

# Read Smart Series

RSS Level 2-Phonemic Awareness

Kindergarten



*by Teacher Sofie*

**OTHER TITLES IN THIS SERIES:**

RSS Level 3-Phonics Decoding (CVC Words)

RSS Level 4-Phonics Decoding ( Double and Triple Consonant Blends )

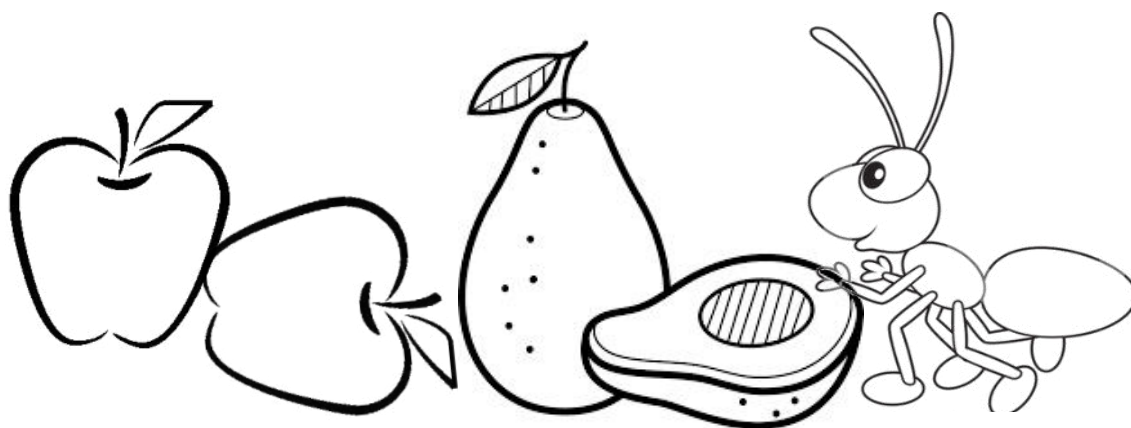
RSS Level 5 -Phonics Decoding ( Long Vowel Sounds )

**FOR MORE INQUIRIES PLEASE CONTACT:** Sofia E. Veniegas (author), Mobile# 0939-9246050

Email: [teachersofie@gmail.com](mailto:teachersofie@gmail.com)

TO THE TEACHER: Read the story to your students. Ask them to repeat the words that begin with the /a/ sound. Emphasize the /a/ sound.

# Aa



**Anna** the **ant** loves to eat **apples**, and **avocados**.

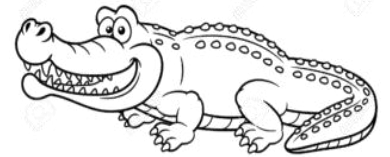
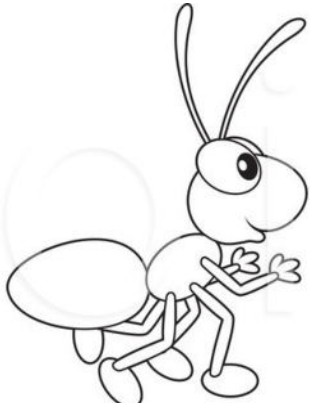
**DIRECTION:** Write the big and small letter Aa.

A

a

**DIRECTION:** Help Anna the ant find the objects that begin with the /a/ sound. Follow the path that leads to the picture that begins with the /a/ sound

# Aa



**TO THE TEACHER:** Have the children guess where mom and Mark are going. Ask them why they think so. Have them say the words *Mark, mom, milk, mango and market*. Emphasize the /m/ sound. **Answer:** *market*

# Mm



**Mark** and his **mom** are going somewhere.  
They will buy **milk** and **mango**. Where do you think they are going?

**DIRECTION:** Write the big and small letter Mm.

M

m

**DIRECTION:** Cut-out the pictures below. Then choose the ones that begin with the /m/ sound. Paste one in each box.

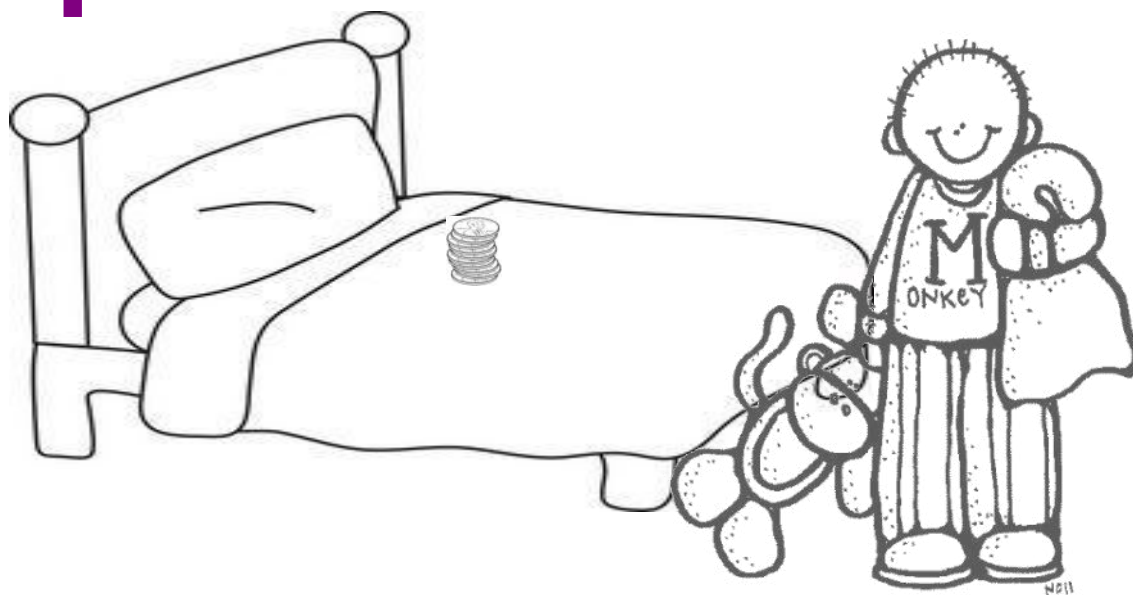
Mm		





**TO THE TEACHER:** Tell the story. Have the children express their opinion about tooth fairy. Have them say the words *Timmy, ten, tooth, and thank*. Emphasize the /t/ sound.

Tt



Little **Timmy** found **ten** cents under his pillow.

He was happy. He **thanked** the **tooth** fairy.

Why did Timmy thank the tooth fairy?

Do you believe in tooth fairy?

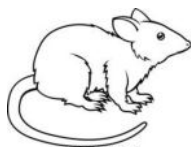
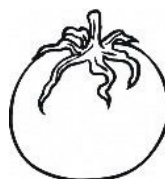
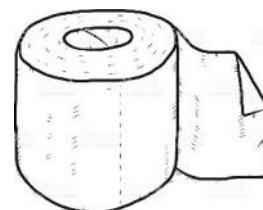
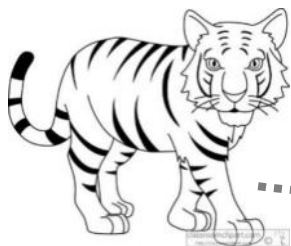
**DIRECTION:** Write the big and small letter Tt.

T

t

**DIRECTION:** Help the tiger find its way to the pictures that begin with the /t/ sound. Trace the thread.

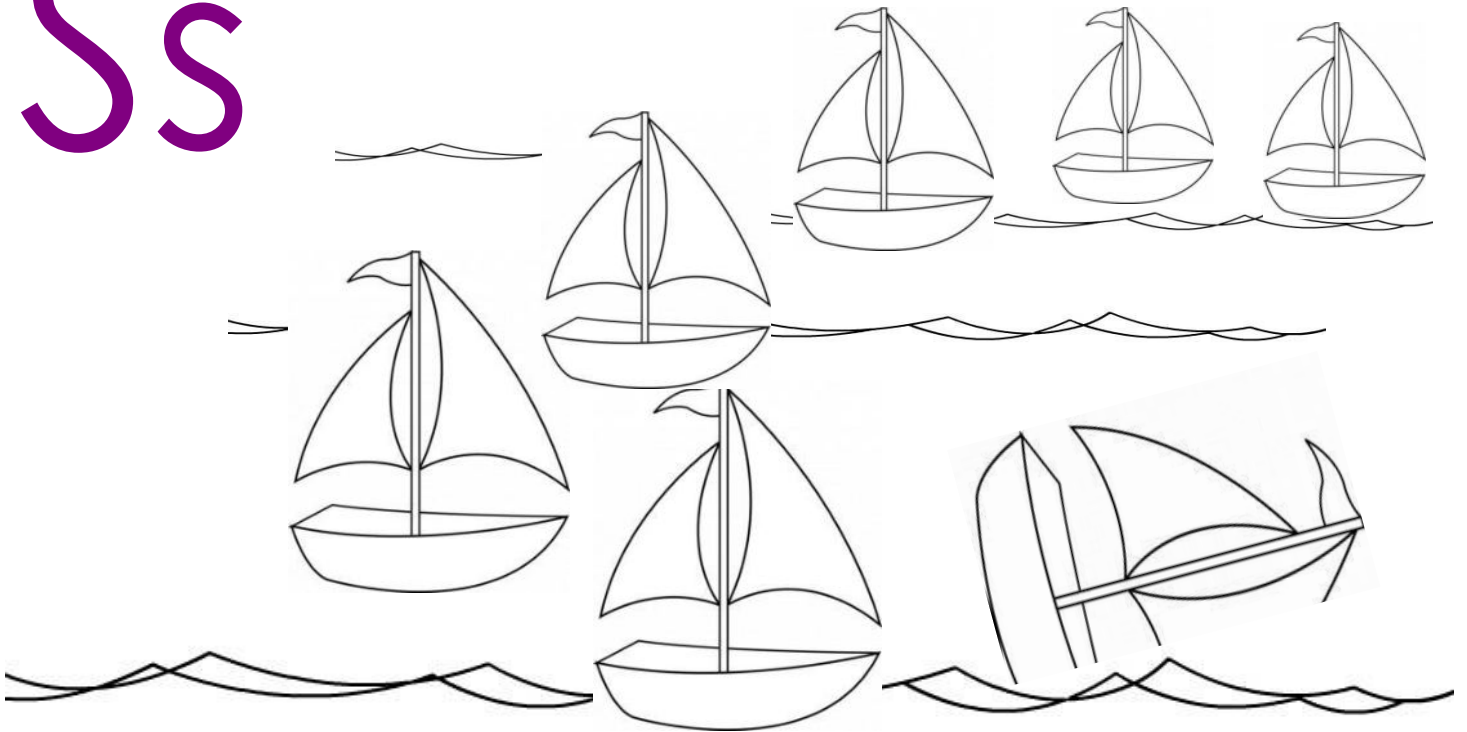
# Tt





**TO THE TEACHER:** Have the children guess what happened to the last boat. Then have them say the words *six, seven, sea, sailing and sand*. Emphasize the /s/ sound. **Answer:** *one boat sank*

# Ss



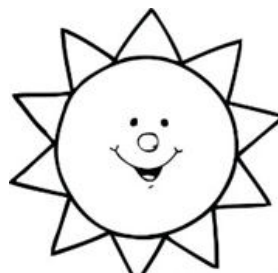
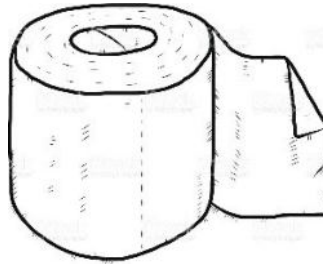
**Seven** boats are **sailing** in the **sea** but only **six** reach the **sand**. What happened to the last one?

**DIRECTION:** Write the big and small letter Ss.

S

s

**DIRECTION:** Cross out (x) the pictures that do not begin with the /s/ sound.

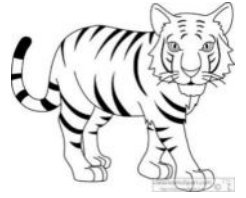
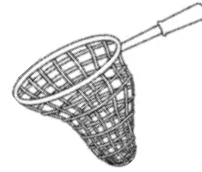




# CHECK-UP TIME

DIRECTION: Color the pictures that begin with the letters on the left.

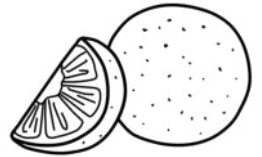
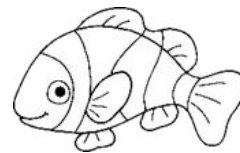
Tt



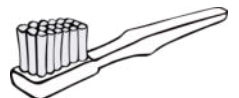
Mm



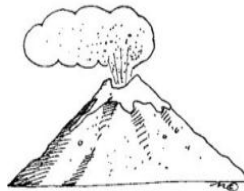
Aa



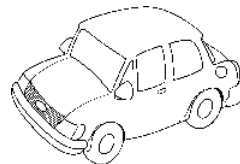
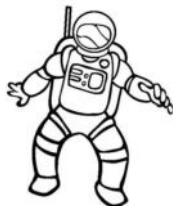
Tt



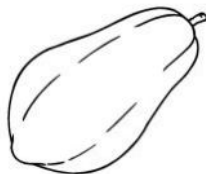
Ss



Aa



Mm



**TO THE TEACHER:** Have the students guess who spilled the ink and hid inside the box. Ask them to repeat the words that begin with the /i/ sound. The words are *ink* and *inside*.

li



The one who spilled the **ink** hid **inside** the box. Who would it be?

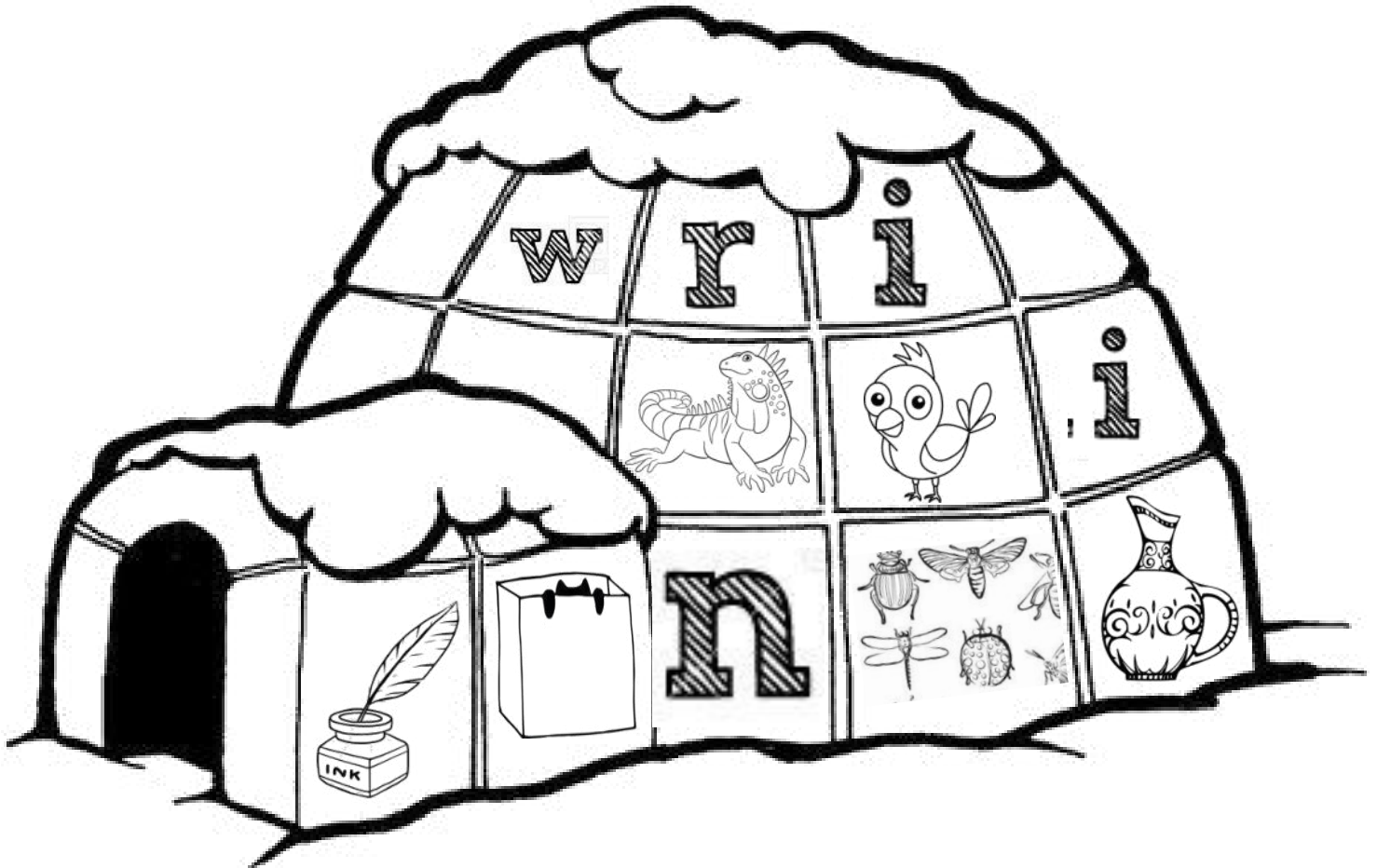
**DIRECTION:** Write the big and small letter li.

