

# ***Kit Beginning Reader Books***

Parent/Teacher Guide

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With this guide  
On your side  
You'll be able  
To lend some aid  
And every fable  
That here was made  
Will help the child to read—  
For that is what they need!

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## **IMPORTANT! PLEASE READ!**

### **ATTENTION PARENTS AND TEACHERS:**

This guide will help you know how to guide a child to successfully reading with this series. If you don't read this entire guide, at least read this first page. It will only take a few minutes.

General explanation:

Learning to read is, at its root, learning to pronounce groups of letters which we call "words." Therefore, phonetics is at the core of learning to read. To begin reading these books, the child should be able to recognize the letters of the alphabet and should know the general sound that each letter makes. That is all. Nothing else is required. The first book starts so simply!

With each new book, help the child to read through it the first time. Show them that all they need to do is string together 3 letter sounds to form words. With that one concept, they can read the entire first set of six books. This will build their confidence for tackling the next set. Once the child is able to read through a book all on their own, they are ready to move on to the next one in the series.

On the inside cover of each book is a brief list of the concepts covered within that book. In this Parent/Teacher Guide, you will find an expanded explanation of the phonetic concepts covered within each book, along with the new words in that book that are applicable to each concept. Flip through this guide and you will see that it gives you a concise yet helpful list for each book in the series.

As you know, English has many phonetic exceptions to the "rules," even among very short words. Each new phonetic exception is listed inside the front cover of the book in which it is introduced. These exception words are also listed in this guide, along with an indication of where to find them in each book (page numbers). When the child comes across a new exception for the first time, pronounce it aloud for them and explain to them that it is said differently than it appears.

This series consists of a total of 16 books in three levels: A, B, and C. The text of all of these books only includes words up to 3 letters long in Level A, up to 4 letters long in Level B, and up to 5 letters long in Level C. Simply help the child along through each book in order, and they will be reading quite well by the end of Level C!

**All books in the *Kit Beginning Reader Books* series:**

*Level A: Kit Learns To Read*

Book A-1: Meet Kit

Book A-2: More Kit

Book A-3: Kit Does Math

Book A-4: Kit And Critters

Book A-5: Kit Meets People

Book A-6: Kit And The Bug

*Level B: Kit Reads Some More*

Book B-1: Kit Comes To Town

Book B-2: Kit Takes A Drive

Book B-3: Kit Goes Hiking

Book B-4: Kit Shops For Clothes

Book B-5: Kit Reads About Animals

*Level C: Kit Is Reading Now*

Book C-1: Kit Explores A House

Book C-2: Kit Goes Out To Eat

Book C-3: Kit Explores The Earth

Book C-4: Kit Loves Life!

Book C-5: Kit Goes Home!

Kit Beginning Reader Parent/Teacher Guide

(Books are available individually or combined as 3 volumes for Levels A, B, and C.)

[Go here to purchase the entire series \(paperback or Kindle edition\)](#)

[Go here to purchase the combined volumes \(multiple formats\)](#)

[Visit website to learn more about Kit Beginning Reader Books](#)

## LEVEL A: KIT LEARNS TO READ

Level A covers words up to 3 letters long, basic sentence structure, and basic rhyme schemes. The last book in Level A (Book A-6) contains a much larger number of 3-letter words and varying rhyme schemes. Once the child is able to read Book A-6 on their own, they are ready to progress to Level B.

### BOOK A-1: MEET KIT

Book A-1 teaches basic sentence structure and consists of only very short sentences. This book introduces Kit in a fun way. 20 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book A-1:

- Short vowel sounds in pattern CVC
  - New words for this concept: *beg, box, but, can, cat, dog, fun, get, hug, Kit, lap, mat, set, sit, sun, yap, yes*
- Vowel combined with “y” (—ay), making long “a” vowel sound
  - New words for this concept: *day, lay, say, way*
- Double-vowel ee, making long “e” vowel sound
  - New words for this concept: *bee, see*
- Vowel-consonant ending —ow, making “ow” sound
  - New word for this concept: *now*
- Two-consonant blends (*fl—, —nd, —sk, sk—, th—*)
  - New words for this concept: *fly, and, ask, sky, the*
- Double-consonant *gg*
  - New word for this concept: *egg*
- Introduction to use of quotation marks (“”) on last page
- Phonetic exceptions:
  - *for* (long “o” sound, on page 13)
  - *bye* (long “i” sound, on page 19)
  - *you* (“ew” sound, on page 19)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

### BOOK A-2: MORE KIT

Book A-2 teaches basic sentence structure and consists of only very short sentences. This book reveals a little more of Kit’s personality. 24 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book A-2:

- Vowel combined with “y” (—ey), making long “a” vowel sound
  - New word for this concept: *hey*

- Vowel combined with “y” (–oy), making long “o” vowel sound
  - New words for this concept: **joy, toy**
- Vowel combination ea, making long “e” vowel sound
  - New word for this concept: **eat**
- Vowel combination ou, making “ow” sound
  - New word for this concept: **out**
- Vowel combination ending –ie, making long “i” vowel sound
  - New word for this concept: **lie**
- Double-vowel oo, making “ew” sound
  - New word for this concept: **too**
- Vowel-consonant ending –aw, making “aw” sound
  - New word for this concept: **saw**
- Two-consonant blends (br–, dr–, fr–, –ld, sh–)
  - New words for this concept: **bro, dry, fro, old, shy**
- Double-consonant ff
  - New word for this concept: **off**
- Introduction to very short contractions
  - New words for this concept: *he’s (=he is), I’ll (=I will), I’m (=I am), it’s (=it is), I’ve (=I have)*
  - Although the child will likely already know the meaning of these contractions when pronounced, you may want to explain that a contraction combines two words into one shorter word.
- Phonetic exception:
  - *are* (short “a” sound, not long “a” sound, on page 15)
  - Remember to pronounce this exception for the child, explaining that it is said differently than it appears.

### BOOK A-3: KIT DOES MATH

Book A-3 teaches basic sentence structure and consists of very short sentences with some slightly longer sentences. This book focuses on numbers. 24 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, –(dash)=start or end

New Phonetic Concepts in Book A-3:

- Long vowel sounds in pattern VCe
  - New words for this concept: **age, use**
- Vowel combined with “y” (–uy), making long “i” vowel sound
  - New word for this concept: **buy**
- Letter g making “j” sound when between vowels in pattern Vge
  - New word for this concept: **age**
- Two-consonant blends (cr–, tr–, wh–, –wl, –wn)
  - New words for this concept: **cry, try, why, owl, own**
- Double-consonant dd
  - New words for this concept: **add, odd**
- Introduction to proper names

- New words for this concept: *Ben, Jan*
- Introduction to use of colon (:) on page 21
- Phonetic exceptions:
  - *one* (sounds like “wun”, on page 7)
  - *two* (sounds like “too”, on page 7)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

## BOOK A-4: KIT AND CRITTERS

Book A-4 teaches basic sentence structure and consists of very short sentences with some longer sentences. This book focuses on animals and involves a trip to the zoo. 26 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, –(dash)=start or end

New Phonetic Concepts in Book A-4:

- Use of *y* as a vowel, making short “i” vowel sound, in pattern CyC
  - New word for this concept: *gym*
- Letter *c* pronounced as “s” when followed by “y” in pattern –cy
  - New word for this concept: *icy*
- Two-consonant blends (–lk, –nt, –pt, sp–, –ts)
  - New words for this concept: *elk, ant, opt, spa, its*
- Double-consonant //
  - New word for this concept: *all*
- Introduction to two-syllable words
  - New words for this concept: *emu, icy*
- Phonetic exceptions:
  - *awe* (short “a” sound, sounds like “aw”, on page 14)
  - *who* (sounds like “hoo”, on page 6)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

## BOOK A-5: KIT MEETS PEOPLE

Book A-5 teaches basic sentence structure and consists of very short sentences with some slightly longer sentences. This book heavily uses quotation marks for conversations. It includes many proper names and focuses on a foot race. 30 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, –(dash)=start or end

New Phonetic Concepts in Book A-5:

