

READING AND WRITING WORKBOOK

BIG

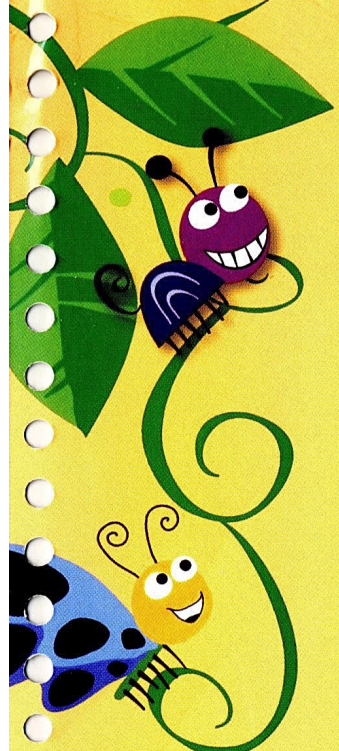
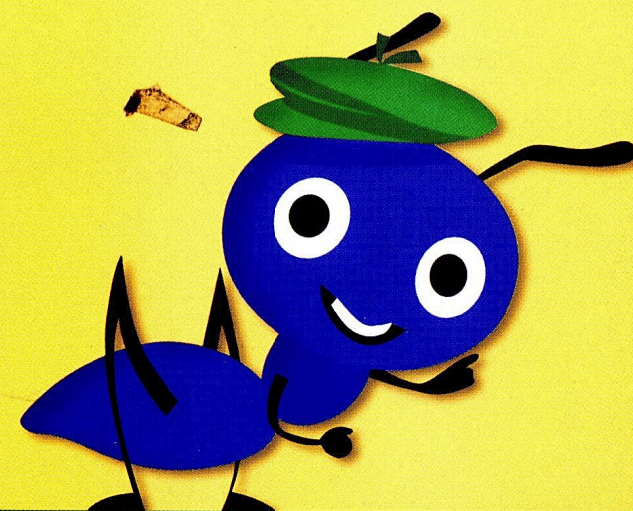
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FUN

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# BIG FUN

## Reading and Writing Workbook

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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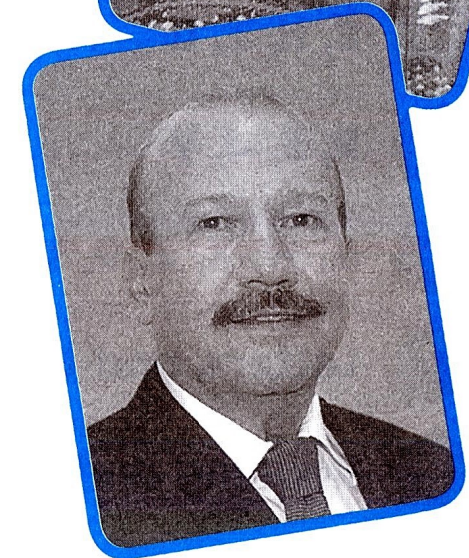
# Note to the Teacher:

After the children can understand and speak English using what they have learned throughout Levels 1 and 2 of Big Fun, we begin working on reading and writing. The children read and write what they know and talk about. This assures that they comprehend what they are reading.

The children begin learning about letters and sounds. They use very basic phonics to sound words out, and a few sight words and rebus pictures for words that would be too difficult to use these basic skills to decipher what they are reading. By both learning these skills and using language that they know, the children are able to feel secure about both reading and writing, and they are able to enjoy the process!

Big Fun's message to children is that reading is easy and fun. Big Fun's goal is for children to enjoy the process as they learn and to understand that the purpose of reading is not just sounding out letters, but understanding what someone else wrote. Children learn that the purpose of writing is to write something so that another person can read it and understand their message.

Big Fun's reading and writing activities in this book keep the children active and having fun as they learn.

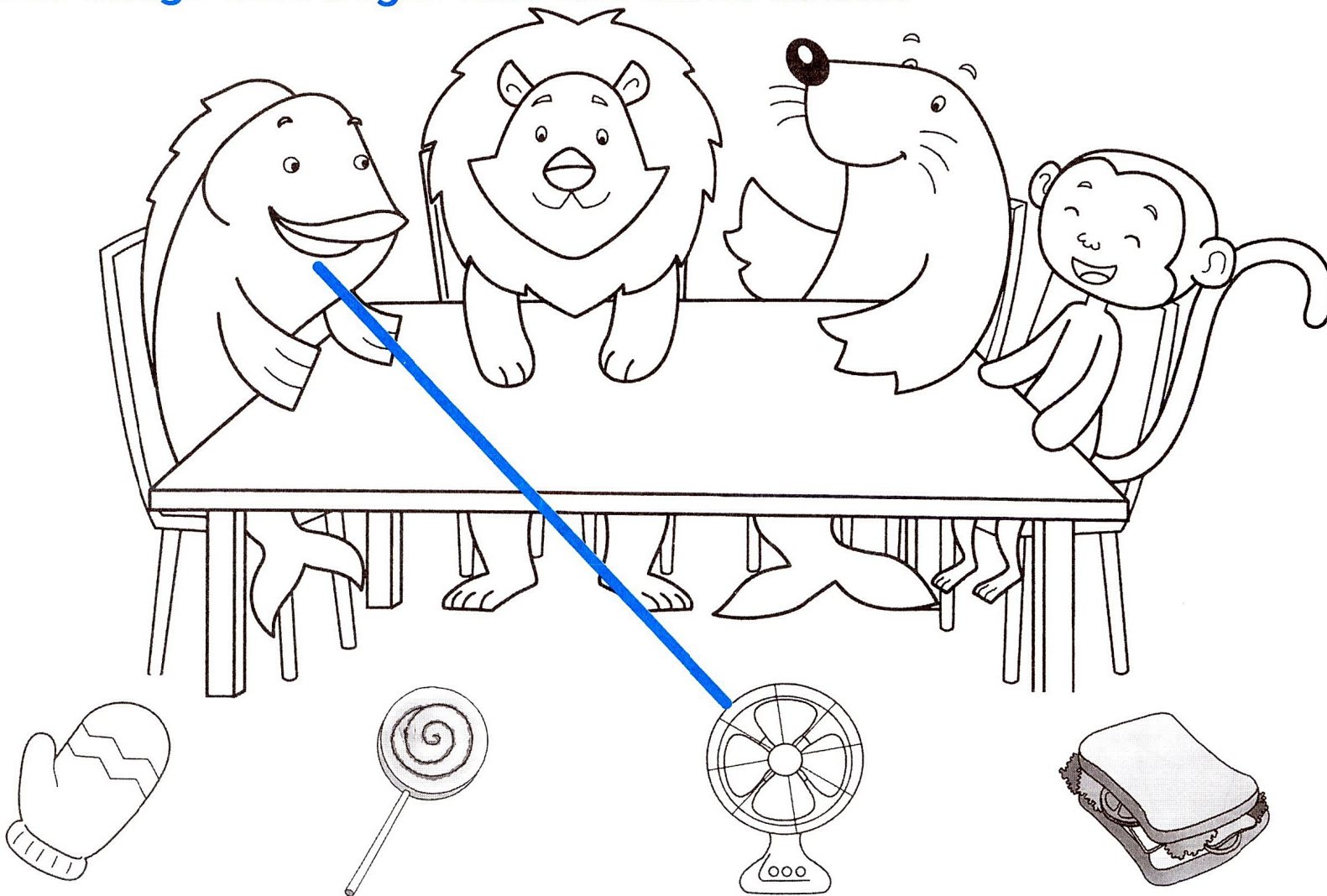


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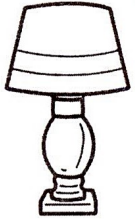
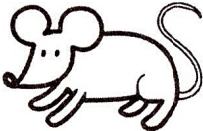



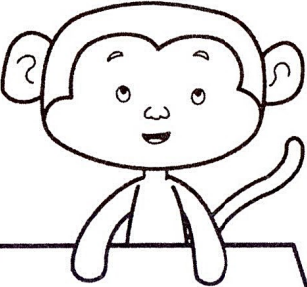
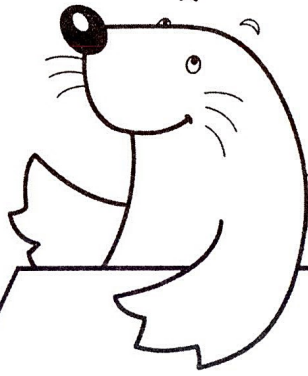
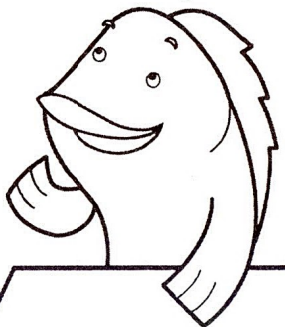
# F, L, M, S

Match things that begin with the same sound.

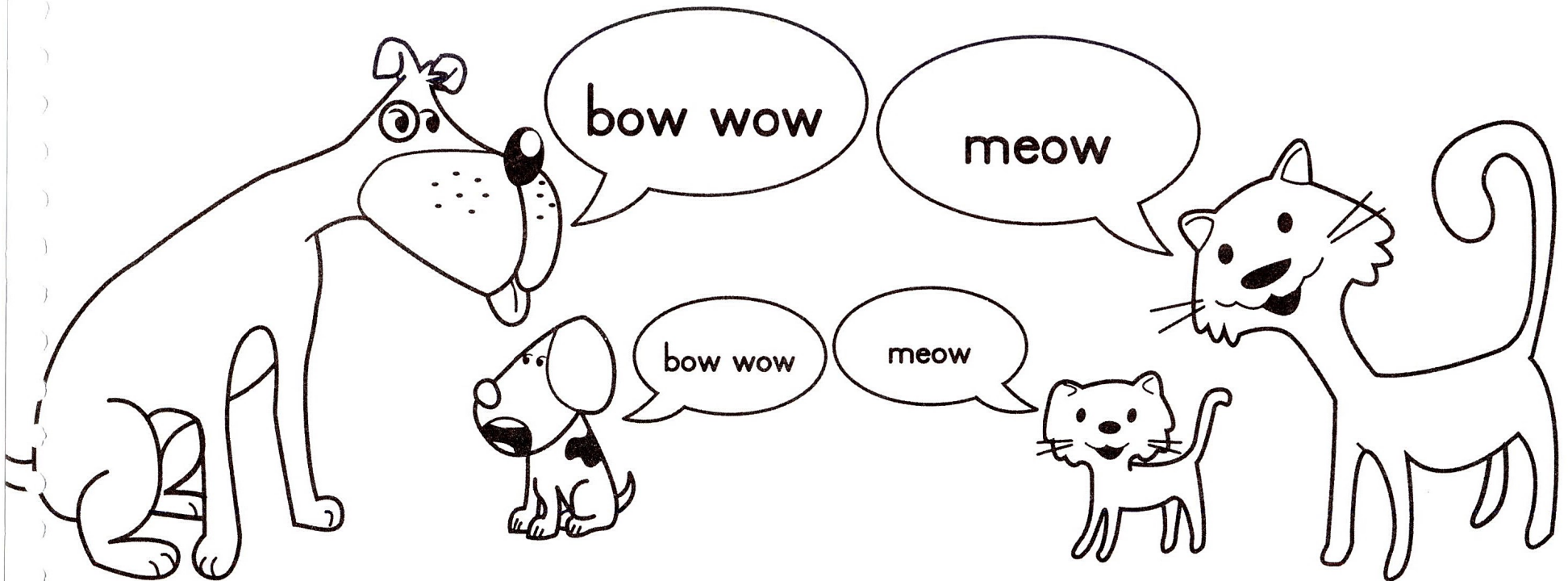


**Purpose:** Children identify things beginning with the same sounds (/f/, /l/, /m/, /s/). **Extension:** Say words beginning with sounds of f, l, m, s. Children name or point to things or Picture Cards you display beginning with the same sounds.

Draw things that begin like *lion, monkey, seal, fish.*

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Big and small animals have names and make sounds.  
Big and small letters do, too. Look and say.



Ss

Ff

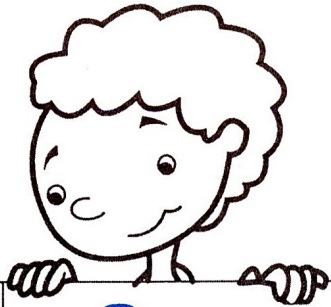
Ll

Mm

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**Purpose:** Children review the difference between big and small letters. **Extension:** Divide class into two groups. Group 1 has pictures of big and small animals. Group 2 has big and small letter cards (make ahead of time). Children match big animals to big letters and small animals to small letters.

Find and circle the letters.



F

Fred

S

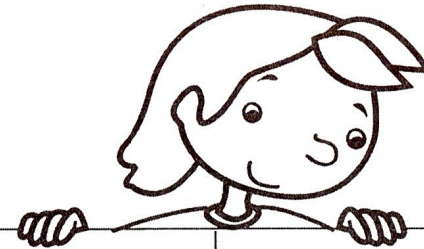
Sally

M

Mary

L

Lisa



f

after

s

fish

m

mom

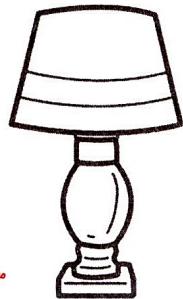
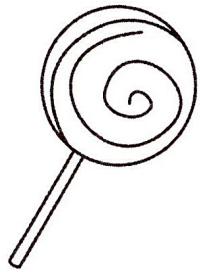
l

milk

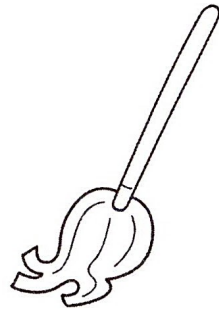
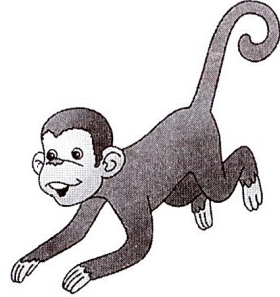


# Trace, point, and say.

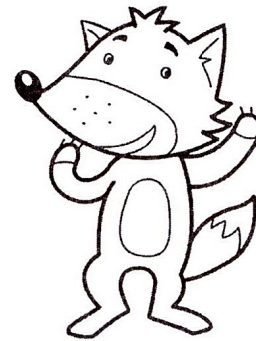
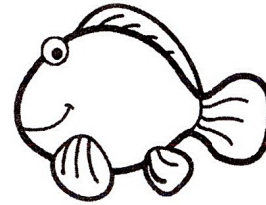
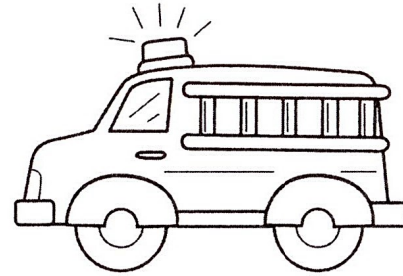
L l



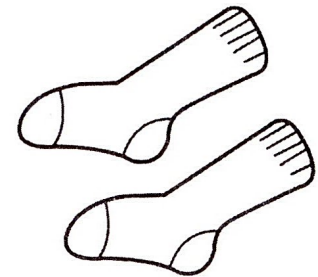
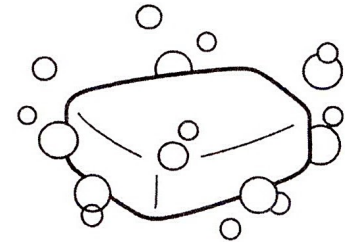
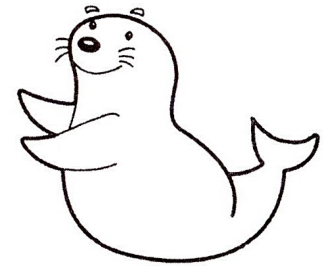
M m



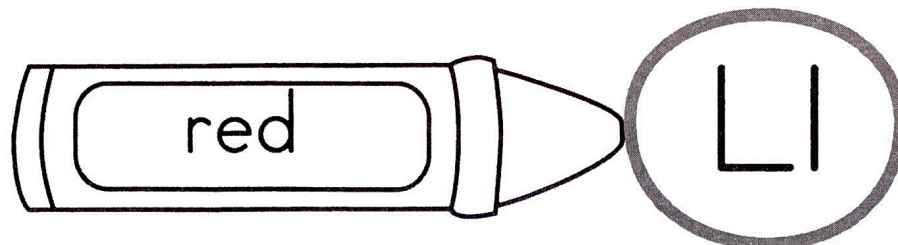
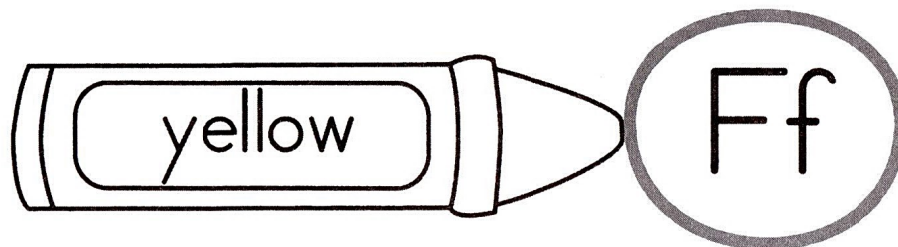
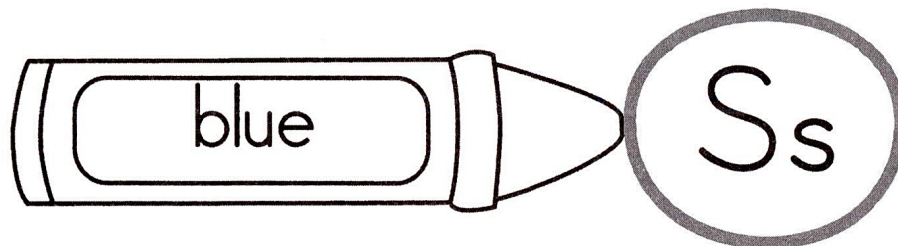
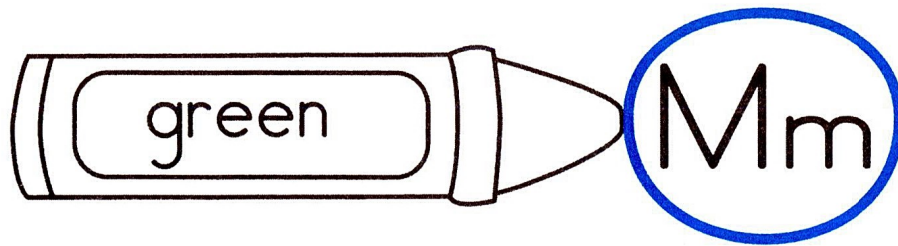
F f



S s



Trace circles in color. Find matching letters. Circle the letters by color and say.

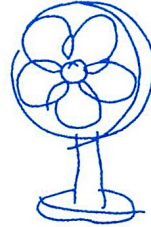


S I  
F M  
m L  
f S

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Trace and write. Draw things that begin with the sound of each letter.

Ff Ff



Mm

Ss

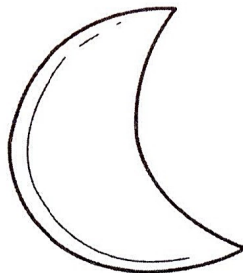
Ll

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**Purpose:** Children practice letter writing and beginning sounds by drawing things beginning with /f/, /l/, /m/, /s/. **Extension:** Children say a letter name and the sound it stands for. Then they pantomime something beginning with the same sound.

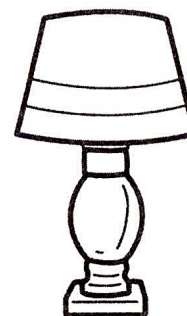
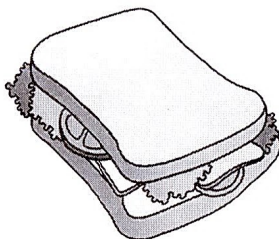
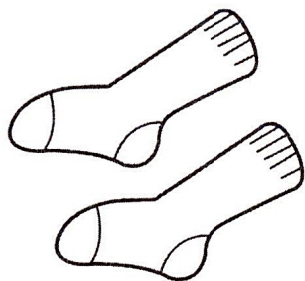
Trace letters. Use cutouts on page 11 and match to things starting with the same sound.

M



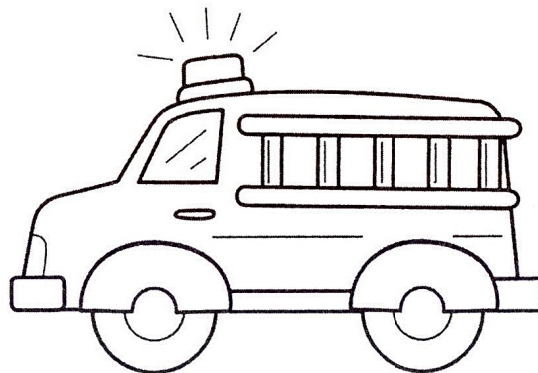
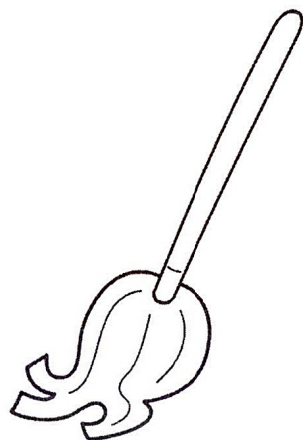
f

F



s

L



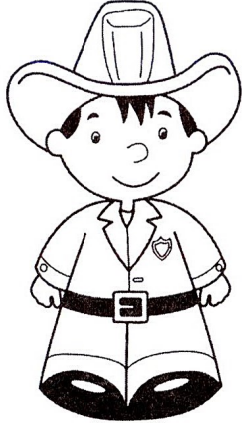
m

S

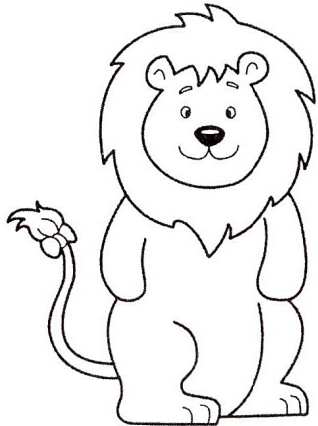
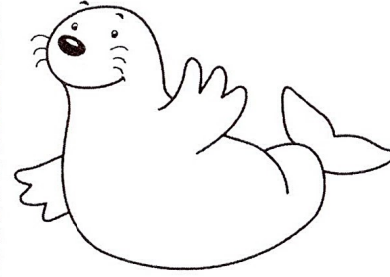
l



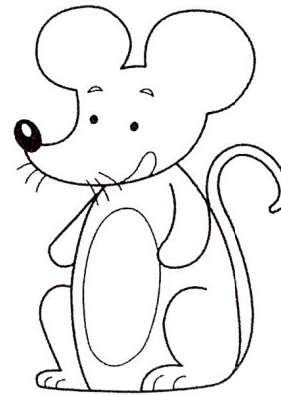
Cut out and fold on lines to stand up the firefighter, seal, lion, and mouse. Use with page 10.



