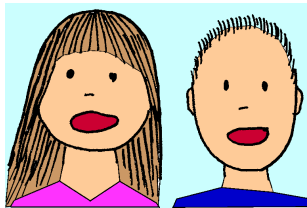


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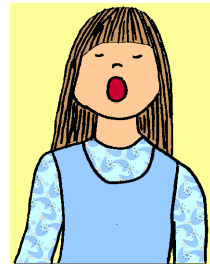
Short Vowel

Teaching Guide

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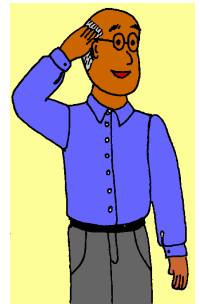
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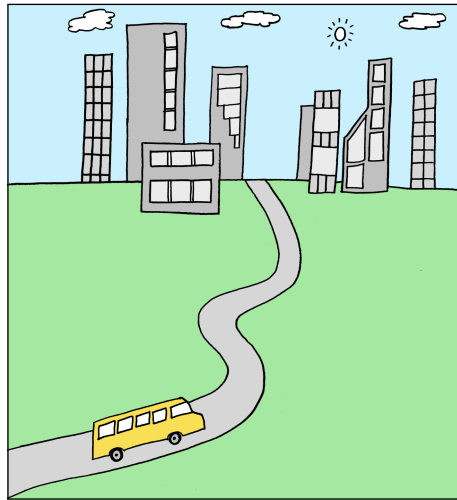


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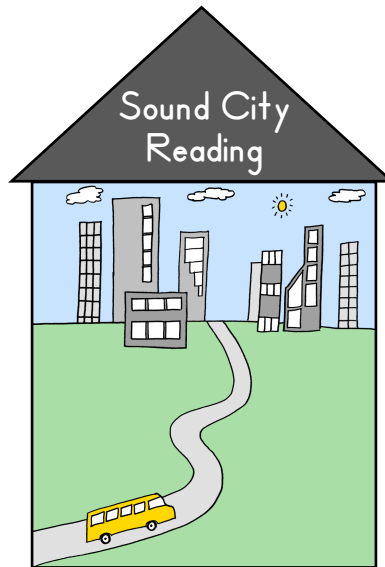


Sound City Reading

Rhyming Short Vowel Teaching Guide



Kathryn J. Davis



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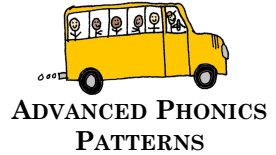
The handwriting fonts used in this book are available from Educational Fontware, Inc, 1-800-806-2155,
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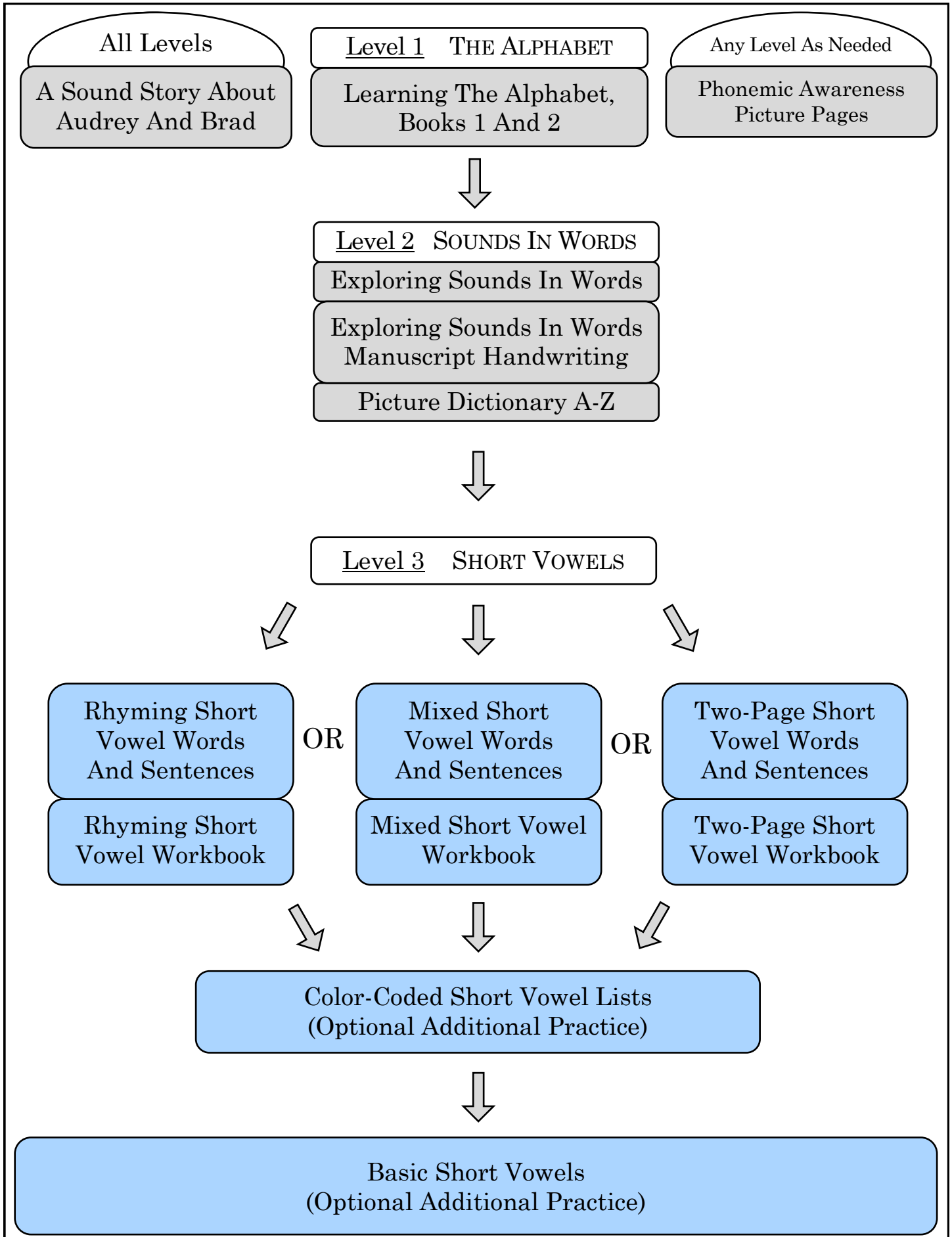
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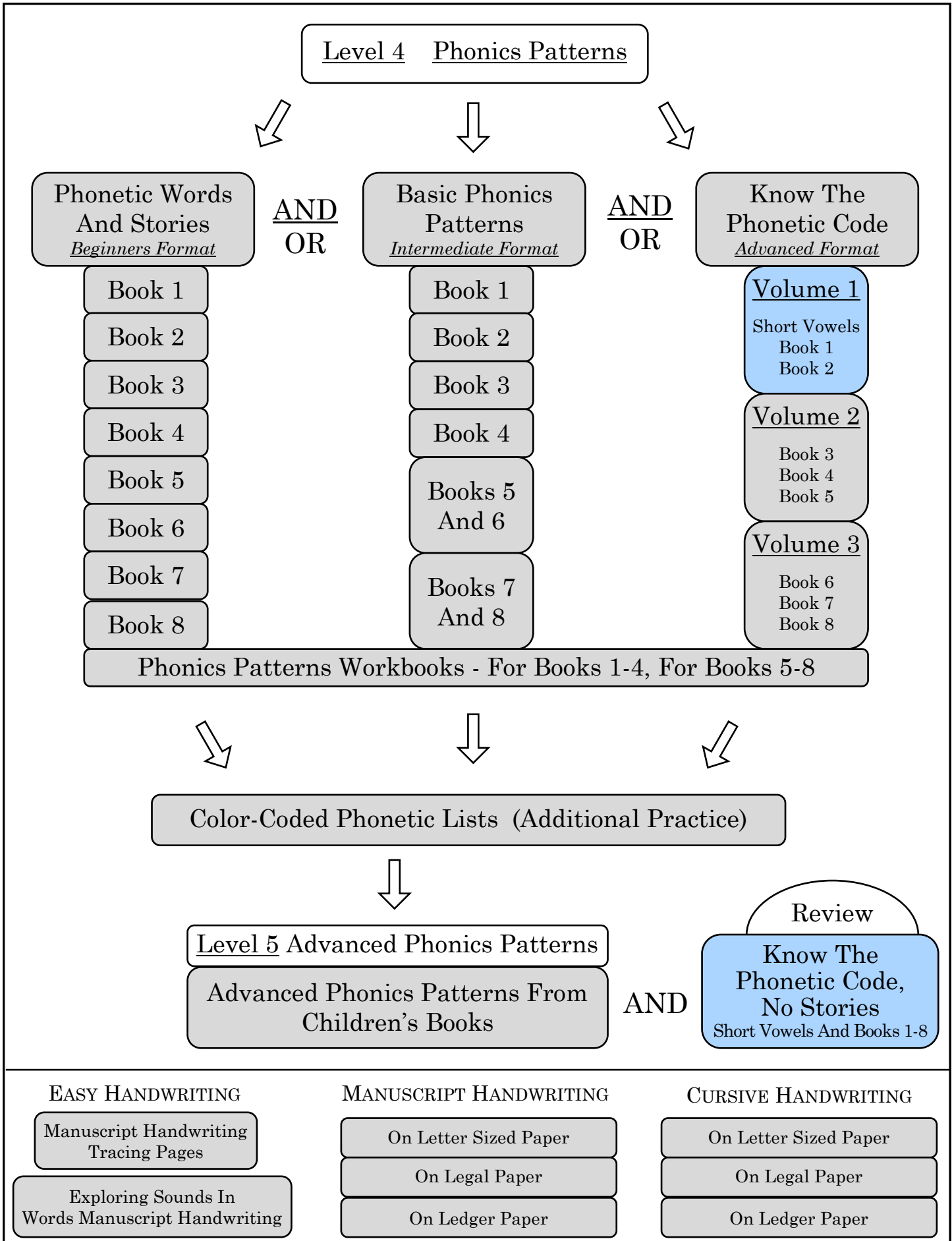


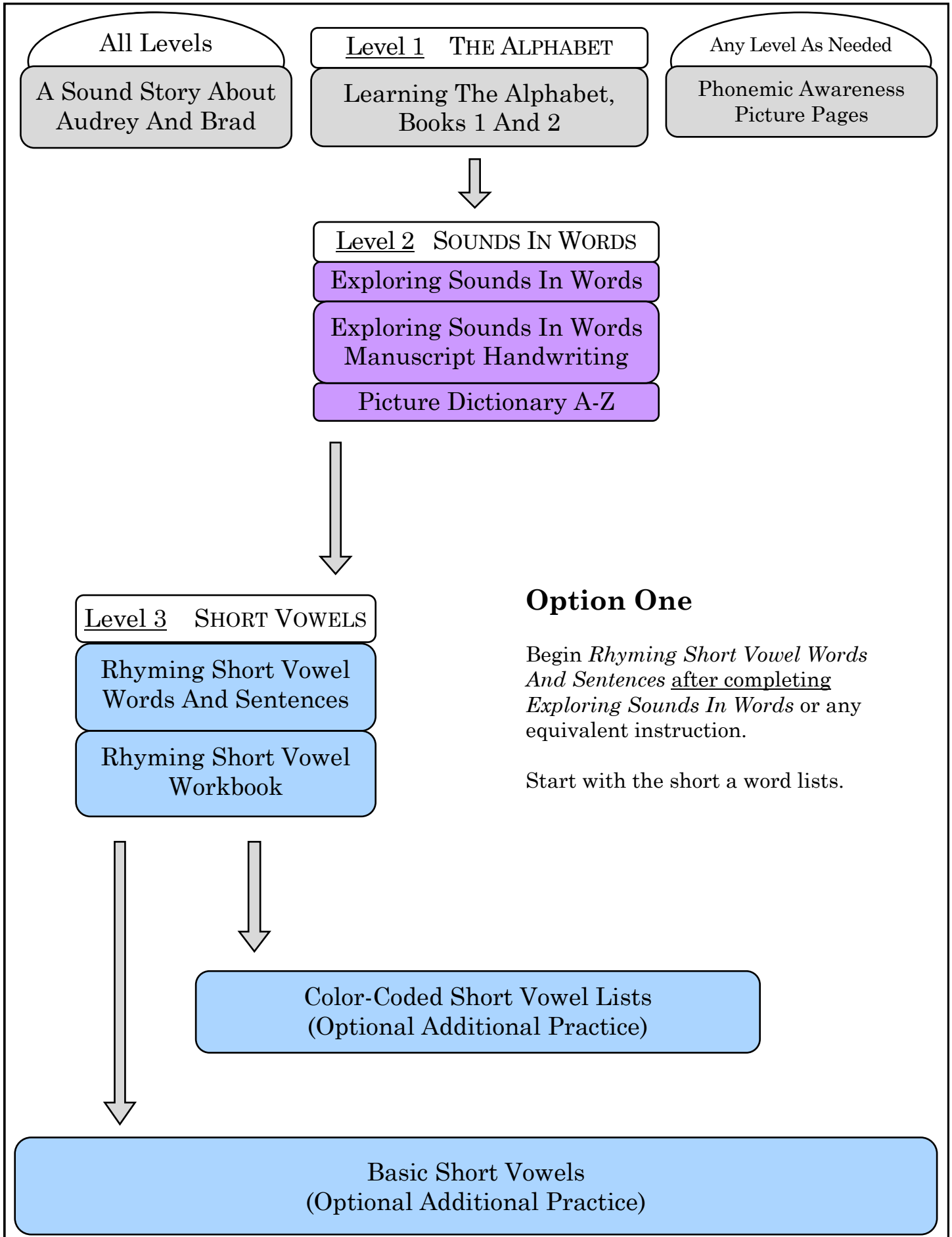
BOOKS USED AT EACH TEACHING LEVEL

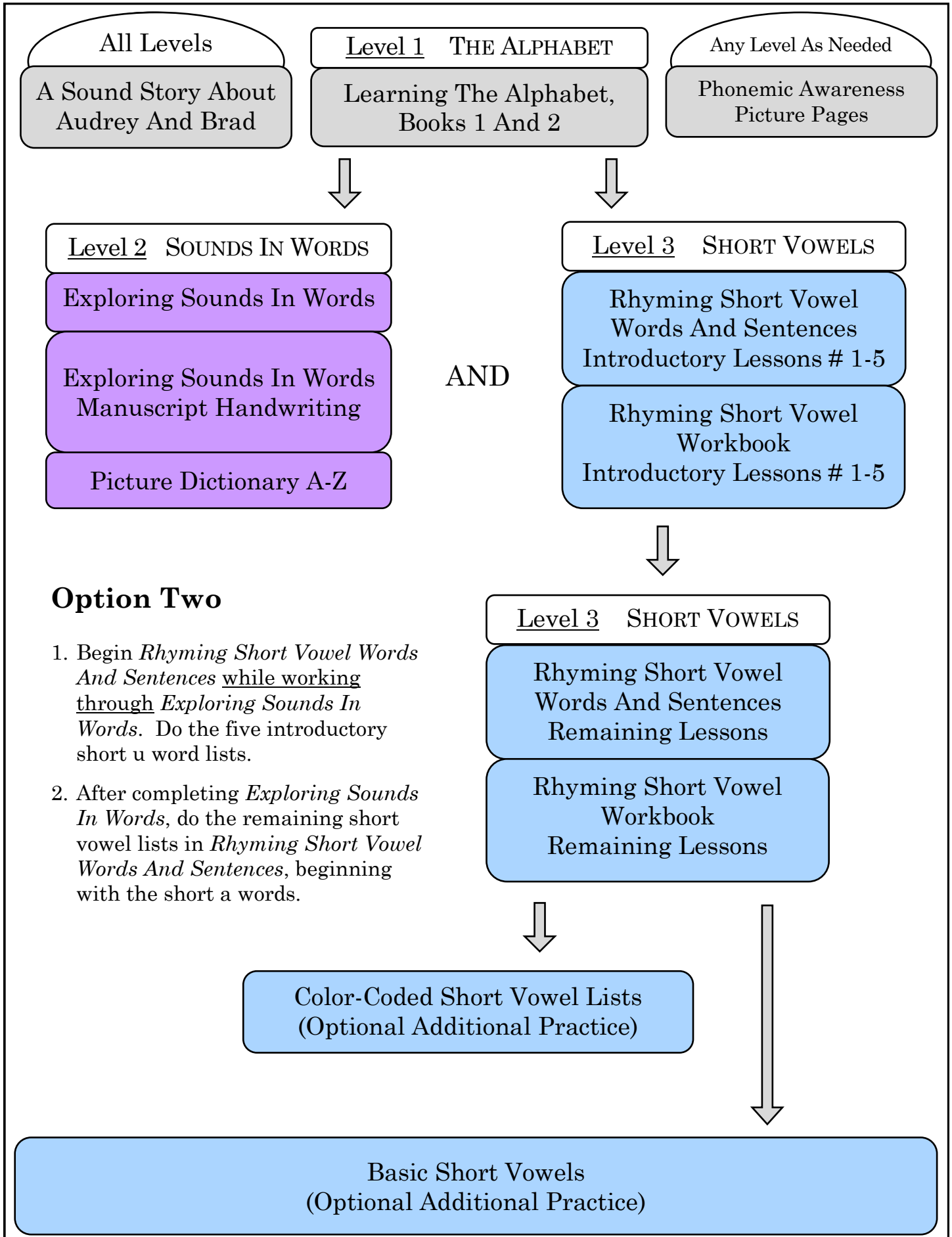
Books that may be used across several teaching levels are listed on the horizontal bars at the bottom. The bars extend to the right to show that those books can be used at any of the higher levels as needed.

| | | | | |
|---|--|--|---|---|
|  <p>THE ALPHABET</p> |  <p>SOUNDS IN WORDS</p> |  <p>SHORT VOWELS</p> |  <p>PHONICS PATTERNS</p> | <p>Level 5 1, 2, 3, And Up</p> |
| <p>Level 1 Readiness Pre-K, K, 1</p> <hr/> <p>Learning The Alphabet, Books 1 And 2</p> | <p>Level 2 Transition K, 1</p> <hr/> <p>Exploring Sounds In Words</p> | <p>Level 3 K, 1, 2, And Up</p> <hr/> <p>Rhyming Short Vowel Words And Sentences</p> <p>— OR —</p> <p>Mixed Short Vowel Words And Sentences</p> <p>— OR —</p> <p>Two-Page Short Vowel Words And Sentences</p> <hr/> <p>Color-Coded Short Vowel Lists</p> <hr/> <p>Basic Short Vowels</p> | <p>Level 4 K, 1, 2, And Up</p> <hr/> <p>Phonetic Words And Stories Books 1-8</p> <p>— OR —</p> <p>Basic Phonics Patterns Books 1-8</p> <p>— OR —</p> <p>Know The Phonetic Code Volumes 1-3</p> <hr/> <p>Color-Coded Phonetic Lists</p> | <p>Advanced Phonics Patterns From Children's Books</p> <hr/> <p>Know The Phonetic Code, No Stories (Review)</p> |
| <p>Manuscript Handwriting On Letter Paper On Legal Paper On Ledger Paper</p> | | | | |
| <p>— AND — Exploring Sounds In Words Manuscript Handwriting</p> | | | | |
| <p>— AND — Picture Dictionary A-Z</p> | | | | |
| <p>Manuscript Handwriting Tracing Pages (Separate book for those not using LTA)</p> | | | | |
| <p>Phonemic Awareness Picture Pages (Separate book for older students not using LTA, ESIW)</p> | | | | |
| <p>A Sound Story About Audrey And Brad (Full page version of the story with color pictures.)</p> | | | | |









Sequence Chart - Rhyming Short Vowel Words And Sentences

- Begin with the optional introductory sequence, short u words, if you want to begin this book while you are teaching students how to write the alphabet letters.
- Begin with short a words if students have already learned how to write the alphabet letters.

| | Teach/Review Handwriting For These Letters | Sound Blending | Words And Sentences | Sight Words |
|--|--|---|---|-------------|
| Optional Introductory Sequence | | | | |
| Introduce these short u word lists while students are learning to write these alphabet letters. This section may be integrated with the instruction in <i>Exploring Sound In Words</i> , if desired. | | | | |
| Intro 1 | t i h l n w u b m r | ut, ull, un, ub, um | nut, hut, rut, mutt, tub, nub, hub, rub, mum, hum | |
| Intro 2 | f x e s | ut, ull, un, ub, um, uff, ux, uss | sun, fun, run, bun, nun, us, bus, fuss, tux, lux | |
| Intro 3 | j o c d | ut, ull, un, ub, um, uff, ux, uss, uj, uc, ud | cuff, muff, bud, mud, suds, hull, dull, cut, jut | |
| Intro 4 | a v g | ut, ull, un, ub, um, uff, ux, uss, uj, uc, ud, uv, ug, up | rug, mug, hug, bug, jug, dug, tug, sum, gum | |
| Intro 5 | p | | up, cup, pup, huff, puff, cub, sub, gull, null, putt | |
| Short A Words | | | | |
| Start here if students already know how to write all the alphabet letters. If needed, you may teach students to write k, y, qu, and p as you begin the short a words, as listed below. | | | | |
| 1 | k | at, al, an, ab, am, aff, ax, ass, aj, ac, ad, av, ag, ap, ak | mat, rat, sat, fat, hat, vat, pat, cat, bat, Matt | |
| 2 | y | | rag, sag, lag, nag, wag, bag, tag | |
| | | | A hat, A mat, A rag, a tag, a bag, a fat rat, a fat cat. A rat sat. A cat sat. | A, a |
| 3 | qu | ab, ac, ad, aff, ag, aj, ak, al, am, an, ap, ass, at, av, ax, azz | pad, sad, lad, mad, fad, dad, had, bad, ad, add | |
| 4 | z | | map, sap, nap, zap, lap, tap, cap, gap, yap | |
| | | | A map, A cap, A pad, a lad, a mad cat. Dad had a cat. Matt had a nap. Pat had a bat. A bag had a tag. A cat had a mat. | |
| 5 | | | ram, ham, yam, tam, cam, jam, dam, Pam, Sam | |
| 6 | | | fan, man, ran, van, can, pan, tan, ban, Jan | |
| | | | A fan, a sad man. A ram ran. Jan had a cat. Pam had a pan. A man had a van. A man had a hat. Sam ran a lap. Dan had a cap. A man had a map. | |

Sequence Chart - Rhyming Short Vowel Words And Sentences

| | Sound Blending | Words And Sentences | Sight Words | |
|----------------------|---|---|-------------|--|
| 7 | | lab, nab, cab, tab, dab, wax, sax, tax, fax, ax | | |
| 8 | | mass, pass, bass, lass, gas, has, jazz, pal, yak | has | |
| | | Nan has a fan. A man has a hat. A man has an ax. Sam has a sax. Pat has a bass. Max can wag. Dan has a gap. Matt can dab. Zak has a pal. | as, has | |
| | | A man was mad. Dan was sad. Nan was at a lab. A cat was bad. Pam was at a dam. Pat was at bat. A cat has a hat. | was | |
| | | (Optional for students who have done the intro lists # 1-5.) Dan has a tux. Dad has a bus. Nan has a muff. Ann had fun. A man dug up a jug. A ram can run. Pat can run. A rat sat up. Gus was sad. A pup was up. | | |
| Short O Words | | | | |
| 1 | ob, oc, od, off, og, oj, ok, oll, om, on, op, oss, ot, ov, ox, oz | lot, hot, not, rot, cot, dot, got, jot, tot, pot | | |
| 2 | | mop, sop, hop, top, pop, sod, rod, nod, cod, pod | | |
| | | A pot was hot. Jan can mop. Pam was hot. Matt was not hot. Sam has a rod. A pot has a dot. Nan can nod. Dan has a cot. | | |
| 3 | | fog, hog, log, jog, dog, bog, fox, pox, box, ox | | |
| 4 | | cob, job, Bob, sob, moss, loss, boss, toss, doll | | |
| | | Bob has a box. Rob has a job. A dog was hot. A hog was fat. A dog ran. Ross can hop. Jan has pox. A man has an ox. Pam has a doll. A man can jog. | | |
| 5 | | odd, off, on, con, wok, mom, pompom | | |
| | | A dog was on a log. A cat was on a box. A bat was on a mat. Moss was on a log. A fox got on a box. A cat got on a van. Mom was mad. A hat was on a cat. Zak sat on top. | | |

Sequence Chart - Rhyming Short Vowel Words And Sentences

| Part | Sound Blending | Words And Sentences | Sight Words |
|----------------------|--|---|-------------|
| Short I Words | | | |
| 1 | ib, ic, id, iff, ig, ij, ik, ill, im, in, ip, iss, it, iv, ix, izz | hit, lit, sit, fit, bit, kit, pit, it, mitt, quit | |
| 2 | | hill, fill, sill, will, mill, dill, bill, pill, gill, quill | |
| | | Jill will fill a box. It will fit. I lit it. Pam can hit it. It can hop. I am ill. Bill sat on a hill top. I am at a mill. Sam has a mitt. It has a bill. | I |
| 3 | | sip, lip, hip, rip, yip, dip, tip, zip, kip | |
| 4 | | fin, win, bin, tin, pin, kin, in, mix, fix, six | |
| | | Dan will zip it. Bob can fix it. It has a fin. I will mix it. I am six. Jill did a kip. Will I win? I will win. It has a rip in it. Jan will sip it. A cat got in a box. | |
| 5 | | wig, fig, rig, big, jig, dig, pig, zigzag | |
| 6 | | fib, rib, bib, jib, kiss, hiss, miss, his, quiz, fizz | his |
| | | Bill can dig. Sam is in his van. I will miss him. A man will fix his van. It will hiss. Ann will miss it. It is his bib. It is his kit. A cat can dig. A big pig has a wig. | is his |
| 7 | | lid, hid, rid, did, kid, dim, him, rim, vim, Kim | |
| | | Tim hid. Six kids hid. Jim did his job. It bit him. Kim will kiss him. It is dim. A lid is on a pot. Jill did a kip. Ron hit him. Did Tom dig it? | |
| Short U Words | | | |
| 1 | ub, uc, ud, uff, ug, uj, uk, ull, um, un, up, uss, ut, uv, ux, uzz | hut, nut, rut, jut, cut, putt, mutt | |
| 2 | | rug, mug, hug, bug, jug, dug, tug | |
| | | Jim will tug on it. Nan can cut it. A man is in a hut. A mug is hot. A bug is on a rug. A bug has dots on it. Sam dug it. I can putt it. | |
| 3 | | sub, rub, tub, hub, cub, hum, mum, sum, yum, gum | |
| 4 | | fun, run, sun, nun, bun, dull, gull, hull, null | |
| | | Ross will run. I will hum. Ann has fun. It is dull. A ram can run. A dog can run. Jan is in a tub. | |

Sequence Chart - Rhyming Short Vowel Words And Sentences

| Part | Sound Blending | Words And Sentences | Sight Words |
|----------------------|---|--|-------------|
| 5 | | cuff, muff, puff, huff, fuss, bus, pus, us | |
| 6 | | bud, mud, suds, cup, pup, up, fuzz, buzz, tux, lux | |
| | | Bill has a tux. A man dug up a jug. It can buzz. Nan has a muff. It has fuzz on it. Mud is on a hog. Mom will fuss at us. I run up a hill. A pup is up. A dog was on a bus. | |
| Short E Words | | | |
| 1 | eb, ec, ed, eff, eg, ej, ek, ell, em, en, ep, ess, et, ev, ex, ez | net, let, set, wet, vet, met, get, jet, bet, pet | |
| 2 | | men, hen, den, ten, pen, leg, beg, keg, peg, egg | |
| | | A dog got wet. Ken met Ann. Ben will not get wet. Nan is a vet. Meg will get a pet. Jon was on a jet. I will get it. A dog can beg. Bill has ten pens. | |
| 3 | | red, led, fed, bed, fell, sell, yell, well, bell, tell | |
| 4 | | mess, less, yes, pep, hem, web, fez | |
| | | A web is on a bell. Ken is in bed. It is red. Ross has less. A bag fell. Meg will sell a fan. Yes, Tom did win. Ed fed his dog. A man has a fez. It is a mess. | |
| Suffix Study | | | |
| | Suffix _s With Verbs | run, runs, sit, sits, tap, taps, jog, jogs, get, gets, fill, fills | |
| | | A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs. | |
| | Suffix _s With Nouns | cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids | |
| | | Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell. Tom ran six laps. Six pigs got wet. | |
| | Suffix 's | Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog | |
| | | Jeff will get dad's map. Ben's cap is red. Ed's dog will win. I will wax dad's van. Sam's cat is on his bed. Mom's box is big. | |

Words To Spell A. Students write the words. OR B. Students spell the words with plastic letters.

| | <u>New Letters</u> | <u>Letters To Use</u> Dictate the sound of each letter. A. Students write the letter while saying its sound. B. Students find the letter and place it at the top of their work mat, saying its sound. Double letters are listed as needed when spelling with plastic letters. | <u>Letter Combinations To Make With Plastic Letters</u> A. This column not used when spelling to paper. B. Say the two-sound combinations, using the short vowel sound. Do not separate the letter sounds. Students repeat each combination orally and build it with plastic letters. | <u>Words To Spell</u> A. The <u>underlined words</u> are from the picture/word pages. Dictate any of these words when students are writing the words from dictation. Proper nouns are in parentheses. B. If students are spelling words with plastic letters, use all of the listed words. If students can't spell words with plastic letters yet, have them build the letter combinations until they are ready for words. Once students are very comfortable spelling the words, you can skip the letter combinations. |
|--|--------------------|---|---|--|
|--|--------------------|---|---|--|

Optional Introductory Sequence - Short U Words

| | | | | |
|---|---------------------------|---|---|--|
| 1 | t i h l n w u b m r | u, n, n, t, t, m, m, b, h, r, h, l, l, f | un, ut, um, ub, ul, uf, nu, tu, mu, bu, hu, ru, hu, lu, fu | <u>nut, hut, rut, mutt, tub, nub, hub, rub,</u> <u>mum, hum,</u> null, hull, nun, fun, run, bun |
| 2 | f x e s | u, s, s, n, n, b, f, t, t, x, h, l, l, r, m, m | us, un, ub, uf, ut, ux, ul, um, su, nu, bu, fu, tu, lu, hu, ru, mu | <u>sun, fun, run, bun, nun, us, bus, fuss,</u> <u>tux, lux,</u> nut, hut, rut, mutt, tub, nub, hub, rub, sub, mum, hum, null, hull |
| 3 | j o c d | u, c, f, f, m, t, j, b, d, s, s, l, l, n, x, r, h | uc, uf, um, ut, ub, ud, us, ul, un, ux, cu, fu, mu, tu, ju, bu, du, su, lu, nu, ru, hu | <u>cuff, muff, bud, mud, suds, hull, dull,</u> <u>cut, jut,</u> fun, fuss, sun, us, bus, tux, lux, run, nut, tub, rub, bun, hub, sub |
| 4 | a v g | u, r, g, m, h, b, j, d, t, s, s, c, l, l, n, f, f, x | ug, um, ub, uj, ud, ut, us, uc, ul, un, uf, ux, ru, gu, mu, hu, bu, ju, du, tu, su, cu, lu, nu, fu | <u>rug, mug, hug, bug, jug, dug, tug, sum,</u> <u>gum,</u> cut, jut, mud, dull, bud, suds, sun, us, bus, fuss, fun, cuff, tux, lux |
| 5 | p | u, p, p, c, h, f, f, b, s, g, l, l, n, t, t, m, r, d, j, x | up, uc, uf, ub, us, ug, ul, un, ut, um, ud, uj, ux | <u>up, cup, pup, huff, puff, cub, sub, gull,</u> <u>null, putt,</u> pus, gum, rug, mug, hub, bug, dug, tug, jug, jut, tux |

Short A Words

| | | | | |
|---|----|---------------------------------------|--|---|
| 1 | k | a, m, t, r, s, s, f, h, v, p, c, b | am, at, as, af, av, ap, ac, ab, ma, ta, ra, sa, fa, ha, va, pa, ca, ba | <u>mat, rat, sat, fat, hat, vat, pat, cat,</u> <u>bat,</u> pass, mass, bass, ham, tam, cam, map, rap, sap, tap, tab, cab, am, (Pam) |
| 2 | y | a, r, s, s, g, l, n, w, b, t | as, ag, al, an, ab, at, ra, sa, ga, la, na, wa, ba, ta | <u>rag, sag, lag, nag, wag, bag, tag,</u> gab, nab, tab, lab, gal, gas, lass, bass, at, rat, sat, bat, an, ran, tan, (Ann, Nan) |
| 3 | qu | a, p, d, d, s, s, l, m, f, h, b, | ap, ad, as, al, am, af, ab, pa, da, sa, la, ma, fa, ha, ba | <u>pad, sad, lad, mad, fad, dad, had, bad,</u> <u>ad, add,</u> lap, sap, map, pass, lass, mass, bass, pal, ham, dam, am, lab (Pam, Dan) |
| 4 | z | a, m, p, s, s, n, z, l, t, c, g, y | am, ap, as, an, az, al, at, ac, ag, ma, pa, sa, na, za, la, ta, ca, ga, ya | <u>map, sap, nap, zap, lap, tap, cap, gap,</u> <u>yap,</u> am, tam, cam, yam, mass, pass, lass, gas, an, man, pan, tan, can, pal, mat, pat, sat, cat, sag, nag, lag, tag |

