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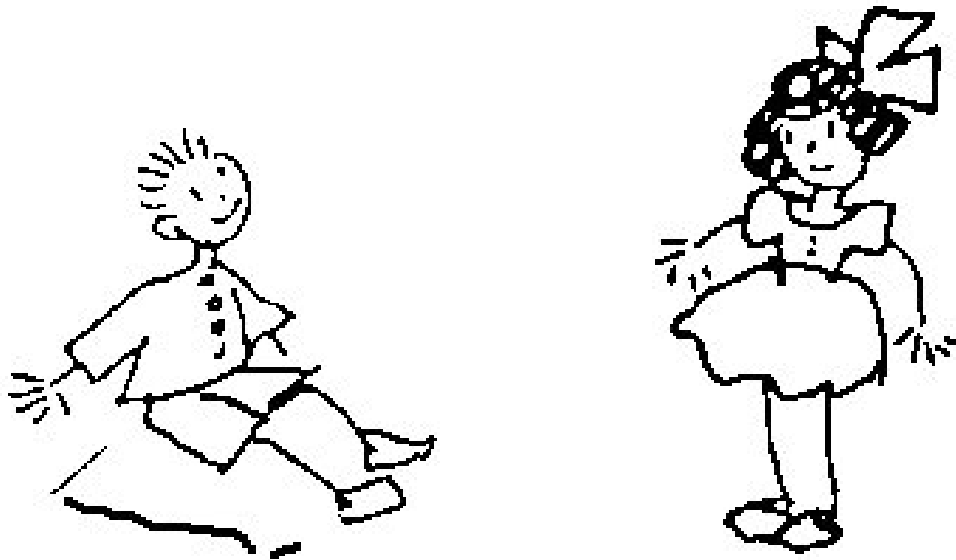
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I hope you enjoy Really Reading and find it useful in your homeschool!

Sincerely,
Diana Cunningham
www.tanglewoodeducation.com



Really Reading



An introduction
to the most important phonics rules
for new readers

Dear Parent,

I couldn't wait for my first child to reach the "formal" school age so that I could begin real-live honest-to-goodness homeschooling. But because I did have to wait, I read every homeschooling magazine, book, and website, and went to every homeschool convention within a 200 mile radius of where I lived so that I would be ready when the big day arrived.

I found wonderful books and materials for many subjects, but I never could find that "just right" reading program. Some had so many "bells and whistles" I knew that my unorganized brain could never keep up with all the pieces. Others seemed to concentrate on the "rules" so much that they never seemed to get to the fun part— reading! I did find programs that I liked— but they were too expensive for my light pocketbook.

Finally, the big day arrived— Chloe was six years old and it was fall. We were ready to start school— all except for the reading program. I decided that I had to do something and hence, this little reading program was born. I've had very good success with this program. Chloe was reading at a third grade level within three months. I've also taught other children how to read using this easy method.

I believe that learning to read should be a pleasurable experience that leads to a love of reading. Even though phonetic rules may not be the most exciting concepts in the world, they do not have to be reduced to drudgery. In keeping with young children's relatively short attention spans, Tanglewood's Really Reading! lessons are short and sweet and should take about five to ten minutes apiece. Each lesson contains a short review and then moves on to one or two new concepts. The lessons are designed to be taught verbally by the teacher with student interaction. I usually wrote the main components of the day's lesson on a dry-erase board and explained them in old-fashioned teacher style. I then had the student read an easy book until I saw the first signs of fatigue. I also used Merrill's excellent phonics workbooks as fun reinforcements for what was covered that day.

The most important phonetic concepts are covered thoroughly in this twenty-one lesson course, giving your child a firm foundation on which to build future knowledge. Your child should know how to read simple three-letter words after the second lesson. If your child is already a fluent reader, I encourage you to use this program as an efficient review. There is no fluff here. Each page covers important concepts— concepts which need constant review in the elementary years.

Best wishes!

