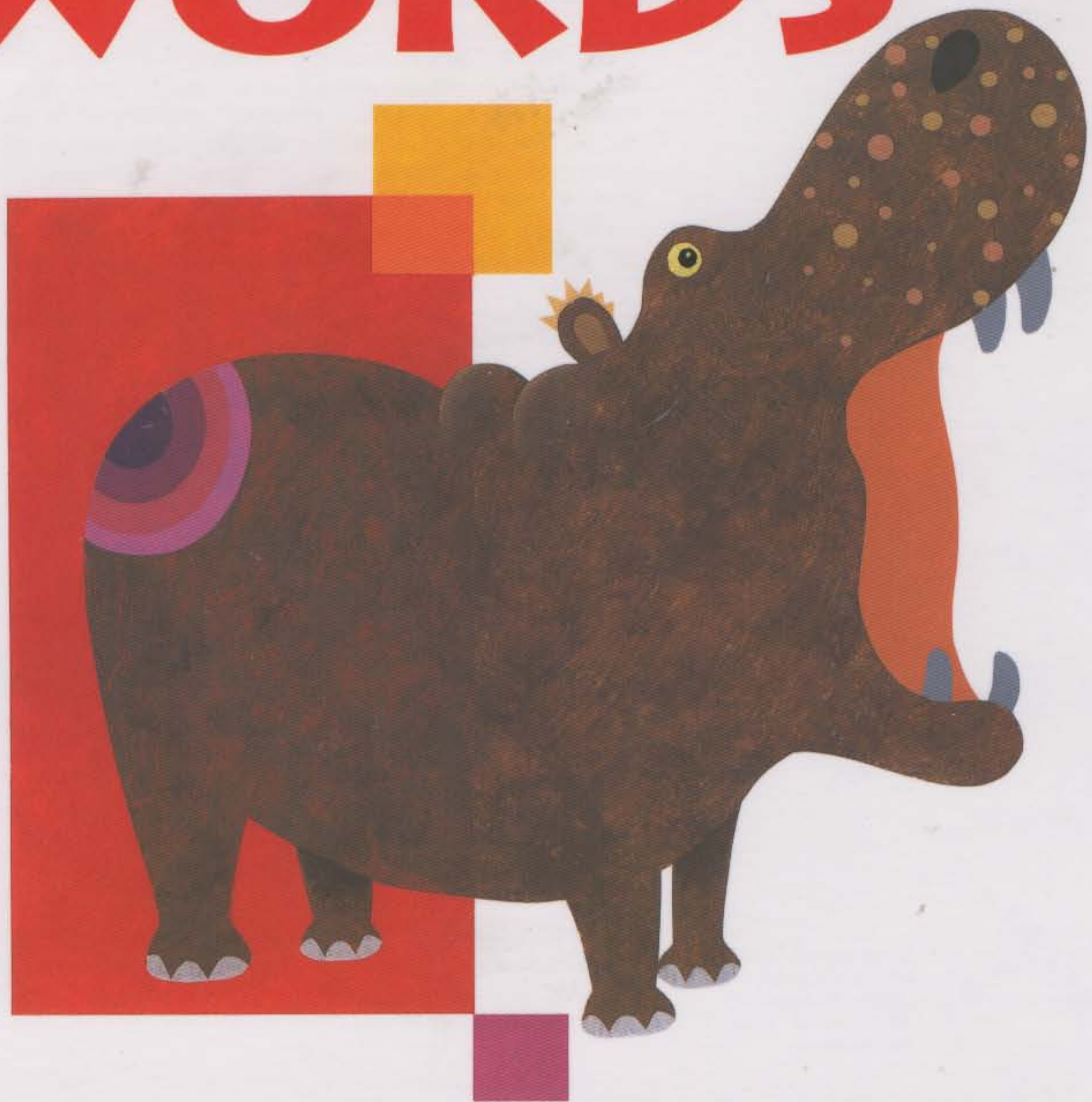


# My Book of

# RHYMING WORDS



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



## My Book of

# RHYMING WORDS



### The aims and purpose of this book

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

### How to hold a pencil properly

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



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

### Sections in this book

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

### How to use this book

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





# Review of Alphabet

Writing a-z

Name

Date

## To parents





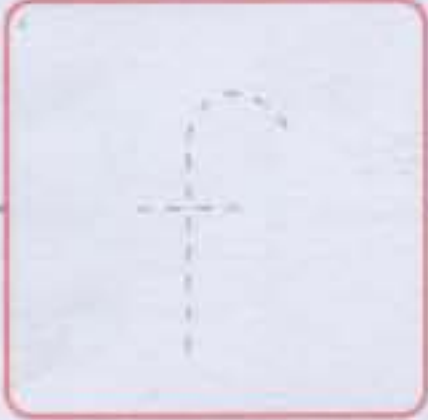



















Write your child's name and the date in the boxes above. On pages 1 and 2, your child will review the letters of the alphabet. Please help your child as needed and praise him or her at the completion of each exercise.

■ Trace the letters a to z.





■ Trace the letters a to z.

a		b		c		d	
e		f		g		h	
i		j		k		l	
m		n		o		p	
q		r		s		t	
u		v		w		x	
y		z					





# What Is It?

## Saying “\_at” Sounds

Name
Date

### To parents

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

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



cat



bat



hat

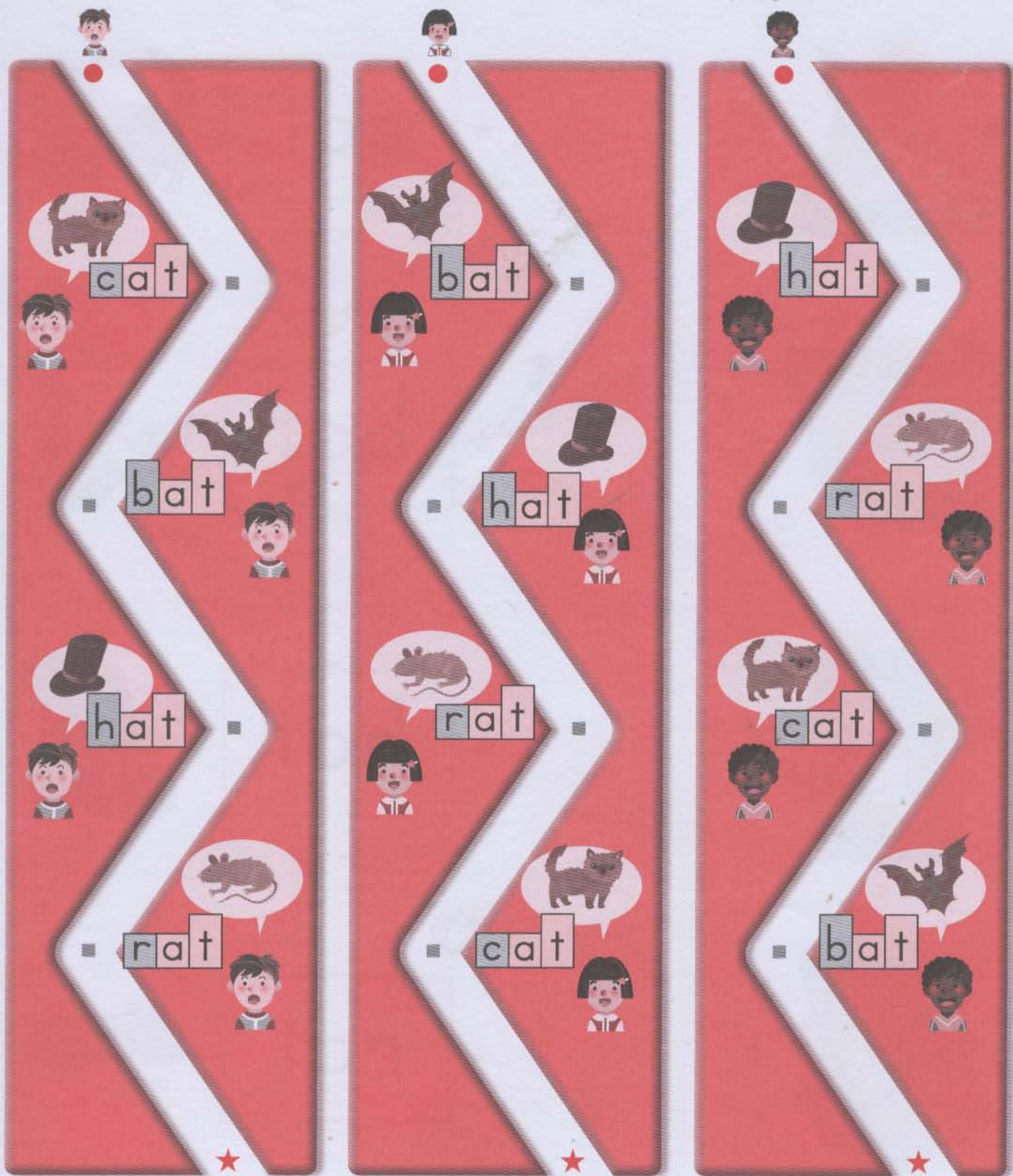


rat





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







# Rhyming Words

## Writing “\_at” Words

Name \_\_\_\_\_

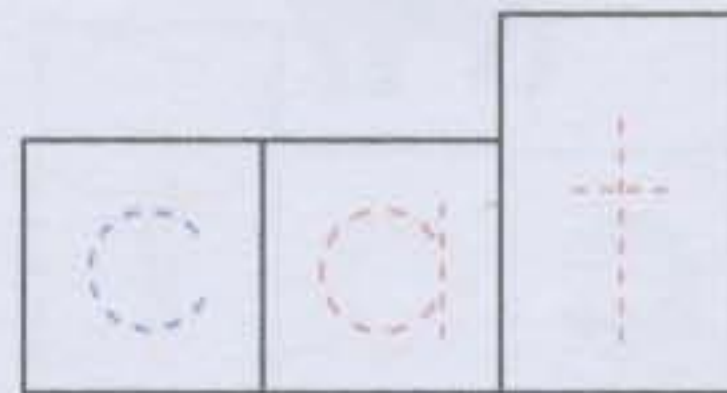
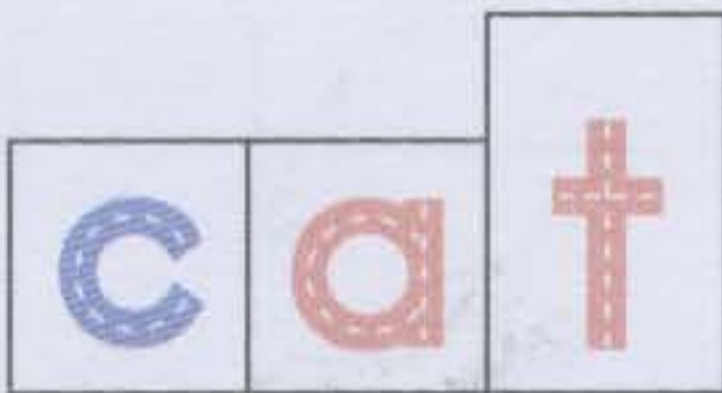
Date \_\_\_\_\_

### To parents

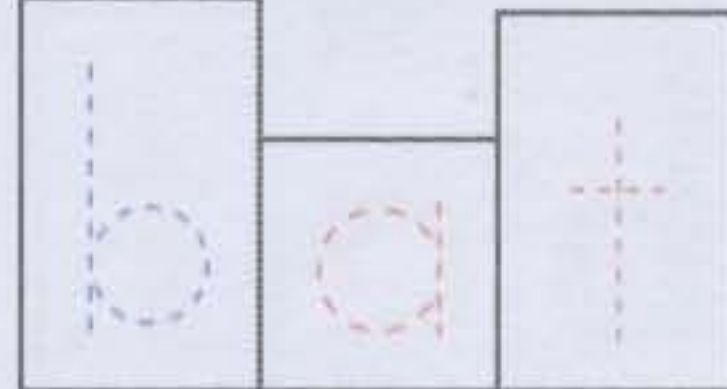
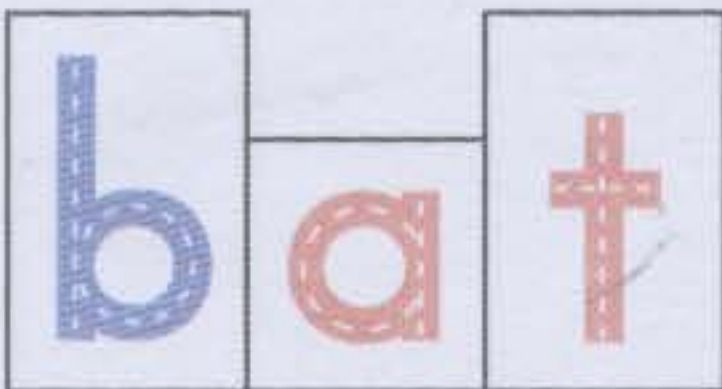
Please help your child to say the sound of the individual letters as he or she traces them. Children should not be forced to blend the letters together or to try sounding out the words. If children are allowed to demonstrate their skills naturally, after they have had sufficient practice, then they will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

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

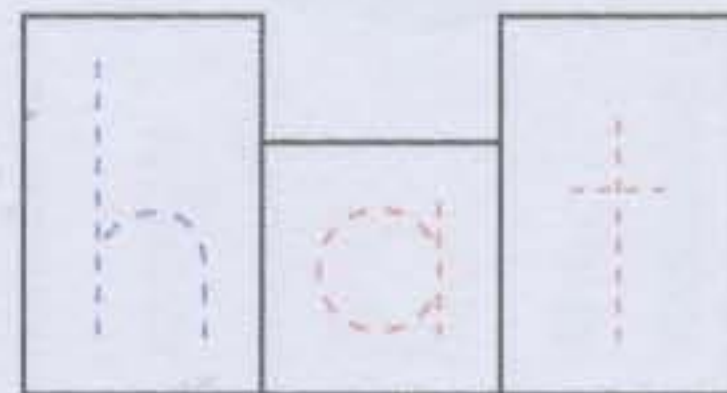
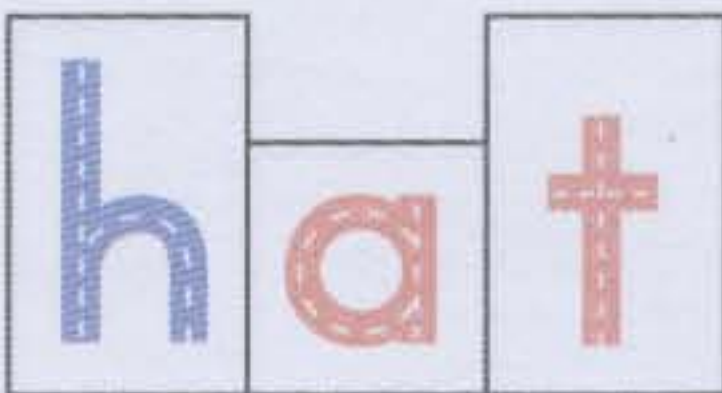
cat



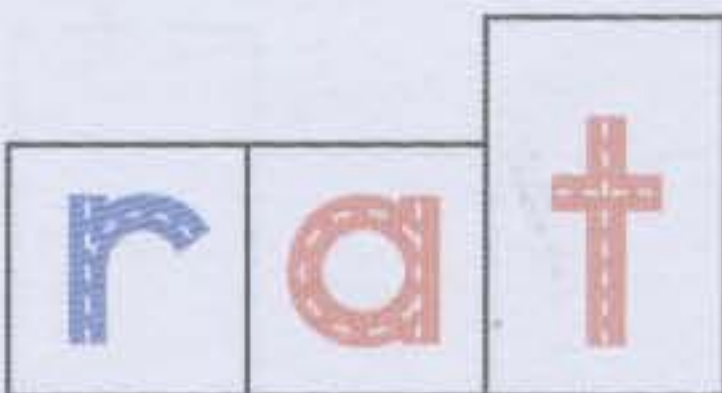
bat



hat

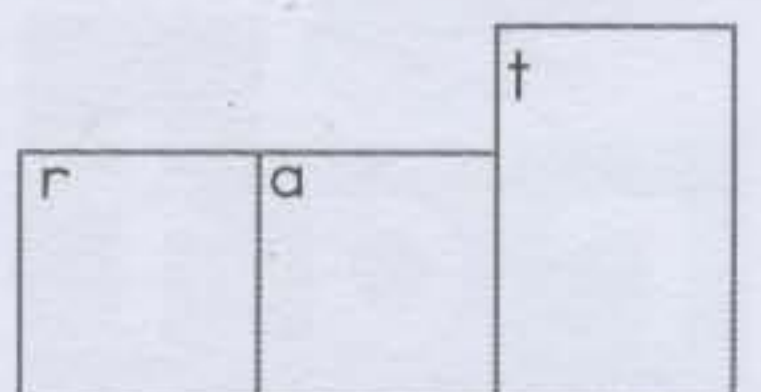
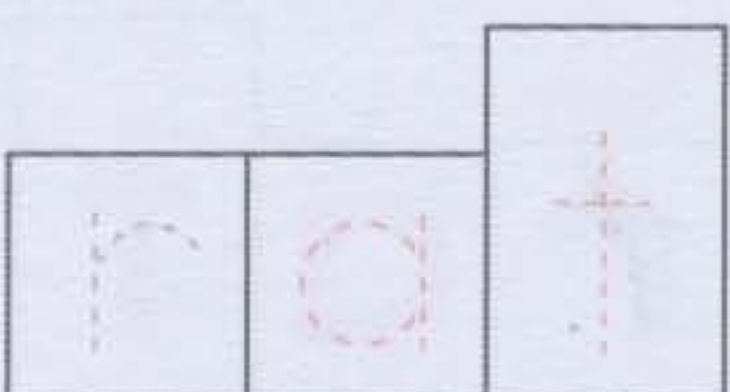
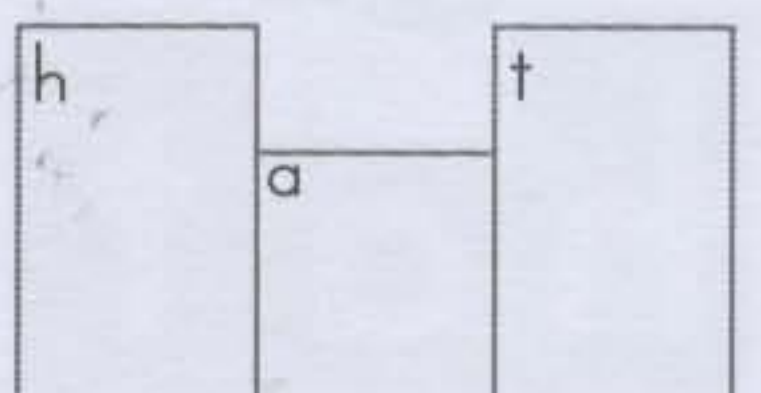
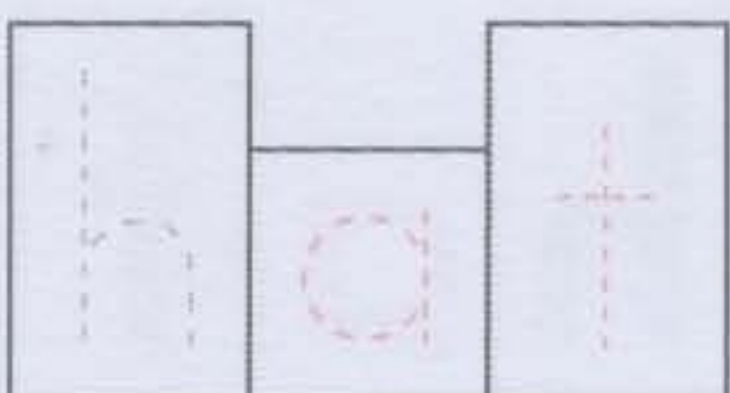
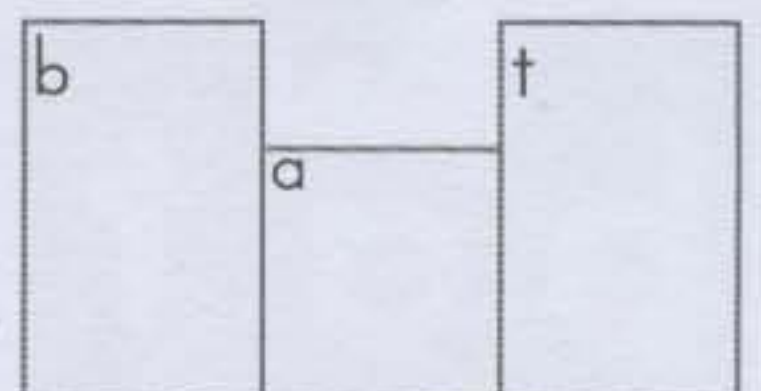
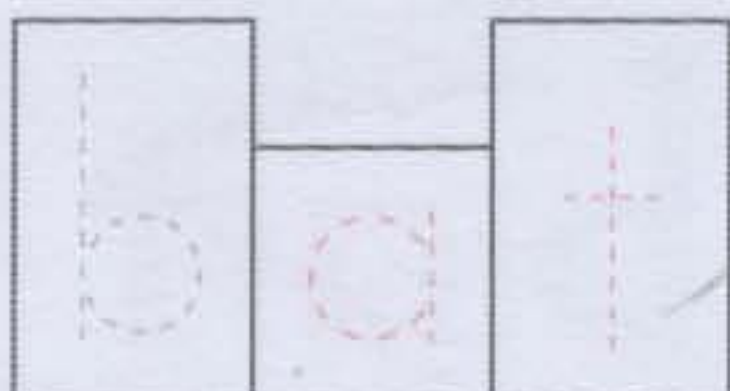
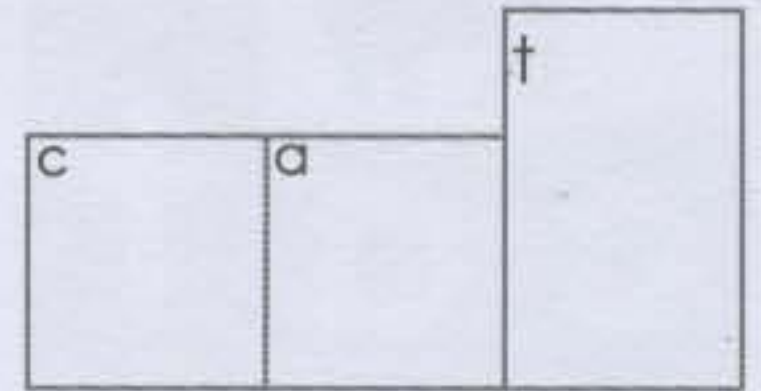
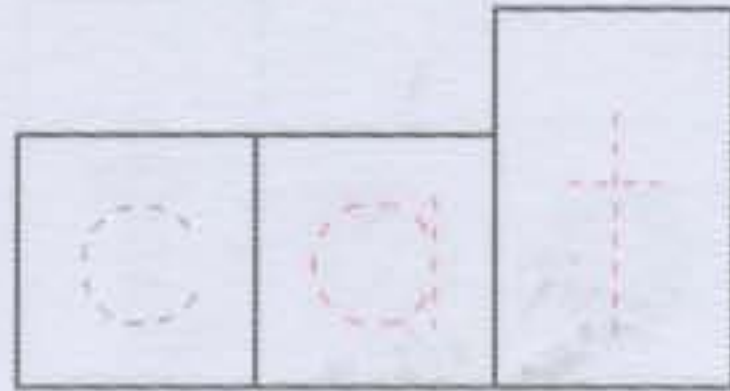


rat





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







# What Is It?

Saying “\_an” Sounds

Name
Date

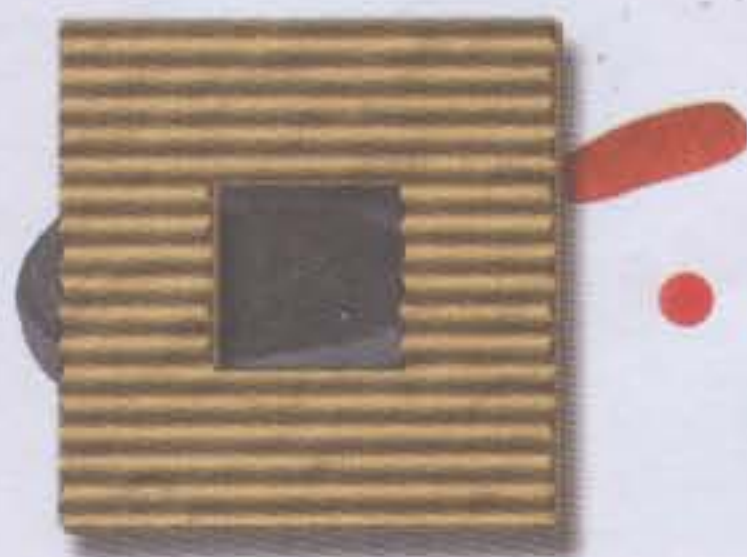
■ Match the pictures by drawing a line from the dot (●) to the star (★).



fan



pan



can



man





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

fan

pan

can

man

pan

can

man

fan

can

man

fan

pan





# Rhyming Words

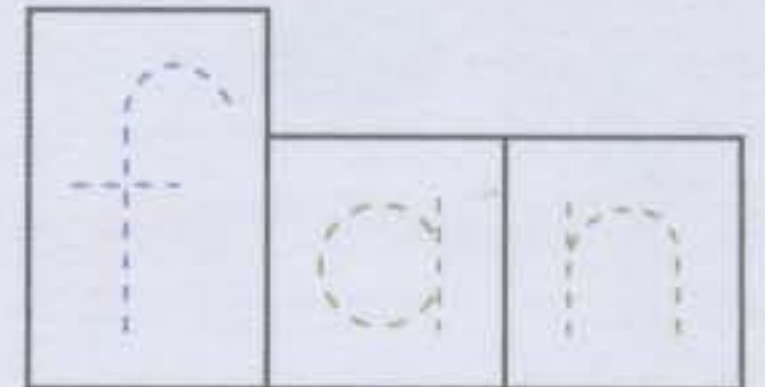
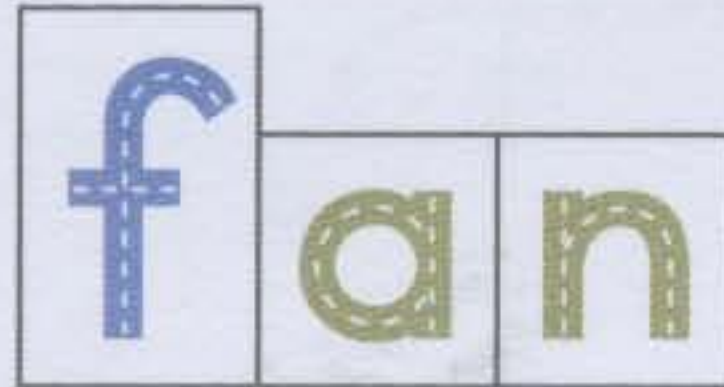
Writing “\_an” Words

Name \_\_\_\_\_

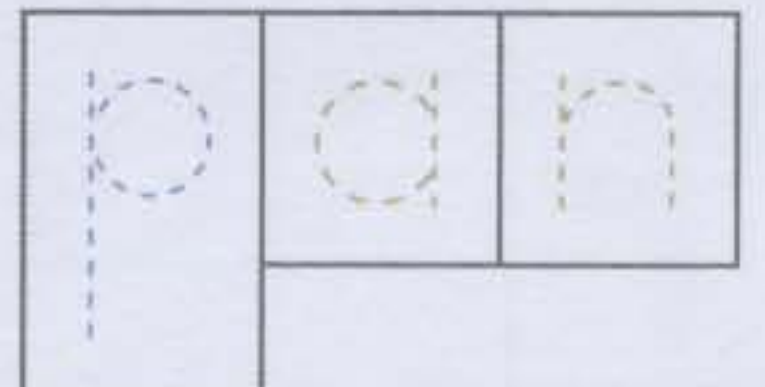
Date \_\_\_\_\_

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

fan



pan



can



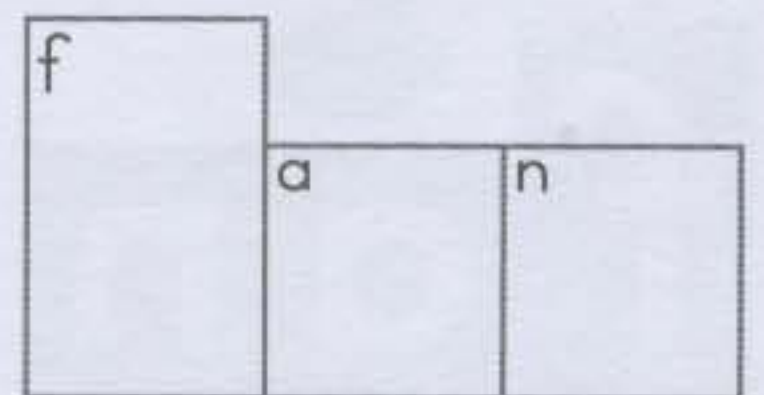
man



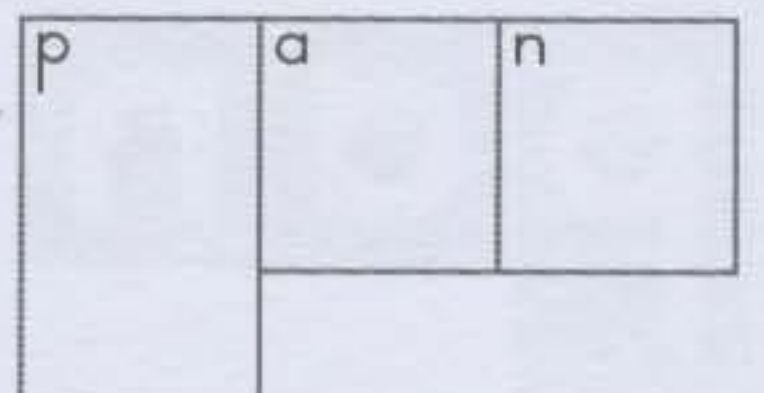
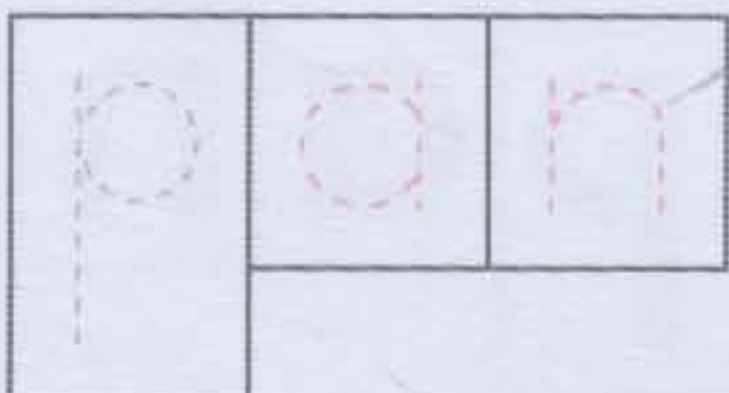
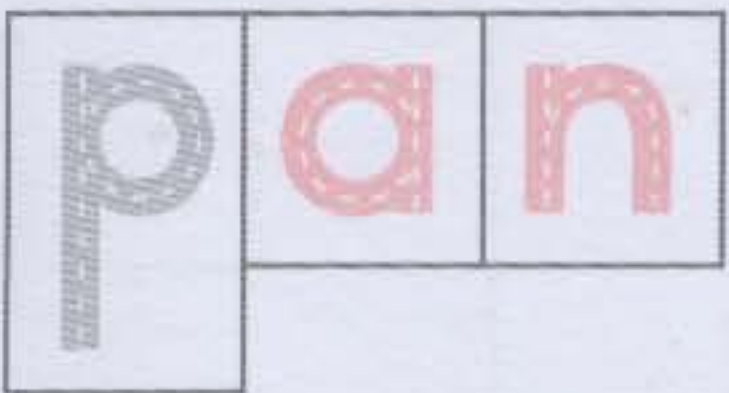


■ Say the word. Then say the sound of each letter as you trace and write it.

