



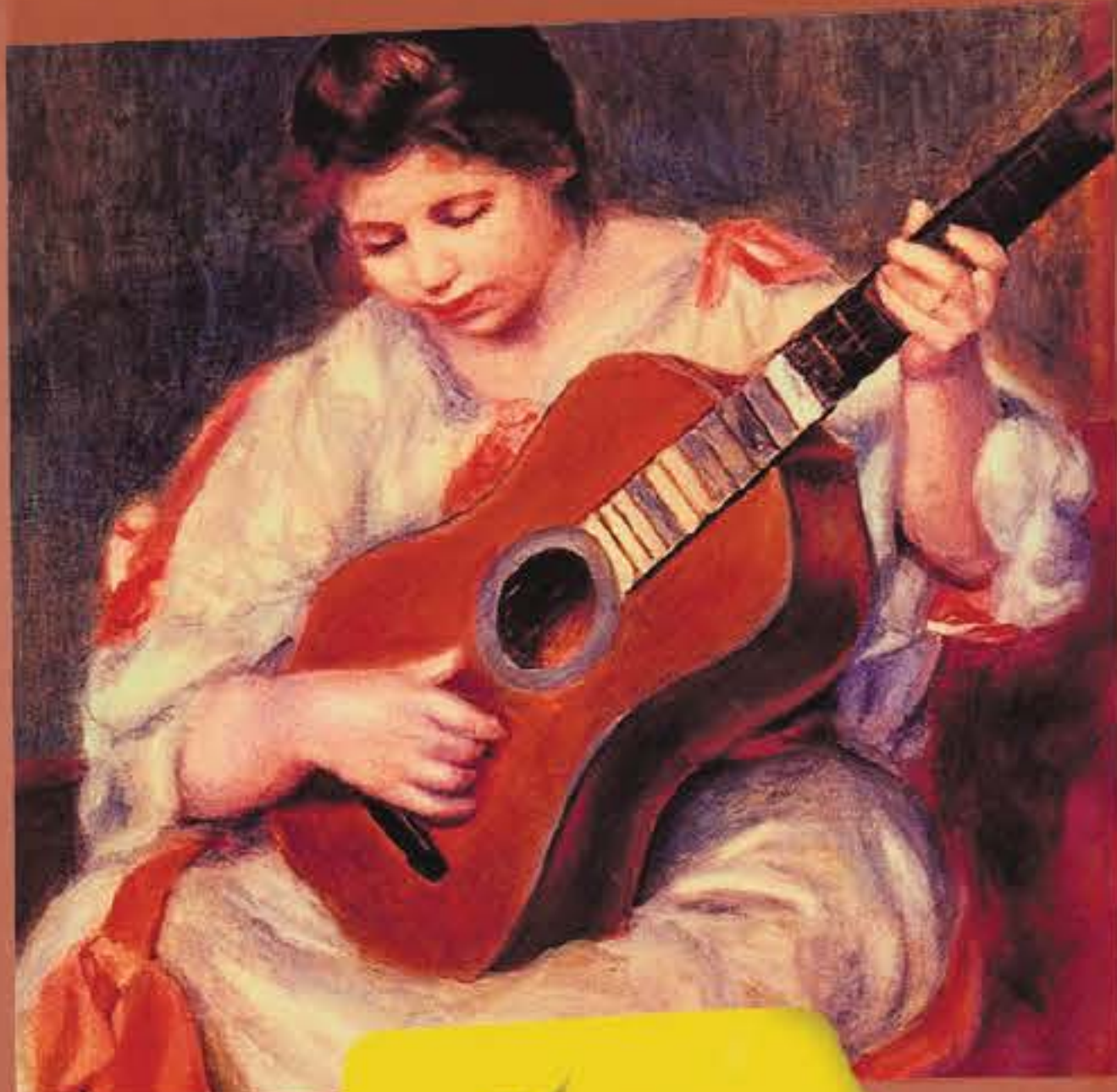
veritas
PRESS

1

PHONICS

MUSEUM

Workbook



Gg



Oo



veritas
PRESS

PHONICS

MUSEUM

First Grade Workbook

Fourth Edition

Copyright ©2020 Veritas Press
Lancaster, Pennsylvania

ISBN 1-978-951200-55-8

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in the United States of America.



Review

INSTRUCTIONS

After reading *The Alphabet Quest*, write the beginning letter for each museum picture below.



Blank writing lines for the first image, consisting of a top blue line, a middle dashed line, and a bottom blue line.



Blank writing lines for the second image, consisting of a top blue line, a middle dashed line, and a bottom blue line.



Blank writing lines for the third image, consisting of a top blue line, a middle dashed line, and a bottom blue line.



Blank writing lines for the fourth image, consisting of a top blue line, a middle dashed line, and a bottom blue line.



Blank writing lines for the fifth image, consisting of a top blue line, a middle dashed line, and a bottom blue line.



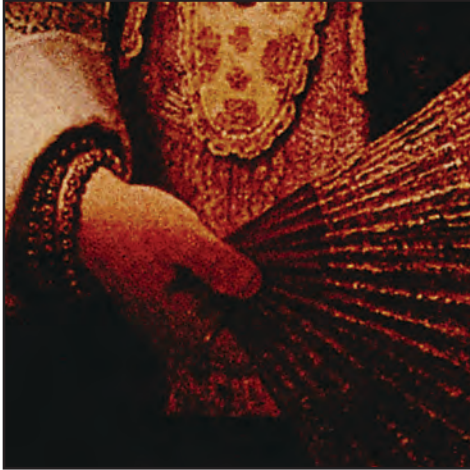
Blank writing lines for the sixth image, consisting of a top blue line, a middle dashed line, and a bottom blue line.



Review

INSTRUCTIONS

After reading *The Alphabet Quest*, write the beginning letter for each museum picture below.



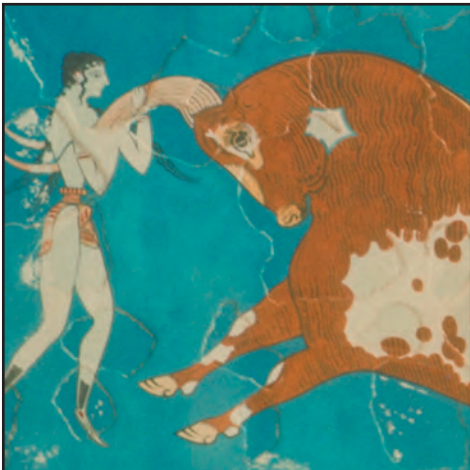
Blank writing lines for the first image.



Blank writing lines for the second image.



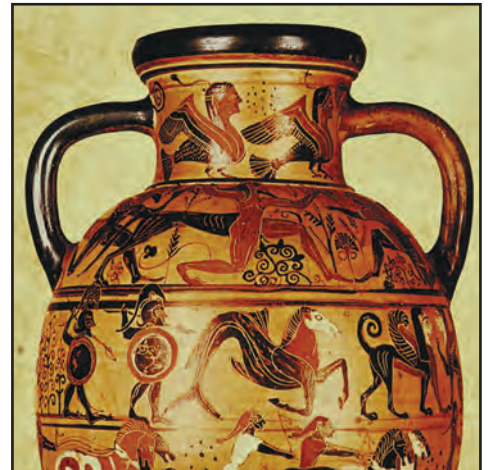
Blank writing lines for the third image.



Blank writing lines for the fourth image.



Blank writing lines for the fifth image.



Blank writing lines for the sixth image.



Review

INSTRUCTIONS

Follow the mazes for each lower case letter, then write its matching upper case letter next to it on the left.

a b c d e

f g h i j

k l m n

o p q r s

t u v w

x y z



Review

INSTRUCTIONS

After looking at each picture say its name.
Write the letter for the beginning sound in
each picture.



















Review

INSTRUCTIONS

After looking at each picture say its name.
Write the letter for the beginning sound in
each picture.



Alphabetical Order

INSTRUCTIONS

Complete the picture by connecting the dots in alphabetical order. Finish coloring Miss Biddle's dress.





Review

INSTRUCTIONS

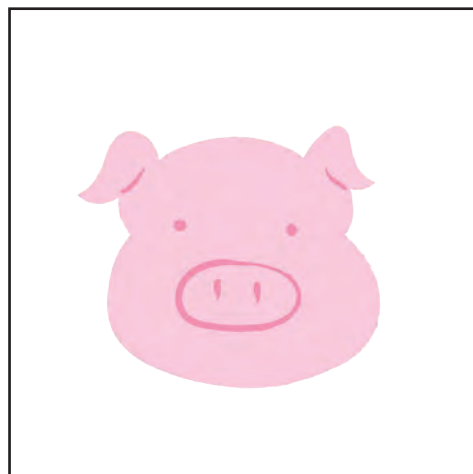
Write the correct middle vowel in each word and follow the mazes for the rest of the word's letters.



n t

f n

b ll



h t

d g

p g

Review

INSTRUCTIONS

Read each sentence. Draw lines to match the correct picture to each sentence.

The lad had
a pen.



The man sat.



The pigs
were fed.



The fat cat
sat.





Review

INSTRUCTIONS:

Circle the letter pair which makes the beginning sound for each picture.



sh

wh



ch

th

sh

wh



ch

th

sh

wh



ch

th

sh

wh



ch

th

sh

wh



ch

th

sh

wh



ch

th

sh

wh



ch

th

sh

wh

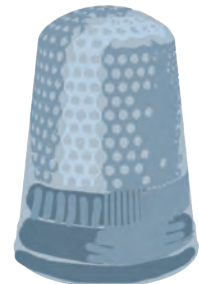


ch

th

sh

wh



ch

th

A magnifying glass with a yellow handle and frame is positioned over a small globe. The globe shows a blue and white pattern, possibly representing a map or a celestial body. The word "Review" is written in a large, red, serif font across the globe.

Review

INSTRUCTIONS:

Write your first and last names on the lines below.





Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.



MY MUSEUM ALPHABET BOOK



A magnifying glass with a yellow handle and a blue frame. Inside the lens is a small illustration of a blue and white sailing ship on the water.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.



A magnifying glass with a yellow handle and frame. Inside the lens is a small illustration of a blue and white ship on the water.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.

W



D



U



F



A magnifying glass with a yellow handle and a blue frame. Inside the lens is a small illustration of a blue and white sailing ship on the water.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.



A magnifying glass with a yellow handle and frame. Inside the lens is a blue and white ship on the water.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.

S



H



Q



J



A magnifying glass with a yellow handle and a blue frame. Inside the lens is a small illustration of a blue and white sailing ship on the water.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.

I



R



K



P



A magnifying glass with a yellow handle and frame. Inside the lens is a small illustration of a blue and white sailing ship on the water.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.



A magnifying glass with a yellow handle and frame. Inside the lens is a blue and white ship. The word "Review" is written in a large, red, serif font across the middle of the page.

Review

INSTRUCTIONS

Using magazines, cut out an image for each letter to add to your museum.

M



N



ing

INSTRUCTIONS

Circle the “ing,” “ang,” or “ong” in the following words.



king

rang

song

ring

sang

gong

sing

bang

dong

wing

hang

pong

ding

gang

long

ing

INSTRUCTIONS
Read the words below.



s

ing

r

ing

s

ang

s

ong

r

ang

ing

INSTRUCTIONS

Circle the "ing" in the following words.



hopping

huffing

singing

budding

humming

winning

begging

ing

7b

INSTRUCTIONS

Cut the scroll and the letter strip out then place the strip through the scroll and read the words that are made.



ing

ang

s

r

p

b



ing

INSTRUCTIONS

Read up and down the word columns.
After this you will be able to read *Ella
Sings Jazz*.



like

loving

bebop

swing

sing

sang

sung

king

bing

bang

bong

ping

pang

pong

gang

songs

long

lungs

singing

hopping

huffing

puffing

dipping

rocking

swinging

napping

getting

buzzing

begging

itching

budding

humming

zinging



Review

INSTRUCTIONS

Circle the beginning sound for each picture.

sh wh



ch th

sh wh



ch th

sh wh



ch th

sh wh



ch th

sh wh



ch th

sh wh



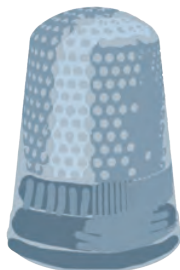
ch th

sh wh



ch th

sh wh



ch th

sh wh



ch th



ing

INSTRUCTIONS

Draw a line to match the word on the left to the picture on the right.



ring

king

sledding

singing





ing

INSTRUCTIONS

Follow the mazes below then write out the following ING words beside the corresponding mazes.



singing

hopping

running

begging

dipping



INSTRUCTIONS
Circle the correct answer.



1. When Ella was set to sing,
she sang with _____.

JOHN CHICK JEFF

2. What songs did Ella sing?
(circle two)

JAZZ POP FOLK

3. Ella's fans said Ella had _____
lungs for singing.

BAD FAT TOP

1



PHONICS
MUSEUM

ISBN 978-1-951200-55-8



9 781951 200558



veritas
PRESS

1



PHONICS

MUSEUM

Teacher's Manual



Get the most out of your Phonics Museum Curriculum

with the award-winning Veritas **Phonics Museum** app!



Where children learn to read

Learn more at PhonicsMuseum.com





PHONICS

MUSEUM



PHONICS

MUSEUM

First Grade Teacher's Manual

*The authors of the
original Phonics Museum
were Marlin Detweiler, Laurie Detweiler,
Diane Coleman, Ned Bustard,
Emily Fischer, and
Eric Vanderhoof*

Fourth Edition
Copyright ©2020 Veritas Press
Lancaster, Pennsylvania
ISBN 978-1-951200-56-5

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in the United States of America.