Diana Cunningham

WHAT SHOULD MY CHILD KNOW BEFORE STARTING THIS PROGRAM?

- 1. Your child should be able recognize all of the letters in the alphabet**— upper case & lower case.
- 2. Your child should know the most common sound for each consonant***. (It is O.K. if your child doesn't know all of them perfectly.)

HOW DO I USE THIS PROGRAM?

1. I recommend doing one lesson per day. It is up to the parent as to how many days are done each week. However, it is a good idea to review the concepts each day, even if it is as informal as asking what a long *ā* sounds like while you're waiting in line at the grocery store.

2. After doing the lesson, have your child read aloud a portion of an easy reader. This is where it takes a lot of patience on your part. Remember to smile and act supportive. Refrain from saying anything in an irritated voice. You'll be tempted to, especially when your child can't figure out how to read a word she just read in the last sentence, or when, for some reason she just can't remember that a silent-e makes the vowel long. Just smile pleasantly, remembering that you want her to eventually love to read, and give the helpful reminders in a happy- "you are doing so well"-- sort of voice. Hard to do— but very important.

*Tanglewood offers a series of easy books appropriate to the beginning to read stage and other books for other reading levels. See appendix for a list of the books we use and information on how we use them.

3. Do reinforcement workbook pages. While we aren't real "big" on workbooks, we recognize that they do have their uses. Children seem to like them if they do them in small doses, and they are a good way to reinforce a child's understanding of a concept. Tanglewood suggests the use of Merrill's excellent phonics workbook series. On each page there is a nicely illustrated (not too flashy) and straightforward lesson. The concepts covered in the workbooks coincide nicely with our reading program. While the reading program is done after approximately twenty-two days, the workbook contains enough pages to last through a good portion of the school year and the child is exposed to new phonetic and grammatical rules in small and easy doses. (Chloe's vocabulary has grown thanks to the workbook as well. Because a good portion of the workbook is matching pictures to words, she has learned the meanings of countless new words such as *dune*, *cape*, and *hinge*.)

*All letters in the alphabet are consonants except for a, e, i, o, and u.

LESSON 1a



1. Look at the following letters. Circle the (5) vowels: a, e, i, o, u

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

2. Review the most common sound of each consonant.

3. Introduce the short sound of each vowel, concentrating on the short *ă*:

ă as in **ăpple**

ĕ as in **ĕgg**

ĭ as in **ĭgloo**

ŏ as in **ŏn**

ŭ as in **ŭp**

4. Practice reading with a short *ă*:

an
ban
pan
fan

at
pat
cat
bat

am
ham
jam
Pam



LESSON 1b



1. Look at the following letters. Circle the (5) vowels: a, e, i, o, u

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

2. Review the most common sound of each consonant.

2. Review the short sound of each vowel, concentrating on the short *ě* and *ĩ* sounds.

ă as in **ăpple**

ě as in **ěgg**

ĩ as in **ĩgloo**

ň as in **ňn**

ů as in **ůp**



4. Practice reading with short *ă*, *ě*, and *ĩ*:

an

en

in

ag

at

et

it

ig

pat

pet

pit

eg



LESSON 1c



1. Look at the following letters. Circle the (5) vowels: a, e, i, o, u

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

2. Review the most common sound of each consonant.

3. Review the short sound of each vowel, concentrating on the short *ö* and *ü* sounds:

ä as in **äpple**

ë as in **ëgg**

ï as in **ïgloo**

ö as in **ön**

ü as in **üp**

4. Practice reading:

an

en

in

on

un

at

et

it

ot

ut

am

em

im

om

um



LESSON 2



1. Review: short vowel sounds

ă	an	at	am
ĕ	en	et	em
ĭ	in	it	im
ŏ	on	ot	om
ŭ	un	ut	um

2. Short *ă* words: read the word aloud, then underline the short *ă*.

an	at	jam
man	sat	wax
tan	bat	ham
ran	cat	tag

3. Short *ĕ* words: read the word aloud, then underline the short *ĕ*.

et	en	ell	egg
jet	den	bell	beg
vet	pen	sell	leg
pet	hen		



LESSON 3

● ● ● ● ● ● ● ●

1. Review: short vowel sounds

1. **ă** as in **apple**
2. **ě** as in **egg**
3. **ĩ** as in **igloo**
4. **ö** as in **on**
5. **ů** as in **up**

