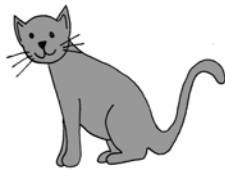


# Basic Short Vowels

## Rhyming Lists

## Body-Coda Lists

cat



mat



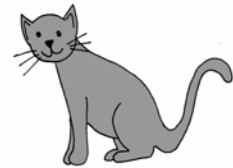
rat



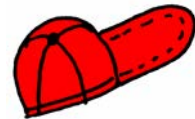
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cat



cap



can



cab



**Follows The Same  
Sequence As**

Rhyming Short Vowel  
Words And Sentences



# Basic Short Vowels

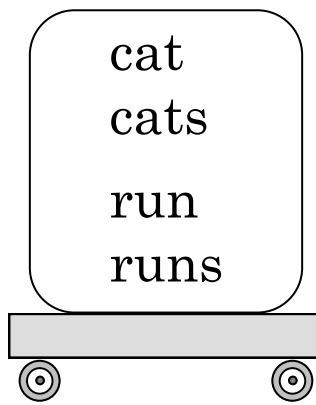
Rhyming Lists

Body-Coda Lists

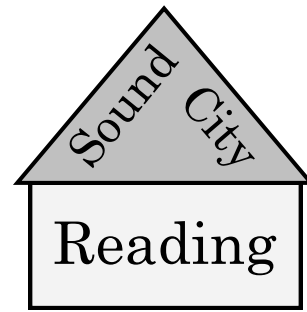
Short Vowel Sentences



Kathryn J. Davis



Suffix Chart



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# Table of Contents

Information For The Teacher.....	131	
Sound Story - Part 1.....	5	
Sight Words .....	9	
Alphabet Charts .....	10	
<b>Short Vowel Words</b>		
Teach/Review: <b>t i h l n w u b m r</b>		
Short U Sound Blending .....	12	
Short U Words, Rhyming And Body-Coda Lists .....	13	
Teach/Review: <b>f x e s</b>		
Short U Sound Blending .....	15	
Short U Words, Rhyming And Body-Coda Lists .....	16	
Teach/Review: <b>j o c d</b>		
Short U Sound Blending .....	18	
Short U Words, Rhyming And Body-Coda Lists .....	19	
Teach/Review: <b>a v g</b>		
Short U Sound Blending .....	21	
Short U Words, Rhyming And Body-Coda Lists .....	22	
Teach/Review: <b>p k y</b>		
Short U Sound Blending .....	25	
Short U Words, Rhyming And Body-Coda Lists .....	26	
Teach/Review: <b>qu, z</b>		
Short U Sound Blending .....	29	
Short A Sound Blending.....	30	
Short A Words - Rhyming Lists .....	31	
Short A Words - Body-Coda Lists .....	36	
Short A Sight Words, Umbrella Vowel Story .....	43	
Short A Sentences .....	44	
Two-Sound Blending - Short O .....		51
Short O Words - Rhyming Lists.....	52	
Short O Words - Body-Coda Lists .....	57	
Sight Word Review .....	62	
Short O Sentences .....	63	
Two-Sound Blending - Short I .....		67
Short I Words - Rhyming Lists .....	68	
Short I Words - Body-Coda Lists .....	75	
New And Review Sight Words .....	82	
Short I Sentences.....	83	

Two-Sound Blending - Short E.....	91
Short E Words - Rhyming Lists.....	92
Short E Words - Body-Coda Lists With The Same Beginning Sounds.....	96
Sight Word Review.....	101
Short E Sentences.....	102
Suffix Study: _s with verbs.....	105
Suffix Study: _s with nouns.....	107
Suffix Study: _'s, possessive.....	110
Beyond The Alphabet Sounds	
Long I Intro.....	112
sh/ship words.....	113
Long E Intro.....	115
e/we and o/go words.....	116
Long O Intro.....	117
th/thumb, th/this words.....	118
ö/to words.....	120
Long A Intro.....	121
ch/chicken words.....	122
ng/ring words.....	124
Long U Intro.....	125
oi/oil and oy/boy words.....	126
ou/ouch words.....	127
ow/cow words.....	128
ü/push words.....	129
äll/ball words.....	130
Sequence Chart.....	131
Lesson Outline.....	136
Working With Plastic Letters.....	139
Small Groups - Pocket Chart Sentence Activities.....	145
Instructions For The Teacher.....	147
Adding The Beyond The Alphabet Sounds.....	154
Sound Story Part 2.....	157
Sound Charts - Alphabet and Beyond The Alphabet.....	160
Handwriting Models.....	162
How To Make A Dry-Erase Frame.....	164
Blank Lines To Use In A Dry-Erase Frame.....	165
Alphabet Chart.....	Back Cover

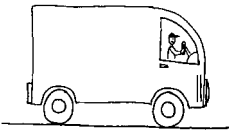
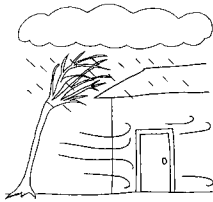




This story teaches the alphabet sounds using sound pictures. Each picture shows a speech sound in the English language. Beside each picture, you see the capital and lower case letters that represent that sound in words. Read the story aloud to the students, teaching them the sound for each picture and each pair of capital and lower case letters.

# A Sound Story

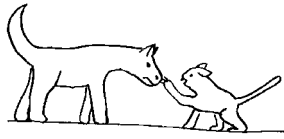
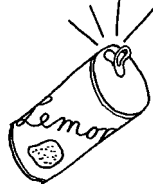
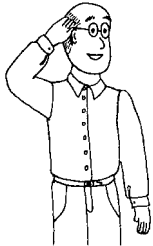
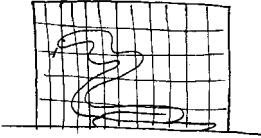
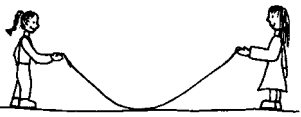
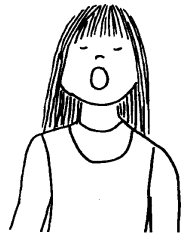
## About Audrey and Brad


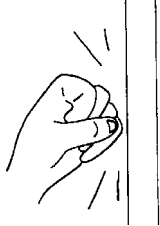
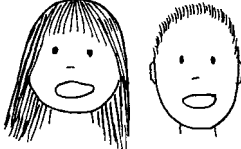
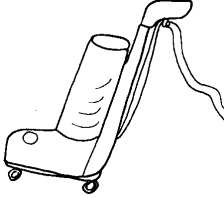

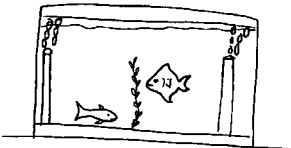


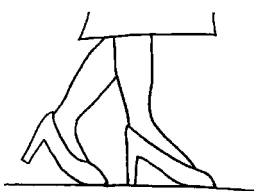

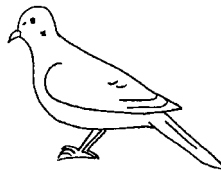
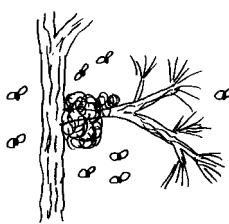
<p><b>Part 1</b> One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.</p>		<p>T t</p>
<p>“Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “But we must be back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.”</p> <p style="text-align: right;">(i/in)</p>		<p>I i</p>
<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>		<p>H h</p>
<p>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.</p> <p style="text-align: right;">(i/lilac)</p>		<p>I i</p>
<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>		<p>L l</p>

<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, “wwwwww.”</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.</p> <p style="text-align: center;">(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. “Ksssss,” 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 aids,” said Mom. “He could hear much better with them.”</p> <p style="text-align: right;">(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 “Ahhh” 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.”</p> <p style="text-align: right;">(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 as 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 group 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/ax)</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.”</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>

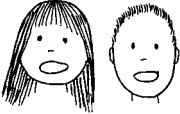




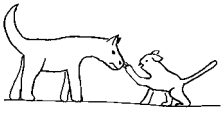


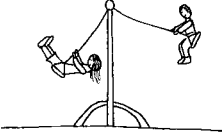

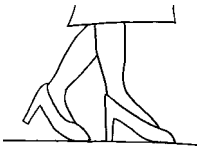

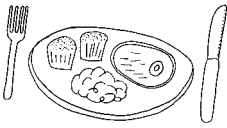
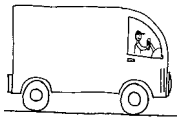

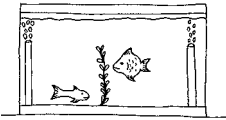
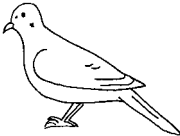
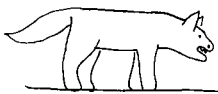
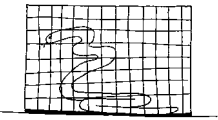
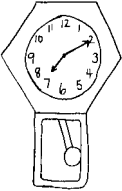

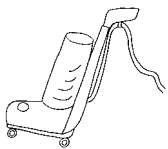
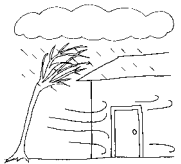
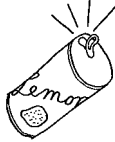


Part 2 of the sound story can be found near the end of this book.

Short Vowels		Sight Words 		
<p> A</p>	<p> a</p>	<p><sup>z</sup> was</p>	<p><sup>z</sup> as</p>	<p><sup>z</sup> has</p>
<p><sup>z</sup> is</p>	<p><sup>z</sup> his</p>	<p>I</p>		

These are the sight words taught at the short vowel level. Teach these words one at a time when the students reach them on their pages. This chart can be used for review. Explain the following concepts to the students.

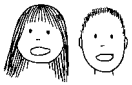




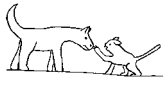



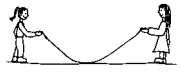



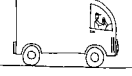

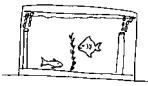



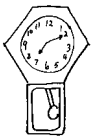







1. Sometimes the letter *s* represents the *z* sound in words. This is shown by a small *z* above the *s*.
2. The word *I* is always shown with a capital *I*. When you read this word, use the long *ī* sound, as heard in the fourth section of the sound story.
3. In some words, the vowel doesn’t represent its usual sound. It shows the short *u* sound instead. In the words *a* and *was*, the letter *a* shows the short *u* sound. We can remember to use the short *u* sound by looking at the umbrella above the *a*. (Read *The Story About The Umbrella Vowels*, on page 26, aloud to the students.)

Alphabet - Point to each pair of alphabet letters. Say the sound.

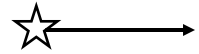
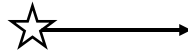
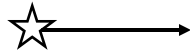
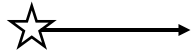
A a 	B b 	C c 	D d 	E e 	
F f 	G g 	H h 	I i 	J j 	
K k 	L l 	M m 	N n 	O o 	
P p 	Q q 	R r 	S s 	T t 	
U u 	V v 	W w 	X x 	Y y 	Z z 

# Alphabet - Lower Case With Alternate Patterns

Say the sounds.

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

 <b>Silly Sounds</b>	<b>Short</b> <b>u</b> 	Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
--	---	---



ut

ul

un

ub

um

Teach or review the letters t, i, h, l, n, w, u, b, m, and r. Beginning students should be introduced to one new letter each day. With older students who have already learned the alphabet, the teacher should decide how many letters to review/re-introduce per day.

After studying the necessary letters, students read this “Silly Sounds” chart as a warm up before reading the short u words on the following pages. This will help students learn to slide two sounds together smoothly.

Next have students read the rhyming words, followed by the body-coda lists, on the following pages. In body-coda lists, the words begin with the same letters. Reading both types of words one after the other helps students build confidence and fluency when reading short vowel words.

\_ut

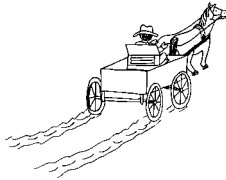
nut



hut



rut



mutt

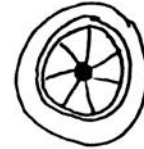


\_ub

tub



hub



nub



rub



\_um

mum



hum



nu\_

nut



nub



hu\_

hut



hub

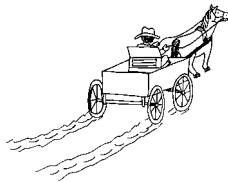


hum

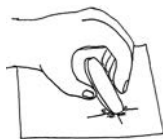


ru\_

rut



rub



mu\_



mum



mutt





 <b>Silly Sounds</b>	<b>Short</b> <b>u</b> 	Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
--	---	---



ut

ul

un

ub

um

uf

ux

us

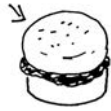
Teach the letters f, x, e, and s. Beginning students should be introduced to one new letter each day. With older students who have already learned the alphabet, the teacher should decide how many letters to review/re-introduce per day.

Then have students read this chart as a warm up before reading the short u words on the following pages. This will help students learn to slide two sounds together smoothly.

