

# My Book of

# RHYMING WORDS & PHRASES



If your child is learning to recognize rhyming words,  
then this book will build on that foundation.

This is a fun and easy way to help your child learn to  
recognize and write rhyming words and phrases,  
such as *pup in cup* and *pup on cup*.



# Rhyming Words

## Saying “\_at” Sounds

Name
Date

### To parents

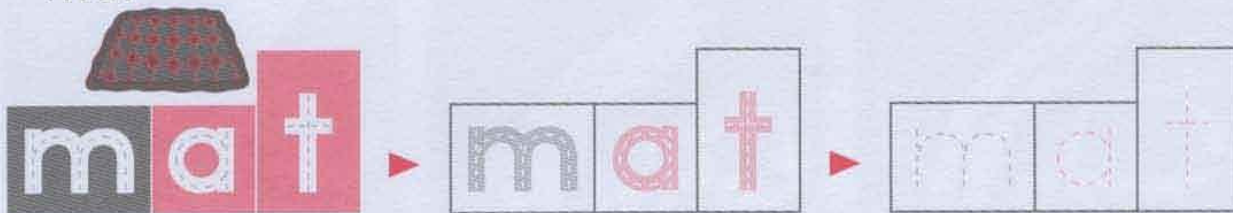
Write your child's name and the date in the boxes above. By repeating rhyming words with the short “a” vowel sound, children will gain an awareness of the connection between letters and the sounds they represent.

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

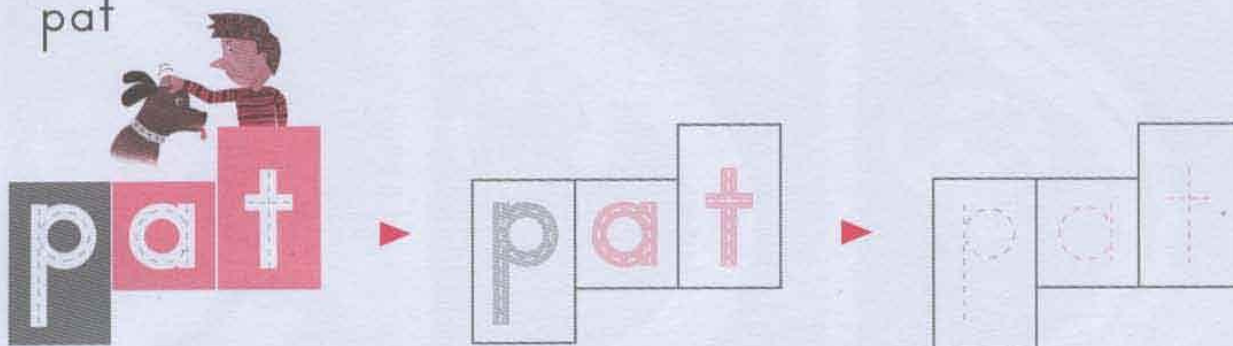
## Writing “\_at” Words

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

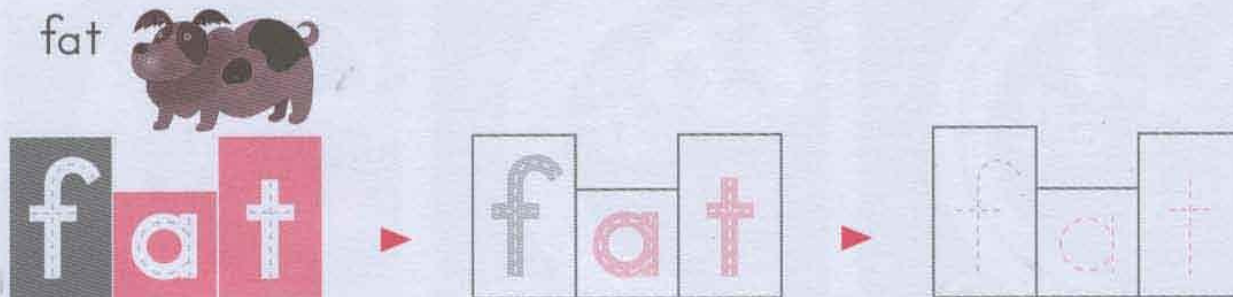
mat



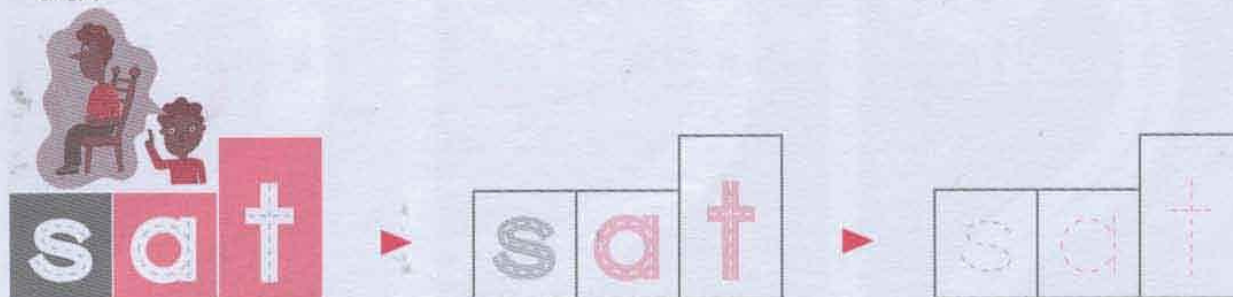
pat



fat



sat







# Rhyming Words

Saying “\_am” Sounds

Name _____
Date _____

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

ham

jam

ram

dam

jam

ram

dam

ham

ram

dam

ham

jam



## Writing “\_am” Words

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

ham



h a m

h a m

h a m

jam



j a m

j a m

j a m

ram



r a m

r a m

r a m

dam



d a m

d a m

d a m

# 3

## Rhyming Words

### Saying "\_ag" Sounds

Name
Date

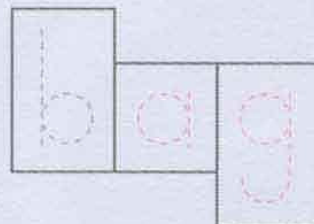
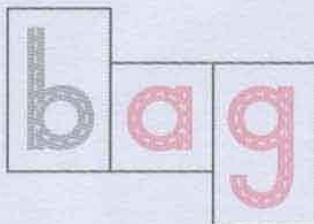
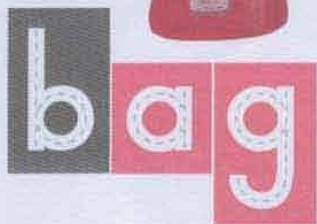
■ Draw a line from the dot (●) to the star (★) while saying each word.



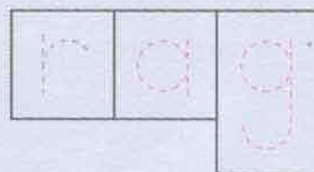
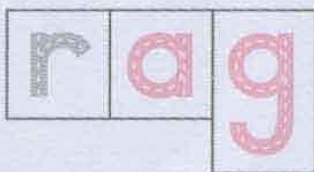
## Writing “\_ag” Words

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

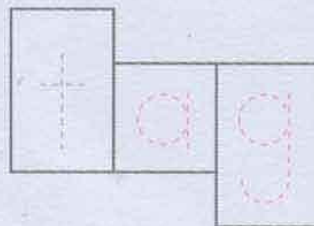
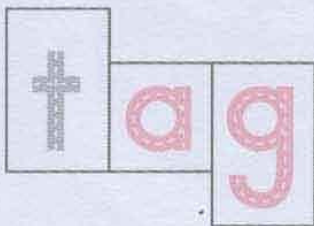
bag



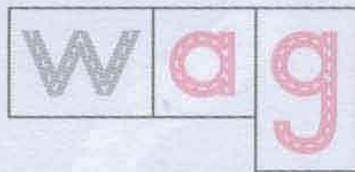
rag



tag



wag





## Review

### Saying “\_at” Words

Name \_\_\_\_\_

Date \_\_\_\_\_

#### To parents

Your child should connect the “sat” to the “mat” 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.

