

Note to the Parents

This series of books is designed to build up the self-esteem and self-confidence of students who are just learning to read. As a tutor, I find that as my students gradually learn to blend sounds and learn sight words, they receive a great sense of accomplishment when they are able to independently read even the simplest, sometimes most repetitive stories.

As an Augustine Tutor trained by the Augustine Literacy Project, I write stories, include stories written by other Augustine Tutors, and refer to other books and controlled stories as reading material for the students I tutor. I have written these stories to be used as supplemental reading material for tutors, educators, homeschoolers, and anyone working with beginning readers.

With the exception of sight words, all words used in the stories are one syllable words and closed syllables (short vowel sounds). Stories contain several sight words in **bold**, as well as words created by blending only two to three sounds. As you progress through the stories, you will see that additional sounds and sight words are introduced. Once the students have learned the letters and the sounds they make (consonants and short vowel sounds), they should be able to phonetically sound out the words and read the stories independently.

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Read? Yes, I Can!

Book 3

A book of short stories for
the beginning reader

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The Bad Fig



Bob got a fig.
It is a big fat fig.



Bob bit the fig but
did not like it. The fig is bad.



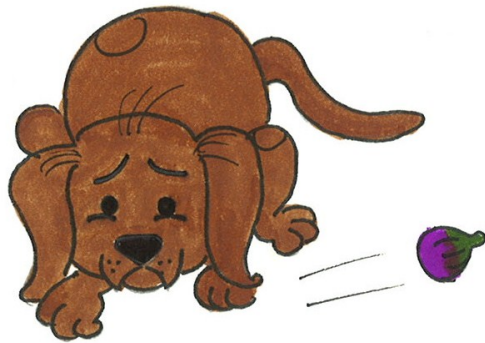
Bob did gag on the fig.

Bob got a rash from the fig.

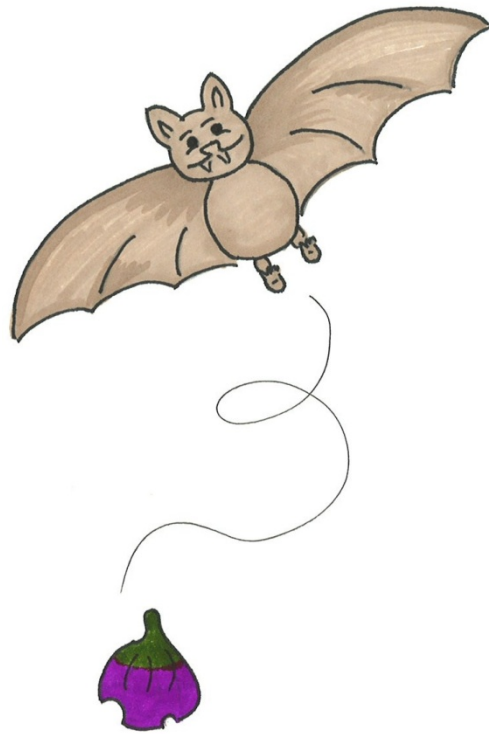
Bob did rub the tip of his lip.



A bug bit **the** bad fig.
The bug **did not** like it.



The dog bit **the** bad fig.
The dog **did not** like **the** fig.



The bat bit the bad fig.
The bat did like the fig.
The bat did like the fig a lot.
The fig is not bad to the bat.