1. **fix fox fax**
2. **cup cap cop**
3. **bell ball bull**
4. **fan fun fin**
5. **con can cun**
6. **bat but bit**
7. **hut hit hat**
8. **top tip tap**
9. **ham hum him**
10. **sin sun san**

2. Long vowel sounds: A long vowel says its own name.
Look at the example.

- ā** as in **tāpe**
ē as in **wē**
ĩ as in **pĩne**
ō as in **tōe**
ū as in **Jūne**

3. Say the short vowel sound,
then the long vowel sound:

- ă** **ā**
ě **ē**
ĩ **ĩ**
ö **ō**
ů **ū**



LESSON 4

• • • • • • • • • •



1. Review: short *i*; Read the word aloud, then underline the short *i*.

in	it	is	ill	it
fin	sit	his	hill	is
pin	hit		Jill	in
bin	fit		still	

2. Review: short *o*; Read the word aloud, then underline the short *o*.

ot	op	ox
cot	mop	fox
hot	top	
dot	pop	oll
pot		doll

3. Making a vowel long by adding a silent "e".

căn	fat	cop	mad
căne	fate	cope	made
tăp	Sam	fad	pan
tăpe	same	fade	pane





LESSON 5



1. Review short & long vowels:

ă ā
ē ē
ī ī
ō ō
ŭ ū

2. Review: short ŭ; read the word aloud, then underline the short ŭ.

up	ug	us	ub
cup	tug	bus	tub
pup	hug		sub

3. Review: Making a vowel long by adding a silent "e".

pĭn	kĭt	wĭn	hĭd
pĭne	kĭte	wĭne	hĭde
dĭm	bĭt	rĭd	dĭn
dĭme	bĭte	rĭde	dĭne

4. The sound of "ch": "Ch" says "ch" as in "chow."

How many "ch" words can you think of? Write them below.



LESSON 6

● ● ● ● ● ● ● ●

1. Review:
short & long vowels

ă	ā
ĕ	ē
ĭ	ī
ō	ō
ŭ	ū

2. Say aloud, with short vowels:

<u>ch</u> a	ma	mat
<u>ch</u> e	me	met
<u>ch</u> i	mi	mit
<u>ch</u> o	mo	mot
<u>ch</u> u	mu	mut

3. Make the vowel long by adding a silent "e".

cop	mop	rob	tot	cod
cope	mope	robe	tote	code

4. Pay attention to the vowel in the following words. Circle the word your teacher says.

- | | | | | |
|---------|------|------|----------|------|
| 1. bat | but | bit | 9. gat | gate |
| 2. hut | hit | hat | 10. pat | pate |
| 3. bell | ball | bull | 11. cute | cut |
| 4. fix | fox | fax | 12. rop | rope |
| 5. top | tip | tap | 13. rake | rak |
| 6. ham | hum | him | 14. ripe | rip |
| 7. cup | cap | cop | 15. bit | bite |
| 8. fan | fun | fin | 16. ros | rose |



LESSON 7

● ● ● ● ● ● ● ●

1. Review:

ă	ā	chap	pat	pate
ě	ē	chep	pet	Pete
ĩ	ī	chip	pip	pipe
ǒ	ō	chop	pop	pope
ǔ	ū	chup	pup	puke

2. Vowel + "r"

Read the examples,
then circle the (3)
endings that sound
the same:

