

Learn to Read at Any Age
Book One: A Gentle Path for New Readers

By Amy Maryon

A Letter to You

Dear Friend,

Welcome to *Learn to Read at Any Age: A Gentle Path for New Readers*.

Whether you're teaching a child, a teen, or an adult – this book was made for you. It's not flashy, overwhelming, or filled with pressure. It's simple on purpose, because reading doesn't need to be complicated. It just needs to be consistent, gentle, and encouraging.

A Few Things to Help You Along the Way:

You don't need a lot of supplies to use this book, but here are a few optional ideas that can really make it come to life:

- Index Cards – Use them to make flashcards for any words or sounds your learner needs extra practice with. You can even store them on a ring or in a recipe box.
- Notebook or Binder – Some families like to keep a notebook where their learner can write new words, draw pictures, or copy sentences from the book. It becomes a special record of progress!
- Dry Erase Board – If your learner is intimidated by writing, a little whiteboard can make practice feel more playful and low-pressure.

This book is formatted to help you know exactly what to do each day. There's no guesswork. Each lesson includes review, new learning, reading practice, and gentle encouragement. You can go at your own pace – some people do a lesson each day, others spread them out a few days a week. The most important thing is consistency.

If Something Feels Hard...

It's okay.

Reading takes time.

Some days will feel easy, and some won't.

Just come back again tomorrow. Reread yesterday's story. Practice the words again. Over time, you'll be amazed at what sticks. Your learner will get it. Not through pressure or rushing – but through kindness, repetition, and steady progress.

This journey isn't just about learning to read. It's about building confidence, trust, and joy along the way. And you're doing a beautiful job by simply showing up and walking through it with them. You've got this.

I'm cheering you on.

Amy

What You'll Learn in This Book

Learn to Read at Any Age: A Gentle Path for New Reader

This book includes 60 gentle lessons that build reading skills step by step. Here's what your learner will explore and practice as they move through the book:

Part 1: Foundational Sounds and Blending

- ***Lessons 1–2:*** Learn letter sounds M, A, T, and blend your first words (*ma, am, mat*)
- ***Lessons 3–5:*** Add more letters (S, N, I) and begin reading short vowel words (*sit, man, in*)
- ***Lessons 6–10:*** Introduce P, C, R, D, G and blend with familiar vowels

Part 2: Short Vowel Families

- ***Lessons 11–15:*** Build fluency with *-at, -an, -ap, -ag, -am* word families
- ***Lessons 16–20:*** Add *-et, -ed, -en, -eg, -em* word families
- ***Lessons 21–25:*** Practice *-it, -id, -in, -ig, -im* word families
- ***Lessons 26–30:*** Blend and read *-ot, -op, -og, -ob, -om* short o words
- ***Lessons 31–35:*** Work through *-ut, -un, -ug, -ub, -um* short u families

Part 3: Practice and Reading Fluency

- ***Lessons 36–40:*** Review all short vowels and practice reading simple 3–4 word sentences
- ***Lessons 41–45:*** Add beginning and ending blends (*bl, st, mp, nd*) for smoother reading
- ***Lessons 46–50:*** Read simple stories with short vowel words and blends (*The Dog Nap, The Big Sit, etc.*)

Part 4: Long Vowel Silent E Words

- ***Lessons 51–55:*** Introduce Silent E for long A, I, O, and U (*name, ride, hope, tube*)
- ***Lessons 56–57:*** Practice mixed fluency with short vowels, blends, and Silent E
- ***Lessons 58–59:*** Read full short stories with sentences and sight words
- ***Lesson 60:*** Celebrate your success and re-read with confidence – *You are a reader!*

This path is gentle by design. It reviews often, builds slowly, and helps learners grow strong and confident step by step. Every lesson is another brick in the foundation.

LESSON 1: M and A

Parent Instructions:

Today we'll start with two sounds: M and A. We'll practice their sounds, blend them together, and build our first words. You can use paper or a whiteboard if your learner wants to write. Keep the tone light and encouraging.

1. Review

None today – this is the first lesson.

2. New Sounds

M – Say: This is the letter M. It says “mmm,” like when something smells good.

A – Say: This is the letter A. It says “ă,” like in apple or alligator. Repeat each sound several times with your learner.

3. Blending Practice

Show and say: **m - a** → **ma**

Say slowly, then faster: **mmm... ă... → ma**

Then try: **a - m** → **am**

4. Reading Practice

Practice reading these combinations aloud:

ma

am

mama

mam

ama

It's okay if the words don't make sense. This builds blending confidence.

5. Optional Writing

Have your learner write:

- The letter m (five times)
- The letter a (five times)

- The word ma (once or twice)

6. **Encouragement for You**

Your learner just read their first words. That's a big step. If they struggle, repeat tomorrow. Slow and steady is the goal.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 2: T and A

Parent Instructions:

Today we'll learn the letter T and review the short A sound from yesterday. Your learner will blend new sounds and continue building confidence.

1. Review

Review the sound for **A**: ă (as in apple)

Ask your learner to say it a few times.

2. New Sound

T – Say: This is the letter T. It says “t,” like in top or tiger.

Have your learner say “t” clearly and softly.

3. Blending Practice

t - a → ta

a - t → at

t - a - m → tam

m - a - t → mat

Practice blending slowly, then faster.

4. Reading Practice

Practice these words aloud:

ta

at

tam

mat

am

ma

5. Optional Writing

Have your learner write:

- The letter t (five times)
- The word mat (once or twice)

LESSON 3: S and A

Parent Instructions:

Today's focus is the letter S, along with continued blending practice using A.

1. Review

Review M, T, and A sounds:

m = mmm

t = t

a = ă

2. New Sound

S – Say: This is the letter S. It says “sss,” like in snake or sun.

Let your learner repeat “sss” several times.

3. Blending Practice

s - a → sa

s - a - m → sam

s - a - t → sat

m - a - s → mas

4. Reading Practice

Read aloud:

sa

sam

sat

mas

tam

mat

5. Optional Writing

Have your learner write:

- The letter s (five times)

- The word sat

6. **Encouragement for You**

If reading feels slow, that's okay. Let them sound out one word at a time.

Repeating a lesson is completely normal.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

LESSON 4: F and A

Parent Instructions:

Add a new letter today: F. Continue blending and reviewing familiar words.

1. Review

Review these sounds together:

m = mmm

t = t

s = sss

a = ă

2. New Sound

F – Say: This is the letter F. It says “fff,” like in fan or fish.

Let your learner repeat the sound clearly.