Handwriting practice lines for the letter 'l'. The first line shows a large lowercase 'l' on the left, followed by a dashed line for the middle stroke and a solid line for the bottom stroke.

Handwriting practice lines for the letter 'i'. The first line shows a small lowercase 'i' on the left, followed by a dashed line for the middle stroke and a solid line for the bottom stroke.

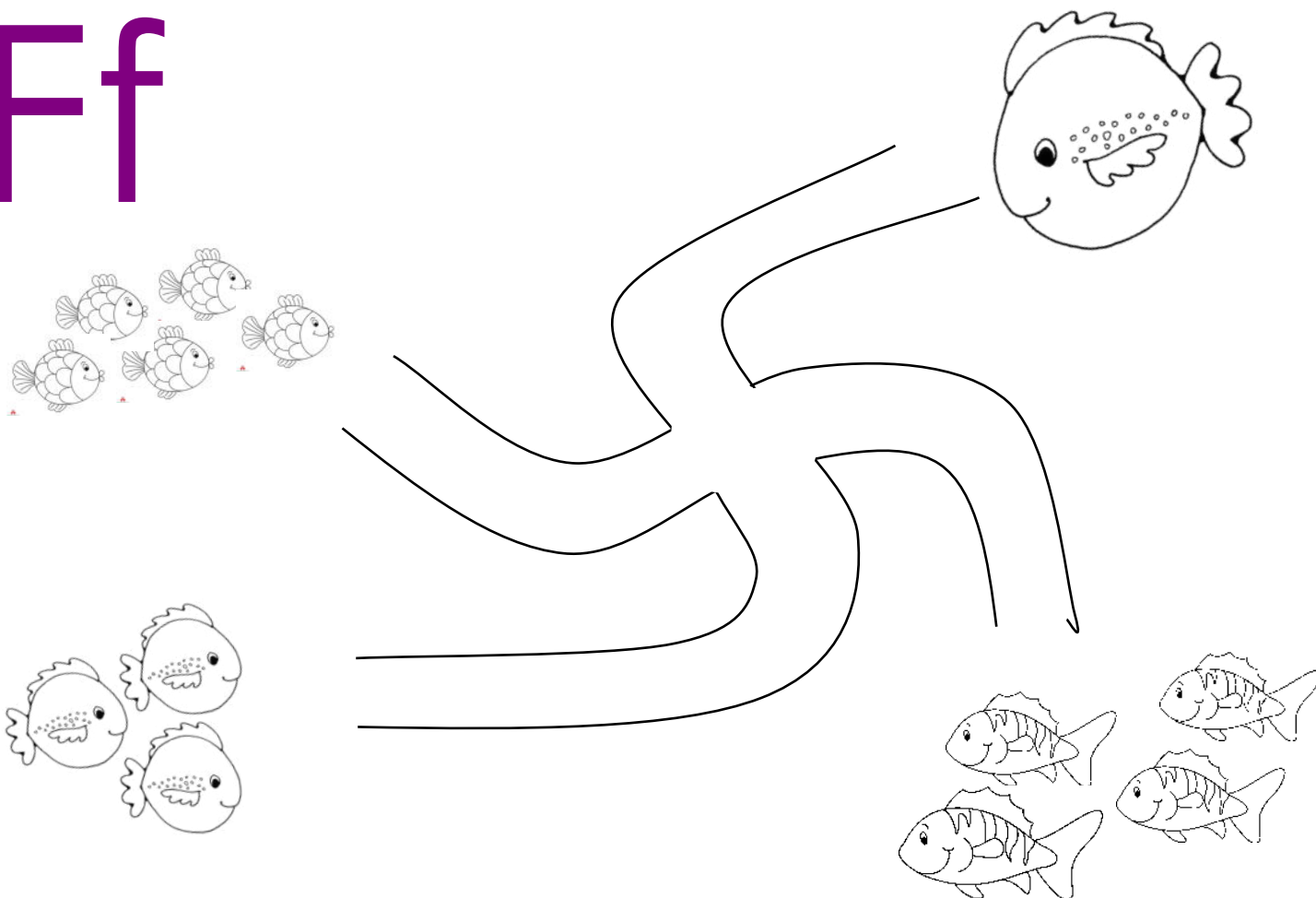
**DIRECTION:** Design the igloo. Color all the parts with picture that begins with the /i/ sound and letters li.

li



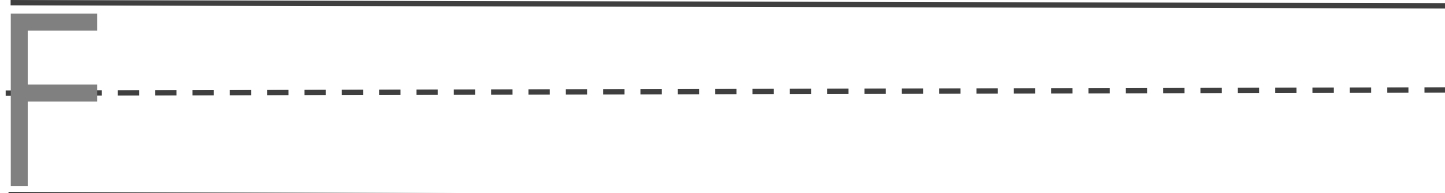
**TO THE TEACHER:** Ask the students to point to Fely the fish's family. Have them explain their answer. Then have the children say the words *Fely, fish, family*. Emphasize the /f/ sound.

Ff



**Fely** the **fish** is lost. Help her find her **family**.  
Color the path that leads to her family.

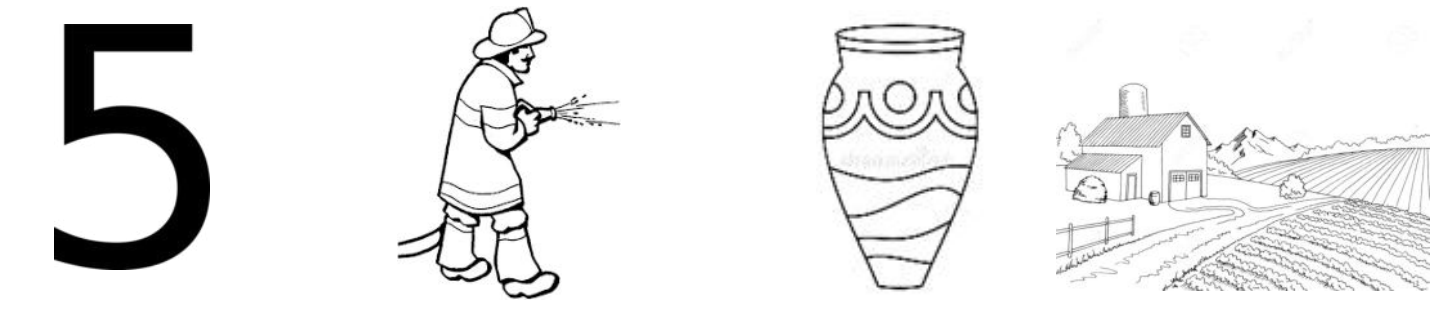
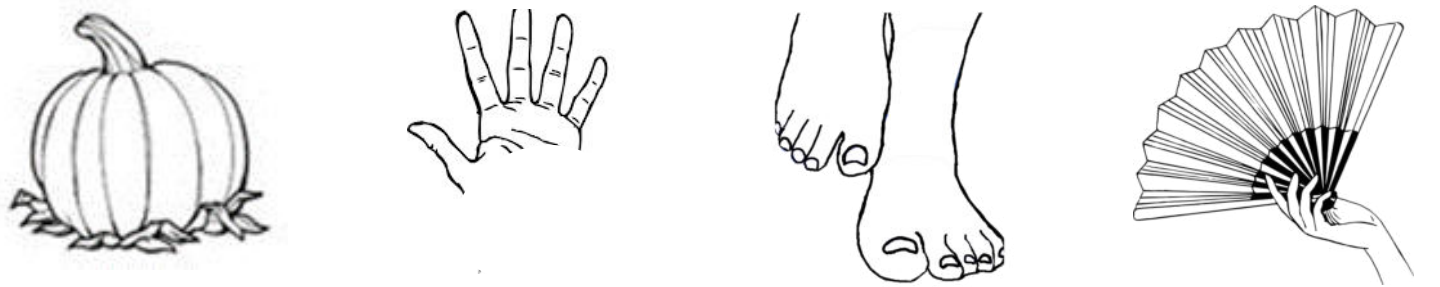
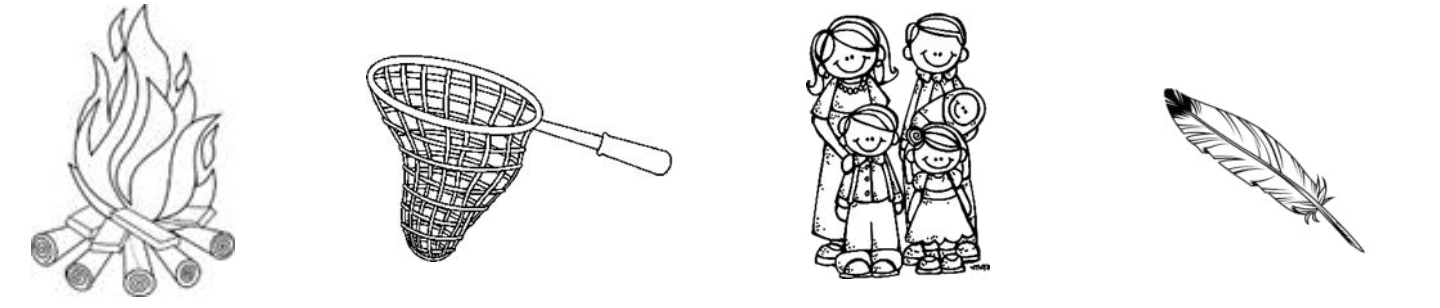
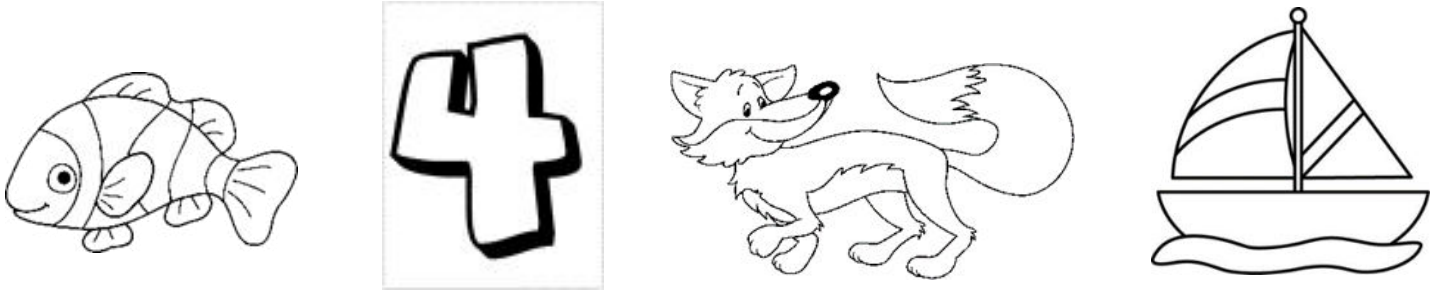
**DIRECTION:** Write the big and small letter Ff.





**DIRECTION:** Name the pictures in each row. Cross-out (x) the picture that does not begin with the /f/ sound in each row.

# Ff





**TO THE TEACHER:** Read the story. Ask the students what they think happened when the doll stopped dancing. Have the children say the words *Dani, doll, and dance*. Emphasize the /d/ sound. **Answer:** The answer will vary but the most probable answer is: *The doll's battery ran out of power.*

Dd



**Dani** has a **doll**. The doll can **dance**. Dani loves to play with her doll. But one day the doll stopped dancing. What do you think happened?

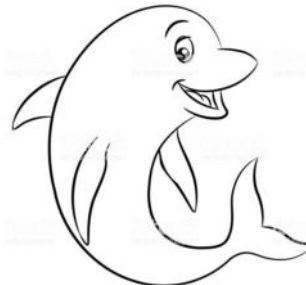
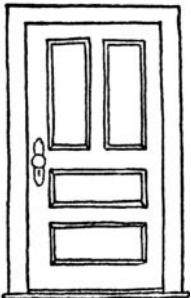
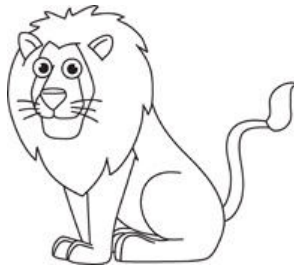
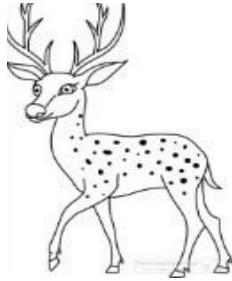
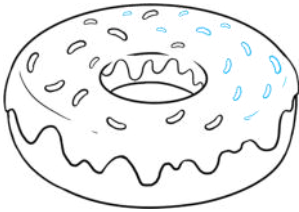
**DIRECTION:** Write the big and small letter Dd.

D

d

**DIRECTION:** Name the pictures in each row. Cross out (x) the picture that does not begin with the /d/ sound in each row.

# Dd



TO THE TEACHER: Ask the children: why the girl not become wet from the rain. Name the pictures that begin with the /r/ sound. Emphasize the /r/ sound. Answer: *The girl is wearing a raincoat*

# Rr



Raindrops on the **rocks**.

Raindrops on the **roof**.

Raindrops on the **rooster** but not on me.