- Vowel combination *ai*, making long “a” vowel sound
  - New word for this concept: *air*
- Vowel combination *oe*, making long “o” vowel sound
  - New word for this concept: *Joe*
- Vowel combination *ue*, making long “u” vowel sound

- New word for this concept: **Sue**
- Vowel-consonant ending *—on*, making short “u” vowel sound
  - New words for this concept: **son, ton, won**
- Vowel-consonant ending *—ow*, making long “o” vowel sound
  - New words for this concept: **low, row**
  - Explain that some words that end in “ow” have a short “o” sound (as in **cow** and **now**) and some have a long “o” sound (as in **low** and **row**).
- Two-consonant blends (*—ct, pr—, —rb, sl—*)
  - New words for this concept: **act, pro, orb, sly**
- Several new proper names
  - New words for this concept: *Bob, Dan, Jim, Joe, Ken, Pam, Pat, Sam, Sue, Tim, Tom*

## BOOK A-6: KIT AND THE BUG

Book A-6 consists of a mix of short and long sentences. This book includes a heavier use of quotation marks for conversations, various changes in rhyme schemes, and many more words per page. It also introduces inner quotation marks (quotes within quotes). Kit goes to see Doe Joe (introduced in the previous book). This book is especially humorous and fun! 36 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book A-6:

- Vowel combination *oi*, making “oy” sound
  - New word for this concept: **oil**
- Vowel-consonant ending *—ew*, making long “u” vowel sound
  - New word for this concept: **new**
- Two-consonant blends (*—nk, —rm, —sh*)
  - New words for this concept: **ink, arm, ash**
- One more very short contraction
  - New word for this concept: *I’d (=I would)*
- Introduction to use of inner quotes (‘’) on page 31
- Phonetic exceptions:
  - *dye* (long “i” sound, rhymes with “bye”, on page 31)
  - *eye* (long “i” sound, sounds like “I”, on page 5)
  - *ink* (long “e” sound, sounds like “eenk”, on page 31)
  - *sew* (sounds like “so”, does **not** rhyme with “new”, on page 28)
  - *sir* (sounds like “sur” or “ser”, on page 13)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

New Words in Book A-6 for Notable Concepts Already Introduced:

- Additional words with vowel-consonant ending *—ow*, making **both** short and long “o” vowel sounds
  - New words for this concept: **pow, tow, vow**

- Explain that *pow* and *vow* have a short “o” sound (as in *cow* and *now*) while *tow* has a long “o” sound (as in *low* and *row*).
- Additional two-syllable words
  - New words for this concept: *aha*, *any*

## LEVEL B: KIT READS SOME MORE

Level B covers words up to 4 letters long, more robust sentence structure, and a larger variety of rhyme schemes. In addition, every line in Level B books rhymes with another line, making them even more fun to read! The last book in Level B (Book B-5) contains a large number of words, changing rhyme schemes, and a focus on learning to read. Once the child is able to read Book B-5 on their own, they are ready to progress to Level C.

## BOOK B-1: KIT COMES TO TOWN

Book B-1 introduces several words that are 4 letters long in various phonetic patterns while consisting mostly of short sentences. In this book, Kit walks to the town and shops for some food. 26 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book B-1:

- Short vowel sounds in pattern CVCC
  - New words for this concept: *back*, *cash*, *cost*, *dash*, *fast*, *felt*, *fill*, *fist*, *hill*, *hunk*, *junk*, *just*, *lack*, *last*, *left*, *list*, *lost*, *melt*, *much*, *pack*, *park*, *sack*, *talk*, *walk*, *went*, *will*, *with*
- Short vowel sounds in pattern CCVC
  - New words for this concept: *drop*, *flop*, *glad*, *grab*, *grin*, *ship*, *shop*, *slab*, *slid*, *spot*, *stop*, *that*, *then*, *this*, *trip*, *what*
- Short vowel sounds in pattern CVCs (common 3-letter words + “s”)
  - New word for this concept: *hits*
- Double-vowel ee, making long “e” vowel sound, in patterns CeeC and —ee
  - New words for this concept: *feel*, *feet*, *free*, *meet*
- Double-vowel oo, making “ew” sound, in pattern CooC
  - New words for this concept: *cool*, *food*, *mood*, *soon*
- Vowel-consonant combo ow, making “ow” sound, in patterns CCow or CowC
  - New words for this concept: *chow*, *down*, *town*
- Vowel-consonant combo ow, making long “o” vowel sound, in pattern CCow
  - New word for this concept: *know* (on page 7)
  - Note that this is also a new consonant blend (*kn—*). Explain that the “k” is always silent in words that start with “kn”.
  - Remind the child that some words that end in “ow” have a short “o” sound (as in *cow* and *now*) while others have a long “o” sound (as in *low* and *row*).
- Vowel-consonant combo ending —old, making long “o” vowel sound
  - New words for this concept: *bold*, *cold*, *gold*, *sold*, *told*
- Two-consonant blends (—*ch*, *ch—*, —*ck*, —*ft*, *gl—*, *gr—*, *kn—*, —*lt*, —*rk*, —*st*, *st—*, —*th*)

- New words for this concept: *much, chow, back, lack, pack, sack, left, glad, grab, grin, know, felt, melt, park, cost, fast, fist, just, last, list, lost, stop, with*
- Phonetic exceptions:
  - *from* (short “u” sound, sounds like “frum”, on page 2)
  - *want* (short “u” sound, sounds like “wunt”, on page 6)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

## BOOK B-2: KIT TAKES A DRIVE

Book B-2 consists of a mix of short and long sentences in changing rhyme schemes. This book includes a heavier use of quotation marks for back-and-forth conversation. In this book, Bob (introduced in Book A-5) drives Kit all around to see things. 30 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, –(dash)=start or end

New Phonetic Concepts in Book B-2:

- Long vowel sounds in pattern CVCe
  - New words for this concept: *came, cave, cone, dome, fine, fire, gate, here, hide, home, lane, late, like, made, mile, mine, more, nice, note, ride, rode, safe, save, side, take, tide, tire, wake, zone*
- Vowel combination *ai*, making long “a” vowel sound, in pattern CaiC
  - New words for this concept: *main, wait*
- Vowel combination *ea*, making long “e” vowel sound, in pattern CeaC
  - New words for this concept: *gear, near*
- Vowel combination *oa*, making long “o” vowel sound, in pattern CoaC
  - New words for this concept: *boat, load, loan, road, roam*
- Vowel combined with “y” (–ey), making **both** long “a” and long “e” vowel sounds
  - New words for this concept: *they, key*
  - Explain that some words that end in “ey” have a long “a” sound (as in *hey* and *they*) while some have a long “e” sound (as in *key*).
- Double-vowel *oo*, making alternate “uh” sound, in pattern CooC
  - New words for this concept: *good, look, took*
  - Explain that some words with “oo” have an “ew” sound (as in *food* and *soon*) while some have an “uh” sound (as in *good* and *look*).
- Single vowel *o*, making long “o” vowel sound, in pattern CoCC
  - New words for this concept: *both, roll*
- Letter *c* pronounced as “s” when followed by “e” in pattern –ce
  - New word for this concept: *nice*
- Two-consonant blends (*cl–, –ng, –rd, –rn, –rt, –xt*)
  - New words for this concept: *clap, long, song, sung, word, horn, art, cart, dart, fort, mart, part, port, tart, next*
- Introduction to two-syllable words in pattern VCVC
  - New word for this concept: *over*
- Introduction to contractions using 4 letters

- New words for this concept: *can't* (=can not), *don't* (=do not), *let's* (=let us), *won't* (=will not)
- Although the child will likely already know the meaning of these contractions when pronounced, you may want to tell them the words these contractions represent.
- Phonetic exceptions:
  - *been* (short “i” sound, sounds like “bin”, on page 3)
  - *door* (long “o” sound, sounds like “dore”, on page 14)
  - *have* (short “a” sound, not long “a” sound, on page 6)
  - *move* (makes “ew” sound like “oo”, on page 28)
  - *said* (sounds like “sed”, on page 7)
  - *your* (long “o” sound, sounds like “yore”, on page 12)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