3. Blending Practice

f - a → fa

f - a - t → fat

f - a - m → fam

s - a - f → saf

4. Reading Practice

Read aloud:

fa

fat

fam

saf

sat

sam

5. **Optional Writing**

Write:

- The letter f (five times)
- The word fat

6. **Encouragement for You**

Your learner now knows five letters. That's enough to start reading many short words. Celebrate the progress quietly and confidently.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

LESSON 5: N and A

Parent Instructions:

Introduce the letter N today and begin combining words from past lessons.

1. Review

Review sounds:

a = ă

m = mmm

t = t

s = sss

f = fff

2. New Sound

N – Say: This is the letter N. It says “nnn,” like in net or nose.
Have your learner practice it a few times.

3. Blending Practice

n - a → na

n - a - t → nat

s - a - n → san

f - a - n → fan

4. Reading Practice

Practice reading:

na

nat

san

fan

sat

mat

mam

LESSON 6: P and A

Parent Instructions:

Today we'll learn the letter P. This lesson adds another consonant to help your learner read even more real words. Review past letters and sounds first.

1. Review

Say these sounds aloud with your learner:

a m t s f n

2. New Sound for Today

Today's sound is **p**.

Say: "This is the letter p. It says /p/ like in pig or pan."

Let your learner say the sound a few times.

3. Blending Practice

Blend slowly, then read smoothly together:

p - a → pa

p - a - n → pan

m - a - p → map

t - a - p → tap

s - a - p → sap

4. Words to Read

Let your learner sound out and read:

pa pan tap sap map

5. Short Sentences

Try reading these together:

It is a pan.

Tap the mat.

I see a map.

6. Encouragement for You

Your learner is building a strong foundation. If they're mixing up sounds, just pause, smile, and try again. Gentle repetition is powerful.

7. Practice Writing

Write the letter **p** five times.

Then write: pan, tap, map.

Use dashed lines if needed for extra guidance.

The page contains ten sets of handwriting practice lines. Each set is composed of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

LESSON 7: C and A

Parent Instructions:

Today's new sound is C. This version of C will make the /k/ sound, as in "cat."
(We'll teach the /s/ sound later.) Keep building confidence by blending new and old sounds.

1. Review

Review the sounds: **a, m, t, s, f, n**

Have your learner say them aloud with you.

2. New Sound

C – Say: "This is the letter C. It says /k/ like in cat or cup."

Let your learner repeat the sound several times.

3. Blending Practice

c - a → ca

c - a - t → cat

f - a - c → fac

n - a - c → nac

4. Reading Practice

cat mat can cam fan fac

5. Optional Writing

Practice writing the letter c five times.

Then write the word: cat

6. Encouragement for You

You just introduced your learner to their first common animal word – cat!

These recognizable words bring excitement. Keep it fun and light.

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 8: H and A

Parent Instructions:

Today's letter is H. Your learner now has a growing set of beginning sounds. Feel free to re-use older words in today's blending.

1. Review

Go over: **a, m, t, s, f, n, c**

Use flashcards or a quick oral quiz.

2. New Sound

H – Say: "This is the letter H. It says /h/ like in hat or hot."

Let your learner breathe the sound softly: hhh...

3. Blending Practice

h - a → ha

h - a - t → hat

m - a - h → mah

s - a - h → sah

4. Reading Practice

hat ham has ha mat cat

5. Optional Writing

Write the letter h five times.

Then write: hat and ham

6. Encouragement for You

The reading may still be choppy. That's okay! Sounding out is the key. Over time, fluency will follow.



LESSON 9: D and A

Parent Instructions:

You're introducing the letter D today. As always, stay gentle and encouraging. These lessons build on one another.

1. Review

Review these letters and their sounds: **a, m, t, s, f, n, c,**

2. New Sound

D – Say: “This is the letter D. It says /d/ like in dog or dad.”
Repeat a few times and let your learner mimic.

3. Blending Practice

d - a → da

d - a - d → dad

m - a - d → mad

s - a - d → sad

4. Reading Practice

dad mad sad had ham mat

5. Optional Writing

Write the letter d five times.

Then write the word: dad

6. Encouragement for You

The words may feel emotional – mad, sad, dad – and that's okay. Let your learner connect with the words, and talk through anything that comes up.



LESSON 10: B and A

Parent Instructions:

Add the letter B today. Some children mix up b and d, so model it clearly. No pressure to be perfect—just keep showing the differences.

1. Review

Review: **a, m, t, s, f, n, c, h, d**

2. New Sound

B – Say: “This is the letter B. It says /b/ like in bat or ball.”
Repeat and make the soft /b/ sound together.

3. Blending Practice

b - a → ba

b - a - t → bat

b - a - d → bad

b - a - m → bam

4. Reading Practice

bat bad bam bag mad sad

5. Optional Writing

Write the letter b five times.

Then write the word: bat

6. Encouragement for You

If your learner mixes b and d, gently correct it—but don't make it stressful. This is a very normal learning curve.



LESSON 11: R and A

Parent Instructions:

Introduce the letter R today. It can be a tricky one to pronounce, so model it slowly and clearly. Keep blending simple.

1. Review

Review: **a, m, t, s, f, n, c, h, d, b**

2. New Sound

R – Say: “This is the letter R. It says /r/ like in run or rug.”

Encourage your learner to growl it gently – rrrr.

3. Blending Practice

r - a → **ra**

r - a - t → **rat**

m - a - r → **mar**

s - a - r → **sar**

4. Reading Practice

ra rat ram ran rap rag

5. Optional Writing

Write the letter r five times.

Then write: **rat, ram**

6. Encouragement for You

Your learner just tackled a tougher sound – R can be hard! Keep the tone light, and be generous with praise.



LESSON 12: G and A

Parent Instructions:

Today we'll add the letter G. For now, we're teaching the hard G sound (as in "go"). We'll teach soft G later.

1. Review

Go over all previously learned letters and sounds. Use flashcards or oral review.

2. New Sound

G – Say: "This is the letter G. It says /g/ like in go or gum."

Let your learner echo the sound a few times.

3. Blending Practice

g - a → ga

g - a - m → gam

g - a - t → gat

g - a - b → gab

4. Reading Practice

ga gam gab tag bag rag

5. Optional Writing

Write the letter g five times.

Then write: **gab, tag**

6. Encouragement for You

Each new sound brings more reading possibilities. Keep lessons brief and celebratory.



LESSON 13: L and A

Parent Instructions:

The letter L is fun to say and often easier for learners to remember. Focus on blending with familiar sounds.