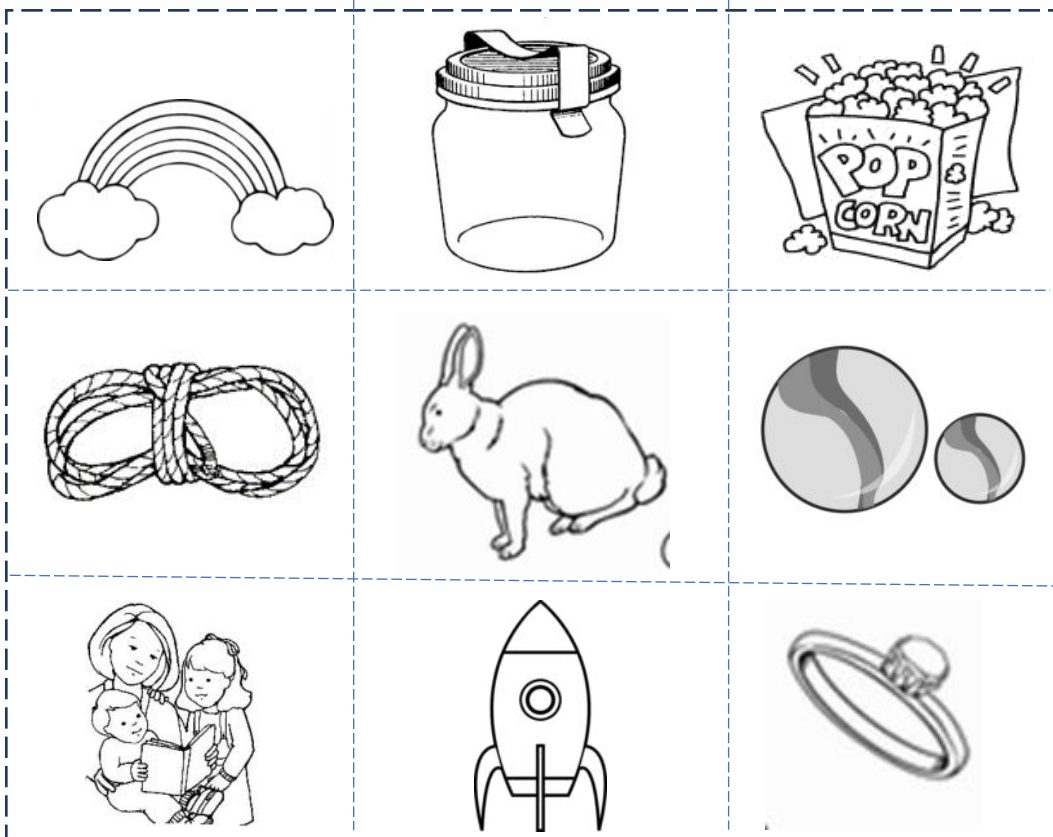
**DIRECTION:** Write the big and small letter Rr.

R

r

**DIRECTION:** Cut-out the pictures below. Choose the ones that begin with the /r/ sound and paste one in each box..

Rr		





# CHECK-UP TIME

DIRECTION: Encircle the letter that begins with the picture on the left.



Dd

li

Rr

Ff

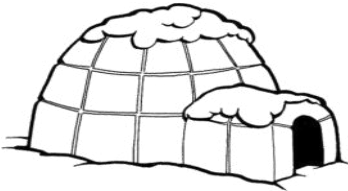


Ff

li

Rr

Dd



li

Dd

Ff

Rr



Dd

Rr

li

Ff



Ff

li

Dd

Rr

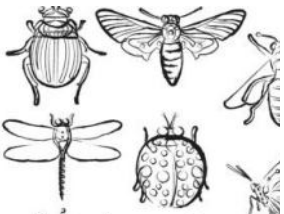


Rr

Ff

li

Dd



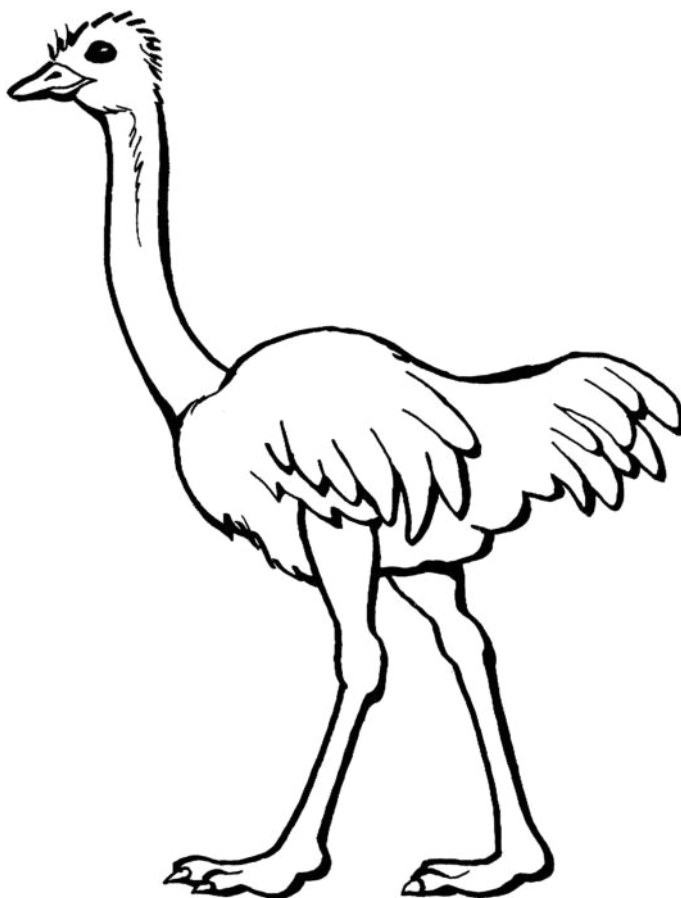
Dd

li

Rr

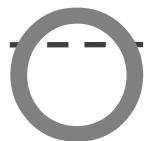
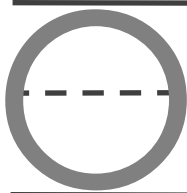
Ff

TO THE TEACHER: Ask the children the favorite color of Olive the ostrich. Emphasize the /o/ sound



Olive the ostrich loves the color orange.  
Make her happy, color her with orange.

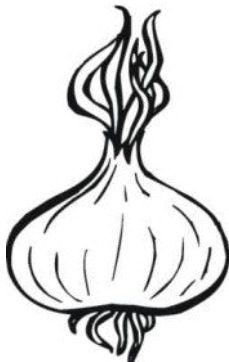
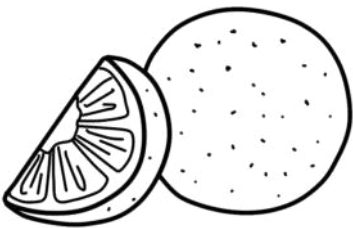
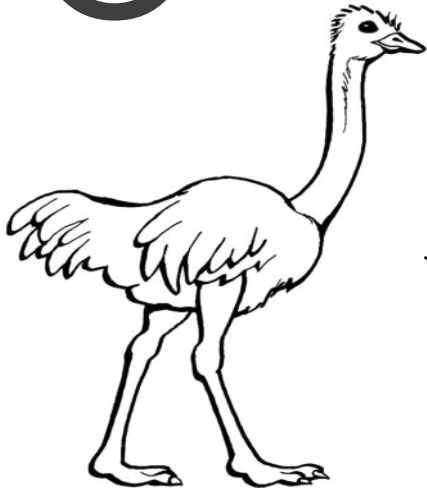
**DIRECTION:** Write the big and small letter Oo.





**DIRECTION:** Help Olive the ostrich find the pictures with the similar beginning sound as her name. Color the path that leads to the pictures that begin with the /o / sound.

O o



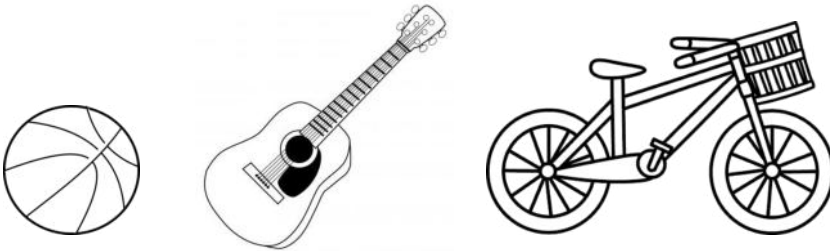


**TO THE TEACHER:** Ask the students to guess what is inside the gift box by looking at the picture clues. Have them explain their answer. Then have the children say the name of the pictures that begin with the /g/ sound. Emphasize the /g/ sound. **Answer:** *guitar*

# Gg



Which one is inside the gift box?



It's **Gabby** the **gorilla's** birthday. He received a big **gift**. What do you think is inside the gift box? Can you help Gabby guess?

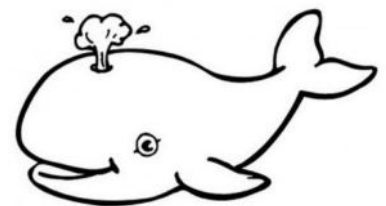
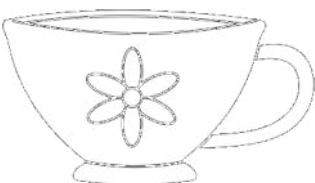
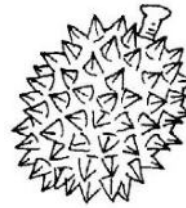
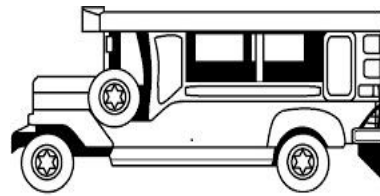
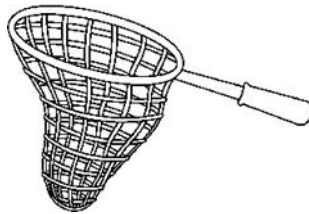
**DIRECTION:** Write the big and small letter Gg.

G

g

**DIRECTION:** Name the pictures in each row. Encircle the picture that begins with the /g/ sound.

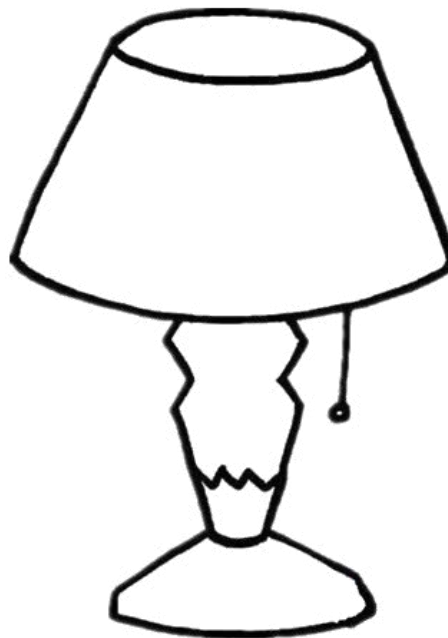
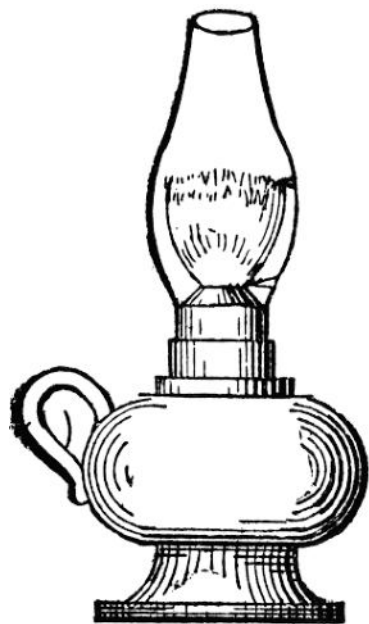
# Gg



**TO THE TEACHER:** Have the students compare the two pictures of lamp. Have the children say the word *lamp*. Emphasize the /l/ sound.

**Answer:** *the first lamp uses kerosene to light up and the other one uses electricity.*

L l



Both pictures are called **lamp**. What is the difference between the two?

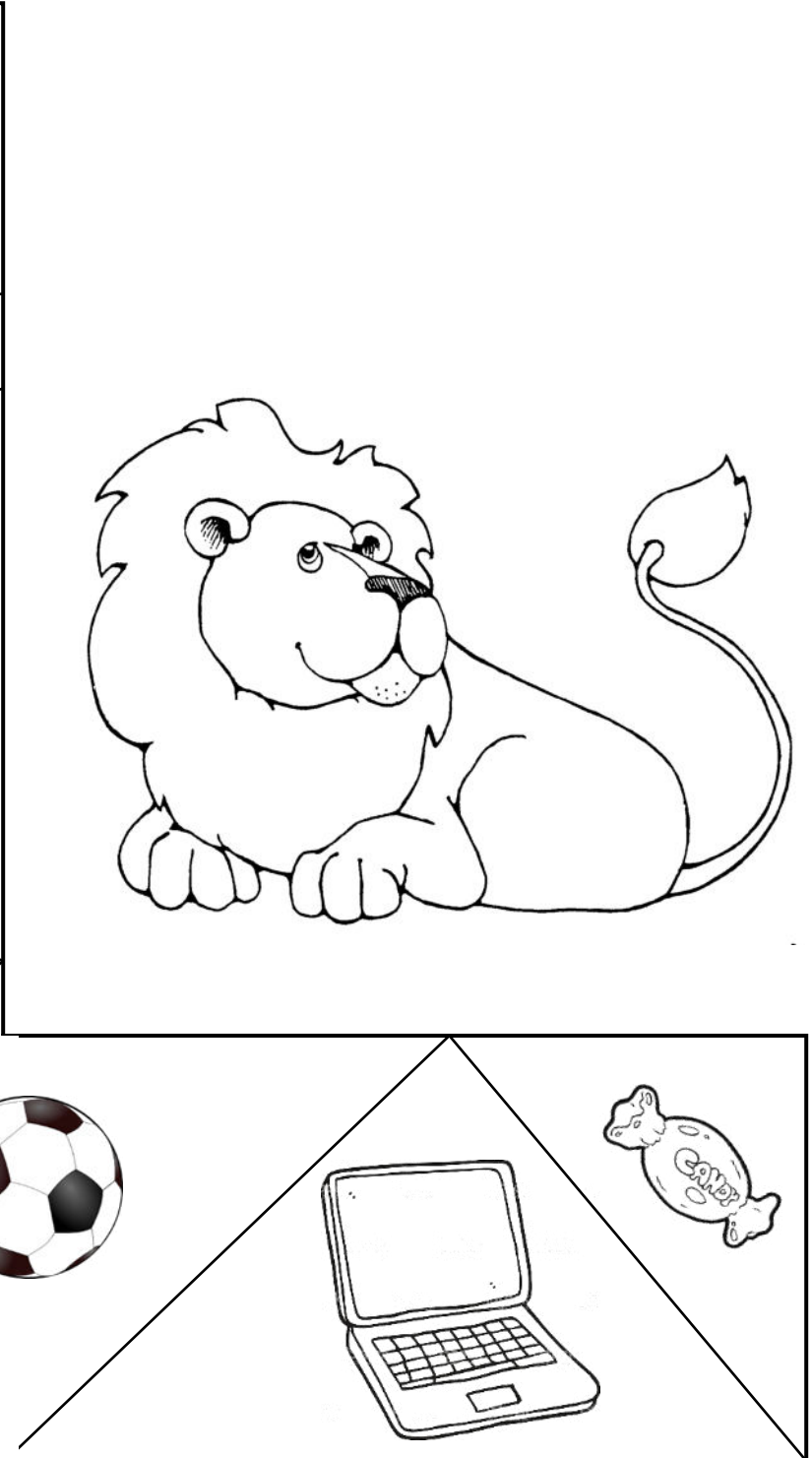
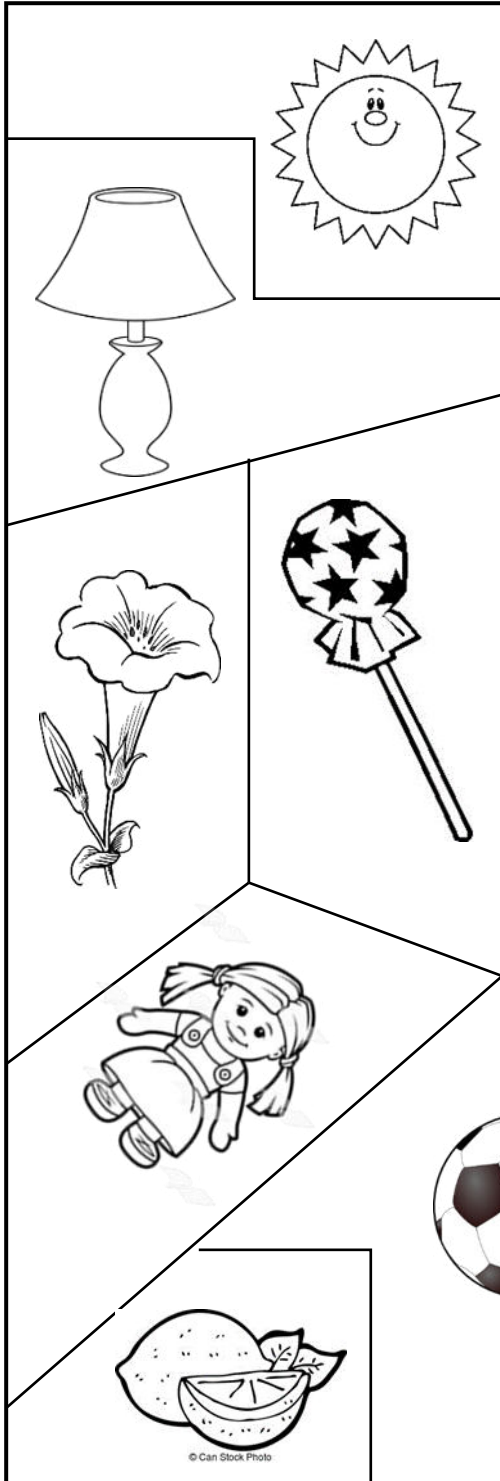
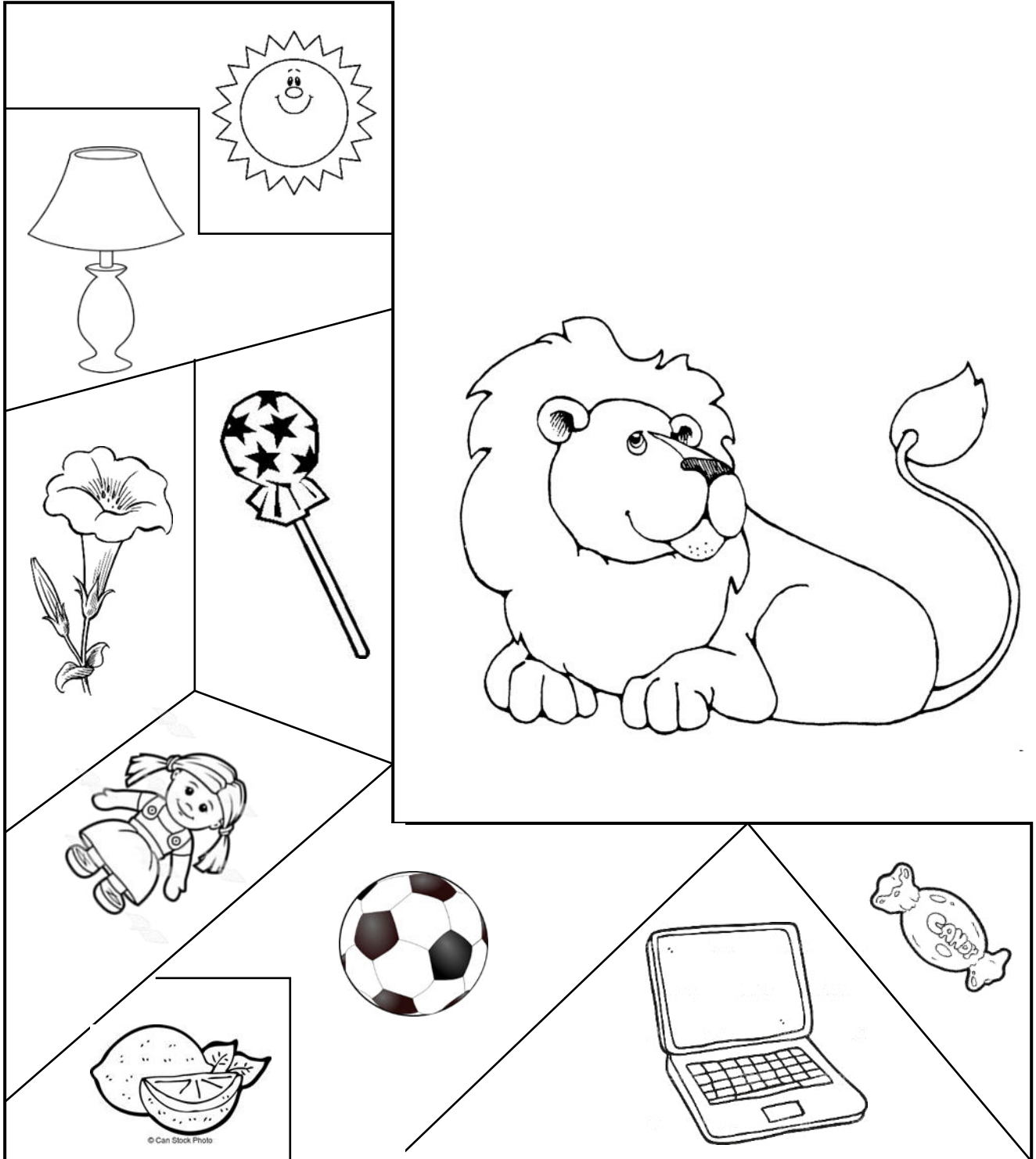
**DIRECTION:** Write the big and small letter Ll.

