

Red



Short e



English
Skills
Learning
Center

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Instructions for Teachers

Part one: Learners should say the corresponding sound for each letter. Ensure they are not adding an extra sound (e.g. /bə/ [“buh”] instead of the simple /b/ sound).

Part two: Learners should decode each word before turning the page to see the images.

Part three: Learners should decode each sentence. They may need assistance with sight words. If appropriate, encourage practice on pausing and intonation.

Part four: Learners should repeat but with different fonts. They may need assistance recognizing some letters such as a and g.

Note: Learners may do whichever parts of the story are appropriate for their level. They may notice that some of the photos have been altered. This is an important 2D processing skill.

b



d



e



h



j



i



n



p



r



†



W



red

red



bed

bed



pen

pen



jet

jet



hen

hen



bell

bell



wet

wet



leg

leg



web

web



net

net



The bed is red.

The bed is red.



The pen is red.

The pen is red.



The jet is red.

The jet is red.



The hen is red.

The hen is red.



The bell is red.

The bell is red.



The leg is wet.

The leg is wet.



The web is wet.

The web is wet.



The net is wet.

The net is wet.



1. The bed is red.
2. The pen is red.
3. The jet is red.
4. The hen is red.
5. The bell is red.
6. The leg is wet.
7. The web is wet.
8. The net is wet.

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