

Learn to Read at Any Age
Book Two: Fluent Reading for Real Life
By Amy Maryon

A Letter to You

Dear Friend,

You've made it to Book Two – what an exciting step! That means you or your learner has already laid a strong foundation and is ready to grow into more fluent, real-life reading. This book is a natural next step, gently guiding readers into longer words, new vowel patterns, and everyday vocabulary they'll actually use.

Each lesson is still simple and clear. You won't find anything overwhelming here – just consistent, bite-sized steps that build up over time. There's no need to rush. Go at your own pace, reread when needed, and celebrate each little win along the way.

You'll notice a few new types of words – vowel teams, r-controlled vowels, and blends. These may look tricky at first, but you'll take your time with each one, using stories, word lists, and gentle practice to help it all make sense.

Keep those index cards or a notebook handy if that worked well in Book One. Use this book just like you did before – reading aloud together, reviewing sounds, and building confidence, one day at a time.

You're not just learning to read – you're learning to understand, explore, and enjoy the words you see every day. Keep showing up. Keep turning the page. You're doing something beautiful.

With encouragement,
Amy Maryon

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LESSON 1: Review and Silent E

Parent Instructions:

Today's lesson reviews short vowel sounds and gently introduces Silent E words. Go slowly and encourage reading aloud. Let your learner notice the change the "magic E" makes at the end of a word. No pressure to memorize it all – this is a soft start.

1. Review

Ask your learner to read these short vowel words aloud:

hat, pet, pin, hop, run

2. New Pattern: Silent E

Say:

"When a word ends in the letter E, it often makes the other vowel say its name. We don't hear the E, but it changes the sound."

Examples:

hat → hate

pet → Pete

pin → pine

Say each pair slowly and clearly. Let your learner repeat.

3. Blending Practice

Read these words aloud together:

mad → made

kit → kite

hop → hope

cub → cube

Let them sound it out slowly, then faster.

4. Reading Practice

Read these new Silent E words aloud:

name, ride, rope, tube, gate, note, game, hide

If needed, underline the vowels and Silent E to help the learner "see" the pattern.

LESSON 2: Review and Longer Words

Parent Instructions:

Today you'll review Silent E and practice blending longer short vowel words. This lesson helps stretch the brain with two-syllable words and light writing. Go at your learner's pace and feel free to repeat this lesson a few times.

1. Review

Read these Silent E words aloud together:

cake, pipe, hole, cube, fine, made, hope, name

2. Two-Syllable Practice

Break these longer words into two parts:

sun + set = sunset

pic + nic = picnic

nap + kin = napkin

cup + cake = cupcake

cat + fish = catfish

Say the parts, then blend them smoothly.

3. Reading Practice

Read these two-syllable words aloud:

sunset, picnic, napkin, cupcake, catfish, bathtub, lunchbox

4. Sentence Practice

Read each sentence aloud:

We had a picnic.

The sunset was pink.

Can I eat a cupcake?

The napkin is soft.

I saw a catfish.

5. Optional Writing Prompt

Write your favorite two-syllable word from this lesson and draw a tiny picture next to it.

LESSON 3: Review + ai / ay = Long A

Parent Instructions:

Today we'll explore two vowel teams that say the long A sound: **ai** and **ay**. These teams stay together and say the name of the letter A. Vowel teams can feel tricky at first—just encourage reading out loud and point out the pattern.

1. Review

Read these short and long A words aloud:

cat, cake, hat, hate, mat, mate

2. New Pattern: ai / ay

Say:

When **ai** or **ay** appear together in a word, they say "ā."

Examples:

rain, mail, train, day, play, stay

Ask your learner to notice: where does **ai** usually go? (middle) Where does **ay** usually go? (end)

3. Blending Practice

Blend these words together:

p + ain = pain

s + ail = sail

pl + ay = play

st + ay = stay

h + ay = hay

m + ail = mail

4. Sentence Practice

Read these sentences aloud:

It may rain today.

I will mail a card.

Let's go play.

The train is red.

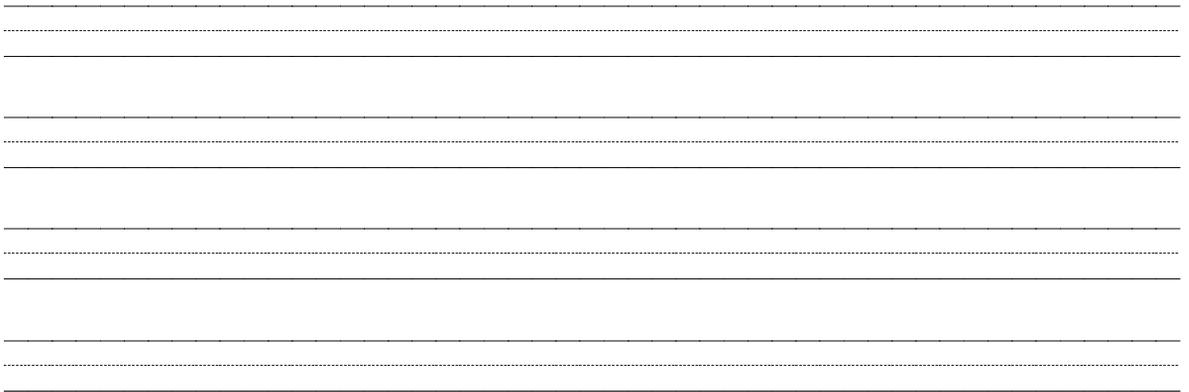
Will you stay to eat?

5. Optional Writing Prompt

Write the word **rain** and draw a tiny umbrella above it.

6. Encouragement for You

You're teaching vowel teams – an exciting new layer of reading! Don't worry if your learner doesn't remember it all at once. Patterns grow familiar over time. Just keep reading out loud and celebrating progress.



The page contains six sets of handwriting practice lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.

LESSON 4: Vowel Teams ee / ea = Long E

Parent Instructions:

Today's vowel teams **ee** and **ea** both say the long E sound – like in “tree” and “leaf.” These are common and fun to read! Let your learner spot the vowel team in each word.

1. Review

Read these familiar vowel team words:

day, mail, rain, play, stay

2. New Pattern: ee / ea

Say:

When you see **ee** or **ea** together, they often say “ē.”

Examples:

see, tree, feet, meat, leaf, team

3. Blending Practice

Blend these vowel team words:

s + ee = see

f + eet = feet

t + eam = team

m + eat = meat

l + eaf = leaf

4. Reading Practice

see, feet, tree, meat, read, leaf, seat, clean, sweet

5. Sentence Practice

Read these aloud together:

I see a tree.

The leaf is green.

Our team is big.

We will eat meat.

She has clean feet.

6. Optional Writing Prompt

Copy the word **leaf** and decorate it like fall leaves.

7. Encouragement for You

Every time your learner reads these little teams, they're becoming more fluent. Smile – you're doing something wonderful and so important. These little lessons are planting strong roots.

Handwriting practice lines consisting of five sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.

LESSON 5: Vowel Team oa = Long O

Parent Instructions:

Today we'll learn the vowel team **oa**, which says the long O sound, like in "boat."
This team is usually found in the middle of words. Encourage sounding out slowly.

1. Review

Read these long E and A vowel team words:

tree, leaf, rain, mail, day

2. New Pattern: oa

Say:

When you see **oa**, it usually says the long O sound: "ō."

Examples:

boat, goat, coat, road, soap, load

3. Blending Practice

Blend these vowel team words aloud:

c + oat = coat

r + oad = road

s + oap = soap

l + oaf = loaf

4. Reading Practice

goat, soap, coat, road, boat, loaf, float, load

5. Sentence Practice

I see a goat.

The boat is big.

Let's ride down the road.

Get the soap, please.

He will load the box.

6. Optional Writing Prompt

Write the word **boat** and draw waves underneath it.