For page 91 certificate



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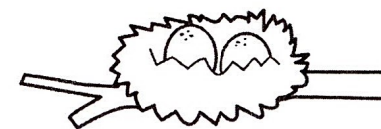
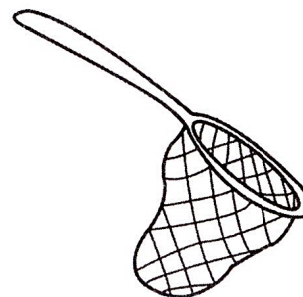
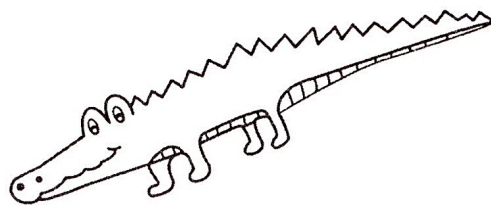
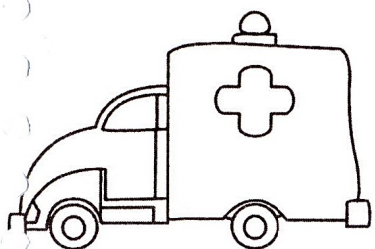
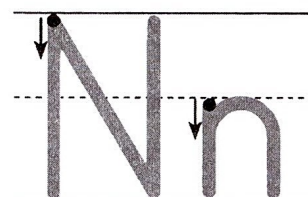
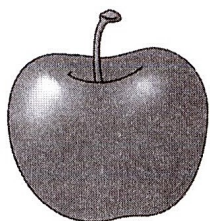
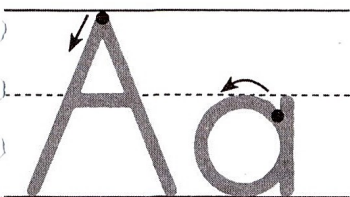
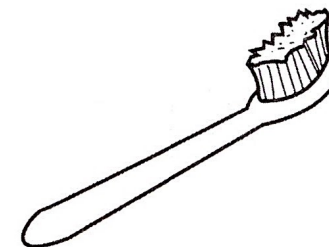
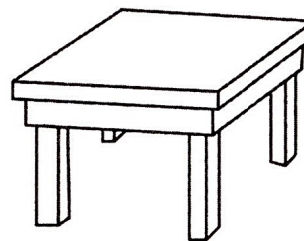
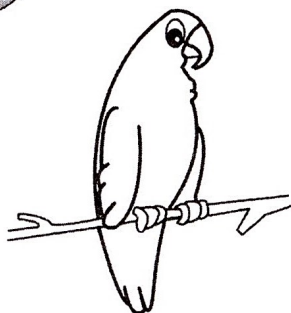
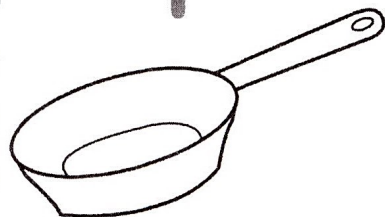
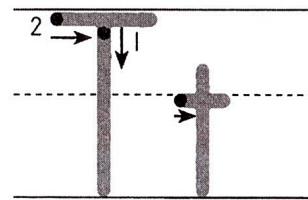
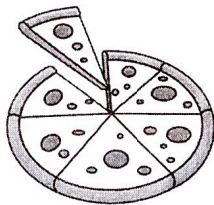
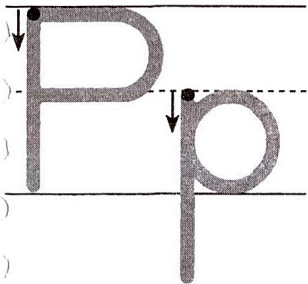


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# 2

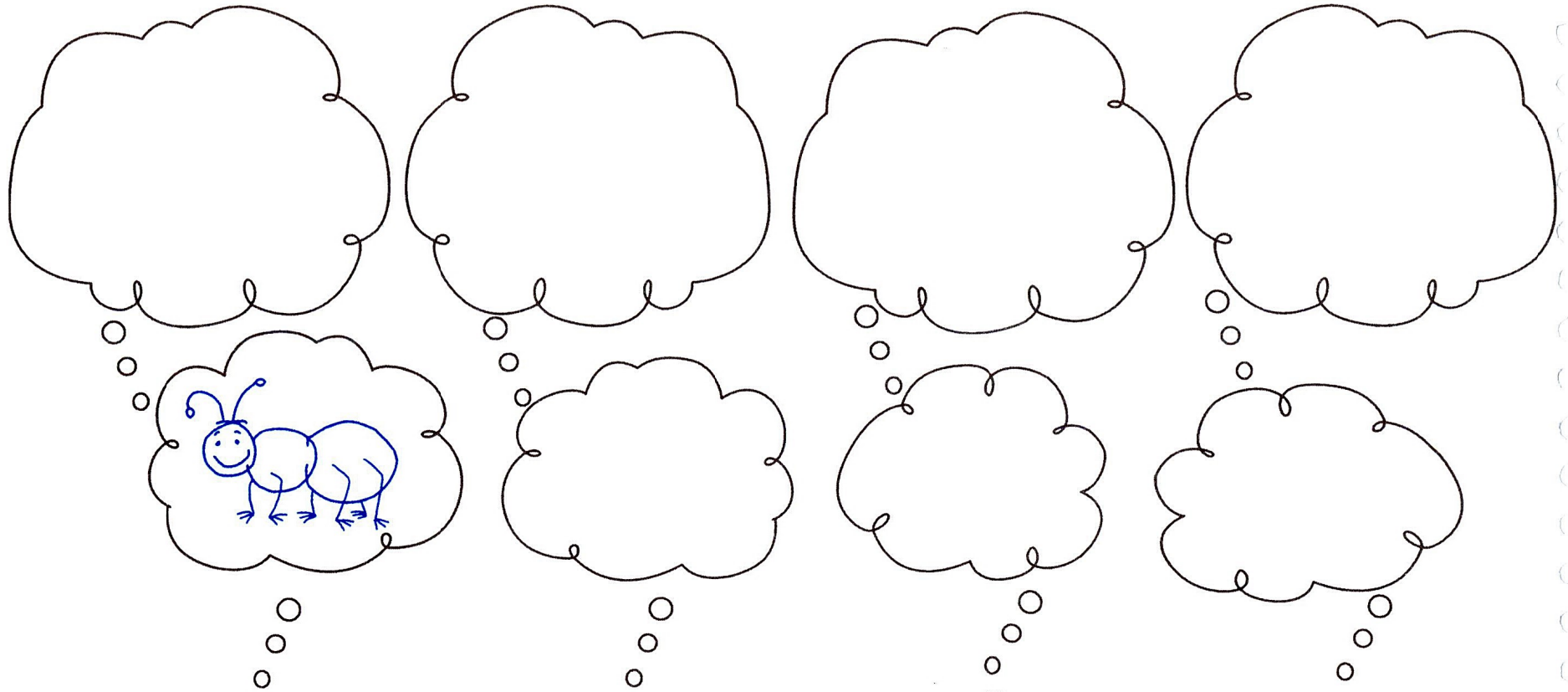
# P, T, A, N

Trace, point, and say.



**Purpose:** Children practice letter names and sounds of p, t, a, n. SAY: This is big N and small n. N says /n/. Say /n/. CHILDREN SAY: /n/. Continue with other letters. They connect sounds to symbols (letters) and pictures of things beginning with same sounds. **Extension:** Children name more things in the classroom beginning with these sounds.

Draw things that begin like *alligator*, *tiger*, *nurse*, *parrot*.





Trace and write. Draw things that begin with the sound of each letter.

Tt

Nn

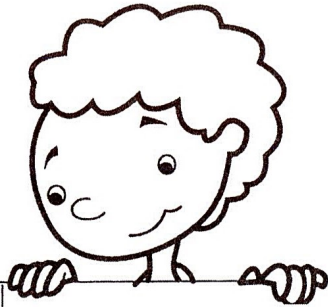
Aa

Pp

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**Purpose:** Children practice letter writing and beginning sounds by drawing things beginning with /p/, /t/, /a/, /n/. **Extension:** One child says a letter and writes it on the board. The other children draw a picture of something beginning with that letter. Children share pictures.

Find and circle the big and small letters.



P

Patty

A

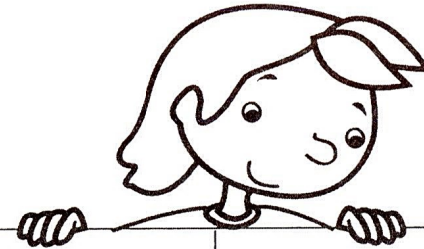
Andy

N

Noah

T

Terry



p

puppy

a

car

n

Anna

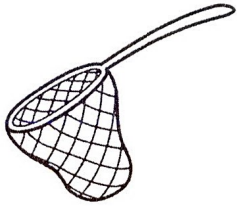
t

ten

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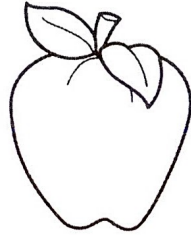
Say. Circle the letter that stands for the beginning sound.

1.



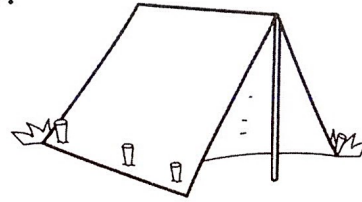
n p

2.



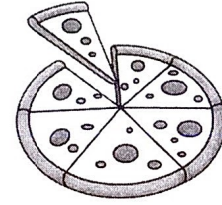
t a

3.



t n

4.



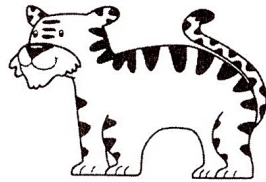
p a

5.



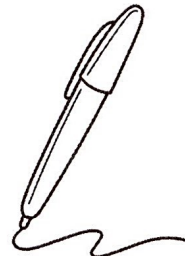
a n

6.



p t

7.



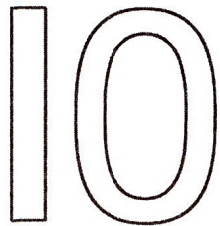
a p

8.



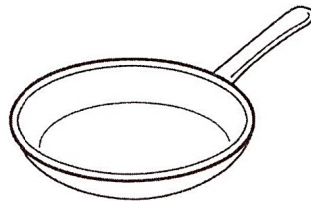
n t

9.



a t

10.



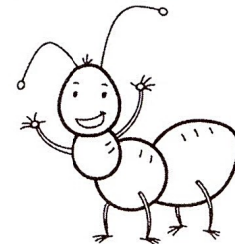
p n

11.



t n

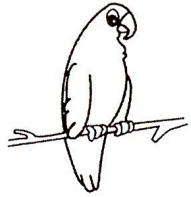
12.



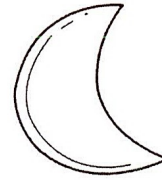
p a

**Purpose:** Children identify beginning sounds of things and circle the letters that represent those sounds. **Extension:** Divide class into four groups. Each group gets one letter to trace with glue and sprinkle with sand or jello powder. When their letters dry, children trace and feel them. They can scratch and sniff the jello letters!

# Trace and write.



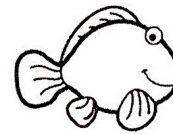
Pp



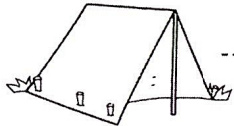
Mm



Aa



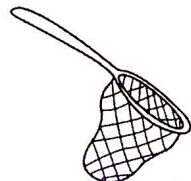
Ff



Tt



Ss



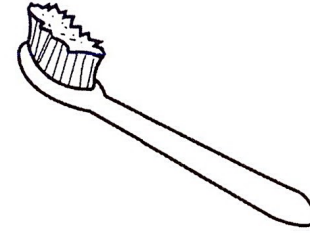
Nn



Ll

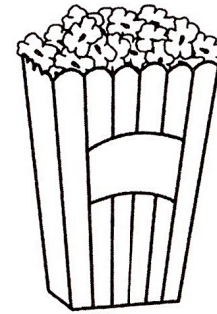
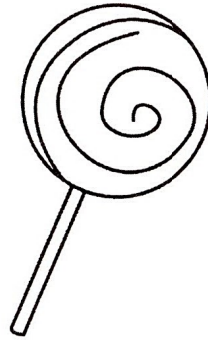
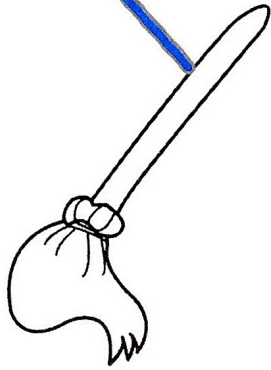
Trace and match letters to things beginning with the same sound. Use a different color line for each letter.

Mm



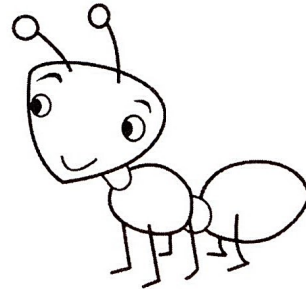
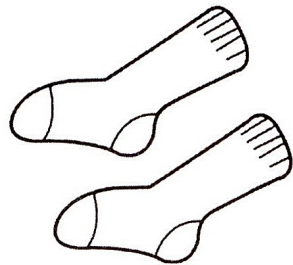
Pp

Ff



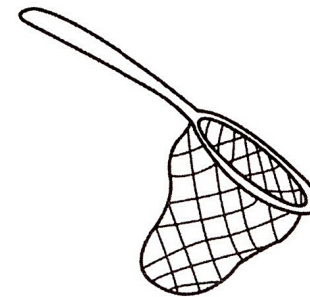
Nn

Ll



Aa

Ss



Tt

مرجع زبان ایرانیان

**Purpose:** Children apply letter-sound correspondence by connecting letters to things beginning with the same sound. **Extension:** Give each child one big or small letter card. Children with small letters look for partners with big letters. Both partners then look for things beginning with their letter.

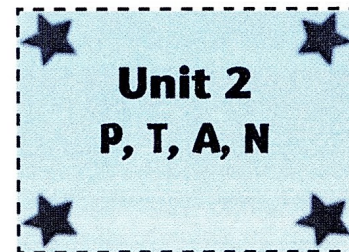
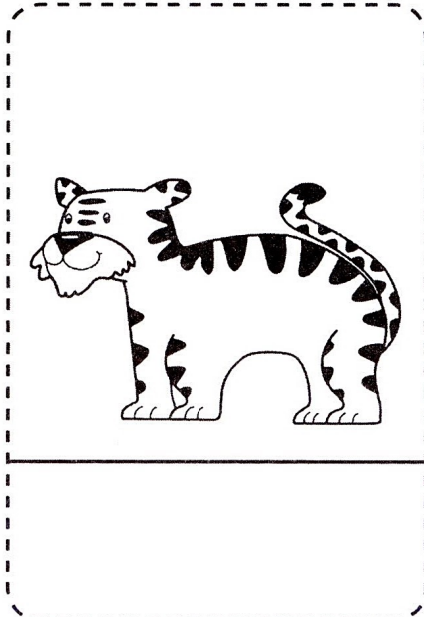
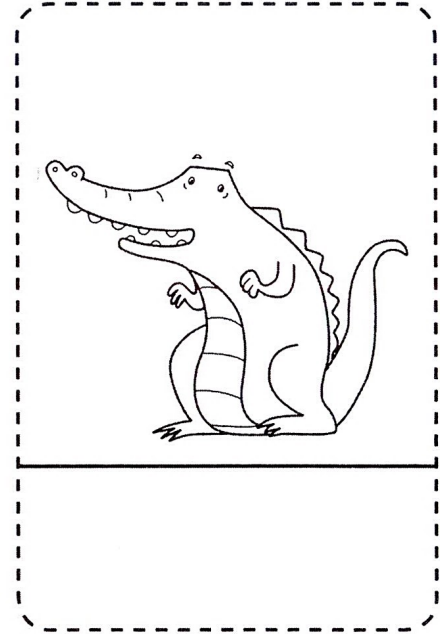
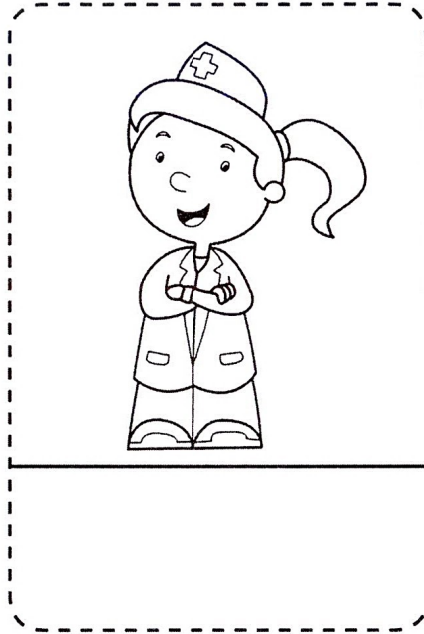
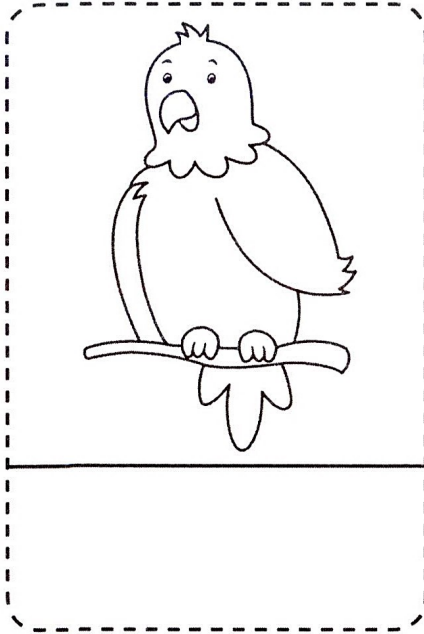
Use cutouts from pages 11 and 21 to touch things that begin with the same sounds.



[www.irLanguage.com](http://www.irLanguage.com)



Cut out and fold on lines to stand up the parrot, nurse, alligator, and tiger. Use with page 20.



For page 91 certificate



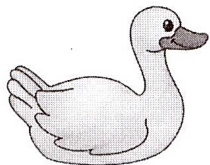
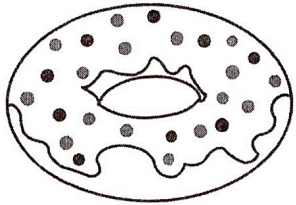
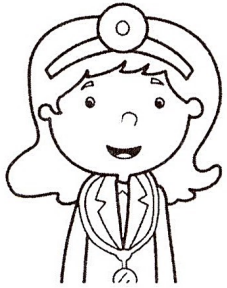


# 3

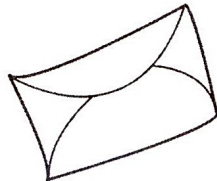
# D, E, G, O

Trace, point, and say.

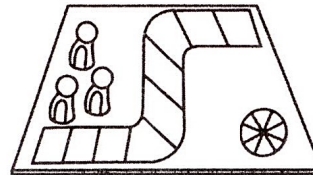
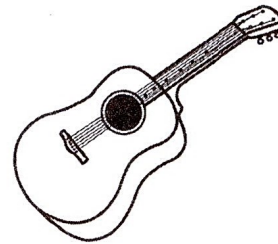
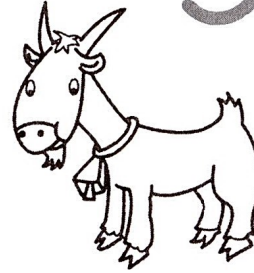
Dd



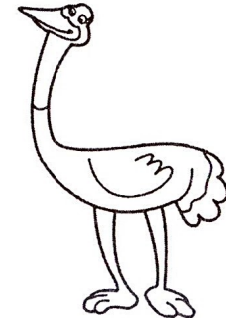
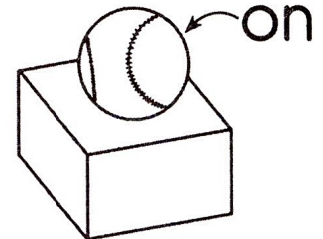
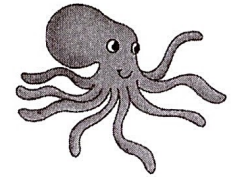
Ee



Gg

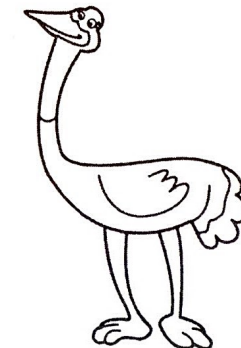
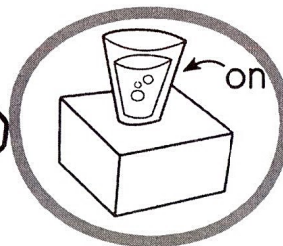
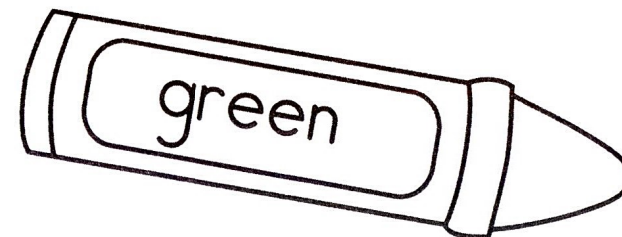
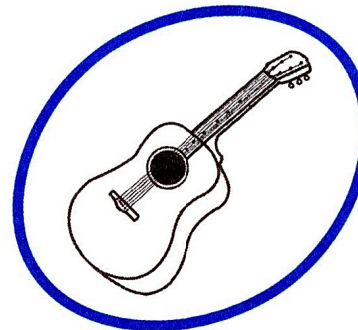
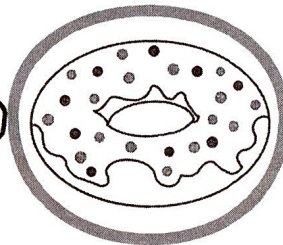
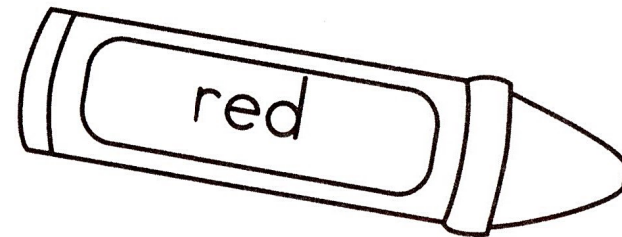
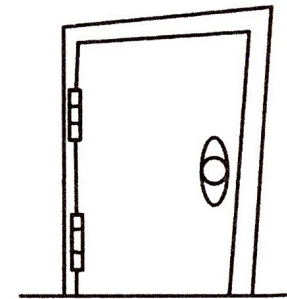
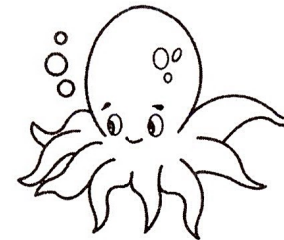
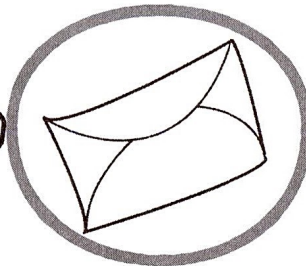
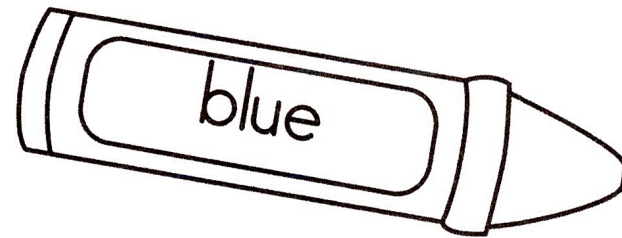
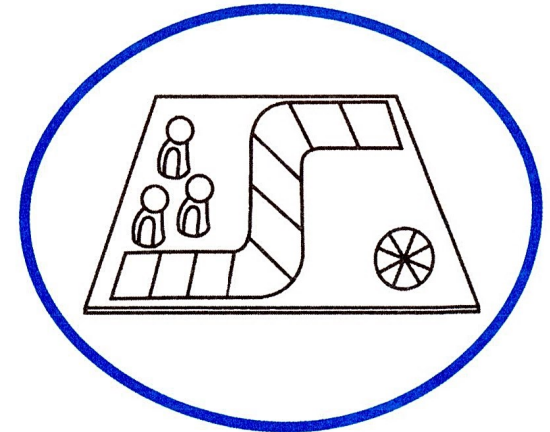
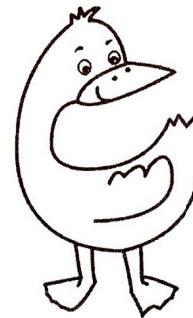
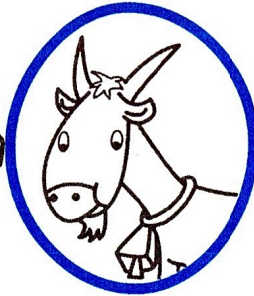
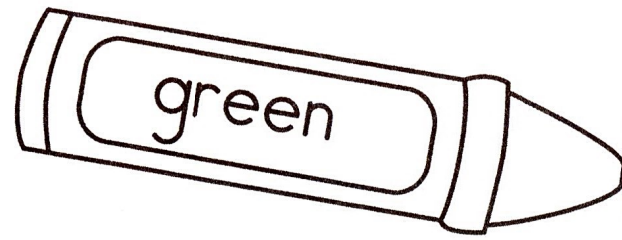


Oo



**Purpose:** Children practice letter names and sounds of *d, e, g, o*. SAY: *This is capital (big) O and small o. O says /o/. Say /o/.* CHILDREN SAY: /o/. Continue with other letters. They connect sounds to symbols (letters) and pictures of things beginning with the same sounds. **Extension:** Children name more things in the classroom beginning with these sounds.

