

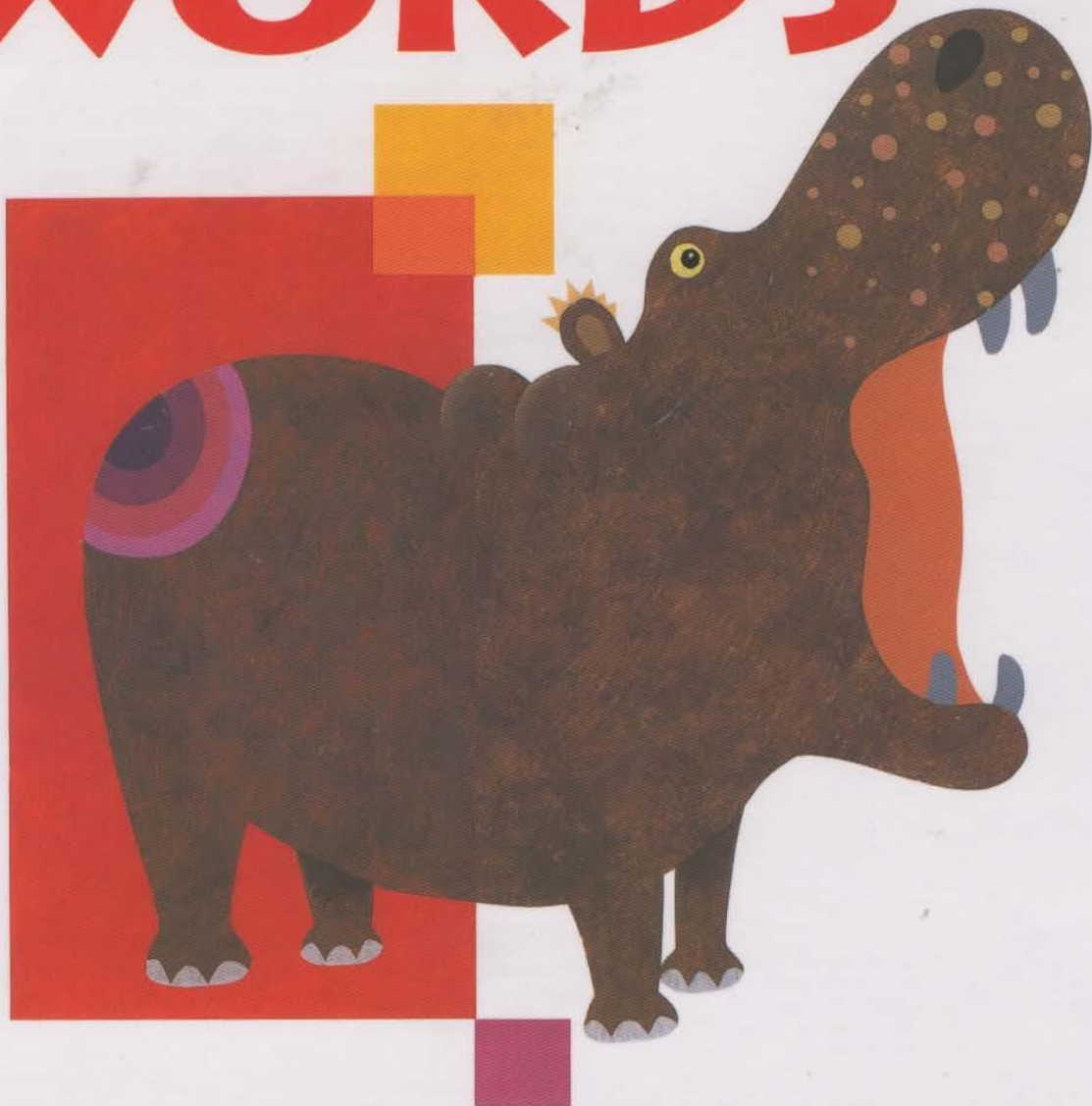
KUMON

Ages

4•5•6

My Book of

RHYMING WORDS



*If your child is starting to recognize letters and printed words, then this book will build on that foundation. This is a fun and easy way to help your child learn to say and write rhyming words, such as **pop** & **mop**, **pig** & **dig**.*

My Book of

RHYMING WORDS

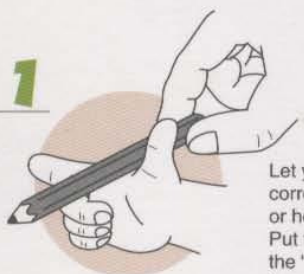


The aims and purpose of this book

- ▶ If your child can already recognize and say all of the letters of the alphabet, this book will help him or her learn how to blend letters together to say and write short rhyming words.
- ▶ Your child will start by reviewing the alphabet and saying single words accompanied by pictures, and will move gradually to saying and writing rhyming words as he or she completes entertaining games such as mazes. The exercises in this book are designed to increase your child's ability to recognize and write words in an easy and enjoyable way. Your child will be able to learn new words naturally by writing letters in familiar words and saying those words again and again. This confidence will help your child begin a lifelong journey of reading.
- ▶ Your child will have many daily opportunities to see printed words, and you can help by looking for words from this book which he or she will be able to recognize in your daily environment.

How to hold a pencil properly

There are several ways to teach children to hold a pencil properly. Here is one example.



Let your child form the correct shape, using his or her own fingers. Put the pencil between the "bending middle finger" and "joint part of thumb and forefinger."



Have your child grip the pencil with thumb and forefinger.



Check the way that your child is holding the pencil against the picture to decide whether or not it is the proper way.

It is difficult for a child who does not yet have enough strength in his or her hand and fingers to hold the pencil properly. Please teach this skill gradually, so that your child will be interested and willing to hold a pencil naturally.

Sections in this book

pp. 1-2	Review of alphabet a-z
pp. 3-22	Rhyming words containing the vowel "a"
pp. 23-32	Rhyming words containing the vowel "e"
pp. 33-48	Rhyming words containing the vowel "i"
pp. 49-58	Rhyming words containing the vowel "o"
pp. 59-68	Rhyming words containing the vowel "u"
pp. 69-80	Review

How to use this book

- ▶ Offer praise at the end of each page, and write encouraging words or place stickers on the page as a special prize.
- ▶ Please refer to the "To parents" notes in this book, where you can read more comments and advice on how to help your child progress through this book.
- ▶ It's a good idea to set the number of pages your child will complete in a day. It may be one sheet (two pages) or two sheets (four pages) a day. The essential point to remember is that the practice should come to an end when your child still wants to do a little more.
- ▶ Most workbooks contain the same paper stock, but each Kumon Workbook features a different type of paper, tailored to a specific activity and use. This book features good quality paper geared to children who are learning to write. The paper can stand up to rough drawing, even from children who have not yet acquired basic pencil-control skills. It is also made for easy erasing, and gives your child the opportunity to draw the lines again and again on each page.



Review of Alphabet

Writing a-z

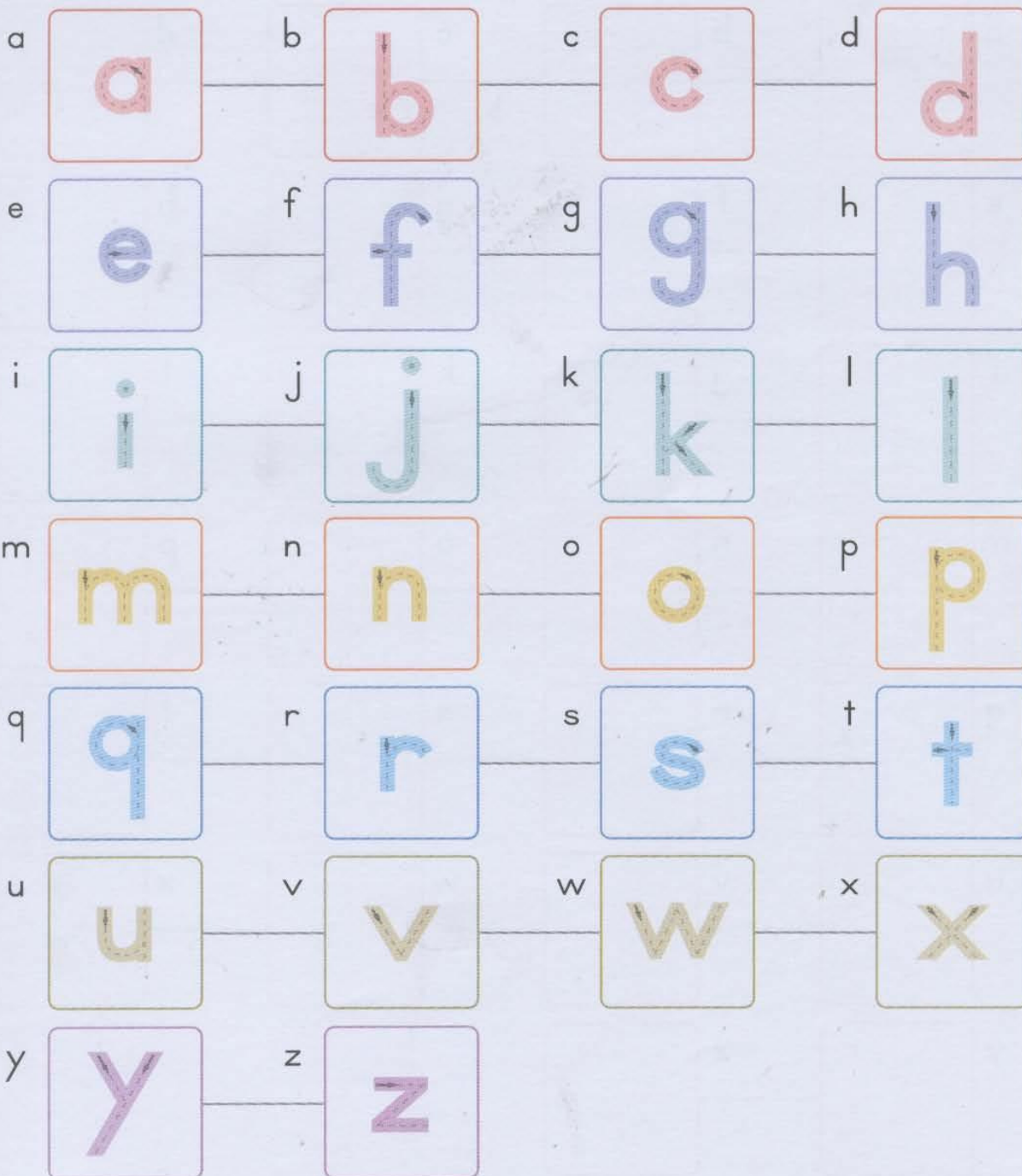
Name

Date

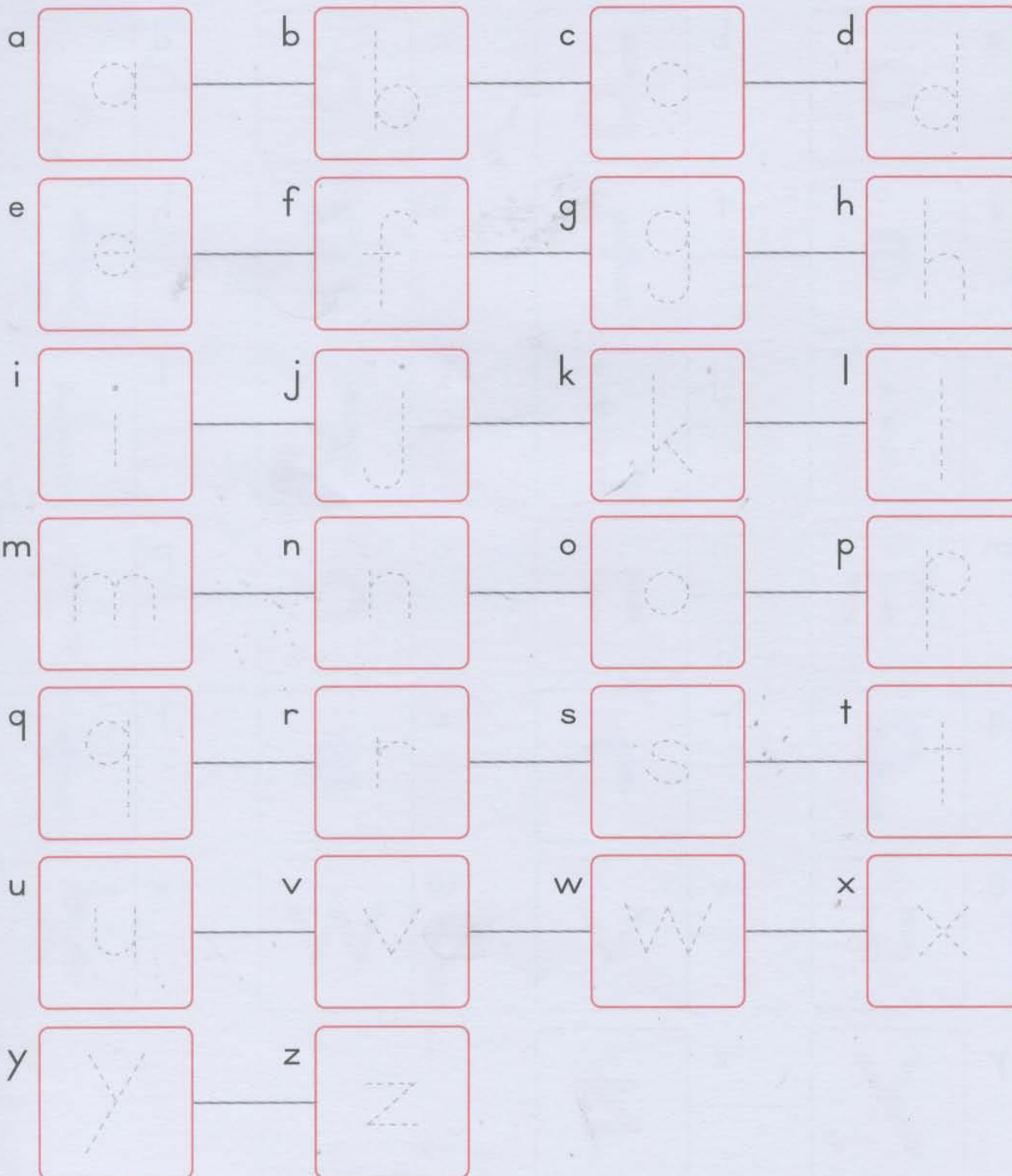
To parents

Write your child's name and the date in the boxes above. On pages 1 and 2, your child will review the letters of the alphabet. Please help your child as needed and praise him or her at the completion of each exercise.

■ Trace the letters a to z.



■ Trace the letters a to z.





What Is It?

Saying “_at” Sounds

Name _____

Date _____

To parents

By repeating rhyming words with the short “a” vowel sound, your child will gain an awareness of the connection between letters and the sounds they represent. Give your child plenty of encouragement and praise your child at the completion of each exercise.

- Match the pictures by drawing a line from the dot (●) to the star (★).



cat



bat



hat



rat



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical red paths, each with a white zig-zag line. Each path contains four words, each with a corresponding illustration in a speech bubble. The words are: cat, bat, hat, and rat. The paths are labeled with a boy's face on the left and a girl's face on the right. The first path starts with a boy's face and ends with a star. The second path starts with a girl's face and ends with a star. The third path starts with a boy's face and ends with a star.



