

Successful Phonics Part Two

A complete sequential phonics program for Grade 2 and 3 that teaches consonant blends and long vowel sounds plus diphthongs and odd letter combinations, blending them to form hundreds of words!



By Jean Roberts

Successful Phonics - Part Two is a very popular book, widely used in Canada by Grade Two teachers. It makes phonics easy to teach, and is very effective when taught to the whole class by the classroom teacher or used in Learning Assistance rooms with a small group. It can be used in Grade Three with children who are having difficulty with phonetic skills. It is preceded by **Successful Phonics - Part One**.



Successful Phonics - Part Two © by Jean Roberts

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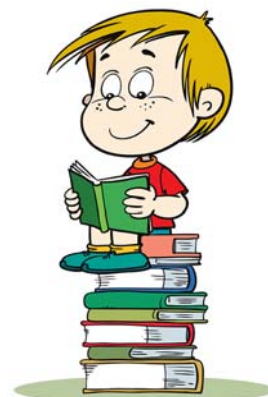
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This is the second part of the "**Successful Phonics**" program. To begin this program, the children should be completely confident with the single consonant sounds and the short vowel sounds. The beginning chapters of this part of the program review these concepts by teaching the consonant blends with the short vowels, but if the children do not have the skills taught in Part 1 of the **Successful Phonics** program they will soon have difficulty with the more difficult words in this book.

Phonics should be an important part of the daily reading program in *Grade One* and *Grade Two*. Phonics teaches children to decode words in reading and to spell by encoding. Phonics is a necessary part of the reading process. Some children will learn to use the basic phonics on their own, but it is necessary to give most children specific phonics instruction. Phonics helps children differentiate between words that look similar, it gives them the tools to decode unfamiliar words and it helps them spell words correctly.

Successful Phonics is a sequential, systematic, explicit program.

Sequential: Each skill is built on the mastery of the previous skill.

Systematic: The chapters are arranged in a pattern of three days of lessons for each sound. Each lesson follows a pattern, and the material from one lesson follows the previous day's lesson.

Explicit: Each chapter gives you an explicit sound to teach and lessons to follow.

Chapter 6 - Consonant le

This lesson teaches the consonant -le word ending. It forms a unique syllable without a vowel sound and is found only at the end of words.

These endings are taught: _ble, _tle, _ple, _fle, _cle, _dle, _gle, _zle, _kle.

The 'e' is silent and only the sound of the blend is heard.

Show the students how to divide these words into syllables for the ease of blending. The above endings are one syllable, and the word is divided before this letter group.

cat tle sad dle can dle peb ble bub ble

The exception is -le preceded by 'ck'. pick le

Words to Blend

_ble - tumble thimble tremble stumble pebble
rumble crumble bubble gobble nibble

_tle - cattle kettle bottle brittle battle
settle tattle rattle little mantle

_ple - apple dimple simple topple temple dapple ripple sample

_fle - ruffle baffle snuffle duffle raffle waffle

_cle - uncle spectacle obstacle

_dle, saddle candle cuddle puddle handle bundle middle riddle
paddle huddle

_gle, wiggle snuggle tangle mangle single shingle mingle tingle
jungle juggle

_zle, puzzle frizzle muzzle fizzle nozzle guzzle sizzle drizzle

_le (preceded by ck, and the ck going in the first syllable) pickle
crackle buckle cackle chuckle tackle tickle



Chapter 6 - Consonant le

Lesson 1 - teach the '-le' ending

Review

Flash the sound cards that have been previously taught.



Syllabication

Say a number of the words and clap out the syllables. Clap out the number of syllables in the names of children in the class and count.

The students have been taught not to split up consonant blends or sound groups like 'ng' and 'nk' - and with the consonant - le ending we do split them! han-dle, an-kle, min-gle.... only the 'ck' stays intact and goes with the first syllable.

Teach the 'consonant-le' ending.

We will be blending some longer words! Show the children how to cut the words, that the 'e' is silent and the last syllable is the sound of the final blend. They will be surprised at how easy these words are to read, so 'bottle' is cut into 'bot' and 'tle'. The last syllable has 3 letters - consonant le, except for the words with a medial 'ck' where only the 'le' is the syllable (see the top of the previous page).

Have some of the words on paper, and have the children physically cut the words apart and blend the two parts.

There are no flash cards for this lesson.

Blending

Give the children sheet 6.1 and practice blending the words. Practice blending the two syllables. The students can work in pairs or small groups, reading the words to each other.

Conclusion

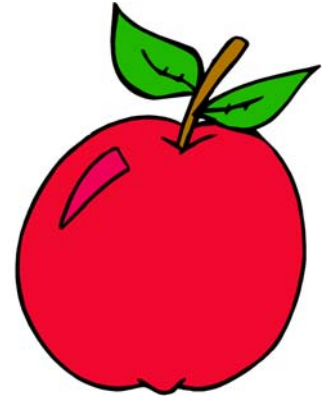
Discuss the final syllable with the consonant -le, and discuss the syllables.

There are no flashcards for this lesson.

Lesson 2 - decoding the '-le' words

Review

Flash the sound cards from the previous chapters. There are no cards to add for this lesson.



Syllabication

Say a number of the words and clap out the syllables.

Re-Teach

Review how to cut the words, that the 'e' is silent and the last syllable is the sound of the final blend.

Blending

Review the blending procedures, tapping under the sounds and then sliding or 'zipping' the sounds together. Blend some of the words from the 'words to blend' sheet. Make one tap for the consonant blends and the digraphs. Read the base words and then add the correct 'ed' sound.

Spelling With the Sounds

Practice spelling some of the words that the children will use: little apple puddle bubble, etc.

Use the word 'puddle' and have the children stretch the word to separate the sounds. Ask, "What sound is at the beginning of the word? How many word parts (syllables) do you hear? What vowel sound do you hear? Raise a finger of the left hand for each sound as the sounds are said in the first syllable - and the blend and the silent 'e' is one unit.

Do the same oral procedure with other words.

Give the children individual chalkboards and dictate words, discussing the syllabication and the order of the sounds. Change the initial consonants to make rhyming words (e.g. change 'muddle' to 'puddle'), and the vowel ('middle' to 'muddle').

