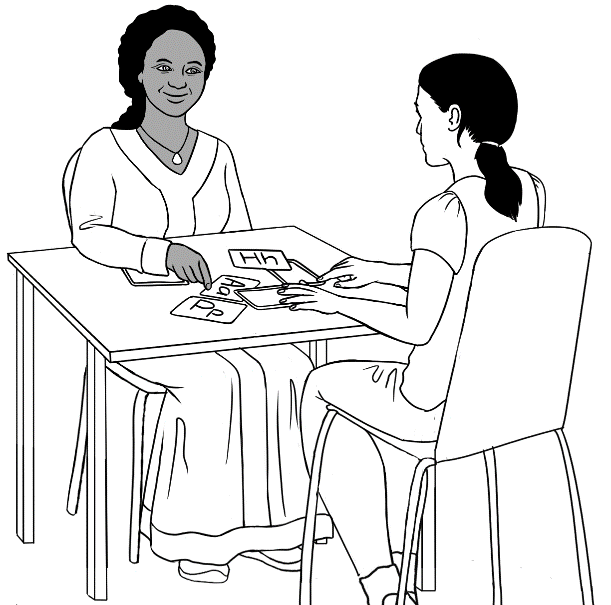


Student book with teacher notes

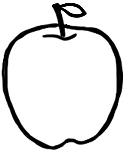
**English Ready**

22636VIC Course in Initial EAL  
VU23489 Recognise letters of the alphabet and their sounds in extremely familiar words

Letter sounds



apple a



**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Class** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Design team:** Vicki Hambling, Sue Paull, Frida Dean, Glenise Kleehammer and Mary Wallace

This book is supported by additional work on sounds

in the **Letter Sounds** book.

*This workbook is designed to be used with the support of a teacher.*

**Illustrations:** Madelena Scott  
 **Acknowledgements:** The design team would like to thank the AMEP service providers and practitioners who participated in the trial and gave valuable feedback. The team would also like to acknowledge the use of the EAL Framework which underpins the design of this book.

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# Instructions

****

The arrow is a reminder to read from left to right.

|  |  |
| --- | --- |
| 1.  listen | 2.  say |
| 3.  copy | 4.  match |
| 5.  colour | 6.  circle |
| 7.  trace | 8.  tick  🗸 |
| 9.  point | 10.  clap |

# The first sounds

****

**Audio** – A female voice and then a male voice reads the sounds of all the letters in the pattern below. A time gap after each sound allows time for students to repeat. Encourage students to record the sounds on their phones.



The vowels are gold, consonants blue.

|  |  |  |
| --- | --- | --- |
| a | **a**pple | a |
| b | **b**ag | b |
| c | **c**up | c |
| d | **d**oor | d |

Introduce the sounds gradually and contextualise them as much as possible.



|  |  |  |
| --- | --- | --- |
| e | **e**gg | e |
| f | **f**amily | f |
| g | **g**lasses | g |
| h | **h**ome | h |

|  |  |  |
| --- | --- | --- |
| i | **i**nk | i |
| j | **j**acket | j |
| k | **k**ids | k |
| l | **l**emon | l |
| m | **m**an | m |



|  |  |  |
| --- | --- | --- |
| n | **n**o | n |
| o | **o**range | o |
| p | **p**encil | p |
| q | **q**ueen | q |

|  |  |  |
| --- | --- | --- |
| r | **r**ubber | r |
| s | **s**tudent | s |
| t | **t**eacher | t |
| u | **u**mbrella | u |
| v | **v**an | v |



|  |  |  |
| --- | --- | --- |
| w | **w**oman | w |
| x | bo**x** | x |
| y | **y**es  **0** | y |
| z | **z**ero | z |

# Practise the first sounds.

`

Pages 9 – 19  
Say and repeat each sound, word and sound 3 times.  
In the box, copy the first sound.



|  |  |  |  |
| --- | --- | --- | --- |
| a |  | apple | a |
| b |  | bag | b |
| c |  | cup | c |

Pages 9 – 19  
Say a sound and then the word.   
Students circle the sound.