Rhyming Words

Writing “_at” Words

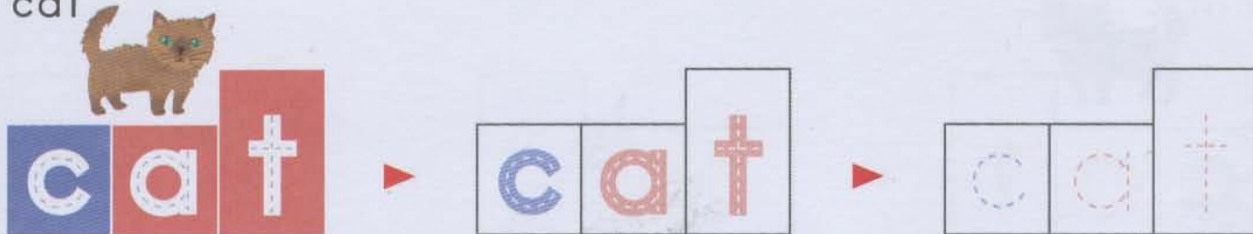
Name
Date

To parents

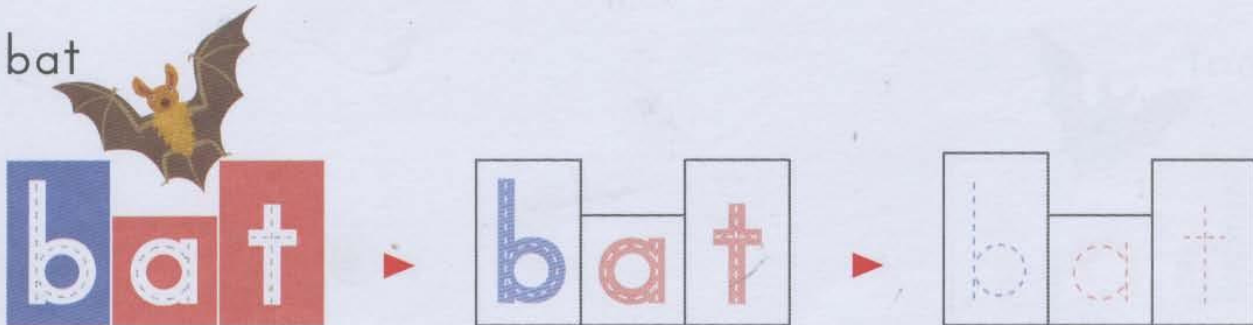
Please help your child to say the sound of the individual letters as he or she traces them. Children should not be forced to blend the letters together or to try sounding out the words. If children are allowed to demonstrate their skills naturally, after they have had sufficient practice, then they will have more positive feelings about independent learning.

- Say the word. Then say the sound of each letter as you trace it.

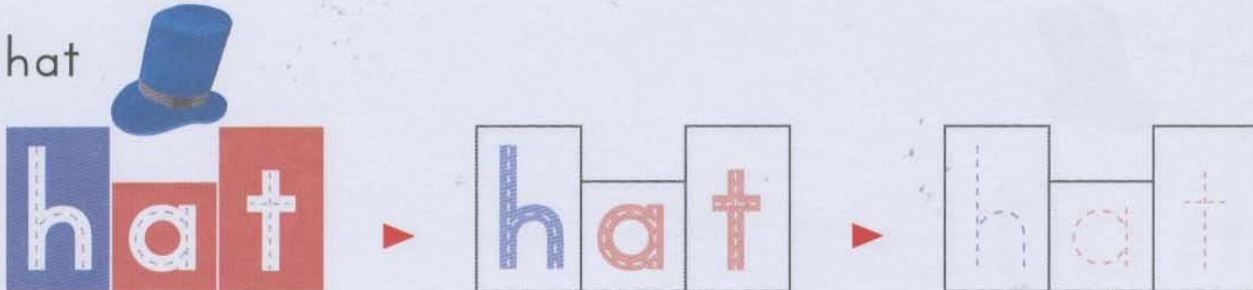
cat



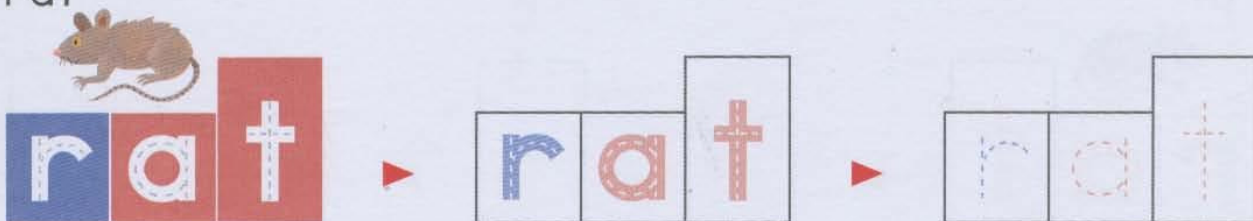
bat



hat

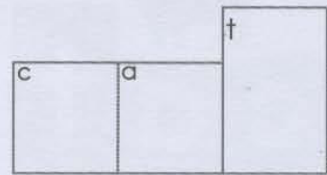
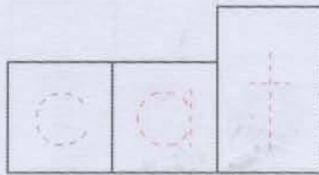
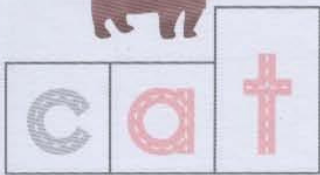


rat

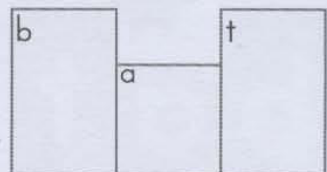
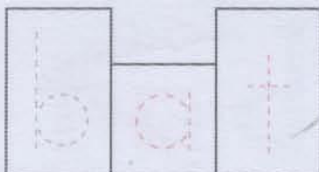


■ Say the word. Then say the sound of each letter as you trace and write it.

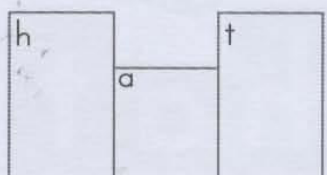
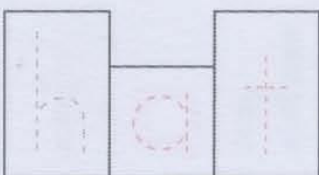
cat



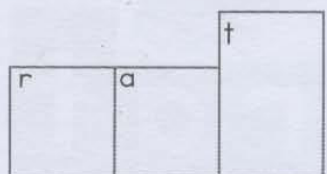
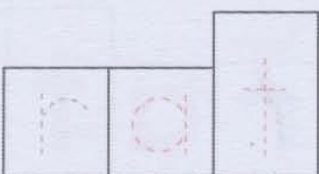
bat



hat



rat





What Is It?

Saying “_an” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



fan



pan



can



man



■ Draw a line from the dot (●) to the star (★) while saying each word.

Three vertical red panels with a white wavy path from a red dot at the top to a red star at the bottom. Each panel contains four word cards with corresponding illustrations.

Panel 1 (Left):

- Top: Red dot.
- Card 1: Illustration of a fan, word "fan".
- Card 2: Illustration of a pan, word "pan".
- Card 3: Illustration of a can, word "can".
- Card 4: Illustration of a man, word "man".
- Bottom: Red star.

Panel 2 (Middle):

- Top: Red dot.
- Card 1: Illustration of a pan, word "pan".
- Card 2: Illustration of a can, word "can".
- Card 3: Illustration of a man, word "man".
- Card 4: Illustration of a fan, word "fan".
- Bottom: Red star.

Panel 3 (Right):

- Top: Red dot.
- Card 1: Illustration of a can, word "can".
- Card 2: Illustration of a man, word "man".
- Card 3: Illustration of a fan, word "fan".
- Card 4: Illustration of a pan, word "pan".
- Bottom: Red star.



Rhyming Words

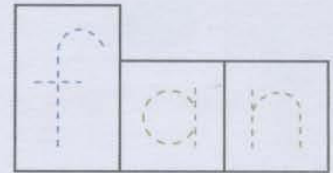
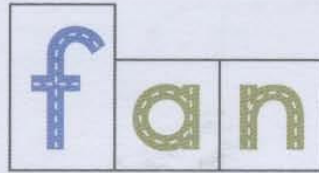
Writing “_an” Words

Name

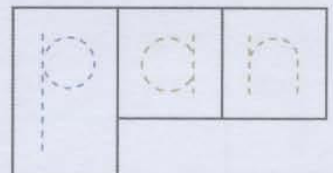
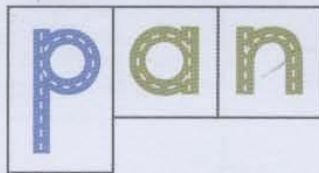
Date

■ Say the word. Then say the sound of each letter as you trace it.

fan



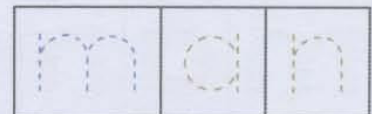
pan



can

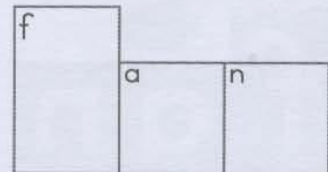
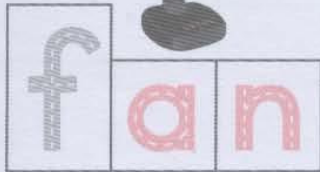


man

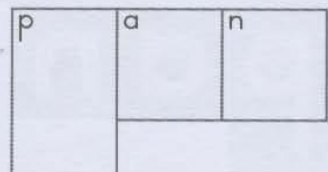
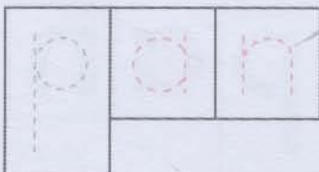
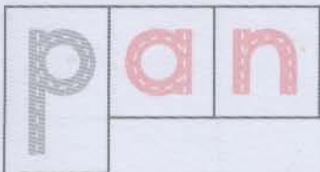


■ Say the word. Then say the sound of each letter as you trace and write it.

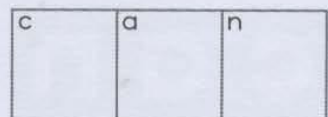
fan



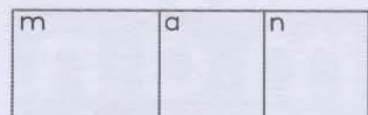
pan



can



man





What Is It?

Saying “_ap” Sounds

Name _____

Date _____

■ Match the pictures by drawing a line from the dot (●) to the star (★).



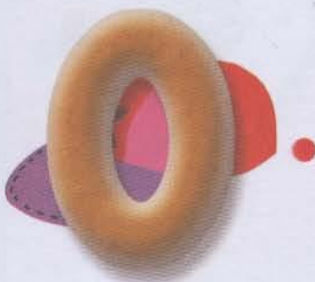
cap



map



nap



tap



■ Draw a line from the dot (●) to the star (★) while saying each word.

The image shows three vertical red paths, each with a white zig-zag line. At the top of each path is a red dot (●) and a small cartoon character. At the bottom of each path is a red star (★). Each path contains four word cards, each with a small illustration and a larger text label. The words are: 'cap' (hat), 'map' (map), 'nap' (sleeping), and 'tap' (tapping). The paths are arranged in a 3x4 grid of word cards.

Path	Card 1	Card 2	Card 3	Card 4
1	cap	map	nap	tap
2	map	nap	tap	cap
3	nap	tap	cap	map



Rhyming Words

Writing “_ap” Words

Name

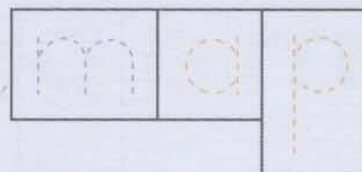
Date

- Say the word. Then say the sound of each letter as you trace it.

cap



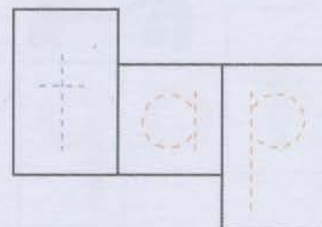
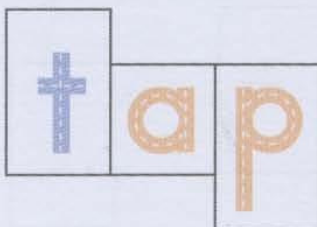
map



nap

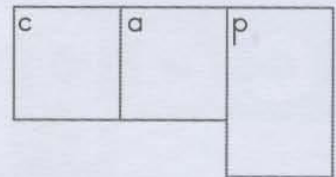


tap

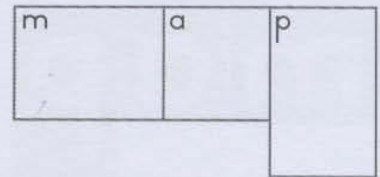
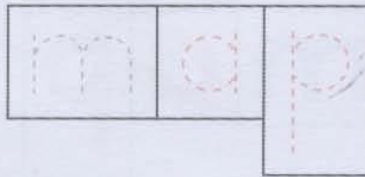
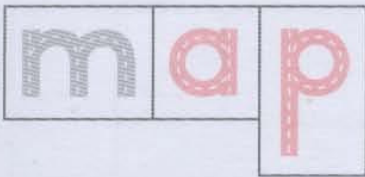


■ Say the word. Then say the sound of each letter as you trace and write it.

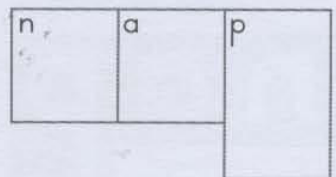
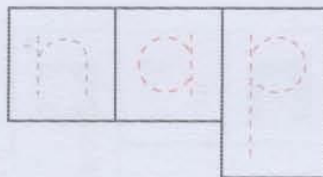
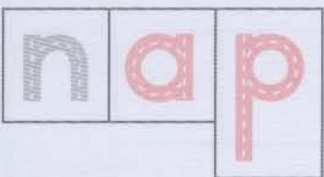
cap



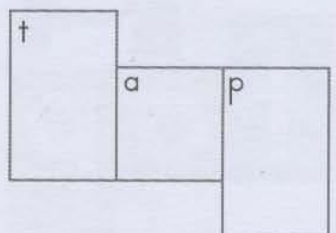
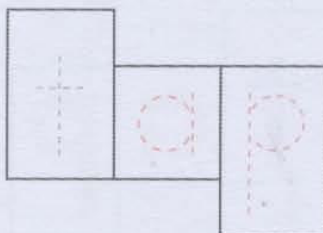
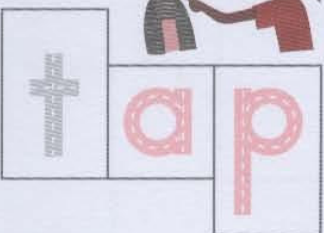
map



nap



tap





What Is It?

Saying “_ad” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



dad



sad



pad



lad



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical red strips, each with a wavy white path from a red dot at the top to a red star at the bottom. Each strip contains four sets of words and illustrations:

- Strip 1:**
 - Top: A family illustration and the word "dad".
 - Second: A boy looking sad illustration and the word "sad".
 - Third: A boy running illustration and the word "pad".
 - Bottom: A boy standing illustration and the word "lad".
- Strip 2:**
 - Top: A boy looking sad illustration and the word "sad".
 - Second: A boy running illustration and the word "pad".
 - Third: A boy standing illustration and the word "lad".
 - Bottom: A family illustration and the word "dad".
- Strip 3:**
 - Top: A boy running illustration and the word "pad".
 - Second: A boy standing illustration and the word "lad".
 - Third: A family illustration and the word "dad".
 - Bottom: A boy looking sad illustration and the word "sad".



