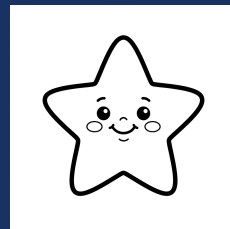
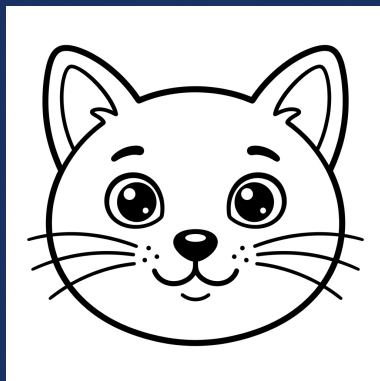
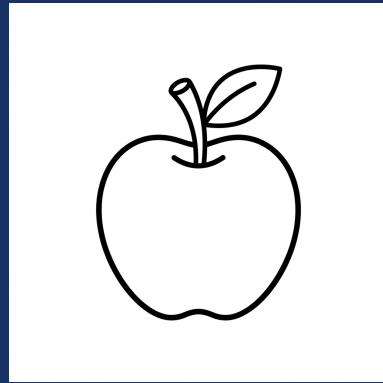
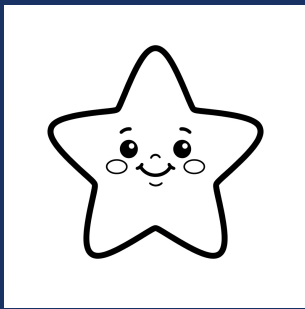


READING STARS

My First Phonics Workbook



Ages 5-7 | Phonics & Reading

By Kids Learn Home

READING STARS

This book belongs to:

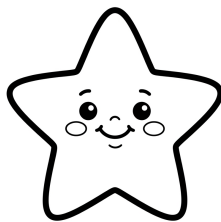


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Chapter 1: Alphabet Review	Page 5
Chapter 2: CVC Words	Page 25
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Chapter 6: Creative Writing	Page 95
Certificate of Achievement	Page 104

How To Use This Book

Welcome to Reading Stars! This workbook is designed for children ages 5-7 to build a strong foundation in phonics and reading.

Parents and Teachers:

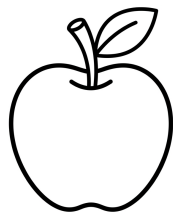
1. Work through the pages sequentially as difficulty increases.
2. Read the bold instructions aloud to your child.
3. Encourage sounding out letters and words.
4. Use the drawing boxes to foster creativity and reading comprehension.

Celebrate every milestone and let them color the stars when they finish a chapter!

Letter A

Instruction: Trace the letters and say 'Apple'.

Aa



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The first set of lines is followed by a second set of lines, providing space for tracing and writing practice.

Letter B

Instruction: Trace the letters and say 'Bear'.

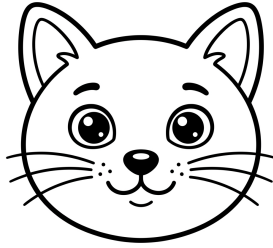
Bb

[Draw a Bear here]

Letter C

Instruction: Trace the letters and say 'Cat'.

Cc



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Letter D

Instruction: Trace the letters and say 'Dog'.

Dd

[Draw a Dog here]

Letter E

Instruction: Trace the letters and say 'Elephant'.

Ee

[Draw a Elephant here]

Letter F

Instruction: Trace the letters and say 'Fish'.

Ff

[Draw a Fish here]

Letter G

Instruction: Trace the letters and say 'Goat'.

Gg

[Draw a Goat here]

Letter H

Instruction: Trace the letters and say 'Hat'.

Hh

[Draw a Hat here]

Letter I

Instruction: Trace the letters and say 'Iguana'.



[Draw a Iguana here]

Letter J

Instruction: Trace the letters and say 'Jam'.

Jj

[Draw a Jam here]

Letter K

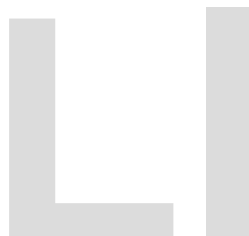
Instruction: Trace the letters and say 'Kite'.

Kk

[Draw a Kite here]

Letter L

Instruction: Trace the letters and say 'Lion'.



[Draw a Lion here]

Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Letter M

Instruction: Trace the letters and say 'Moon'.

Mm

[Draw a Moon here]

Letter N

Instruction: Trace the letters and say 'Nest'.

Nn

[Draw a Nest here]

Letter O

Instruction: Trace the letters and say 'Owl'.

Oo

[Draw a Owl here]

Letter P

Instruction: Trace the letters and say 'Pig'.

Pp

[Draw a Pig here]

Letters Qq, Rr

Instruction: Trace the letters. (Queen, Ring)

Qq, Rr

The page contains four sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Letters Ss, Tt

Instruction: Trace the letters. (Sun, Tree)

Ss, Tt

The page contains four sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Letters Uu, Vv, Ww

Instruction: Trace the letters. (Umbrella, Van, Web)

Uu, Vv, Ww

The page contains three sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. These lines are intended for tracing the letters Uu, Vv, and Ww.

Letters Xx, Yy, Zz

Instruction: Trace the letters. (Fox, Yo-yo, Zebra)

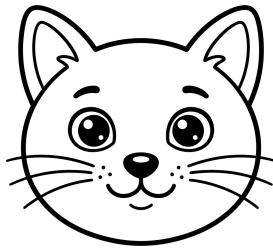
Xx, Yy, Zz

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and writing practice.

The -at Family

Instruction: Sound out the word 'cat' and trace.

cat



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

The -at Family

Instruction: Sound out the word 'bat' and trace.

bat

[Draw a bat]

The -at Family

Instruction: Sound out the word 'hat' and trace.

hat

[Draw a hat]

The -at Family

Instruction: Sound out the word 'mat' and trace.

mat

[Draw a mat]

-at Family Review

Instruction: Draw a line to match the word to the picture.

cat

[Picture of cat]

bat

[Picture of bat]

hat

[Picture of hat]

mat

[Picture of mat]

The -en Family

Instruction: Sound out the word 'hen' and trace.

hen

[Draw a hen]

The -en Family

Instruction: Sound out the word 'pen' and trace.

pen

[Draw a pen]

The -en Family

Instruction: Sound out the word 'ten' and trace.

ten

[Draw a ten]

The -en Family

Instruction: Sound out the word 'men' and trace.

men

[Draw a men]

-en Family Review

Instruction: Draw a line to match the word to the picture.

hen

[Picture of hen]

pen

[Picture of pen]

ten

[Picture of ten]

men

[Picture of men]

The -ig Family

Instruction: Sound out the word 'pig' and trace.

pig

[Draw a pig]

The -ig Family

Instruction: Sound out the word 'wig' and trace.

wig

[Draw a wig]

The -ig Family

Instruction: Sound out the word 'dig' and trace.

dig

[Draw a dig]

Handwriting practice lines consisting of two sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and drawing.

The -ig Family

Instruction: Sound out the word 'fig' and trace.

fig

[Draw a fig]

-ig Family Review

Instruction: Draw a line to match the word to the picture.

pig

[Picture of pig]

wig

[Picture of wig]

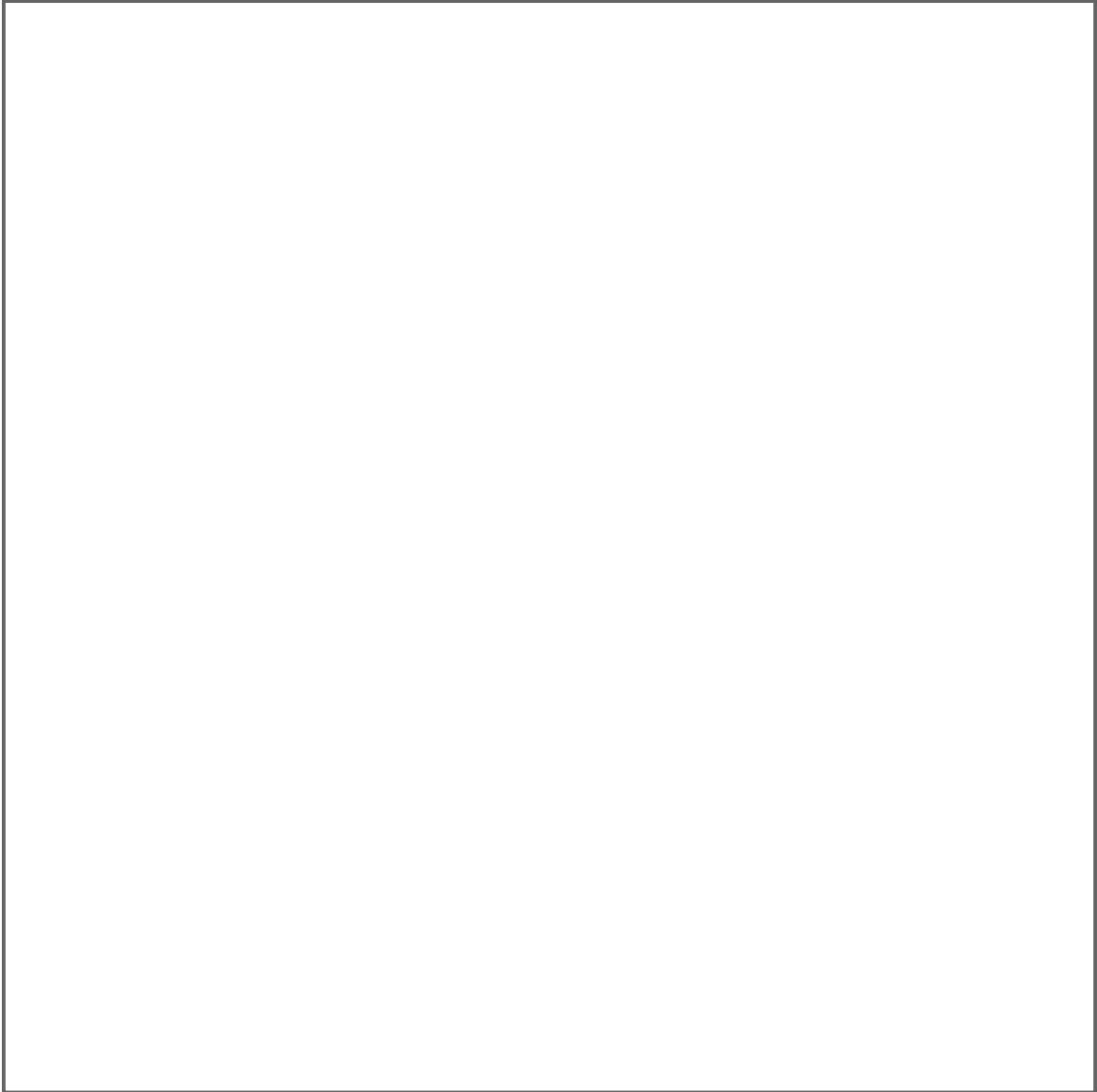
dig

[Picture of dig]

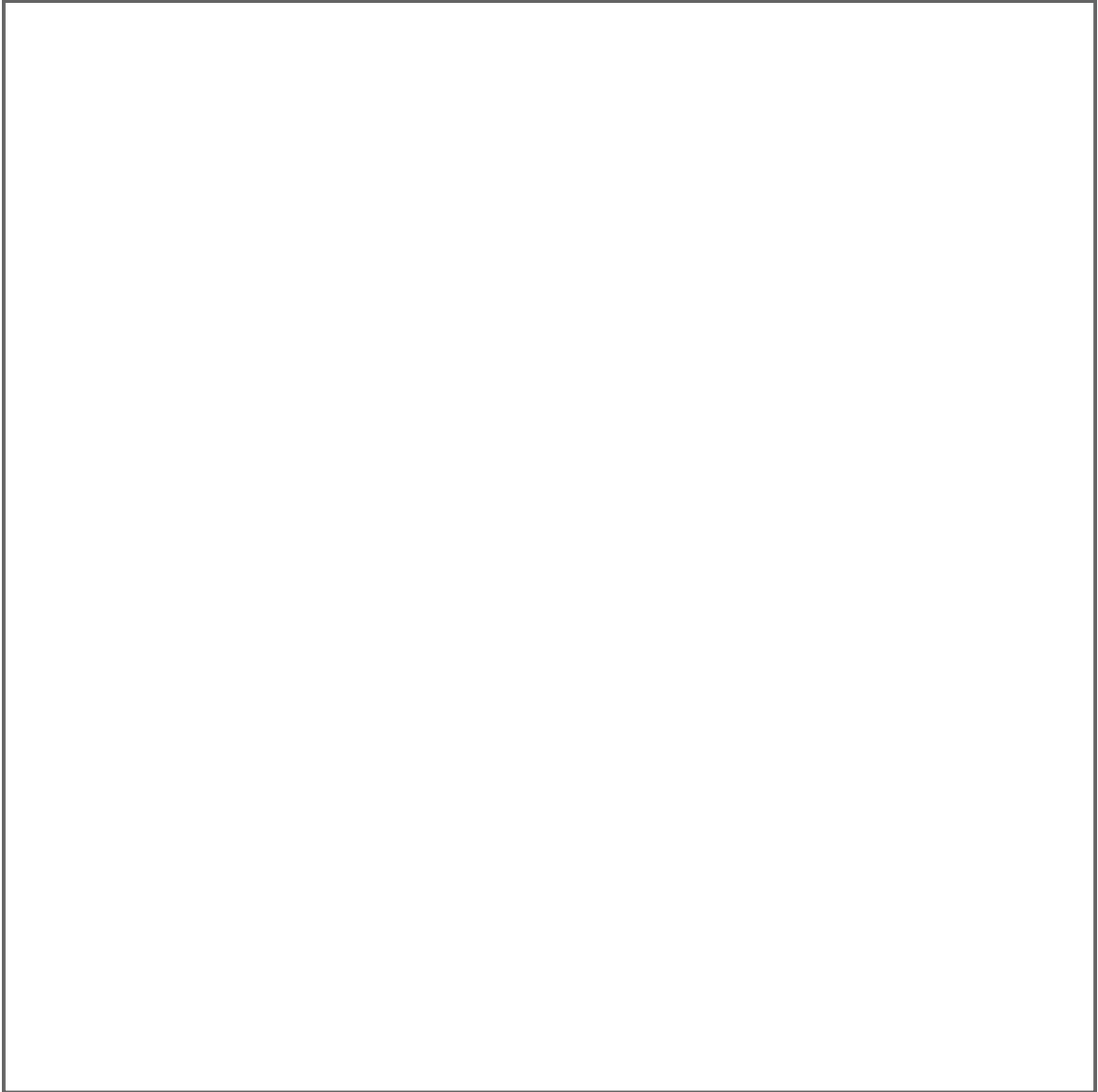
fig

[Picture of fig]

Mixed Vowels Review

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a student to write their answers to the mixed vowels review.

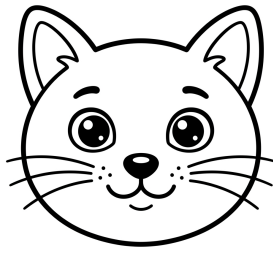
Word Sorting Activity

A large, empty rectangular box with a thin black border, intended for a word sorting activity. The box is currently blank, providing space for students to write or draw.

Sight Word: the

Instruction: Trace the word and write it in the sentence.

the



I see ____ cat.

Sight Word: and

Instruction: Trace the word and write it in the sentence.

and

[Picture]

A dog ____ a pig.

Sight Word: is

Instruction: Trace the word and write it in the sentence.

is

[Picture]

The sun ____ hot.

Sight Word: was

Instruction: Trace the word and write it in the sentence.

was

[Picture]

The bug ____ big.

Sight Word: to

Instruction: Trace the word and write it in the sentence.

to

[Picture]

Go ____ the park.

Sight Word: in

Instruction: Trace the word and write it in the sentence.

in

[Picture]

The bat is ____ the bag.