### BOOK B-3: KIT GOES HIKING

Book B-3 contains longer sentences, more complex rhyme schemes, and several new two-syllable words (in new phonetic patterns). It introduces some alternate sounds for letter patterns including some silent letters. This book uses quotation marks when Kit talks to himself as he embarks on a long nature walk—a rather humorous adventure that becomes quite difficult! 30 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book B-3:

- Vowel combination *ou*, making “ow” sound, in pattern *CouC*
  - New words for this concept: *hour, pout*
- Single vowel *i*, making long “i” vowel sound, in pattern *CiCC*
  - New words for this concept: *find, high, sigh, sign*
- Single vowel *o*, making short “u” vowel sound, in pattern *CoCe*
  - New words for this concept: *done, some*
- Past-tense and present-tense verb endings —*ed* and —*es*
  - New words for this concept: *tied, goes*
- Silent consonant combo ending —*gh*
  - New words for this concept: *high, sigh*
- Silent “g” in consonant combo *gn*
  - New word for this concept: *sign*
- Two-consonant blends (*bl—, —lf, —mp, pl—, sw—, tw—, —wk*)
  - New words for this concept: *blew, self, camp, ramp, play, swam, twig, hawk*
- Double-consonant *ss*
  - New words for this concept: *less, mess*
- Two-syllable words in new patterns *VCCV, VCVy, and CVCy*
  - New words for this concept: *also, away, into, many, okay, very*
- Phonetic exceptions:
  - *else* (one syllable with strong “s” sound, on page 8)
  - *head* (short “e” sound, not long “e” sound, on page 21)
  - *hour* (silent leading “h”, sounds like “our”, on page 5)

- Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

New Words in Book B-3 for Notable Concepts Already Introduced:

- Additional words with double-vowel oo, making **both** “ew” and “uh” sounds, in pattern CooC
  - New words for this concept: **zoom**, **wood**
  - Explain that **zoom** has an “ew” sound (as in **food** and **soon**) while **wood** has an “uh” sound (as in **good** and **look**).
- Additional words with silent “k” in pattern kn—
  - New words for this concept: **knew**, **knot**
- Additional two-syllable words in pattern VCVC
  - New words for this concept: **even**, **exit**

## BOOK B-4: KIT SHOPS FOR CLOTHES

Book B-4 consists of a mix of short and long sentences in a variety of changing and more complex rhyme schemes. It includes many examples of rhyming words with endings spelled differently but sounding the same. This book includes several new two-syllable words and more alternate sounds for various letter patterns. In this book, Kit talks about his body and shops for clothes in humorous fashion. 38 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book B-4:

- Vowel combination oi, making “oy” sound, in pattern CoiC
  - New word for this concept: **coin**
- Vowel combination ui, making long “u” vowel sound, in pattern CuiC
  - New word for this concept: **suit**
- Use of y as a vowel, making long “i” vowel sound, in pattern CyCe
  - New word for this concept: **type**
- Vowel-consonant combo ending —ise, pronounced like “ize”
  - New words for this concept: **rise**, **wise**
- Letter c pronounced as “s” when followed by “i” in pattern ci—
  - New word for this concept: **city**
- Two-consonant blends (—lp, sc—, sn—)
  - New words for this concept: **help**, **scar**, **snap**
- Double-consonant rr
  - New word for this concept: **purr**
- Two-syllable words in new patterns CVCV and VCCy
  - New words for this concept: **only**, **taxi**
- One more short contraction using 4 letters
  - New word for this concept: **isn’t** (=is not)
- Phonetic exceptions:
  - **does** (sounds like “duz”, on page 11)
  - **four** (sounds like “fore”, not “fower”, on page 12)
  - **gone** (short “o” sound, not long “o” sound, on page 32)

- *hmmm* (pronounced like a hum, on page 31)
- *shoe* (sounds like “shoo”, not “show”, on page 14)
- *sure* (sounds like “shur”, on page 8)
- *wear* (sounds like “ware”, not “weer”, on page 17)
- Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

New Words in Book B-4 for Notable Concepts Already Introduced:

- Additional words with *o* making short “u” vowel sound, in pattern CoCe
  - New words for this concept: *come, love, none*
- Additional words with double-vowel *oo*, making **both** “ew” and “uh” sounds, in pattern CooC
  - New words for this concept: *book, boot, foot, hook, nook*
  - Explain that *boot* has an “ew” sound (as in *food* and *soon*) while *book, foot, hook,* and *nook* have an “uh” sound (as in *good* and *look*).
- Additional words with vowel-consonant ending —*ow*, making **both** short and long “o” vowel sounds
  - New words for this concept: *brow, glow, slow*
  - Explain that *brow* has a short “o” sound (as in *cow* and *now*) while *glow* and *slow* have a long “o” sound (as in *low* and *row*).
- Additional two-syllable words in patterns VCVC, VCCV, VCVy, and CVCy
  - New words for this concept: *able, afar, body, city, ever, lady, open, tiny*

## BOOK B-5: KIT READS ABOUT ANIMALS

Book B-5 includes more complex rhyme schemes, more examples of rhyming words with endings spelled differently but sounding the same, and many more words per page. It includes some special word-ending sounds, several new two-syllable words, and words used to make phonetic expressions (both animal and people sounds). In this book, Kit reads a book about animals and makes funny remarks about it. This book introduces three-consonant blends, three-syllable words, custom contractions, and possessive words with apostrophes. You may need to assist the child with reading this book more than you have with the other books up to this point. Once they are able to read this book on their own, they will be ready to progress to Level C! 50 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book B-5:

- One-syllable long vowel sounds in pattern VVCe
  - New words for this concept: *ease, ooze*
- Vowel combination *ie* between consonants, making long “e” vowel sound, in pattern CieC
  - New word for this concept: *pier*
- Vowel-consonant combo ending —*ing*, with “i” making long “e” vowel sound, pronounced like “eeng”
  - New words for this concept: *sing, wing*
- Vowel-consonant combo ending —*ive*, pronounced with **both** short and long “i” vowel sounds

- New words for this concept: **five, give, hive, live**
- Explain that **five** and **hive** are pronounced the normal way with a long “i” vowel sound (as in *I’ve*) while **give** and **live** are pronounced differently with a short “i” vowel sound (and note that **live** can actually be pronounced both ways).
- Introduction to vowel-consonant combo *qu*, making common “q” consonant sound
  - New word for this concept: **quiz**
- Letter *g* making “j” sound in ending pattern —*ge*
  - New words for this concept: **cage, edge, huge, page, sage**
- Silent “b” in consonant combo ending —*mb*
  - New word for this concept: **lamb**
- Two-consonant blends (—*dg—*, —*lm*, —*mb*, —*sp*)
  - New words for this concept: **edge, calm, lamb, wasp**
- Introduction to three-consonant blends (—*nch*)
  - New word for this concept: **inch**
- Double-consonant *zz*
  - New words for this concept: **buzz, fuzz**
- Two-syllable words in new patterns CVVC and VVCy
  - New words for this concept: **easy, lion**
- Introduction to three-syllable words in pattern VCVV
  - New words for this concept: **area, idea**
- More short contractions using 4 letters
  - New words for this concept: **he’ll (=he will), she’d (=she would), she’s (=she is), we’ll (=we will), we’re (=we are), we’ve (=we have), you’d (=you would)**
  - Although the child will likely already know the meaning of these contractions when pronounced, you may want to clarify the meaning of some of them.
- Introduction to custom contractions using other words
  - New words for this concept: **fly’s (=fly is), hen’s (=hen is), sun’s (=sun is)**
  - Explain that contractions can be made out of nouns combined with the word “is” by adding “s” (apostrophe + s). First occurrence is on page 24.
- Introduction to possessive words with apostrophes
  - New words for this concept: **bees’ (belonging to the bees), cat’s (belonging to the cat), hens’ (belonging to the hens), one’s (belonging to one)**
  - Explain that “s” can also be used to express that something belongs to the word with the apostrophe, and if the word already ends in “s”, it is placed afterward. First occurrence is on page 13.
- A variety of words that represent sounds that animals make
  - New words for this concept: **bray, buzz, caws, coos, hoot, howl, meow, oink, roar, snap, woof**
- A variety of slang words that represent sounds that people make
  - New words for this concept: **ahem, nope, ooo, oops, scat, shoo, whoa, yeah**
- Introduction to a single word that can be pronounced different ways
  - New word for this concept: **read**
  - Explain that **read** sounds like “reed” when it is present tense (on page 4 and several times after that), but **read** sounds like “red” when it is past tense (on page 45). At the end of the book (on page 47), it’s pronounced both ways on the same page.
- Phonetic exceptions:
  - **bear** (long “a” sound, sounds like “bare”, on page 39)
  - **once** (sounds like “wunse”, on page 1)