|  |  |  |
| --- | --- | --- |
| a | b | c |



|  |  |  |  |
| --- | --- | --- | --- |
| d |  | door | d |
| e |  | egg | e |
| f |  | family | f |
| g |  | glasses | g |



|  |  |  |  |
| --- | --- | --- | --- |
| d | e | f | g |



|  |
| --- |
| cup |
| door |
| apple |
| bag |
| family |
| glasses |
| egg |



|  |  |  |  |
| --- | --- | --- | --- |
| h |  | home | h |
| i |  | ink | i |
| j |  | jacket | j |
| k |  | kids | k |



|  |  |  |  |
| --- | --- | --- | --- |
| h | i | j | k |



|  |  |  |  |
| --- | --- | --- | --- |
| l |  | lemon | l |
| m |  | man | m |
| n |  | no | n |



|  |  |  |
| --- | --- | --- |
| l | m | n |



|  |
| --- |
| jacket |
| lemon |
| home |
| man |
| ink |
| no |
| kids |



|  |  |  |  |
| --- | --- | --- | --- |
| o |  | orange | o |
| p |  | pencil | p |
| q |  | queen | q |



|  |  |  |
| --- | --- | --- |
| o | p | q |



|  |  |  |  |
| --- | --- | --- | --- |
| r |  | rubber | r |
| s |  | student | s |
| t |  | teacher | t |



|  |  |  |
| --- | --- | --- |
| r | s | t |



|  |
| --- |
| pencil |
| rubber |
| teacher |
| orange |
| queen |
| student |



|  |  |  |  |
| --- | --- | --- | --- |
| u |  | umbrella | u |
| v |  | van | v |
| w |  | woman | w |



|  |  |  |
| --- | --- | --- |
| u | v | w |



|  |  |  |  |
| --- | --- | --- | --- |
| x |  | box | x |
| y |  | yes | y |
| z | **0** | zero | z |



|  |  |  |
| --- | --- | --- |
| x | y | z |

****

|  |
| --- |
| woman |
| umbrella |
| box  **0** |
| zero |
| van |
| yes |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| a |  | m | n | o |  | Finish |
| b |  | l |  | p |  | z |
| c |  | k |  | q |  | y |
| d |  | j |  | r |  | x |
| e |  | i |  | s |  | w |
| f | g | h |  | t | u | v |

A game for 2 - 4 students, counters and dice for each group. Students take turns to throw the dice and say the word and the sound where they land.

Start

# Consonant sounds

Pages 22, 24, 26, 28, 30, 32 & 34: Say the sound, each word and the sound again. Students repeat. On the board, compile a list of words students already know that begin with the same consonant sound. Copy the sound in the box.   
Vowels are introduced in the next section.



|  |  |  |
| --- | --- | --- |
| b | bag | bed |
|  |  |  |
| c | cup | cat |
|  |  |  |
| d | door | dog |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| bed | cat | dog |
| \_\_\_ ed | \_\_\_ at | \_\_\_ og |
| \_\_\_ ed | \_\_\_ at | \_\_\_ og |
| \_\_\_ ed | \_\_\_ at | \_\_\_ og |

4.



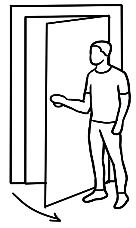
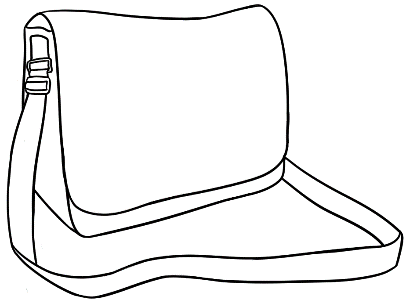
Pages 23, 25, 27, 29, 31, 33 & 35:

Students listen, repeat and copy the initial sound  
in the boxes, saying the sound and word as they copy.



5.

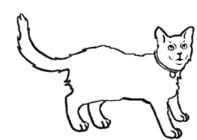
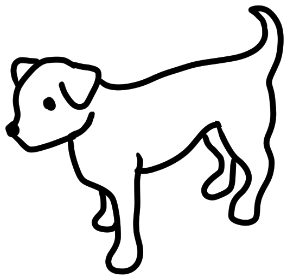
Say a word and the sound; students repeat, and point to the picture and sound.   
Then match pictures and sounds.



b

c

d



|  |  |  |
| --- | --- | --- |
|  | family | fan |
|  |  |  |
| g | glasses  f | gate |
|  |  |  |
| h | home | Shape  Description automatically generated with low confidencehat |
|  |  |  |

