

2nd ed.

BIFFYTOONS 100

100 SIGHT WORD CARTOONS!



This is
the
ear.

CHRIS BIFFLE

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1st-2nd grade Whole Brainers are [here](#).

For an onsite seminar, please email
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INTRODUCTION

With joy-filled classrooms in 150 countries, 100,000 Facebook Likes, and 8,000,000 YouTube views, Whole Brain Teaching (WBT) is one of the world's premier instructional systems.

Over 50,000 teachers have attended our free seminars; WBT's websites receive 2,000 hits per day; our three books, [*Whole Brain Teaching for Challenging Kids*](#), [*Whole Brain Teaching Fast Track*](#) and [*Whole Brain Teaching; 122 Amazing Games*](#) are Amazon best sellers.

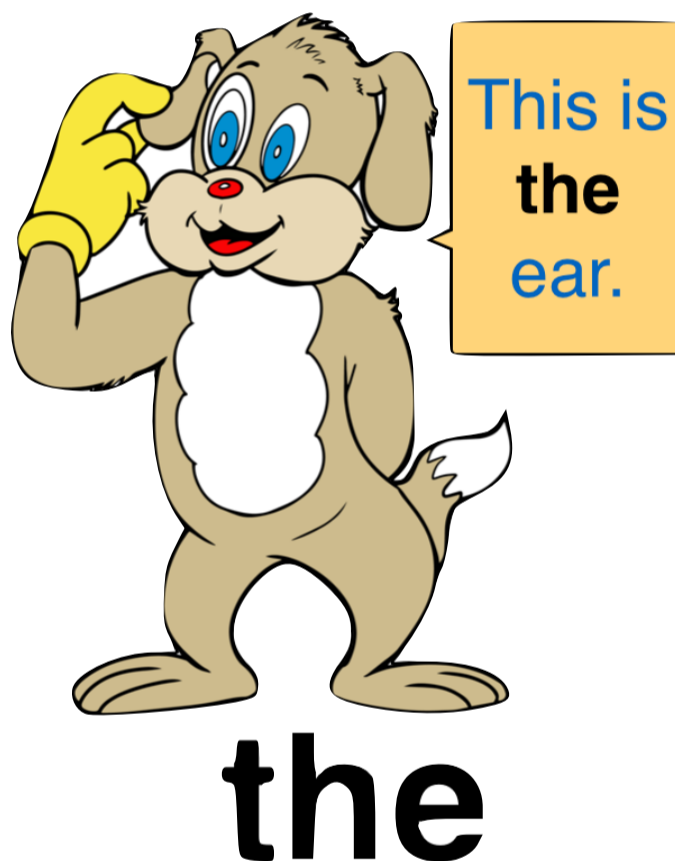
To access thousand pages of free downloads, 100+ videos, and a calendar of free seminars, go to WholeBrainTeaching.com.

Human brains learn in five ways, by seeing (visual cortex), hearing (auditory cortex), doing (motor cortex), speaking (Broca's area) and feeling (limbic system). At Whole Brain Teaching we believe the brain learns best when all these regions are simultaneously involved. Tens of thousands of K-12 educators believe we're on the right track.

BIFFYTOONS

Only 100 sight words, like “the, to, a, and” make up over 50% of all words children read. Mastering these core words by the end of second grade dramatically increases students’ academic success ... and boosts their self confidence!

To make learning sight words easier and more entertaining for lower grade kids, *Biffytoons* illustrate 100 of the most common words with cartoons. For example, here is the word “the”.



Each Biffytoon presents a gesture that illustrates the sight word. Thus, to learn the word “the,” students grasp their ear in the same way as the dog in the picture. Over and over again, the student reads “the” at the bottom of the picture and touches her ear. After many weeks, the pupil reads the caption that has been verbally linked to the sight word and gesture. Knowing “the,” the words “this,” “is,” and “ear” are added!

Here are two more Biffytoons.



My
finger
points
to
my
hand.

to



I have
a dime
and
a nickel.

and

When students learn the word “to” they point one finger at their palm. The word “and” is represented by raising the fist, as if the student holds a dime and a nickel. Below are a few more samples. The red arrow shows that students move their thumb toward themselves. As you can see, each Biffytoon uses a caption to explain the gesture and to provide additional reading practice. Always follow the same pattern. Teach the word and gesture ... over and over. Eventually, add the caption.



I am
happy!

I



You
are
nice!

you

As a teacher guides a class through *Biffytoons* (or as parents help their child), kids learn in four ways:

-- *visually (visual cortex)*: the word is illustrated by the *Biffytoons* cartoon

-- *physically (motor cortex)*: the *Biffytoons* character presents a memory gesture

-- *aurally (auditory cortex)*: the student hears the sight word pronounced by the parent/teacher

-- *orally (Broca's area)*: the student says the sight word

In addition, because kids love cartoons, the process of memorizing sight words using *Biffytoons* generates a great deal of fun (limbic system). We believe that involving students' feelings in education cannot be overemphasized. Educators know from experience that our kids learn the most when they are having the most fun learning.

This ebook contains *Biffytoons* for 100 of the most common words arranged in four sets of 25 words each (with one bonus word in the last batch):

Set 1: Words 1-25

the, to, and, he, a, I, you, it, of, in, was, said, his, that, she, for, on, they, but, had, at, him, with, up, see,

Set 2: Words 26-50

all, look, is, her, there, some, word, out, as, be, each, have, go, we, am, then, little, down, do, can, could, when, did, what, so,

Set 3: Words 51-75

not, were, get, them, like, one, this, my, would, me, well, yes, big, more, went, are, come, if, number, now, long, no, way, came, too

Set 4: Words 76-101

ask, very, than, an, over, yours, it's, ride, into, just, blue, red, from, good, any, about, around, want, don't, how, know, part, right, put, sound, got

TEACHING BIFFYTOONS

Teaching Biffytoons is quite simple. Follow these steps:

1. Put a Biffytoons cartoon on the wall.
2. Tell your students the word and explain the gesture.
3. Rehearse the word and gesture frequently.
 - a. Ask your students to repeat after you, as you say the word and make the gesture.
 - b. Say the word and make the gesture.
 - c. Make the gesture and ask your students to say the word.
 - d. Say the word and ask your students to make the gesture.
 - e. Use the word in several short sentences; ask your students to repeat the sentences, making the gesture when they say the word.
 - f. Use the word in several short sentences; ask your students to repeat the sentences, making the gesture when they say the word.
 - e. When you have several Biffytoons on the wall, divide your class into pairs of stronger and weaker readers (of course, you won't tell your students how they are divided.) Number the pairs in 1s and 2s. Have the 1s make gestures and the 2s say the associated word; then switch their roles. When you shout "Switch!," your class shouts "Switch!" and the 2s' make the gestures and the 1s say the words.

4. As your students develop fluency with sight words, go on to **SuperSpeed 100**, a sight word reading game for beginning readers available [here](#).

We, and many others in education, believe that gestures, the kinesthetic component of learning, are enormously powerful education aids. The motor cortex is the brain's most reliable and long lasting memory area. If someone hasn't been on a bicycle in 30 years, they can still ride flawlessly, because bike riding skills are stored in their motor cortex. Associating a gesture with a sight word will have a magical impact on your students. You will notice that some of your students, when stumped by a word, will, nonetheless, make the gesture ... their motor cortex is cueing the rest of their brain's recall!

BIFFYTOONS MINIS

At the end of this ebook are four pages of MINIS, an entire, 100 sight word curriculum that fits on the back and front of two pages! Laminate these and hand out to students.



As before, divide your class into pairs of weaker and stronger readers, a 1 and a 2. The 1 reads the first mini Biffytoon word; the 2 reads the second, and so on, naming words as quickly as possible for a minute. Marking on the sheet their team record, they return to the beginning. So that both players attempt every word, 2 reads the first word and 1 the second, and so on. If they break their record, both players win a Super Improver star. This game can be repeated endlessly ... as kids master the words, they set higher and higher records. Eventually, give teams the challenge of reading captions ... setting and breaking team records for ever greater language mastery.

BIFFYTOONS READER

At the end of each set of words, players can test their skill in reading the words in sentences. Nouns are illustrated by pictures. For example, here is a sentence using words in Set 1.



It is his **car**.

The first three words, “it, is, his” are part of Set 1. Reading words in context, of course, provides additional opportunities for mastering sight words. All the Biffytoons Reader sentences are collected beginning at page 193 ... a 100 sight word curriculum including some of the world’s most common nouns, a fine, final challenge for your readers.

Following is a list of all 100 Biffytoons and descriptions of each gesture. Teach the words in any order you wish, however they are roughly arranged in order of frequency. “The” is the most common word, then “to” and so forth. I roughly combined two well known lists, Dolch and Frye, and created by own order.

SET 1

1. **the**: two fingers pinching one ear. “This is **the** ear.”
2. **to**: the forefinger of one hand moving toward the palm of the other: “My finger points **to** my hand.”
3. **and**: closed fist, shaking it happily back and forth: “I have a dime **and** a nickel.”
4. **he**: two fingers pointing toward an imaginary bow tie: “**He** has a bow tie.”
5. **a**: forefinger pointing to the nose: “Here is **a** nose.”
6. **I**: thumb moves vigorously toward chest: “**I** am happy!”
7. **you**: forefinger points at viewer: “**You** are nice!”
8. **it**: hold an imaginary soda bottle over your head: “**It** tastes sweet!”
9. **of**: hold up an imaginary piece of paper: “Take this piece **of** paper.”
10. **in**: put the thumb inside the fist: “My thumb is **in** my fist.”
11. **was**: move one thumb over the shoulder indicating the past: “Yesterday **was** fun.”
12. **said**: open and close the fingers several times, “**I said** ‘Hi!’”
13. **his**: point one forefinger at an imaginary bow tie (note the difference from “he” that uses both hands): “This is **his** tie.”
14. **that**: point one finger in the air at an imaginary butterfly: “**That** is a butterfly”
15. **she**: point two fingers at an imaginary hair bow. “**She** has a bow.”
16. **for**: hold a tiny elephant in one hand and point at it with the other: “The hand is **for** holding.”

17. **on**: put one hand on your head: “My hand is **on** my head.”
18. **they**: point both hands in the air and waggle fingers at the birds: “**They** are birds.”
19. **but**: put one hand on your cheek: “I like cake **but** I like tacos more!”
20. **had**: using one forefinger, play with an imaginary yo-yo: “I **had** a yo-yo.”
21. **at**: put one hand on your hip: “My hand is **at** my side.”
22. **him**: raise an imaginary hat . “I am **him**.”
23. **with**: interlace your fingers. “My fingers are **with** each other.”
24. **up**: move one hand upward: “I climb **up**.”
25. **see**: point two fingers at your eyes (note difference with “look” below): “Do you **see** me?”

SET 2

26. **all**: swing both hands past each other: “Here are **all** my fingers.”
27. **look**: shade your eyes with one hand: “**Look** far away.”
28. **is**: wiggle the fingers of one hand in the air: explain “The letter ‘s’ in ‘is’ has a shape like wiggly snakes and so we wiggle our fingers”: “This **is** my hand.”
29. **her**: point one hand at a hair bow (note difference from “she” above): “This is **her** bow.”
30. **there**: point one finger on each hand to the side: “Go **there!**”
31. **some**: tap your teeth: “Here are **some** teeth.”

32. **word**: hold an imaginary pencil in one hand and write a word in the air: “Watch me write a **word**.”
33. **out**: thumb’s up gesture: “My thumb is **out**.”
34. **as**: throw an imaginary ball: “Throw **as** fast **as** you can.”
35. **be**: the forefinger touches the lips (note difference from “a” where the forefinger touches the nose): “Please, **be** quiet.”
36. **each**: with the forefinger of one hand, touch the fingers of the other hand: “Here are **each** of my fingers.”
37. **have**: wrap your arms around yourself: “I **have** me.”
38. **go**: with your arm outstretched, point one hand: “Please, **go** sit down.”
39. **we**: bump the knuckles of both hands together or, more fun, students bump knuckles with each other: “**We** are friends.”
40. **am**: hold up an imaginary mirror: “I **am** me.”
41. **then**: extend your hand at arm’s length, open and then close your hand: “My hand is open **then** closed.”
42. **little**: put your thumb and forefinger together, making a “little” gesture: “Here is a **little** space.”
43. **down**: move one hand down: “I climb **down**.”
44. **do**: repeatedly move the closed fist, holding an imaginary banana, toward the mouth ... moving repeatedly shows present tense, an ongoing action (contrast with “did” below): the tiger says “I **do** eat.”
45. **can**: hold up both arms like the tiger: “I **can** be strong.” ... note difference with “could” below
46. **could**: hold up one arm: “I **could** be strong.”

47. **when**: tap an imaginary watch on your wrist: “**When** can we play?”
48. **did**: holding an imaginary banana, move the closed fist once, toward the mouth, indicating past tense, a completed action: “**I did** eat.”
49. **what**: hold both hands out in the air, as if saying “**What?**”
50. **so**: standing on tip toes, put one hand, bent at the wrist, straight up in the air: “Some day I will be **so** tall.”

SET 3

51. **not**: wave one finger back and forth; use arrows to show motion: “That is **not** right.”
52. **were**: hold up one hand, fingers open: “My fingers **were** closed.”
53. **get**: pluck imaginary flowers; the arrows to show this is an ongoing, present tense action: “**I get** the flowers.”
54. **them**: hold one arm out with two imaginary birds, the other hand points at the birds: “I see **them**.”
55. **like**: one open hand rubs stomach, the other hand is behind the back: “**I like** cake.”
56. **one**: one hand behind the back, the other points at the tail: “I have **one** tail.”
57. **this**: fold your arms and frown: “**This** is my unhappy face!”
58. **my**: one hand pointing at foot, foot is lifted: “Here is **my** foot.”
59. **would**: two hands extended down toward viewer: “**Would** you walk with me?”
60. **me**: Both forefingers point at chest: “I am **me**.”

61. **will**: move your arms like you're running: "I **will** win!"
62. **yes**: nod head up and down: "**Yes**, you can!"
63. **big**: use both hands to pull out your big ears: "I have **big** ears!"
64. **more**: point at buttons up and down an imaginary coat: "I have **more** than one button."
65. **went**: move your hand over your head: "The ball **went** over my head."
66. **are**: fold two hands over your stomach: "My hands **are** folded."
67. **come**: wave the viewer to you, repeated motion: "**Come** to me."
68. **if**: Looking worried, put two hands on each side of your face: "Tell me **if** I forget."
69. **number**: point at 2 on an imaginary baseball cap: "Here is the **number 2**."
70. **now**: point forefingers on each hand emphatically down: "Right **now**!"
71. **long**: Spread out your arms like you're surfing: "I love my **long** board."
72. **no**: shake your head: "**No, no, no!**"
73. **way**: draw a circle over your head: "Go way around."
74. **came**: like come, but completed action, no repeated motion: "You **came** to me."
75. **too**: Point your fingers at your shoulder: "I have **too** many birds."

SET FOUR

76. **ask**: put your hand beside mouth in a talking gesture: “**Ask** me my name.”
77. **very**: Kick an imaginary soccer ball: “We kick **very** hard.”
78. **than**: one hand up, the other down. “One hand is higher **than** the other.”
79. **an**: point one finger at your eye: “Here is **an** eye.”
80. **over**: put one hand over both eyes: “My hand is **over** my eyes.”
81. **yours**: hold an apple toward the viewer: “This apple is **yours**.”
82. **it’s**: Shake an imaginary soda bottle up and down: “**It’s** great when you shake it!”
83. **ride**: Pretend like you’re riding a motorcycle: “Let’s **ride** fast.”
84. **into**: physically jump into the air: “Jump **into** the air.”
85. **just**: point at one eye open. “**Just** one eye is open.”
86. **blue**: make swimming motions. “The sea is **blue**.”
87. **red**: throw an imaginary ball: “My ball is **red**.”
88. **from**: hold out both arms and flap them, as if flying: “I jump **from** an airplane.”
89. **good**: pretend like you’re playing a trumpet: “Here is a **good** horn.”
90. **any**: Pretend like you’re turning your pockets inside out: “I don’t have **any** money.”

91. **about**: point one finger at the title of an imaginary book in the other hand: “This book is **about** cats.”
92. **around**: make a circle around your face: “Move **around**.”
93. **want**: look excited, as you’re about to eat an imaginary ice cream: “I **want** ice cream, yum!”
94. **don’t**: hold up one hand in a stop motion: “**Don’t** do that!”
95. **how**: bring your two hands together and clap: “This is **how** I clap.”
96. **know**: play an air guitar: “I **know** how to play guitar.”
97. **part**: Grab the wrist of one hand: “Here is **part** of my arm.”
98. **right**: Wave your right hand (even though the tiger is waving his left ... kids will mirror the tiger and wave their right hand: “This is my **right** hand.”
99. **put**: put both hands on top of your head: “I **put** two hands on my head.”
100. **sound**: put one hand behind your ear: “I hear a **sound**.”
101. **got**: Hold up two imaginary flowers: “I **got** the flowers.”

Yes, you get 101 Biffytoons for the same price as the first 100!

