

KUMON

Ages

4•5•6

My Book of

RHYMING WORDS LONG VOWELS



If your child can recognize and write rhyming words with short vowel sounds, then this book will build on that foundation.

This is a fun and easy way to help your child learn to recognize rhyming words with long vowel sounds.

KUMON WORKBOOKS

My First Book of
TRACING



My First Book of
UPPERCASE LETTERS



My Book of
NUMBERS 1-30



My Book of
NUMBER GAMES 1-70



My Book of
EASY MAZES



My First Book of
CUTTING



My Book of
COLORING



My First Book of
LOWERCASE LETTERS



My Book of
NUMBERS 1-120



My Book of
NUMBER GAMES 1-150



My First Book of
MAZES



My Book of
PASTING



My Book of
COLORING: AT THE ZOO



My Book of
ALPHABET GAMES



My Book of
SIMPLE ADDITION



My Book of
EASY TELLING TIME



Amazing
MAZES



My Book of
PASTING: JIGSAW PUZZLES



My Book of
RHYMING WORDS



My Book of
ADDITION



My Book of
TELLING TIME



My Book of
MAZES: ANIMALS



My Book of
EASY CRAFTS



My Book of
RHYMING WORDS & PHRASES



My Book of
SIMPLE SUBTRACTION



My Book of
MAZES: THINGS THAT GO!



My Book of
AMAZING CRAFTS



My Book of
RHYMING WORDS LONG VOWELS



My Book of
SUBTRACTION



My Book of
WRITING WORDS



My Book of
SIMPLE SENTENCES



My Book of
SENTENCES



Why should you choose a Kumon Workbook for your child?

- Our Workbooks are based on the "Kumon Method," a learning system designed to help each child reach his or her full learning potential.
- Concepts are introduced in a step-by-step manner that allows the child to master each in turn without frustration.
- Through Kumon Workbooks, children gain confidence in their abilities and are motivated to learn on their own.
- We believe in creating the best possible products for children, so our workbooks never compromise on content or quality.

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Long "a" Words

Saying "_ane" Sounds

Name
Date

To parents

Have your child write his or her name in the box above. By repeating the long "a" sound out loud, your child will gradually gain awareness of the connection between the letters and the sounds they represent.

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

cane



plane

mane



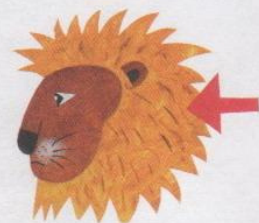
cane

lane



lane

plane



mane

Saying “_ane” Sounds

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

The image shows three vertical wavy paths, each with a red dot at the top and a red star at the bottom. The paths are colored red, green, and blue. Each path contains four words in a sequence, with a small square box next to each word. The words are: cane, mane, lane, and plane. The paths are designed for a dot-to-star game where a line is drawn from the dot to the star while saying each word aloud.

Red Path (Left):

- Top: Red dot
- Word 1: cane (with a boy illustration)
- Word 2: mane (with a lion illustration)
- Word 3: lane (with a boy illustration)
- Word 4: plane (with a plane illustration)
- Bottom: Red star

Green Path (Middle):

- Top: Red dot
- Word 1: mane (with a lion illustration)
- Word 2: lane (with a girl illustration)
- Word 3: plane (with a plane illustration)
- Word 4: cane (with a boy illustration)
- Bottom: Red star

Blue Path (Right):

- Top: Red dot
- Word 1: lane (with a boy illustration)
- Word 2: plane (with a plane illustration)
- Word 3: cane (with a boy illustration)
- Word 4: mane (with a lion illustration)
- Bottom: Red star



Long "a" Words

Writing "_ane" Words

Name
Date

To parents

Help your child say the words out loud. With time and practice, your child will be able to combine the letters to make the long "a" sounds.

- Say the words aloud. Then trace the letters.

cane



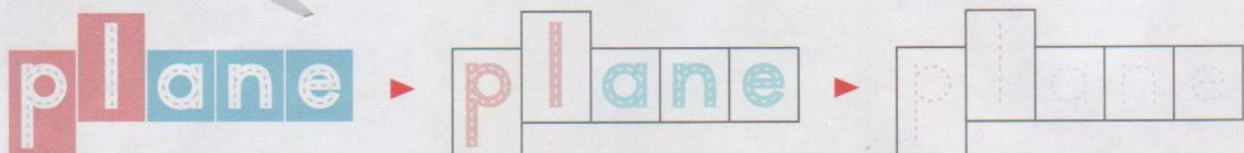
mane



lane



plane



Writing “_ane” Words

■ Say the words aloud. Then trace and write the letters.

cane



cane

cane

c a n e

mane



mane

mane

m a n e

lane



lane

lane

l a n e

plane



plane

plane

p l a n e



Long "a" Words

Saying "_ay" Sounds

Name
Date

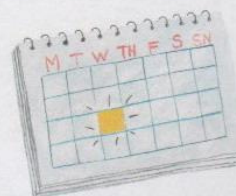
- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

hay



play

bay



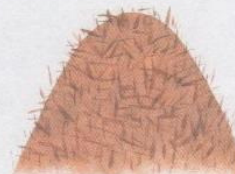
day

day



bay

play



hay

Saying “_ay” Sounds

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

The image shows three vertical paths for a dot-to-star game. Each path has a red dot at the top and a red star at the bottom. The paths are blue, green, and purple. Each path contains four words: 'hay', 'bay', 'day', and 'play', each with a corresponding illustration in a speech bubble. The words are arranged in a zig-zag pattern along the path.

- Blue Path:** Top: hay (haystack), bay (bay), day (calendar), play (child playing). Bottom: star.
- Green Path:** Top: bay (bay), day (calendar), play (child playing), hay (haystack). Bottom: star.
- Purple Path:** Top: day (calendar), play (child playing), hay (haystack), bay (bay). Bottom: star.



Long "a" Words

Writing "_ay" Words

Name _____

Date _____

■ Say the words aloud. Then trace the letters.

hay



hay

hay

hay

bay



bay

bay

bay

day



day

day

day

play



play

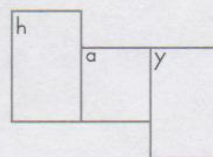
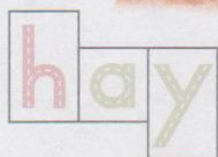
play

play

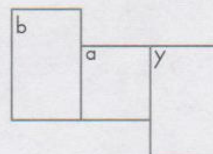
Writing “_ay” Words

■ Say the words aloud. Then trace and write the letters.

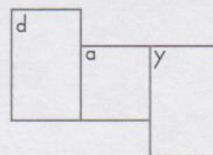
hay



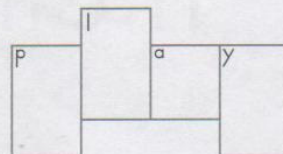
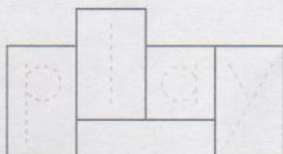
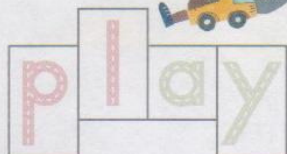
bay



day



play





Long "a" Words

Saying "_ain" Sounds

Name _____

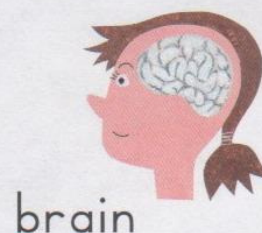
Date _____

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

rain



pain



brain



train



Saying “_ain” Sounds

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

The activity consists of three vertical wavy paths, each with a red dot at the top and a red star at the bottom. The paths are colored red, green, and blue from left to right. Each path contains four words in a sequence, with illustrations of children and objects related to the words. The words are: rain, pain, brain, and train. The illustrations include a boy, a girl, a boy, and a girl, as well as a rain cloud, a child in pain, a brain, and a train.