Sight Word: it

Instruction: Trace the word and write it in the sentence.

it

[Picture]

_____ is a red hat.

Sight Word: he

Instruction: Trace the word and write it in the sentence.

he

[Picture]

_____ can run fast.

Sight Word: she

Instruction: Trace the word and write it in the sentence.

she

[Picture]

_____ has a pen.

Sight Word: you

Instruction: Trace the word and write it in the sentence.

you

[Picture]

Can ____ jump?

Sight Word: play

Instruction: Trace the word and write it in the sentence.

play

[Picture]

We ____ in the mud.

Sight Word: see

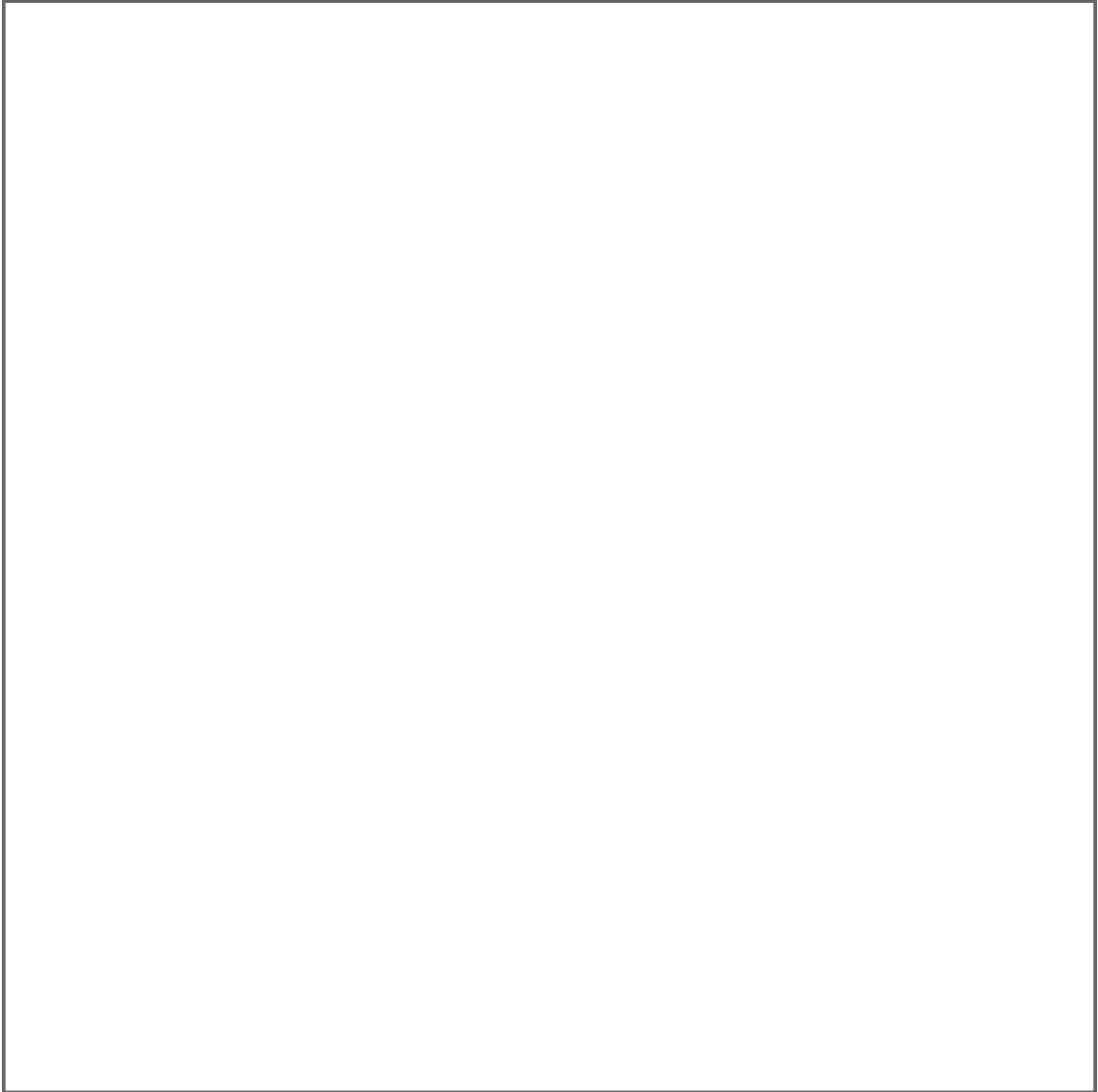
Instruction: Trace the word and write it in the sentence.

see

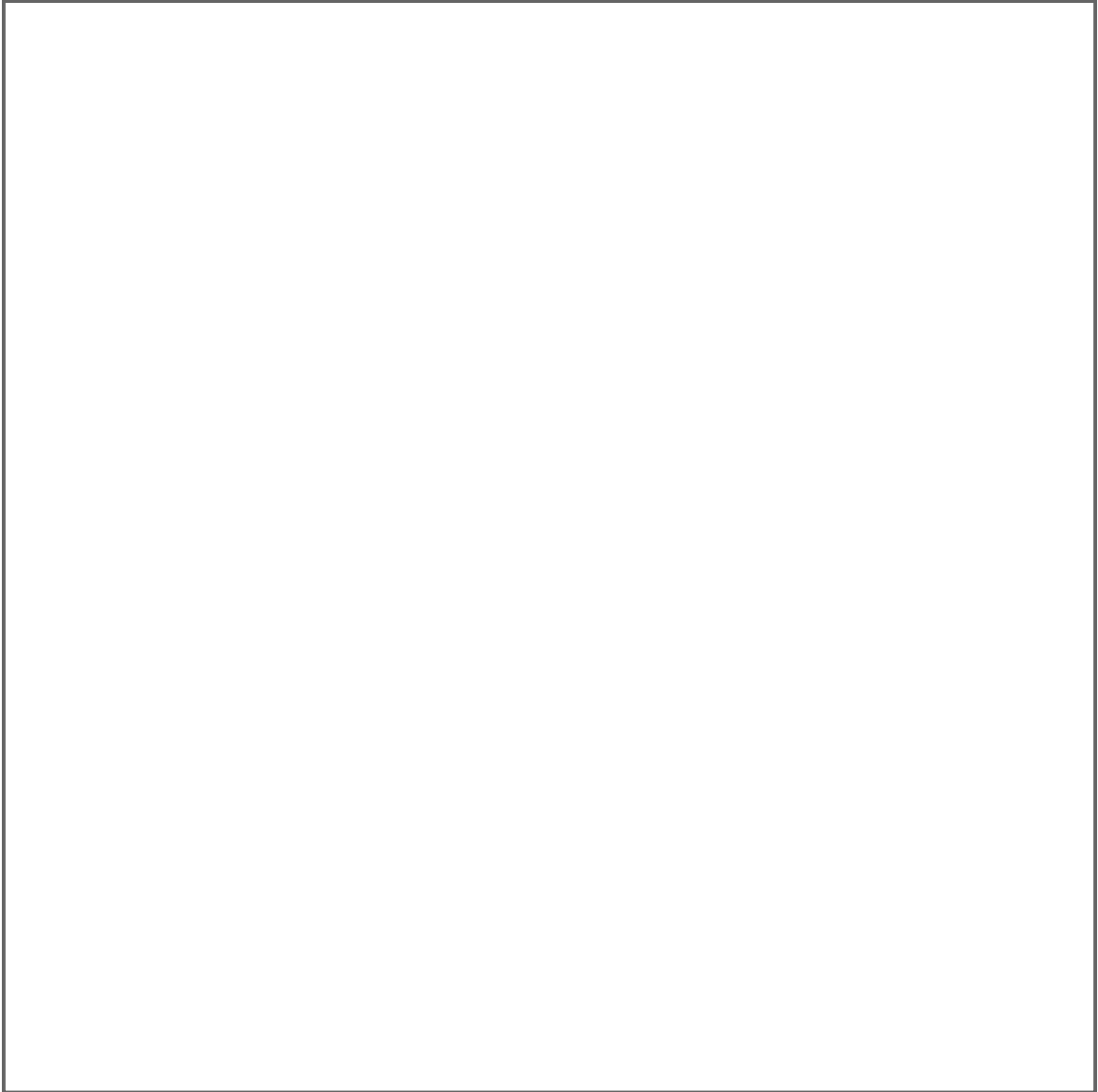
[Picture]

I ____ ten hens.

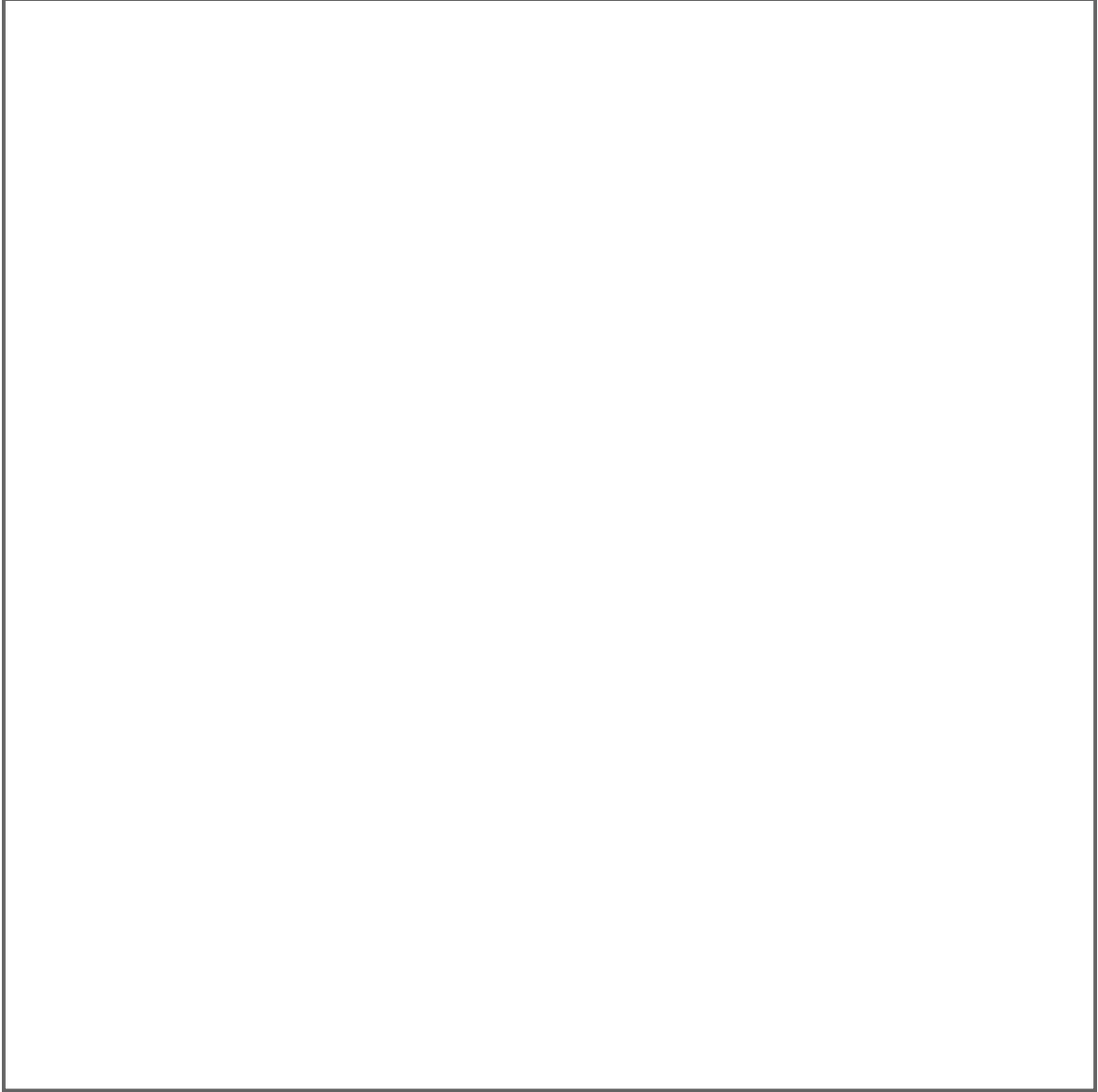
Sight Word Match

A large, empty rectangular box with a thin black border, intended for a sight word match activity. The box is currently blank.

Word Search



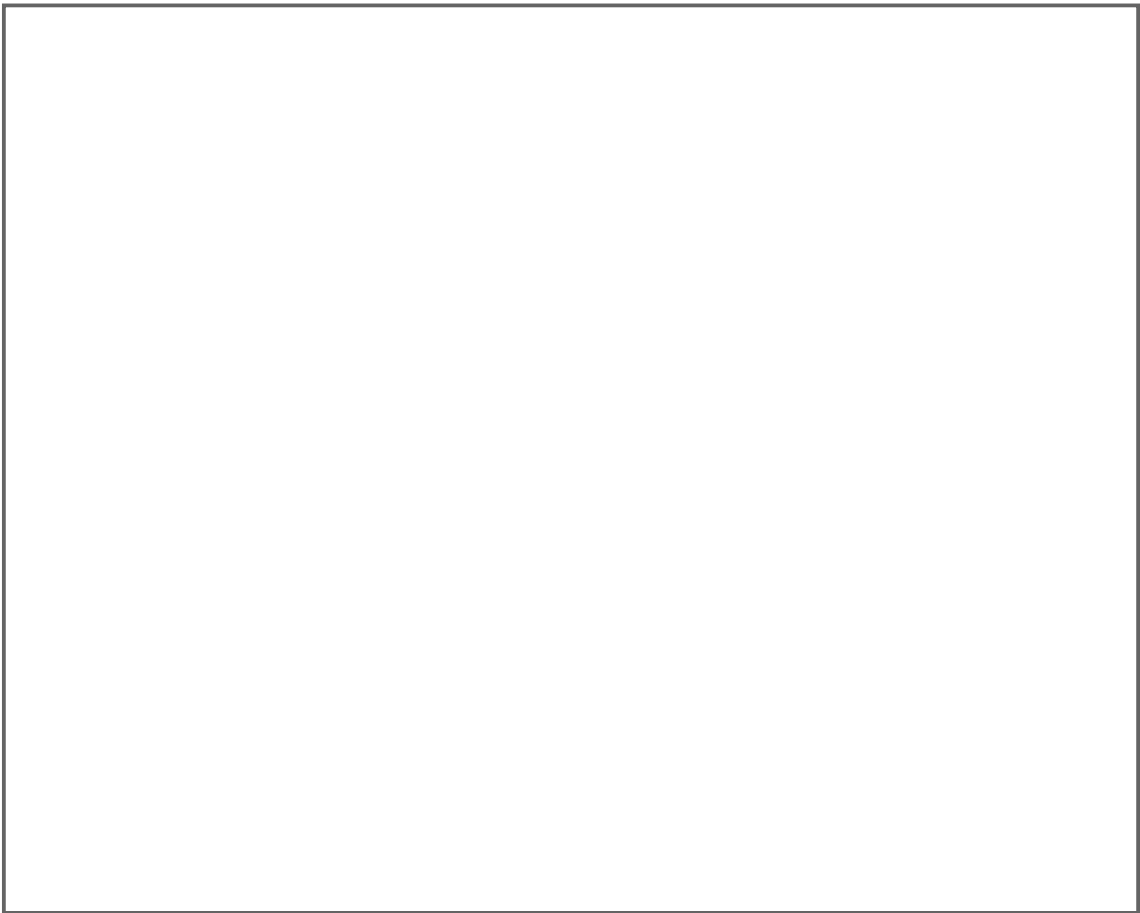
Sight Word Sentences

A large, empty rectangular box with a thin black border, intended for students to write sight word sentences. The box occupies the majority of the page below the title.

Read and Draw

Instruction: Read the sentence and draw a picture to match.

