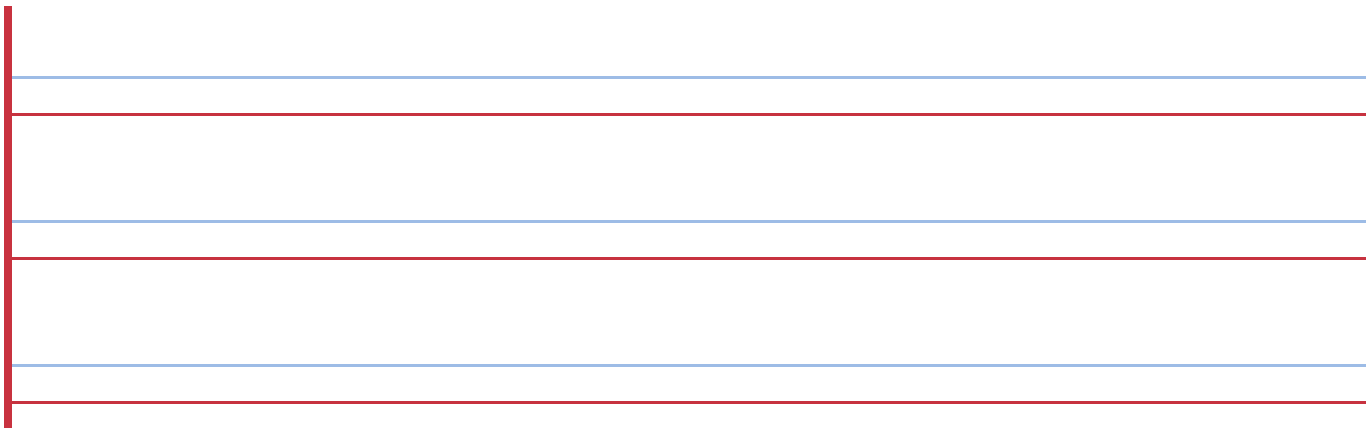
SAMPLE PAGES

K

Kindergarten Learn to Read

A parent-led workbook: 40 ten-minute lessons from first sounds to first sentences. No teaching experience needed.



- ✓ Picture placement check: no reading needed to take it
- ✓ A 2-minute "say this" script for you before every lesson
- ✓ Every letter sound, then blending into real words like cat and map
- ✓ Review every fifth day, plus a final check to show growth
- ✓ Free online quiz and game for every lesson (scan the code)
- ✓ Print as many copies as your family needs

For the grown-up

How to use this workbook

You don't need to know phonics terms. Every lesson tells you exactly what to say, what to watch for and what to do if it doesn't click. Your child doesn't need to read yet: you read the directions aloud, and the pictures do the rest.

Day 1: Placement check (10 minutes)

Read each question on the next page aloud. Mark it with the key on page 4, and the start-here map shows which lesson to begin with. Children who already know some letter sounds skip ahead.

Every lesson day (10 minutes)

1. **You read the grown-up page** (2 minutes). Say the script, do the "show this" activity with things around the house, and ask the three quick questions.
2. **Your child does the kid page** (8 minutes). Read the directions and the picture words aloud. Let your child do the circling, writing and sounding out.
3. **Check it with the answer key.** If a mistake shows up, the key tells you what it means and what to do tomorrow.
4. **Color the box** on the progress chart.

Every fifth day: review

A mixed page covers the last four lessons plus older sounds. Sounds learned in a rush fade; sounds reviewed every few days stick.

Two habits that matter most

- **Say sounds, not letter names.** When sounding out, say /m/ ("mmm"), not "em." Keep sounds short: /b/, not "buh."
- **Read aloud together every day.** Ten minutes of picture books does as much for reading as the workbook does.

Practice online, free. Each grown-up page has a code. Scan it for a quiz that reads questions aloud and a matching game. No sign-up; nothing is stored anywhere but your device.

Print it again. This PDF is licensed for your household. Print a fresh copy for a sibling, or reprint a page your child wants to redo.

Your turn

Placement Check

Name _____

Grown-up: read each question aloud. Your child points or circles.

1. Do these rhyme?  cat  hat ☐ yes ☐ no
2. Clap it:  banana. How many claps? 1 2 3
3. Circle the one that starts like  sun:  sock  moon  dog
4. Circle the letter that says /m/: **n** **m** **w**
5. Circle the letter that says /t/: **f** **l** **t**
6. Write the first letter:  ___og
7. Listen: /m/ /a/ /p/. Circle it:   
8. Read it: **cat**. Circle the picture:   
9. Circle the word **the**: then the they
10. Read it: **I see a big dog.** Circle the picture:  

For the grown-up

Placement key and start-here map

Mark each question right or wrong. Find the **first** question your child missed and start at that unit. Do every lesson from there; for earlier units, do just the review days.