-ar as in **far**

-or as in **for**

-er as in **her**

-ir as in **fir**

-ur as in **fur**

3. Circle the "-or" in the word,
then read the word:

or	for	fork
cork	cord	corn
porch	torch	sort

4. Do the same with "-ar" words:

ar	ark	bark
dark	part	yard
harm	mark	dart
mart	start	yarn

5. The sound of "sh". "Sh" says "sh" as in shell. How many words
can you think of with the "sh" sound?



LESSON 8

•••••



1. Review:

ǎ	ā	chǎ	shǎ	ar	rod	rode
ě	ē	chě	shě	or	hop	hope
ǐ	ī	chǐ	shǐ	er	lop	lope
ǒ	ō	chǒ	shǒ	ir	mop	mope
ǔ	ū	chǔ	shǔ	ur	wok	woke

2. Double letters usually have only one sound:

oo as in **zoo**
ee as in **feet**
ll as in **yell**
ss as in **fuss**
ck as in **lick**

3. Point to the letter cluster when your teacher says the sound:

oo	ck	or
ee	ch	ar
ll	sh	er/ir/ur
ss	th	

4. *Th*: How many words starting with the "th" sound can you think of?





LESSON 9

•••••

1. Review:

(*Today we are going to add
a new vowel sound: ä as in wänt.)

ä	ä	ā	ch	top	tope	ar
ē		ē	sh	kit	kite	or
ī		ī	th	lift	life	er/ir/ur
ō		ō				
ū		ū				

2. Read the words:

had	ten	cub	cot	hum	bun
cut	fuss	did	gum	ham	jet

3. The sound of -ing. Read the words, underlining the -ing.

fix	fixing	look	looking
fry	frying	jump	jumping

4. Read:

sing	king	ring	ping	wing	ding
------	------	------	------	------	------

5. Some common words to know:

the	is	wee
me	his	weed
he	as	week
she	has	weep

LESSON 10



1. Review:

(*Today we are going to add
a new vowel sound: "i" as in "ink".)

ă	ä	ā	ch	oo	ar	prim	prime
ě	ē		sh	ee	or	grad	grade
ĭ	i	ī	th	ll	er	fix	fixing
ǒ	ō		ck	ss	ur	look	looking
ŭ	ū		the	is	as	ar	ir/er/ur

2. Read the words:

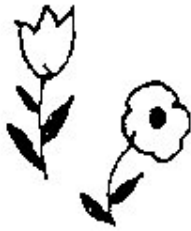
the	is	sit	hen	up
me	his	till	tab	in
he	as	tell	sod	on
she	has	box	fox	did

3. -ang, -ung, and -ong:

-ang	-ung	-ong
hang	sung	gong
rang	hung	dong
bang	rung	long
gang	dung	song

4. The letter "Q" is usually followed by a "u" like this: "Qu".
How many "Qu" words can you think of?





LESSON 11



1. Review:

ă	ä	ā	ch	oo	ar	the	is	ing
ě	ē		sh	ee	or	me	his	ang
ĩ	i	ī	th	Qu	er	he	as	ung
ǒ	ō		ck	ss	ir	she	has	ong
ů	ū							

2. Adding a *-y* to the end of a word. Read the root word. Then listen to your teacher read the 'root word + y'. Then follow the directions below.

sand	sandy	and	Andy
milk	milky	rust	rusty
rock	rocky	hand	handy
hill	hilly	dust	dusty

Circle the sound you hear the "y" making: ā ē ī ō ū
Did you circle the "ē"? Good!

"Y" also has another sound. Listen to these words and see if you can figure it out:

cry	defy	fry	sky	my
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Did you hear the "ī" sound? Good! "Y" at the end of a word can sound like a long ē or a long ī.

3. Read these words, then underline the "sh".

hash	wish	sash	cash	lash
rash	posh	hush	dash	gash
rush	gush	mash	fish	dish

LESSON 12



1. Review:

(*Today we are going to add
a new vowel sound: "o" as in "dog".)