1. Review

a m t s f n c h d b r g

2. New Sound

L – Say: “This is the letter L. It says /l/ like in lamp or log.”

Let your learner practice the /l/ sound slowly.

3. Blending Practice

l - a → **la**

l - a - p → **lap**

l - a - d → **lad**

m - a - l → **mal**

4. Reading Practice

la lap lad lam pal gal

5. Optional Writing

Write the letter l five times.

Then write: **lap, lad**

6. Encouragement for You

You're halfway to the full alphabet. That's huge! Keep going step by step.



LESSON 14: J and A

Parent Instructions:

Introduce the letter J. This sound is unique and opens the door to more fun words.

1. Review

Go through all sounds up to this point.

2. New Sound

J – Say: “This is the letter J. It says /j/ like in jump or jam.”

Let your learner say /j/ several times.

3. Blending Practice

j - a → **ja**

j - a - m → **jam**

j - a - b → **jab**

j - a - t → **jat**

It’s okay if a word doesn’t make sense – this is just blending practice.”

4. Reading Practice

ja jam jab ram lam

5. Optional Writing

Write the letter j five times.

Then write: **jam, jab**

6. Encouragement for You

J is often a favorite sound. Let your learner be proud – they’re doing real reading!



LESSON 15: Review A Words

Parent Instructions:

Today is a full review of all A-based words and sounds introduced so far. This solidifies learning and boosts confidence.

1. Review

Go through each letter and sound learned so far:

a, m, t, s, f, n, p, c, h, d, b, r, g, l, j

2. Blending Practice

Revisit and blend:

ma, ta, sa, fa, na, pa, ca, ha, da, ba, ra, ga, la, ja

mat, sat, fat, rat, jam, lap, gab, ham, map, cap, sap

3. Reading Practice

Read these real words:

**mat, map, rat, ran, ram, jam, cap, gap, nap, dad, lad, bad, gab,
bag, sap, tap**

4. Short Sentences to Read

Try these together:

I am mad.

Dad had a map.

Tap the cap.

The bag is on the mat.

5. Optional Writing

Choose three favorite words to write today.

6. Encouragement for You

This review day shows just how far your learner has come. Celebrate it!

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 16: E – Short E Sound

Parent Instructions:

Today you'll introduce the short E sound. This is the second vowel your learner will know. Keep it simple and repetitive.

1. Review

Review previously learned sounds. Focus on a few consonants and the short A sound.

a = ă m = mmm t = t s = sss

2. New Sound

E – Say: “This is the letter E. It says /ě/ like in egg or elephant.”

Let your learner practice the /ě/ sound a few times.

3. Blending Practice

m - e → **me**

t - e → **te**

s - e → **se**

f - e → **fe**

4. Reading Practice

me se te fe

(Remind your learner these may be nonsense words – they're just practicing sound blending.)

5. Optional Writing

Write the letter e five times.

Then write: **me, se**

6. Encouragement for You

Learning vowels is a big deal! E can be tricky to pronounce – repetition helps.



LESSON 17: Adding D with Short E

Parent Instructions:

Today's blends include the short E vowel and the letter D. This creates real words and some that are just for practice.

1. Review

a = ä e = ě d = d

2. Blending Practice

d - e → **de**

d - e - d → **ded**

f - e - d → **fed**

r - e - d → **red**

3. Reading Practice

fed red deed ded ed

4. Short Sentences

Red is fun.

Dad fed me.

I see Ed.

5. Optional Writing

Write the word **fed** and **red**.

6. Encouragement for You

If your learner is starting to read simple sentences – amazing! If not, don't worry. Stick with it.



LESSON 18: Adding B with Short E

Parent Instructions:

More practice with short E and consonants. Words like “bed” help reinforce blending confidence.

1. Review

e = ě b = b d = d

2. Blending Practice

b - e → **be**

b - e - d → **bed**

b - e - n → **ben**

d - e - b → **deb**

3. Reading Practice

bed ben deb ed ebb

4. Short Sentences

Ben is in bed.

I fed Deb.

5. Optional Writing

Write: **bed, ben**

6. Encouragement for You

The more your learner reads real names or words, the more confident they'll feel.

Keep going!



LESSON 19: Adding N with Short E

Parent Instructions:

Today's focus is on short E words using the letter N.

1. Review

e = ě n = n

2. Blending Practice

n - e → **ne**

n - e - t → **net**

p - e - n → **pen**

h - e - n → **hen**

3. Reading Practice

net pen hen ten den

4. Short Sentences

The pen is red.

A hen is in the den.

Get the net.

5. Optional Writing

Write: **pen, hen**

6. Encouragement for You

Reading small words like "pen" and "net" means your learner is gaining real fluency. Celebrate small wins.



LESSON 20: Short E Review

Parent Instructions:

Today's lesson reviews all short E sounds and blends introduced so far.

1. Review

Review the short E sound: /ĕ/

Ask your learner to say it and identify it in a few words.

2. Blending Practice

m-e-n → **men**

r-e-d → **red**

b-e-d → **bed**

h-e-n → **hen**

t-e-n → **ten**

3. Reading Practice

men fed red bed net pen hen den

4. Short Sentences

Ben fed the hen.

I see a red pen.

Deb is in bed.

5. Optional Writing

Let your learner choose two favorite words to write.

6. Encouragement for You

Short vowel practice lays the foundation for confident reading. Even if your learner still needs help – this is progress!



LESSON 21: Short I Sound

Parent Instructions:

Today begins the introduction of the short I sound. This is our third vowel. Keep things simple, and let your learner take their time getting used to this new sound.

1. Review

Review these vowel sounds:

- A = ă
- E = ě

2. New Sound

I – Say: “This is the letter I. It says /ĭ/ like in ‘igloo’ or ‘insect.’”

Have your learner repeat the sound a few times: ĭ... ĭ... ĭ...

3. Blending Practice

- m - i → mi
- s - i → si
- f - i → fi
- t - i → ti

(These may be nonsense words—just practice blending.)

4. Reading Practice

mi si fi ti

5. Optional Writing

Write the letter i five times.

Then write: mi, fi

6. Encouragement for You

Short I is a trickier sound for many learners. Practice slowly, and don't rush it. Repetition builds confidence.

A series of 10 sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

LESSON 22: N with Short I

Parent Instructions:

Today we'll blend Short I with the letter N and build real words. You're growing your learner's decoding ability – keep it light and supportive.