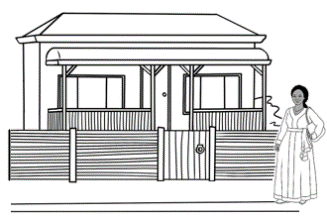
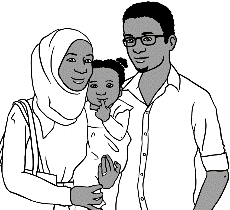
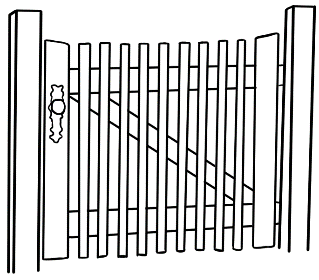


4.



|  |  |  |
| --- | --- | --- |
|  |  |  |
| fan | gate | Shape  Description automatically generated with low confidencehat |
| \_\_\_ an | \_\_\_ ate | \_\_\_ at |
| \_\_\_ an | \_\_\_ ate | \_\_\_ at |
| \_\_\_ an | \_\_\_ ate | \_\_\_ at |

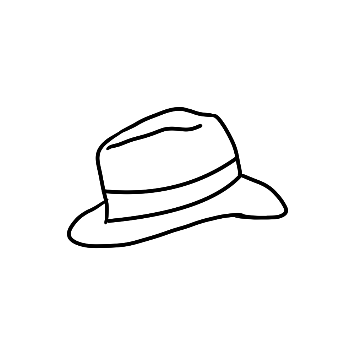
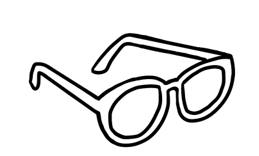
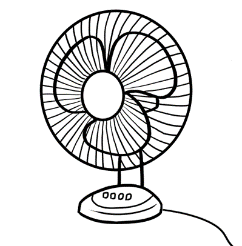
5.



f

g

h



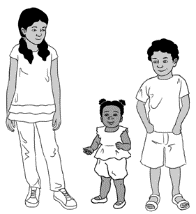
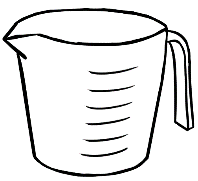
|  |  |  |  |
| --- | --- | --- | --- |
| j | jacket | jug | |
|  |  |  | |
| k | kids | key | |
|  |  |  | |
| l | lemon | | lips | |
|  |  | |  |

4.



|  |  |  |
| --- | --- | --- |
|  |  |  |
| jug | key | lips |
| \_\_\_ ug | \_\_\_ ey | \_\_\_ ips |
| \_\_\_ ug | \_\_\_ ey | \_\_\_ ips |
| \_\_\_ ug | \_\_\_ ey | \_\_\_ ips |

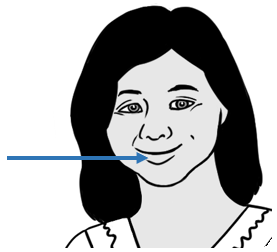
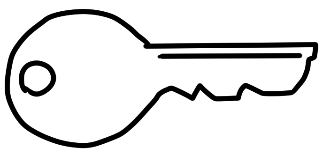
5.



j

k

l



|  |  |  |  |
| --- | --- | --- | --- |
| m | man | mop | |
|  |  |  | |
| n | no | net | |
|  |  |  | |
| p | pencil | | pizza | |
|  |  | |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| mop | net | pizza |
| \_\_\_ op | \_\_\_ et | \_\_\_ izza |
| \_\_\_ op | \_\_\_ et | \_\_\_ izza |
| \_\_\_ op | \_\_\_ et | \_\_\_ izza |

4.



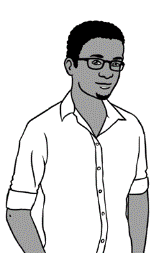
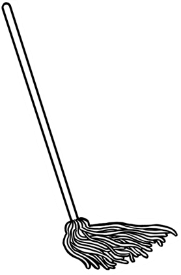
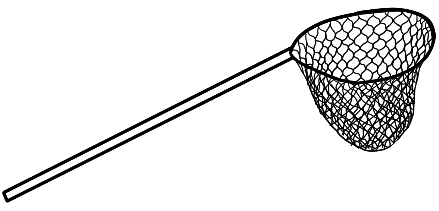
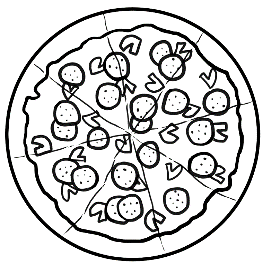
5.