Rhyming Words

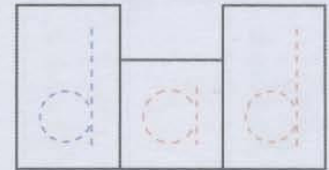
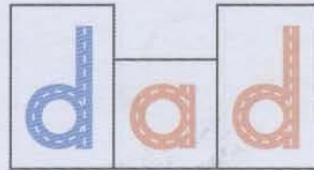
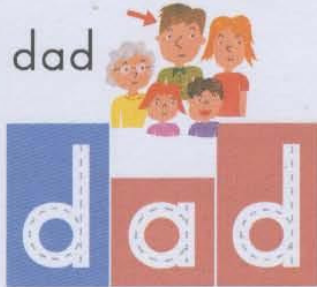
Writing “_ad” Words

Name _____

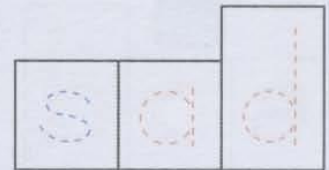
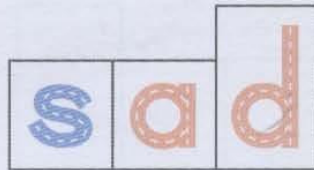
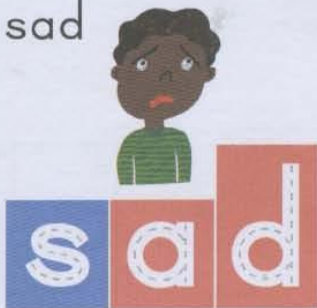
Date _____

- Say the word. Then say the sound of each letter as you trace it.

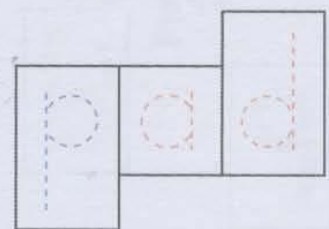
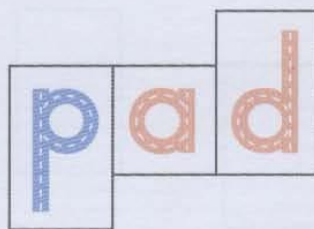
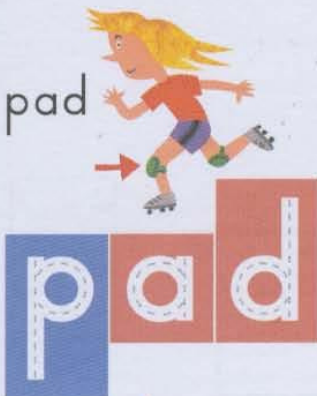
dad



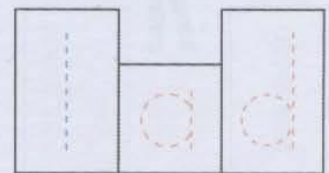
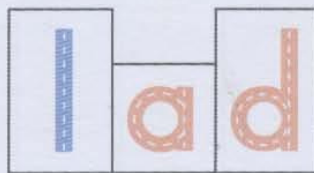
sad



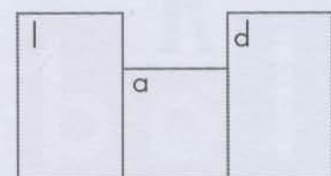
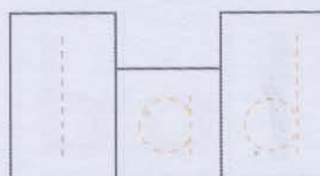
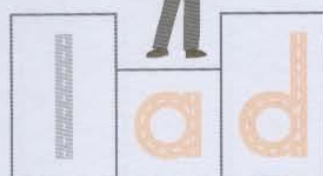
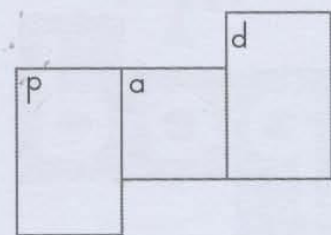
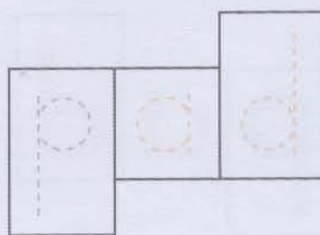
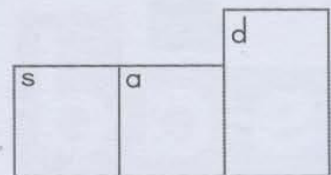
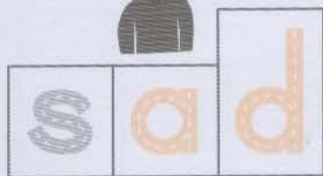
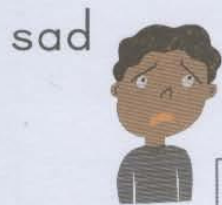
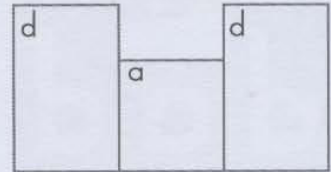
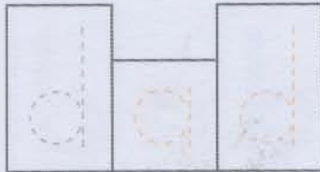
pad



lad



■ Say the word. Then say the sound of each letter as you trace and write it.





10

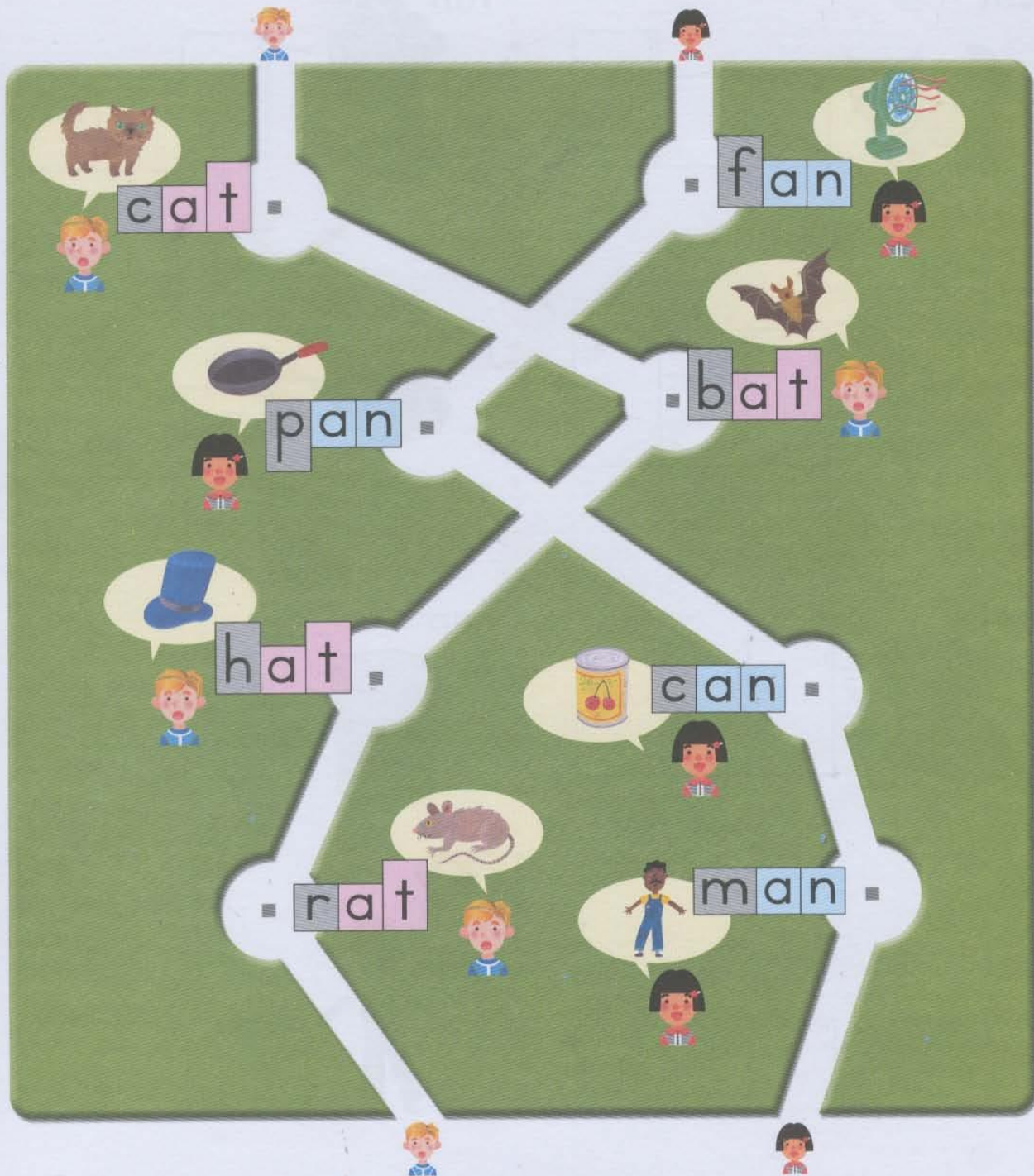
Review

Saying “_at” and “_an” Words

Name
Date

■ Draw a line from  to  while saying each “_at” word.

Draw a line from  to  while saying each “_an” word.



Saying “_at” and “_an” Words

Writing “_at” and “_an” Words

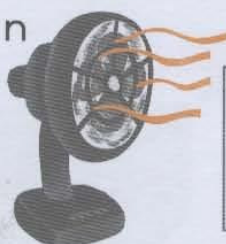
■ Say the word. Then say the sound of each letter as you write it.

cat



c	a	t
---	---	---

fan



f	a	n
---	---	---

bat



b	a	t
---	---	---

pan



p	a	n
---	---	---

hat



h	a	t
---	---	---

can



c	a	n
---	---	---

rat



r	a	t
---	---	---

man







m	a	n
---	---	---

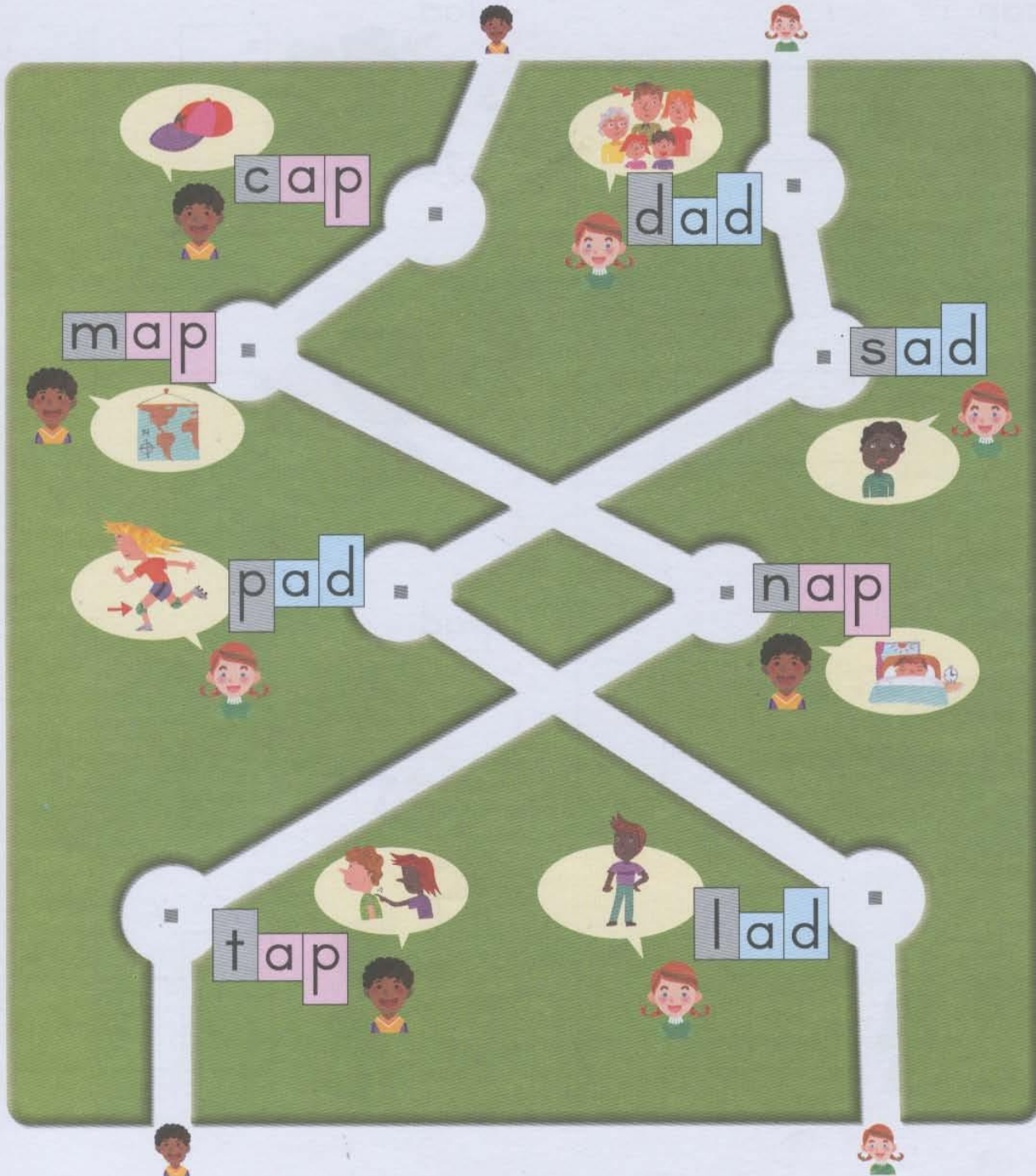
11

Review

Saying “_ap” and “_ad” Words

Name
Date

- Draw a line from  to  while saying each “_ap” word.
- Draw a line from  to  while saying each “_ad” word.



Writing “_ap” and “_ad” Words

- Say the word. Then say the sound of each letter as you write it.

cap



c	a	p
---	---	---

dad



d	a	d
---	---	---

map



m	a	p
---	---	---

sad



s	a	d
---	---	---

nap



n	a	p
---	---	---

pad



p	a	d
---	---	---

tap



t	a	p
---	---	---

lad



l	a	d
---	---	---



What Is It?

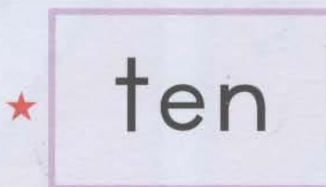
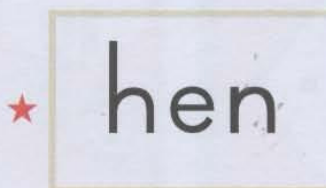
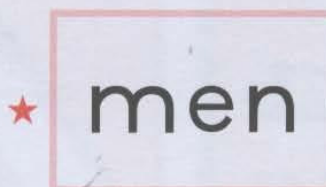
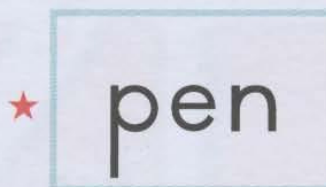
Saying “_en” Sounds

Name
Date

To parents

By repeating rhyming words with the short “e” vowel sound, your child will gain an awareness of the connection between letters and the sounds they represent.

- Match the pictures by drawing a line from the dot (●) to the star (★).