Trace circles in color. Look and say. Circle things that begin with the same sound in the same color.



Trace and write.

G

\_\_\_\_\_

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\_\_\_\_\_

g

\_\_\_\_\_

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\_\_\_\_\_

E

\_\_\_\_\_

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\_\_\_\_\_

e

\_\_\_\_\_

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\_\_\_\_\_

O

\_\_\_\_\_

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o

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D

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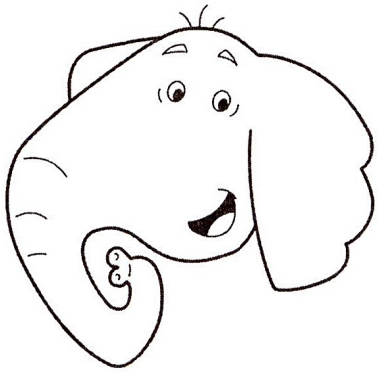
d

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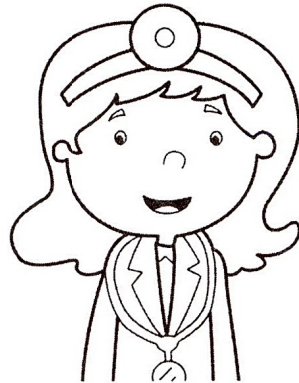
Write the first letter of the word for each picture.



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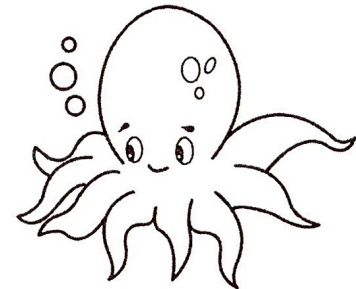
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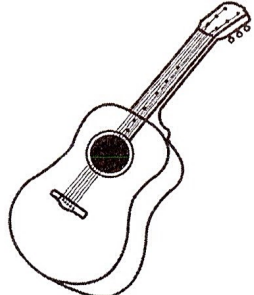
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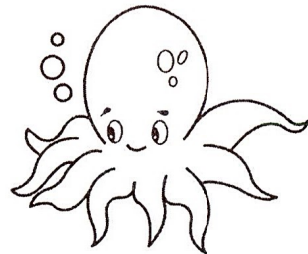
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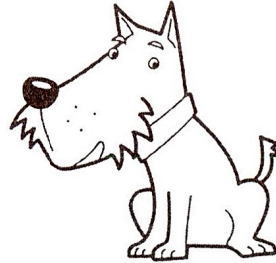
**Purpose:** Children practice writing letters and letter-sound correspondence. **Extension:** Show children how to write letters in the air with their fingers. Guide small groups to work together to build letters with their bodies.

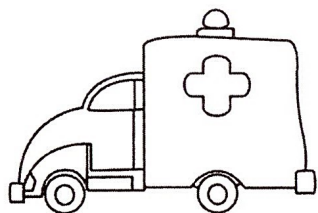
Say. Circle the letter that stands for the beginning sound.


1.  d  
e

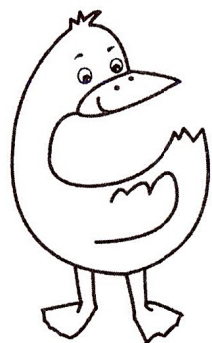
2.  g  
d

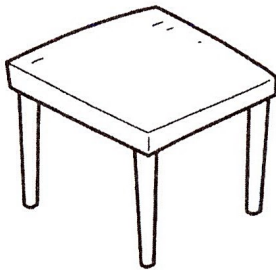
3.  o  
g

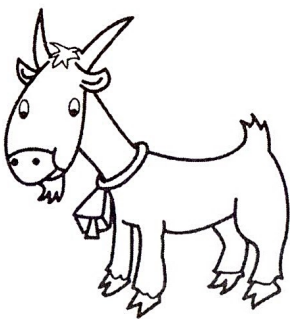
4.  d  
e

5.  a  
d

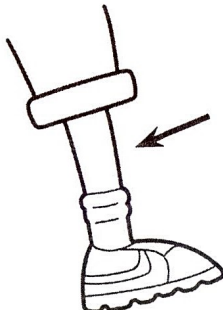
6.  e  
n

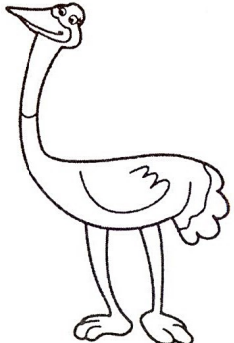
7.  s  
d

8.  p  
t

9.  f  
g

10.  s  
l

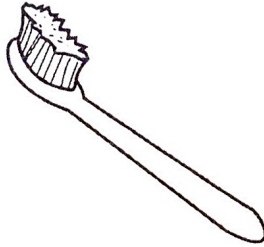
11.  l  
t

12.  n  
o

# Look and say. Write the letter for the beginning sound.



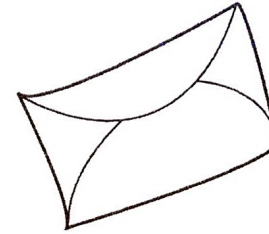
f



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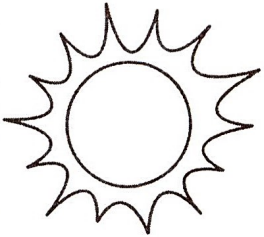
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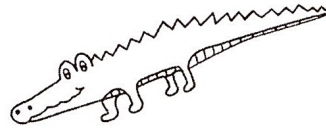
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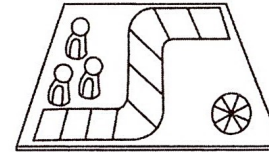
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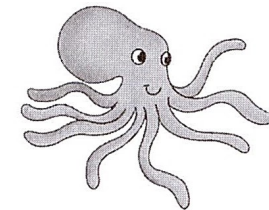
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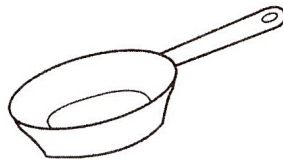
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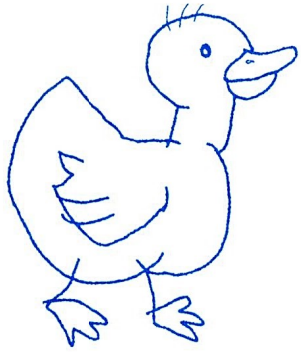
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**Purpose:** Children apply knowledge of letter-sound correspondence by writing letters standing for beginning sounds of words. **Extension:** Partner 1 writes a letter and partner 2 acts out something beginning with that letter sound.

Trace. Draw something that begins with each letter.



Dd

Oo

Gg

Ee

Pp

Tt

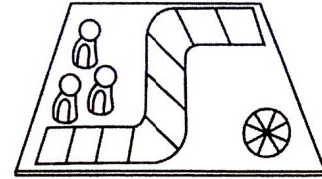
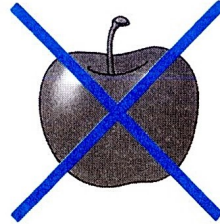
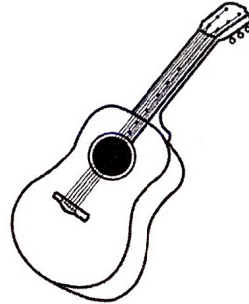
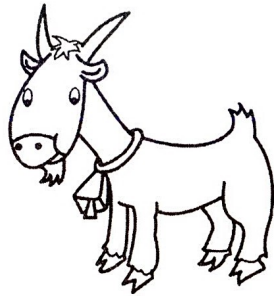
Ff

Ll

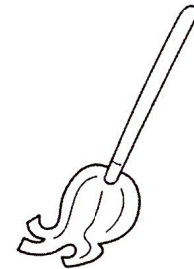
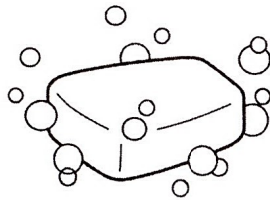
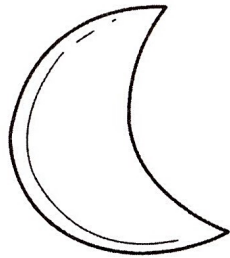
Look and say. Cross out the picture that begins with a different sound.  
Write the letter of the sound for the other pictures.

1.

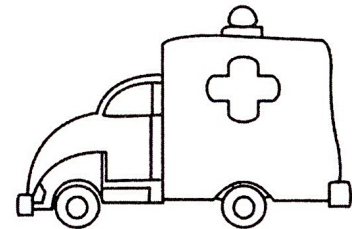
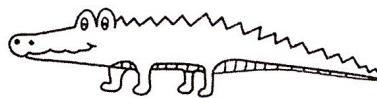
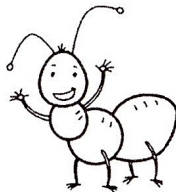
g



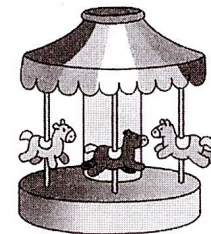
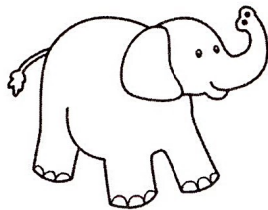
2.



3.

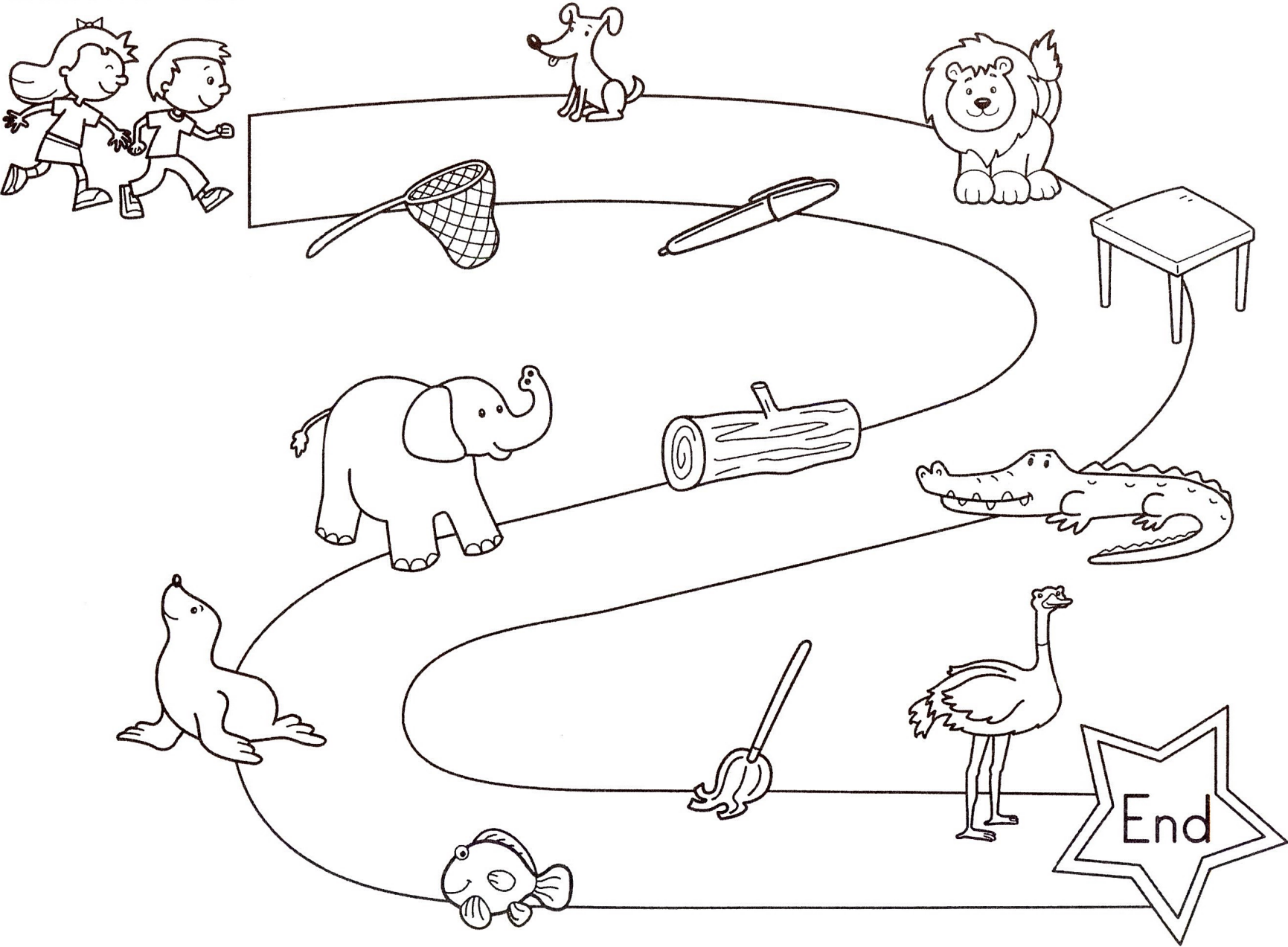


4.



**Purpose:** Children practice visual and auditory discrimination by identifying the letter that stands for a beginning sound different from the others in the row. **Extension:** Say two words that begin with the sound of one of the letters *d, e, g, o* (for example, *elf, guitar*). Children clap if the two words start with the same sound.

Use cutouts on page 31 to play. Match letters to things that start with the same sound.





**Unit 3**  
**D, E, G, O**

For page 91 certificate

**Letters for page 30**

d	e	g	o	p	a	f
n	t	s	m	l		

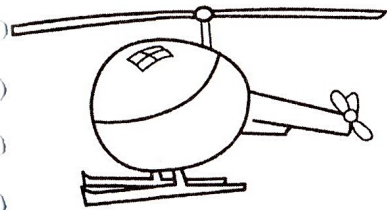


4

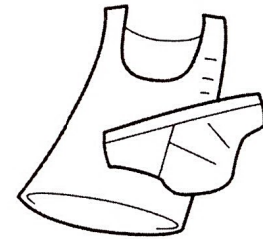
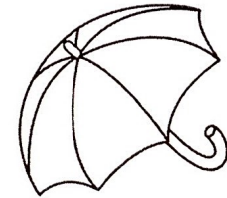
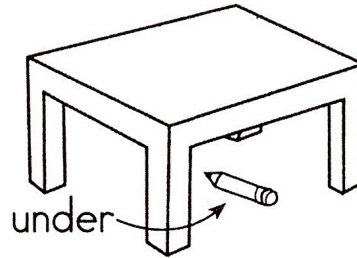
C, H, I, U

Trace, point, and say.

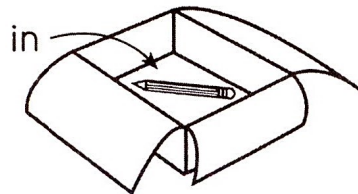
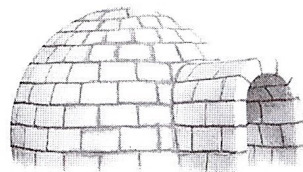
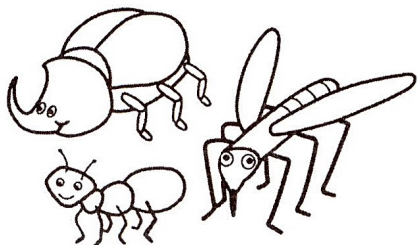
Hh



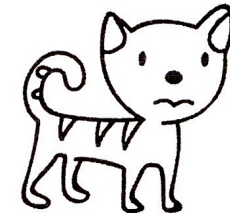
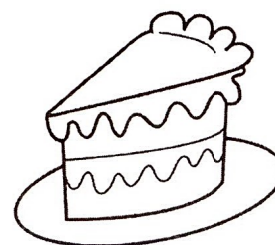
Uu



Ii

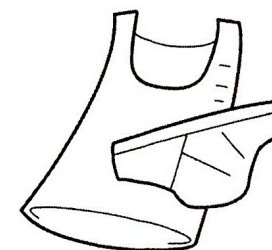
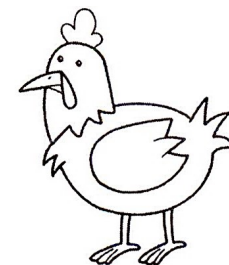
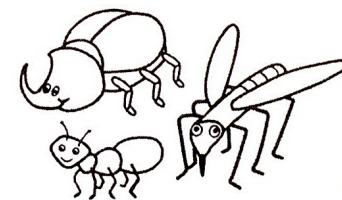
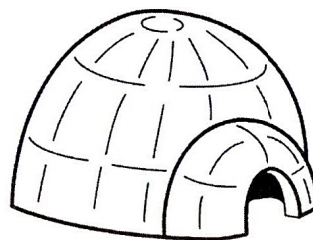
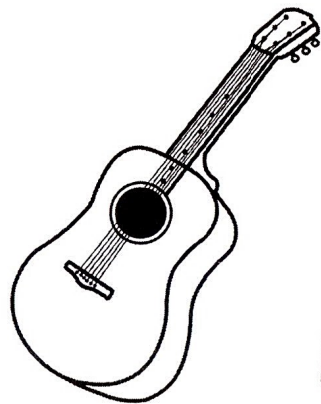
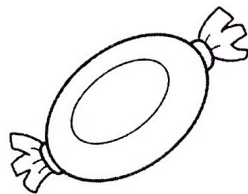
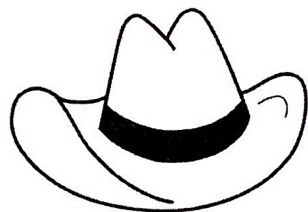
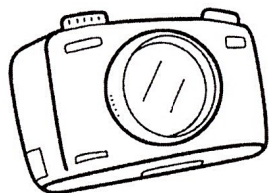
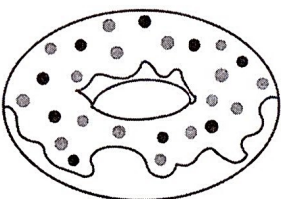
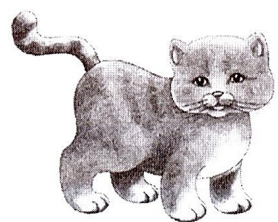


Cc

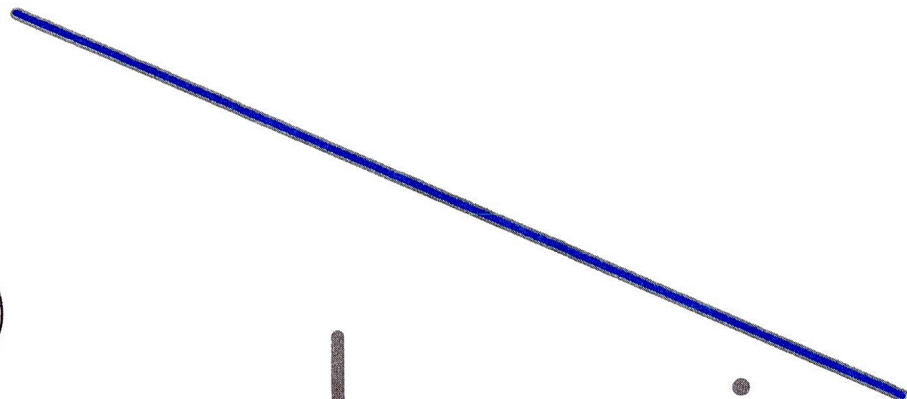


**Purpose:** Children practice letter names and sounds of c, h, i, u. Now children understand that “capital” refers to a “big” letter. SAY: This is capital U and small u. U says /u/. Say /u/. CHILDREN SAY: /u/. Continue with other letters. They connect sounds to symbols (letters) and pictures of things beginning with the same sounds. **Extension:** Children name more things in the classroom beginning with these sounds.

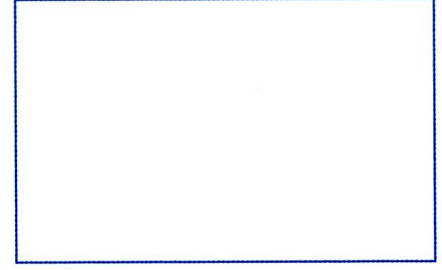
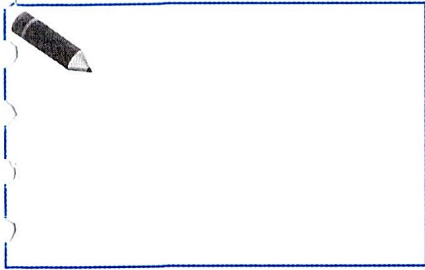
# Match pictures to letters with the same beginning sound and trace.



h u i c



Trace. Then draw something that begins with the same letter.



