

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/>

Set 3 Book 1: Floppy Moppy

Pre-Reading Worksheets

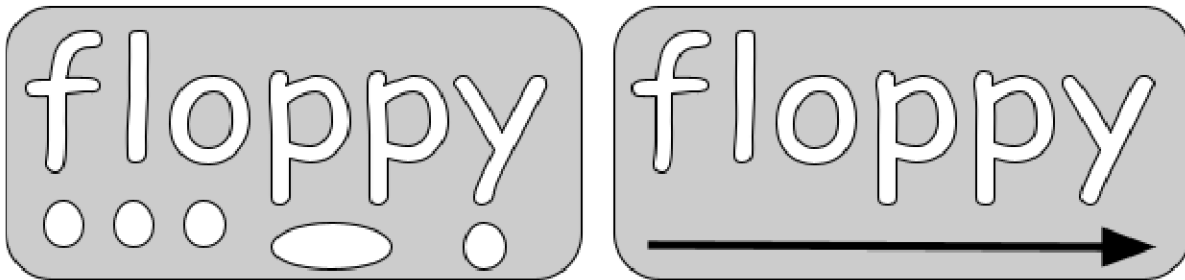
Your child will review *y* at the end of words representing the *e* sound. Your child will review the high frequency words *come*, *said*, and *after*. Your child will learn about the past tense *-ed* ending.

Name: _____

The **y** at the end of most words with 2 syllables or more represents a **long e sound**.
Practice saying the **long e sound** using the picture of the mouth below.



Sound out the following word. Circle each syllable.



Read the following sentences. Circle every letter **y** that represents the **long e sound**.

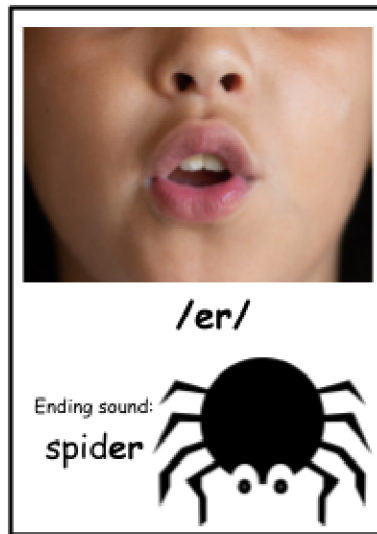
Bill got a puppy with floppy ears.

Bill was so happy!

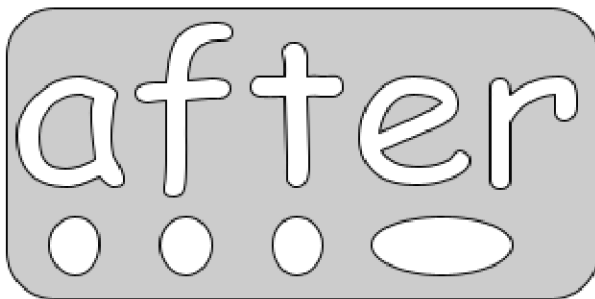
The puppy sat by Bill.

Name: _____

The word **after** has the **er** sound at the end of the word. Practice saying the **er** sound.



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



Read the following sentences. Circle every **er**.

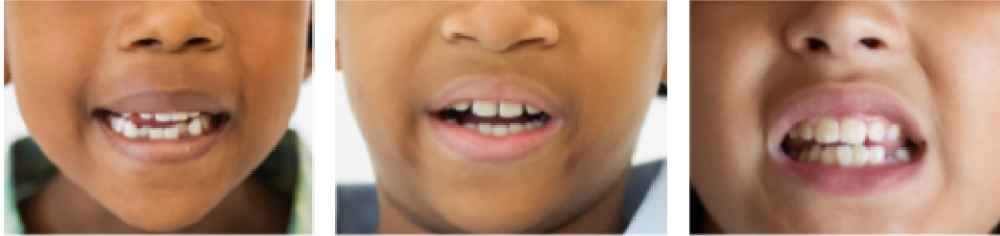
I got the hammer.

