



Story Star Countdown

Theme: Silly Stories

Phonics Focus: A and I

READ: *Alphabet Authors* by Kathleen Corrigan

You can find the script for this book in the back. Have your child name the things they see. Encourage them to pick out the first sound in those words. Bat might become b-b-bat. Learning to read is all about building your toolkit of known words and sounds!

Extension Activity:

Work through the included activities at your child's pace. They should be challenged, but not frustrated, and these activities do not need to be done in one sitting. Directions are included for each activity. If your child has trouble, that's okay! You can help them, just try not to give them the answer. They should be doing most of the work.

READ: *Kadooboo!* by Shruthi Rao

Read this book to your child. If able, let them read to you, or take turns. Along the way, talk with your child about what is happening and how they feel about the story. Ask questions like: why do you think the character did that? How would you solve this problem? What is the story trying to teach us? What was your favorite part of the story? All questions are good questions.

WRITE and DRAW: What is the funniest thing to ever happen to you?

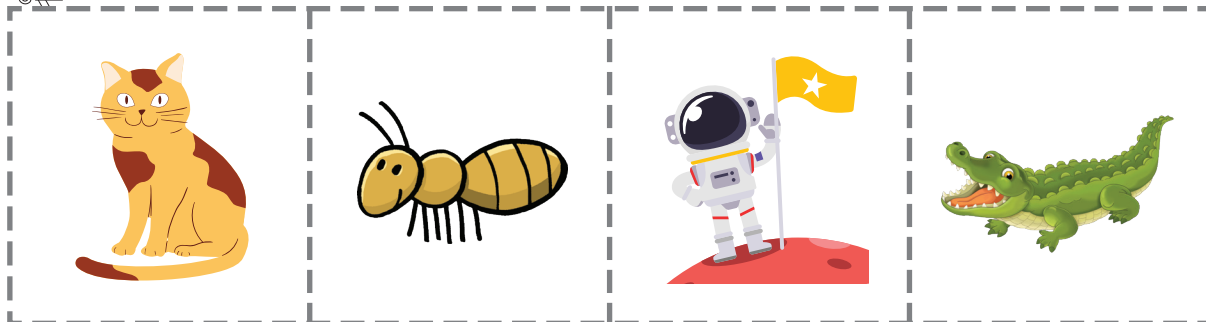
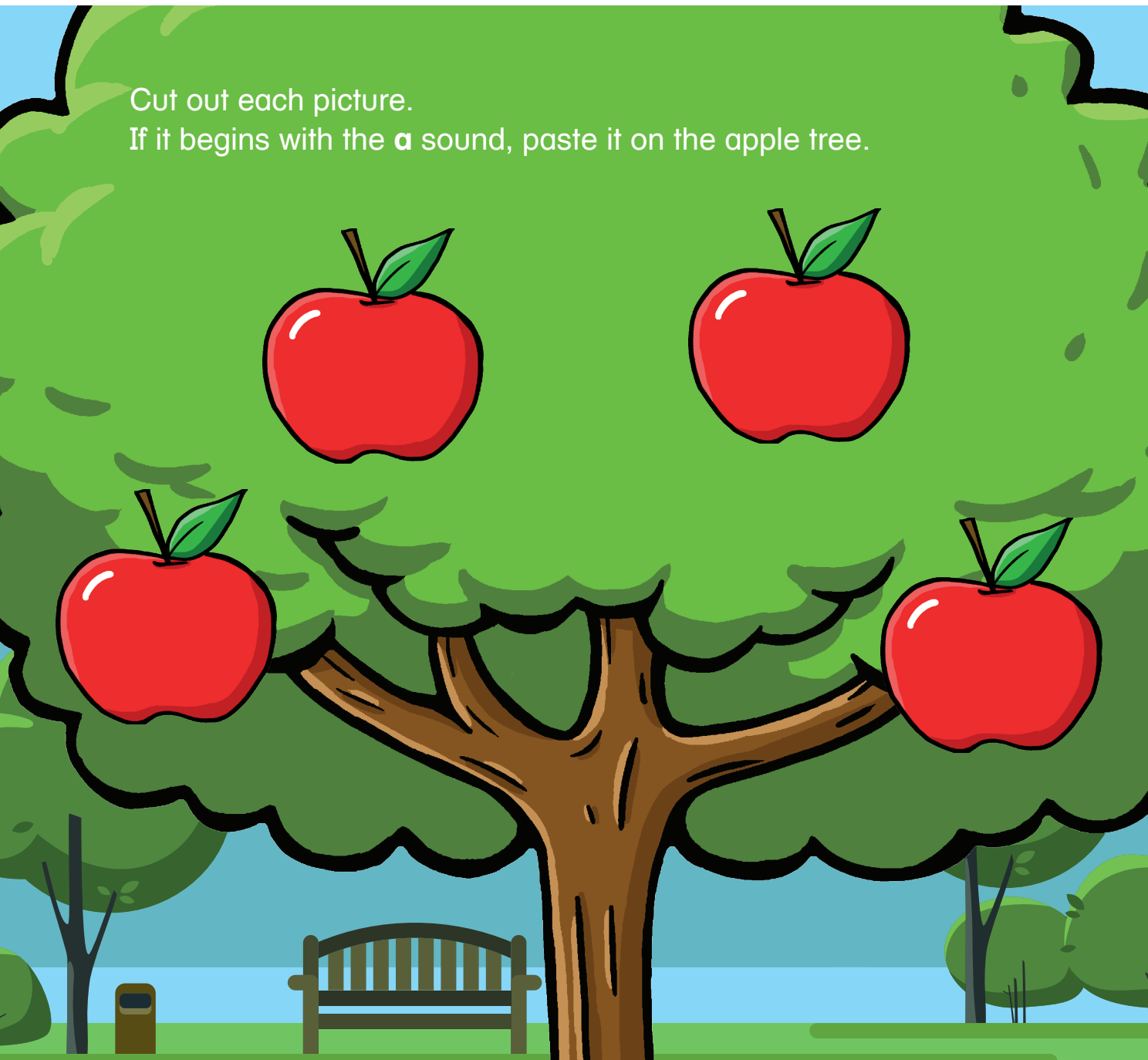
You can use notebook paper or the writing templates provided on our website. As your child writes, let them get their full thought down on paper before you correct anything. This is how they become a writer! As they spell, encourage them to use the rules they know. This is called invented spelling. Even if it doesn't look like what an adult would write, they are still practicing their phonics. Illustrations are always welcome!

