

Josh and His Dog



What's your child's education worth to you?

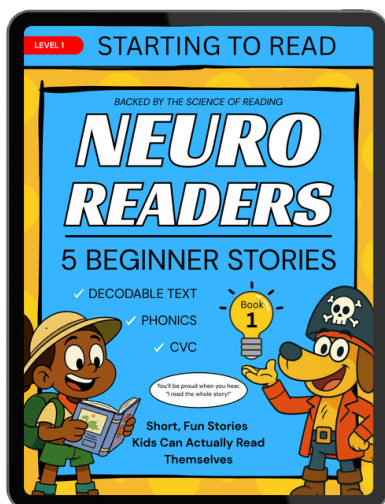
A Note For Parents & Teachers

These short phonics passages are a helpful tool for focused practice.

But for deeper and more lasting reading growth, we recommend pairing them with a comprehensive phonics book series.

If you want a full series, then check out the **NeuroReaders Decodable Phonics Series** for Advanced Kindergarten and First Grade to support systematic skill development and comprehension.

Phonics.NeuroReaders.com



UFLI | Lesson 51 (ng /ŋ/)

Phonics Focus: /ng/ – ring, sing, long, runs, song.

HFW Words: is, his, has, the, and

Vocabulary Words: bell, toss

It is pet day, and Josh has a pet dog.

His dog has a bell.

Ding! The bell can ring.

Josh gets a ball to toss.

The dog runs long.

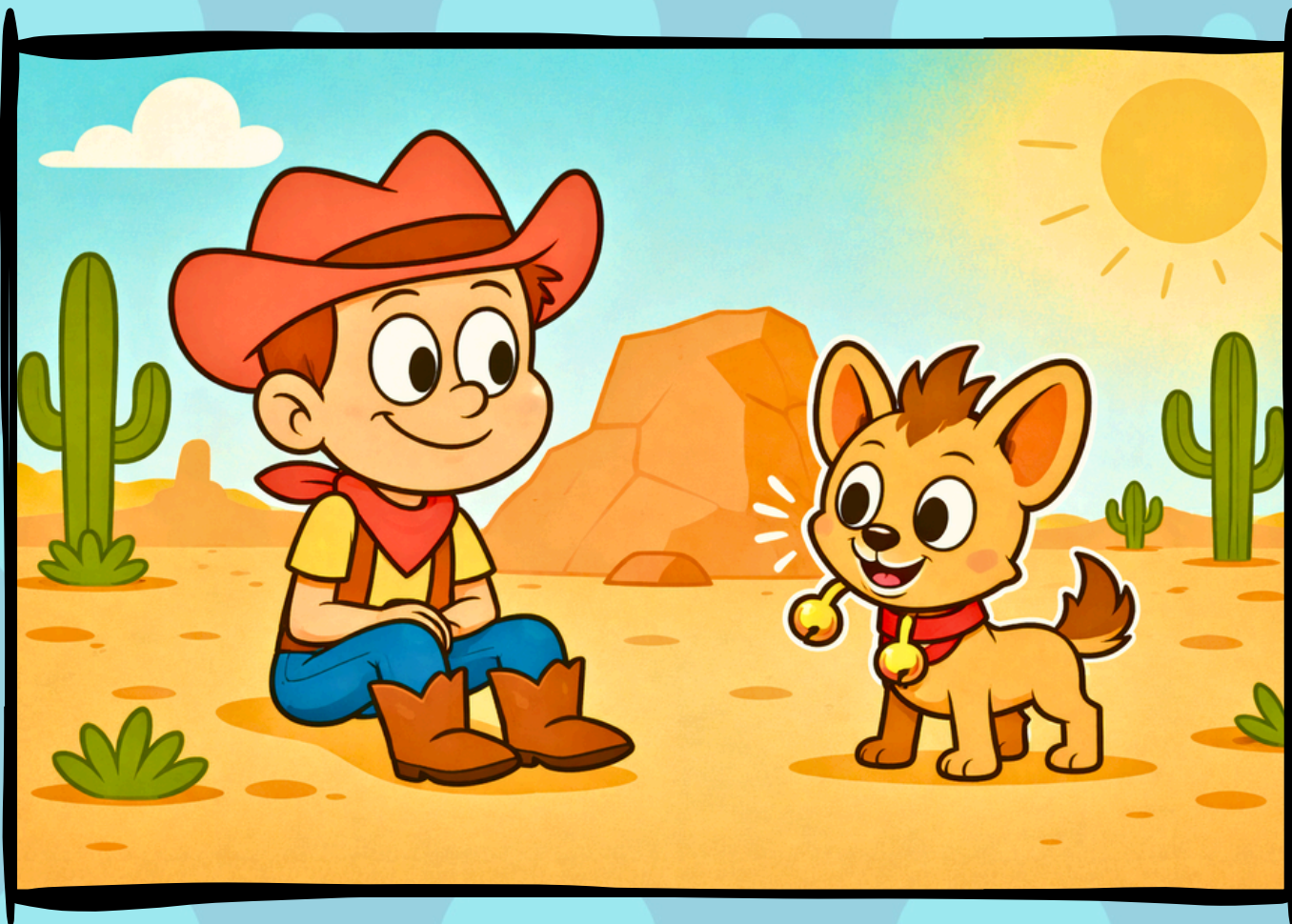
The dog gets the ball.