- *says* (sounds like “sez”, not “saze”, on page 10)
- *tear* (long “a” sound, sounds like “tare”, on page 14)
- *worm* (sounds like “wirm” or “werm”, on page 34)
- Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

New Words in Book B-5 for Notable Concepts Already Introduced:

- Additional word with *o* making short “u” vowel sound in pattern CoCe
  - New word for this concept: *dove*
- Additional word with vowel combined with “y” (–ey), making long “a” vowel sound
  - New word for this concept: *prey*
  - Remind the child that some words that end in “ey” have a long “a” sound (as in *hey* and *they*) while some have a long “e” sound (as in *key*).
- Additional words with double-vowel *oo*, making **both** “ew” and “uh” sounds, in patterns CooC, –oo, and oo–
  - New words for this concept: *cook, coop, goop, hoof, oops, poor, shoo, wool*
  - Explain that *cook* has an “uh” sound (as in *good* and *look*) while all the rest have an “ew” sound (as in *food* and *soon*).
- Additional words with vowel-consonant ending –ow, making long “o” vowel sound
  - New words for this concept: *crow, grow, snow*
- Additional two-syllable words in patterns VCVC, VCCV, CVCV, VCVy, CVCy, and VCCy
  - New words for this concept: *ahem, baby, busy, cozy, data, hazy, item, lazy, mama, odor, onto, oxen, pony, ugly, upon, uses*

## LEVEL C: KIT IS READING NOW

Level C covers words up to 5 letters long. It includes a large variety of phonetic structures of words, two-syllable words in many formats, and several three-syllable words. The last book in Level C (Book C-5) is the longest in the series, containing a large number of words, changing rhyme schemes, and a final reading lesson at the end with a celebration of the child’s accomplishment of learning to read. Once the child is able to read Book C-5 all the way through on their own, they will be prepared to read a large variety of other books.

## BOOK C-1: KIT EXPLORES A HOUSE

Book C-1 introduces many words that are 5 letters long in various phonetic patterns. Rhyme schemes are kept simple in order to focus more on the introduction of 5-letter words. In this book, Kit embarks on a humorous adventure to explore a human house and yard! 32 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, –(dash)=start or end

New Phonetic Concepts in Book C-1:

- Short vowel sounds in patterns CCVCC, CVCCC, CCCVC, and quVCC
  - New words for this concept: *block, bunch, chalk, charm, chart, check, click, clock, front, glass, grass, lunch, plant, quick, screw, shelf, shock, short, small, smart, smell, snack, stand, start, stick, still, stuck, stuff, swell, track, trash, truck, wrong*

- Long vowel sounds in patterns CCVCe and quVCe
  - New words for this concept: *chore, close, knife, place, prize, quite, slide, smile, space, spare, spice, stone, these, those, twice, while, white, wrote*
- One-syllable short vowel sounds in patterns CVCCs, CVVCs, and CCVCs (common 4-letter words + “s”)
  - New words for this concept: *balls, books, bucks, cards, dolls, flags, girls, hands, hooks, lands, looks, paths, plans, rings, rocks, rooms, stars, tasks, tools, vents, walls, wings, words, yards*
- One-syllable long vowel sounds in patterns CVCes, CVVCs, and CCVVs (common 4-letter words + “s”)
  - New words for this concept: *capes, dimes, feels, holes, homes, loads, makes, notes, poles, roads, rules, tires, trees, weeds, weeks*
- Vowel combination ea between consonants, making long “e” vowel sound, in pattern —CeaC—
  - New words for this concept: *clean, least*
- Double-vowel ee between consonants, making long “e” vowel sound, in pattern —CeeC—
  - New words for this concept: *cheer, green*
- Double-vowel oo between consonants, making **both** “ew” and “uh” sounds, in pattern —CooC—
  - New words for this concept: *books, broom, hooks, looks, proof, rooms, shook, tools*
  - Explain that *books, hooks, looks, and shook* have an “uh” sound (as in *good* and *look*) while *broom, proof, rooms, and tools* have an “ew” sound (as in *food* and *soon*).
- Vowel-consonant combo ow, making **both** short and long “o” vowel sounds, in pattern —ow—
  - New words for this concept: *brown, flow*
  - Explain that *brown* has a short “o” sound (as in *cow* and *now*) while *flow* has a long “o” sound (as in *low* and *row*).
- Vowel-consonant combo ending —ink, with “i” making long “e” vowel sound, pronounced like “eenk”
  - New words for this concept: *pink, think*
- Strong “s” sound in endings —se and —ce
  - New words for this concept: *fence, house, mouse, pause, sense, since*
- Second “s” sound after “sk” in pattern —sks
  - New words for this concept: *asks, tasks*
- Two- and three-consonant blends (—rl, scr—, sm—, wr—)
  - New words for this concept: *girl, girls, screw, small, smart, smell, smile, wrong, wrote*
- Two-syllable words beginning with short “a” sound in pattern aCVCC
  - New words for this concept: *alarm, along, apart*
- Two-syllable words with first short vowel sounds, double consonants, and ending “y” with long “e” sound in pattern CVCCy
  - New words for this concept: *funny, happy, hurry, messy, penny, silly, sunny, worry*
- Two-syllable words with first vowel long and second vowel short in pattern CVCVC
  - New words for this concept: *fever, human, humor, later, paper, sugar, woman*
- Introduction to 5-letter three-syllable word in pattern VCVVC

- New word for this concept: *alien*
- Introduction to acronyms
  - New word for this concept: *TV*
- Phonetic exceptions:
  - *girl/girls* (short “u” sound, sounds like “gurl”/“gurls”, on pages 26 and 29)
  - *floor* (“oo” making long “o” sound, sounds like “flore”, on page 16)
  - *there* (long “a” sound, rhymes with “air”, on page 6)
  - *were* (short “u” sound, sounds like “wur”, on page 14)
  - *where* (long “a” sound, rhymes with “air”, on page 6)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

## BOOK C-2: KIT GOES OUT TO EAT

Book C-2 introduces 5-letter contractions and more 2-syllable words in various phonetic patterns. It contains longer rhyme schemes that extend across multiple stanzas. It also includes a good dose of humor as Kit attempts to eat at a diner. 32 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, –(dash)=start or end

New Phonetic Concepts in Book C-2:

- Vowel combination *ai* between consonants, making long “a” vowel sound, in pattern –*CaiC*–
  - New words for this concept: *brain, grain, plain*
- Vowel combination *oa* between consonants, making long “o” vowel sound, in pattern –*CoaC*–
  - New words for this concept: *boast, toast*
- Vowel combination *ui* between consonants, making long “u” vowel sound, in pattern –*CuiC*–
  - New words for this concept: *fruit, juice*
- Vowel combination ending –*ue*, making “yu” sound
  - New words for this concept: *argue, value*
- Vowel combination *ou* between consonants, making **both** “ow” and “ew” sounds, in pattern –*CouC*–
  - New words for this concept: *shout, sound, soup*
  - Explain that *shout* and *sound* make the standard “ow” sound (as in *hour* and *pout*), while *soup* makes the alternate “ew” sound like “oo” (as in *food* and *soon*).
- One-syllable past-tense words in pattern –*ed* (4-letter words + “d” or 3-letter words + “ed”; “y” ending changes to “i”)
  - New words for this concept: *dined, fried*
- Letter *c* pronounced as “s” when followed by “e”, “i”, or “y” in any pattern
  - New words for this concept: *ice, cider, juice, price, scent, slice, spicy*
- Consonant-vowel combo ending –*le*, making short “u” vowel sound as second syllable, pronounced like “ul”
  - New words for this concept: *apple, maple, table*
- Two- and three-consonant blends (–*rth*, –*rv*–, *spl*–)
  - New words for this concept: *worth, curve, split*