Path 1 (Red): rain, pain, brain, train

Path 2 (Green): pain, brain, train, rain

Path 3 (Blue): brain, train, rain, pain



Long "a" Words

Writing "_ain" Words

Name _____

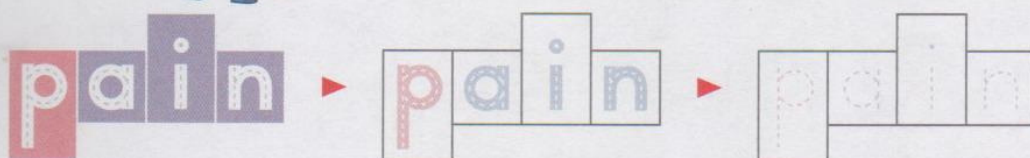
Date _____

■ Say the words aloud. Then trace the letters.

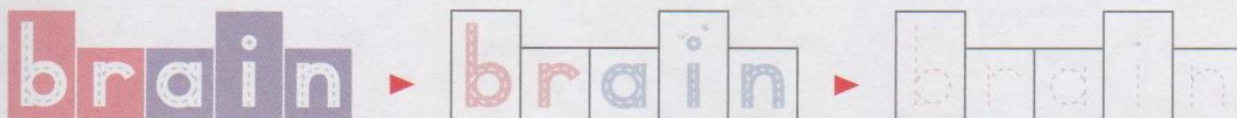
rain



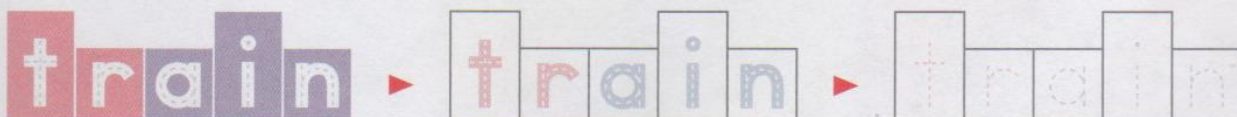
pain



brain



train



Writing “_ain” Words

■ Say the words aloud. Then trace and write the letters.

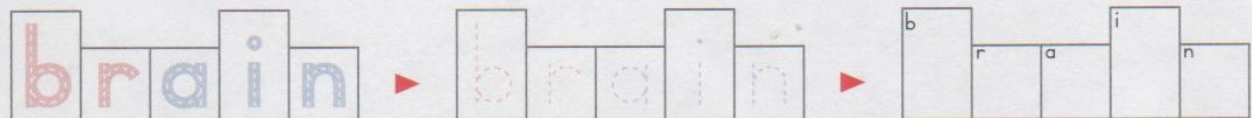
rain



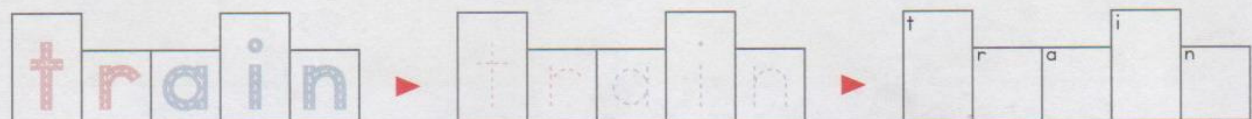
pain



brain



train











Review

Saying long "a" Sounds

Name
Date

- Draw a line from  to  while saying "_ane" aloud.
- Draw a line from  to  while saying "_ay" aloud.
- Draw a line from  to  while saying "_ain" aloud.



Writing “_ane,” “_ay” and “_ain” Words

■ Say the words aloud. Then write the letters.

cane



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

mane



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

lane



l	a	n	e
---	---	---	---

plane



p	l	a	n	e
---	---	---	---	---

hay



h	a	y
---	---	---

bay



b	a	y
---	---	---

day



d	a	y
---	---	---

play



p	l	a	y
---	---	---	---

rain



r	a	i	n
---	---	---	---

pain



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

brain



b	r	a	i	n
---	---	---	---	---

train



t	r	a	i	n
---	---	---	---	---







Review

Saying “_ay” Words

Name
Date

To parents

Once your child reaches “play,” help him or her find “hay” in order to begin the sequence again. Make sure your child draws only vertical or horizontal lines to connect the words.

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

rain 	train 	lane 	mane 	hay 
mane 	plane 	play 	day 	bay 
pain 	bay 	hay 	brain 	lane 
brain 	day 	train 	pain 	cane 
lane 	play 	hay 	bay 	rain 
pain 	cane 	mane 	day 	play 

Writing “_ane,” “_ay” and “_ain” Words

■ Say the words aloud. Then write the letters.

pain



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

play



p	l	a	y
---	---	---	---

hay



h	a	y
---	---	---

plane



p	l	a	n	e
---	---	---	---	---

train



t	r	a	i	n
---	---	---	---	---

lane



l	a	n	e
---	---	---	---

mane



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

day



d	a	y
---	---	---

brain



b	r	a	i	n
---	---	---	---	---

cane



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

bay



b	a	y
---	---	---

rain



r	a	i	n
---	---	---	---



Long “e” Words

Saying “_ee” Sounds

Name
Date

To parents

By repeating the long “e” sound out loud, your child will gradually gain awareness of the connection between the letters and the sounds they represent.

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

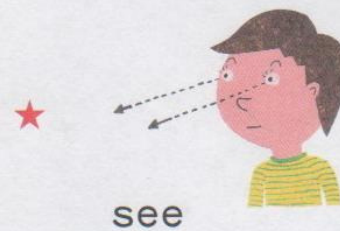
bee ●



see ●



tree ●



knee ●



Saying “_ee” Sounds

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

The image shows three vertical paths for a dot-to-star game. Each path has a red dot at the top and a red star at the bottom. The paths are blue, green, and purple. Each path contains four words: 'bee', 'see', 'tree', and 'knee', each with a small illustration and a speech bubble. The words are arranged in a zig-zag pattern along the path.

- Blue Path:** bee, see, tree, knee
- Green Path:** see, tree, knee, bee
- Purple Path:** tree, knee, bee, see



Long "e" Words

Writing "_ee" Words

Name
Date

To parents

With time and practice, your child will be able to blend the letters in order to make the long "e" sound.

- Say the words aloud. Then trace the letters.

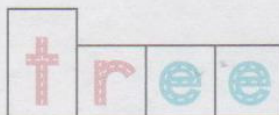
bee



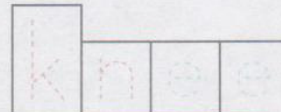
see



tree



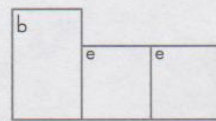
knee



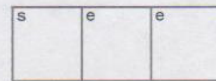
Writing “_ee” Words

■ Say the words aloud. Then trace and write the letters.