m

n

p



|  |  |  |  |
| --- | --- | --- | --- |
| q | queen | question | |
|  |  |  | |
| r | rubber | run | |
|  |  |  | |
| s | student | | sun | |
|  |  | |  |



4.



|  |  |  |
| --- | --- | --- |
|  |  |  |
| question | run | sun |
| \_\_\_ uestion | \_\_\_ un | \_\_\_ un |
| \_\_\_ uestion | \_\_\_ un | \_\_\_ un |
| \_\_\_ uestion | \_\_\_ un | \_\_\_ un |

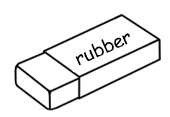
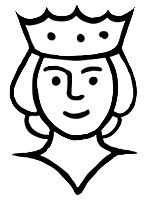
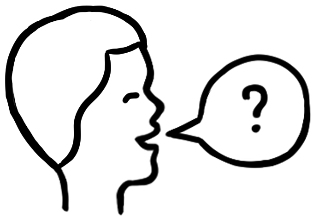
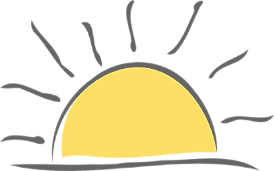
5.



q

r

s



|  |  |  |  |
| --- | --- | --- | --- |
| t | teacher | time | |
|  |  |  | |
| v | van | |  |  |  |  |  | | --- | --- | --- | --- | --- | | a | e | i | o | u |   vowels | |
|  |  |  | |
| w | woman | | window |
|  |  | |  |

4.



|  |  |  |
| --- | --- | --- |
|  |  |  |
| time | van | window |
| \_\_\_ ime | \_\_\_ an | \_\_\_ indow |
| \_\_\_ ime | \_\_\_ an | \_\_\_ indow |
| \_\_\_ ime | \_\_\_ an | \_\_\_ indow |

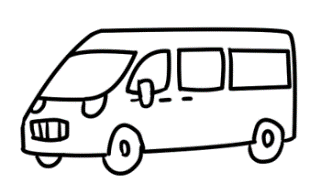
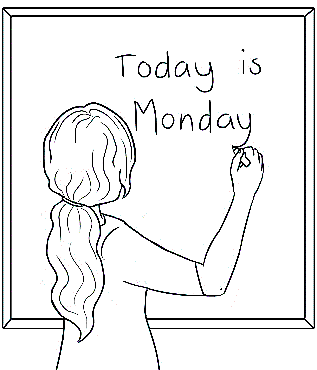
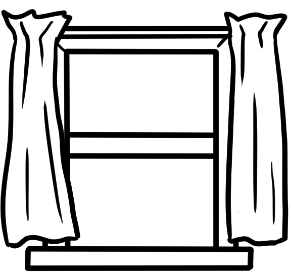
5.



t

v

w



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a | e | i | o | u |



|  |  |  |  |
| --- | --- | --- | --- |
| x | box | fox | |
|  |  |  | |
| y | yes | yam | |
|  | **0** |  | |
| z | zero | | zip |
|  |  | |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| fox | yam | zip |
| fo \_\_\_ | \_\_\_ am | \_\_\_ ip |
| fo \_\_\_ | \_\_\_ am | \_\_\_ ip |
| fo \_\_\_ | \_\_\_ am | \_\_\_ ip |

4.



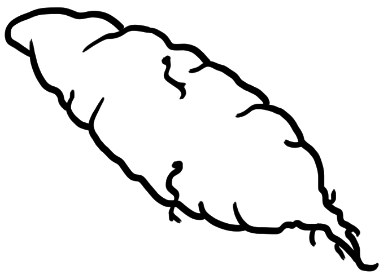
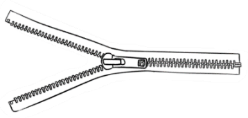
5.



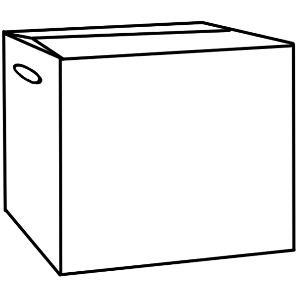
x

y

z



**0**

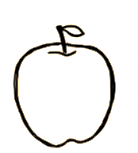


# Vowel sounds

1. 