Words To Spell A. Students write the words. **OR** B. Students spell the words with plastic letters.

| | <u>Letters To Use</u> | <u>Letter Combinations To Make With Plastic Letters</u> | <u>Words To Spell</u> |
|----------------------|---|--|---|
| 4 | a, m, p, s, s, n, z, l, t, c, g, y | am, ap, as, an, az, al, at, ac, ag, ma, pa, sa, na, za, la, ta, ca, ga, ya | <u>map, sap, nap, zap, lap, tap, cap, gap, yap</u> , am, tam, cam, yam, mass, pass, lass, gas, an, man, pan, tan, can, pal, mat, pat, sat, cat, sag, nag, lag, tag, (Pam, Matt) |
| 5 | a, r, m, h, y, t, c, j, d, d | am, at, ac, aj, ad, ra, ma, ha, ya, ta, ca, ja, da | <u>ram, ham, yam, tam, cam, jam, dam</u> , am, at, rat, mat, hat, cat, ad, add, mad, had |
| 6 | a, f, n, m, r, v, c, p, t, b | af, an, am, av, ac, ap, at, ab, fa, na, ma, ra, va, ca, pa, ta, ba, af, an, am, av, ac, ap, at, ab | <u>fan, man, ran, van, can, pan, tan, ban</u> , an, am, ram, cam, tam, map, rap, cap, tap, nap, fat, mat, rat, cat, pat, bat, at, nab, cab, tab, (Pam, Ann, Matt) |
| 7 | a, l, b, n, c, t, d, d, w, x, s, s, f | al, ab, an, ac, at, ad, ax, as, af, la, ba, na, ca, ta, da, wa, sa, fa | <u>lab, nab, cab, tab, dab, wax, sax, tax, fax, ax</u> , an, ban, can, tan, fan, bat, cat, sat, fat, at, ad, lad, sad, fad, dad, add, bass, lass, (Ann, Nan, Dan) |
| 8 | a, m, s, s, p, b, l, g, h, j, y, k | am, as, ap, ab, al, ag, aj, ak, ma, sa, pa, ba, la, ga, ha, ja, ya, ka | <u>mass, pass, bass, lass, gas, has, jazz, pal, yak</u> , ham, yam, jam, am, map, sap, lap, yap, lab, jab, gab, sag, bag, lag |
| Short O Words | | | |
| 1 | o, l, l, t, t, h, n, r, c, d, g, j, p | ol, ot, on, oc, od, og, oj, op, lo, to, ho, no, ro, co, do, go, jo, po | <u>lot, hot, not, rot, cot, dot, got, jot, tot, pot</u> , doll, on, con, nod, rod, cod, pod, log, hog, dog, jog, lop, top, pop, (Jon) |
| 2 | o, m, p, p, s, s, h, t, d, r, n, c, b | om, op, os, ot, od, on, oc, mo, po, so, ho, to, do, ro, no, co | <u>mop, sop, hop, top, pop, sod, rod, nod, cod, pod</u> , moss, toss, pot, hot, dot, rot, not, cot, on, con, (Tom, Don)) |
| 3 | o, f, f, g, h, l, j, d, d, b, b, x, p, p, t | of, og, ol, oj, od, ob, ox, op, ot, fo, go, ho, lo, jo, do, bo, po, to | <u>fog, hog, log, jog, dog, bog, fox, pox, box, ox</u> , lox, doll, pod, odd, lob, bob, fob, pop, hop, lop, top, pot, got, hot, dot |
| 4 | o, c, b, b, j, s, s, m, m, l, l, t, d, d, g, n, r | oc, ob, oj, os, om, ol, ot, od, og, on, co, bo, jo, so, mo, lo, to, do, go, no | <u>cob, job, bob, sob, moss, loss, boss, toss, doll</u> , lob, mom, cod, sod, nod, odd, dot, got, not, lot, bog, job, log, dog, on, rob, rot, rod, (Rob, Bob) |
| 5 | o, d, d, f, f, n, c, w, k, m, m, p, p, x, b, g, t | od, of, on, oc, ok, om, op, ox, ob, og, ot, do, fo, no, co, ko, mo, po, bo, go, to | <u>odd, off, on, con, wok, mom, pompom</u> , pod, cod, pop, mop, top, box, fox, ox, dog, fog, bog, got, dot, not, cot, pot |

Words To Spell A. Students write the words. OR B. Students spell the words with plastic letters.

| | <u>Letters To Use</u> | <u>Letter Combinations To Make With Plastic Letters</u> | <u>Words To Spell</u> |
|----------------------|---|---|--|
| Short I Words | | | |
| 1 | i, h, t, t, l, l, s, s, f, b, b, k, p, m, q, u | it, il, is, if, ib, ik, ip, im, hi, ti, li, si, fi, bi, ki, pi, mi, qui | <u>hit, lit, sit, fit, bit, kit, pit, it, mitt, quit, hill, sill, fill, bill, pill, mill, quill, hiss, kiss, miss, if, fib, bib, hip, tip, lip, sip, kip, him, (Bill, Tim)</u> |
| 2 | i, h, l, l, f, s, s, w, m, d, d, b, p, g, qu | il, if, is, im, id, ib, ip, ig, hi, li, fi, si, wi, mi, di, bi, pi, gi, qui | <u>hill, fill, sill, will, mill, dill, bill, pill, gill, quill, ill, if, sip, dip, hip, hiss, miss, wig, pig, big, fig, dig, did, lid, hid, bid, him</u> |
| 3 | i, s, s, p, l, l, h, r, y, d, t, z, k, f, n | is, ip, il, id, it, iz, ik, if, in, si, pi, li, hi, ri, yi, di, ti, zi, ki, fi, ni | <u>sip, lip, hip, rip, yip, dip, tip, zip, kip, hiss, kiss, sill, hill, dill, till, fill, ill, lid, hid, rid, kid, sit, pit, lit, hit, kit, fit, if, in, pin, tin</u> |
| 4 | i, f, n, w, b, b, t, p, k, m, x, s, s, r | if, in, ib, it, ip, ik, im, ix, is, fi, ni, wi, bi, ti, pi, ki, mi, si, ri | <u>fin, win, bin, tin, pin, kin, in, mix, fix, six, if, bib, fib, rib, fit, wit, bit, pit, kit, mitt, six, kiss, miss, nip, tip, kip, sip, rip, (Kim, Tim)</u> |
| 5 | i, w, g, g, f, r, b, j, d, d, p, z, z, a, n, t | ig, if, ib, ij, id, ip, iz, in, it, wi, gi, fi, ri, bi, ji, di, pi, zi, ni, ti | <u>wig, fig, rig, big, jig, dig, pig, zigzag, if, fib, jib, rid, did, dip, rip, zip, in, win, fin, bin, pin, nib, nip, wit, bit, pit, tip, tin, (Jim, Tim)</u> |
| 6 | i, f, b, b, r, j, k, s, s, h, m, q, u, z, z, l, l, n, g | if, ib, ij, ik, is, im, iz, il, in, ig, fi, bi, ri, ji, ki, si, hi, mi, qui, zi, li, ni, gi | <u>fib, rib, bib, jib, kiss, hiss, miss, his, quiz, fizz, if, him, fill, bill, sill, hill, mill, gill, quill, in, fin, bin, kin, fig, big, rig, jig, (Jill, Bill, Kim)</u> |
| 7 | i, l, l, d, d, r, k, m, h, v, p, t, x, s, f | il, id, ik, im, iv, ip, ti, ix, is, if, li, di, ri, ki, mi, hi, vi, pi, ti, si, fi | <u>lid, hid, rid, did, kid, dim, him, rim, vim, (Kim) dill, mill, hill, pill, till, sill, lip, dip, rip, kip, hip, tip, lit, kit, hit, pit, sit, fit, mitt, mix, six, fix</u> |
| Short U Words | | | |
| 1 | u, h, t, t, n, n, r, j, c, p, p, m, m, s, s, b, f, f, d | ut, un, uj, uc, up, um, us, ub, uf, ud, hu, tu, nu, ru, ju, cu, pu, mu, su, bu, fu, du | <u>hut, nut, rut, jut, cut, putt, mutt, but, nun, pun, fun, bun, sun, sum, hum, mum, muff, huff, cup, pup, us, bus, fuss, mud, bud, sub, nub, tub, rub, cub</u> |
| 2 | u, r, g, m, h, b, j, d, t, t, s, s, z, z, f, n, n | ug, um, ub, uj, ud, ut, us, uz, uf, un, ru, gu, mu, hu, bu, ju, du, tu, su, zu, fu, nu | <u>rug, mug, hug, bug, jug, dug, tug, hum, sum, rub, tub, sub, mud, bud, rut, mutt, but, jut, fuzz, buzz, fuss, us, bus, fun, bun, run, sun, nun (Gus)</u> |

Words To Spell A. Students write the words. OR B. Students spell the words with plastic letters.

| | <u>Letters To Use</u> | <u>Letter Combinations To Make With Plastic Letters</u> | <u>Words To Spell</u> |
|----------------------|---|--|---|
| 3 | u, s, b, r, t, t, h, c, m, m, y, g, p | us, ub, ut, uc, um, ug, up, su, bu, ru, tu, hu, cu, mu, yu, gu, pu | <u>sub, rub, tub, hub, cub, hum, mum, sum,</u> <u>yum, gum,</u> us, bus, pus, but, hut, cut, gut, mutt, putt, bug, rug, tug, hug, mug, up, cup, (Gus) |
| 4 | u, f, f, n, n, r, s, s, b, d, l, l, g, h, m, p | uf, un, us, ub, ud, ul, ug, um, up, fu, nu, ru, su, bu, du, lu, gu, hu, mu, pu | <u>fun, run, sun, nun, bun, dull, gull, hull,</u> <u>null, huff, muff, puff,</u> us, bus, pus, pun, tub, nub, rub, sub, bud, mud, bug, rug, hum, gum, sum |
| 5 | u, c, f, f, m, p, p, h, s, s, b, r, t, t | uc, uf, um, up, us, ub, ut, cu, fu, mu, pu, hu, su, bu, ru, tu | <u>cuff, muff, puff, huff, fuss, bus, pus,</u> <u>us,</u> hum, sum, up, cup, pup, cub, hub, sub, rub, tub, cut, mutt, putt, hut, but, rut |
| 6 | u, b, d, m, s, s, c, p, p, f, f, z, z, t, t, x, l, l, h | ub, ud, um, us, uc, up, uf, uz, ut, ux, ul, hu, bu, du, mu, su, cu, pu, fu, zu, tu, lu, hu | <u>bud, mud, suds, cup, pup, up, fuzz, buzz,</u> <u>tux, lux,</u> tub, cub, sum, fuss, bus, us, muff, huff, but, cut, hut, mutt, putt, dull, hull |
| Short E Words | | | |
| 1 | e, n, t, l, l, s, s, w, v, m, g, g, j, b, p | en, et, el, es, ev, em, eg, ej, eb, ep, ne, te, le, se, we, ve, me, ge, je, be, pe | <u>net, let, set, wet, vet, met, get, jet, bet,</u> <u>pet,</u> mess, less, tell, sell, well, bell, hem, leg, beg, peg, egg, web, ten, men, pen, (Ben, Bess) |
| 2 | e, m, n, h, d, t, p, p, l, l, g, g, b, k, r, w | em, en, ed, et, ep, el, eg, eb, ek, me, ne, he, de, te, pe, le, ge, be, ke, re, we | <u>men, hen, den, ten, pen, leg, beg, keg,</u> <u>peg, egg,</u> met, net, pet, let, get, bet, wet, led, bed, red, wed, pep, web, well, tell, bell, (Ken) |
| 3 | e, r, d, l, l, f, b, s, y, w, t, m, g, g, p | ed, el, ef, eb, es, et, em, eg, ep, re, de, le, fe, be, se, ye, we, te, me, ge, pe | <u>red, led, fed, bed, fell, sell, yell, well,</u> <u>bell, tell,</u> web, mess, less, let, bet, set, wet, met, pet, hem, leg, beg, peg, egg, (Meg) |
| 4 | e, m, s, s, l, l, y, p, p, h, w, b, f, z, j, t, n | em, es, el, ep, eb, ef, ez, ej, et, en, me, se, le, ye, pe, he, we, be, fe, ze, je, te, ne | <u>mess, less, yes, pep, hem, web, fez,</u> hem, sell, bell, fell, well, yell, yet, met, set, let, pet, wet, bet, jet, men, pen, hen, ten, (Ben, Bess) |

Daily Lesson Outline - Kindergarten, Option 1 (Begin with the short a words in this book after completing *Exploring Sounds In Words*.)

Symbol-Sound Relationships

| | | |
|----|----------------|--|
| A. | Sound Charts | Point to the letters on the alphabet and vowel charts. Students say the sound for each letter in unison. |
| B. | Alphabet Cards | Show the alphabet letter cards one at a time. Students say each letter sound in unison. |
| C. | Handwriting | <p>a) Letter Intro: Model how to write several alphabet letters on lines on the board, as a review. Students copy each letter on their papers, while saying the letter sound.</p> <p>b) Letter Review: Dictate the sound for each of the remaining alphabet letters from the alphabet cards. Students repeat the sound as they write the letter on lined paper. Then show the card and have students correct their papers if needed.</p> |

Spelling Dictation

| | | |
|----|--|---|
| A. | <p>Phonetic Spelling Dictation</p> <p>Other Options:</p> <ul style="list-style-type: none"> • Students move letter cards to spell words on a pocket chart first. • Students write words on dry-erase frames. | <p>Dictate each word from the new picture/word page that students will study later in the lesson. Also dictate any other short vowel words that will be needed for the written sentence. For each word...</p> <p>a) The teacher and students segment the word in unison.</p> <p>b) Students segment the word again on their own as they write the letter for each sound to spell the word.</p> <p>c) Students segment in unison again as the teacher writes the letters on lines on the board.</p> <p>d) Students look at the word on the board, read it aloud, and correct their word if needed.</p> |
| B. | Sight Words | Introduce new sight words as needed from flashcards. Review previously studied words. Students read each word and copy it to their papers. For sight words only, students say the letter names as they write instead of the letter sounds. Be sure to include any sight words that will be used in the dictated sentence. |
| C. | Sentence Dictation | <p>As soon as possible, plan ahead to dictate a sentence that includes new and review short vowel words with new or review sight words as needed.</p> <p>a) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands from left to right as they pronounce each word.</p> <p>b) Repeat the words in the sentence slowly, pausing between the words to give students time to write them.</p> <p>c) Students say each sound as they write the short vowel words.</p> <p>d) Students say the name of each letter as they write any sight words.</p> |

Daily Lesson Outline - Kindergarten, Option 1

Working In The Book

| | | |
|----|------------------------|---|
| A. | Sound Blending | Do the "Silly Sound" pages when you get to them. Students practice pronouncing two-letter combinations, putting the sounds together smoothly. Model and assist as needed. If you are going to read short a words, practice the short a silly sounds, and so on. |
| B. | Picture-Word Pages | <p>a) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)</p> <p>b) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it aloud.</p> <p>c) Students read the words aloud going down and up the second column, referring to the first column as needed.</p> <p>d) Optional last step: The teacher gives a definition or clue about each word, students take turns finding and reading the correct word.</p> |
| C. | Picture-Sentence Pages | <p>a) Introduce new sight words as needed.</p> <p>b) Review new and previous sight words from flashcards.</p> <p>c) Students take turns reading the sentences and finding the matching picture.</p> <p>d) Students reread the sentences in unison to develop fluency.</p> |

Small Groups - Working With The Teacher

| | | |
|----|-------------------------|---|
| A. | Segmenting And Spelling | Students build two letter combinations and short vowel words with plastic letters. |
| B. | Letter Connections | Do the letter connections activity to reinforce two-letter sound blending. |
| C. | Decoding Skills | Apple Alphabet Game, Apple Concentration Game, Raspberry Game, Blueberry Game, Picture/Word Folders |
| D. | Sentence Comprehension | Do any of the pocket chart sentence activities described in the teaching guide. |
| E. | Reading Fluency | Have students reread new and review words and sentences from the book. |

Listening Comprehension

The teacher reads aloud from a variety of materials, 30 minutes every day

Free Choice Period

Provide books, writing, drawing, and coloring materials, scissors and tape, construction sets, learning games, selected math manipulatives, and small figures (animals, dinosaurs, etc.). Allow students to move around the room to choose the activities they wish, working together as desired. Orderly behavior is expected.

Daily Lesson Outline - Kindergarten, First Grade, Option 2 (Do the five introductory word lists in this book while working through *Exploring Sounds In Words*. Then continue with the rest of the book.)

Symbol-Sound Relationships

| | | |
|----|---|--|
| A. | Alphabet Chart | Point to the letters of the alphabet that have been introduced on the alphabet and vowel charts. Students say the sound for each letter in unison. |
| B. | Alphabet Cards | Show the alphabet cards that have been introduced one at a time. Students say each letter sound in unison. |
| C. | <p>Handwriting</p> <p>In K use <i>Exploring Sounds In Words Manuscript Handwriting</i></p> <p>In 1st use <i>Manuscript Handwriting On Legal/Ledger/Letter Paper</i></p> | <p>a) Letter Intro: Read a new section of the sound story aloud . Teach students to write the capital and lower case letter.</p> <p>b) Letter Review: Dictate the sound for each of the alphabet letters that have been introduced, from the alphabet cards. Students repeat the sound as they write the letter on lined paper. Then show the card and have students correct their papers if needed.</p> |

Spelling Dictation

| | | |
|----|---|--|
| A. | <p>Phonetic Spelling Dictation</p> <p>Other Spelling Options:</p> <ul style="list-style-type: none"> • Students move letter cards to spell words on a pocket chart first. • Students write words on dry-erase frames. | <p>After you have introduced enough letters in handwriting, begin spelling dictation. Dictate each word from the new picture/word page that students will study later in the lesson. After you start the short a words, dictate any other short vowel words that will be needed for a written sentence. For each word...</p> <p>a) The teacher and students segment the word in unison.</p> <p>b) Students segment the word again on their own as the write the letter for each sound to spell the word.</p> <p>c) Students segment in unison again as the teacher write the letters on lines on the board.</p> <p>d) Students look at the word on the board, read it aloud, and correct their word if needed.</p> |
| B. | <p>Sight Words</p> <p>Begin sight words when you get to the short a sentences.</p> | <p>Introduce new sight words from flashcards. Review previously studied words. Students read each word and copy it to their papers. Students say the letter names as they write instead of the letter sounds. Include sight words that will be used in the dictated sentence.</p> |
| C. | <p>Sentence Dictation</p> | <p>When you begin the short a sentences, plan ahead to dictate a sentence that includes new and review short vowel words with new or review sight words as needed.</p> <p>a) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands from left to right as they pronounce each word.</p> <p>b) Repeat the words in the sentence slowly, pausing between the words to give students time to write them.</p> <p>c) Students say each sound as they write the short vowel words.</p> <p>d) Students say the name of each letter as they write any sight words.</p> |

Daily Lesson Outline - Kindergarten, First Grade, Option 2

Working In The Book

| | | |
|----|------------------------|---|
| A. | Sound Blending | Do the "Silly Sound" pages when you get to them. Students practice pronouncing two-letter combinations, putting the sounds together smoothly. Model and assist as needed. If you are going to read short a words, practice the short a silly sounds, and so on. |
| B. | Picture-Word Pages | <p>a) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)</p> <p>b) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it aloud.</p> <p>c) Students read the words aloud going down and up the second column, referring to the first column as needed.</p> <p>d) Optional last step: The teacher gives a definition or clue about each word, students take turns finding and reading the correct word.</p> |
| C. | Picture-Sentence Pages | <p>a) Introduce new sight words as needed.</p> <p>b) Review new and previous sight words from flashcards.</p> <p>c) Students take turns reading the sentences and finding the matching picture.</p> <p>d) Students reread the sentences in unison to develop fluency.</p> |

Small Groups - Working With The Teacher

| | | |
|----|-------------------------|---|
| A. | Segmenting And Spelling | Students build two letter combinations and short vowel words with plastic letters. |
| B. | Letter Connections | Do the letter connections activity to reinforce two-letter sound blending. |
| C. | Decoding Skills | Apple Alphabet Game, Apple Concentration Game, Raspberry Game, Blueberry Game, Picture/Word Folders |
| D. | Sentence Comprehension | Do any of the pocket chart sentence activities described in the teaching guide. |
| E. | Reading Fluency | Have students reread new and review words and sentences from the book. |

Listening Comprehension

The teacher reads aloud from a variety of materials, 30 minutes every day

Free Choice Period

Provide books, writing, drawing, and coloring materials, scissors and tape, construction sets, learning games, selected math manipulatives, and small figures (animals, dinosaurs, etc.). Allow students to move around the room to choose the activities they wish, working together as desired. Orderly behavior is expected.

Reading Skills At The Short Vowel Level

| | |
|----|--|
| 1. | <p>Oral Blending</p> <p>a) Be aware that words are made up of individual sounds.</p> <p>b) Hear single sounds pronounced separately and put them together to say a meaningful word.</p> |
| 2. | <p>Translate Written Symbols To Speech Sounds</p> <p>a) Recognize the letters of the alphabet and give their sounds.</p> <p>b) Recognize the "beyond the alphabet" patterns and give their sounds. (Optional)</p> |
| 3. | <p>Decoding</p> <p>a) Look at the sound symbols in a word,</p> <p>b) going from left to right.</p> <p>c) Say the sounds in order,</p> <p>d) connecting the sounds smoothly to pronounce the word.</p> <p>e) Recognize the word and understand its meaning.</p> |
| 4. | <p>Reading</p> <p>a) Learn these sight words: A, a, as, has, was, I, is, his.</p> <p>b) Read and understand sentences with short vowel words and the listed sight words.</p> |
| 5. | <p>Syllable Awareness</p> <p>a) Hear a word and clap the syllables.</p> <p>b) Count the number of syllables and tell how many.</p> |

Writing Skills At The Short Vowel Level

| | |
|----|---|
| 1. | Listen to a word and break it apart into its individual sounds. Say each sound separately, pausing slightly between the sounds. This is called segmenting the word. |
| 2. | Write each letter of the alphabet from dictation, saying the letter sound, with correct letter formation. |
| 3. | Spell short vowel words by segmenting the words and writing the letters that represent the sounds in order, from left to right, using correct letter formation. |
| 4. | Spell these sight words from memory: a, was, as, has, is, his, I. |
| 5. | Write short vowel sentences with a combination of short vowel words and the listed sight words from dictation. Begin each sentence with a capital letter. End each sentence with the appropriate end mark. |
| 6. | Be aware that some consonants are commonly doubled at the end of short vowel words: ll, ss, ff, and zz. A few other words have double ending consonants but the consonants are not usually doubled: egg, off, inn, add. |

Information About Spelling And Decoding

They Are Two Sides Of The Same Coin



Developing An Understanding Of The Phonetic Nature Of Our Language

The understanding of how spoken sounds make up words and how written symbols represent those sounds are crucial concepts for beginning readers. This program is designed so that students will internalize these concepts.

It will take time for students to learn to spell and decode words instantly and automatically. In the meantime, regular practice is essential.

The short vowel level is the perfect time to develop this understanding because short vowel words are regular phonetically, with only a few exceptions. After students have developed a thorough understanding that letters are sound symbols that can be put in order to show the pronunciation of words, they will be well prepared to be successful at the next level, when they begin learning the various phonics patterns (ai/rain, ee/feet, sh/ship).

Understanding Oral Blending And Segmenting

There are two subskills that students need to learn in order to read and spell words. It is helpful to know the names of these skills and understand how they are related to reading and spelling. Letter symbols are not used when learning and practicing these skills.

1. The first skill is called **oral blending**. Students hear the individual sounds in a word (spoken by the teacher) and put them together to pronounce the word normally. Students do not need to see or even know the alphabet letters to practice oral blending.
2. The second skill is called **segmenting**. It is the opposite of oral blending. To segment a word, students listen to the teacher pronounce the word normally. They do not see the word. Students then break the word apart into its individual sounds, pronouncing each sound in the correct order, with a slight pause between each sound.

These two skills are foundational skills for students learning to read and write. Both skills are introduced in the *Learning The Alphabet* and *Exploring Sounds In Words* books. Oral blending skills are reinforced in

Rhyming Short Vowel Words And Sentences as students complete the picture/word pages. Segmenting skills are reinforced at the short vowel level as students spell words with plastic letters and write them from dictation.

Learning To Read: Decoding = Letter To Sound Association + Oral Blending

After students have practiced oral blending, they will be ready to apply that skill when reading words. After learning the letters of the alphabet and the sounds they represent, students will be ready to learn to decode words.



Students see the individual letters.....and pronounce the sounds in order, putting them together smoothly to form the word.

Decoding is the word used to describe how words are read phonetically. It has traditionally been called "sounding out" words. Decoding words involves two different skills applied at the same time. The first skill needed is oral blending, that is, the ability to put individual sounds together to form a word. The second skill is the ability to recognize the individual alphabet letters and associate each letter with a specific sound. This association must be instant and automatic. When reading words, both skills are used simultaneously.

It is not enough just to recognize the letters and form a spoken word. This combination of skills involves thought processes inside the brain and also physical action on the part of the student. To decode a word, students must look at the letters from left to right, think of each sound, and say the sounds in order. To do so students must control the flow of air from the lungs and adjust the muscle tension in their vocal cords while simultaneously moving the lips, tongue, and the shape of the mouth to pronounce each sound.

Students need to develop a third skill in order to decode words fluently. Then need to learn to put the sounds together smoothly when they decode words. Beginning readers tend to say each sound separately, and then put the sounds together mentally. They often need to consciously practice putting two sounds together smoothly before they can begin to connect the sounds in three letter words. Students practice this skill in this book when they do the sound blending

pages. These two-letter combinations are called "silly sounds" because, unlike real words, they have no meaning.

Students vary in their initial ability to pronounce a series of two or more letter sounds smoothly. A set of *Letter Connections* cards is available from Sound City Reading to provide extra practice for this skill. It's important not to give up when teaching this skill. After a period of time, students do catch on. Mastering this subskill has great benefits when students move to the next level of instruction.

Fortunately, students learn to speak long before they learn to read. They learn to pronounce various speech sounds, words, and sentences at a young age. When learning to read, they just need to coordinate this knowledge with their new understanding of how letters represent sounds in words. But it does take practice, just like learning to ride a bicycle or dribble a basketball.

You may notice that it is important that students who are learning to read words phonetically think of the sound of each letter when they see it, not the letter name. This is easily accomplished with good teaching techniques from the very beginning. When learning the alphabet, students need to practice saying the letter sounds, not the letter names. If previous instruction has emphasized the letter names, this creates a roadblock for students, making learning to read more difficult.

Learning To Spell: Spelling = Segmenting + Sound To Letter Association

In a similar way, the ability to segment words, that is, separate them into individual sounds, is part of the process of spelling words. Once students have learned to segment words orally, without using letters, they just need to add the ability to associate each speech sound with its related letter symbol in order to be able to spell words.



Students hear the connected word.....and mentally think of each sound unit in the word while writing the individual letters.

Beginning readers, especially those at the short vowel level, are able to read new words much better if they learn to spell the same words. In fact, they learn

to read the words more easily if they spell the words first. This is because, to spell words phonetically, students have to analyze the sounds in each word and translate those sounds to written symbols.

The way in which this is done is important. Students must spell the words by saying the sounds that they hear when they pronounce the word. The process is from sounds to visual symbols. Students should not say the letter names as they spell. Saying the letters names does not reproduce the spoken word. If you try to teach spelling by using letter names, students must try to translate the letter names to sounds as they write. Students at this level are not able to handle this extra layer of complexity. If students are taught to spell using the letter names, students will start to spell by rote memory. They may memorize the sequence of the letters in words without ever realizing how easy it is to spell words using the phonetic nature of our language. They miss the fact that letters are in a certain order in a word to literally "map" the pronunciation of that word.

As in decoding, there is a physical component to this process. In this case, students must develop the eye-hand coordination and motor skills needed to hold a pencil and move it accurately to form the letter symbols needed to spell the word.

Learning to write the letters accurately takes a lot of practice. This process is greatly helped by exposing students to many opportunities to draw, color, paint, work puzzles, work with clay, and build structures using construction toys. This helps to build the eye-hand coordination needed to hold and control a pencil while writing.

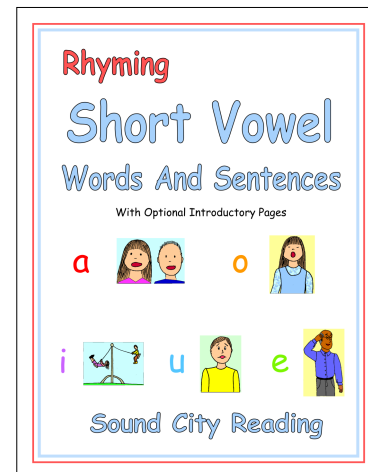
It is also very helpful to have students trace large letters on the chalkboard and large letter patterns on paper before attempting to write smaller letters on regular lined paper. Several different handwriting books with large letter patterns are available from Sound City Reading.

Information About Books And Materials

Rhyming Short Vowel Words And Sentences

- 5 Introductory Word Lists (Optional)
- 30 Short Vowel Word Lists
- 18 Sentence Pages

- Very Large Color-Coded Print
- Up To Ten Words And Pictures Per Page
- Students Learn To Read Words Phonetically
- Includes Easy Sentences
- Introduces The Suffix *_s*



Who Can Use This Book?

1. Students in kindergarten
2. Students at the beginning of first grade
3. Older students who have not yet mastered short vowel words

Rhyming Short Vowel Words And Sentences is designed for students who have had previous exposure to the alphabet letters and their sounds. The lessons will work well with kindergarten students after they have learned the alphabet and first grade classes who have not had any prior instruction for short vowel words..












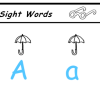










How Are The Word Lists Arranged?

Each word list in this book is made up of rhyming words. Students study short vowel words in this order: short a, short o, short i, short u, and short e. Students learn all of the short a words, then all of the short o words, and so on. There are a number of picture/word pages for each short vowel.

An optional set of introductory pages, which teaches short u words, may be used if students are still learning to write the letters. If you choose this option, you can coordinate lessons from the *Exploring Sounds In Words* book, including handwriting instruction, with the introductory short u pages.

Students study ten words at a time. The words and pictures are on facing pages, which allows a variety of learning activities as students study each set of words.


























































































































































































































































































































Students also learn a few sight words (a, was, as, has, is, his, I), which allows them to begin reading easy short vowel sentences. On the sentence pages, students read each sentence and find the matching picture.

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| <p>#1</p> <p>A. </p> <p>B. </p> <p>C. </p> <p>D. </p> <p>E. </p> <p>F. </p> <p>G. </p> <p>H. </p> <p>I. </p> <p>J. </p> <p>© 2016 by Kathryn J. Davis 36 Rhyming Short Vowel Words And Sentences</p> | <p>Teach: a </p> <ol style="list-style-type: none"> m → a → t mat r → a → t rat s → a → t sat f → a → t fat h → a → t hat v → a → t vat p → a → t pat c → a → t cat b → a → t bat M → a → t Matt <p>© 2016 by Kathryn J. Davis 37 Rhyming Short Vowel Words And Sentences</p> | <p>Sight Words </p> <p>A. </p> <p>B. </p> <p>C. </p> <p>D. </p> <p>E. </p> <p>F. </p> <p>G. </p> <p>H. </p> <p>I. </p> <p>J. </p> <p>© 2016 by Kathryn J. Davis 54 Rhyming Short Vowel Words And Sentences</p> | <p>A Sent. # 5, 6</p> <ol style="list-style-type: none"> A fan a sad man A ram ran. Jan had a cat. Pam had a pan. A man had a van. A man had a hat. Sam ran a lap. Dan had a cap. A man had a map. <p>© 2016 by Kathryn J. Davis 55 Rhyming Short Vowel Words And Sentences</p> |
|--|--|---|---|

Sample Pages From Rhyming Short Vowel Words And Sentences

Rhyming Short Vowel Workbook

A workbook is available for extra practice with short vowel words. It is designed to minimize the amount of writing needed, so that students are not overwhelmed. Two pages are included for each short vowel lists. On the first page, students draw lines to connect words with the matching pictures. On the second page, students reread the words and write each word under the matching picture. A third type of page provides practice reading sentences. Students read each sentence and write the letter for the matching picture. Decoding tests and short vowel discrimination pages are included for extra practice at the end of the workbook.