Handwriting practice line for the letter 'L'. It consists of a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'L' is positioned at the beginning of the line for tracing.

Handwriting practice line for the letter 'l'. It consists of a solid top line, a dashed middle line, and a solid bottom line. A large, bold letter 'l' is positioned at the beginning of the line for tracing.

**DIRECTION:** Name the pictures. Color the space with pictures that begin with a // sound. .

# L



**TO THE TEACHER:** Ask the students what makes a house a happy home. Have the children say the words *Hanna, house, hill, happy and home*. Emphasize the /h/ sound.

Hh



**Hanna's** family lives in a **house** on the **hill**. She calls it a **happy home**. What do you think makes a happy home?

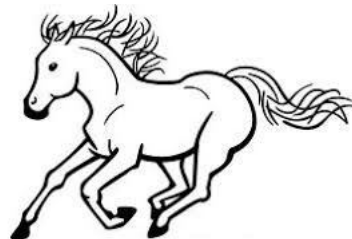
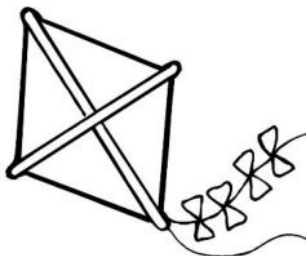
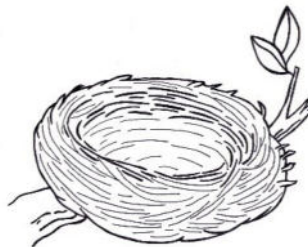
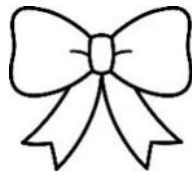
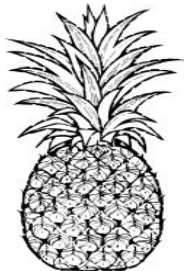
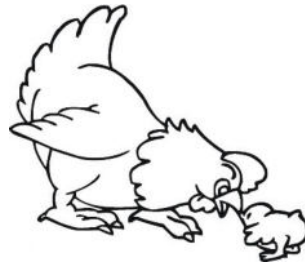
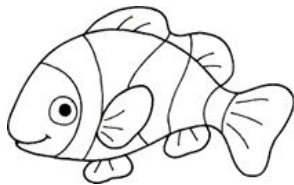
**DIRECTION:** Write the big and small letter Hh.

H

h

**DIRECTION:** Name the pictures in each row. Encircle the picture that begins with the /h/ sound.

# Hh



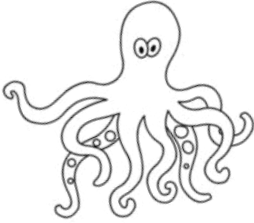

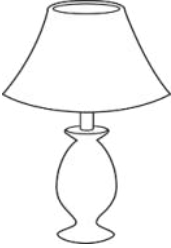
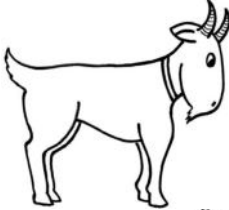

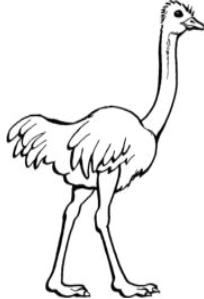
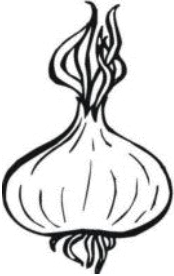


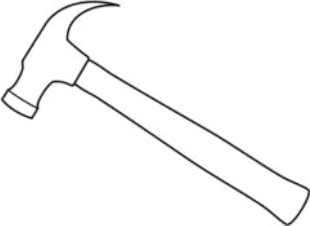






# CHECK-UP TIME

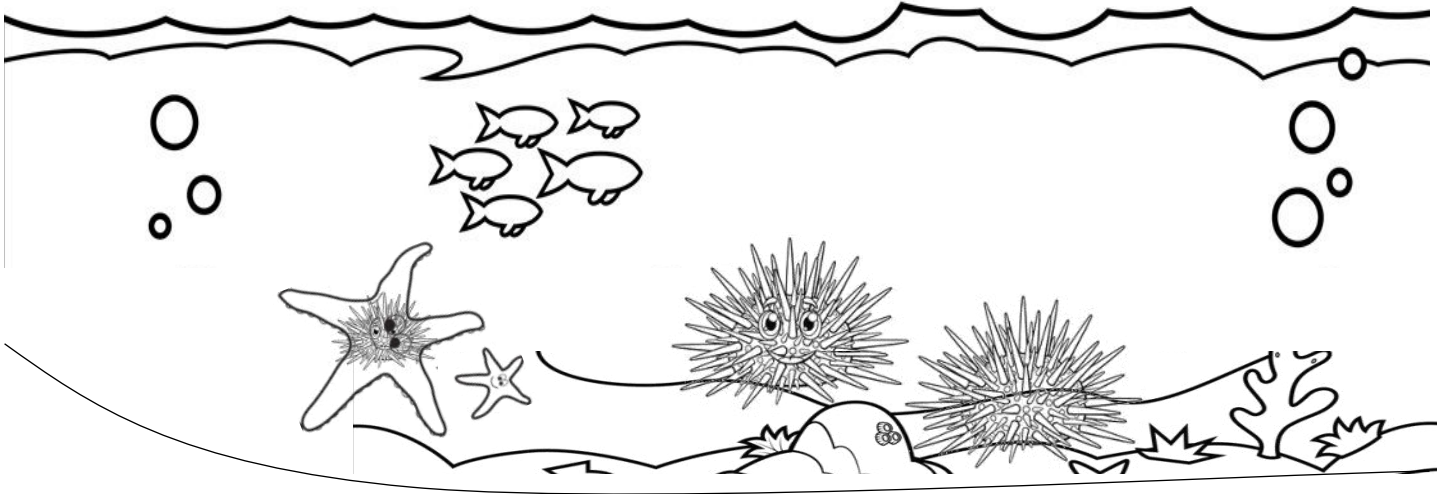
DIRECTION: Connect with a line the correct beginning letter of the pictures in each box.

	Hh		Ll
	Oo		Hh
	Gg		Gg
	Ll		Oo
	Oo		Hh
 <small>© Can Stock Photo</small>	Ll		Gg



TO THE TEACHER: Ask the students what live under the sea. Have them repeat the words *under* and *urchin*.

Uu



Sea **urchins** live **under** the sea.

Find one hidden sea urchin.

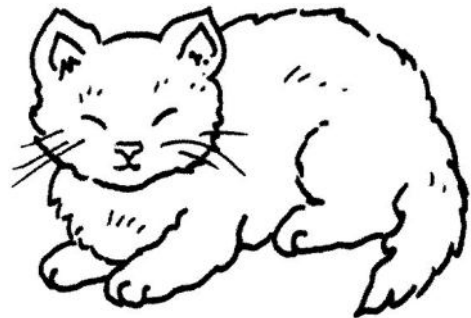
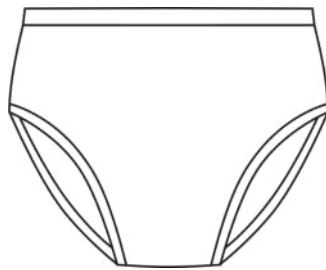
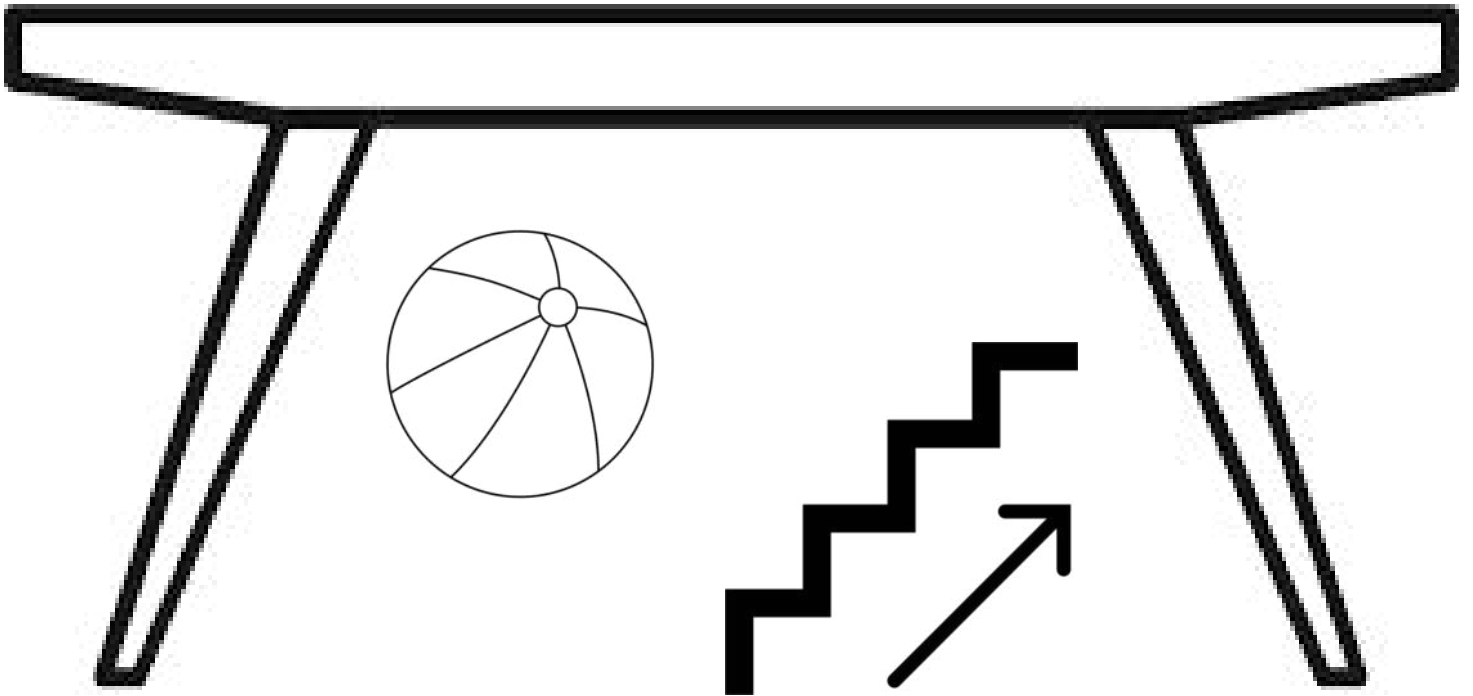
**DIRECTION:** Write the big and small letter Uu

U

u

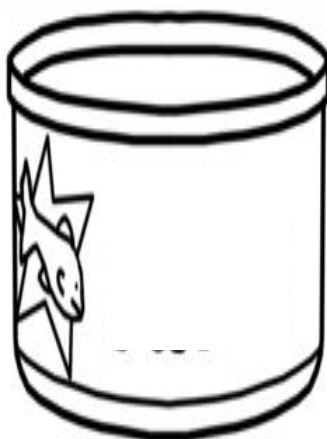
**DIRECTION:** Name the things under the table. Color the pictures with the same beginning sound as *under*.