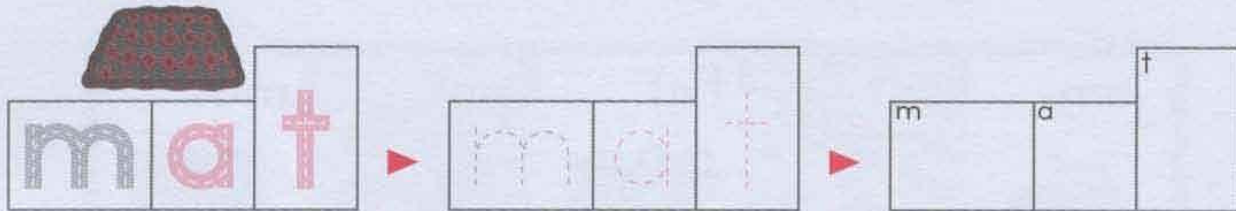




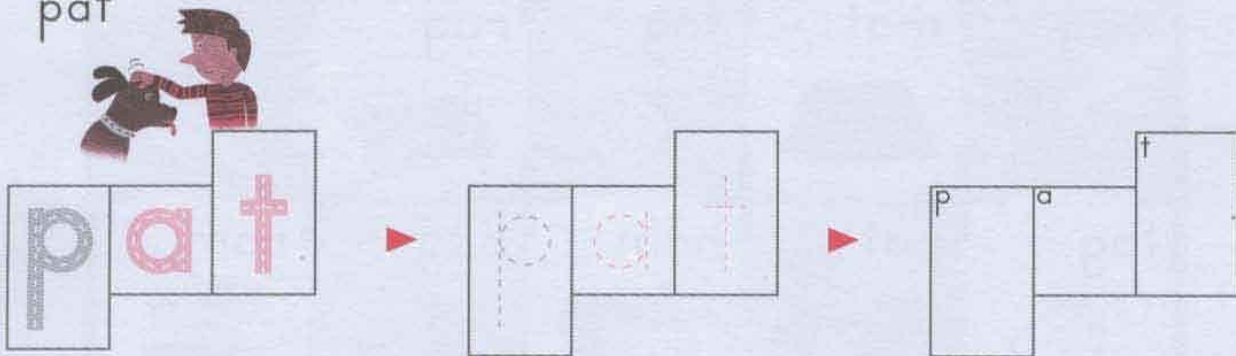
# Writing “\_at” Words

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

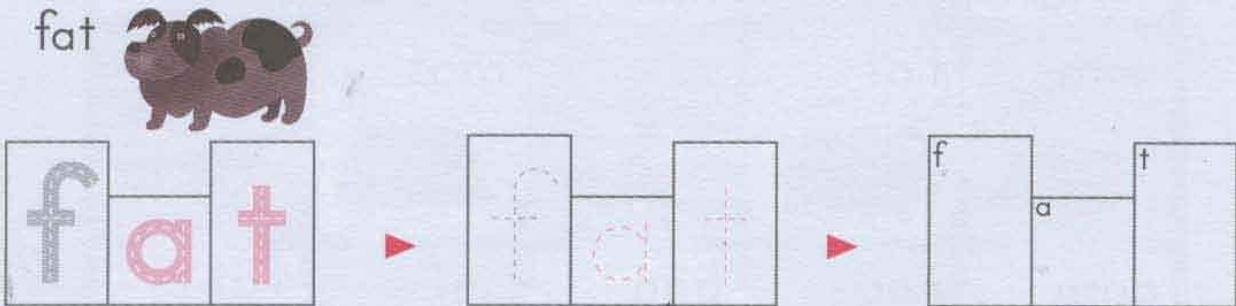
mat



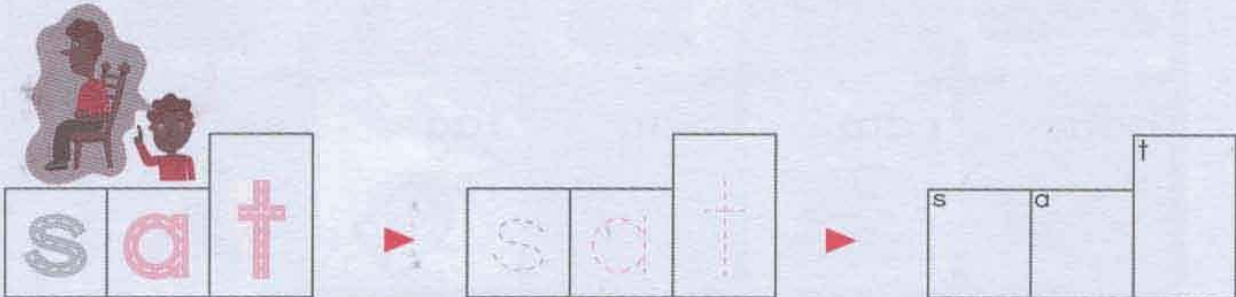
pat



fat



sat





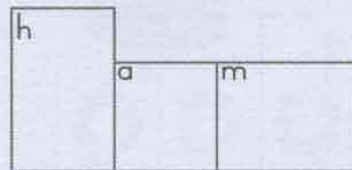
# Review

## Writing "\_am" Words

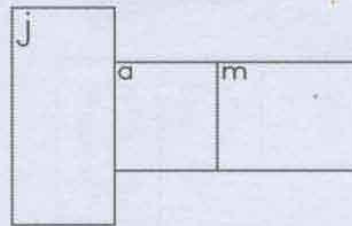
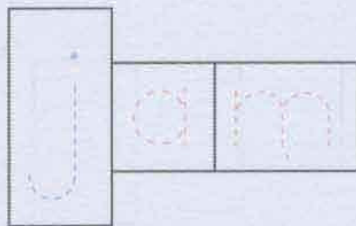
Name: _____
Date: _____

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

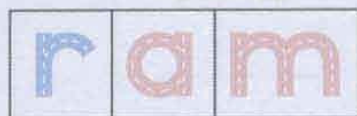
ham



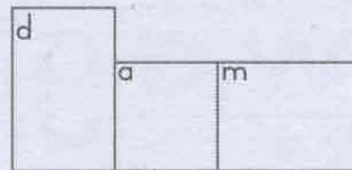
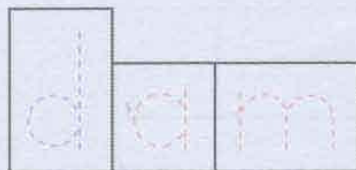
jam



ram



dam

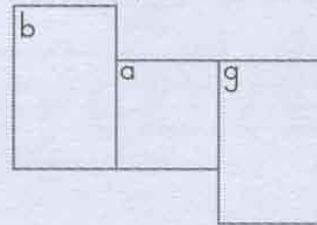
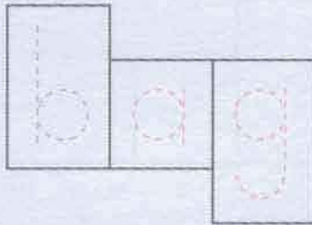
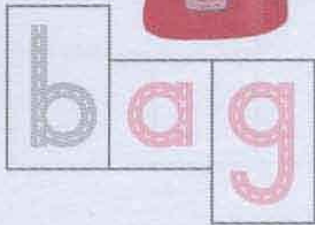




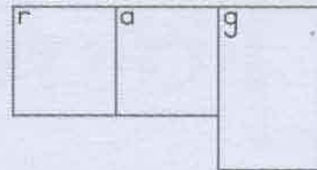
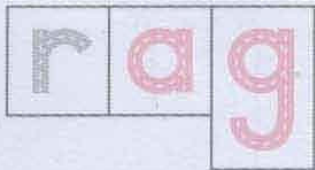
## Writing “\_ag” Words

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

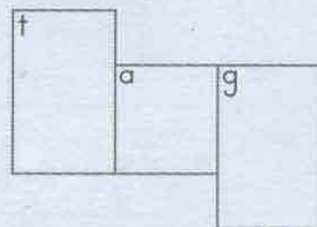
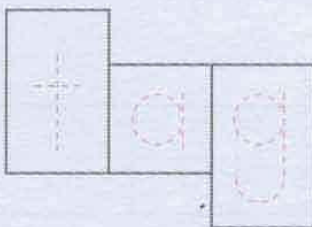
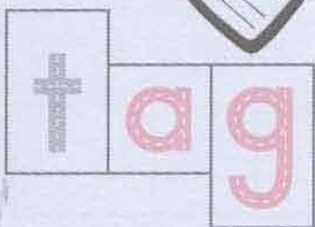
bag



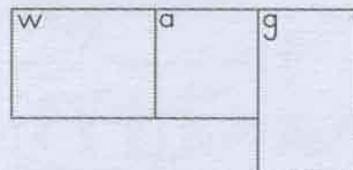
rag



tag



wag





# Rhyming Words

## Saying “\_eg” Sounds

Name
Date

### To parents

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

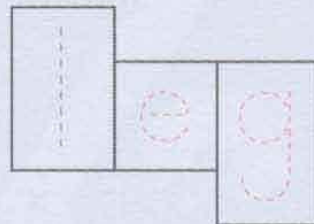
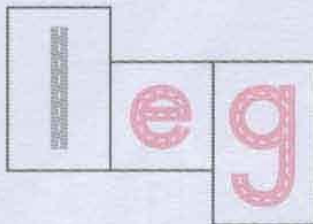
- Draw a line from the dot (●) to the star (★) while saying each word.



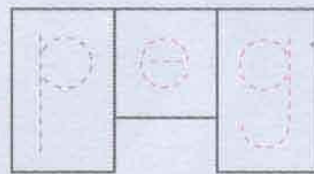
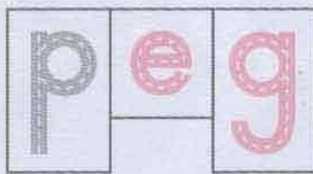
## Writing “\_eg” Words

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

leg



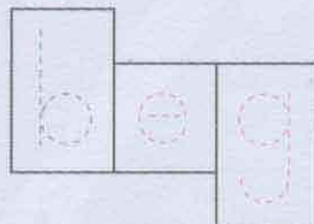
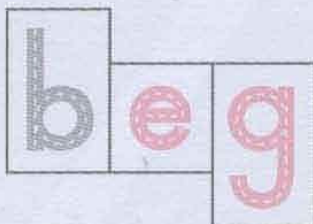
peg



egg



beg





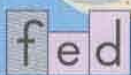



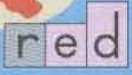



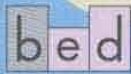







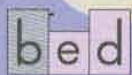



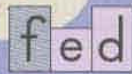



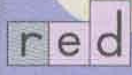



# Rhyming Words



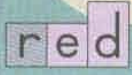



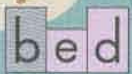







Saying “\_ed” Sounds

Name _____
Date _____

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





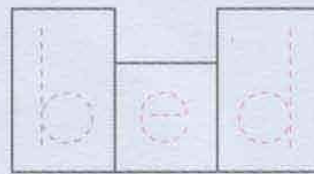
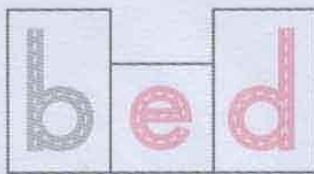




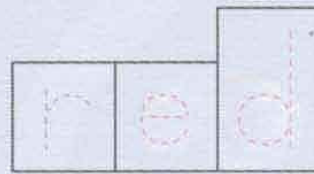
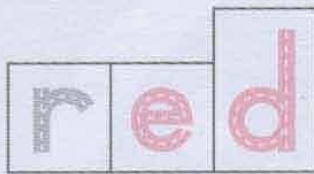
## Writing “\_ed” Words

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

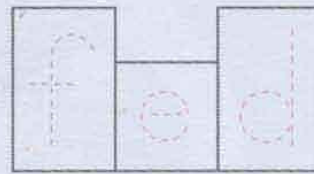
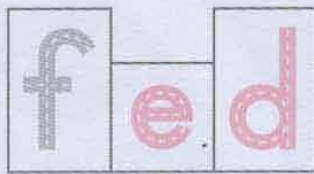
bed



red



fed



# 8

## Rhyming Words

Saying “\_ell” Sounds

Name
Date

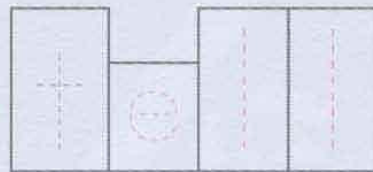
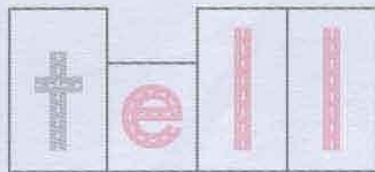
■ Draw a line from the dot (●) to the star (★) while saying each word.