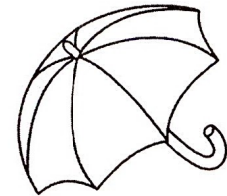
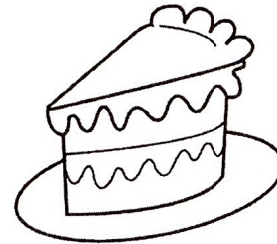
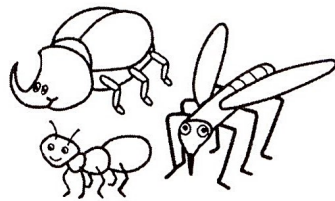
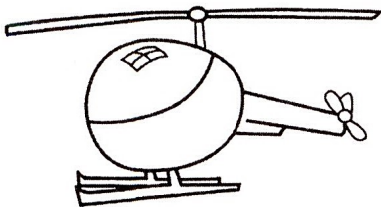
c

h

i

u

Look and say. Write the beginning letter.



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\_\_\_\_\_

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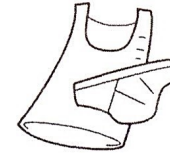
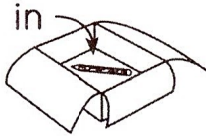
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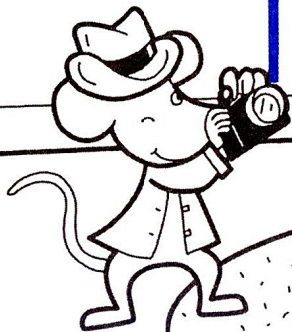
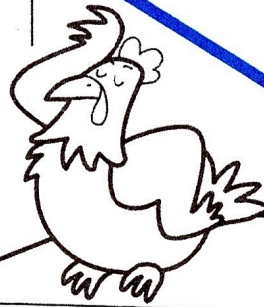
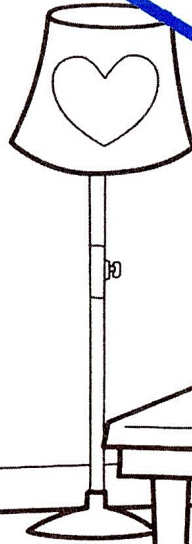
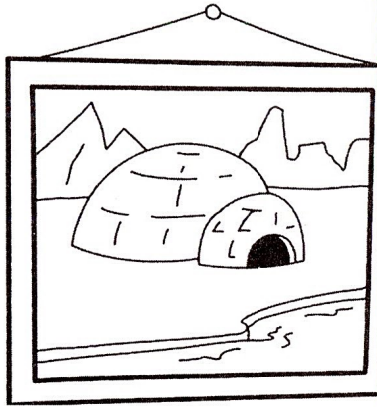
\_\_\_\_\_

**Purpose:** Children practice writing letters and apply letter-sound correspondence. They say the beginning sounds of things and write the letter that stands for the sound. **Extension:** Have pairs of children practice writing letters with a finger on each others' backs.

Look and write. Match letters to things with the same beginning sound.



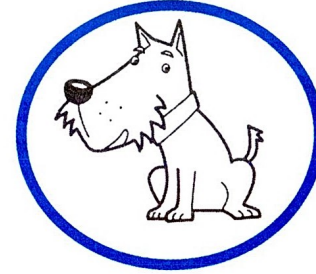
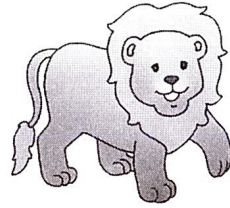
C



Move your finger under the letters and sound out the words. Circle the pictures.

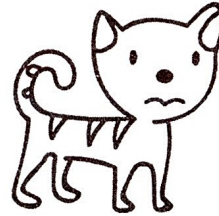
1. dog

dog



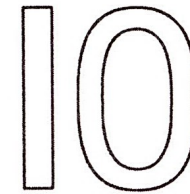
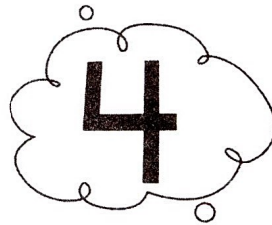
2. cat

cat



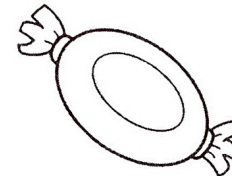
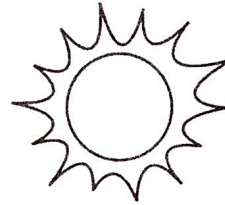
3. ten

ten



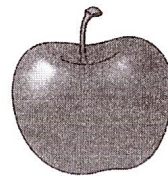
4. sun

sun



5. pen

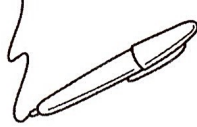
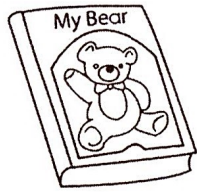
pen



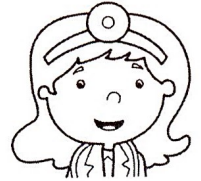
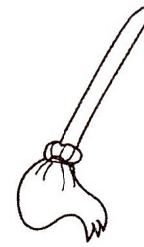
**Purpose:** Children practice reading by connecting words and pictures. Children use one finger to point to each letter as they sound it out. Then children trace again as they blend the sounds together quickly, saying the word. **Extension:** Write *cat*, *ten*, *pen*, or *sun* on the board. Ask volunteers to underline the letters in the word as the class sounds out the word.

Move your finger under the words and sound them out. Circle the pictures.

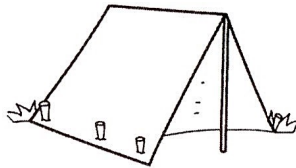
1. pen



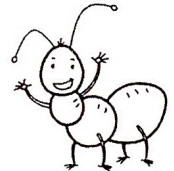
2. mop



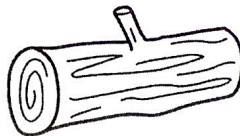
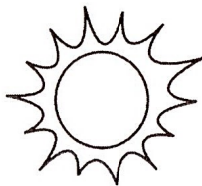
3. tent



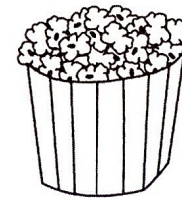
4. ant



5. log



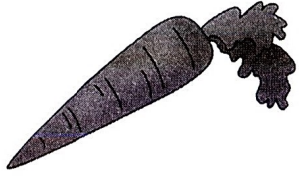
6. pan





Read the list. Then read and draw.

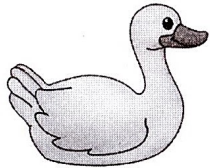
1. a



6. a cat



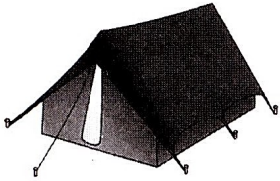
2. a



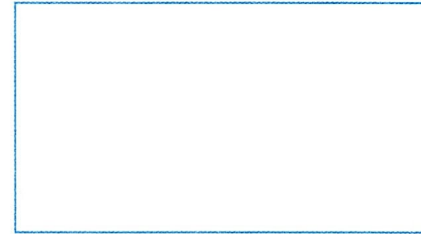
7. a dog



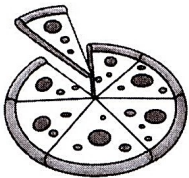
3. a



8. a pen



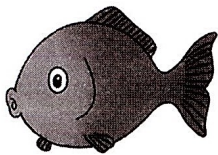
4. a



9. a log



5. a

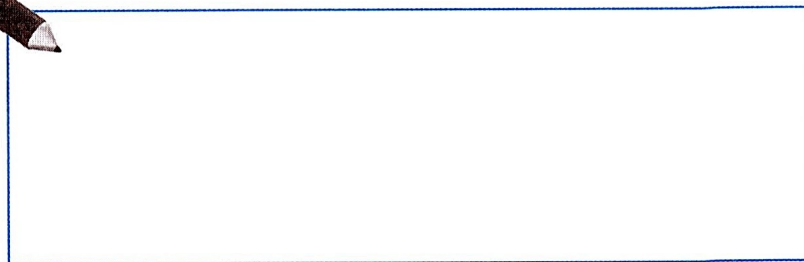
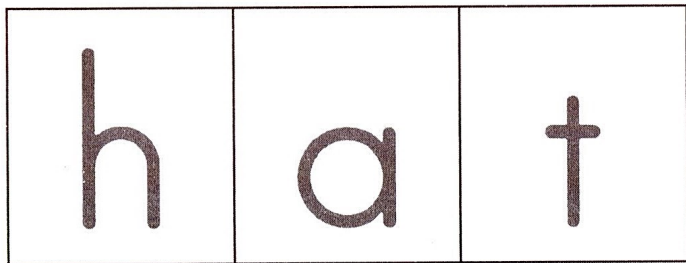


10. a hat

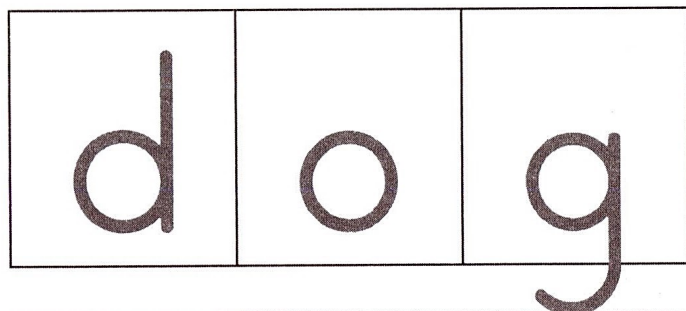
**Purpose:** Children practice reading lists of pictures and words. They draw pictures for the word lists. **Extension:** Children make up their own lists of rebuses or words. Pairs share their lists.

Trace. Use cutout letters from page 41 to make words. Paste in squares.  
Read. Draw pictures.

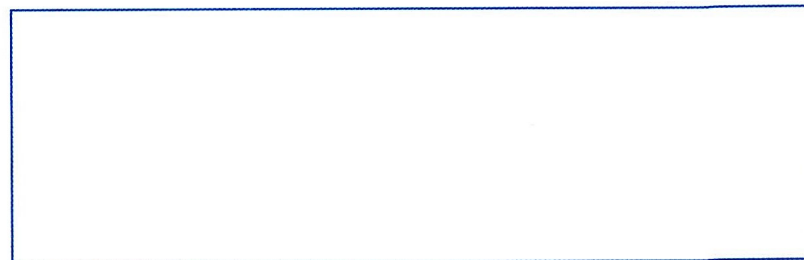
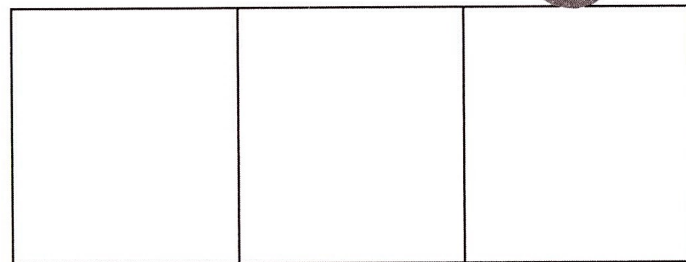
a



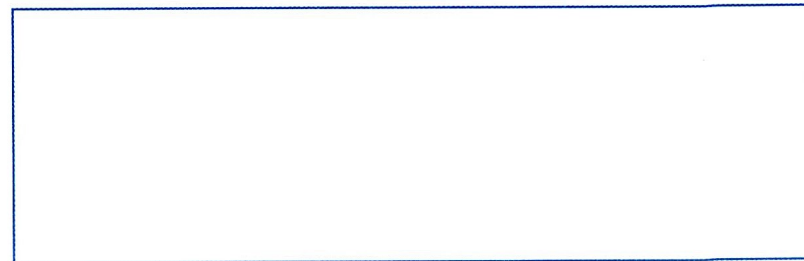
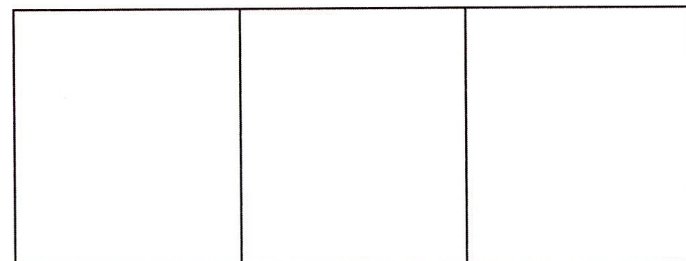
a



a



a



**Unit 4**  
**C, H, I, U**

For page 91 certificate

Letters for page 40

a	n	u	s	n
c	t	h	d	g
a	e	n	o	p

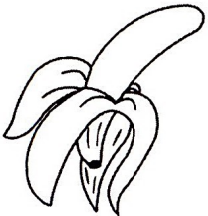
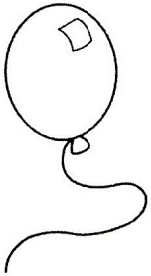
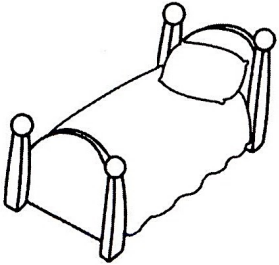


5

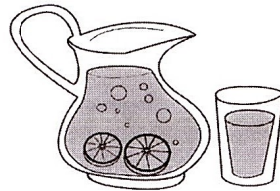
R, B, J, Y

Trace, point, and say.

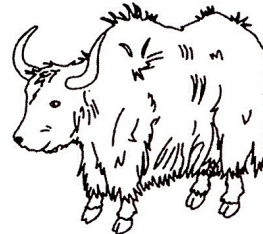
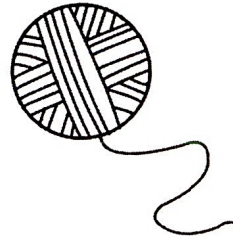
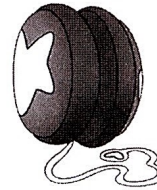
Bb



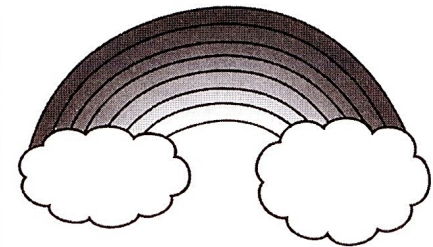
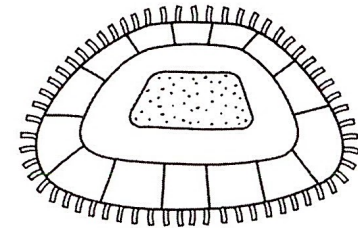
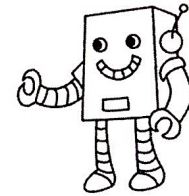
Jj



Yy

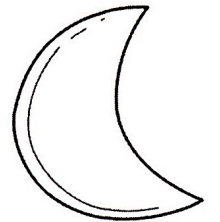
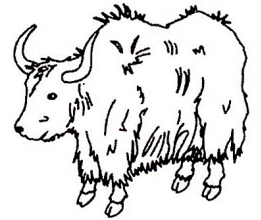
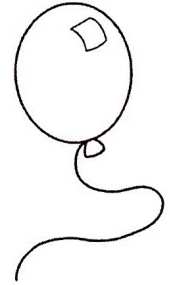
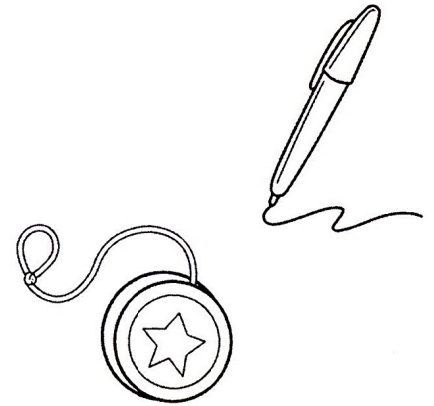
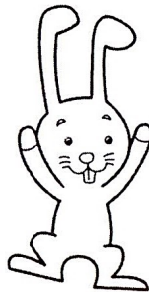
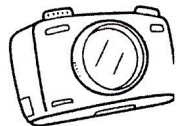
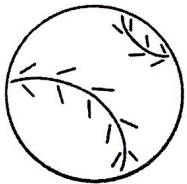
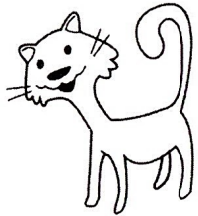
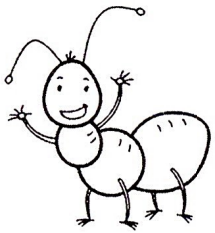
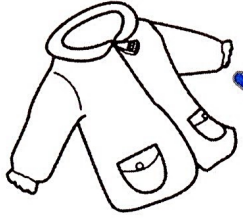


Rr



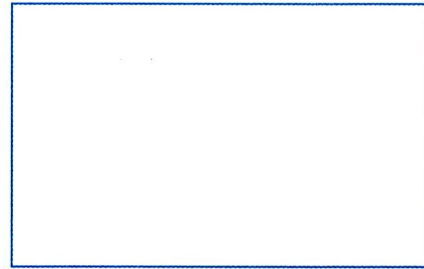
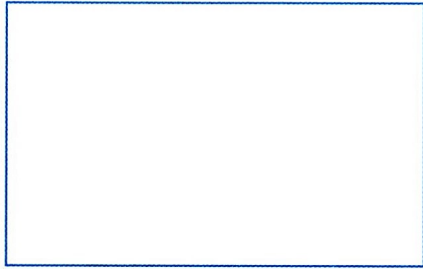
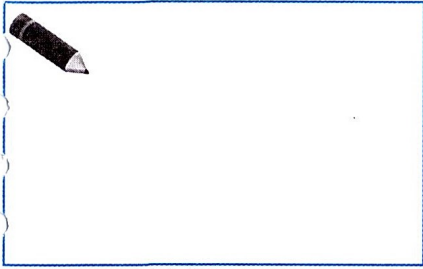
**Purpose:** Children practice letter names and sounds of r, b, j, y. **SAY:** This is capital R and small r. R says /r/. Say /r/. **CHILDREN SAY:** /r/. Continue with other letters. They connect sounds to symbols (letters) and pictures of things beginning with the same sounds. **Extension:** Children name more things in the classroom beginning with these sounds. Write the letters on the board, show Picture Cards or other pictures of things beginning with the sounds of these letters, and have children categorize the pictures under the correct letter.

# Match pictures to letters with the same beginning sound and trace.



b j y r

Trace. Then draw something that begins with the same letter.



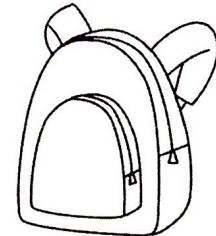
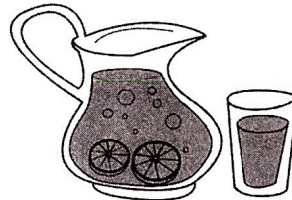
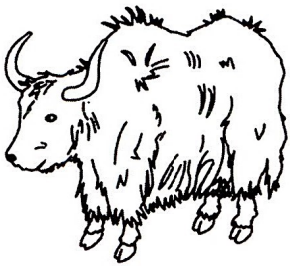
r

j

b

y

Look and say. Write the beginning letter.



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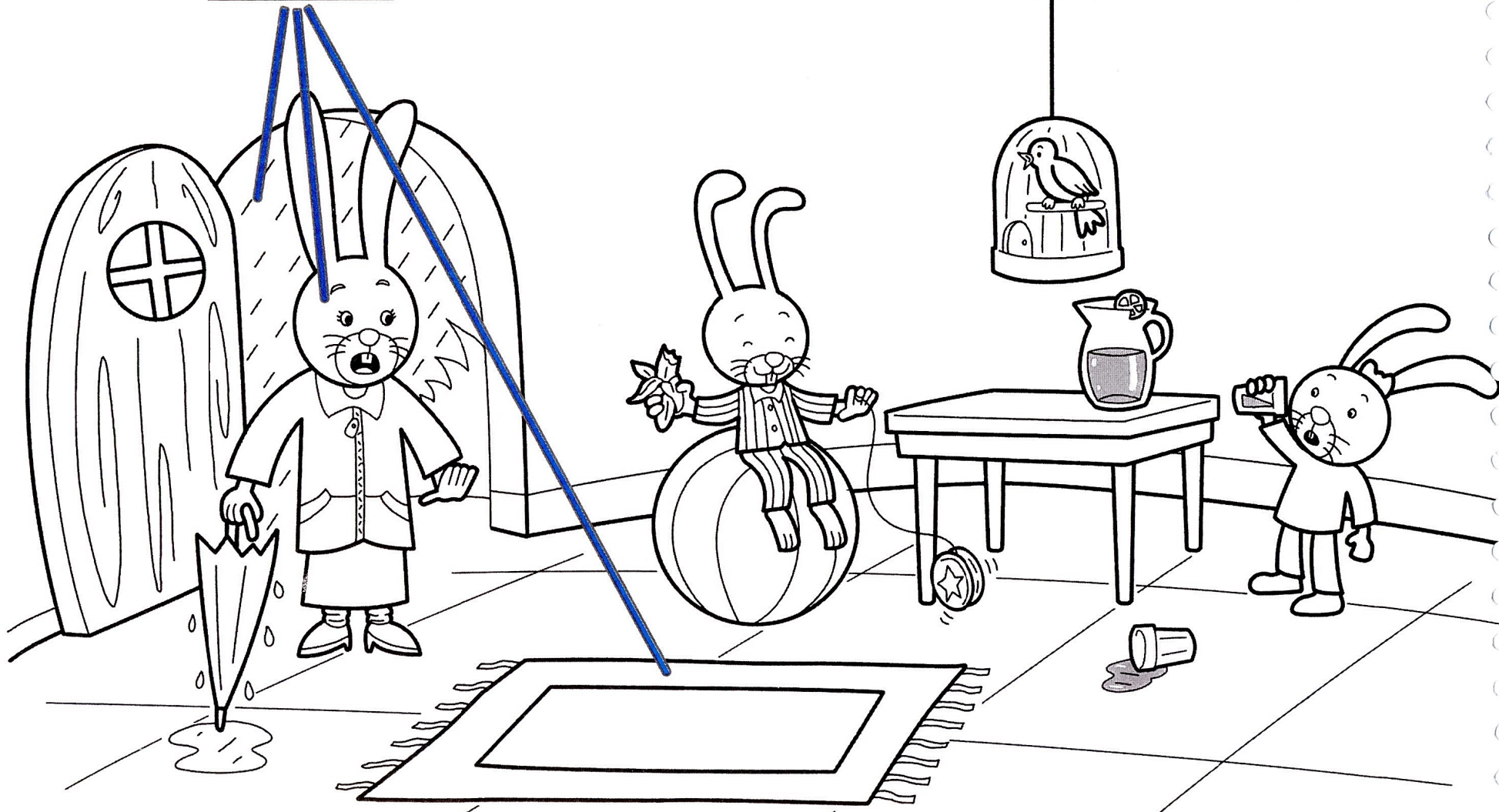
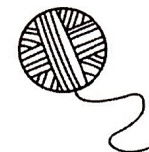
\_\_\_\_\_

**Purpose:** Children practice writing letters and apply letter-sound correspondence by drawing things beginning with the letter sounds. They say the beginning sounds of things and write the letter that stands for each sound. **Extension:** Partners take turns saying and writing simple words that they have learned to read, such as *pen* and *cat*.