1. Review

i = ĭ n = n

2. Blending Practice

- **n - i → ni**
- **p - i - n → pin**
- **f - i - n → fin**
- **w - i - n → win**

3. Reading Practice

pin fin win in

4. Short Sentences

I am in.

Ben can win.

The pin is red.

5. Optional Writing

Write: pin, win

6. Encouragement for You

These are real, useful words – great progress! Let your learner reread them tomorrow to build fluency.



LESSON 23: D with Short I

Parent Instructions:

Today's focus is combining Short I with the letter D. Review gently, and help your learner blend slowly.

1. Review

i = ĭ d = d

2. Blending Practice

- **d - i → di**
- **d - i - d → did**
- **l - i - d → lid**
- **k - i - d → kid**

3. Reading Practice

did lid kid id

4. Short Sentences

I did it.

The lid is on.

The kid is big.

5. Optional Writing

Write: did, lid

6. Encouragement for You

Seeing words like “did” come together is a big confidence booster. You're building lifelong skills—one sound at a time.



LESSON 24: B with Short I

Parent Instructions:

Today your learner will practice Short I with the letter B. It's okay to slow down and go back if needed.

1. Review

i = ĭ b = b

2. Blending Practice

- **b - i → bi**
- **b - i - b → bib**
- **b - i - g → big**
- **r - i - b → rib**

3. Reading Practice

bib big rib bin

4. Short Sentences

The bib is red.

It is a big lid.

Put it in the bin.

5. Optional Writing

Write: bib, big

6. Encouragement for You

Words like “big” and “bin” are fun and practical. If your learner is smiling – they’re gaining confidence!



LESSON 25: Short I Review

Parent Instructions:

Time for a full review of all Short I words. Repetition is key to fluency. You're helping your learner become a real reader.

1. Review

Say the Short I sound together: **ĭ**

Ask your learner to identify it in a few words.

2. Blending Practice

mi ti fi ni di bi

pin fin win lid kid bib big bin

3. Reading Practice

Read aloud:

pin bib big fin did win kid bin lid rib

4. Short Sentences

I did win.

The bib is big.

Put the lid on.

The kid is in the bin.

5. Optional Writing

Choose any three Short I words to write.

6. Encouragement for You

You just completed a full set of lessons with the Short I sound – amazing! These skills will be the foundation for reading anything.



LESSON 26: Short O Sound

Parent Instructions:

Today you'll introduce the short O vowel sound. This is the fourth vowel. Let your learner hear and say the sound a few times before blending.

1. Review

Go over these vowel sounds:

A = ă E = ě I = ĭ

2. New Sound

O – Say: "This is the letter O. It says /ɔ/ like in 'octopus' or 'ox.'"

Let your learner repeat the /ɔ/ sound several times.

3. Blending Practice

m - o → mo

t - o → to

s - o → so

f - o → fo

(These may be nonsense words—just blending practice.)

4. Reading Practice

mo to so fo

5. Optional Writing

Write the letter o five times.

Then write: mo, so

6. Encouragement for You

Short O is often easier to pronounce. If your learner enjoys these new sounds, let them say silly blends out loud just for fun.



LESSON 27: N with Short O

Parent Instructions:

Today's blends include the short O sound with the letter N. These are useful and simple words to decode.

1. Review

o = ǒ n = n

2. Blending Practice

n - o → no

n - o - d → nod

t - o - n → ton

s - o - n → son

3. Reading Practice

nod ton son on

4. Short Sentences

Nod to Dad.

The ton is big.

The son is on the mat.

5. Optional Writing

Write: nod, ton

6. Encouragement for You

"Son" and "nod" may bring up real-life conversations. Let your learner relate reading to things they know – it makes it meaningful.



LESSON 28: D with Short O

Parent Instructions:

Let's use D and O together today. These words are simple and powerful. You're building reading fluency, one sound at a time.

1. Review

o = ă d = d

2. Blending Practice

d - o → do

d - o - t → dot

r - o - d → rod

n - o - d → nod

3. Reading Practice

dot rod nod dog

4. Short Sentences

Dot the "i."

The rod is long.

A dog is on the mat.

5. Optional Writing

Write: dot, dog

6. Encouragement for You

Short O words are fun to say and easy to build on. You're helping your learner become more confident every day.



LESSON 29: G with Short O

Parent Instructions:

Today we'll blend G with Short O. These will create some familiar and fun words.

1. Review

o = օ g = ƚ

2. Blending Practice

g - o → go

g - o - d → god

l - o - g → log

d - o - g → dog

3. Reading Practice

go god log dog got

4. Short Sentences

Go to Dad.

The dog got the log.

God is good.

5. Optional Writing

Write: log, dog

6. Encouragement for You

These are great words with meaning and depth. Let your learner know they are doing real reading now.

Blank handwriting practice lines consisting of solid top and bottom lines and a dotted midline.

LESSON 30: Short O Review

Parent Instructions:

Today is a full review of the Short O words and blends. Rereading helps build fluency and confidence.

1. Review

Say the Short O sound together: ð

Go over: **o, d, g, n, t, m, s**

2. Blending Practice

mo no go do so

nod dot got log dog rod son

3. Reading Practice

dot nod god dog rod got son log ton

4. Short Sentences

The dog ran to Dad.

Dot the letter.

The son got the rod.

God is good.

5. Optional Writing

Pick three Short O words and write them.

6. Encouragement for You

You've now covered four vowels – what a milestone! Keep practicing and celebrate progress as often as possible.

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 31: Short U Sound

Parent Instructions:

Today we begin working with the Short U vowel. It can be a funny sound to say, so model it clearly. Keep things light, and enjoy this new step.

1. Review

Go over vowel sounds:

A = ă E = ě I = ĭ O = ۆ

2. New Sound

U – Say: “This is the letter U. It says /ű/ like in ‘umbrella’ or ‘up.’”

Have your learner repeat it slowly: ű... ű... ű...

3. Blending Practice

m - u → mu

s - u → su

f - u → fu

n - u → nu

(These may be nonsense syllables. It’s good practice.)

4. Reading Practice

mu su fu nu

5. Optional Writing

Write the letter **u** five times.

Then write: mu, fu

6. Encouragement for You

Short U can sound unusual at first. That’s okay! Let your learner play with the sound – it helps it stick.

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 32: N with Short U

Parent Instructions:

Today we'll blend Short U with N and other letters to create simple, meaningful words. These words are fun and easy to act out if your learner enjoys that!