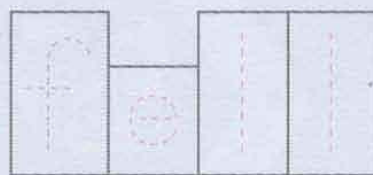
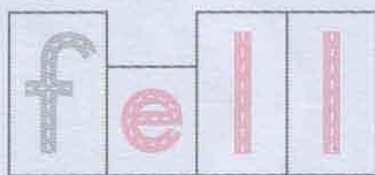
## Writing “\_ell” Words

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

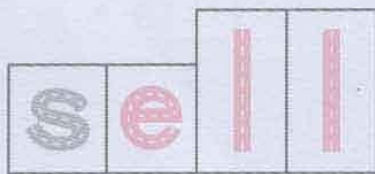
tell



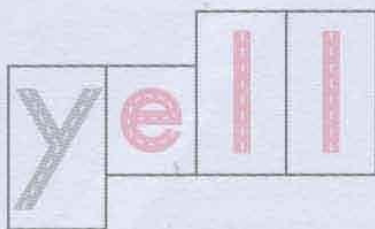
fell



sell



yell





# Review

## Saying “\_eg” Words

Name: _____
Date: _____

### To parents

Your child should connect the “beg” to the “leg” 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.

yell 	red 	sell 	fell 	leg 
egg 	fed 	beg 	egg 	peg 
fell 	peg 	leg 	bed 	sell 
fed 	egg 	sell 	yell 	tell 
red 	beg 	leg 	red 	bed 
tell 	fell 	peg 	egg 	beg 

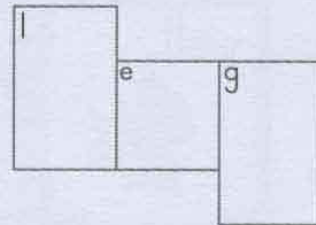
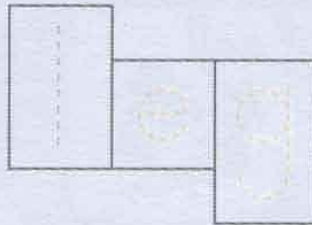
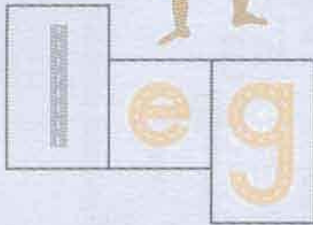
★



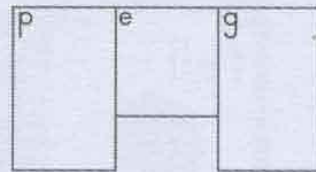
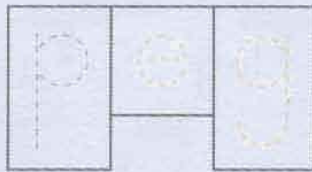
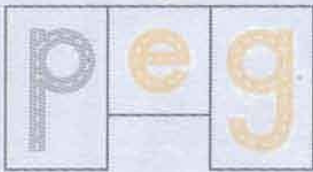
# Writing “\_eg” Words

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

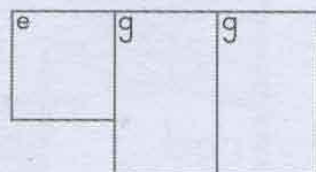
leg



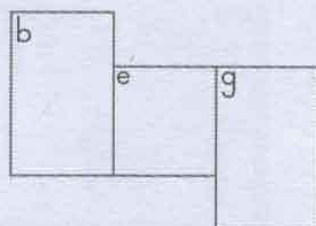
peg



egg



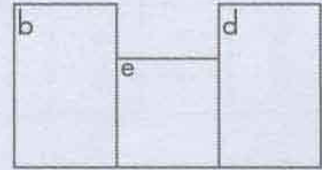
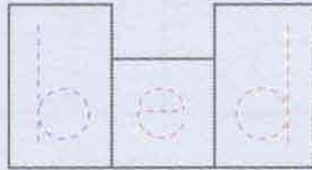
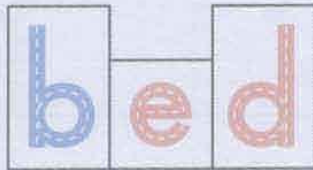
beg



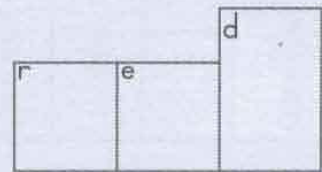
Name
Date

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

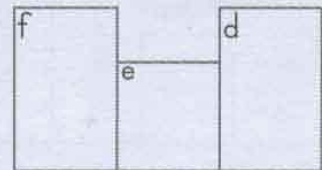
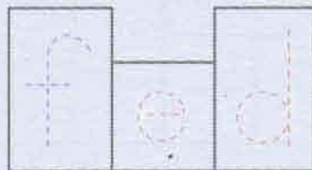
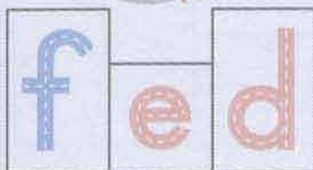
bed



red



fed

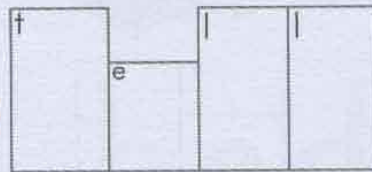
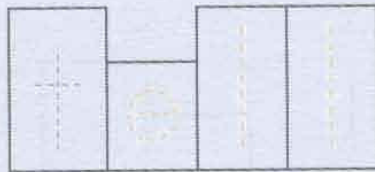




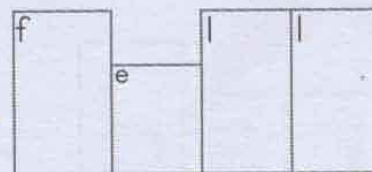
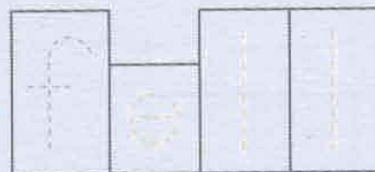
# Writing “\_ell” Words

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

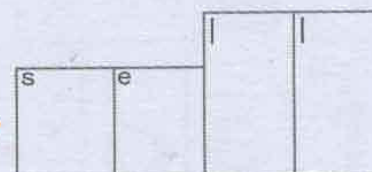
tell



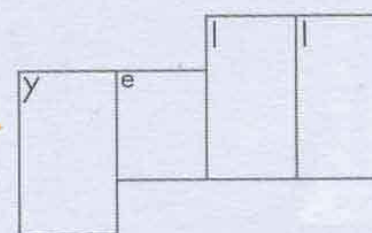
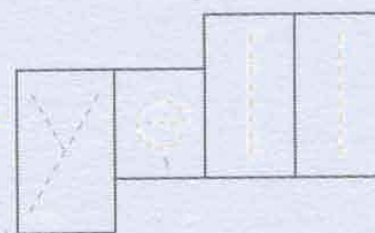
fell



sell



yell





# Rhyming Words

Saying “\_it” Sounds

Name _____
Date _____

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

hit

sit

fit

pit

sit

fit

pit

hit

fit

pit

hit

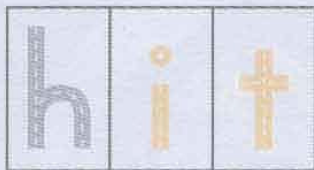
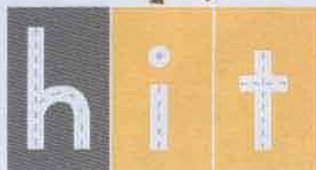
sit



## Writing “\_it” Words

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

hit



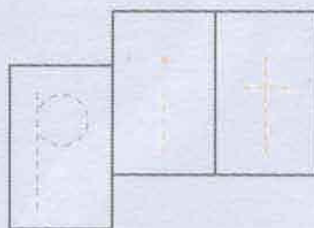
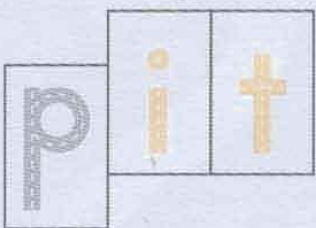
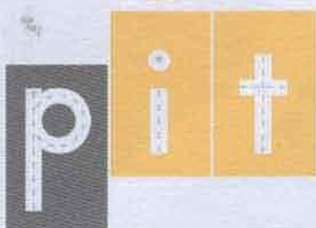
sit



fit



pit



## Rhyming Words

### Saying “\_ix” Sounds

Name
Date

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

The activity consists of three vertical paths, each with a red dot at the top and a red star at the bottom. The paths are colored red, brown, and blue. Each path contains three illustrations: a girl with a speech bubble saying 'six', a boy with a speech bubble saying 'mix', and a girl with a speech bubble saying 'fix'. The words 'six', 'mix', and 'fix' are written in large letters on the path.



## Writing “\_ix” Words

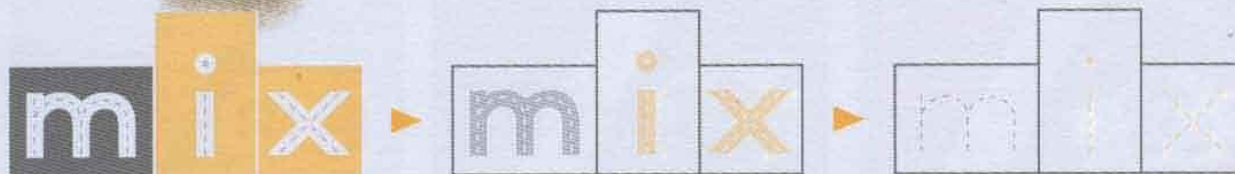
- Say the word. Then say the sound of each letter as you trace it.

six

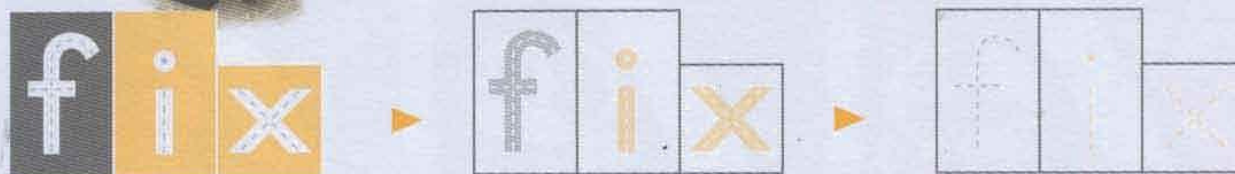
6:::



mix



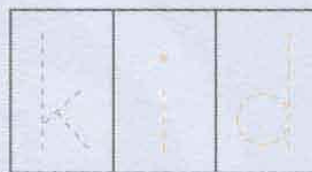
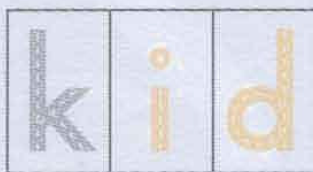
fix



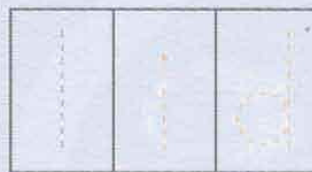
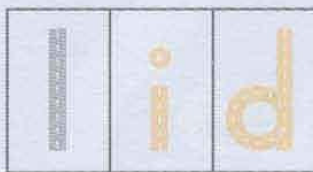
## Writing “\_id” Words

