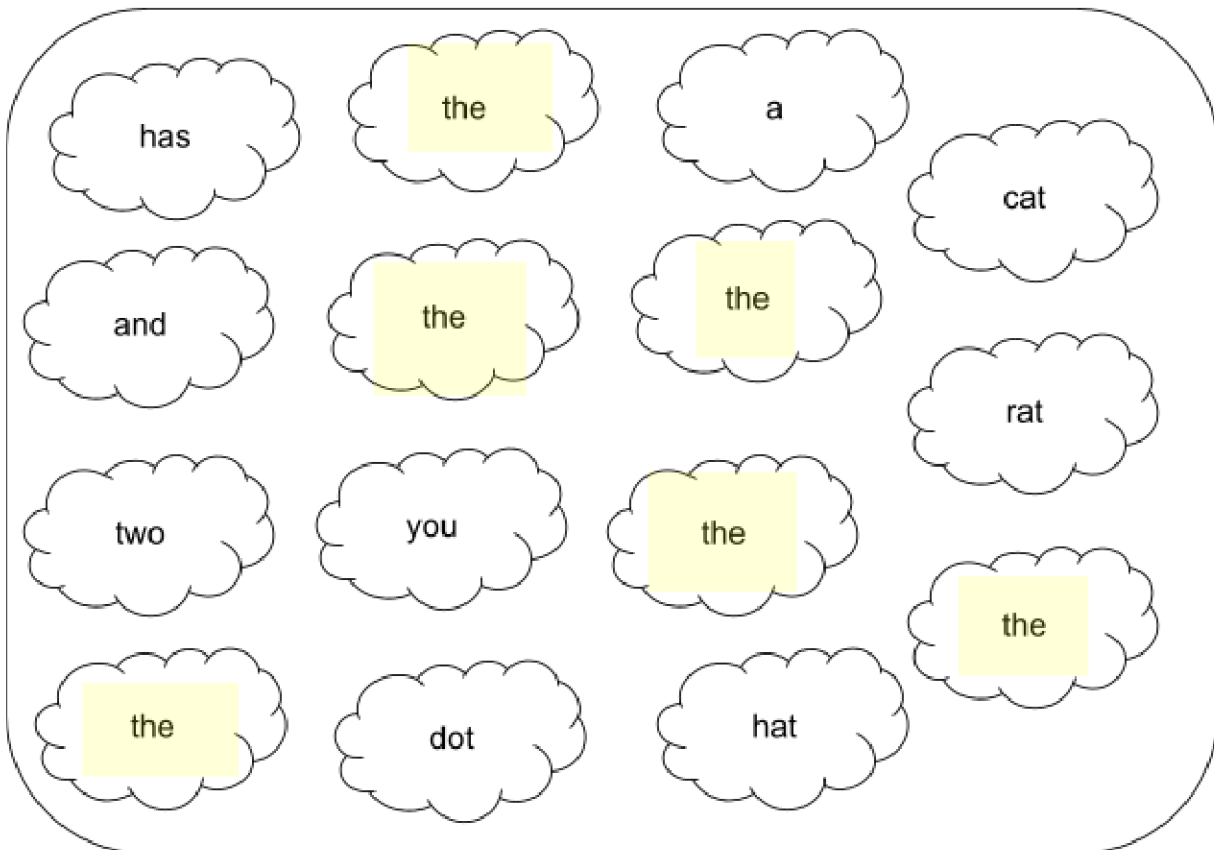


Name: _____ **Answers** _____

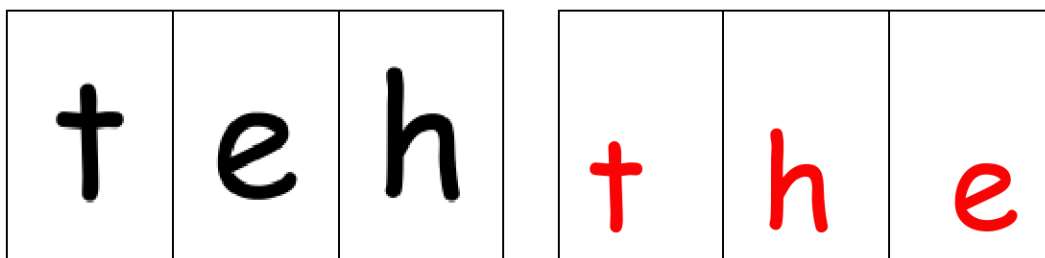
Color your new sight word.