Contents

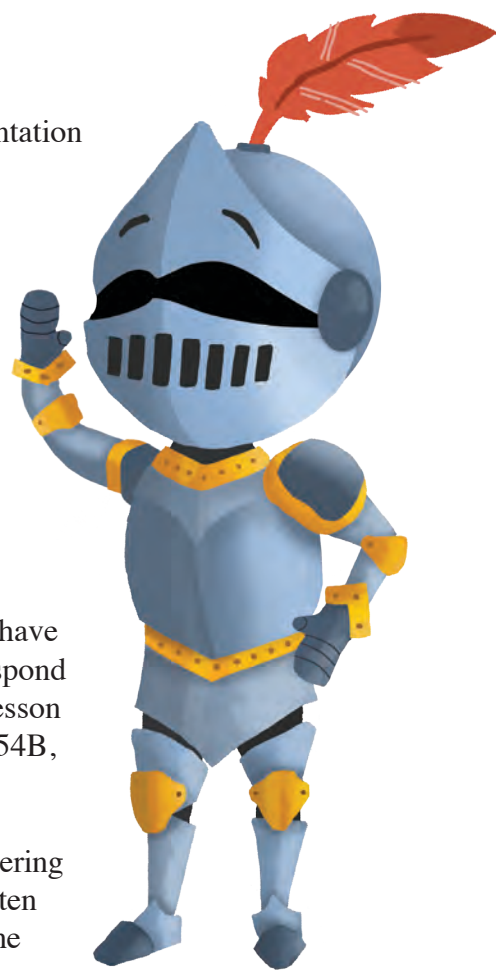
	OVERVIEW	IX			
	ICON LEGEND	XI			
LESSON 1	INTRODUCTION	1	LESSON 51	READ PRIMER 17: THE CABLE CAR	
LESSON 2	REVIEW	3		LADY	83
LESSON 3	REVIEW	4	LESSON 52	SPELLING TEST 1	84
LESSON 4	REVIEW	6	LESSON 53	TARGET: AI/AY	84
LESSON 5	REVIEW	7	LESSON 54	WRITING AI/AY AND REVIEW	86
LESSON 6	TARGET: NG	8	LESSON 55	TARGET: EE/EA AS LONG E	87
LESSON 7	TARGET: NG	10	LESSON 56	TARGET: EE/EA AND REVIEW	90
LESSON 8	TARGET: NG	12	LESSON 57	TARGET: EA AS SHORT E	91
LESSON 9	TARGET: NG AND READ		LESSON 58	TARGET: OA/OW/OE	94
	PRIMER 11: ELLA SINGS JAZZ	14	LESSON 59	TARGET: OA/OW/OE	97
LESSON 10	READING COMPREHENSION	16	LESSON 60	TARGET: OA/OW/OE	98
LESSON 11	TARGET: R BLENDS	18	LESSON 61	TARGET: OA/OW/OE	99
LESSON 12	TARGET: R BLENDS	19	LESSON 62	TARGET: OA/OW/OE	102
LESSON 13	TARGET: R BLENDS	21		REVIEW	103
LESSON 14	TARGET: R BLENDS	23	LESSON 63	SPELLING LIST 2	103
LESSON 15	TARGET: L BLENDS	24	LESSON 64	TARGET: IE AS LONG I	104
LESSON 16	TARGET: L BLENDS	26	LESSON 65	TARGET: CH AS K	106
LESSON 17	TARGET: L BLENDS	27		READ PRIMER 18: SINBAD THE	
LESSON 18	TARGET: L BLENDS	29	LESSON 66	SAILOR DOG	108
LESSON 19	TARGET: L AND R BLENDS		LESSON 67	READING COMPREHENSION	109
	AND READ PRIMER 12: FRED THE			WRITING	109
	FROG	31	LESSON 68	SPELLING TEST 2	110
LESSON 20	READING COMPREHENSION	32	LESSON 69	REVIEW	110
LESSON 21	TARGET: S BLENDS	33	LESSON 70	REVIEW	111
LESSON 22	TARGET: S BLENDS	35	LESSON 71	REVIEW	112
LESSON 23	TARGET: S BLENDS	36	LESSON 72	ALPHABETICAL ORDER	113
LESSON 24	TARGET: S BLENDS	38	LESSON 73	REVIEW	115
LESSON 25	TARGET: S BLENDS AND THR	39		DROPPING FINAL E	117
LESSON 26	REVIEW	41	LESSON 74	SPELLING LIST 3	118
LESSON 27	TARGET: TW/DW BLENDS	43	LESSON 75	REVIEW AND FINAL LY	118
LESSON 28	READ PRIMER 13: WHAT SMELLS?	45	LESSON 76	READ PRIMER 19: AVA AND MIMI	119
LESSON 29	READING COMPREHENSION	46	LESSON 77	READING COMPREHENSION	120
LESSON 30	READING COMPREHENSION	46		TARGET: TWO SOUNDS OF OO	121
LESSON 31	TARGET: ENDING BLENDS	47	LESSON 78	SPELLING TEST 3	123
LESSON 32	TARGET: FINAL BLENDS	49	LESSON 79	TARGET: OO	123
LESSON 33	TARGET: FINAL BLENDS	51	LESSON 80	TARGET: UE/EW AS LONG U	125
LESSON 34	REVIEW AND READ PRIMER 14:			READ PRIMER 20: STU SHOOTS	
	MY ELF	52	LESSON 81	FOR THE MOON	127
LESSON 35	READING COMPREHENSION	52	LESSON 82	READING COMPREHENSION	129
LESSON 36	TARGET: VOWELS + R	54	LESSON 83	TARGET: OI/OY	129
LESSON 37	TARGET: VOWELS + R	56	LESSON 84	TARGET: OI/OY	131
LESSON 38	TARGET: VOWELS + R	57	LESSON 85	TARGET: OI/OY	132
LESSON 39	TARGET: VOWELS + R	59	LESSON 86	TARGET: OI/OY	133
LESSON 40	READ PRIMER 15: DOCTOR DAN	61		TARGET: OI/OY	134
LESSON 41	FINAL SILENT E	61	LESSON 87	SPELLING LIST 4	134
LESSON 42	FINAL SILENT E	65	LESSON 88	REVIEW	135
LESSON 43	FINAL SILENT E	66	LESSON 89	SCRAMBLED WORDS	137
LESSON 44	FINAL SILENT E	68		READ PRIMER 21: BOYS WILL	
LESSON 45	TARGET: VOWEL SOUNDS OF Y	70	LESSON 90	BE BOYS	138
LESSON 46	FINAL SILENT E	74	LESSON 91	TARGET: OU/OW	138
	SPELLING LIST 1	75		VOCABULARY	140
LESSON 47	TARGET: FINAL Y	76	LESSON 92	SPELLING TEST 4	140
LESSON 48	DECODING VCV WORDS AND			TARGET: OU/OW	142
	READ PRIMER 16: THE BIG GAME	77	LESSON 93	SPELLING LIST 5	142
LESSON 49	READING COMPREHENSION	80		READ PRIMER 22: THE HAPPY	
LESSON 50	TARGET: ARE WORDS	81	LESSON 94	MAN'S SHIRT	143
			LESSON 95	READING COMPREHENSION	143
				TARGET: SOFT C	144

LESSON 96	TARGET: SOFT C	147	LESSON 135	REVIEW OF OU	190
LESSON 97	TARGET: SOFT C	148	LESSON 136	REVIEW	191
	SPELLING TEST 5	148	LESSON 137	VOCABULARY	192
LESSON 98	TARGET: SOFT C	148	LESSON 138	READ PRIMER 27: THE FAN FORK INVENTION	196
	SPELLING LIST 6	149	LESSON 139	READING COMPREHENSION	196
LESSON 99	ALPHABETICAL ORDER	149	LESSON 140	READING COMPREHENSION	197
LESSON 100	TARGET: SOFT C	151		SPELLING TEST 10	197
LESSON 101	TARGET: SOFT C	152	LESSON 141	TARGET: PH AS F	198
LESSON 102	TARGET: ADDING S AND ING	154	LESSON 142	TARGET: PH AS F	200
LESSON 103	TARGET: OUL AS SHORT OO	155	LESSON 143	TARGET: FINAL ED	201
	SPELLING TEST 6	157	LESSON 144	TARGET: FINAL ED	205
LESSON 104	READ PRIMER 23: HOW WILL THE MICE SAVE THE CIRCUS?	158	LESSON 145	TARGET: FINAL ED	206
LESSON 105	TARGET: AW/AU/AL	158	LESSON 146	TARGET: PH WORDS	208
LESSON 106	TARGET: AW/AU/AL	160		SPELLING LIST 11	209
	SPELLING LIST 7	160	LESSON 147	VOCABULARY	209
LESSON 107	TARGET: AW/AU/AL	161	LESSON 148	READ PRIMER 28: THE DOLPHIN AND THE ELEPHANT	212
LESSON 108	READ PRIMER 24: THE PERFECT MARSHMALLOW-ROASTING STICK	162	LESSON 149	READING COMPREHENSION	212
LESSON 109	TARGET: SILENT CONSONANTS	163	LESSON 150	READING COMPREHENSION	212
LESSON 110	TARGET: SILENT CONSONANTS	164	LESSON 151	VOCABULARY AND READ PRIMER 29: THE CASE OF THE MISSING CUPCAKES	213
LESSON 111	TARGET: SILENT CONSONANTS	166		READING COMPREHENSION	214
LESSON 112	TARGET: SILENT CONSONANTS	167	LESSON 152	REVIEW	215
	SPELLING LIST 7	167	LESSON 153	SPELLING TEST 11	215
LESSON 113	ALPHABETIZING	168		REVIEW	215
	SPELLING LIST 8	169	LESSON 154	REVIEW	215
LESSON 114	TARGET: SILENT CONSONANTS	169	LESSON 155	READ PRIMER 30: FINN THE BOXER WANTS TO DANCE	216
LESSON 115	TARGET: OU AS SHORT O	170		READING COMPREHENSION	216
LESSON 116	READ PRIMER 25: A LIGHT FOR THE BLIND	171	LESSON 156	READING COMPREHENSION	217
LESSON 117	READING COMPREHENSION	172	LESSON 157	READING COMPREHENSION	217
LESSON 118	REVIEW	172	LESSON 158	ART ACTIVITY	217
	SPELLING TEST 8	173	LESSON 159	REVIEW	218
LESSON 119	TARGET: FINAL GE/DGE	173	LESSON 160	REVIEW	218
LESSON 120	TARGET: FINAL GE/DGE/NGE	175	LESSON 161	READ PRIMER 31: MISS BIDDLE'S TOUR AROUND THE WORLD	219
LESSON 121	TARGET: FINAL GE/DGE/NGE	177		READING COMPREHENSION	219
LESSON 122	TARGET: FINAL GE/DGE/NGE	178	LESSON 162	READING COMPREHENSION	220
LESSON 123	REVIEW	178	LESSON 163	READING COMPREHENSION	220
LESSON 124	TARGET: GE/GI	180	LESSON 164	ART ACTIVITY	221
	SPELLING LIST 9	181	APPENDIX 1	PHONICS MUSEUM SONGS	223
LESSON 125	REVIEW	181	APPENDIX 2	MUSEUM BAG LETTER	265
LESSON 126	READ PRIMER 26: THE FUDGE BRIDGE	182	APPENDIX 3	GAMES	266
LESSON 127	READING COMPREHENSION	182	APPENDIX 4	BINGO	267
LESSON 128	REVIEW	183	APPENDIX 5	HANDWRITING PRACTICE	268
LESSON 129	TARGET: TION/SION	184	APPENDIX 6	HANDWRITING PRACTICE (OLDER) ..	269
	SPELLING TEST 9	185	APPENDIX 7	NAME STRIP	270
LESSON 130	TARGET: TION/SION	195	APPENDIX 8	LETTER FORMATION	271
LESSON 131	TARGET: TION/SION	186	APPENDIX 9	PRONUNCIATION GUIDE	273
LESSON 132	REVIEW	187	APPENDIX 10	SPECIAL EXHIBIT FRAMES	275
LESSON 133	REVIEW	189	APPENDIX 11	SPECIAL EXHIBIT LISTS	276
LESSON 134	TARGET: TION/SION	190	APPENDIX 12	POETRY COVER	277
	SPELLING LIST 10	190	APPENDIX 13	ED PUZZLE CARDS	278
			APPENDIX 14	ANSWER KEY	280

Phonics Museum Overview

This brief overview is intended to provide you with a quick orientation to this thorough program.

1. Using the enclosed packing list, identify everything to acquaint yourself with the name and description of each item.
2. Open the teacher's manual (start with Kindergarten, if you have both) and familiarize yourself with it. Pay particular attention to the page that explains the icons (this page appears after the Table of Contents) as the icons will be used extensively throughout the manual.
3. Open the student workbook (again, Kindergarten if you have both). The lesson numbers in the teacher's manual will correspond to the student workbook worksheet numbers. For example, Lesson 54 in the teacher's manual corresponds to worksheets 54A, 54B, and 54C.
4. Set up the pop-up museum by folding at the creases and gathering the inward folds together in the center. Use paper clips to fasten these "inside corners" together. When properly assembled, the museum will have four "rooms" and, when viewed from above, will look like four spokes of a wheel. The museum is intended for the children to play in a museum just like they would play with a doll house. The paper dolls are intended for this activity. Encourage them to hang up the fine art cards as they study each of their letters. For example when studying the letter P, they might hang up the pig card. Sticky tack works well for attaching the cards. Note the game board portion. Refer to the packing list, if necessary to determine which side is the game board. When you are ready to play a game, remove the paper clips and flatten the museum on a table with the game board up.
5. Make the museum bag. Take the iron-on sheet and iron this onto an old pillow case or even a fabric bag. Heat your iron to medium heat, lay the transfer squarely on the surface of the bag with the rough side down and iron over the sheet. The heat will cause the transfer to stick to the bag. This will be used as your student makes his own museum, hunting for objects that begin with the sound of the letter he is studying. If you are using this in a classroom, you will find a sheet in **Appendix 2** that explains the activity to parents. You will want to provide them each a copy.



6. Lyrics and sheet music are found in **Appendix 1**. The music is available with your purchase of The Phonics Museum. To access the songs, visit your store account at VeritasPress.com and view the Downloadables box.
7. Become familiar with each of the games. Look in **Appendixes 3** and **4** for explanations.
8. **Appendixes 5** and **6** are pages for handwriting practice. Unlike in the Kindergarten manual, the First Grade manual has two pages because the students will be transitioning from the wider to the narrower lines this year.
9. Find the letter formation strips in **Appendix 7** of either teacher's manual. Write the student's full name on it, so he can see how to form his name correctly. You may want to laminate this and tape it to his desk or have it available where he can see it.
10. We have found that a plastic box with different compartments is a good way to organize these. Place a different letter in each one. For Kindergarten if you write the uppercase letter in permanent marker on the bottom of each slot it allows the child to play an upper and lowercase matching game.

You are now ready to begin with the first lesson! We have tried to answer the most frequently asked questions, but please feel free to call us if you have others. May your new adventure be a blessing to you and your students.

ICON LEGEND



Whether it is the *Alphabet Quest* or one of the primers, this icon will alert you to the fact that it is time to read a book.



This icon shows the teacher where tests can be introduced to help evaluate the student's progress.



Singing is an important element in learning with this reading program. You will be alerted that it is time for a song with this icon.



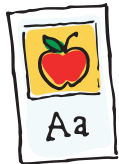
The puzzle piece icon refers to the letter puzzles. These puzzle pieces are used to teach the concepts of how different sounds link together to create words.



This icon indicates when it is time to remind the students of concepts like paper position when writing.



All work and no play makes learning dull. There are many games to play in the Phonics Museum and this icon reminds you to play games on a regular basis, though the games can be used at any time.



Fine art flashcards are pivotal in the Phonics Museum. The flashcard icon will show you when it is time to incorporate these cards in the teaching process.



Get out your scissors and glue! This icon means that it is time for an art activity. Read through the directions before class.



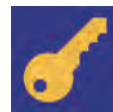
Fun and insightful instructions for better teaching are indicated by this “bright idea” icon.



In the first grade, sign language is used at several points along the way and this icon alerts you to that use.



This icon tells you that it is time to hang a painting in the museum and allow the students time to collect items to make their own museum. The paintings to hang are the 2.25” square cards with the fine art reproductions printed on them. These cards can be hung with sticky tac.



The key icon indicates a rule that needs to be put to memory that will help in “unlocking” reading for the students.



The fine art coloring pages found in the back of the student workbooks are able to be used at any time but this icon shows where the coloring activity fits best in the overall program.



This phonics program can be taught with or without the use of breves and macrons. This icon indicates when breves and macrons are to be used.

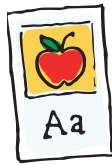
Lesson 1

Introduction and Review

ACTIVITY 1: HEARING

Discuss with the children the various ways we use our language every day: listening, talking, singing, writing, and **READING!** Remind them that the most important thing we can do with our language is glorify God—by listening to and reading His Word, talking, singing, and writing about Him to and with others.

Many people in the past were unable to read for themselves. Today, we are all able to learn how to read, and this is a wonderful blessing and privilege.



Draw their attention to the flashcards around the room. Ask if anyone remembers why the pictures are important (they are there to remind them of the sounds made by the letters). Praise correct responses.



Tell them you will start the year by reading the book *The Alphabet Quest*. Read the story aloud. This will either act as a review from last year or be a new introduction to the idea of a museum for studying phonics.



Ask if anyone remembers the song which was used last year to teach the letter names. Play “The Alphabet Song,” inviting children to sing along. After playing “The Alphabet Song,” ask if anyone remembers the song which was used to teach the letter sounds. Play the “The Museum Song,” inviting children to sing along.



Tell the new students in your class that they are not required to sing at this time. Assure them that they will catch on very quickly and can sing along as soon as they feel confident. You may need to reassure them frequently in the first few weeks about many components of the program with which they are unfamiliar.

ACTIVITY 2: WRITING REVIEW



Tell the children that reading and writing go together, so often they will be writing the letters and words which they are reading. Remind them at this time about the “FOUR P’s”

of writing: Pencil grip, Paper position, Posture, and Pressure. Discuss and demonstrate each in turn, having the children model your example. Tell them you will be watching these things carefully as they do their work.

The Four Ps

First, teach the children that there are four things they must remember when they are writing. These are called the “FOUR P’s.” They are: Pencil grip, Paper position, Posture, and Pressure.

Pencil grip should be demonstrated at this time. It is a three-point grip, with the pencil resting on the third finger, the thumb and index fingers grasping the pencil on either side just above the “paint line.” Fingers should not be on the bare wood—this is too close to the point for good control, nor should fingers be too far up the shaft of the pencil, for the same reason. Their hands should rest comfortably on the desk with the pencil at an approximate 45 degree angle from the plane of the desk (not straight up).

Children should be instructed to use good posture. The free hand should be used to hold the paper in position. Remember that children’s fine motor skills all develop at different times. Initially this may be a difficult task, but success can be gained with practice. Some children tend to press very hard when writing, which makes erasure more difficult and messy. Help children to have a firm, but not tense, grip on their pencils and gentle pressure. If they are writing correctly, their hands won’t get tired so easily!