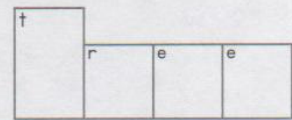
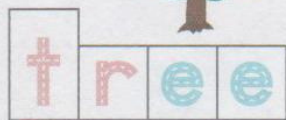
bee



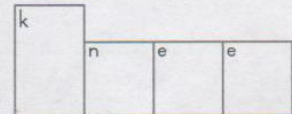
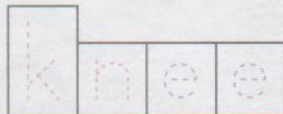
see



tree



knee





Long “e” Words

Saying “_ee_” Sounds

Name _____

Date _____

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

feet



sheet

meet



meet

sheet



street

street



feet

Saying “_eet” Sounds

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

The activity consists of three vertical wavy paths, each with a red dot at the top and a red star at the bottom. The paths are colored red, green, and blue. Each path contains four words in sequence, each with a small illustration and a child's face. The words and their corresponding illustrations are:

- Red Path (Left):**
 - feet (Illustration of feet)
 - meet (Illustration of two children meeting)
 - sheet (Illustration of a yellow sheet hanging on a line)
 - street (Illustration of a city street)
- Green Path (Middle):**
 - meet (Illustration of two children meeting)
 - sheet (Illustration of a yellow sheet hanging on a line)
 - street (Illustration of a city street)
 - feet (Illustration of feet)
- Blue Path (Right):**
 - sheet (Illustration of a yellow sheet hanging on a line)
 - street (Illustration of a city street)
 - feet (Illustration of feet)
 - meet (Illustration of two children meeting)



Long "e" Words

Writing "_eet" Words

Name _____

Date _____

■ Say the words aloud. Then trace the letters.

feet



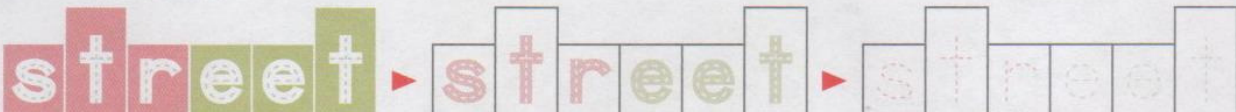
meet



sheet



street



Writing “_eet” Words

■ Say the words aloud. Then trace and write the letters.

feet



meet



sheet



street





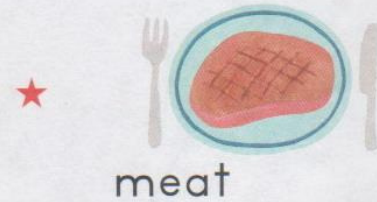
Long "e" Words

Saying "_eat" Sounds

Name
Date

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

meat ●



seat ●



heat ●



neat ●



Saying “_eat” Sounds

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

The image shows three vertical paths for a dot-to-star game. Each path has a red dot at the top and a red star at the bottom. The paths are blue, green, and purple. Each path contains four words in a zig-zag pattern: meat, seat, heat, neat. Each word is accompanied by a small illustration of a girl and a speech bubble showing the word's meaning.

- Blue Path:** meat (plate of food), seat (chair), heat (girl sweating), neat (tidy bed).
- Green Path:** seat (chair), heat (girl sweating), neat (tidy bed), meat (plate of food).
- Purple Path:** heat (girl sweating), neat (tidy bed), meat (plate of food), seat (chair).

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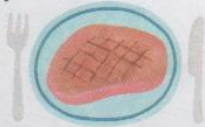
Long "e" Words

Writing "_eat" Words

Name
Date

■ Say the words aloud. Then trace the letters.

meat



meat



meat



meat

seat



seat



seat



seat

heat



heat



heat



heat

neat



neat



neat



neat

Writing “_eat” Words

■ Say the words aloud. Then trace and write the letters.

meat



meat

meat

m e a t

seat



seat

seat

s e a t

heat



heat

heat

h e a t

neat



neat

neat

n e a t







15

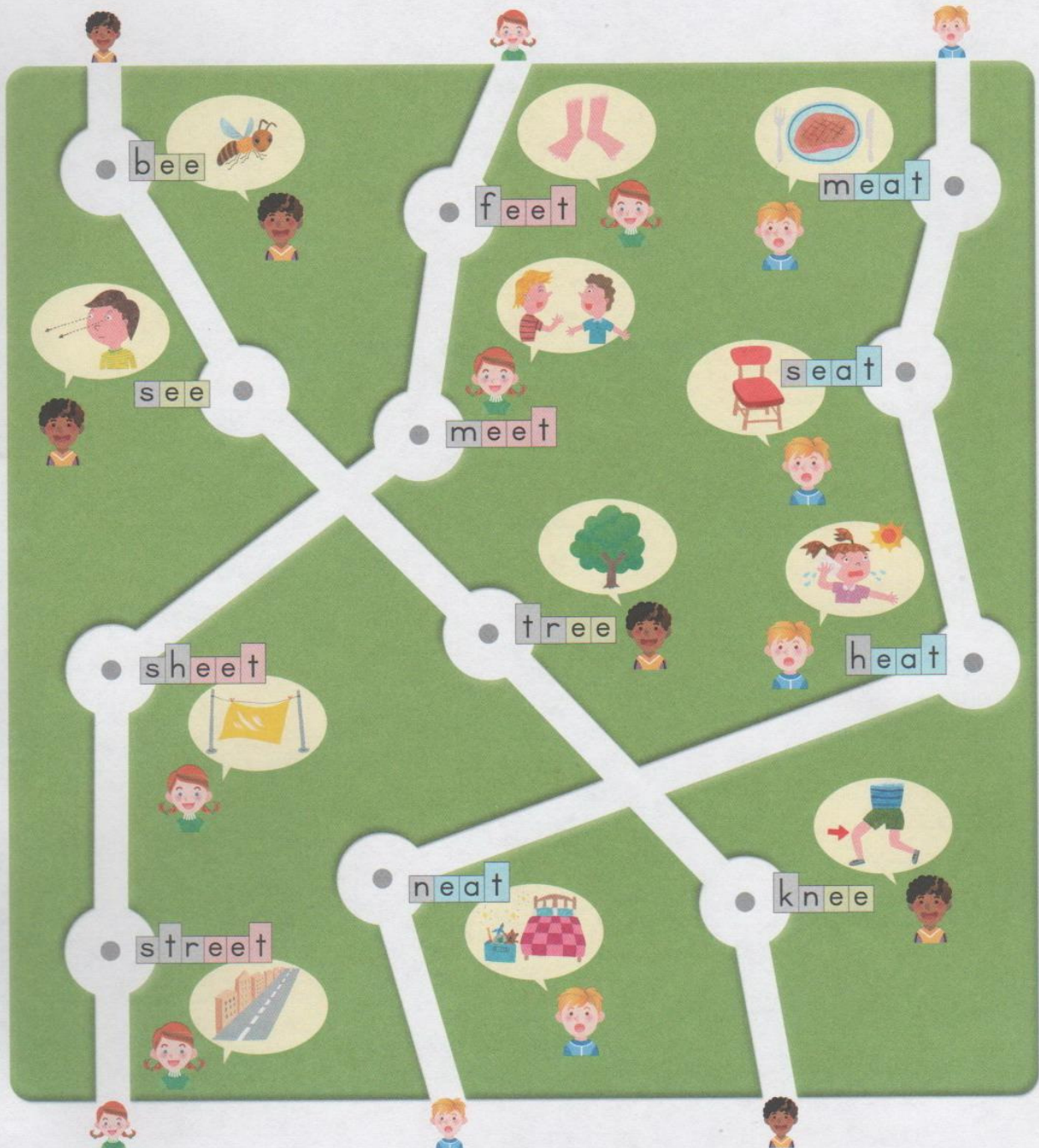
Review

Saying long "e" Sounds

Name _____

Date _____

- Draw a line from  to  while saying each "_ee" aloud.
- Draw a line from  to  while saying each "_eet" aloud.
- Draw a line from  to  while saying each "_eat" aloud.