ă	ä	ā	sh	Qu	or	me	has	ing
ě	ē		th	oo	er	he	is	ang
ĩ	i	ī	ch	ss	ar	she	as	y/y*
ǒ	o	ō	ck	ee	ir	the	his	*the (2) sounds of "y"
ů	ū		my					

2. Underline the "th" and then read the word.

pith	with	hath	Seth
path	math	bath	Beth

3. Underline the "ch" and then read the word.

bunch	bench	ranch	pitch
lunch	pinch	punch	catch

4. Underline the "sk" and then read the word.

musk	husk	bask	dusk
disk	cask	mask	risk

5. "Wh" has two (2) sounds. Listen to your teacher read them and see if you can figure them out. Then underline the "wh" and read the word yourself.

whip

whim

*What sound
do you hear?*

who

whose

*What sound
do you hear?*





LESSON 13



1. Review:

ă	ä	ā	th	Qu	has	sk	me
ě		ē	sh	ing	is	gate	the
ĩ	i	ī	ck	ang	as	be	y/y
ǒ	o	ō	ch	or	his	we	wh/wh
ů	ū		my				

2. Read the following words:

quit	quiz	quick	queen
quite	quote	quack	quake

3. Read the following *-ink*, *-ank*, and *-unk* words.

-ink	-ank	-unk
sink	sank	sunk
link	bank	dunk
fink	tank	junk
rink	yank	gunk

4. "ea" says ē. Underline the "ea" and then read the word.

(An important rule to help you remember: Whenever you see two vowels together, like ea, the first vowel usually has a long sound and the second vowel is usually silent.)

eat	tea	beat	leap	sea
each	teach	beak	leaf	seam
east	team	beach	leak	seat

5. A common word to know is: **and**. Read this word below.

and **and** **and** **and** **and**



LESSON 14



1. Review:

ă	ä	ā	ck	or	be	ea	me
ě		ē	ch	ar	we	Qu	the
ǐ	i	ī	sh	ang	y/y	ank	ink
ǒ	o	ō	th	ing	and	she	wh/wh
ǔ	ū		my				

2. Practice the "o" endings:

-old	-olt	-ost	-o
cold	colt	most	so
gold	jolt	host	go
told	bolt	post	no

3. Read:

left	lung	act	tilt
clump	bank	tint	cult
text	bang	fact	game
kept	fake	hand	punt

4. The letter "c" has two sounds. Listen as your teacher reads the words.

cat

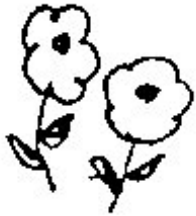
city

cub

Nancy

What two sounds did you hear?

(a 'hard c' -sound of 'k'- as in cat / a 'soft c' -sound of 's'- as in city)



LESSON 15

•••••

1. Review:

ă	ä	ā	th	or	be	sk	and
ě		ē	sh	ink	is	ea	as
ĩ	i	ī	ck	ong	old	so	c/c
ö	o	ō	ch	ing	ost	the	wh/wh
ů		ū					

2. Practice the "i" endings.

-ind	-ild
rind	wild
kind	mild
find	child

3. Pay attention to the vowels.

tan
ten
tin
ton

4. Read the words:

can	fish	lock	gulp	well
game	bike	hole	cube	meal
cash	wig	rock	tug	get
rake	mine	poke	cute	bean
map	pig	mob	sun	ten
date	tide	vote	rude	dear

5. Read:

cat	city
cub	Nancy

**What are the (2) sounds the letter "c" can make?*

6. (2) common words you need to know are "of" and "off". Read:

of	off	of	off	of	off
----	-----	----	-----	----	-----

LESSON 16



1. Review:

ă	ä	ā	ch	onk	old	Qu	the
ě		ē	st	ong	ost	go	is
ǐ	i	ī	th	ink	be	so	and
ǒ	o	ō	ck	ing	ea	no	wh/wh
ǔ	ū		ur	of	off		

2. Read and learn these common words starting with "th".

the them they that this

3. Listen as your teacher reads the following words. What three sounds can the suffix *-ed* make?

kiss rent jam
kissed rented jammed

Point to the word in which -ed sounds like a "t".
Point to the word in which -ed sounds like a "d".
In which word does -ed actually sound like -ed?