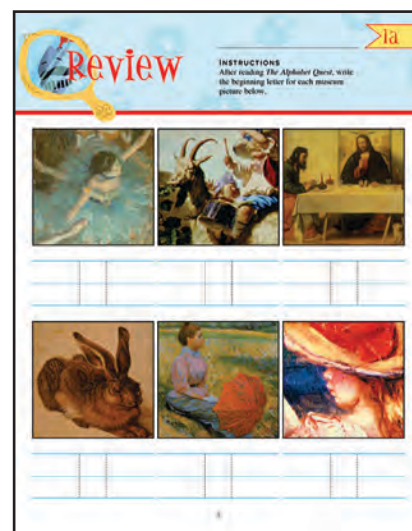


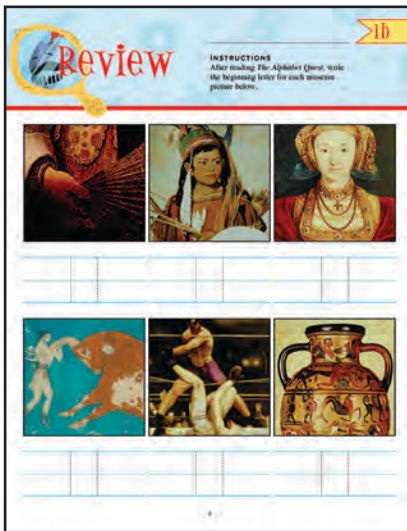
Be patient and encourage them to do their best. If you find they are having difficulty, consider using a washable marker as they flow over the page easier.

Draw their attention to the letter formation strips on their desks. The letter formation strip can be found in Appendix 7. Instructions for forming each letter appear in Appendix 8.

Write the following upper case letters on the board:
D, G, T, R, U, H, F, I, Q, B, X, J.

To the right of each letter, draw guide lines and perimeter lines. Demonstrate how each letter is made, numbering and describing your strokes as you form each letter. Invite students to come to the board and make the letters on their own. Monitor stroke direction and order carefully, especially with new students.





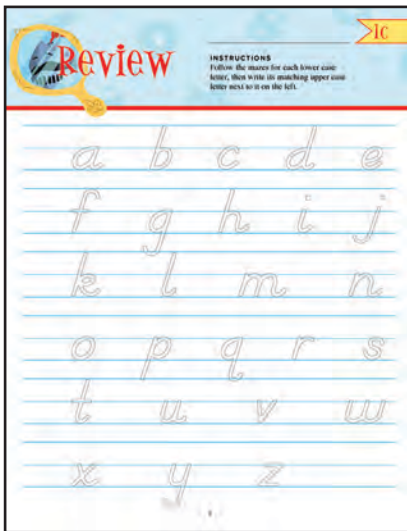
Worksheet 1A and 1B: Read the instructions aloud. Allow students to check the stimulus pictures on display and copy the letters as necessary. This is a good way to monitor printed-to-written carry-over. Also, please remind students that the picture for X uses it as an ending sound, not a beginning sound.

Demonstrate the formation of the letters as above and invite children to come up by threes or fours and practice writing upper case letters, especially those who have not been in this program previously. Repeat this with the lower case letters.

Worksheet 1C: Read the instructions aloud and monitor carefully as they work independently.

Lesson 2 Review

ACTIVITY 1: HEARING AND WRITING



Write the following letters in lower case on the board (number and describe your strokes as you do so):

D, J, A, K, U, E, N, V, H, C, B, T, G, S, Q, W.

Review the letter names and the sounds with the children, calling special attention to the vowel sounds and the two sounds of A (short as in “cat” and “ah” as in “watch”).



Use the flashcards to review the stimulus words and their initial sounds (such as A is for apple, B is for bull). Ask the children for examples of words which begin with each of the letters. Write these words (two or three for each) under the corresponding letter on the board. Have children come up and circle the initial letter in each word.

Invite children to come up to the board and make the lower case letters. Number and describe their strokes as they do so.



Worksheets 2A/2B: Read the instructions aloud. Call on students to label the pictures. Remind them to work from left to right across the page, rather than in up/down columns. Monitor their letter formation carefully, especially with new students.

Row 1 (2A): dog, jar
 Row 2: apples, kangaroo
 Row 3: umbrella, eggs
 Row 4: nut, violin

Row 1 (2B): hat, wagon
 Row 2: cat, quilt
 Row 3: bear, tie
 Row 4: sun, goat

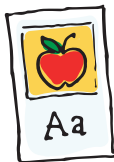


ACTIVITY 2: ALPHABETICAL ORDER



Sing “The Alphabet Song” a second time today with great ENTHUSIASM! Have students point to the letters as they are singing (this will be quick!)

Write all the students’ names on the board. Have each student come up and circle the initial letter in his name. Guide the class through the task of alphabetizing all the names, calling the students to the perimeter of the room to form a line in alphabetical order. Place a check mark beside each name as it is used and the student is called into the line.



When all the students are assembled, they may go back to their desks one at a time, saying the initial letter of their names as they do so. You should point to the stimulus picture on the flashcard for that letter also, reinforcing the concept.

Worksheet 2C: Read the instructions aloud. Monitor the students’ progress as they work independently.



Lesson 3 Review

ACTIVITY 1: MIDDLE SHORT VOWELS

Ask if anyone can tell you what the five vowels are by their letter names. (A,E,I,O,U) Affirm correct answers. Write these in lower case on the board.

Now ask if anyone can tell the class what “short” sound is made by each of the letters. The sounds given should be as follows: A as in “apples,” E as in “elephant,” I as in Indian, O as in “ox,” and U as in “umbrella.” Ask for examples of these sounds at the beginning of words and write several



of these on the board, highlighting the initial letter in each one.

Erase the board and ask students if they remember that these sounds don't always like to be the "leader" in words—often they would rather be in the middle! Read the following list:

sat bag ram bad map

Ask which of the short vowels they heard in each of the words. Repeat if necessary. Praise correct responses and have the students echo the list. Write them on the board, circling or highlighting the medial vowel "a."

Continue in the same manner with the following lists for each vowel:

ten	leg	wed	met	den
fig	him	sin	tip	lid
hot	mop	rob	dot	pop
gum	hug	rut	fun	bus

Leave the display on the board as you present the worksheet.

Worksheet 3A: Read the instructions aloud. Assist with labeling as necessary, but do not give any further letter or sound clues. Monitor their work, especially letter stroke formation.

ACTIVITY 2: READING SENTENCES AND COMPREHENSION

Write the sentences from Worksheet 3B on the board. Call on different children to read them out loud. Then allow the students to proceed to Worksheet 3B.

Worksheet 3B: Read the instructions aloud. Assist the children to read the sentences and guide them in their selection of the corresponding pictures.



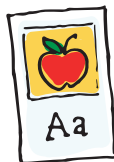
Lesson 4

Review

ACTIVITY 1: HEARING AND SEEING



Play “The Museum Song” for the children, encouraging them to sing along while pointing to the corresponding letters on the flashcards.



Write the following on the board: sh, ch, wh, th. Ask the children what they see which is the same in each of the letter pairs. (h)



Give them each a piece of paper. Demonstrate for them how to fold it into four quarters. Open it up and flatten on the desk. On each quarter, have the children write one of the four digraphs above. Give each student a cup of 20 Cheerios. Tell them you will be reading a list of words and they are to place a Cheerio in the square on the paper with the letter pair which makes the beginning sound for each word. Tell them to listen carefully—some of them may be tricky!

chase	share	whip	chain	thumb
shower	when	choice	what	Thursday
thing	shield	child	those	shadow
shed	thank	whisk	chew	whopper

The children should have five Cheerios in each quarter section of the paper. Tell them to eat the Cheerios!

Worksheet 4A: Read the instructions aloud. Assist to label the pictures as needed, but give no other letter or sound clues.

ACTIVITY 2

Place lines and perimeter lines for enough letters to accommodate the longest first or last name in your class on the board. Invite students to the board to write their first and last names. Make sure they use upper case for the first letters of each. Remind them about stroke direction and order according to the letter formation directions.





Worksheet 4B: Read the instructions aloud and Monitor the students' progress as they work independently.



You may want to discuss the picture at the bottom of this page with the children. Books on doing Cat's Cradle are available if you'd like to teach this as a leisure activity at another time.

Lesson 5 Review



Play "The Alphabet Song" for the children, encouraging them to sing along while pointing to the corresponding letters on the flashcards.



ACTIVITY 1: ART ACTIVITY: HEARING AND SEEING



Show the students a completed Museum Alphabet Book. Go through it page by page, naming the pictures, beginning letters, and sounds. Show the children how it was assembled.

Display the Worksheets 5A–5H. Tell them they will begin to look for pictures in magazines which start with each of the letter sounds and glue them on the proper column on the worksheets. **AFTER** all the pictures are glued, the book will be cut out and assembled.



It would probably be a good idea to staple packets together for each child which include all the Museum Book Worksheets. That way each student's work will stay together, and he may glue pictures as he finds them.

Worksheets 5A–5H: Distribute the packets to the children. Allow 45–60 minutes for them to locate, cut out, and glue appropriate pictures. If doing this in a classroom setting, send the project home for the students to complete.

Lesson 6

Target Sound: NG

ACTIVITY 1: HEARING AND SEEING



Tell the children you will be playing the riddle game today in order to help them discover today's new sound. Read the following and write the children's correct answers on the board in a column with the letters lined up beneath one another:

I am the top man in the land. I am married to the queen. I wear a crown and carry a scepter. Who am I? (king)

I am the part of a bird which allows it to fly. I am covered with feathers. There are two of me on every bird. What am I? (wing)

I am a piece of jewelry which goes on your finger. I sometimes have a precious gem, sometimes a beautiful design. Men and women often give one of me to each other when they marry. What am I? (ring)

Draw the children's attention to the words on the board and say them again, having the children echo after you. Ask if anyone can tell you the sound which all of the words have in common. (ng)



Do not focus on the vowel I right now.
Draw attention only to the NG.

Have a student come to the board and circle all the NG letter pairs.

Describe that although N and G are used to write this sound, it really isn't an N or a G sound. Tell them the NG sound is different from either N or G alone or even when the two sounds are together. Make the N and G sounds distinctly, but close together. Then make the NG for comparison.

Have them make NG several more times, using the short vowel I before it, to reinforce this.

Now ask them what else is the same in each of the words. (short I). Draw attention to the fact that the three words are said to "rhyme" because all their ending sounds are alike. Read the following to further demonstrate this concept:

*We went to the king
with a peacock wing
and a diamond ring.*



You may want to do a side lesson for enrichment using some rhyming poetry this week.

Erase “king” and “wing.” Erase the I from the word “ring” and replace it with A. Assist the children to decode the new word formed: rang. Call on a student to use this word in an original sentence.

Erase the R and replace it with S. Assist the children to decode the new word formed: sang. Call on a student to use it in an original sentence.

Erase the A and replace it with O. Assist the children to decode the new word formed: song. Call on a student to use it in an original sentence.

Write all the above words in a column on the board, one under the other: ring, rang, sang, song. Discuss the fact that only one letter and sound changed in each word, but they all mean different things.

Have a child come to the board and underline the NG at the end of each word. Have another child come up and circle the entire “vowel + NG” letter group in each word.

ing

INSTRUCTIONS: Circle the "ing" "ang" or "ong" in the following words.

king	rang	song
ring	sang	gong
sing	bang	dong
wing	hang	pong
ding	gang	long

Worksheet 6A: Read the instructions aloud and monitor their work.



Talk to them about the story *The Alphabet Quest* and give them their museum bag. Allow them time to go through the house and collect items that have the ng sound to make their own museum. If you are teaching in a school setting, instruct the children to take the bag home and bring in objects the following day.

ACTIVITY 2: READING



Present the puzzle pieces for S and R, and ING, ANG, and ONG. Link them together to form the words on Worksheet 6B, guiding children in decoding. Use the words in original sentences.



Two of the word pairs here (ring/rang, sing/sang) differ in meaning because of tense. You may want to call this to their attention by asking such questions as “Which one of these would we use if we performed a song yesterday?” (sang) “What would describe the sound of a bell if we heard it right now?” (ring)

Worksheet 6B: Read the instructions aloud. Assist the children to read the words top to bottom, then bottom to top.

ing

INSTRUCTIONS: Read the words below.

s	ing
r	ing
s	ang
s	ong
r	ang

Variations for prompting the reading of words on this sheet include: numbering the words and calling on students to read them by the designated number, verbal “fill-in-the-blanks” (This morning I heard a _____ on the radio.), pointing to the written letter on the board and having students point to the corresponding printed letter on the sheet, riddle clues, categorizing on the basis of beginning sound or ending letter group.



You may want to give the students the coloring page along with the flashcard. Read the information about the artist to your students before they color the picture.

Lesson 7

Target Sound NG

ACTIVITY 1: SEEING



Start the lesson by singing a simple song aloud to the children. After you are done ask “What am I doing?” (singing) Write the word “sing” on the board.

Start singing again. Ask again “What am I doing right now?” (singing) Repeat the word “singing.” Clap out the two syllables of the word. Point to the word “sing” on the board. Say it and clap the single syllable. Ask the children if the word on the board is “singing.” (NO)



Play the Ing Ang Song for the children encouraging them to sing along while pointing to the corresponding letters on the flashcards.

In a different color, write the additional ING on the end of the word “sing” to form “singing.” Remark that this word needs TWO ING’s on it! Underline “sing” and read it. Then run the pointer under the entire word “singing” and read it.



Again, it is necessary to explain the concept of tense here. Affirm that the ING is added to the word when the action is going on RIGHT NOW!

Write the word “ring” on the board and have a student read it aloud. If you have a bell, ring it for the students. If not, ask what you would have to add to this word if a bell was making that sound right now. (ING) Add the second ING to the word, forming “ringing”

Continue in the same manner with the words “bang,” “hang,” and “wing” (this one may need some explanation, it is another term for flying).

Now tell the children that you are going to play “charades.” Call on students to come to the front of the room. You will whisper to them what they should demonstrate and the rest of the class will guess what they are doing. Use the following charade actions: hum, hop, rub, tap, sit.

Each time a correct answer is offered, write the base word on the board. Ask the performing child to continue the activity and ask “What is she doing right now?” and “What must I add to this word to make it say that?” Add the ING to each of the words in this manner, using a different color to highlight it.



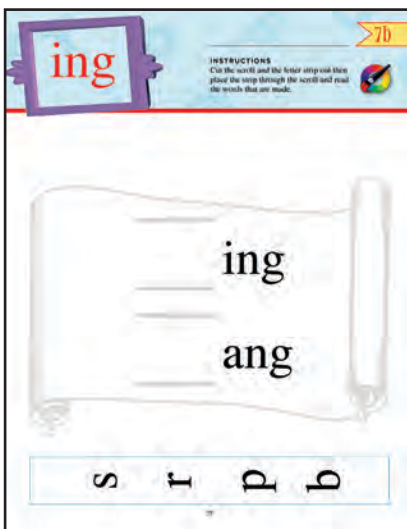
You will need to double the final letter in each base word before adding the ING. Observant children will notice this and probably ask about it. Although this spelling rule is not being addressed in this lesson, you should acknowledge the correctness of their observation and affirm that this is a rule, which they will learn more thoroughly later on. Tell them it does not change the way the word is spoken or read. For now, they need only focus on the addition of ING. Have students come to the board and circle the final ING in each of the words.



Write the following on the board: begging, dipping, hugging, puffing, rocking. Assist the children to decode and invite students to come to the board and circle the final ING in each word. Discuss meanings and use in original sentences.

Worksheet 7A: Read the instructions aloud. Monitor the students’ progress as they work independently. Watch the word “singing”—they should only circle the last ING letter group.

ACTIVITY 2 : READING



Prepare a finished example of Worksheet 7B. Present this to the children, demonstrating how the words are formed when the strip is drawn through the slits. Assist the children to decode the words.

Worksheet 7B: Read the instructions aloud. The children may need assistance to cut the slits in the scroll—show them how to do this by folding the paper lengthwise where the lines are located and cutting through from the folded edge. Assist them as needed to insert the strip properly.

Tell them to take the page home to their parents to read tonight!



Bingo: Initial Sounds

Lesson 8

Target Sound NG, Special Exhibits and Review



Play “The Ing Ang Song” for the children, encouraging them to sing along while pointing to the corresponding letters on the flashcards.

