

Series 1

Jolly Kids™



Cat on the Mat & Sam and Pam

Short **a**
Sound

Learning
Sounds

Reading
Words

Enjoying
Stories



Creating a base to become a skilled reader

Cat on the Mat



Sam and Pam

Cat on the Mat & Sam and Pam

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Educational Publishers

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About the Series

Parents are looking forward to click a moment when their child starts reading without any aid. A child's ability to read is the basic skill which will relate to other aspects of learning.

Story - Time - Phonics is a series of short stories with decodable text for young readers. Decoding words involve converting the printed words into spoken language.

Phonics is the relationship between sounds and their spellings. Here children can easily analyse the association of printed words with the sounds of letters, which is an essential precondition for the acquisition of effective reading skills. To become skilled readers, children must be able to identify words quickly and accurately.

Series 1 consists of 10 books, 5 books for the **short vowel** sounds and 5 books for the **long vowel** sounds.

Each book is systematically structured with word lists, decodable stories, fun filled worksheets, notes to teachers and parents. The 2 and 3 letter words have been introduced phonetically, along with pictorial representation in a story form to enable the child to comprehend the words learnt.

The sight words have been introduced in the stories to enable the child to read sentences. The phonetic and sight words are repeated in the current as well as successive stories so that the child builds up a strong base for reading.

Notes to Teachers and Parents

Let the child read the word lists and sight words on pages 5 and 15 before reading the stories.

✿ Fun with blending sounds

Blend initial consonants with word patterns or word families.

e.g. Write a common word pattern 'at'.

Beside the word pattern, write the consonants that blend with the pattern to make a word. Do this as follows:



Demonstrate the process going from consonants to word pattern.

Say the first sound of a word and then the rest of the word.

Let the child say the word as a whole.

e.g. /b/ + /at/ → /bat/

✿ Rhyming words

Ask the child to say words with same ending sounds.

eg. /f/ + /an/ → /fan/, /r/ + /an/ → /ran/ and so on.

Let the child practise other words with short 'a' sound.

✿ To develop the interest in reading expose the child to big, colourful and attractive pictures related to the phonics.

✿ Make flash cards of 2 and 3 letter words to enhance reading skills.



Book 1 Part I of the Series 1 introduces simple three-letter words with short 'a' sound like **bat**, **cat**, **rat**, and **ran**.

New phonic element : Short 'a'

Reviewed phonic element : -

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'a' words from the story using the phonic rule for short vowel 'a' sound.

e.g. 1) a = /a/ as in ant and t = /t/ as in top

'a' and 't' together say /at/

2) a = /a/ as in ant and d = /d/ as in duck

'a' and 'd' together say /ad/

Thus pronouncing 'a' in **bat**, **cat**, **hat**, **mat**, **rat**, **had**, etc.

Short a Words				
ab	ad	an	as	at
nab	had	can Dan ran	has	bat cat fat hat mat sat Tat

Sight / Other Words

a the on to



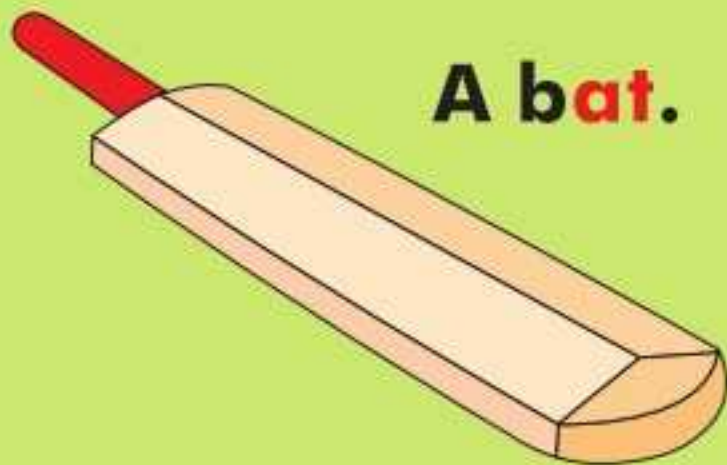


A Cat.

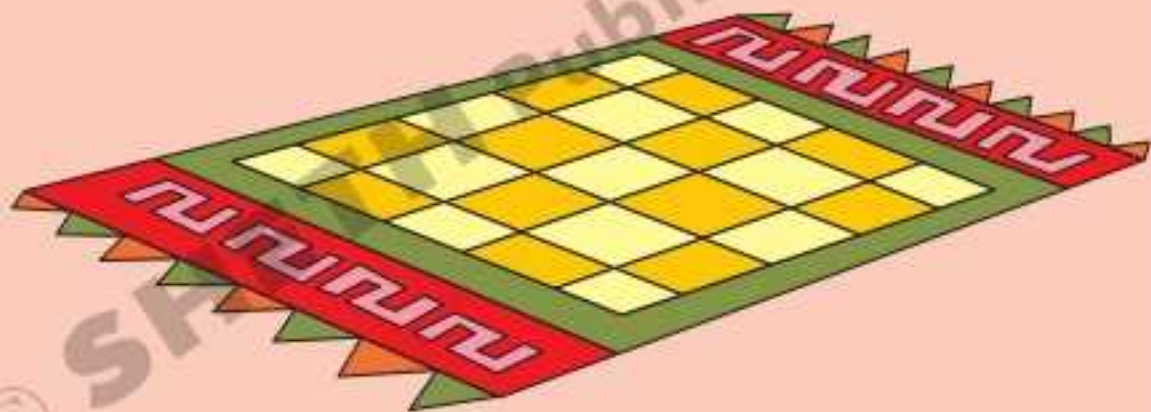
A fat Cat.

Tat the fat cat.





A bat.



A mat.





Tat the **fat** **cat**
sat on the **mat**.





A rat.

Dan the rat.

Dan the rat has a bat.





Dan the rat ran.
Tat the fat cat
ran to nab Dan the rat.





**Tat the fat cat can nab
Dan the rat.**

Tat the fat cat has the bat.





Tat the **fat** **cat** **sat** on the
bat on the **mat**.

Dan the **rat** **sat** on the **mat**.



Fun with Worksheets



How much do I remember

 Fill in the blanks with correct words.

bat

cat

rat

sat

mat

fat

1) Tat the fat _____ sat on the

_____.

2) Dan the rat had a _____.


3) Tat the fat cat can nab Dan the

_____.

4) The _____ cat _____

on the mat.



 Complete the words by writing the Vowel sound and read aloud.

T ___ t

f ___ t

c ___ t

s ___ t

b ___ t

m ___ t

h ___ t

h ___ d

n ___ b

 Write the words for the pictures.





Book 1 Part II of the Series 1 introduces simple three-letter words with short 'a' sound like **van**, **pan**, **bag** and **tag**.

New phonic element : Short 'a'

Reviewed phonic element : -

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'a' words from the story using the phonic rule for short vowel 'a' sound.

e.g.1) a = /a/ as in ant and n = /n/ as in neck

'a' and 'n' together say /an/

2) a = /a/ as in ant and g = /g/ as in goat

'a' and 'g' together say /ag/

Thus pronouncing 'a' in **ran**, **fan**, **pan**, **bag**, **tag** etc.

Short a Words				
ad	ag	am	an	as
had	bag tag	jam Pam Sam	fan pan ran van	has

Sight / Other Words			
this	is	a	in
the	with	on	and





This is Sam.

This is Pam.





Sam has jam.





Pam has a fan.





This is a van.





Sam is in the **van**.

Sam has a **bag** with a **tag**.





Sam has a **pan** in the **van**.
The **fan** on the **pan** ran.



**Pam and Sam had jam in
the van.**



Fun with Worksheets



How much do I remember

 Fill in the blanks with correct words.

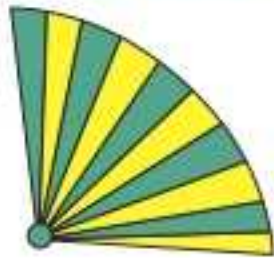
fan pan jam ran bag

- 1) Sam has _____.
- 2) Pam has a _____.
- 3) Sam has a _____ with a tag.
- 4) Sam has a _____ in the van.
- 5) The fan _____.





Underline the words that have the same word pattern of the picture.



van

sat

fat

ran



ram

bag

dam

wag



fan

tag

pat

rag



car

cap

lad

Dad

Series 1

Jolly Kids



Ned and the Red Hen & Den and the Jet

Short e
Sound

Learning
Sounds

Reading
Words

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Creating a base to become a skilled reader

Ned and the Red Hen



Den and the Jet

Ned and the Red Hen & Den and the Jet

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The sight words have been introduced in the stories to enable the child to read sentences. The phonetic and sight words are repeated in the current as well as successive stories so that the child builds up a strong base for reading.

Notes for Teachers and Parents

Let the child read the word lists and sight words on pages 5 and 15 before reading the stories.

✿ Fun with blending sounds

Blend initial consonants with word patterns or word families.

e.g. Write a common word pattern 'ed'.

Beside the word pattern, write the consonants that blend with the pattern to make a word. Do this as follows:



Demonstrate the process going from consonants to word pattern. Say the first sound of a word and then the rest of the word. Let the child say the word as a whole.

e.g. /b/ + /ed/ → /bed/

✿ Rhyming words

Ask the child to say words with same ending sounds.

e.g. /l/ + /eg/ → /leg/, /k/ + /eg/ → /keg/ and so on.

Let the child practise other words with short 'e' sound.

- ✿ To develop the interest in reading expose the child to big, colourful and attractive pictures related to the phonics.
- ✿ Make flash cards of 2 and 3 letter words to enhance reading skills.

Book 2 Part I of the Series 1 introduces simple three-letter words with short 'e' sound like **red**, **fed**, **pet** and **get**.

New phonic element : Short 'e'

Reviewed phonic element : Short 'a'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the 'e' words from the story using the phonic rule for short 'e' sound.

e.g. e = /e/ as in eagle and d = /d/ as in dog
'e' and 'd' together say /ed/

e.g. e = /e/ as in eagle and n = /n/ as in net
'e' and 'n' together say /en/

Thus pronouncing 'e' in **red**, **fed**, **hen**, **ten**, **men**, etc.

Short e Words		
ed	en	et
fed	hen	get
Ned	men	pet
red	pen	
	ten	

Reviewed Short Vowel
a
can
has

Sight / Other Words						
a	the	lay	egg	came	to	see
and	her	say	we	put	in	not





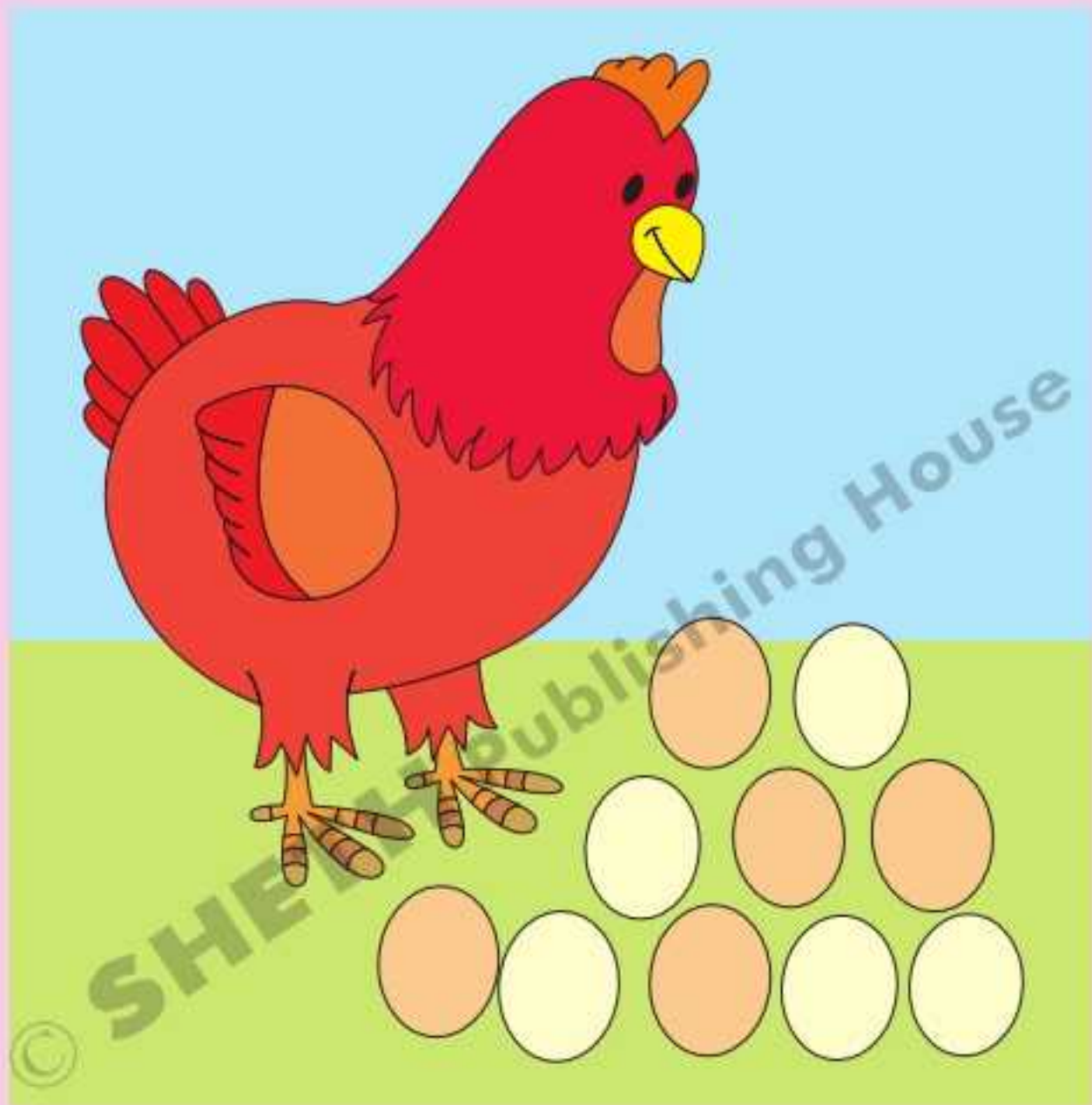
Ned has
a **red** **pet** **hen**.