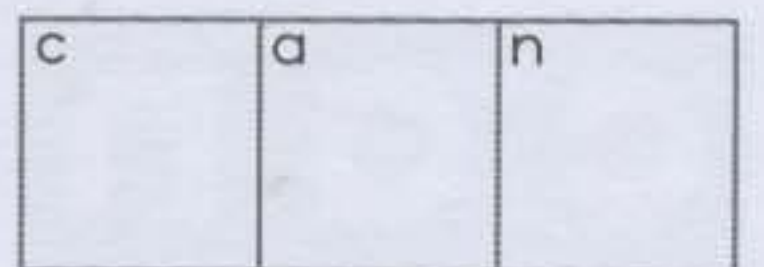
fan



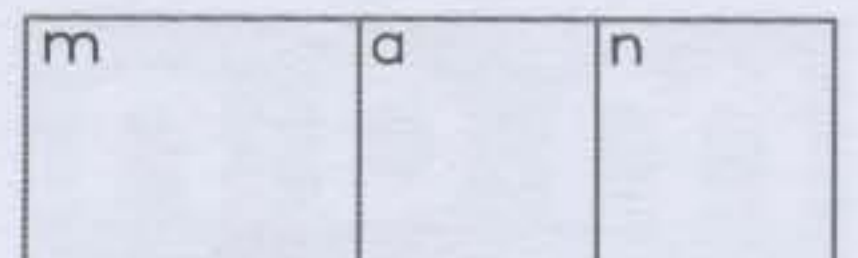
pan



can



man





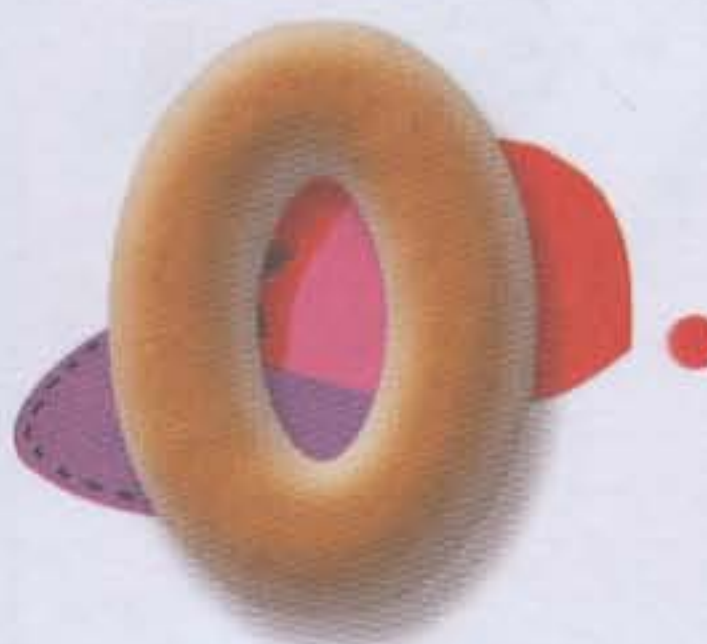
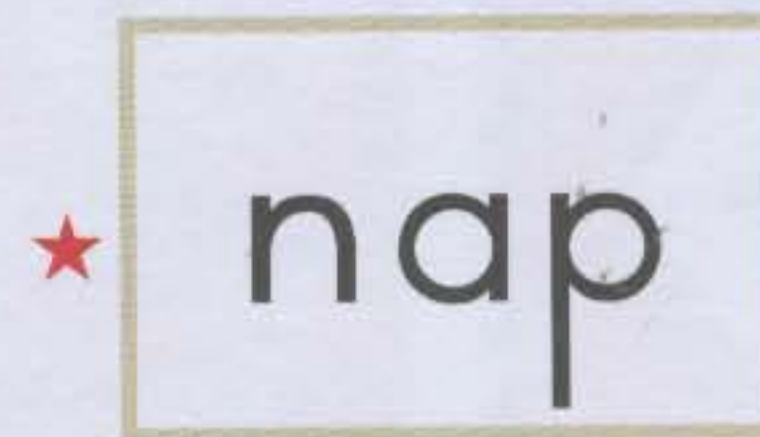
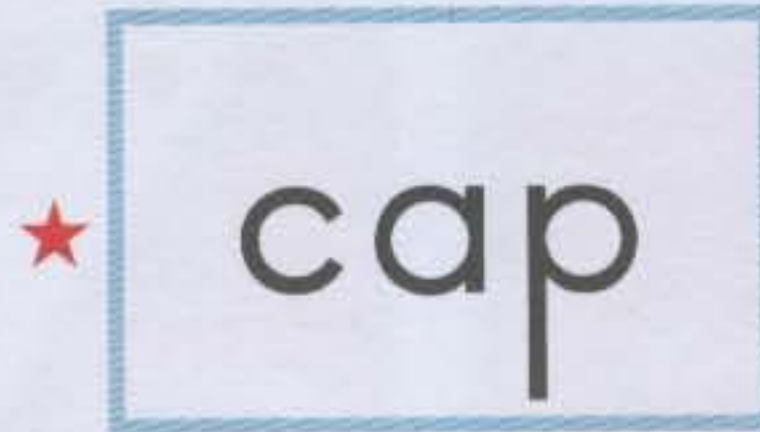


# What Is It?

Saying “\_ap” Sounds

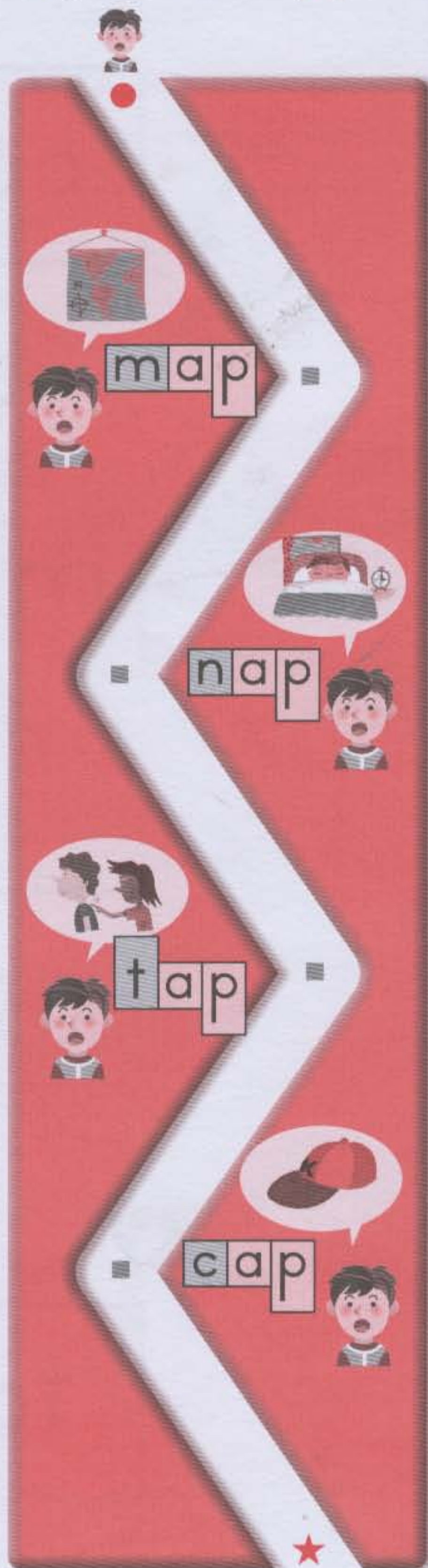
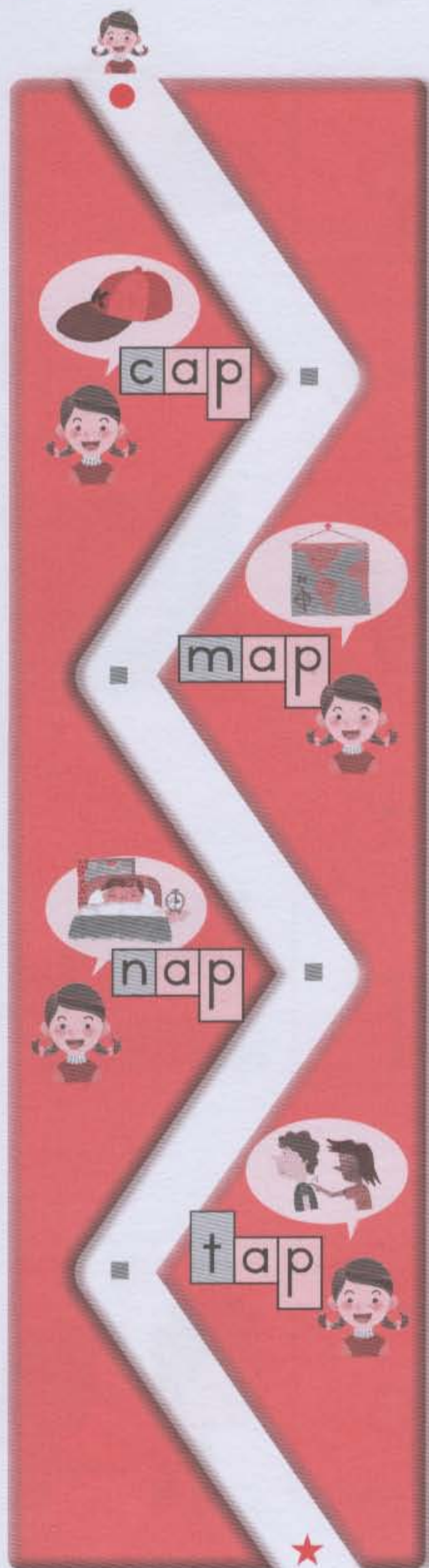
Name
Date

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





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







# Rhyming Words

## Writing “\_ap” Words

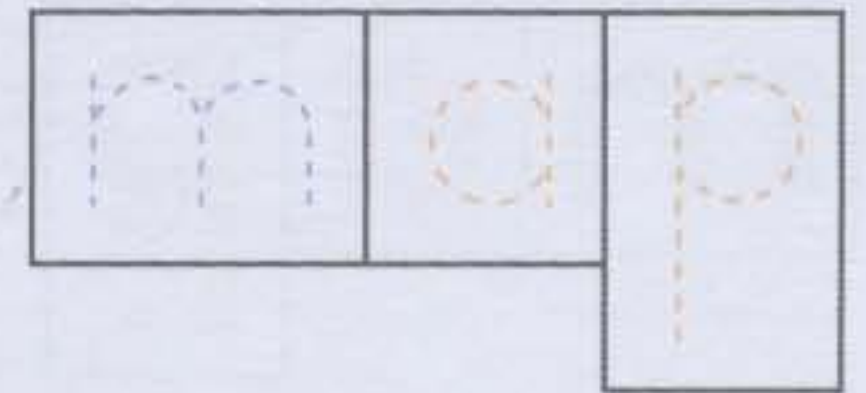
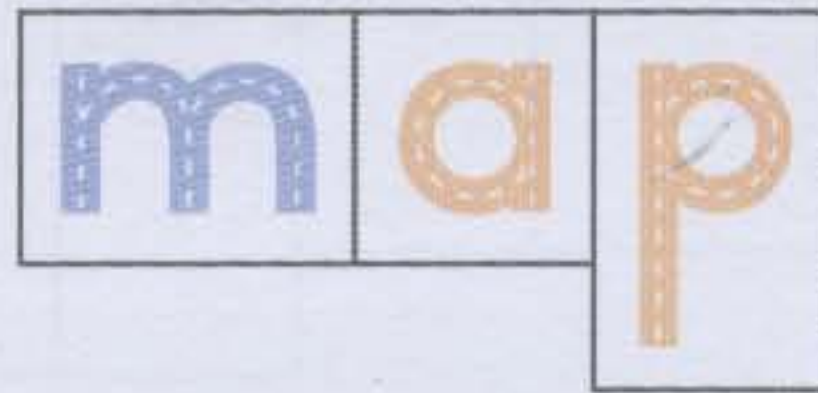
Name
Date

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

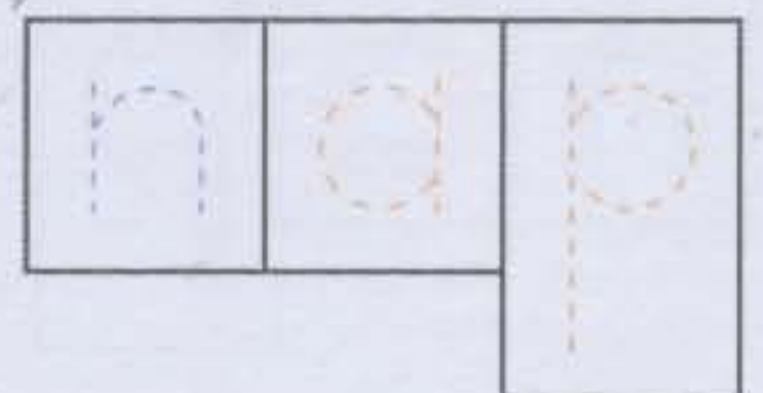
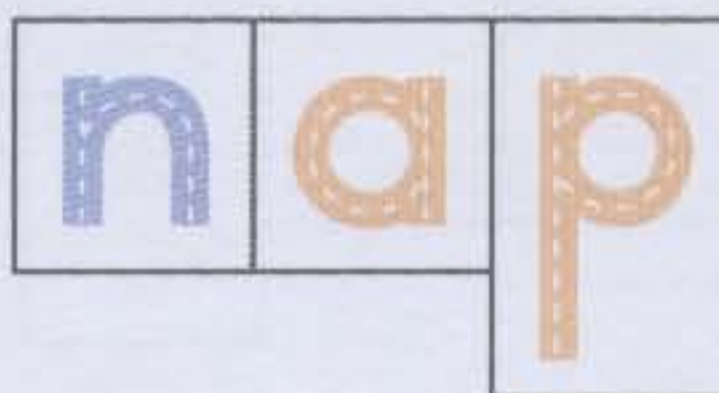
cap



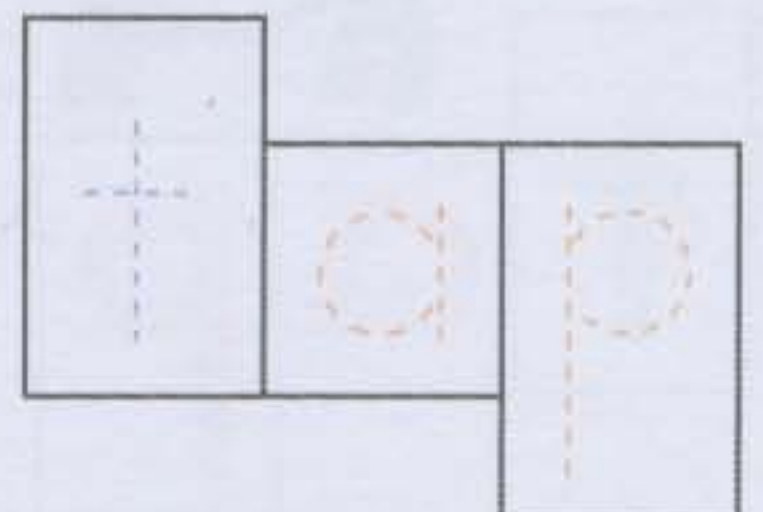
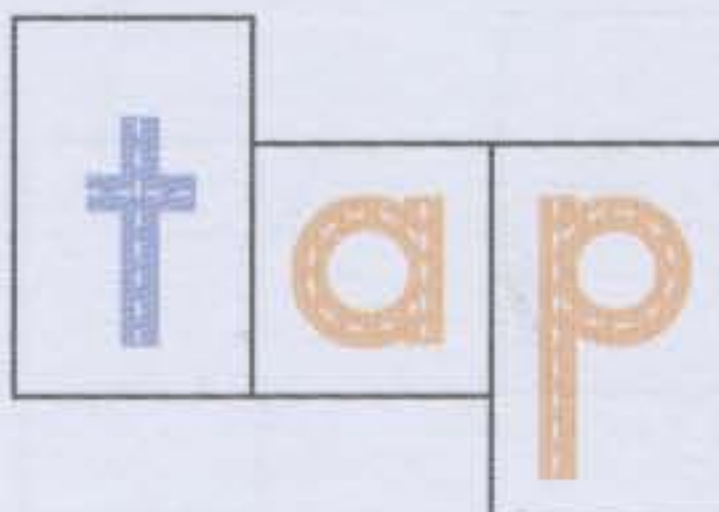
map



nap



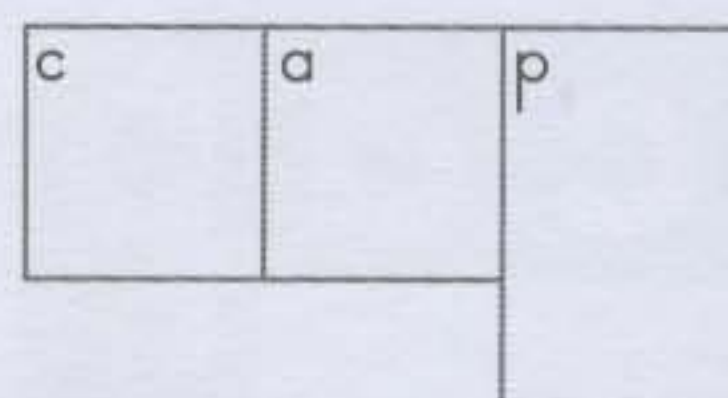
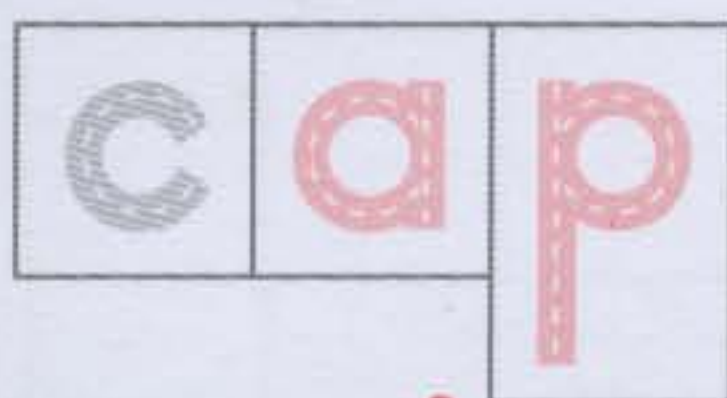
tap



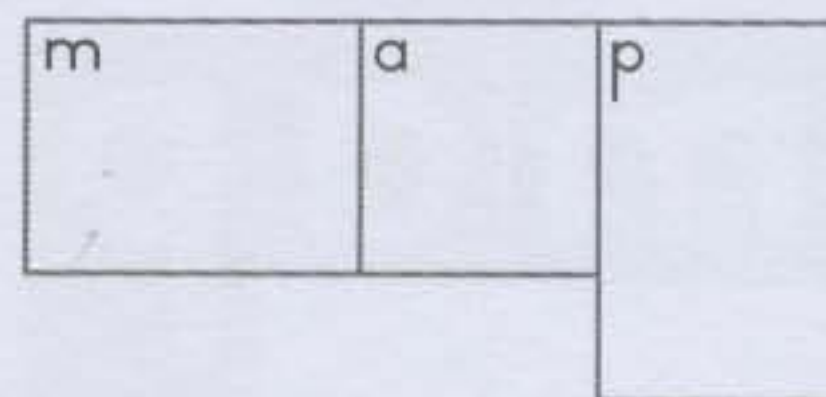
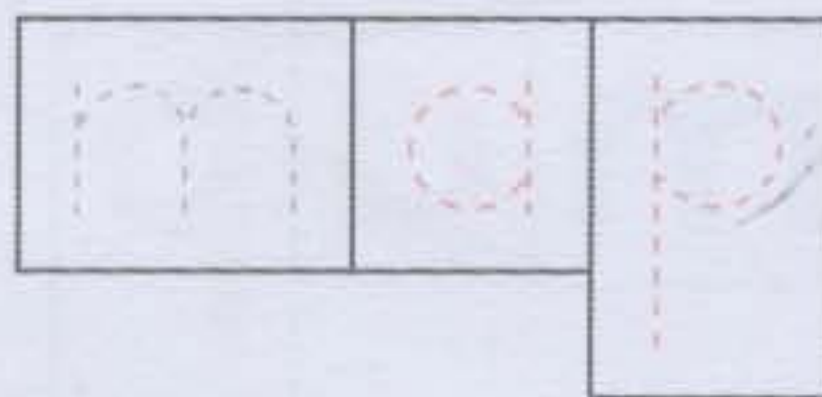
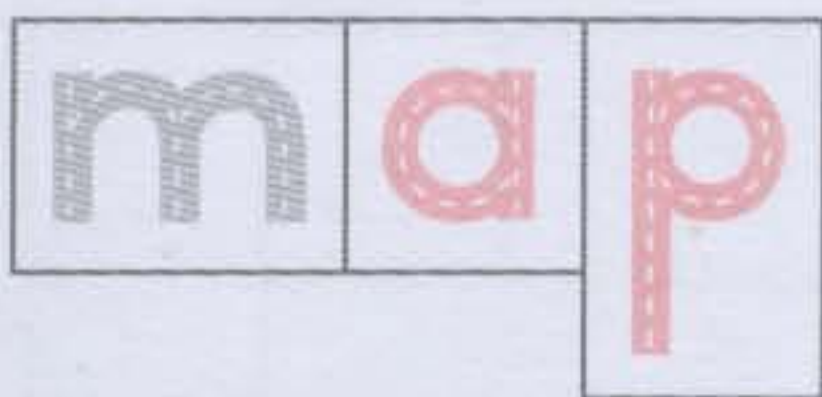


■ Say the word. Then say the sound of each letter as you trace and write it.

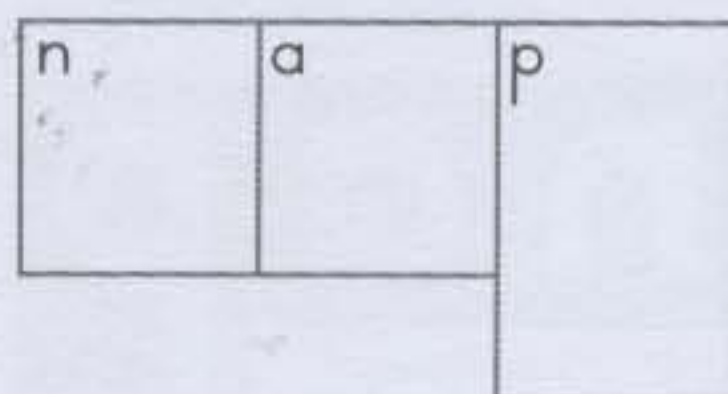
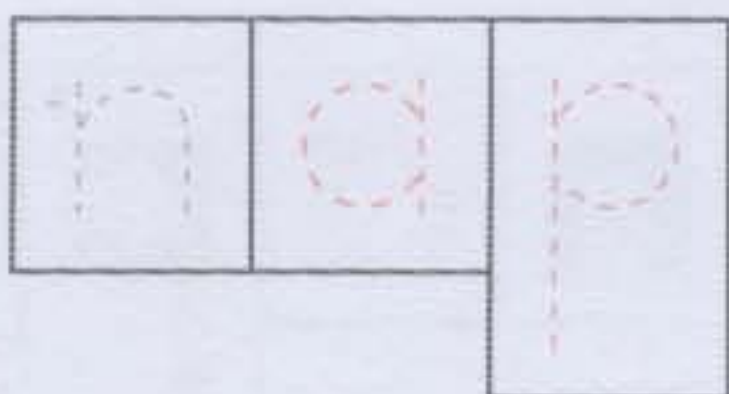
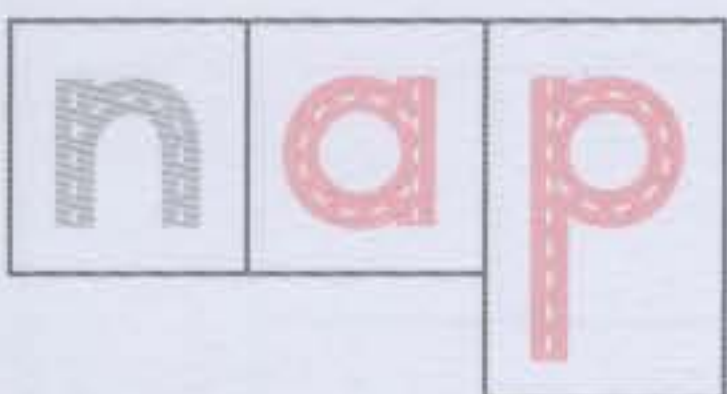
cap



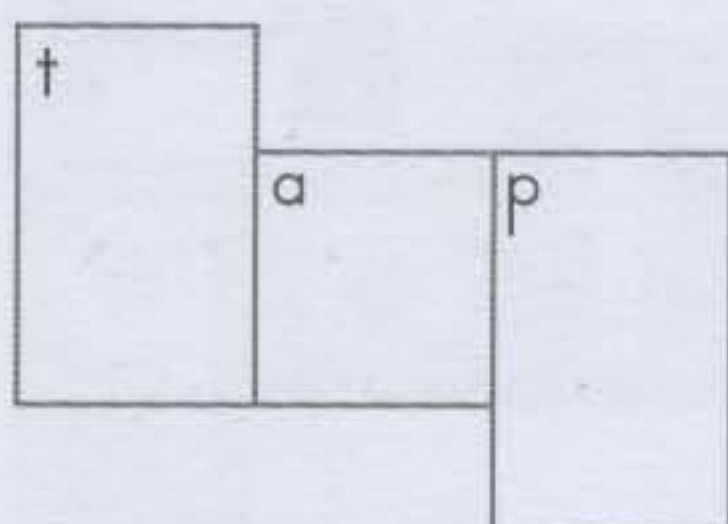
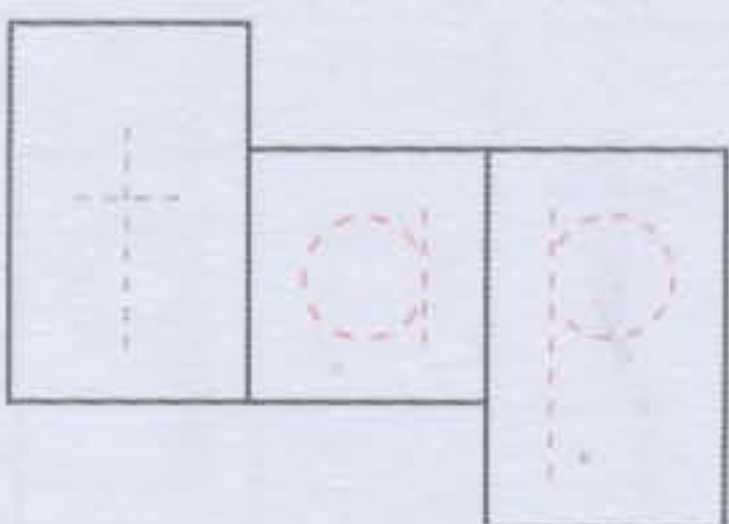
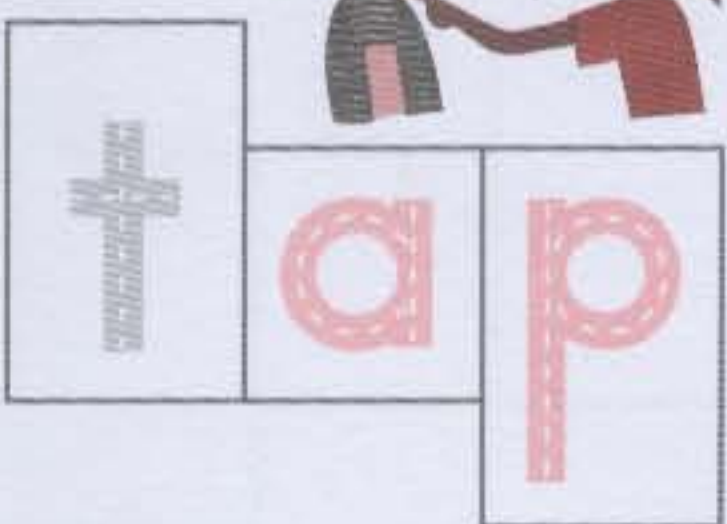
map



nap



tap







# What Is It?

## Saying “\_ad” Sounds

Name
Date

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



dad



sad



pad



lad





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

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

- Strip 1 (Left):**
  - Card 1: Illustration of a family (dad, mom, two kids) in a speech bubble. Word: **dad**.
  - Card 2: Illustration of a boy in a speech bubble. Word: **sad**.
  - Card 3: Illustration of a boy running in a speech bubble. Word: **pad**.
  - Card 4: Illustration of a boy in a speech bubble. Word: **lad**.
- Strip 2 (Middle):**
  - Card 1: Illustration of a boy in a speech bubble. Word: **sad**.
  - Card 2: Illustration of a boy running in a speech bubble. Word: **pad**.
  - Card 3: Illustration of a boy in a speech bubble. Word: **lad**.
  - Card 4: Illustration of a family (dad, mom, two kids) in a speech bubble. Word: **dad**.
- Strip 3 (Right):**
  - Card 1: Illustration of a boy running in a speech bubble. Word: **pad**.
  - Card 2: Illustration of a boy in a speech bubble. Word: **lad**.
  - Card 3: Illustration of a family (dad, mom, two kids) in a speech bubble. Word: **dad**.
  - Card 4: Illustration of a boy in a speech bubble. Word: **sad**.





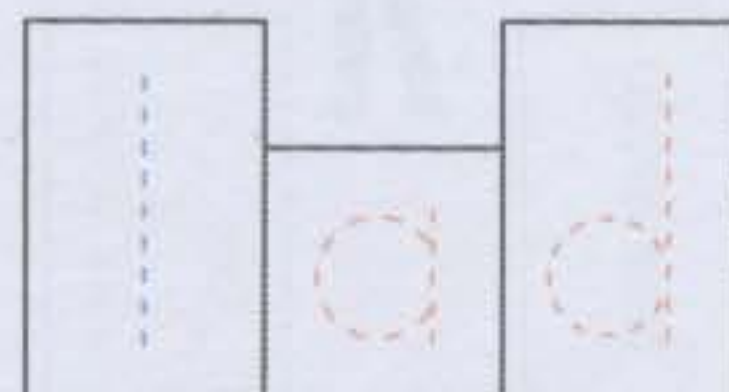
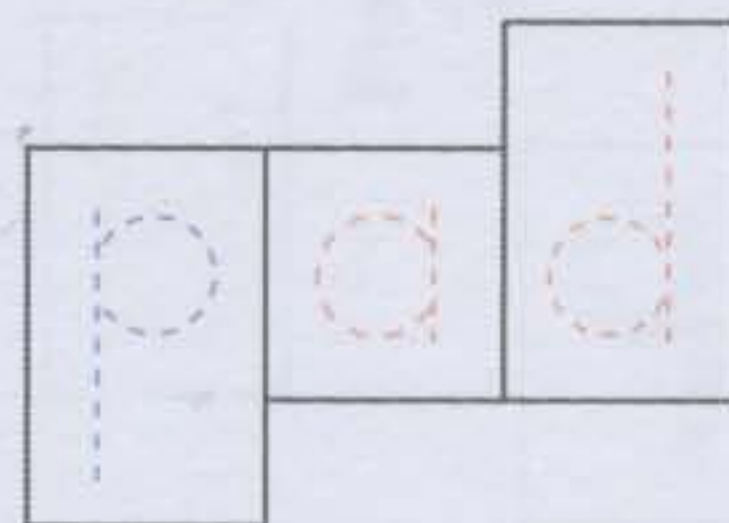
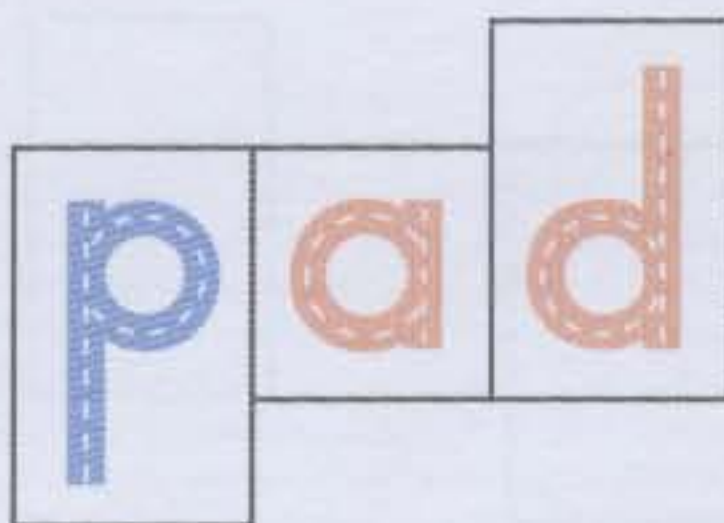
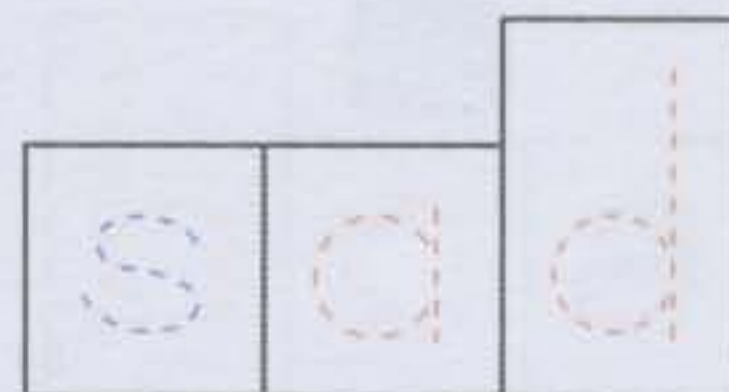
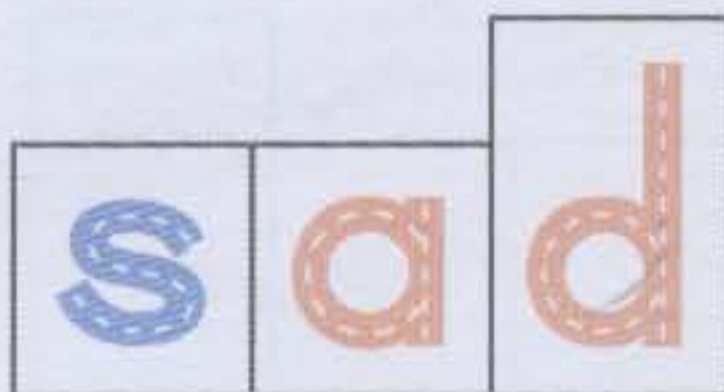
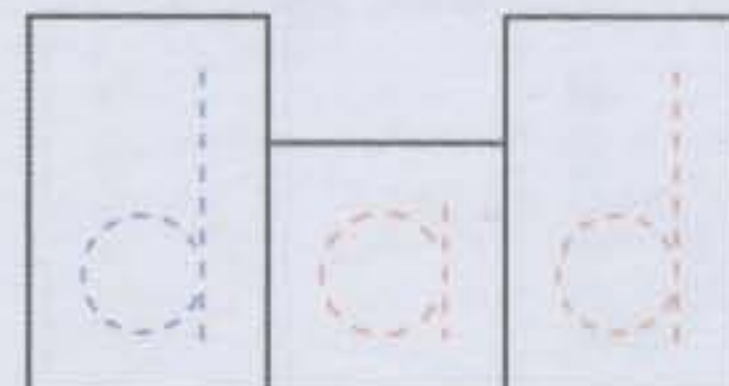
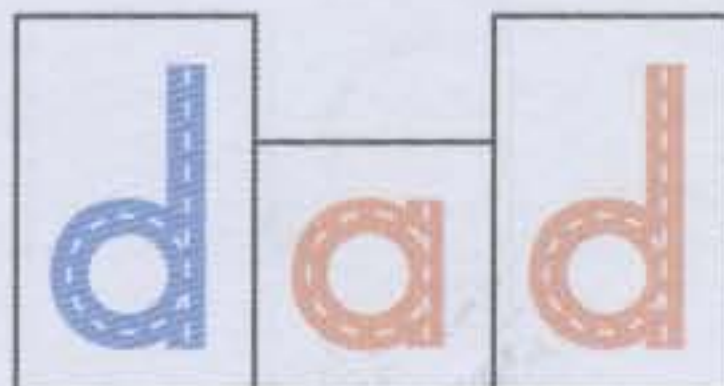
# Rhyming Words