U u



**TO THE TEACHER:** Ask the students to take a closer look at the picture and find the can with a cat inside. Then, have the children say the name of the pictures that begin with the /c/ sound. Emphasize the /c/ sound. **Answer:** *The can in the right because it shows a cat's tail.*

Cc



One of the **cans** has a **cat** inside. Which one do you think it is? Why do you think so? Color the can with a cat inside.

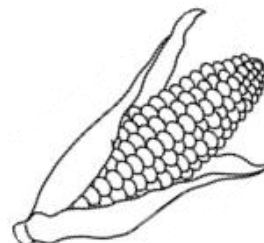
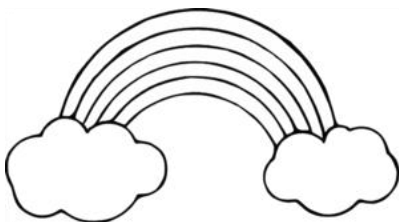
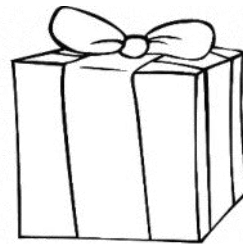
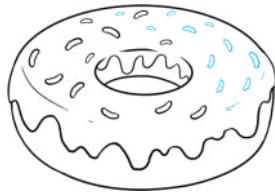
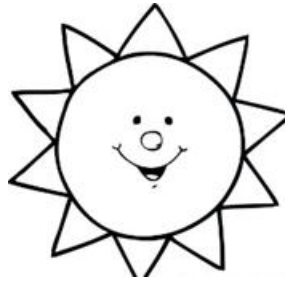
**DIRECTION:** Write the big and small letter Cc.

C

c

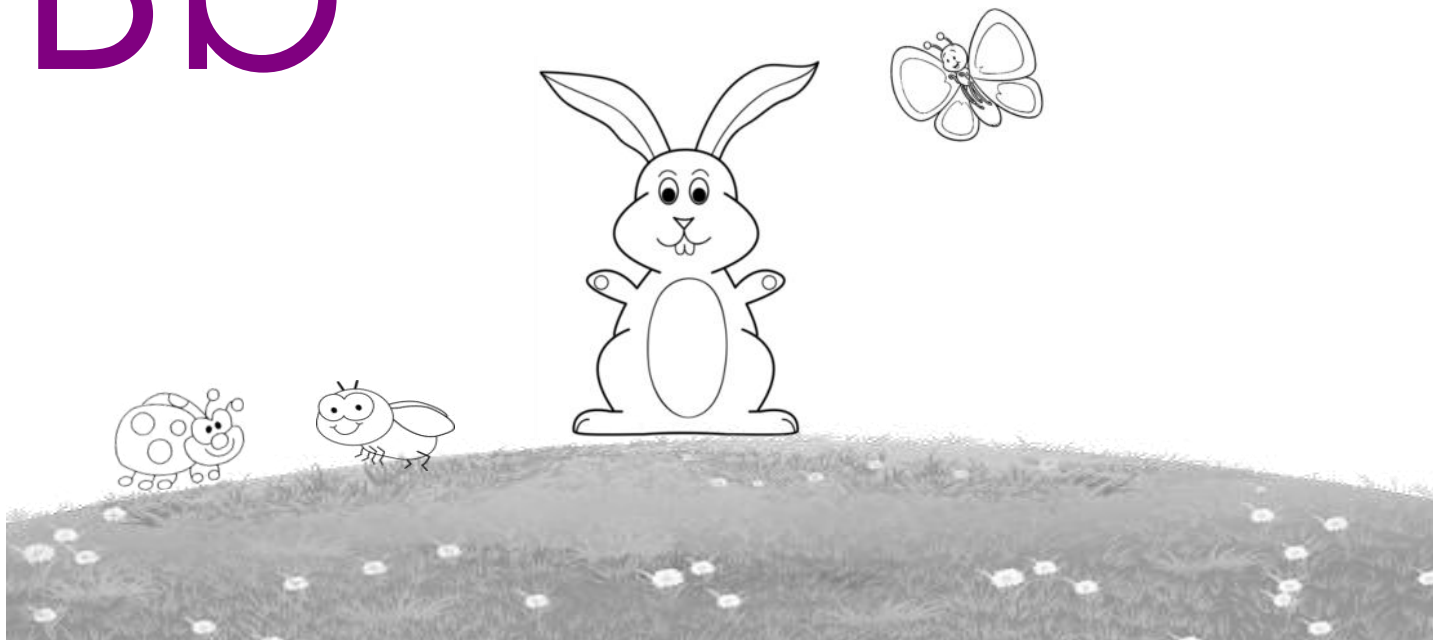
DIRECTION: Name the pictures in each row. Which ones begins with the /c/ sound? Check it.

# Cc



**TO THE TEACHER:** Ask the students which one does not belong to the group and why. Have the children say the name of the pictures that begin with the /b/ sound. Emphasize the /b/ sound. **Answer:** *The bunny because it is not an insect.*

# Bb



A **butterfly**, a **bunny**, a **beetle** and a **bug** are playing in the meadow, but one of them does not belong to the group. Can you tell which one? Why?

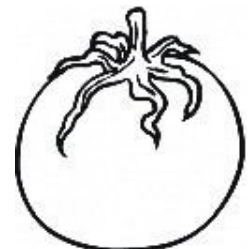
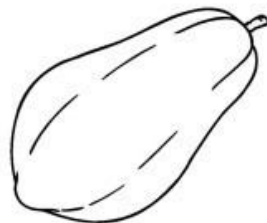
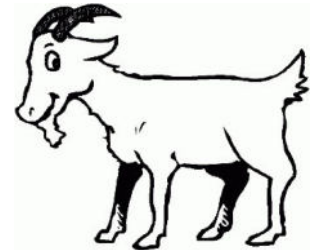
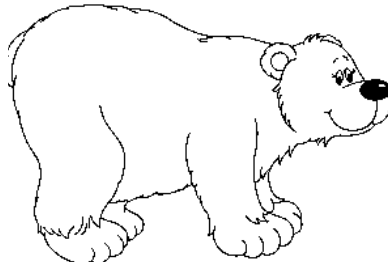
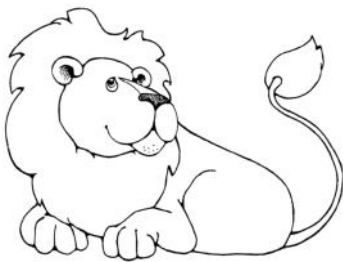
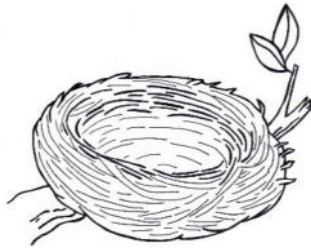
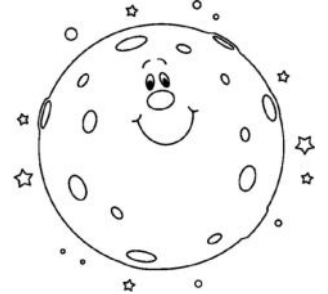
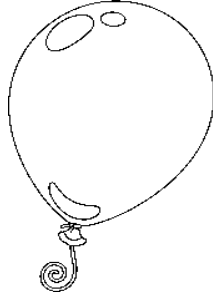
**DIRECTION:** Write the big and small letter Bb.

B

b

DIRECTION: Name the pictures in each row. Which ones begins with the /b/ sound? Color it.

# Bb





**TO THE TEACHER:** Have the children answer the questions from the picture. Then have them say the words *nest*, *nine*, and *none*. Emphasize the /n/ sound. Answer: *Nine* and *None*

# Nn



**Nine** eggs are in the **nest**. **None** of them are hatched. How many eggs are in the nest? How many are hatched?

**DIRECTION:** Write the big and small letter Nn.

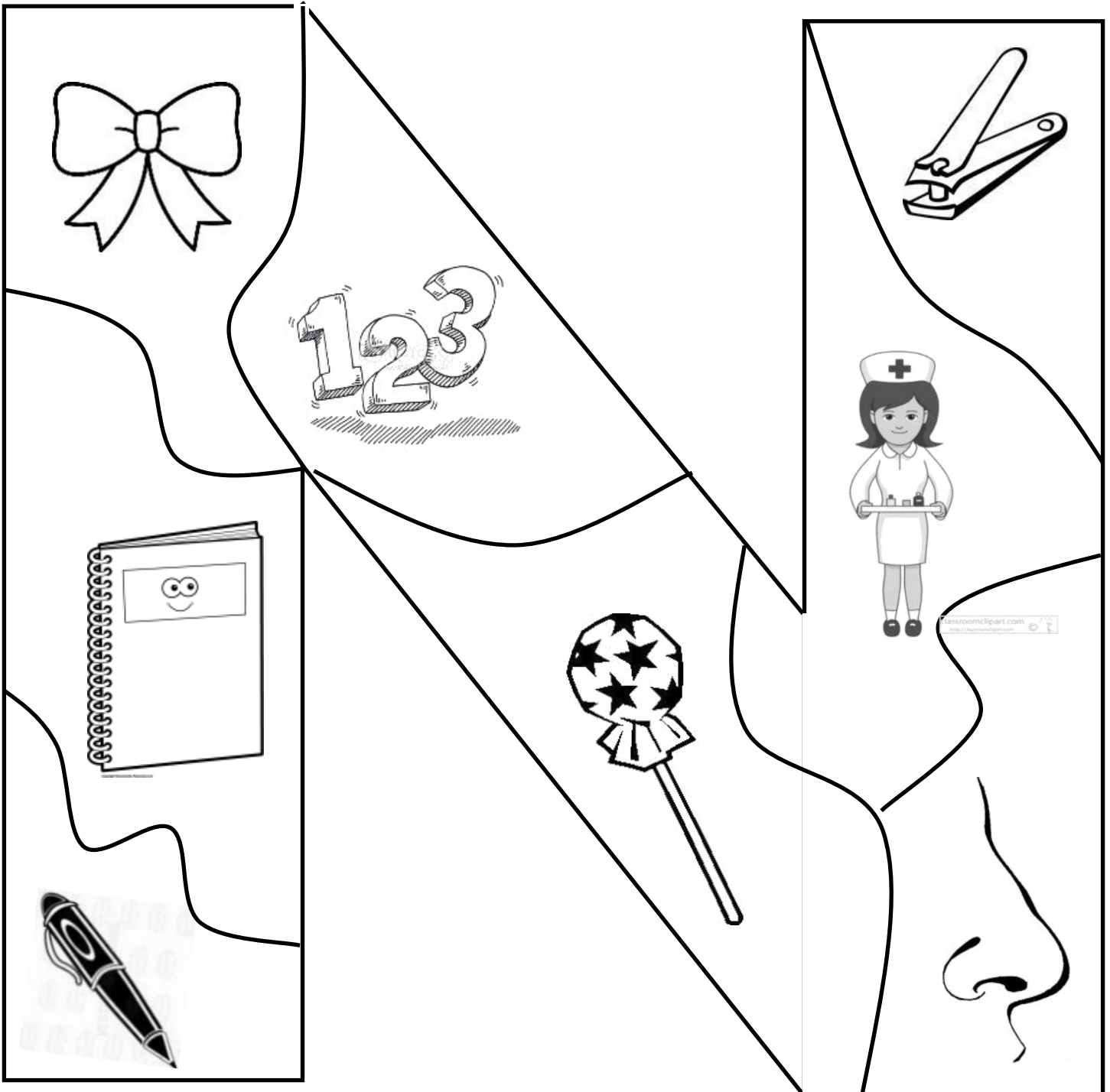
N

n



**DIRECTION:** Design the big letter N. Color the spaces with pictures that begin with the /n/ sound.

# Nn





# CHECK-UP TIME

DIRECTION: Color the box with the letter that begins with the given picture.



Cu Bb Uu



Nn Cc Bb



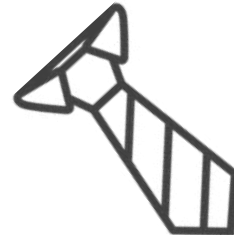
Uu Nn Bb



Cc Nn Uu



Bb Cc Nn



Cc Bb Nn



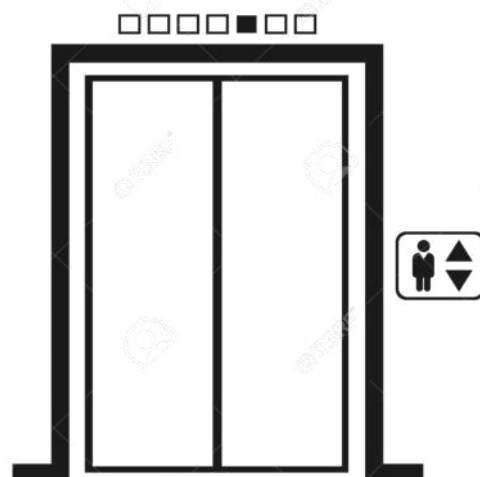
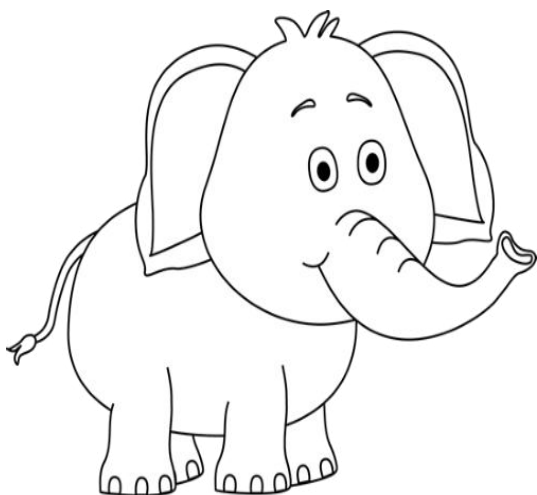
Nn Cc Uu



Cc Bb Uu

**TO THE TEACHER:** Read the situation to your students. Encourage critical reasoning by asking why Ellie can/cannot ride the elevator. Ask them to repeat the words that begin with the /e/ sound. Emphasize the /e/ sound.

# Ee



Ellie the **e**lephant wants to go to the **e**leventh floor. Can he ride the **e**levator?

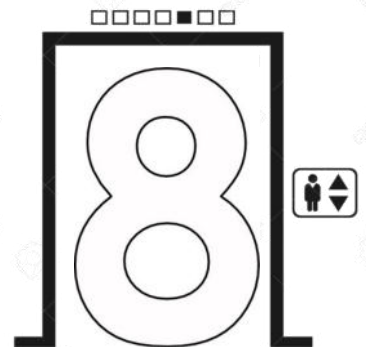
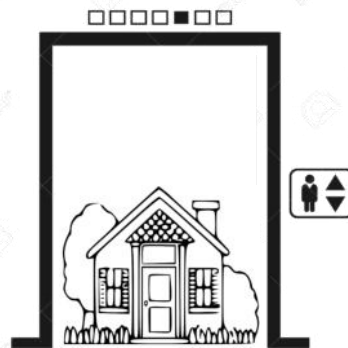
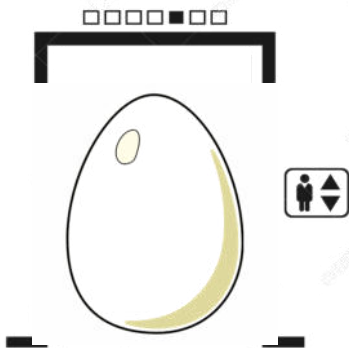
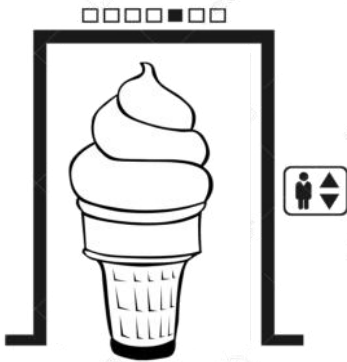
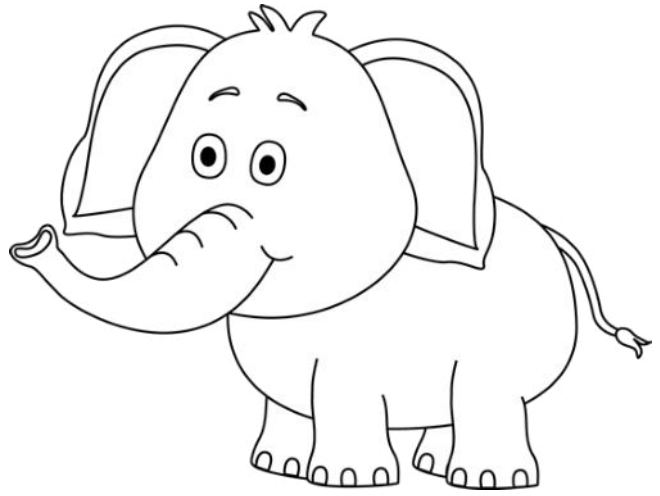
**DIRECTION:** Write the big and small letter Ee.

