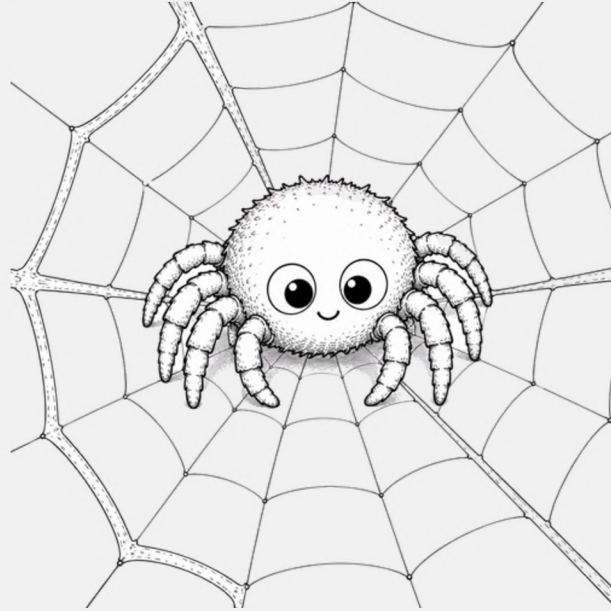


Thick or Thin



Level B

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Welcome to Luma Readers

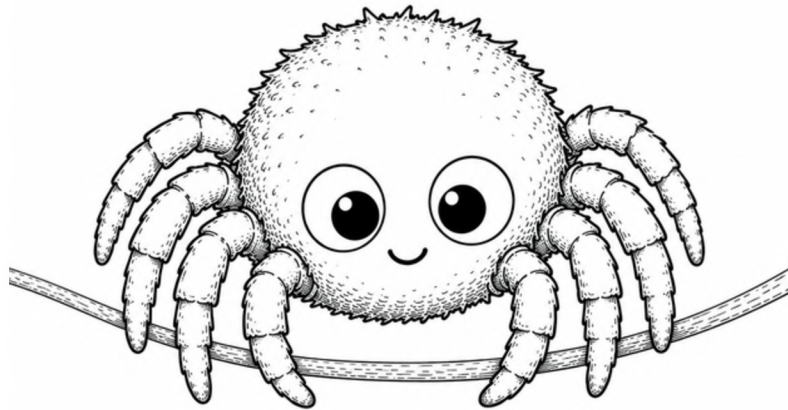
Luma Readers are designed to help early readers and English learners build confidence one sound at a time. Each book is short, simple, and repeatable, so reading can feel clear and doable.

- **Short books, big confidence.** Each story uses very simple words and short sentences for beginning readers.
- **A calm, consistent routine.** The pattern stays predictable so learners can focus on the sounds, not guessing.
- **Sound-first reading.** Each book practices a small set of sounds and words, then repeats them for fluency.
- **A few helpful high-frequency words.** Only a small number of common words are introduced at a time.
- **Builds step by step.** New words are added slowly, with plenty of practice before moving on.
- **Made for home and learning spaces.** Use for a quick daily routine, tutoring, or small-group practice.

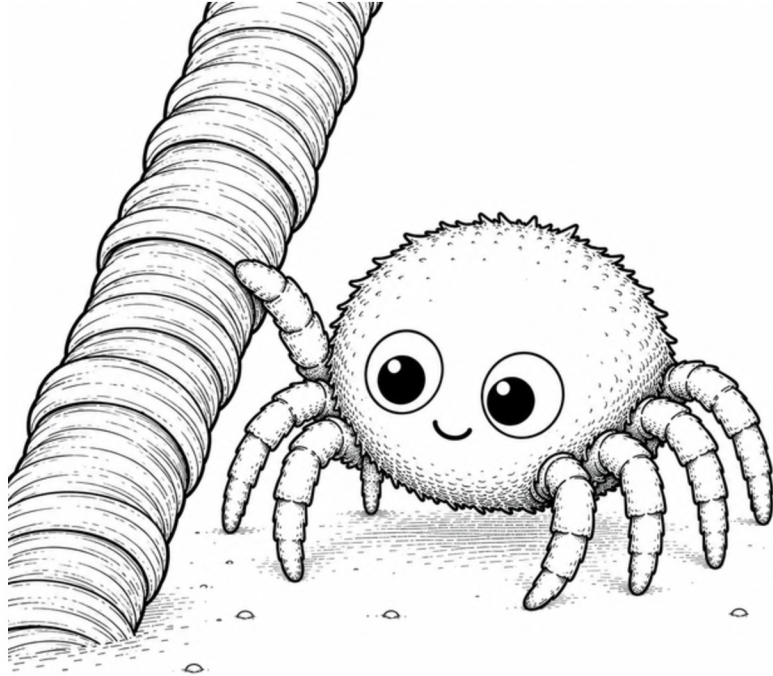
A simple way to use these books

1. Read it once together.
2. Read it again, pointing to each word.
3. Let your learner read it to you.
4. Celebrate progress and stop while it still feels good.

