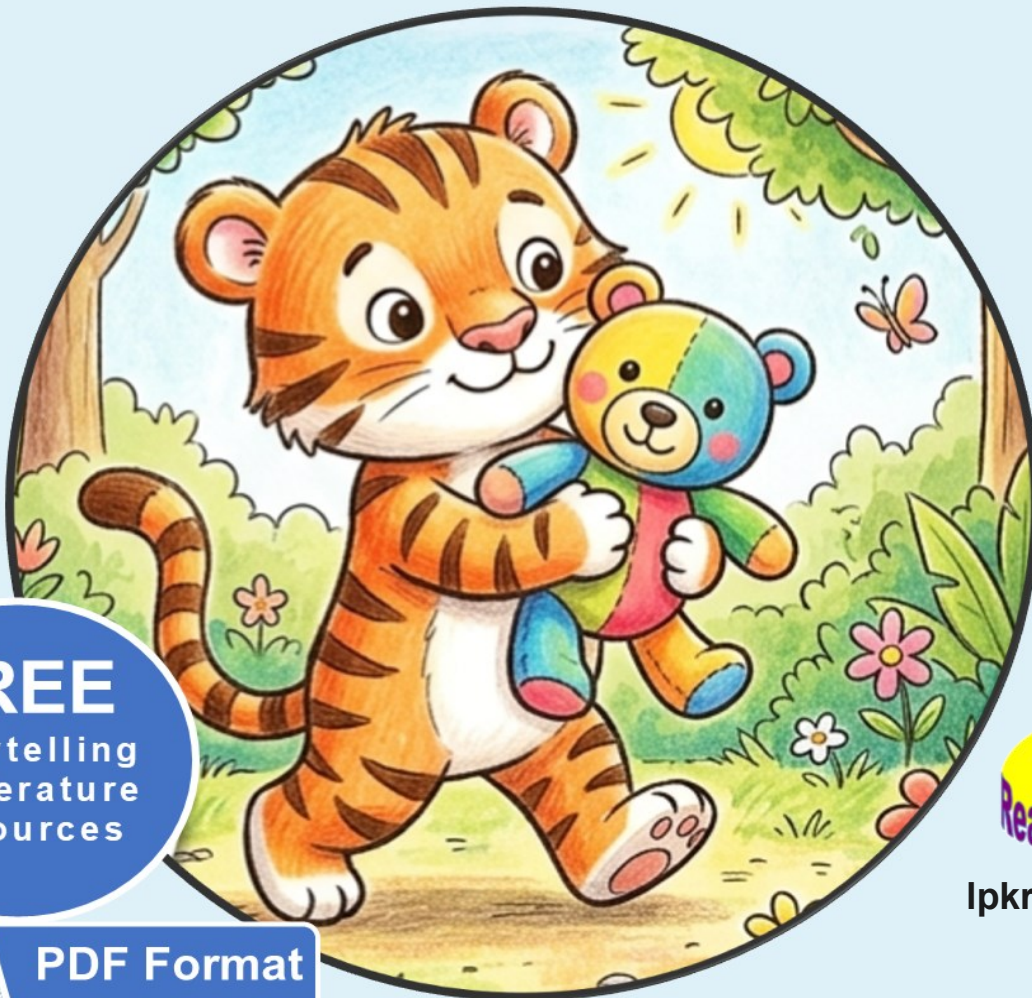


Activity Booklet

LPK Reading Literacy

TIMMY THE TINY TIGER and the LOST TOY

Classic Children's Story
Decodable Rhyming Story Booklet



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Instructions & Guide

A classic children's story with rhymes to help identify, blend sounds, and segment words!

Welcome to this decodable rhyming story booklet under our Free Storytelling & Literature Resource page! This resource is designed to strengthen your student's phonological awareness, specifically focusing on sound-blending, segmenting, and decoding.

The text features words that are explicitly segmented by their starting sounds (onsets) to help students notice common consonant blends (like "pl" and "tr") and digraphs (like "sh").

Below are the instructional steps for the three activities included in this booklet, formatted for clear, explicit delivery.

Activity 1: Guided & Independent Reading

Objective: To build decoding confidence and track word-attack skills using segmented text.

Step 1: Teacher Modeling ("Read to Me")

- **Action:** Read the passage aloud at a calm, rhythmic pace.

Student Role: The student follows along using their own copy of the story, tracking the words with their finger or a reading tracker.

Step 2: Student Reading ("Let Me Read")

- **Action:** Have the student read the passage aloud to the best of their ability.

Note for Advanced/Independent Readers: Allow them to take the lead, focusing on smooth phrasing despite the visual breaks in the segmented words.

