

JAZZ BUZZ



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



IMSE Orton-Gillingham Plus • Concept #33: ss, ll,
ff, zz l-l-l rule

Phonics Focus: short /e/ – bell, red, let, well, shed.

Red Words: has, said, is, do, the

Vocabulary Words: jazz, bell

Buzz has a jazz bell.

Buzz can tap the jazz bell.

Buzz can tap it well.

Boss, his dog, does not like the jazz bell.

Boss will hiss.

“Do not tap the jazz bell when Boss is by you,”
said Mom.

Buzz lets Boss in his shed.

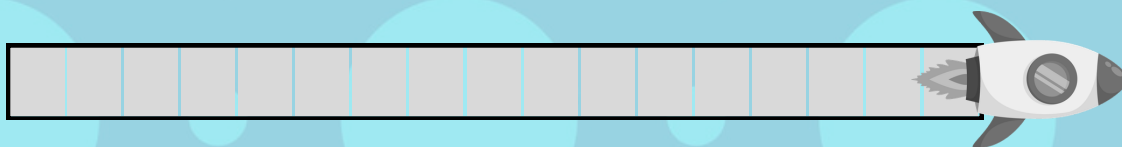
Buzz taps the jazz bell.

Buzz taps it well.

“That is a jazz buzz,” said Mom.



Buzz has a jazz bell.
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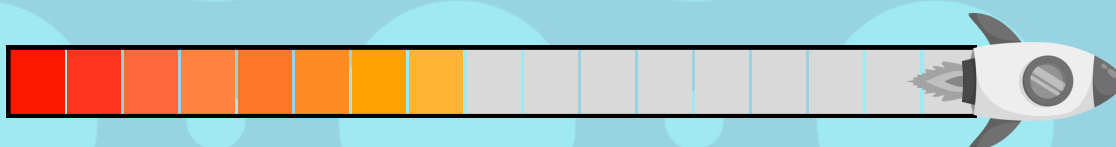




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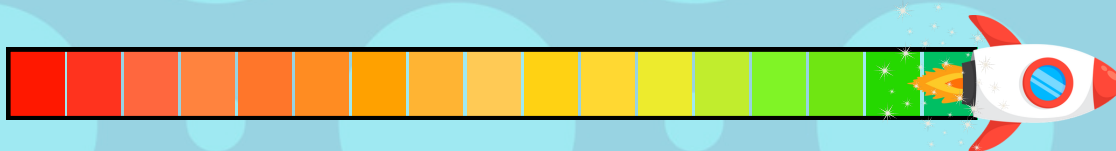


Buzz lets Boss in his shed.

Buzz taps the jazz bell.

Buzz taps it well.

“That is a jazz buzz,” said
Mom.



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 . . .

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