E

e

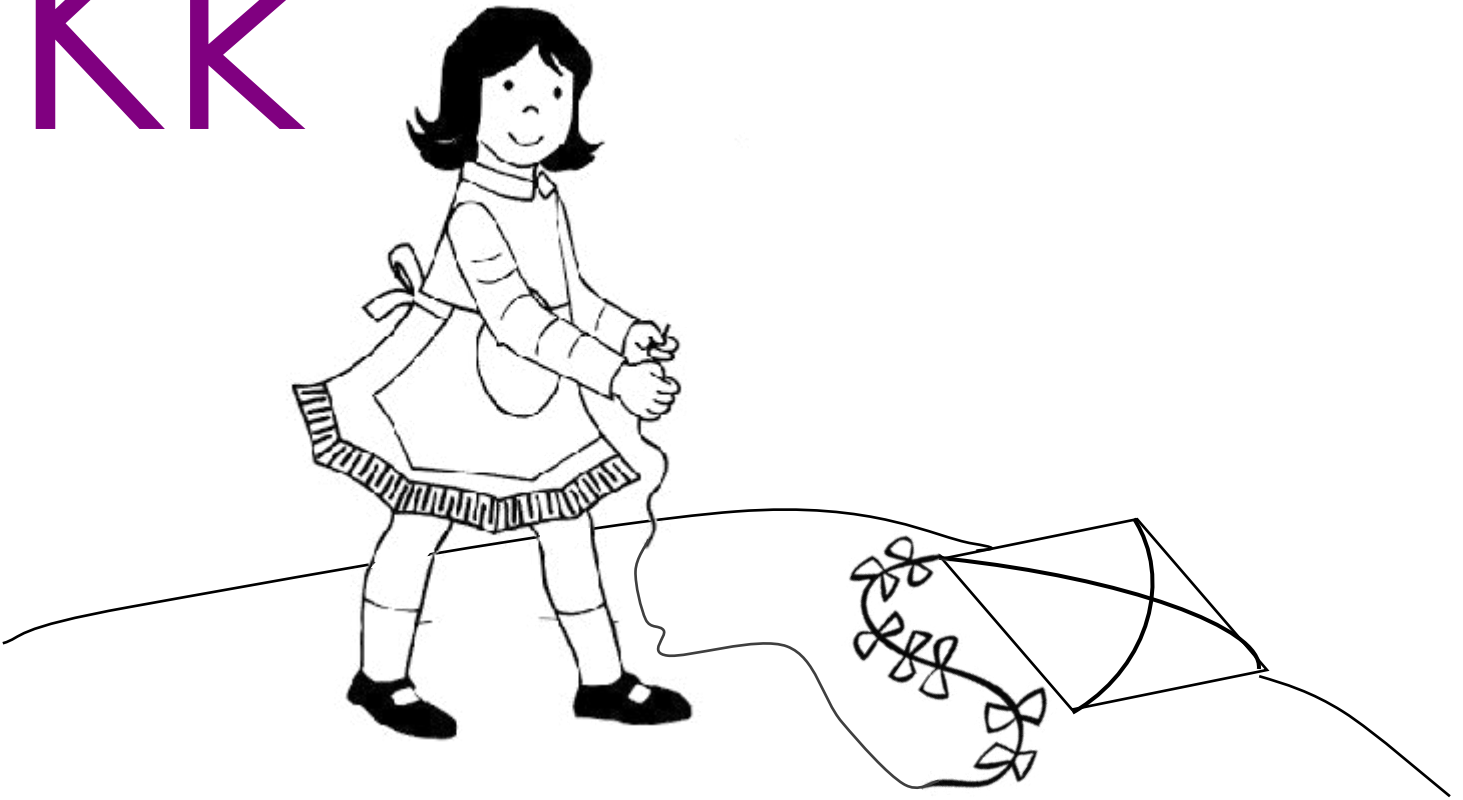
**DIRECTION:** Help Ellie go to the floor with pictures that begin with the /e/ sound. Connect with a line.

# Ee



**TO THE TEACHER:** Ask the children what they think the problem is in the situation given. Ask: *Why do you think the kite does not fly?* Have them provide solutions to make the kite fly. Then have them say the words *Kelly, kid and kite*. Emphasize the /k/ sound. **Answer varies** (probable answer: *it is a sunny day not a windy day*)

Kk



**Kelly** is an active **kid**. One sunny day she goes out to fly a kite. But the **kite** won't fly. What do you think is the problem?

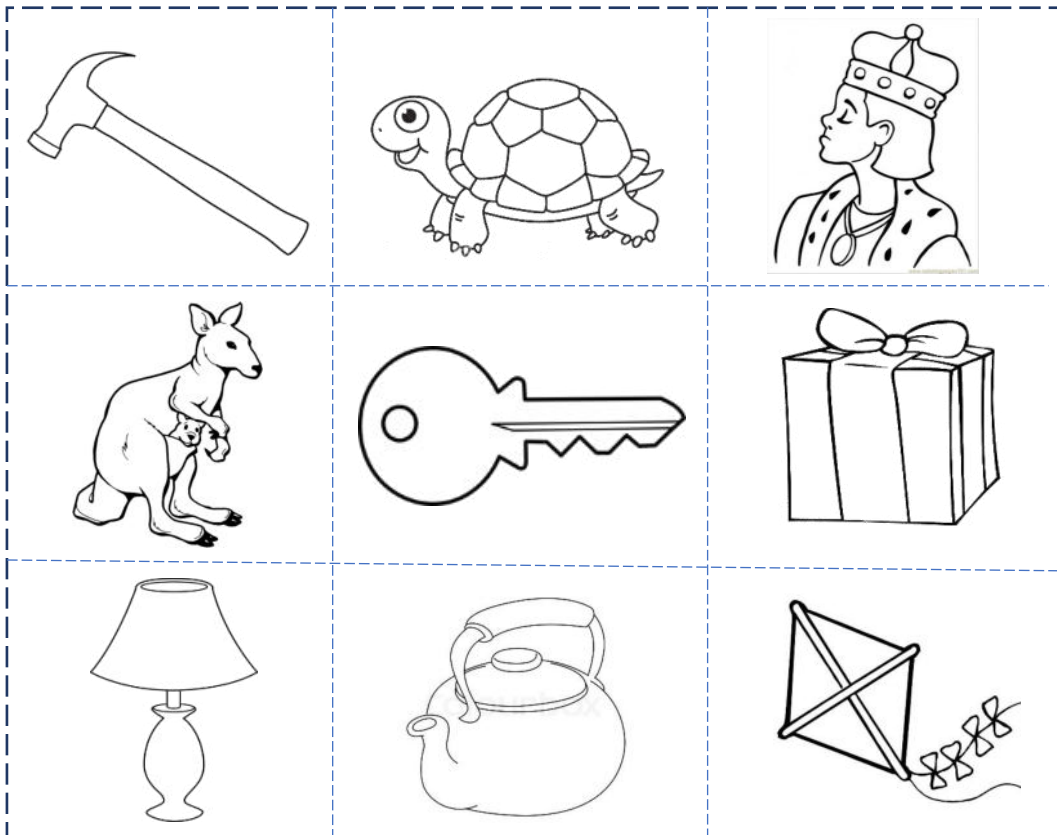
**DIRECTION:** Write the big and small letter Kk.

K

k

**DIRECTION:** Cut-out the pictures below. Then choose the pictures that begin with the /k/ sound. Paste one on each box.

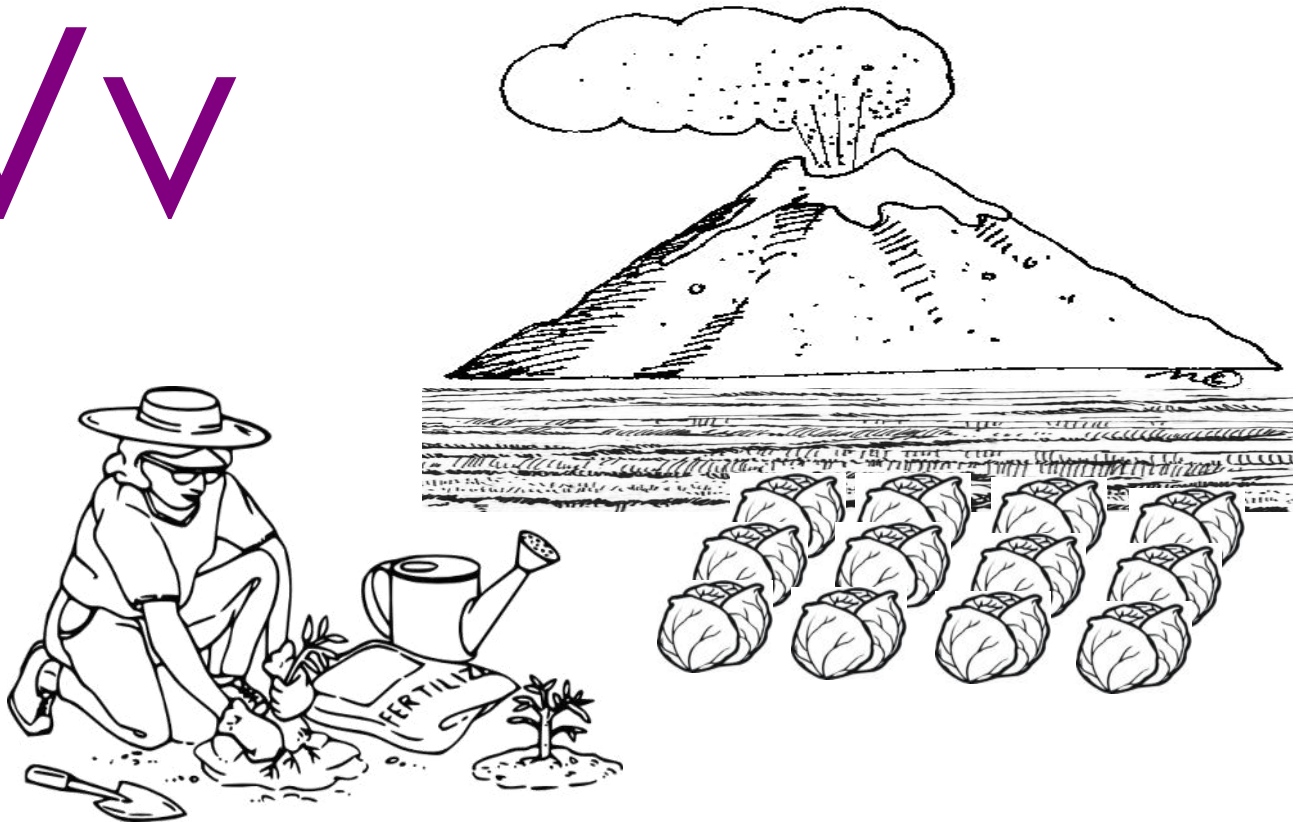
<h1>Kk</h1>		





**TO THE TEACHER:** Have the children express their opinion on whether or not it is safe to live at the foot of the volcano. Have them say the words *Vina*, *volcano* and *vegetables*. Emphasize the /v/ sound.

V v



**Vina** lives at the foot of the **volcano**. He tends a **vegetables** field.

Do you think it is safe to live at the foot of the volcano? Why? Why not?

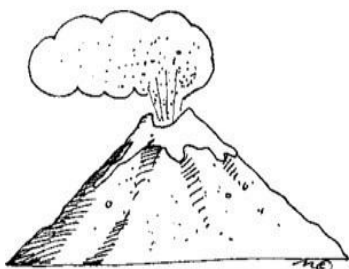
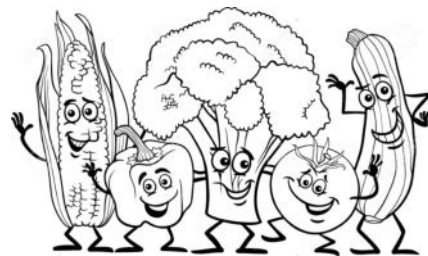
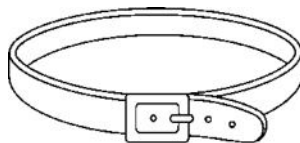
**DIRECTION:** Write the big and small letter Vv.

V

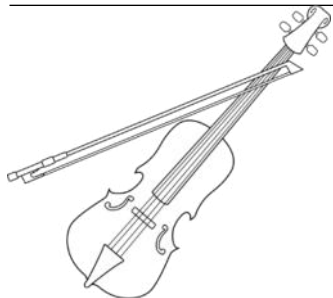
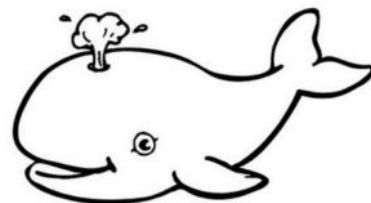
v

**DIRECTION:** Name the pictures in each row. Color the ones that begin with the /v/ sound.

# Vv

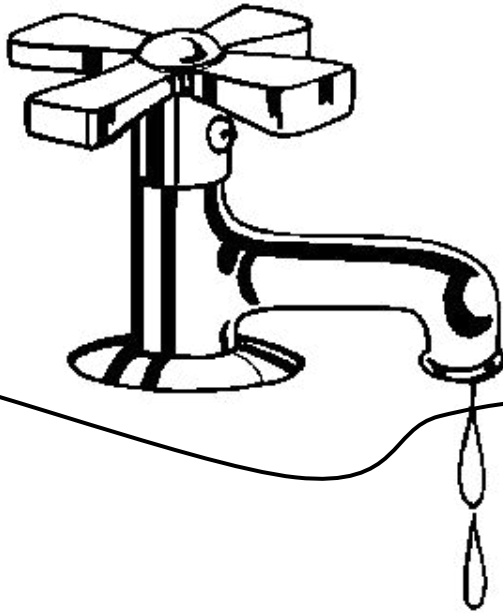


# 5



TO THE TEACHER: Ask the children why it is not wise to waste water. Have them say the words *water*, *waste*, *wise*. Emphasize the /w/ sound.