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical orange paths, each with a white zig-zag line for tracing. Each path starts with a dot (●) at the top and ends with a star (★) at the bottom. The paths contain illustrations and words:

- Path 1 (Left):**
 - Start: Dot (●) with a small boy icon above it.
 - Step 1: Illustration of a pen in a speech bubble, followed by the word "pen" in letter blocks.
 - Step 2: Illustration of three men in a speech bubble, followed by the word "men" in letter blocks.
 - Step 3: Illustration of a hen in a speech bubble, followed by the word "hen" in letter blocks.
 - Step 4: Illustration of the number 10 in a speech bubble, followed by the word "ten" in letter blocks.
 - End: Star (★) with a small boy icon below it.
- Path 2 (Middle):**
 - Start: Dot (●) with a small girl icon above it.
 - Step 1: Illustration of three men in a speech bubble, followed by the word "men" in letter blocks.
 - Step 2: Illustration of a hen in a speech bubble, followed by the word "hen" in letter blocks.
 - Step 3: Illustration of the number 10 in a speech bubble, followed by the word "ten" in letter blocks.
 - Step 4: Illustration of a pen in a speech bubble, followed by the word "pen" in letter blocks.
 - End: Star (★) with a small girl icon below it.
- Path 3 (Right):**
 - Start: Dot (●) with a small boy icon above it.
 - Step 1: Illustration of a hen in a speech bubble, followed by the word "hen" in letter blocks.
 - Step 2: Illustration of the number 10 in a speech bubble, followed by the word "ten" in letter blocks.
 - Step 3: Illustration of a pen in a speech bubble, followed by the word "pen" in letter blocks.
 - Step 4: Illustration of three men in a speech bubble, followed by the word "men" in letter blocks.
 - End: Star (★) with a small boy icon below it.

13

Rhyming Words

Writing “_en” Words

Name

Date

- Say the word. Then say the sound of each letter as you trace it.

pen



pen



pen



pen

men



men



men



men

hen



hen



hen



hen

ten

ten

10

ten



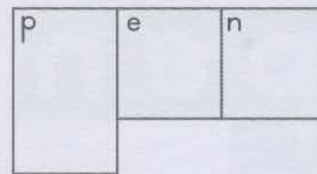
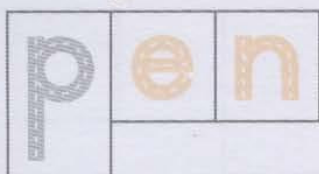
ten



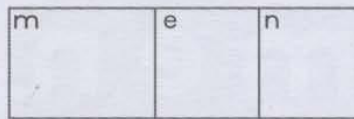
ten

■ Say the word. Then say the sound of each letter as you trace and write it.

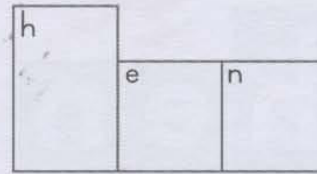
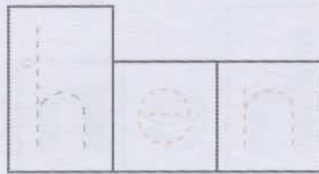
pen



men



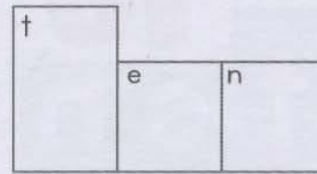
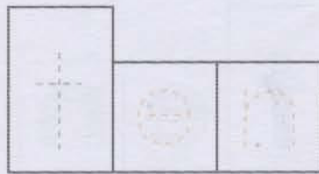
hen



ten



ten





What Is It?

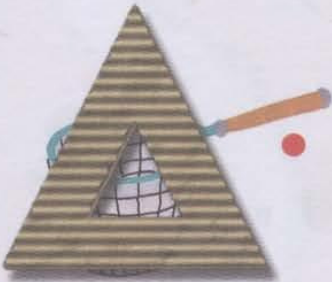
Saying “_et” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



net



wet



pet



get



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical wavy paths, each starting with a dot (●) at the top and ending with a star (★) at the bottom. Each path contains four word cards, each with a small illustration of a child and a speech bubble showing the word's meaning:

- Path 1 (Left):**
 - Card 1: **net** (Illustration: A girl with a fishing net in a speech bubble).
 - Card 2: **wet** (Illustration: A boy with a wet dog in a speech bubble).
 - Card 3: **pet** (Illustration: A girl with a pet cat in a speech bubble).
 - Card 4: **get** (Illustration: A boy with a box in a speech bubble).
- Path 2 (Middle):**
 - Card 1: **wet** (Illustration: A boy with a wet dog in a speech bubble).
 - Card 2: **pet** (Illustration: A girl with a pet cat in a speech bubble).
 - Card 3: **get** (Illustration: A boy with a box in a speech bubble).
 - Card 4: **net** (Illustration: A girl with a fishing net in a speech bubble).
- Path 3 (Right):**
 - Card 1: **pet** (Illustration: A girl with a pet cat in a speech bubble).
 - Card 2: **get** (Illustration: A boy with a box in a speech bubble).
 - Card 3: **net** (Illustration: A girl with a fishing net in a speech bubble).
 - Card 4: **wet** (Illustration: A boy with a wet dog in a speech bubble).

15

Rhyming Words

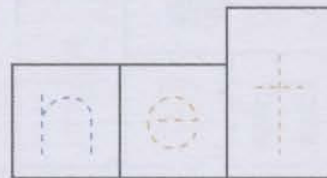
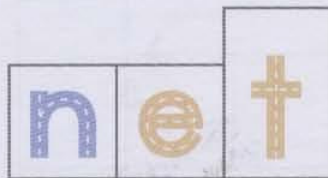
Writing “_et” Words

Name _____

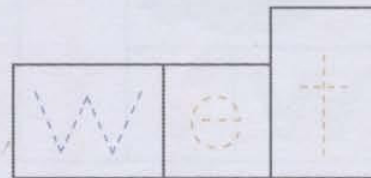
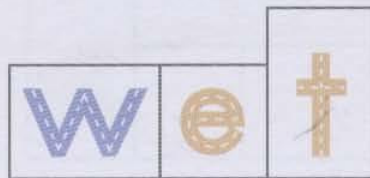
Date _____

■ Say the word. Then say the sound of each letter as you trace it.

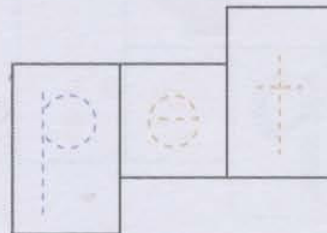
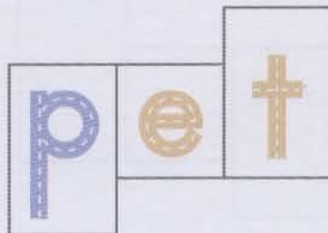
net



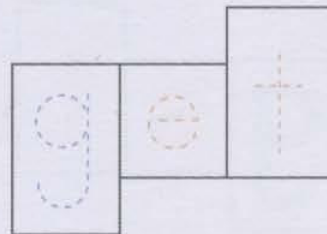
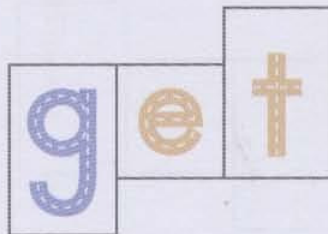
wet



pet

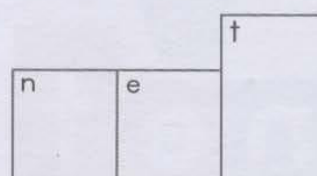
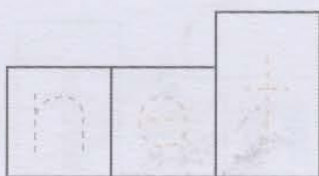


get

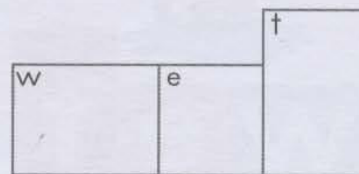
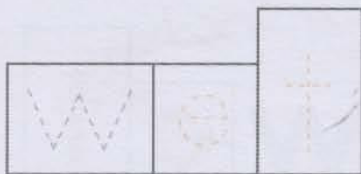


■ Say the word. Then say the sound of each letter as you trace and write it.

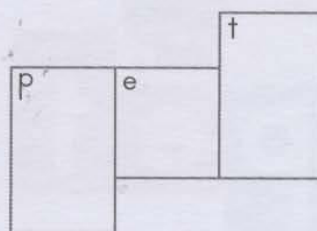
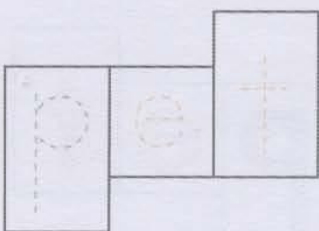
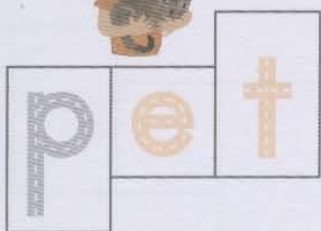
net



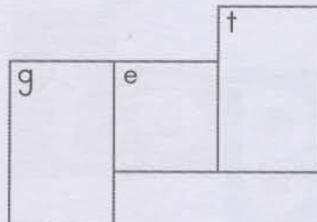
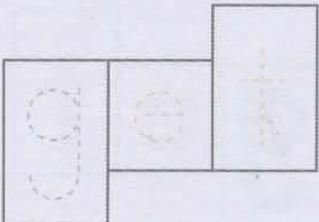
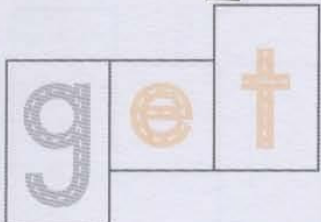
wet



pet



get







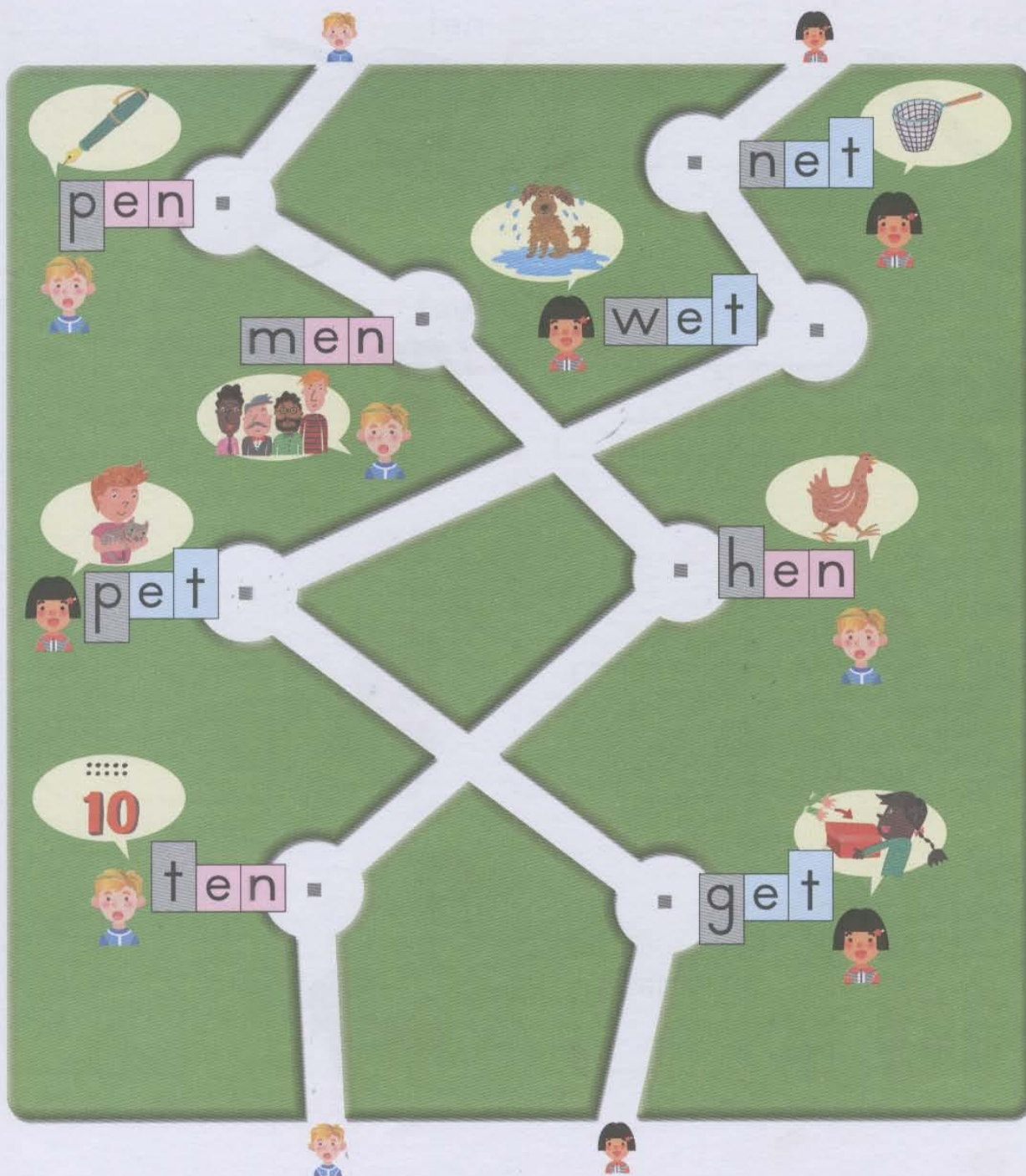
16

Review

Saying “_en” and “_et” Words

Name
Date

- Draw a line from  to  while saying each “_en” word.
- Draw a line from  to  while saying each “_et” word.



Saying “_en” and “_et” Words

Writing “_en” and “_et” Words

- Say the word. Then say the sound of each letter as you write it.

pen



p	e	n
---	---	---

net



n	e	t
---	---	---

men



m	e	n
---	---	---

wet



w	e	t
---	---	---

hen



h	e	n
---	---	---

pet



p	e	t
---	---	---

ten



10

t	e	n
---	---	---

get



g	e	t
---	---	---



What Is It?

Saying “_ig” Sounds

Name _____

Date _____

To parents

By repeating rhyming words, your child will gain an awareness of the connection between letters and the sounds they represent.

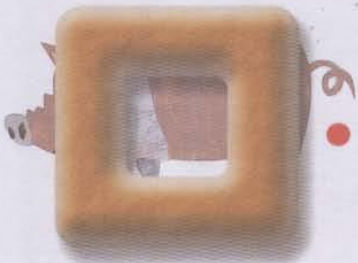
- Match the pictures by drawing a line from the dot (●) to the star (★).



pig



wig



dig



big



■ Draw a line from the dot (●) to the star (★) while saying each word.



18

Rhyming Words

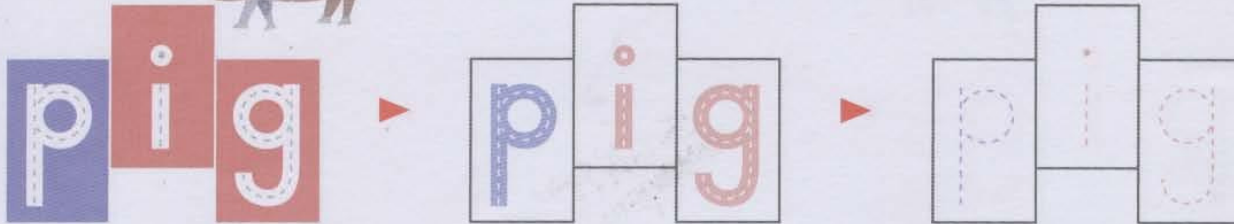
Writing “_ig” Words

Name _____

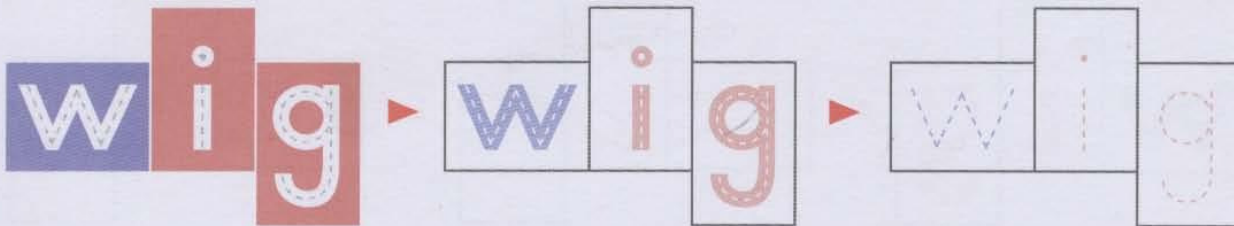
Date _____

- Say the word. Then say the sound of each letter as you trace it.

