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Set 4 Book 3: Cat and Mouse

Pre-Reading Worksheets

Your child will review various blends. Your child will review the digraphs TH and OU. Your child will review the -y ending when y represents the **long e sound** and the **long i sound**. Your child will also learn the silent e in words that end in s rule.

Name: _____

A digraph is when 2 letters represent 1 sound. T and H when together in that order represent the /th/ sound. Practice saying the /th/ sound.



* /th/ can be voiced or voiceless. Here are the rules to know when /th/ should be voiced or voiceless. This is a guide for adults and older children. Younger children should not have to worry about memorizing the rules, but should be able to articulate both the voiced and voiceless /th/.

Voiceless

- Beginning of words that are nouns, verbs, adjectives, and adverbs (thumb, thought)
- In the middle of words before a consonant (youthful)
- Ending of words...every word except with (earth, bath)

Voiced

- Beginning of words that do not mean any specific thing or action (this, the, that, etc.)
- In the middle of words between 2 vowels (mother, father, bathe)

You have already read many words with a TH. Read the following words.

the

they

that

then

Name: _____

Read the words in the blue box first. Circle the letter or grapheme that is different. Then read the words in the red box. Circle the letter or grapheme that is different.

flip	flip
flap	flap
flop	flop

snap	snap
slap	slap
slam	slam

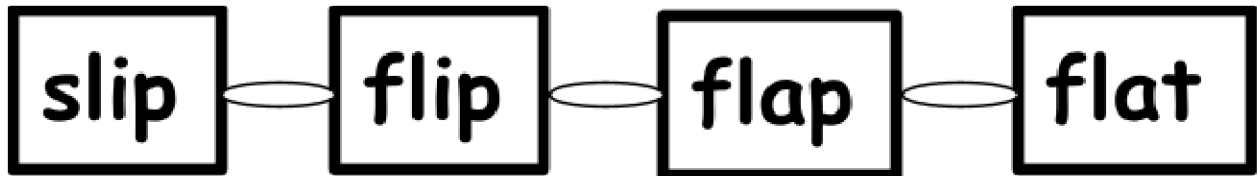
Name: _____

Read the following words. Then write a new word in the blank next to it by changing only one sound. You can create any word that you want as long as you only change one sound. You will only change one grapheme (letter or group of letters that represent one sound.)