- Two-syllable words with two short vowel sounds in pattern CVCVC
  - New words for this concept: *lemon, salad, water*
- Two-syllable words with first vowel sound long or short, no double consonants, and ending “y” with long “e” sound in pattern CVCCy and new patterns VCCCy CVCey, and CCVCy
  - New words for this concept: *angry, candy, empty, honey, money, spicy, tasty*
- Two-syllable words beginning with short “a” sound in new patterns aCVVC, aCCVW, and aCVCV
  - New words for this concept: *about, argue, aware*
- Two-syllable words beginning or ending with long or short vowels sounds in new patterns VCCVC, VVCVC, CVCCV, and CVCVW
  - New words for this concept: *apron, eaten, order, pasta, pizza, value*
- Two-syllable words with vowel combinations in new pattern CVing
  - New word for this concept: *going*
- Introduction to contractions using 5 letters
  - New words for this concept: *didn’t (=did not), that’s (=that is), you’ll (=you will), you’re (=you are), you’ve (=you have)*
  - Although the child will likely already know the meaning of these contractions when pronounced, you may want to clarify the meaning of some of them.
- Phonetic exceptions:
  - *bread* (short “e” sound, sounds like “bred”, on page 13)
  - *comes* (short “o” sound, rhymes with “hums”, on page 12)
  - *could* and *would* (“ou” making “uh” sound with silent “l”, rhymes with “good”, on pages 4 and 18)
  - *great* (long “a” sound, sounds like “grate”, on page 10)
  - *pizza* (sounds like “peetza”, on page 13)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

New Words in Book C-2 for Notable Concepts Already Introduced:

- Additional words with double-vowel oo between consonants, making **both** “ew” and “uh” sounds, in pattern –CooC–
  - New words for this concept: *booth, spoon, stood, tooth*
  - Explain that *stood* has an “uh” sound (as in *good* and *look*) while *booth, spoon,* and *tooth* have an “ew” sound (as in *food* and *soon*).
- Additional words using y as a vowel, making long or short “i” vowel sound, when between letters in any pattern
  - New words for this concept: *rye, style, syrup*
- Additional two-syllable words in previous patterns CVCVC and CVCCy (double consonants)
  - New words for this concept: *bacon, bagel, began, belly, cider, diner, jelly, music, Susan, tummy, yummy*

### BOOK C-3: KIT EXPLORES THE EARTH

Book C-3 introduces many new 5-letter words, including a large number of 2-syllable words in various phonetic patterns and many new 3-letter consonant combinations. This book is

written mostly in past tense, as Kit recalls the adventures he had on his first visit to Earth. 40 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book C-3:

- Vowel combination *ie* between consonants, making long “e” vowel sound, in pattern —CieC—
  - New words for this concept: *field, view*
- Vowel combination *oi* between consonants, making “oy” sound, in pattern —CoiC—
  - New words for this concept: *joint, noise, point, voice*
- Vowel combination *ou* between consonants, making new “uh” sound in addition to “ow” and “ew” sounds, in pattern —CouC—
  - New words for this concept: *aloud, cloud, count, found, group, mound, mount, proud, round, touch, young, youth*
  - Explain that *touch* and *young* make a short “u” sound (like *much* and *hung*). The words *aloud, cloud, count, found, mound, mount, proud,* and *round* make the standard “ow” sound (as in *hour* and *pout*), while *group* and *youth* make the alternate “ew” sound like “oo” (as in *food* and *soon*).
- Consonant-vowel combo beginning *gu* —, making strong “g” sound (like *get*)
  - New word for this concept: *guess*
- Consonant combo *ph*, making strong “f” sound (like *fun*)
  - New word for this concept: *photo*
- Two- and three-consonant blends (—*dst*, —*fth*, —*nth*, —*rch*, —*rg*—, —*rd*, —*rst*, *spr*—, *str*—, —*tch*, *thr*—, —*wd*, —*xth*)
  - New words for this concept: *midst, fifth, month, porch, torch, large, world, first, worst, spray, strip, patch, three, throw, crowd, sixth*
- One-syllable short vowel sound before consonant combinations ending in “e” in pattern —CCe
  - New word for this concept: *large*
- Two-syllable words beginning with short “a” sound in new pattern aCCVC
  - New words for this concept: *admit, after, arrow*
- Two-syllable words ending with “y” having long “e” sound in new pattern CVVCy
  - New words for this concept: *hair, noisy*
- Two-syllable words in new patterns VquVC, CVCCV, VCVVC, CCVCV, and quVVC
  - New words for this concept: *equal, maybe, ocean, photo, quiet, turbo*
- One more contraction using 5 letters
  - New word for this concept: *what’s (=what is)*
- Phonetic exceptions:
  - *again* (hard “g” and short “e” sound, sounds like “a-gen”, on page 40)
  - *ahead* (short “e” sound, sounds like “a-hed”, on page 40)
  - *earth* (short “u” sound, sounds like “urth”, on page 1)
  - *echo* (“ch” making “ck” sound, sounds like “eck-o”, on page 32)
  - *heart* (short “a” sound, sounds like “hart”, on page 27)
  - *jewel* (long “u” sound, sounds like “jule”, on page 31)
  - *learn* (short “u” sound, sounds like “lurn”, on page 14)
  - *ocean* (sounds like “o-shun” or “o-shin”, on page 6)

- *soul* (long “o” sound, sounds like “sole”, on page 11)
- *their* (long “a” sound, rhymes with “air”, on page 12)
- *truth* (long “u” sound, rhymes with “tooth”, on page 33)
- Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

New Words in Book C-3 for Notable Concepts Already Introduced:

- Additional words with double-vowel oo between consonants, making **both** “ew” and “uh” sounds, in pattern —CooC—
  - New words for this concept: *boost, brook, loose, woods*
  - Explain that *brook* and *woods* have an “uh” sound (as in *good* and *look*) while *boost* and *loose* have an “ew” sound (as in *food* and *soon*).
- Additional one-syllable past-tense 4-letter words with added “d” in pattern —ed
  - New words for this concept: *coped, hoped*
- Additional words with strong “s” sound in endings —se and —ce
  - New words for this concept: *cease, dense, peace, voice*
- Additional two-syllable words in previous patterns aCVCV, aCVVC, aCCV, CVCVC, CVing, CCVCy, CVCCy, and VCCVC
  - New words for this concept: *above, again, agree, ahead, alone, aloud, begin, below, being, buses, cabin, comet, crazy, dirty, dizzy, doing, fifty, forty, handy, level, limit, magic, never, relax, risky, river, sandy, scary, shiny, story, super, tower, truly, under, until, upset, visit*
- Additional 5-letter three-syllable words in pattern VCVVC
  - New words for this concept: *areas, ideas*
- Additional acronym
  - New word for this concept: *UFO*

## BOOK C-4: KIT LOVES LIFE!

Book C-4 introduces more new 5-letter words, including many new 2-syllable words in various phonetic patterns and a few new 3-syllable words. This book expresses Kit’s happiness, peace, and love of life (even when things are more difficult), as well as his body image and roles in society, teaching the child many good lessons as they learn to read. 36 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

New Phonetic Concepts in Book C-4:

- Single vowel *i*, making long “i” vowel sound, in pattern CCiCC
  - New word for this concept: *child*
- Vowel-consonant combo *ight* making long “i” sound with silent *gh* (like “ite”)
  - New words for this concept: *fight, might, right, sight*
- Long vowel sound with consonant-vowel combo ending —*ste*
  - New word for this concept: *taste*
- Silent “h” in consonant combo beginnings *gh*— and *rh*—
  - New words for this concept: *ghost, rhyme*