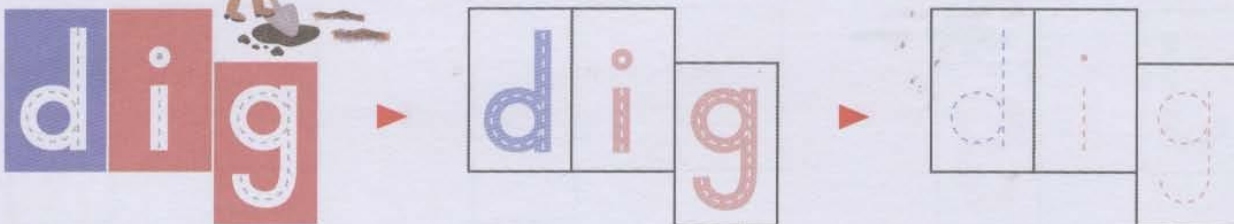
pig



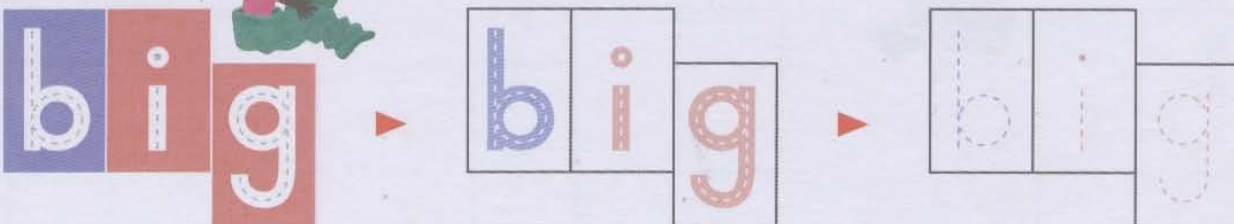
wig



dig

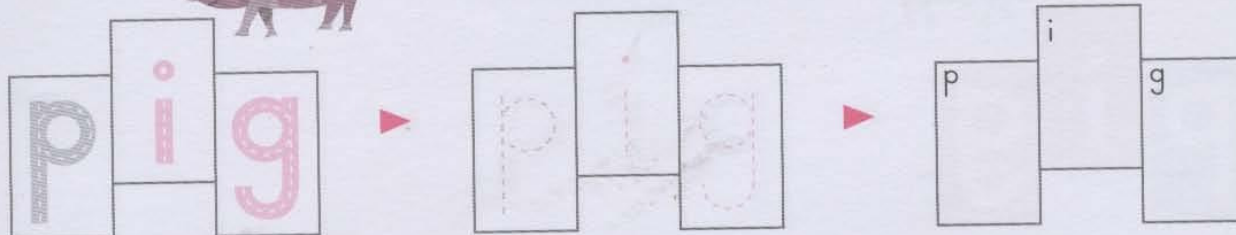


big

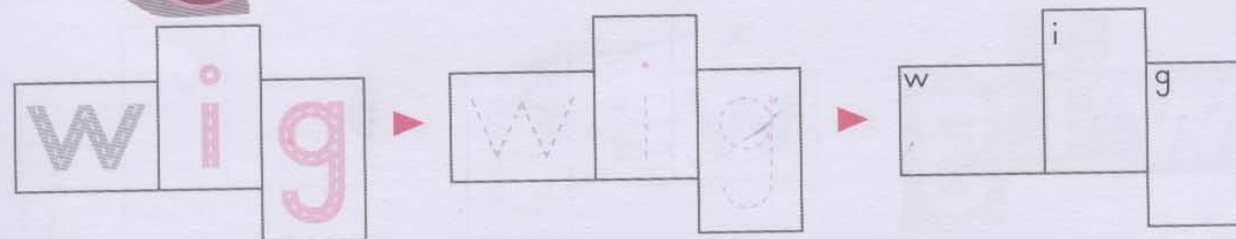


■ Say the word. Then say the sound of each letter as you trace and write it.

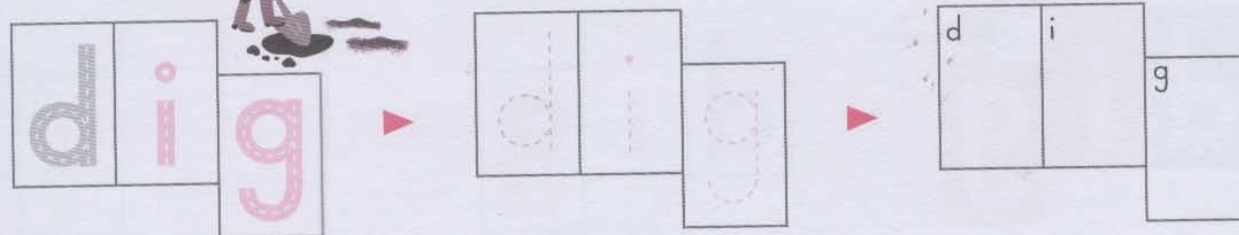
pig



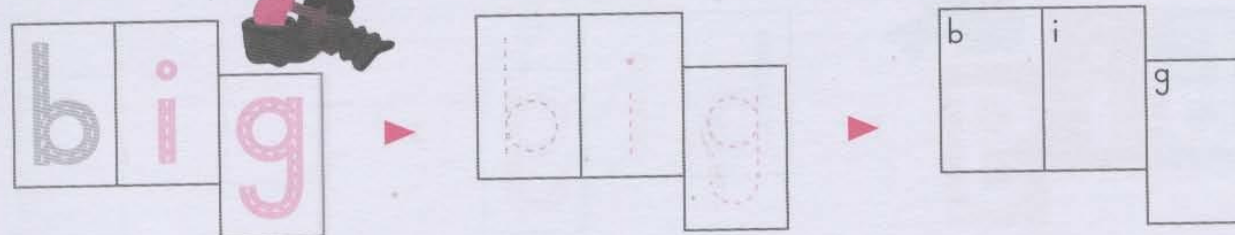
wig



dig



big



19

What Is It? Saying "_in" Sounds

Name
Date

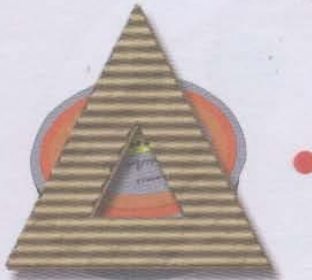
■ Match the pictures by drawing a line from the dot (●) to the star (★).



bin



tin



pin



fin



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical wavy paths, each containing four word cards. Each card has a small illustration and the word in letter blocks. The paths are designed for a child to draw a line from a starting dot to an ending star while saying the word.

- Path 1 (Left):**
 - Card 1: bin (illustration of a bin)
 - Card 2: tin (illustration of a tin can)
 - Card 3: pin (illustration of a safety pin)
 - Card 4: fin (illustration of a shark fin)
- Path 2 (Middle):**
 - Card 1: tin (illustration of a tin can)
 - Card 2: pin (illustration of a safety pin)
 - Card 3: fin (illustration of a shark fin)
 - Card 4: bin (illustration of a bin)
- Path 3 (Right):**
 - Card 1: pin (illustration of a safety pin)
 - Card 2: fin (illustration of a shark fin)
 - Card 3: bin (illustration of a bin)
 - Card 4: tin (illustration of a tin can)



Rhyming Words

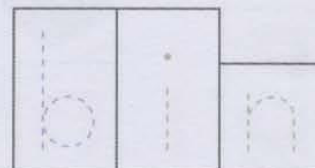
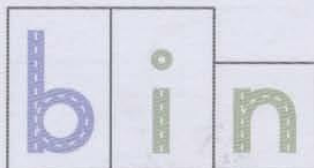
Writing “_in” Words

Name _____

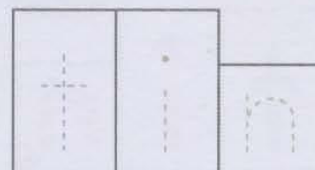
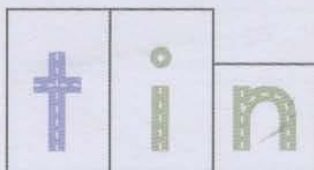
Date _____

- Say the word. Then say the sound of each letter as you trace it.

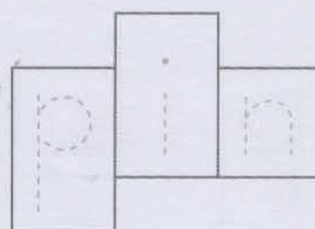
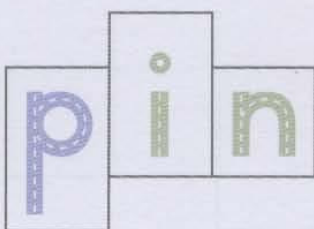
bin



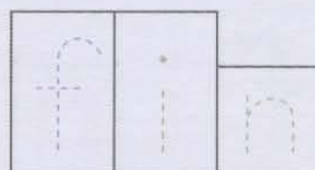
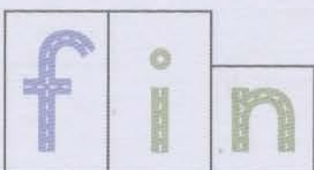
tin



pin

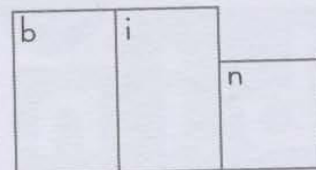
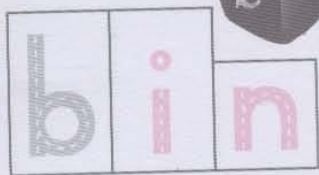


fin

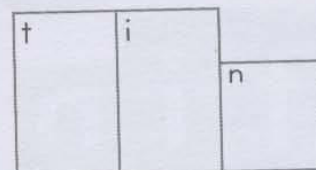
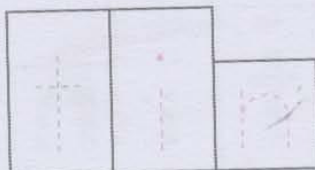
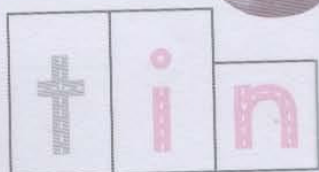


■ Say the word. Then say the sound of each letter as you trace and write it.

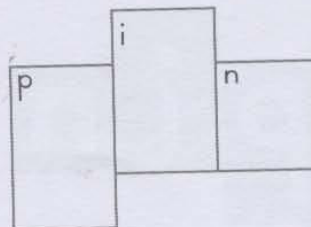
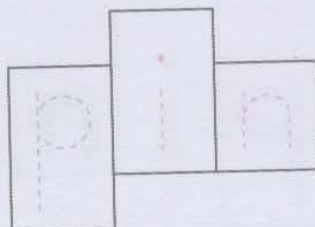
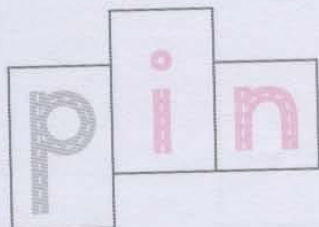
bin



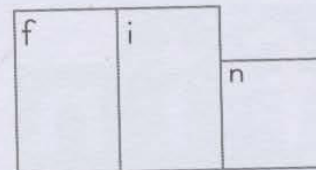
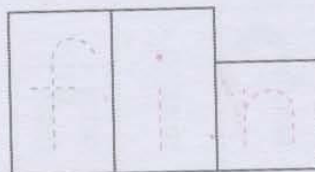
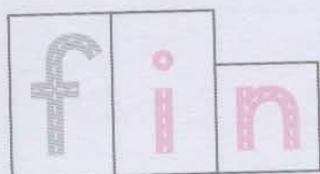
tin



pin



fin



What Is It? Saying “_ip” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



hip



lip



zip



rip





Rhyming Words

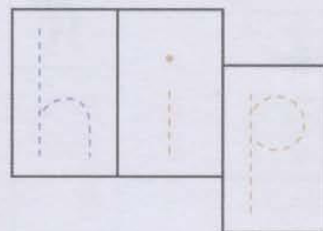
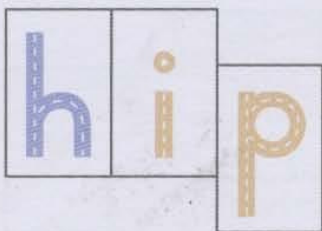
Writing “_ip” Words

Name _____

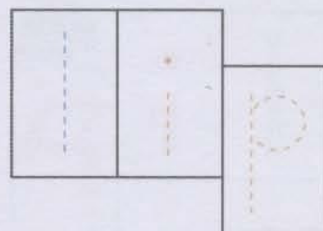
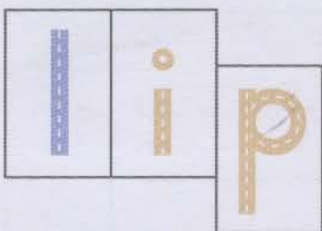
Date _____

- Say the word. Then say the sound of each letter as you trace it.

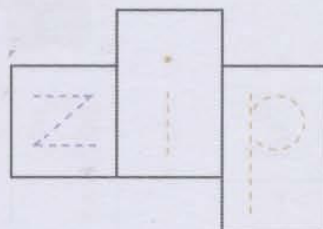
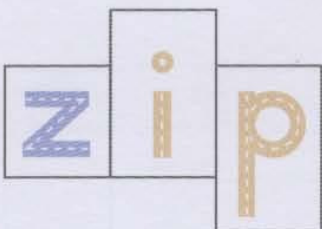
hip



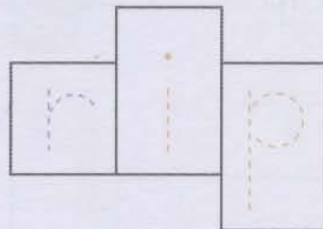
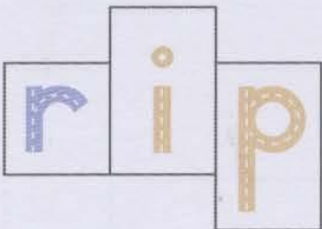
lip



zip

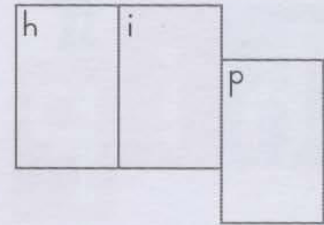
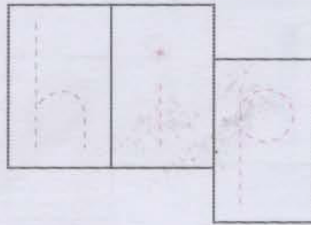
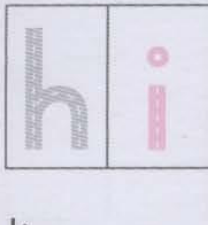


rip

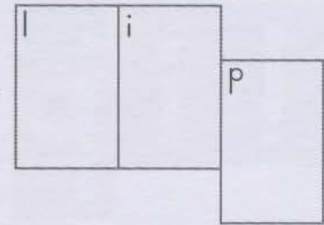
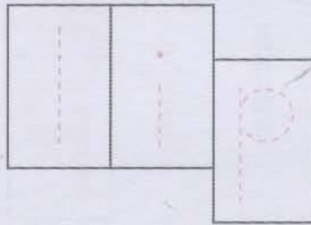
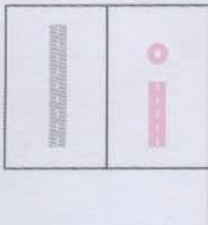


■ Say the word. Then say the sound of each letter as you trace and write it.