#	Answer	If missed, start at
1	yes	Unit 1 Listening for sounds (Lesson 1)
2	3 (ba-na-na)	Unit 1 (Lesson 2)
3	sock	Unit 1 (Lesson 3)
4	m	Unit 2 Letter sounds s, a, t, p (Lesson 4)
5	t	Unit 2 (Lesson 4)
6	d	Unit 3 Letter sounds i, n, m, d (Lesson 8)
7	map 🗺️	Unit 8 Blending (Lesson 27)
8	cat 🐱	Unit 8 Blending (Lesson 28)
9	the	Unit 9 Word families and sight words (Lesson 32)
10	dog 🐶	Unit 10 First sentences (Lesson 37)

Missed 4, 5 or 6? Your child needs letter sounds. Start at Unit 2 and go one lesson a day. Most kindergartners start here, and it's the most important part of the book.

Got 10 out of 10? Your child is ready for 1st grade phonics. Use the review days for practice and the word family units for fluency.

Placement score: _____ / 10 Date: _____ Start at Lesson: _____

My progress

My Reading Progress Chart

Color a box for every lesson you finish. Yellow boxes are review days.

1 Listening
1 2 3
R

2 s a t p
4 5 6
7 R

3 i n m d
8 9 10
11 R

4 g o c k
12 13 14
15 R

5 e u r h
16 17 18
19 R

6 b f l j
20 21 22
23 R

7 v w x y z q
24 25 26
R

8 Blending
27 28 29
30 31 R

9 Word families
32 33 34
35 36 R

10 First sentences
37 38 39
40 R

Placement check

_____ / 10

Final check

_____ / 10

When every box is colored, turn to the last page for your certificate!

For the grown-up | Lesson 28 | Unit 8: Blending

Reading Short A Words

Goal: "I can say each sound and slide them together to read words like cat and map." Common Core RF.K.2d, RF.K.3a, RF.K.3b

Time: 2 minutes for you, 8 minutes for your child.

1. Say this

> "Today we read words with the letter a. In these words, a says /a/, like at the start of apple. We touch each letter and say its sound, then slide the sounds together: /k/ /a/ /t/... cat!"

2. Show this

Write **m**, **a** and **p** on three sticky notes in a row. Touch each one and say its sound, then sweep your finger under all three and say *map*. Now swap the m for a **c**. What does it say now? *(cap)* Swap the p for a **t**. *(cat)* Let your child do the next swap.

3. Ask out loud

1. What sound does a make in *cat*? (/a/, as in apple)
2. Blend these sounds: /s/ /a/ /t/. (sat)
3. Change the m in *map* to c. What word is it now? (cap)

4. Watch for

If your child...	Say...
says **/k/ /a/ /t/** but not the word	"Stretch it: caaat. No stops between sounds. Now say it fast."
reads cat as **cut**	"Touch the a. What does a say? /a/, like apple."
guesses from the picture	"Cover the picture. Point under each letter first."
says **kuh-a-tuh**	"Keep the sounds short: /k/, not kuh."

Practice online: scan for a read-aloud CVC words quiz and the Feed Monty game.
english1to5.com/phonics/cvc-words
If today was hard: tomorrow, redo "Show this" with only two sounds first (a + t: at), then three.

Your turn | Lesson 28

Short A Words

Name _____

a says /*a*/ as in 🍎 apple.

Warm-up (from Lesson 27)

Circle the letter that says /s/: **z** **s** **c**

A. Read the word. Circle the picture.

cat			
map			
hat			
bag			

B. Write the first letter. Read the word.

			
___at	___at	___at	___an

C. Read it. Circle the picture.

The cat is on a mat.  

D. Write a word that rhymes with cat.

How did it go? ☐ Easy ☐ OK ☐ Tricky

Grown-up stamp

Answer key | Lesson 28

Short A Words: answers and what mistakes mean

Warm-up

s. **Circled c?** c can say /s/ in a few words (city), but its main sound is /k/. Review Lesson 4 (s) and Lesson 14 (c) on the next review day.

A. Read the word

cat: 🐱 map: 🗺️ hat: 🎩 bag: 👜

If your child circled...	It means...	Do this
🐶 for cat	Guessing from the first sound or from a favorite animal.	Cover the pictures. Read cat sound by sound, then uncover.
🧹 (mop) for map	The vowel isn't solid yet: a and o are being mixed up.	Read pairs side by side: map/mop, cat/cot. Point to the vowel each time.
🐞 (bug) for bag	Same: short a and short u sound alike to many kids.	Say "apple" and "up" and feel the mouth shape for each.

B. First letters

cat **b**at **r**at **v**an

Wrote k for cat? That's a great sound match: k and c make the same sound. Say "Yes, it sounds like k. In cat, we write it with c."

C. The sentence

🐱. The words *the* and *is* are sight words from Lessons 32 and 33. If your child knows them already, great; if not, read those two words for them and let them read cat and mat.

D. Rhymes with cat

Any -at word: bat, hat, mat, rat, sat, pat, fat, vat. Made-up words like *zat* show your child hears the rhyme; praise that, then ask for a real one.