W w



**Wasting water** is not a **wise** thing to do. Why?

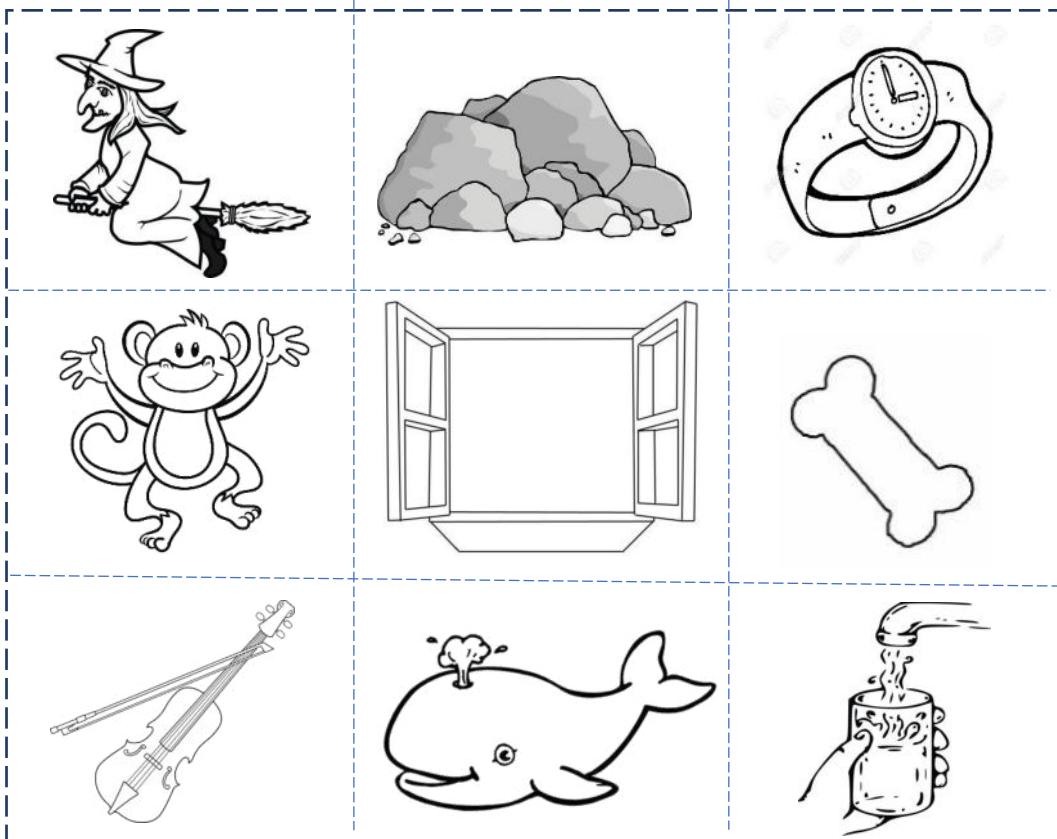
**DIRECTION:** Write the big and small letter Ww.

W

w

**DIRECTION:** Cut-out the pictures below. Then choose the ones that begin with the /w/ sound. Paste one in each box.

Ww		



**TO THE TEACHER:** Have the children name the foods in the picture. Ask them which one they think Jill will not eat. Have them repeat the words *jam, jelly, juice and jackfruit*. Emphasize the /j/ sound. **Answer:** *The jackfruit because it's not sweet.*

Jj



Jill loves to eat sweets. Which of the food will she probably not eat?

**DIRECTION:** Write the big and small letter Jj.

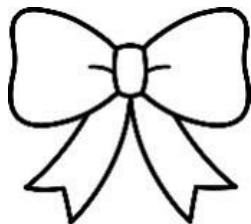
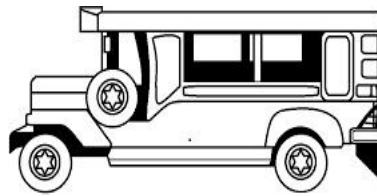
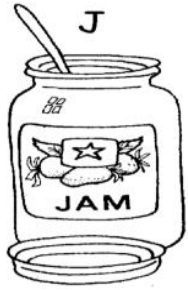
J

j



**DIRECTION:** Name the pictures in each row. Encircle the picture that begins with the /j/ sound.

# Jj



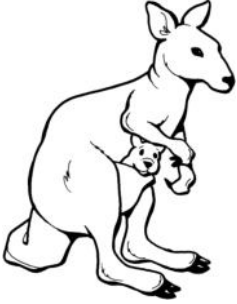



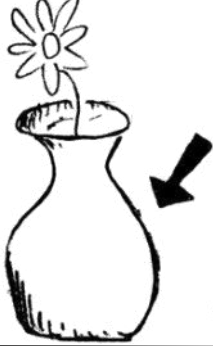

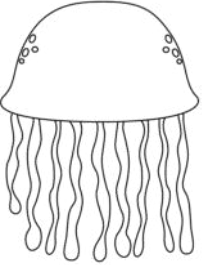
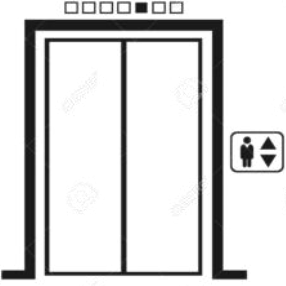


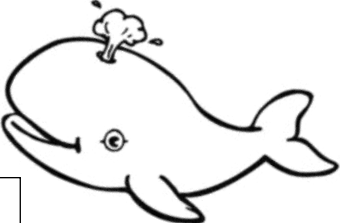
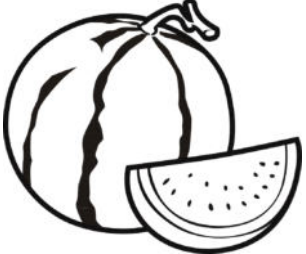




# CHECK-UP TIME

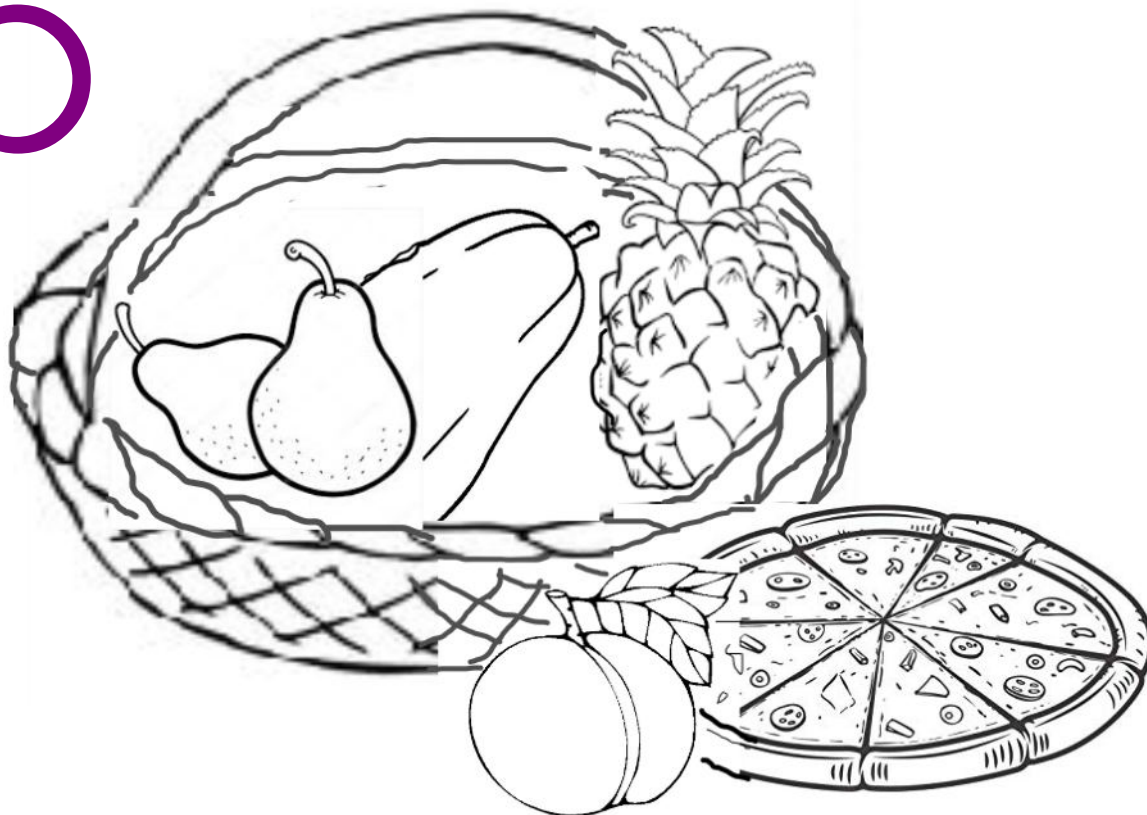
**DIRECTION:** Name the pictures in each box. Then write their beginning letter sounds inside the box.  
Choose your answer from the letters below.

**E K V W J**

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

**TO THE TEACHER:** Ask the children which one does not belong in the basket and why. Have them say the name of the pictures. Emphasize the /p/ sound. **Answer:** *The pizza because it is neither fruit nor vegetable.*

Pp



**Pineapple, papaya, pizza, pear and peach.**

One does not belong in the basket, which one is it? Why?

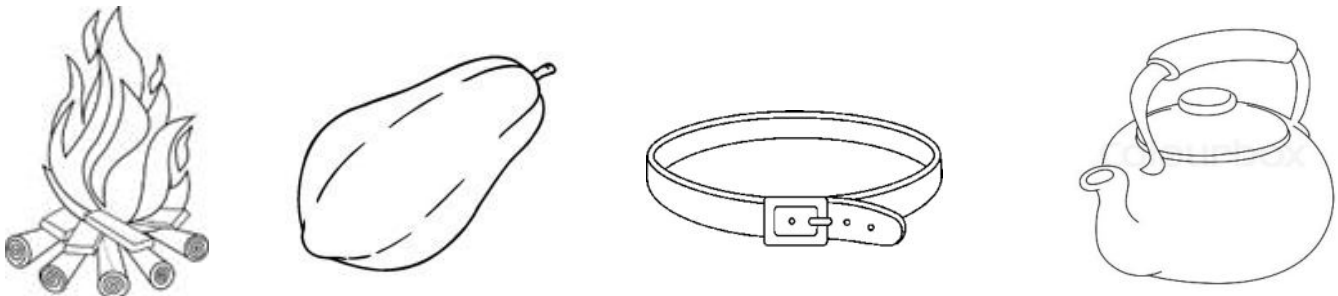
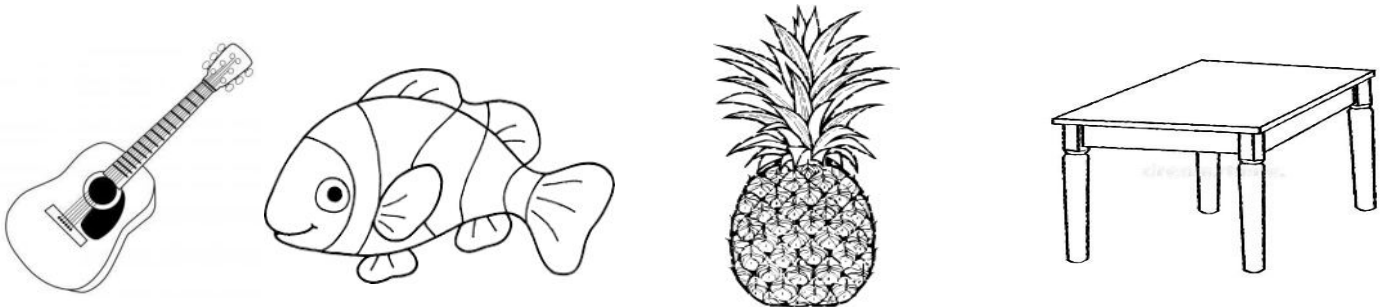
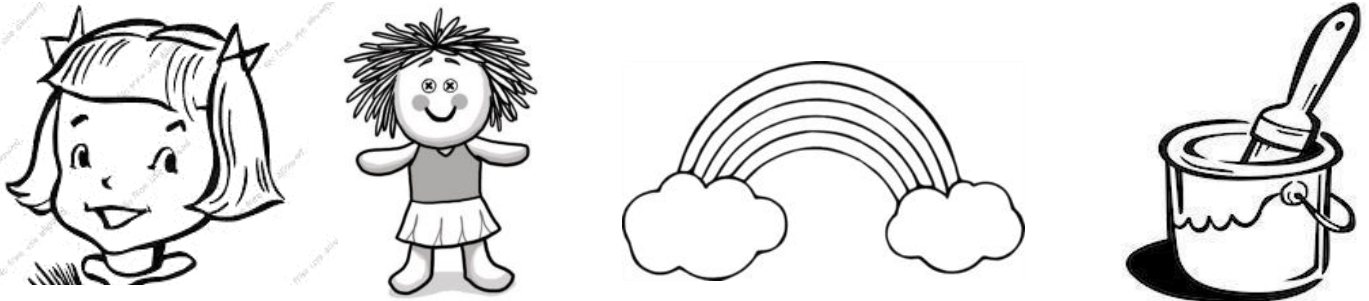
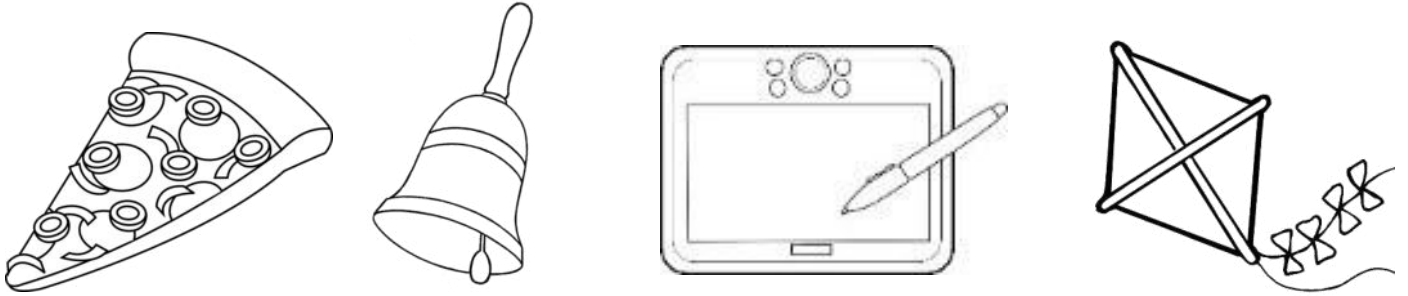
**DIRECTION:** Write the big and small letter Pp.

P

p

**DIRECTION:** Name the pictures in each row. Color the ones that begin with the /p/ sound..

# Pp



**TO THE TEACHER:** Ask the children why people yawned. Have them do a pretend yawn. Then have them say the words *Yana, yoyo and yawn*. Emphasize the /y/ sound.

Yy



**Yana** was playing **yoyo**. Later on she **yawned**.  
What do you think Yana felt?

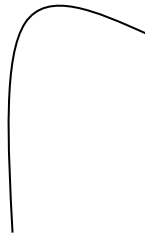
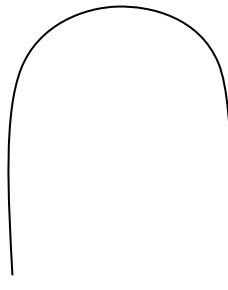
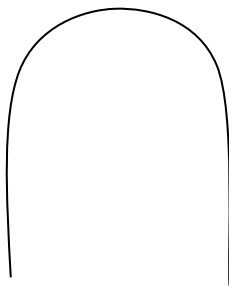
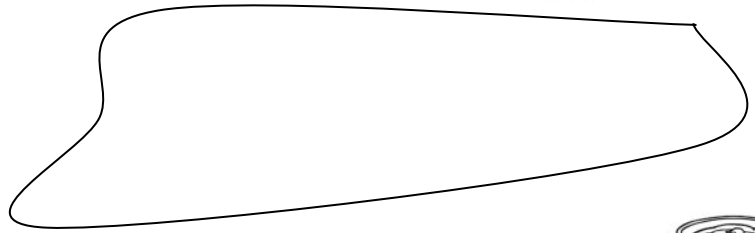
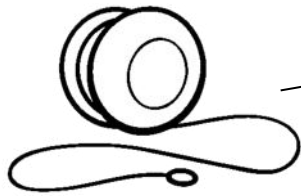
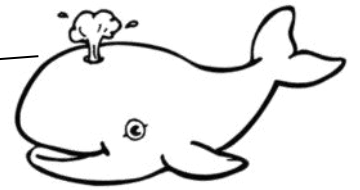
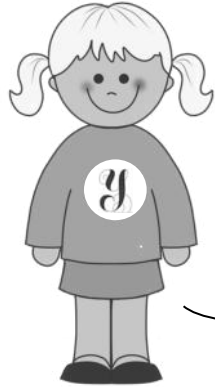
**DIRECTION:** Write the big and small letter Yy.