# Look and write. Match letters to things with the same beginning sound.



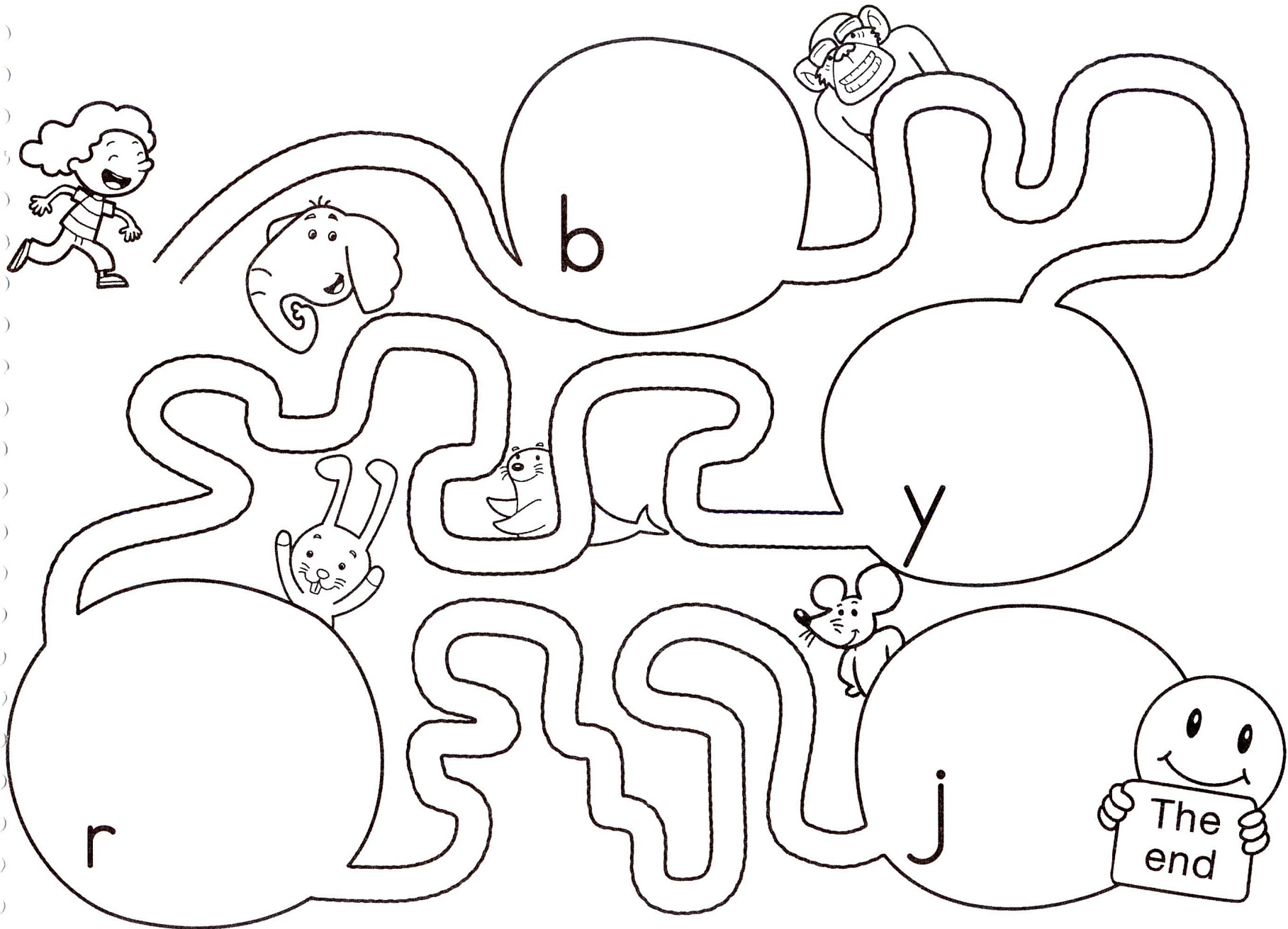
r



**Purpose:** Children practice writing letters and apply letter-sound correspondence to connect letters to things beginning with the same sound (*r-rabbit, rain, rug; b-bird, ball, banana; j-juice, jacket; y-yo-yo*). **Extension:** Write *r, b, j,* or *y* on the board. Three children act out something beginning with the sound the letter stands for. The other children say *yes* if they are correct and *no* if they are incorrect.



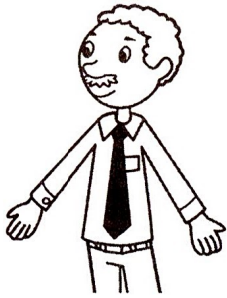
Go through the maze. Draw pictures of things that start with each letter.



**Purpose:** Children apply letter-sound correspondence by drawing pictures of things beginning with /r/, /b/, /j/, /y/. **Extension:** Have pairs of children draw pictures of things they know that begin with these letters and share their drawings.

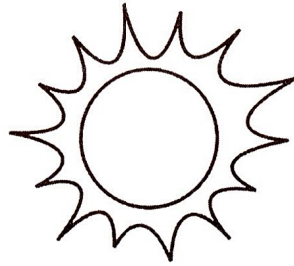
Look and write the missing letters in each word.

1.



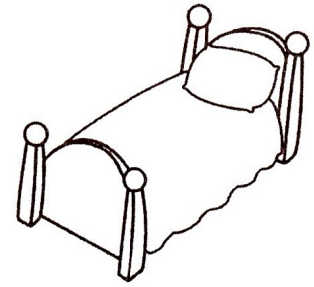
\_\_\_\_\_ **an**

2.



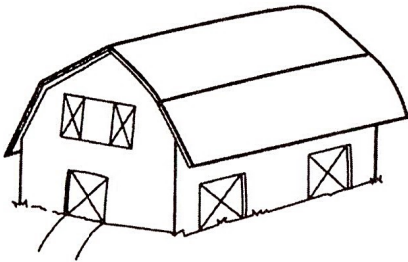
\_\_\_\_\_ **s** \_\_\_\_\_ **n**

3.



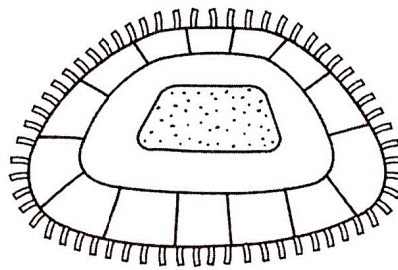
\_\_\_\_\_ **ed**

4.



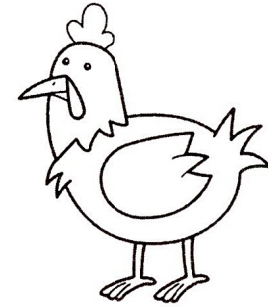
\_\_\_\_\_ **arn**

5.



\_\_\_\_\_ **ug**

6.



\_\_\_\_\_ **h** \_\_\_\_\_ **n**

Read and draw.

sun

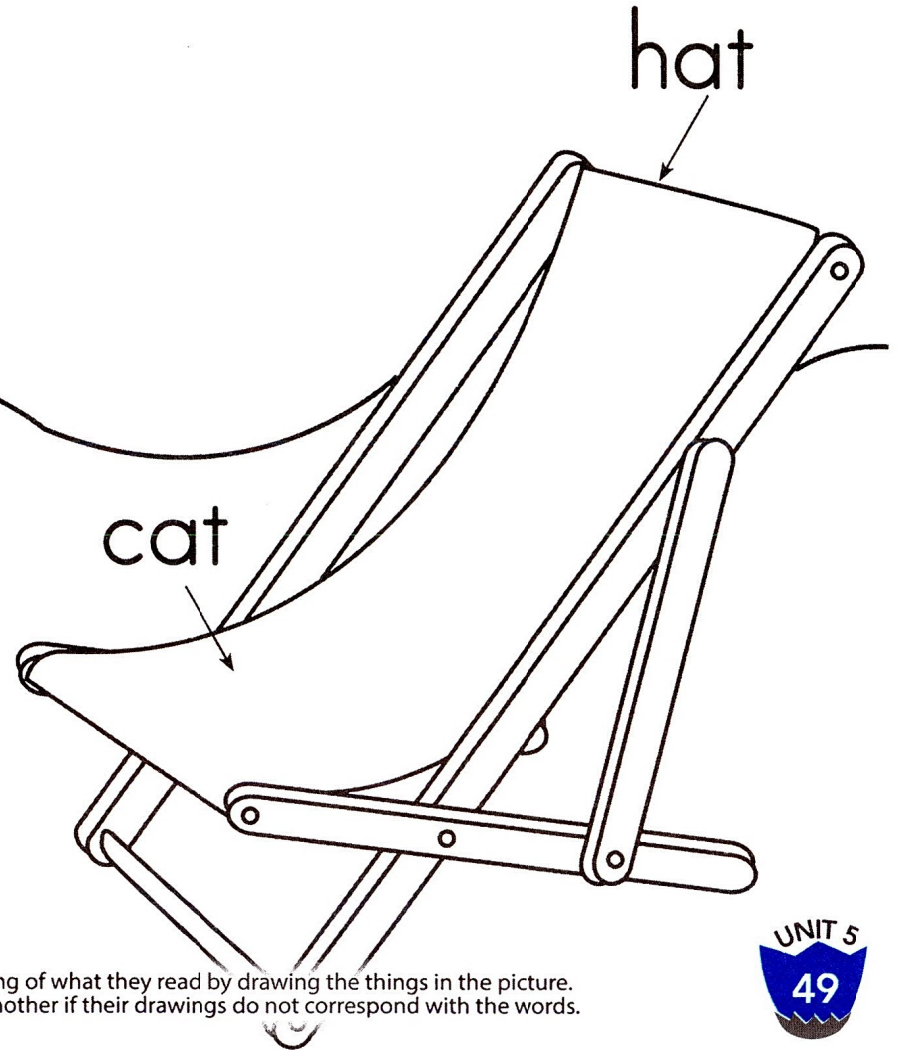
boat

hat

cat

dog

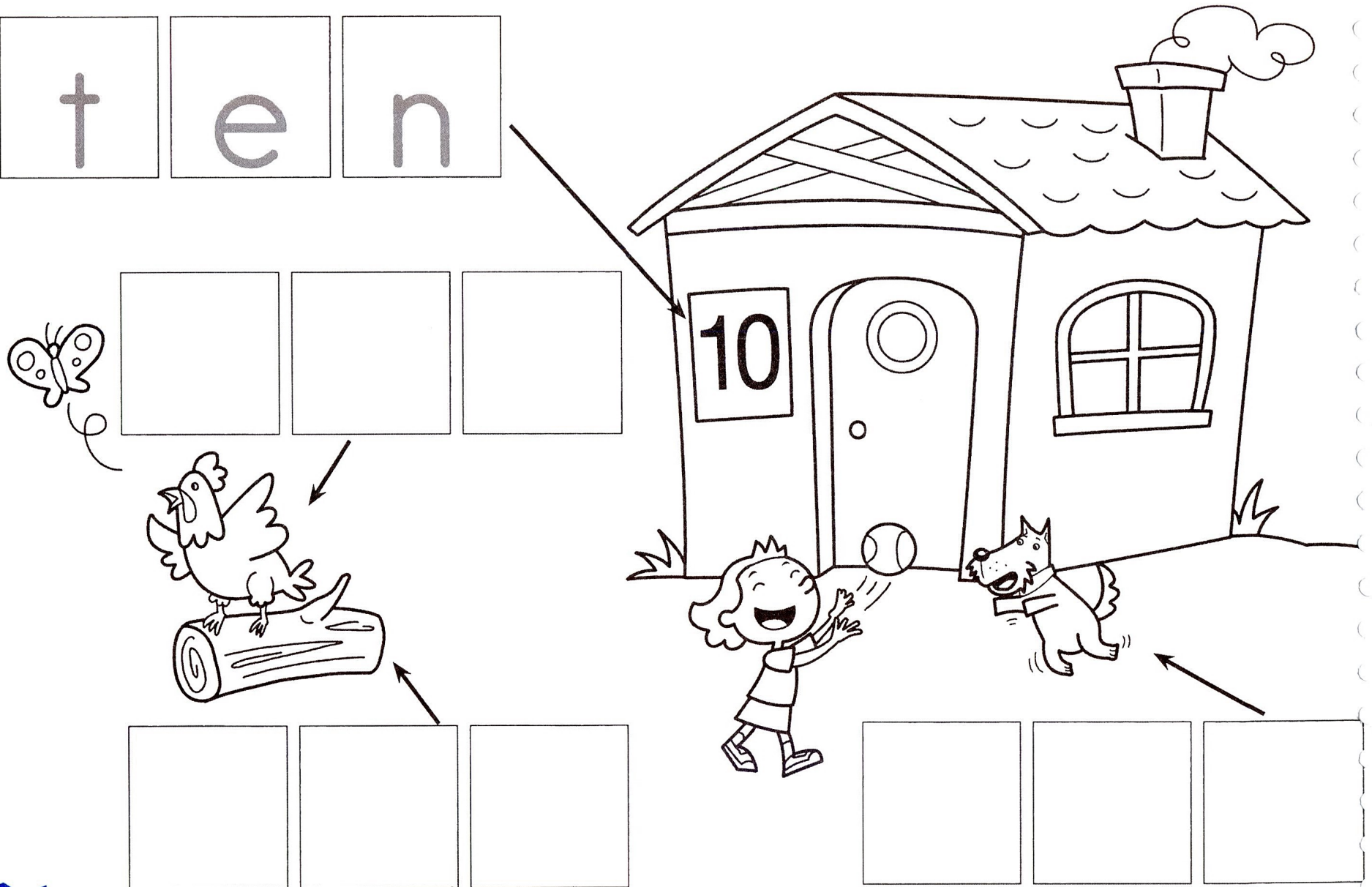
ant



**Purpose:** Children practice and apply their decoding skills. They show understanding of what they read by drawing the things in the picture.  
**Extension:** Partners share drawings on the page. Encourage them to correct one another if their drawings do not correspond with the words.

# Trace. Use cutout letters from page 51. Make words.

t e n

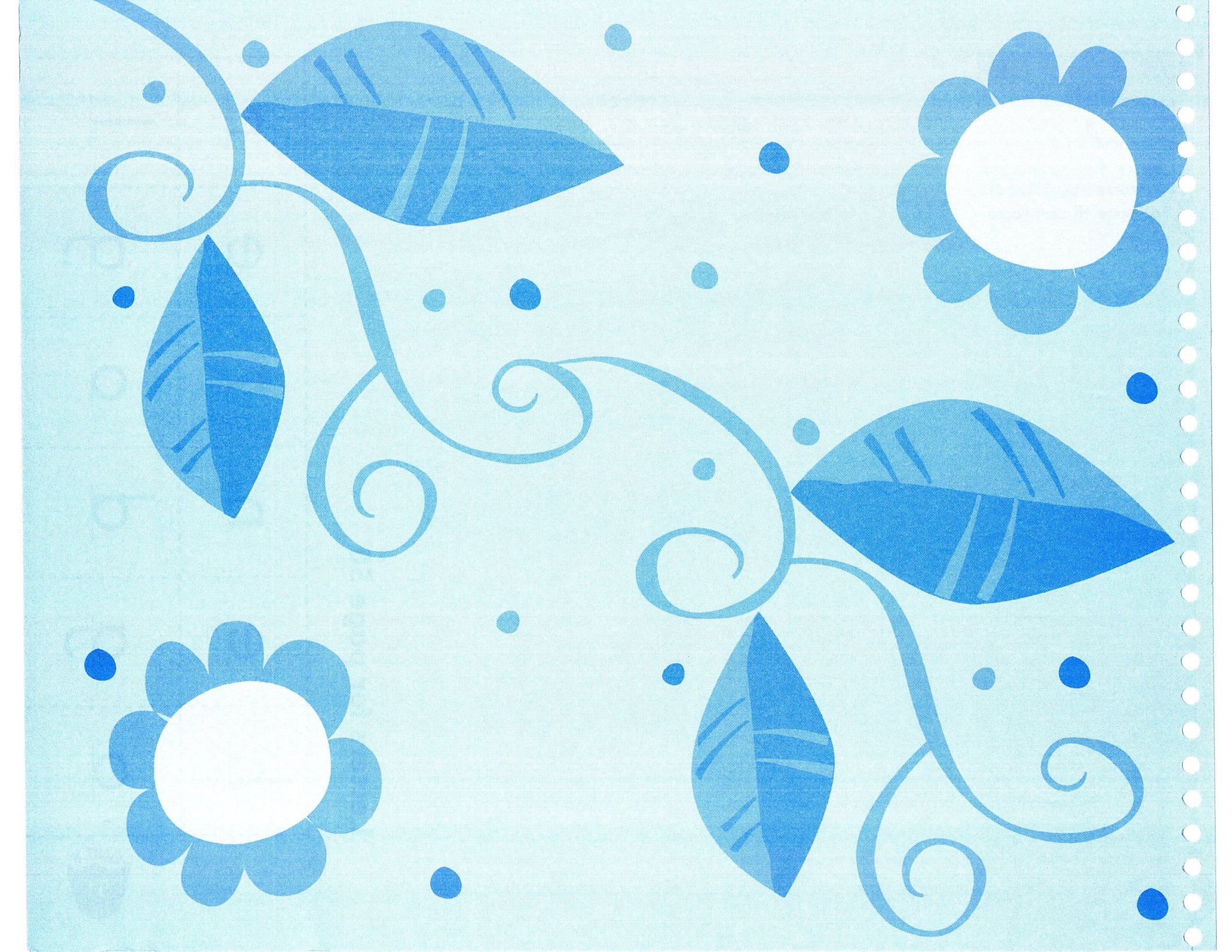


**Unit 5**  
**R, B, J, Y**

For page 91 certificate

Letters for page 50

h	e	n	t	n	l
o	g	d	o	g	l

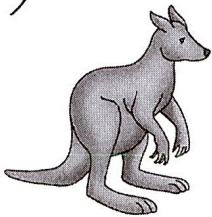
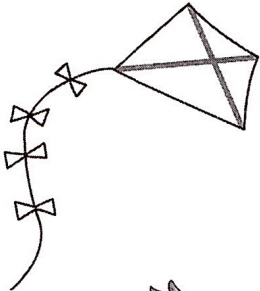


## 6

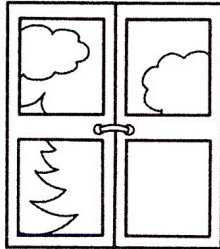
## K, W, X, Z, Q, V

Trace, point, and say.

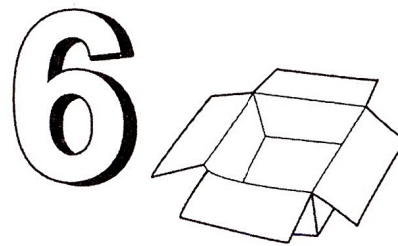
K k



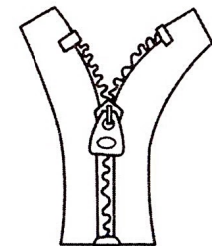
W w



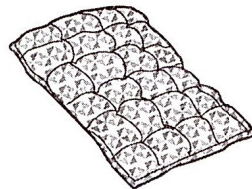
X x



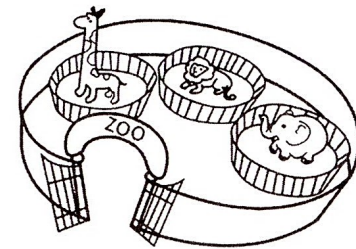
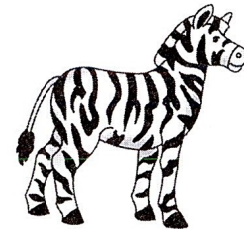
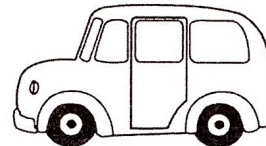
Z z



Q q



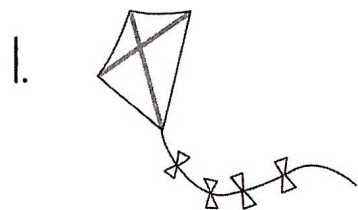
V v



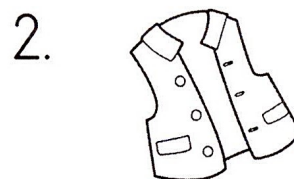
**Purpose:** Children practice letter names and sounds of *k, w, x, z, q, v*. Say: *This is capital Z and small z. Z says /z/. Say /z/.* Children say: /z/. Continue with other letters. They connect sounds to symbols (letters) and pictures of things beginning with the same sounds. Point out that /x/ is heard at the end of the words they are learning, not the beginning. **Extension:** Review words by acting them out while children guess the word.

Trace letters. Look and say. Circle the letter for the beginning sound.