LESSON 6: Vowel Team **ow** = Long O

Parent Instructions:

Today we'll explore **ow**, which can make the long O sound like in "snow." We'll review **oa** from last lesson, then compare it to this new pattern. Go slow and let them see how vowel teams change how a word sounds.

1. Review from Last Lesson

Say: Let's review the vowel team **oa**, which says the long O sound.

Read aloud:

boat goat soap road load coat

Ask: What sound do you hear in the middle?

2. New Pattern: **ow** as Long O

Say: When **ow** is at the end of a word, it usually says "ō."

Read together:

snow grow throw slow blow below

Ask your learner to notice: Does the **ow** come at the end or middle?

3. Blending Practice

s + now = snow

g + row = grow

th + row = throw

sl + ow = slow

Let them blend the words slowly, then read them more quickly.

4. Sentence Practice

Encourage them to read these out loud and help with new words:

The snow is cold.

We throw the ball.

I see a goat below.

The road is long and slow.

LESSON 7: Vowel Team ow = "ow!" Sound

Parent Instructions:

Today we'll look at the other sound **ow** can make—like “ow!” when you stub your toe. This can be a little tricky since it looks the same as long O **ow**. That's okay—repetition will help it stick.

1. Review Long O Words

snow blow slow grow throw row

2. New Sound of ow: “ow!”

Say: **ow** can also make the “ow!” sound, like when you say “ouch!”

Read together:

cow now how wow plow brown clown frown

Blend the first few slowly. Example: c + ow = cow

3. Compare the Two Sounds

Say each word and ask which kind of **ow** it is:

snow cow slow now blow brown wow grow

Let your learner act out the “ow!” sound if it helps them remember.

4. Sentence Practice

How now, brown cow?

The clown can jump.

I saw a plow in the snow.

Don't frown—smile!

Add expression and tone to help with comprehension.

5. Bonus Activity (Oral)

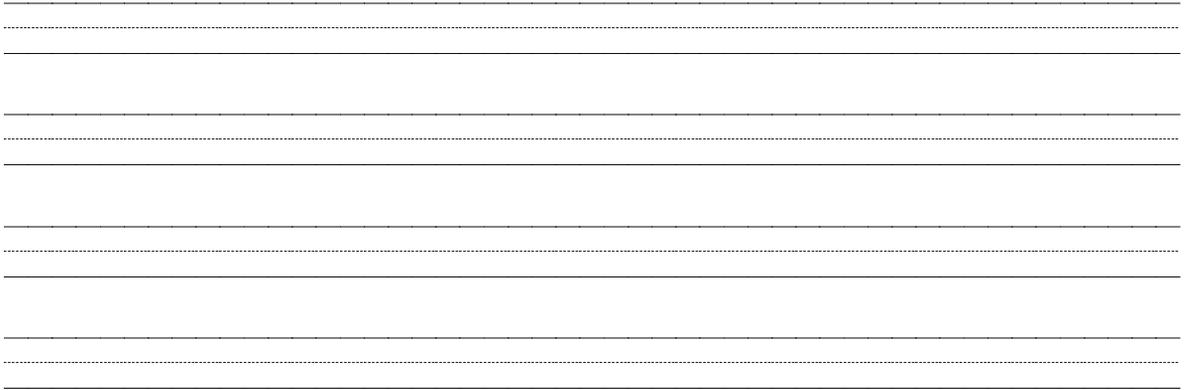
Say: Make up a silly story using these three words:

cow clown snow

Let your learner imagine and tell their story aloud.

6. Encouragement for You

Tricky sounds like “ow!” may take a little time – but you’re laying the groundwork for great reading. Keep the mood light and celebrate each effort.



The page contains five sets of horizontal lines for handwriting practice. 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 8: Vowel Team **ue** = Long U

Parent Instructions:

Today we'll learn that **ue** can say the long U sound ("yoo"), as in "blue." We'll also review other Silent E long U words to build familiarity.

1. Review Long U Silent E Words

cube mule tube cute use

Say: These all use Silent E to make the U say "you" or "oo."

2. New Pattern: **ue** = Long U

Read aloud:

blue glue cue rescue argue value

Ask: What do you hear at the end?

3. Blending Practice

b + lue = blue

g + lue = glue

c + ue = cue

res + cue = rescue

4. Sentence Practice

I like the blue sky.

The glue is sticky.

Please rescue the cat.

We had a cute mule.

5. Word Sort

Sort these by Silent E and ue patterns:

cube blue glue mule tube cue

LESSON 9: Vowel Team oo = "oo" and "uh"

Parent Instructions:

Today we explore **oo**, which makes two common sounds: "oo" as in "moon," and "uh" as in "book." This is a great lesson to read and compare out loud.

1. Sound 1: "oo" (like moon)

moon spoon food room boot pool

Blend and read slowly, focusing on the long "oo" sound.

2. Sound 2: "uh" (like book)

book look cook hook foot good

Blend and repeat.

3. Compare the Two Sounds

food book pool hook moon cook

Ask: Does it sound like moon or book?

4. Sentence Practice

The food was good.

I read a book in my room.

Don't lose your boot!

Let's jump in the pool.

5. Mini-Story

Let your learner read this aloud or repeat after you:

I took a good book to the pool.

The moon was big and round.

I wore one boot, not two.

We had fun and ate food too!

LESSON 10: Review - Vowel Teams and Patterns

Parent Instructions:

Let's pause to review the vowel teams we've learned so far. This review helps learners lock in their understanding and gives you a chance to notice what might need more practice.

1. Word Sort

Ask your learner to read each word and place it in the correct category:

ai / ay

rain day play mail stay

ee / ea

tree leaf meat feet team

oa / ow (long O)

boat road snow blow coat

ow ("ow!")

cow now how frown clown

ue / Silent E

blue glue cube mule tube

oo

moon book food look boot

2. Sentence Practice

Mix it up with sentences that use multiple patterns:

The clown threw a blue cube.

Look at the moon and read a book.

We play outside on the road.

The goat ate meat near the tree.

LESSON 11: Vowel Team -ay Practice

Parent Instructions:

Today we'll practice the vowel team -ay, which says the long A sound. We've seen this in earlier lessons, and now it's time to strengthen recognition and fluency. These words often appear at the end of a word. Encourage your learner to read slowly and clearly.

1. Review

Read aloud these vowel team words:

play stay day may gray

2. New Words with -ay

Say: When you see the letters *a* and *y* together, they usually say the long A sound. Try reading these new words:

tray clay spray relay stray display

3. Reading Practice

Now read these short sentences aloud:

We play all day.

The tray is red.

Do not stray far.

I saw a clay pot.

4. Word Sort

Help your learner sort these words into two groups: real words and silly (nonsense) words.

stay gray flay bray glay play

Discuss which ones are real. Sound out the nonsense ones just for fun.

5. Reading Challenge

Can your learner read this short passage aloud?

Today is a bright day. We will play in the sun and stay out until gray clouds come. I bring a tray of food. Mom says, "Hooray for fun days!"

LESSON 12: Vowel Team -ai Practice

Parent Instructions:

Today we'll practice the vowel team -ai, another long A sound pattern. This team usually appears in the middle of words. Help your learner notice the pattern and become more fluent with these common words.

1. Review

Read these -ay words together from last time:

day stay play tray gray

2. New Pattern: -ai Words

Say: When you see *a* and *i* together in a word, they say the long A sound "ā."
These letters are usually in the middle of the word.

Read together:

rain mail train pain faint paint

3. Reading Practice

Read aloud these sentences:

The rain is loud.

He sent the mail.

I like the train.

She will paint a cat.

4. Sound Detective

Can you find the -ai words in this sentence?

The train had a mail car on the back.

(Answer: train, mail)

5. Reading Challenge

Read this little story:

I saw the mail truck today. It came in the rain. I waved at the man. He gave me a card with paint on it. "Train birthday!" it said.

6. Optional Writing Prompt

Draw or describe your favorite kind of train.