Step 3: Diagnostic Error Correction ("We Read")

If the student hesitates or fumbles, particularly on the segmented words, use it as a teaching moment. Pause and target the specific phonetic breakdown:

Example:

- **Missing Digraphs:** If a child struggles to read a word like "s-hiny," they may not recognize or remember that the letters "sh" team up to make one distinct sound.
- **Rules & Brain Training Method:** If the child decodes the word piece-by-piece—for example, pronouncing it as "s-hi-ne" (using a long "i" sound and treating the "y" as a long "e" sound) but they *do* correctly identify the "sh" sound—validate their effort! This is an excellent opportunity to explicitly teach the brain how different letter combinations shift sounds in context.

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Activity 2: Sound Blending & Segmenting Discussion

Objective: Target remediation and reinforce phonemic awareness post-reading. (Kindly use time appropriately. This activity does not necessarily have to be done on the same day with a remedial student, but can be done with an independent student)

- After finishing the story, practice pulling the sounds apart (segmenting) and pushing them back together (blending).

Example: "Let's look at this word from the story. The print says 't-ree.' Let's sound out the start: /tr/. Now add the ending: /ee/. Put it together: tree!" Also, following the Rules & Brain Training method are also another option, as it teaches the child to spell and read at the same time.

Activity 3: Rhyming Word Identification

Objective: Identify and recognize rhyming patterns.

- Have the student go back through the story to identify and match the words that rhyme.

You can have them highlight only the rhyming pairs or list them aloud.

Special Education Pacing Tip: To prevent cognitive fatigue and student burnout, consider teaching Activity 3 in a completely separate session.

Breaking these activities into smaller, bite-sized intervention blocks keeps engagement high and frustration low.

Timmy the Tiny Tiger and the Lost Toy

In sunny Pretoria, where the g-rass was so g-green,
Lived Timmy the tiger, the smallest you've seen.
His s-stripes were so s-oft, his p-aws were so p-layful,
But today he felt glum, not happy or gay-ful.
He l-oved his red t-oy, a r-ound b-ouncing b-all,
He'd t-oss it and c-atch it, and never let it f-all.



But this m-orning it's g-one! Oh, where could it b-e?
"My b-all, my b-all!" cried Timmy, "It's not here with m-e!"
First, he looked in the b-ush, so t-hick and so t-all,
"Is my b-all in this b-ush?" he whispered to all.
He p-ushed with his h-ead, he p-ok-ed with his n-ose,
But no r-ound red b-all, as everyone k-nows.

Then he c-limbed up a t-ree, a t-all, t-ricky t-ree,
"Could my b-all be up h-ere, for a t-iger like m-e?"
He s-aw a small b-ird, with a n-est on a b-ranch,
But no s-hiny red b-all, no h-o-pe of a c-hance.

He p-eered in the p-ond, where the f-ish swam so f-ast,
"Is my b-all in the w-ater? Oh, will this hunt l-ast?"
The w-ater was c-lear, he s-aw r-eeds and some s-tones,

Timmy the Tiny Tiger and the Lost Toy

But no b-right red b-all, just the f-ish and their b-ones.

He s-at with a s-igh, a b-ig, s-ad little s-igh,

When a f-lutter of w-ings caught his t-earful e-ye.

It was F-luffy the f-inch, with a c-heer-uping c-hirp,

"Your b-all's in the s-andpit, where you d-ig and you s-wirl!"

Timmy j-umped to his f-eet, with a r-oar and a s-mile,

He r-an to the s-andpit, for m-ore than a m-ile!

And there in the s-and, all g-littery and b-right,

Was his b-ouncing red b-all, a w-onderful s-ight!

He g-rabbed it, he h-ugged it, he l-aughed with pure g-lee,

"Thank you, dear F-luffy, for h-elping m-e!"

Now Timmy and F-luffy, the t-iger and f-inch,

P-layed with the b-all, not a s-ingle w-owinch!



Sound Blending and Segmenting

Sound Blending and Segmenting Examples (for discussion after reading): **g-rass:** Ask children to blend the /g/ sound with /rass/ to make "grass."

s-tripes: Blend /s/ with /tripes/ to make "stripes."

p-aws: Blend /p/ with /aws/ to make "paws."

b-all: Segment "ball" into /b/ /aw/ /l/.

t-oy: Segment "toy" into /t/ /oy/.

b-ush: Segment "bush" into /b/ /uh/ /sh/.

t-ree: Segment "tree" into /t/ /r/ /ee/.

f-ish: Segment "fish" into /f/ /i/ /sh/.

s-and: Segment "sand" into /s/ /a/ /n/ /d/.

f-inch: Segment "finch" into /f/ /i/ /n/ /ch/.



Rhyming Words

Find the rhyming words. Identify and recognize all the rhyming words you can find:

green / seen

playful / gay-ful

ball / fall

be / me

tall / all

nose / knows

tree / me

branch / chance

fast / last

stones / bones

sigh / eye

chirp / swirl

smile / mile

bright / sight

glee / me

finch / winchi