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

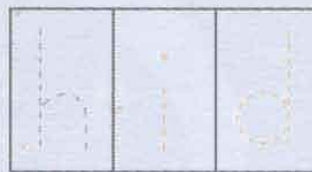
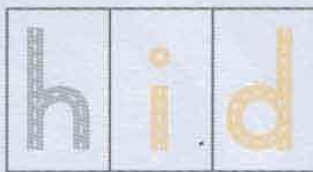
kid



lid



hid

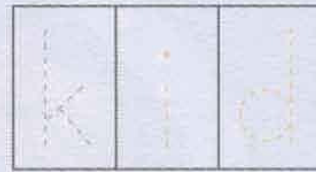
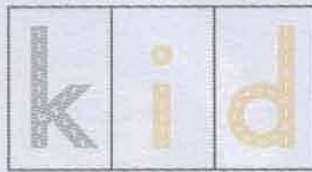
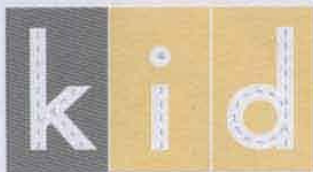




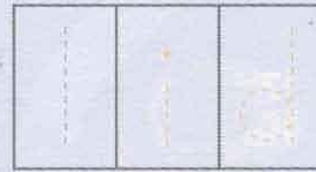
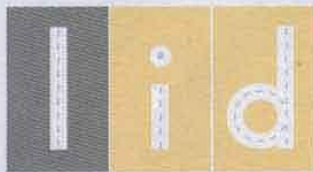
## Writing “\_id” Words

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

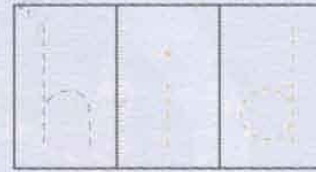
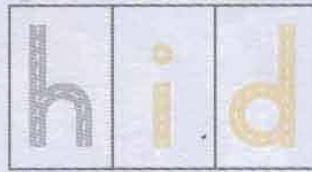
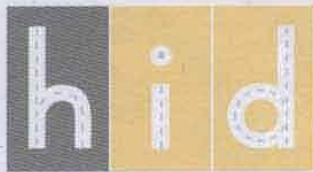
kid



lid



hid



# 14





## Review

### Saying "\_it" Words

Name
Date

#### To parents

Your child should connect the "pit" to the "hit" 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.

six 	sit 	lid 	mix 	hit  ↓
hid 	hit 	sit 	kid 	sit 
fix 	six 	mix 	six 	fit 
pit 	fit 	sit 	hit 	pit 
hit 	hid 	kid 	fix 	lid 
sit 	fit 	pit 	hit 	sit 

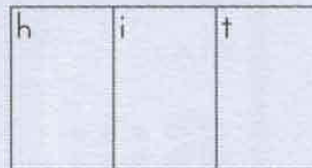
★



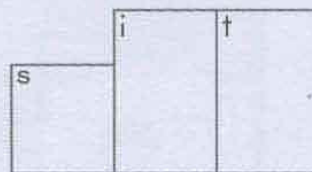
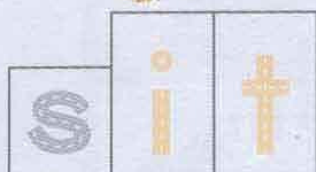
# Writing “\_it” Words

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

hit



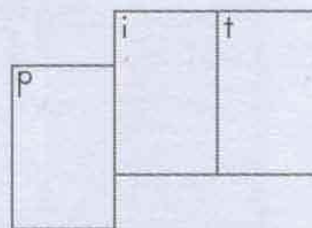
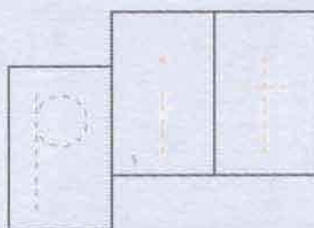
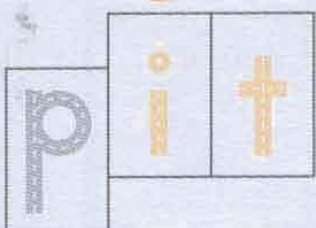
sit



fit



pit





# Review

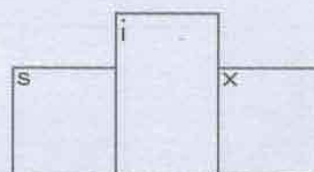
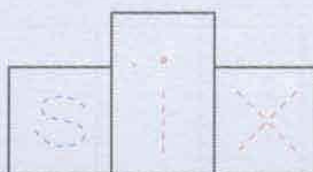
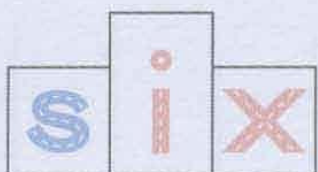
## Writing “\_ix” Words

Name
Date

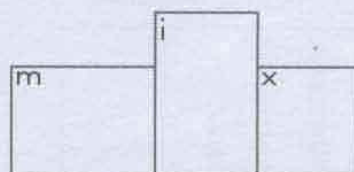
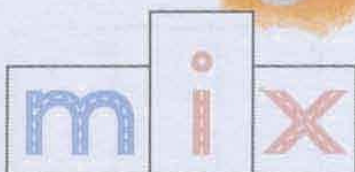
- Say the word. Then say the sound of each letter as you trace and write it.

six

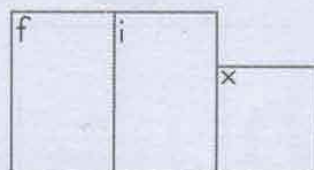
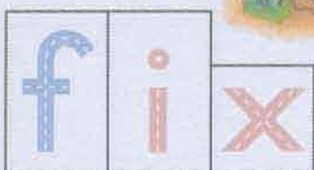
6 ::::



mix



fix

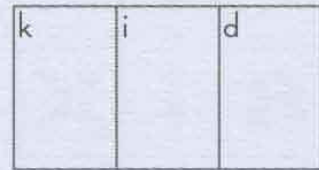
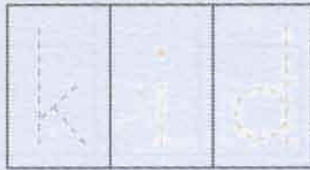




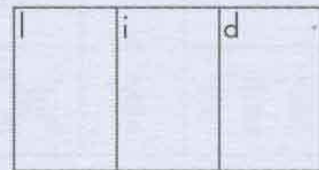
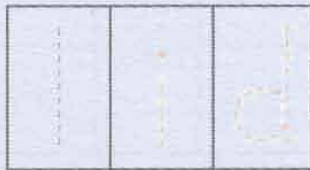
## Writing “\_id” Words

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

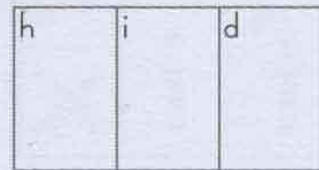
kid



lid



hid



# 16

## Rhyming Words

Saying “\_ot” Sounds

Name
Date

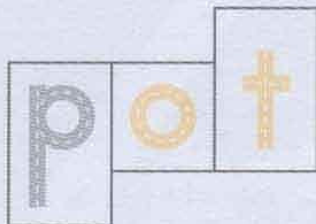
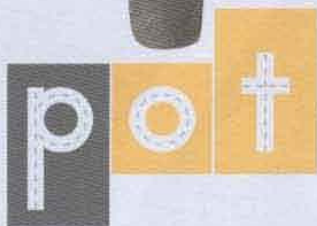
■ Draw a line from the dot (●) to the star (★) while saying each word.



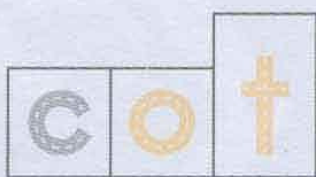
## Writing “\_ot” Words

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

pot



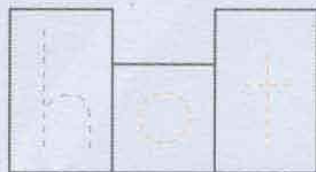
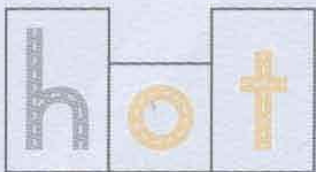
cot



dot



hot



# 17

## Rhyming Words

### Saying “\_ob” Sounds

Name
Date

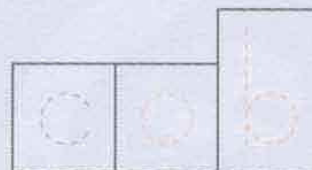
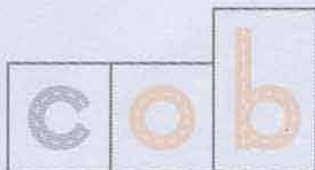
■ Draw a line from the dot (●) to the star (★) while saying each word.



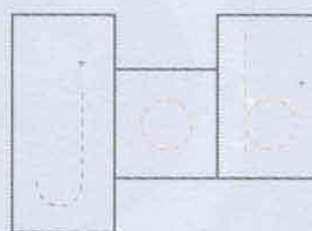
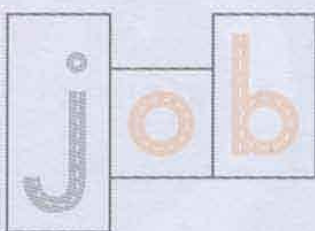
## Writing “\_ob” Words

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

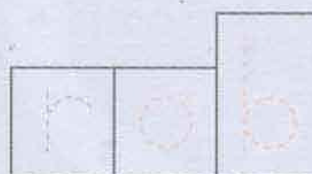
cob



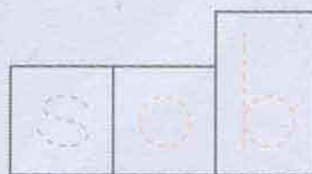
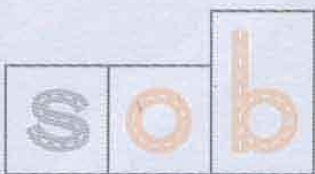
job



rob



sob



# 18

## Rhyming Words

Saying “\_ox” Sounds

Name
Date

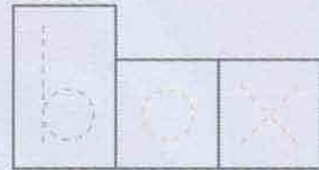
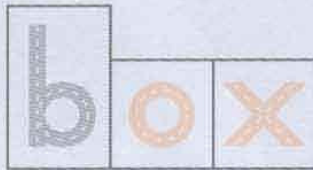
■ Draw a line from the dot (●) to the star (★) while saying each word.