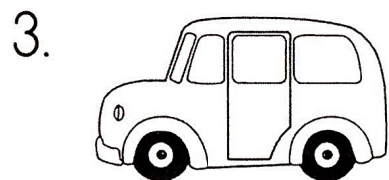
Kk Qq Vv Zz Xx Ww



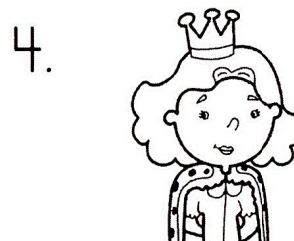
**k** w



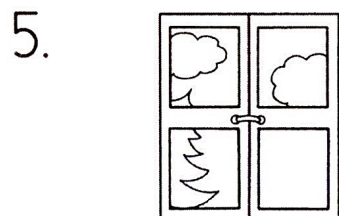
k v



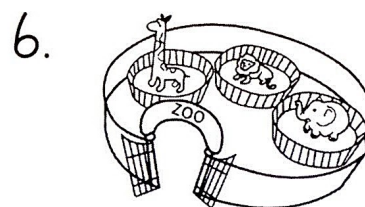
v x



w q



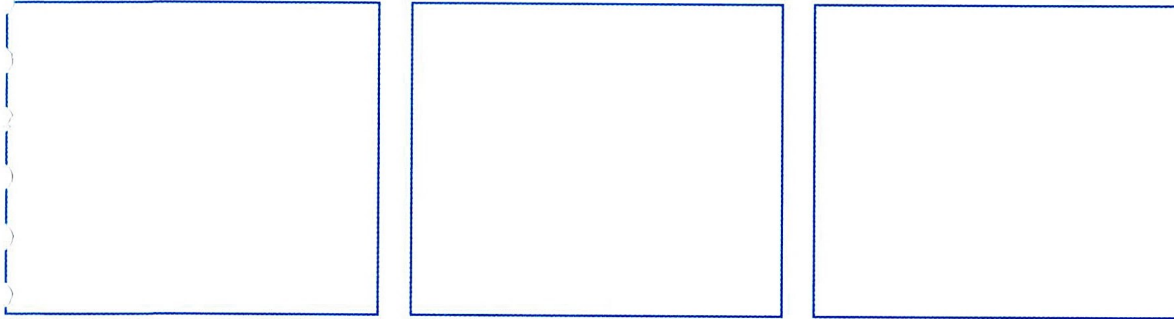
w q



x z



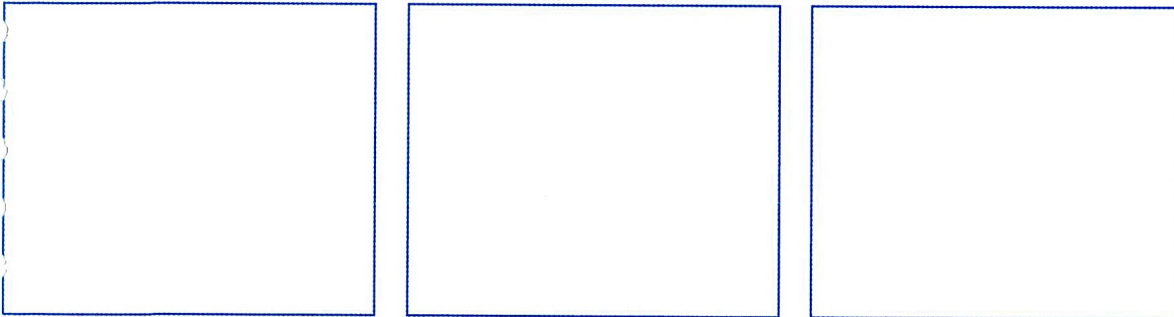
Trace. Draw something that begins with each letter.



z

w

v



q

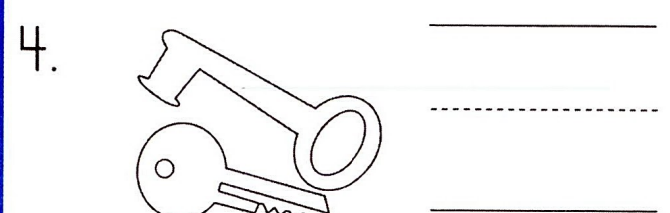
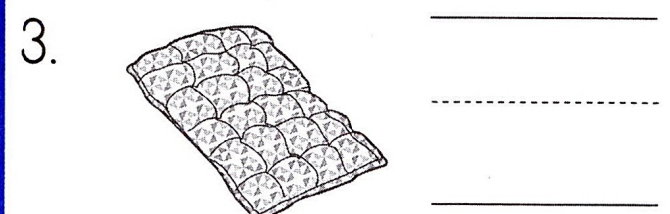
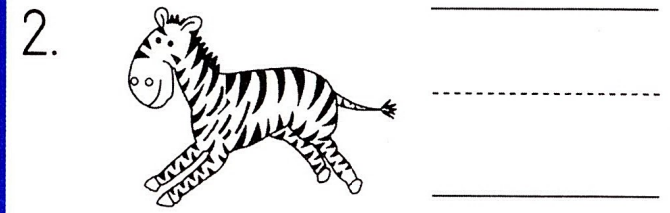
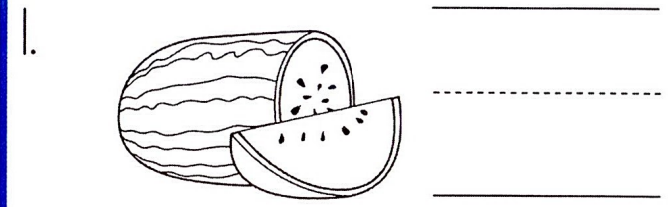
r

k

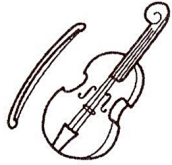
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**Purpose:** Children practice tracing letters and draw things beginning with those letters. Children look at pictures and write the beginning letters.  
**Extension:** Children write capital and small letters in the air as you call them out. Review all letters.

Look and write the beginning letter.



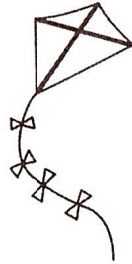
Look and write. Match letters to things with the same beginning sound.



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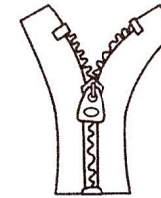
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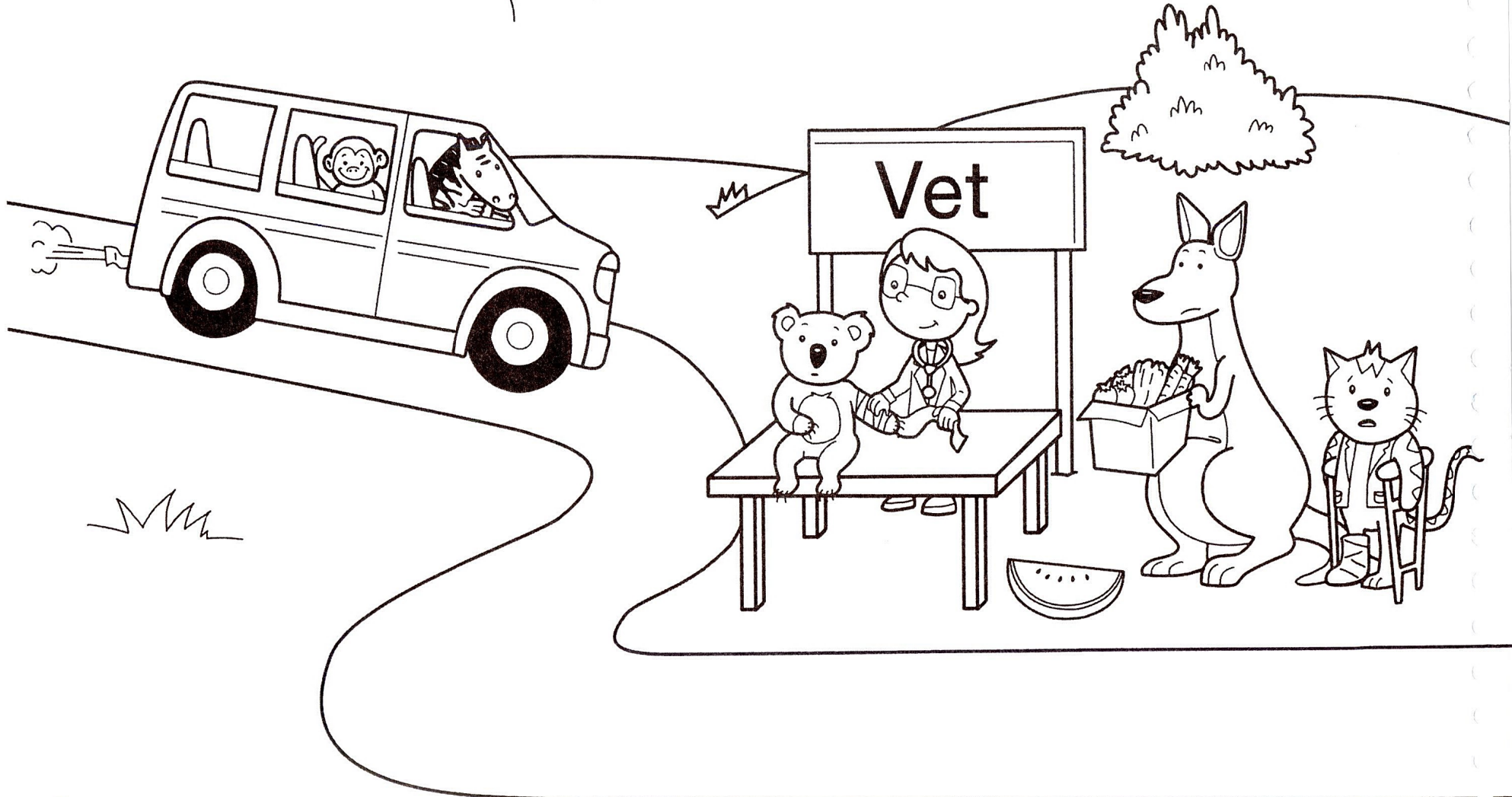
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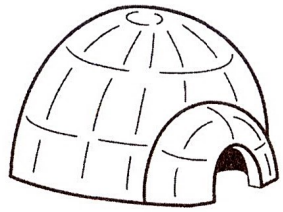
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# Look and write the first letter for each picture.

1.

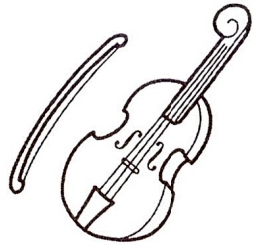


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2.

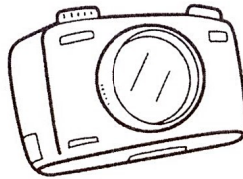


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3.



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4.



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5.

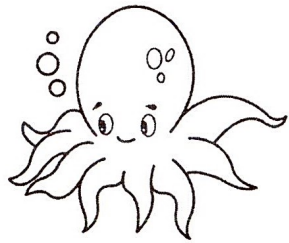


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7.



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8.



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9.



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10.



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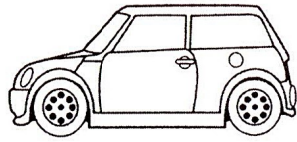
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**Purpose:** Children practice writing letters and apply letter-sound correspondence. They use pictures to identify and write the beginning letters of words.  
**Extension:** Review. Say two words such as *rabbit*, *octopus*. Children nod their heads if they begin with the same sound (such as *sandwich*, *seal*) and shake their heads to indicate "no" if they don't.

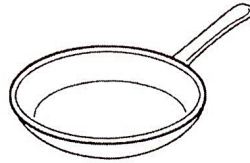
# Write letters to make words. Read and say.

1.



\_\_\_\_\_  
\_\_\_\_\_  
ar

2.



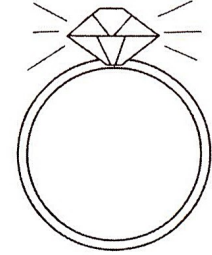
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p \_\_\_\_ n

3.



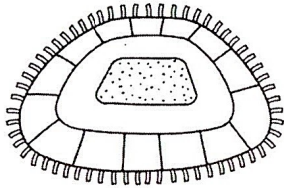
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si \_\_\_\_

4.



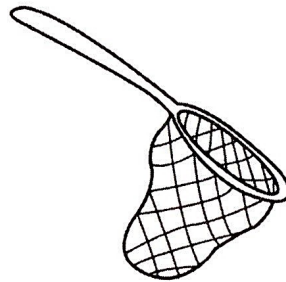
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5.



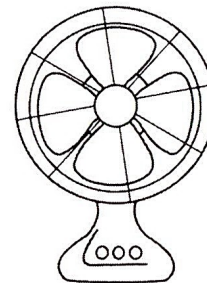
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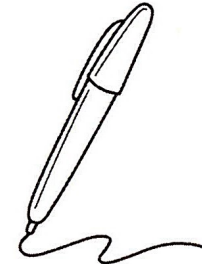
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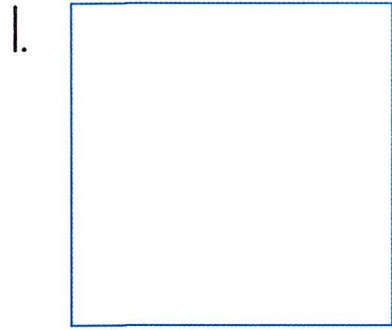
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8.

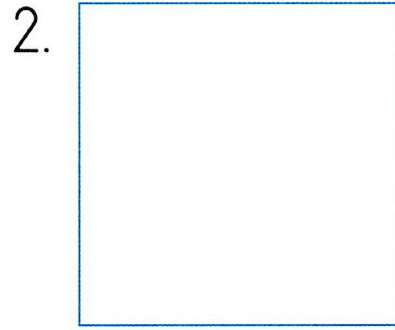


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\_\_\_\_\_  
p \_\_\_\_ n

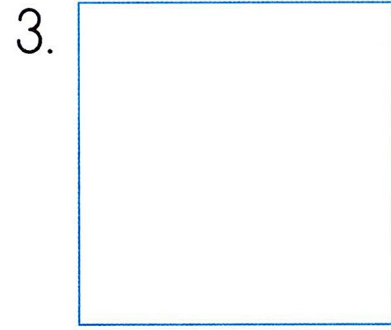
## Trace and read. Draw pictures.



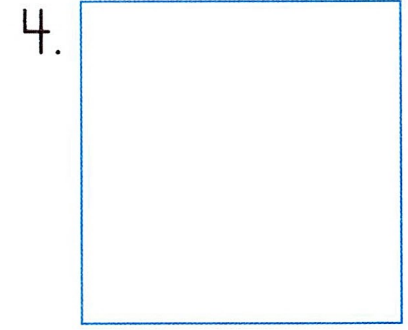
van



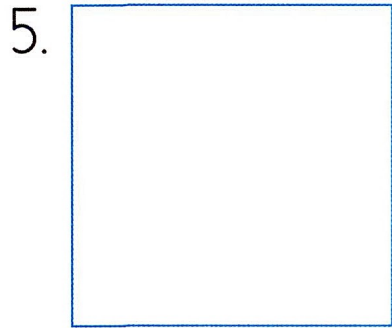
box



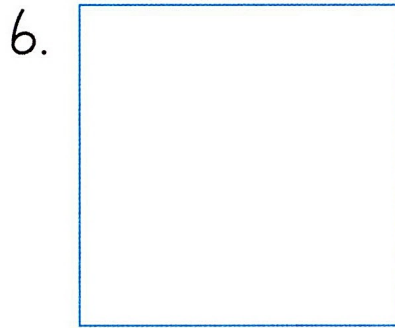
hat



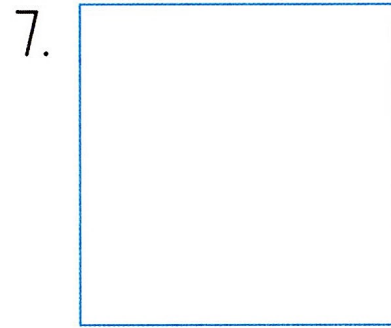
tent



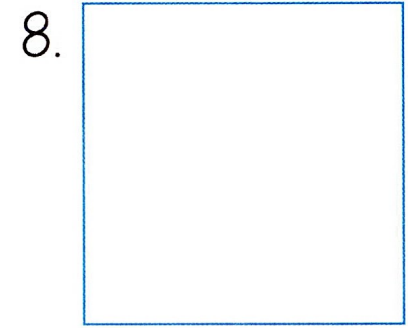
pen



ant



dog

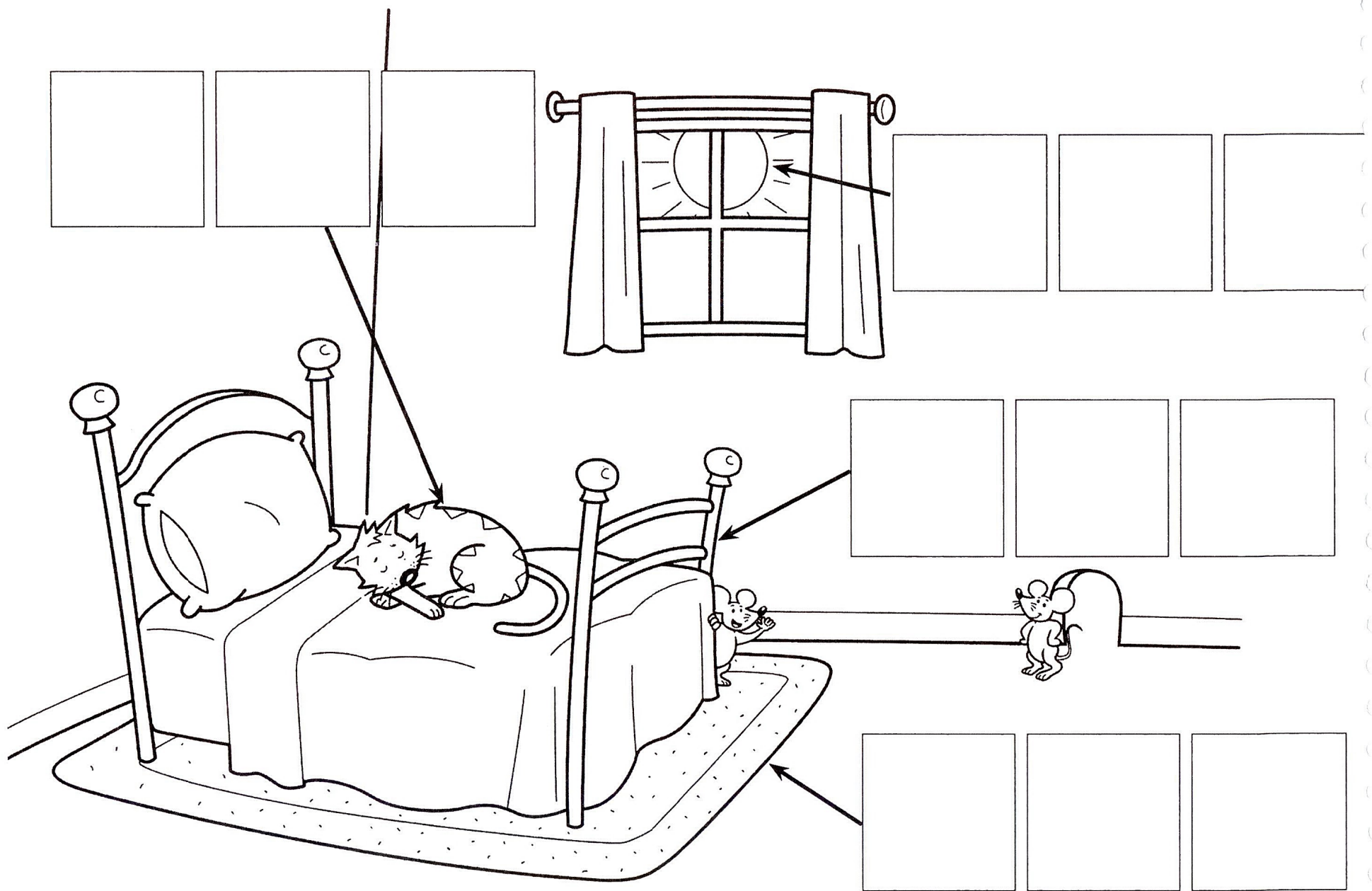


cat

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**Purpose:** Children practice tracing words and reading them. They draw pictures of words they have read. **Extension:** Divide class into two groups. Give Group 1 letter cards and Group 2 simple line drawings of known words they can spell (e.g., *cat*). Group 2 shows drawings and Group 1 holds up letter cards to spell the words.

Use cutout letters from page 61. Paste and make words. Read.

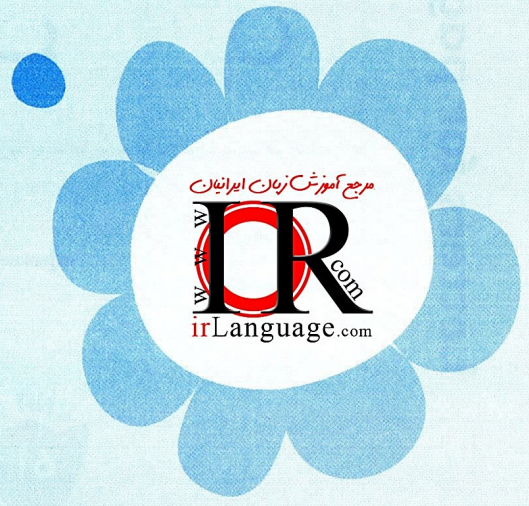
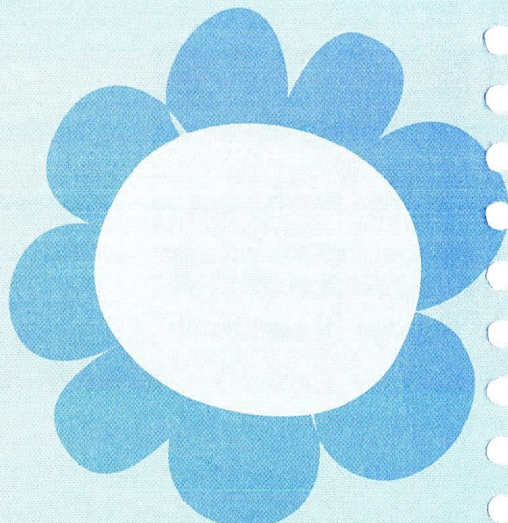


**Unit 6**  
**K, W, X, Z, Q, V**

For page 91 certificate

Letters for page 60

b	c	a	e	d	g	t	r	s	u
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## 7

## Letters and Words

Look and say. Write.



A

B

C

D

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F

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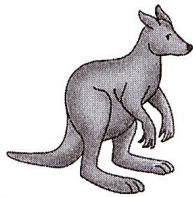


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H



I

J

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L

M

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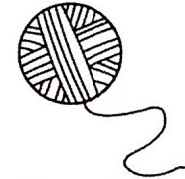
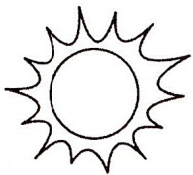


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O

P

Q



R

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T U

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W

X

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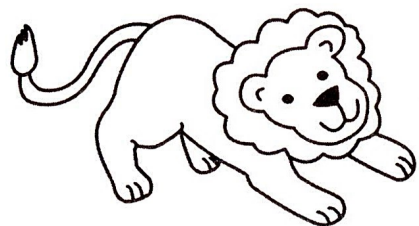


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Z

**Purpose:** Children practice writing capital letters and apply letter-sound correspondence. **Extension:** Sing the *Alphabet Song*. Then write the alphabet on the board, leaving out some letters for volunteers to write in.

Go through the maze. Draw pictures of things that begin with each letter.



f

w

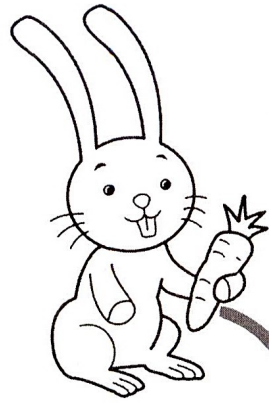
End

i

d

k

# Trace the rabbit's path home. Look and write the beginning letter.



1.

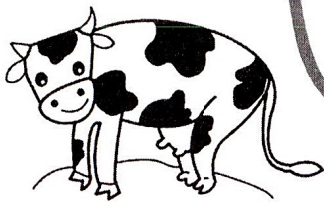


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S

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3.



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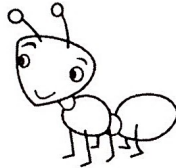


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5.

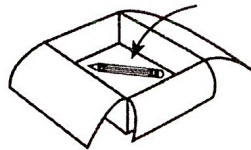


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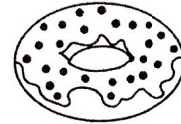


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8.

