

# WELCOME TO WORD POWER 1

Our “learning to read” program is based upon the Orton-Gillingham approach to phonics. We use the Bible to teach phonics, combining it with the latest research to provide your younger students with a firm foundation in reading. Our method is multisensory (sight, sound, and touch), and phonics concepts are taught in a logical, sequential way. Each lesson builds upon the previous lesson, but the teacher remains in charge — helping the child move as quickly or slowly as needed. We believe in teaching “phonograms” so that

no guessing is involved. Order and the beauty of language will be emphasized, with lots of opportunity for review and practice each day.

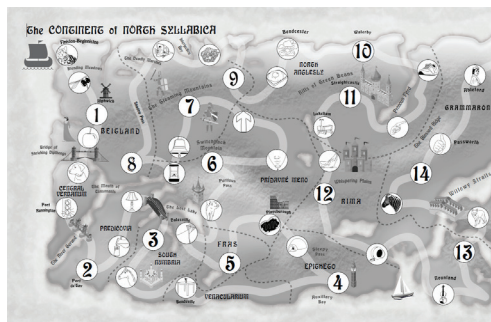
Each week’s lessons include child-friendly activities such as finding sounds around the home, playing fun games, singing rhymes, and learning beginning hand-writing skills. Because we are training future Bible students, we also introduce your child to the letters of the Hebrew *alephbet*.

## IN EACH UNIT, YOUR STUDENT WILL:

- **Review Flashcards** – Student sees letter or phonogram and tells you the sound. Then you’ll reshuffle the cards. Now you’ll say the sound, and student will spell and write it.
- **Practice Reading Blends and Words** – Student begins with simple blends and progresses to words. Finally, he will read sentences. We transition to reading from Scripture as soon as possible. The accompanying Word Power 1 Reader is a necessary supplement.
- **Learn New Sounds** – You’ll teach new phonograms to the student, who will write them, spell them, and read them.
- **Practice Sounds** – Student will use magnetic letters to spell words.
- **Dictate Words** – You’ll dictate words to the student, who will repeat them, spell them, and write them.
- **Dictate Sentences** – As student’s reading proficiency increases, you will dictate sentences to the student, who will repeat them and write them.
- **Play Games** – You will end each lesson with a fun activity.
- **Earn Stickers** – As student masters a sound, he can add a sticker to his Achievement Map so that he can see his progress.

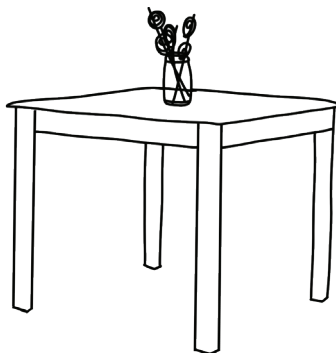
Even though the units contain daily plans, we want you to help your child master a set of skills before moving on to the next unit. Practice, practice, practice — this is what makes a confident reader!

We strongly recommend that you pace the instruction to the needs of your child rather than simply trying to complete the next lesson as rapidly as possible. Children mature at a variety of rates. Take as much time as your child needs!



# NOTES ON THE LESSONS

- The Sacred Name of the Creator has been changed to יהוה throughout this book. Since your child will be learning to read the Hebrew letters, you can begin to teach him what the letters in God's name are. While the authors of this curriculum pronounce His name "Yehovah," other pronunciations are possible. We feel it is not to be a divisive issue.
- We use the male gender for your child throughout this book ("he," "him," etc.). This is done because we want to be consistent in our use of English grammar. It becomes messy to say "he or she" each time, and it is incorrect to use "they" for only one student.
- You will see that the lessons are quite repetitive. First-grade students love predictable routines, and we urge you not to skip activities simply because an adult might find them boring.
- We occasionally recommend the use of a white board. We recently read research that indicated writing on a chalkboard or large piece of paper might actually be better for the brain development of young children, simply because the friction involved helps form brain pathways. If you only have a white board, we recommend purchasing sidewalk chalk and occasionally doing lessons outside!



## LESSON ATMOSPHERE

We recommend short, easy lessons. We suggest keeping school subjects to 15-30 minutes each. Attempt to change to a new activity before interest wanes.

Try to have your daily reading, writing, and spelling lessons at the same time and place each day. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have a few minutes of uninterrupted time with your beginning reader.)

Have your student face in the same direction each day, working at a comfortable table. This will help orient your student in space and in the awareness of left-right directionality.

We found the many ideas listed in this article to be of huge benefit. We highly recommend that you read it: [donpotter.net/pdf/shortcut\\_to\\_manuscript.pdf](https://donpotter.net/pdf/shortcut_to_manuscript.pdf)

# SUPPLIES NEEDED

- Pencil with an attached eraser
- Flashcards
- Stickers
- Word Power Reader 1
- Flashcards, stickers, and the reader are scheduled in each lesson and are available from [foundationspress.com/product/word-power](https://foundationspress.com/product/word-power).

Optional:

- Pencil grips
- Dry-erase board with markers, or chalkboard and chalk
- Magnetic letters

# AGES

This curriculum is intended primarily for children ages 4-9 who are first learning to read. You may easily use it with older children (or adults) to teach remedial reading, but you will probably be able to move much more quickly through the lessons.