Set 1

Words 1-25

the, to, and, he, a, I,
you, it, of, in, was, said,
his, that, she, for, on,
they, but, had at, him,
with, up, see



This is
the
ear.

the



My
finger
points
to
my
hand.

to



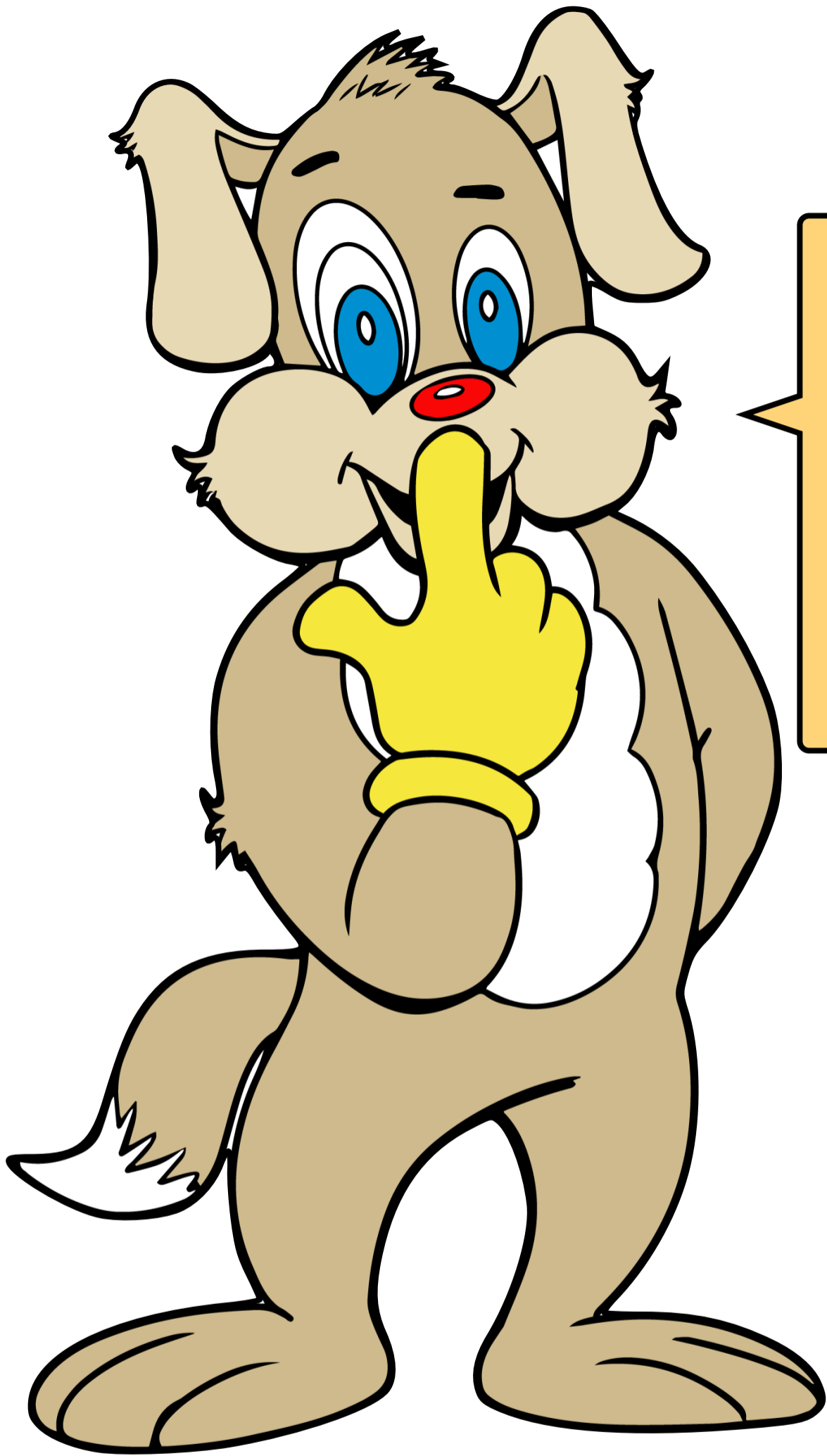
I have
a dime
and
a nickel.

and



He has
a bow
tie.

he



Here is
a nose.

a



I



you



**It is
sweet!**

it



Take
this
piece
of
paper.

of



My
thumb is
in my
fist.

in



Yesterday
was fun.

was

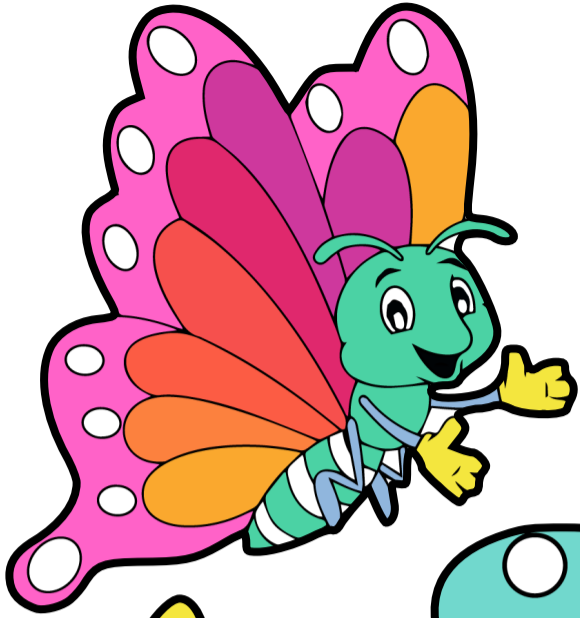


said

This is his tie.



his



That
is a
butterfly.

that

She
has a
bow.



she

My hand
is for
holding.

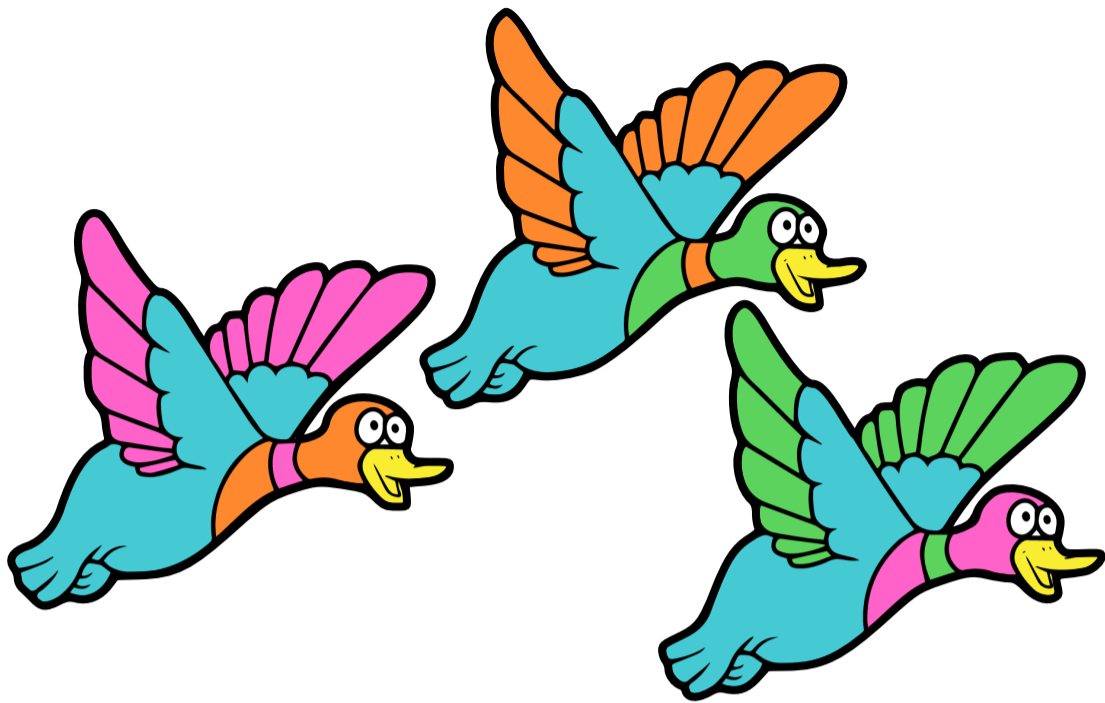


for

My hand
is **on** my
head.



on



**They
are
birds.**

they



I like
cake **but**
I like
tacos
more!

but



I had
a yo-yo.



had



My hand
is **at**
my side.

at



I am
him.

him



My
fingers
are **with**
each
other.

with



I climb
up.

up



Do you
see me?

see

Words 1-25 in sentences. Boldface words are illustrated in pictures on the following pages.

They said it.

It is his **car**.

You had a **balloon**.

“To! To! To!,” said the **mouse**.

She had a **dog** for him.

We had a **cat** but they had a **fish**.

His **bike** was at the **house**.

He had a **flower** and a **butterfly**.

The **cow** said, “See that **moon**?”

See that **bird** up in the **tree** with a **bug**.

I see a **ball** of **string** on the **TV**.

They said it.



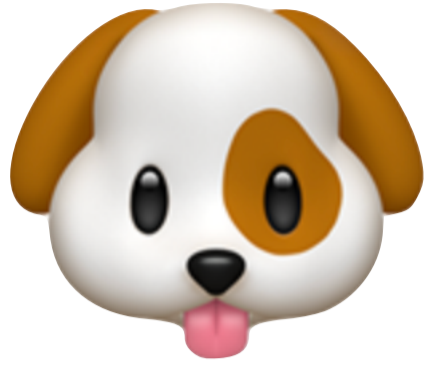
It is his **car**.

It is his **car**.



You had a **balloon** .

You had a **balloon**.



She had a **dog**.

She had a **dog**.

“To! To! To!,” said



the **mouse**.

“To! To! To!” said

the **mouse**.



We had a **cat** but they



had a **fish**.

We had a **cat** but they
had a **fish**.



His **bike** was at



the **house**.

His **bike** was at
the **house**.

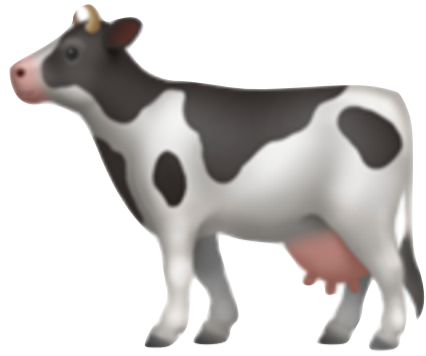


He had a **flower**



and a **butterfly.**

He had a **flower**
and a **butterfly**.



The **cow** said,



“See that **moon**?”

The **cow** said,

“See that **moon**?”



See that **bird**



up in the **tree**

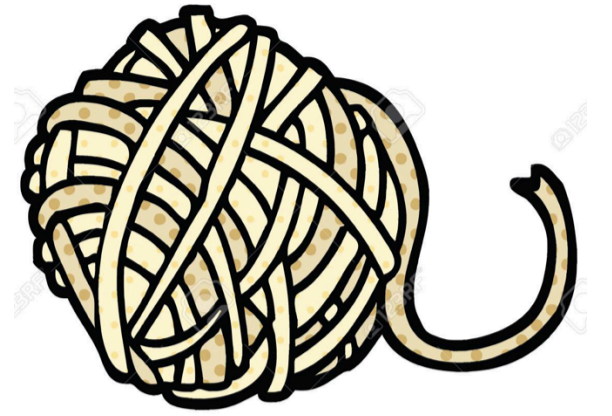


with the bug?

See that **bird**

up in the **tree**

with the bug?



I see a **ball** of **string**



on the **TV**.

I see a **ball** of **string**

on the **TV**.

Set 2

Words 26-50

all, look, is, her, there,
some, word, out, as, be,
each, have, go, we, am,
then, little, down, do, can,
could, when, did, what, so

Here are
all my
fingers.



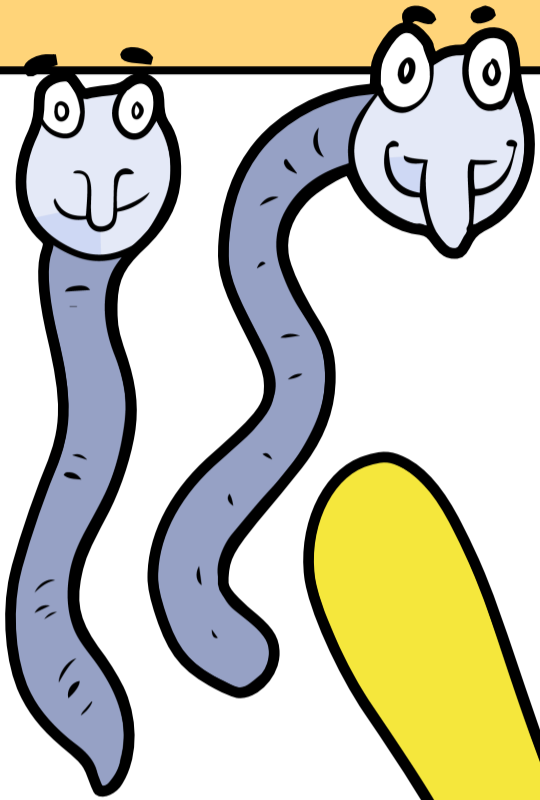
all

Look far away.



look

Here **is** my hand.



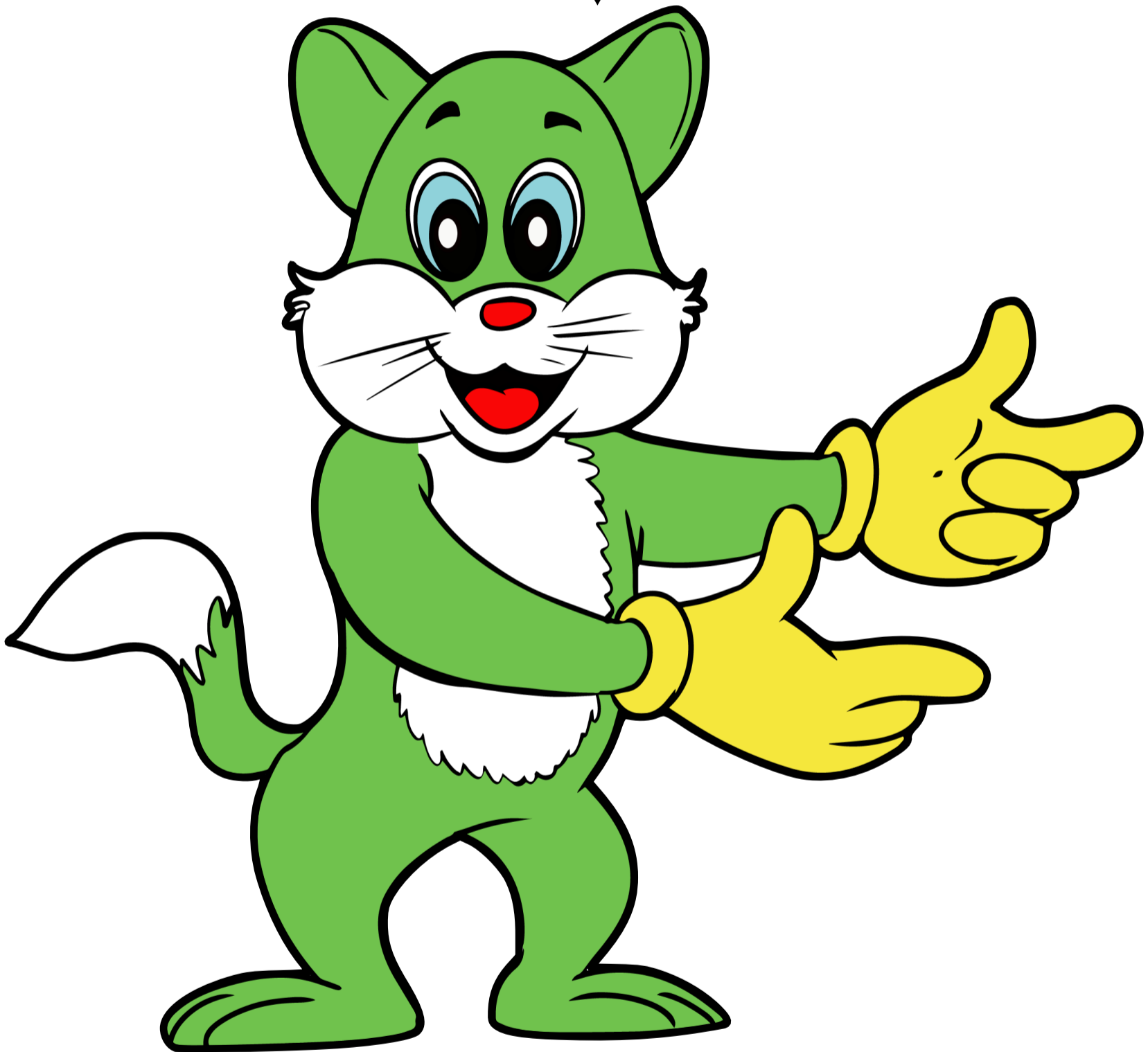
is



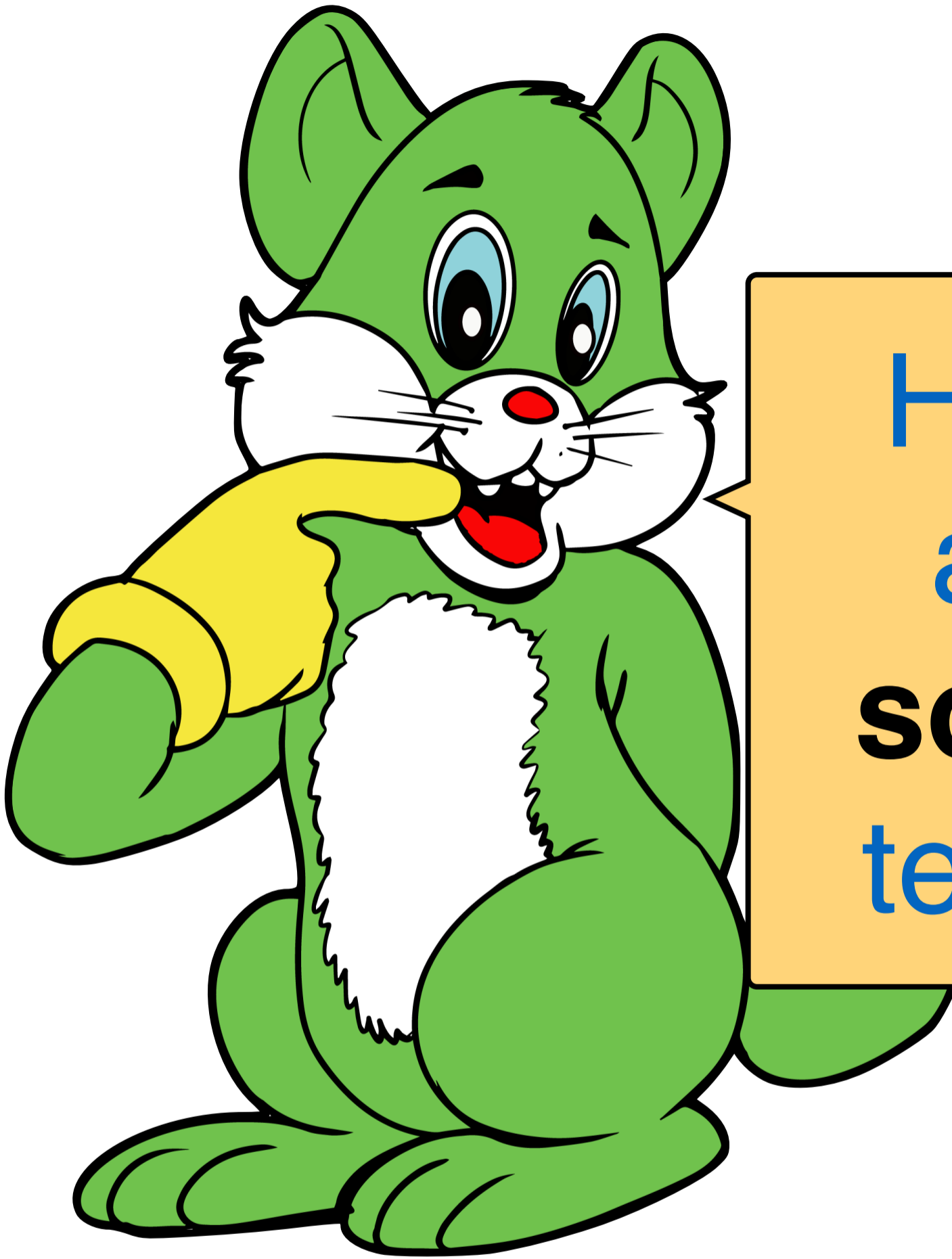
This is
her bow.

her

Go there!