In the Special Exhibit wing of the *Phonics Museum* you will find odd and unique words. We call them “Special Exhibits” because we recognize that we cannot identify them by their letter sound like Percival did in the museum. These words can not be explained or sounded out. They must be memorized. Appendix 11 lists the Special Exhibit words used for each primer. In Appendix 10, you will find empty frames to be copied and filled in with the Special Exhibit words you are studying at that time and colored by the students. These can be pasted in a Special Exhibit book, stapled to a bulletin board or made into magnets and placed on the refrigerator (self adhesive magnet tape can be found in a local craft store).

ACTIVITY 1: READING

Write the following word on the board: sing. Decode with the children. Ask what you would say if someone did this yesterday. (sang) Call on a student to tell you what must change in the word “sing” to form the word “sang.” Invite a child to the board to make the change.

Ask what you would say if someone was doing this right now. (singing) Call on a student to tell you what must be added to the word “sing” to form “singing.” Invite a child to the board to make the change. Monitor letter stroke direction and order each time.

Follow the same procedure for the word “ring.”

Write the word “hop” on the board. Ask what you would have to add if someone was doing this right now. Add the extra “p” to the word before inviting a child to come up and add the “ing.” When alert children ask about the addition of the extra “p,” affirm that this is a spelling rule and

ing 8a

INSTRUCTIONS
Read up and down the word columns.
After this you will be able to read *the* Stage 8a.

like	ping	dipping
loving	pang	rocking
bebop	pong	swinging
swing	gang	napping
sing	songs	getting
sang	long	buzzing
sung	lungs	begging
king	singing	itching
bing	hopping	budding
bang	huffing	humming
bong	puffing	zinging

that they will see words like this often in their reading.

Write the word “love” on the board. Remind them that this was a Special Exhibit for last year and have the children echo it several times. Tell the children that God is loving His people all the time. Show them that when we add ING to this word, we must take off the E first. Tell them this is another spelling rule which they do not need to remember yet, but that they will see this word in their reading. Help them to decode the word “loving.”



You can “force” the decoding of “loving” based on the use of short O, although the sound is formed as short U in spontaneous speech. By using short O, however, students will be able to come to the correct pronunciation and meaning.

Worksheet 8A: Read the instructions aloud. Guide the children through reading the words by various forms of prompting as previously described. Discuss the meanings of any words which may be unfamiliar.



When students come to the word “lungs,” guide them to use the short U as they have been taught, along with the NG sound and the final S (which will be voiced like Z). This will be a good indication to you of how well they are applying the decoding skills from last year. You may want to ask why the S is added (pluralization) and briefly affirm the fact that we have two lungs!

Variations for prompting the reading of words on this sheet include: numbering the words and calling on students to read them by the designated number, verbal “fill-in-the-blanks” (This morning I heard a _____ on the radio.), pointing to the written word on the board and having students point to the corresponding printed word on the sheet, riddle clues, categorizing on the basis of beginning sound or ending letter group, etc.

ACTIVITY 2: REVIEW

Give each child four index cards. Write SH on the board and have the children write this letter pair on one card. Continue with CH, WH, and TH. Ask if anyone can tell you what is the same about each of these letter pairs. (h) Point out the differences in each one. Draw attention to the stimulus pictures on the flashcards for each of these sounds. Have the children echo them several times. Remind the children that these letter pairs make sounds which are different from either letter sound alone.



Do not worry about the differentiation of voiced and unvoiced

TH. Either will do for demonstration purposes. Be careful with WH however. Make sure your examples begin with the letter pair WH and not W alone.

Give examples of words which start with each one and write them on the board. Solicit suggestions from students to add to the display words. Invite children to come up and circle the letter pair at the beginning of each word.

Worksheet 8B: Read the instructions aloud. Assist with labeling the pictures as needed, but give no further letter or sound clues.

- Row 1: shoe, chair, thumb
- Row 2: sheep, chicken, whale
- Row 3: wheel, thimble, shell



Lesson 9

Target Sound NG

and Reading ELLA SINGS JAZZ

ACTIVITY 1: READING AND WRITING

Ask who remembers the sound for the week: ng. Write the letter pair on the board.

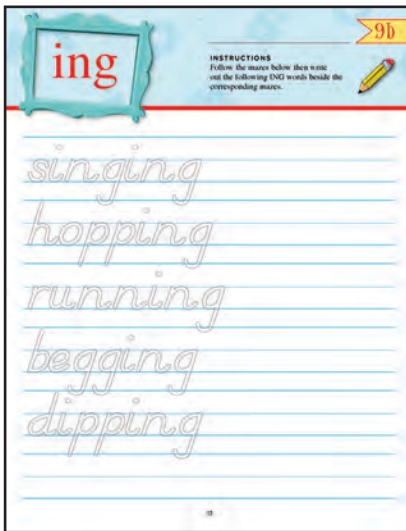
Write I to the left of the letter pair NG. Ask the children to decode the letter group formed: ING. Continue in the same manner with ANG and ONG.

Brainstorm with the children to come up with words which end with each of the letter groups. Write these words under the appropriate letter group. Invite students to come up and circle the entire three-letter group in each word.

Use the words in original sentences. Have students add additional ING to appropriate words to show ongoing action. Invite them to circle the additional ING also.

Worksheet 9A: Read the instructions aloud. Monitor the students' progress as they work independently.





ACTIVITY 2: WRITING

Write on the board the word “rocking,” along with guide lines. Demonstrate the writing of each letter, calling attention to stroke direction and order. Invite children to the board to write the word.

Worksheet 9B: Read the instructions aloud and monitor their work.

ACTIVITY 3: READING ELLA SINGS JAZZ



Throughout this program’s primers, you may find unusual words and phrases. This is due to the sequence of when sounds and concepts are introduced. For example, one primer read in Kindergarten was entitled Pepin the Not-Big. Because the students had not yet learned the SH sound, we rendered “short” as “not-big.”

Before you read this story, you may want to briefly review the Master Special Exhibit page in Appendix 11.



This story is about Ella Fitzgerald, the jazz singer. It contains strings of nonsense syllables—skat singing—lifted from actual songs sung by Ella Fitzgerald. You may pronounce these in any way you want, just keep them “jazzy.” (Maybe you’ll want to listen to Ella’s music first to get an idea of what this is like!) In addition, the following words are used which will require your assistance during the children’s reading:

- Chick Webb—jazz band director
- gang—those who are dancing
- huffing and puffing, dipping and rocking—dancing
- bebop—musical form used in jazz
- swing—type of instrumental jazz music
- king of swing—the top man in jazz music
- got the hall hopping—caused people to dance to the music
- hall—large room for gatherings
- pop—short for “popular,” another musical form
- itching—wanting, anxious
- budding—beginning, just starting
- zinging—peppy, full of energy
- top lungs—a great voice

Please note that exclamation points are used in this story. For this reason, a quick review of end marks may be in order.

Direct the children through the reading of the story in “round robin” style. Encourage fluency and expression in their reading. Discuss as necessary.

Some questions for comprehension may include: Did the fans like it when Chick and Ella performed together? Where did they perform? Did the fans like “bebop” singing right away? Did that discourage her?

Lesson 10

Reading Comprehension



Play: “The Ing Ang Song” for the children, encouraging them to sing along while pointing to the corresponding letters on the flashcards.

ACTIVITY 1: REVIEW

Lead the children in a brief review of yesterday’s story. Draw attention to the characters, main ideas, and order of events.

Worksheet 10A: Read the instructions aloud. Assist children to read the questions to themselves and answer as directed. Monitor their work.

ACTIVITY 2: ART ACTIVITY



Prepare an example of a finished print as described on Worksheet 10B and shown in the book *Ella Sings Jazz*. Set up a table with the necessary art supplies and monitor carefully. The teacher should pre-cut the designs into the potatoes.

Worksheet 10B: Read the instructions aloud. Call attention to the display model you have prepared. Assist children to complete the project as described.

Worksheet 10a: Reading Comprehension questions. The page features a header with a cartoon character, a photo of Ella Fitzgerald, and the title "ELLA SINGS JAZZ". The instructions are: "Circle the correct answer." The questions are:

1. When Ella was set to sing, she sang with _____.
JOHN CHICK JEFF
2. What songs did Ella sing? (circle two)
JAZZ POP FOLK
3. Ella’s fans said Ella had _____ lungs for singing.
BAD FAT TOP

Worksheet 10b: Art Activity instructions and supplies. The page features a header with the word "ing" in a purple box and a photo of a finished print. The instructions are: "Cut 'Mitten' shapes like the ones below into potato halves. Place the potato stamps into the paint and stamp the shapes onto the paper. Blocks or strips of colored construction paper can be added to complete the effect." The supplies listed are: Paper, Paints, Tempera paint (primary colors). The finished print shows several colorful "Mitten" shapes in yellow, blue, red, green, and purple, arranged in a pattern.

Lesson 11

Target: R blends



Play “The Alphabet Chase Song” for the children, encouraging them to sing along while pointing to the corresponding letters on the flashcards.

ACTIVITY 1: HEARING AND SEEING

Ask the children if they have ever heard a rabbit “roar.” You may get lots of interesting answers to this! Affirm that rabbits do not roar, but that “rabbit” and “roar” both start with the same sound—the R sound.

Sustain the R sound deep in your throat like a growl. Invite the children to “growl” with you. Tell them that when we pretend to growl, we often use two sounds: GR. Growl several times with less emphasis on the R and more on the G. Modify this into a genuine GR blend, eliminating the sustained R. Have the children echo the GR blend in the same manner.



You may still have children in your class who are unable to accurately produce the R sound since it can be late to develop. Encourage any effort toward approximation of the sound, remind them that the lips are not rounded like a W. Pairing G with R can sometimes stimulate more accurate production, due to the fact that both sounds utilize the back of the tongue.

Tell them to wiggle their good listening rabbit ears when they hear the GR blend at the beginning of any of the following words:

lace	grace	Granny	rain	gain	grain
grow	found	ground	win	grin	goose
rooster	grass	was	rose	go	grows



Give the students their museum bag. Allow them time to go through the house and collect items that have the R blend sound to make their own museum. If you are teaching in a school setting, instruct the children to take the bag home and bring in objects the following day.

Tell them that the letter R likes to follow after other “leader” letters in other words also. Wrap your arms around you as if you are cold and shivering. Say “brrrrr” several times. Ask if they hear the R sound. Challenge them to tell you what sound is before the R when you say BR. (b) Have them pretend to be cold also and echo “brrr” several times. Tell

them this will be the indication gesture for BR when they hear it at the beginning of any of the following words:

brown bone rope rake break
bake bread red brother mother

Write the letter pairs GR and BR on the board. Ask what is the same in each one. (r) Tell them that these types of letter pairs are called “blends.”

Tell them that these letter pairs are easier than the ones they have had before because each of the letters makes its own sound. The sounds “blend” together, like the harmony of a song. Have the children echo and then say the blends independently as you point to them.

Instruct them that R will come after several other sounds which they already know and form other blends. Challenge them to decode the following: cr, fr, pr. Affirm that the two letters make their own sounds and they are spoken smoothly together when in a blend.

Give examples of simple words which begin with the blends CR, FR, and PR. Solicit examples from the children. Write them on the board and circle the R blend in each one.



The following two blends are tricky. TR is often distorted into a CH sound and DR is distorted into a J in spontaneous speech. Try to avoid these distortions and produce them clearly and distinctly when you model them. Encourage the children to do the same. These are also more difficult for the child who is unable to produce R due to the change in tongue position required.

Write TR and DR on the board. Say each one very clearly, making sure the initial sounds are distinct. Have the children echo each several times.

Give examples of simple words which begin with each blend. Invite the children to think of words also. Write them on the board and circle the DR or TR in each one.

Write WR on the board. Tell the children that this is the easiest of all, because W hardly makes a sound. They may round their lips just a little bit when they say WR but R does all the talking in this letter pair!

Give examples of words which begin with WR: write, wrestle, wrong. Write them on the board and circle the WR in each one. Tell them that when they see WR together, they will hear and read R. The W is silent.

Consonant Blends

INSTRUCTIONS
Circle the letter(s) that have pictures that begin with an R blend (BR, CR, DR, FR, GR, PR, TR, WR).



These are the most difficult types of words for children with R difficulty. Most will completely eliminate the R sound and substitute “w.” Remind them that R is the “talker” in this blend, but expect this pattern to persist until they mature in their production of R.

Worksheet 11A: Read the instructions aloud. Tell the children they will be working on this sheet together. Label the pictures for them and tell them to put a small dot of orange in the corner of the ones which start with an R blend. They may then go back and color in the picture when all the pictures have been labeled.

- Row 1: crab, cow, dragon
- Row 2: whistle, drums, horse
- Row 3: tricycle, lightbulb, frog

Consonant Blends

INSTRUCTIONS
Circle the blend at the beginning of each word.

frog	crop	drum
brag	crush	grab
bred	drab	grin
brig	dress	grub
crib	drip	trot

Worksheet 11B: Read the instructions aloud. Monitor the students’ progress as they work independently. Draw attention to the examples on the board as necessary.

Variations for prompting the reading of words on this sheet include: numbering the words and calling on students to read them by the designated number, verbal “fill-in-the-blanks” (This morning I heard a _____ on the radio.), pointing to the written word on the board and having students point to the corresponding printed word on the sheet, riddle clues, categorizing on the basis of beginning sound or ending letter group, etc.

Lesson 12

Target: R blends



Play “Crash! Swing! Squash!” for the children, encouraging them to sing along.

ACTIVITY 1: SEEING AND READING

Write the following across the top of the board: GR, CR, BR, PR, TR, DR, FR, WR. Tell the children to listen carefully while you read a list of words. You will call on someone to come to the board and point to the blend which begins each word. You will then write the word in the correct section of the board under its beginning blend letter pair.

friend crown brain trees drop prize
 grin proud frame wrote crazy wrist
 drizzle broken cream prince growl wren

Invite children to come to the board and circle the beginning letter pair blend in each word.



It is not important that students cannot decode most of the above words. You want them to be focused on the two initial letters only.



You may want to “accidentally” put one or two of these in the wrong section under the wrong letter pair. Encourage children to alert you when these “mistakes” are made to reinforce their editing skills.



On index cards, write the following words: dug, sing, ram. Show them one at a time and ask if they should be written on any of the lists on the board. (NO) Ask why not and affirm that they do not start with an R blend.

On index cards, write the following: shin, chop, this, what. Show them one at a time and ask if they should be written on any of the board lists. (NO)

Ask why not—after all, they all begin with a letter pair! Affirm to the children that these letter pairs are not R blends, that they make new and different sounds and are not blends of the letters in them. Have students read each word and reinforce that these are not blends.

Leave the board display for reference while they do the next worksheet.

Worksheet 12A: Read the instructions aloud and Monitor the students’ progress as they work independently.

ACTIVITY 2: WRITING

Write on the board the following words: crib, frog, drum, grim. Draw guidelines and perimeter lines to the right of each one. Invite children to the board to write the words. Describe and number their strokes as they form each letter.

Worksheet 12B: Read the instructions aloud. Monitor the students’ progress as they work independently.

Review 12c

INSTRUCTIONS
Write the letter of each beginning sound on the lines below the pictures as each name of a picture is read.



Remind your students about the “FOUR P’s” of writing if you have not done so recently.

ACTIVITY 3: READING



Display the BR puzzle piece. Have the children echo it several times. Present the puzzle pieces for each of the short vowel sounds in this order: A, E, I, O, U. Have the children echo them for you, then say them independently as you display or point to them randomly.

Place the U to the right of the BR and assist the children to sound out the syllable which is formed. Continue in the same way with the rest of the vowels, linking them to the beginning BR sound.

Present the CR, DR, and TR pieces and repeat the above exercise.

Worksheets 12C-12F: Read the instructions aloud. Have the students number the syllables in order from top to bottom on each sheet. Call on students to read the syllable you specify by number. Do this for each page one at a time.

Consonant Blends 12d

INSTRUCTIONS
Say the blend on the left with the vowel on the right.

cr	a
cr	e
cr	i
cr	o
cr	u



You may also ask if they can come up with words which begin with any of the syllables. (Some will be easier to do this with than others.) Affirm correct answers. Monitor their proper use of short vowels in each instance.

Lesson 13

Target: R blends



Play “Crash! Swing! Squash!” for the children, encouraging them to sing along.

ACTIVITY 1: HEARING AND WRITING



Give each child a sheet of paper. Have them fold it into quarters, then open it flat on the desk.