Reading With the Sounds

Give the children sheet 6.2. Read the sentences together, blending unknown words. Have the children read the page in partners or groups and to you or another adult.

Working With the Sounds

Give the students sheet 6.3. Draw the pictures of the words and spell the words.

Conclusion

Discuss the final syllable with the consonant -le, and discuss the syllables.

Lesson 3- reading

Review -

Flash the sound cards from the previous chapters. There are no cards to add for this lesson.

Blending

Review blending procedures. Practice blending some of the words from this lesson.

Reading

Print these sentences for the children to read.

Samantha has a red apple.

A riddle is a puzzle.

Rick is in the middle of the jungle.

Tim chuckles when I tickle him.

Tom had tackle and a paddle when he went fishing.

The bottle has pickles in it.

Frank's black belt has a buckle.

Fran likes to snuggle and cuddle with Mom.

Can you juggle the bubbles?



Give each student the Lesson 6 book. If your students blend well, they can read the book independently. If they have some difficulty, read the book together, modeling the blending and reading on each page. Have the children read the book to each other and to an adult.

Follow-Up

Answer the yes-no questions on page 6.4.

Discuss the final syllable with the consonant -le, and discuss the syllables.

Consonant -le words

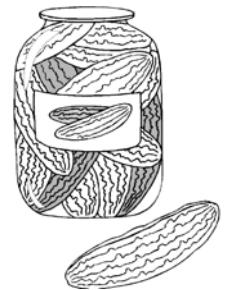
wiggle	tremble	dimple
battle	paddle	buckle
candle	middle	tumble
crackle	stumble	riddle
pebble	rumble	chuckle
kettle	apple	bubble
ruffle	tattle	cuddle
huddle	handle	topple
tangle	rattle	bottle
cattle	pickle	puzzle
baffle	snuggle	little
single	jungle	tickle
settle	sniffle	saddle
puddle	bundle	simple
crumble	settle	cackle

Reading with -le endings

I like to do puzzles.
Ask me a riddle and I will chuckle!
Sam can juggle apples.
Sam has little bubbles.



I like pickles.
The pickles are in a bottle.
Jiggle the pickles and see little bubbles.



I am sick. I have sniffles.
I will go to bed and cuddle.
When I snuggle in bed I will get well.



Do not tickle me!
I giggle when you tickle me.
I giggle and wiggle when you tickle me.
I can't handle it!



Animals are in the jungle.
Some animals in the jungle are not little.
They are in the middle of the jungle.



Consonant le

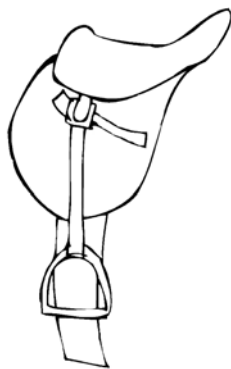
Name _____

Spell the words and draw the pictures.

candle

bubbles

uncle



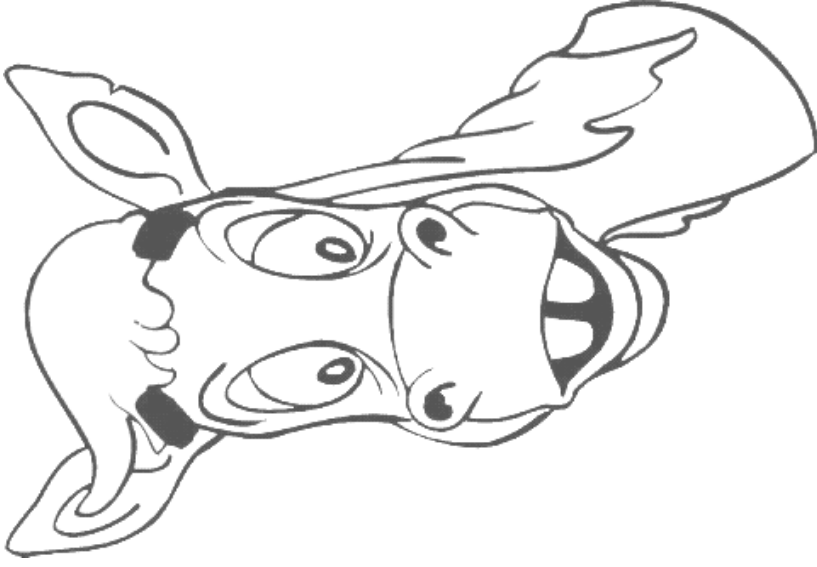
Yes or No?

Answer the questions!

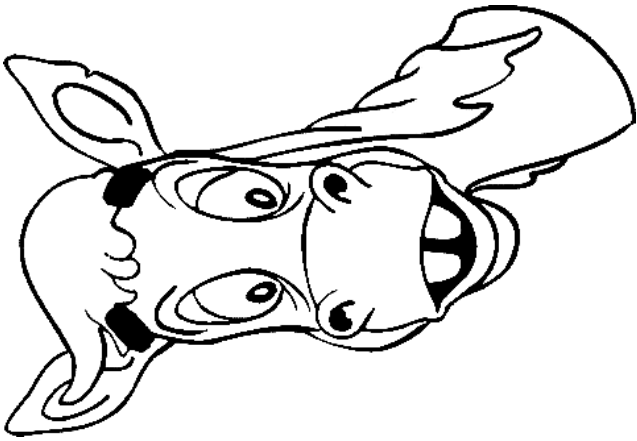


1. Do you like to jump in puddles? _____
2. Do you like waffles for lunch? _____
3. Can you juggle three balls? _____
4. Do you like to do puzzles? _____
5. Are pickles blue and red? _____
6. Do you have a buckle on your belt? _____
7. Can you put a saddle on a cat? _____
8. Is a chuckle a giggle? _____
9. Do you have six uncles? _____
10. Are chickens like cattle? _____
11. Do you live in the jungle? _____
12. Do you think this is simple? _____
13. Did you have a rattle when you were little? _____
14. Do you wiggle in class? _____