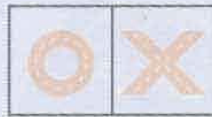
## Writing “\_ox” Words

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

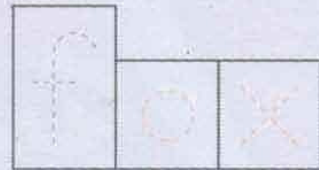
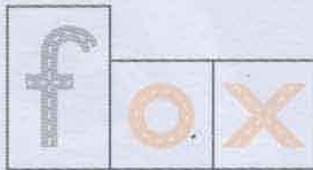
box



ox



fox



# 19





## Review

### Saying "\_ot" Words

Name
Date

#### To parents

Your child should connect the "hot" to the "pot" 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.

pot 	fox 	dot 	cot 	pot 
ox 	rob 	hot 	job 	sob 
job 	cot 	pot 	ox 	rob 
hot 	dot 	cob 	fox 	box 
pot 	cob 	pot 	cot 	dot 
cot 	dot 	hot 	sob 	hot 

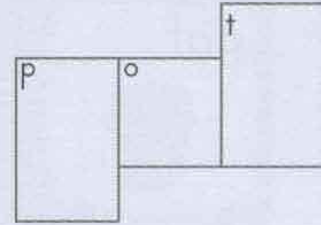
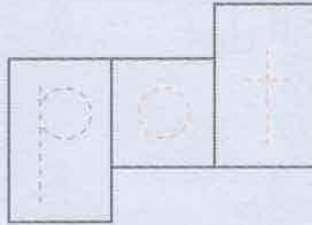
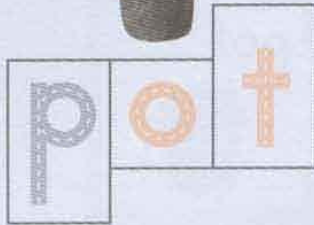
★



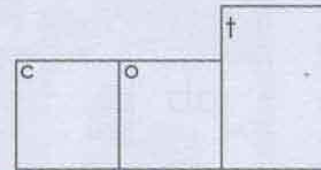
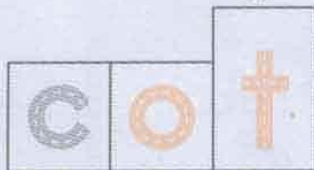
# Writing “\_ot” Words

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

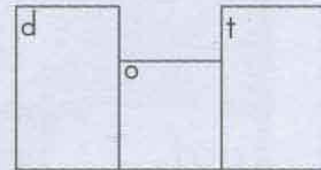
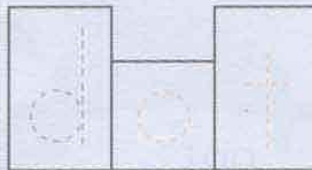
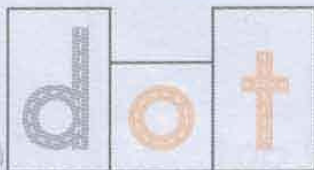
pot



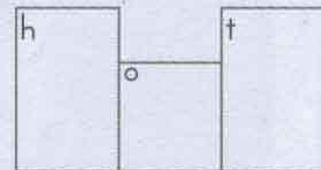
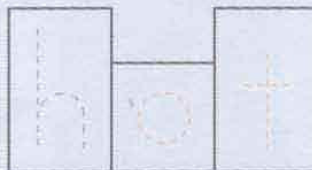
cot



dot



hot





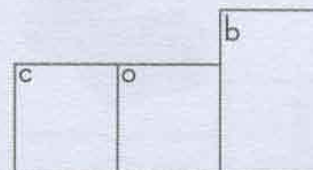
# Review

Writing “\_ob” Words

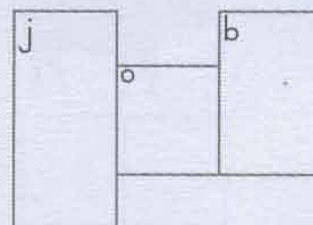
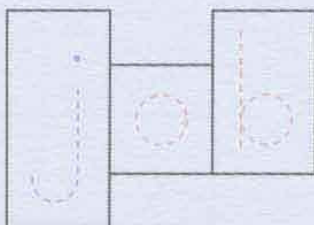
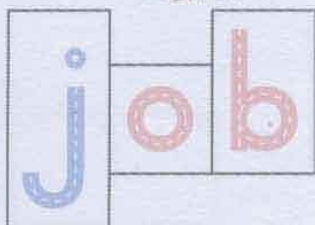
Name
Date

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

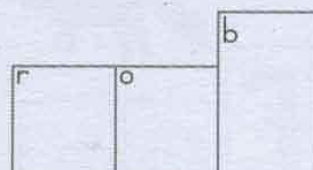
cob



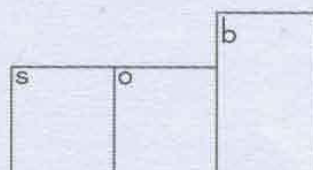
job



rob



sob

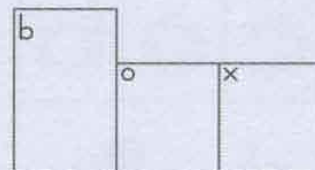




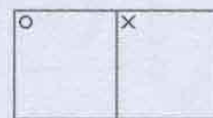
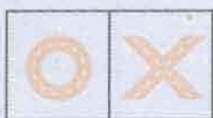
# Writing “\_ox” Words

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

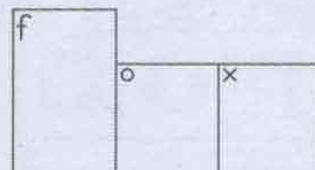
box



ox



fox



# 21

## Rhyming Words

Saying “\_ub” Sounds

Name
Date

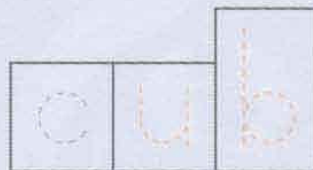
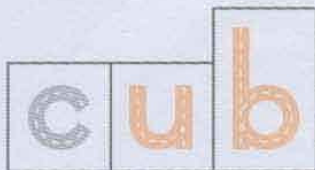
■ Draw a line from the dot (●) to the star (★) while saying each word.



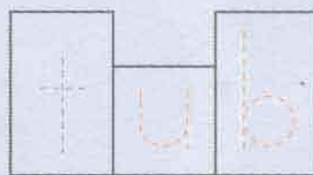
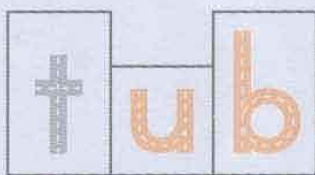
## Writing “\_ub” Words

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

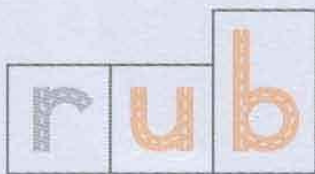
cub



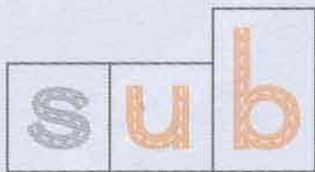
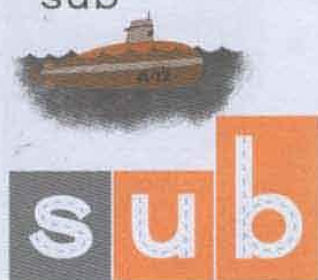
tub



rub



sub



# 22

## Rhyming Words

Saying “\_um” Sounds

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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 blue, purple, and green. Each path contains three word cards: 'gum', 'hum', and 'yum'. Each word card is accompanied by a small illustration of a child or a speech bubble with the word. The blue path has a boy at the top, a girl in the middle, and a boy at the bottom. The purple path has a boy at the top, a girl in the middle, and a boy at the bottom. The green path has a girl at the top, a girl in the middle, and a girl at the bottom.



## Writing “\_um” Words

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

gum



gum

gum

gum

hum



hum

hum

hum

yum



yum

yum

yum

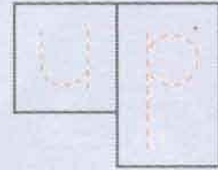
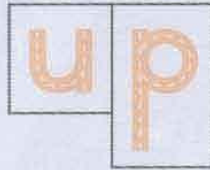
## Writing “\_up” Words

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

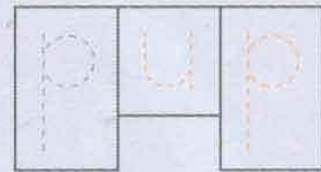
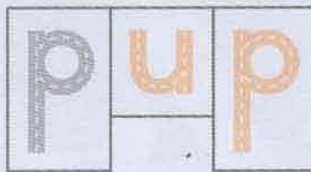
cup



up



pup





# 24

## Rhyming Words

### Saying “\_ut” Sounds

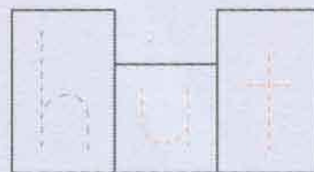
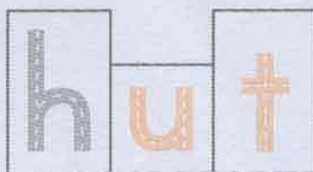
Name
Date

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

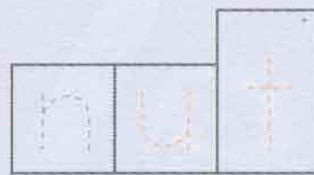
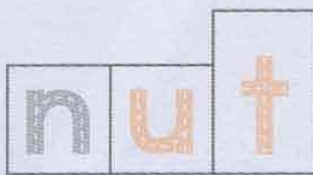
## Writing “\_ut” Words