Writing “_ee,” “_eet” and “_eat” Words

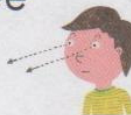
■ Say the words aloud. Then write the letters.

bee



b	e	e
---	---	---

see



s	e	e
---	---	---

tree



t	r	e	e
---	---	---	---

knee



k	n	e	e
---	---	---	---

feet



f	e	e	t
---	---	---	---

meet



m	e	e	t
---	---	---	---

sheet



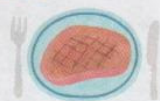
s	h	e	e	t
---	---	---	---	---

street



s	t	r	e	e	t
---	---	---	---	---	---

meat



m	e	a	t
---	---	---	---

seat



s	e	a	t
---	---	---	---

heat



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

neat







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

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Review

Saying “_ee” Words

Name
Date

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

seat 	feet 	tree 	see 	bee 
see 	bee 	knee 	heat 	meet 
tree 	neat 	meat 	feet 	street 
knee 	bee 	see 	tree 	knee 
street 	meet 	seat 	neat 	bee 
sheet 	heat 	meat 	sheet 	see 

Writing “_ee,” “_eet” and “_eat” Words

■ Say the words aloud. Then write the letters.

neat



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

sheet



s	h	e	e	t
---	---	---	---	---

bee



b	e	e
---	---	---

feet



f	e	e	t
---	---	---	---

tree



t	r	e	e
---	---	---	---

street



s	t	r	e	e	t
---	---	---	---	---	---

see



s	e	e
---	---	---

meat



m	e	a	t
---	---	---	---

heat



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

knee



k	n	e	e
---	---	---	---

meet



m	e	e	t
---	---	---	---

seat



s	e	a	t
---	---	---	---



Long "i" Words

Saying "_ide" Sounds

Name
Date

To parents

By repeating the long "i" sound out loud, your child will gradually gain awareness of the connection between the letters and the sounds they represent.

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

hide



slide

ride



hide

wide



wide

slide



ride

Saying “_ide” Sounds

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

The activity consists of three vertical wavy paths, each with a red dot at the top and a red star at the bottom. The paths are colored pink, green, and blue from left to right. Each path contains four words in a wavy arrangement, each accompanied by a small illustration of a child or an object. The words and illustrations are as follows:

- Pink Path (Left):**
 - Top: Red dot, then a child's head, then a speech bubble with a bed and the word "hide".
 - Middle: A speech bubble with a child on a bicycle and the word "ride", then a child's head.
 - Bottom: A speech bubble with a slide and the word "wide", then a child's head.
 - Bottom: A speech bubble with a slide and the word "slide", then a child's head.
- Green Path (Middle):**
 - Top: Red dot, then a child's head, then a speech bubble with a child on a bicycle and the word "ride".
 - Middle: A speech bubble with a slide and the word "wide", then a child's head.
 - Bottom: A speech bubble with a slide and the word "slide", then a child's head.
 - Bottom: A speech bubble with a bed and the word "hide", then a child's head.
- Blue Path (Right):**
 - Top: Red dot, then a child's head, then a speech bubble with a slide and the word "wide".
 - Middle: A speech bubble with a slide and the word "slide", then a child's head.
 - Bottom: A speech bubble with a bed and the word "hide", then a child's head.
 - Bottom: A speech bubble with a child on a bicycle and the word "ride", then a child's head.

18

Long "i" Words

Writing "_ide" Words

Name _____

Date _____

To parents

With time and practice, your child will be able to blend the letters in order to make the long "i" sound.

■ Say the words aloud. Then trace the letters.

hide



hide

hide

hide

ride



ride

ride

ride

wide



wide

wide

wide

slide



slide

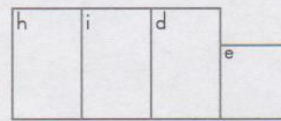
slide

slide

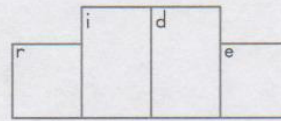
Writing “_ide” Words

■ Say the words aloud. Then trace and write the letters.

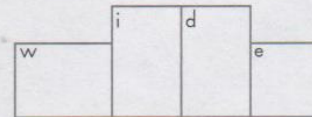
hide



ride



wide



slide





Long “i” Words

Saying “_ite” Sounds

Name

Date

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

bite



write

kite



bite

white



kite

write



white

Saying “_ite” Sounds

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

The activity consists of three vertical strips, each with a zigzag path. The strips are blue, green, and purple. Each strip has a red dot at the top and a red star at the bottom. The words and illustrations on the strips are as follows:

- Blue Strip:**
 - Top: Red dot
 - Word: bite (Illustration: Child biting an apple)
 - Word: kite (Illustration: Child flying a kite)
 - Word: white (Illustration: Child painting a wall white)
 - Word: write (Illustration: Child writing with a pen)
 - Bottom: Red star
- Green Strip:**
 - Top: Red dot
 - Word: kite (Illustration: Child flying a kite)
 - Word: white (Illustration: Child painting a wall white)
 - Word: write (Illustration: Child writing with a pen)
 - Word: bite (Illustration: Child biting an apple)
 - Bottom: Red star
- Purple Strip:**
 - Top: Red dot
 - Word: white (Illustration: Child painting a wall white)
 - Word: write (Illustration: Child writing with a pen)
 - Word: bite (Illustration: Child biting an apple)
 - Word: kite (Illustration: Child flying a kite)
 - Bottom: Red star



Long "i" Words

Writing "_ite" Words

Name _____

Date _____

■ Say the words aloud. Then trace the letters.

bite



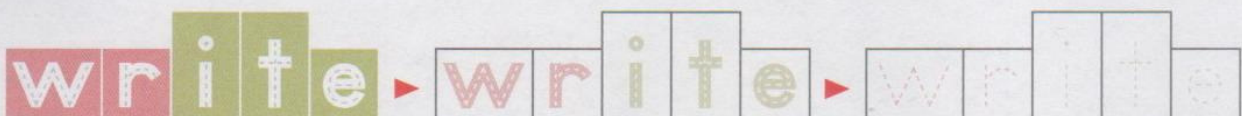
kite



white



write



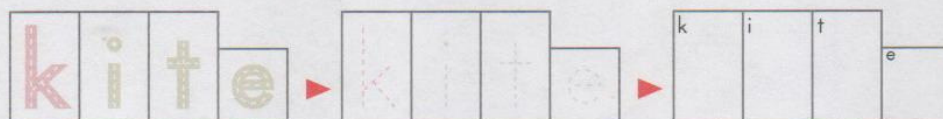
Writing “_ite” Words

■ Say the words aloud. Then trace and write the letters.