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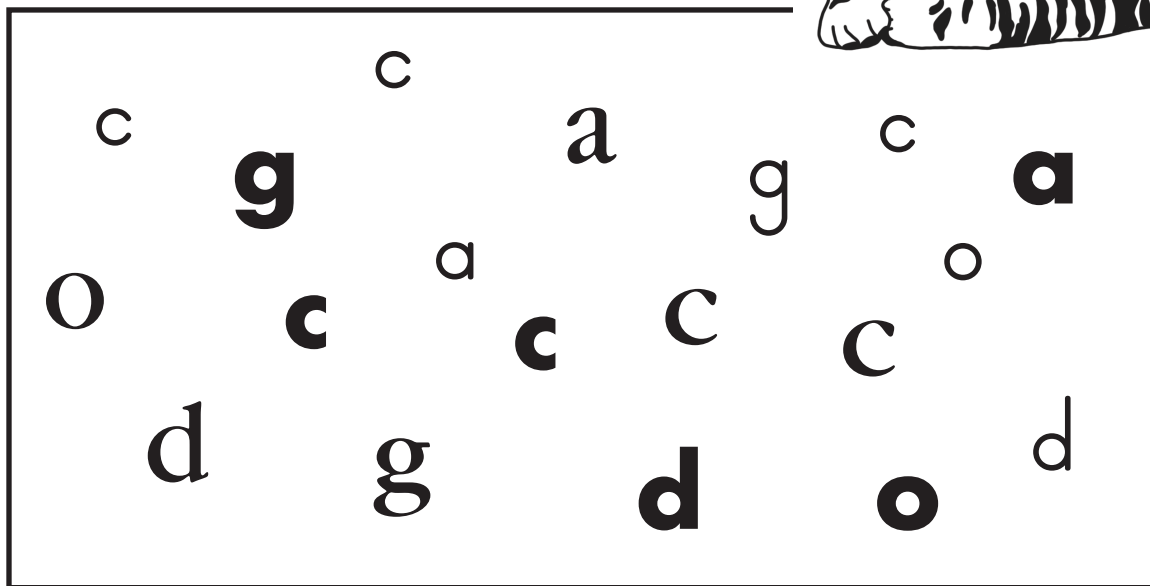
## c in cat

**TO THE TEACHER:**

- ☐ Show the flashcard for c. Teach your child that “c says /c/ in cat.”
- ☐ Can you think of any other words that start with /c/? (cab, cake, can, coat, cup, cone, cut, cute, etc.)
- ☐ Sing the Alphabet song.<sup>1</sup>



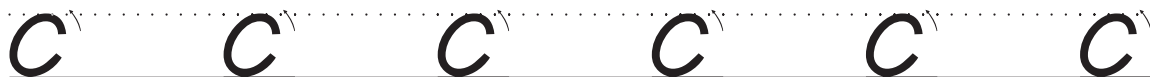
Circle all the c's. Can you find 7?



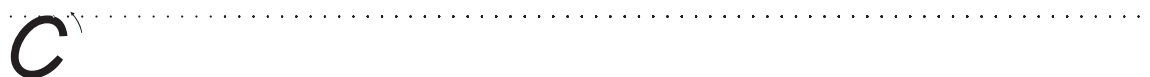
Add a sticker to your path on the map!



C says /c/ in cat. Say /c/ while you trace each letter. Always start at the top, then go around the circle to the left.



Trace the letter and write 5 more. Say the sound while you write each letter.



<sup>1</sup> <https://youtu.be/KFKGPOMusZk>

Trace the alphabet.

*a b c d e f g*

*h i j k l m n o p*

*q r s t u v w x y z*

Trace the cursive letter and write 5 more. Say the sound while you write each letter.

*x*

Trace the capital letter and write 5 more. Say the sound while you write each letter.

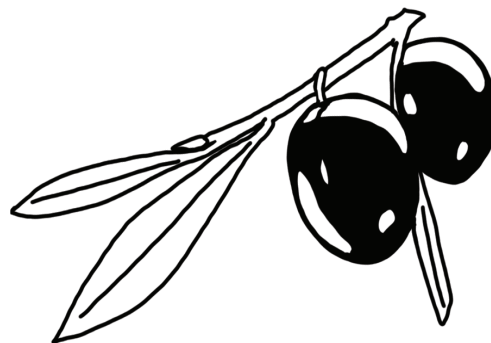
*C*

Make up a sentence about a cat. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.

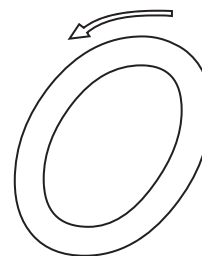
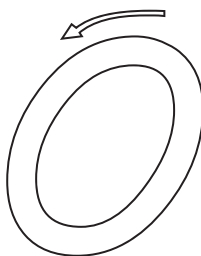
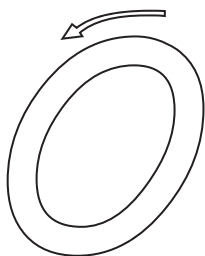
## o in olive

**TO THE TEACHER:**

- ☐ Show the flashcard for O. Teach your child that “o says /ō/ in olive.” O is a vowel.
- ☐ Can you think of any other words that start with /ō/? (ostrich, ox, odd, opposite, etc.)
- ☐ Review the flashcard for C.
- ☐ Using a white board, say a sound (/c/ or /ō/) and ask your child to write the letter that makes that sound. After your child writes each letter, say, “C says /c/” or “o says /ō/” while pointing to the letter together. This procedure is in preparation for when we begin to spell words.
- ☐ Sing the Alphabet song.