## Writing “\_ad” Words

Name \_\_\_\_\_

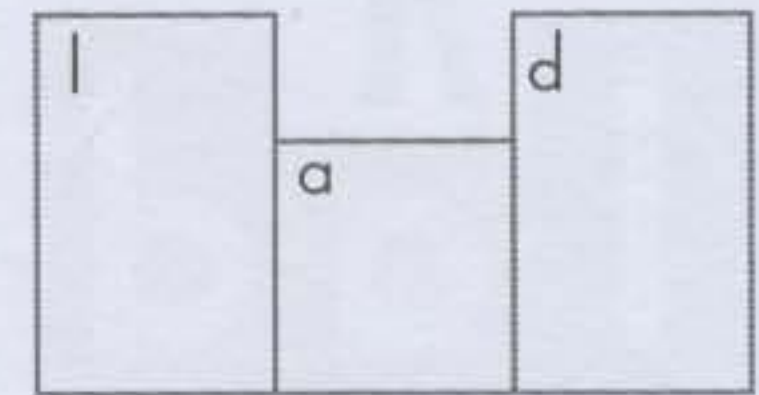
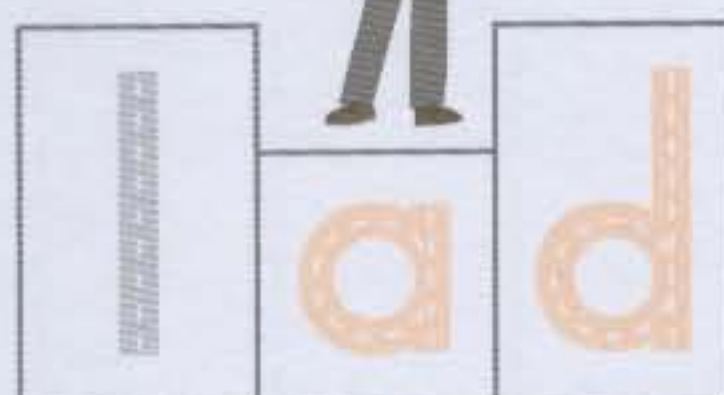
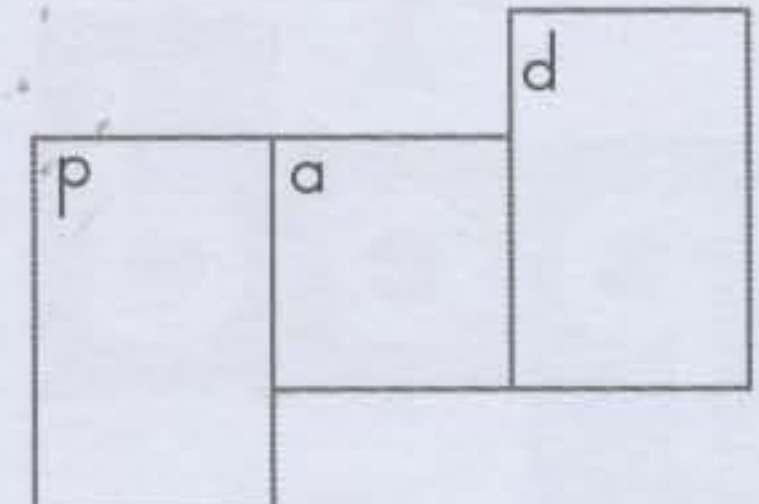
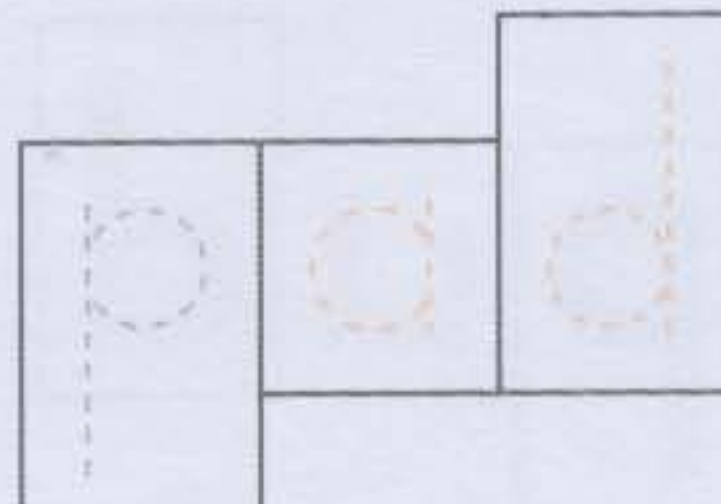
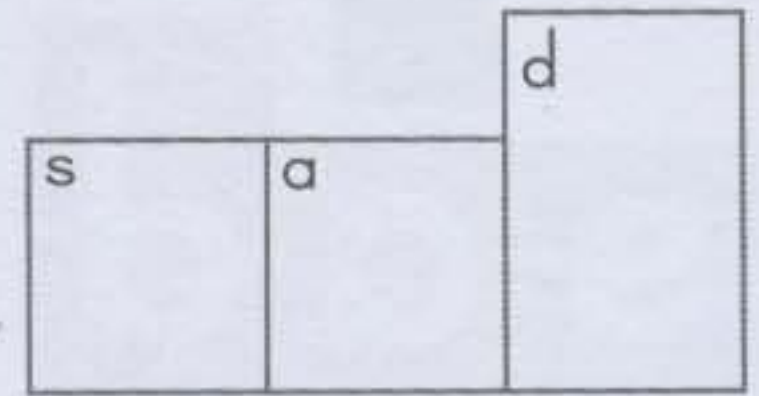
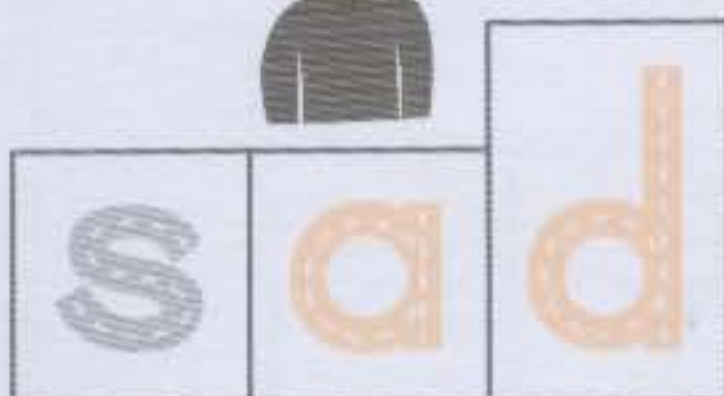
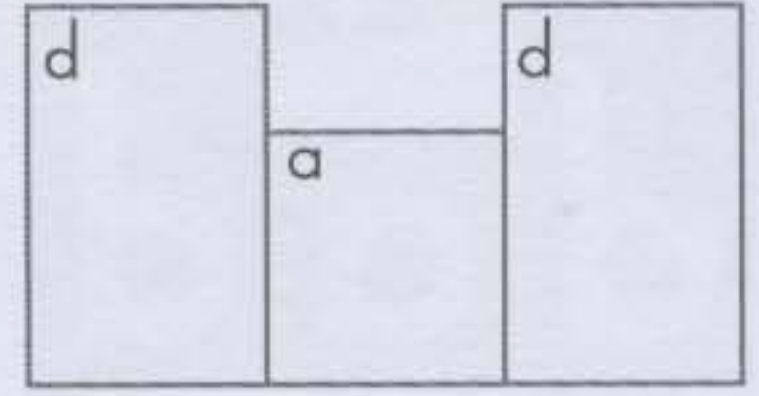
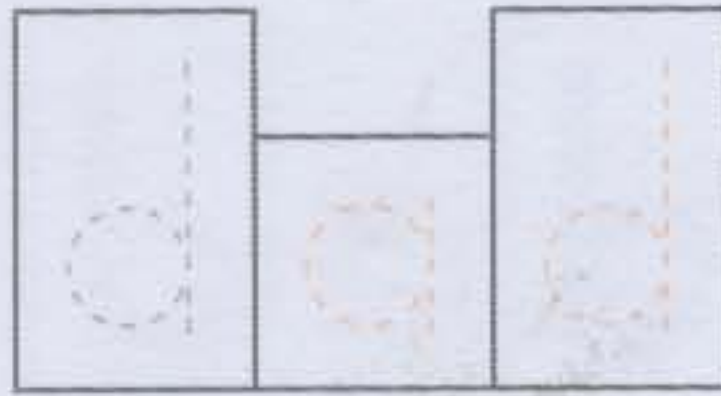
Date \_\_\_\_\_

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





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





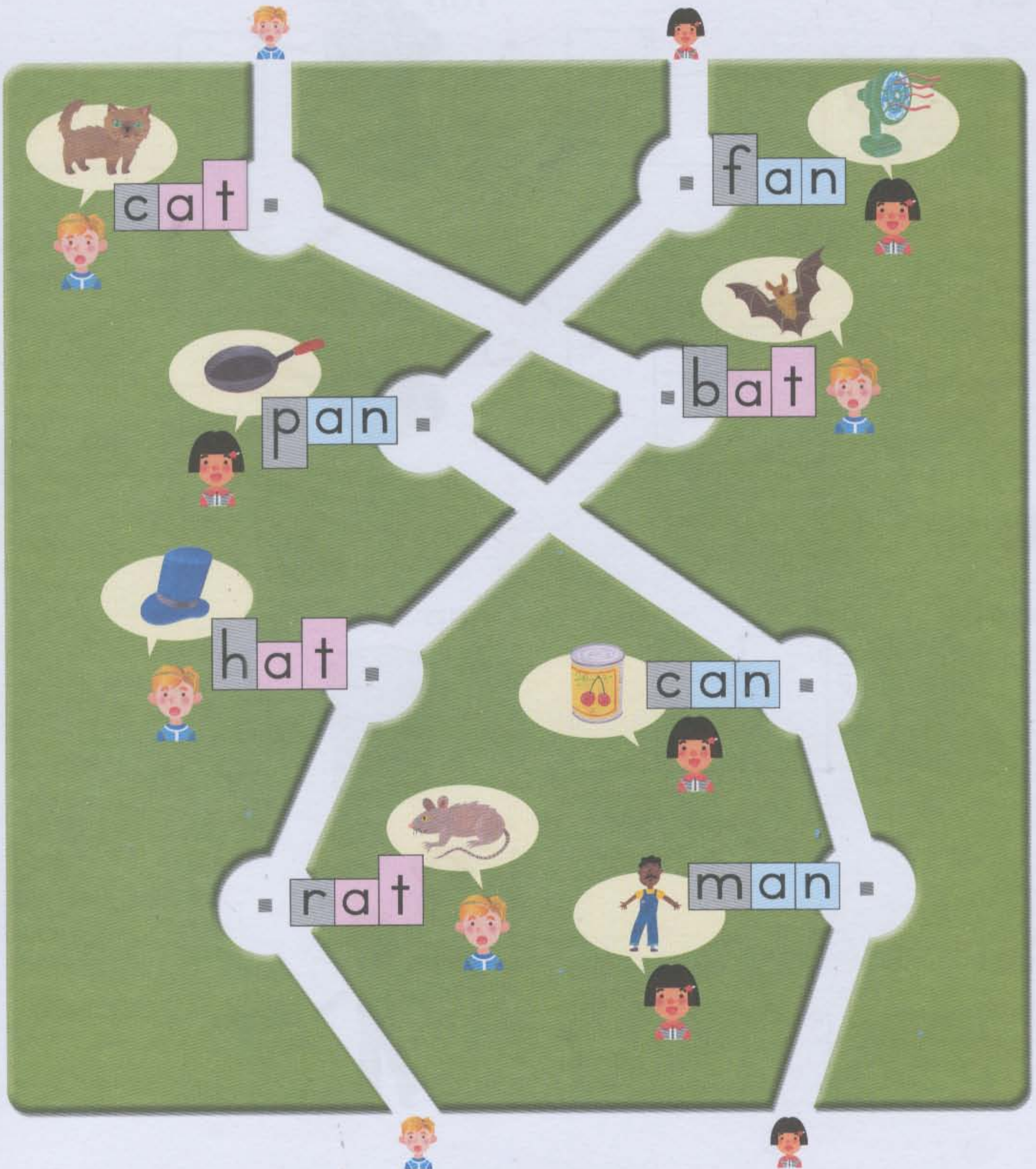
# 10

## Review

### Saying “\_at” and “\_an” Words

Name
Date

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





Writing “\_at” and “\_an” Words

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

cat



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

fan



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

bat



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

pan



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

hat



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

can



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

rat



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

man



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



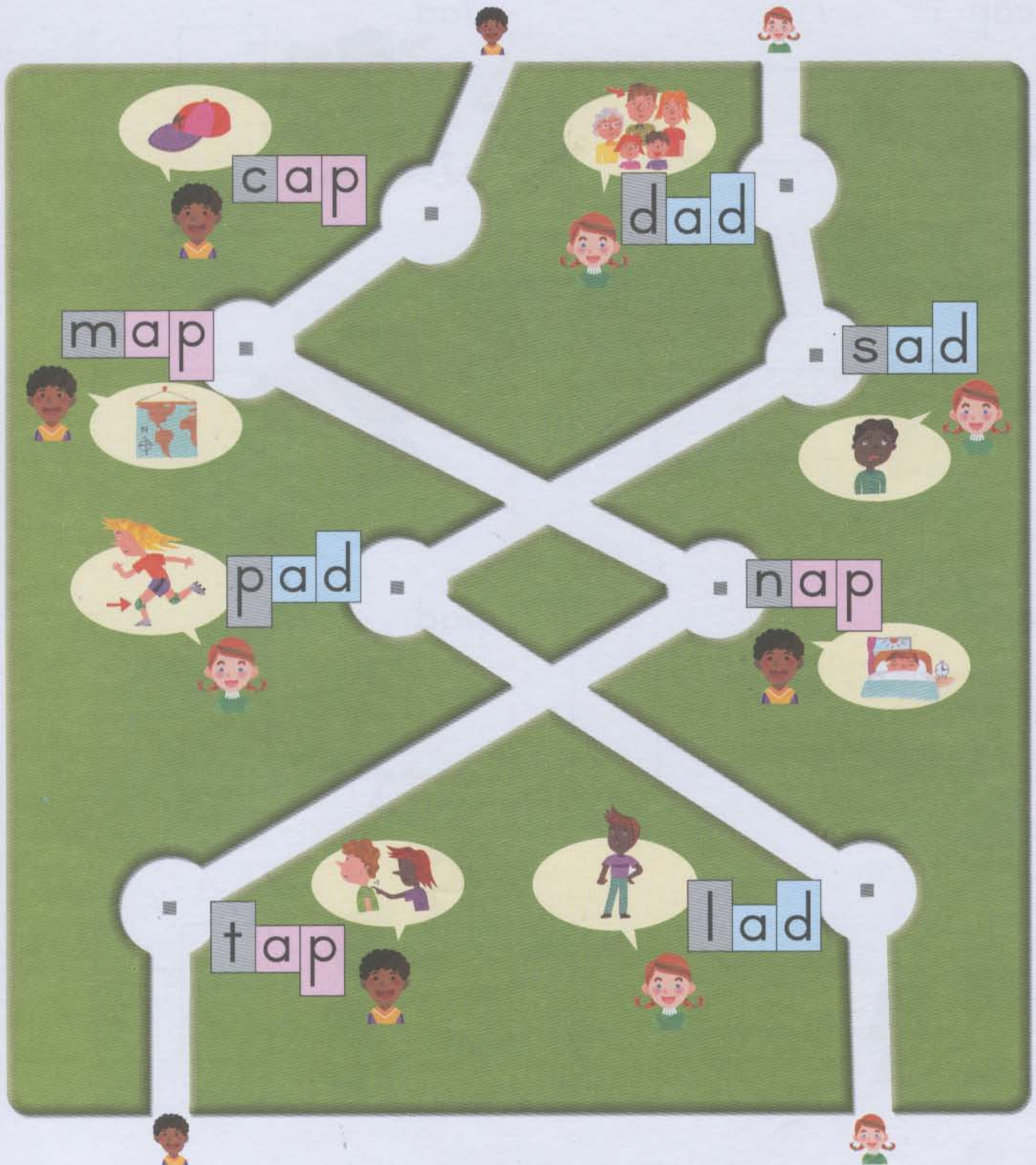
# 11

## Review

Saying “\_ap” and “\_ad” Words

Name
Date

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





# Writing “\_ap” and “\_ad” Words

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

cap



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

dad



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

map



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

sad



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

nap



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

pad



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

tap



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

lad



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



## What Is It?

### Saying “\_en” Sounds

Name
Date

#### To parents

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

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



pen



men



hen



ten



10



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

pen

men

hen

ten

men

hen

ten

pen

men



# 13

## Rhyming Words

### Writing “\_en” Words

Name \_\_\_\_\_

Date \_\_\_\_\_

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

pen



pen

pen

pen

men



men

men

men

hen



hen

hen

hen

ten



10

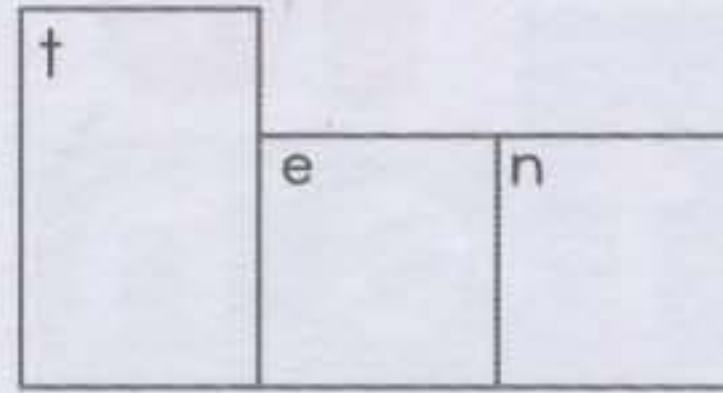
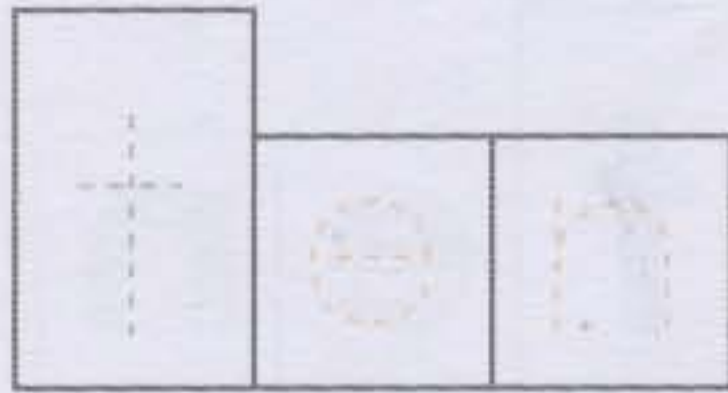
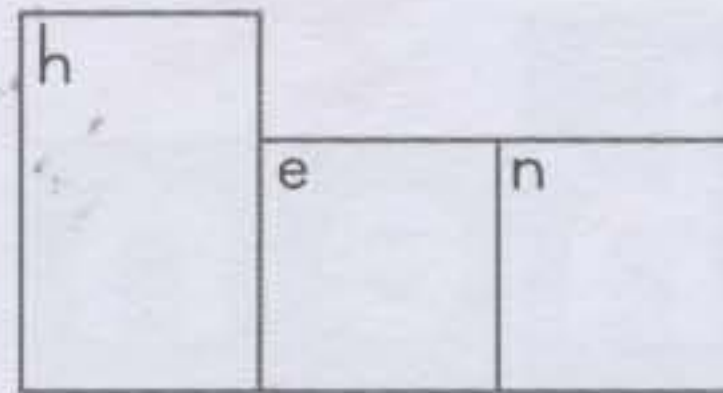
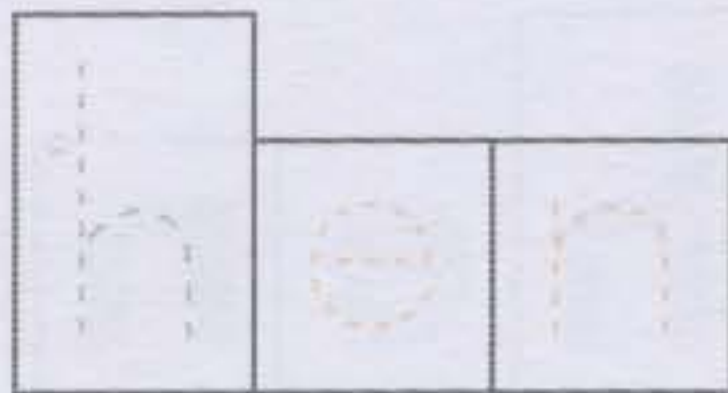
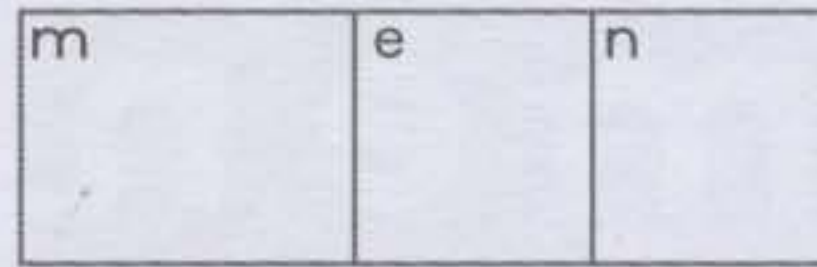
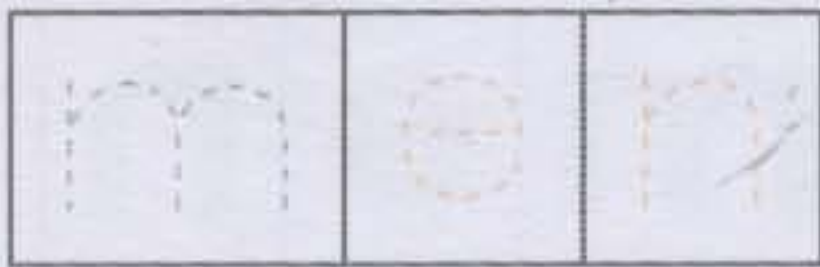
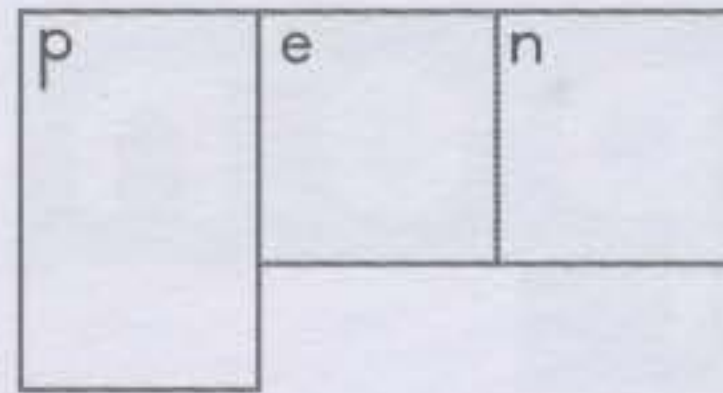
ten

ten

ten



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





# 14

## What Is It?

Saying “\_et” Sounds

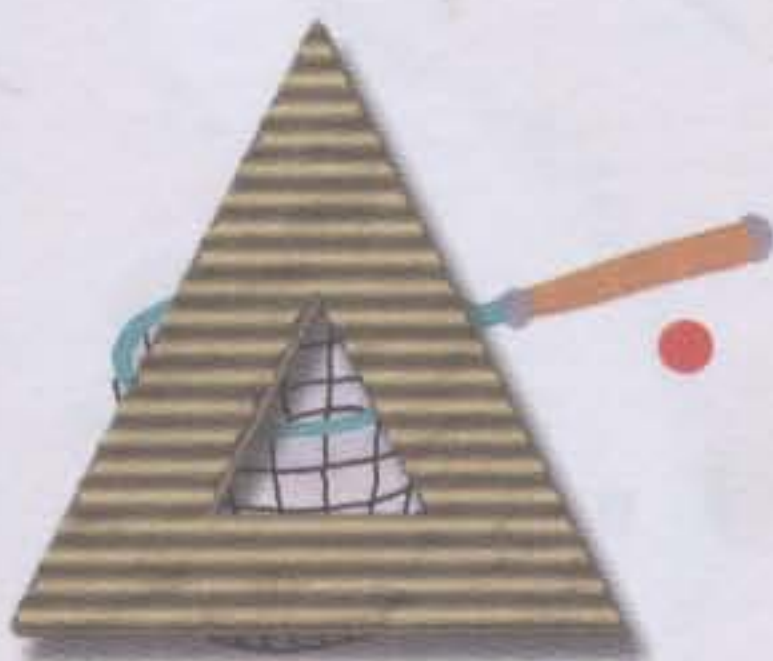
Name

Date

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



net



wet



pet



get





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

The activity consists of three vertical orange strips, each featuring a white wavy path. At the top of each strip is a dot (●) and at the bottom is a star (★). The path winds through four word cards on each strip. Each card shows a character with a speech bubble containing an illustration of the word's meaning.

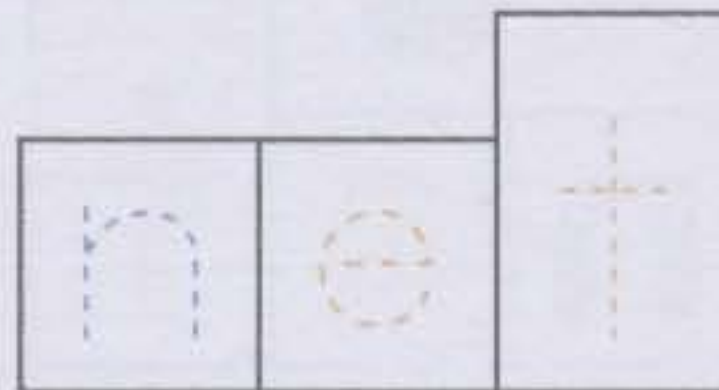
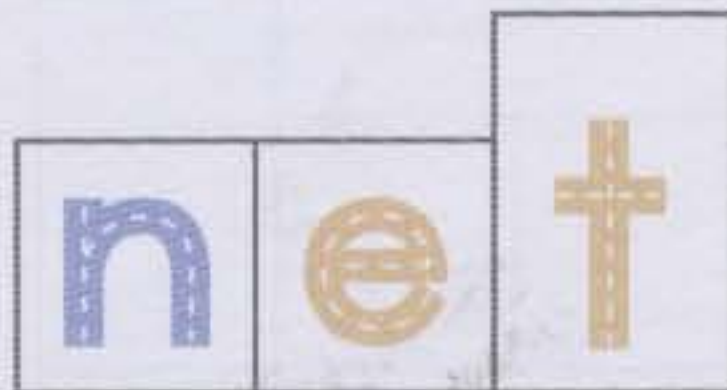
- Strip 1 (Left):**
  - Card 1: A girl with a speech bubble showing a fishing net. Word: **net**.
  - Card 2: A girl with a speech bubble showing a wet dog. Word: **wet**.
  - Card 3: A girl with a speech bubble showing a boy holding a cat. Word: **pet**.
  - Card 4: A girl with a speech bubble showing a girl getting a box. Word: **get**.
- Strip 2 (Middle):**
  - Card 1: A boy with a speech bubble showing a wet dog. Word: **wet**.
  - Card 2: A boy with a speech bubble showing a boy holding a cat. Word: **pet**.
  - Card 3: A boy with a speech bubble showing a girl getting a box. Word: **get**.
  - Card 4: A boy with a speech bubble showing a fishing net. Word: **net**.
- Strip 3 (Right):**
  - Card 1: A boy with a speech bubble showing a boy holding a cat. Word: **pet**.
  - Card 2: A boy with a speech bubble showing a girl getting a box. Word: **get**.
  - Card 3: A boy with a speech bubble showing a fishing net. Word: **net**.
  - Card 4: A boy with a speech bubble showing a wet dog. Word: **wet**.



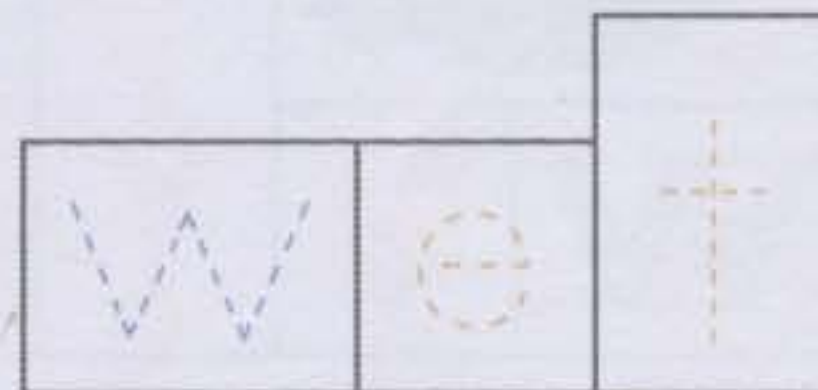
Name
Date

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

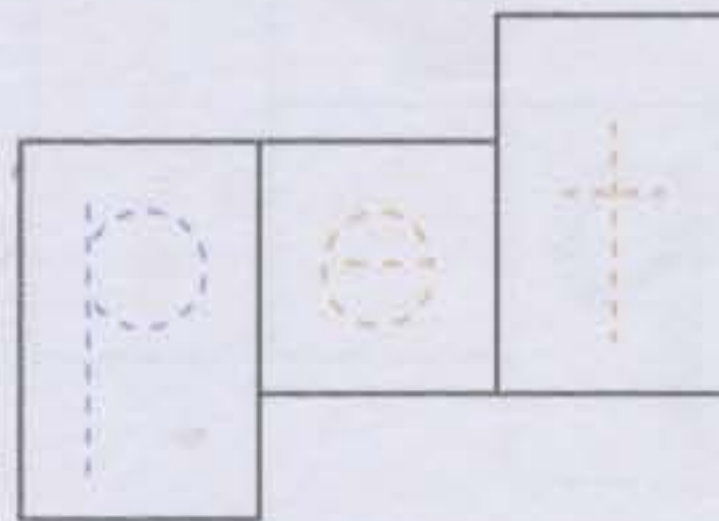
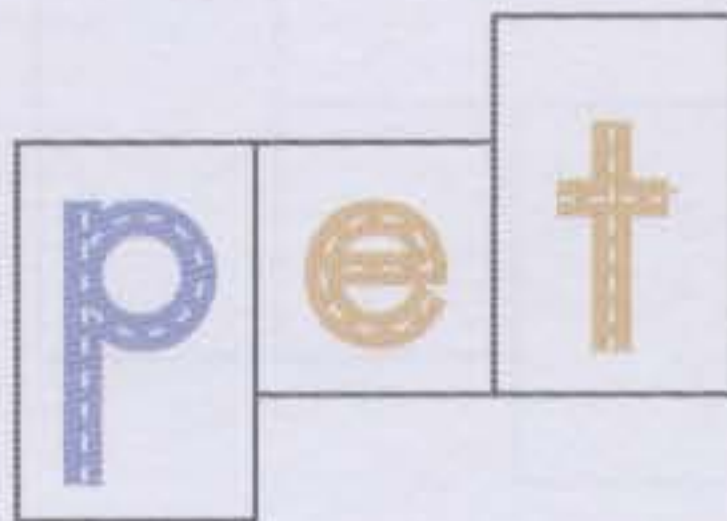
net



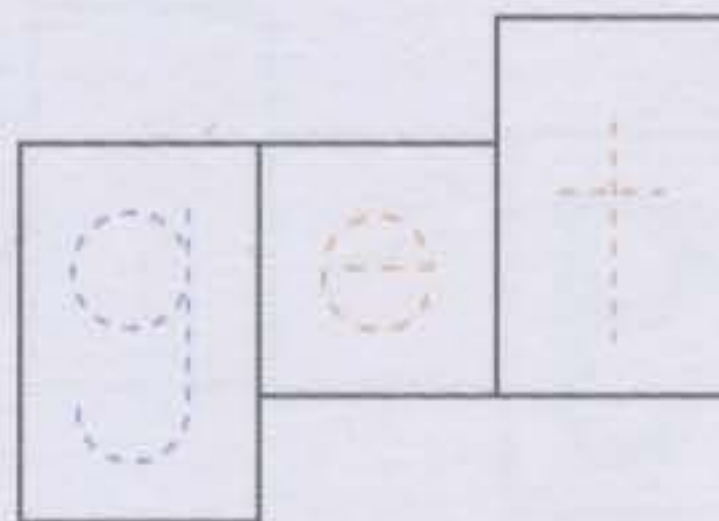
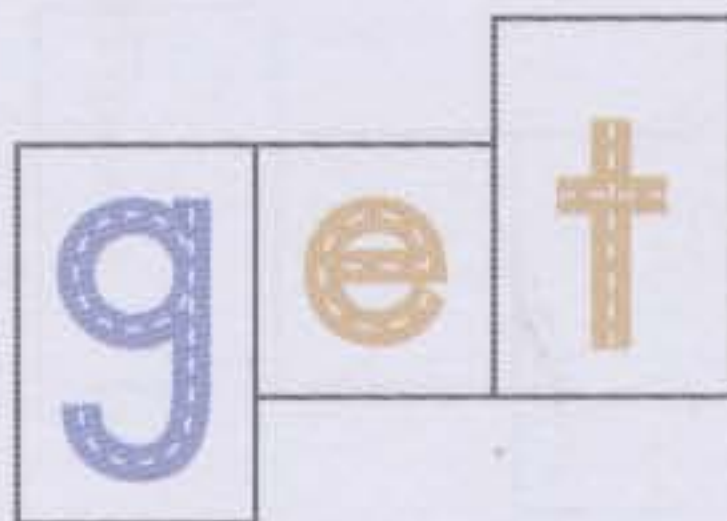
wet



pet



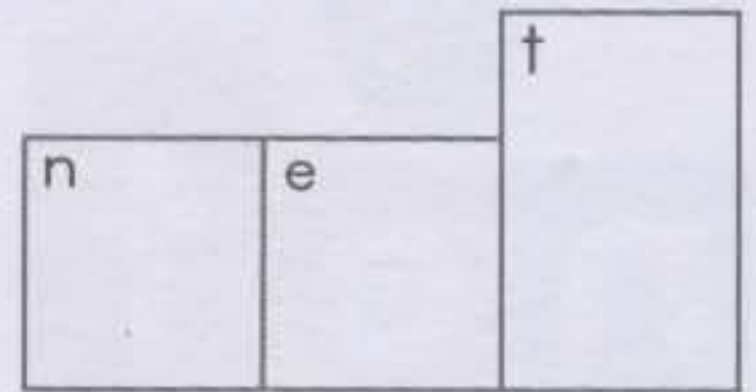
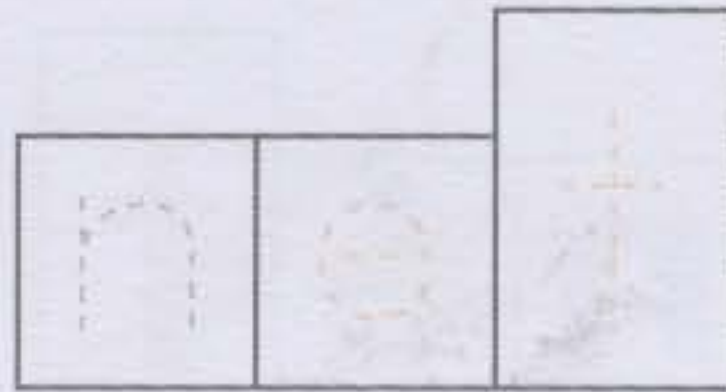
get



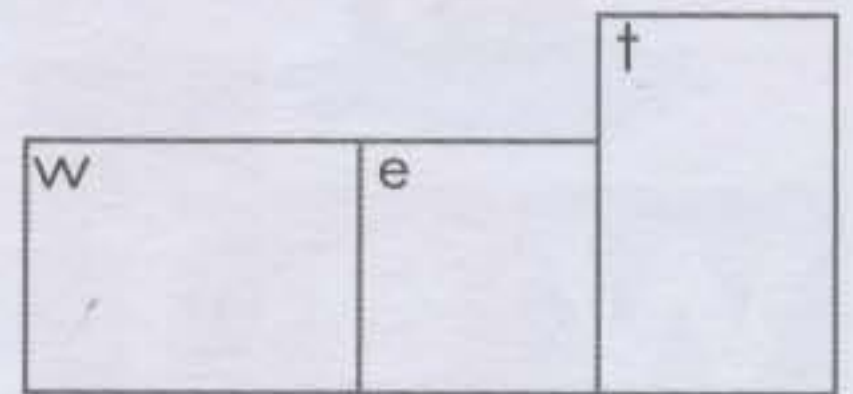
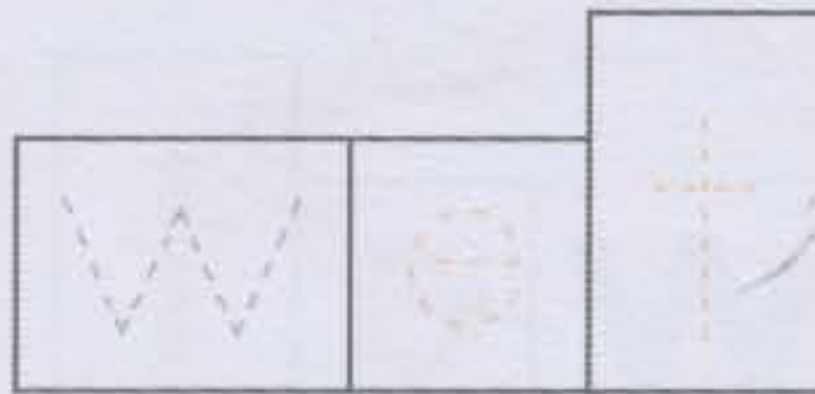


■ Say the word. Then say the sound of each letter as you trace and write it.