Chapter 6



Kim and Sal

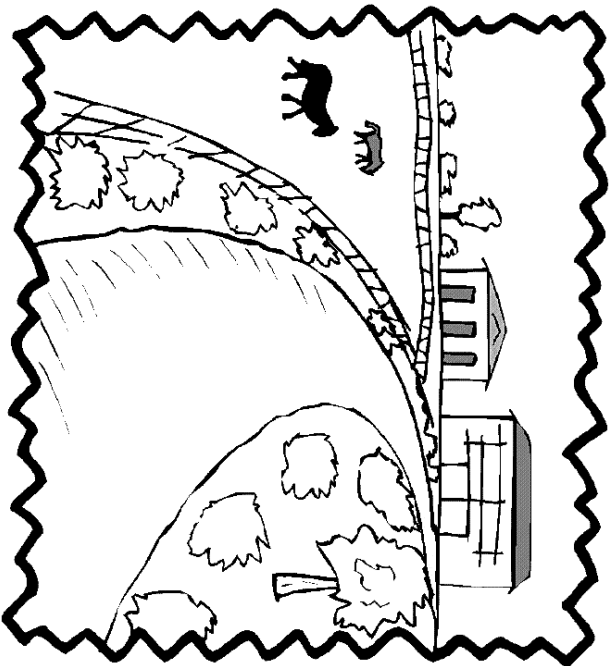


Primary Success

Successful Phonics—Part Two

Chapter Six

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Mom and Kim went to a ranch.

Kim wanted to go on a horse.

Kim liked horses a lot!

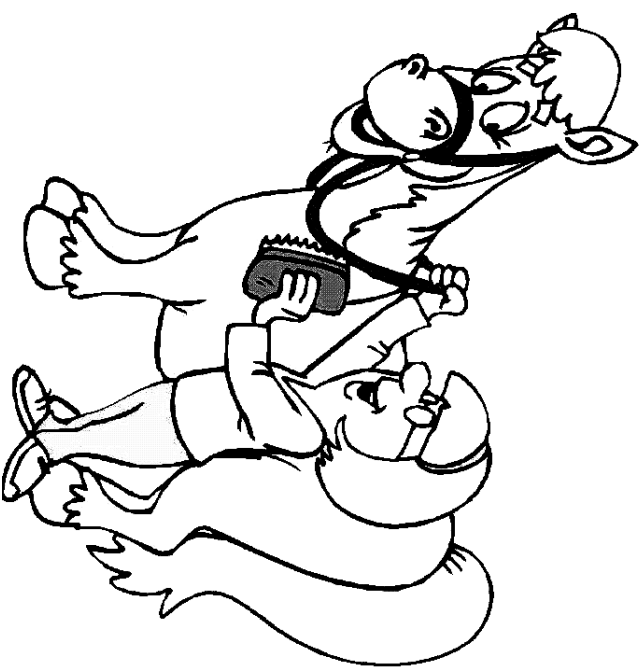
Cattle are on a ranch, too.

Kim didn't like cattle.

You can't get on them!

Kim wanted to go on a horse.

2

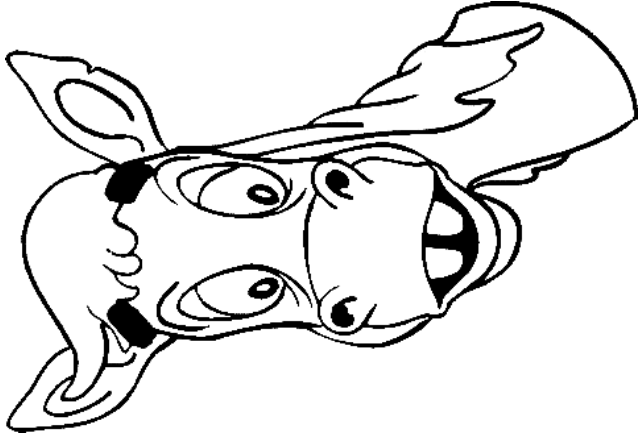


Kim said, "That was fun! I sat on Sal and we trotted!"

Mom chuckled, "Give Sal a rub-down, Kim, we have to go."

Kim rubbed Sal down, and patted him. "You are a swell horse! Thanks for the fun!"

7



Kim was up on Sal! She was glad. Sal was not a fast horse and he did not stumble.

Kim and Sal went up the hill and down the hill.

She got off Sal's back. She had a big grin!

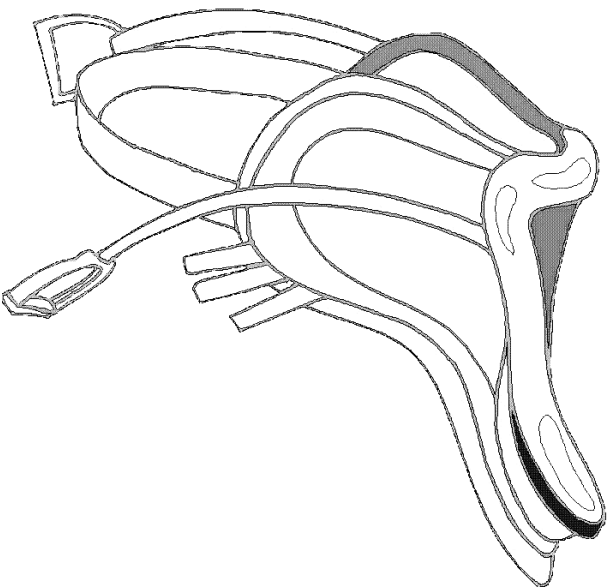
Kim had a carrot and an apple for Sal.



Kim and Mom looked at Sal, the horse. They looked at the man bringing the horse. The man said, "I am Tim. I am glad you are here."

"Can I get on Sal?" asked Kim.

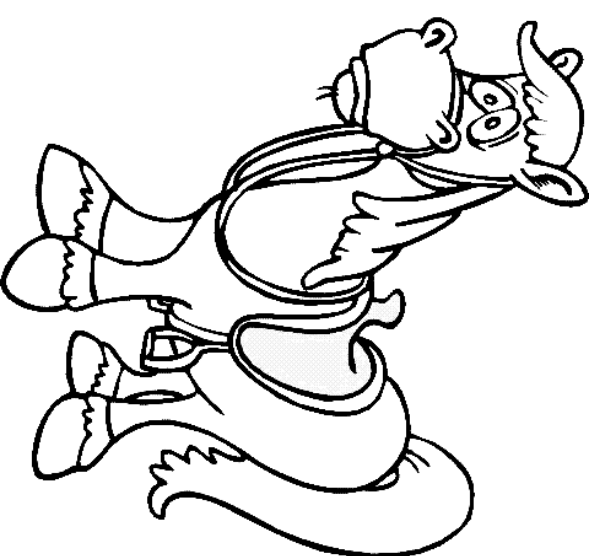
"Yes, but you must have a hat," said Tim. He got Kim a hat.