Trace with your finger.



Add a sticker to your path on the map!



O says /ō/ in olive. Say /ō/ while you trace each letter. Always go around the circle to the left.



Draw black olives on the olive tree.



Trace the cursive letter and write 5 more. Say the sound while you write each letter.



Trace the capital letter and write 5 more. Say the sound while you write each letter.



Make up a sentence about an olive. Ask your teacher to write it here. Notice that a sentence always starts with a capital letter and ends with a period.



Read Reader,  
p. 3.

**TO THE TEACHER:**

- ☐ Use sidewalk chalk (or water and a paint brush) to draw the letters on cement outside.
- ☐ Make the letter shapes with play dough. Always say the sound when forming a letter.

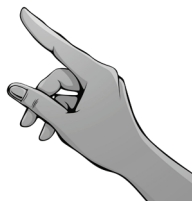


**TO THE TEACHER:**

- ☐ Use your finger to point under each letter, starting on the left side.
- ☐ Point under the o and say /ō/. Slide your finger to the next letter, and say its sound. Continue sliding and saying sounds across the entire first line.
- ☐ Now start again on the second line. When you get to the "oc" combination, say the /ō/ sound, then the /c/ sound. Then say say /ōc/ slowly.
- ☐ Sound out the "oc" combination again, and slide your finger more quickly this time. Say /ōc/ quickly.
- ☐ This will be the pattern you use as you practice blending sounds together. "Say it slow, then say it fast."

Sound out the following letters:

O O C C O C O  
O C OC O C OC



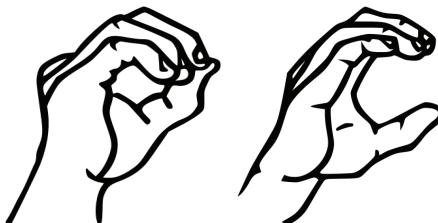
Now let's practice writing in cursive. Say /c/ while you trace each letter.

*c c c c c c*

Trace the letter and write 5 more. Say the sound while you write each letter.

*c*

Can you learn  
American Sign  
Language?



O

C

Trace the letters and write 2 more. Say /ŏc/ while you write each letter.  
Notice that cursive letters reach out to "tag" the next letter.

ŏc ŏc

Trace the letters and write 3 more. Say /ŏc/ while you write each letter.

ŏc

Trace the capital letter and write 5 more. Say the sound while you write each letter.

Ō



Review  
flashcards.

Ask your teacher to write your name in cursive.  
The first letter of your name starts with a capital letter.  
Copy your name onto the second line.



Read Reader,  
p. 4.

## Day 4

**TO THE TEACHER:**

- ☐ Review: What does c say? "C says /c/ in cat." What does o say? "O says /ō/ in olive." Review the flashcards for o and c.
- ☐ Sing the Alphabet song.

Now let's practice writing in cursive. Say /ō/ while you trace each letter.



Trace the letter and write 5 more. Say the sound while you write each letter.

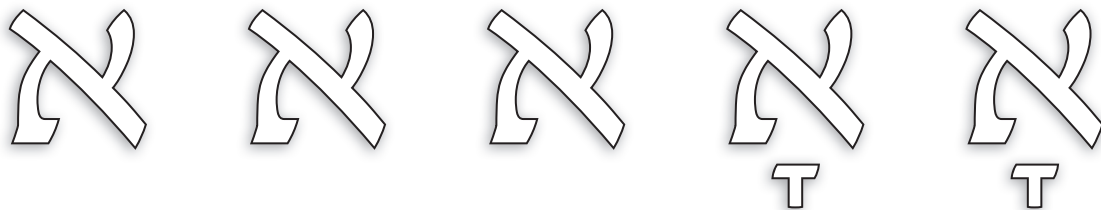


Trace the letters and write 2 more. Say /ōc/ while you write each letter. Notice that cursive letters reach out to "tag" the next letter.

**TO THE TEACHER:**

- ☐ In Hebrew, when a small line is placed under a consonant to make a **patach**, it is a vowel that says /ō/. Another vowel, called a **kamets**, makes a similar sound. It looks like a tiny T.
- ☐ Hebrew is read and written from right to left.

Trace the vowels and make three more.



Read Reader,  
p. 4 again.

**TO THE TEACHER:**

- ☐ Review: What does c say? "C says /c/ in cat." What does o say? "O says /ō/ in olive." Review the flashcards for o and c.
- ☐ Sing the Alphabet song.

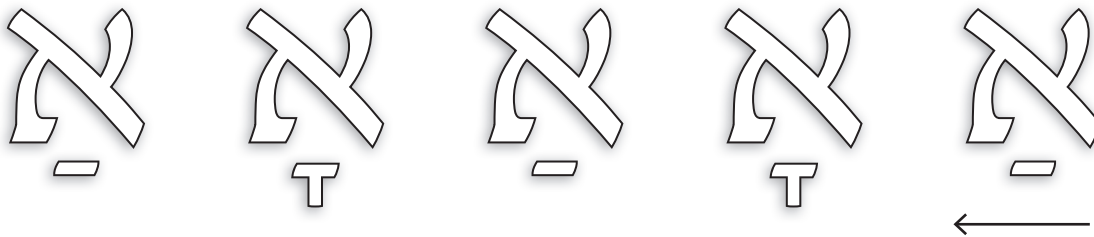
Practice writing your letters. Remember to say the sound as you write.