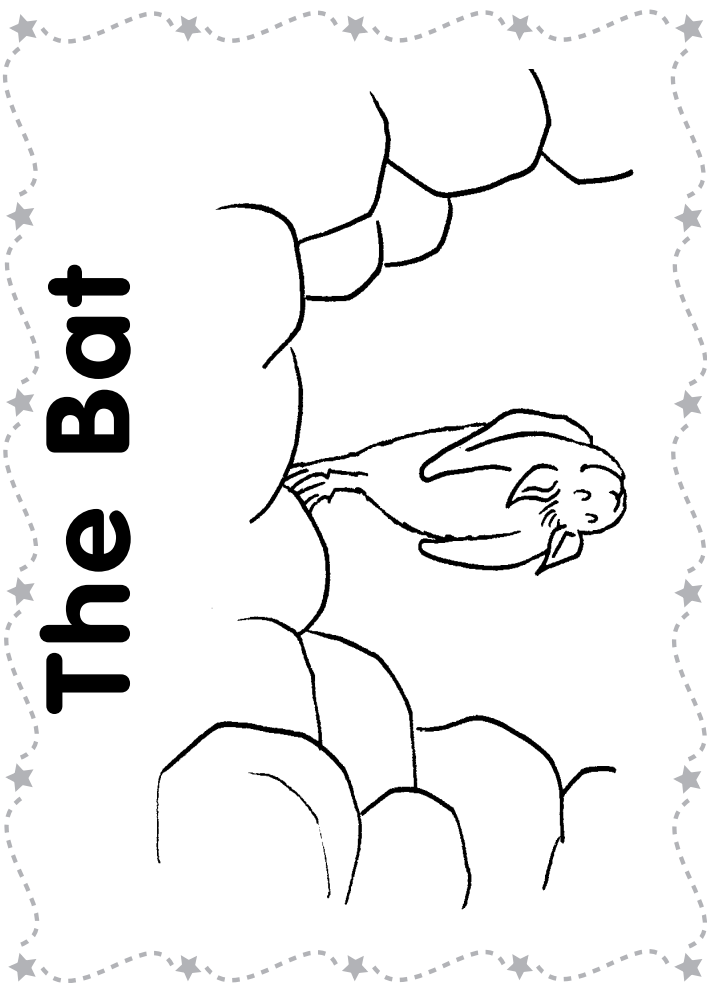
Name: _____

Recognize and sort a sound

Cut out each picture.