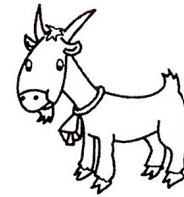


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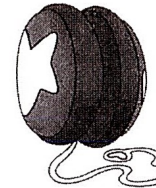


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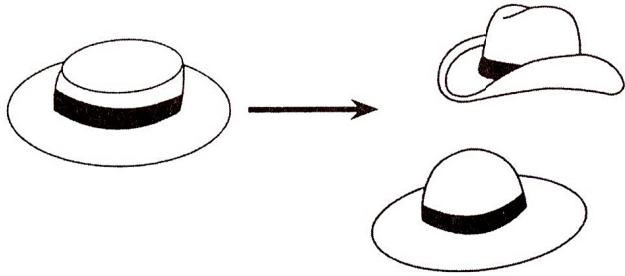
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**Purpose:** Children apply letter-sound correspondence by writing the beginning letter of a word. **Extension:** Partner 1 draws a letter on the back of partner 2. Partner 2 says letter name, the letter sound, and a word beginning with that sound.

Learn plurals. Look and write the words.



hat hats

1.



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2.

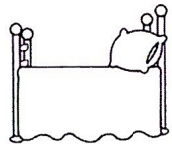


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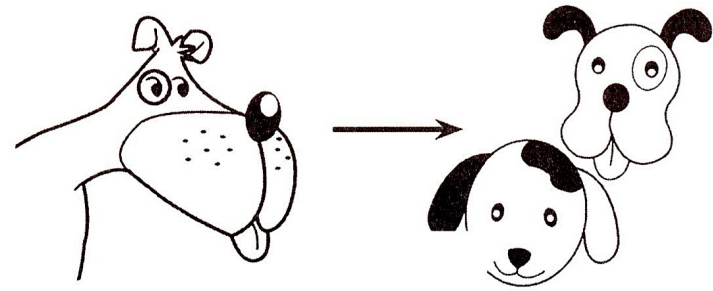
3.



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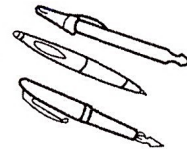
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dog dogs

4.



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5.

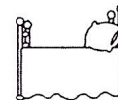
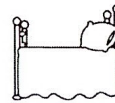


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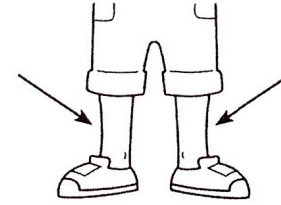
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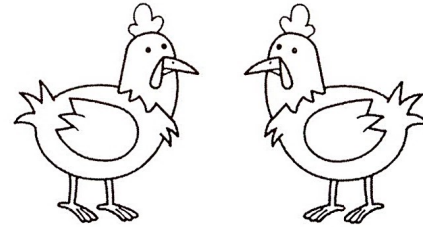
\_\_\_\_\_

Trace words. Read and match to pictures.

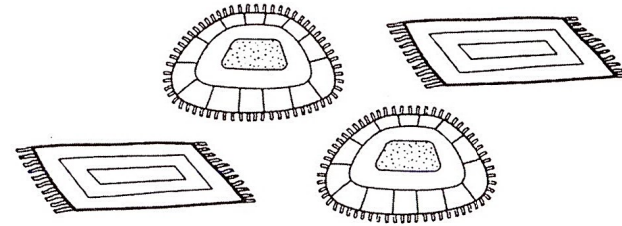
1. hens



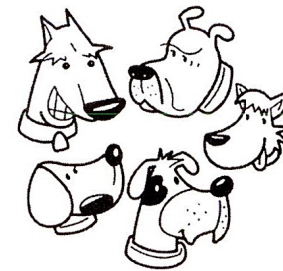
2. fans



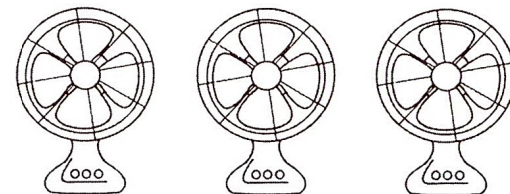
3. legs



4. rugs

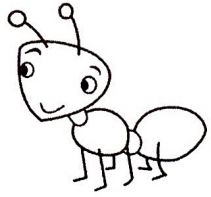


5. dogs

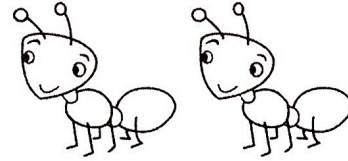


**Purpose:** Children practice tracing plurals and show reading comprehension by matching words to pictures. **Extension:** Say a list of singular and plural words. Children clap if they hear a plural word.

# Trace. Look and write words.

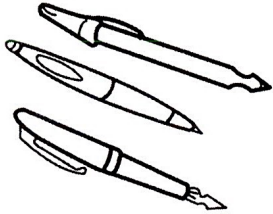


ant



ants

1.

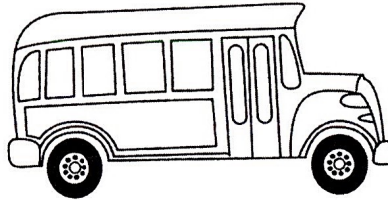


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2.

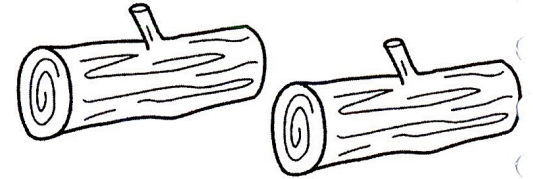


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\_\_\_\_\_

3.

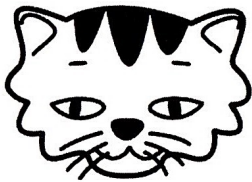


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\_\_\_\_\_

4.

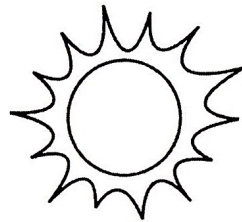


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5.

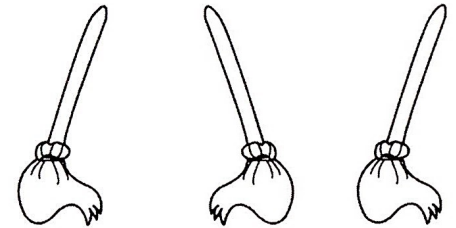


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6.

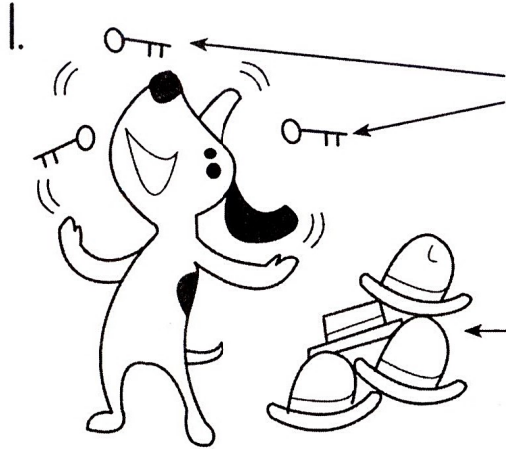


\_\_\_\_\_

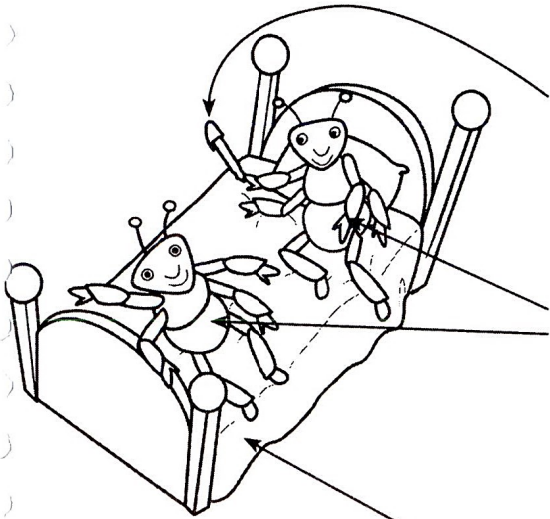
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\_\_\_\_\_

## Look and write.

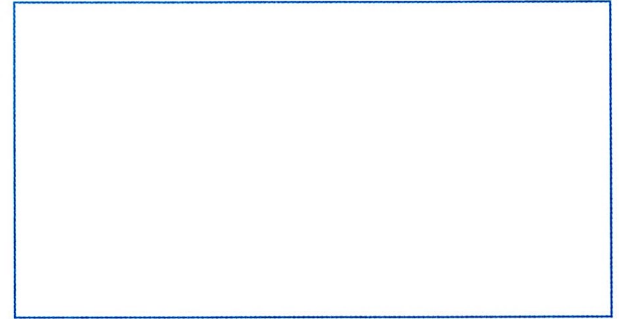


Handwriting practice lines for the word 'keys'. The first set of lines is connected to the keys in the illustration above. The second set of lines is connected to the rocking horse in the illustration above.

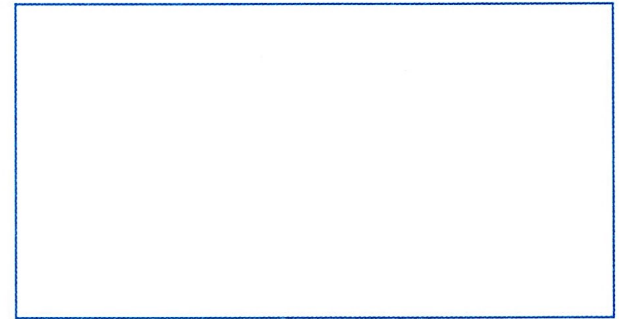


Handwriting practice lines for the word 'pans'. The first set of lines is connected to the pencil in the illustration above. The second set of lines is connected to the bed in the illustration above.

## Trace. Draw.



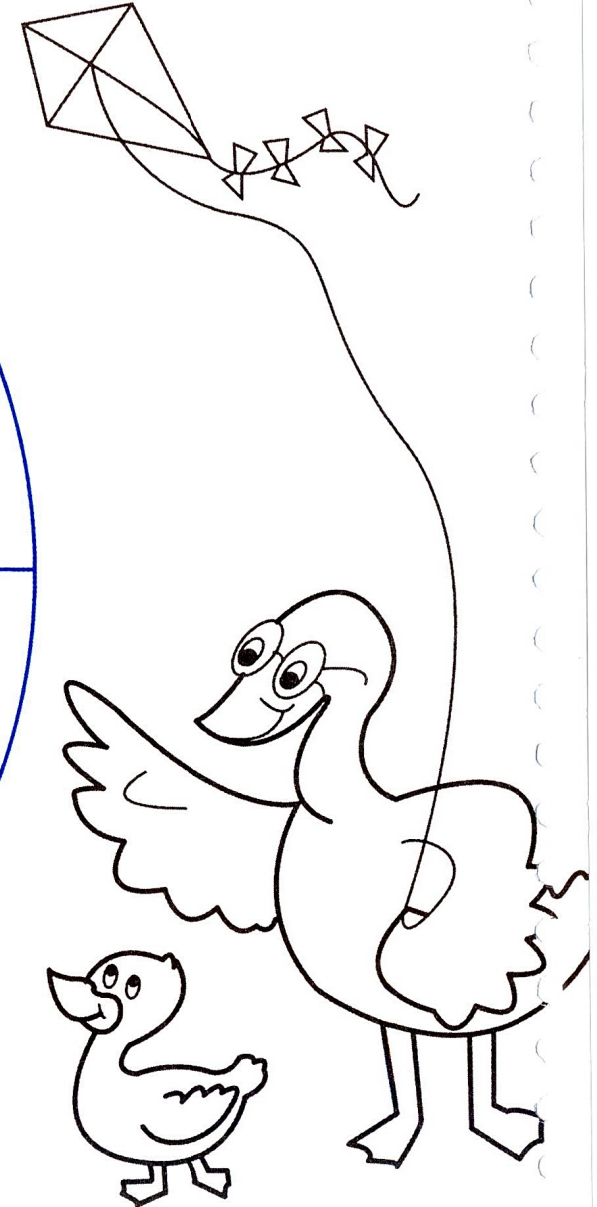
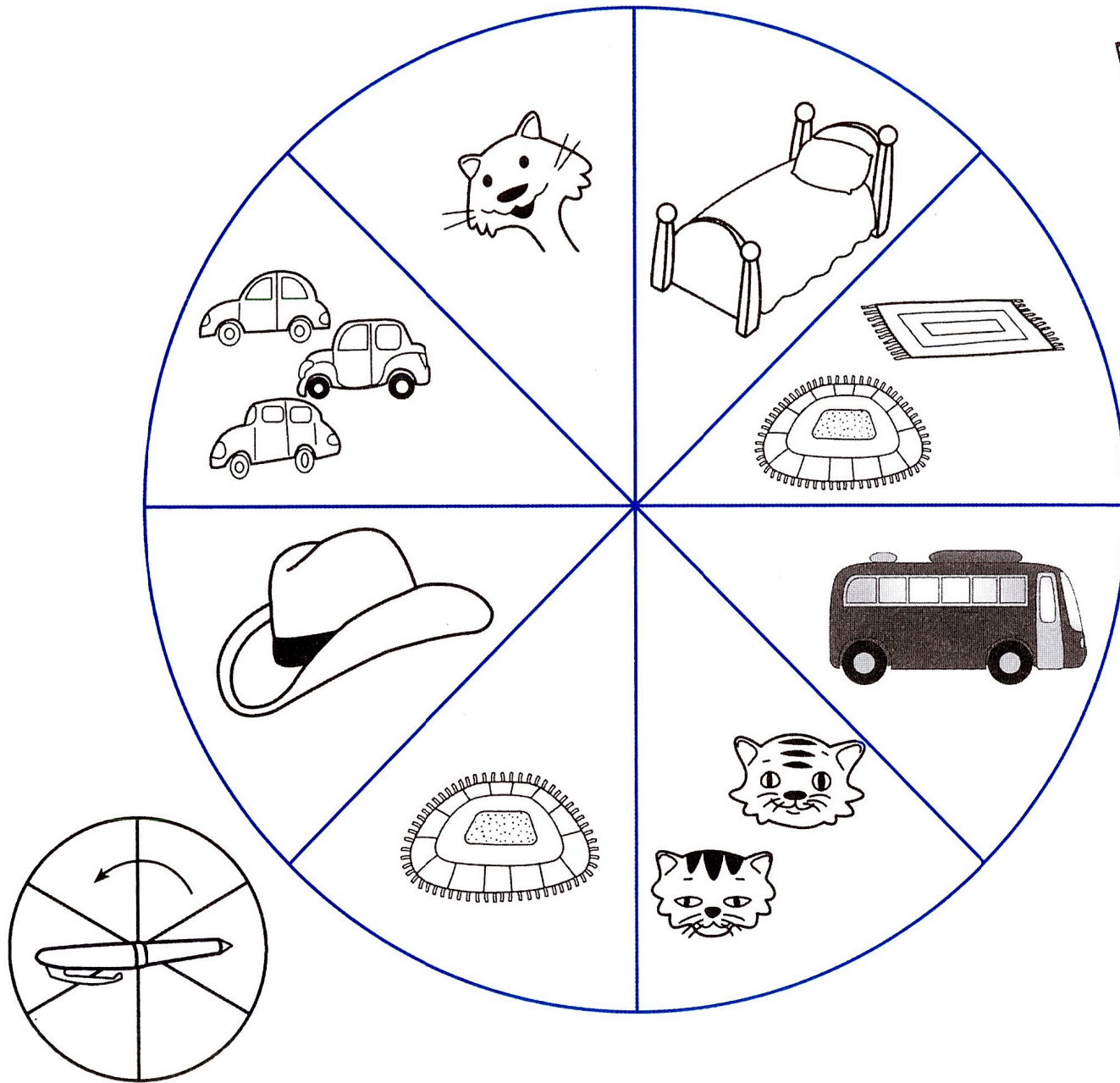
mops



pans

**Purpose:** Children practice writing words using visual cues. Then they trace plural words and draw pictures to show reading comprehension.  
**Extension:** Partners take turns saying simple singular and plural words to each other to write.

Use the cutout words from page 71. Spin and match words to pictures.







Trace. Cut out and use with page 70.

**Unit 7**  
**Letters and**  
**Words**

For page 91 certificate

bed

cats

bus

rugs

cars

cat

hat

rug



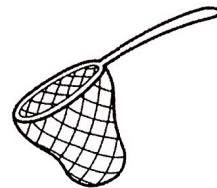
# 8

# Reading and Writing

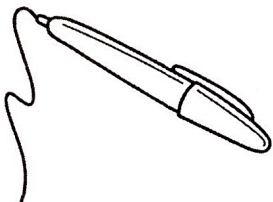
Look and read.



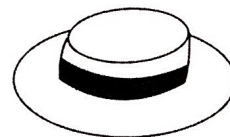
a dog



a net

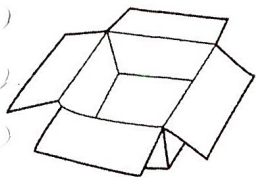


a pen



a hat

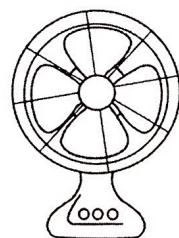
Look and write. Say.



\_\_\_\_\_

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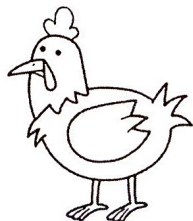
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\_\_\_\_\_



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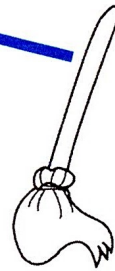
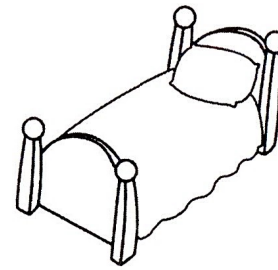
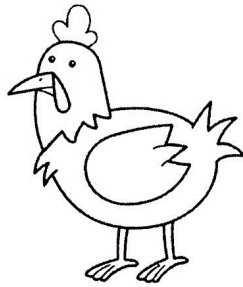
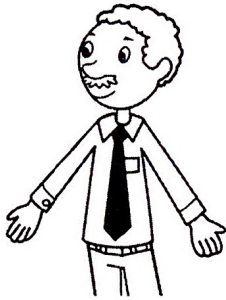
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\_\_\_\_\_

**Purpose:** Children practice reading, writing, and saying words. They focus on *a* + a separate word for describing singular things. **Extension:** Show letter cards of three words children know. Children write the words on paper and take turns with a partner reading the words.

Read and match the words to the pictures.

a mop      a bed      a man      a hen



Trace. Look and write.

6

a

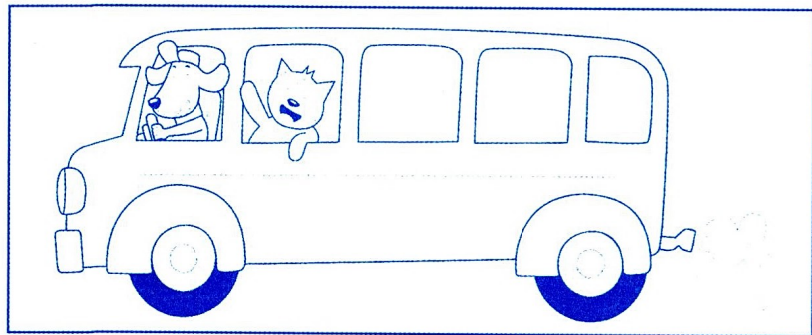
six

10

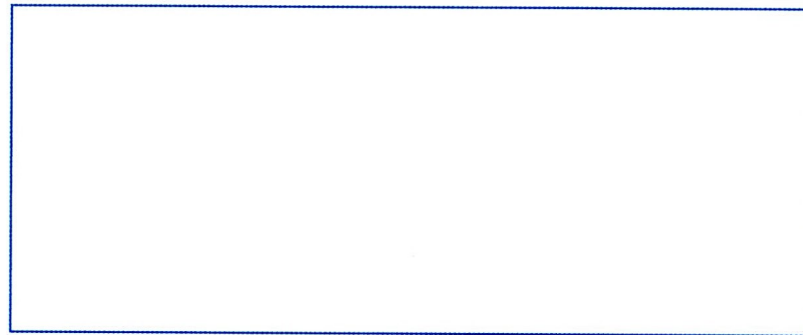


Trace and read. Draw pictures.

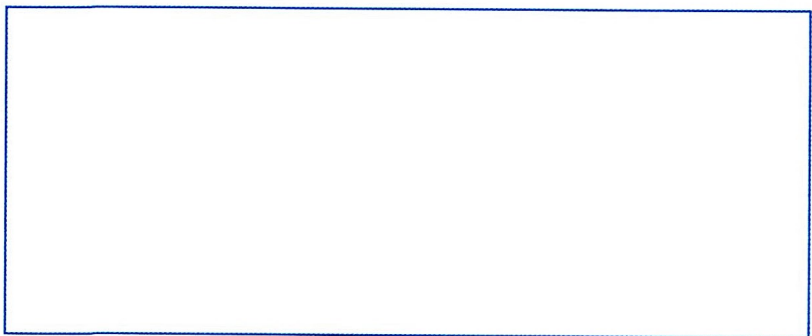
1. It is a bus. ↙



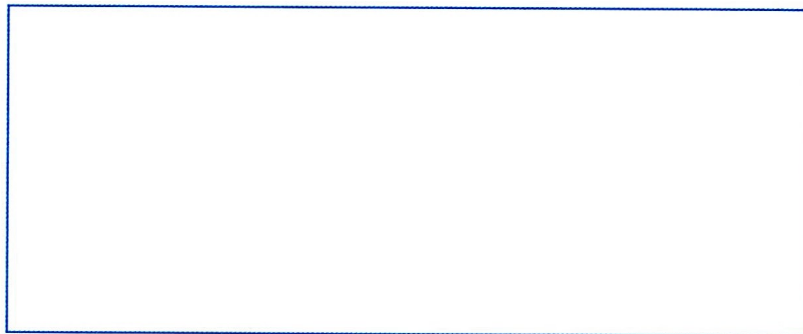
2. It is a bed. ↙



3. It is a dog.



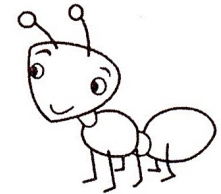
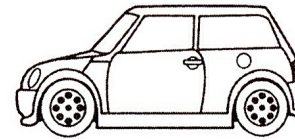
4. It is a cat.



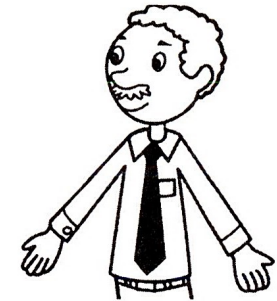
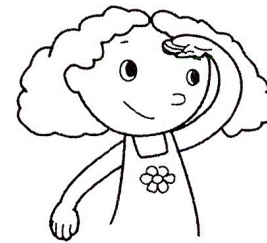
**Purpose:** Children practice reading comprehension by reading a sentence and drawing what it means. **Extension:** Ask a volunteer to draw a simple word, such as *bed* or *cat*. Then ask the class to use the word as they write a complete sentence *It is a \_\_\_\_\_*. Have individual students read their sentences aloud.

Trace and read. Circle the picture.

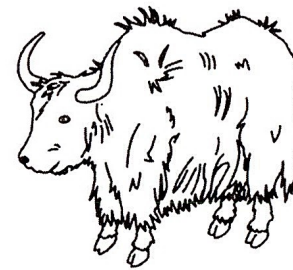
1. It is a car.