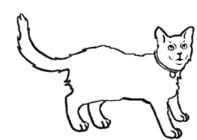
Pages 36, 38, 40, 42 & 44:  
Say the word, sound the letters, say the word.

**a**pple **a**

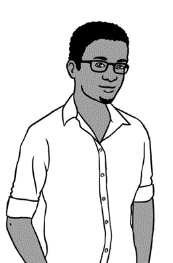


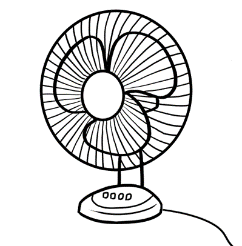
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Shape  Description automatically generated with low confidence** | hat | h | | a | | t | | hat | |
|  |  |  |  | |  | |  | |
|  | cat | c | | a | | t | | cat | |
|  |  |  |  | |  | |  | |
|  | fan | f | | a | | n | | fan | |
|  |  |  |  | |  | |  | |
|  | man | m | | a | | n | | man | |



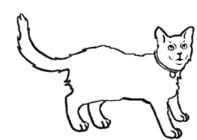
**Shape

Description automatically generated with low confidence** hat cat  
 h \_\_ t c\_\_ t



 fan man  
 f\_\_ n m\_\_ n

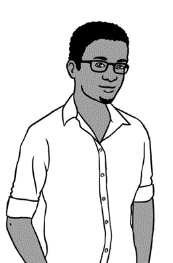
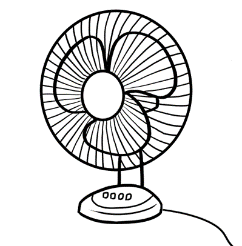




**Shape

Description automatically generated with low confidence** hat cat

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_



fan man

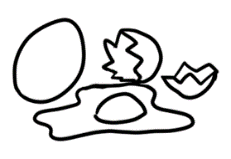
\_\_\_\_\_\_\_\_ \_ \_\_\_\_\_\_\_\_\_



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Shape  Description automatically generated with low confidence**hat | h | u | a | p | t |
| cat | e | c | a | d | t |
| fan | l | r | f | a | n |
| man | m | a | w | o | n |

****

**e**gg **e**

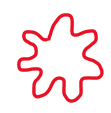


Colour the shapes red.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | bed | b | | e | | d | | bed | |
|  |  |  |  | |  | |  | |
|  | red | r | | e | | d | | red | |
|  |  |  |  | |  | |  | |
|  | pen | p | | e | | n | | pen | |
|  | **10** |  |  | |  | |  | |
|  | ten | t | | e | | n | | ten | |

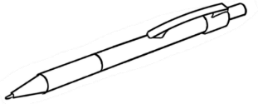


2.

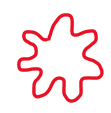


bed red  
 b\_\_ d r\_\_ d

**10**

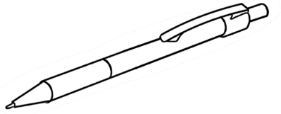
 pen ten  
 p\_\_ n t\_\_ n





bed red

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

pen ten

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| bed | l | b | e | r | d |
| red | r | e | a | d | b |
| pen | l | p | o | e | n |
| ten  **10** | m | t | e | a | n |

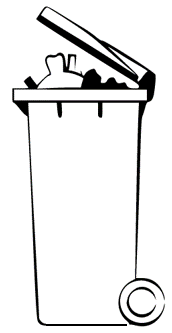
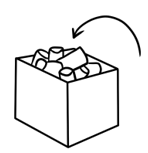
1. ****

**i**nk **i**

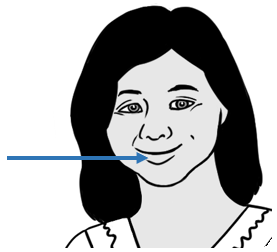


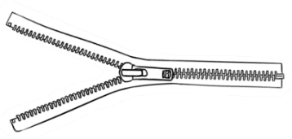
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | in |  | i | | n | | in | |
|  |  |  |  |  | |  | |
|  | bin | b | i | | n | | bin | |
|  |  |  |  |  | |  | |
|  | lip | l | i | | p | | lip | |
|  |  |  |  |  | |  | |
|  | zip | z | i | | p | | zip | |