LESSON 13: Mixed Long A Word Practice

Parent Instructions:

Today we'll combine the -ay and -ai patterns for review and fluency practice. The goal is to help your learner see the difference in spelling and feel comfortable reading both.

1. Review

Read these -ai and -ay words aloud together:

mail rain paint play stay gray

2. Mixed Word Reading

Read the following words and notice where the vowel team appears:

brain play rail tray paid day

3. Sentence Practice

Help your learner read these mixed-pattern sentences aloud:

We may ride the train.

She will mail the tray.

I can stay and paint.

The boy had a brain game.

4. Fluency Story

Read this short passage aloud:

Ray and Gail went to play in the yard. The rain had stopped. Gail held a tray of snacks. Ray made a trail with paint. It was a fun day.

5. Sound Sorting

Sort the following words by vowel team:

List: train day nail gray pain stay

Group 1: -ai words

Group 2: -ay words

6. Optional Writing Prompt

Write a sentence using one -ai and one -ay word.

LESSON 14: Vowel Team -ee Practice

Parent Instructions:

We're introducing the -ee vowel team today. This team says the long E sound, like in "tree." Encourage your learner to read aloud with confidence.

1. New Pattern: -ee

Say: When two e's appear together, they say "ē." Read these words:

see tree green seed feet beet

2. Word Reading

Sound out these new -ee words:

sleep sheep creep speed teeth deep

3. Sentence Practice

Read these sentences aloud:

The tree is tall.

We sleep in a tent.

The sheep has wool.

My feet are cold.

4. Fill in the Blank

Choose the right -ee word to finish each sentence:

I like to ___ (sleep/seed) in the dark.

The ___ (tree/creep) is green.

My ___ (feet/seed) are wet.

5. Reading Challenge

Read this short passage:

We see a green tree. A sheep sleeps near it. The wind blows, but it is not too deep in the woods. We stay quiet and watch.

6. Optional Writing Prompt

What would you do if you had a treehouse?

LESSON 15: Vowel Team -ea Practice

Parent Instructions:

Today your learner will meet the vowel team -ea, which also says the long E sound. This pattern often shows up in everyday words. Read slowly and with enthusiasm.

1. New Pattern: -ea

Say: The letters *e* and *a* together can say “ē.” Read these words aloud:

leaf meat read beach peach team

2. Reading Practice

Read the following -ea words:

seat speak clean dream bead heap

3. Sentence Practice

The team won the game.

I will eat the peach.

We sit in the seat.

She had a big dream.

4. Mixed Practice

Read this short passage aloud:

The team sat on the beach. Each child had a peach. They played games and spoke with glee. It was a clean and fun day.

5. Sound Sort

Sort these by vowel team:

green leaf sleep dream feet beach

Group 1: -ee words

Group 2: -ea words

6. Optional Writing Prompt

What would your dream beach day look like?

7. Encouragement for You

Every vowel team opens a new door. Today you’ve helped your learner discover -ea – and they’re one step closer to fluent, joyful reading.

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

LESSON 16: Review of ai, ay, oa, ee, ea

Parent Instructions:

Today we'll pause to review the vowel teams we've learned so far. Repetition is the key to confidence. Make this review fun and relaxed.

1. Word Reading

Take turns reading these vowel team words:

- rain • sail • play • day • road • boat
- feet • tree • meat • seat • team • leaf

2. Word Sort

Ask: Which vowel team do you hear? Sort into categories:

- ai: sail, rain
- ay: play, day
- oa: boat, road
- ee: tree, feet
- ea: meat, seat

3. Sentence Reading

Read these review sentences together:

- I like to play in the rain.
- The boat is on the road.
- My feet are on the seat.
- We are one big team.

4. Reading Challenge

Say:

"I'll say a word, and you try to spell it!"

Try: rain, boat, meat, sleep, leaf

(You can help sound out if needed!)

5. Optional Writing Prompt

Write your favorite vowel team word and draw a picture for it.

LESSON 17: The -igh Pattern

Parent Instructions:

Today's vowel team is **-igh**, which says the long I sound: "ī." This is a fun team to read, though it doesn't sound like how it looks! Keep it simple and let your learner hear the sound first.

1. Review

Let's warm up with a few vowel team words:

- play
- road
- tree
- meat

2. New Pattern: -igh

Say:

"The letters **i - g - h** together say the long I sound: 'ī.' We don't hear the G or H—they're just part of the team."

Try these words:

- high
- light
- night
- bright
- sight
- flight

3. Blending Practice

Practice blending these:

- h - igh → high
- n - igh - t → night
- l - igh - t → light
- b - r - igh - t → bright

4. Sentence Practice

Read together:

- The light is bright.
- Look at the night sky.
- We took a long flight.
- I saw a high tree.

5. Optional Writing Prompt

Write the word **light** and draw a shining sun.

LESSON 18: The -ow Pattern (Long O Sound)

Parent Instructions:

Today we'll learn the vowel team **-ow**, which can say the long O sound: "ō." This lesson introduces it gently through common words. We'll learn its other sound later.

1. Review

Say and spell these -igh words from yesterday:

- light
- night
- high
- bright

2. New Pattern: -ow (Long O)

Say:

"When we see **ow** at the end of a word, it can say 'ō' like in the word snow."

Practice these:

- snow
- grow
- blow
- throw
- know
- slow

3. Blending Practice

Sound out together:

- s - n - ow → snow
- g - r - ow → grow
- b - l - ow → blow
- s - l - ow → slow

4. Sentence Practice

Read these aloud:

- I know it will snow.
- We will grow a tree.
- Blow the horn!
- The turtle is slow.

5. Optional Writing Prompt

Write the word **snow** and draw snowflakes around it.

LESSON 19: The -ow Pattern (Ow! Sound)

Parent Instructions:

Today we'll revisit **-ow**, but this time it says a different sound – like “ow!” as in **cow**. This is the second sound for this vowel team. You'll guide your learner through this new pattern with simple examples and friendly practice.

1. Review

Read these long O -ow words aloud:

- snow
- blow
- grow
- slow

2. New Pattern: -ow (Ow! Sound)

Say:

“Sometimes **ow** doesn't say 'ō' – instead, it says 'ow!' like when you stub your toe!”

Read these words together:

- cow
- now
- how
- wow
- down
- town

3. Blending Practice

Blend these slowly, then faster:

- c - ow → cow
- h - ow → how
- d - ow - n → down
- t - ow - n → town

4. Sentence Practice

Read aloud:

- I see a cow.
- How are you?
- Sit down now.
- Let's go to town.

5. Optional Writing Prompt

Write the word **cow** and draw some grass around it.

LESSON 20: The -ou Pattern (Ow! Sound)

Parent Instructions:

Today we're introducing another team that makes the "ow!" sound — **ou**, like in **out** and **shout**. This helps your learner connect similar-sounding words that are spelled differently.

1. Review

Read these -ow "ow!" sound words aloud:

- cow
- now
- how
- town

2. New Pattern: -ou

Say:

"**ou** can also say 'ow!' just like **ow** does. Let's look at some examples."

Practice these words together:

- out
- shout
- loud
- round
- found
- house

3. Blending Practice

Blend these words slowly:

- sh - ou - t → shout
- l - ou - d → loud
- f - ou - nd → found
- h - ou - se → house

4. Sentence Practice

Read together:

- Don't shout out loud.
- I found the toy.
- The house is round.
- Come out and play!

5. Optional Writing Prompt

Write the word **shout** in BIG letters!

LESSON 21: The -oo Pattern (Zoo Sound)

Parent Instructions:

Today's lesson covers the **-oo** pattern, which says the long "oo" sound like in **zoo**. It's a fun sound to make, and learners often enjoy reading these silly-sounding words.

1. Review

Warm up with -ou and -ow "ow!" words:

- cow
- out
- shout
- town

2. New Pattern: -oo

Say:

"When two O's are together – **oo** – they often say the sound 'oo' like in **zoo** or **moon**."