Color all the clouds with the word THE in it.



Cut and glue the word THE.



Name: _____ **Answers**

Set 1 Book 3: Dot

The word **a** can be a difficult word to read because the **a** does not represent the sound previously learned. The word **a** can actually be pronounced one of two ways. In order to make reading less confusing, pick one way to read the word **a**, and stick with it.

The first way to say **a** is with a schwa sound. This is the most common way to say the word **a** in American English. There is also research that shows children can read faster when saying the schwa **a** than when using the other way.

The schwa **a** is the same as saying the short u sound (like umbrella), except that it is softer and weaker.

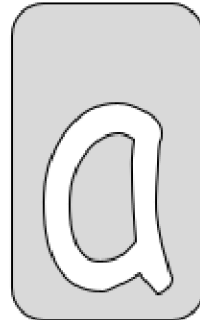
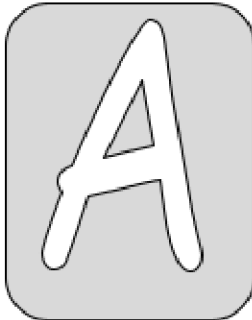


The second way to say **a** is with the long **a** sound. This may be an easier way to read because you simply say the letter name, but it can cause confusion if your child is used to saying the word **a** with the schwa sound when talking in general.

