Name _____ Date _____

Tricky words: the and I

Two little words we read all the time. One part of each is tricky.

1 Learn



Tricky words have a part that doesn't sound the way we expect. We learn it **by heart**, so we draw a heart under it!



says **"thuh"**



says **"eye"**

Let's read the together

1. **t** and **h** hold hands to make one sound: **th**. The line under them shows that.
2. The **e** is the tricky part. It doesn't say "e" as in *egg*. Here it says "uh". The heart reminds us.
3. Put it together and say the word: **the**.

Flip's tip: the word **I** is always a **capital letter**, all on its own. It says its name: "I", like your *eye*.

Warm up: draw a ring round every **the**.

the	ten	the	tap	the

Grown-ups: read Flip's words aloud. Say "the" naturally ("thuh"), not "t-h-e". Run a finger under the word as you say it.

Name _____ Date _____

2 Try it together a child and a grown-up, about 10 minutes



Word hunt

You need: 6 sticky notes or scraps of paper, and a pen.

1. The grown-up writes **the** on 3 notes and **I** on 3 notes.
2. Stick them around one room while your child covers their eyes.
3. Your child finds a note, reads the word out loud, and gets a high five!
4. Draw a tick in the right box for each word found.

the		I	

Grown-ups: if your child starts to sound out "t-h-e", say "That's a tricky word: we know it by heart," and read it together.

3 Practise

A. Colour each box that says **the**.

the	he	the	then	she	the
		ten	the		

B. Draw a **heart** under the tricky part.

the	I

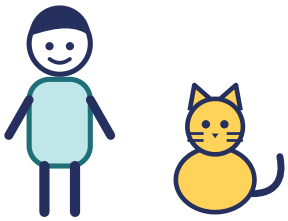
Name _____ Date _____

C. Trace the word. Then write it on your own.

the the

I I

D. Read it with a grown-up. Draw a ring round **the** and **I**.



I pat the cat.



I got the hat.

Challenge

Sam reads **the** like this: "t… h… e". Is that right? How should he say it? (Talk about it together.)

I can… Tick when you can.

- ☐ read "the"
- ☐ read "I"
- ☐ find the tricky part