1. Review

u = ŭ n = n

2. Blending Practice

n - u → nu

n - u - t → nut

s - u - n → sun

r - u - n → run

3. Reading Practice

nut sun run fun

4. Short Sentences

The sun is up.

I run for fun.

Get the nut.

5. Optional Writing

Write: sun, fun

6. Encouragement for You

"Sun," "run," and "fun" are engaging words. If your learner likes drawing or acting, let them connect the word to action or pictures!

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 33: B with Short U

Parent Instructions:

Short U blends beautifully with the letter B. These new words help expand your learner's fluency with real, usable vocabulary.

1. Review

u = ũ b = b

2. Blending Practice

b - u → bu

b - u - g → bug

b - u - n → bun

r - u - b → rub

3. Reading Practice

bug bun rub sub

4. Short Sentences

The bug is on me.

Rub the rug.

Eat the bun.

5. Optional Writing

Write: bug, bun

6. Encouragement for You

Some learners love silly words like "bug." Use their laughter to make learning stick – it counts as real progress!

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 34: G with Short U

Parent Instructions:

G and U work together to form more practical words. Today's lesson continues blending with Short U, building your learner's confidence in real reading.

1. Review

u = ũ g = g

2. Blending Practice

g - u → gu

g - u - m → gum

g - u - s → gus

m - u - g → mug

3. Reading Practice

gum mug rug hug Gus

4. Short Sentences

Gus has gum.

I see a mug.

Hug the pup.

5. Optional Writing

Write: gum, mug

6. Encouragement for You

You're adding more words your learner will recognize in everyday life. That's a win worth celebrating.



LESSON 35: Short U Review

Parent Instructions:

This is your review day for Short U. Revisit what you've learned so far with fresh confidence and keep the tone positive.

1. Review

Say the Short U sound: ŭ

Review these letters and their sounds: u, n, b, g, s, r, m

2. Blending Practice

nu su mu bu gu

run sun fun bun bug mug rub hug gum

3. Reading Practice

sun fun bun bug gum mug nut hug sub rub
rug

4. Short Sentences

The sun is hot.

Run to the rug.

Gus has a bug.

Rub the gum off.

5. Optional Writing

Choose three Short U words to write and say.

6. Encouragement for You

That's five full sets of vowel lessons done. Your learner is truly reading now. Smile and keep going – you're doing something amazing.



LESSON 36: Review Mixed Vowels A & E

Parent Instructions:

Today we'll review short A and short E words. Mixing vowel sounds helps strengthen decoding skills. Go slowly and listen closely to your learner's pronunciation.

1. Review

Say the vowel sounds together:

A = ă E = ě

2. Blending Practice

m - a - t → mat

s - a - d → sad

r - e - d → red

t - e - n → ten

b - a - g → bag

l - e - d → led

3. Reading Practice

mat sad bag red ten led

4. Short Sentences

The bag is red.

I led the dog.

He sat on the mat.

5. Optional Writing

Write: red, mat, led

6. Encouragement for You

Mixing vowels shows how far your learner has come. This is big progress – cheer them on!



LESSON 37: Review Mixed Vowels I & O

Parent Instructions:

Continue reviewing short vowels, this time focusing on Short I and Short O. Keep your learner relaxed and confident – this is not a test.

1. Review

I = ĭ O = ɔ̆

2. Blending Practice

p - i - g → pig

d - i - d → did

m - o - p → mop

r - o - d → rod

l - o - g → log

b - i - t → bit

3. Reading Practice

pig did bit rod mop log

4. Short Sentences

I did mop it.

The pig ran.

He bit the log.

5. Optional Writing

Write: mop, rod, pig

6. Encouragement for You

This lesson stretches the brain – mixing vowels builds fluency and listening skills. Celebrate the effort!



LESSON 38: Review Mixed Vowels U & A

Parent Instructions:

Today's lesson mixes Short U and Short A. These two can sound similar, so model each word clearly. Slow blending is okay.

1. Review

U = ŭ A = ă

2. Blending Practice

s - u - n → sun

b - u - g → bug

r - a - t → rat

b - a - t → bat

m - u - g → mug

f - a - n → fan

3. Reading Practice

sun bug rat bat fan mug

4. Short Sentences

The rat ran.

A bug is on the fan.

He had a mug.

5. Optional Writing

Write: bat, bug, fan

6. Encouragement for You

It's totally normal if these vowels get confused. Gentle reminders and repetition make all the difference.



LESSON 39: Beginning Blends - ST

Parent Instructions:

Today we'll introduce our first consonant blend: *st*. A blend is two letters that stick together but keep their sounds. Say it clearly: /s/ + /t/ = st.

1. Review

Practice: s = sss t = t

2. New Blend

Say: "When we put s and t together, it makes the blend *st*, like in 'stop' or 'step.'"

Practice saying: St... St... St...

3. Blending Practice

s - t - o - p → stop

s - t - e - p → step

s - t - u - n → stun

s - t - a - n → stan

4. Reading Practice

stop step stun Stan

5. Short Sentences

Stop at the mat.

Step on the log.

Stan did run.

6. Optional Writing

Write: stop, step

7. Encouragement for You

Blends are a big leap—your learner is ready. Be patient, go slow, and repeat as needed.



LESSON 40: Beginning Blends - PL

Parent Instructions:

Introduce the next consonant blend: *pl*. Encourage your learner to say both sounds together – this grows their fluency!

1. Review

Say: p = /p/ l = /l/

Blend: pl = pluh...

2. New Blend

Say: “P and L together make the blend *pl*, like in ‘plan’ or ‘plug.’”

Say it slowly: pl... pl... pl...

3. Blending Practice

p - l - a - n → plan

p - l - u - g → plug

p - l - a - t → plat

p - l - o - p → plop

4. Reading Practice

plan plug plat plop

5. Short Sentences

Plan the run.

Plug it in.

He can plop down.

6. Optional Writing

Write: plan, plug

7. Encouragement for You

Blends feel tricky at first – but they open up a whole new world of words. You’re doing great!

Blank handwriting practice lines consisting of solid top and bottom lines with a dotted midline.

LESSON 41: Beginning Blend - TR

Parent Instructions:

Today we'll introduce the *tr* blend. This combination helps your learner begin reading even more everyday words. Say the blend slowly, and keep the tone light.

1. Review

Review: t = t r = r

Say: "T and R make the blend *tr*, like in 'trap' or 'trip.'"

Say it together: **tr... tr... tr...**

2. Blending Practice

t - r - a - p → trap

t - r - i - p → trip

t - r - u - g → trug

t - r - a - m → tram

3. Reading Practice (16 pt text)

trap trip trug tram tap rip rap ram

trap trip tram trug rat run trap grip

4. Short Sentences

He set a trap.