Consonant Blends 12e

INSTRUCTIONS
Say the blend on the left with the vowel on the right.

dr	a
dr	e
dr	i
dr	o
dr	u

Draw a square divided into four quarters on the board. On each quarter, write one of the following: DR, CR, FR, TR. Instruct the children to label their papers in the same manner.

1



PHONICS
MUSEUM



ORIGINAL
STORY BY
Ned
Bustard

THE
ALPHABET
QUEST



ORIGINAL
STORY BY
Ned
Bustard

THE ALPHABET QUEST



Copyright ©2017 Veritas Press
www.VeritasPress.com
ISBN 978-1-936648-62-7

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.





It was going to be a fun day.

Mother was excited.

Father was excited.

Even the baby was excited.

But William was *not* excited.

Not one little bit.

“Why are we going to an art museum instead of someplace fun like a toy store?” he said.”

“Art museums *are* fun, and there is more to do here than in any toy store.” Father paid for the tickets, and the family went inside to see what awaited them.

“This place is going to make me die of boredom,” he grumbled.

“I used to live in a *Kingdom*,” a tinny voice echoed. What is a *Boredom*? Is a Bore higher or lower than a Duke?”

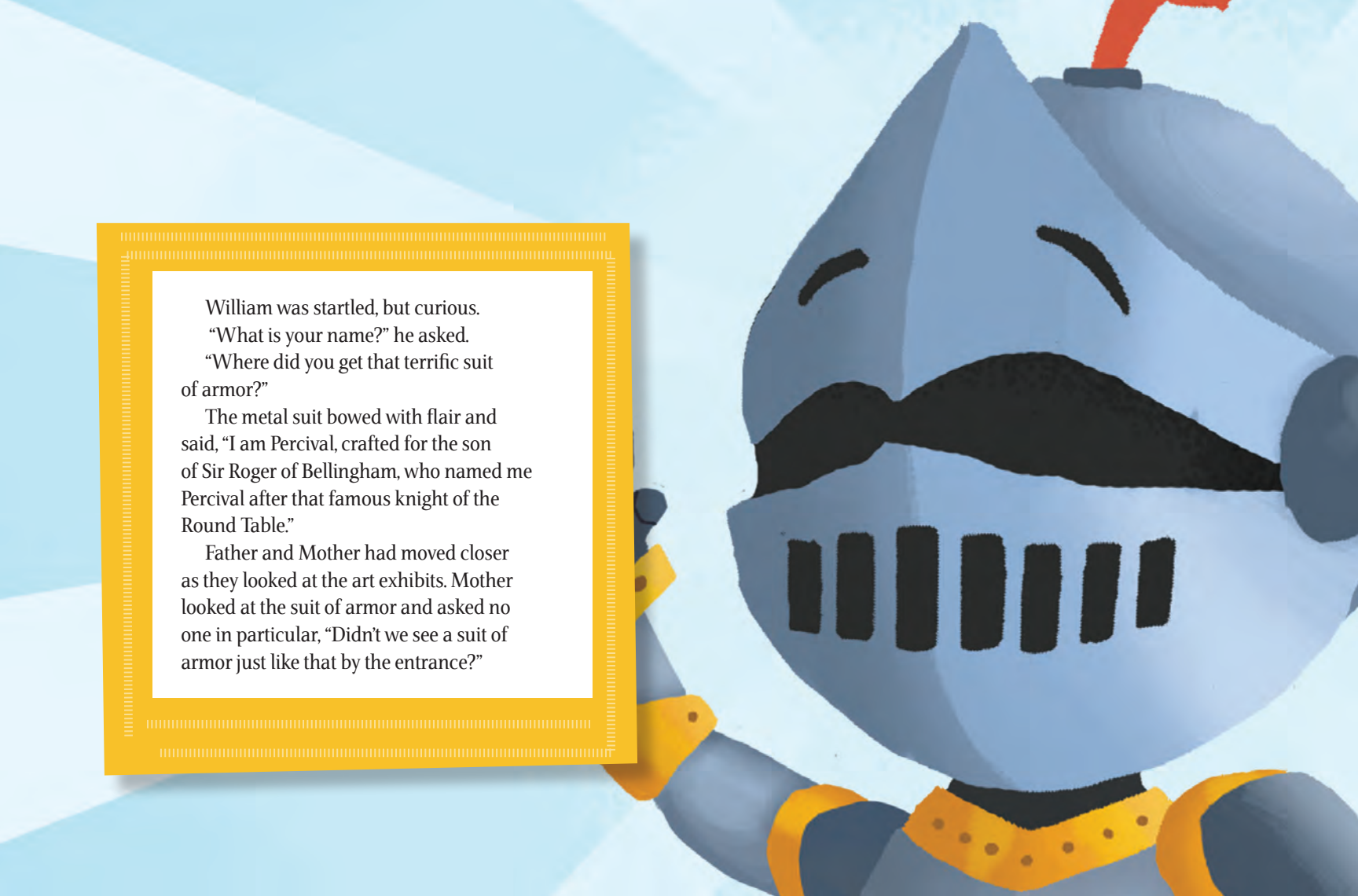
The boy turned to look but saw nothing but an old suit of armor. “Who said that?” William demanded.





The tinny voice went on, wondering. “Or, if you can die of Boredom, is it perhaps some sort of a disease? Or worse! Maybe Boredom is some kind of hideous creature!”

The voice seemed to be coming from inside the old suit of armor. It sounded like someone talking into a metal pail.



William was startled, but curious.
“What is your name?” he asked.
“Where did you get that terrific suit
of armor?”

The metal suit bowed with flair and
said, “I am Percival, crafted for the son
of Sir Roger of Bellingham, who named me
Percival after that famous knight of the
Round Table.”

Father and Mother had moved closer
as they looked at the art exhibits. Mother
looked at the suit of armor and asked no
one in particular, “Didn’t we see a suit of
armor just like that by the entrance?”

“Perhaps you would see this if we were to play a museum game together. Do you know your alphabet?”

“Of course, I do!” William said. “A, B, C, D, E, P, Q ... something ... something. Well, maybe I don’t know it as well as I thought!”

“Splendid,” exclaimed Percival. “I know someone who can help with that. You shall see soon!”

Playing a game with a walking, talking suit of armor sounded far more interesting to William than going to a toy store—even if it involved looking at art.





Percival pointed to a nearby painting of apples. “This game is a quest, so we call it the Alphabet Quest. We look for things in the museum that begin with the letters of the alphabet. Like this painting: A-A-Apple starts with A!”

“How do we know who wins the game?” asked William.

“Simple!” said Percival. “Whoever finds the most letters wins. Let’s find more!”

0



PHONICS
MUSEUM

ISBN 978-1-936648-62-7



9 781936 648627



PERCIVAL'S TOURS
ELLA SINGS JAZZ

Ned Bustard

P E R C I V A L ' S T O U R S

ELLA SINGS JAZZ





Copyright ©2000, 2005, 2020 Veritas Press

www.VeritasPress.com

ISBN 978-1-951200-33-6

Third Edition 2020

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

Ella
had fun
singing.



When Ella was set to sing,
she sang with Chick Webb.
Chick was the king of “swing.”





11



ISBN 978-1-951200-33-6



9 781951 200336



PERCIVAL'S TOURS
FRED THE FROG

Alexia Detweiler

P E R C I V A L ' S T O U R S

FRED THE FROG





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-34-3

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.




**Fred the Frog
can hop and jump
in the grass.**



Fred can fish
in the pond,
but he wishes
to fly.



Fred watches a flock of ducks
in the sky. They flap their
wings and fly into the sunset.



“That is it!”
blurts Fred.
“I will use wings
to fly!”

So Fred gets
cloth and fluff
and whips up a
set of wings.



12



ISBN 978-1-951200-34-3



9 781951 200343



P E R C I V A L ' S T O U R S

WHAT SMELLS?

Alexia Detweiler

P E R C I V A L ' S T O U R S

WHAT SMELLS?





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-35-0

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.



Stella is six,
and she likes to
skip in the grass.

When she
is skipping,
she skids
to a stop.

She sniffs.

What is that
stench?



It smells like dung.

But Stella has a hunch
that it is not dung.



13



ISBN 978-1-951200-35-0



9 781951 200350



P E R C I V A L ' S T O U R S

MY ELF

Alexia Detweiler

P E R C I V A L ' S T O U R S

MY ELF





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-36-7

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.




I have a pal who is an elf. At dusk, she sits on my shelf to nap, but when the sun is up, she helps me do things.

My elf
is plump.
She has a
pink dress,
a gold belt,
and a hat.
She has
spunk and pep.
She talks a
lot, but not
when my mom
and dad are
there.





When I sit at my desk,
she sits by me. My elf
gives me hints and
asks me a lot of
things. She gives
me my pen when
I ask for it.
She helps
me think of
what to jot
with my pen.

A cartoon illustration of a child and an elf under a purple blanket. The child is wearing a pink and yellow striped shirt and pink pants with green stripes. The elf is wearing a pink pointed hat and a dark brown beard. The child is holding the elf's hand. The background is a simple room with a wooden floor and a white wall.

When my socks are lost, my elf hunts for them. My mom thinks it is me, but I tell her it is my elf. She just grins.

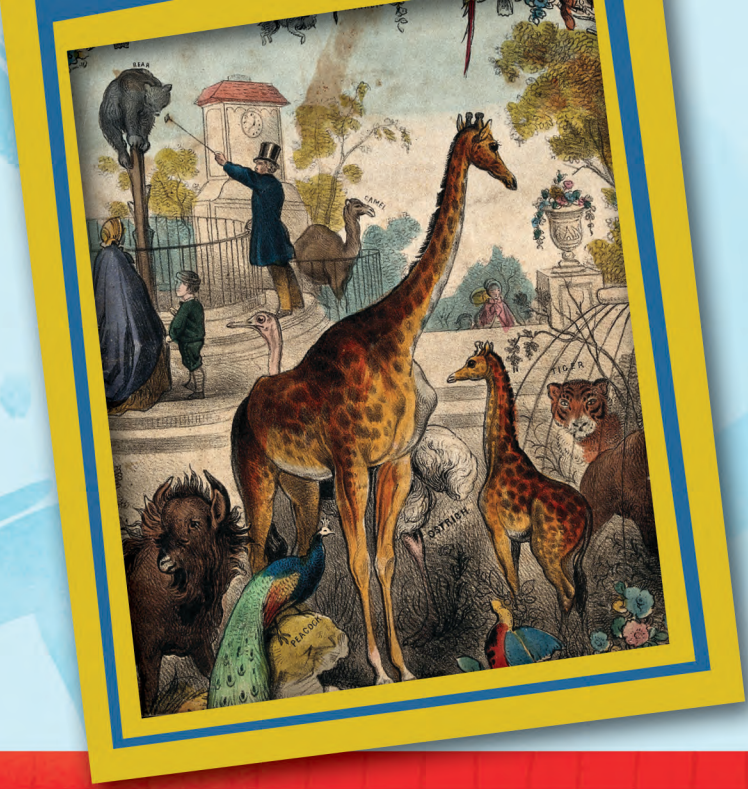
14



ISBN 978-1-951200-36-7



9 781951 200367



P E R C I V A L ' S T O U R S

DOCTOR DAN

Laurie Detweiler

P E R C I V A L ' S T O U R S

DOCTOR DAN





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-37-4

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

In the morning,
doctor Dan got
in his car. He
had to get to
work. Doctor
Dan is a vet, a
doctor for pets.



The car sped on.
Doctor Dan was humming
as he went along.
When he got to work,
he did a sharp turn into
a parking spot.





He went on
the elevator.
Up, up, up
he went.
Up to work.





When he gets there,
he has a visitor.
“Doctor, can you help
my dog?” asks a girl.

15



ISBN 978-1-951200-37-4



9 781951 200374



P E R C I V A L ' S T O U R S

THE BIG GAME

Alexia Detweiler

P E R C I V A L ' S T O U R S

THE BIG GAME

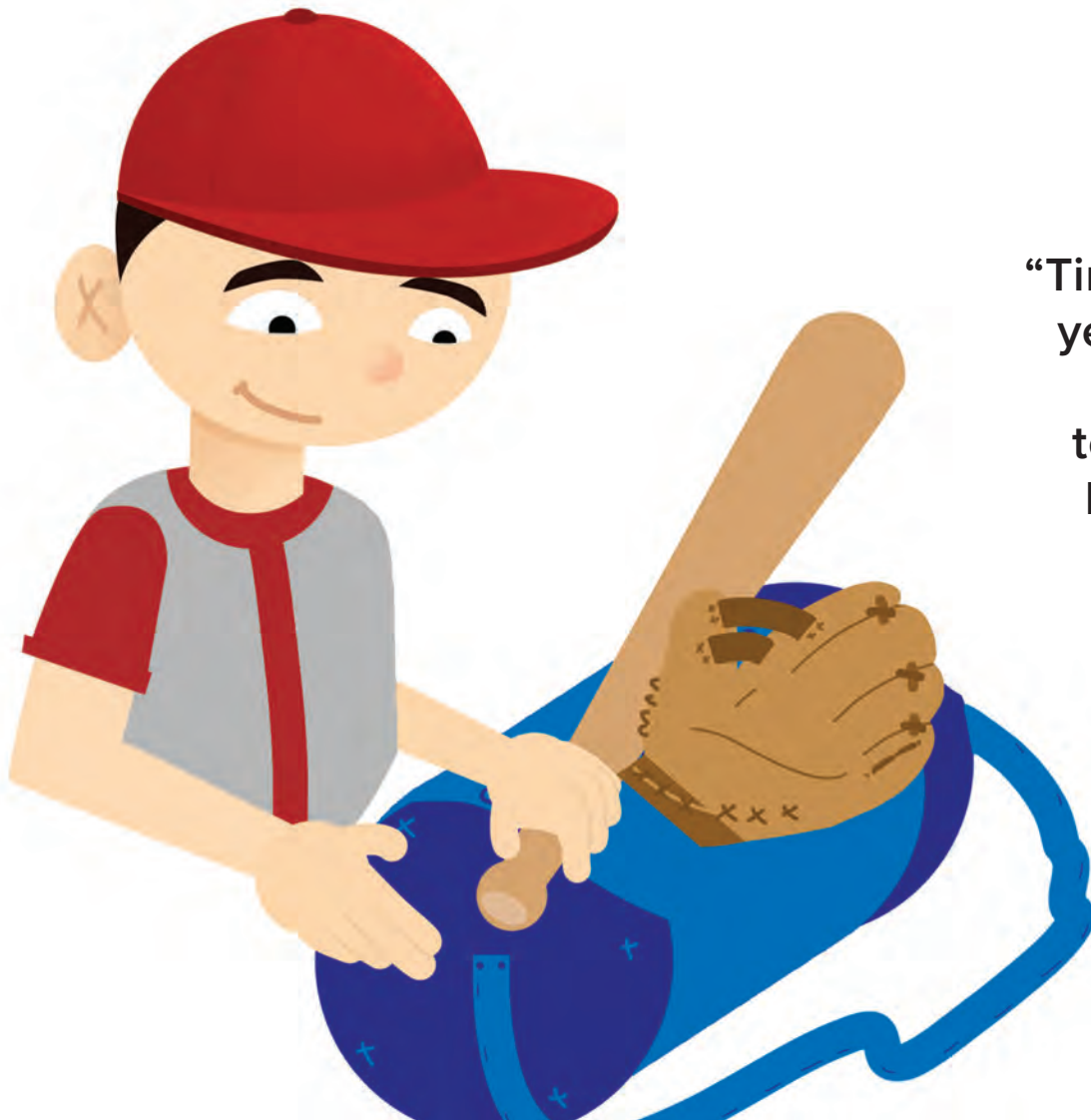




Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-38-1

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.



“Time to go, Dave!”
yells Dave’s mom.

“You must get
to the big game!”

Dave puts on his
baseball cap
and grabs his
glove and bat.

He walks
outside.



“Quick!” his mom says. “We are late.”

“My belly hurts,” Dave gripes.

“You will be fine,” she says.

“Do not let the big game scare you.”

Dave gets
in the car,
and they
drive off.



On the ride, Dave utters not a word. When they get to the game, Dave sits in the car. "Time to get out," says his mom. "OK, but I hope Dad makes it," Dave says as he gets out. "He will be here," his mom tells him. "He is just late."



Dave jogs to the dugout just in time to warm up. His pal Steve smiles at him and pats him on the back. "Let's go warm up!" says Steve.