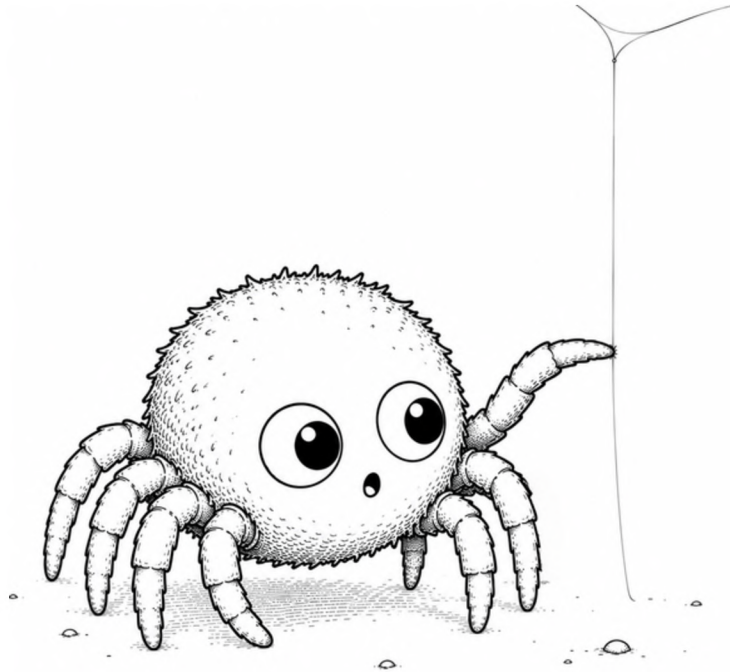
This is Seth.



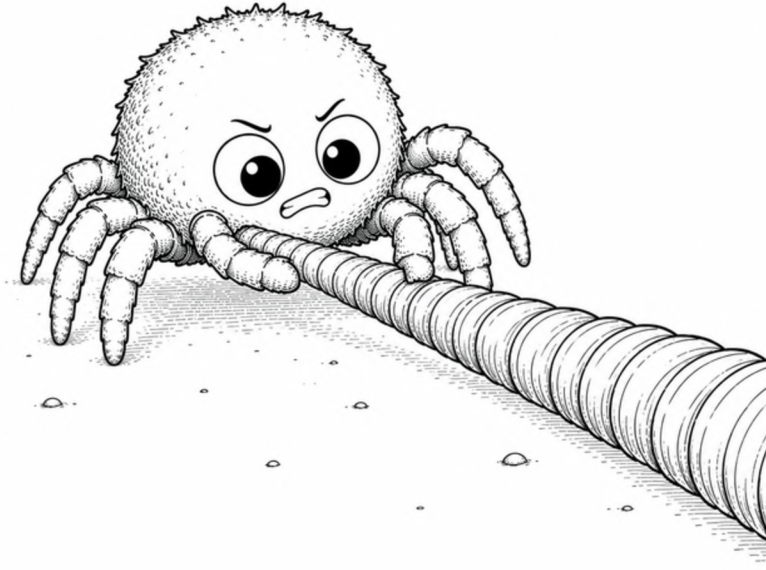
Seth has a thick web.



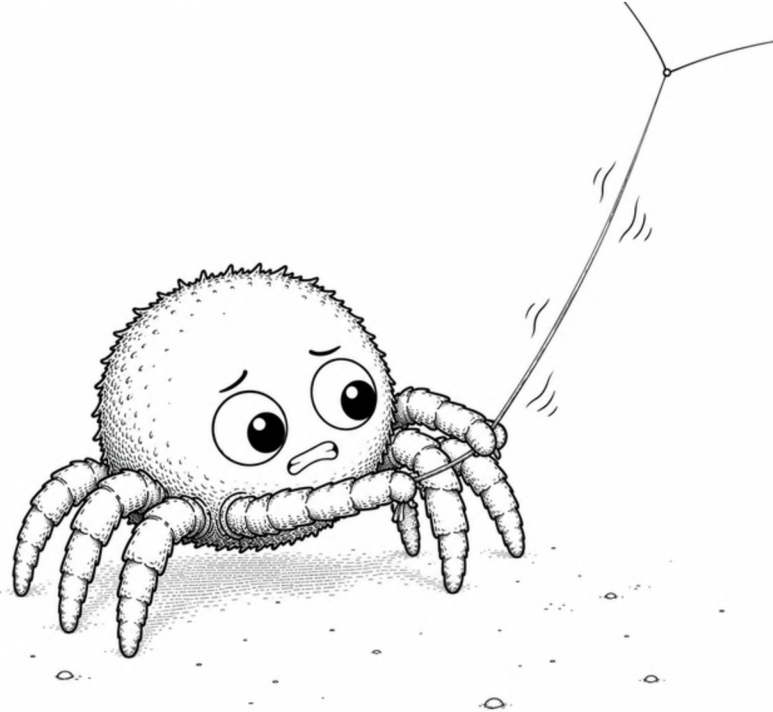
Seth has a thin web.