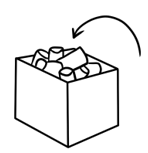
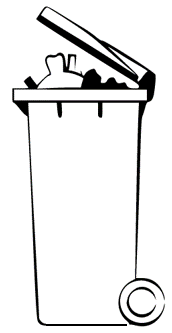
in bin  
\_\_ n b\_\_ n



lip zip

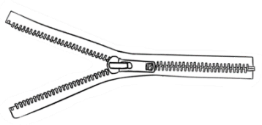
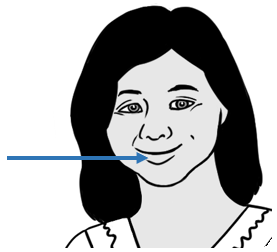
l\_\_ p z\_\_ p





inbin

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

lip zip

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

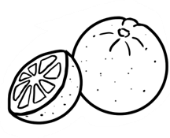
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| in | l | i | a | k | n |
| bin | b | c | i | n | d |
| lip | p | f | l | i | p |
| zip | z | i | w | p | n |



.



**o**range **o**



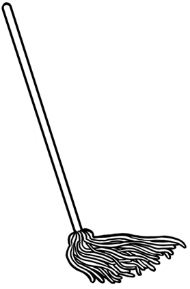
Colour all stop   
signs red.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | old |  | | o | | l | | d | | old | | | |
|  |  |  |  | |  | |  | |  | | |
|  | cold | c | | o | | l | | d | | | cold | | | |
|  |  |  |  | |  | |  | |  | | |
|  | mop |  | | m | | o | | p | | mop | | |
|  |  |  |  | |  | |  | |  | | |
| Shape, rectangle  Description automatically generated | stop | s | | t | | o | | p | | stop | | | |



old cold

\_\_ld c\_\_ ld

Shape, rectangle

Description automatically generated

mop stop

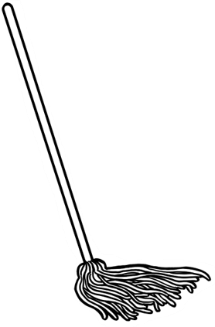
m\_\_ p st\_\_ p





old cold

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Shape, rectangle

Description automatically generated

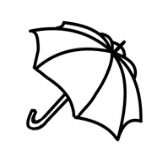
mop stop

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| old | a | o | l | p | d |
| cold | c | m | o | l | d |
| mop | l | m | o | a | p |
| Shape, rectangle  Description automatically generatedstop | s | t | w | o | p |

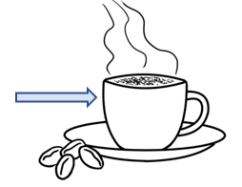
**u**mbrella **u**



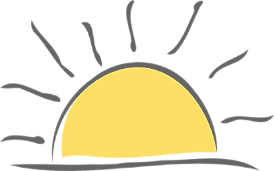
1. 

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | up |  | u | | p | | up | |
|  |  |  |  |  | |  | |
|  | cup | c | u | | p | | cup | |
|  |  |  |  |  | |  | |
|  | run | r | u | | n | | run | |
|  |  |  |  |  | |  | |
|  | sun | s | u | | n | | sun | |



up cup

\_\_ p c\_\_ p

run sun

r\_\_ n s\_\_ n

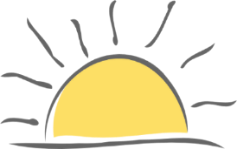




 up cup

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_



run sun

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| up | a | u | v | p | c |
| cup | c | i | u | d | p |
| run | s | r | b | u | n |
| sun | s | u | m | o | n |

# Listen to the sounds.



1. Listen, point to and repeat every word and   
   sound about 3 times.   
   e.g. #1 bag b, bag b, bag b / cup c, cup c, cup c
2. Students listen and circle the sound you read.

|  |  |  |
| --- | --- | --- |
|  | **b**ag  **b** | **c**up  **c** |
|  | **d**og  **d** | **f**amily  **f** |
|  | **g**ate  **g** | **l**emon  **l** |
|  | **m**op  **m** | **d**oor  **d** |
|  | **b**in  **b** | **r**ubber  **r** |
|  | **v**an  **v** | **c**old  **c** |

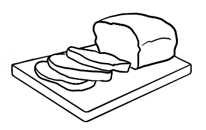


|  |  |  |
| --- | --- | --- |
|  | **b**ed  **b** | **Shape  Description automatically generated with low confidence h**at  **h** |
|  | **c**at  **c** | **r**ed  **r** |
|  | **r**un  **r** | **f**an  **f** |
|  | **n**o  **n** | **s**un  **s** |
|  | **y**am  **y** | **w**indow  **w** |
|  | **z**ip  **z** | **m**an  **m** |

# Consonant blends



Sound the consonants separately, then together. Finally say the word. Pages 48, 49, 51, 52, 53 - Fill in the initial consonants with colour to aid memory. Copy the consonants.