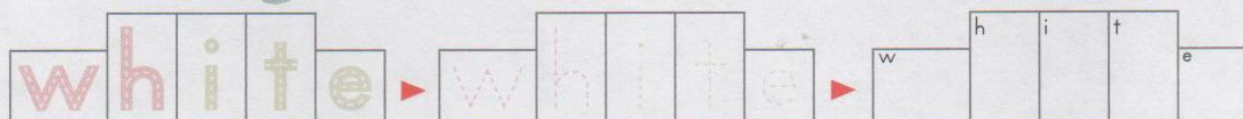
bite



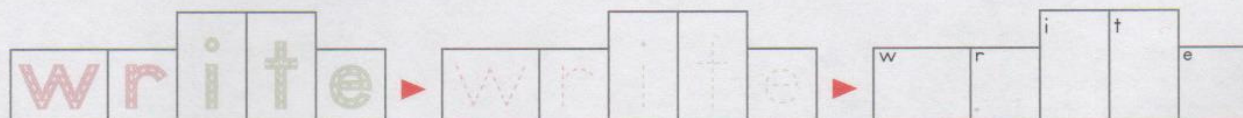
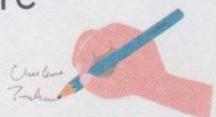
kite



white



write



21

Long "i" Words

Saying "-y" Sounds

Name

Date

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

cry



fly



fly



fry



sky



sky



fry



cry



Saying “-y” Sounds

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

The activity consists of three vertical wavy paths, each with a red dot at the top and a red star at the bottom. The paths are colored red, green, and blue from left to right. Each path contains four words: 'cry', 'fly', 'sky', and 'fry'. The words are arranged in a sequence that alternates between the paths. For example, the red path starts with 'cry', followed by 'fly' on the green path, then 'sky' on the blue path, and finally 'fry' on the red path. Each word is accompanied by a small illustration: a crying girl for 'cry', a fly for 'fly', a sky with clouds for 'sky', and a frying pan for 'fry'. The paths are designed for a child to draw a line from the dot to the star while saying each word aloud.



Long "i" Words

Writing "-y" Words

Name _____

Date _____

■ Say the words aloud. Then trace the letters.

cry



cry

cry

cry

fly



fly

fly

fly

sky



sky

sky

sky

fry



fry

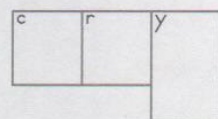
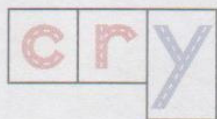
fry

fry

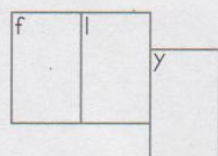
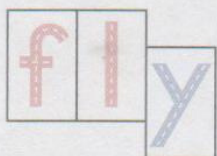
Writing “-y” Words

■ Say the words aloud. Then trace and write the letters.

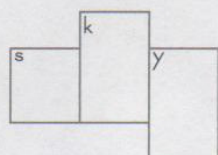
cry



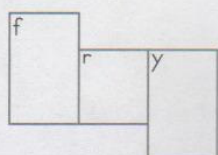
fly



sky



fry









23

Review

Saying long "i" Sounds

Name _____

Date _____

- Draw a line from  to  while saying each "_ide" aloud.
- Draw a line from  to  while saying each "_ite" aloud.
- Draw a line from  to  while saying each "_y" aloud.



Writing “_ide,” “_ite” and “_y” Words

■ Say the words aloud. Then write the letters.

hide



h	i	d	e
---	---	---	---

ride



r	i	d	e
---	---	---	---

wide



w	i	d	e
---	---	---	---

slide



s	l	i	d	e
---	---	---	---	---

bite



b	i	t	e
---	---	---	---

kite



k	i	t	e
---	---	---	---

white



w	h	i	t	e
---	---	---	---	---

write



w	r	i	t	e
---	---	---	---	---

cry



c	r	y
---	---	---

fly



f	l	y
---	---	---

sky



s	k	y
---	---	---

fry







f	r	y
---	---	---

24

Review

Saying "-y" Words

Name
Date

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

write 	bite 	ride 	wide 	cry 
white 	hide 	kite 	write 	fly 
kite 	fly 	cry 	fry 	sky 
hide 	sky 	bite 	slide 	ride 
write 	fry 	wide 	write 	white 
slide 	cry 	fly 	sky 	fry 



Writing “_ide,” “_ite” and “_y” Words

■ Say the words aloud. Then write the letters.

kite



k	i	t	e
---	---	---	---

fry



f	r	y
---	---	---

ride



r	i	d	e
---	---	---	---

cry



c	r	y
---	---	---

sky



s	k	y
---	---	---

write



w	r	i	t	e
---	---	---	---	---

bite



b	i	t	e
---	---	---	---

slide



s	i	d	e
---	---	---	---

wide



w	i	d	e
---	---	---	---

white



w	h	i	t	e
---	---	---	---	---

hide



h	i	d	e
---	---	---	---

fly



f	l	y
---	---	---



Long "o" Words

Saying "_one" Sounds

Name _____

Date _____

To parents

By repeating the long "o" sound out loud, your child will gradually gain awareness of the connection between the letters and the sounds they represent.

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

bone ●



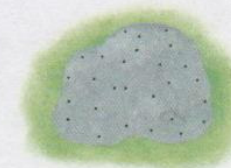
cone

cone ●



bone

phone ●



stone

stone ●



phone

Saying “_one” Sounds

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

The activity consists of three vertical panels, each with a zigzag path. The path starts at a red dot at the top and ends at a red star at the bottom. Each panel contains four words, each with a corresponding illustration. The words are: bone, cone, phone, and stone. The illustrations are: a bone, a traffic cone, a rotary phone, and a stone.

Panel 1 (Blue background):

- Top: Red dot, girl icon.
- 1st stop: Bone illustration, word "bone", girl icon.
- 2nd stop: Cone illustration, word "cone", girl icon.
- 3rd stop: Phone illustration, word "phone", girl icon.
- 4th stop: Stone illustration, word "stone", girl icon.
- Bottom: Red star.

Panel 2 (Green background):

- Top: Red dot, boy icon.
- 1st stop: Cone illustration, word "cone", boy icon.
- 2nd stop: Phone illustration, word "phone", boy icon.
- 3rd stop: Stone illustration, word "stone", boy icon.
- 4th stop: Bone illustration, word "bone", boy icon.
- Bottom: Red star.

Panel 3 (Purple background):

- Top: Red dot, girl icon.
- 1st stop: Phone illustration, word "phone", girl icon.
- 2nd stop: Stone illustration, word "stone", girl icon.
- 3rd stop: Bone illustration, word "bone", girl icon.
- 4th stop: Cone illustration, word "cone", girl icon.
- Bottom: Red star.

26

Long "o" Words

Writing "_one" Words

Name
Date

To parents

With time and practice, your child will be able to blend the letters in order to make the long "o" sound.

■ Say the words aloud. Then trace the letters.