Sal had a saddle. Tim got the saddle on Sal. He fastened the buckles.

Tim helped Kim get in the saddle. Kim sat on Sal's saddle. She had her hands on the front of the saddle.

4



Mom had her hands on Kim and the saddle so Kim did not tumble off.

Kim trembled a bit, then she settled down. Sal was a gentle little horse. He did not run or jump.

"I can tackle this!" said Kim.

5

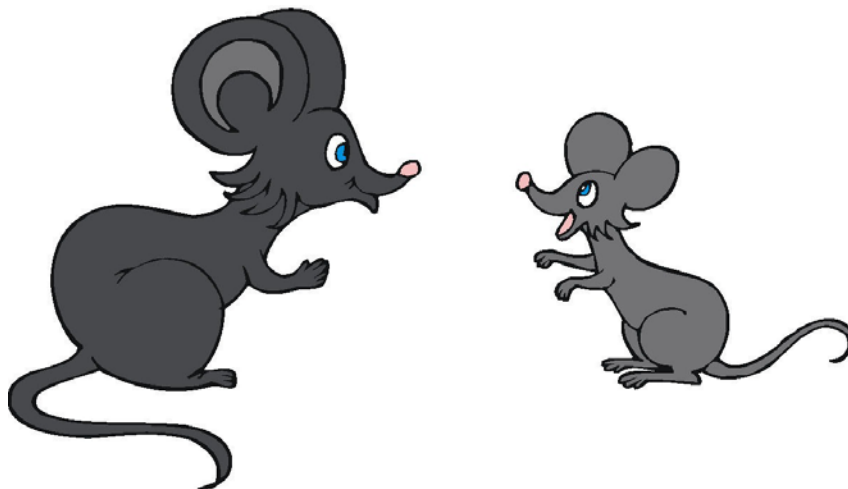
Chapter 19 - Soft 'c'

This lesson teaches the soft 'c' sound.

Words to Blend

ice dice lice mice nice rice spice slice twice price ace
face lace pace race space place trace brace Grace fence
cell cent dance prance glance cease piece fleece

center fancy concert grocery pencil stencil city cinder
cyclone Lucy decide proceed placid recent princess since
prince pacify embrace lettuce entrance distance elegance
clearance ignorance difference confidence evidence urgency
accuracy literacy cider civic census exercise mercy fleecy
spicy bicycle cycle tricycle lacy centimeter cement office
province police policeman



Chapter 19 - Soft 'c'

Lesson 1 - teaching the soft 'c'

Review -

Flash the sound cards.

Review the r-controlled vowels.

Teach the soft 'c'

Discuss the /k/ (hard c) sound. Have the children give you words beginning with the sound. Make a list on the chalkboard. The children will discover that some words beginning with /k/ will be spelled with 'c' and some with 'k'. Which one do you use to make the /k/ sound? When making the /k/ sound, 'c' goes with 'a', 'o' and 'u'. 'k' is used with 'e' and 'i'. (cat, cot, cut, kit, kept)

The letter 'c' sometimes makes the /s/ sound. This usually happens if the 'c' is followed by an 'e', 'i' or 'y'. This is called the 'soft c'.

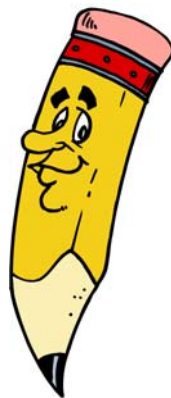
Give the children a mixed list: ci co cy ca ce cu and have them tell you the sound the 'c' makes, and then print some words to decode from the list on the previous page.

Blending

Give the children sheet 19.1 and practice blending the words. The students can work in pairs or small groups, reading the words to each other.

Conclusion

Discuss the sounds of 'c' and say, "ca, co, cu - hard c: ce, ci, cy - soft c".

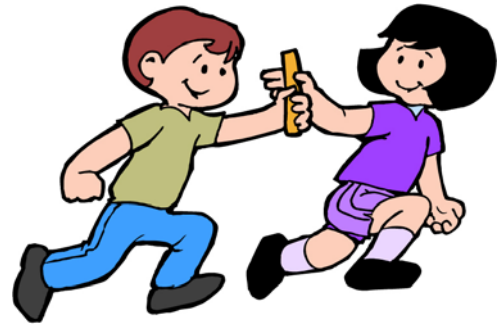


Lesson 2 – decoding words with the 'soft c'

Review

Flash the sound cards. Add the new cards, making the correct sound of 'c' with the short vowel sound.

Discuss the sounds of 'c' and say, "ca, co, cu - hard c: ce, ci, cy - soft c".



Re-Teach

Review the sounds of 'c'. Repeat yesterday's lesson.

Blending

Show a number of words from the word list and decode them, discussing the sound of the 'c'.

Spelling With the Sounds

Practice spelling some of the words from the word list. Stretch the word to separate the sounds. Ask, "What sound is at the beginning of the word? What is the vowel sound? What is the ending sound? Raise a finger of the left hand for each sound as the sounds are said. Discuss the 'soft c' sound

Give the children individual chalkboards and dictate words, discussing the order of the sounds. Change beginning, medial and ending sounds to form new words.

Reading With the Sounds

Give the children sheet 19.2. Read the sentences together, blending unknown words. Have the children read the page in partners or groups and to you or another adult.

Working With the Sounds

Give the children sheet 19.3. Draw and spell the words. (Spelling words are: pencil, fence, dice, dance, mice, princess.

Conclusion

Discuss the sounds of 'c' and say, "ca, co, cu - hard c: ce, ci, cy - soft c".

Lesson 3 - reading

Review -

Flash the sound cards.