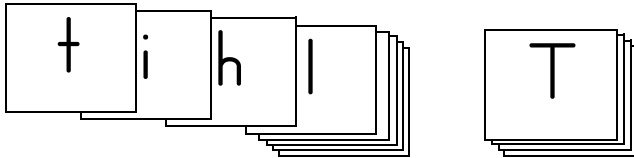
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| <p>Rhyming </p> <p>Short Vowel Workbook</p> <p>With Optional Introductory Pages Bonus: Includes Vowel Discrimination Pages</p> <p>Use With Either Book Rhyming Short Vowel Words And Sentences Basic Short Vowels</p> <p>Name _____</p> <p>© 2016 by Kathryn J. Davis</p> | <p>Name _____ Date _____</p> <p>SA A # 1</p> <table> <tr><td></td><td>mat</td><td></td></tr> <tr><td></td><td>rat</td><td></td></tr> <tr><td></td><td>sat</td><td></td></tr> <tr><td></td><td>fat</td><td></td></tr> <tr><td></td><td>hat</td><td></td></tr> <tr><td></td><td>vat</td><td></td></tr> <tr><td></td><td>pat</td><td></td></tr> <tr><td></td><td>cat</td><td></td></tr> <tr><td></td><td>bat</td><td></td></tr> <tr><td></td><td>Matt</td><td></td></tr> </table> <p>Draw a line from each word to the matching picture.</p> <p>© 2016 by Kathryn J. Davis 22 Rhyming Short Vowel Workbook</p> |  | mat |  |  | rat |  |  | sat |  |  | fat |  |  | hat |  |  | vat | |  | pat | |  | cat | |  | bat | |  | Matt | | <p>Name _____ Date _____</p> <table> <tr><td>cat</td><td>pat</td><td></td><td></td></tr> <tr><td>hat</td><td>vat</td><td></td><td></td></tr> <tr><td>fat</td><td>rat</td><td></td><td></td></tr> <tr><td>bat</td><td>mat</td><td></td><td></td></tr> <tr><td>sat</td><td>Matt</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>Look at each picture. Find the correct word and circle it. Copy the word under the picture.</p> <p>© 2016 by Kathryn J. Davis 23 Rhyming Short Vowel Workbook</p> | cat | pat |  |  | hat | vat |  | | fat | rat | | | bat | mat | | | sat | Matt | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <p>Name _____ Date _____</p> <p>A Sent. # 1, 2</p> <ol style="list-style-type: none"> A rat sat. _____ A cat sat. _____ a tag _____ a bag _____ A fat cat _____ A fat rat _____ <table> <tr><td>A </td><td>B </td><td>C </td></tr> <tr><td>D </td><td>E </td><td>F </td></tr> </table> <p>Write the letter for each picture beside the matching sentence.</p> <p>© 2016 by Kathryn J. Davis 26 Rhyming Short Vowel Workbook</p> | A  | B  | C  | D  | E  | F  |
|  | mat |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| A  | B  | C  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Name _____ Date _____</p> <p>Decoding Test 1 - short a</p> <table> <tr><td></td><td>1 man</td><td>2 </td><td>3 </td></tr> <tr><td></td><td>4 cab</td><td>5 </td><td>6 </td></tr> <tr><td></td><td>7 cat</td><td>8 </td><td>9 </td></tr> <tr><td></td><td>10 can</td><td>11 </td><td>12 </td></tr> </table> <p>Look at each picture. Fill in the bubble by the correct word.</p> <p>© 2017 by Kathryn J. Davis 97 Rhyming Short Vowel Workbook</p> |  | 1 man | 2  | 3  |  | 4 cab | 5  | 6  |  | 7 cat | 8  | 9  |  | 10 can | 11  | 12  | <p>Name _____ Date _____</p> <table> <tr><td></td><td>pin</td><td></td></tr> <tr><td></td><td>pan</td><td></td></tr> <tr><td></td><td>fin</td><td></td></tr> <tr><td></td><td>fan</td><td></td></tr> <tr><td></td><td>hit</td><td></td></tr> <tr><td></td><td>hat</td><td></td></tr> <tr><td></td><td>rim</td><td></td></tr> <tr><td></td><td>ram</td><td></td></tr> <tr><td></td><td>him</td><td></td></tr> <tr><td></td><td>ham</td><td></td></tr> </table> <p>Draw a line from each word to the matching picture.</p> <p>© 2017 by Kathryn J. Davis 102 Rhyming Short Vowel Workbook</p> |  | pin |  |  | pan |  |  | fin |  |  | fan |  |  | hit |  |  | hat |  |  | rim |  | | ram | | | him | | | ham | | <p>Name _____ Date _____</p> <table> <tr><td>pin</td><td>pan</td><td></td><td></td></tr> <tr><td>fin</td><td>fan</td><td></td><td></td></tr> <tr><td>him</td><td>ham</td><td></td><td></td></tr> <tr><td>rim</td><td>ram</td><td></td><td></td></tr> <tr><td>hit</td><td>hat</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>Look at each picture. Find the correct word and circle it. Copy the word under the picture.</p> <p>© 2017 by Kathryn J. Davis 103 Rhyming Short Vowel Workbook</p> | pin | pan |  |  | fin | fan |  |  | him | ham |  |  | rim | ram |  |  | hit | hat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  | 1 man | 2  | 3  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | 4 cab | 5  | 6  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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How Will I Know The Answers When Doing The Activities?

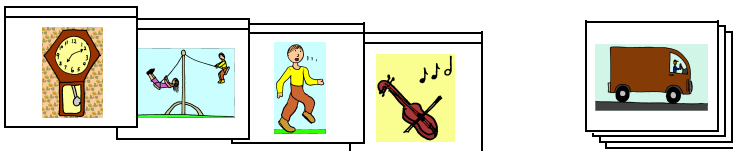
Answer keys for activities in the *Rhyming Short Vowel Words And Sentences* book and the workbook are provided in this teaching guide.

What Other Materials Do I Need?

1. Alphabet Flashcards, Capital and Lower Case



2. Sound Story Picture Flashcards



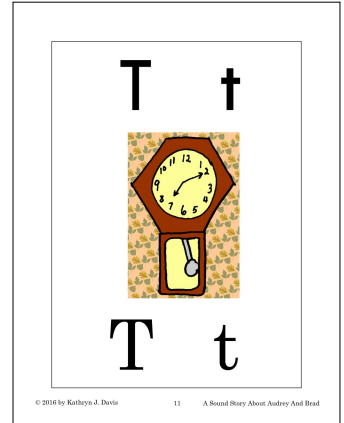
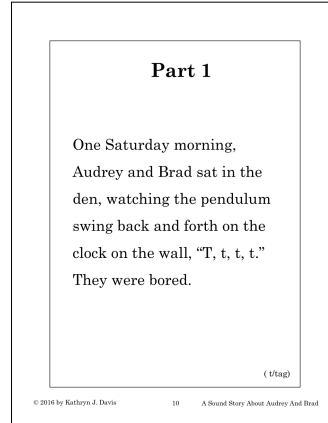
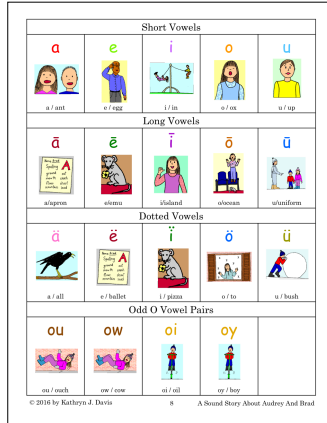
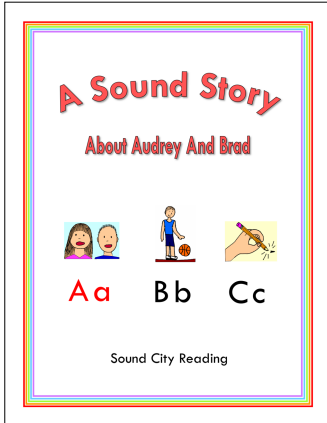
3. Small Plastic Letters For Spelling Words
(www.alphabetletter.com)

a b c d e f g

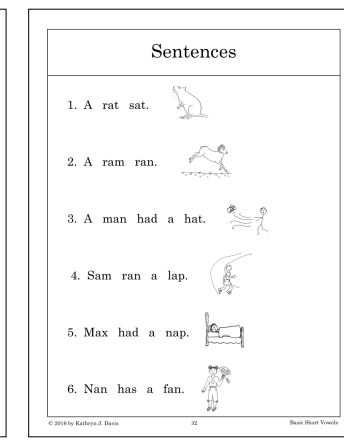
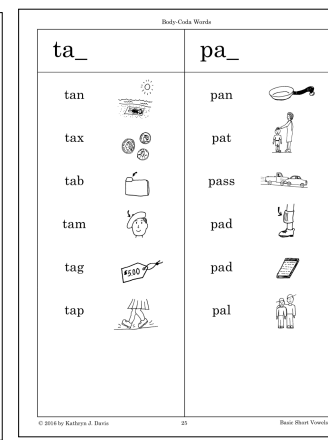
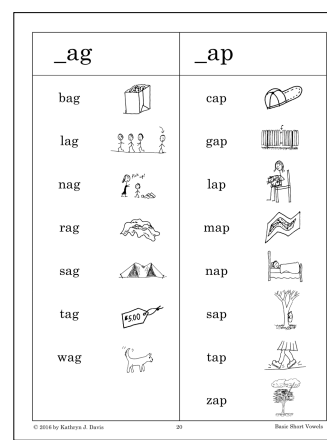
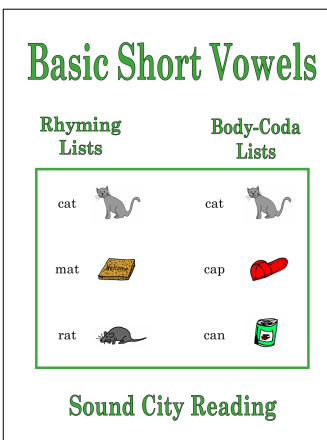


Optional Supplementary Books

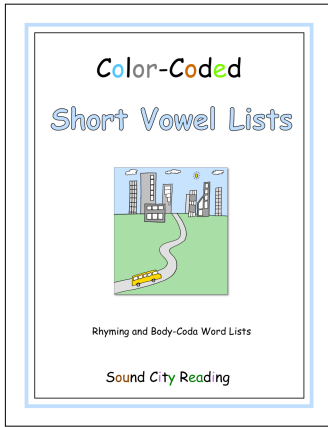
A Sound Story About Audrey And Brad - This is a larger version of the sound story, suitable for reading aloud to a class.



Basic Short Vowels - The word lists in this book follow the same sequence as *Rhyming Short Vowel Words And Sentences*. There are both rhyming and body-coda (same beginning sound) word lists. The text is printed in smaller, all black print. All of the words and sentences are illustrated. Students can study this book for extra practice and to apply their ability to decode short vowel words to regular, all black print. After studying the pages at school, students can take copies of the pages home for extra practice.



Color-Coded Short Vowel Lists - This book has smaller, color-coded print. It includes both rhyming and body-coda short vowel lists. Students read both types of lists to build decoding skills and fluency. For each short vowel, there is also one mixed word list page and a page with beginning and ending consonant blends, to be used with more advanced students. The words are not illustrated. This book does not have sentences.



Rhyming

| _at | _ap | _ag |
|-----|-----|-----|
| bat | cap | bag |
| cat | gap | gag |
| fat | lap | hag |
| hat | map | lag |
| mat | nap | nag |
| pat | rap | rag |
| rat | sap | sag |
| sat | tap | tag |
| tat | zap | wag |
| vat | | |

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Some beginning consonant

| pa_ | fa_ | ja_ |
|------|-----|------|
| pad | fad | jab |
| pal | fan | jam |
| pan | fat | jazz |
| pat | fax | |
| pass | | |
| ya_ | na_ | da_ |
| yak | nab | dab |
| yam | nag | dad |
| yap | nap | dam |

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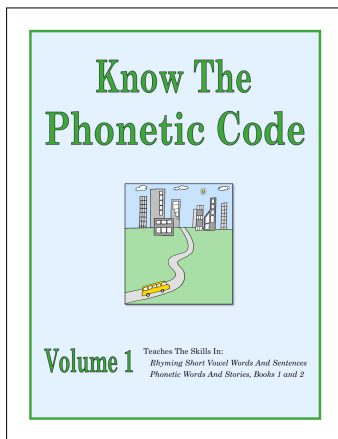
Short Vowels

| Beginning Consonant Blends NOT FOR BEGINNING READERS | Beginning And Ending Blends NOT FOR BEGINNING READERS | | |
|---|--|--------|-------|
| stag | plan | blast | grant |
| span | class | stand | plant |
| snag | slam | grand | scant |
| scan | flag | brand | slant |
| swam | glass | gland | craft |
| grass | splat | bland | draft |
| crab | pram | strand | flask |
| brass | scram | stamp | clasp |
| Fran | strap | clamp | grasp |
| drab | | tract | scalp |
| Jan has a mask. | bract | spasm | |

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Know The Phonetic Code, Volume 1 - This book includes rhyming and body-coda (same beginning sounds) words lists for each short vowel. The words are not illustrated. They are printed in smaller, all black print. Pages with illustrated short vowel sentences are also included. The words and sentences may be used as supplementary pages for extra practice. They can copied and sent home if desired.

This book also included word lists for all of the phonics patterns taught in *Phonetic Words And Stories, Book 1* and *Book 2*. Students will not read the word lists with phonics patterns and stories until they finish the short vowel level and begin the *Phonetic Words And Stories* books.



Short Vowel Words

Rhyming

| a | | | |
|-----|-----|-----|-----|
| _ab | _ad | _ag | _am |
| cab | bad | bag | cam |
| dab | cad | gag | dam |
| gab | dad | hag | ham |
| jab | fad | lag | jam |
| lab | had | nag | ram |
| nab | lad | rag | tam |
| tab | pad | sag | am |
| sad | tag | | |
| ad | wag | | |
| add | | | |

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Short Vowel Words

Body-Coda

| a | | | |
|-----|------|------|-----|
| ha_ | sa_ | ma_ | ca_ |
| had | sad | mad | cab |
| hag | sag | man | cat |
| Hal | sap | map | cam |
| ham | sass | mass | can |
| hat | sat | mat | cap |
| has | sax | Max | |
| Sam | | | |
| za_ | va_ | wa_ | |
| zap | van | wag | |
| vat | | | |

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Study the sight words. Practice reading the sentences.

A a as has *Sight Words*

- Nan has a fan.
- A man has a van.
- Sam has a gap.
- A man ran a lap.
- A man has an ax.
- Pam has a pan.

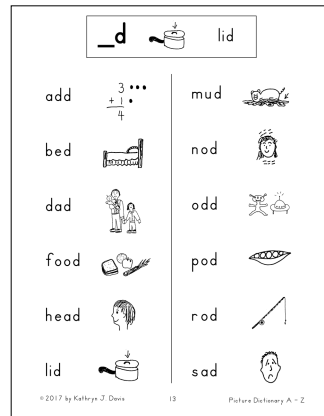
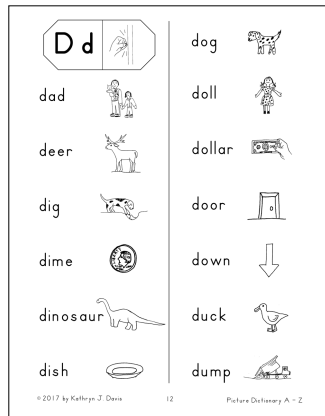
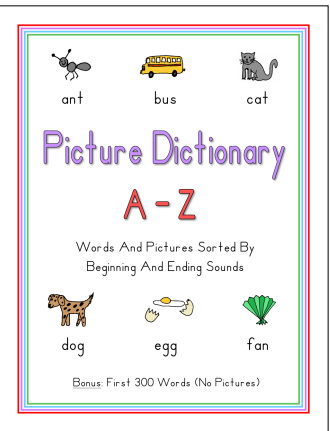
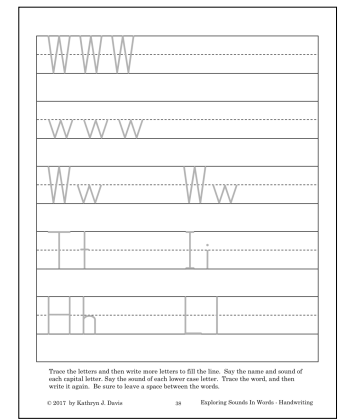
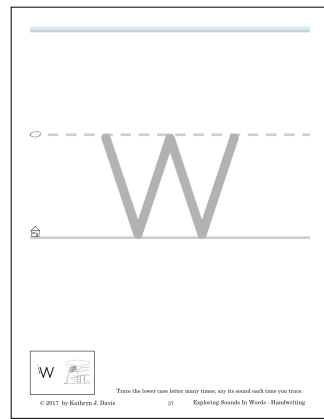
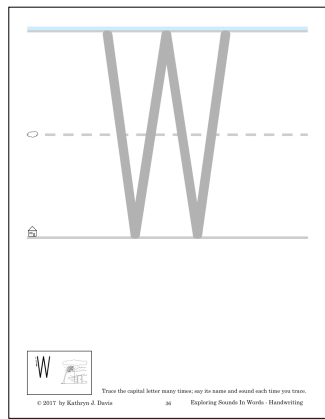
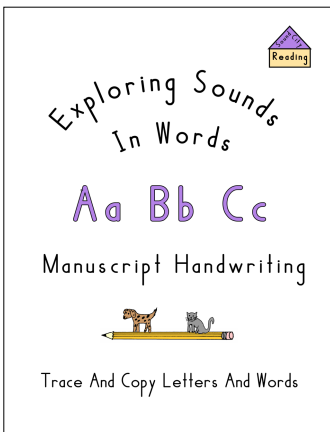
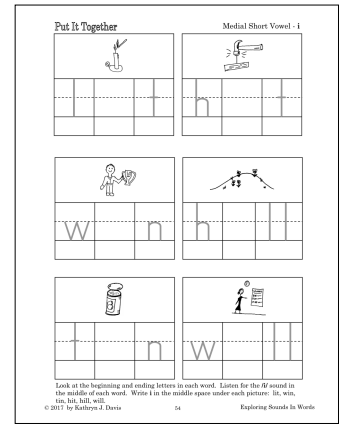
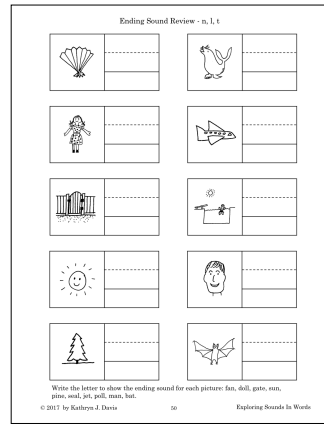
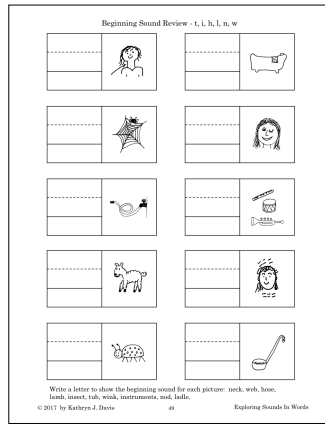
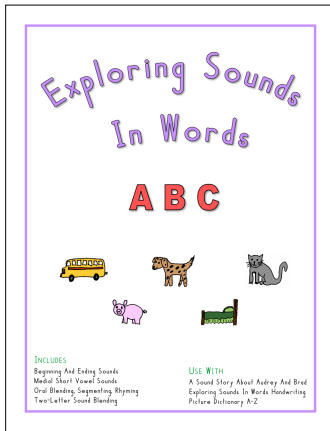
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Exploring Sounds In Words

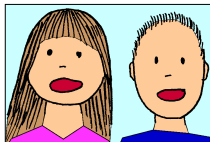
Exploring Sounds In Words Manuscript Handwriting

Picture Dictionary A-Z

These three books are used together at Level 2, which precedes the short vowel level. Students learn to write the letters of the alphabet and identify the sounds they represent. They learn to identify beginning and ending sounds in words and develop oral blending and segmenting skills. You can integrate the instruction from these books with the five introductory short u word lists in *Rhyming Short Vowel Words And Sentences*, if you wish. After completing these books and the introductory word lists, students will be ready to begin the short a words in *Rhyming Short Vowel Words And Sentences*.



General Information Questions And Answers



What Is The Sound Story
And Why Is It Used?

A a

B b

C c

A small version of *A Sound Story About Audrey And Brad* is included in the *Rhyming Short Vowel Words And Sentences* book. A larger version of the story, with larger print and pictures, is available for reading aloud to a class. Each section of the story is paired with a picture that represents one of the speech sounds in our language. The letter or letter pattern that represents that sound is shown on the page with the picture. The story is read aloud by the teacher to introduce the sounds for the letters and phonogram patterns. The pictures can then be paired with the letters and letter patterns on sound charts for daily review. The sound story works so well because it is easier for students to remember sounds for pictures than for letter symbols, because the pictures have meaning in real life while the letter shapes do not.

Charts are included at the end of the book showing all the vowel patterns that can represent each vowel sound. The charts have roofs so that they look like houses. They can be removed from the book and posted on the wall to make a "Sound City."

The sequence of the sound story is carefully arranged so that the letters that are the easiest to write are taught first and the letters that are more difficult to write are taught later. As students learn to write the earliest letters taught, they are building their eye-hand coordination and fine motor skills so that when they reach the more difficult letters they will be prepared. The strokes needed to form the letters are taken into consideration. For example, the letter j, with a curved stroke going below the bottom line, is taught before the letter g, which includes the same stroke in a more complex letter form. Following the same idea, the letter c is taught before the letter d, because it introduces the first stroke in the letter d. Once students have mastered that first stroke, it is easier to add the up and down stroke to form the d.

When my niece was five years old, I tutored her in my home. She was having trouble learning the alphabet. The alphabet charts on my living room wall were set up to use key words, as they had been for years: a/apple, b/ball, c/cat, and so on. These did not work with her, because she could not hear and identify the beginning sounds in the words. I remembered a program I had used in Johnson City called Dekodiphukan. It used a story to introduce the letter sounds. Each picture represented a particular sound. I wrote a new sound story for my niece, *A Sound Story About Audrey And Brad*, using the same concept. The story was about my children

when they were in elementary school. The pictures represented real sounds heard in the environment, for example truck engines, hissing snakes, and squeaking swing sets. I wrote a new part of the story and drew a new picture for my niece before she arrived for each lesson. I changed the alphabet charts on my wall to show the alphabet letters with the sound pictures. The sound pictures worked! She immediately began to learn the alphabet letters and their sounds.

I wrote the sound story in two parts. Part one teaches the consonant sounds, the short vowel sounds, and the long i sound. Part two teaches the remaining speech sounds in our language, which I call the "beyond the alphabet" sounds. This second part of the story includes the consonant digraph sounds, sh/ship, th/thumb, th/this, ch/chicken, and the remaining vowel sounds.

After that I went back to teaching full time in first grade. I used the sound story with all my classes for the next nine years. I used the sound pictures on alphabet cards and sound charts posted on the wall. This provided an easy way to review the letters and phonogram sounds at the beginning of each day. It also gave the students a readily available reference for them to use when they were reading or writing independently.

Why Are The Vowels Printed In Color?

1. The colors make the vowels stand out.
 - a) Students become aware of which letters are vowels. They notice the vowels in words because they are printed in color. They can clearly differentiate between vowels and consonants because the consonants are always black.
 - b) At more advanced levels, students learn that the placement of a vowel within a syllable affects the vowel sound. The position of the vowel in relation to the consonants is more obvious with color-coded vowels.
2. Each color represents a specific sound. See the sound story and charts and the color-coding chart. It is not necessary to teach the color-sound relationships. Students will automatically internalize this information as they learn the various vowels and vowel patterns from the sound story and sound charts. When further explanation is needed, present the following concepts to the students, using only patterns to which they have been introduced.
 - a) Vowels and vowel patterns that are the same color have the same sound:
u/up, a/was, o/son and ai/rain, ay/play, a_e/safe.
 - b) Vowels and vowel patterns that have different colors have different sounds:
i/in, i/hi and ea/eat, ea/head, ea/steak.

Understanding Umbrella Vowels

An umbrella over a vowel is a signal to use the u/umbrella sound (short u sound) for the vowel, instead of its usual sound. This occurs with the words *a* and *was* in this book. At the next level, when students begin learning phonics patterns, it occurs in words like *son*, *of*, *from*, *away*, and *panda*.



To introduce this concept, read "The Story About Umbrella Vowels" on the vowel chart aloud to the students. You may want to bring an umbrella to school and have students act the story out.

How Should This Book Be Taught?

This book should be taught using direct instruction. The teacher should work with the students on every page. Students should not be expected to do the pages independently. Direct guidance and feedback from the teacher is necessary during the work period. Daily practice and review will bring the best results.

Do your best to find a way for each student to be successful. Expect students to make mistakes; that is part of the learning process. Provide hints, cues, and modeling so that students are able to correct their mistakes with the right answer. Praise students for being brave enough to try, even if they are unsure of the answer. Active engagement builds interest among the students and the desire to master the material.

Work through the pages in the order in which they appear in this book. The directions are shown on each page. Extended directions for the teacher are included at the back of the book, along with an answer key for the robot games.

How Are The Word Lists Presented?

New word lists are introduced on picture/word pages, with the pictures on the left side and the words on the right side. The words are shown in two columns. The first column shows the words with the individual letters/sounds separated by arrows. The second column shows the same words without the arrows. The teaching sequence includes several steps to prepare students to read the words. Students are not expected to read the words before going through this structured presentation, which includes listening to the individual sounds in each word, finding the related picture, and finding the word in the first column. In the last step, students read the words in the second column, using the first column for extra help if needed.

How To Handle Student Mistakes When Reading The Words

If a student has trouble reading a word in the second column on the picture/word pages, he or she should look at the first column (with arrows between the letters), and slide a finger under the word while saying the sounds. This is called decoding. It is important to encourage the student to slide the sounds together smoothly. If a student separates the sounds in the words, say, "That's right. Now say it fast." Then have the student go back to the second column and read the word again. Don't be discouraged if this takes a lot of practice. Be positive, praise the student for every effort, and know that in time the process becomes automatic.

Studying Suffixes

At the end of the book there are several pages showing the suffix *_s* with verbs and nouns, and *'s* to show possession.

The suffix *_s* is used with verbs (runs, sits, tells) to show that one person or thing is doing the action. The suffix *_s* is used with nouns (cats, nuts, kids) to show that there are more than one. An apostrophe *'s* (Jan's, Tom's, dad's) is used to show that something belongs to someone. Explain the use of these suffixes and have students read the pages aloud.

Learning About Syllables

Syllables are rhythmic units in words, made up of several sounds grouped together instead of individual sounds. Each syllable in a word includes one vowel and usually one or more consonants. It is important for students to be able to understand and recognize syllables in words, because the sounds represented by single vowels change depending on the position of the vowel in the syllable. Students study this concept in *Phonetic Words And Stories, Books 1-8*.

In the short vowel books, students are learning to concentrate on the individual sounds in words so that they can read and spell them phonetically. While students are not yet ready to read multi-syllable words, there are two pages at the beginning of the short vowel books that orally introduce students to the general concept of syllables.

To do the pages, help the students name each picture while clapping the syllables. Students should count the claps to find the number of syllables. For example, for the word hippo, they would say and clap hip-po, pausing slightly between the syllables.

What To Do If You Don't Have Student Copies Of This Book

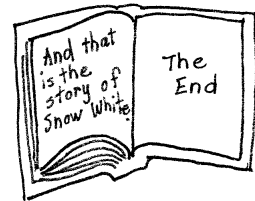
Color printing is expensive, which makes *Mixed Short Vowel Words And Sentences* costly to print. There is a way to teach the lessons from this book without printing them, if you have a laptop computer and equipment to display the images on the computer with a projector. It is also possible to use a smart board.

Download the PDF file for this book to your laptop, then display it in two page view on a large screen. You'll have to adjust the file to show the title page as a separate single page so the pages for the lessons align correctly. Play the robot game with the picture word pages directly from the screen. Provide a long pointer for students to use when they find the pictures and words. Read the sentences and find the pictures from the screen as well. You can also do the sound blending "silly sound" exercises and syllable study exercises from the screen.

Print the workbook pages for each lesson for all of the students. The workbook covers the same words and sentences taught in this book. The pages are printed in all black mode, making them less expensive. Student can bring the pages home after they are completed and read their new words and sentences to their parents.

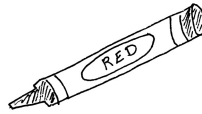
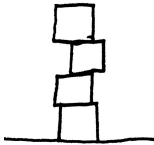
Read Aloud To The Students

Read aloud to the students for about thirty minutes a day. Read children's picture books, both fiction and non-fiction. Include some "easy reader" books and some books written at a higher level. Use oversized "big books" to show students how you follow the print on the page, left to right across each line, going from one line to the next down the page. Read some rhythmic, rhyming books and have students chant each line after you. Choose books that reflect social studies and science themes and read them, too. Take time to discuss the books with students as you read. This part of the day is important for several reasons. As students hear stories read aloud they develop crucial listening comprehension skills. Hearing good stories will help them develop a sense of story structure, valuable for both reading and writing. Enjoying good books builds interest and excitement in students. They will look forward to learning to read with anticipation. They will also learn many science and social studies concepts by listening to age appropriate non-fiction books. Finally, they will become familiar with the "easy reader" books that you read aloud, making it easier to eventually read the same books on their own.



Schedule A Free Choice Period At The End Of The Day






At the end of the day schedule a free choice "center" period. Allow students to move around the room and work together as desired. Let them choose books to read, art materials, paper to write on, puzzles, construction sets, and sets of animals and dinosaurs to play with. This period has many positive affects on students. They will build social skills, apply their newly developing reading and writing skills spontaneously, and develop fine motor skills and three dimensional awareness as they build with construction sets. Like the read aloud period described above, this period develops positive feelings about learning and provides a built in reward for the attention and effort that have been required of students earlier in the day.

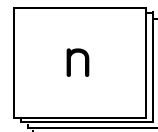
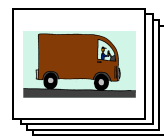
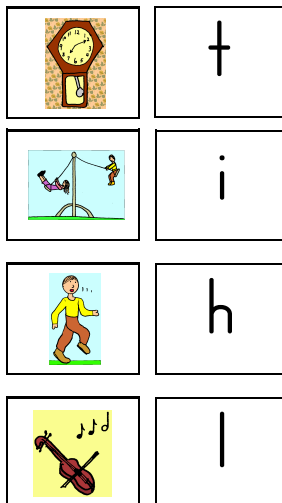




























Getting Started

Introduce The Alphabet Letters Using The Sound Story

- Read several sections of the Sound Story each day. As you read each section, point to the sound picture and related alphabet letters. Model the sound and have students repeat as you point to the picture and each letter.
 - Day 1 - Tt Ii Hh Ll Nn Ww
 - Day 2 - Uu Bb Mm Rr Ff Xx
 - Day 3 - Ee Ss Jj Oo Cc Dd
 - Day 4 - Aa Vv Gg Pp
 - Day 5 - Kk Yy Qu qu Zz
- Show the sound picture cards for the new sounds that were introduced in the Sound Story. Have students say the sounds. Place the cards in a pocket chart. Pass out letter cards that match the sound pictures. Have students say the sound for each letter and place the card on top of or beside the related sound picture. You may want to include previously introduced sound pictures and letter cards in this exercise for review.
- Go through all the sound picture cards that have been taught. Students say the sounds.
- Go through all the letter cards that have been taught. Students say the sounds.
- Look at the alphabet chart. On the first four days, sing the alphabet song with the students, naming the letters as you point to them. Then point to the letters that have been introduced in the sound story and have students say the letter sounds. On the fifth day, after all the sound pictures and letter sounds have been introduced, omit the alphabet song. Point to each letter and have students say the sound. After the fifth day, continue saying the sounds from the alphabet chart and letter cards daily.

