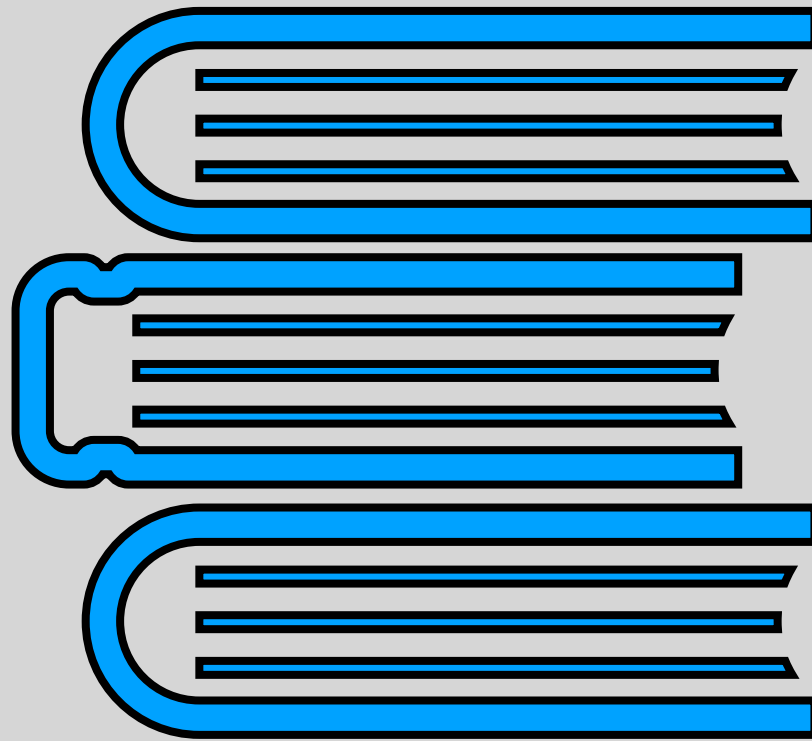




Storybook 1

Parent Edition

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Welcome!

This is the Parent Edition of Storybook 1.

Reading is a foundational skill. But, it is also a difficult skill. Our language is very complicated. It is a living language that is spoken all over the world. Even just here in the USA there are so many accents that it can make it difficult to create one curriculum that pronounces the words the way the child is used to hearing them.

We have done our best to be as close to the dictionary pronunciation as possible.

With all due respect to my relatives in Kentucky, "creek" is not pronounced "crik" and "washer" does not have an R in it.

Sorry. I know it is hard to hear!

All joking aside, we hope this curriculum is a blessing to your family.

In this Parent Edition, you will see gray instructional pages throughout to give advice where it may be helpful. Also, there are voice buttons to help you with pronouncing letters and segmenting words.

Keep in mind that these pages are not your script. They are here to give you the confidence you need to teach the material to your child in your own particular way. We are always trying to expand and include new approaches.

The Format For These Books.

There is a specific format that we follow in each of the Storybooks.

1. The child will learn or review letters and their sounds.

(Beginning in Storybook 3, letter teams will also be learned in this section.)

2. Next, he or she will practice writing their letters. (This will fade as the storybooks progress.)

3. The child will read a set of phrases or a story containing only the letters or letter teams he or she has learned thus far.

4. The child will practice spelling words. There is usually another reading section and another spelling section before going on to new letters.

(For the first 3 storybooks, the spelling will be directly related to the words from their stories. But, beginning in Storybook 4, we will be focusing on teaching how to spell high-frequency words.)

On the next page, the parent will say the letter's name and its sound or sounds. You will notice that some letters do not have any numbers. That means that the letter only represents one sound.

The colors and numbers are there to help the child see the sound patterns. Number one sounds are **blue**, and they are the most commonly used sound for that letter. The second sound will be in **green**, third sounds in **red**, fourth sounds in **orange**. Eventually, we will teach letter teams that represent as much as six different sounds. The sounds are always listed according to their most common to least common uses.

Learn these 10 letters and their sounds.

Aa



Cc



Dd

Gg



Mm

Nn

Oo

1

2

3

Rr

Ss

1

2

Tt

Handwriting

Handwriting is an enormously important skill that is all too often overlooked.

For mechanical learners, however, it represents the hands-on memory connection they desperately need in order to learn to read well.

Learning to write the letters takes patience.

There is also a large debate over whether to teach cursive or print. Originally, I would have recommended to focus on cursive rather than print (manuscript). However, as I began to teach my own children to read and spell, trying to force them to learn cursive presented more barriers to learning than I believe was worth it. So, I began to focus on print.

You may choose to do cursive, and there is nothing wrong with that. It is entirely up to you.

Another parent made the recommendation that, when the child is writing the letters, to have them write the letters as many times as there are sounds. (A gets written 3 times. M gets written once.) And, to say the sounds as you write the letters.