**Ned fed the
red pet hen.**





**The red pet hen
lays ten eggs.**





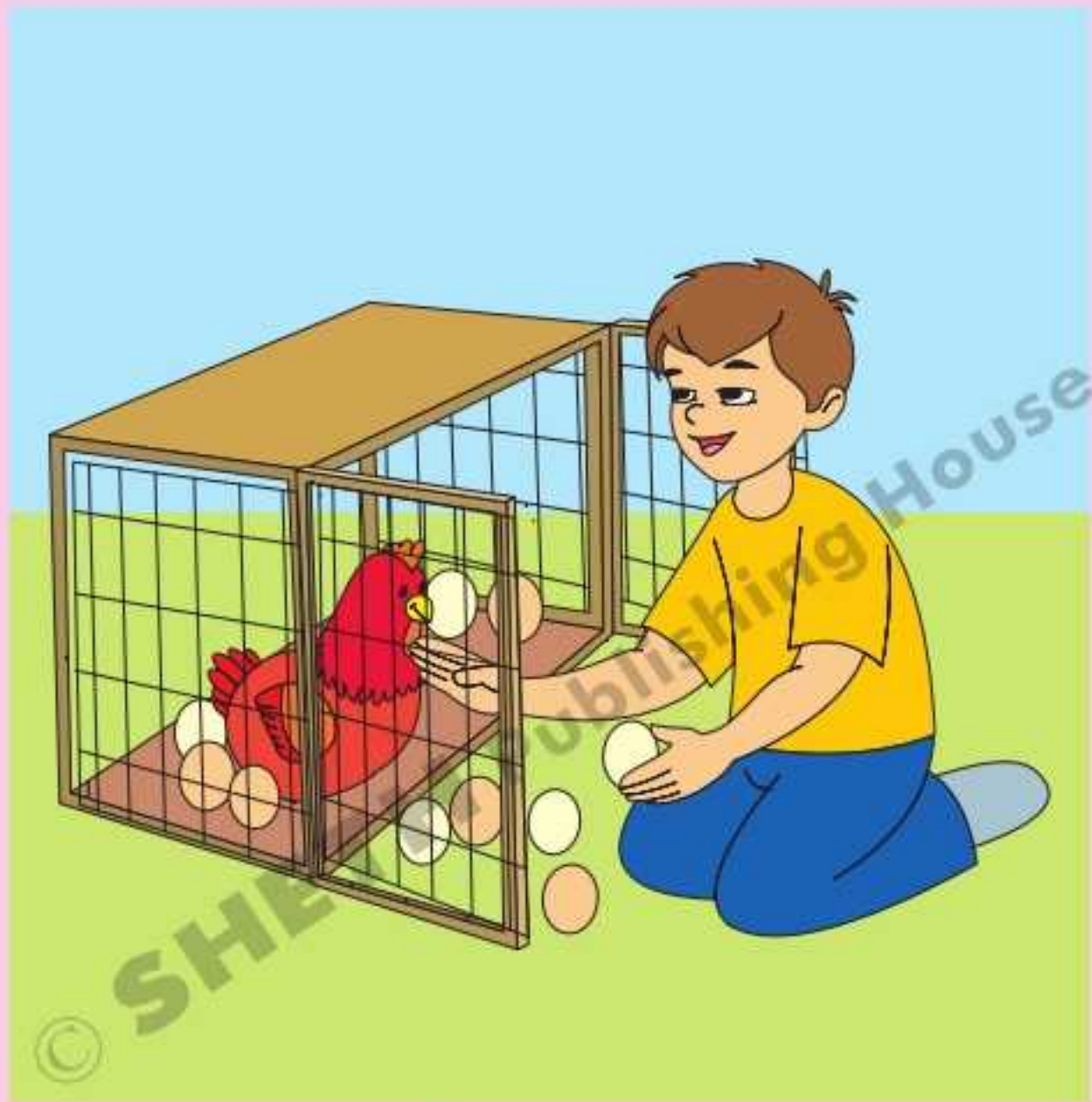
**Ten men came
to see the red pet hen
and her ten eggs.**





**The ten men say,
can we get ten eggs?**





Ned puts the
pet red hen and her
ten eggs in the **pen**.





**The ten men can not
get the red pet
hen and her ten eggs.**





How much do I remember

 Fill in the blanks with correct words.


ten

hen

pen

men

- 1) Ned has a red pet _____.
- 2) The red hen lays _____ eggs.
- 3) Ten _____ came to see the hen.
- 4) Ned puts the pet red hen and her ten eggs in the _____.

 Say the name of each picture. Draw a line to the pictures with an 'e' sound.



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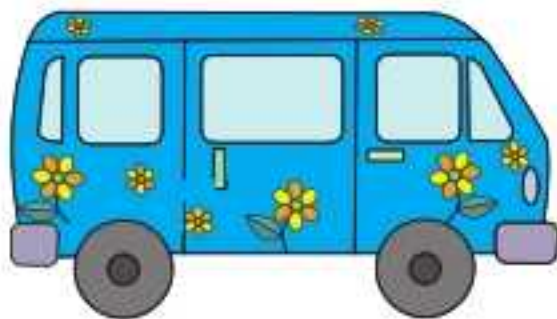
e



.

10

.



Book 2 Part II of the Series 1 introduces simple three-letter words with short 'e' sound like **hen**, **men**, **pen** and **ten**.

New phonic element : Short 'e'

Reviewed phonic element : Short 'a'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the 'e' words from the story using the phonic rule for short 'e' sound.

e.g. e = /e/ as in eagle and t = /t/ as in top
'e' and 't' together say /et/

e.g. e = /e/ as in eagle and g = /g/ as in goat
'e' and 'g' together say /eg/

Thus pronouncing 'e' in **jet**, **pet**, **meg**, **keg**, etc.

Short e Words				Reviewed Short Vowel
ed	eg	en	et	a
fed red	beg keg	Den hen men pen ten	bet get jet let met pet wet	can has

Sight / Other Words

this is a the like me in say to
oh you are him be no into yes off





This is Den.

Den has a red jet.

Den has a keg.



Den met a pet.
The pet is wet.





The **pet** likes **Den's jet**.
"Let me **get** in the **jet**,"
says the **pet** to **Den**.



© **Den** lets the **pet** in the **jet**.

Oh! The **pet** is **wet**.

"Get off, you are **wet,**"
says **Den** to the **pet**.





© **The pet begs Den to
let him be in the jet.**

**"No," says Den
to the wet pet.**





"Get in the keg,"
says Den to the wet pet.





© SHEET Publishing House
**Can the wet pet get
into the keg?**

Yes you bet.

**The wet pet is off the jet,
in the keg.**





How much do I remember

 Fill in the blanks with correct words.

begs wet red pet keg

1) Den has a _____ jet.


2) Den met a _____.

The pet is _____.

3) The pet _____ Den to let him be in the jet.

4) The wet pet is off the jet, in the _____.



 Write all the words with 'e' as the middle sound in the keg.

cat

wet

pit

rat

pet

beg

red

ten

dog



Series 1

Jolly Kids



Mig the Pig & Pam and the Kid

Short **i**
Sound

Learning
Sounds

Reading
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Stories



Creating a base to become a skilled reader

Mig the Pig



Pam and the Kid

Mig the Pig & Pam and the Kid

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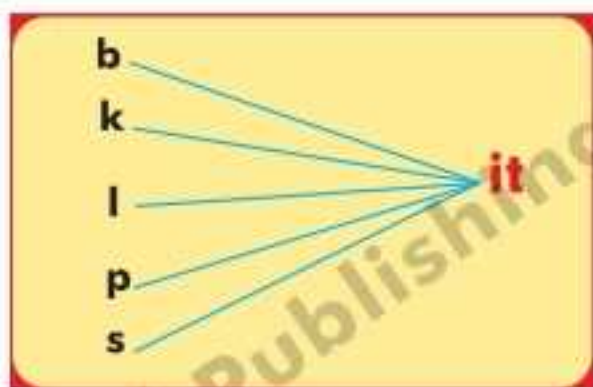
Let the child read the word lists and sight words on pages 5 and 15 before reading the stories.

✿ Fun with blending sounds

Blend initial consonants with word patterns or word families.

e.g. Write a common word pattern 'it'.

Beside the word pattern, write the consonants that blend with the pattern to make a word. Do this as follows:



Demonstrate the process going from consonants to word pattern.

Say the first sound of a word and then the rest of the word.

Let the child say the word as a whole.

e.g. /k/ + /it/ → /kit/

✿ Rhyming words

Ask the child to say words with same ending sounds.

e.g. /b/ + /ig/ → /big/, /d/ + /ig/ → /dig/ and so on.

Let the child practise other words with short 'i' sound.

- ✿ To develop the interest in reading expose the child to big, colourful and attractive pictures related to the phonics.
- ✿ Make flash cards of 2 and 3 letter words to enhance reading skills.



Book 3 Part I of the Series 1 introduces simple three-letter words with short 'i' sound like **tin**, **win**, **pin**, and **bin**.

New phonic element : Short 'i'

Reviewed phonic element : Short 'a' and short 'e'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'i' words from the story using the phonic rule for short vowel 'i' sound.

e.g.1) i = /i/ as in ink and t = /t/ as in top
'i' and 't' together say /it/

2) i = /i/ as in ink and n = /n/ as in net
'i' and 'n' together say /in/

Thus pronouncing 'i' in **bit**, **fit**, **pin**, **tin**, etc.

Short i Words						Reviewed Short Vowel	
id	ig	ill	in	it	ix	a	e
hid	big	hill	bin	sit	six	Sam hat has	ten
lid	fig	mill	pin	fit	ick		
	jig		tin				
	Mig		win		prick		
	pig						
	wig						

Sight / Other Words					
this	is	a	on	the	he
of	in	eat	put	and	





This is Sam.

Sam has a mill on the hill.

He has ten pins.

The pins prick.





© This is **Mig** the pig.

Mig the pig has a tin bin.

Mig the pig has a hat.

Mig the pig has six big figs.





**Sam puts the ten pins
on the lid of
Mig's tin bin.**





Mig the pig hid
the ten **pins** in
the **tin bin**.





**Mig the pig sits on the
tin bin and eats
the big figs.**





Mig the pig
puts on the hat.
The hat fits Mig the pig.





Sam and Mig the pig
Jig on the hill.
jiggly wiggly jig.






How much do I remember

 Fill in the blanks with correct words.