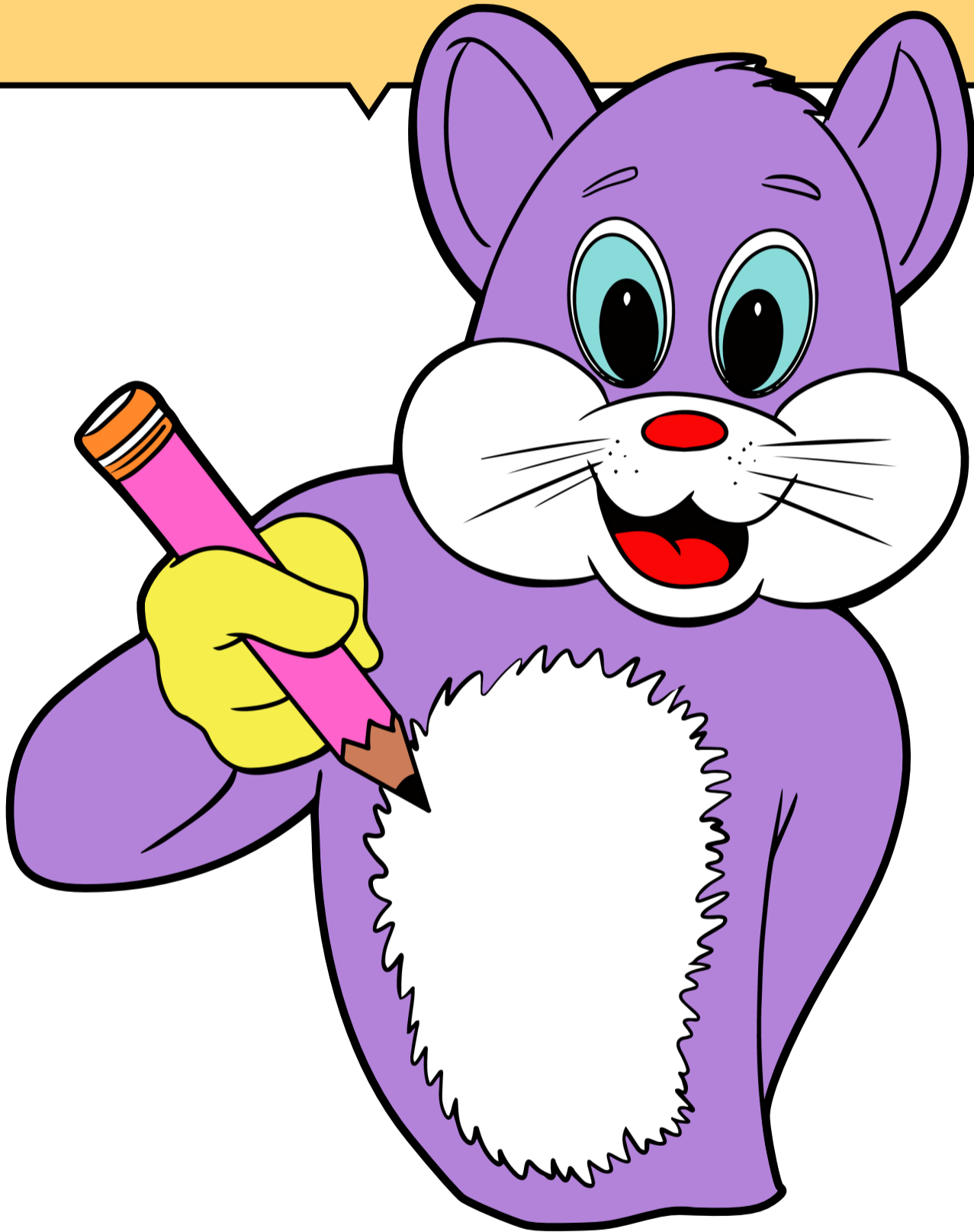
there



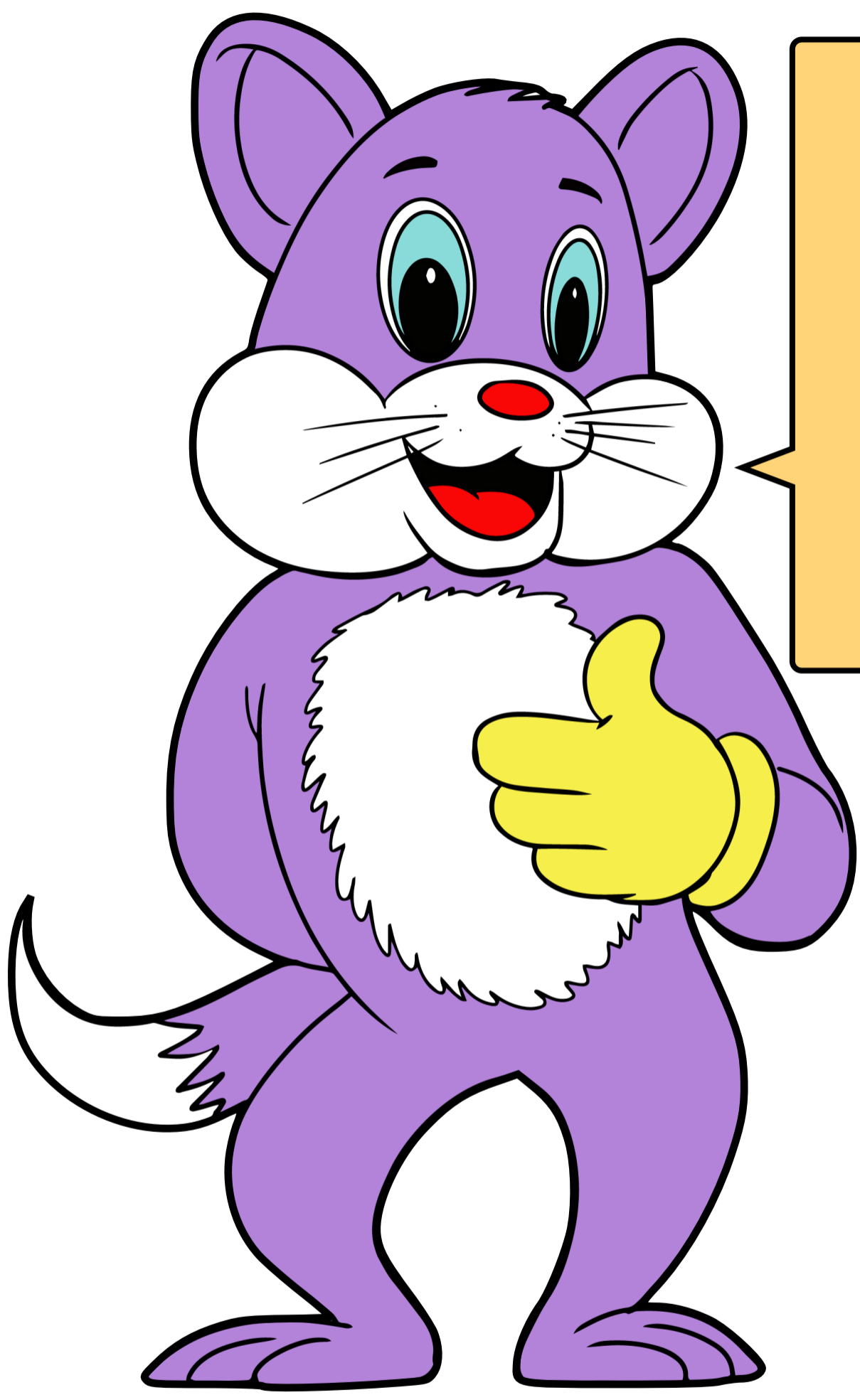
Here
are
some
teeth.

some

Watch me write
a word.



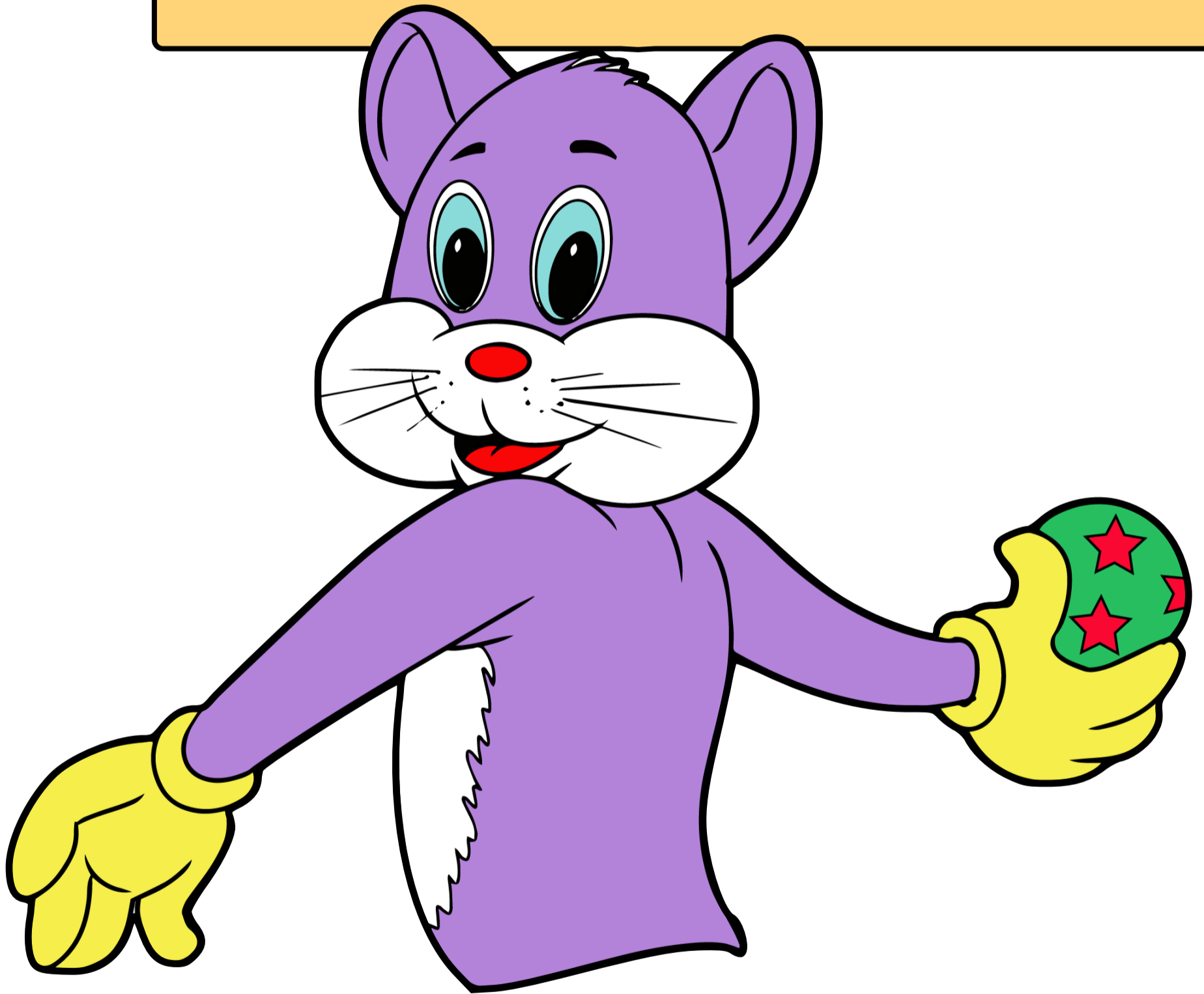
word



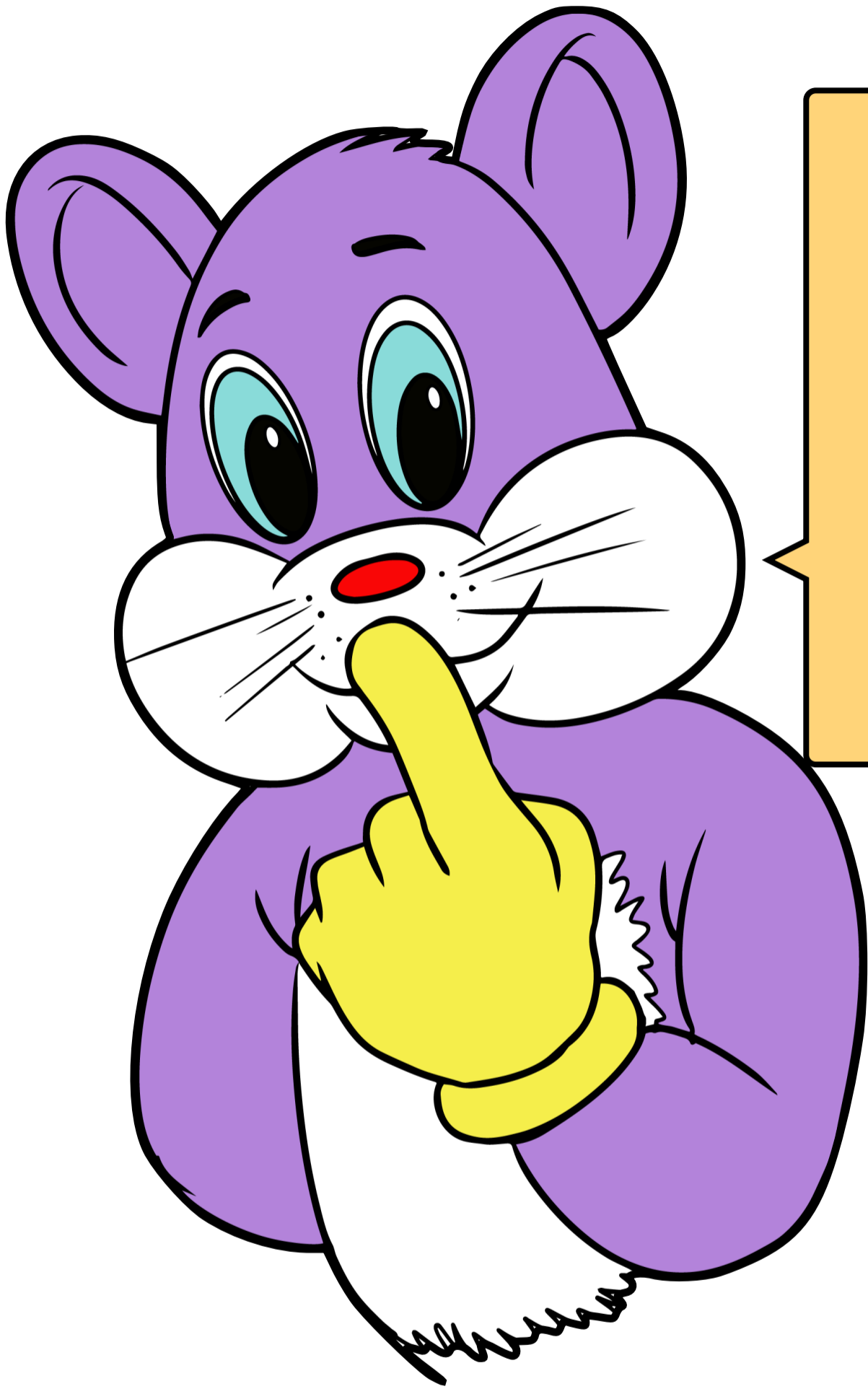
My
thumb
is out.

out

Throw **as** fast
as you can.



as



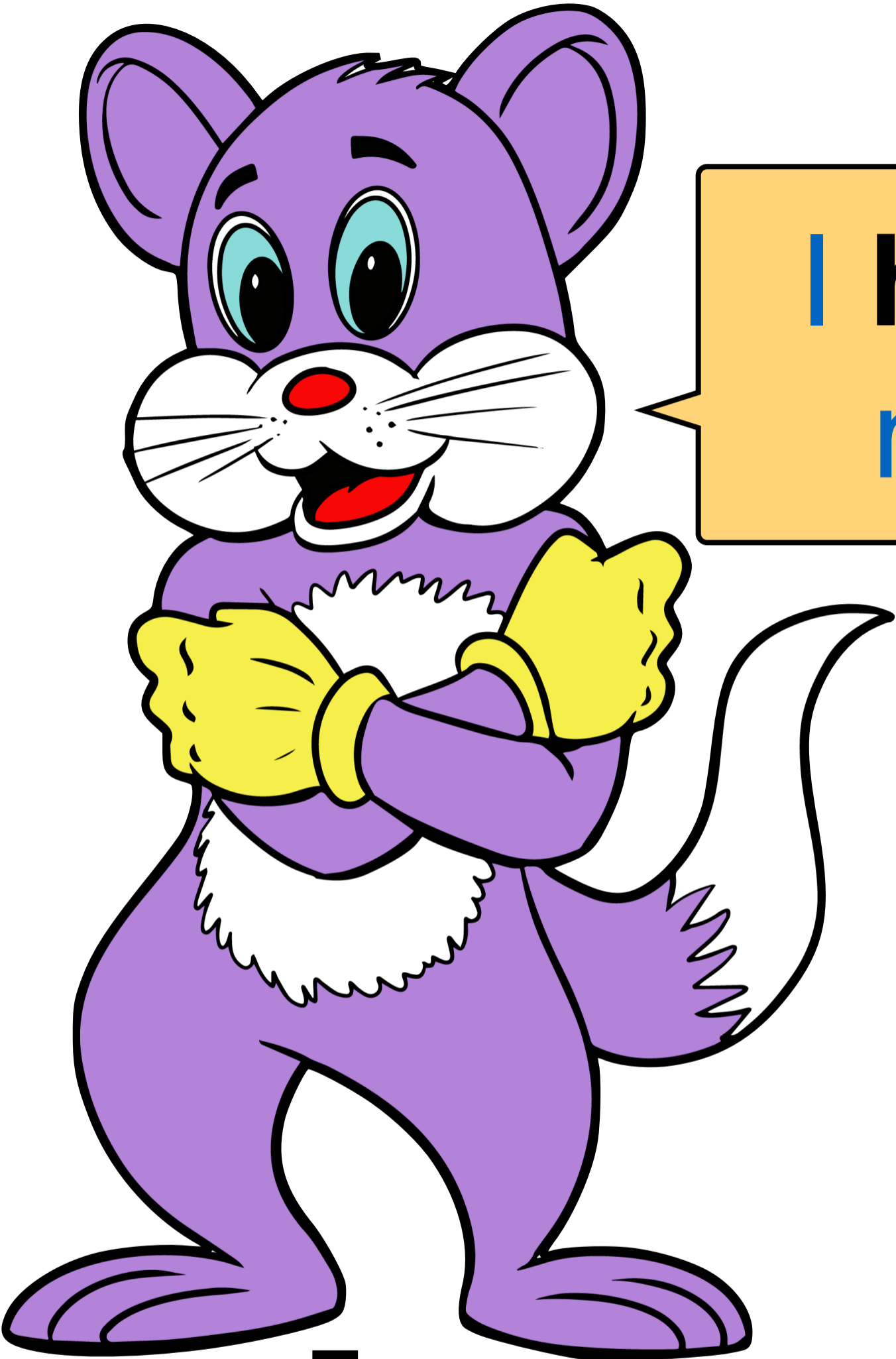
Please,
be
quiet.

be



Here are
each
of my
fingers.

each



I have
me.