Practice these words together:

- zoo
- moon
- food
- boot
- soon
- room

3. Blending Practice

Try blending these:

- z - oo → zoo
- m - oo - n → moon
- f - oo - d → food
- b - oo - t → boot

4. Sentence Practice

Read aloud:

- We went to the zoo.
- The moon is big.
- I like food.
- Come into the room.

5. Optional Writing Prompt

Write the word **moon** and draw stars around it.

6. Encouragement for You

The "oo" team brings fun to reading! These little wins – zoo, moon, food – add up to strong fluency. Keep smiling through each step together.

Four sets of primary writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

LESSON 22: The -oo Pattern (Book Sound)

Parent Instructions:

Today's lesson introduces the second sound of **-oo**: the short "u" sound, like in **book**. This can be trickier, but it builds reading flexibility.

1. Review

Say and spell these long "oo" words:

- zoo
- moon
- boot
- food

2. New Pattern: -oo (Short Sound)

Say:

"Sometimes **oo** doesn't say 'oo' like moon – it says a different sound, like in **book** or **look**. It's a soft, quick sound."

Read these together:

- book
- look
- cook
- good
- took
- wood

3. Blending Practice

Blend and say:

- b - oo - k → book
- l - oo - k → look
- t - oo - k → took
- c - oo - k → cook

4. Sentence Practice

Read these aloud:

- I read a good book.
- Look at the wood.
- Mom will cook lunch.
- He took the toy.

5. Optional Writing Prompt

Write the word **book** and draw a tiny open book.

LESSON 23: Review of Vowel Teams

Parent Instructions:

Today is all about review. We'll go back over all the vowel teams your learner has practiced so far. This will help reinforce patterns and boost fluency.

1. Read and Sort

Read these words aloud and sort them by vowel team:

- rain • play • goat • tree • meat • light
- cow • out • moon • book

Ask: Which team do you hear?

- ai / ay → rain, play
- oa → goat
- ee / ea → tree, meat
- igh → light
- ow / ou → cow, out
- oo → moon, book

2. Sentence Reading

Read these sentences together:

- The cow is out in the rain.
- Let's read a book.
- The light is on in the room.
- I will cook some meat.
- Play by the big tree.

3. Sight Word Practice

Try these again:

- the • is • some • will • in • out

LESSON 24: The -ar Pattern

Parent Instructions:

Today's lesson introduces the **-ar** pattern, often called the "pirate R" sound – like in **car** or **star**. It blends a vowel and consonant together to make a new sound.

1. Review

Warm up by reading a few vowel team words:

- moon
- goat
- rain
- book

2. New Pattern: -ar

Say:

"When the letter A is followed by R, they stick together and say 'arr' – like a pirate!"

Practice these -ar words:

- car
- star
- far
- jar
- park
- dark

3. Blending Practice

Blend and say aloud:

- c - ar → car
- j - ar → jar
- d - ar - k → dark
- p - ar - k → park

4. Sentence Practice

Read together:

- We went to the park.
- That star is far away.
- Put the lid on the jar.
- It gets dark at night.

5. Optional Writing Prompt

Write the word **star** and draw five points around it.

6. Encouragement for You

This “bossy R” sound is new and a little tricky, but it’s exciting for readers to recognize it in familiar words. You’re helping your learner grow strong reading roots!

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

LESSON 25: The -er Pattern

Parent Instructions:

Today's sound is **-er**, found in many everyday words. This bossy R pattern doesn't sound like E or R—it has its own special “urrr” sound.

1. Review

Warm up with -ar words:

- star
- car
- dark
- park

2. New Pattern: -er

Say:

“When E is followed by R, they make a new sound — ‘er.’ It’s quiet and smooth.”

Try reading these together:

- her
- fern
- term
- germ
- serve
- letter

3. Blending Practice

Blend slowly, then read faster:

- h - er → her
- f - er - n → fern
- g - er - m → germ
- l - e - tt - er → letter

4. Sentence Practice

Read these aloud:

- Her dog is small.
- I found a green fern.
- This is your term.
- She wrote a letter.

5. Optional Writing Prompt

Write the word **fern** and draw a leaf.

6. Encouragement for You

These new vowel-R sounds are stretching your learner's reading brain! Stay patient – it's okay to repeat and review often. Growth is happening.

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

LESSON 26: The -ir and -ur Patterns

Parent Instructions:

Today we're adding two more patterns that say the same sound as **-er**: **-ir** and **-ur**. These can be confusing, but the sound stays the same – "urrr."

1. Review

Say these -er words together:

- her
- term
- fern
- germ

2. New Patterns: -ir and -ur

Say:

"-ir, -er, and -ur all say the same sound: 'urrr.' They're spelled differently but sound the same."

Try these -ir and -ur words:

- bird
- girl
- first
- curl
- turn
- hurt

3. Blending Practice

Sound out together:

- b - ir - d → bird
- g - ir - l → girl
- h - ur - t → hurt
- t - ur - n → turn

4. Sentence Practice

Read aloud:

- The bird can fly.
- That girl is first.
- Don't hurt your hand.
- Turn the knob.

5. Optional Writing Prompt

Write the word **bird** and draw wings around it.

LESSON 27: The -or Pattern

Parent Instructions:

Today we're covering **-or**, which says "or" like in **corn** or **fork**. This is another common r-controlled vowel that helps round out your learner's skill set.

1. Review

Say and spell these r-controlled vowel words:

- star
- fern
- bird
- curl

2. New Pattern: -or

Say:

"When O is followed by R, it says 'or.' Let's say it together: orrrr."

Practice reading:

- or
- for
- corn
- born
- fork
- storm

3. Blending Practice

Read together slowly:

- c - or - n → corn
- f - or - k → fork
- st - or - m → storm
- b - or - n → born

4. Sentence Practice

Read aloud:

- We had corn for lunch.
- The fork is on the table.
- A storm is coming.
- He was born in May.

5. Optional Writing Prompt

Write the word **storm** and draw a cloud.

6. Encouragement for You

You've now explored all five bossy R sounds! This gives your learner tools to tackle hundreds of new words. Amazing progress.

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

LESSON 28: Bossy R Review

Parent Instructions:

This lesson is a review of all five r-controlled vowel sounds. Use it as a fun recap and fluency boost.

1. Read and Sort

Say the words and sort them into groups:

- car • star • her • term • bird • curl
- fork • corn • turn • girl

Sort them into groups by r-pattern:

- **ar** → car, star
- **er** → her, term
- **ir** → bird, girl
- **ur** → curl, turn
- **or** → fork, corn

2. Sentence Review

Read these together:

- Her car is fast.
- I found a bird.
- The storm was loud.
- He wrote a letter.
- Let's curl up and read.

3. Story Reading

Short story time! Read this little paragraph aloud:

“The girl had a big jar. She put a fern and a bird feather inside. Then she saw a dark storm and ran home.”

4. Optional Writing Prompt

Write your favorite bossy R word and decorate it.

5. Encouragement for You

You've guided your learner through the big 5 r-controlled sounds. That's a huge step! Keep practicing as often as needed – they're growing strong.

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

LESSON 29: Long A Vowel Teams (ai, ay, a_e)

Parent Instructions:

Today's lesson reviews three common patterns that say the long A sound: **ai**, **ay**, and **a_e** (Silent E). Help your learner see how the spelling changes, but the sound stays the same.

1. Review

Say these long A words aloud:

- rain
- day
- cake
- name

2. Word Sort

Group the words by their pattern:

- **ai** → rain, mail, train
- **ay** → day, play, stay
- **a_e** → cake, name, game

3. Blending Practice

Read together:

- r - ai - n → rain
- pl - ay → play
- n - a - m - e → name

4. Sentence Practice

Read each sentence aloud:

- The cake is on the tray.
- We will play in the rain.
- I like my name.

5. Optional Writing Prompt

Write the word **train** and draw a track beneath it.

6. Encouragement for You

This lesson brings together multiple ways to read the same sound – an advanced concept! You're helping your learner read with flexibility and understanding.