Then have students read the rhyming words, followed by the body-coda lists, on the following pages. In body-coda lists, the words begin with the same letters. Reading both types of words one after the other helps students build confidence and fluency when reading short vowel words.

un

bun



nun



run



fun



sun



uss

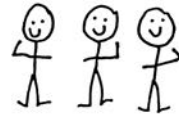
fuss



bus



us

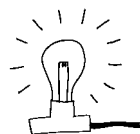


ux

tux



lux



nu\_

nut



nub



nun

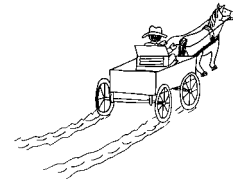


ru\_

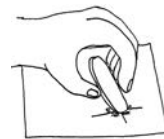
run



rut



rub



bu\_

bus



bun

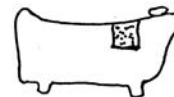


tu\_

tux



tub





fu\_

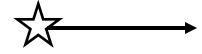
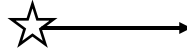
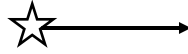
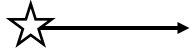
fuss



fun



 Silly Sounds	Short <b>u</b> 	Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
---	--	---



u t

u l

u n

u b

u m

u f

u x

u s

u j

u c

u d

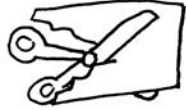
Teach the letters j, o, c, and d. Beginning students should be introduced to one new letter each day. With older students who have already learned the alphabet, the teacher should decide how many letters to review/re-introduce per day.

Then have students read this chart as a warm up before reading the short u words on the following pages. This will help students learn to slide two sounds together smoothly.

Then have students read the rhyming words, followed by the body-coda lists, on the following pages. In body-coda lists, the words begin with the same letters. Reading both types of words one after the other helps students build confidence and fluency when reading short vowel words.

\_ut

cut



jut



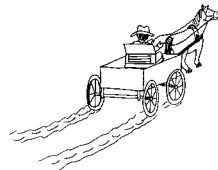
nut



hut



rut



\_ud

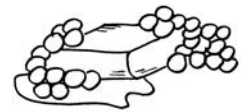
bud



mud



suds



\_uff

cuff



muff



\_ull

hull



dull



mu\_

mud



mum



muff



mutt



bu\_

bud



bun

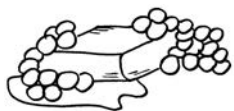


bus



su\_

suds



sun

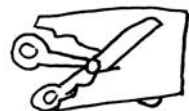




cu\_

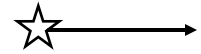
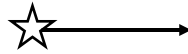
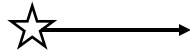
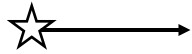
cuff



cut



 Silly Sounds	Short <b>u</b> 	Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
---	--	---



u t

u l

u n

u b

u m

u f

u x

u s

u j

u c

u d

u v

u g

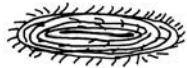
Teach the letters a, v, and g. Beginning students should be introduced to one new letter each day. With older students who have already learned the alphabet, the teacher should decide how many letters to review/re-introduce per day.

Then have students read this chart as a warm up before reading the short u words on the following pages. This will help students learn to slide two sounds together smoothly.

Then have students read the rhyming words, followed by the body-coda lists, on the following pages. In body-coda lists, the words begin with the same letters. Reading both types of words one after the other helps students build confidence and fluency when reading short vowel words.

\_ug

rug



mug



hug



bug



jug



dug



tug



\_um

sum

$$\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \end{array}$$

gum



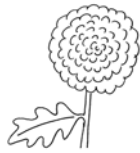


mu\_

mug



mum



mud



mutt

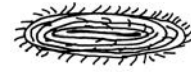


muff

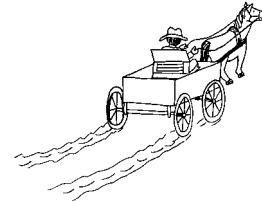


ru\_

rug



rut



run



rub



du\_

dug



dull




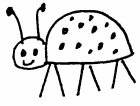


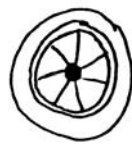



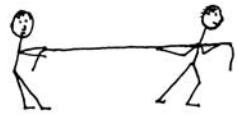
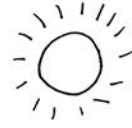

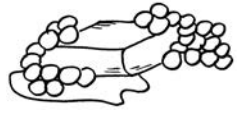

ju\_

jug



jut



<h1>hu_</h1>	<h1>bu_</h1>
<p>hug</p> 	<p>bug</p> 
<p>hut</p> 	<p>bus</p> 
<p>hub</p> 	<p>bud</p> 
<p>hum</p> 	<p>bun</p> 
<h1>su_</h1>	<h1>tu_</h1>
<p>sum</p> $\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \end{array}$	<p>tug</p> 
<p>sun</p> 	<p>tub</p> 
<p>suds</p> 	<p>tux</p> 



Silly Sounds

Short

u



Look at each letter pair.  
Say the first sound fol-  
lowed by the second sound,  
sliding the sounds together  
smoothly, without a break.



u t

u l

u n

u b

u m

u f

u x

u s

u j

u c

u d

u v

u g

u p

u k

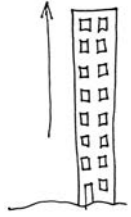
Teach the letters p, k, and y.

Then have students read this chart as a warm up before reading the short u words on the following pages. This will help students learn to slide two sounds together smoothly.

Then have students read the rhyming words, followed by the body-coda lists, on the following pages. In body-coda lists, the words begin with the same letters. Reading both types of words one after the other helps students build confidence and fluency when reading short vowel words.

\_up

up



cup



pup



\_ub

cub

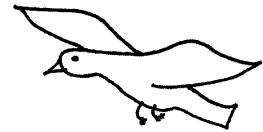


sub



\_ull

gull



null



\_uff

huff



puff



\_utt

putt



nu\_

nut



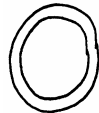
nub



nun



null



hu\_

hut



hull



hub



hum



huff



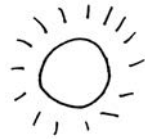
hug



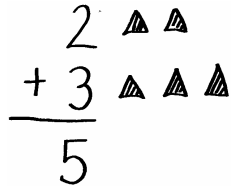
su\_

gu\_

sun



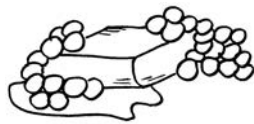
sum



sub



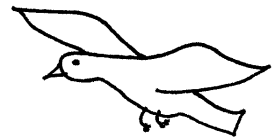
suds



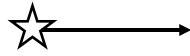
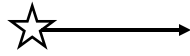
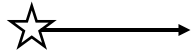
gum



gull



 Silly Sounds	Short <b>u</b>	 Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
---	-------------------	--



ut

ul

un

ub

um

uf

ux

us

uj

uc

ud

uv


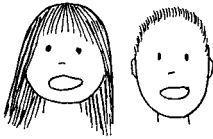
ug

up

uk

uz

Teach the letters y, qu, and z. Then have students read these letter combinations.

 <b>Silly Sounds</b>	<p>Short</p> <p><b>a</b></p> 	<p>Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.</p>
--	---	---



a t

a l

a n

a b

a m

a f

a x

a s

a j

a c

a d

a v

a g

a p

a k

a z

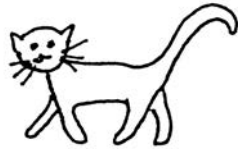
Teach the letter qu and z. Then have students read this chart as a warm up before reading the short a words on the following pages.

Then have students read the rhyming words, followed by the body-coda lists, on the following pages. In body-coda lists, the words begin with the same letters. Reading both types of words one after the other helps students build confidence and fluency when reading short vowel words.

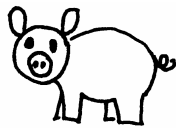


\_at

cat



fat



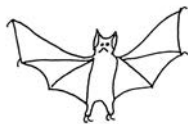
hat



bat



bat



\_at

vat



pat



mat



rat



sat

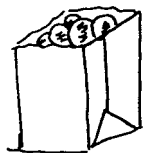


Matt

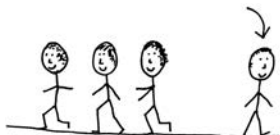


\_ag

bag



lag



nag



rag



sag



tag



wag



\_ad

bad



dad



had



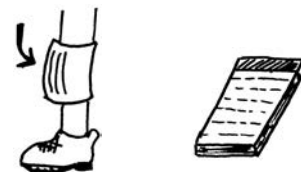
lad



mad



pad



sad



ad

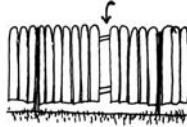


\_ap

cap



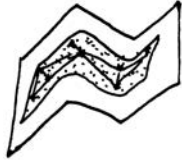
gap



lap



map



nap



sap



tap

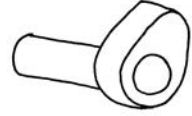


zap

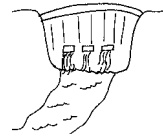


\_am

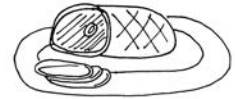
cam



dam



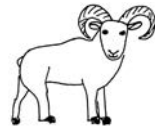
ham



jam



ram



tam



yam



\_an

ban



can



fan



man



pan



ran



tan



van



\_ab

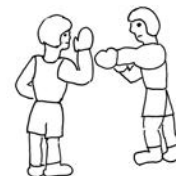
cab



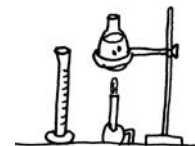
dab



jab



lab



nab



tab



\_ax

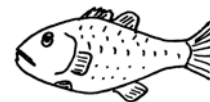
\_ass

\_as

fax



bass



sax



lass



tax



mass



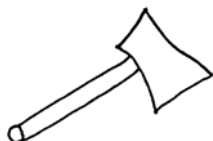
wax



pass



ax



gas



has<sup>z</sup>



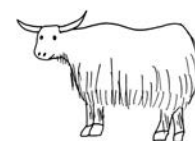
pal



jazz



yak



ca\_

cat



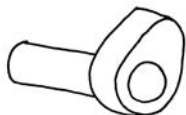
cab



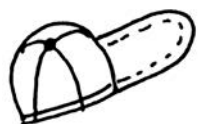
can



cam



cap



ba\_

bat



bat



bass



ban



bad



bag



ta\_

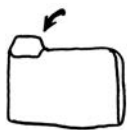
tan



tax



tab



tam



tag



tap



pa\_

pan



pat



pass



pad



pad



pal



sa\_

sad



sat



sax



sag



sap



ma\_

man



mat



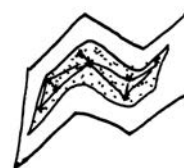
mad



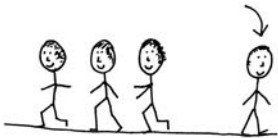


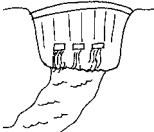


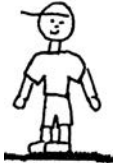



mass



map





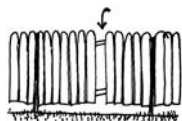
la_	da_
<p>lag</p> 	<p>dad</p> 
<p>lab</p> 	<p>dam</p> 
<p>lass</p> 	<p>dab</p> 
<p>lad</p> 	
<p>lap</p> 	<p>a_</p>
	<p>ax</p>  <p>ad</p>  <p>add</p> $\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$

ga\_

gas



gap



gab



gal



ra\_

ram



rat



ran

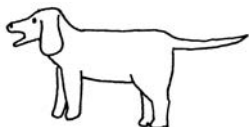


rag



ya\_

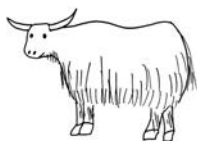
yap



yam



yak



za\_

zap



ja\_

na\_

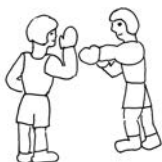
jam



nab



jab



nag



jazz



nap



va\_

wa\_

van



wag



vat



wax



ha\_

fa\_

hat



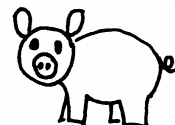
fan



has<sup>z</sup>



fat



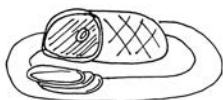
had



fad



ham



fax



Sight  
Words



Parts Of Speech: Articles

Use **a** before a word that begins with a consonant. Use **an** before a word that begins with a vowel.

<sup>z</sup>  
as



a



a cat



<sup>z</sup>  
has



A

a rat



 <sup>z</sup>  
was

a pan



The Story About  
The Umbrella Vowels

One day the vowels A, E, I, O, and U went for a walk. The letter U always carried his large umbrella with him. He liked it because the handle was in the shape of a U, and the word *umbrella* starts with his “uh” sound. Suddenly it started to rain. So the letter U put up his umbrella. 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, you may get under the umbrella.” The other vowels agreed, so they all crowded 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.

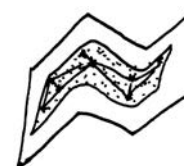
a man



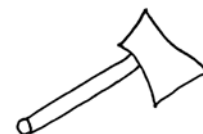
a cap



a map



an ax



an ad

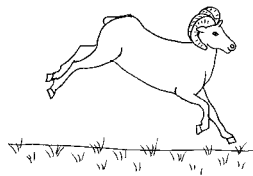


# Sentences

1. A rat sat.



2. A ram ran.



3. A man had a hat.



4. Sam ran a lap.



5. Max had a nap.



6. Nan has a fan.



# Sentences

1. A man has a hat.



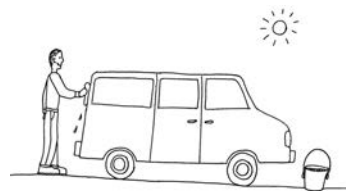
2. A man has an ax.



3. Sam has a sax.



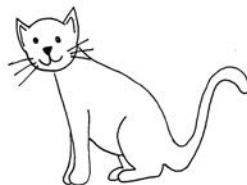
4. A man has a van.