O C O C O C O C

Trace the letter and write 5 more. Say the sound while you write each letter.

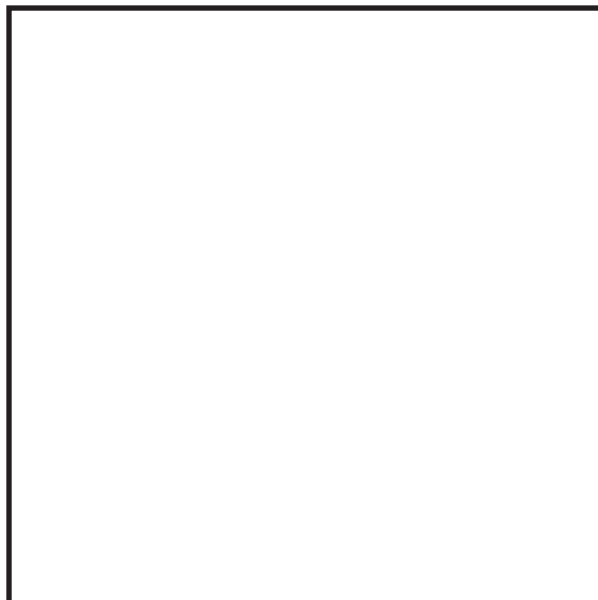
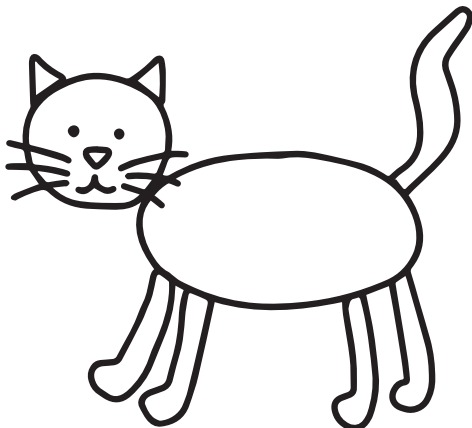
c o o c o c o c

Do you remember how to make an /ō/ sound in Hebrew?  
Trace the vowels. Remember to write from right to left.



Read Reader,  
p. 5.

Use the shapes to draw a cat in the square.



Add a  
sticker to  
your path on  
the map!



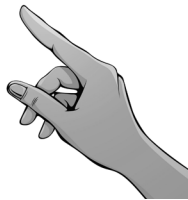
# compound

**TO THE TEACHER:**

- ☐ Show the flashcards learned so far. The child should respond to each with the proper sound. (If the child cannot respond correctly, have him trace the letter with his finger on the card, while you make the sound and say "c says /c/ in cat," for instance.)
- ☐ Make the sound of each letter learned so far. Your child should respond to each by naming it and writing it.
- ☐ Sing the Alphabet song.
- ☐ List the 5 vowels: a, e, i, o, u.

Sound out the following words:

sun set sunset  
bath tub bathtub



Now let's practice writing in cursive. Trace and then copy.

*sun*

*set*

*sunset*

# words

17

Read the following words:

sun

set

sunset

bath

tub

bathtub

can

not

cannot

pig

pen

pigpen

cat

nip

catnip

dish

pan

dishpan

with

in

within

sun

tan

suntan

Choose one of the compound words above and make up a sentence about it. Ask your teacher to write it here:

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Read Reader,  
p. 95.

### TO THE TEACHER:

- ☐ Sing the alphabet song.
- ☐ Have your child spell the following words on the lines below:
  - bath      tub
  - bathtub
  - cat      fish
  - catfish
  - bob      cat
  - bobcat

Write the words your teacher says.


Draw a line between the two words that make up the compound word.

*p i g p e n*

*c a s h b o x*

*c a t n i p*

*r a m r o d*

*i n l e t*

Copy the missing words.

*Yes, your law is*

*within my heart.*

*, your law*

*my heart.*



Read Reader,  
p. 96.



## Day 3

Finish the sentence your teacher dictates.

T

.....

.....

.....

.....

Practice making cursive capital letters. Trace and then copy.

A B C

D E F

G H I

J K L

M N O

**TO THE TEACHER:**

- ☐ Help your child write this sentence: The den is dim at sunset.

Draw a line between the two words that make up the compound words. Read each word.

cannot

upset

cashbox

upshot

hotbed

catfish

bedbug

bobcat

ramrod

within

inlet

whiplash

Can you remember what the 5 vowels are? Write them here:


Practice writing your letters. Remember to say the sounds as you write.

*chin shin thin*



Read Reader,  
p. 97.

## Day 4

Finish the sentence your teacher dictates.

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Practice making cursive capital letters. Trace and then copy.

*P*      *Q*      *R*

*S*      *T*      *U*

*V*      *W*      *X*

*Y*      *Z*

**TO THE TEACHER:**

- ☐ Help your child write this sentence: The shot upset the bobcat.