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

LESSON 30: Long E Vowel Teams (ee, ea, e_e)

Parent Instructions:

Today we're reviewing three ways to spell the long E sound: **ee**, **ea**, and **e_e** (Silent E). These patterns show up often and help build reading fluency.

1. Review

Read these long E words aloud:

- see
- leaf
- Pete
- tree

2. Word Sort

Group the words by pattern:

- **ee** → see, tree, feet
- **ea** → leaf, meat, seat
- **e_e** → Pete, these, here

3. Blending Practice

Practice reading:

- s - ee → see
- l - ea - f → leaf
- P - e - t - e → Pete

4. Sentence Practice

Read together:

- I see a tree.
- Pete is here.
- We ate meat.

5. Optional Writing Prompt

Write the word **tree** and draw leaves above it.

6. Encouragement for You

You're guiding your learner through rich patterns in the English language. These steps are foundational to future reading success – keep going!

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

LESSON 31: Long I Vowel Teams (ie, i_e, igh)

Parent Instructions:

Let's explore three ways to say the long I sound: **ie**, **i_e**, and **igh**. These aren't as common, but they are important building blocks.

1. Review

Say these long I words aloud:

- ride
- pie
- light
- bike

2. Word Sort

Sort the words by spelling pattern:

- **ie** → pie, tie
- **i_e** → ride, bike
- **igh** → light, night, high

3. Blending Practice

Sound out and read:

- p - ie → pie
- r - i - d - e → ride
- l - igh - t → light

4. Sentence Practice

Read aloud:

- I will ride my bike.
- Eat a pie at night.
- The light is bright.

5. Optional Writing Prompt

Write the word **light** and draw rays coming out of it.

6. Encouragement for You

You're covering some of the trickiest spelling patterns. Trust the process — familiarity and fluency are growing, one word at a time.

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

LESSON 32: Long O Vowel Teams (oa, o_e, ow)

Parent Instructions:

Today's long O review includes **oa**, **o_e**, and **ow**. These patterns are helpful for recognizing and reading longer words too.

1. Review

Say these long O words:

- boat
- hope
- snow
- coat

2. Word Sort

Sort by spelling pattern:

- **oa** → boat, soap
- **o_e** → hope, rope
- **ow** → snow, grow

3. Blending Practice

Read slowly, then together:

- b - oa - t → boat
- h - o - p - e → hope
- s - n - ow → snow

4. Sentence Practice

Read together:

- The boat is red.
- We hope for snow.
- Soap is in the box.

5. Optional Writing Prompt

Write the word **snow** and draw dots around it like flakes.

6. Encouragement for You

Each time your learner spots a vowel team, they're becoming a more confident reader. You're building skills that stick – be proud of this moment.

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

LESSON 33: Long U Vowel Teams (ue, u_e, ew)

Parent Instructions:

Let's complete our long vowel reviews with **long U**. It can be spelled with **ue**, **u_e**, and **ew**. This sound is smooth and gentle.

1. Review

Say the words aloud:

- blue
- cube
- new
- use

2. Word Sort

Sort the words by spelling pattern:

- **ue** → blue, clue
- **u_e** → cube, use
- **ew** → new, chew

3. Blending Practice

Read these together:

- b - l - ue → blue
- c - u - b - e → cube
- n - ew → new

4. Sentence Practice

Read aloud:

- I have a blue pen.
- The cube is cold.
- We got a new toy.

5. Optional Writing Prompt

Write the word **cube** and draw a small square next to it.

6. Encouragement for You

You've now walked through all the long vowel teams. That's a big deal!
You're unlocking the world of books one pattern at a time.

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

LESSON 34: Review -op and -og Word Families

Parent Instructions:

Today's lesson reviews the -op and -og word families. These words help your learner build fluency with the short O sound. Encourage slow sounding out when needed, and reread for confidence. Use finger-pointing, repetition, and praise to support their progress.

1. Review

Warm up with these short O words from earlier lessons:

• hot • hop • pot • pop • log • dog • fog

2. Word Family Practice

Say:

"Words in the same family share the same ending sounds. Today we're reading words that end in **-op** and **-og**."

Practice reading the -op family:

• hop • pop • top • mop • stop • shop

Practice reading the -og family:

• dog • log • fog • jog • hog • clog

Say each word slowly, then read faster. Ask your learner to point to the rhyming part.

3. Blending Practice

Blend these sounds aloud together:

• h - o - p → hop

• m - o - p → mop

• j - o - g → jog

• s - t - o - p → stop

Let your learner try on their own, then confirm together.

4. Mixed Word Practice

Read these lists of mixed -op and -og words aloud:

• hop dog mop log pop fog

• top jog shop hog stop clog

If needed, have your learner underline or circle the ending family sounds (-op or -og).

LESSON 35: Review -ob and -om Word Families

Parent Instructions:

Today's lesson focuses on two more short O word families: **-ob** and **-om**. These help with blending, rhyming, and reading fluency. Go slowly, and revisit any tricky words.

1. Review

Read these familiar short O words aloud:

• dog • hop • top • pot • log

2. Word Family Practice

Say:

"Let's read words that end in **-ob** and **-om**. These endings sound like 'job' and 'mom'."

Read these -ob words:

• job • sob • rob • cob • bob • knob

Read these -om words:

• mom • Tom • pom • bomb • from

(Explain "from" doesn't follow the pattern but is good for recognition.)

3. Blending Practice

Blend these slowly, then try faster:

- j - o - b → job
- r - o - b → rob
- m - o - m → mom
- b - o - b → bob
- c - o - b → cob

4. Mixed Word Practice

• sob mom job bomb rob from
• Tom cob bob pom knob

LESSON 36: Short Vowel Sentence Review

Parent Instructions:

This is a fluency review lesson. Your learner will read short vowel words in simple sentences. The goal is confidence and flow, not perfection.

1. Warm-Up

Read a few familiar short vowel words aloud:

- hat
- bed
- sit
- dog
- cup

2. Review Reading Practice

Have your learner read these CVC (consonant-vowel-consonant) words aloud:

- pan pet fig hop mud
- map net big log run

3. Sentence Practice

Read each sentence together. Let your learner go first, then you repeat if they need help:

- The cat is fat.
- Get the red cup.
- I can hop and run.
- Mom had a big pot.
- The dog is on the mat.
- Sam is in the van.

4. Rereading for Fluency

Choose 2-3 of the above sentences and reread them twice. Practice smoothness and voice expression.

5. Silly Sentence Challenge

Create silly sentences using short vowel words. Let your learner make up one!

Example: "A pig ran in a big wig."

LESSON 37: Beginning Blends - bl, cl, fl

Parent Instructions:

Today introduces beginning consonant blends. These are two letters that blend together at the start of a word but still keep their sounds.

1. Introduction

Say:

“When two consonants come together, we say both sounds quickly. Try saying these with me.”

Introduce the blends:

- b + l = bl
- c + l = cl
- f + l = fl

2. Blending Practice

Practice these blend words aloud:

- bl: black blob blip blast
- cl: clap clip clap clog
- fl: flip flag flat flap

3. Sentence Practice

- I flip the flag.
- The blob is red.
- Clap and clap again.
- The flat map is big.

4. Sound Sorting

Say words and ask your learner to guess the blend:

- “What blend do you hear in ‘black’?” (bl)
- “What blend do you hear in ‘flag’?” (fl)

LESSON 38: Ending Blends - nd, mp, st

Parent Instructions:

Today's blends are at the end of words. Your learner may need help hearing the full ending. Say them slowly, and repeat for practice.

1. Introduction

Say:

"These words end with two consonants stuck together. We say both sounds, even at the end!"

Introduce the blends:

- n + d = nd
- m + p = mp
- s + t = st

2. Word Practice

Practice reading these words:

- nd: land hand sand bend
- mp: camp lamp bump jump
- st: past fast last best

3. Sentence Practice

- Jump past the sand.
- I have a lamp.
- The camp is big.
- Bend your hand.