The dog can run and run.

Josh and his dog sing a song.

The bell will ring.

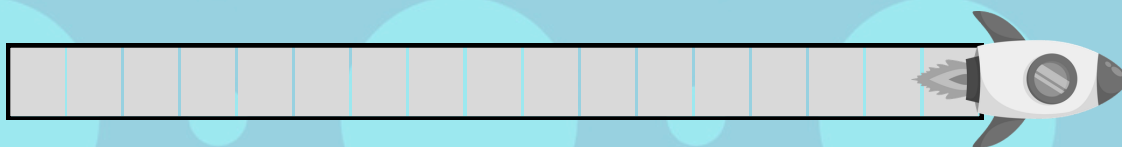
Josh hugs his dog.

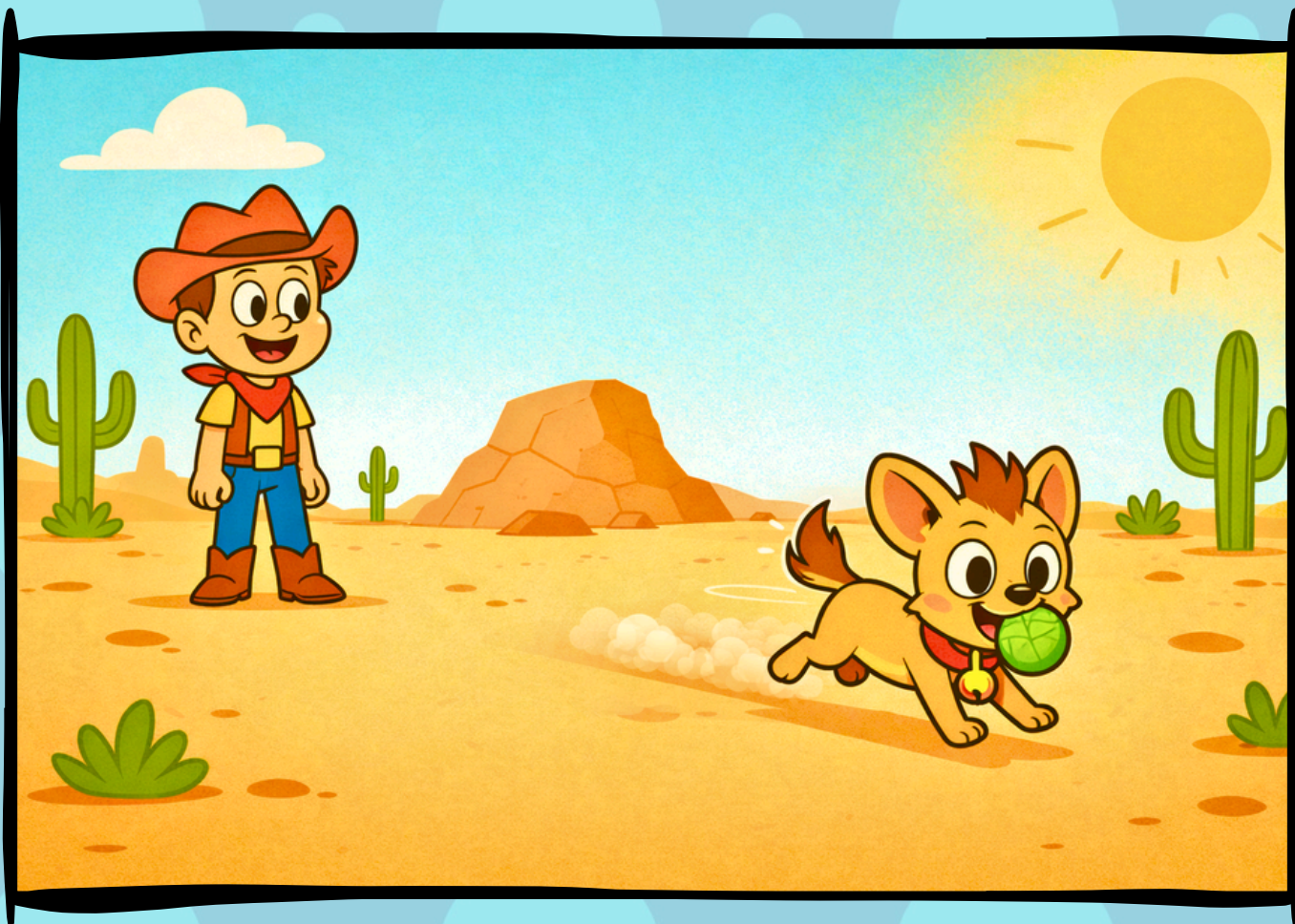