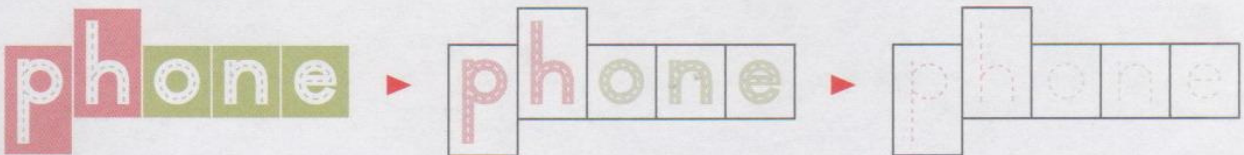
bone



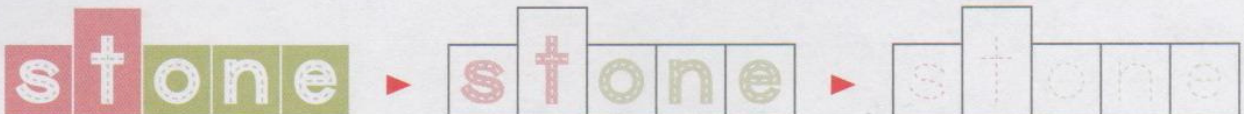
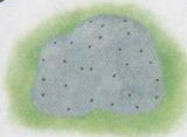
cone



phone



stone



Writing “_one” Words

■ Say the words aloud. Then trace and write the letters.

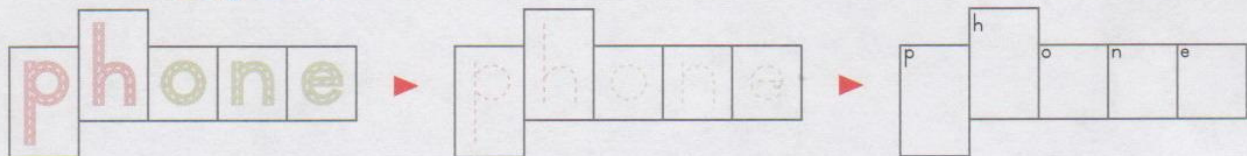
bone



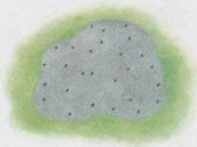
cone



phone



stone





Long “o” Words

Saying “_oat” Sounds

Name _____

Date _____

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

boat ●



★ float

coat ●



★ goat

goat ●



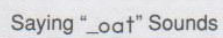
★ coat

float ●



★ boat

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



28

Long "o" Words

Writing "_oat" Words

Name _____

Date _____

■ Say the words aloud. Then trace the letters.

boat



boat

boat

boat

coat



coat

coat

coat

goat



goat

goat

goat

float



float

float

float

Writing “_oat” Words

■ Say the words aloud. Then trace and write the letters.

boat



coat



goat



float



29

Long "o" Words

Saying "_ose" Sounds

Name

Date

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

hose



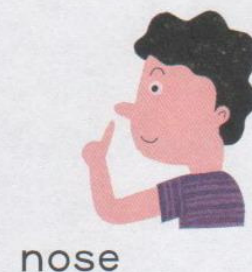
nose



rose



close



Saying “_ose” Sounds

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

The image shows three vertical paths for a dot-to-star game. Each path has a red dot at the top and a red star at the bottom. The paths are blue, green, and purple. Each path contains four words: 'hose', 'nose', 'rose', and 'close', each with a small illustration and a child's face.

- Blue Path (Left):** Starts with a red dot at the top. The words and illustrations from top to bottom are: 'hose' (garden hose), 'nose' (boy sniffing), 'rose' (pink rose), and 'close' (boy closing a door). Each word is in a box with a small square to its right. The path ends with a red star at the bottom.
- Green Path (Middle):** Starts with a red dot at the top. The words and illustrations from top to bottom are: 'nose' (boy sniffing), 'rose' (pink rose), 'close' (boy closing a door), and 'hose' (garden hose). Each word is in a box with a small square to its right. The path ends with a red star at the bottom.
- Purple Path (Right):** Starts with a red dot at the top. The words and illustrations from top to bottom are: 'rose' (pink rose), 'close' (boy closing a door), 'hose' (garden hose), and 'nose' (boy sniffing). Each word is in a box with a small square to its right. The path ends with a red star at the bottom.



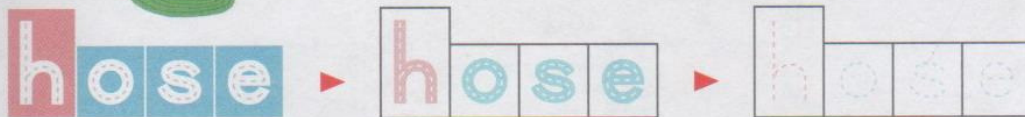
Long "o" Words

Writing "_ose" Words

Name
Date

■ Say the words aloud. Then trace the letters.

hose



nose



rose



close



Writing “_ose” Words

■ Say the words aloud. Then trace and write the letters.

hose



nose



rose



close









31

Review

Saying long "o" Sounds

Name
Date

- Draw a line from  to  while saying each "_one" aloud.
- Draw a line from  to  while saying each "_oat" aloud.
- Draw a line from  to  while saying each "_ose" aloud.



Writing “_one,” “_oat” and “_ose” Words

■ Say the words aloud. Then write the letters.

bone



b			
	o	n	e

cone



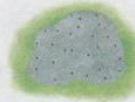
c			
	o	n	e

phone



	h		
p		o	n
			e

stone



	t		
s		o	n
			e

boat



b			t
	o	a	

coat



			t
c	o	a	

goat



			t
g	o	a	

float



f			
	l		t
		o	a

hose



h			
	o	s	e

nose



n			
	o	s	e

rose



r			
	o	s	e

close



c		o	s
			e





32

Review

Saying “_one” Words

Name _____

Date _____

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



Saying “_one” Words

Writing “_one,” “_oat” and “_ose” Words

■ Say the words aloud. Then write the letters.

close



c	l	o	s	e
---	---	---	---	---

boat



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

coat



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

rose



r	o	s	e
---	---	---	---

goat



g	o	a	t
---	---	---	---

float



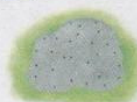
f	l	o	a	t
---	---	---	---	---

cone



c	o	n	e
---	---	---	---

stone



s	t	o	n	e
---	---	---	---	---

bone



b	o	n	e
---	---	---	---

phone



p	h	o	n	e
---	---	---	---	---

hose



h	o	s	e
---	---	---	---

nose



n	o	s	e
---	---	---	---



Long “u” Words

Saying “_une”
and “_ube” Sounds

Name
Date

To parents

By repeating the long “u” sound out loud, your child will gradually gain awareness of the connection between the letters and the sounds they represent.

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

tune



cube

dune



tube

cube



tune

tube



dune

Saying “_une” and “_ube” Sounds

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

The worksheet features four vertical lanes, each with a wavy white path for tracing. At the top of each lane is a red dot (●) and at the bottom is a red star (★). Each lane contains two word cards with corresponding illustrations and a small cartoon character.