4. Read:

petted nagged sipped rented
dented bugged yipped dimmed
trapped capped pinned jammed
lifted popped sobbed tugged

5. (2) common words you need to know are "**do**" and "**to**". Read:

do to do to do to



LESSON 17



1. *Review:*

ă	ä	ā	ck	ing	they	sandy	who
ě		ē	ch	old	and	ea	why
ĩ	i	ī	sh	go	kit	sky	c/c
ǒ	o	ō	th	is	kite	the	wh/wh
ů	ū		of	do	ar	or	ir/ur/er

2. *Underline the -er, -ir, or -ur. Then read the word.*

fir	dirt	girl	burn	hurt
stir	bird	firm	first	lurk
curb	fur	curt	jerk	berth
herd	term	fern	urn	turn
sir	clerk	pert	her	turn

3. *"ai" = ā. Underline the "ai" and then read the word.*

(Remember the rule: When there are two vowels together, the first usually has a long sound and the second is silent.)

aid	saint	bait	stain	ail
gain	jail	aim	bail	laid
rain	train	paint	chain	fail

4. *"ay" = ā. Underline the "ay" and then read the word.*

day	may	tray	hay	lay	pray
say	way	clay	play	ray	gray



LESSON 18



1. Review:

ă	ä	ā	sh	ang	they	sk	who
ě		ē	ch	ost	and	ea	why
ĭ	i	ī	th	so	pit	or	ai
ǒ	o	ō	ck	has	pipe	the	ay
ǔ	ū		of	do	to		

2. "ie" = ē. Underline the "ie" and then read the word.

(Note: This does not follow the rule. This sound should be memorized.)

thief	tier	yield	field
chief	pier	shield	fierce

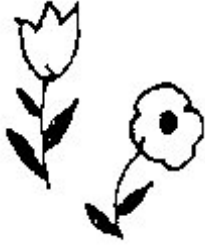
3. "uy" = ī. Underline the "uy" and then read the word.

guy	buy
------------	------------

4. Read:

walker	rocky	say	going
talker	baby	may	looking
singer	happy	day	picking
eater	penny	cow	whim
helper	hilly	ice	such
sleeper	cry	go	chess
writer	try	gem	thank
climber	dry	father	cost

5. **A common word you need to know is "I".** When the letter "I" is alone it needs to be capitalized, even if it is not at the beginning of a sentence!



LESSON 19



1. Review:

ă	ä	ā	ch	ong	they	"uy" says ī like guy
ě		ē	th	old	and	"ie" says ē like thief
ĩ	i	ī	ck	no	I	ai
õ	o	ō	sh	is	why	ay
ů	ū		to	of		

2. "oa" = ō. Underline the "oa" and then read the word.
(Remember the rule about when two vowels are together!)

oat	goat	load	roast
boat	loaf	road	coast

3. "ow" = ō. Underline the "ow" and then read the word.

tow	low	flow	bow
grow	slow	mow	bowl

4. "ow" sometimes says "ow" as in "cow". Underline the "ow" and then read the word.

cow	how	vow	now	brown
wow	pow	crown	town	clown

*What (2) sounds can "ow" make?

5. "ou" can make the same sound as "ow" such as in "ouch". Underline the "ou" and then read the word.

out	ouch	hound	mouse
scout	count	pound	round
trout	pouch	sound	blouse

LESSON 20



1. Review:

ă	ä	ā	ch	go	they	uy	who
ě		ē	th	ing	ai	ea	why
ĩ	i	ī	sh	has	ay	ow/ow	oat
ö	o	ō	ck	why	ie	out	of
ů	ū						

2. "oy" as in "boy". Underline the "oy" and then read.

boy toy joy

3. "-igh" says ī. Underline the "-igh" and then read the word.

