










The Panda and The Bird

This is my book _____.

Today is _____.

Guidance for using this book

Our alphabet is composed of circles and straight lines. Reversing letters is not usually a reason for alarm. Only a tiny percentage of children are truly dyslexic. Without clear rules to help “anchor” **look-alike letters**, children waste precious months dithering in uncertainty, instead of making the progress they could. This book provides **specific rules** for the look-alike letters: b, d, g, p, q.

Letter-sound icons: b  bike, d  dog, p  pepper, g  glasses, q  squirrel. And,  to indicate pencil work. You can have better assurance a group of children are “with you,” if you direct them to “put your finger where there are two bikes ,” and so on.

*You will find included with your book a large index card. Show your student how to place this card under the line he is reading, moving the card down as he descends the page. Initially, **you** will have to help move the index card.

*You will see **bold letters** and underlines to help the child see and say letters:

The quill of a por**rcu**pine is very **shar**_____.

Be sure your child **sees** these mid-word letter clues and **understands how** they can help.

*Initially, your child may recognize **no words at all**; **you read** as he points. Even so, always ask your student to look through each sentence and put a **dot under any words he knows**. In the later pages of the book, as he gathers a list of known words, ask the child to read his dotted words to you – proceeding to the end of the sentence, sliding over unknown words. After completing the sentence, return to try unknown words. Stopping to sound out unknown words mid-sentence is traditional but **not** helpful. It is better to tell your child unknown words; keep fluency going, keep your child looking for what is happening.

Bb rulepgs 3 – 24 and the Dd rule ...pgs 25 - 29

Pp rulepgs 30 - 33

Gg rulepgs 34 - 41

Qq rulepgs 44 - 48

Review of letter rulespgs 42, 43, 57, 64, 73

Practice at the word end, within sentencespgs 49 - 83. Assessment...pg. 84



My name is

I can print my ABCs

If your child needs more space, use the back of this page. Ask your child to read his ABCs to you. Ask him to point to each letter as he names it. Do not worry about backward letters, for now. Throughout the book, use the blank back page for practice space, story-writing, drawing pictures.



My name is _____



I can draw a tiny face inside of letter b _____

My letter b

Watch me print **b** _____

I put a tiny face inside my letter b. yes no

On the back of this page, ask your child to make letter b with a face inside.

Pages at the end of the book:



My name is

I will say and listen to: frind

I hear **d** at the end of frind**d**.

1st I will put a **dot** under each word I can read. 2nd I will read **my words** aloud.

3rd I will think about the blue word. I can put the letter at the **end** of the **blue** word.

I will need these letters: b q g p d

1) The little black **bu**_____ jumped on the arm of the baby **y** squirrel.

2) The baby **y** squirrel had a **see**_____ for the little black bug to eat.

3) The mother squirrel was looking at a **bi**_____ house.



My name is

I will say and listen to: cup

I hear **p** at the end of cu**p**.

1st I will put a **dot** under each word I can read. 2nd I will read **my words** aloud.

3rd I will think about the blue word. I can put the letter at the **end** of the **blue** word.

I will need these letters: **b** **q** **g** **p** **d**

1) The baby squirrel **sai**_____ to his mother, “**Who** do you see?”

2) The mother squirrel **sai**_, “Look at the house. Look in the **wind**ow.”

3) The baby squirrel said to the little black **bu**___, “Come look at this.”

4) The little black **bu**_____ and the baby squirrel looked at the kitten.

5) The pretty kitten was a **frien**_____ of the baby squirrel.