- Lane 1 (Blue background):** Top card: "tune" with a rainbow and musical notes illustration and a boy character. Bottom card: "dune" with a sand dune illustration and a boy character.
- Lane 2 (Blue background):** Top card: "dune" with a sand dune illustration and a girl character. Bottom card: "tune" with a rainbow and musical notes illustration and a girl character.
- Lane 3 (Green background):** Top card: "cube" with a blue cube illustration and a boy character. Bottom card: "tube" with a coiled tube illustration and a boy character.
- Lane 4 (Green background):** Top card: "tube" with a coiled tube illustration and a girl character. Bottom card: "cube" with a blue cube illustration and a girl character.

34

Long "u" Words

Writing "_une"
and "_ube" Words

Name
Date

To parents

Help your child say the words out loud. With time and practice your child will be able to blend the letters in order to make the long "u" sound.

■ Say the words aloud. Then trace the letters.

tune



tune

tune

tune

dune



dune

dune

dune

cube



cube

cube

cube

tube



tube

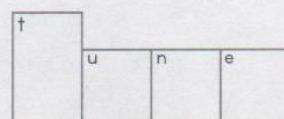
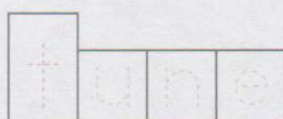
tube

tube

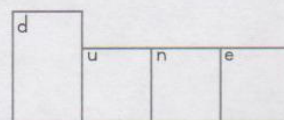
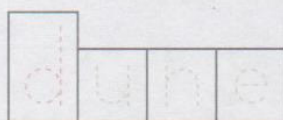
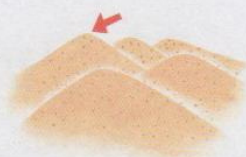
Writing “_une” and “_ube” Words

■ Say the words aloud. Then trace and write the letters.

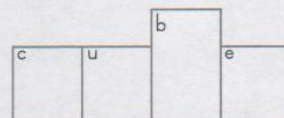
tune



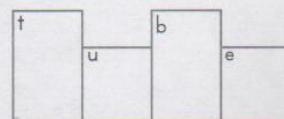
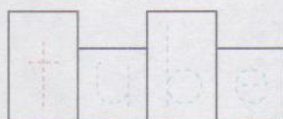
dune



cube



tube





Long “u” Words

Saying “_ute”
and “_lue” Sounds

Name _____

Date _____

- Match the pictures and words by drawing a line from the dot (●) to the star (★). Then say the word aloud.

cute ●



flute

flute ●



glue

glue ●



blue

blue ●



cute

Saying “_ute” and “_lue” Sounds

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

The activity consists of four vertical strips, each with a white zigzag path from a red dot at the top to a red star at the bottom. The strips are arranged in two pairs of purple and teal. Each strip contains two word cards and two illustrations. The first two strips are purple, the next two are teal. Each strip also features a small cartoon character at the top and bottom of the path.

- Strip 1 (Purple):** Top: 'cute' (cat), 'flute' (flute). Bottom: 'flute' (flute), 'cute' (cat).
- Strip 2 (Purple):** Top: 'flute' (flute), 'cute' (cat). Bottom: 'cute' (cat), 'flute' (flute).
- Strip 3 (Teal):** Top: 'glue' (glue bottle), 'blue' (blue paint). Bottom: 'blue' (blue paint), 'glue' (glue bottle).
- Strip 4 (Teal):** Top: 'blue' (blue paint), 'glue' (glue bottle). Bottom: 'glue' (glue bottle), 'blue' (blue paint).

36

Long "u" Words

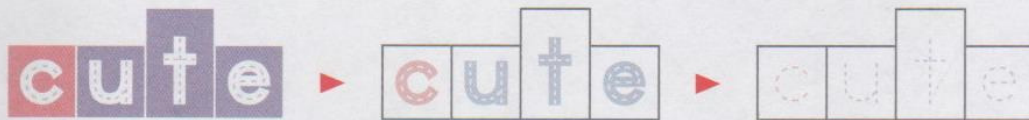
Writing "_ute"
and "_lue" Words

Name

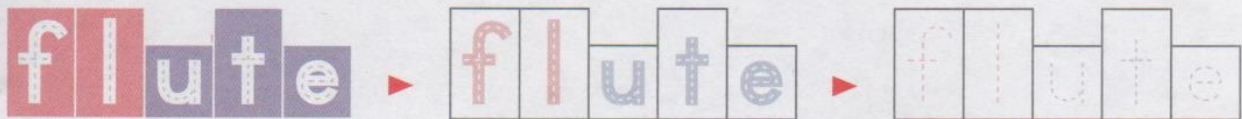
Date

■ Say the words aloud. Then trace the letters.

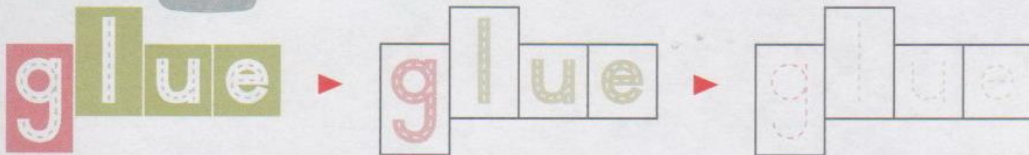
cute



flute



glue



blue



Writing “_ute” and “_lue” Words

■ Say the words aloud. Then trace and write the letters.