5. A man has a map.

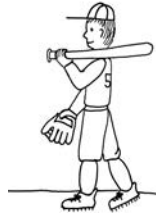


6. A cat sat.



# Sentences

1. Pat has a bat.



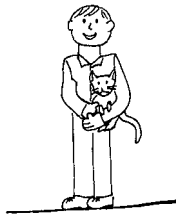
2. Pam has a pan.



3. A cat has a mat.



4. Dad has a cat.



5. A bag has a tag.



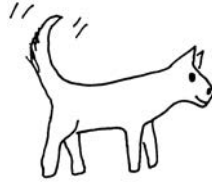
6. Sam has a bass.





# Sentences

1. Max can wag.



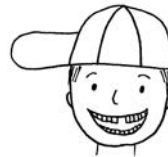
2. Sam can dab.



3. Dan has a cap.



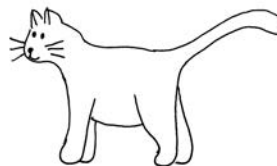
4. Dan has a gap.



5. Max was mad.



6. A cat was fat.

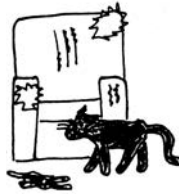


# Sentences

1. A rat was fat.



2. A cat was bad.



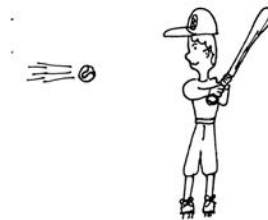
3. Nan was at a lab.



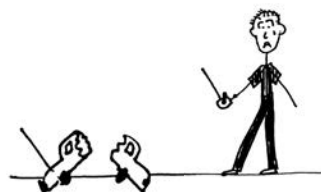
4. Pam was at a dam.



5. Pat was at bat.

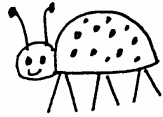


6. Dan was sad.



# Sentences

1. A bug



2. A rug



3. A cup



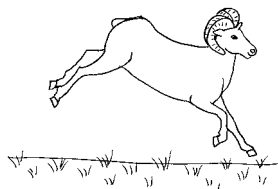
4. A rat sat up.



5. Ann had fun.



6. A ram can run.

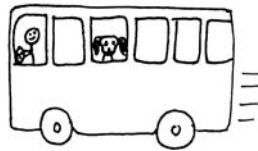


# Sentences

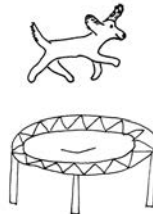
1. A man dug up a jug.



2. Gus has a bus.



3. A pup was up.









4. Nan has a muff.



5. Dan has a tux.

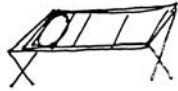


This chart may be used as a warm up before reading short o words.

 Silly Sounds	Short O			 Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
   				
ot	ol	on	ob	
om	of	ox	os	
oj	oc	od	ov	
og	op	ok	oz	

\_ot

cot



dot



got



hot



jot



\_ot

tot



lot



not



pot



rot

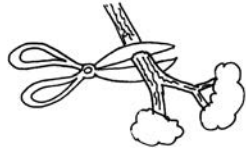


\_op

hop



lop



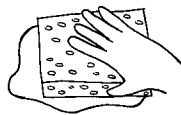
mop



pop



sop



top



\_od

cod



nod



pod



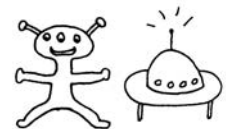
rod



sod

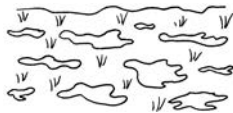


odd



**\_og**

bog



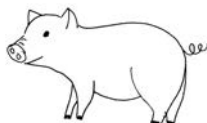
dog



fog



hog



jog



log



**\_OX**

box



fox



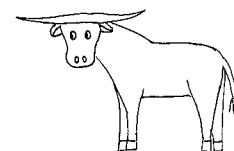
lox



pox



OX





\_ob

cob



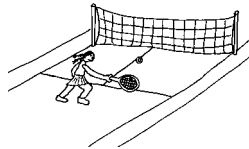
fob



job



lob



sob



\_oss

boss



loss



moss



toss



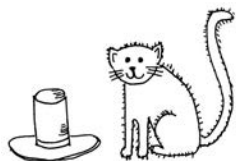
\_oll

doll



\_off

off



\_on

on



con



\_om

mom



pom pom



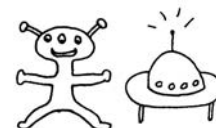
\_ok

wok



\_odd

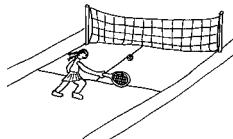
odd



lo\_

po\_

lob



pod



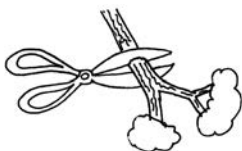
log



pom pom



lop



pop



loss



pot



lot



pox

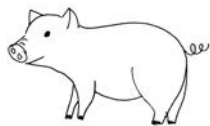


lox



ho\_

hog



hop

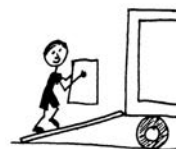


hot



jo\_

job



jog



jot



no\_

nod



not



mo\_

mom



mop



moss

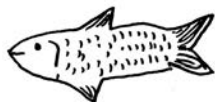


co\_

cob



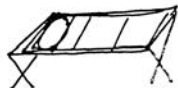
cod



con



cot



do\_

dog



doll



dot



go\_

got



wo\_

wok



to\_

top



toss

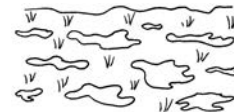


tot



bo\_

bog



boss



box



so\_

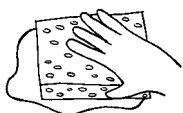
sob



sod



sop



fo\_

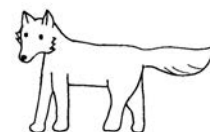
fob



fog



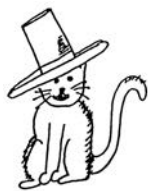
fox



O\_

ro\_

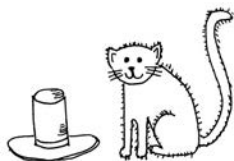
on



rod



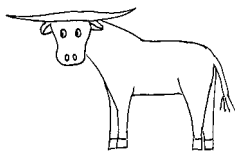
off



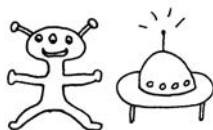
rot



ox



odd



Sight  
Words



Parts Of Speech : Articles

Use **a** before a word that begins with a consonant. Use **an** before a word that begins with a vowel.

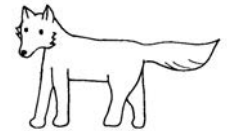
<sup>z</sup>  
as



a



a fox



<sup>z</sup>  
has



A

a box



 <sup>z</sup>  
was

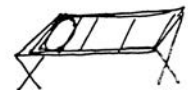
a pot



The Story About  
The Umbrella Vowels

One day the vowels A, E, I, O, and U went for a walk. The letter U always carried his large umbrella with him. He liked it because the handle was in the shape of a U, and the word *umbrella* starts with his “uh” sound. Suddenly it started to rain. So the letter U put up his umbrella. 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, you may get under the umbrella.” The other vowels agreed, so they all crowded 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.

a cot



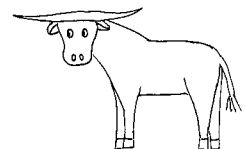
a dog



a log



an ox





# Sentences

1. Mom can mop.



2. Moss was on a log.



3. Nan was hot.



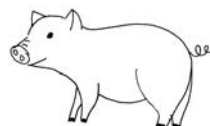
4. Rob was not hot.



5. Jon was on a cot.



6. A hog was fat.



# Sentences

1. A bat was on a mat.



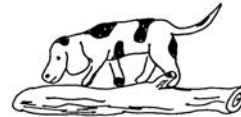
2. A hat was on a cat.



3. A tag was on a bag.



4. A dog was on a log.



5. A fox got on a box.



6. Rob has a job.

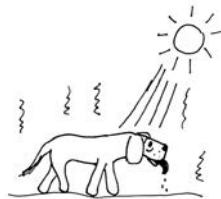


# Sentences

1. Bob has a box.



2. A dog was hot.



3. Tom was on top.



4. A cat was on a box.

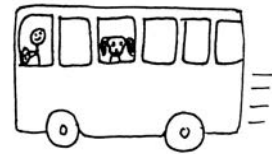


# Sentences

1. Mud was on a hog.




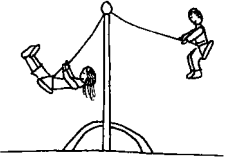
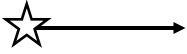
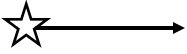
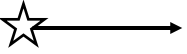
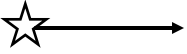
2. A dog was on a bus.



3. A dog can run.



This chart may be used as a warm up before reading short i words.

 <p>Silly Sounds</p>	<p>Short <b>i</b></p> 	<p>Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.</p>	
			
<p>it</p>	<p>il</p>	<p>in</p>	<p>ib</p>
<p>im</p>	<p>if</p>	<p>ix</p>	<p>is</p>
<p>ij</p>	<p>ic</p>	<p>id</p>	<p>iv</p>
<p>ig</p>	<p>ip</p>	<p>ik</p>	<p>iz</p>

\_it

\_it

bit



sit



fit



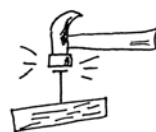
wit



kit



hit



lit



it



pit



mitt



quit



\_ill

\_ill

bill



will



dill



till



fill



ill



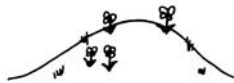
gill



pill



hill



sill



mill



quill



\_ip

zip



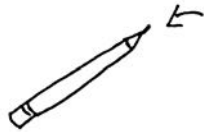
rip



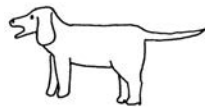
sip



tip



yip



\_ip

dip



hip



kip



lip



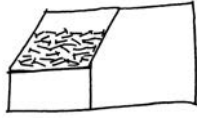
nip



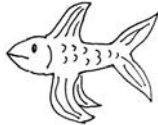


\_in

bin



fin



kin



pin



tin



win



in



\_ix

fix



mix



six

6

\_ig

big



dig



fig



jig



\_ig

pig



rig



wig



zig zag



\_ib

bib



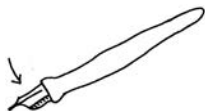
fib



jib



nib

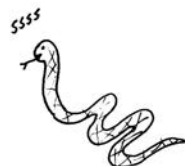


rib



\_iss

hiss



kiss



miss



\_i<sup>z</sup>s

his



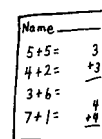
\_izz

\_iz

fizz

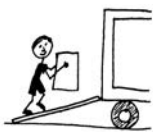


quiz



\_id

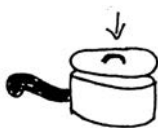
did



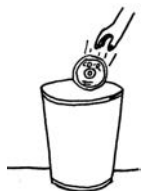
hid



lid



rid



kid



\_im

dim



him



rim



vim



Kim



fi\_

fib



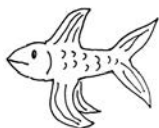
fig



fill



fin



fit



fix



fizz

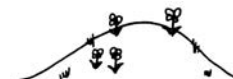


hi\_

hid



hill



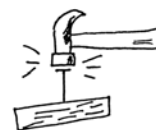
him



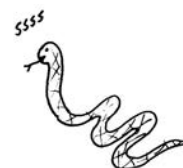
hip



hit



hiss



his<sup>z</sup>



ki\_

kid



kin



kip



kiss



kit



di\_

did



dig



dill



dim

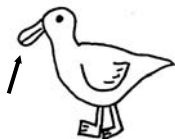


dip



bi\_

bill



bill



bib



big



bit



bin



si\_

sill



six



sit

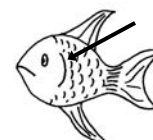


sip



gi\_

gill



pi\_

pin



pill



pig



pit



ri\_

rib



rig



rid



rim



rip





mi\_

wi\_

mitt



will



mix



win



mill



wig



miss



wit



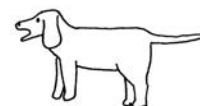
vi\_

yi\_

vim



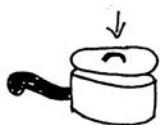
yip



li\_

ti\_

lid



tin



lip



tip



lit



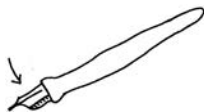
till



ni\_

ji\_

nib



jib




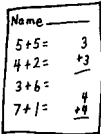






nip



jig

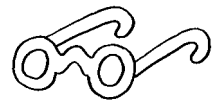


<p>i_</p>	<p>qui_</p>
<p>in </p> <p>it </p> <p>ill </p>	<p>quiz </p> <p>quill </p> <p>quit </p>
<p>zi_</p>	
<p>zip </p> <p>zig zag </p>	

Sight  
Words



Sight  
Words



<sup>z</sup>  
as



a

<sup>z</sup>  
has



A

  
<sup>z</sup>  
was

<sup>z</sup>  
is

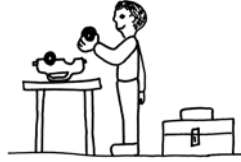
<sup>z</sup>  
his

ī



# Sentences

1. I will fix it.



2. I will fill it.



3. I will mix it.



4. I will win.



5. It will fit.



6. Liz will miss it.

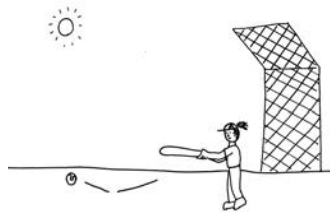


# Sentences

1. I lit it.



2. I hit it.



3. I will zip it.



4. It is his mitt.



5. I miss him.



6. It can hiss.



# Sentences

1. I am six.



2. I am sad.



3. Sam hid.



4. A rat is fat.



5. A man is mad.



6. A man is in his van.



# Sentences

1. It is his kit.



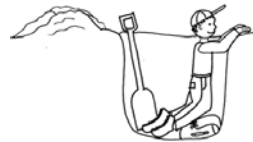
2. Ron is on a hill.