16



ISBN 978-1-951200-38-1



9 781951 200381



PERCIVAL'S TOURS
THE CABLE CAR LADY

Alexia Detweiler

P E R C I V A L ' S T O U R S

THE CABLE CAR LADY





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-39-8

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.



Fannie Mae was
a bus driver in San Fran.

San Fran has a lot of hills.
To drive a bus there
is hard, but
Fannie Mae
has grit.

She likes to
drive up the hills
in her bus,

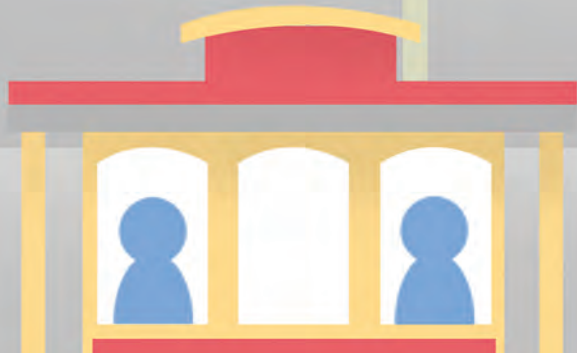
but she fell
in love with
the cable
cars.



Her pals that drove cable cars
were happy all the time.



The cable cars are like buses that ride on tracks.
There is a big wire under the tracks that the
cable car attaches to. The wire drags
the cable car along the tracks.



17



ISBN 978-1-951200-39-8



9 781951 200398



PERCIVAL'S TOURS
SINBAD THE SAILOR DOG

Alexia Detweiler

P E R C I V A L ' S T O U R S

SINBAD THE SAILOR DOG





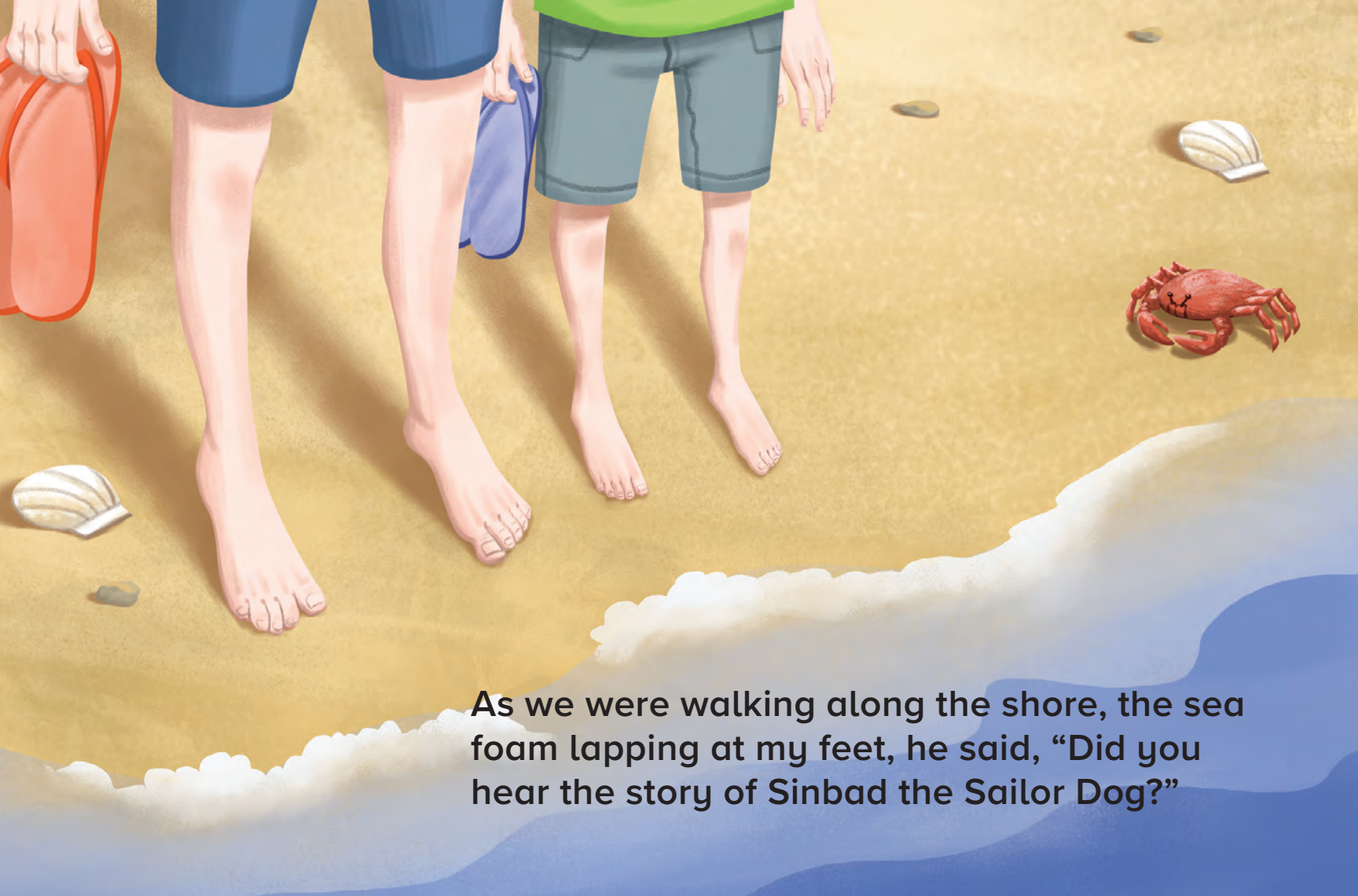
Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-40-4

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

One sunny day, I went to visit my great-grandpa. He lives at the beach. He said the salt air keeps him from getting old.

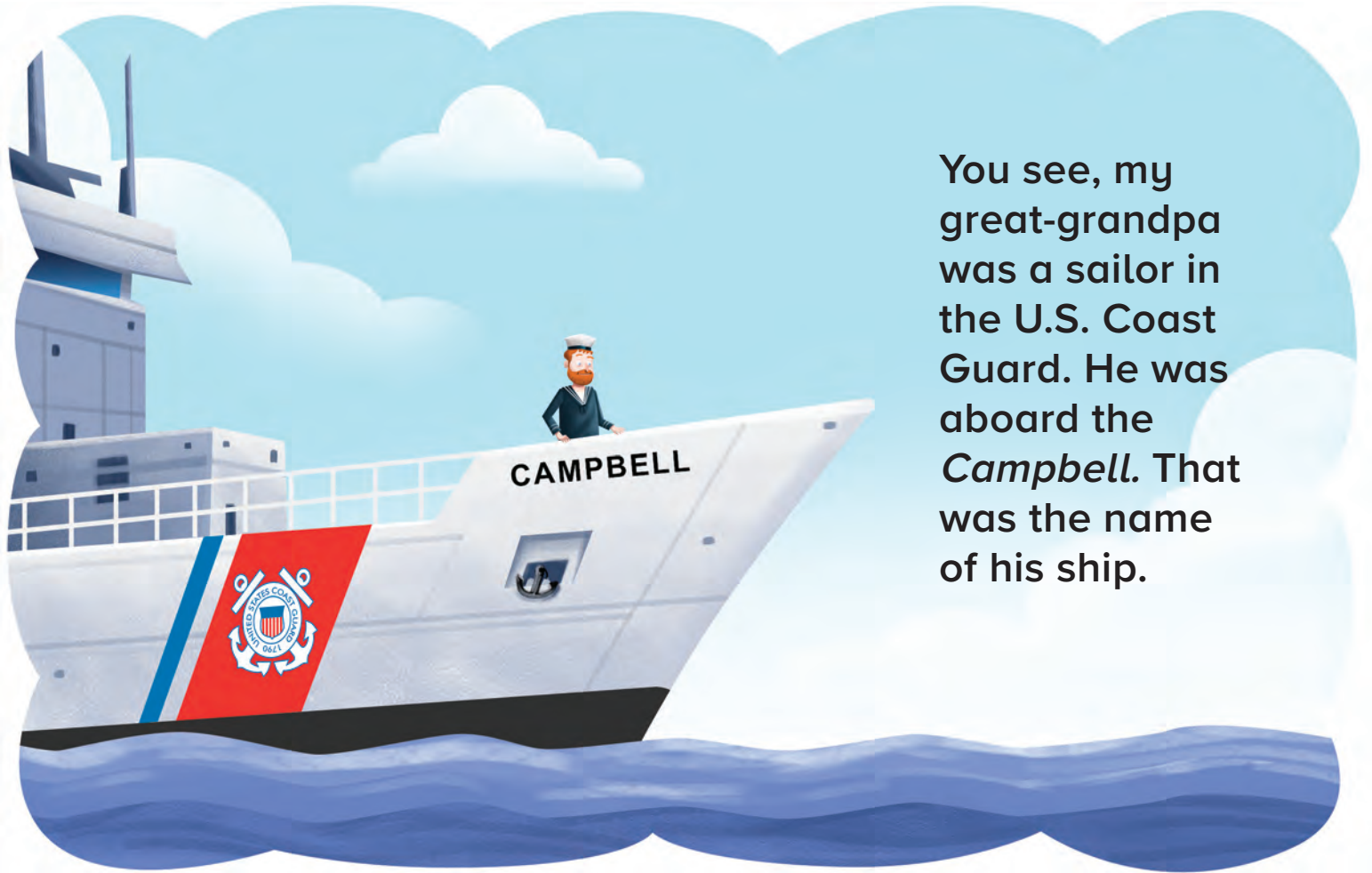




As we were walking along the shore, the sea foam lapping at my feet, he said, “Did you hear the story of Sinbad the Sailor Dog?”

I love to hear my great-grandpa's tales of when he was at sea, but I cannot tell if they are real or fake.





You see, my great-grandpa was a sailor in the U.S. Coast Guard. He was aboard the *Campbell*. That was the name of his ship.

18



ISBN 978-1-951200-40-4



9 781951 200404



P E R C I V A L ' S T O U R S

AVA AND MIMI

Laurie Detweiler

P E R C I V A L ' S T O U R S

AVA AND MIMI





Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-41-1

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

The sun beams feel warm on the girl's legs. She sits on the step, waiting. She sees a white car driving up.

It is Mimi!



Ava smiles and waves at Mimi.
She is so happy to spend the day with her.
Mimi is her dad's mom.



“Mimi, Mimi!” says Ava. Ava hugs Mimi. This makes Mimi smile. “Ready to go?” Mimi asks. “We are off to ride horses.”



Ava runs to the car and quickly sits in her seat. She is ready.

Mimi drives past farms and gets to a lake. She turns off the road and drives up to a barn. A mare runs to meet them, her mane waving softly. Ava loves this horse best.



19



ISBN 978-1-951200-41-1



9 781951 200411



PERCIVAL AND HIS
STU SHOOTS FOR THE MOON

Alexia Detweiler

P E R C I V A L ' S T O U R S

STU SHOOTS FOR THE MOON



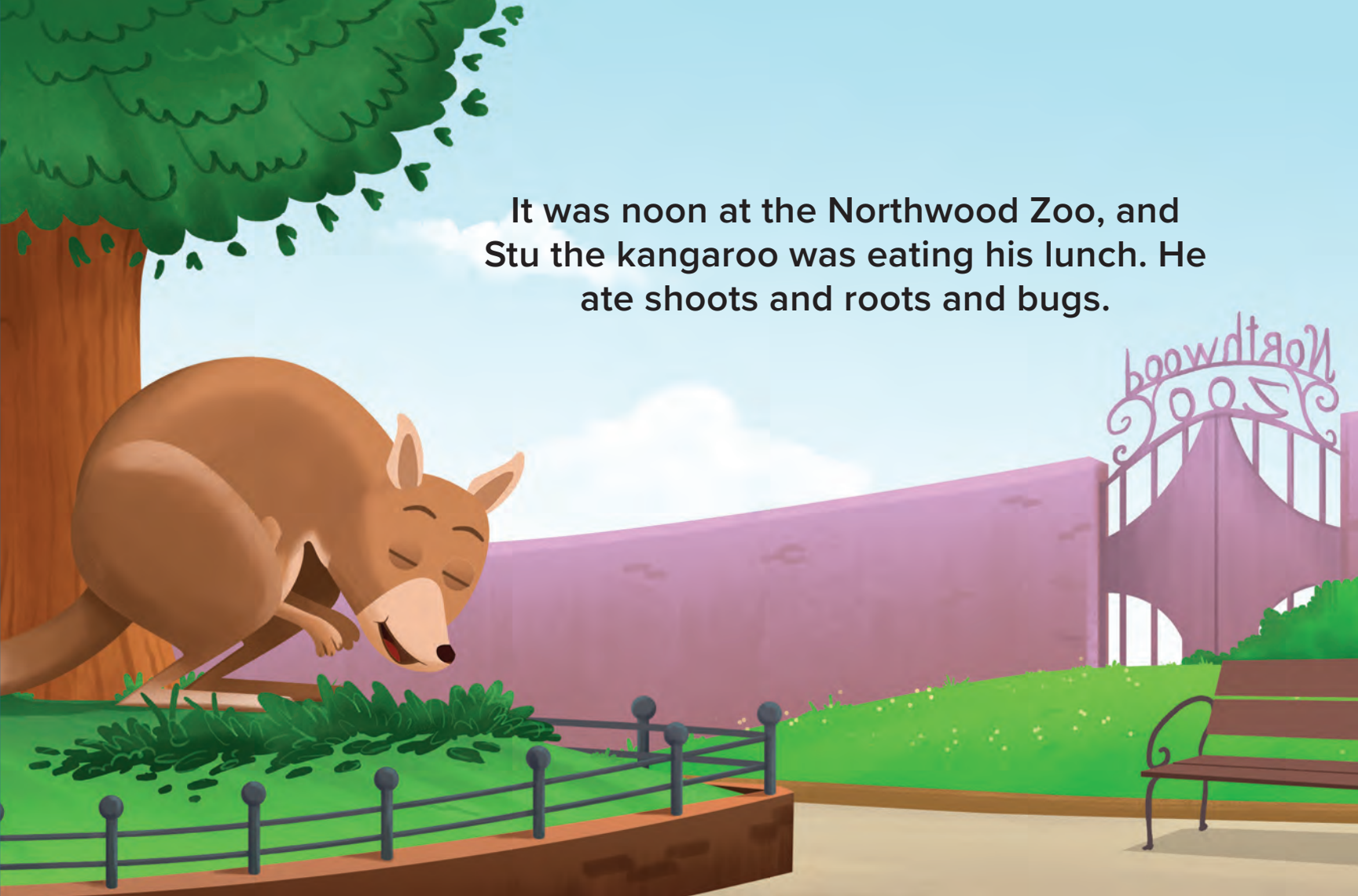


Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-42-8

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

It was noon at the Northwood Zoo, and
Stu the kangaroo was eating his lunch. He
ate shoots and roots and bugs.





He was looking up at the sky and thinking. The zoo was starting to get old. Each day was the same: Eat, hop, rest. Eat, hop, rest. “I need a new thing to do,” he said.



Just then, a girl with a book came to visit his habitat. The name of the book was *Trip to the Moon*. “That is it! I will go to the moon,” he said. And he made a list of things to do.





His pal, Drew the shrew,
came to eat lunch with him.
They sat side by side,
chewing their food. Out of
the blue, Stu said, “I wish
to go to the moon!”

20



ISBN 978-1-951200-42-8



9 781951 200428



PERCIVAL'S TOURS
BOYS WILL BE BOYS

Alexia Detweiler

P E R C I V A L ' S T O U R S

BOYS WILL BE BOYS





Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-43-5

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

My name is Joy, and I am in the first grade at Point Park Grammar School. There are seven girls and nine boys in my class.



I like to play with all of the girls,
but I do not like the boys. There
is one boy who is quite rude.
His name is Roy McCoy.



He sits behind me in class.
He annoys me by grabbing
my braids and pointing at me
when I make a mistake.



When the teacher catches him, he acts coy and tells her he did not mean it. The boys in the class giggle.



21



ISBN 978-1-951200-43-5



9 781951 200435



PERCIVAL'S TOURS
THE HAPPY MAN'S SHIRT

Alexia Detweiler

P E R C I V A L ' S T O U R S

THE HAPPY MAN'S SHIRT





Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-44-2

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

This is the tale of an unhappy king. He had more wealth and power than anyone in the kingdom. He had five houses, thousands of servants, and lots of gold.