Mig pig ten six mill bin figs

- 1) Sam has a _____ on the hill.
- 2) Mig the _____ has a tin
_____.
- 3) Sam puts the _____ pins on the
tin _____.
- ④ Mig the pig has _____ big
_____.
- 5) Sam and _____ the pig jig on
the hill.

 Look at the picture, read the word, listen to the middle sound and circle it. Write it in the blank space.



a e i

p _____ g



e l a

t _____ n



o e i

s _____ x



i a o

f _____ g



e a i

p _____ n



a e i

h _____ t

Book 3 Part II of the Series 1 introduces simple three-letter words with short 'i' sound like bit, kit, pit and sit.

New phonic element : Short 'i'

Reviewed phonic element : Short 'a' and short 'e'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'i' words from the story using the phonic rule for short vowel 'i' sound.

e.g.1) i = /i/ as in ink and p = /p/ as in pot
'i' and 'p' together say /ip/

2) i = /i/ as in ink and t = /t/ as in top
'i' and 't' together say /it/

Thus pronouncing 'i' in sip, lip, hit, pit, etc.

Short i Words							
ib	ick	id	ig	ilk	ink	ip	it
bib	lick	hid kid	dig	milk	pink	lip rip sip zip	bit hit kit pit
is							
his							

Reviewed Short Vowels	
a	e
cat Dad	bell
has Pam	leg
tag	red

Sight / Other Words			
this	is	a	the
on	it	give	to
and	see	in	
by	bell	play	





This is Pam.
Pam has a pink bib.
The pink bib has a
cat on it.





Dad gives Pam, milk to sip.

Pam sips and sips milk.

Sip, sip, sip, milk on lips.





Pam sees a tag.

Pam *licks* the tag.

Pam *rips* it *bit* by *bit*.





Pam sees a kid.
The kid has a red bell.





The kid digs a pit.
The kid hit his leg.





The kid sees a kit in the pit.
The kit has a zip.





Pam hid the kit in the pit.

**Pam and kid
play in the pit.**





How much do I remember

 Fill in the blanks with correct words.

milk

bib


kid

licks

pit

- 1) Pam has a pink _____.
- 2) Dad gives Pam, _____ to sip.
- 3) Pam _____ the tag.
- 4) The _____ has a red bell.
- 5) The kid digs a _____.



 Complete the crossword puzzles.



l c k

s p

t p

b b

n

k d

g



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Bob the Cop

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Notes for Teachers and Parents

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✿ Fun with blending sounds

Blend initial consonants with word patterns or word families.

e.g. Write a common word pattern 'od'.

Beside the word pattern, write the consonants that blend with the pattern to make a word. Do this as follows:



Demonstrate the process going from consonant to word pattern.

Say the first sound of a word and then the rest of the word.

Let the child say the word as a whole.

e.g. /c/ + /od/ → /cod/

✿ Rhyming words

Ask the child to say words with same ending sounds.

e.g. /d/ + /og/ → /dog/, /f/ + /og/ → /fog/ and so on.

Let the child practise other words with short 'o' sound.

✿ To develop the interest in reading expose the child to big, colourful and attractive pictures related to the phonics.

✿ Make flash cards of 2 and 3 letter words to enhance reading skills.



Book 4 Part I of the Series 1 introduces simple three-letter words with short 'o' sound like **dot**, **got**, **lot**, and **pot**.

New phonic element : Short 'o'

Reviewed phonic element : Short 'a', short 'e' and short 'i'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'o' words from the story using the phonic rule for short vowel 'o' sound.

e.g. 1) o = /o/ as in orange and d = /d/ as in duck

'o' and 'd' together say /od/

2) o = /o/ as in orange and g = /g/ as in gun

'o' and 'g' together say /og/

Thus pronouncing 'o' in **cod**, **rod**, **dog**, **jog**, etc.

Short o Words			
od	og	ond	ot
cod rod	dog jog log	pond	Dot got hot lot pot spot

Reviewed Short Vowel		
a	e	i
has Sam	red	big sit

Sight / Other Words							
this	is	he	a	on	its	body	like
to	the	and	are	at	in	eat	





This is Sam.
He has a big red rod.





This is **Dot**.

Dot is Sam's **dog**.

Dot has **spots** on its **body**.





Sam likes to jog.

Dot the dog likes to jog.

Sam and Dot jog a lot.





Sam and Dot are at a pond.
Sam and Dot sit on a log.





**Sam got a cod on
the big red rod.**





The cod is in a pot.
The pot is hot.





Sam and Dot eat the cod.



How much do I remember

 Fill in the blanks with correct words.

rod log Dot cod jog

1. _____ is Sam's dog.
2. Sam and Dot _____ a lot.
3. Sam and Dot sit on a _____.
4. Sam got a _____ on the _____.

 Complete these words using the word pattern from the picture.



c o d

d _____ j _____

G _____

p _____ l _____

p _____

l _____ f _____

n _____

g _____ h _____

Book 4 Part II of the Series 1 introduces simple three-letter words with short 'o' sound like **cop**, **dog**, **fox** and **hot**.

New phonic element : Short 'o'

Reviewed phonic element : Short 'a' and short 'i'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'o' words from the story using the phonic rule for short vowel 'o' sound.

e.g. 1) o = /o/ as in orange and p = /p/ as in parrot
'o' and 'p' together say /op/

2) o = /o/ as in orange and x = /x/ as in x mas tree
'o' and 'x' together say /ox/

Thus pronouncing 'o' in **cop**, **fox**, **box**, **pod**, etc.

Short o Words					
ob	od	og	op	ot	ox
Bob	pod	dog	cop	dot	box
sob		fog		hot	fox
		jog		lot	
		log		not	

Reviewed Short Vowel	
a	i
has	Mig
Pam	pig
	wig

Sight / Other Words								
this	is	he	a	the	live	in	house	she
polka	like	to	and	see	on	eat	put	





This is **Bob**.

He is a **cop**.

Bob is a **cop**.

Bob the **cop** lives in
a **log** house.





This is Pam.

She is a Fox.

Pam the fox has polka dots.

This is Mig the pig.

She has a wig.





Bob the **cop** likes to **jog**.

© Pam the **fox** likes to **jog**.

Mig the pig likes to **jog**.

Bob, Pam and Mig

like to **jog** a lot.





Bob the cop,
Pam the fox
and
Mig the pig
jog in the fog.





Bob the **cop** sees a **pod**.

Pam the **fox** sees a **pod**.

Mig the pig sees a **pod**.

The **pod** is on a **log**.





Pam the **fox** eats the **pod**.

Bob the **cop** is **hot**.

Mig the **pig** is **hot**.

The **fox** is **not**.






Bob the **cop** put
Pam the **fox** in a **box**.
Pam the **fox** **sobs**.




Fun with Worksheets

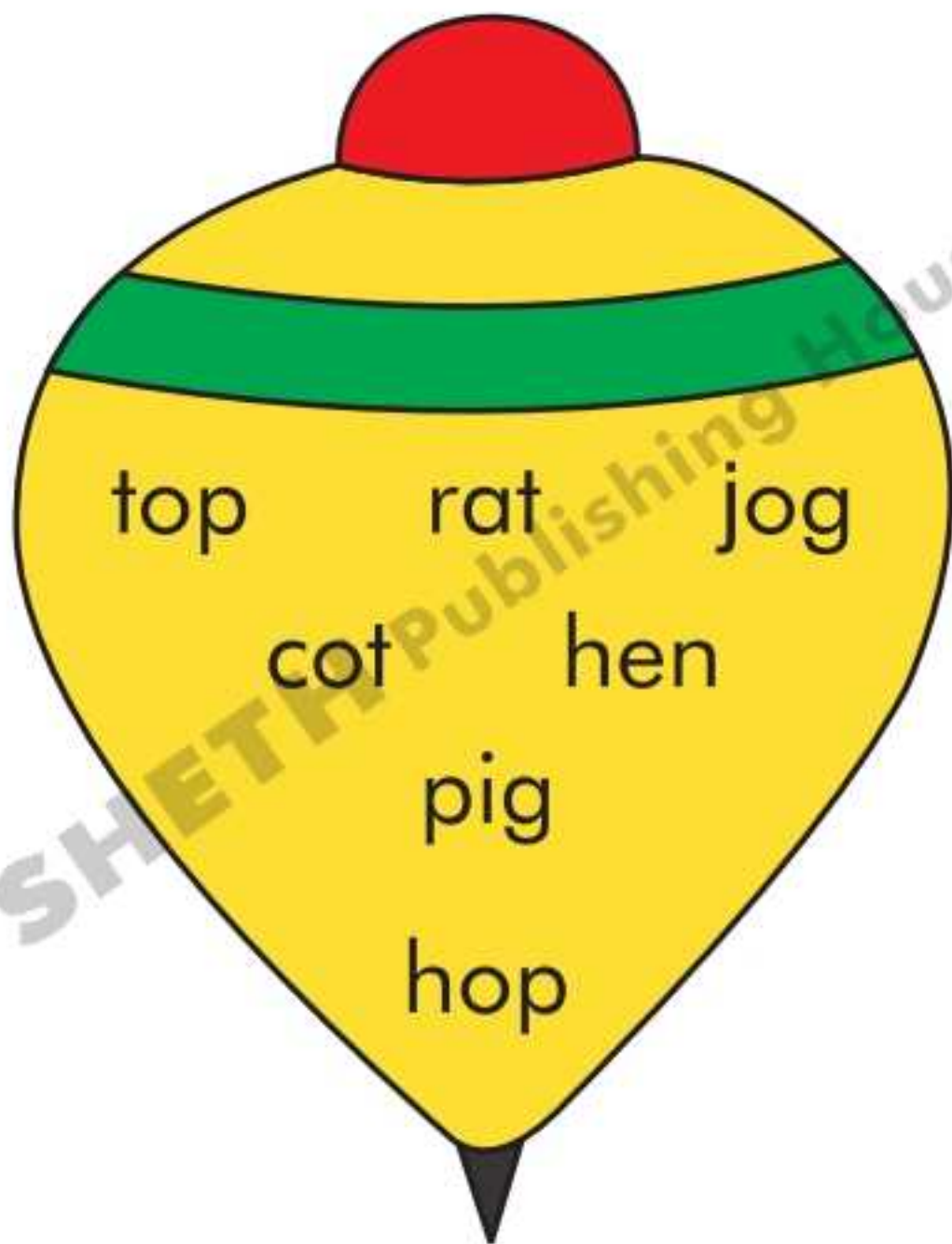


How much do I remember

-  Write the numbers 1, 2, 3 and 4 in the pictures in the same order they occurred in the story.



 Circle only the words with the middle sound 'o'.



Series 1

Jolly Kids



Pup in the Mud & Bug in the Mug

Short **U**
Sound

Learning
Sounds

Reading
Words

Enjoying
Stories



Creating a base to become a skilled reader

Pup in the Mud



Bug in the Mug

Pup in the Mud & Bug in the Mug

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The sight words have been introduced in the stories to enable the child to read sentences. The phonetic and sight words are repeated in the current as well as successive stories so that the child builds up a strong base for reading.

Notes for Teachers and Parents

Let the child read the word lists and sight words on pages 5 and 15 before reading the stories.

✿ Fun with blending sounds

Blend initial consonants with word patterns or word families.

e.g. Write a common word pattern 'un'.

Beside the word pattern, write the consonants that blend with the pattern to make a word. Do this as follows:



Demonstrate the process going from consonant to word pattern. Say the first sound of a word and then the rest of the word. Let the child say the word as a whole.

e.g. /b/ + /un/ → /bun/

✿ Rhyming words

Ask the child to say words with same ending sounds.

e.g. /b/ + /ug/ → /bug/, /h/ + /ug/ → /hug/ and so on.

Let the child practise other words with short 'o' sound.

- ✿ To develop the interest in reading expose the child to big, colourful and attractive pictures related to the phonics.
- ✿ Make flash cards of 2 and 3 letter words to enhance reading skills.

Book 5 Part I of the Series 1 introduces simple three-letter words with short 'u' sound like **bun**, **fun**, **bug**, and **rug**.

New phonic element : Short 'u'

Reviewed phonic element : Short 'a', short 'e', short 'i' and short 'o'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'u' words from the story using the phonic rule for short vowel 'u' sound.

e.g. 1) u = /u/ as in unicorn and b = /b/ as in boat
'u' and 'b' together say /ub/

2) u = /u/ as in unicorn and g = /g/ as in gun
'u' and 'g' together say /ug/

Thus pronouncing 'u' in **tub**, **rub**, **hug**, **tug**, **mud**, etc.