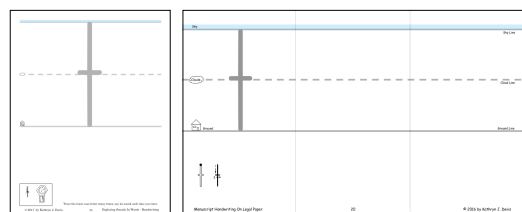
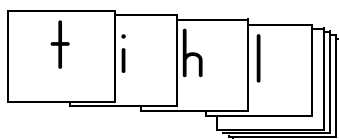
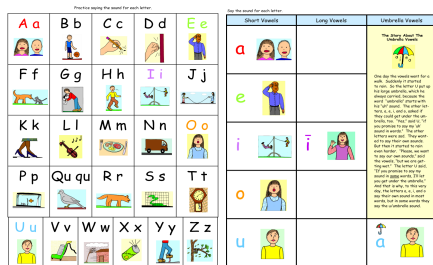
| A Sound Story About Audrey and Brad | | |
|---|---|----|
| <p>Part 1 One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall. "t, t, t, t, t." They were bored.</p> |  | Tt |
| <p>"Hey, Mom," said Brad. "Can we walk down to the park?" "Yes," said Mom. "But we must be back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screaming as they went back and forth. "i, i, i, i." (i/i)</p> |  | Ii |
| <p>Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard. "h, h, h, h."</p> |  | Hh |
| <p>They all walked home and Mom drove them to their violin lessons. Mrs. Brass was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/i)and</p> |  | Ii |
| <p>Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l."</p> |  | Ll |



| Practice saying the sound for each letter. | | | | | |
|---|---|---|---|---|---|
| Aa | Bb | Cc | Dd | Ee | |
|  |  |  |  |  | |
| Ff | Gg | Hh | Ii | Jj | |
|  |  |  |  |  | |
| Kk | Ll | Mm | Nn | Oo | |
|  |  |  |  |  | |
| Pp | Qu qu | Rr | Ss | Tt | |
|  |  |  |  |  | |
| Uu | Vv | Ww | Xx | Yy | Zz |
|  |  |  |  |  |  |

Overview Of The Daily Routine

Sound-Symbol Relationships

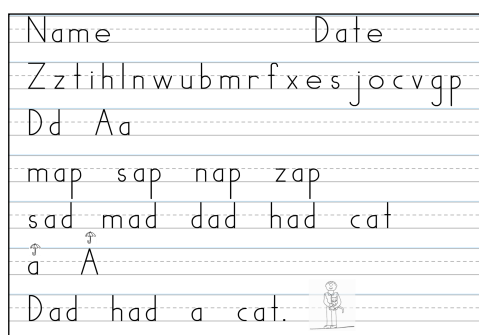


Kindergarten

First Grade

- Sound Charts:** Point to the letters on the alphabet and vowel charts. Students say the sound for each letter, not the letter name. Large wall charts are available to use in a classroom.
- Alphabet Cards:** Show the alphabet cards that have been taught. Students say the letter sounds from the flashcards.
- Handwriting**
 - Letter Intro:** Option 1 - Students review how to write the alphabet letters. Option 2 - Students learn to write each new letter by tracing large patterns. Students say the letter sound each time they trace or copy the letter.
 - Letter Review:** Dictate all the letter sounds that have been taught by saying each letter sound. Students repeat the sound while writing the letter on regular lined paper.

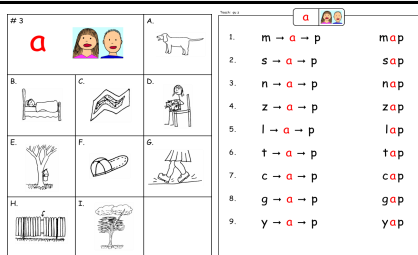
Spelling Dictation - Options: Dry-Erase Frames, Pocket Chart To Paper, Directly To Paper



Use the paper started during handwriting.

- Dictate some or all of the short vowel words that students will read on the picture-word pages. Students segment the words to spell them - saying each sound separately as they write the related letter.
- Show students how to spell new and review sight words listed on the picture-sentence pages.
- Dictate a sentence using any of the phonetic words and sight words already written in Step A and Step B.

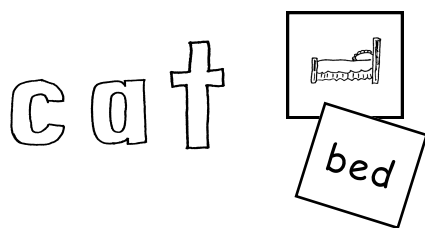
Working In The Book



Do the pages in this book in the order in which they appear. There are several different ways to study the picture/word pages; see the instructions for the Robot Game.

- Sound Blending pages
- Picture-Word pages
- Picture-Sentence pages with sight word review

Small Groups - Working With The Teacher



- Practice segmenting.
- Build two-sound combinations or words with plastic letters.
- Do the Letter Connections activity.
- Play games to reinforce decoding skills.
- Do any of the pocket chart sentence activities..
- Reread words and sentences from the book.
- Read easy stories for beginning readers.

Sound-Symbol Relationships

A. Sound Charts

The sound charts provide a daily review of both the letters and the sound pictures. The alphabet chart provides a visual overview of the sequence of the letters in alphabetical order. Each vowel is printed in a specific color so that they stand out in words.

Point to each alphabet letter and have students say the sound in unison. Students do not say the letter names. Relating the visual letter symbols to their sounds prepares students to begin reading and spelling words. Use the chart with capital and lower case letters on one day,

| Alphabet Sounds | | | | | |
|-----------------|-------|-----|-----|-----|-----|
| A a | B b | C c | D d | E e | |
| | | | | | |
| F f | G g | H h | I i | J j | |
| | | | | | |
| K k | L l | M m | N n | O o | |
| | | | | | |
| P p | Qu qu | R r | S s | T t | |
| | | | | | |
| U u | V v | W w | X x | Y y | Z z |
| | | | | | |

Point to each letter. Have students say the sounds in unison.

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| Alphabet - Lower Case Letters | | | | | |
|-------------------------------|----|---|---|---|---|
| a | b | c | d | e | |
| | | | | | |
| f | g | h | i | j | |
| | | | | | |
| k | l | m | n | o | |
| | | | | | |
| p | qu | r | s | t | |
| | | | | | |
| u | v | w | x | y | z |
| | | | | | |

Point to each letter. Have students say the sounds in unison.

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and the chart with just lower case letters the next day. Or do both - one after the other. On the lower case letter chart, explain that there are two letters (learned so far) that can represent the short u sound (u and a) and two letters (so far) that can represent the z sound. When you get to those boxes, point to both letters and have students say the sound for each one.

Be sure you are pronouncing the letter sounds correctly. There is a tendency to add an "uh" sound to some letters. Say /t/, not /tuh/. Say /r/, not /ruh/, and so on. Listen to the sounds at www.soundcityreading.net or www.soundcityreading.com and practice saying them so that you can model them correctly for the students. You may be surprised at the w and the qu sounds because most people pronounce them as "wuh" and "kwuh." It is important to take off the "uh" when these letters are pronounced so that when students begin sounding out words and saying sounds to spell words the sounds will go together smoothly and sound like a real word.








For instance, if you read the word *cat* as *cuh...a....tuh*, it doesn't sound like the word *cat*. This makes it much more difficult to learn to read phonetically. However if you say *c....a....t*, pronouncing the letters correctly, the sounds will flow together so that they actually sound like the word *cat*.

Point to the vowels on the vowel chart. Read the heading in the short vowel column and have students say the short vowel sounds going down the column. Point to the long i sound in the second column and have students say the sound. Explain that each vowel can represent a second sound called the long vowel sound, and that this sound is the same as the vowel's name. Going across the columns, have students say both the short and the long i sound.

Read the umbrella story aloud to the students. You may want to bring an umbrella to class and have the students act out the story. In some words, vowels other than u represent the short u sound. Examples include a/what, a/across, a/panda, o/son, o_e/love, and ou/country. The umbrella story is a fanciful way to help students understand this concept.

Large versions of the sound charts are available to use with a whole class. Post these on the wall and move a pointer from one letter to the next while students follow along and say the sounds in unison. The wall charts provide a useful reference point for students while they're working independently. If they forget a letter sound the sound picture will help them remember it.

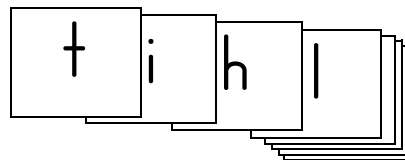
Vowel Code 1 Point to each vowel and have students say the sound. Read the umbrella story to the students.

| Short Vowels | Long Vowels | Umbrella Vowels |
|---|-------------|--|
| a  | | <p>The Story About The Umbrella Vowels</p>  <p>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because the word "umbrella" starts with his "uh" sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. "Yes," said U, "if you promise to say my 'uh' sound in words." The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. "Please, we want to say our own sounds," said the vowels. "But we are getting wet!" The letter U said, "If you promise to say my sound in some words, I'll let you get under the umbrella." And that is why, to this very day, the letters a, e, i, and o say their own sound in most words, but in some words they say the 'u' umbrella sound.</p> |
| e  | | |
| i   | i | |
| o  | | |
| u  | | |

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Sound-Symbol Relationships

B. Alphabet Cards



When reading and writing students must be able to remember the letters and their sounds without the benefit of the sound pictures. They must be able to recognize a letter instantly and immediately call to mind the letter sound. Use alphabet flashcards daily so that students can practice this skill. Students look at each letter and say the sound in unison. It's important for students to say just the sound, not the letter name. This prepares students to read and spell words phonetically. Focusing on just the letter sounds makes this much easier.

Again, make sure you and the students pronounce the letters correctly, without adding "uh" to the consonant sounds. If necessary, model the correct sound and have students repeat.

Concentrate on the flashcards with lower case letters but sometimes practice with the capital letters.

Sound-Symbol Relationships

C. Handwriting



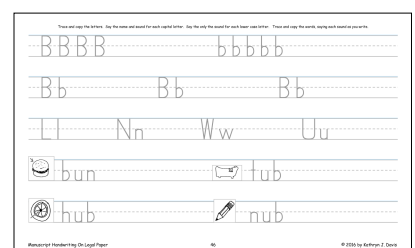
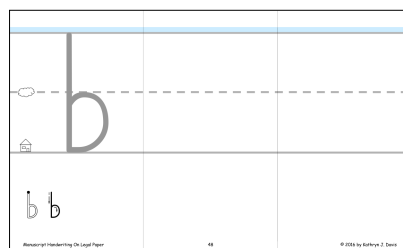
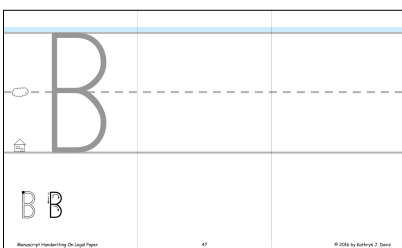
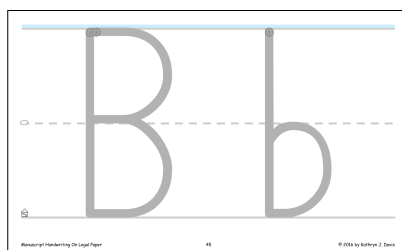
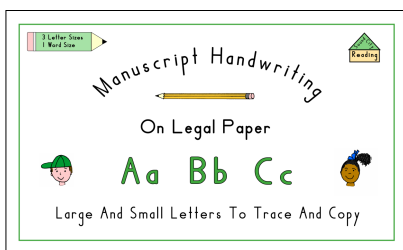
At the beginning of the school year, teach or review how to write the letters of the alphabet. Study the letters in the same order in which they appear in the sound story in this book. For a classroom, you can use a larger version of the story, *A Sound Story About Audrey And Brad*. The story sequence is arranged so that the letters that are easiest to write are taught first. Students master the basic strokes as they learn the first letters, making it easier to write the more complex combinations of strokes in the letters that follow. For example, the letter j is taught before the letter g. The letter c is taught before the letter a.

While you're teaching the letters, use the terms sky line, cloud line, and ground line to talk about the top, middle, and bottom lines. See the handwriting pages below. Or use any similar terminology with which you are familiar. This will help the students orient themselves on the paper.

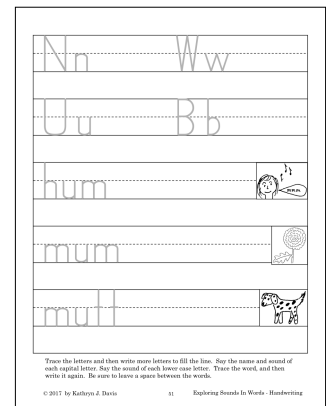
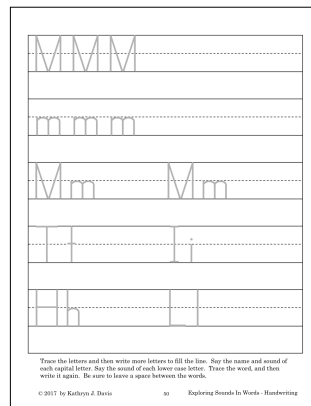
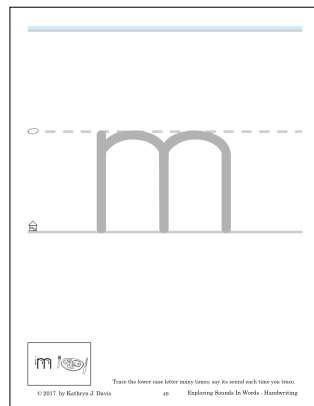
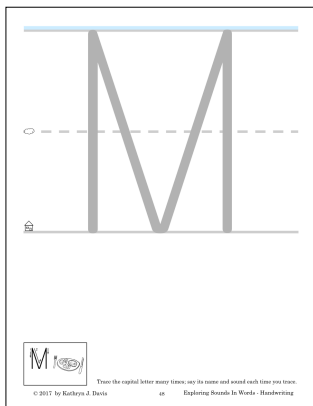
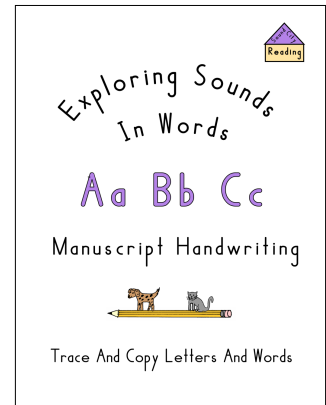
Students should say the name and sound for each capital letter and just the sound for each lower case letter each time they trace or copy it, whether they're writing on large or small lines. This helps students differentiate between capital and lower case letters, and also helps them recognize each letter and remember its sound instantly.

It works well to introduce new letters by tracing and copying large patterns on the chalkboard first and then on large paper patterns. This allows students to internalize the muscle movements needed to create each letter shape. You can make your own patterns on large blank paper, folding the paper to form widely spaced lines and writing the letters with a black crayon. Or you can purchase or download handwriting materials from Sound City Reading at www.soundcityreading.net. Here are some to consider.

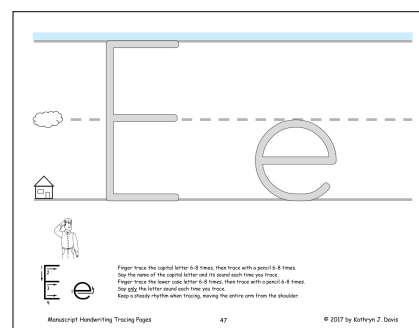
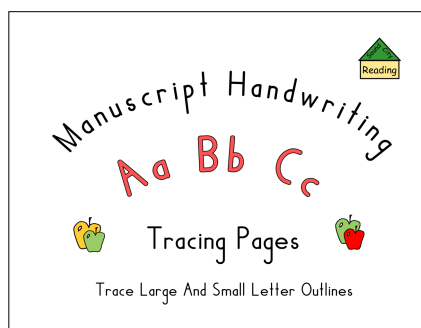
Manuscript Handwriting On Legal Paper - This book includes a handwriting instruction guide, and patterns to trace very large, large, and regular sized letters. It includes three-panel trace, copy, and write-from-memory pages. The pages work well for first grade and up. You may also choose *Manuscript Handwriting On Letter Paper* or *Manuscript Handwriting On Ledger Paper*.

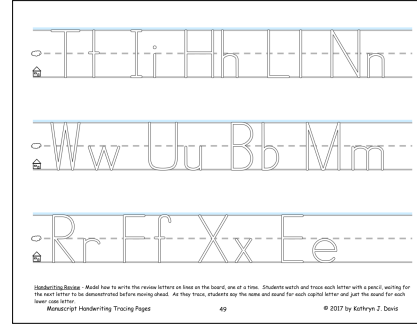
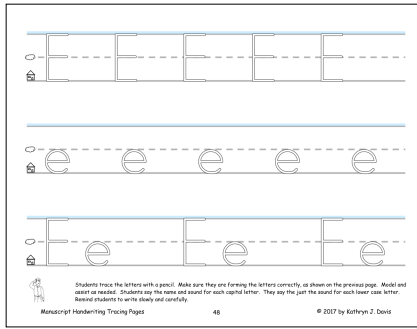


Exploring Sounds Manuscript Handwriting - This book includes pages with large and small letters. Students trace the large letters repeatedly to internalize the correct letter formation, while saying the letters sounds. This combination of muscle movement, voice expression, visual input, and auditory perception of the sound provides multisensory feedback to students, helping them learn to recognize each letter, remember its sound, and write it. Students then trace and copy smaller letters, continuing to say the sounds. Finally they trace and copy several review letters and illustrated words. This book can be used at the kindergarten level or with older students as needed. The large patterns are used when introducing new letters for the first time. The pages with the smaller letters can be used for direct instruction or for independent handwriting practice.



Manuscript Handwriting Tracing Pages - This book includes handwriting tracing pages for large and small letters. This is the easiest handwriting version of the Sound City Reading handwriting books, designed for initial instruction for younger students who are just beginning to write letters. Students trace each letter, while saying the sound. In this book, students do not have to copy the letters or write them independently. The pages can be used with students in Pre-K, kindergarten, or early first grade, or with older students for whom the format would be beneficial.





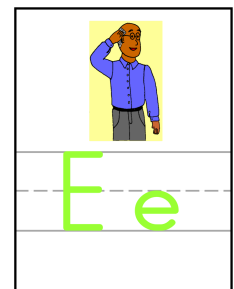
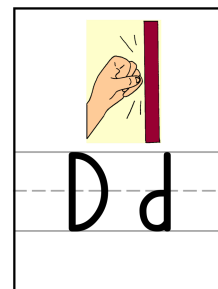
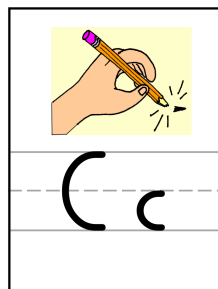
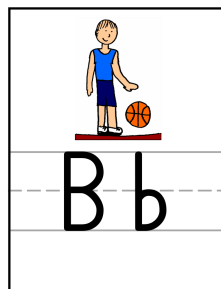
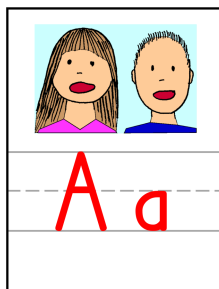
Pacing

For first grade it works well to introduce one new letter per day, teaching both the capital and lower case forms. For younger students you might take one day to introduce a capital letter and another day to introduce the lower case form. For older students who are already writing fairly well you may want to demonstrate and review up to six letters per day on regular lined paper. Older students who are having difficulty with handwriting should go at a slower pace, tracing and copying large letter patterns for each letter. Handwriting pages to teach cursive handwriting are also available from Sound City Reading.

Each day, after teaching a new letter with large patterns, dictate all of the lower case letters that have been introduced by saying the letter sounds. Students repeat the sounds as they write the letters on regular lined paper. Eventually, you will dictate only the letters needed to spell the words you want students to spell, along with any letters that are causing handwriting difficulties.

If a student writes a letter incorrectly, use a red pencil to write the letter on his or her paper, modeling the letter formation. The student traces this letter several times then rewrites the letter correctly. Save this page for students to use when they spell words during the dictation period.

Alphabet Wall Cards To Show Correct Letter Formation



You can post alphabet wall cards in the classroom with the sound picture and handwriting models showing the correct letter formation for each letter of the alphabet. Students can use these cards as a reference as they write. Students may also use the letter formation chart in this book as a reference.

Spelling Dictation

Use Arrow Cards To Help

To help students understand the importance of going from left to right when spelling and reading words, draw an arrow on the board as shown below. Remind students to "Start at the star" and follow the arrow. You can make copies of the longer cards in this book on cardstock, cut them apart, and give them to students to place above their papers.



Planning The Lessons

With students who have not yet learned to write all the letters, you will introduce one new letter per day by tracing large patterns during the daily handwriting period, as described in the handwriting section. You will continue the lesson by dictating the sounds for the new letter and all of the letters previously introduced for students to write on regular lined paper. Students should say the sound of each letter as they write it. Focus mostly on writing lower case letters, but include a few capital letters for review and as needed to write proper nouns and letters at the beginning of sentences.

After students have learned enough letters they will be able to begin spelling short vowel words on the same paper. You can use the *Words To Spell* chart in this book to help you plan which words to spell in each lesson. The chart shows the order in which letters are taught along with the words and sentences that can be spelled after each series of letters has been introduced. For instance, you can see on the chart that the words nut, hut, rut, mutt, tub, nub, hub, rub, mum, and hum can be taught after students have learned to write t, i, h, l, n, w, u, b, m, and r. These words are underlined on the chart because they are on the picture-word page that students will study after spelling the words. You can choose for students to spell some or all of the underlined words. Extra words that can be spelled with the given letters are also included on the list. These can be copied for extra practice during a seatwork period, if desired. The entire set of words can be used when students are spelling words with plastic letters.

Students who are still learning to write the letters should begin with the words in the introductory sections. Students who have already learned to write all the alphabet letters should begin with the short a words.

In general, you will be spelling the words in this step that the students will read

a little later from the picture-word pages. Spelling the words first will make it easier for students to read the words when they see them in the book.

Make a list of the words you want students to spell during each dictation period and any sight words to introduce and review. After you begin the short words you can add a sentence, too. Make sure that all the words in the sentence are spelled individually during the lesson, both phonetic and sight words. Then writing the sentence will be fairly easy for the students.

Preparing Students To Spell Words - Segmenting Exercises

To get students ready to begin spelling word, start with segmenting exercises. Students will hear a word (they do not see it) and move small blocks as they pronounce each sound in the word. See the instructions for segmenting in this book.

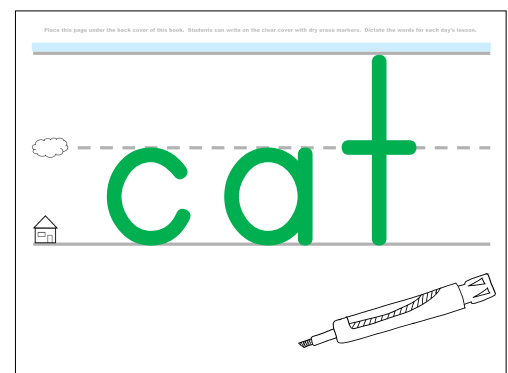
Spelling Words With Plastics Letters

The next step to prepare students to spell written words is to have them spell short vowel words with plastic letters. Take some time to work with students regularly in small groups to develop this skill. You will find instructions for this activity in the section on small group instruction. Students will learn to listen for the sounds in a word and place letters in order to represent those sounds. The students are segmenting the words and adding the extra step of showing the sound symbols (letters) which represent those sounds. Students are able to spell many words quickly, because they don't have to take time to write the letters.

Spelling Words On Individual Dry-Erase Frames

A good starting point for dictating written words is to have students spell large words on dry-erase frames using a dry-erase marker. See the instructions at the end of this book showing how to make the frames. Students can write directly on the clear cover sheet. Mistakes (including poor letter formation) can be taken care of quickly and easily by erasing and rewriting.

Choose words to spell from the *Words To Spell* chart. Begin by dictating the sounds for all of the letters that will be needed to spell the words. Then dictate the words one at a time. Make sure that students are segmenting each word by saying the individual sounds aloud as they write the word. When they say each sound, they should write the letter that represents that sound at exactly the



same time. Have students hold up their frames for you to check their work.

Using dry-erase frames works well when students are just beginning to spell words by writing them. It is easier for students to write on the large lines. Spelling just a few words at a time keeps the task from being overwhelming. Students can erase the board after the first few words and continue with more words. Words can be easily erased with a tissue or small piece of felt.

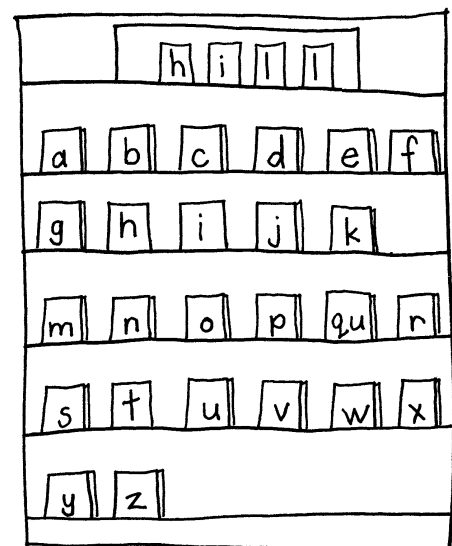
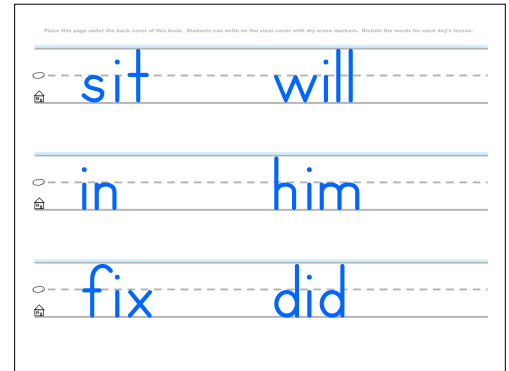
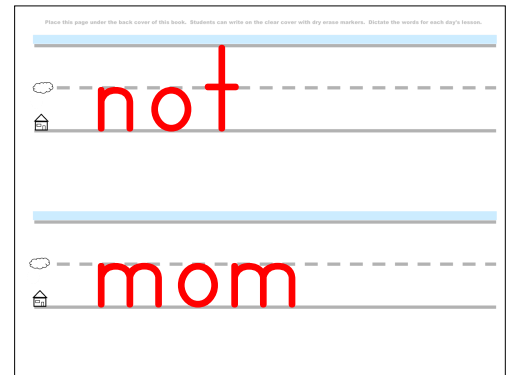
There are pages with four different line sizes in the back of this book and the student books. You can tear the pages out to place into the dry-erase frame, or place the frame over the desired page while it is still in the book. Start with the page with the largest lines, then gradually reduce the size of the lines over a period of time.

This is a good intermediate step to use after students have learned to spell words with plastic letters, before they have started to spell words on regular lined paper.

Spelling Words On A Pocket Chart And Then Writing Them On Paper

When students have become confident writing letters correctly, have practiced spelling words with plastic letters, and have practiced writing them on large lines on a dry-erase frame, they will be ready to spell words on a pocket chart and write the words on regular lined paper. Choose words to dictate from the *Words To Spell* chart. You will call on individual students to spell words with moveable letter cards at a pocket chart. The student will segment the word, saying each sound separately, as he or she places the letters. The word is then covered with a piece of construction paper.

The whole class segments the word in unison, along with the teacher. Then students segment the word again, individually, while writing it on paper, one letter and sound at a time. Continue until all the words have been done.



Materials And Set-Up

Fold a piece of colored construction paper lengthwise and cut it into two pieces. Place the pieces (one on the top of the other) on the top row of a pocket chart. This will be the spelling area. Arrange letter cards in alphabetical order in rows below the spelling area. These can be made by the writing large lower case letters with a black marker on unlined 3 by 5 index cards, trimmed to the correct size. You may want to print the vowels with the same colors that appear in this book. Make two cards for each letter, and place one behind the other. You can download a pdf file for printing letter cards at www.soundcityreading.net.

Getting Started At A Pocket Chart

Begin by dictating the letter sounds for all of the letters that will be needed to spell the words. Students say each sound as they write the letter on lined paper. This has generally already been done in the handwriting portion of the lesson.

In this example, the teacher is dictating short i words. A student has been selected to spell the word at the pocket chart. The teacher says the word and has the student repeat the word several times as she listens for the beginning, middle, and ending sounds, placing the letters accordingly.

Teacher: Says the first word slowly and clearly, "hill." Ask, "What is the first sound you hear?"

Student: Says the word, says the first sound, /h/, and finds the letter. Takes it from the pocket chart and places it on the left side of the spelling area.

Teacher: Says the word again, stretching it out, emphasizing the middle sound, hiiiiill, and asks, "What is the next sound?"

Student: Says the sound /i/, finds the letter, and places it to the right of the first letter. Help and model as necessary.

Teacher: Asks, "What does this much say? That's right, /hi/. Is that a word yet? No, it isn't. Listen, hillllll." Emphasize the last letter. "What is the next sound?"

Student: Says the sound /l/, finds the letter, and places it to the right of the other letters.

Teacher: "That's right. In this word we use two l's to show the l sound."

Student: Selects another l card and places it to the right of the other letters. Explain that even though there are two l's at the end of this word, we only say one sound.

Teacher: "Read the word."

Student: "Hill"

As you teach this skill, be ready to model and assist as needed. Later, after students are more familiar with the procedure, give them more independence when pronouncing the word and choosing the letters. If the letters are chosen and placed out of order, allow him or her to say the sounds as they appear on the chart. He will hear that the word didn't turn out right, and will often instinctively rearrange the letters to correct the mistake. Let the student work it out whenever possible, helping only as necessary.

Once the letters have been positioned correctly, have the student read the word, putting the sounds together smoothly. Put your hand under the word and have the whole class repeat the word in the same way.

Spelling The Word On Paper

After a word has been spelled on the pocket chart, cover it with a half sheet of construction paper. Say the word again. You and the students will start by segmenting the word in unison. "H.....i.....ll." Always say the sounds, never the letter names, when spelling phonetic words. Leave a short pause between each sound. As you say the sounds, you and the students will move your hands from left to right in a hopping motion, dropping the hand as you say each letter sound. If you are facing the students, make sure your hand moves so that it appears to move from left to right from the students' point of view.

Hand Motions



Say The Sounds

h i ll

Now students repeat the sounds to themselves, one sound at a time, as they write the related letters on paper. This is where the daily letter dictation pays off; students will be used to writing the letters from the sounds. Help as necessary. Insist on careful handwriting. After students write the word, remove the construction paper and have students segment the word again as you point to the letters in the word. This provides extra reinforcement and serves as a way for students to self-check their work. Finally, have students read the word smoothly. It's important for students to understand that we segment a word to spell it, but not to read it. When reading, we connect the sounds and pronounce the word normally.

Continue in the same way, spelling each word on the chart, covering it, spelling it on paper, and then checking it, until all the words have been done. Students should take turns at the pocket chart.

Be sure to help with any words that have tricky parts that may confuse the stu-

dent. Tell students when to use double letters at the end.

Regular practice will bring a great improvement in the student's ability to master this task. Students will need less modeling and assistance from the teacher as time goes on. You will just say the word, then have a student say each sound and spell it at the pocket chart.

As students segment short vowel words and spell them, they are building a basic understanding of word structure that will help them read those words and other words with the same short vowel sound whenever they see them.

Spelling Directly To Lined Paper Without A Pocket Chart

Eventually students will be able to segment words and spell them without using the pocket chart first. At this point, call on individual students to segment each word using hand motions. Have the whole class repeat the sounds with you, moving your hands in a hopping motion as before. Then have students segment the word individually as they write it on their papers.

To check the spelling of each word, have students segment the word all together one more time, without your help, as you write it on lines on the board. Write each letter exactly when the students pronounce it. Students can check the word on their paper and correct it as needed.

As time goes on, you can drop the step in which individual students segment the word first. Continue segmenting each word as a group before students write the word on their papers.


Adding Sight Words And A Sentence

When students have developed confidence segmenting and writing short vowel words, introduce these sight words: a, was, as, has, is, his, and I. Teach them one at a time when they appear on the sentence pages. Hold up a card showing the word, say the word, and use it in a sentence. Have every student repeat the word. Call on several students to give an oral sentence with the word. Point out which letters don't represent the expected sound. Have students copy

| | |
|--------------------------|------|
| Name | Date |
| R r u n t m b h h l f | |
| U u B b M m | |
| nut hut rut mutt tub nub | |
| hub rub mum hum | |
| | |
| | |
| | |
| | |

the word on their papers. Post the cards on a word wall after they have been introduced so that students can refer to them as needed throughout the day.