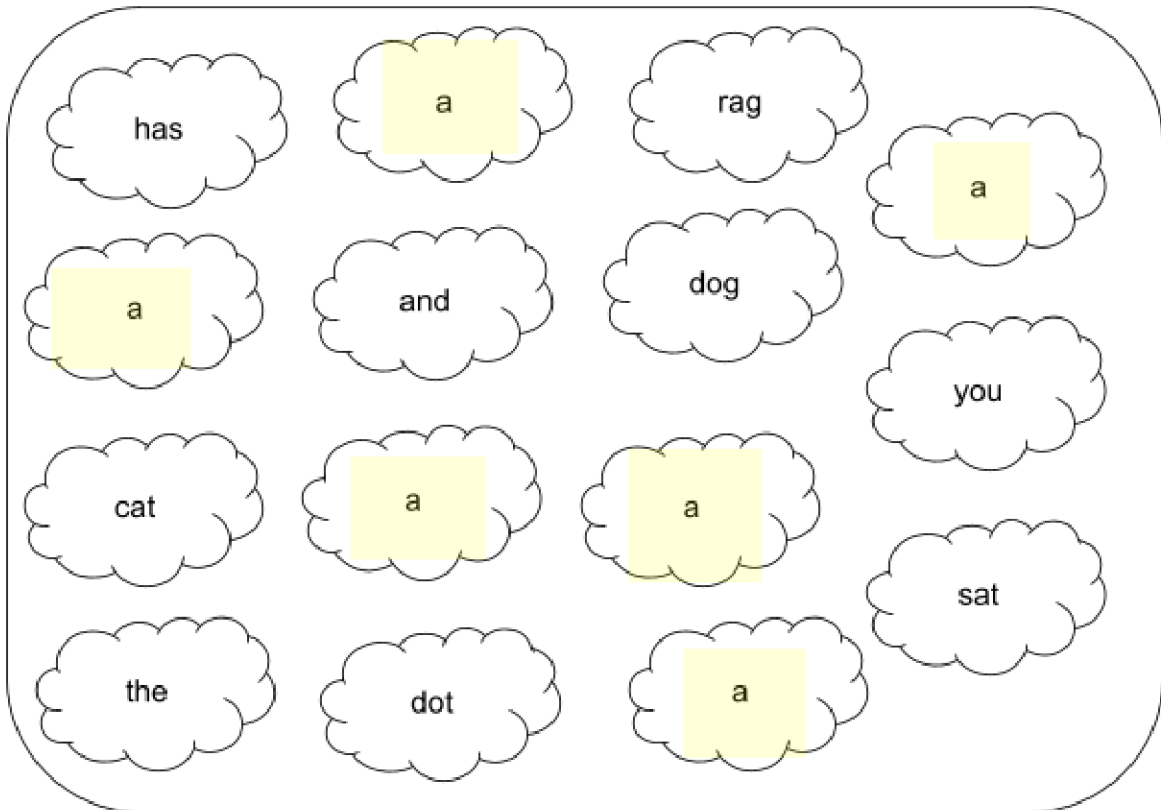


Name: _____ **Answers** _____

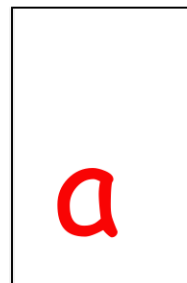
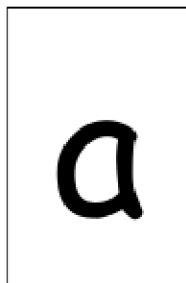
Color your new sight word.



Color all the clouds with the word A in it.



Cut and glue the word A.



Name: _____ **Answers** _____

Cut and glue the word Dot.

D	o	t
---	---	---

Cut and glue the word dog.

d	o	g
---	---	---

Cut and glue the hat.

h	a	t
---	---	---

Cut and glue the word rag.

r	a	g
---	---	---

t	D	o
---	---	---

o	g	d
---	---	---

h	t	a
---	---	---

a	g	r
---	---	---

Set 1 Book 3: Dot

Answers

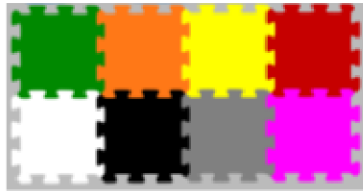
Extra Practice

Post-Reading Worksheets

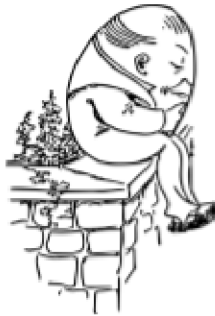
Answers

Name: _____

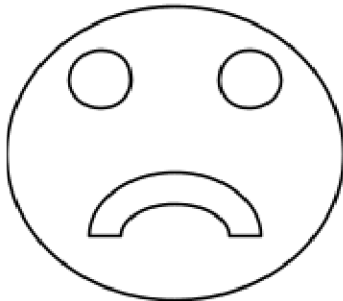
Finish writing each word that represents the picture next to it. As you go down the list, each word will only change 1 grapheme (letter or letters that represent one sound.)



mat



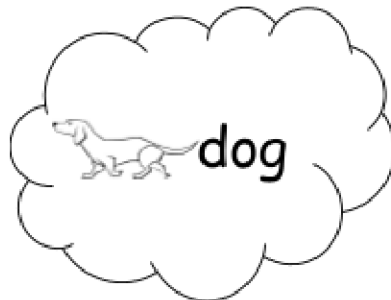
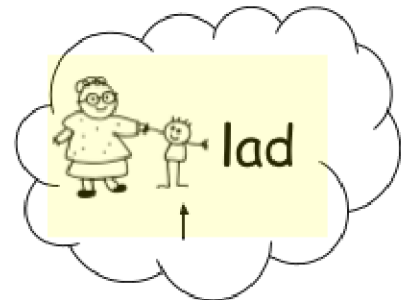
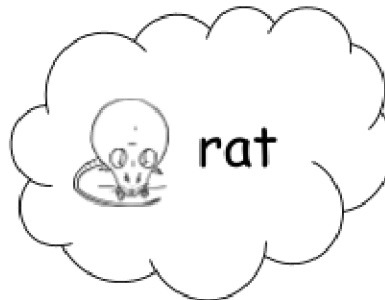
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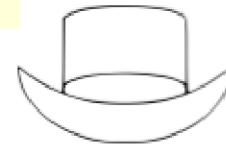
Name: _____ **Answers** _____

Sad and Dad rhyme. Color all of the other words that rhyme with sad and dad.

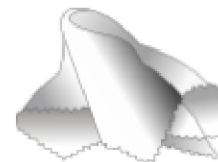


Practice your sight words by reading these sentences. Then color THE blue, HAS red, and A yellow.

The dog **has** **a** hat.



A cat **has** **the** rag.



Thank you openclipart.org for providing the wonderful clipart!!

Name: _____

Read the following story.

The bot has a rag. The bot has a bag. The bot has a mat. O.K. bot!