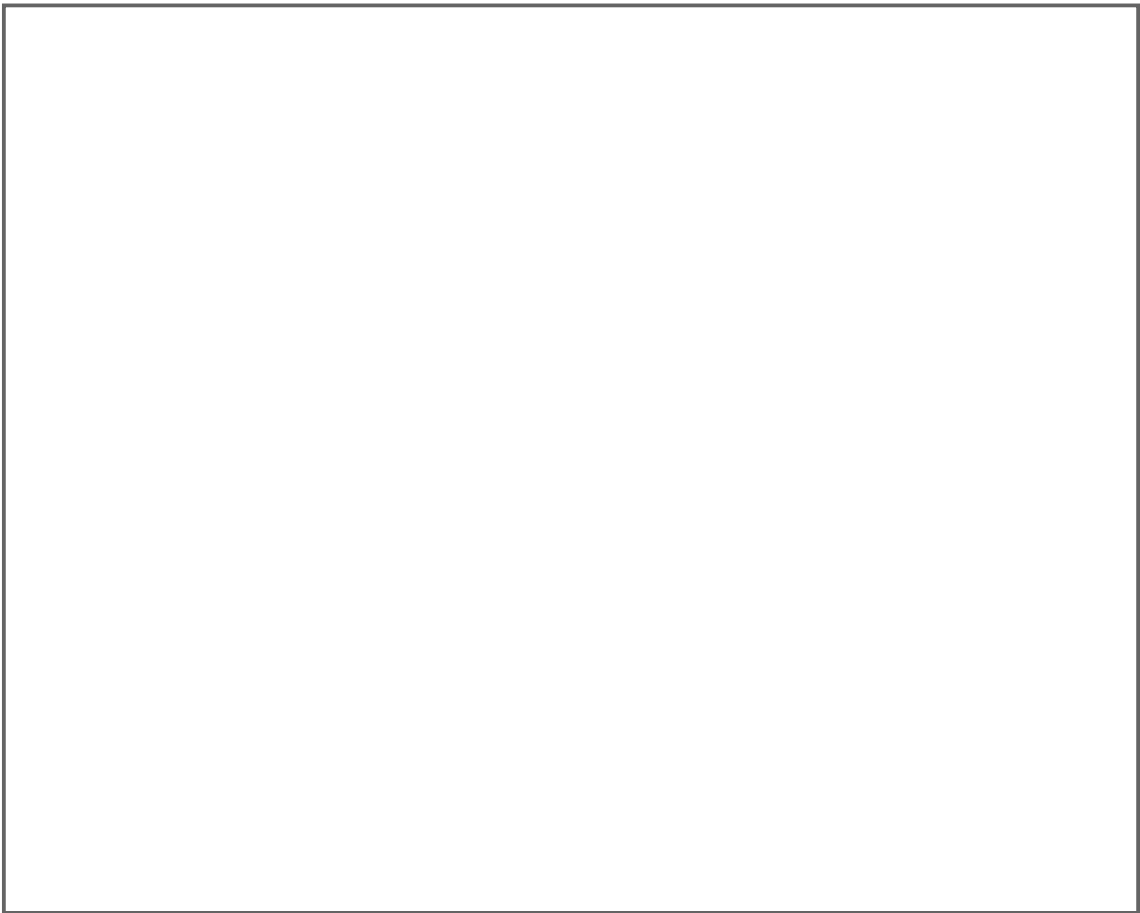
The cat sat on the mat.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

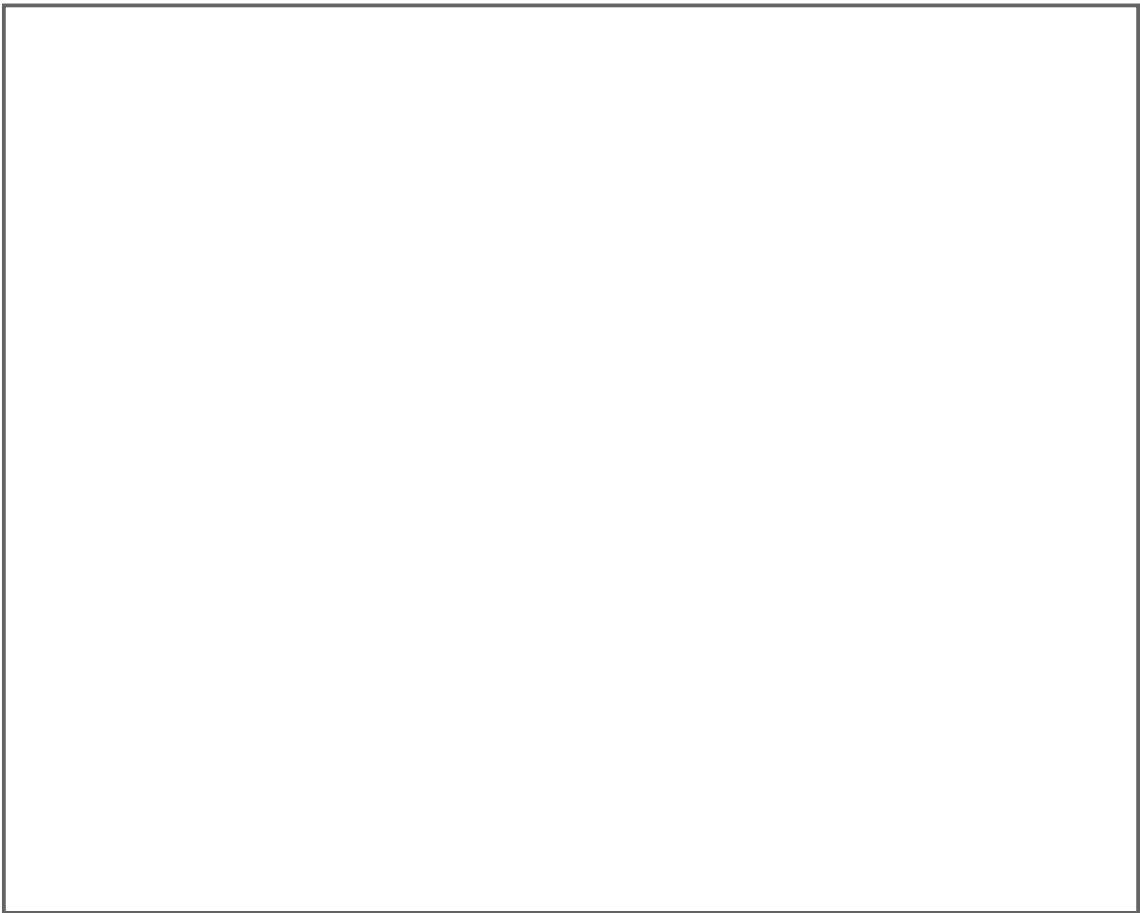
A big pig is in the mud.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

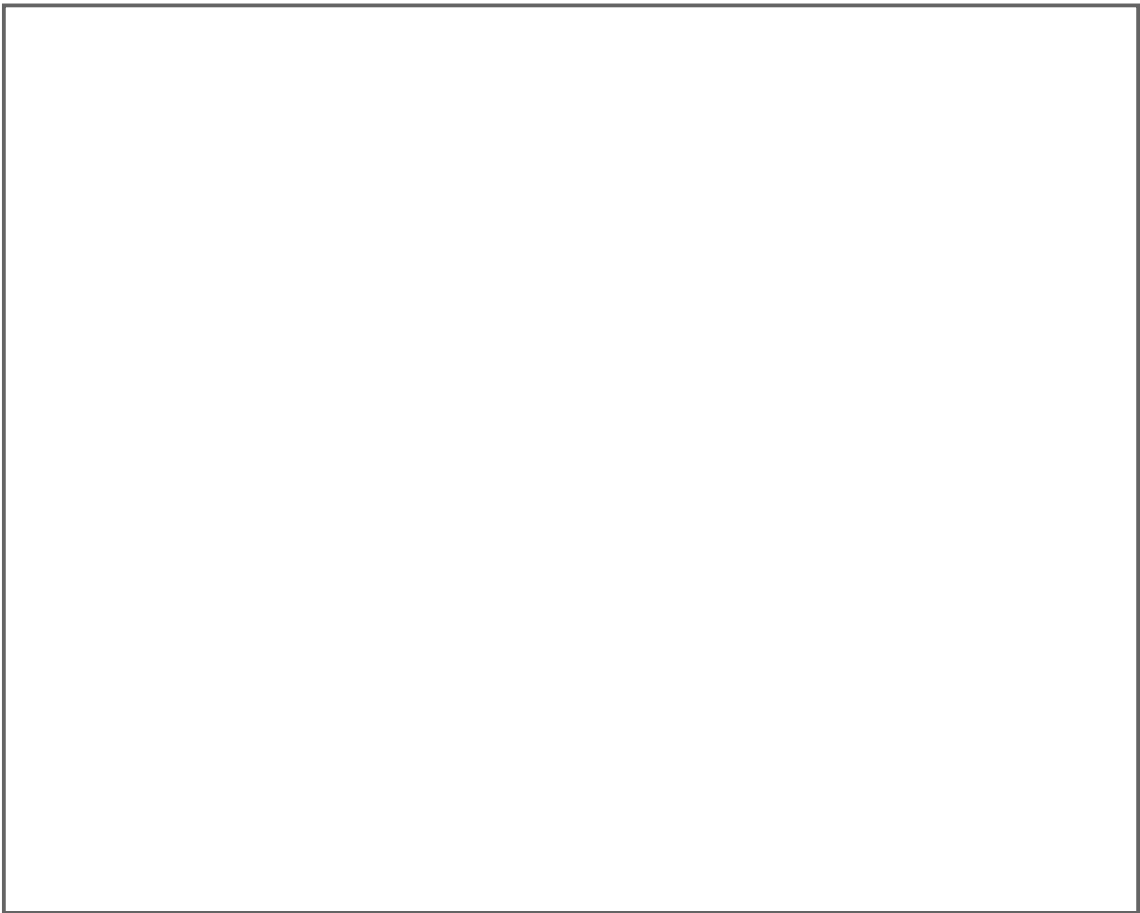
He has a red hat and a bat.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

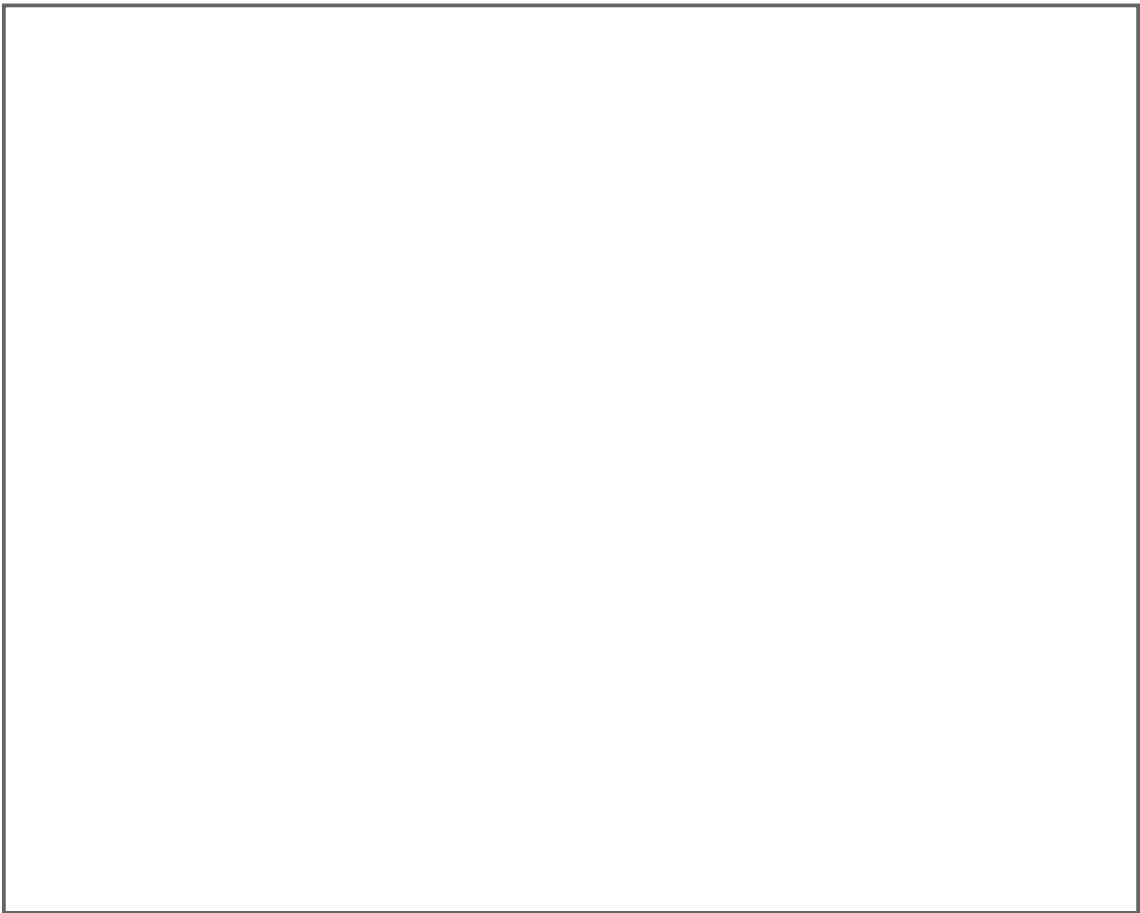
The ten men see the hen.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

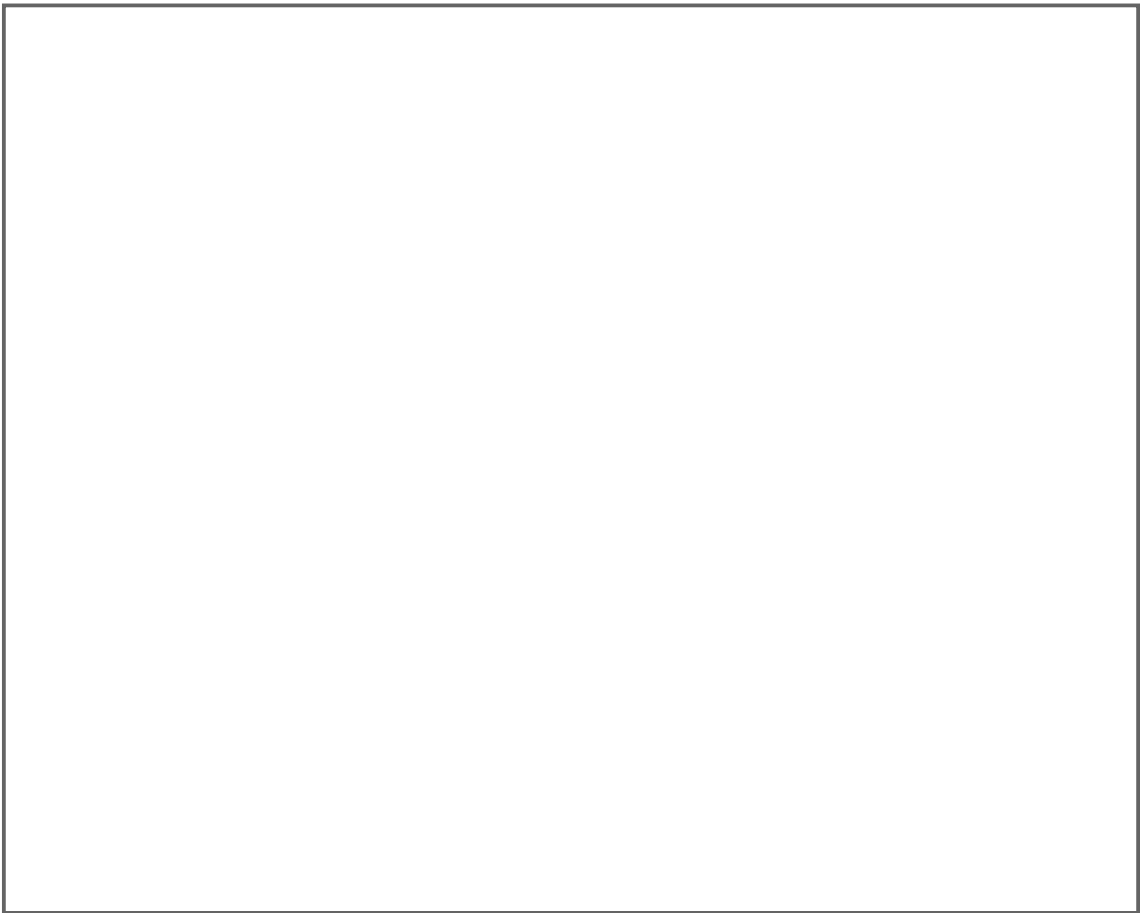
She can dig a big hole.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