As soon as students have learned one or more sight words they will be able to write a simple sentence from dictation during each lesson. Plan the sentence carefully so that only words already spelled during the lesson are needed. Say each word in the sentence clearly and have students repeat it, then say each word again as they write it. It works well to have students bounce their hands in the air as they repeat the sentence, this time dropping their hand for each word instead of for each sound. Repeat the sentence several times while students write, continuing as needed until all of the students have finished the sentence. Remind students where to use capital letters and explain what punctuation is needed at the end. Then have the students read the sentence back to you as you write it on the board. Students should check their work and correct it as needed. You may want to have the students draw a picture to illustrate the sentence during a seat work period.

| | |
|--|------------|
| Name _____ | Date _____ |
| Z z t i h l n w u b m r f x e s j o c v g p | |
| D d A a | |
| map sap nap zap | |
| sad mad dad had cat | |
| a A | |
| Dad had a cat.  | |

Working In The Book

A. Sound Blending - Reading "Silly Sounds"



In this activity, students will consciously practice sticking two sounds together, a short vowel followed by a consonant. Students will "blend" the sounds for the letters by saying the sounds smoothly, without a break, going from left to right. Pronouncing these two-sound chunks will prepare students to read the three-sound words on the pages that follow. Because most of these two-letter combinations are not real words, we call them "silly sounds."

To make these lessons easier for the student, the sound blending pages are divided into two sections. The

left side of each page shows two sound pictures, with an arrow underneath. The right side of the page shows pairs of letters. To get started, explain the activity to the students. Then model the pronunciation for each picture combination and letter combination and have students repeat. The goal is for students to be able to pronounce the letter combinations without help.

| Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly. | | Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly. | |
|---|-------|---|-------|
| 1. | o b | 9. | o m |
| 2. | o c | 10. | o n |
| 3. | o d | 11. | o p |
| 4. | o f f | 12. | o s s |
| 5. | o g | 13. | o t |
| 6. | o j | 14. | o v |
| 7. | o k | 15. | o x |
| 8. | o l l | 16. | o z |

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- 1) Students start on the left side of the page with the pictures. Under the first pair of pictures, they put a finger on the star and slide to the right as they say the sounds for the pictures, putting the sounds together smoothly, without a break.
- 2) Students move to the right side of the page, to the first pair of letters. These letters represent the same sound combination as the pictures. Students put a finger under the first letter, say the sound, slide to the right, and say the second sound. Keep practicing until students can connect the sounds smoothly, without a break.
- 3) Students go back to the left column and say the sounds for the next set of pictures.
- 4) Students move to the right column and say the sounds for the next pair of letters.
- 5) Continue until all the combinations have been done. You may want students to go down the right hand columns a second time, blending the sounds for just the letters.
- 6) After students understand the process and have had a chance to practice on several different days, let them try pronouncing just the letters without using the sound pictures.

Do each sound blending page when you reach it in this book. Continue to practice the same page each day until you come to a new sound blending page. Continue in the same way throughout the book.

Mastering this skill will take repeated practice over the course of a number of lessons. Don't try to master this skill in one day. Over a period of time, students will be able to blend the sounds without help. This task is more difficult for beginners than you might think. Some students catch on quickly, and others find the process more challenging. If students do not catch on right away, don't give up. Model each combination by pronouncing it clearly, and have the students repeat. Regular practice will bring more self-assurance.

The ability to stick letter sounds together to form words when reading (oral blending), and the reverse ability, to separate the individual sounds in words when spelling (segmentation), provide the foundation for developing the ability to read and spell words.

You can reinforce this skill using the Letter Connections activity, available at www.soundcityreading.net, during small group instruction. A large version is available to use on an easel or pocket chart stand. A small version is available to use on a desk or table top.

I once tutored a small group of first grade students who were in a phonics program in their classroom. I could not find a way to get them to read three-letter short vowel words. Finally I decided to check to see if they could put just two sounds together. They could not! So I set up a letter connections chart that showed two-sound letter combinations and coached them on how to pronounce those sounds. It was so difficult for the students that I checked with two different speech teachers to make sure I was doing the right thing. They assured me that I was. We kept working until they could say the sound combinations with confidence without my help. This was the doorway for them to begin reading short vowel words. I followed up by putting short vowel words on flashcards and let them take turns trying to read them. If they read the word correctly, they got to hold the card. The student with the most cards at the end of the activity was the "winner." After mastering two-sound combinations, the students could do this activity very well.

These first grade students went on to read words with various phonogram patterns with great success after learning to read short vowel words.

ab ac ad af ag

Working In The Book

B. Picture-Word Pages - Three Different Options

The picture-word pages teach students how to read new words phonetically while also attending to the words' meanings. The words and pictures for each lesson are on facing pages, but they are not in the same order. This makes it possible to play a "robot" game, consisting of a number of different steps. The goal of the game is to help students: 1) become familiar with a new set of words, 2) become aware of the individual sounds in each word, 2) put sounds together to form words, 3) find the matching picture or word after hearing a series of sounds and 4) say the sounds for each letter in a word, going in order from left to right, sliding the sounds together smoothly. These skills not only help to develop better readers, they also help students understand how to spell words.

The pages can be done using a series of activities that may be modified over time as students' skills improve. See the three possible options on the next page. You should begin with option one for beginners and students who need to develop spelling skills or a higher level of reading fluency. You may be able to use the other options after students have become more confident when decoding and spelling new words. You will be the best judge of when or if to move to a more advanced option. If this seems too complicated, it's perfectly fine to just stay with option one. Once you get started, you'll find that it's much quicker to actually do the pages than it is to read about how to do them.

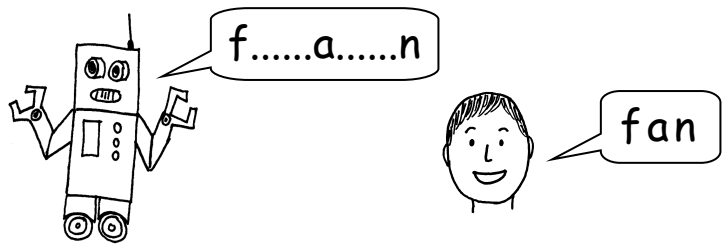
| | | | | |
|---|-----------------------|--|---------------------------|--|
| The answer key for all of the picture-word pages can be found on page 184. | | | | |
| #1 A. | Teach 1 | | | |
| B. C. D. | 1. m → a → t mat | | | |
| E. F. G. | 2. r → a → t rat | | | |
| H. I. J. | 3. s → a → t sat | | | |
| <small>1) Look at the words in the first column using their 3) 2) Pronounce each sound separately, starting at the vowel. Students put the "a" sound together separately, then the remaining pictures, and say the word normally. (After the teacher or the children say the words). © 2016 by Kathryn J. Davis 42 Rhyming Short Vowel Words And Sentences</small> | | | 4. f → a → t fat | |
| | | | 5. h → a → t hat | |
| | | | 6. v → a → t vat | |
| | | | 7. p → a → t pat | |
| | | | 8. c → a → t cat | |
| | | | 9. b → a → t bat | |
| | | | 10. M → a → t t Matt | |
| <small>2) The teacher looks at the picture, says the word, and pronounces the words separately, with a pause in between. Students look at the first column, find the correct word, and say it. 3) Students read the words again and then read the second column, referring to the first column as needed. © 2016 by Kathryn J. Davis 43 Rhyming Short Vowel Words And Sentences</small> | | | | |










Working With The Whole Class Using A Projector

When I used the picture-word pages with my first grade class, I displayed the new lesson from the PDF file (available at www.soundcityreading.net) on a large screen using a projector attached to my laptop computer. Using a long pointer, my students took turns finding and pointing to the pictures and words while we played the "robot game." The rest of the class could follow along at their desks. Then I pointed to the words in the last column as the students read them. Later in the day, I divided the students into three rotating groups and met with them at a table to reread the words on the picture-word pages along with the related sentences. Then we did one of the small group activities described in in this book.

Option 1 - The Robot Game Led by the teacher

Students listen to the teacher say each word "like a robot" and find the related picture or word. Follow all of the steps below. Some of the words will be unfamiliar to students. Be sure to always explain, demonstrate, and provide ample hints for words that may be difficult to find, so that students feel safe when volunteering to find a picture. This sequence works magic with students who are not quite ready to read words independently with confidence. It seems to activate all of the areas of the brain needed to learn new words.



| Intro #4 | | | Math #9 | | |
|--|--|--|---------|-----------|-----|
| U |  | A.  | 1. | r → u → g | rug |
| B.  | C. $\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \triangle \triangle \triangle \end{array}$ | D.  | 2. | m → u → g | mug |
| E.  | F.  | G.  | 3. | h → u → g | hug |
| H.  | I.  | | 4. | b → u → g | bug |
| | | | 5. | j → u → g | jug |
| | | | 6. | d → u → g | dug |
| | | | 7. | t → u → g | tug |
| | | | 8. | s → u → m | sum |
| | | | 9. | g → u → m | gum |

1. Ask the students to look at the pictures. The teacher looks at the first column of words, starting with number one and going in order down the page. The teacher says the separate sounds in each word, pausing slightly at the arrow between each sound. Students listen and put the sounds together mentally so that they can recognize the meaning of the word. This is called *oral blending*. (At this point they are not looking at the words.) Call on a student to find and point to the correct picture and then pronounce the word normally (without any pauses). If the student tries to separate the sounds while naming the word, remind the student to "Say it fast."
2. Tell students to look at the first column of words. The teacher points to the pictures, going in order, starting with picture A. The teacher says the separate sounds for the picture, with a slight pause between each sound. This is called *segmenting* the word. Students scan the words in the first column as they listen to the sounds. Call on a student to find the correct word, point to it and pronounce it normally, sliding a finger from left to right under the word. If any students separate the sounds, remind them to "Say it fast."
3. Students fold back their books so that only the word page is visible. Students look at the second column. Call on individual students to read the words, going down the column. At this step it is important for students to

read the words smoothly, without breaking them apart into their separate sounds. If a student gets stuck on a word, he or she should go to the first column, point to each letter from left to right while saying the sounds, and then go back to the second column to read the word without a pause. Slowing down to "sound out the word" is OK, but students should always finish by pronouncing the word normally.

4. After students have taken turns reading the words on the second column individually, have students read the words again in unison, going down the column and back up again.
5. Some of the word lists contain words that are unfamiliar to students. It is important to reinforce the meanings of these words. As an optional last step, play a guessing game with the words in the second column. Students should see only the word page. The teacher gives a hint or description for each word, going out of order. Call on individual students to find and read the correct word. "Find a word for a kind of insect." "Bug." "Find a word that means you pull on something." "Tug." "Find a word that names something that you chew." "Gum."

Option 2 - The Robot Game - Led by the students

Play this game in the same way as option one, with the following change for step one. This time individual students say the sounds in step one instead of the teacher. The student points to each letter in the first column and pronounces its sound, pausing at the arrows. Then he or she puts the sounds together mentally, finds the matching picture, points to it, and says the word normally, without a break between the sounds. Continue with the remaining steps in the usual way.

Option 3 - For Students Who Are Already Reading

Play this game in the same way as option two, with the following change for step one. Instead of pausing between the sounds in column one, students look at each letter and put the sounds together smoothly to pronounce the word normally. Then they find the matching picture. Continue with the remaining steps as usual.

Working In The Book

C. Doing The Picture-Sentence Pages

After students have one or two picture-word pages, they will come to a picture-sentence page. It will be necessary to learn a few sight words in order to read the sentences. Sight words have one or more letters that can't be sounded out in the usual way. In this book, the following words are taught as sight words: a, A, was, as, has, is, his, I. They are introduced one or two at a time .

For each sentence page, students will practice reading new and review sight words from flashcards, read a set of sentences, and find the matching picture for each sentence. The sentences and pictures are not in the same order, so students must read and understand each sentence before finding the matching picture. Each set of sentences includes only phonetic words and the sight words that have already been taught. This develops confidence in the students.

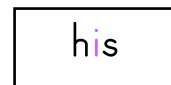
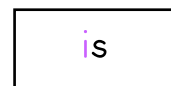
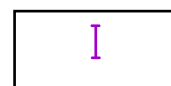
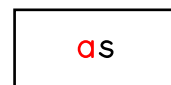
Step One - Studying Sight Words

The glasses shown are used in this program to indicate sight words. Sight words cannot be sounded out or spelled in the usual way. They must be memorized.

You will know when to introduce a new sight word when you see it listed with a set of sentences. New sight words are also listed on the sequence chart. Show students the word written in large print on a blank index card. (Sight word cards are available from Sound City Reading.) Use a colored marker to print the vowels to match the colors in the book.

Draw an umbrella over the letter *a* in *a*, *A*, and *was*. This is a signal to use the short u sound (as heard at the beginning of umbrella) for the letter *a* in these words. Read *The Story About The Umbrella Vowels* (on the vowel chart at the beginning of this book) aloud to the class. You may want to use an umbrella for a prop and have students act out the story.

For a new sight word, hold up the card and pronounce the word clearly, and use the word in a sentence. Point out which letters in the word don't represent the expected sound. In the words *A*, *a*, and *was*, the letter *a* sounds like the short *u* sound. In the word *I* the letter has the long *i* sound instead of the short *i* sound. In the words *is*, *his*, *as*, *has*, and *was* the letter *s* sounds like the letter *z*. Explain that sometimes the letter *s* can represent the /z/sound. From this point on, have the students say both sounds, /s/ and /z/, separated by a pause, for the



letter *s* in the pack of alphabet flashcards.

Have each student read the new word individually. Then call on several volunteers to give an oral sentence using the word.
















Review all the sight word cards that have been taught each time you begin a new set of sentences. Hold up the cards one at a time and call on individual students to read the words. Then go through the cards again, while the class reads the words in unison.

As soon as you have introduced a new sight word you can begin to include it during the spelling dictation period. Show the card and have students copy it. Remind them that they cannot sound out or spell sight words in the usual way. Continue to practice spelling any previous sight words as well.

You may want to post the eight sight word cards on the wall. Students will be able to use the cards as a spelling reference any time they are writing.

Step Two - Reading The Sentences And Finding The Pictures

Call on individual students to read a sentence and point to the matching picture. Guide and support students as needed. Remind the student about sight words, vowel sounds, and consonant sounds when necessary. Explain any sentences or pictures that are confusing. After reading all of the sentences, have the whole class reread them, in unison, going through the whole list. Explain to students that it is important to reread new words and sentences more than once so they can learn to say them at a comfortable pace - "like we really talk." Repeated reading helps students develop sentence comprehension and fluency. This builds excitement in the student and a desire to learn more.

| Sight Words  | | A. |
|--|--|--|
|   |   |  |
| B.  | C.  | D.  |
| E.  | F.  | G.  |
| H.  | I.  | J.  |

Introduce the new sight word, I. Review the short and long i vowel sounds from the sound story and the vowel chart.
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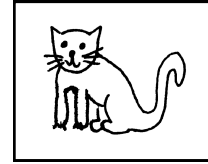
| |
|----------------------------|
| 1. Jill will fill a box. |
| 2. It will fit. |
| 3. I lit it. |
| 4. Pam can hit it. |
| 5. It can hop. |
| 6. I am ill. |
| 7. Bill sat on a hill top. |
| 8. I am at a mill. |
| 9. Sam has a mitt. |
| 10. It has a bill. |

Review: a, A, was, as, has. Read each sentence. Find the matching picture.
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I Sent. # 1, 2

Small Groups

Working With The Teacher



A. Segmenting

c.....a.....t

This activity works well when working with a small group but could be done with the whole class. Students look at a picture and say the individual sounds for the word. Do this activity at the beginning of the school year. After students have become familiar with this skill and have studied the sounds for the alphabet letters, they can begin spelling short vowel words with plastic letters.

Materials

Use any of the picture pages in this book that are used to introduce the short vowel words. Fold back the book so that students can not see the page with the words. This is strictly a sound game; you won't use any letters.

You'll need three small objects for yourself and for each students. Colored cubes or teddy bear counters are available from school supply stores. If these are not available, you could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square will work, too. I like to use three different colors of cubes or teddy bear counters, lined up from left to right in this order - green, yellow, and red. I talk about the colors on a stoplight with the student. Green means go, yellow means slow down, and red means stop. This activity works well with a small group.

To Do The Activity

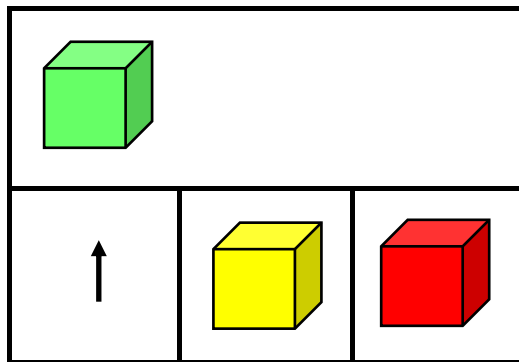
Students line up their tokens in a row. You can place the tokens on segmenting frames, found at the end of this book. There are two-box frames for two-sound words (e-gg) and three-box frames for three sound words (c-a-t). The frames are not absolutely necessary. Students can line up their tokens on a desk or table.

Point to the first picture on one of the picture pages that teaches short vowel words. Say the word, for example, *cat*. Model for the student how to break the word apart into separate sounds. Do not say the letter names. As you say each sound, push a cube forward about an inch, going from left to right. Each cube will represent a sound. Have the students repeat the process with the same word. Be sure they are separating the sounds completely. For example, the word *cat* should be separated into three distinct sounds, c...a.....t, not ca.....t, and not c.....at. Continue in the same way for each picture. The goal is for the students to hear the word, move the cubes,

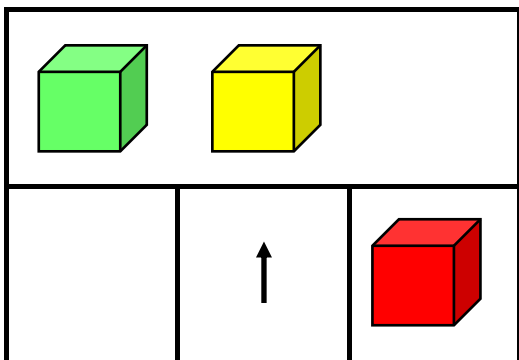
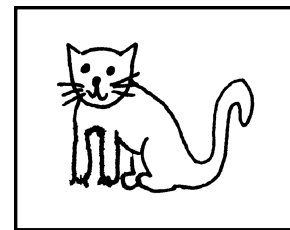
and say each sound clearly, without help from you. This is a challenging skill. Do a little each day, model repeatedly, and give the students time to learn.

This process is called "segmenting." Being able to break a word apart into its individual sounds prepares students to spell words. Because it fosters the understanding that words are made up of individual sounds, arranged in order in words, the activity also helps students learn to read words.

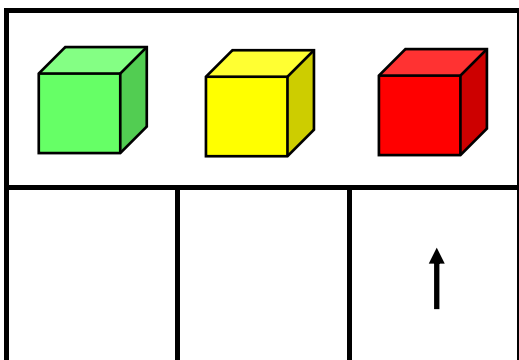
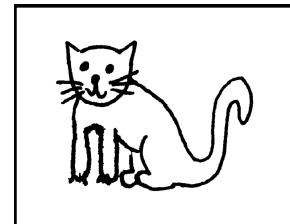
The following diagram shows the sequence used to move the cubes while pronouncing the separate sounds. Move the blocks forward, one at a time, saying a sound for each block.



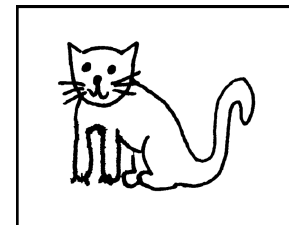
/c/



/a/



/t/



Small Groups - Working With The Teacher

B-1. Build Two-Sound Combinations With Plastic Letters

This activity will help students become accustomed to the idea of putting sounds together. It is ideal for beginners or students who are having difficulty sorting out how letters work in words. This process works like magic to help students make that initial breakthrough so that they understand how to use the alphabetic code in our language. If students have mastered this skill within a few lessons, move on to the next activity, spelling three letter words with plastic letters. If not, continue building two letter chunks a while longer.

Materials

You will need small, moveable alphabet letters. Use lower case letters. Small plastic letters are perfect. Or you could write letters on small squares cut from blank index cards, on small cubes, or on one inch square tiles. You will need one set of letters for this activity, but make or purchase two sets which will be needed later on for spelling words. Store the letters in a small, shallow box.

Setting Up the Activity

To set up the activity, select one vowel and six or more consonants. Fold a piece of construction paper or card stock lengthwise and draw a line along the fold line. Put the consonants in a row in the top section and the vowel in the bottom section.

Students are able to hear the short vowels a, o, and u fairly easily. The vowels i and e are more difficult to distinguish, so save these until students have worked with the other vowels first.

To Do the Activity

Explain to the student that you will be saying parts of words, not real words. Explain that being able to spell these parts will help them learn to spell and read real words. Because the word parts don't make sense, we call them "Silly Sounds."

Dictate several vowel-consonant combinations, such as *it, il, in*, etc. The letter to show the vowel sound should already in place on the lower strip of construction paper. The student is to listen for the consonant sound, select the correct consonant letter, and put it beside the vowel. The student will have to listen carefully to hear if the consonant should go before or after the vowel. After placing the letters correctly, the student should pronounce the letter combination orally. Students should then return the consonant to the top section to get ready for the next letter combination.

Here is a typical sequence. Ask the student to show you a variety of letter combinations. Pronounce each combination and let the student decide how to place the letters to show the combination. Start with combinations that have the consonant at the end. Then continue with combinations that have the consonant at the beginning. Use the short vowel sound for both types of combinations. Have students repeat each combination orally after they have built it.

Starting position.

f p s t n h r m

a

"Show me ap."

f s t n h r m

a p

"Show me at."

f p s n h r m

a t

"Show me am."

f p s t n h r

a m

Continue in the same way until all the letters except h have been added after the letter a.

"Now we're going to put the consonants at the beginning."

f s t n h r m

"Show me pa."

p a

"Show me ha."

f p s t n r m

h a

"Show me sa."

f p t n h r m

s a

"Show me ta."

f p s n h r m

t a

And so on. Continue until all the consonants have been placed at the beginning.

Now you're going to have to listen carefully and decide if the consonant goes before or after the vowel.

f p s t h r m

"Show me an."

a n

"Show me ra."

f p s t n h m

r a

"Show me pa."

f s t n h r m

p a

"Show me ap."

f s t n h r m

a p

"Show me af."

p s t n h r m

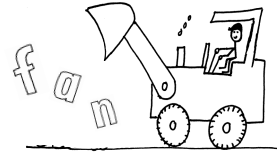
a f

Continue in the same way until all of the possible combinations have been built.

I worked with my niece years ago when she was in kindergarten. She had trouble learning her alphabet letters. She couldn't remember which was which and couldn't remember the sounds. I wrote the sound story for her, and using posters with the letters and sound pictures, she learned those letters like a pro. But she still could not grasp the concept that the letter sounds could be put together to form words, no matter what I did. One day, as I was trying to get her to build three letter words with plastic letters with no luck, we invented this activity together. The light bulb went on during the lesson. From then on she made steady progress, and went on to make straight A's in first grade. She went on to become an Honor's student in high school, and is now taking pre-med courses in college.

Small Groups - Working With The Teacher

B-2. Build Words With Plastic Letters



This is a powerful activity that helps students understand the structure of words. It helps students see how letters and sounds go together to make words. As the students are physically moving and rearranging the letters, they internalize the understanding that the letters are in a specific order to represent the sounds in a word. These lessons provide the foundation for students to be able to read the words in this book. Before you teach each set of short vowel words in this book, have the students spell the words with plastic letters, using the process described below. When students build the words for themselves first, they will be able to read the words more easily.

I discovered the value of this activity years ago and have used it faithfully ever since. I was tutoring a student who could not read short vowel words, no matter how many times I modeled and explained what to do. I had a set of picture/word flashcards with short a words on one side and the matching picture on the other side. But this young man could not read a single one of the words.

On a hunch, I got out a set of plastic letters. I showed him the picture side of the cards, one at a time. He named each picture, listening to the sounds, and built each word by placing the letters in order to match the sounds. When he finished spelling all of the short a words, I turned the cards over to the side with the words. He could read them easily!

After that I used this technique with my first grade students for the first weeks of school every year. We spelled short vowel words with plastic letters every day. The strong students got stronger and the weaker students caught on. I've also used this method with kindergarten students and even some preschoolers that I have tutored.

Setting Up

You can do this activity with one to six students, or even a whole class if you have enough sets of letters. Each child should have their own box of letters. The small sandwich sized plastic boxes available at the grocery store are inexpensive and work well. Put two sets of letters into each box, because some words, like *mum*, *less*, and *jazz*, will need two of the same letter. Later on, students will be have enough letters to spell words with two vowels, such as *feet*, *book*, and *finish*. You can order letters from www.alphabetletter.com for a very reasonable price. They have sets of 26 letters and also have sets of just the vowels in an alternate color. I like to buy the extra vowels so they will stand out within the word.

The work mat could be a piece of blank paper with a straight line drawn horizontally across the center. Or you can fold the paper lengthwise and cut it into two strips, laying one above the other. Copy the directional arrow strips in this book that begin with a star. Give one strip to each student to place above the work mat to show the correct direction to go when building a word. Remind the students to "start at the star" and follow the arrow as they place their letters.

In order to make it easier for students to find the letters needed to spell a word, the letters for a particular lesson are selected and placed on the top section of the work mat. Look at the list of words to spell. Say the sound of each letter students will need, one at a time. Students should find the letter, repeat the sound, and place it on the work mat. Continue until all of the letters needed are lined up. This exercise by itself provides good practice in visual discrimination of the letters and also in connecting letters and sounds. Tell the students the top part of their work mat will be their "letter bank."

If you want to get really fancy, you can buy plastic tackle boxes available in the fishing section of department stores. Place two of each letter in the compartments in the boxes, going in alphabetical order. You'll have to put w and x together and y and z together to make everything fit. Make small labels cut from index cards, write a letter on each label, and tape the labels into the sections where they belong. Using these boxes saves time because students don't have to dig around to find the letters they need before they get started with the lesson. However, when using these boxes, students tend to misplace the letters when they put them back in the box, or drop them and lose them altogether. This type of box does work very well when tutoring individual students.

Spelling Short Vowel Words

When students begin to spell a word, they will move each letter needed to the bottom part of the work mat. The bottom part of the mat is the spelling area. After each word is completed and checked, letters are moved back to the top.

Using moveable letters allows the spelling to proceed rapidly from one word to the next. Students will build words as they are dictated by the teacher. A word list on page eighty-four shows the letters to use and the words to dictate in each lesson. The words from the picture/word page that student will read from the book later in the lesson are listed. Students will spell at least those ten words. However, additional words are listed for extra practice, and it would make sense to have students spell as many of these words as time permits.

If you wish, you can have students open their books to the picture/word page and fold it back so that they cannot see the words. This will give students a visual picture reference when spelling those ten words.

How To Dictate The Words

When dictating a word, say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right. Stretch out the word until students can hear the first, middle, and last sounds clearly. For example, fffff...aaaaa...nnnnn. Help the students hear each sound and find the correct letter as needed. Each student will select the letters from his own "letter bank," and spell the word in the spelling area. Students must go in order, from the first sound to the last, when they select and place the letters. Students say the sound for each letter as they place it in the spelling area. Check each student's work and have them listen again and correct as needed. Any mistakes provide a powerful learning opportunity. Pronounce the incorrect word as it is spelled (for example "naf"), and the student will hear that it is wrong. Then pronounce the word again correctly, and have the students rearrange the letters as needed. After a word has been spelled correctly, students should place the letters back into their letter banks before beginning another word.

If any word has double letters at the end (cuff, fill, jazz, mess) tell the students to put two letters for that sound.

After the students become comfortable with the process, go through the words on the list as quickly as the students can spell them.

Variations

Use the following variations for some of the words as time permits. (Letters between slashes indicate that you should say the sound of the letter.)

1. Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*."
2. After spelling a word, have students remove the beginning or ending letter. If the student has spelled the word *cat*, say, "Take away /c/. What do you have left?" The student should remove the *c*, study the remaining letters, and say "at." Have the student put the *c* back at the beginning. Now ask the student to remove /t/. The student should remove the *t* and say "ca."
3. After completing all the word lists with single vowels, add extra lessons in which students spell words with two different short vowels: *cat, cot, fax, fox, tap, top*.

These activities will enhance students' phonemic awareness, or awareness of sounds in words. They are learning to sequence, add, remove, and substitute sounds in known words to make new words. Research shows that these skills strongly predict success in reading.

"Show me fan."

"/f/.../a/.../n/, fan"

Students say each sound as they place the letters. Then they say the whole word. Continue in the same way for the words below.

h t l p m
r s d v w g y k

f a n

"Show me hat."

"/h/.../a/.../t/, hat"

f n l p m
r s d v w g y k

h a t

"Show me lap."

"/l/.../a/.../p/, lap"

f n h t m
r s d v w g y k

l a p

On some of the words, follow this procedure.

"Show me man."

"/m/.../a/.../n/, man"

f h t l p
r s d v w g y k

m a n

"Spread the letters out and say the separate sounds."

" m.....a.....n"

f h t l p
r s d v w g y k

m a n

"Push the letters back together and say it fast."

"man"

f h t l p
r s d v w g y k

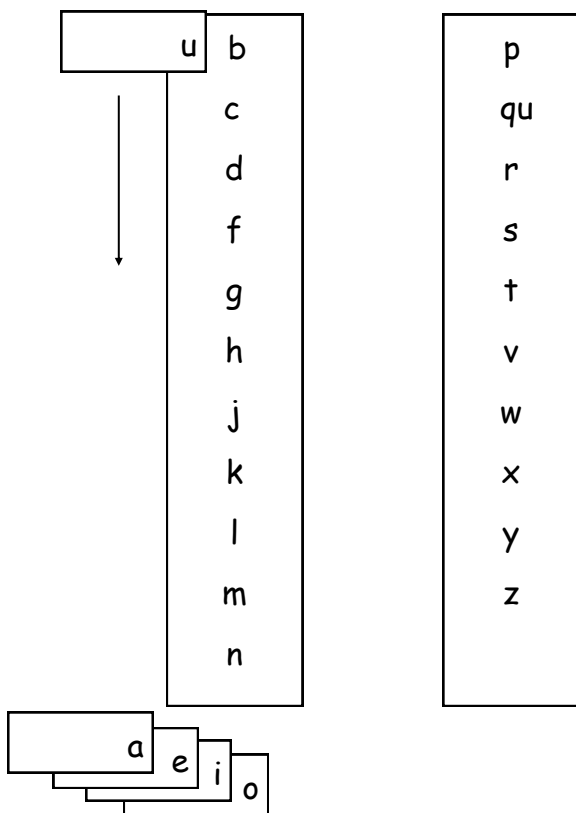
m a n

Small Groups - Working With The Teacher

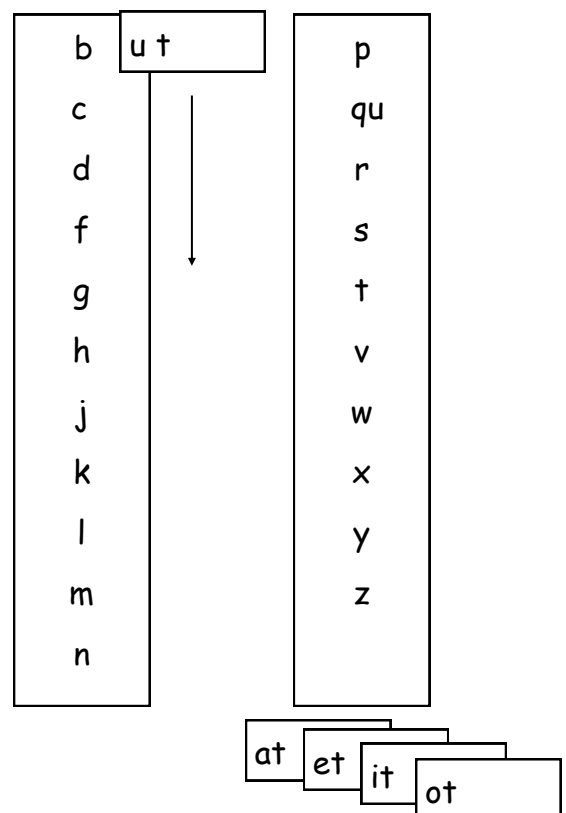
C. Letter Connections Activity

Working With Two Sounds - Set up the consonant columns as shown above, displayed on an easel, chart stand, or chalkboard. Cover any consonants that have not been taught with small sticky notes. Slide a vowel card down the left side of the columns of letters. Model how to pronounce the short vowel sound followed by the consonant sound, sliding the sounds together smoothly. Have students repeat each letter combination aloud. Explain that these are "silly sounds" because they don't mean anything, but learning how to pronounce them will help them get ready to read real words. Practice frequently until students have mastered this skill.