If it begins with the **a** sound, paste it on the apple tree.



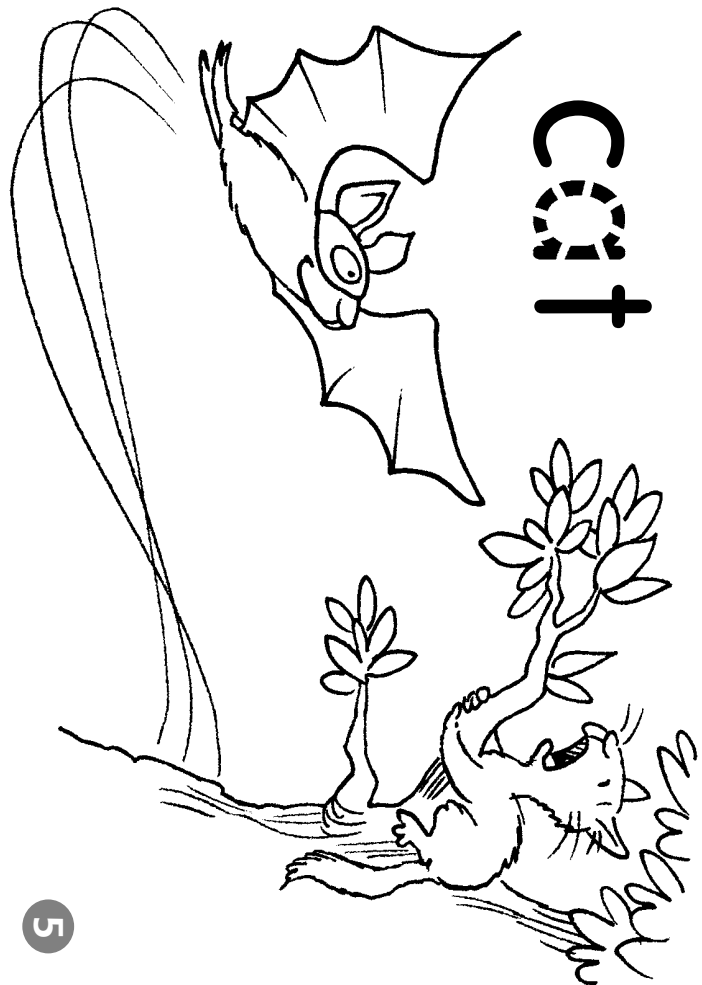


The Bat

The bat
with the mask
put a cat...

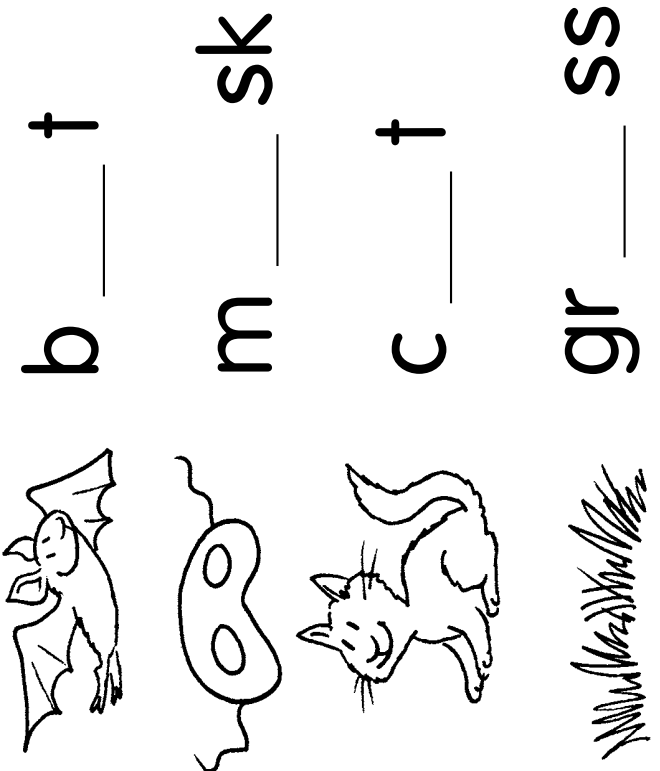
4

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cat

5



b _ t _

m _ sk _

c _ t _

gr _ ss _

8

3



mask

9

The bat
with the mask
put a cat
on the grass.