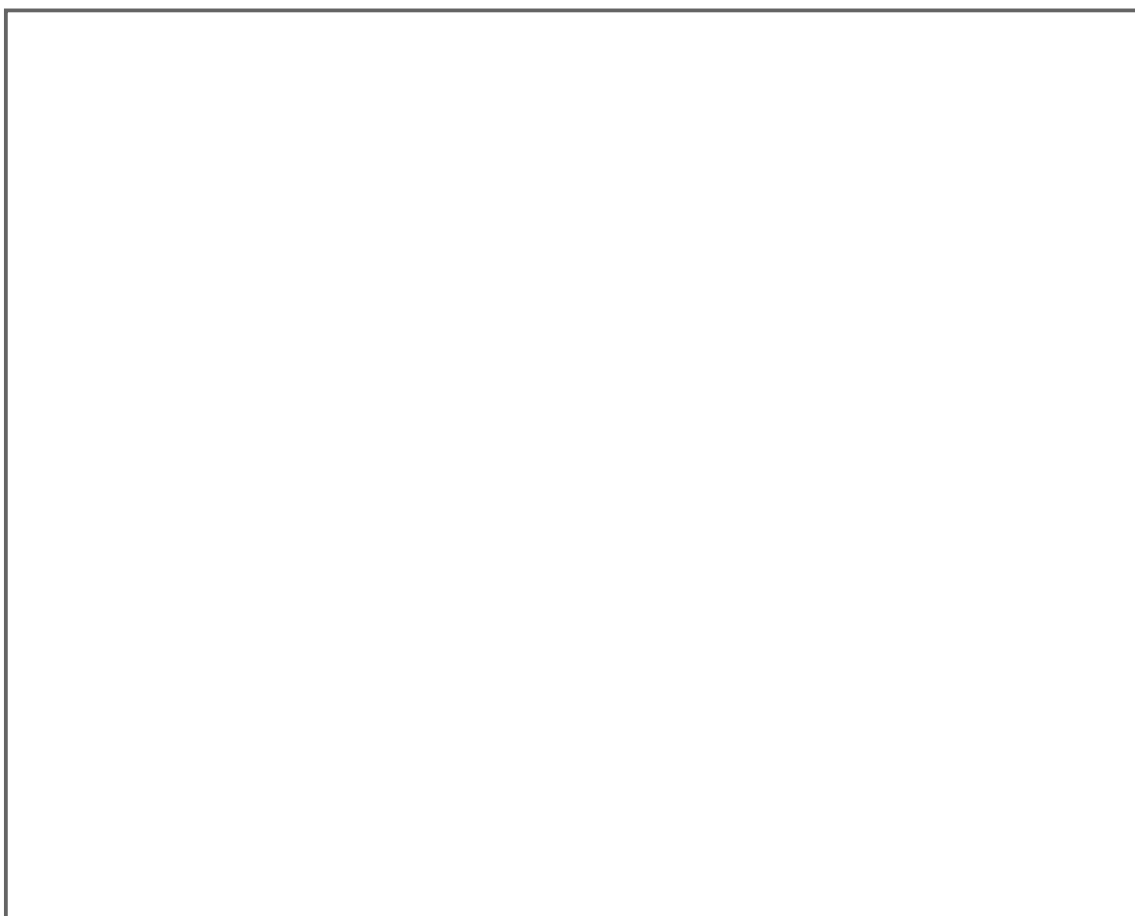
The sun is hot on the top.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

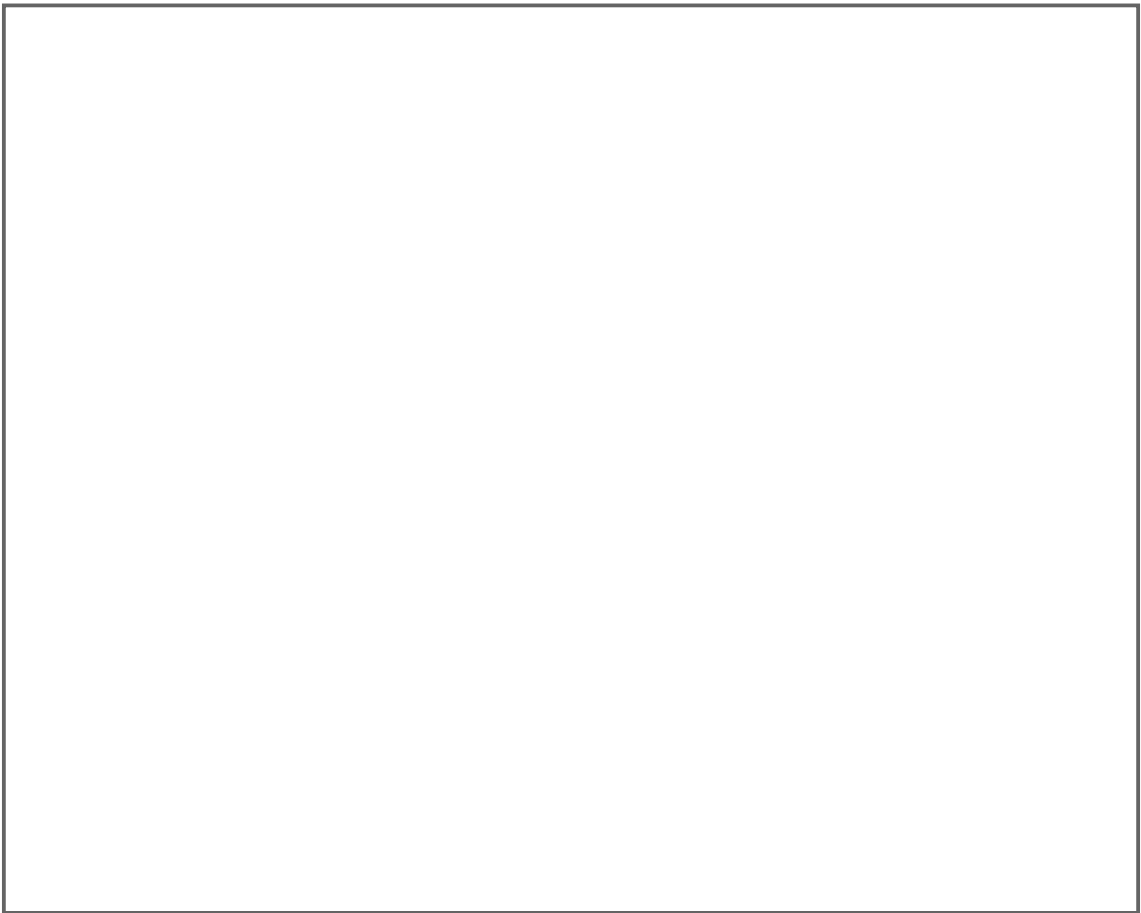
A bug is on the rug.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

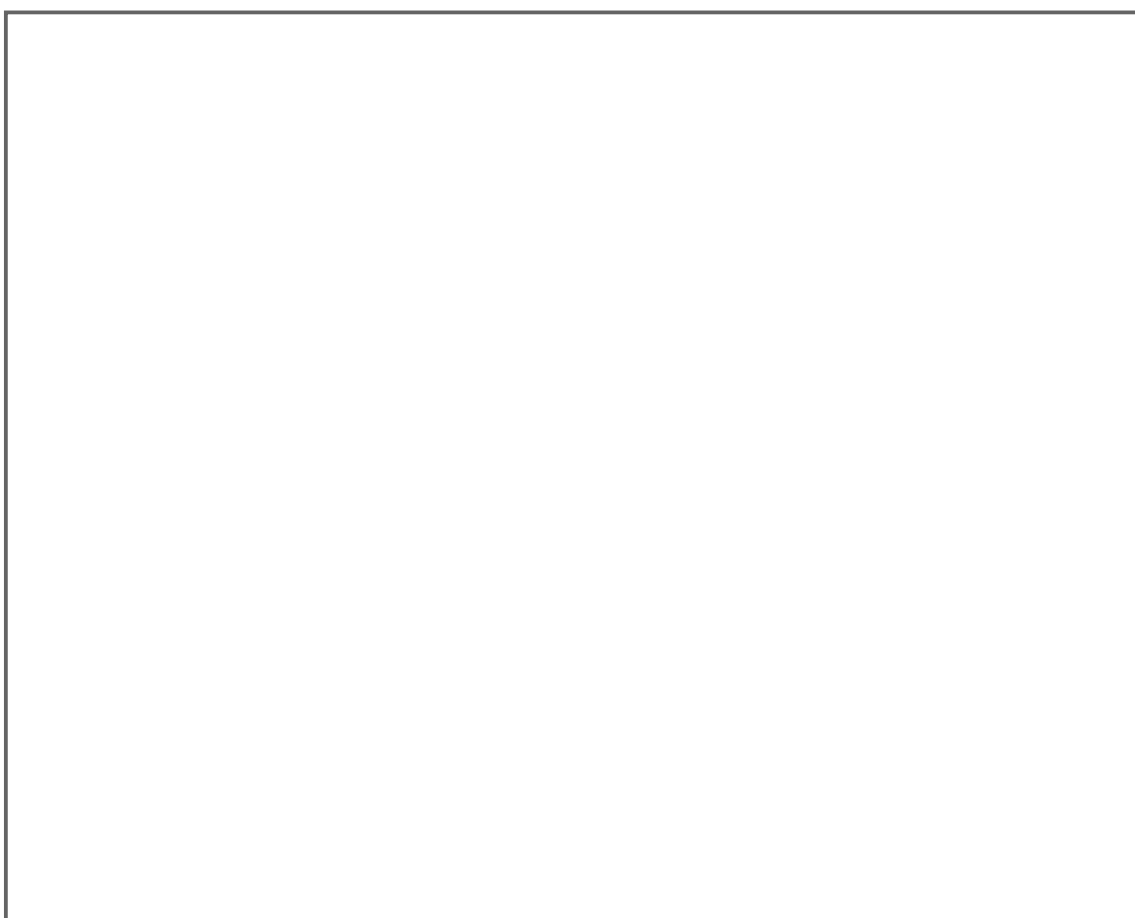
Mateo ran to the van.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

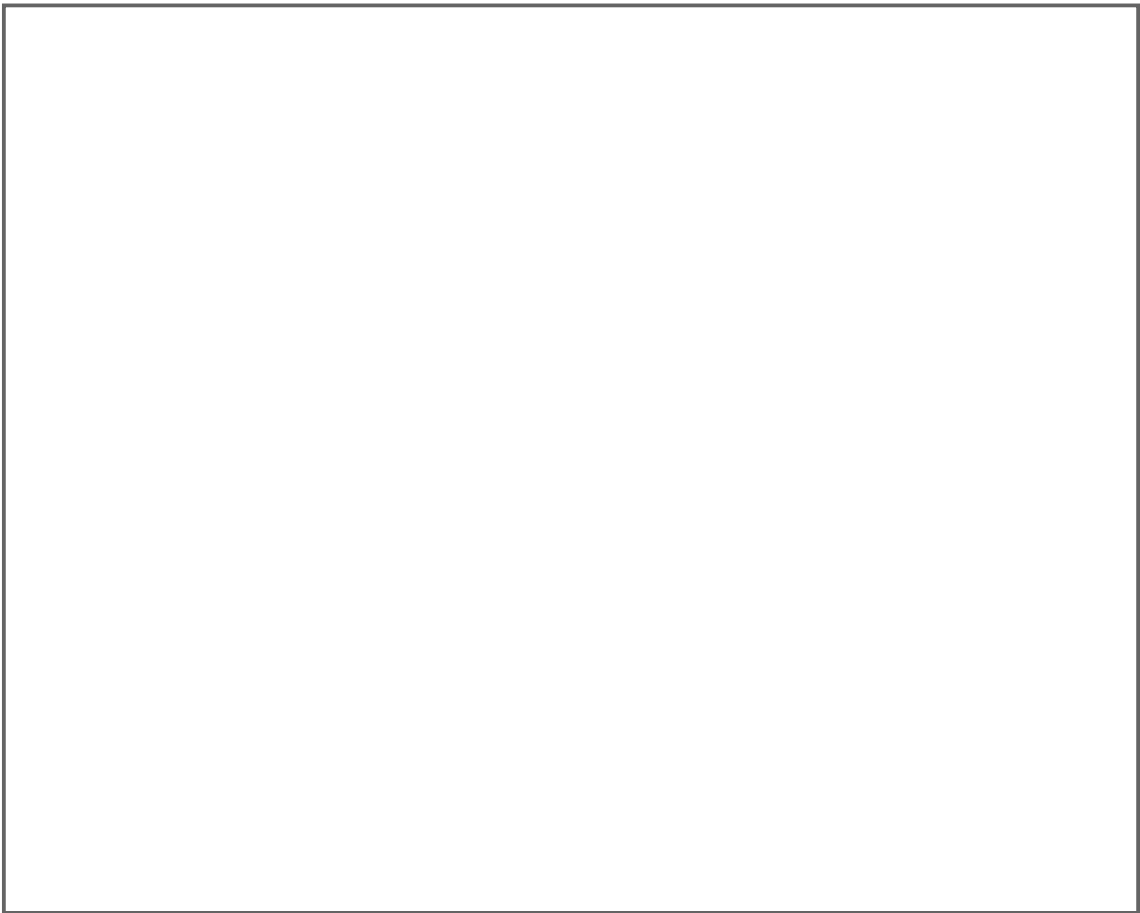
I see a dog and a cat.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

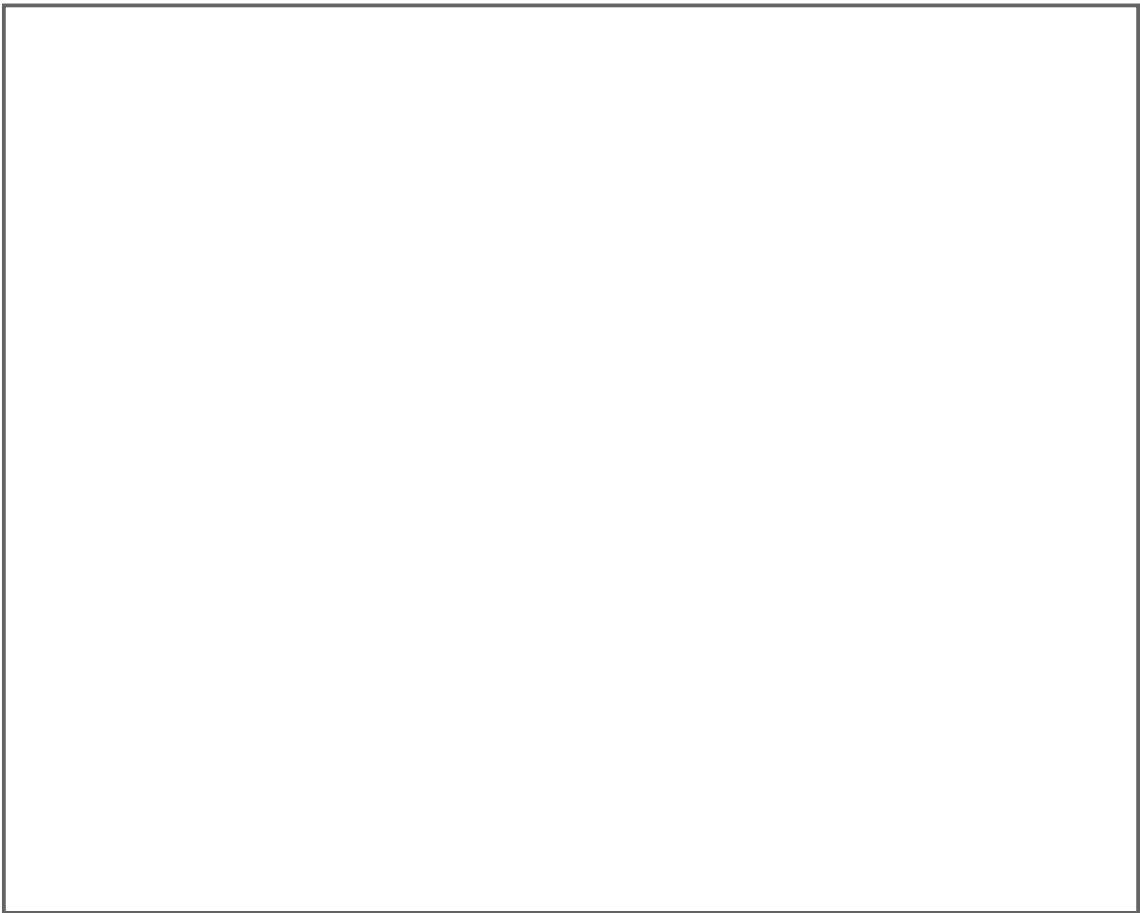
The pen is in the bag.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