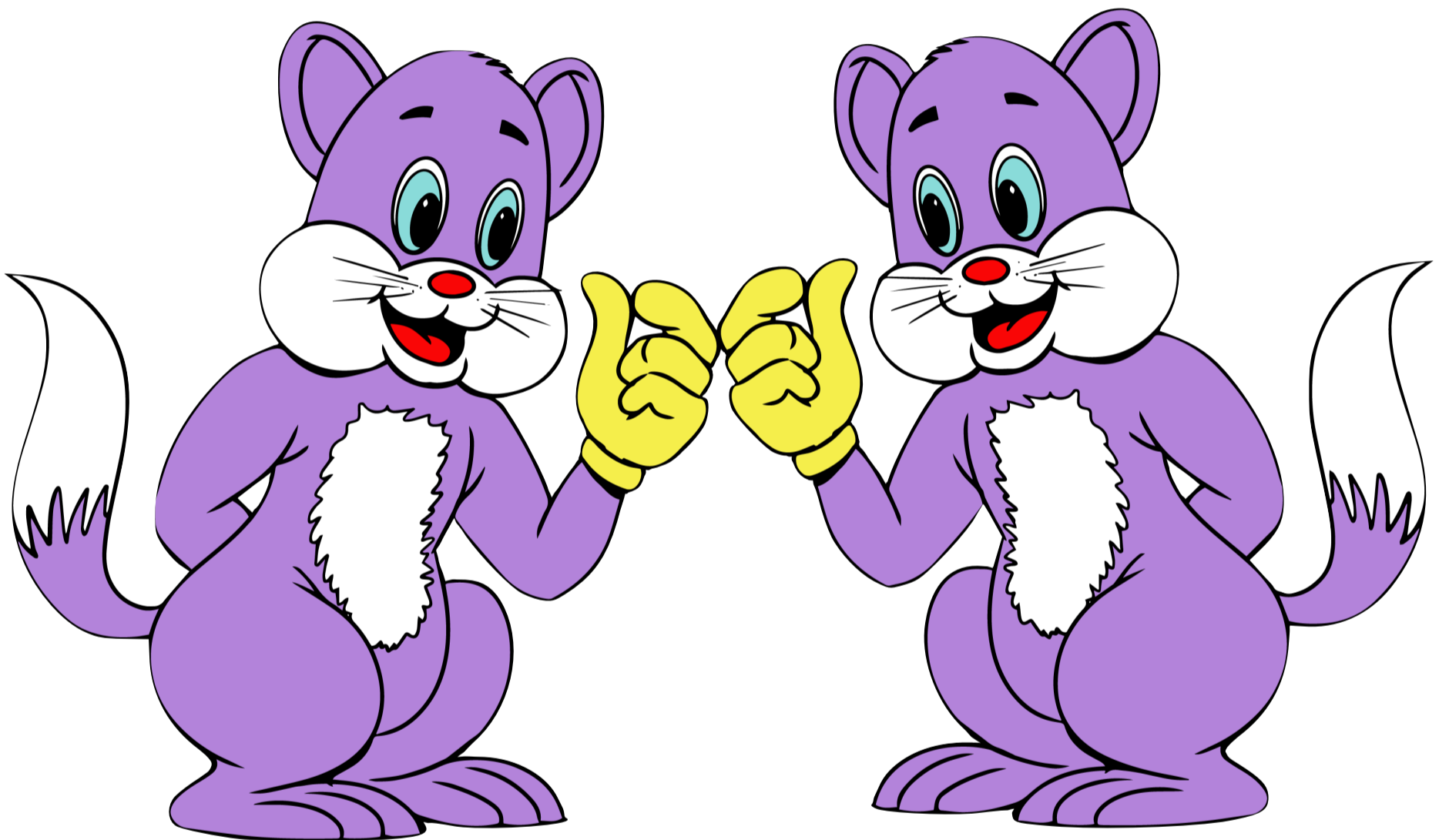
have



Please,
go sit
down.

go

We are friends.



we

I am me!



am

My hand is open
then closed.



then



Here is a
little
space.

little



down

I do eat!



do

I can be strong!



can

I could be strong!



could

When can
we play?



when

I did eat!



did

What did you say?



what

Some day I will be
so tall.



SO

Set 2

Words 51-75 in sentences. Bold face words are illustrated in pictures on the following pages.

Then, be as little as you can.

We said each word to the **bear**.

Her little **dragon** can go to the **mountain**.

I am a **dinosaur** out there in the **sea**.

So, what could you see when you look in the **present**?

We all do have a **bus** down the **road**.

Did you see she is in some **boots** and **sunglasses**?

Then, be as little
as you can.

We said each word to



the **bear**.

We said each word to
the **bear**.



Her little **dragon**

can go to



the **mountain.**

Her little **dragon**

can go to

the **mountain.**



I am a **dinosaur** out



there in the **sea.**

I am a **dinosaur** out

there in the **sea.**

So, what could you see
when you look in



the **present**?

So, what could you see
when you look in
the **present**?



We all do have a **bus**



down the **road.**

We all do have a **bus**

down the **road.**

Did you see she is in



some **boots** and



sunglasses?

Did you see she is in

some **boots** and

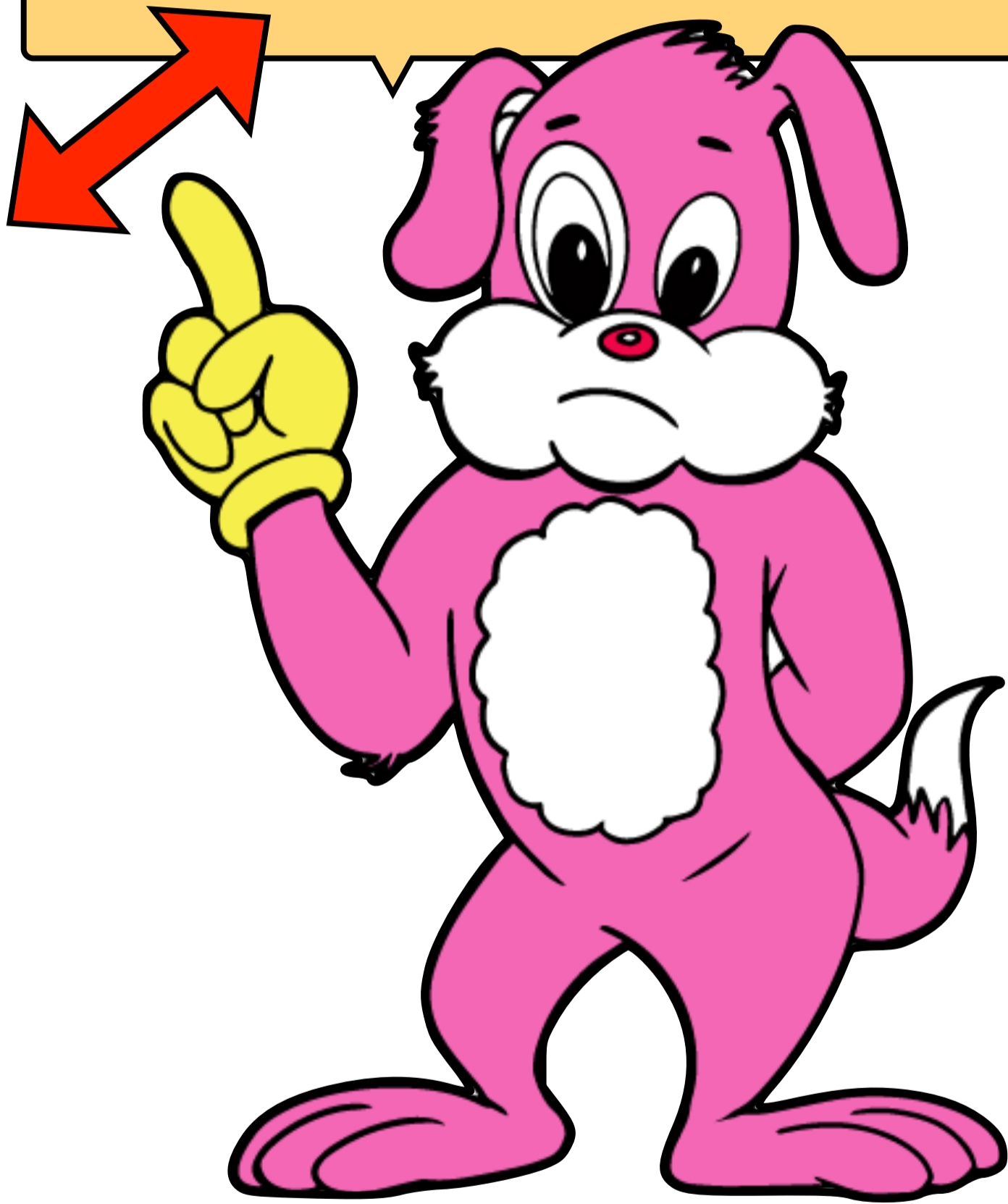
sunglasses?

Set 3

Words 51-75

not, were, get, them, like,
one, this, my, would, me,
well, yes, big, more, went,
are, come, if, number, now,
long, no, way, came, too

That is **not** right.



not

My fingers
were closed.



were

I get the flowers.



get

I see them.



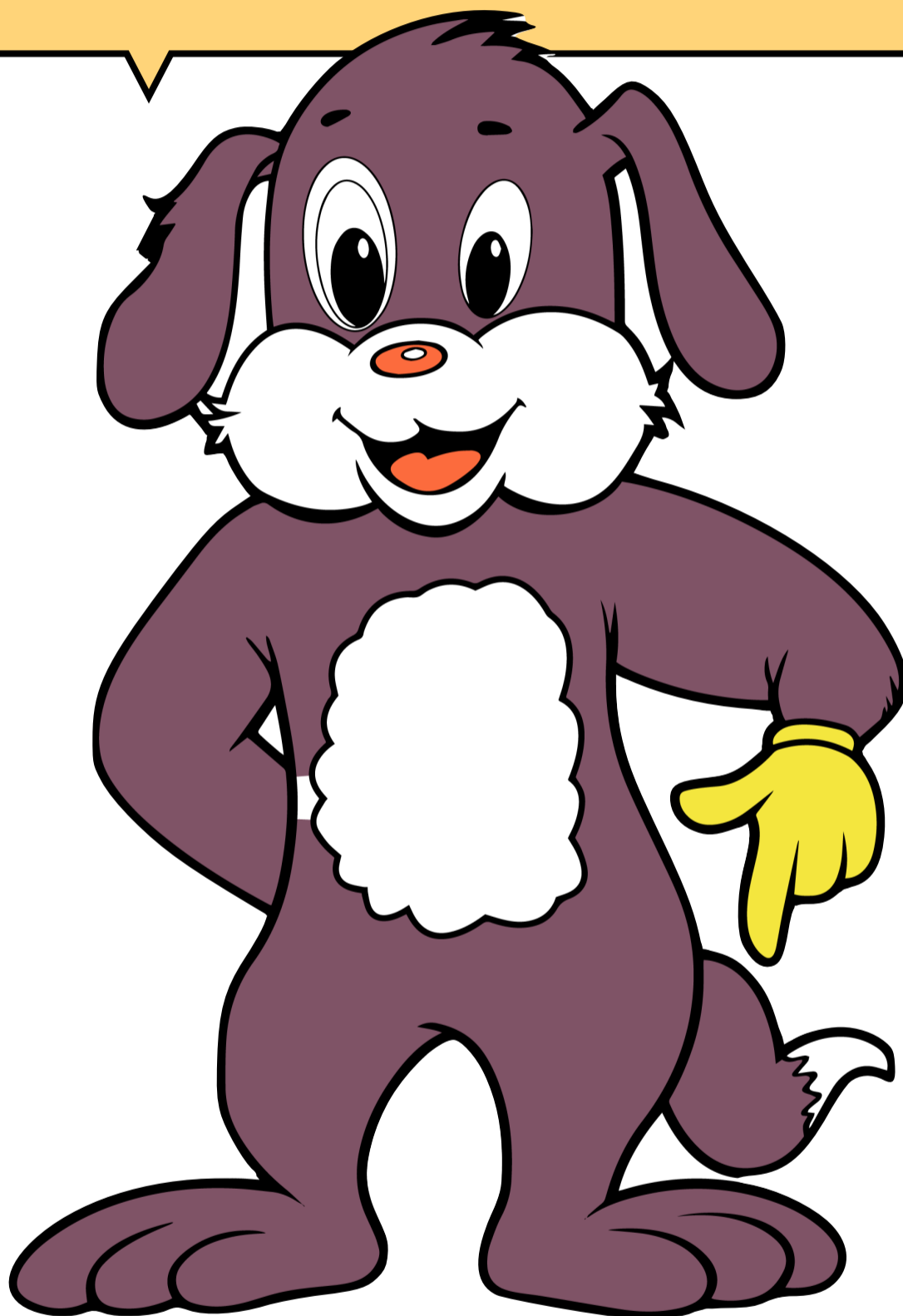
them

I like
cake!



like

I have one tail!



one

**This is my
unhappy face!**



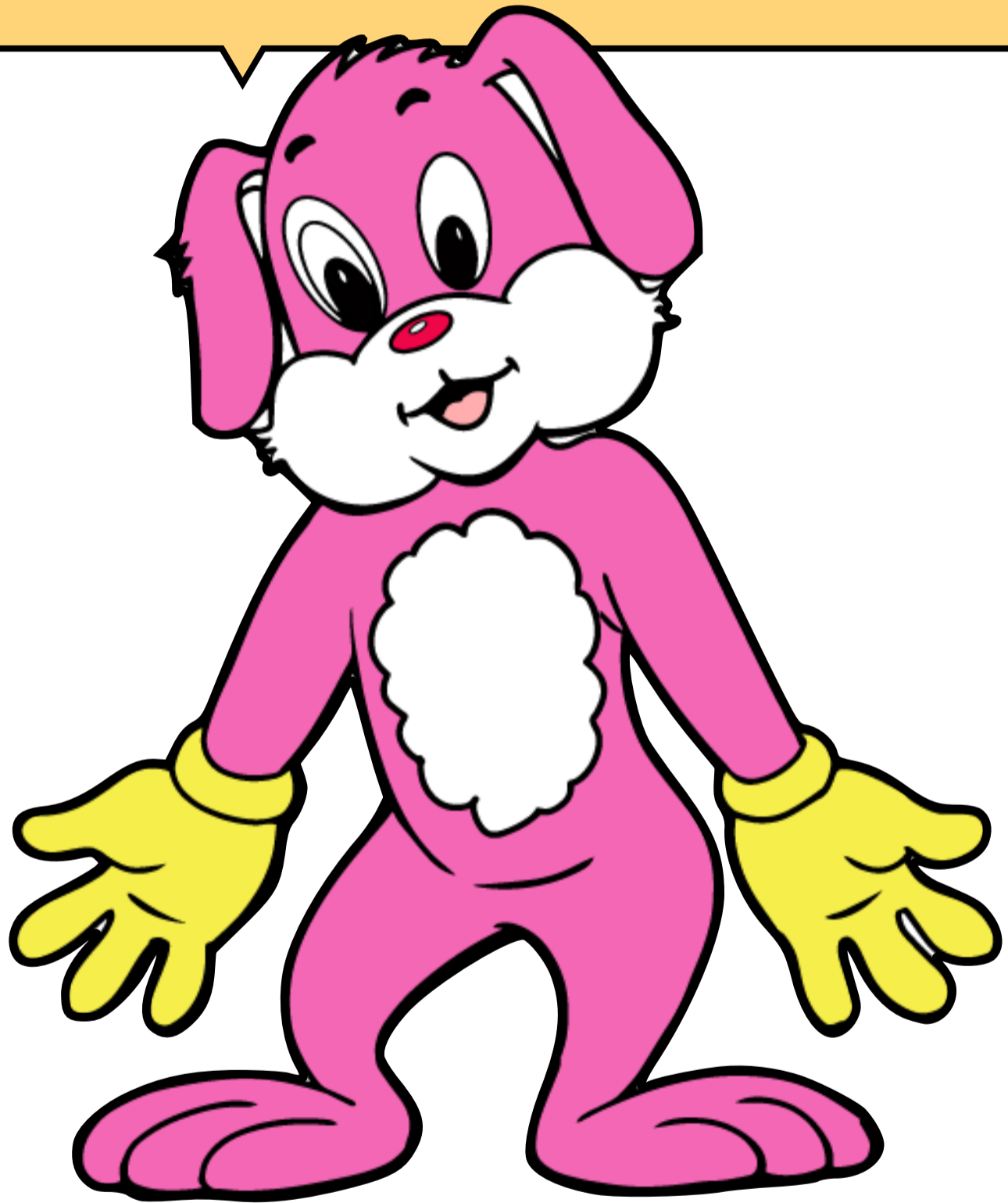
this

Here is my foot.



my

Would you walk with
me?