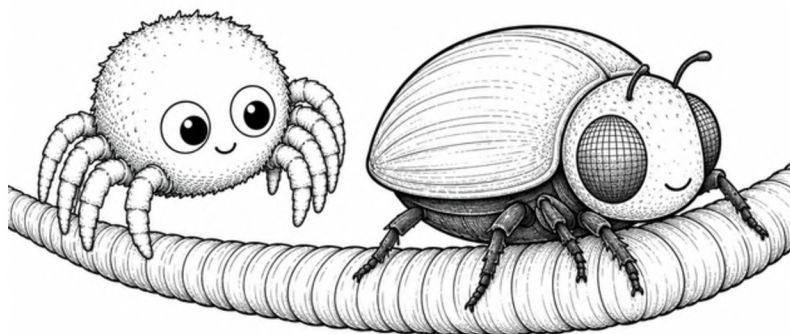
Seth pulls the thick web.



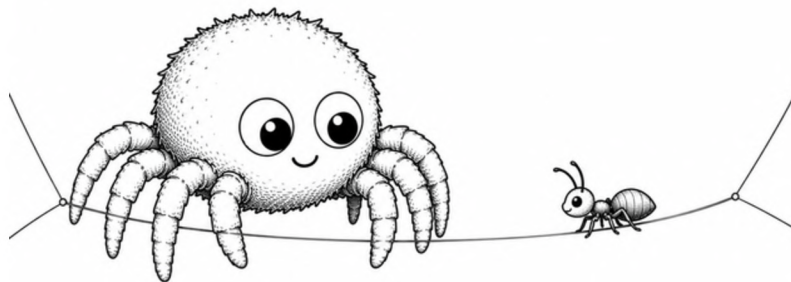
Seth pulls the thin web.



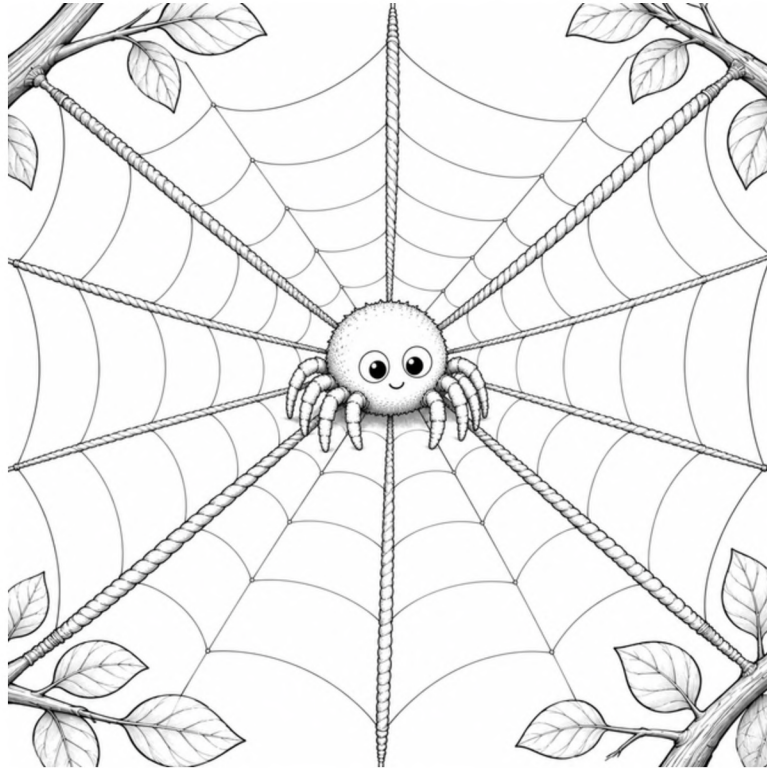
Thick is for big bugs.