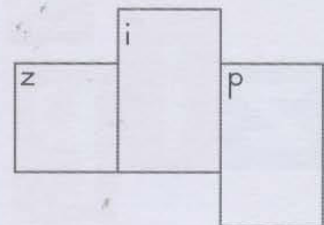
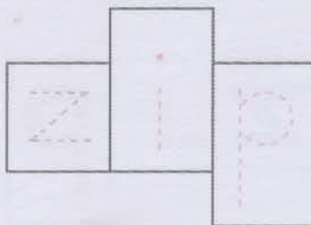
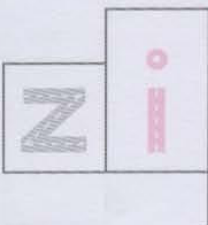
hip



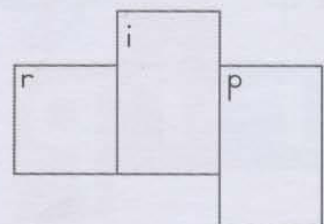
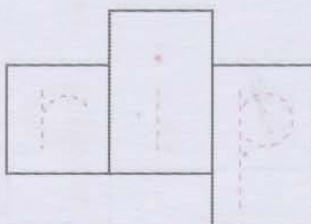
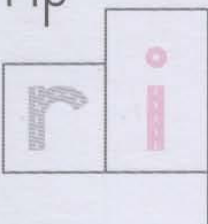
lip



zip



rip



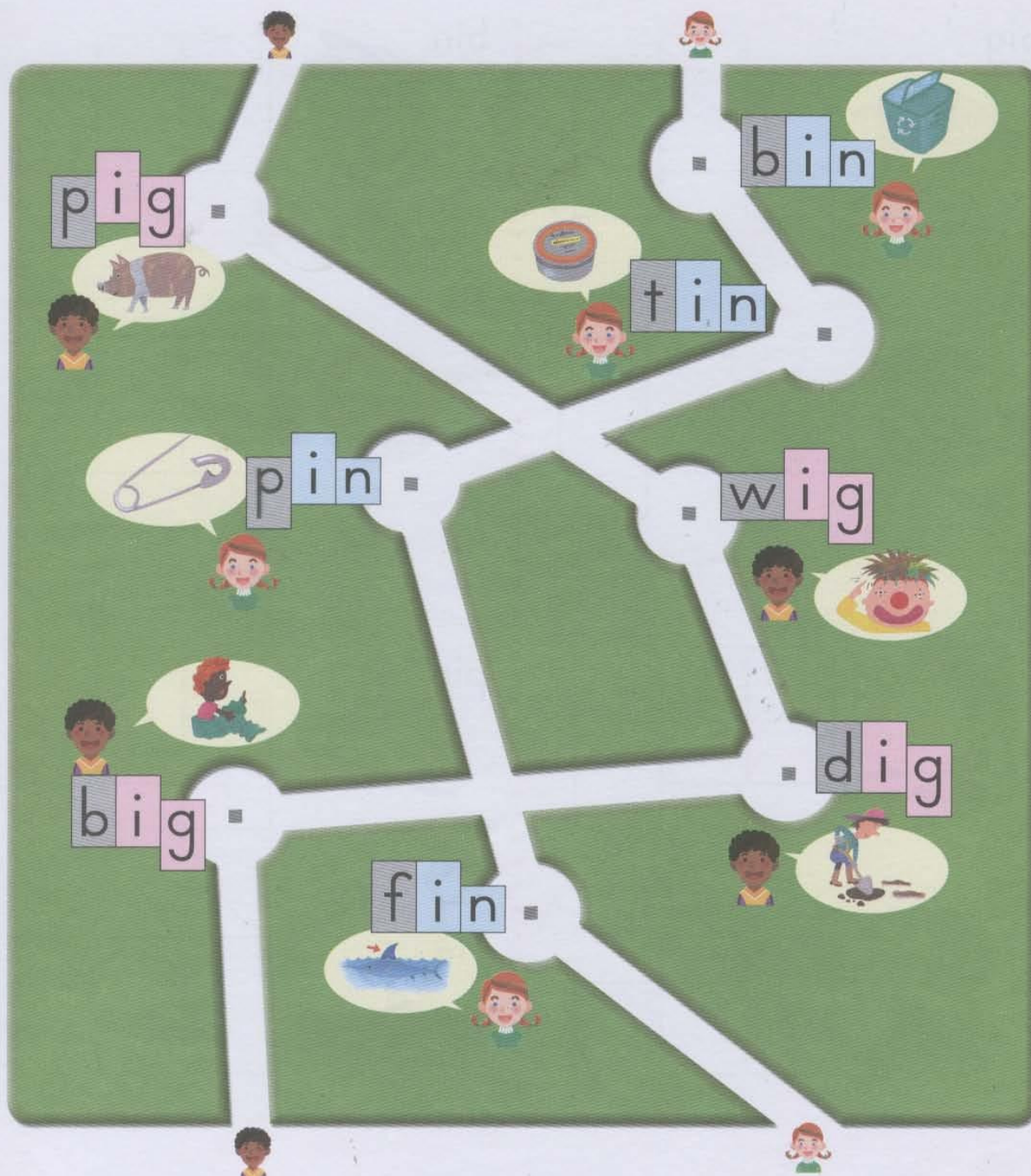
23

Review

Saying “_ig” and “_in” Words

Name
Date

- Draw a line from  to  while saying each “_ig” word.
- Draw a line from  to  while saying each “_in” word.



Writing “_ig” and “_in” Words

■ Say the word. Then say the sound of each letter as you write it.

pig



p	i	g
---	---	---

bin



b	i	n
---	---	---

wig



w	i	g
---	---	---

tin



t	i	n
---	---	---

dig



d	i	g
---	---	---

pin



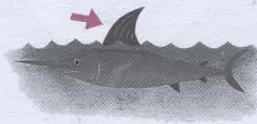
p	i	n
---	---	---

big



b	i	g
---	---	---

fin



f	i	n
---	---	---

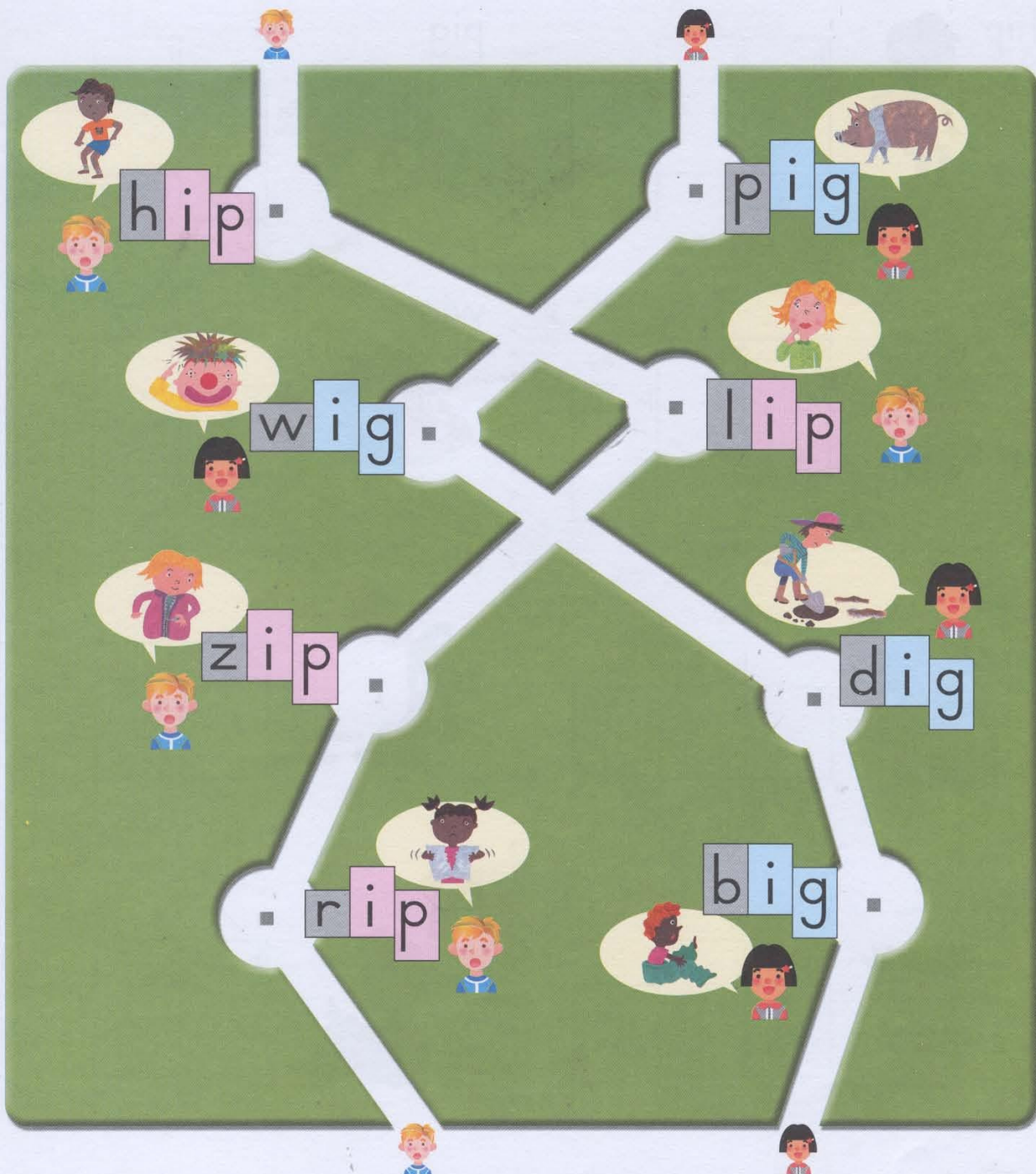
24

Review

Saying “_ip” and “_ig” Words

Name
Date

- Draw a line from  to  while saying each “_ip” word.
- Draw a line from  to  while saying each “_ig” word.



Saying “_ip” and “_ig” Words

Writing “_ip” and “_ig” Words

■ Say the word. Then say the sound of each letter as you write it.

hip



h	i	
		p

pig



	i	
p		g

lip



l	i	
		p

wig



	i	
w		g

zip



	i	
z		p

dig



d	i	
		g

rip



	i	
r		p

big



b	i	
		g



What Is It?

Saying “_op” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



mop



top



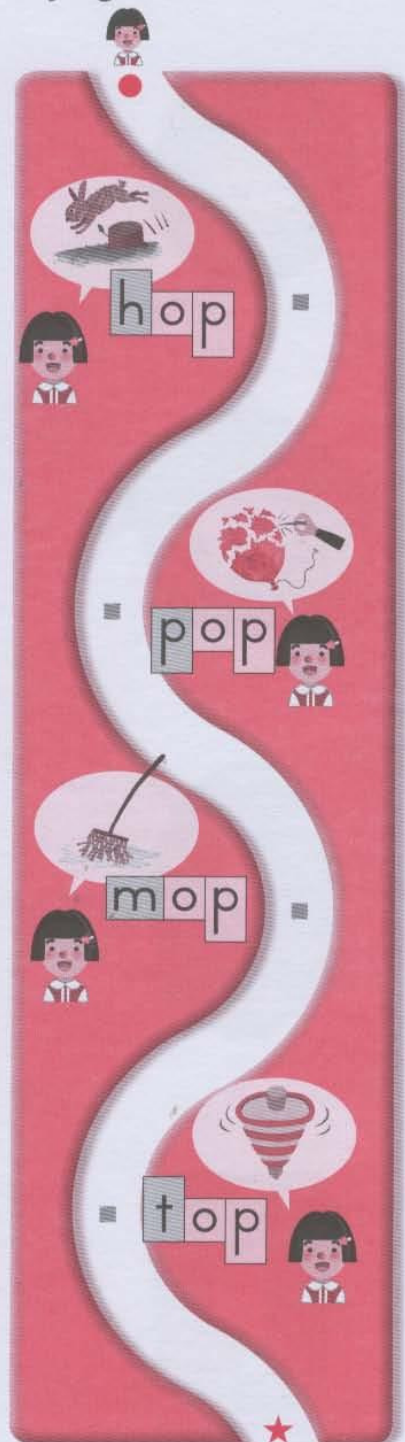
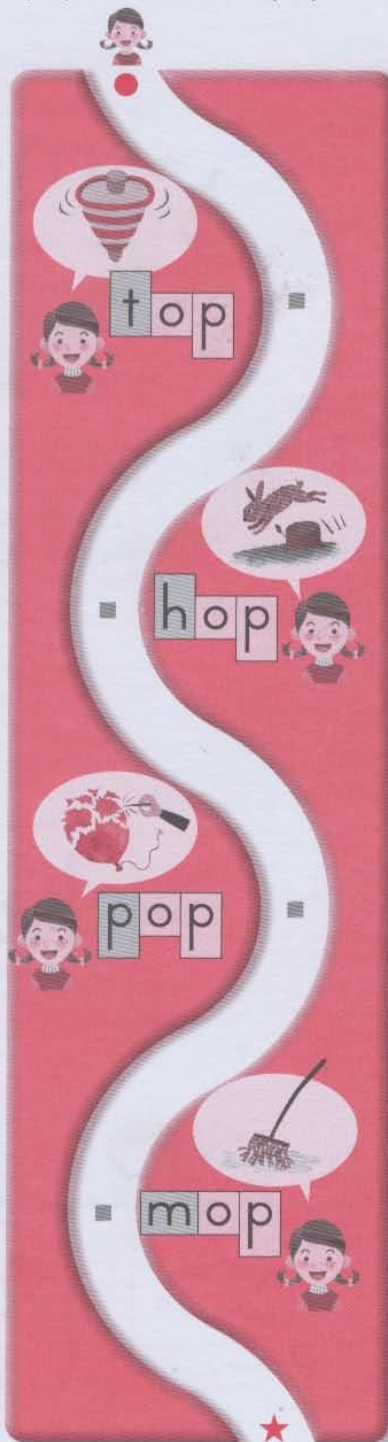
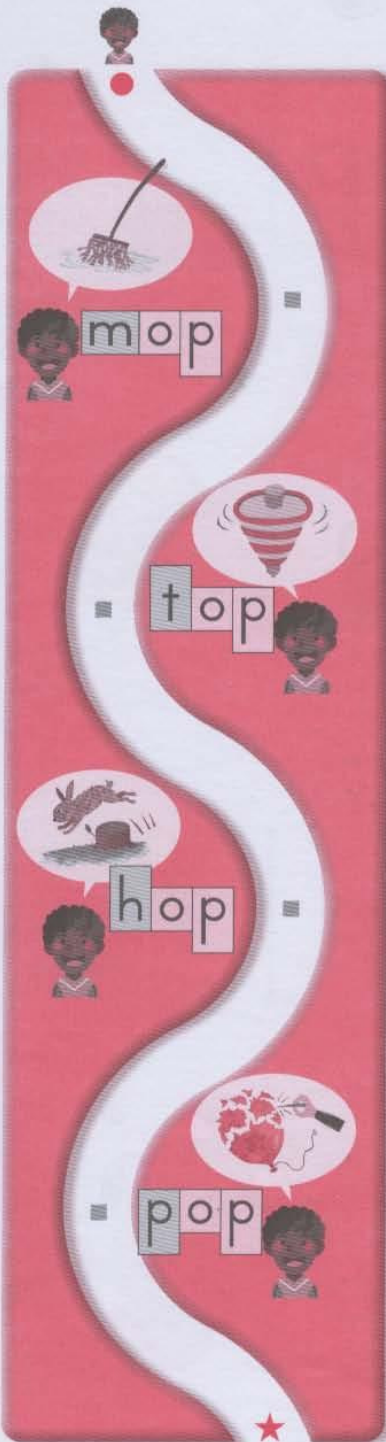
hop



pop



■ Draw a line from the dot (●) to the star (★) while saying each word.