Short u Words						Reviewed Short Vowel			
up	ub	ug	ud	un	um	a	e	i	o
pup	tub	hug	mud	run	mum	has	let	him	Dot
	rub	tug	sud	fun			Meg		hot
		rug							lot
									not

Sight / Other Words							
the	like	to	in	on	him	from	
into	house	after	and	at	is	put	
does	not	out	of	see	it	this	say

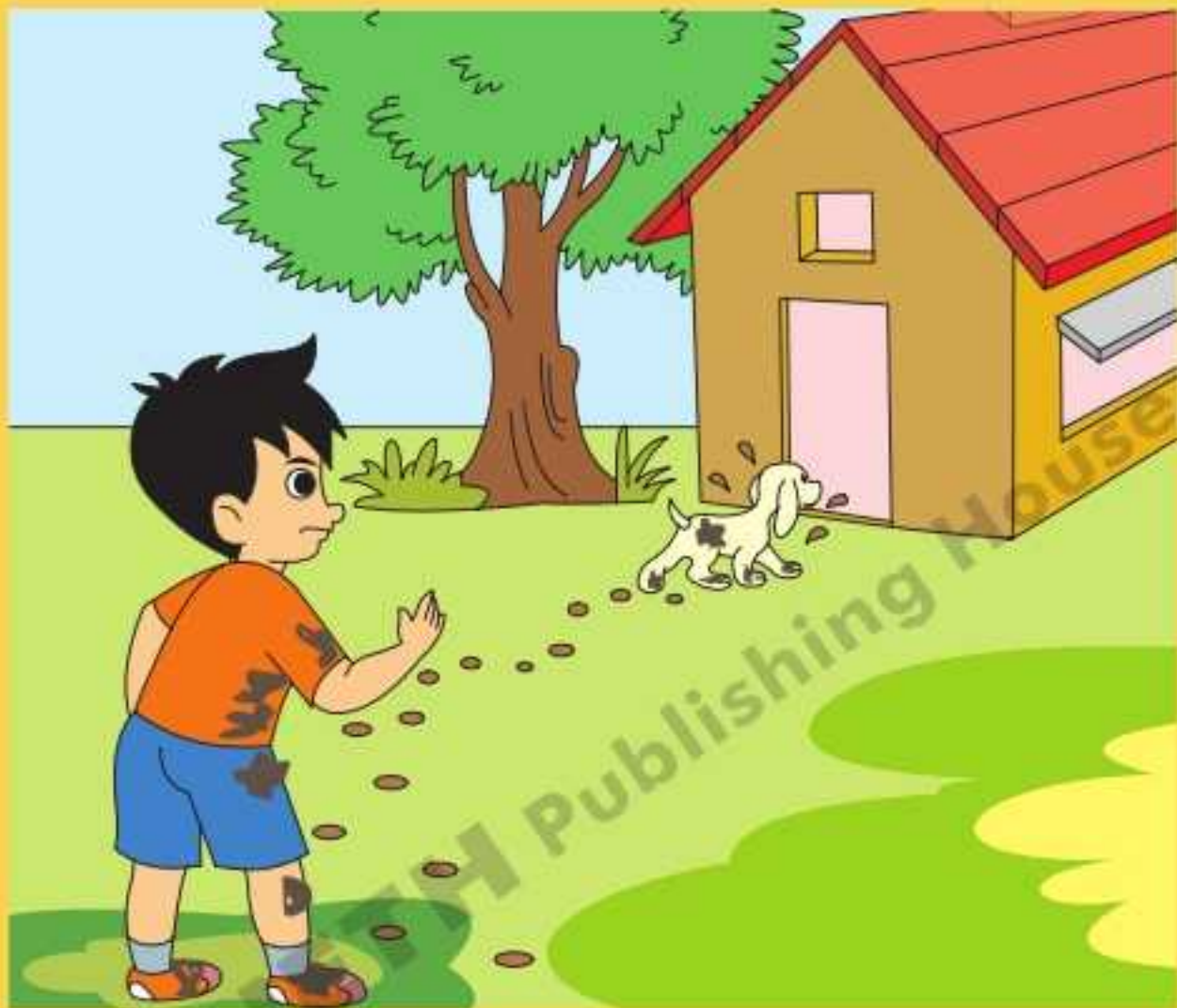


Meg has Dot the pup.

© **Dot the pup likes to run.**

**Dot the pup likes to run in
the mud.**





Meg **hugs** the **pup**.

Meg has **mud** on him from

Dot the **pup**.

The **pup runs** into the house.

Meg **runs** after the **pup**.





The pup tugs and tugs.
The pup tugs and tugs at
Mum's rug.
The Mud is on the rug.





Mum is hot!
Mum is hot at Meg.
Mum is hot at
Meg and the **pup**.





Mum puts Meg into the **tub**.

Mum puts the **pup**
into the **tub**.

Mum puts Meg and the **pup**
into the **tub**.



The **tub** has lots of **suds**.

Rub-a-dub-dub!

The **pup** does not like the
suds in the **tub**.

Meg lets the **pup**
out of the **tub**.





The **pup** runs out
of the house.

The **pup** sees the **mud**.

It **runs** in the **mud**.

“Now this is **FUN!**”

says Dot the **pup**.





How much do I remember



Complete the passage with the words in the box.

run

pup


mud

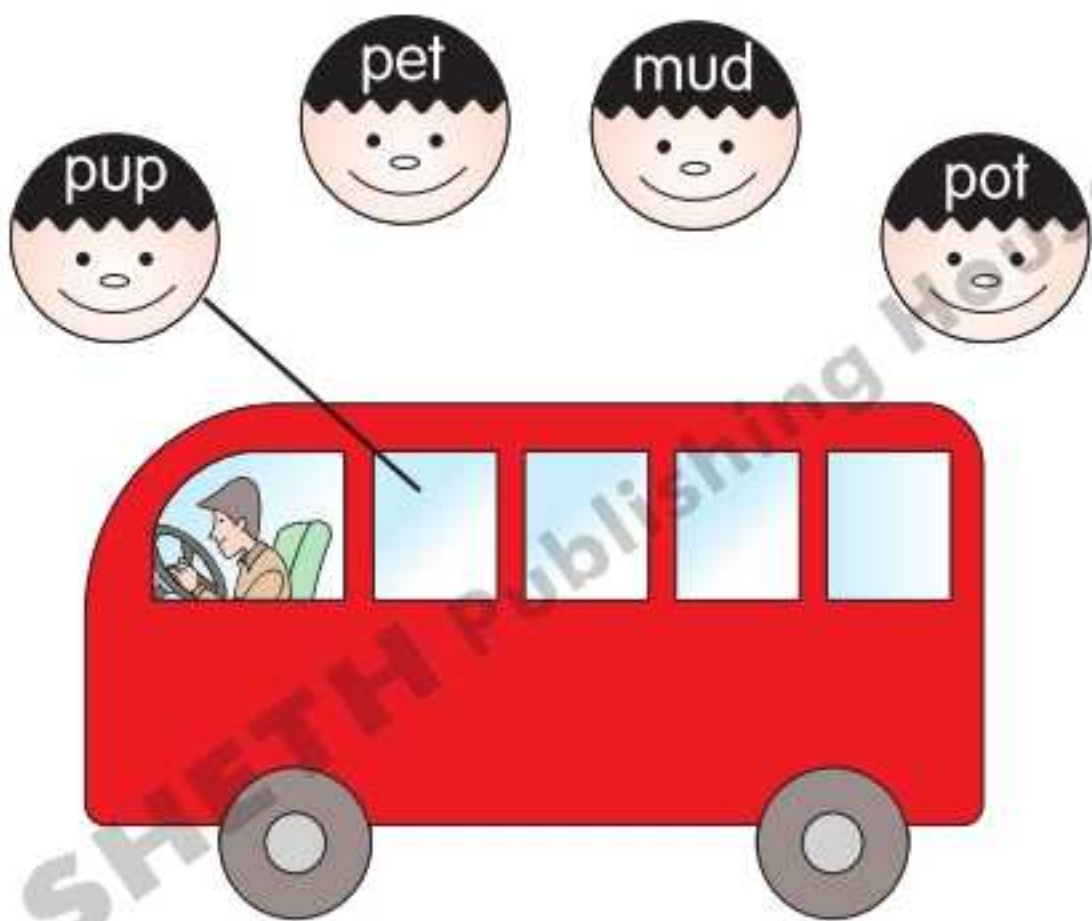
after

hugs

into

Meg has a _____. The pup likes to _____ in the mud. Meg _____ the pup. _____ on Meg from the pup. The pup runs _____ the house. Meg runs _____ the pup.

 The bus is taking only short 'u' sound words. Read each word and take the correct word to the bus.



Book 5 Part II of the Series 1 introduces simple three-letter words with short 'u' sound like **bun**, **bug**, **hut** and **cup**.

New phonic element : Short 'u'

Reviewed phonic element : Short 'a', short 'e' and short 'o'

Short Vowel Rule : When there is one vowel in a word, either at the beginning or between two consonants, it usually has a short vowel sound.

Let's practise pronouncing the short vowel 'u' words from the story using the phonic rule for short vowel 'u' sound.

eg. 1) u = /u/ as in unicorn and p = /p/ as in parrot
'u' and 'p' together say /up/

2) o = /u/ as in unicorn and n = /n/ as in nest
'u' and 'n' together say /un/

Thus pronouncing 'u' in **pup**, **cup**, **bun**, **fun**, etc.

Short u Words			
ug	un	ut	ub
bug	fun	but	grub
mug			
rug			

Reviewed Short Vowel		
a	e	o
bad	get	dog
can		Dot
has		hop
mad		

Sight / Other Words									
the	is	in	on	it	up	and	down	one	two
three	four	five	I	then	out	of	oops		
land	at	off	me	you	say	who			
will	play	with	ask	go	this	have			



The **bug** is in the **mug**.

The **mug** is on the **rug**.

The **bug** is in the **mug**

on the **rug**.





©

The **bug** hops.
It hops in the **mug**.
Up and down,
it hops in the **mug**.



© "One, two, three, four, five!
I can hop, hop, hop, hop, hop!"
The **bug** has **fun**
in the **mug**.



Then it hops out of the **mug**.
Oops, it lands on **Dot the dog**!
The **bug** lands on
Dot the dog on the **rug**.



Dot the dog is mad
at the **bug**.

"Get off, get off!"

"Get off me, you bad **bug**!"
says the **pup**.



“**But** who will play with me?”
© asks the **bug**.

“I will,” says the **grub**.
We will go and play
in the **mug**.”



© "This is **fun**," says the **bug**.
One, two, three, four, five!
The **bug** and the **grub** have
fun in the **mug**!




How much do I remember



Tick ✓ the correct answer and write in the blank.

- 1) The bug is in the _____.
a) mug b) jug
- 2) The mug is on the _____.
a) tug b) rug
- 3) The bug has _____ in the mug.
a) bun b) fun
- 4) The bug and _____ have fun in the mug.
a) grub b) rub

 Look at the picture. Say the word aloud.
Circle the correct word and write.



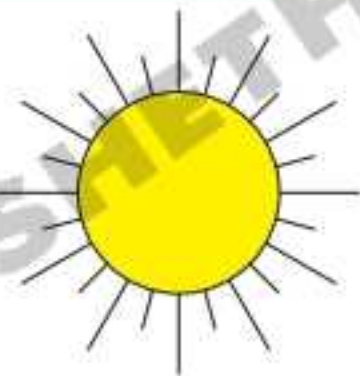
bug

hug



cup

pup



gun

sun



hut

cut

Series 1

Jolly Kids



Jane and Kane Stay Away from the Rain

Long 
Sound

Learning
Sounds

Reading
Words

Enjoying
Stories



Creating a base to become a skilled reader

Jane and Kane Stay Away from the Rain



Jane and Kane Stay Away from the Rain

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Notes to Teachers and Parents

Let the child read the word lists and sight words on page 5 before reading the story.

Once the child has learnt the long vowel rules well, he/she opens an important door into reading acquisition.

Vowels don't always sound what they look like they should sound. Teach students long vowel rules and you go a long way to making sense out of something that may confuse them.