It is pet day, and Josh
has a pet dog.

His dog has a bell.

Ding! The bell can ring.



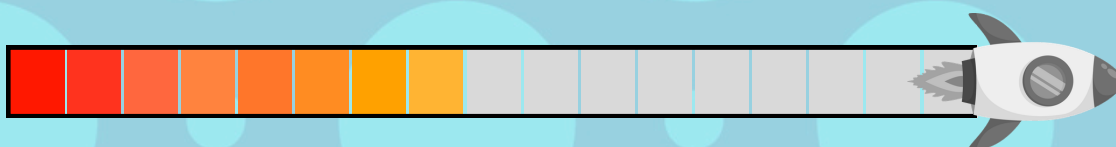


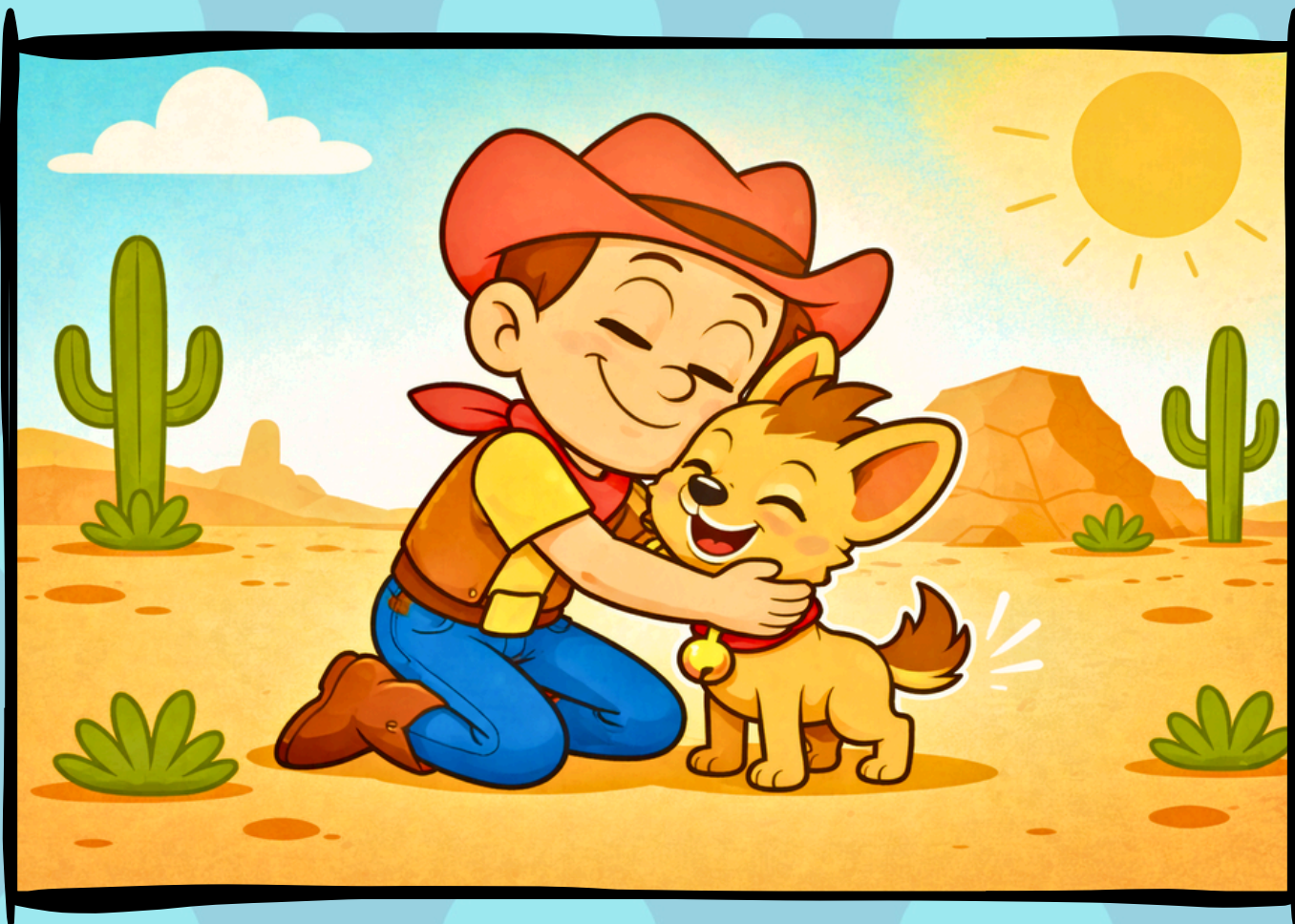
Josh gets a ball to toss.