3. It is his bib.



4. Did Bill dig it?



5. Kim will kiss him.



6. A big pig has a wig.





# Sentences

1. I can run.



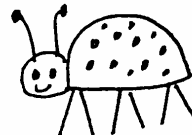
2. It can buzz.



3. It has fuzz on it.



4. A bug has dots on it.



5. Sam dug a pit.

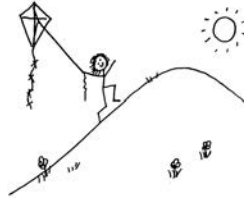


6. Nan cut it.



# Sentences

1. I run up a hill.



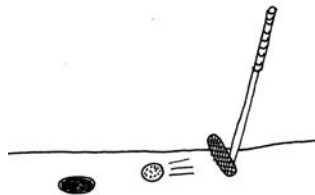
2. Jill will fill up a box.



3. Mom will fuss at us.



4. I can putt it.



5. A bug is on a rug.



6. Tom is in his tub.



# Sentences

1. A mug is hot.



2. A man is in a hut.



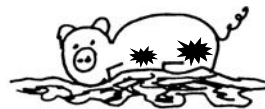
3. I will hum.



4. Nan has a muff.



5. Mud is on a hog.



6. A pup is up.

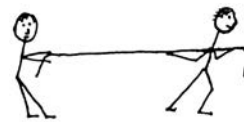


# Sentences



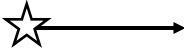
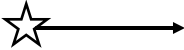
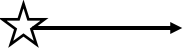
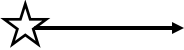
1. I will huff and puff.



2. Jim will tug on it.



This chart may be used as a warm up before reading short e words.

 <p>Silly Sounds</p>	<p>Short e</p> 	<p>Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.</p>	
			
et	el	en	eb
em	ef	ex	es
ej	ec	ed	ev
eg	ep	ek	ez

\_et

bet



jet



let



met



pet

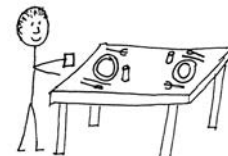


\_et

net



set



vet



wet



get



\_en

\_eg

den



beg



hen



keg



men



leg



pen



peg



ten

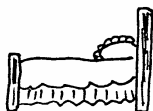
10

egg



\_ed

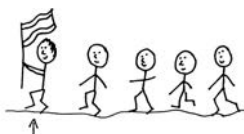
bed



fed



led



red



wed



\_ell

bell



fell



sell



tell



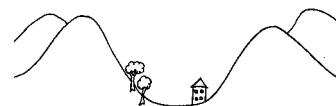
well








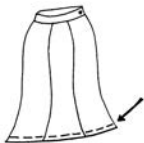

yell



dell

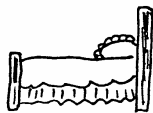




<p><b>_ess    _es</b></p>	<p><b>_eb</b></p>
<p>less</p>  <p>mess</p>  <p>yes</p> 	<p>web</p> 
	<p><b>_ep</b></p> <p>pep</p> 
<p><b>_em</b></p>	<p><b>_ez</b></p>
<p>hem</p> 	<p>fez</p> 

be\_

bed



beg



bell

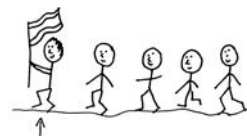


bet



le\_

led



leg



less



let



fe\_

fed



fell



fez



e\_

egg

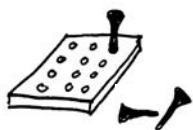


Ed



pe\_

peg



pen



pep



pet



we\_

web



wed



well



wet

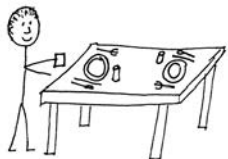


se\_

sell



set



me\_

men



mess



met



ne\_

net



ve\_

vet



ye\_

ke\_

yell



keg



yes



ge\_

je\_

get



jet



te\_

he\_

tell



hem



ten

10

hen



re\_

de\_

red



den



dell



Sight  
Words



Sight  
Words



<sup>z</sup>  
as



a

<sup>z</sup>  
has



A

  
<sup>z</sup>  
was

<sup>z</sup>  
is

<sup>z</sup>  
his

ī



# Sentences

1. Nan will sell a fan.



2. It is a mess.



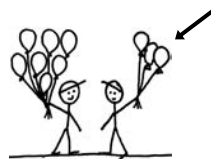
3. Ed fed him.



4. Sam fell. Sam will yell.



5. Ron has less.



6. Ken met Ann.





# Sentences

1. Yes, Ed did win.



2. A bag fell.



3. A dog got wet.



4. An egg fell.



5. Ed fed his pet.



# Sentences

1. A web is on a bell.



2. Jeff was on a jet.



3. I will get a pet.



4. A dog can beg.

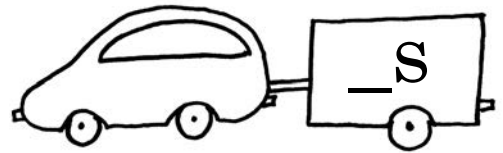


5. Ken was in bed.



# Suffix Study

An action word is called a verb. An s on the end of a verb shows that one person or thing is doing the action.



run

runs



sit

sits



wag

wags



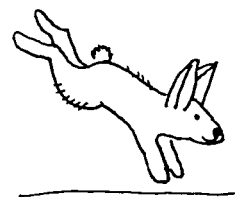
yell

yells



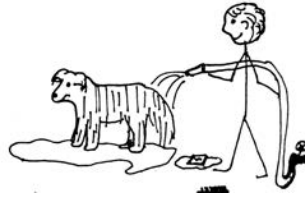
hop

hops



# Sentences

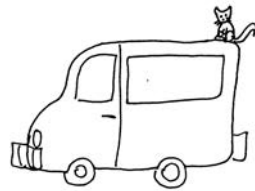
1. A pet gets wet.



2. Gus runs a lap.



3. A cat sits on a van.



4. It pops.



5. A dog runs.

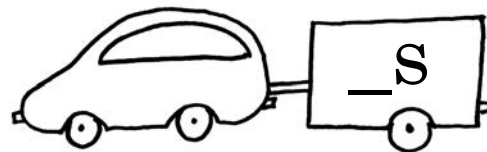


6. A cat digs.

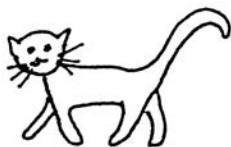


# Suffix Study

A noun is a word that names a person, place, or thing. Put an \_s on the end of a noun to show that there are two or more.



cat



cats



dog



dogs



hill



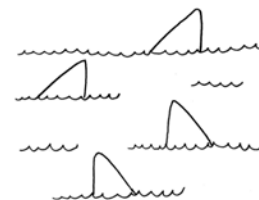
hills



fin



fins



egg

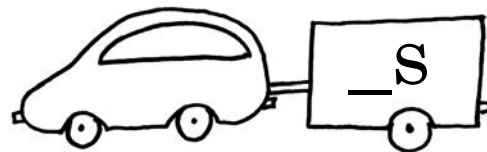


eggs



# Suffix Study

A noun is a word that names a person, place, or thing. Put an \_s on the end of a noun to show that there are two or more.



kid



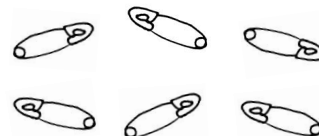
kids



pin



pins



pill



pills



bib



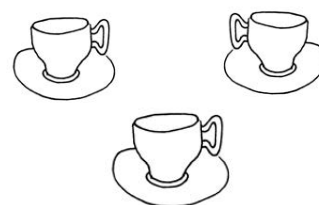
bibs



cup



cups

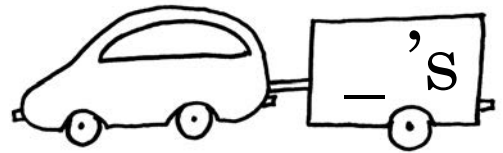


# Sentences

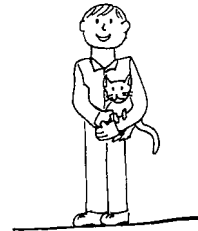
1. Ben has six cats.
2. Ten kids hid.
3. Gus fed his pets.
4. Bess has ten pens.
5. Six pigs got wet.
6. Ed will pet his dogs.

# Suffix Study

An apostrophe 's is used at the end of a noun to show ownership.



Dan 's cat



Bob 's box



Meg 's dog



Ed 's job



A cat 's mat





# Sentences

1. Ed's ax will cut a log.



2. Jill's pan is hot.



3. I will pet Bill's cat.



4. Mom's bag fell.

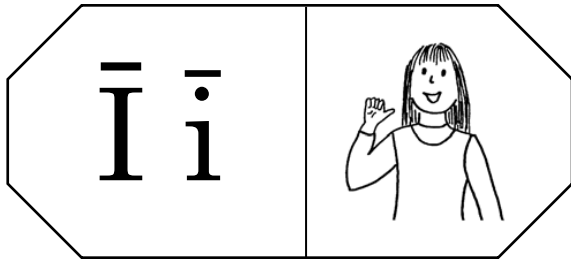


5. Ann will get Meg's fan.



6. Jim's dog is wet.





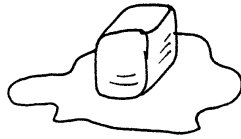
I



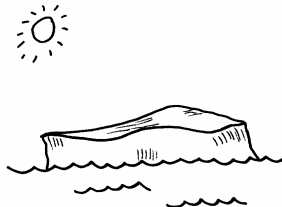
ibis



ice



iceberg



ice  
cream



icicle



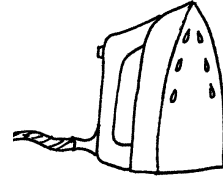
icing



iris



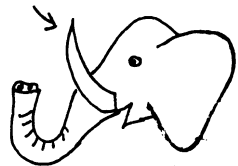
iron



island



ivory



ivy



The teacher reads each word to the students. Students repeat the word, draw a straight line above the i at the beginning of the word, and say the long ī sound. (Students are not expected to read the words.)

\_ash

cash



mash



rash



sash



lash



\_ush

gush



rush



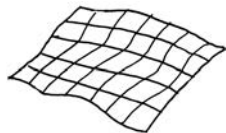
mush



\_ish

\_esh

mesh



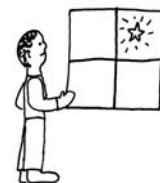
fish



dish



wish



shi\_

ship



shin

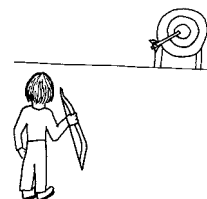


sho\_

shop



shot



she\_

shed

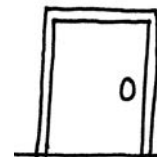


shell



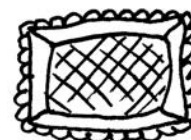
shu\_

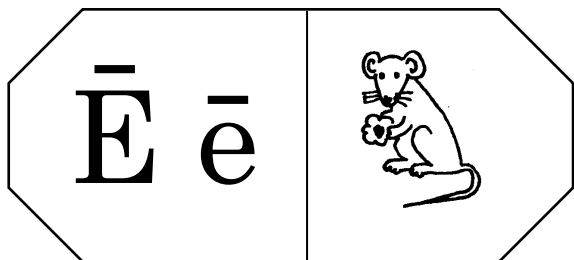
shut



sha\_

sham

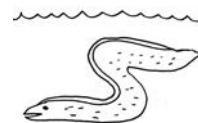




eagle



eel



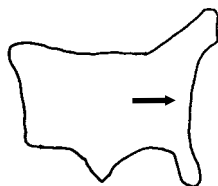
ear



egret



east



e-mail



eat



emu



eave



equal

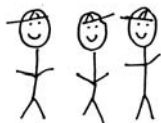
$$2+2=4$$

The teacher reads each word to the students. Students repeat the word, draw a straight line above the e at the beginning of the word, and say the long ē sound. (Students are not expected to read the words.)

\_ē

\_ō

we



me



he



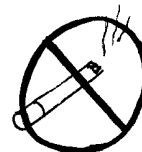
she



go



no

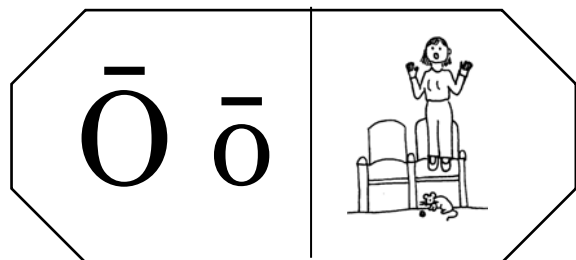


so



yo-yo





okra



oak



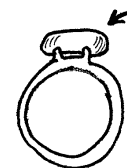
old



oar



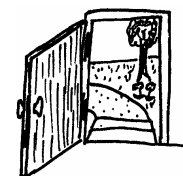
opal



oboe



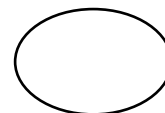
open



ocean



oval



odor



over



ogre



overalls



The teacher reads each word to the students. Students repeat the word, draw a straight line above the o at the beginning of the word, and say the long ō sound. (Students are not expected to read the words.)