They took a trip.

The tram is red.

I see a trug of mud.

5. Mini Story Practice

Trip to the Pond

We took a trip to the pond.

Dad set a trap.

The frog hid in the mud.

6. Optional Writing

Write the words: trap, trip, tram

Write a sentence: "We took a trip."

7. Encouragement for You

Reading with blends is a big leap. If your learner struggles, just slow down and re-read. Repetition builds confidence!

A series of 10 sets of handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

LESSON 42: Beginning Blend - SL

Parent Instructions:

Today's new blend is *sl*, as in "slip" and "slam." These words are fun to act out—so feel free to get silly!

1. Review

Say: s = s l = l

Say the blend together: **sl... sl... sl...**

2. Blending Practice

s - l - a - m → slam

s - l - i - p → slip

s - l - o - p → slop

s - l - u - g → slug

3. Reading Practice (16 pt)

**slam slip slop slug lip lap log slug
slam slip slop slug sip slim slid slab**

4. Short Sentences

The door will slam.

She will slip on mud.

The slug is slow.

Do not slop the soup.

5. Mini Story Practice

Slip and Slam

I saw the slug slip on mud.

It slid into the slop.

Then the door went slam!

6. Optional Writing

Write: slam, slip, slug

Write a sentence: "The slug is slow."

7. Encouragement for You

These blends can sound silly – make it fun! The more your learner laughs and practices, the better they'll remember.

A series of 12 sets of handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

LESSON 43: Beginning Blend - CL

Parent Instructions:

Let's work with the blend *cl* today. You'll read useful words like "clip," "clap," and "clog." Practice slowly and clearly.

1. Review

Say: c = /k/ l = l

Blend: **cl... cl... cl...**

2. Blending Practice

c - l - a - p → clap

c - l - i - p → clip

c - l - o - g → clog

c - l - a - m → clam

3. Reading Practice (16 pt)

**clap clip clog clam lip lap log clap
clip clam clog clap clog clap clip clap**

4. Short Sentences

Clap your hands.

Use the clip on the bag.

The sink will clog.

The clam hid in sand.

5. Mini Story Practice

The Clog

Mom got a clog in the sink.

She used a clip to dig it out.

We all gave her a clap!

6. Optional Writing

Write: clip, clap, clog

Write a sentence: "Clap your hands."

7. Encouragement for You

Look how many words your learner can read now! Slow and steady wins the race – just like you're doing now.

A series of 12 sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

LESSON 44: Beginning Blend - FL

Parent Instructions:

Today's blend is *fl*, as in "flag" and "flip." These are strong, useful words. Keep repeating the blend sound together: fl... fl... fl...

1. Review

Say: f = f l = l

Blend: **fl... fl...**

2. Blending Practice

f - l - a - g → flag

f - l - i - p → flip

f - l - a - t → flat

f - l - o - p → flop

3. Reading Practice (16 pt)

flag flip flat flop flap flash flip flag
flat flip flag flop fog flash fling flap

4. Short Sentences

The flag is red.

Do not flop down.

I will flip the cap.

The rug is flat.

5. Mini Story Practice

The Big Flip

He did a big flip in the mud.

His flag got flat.

Then he gave a big flop!

6. Optional Writing

Write: flip, flag, flat

Write a sentence: "The flag is red."

7. Encouragement for You

Your learner is now combining blends, short vowels, and full sentences. This is real reading. Keep cheering them on!

A series of 10 sets of handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

LESSON 45: Review of Blends - ST, PL, TR, SL, CL, FL

Parent Instructions:

Today is a full review of the blends introduced over the last five lessons. This helps strengthen memory and build fluency.

1. Review

Say each blend aloud:

st pl tr sl cl fl

2. Word Practice

**stop step plan plug trap trip
slip slam clip clap flag flip
slug clog flop flap flat tram**

3. Short Sentences

Stop the trip.

He will slam the door.

Clip the flag.

Flip the plan.

The slug went to the tram.

4. Mini Story Practice

The Slam and the Trip

We had a plan to go.

Dad set the trap and shut the door with a slam.

Then we took a trip to the flat rock.

The flag fell in the mud!

5. Optional Writing

Pick four blend words to write.

Write this sentence: "We had a fun trip."

6. Encouragement for You

Look how much your learner has mastered — blends, real sentences, and fluency. These moments matter more than you know. You're doing something lasting.

A series of ten horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

LESSON 46: Ending Blend - ND

Parent Instructions:

Today we'll introduce the ending blend *nd*, found in words like "sand" and "land."
Help your learner stretch out the ending sounds and read slowly.

1. Review

Say: "The blend *nd* is made of N and D. We still hear both sounds, but they blend together."

Model: /s/ /ă/ /n/ /d/ = sand

2. Blending Practice

s - a - n - d → sand

l - a - n - d → land

h - a - n - d → hand

b - a - n - d → band

3. Reading Practice (16 pt)

sand land hand band stand bend lend and

4. Short Sentences

He sat in the sand.

She will lend a hand.

The land is flat.

Clap for the band.

5. Mini Story Practice

A Walk in the Sand

We took a walk in the sand.

I held Mom's hand.

We saw a crab near the land.

6. Optional Writing

Write: sand, land, hand

Write a sentence: "We saw the sand."

7. Encouragement for You

Ending blends build strong decoding skills. If your learner sounds choppy, that's okay – reading takes time. You're doing great work.

A series of 10 sets of handwriting lines for practice. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

LESSON 47: Ending Blend - MP

Parent Instructions:

The blend *mp* is used in words like “lamp” and “jump.” Help your learner say the ending clearly: m...p...

1. Review

Say: m = mmm p = p

Say: “/m/ and /p/ together make the blend *mp*, as in jump.”

2. Blending Practice

j - u - m - p → jump

l - a - m - p → lamp

s - t - a - m - p → stamp

c - l - a - m - p → clamp

3. Reading Practice (16 pt)

jump lamp stamp clamp bump hump camp chimp

4. Short Sentences

He will jump up.

Turn on the lamp.

She got a stamp.

We went to camp.

5. Mini Story Practice

Jump and Stamp

I like to jump on the mat.

I got a stamp at camp.

Then I turned on the lamp.

6. Optional Writing

Write: jump, lamp, stamp

Write a sentence: “I like to jump.”

7. Encouragement for You

MP words are fun to act out. Use motion to make it stick – reading and movement go great together!