**sigh fight tight
sight flight light
night right high**

4. "ey" = ā. Underline the "ey" and then read.

**hey they prey
grey obey**

5. Sometimes "ey" = ē. Underline the "ey" and then read.

key

**What (2) sounds can "ey" make?*

6. Write a word for each:

"oy": _____

"igh": _____

"ey" = ā: _____

"ey" = ē: _____



7. A common word to know is "**said**". Read:

said said said said said said

LESSON 21



1. Learn these rules and study at their examples:

Rule 1: When there are two vowels in a word, the first vowel says its long sound and the second vowel is silent.

fake *laid* *wave* *day* *leaf* *read*
weep *seat* *hive* *coal* *bone* *soap*
suit *juice* *rule* *bead* *wheat* *pain*

Rule 2: When the letters *gh* follow the letter *i*, the *i* is long and the *gh* is silent.

night *fight* *right* *sight* *light* *flight*

Rule 3: When the letters *augh* are together, they usually say ä as in want.

caught *naughty* *taught* *fraught* *daughter*

Rule 4: Sometimes *gh* and *ph* have the sound of *f*.

tough *phone* *phase* *rough*
photo *cough* *Phil* *laugh*

2. Learn these words by sight:

to **too** **two** **into** **have**
come **some** **they** **there** **says**
put **does** **are** **you** **when**



LESSON 22



1. Review:

Rule 1: When there are two vowels in a word, the first vowel says its long sound and the second vowel is silent.

bait *claim* *gate* *hay* *doe* *beak*
feet *heat* *vane* *toast* *cone* *goat*
fruit *juice* *tune* *clean* *teach* *pain*

Rule 2: When the letters *gh* follow the letter *i*, the *i* is long and the *gh* is silent.

sight *right* *fight* *sight* *flight* *night*

Rule 3: When the letters *augh* are together, they usually say ä as in want.

caught *naughty* *taught* *fraught* *daughter*

Rule 4: Sometimes *gh* and *ph* have the sound of *f*.

Ralph *phony* *phrase* *rough*
graphic *cough* *Phil* *laugh*

2. Read:

I am all done with this book.

Now I can read.

I will learn even more in my other books.

Congratulations!

This award is presented to

*for the completion of
The Tanglewood School's
Really Reading program.*

Teacher's Signature

Phonetic Rules to Know

(Explain these to your child when encountered in reading.)

- 1. Some words do not follow the phonetic rules.** These words should be memorized.
- 2. Every syllable in every word must contain a vowel.**
- 3. When a word ends in a silent "e", the vowel in the middle is long.**
- 4. When a word has two vowels together, the first vowel usually has a long sound and the second vowel is silent.**
- 5. "C" is soft, sounding like an "s", when followed by an "e, i, or y".**
e.g. city, center, cyst
- 6. "G" is soft, sounding like a "j", when followed by an "e, i, or y".**
e.g. gem, gym, gist
- 7. "Ph" sounds like an "f".** In case you didn't know, when two consonants change their sound when next to each other, such as "ph", they are called digraphs.

List of Easy Books to Use with Beginning Readers

Beginning to Read List

(This list is intended for those students who are just starting to learn to read.

The title of the book is listed first, then the corresponding pages in the Big Phonics Word Book are listed. Please note that this Word Book is actually two books combined, hence the two lists of page numbers— one for the first half (wb 1) and one for the second half (wb 2).