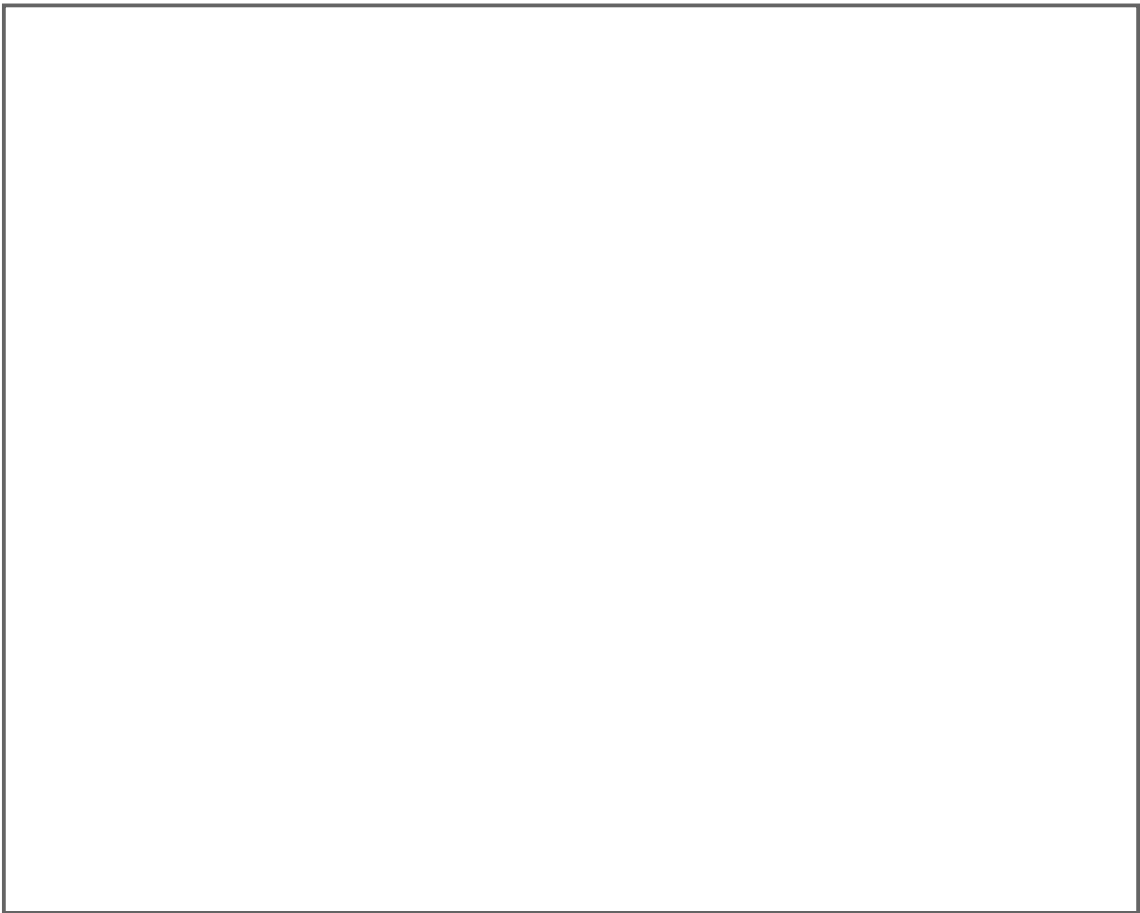
Aisha has a funny pink wig.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

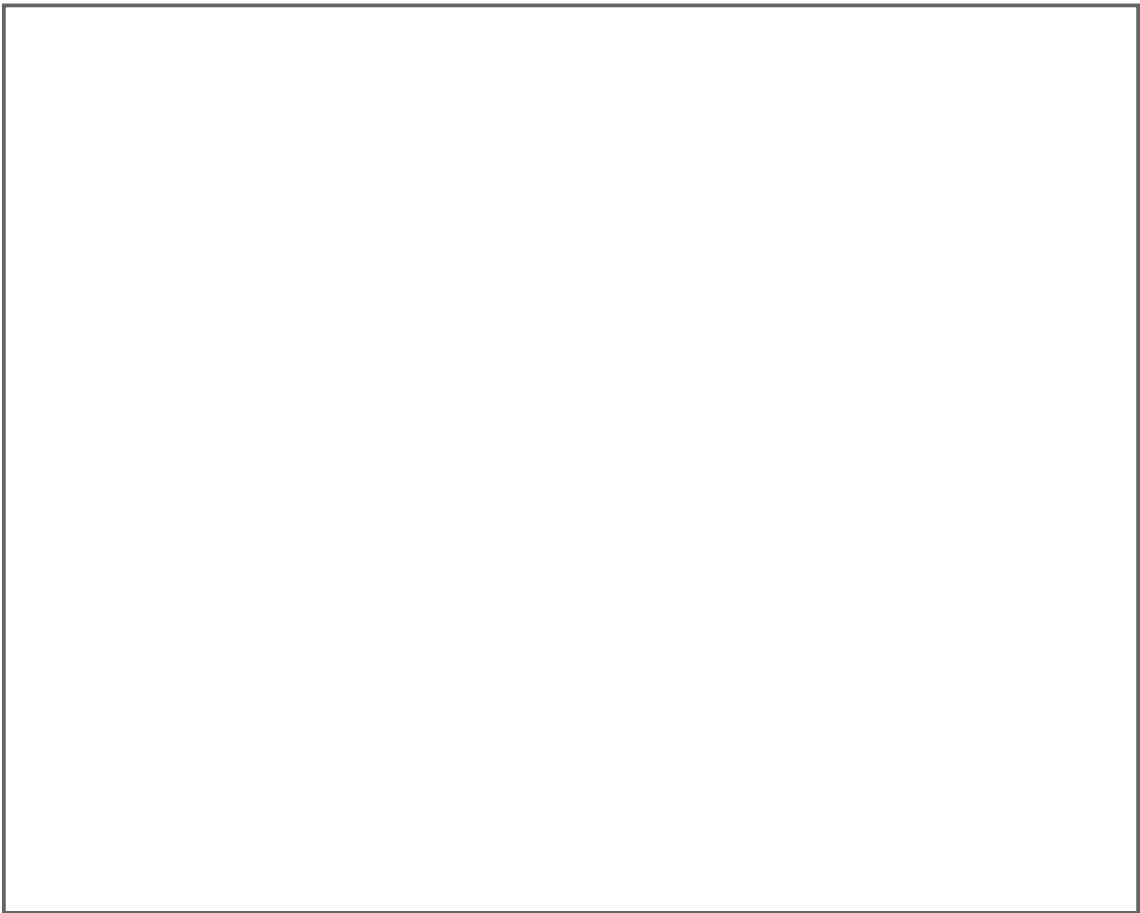
The fox is in the box.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

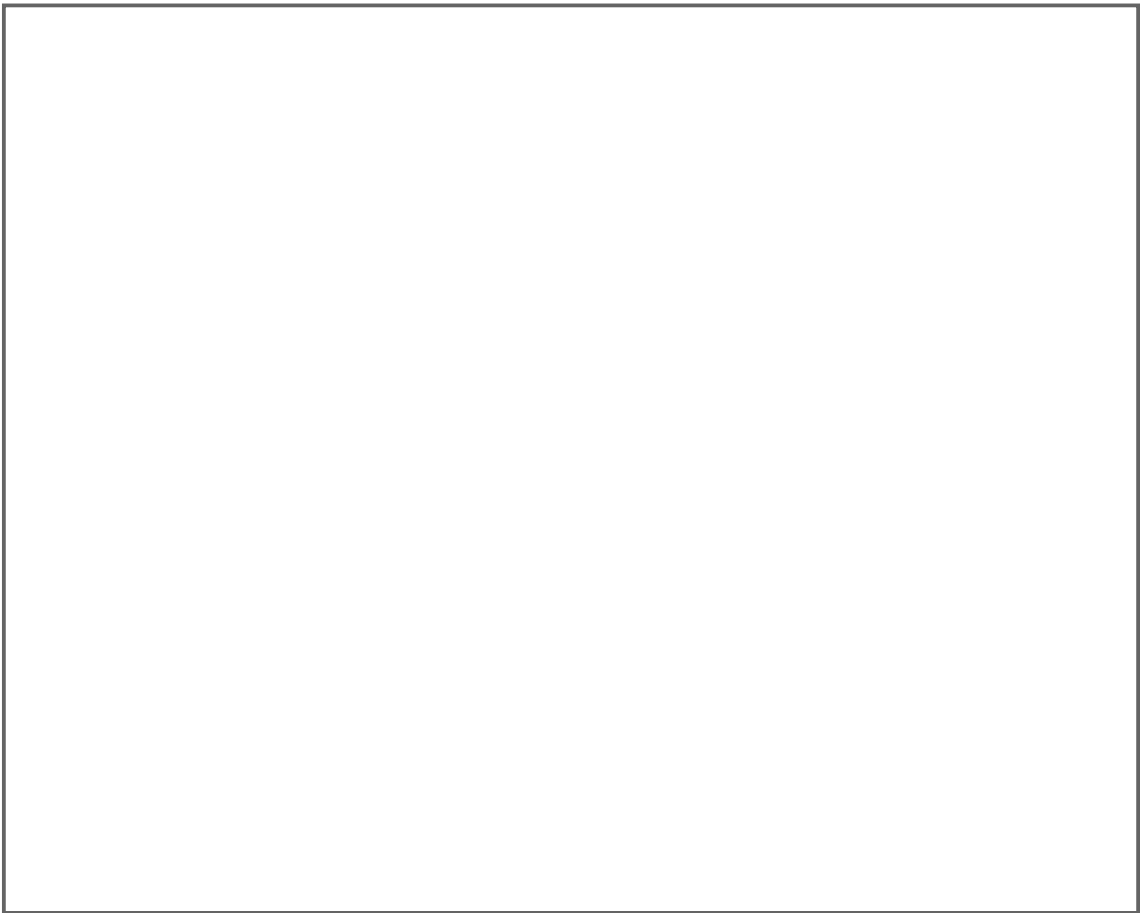
I was sad, but now I am glad.



Read and Draw

Instruction: Read the sentence and draw a picture to match.

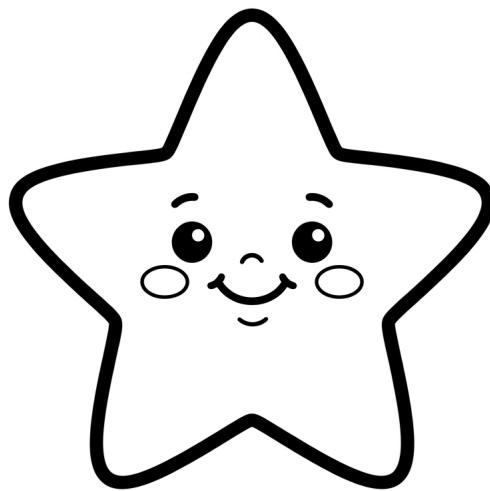
The frog can hop to the log.



Read and Draw

Instruction: Place a sticker or color the star!

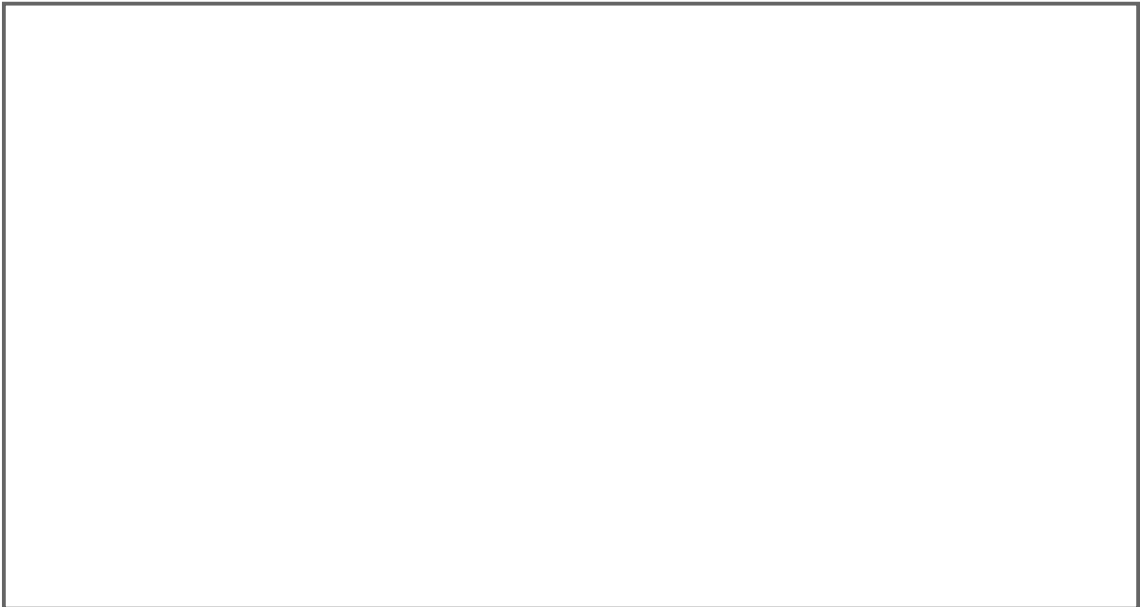
Chapter 4 Reward Tracker!



Story 1

Instruction: Read the short story aloud two times.

This is short story number 1. It is a fun story. The kids like it.
It has simple words to read.