Discuss the sounds of 'c' and say, "ca, co, cu - hard c:
ce, ci, cy - soft c".



Blending

Review blending procedures. Practice blending some of the words from this lesson.

Reading

Print these sentences and phrases for the children to read. Circle the hard c's in red and the soft c's in blue. How will you know what sound the 'c' makes?

The mice danced.

The prince and princess lived in a nice fancy castle.

Lucy got rice at the grocery store.

Grace rode her bicycle to the concert.

A cyclone is a bad storm.

Tracy picked up her pencil and made a list.

She rolled the dice twice.

Is dancing exercise?

I got lettuce and a slice of cheese at the grocery store.

Give each student the Lesson 19 book. If your students blend well, they can read the book independently. If they have some difficulty, read the book together, modeling the blending and reading on each page. Have the children read the book to each other and to an adult.

Follow-Up

Discuss the sounds of 'c' and say, "ca, co, cu - hard c: ce, ci, cy - soft c".

Soft 'c'

nice	centre	slice
trace	cell	fancy
piece	concert	pace
grocery	ice	decide
twice	pencil	cent
city	princess	price
dance	brace	cyclone
distance	province	place
mice	fleece	exercise
cease	bicycle	Grace
Lucy	lace	prance
space	stencil	rice
lacy	fence	prince
spice	race	office
glance	centimetre	face

Reading

The lovely princess lived in a castle.
She wore dresses of silk and lace.
The princess had been unhappy since winter came.
She was given a bicycle, a scarlet bicycle.
It was too icy in the city beside the castle.
It was too icy to ride her bicycle.
She needed the exercise!
Then the prince had an idea.
The princess may ride her bicycle in the grocery store!



Grace had sixty cents.
She wanted to get a nice red pencil.
The pencil was a good price.
She made a map of her province.
She had to do it twice.



The mice lived in Mom's office.
When it was dark they liked to dance.
They nibbled things and made a mess of the place.
They raced up and down the office.

The children were having a concert.
They practiced the singing so that they sang nicely.
They danced to a song.
It was a nice concert!

Soft c words

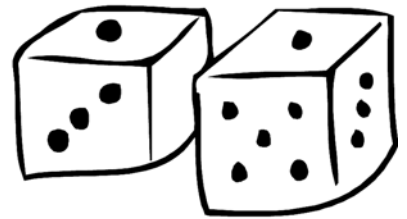
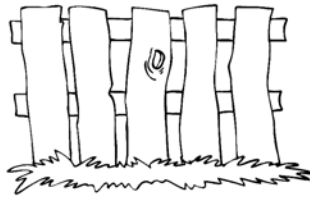
Name _____

Spell the words and draw the pictures.

bicycle

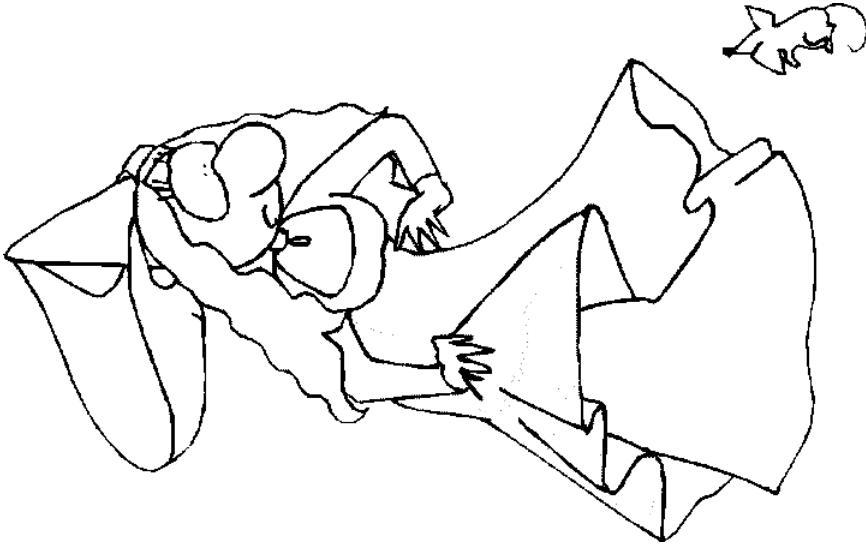
policeman

lettuce



Write a nice story about a prince who lives in a fancy castle.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 15 times for writing.



Grace and Tracy



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Chapter Nineteen
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Once upon a time there were two little mice named Grace and Tracy.

Grace and Tracy lived in a castle. They lived in a hole in the wall of the castle.

Grace and Tracy were unhappy. They watched the lovely princess who lived in the castle and they wanted to be princesses, too.



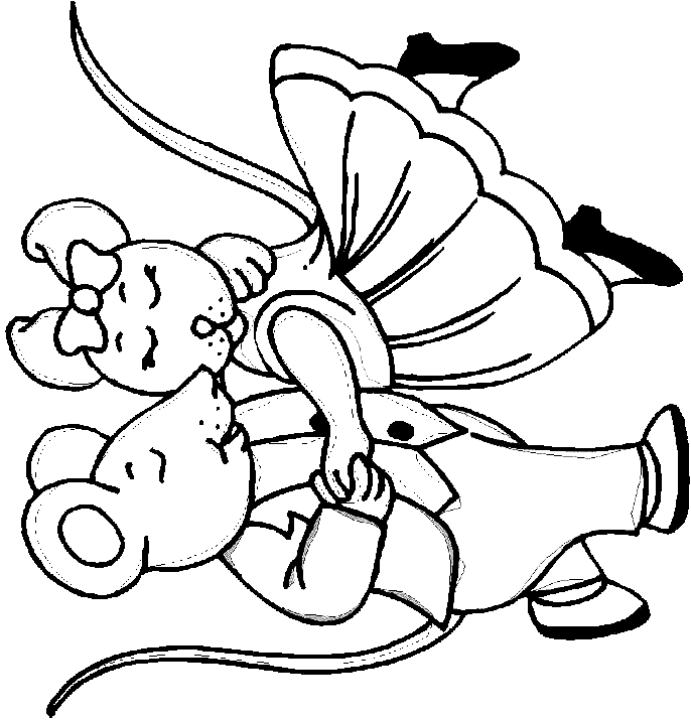
Just then, they heard the Prince speaking to the Princess. "Shall I get you a snack? I can get some crackers and cheese for you."