Working With Words - First show a closed syllable card and have students pronounce the letters on the card, putting the sounds together smoothly. Then slide the card down the right side of the consonant columns. Stop at any beginning consonant that will form a real word. Have students read the word in unison, sliding the sounds together smoothly. Model and have students repeat as needed. Practice regularly until students can read the words unassisted.



Slide vowel cards down the left side of the consonants to create two-sound chunks. Students pronounce each chunk using the short vowel sound.



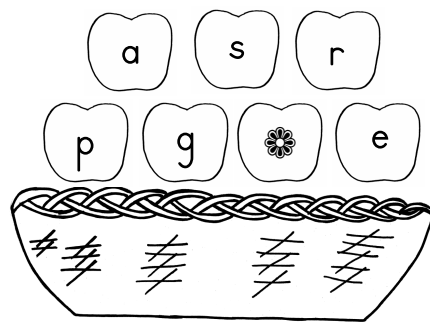
Slide vowel-consonant ending chunk cards down the right side of the consonants to create short vowel words. Students pronounce each word.

Small Groups - Working With The Teacher

C. Games To Reinforce Decoding Skills - Apple Alphabet Game

This game provides practice to help students review all of the lower case letters and remember their sounds. Students take turns picking apple pieces. If they can say the letter sound for their piece, they may place it "in their basket." I've worked with a few kindergarteners who weren't really interested in the letters or their sounds, and consequently couldn't remember them. When I introduced this game, these students perked up and took a great interest in recognizing the letters and remembering the sounds. They really wanted to put the most apples in their baskets. It's amazing that such a simple game could have such a great effect.

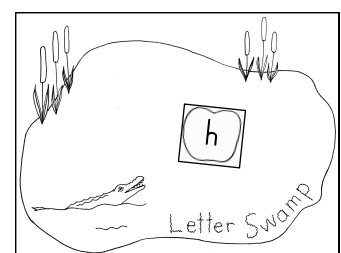
Overview: This game includes all of the alphabet letters. If students have not yet been introduced to all of the letters, use only the letters they have studied.



Setting Up The Game: This game works well with small groups, up to seven students. Spread the set of apples face down on the table. Give one basket to each student. Students sit in a circle around the table.

Doing The Activity: Students take turns picking an apple and giving the sound for the letter shown (not the letter name). If correct, the student places the apple just above his or her basket, so that it looks like it is in the basket. If incorrect, the apple must be put back on the table face down. If a student draws an apple with a flower, he places that apple in his basket and immediately takes another turn. As students accumulate more apples, they can be placed in one or more rows above the basket. When all of the apples have been collected, students count the number of apples in their baskets. The student with the most apples wins.

Variation: If a student picks a letter and does not give the correct sound, the letter must be put into the letter swamp. The alligator gets to eat it.



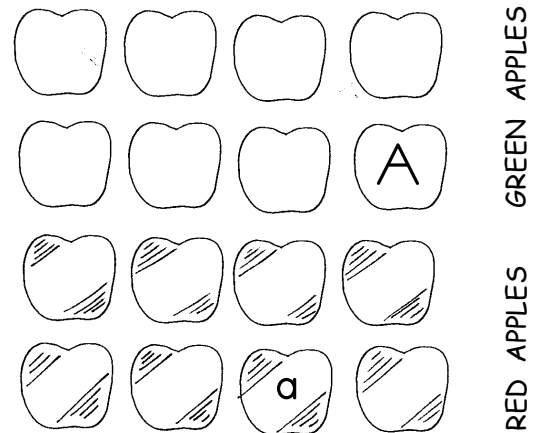
Small Groups - Working With The Teacher

C. Games To Reinforce Decoding Skills - Apple Concentration

This game provides practice to help students remember the capital and lower case letters.

To Prepare The Activity: Copy the apples with capital letters onto light green cardstock. Copy the apples with lower case letters onto red cardstock. Laminate if desired for extra wear. Cut the apples apart and store each set in an envelope or plastic bag.

Set 1: Tt Ii Hh Ll Nn Ww Uu Bb
Set 2: Mm Rr Ff Xx Ee Ss Jj Oo
Set 3: Cc Dd Aa Vv Gg Pp Kk Yy Qq Zz



Selecting The Pieces: Begin a new game after all the letters in that set have been introduced. Use Set 1 after you teach the first eight letters, Set 2 after you teach the next eight letters, and so on.

Setting Up The Game: Place the apples in four rows face down on the table. Line up the green apples on the top two rows and the red apples on the bottom two rows. When trying to find a match, students turn over one apple of each color. Have the alphabet chart with letters and sound pictures close by for students to use as a reference if they cannot remember a letter sound.

To Do The Activity: Students take turns turning over two apples at a time, one green and one red. Students should say the sound for each letter. The student may look at the alphabet chart if necessary to help them remember the sound. If the capital and lower case letter match, the student may pick up both apples and keep them in a stack. If the letters don't match, the apples must be kept in place and turned face down again. When all of the apples have been collected, each student counts the number of apples in his or her pile. The student with the most apples wins.

Small Groups - Working With The Teacher

C. Games To Reinforce Decoding Skills - Raspberry Game

Purpose

When learning the alphabet, students say the letter sounds one at a time. In order to read words phonetically, students must be able to scan the letters from left to right and slide the sounds together smoothly to pronounce the word. This is a big leap. For some students this skill comes easily. For others it is a challenge, even when reading short, three-letter words. To make this transition easier, it helps tremendously to start with two-letter combinations before attempting to read three-letter words.

The Raspberry Game

The raspberry game provides practice pronouncing short vowel two-letter combinations. In each combination, the short vowel comes first, followed by a consonant.

There are five main sets of raspberry games, one for each short vowel. The games can be used before and during the time students are learning short vowel words. There is an extra set of introductory short u games which may be used while students work through the *Learning The Alphabet* or *Exploring Sounds In Words* books.

After students have played each short vowel game separately and have learned to pronounce the sound combinations with confidence, you may want to combine the pieces for two different vowels to provide more challenge. This will help students master short vowel discrimination.

Introductory Short U Games

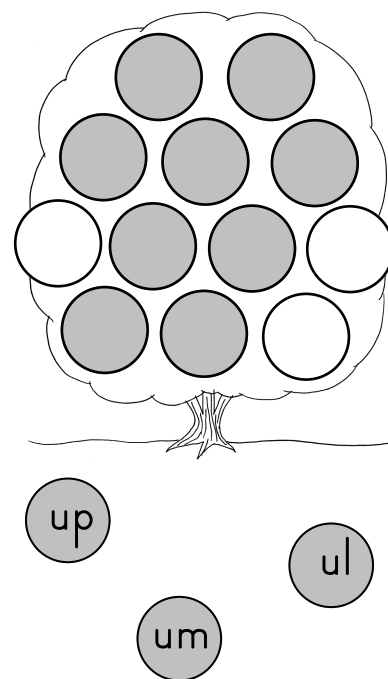
Study the listed letters before playing each game.

| | |
|--------|---------------------|
| Game 1 | t i h l n w u b m r |
| Game 2 | Add: f x e s |
| Game 3 | Add: j o c d |
| Game 4 | Add: a v g p |

Short Vowel Games

Students should know all the letters of the alphabet.

| | |
|--------|---------|
| Game 1 | Short A |
| Game 2 | Short O |
| Game 3 | Short I |
| Game 4 | Short U |
| Game 5 | Short E |



To Prepare The Activity: Print the raspberry pages for each set on red or purple card stock. The number of berry pages you print will depend on the size of your small groups. Plan on printing two pages for two students, three pages for three students, and four pages for four or five students. Be sure to print the extra page with the berries that end with z. Also print the berry pages with the flower images. Distribute these flower pieces evenly among the games. Laminate the pages, if desired, and cut out the raspberries. To save time, you can just cut them into squares if you wish. I've had luck using a large squeeze-type circle punch from a craft store to cut out the berries quickly. Use light weight cardstock (67 pound vellum bristol) and 3 mil laminating pouches. Anything heavier will be too hard to punch. Store the berries for each set in a labeled envelope or plastic bag. Print enough bush pages to use with the small groups you will be teaching. Print the black and white bush page on green card stock. The full color bush pages will look better if you print them on light blue card stock. This avoids having a white edge around the sheet where the printer doesn't print.

Setting Up The Activity: Each student takes a berry bush. The berry pieces should be face down on the table. Students select enough pieces to cover all the blank spaces on their bushes, placing them face down.

To Do The Activity: Students take turns picking a berry from their bush. The student should pronounce the two-letter combination on the berry, using the short vowel sound. If correct, the student keeps the berry. If the pronunciation is not correct, the teacher models the correct pronunciation, and all of the students repeat. Then the berry is put face down back onto the bush. The first student to pick all of his or her berries successfully wins the game.

Bonus Turns: If a student selects a berry that has a flower on it, he should keep it, and immediately take another turn.

Note: You can also do the *Letter Connections* activity on a regular basis to help students learn to put two sounds together.

Background: One year I was tutoring a small group of first grade students who, despite my best efforts, were not able to decode (sound out) short vowel words. On a hunch, I checked to see if they could pronounce two-letter combinations. They could not! I created the *Letter Connections Chart* and used it over a period of several weeks to teach them this skill. It was challenging at first, but they eventually mastered the skill, and went on to read short vowel words, other phonetic words, and beginning practice stories. For these students, mastering two-letter sound blending was the gateway to reading.

Small Groups - Working With The Teacher

C. Games To Reinforce Decoding Skills - Blueberry Game

Purpose

After students have learned to put two sounds together in the Raspberry Game, they will be ready to begin reading short vowel words. This game is played just like the previous game, but this time students practice reading short vowel words instead of two-letter combinations.

The Blueberry Game

There are five main sets of blueberry games, one for each short vowel. The games can be used during the time students are learning short vowel words. There is an extra set of introductory short u games which may be used while students work through the five introductory short u word lists.

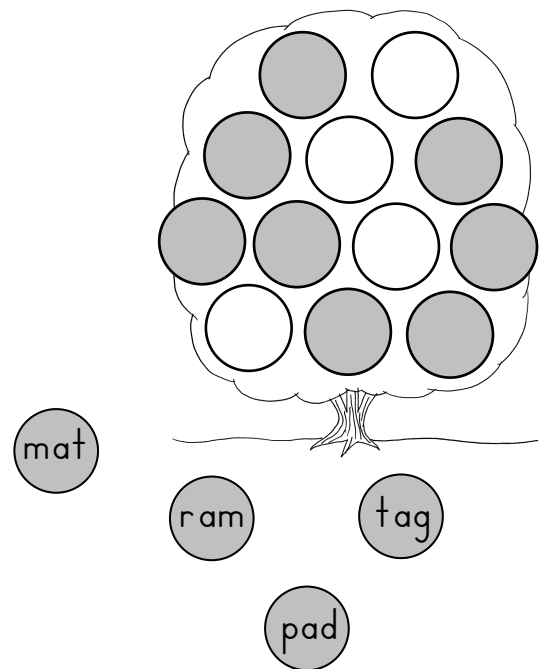
After students have played each short vowel game separately and have learned to read the words with confidence, you may want to combine the pieces for two different vowels to provide more challenge. This will help students learn to discriminate between short vowels when reading words.

Introductory Short U Games

| | |
|--------|-------------------------|
| Game 1 | Intro Short U Words # 1 |
| Game 2 | Intro Short U Words # 2 |
| Game 3 | Intro Short U Words # 3 |
| Game 4 | Intro Short U Words # 4 |
| Game 5 | Intro Short U Words # 5 |

Short Vowel Games

| | |
|--------|---------|
| Game 1 | Short A |
| Game 2 | Short O |
| Game 3 | Short I |
| Game 4 | Short U |
| Game 5 | Short E |



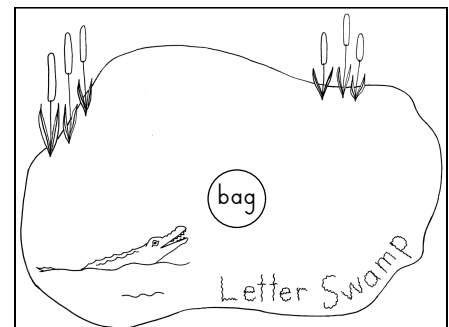
To Prepare The Activity: Print the blueberry pages for each set on light blue card stock. The number of berry pages you print will depend on the size of your small groups. Plan on printing two pages for two students, three pages for three students, and four pages for four or five students. Also print the berry pages with the flower images. Distribute these flower pieces evenly among the games. Laminate the pages, if desired, and cut out the blueberries. To save time, you can just cut them into squares if you wish. I've had luck using a large squeeze-type circle punch from a craft store to cut out the berries quickly. Use light weight cardstock (67 pound vellum bristol) and 3 mil laminating pouches. Anything heavier will be too hard to punch. Store the berries for each set in a labeled envelope or plastic bag. Print enough bush pages to use with the small groups you will be teaching. Print the black and white bush page on green card stock. The full color bush pages will look better if you print them on light blue card stock. This avoids having a white edge around the sheet where the printer doesn't print.

Setting up the game: Each student takes a berry bush. The berry pieces should be face down on the table. Students select enough pieces to cover all the blank spaces on their bushes, placing them face down.

To do the activity: Students take turns picking a berry from their bush. The student should read the word on the berry, using the short vowel sound. If correct, the student keeps the berry. If incorrect, the teacher models the correct pronunciation of the word, and all of the students repeat. Then the berry is put face down back onto the bush. The first student to pick all of his or her berries successfully wins the game.

Bonus Turns: If a student selects a berry that has a flower on it, he should keep it, and immediately take another turn.

Variation: If a student picks a berry and does not read the word correctly, the berry must be put into the letter swamp. The alligator gets to eat it.



Small Groups - Working With The Teacher

C. Games To Reinforce Decoding Skills - Picture/Word Matching

This activity gives students a chance to practice reading words and identifying their meaning. Students read color-coded word cards and place them on the matching picture on a game board. There are five picture/word sets, one for each short vowel.

To Prepare The Activity:

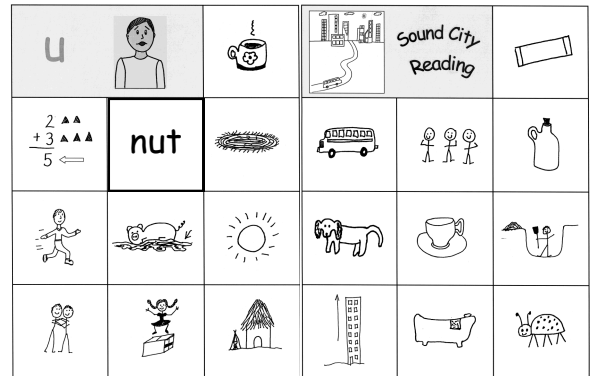
1) Print the game boards on heavy white paper or white cardstock. Each board has a left and right page. There are two ways you can put them together. If the pages were printed on paper, glue them to the inside of a file folder, with the center edges at the fold line. If the pages were printed on cardstock, laminate them separately and then tape them together along the center edges, so that they can fold to be stored.

2) Print the word card pages on white cardstock. Laminate them, then cut the cards apart. Place the pieces in a labeled envelope or plastic bag, and store them inside the folded game board.

To Play The Game: One student can do this activity independently, or students can work in pairs, taking turns. Students should start by saying the short vowel sound seen at the top of the board. The sound picture will help students remember the sound if needed. Then students take turns selecting a word card, reading the word, and placing it directly on top of the matching picture. Continue until all the words have been placed on the board.

Extension Activity: After placing all the words on the board, students could copy the words onto lined paper. They could also draw a small picture beside each word to illustrate it.

Independent Work: This activity works well as a small group activity working with the teacher. After students have become familiar with each set of words, the activity can be used as an independent center during reading group rotations.



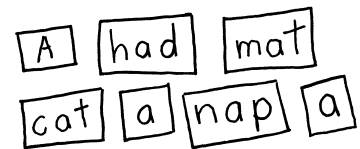
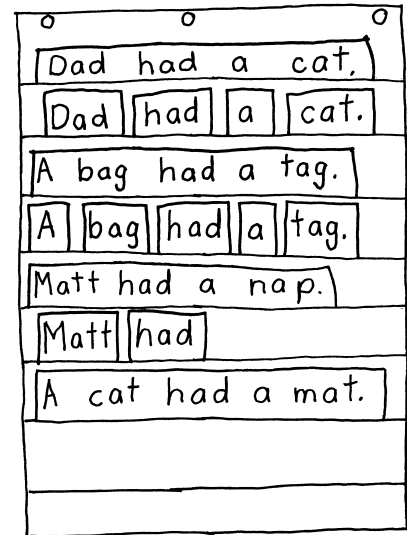
Small Groups - Working With The Teacher

D. Pocket Chart Sentence Activities

Provide extra practice reading sentences with any of the following activities using a pocket chart. This can be done with the whole group or with small groups.

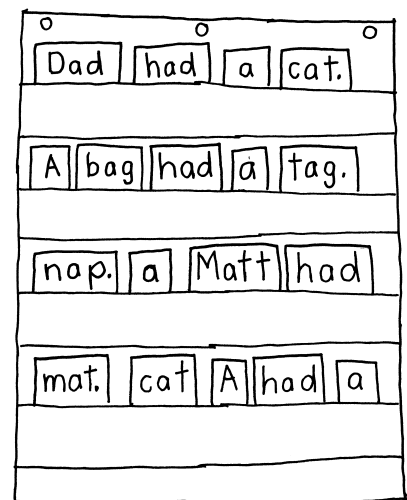
Activity One - Word Matching

When you get to a new set of sentences, write some of them on blank pocket chart strips. Leave lots of space between the words. Make two strips for each sentence, and cut the second strip apart to make separate word cards. Place the complete sentences into the chart, skipping a line after each strip. Have students sit on the floor in front of the chart. Then pass out the word cards to the students. Read each sentence aloud, pointing to the words, and have students repeat it in unison. Then point to each word in the sentence and ask who has that card. Students come up one at a time, read the word on their card, and place it just below the matching card in the sentence. When you get to the end of each sentence, have students reread it again in unison, or a call on a student to read it. Continue in the same way until the students have built all of the sentences on the chart.



Activity Two - Mixed Up Sentences

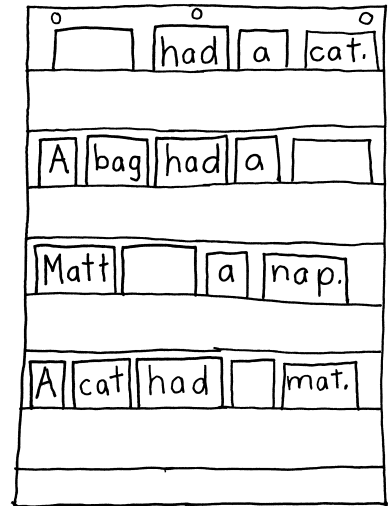
Using just the separate word cards from the above activity, place the words needed for each sentence in a separate row on the pocket chart. Mix up the order of the words within each sentence. Call on individual students to come forward and rearrange each set of words so that they create a sentence that makes sense. The volunteer reads the corrected sentence aloud after moving the words cards into the correct order. The class repeats the sentence in unison. Give guidance and support as needed.



Activity Three - Cloze Exercises

The word "cloze" is a term for "fill in the blank" activities. Place the word cards for several sentences in rows on the pocket chart. The word cards should be in the correct order for each sentence. Have students read each sentence. Then ask students to close their eyes - no peeking! Turn over one card in each sentence so the students will see the blank back side of that card. Call on students to read each sentence again and predict the missing word. Turn over the mystery card to see if the student's prediction is correct.

You can repeat this activity again in the same way. This time turn over a different card when students close their eyes.



Small Groups - Working With The Teacher

E. Reread Words And Sentences From The Book

During the small group rotation periods, have students reread the new word list from the book along with two or three of the previous word lists. You won't play the Robot Game with the students. They will just read the words from the third column.

You can also have students reread the most recent sentence page. Before reading the page, show the sight word cards that have been taught, one at a time. Students take turns reading the words.

Working in the book in a small group provides extra practice which will help students begin to read more fluently. It also provides an opportunity for students to receive individual assistance with decoding skills and sight word recognition, as needed.

E. Read Easy Stories With Early Readers

Some students enter kindergarten and first grade already reading. While it is important for them to be included in all of the decoding and spelling lessons so that they receive a solid foundation in those skills, it is wise to give them the chance to read books with the teacher in a small group from the beginning of the year.



You can use the books recommended in the *Phonetic Words And Stories* books or any other books designed for beginning readers. Rhythmic, rhyming books with large print and few words per page are ideal.

| Children's Books To Read With <i>Phonetic Words And Stories</i> , Books 5, 6, and 8 | |
|---|--|
| Book 5 | <i>The Foot Book</i> by Dr. Seuss |
| Book 6 | <i>Green Eggs and Ham</i> by Dr. Seuss <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr., illustrated by Eric Carle <i>Ten Apples Up On Top!</i> by Theo. LeSieg, illustrated by Roy Mckie <i>Put Me In The Zoo</i> by Robert Lopshire |
| Book 8 | <i>Go, Dog. Go!</i> by P. D. Eastman <i>Hop on Pop</i> by Dr. Seuss <i>Are You My Mother?</i> by P. D. Eastman <i>The Cat In The Hat</i> by Dr. Seuss <i>The Wind Blew</i> by Pat Hutchins <i>In The Small, Small Pond</i> by Denise Fleming |

Seatwork Assignments

What Students Can Do During Small Group Rotations?

Choose from the following list. After students have studied more than one group of short vowel words, you can include mixed short vowel lists.

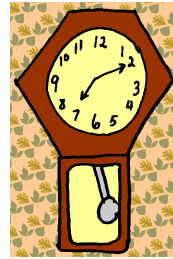
1. Write any short vowel words that have already been studied on the board. Draw a small picture beside each word to illustrate it. Students copy the words and pictures.
2. Write any short vowel sentences that have already been studied on the board. Draw a small picture beside each sentence to illustrate it. Students copy the sentences and draw the pictures.
3. Write a list of short vowel words that have already been studied on the board. Students draw a scene that fills a whole page. They draw pictures in the scene to match the words on the board, labeling each picture. For example, the words given are: hill, pig, kid, kit, yip, big, and rim. The student draws a picture of a farm with a big barn, a pig in the field, and a kid near the barn, with his tool kit. A farmhouse is on a hill, with a basketball goal with a rim nearby. A dog stands by the house and yips at the pig.
4. Students do the worksheets for the picture/word pages and/or picture/sentence pages just completed.
5. The teacher conducts a short science or social studies lesson just before the reading rotations begin. For seatwork, students copy words, sentences, and pictures that the teacher writes on the board during the mini-lesson. For example, the class discusses frogs with the teacher or the teacher reads a short book about frogs aloud. Then the teacher draws a frog on the board and asks students to name the body parts. As the students name various parts, the teacher writes each word and draws a line to that part of the picture.
6. After completing the seatwork assignment, students may choose any of the following, as long as they continue to work quietly without interrupting small group instruction.
 - a) Read/look at a book.
 - b) Write on lined paper, including handwriting practice, copying printed material from books or materials posted in the classroom, or writing an original story.
 - c) Draw and color a picture.
 - d) Do a picture/word matching activity.
 - e) Copy sight words and trace them with multiple colors using colored pencils.
 - f) Work a puzzle.

A Sound Story

About Audrey and Brad

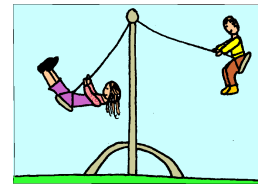
Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, "t, t, t, t." They were bored.



T t

"Hey, Mom," said Brad. "Can we walk down to the park?" "Yes," said Mom. "But we must be back in time for your violin lessons." Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i." (i/in)



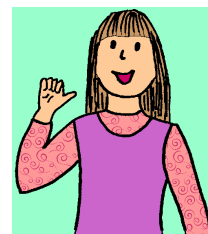
I i

Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."



H h

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too. (i/island)



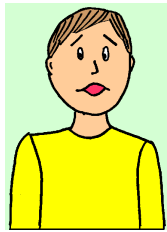

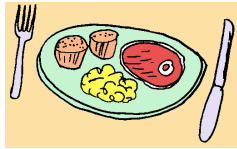
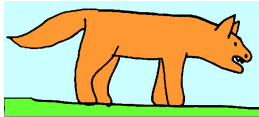


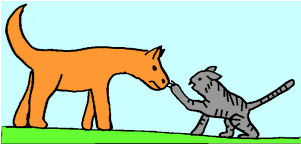
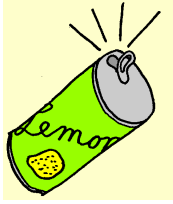

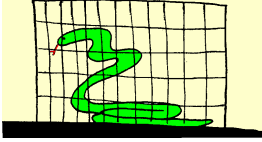
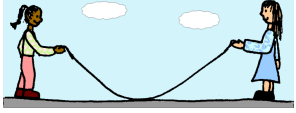
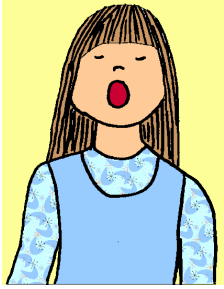
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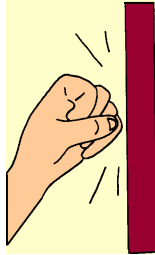
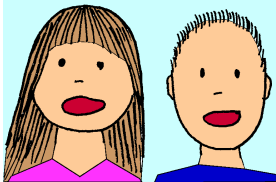
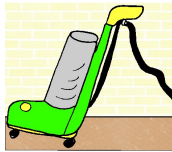

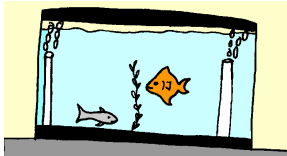
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



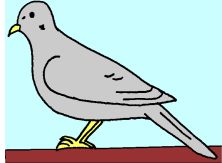
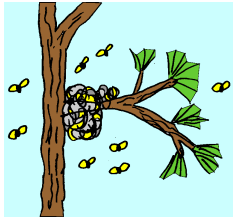


L l

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| <p>Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p> |  | <p>N n</p> |
| <p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, "wwwww."</p> |  | <p>W w</p> |
| <p>"Well," said Mom. "The weather is so bad, this is the perfect time to go over your math facts." It was Brad's turn to go first. "Uuuuhhh," was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right. (u/up)</p> |  | <p>U u</p> |
| <p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. "B, b, b, b," was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p> |  | <p>B b</p> |
| <p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. "Mmmmm," they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p> |  | <p>M m</p> |
| <p>Just as they sat down to eat, they heard a loud "Rrrrrr" coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p> |  | <p>R r</p> |




| | | |
|---|--|------------|
| <p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, "fffff." Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p> |  | <p>F f</p> |
| <p>"Poor, Chewie!" said Brad. "She'll know to leave cats alone, next time." He reached into the refrigerator and pulled out a soft drink. "Kssss," was the sound of the air rushing out as he pulled the tab off the can.</p> |  | <p>X x</p> |
| <p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them." (e/egg)</p> |  | <p>E e</p> |
| <p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft "sssss" sound.</p> |  | <p>S s</p> |
| <p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a "j, j, j" sound as it slapped the concrete.</p> |  | <p>J j</p> |
| <p>After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said "Ahhhh" while the nurse examined her throat. Then the nurse took her temperature. "You don't have a fever," said the nurse. "It will be all right for you to go back to class." (o/ox)</p> |  | <p>O o</p> |

| | | |
|---|---|------------|
| <p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p> |  | <p>C c</p> |
| <p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p> |  | <p>D d</p> |
| <p>At the end of the day, Audrey and Brad met their bus teacher in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)</p> |  | <p>A a</p> |
| <p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p> |  | <p>V v</p> |
| <p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p> |  | <p>G g</p> |
| <p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.</p> |  | <p>P p</p> |

| | | |
|---|---|--------------|
| <p>Audrey looked up when she heard the "K, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p> |  | <p>K k</p> |
| <p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p> |  | <p>Y y</p> |
| <p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo." (qu/quilt)</p> |  | <p>Qu qu</p> |
| <p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p> |  | <p>Z z</p> |

Sight Words

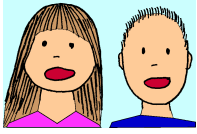


| | | | |
|--|-----------------------------|-----------------------------|----------|
| <p> a</p> | <p>^z is</p> | <p>^z as</p> | <p>i</p> |
| <p> A</p> | <p>^z his</p> | <p>^z has</p> | |
| <p>^z was</p> | | | |

Practice reading these sight words after they have been introduced. An umbrella over a vowel indicates the short u sound.

Alphabet Sounds

A a



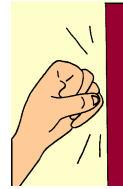
B b



C c



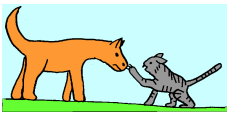
D d



E e



F f



G g



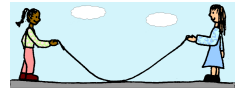
H h



I i



J j



K k



L l



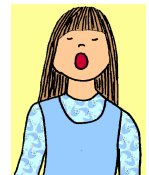
M m



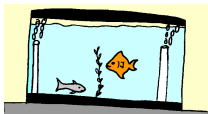
N n



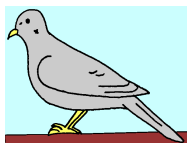
O o



P p



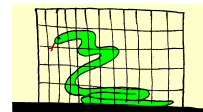
Q q



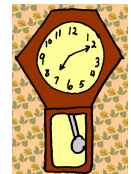
R r



S s



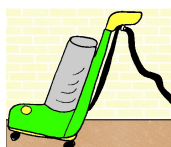
T t



U u



V v



W w



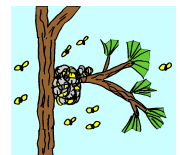
X x



Y y

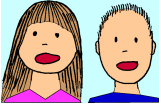





Z z



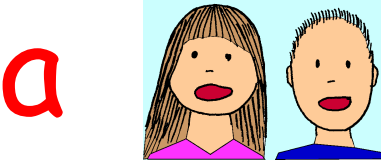

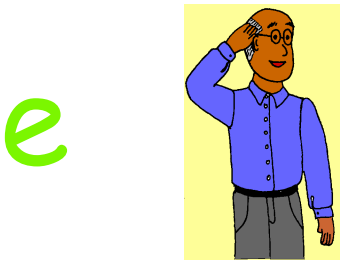


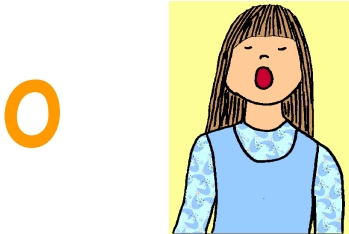
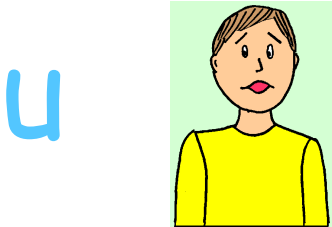
Say the sound for each letter.

Lower Case Letters

| | | | | | |
|---|--|---|---|---|--|
| a  | b  | c  | d  | e  | |
| f  | g  | h  | i  | j  | |
| k  | l  | m  | n  | o  | |
| p  | qu  | r  | s  | t  | |
| u   a | v  | w  | x  | y  | z  s |

Some sounds can be represented by more than one letter. Say the sound for each letter on this chart.

Point to each vowel while students say the sounds in unison. Model as needed.

| Short Vowels | Long Vowels | Umbrella Vowels |
|---|--|---|
|  | | <p style="text-align: center;">The Story About The Umbrella Vowels</p>  <p>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because the word "umbrella" starts with his "uh" sound. The other letters, a, e, i, and o, asked if they could get under the umbrella, too. "Yes," said U, "if you promise to say my 'uh' sound in words." The other letters were sad. They wanted to say their own sounds. But then it started to rain even harder. "Please, we want to say our own sounds," said the vowels, "but we are getting wet." The letter U said, "If you promise to say my sound in <u>some</u> words, I'll let you get under the umbrella." And that is why, to this very day, the letters a, e, i, and o say their own sound in most words, but in some words they say the u/umbrella sound.</p> |
|  | | |
|  |  | |
|  | | |
|  | | |

Read the umbrella story aloud for the students.