✦ The Double Vowels:

When two vowels go walking, the first one does the talking and it says its long sound.

Demonstration:

Write the following long vowel sound words on the board:

rain feet tie coat cue

Draw horizontal stroke over the first vowel and an oblique stroke through the second as they read them.

rāīn fēēt tīē cōōt cūū

Explain the children with some more words.

✦ Vowel-Consonant Final e:

When 'e' comes around the vowel says its long sound.

Demonstration:

Write these words on the board and ask children to read.

cap Pet rip hop cub

Write the letter 'e' beside the words and ask them to read again.

cape Pete ripe hope cube

Explain the difference between short and long vowels.



Practice and Read

Book 6 of the Series 1 introduces simple three-four letter words with long 'a' sound like *say, pay, cake, rain*, etc.

New phonic element : Long 'a'

Reviewed phonic element : Short 'a', 'e', 'i', 'o' and 'u'

Long Vowel Rules :

- ◆ When a word has two vowels, usually the first vowel says its name and the second vowel is silent.
i.e. When two vowels go walking, the first one does the talking.
rain → /rāin/
- ◆ When two vowels are separated by a consonant we sound the first vowel only, the second vowel is silent. *cake* → /cāke/
- ◆ When the vowel 'a' is followed by the consonant we sound the first vowel 'a' only. *say* → /sāy/

Long a Words			
ay		ai	a_e
day	play	pail	bake
hay	stay	tail	cake
say		gain	make
ray		rain	Kane
way			Jane
			name

Reviewed Short Vowel				
a	e	i	o	u
can	let	big	not	mum
cat		Jill	toy	
has			from	

Sight / Other Words						
a	oh	all	why	want	come	today
in	we	and	for	next	don't	Monday
is	do	eat	too	they	must	hurray
it	to	out	you	when	home	Sunday
of	no	her	both	give	again	another
at	go	the	away	with	going	birthday
on		yes	baby	like		windy





Today is **Sunday**.

"Can we go out and play?

We like to go out and play,"

say Jane and Kane to Mum.





It is a windy day.
Jane and Kane like to play.
They like to play with
a pail of hay.





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**"It is a windy day,
it is going to rain,
you must not play
in the rain,"
says Mum.**





© "Why don't you both
stay at home?"

We can **make** a toy.
Let's **make** a toy cat!"
says Mum.





**Jane says, "Hurray!
Let's stay in and
make a toy cat!
We must stay away
from the rain."**





© **Jane, Kane and Mum**
make a toy cat.

Mum says,

“Let’s give a tail to the cat!”





© **Jane** likes the toy cat.

Kane likes the toy cat.

They **play** with the toy cat.

They do not **play**

in the **rain**.





The next **day** is **Monday**.

“Can we go out and **play**?”

“We like to go out and **play**,”

says Jane and Kane

to Mum.





“Oh no! it rains again!
When it rains, it is a day
to stay in and play!”
says Mum.



“Why don’t we **bake** a **cake**?”
says Mum.

“**Today** is baby Jill’s
birthday.”





“Hurray!

We can bake a cake!

**We can bake a cake for
baby Jill,”**

say Jane and Kane.





© "Yes, we can **bake** a **cake**
for baby Jill.

We can **bake** a **big cake**
with her **name** on it,"
says Mum.





© **Jane, Kane and Mum bake
a cake for baby Jill.**

It is a big cake.

It has her name on it.





© **Baby Jill likes the cake.**
Jane, Kane and Mum like
the cake too.
They all eat the cake!





The next **day** **again** it **rains**.

Jane and **Kane** say,


“**Rain, rain, go away,**
come again another **day**.”

Jane and **Kane** want to
go out and **play!**”





How much do I remember

 Write '1', '2', '3' and '4' beside the sentences in the same order they occurred in the story.


1) We can make a toy.

2) Today is Sunday.
"We like to go out and play,"
say Jane and Kane to Mum.

3) Jane, Kane and Mum bake a cake
for baby Jill.

4) They play with the toy cat.



 Complete the crossword puzzle.

play pail again like bake

g	t	n	m	y	r	i	s
k	y	o	u	o	m	l	u
d	x	a	i	e	e	l	m
n	e	g	v	p	l	i	e
d	k	a	i	a	z	k	p
o	p	i	z	i	t	e	l
i	b	n	a	l	x	f	a
b	a	k	e	c	h	y	y



 Complete these words using the word pattern from the picture.



l _ _ _

s _ _ _ r _ _ _

m _ _ _

r _ _ _

m _ _ _

Ⓜ w _ _ _


p _ _ _

t _ _ _

t _ _ _

w _ _ _

s _ _ _

 When bossy 'e' is around, the vowel says its long sound.



Add 'e' at the end of short vowel 'a' words.
Write and read it aloud.

rat  rate

mat  _____

tap  _____

can  _____

mad  _____

Series 1

Jolly Kids



Lee the Green Frog and the Bee

Long e
Sound

Learning
Sounds

Reading
Words

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Creating a base to become a skilled reader

Lee the Green Frog and the Bee



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Explain the children with some more words.

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Write these words on the board and ask children to read.

cap Pet rip hop cub

Write the letter 'e' beside the words and ask them to read again.

cape Pete ripe hope cube

Explain the difference between short and long vowels.



Practice and Read

Book 7 of the Series 1 introduces simple three-four letter words with long 'e' sound like tree, peep, flea, sea, etc.

New phonic element : Long 'e'

Reviewed phonic element : Short 'a', 'i', 'o', 'u' and long 'a'

Long Vowel Rules :

- ◆ When a word has two vowels, usually the first vowel says its name and the second vowel is silent.

i.e. When two vowels go walking, the first one does the talking.

Bee ➡ /ēe/ sounds 'e' and sea ➡ /ēa/ sounds 'e'

- ◆ When two vowels are separated by a consonant we sound the first vowel only, the second vowel is silent. here ➡ /hēre/

Long e Words			
e		ee	
he	we	green	three
me		sleep	feet
ea		tree	feel
near	flea	peep	sheep
eat	hear	see	bee
leap	scream	Lee	flee
leaf		eel	

Reviewed Vowel				
Short a	Short i	Short o	Short u	Long a
has	him	frog	but	play
sad	big	drop	run	day
		from		say
		not		way
		hop		lake

Sight / Other Words

a	go	all	two	want	live	does	after
l	no	and	you	help	this	goes	there
an	to	are	away	here	will	long	noise
is		one	into	bite	with	buzz	asleep
it		the	onto	like	come		cannot
by		for	wait				





This is **Lee** the **Green** Frog.
Lee the **Green** Frog lives
near the lake.



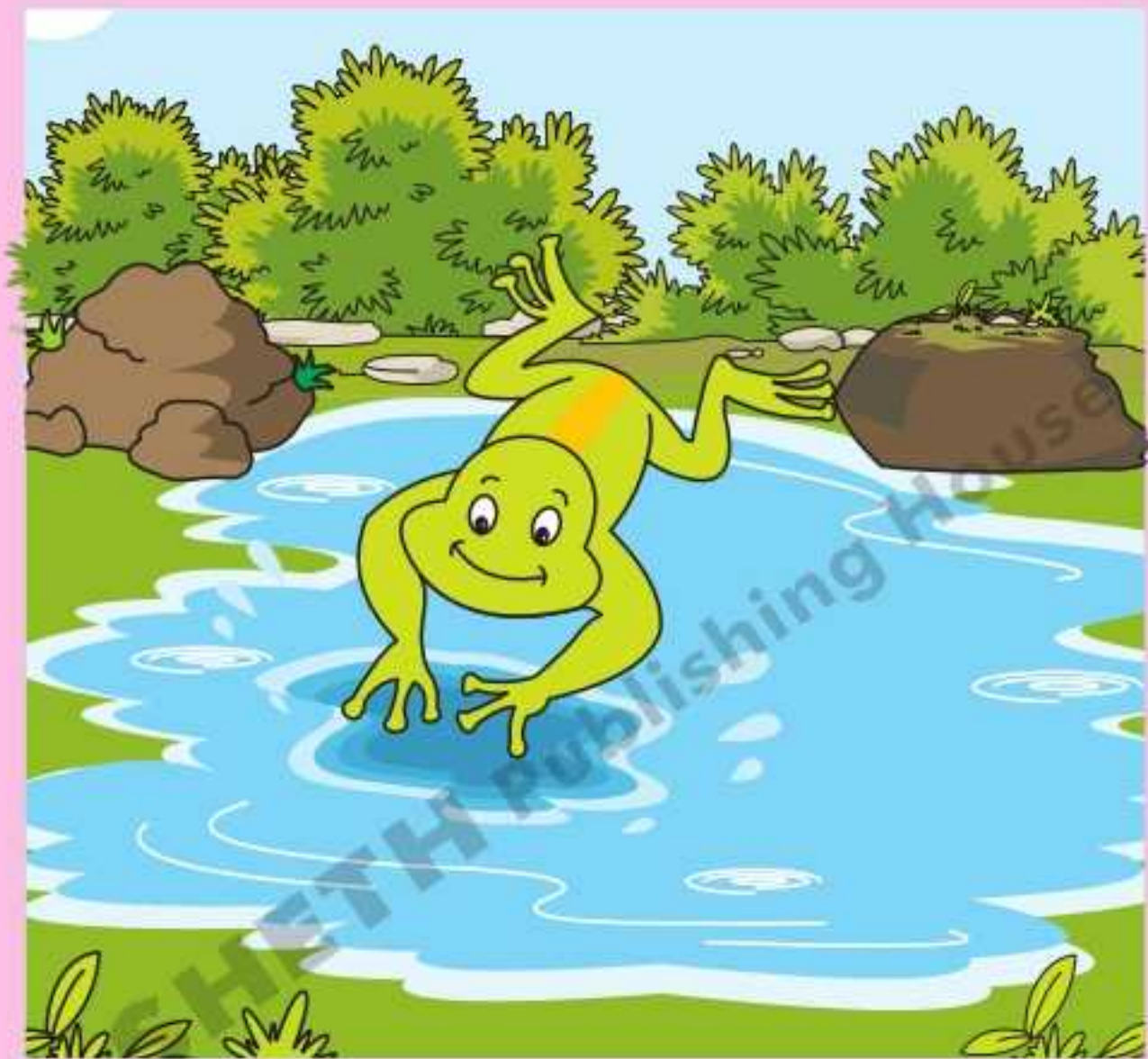


See the Green Frog
likes to play.

He has no one to play with.

All he does is to eat
and sleep all day.





One day, Lee the Green Frog goes to the lake.

Lee the Green Frog leaps into the lake.





©
**A green leaf drops
from a tree into the lake.
Lee the Green Frog leaps
onto the green leaf.**





© **Lee** the **Green** Frog
wants to play.

He peeps into the lake.

He sees an **eel**.

The eel is **three feet** long.





“ Play with me,” says Lee
the Green Frog to the eel.