When he went to town, he rode a great horse and wore a shiny crown. The crowd shouts his name out loud. They praise him and give him gifts.

He stood tall and proud, but
beneath it all, he wore a frown.
Why was he so unhappy?





He had more riches than anyone in town, but he felt empty.

22



ISBN 978-1-951200-44-2



9 781951 200442



P E R C I V A L ' S T O U R S

HOW WILL THE MICE SAVE THE CIRCUS?

Alexia Detweiler

P E R C I V A L ' S T O U R S

HOW WILL THE MICE SAVE THE CIRCUS?





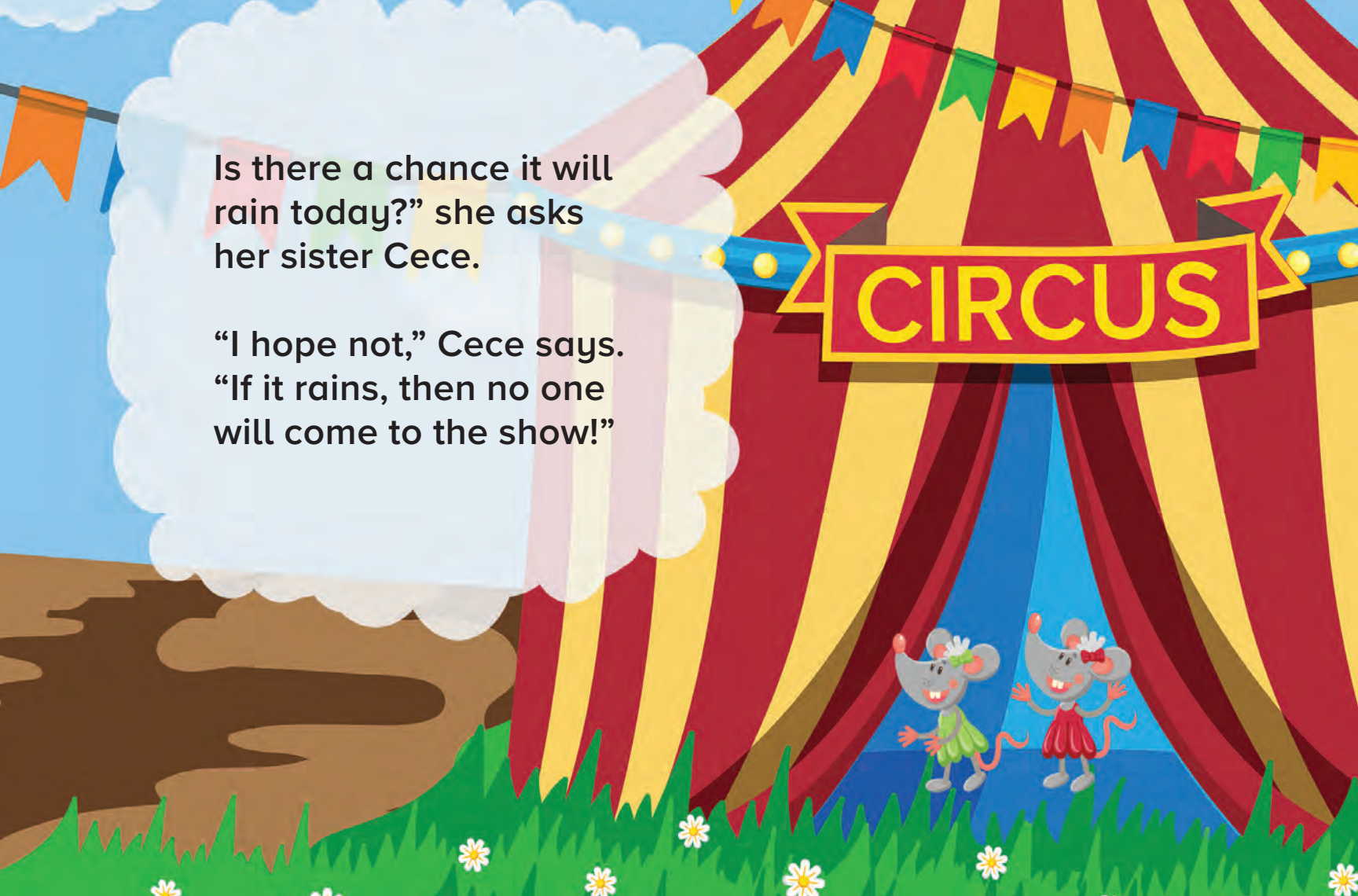
Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-45-9

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

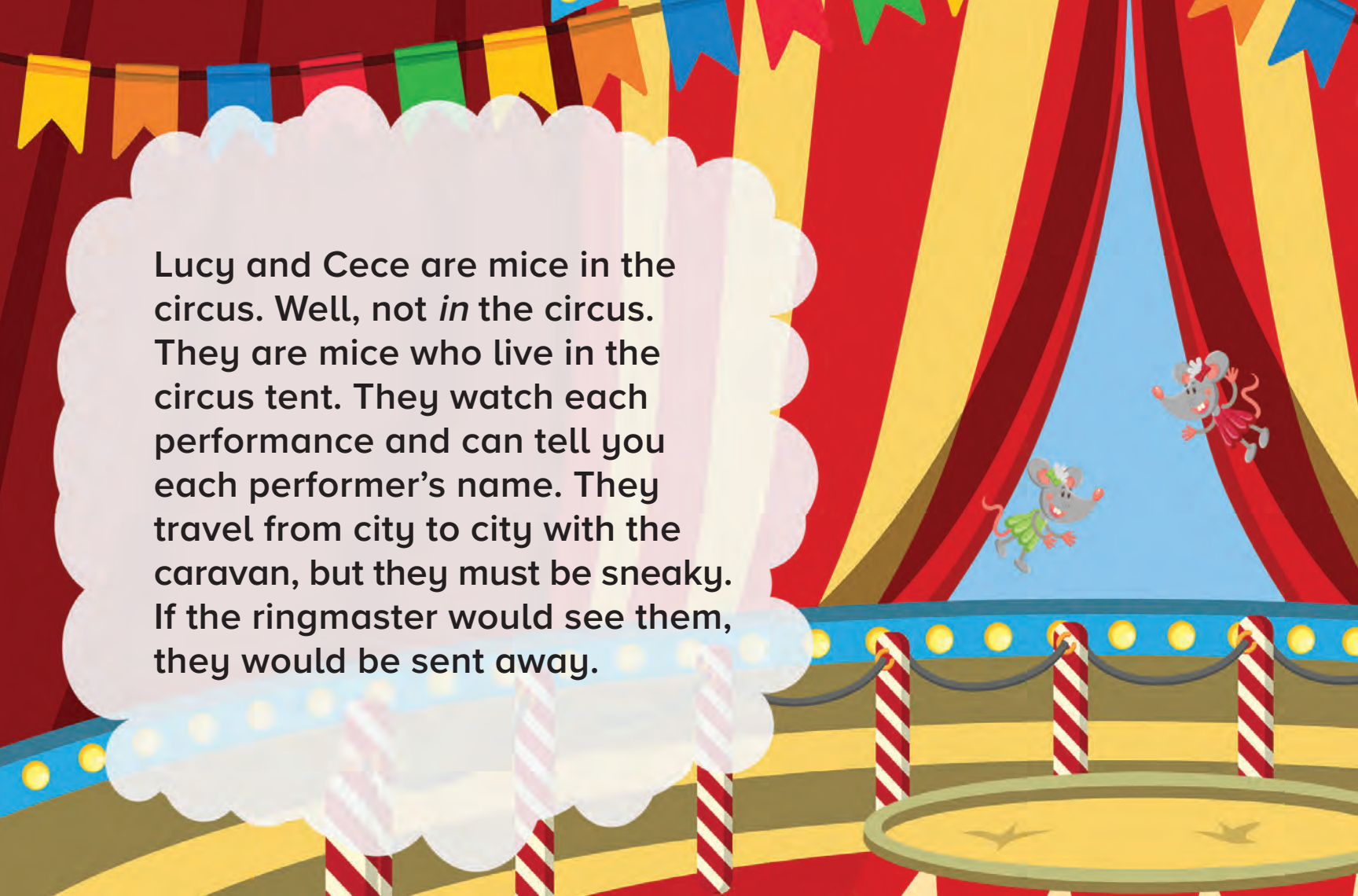
It is a cloudy day in Paris, France. Lucy Mouse pokes her head out of the circus tent. She glances up at the sky.





Is there a chance it will rain today?" she asks her sister Cece.

"I hope not," Cece says. "If it rains, then no one will come to the show!"



Lucy and Cece are mice in the circus. Well, not *in* the circus. They are mice who live in the circus tent. They watch each performance and can tell you each performer's name. They travel from city to city with the caravan, but they must be sneaky. If the ringmaster would see them, they would be sent away.

Just then, Lucy sees the circus owner talking to the ringmaster. The circus owner looks grim. The ringmaster hides his face in his hands.



23



ISBN 978-1-951200-45-9



9 781951 200459



PERCIVAL'S TOURS
**THE PERFECT MARSHMALLOW-
ROASTING STICK**

Alexia Detweiler

P E R C I V A L ' S T O U R S

**THE PERFECT
MARSHMALLOW-ROASTING STICK**



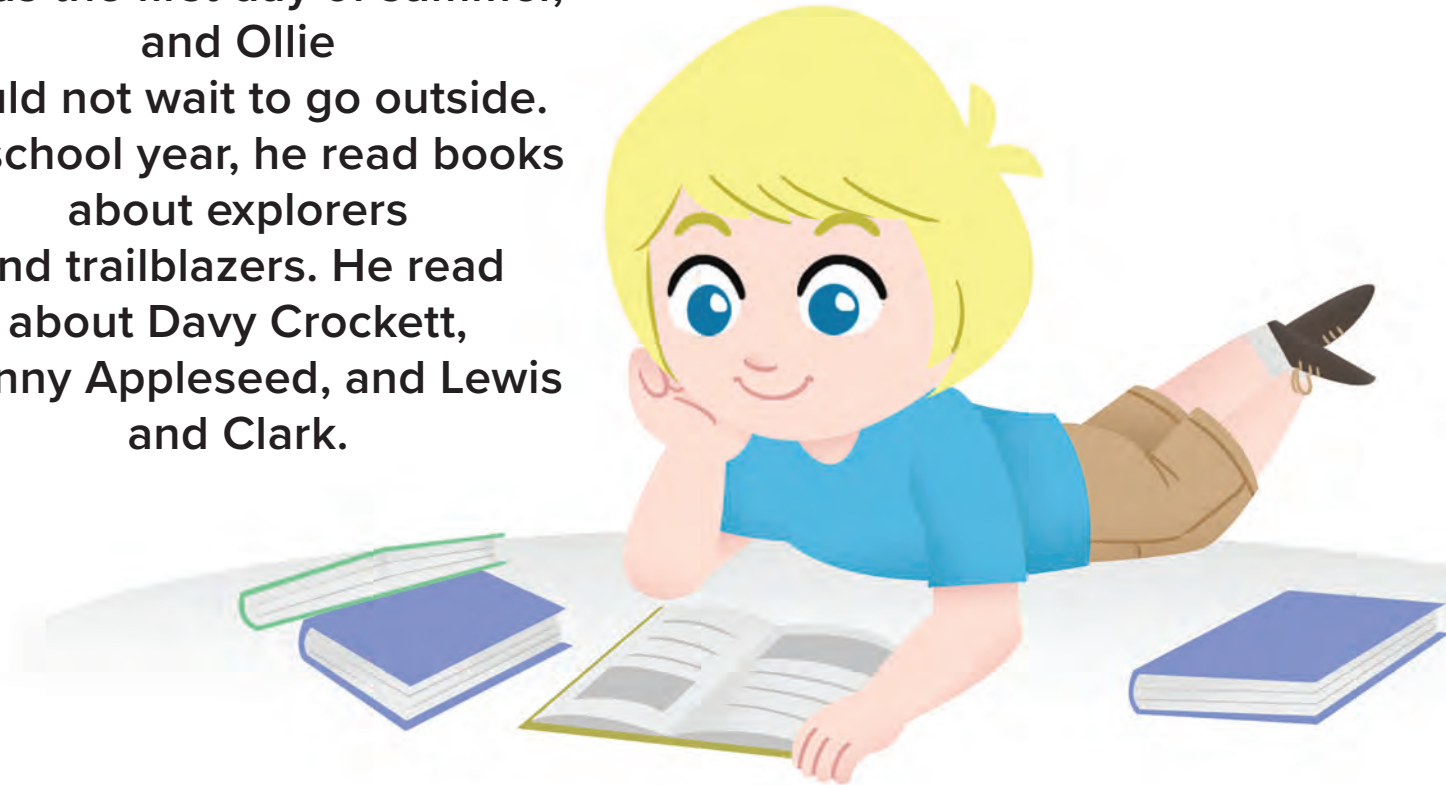


Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-46-6

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

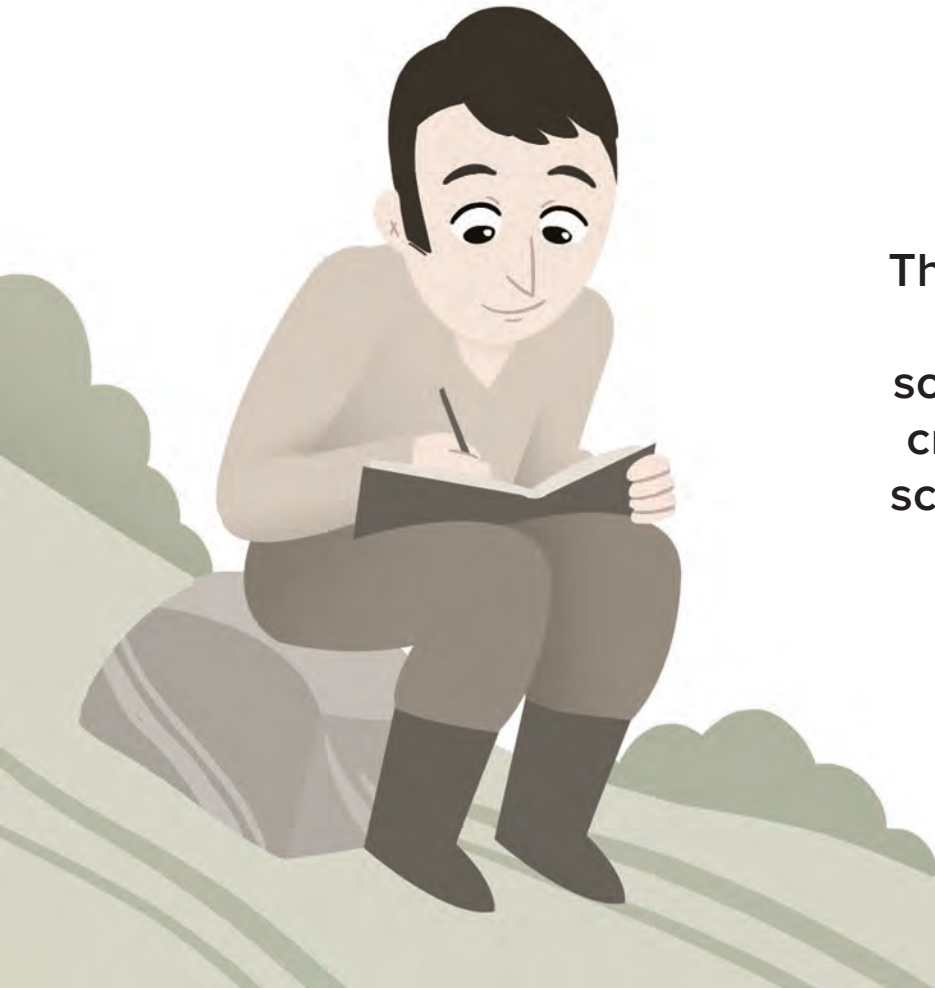
Printed in U.S.A.

It was the first day of summer,
and Ollie
could not wait to go outside.
All school year, he read books
about explorers
and trailblazers. He read
about Davy Crockett,
Johnny Appleseed, and Lewis
and Clark.