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 48: Ending Blend - NT

Parent Instructions:

Today's blend is *nt*, as in "tent" and "sent." Encourage clear pronunciation of both sounds at the end.

1. Review

Say: n = n t = t

Say: "When we blend /n/ and /t/, we get *nt*, like in tent."

2. Blending Practice

t - e - n - t → tent

s - e - n - t → sent

l - i - n - t → lint

r - a - n - t → rant

3. Reading Practice (16 pt)

tent sent lent rant hint bent pant print

4. Short Sentences

We set up the tent.

She sent a note.

The pants are wet.

This is a hint.

5. Mini Story Practice

The Big Tent

Dad set up the big tent.

I lent him a hand.

Then we sat and ate lunch.

6. Optional Writing

Write: tent, sent, pant

Write a sentence: "We sat in the tent."

7. Encouragement for You

This blend shows up in real life all the time. You're helping your learner recognize the world around them—letter by letter.



LESSON 49: Ending Blend - ST

Parent Instructions:

Now we'll review and build with the ending blend *st*. We've seen *st* at the beginning—now we'll place it at the end, like in “best” and “nest.”

1. Review

Say: s = s t = t

Say: “/s/ and /t/ together say *st*, like in rest.”

2. Blending Practice

b - e - s - t → best

n - e - s - t → nest

r - e - s - t → rest

p - a - s - t → past

3. Reading Practice (16 pt)

best nest rest past fast last test cost

4. Short Sentences

She did her best.

The nest is full.

We will rest here.

That was in the past.

5. Mini Story Practice

The Nest

A bird sat in the nest.

She did her best to rest.

Then she flew off fast.

6. Optional Writing

Write: nest, rest, best

Write a sentence: “We will rest here.”

7. Encouragement for You

This blend often ends real words. Point out signs, boxes, or books with *st* endings—you'll find more than you think!



LESSON 50: Ending Blend - FT

Parent Instructions:

Today we'll work on the blend *ft*, as in "lift" and "gift." The sounds are quiet but powerful. Encourage your learner to say them clearly.

1. Review

Say: f = f t = t

Say: "/f/ and /t/ together say *ft*, like in gift."

2. Blending Practice

l - i - f - t → lift

g - i - f - t → gift

s - h - i - f - t → shift

d - r - a - f - t → draft

3. Reading Practice (16 pt)

lift gift shift draft soft loft left rift

4. Short Sentences

Lift the box.

I got a gift.

He left the rug.

It is a soft hat.

5. Mini Story Practice

The Gift

I got a gift from Mom.

I had to lift the box.

Inside was a soft toy.

6. Optional Writing

Write: gift, lift, soft

Write a sentence: "I got a gift."

7. Encouragement for You

That's the last of the main ending blends. This is a big step! The words are more advanced, and your learner is reading them!

Blank handwriting practice paper with ten sets of horizontal lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

LESSON 51: Meet Silent E (Long A Words)

Parent Instructions:

Today we introduce a special helper – **Silent E**. When there’s an “e” at the end of a word, it makes the vowel say its name. This lesson focuses on the long A sound.

1. Concept Introduction

Say: “Look at the word *cap*. Now add an *e* – it becomes *cape*. The final *e* is silent, but it makes the *a* say its name: A.”

Practice together:

- cap → cape
- tap → tape
- mad → made

2. Blending Practice

c - a - p → cap

c - a - p - e → cape

t - a - p → tap

t - a - p - e → tape

m - a - d → mad

m - a - d - e → made

3. Reading Practice (16 pt)

**cap cape tap tape mad made pal pale man
mane**

4. Short Sentences

He made a cape.

Tape the note.

The man has a pale hat.

5. Mini Story Practice

Cape and Tape

Dad gave me a cape.

I taped it to my back.

Now I feel brave!

6. Optional Writing

Write: cape, tape, made

Write a sentence: "He made a cape."

7. Encouragement for You

This is a big leap! Silent E changes everything. It's okay to pause and explain again – this is new and exciting!

Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are 10 sets of these lines provided for writing practice.

LESSON 52: Long A Word Practice

Parent Instructions:

Today we'll continue practicing long A words with silent E. The more exposure your learner has, the more natural it will become.

1. Review

Say: "Silent E makes A say its name: A."

Practice reading: cap → cape, tap → tape, mad → made

2. Reading Word Pairs

mad → made

man → mane

pal → pale

rat → rate

plan → plane

3. Reading Practice (16 pt)

**cape tape made pale rate name same game
blame**

4. Short Sentences

I made a tape cape.

She has a pale face.

He came late to the game.

5. Mini Story Practice

The Name Game

We played a name game.

Jake made up names.

My name was Brave Cape!

6. Optional Writing

Write: game, name, same

Write a sentence: "We played a game."

7. Encouragement for You

Long vowels open the door to hundreds of new words. Your learner is growing stronger with every lesson.

The page contains 12 sets of horizontal lines for handwriting practice. Each set is composed of three lines: a solid top line, a dashed midline, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

LESSON 53: Silent E - Long I Words

Parent Instructions:

Today we'll learn how Silent E makes the vowel I say "eye." This changes words like *kit* into *kite*.

1. Concept Introduction

Say: "Silent E makes I say its name: I."

Practice examples:

- **kit** → **kite**
- **bit** → **bite**
- **pin** → **pine**

2. Blending Practice

k - i - t → **kit**

k - i - t - e → **kite**

p - i - n → **pin**

p - i - n - e → **pine**

h - i - d → **hid**

h - i - d - e → **hide**

3. Reading Practice (16 pt)

kit kite bit bite pin pine hid hide rip ripe

4. Short Sentences

He flew the kite.

Don't bite the tip.

I will hide in the pine tree.

5. Mini Story Practice

The Kite

Mom gave me a kite.

We ran up the hill.

I made it fly high!

6. Optional Writing

Write: kite, bite, pine

Write a sentence: "I flew my kite."

7. Encouragement for You

Silent E can be tricky – but with repetition, your learner will start to spot it quickly.

You're building confidence with every step.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

LESSON 54: Long I Word Practice

Parent Instructions:

We'll build fluency with more long I (Silent E) words today. Practice slowly, clearly, and keep things positive.

1. Review

Say: "Silent E makes I say 'eye.'"

Word pairs: kit → kite, hid → hide, rip → ripe

2. Reading Word Pairs

bit → bite

win → wine

rid → ride

dim → dime

fin → fine

3. Reading Practice (16 pt)

kite bite ride dime fine line mine time nine

4. Short Sentences

Take a ride in time.