For example, when you are writing the first A, say the first sound. When the child is writing the second A, say the second sound, etc.

This is a great example of how to help your child make a muscle and an auditory memory of the sounds of each letter.

Write all of your little letters.

a _____

n _____

c _____

o _____

d _____

r _____

g _____

s _____

m _____

t _____

Teaching Boxes

Teaching boxes are provided throughout the course. In these boxes are the instructions the parent is supposed to read to the student.

English is such a complicated language that it would be overwhelming to dump it on both parent and child all at once.

So, I have endeavored to include these teaching moments as often as necessary but without overwhelming anyone with too much information.

The 1st sound of each letter is blue.

The 2nd sound of each letter is green.

The 3rd sound of each letter is red.

Reading

You can approach the reading sections in one of two main ways:

1. Read the whole word with your child like you are reading an ordinary book.
2. Sound out each individual word and then read it through smoothly on a second pass.

The advantage to choice number one is that the child will hear the word the way it is supposed to be pronounced and will not have to struggle with trying to read it right away.

This is a smooth form of reading and will work well with most students.

The second approach is to sound out each word as you go and then pronounce the whole word smoothly before moving on to the next word.

This is likely a popular approach because you want to see if the child can read the word themselves.

While independent reading is the goal of this curriculum, reading is a skill that takes time. If sounding out each word works well for your learner, that is great! If, however, it seems to frustrate your child because he or she feels put on the spot to know a word, then go with the smooth reading approach for a while to see if that helps to deepen their confidence.

You may find a mixture of both approaches covers the needs of your learners the best.



dog on mat



dog and cat



sad cat on
sand



Dan ran on
sand

Spelling

In the spelling sections, the goal is to segment the word and then blend it back together.

It is like taking apart a set of Lego blocks, examining its individual parts and then clicking them all back together. In these sections, say the individual sounds, blend them into the whole word and write it. The more the child says the word aloud, the stronger the auditory memory will be.

Because we have a sound-based language, succeeding sounds effect preceding sounds. I know that sounds confusing, but let me explain.

We have two types of sounds in English: vowels and consonants.

Vowel sounds are made with an open mouth, can be made louder or softer and can be sustained. These are the sounds responsible for opening our mouths in words.

Consonant sounds are sounds blocked by the teeth, tongue or lips. These are the sounds responsible for closing our mouths in words.

These two sounds are what create **syllables** within words. The vowel sounds open our mouths, the consonant sounds close our mouths and complete the beat or the syllable.

Spelling Continued..

As we blend sounds into a whole word, the next sound will often affect the previous sound.

When I say the word "sand," the A is saying its first sound. (A as in cat.) But, as my mouth starts to shift and form the sound of the letter N, my mouth position changes and the pure sound of the A starts to sound more like its second sound. (A as in its name.)

Certain sounds effect the mouth more than others because of how much the mouth changes in order to make the next (succeeding) sound.

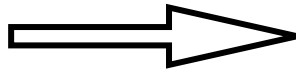
Begin the spelling section by individually sounding out each letter (sound) box. Then blend the sounds together into a smooth word.

If, when the word is blended, it doesn't seem to have the same sounds as when it was sounded out individually, just use the above explanation in your own way.

Sounds that are being blended together into a word can sound a little mushed and that is normal. If you practice blending the word together faster and faster, it will eventually begin to sound like a word your child recognizes and they will understand what word they are reading.

Write all of your new words!

d o g



o n



m a t



a n d



c a t



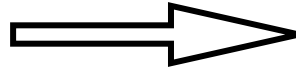
s a d



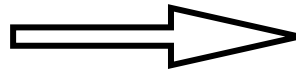
s a n d



D a n



r a n



Reviewing Letter Sounds

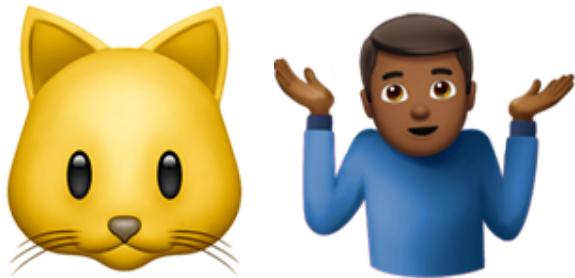
Depending on how quickly your child is picking up the letter sounds, it may be better to go back and review the letters before you go onto the next reading section.

No new letters have been added yet. So, these reading and spelling sections are still just reading words made with the ten letters learned at the beginning of the section.

These are the first reading and spelling sections that will include second sounds. Draw special attention here to the fact that certain letters are now **green**. Take a little extra time to discuss this with your child.