The dog runs long.

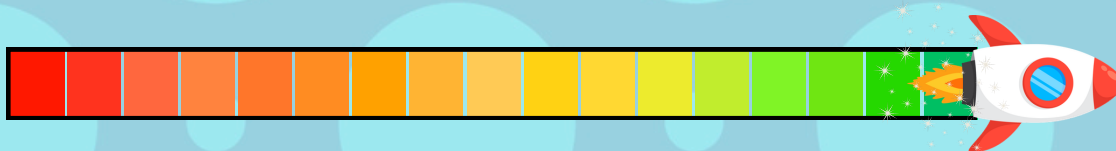
The dog gets the ball.

The dog can run and run.





Josh and his dog
sing a song.
The bell will ring.
Josh hugs his dog.



What Sound Do You Hear at the End?

IMSE Orton-Gillingham · Concept #33: ss, ll, ff, zz (1-1-1 Rule)

NAME _____

DATE _____

Say each word out loud. Listen to the last sound. Circle the sound you hear at the end. Remember: ss, ll, ff, zz each make one sound.

- | | | | |
|---------|----------------|----------------|----------------|
| 1. jazz | <div>/z/</div> | <div>/s/</div> | <div>/t/</div> |
| 2. bell | <div>/b/</div> | <div>/l/</div> | <div>/d/</div> |
| 3. hiss | <div>/h/</div> | <div>/z/</div> | <div>/s/</div> |
| 4. well | <div>/w/</div> | <div>/l/</div> | <div>/n/</div> |
| 5. buzz | <div>/s/</div> | <div>/z/</div> | <div>/p/</div> |

Double the Ending

NAME _____

DATE _____

THE 1-1-1 RULE (FLOSS)

In a short word with ONE vowel and ONE short sound, double the f, l, s, or z at the end.

Read each word. Write the missing double letters on the line to finish the word.

1. be_____ (hint: you ring it)

2. hi_____ (hint: a snake sound)

3. ja_____ (hint: a kind of music)

4. bu_____ (hint: the sound a bee makes)

5. we_____ (hint: "tap it ____")

Finish Each Sentence

NAME _____

DATE _____

Pick the best red word from the bank. Write it in the blank to finish each sentence.

RED WORD BANK

has

said

is

do

the

1. Buzz _____ a jazz bell.
2. Boss _____ his dog.
3. " _____ not tap the bell," said Mom.
4. "That is a jazz buzz," _____ Mom.
5. Buzz taps _____ jazz bell.

Finish the Thought

NAME _____

DATE _____

Think about the story. Finish each sentence with your own words. Use the story to help you.

1. Buzz has a ____

2. Boss does not like ____

3. When Boss is near the bell, he will ____

4. Buzz puts Boss in the ____

Copy and Complete

NAME _____ DATE _____

Copy the start of each sentence. Then finish it with your own words.

1. Buzz can tap . . .

2. Boss will . . .

3. Buzz lets Boss in . . .

4. That is a . . .

What's your child's education worth to you?

A Note For Parents & Teachers

These short phonics passages are a helpful tool for focused practice.

But for deeper and more lasting reading growth, we recommend pairing them with a comprehensive phonics book series.

If you want a full series, then check out the **NeuroReaders Decodable Phonics Series** for Advanced Kindergarten and First Grade to support systematic skill development and comprehension.

Phonics.NeuroReaders.com

