

If you have any questions, please contact me at [jamie@teachmommyteach.com](mailto:jamie@teachmommyteach.com)

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# Set 5 Book 5: The Train

## Pre-Reading Worksheets

Your child will review the **AI**, **OO**, and **OW** spellings.

Name: \_\_\_\_\_

The vowels are **AI** represent the **long a** sound.

Practice reading the following **AI** words.

train train

rain rain

painter painter

vain vain

plain plain

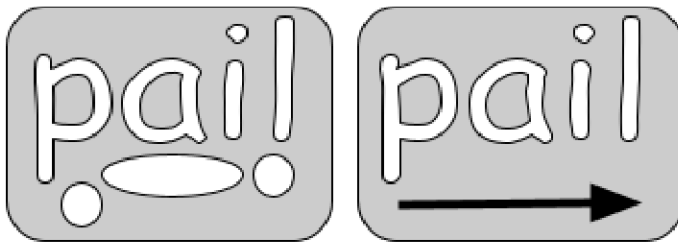
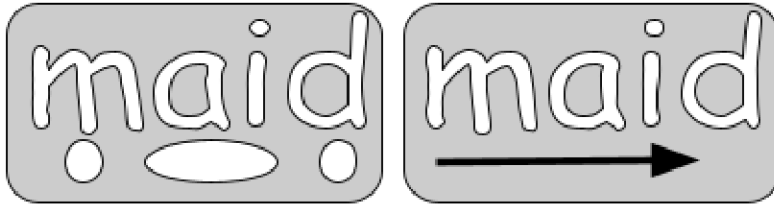
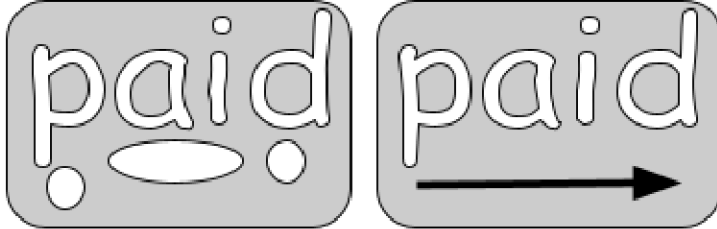
Vowels in unstressed syllables can represent the **schwa** sound.

afraid afraid

Name: \_\_\_\_\_

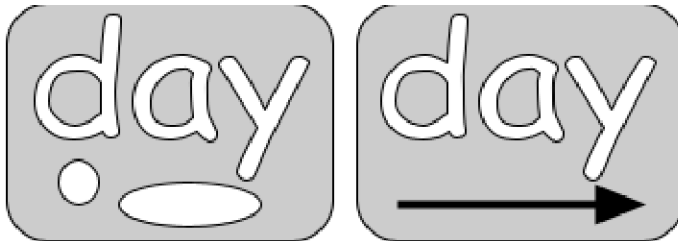
The vowels are **AI** represent the **long a sound**.

Practice reading the following **AI** words.



pa

The spelling **AI** only works for words that end with another consonant. If the word ends with the **long a sound**, the **AI** spelling will not work. The **AY** spelling is used instead. Sound out the following word that ends with the **long a sound**.



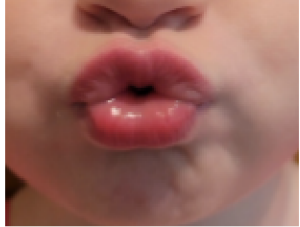



Write the correct **long a grapheme** in the blanks. You will either write **AI** or **AY**. The first two words have been done for you as an example.

pay      pail      tr\_\_\_\_\_      tr\_\_\_\_\_n

Name: \_\_\_\_\_

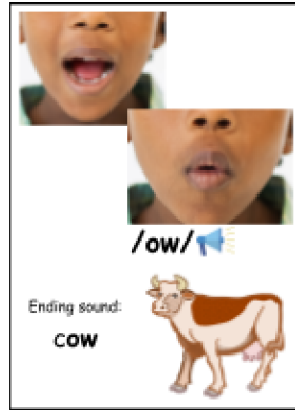
**OO** can represent different sounds. Practice saying the sounds. Then read the words below. Glue the words under the appropriate sound card. HINT: The /oo/ card will only get one word. The /ew/ card will get the rest of the words.

 <p data-bbox="516 680 586 709"><b>/oo/</b></p> <p data-bbox="396 764 505 785">Middle sound:</p> <p data-bbox="418 793 483 823">book</p> 	 <p data-bbox="850 680 920 709"><b>/ew/</b></p> <p data-bbox="737 764 846 785">Ending sound:</p> <p data-bbox="760 793 824 823">blue</p> 
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stool | toot | shoo  
moo | soon | stood

Name: \_\_\_\_\_

**OW** can represent the **ow** sound. Practice saying the sound. Then read the words below.



down down

town town

cow cow

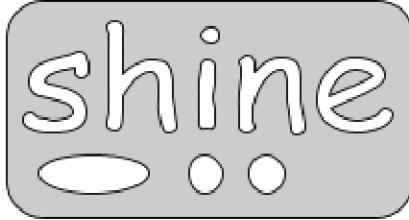
brown brown

Read the following sentence.