Notes About the Alphabet

We have forty-two sounds in our language, but the alphabet has only twenty-six letters. This means that students cannot just study the alphabet when learning to read. It is also necessary for students to learn the "Beyond the Alphabet" sounds, which include long vowel sounds, dotted vowel sounds, and consonant digraph sounds.

Students must learn the following information about the sounds in our language in order to be able to process words when reading.

a) Each vowel can represent three different sounds.

a/ant, ā/apron, ä/ball e/egg, ē/emu, ë/ballet i/in, ī/island, ï/pizza
o/ox, ō/ocean, ö/to u/up, ū/uniform, ü/push

b) There are two vowel sounds represented by vowel pairs.

Sound # 1 ou/ouch, ow/cow Sound # 2 oi/oil, oy/boy

c) There are five extra consonant sounds represented by consonant pairs, with one more that is not represented by a specific letter pattern.

sh/ship th/thumb th/this ch/chicken ng/ring
The sound in vision, measure, azure, garage

d) There can be more than one letter pattern to represent a particular sound.

Vowels: a/apron, ai/rain, ay/play, a_e/safe
Consonants: f/fan, ph/phone, ugh/laugh

e) Sometimes single consonants represent more than one sound.

c/cat, c/cent g/gum, g/giant x/box, x/xylophone

f) Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup Consonants: ch/chicken, ch/chorus, ch/chef

g) The letter "r" after a vowel affects its sound.

ar/car, ar/dollar, ar/carrot er/her, er/heron ir/bird
or/horse, or/tractor, or/sorry ur/turtle
wor/worm ear/early our/journal

h) The placement of a vowel within a syllable affects its sound.

rab-bit, ra-ven sev-en, se-cret sil-ly, si-lent
rob-in, ro-bot muf-fin, mu-sic

i) These vowel patterns sometimes have the short u sound. They are "umbrella" sounds.

a/what a/away a/panda o/son o_e/love ou/country

j) Some words cannot be "sounded out." Letters in these words do not represent the expected sounds. These words must be memorized.

said been any bury friend

k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

sion/mansion sion/vision ture/future cle/circle ate/pirate

l) Words can be combined with prefixes, suffixes, or other words.

Prefix: unhappy Suffix: sleeping
Compound Word: mailbox Contraction: doesn't

Color-Coding Chart

| | | |
|-----|---|--------------|
| a | ant | bright red |
| ā | rain, play, safe, carrot | dark red |
| ä | Paul, saw, ball, salt, talk, wasp, swan | pink |
| e | egg, head, heron | light green |
| ē | he, feet, weird, key, eat, these, funny | dark green |
| ë | veil, they, steak, eight, ballet | dark red |
| i | in, gymnastics | light violet |
| ī | pie, pine, night, find, wild, my | dark violet |
| î | shield, pizza | dark green |
| o | ox, sorry, father | light orange |
| ō | go, boat, toe, home, snow, four, gold, bolt, troll, yolk | dark orange |
| ö | to, moon, soup | dark blue |
| u | up, what, across, panda, son, love, country | light blue |
| ū | fruit, cue, cube, few, Europe | dark blue |
| ü | push, book, should | olive green |
| oi | oil, boy | gold |
| ou | ouch, cow | brown |
| ar | car, sorry | light orange |
| or | horse | dark orange |
| ir | bird, her, purse, dollar, tractor | gray |
| wor | worm, early, journal | gray |

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t U u

V v W w X x Y y Z z

Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number

| <u>18-19</u> | <u>22-23</u> | <u>26-27</u> | <u>30-31</u> | <u>32-33</u> | <u>36-37</u> | <u>38-39</u> |
|---------------|---------------|---------------|---------------|---------------|--------------|--------------|
| u - Intro # 1 | u - Intro # 2 | u - Intro # 3 | u - Intro # 4 | u - Intro # 5 | a - # 1 | a - # 2 |
| 1 - G | 1 - J | 1 - C | 1 - I | 1 - F | 1 - F | 1 - F |
| 2 - F | 2 - C | 2 - G | 2 - E | 2 - G | 2 - C | 2 - B |
| 3 - I | 3 - H | 3 - D | 3 - B | 3 - E | 3 - I | 3 - G |
| 4 - J | 4 - D | 4 - E | 4 - H | 4 - I | 4 - H | 4 - A |
| 5 - B | 5 - I | 5 - H | 5 - G | 5 - A | 5 - D | 5 - D |
| 6 - D | 6 - G | 6 - B | 6 - F | 6 - H | 6 - J | 6 - C |
| 7 - E | 7 - E | 7 - I | 7 - A | 7 - B | 7 - E | 7 - E |
| 8 - A | 8 - F | 8 - F | 8 - C | 8 - J | 8 - G | |
| 9 - H | 9 - B | 9 - A | 9 - D | 9 - D | 9 - B | |
| 10 - C | 10 - A | | | 10 - C | 10 - A | |

| <u>40-41</u> | <u>44-45</u> | <u>46-47</u> | <u>48-49</u> | <u>50-51</u> | <u>52-53</u> | <u>54-55</u> |
|------------------|--------------|--------------|------------------|--------------|--------------|------------------|
| a - Sent. # 1, 2 | a - # 3 | a - # 4 | a - Sent. # 3, 4 | a - # 5 | a - # 6 | a - Sent. # 5, 6 |
| 1 - E | 1 - C | 1 - C | 1 - J | 1 - B | 1 - F | 1 - E |
| 2 - I | 2 - A | 2 - E | 2 - H | 2 - G | 2 - E | 2 - D |
| 3 - G | 3 - I | 3 - B | 3 - D | 3 - E | 3 - A | 3 - J |
| 4 - C | 4 - B | 4 - I | 4 - A | 4 - H | 4 - I | 4 - B |
| 5 - A | 5 - J | 5 - D | 5 - C | 5 - I | 5 - H | 5 - I |
| 6 - B | 6 - D | 6 - G | 6 - G | 6 - C | 6 - B | 6 - A |
| 7 - H | 7 - E | 7 - F | 7 - F | 7 - D | 7 - G | 7 - H |
| 8 - F | 8 - F | 8 - H | 8 - I | 8 - A | 8 - D | 8 - G |
| 9 - D | 9 - G | 9 - A | 9 - B | 9 - F | 9 - C | 9 - F |
| | 10 - H | | 10 - E | | | 10 - C |

| <u>56-57</u> | <u>58-59</u> | <u>60-61</u> | <u>62-63</u> | <u>64-65</u> | <u>68-69</u> | <u>70-71</u> |
|--------------|--------------|--------------------|--------------------|--------------------|--------------|--------------|
| a - # 7 | a - # 8 | a - Sent. # 7, 8-1 | a - Sent. # 7, 8-2 | a - Sent. # 7, 8-3 | o - # 1 | o - # 2 |
| 1 - G | 1 - I | 1 - G | 1 - C | 1 - B | 1 - I | 1 - G |
| 2 - F | 2 - E | 2 - D | 2 - F | 2 - I | 2 - E | 2 - E |
| 3 - A | 3 - F | 3 - C | 3 - D | 3 - H | 3 - A | 3 - J |
| 4 - C | 4 - G | 4 - I | 4 - B | 4 - J | 4 - G | 4 - C |
| 5 - J | 5 - D | 5 - H | 5 - G | 5 - G | 5 - C | 5 - H |
| 6 - E | 6 - C | 6 - E | 6 - E | 6 - C | 6 - F | 6 - I |
| 7 - I | 7 - H | 7 - B | 7 - A | 7 - F | 7 - B | 7 - D |
| 8 - D | 8 - A | 8 - F | | 8 - A | 8 - H | 8 - F |
| 9 - H | 9 - B | 9 - A | | 9 - D | 9 - D | 9 - B |
| 10 - B | | | | 10 - E | 10 - J | 10 - A |

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| <u>72-73</u> | <u>74-75</u> | <u>76-77</u> | <u>78-79</u> | <u>80-81</u> | <u>82-83</u> | <u>86-87</u> |
|------------------|--------------|--------------|------------------|--------------|---------------|--------------|
| o - Sent. # 1, 2 | o - # 3 | o - # 4 | o - Sent. # 3, 4 | o - # 5 | o - Sent. # 5 | i - # 1 |
| 1 - C | 1 - A | 1 - H | 1 - C | 1 - A | 1 - H | 1 - G |
| 2 - B | 2 - F | 2 - G | 2 - G | 2 - E | 2 - B | 2 - C |
| 3 - E | 3 - B | 3 - B | 3 - E | 3 - G | 3 - I | 3 - F |
| 4 - G | 4 - C | 4 - F | 4 - B | 4 - D | 4 - C | 4 - D |
| 5 - D | 5 - H | 5 - C | 5 - D | 5 - F | 5 - A | 5 - H |
| 6 - F | 6 - G | 6 - E | 6 - F | 6 - C | 6 - E | 6 - I |
| 7 - A | 7 - D | 7 - A | 7 - A | 7 - B | 7 - D | 7 - E |
| 8 - H | 8 - I | 8 - I | 8 - J | | 8 - G | 8 - B |
| | 9 - E | 9 - D | 9 - I | | 9 - F | 9 - J |
| | 10 - J | | 10 - H | | | 10 - A |

| <u>88-89</u> | <u>90-91</u> | <u>92-93</u> | <u>94-95</u> | <u>96-97</u> | <u>98-99</u> | <u>100-101</u> |
|--------------|------------------|--------------|--------------|------------------|--------------|----------------|
| i - # 2 | i - Sent. # 1, 2 | i - # 3 | i - # 4 | i - Sent. # 3, 4 | i - # 5 | i - # 6 |
| 1 - I | 1 - E | 1 - H | 1 - G | 1 - G | 1 - B | 1 - H |
| 2 - G | 2 - G | 2 - E | 2 - H | 2 - C | 2 - F | 2 - B |
| 3 - B | 3 - C | 3 - D | 3 - C | 3 - D | 3 - E | 3 - F |
| 4 - F | 4 - J | 4 - A | 4 - E | 4 - E | 4 - H | 4 - J |
| 5 - D | 5 - H | 5 - B | 5 - A | 5 - I | 5 - A | 5 - C |
| 6 - E | 6 - F | 6 - G | 6 - J | 6 - H | 6 - C | 6 - A |
| 7 - H | 7 - A | 7 - C | 7 - I | 7 - A | 7 - D | 7 - E |
| 8 - J | 8 - B | 8 - F | 8 - B | 8 - F | 8 - G | 8 - G |
| 9 - A | 9 - I | 9 - I | 9 - D | 9 - B | | 9 - D |
| 10 - C | 10 - D | | 10 - F | 10 - J | | 10 - I |

| <u>102-103</u> | <u>104-105</u> | <u>106-107</u> | <u>110-111</u> | <u>112-113</u> | <u>114-115</u> | <u>116-117</u> |
|------------------|----------------|----------------|----------------|----------------|------------------|----------------|
| i - Sent. # 5, 6 | i - # 7 | i - Sent. # 7 | u - # 1 | u - # 2 | u - Sent. # 1, 2 | u - # 3 |
| 1 - E | 1 - I | 1 - C | 1 - F | 1 - F | 1 - C | 1 - J |
| 2 - C | 2 - C | 2 - B | 2 - D | 2 - C | 2 - B | 2 - B |
| 3 - I | 3 - H | 3 - I | 3 - G | 3 - B | 3 - D | 3 - D |
| 4 - A | 4 - G | 4 - E | 4 - A | 4 - E | 4 - A | 4 - E |
| 5 - D | 5 - B | 5 - D | 5 - C | 5 - G | 5 - F | 5 - F |
| 6 - H | 6 - A | 6 - J | 6 - E | 6 - D | 6 - E | 6 - G |
| 7 - B | 7 - D | 7 - A | 7 - B | 7 - A | 7 - G | 7 - A |
| 8 - J | 8 - F | 8 - H | | | 8 - H | 8 - C |
| 9 - G | 9 - E | 9 - F | | | | 9 - H |
| 10 - F | 10 - J | 10 - G | | | | 10 - I |

Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number

| <u>118-119</u> | <u>120-121</u> | <u>122-123</u> | <u>124-125</u> | <u>126-127</u> | <u>130-131</u> | <u>132-133</u> |
|----------------|------------------|----------------|----------------|------------------|----------------|----------------|
| u - # 4 | u - Sent. # 3, 4 | u - # 5 | u - # 6 | u - Sent. # 5, 6 | e - # 1 | e - # 2 |
| 1 - I | 1 - D | 1 - H | 1 - E | 1 - G | 1 - E | 1 - J |
| 2 - E | 2 - B | 2 - A | 2 - A | 2 - C | 2 - G | 2 - F |
| 3 - A | 3 - A | 3 - G | 3 - G | 3 - J | 3 - A | 3 - A |
| 4 - C | 4 - C | 4 - B | 4 - J | 4 - E | 4 - I | 4 - D |
| 5 - F | 5 - G | 5 - C | 5 - D | 5 - A | 5 - B | 5 - B |
| 6 - D | 6 - E | 6 - E | 6 - H | 6 - H | 6 - F | 6 - H |
| 7 - H | 7 - F | 7 - D | 7 - F | 7 - B | 7 - J | 7 - I |
| 8 - B | | 8 - F | 8 - B | 8 - F | 8 - H | 8 - E |
| 9 - G | | | 9 - C | 9 - D | 9 - C | 9 - C |
| | | | 10 - I | 10 - I | 10 - D | 10 - G |

| <u>134-135</u> | <u>136-137</u> | <u>138-139</u> | <u>140-141</u> | | | |
|------------------|----------------|----------------|------------------|--|--|--|
| e - Sent. # 1, 2 | e - # 3 | e - # 4 | e - Sent. # 3, 4 | | | |
| 1 - F | 1 - F | 1 - A | 1 - E | | | |
| 2 - I | 2 - B | 2 - C | 2 - C | | | |
| 3 - G | 3 - H | 3 - G | 3 - F | | | |
| 4 - C | 4 - A | 4 - F | 4 - A | | | |
| 5 - A | 5 - G | 5 - B | 5 - I | | | |
| 6 - B | 6 - D | 6 - D | 6 - G | | | |
| 7 - D | 7 - I | 7 - E | 7 - D | | | |
| 8 - H | 8 - C | | 8 - B | | | |
| 9 - E | 9 - J | | 9 - J | | | |
| | 10 - E | | 10 - H | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

Intro # 1

Draw a line from each word to the matching picture. *Nut: The last little bit of a pencil. Hut: The center of a wheel. Mutt: A dog that is mixed breed. Mum: A kind of flower.*

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Name _____ Date _____

| | | | |
|------|-----|-----|-----|
| nut | tub | | |
| hut | nub | | |
| rut | rub | | |
| mutt | hub | hut | nut |
| mum | hum | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Intro # 2

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|------|-----|----|
| fun | tux | | |
| bun | lux | | |
| run | us | bus | us |
| sun | bus | | |
| nun | fuss | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Intro # 3

Draw a line from each word to the matching picture. *Jut: To stick out from a flat surface.*

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Name _____ Date _____

| | | | |
|------|------|-----|------|
| hull | mud | | |
| dull | bud | | |
| cuff | suds | cut | dull |
| muff | jut | | |
| | cut | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Intro # 4

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|-----|-----|
| gum | mug | | |
| sum | dug | | |
| rug | bug | bug | dug |
| jug | tug | | |
| | hug | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Intro # 5

Draw a line from each word to the matching picture. *Huff: Zero, nothing.*

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Name _____ Date _____

| | | | |
|------|------|-----|------|
| gull | up | | |
| null | cup | | |
| sub | pup | cup | gull |
| cub | huff | | |
| putt | puff | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Sl. A # 1

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|------|-----|-----|
| cat | pat | | |
| hat | vat | | |
| fat | rat | rat | sat |
| bat | mat | | |
| sat | Matt | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

Sh A # 2

rag
sag
lag
nag
wag
bag
tag

Draw a line from each word to the matching picture.

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Name _____ Date _____

tag lag
sag rag
bag wag
nag

| | | | |
|-----|-----|-----|-----|
| | | | |
| bag | wag | tag | rag |
| | | | |
| tag | sag | nag | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

A Sent # 1, 2

- A rat sat. C
- A cat sat. F
- a tag B
- a bag D
- A fat cat A
- A fat rat E

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Sh A # 3

pad
sad
lad
mad
fad
dad
had
bad
ad
add

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|-----|-----|
| lad | pad | | |
| sad | fad | | |
| had | dad | | |
| ad | bad | | |
| add | mad | | |
| | | sad | dad |

| | | | |
|-----|-----|-----|-----|
| | | | |
| bad | lad | had | pad |

| | | | |
|-----|----|-----|---------------------------|
| | | | $3 \dots$ $+ 1$ 4 |
| mad | ad | fad | add |

Say the name and sound as you trace and write each capital letter. Say only the sound for lower case letters.

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Name _____ Date _____

Sh A # 4

map
sap
nap
zap
lap
tap
cap
gap
yap

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|-----|-----|
| tap | sap | | |
| cap | nap | | |
| map | lap | | |
| gap | yap | cap | nap |
| | | lap | map |
| | | tap | gap |

| | | | |
|-----|-----|-----|--|
| | | | |
| zap | yap | sap | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

- A cat had a mat. E
- A bag had a tag. B
- Pat had a bat. D
- Matt had a nap. F
- Dad had a cat. A
- a mad cat C

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Page 26

Name _____ Date _____

Sh A # 5

ram
ham
yam
tam
cam
jam
dam
Pam
Sam

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|-----|-----|
| cam | jam | | |
| ham | ram | | |
| tam | dam | | |
| Sam | yam | | |
| | | Pam | jam |

| | | | |
|-----|-----|-----|-----|
| | | | |
| tam | ram | ham | dam |

| | | |
|-----|-----|-----|
| | | |
| yam | cam | Sam |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Sh A # 6

fan
man
ran
van
can
pan
tan
ban
Jan

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|-----|-----|
| tan | man | | |
| pan | ran | | |
| can | fan | | |
| van | Jan | | |
| ban | | pan | man |

| | | | |
|-----|-----|-----|-----|
| | | | |
| fan | ran | can | van |

| | | |
|-----|-----|-----|
| | | |
| tan | Jan | ban |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

- A man had a map. F
- Dan had a cap. E
- Sam ran a lap. C
- A man had a van. D
- Pam had a pan. A
- A ram ran. B

A Sent # 5, 6

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

SA # 7

| | | |
|--|-----|--|
| | lab | |
| | cab | |
| | nab | |
| | tab | |
| | dab | |
| | wax | |
| | sax | |
| | tax | |
| | fax | |
| | ax | |

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|--|--|
| ax | cab | | |
| sax | dab | | |
| fax | lab | | |
| tax | tab | | |
| wax | nab | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

SI # 8

| | | |
|--|------|--|
| | pass | |
| | bass | |
| | lass | |
| | mass | |
| | gas | |
| | has | |
| | jazz | |
| | pal | |
| | yak | |

Draw a line from each word to the matching picture.

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Page 34

Name _____ Date _____

| | | | |
|------|------|--|--|
| mass | gas | | |
| lass | has | | |
| bass | jazz | | |
| pass | yak | | |
| | pal | | |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

- A man has a hat. E
- Nan has a fan. C
- A man has an ax. A
- Zak has a pal. D
- Sam has a sax. B
- Pat has a bass. F

A Sent # 7, 8 - 1

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

- Nan was at a lab. F
- A cat has a hat. A
- Pat was at bat. C
- A man was mad. E
- Pam was at a dam. B
- Dan was sad. D

A Sent # 7, 8 - 2

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

SI # 1

| | | |
|--|-----|--|
| | lot | |
| | hot | |
| | not | |
| | rot | |
| | cot | |
| | dot | |
| | got | |
| | jot | |
| | tot | |
| | pot | |

Draw a line from each word to the matching picture.

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Page 37

Page 38

Name _____ Date _____

| | | | |
|-----|-----|--|--|
| hot | lot | | |
| not | cot | | |
| dot | jot | | |
| got | tot | | |
| rot | pot | | |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

SA # 2

| | | |
|--|-----|--|
| | mop | |
| | sop | |
| | hop | |
| | top | |
| | pop | |
| | sod | |
| | rod | |
| | nod | |
| | cod | |
| | pod | |

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|--|--|
| sod | mop | | |
| rod | top | | |
| nod | sop | | |
| cod | hop | | |
| pod | pop | | |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

- A pot was hot. C
- Jan can mop. B
- Dan has a cot. A
- Pam was hot. E
- Matt was not hot. F
- A pot has a dot. D

O Sent # 1, 2

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Page 42

Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____
Sh O # 3

fog hog log jog dog bog fox pox box ox

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|--|--|
| box | dog | | |
| fox | log | | |
| pox | bog | | |
| ox | hog | | |
| jog | fog | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____
Sh O # 4

cob job Bob sob moss loss boss toss doll

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|------|------|--|--|
| moss | job | | |
| toss | sob | | |
| loss | cob | | |
| boss | Bob | | |
| | doll | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Page 45

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Name _____ Date _____

- A dog was hot. B
- A dog ran. A
- A man has an ox. E
- A man can jog. C
- Bob has a box. D
- Rob has a job. F

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____
Sh O # 5

odd off on con wok mom pom pom

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|---------|--|--|
| odd | wok | | |
| off | mom | | |
| on | pom pom | | |
| con | | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

- A dog was on a log. D
- Mom was mad. B
- A cat got on a van. C
- A fox got on a box. F
- Moss was on a log. A
- Zak sat on top. E

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Page 50

Name _____ Date _____
Sh I # 1

hit lit sit fit bit kit pit it quit mitt

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|------|------|--|--|
| lit | pit | | |
| bit | mitt | | |
| sit | hit | | |
| quit | fit | | |
| it | | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____
Sh I # 2

hill fill sill will mill dill bill pill gill quill

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|------|-------|--|--|
| fill | dill | | |
| will | pill | | |
| hill | quill | | |
| bill | sill | | |
| gill | mill | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Page 54

Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

- I am at a mill. E
- Pam can hit it. A
- Jill will fill a box. D
- Sam has a mitt. F
- It will fit. B
- It has a bill. C

1 Sent # 1, 2

| | | |
|--|--|--|
| | | |
| | | |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Sk 1 # 3

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | |
|-----|-----|
| zip | yip |
| lip | sip |
| tip | rip |
| dip | hip |

| | | | |
|-----|-----|-----|-----|
| | | | |
| rip | tip | zip | dip |
| | | | |
| yip | sip | lip | hip |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Sk 1 # 4

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|------------|------------|
| mix | tin | 6 | |
| six | win | <u>six</u> | <u>win</u> |
| fix | bin | | |
| fin | pin | | |
| kin | in | | |

| | | | |
|-----|-----|-----|-----|
| | | | |
| fix | fin | pin | in |
| | | | |
| mix | kin | tin | bin |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

- I will mix it. F
- It has a rip in it. C
- Dan will zip it. A
- A cat got in a box. B
- It has a fin. D
- Bob can fix it. E

1 Sent # 3, 4

| | | |
|--|--|--|
| | | |
| | | |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Sk 1 # 5

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | |
|---------|-----|
| big | fig |
| wig | jig |
| rig | pig |
| zig zag | dig |

| | | | |
|-----|-----|-----|-----|
| | | | |
| pig | dig | fig | big |
| | | | |
| wig | jig | rig | zag |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

Sk 1 # 6

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|------|------|-------------|------------|
| miss | fib | | |
| kiss | bib | <u>fizz</u> | <u>bib</u> |
| hiss | rib | | |
| his | jib | | |
| quiz | fizz | | |

| | | | |
|------|------|------|-----|
| | | | |
| miss | kiss | quiz | rib |
| | | | |
| fib | hiss | his | jib |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

- A big pig has a wig. C
- Ann will miss it. A
- It is his bib. F
- It will hiss. D
- A man will fix his van. B
- Bill can dig. E

1 Sent # 5, 6

| | | |
|--|--|--|
| | | |
| | | |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Sk 1 # 7

Draw a line from each word to the matching picture.

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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

| | | | |
|-----|-----|---|---|
| him | kid |  |  |
| rim | lid | | |
| dim | hid | | |
| vim | rid | lid | hid |
| Kim | did | | |

| | | | |
|---|---|---|---|
|  |  |  |  |
| dim | Kim | kid | rid |







| | | | |
|---|---|---|---|
|  |  |  |  |
| him | did | rim | vim |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

- Jim did his job. C U Sent # 7
- A lid is on a pot. F
- Kim will kiss him. A
- Tim hid. E
- Did Tom dig it? D
- It bit him. B











| | | |
|---|---|---|
| A  | B  | C  |
| D  | E  | F  |

Write the letter for each picture beside the matching sentence.
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Name _____ Date _____











Sk U # 1

| | | |
|---|------|---|
|  | hut |  |
|  | nut | |
|  | rut |  |
|  | jut | |
|  | cut | |
|  | putt | |
|  | mutt |  |

Draw a line from each word to the matching picture.
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Page 69

Name _____ Date _____












| | | | | | | |
|---|---|---|---|---|---|---|
| hut | nut | cut | putt | rut | putt | mutt |
|  |  |  |  |  |  |  |
| hut | nut | cut | putt | | | |
|  |  |  | | | | |
| mutt | jut | rut | | | | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

Sk U # 2





| | | |
|---|-----|---|
|  | rug |  |
|  | mug | |
|  | hug |  |
|  | bug | |
|  | jug |  |
|  | dug | |
|  | tug |  |




Draw a line from each word to the matching picture.
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Page 71

Name _____ Date _____

| | |
|-----|-----|
| mug | tug |
| dug | rug |
| bug | jug |
| hug | |

| | | | |
|---|---|---|---|
|  |  |  |  |
| rug | bug | tug | mug |







| | | |
|---|---|---|
|  |  |  |
| hug | jug | dug |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

- A man is in a hut. B
- A bug is on a rug. C
- Nan can cut it. E
- Jim will tug on it. D
- A mug is hot. A
- I can putt it. F U Sent # 1, 2




















| | | |
|---|---|--|
| A  | B  | C  |
| D  | E  | F  |

Write the letter for each picture beside the matching sentence.
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Name _____ Date _____



Sk U # 3




| | | |
|---|-----|---|
|  | sub |  |
|  | rub |  |
|  | tub |  |
|  | hub |  |
|  | cub |  |
|  | hum |  |
|  | mum |  |
|  | sum | $\begin{matrix} 2 \blacktriangle \\ + 3 \blacktriangle \\ \hline 5 \end{matrix}$ |
|  | yum |  |
|  | gum |  |





Draw a line from each word to the matching picture.
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Page 74

Name _____ Date _____

| | | | |
|-----|-----|---|---|
| yum | tub |  |  |
| mum | cub | | |
| hum | hub | | |
| sum | sub | cub | sub |
| gum | rub | | |

| | | | |
|---|---|---|--|
|  |  |  | $\begin{matrix} 2 \blacktriangle \\ + 3 \blacktriangle \\ \hline 5 \end{matrix}$ |
| tub | hum | rub | sum |

















| | | | |
|---|---|---|---|
|  |  |  |  |
| mum | gum | yum | hub |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____



Sk U # 4





| | | |
|---|------|---|
|  | fun |  |
|  | run |  |
|  | sun |  |
|  | nun |  |
|  | bun |  |
|  | dull |  |
|  | gull |  |
|  | hull |  |
| | null | |




Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|------|-----|--|---|
| null | bun |  |  |
| hull | fun | | |
| dull | sun | | |
| gull | run | bun | gull |
| | nun | | |

| | | | |
|---|---|--|---|
|  |  |  |  |
| run | sun | hull | nun |







| | | |
|---|---|--|
|  |  |  |
| dull | fun | null |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

- A ram can run. E U Sent # 3, 4
- It is dull. C
- Ross will run. A
- Jan is in a tub. D
- Ann has fun. F
- I will hum. B

| | | |
|---|---|---|
| A  | B  | C  |
| D  | E  | F  |

Write the letter for each picture beside the matching sentence.
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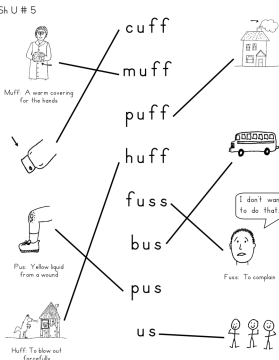
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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____
Sk U # 5

Muff: A worn covering for the hands.
Puff: Yellow liquid from a sword.
Huff: To blow hard forcefully.
Fuss: To complain.

cuff
muff
puff
huff
fuss
bus
pus
us

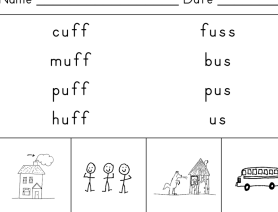


Draw a line from each word to the matching picture.

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Name _____ Date _____

cuff fuss
muff bus
puff pus
huff us



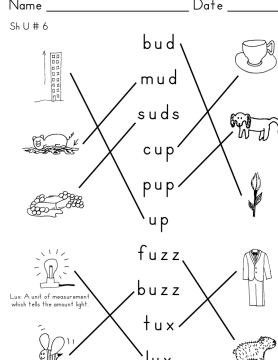
puff us huff bus
fuss pus muff cuff

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____
Sk U # 6

bud
mud
suds
cup
pup
up
fuzz
buzz
tux
lux

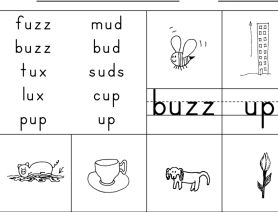


Draw a line from each word to the matching picture.

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Name _____ Date _____

fuzz bud
buzz suds
tux bus
lux cup
pup up



buzz up
mud cup pup bud
fuzz tux suds lux

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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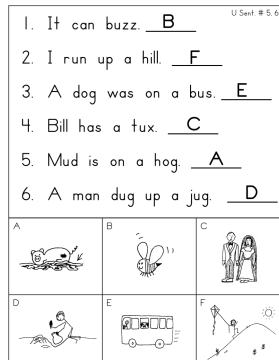
Page 80

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Name _____ Date _____
U Sent # 5, 6

- It can buzz. B
- I run up a hill. F
- A dog was on a bus. E
- Bill has a tux. C
- Mud is on a hog. A
- A man dug up a jug. D

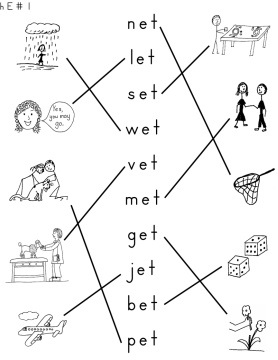


Write the letter for each picture beside the matching sentence.

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Name _____ Date _____
Sk E # 1

net
let
set
wet
vet
met
get
jet
bet
pet

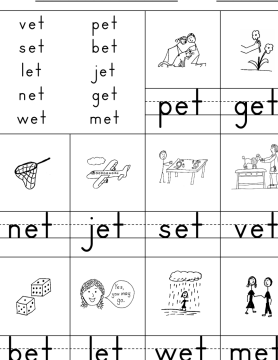


Draw a line from each word to the matching picture.

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Name _____ Date _____

vet pet
set bet
let jet
net get
wet met



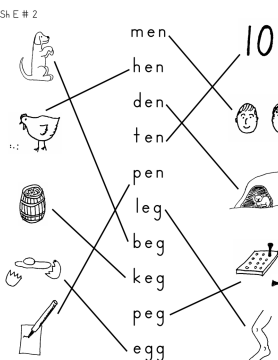
net jet set vet
bet let wet met

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____
Sk E # 2

men
hen
den
ten
pen
leg
beg
keg
peg
egg



Draw a line from each word to the matching picture.

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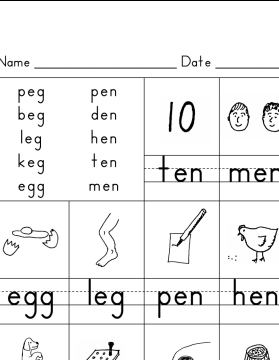
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Page 85

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Name _____ Date _____

peg pen
beg den
leg hen
keg ten
egg men



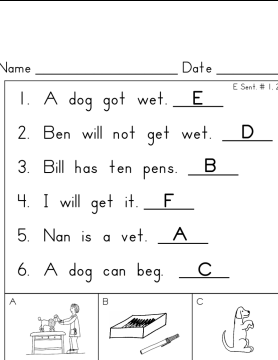
egg leg pen hen
beg peg den keg

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____
E Sent # 1, 2

- A dog got wet. E
- Ben will not get wet. D
- Bill has ten pens. B
- I will get it. F
- Nan is a vet. A
- A dog can beg. C

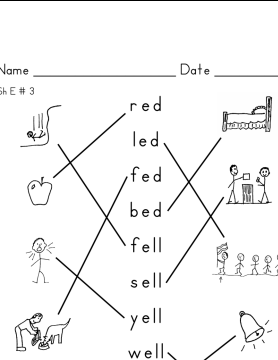


Write the letter for each picture beside the matching sentence.