26

Rhyming Words

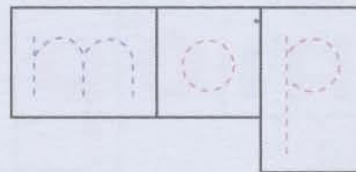
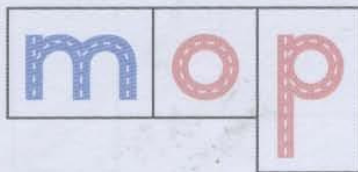
Writing "_op" Words

Name _____

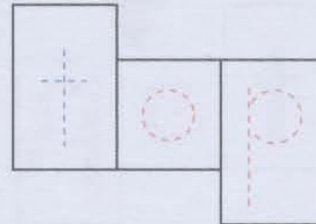
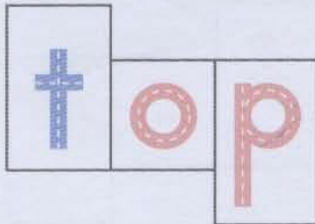
Date _____

- Say the word. Then say the sound of each letter as you trace it.

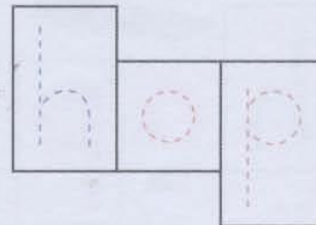
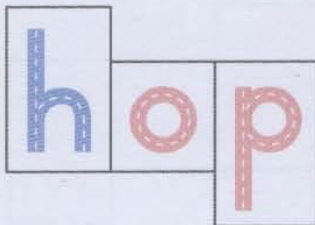
mop



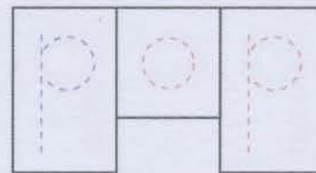
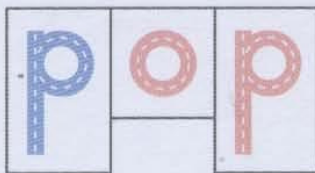
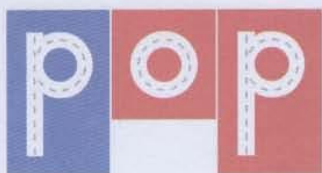
top



hop

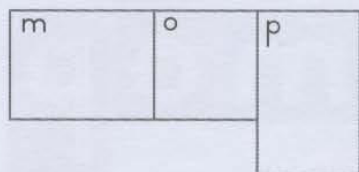
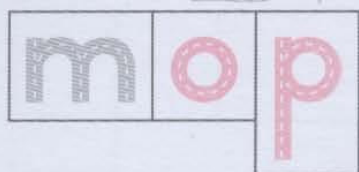


pop

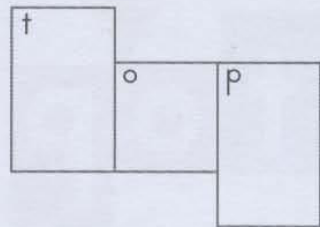
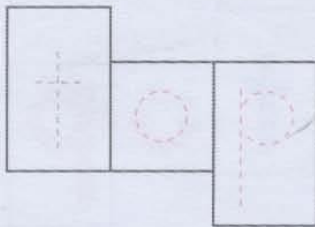
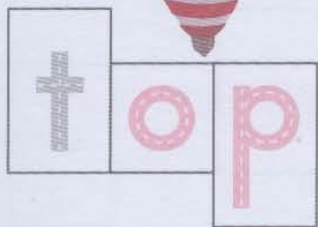


■ Say the word. Then say the sound of each letter as you trace and write it.

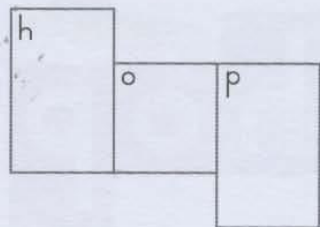
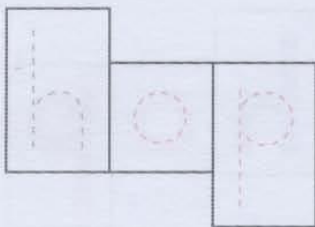
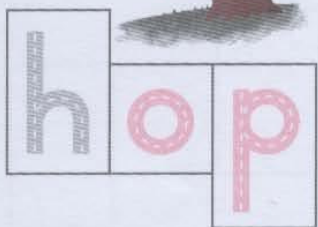
mop



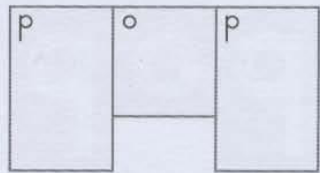
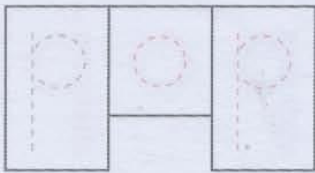
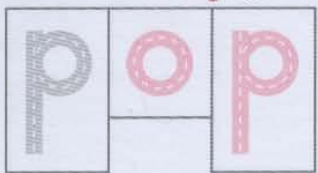
top



hop



pop





What Is It?

Saying “_og” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



dog



log



hog



jog



■ Draw a line from the dot (●) to the star (★) while saying each word.



28

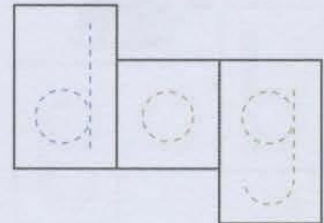
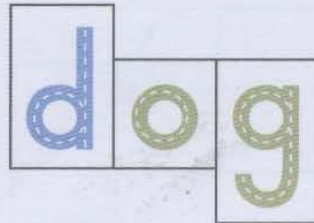
Rhyming Words

Writing "_og" Words

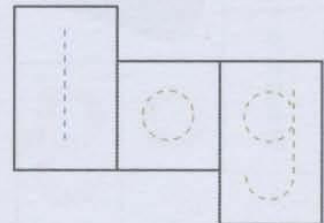
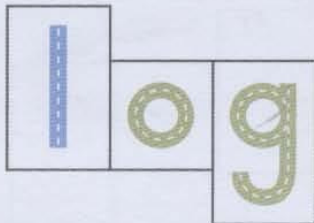
Name
Date

- Say the word. Then say the sound of each letter as you trace it.

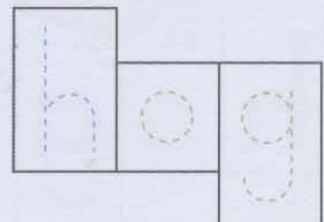
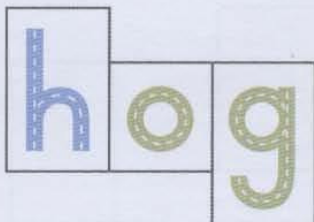
dog



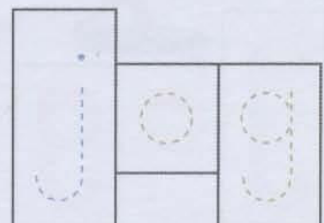
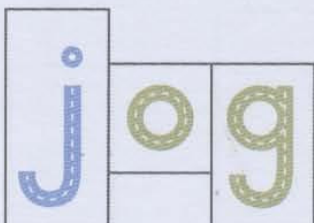
log



hog

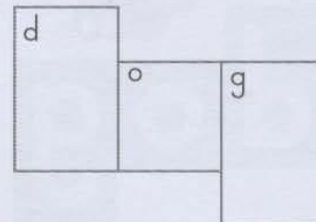
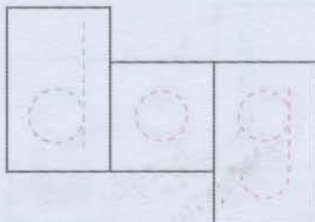
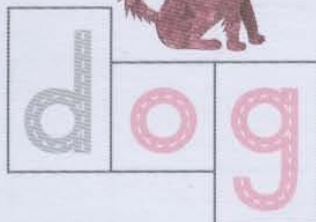


jog

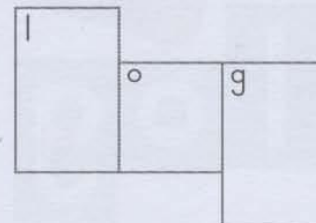
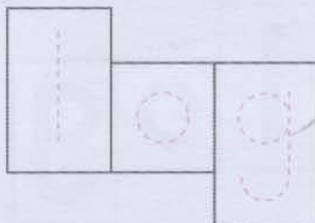
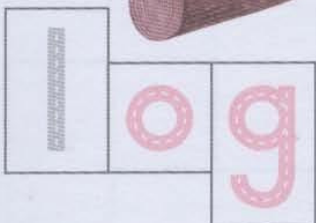


■ Say the word. Then say the sound of each letter as you trace and write it.

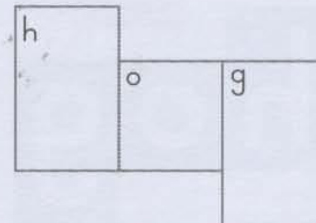
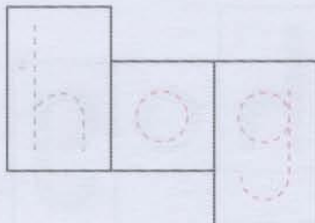
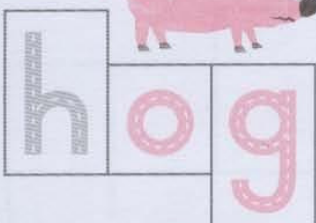
dog



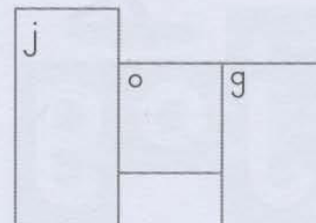
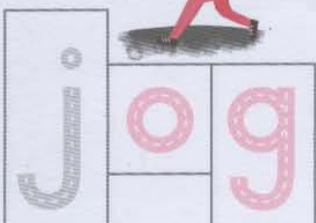
log



hog



jog







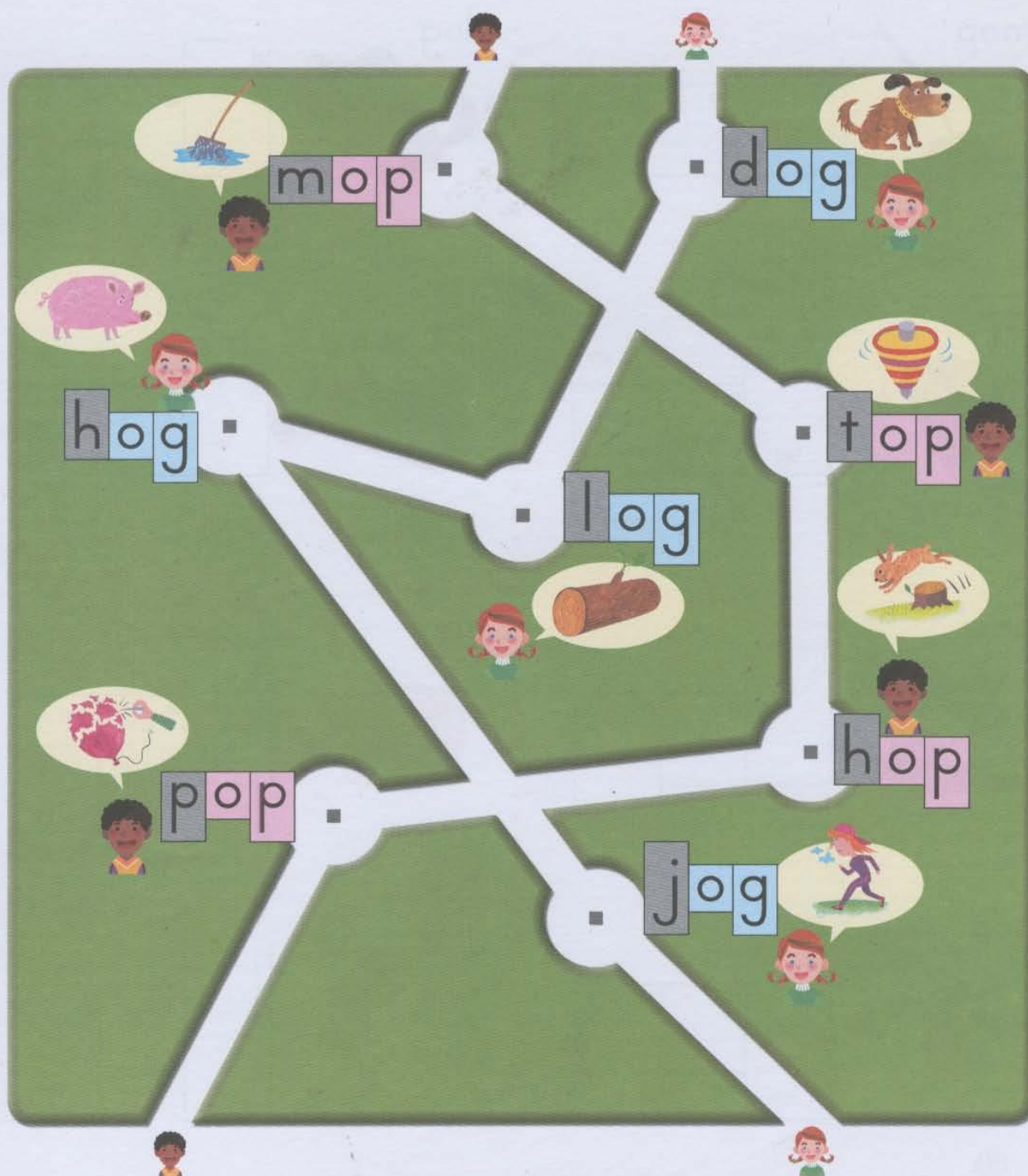
29

Review

Saying “_op” and “_og” Words

Name
Date

- Draw a line from  to  while saying each “_op” word.
- Draw a line from  to  while saying each “_og” word.



Writing “_op” and “_og” Words

■ Say the word. Then say the sound of each letter as you write it.

mop



m	o	p
---	---	---

dog



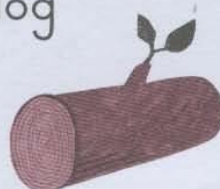
d	o	g
---	---	---

top



t	o	p
---	---	---

log



l	o	g
---	---	---

hop



h	o	p
---	---	---

hog



h	o	g
---	---	---

pop



p	o	p
---	---	---

jog



j	o	g
---	---	---



What Is It?