Dad had the ladder.

Dad and I are helpers!

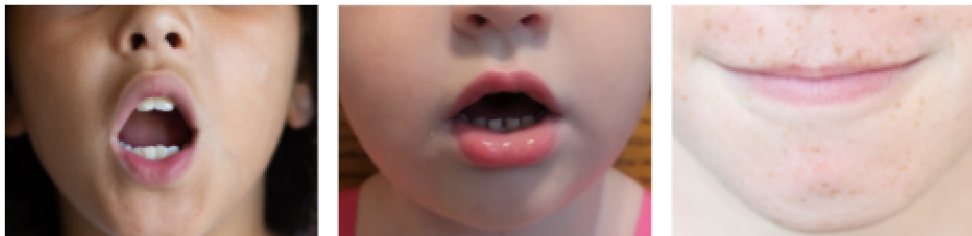
Name: _____

Said is a sight word. The **s** and **d** in the word **said** follow normal phonetic patterns, but the **ai** does not. The **ai** will represent a **short e sound**. This does not follow normal phonics patterns because normally **ai** would represent a **long a sound**. Practice reading the word **said**.



s ai d

The sight word **come** can be a tricky word to read. The **c** represents the usual **k sound**. The **o** does not make a usual sound. The **o** represents a **schwa sound** (short u sound with less stress). The **m** represents the usual **m sound**. The **e** is silent. Use the pictures of the mouths below as a reference when reading the word **come**.



c o m e

Read the following sentences.

"Come see my floppy hat after dinner," said Bill.

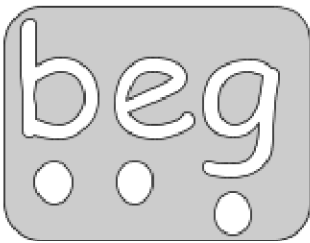
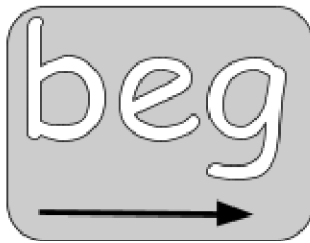
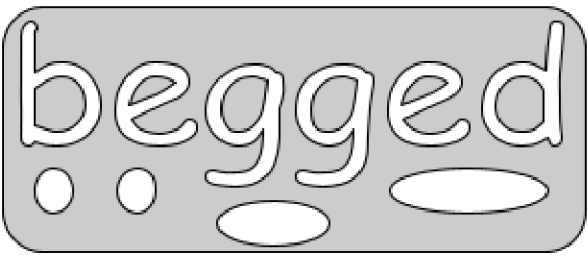
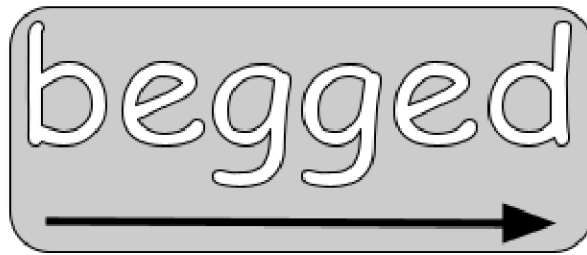




Name: _____

Words that end with **-ed** signal that something has already happened. The **-ed** represents either a **t sound** or a **d sound**. Read the following words. If the word ends with the **-ed** ending, circle the **-ed** ending, and write a **d** or a **t** above the circled **-ed**. If the **-ed** word ends with a voiced sound, the **-ed** will represent the **d sound**. If the **-ed** word ends with a voiceless sound, the **-ed** will represent the **t sound**. If the **-ed** word ends with a **D** or **T**, the **-ed** will represent the **id** sounds.