**b r**

**br**

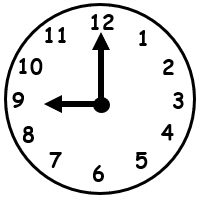
|  |  |  |
| --- | --- | --- |
|  |  |  |
| bread | brush | broom |
| \_\_ \_\_ ead | \_\_ \_\_ ush | \_\_ \_\_ oom |
| \_\_ \_\_ ead | \_\_ \_\_ ush | \_\_ \_\_ oom |
| \_\_ \_\_ ead | \_\_ \_\_ ush | \_\_ \_\_ oom |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| br | br | br | br | br |
| br |  |  |  |  |



Listen and repeat the words.   
Say the sounds while copying.





**c l**

**cl**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| cl | cl | cl | cl | cl |
| cl |  |  |  |  |



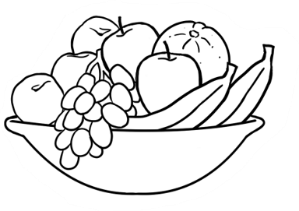
|  |  |  |
| --- | --- | --- |
|  |  |  |
| clock | clap | close |
| \_\_ \_\_ ock | \_\_ \_\_ ap | \_\_ \_\_ ose |
| \_\_ \_\_ ock | \_\_ \_\_ ap | \_\_ \_\_ ose |
| \_\_ \_\_ ock | \_\_ \_\_ ap | \_\_ \_\_ ose |

The teacher says one word on each line. e.g. clock   
The students circle the word.



|  |  |
| --- | --- |
| 1. A picture containing text, appliance     Description automatically generatedbrush | clock |
| 1. broom | clap |
| 1. bread | close |
| 1. broom | clock |
| 1. bread | clap |





**f r**

**fr**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| fr | fr | fr | fr | fr |
| fr |  |  |  |  |



|  |  |  |
| --- | --- | --- |
|  |  |  |
| fruit | friend | Friday |
| \_\_ \_\_ uit | \_\_ \_\_ iend | \_\_ \_\_ iday |
| \_\_ \_\_ uit | \_\_ \_\_ iend | \_\_ \_\_ iday |
| \_\_ \_\_ uit | \_\_ \_\_ iend | \_\_ \_\_ iday |



Colour the stop signs red.

Shape, rectangle

Description automatically generated

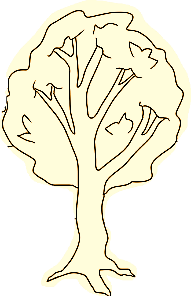
**s t**

**st**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| st | st | st | st | st |
| st |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Shape, rectangle  Description automatically generated |  |  |
| stop | stand | study |
| \_\_ \_\_ op | \_\_ \_\_ and | \_\_ \_\_ udy |
| \_\_ \_\_ op | \_\_ \_\_ and | \_\_ \_\_ udy |
| \_\_ \_\_ op | \_\_ \_\_ and | \_\_ \_\_ udy |



1. 



**t r**

**tr**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| tr | tr | tr | tr | tr |
| tr |  |  |  |  |



|  |  |  |
| --- | --- | --- |
|  |  |  |
| tree | train | truck |
| \_\_ \_\_ ee | \_\_ \_\_ ain | \_\_ \_\_ uck |
| \_\_ \_\_ ee | \_\_ \_\_ ain | \_\_ \_\_ uck |
| \_\_ \_\_ ee | \_\_ \_\_ ain | \_\_ \_\_ uck |

****The teacher says one word on each line. e.g. friend   
The students circle the word.

|  |  |
| --- | --- |
| 1. friend | stand |
| 1. train | fruit |
| 1. Shape, rectangle     Description automatically generatedstop | truck |
| 1. friend | study |
| 1. tree | Friday |



|  |  |
| --- | --- |
| clock  \_\_ock |  |
| tree  \_\_ee |  |
| bread  \_\_ead |  |
| fruit  \_\_uit |  |
| stand  \_\_and |  |

br

cl

st

tr

fr

****

|  |  |
| --- | --- |
| stop  \_\_op | Shape, rectangle  Description automatically generated |
| brush  \_\_ush |  |
| train  \_\_ain |  |
| friend  \_\_iend |  |
| clap  \_\_ap |  |

br

cl

st

tr

fr

# Two consonants make one sound.

Pages 57, 58, 59, 61 & 62:   
Make the double consonant sound three times. Finally say the word. Fill in the two consonants with colour to aid memory. Copy the consonants.