Saying “_ug” Sounds

Name
Date

■ Match the pictures by drawing a line from the dot (●) to the star (★).



bug



mug



hug



rug



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical red strips, each featuring a wavy white path. At the top of each strip is a red dot (●) and at the bottom is a red star (★). Each strip contains four words, each with a corresponding illustration and a small character:

- Strip 1 (Left):**
 - Top: A boy character above a red dot.
 - 1st word: **bug** (illustration of a ladybug, boy character).
 - 2nd word: **mug** (illustration of a mug, boy character).
 - 3rd word: **hug** (illustration of a girl hugging a boy, boy character).
 - 4th word: **rug** (illustration of a rug, boy character).
 - Bottom: A red star.
- Strip 2 (Middle):**
 - Top: A boy character above a red dot.
 - 1st word: **mug** (illustration of a mug, boy character).
 - 2nd word: **hug** (illustration of a girl hugging a boy, boy character).
 - 3rd word: **rug** (illustration of a rug, boy character).
 - 4th word: **bug** (illustration of a ladybug, boy character).
 - Bottom: A red star.
- Strip 3 (Right):**
 - Top: A girl character above a red dot.
 - 1st word: **hug** (illustration of a girl hugging a boy, girl character).
 - 2nd word: **rug** (illustration of a rug, girl character).
 - 3rd word: **bug** (illustration of a ladybug, girl character).
 - 4th word: **mug** (illustration of a mug, girl character).
 - Bottom: A red star.

31

Rhyming Words

Writing “_ug” Words

Name _____

Date _____

- Say the word. Then say the sound of each letter as you trace it.

bug



b u g

b u g

b u g

mug



m u g

m u g

m u g

hug



h u g

h u g

h u g

rug



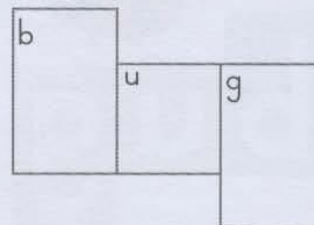
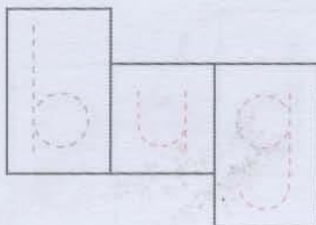
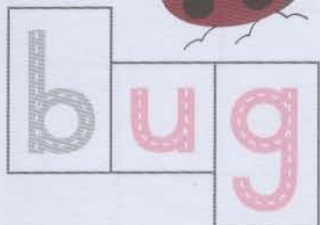
r u g

r u g

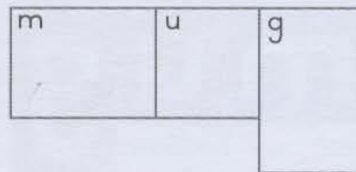
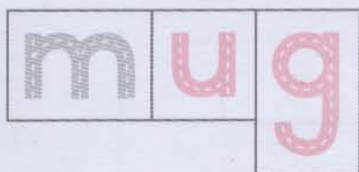
r u g

■ Say the word. Then say the sound of each letter as you trace and write it.

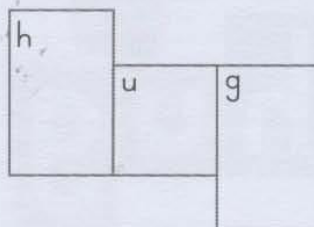
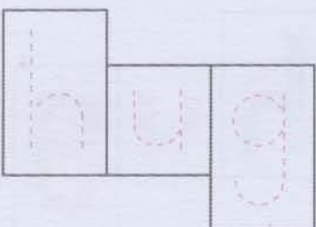
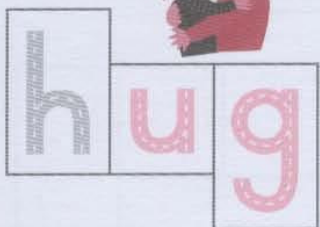
bug



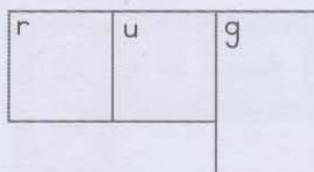
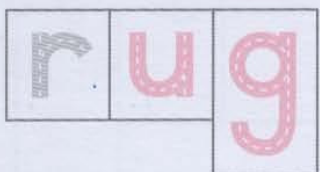
mug



hug



rug



32

What Is It?

Saying “_un” Sounds

Name
Date

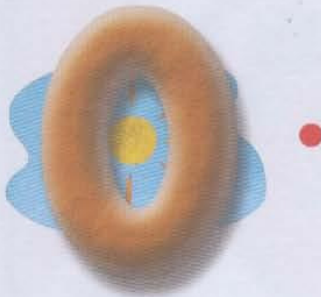
■ Match the pictures by drawing a line from the dot (●) to the star (★).



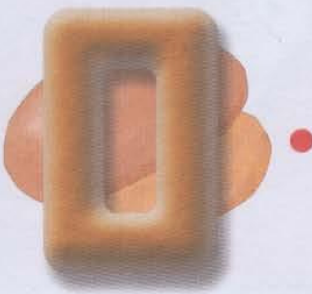
sun



bun



run



fun



■ Draw a line from the dot (●) to the star (★) while saying each word.

The activity consists of three vertical red paths, each with a white zig-zag line. At the top of each path is a red dot (●) and at the bottom is a red star (★). Each path contains four words, each with a corresponding illustration and a character's face:

- Path 1 (Left):**
 - Top: sun (sun illustration, boy's face)
 - Middle 1: bun (bun illustration, girl's face)
 - Middle 2: run (running person illustration, boy's face)
 - Bottom: fun (children playing illustration, boy's face)
- Path 2 (Middle):**
 - Top: bun (bun illustration, girl's face)
 - Middle 1: run (running person illustration, girl's face)
 - Middle 2: fun (children playing illustration, girl's face)
 - Bottom: sun (sun illustration, girl's face)
- Path 3 (Right):**
 - Top: run (running person illustration, boy's face)
 - Middle 1: fun (children playing illustration, boy's face)
 - Middle 2: sun (sun illustration, boy's face)
 - Bottom: bun (bun illustration, boy's face)



Rhyming Words

Writing “_un” Words

Name
Date

■ Say the word. Then say the sound of each letter as you trace it.

sun



s un



s un



s un

bun



b un



b un



b un

run



r un



r un



r un

fun



f un



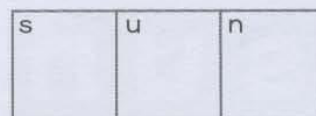
f un



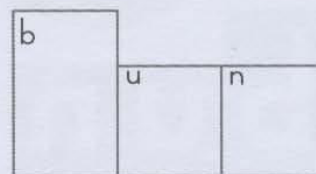
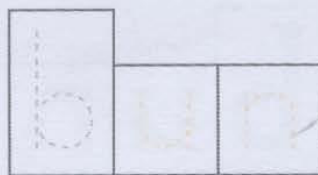
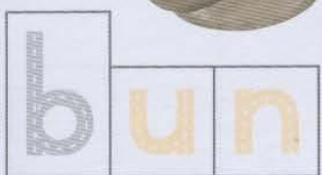
f un

■ Say the word. Then say the sound of each letter as you trace and write it.

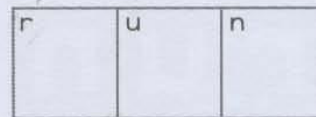
sun



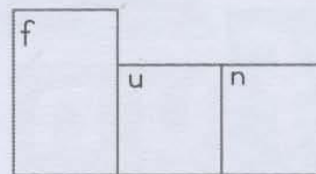
bun



run



fun



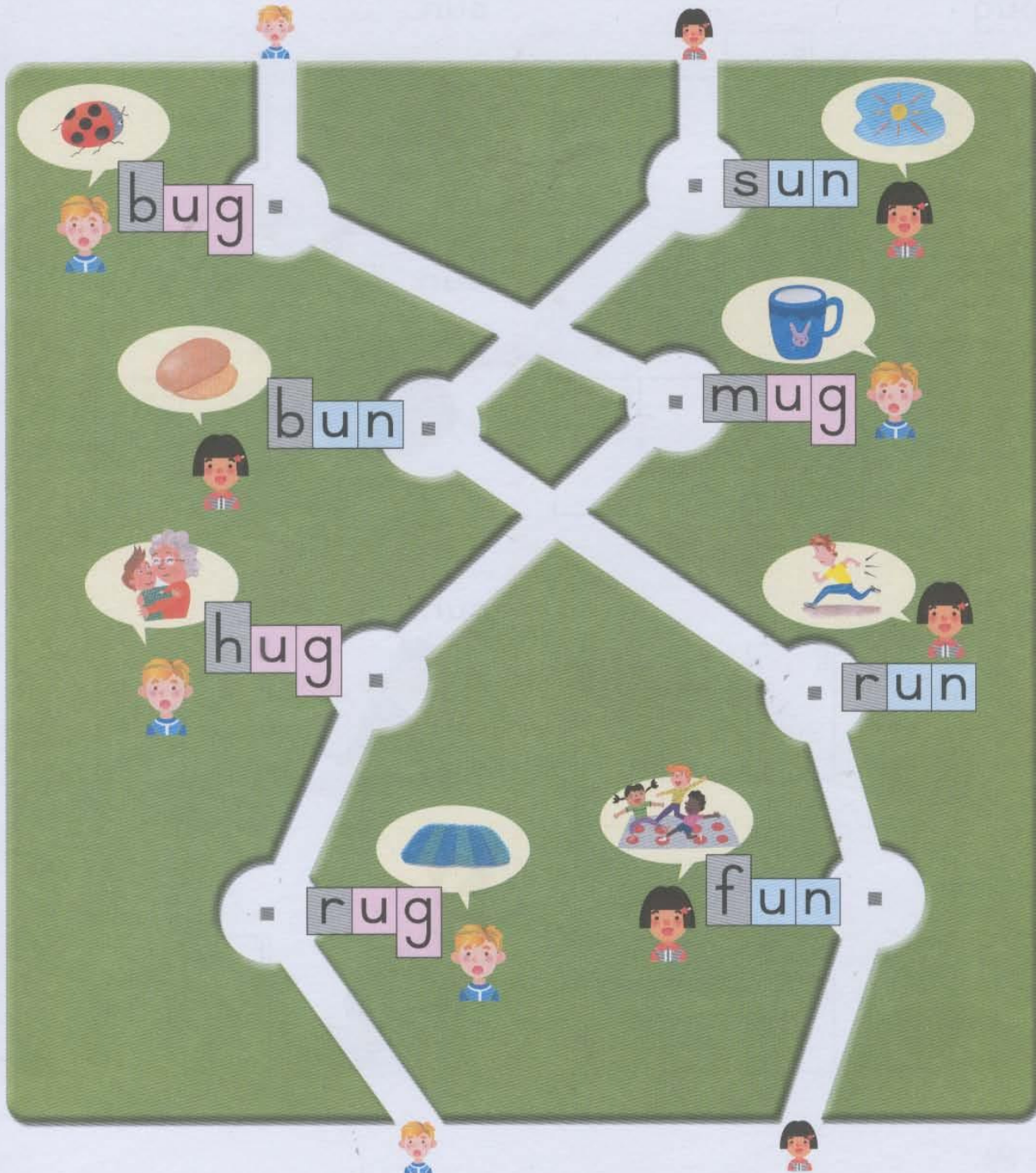
34

Review

Saying “_ug” and “_un” Words

Name
Date

- Draw a line from  to  while saying each “_ug” word.
- Draw a line from  to  while saying each “_un” word.



Saying “_ug” and “_un” Words

Writing “_ug” and “_un” Words

■ Say the word. Then say the sound of each letter as you write it.

bug



b	u	g
---	---	---

sun



s	u	n
---	---	---

mug



m	u	g
---	---	---

bun



b	u	n
---	---	---

hug



h	u	g
---	---	---

run



r	u	n
---	---	---

rug



r	u	g
---	---	---

fun



f	u	n
---	---	---

35





Review

Saying “_at” Words

Name
Date

To parents

Your child should connect the “rat” to the “cat” again to begin another sequence. Make sure your child draws vertical or horizontal lines, not diagonal ones.

- Draw a line from the arrow (→) to the star (★), connecting  to  to  to  while you say the words.



Writing “_at” and “_an” Words

■ Say the word. Then say the sound of each letter as you write it.

cat



c	a	t
---	---	---

fan



f	a	n
---	---	---

bat



b	a	t
---	---	---

pan



p	a	n
---	---	---

hat



h	a	t
---	---	---

can



c	a	n
---	---	---

rat



r	a	t
---	---	---

man



m	a	n
---	---	---





36

Review Saying “_ap” Words

Name
Date

To parents

Your child should connect the “tap” to the “cap” again to begin another sequence. Make sure your child draws vertical or horizontal lines, not diagonal ones.

- Draw a line from the arrow (→) to the star (★),
connecting  to  to  to  while you say the words.



Writing “_ap” and “_ad” Words

■ Say the word. Then say the sound of each letter as you write it.

cap



c	a	p

dad



d	a	d

map



m	a	p

sad



s	a	d

nap



n	a	p

pad



p	a	d

tap



t	a	p

lad



l	a	d

37

Review





Saying “_en” Words

Name _____

Date _____

To parents

Your child should connect the “ten” to the “pen” again to begin another sequence. Make sure your child draws vertical or horizontal lines, not diagonal ones.

- Draw a line from the arrow (→) to the star (★),
connecting  to  to  to  while you say the words.



Writing “_en” and “_et” Words

■ Say the word. Then say the sound of each letter as you write it.

pen



p	e	n
---	---	---

net



n	e	t
---	---	---

men



m	e	n
---	---	---

wet



w	e	t
---	---	---

hen



h	e	n
---	---	---

pet



p	e	t
---	---	---

ten



10

t	e	n
---	---	---

get



g	e	t
---	---	---

38





Review

Saying "_in" Words

Name
Date

To parents

Your child should connect the "fin" to the "bin" again to begin another sequence. Make sure your child draws vertical or horizontal lines, not diagonal ones.

- Draw a line from the arrow (→) to the star (★),
connecting  to  to  to  while you say the words.



Writing “_in” and “_ip” Words

- Say the word. Then say the sound of each letter as you write it.

bin



b	i	n
---	---	---

hip



h	i	p
---	---	---

tin



t	i	n
---	---	---

lip



l	i	p
---	---	---

pin



p	i	n
---	---	---

zip



z	i	p
---	---	---

fin



f	i	n
---	---	---

rip



r	i	p
---	---	---

39





Review

Saying "_op" Words

Name
Date

To parents

Your child should connect the "pop" to the "mop" again to begin another sequence. Make sure your child draws vertical or horizontal lines, not diagonal ones.

- Draw a line from the arrow (→) to the star (★),
connecting  to  to  to  while you say the words.



Writing “_op” and “_og” Words

■ Say the word. Then say the sound of each letter as you write it.

mop



m	o	p

dog



d	o	g

top



t	o	p

log



l	o	g

hop



h	o	p

hog



h	o	g

pop



p	o	p

jog



j	o	g



Review





Saying “_ug” Words

Name _____

Date _____

To parents

Your child should connect the “rug” to the “bug” again to begin another sequence. Make sure your child draws vertical or horizontal lines, not diagonal ones.

- Draw a line from the arrow (→) to the star (★),
connecting  to  to  to  while you say the words.



Writing “_ug” and “_un” Words

To parents

Your child has been developing phonemic awareness skills, which are necessary building blocks to learning how to sound out words and to read. Please encourage your child and nurture a lifelong love of reading.

- Say the word. Then say the sound of each letter as you write it.

bug



b		
	u	g

sun



s		
	u	n

mug



m		
	u	g

bun



b		
	u	n

hug



h		
	u	g

run



r		
	u	n

rug



r		
	u	g

fun



f		
	u	n

You are now able to say and write short rhyming words.
Congratulations!

KUMON

Certificate of Achievement



is hereby congratulated on completing

My Book of Rhyming Words

Presented on _____, 20____



cat



bat



hat

Parent or Guardian