2

The bat
with the mask...

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gross



7

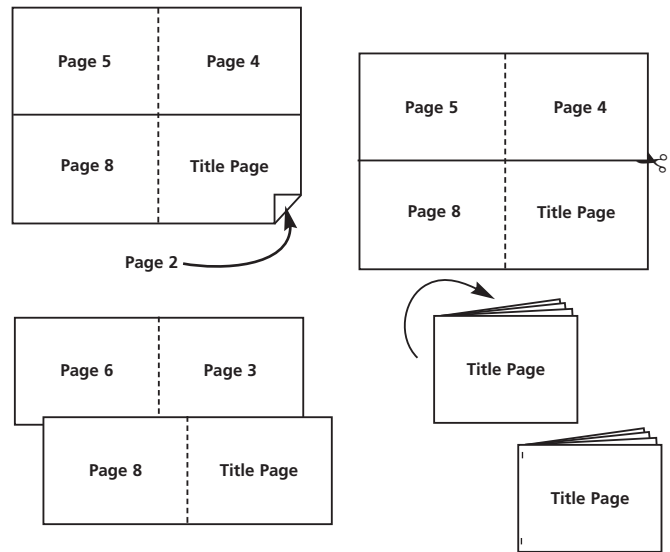


Making the Mini-Book

Follow these steps to print and put together the mini-book.

- ★ Print the mini-book pages. Make double-sided copies on 8 1/2- by 11-inch paper.
- ★ Cut the page in half along the solid line.
- ★ Place page 3 behind the title page.
- ★ Fold the pages in half along the dotted line. Check to be sure that the pages are in the proper order, and then staple them together along the book's spine.

NOTE: If you do not wish to make double-sided copies, you can photocopy single-sided copies of each page, cut apart the mini-pages, and stack them together in order, with the title page on top. Staple the pages together along the left-hand side.



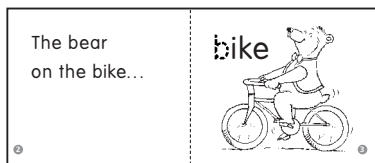
Using the Mini-Book

This mini-book will spark the interest and enthusiasm of students. It tells a humorous one-sentence story that incorporates four key words that give practice in the same phonics skill. The book include illustrations to support young readers.

- ★ The title page introduces children to the first word demonstrating the phonics skill—for example, *bear* for the initial consonant *b*.

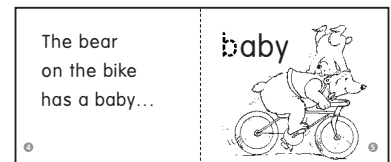


- ★ Pages 2 and 3 introduce the second key word in the sentence.

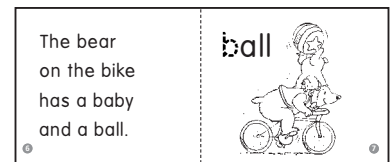


Readers see how the word fits within that mini-book's featured phonetic grouping (initial consonant blends, final consonants, or short vowels, for example). Students can practice writing the word by tracing over the dotted lines of the grouping's letter(s).

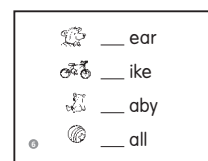
- ★ Pages 4 and 5 continue to the story, introducing and reinforcing a third key word (*baby*).



- ★ Pages 6 and 7 introduce and reinforce the fourth key word (*ball*), and complete the story.



- ★ Children can revisit the four key words on the back cover of each book by filling in the missing letters in the words to reinforce spelling.