1. A picture containing clipart

   Description automatically generated

**ch**

**ch**

**ch**

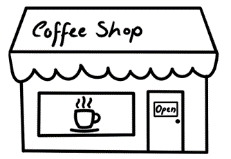
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ch | ch | ch | ch | ch |
| ch |  |  |  |  |

Listen and repeat the words.   
Say the sounds while copying.



|  |  |  |
| --- | --- | --- |
| A picture containing clipart  Description automatically generated |  |  |
| chips | chicken | chair |
| \_\_ \_\_ ips | \_\_ \_\_ icken | \_\_ \_\_ air |
| \_\_ \_\_ ips | \_\_ \_\_ icken | \_\_ \_\_ air |
| \_\_ \_\_ ips | \_\_ \_\_ icken | \_\_ \_\_ air |



1. 

**sh**

**sh**

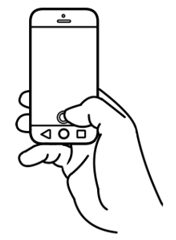
**sh**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| sh | sh | sh | sh | sh |
| sh |  |  |  |  |



|  |  |  |
| --- | --- | --- |
|  |  |  |
| shop | shoe | fish |
| \_\_ \_\_ op | \_\_ \_\_ oe | fi \_\_ \_\_ |
| \_\_ \_\_ op | \_\_ \_\_ oe | fi \_\_ \_\_ |
| \_\_ \_\_ op | \_\_ \_\_ oe | fi \_\_ \_\_ |





**ph**

**ph**

**ph**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ph | ph | ph | ph | ph |
| ph |  |  |  |  |



|  |  |
| --- | --- |
|  |  |
| phone | photo |
| \_\_ \_\_ one | \_\_ \_\_ oto |
| \_\_ \_\_ one | \_\_ \_\_ oto |
| \_\_ \_\_ one | \_\_ \_\_ oto |

****The teacher says one word on each line. e.g. chicken   
The students circle the initial consonants in that word.

|  |  |
| --- | --- |
| 1. shop | chicken |
| 1. chips | phone |
| 1. fish | chair |
| 1. shoe | chicken |
| 1. photo | shop |



See the Teacher Resources for notes about   
the pronunciation of the voiced and unvoiced *th*.   
The *th* in *thirty* and *Thursday* is unvoiced*.* Additional words are *thirteen*, *thirty* and *thanks*.

3

**th**

**th**

**th**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| th | th | th | th | th |
| th |  |  |  |  |



|  |  |  |
| --- | --- | --- |
| th | 3 |  |
| three  \_\_ \_\_ ree  \_\_ \_\_ ree  \_\_ \_\_ ree | Thursday  \_\_ \_\_ ursday \_\_ \_\_ ursday \_\_ \_\_ ursday |





**ck**

**ck**

**ck**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ck | ck | ck | ck | ck |
| ck |  |  |  |  |



|  |  |  |
| --- | --- | --- |
|  |  |  |
| truck | clock | bucket |
| tru \_\_ \_\_ | clo \_\_ \_\_ | bu\_\_ \_\_et |
| tru \_\_ \_\_ | clo \_\_ \_\_ | bu\_\_ \_\_et |
| tru \_\_ \_\_ | clo \_\_ \_\_ | bu\_\_ \_\_et |

****

|  |  |
| --- | --- |
| chips  \_\_ips |  |
| phone  \_\_one |  |
| shop  \_\_op |  |
| clock  clo\_\_ |  |
| three  \_\_ree | 3 |

sh

ch

th

ck

ph

****

|  |  |
| --- | --- |
| photo  \_\_oto |  |
| bucket  bu\_\_et |  |
| Thursday  \_\_ursday |  |
| shoe  \_\_oe |  |
| chair  \_\_air |  |

sh

ch

th

ck

ph