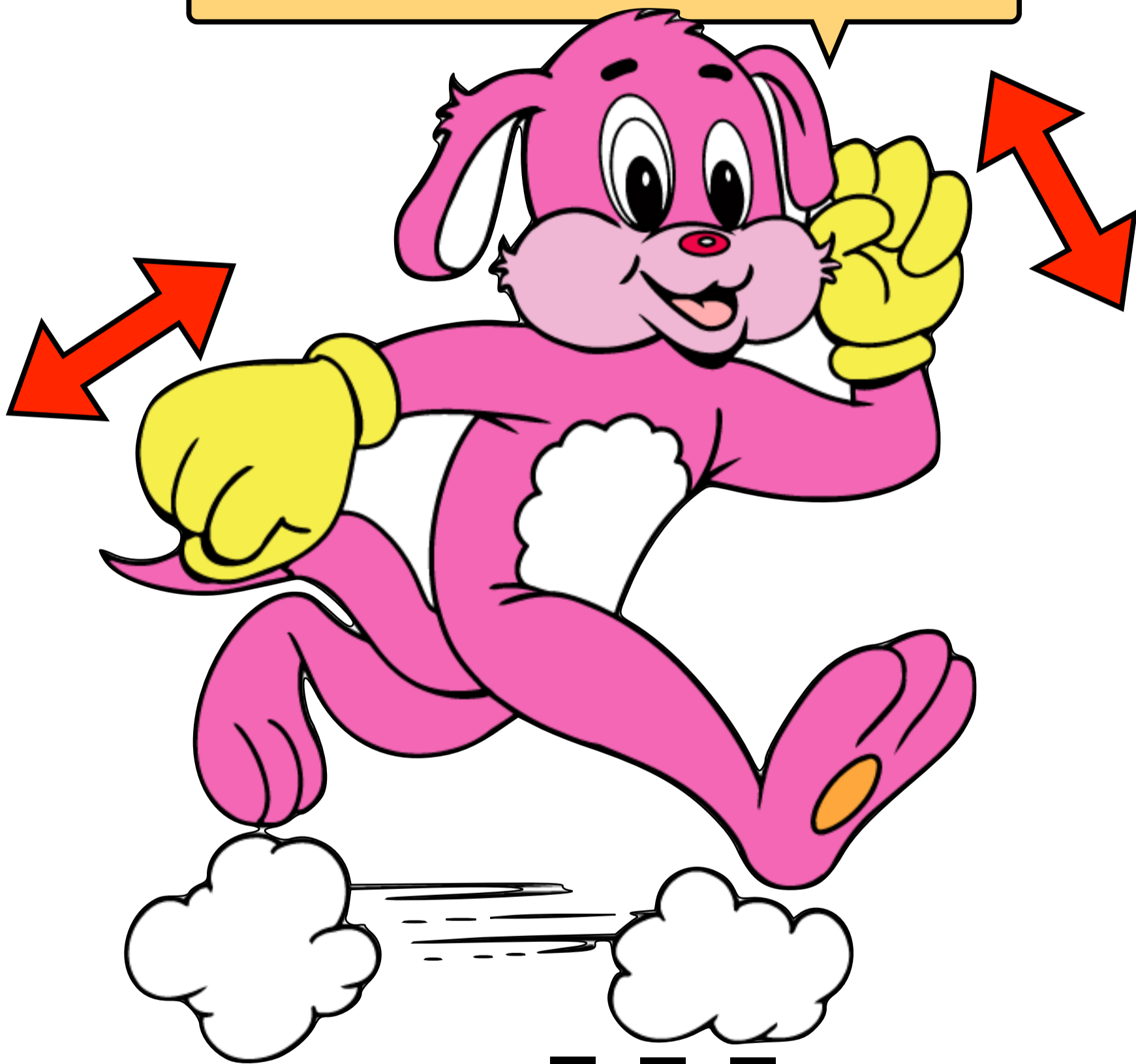
would

I am me!



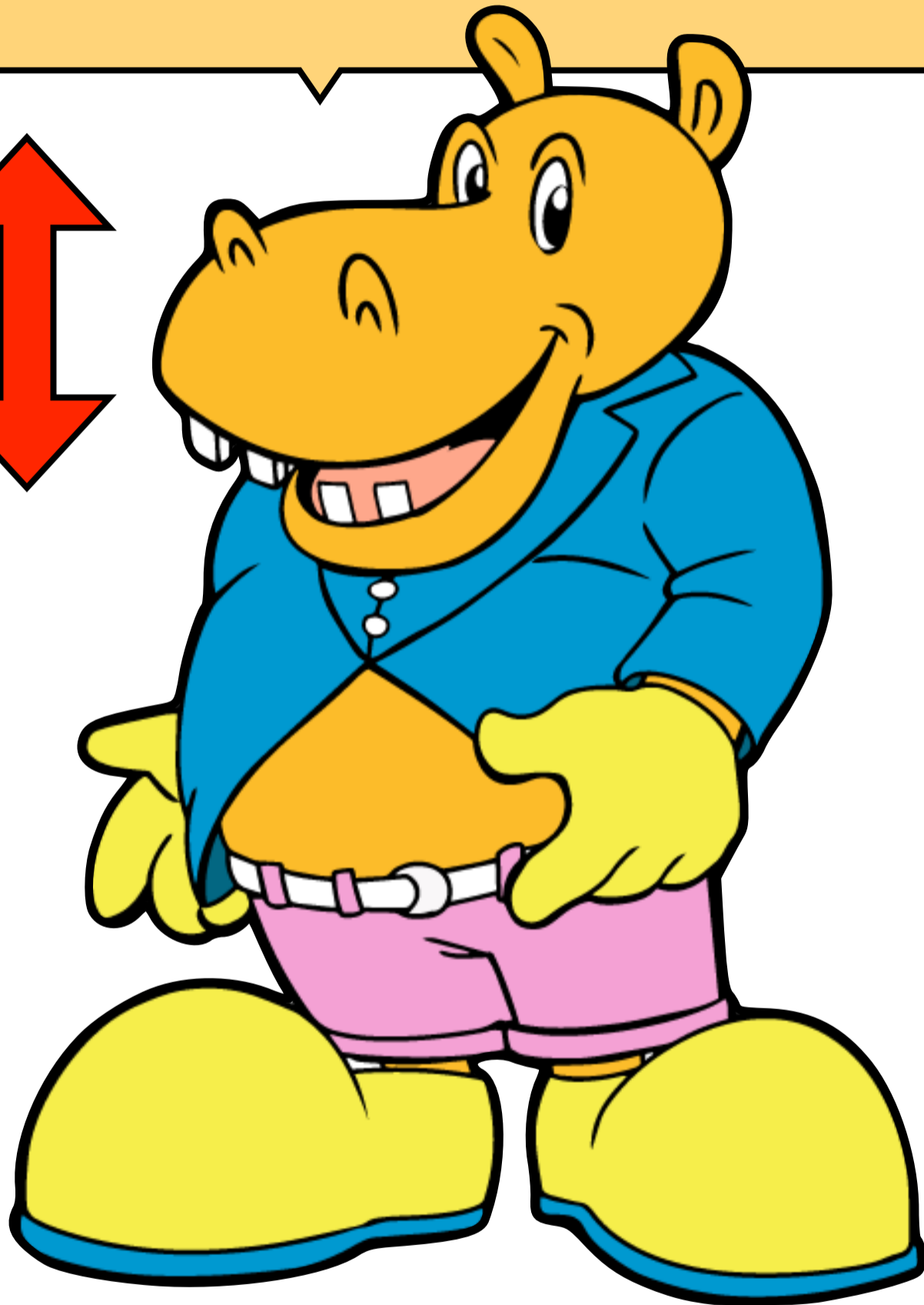
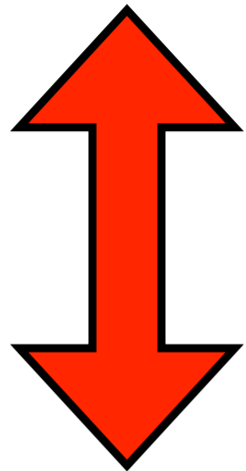
me

I will win!



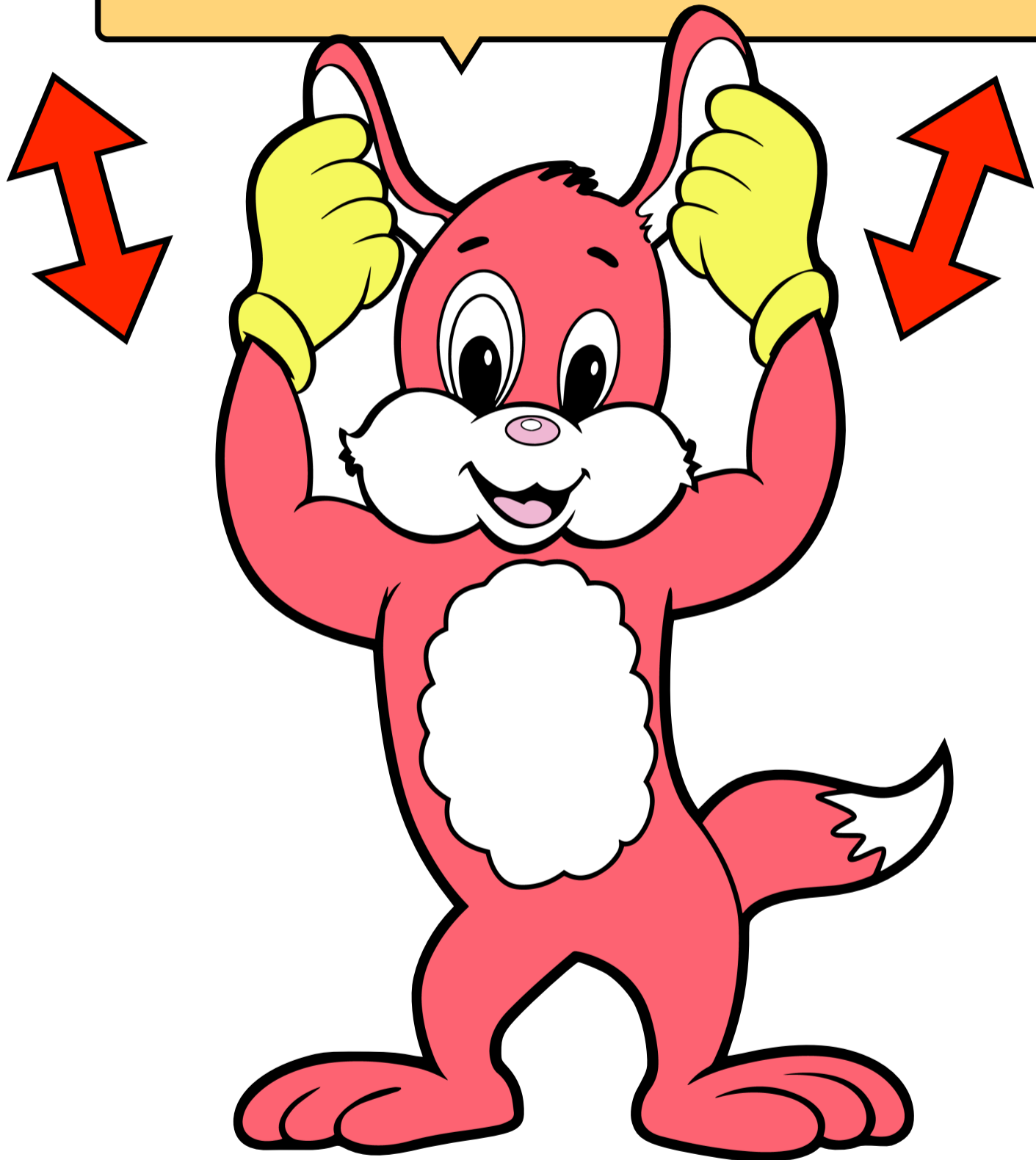
will

Yes, *you can!*



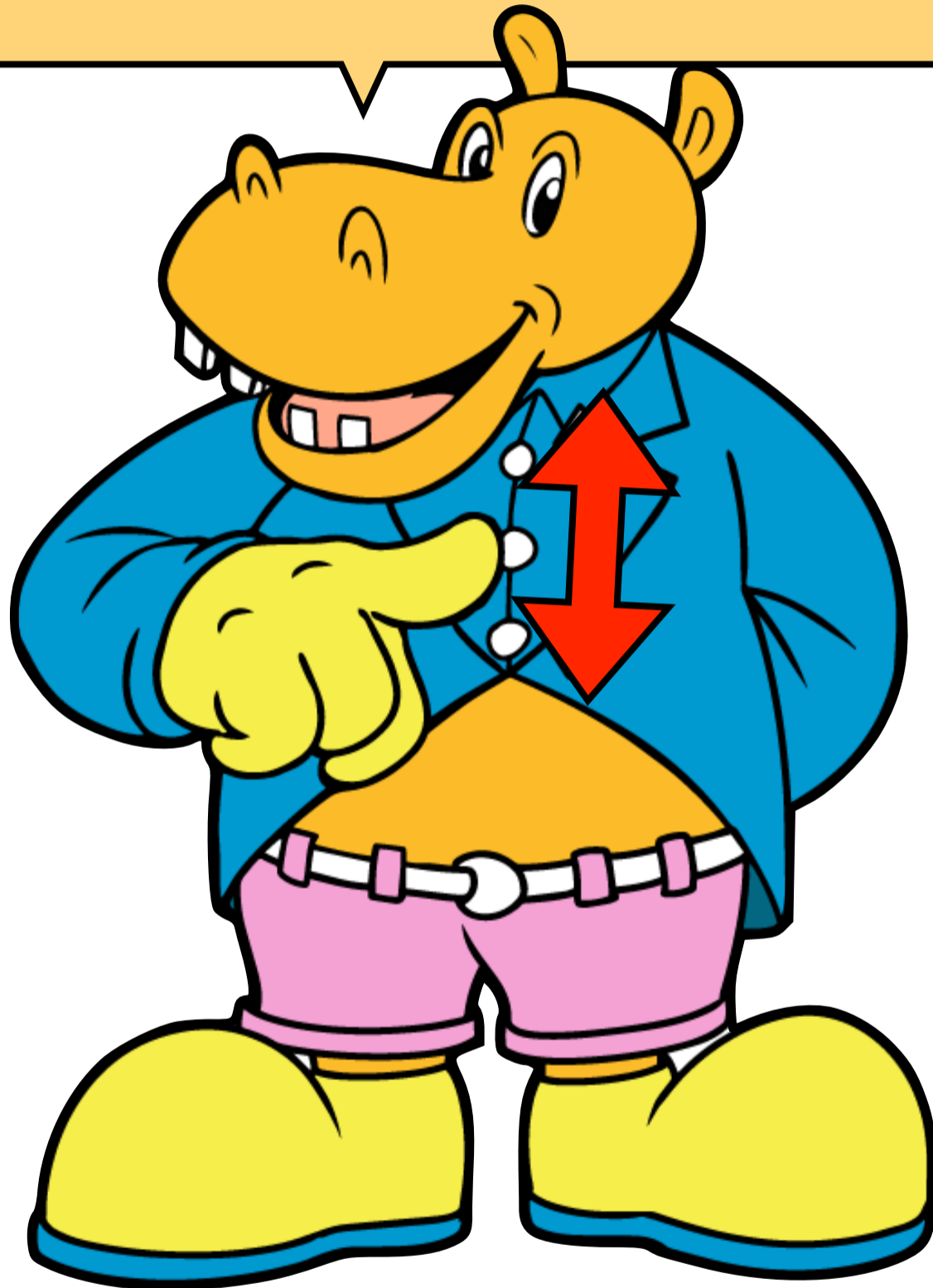
yes

I have **big** ears!



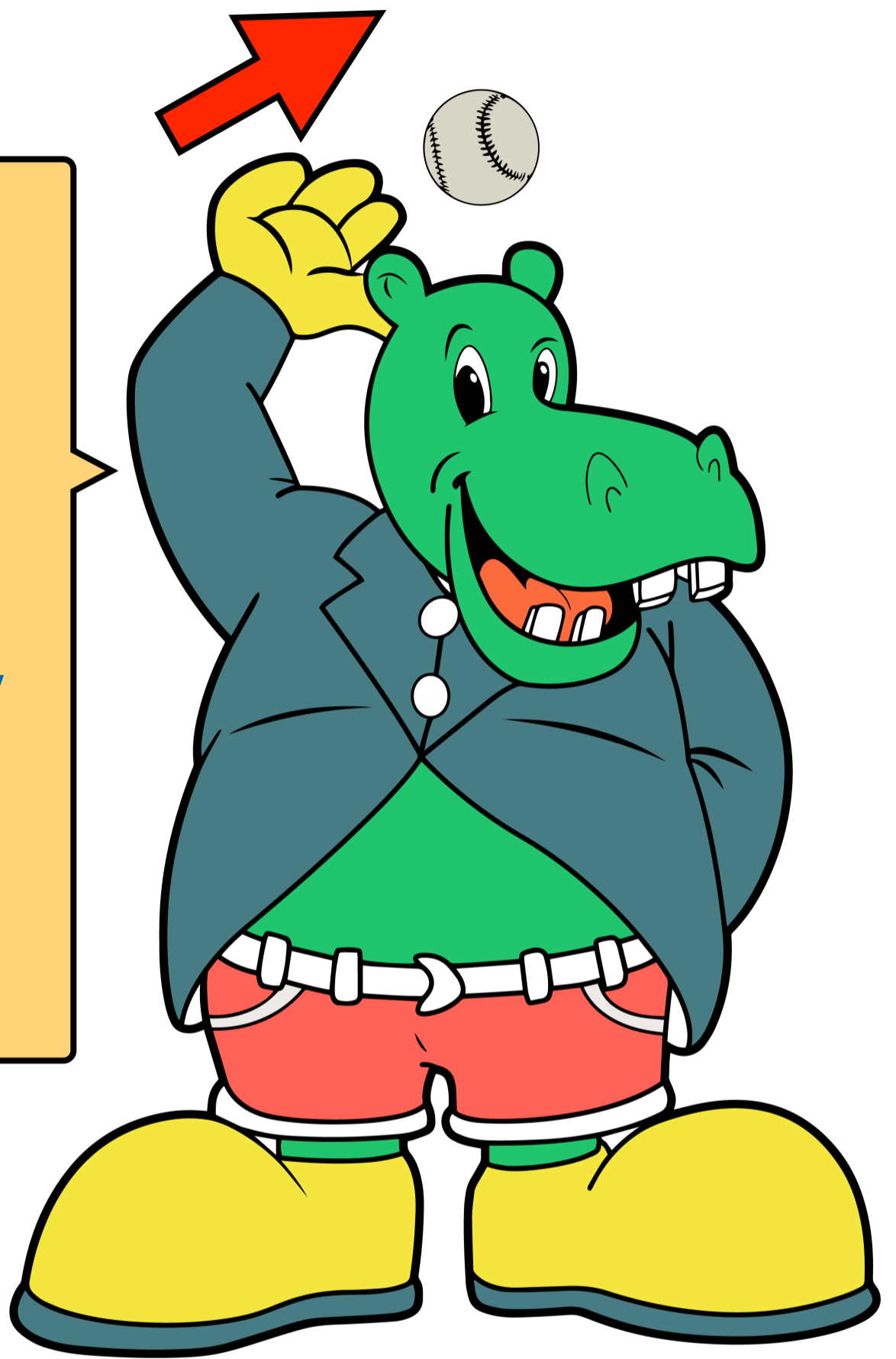
big

I have **more** than
one button.