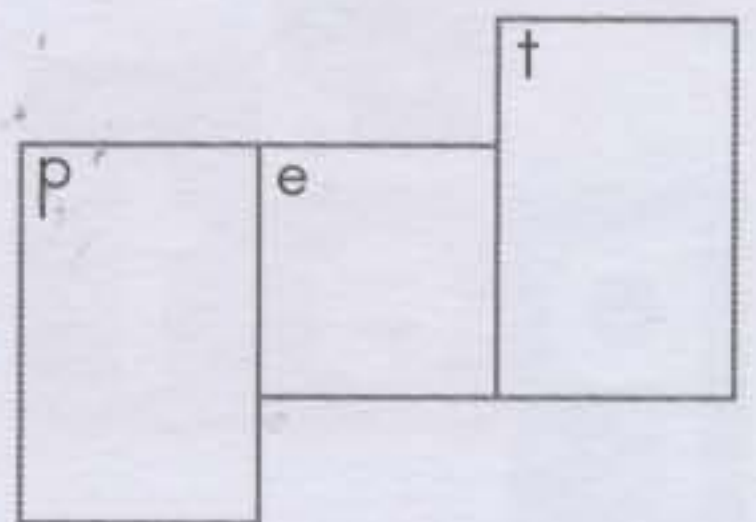
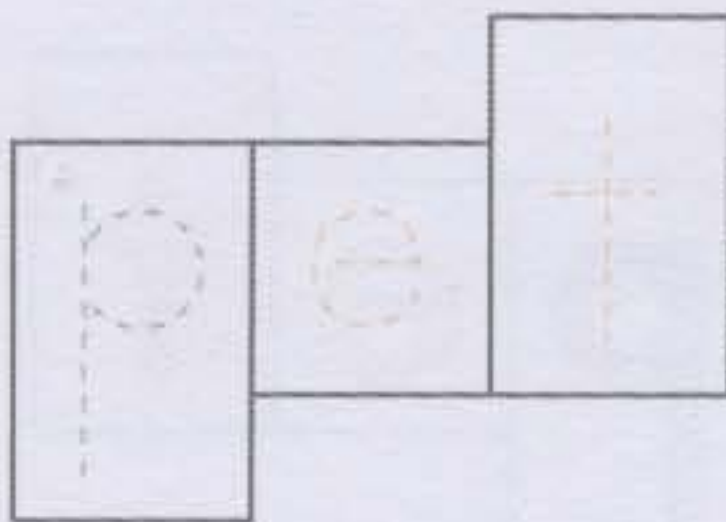
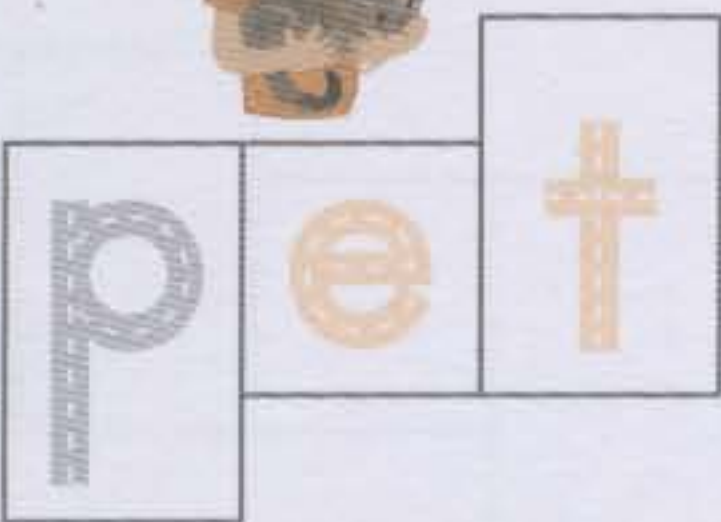
net



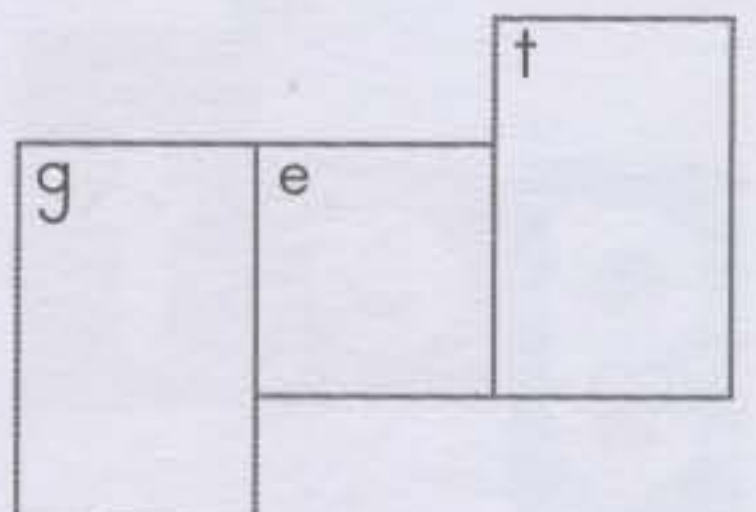
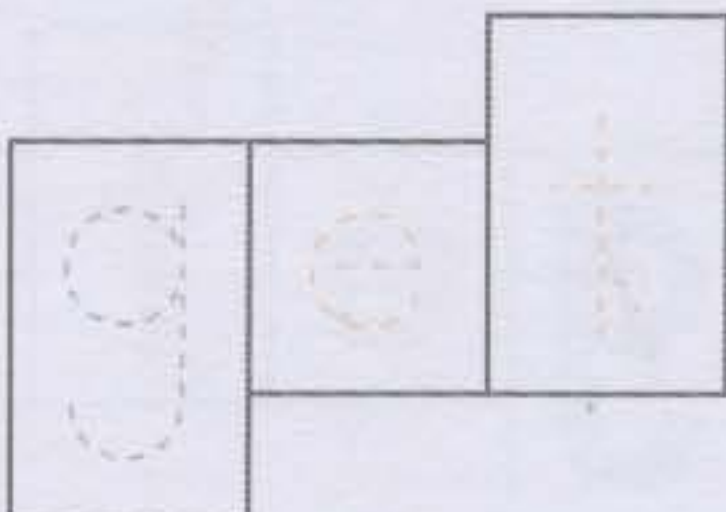
wet



pet



get









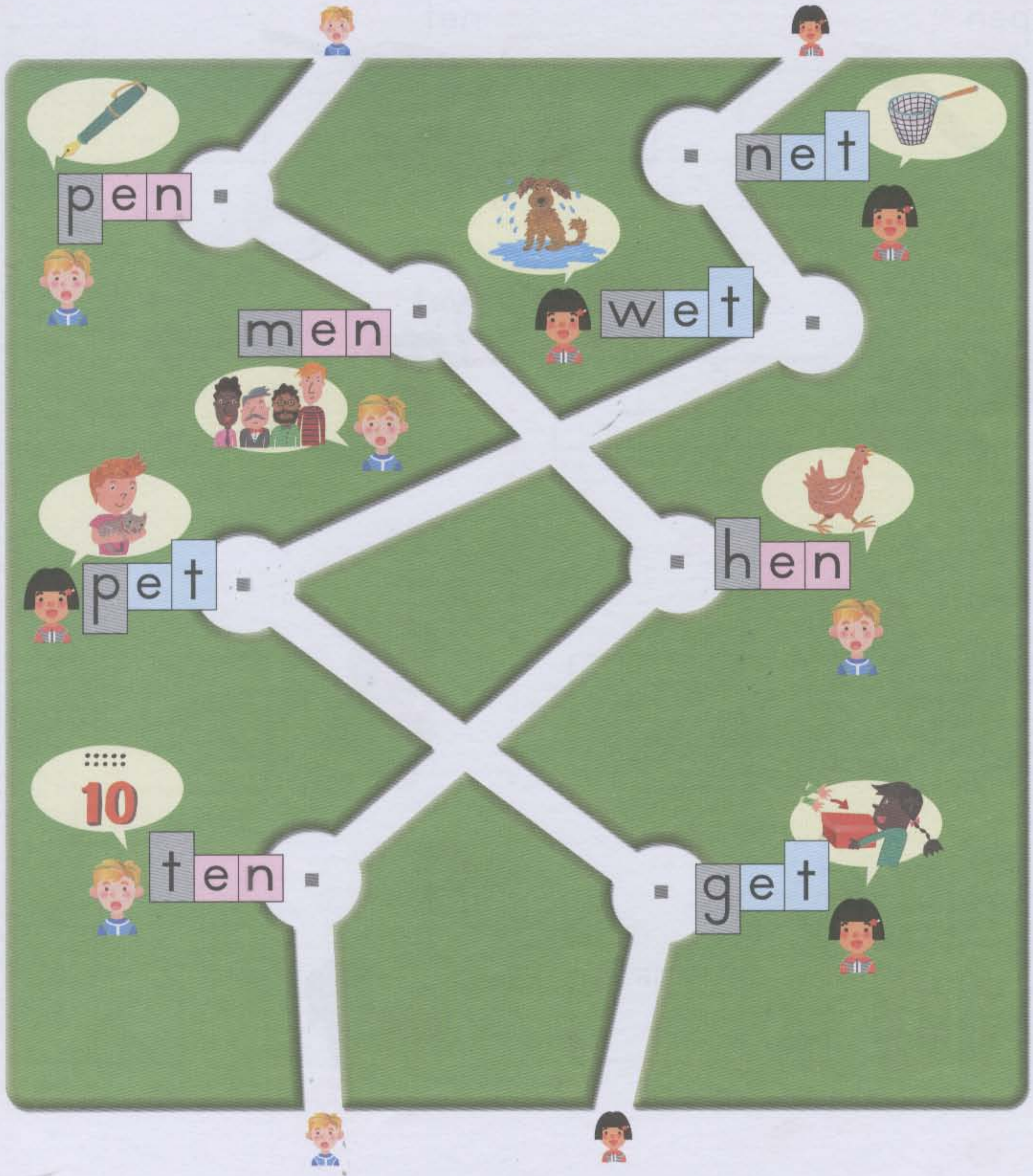
# 16

## Review

Saying “\_en” and “\_et” Words

Name
Date

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





# Writing “\_en” and “\_et” Words

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

pen



p	e	n

net



n	e	t

men



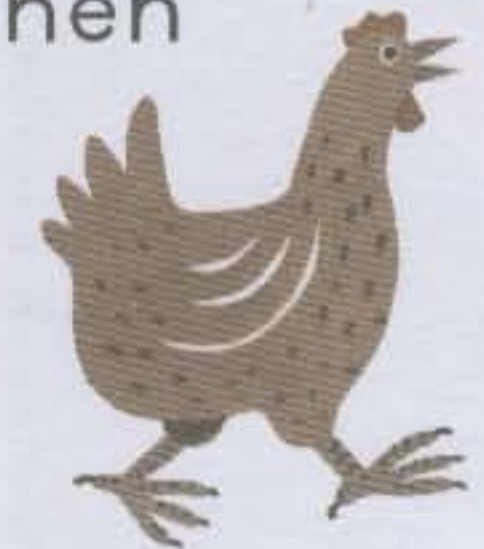
m	e	n

wet



w	e	t

hen



h	e	n

pet



p	e	t

ten



10

t	e	n

get



g	e	t





# What Is It?

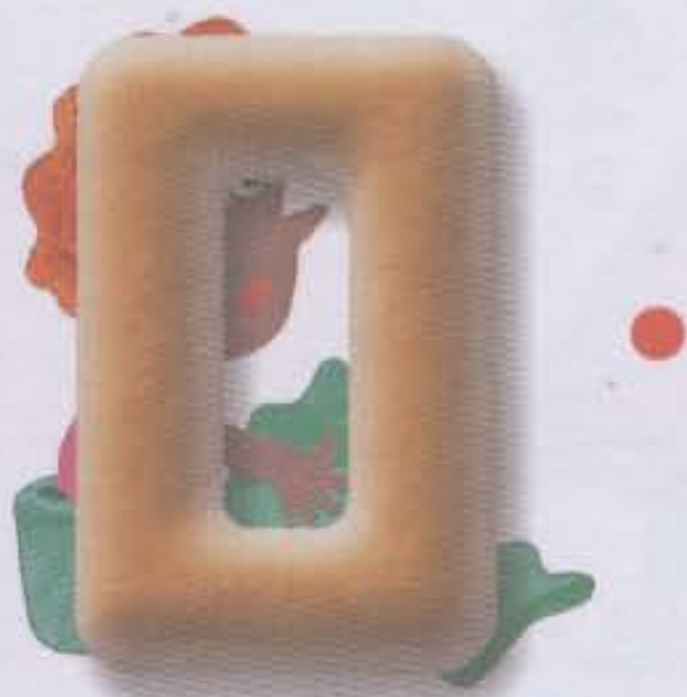
## Saying “\_ig” Sounds

Name
Date

### To parents

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

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



pig



wig



dig



big





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

The image shows three vertical pink strips, each with a white zigzag path. Each strip contains four word cards, each with a small illustration and a character. A red dot is at the top and a red star is at the bottom of each strip.

- Strip 1 (Left):**
  - Top: Pig illustration, character, word **pig**.
  - Second: Wig illustration, character, word **wig**.
  - Third: Dig illustration, character, word **dig**.
  - Bottom: Big illustration, character, word **big**.
- Strip 2 (Middle):**
  - Top: Wig illustration, character, word **wig**.
  - Second: Dig illustration, character, word **dig**.
  - Third: Big illustration, character, word **big**.
  - Bottom: Pig illustration, character, word **pig**.
- Strip 3 (Right):**
  - Top: Dig illustration, character, word **dig**.
  - Second: Big illustration, character, word **big**.
  - Third: Pig illustration, character, word **pig**.
  - Bottom: Wig illustration, character, word **wig**.



# 18

## Rhyming Words

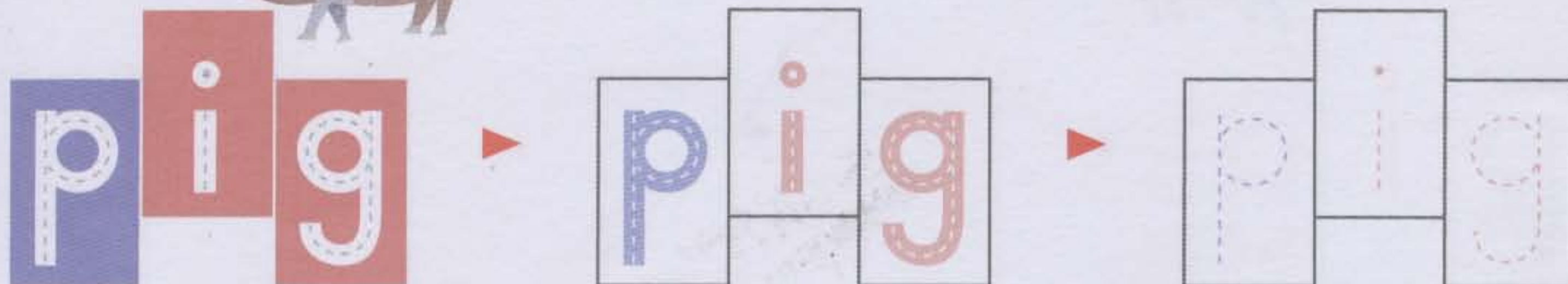
### Writing “\_ig” Words

Name \_\_\_\_\_

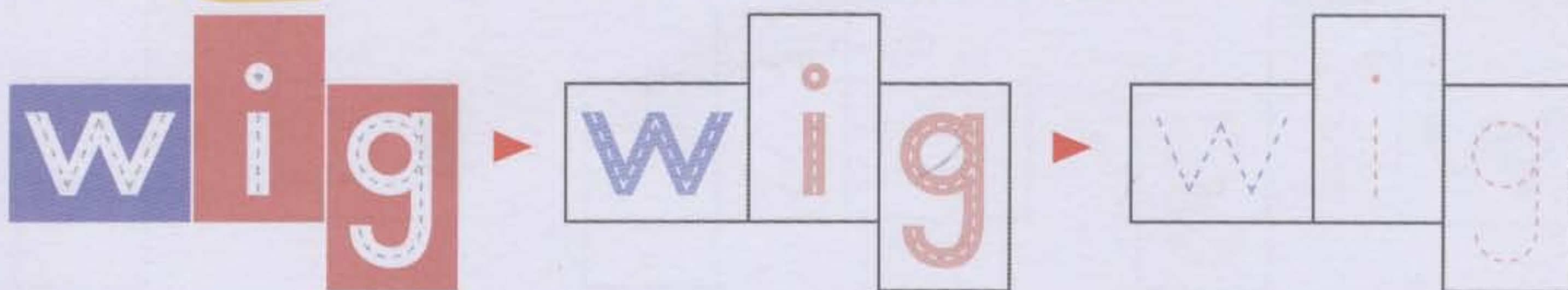
Date \_\_\_\_\_

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

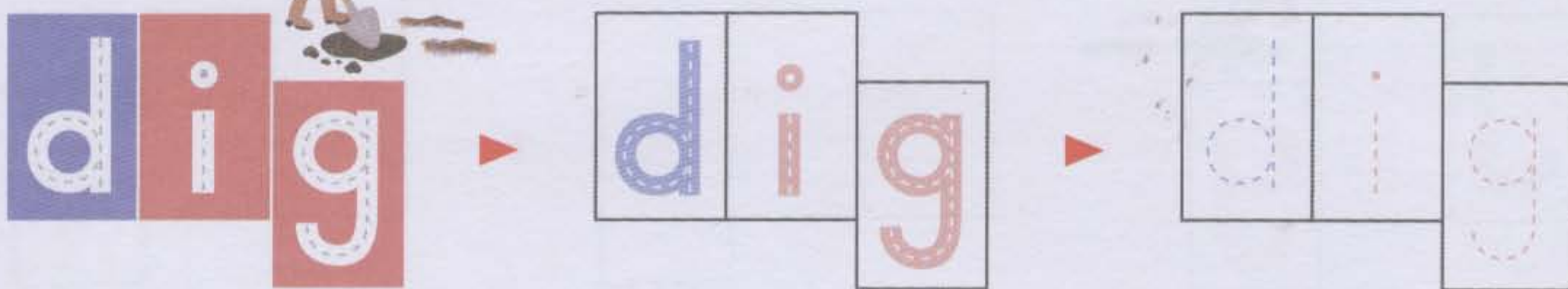
pig



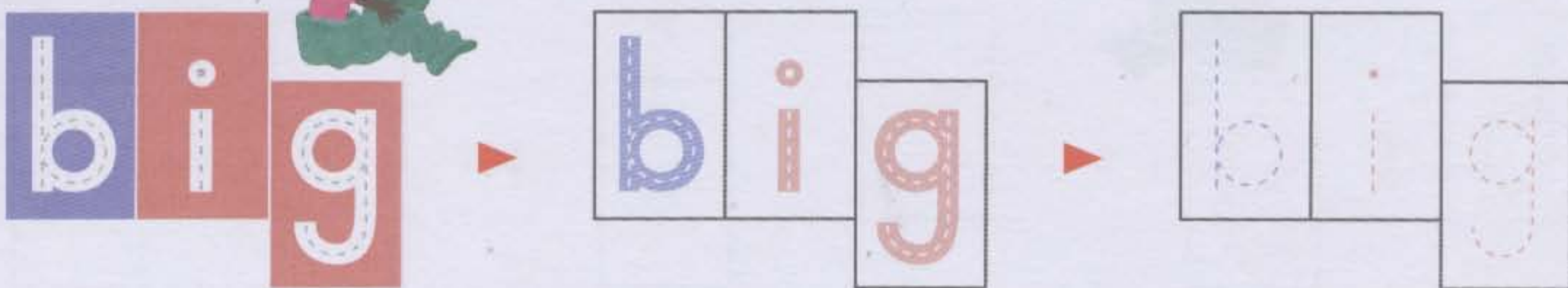
wig



dig



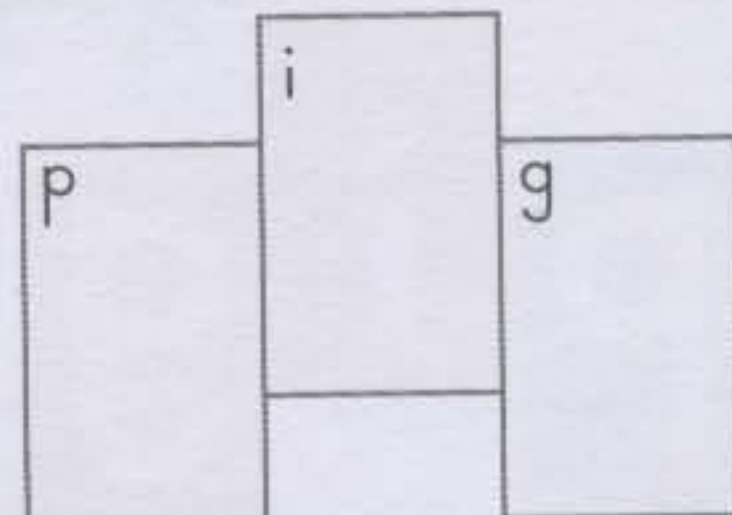
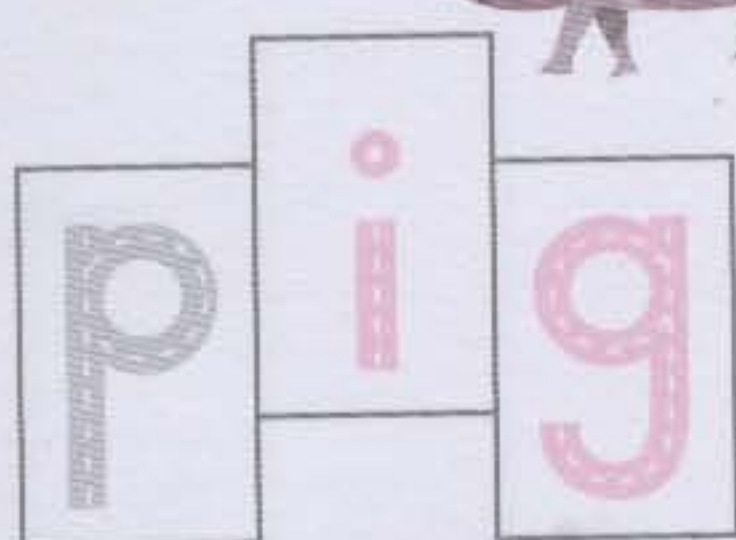
big



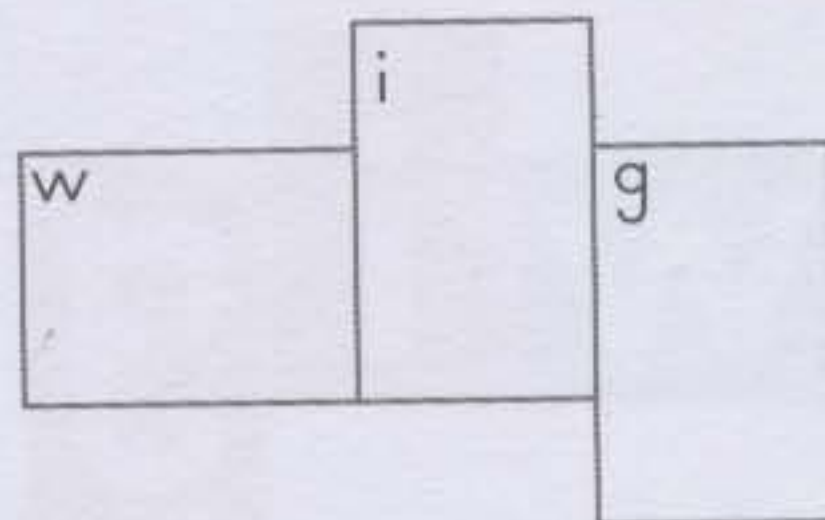
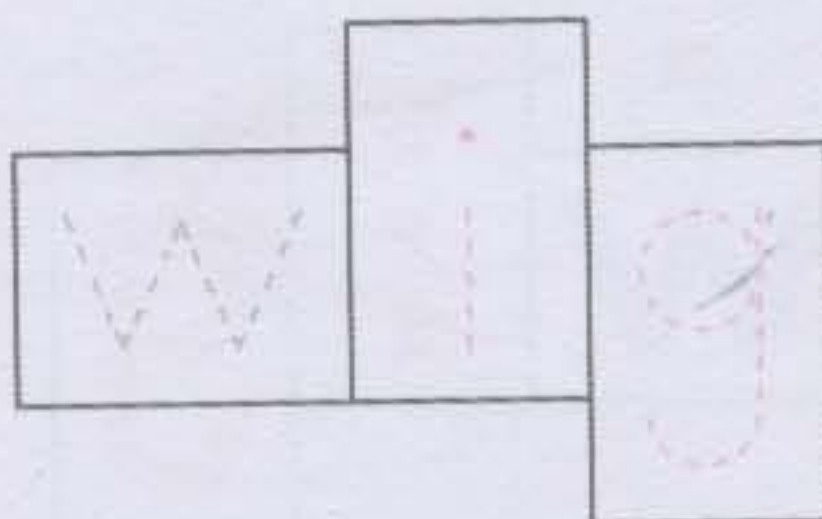
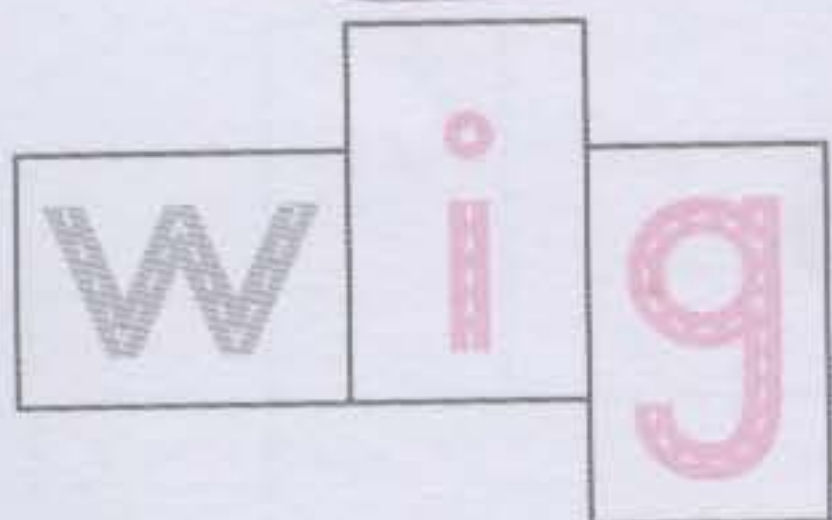


■ Say the word. Then say the sound of each letter as you trace and write it.

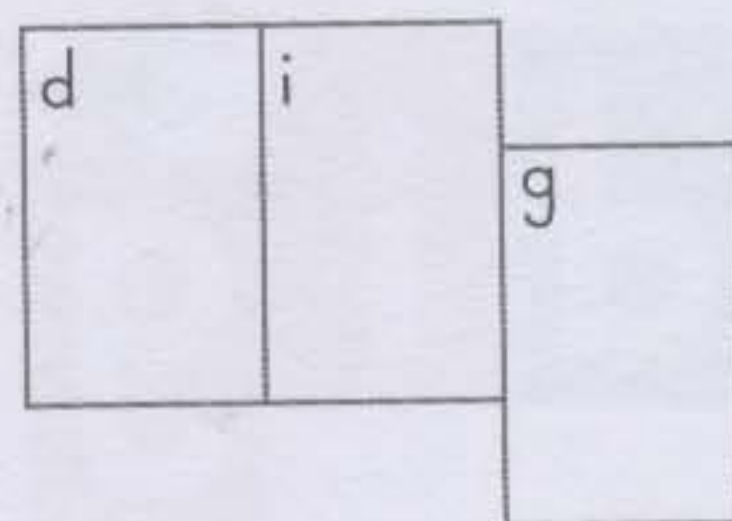
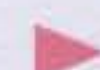
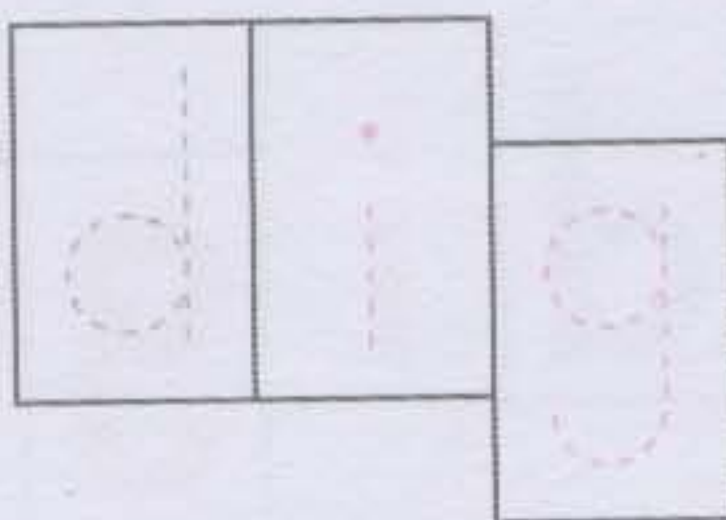
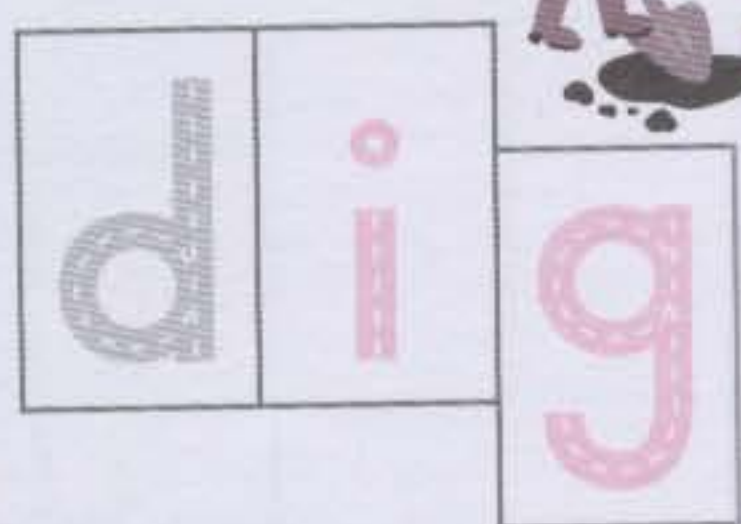
pig



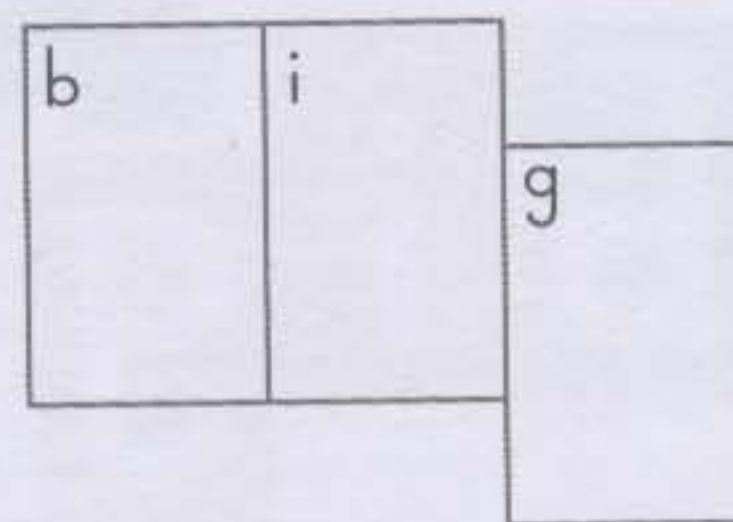
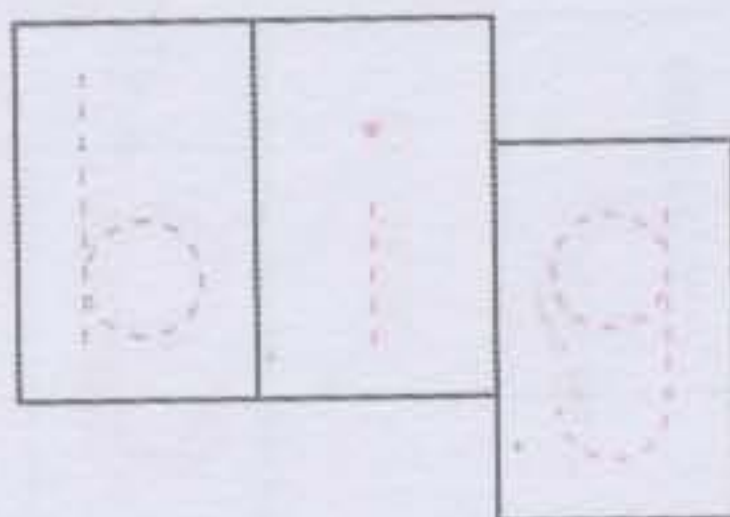
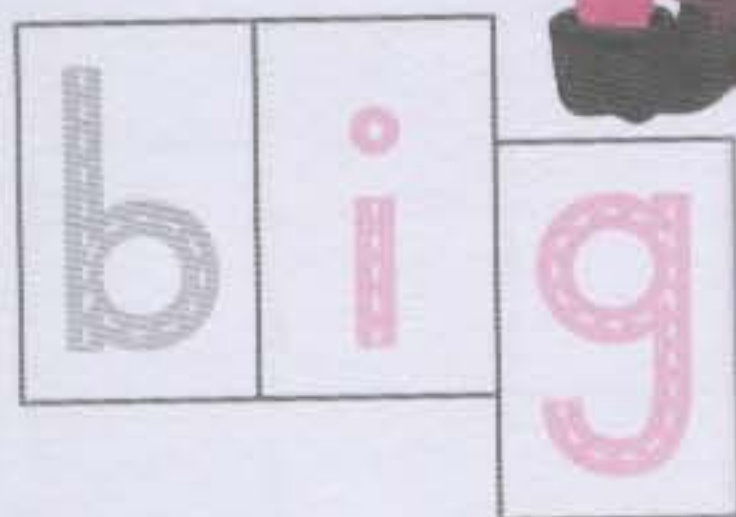
wig



dig



big



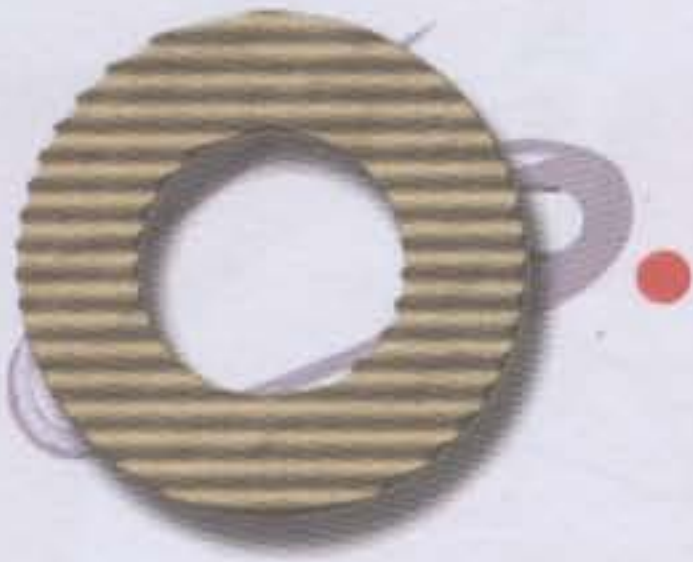


## What Is It?

### Saying “\_in” Sounds

Name
Date

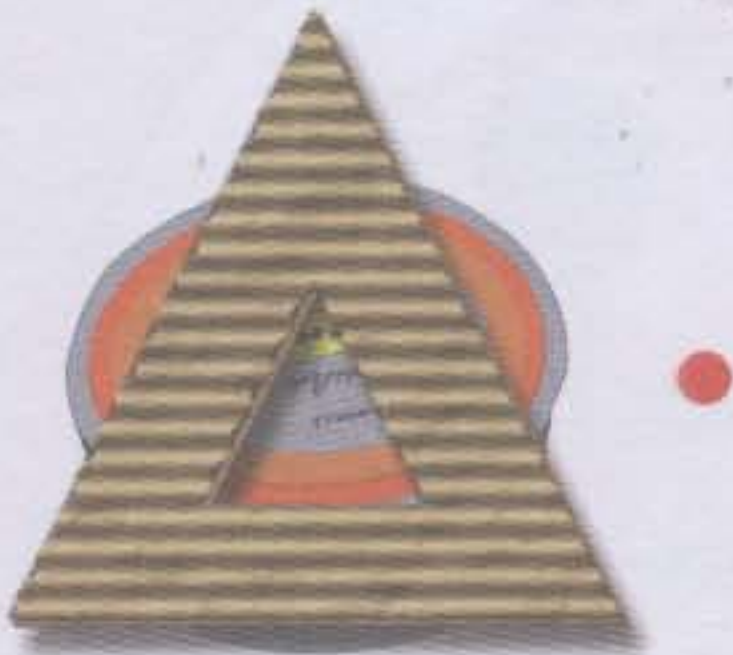
■ Match the pictures by drawing a line from the dot (●) to the star (★).



bin



tin



pin



fin





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

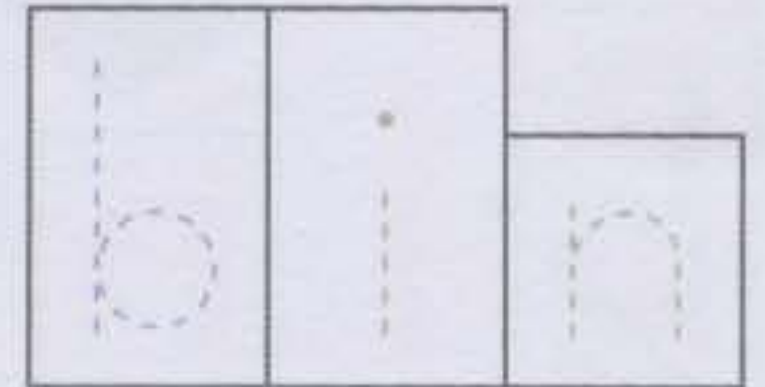
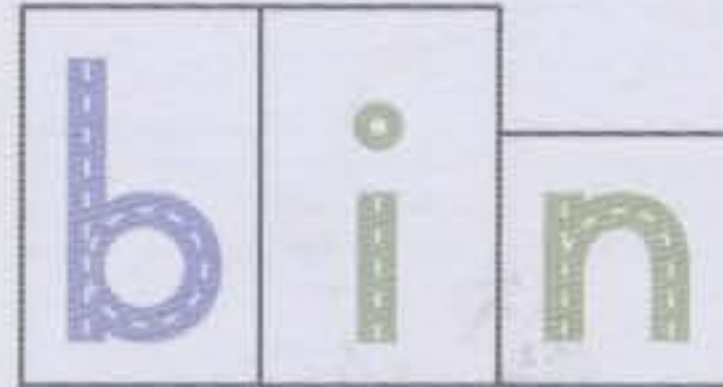
The activity consists of three vertical pink panels, each featuring a wavy white path from a red dot at the top to a red star at the bottom. Along the path are four sets of word cards, each accompanied by a small illustration and a cartoon character.