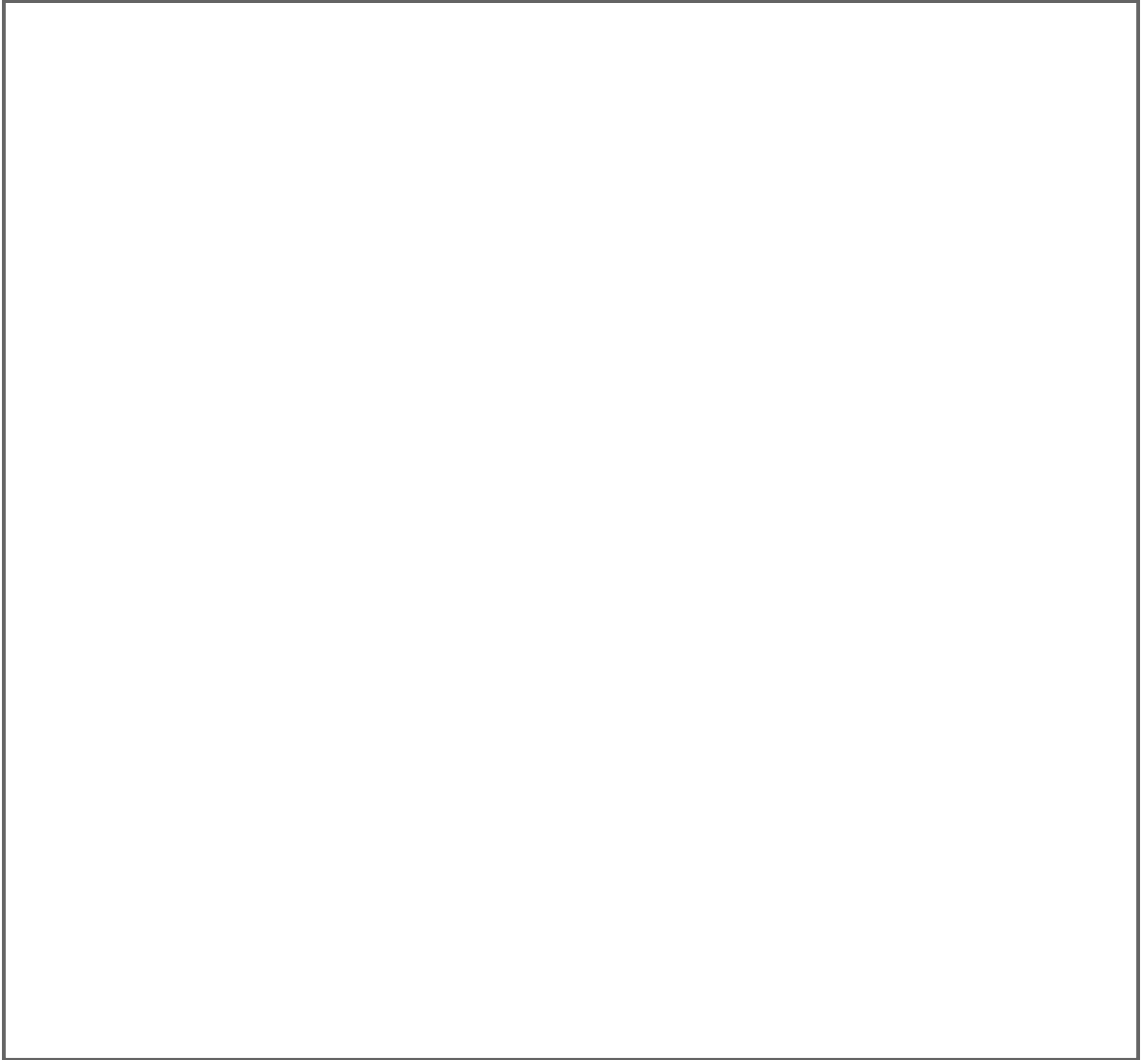


Story 1 Questions

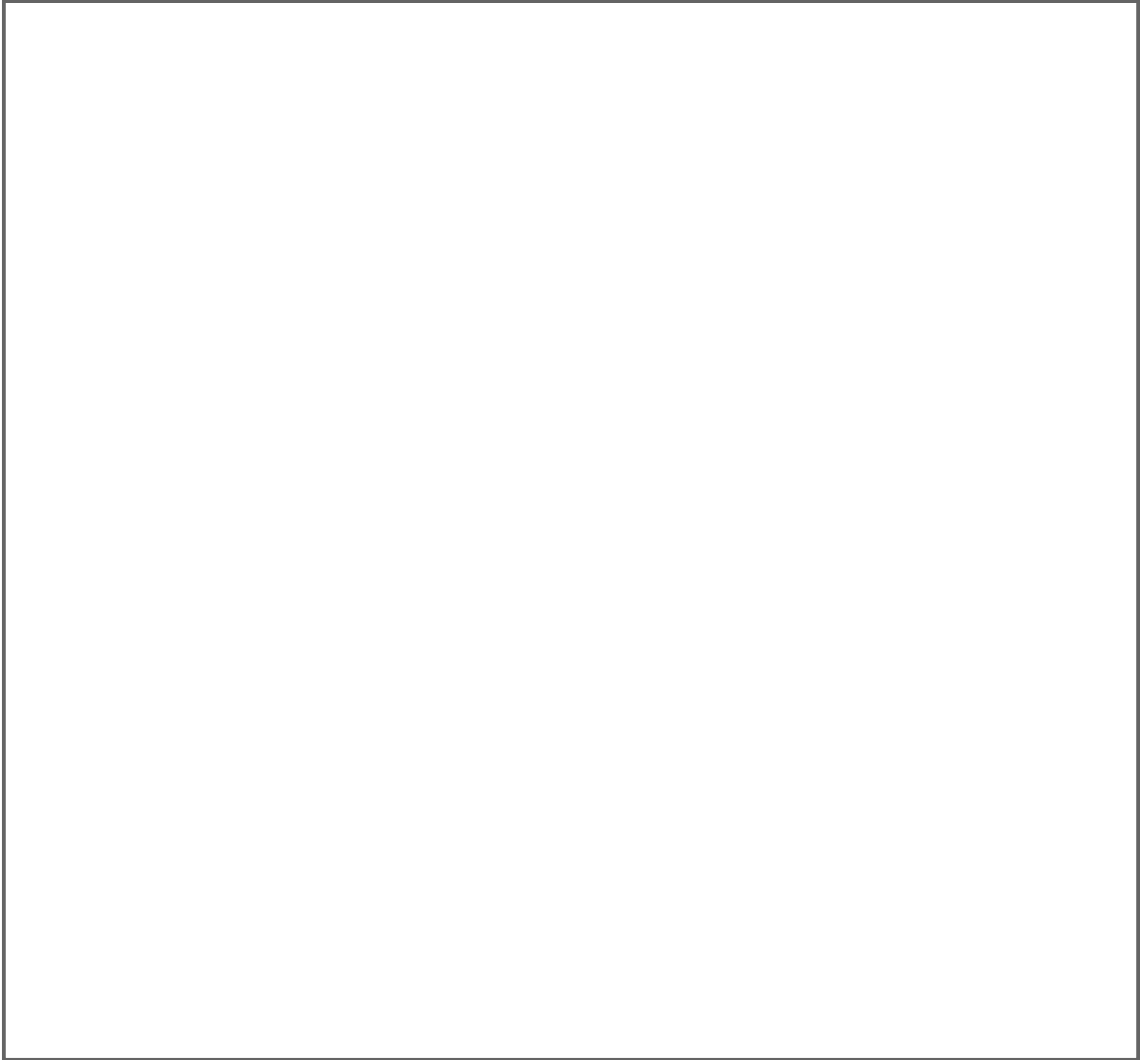
1. Who is in the story?

2. What did they do?

Story Sequencing

A large, empty rectangular box with a thin black border, intended for students to write or draw their story sequencing.

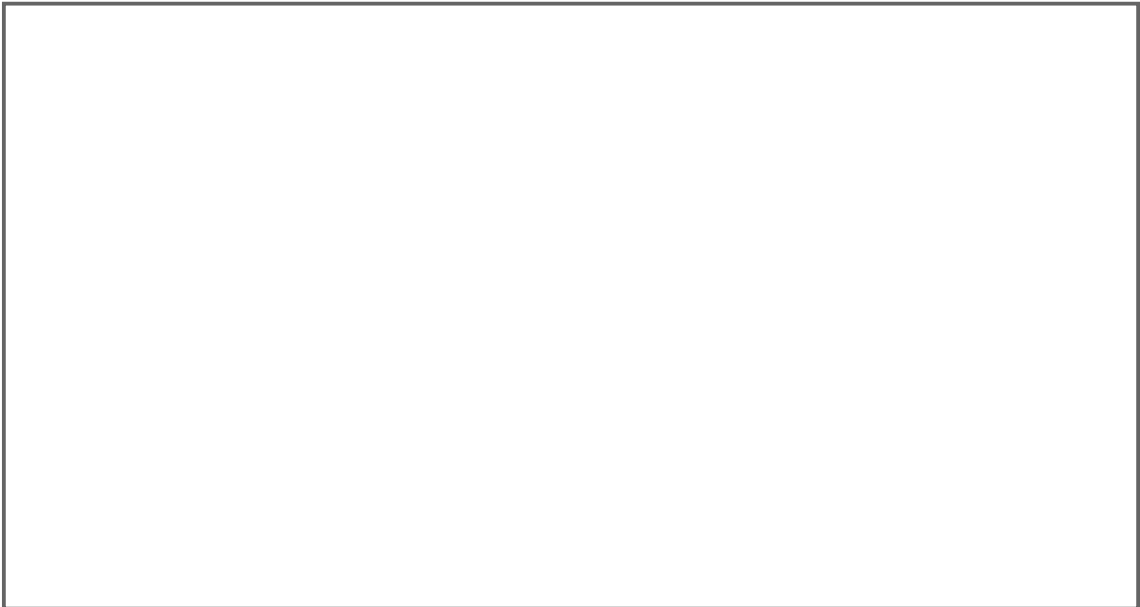
Draw Your Favorite Part



Story 2

Instruction: Read the short story aloud two times.

This is short story number 2. It is a fun story. The kids like it.
It has simple words to read.

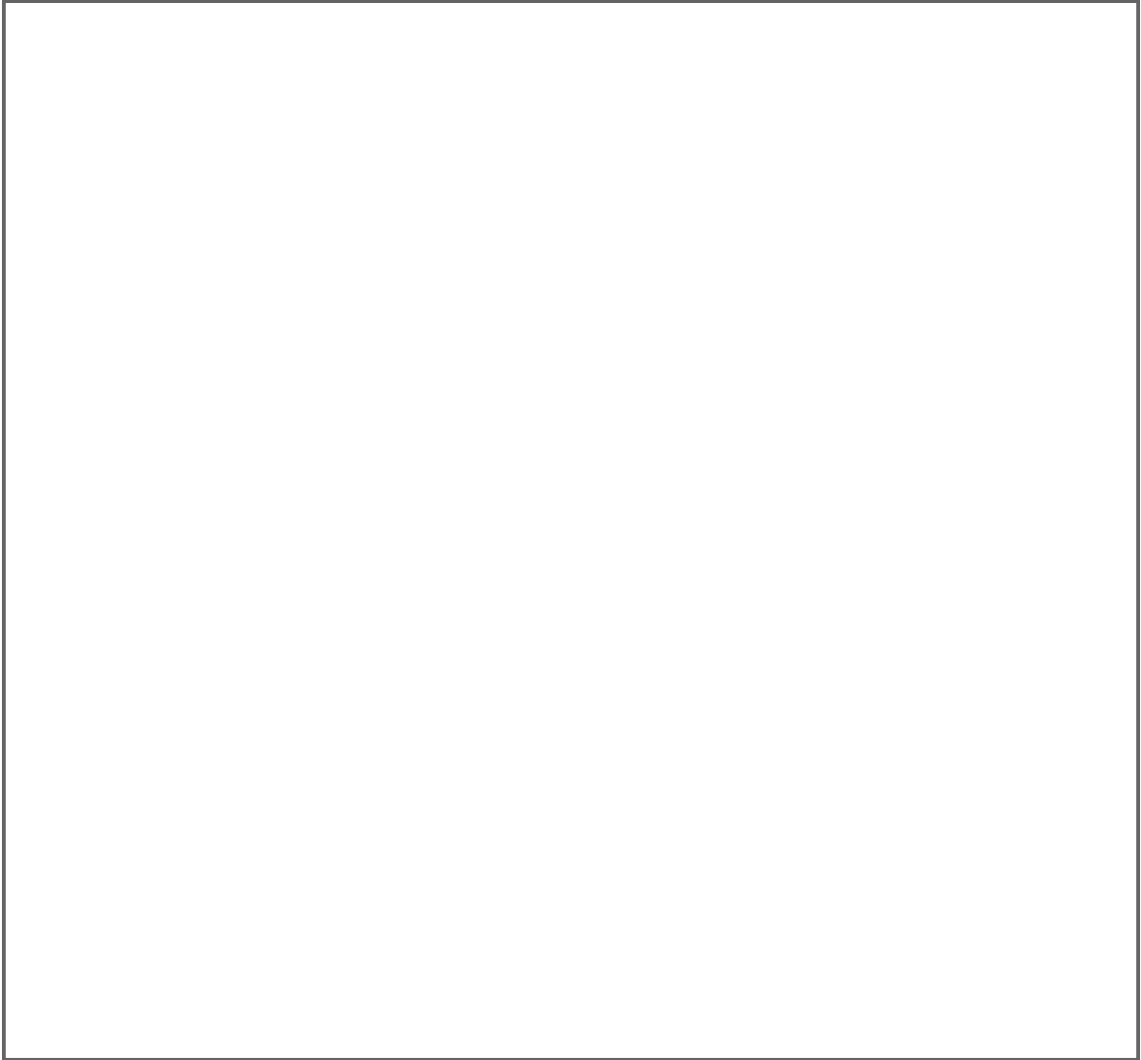


Story 2 Questions

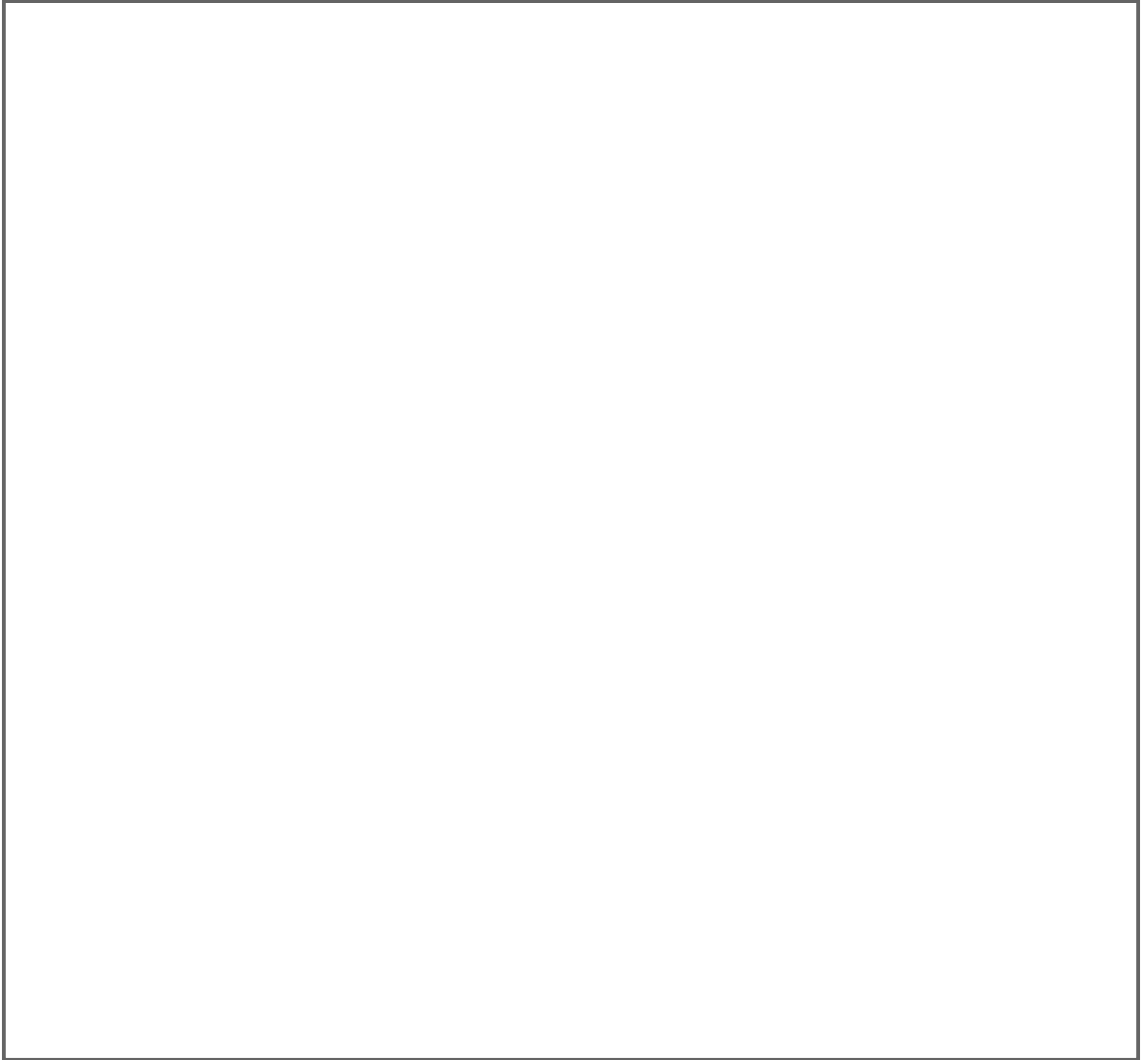
1. Who is in the story?