The brown cow mooed as soon as the sun came up.

Name: \_\_\_\_\_

Practice reading the following words. If you are struggling, ask an adult to review the phonics rules for the word.

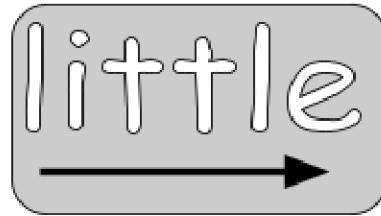
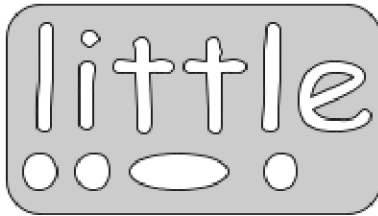


(long vowel-consonant-silent e)



(a long vowel-consonant-silent e

word that changes to a y which represents the long e sound.)



(The letters LE at the end of words

makes a l sound.)



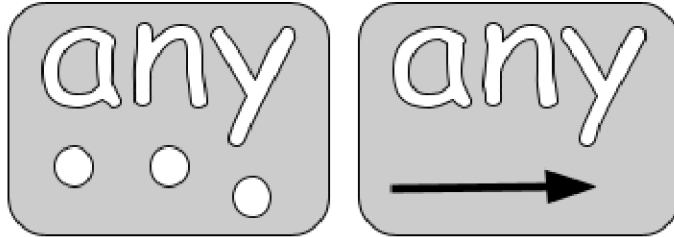
(vowel-consonant-silent e)



(er digraph, 3 syllable word)

Name: \_\_\_\_\_

Practice reading the following word. Remember that a **y** at the end of a word with 2 syllables or more often represents a **long e sound**.



Practice reading the following sight word. The **wh** represents the **w sound**. The **er** represents a **long a** and **r sound** which is different from common phonics rules. The **e** at the end is silent.



Combine the words to create a compound word.





# Set 5 Book 5: The Train

## Post-Reading Worksheets

Name: \_\_\_\_\_

Read the words. Cut out the words. Then sort the following words into long and short vowel categories.

Short Vowels

Long Vowels

we	fare	seen	paid
train	track	wheels	

**ANSWERS**

Name: \_\_\_\_\_

Read the words. Cut out the words. Then sort the following words into long and short vowel categories.

Short Vowels

track

Long Vowels

we train

fare

seen

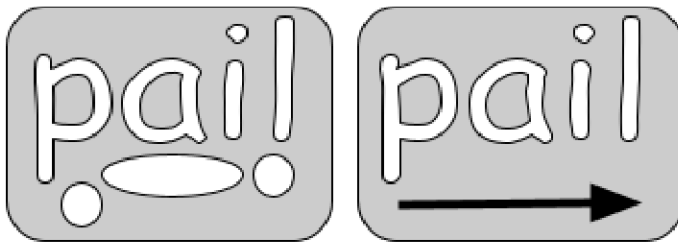
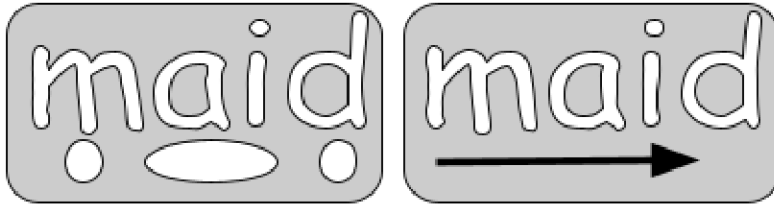
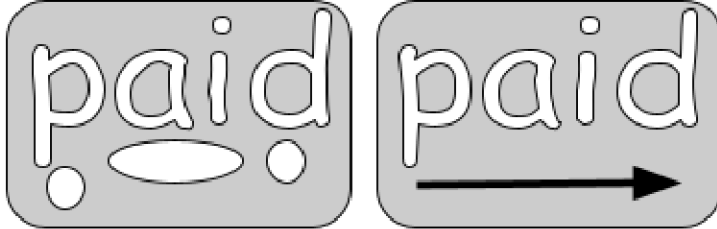
paid

wheels

**ANSWERS** Name: \_\_\_\_\_

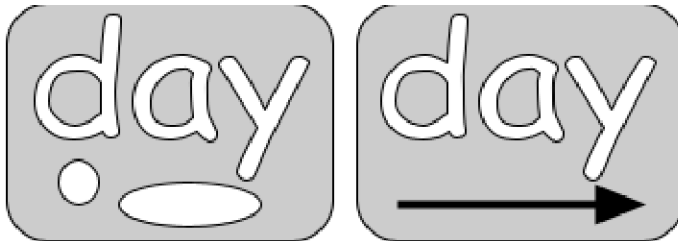
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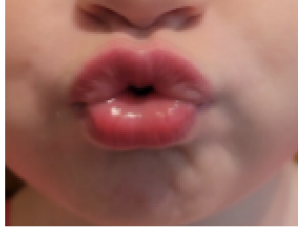

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pay      pail      tr\_ay\_      tr\_ain\_

**ANSWERS**

Name: \_\_\_\_\_

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stood

shoo  
stool soon  
toot moo