- Panel 1 (Left):** The path starts with a girl character and a red dot. The first set of cards shows a recycling bin icon and the word "bin" (b, i, n). The second set shows a tin can icon and the word "tin" (t, i, n). The third set shows a safety pin icon and the word "pin" (p, i, n). The fourth set shows a shark fin icon and the word "fin" (f, i, n). The path ends with a star and a girl character.
- Panel 2 (Middle):** The path starts with a girl character and a red dot. The first set of cards shows a tin can icon and the word "tin" (t, i, n). The second set shows a safety pin icon and the word "pin" (p, i, n). The third set shows a shark fin icon and the word "fin" (f, i, n). The fourth set shows a recycling bin icon and the word "bin" (b, i, n). The path ends with a star and a girl character.
- Panel 3 (Right):** The path starts with a boy character and a red dot. The first set of cards shows a safety pin icon and the word "pin" (p, i, n). The second set shows a shark fin icon and the word "fin" (f, i, n). The third set shows a recycling bin icon and the word "bin" (b, i, n). The fourth set shows a tin can icon and the word "tin" (t, i, n). The path ends with a star and a boy character.

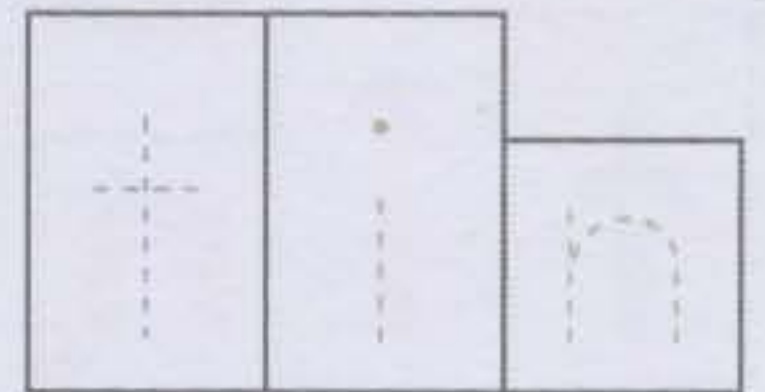
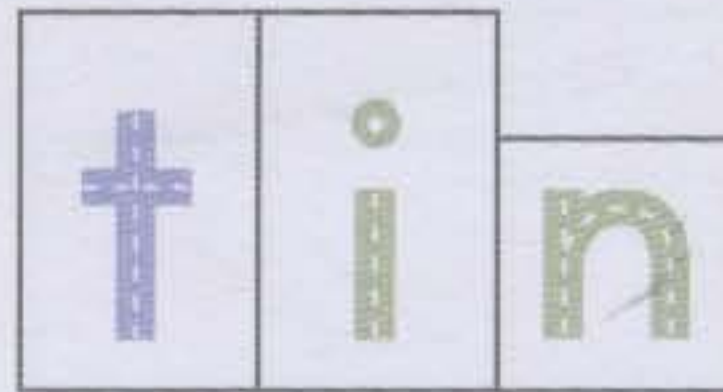


■ Say the word. Then say the sound of each letter as you trace it.

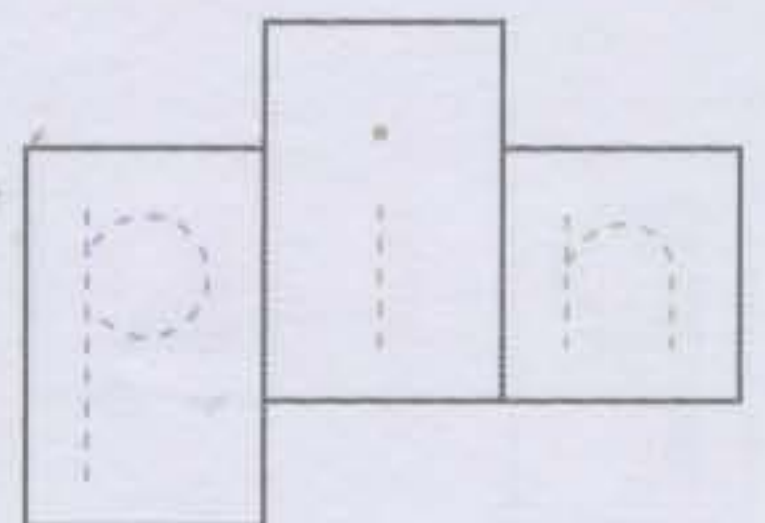
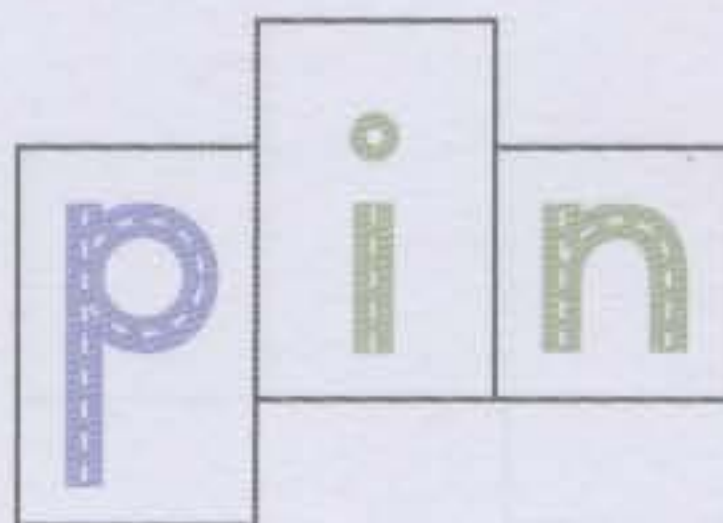
bin



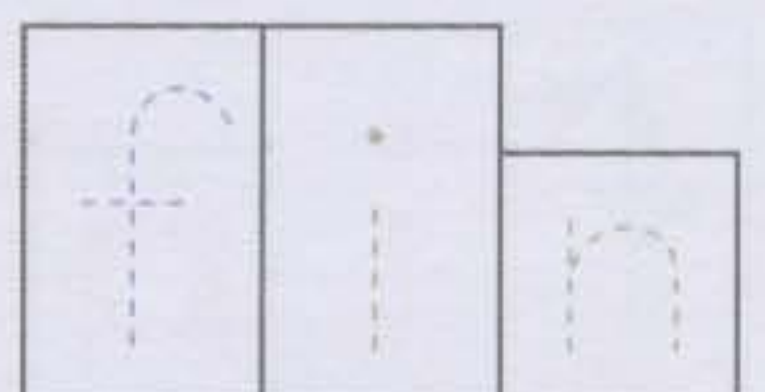
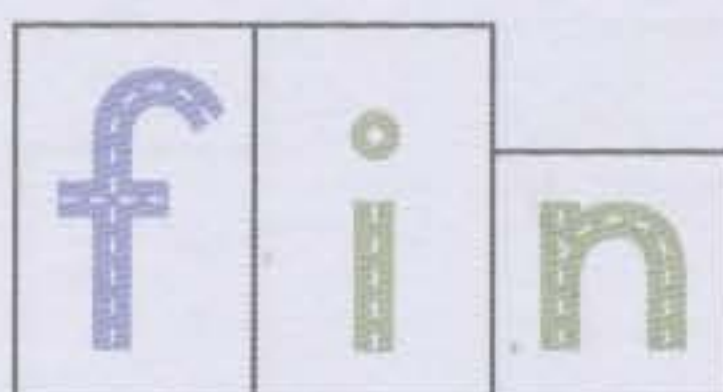
tin



pin



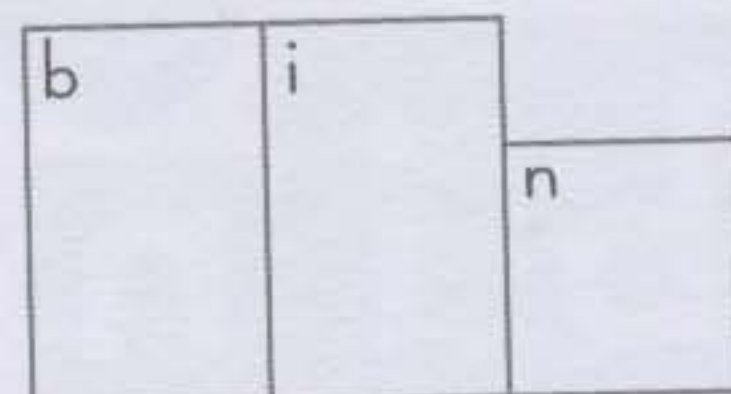
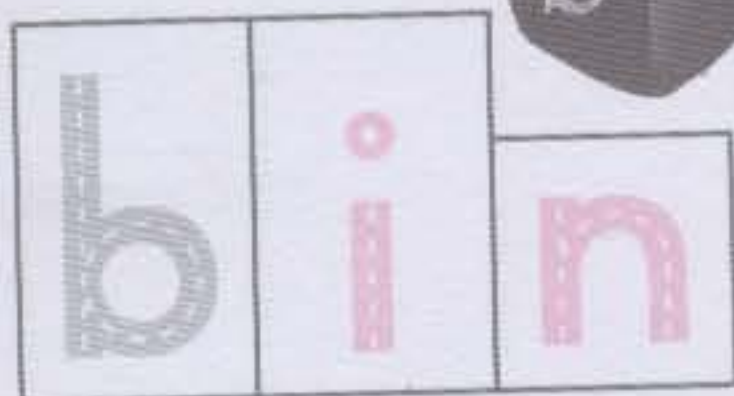
fin



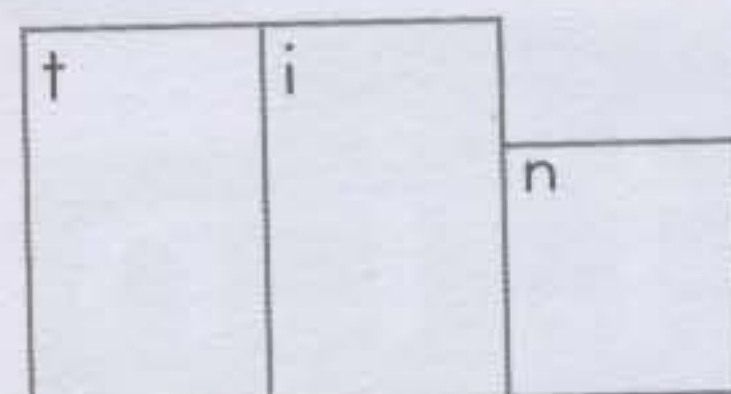
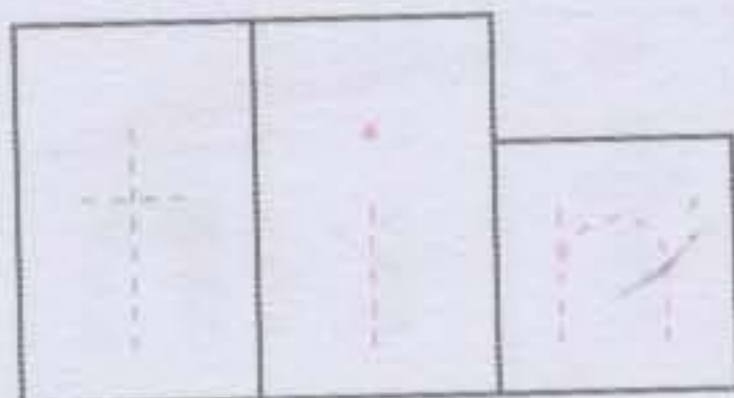
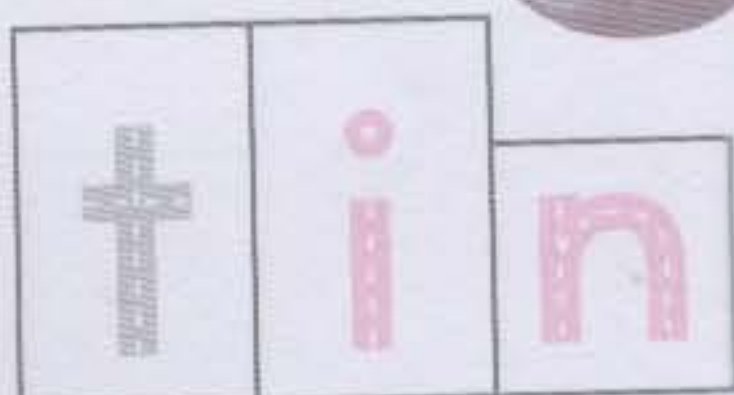


■ Say the word. Then say the sound of each letter as you trace and write it.

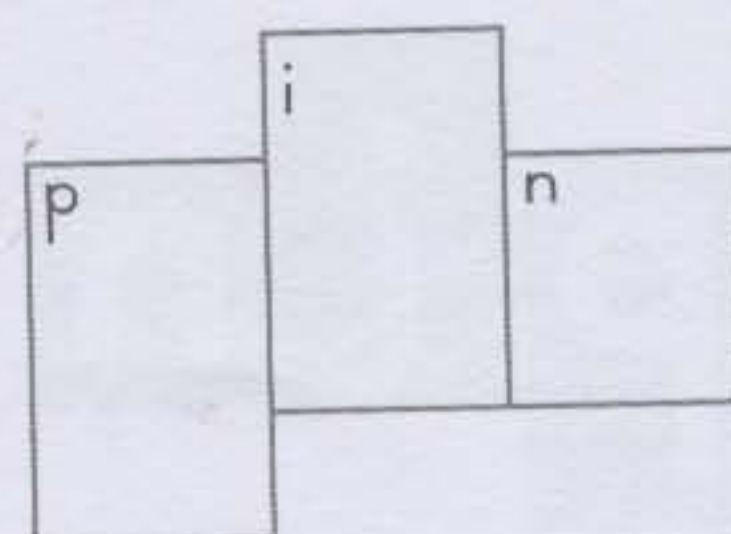
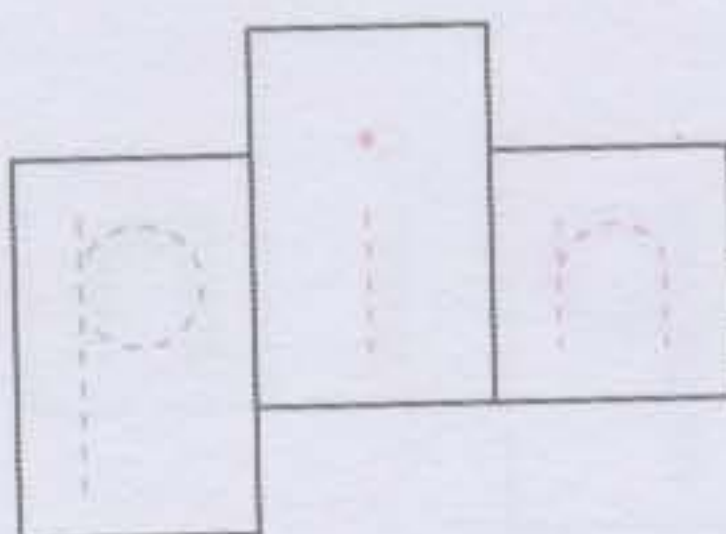
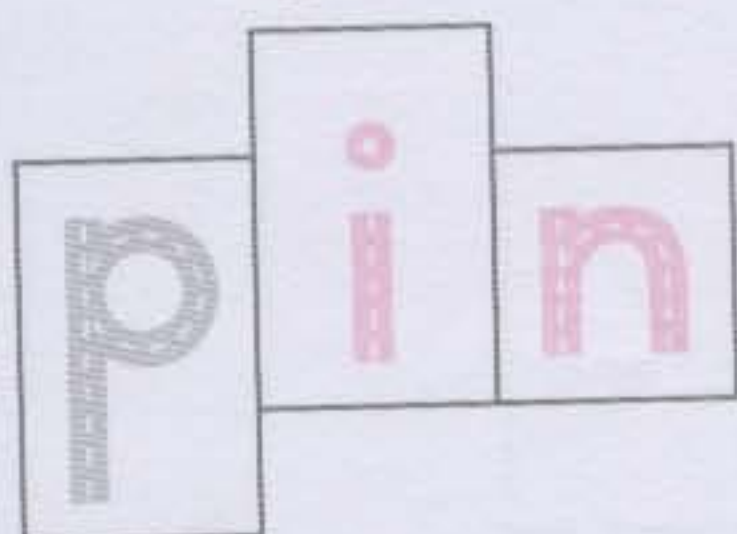
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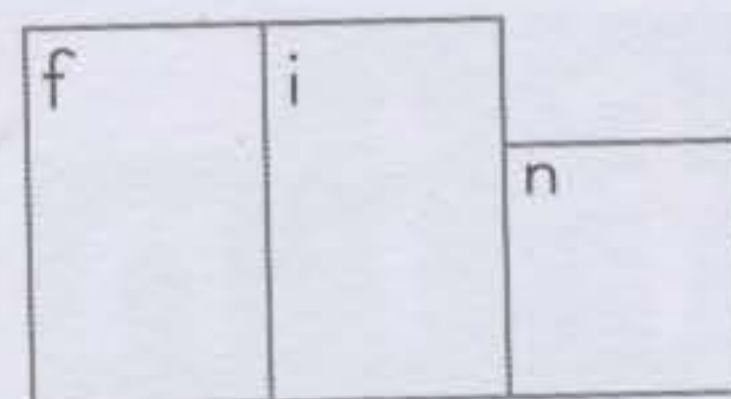
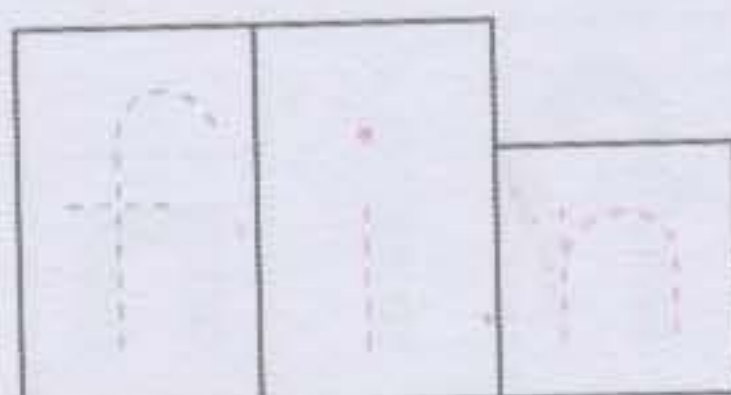
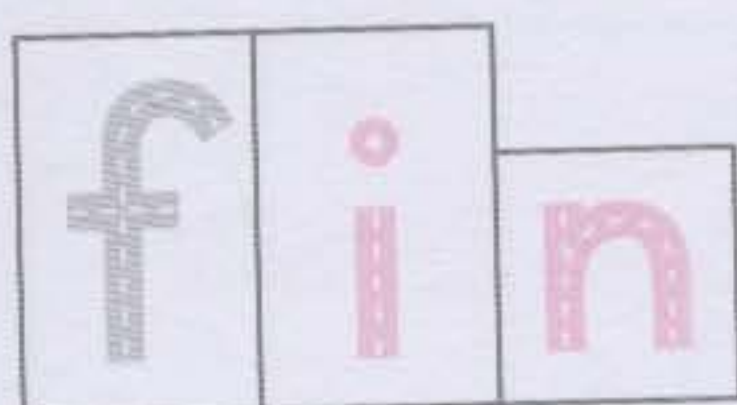
tin



pin



fin





## What Is It?

### Saying “\_ip” Sounds

Name
Date

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



hip



lip



zip



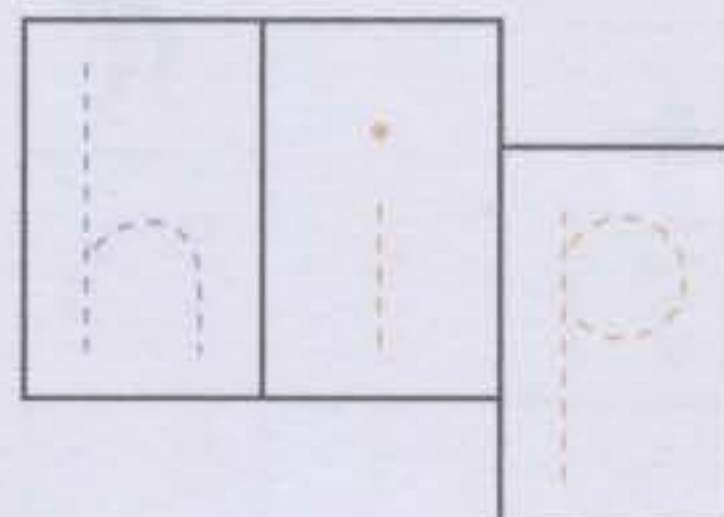
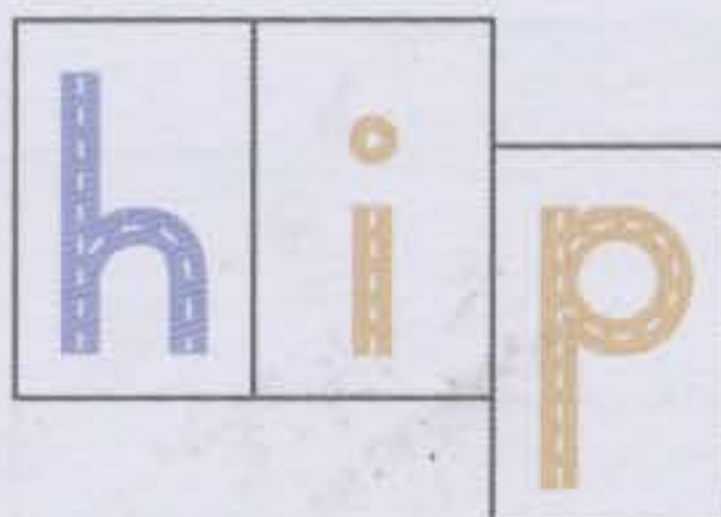
rip



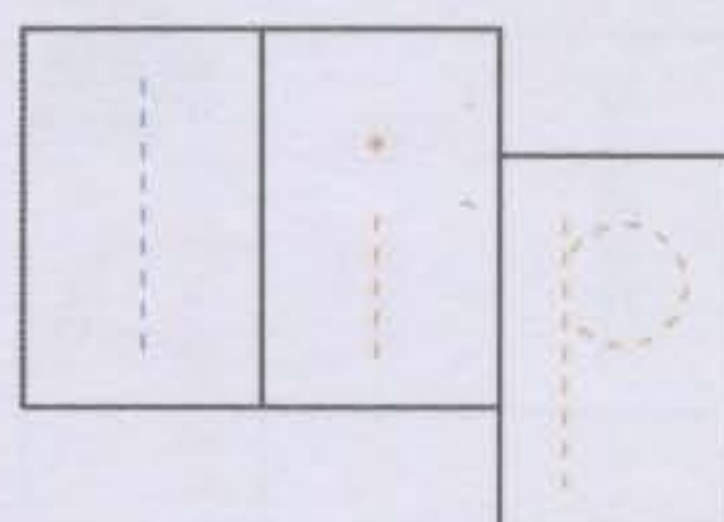
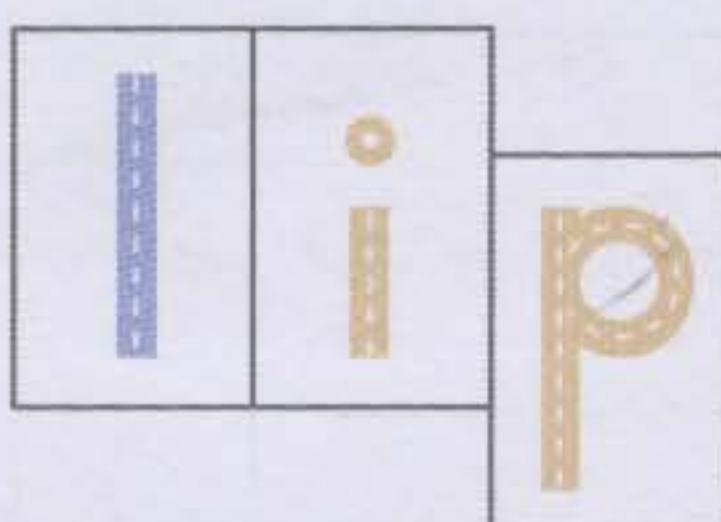


■ Say the word. Then say the sound of each letter as you trace it.

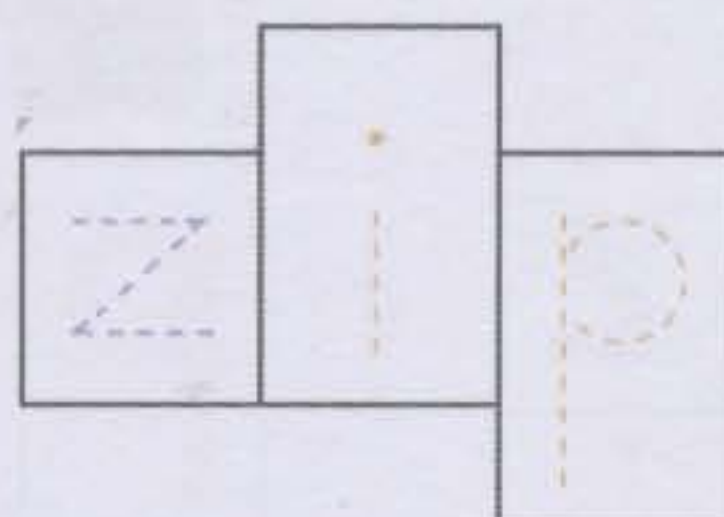
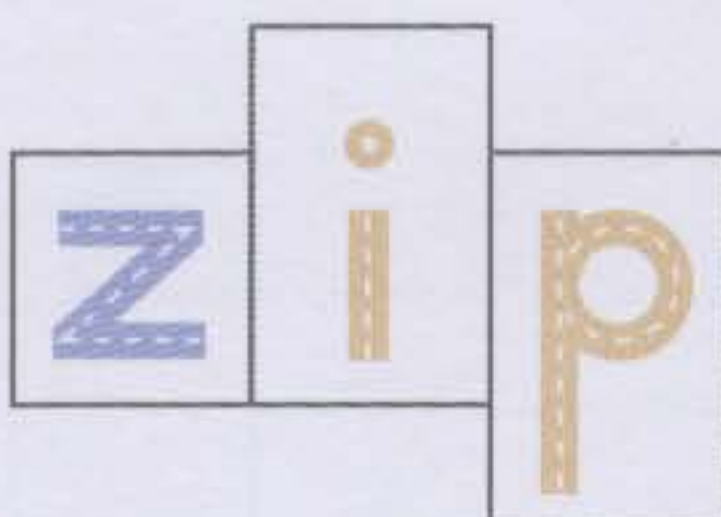
hip



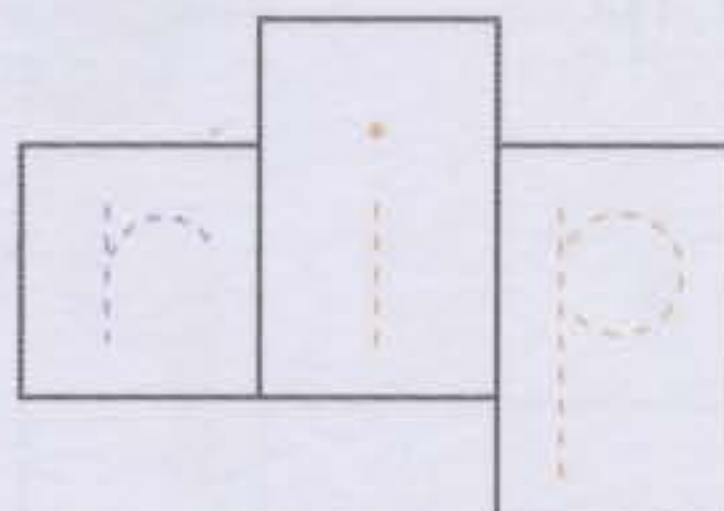
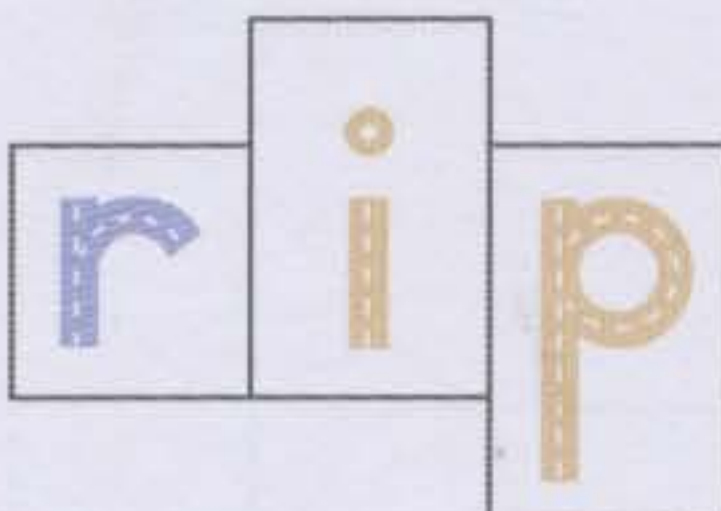
lip



zip



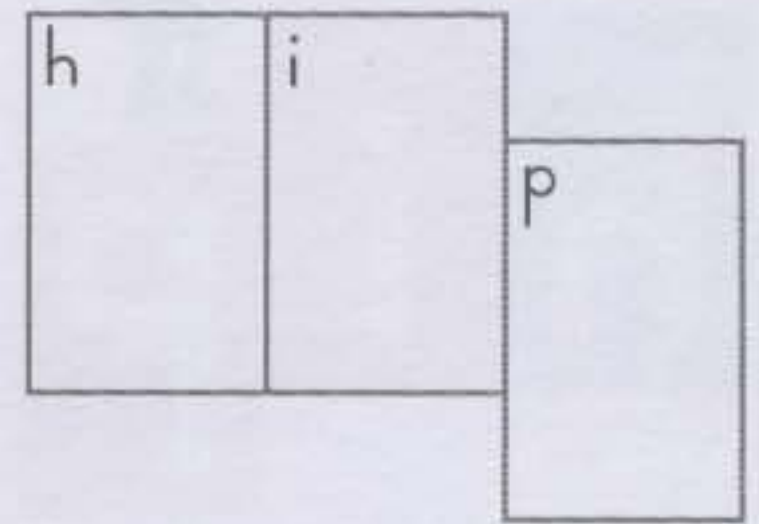
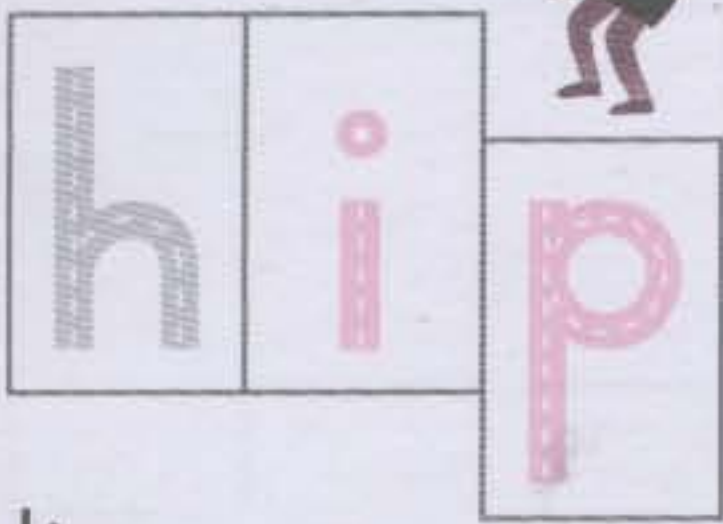
rip



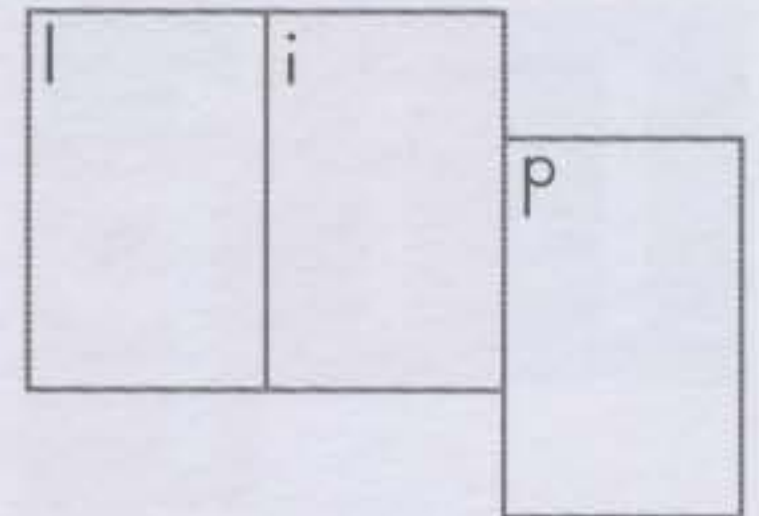
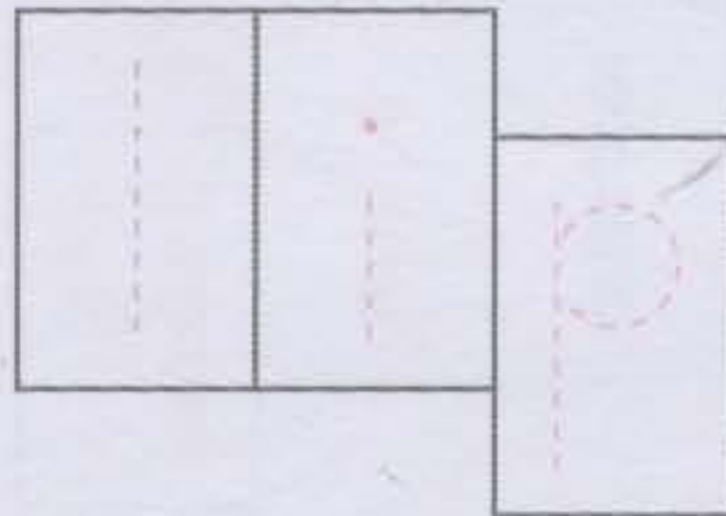
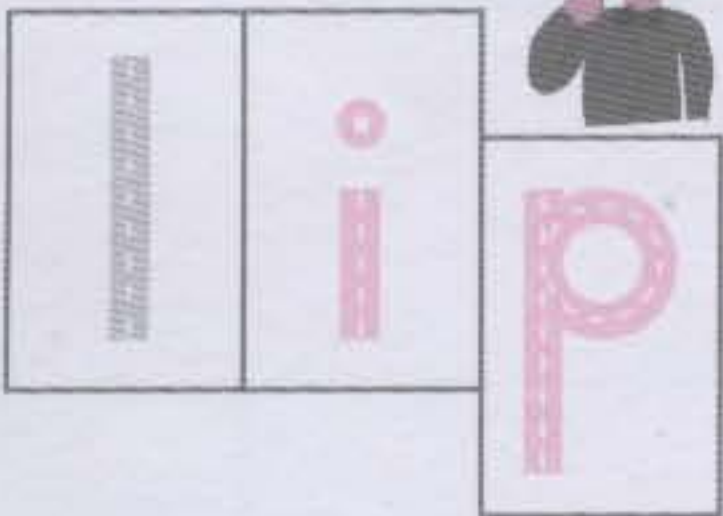


■ Say the word. Then say the sound of each letter as you trace and write it.