Sound out the following letters:

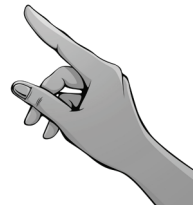
hat      them      rob      wet

ax      shed      hap      nip

cut      wax      quid      rub

rod      kith      sun      zip

shun      quip      when      fan



Trace the Hebrew consonants and vowels. Can you say all the sounds?

ב ג ד ה ו ז ט י

כ ל מ נ ס פ פ

ק ר ש ת



Read Reader,  
p. 98.

## Day 5

Finish the sentence.

comes before \_\_\_\_\_  
 and \_\_\_\_\_,  before the  
 other three:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_.

Sound out the following letters:

ca      ke      ki      co      cu

cat      Ken      kit      cob      cud

cash      keg      kid      cod      cup

Sound out the Hebrew letters. Write the word using English letters.

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

סג

טג

בג

נג

Finish the sentence your teacher dictates.

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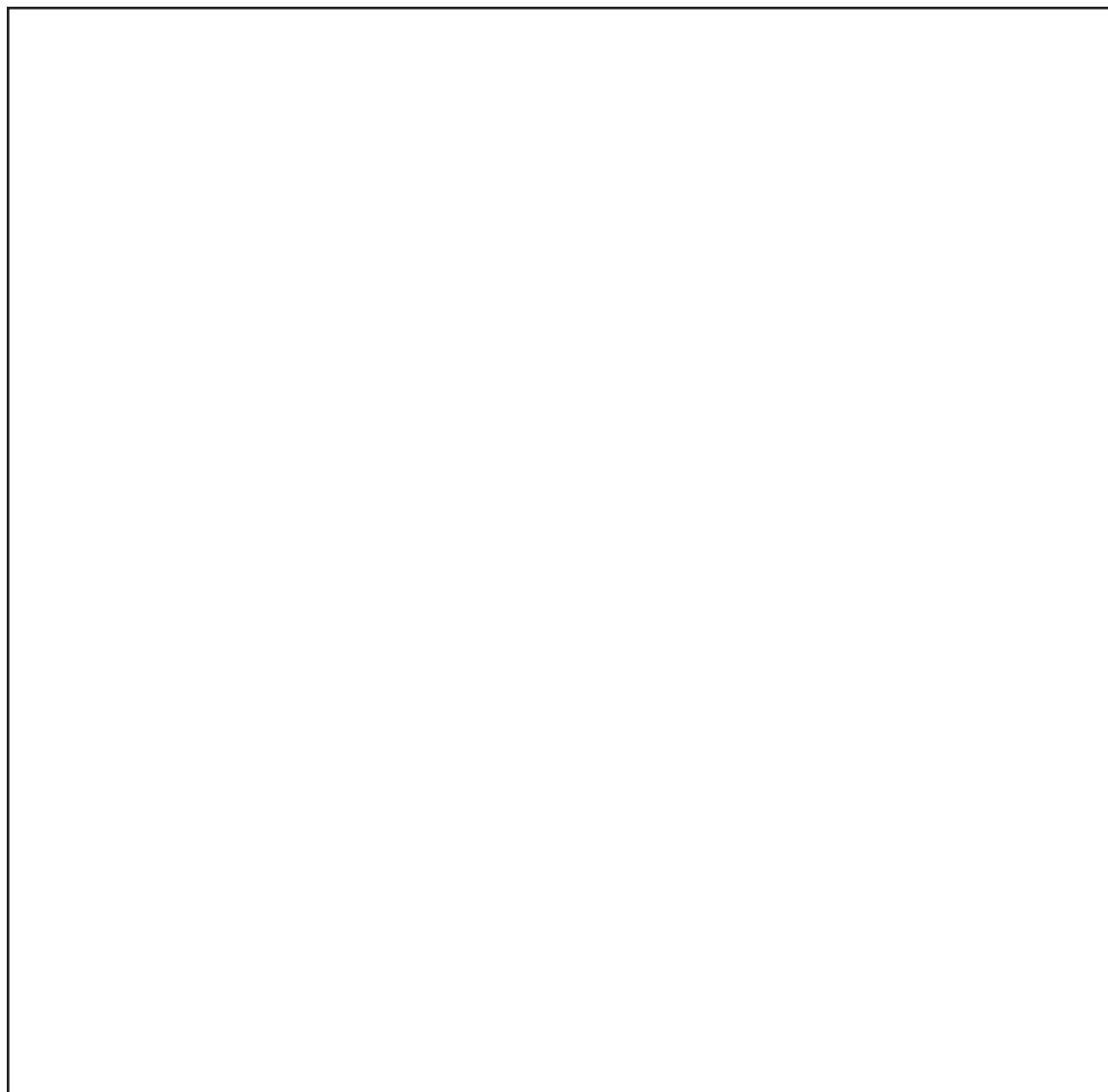
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Draw a picture to illustrate the sentence.



**TO THE TEACHER:**

- ☐ Help your child write this sentence: Jim cannot sit in the bathtub.
- ☐ Use watercolor paints to make a picture of a sunset.

Add a  
sticker to  
your path on  
the map!