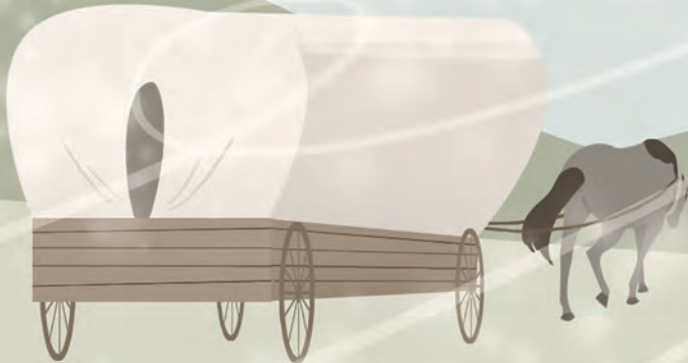
He likes Lewis and Clark best because they were the first to explore the American West. They took a horse-drawn wagon across the land.





They saw lots of new animals on their trip. Some flew, some swam, and some could crawl. Lewis took his pen to scrawl their names and make drawings in a notebook.

But the trip was not all good. They had some awful winters. They had brawls with some Native Americans.



24



ISBN 978-1-951200-46-6



9 781951 200466



PERCIVAL'S TOURS
A LIGHT FOR THE BLIND

Alexia Detweiler

P E R C I V A L ' S T O U R S

A LIGHT FOR THE BLIND





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-47-3

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.



What would
life be like
if you could not
see or hear?

How would you
know what was
around you?



You might use your other senses, like smell and touch. You might smell rain from far away to know what the weather will be. Or you might smell roasting chicken to know dinner is almost ready.



You might
use your
sense of
touch
to know
the faces
of friends
or the
rooms in
your home.



You could feel the roughness of a tree trunk or the smoothness of a leaf and know you were outside.

You could feel the softness of a rug to know you were inside.

25



ISBN 978-1-951200-47-3



9 781951 200473



PERCIVAL'S TOURS
THE FUDGE BRIDGE

Laurie and Ava Detweiler

P E R C I V A L ' S T O U R S

THE FUDGE BRIDGE





Copyright ©2020 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-48-0

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.



“Mommy, may I have a treat before bed?”

Gina asks.

“Oh, alright,” her mom says. “You were an angel today. We can splurge. How about some fudge?”



Chocolate fudge is
Gina's favorite treat.
Her grandparents would
bring her fudge whenever
they came home from a trip.
Fudge with marshmallows, fudge
with nuts,
chocolate fudge, peanut
butter fudge—
it did not matter as
long as it
was fudge!





Gina's mom
gets some fudge
and gives a
piece to Gina.

"I will have a
smidge, too,"
says her mom.
They eat their
fudge





Her mom
giggles.
“You have
a smudge on
your face,” she says.
Gently she wipes it off.
Then she says,
“Time for bed!”
“But we have to read a
book first!” Gina cries.
“OK, but just one,”
says her mom.

26



ISBN 978-1-951200-48-0



9 781951 200480



PERCIVAL'S TOURS
THE FAN FORK INVENTION

Alexia Detweiler

P E R C I V A L ' S T O U R S

THE FAN FORK INVENTION



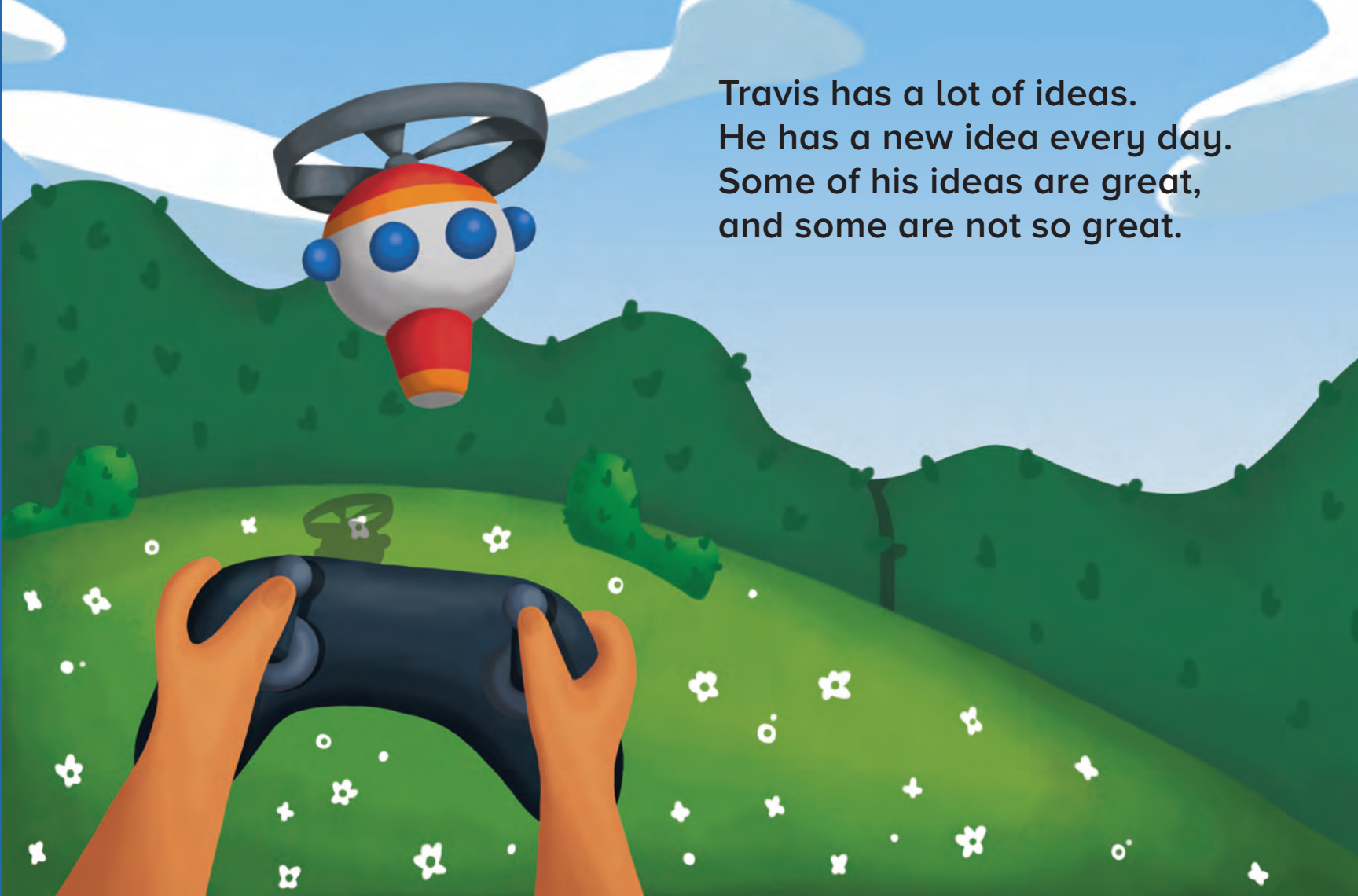


Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-49-7

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

Travis has a lot of ideas.
He has a new idea every day.
Some of his ideas are great,
and some are not so great.



His ambition is to be an inventor.
He has a passion for creating new
things. His brothers are the inspiration
for many of his inventions. Like his Hiccup
Elimination Potion that gets rid of hiccups.





Or his Asparagus
Evacuation
Contraction that
gets rid of unwanted
asparagus on dinner
plates.

But in a house full of boys,
the inventions do not always
last. His contraptions and
potions end up broken or
in the trash.



27



ISBN 978-1-951200-49-7



9 781951 200497



P E R C I V A L ' S T O U R S

THE DOLPHIN AND THE ELEPHANT

Laurie Detweiler

P E R C I V A L ' S T O U R S

THE DOLPHIN AND THE ELEPHANT





Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-50-3

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

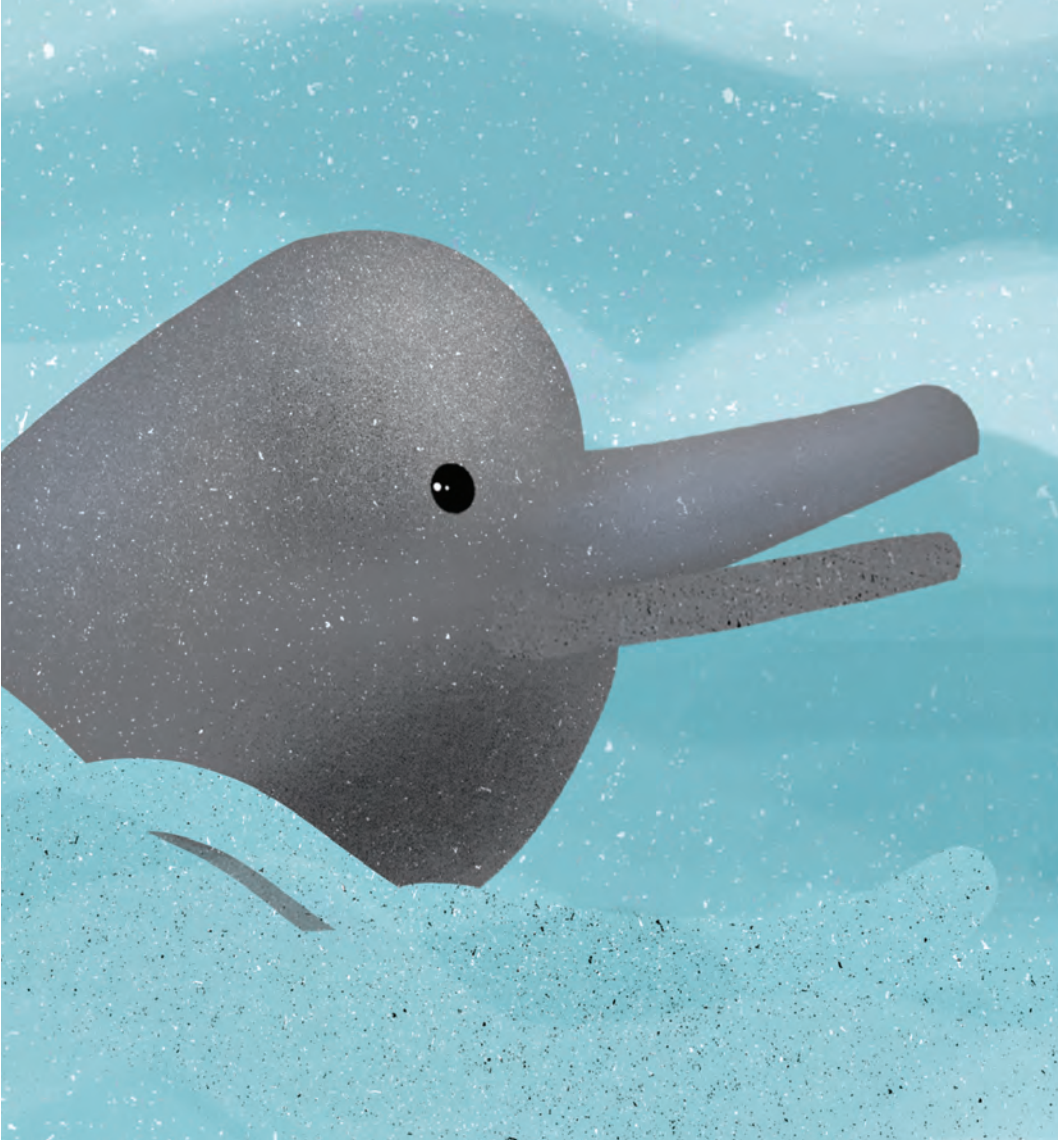
Printed in U.S.A.



Baani stands tall with her ears drooping on either side of her huge head. She is an orphan, and she misses her mother. She stands at the river's edge, filling her trunk with water.



She remembers a phrase she has heard before. “An elephant never forgets.” It was true. She would not forget the men who took her mother. She would also not forget her new and unlikely friendship.



Amalphi the dolphin, her new friend, pops her nose out of the water. Baani and Amalphi became friends when Amalphi was lost from *her* mom.

This is the story. . .



Dolphins and elephants do not often spend time together. But here in India's Ganges River, dolphins and elephants share a home.

28



ISBN 978-1-951200-50-3



9 781951 200503



P E R C I V A L ' S T O U R S

THE CASE OF THE MISSING CUPCAKES

Alexia Detweiler

P E R C I V A L ' S T O U R S

THE CASE OF THE MISSING CUPCAKES





Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-51-0

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

I was sitting in my office minding my own business when Phoebe rushed in.

“I’ve been robbed!” she shouted.

“Calm down,” I said, as I grabbed my notebook and pencil. “What happened?”



“Tonight I am having a birthday party. I told my mom I wanted chocolate cupcakes with peanut butter icing.”

“Uh-huh,” I said as I scribbled a drawing of a cupcake.

“So my mom stayed up late last night baking them. She iced the cupcakes this morning while I was eating breakfast. I remember because my dad tried to sneak some icing, but she would not let him. She shared a spoonful of icing with me after he left for work, though.”

“A likely story,” I said.

“What happened next?”



“Then, I walked to school with my little brother, Joseph. We stopped at my friend Ophelia’s house to pick her up for school. When we got there, her mom said she had already left.

“See, she used to wait for us. Since she skipped a grade and is in third grade now, she has been walking with her *older* friends,” Phoebe explained.

“And what grade are you in?” I asked.

“I’m in second grade, and Joseph started kindergarten last fall,” she clarified. I jotted down some more notes.

“What happened next?”
I asked in my best detective voice.



“Joseph and I jogged the rest of the way to school because we were late. We got to school just before the doors locked.”

“Phew, that was a close one!” I said. “But let’s get to the part about when you were robbed.”



29



ISBN 978-1-951200-51-0



9 781951 200510



P E R C I V A L ' S T O U R S

FINN THE BOXER WANTS TO DANCE

Cecilia Miller and Alexia Detweiler

P E R C I V A L ' S T O U R S

FINN THE BOXER WANTS TO DANCE



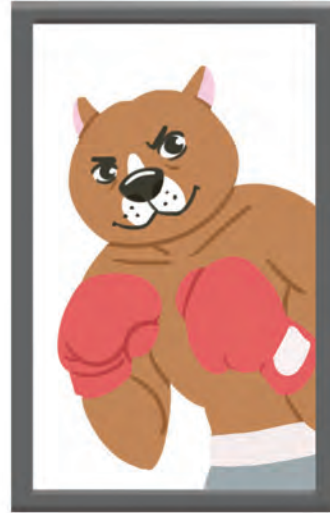


Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-52-7

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

Finn was a boxer. His dad was a boxer.
His grandpa, Flynn, was a boxer, and even his great-grandpa,
Finnster, was a boxer. But Finn the boxer did not want to fight.
He wanted to dance.



Every day on his way to school, Finn would whirl around the trees. He would leap over puddles and prance through fields. He pretended he was on stage, performing in front of a big audience.





At the park, he and his friends would spin around the playground. “You should come to our dance rehearsal after school, Finn!” said Finn’s friend Lenny Labrador. Finn was pleased to hear this, but he hung his head and sighed. “I wish I could, but I have to go to the gym to train.”

After school, Finn took the long way to the gym so he could pass the dance studio. He caught a glimpse of dogs spinning gracefully around the room. He wished he could be dancing, too.



30



ISBN 978-1-951200-52-7



9 781951 200527



PERCIVAL'S TOURS
**MISS BIDDLE'S
TOUR AROUND THE WORLD**

Alexia Detweiler

P E R C I V A L ' S T O U R S

MISS BIDDLE'S TOUR AROUND THE WORLD





Copyright ©2019 Veritas Press
www.VeritasPress.com
ISBN 978-1-951200-53-4

All rights reserved. No part of this book may be reproduced without permission from Veritas Press, except by a reviewer, who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in U.S.A.

Greetings! For those who don't know me, my name is Miss Biddle. I was the teacher in the Phonics Museum until I got the chance of a lifetime. I got to travel around the world to see famous places!





I left on my new adventure, and my wonderful sister, Miss Gabby, took over my job at the museum. It was hard leaving all my friends there, but I knew they were in good hands.



Speaking of all my friends at the museum, I am so proud of you! You have mastered everything we taught you. Reading is such a special skill to have. Reading opens your eyes and your mind to new people, new places, and new ideas.

Here are some of the places I have visited since I left the museum.



In Switzerland, I climbed the Alps mountains—twice! Once on my way up a mountain, I met twin sisters who lived in a cabin there. From their cabin on top of the mountain, I could see millions of sparkling stars.

31



ISBN 978-1-951200-53-4



9 781951 200534





PHONICS
MUSEUM

1

GAME
CARDS



PHONICS
MUSEUM



GAME
CARDS



glad

jump

PHONICS

MUSEUM

Paper Dolls





PHONICS

MUSEUM