(Most children will be able to recognize the correct **t**, **d**, or **id sound** when they read a word that is already known in their speaking vocabulary. An adult may have to help children recognize that correct **t**, **d**, or **id sound** if the word is not already known in their speaking vocabulary.)

If a word has 1 vowel, 1 consonant, and is 1 syllable, the last letter before the **-ed** will be doubled.

Sound out the following words.

Set 3 Book 1:
Floppy Moppy

Extra Practice
Post-Reading Worksheets

Name: _____

Read the following short story. Then illustrate the story below.

The bunny had floppy ears.

"Come let me pet your floppy ears," said the tot.

"No," said the bunny.

"I will give you a carrot," said the tot.

After the carrot, the bunny said, "OK."

Set 3 Book 1: Floppy Moppy

Answers

Pre-Reading Worksheets

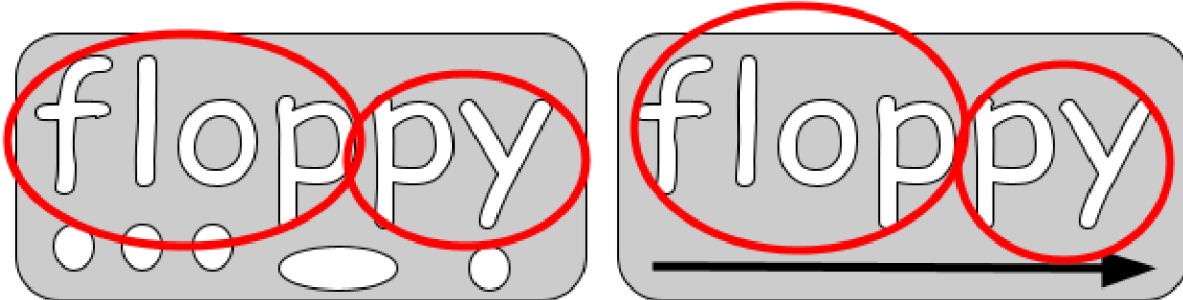
Your child will review *y* at the end of words representing the *e* sound. Your child will review the high frequency words *come*, *said*, and *after*. Your child will learn about the past tense *-ed* ending.

Name: Answers

The **y** at the end of most words with 2 syllables or more represents a **long e sound**. Practice saying the **long e sound** using the picture of the mouth below.



Sound out the following word. Circle each syllable.



Read the following sentences. Circle every letter **y** that represents the **long e sound**.

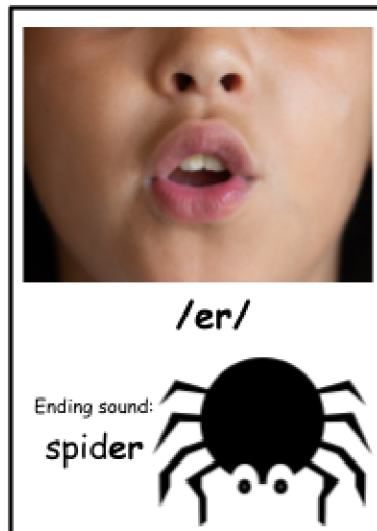
Bill got a puppy with floppy ears.

Bill was so happy.

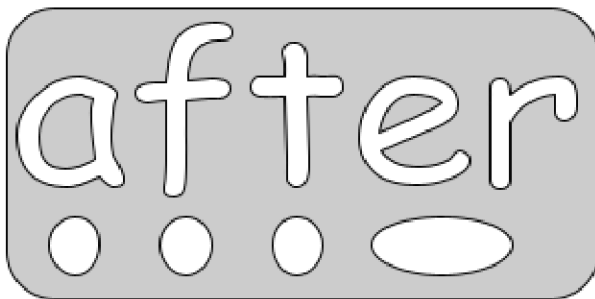
The puppy sat by Bill.

Name: Answers

The word **after** has the **er** sound at the end of the word. Practice saying the **er** sound.



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



Read the following sentences. Circle every **er**.