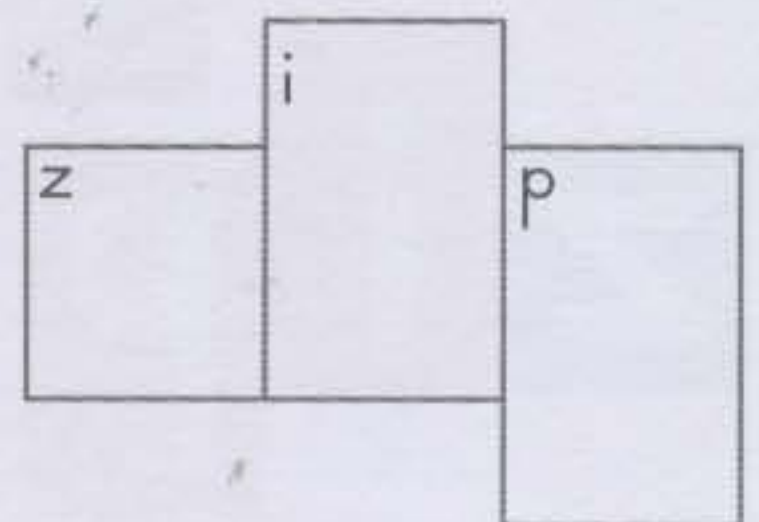
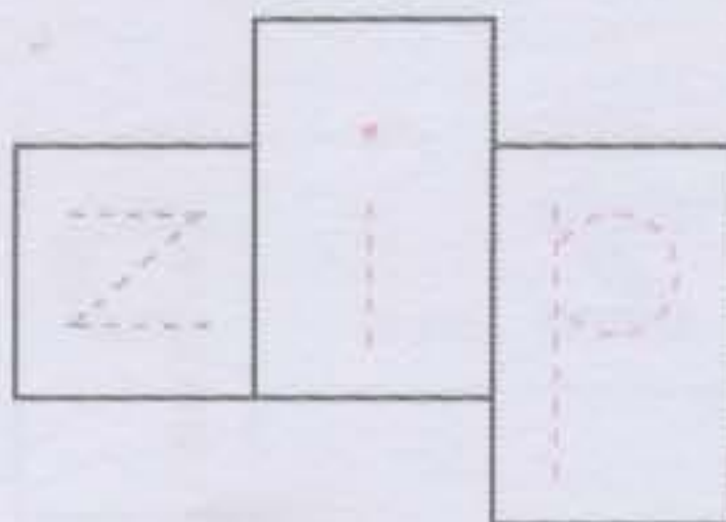
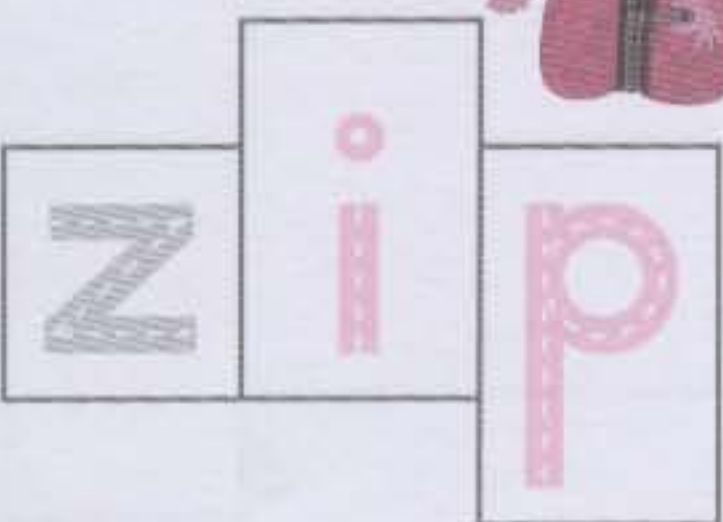
hip



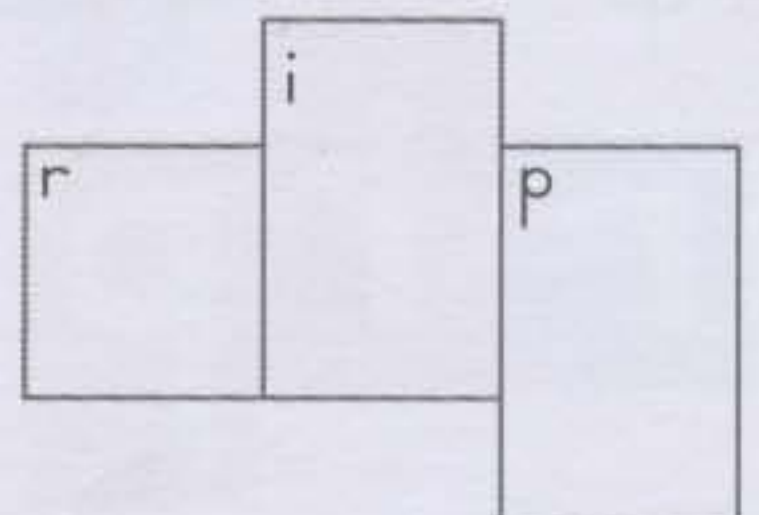
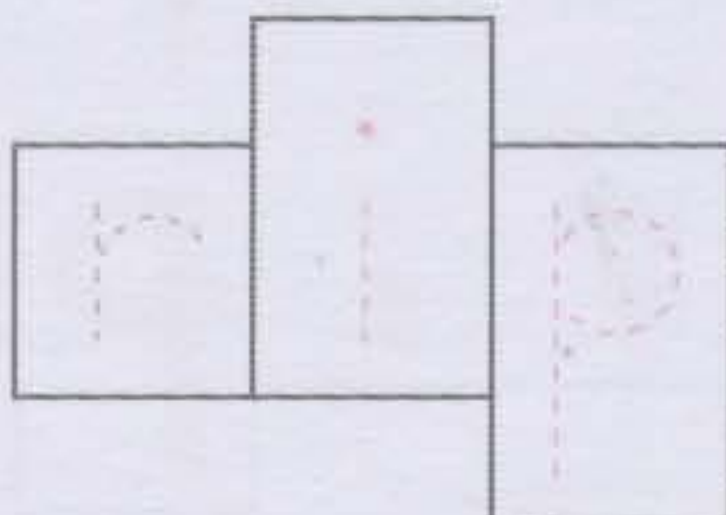
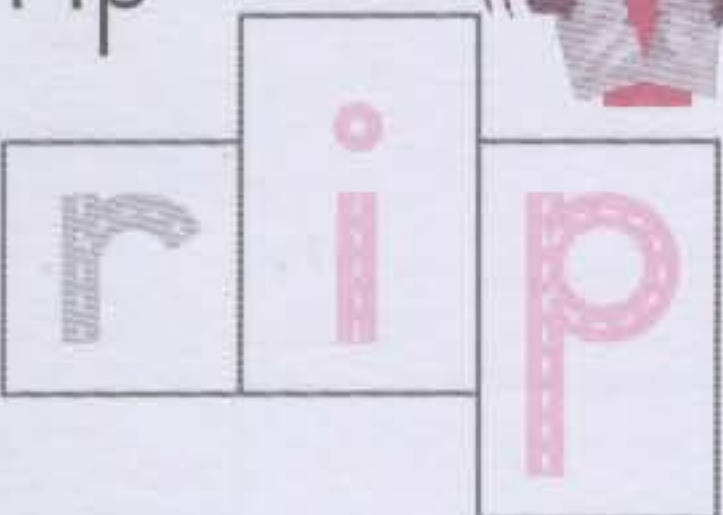
lip



zip



rip





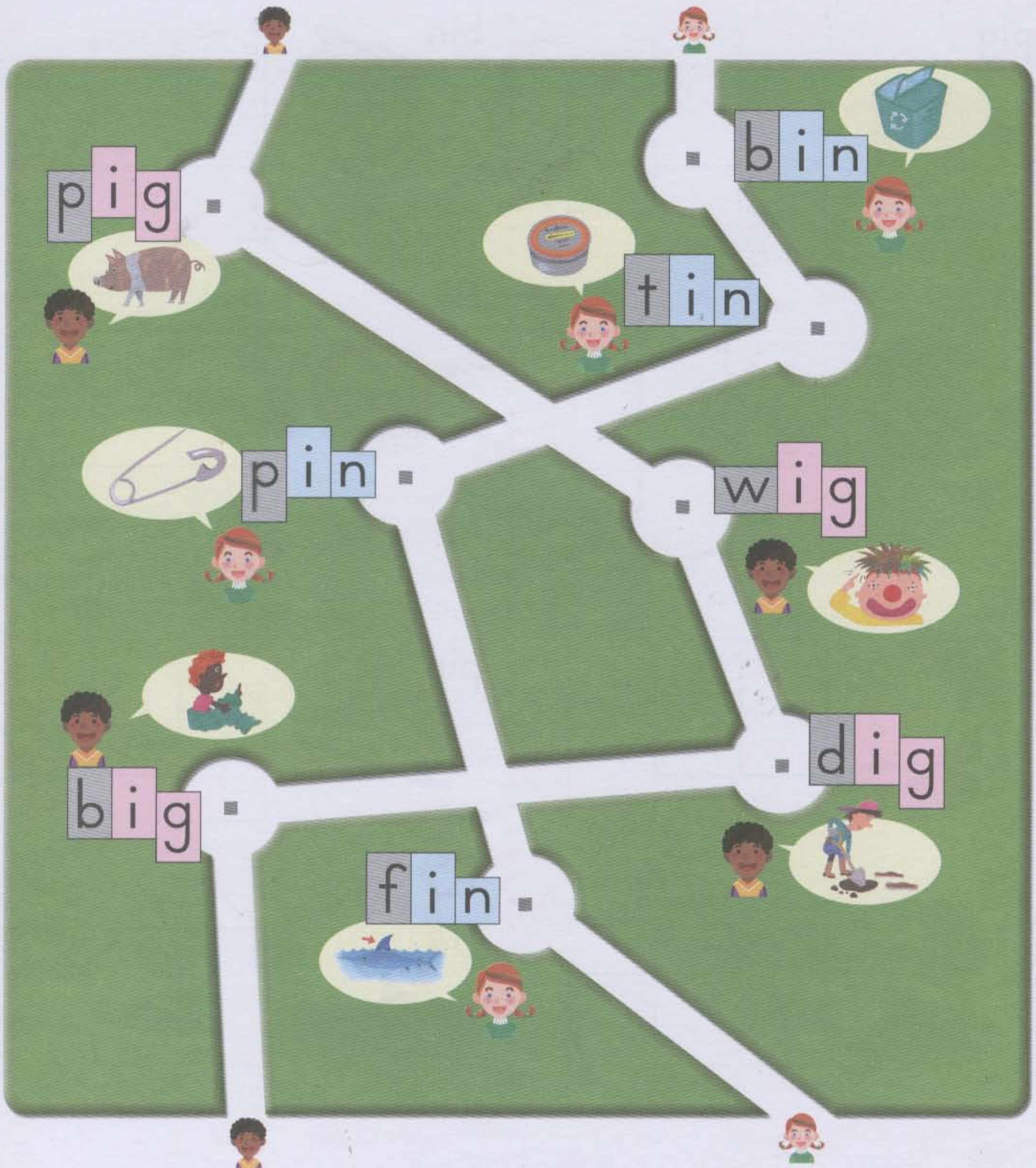
# 23

## Review

### Saying “\_ig” and “\_in” Words

Name
Date

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





# Writing “\_ig” and “\_in” Words

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

pig



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

bin



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

wig



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

tin



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

dig



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

pin



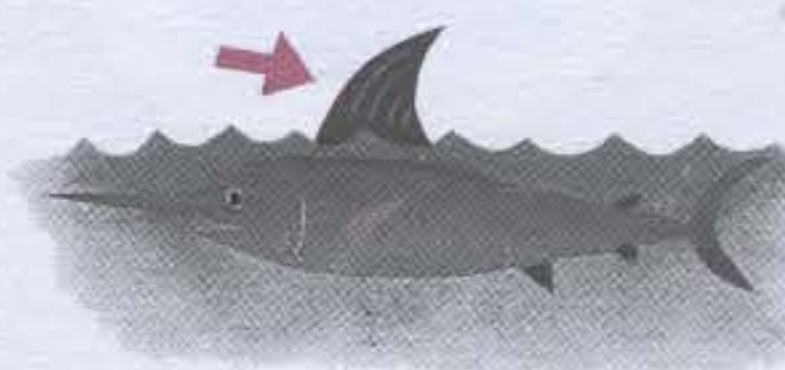
p	i	n
---	---	---

big



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

fin

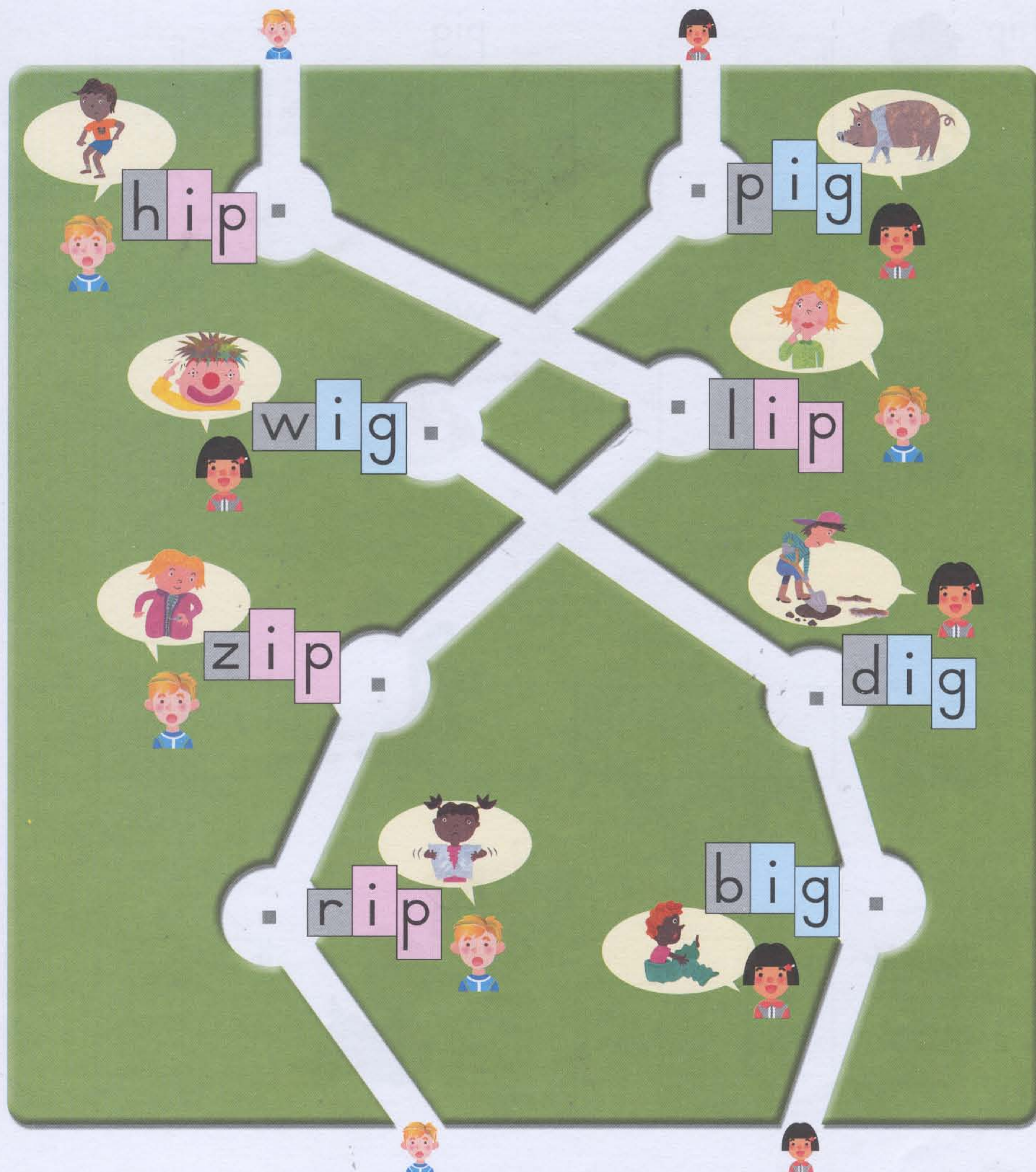


f	i	n
---	---	---



Name
Date

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





# Writing “\_ip” and “\_ig” Words

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

hip



h	i	
		p

pig



	i	
p		g

lip



l	i	
		p

wig



	i	
w		g

zip



	i	
z		p

dig



d	i	
		g

rip



	i	
r		p

big



b	i	
		g



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



mop



top



hop



pop



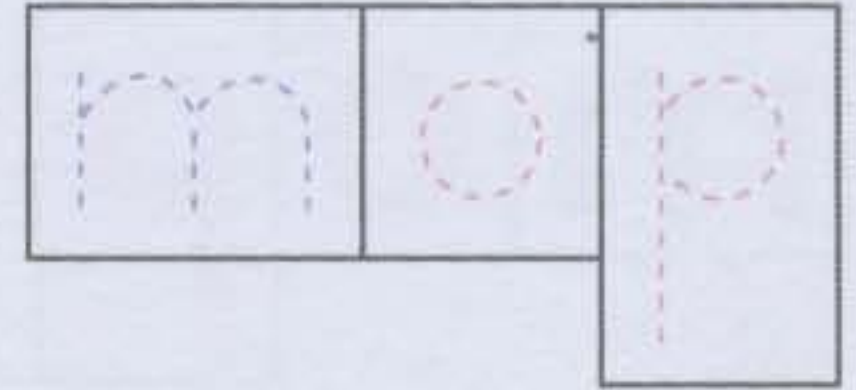
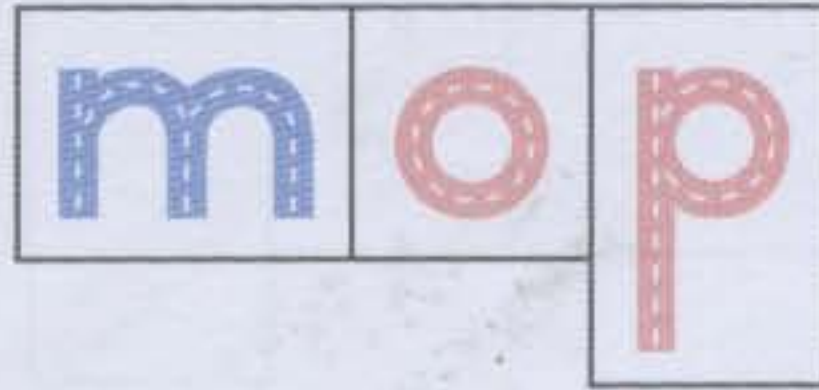


■ Draw a line from the dot (●) to the star (★) while saying each word.

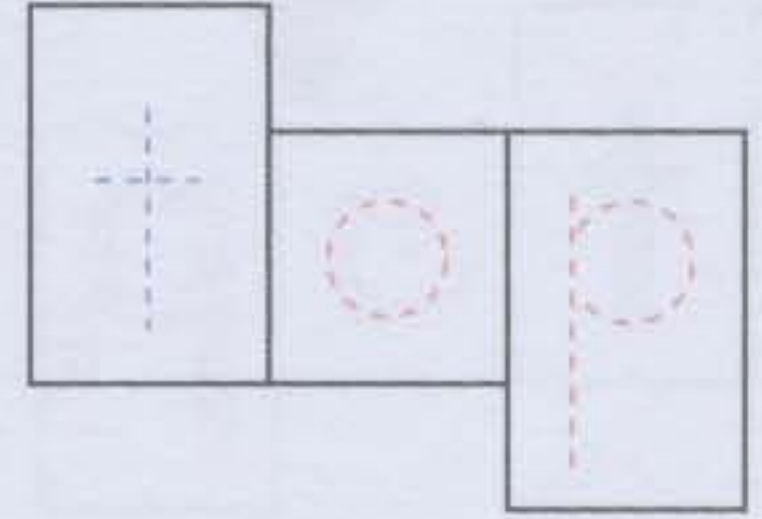
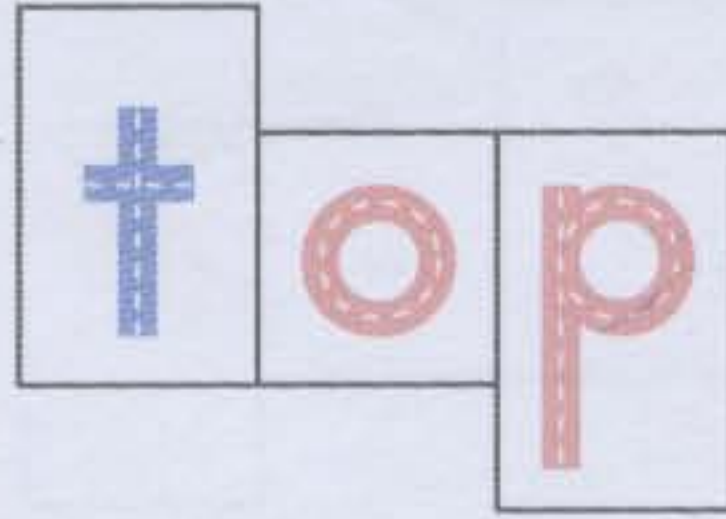


■ Say the word. Then say the sound of each letter as you trace it.

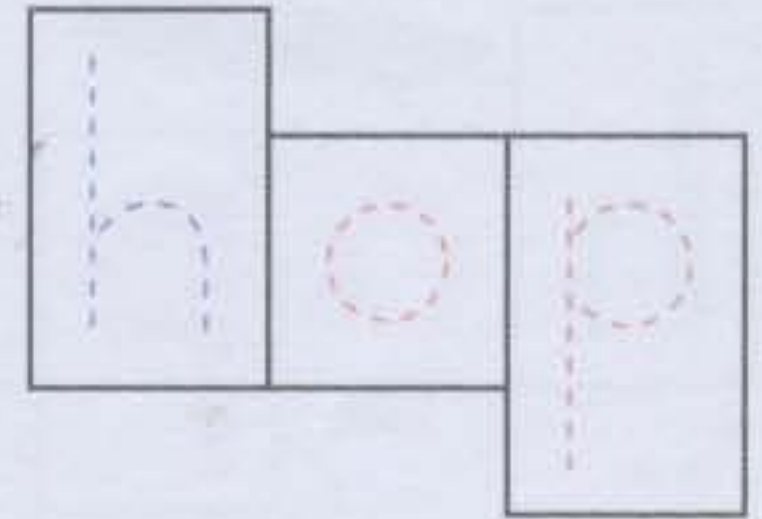
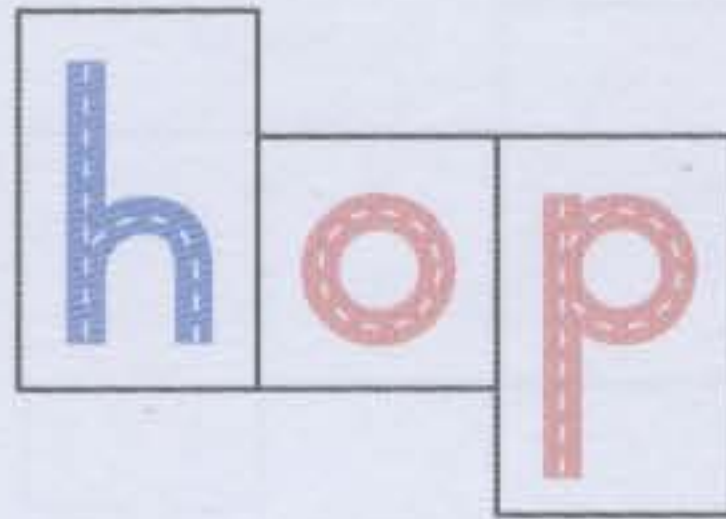
mop



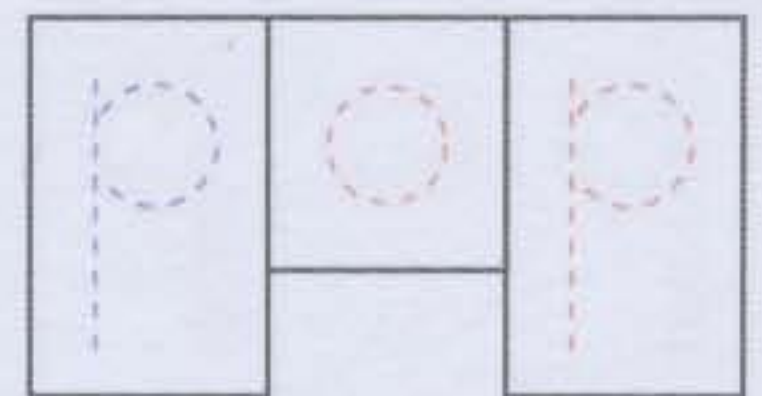
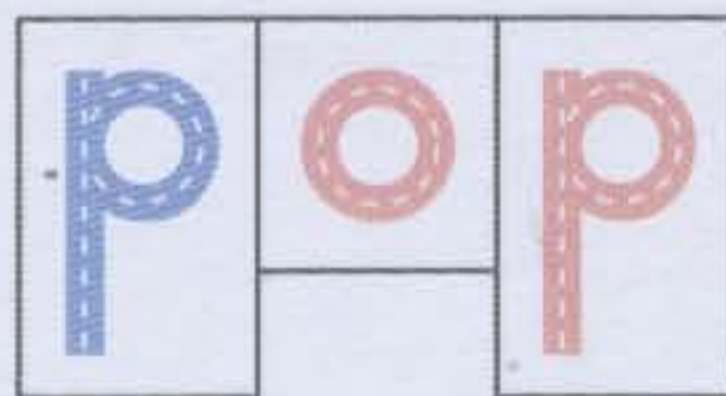
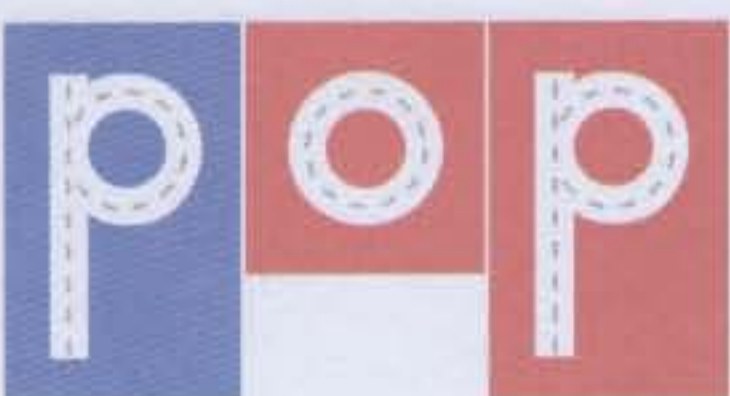
top



hop



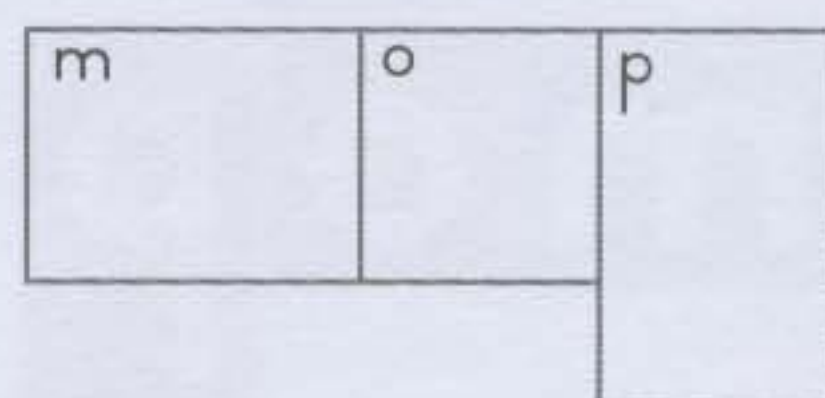
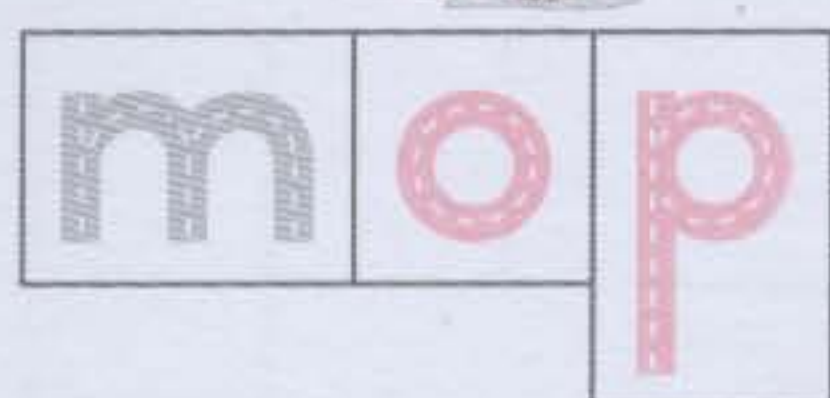
pop



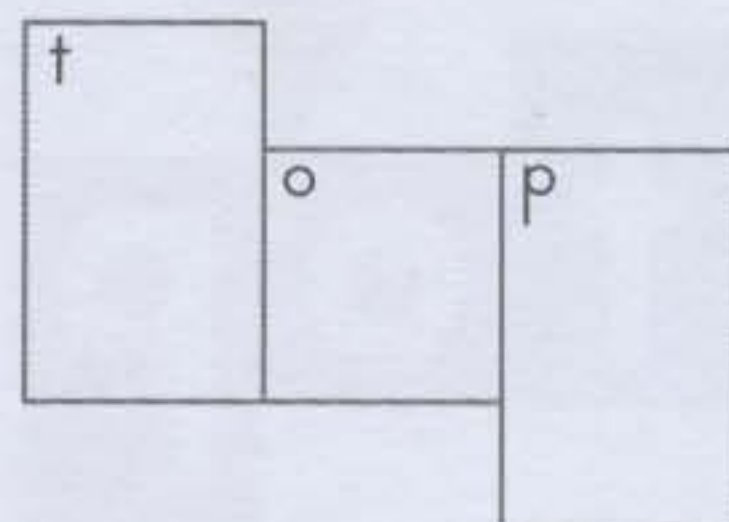
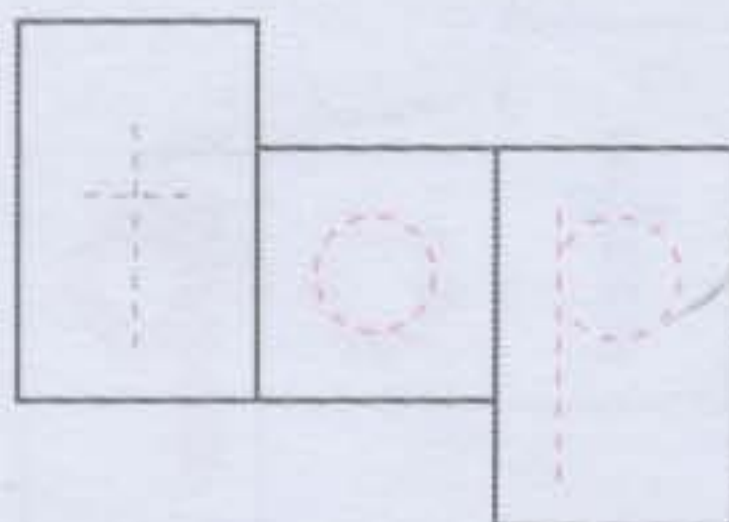
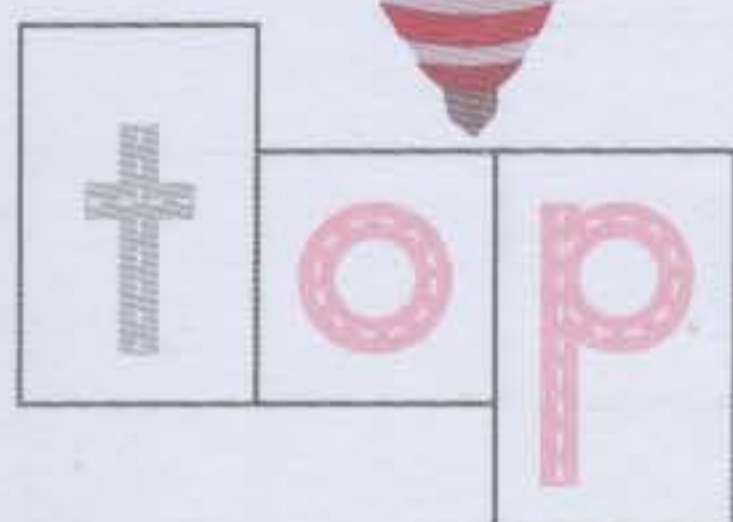


■ Say the word. Then say the sound of each letter as you trace and write it.