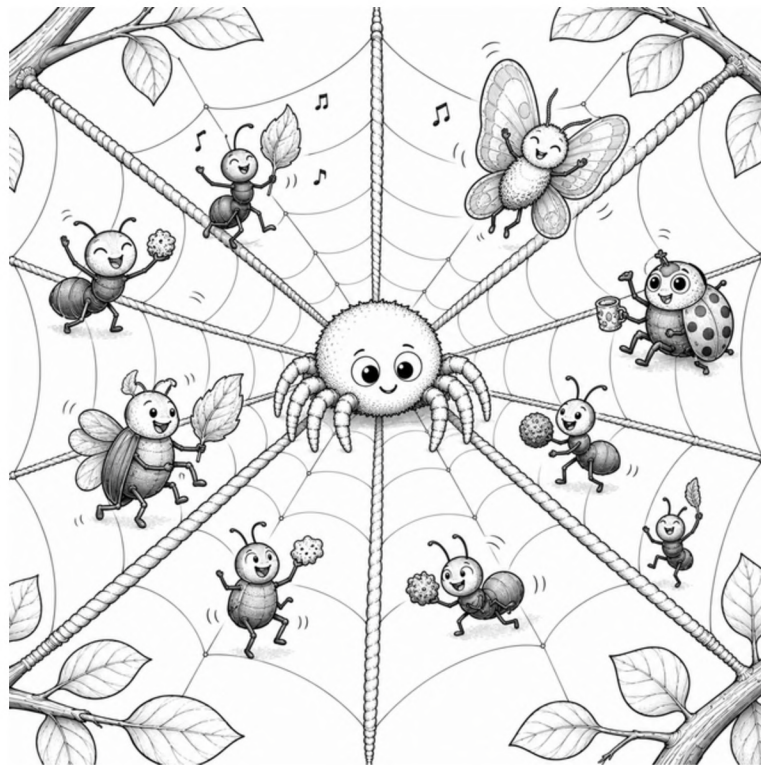
Thin is for small bugs.



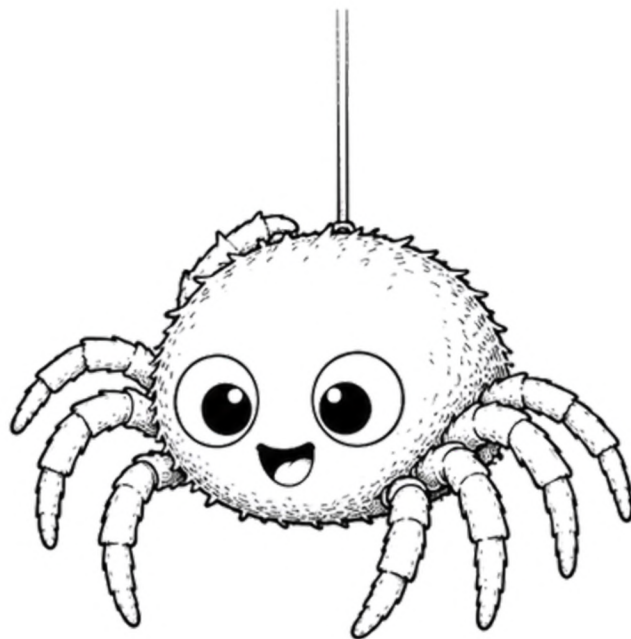
Seth has thick and thin webs!



Now, Seth and his pals have fun!



The end.



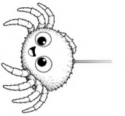
Seth

thick

thin

this

Flash Cards



Dear Educator

Instructional Focus

This decodable reader targets **th digraphs and CVC words** and supports early blending and reading for fluency.

— Primary skills practiced:

- Digraph decoding
- High-frequency words
- Oral language development
- Phonemic awareness
- Print recognition

Happy reading!  — LumaLang

Guided Reading Support

Here are some guided reading questions to help you support comprehension of **Thick or Thin**. Use these prompts to guide discussion, reinforce phonics skills, and gently check for understanding as readers build confidence.

- **Level 1 - Literal Comprehension**

What did Seth pull?

- **Level 2 - Retell & Understanding**

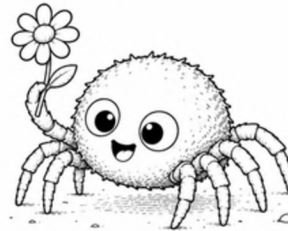
Can you tell the story in order?

What is the thick and thin web for?

- **Level 3 - Phonemic Awareness**

What sound do you hear at the start of **thick** and **thin**?

(Encourage students to isolate and repeat the /th/ sound.)



ENL Support

Use the sentence frame: “Thick is for the _____. Thin is for the _____.”