"**CHEESE??**" yelled the Princess.

"I am a Princess. I like custard and ice cream! A princess does not eat cheese!"

"What?" gasped Grace and Tracy. "No cheese? How can that be? It is better to be mice and have cheese for lunch than to be a princess with a fancy dress and a bicycle!"

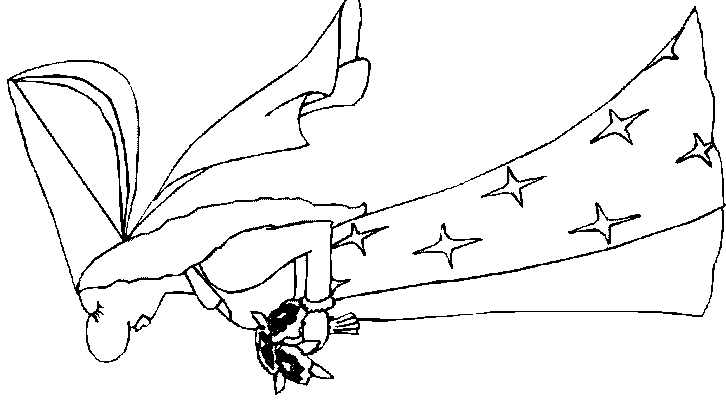
It was nice to be mice! They were never unhappy to be mice again.



They watched the Princess dance.
The princess was dancing with the handsome prince.

"I wish I was a princess," said Grace. "I can dance! I want to dance with a handsome prince!"

"Me, too," said Tracy, "I can only dance with you, and you are not that graceful."

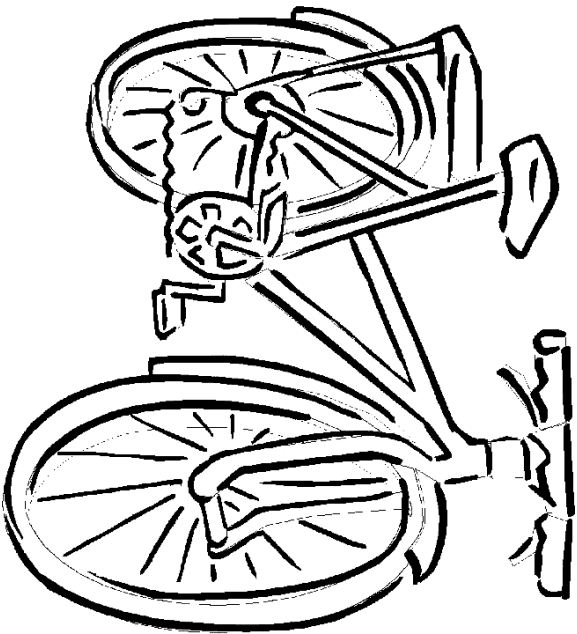


They watched the pretty princess in her silk and lace dress.

"Oh," whispered Grace, "I wish I had a fancy dress. Fur is not lovely."

"Me, too," said Tracy. "I want to have a lacy purple dress with scarlet ribbons."

"Such elegance!" said Grace.

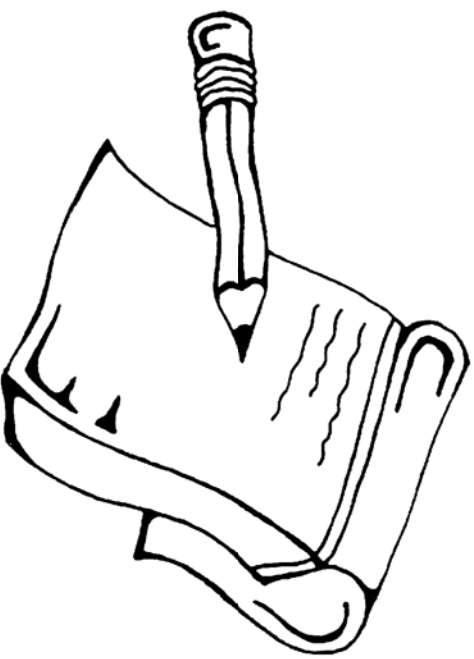


They saw the princess riding her blue bicycle.

"I wish I had a bicycle," said Tracy.

"I need the exercise. It looks like so much fun to ride a bicycle."

"Mice cannot ride bicycles. Our legs are too short. They cannot reach the pedals. A princess has long legs!"



They saw the princess with her pencil. She was making pretty pictures. The princess was very artistic.

"How lovely!" said Tracy. "I wish I had a pencil. A pencil can trace, a pencil can make a list. I need to make a list of cheese and things to get at the grocery store. I wish I was a princess!"

Chapter 28 - ph, kn, gn, wr, mn, mb

This lesson teaches the digraph 'ph' and consonant teams with one consonant silent.

Words to Blend

ph

phone telephone photograph phonics alphabet hyphen elephant
graph amphibian microphone cellophane dolphin nephew
phantom pharmacy pharmacist phase phrase oomph
phenomenal phlox physics glyph autograph Joseph emphasis
(diphthong is pronounced dip-thong.....)

kn

knack knave knapsack knead knell knee knight knickknack
knife knit knitting knob know knowledge known knock knoll
knothole knuckle

wr

wrack wrap wrapping wrangle wrangler wrath wreck wreckage
wrench wretch wreath wretch wrestler write written writing
wrist wring wrinkle writhe wrong wriggle wren wring

gn

gnat gnaw gnome gnash gnarl gnu

mn

hymn autumn column condemn solemn

mb

lamb comb limb climb thumb crumb bomb plumber dumb
numb tomb doorjamb succumb jamb



Chapter 28 - ph, kn, gn, wr, mn, mb

Lesson 1 - teaching 'ph' and the consonant teams with a silent letter

Review -

Flash the sound cards.

Read some of the 'gh' words - eight, height, night, dough, cough, rough, thought, through, daughter and laugh.

Teach the digraph 'ph' and the consonant teams

Like 'sh', 'th', 'ch' and 'wh', 'ph' is a digraph. The two consonants make an entirely different sound. You can give the children the poem Elelelephony by Laura E. Richards as a good teaching lesson on this sound. (Find this poem by doing an Internet search.)