- Two- and three-consonant blends (*—bt, gh—, rh—, squ—*)
  - New words for this concept: *doubt, ghost, rhyme, squad*
- Two-syllable words ending with vowel combined with “y” or with “y” having long “e” sound in new patterns VVCCy and CVCVy
  - New words for this concept: *early, today*
- Two-syllable words in new patterns VCVCC and CVVCC
  - New words for this concept: *agent, event, giant, items*
- Three-syllable words in new pattern VCVCy
  - New words for this concept: *enemy, every*
  - Explain that *every* is often pronounced with only two syllables like “ev-ry”
- More contractions using 5 letters
  - New words for this concept: *aren’t (=are not), here’s (=here is)*
- Introduction to possessive words with apostrophes using 5 letters
  - New word for this concept: *ship’s* (belonging to the ship), on page 36
- Introduction to use of semicolon (;) on page 18
- Phonetic exceptions:
  - *choir* (“q” plus long “i” sounds, sounds like “quire”, on page 30)
  - *early* (short “u” sound, sounds like “url-ee”, on page 1)
  - *fours* and *yours* (long “u” sound, similar to *four* and *your*, sounds like “fores” and “yores”, on page 20)
  - *heard* (short “u” sound, sounds like “hurd” not “heerd”, on page 28)
  - *lose* (“ew” plus “z” sounds, sounds like “lewz”, on page 7)
  - *moves* (“ew” sound like “oo”, similar to *move*, on page 18)
  - *reply* (ending “y” making long “i” sound, not long “e” sound, sounds like “re-plies”, on page 10)
  - *shoes* (“ew” sound like “oo”, similar to *shoe*, sounds like “shoos”, on page 7)
  - *tired* (long “i” sound then short “u” sound, sounds like “tie-urd”, on page 16)
  - *veins* (long “a” sound, rhymes with “rains”, on page 20)
  - *weird* (long “e” sound, sounds like “weerd”, on page 21)
  - *wound* (“ew” sound, sounds like “woond”; note this is *wound* as in an injury, not as in “wound up” which rhymes with “round”, on page 16)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

#### New Words in Book C-4 for Notable Concepts Already Introduced:

- Additional words with vowel combination *ou* between consonants, making “ow” sound, in pattern *—CouC—*
  - New words for this concept: *doubt, mouth, south*
- Additional words with double-vowel *oo* between consonants, making **both** “ew” and “uh” sounds, in pattern *—CooC—*
  - New words for this concept: *blood, cooks, crook, flood, tool*
  - Explain that *blood, cooks, crook, and flood* have an “uh” sound (as in *good* and *look*) while *tool* has an “ew” sound (as in *food* and *soon*).
- Additional words using *y* as a vowel, making long or short “i” vowel sound, when between letters in any pattern
  - New words for this concept: *abyss, rhyme*
- Additional one-syllable past-tense 4-letter words with added “d” or 3-letter words with added “ed” in pattern *—ed*

- New words for this concept: *bored, tried*
- Additional words with silent “b” in consonant combo ending —*mb* and silent “b” with new ending —*bt*
  - New words for this concept: *climb, doubt, dumb, thumb*
- Additional words with consonant-vowel combo beginning *gu—*, making strong “g” sound (like *get*)
  - New words for this concept: *guard, guest, guide*
- Additional words with consonant combo *ph*, making strong “f” sound (like *fun*)
  - New word for this concept: *phone*
- Additional words with strong “s” sound in endings —*se* and —*ce*
  - New words for this concept: *dance, verse, worse*
- Additional two-syllable words in previous patterns *aCCVC, aCVCC, aCVCV, CVCey, CVCCy, CVVCy, CVCVC, VCCVC, VCVCV, and VCCVV*
  - New words for this concept: *actor, adore, alert, alive, angel, arise, armor, arose, aside, awake, awful, awoke, badly, biped, bossy, buddy, bunny, covet, curly, cuter, dopey, elbow, error, fairy, fancy, finer, fully, furry, given, habit, image, issue, label, labor, local, lucky, occur, other, owner, party, puppy, reply, rider, ruler, tired, tutor, utter, vocal*
- Additional three-syllable word in pattern *VCVVC*
  - New word for this concept: *usual*

## BOOK C-5: KIT GOES HOME!

Book C-5 brings in the remainder of difficult letter combinations in 5-letter words. It clarifies past tense and plural —*ed* and —*es* words that require one or two syllables, uses many new 2-syllable words, and reviews a lot of the prior concepts that were taught. In this final book in the series, we follow Kit home and see his own house on his home planet. The book wraps up with a final reading lesson taught by Kit himself in which Kit even rhymes about rhyming! It ends with a celebration of the child’s accomplishment of learning to read! 52 pages.

Word Pattern Key: C=Consonant, V=Vowel, *italics*=a specific letter, —(dash)=start or end

### New Phonetic Concepts in Book C-5:

- Past-tense, present-tense, or plural 3-letter or 4-letter words with added “d”, “ed”, “s”, or “es” in patterns —*ed* and —*es* said using **both** one and two syllables
  - New 1-syllable words for this concept: *aches, asked, bones, dives, fixed, flies, jokes, lakes, liked, loved, miles, owned, saved, tales, zones*
  - New 2-syllable words for this concept: *acted, ages, boxes, cases, edges, faces, fixes, mixes, pages, races, sages, sizes, wages*
  - Explain that short words that end in the sounds of “j”, “s”, or “x” are usually said in two syllables while the rest remain as one syllable.
- Vowel-consonant combination *igh* making long “a” sound with silent *gh*
  - New words for this concept: *eight, weigh*
- Vowel-consonant combination *ough* with silent *gh* making multiple different sounds
  - New words for this concept: *cough, ought, rough, tough*

- Explain that the *ough* combination can make a variety of sounds: in *cough*, it makes the sound “off”; in *ought*, it makes the sound “aw”; and in *rough* and *tough*, it makes the sound “uff”. It can also make the sounds “oh” and “ew” in other cases.
- Two-syllable words beginning with short “a” sound in new pattern aCCle
  - New word for this concept: *angle*
- Three-syllable words in new patterns VVCVV and CVCVV
  - New words for this concept: *audio*, *video*
- More contractions using 5 letters including a custom contraction
  - New words for this concept: *hadn’t* (=had not), *home’s* (=home is), *wasn’t* (=was not)
- Review of possessive words with apostrophes
  - New words for this concept: *Kit’s* (belonging to Kit), *mind’s* (belonging to the mind)
  - Also note that this book uses the word “ship’s” again both as a contraction and as a possessive: *ship’s* (=ship is) and *ship’s* (belonging to the ship), both on page 11
- Phonetic exceptions:
  - *aches* (“ch” pronounced like “ck”, rhymes with “lakes”, on page 18)
  - *break* (long “a” sound, sounds like “brake”, on page 10)
  - *broad* (“aw” sound, rhymes with “rod” not “road”, on page 20)
  - *dead* (short “e” sound, rhymes with “head” not “heed”, on page 26)
  - *doors* and *souls* (long “o” sound, similar to *door* and *soul*, sounds like “dores” on page 19 and “soles” on page 37)
  - *earn* (short “u” sound, sounds like “urn”, on page 2)
  - *gems* (“g” pronounced like “j”, sounds like “jems”, on page 43)
  - *heavy* and *ready* (short “e” sound, not long “e” sound, sounds like “hevy” on page 16 and “reddy” on page 7)
  - *herb* (silent “h”, sounds like “urb”, on page 41)
  - *hours* (silent “h”, similar to *hour*, sounds like “ours”, on page 32)
  - *movie* (“oo” sound plus long “e” ending sound, sounds like “moovee”, on page 5)
  - *tech* (“ch” pronounced like “ck”, slang abbreviation, rhymes with “deck”, on page 11)
  - Remember to pronounce these exceptions for the child, explaining that they are said differently than they appear.