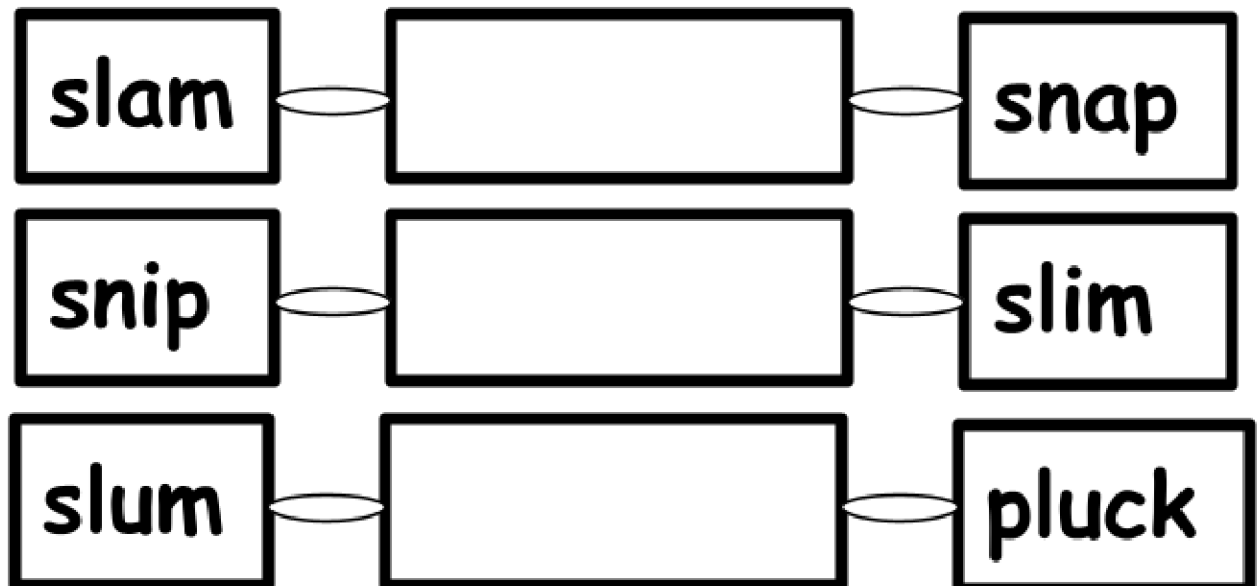
flip _____

snap _____

Read the example of the word chain below. Notice how only one sound is changed between each link of the chain.

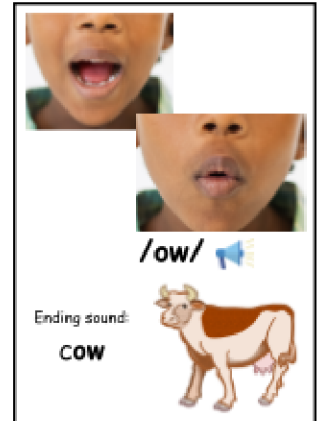
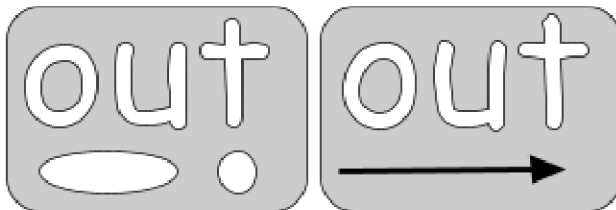


Now you will create your own word chains! Fill in the missing links. Remember only one sound can change between links.



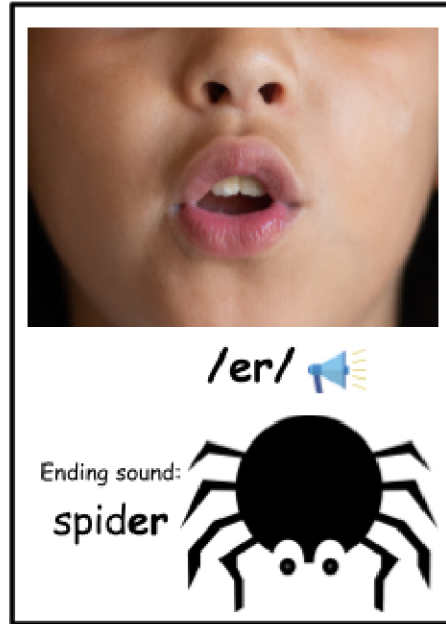
Name: _____

The words **mouse** and **house** can be difficult words to sound out. The **OU** represents an **ow** sound. The **E** is silent. Many singular words that end in an s sound have a silent E. Touch each dot and say the sound the letter(s) represent. Then, touching the arrow, put the sounds together to sound out the words.

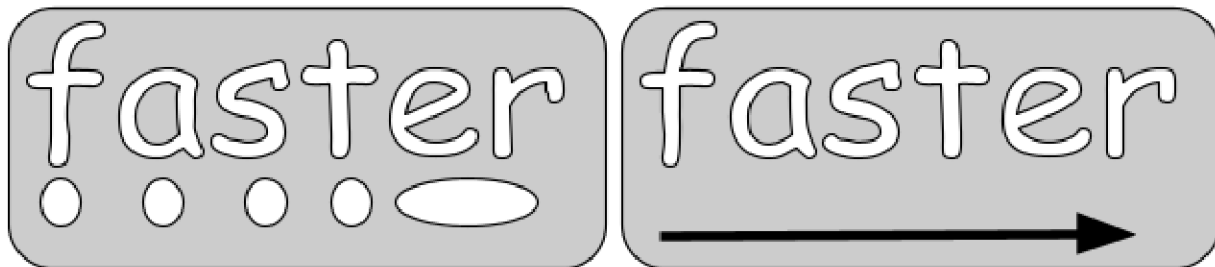
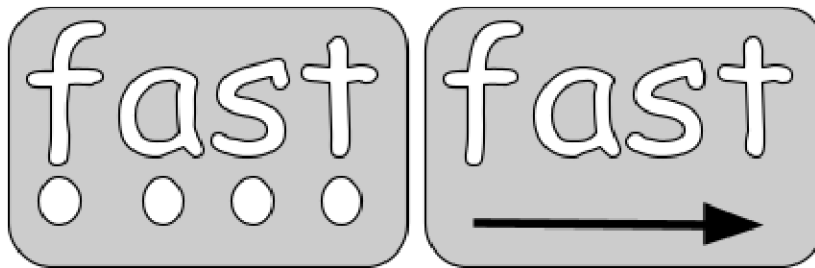