4. Read and Point

Say a word and let your learner point to it from a list of 3 options. This builds listening and word recognition.

5. Extra Practice

Let your learner reread the blend words quickly like a race!

6. Encouragement for You

You're teaching strong reading habits. Blends can be tricky at first, but with repetition, your learner will start to notice them naturally.

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

LESSON 39: Mixed Short Vowel Fluency Practice

Parent Instructions:

This is another review day with reading lists and sentences using everything your learner has practiced so far – CVC words, blends, and fluency sentences.

1. Warm-Up

Choose 3–5 familiar words from recent lessons and read them together aloud.

2. Reading Practice

Practice these words aloud:

- bed flag clap best mop
- sand hand flip camp last

3. Sentence Practice

- Flip the best card.
- The sand is hot.
- Clap fast for the band.
- The mop is in the camp.

4. Rereading Game

Read a sentence together three times – each time try to be smoother or funnier with your voice.

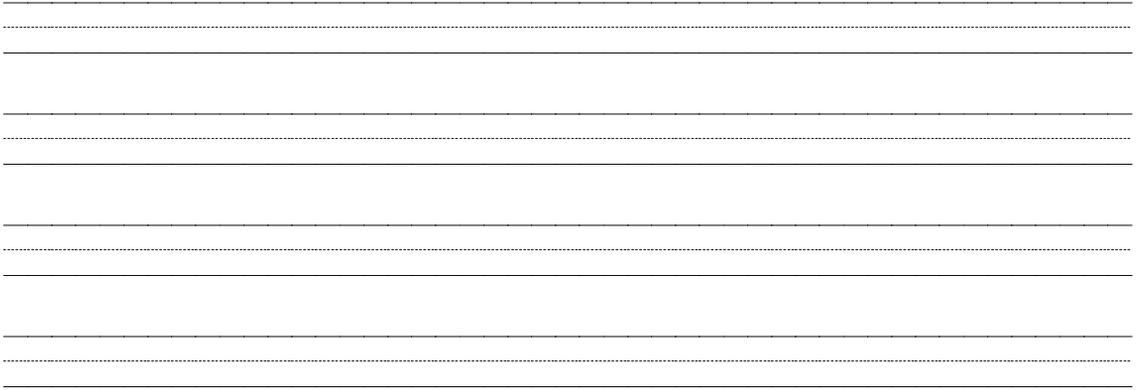
5. Short Story

Read this mini-story aloud together:

“Pam had a red flag. She ran past the sand. The wind was fast. She did not stop.”

6. Encouragement for You

You’re helping your learner grow into a real reader – one word, one sentence, one story at a time. You’re laying a strong foundation!



LESSON 40: Fluency Story and Celebration

Parent Instructions:

Today your learner will read a full short story using short vowel words and blends. Celebrate how far they've come!

1. Warm-Up

Say:

"Let's warm up with some easy words!"

Read together:

- mop camp dog flag sand jump best hat

2. Mini Story Practice

Read this short story together. Go slowly at first, then try again with fluency.

The Big Camp

"Sam went to camp. He had a red flag. The sand was hot. Sam ran fast. He met a dog. The dog had a mop! Sam and the dog had fun. It was the best camp!"

3. Reading for Expression

Try reading the story with fun voices or expressions. Encourage joy in reading aloud!

4. Rereading

Read the story again to build fluency.

5. Celebration

Say:

"You just read a whole story! Let's celebrate your hard work!"

Offer a sticker, small treat, or high five to mark the moment.

6. Encouragement for You

This is a milestone! Look at all the sounds, patterns, and blends your learner can now read. You're doing something powerful. Keep the momentum going — you're both amazing.

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

LESSON 41: Beginning Blends - bl, cl, fl, pl

Parent Instructions:

Today's lesson introduces beginning blends – two consonants that blend together at the start of a word. Help your learner say each sound slowly, then smoothly. Use hand motions if helpful (like pointing for each sound). Blends help build toward more fluent reading.

1. Review

Read these simple short vowel words aloud together:

- bed
- fog
- run
- sit
- hat

2. New Pattern: Beginning Blends

Say:

“When two consonants come together at the beginning of a word, we blend their sounds. You still hear both letters, but you say them close together.”

Today's blends: **bl, cl, fl, pl**

Model these blends slowly:

- b - l → bl
- c - l → cl
- f - l → fl
- p - l → pl

Practice reading blend words:

- blip black block blast
- clap clip clam clog
- flat flag flip flap
- plan plot plug plop

Repeat each list together twice, encouraging clear, steady blending.

3. Blending Practice

Blend these together aloud, one at a time:

- b - l - o - c - k → block
- c - l - a - p → clap
- f - l - i - p → flip
- p - l - a - n → plan

Ask your learner to try without your help once they're confident.

4. Mixed Practice

Read these words aloud:

- plug flag clip plop
- clam blast flap clog
- flip blip clap plot

Have your learner circle or underline the blend in each word.

5. Sentence Practice

Practice reading these together:

- The flag is red.
- Can you clip the bag?
- We will plug in the fan.
- I plan to flip the card.

Encourage rereading for fluency.

6. Optional Writing Prompt

Write the word "plan" and use it in your own sentence.

7. Encouragement for You

Blends are a big step! Your learner is starting to read more complex words, and that's a huge win. Don't worry if it feels tricky at first – just keep practicing. You're giving them the tools to read anything. Keep going!

LESSON 42: Ending Blends - nt, sk, sp

Parent Instructions:

Today we'll focus on ending blends: **nt**, **sk**, and **sp**. These blends appear at the end of words and help build awareness of final consonant clusters. Read slowly and clearly, and let your learner hear both sounds in each blend.

1. Review

Read these blend words aloud together from earlier lessons:

- land
- jump
- best
- hand

2. New Ending Blends

Say:

“These ending blends make two sounds quickly, but we say them together.”

- nt → like in **tent**
- sk → like in **mask**
- sp → like in **wasp**

Practice reading these words:

- tent hunt went bent
- mask task desk ask
- wasp clasp grasp crisp

3. Blending Practice

Sound out these slowly, then read together:

- h - u - n - t → hunt
- m - a - s - k → mask
- g - r - a - s - p → grasp

Let your learner try reading without your help after a few tries.

4. Sentence Practice

Read each aloud:

- I went in the tent.
- The desk is small.
- A wasp flew fast.
- She had a big task.

LESSON 43: Ending Blends - ld, lk, lt

Parent Instructions:

Today we'll learn three ending blends that can feel a little "slippery" to say – **ld**, **lk**, and **lt**. These blends make a subtle sound and often need slow, careful practice.

1. Review

Say these words aloud to warm up:

- hand sand camp lamp

2. New Ending Blends

Say:

"Some words end in blends that are tricky to hear. Listen carefully."

- ld → cold gold
- lk → milk silk
- lt → belt melt

Read these words together:

- cold bold gold
- milk silk yolk
- belt felt melt

3. Blending Practice

Sound out slowly, then read:

- c - o - l - d → cold
- m - i - l - k → milk
- m - e - l - t → melt

4. Sentence Practice

Let's read:

- The milk is cold.
- She wore a belt.
- I like silk.
- The gold is shiny.

LESSON 44: Reading with Blends

Parent Instructions:

Today is a review day! We'll practice many of the beginning and ending blends from the last few lessons. The goal is fluency, flexibility, and fun.

1. Word Reading

Practice these beginning blends:

• bl cl fl pl

Words: **black, clip, flat, plug**

Practice these ending blends:

• nd mp st sk sp

Words: **land, lamp, best, mask, wasp**

2. Sentence Practice

Read each one aloud:

- The black mask is flat.
- Clip the red flag.
- I went to the camp.
- A wasp flew past.

3. Silly Sound Sort

Say:

"I'll say a blend word – you point to the right blend on the paper."