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

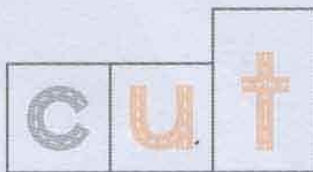
hut



nut



cut





# 25

## Review

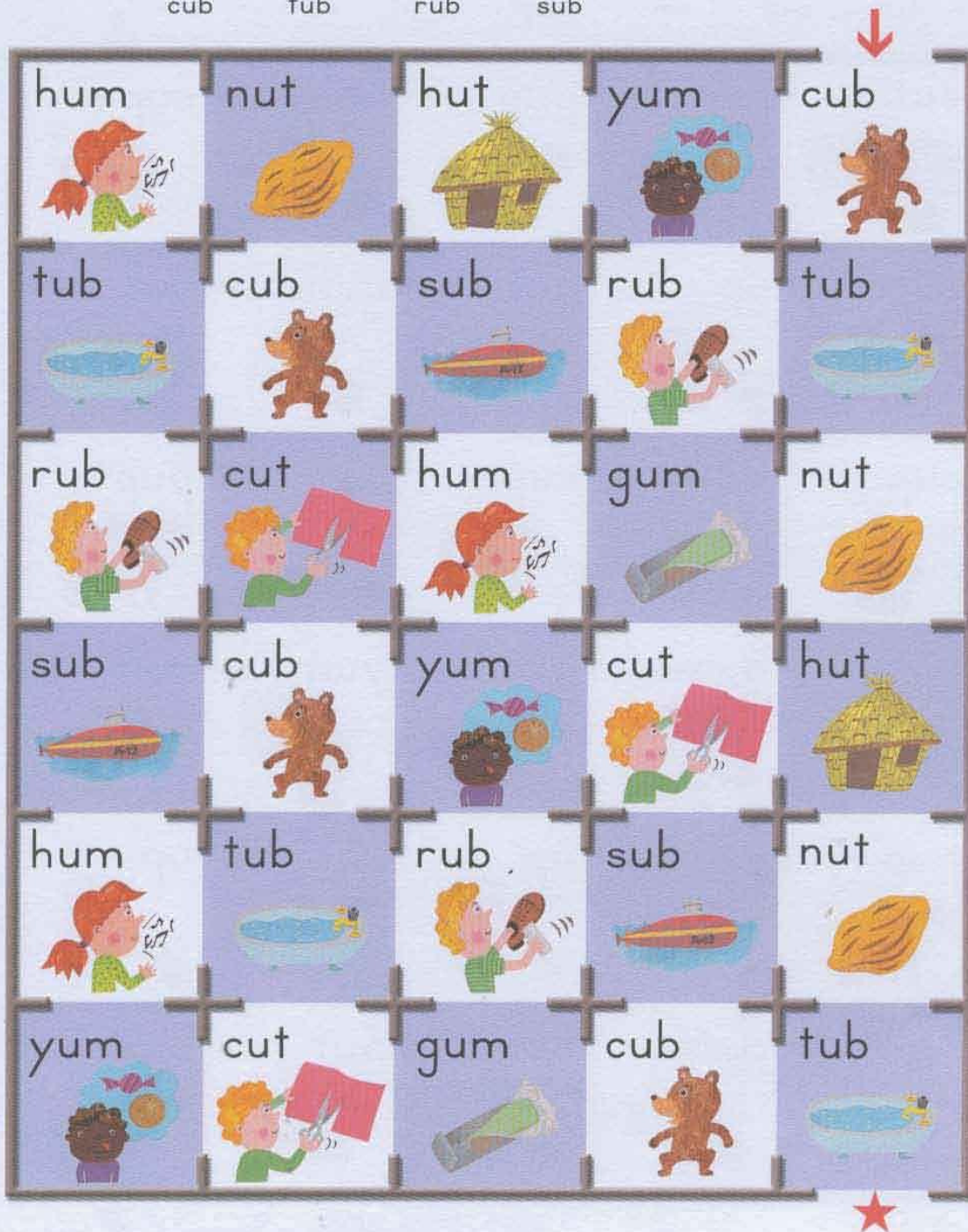
### Saying “\_ub” Words

Name
Date

#### To parents

Your child should connect the “sub” to the “cub” 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.





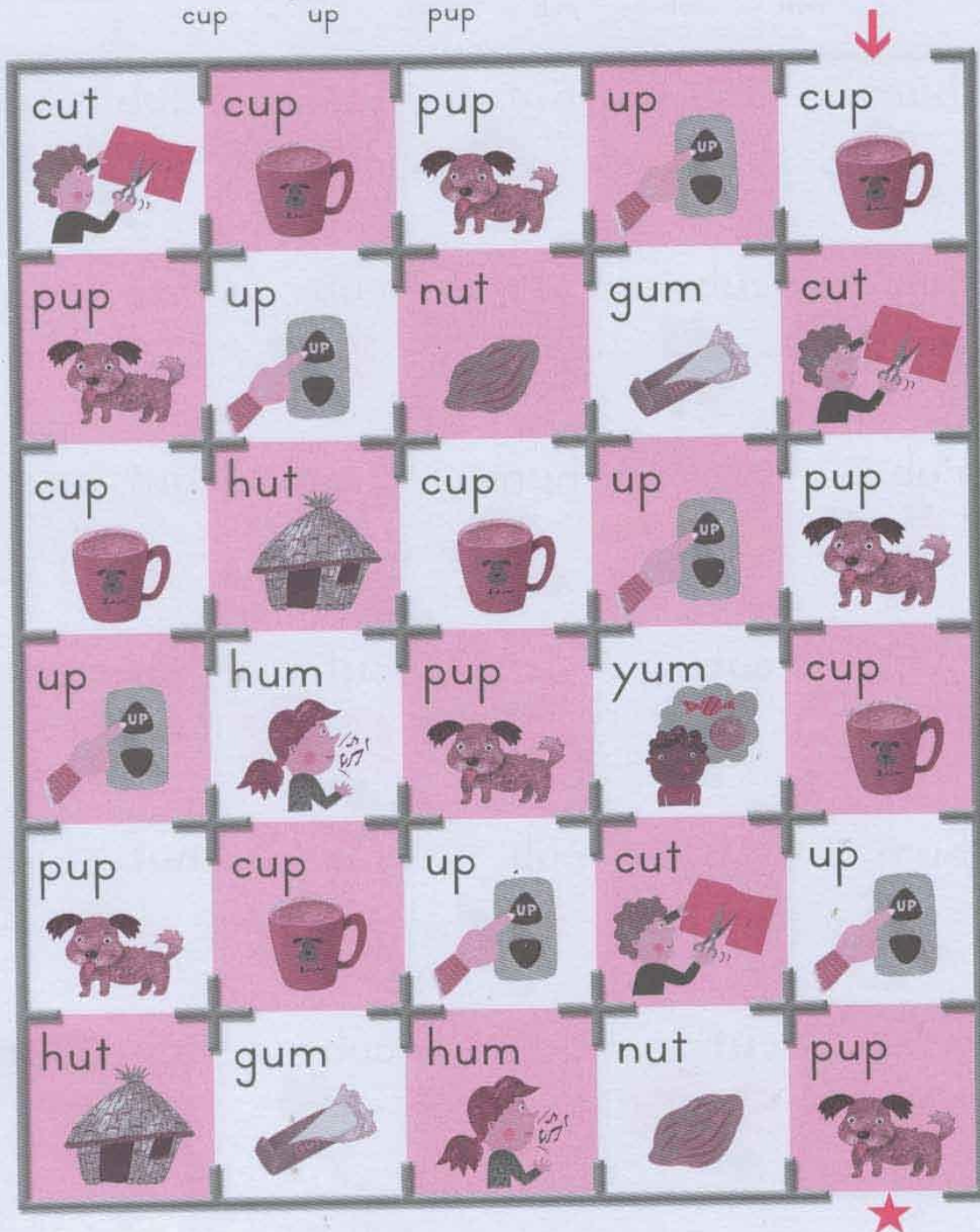


# Saying “\_up” Words

## To parents

Your child should connect the “pup” to the “cup” 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  while you say the words.





## Writing “\_um” Words

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

gum



g u m

g u m

g u m

hum



h u m

h u m

h u m

yum



y u m

y u m

y u m

# 27

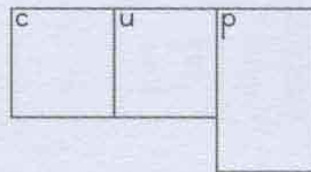
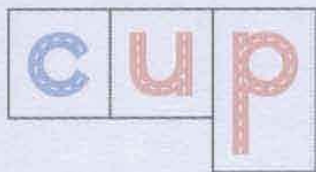
## Review

### Writing “\_up” Words

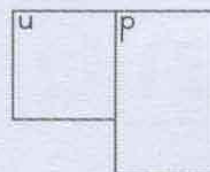
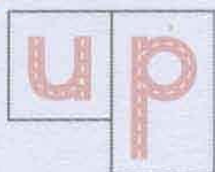
Name
Date

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

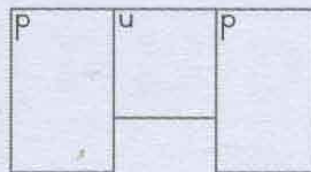
cup



up



pup

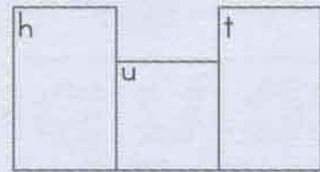
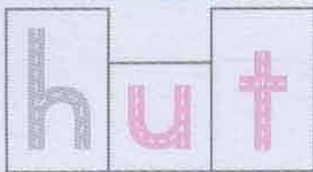




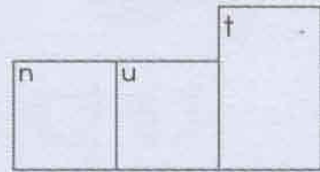
## Writing “\_ut” Words

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

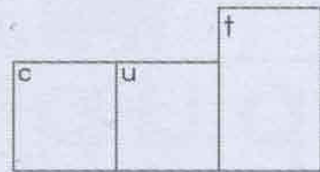
hut



nut



cut



Name
Date

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

mat



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

ham



h	a	m
---	---	---

pat



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

jam



j	a	m
---	---	---

fat



f	a	t
---	---	---

ram



r	a	m
---	---	---

sat



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

dam



d	a	m
---	---	---



# Writing “\_ag” and “\_at” Words

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

bag



b	a	g
---	---	---

mat



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

rag



r	a	g
---	---	---

pat



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

tag



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

fat



f	a	t
---	---	---

wag



w	a	g
---	---	---

sat



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

Name
Date

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

leg



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

bed



b	e	d
---	---	---

peg



p	e	g
---	---	---

red



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

egg



e	g	g
---	---	---

fed



f	e	d
---	---	---

beg



b	e	g
---	---	---



# Writing “\_ell” and “\_eg” Words

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

tell



t			
	e		

leg



l		
	e	g

fell



f			
	e		

peg



p		
	e	g

sell



s			
	e		

egg



e		
	g	g

yell



y			
	e		

beg



b		
	e	g

Name
Date

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

hit



h	i	t

six

6

	i	
s		x

sit



	i	t
s		

mix



	i	
m		x

fit



f	i	t

fix



f	i	
		x

pit



	i	t
p		



# Writing “\_id” and “\_it” Words

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

kid



k	i	d

hit



h	i	t

lid



l	i	d

sit



s	i	t

hid



h	i	d

fit



f	i	t

pit



p	i	t

# 31

## Review

Writing “\_ot” and “\_ob” Words

Name
Date

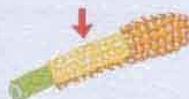
■ Say the word. Then say the sound of each letter as you write it.