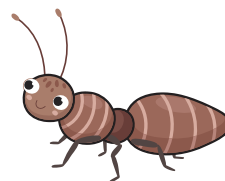
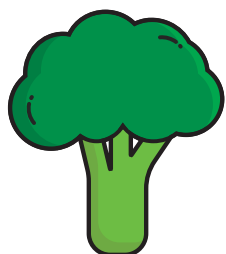


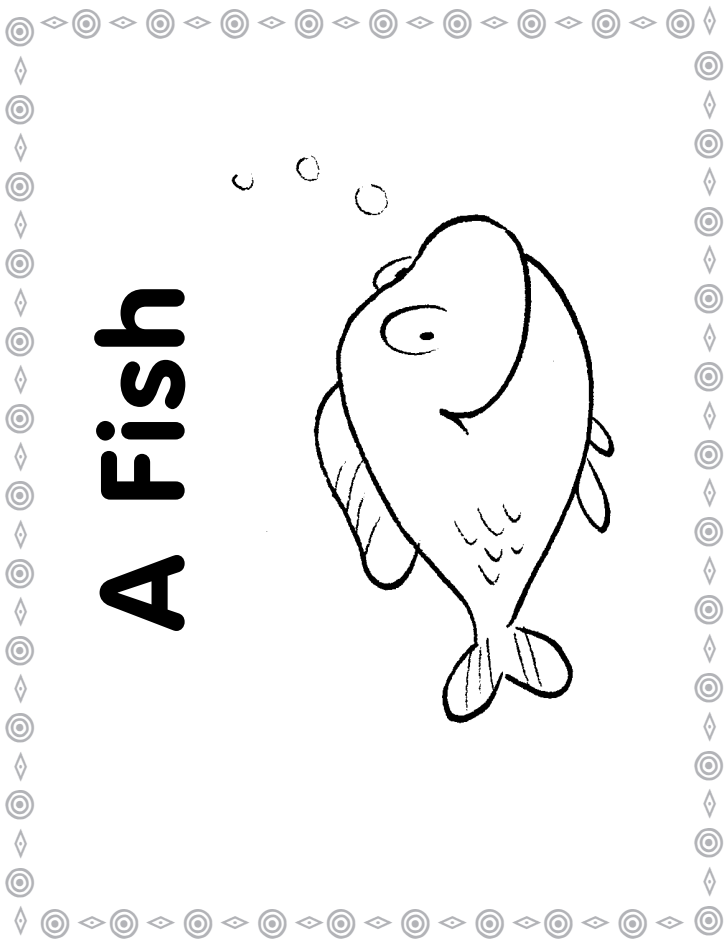
Name: _____

Recognize and sort i sound

Cut out each picture.

If it begins with the i sound, paste it on the invitation.



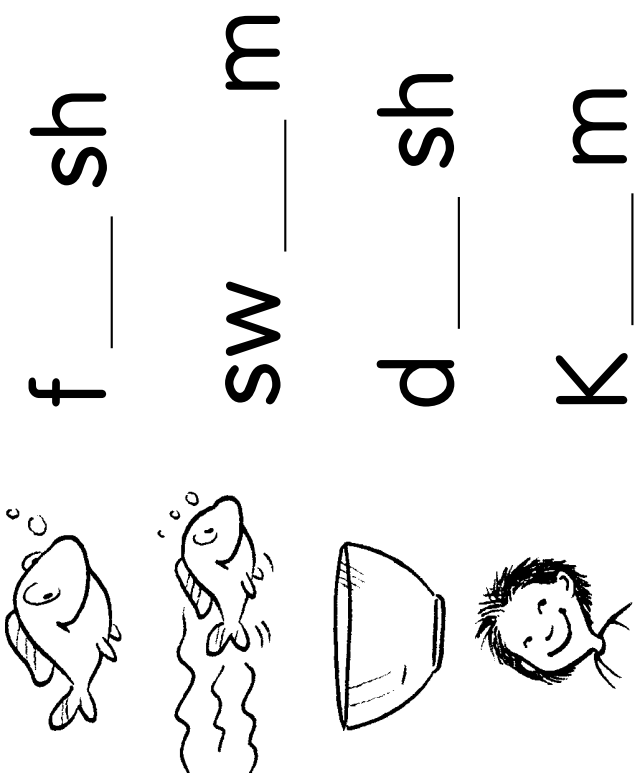


A Fish

A fish
likes to swim
in a dish...