I got the hammer **er**

Dad had the ladder **er**.

Dad and I are helpers **er**!

Name: Answers

Said is a sight word. The **s** and **d** in the word **said** follow normal phonetic patterns, but the **ai** does not. The **ai** will represent a **short e sound**. This does not follow normal phonics patterns because normally **ai** would represent a **long a sound**. Practice reading the word **said**.

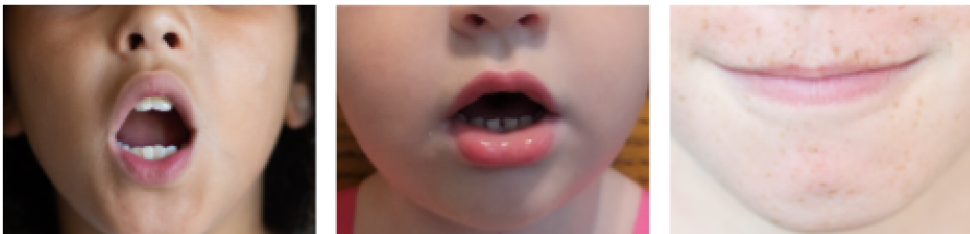


s

ai

d

The sight word **come** can be a tricky word to read. The **c** represents the usual **k sound**. The **o** does not make a usual sound. The **o** represents a **schwa sound** (short u sound with less stress). The **m** represents the usual **m sound**. The **e** is silent. Use the pictures of the mouths below as a reference when reading the word **come**.



c

o

m

e

Read the following sentences.

"Come see my floppy hat after dinner," said Bill.

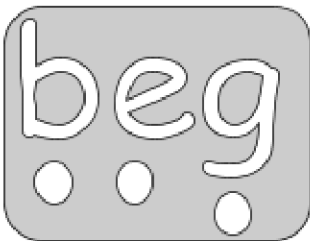
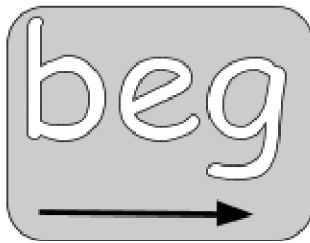

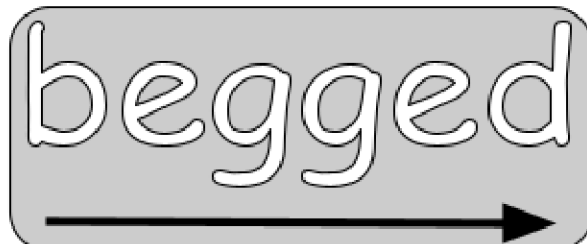




Name: Answers

Words that end with **-ed** signal that something has already happened. The **-ed** represents either a **t sound** or a **d sound**. Read the following words. If the word ends with the **-ed** ending, circle the **-ed** ending, and write a **d** or a **t** above the circled **-ed**. If the **-ed** word ends with a voiced sound, the **-ed** will represent the **d sound**. If the **-ed** word ends with a voiceless sound, the **-ed** will represent the **t sound**. If the **-ed** word ends with a **D** or **T**, the **-ed** will represent the **id** sounds.

(Most children will be able to recognize the correct **t**, **d**, or **id sound** when they read a word that is already known in their speaking vocabulary. An adult may have to help children recognize that correct **t**, **d**, or **id sound** if the word is not already known in their speaking vocabulary.)

If a word has 1 vowel, 1 consonant, and is 1 syllable, the last letter before the **-ed** will be doubled.

Sound out the following words.

Set 3 Book 1:
Floppy Moppy

Answers

Extra Practice
Post-Reading Worksheets

Name: Answers

Read the following short story. Then illustrate the story below.

The bunny had floppy ears.

"Come let me pet your floppy ears," said the tot.

"No," said the bunny.

"I will give you a carrot," said the tot.

After the carrot, the bunny said, "OK."