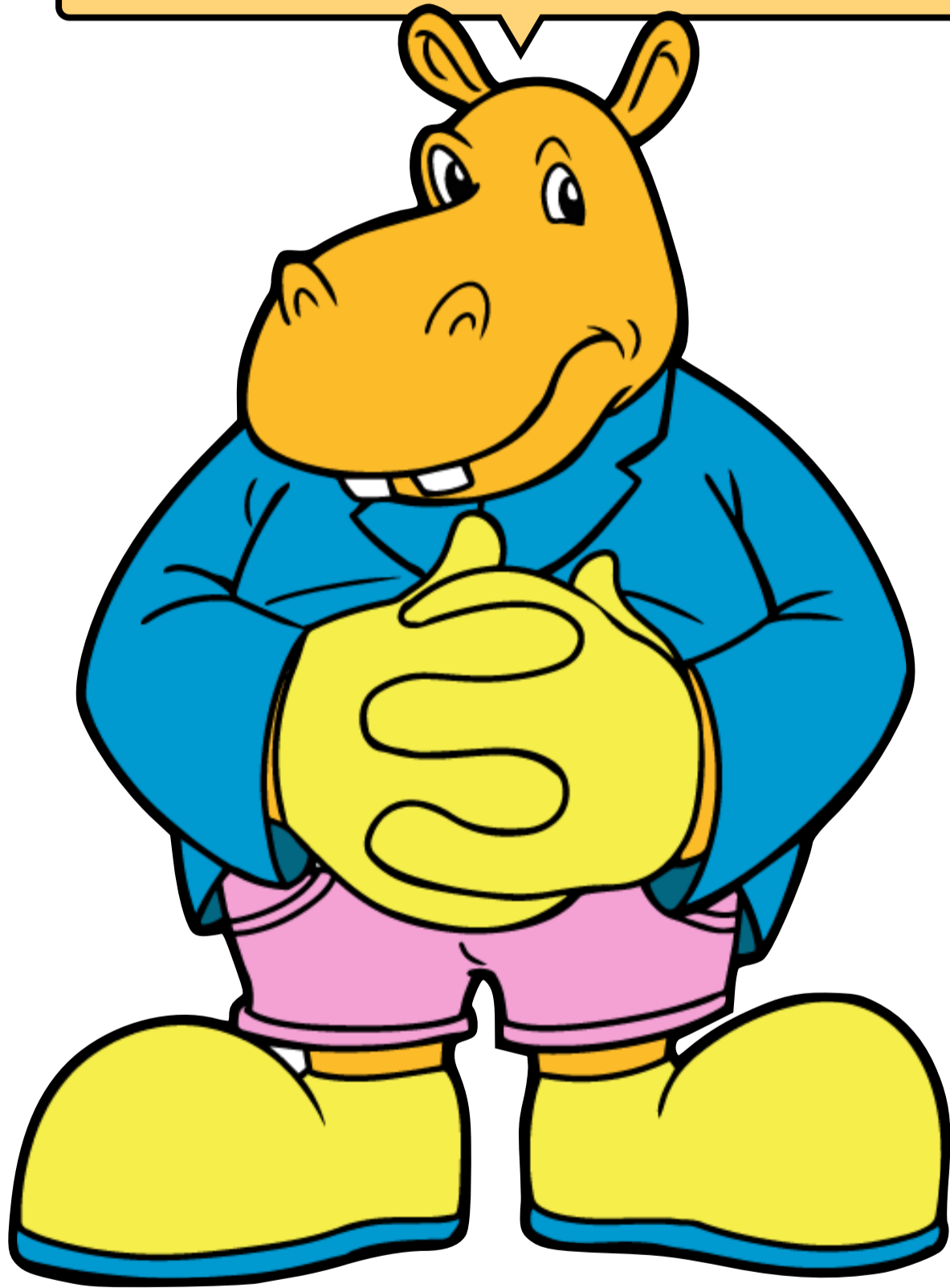
more

The ball
went
over my
head.



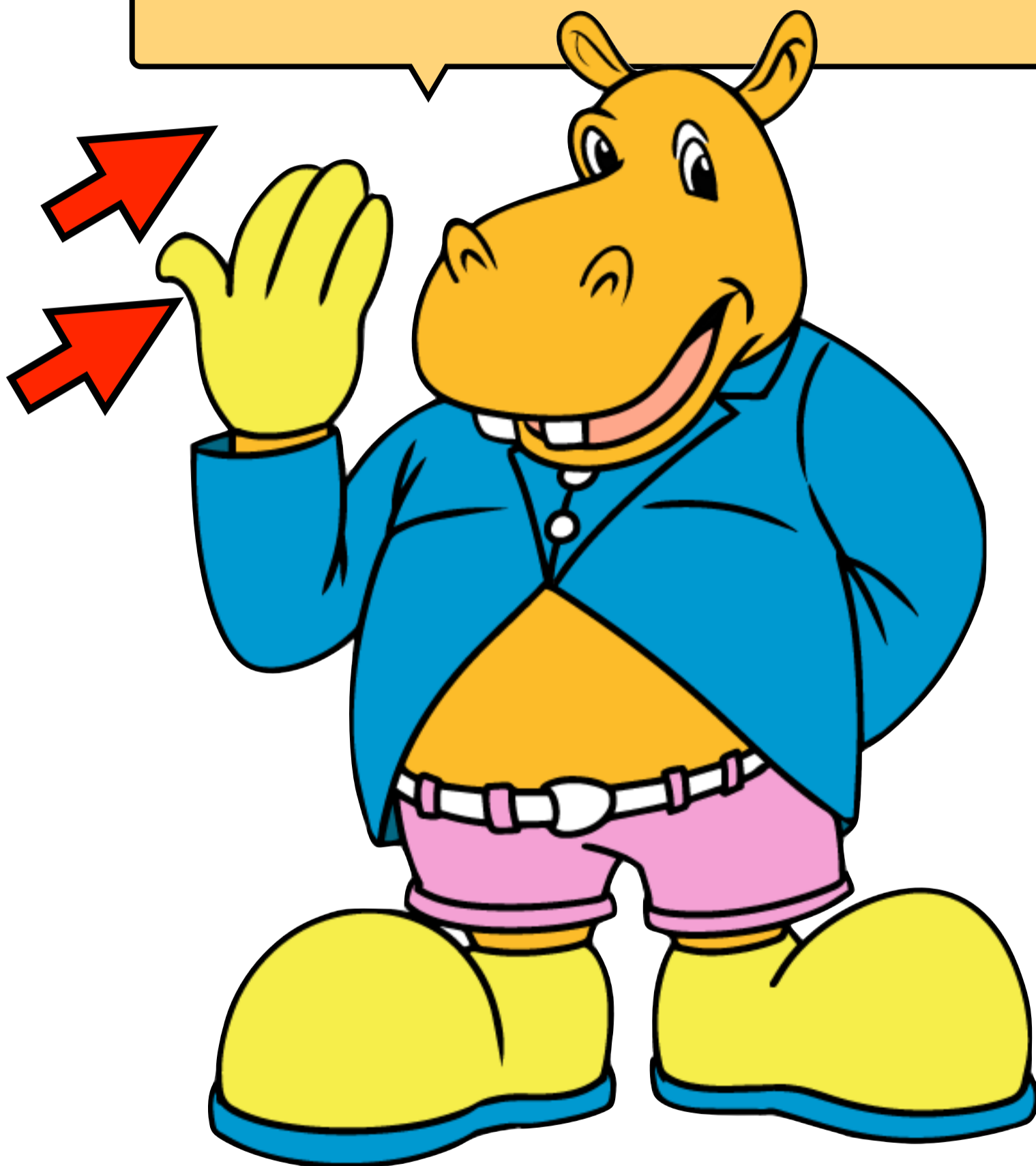
went

My hands
are folded.



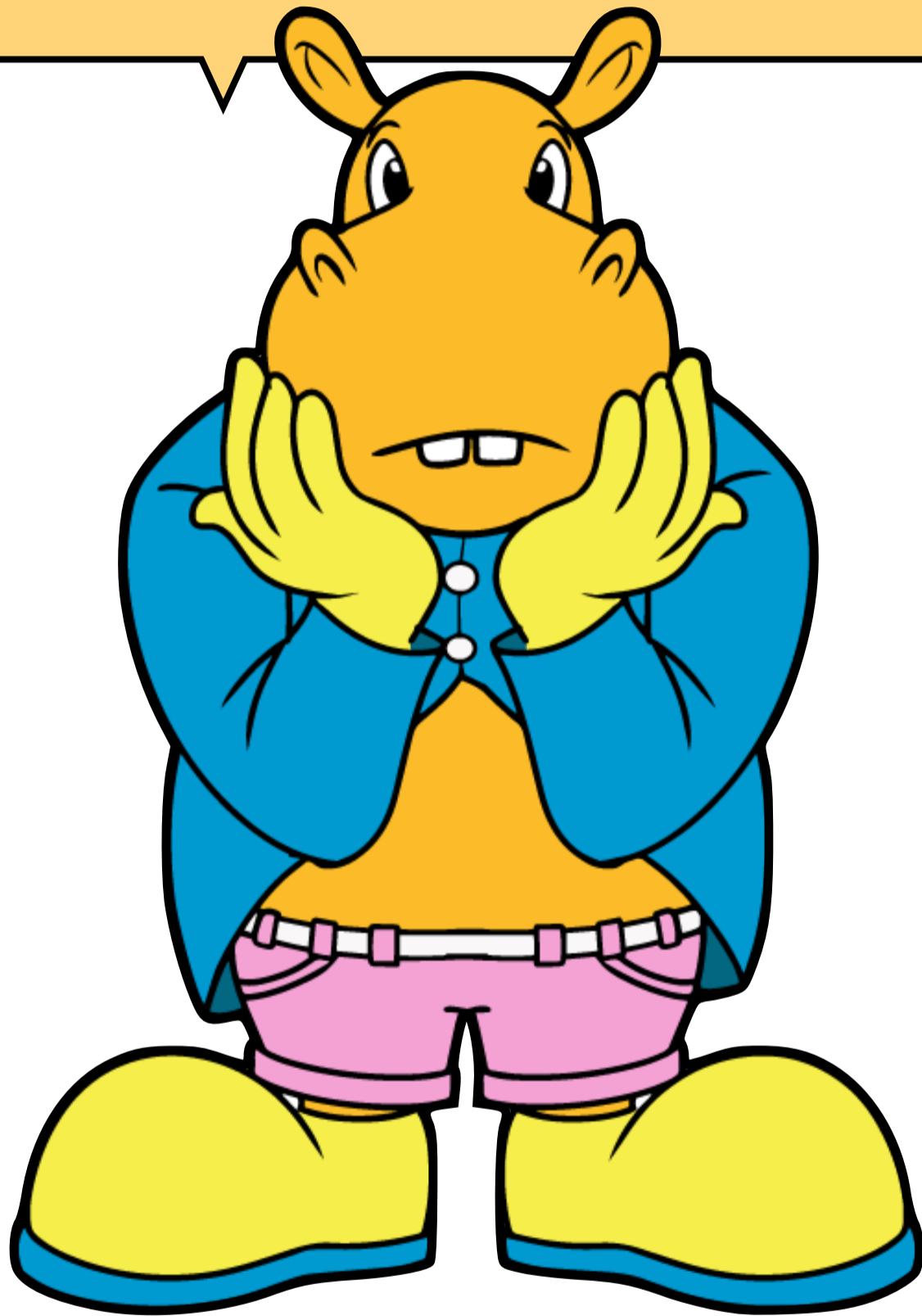
are

Come to me.



come

Tell me **if** I forget.



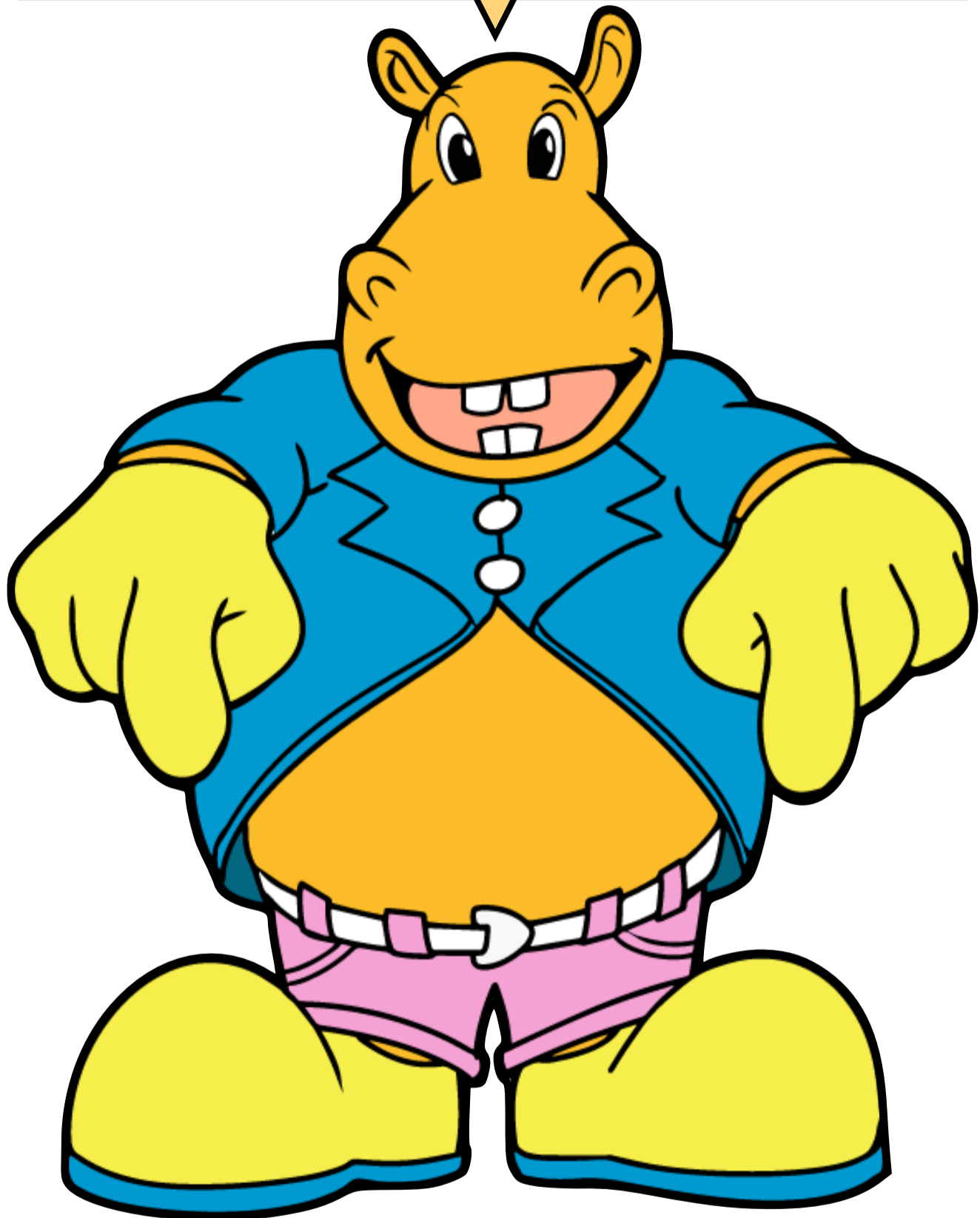
if

Here is
the
number
two!



number

Right now!



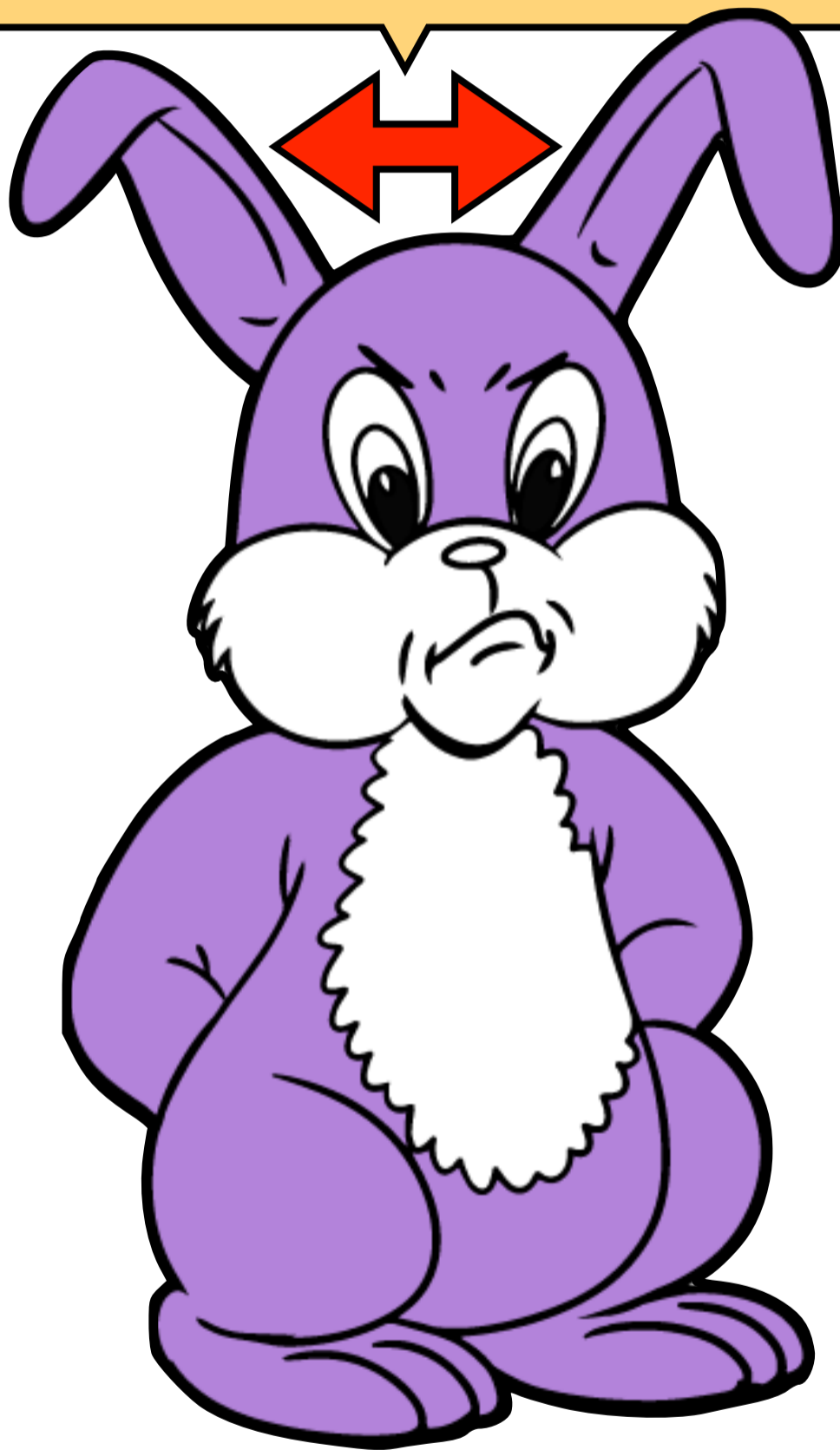
now

I love my
long board!



long

No, no, no!