pot



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

cob



c	o	b
---	---	---

cot



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

job



j	o	b
---	---	---

dot



d	o	t
---	---	---

rob



r	o	b
---	---	---

hot



h	o	t
---	---	---

sob



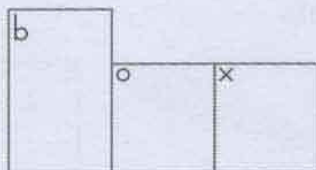
s	o	b
---	---	---



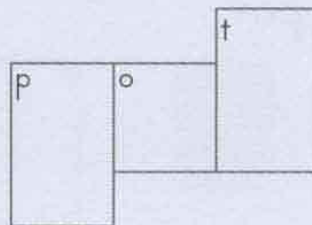
# Writing “\_ox” and “\_ot” Words

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

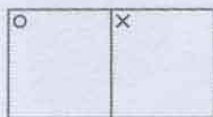
box



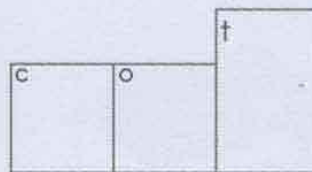
pot



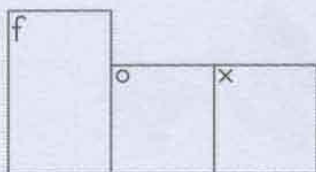
ox



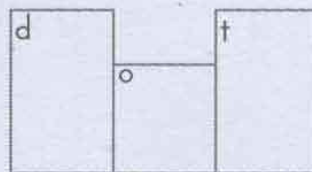
cot



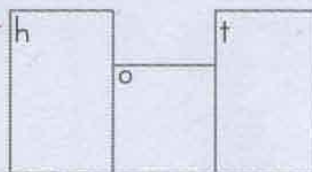
fox



dot



hot



Name
Date

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

cub



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

gum



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

tub



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

hum



h	u	m
---	---	---

rub



r	u	b
---	---	---

yum



y	u	m
---	---	---

sub



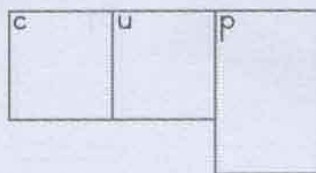
s	u	b
---	---	---



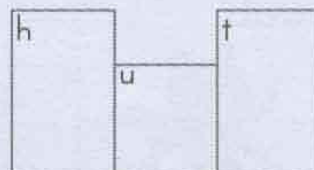
# Writing “\_up” and “\_ut” Words

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

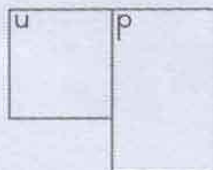
cup



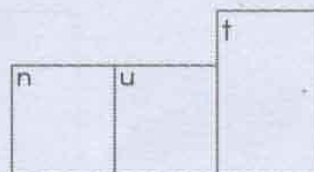
hut



up



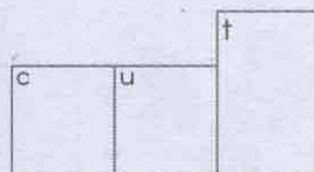
nut



pup



cut



# 33

## Phrases with "and"

### Writing "\_ag" Words

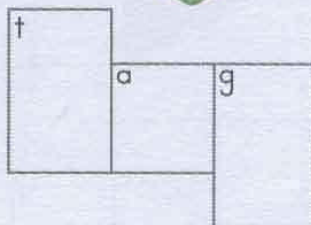
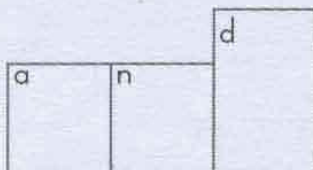
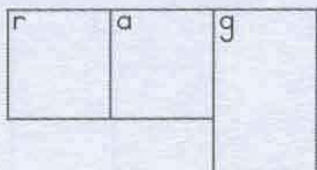
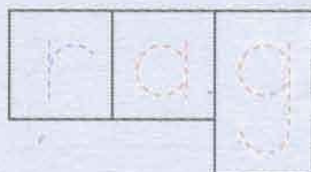
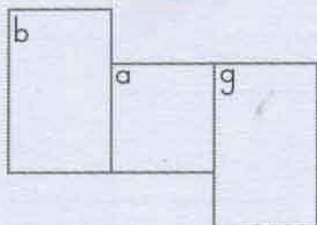
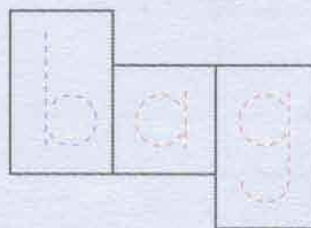
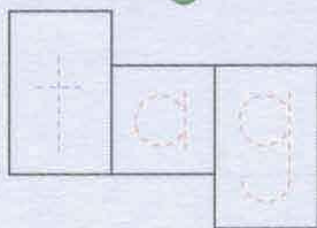
Name \_\_\_\_\_

Date \_\_\_\_\_

#### To parents

Children will build their vocabulary by combining familiar words into short phrases. If your child does not recognize the word "and," please point to the word and say it as your child traces.

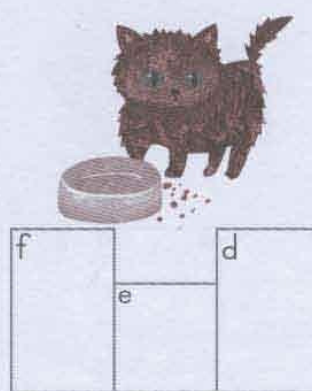
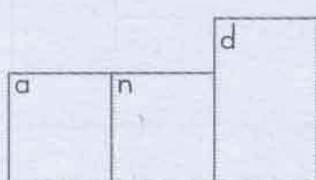
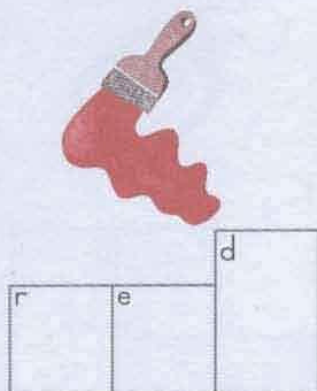
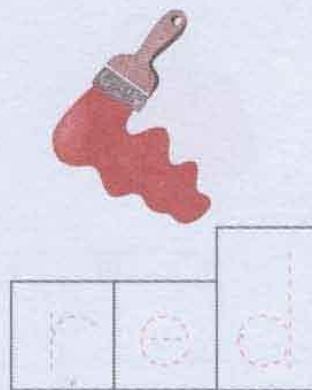
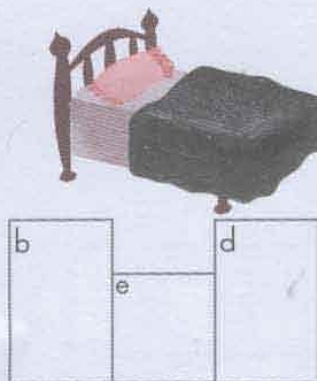
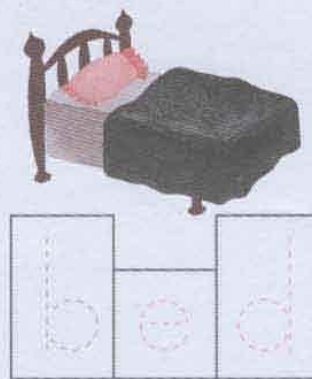
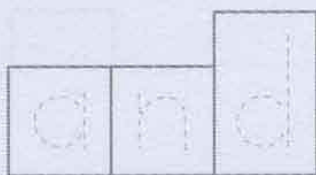
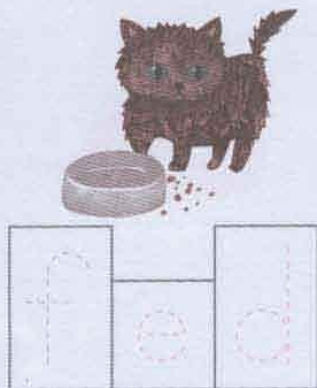
- Write the letters in the boxes as you say the phrases.





# Writing “\_ed” Words

■ Write the letters in the boxes as you say the phrases.



# 34

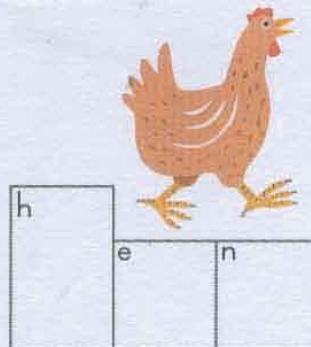
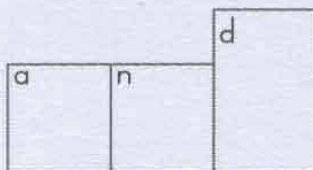
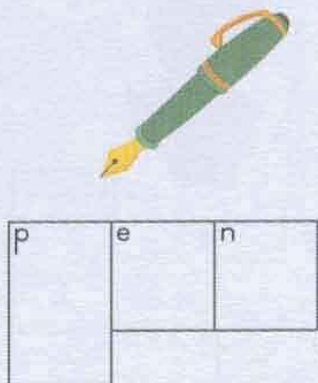
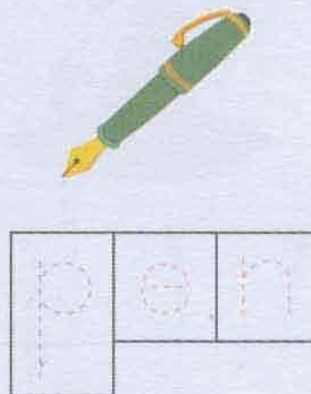
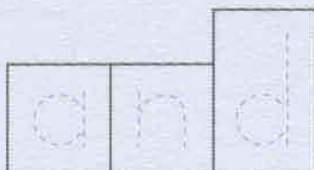
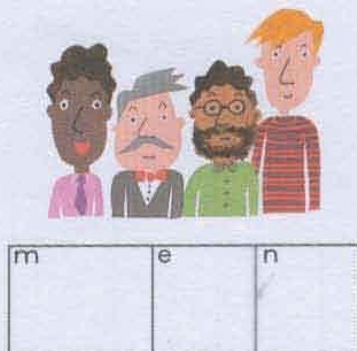
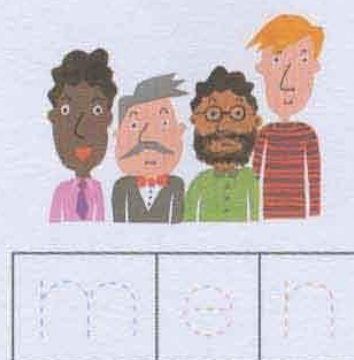
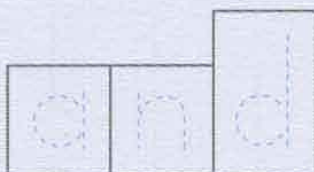
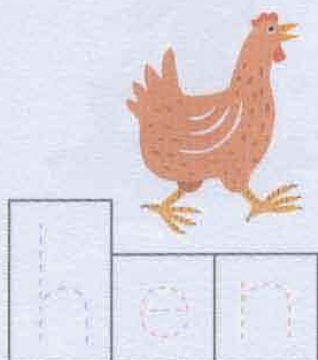
## Phrases with "and"

### Writing "\_en" Words

Name \_\_\_\_\_

Date \_\_\_\_\_

■ Write the letters in the boxes as you say the phrases.