She gave me a dime.

I will hide the kite.

5. Mini Story Practice

The Ride

We had time to ride.

Mom gave me a dime.

Then we flew the kite.

6. Optional Writing

Write: dime, ride, time

Write a sentence: "We had time to ride."

7. Encouragement for You

These new words may be harder to spell – but your learner is already reading them! That's a big win.



LESSON 55: Silent E - Mixed A and I Review

Parent Instructions:

Let's review long A and I words with Silent E. This helps build fluency and confidence in noticing the vowel change.

1. Review Word Pairs

mad → made tap → tape

kit → kite pin → pine

hid → hide rat → rate

2. Reading Practice (16 pt)

cape tape made rate name game

kite bite hide ride mine time

3. Reading Sentences

He made a cape and flew a kite.

She gave me time to ride.

The name of the game was "Hide the Dime."

4. Mini Story Practice

A Big Game

We had a big game.

I made a cape and flew a kite.

Then I got a dime for my time.

5. Optional Writing

Write any five Silent E words.

Write a sentence: "She gave me a dime."

6. Encouragement for You

Silent E is one of the most powerful reading tools. If your learner is reading these now, that's a huge achievement.



LESSON 56: Mixed Review - Short Vowel Words with Blends

Parent Instructions:

Today we'll focus on reading fluency with short vowel words, beginning blends (like *sl, tr, cl*), and ending blends (like *mp, nd, nt*). Read slowly, and encourage full-sentence reading.

1. Review Words (16 pt)

**slip trap stamp sand jump bend
flat clam crab nest lift trip**

2. Reading Sentences

We took a trip to the sand.

She gave me a big stamp.

Jump into the tent.

The clam sat on the flat rock.

3. Mini Story Practice

The Sand Trip

We took a trip to the sand.

Dad set up the tent.

I jumped, stamped, and ran.

Then I sat with a crab!

4. Optional Writing

Write: trip, stamp, flat

Write a sentence: "We took a trip."

5. Encouragement for You

This lesson brings together many words your learner can now read fluently. Look at how far they've come!



LESSON 57: Mixed Review – Silent E Words

Parent Instructions:

Let's focus on Silent E words today. These lessons strengthen confidence with long vowels.

1. Review Word Families

- **a_e words: cape, tape, made, game**
- **i_e words: kite, time, ride, fine**

2. Reading Practice (16 pt)

**cape game made name tape ride kite fine hide
time**

3. Reading Sentences

She made a cape and flew a kite.

I had time to ride my bike.

We played a name game.

4. Mini Story Practice

Cape and Kite

I made a red cape.

We took time to ride and fly my kite.

It was a fun game with my name on it!

5. Optional Writing

Write: kite, tape, ride

Write a sentence: "She made a kite."

6. Encouragement for You

Long vowels are tricky at first, but your learner is mastering them! Repeat often and celebrate the progress.



LESSON 58: Fluency Story - The Big Camp Trip

Parent Instructions:

This lesson is a full story using short vowel and Silent E words, along with blends and common sight words. Read it aloud together, then have your learner try reading it alone.

1. Warm-Up Words (16 pt)

**camp stamp cape ride game flat
trip tent mad name hide sun**

2. Fluency Story

The Big Camp Trip

We took a trip to camp.

Dad set up the tent.

I made a cape and gave Mom a stamp.

We had time to ride and play a game.

Then I ran in the sun with my name tag on.

It was the best trip!

3. Comprehension Questions

- Where did they go?
- What did they set up?
- What did the child give to Mom?
- What fun things did they do?

4. Optional Writing

Write: camp, stamp, game

Write a sentence: "We had fun at camp."

5. Encouragement for You

Full stories help build confidence and joy. Even if your learner stumbles, cheer them on – they are reading!

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dotted, bottom solid).

LESSON 59: Final Story – The Big Day

Parent Instructions:

This story is designed to sound like a real reading book. Let your learner read as much as possible on their own, helping when needed.

1. Warm-Up Words

**made tape note trip plan kite
hide nest ride game sun**

2. Fluency Story

The Big Day

Mom made a plan.

We had a note with tape on it.

We took a ride to the hill.

I flew my kite in the sun.

Then I saw a nest and gave it a name.

We played a game and had a rest.

What a big day!

3. Talk About It

Ask your learner:

- What happened in the story?
- What was your favorite part?
- Can you retell it in your own words?

4. Optional Writing

Write your own sentence: “My big day was...”

5. Encouragement for You

Your learner is reading full stories now. That’s no small thing. You helped them get here.



LESSON 60: You Are a Reader!

Parent Instructions:

Today we celebrate. No new words, no stress. Just a joyful re-read and a celebration of progress. Let your learner know how proud you are of them.

1. Read This Aloud Together

You Can Read!

You read small words.

You read big words.

You read short vowels and long vowels.

You read blends and stories.

You are a reader.

2. Choose a Favorite Story to Re-Read

Let your learner pick any story from a past lesson and read it again proudly. Encourage them to read to someone else – Mom, Dad, a sibling, or even a pet!

3. Write a Final Sentence Together

“I am a reader and I can read _____.”

4. Optional Certificate or Drawing Page

Let them draw their favorite story scene

– or –

Create a simple certificate that says:

Congratulations!

You finished *Learn to Read at Any Age!*

You are a reader!

5. Final Encouragement for You

You just gave your learner one of the greatest gifts possible – the ability to read. Quietly, slowly, faithfully – you opened a door that will never close.

Blank handwriting practice paper with ten sets of horizontal lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

You Did It!

Finishing this book is something to be proud of. Every sound, word, and sentence you practiced brought you closer to reading with confidence. Learning to read isn't about speed – it's about steady, faithful steps forward. And you've done that beautifully.

You can now recognize short vowel words, blend sounds, read sentences, and even enjoy short stories. That's something to celebrate!

If you or your learner are ready for the next step, the journey continues in **Book Two: Fluent Reading for Real Life**. In it, you'll gently move into vowel teams, longer words, everyday reading situations, and real-world vocabulary. It's designed with the same calm, encouraging tone to help learners grow without pressure.

Suggestions Before Moving On:

- Revisit favorite lessons or stories from this book to build fluency.
- Keep using index cards or a notebook to review tricky words.
- Read aloud daily – even if it's just one sentence at a time.
- Smile often and encourage progress, not perfection.

Remember, reading is a lifelong gift. You're building something that matters, and every bit of effort will add up to success.

Keep going. You're on the right path.