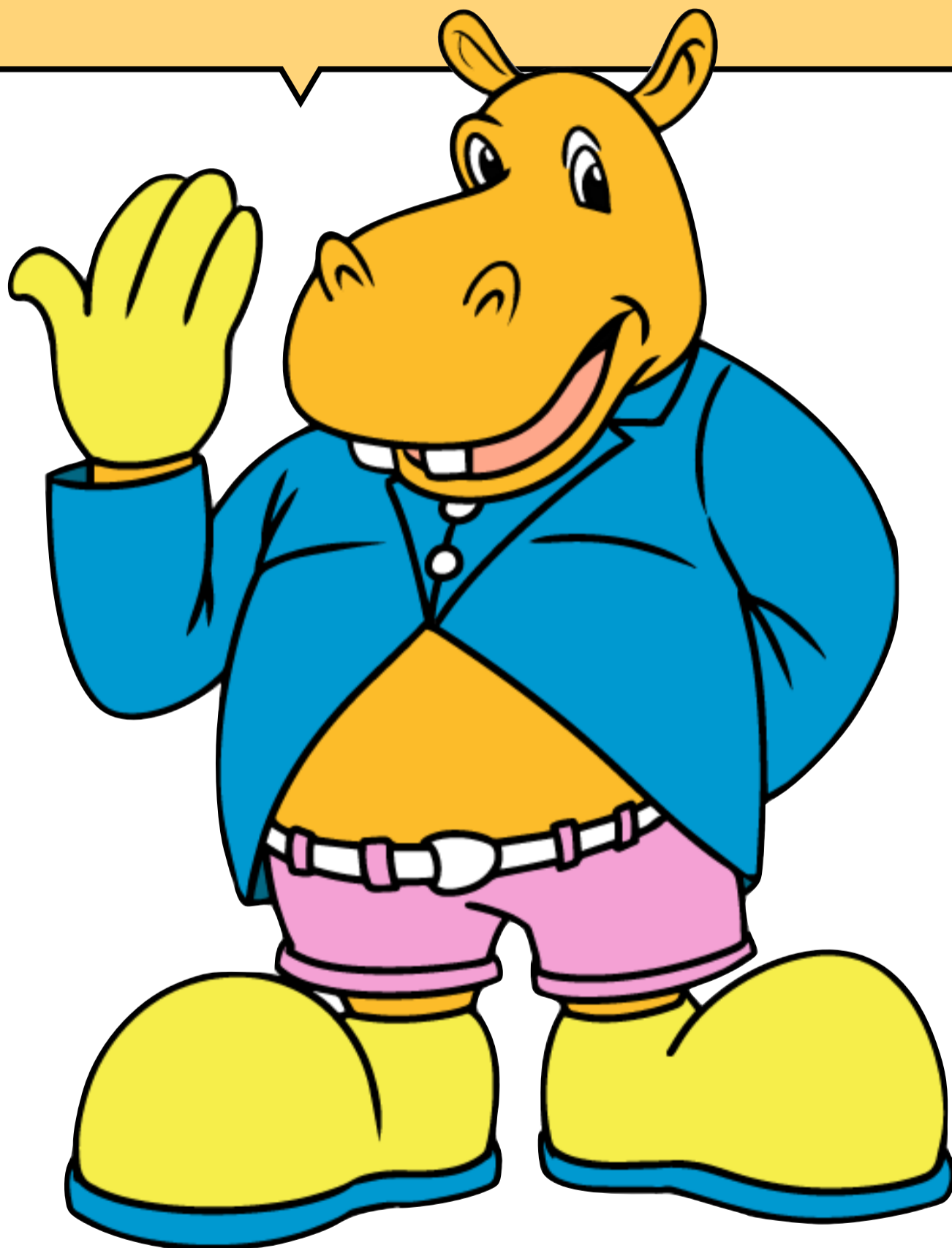
no

Go way around.



way

You came to me.



came

I have **too**
many birds.



too

Set 3

Words 50-75 in sentences. Bold face words are illustrated in pictures on the following pages.

They were in my number one **plane**.

Yes, get the long **snake** now.

I like this big **cake**, too.

They are not in the **rocket**.

More **monkeys** went with them the long way.

The **mouse** said, "Me! Me! Me!"

Well, if she came on a **unicorn**,
I would come on a **motorcycle**.

They were in my



number one **plane.**

They were in my

number one **plane.**

Yes, get the long



snake now.

Yes, get the long

snake now.

I like this big



cake, too.

I like this big

cake, too.

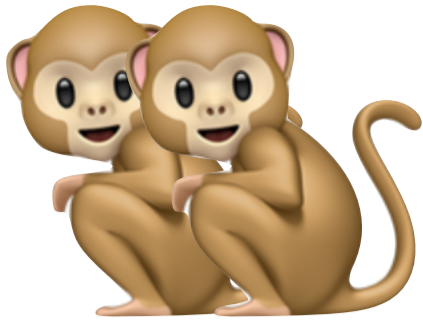
They are not



in the **rocket.**

They are not

in the **rocket**.



More **monkeys** went

with them the long way.

More **monkeys** went

with them the long way.



The mouse said,

“Me! Me! Me!”

The mouse said,

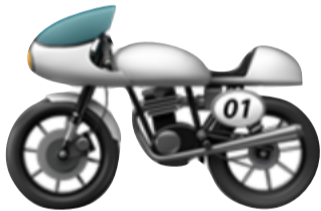
“Me! Me! Me!”

Well, if she came



on a **unicorn**

I would come on



a **motorcycle.**

Well, if she came

on a **unicorn**

I would come on

a **motorcycle.**

Set 4

Words 76-101

ask, very, than, an, over,
yours, it's, ride, into, just,
blue, red, from, good, any,
about, around, want, don't,
how, know, part, right, put,
sound, got

Ask me my name.



ask

We kick **very** hard!



very

One hand is higher
than the other.



than

Here is an eye.



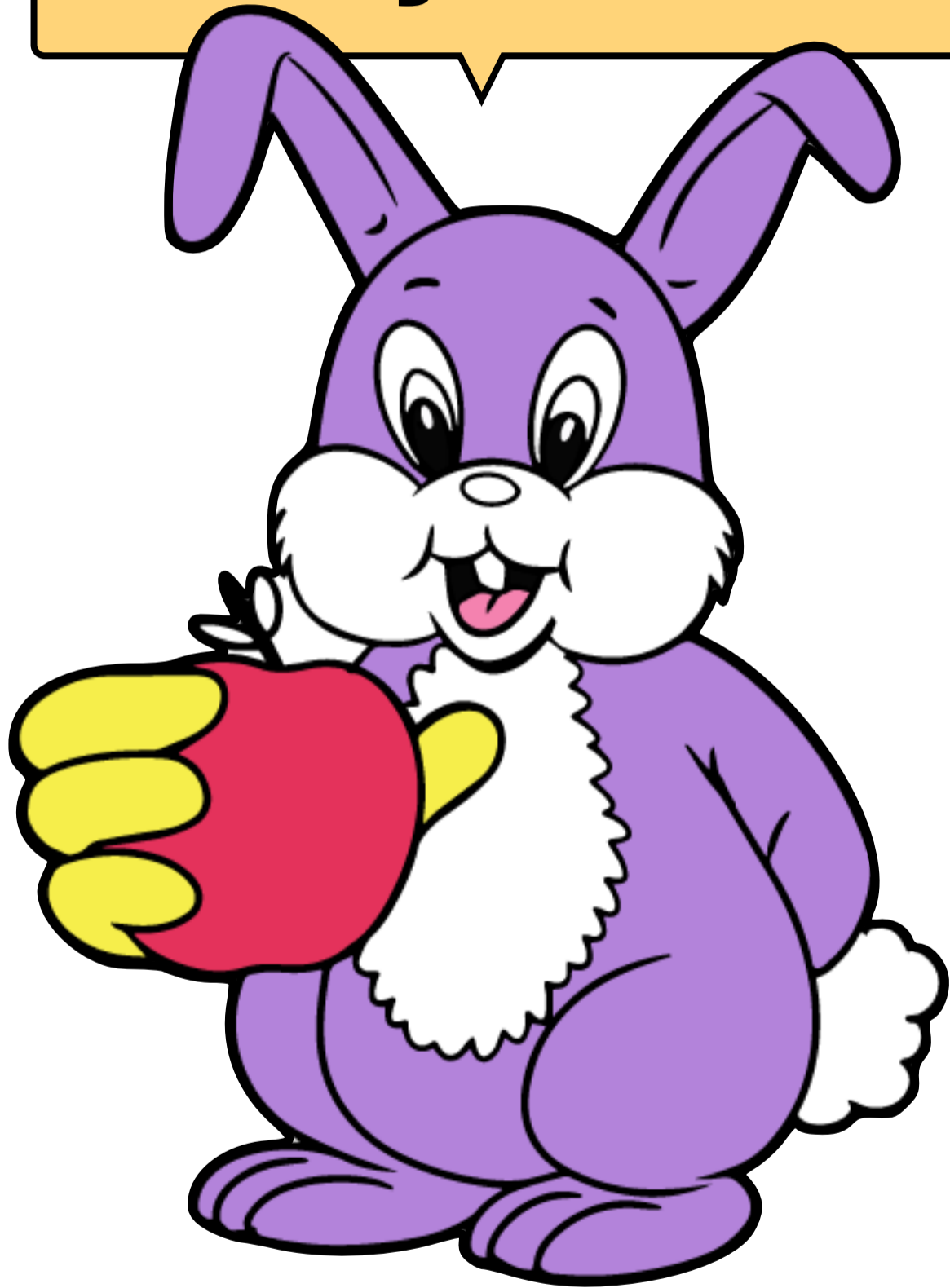
an

My hand is **over**
my eyes.



over

This apple
is yours.



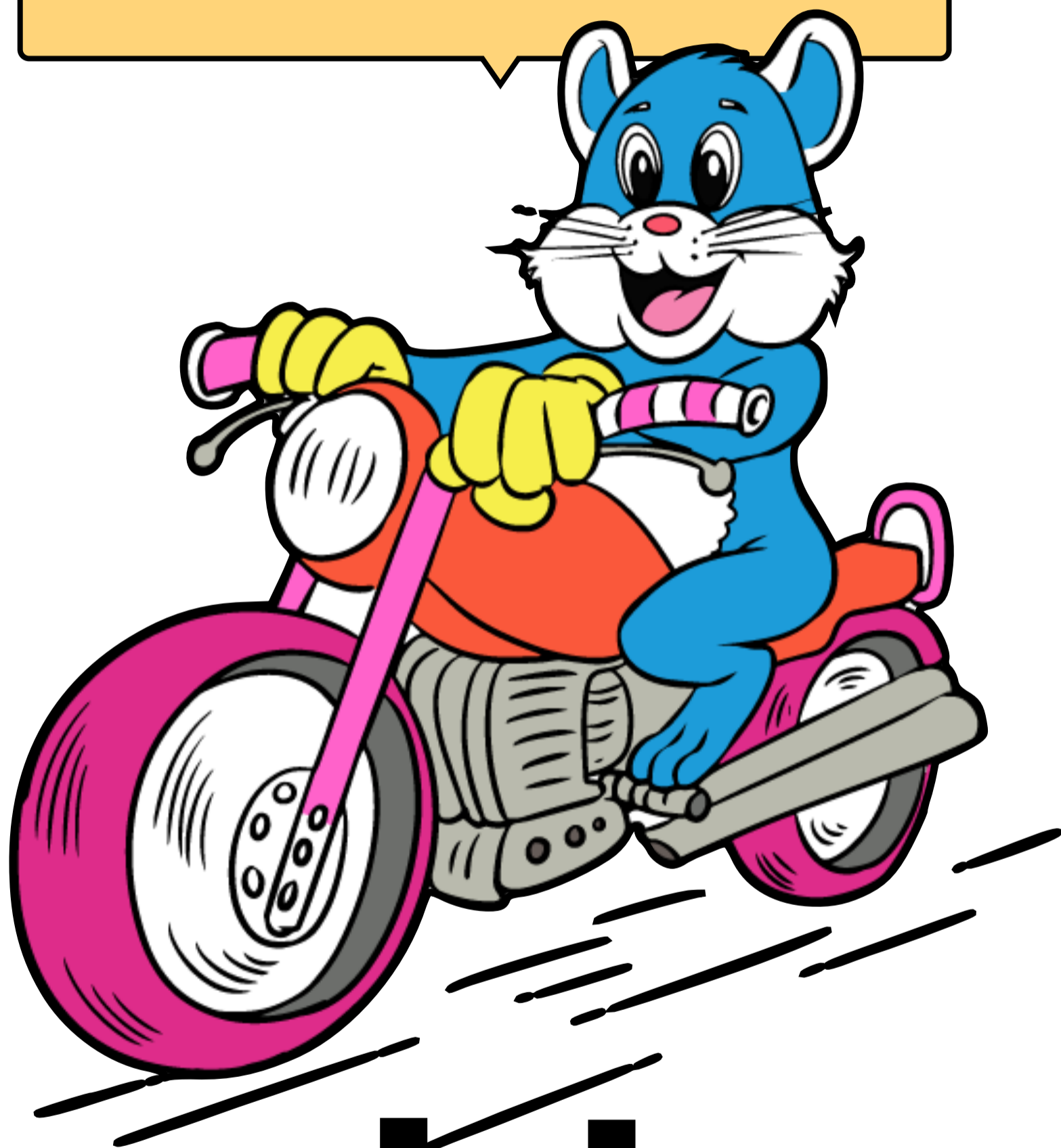
yours

It's great when
you shake it!



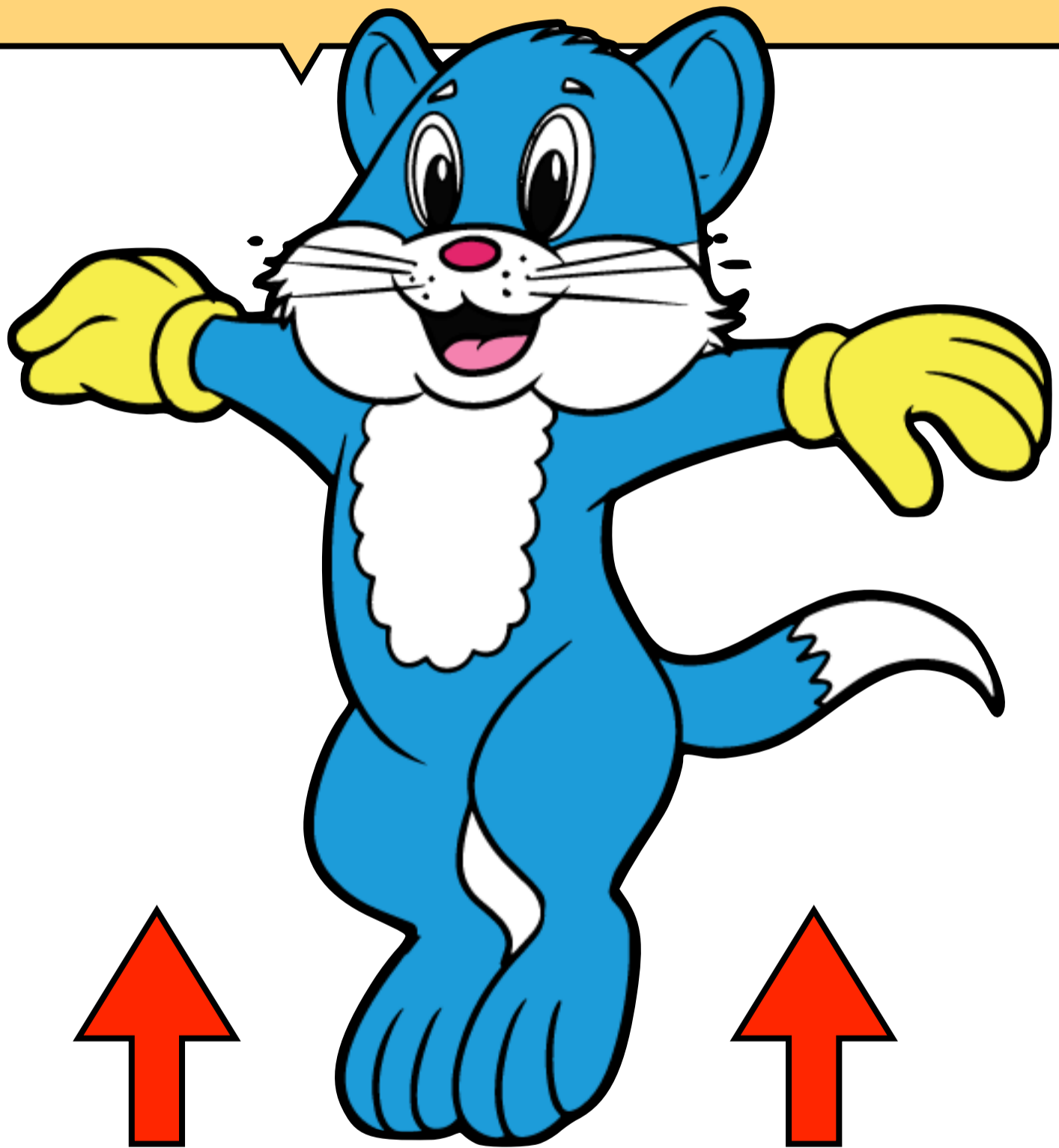
it's

Let's ride fast!



ride

Jump into the air!



into

Just one eye
is open.



just

The sea is blue.