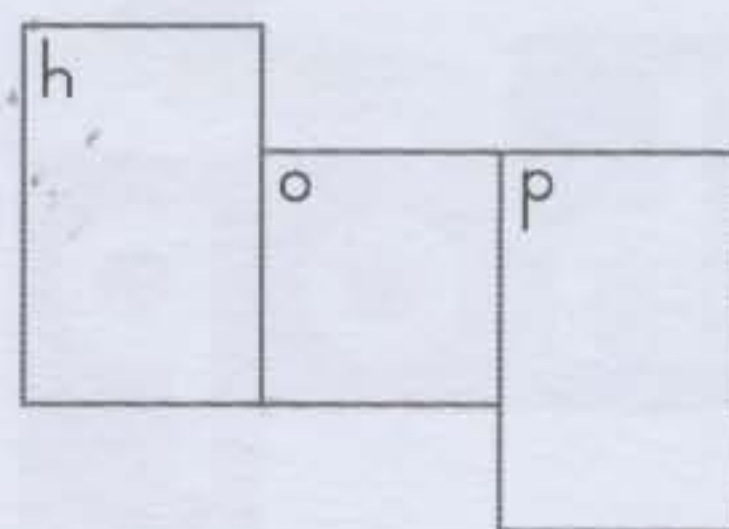
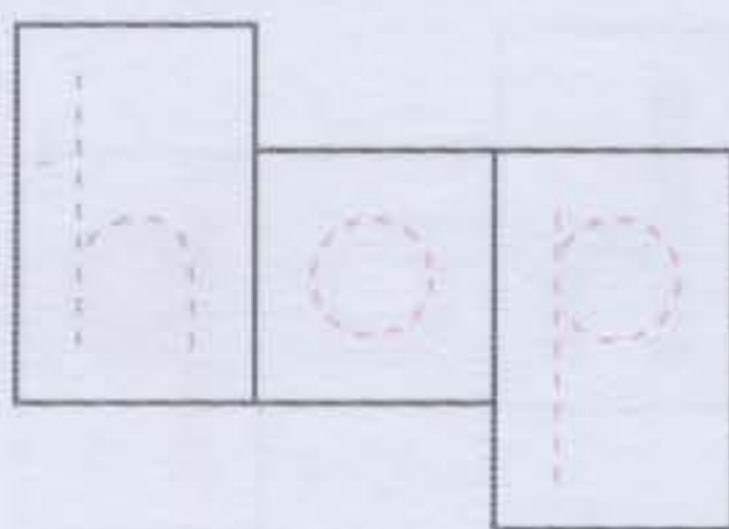
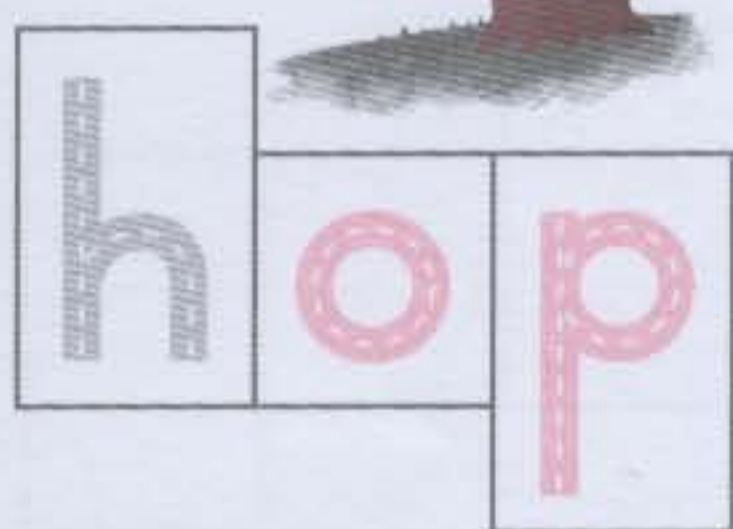
mop



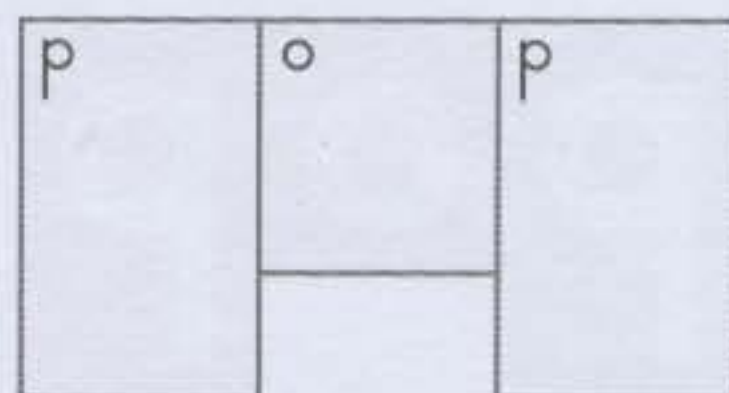
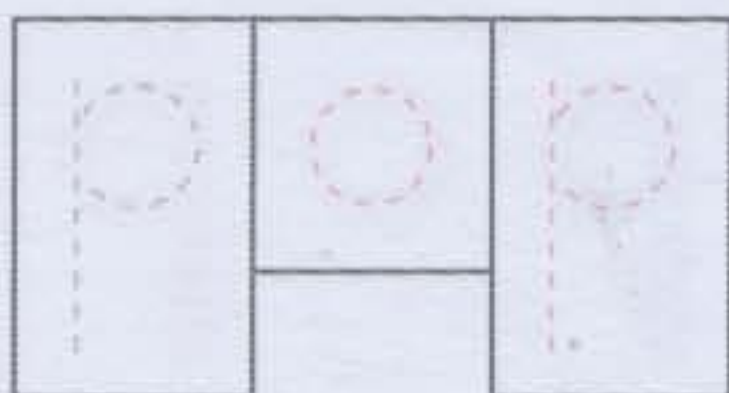
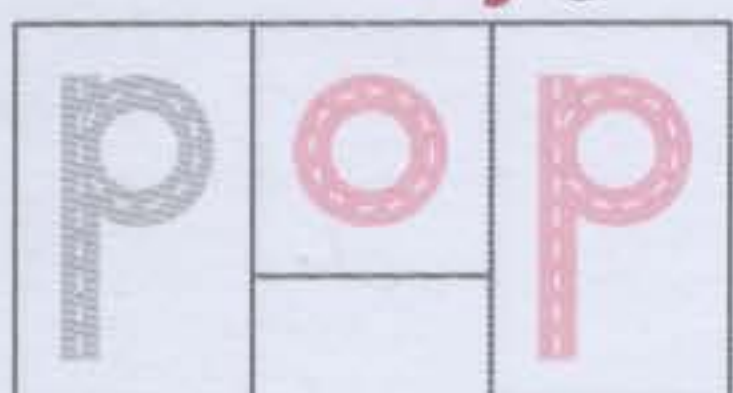
top



hop



pop





Name
Date

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



dog



log



hog



jog





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

The activity consists of three vertical red panels, each featuring a white zigzag path from a red dot at the top to a red star at the bottom. Each panel contains four word cards, each with an illustration and a child's face.

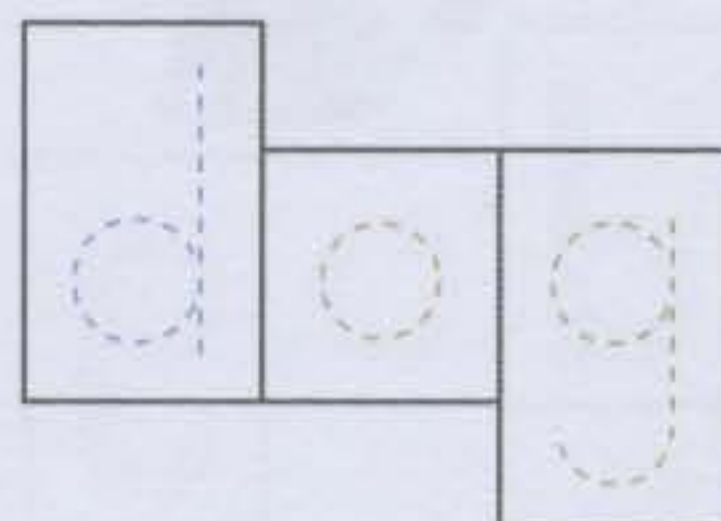
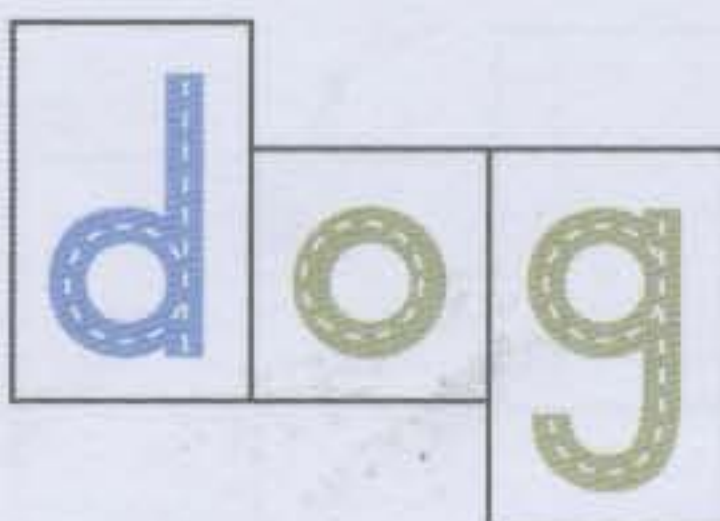
- Panel 1 (Left):**
  - Card 1: Illustration of a dog, word "dog", girl's face.
  - Card 2: Illustration of a log, word "log", girl's face.
  - Card 3: Illustration of a hog, word "hog", girl's face.
  - Card 4: Illustration of a jogger, word "jog", girl's face.
- Panel 2 (Middle):**
  - Card 1: Illustration of a log, word "log", boy's face.
  - Card 2: Illustration of a hog, word "hog", boy's face.
  - Card 3: Illustration of a jogger, word "jog", boy's face.
  - Card 4: Illustration of a dog, word "dog", boy's face.
- Panel 3 (Right):**
  - Card 1: Illustration of a hog, word "hog", girl's face.
  - Card 2: Illustration of a jogger, word "jog", girl's face.
  - Card 3: Illustration of a dog, word "dog", girl's face.
  - Card 4: Illustration of a log, word "log", girl's face.



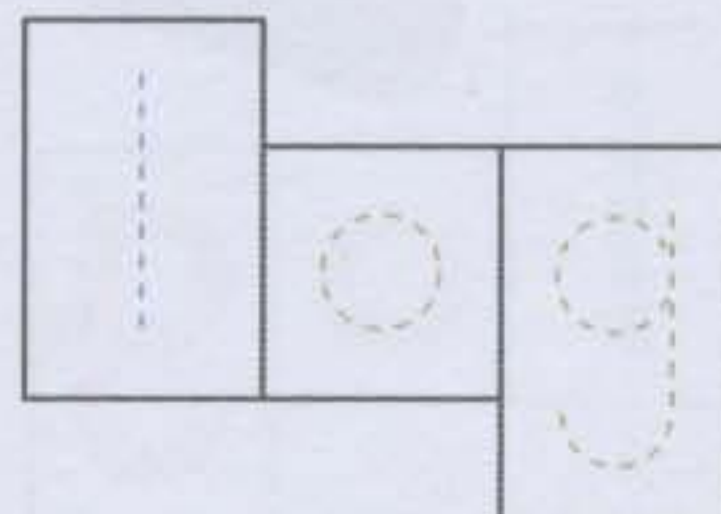
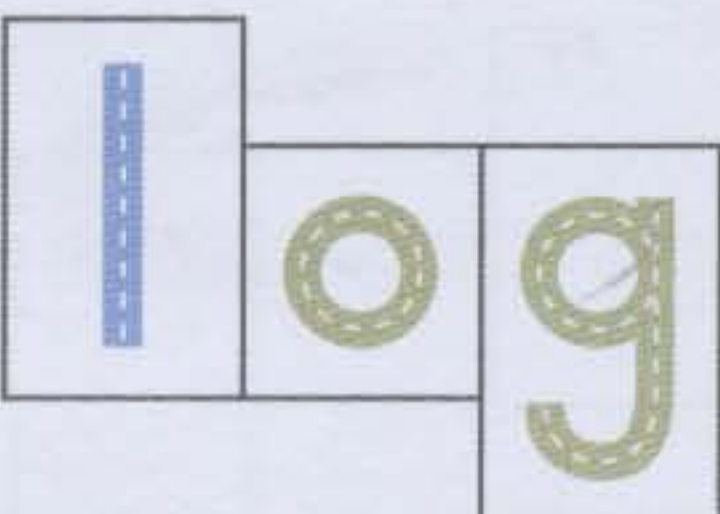
Name
Date

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

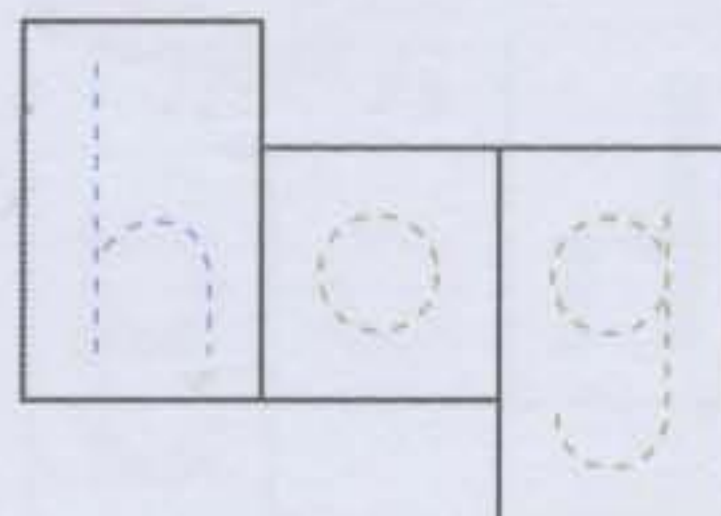
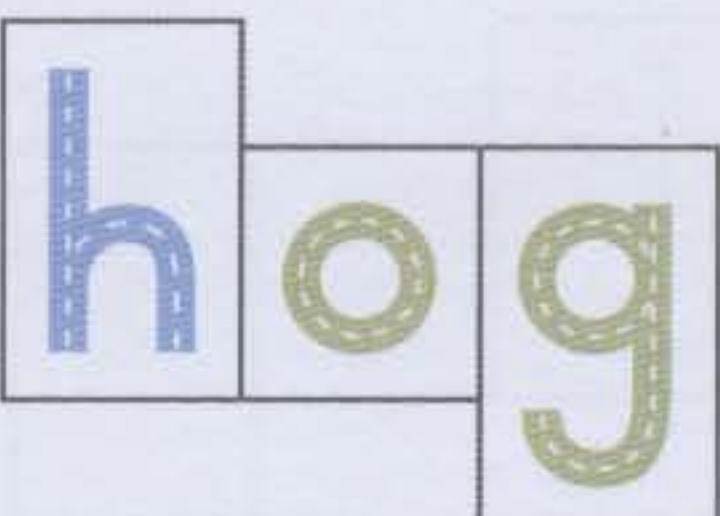
dog



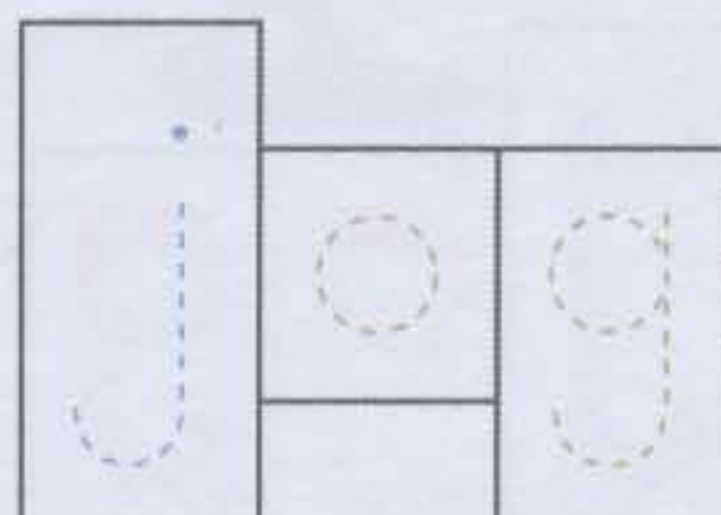
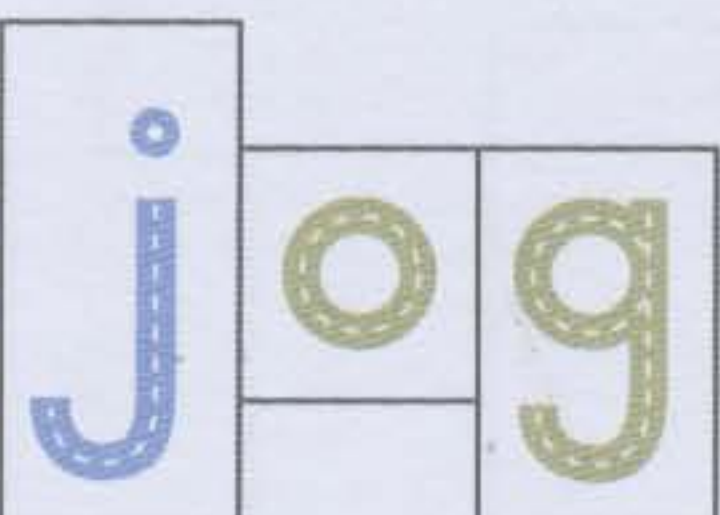
log



hog



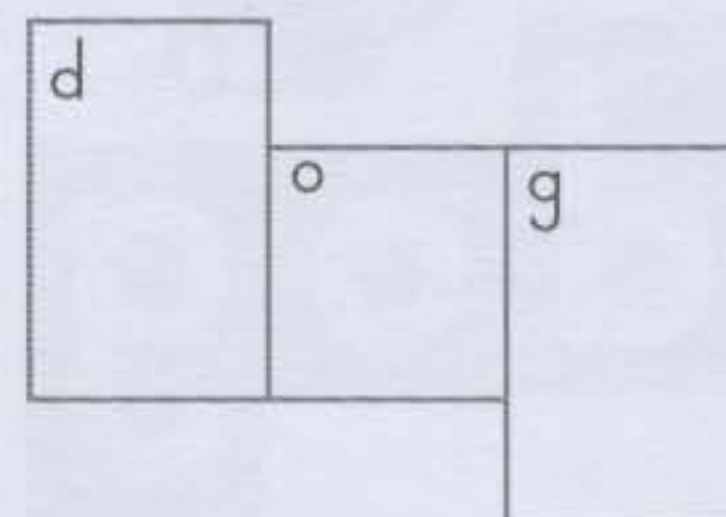
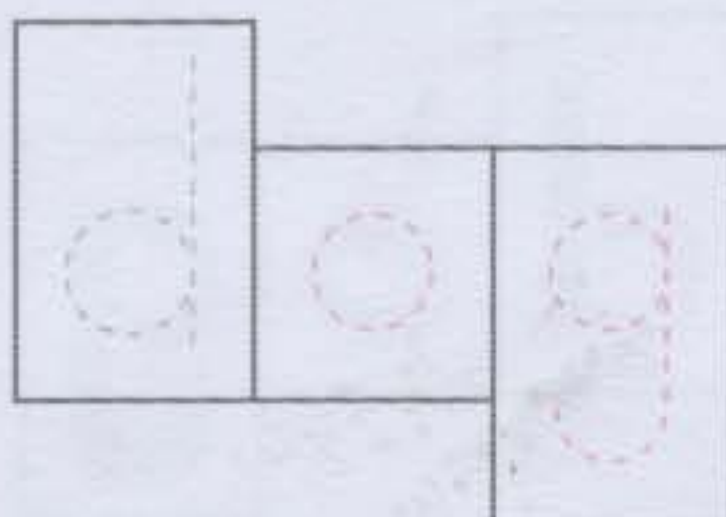
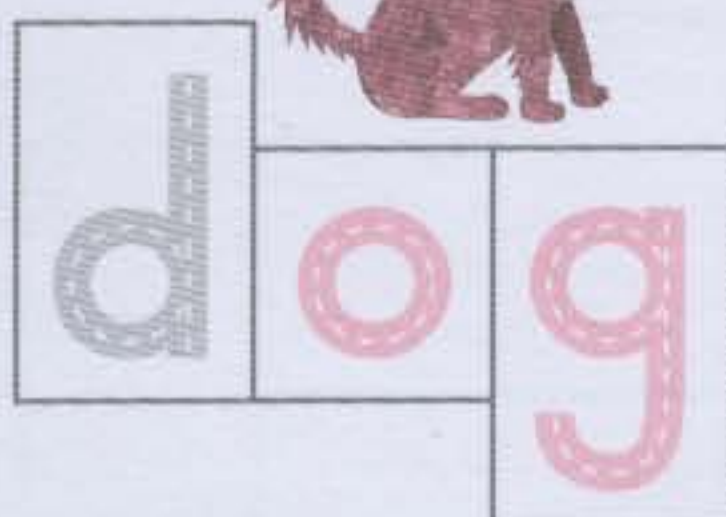
jog



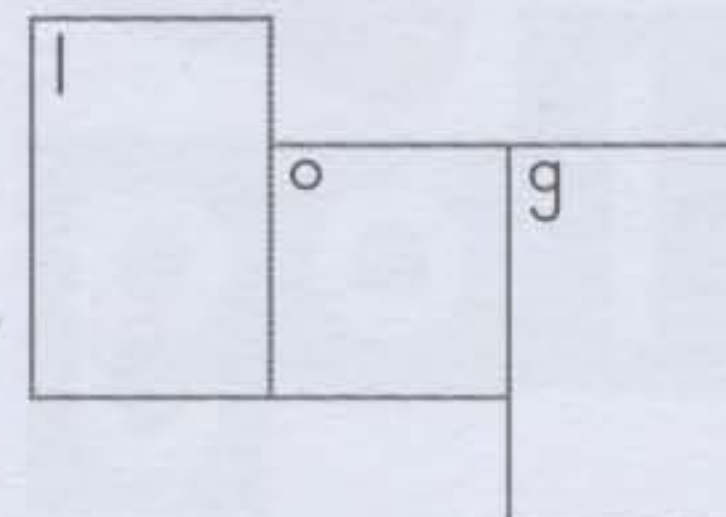
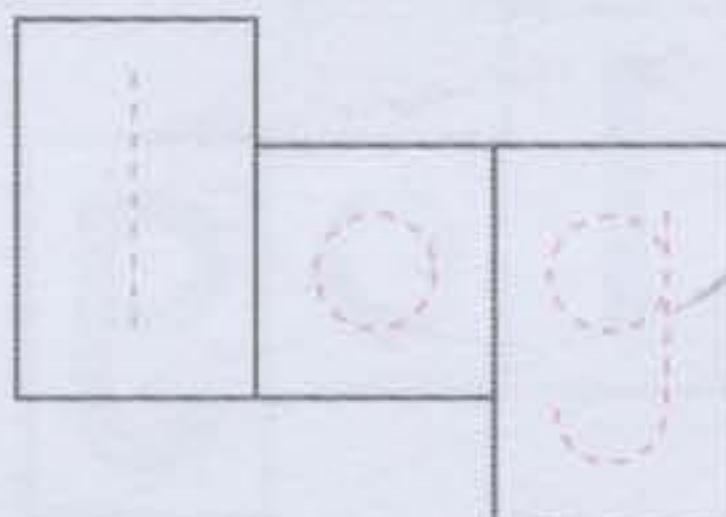
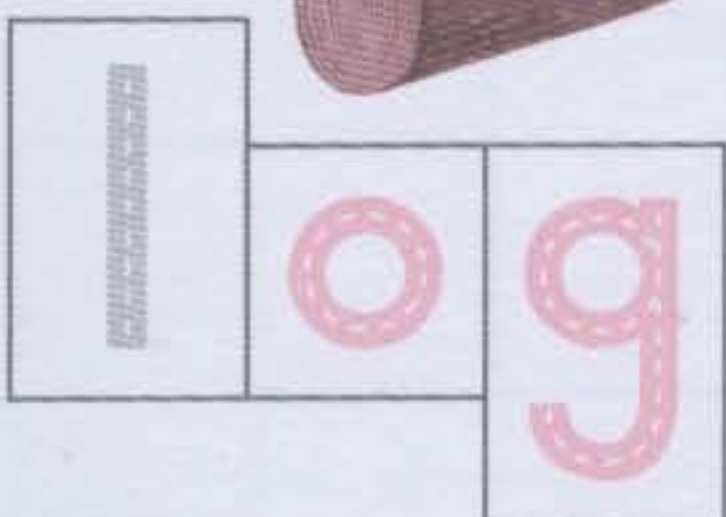


■ Say the word. Then say the sound of each letter as you trace and write it.

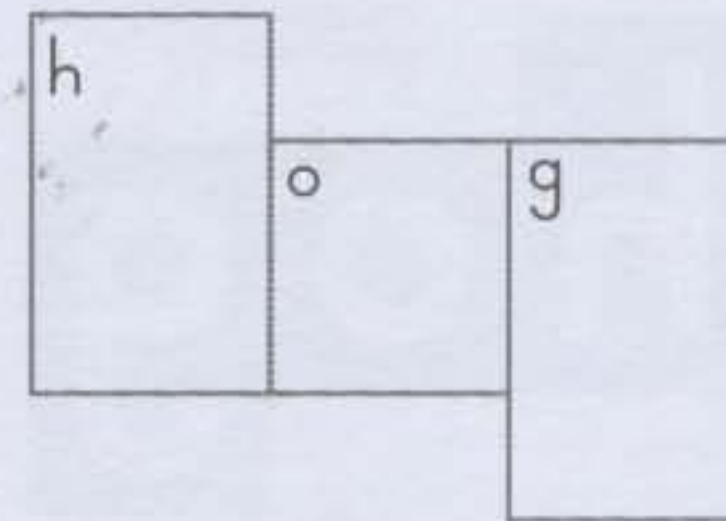
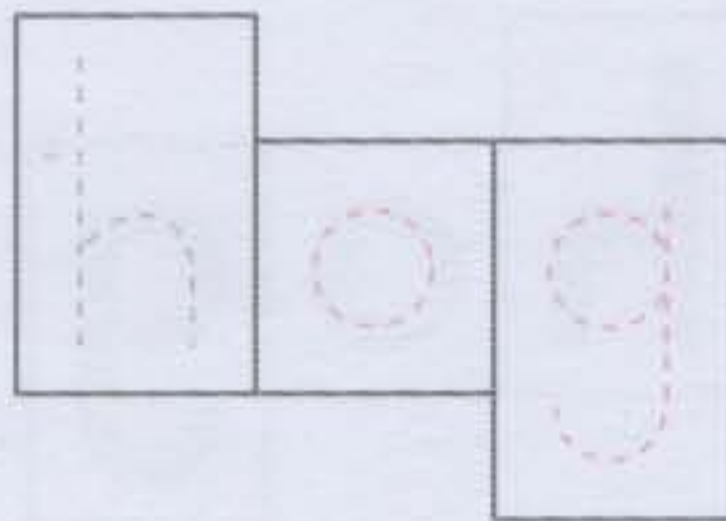
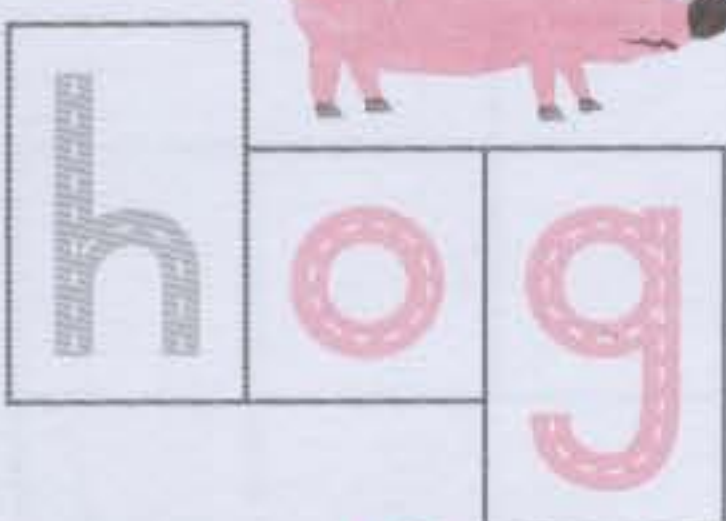
dog



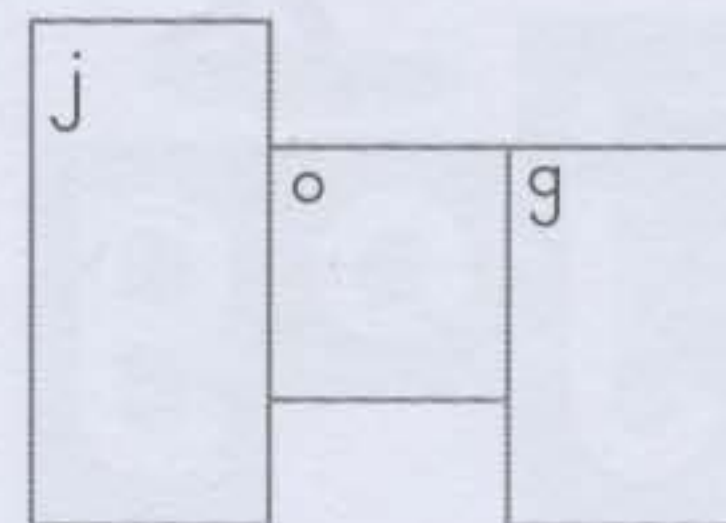
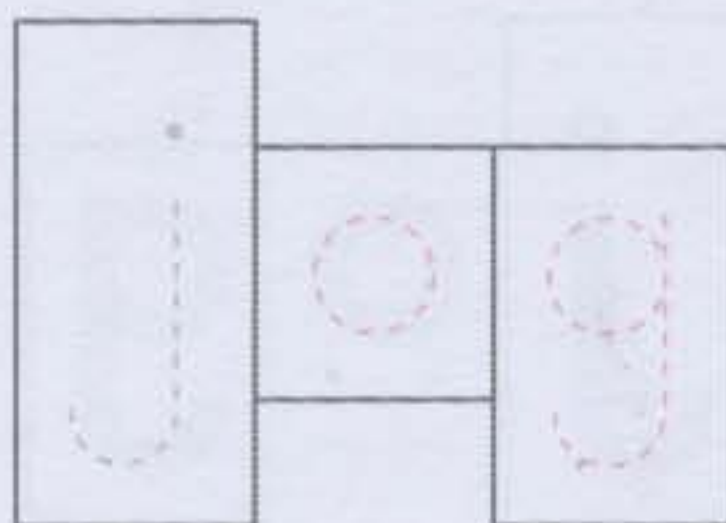
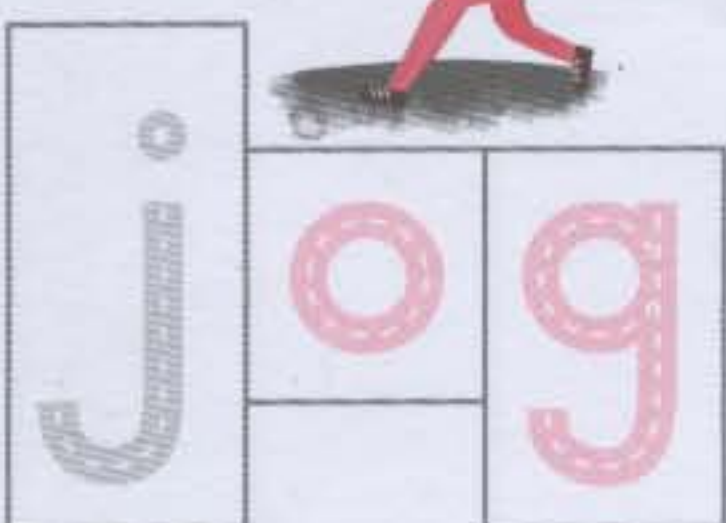
log



hog







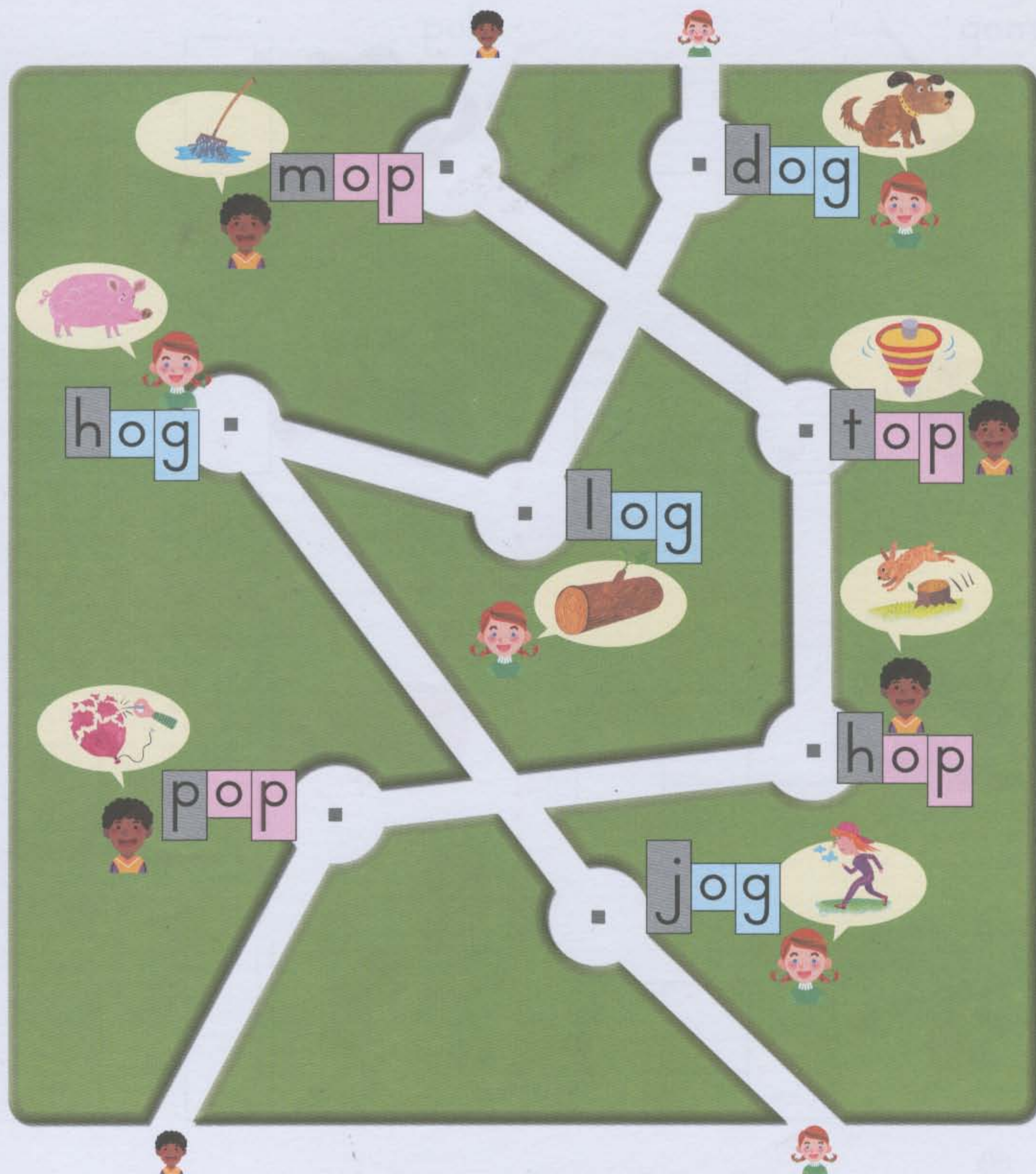
jog





Name
Date

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





# Writing “\_op” and “\_og” Words

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

mop



m	o	p

dog



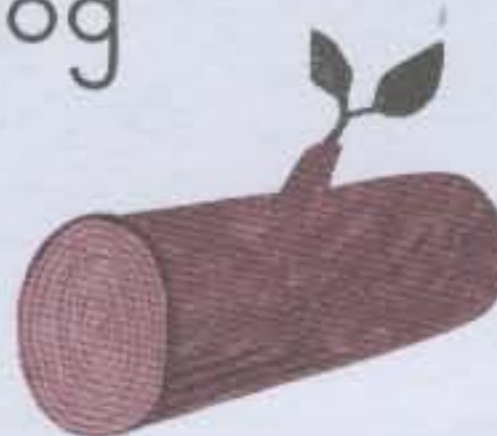
d	o	g

top



t	o	p

log



l	o	g

hop



h	o	p

hog



h	o	g

pop



p	o	p

jog



j	o	g





# What Is It?

Saying “\_ug” Sounds

Name
Date

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



bug



mug



hug



rug





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

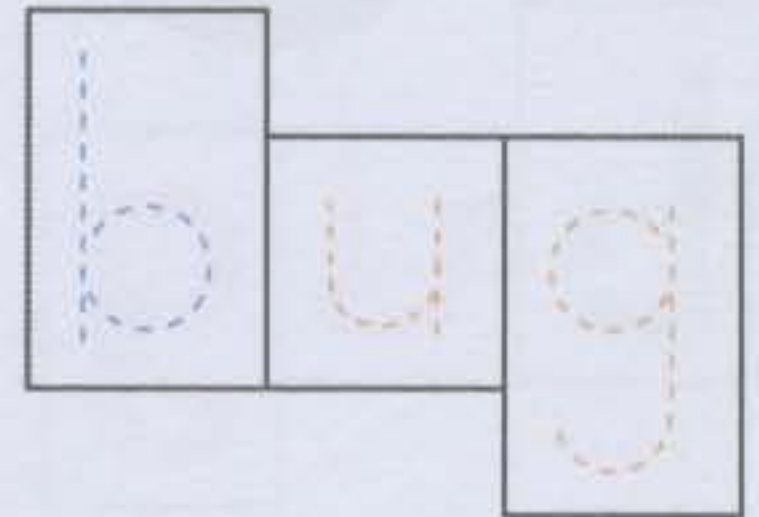
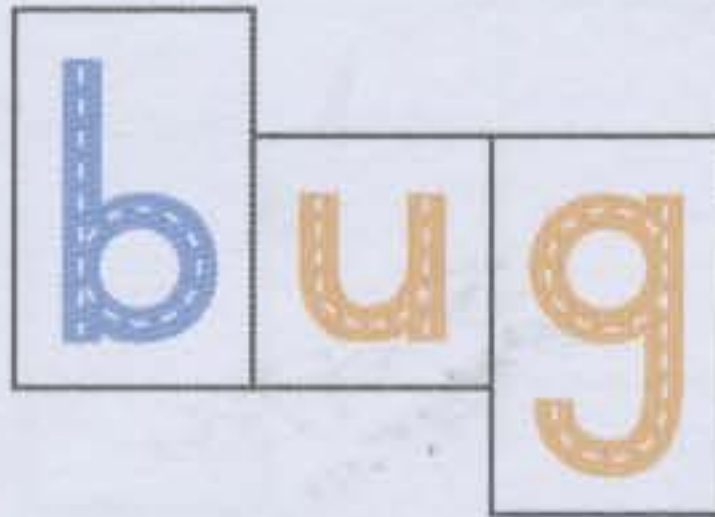
The activity consists of three vertical red panels, each featuring a wavy white path. At the top of each path is a red dot (●) and at the bottom is a red star (★). Each panel contains four word cards, each with a corresponding illustration in a speech bubble above it:

- Panel 1 (Left):**
  - Top: **bug** (illustration of a ladybug)
  - Second: **mug** (illustration of a mug)
  - Third: **hug** (illustration of a person hugging another person)
  - Bottom: **rug** (illustration of a rug)
- Panel 2 (Middle):**
  - Top: **mug** (illustration of a mug)
  - Second: **hug** (illustration of a person hugging another person)
  - Third: **rug** (illustration of a rug)
  - Bottom: **bug** (illustration of a ladybug)
- Panel 3 (Right):**
  - Top: **hug** (illustration of a person hugging another person)
  - Second: **rug** (illustration of a rug)
  - Third: **bug** (illustration of a ladybug)
  - Bottom: **mug** (illustration of a mug)

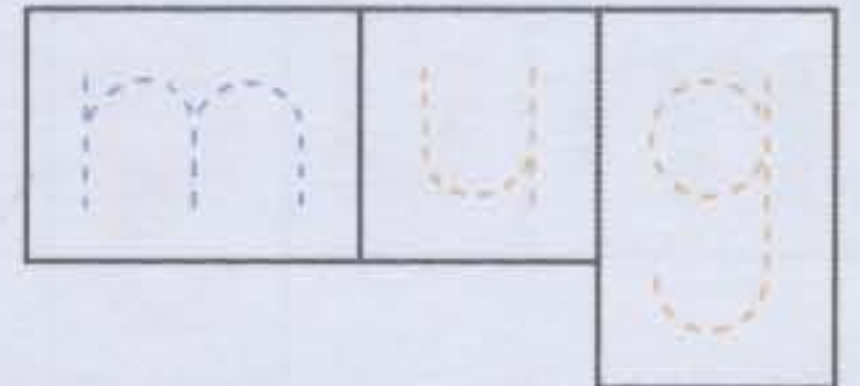
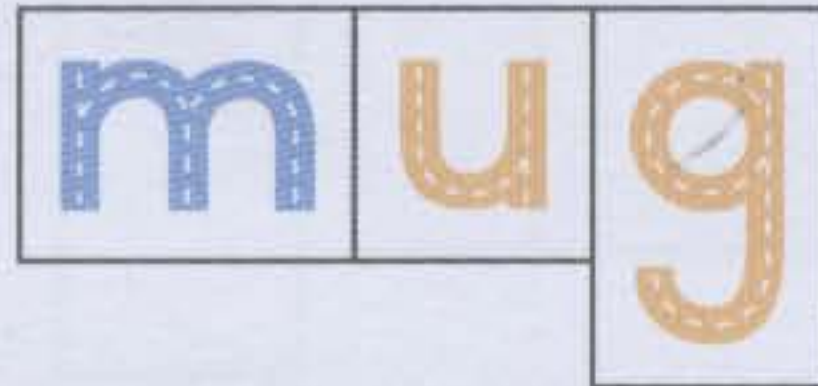


- Say the word. Then say the sound of each letter as you trace it.