'kn', 'gn' and 'wr' are found at the beginning of words. The first letter is silent and the second gives the usual consonant sound. 'mn' and 'mb' are found at the end of words, with the second letter silent.

There is the wonderful old Flanders and Swann song called "I'm a Gnu" - you can find it on YouTube. The song says /g/nu, and puts the hard 'g' sound in front of every word in the song that begins with 'n'.

The children like these consonant teams, and will find the words easy to decode.

Blending

Give the children sheet 28.1 and practice blending the words. The students can work in pairs or small groups, reading the words to each other.

Discuss word meanings, too.

Conclusion

Review the digraph 'ph' and the consonant teams with a silent letter.



Lesson 2 - decoding words with 'ph' and the consonant teams

Review

Flash the sound cards, adding the cards for this lesson.

Re-Teach

Review the digraph 'ph' and the consonant teams.

Review the rules for syllabication.

Blending

Show a number of words from the word list and decode them.



Spelling With the Sounds

How many syllables are in the word? Spell each syllable separately.

Practice spelling some of the common words from the word list. Stretch the word to separate the sounds. Ask, "What sound is at the beginning of the word? What is the vowel sound? What is the ending sound? Raise a finger of the left hand for each sound as the sounds are said. Discuss the sounds of the letter combinations.

There are no rules for the odd spellings and when they occur. The students must memorize which words have these.

Give the children individual chalkboards and dictate words, discussing the order of the sounds. Change beginning, medial and ending sounds to form new words.

Reading With the Sounds

Give the children sheet 28.2. Read the sentences together, blending unknown words. Have the children read the page in partners or groups and to you or another adult.

Reading With the Sounds

Give the children sheet 28.3. Do the exercise page, filling in the blanks with the correct words.

Conclusion

Review the digraph 'ph' and the consonant teams with a silent letter.

Lesson 3 - reading

Review -

Flash the sound cards.

Review the digraph 'ph' and the consonant teams with a silent letter.

Blending

Review blending procedures. Practice blending some of the words from this lesson.

Reading

Print these sentences for the children to read.

I have a photograph of an elephant.

We learn about diphthongs in phonics.

The knight had a sore knee.

The wrestler hurt his thumb on the door jamb.

The gnat wriggled through the screen.

Joseph wrecked his knapsack.

I know how to write.

The pharmacist has a nephew.

The gnome gnashed his teeth.

The singer was phenomenal at the microphone.



Give each student the Lesson 28 book. If your students blend well, they can read the book independently. If they have some difficulty, read the book together, modeling the blending and reading on each page. Have the children read the book to each other and to an adult.

Follow-Up

After reading the little book, write your own story with silly spelling!

Review the digraph 'ph' and the consonant teams with a silent letter.

ph and kn, gn, wr, mn and mb

gnaw	phonics	wreckage
phone	lamb	wrist
solemn	knee	phrase
wreath	photograph	crumb
graph	autumn	hyphen
comb	alphabet	gnat
autograph	wrap	knead
bomb	knight	limb
wrangle	write	pharmacy
nephew	plumber	wreck
known	dolphin	gnu
climb	knock	wrong
wrestler	condemn	amphibian
elephant	telephone	thumb
gnome	wrench	knife

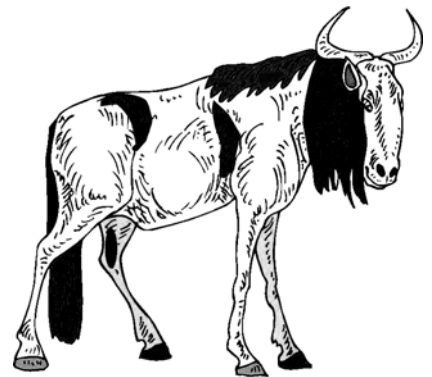
Reading

We gain lots of knowledge in school.
First we learn the alphabet.
We use phonics to blend letter sounds to make words.
When we know words, we can write.
I have written stories and poems and letters.

The gnome lived on a knoll.
He had a telephone in his knapsack.
He phoned his nephew.
He said, "I am going to go to school.
I want to learn to be a pharmacist - or maybe I will be a
writer, or a plumber. I could take photographs or be a singer
with a microphone."
His nephew said, "Be a wrestler! It would be fun to wrestle."



Can you gnaw on a bone?
Can you climb out on a tree limb?
Can you photograph an elephant?
Can a gnat sit on a doorjamb?
Does a plumber use a wrench?
Can you write your autograph?
Could a gnu wriggle and writhe?
Is a lamb an amphibian?

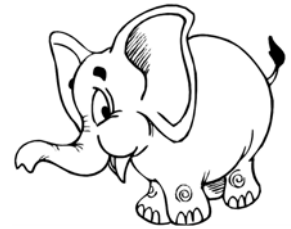


Working with the odd words

Read the odd words in the box. Then use them in the blanks in the sentences. Don't forget! If the word comes at the beginning of the sentence, you must use a capital letter.

gnat Joseph pharmacy photograph plumber
knowledge elephant pharmacist amphibians
thumb wreath wrist alphabet wrapped knee
wrestler

1. The _____ is a very large animal.



2. The _____ is in the grocery store.

3. I fell down the stairs and hurt my _____, my _____ and my _____.

4. A _____ is a small fly.

5. Frogs and alligators are both _____.

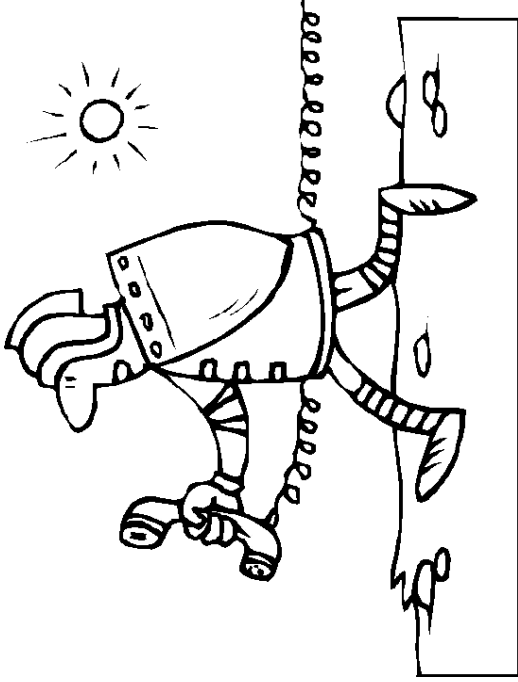
6. I took a _____ of the Christmas _____ and then _____ it up.

