The Fox
Illustrated by McKenzie Rose
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Sight Words Practice Chart
Have the child read these words aloud 1-2 times.

I
oh
see
snow
the
so
go
no
do
kite
you
he
she
we
bird
home

Vowel Practice
Have the child say the long sound of each vowel as he or she points to the vowels. (The long sound is the name of the letter.)

a  e  i  o  u  and sometimes y

Other Practice
Have the child read the following:

b is for bat
d is for dog
It is a red fox.
The fox can run.
The fox can go up.
The fox can sit.
The fox can go in.
The fox has a cub.
The cub is on the fox.
The End
Sight Words Practice Chart
Have the child read these words aloud 1–2 times.

I  do  kite  he  she  we
oh  you  he  she
see
snow
the
so
so
no

Vowel Practice
Have the child sing the alphabet, clapping each time he or she says a vowel.

Other Practice
Tell the child that when the letter A is by itself, it is a word that means “a,” as in “a cat.” Read the following sentences with the child:

A cat sits.
I see a cat.
A cub sits.
It can get wet.
The cub can run.
A bug is on the cub.
Sight Words Practice Chart

Have the child read these words aloud 1–2 times.

I      do
oh     kite
see    you
snow   he
the    she
so     we
go     bird
no     home

Vowel Practice

Have the child say the short sound of each vowel as he or she points to the vowels. (When a vowel says its name, it is the long sound. When a vowel does not say its name, that is usually the short sound. Example: ā in cat)

a   e   i   o   u and sometimes y

Other Practice

Tell the child that the uppercase and lowercase letter I can look different in different font styles, like these:

I  I  I  I
It is a home.
It is wet.
He can fix the home.
Sight Words Practice Chart
Have the child read these words aloud 1–2 times.

I
oh
see
snow
the
so
go
no
do
kite
you
he
she
we
bird
home

Vowel Practice
Have the child stand and sing the alphabet, hopping each time he or she says a vowel.

Other Practice
Tell the child that an exclamation mark (!) means to read the sentence with excitement. Have the child read the following sentences with different tones. Do it first, if needed.

I can hop.
I can hop!
The kite is red.
Run, Tim!

Run, dog!
Oh, it is wet!