Example:

- "flip" → fl
- "grasp" → sp
- "milk" → lk

4. Short Story

Read together:

"Clint went to camp. He packed a mask, a belt, and a lamp. A wasp flew by, and he ran past the desk to his tent. Camp was fun!"

LESSON 45: Compound Words - Part 1

Parent Instructions:

Today we're learning compound words – two small words put together to make a bigger word. These are fun to spot and great for reading growth.

1. Introduction to Compound Words

Say:

“When we put two little words together, we get a new word! Like **sun + set = sunset.**”

Practice these:

- sun + set = sunset
- bed + room = bedroom
- bath + tub = bathtub
- lunch + box = lunchbox

2. Reading Practice

Read these compound words:

- sunset bedroom bathtub lunchbox
- flagpole snowman backpack sailboat

3. Sentence Practice

- I saw the sunset.
- My bedroom is pink.
- She got in the bathtub.
- We packed the lunchbox.

4. Blending Challenge

Try these:

- sail + boat = sailboat
- snow + man = snowman
- back + pack = backpack

Ask your learner to blend and say the word.

5. Optional Writing Prompt

Pick a favorite compound word and draw it split into its parts.

LESSON 46: Compound Words – Part 2

Parent Instructions:

Let's continue with more compound word fun! Today we'll practice using them in full sentences and explore how new meanings come from old words.

1. Review

Read these compound words aloud:

- bathtub sunset bedroom lunchbox

2. New Compound Words

Practice reading these:

- doghouse raincoat cowboy toothbrush
- football grandma snowball mailbox

3. Sentence Practice

Read aloud:

- The doghouse is red.
- I wear my raincoat.
- The cowboy has boots.
- I got mail in the mailbox.

4. Compound Match Game (Oral)

Say the first part and let your learner guess the second.

- snow + ? → (snowball)
- mail + ? → (mailbox)
- tooth + ? → (toothbrush)

5. Reading Challenge

Read this passage together:

“Grandma gave me a football and a raincoat. I wore my raincoat to the doghouse. The snowball fight started soon after!”

6. Optional Writing Prompt

Write your favorite new compound word and draw both parts of it.

LESSON 47: Multisyllabic Words - Open Syllables

Parent Instructions:

Today we'll begin reading longer words by breaking them into syllables. We'll start with **open syllables**, which often end in a vowel and say the vowel's long sound – like **pa-per** or **ti-ger**. Go slow and celebrate every attempt.

1. Review

Read these one-syllable long vowel words:

- me no go hi she

2. New Concept: Open Syllables

Say:

“When a syllable ends with a vowel, it usually says its name. These are called open syllables.”

Practice breaking and reading:

- ti-ger → tiger
- pa-per → paper
- ro-bot → robot
- mu-sic → music

3. Blending Practice

Break and blend slowly, then read smoothly:

- ti + ger
- ro + bot
- be + gin
- mu + sic

4. Reading Practice

Read these open-syllable words:

- tiger paper robot basic music hotel

LESSON 48: Multisyllabic Words – Closed Syllables

Parent Instructions:

Today we'll explore **closed syllables** – syllables that end in a consonant, which usually make the vowel short (like **pic-nic** or **nap-kin**). Help your learner notice the shorter vowel sound in each first syllable.

1. Review

Say these short vowel CVC words:

- cat mop pin bed sun

2. New Concept: Closed Syllables

Say:

“When a syllable ends in a consonant, it usually has a short vowel sound. That’s a closed syllable.”

Examples:

- pic-nic nap-kin bat-man sun-set

3. Blending Practice

Break and blend:

- pic + nic → picnic
- sun + set → sunset
- bat + man → Batman
- nap + kin → napkin

4. Reading Practice

Read these two-syllable closed-syllable words:

- sunset batman picnic napkin catfish backpack

5. Sentence Practice

- I packed a backpack.
- The napkin is soft.
- We had a sunset picnic.
- Batman wore a cape.

6. Optional Writing Prompt

Draw a sunset and write the word “sunset” above it.

7. Encouragement for You

Closed syllables are everywhere – and now your learner can spot them! You're building decoding strength for all kinds of words. Keep up the great work.

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

LESSON 49: Syllable Practice - Mixed Open and Closed

Parent Instructions:

Let's mix open and closed syllables to help your learner practice both types together. This skill will help unlock even more real-life reading.

1. Warm-Up Review

Say each word and ask if it ends in a vowel or consonant:

- tiger (open)
- sunset (closed)
- paper (open)
- napkin (closed)

2. Mixed Word Reading

Read these words and identify syllables together:

- robot picnic hotel batman music catfish

3. Blending Practice

Practice breaking and reading:

- ro + bot
- cat + fish
- ho + tel
- nap + kin

4. Sentence Practice

- We went to a hotel.
- I saw a catfish.
- The robot was red.
- My napkin is blue.

5. Fun Activity - Make Your Own

Ask:

- Can you make a new word using two real words?

(Example: sun + hat = sunhat, dog + house = doghouse)

Let them be silly too – fun builds confidence.

LESSON 50: Compound Word Review

Parent Instructions:

Today we'll review compound words in a fresh way – with fun reading, chunking, and sentence practice. These words build confidence and real-life fluency.

1. Review Compound Words

Read these aloud and break them into two parts:

- sunset = sun + set
- backpack = back + pack
- bathtub = bath + tub
- lunchbox = lunch + box

2. New Compound Words to Try

- football doghouse rainbow grandma
- flagpole sailboat mailman snowman

3. Reading Practice

- I packed my lunchbox.
- The doghouse is big.
- I saw a rainbow.
- Grandma baked cookies.

4. Challenge Game – Word Match

Say the first half and let your learner guess the second.

- rain + ? (rainbow)
- lunch + ? (lunchbox)
- sail + ? (sailboat)

5. Make a Compound Word Book

Fold a piece of paper in half. On one side, draw **part one** (like “snow”), and on the other side, draw **part two** (like “man”).

6. Optional Writing Prompt

Write your favorite compound word and circle the two small words inside it.

LESSON 51: Words with Endings - ed, ing

Parent Instructions:

Today we're adding a simple challenge – words with **-ed** and **-ing** endings. These are everywhere in daily reading and help your learner start noticing how words change when something happens (past or ongoing).

1. Introduction to Endings

Say:

“When we add **-ing**, it means something is happening. When we add **-ed**, it means it already happened.”

Example:

- jump → jumping / jumped
- play → playing / played

2. Practice with -ing and -ed Words

jump → jumping jumped

play → playing played

help → helping helped

walk → walking walked

3. Sentence Practice

Read aloud:

- I am playing.
- She is helping.
- We walked to the park.
- They jumped in the sand.

4. Word Sort

Sort these words into two groups:

- walking played helping jumped playing

Group 1: -ing

Group 2: -ed

5. Optional Writing Prompt

Write the word "jumping" and draw yourself doing it!

LESSON 52: Reading Real Sentences

Parent Instructions:

Today's goal is confidence with longer, connected sentences using familiar words and patterns. You'll read slowly together, helping your learner practice voice, rhythm, and understanding.

1. Review Word Families & Patterns

Review these words together:

- sunset backpack played jumping helped
- boat rain see green milk flag

2. Full Sentence Reading

Take turns reading aloud together:

- I packed my backpack for camp.
- The boat is on the big lake.
- We played in the green grass.
- I see a cow near the fence.
- He helped me carry the flag.

3. Reread for Fluency

Choose two sentences and read them again – but with fun voices! Try “robot voice,” “whisper voice,” or “story voice.”

4. Mini Reading Challenge

Let your learner try reading these on their own:

- The cow jumped over the log.
- She is helping Mom cook lunch.
- We went to the park with Dad.

5. Optional Writing Prompt

Write the sentence: “I see a red boat.” Then decorate it with a boat and waves.

6. Encouragement for You

Reading full sentences is a huge step. These are the kinds of sentences found in beginner books – and your learner is doing it without the pressure of pages and pictures. Keep celebrating!