2. What did they do?

Story Sequencing

A large, empty rectangular box with a thin black border, intended for students to write or draw their story sequencing.

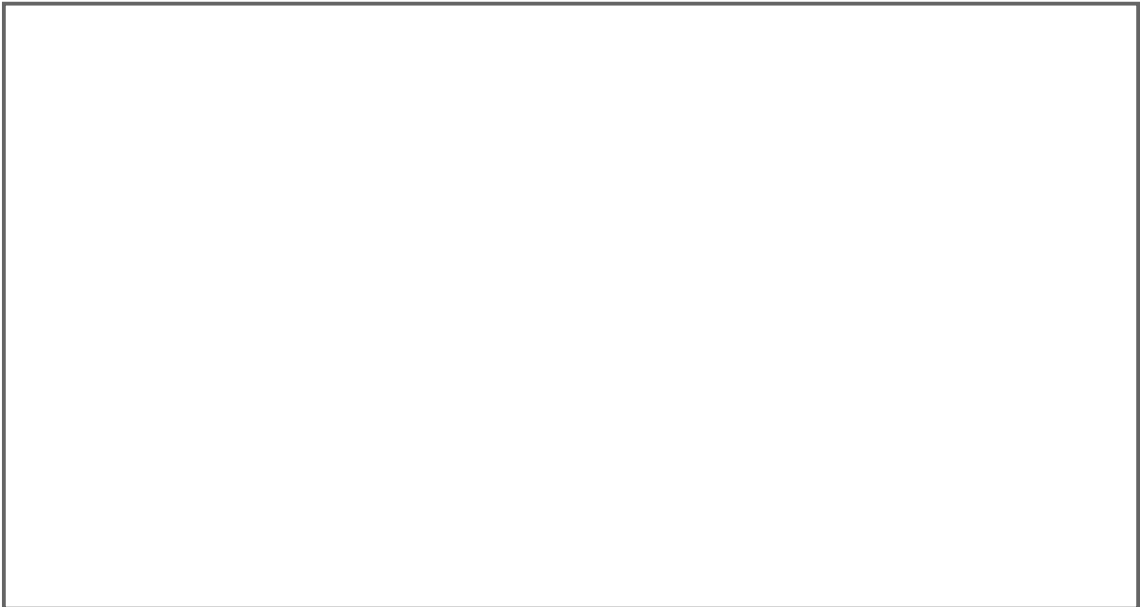
Draw Your Favorite Part



Story 3

Instruction: Read the short story aloud two times.

This is short story number 3. It is a fun story. The kids like it.
It has simple words to read.

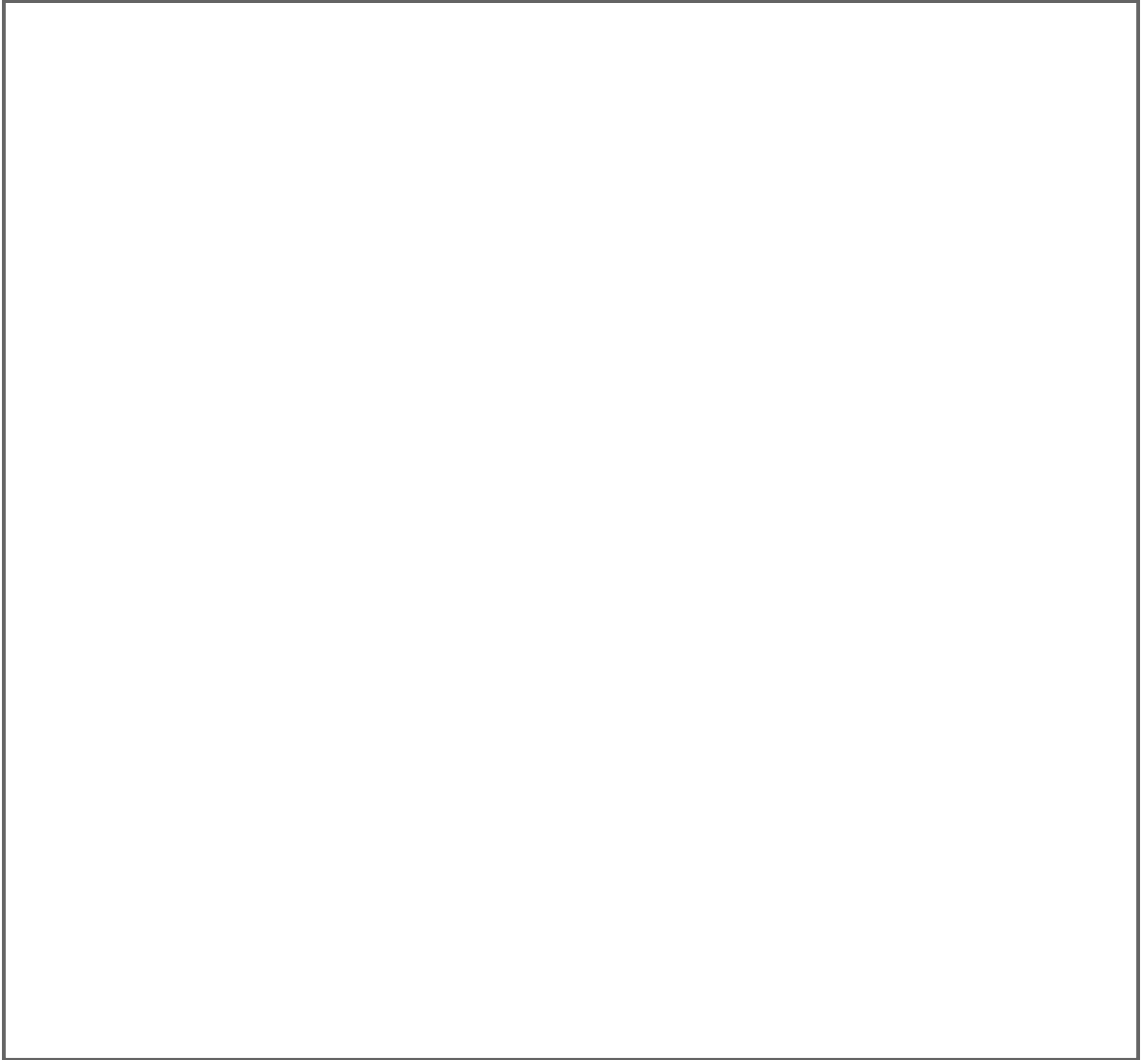


Story 3 Questions

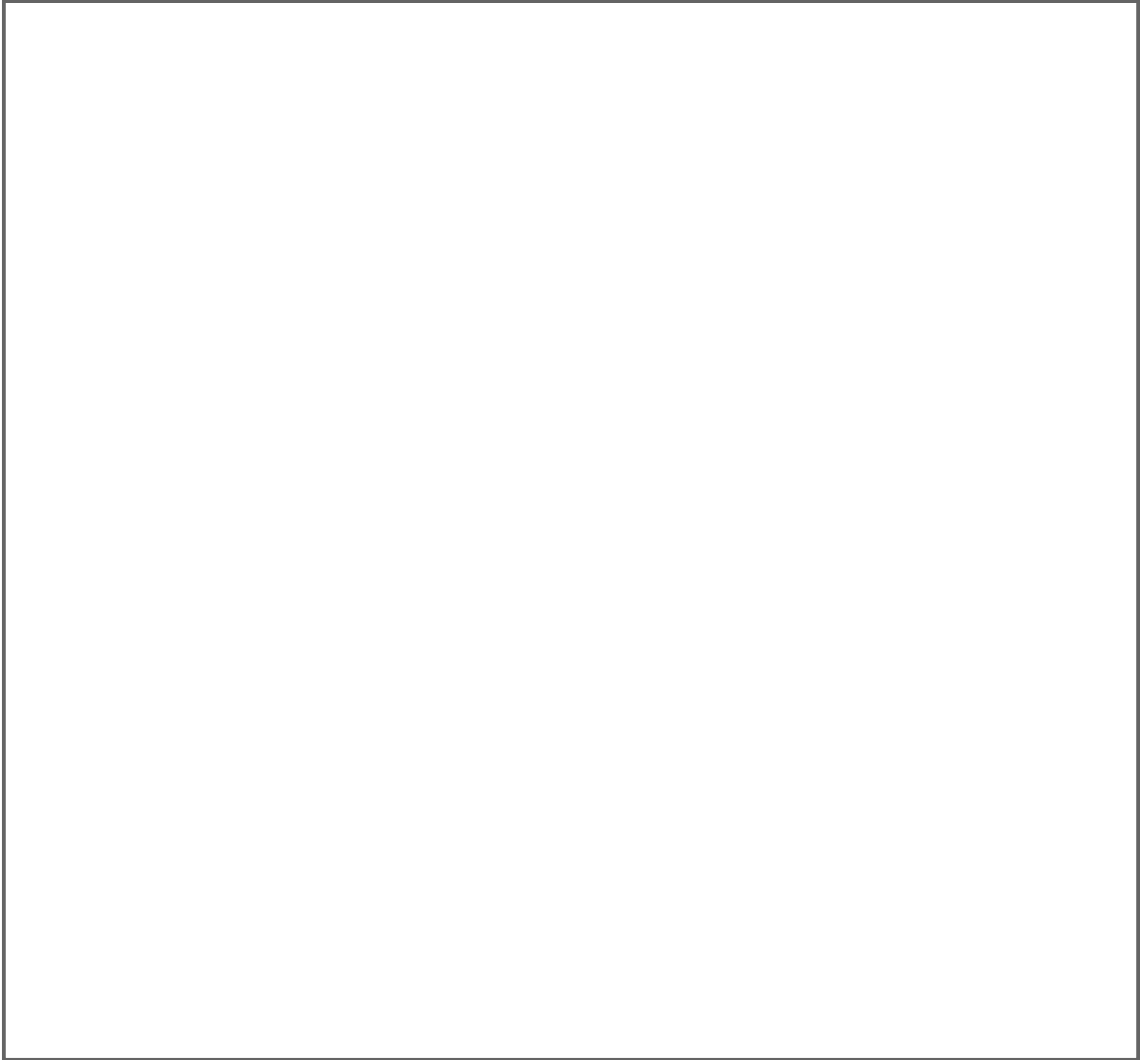
1. Who is in the story?

2. What did they do?

Story Sequencing

A large, empty rectangular box with a thin black border, intended for students to write or draw their story sequencing.

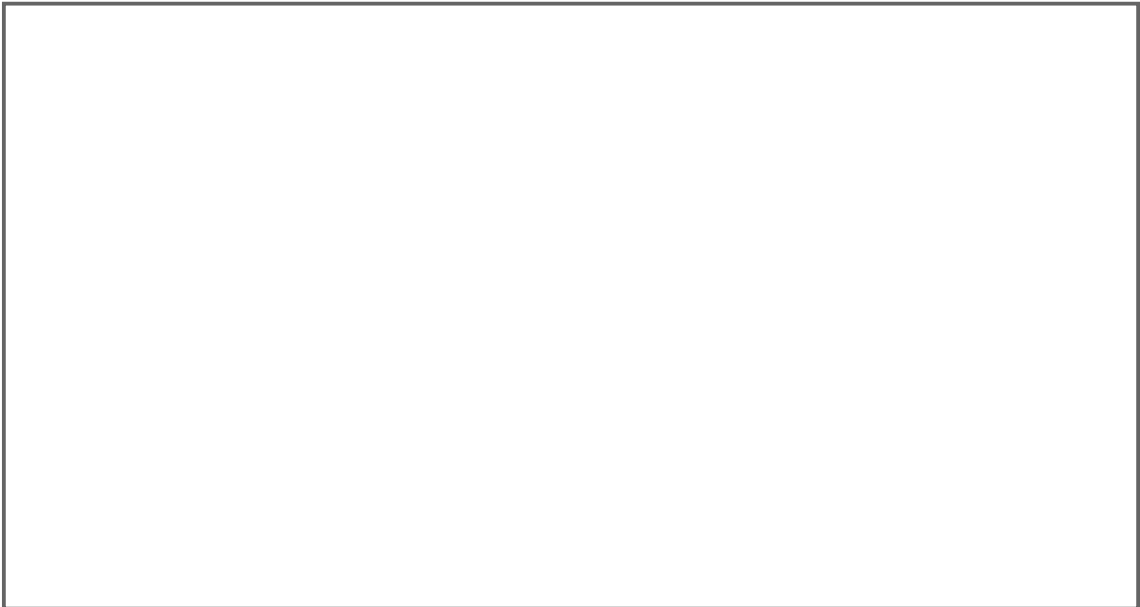
Draw Your Favorite Part



Story 4

Instruction: Read the short story aloud two times.

This is short story number 4. It is a fun story. The kids like it.
It has simple words to read.