Name: _____

Let's review the **er** sound. Practice saying the **er** sound. Letters **ER** can represent the **er** sound.

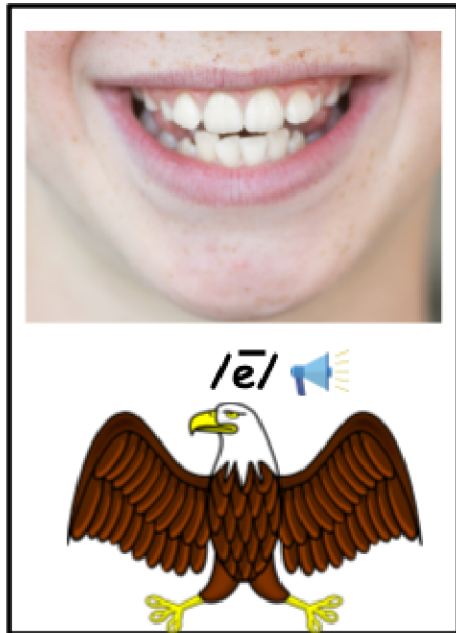


Touch each dot and say the sound the letter(s) represent. Then, touching the arrow, put the sounds together to sound out the word.



Name: _____

The **y** at the end of many words represents a **long e sound**. If a word is 2 or more syllables, the **y** will most likely represent the **long e sound**. Practice saying the **long e sound**. Use the picture of the mouth below as a reference. Then sound out the following words. Remember the **y** will represent the **long e sound** because this word has more than 1 syllable. Circle each syllable in the word below.



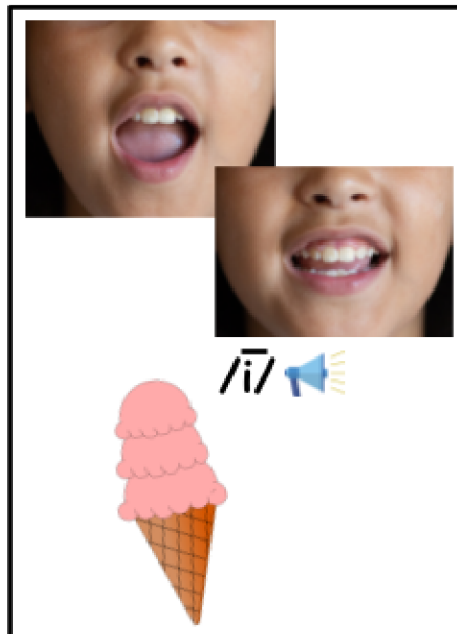
Kitty

Tilly

Happy

Pretty

An exception to the rule that the **y** will represent the **long e sound** at the end of a word are words with only 1 syllable. The **y** in 1 syllable words will always represent the **long i sound**. Practice saying the **long i sound**. Then read the 1 syllable words that end in **y**. Circle each syllable. This means you will circle the whole word because all of the words are 1 syllable



my

by

fly

cry

Set 4 Book 3:
Cat and Mouse

Extra Practice
Post-Reading Worksheets

Name: _____

Read the following short story. Circle every **Y** that represents the long **e** sound.
Draw a box around every **Y** that represents the long **i** sound.

My kitty was fast, but the mouse was faster!

My kitty was sad.

The mouse wanted my kitty to be happy!

The funny mouse did a flip.

My kitty grinned.

The funny mouse and my kitty were happy!