\_ath

\_oth

math

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

moth



path



bath



\_eth

\_ith

Beth



with



Seth





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them



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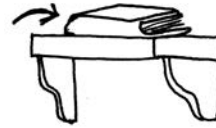
do

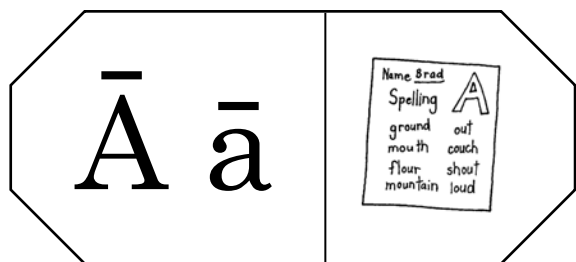


into



onto





ace



ape



ache



April



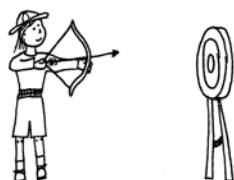
acorn



apron



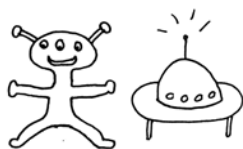
aim



ate



alien



aviator



angel



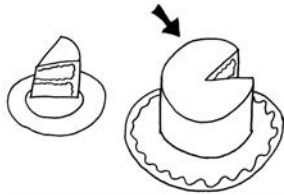
age



The teacher reads each word to the students. Students repeat the word, draw a straight line above the a at the beginning of the word, and say the long ā sound. (Students are not expected to read the words.)

\_uch

much



cho\_

chop



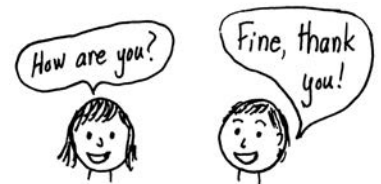
\_ich

rich



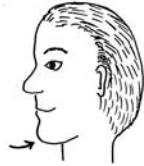
cha\_

chat



chi\_

chin



chips

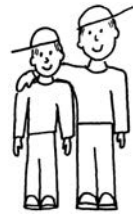


chill



chu\_

chum

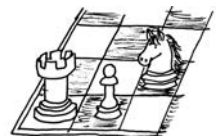


chug



che\_

chess



\_ang

hang



rang



sang



fangs



\_ing

wings



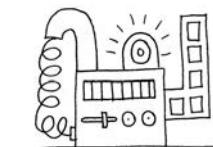
ring



king

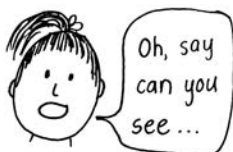


thing



\_ong

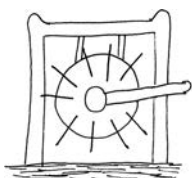
song



long



gong



\_ung

hung

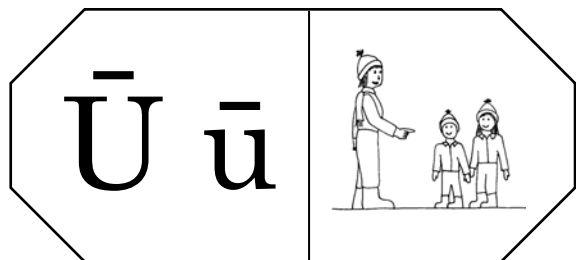


rung



sung





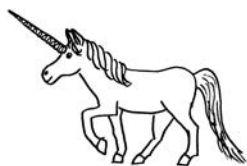
ukulele



umiak



unicorn



uniform



unique



unison



unite



United States



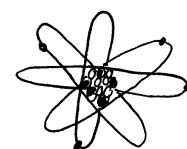
universe



university



uranium



Uranus



utensils



The teacher reads each word to the students. Students repeat the word, draw a straight line above the u at the beginning of the word, and say the long ū sound. (Students are not expected to read the words.)

\_oil

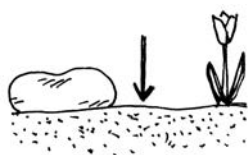
oil



coil



soil



foil



boil



\_oy

boy



soy



joy



toy

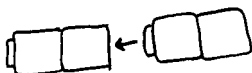


\_oin

coin



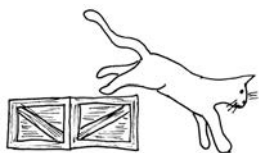
join





**\_out**

out



pout



shout



**\_our**

our

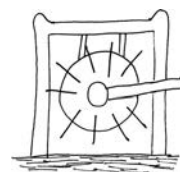


sour



**\_oud**

loud

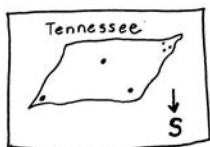


**\_outh**

mouth



south

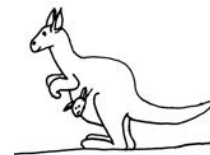


**\_ouch**

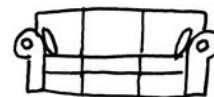
ouch



pouch



couch



\_ow

cow



bow



vow



chow



\_owl

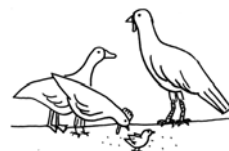
owl



howl



fowl

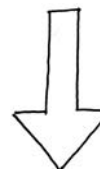


\_own

town



down

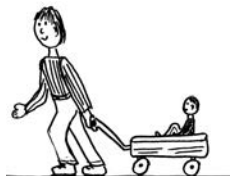


gown



\_üll

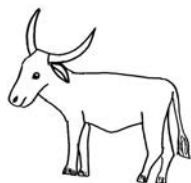
pull



full



bull

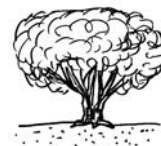


\_üsh

push



bush



\_üt

put



\_äll

call



tall



hall



mall



\_äll

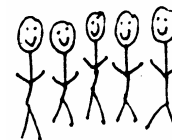
ball



fall



all



wall



### Basic Short Vowels - Sequence Chart

Rhyming Words	Words With The Same Beginning Sounds
Short U Words	
Teach/Review: t i h l n w u b m r	
nut, hut, rut, mutt / tub, hub, nub, rub / mum, hum	nut, nub / hut, hub, hum / rut, rub / mum, mutt
Teach/Review: f x e s	
bun, nun, run, fun, sun / fuss, bus, us / tux, lux	nut, nub, nun / run, rut, rub / bus, bun / tux, tub / fuss, fun
Teach/Review: j o c d	
cut, jut, nut, hut, rut / bud, mud, suds / cuff, muff / hull, dull	mud, mum, muff, mutt / bud, bun, bus / suds, sun / cuff, cut
Teach/Review: a v g	
rug, mug, hug, bug, jug, dug, tug / sum, gum	mug, mum, mud, mutt, muff / rug, rut, run, rub / dug, dull / jug, jut
	hug, hut, hub, hum / bug, bus, bud, bun / sum, sun, suds / tug, tub, tux
Teach/Review: p k y	
up, cup, pup / cub, sub / gull, null / huff, puff / putt	nut, nub, nun, null / hut, hull, hub, hum, huff, hug
	sun, sum, sub, suds / gum, gull
Short A Words	
Teach/Review: qu, z	
cat, fat, hat, bat, vat, pat, mat, rat, sat, Matt	
bag, lag, nag, rag, sag, tag, wag	
bad, dad, had, lad, mad, pad, sad, ad	
cap, gap, lap, map, nap, sap, tap, zap / cam, dam, ham, jam, ram, tam, yam	
ban, can, fan, man, pan, ran, tan, van / cab, dab, jab, lab, nab, tab	
fax, sax, tax, wax, ax / bass, lass, mass, pass, gas / has, jazz / pal, yak	
	cat, cab, can, cam, cap / bat, bat, bass, ban, bad, bag

### **Basic Short Vowels - Sequence Chart**

Rhyming Words	Words With The Same Beginning Sounds
<b>Short A Words - Continued</b>	
	tan, tax, tab, tam, tag, tap / pan, pat, pass, pad, pad, pal
	sad, sat, sax, sag, sap / man, mat, mad, mass, map
	lag, lab, lass, lad, lap / dad, dam, dab / ax, ad, add
	gas, gap, gab, gal / ram, rat, ran, rag / yap, yam, yak / zap
	jam, jab, jazz / nab, nag, nap / van, vat / wag, wax
	hat, has, had, ham / fan, fat, fad, fax
<b>Short A Sentences</b>	
Teach sight words: A, a, as, has, was	
A rat sat. A ram ran. A man had a hat. Sam ran a lap. Max had a nap. Nan has a fan.	
A man has a hat. A man has an ax. Sam has a sax. A man has a van. A man has a map. A cat sat.	
Pat has a bat. Pam has a pan. A cat has a mat. Dad has a cat. A bag has a tag. Sam has a bass.	
Max can wag. Sam can dab. Dan has a cap. Dan has a gap. Max was mad. A cat was fat.	
A rat was fat. A cat was bad. Nan was at a lab. Pam was at a dam. Pat was at bat. Dan was sad.	
A bug, A rug, A cup, A rat sat up. Ann had fun. A ram can run.	
A man dug up a jug. Gus has a bus. A pup was up. Nan has a muff. Dan has a tux.	
<b>Short O Words</b>	
cot, dot, got, hot, jot, tot, lot, not, pot, rot	
hop, lop, mop, pop, sop, top / cod, nod, pod, rod, sod, odd	
bog, dog, fog, hog, jog, log / box, fox, lox, pox, ox	
cob, fob, job, lob, sob / boss, loss, moss, toss / doll	
off / mom, pompom / on, con / wok / odd	
	lob, log, lop, loss, lot, lox / pod, pompom, pop, pot, pox
	hog, hop, hot / nod, not / job, jog, jot / mom, mop, moss
	cob, cod, con, cot / got / dog, doll, dot / wok
	top, toss, tot / sob, sod, sop / bog, boss, box / fob, fog, fox
	on, off, ox, odd / rod, rod

## Basic Short Vowels - Sequence Chart

Rhyming Words	Words With The Same Beginning Sounds
<b>Short O Sentences</b>	
Review sight words: A, a, as, has, was	
Mom can mop. Moss was on a log. Nan was hot. Rob was not hot. Jon was on a cot. A hog was fat.	
A bat was on a mat. A hat was on a cat. A tag was on a bag. A dog was on a log. A fox got on a box. Rob has a job.	
Bob has a box. A dog was hot. Tom was on top. A cat was on a box.	
Mud was on a hog. A dog was on a bus. A dog can run.	
<b>Short I Words</b>	
bit, fit, kit, lit, pit, quit, sit, wit, hit, it, mitt	
bill, dill, fill, gill, hill, mill, will, till, ill, pill, sill, quill	
zip, rip, sip, tip, yip, dip, hip, kip, lip, nip	
bin, fin, kin, pin, tin, win, in / fix, mix, six	
big, dig, fig, jig, pig, rig, wig, zig zag	
bib, fib, jib, nib, rib / hiss, kiss, miss, his / fizz, quiz	
did, hid, lid, rid, kid / dim, him, rim, vim , Kim	
	fib, fig, fill, fin, fit, fix, fizz / hid, hill, him, hip, hit, hiss, his
	kid, kin, kip, kiss, kit / did, dig, dill, dim, dip
	bill, bib, big, bit, bin / sill, six, sit, sip / gill
	pin, pill, pig, pit / rib, rig, rid, rim, rip
	mitt, mix, mill, miss / vim / will, win, wig, wit / yip
	lid, lip, lit / nib, nip / tin, tip, till / jib, jig
	in, it, ill / zip, zig zag / quiz, quill, quit
<b>Short I Sentences</b>	
Review sight words: A, a, as, has, was      New sight words: I, is, his	
I will fix it. I will fill it. I will mix it. I will win. It will fit. Liz will miss it.	
I lit it. I hit it. I will zip it. It is his mitt. I miss him. It can hiss.	
I am six. I am sad. Sam hid. A rat is fat. A man is mad. A man is in his van.	
It is his kit. Ron is on a hill. It is his bib. Did Bill dig it? Kim will kiss him. A big pig has a wig.	

### Basic Short Vowels - Sequence Chart

Rhyming Words

Words With The Same Beginning Sounds

#### Short I Sentences - Continued

I can run. It can buzz. It has fuzz on it. A bug has dots on it. Sam dug a pit. Nan cut it.

I run up a hill. Jill will fill up a box. Mom will fuss at us. I can putt it. A bug is on a rug. Tom is in his tub.

A mug is hot. A man is in his hut. I will hum. Nan has a muff. Mud is on a hog. A pup is up.

I will huff and puff. Jim will tug on it.

#### Short E Words

bet, jet, let, met, pet, net, set, vet, wet, get

den, hen, men, pen, ten / beg, keg, leg, peg, egg

bed, fed, led, red, wed / bell, fell, sell, tell, well, yell, dell

less, mess, yes / hem / web / pep / fez

bed, beg, bell, bet / fed, fell, fez / led, leg, less, let / egg

peg, pen, pep, pet / web, wed, well, wet

sell, set / net / men, mess, met / vet

yell, yes / get / keg / jet

tell, ten / red / hem, hen / den, dell

#### Short E Sentences

Review sight words: A, a, as, has, was, I, is, his

Nan will sell a fan. It is a mess. Ed fed him. Sam fell. Sam will yell. Ron has less. Ken met Ann.

Yes, Ed did win. A bag fell. A dog is wet. An egg fell. Ed fed his pet.