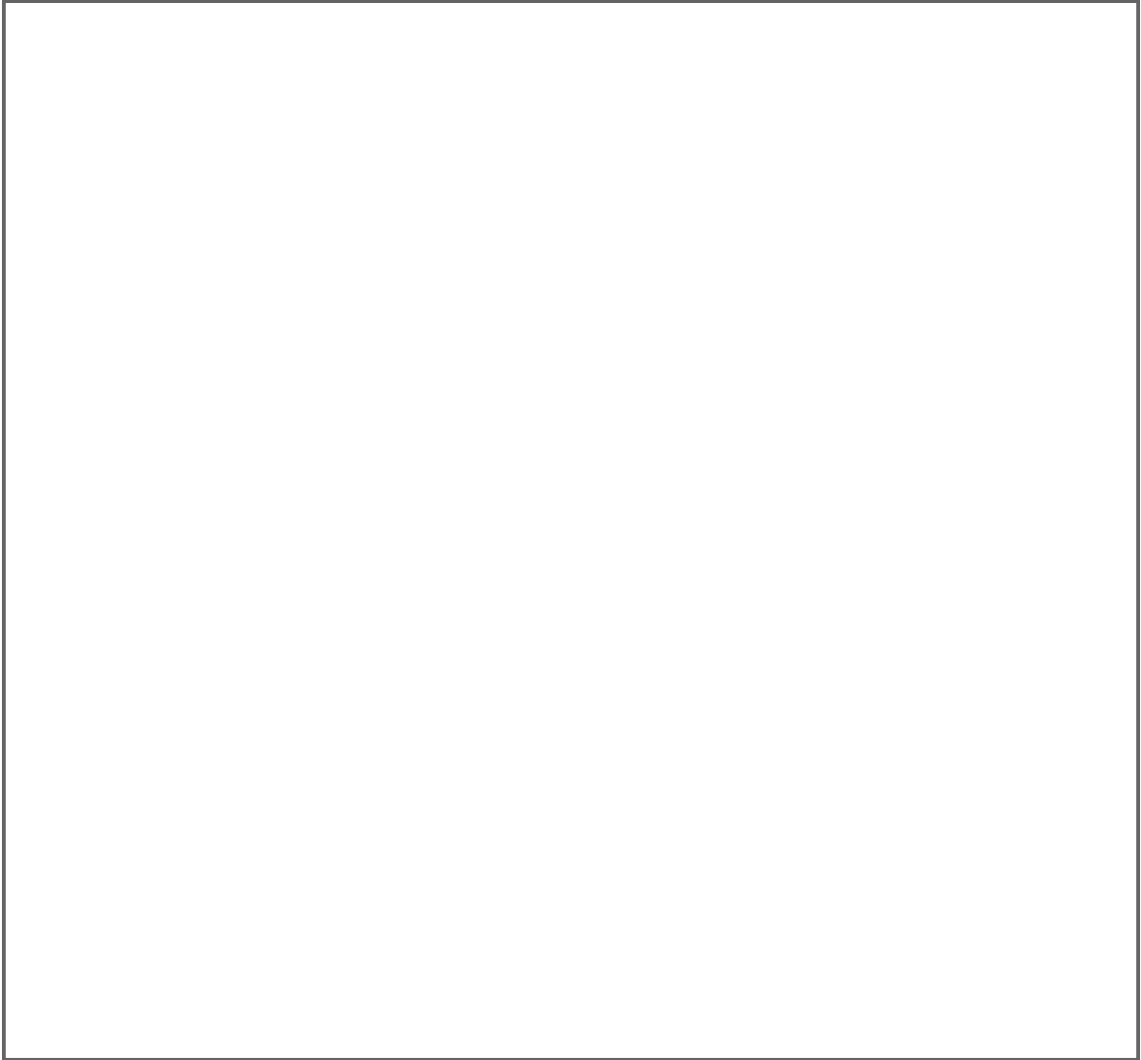


Story 4 Questions

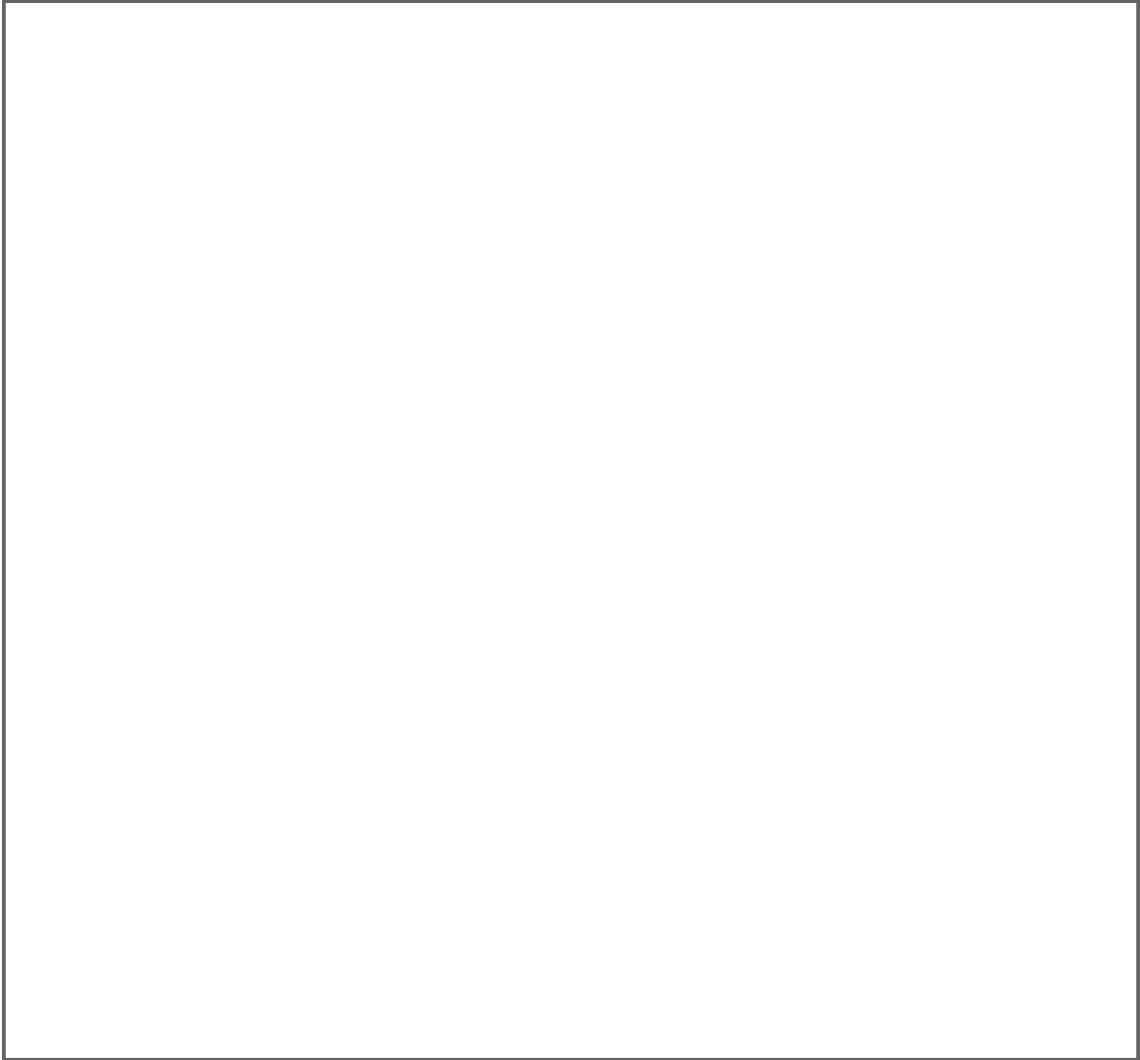
1. Who is in the story?

2. What did they do?

Story Sequencing

A large, empty rectangular box with a thin black border, intended for students to write or draw their story sequencing.

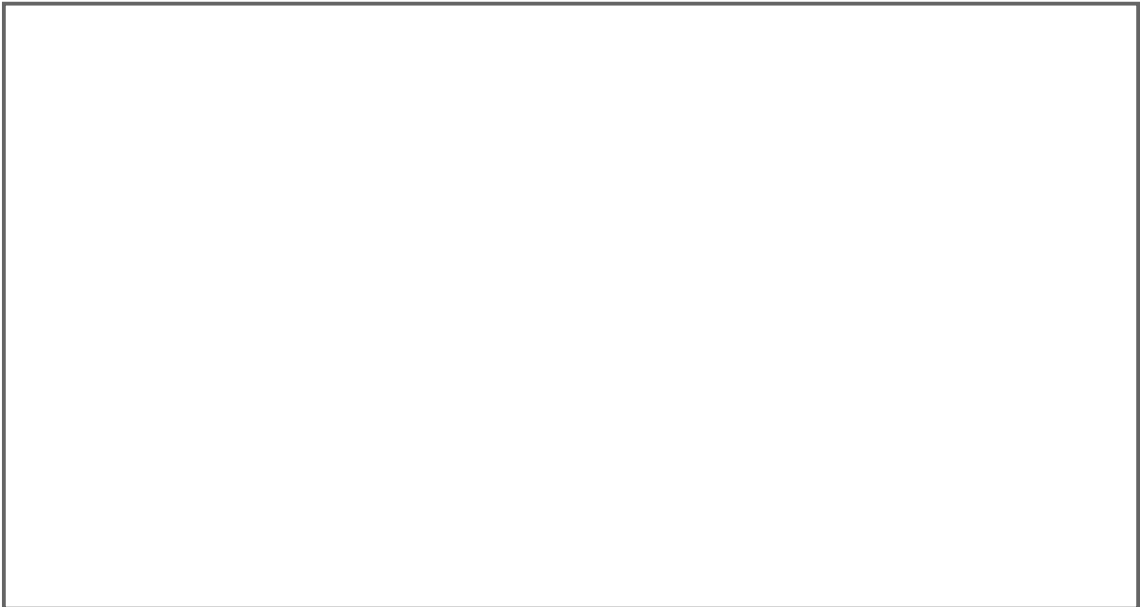
Draw Your Favorite Part



Story 5

Instruction: Read the short story aloud two times.

This is short story number 5. It is a fun story. The kids like it.
It has simple words to read.

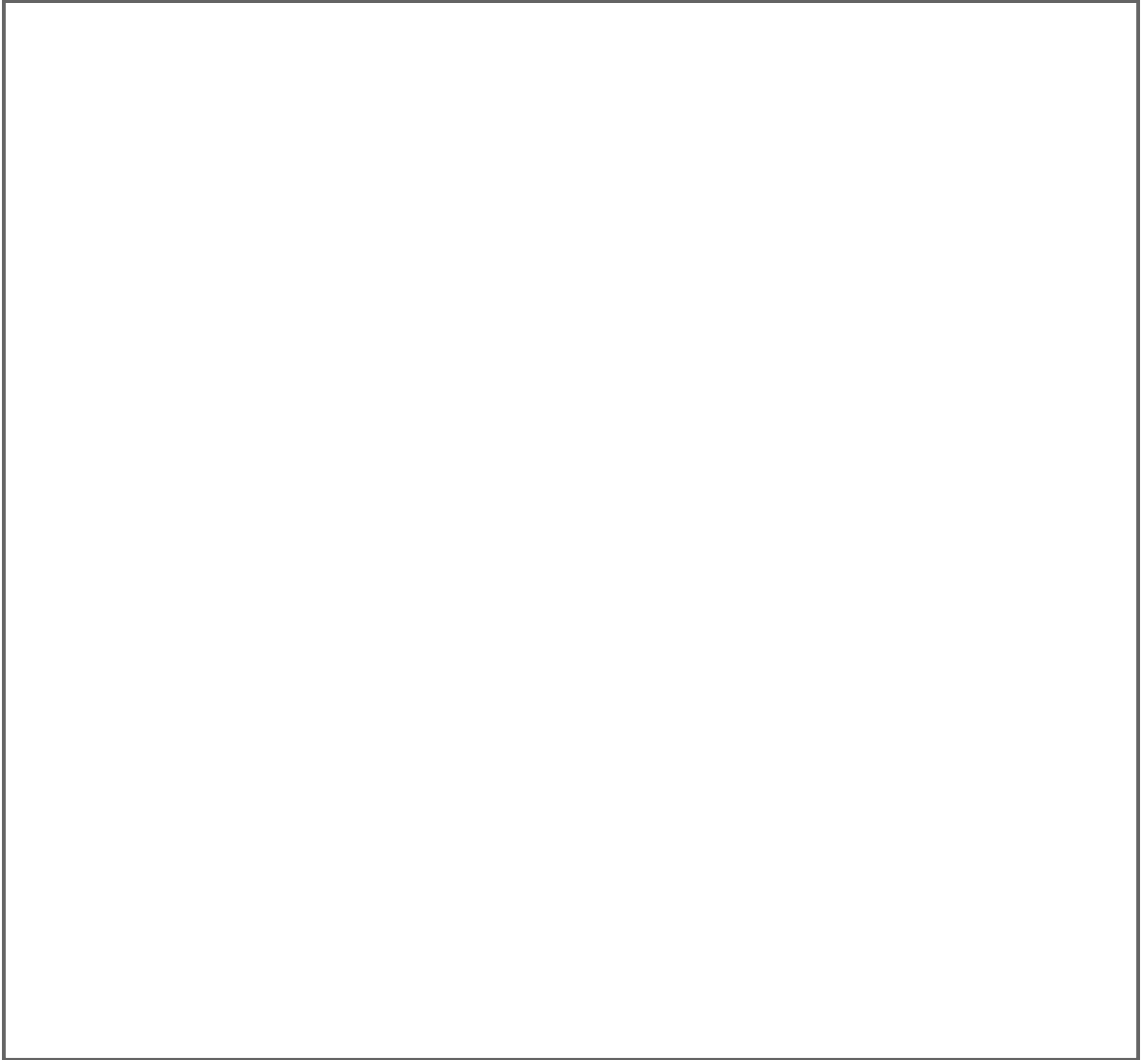


Story 5 Questions

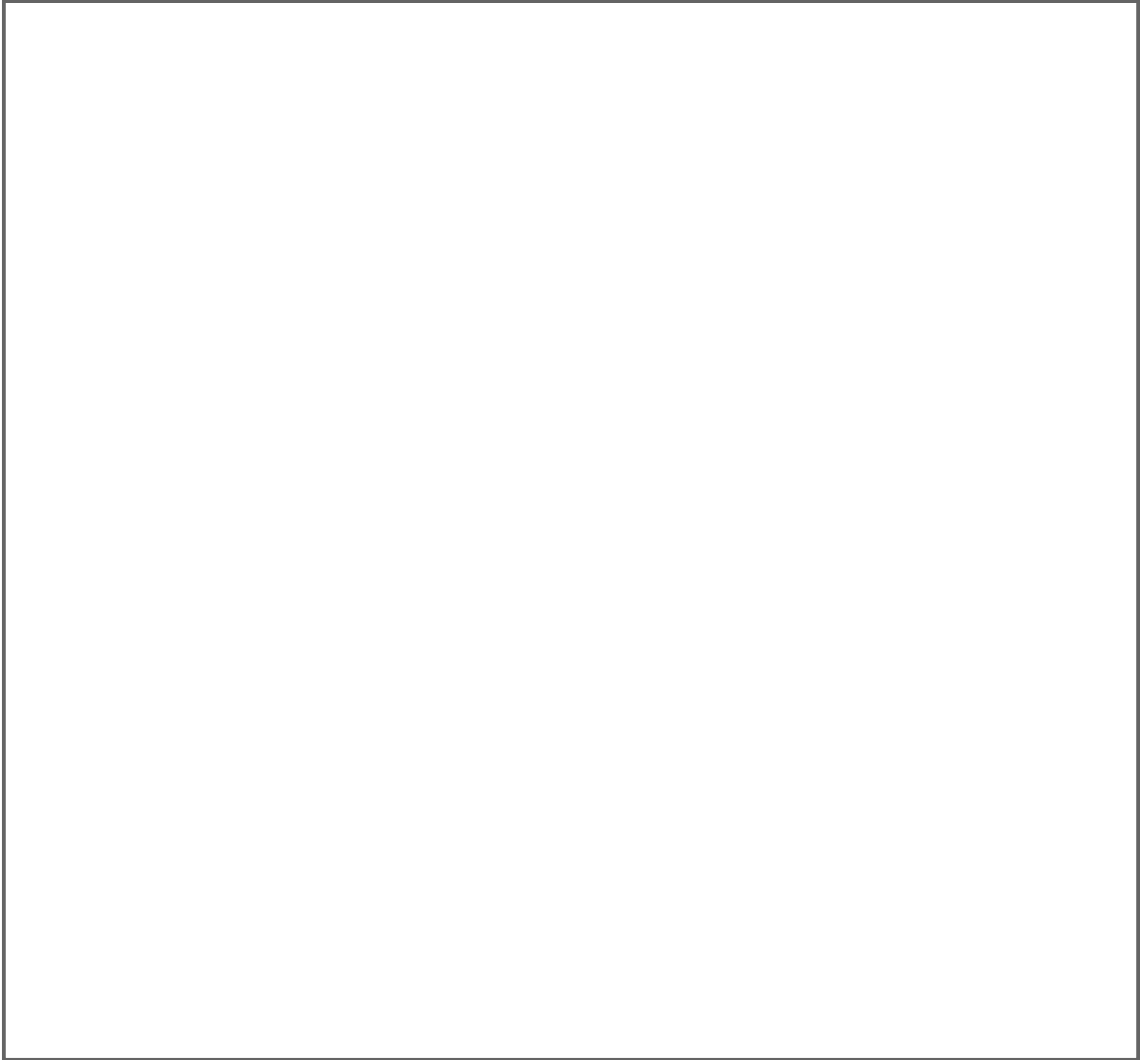
1. Who is in the story?

2. What did they do?

Story Sequencing

A large, empty rectangular box with a thin black border, intended for students to write or draw their story sequencing.

Draw Your Favorite Part



Creative Writing 1

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Creative Writing 2

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Creative Writing 3

Instruction: Write one complete sentence about the picture.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write their sentence.

Creative Writing 4

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Creative Writing 5

Instruction: Write one complete sentence about the picture.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write their sentence.

Creative Writing 6

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Creative Writing 7

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Creative Writing 8

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Creative Writing 9

Instruction: Write one complete sentence about the picture.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

CERTIFICATE

of Achievement

Congratulations! This certifies that

has finished the Phonics & Reading Workbook!