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Name _____ Date _____
Sk E # 3

red
led
fed
bed
fell
sell
yell
well
bell
tell

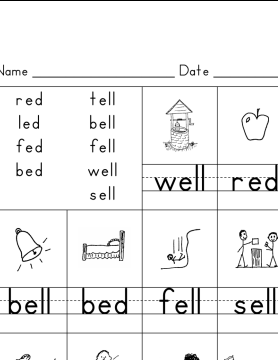


Draw a line from each word to the matching picture.

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Name _____ Date _____

red tell
led bell
fed fell
bed well
sell



bell bed fell sell
fed yell tell led

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

Sh E # 4

mess

less

yes

pep

hem

web

fez

Draw a line from each word to the matching picture.

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Name _____ Date _____

less web

mess pep

yes hem

fez

| | | | |
|-----|-----|------|-----|
| | | | |
| web | yes | less | pep |
| | | | |
| fez | hem | mess | |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

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Name _____ Date _____

E Sent # 3 14

- A web is on a bell. C
- Ed fed his dog. E
- A bag fell. A
- It is a mess. F
- Ross has less. B
- Yes, Tom did win. D

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Suffix -a With Verbs

- A dog runs. C
- It pops. A
- Gus runs a lap. F
- A cat digs. E
- A pet gets wet. D
- A cat sits on a van. B

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Suffix -a With Nouns

- cat E
- cats F
- kid C
- kids A
- dog D
- dogs B

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Suffix -a

- Pam's pan D
- Tom's van F
- Sam's cap A
- Jill's doll E
- Meg's dog C
- Dad's cat B

| | | |
|---|---|---|
| A | B | C |
| D | E | F |

Write the letter for each picture beside the matching sentence.

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Name _____ Date _____

Decoding Test 1 - short a

Look at each picture. Fill in the bubble by the correct word.

| | | | |
|---|--------|----|--------|
| 1 | 1 man | 2 | 1 bag |
| 2 | 2 cab | 3 | 2 bat |
| 3 | 3 gal | 4 | 3 tab |
| 4 | 4 gap | 5 | 4 bass |
| 5 | 5 mat | 6 | 5 fan |
| 6 | 6 mad | 7 | 6 fat |
| 7 | 7 ram | 8 | 7 nap |
| 8 | 8 man | 9 | 8 cap |
| 9 | 9 Pam | 10 | 9 pan |
| | 10 mad | 11 | 10 tag |
| | 11 job | 12 | 11 tap |
| | 12 jam | 13 | 12 wag |
| | | 14 | 13 rag |

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Name _____ Date _____

Decoding Test 2 - short o

Look at each picture. Fill in the bubble by the correct word.

| | | | |
|----|--------|----|---------|
| 1 | 1 hop | 2 | 1 map |
| 2 | 2 hat | 3 | 2 hop |
| 3 | 3 ox | 4 | 3 mom |
| 4 | 4 ox | 5 | 4 doll |
| 5 | 5 tax | 6 | 5 log |
| 6 | 6 boss | 7 | 6 doll |
| 7 | 7 Bob | 8 | 7 dog |
| 8 | 8 box | 9 | 8 bag |
| 9 | 9 pot | 10 | 9 tap |
| 10 | 10 pot | 11 | 10 tap |
| 11 | 11 tap | 12 | 11 tass |
| 12 | 12 pod | 13 | 12 hop |

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Name _____ Date _____

Decoding Test 3 - short i

Look at each picture. Fill in the bubble by the correct word.

| | | | |
|----|--------|----|---------|
| 1 | 1 fix | 2 | 1 hit |
| 2 | 2 fill | 3 | 2 hat |
| 3 | 3 fan | 4 | 3 pill |
| 4 | 4 pill | 5 | 4 mix |
| 5 | 5 wag | 6 | 5 mill |
| 6 | 6 pin | 7 | 6 fin |
| 7 | 7 win | 8 | 7 mass |
| 8 | 8 wig | 9 | 8 kid |
| 9 | 9 pig | 10 | 9 rid |
| 10 | 10 pad | 11 | 10 kiss |
| 11 | 11 fig | 12 | 11 cab |
| 12 | 12 dig | 13 | 12 sip |
| 13 | 13 dip | 14 | 13 tap |
| 14 | 14 dim | 15 | 14 tip |
| 15 | 15 bag | 16 | 15 Tim |

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Name _____ Date _____

Decoding Test 4 - short u

Look at each picture. Fill in the bubble by the correct word.

| | | | |
|----|---------|----|--------|
| 1 | 1 sub | 2 | 1 gum |
| 2 | 2 fuss | 3 | 2 bun |
| 3 | 3 sun | 4 | 3 bag |
| 4 | 4 sum | 5 | 4 bug |
| 5 | 5 us | 6 | 5 pup |
| 6 | 6 up | 7 | 6 cap |
| 7 | 7 in | 8 | 7 cup |
| 8 | 8 ax | 9 | 8 cot |
| 9 | 9 tab | 10 | 9 cut |
| 10 | 10 rub | 11 | 10 cat |
| 11 | 11 but | 12 | 11 cot |
| 12 | 12 tub | 13 | 12 nut |
| 13 | 13 bass | 14 | 13 as |
| 14 | 14 bus | 15 | 14 is |
| 15 | 15 bud | 16 | 15 us |
| 16 | 16 sob | 17 | 16 ox |

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Name _____ Date _____

Decoding Test 5 - short e

Look at each picture. Fill in the bubble by the correct word.

| | | | |
|----|--------|----|--------|
| 1 | 1 big | 2 | 1 let |
| 2 | 2 beg | 3 | 2 led |
| 3 | 3 egg | 4 | 3 log |
| 4 | 4 Ed | 5 | 4 leg |
| 5 | 5 men | 6 | 5 fill |
| 6 | 6 mess | 7 | 6 fell |
| 7 | 7 hen | 8 | 7 sell |
| 8 | 8 man | 9 | 8 fan |
| 9 | 9 bud | 10 | 9 let |
| 10 | 10 bad | 11 | 10 job |
| 11 | 11 bed | 12 | 11 jot |
| 12 | 12 bet | 13 | 12 jet |
| 13 | 13 pet | 14 | 13 net |
| 14 | 14 pen | 15 | 14 tan |
| 15 | 15 pot | 16 | 15 ten |
| 16 | 16 tub | 17 | 16 Ted |

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Name _____ Date _____

Draw a line from each word to the matching picture.

| | |
|-----|--|
| pin | |
| pan | |
| fin | |
| fan | |
| hit | |
| hat | |
| rim | |
| ram | |
| him | |
| ham | |

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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

| | | | |
|-----|-----|---|---|
| pin | pan |  |  |
| fin | fan | | |
| him | ham | | |
| rim | ram | | |
| hit | hat | | |





















ram him

| | | | |
|---|---|---|---|
|  |  |  |  |
| rim | ham | pan | hit |

| | | | |
|---|---|---|---|
|  |  |  |  |
| fin | hat | fan | pin |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|---|-----|---|
|  | wig |  |
|  | wag |  |
|  | big |  |
|  | bag |  |
|  | lip |  |
|  | lap |  |
|  | sip |  |
|  | sap |  |
|  | zip |  |
|  | zap |  |





Draw a line from each word to the matching picture.





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Name _____ Date _____

| | | | |
|-----|-----|--|---|
| wag | wig |  |  |
| bag | big | | |
| sap | sip | | |
| lap | lip | | |
| zap | zip | | |





















sip zap

| | | | |
|---|---|---|---|
|  |  |  |  |
| big | bag | wig | lip |

| | | | |
|---|---|---|---|
|  |  |  |  |
| sap | zip | lap | wag |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|---|-----|---|
|  | rig |  |
|  | rag |  |
|  | fix |  |
|  | fax |  |
|  | six |  |
|  | sax |  |
|  | lid |  |
|  | lad |  |
|  | mix |  |
|  | Max |  |

Draw a line from each word to the matching picture.

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Name _____ Date _____

| | | | |
|-----|-----|---|---|
| lid | lad |  |  |
| fix | fax | | |
| mix | Max | | |
| six | sax | | |
| rig | rag | | |





















mix fix

| | | | |
|--|--|--|--|
|  |  |  |  |
| lid | fax | 6 | rag |

| | | | |
|---|---|---|---|
|  |  |  |  |
| lad | sax | Max | rig |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|---|-----|---|
|  | cat |  |
|  | cot |  |
|  | pat |  |
|  | pot |  |
|  | rat |  |
|  | rot |  |
|  | ax |  |
|  | ox |  |
|  | fox |  |
|  | fox |  |





Draw a line from each word to the matching picture.





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Name _____ Date _____

| | | | |
|-----|-----|--|---|
| cat | cot |  |  |
| pat | pot | | |
| rat | rot | | |
| fax | fox | | |
| ax | ox | | |





















pot pat

| | | | |
|---|---|---|---|
|  |  |  |  |
| ox | ax | fox | fax |

| | | | |
|---|---|---|---|
|  |  |  |  |
| rat | cat | rot | cot |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|---|-----|---|
|  | hat |  |
|  | hot |  |
|  | map |  |
|  | mop |  |
|  | sad |  |
|  | sod |  |
|  | cab |  |
|  | cob |  |
|  | pad |  |
|  | pod |  |

Draw a line from each word to the matching picture.

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Page 108





Page 109





Page 110

Name _____ Date _____

| | | | |
|-----|-----|---|---|
| mop | map |  |  |
| hot | hat | | |
| cob | cab | | |
| pod | pad | | |
| sod | sad | | |





















hot hat

| | | | |
|---|---|---|---|
|  |  |  |  |
| cob | cab | pod | pad |

| | | | |
|---|---|---|---|
|  |  |  |  |
| sad | sod | map | mop |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|---|-----|---|
|  | jig |  |
|  | jog |  |
|  | tip |  |
|  | hip |  |
|  | cod |  |
|  | hip |  |
|  | tip |  |
|  | top |  |
|  | fix |  |
|  | fox |  |





Draw a line from each word to the matching picture.





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Name _____ Date _____

| | | | |
|-----|-----|--|---|
| fix | fox |  |  |
| jig | jog | | |
| tip | top | | |
| hip | hop | | |
| kid | cod | | |





















hop fix

| | | | |
|---|---|---|---|
|  |  |  |  |
| tip | fox | top | jog |

| | | | |
|---|---|---|---|
|  |  |  |  |
| jog | hip | cod | kid |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|---|-----|---|
|  | in |  |
|  | on |  |
|  | lit |  |
|  | lot |  |
|  | hit |  |
|  | hot |  |
|  | kit |  |
|  | cot |  |
|  | dig |  |
|  | dog |  |

Draw a line from each word to the matching picture.

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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

| | | | |
|-----|-----|--|--|
| lit | lot | | |
| hit | hot | | |
| kit | cot | | |
| dig | dog | | |
| in | on | | |

dog lot

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

hot hit cot dig

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

kit lit in on

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|-----|--|
| | cap | |
| | cup | |
| | cat | |
| | cut | |

hat hut

| | |
|--|--|
| | |
|--|--|

rag rug

| | |
|--|--|
| | |
|--|--|

bag bug

| | |
|--|--|
| | |
|--|--|

Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|-----|-----|--|--|
| bag | bug | | |
| rag | rug | | |
| cat | cut | | |
| cap | cup | | |
| hat | hut | | |

hat cap

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

bug cut rug cup

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

bag cat hut rag

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|-----|--|
| | tug | |
| | tub | |
| | tab | |
| | cub | |
| | cab | |
| | mud | |
| | mad | |
| | hum | |
| | ham | |

Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|-----|-----|--|--|
| cab | cub | | |
| tab | tub | | |
| mad | mud | | |
| tag | tug | | |
| ham | hum | | |

mud tag

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

cab tub mad cub

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

tug hum ham tab

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|-----|--|
| | jug | |
| | jig | |
| | cut | |
| | kit | |
| | hut | |
| | hit | |
| | rug | |
| | rig | |
| | bug | |
| | big | |

Draw a line from each word to the matching picture.
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Page 120

Name _____ Date _____

| | | | |
|-----|-----|--|--|
| jug | jig | | |
| rug | rig | | |
| bug | big | | |
| cut | kit | | |
| hut | hit | | |

cut hit

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

rug bug hut kit

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

big jig jug rig

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Page 121

Name _____ Date _____

| | | |
|--|------|--|
| | hum | |
| | him | |
| | bin | |
| | fun | |
| | fuzz | |
| | fizz | |
| | hull | |
| | hill | |

Draw a line from each word to the matching picture.
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Page 122

Name _____ Date _____

| | | | |
|------|------|--|--|
| fizz | fuzz | | |
| hill | hull | | |
| bin | bun | | |
| fun | fun | | |
| him | hum | | |

hill hum

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

bun fin fizz him

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

fuzz bin fun hull

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Page 123

Name _____ Date _____

| | | |
|--|------|--|
| | pup | |
| | pop | |
| | cut | |
| | cot | |
| | hut | |
| | hot | |
| | jug | |
| | jog | |
| | bus | |
| | boss | |

Draw a line from each word to the matching picture.
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Page 124

Name _____ Date _____

| | | | |
|-----|------|--|--|
| pup | pop | | |
| hut | hot | | |
| cut | cot | | |
| jug | jog | | |
| bus | boss | | |

bus cut

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

hot cot pop hut

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

jog pup jug boss

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Page 125

Name _____ Date _____

| | | |
|--|------|--|
| | cub | |
| | sub | |
| | sob | |
| | putt | |
| | pot | |
| | nut | |
| | not | |
| | dull | |
| | doll | |

Draw a line from each word to the matching picture.
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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

| | | | |
|------|-----|-----|-----|
| putt | pot | | |
| sub | sob | | |
| cub | cob | | |
| cut | cot | nut | pot |
| nut | not | | |

| | | | |
|-----|-----|-----|-----|
| | | | |
| cob | sob | sub | cub |

| | | | |
|------|------|-----|------|
| | | | |
| putt | doll | not | dull |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

10

| | | |
|--|------|--|
| | men | |
| | man | |
| | ten | |
| | tan | |
| | pen | |
| | pan | |
| | beg | |
| | bag | |
| | Bess | |
| | bass | |

Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|------|------|-----|-----|
| Bess | bass | | 10 |
| beg | bag | | |
| men | man | pan | ten |
| pen | pan | | |
| ten | tan | | |

| | | | |
|-----|-----|-----|-----|
| | | | |
| man | beg | pen | bag |

| | | | |
|-----|------|-----|------|
| | | | |
| men | bass | tan | Bess |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|-----|--|
| | pet | |
| | pat | |
| | led | |
| | lad | |
| | met | |
| | mat | |
| | fed | |
| | fad | |
| | bed | |
| | bad | |

Draw a line from each word to the matching picture.
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Page 128

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Name _____ Date _____

| | | | |
|-----|-----|-----|-----|
| pet | pat | | |
| met | mat | | |
| fed | fat | bed | mat |
| bed | bad | | |
| led | lad | | |

| | | | |
|-----|-----|-----|-----|
| | | | |
| met | bad | fed | pet |

| | | | |
|-----|-----|-----|-----|
| | | | |
| pat | fad | lad | led |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|------|--|
| | set | |
| | sit | |
| | bell | |
| | bill | |
| | fell | |
| | fill | |
| | sell | |
| | sill | |
| | pen | |
| | pin | |

Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|------|------|------|-----|
| bell | bill | | |
| sell | sill | | |
| fell | fill | fell | sit |
| pen | pin | | |
| set | sit | | |

| | | | |
|------|------|-----|------|
| | | | |
| fill | bell | pin | sell |

| | | | |
|-----|------|-----|------|
| | | | |
| set | bill | pen | sill |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|------|--|
| | peg | |
| | pig | |
| | beg | |
| | big | |
| | led | |
| | lid | |
| | mess | |
| | miss | |
| | pet | |
| | pit | |

Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|------|------|-----|------|
| mess | miss | | |
| peg | pig | | |
| led | lid | pet | mess |
| pet | pit | | |
| beg | big | | |

| | | | |
|-----|-----|-----|------|
| | | | |
| lid | led | pig | miss |

| | | | |
|-----|-----|-----|-----|
| | | | |
| peg | big | pit | beg |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|------|--|
| | leg | |
| | log | |
| | mess | |
| | moss | |
| | red | |
| | rod | |
| | pet | |
| | pot | |
| | jet | |
| | jot | |

Draw a line from each word to the matching picture.
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Name _____ Date _____

| | | | |
|------|------|-----|-----|
| red | rod | | |
| mess | moss | | |
| pet | pot | log | pot |
| jet | jot | | |
| leg | log | | |

| | | | |
|------|-----|-----|-----|
| | | | |
| mess | leg | red | pet |

| | | | |
|-----|-----|-----|------|
| | | | |
| rod | jet | jot | moss |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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Name _____ Date _____

| | | |
|--|------|--|
| | beg | |
| | bug | |
| | Bess | |
| | bus | |
| | net | |
| | nut | |
| | bed | |
| | bud | |
| | fez | |
| | fuzz | |

Draw a line from each word to the matching picture.
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Answer Key - Rhyming Short Vowel Workbook

Name _____ Date _____

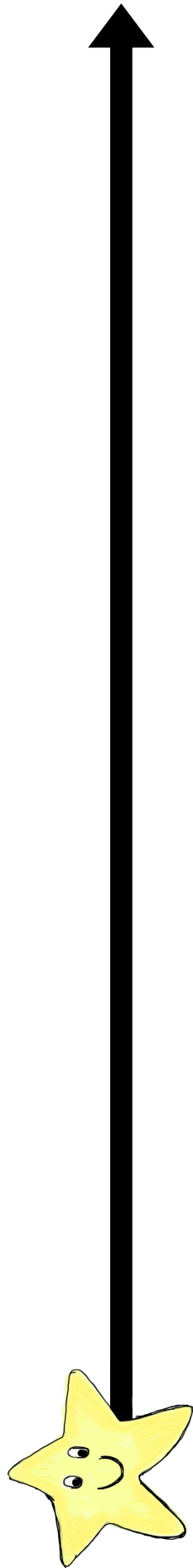
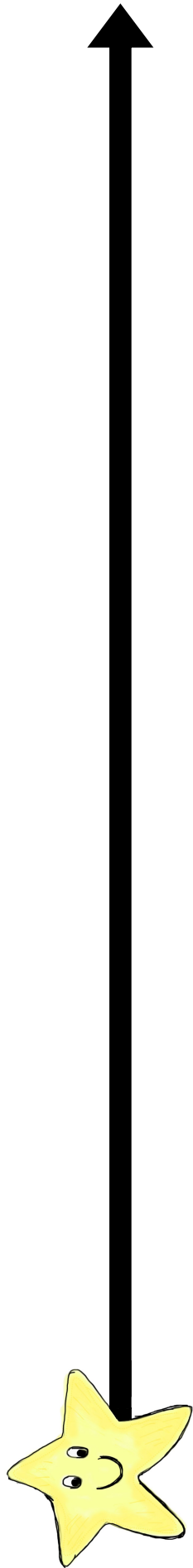
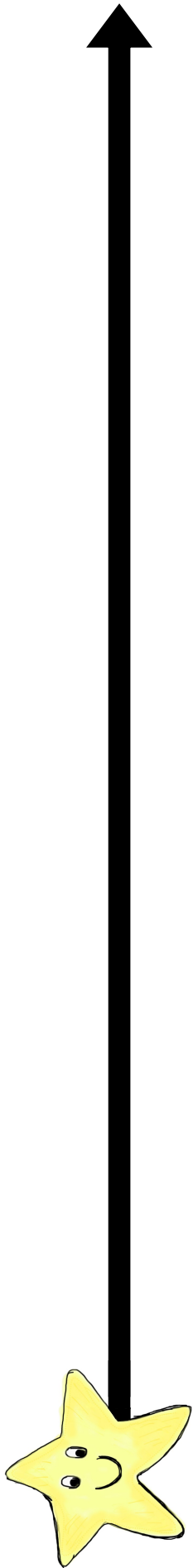
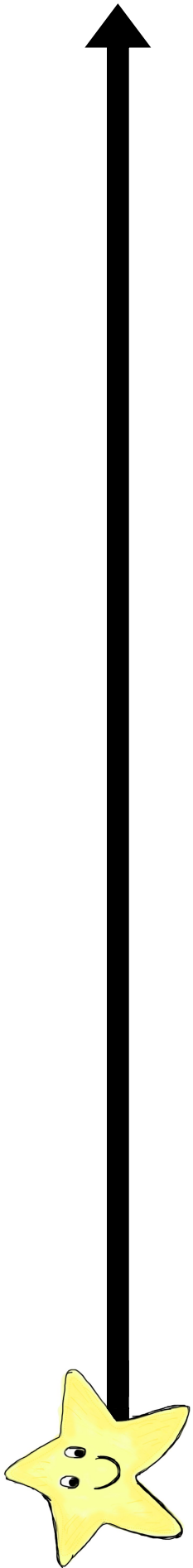
| | | | |
|------|------|---|---|
| Bess | bus |  |  |
| beg | bug | | |
| bed | bud | | |
| fez | fuzz | bug | bed |
| net | nut | | |

| | | | |
|---|---|---|---|
|  |  |  |  |
| nut | net | beg | bus |

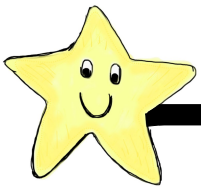
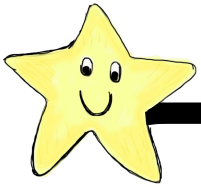
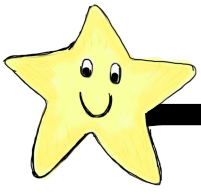
| | | | |
|---|---|---|---|
|  |  |  |  |
| fuzz | Bess | bud | fez |

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
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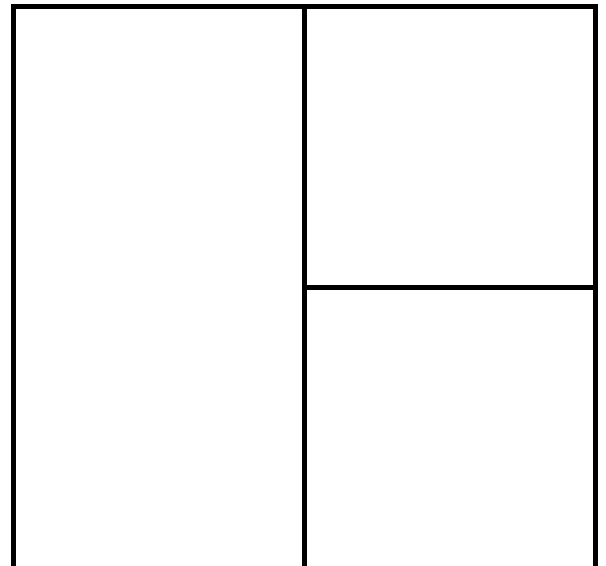
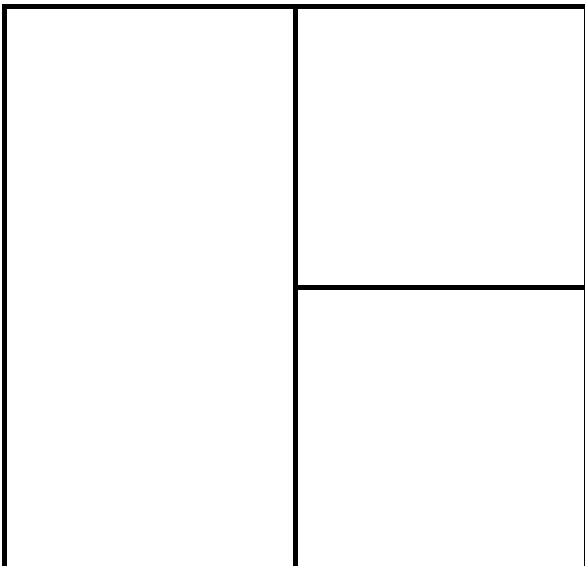
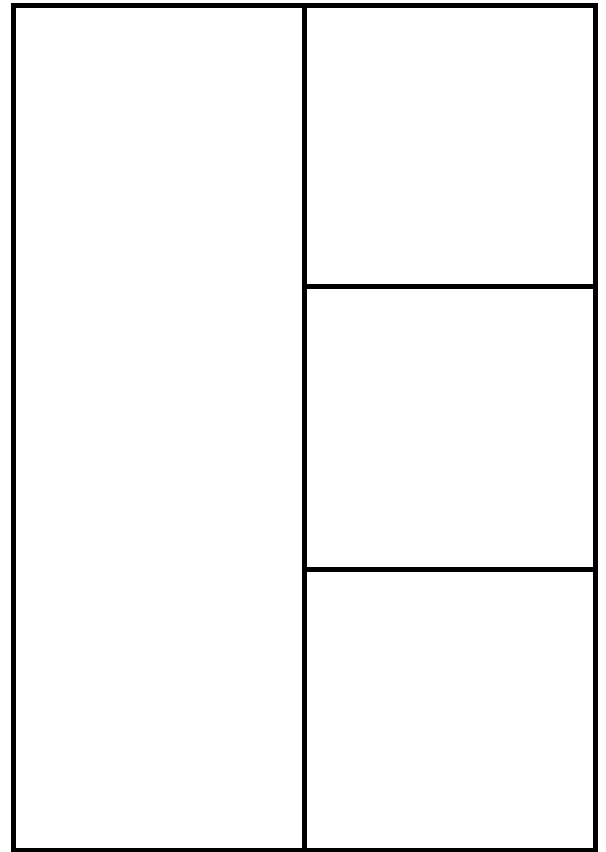
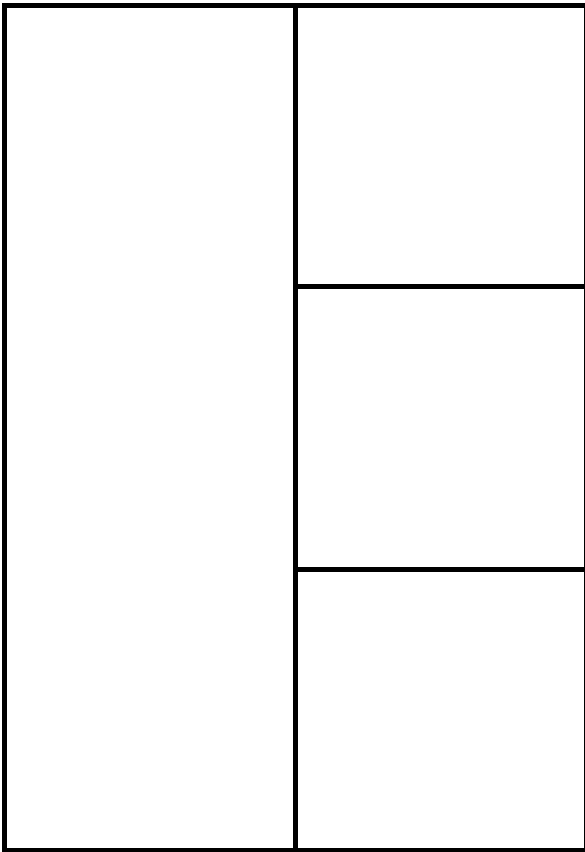
Page 139



This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips. For a whole class, copy the page onto card stock, creating enough pages for every student to have one strip. Students place these longer strips above their papers when spelling words.



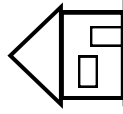
This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips. For a whole class, copy the page onto card stock, creating enough pages for every student to have one strip. Students place these shorter strips above their books when reading words and sentences.



Segmenting Frames - Copy the patterns onto card stock and cut them apart. See pages 60-61 for instructions. While these are helpful they are not absolutely necessary. Students can work directly on a table or on their desks.

This page is left blank on purpose so the page may be removed from the book and used to make segmenting frames. For a whole class, copy the page onto card stock, creating enough pages for every student to have both a two-box and three-box frame. Students place small tokens such as one inch cubes in the boxes. They move the cubes forward as they segment words, saying each sound separately.

You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.



You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.



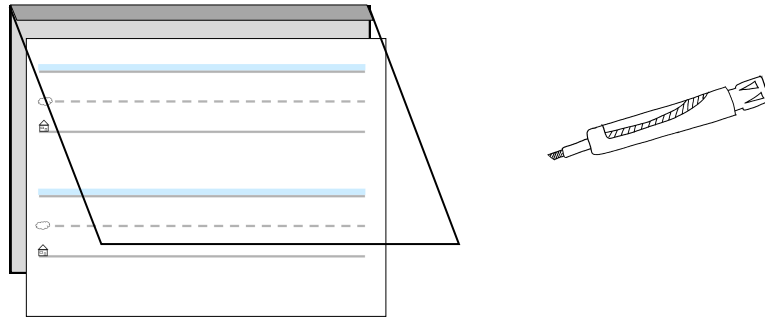
You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.





You can use this page to make a dry-erase frame by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.

How To Make A Dry-Erase Frame For Spelling Words



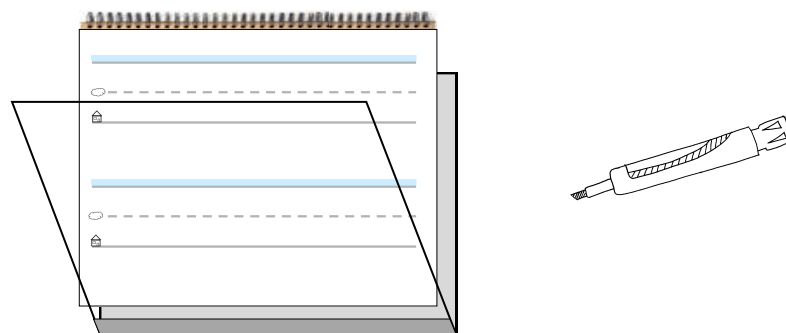
Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

Dictate the sound for each letter that students have studied. Students should repeat the sounds while writing the letters with a dry-erase marker.

Dictate new words from the *Words To Spell* chart. Students say each sound in the word as they write the related letters.

Students can hold up their frames so that you can check their work. Mistakes can be easily erased and corrected.

If desired, the lined pages can stay in the book. Students can open the frame and place the clear cover sheet on top of the page, with the cardstock sheet behind it.



A B C D E F f

G H I J K L M m

N O P Q R r S s T t

U V W X Y Z z

OverView Of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Materials and books are available as pdf downloads at www.soundcityreading.net.

Learning The Alphabet (Books 1 and 2)

Students learn to recognize and give the sounds for the letters of the alphabet, while practicing handwriting readiness and phonemic awareness skills.

Exploring Sounds In Words

Students learn to write the letters of the alphabet, while reviewing their sounds. They develop skills in segmenting and oral blending, learn to identify beginning and ending sounds, and begin to spell simple short vowel words with plastic letters.

Rhyming Short Vowel Words And Sentences or Mixed Short Vowel Words And Sentences or Two-Page Short Vowel Words And Sentences

Students learn to spell and read short vowel words. Each color-coded word is matched with a picture. Students learn seven sight words and begin to read simple sentences with short vowel words.

Basic Short Vowels

Students read illustrated short vowel words and sentences. The words are in both rhyming (same ending sounds) and body-coda (same beginning sounds) lists. This book has all black print.

Phonetic Words And Stories (Books 1-8)

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. Each color-coded word is matched with a picture. Students spell and read ten words with each pattern, then read easy practice stories containing the same patterns. As students progress through the books, they will be able to read ten popular easy to read children's books, obtained separately.

Basic Phonics Patterns (Books 1-8)

Students study the same patterns and stories presented in the same order as *Phonetic Words And Stories, Books 1-8*. However, these books are in a different format, with all black print, illustrated words and sentences, and more words per pattern.

Know The Phonetic Code (Volumes 1-3)

Students practice reading one and two-syllable word lists and the same practice stories for all of the phonics patterns taught in *Phonetic Words And Stories, Books 1-8*, in the same sequence. Words are not illustrated and are printed in smaller, all black print. The practice stories are illustrated.

Color-Coded Short Vowel Lists and Color-Coded Phonetic Lists

In these books students read color-coded rhyming lists followed by word lists with the same beginning sounds (body-coda lists). Each vowel sound is printed in a specific color, to help students notice the vowel patterns in words and be aware of their sounds. The words are not illustrated.

Advanced Phonics Patterns From Children's Books

Students read words and sentences with less common syllable, suffix, and phonics patterns. The all black print is smaller and the words are not illustrated. The lessons prepare students to read eighty-one children's picture books, reading levels 1.1 through 4.7, obtained separately.