#### New Words in Book C-5 for Notable Concepts Already Introduced:

- Additional words with vowel combination *ou*, making “ow” sound, in patterns —*CouC*— and *ouC*—
  - New words for this concept: *couch*, *hours*, *nouns*, *ounce*, *ours*
- Additional words with double-vowel *oo* between consonants, making **both** “ew” and “uh” sounds, in pattern —*CooC*—
  - New words for this concept: *goods*, *pools*, *stool*
  - Explain that *goods* has an “uh” sound (as in *good* and *look*) while *pools* and *stool* has an “ew” sound (as in *food* and *soon*).
- Additional words with vowel-consonant combo *ow*, making **both** short and long “o” vowel sounds
  - New words for this concept: *blow*, *blows*, *clown*, *flows*, *glows*, *grown*, *shows*
  - Explain that *clown* has a short “o” sound (as in *cow* and *now*) while *blow*, *blows*, *flows*, *glows*, *grown*, and *shows* have a long “o” sound (as in *low* and *row*).
- Additional words with vowel-consonant combo *ight* making long “i” sound with silent *gh* (like “ite”)

- New words for this concept: **light, night**
- Additional words with strong “s” sound in endings –se and –ce
  - New words for this concept: **ounce, piece, tense**
- Additional two-syllable words in previous patterns aCCVC, aCVCC, aCVCV, CCVCy, CVCCy, CVVCy, VCCCy, CVCCV, CVCVC, CVCVV, CVVCC, VCCVC, and VCVCC
  - New words for this concept: **allow, amaze, among, amuse, award, basic, bonus, bumpy, cargo, carry, color, dials, dummy, entry, exact, fiery, heavy, hello, loser, lower, major, metal, motor, movie, muddy, newer, nicer, noisy, often, power, rainy, ready, robot, rocky, safer, sorry, study, taken, timer, topic, total, toxic, upper, windy**
- Just for fun, some unusual plurals of 3-letter words were used in this book
  - New words for this concept: **ones, ours, reds, suns, teas**

## ***Kit Beginning Reader Books***

### **Word Overview Comparative Analysis**

<b>Book</b>	<b>Distinct Words</b>	<b>Delta*</b>	<b>Total Words</b>	<b>Delta*</b>	<b>Pages</b>
A-1	47		124		20
A-2	81	72.3%	197	58.9%	24
A-3	89	9.9%	239	21.3%	24
A-4	129	44.9%	507	112.1%	26
A-5	150	16.3%	710	40.0%	30
A-6	240	60.0%	1393	96.2%	36
B-1	131	-45.4%	387	-72.2%	26
B-2	229	74.8%	641	65.6%	30
B-3	236	3.1%	824	28.5%	30
B-4	296	25.4%	1117	35.6%	38
B-5	515	74.0%	1932	73.0%	50
C-1	364	-29.3%	1239	-35.9%	32
C-2	338	-7.1%	1090	-12.0%	32
C-3	479	41.7%	1767	62.1%	40
C-4	551	15.0%	2086	18.1%	36
C-5	692	25.6%	2717	30.2%	52
Entire Series	1810		16970		526

\*Percent change from previous book

Learn more about Kit Beginning Reader Books at [readiculousbooks.com/kit](http://readiculousbooks.com/kit)

Find the entire series on Amazon at <https://amzn.to/45jKYKQ>

Find the combined volumes on Amazon at <https://amzn.to/3qCNI09>

# ***Kit Beginning Reader Books***

## **All Words Used in the Series**

All 1-letter words in the series:

a

l

All 2-letter words in the series:

ah	by	ho	it	on	TV
am	do	l'd	me	or	up
an	go	l'm	my	ow	us
as	ha	if	no	ox	we
at	he	in	of	so	
be	hi	is	oh	to	

All 3-letter words in the series:

act	bag	bud	den	fed	gut
add	bam	bug	did	fee	guy
age	ban	bus	die	few	gym
ago	bat	but	dig	fit	had
aha	bay	buy	dip	fix	has
aid	bed	bye	doc	fly	hat
ail	bee	cab	dog	foe	haw
aim	beg	can	dot	fog	hay
air	Ben	cap	dry	for	he's
all	bet	car	due	fox	hem
and	bib	cat	dye	fro	hen
ant	big	coo	ear	fry	her
any	bin	cot	eat	fun	hex
ape	bit	cow	eek	fur	hey
are	Bob	cry	egg	gag	hid
arm	bob	cub	elk	gal	him
art	bog	cup	emu	gap	hip
ash	boo	cut	end	gas	his
ask	bop	dab	eye	get	hit
ate	box	dad	fan	goo	hoe
awe	boy	Dan	far	got	hog
bad	bro	day	fat	gum	hoo

All 3-letter words (continued):

hop	law	nod	pro	sis	two
hot	lay	nor	pry	sit	UFO
how	led	not	pun	six	use
hug	leg	now	pup	sky	van
hum	let	nut	put	sly	vet
I'll	lid	odd	rag	sod	vex
I've	lie	off	ram	son	vow
ice	lip	oil	ran	spa	war
icy	lit	old	rap	Sue	was
ill	log	one	rat	sun	wax
ink	lot	ooo	red	tab	way
it's	low	opt	rid	tag	wee
its	lug	orb	rip	tan	wet
jab	mad	our	rob	tap	who
jam	man	out	rot	tar	why
Jan	map	owl	row	tax	wig
jar	mar	own	rub	tea	win
jaw	mat	pad	rug	ten	wit
jay	may	pal	run	the	wiz
Jim	men	Pam	rye	tie	woe
job	met	pan	sad	Tim	won
Joe	mix	Pat	Sam	tin	wow
jog	mob	paw	sap	tip	yak
jot	mom	pay	sat	toe	yap
joy	moo	peg	saw	Tom	yay
jug	mop	pen	say	ton	yep
Ken	mud	pet	sea	too	yes
key	mug	pie	see	top	yet
kid	nag	pig	set	tot	you
kin	nap	pin	sew	tow	zag
Kit	nay	pit	she	toy	zap
lad	net	pop	shy	try	zig
lag	new	pot	sip	tub	zip
lap	nip	pow	sir	tug	zoo

All 4-letter words in the series:

able	bell	calm	coop	door	fawn
acts	belt	came	coos	dove	fear
afar	bend	camp	cord	down	feed
ages	best	can't	cost	doze	feel
ahem	bike	cane	cows	draw	feet
also	bind	cans	cozy	drop	fell
ants	bird	cape	crab	drum	felt
area	bite	care	cram	duck	fern
arms	bits	cars	crow	dull	fill
asks	blew	cart	cubs	dumb	find
away	blow	case	cute	dusk	fine
baby	blue	cash	damp	dust	fins
back	boat	cat's	dare	each	fire
bags	body	cats	dark	earn	firm
bait	bold	cave	dart	ears	fish
bake	bolt	caws	dash	ease	fist
bald	bone	chap	data	east	fits
ball	book	chat	dawn	easy	five
band	boot	chew	dead	eats	flag
bang	bore	chin	deal	echo	flat
bank	born	chip	dear	edge	flea
bare	boss	chow	deck	eels	flee
bark	both	city	deed	elks	flew
barn	bowl	clam	deep	else	flip
base	brat	clap	deer	ends	flop
bath	bray	claw	desk	even	flow
bats	brow	clay	digs	ever	fly's
beak	buck	clue	dime	exit	food
beam	bugs	coat	dirt	eyes	foot
bean	burn	coin	dish	face	fork
bear	busy	cold	does	fact	form
beat	buzz	colt	dogs	fair	fort
been	cabs	come	doll	fake	four
beep	cage	cone	dome	fall	fowl
bees	calf	cook	don't	farm	free
bees'	call	cool	done	fast	fret

All 4-letter words (continued):

frog	gums	hips	kept	let's	mash
from	gunk	hits	keys	lick	math
full	gust	hive	kick	lids	meal
furs	guys	hmmm	kids	lies	mean
fuzz	hair	hogs	kind	life	meat
gain	half	hold	king	lift	meet
game	hall	hole	kiss	like	melt
gaps	hand	home	Kit's	lime	menu
gate	hang	hoof	knee	line	meow
gave	hard	hook	knew	lion	mess
gawk	harm	hoot	knit	lips	mice
gear	hats	hope	knot	list	Mike
gems	haul	hops	know	live	mile
gets	have	horn	lace	load	milk
gill	hawk	hose	lack	loan	mind
girl	hazy	hour	lady	logs	mine
give	he'll	howl	laid	lone	miss
glad	head	huge	lair	long	mist
glee	heap	hugs	lake	look	moan
glow	hear	hung	lamb	lose	mode
gnat	heat	hunk	lamp	lost	mole
goal	heck	hunt	land	lots	mood
goat	heed	hurt	lane	loud	moon
goes	held	huts	lark	love	mope
gold	help	idea	last	made	more
gone	hen's	inch	late	mail	morn
gong	hens	into	lava	main	moss
good	hens'	isn't	lawn	make	most
goop	herb	item	laws	male	moth
gown	herd	jeep	lazy	mall	move
grab	here	joke	lead	mama	much
gray	hers	jump	leaf	many	mule
grew	hide	junk	leap	maps	must
grin	high	just	left	mark	nail
grip	hike	keen	legs	Mars	name
grow	hill	keep	less	mart	near