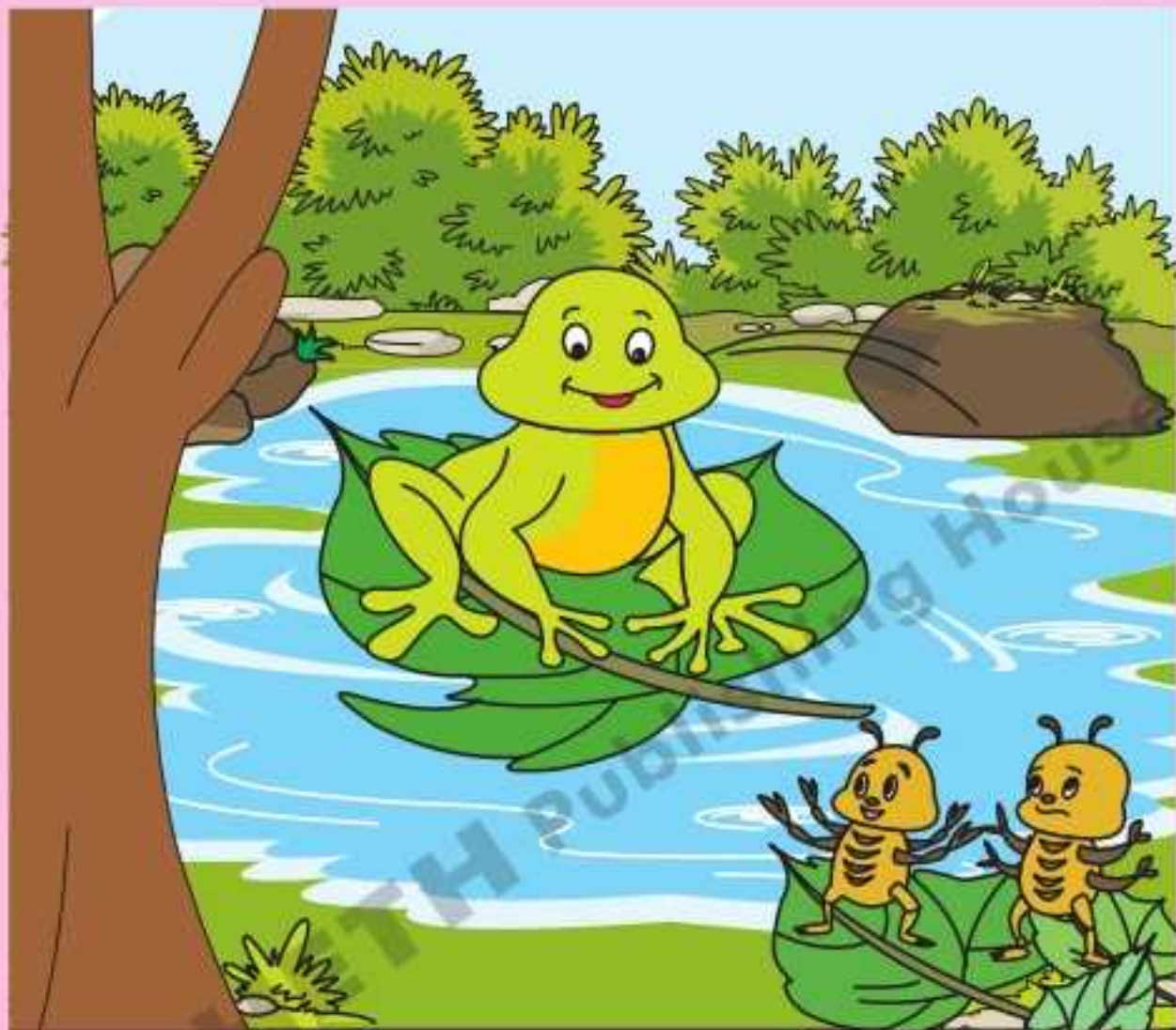
But the eel is asleep.

It cannot play with
Lee the Green Frog.





Lee the **Green Frog** **feels** sad.
There is no one to
play with him.



© **Lee the Green Frog**
sees two fleas.

The fleas are near the tree.
The fleas are near the tree
by the lake.





“Play with me,”

**says Lee the Green Frog to
the two fleas.**

**“We will not play with you,”
the fleas say.**



Lee the **Green** Frog says,
"Wait for **me**,
I want to play with you."



The fleas see the sheep.
The sheep sees the fleas.



**The sheep runs away
from the fleas.**

The fleas go after the sheep.

**Lee the Green Frog hops
after the fleas.**





Here comes a bee.

Here comes a big bee!

**But Lee the Green Frog
does not see the big bee.**



Lee the Green Frog
hears a noise.

Buzz...buzz...buzz...

Lee the Green Frog
sees the bee.



“Play with me,”
says **Lee** the **Green** Frog
to the **bee**.

“I will not play with you,”
says the **bee**.

“But I will bite you!”



“Bee wants to bite me!”
screams Lee the Green Frog.

“Help! Help! Help!”

Lee the Green Frog gleees
from
the big bee!



Fun with Worksheets




How much do I remember

 Fill in the blanks with correct words.

eel near Green feet leaps

- 1) Lee the _____ Frog lives near the lake.
- 2) Lee the Green Frog _____ into the lake.
- 3) The _____ is three _____ long.
- 4) The fleas are _____ the tree.



 Name these pictures by filling in the blanks with the correct letters. Then write another word with the same word pattern and read aloud.



p _ e _ a _ , s _ _ _




b _ _ _ , s _ _ _

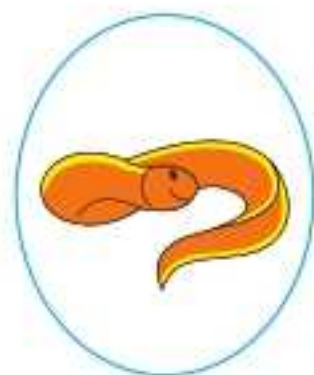


j _ _ _ _ , d _ _ _ _



s _ _ _ _ , r _ _ _ _

 Read the words aloud. Draw a line from the picture to the matching word.



eel
seal
feel




spear
tear
ear



reach
beak
peach



tree
free
tea

 Read the words with long vowel 'e' and short vowel 'i' and see the difference between the sounds.

Long			Short		
need	read	beat	hid	rid	bit
feet	neat	seat	bit	hit	sit
teen	feat	leap	tin	fit	lip

Series 1

Jolly Kids



Mike and His Kite

Long **i**
Sound

Learning
Sounds

Reading
Words

Enjoying
Stories



Creating a base to become a skilled reader

Mike and His Kite



Mike and His Kite

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Educational Publishers

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rāīn fēēt tīē cōōt cūū

Explain the children with some more words.

✧ Vowel-Consonant Final e:

When 'e' comes around the vowel says its long sound.

Demonstration:

Write these words on the board and ask children to read.

cap Pet rip hop cub

Write the letter 'e' beside the words and ask them to read again.

cape Pete ripe hope cube

Explain the difference between short and long vowels.



Practice and Read

Book 8 of the Series 1 introduces simple three-four letter words with long 'i' sound like tie, pie, kite, bite, etc.

New phonic element : Long 'i'

Reviewed phonic element : Short 'a', 'e', 'i', 'o', 'u' and long 'a', 'e'

Long Vowel Rules :

- ◆ When a word has two vowels, usually the first vowel says its name and the second vowel is silent.

Two vowels together (ie)

tie → /tīe/

Two vowels separated by a consonant

file → /fīle/

Long i Words				
i_e				ie
Mike	five	ride	fine	flies
like	hive	wide	nice	
bike	kite	hide	pile	
	white	lime		

Reviewed Vowel

Short a	Short e	Short i	Short o	Short u	Long a	Long e		
can	red	his	Dot	mum	say	bake	be	seek
has	let		spot	fun	day	cake	he	near
	get		from	pup	play	Kane	we	hear
	ten			run	may	lane	tree	
					tail	race	see	
						wave	bee	

Sight / Other Words

a	it	us	and	too	park	this	upto	where	friend
l	in	my	are	you	give	body	high	count	birthday
am	on	go	the	fur	call	come	away	today	
at	of	to	sky	okay	will	look	after	leaves	
is	up	all	for	have	with	buzz	black	behind	





Mike is **five** today.
Mum bakes **Mike** a cake,
Dad gives **Mike** a kite
for his birthday.
Mike likes the cake
and the **kite**.





Mike has a friend
called Kane.

Kane has a red **bike**.

Kane **likes** Mike's **kite**.

Mike **likes** Kane's **bike**.



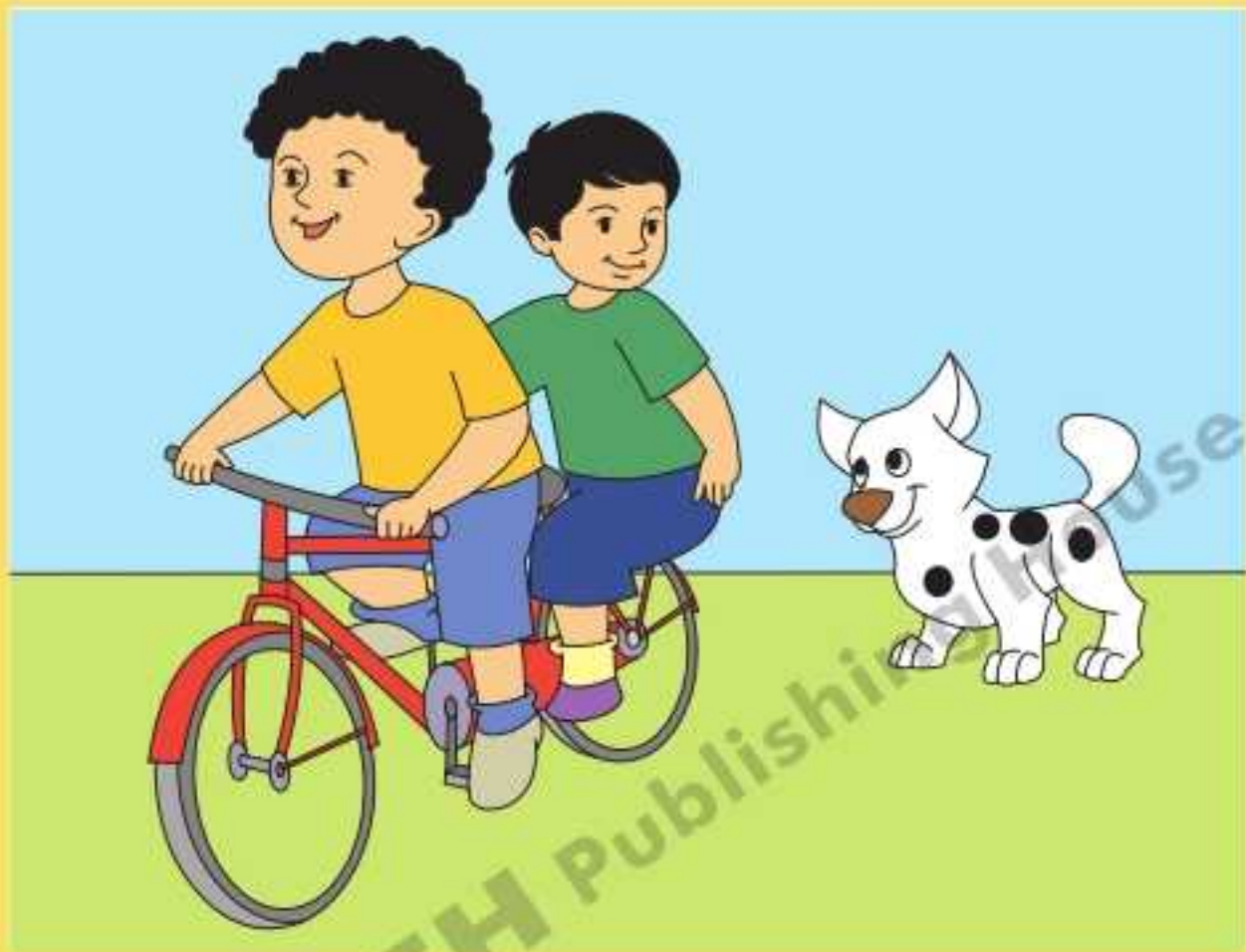


Kane says, "Let's go for a
ride on my **bike**."

© We can **ride** to the park.
The lane to the park is **wide**."

"Okay, let's go!"
says **Mike**."





It is a **fine** day.

© **Mike** and Kane have
a fun **ride** to the park.

Mike's pup Dot, runs after
Mike and Kane.

Dot runs after the **bike**.





**Dot is a nice pup.
He has white fur with black spots on his body.**



Kane parks his red bike near
a lime tree.

"Let's race," says Mike.

Mike runs.

Kane runs.