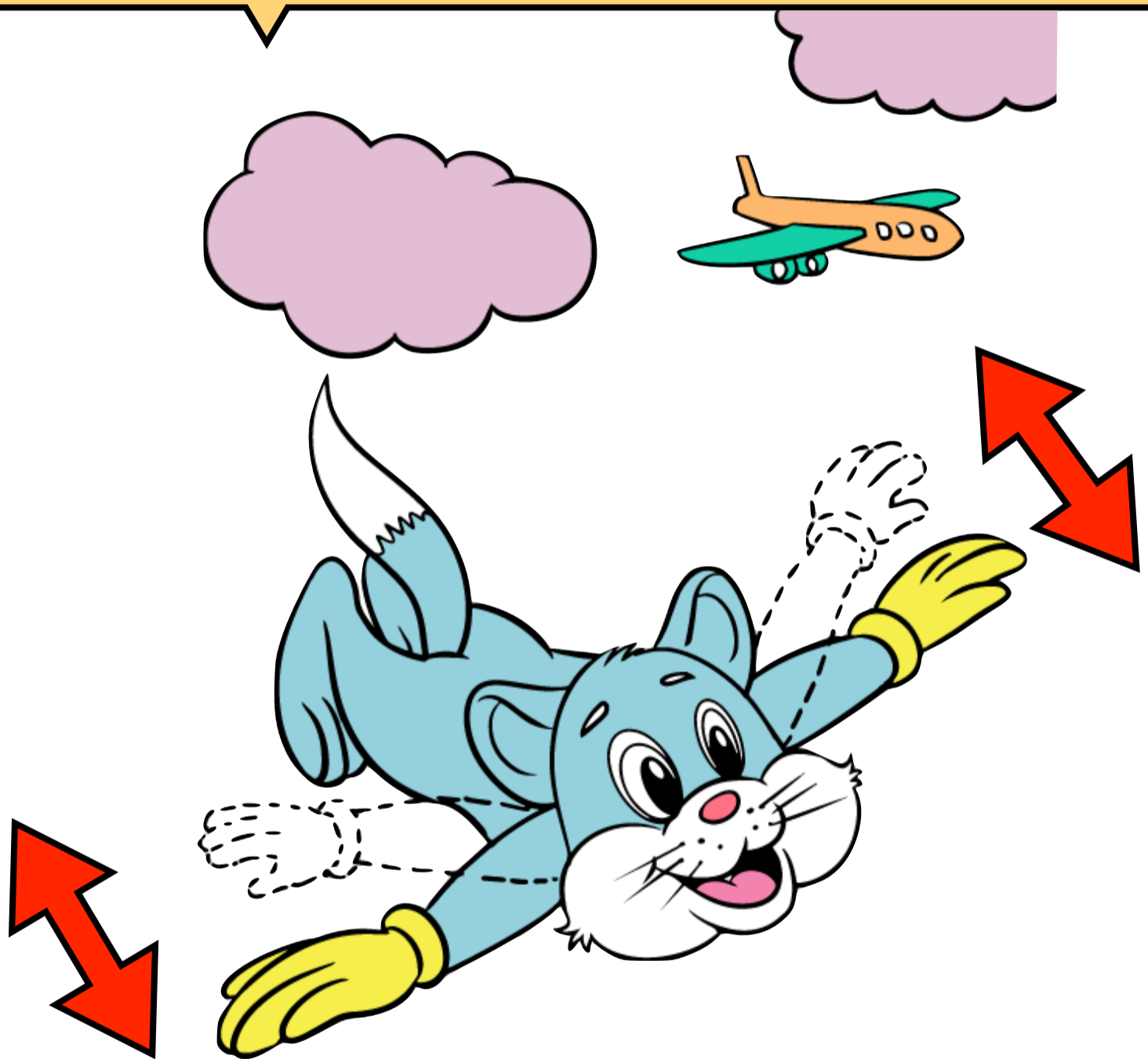
blue

My ball is red.



red

I jump from an
airplane!



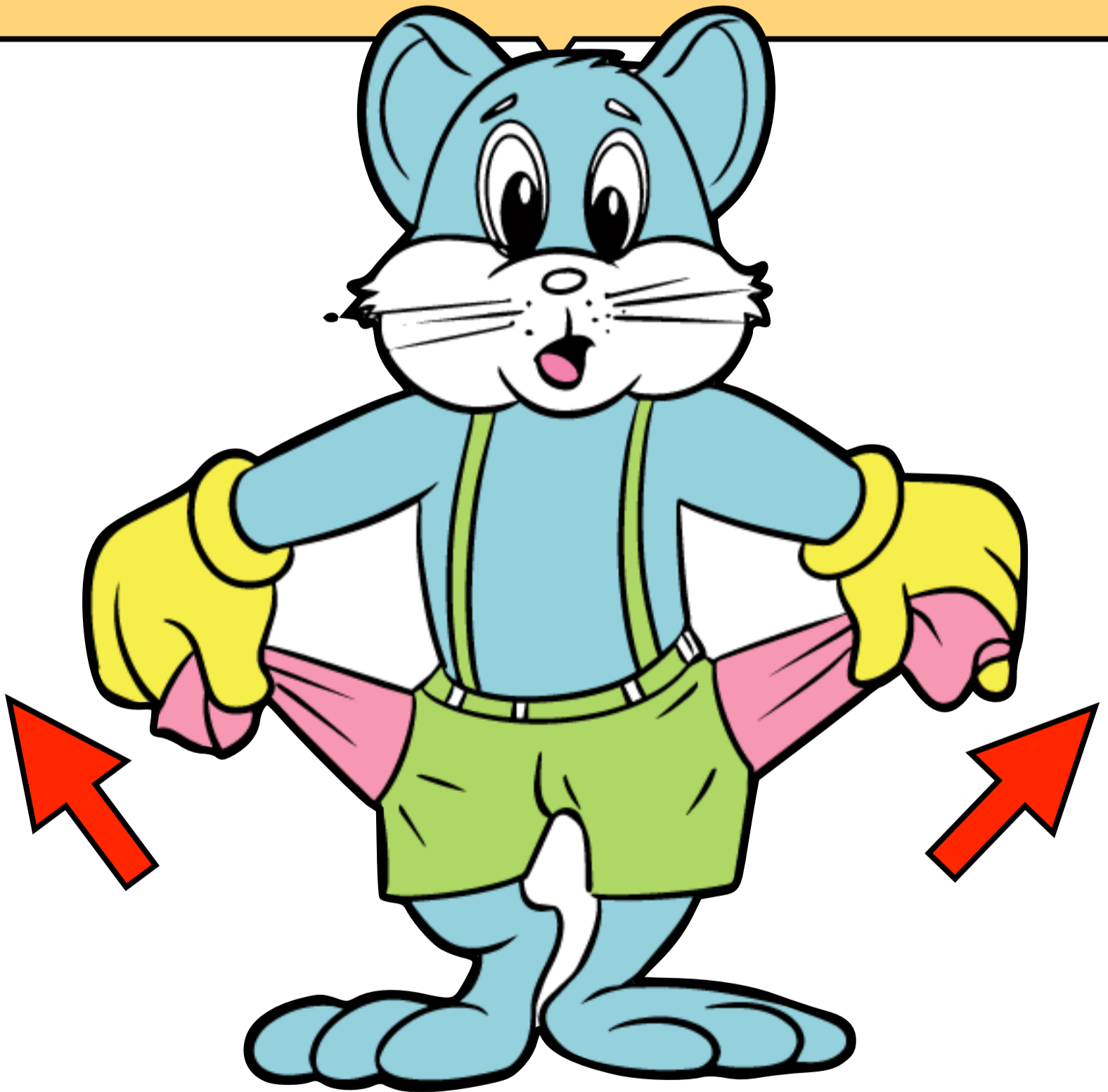
from

Here is a
good horn.



good

I don't have
any money.



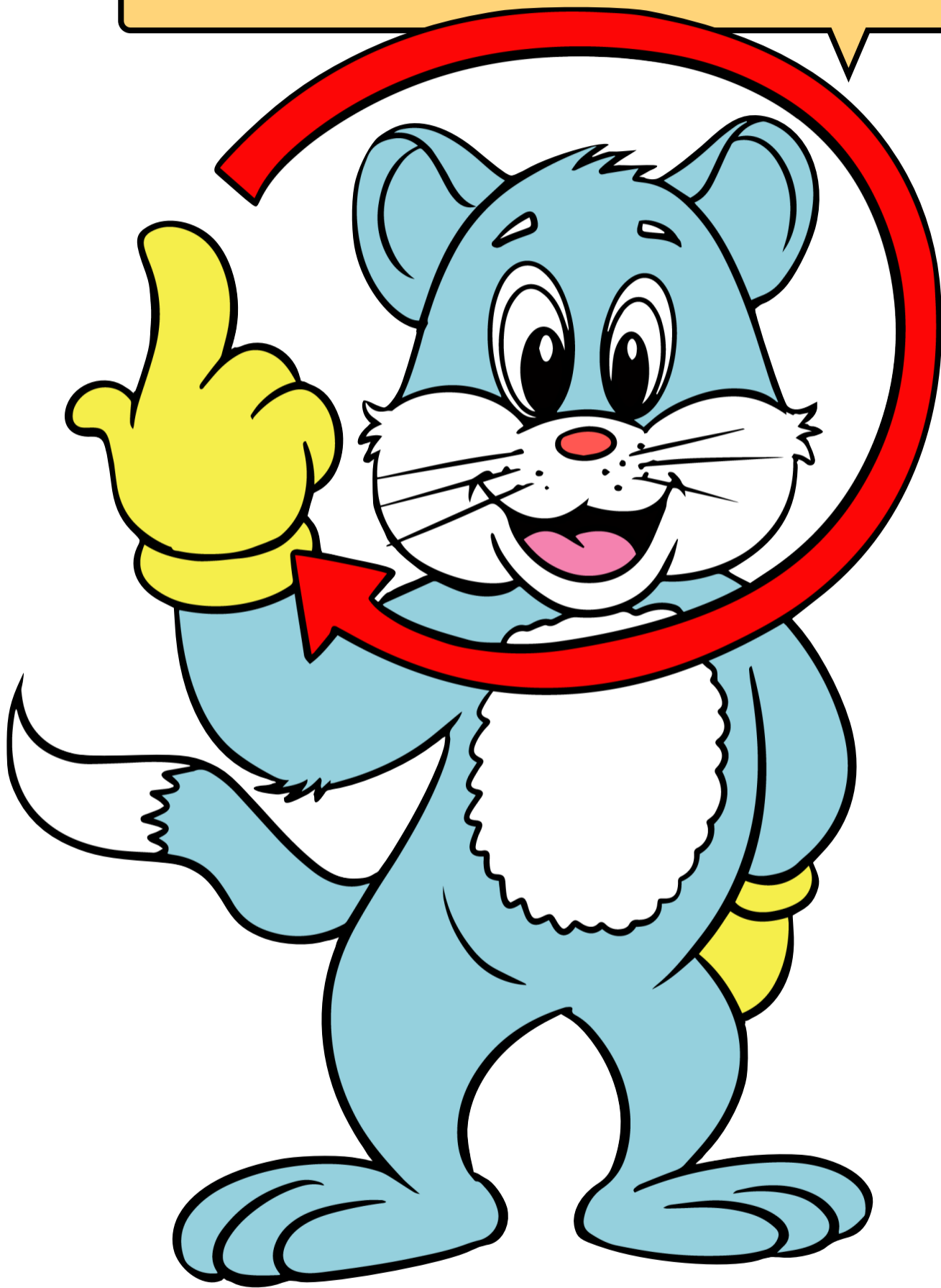
any

This book is
about cats.



about

Move around!



around

I want
ice cream, yum!



want

Don't do that!



don't

This is how
I clap!



how

I know how to
play guitar.



know

Here is **part**
of my arm.



part

This is your
right hand.



right

I **put** two hands on
my head.



put

I hear a sound.



sound

I got the flowers.



got

Set 4

Words 76-100 in sentences. Bold face words are illustrated in pictures on the following pages.

Ask the very blue **alien** how to ride a **rocket** around the **moon**.

We want a good sound from the **trumpet**.
I don't know how to ride an **elephant** into a **shoe**.

The little **zombie** over there is yours.

It's good to be part of a **city**.

He just got a **book** and a **bunny**.

I like blue more than red.

Put any **candy** right on the **chair**.

The **book** is about **spaghetti**.

Ask the very blue



alien how to ride



a **rocket** around



the **moon.**

Ask the very blue

alien how to ride

a **rocket** around

the **moon.**

We want a good
sound from



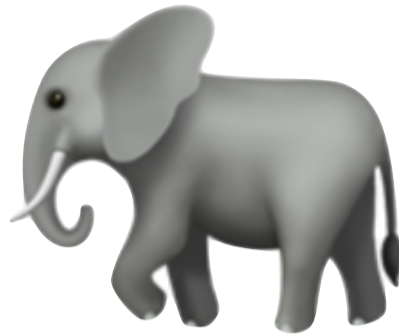
the **trumpet.**

We want a good

sound from

the **trumpet.**

I don't know how to



ride an **elephant**



into a **shoe.**

I don't know how to

ride an **elephant**

into a **shoe.**



The little **zombie**

over there is yours.

The little **zombie**

over there is yours.

I like blue more
than red.

It's good to be part



of a **city.**

It's good to be part

of a **city.**



He just got a **cake**



and a **bunny.**

He just got a **cake**

and a **bunny.**



Put any **candy** right



on the **chair**.

Put any **candy** right
on the **chair**.



The **book** is



about **spaghetti**.

The **book** is

about **spaghetti**.

BIFFYTOONS

Reader

Words 1-25 in sentences.

They said it.

It is his **car**.

You had a **balloon**.

“To! To! To!,” said the **mouse**.

She had a **dog** for him.

We had a **cat** but they had a **fish**.

His **bike** was at the **house**.

He had a **flower** and a **butterfly**.

The **cow** said, “See that **moon**?”

See that **bird** up in the **tree** with a **bug**.

I see a **ball** of **string** on the **TV**.

Set 2

Words 51-75 in sentences.

Then, be as little as you can.

We said each word to the **bear**.

Her little **dragon** can go to the **mountain**.

I am a **dinosaur** out there in the **sea**.

So, what could you see when you look in the **present**?

We all do have a **bus** down the **road**.

Did you see she is in some **boots** and **sunglasses**?

Set 3

Words 50-75 in sentences.

They were in my number one **plane**.

Yes, get the long **snake** now.

I like this big **cake**, too.

They are not in the **rocket**.

More **monkeys** went with them the long way.

The **mouse** said, "Me! Me! Me!"

Well, if she came on a **unicorn**,

I would come on a **motorcycle**.

Set 4

Words 76-100 in sentences.

Ask the very blue **alien** how to ride a **rocket** around the **moon**.

We want a good sound from the **trumpet**.

I don't know how to ride an **elephant** into a **shoe**.

The little **zombie** over there is yours.

It's good to be part of a **city**.

He just got a **book** and a **bunny**.


I like blue more than red.

Put any **candy** right on the **chair**.

The **book** is about **spaghetti**.

BIFFYTOONS

MINIS



This is the ear.

the




My finger points to my hand.

to




I have a dime and a nickel.

and



He has a bow tie.

he



Here is a nose.

a



I am happy!

I




You are nice!

you



It is sweet!

it



Take this piece of paper.

of



My thumb is in my fist.

in



Yesterday was fun.

was



I said "Hi!"

said



This is his tie.

his



That is a butterfly.

that



She has a bow.

she



My hand is for holding.

for



My hand is on my head.

on




They are birds.

they



I like cake but I like tacos more!

but



I had a yo-yo.

had




My hand is at my side.

at




I am him.

him



My fingers are with each other.

with



I climb up.

up



Do you see me?

see

Here are all my fingers.



all

Look far away.



look

Here is my hand.



is

This is her bow.



her

Go there!




there

Here are some teeth.




some

Watch me write a word.




word

My thumb is out.




out

Throw as fast as you can.



as

Please, be quiet.



be

Here are each of my fingers.




each

I have me.



have

Please, go sit down.



go

We are friends.



we

I am me!



am

My hand is open then closed.



then

Here is a little space.



little

I climb down.




down

I do eat!




do

I can be strong!



can

I could be strong!



could

When can we play?



when

I did eat!



did

What did you say?



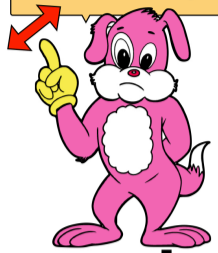
what

Some day I will be so tall.



so

That is not right.



not

My fingers were closed.



were

I get the flowers.



get

I see them.



them

I like cake!



like

I have one tail!



one

This is my unhappy face!



this

Here is my foot.



my

Would you walk with me?



would

I am me!



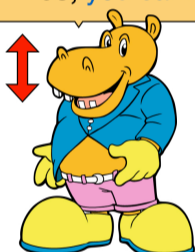
me

I will win!



will

Yes, you can!



yes

I have big ears!



big

I have more than one button.



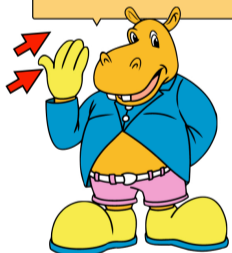
more

The ball went over my head.



went

Come to me.



come

My hands are folded.



are

Tell me if I forget.



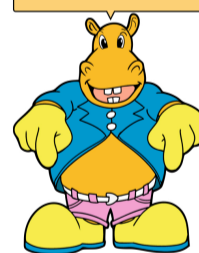
if

Here is the number two!



number

Right now!



now

I love my long board!



long

No, no, no!



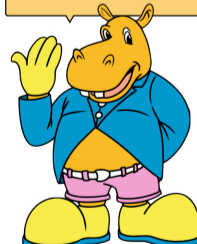
no

Go way around.



way

You came to me.



came

I have too many birds.



too

Ask me my name.



ask

We kick very hard!



very

One hand is higher than the other.



than

Here is an eye.



an

My hand is over my eyes.



over

This apple is yours.



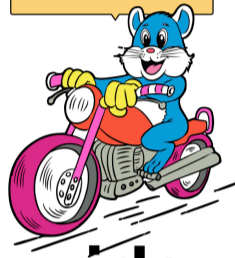
yours

It's great when you shake it!



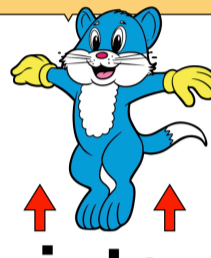
it's

Let's ride fast!



ride

Jump into the air!



into

Just one eye is open.



just

The sea is blue.



blue

My ball is red.



red

I jump from an airplane!



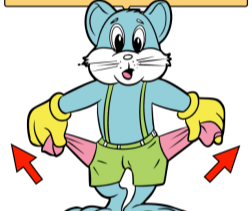
from

Here is a good horn.



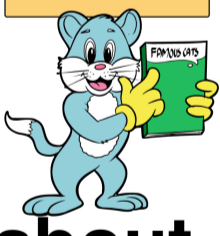
good

I don't have any money.



any

This book is about cats.



about

Move around!



around

I want ice cream, yum!



want

Don't do that!



don't

This is how I clap!



how

I know how to play guitar.



know

Here is part of my arm.



part

This is your right hand.



right

I put two hands on my head.



put

I hear a sound.



sound