A web is on a bell. Jeff was on a jet. I will get a pet. A dog can beg. Ken was in bed.

#### Suffix Study

run, runs, sit, sits, wag, wags, yell, yells, hop, hops

A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.

cat, cats, dog, dogs, hill, hills, fin, fins, egg, eggs

kid, kids, pin, pins, pill, pills, bib, bibs, cup, cups

Ben has six cats. Ten kids hid. Gus fed his pets. Bess has ten pens. Six pigs got wet. Ed will pet his dogs.

Dan's cat, Bob's box, Meg's dog, Ed's job, A cat's mat

Ed's ax will cut a log. Jill's pan is hot. I will pet Bill's cat. Mom's bag fell. Ann will get Meg's fan. Jim's dog is wet.



<b>Basic Short Vowels - Sequence Chart</b>		
Review From Part 1	ī	The teacher reads long i words. Students repeat each word and put a straight line over the beginning letter i to show the long i sound. Students are not expected to read these words.
Sound Story Part Two Words (Optional at this level)		
1	sh	cash, mash, rash, sash, lash, mesh, gush, rush, mush, fish, dish, wish, ship, shin, shed, shell, shop, shot, shut, sham
2	ē	The teacher reads long e words. Students repeat each word and put a straight line over the beginning letter e to show the long e sound. Students are not expected to read these words.
2	ē	we, me, he, she
3	ō	go, no, so, yo-yo
3	ō	The teacher reads long o words. Students repeat each word and put a straight line over the beginning letter o to show the long o sound. Students are not expected to read these words.
4	th	math, path, bath, Beth, Seth, moth, with, that, this, thin, then, them, thud
5	th	this, that, then, them, Sight Word: the
6	ō	to, do, into, onto
7	ā	The teacher reads long a words. Students repeat each word and put a straight line over the beginning letter a to show the long a sound. Students are not expected to read these words.
8	ch	much, rich, chop, chat, chin, chips, chill, chum, chug, chess
9	ng	hang, rang, sang, fangs, song, long, gong, wings, ring, king, thing, hung, rung, sung
10	ū	The teacher reads long u words. Students repeat each word and put a straight line over the beginning letter u to show the long u sound. Students are not expected to read these words.
11	oi, oy	oil, coil, soil, foil, boil, coin, join, boy, soy, joy, toy
12	ou, ow	out, pout, shout, mouth, south, our, sour, loud, ouch, pouch, couch, cow, bow, vow, chow, owl, howl, fowl, town, down, gown
13	ü	pull, full, bull, push, bush, put
14	ä	call, tall, hall, mall, ball, fall, all, wall
15	The hair dryer sound	Students will be introduced to this sound in the sound story. They will not read words with this sound at this level. They will read and spell words with this sound in <i>Advanced Phonics Patterns From Children's Books</i> .

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.	<p>Handwriting</p> <ul style="list-style-type: none"> <li>• If needed, start by reading the sound story aloud to the students over a period of several days.</li> <li>• If students haven't learned to write all of the alphabet letters, use the <i>Learning The Alphabet</i> books, <i>Exploring Sounds In Words</i> books, or one of the <i>Manuscript Handwriting</i> books to teach letter formation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Review how to write a few lower case and/or capital alphabet letters on lines on the board. Students copy each letter on their papers, while saying the letter sound.</li> <li>2. Letter Dictation - Dictate the sounds for all of the alphabet letters, going in this order: t i h l n w u b m r f x e s j o c d a v g p k y qu z. Students repeat the sound (not the letter name) as they write the lower case letters on lined paper. Move around the room to be sure students are writing the letters correctly. If the formation for a letter is not correct, write the letter with a red pencil on the student's paper. Have the student trace it several times and then copy it. Note: If students are currently learning or reviewing how to write the letters of the alphabet, dictate only the letters that have been taught.</li> </ol>

Spelling Dictation

A.	<p>Phonetic Spelling Dictation</p> <p>Other Options:</p> <ul style="list-style-type: none"> <li>• Students move letter cards to spell words on a pocket chart first.</li> <li>• Students write words on dry-erase frames.</li> </ul>	<p>Dictate ten short vowel words selected from the pages that will be read in today's lesson. Also dictate any other short vowel words that will be needed for the written sentence. Follow the steps listed below for each word.</p> <ol style="list-style-type: none"> <li>1. The teacher and students segment the word in unison, saying each sound separately, bouncing their hands downward from left to right as they say each sound, pausing briefly each the sound.</li> <li>2. Students segment the word again on their own as the write the letter for each sound to spell the word.</li> <li>3. Students segment in unison again as the teacher write the letters on lines on the board. This provides extra reinforcement and allows students to check their work.</li> <li>4. Students look at the word that the teacher wrote on the board, read it aloud, and correct their word if needed.</li> </ol>
B.	Sight Words	<ol style="list-style-type: none"> <li>1. Introduce new sight words as needed from flashcards. The sequence chart shows when to introduce each sight word. Show the card, read it, and use it in a sentence. Have each student read the word individually. Then students should copy the word on their papers.</li> <li>2. Dictate a few sight words that students have already learned. Be sure to include any sight words that will be used in the sentence. Students write each word on their papers. Then show the sight word card or write the word on lines on the board. Students check their work and correct if needed.</li> </ol>

C.	Sentence Dictation	<p>After students have reached the first set of sentences in their books, you will be able to add a sentence to the dictation period each day. Select one sentence from the book per day, or create your own.</p> <ol style="list-style-type: none"> <li>1. Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands downward from left to right as they pronounce each word. Model as needed.</li> <li>2. Say the sentence again, pausing between the words to give students time to write them. Repeat the sentence as needed and continue saying one word at a time until everyone has written the entire sentence.</li> <li>3. Students say each sound separately as they write each short vowel word.</li> <li>4. If there is a sight word in the sentence, display the card for students to copy. As soon as possible, have students write sight words from memory.</li> <li>5. Remind students how to apply correct capitalization and punctuation.</li> <li>6. The teacher writes the sentence on lines on the board. Students look at the sentence and correct their papers as needed.</li> </ol>
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## Reading From The Book

A.	Sound Blending	<p>Pages for practicing two-letter vowel-consonant sound blending are included at the beginning of each set of short vowel words. These letter combinations are called silly sounds, because they have no meaning. As you point to the combinations, the students will pronounce them in unison, putting the sounds together smoothly. To get started, pronounce each letter combination and have the students repeat it in unison. Continue this procedure for several days until students gain confidence and can say the sounds without help. Practice the silly sounds for one short vowel each day. If you are going to read short a words, practice the short a silly sounds, and so on. Regular practice is the key to developing this skill.</p>
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B.	Reading Short Vowel Words	<p><u>Getting Started, Initial Explanation:</u> When you begin reading the words for the first time, point out the letter combinations at the top of the columns. In some columns, students will read rhyming words. Explain that rhyming words end with the same letters. When reading rhyming lists, students only need to change the sound of the first letter when going from one word to the next. In other columns, the words in the lists all begin with the same letters. Point this out to the students and explain that these are called body-coda lists. When reading body-coda lists, students only need to change the last sound when they pronounce the word.</p> <p><u>Reading The Words:</u> Give each student a large index card. Students cover the pictures in each column with the index card before reading the words. Students take turns reading one word at a time. After each word is read, students slide their cards down to reveal the picture. After all the words in a column have been read, have students reread the words in unison.</p>
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## Reading From The Book

C.	Read Sight Words	After reading all of the words for a particular short vowel, students will read a page that introduces or reviews sight words. These are needed so that students can read the short vowel sentences. Introduce each sight word from the page in the book or from sight word flashcards. Read the umbrella story to explain why some vowels can sometimes show the short u sound in words. Explain that the letter s usually represents the /s/ sound in words, but sometimes it represents the /z/ sound. Explain that the letter i represents its long vowel sound in the word <i>I</i> , which is always written with a capital letter. You may want to have students read the sight words from flashcards every day.
D.	Read The Sentences	After reading each group of short vowel words (except short u words) students will reach a set of sentences in their books. Students take turns reading the sentences aloud. Assist as needed. Have the whole class reread in unison.
E.	Read Words With Suffixes	When you reach the suffix section at the end of the book, explain to the students how the letter s is used as an ending to show more than one with nouns. With verbs, it shows that one person or thing is doing the action. Explain the use of apostrophe s to show ownership. Have students read the words and sentences, first taking turns, and again in unison.

## Small Groups - Working With The Teacher

A.	Sound/Symbol Relationships	Apple Alphabet Game, Apple Concentration Game
B.	Spelling	Students build two letter combinations and short vowel words with plastic letters. See the list of words to build in this book.
C.	Letter Connections	<ul style="list-style-type: none"> <li>• Play the Raspberry Game or the Blueberry Game.</li> <li>• Do the letter connections activity to reinforce two-letter sound blending.</li> </ul>
D.	Decoding Skills	Students Match Words And Pictures Using Picture/Word Folders.
E.	Sentence Comprehension	Do any of the pocket chart sentence activities. Instructions are included in this book.
F.	Reading Fluency	<ul style="list-style-type: none"> <li>• Have students reread new and review short vowel words from flashcards. If a word is read correctly, the student gets to hold the card.</li> <li>• Have students reread words and sentences from the book.</li> </ul>

## Listening Comprehension

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

## Free Choice "Center Time" - 30 Minutes

This is a reward period later in the day after students have completed their lessons and their work. Provide books, writing, drawing, and coloring materials, scissors and tape, construction sets, learning games, math manipulatives, and small figures (animals, dinosaurs, vehicles, etc.). Allow students to move around the room to choose the activities they wish, working together as desired. Orderly behavior is expected.

**Working With Plastic Letters** - The numbered illustrations on the right match the numbers below.

- 1) **Teacher Preparation** - Purchase two sets of small plastic alphabet letters for each student. If you will be working in small groups, purchase enough for the largest small group you will work with. It is not necessary for the letters to have magnets. Students will work on a construction paper work mat. This site sells sets of plastic letters for a very reasonable price: [www.alphabetletter.com](http://www.alphabetletter.com). Place the letters (two sets per box) in inexpensive small plastic boxes with lids, available from the grocery store. Draw a straight line horizontally across sheets of construction paper to create a work mat for each student. Copy and cut out the arrow cards to place above each work mat, pointing to the right.
- 2) **Setting Up For The Lesson** - Lay out the boxes of letters, arrow cards, and work mats on a table. Call the first set of students. Using the dictation chart, say the sound for each letter that will be needed in the lesson. Students search for each letter in their box and place it in the top section of their work mat, repeating the sound. Explain that the top section is the letter bank. This process only needs to be done with the first group. The students put the lids back on their boxes and set them aside. They will only work with the letters on their work mats.
- 3) **Building Two-Sound Letter Combinations** - Have students place the vowel that will be used in the bottom section of the work mat. Tell students that this is the spelling area. Point out the arrow card and emphasize that you always work from left to right, going in the same direction as the arrow. Explain that the vowel will stay in the bottom section for now. Dictate each two-sound combination from the dictation chart. Start by pronouncing the combinations in which the vowel comes first. Then do the combinations in which the vowel comes last. Students will need to put a consonant before or after the vowel to show what they hear. After you have checked their work, they will place the consonant back in the letter bank, and be ready for the next combination. Use the short vowel sound when pronouncing the combinations, regardless of the position of the vowel. Pronounce each combination very clearly. Help students as needed.
- 4) **Building Short Vowel Words** - Say the words from the dictation list, one at a time. Students do not see the words. Students listen carefully and place the letters that represent the beginning, middle, and ending sound in the word in the spelling area, going from left to right. Do not allow students to place the letters out of order. They must start by placing the letter for the first sound, then place the letter for the next sound, and then place the letter for the last sound, saying each sound as they place the letter. If a word ends with double letters (ff, ss, ll) tell the students to put two letters for that sound. After you have checked each word, students put the consonants and the vowel back into the letter bank to get ready for the next word. Model and assist as needed.
- 5) **How To Handle Mistakes** - If a student spells a word wrong, he or she should point to each letter, going from left to right, while saying the letter sounds. They will hear that the sounds don't match the sounds in the word. They can then rearrange the letters to show the correct order for the sounds. Assist as needed.
- 6) **Segmenting And Oral Blending** - For some of the words, follow this routine. After students have successfully placed the letters to build a word, have them spread out the letters so that they are widely spaced going across the spelling area. Have students point to each letter and say the sounds, going from left to right. Each sound should be pronounced separately. Then have students push the letters close together again. They should put a pointed finger under the first letter, slide to the right, and say the word quickly, putting the sounds together smoothly without a break.
- 7) **Changing Just The Beginning Or Ending Sounds** - For some words, follow this routine. Instead of placing the letters back into the letter bank, students leave them in place. Tell students to listen carefully to the next word. They are to change only the beginning consonant or the ending consonant to create the new word. Plan the words so that only one letter changes each time. A typical sequence might be: cat, can, cap, nap, lap, tap, tan, tag, tab, etc.
- 8) **Complete The Lesson** - Have students spell all of the words from the list as you dictate them. Once students catch on, the lesson should move quickly from one word to the next.