4

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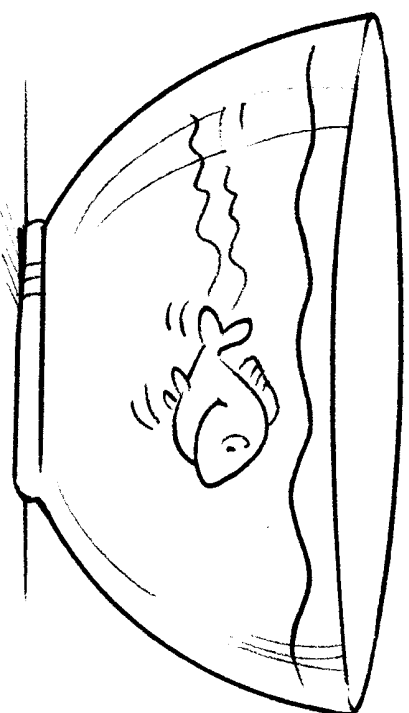
f _ sh

sw _ m

d _ sh

k _ m

dish



5

8

3



swims

9

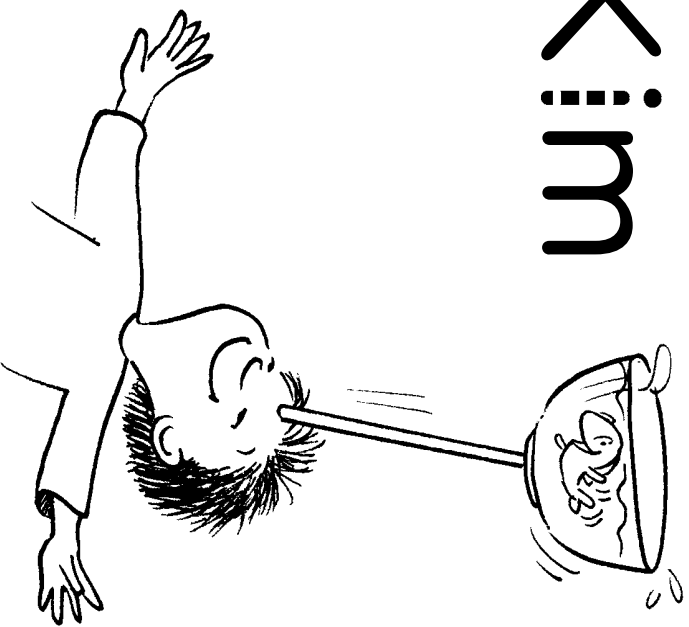
A fish
likes to swim
in a dish
held by Kim.

2

A fish
likes to swim...

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Kim



7

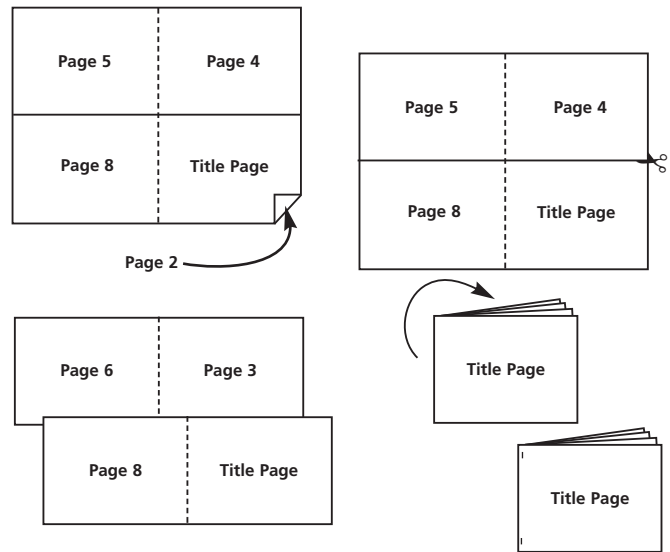


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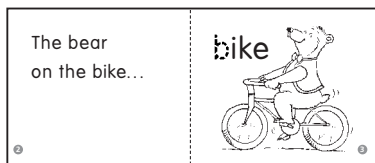
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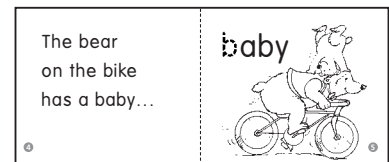


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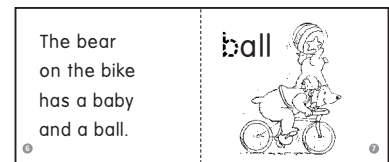


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