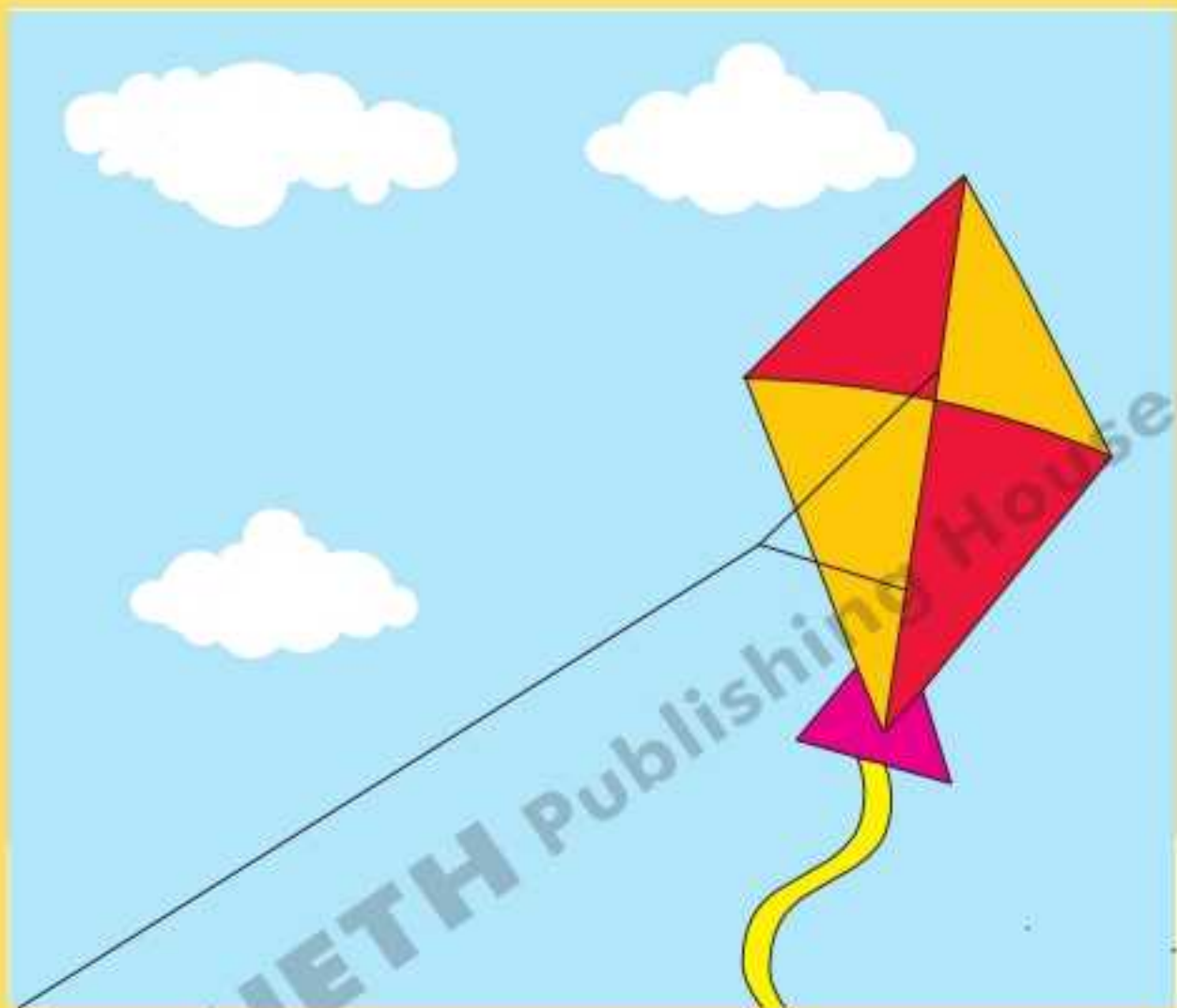


**Mike flies his kite
high in the sky.**

Up, up, up, flies the kite.

**The kite flies high and high
in the sky.**





© **Can you see the kite**
up, up in the sky?

See the kite fly, up in the sky.

The kite waves its tail
for all to see.





Mike says,

“This is fun - I am on the run!

Run after the kite, Kane.

Run after the kite, Dot.

It will be fun for all!”





© **"Let's get Mike!"**

Says Kane to Dot.

**"Let's play hide-and-see
with Mike!"**





“Count upto ten and come after us!” says Kane.

Kane hides behind the lime tree.

Dot hides behind a pile of leaves.





Mike looks for
Kane and Dot.
Where is Kane?
Where is Dot?





Mike looks near the **bike**.

Mike looks up the tree.

Where is Kane?

Where is Dot?





Buzz...buzz...buzz...

Mike hears the bee buzz.

Kane hears the
bee buzz too.

A bee may be near!



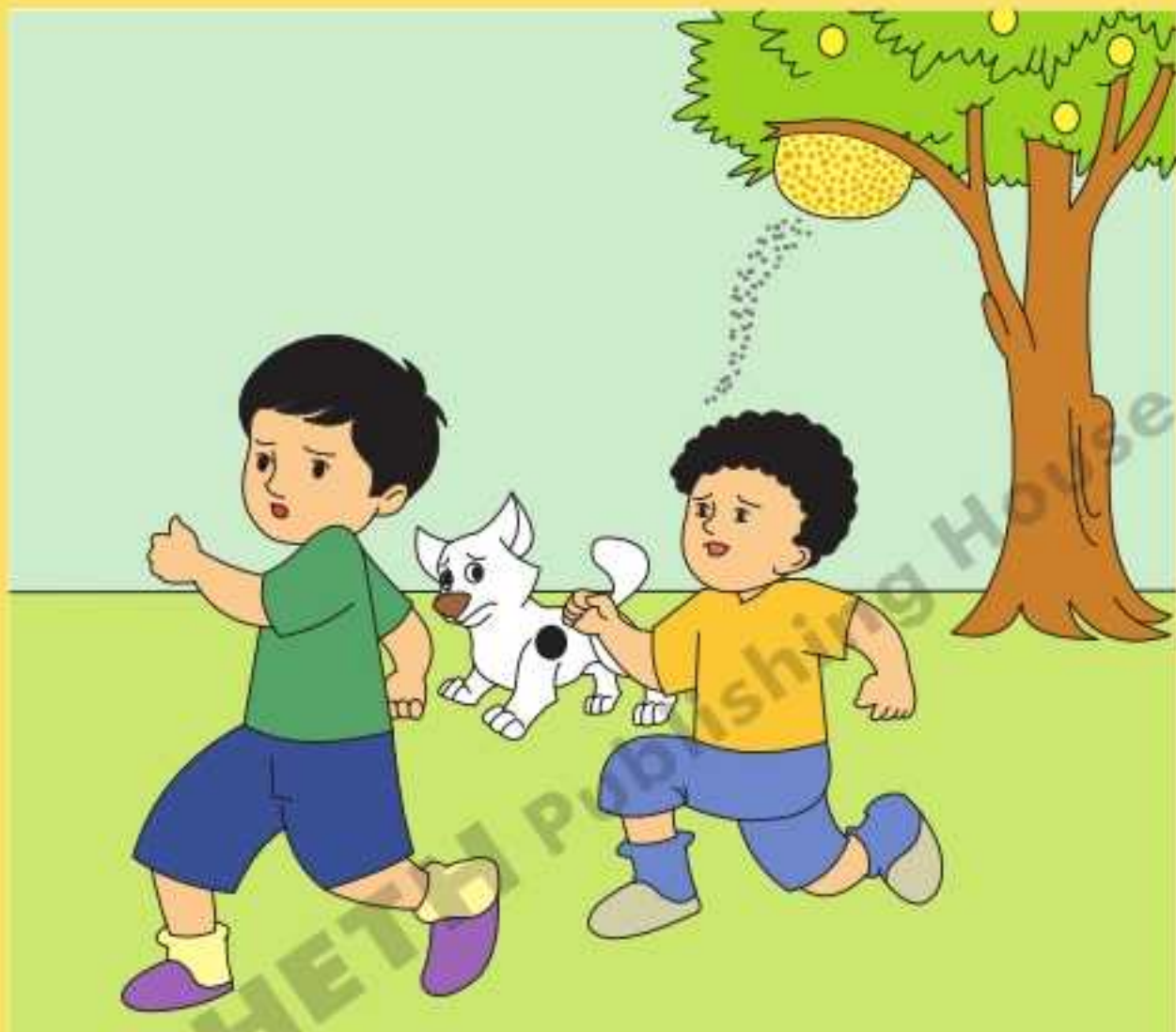


Mike looks up.

Mike sees a beehive
on the tree!

The bees are near
the beehive!





© **Mike** runs. Kane runs.


Dot runs too!

Mike, Kane and **Dot**
run away from
the beehive tree!





How much do I remember

 Complete the passage with the correct words.

five Kane Mike ride bike kite

_____ is _____ today. Dad

gives Mike a _____ for his birthday.

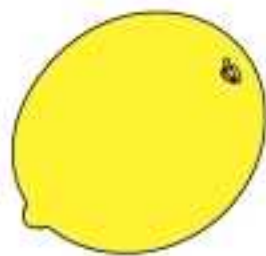
Mike has a friend called _____. He has

a red _____. They go for a

_____ on his bike.




 Write the words for the pictures.



©



 Draw a line to the word with the same word pattern.

lime

ride

kite

spike

side


crime


hike

fine

pine

site

 When the letter 'e' is at the end of a word, it is silent and the first vowel sound is long.

 Fill in the blanks with the letter 'e' and read the words aloud.

lik__

bit__

rid__



Series 1

Jolly Kids



Roe and Joe on a Boat

Long 
Sound

Learning
Sounds

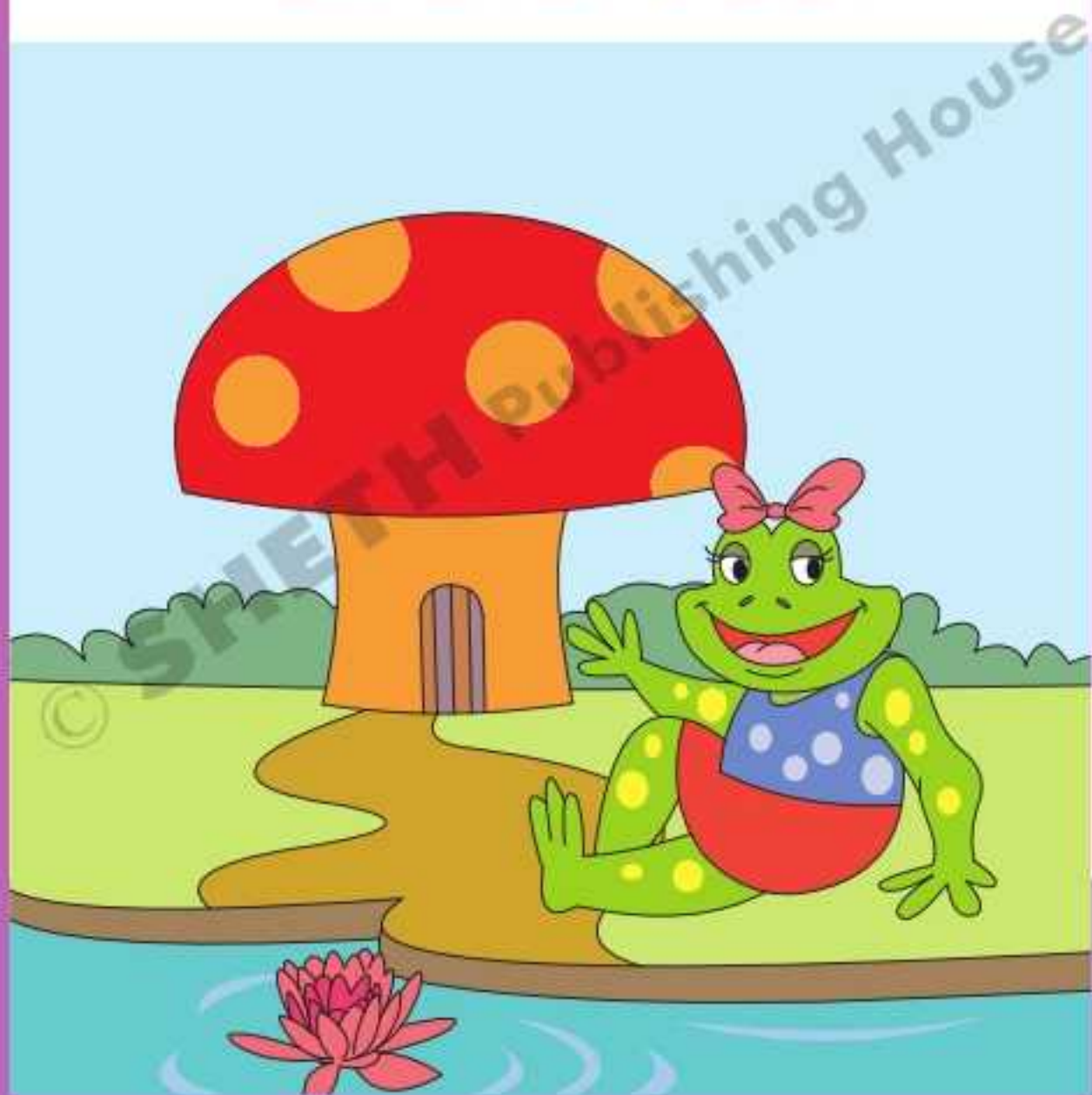
Reading
Words

Enjoying
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Creating a base to become a skilled reader

Roe and Joe on a Boat



Roe and Joe on a Boat

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cape Pete ripe hope cube

Explain the difference between short and long vowels.