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

LESSON 53: Paragraph Reading – My Day

Parent Instructions:

This is your learner’s first paragraph-based lesson. Read together with expression, then practice reading again for fluency and understanding.

1. Warm-Up Word Reading

Read these aloud:

- morning breakfast walked played bedroom

2. First Paragraph Practice

Read this passage aloud together:

Today is a sunny day.

I ate eggs for breakfast.

Then I helped Mom pack a lunch.

We went to the park and played.

Now I will rest in my bedroom.

3. Discuss for Comprehension

Ask:

- What did the child eat for breakfast?
- Where did they go after lunch?
- Where did they rest?

4. Reread Together

Read the paragraph again. Let your learner try it solo or repeat after you.

5. Optional Writing Prompt

Write the word “park” and draw a picture of your favorite park activity.

6. Encouragement for You

This is real reading! A full paragraph, read with understanding – that’s something to cheer about. You’re not just raising a reader; you’re raising someone who enjoys words.

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

LESSON 54: Real-Life Reading - Notes & Signs

Parent Instructions:

Today your learner will read short, real-world messages like sticky notes, signs, and simple directions. This helps connect reading to everyday life.

1. Review Familiar Words

Review these:

- stop go note help play clean

2. Read These Notes Together

Practice saying these aloud like you're reading real notes:

- Stop! Do not touch.
- Please clean your room.
- Time to help with lunch.
- I went to play – back soon.
- Take a snack from the bag.

3. Optional Acting Game

Say: "Let's act it out!" Read a note and have your learner act like it's real.

Example:

- "Time to help with lunch" → They pretend to stir a pot.

4. Make a Note

Let your learner write a short note or sign of their own using 3–4 simple words.

Ideas:

- "Do not enter"
- "I love Dad"
- "Play with me"

5. Encouragement for You

These little sentences are exactly what learners see in real life – on doors, fridges, and school boards. You're helping your learner decode the world around them.

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

LESSON 55: Real-Life Paragraph - At the Store

Parent Instructions:

Today your learner will read a short story based on everyday life. Help with sounding out and expression, and focus on meaning as you go.

1. Review Vocabulary

Read together:

- cart list milk eggs store paid

2. Read This Paragraph

We went to the store.

Mom gave me the list.

I found milk, eggs, and bread.

We filled the cart.

Mom paid at the end.

3. Reread with Expression

Encourage rereading with a “storyteller” voice.

4. Discussion Questions

- Who had the list?
- What did they buy?
- What happened at the end?

5. Optional Writing Prompt

Draw a grocery cart and label 3 things you’d put inside.

6. Encouragement for You

Your learner is now reading full stories about daily life – and that’s beautiful progress. These are the exact skills that lead into confident, independent reading.

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

LESSON 56: Reading Real-Life Lists

Parent Instructions:

Today's lesson introduces **reading lists**—just like grocery lists, to-do lists, or packing lists. These are great for building fluency, vocabulary, and real-world reading confidence.

1. Introduction

Say:

"We read more than just stories. We read lists every day! Let's practice reading some together."

2. Grocery List Practice

Read this list together aloud:

Grocery List

- milk
- eggs
- bread
- cheese
- fruit
- juice

Ask your learner to read the list once by pointing to each word.

3. Read This One Too

Cleaning List

- mop the floor
- wipe the table
- fold clothes
- make the bed

4. Make a Real-Life Connection

Ask:

- What's on our real grocery list today?
- What do you help clean at home?

5. Build a List Together

Let your learner create their own pretend list. Ideas:

LESSON 57: Reading Instructions

Parent Instructions:

Today your learner will read short directions—simple steps they might see at home, on signs, or in books. This builds real-life reading fluency and the ability to follow written instructions.

1. Warm-Up

Say these out loud:

- turn open close put wash

2. Read These Directions Together

How to Wash Your Hands

1. Turn on the water.
2. Get your hands wet.
3. Use soap.
4. Rub your hands.
5. Rinse and dry.

Ask your learner to act it out while reading it!

3. Try Another

How to Make a Snack

1. Get a plate.
2. Add crackers and cheese.
3. Pour a drink.
4. Sit and eat!

4. Real-World Talk

Ask:

- What do you know how to do?
- Can you give me directions?

Encourage them to say or write steps to do something they know well.

5. Optional Writing Prompt

Write or draw 3 steps for something you can do by yourself. (Example: “How to pack a bag”)

LESSON 58: Reading Notes and Messages

Parent Instructions:

Today's focus is on **reading short messages**, like the kind we leave on fridges, doors, or notebooks. These are quick and meaningful ways to help learners read in the real world.

1. Word Review

Practice these common note words:

- back soon gone love play call

2. Read These Sample Notes

Fridge Notes

- I will be back soon.
- Gone to play – love you!
- Call Mom at lunch.
- Take your snack.

Let your learner read each one aloud with expression.

3. Message Match Game

Say a word and have your learner point to the matching message.

Example:

- “Which one says you went to play?” → (Gone to play – love you!)

4. Write Your Own

Let your learner write a pretend note to you. Keep it simple:

- “Gone to park”
- “Love you”
- “Back soon”

5. Real-World Prompt

Stick a real note on the fridge for them to read tomorrow morning!

6. Encouragement for You

Every time your child reads a little message, they feel capable – and that's the heart of it. You're building real, useful literacy, one little note at a time.



LESSON 59: Final Fluency Story - "A Busy Day"

Parent Instructions:

Today your learner will read a full story using many of the patterns and words they've learned. The goal is reading with **expression, flow, and understanding**. Encourage rereading and celebration!

1. Warm-Up

Review these word types aloud:

- Compound words: sunset, backpack, sailboat
- Vowel teams: rain, road, tree, meat
- Word endings: playing, helped, jumped
- R-controlled vowels: bird, car, fork, storm

2. Read This Story Together

"A Busy Day"

I got up when the sun was bright.

Mom gave me a list. It said: Make your bed. Help with lunch.

Pack your backpack.

I did all the steps!

Then we went to the park. I saw a bird in the tree and a dog in the grass.

We had a snack, played tag, and watched the sunset.

What a good, busy day!

3. Comprehension Questions

Ask your learner:

- What did the list say?
- What animals did the child see?
- What happened at the end of the day?

4. Reread with Voice

Let your learner read again – but with **story voice** this time. Try reading it like a bedtime story or with silly voices for fun!

5. Optional Writing Prompt

Write the sentence: *I had a busy day!* and draw pictures to match parts of the story (like the park or sunset).

LESSON 60: Celebrate and Look Ahead

Parent Instructions:

Today's lesson celebrates your learner's reading journey. You'll reflect, reread favorite parts, and prepare for what's next – reading out in the world.

1. Reading Reflection

Ask your learner:

- What was your favorite word we learned?
- Which story did you like the most?
- What's one thing you can read now that you couldn't before?

2. Favorite Reading Review

Reread one or more of the following:

- A sentence from Lesson 52
- The story from Lesson 55 ("At the Store")
- The final story from Lesson 59 ("A Busy Day")

Let your learner choose – and feel proud.

3. Real-Life Reading Scavenger Hunt

Make a list of 5 things your learner might read this week:

- A cereal box
- A bathroom sign
- A store receipt
- A short recipe
- A note on the fridge

Ask them to check off each one as they read it this week!

4. Certificate of Completion (Optional)

Create a simple certificate or just say proudly:

"You finished Book Two of Learn to Read at Any Age. You're now a fluent reader, and I'm so proud of you!"

Offer a treat, high five, hug, or celebration moment!

5. Optional Writing Prompt

Write the words: *I am a reader!* and decorate the page like a poster.

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

Final Encouragement for You

You've done something powerful. You've helped someone move from basic sounds to fluent, functional reading. These skills will last a lifetime – and you made it happen with daily love, time, and belief.

The next step? Keep reading real books, signs, notes, and short stories together – and when you're ready, move on to Book Three.