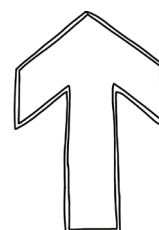
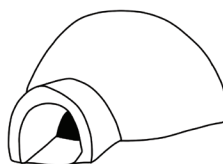
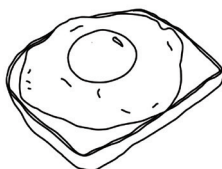
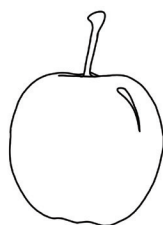
Read Reader,  
p. 99.

# silent

**TO THE TEACHER:**

- ☐ Find each of the flashcards that contain vowels (a, e, i, o, u). Put them in one pile. Make the sound of each vowel.
- ☐ Put all the consonants and blends in another pile. Make the sound of each consonant.
- ☐ Use the charts on pp. 260-261 to review the sounds of all the vowels. Page 260 shows all the vowels' short sounds. Page 261 shows the sounds each vowel makes when it "says its names."
- ☐ Be ready for this week by watching Anne teach how to make vowel sounds at <https://youtu.be/71jRuN2ke60>.

Write the vowel that goes with each picture.



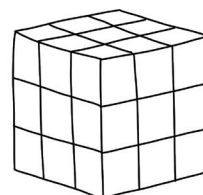
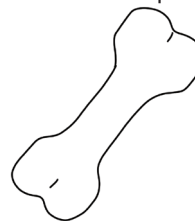

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Sometimes a vowel "says its name" instead.

Write the vowel that says its name inside each of these picture words.




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Circle all the vowels in the words below.

pin kit pal bit tap **not**  
 nap mat run tin rat rod  
 fat mop bit pal map  
 rid

**TO THE TEACHER:**

- ❑ The concept of “silent e” can be difficult for children. They have learned the short sounds of the vowels. Last week, they learned that vowels can also say their names. This week, they will learn that sometimes vowels can be silent. Thankfully, learning “silent e” will open up a whole world of words that your child can read.
- ❑ Write the following words in big letters on a white board. Show your child that when you place a “silent e” next to each word, it suddenly changes the word. A small **pin** becomes a great **pine**, a **kit** becomes a **kite**, a **pal** becomes **pale**, and a little **bit** of candy becomes a great big **bite**.

pin	pine
kit	kite
pal	pale
bit	bite

Circle the vowel. Add a silent E to the end of each word. The silent E will help the first vowel “say its name.” Read each word.

pin

mat

kit

rod

pal

tap

bit

plan



Read Reader,  
p. 155.

Let's practice writing syllables. Trace the syllables. Sound them out as you write.

ta te ti to tu



**TO THE TEACHER:**

- ☐ Sing the alphabet song.
- ☐ Name the five vowels: a, e, i, o, u. What two sounds does each vowel make?
- ☐ Use the charts on pp. 260-261 to review the sounds of all the vowels.

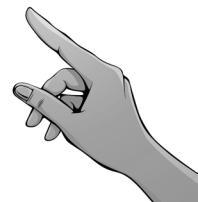
Sound out the following open syllables. Each vowel says its name.

pa pe pi po pu

ba be bi bo bu

la le li lo lu

na ne ni no nu



Let's practice writing words. Watch for silent E.

pine tap

note fat rode

bit made

gap plane

Write the sounds your teacher dictates.

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**TO THE TEACHER:**

- ☐ Help your child spell these words. When pronouncing syllables with consonant blends, say it “normal,” and then slowly say each sound so that the consonants and vowels are obvious.

rid     ride  
 tap    tape  
 plan   plane

Copy the missing words.

יְהוָה God made the earth and the  
 heavens.

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Read Reader,  
 p. 156.

Genesis 2:4

**TO THE TEACHER:**

- ☐ Review:  
F, L, S,  
Don't make a mess!  
Double the final consonant  
For F, L, S  
Zzzzzzzz... (snore loudly!)
- ☐ Sing the alphabet song.
- ☐ Use the charts on pp. 260-261 to review the sounds of all the vowels.

Let's practice writing words. Trace the word, then write it again. Sound it out as you write.

wade

dome

mite

stole

Trace the sentence. Remember to say the sounds as you write.

She got a bite  
of cake.

**TO THE TEACHER:**

- ☐ Help your child make up sentences using the three words on each line.

Trace the words. Remember to say the sounds as you write.

ride go bike

man king he

she name hi

frog jump it



Write your first name. Write your last name.



Read Reader,  
p. 157.

**TO THE TEACHER:**

- ☐ Review:
  - F, L, S,
  - Don't make a mess!
  - Double the final consonant
  - For F, L, S
  - Zzzzzzzz... (snore loudly!)
- ☐ Sing the alphabet song.
- ☐ Use the charts on pp. 260-261 to review the sounds of all the vowels.

Let's practice writing words. Trace the word, then write it again. Sound it out as you write.

not

note

mop

mope

bit

bite

Circle the vowels. Underline the phonograms. Cross out the silent E's.  
Point to the C-V-C syllables. Now point to the C-V syllables. Good job!

sing

swept

trum pet

chil dren

he

rate

kite

thing

in sect

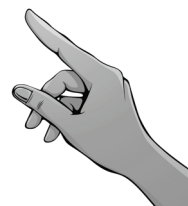
I rish

me

go

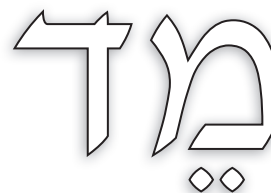
pine

Sam

**TO THE TEACHER:**

- ☐ In Hebrew, two small dots are placed under a consonant to make a *tsere*, the vowel that says /ay/. The two dots look like two balls bouncing on the bay.
- ☐ To read in Hebrew, first say the sound of the consonant, and then read the sound of the vowel under it. Remember to read from right to left.