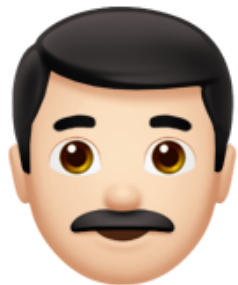
dad and mom



cat sat on man



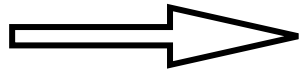
can mom add
gas



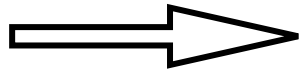
dad on a cot

Write all of your new words!

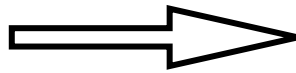
d a d



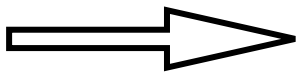
m o m



s a t



m a n



c a n



a d d



g a s



a



c o t



Learning New Letter Sounds

Here, we are about to introduce the next five letters needed. We will begin to incorporate these new letters into the reading and spelling sections.

You will notice that we have a fourth sound on the letter I.

It is in orange!

One of the most interesting things about the letter I is that it makes three **vowel** sounds and one **consonant** sound.

This will come up again later on when your child will be learning about consonants and vowels in more depth.

Let's review these 10 letters and their sounds.

Aa



Cc



Dd

Gg



Mm

Nn

Oo

1

2

3

Rr

Ss

1

2

Tt

Learn these 5 letters and their sounds.

Bb

Ee

1
2

Ff

Ii

1
2
3
4

Pp

Write all of your new little letters.

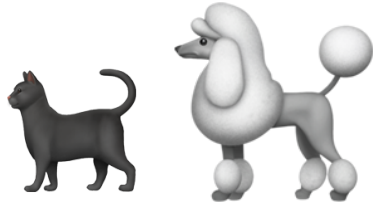
b

e

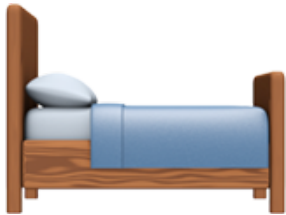
f

i

p

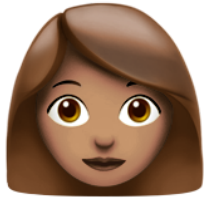


a cat and a
dog sit on a
bed



ten men in a
band





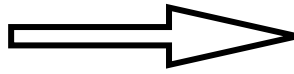
mom got a red
bag



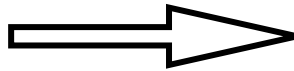
dad is glad

Write all of your new words!

s i t



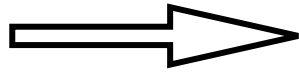
b e d



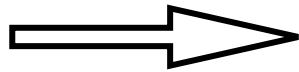
t e n



m e n



i n



b a n d



g o t



r e d



i s



b a g

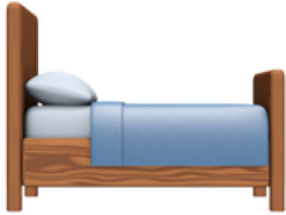


g l a d





go and rest
mom and dad



big soft cat sat
on Dan



no bad dog
stop and sit



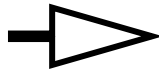
mom is not
bad
mom is best

Write all of your new words!

g o



r e s t



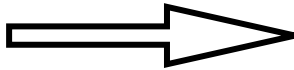
b i g



s o f t



n o



b a d



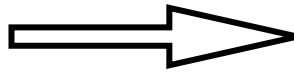
s t o p



b e s t



n o t

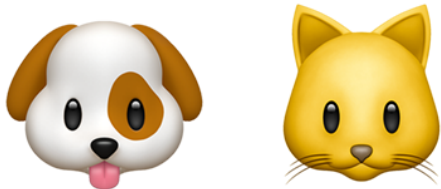




Spot is a dog



Spot is a big dog



Spot met a soft
cat



Spot met a fat bat



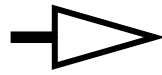
Spot is fast
bat is fast



cat is not fast
so cat sat

Write all of your new words!

s p o t



m e t



f a s t



b a t



s o



f a t



Mastery

Every parent has their own priorities coming into the homeschool journey.

The next page has a summary of the words your child has learned thus far.

If you feel that he or she needs to have it completely mastered before continuing on to the next storybook, that is up to you.

We have also written Extra Practice books that offer more reading and spelling sections with only the letters learned in this book.

However, mastery is an advanced skill in my personal opinion. If your child is responding well to the teaching method and making progress, it is okay to let them progress into the next storybook.

The words covered in this storybook make appearances in the successive books, so your child will have plenty of chances to master each and every word.

But, as I always try to make clear, you as the parent know best! Use the curriculum in the way you see is most fitting to your individual learner.

Look at all the words you learned!

dog

on

mat

and

cat

sad

sand

Dan

ran

dad

mom

sat

man

can

add

gas

a

cot

sit

bed

ten

men

in

band

got

red

is

bag

glad

go

rest

big

soft

no

bad

stop

best

not

Spot

met

last

bat

so

fat

fast