## Working With Plastic Letters

2) Students listen to the sounds and place the letters on their mats.

u b n    t h l l

3a) For two-sound blending, students leave the vowel in the bottom section.

b n n t h l l
u

3b) Students listen to the teacher say "ut" and add the correct letter after the vowel.

b n n    h l l
u t

3c) Students listen to the teacher say "bu" and add the correct letter before the vowel.

n n t h l l
b u

4a) The vowel returns to the top section when spelling words.

u b n n t h l l

4b) Students listen to the teacher say "bun" and place letters from left to right to spell the word.

n t h l l
b u n

6a) Students listen to the teacher say "bun" and spell the word.

n t h l l
b u n

6b) Students separate the letters and say the individual sounds, b.....u.....n.

n t h l l
b            u            n

6c) Students push the letters together again and say the word fast, "bun."

n t h l l
b u n

7a) Students listen to the first word and spell it.

b    n    h l l
n u t

7b) Students listen to the next word and replace the first letter, leaving the other letters in place.

b n n    l l
h u t

7c) Students listen to the next word and replace the last letter, leaving the other letters in place.

n n t    l l
h u b

## Words To Spell With Plastic Letters - *Rhyming Short Vowel Words And Sentences*

	<u>New Letters</u>	1. <u>Select The Letters</u> Dictate the sound of each letter. Students find the letter and place it at the top of their work mat, saying its sound.	2. <u>Build Letter Combinations</u> 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.	3. <u>Spell Words</u> If students can't spell words with plastic letters yet, have them build the letter combinations until they are ready to spell words. Once students are very comfortable spelling the words, you can skip the letter combinations.
<b>Short U Words</b>				
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	nut, hut, rut, mutt, tub, nub, hub, rub, mum, hum, 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	sun, fun, run, bun, nun, us, bus, fuss, tux, lux, 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	cuff, muff, bud, mud, suds, hull, dull, cut, jut, 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	rug, mug, hug, bug, jug, dug, tug, sum, gum, 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	up, cup, pup, huff, puff, cub, sub, gull, null, putt, pus, gum, rug, mug, hub, bug, dug, tug, jug, jut, tux
<b>Short A Words</b>				
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	mat, rat, sat, fat, hat, vat, pat, cat, bat, pass, mass, bass, ham, tam, cam, map, rap, sap, tap, tab, cab, am
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	rag, sag, lag, nag, wag, bag, tag, gab, nab, tab, lab, gal, gas, lass, bass, at, rat, sat, bat, an, ran, tan
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	pad, sad, lad, mad, fad, dad, had, bad, ad, add, lap, sap, map, pass, lass, mass, bass, pal, ham, dam, am, lab
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	map, sap, nap, zap, lap, tap, cap, gap, yap, 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 With Plastic Letters - <i>Rhyming Short Vowel Words And Sentences</i>			
	Select The Letters	Build Letter Combinations	Spell Words
Short A Words			
5	a, r, m, h, y, t, c, j, d, d	am, at, ac, aj, ad, ra, ma, ha, ya, ta, ca, ja, da	ram, ham, yam, tam, cam, jam, dam, 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	fan, man, ran, van, can, pan, tan, ban, an, am, ram, cam, tam, map, rap, cap, tap, nap, fat, mat, rat, cat, pat, bat, at, nab, cab, tab
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	lab, nab, cab, tab, dab, wax, sax, tax, fax, ax, an, ban, can, tan, fan, bat, cat, sat, fat, at, ad, lad, sad, fad, dad, add, bass, lass
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	mass, pass, bass, lass, gas, has, jazz, pal, yak, 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	lot, hot, not, rot, cot, dot, got, jot, tot, pot, doll, on, con, nod, rod, cod, pod, log, hog, dog, jog, lop, top, pop
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	mop, sop, hop, top, pop, sod, rod, nod, cod, pod, moss, toss, pot, hot, dot, rot, not, cot, on, con
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	fog, hog, log, jog, dog, bog, fox, pox, box, ox, 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	cob, job, bob, sob, moss, loss, boss, toss, doll, lob, mom, cod, sod, nod, odd, dot, got, not, lot, bog, job, log, dog, on, rob, rot, rod
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	odd, off, on, con, wok, mom, pompom, pod, cod, pop, mop, top, box, fox, ox, dog, fog, bog, got, dot, not, cot, pot

Plan for students to spell words with plastic letters in rotating small groups several times a week. They should have at least two sessions for each short vowel. This will build an understanding of the phonetic nature of words that will help students learn to spell and read words phonetically. Developing this skill at the short vowel level



**Words To Spell With Plastic Letters - *Rhyming Short Vowel Words And Sentences***

	Select The Letters	Build Letter Combinations	Spell Words
<b>Short I Words</b>			
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	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
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	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
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	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
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	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
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	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
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	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
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	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
<b>Short E Words</b>			
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	net, let, set, wet, vet, met, get, jet, bet, pet, mess, less, tell, sell, well, bell, hem, leg, beg, peg, egg, web, ten, men, pen
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	men, hen, den, ten, pen, leg, beg, keg, peg, egg, met, net, pet, let, get, bet, wet, led, bed, red, wed, pep, web, well, tell, bell

## Words To Spell With Plastic Letters - *Rhyming Short Vowel Words And Sentences*

	<u>Select The Letters</u>	<u>Build Letter Combinations</u>	<u>Spell Words</u>
<b>Short E Words</b>			
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	red, led, fed, bed, fell, sell, yell, well, bell, tell, web, mess, less, let, bet, set, wet, met, pet, hem, leg, beg, peg, egg
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	mess, less, yes, pep, hem, web, fez, hem, sell, bell, fell, well, yell, yet, met, set, let, pet, wet, bet, jet, men, pen, hen, ten, (Ben, Bess)
	New Sounds	<u>Select The Letters</u>	<u>Spell These Words</u>
<b>Sound Story Part Two Words</b>			
1	sh	s, s, h, h, a, e, i, o, u, p, n, d, l, l, m, t, r, c, g, w, f	ship, shin, shed, shell, sham, shut, shot, shop, rash, mash, sash, cash, lash, mesh, hush, rush, gush, mush, wish, fish, dish
2	ē	e, h, n, m, t, w, l, l, b, s, d	Step 1: hen, he, met, men, me, well, wet, web, we, shed, shell, she, bed, bet, bell, be; Step 2: he, me, we, she, be
3	ō	n, o, o, g, s, y, t, d, b, p	Step 1: not, nod, no, got, go, sob, sop, so; Step 2: no, go, so, yo-yo
4	th	t, t, h, i, n, u, d, b, a, m, p, o, w, s, e	thin, thud, bath, math, path, moth, with
5	th	(Spell both sets of <i>th</i> words at the same time.)	this, that, then, them, Sight Word: the
6	ö	o, o, i, t, d, n	to, do, into, onto
7	ā		There are no long a words students can spell at this time.
8	ch	a, e, i, o, u, c, h, n, p, l, l, m, g, t, s, s, r	chin, chip, chill, chum, chug, chat, chop, chess, rich, such, much
9	ng	a, i, o, u, n, g, g, r, s, w, k, t, h, l	ring, sing, wing, king, thing, song, long, gong, rung, hung, rang, hang, sang
10	ū		There are no long u words students can spell at this time.
11	oi, oy	o, i, l, b, c, s, f, n, j, y, t, j	oil, boil, coil, soil, foil, coin, join, boy, toy, joy, soy
12	ou, ow	o, u, w, t, p, s, h, l, d, c, c, m, r, n, b	out, pout, shout, loud, ouch, couch, mouth, south, sour, our, cow, how, now, bow, sow, down, town, owl, howl
13	ü	u, p, t, s, h, l, l, f, b	put, push, bush, pull, full, bull
14	ä	a, l, l, c, b, t, w, f, h, m	all, call, ball, tall, wall, fall, hall, mall
15	The sound in <u>vision</u>		Students will read and spell words with this sound in <i>Advanced Phonics Patterns From Children's Books.</i>

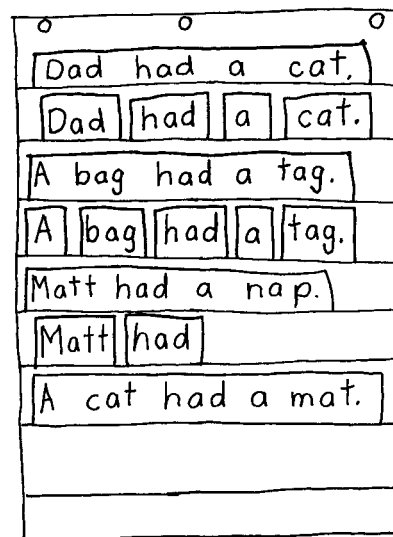
# Small Groups - Working With The Teacher

## 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.

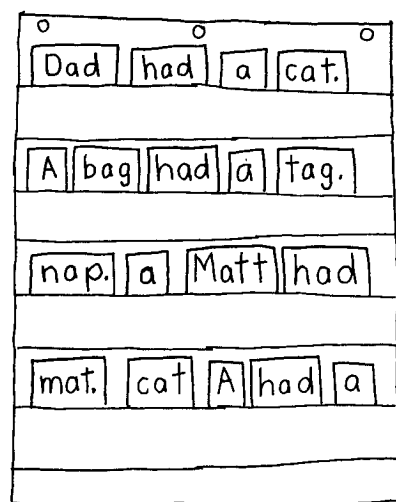
### Activity One - Word Matching

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

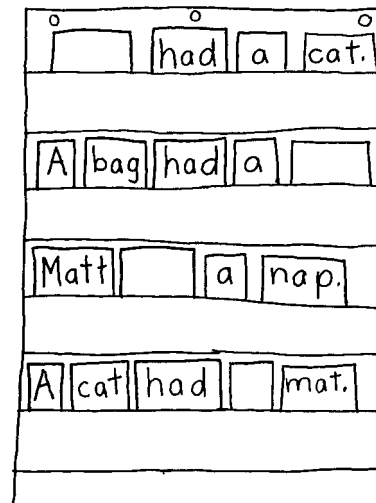
Using just the separate word cards from the above activity, place the words needed for each sentence in a separate row on the pocket chart. Mix up the order of the words within each sentence. Call on individual students to come forward and rearrange each set of words so that they create a sentence that 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.



# Instructions For The Teacher

## Overview

The *Sound City Reading* books may be used with students who are just learning to read or students who are already reading but need to strengthen their word recognition, spelling, and decoding skills. In this book, *Basic Short Vowels*, students practice reading short vowel words and sentences. Students read both rhyming and body-coda word lists so that they can learn to read short vowel words automatically, without having to stop and think. Body-coda lists contain words that begin with the same letters.

Reading rhyming words helps students learn to decode smoothly because they only need to change the beginning letter sound as they move from one word to the next. Reading body-coda word lists helps in a similar way. Students only need to change the ending sound as they go through the words. Because students can read the words more readily, they experience success from the very beginning. They develop an internal understanding of how words are put together. They become aware of both beginning and ending sounds and learn to pronounce those sounds accurately when reading short vowel words.

In general, to start this book, students should know all the letters of the alphabet. They should be able to recognize each letter and give its sound. They should be able to write each letter correctly without hesitation, when given its sound.

However, students who are still learning or reviewing the letters of the alphabet can begin this book IF they are able to remember the letters that have been taught, give their sounds, and write them neatly. The first sets of words, the short u words, are arranged so that students can study a new set of words after a certain number of letters have been learned. The letters needed for each short u list are shown on the sequence chart.

If students are not able to remember the letters, give their sounds, and write them with confidence, wait until students have mastered these skills before beginning this book.

## Decoding And Segmenting - Working With Sounds In Words

To read short vowel words, students must look at each letter in the word, going from left to right. Each letter represents a sound. If a student knows these sounds, he or she can put them together mentally to identify and pronounce the word. This skill is called decoding. The object of the initial practice with each new set of words is for students to apply this skill consciously, so that in the future they will be able to read the words automatically without having to think about it.

It is important for students to learn to put the letter sounds together smoothly, without a break between the sounds. This may be a challenge at first. Pronouncing the two-letter combinations on the “Silly Sound” pages works as an excellent warmup activity before reading the words. Reading both the rhyming and body-coda word lists on the same day also helps to build fluency. Repeated reading and daily practice are helpful.

Students must do the opposite of decoding when spelling words. They hear the whole word and must break it apart mentally into its separate sounds. This is called segmenting a word. As they segment a word, students write the letter for each sound, in order from left to right, to spell the word. This makes it easier for students to learn to spell most words, compared to learning them by rote memory.

Being able to hear and identify the separate sounds in words, being able to pull the sounds apart and put them back together again, is called phonemic awareness. This ability, paired with a knowledge of letters and their sounds, prepares students to begin reading

and writing words. Being able to decode when reading words and segment when spelling words are the underlying skills making it possible for students to learn to read and write.

## **Sight Words**

Most of the words students read in this book are phonetically regular short vowel words. However, a few sight words (*is, his, as, has, a, was, and I*) are taught at the short vowel level. These words are not pronounced as novice readers would expect. Students must be taught that the letter *s* can represent the /z/ sound in some words. The word *I* is always capitalized and has the long *i* sound, as in *i/lilac*. In the words *a* and *was* the letter *a* has the short *u* sound, as in *u/up*. Read *The Story About The Umbrella Vowels* on page 43 aloud to the students to help explain why vowels are sometimes pronounced with the short *u* sound instead of the regular sound. For extra fun, bring an umbrella to class and let students act out the story.

## **Using Sound Blending Exercises To Introduce Short Vowels - “Silly Sounds”**

Before reading short vowel words, students benefit from pronouncing two-letter combinations that are not real words. It is easier to put two sounds together than to put three sounds together. In this book, each short vowel section starts with a sound blending exercise. Students pronounce vowel-consonant combinations, *ab, ac, ad, af*, putting the sounds together smoothly. These combinations are called “silly sounds” because they have no meaning. Students should practice the letter combinations for each short vowel over a period of several days, until they are mastered. This will make it easier for students to read the three letter short vowel words that follow.