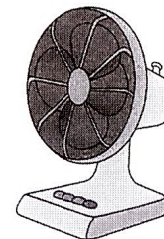
2. It is a man.



3. It is a cat.

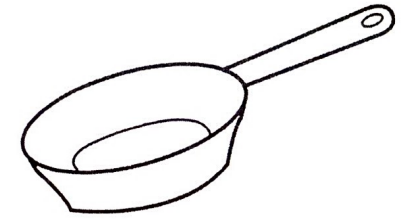


4. It is a fan.

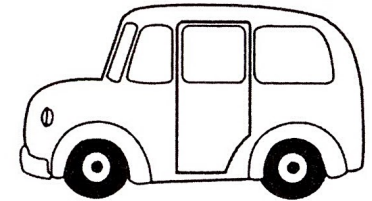


Trace and read. Match sentences to the pictures.

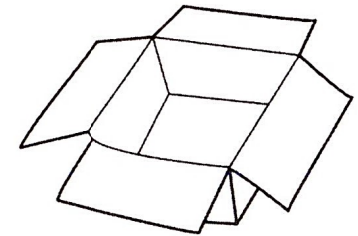
1. It is a van.



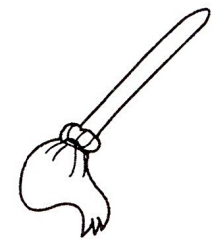
2. It is a mop.



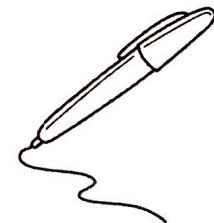
3. It is a pan.



4. It is a pen.

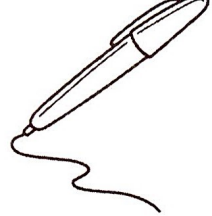


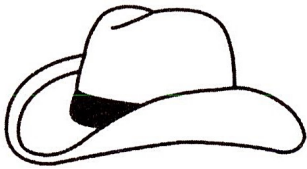
5. It is a box.

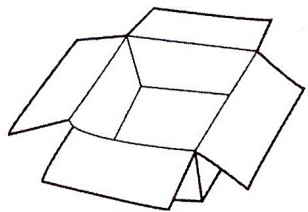


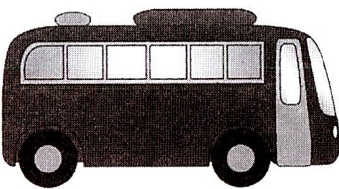
**Purpose:** Children practice reading, writing, and reading comprehension by tracing and reading sentences and matching each sentence to the correct picture. **Extension:** Write three sentences on the board (e.g., *It is a map/box/cat*). Have the children read each sentence aloud and then pantomime to show comprehension.

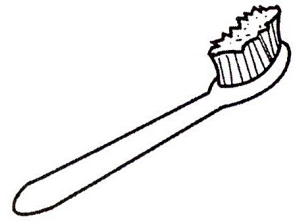
Read and look. Circle 😊 yes or ☹️ no.

1. It is a pen.   yes  no

2. It is a hat.   yes  no

3. It is a zoo.   yes  no

4. It is a bus.   yes  no

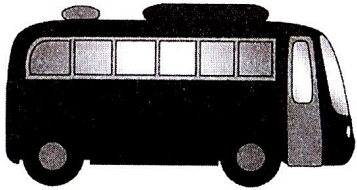
5. It is a net.   yes  no



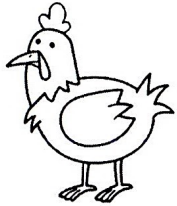
Trace and read. Look and write. Read.



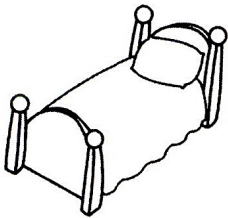
1. It is a cat.



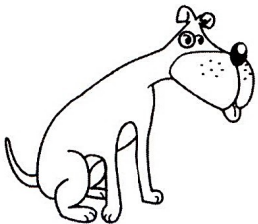
2.



3.



4.



5.

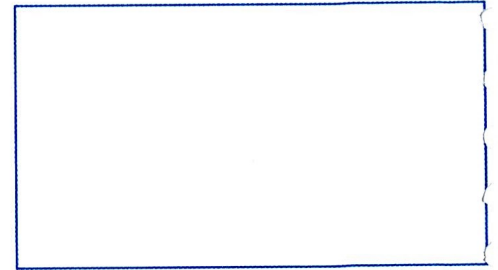
**Purpose:** Children practice reading and writing sentences using a picture. They can read their sentences to partners. **Extension:** Write words or sentences on the board. Read aloud words or sentences and have children tell you which word or sentence you have read.

Trace and read. Use the letter cutouts from page 81 to make words.  
Draw pictures.

1. It is a 

f	a	n
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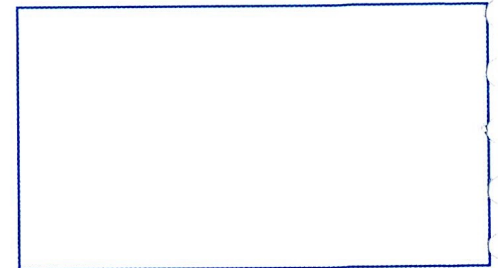
.



2. It is a 

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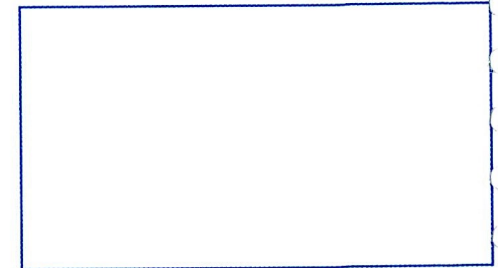
.



3. It is a 

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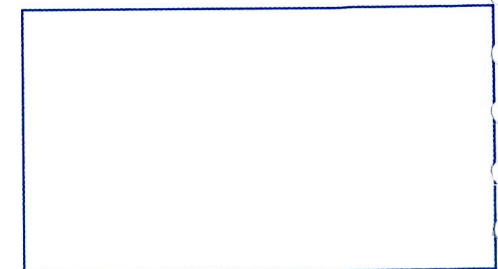
.



4. It is a 

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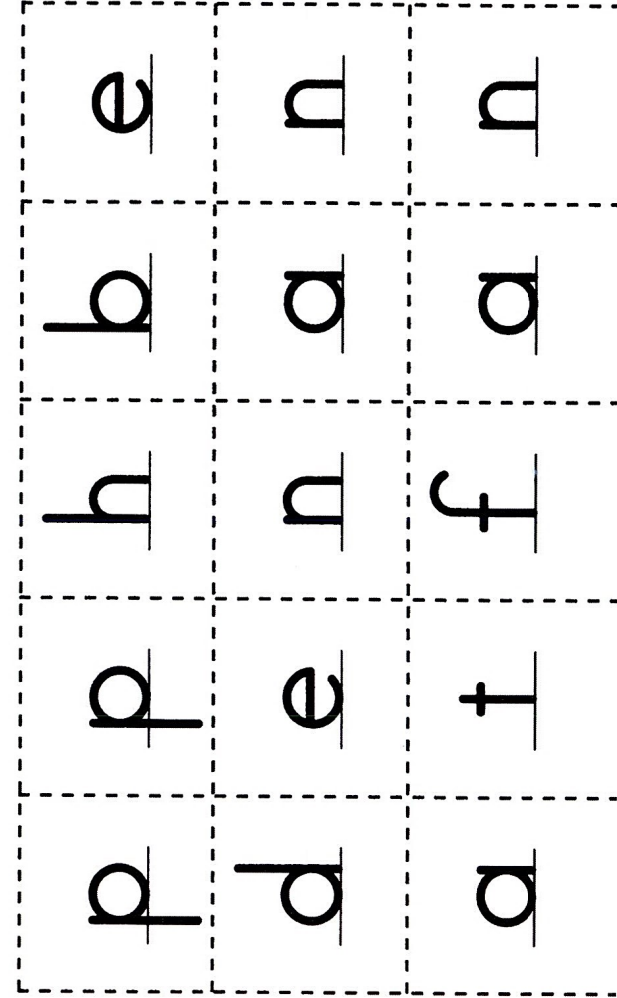
.



**Unit 8**  
**Reading and**  
**Writing**

For page 91 certificate

Letters for page 80

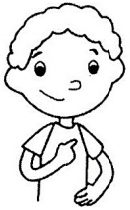




## 9

## Reading and Writing

Look. Read, trace, and write.



I

I

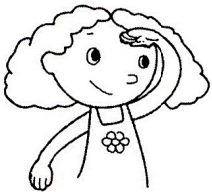
1.



they

they

2.



see

see

3.



color

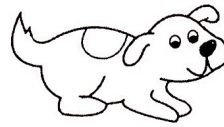
color

4.

**Purpose:** Children are introduced to rebuses. They associate each rebus with a word. It is important to model each rebus before children practice writing. For example, point to yourself and say, *I*. Point to the first rebus and say, *I*. Model reading, tracing, and writing *I*. Then let children do it. **Extension:** Act out rebuses on the page and have children say what they are.

Read. Circle 😊 yes or ☹️ no.

1. I see a dog.



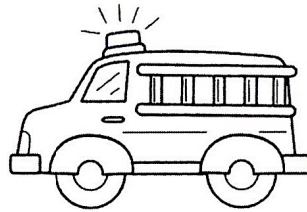
😊 yes ☹️ no

2. I see pans.



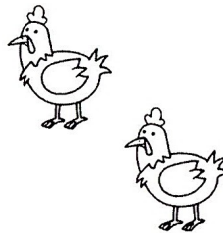
😊 yes ☹️ no

3. I see a van.



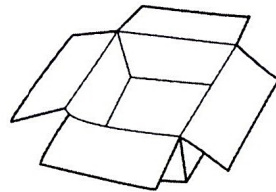
😊 yes ☹️ no

4. I see hens.



😊 yes ☹️ no

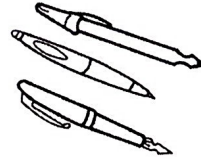
5. I see a box.



😊 yes ☹️ no

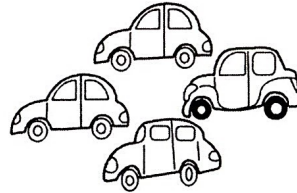
Read and look. Circle a face and write *yes* or *no*.

1. They are mops.

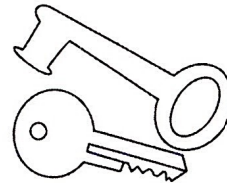


no

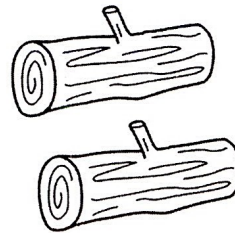
2. They are cars.



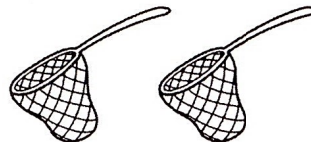
3. They are hens.



4. They are logs.



5. They are pens.

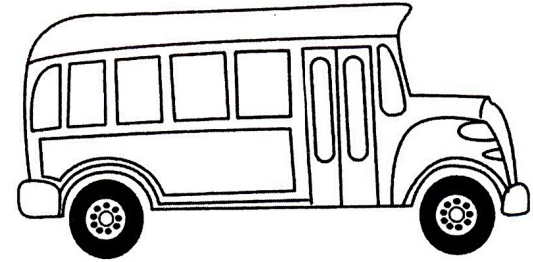
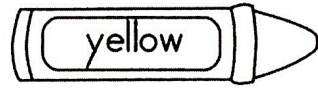


**Purpose:** Children practice reading *They are...* sentences with plural items. They show comprehension by looking at a picture and writing *yes* if the sentence is correct or *no* if the sentence is incorrect. **Extension:** Point to things in the room (singular and plural) and help children answer *It is a \_\_\_\_\_*; *They are \_\_\_\_\_*.

Read and color.

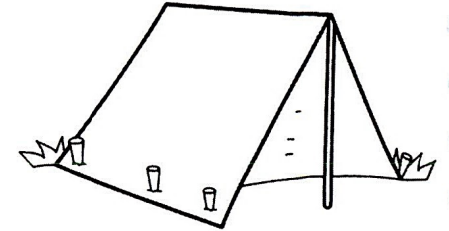
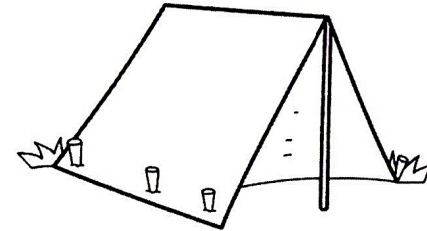
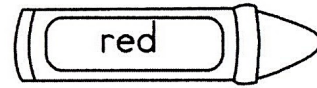
I see a bus.

Color the bus



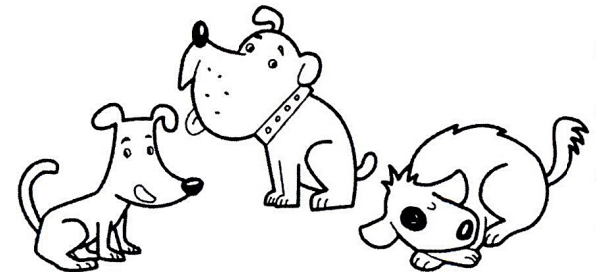
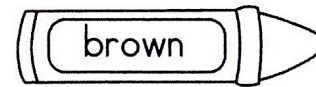
I see tents.

Color the tents



I see dogs.

Color the dogs



[www.irLanguage.com](http://www.irLanguage.com)

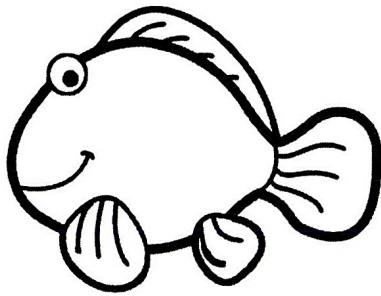


Read and color. Then read and circle *yes* or *no*.

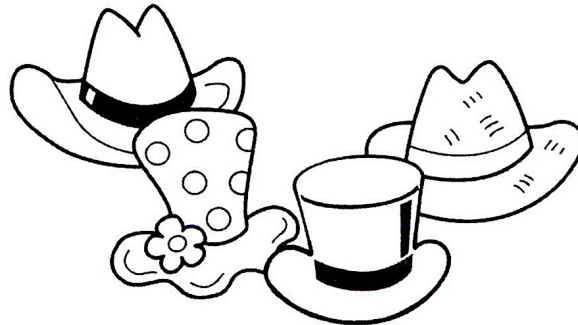
Color the fish blue.

Color the hats red.

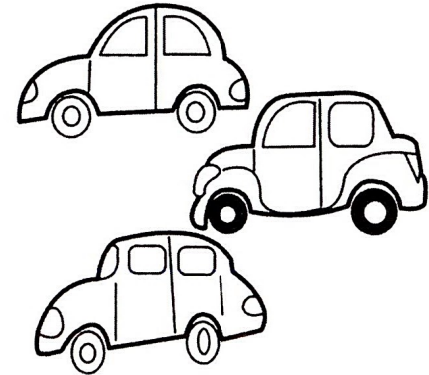
Color the cars pink.



2.



3.



It is a fish.

They are hats.

They are cars.

It is pink.

They are red.

They are blue.

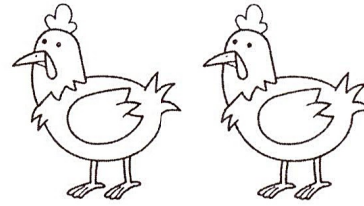
yes no

yes no

yes no

Read and look. Write *yes* or *no*.

1. They are hens.

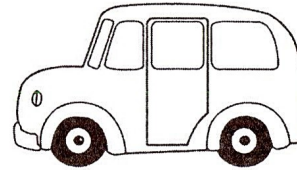


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2. I see vans.

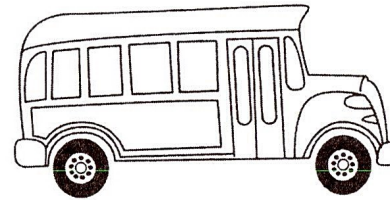


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3. I see a bus.



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4. It is a cat.

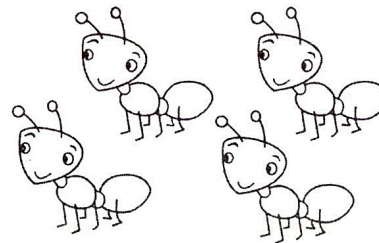


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5. They are ants.



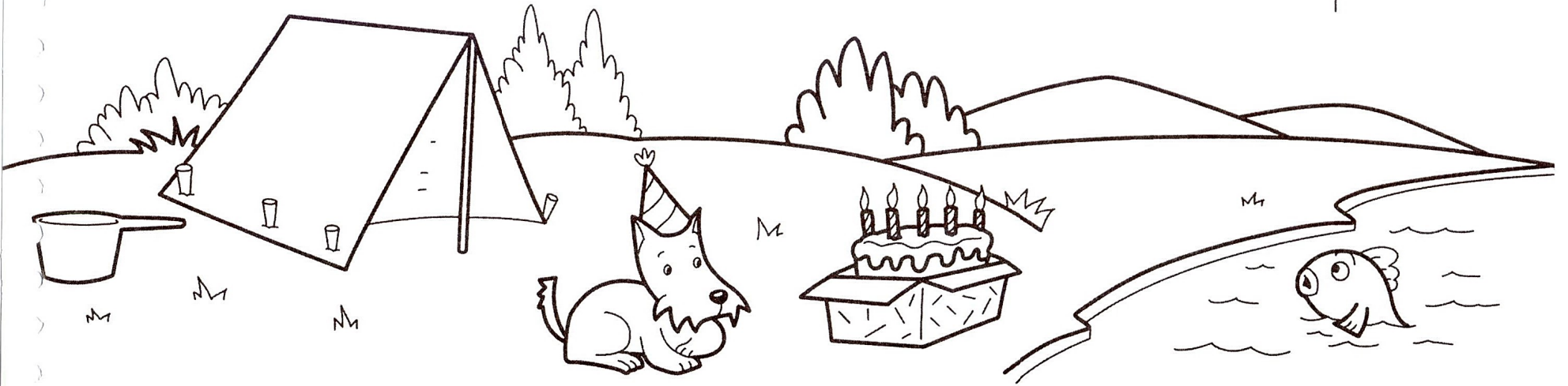
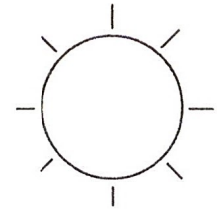
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Look and write sentences.



I see a tent.

I see a

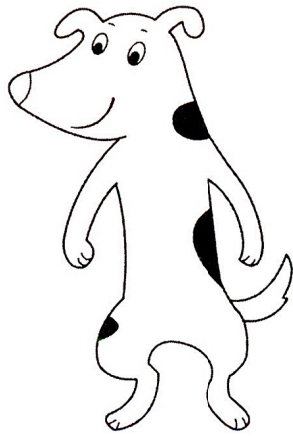
I

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**Purpose:** Children practice reading and writing by looking at a picture and using a sentence model (*I see a . . .*) to write about the picture. **Extension:** Ask each child to draw something on paper. Then have them pass their drawings to the right, look at their classmate's picture, and write a sentence about it.

Read the story and color.

1.



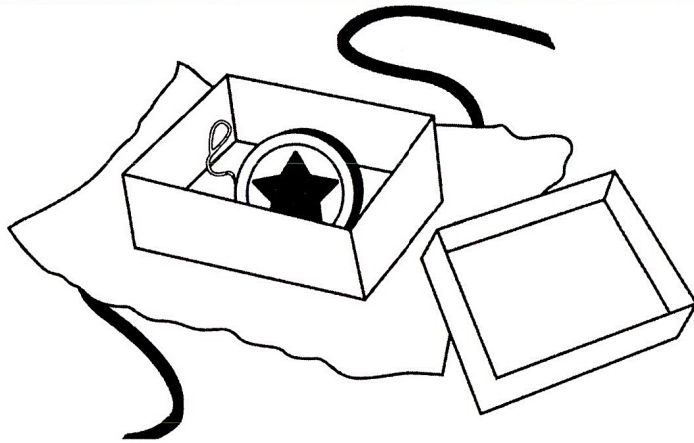
I see a dog.

2.



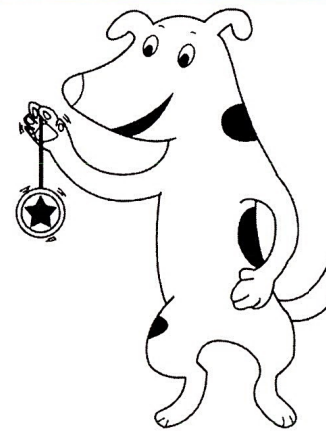
I see a box.

3.



I see a yo-yo.

4.



I see a 😊 dog!

**Unit 1**  
F, L, M, S

**Unit 2**  
P, T, A, N

**Unit 3**  
D, E, G, O

**Unit 4**  
C, H, I, U

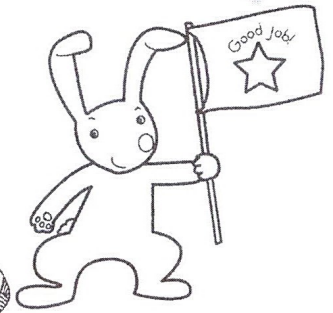
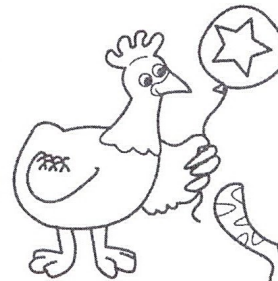
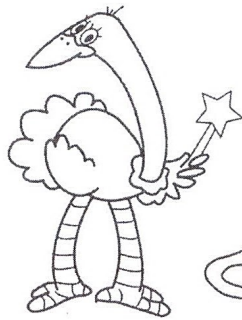
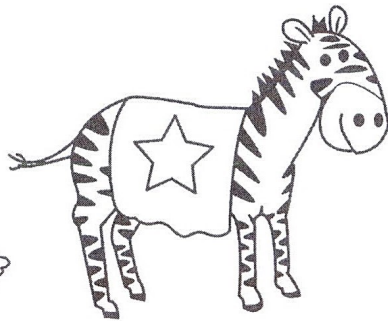
# Congratulations!

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can read and write.



**Unit 5**  
R, B, J, Y

**Unit 6**  
K, W, X, Z, Q

**Unit 7**  
Letters and  
Words

**Unit 8**  
Reading and  
Writing

**Unit 9**  
Reading and  
Writing

The image features a light blue background with a repeating pattern of stylized blue leaves and flowers. The leaves are elongated with a central vein and some darker blue shading. The flowers are simple, multi-petaled shapes with white centers. There are also small blue dots scattered throughout. The right edge of the page has a perforated line, suggesting it's a page from a notebook or binder.

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English and new skills.

**Big Fun** prepares students for a natural  
and positive experience with language:

- **Communication:** because young children like to express their interests and ideas
- **CLIL:** because young children are learning English and so much more
- **21st Century Skills:** because young children need to be prepared for the world that awaits them
- **Assessment for Learning:** because awareness and confidence lead to success.



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