All 4-letter words (continued):

neat	pair	purr	rush	sing	suit
neck	pant	push	sack	site	sun's
need	park	quit	safe	sits	sung
nest	part	quiz	sage	size	sunk
news	pass	race	said	skin	suns
next	past	raft	same	skip	sure
nice	path	rain	sand	slab	swam
nine	pave	ramp	save	slay	swan
none	paws	rare	says	sled	swim
nook	peck	rats	scar	slid	tags
noon	peek	read	scat	slip	tail
nope	peep	real	seal	slot	take
nose	pens	rear	seas	slow	talk
note	pest	reds	seat	slug	tall
noun	pick	reef	seed	snag	tame
oaks	pier	rest	seek	snap	tank
oars	pigs	rice	seem	snow	tart
odds	pile	rich	seen	soap	task
odor	pine	ride	sees	soar	taxi
oink	pink	ring	self	sock	team
okay	plan	ripe	sham	soft	tear
once	play	rise	she'd	sold	teas
one's	plug	road	she's	some	tech
ones	plus	roam	shed	song	tell
only	pond	roar	shin	soon	tent
onto	pony	robe	ship	sore	test
oops	poof	rock	shoe	soul	than
ooze	pool	rode	shoo	soup	that
open	poor	roll	shop	sped	them
ours	pops	roof	shot	spin	then
over	port	room	show	spot	they
oxen	pout	rope	shut	star	this
pace	prey	rose	sick	stay	tide
pack	pull	rude	side	stem	tied
page	pups	rugs	sigh	stop	till
pain	pure	rule	sign	such	time

All 4-letter words (continued):

tiny	tune	wake	well	wire	yarn
tire	turn	walk	went	wise	yawn
toad	twig	wall	were	wish	yeah
toes	type	want	west	with	year
told	ugly	warm	wham	wits	yell
tone	upon	wart	what	woke	you'd
took	uses	wasp	when	wolf	your
tool	vain	wave	whiz	won't	zest
tops	vase	ways	whoa	wood	zing
toss	vast	we'll	wide	woof	zone
town	verb	we're	wigs	wool	zoom
tray	very	we've	wild	word	
tree	vest	weak	will	wore	
trip	view	wear	wind	work	
trot	wags	weed	wing	worm	
true	wait	weep	wins	yard	

All 5-letter words in the series:

about	alone	arrow	begin	bones	broad
above	along	aside	being	bonus	broke
abyss	aloud	asked	belly	books	brook
aches	amaze	audio	below	boost	broom
acted	among	awake	bills	booth	brown
actor	amuse	award	biped	bored	brush
admit	angel	aware	birth	bossy	bucks
adore	angle	awful	black	boxes	buddy
after	angry	awoke	bland	braid	bumpy
again	apart	bacon	blend	brain	bunch
agent	apple	badly	blink	brake	bunny
agree	apron	bagel	block	brass	buses
ahead	areas	balls	blood	brave	cabin
alarm	aren't	basic	blows	bread	candy
alert	argue	beach	blues	break	capes
alien	arise	beard	board	brick	cards
alive	armor	beast	boast	brief	cargo
allow	arose	began	boats	bring	carry

All 5-letter words (continued):

cases	coins	dirty	feast	furry	hello
catch	color	dives	feeds	games	here's
cease	comes	dizzy	feels	gears	hills
chain	comet	doing	fence	ghost	holes
chair	cooks	dolls	fever	giant	home's
chalk	coped	doors	field	girls	homes
champ	couch	dopey	fiery	given	honey
charm	cough	doubt	fifth	glass	hooks
chart	could	drags	fifty	gleam	hoped
cheap	count	drain	fight	glows	hours
check	covet	dream	fills	going	house
cheek	crack	dress	finer	goods	human
cheer	crash	drink	first	grain	humor
chest	crave	drive	fixed	grape	hunks
chief	crawl	dummy	fixes	grass	hurry
child	crazy	early	flags	great	ideas
chips	cream	earth	flame	green	image
choir	creek	eaten	flash	grief	issue
choke	crime	edges	flesh	group	items
chore	crook	eight	flick	grown	jeans
chose	crowd	elbow	flies	gruff	jelly
cider	crown	empty	float	guard	jewel
clamp	crust	enemy	flood	guess	joint
claws	cubes	entry	floor	guest	jokes
clean	curbs	equal	flows	guide	juice
clear	curly	error	forth	habit	keeps
click	curve	event	forty	hadn't	kicks
cliff	cuter	every	found	hairy	kinds
climb	dance	exact	fours	halls	knife
cloak	dense	faces	freed	hands	known
clock	dents	facts	fresh	handy	label
close	dials	faint	fried	happy	labor
cloud	didn't	fairy	front	heard	lakes
clown	dimes	fancy	fruit	heart	lands
coach	dined	fangs	fully	heavy	large
coast	diner	fears	funny	heels	later

All 5-letter words (continued):

learn	money	paper	quest	scent	skill
least	month	parks	quick	score	sleep
leave	motor	parts	quiet	screw	slice
lemon	mound	party	quite	seeds	slide
level	mount	pasta	races	seeks	slope
light	mouse	patch	rails	seems	small
liked	mouth	paths	rainy	sense	smart
limit	moves	pause	reach	shake	smell
lines	movie	peace	ready	shame	smile
loads	muddy	penny	relax	shape	smoke
local	munch	phone	reply	share	snack
looks	music	photo	rhyme	shark	snake
loose	nails	piece	rider	sharp	sneak
loser	names	pills	right	sheet	socks
loved	never	pizza	rings	shelf	songs
loves	newer	place	risky	shell	sorry
lower	nicer	plain	river	shine	souls
lucky	night	plane	roads	shiny	sound
lunch	noise	plans	robot	ship's	south
magic	noisy	plant	rocks	shirt	space
major	north	plate	rocky	shock	spare
makes	notes	point	rooms	shoes	speed
maple	nouns	poles	rough	shone	spell
marks	occur	pools	round	shook	spent
maybe	ocean	porch	ruler	shops	spice
meals	often	power	rules	shore	spicy
means	order	press	safer	short	spine
meets	other	price	sages	shout	spite
messy	ought	pride	salad	shows	split
metal	ounce	prize	sands	sides	spoke
midst	owned	proof	sandy	sight	spoon
might	owner	proud	saved	signs	sport
miles	packs	pulls	scale	silly	spray
mind's	pages	punch	scare	since	squad
mines	paint	puppy	scary	sixth	squat
mixes	pants	queen	scene	sizes	stack

All 5-letter words (continued):

stain	sugar	think	trees	voice	words
stand	sunny	third	trick	wages	works
stare	super	those	tried	waist	world
stars	Susan	three	truck	walls	worry
start	sweet	threw	truly	wasn't	worse
state	swell	throw	trust	water	worst
stays	swift	thumb	truth	waves	worth
steam	swing	timer	tummy	weeds	would
steel	syrup	times	turbo	weeks	wound
steer	table	tired	turns	weigh	wreck
steps	taken	tires	tutor	weird	wrist
stick	takes	toast	twice	whale	write
stiff	tales	today	twist	what's	wrong
still	tasks	tools	under	wheat	wrote
stole	taste	tooth	until	wheel	yards
stone	tasty	topic	upper	where	years
stood	teach	torch	upset	which	you'll
stool	teeth	total	usual	while	you're
stops	tense	touch	utter	whine	you've
store	tents	tough	value	white	young
storm	thank	tower	veins	whole	yours
story	that's	toxic	vents	winds	youth
strip	their	track	verbs	windy	yummy
stuck	there	trail	verse	wings	zones
study	these	train	video	witch	
stuff	thick	trash	visit	woman	
style	thing	treat	vocal	woods	

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