cute



flute



glue



blue











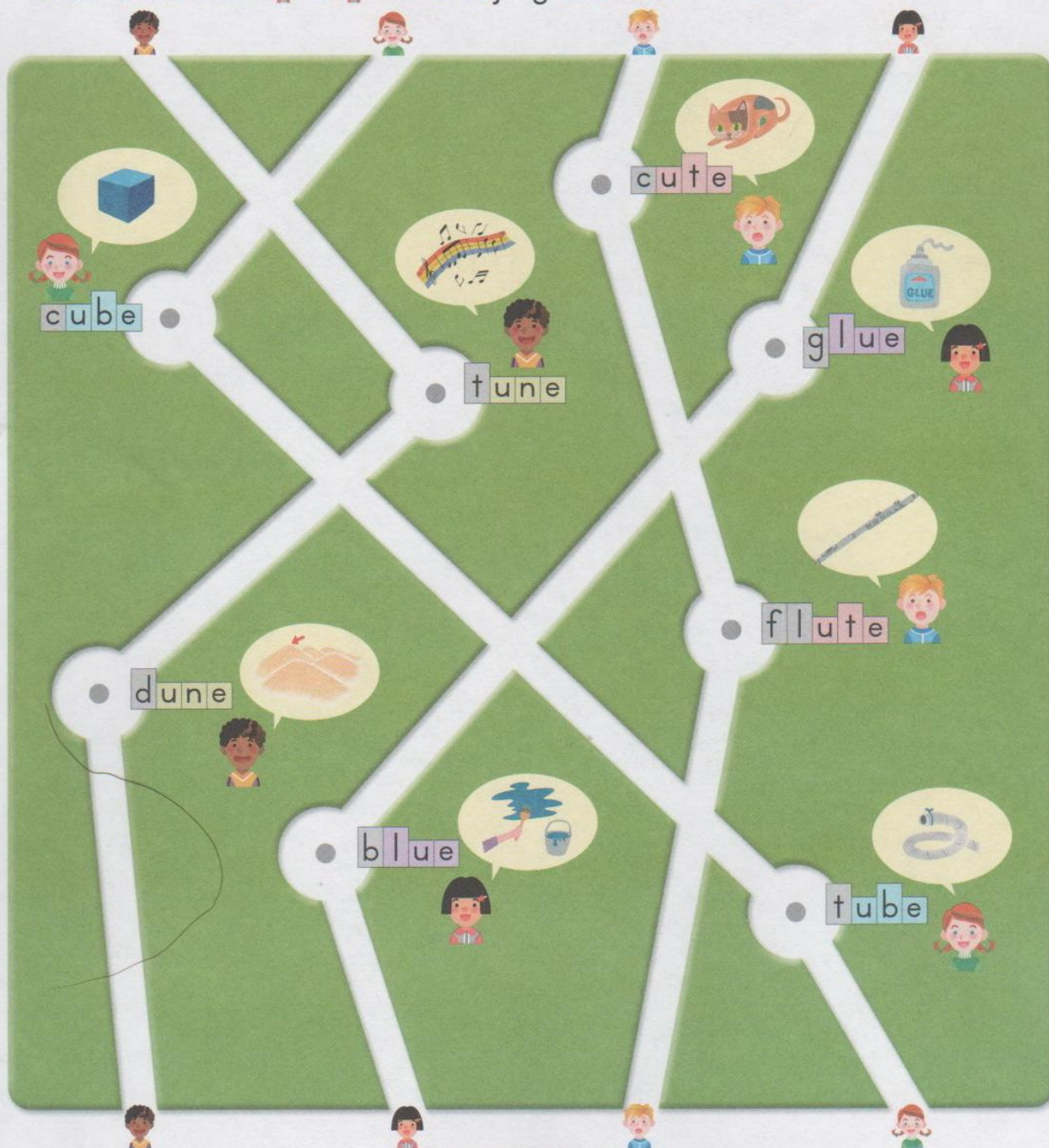
37

Review

Saying long "u" Sounds

Name
Date

- Draw a line from  to  while saying each "_une" aloud.
- Draw a line from  to  while saying each "_ube" aloud.
- Draw a line from  to  while saying each "_ute" aloud.
- Draw a line from  to  while saying each "_lue" aloud.



Writing “_une,” “_ube,” “_ute” and “_lue” Words

■ Say the words aloud. Then write the letters.

tune



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

dune



d		u	n	e
---	--	---	---	---

cube



c	u	b	e
---	---	---	---

tube



t		u	b	e
---	--	---	---	---

cute



c	u	t	e
---	---	---	---

flute



f	l		t	e
---	---	--	---	---

glue



g		l	u	e
---	--	---	---	---

blue



b		l	u	e
---	--	---	---	---

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Review

"_ane" Stories

Name
Date

To parents

In these exercises, your child will practice using the rhyming words he or she learned throughout this book. By grouping familiar words in a new way, this exercise reinforces the words in a real-world context and emphasizes comprehension.

- This exercise uses "_ane" words. Please use the pictures to complete the rhyming phrases below.

What is in the lane ?

1



2



3



1

A

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

is in the

l	a	n	e
---	---	---	---

!

2

A

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

is in the

l	a	n	e
---	---	---	---

!

3

A

p	l	a	n	e
---	---	---	---	---

is in the

l	a	n	e
---	---	---	---

!

“_ay” Stories

To parents

If your child encounters difficulty, try pointing out that each sentence has a corresponding picture associated with it. For example, if your child is struggling with sentence number one, ask them to describe picture number one.

- This exercise uses “_ay” words. Please use the pictures to complete the rhyming phrases below.

I like to play !

1



2

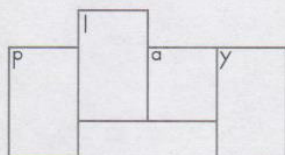


3

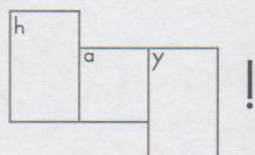


1

I



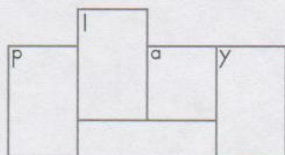
in the



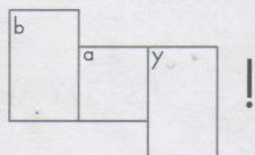
!

2

I



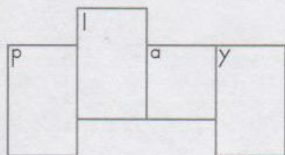
in the



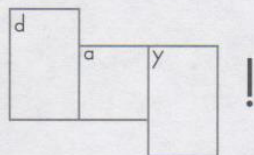
!

3

I



all



!



Review

"_ee" Stories

Name _____

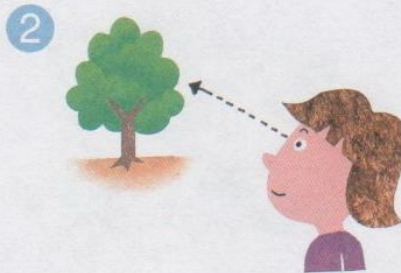
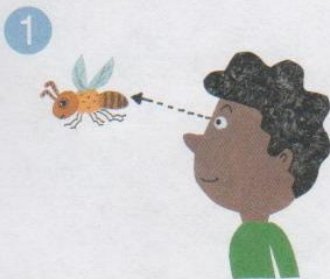
Date _____

To parents

If your child is confused about which picture to use with each rhyming phrase, please point out that the numbers next to the pictures correspond with the rhyming phrases below.

- This exercise uses "_ee" words. Please use the pictures to complete the rhyming phrases below.

What do you see ?



1
I s e e a b e e !

2
I s e e a t r e e !

3
I s e e a k n e e !

“_oat” Stories

■ This exercise uses “_oat” words. Please use the pictures to complete the rhyming phrases below.

Can it float ?



1 Can a

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

f	l	o	a	t
---	---	---	---	---

 ?

2 Can a

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

f	l	o	a	t
---	---	---	---	---

 ?

3 Can a

g	o	a	t
---	---	---	---

f	l	o	a	t
---	---	---	---	---

 ?



Review

"_ide" Stories

Name
Date

- This exercise uses "_ide" words. Please use the pictures to complete the rhyming phrases below.

What a fun slide !



1
I

r	i	d	e
---	---	---	---

 on the

s	i	d	e
---	---	---	---

 !

2
I

h	i	d	e
---	---	---	---

 by the

s	i	d	e
---	---	---	---

 !

3
The

s	i	d	e
---	---	---	---

 is

w	i	d	e
---	---	---	---

 !

Long "u" Stories

To parents

Your child has been using phonics to develop an understanding of new vocabulary with long vowels, which is a difficult and essential concept to learn. Please give your child lots of praise for the effort it took to achieve this goal.

- This exercise uses long "u" words. Please use the pictures to complete the rhyming phrases below.

Do you like ... ?

1



2



3



1

Do you like a

t
u
n
e

 on a

d
u
n
e

 ?

2

Do you like

b
l
u
e

g
l
u
e

 ?

3

Do you like a

c
u
t
e

f
l
u
t
e

 ?

KUMON

Certificate of Achievement

is hereby congratulated on completing

My Book of Rhyming Words Long Vowels

Presented on _____, 20____



bone



cone



phone

Parent or Guardian