Sound out the letters as you trace and copy.



Read Reader,  
p. 158.

## Day 5

Let's practice writing words. Trace the word, then write it again. Sound it out as you write.

hide

plane

shame

Jane

Sound out the Hebrew letters. Write the word using English letters.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

כֶּסֶם

פֶּדָה

נֶשֶׁפֶּה

פֶּלֶן

Finish the sentence your teacher dictates.

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---



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Draw a picture to illustrate the sentence.

Add a  
sticker to  
your path on  
the map!



Read Reader,  
p. 159.

**TO THE TEACHER:**

- ☐ Help your child write this sentence: Can you save the lame dog?
- ☐ Read Proverbs 12:10 together. How does a righteous man treat animals? How does a wicked man treat animals?
- ☐ Use the charts on pp. 260-261 to review the sounds of all the vowels.



# oa in soap

**TO THE TEACHER:**

- ☐ Use the charts on pp. 260-261 to review the sounds of all the vowels. What do the vowels say when they say their names?
- ☐ Teach your child two new phonograms today. First, teach your child that “oa says /ō/ in soap.” Also, “oe says /ō/ in toe.”
- ☐ Remember, “When two vowels go walking, the first one does the talking.” Example: In the word “soap,” two vowels, oa, are “walking together. The first vowel o says /ō/, and the second vowel, a, is silent. The first vowel “does the talking.”
- ☐ Remember, “A vowel is afraid to say its name, so it needs a friend with it.” Example: In the word “toe,” two vowels, oe, are together. The first vowel o says its name, /ō/, and the second vowel, e, is only there to give him courage.
- ☐ Review all the flashcards learned so far. Be sure to review both letter sounds and phonogram sounds.

Oa says /ō/ in soap. Say /ō/ while you trace each phonogram. Make 3 more.

Oe says /ō/ in toe. Say /ō/ while you trace each phonogram. Make 3 more

oe oe

Let's practice writing words. Sound them out as you write.

oat oak

roam foam

goat float

Add a  
sticker to  
your path on  
the map!



# oe in toe

33

Let's practice writing words. Sound them out as you write.

toe

foe

roe

hoe

woe

doe

boat

toast

groan

moan

goal

coal

coat

throat

Add a  
sticker to  
your path on  
the map!



Read Reader,  
p. 191.

## Day 2

Let's practice writing words. Sound them out as you write.

croak cloak

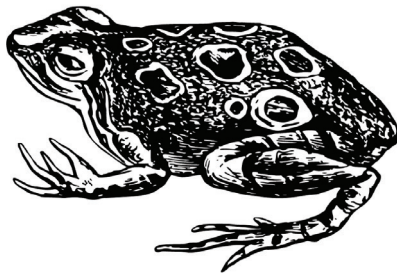
soak loaf

soap goad

coast boast

road toad

roe doe



Write the sounds your teacher dictates.

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**TO THE TEACHER:**

- ☐ Help your child spell these words. Let your child know whether you are using the oa or oe phonogram.

goat boat

oak oat

toe hoe

Copy the missing words.

I will never forget your precepts, for  
with them, you have revived me.

*never forget*  
*your* , *for*  
*, you have*  
 .



Read Reader,  
p. 192.

**TO THE TEACHER:**

- ☐ Review:  
F, L, S,  
Don't make a mess!  
Double the final consonant  
For F, L, S  
Zzzzzzzz... (snore loudly!)
- ☐ Sing the alphabet song.

Draw a line between syllables. Read the words.

billboard

steamboat

cocoa

crossroad

oatmeal

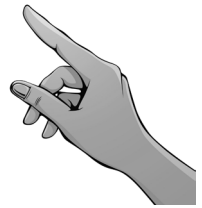
oboe

doeskin

tiptoe

toenail

pekoe



Let's practice writing syllables. Trace the words. Sound out each syllable as you write.

steamboat

crossroad

billboard

oatmeal

**TO THE TEACHER:**

- ☐ When reading a sentence, show by the raising of your tone whether the sentence should end with a period (.) or a question mark (?) or an exclamation mark (!).
- ☐ Your child might enjoy using a different color to write punctuation.

Trace the sentences.

I can hear the  
toad. If you  
stand on tiptoe,  
you will see it.

Learn to write the name of your country.



Read Reader,  
p. 193.

Several sentences on the same topic make a paragraph.  
Practice writing this paragraph.

The boat is

made of oak.

He left the

boat on the

beach. See the

sun on the

shells.



**TO THE TEACHER:**

- ❑ Play "Word Squares" Start in any box and move from one letter to another to make a word. Horizontal, vertical, and diagonal moves are all okay, and letters may be doubled. Do not jump over any letter. Write the words on the whiteboard. Give one point for each letter.

l	s	d
r	oa	k
g	t	n

w	p	m
a	oe	i
x	t	r

**TO THE TEACHER:**

- ❑ The Hebrew vowel **cholem** says /ō/. It looks like this: ם
- ❑ The Hebrew phonogram **cholem vav** also says /ō/. It looks like this: ם

Sound out the syllables. Copy each one below.