7. One nephew became a _____, another is a _____ and another is a _____.

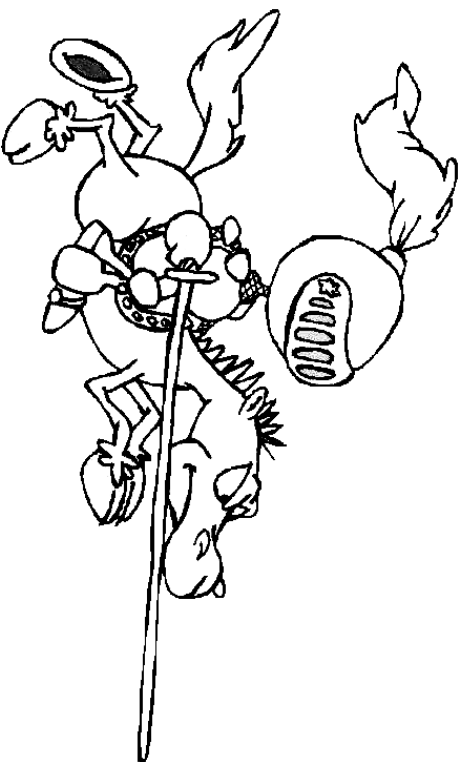
8. _____ has a lot of _____. He knows the _____.

Write a story with silly spelling!

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 15 times for writing a story.



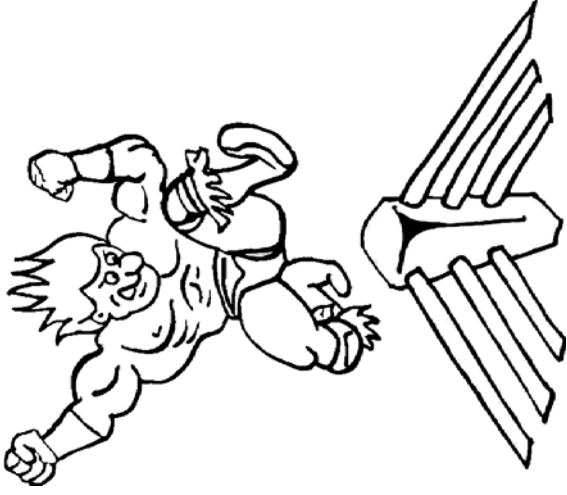
Silly Spelling



Knorman is a knight. Knorman knows how to knit, but knitting is knot a good hobby for a knight. Even if Knorman knits, Knorman is knot a knice knight. Knorman has a knasty knife and he likes to knock other knights down. The other knights wish Knorman would knit instead of being knasty!

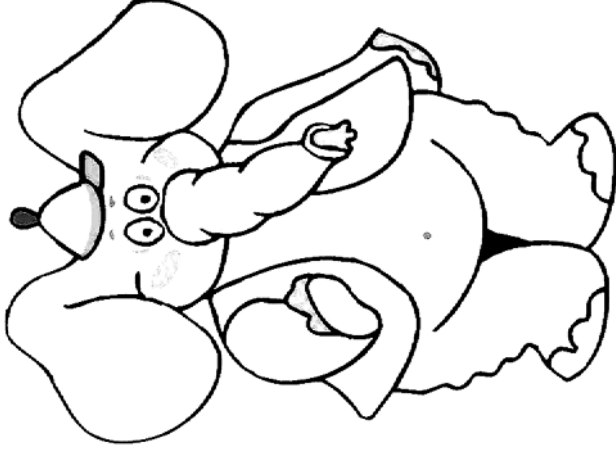


One day he had to wrestle a very large man. The man wreally beat him, and Wron fell down and hurt his wrist. It was wreally sore! Wron could no longer be a wrestler. What would he do? He could not wread or write. It was wrong to be lazy in school. Wron had to learn to wread books and write stories, and soon he got a wreally important job wrapping wred wroses.



Wron did not work when he was in school. He wanted to be a wrestler, and he didn't think that wrestlers needed to wread and write.

He became a good wrestler. He won many wrestling matches and the crowd wroared when the bell wrang for the wrestling match to begin.



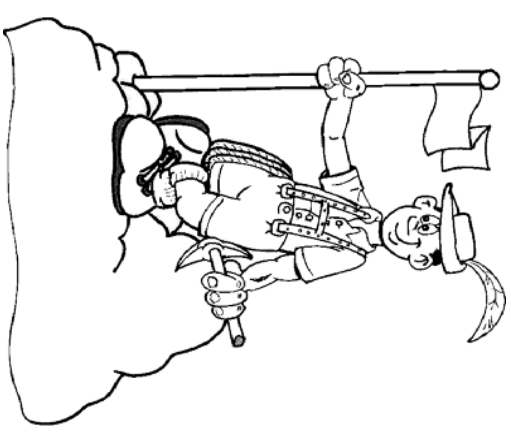
Phrank is a phunny elephant. He likes to phone his phriend the dolphin. Phrank is phat and he can't run phast. He has phun at school. He knows his alphabet and he is phine at phonics.

Phrank carries a photograph of his nephew Phred. Phred is a pharmacist and phills pill bottles.



Here is a gnome. His gname is Gnathan. Is he a gnice gnome? Sometimes he gnashes his teeth when he sees gnats, but usually he is gnice.

He gnaws on gnuts and gnoodies. The gnome has a pet gnu named Gned. Gnathan rides on Gned, but if you ever see a gnu, gnever ride on him.



Timb is a climber. Timb likes to climb mountains. He takes his lamb with him. The lamb has a pack. In the pack is a comb and a bandage in case Timb hurts his thumb. Lunch is in the pack, too. There are hamb sandwiches and cake with jamb. Timb is not dumb!