Practice and Read

Book 9 of the Series 1 introduces simple three-four letter words with long 'o' sound like mole, toad, pole, road, etc.

New phonic element : Long 'o'

Reviewed phonic element : Short 'a', 'e', 'i', 'o' and long 'a', 'e', 'i'

Long Vowel Rules :

- ◆ When a word has two vowels, usually the first vowel says its name and the second vowel is silent. (ōa, ōe)
i.e. When two vowels go walking, the first one does the talking.
boat → /bōat/

- ◆ When two vowels are separated by a consonant we sound the first vowel only, the second vowel is silent. (ō_e)
home → /hōme/

Long o Words				
o				
go		no		so
oa	oe	o_e		
toad	boat	Joe	home	nose
road	coat	Roe	mole	cone
load	soap		pole	rope
goat	croak		hole	

Reviewed Vowel			
Short a	Short e		Short o
fat	let	wet	his
has	get	wed	not
can			big
Long a	Long e		Long i
day	he	eat	ride
say	we	pea	ice
sail	see	near	nice
lake	feel	cream	like

Sight / Other Words

a	oh	my	out	her	why	want	live	food
at	on	and	new	for	onto	help	will	look
in	us	are	she	too	have	when	with	thank
is	to	its	the	you	fast	then	cold	water
it	by	one	off	put	last	they	goes	there
of								





Roe is a **toad**.

Roe is a fat **toad**.

Roe the **toad** has a **home**
near the lake.





Joe is a **goat**.

Joe has a **mole** on his **nose**.

Joe the **goat** has a **home**
by the **road**.

The **road** is near the **lake**.





One day, **Roe** the **toad** wants
to **go** for a **boat** ride.

Roe wants to **go** for a **boat**
ride with **Joe** the **goat**.



Roe sees **Joe** on the road.
Roe goes croak, croak, croak
when she sees **Joe**.
Joe looks nice in
his new coat.





Roe says,

"Let us go for a boat ride.

Let us make a boat.

We can make a soap boat."





© **Roe** and **Joe** make a **boat**
out of **soap**!

They make a big sail.

They make a **pole** for the sail.





① **Roe** and **Joe** get in the **boat**.

They **load** the food
onto the **boat**.

Then they let **go** off the **rope**.



© The **boat** sails fast.

Roe feels cold.

Joe says, "Put on my **coat**,
then you will not feel cold."





Roe puts on the **coat**.
she says,
"Thank you, **Joe**.
Thank you for the **coat**."



They eat the food on the boat.



The food is nice.

There are cakes,

peas and ice cream cones.

Joe likes the ice cream cones.





© **The boat** sails fast.

Roe feels wet.

Why is it wet in the **boat**?



© **Oh no!** There is a **hole**
in the **boat!**

The water is in the boat.
Roe is wet and **so** is **Joe!**





© They have to go home.
They sail the boat home.
Joe and Roe sail home
in the soap boat.



© **Joe** gets out of the **boat**.
He helps **Roe** out of the **boat**.
They are safe at last.



Roe likes **Joe**.

She likes his **coat** too.

Joe likes **Roe**.

He likes her **croak** too.





©
Roe and Joe wed.
They live in Joe's home.
The home by the road
near the lake.



How much do I remember

 Who said to whom? Circle the correct word.

1) "Let us go for a boatripe."

(Joe / Roe)

2) "You can put on my coat,
then you will not feel cold."

(Joe / Roe)

 Complete these sentences by writing the words for the picture.

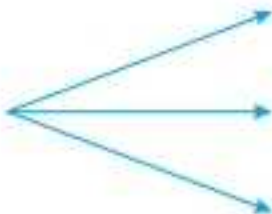


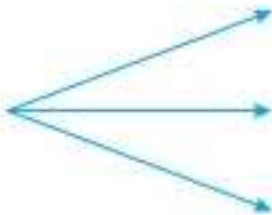
1. Roe is a fat _____.


2. Roe and Joe get in the _____.


3. They like the ice cream _____.

 Make three words for the following word patterns:

o _ e  tone

o a 

o e 

 In place of long 'a' vowel write long 'o' vowel and read aloud:

male mole pale

cane wave



Sight words are commonly used words that young children are encouraged to memorize as a whole by sight, so that they can recognize these words easily.

Read the following sight words aloud and circle the sight words in each row:

at	s	n	d	a	t	h	i	b
in	p	f	o	b	l	i	n	t
is	f	i	s	g	y	i	a	n
and	e	o	b	z	t	a	n	d
are	o	u	b	a	r	e	p	e
its	i	t	s	e	b	c	r	i
you	g	y	o	u	t	h	n	p
this	s	n	t	h	i	s	o	e

Series 1

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Sue's Birthday

Long U
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Write the letter 'e' beside the words and ask them to read again.

cape Pete ripe hope cube

Explain the difference between short and long vowels.



Practice and Read

Book 10 of the Series 1 introduces simple three-four letter words with long 'u' sound like **cube**, **blue**, **tune**, etc.

New phonic element : Long 'u'

Reviewed phonic element : Short 'a', 'e', 'o', 'u'.

Long 'a', 'e', 'i', 'o'.

Long Vowel Rules :

- ◆ When a word has two vowels, usually the first vowel says its name and the second vowel is silent.

i.e. When two vowels go walking, the first one does the talking.

glue → /glūe/

- ◆ When two vowels are separated by a consonant we sound the first vowel only, the second vowel is silent.

tube → /tūbē/

Long u Words	
ue	u_e
Sue	cube
clue	tube
blue	huge
	mule
	cute
	flute
	use

Reviewed Vowel			
Short a	Short e	Short o	Short u
dad	red	box	cut
has	bed	Mom	hug
sad		toy	

Long a		Long e		Long i		Long o
day	cake	he	keep	five	lime	no
say	bake	eat	green	like	nice	so
play		ear	see			

Sight / Other Words

a	oh	and	she	you	what	help	under	birthday
if	on	off	the	into	this	come	thank	
in	to	her	bow	open	will	long	today	
is		new	for	back	give	after	yellow	
it			too	that	with	mango	playing	





It is **Sue**'s birthday
Sue is five today.





Mom bakes a birthday cake
for Sue.

Sue likes to eat Mom's cake.





Sue likes to eat mangoes.
Dad cuts the mangoes
into **cubes** for her.





© **What will Dad give Sue**
on her birthday?

What will Mom give Sue
on her birthday?

Sue has no clue!





Dad hugs Sue.

"See if you like this," he says.

**Dad gives Sue a huge blue box
with a red bow.**





Sue opens the **huge blue** box.

Mom helps her.

What is in
the huge blue box?





It is a toy mule.

The toy mule is so cute!

Sue likes the cute toy mule.





© Mom hugs **Sue**.

"See if you like this," she says.

Mom gives **Sue** a long green
box with a yellow bow.





Sue opens the long green box.
This time, **Dad** helps her.
What is in the long green box?



It is a long tube.
Oh, it is a flute!
Sue likes the flute.



Sue says,
"Thank you, Dad."
"Thank you, Mom."



Sue likes her toy **mule**.
She plays with her toy **mule**.





The toy mule's ear comes off!

Sue is sad.

Mom helps Sue to glue
the ear back to the toy mule.





© **Sue** likes her **flute**.
Sue plays a **tune** with the **flute**.
Sue uses the **flute**
to play **tunes**.



Dad likes the **tunes** that
Sue plays.

Mom likes the **tunes** too.

Sue plays nice **tunes**
on the **flute** for Mom and Dad.




After playing with
her new toys,
Sue keeps the toy mule
and the fl**u**te under
her bed.

Fun with Worksheets




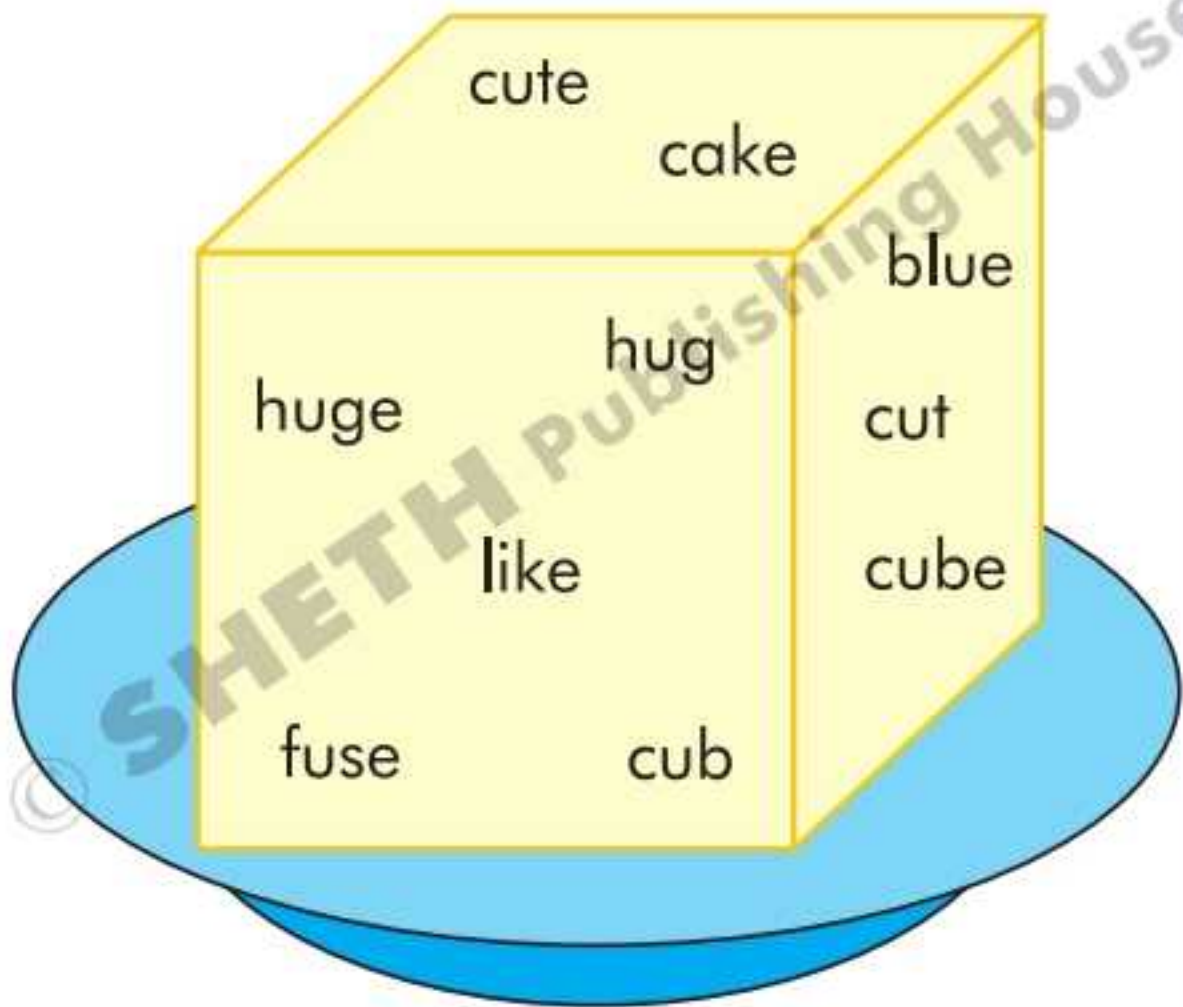
How much do I remember

-  Look at each picture. Read the sentences and match to the correct picture.



- 1) Mom bakes birthday cake for Sue.
- 2) Sue likes to eat mangoes.
- 3) Sue likes the flute.
- 4) Sue plays with her toy mule.

 Circle only the words with long 'u'





Say the word for the picture. Underline the word **long** if you say a long sound or underline the word **short** if you say a short sound.



1)

long / short



2)

long / short



3)

long / short

5

4)

long / short



5)

long / short