# Writing “\_et” Words

■ Write the letters in the boxes as you say the phrases.



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



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



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



a	n	d
---	---	---

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



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

a	n	d
---	---	---



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

Name
Date

■ Write the letters in the boxes as you say the phrases.



k	i	d
---	---	---

a	n	d
---	---	---



l	i	d
---	---	---



l	i	d
---	---	---

a	n	d
---	---	---



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



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

a	n	d
---	---	---

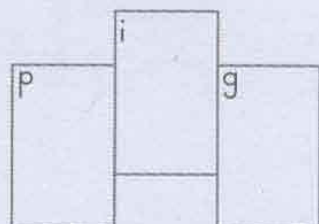
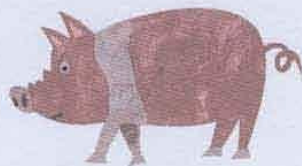
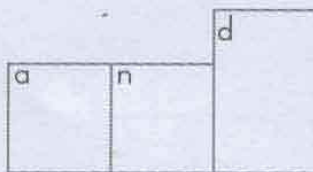
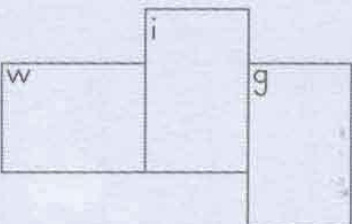
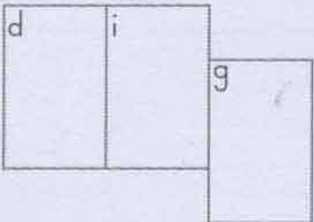
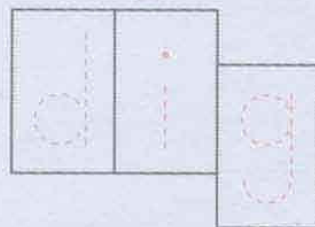
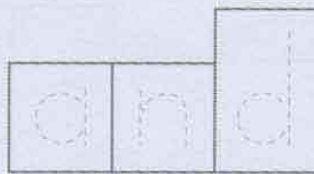
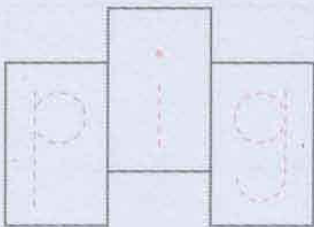
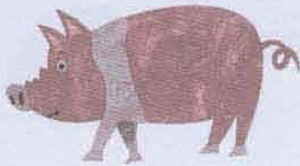


k	i	d
---	---	---



# Writing “\_ig” Words

■ Write the letters in the boxes as you say the phrases.



# 36

## Phrases with "and"

Writing "\_ub" Words

Name

Date

Write the letters in the boxes as you say the phrases.



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



a	n	d
---	---	---

s	u	b
---	---	---



s	u	b
---	---	---



a	n	d
---	---	---

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



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



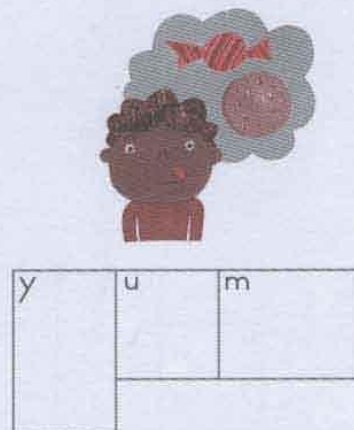
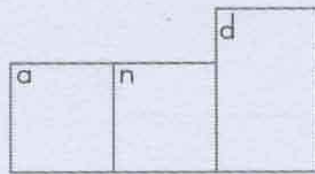
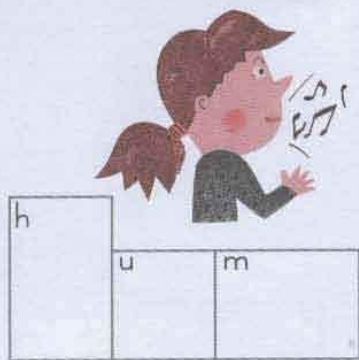
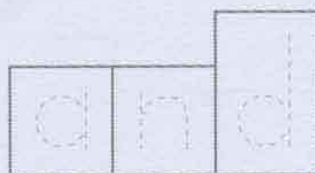
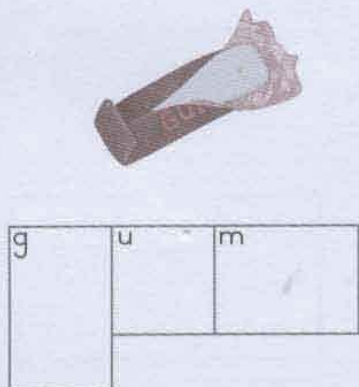
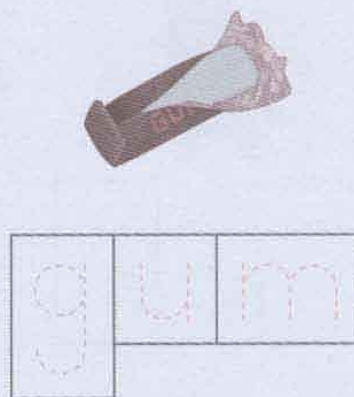
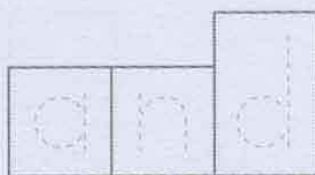
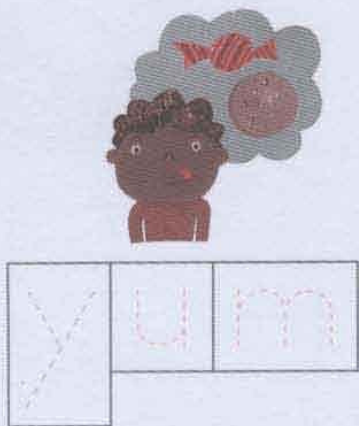
a	n	d
---	---	---

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



# Writing “\_um” Words

■ Write the letters in the boxes as you say the phrases.



# 37

## Phrases with "in" and "on"

### Writing "\_ag" and "\_at" Words

Name
Date

#### To parents

Children will build their vocabulary by combining familiar words into short phrases. If your child does not recognize the words "in" or "on," please point to the words and say them as your child traces.

- Write the letters in the boxes as you say the phrases.



r	a	g
---	---	---

i	n
---	---

b	a	g
---	---	---



r	a	g
---	---	---

o	n
---	---

b	a	g
---	---	---



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

i	n
---	---

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



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

o	n
---	---

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



# Writing “\_ag” and “\_at” Words

■ Write the letters in the boxes as you say the phrases.



r	a	g
---	---	---

i	n
---	---

b	a	g
---	---	---



r	a	g
---	---	---

o	n
---	---

b	a	g
---	---	---



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

i	n
---	---

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



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

o	n
---	---

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

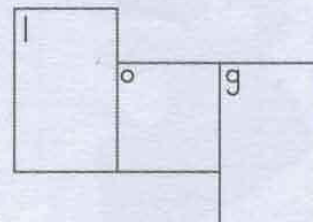
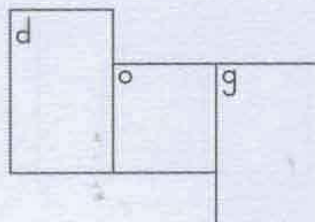
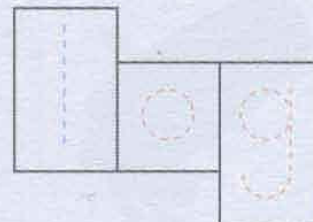
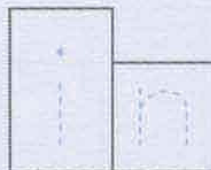
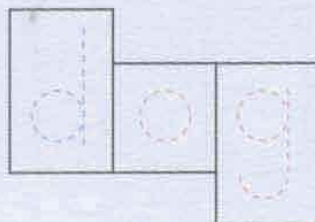
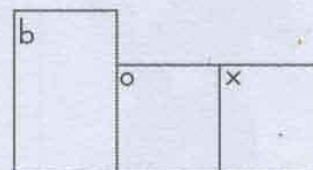
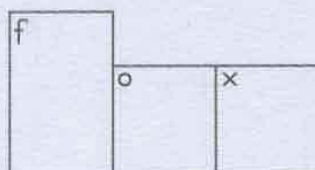
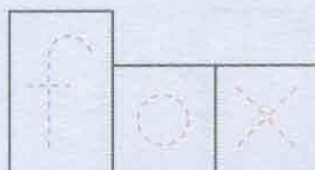
# 38

## Phrases with "in" and "on"

Writing "\_ox" and "\_og" Words

Name
Date

■ Write the letters in the boxes as you say the phrases.





# Writing “\_ox” and “\_og” Words

■ Write the letters in the boxes as you say the phrases.



f		
	o	x

i	
	n

b		
	o	x



f		
	o	x

o	n
---	---

b		
	o	x



d		
	o	g

i	
	n

l		
	o	g



d		
	o	g

o	n
---	---

l		
	o	g

# 39

## Phrases with "in" and "on"

Writing "\_up" and "\_ut" Words

Name
Date

■ Write the letters in the boxes as you say the phrases.



p	u	p
---	---	---

i	n
---	---

c	u	p
---	---	---



p	u	p
---	---	---

o	n
---	---

c	u	p
---	---	---



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

i	n
---	---

h	u	t
---	---	---



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

o	n
---	---

h	u	t
---	---	---



# Writing “\_up” and “\_ut” Words

■ Write the letters in the boxes as you say the phrases.



p	u	p

i	n

c	u	p



p	u	p

o	n

c	u	p



n	u	t

i	n

h	u	t



n	u	t

o	n

h	u	t



# Phrases with "in" and "on"

Writing "\_ug" and "\_an" Words

Name
Date

Write the letters in the boxes as you say the phrases.



b u g

i n

r u g



b u g

o n

r u g



m a n

i n

v a n



m a n

o n

v a n



# Writing “\_ug” and “\_an” 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.

■ Write the letters in the boxes as you say the phrases.



b		
	u	g

i	
	n

r	u	g



b		
	u	g

o	n

r	u	g



m	a	n

i	
	n

v	a	n



m	a	n

o	n

v	a	n



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

KUMON

# Certificate of Achievement

\_\_\_\_\_

is hereby congratulated on completing

My Book of Rhyming Words & Phrases



Presented on \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Parent or Guardian

cat

in

hat