שו

צ

גו

ב



Read Reader,  
p. 194.

Write any 4 Hebrew consonants. Add **cholem** or **cholem vav**.  
Sound them out.



Trace the sentences.

It is a spill!

Soak the coat

in soap.

Sound out the Hebrew syllables. Write the sounds in English letters.

ט

לו

ה

ב

תי

גד

ני

ש

Finish the sentence your teacher dictates.

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Draw a picture to illustrate the sentence.

Add a  
sticker to  
your path on  
the map!



Read Reader,  
p. 195.

**TO THE TEACHER:**

- ☐ Help your child write this sentence: He will demonstrate how to make oatmeal.
- ☐ There are several large words in this sentence. Help your child break up the words into individual syllables and sound them out.
- ☐ Show your child how to make oatmeal. What are your favorite breakfast foods?

# READING HEBREW IN READER 1

For parents who are new to Hebrew, here is an answer key to help as you and your child read. Remember, Hebrew is read from right to left, so we have written the English transliterations from right to left also.

p. 4

←  
א א א א א  
ah ah ah ah ah  
א א א א א  
ah ah ah ah ah

p. 5

א א א א א  
ah ah ah ah ah  
א א א א א  
ah ah ah ah ah

p. 8

ג ג ג ג ד ד ד ד  
/g/ /g/ /g/ /g/ /d/ /d/ /d/ /d/  
ד ג ד ג ג ד ג ד  
/d/ /g/ /d/ /g/ /g/ /d/ /g/ /d/

p. 9

ד ג ד ג ד ג  
dah gah dah gah dah gah  
ג ד ג ד ג ד  
gah dah gah dah gah dah

p. 12

ד ג ד ג ד ג  
dah gah dah gah dah gah  
ג ד ג ד ג ד  
gah dah gah dah gah dah

p. 13

ל מ ל מ ל מ ל  
/l/ /m/ /l/ /m/ /l/ /m/ /l/  
מ ל מ ל ל מ מ  
/m/ /l/ /m/ /l/ /l/ /m/ /m/

p. 14

ל ל מ מ ל מ ל מ  
la la ma ma la ma la ma  
מ ל ד ג מ ל ד ג  
ma la da ga ma la da ga

p. 15

ל ל ג ג ד ד מ מ  
la la ga ga da da ma ma  
ל ג מ ל ד ד מ ג  
la ga ma la da da ma ga

p. 17

ל ל ג ג ד ד מ מ  
la la ga ga da da ma ma

p. 18

ל ל ג ג ד ד מ מ  
la la ga ga da da ma ma  
ל ג מ ל ד ד מ ג  
la ga ma la da da ma ga

p. 19

ל ל ג ג ד ד מ מ  
la la ga ga da da ma ma

p. 20

ה ה ת ת ה ה  
/h/ /h/ /t/ /t/ /h/ /h/  
ה ל ג ד ה ה ה  
ma la da ga ta ha ta ha

p. 21

ה מ ל ה ד ג  
ta ma la ha da ga  
ה ת ד ל מ  
hot doll mom

p. 23

מ ה ת ל ד ג  
ma ha ta la da ga

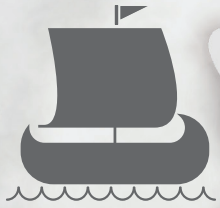
p. 24

ה ת ד ל מ  
hot dol mom  
ל ג ת ג  
God got log

p. 25

מ ל ד ג ת ה ת ה  
ma la da ga ta ha ta ha  
ג ד ה ת ל ג  
God log hot mom

# The CONTINENT of NORTH SYLLABICA



Finiston-Beginniston



Blending Meadows



Alphwich

1

BEITLAND



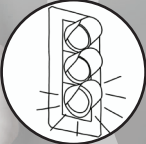
Bridge of  
Shrieking Dipthongs



CENTRAL  
VERBANYUM

The Mouth of  
Consonants

Port  
Runnington



The River Gerund



2

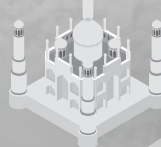
Port  
de'Gav

PREDICOVIA



3

SOUTH  
PUMBRIA



Bendsville

VENACULARIUM

FRAS

5

Dalesville



The Lost Lake



Perilous  
Pass

6

Switchback  
Mountain



8

Shadow Pass

The Gleaming Mountains

7



9

Interjection  
Bay



The Deadly Marshes



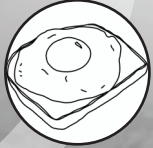
Bendcester

Waterby



10

NORTH  
ANGLESLY



Hills of Green Beans  
Straightcastle

11



Pronoun Fjord



Ableford

GRAMMARON

Lakeham



The Blessed Ridge



Passworth



Whispering Plains

PRÍDRAVNÉ MENO

12

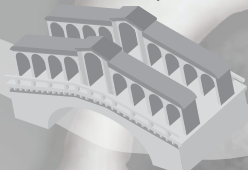
RIMM

14

Willowy Straits



Playsborough



Sleepy  
Pass



EPICTHEGO

4



Auxillary  
Bay



Nounland



13