1. The Good Bad Cat

<u>wb 1</u>	<u>wb 2</u>	<u>on own</u>
at 12	ad 4	th
an 6	ound 62 ch	
ar 10		ai/ay
ag 2		er
		ou/(ow)

2. Cat Traps

<u>wb 1</u>	<u>wb2</u>	<u>on own</u>
at 12	ack 20	sn
et 16		sh
ap 8		og
ug 30		
ig 18		
ock 56		
ow 26		
ub 28		

3. The Lion and Mouse

<u>wb 1</u>	<u>wb2</u>	<u>on own</u>
ow 26	ow 16	augh
at 12	it 14	ew (chew)
ig 18	ill 32	the
et 16	ay 8	tt, ll, gg
	aw 6	ou
	ee(l) 48 ion	(b)eg
	ip 12	

4. Big Egg

<u>wb 1</u>	<u>wb 2</u>	<u>on own</u>
en 14	y 2	em ome
est 48	ay 8	as one
ig 18	it 14	un sm
all 38	oat 52	ch is
ot 24	old 38	ck og
ow 26		are oa
eet 44		ee ox

5. Tiger is a Scaredy Cat

<u>wb 1</u>	<u>wb 2</u>	<u>on own</u>
ig 18	y 2	er
ot 24	ut 18	ong
at 12	eat 28	st, br, sc
ap 8	ice 30	og
ell 46	ay 8	uck
	all 38	ea
	and 22	ou
		alk
		ey

6. Toad on the Road

wb 1
am 4
ow 26
op 22
ake 36
ain 34
eep 42

wb 2
ive 26
ave 24
eat 26
ow 16
ill 32
ump 44
unch 62
unk 46
ack 46
ut 18
ool 58
ole 56

on own
ea
ove
oa
ere
ome
wh
ee, oo
eye
ful
ast
ight
cl,fl,sl,sh
(b)uy
ey
urp
us(t)

sh
ore
soft g
arm

7. My New Boy

wb1
ook 58
ail 32
eep 42
in 20
ick 50

wb 2
ack 20
y 2
ow 16
orn 42
ear 26
one 40
eat 28
oil 54

on own
bl
ive
ore
ave
ome
ey/ay
(b)oy
(n)ew
(c)are
ight
each

8. Railroad Toad

wb 1
ark 62
ag 2
ail 32
ain 34
ake 36

wb2
(b)ear

on own
ide
oa(d)
gr,cl,st
ive
ang
oard
oach
atch
(m)ore
(p)ie
(t)oe
cause
ome
(th)rough

9. Polar Babies

wb 1
ar 10

wb 2
y 2
ice 30
ole 56

on own
ea (rn)/ (b)ea(r)
alk
oh
their
afe
sh,th
up

10. Toad Takes Off

<u>wb 1</u>	<u>wb 2</u>	<u>on own</u>
ow 26	ow16	wh(y)/wh(en)
ain 34	ive 36	ck
ake 36	oat 52	ch
ark 62	eat 28	atch
ook 58	ine 34	ane
	ike 50	ight
	ack 20	air
	ool 58	are
		c=s, scenic, circle
		ame
		(k)ey/(th)ey
		soft g
		(str)aight
		our
		(sch)ool
		igh

11. A Dozen Dogs

<u>wb 1</u>	<u>wb 2</u>	<u>on own</u>
ow 26	ow 16	(k)ey/(th)ey
own 60	y 2	two/too
	ump 44 each	ome
		ash
		(c)atch/(w)atch
		(m)ore
		eight

12. Quick, Quack, Quick!

<u>wb 1</u>	<u>wb 2</u>	<u>on own</u>
art 62	ed 10	one
ing 52	orn 42	qu
ink 54	aw 6	ch
eep 42	ump 44	(l)ou(d)/(ar)ou(nd)
ail 32	ear 26	
ink 54	ave 24	

Young Readers

(This list is intended for children who know the basics of reading, but are not fluent readers. This books in this list are not given in any particular order. We suggest the use of My Big Phonics Word Book along with these readers.)

Danny and the Dinosaur

Sammy the Seal

Chester

Morris Goes to School

Harry and the Lady Next Door

Oscar Otter

Joe and Betsy the Dinorsaur

Oliver

Grizzwold

There is a Carrot in My Ear

What Do you Hear When Cows Sing?

*Tanglewood may change it's list of readers from year to year. Check the Tanglewood catalog or website for up-to-date information. We will be reprinting currently out-of-print books to be used in our reading program.