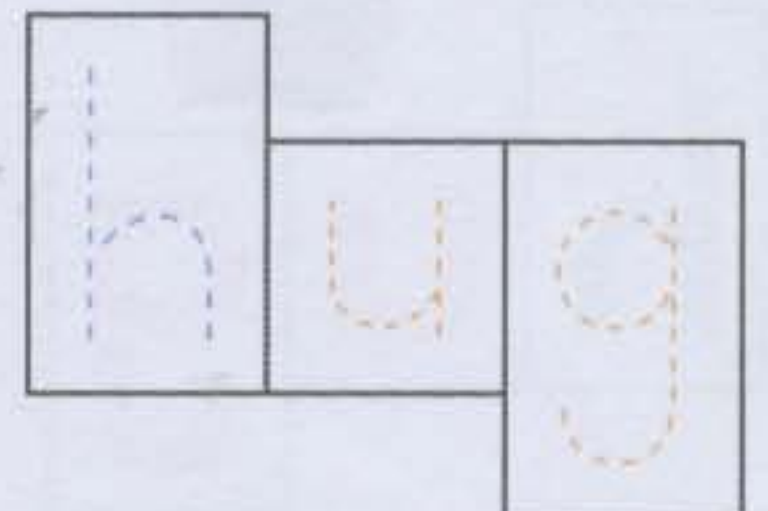
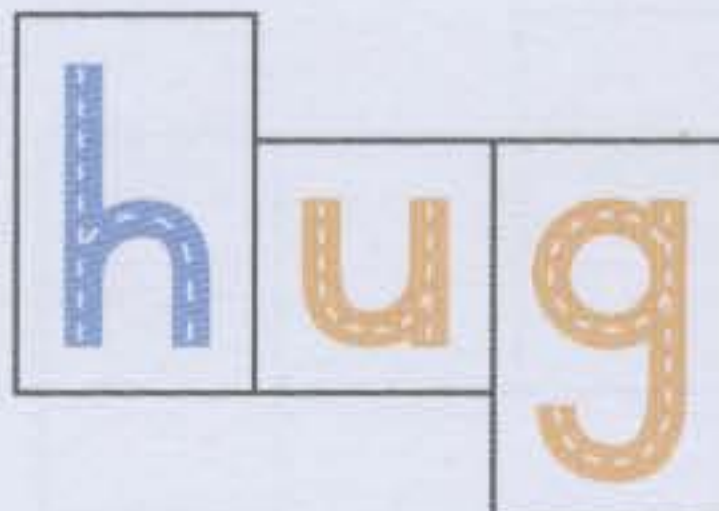
bug



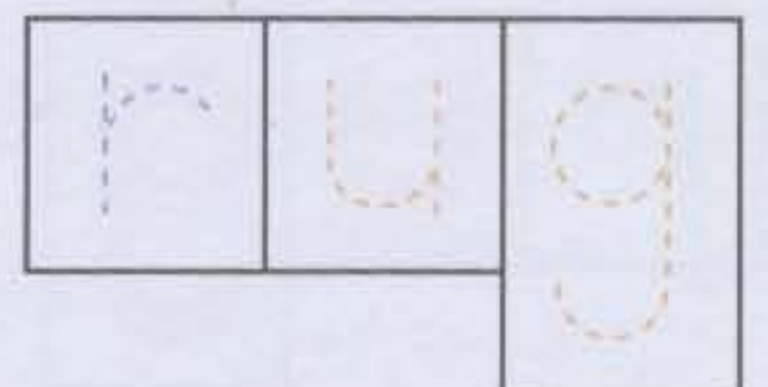
mug



hug



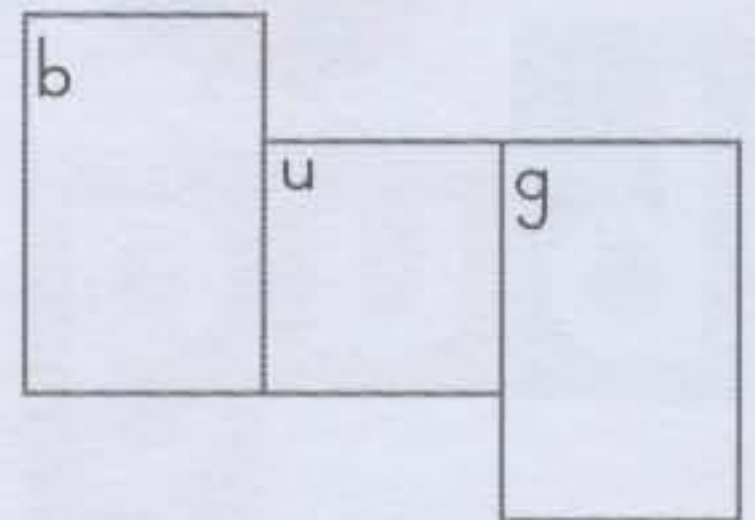
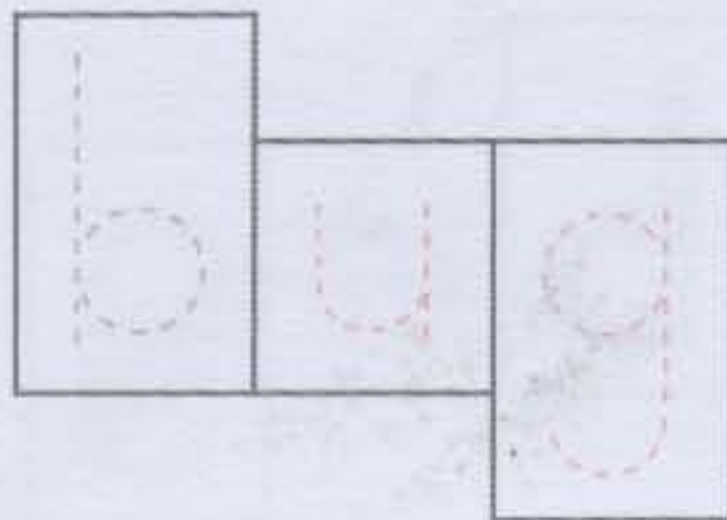
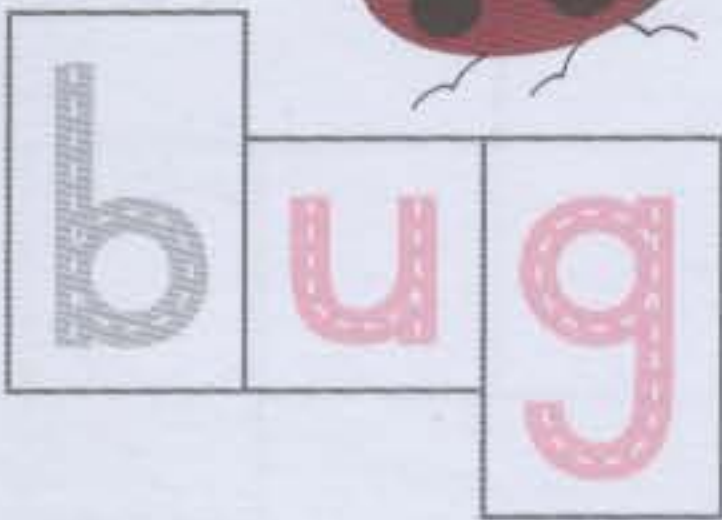
rug



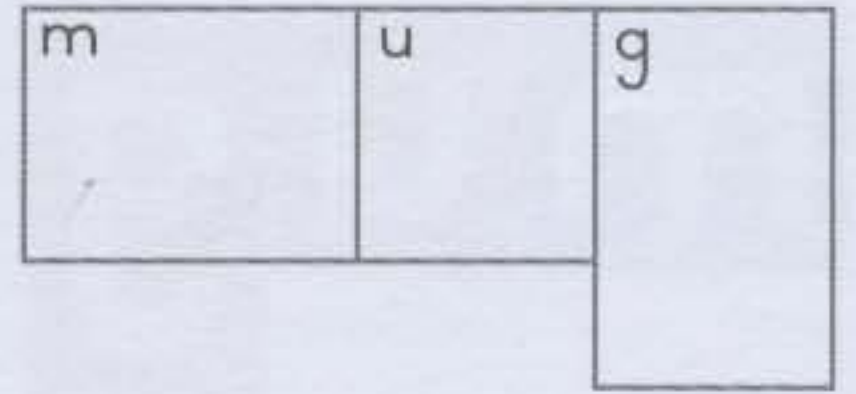
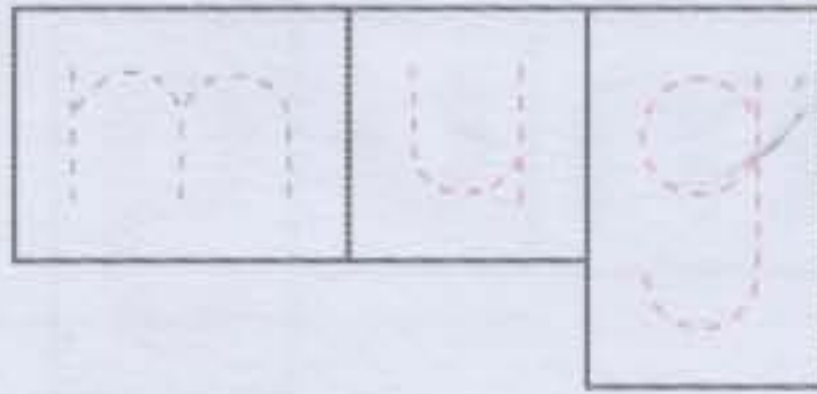
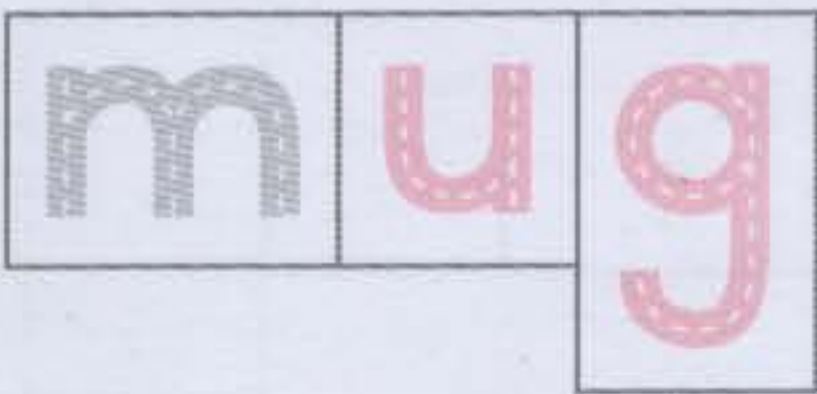


■ Say the word. Then say the sound of each letter as you trace and write it.

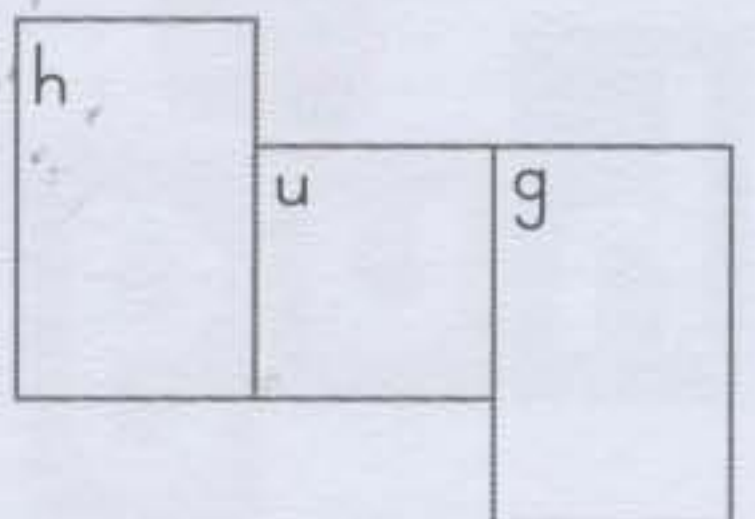
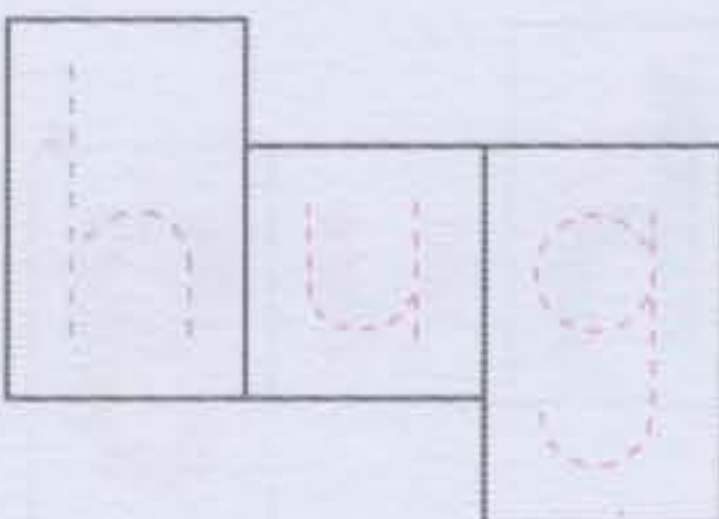
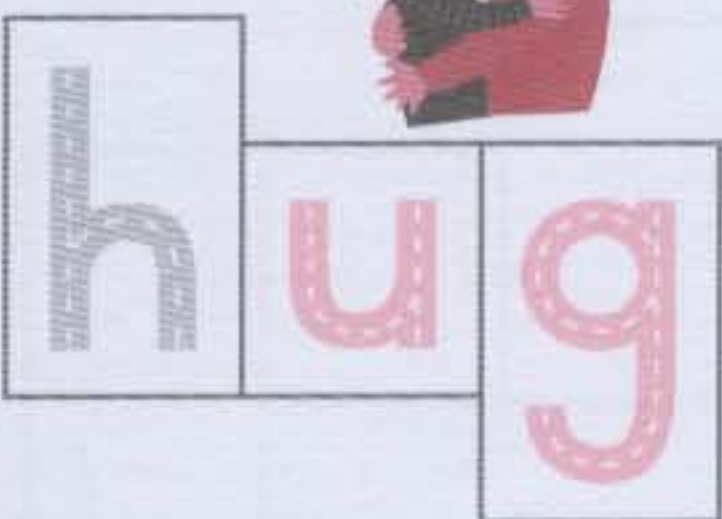
bug



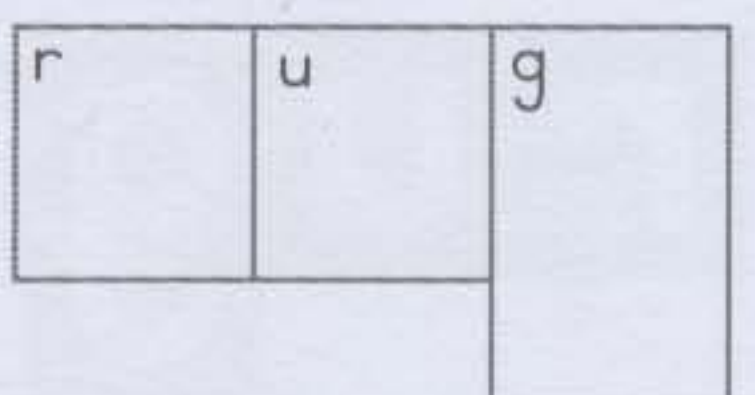
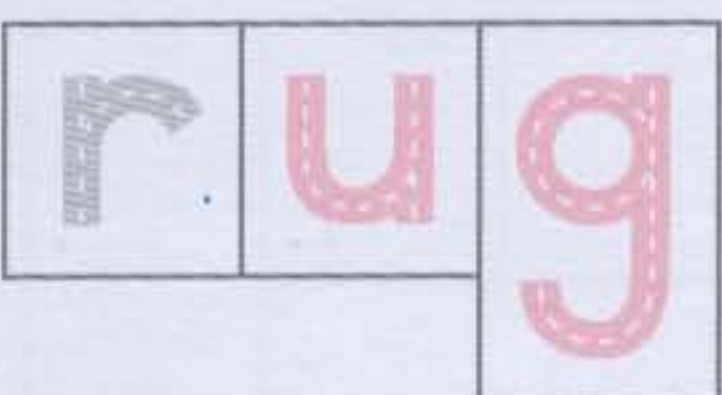
mug



hug



rug





Name
Date

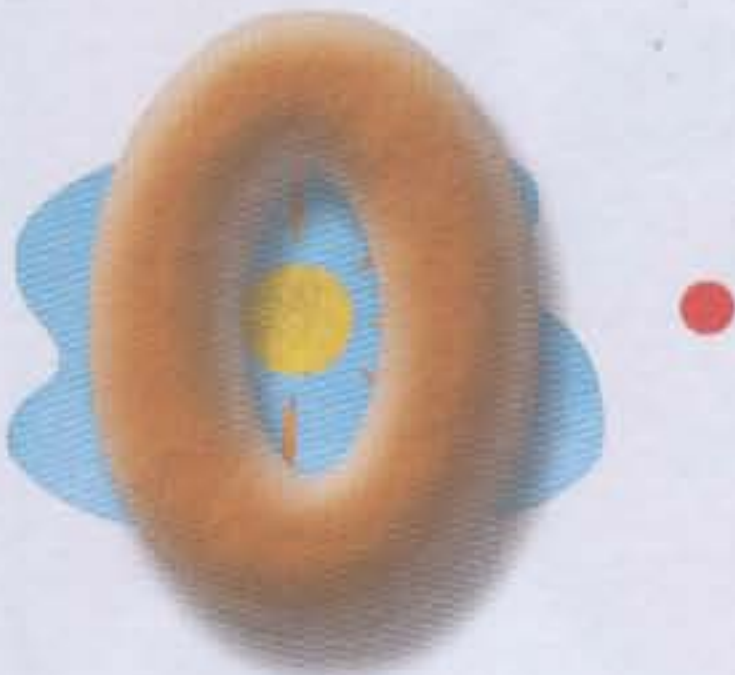
■ Match the pictures by drawing a line from the dot (●) to the star (★).



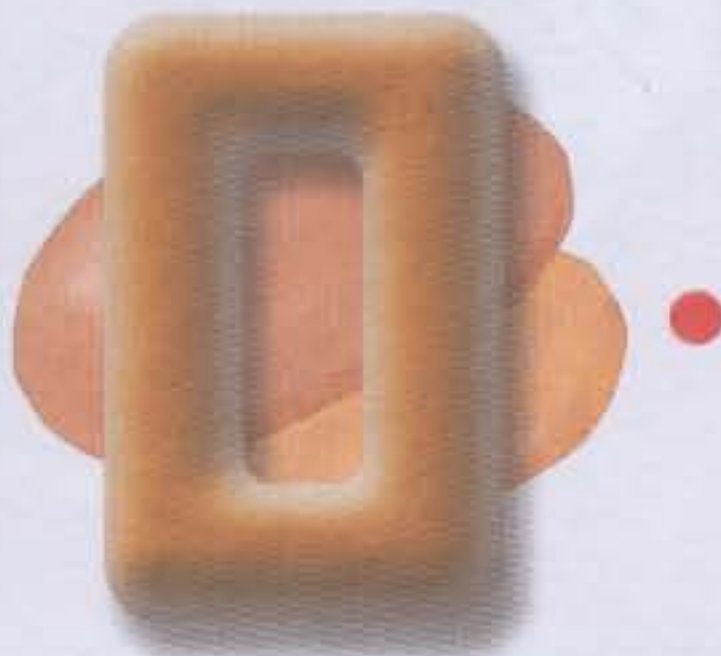
sun



bun



run



fun





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





# 33

## Rhyming Words

### Writing “\_un” Words

Name
Date

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

sun



s un



s un



s un

bun



b un



b un



b un

run



r un



r un



r un

fun



f un



f un

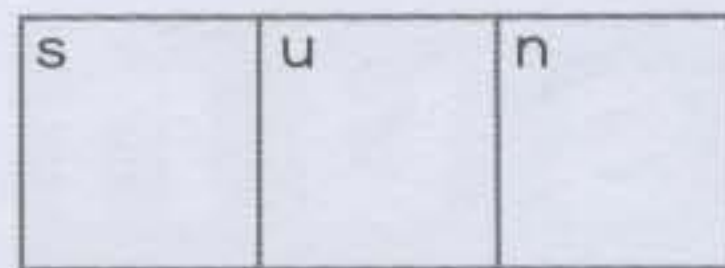


f un

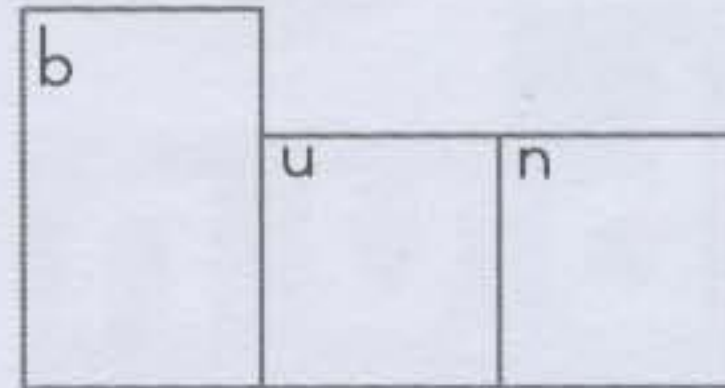
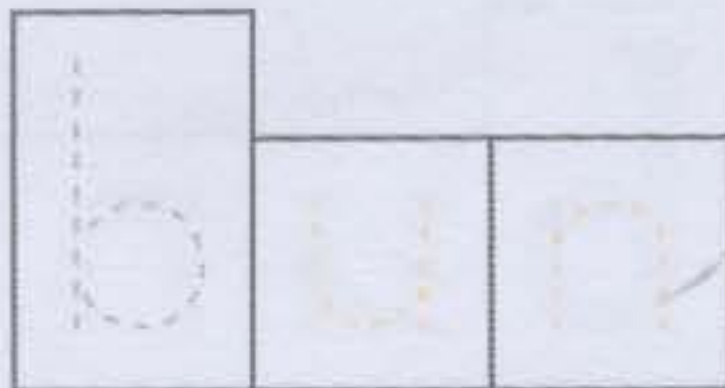
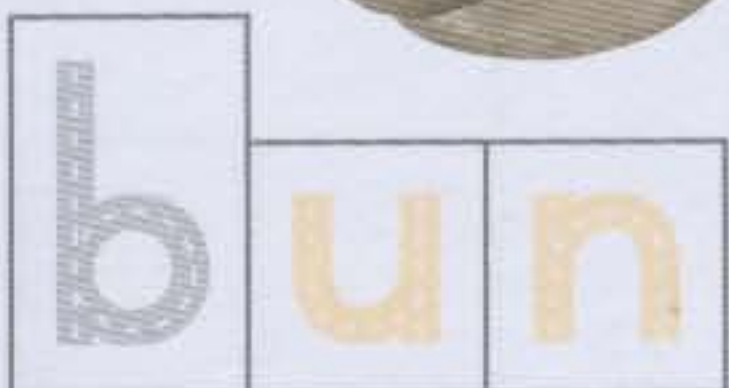


■ Say the word. Then say the sound of each letter as you trace and write it.

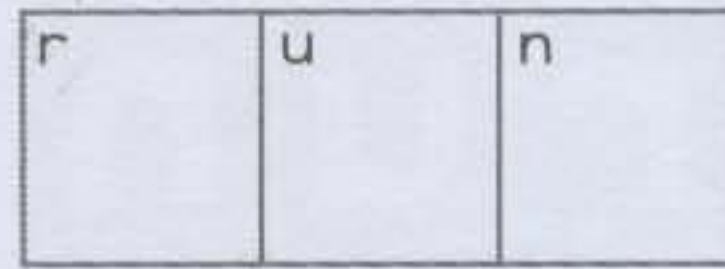
sun



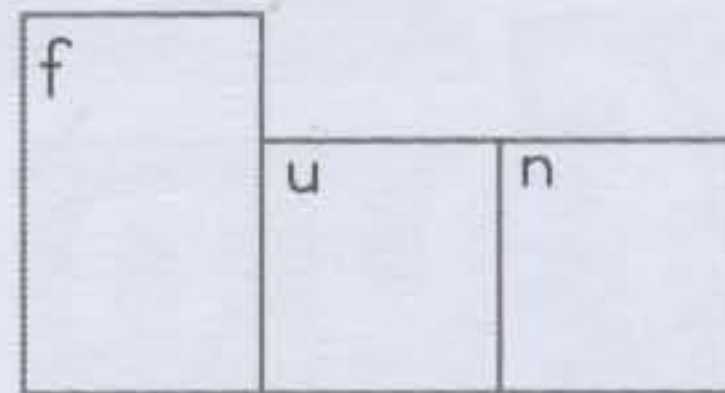
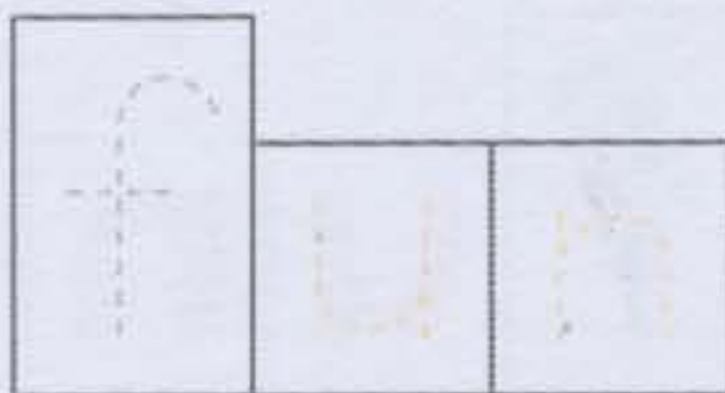
bun



run







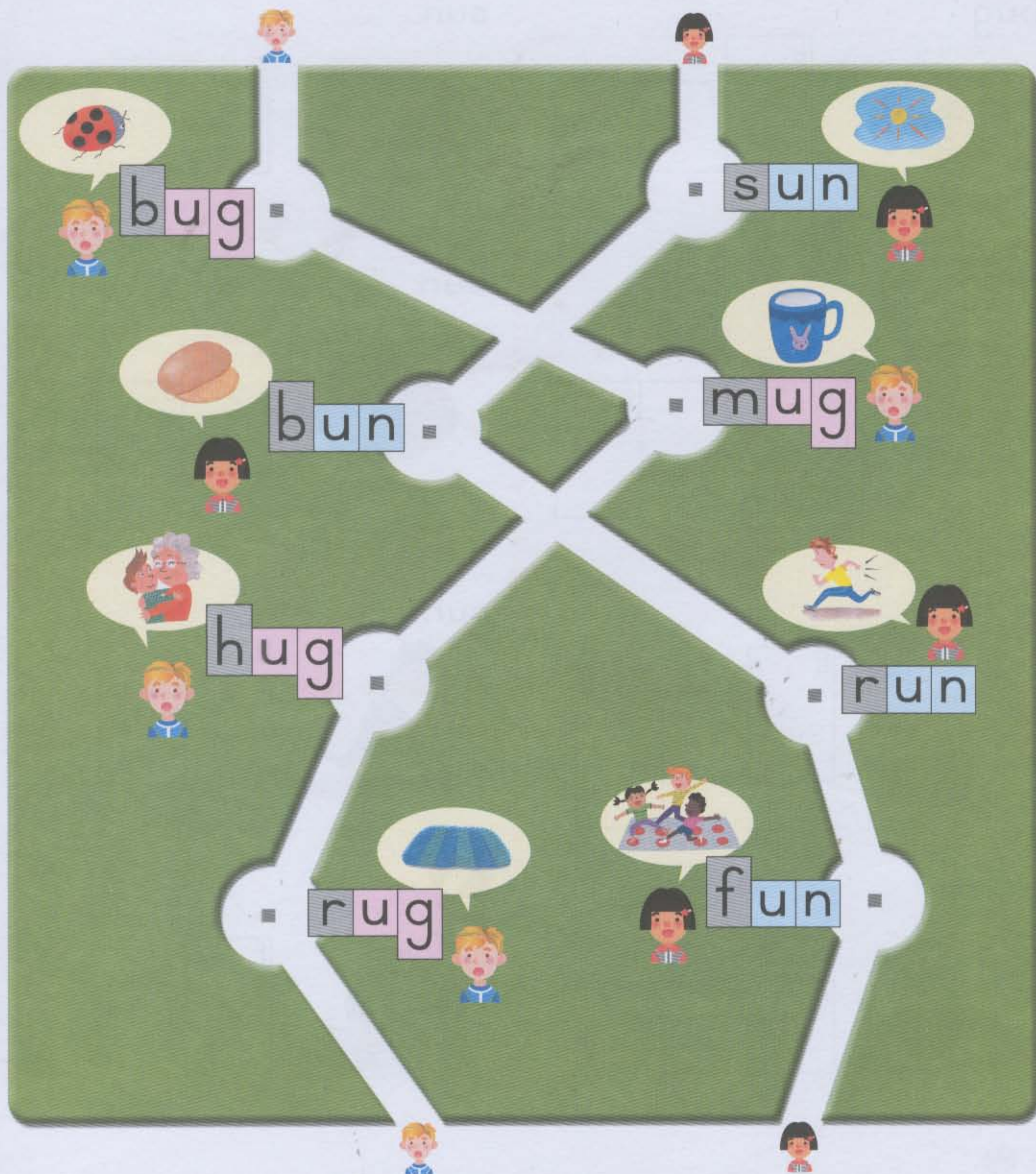
fun





Name
Date

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





# Writing “\_ug” and “\_un” Words

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

bug



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

sun



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

mug



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

bun



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

hug



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

run



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

rug



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

fun



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



# 35

## Review

### Saying “\_at” Words

Name
Date

#### To parents

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

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





# Writing “\_at” and “\_an” Words

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

cat



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

fan



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

bat



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

pan



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

hat



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

can



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

rat



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

man



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



# 36

## Review





### Saying “\_ap” Words

Name \_\_\_\_\_


















Date \_\_\_\_\_

#### To parents

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

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

↓

lad 	pad 	sad 	dad 	cap 
sad 	dad 	tap 	nap 	map 
nap 	map 	cap 	lad 	pad 
tap 	pad 	sad 	lad 	dad 
cap 	map 	nap 	tap 	cap 
sad 	lad 	dad 	pad 	map 

★



# Writing “\_ap” and “\_ad” Words

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

cap



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

dad



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

map



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

sad



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

nap



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

pad



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

tap



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

lad



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



# 37

## Review

### Saying “\_en” Words

Name
Date

#### To parents

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

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

↓

pen 	ten 	hen 	men 	pen 
men 	wet 	get 	pet 	net 
hen 	ten 	pen 	men 	wet 
net 	get 	net 	hen 	pet 
hen 	pet 	get 	ten 	pen 
pet 	wet 	men 	net 	men 

★



# Writing “\_en” and “\_et” Words

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

pen



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

net



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

men



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

wet



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

hen



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

pet



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

ten



10

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

get



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



# 38

## Review




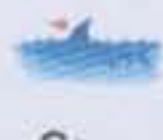
### Saying “\_in” Words

Name \_\_\_\_\_

Date \_\_\_\_\_

#### To parents

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

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





# Writing “\_in” and “\_ip” Words

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

bin



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

hip



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

tin



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

lip



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

pin



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

zip



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

fin



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

rip



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



# 39

## Review

### Saying “\_op” Words

Name
Date

#### To parents

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

- Draw a line from the arrow (→) to the star (★),

connecting  to  to  to  while you say the words.





# Writing “\_op” and “\_og” Words

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

mop



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

dog



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

top



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

log



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

hop



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

hog



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

pop



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

jog



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



# 40





## Review

### Saying “\_ug” Words

Name
Date

#### To parents

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

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

↓

bun 	sun 	run 	fun 	bug 
mug 	bug 	rug 	hug 	mug 
hug 	fun 	sun 	bun 	fun 
rug 	bug 	mug 	hug 	rug 
bun 	sun 	fun 	run 	bug 
fun 	bug 	run 	sun 	mug 

★



# Writing “\_ug” and “\_un” Words

## To parents

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

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

bug



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

sun



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

mug



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

bun



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

hug



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

run



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

rug



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

fun



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



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





# Certificate of Achievement

\_\_\_\_\_

is hereby congratulated on completing

My Book of Rhyming Words

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



cat



bat



hat

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