Y

y

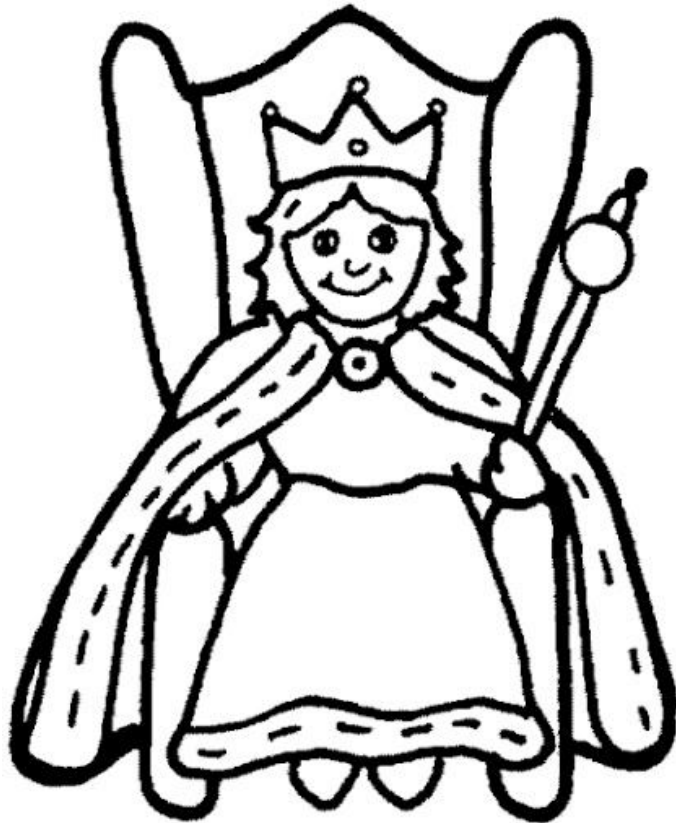
**DIRECTION:** Help Yana find pictures that begin with the /y/ sound. Color the path that leads to the picture.

Yy



**TO THE TEACHER:** Ask the children to answer the questions about the picture. Have them express their opinion freely. Have them say *queen*, *queer* and *quilt*. Emphasize the /q/ sound. **Answer:** varies

Qq



The **queer queen** uses a **quilt** for her cape.

What does the queen use for her cape?

Do you think a quilt is a good cape?

**DIRECTION:** Write the big and small letter Qq.

Q


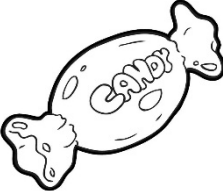


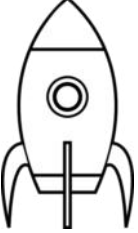

q



**DIRECTION:** Help the queen design her beautiful quilt. Color the boxes with pictures that begin with the /q/ sound

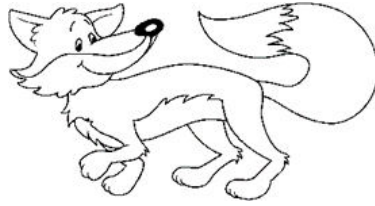
Qq



TO THE TEACHER: Have the students name the pictures below and encircle the letter x. Emphasize the/x/ sound.

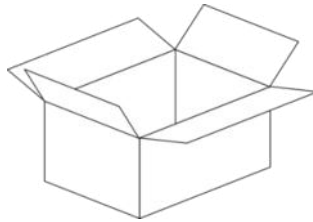
Xx



fox



wax



box

Encircle the letter x in the words **fox**, **wax**, and **box**. Where do you find the letter x? Is it in the beginning or end of word?

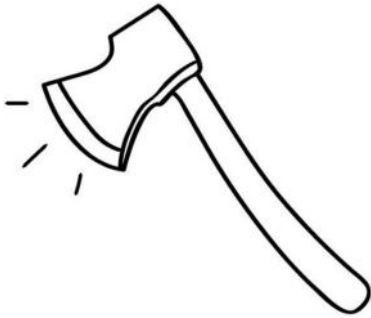
DIRECTION: Write the big and small letter Xx

X

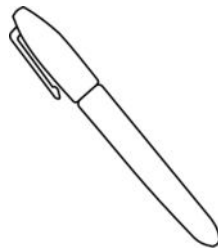
x

**DIRECTION:** Put the letter x, if the picture ends with /x/ sound.

# Xx



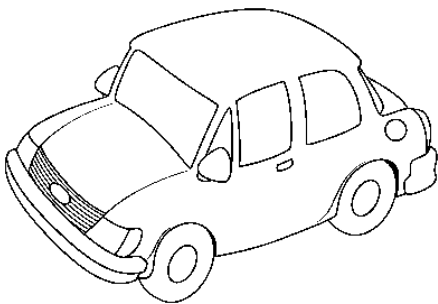
a\_\_



pe\_\_



si\_\_



ca\_\_



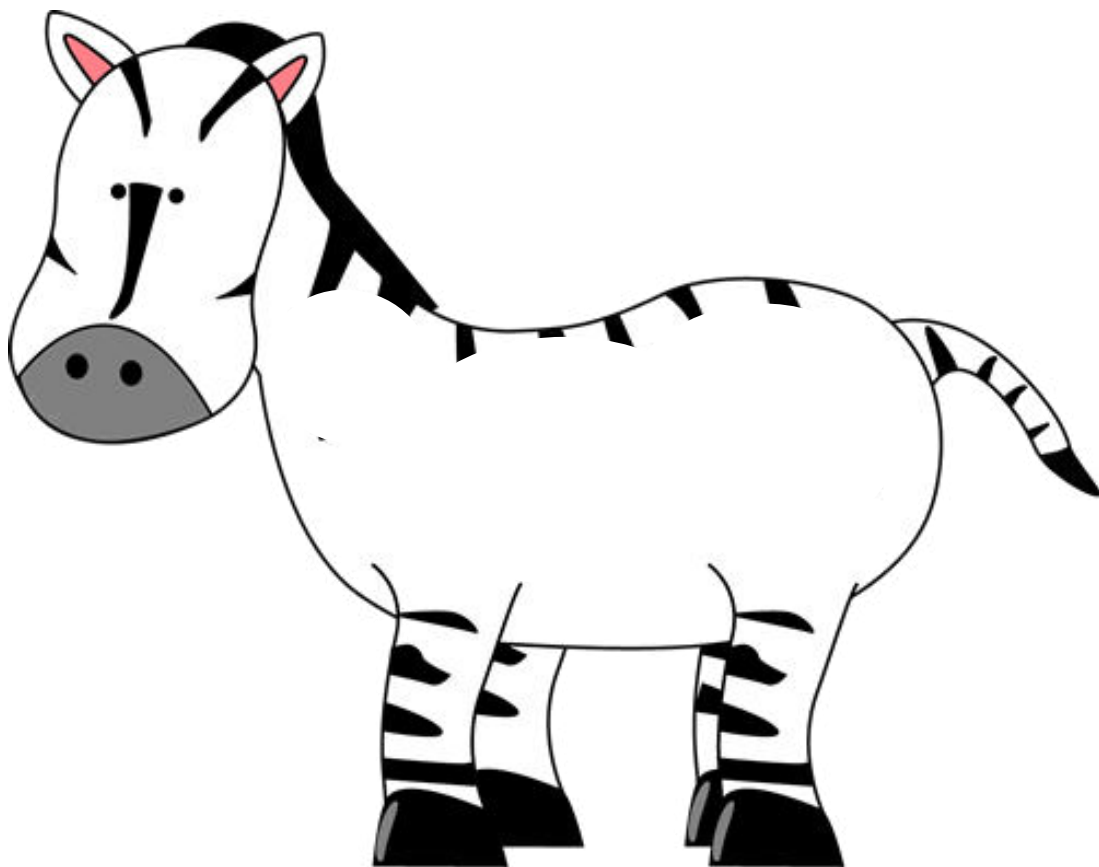
mi\_\_



fi\_\_

**TO THE TEACHER:** Ask the students what is missing in the picture. Have them complete the picture of zebra. Then have them say the words *Zoe*, *zoo* and *zebra*. Emphasize the /z/ sound

Zz



**Zoe** visited the **zoo**. She saw many animals. What she liked most is the zebra. But the zebra in the picture lost his stripes, bring back his stripes. Draw stripes on his body.

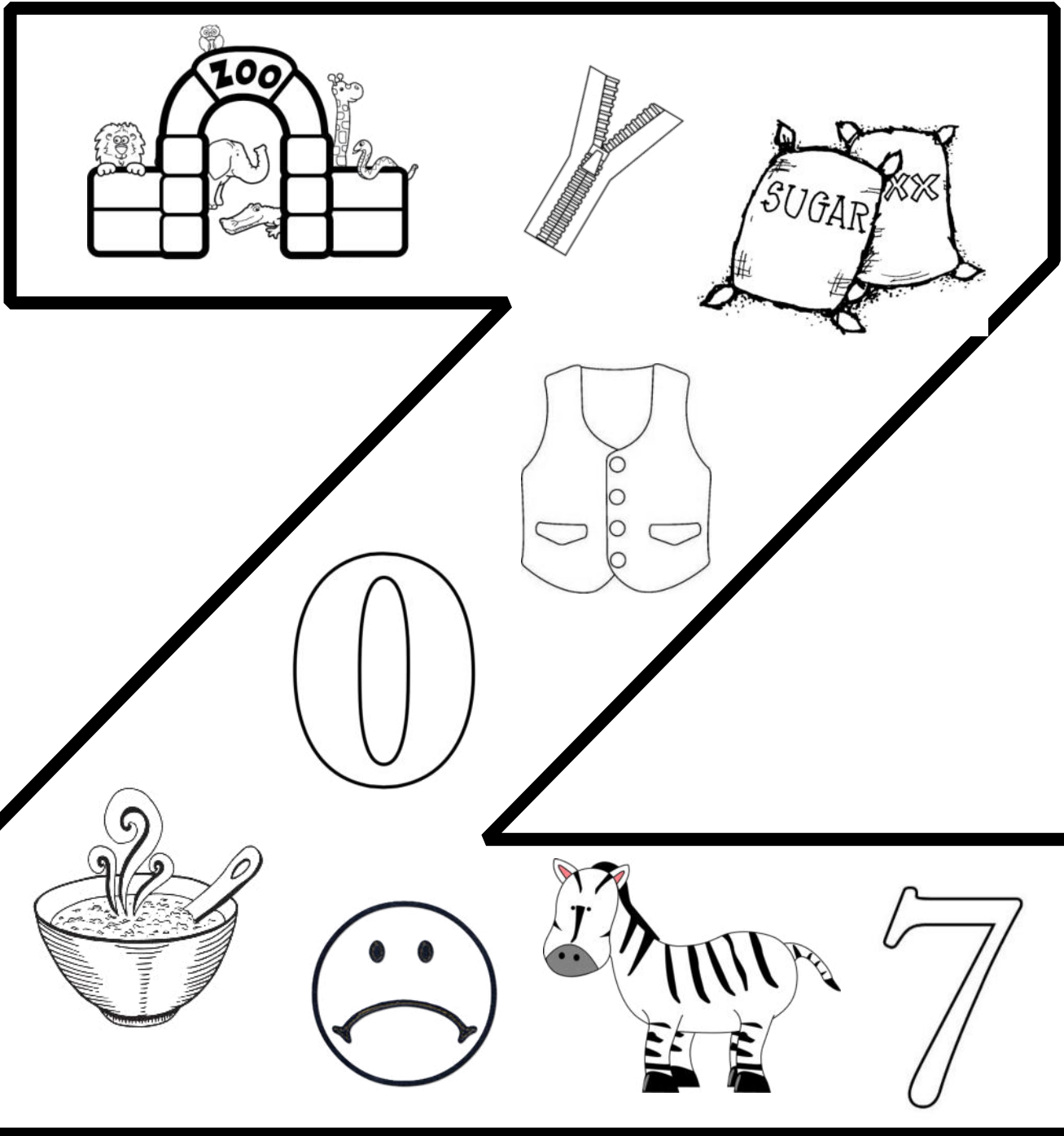
**DIRECTION:** Write the big and small letter Zz.

Z

z

DIRECTION: Color the pictures that begin with the /z/ sound.

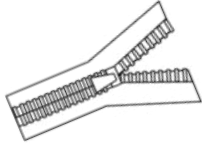
# Zz





# CHECK-UP TIME

DIRECTION: Write the missing letter in the each of the word below.



\_\_\_ipper



\_\_\_umpkin



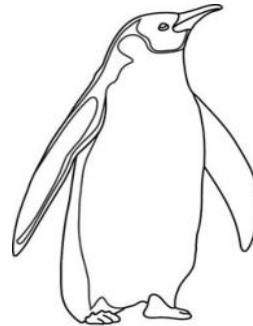
\_\_\_ueen



si\_\_\_



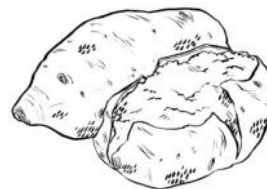
\_\_\_awn



\_\_\_enguin



wa\_\_\_



\_\_\_am





# ANSWER KEYS

## PAGES

- 5 - letter M ( mango, monkey, milk, mitten marble )
- 7 - letter T (teacher, tissue, tomato, telephone )
- 9 - letter S (tissue, vest, notes, dance)
- 10 - Check-Up Time (tissue and tiger, mango and milk, apple and arrow, tent and toothbrush, sun and soup, astronaut and anchor, moon and map
- 12 - letter I ( iguana, insect, ink, inside )
- 14 - letter F ( boat, net, pumpkin, vase )
- 16 - letter D ( bear, candy, lion, bell )
- 18 - letter R ( rainbow, rope, rabbit, rocket, ring )
- 19 - Check-Up Time ( D-doctor, R-ring, I-igloo, F-fire, R-rain, F-feather, I-insect )
- 21 - letter O ( ostrich, owl, octopus, orange, onion )
- 23 - letter G ( gate, gift, girl, gum )
- 24 - letter L ( lamp, lollipop, lemon, laptop )
- 27 - letter H ( hen, house, helicopter, horse )
- 28 - Check-Up Time ( H-hen, O-octopus, G-gum, L-lamp, O-onion, L-lemon, H-heart, L-lion, G-goat, O-ostrich, H-hammer, G-gorilla
- 30 - letter U ( up, underwear, umbrella )
- 32 - letter C ( candy, cup, camel, corn )

## PAGES

- 36 - letter N ( number, notebook, nailcutter, nurse, nose )
- 37 - Check-Up Time ( B-banana, U-umbrella, B- bee, U-up, N-nose, C-candy, N-necktie, C-cake )
- 39 - letter E ( eggplant, egg, elf, eight )
- 41 - letter K ( king, kangaroo, kettle, kite )
- 43 - letter V ( vest, vegetables, volcano, Violin )
- 45 - letter W ( witch, watch, window, whale, Water )
- 47 - letter J ( jam, jeep, jackfruit, Jack-in-the-box )
- 48 - Check-Up Time ( K-kangaroo, J- jar, W-watch, E-eggplant, V-vase, V-vegetables, J-jellyfish, E-elevator, K-king, K-koal, W-whale, W-watermelon
- 50 - letter P ( pizza, paint, pineapple, Papaya )
- 52 - letter Y ( yoyo, yarn, yacht, yoghurt )
- 54 - letter Q ( question mark, quilt, quiet, quail )
- 56 - letter X ( ax, six, mix, fix )
- 58 - letter Z ( zoo, zipper, zero, zebra )
- 59 - Check Up Time (Z-zipper, Q-queen, Y-yawn, X—wax, P-pumpkin, X-six,

### OTHER TITLES IN THIS SERIES:

RSS Level 3-Phonics Decoding (CVC Words)

RSS Level 4-Phonics Decoding ( Double and Triple Consonant Blends )

RSS Level 5 -Phonics Decoding ( Long Vowel Sounds )

**FOR MORE INQUIRIES PLEASE CONTACT:** Sofia E. Veniegas (author), Mobile# 0939-9246050

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