If students are still having trouble sliding three letter sounds together when they read short vowel words, you can use the *Letter Connections Activity*, available at [www.soundcityreading.net](http://www.soundcityreading.net). The teacher slides vowel cards down columns of consonants, stopping at each consonant for students to pronounce the two-letter combination. Three-letter combinations can be practiced in the same way by combining rhyming chunks (*\_at, \_am, \_ap*) with beginning consonants.

## **Pacing**

Work on one short vowel at a time, in the order in which they are presented in this book. Students will read rhyming words first, followed by words that begin with the same sound. Word lists that begin with the same two sounds are called body-coda lists. The body of the words stays the same, and the ending changes. It is important to read both sets of words. After students have read all the words, they will study a few sight words and read the related sentences. How fast you are able to progress will depend on the age and maturity level of the students. Practicing every day is the key for building mastery.

After completing this book, students will be ready to begin *Phonics Patterns For Beginning Readers, Books 1-8* (with color-coded vowels) or *Basic Phonics Patterns, Books 1-8* (with all black print). Both of these sets teach the same phonics patterns in the same sequence, with the same practice stories.

## Materials To Use

- You will need this book, alphabet cards, sight word cards, pencils and lined paper.
- For a whole class, you can print enlarged versions of the alphabet and beyond the alphabet chart (available at [www.soundcityreading.net](http://www.soundcityreading.net)) and post them on the wall.
- Small sets of plastic alphabet letters are recommended for spelling short vowel words. They can be purchased for a very reasonable price at [www.alphabetletter.com](http://www.alphabetletter.com). Working in small groups works well when using the letters. Decide how many students you will work with, and purchase two sets of letters for each student in the small group. For each student, place two sets of letters in a small plastic box with a lid. When you order the letters, go ahead and order two sets of vowel letters for each student at the same time. These can be used to spell words at the phonics patterns level.
- You will need a set of beyond the alphabet picture cards, beyond the alphabet letter pattern cards, and a set of cards that shows both the pictures and letter patterns.

## Other Materials

Students who need more practice decoding and spelling words may benefit from studying the *Rhyming Short Vowel Words And Sentences* book. It follows the same short vowel sequence as Basic Short Vowels, but has a different format. It has larger print, color-coded vowels, and directional arrows in the initial word lists, which are limited to ten words each. The book has sound blending, oral blending, and segmenting activities built into the lesson, to help students learn to decode and spell with confidence.

You could also use a set of 11 by 12 inch picture-word pages that have the same pictures and words found in the *Rhyming Short Vowel Words And Sentences* book. This larger format works well when working with a group of students. The oral blending exercises (called the “robot game”) can be done with these large pages just like they are done in the book.

A *Rhyming Short Vowel Workbook* is available. It can be used with the *Rhyming Short Vowel Words And Sentences* book and also with the *Basic Short Vowels* book, since both books follow the same sequence of word lists. Students draw lines to match words and pictures, and copy words from a word list under the matching pictures. It also includes pages to introduce the beyond the alphabet patterns.

## Read The Sound Story First

Part one of *A Sound Story About Audrey And Brad* can be found at the beginning of this book. The pictures in the story illustrate the various speech sounds in our language. The small version in this book can be used with individual students when tutoring. A larger version with color pictures (available at [www.soundcityreading.net](http://www.soundcityreading.net)) can be used to read aloud to a group. The teacher should read part one of the story to the students over a period of four or five days. For students are learning the alphabet for the first time, introduce just one new sound picture and related letter at a time. Model the sound for each picture and have the students repeat. Point out the capital and low-

er case letters and explain that they represent the same sound in words. Point to each letter and have students repeat the sound for each one.

As they listen to the sound story, students associate a picture with each speech sound. The picture makes sense to students because it is familiar to them, showing a sound that is heard in real life. While letters are also symbols for sounds, their visual appearance, unlike pictures, does not have any special significance which would suggest a particular sound. If the sound picture is taught first, and then paired with the associated letter symbols, students will be better able to remember the letters and their sounds. They will understand the relationship between sounds and letters more easily. In the Sound City Reading program, the sound pictures are paired with the associated letters on alphabet and phonics pattern charts, providing visual cues to remind students of any sound that they forget.

After students complete the short vowel level, using sound pictures is particularly helpful for students in two ways. The English language is phonetic, but due to the influence of other languages, many of its speech sounds can be shown with more than one letter or letter pattern. For example, the letters *f* and *ph* both represent the /f/ sound. The letters *a*, *ai*, *ay*, and *a\_e* can all represent the long /ā/ sound. Starting with a sound picture allows students to pair any number of letters and letter patterns with that picture.

The sound pictures are also helpful in a second way. Some letters or letter patterns can represent two or more different sounds. The letters *ea*, for example, may be pronounced as /ē/ in *eat*, /e/ in *head*, or /ā/ in *steak*. Using three sound pictures on a chart with the *ea* pattern shows all of the possible ways to pronounce the pattern.

## How To Use The Alphabet Charts And Alphabet Cards

Print a set of alphabet flashcards from the Sound City Reading web site on card stock, or write them by hand on blank index cards. Make a set of lower case letters and a set of capital letters. Both the short (i/in) and long (ī/lilac) sounds for the letter *i* are taught in part one of the sound story, so make a card for each sound. Do not mark the short *i* card, but put a straight line over the *i* on the long vowel card. Learning the long sound will help students remember the sight word *I*.

Go through the pack of lower case alphabet cards and have students say the sound for each letter. Be sure to model the sounds correctly. Do not add ‘uh’ to the letter sounds. Say /t/ not /tuh/.

## Teaching Sight Words

When you introduce the sight words *as*, *has*, and *was*, explain that the letter *s* can sometimes represent the /z/ sound in words. Show the alphabet card for *s* and model both possible sounds, /s/, /z/. Have each student repeat the sounds. After that, say both sounds each time the card is shown.

When students learn the sight words *a* and *was*, read them the story about the umbrella vowels (page 43). Add a flashcard with the letter *a* with a picture of an umbrella above it to the alphabet pack. Show the card and model the sound /u/ (the short u sound). Have students repeat. Include this card each time you review the letters.



## How The Letters And Words Are Marked

Various marking conventions are used at this level to help students read and spell new words. The markings are designed to provide a visual cue to help students remember how to pronounce a letter or word during the initial learning period.

- Short vowels (a/ax, e/egg, i/in, o/ox, u/up) are not marked.
- A small letter is placed above consonants that represent an unexpected sound. For example, a small *z* is placed above the *s* in the words *as*, *has*, *his* and *is*.
- Words that contain a pattern that is not pronounced as expected (for example, the letter *a* in *was*) are shown with a pair of glasses to indicate that these are sight words, and must be memorized.
- A small umbrella above a vowel other than the letter *u* shows that it represents the *u*/umbrella sound (short *u* sound) in that word. This occurs in words with the vowels *a* or *o*, as in *a*, *was*, *what*, *son*, *of*, *across*, *panda*, and *love*. It also occurs in the word *the*.
- The long vowel *ī* is marked with a straight line above it, like this, *ī*, to remind students to say the long sound instead of the short sound.

## Teaching Strategies

1. Read part one of the Sound Story aloud daily until all of the sounds have been taught. Use the larger version of the story when reading to a class.
2. Point to the letters on the alphabet charts. Have students say the sound for each letter. Model and have students repeat until students are able to remember the sounds on their own. The sound pictures will help students remember the correct sounds for the letters.
3. Go through your pack of lower case alphabet cards and have students say the sound for each letter, in unison. On some days, do the same with a set of capital letters.
4. To begin working in the book, students start by pronouncing the vowel-consonant combinations at the beginning of each section.
5. Then have students read the first set of rhyming words. Students should pronounce the two-letter combination at the top of each column before reading the words. Point out that the end of every word in a rhyming list is the same. Students just have to substitute different beginning sounds as they read.
6. Next have students read the body-coda words, which begin with the same letters. Explain to students that they will pronounce the beginning of each word the same, substituting different ending sounds. This “one-two” punch using both rhyming word lists and body-coda lists helps students begin to decode words more accurately and automatically.

7. Have students cover the pictures with an index card while they are reading the words. They can slide the card down after reading each word to show the matching picture. This creates a sense of anticipation in the students. They look forward to seeing the picture because it will serve as a confirmation that they have read the word correctly. This method requires students to decode each word without picture cues to help them.
8. Students will find it easier to read the words in this book if they practice spelling some of the words from dictation first, before trying to read them. You can have students spell by writing the words on lined paper or on a dry-erase board. For beginners, you can have students select the needed letters from a box of plastic letters and use those letters to spell words. As an intermediate step between the plastic letters and written words, you can call on individual students to spell words on a pocket chart, using moveable alphabet cards. The word is then covered while students write the word, and uncovered for them to check their work, correcting as needed.
9. When students spell a word, they should listen carefully, say the word slowly, and then say the separate sounds while writing the letters on lined paper. Students should not say the names of the letters as they spell, since the letter names do not create the word when spoken in sequence, as the letter sounds do. You want the spelling lesson to reinforce the phonetic nature of our language.
10. After students have become confident spelling short vowel words and a few of the sight words, try dictating one of the short vowel sentences that they have studied.
11. When you reach the pages that teach new sight words, write them in large print on flashcards. Show a new word to the students, say it, and have students repeat in unison. Use it in an oral sentence. Call on every student to read the word, one at a time. Have students write the word, copying the flashcard. Then call on various students to share oral sentences with the word. Don't try to teach all the sight words at the same time. Review frequently.
12. You'll teach the first sight words after students have read all of the short a words. Point out the part of the word that is different from what is expected (the short u sound for *a* in the words *a* and *was*, the /z/ sound for *s* in *as*, *has*, *is*, and *his*, and the long i sound for the word *I*). Have students copy the sight word on paper or a dry-erase board. After introducing the first sight words, *as*, *has*, *a*, *A*, and *was*, students will be ready to read the short a sentences. A sight word page and sentences also follow the short o, short i, and short e words.
13. You may want to practice the sentences on a pocket chart. Write four or five of the sentences in large print on sentence strips. Write each sentence twice, on two different strips. Cut the second strip apart to separate the words. Place the whole sentence strips in a pocket chart, leaving an extra line below each sentence. Pass out the separate words cards to the students. Read the first sentence aloud, then point to each word, one at a time. Ask students who have the matching card to bring it up to the chart and place it just below the word in the sentence. Continue until the second whole sentence is filled in. Then reread the sentence together. Continue until all the sentences have been completed in the same way.

14. For a greater challenge on the pocket chart, rearrange the word cards below each sentence to place them in random order. Call on a student to rearrange the cards to place them in order below the complete sentence. For more advanced students, place only the word cards in a row, out of order. See if students can read the words and figure out how to place the cards in order to create a sentence.
15. After reading a new set of words, write some of the words on the board and draw small pictures to illustrate each one. Have students copy the words and pictures during a seatwork period.
16. After reading a set of sentences, have students choose a sentence to copy and illustrate on lined paper.
17. An important additional element is to read aloud to students from a variety of books every day. Books with large print and pictures that have a rhythmic, rhyming nature are particularly good for echo reading. When echo reading, read each sentence aloud and have the students repeat it in unison.
18. At the end of this book students are introduced to the suffix *\_s*, used with both nouns and verbs, and *'s* used to show ownership.

# Adding The “Beyond The Alphabet” Sounds

## Read Part 2 Of The Sound Story

The alphabet letters alone are not sufficient to represent all the sounds in the English language. Students must also learn the “Beyond The Alphabet” sounds. These sounds include the following.

- 1) The remaining long vowel sounds: ā, ē, ō, and ū. (Long ī is taught in part one.)
- 2) Three dotted vowel sounds: ä/all, ö/to, and ü/push. The two dots mean “not the usual sound.”
- 3) Five consonant sounds represented by two consonants working together: sh/ship, th/thumb, th/this, ch/chicken, and ng/ring. These are called consonant digraphs.
- 4) Two vowel sounds, each represented by two two-letter patterns: ou/ouch and ow/cow, oi/oil and oy/boy.
- 5) One consonant sound not represented by a single pattern. This sound is heard in the words vision, measure, azure, and garage.

### Teaching The Beyond The Alphabet Sounds

For students in kindergarten, introduce the beyond the alphabet sounds after students have read all of the short vowel words. They will learn to associate each new sound with the related letter symbol in the same way that they initially learned the alphabet. They will do this by listening to part two of the sound story, saying the sound for each pattern from the beyond the alphabet sound chart and flashcards, and writing the new letters and letter patterns when given their sounds during the dictation period. Becoming familiar with the new patterns sets the stage for rapid progress after students begin the *Phonetic Words And Stories* books in first grade.

Students can use the new letter patterns to spell words with plastic letters, with guidance from the teacher. A list of words to spell is included after the short vowel lists for plastic letters.

After students have spelled words with plastic letters, they may read words with the new patterns from the word lists in this book. This step is optional. Provide support as needed.

The chart on the next page shows a list of words that can be spelled for each pattern. Writing the words is optional. Give students help as needed. Continue the daily dictation period. Dictate a few short vowel words, using two different short vowels. For instance, you could dictate these words: hip, hop, sip, sop, big, bog, dig, dog, and so on. Then dictate one or two words with a new beyond the alphabet pattern, for example, *fish* and *shut*. You could also plan a simple sentence for students to write.

This option will prepare students to start the next level, *Phonetic Words And Stories*. It also has the benefit of eliminating a lot of confusion as students are exposed to new words outside of the instructional period. For example, when they see the word *ship*, they won't try to read it as four separate sounds, s...h...i...p. And if they see the word and hear someone pronounce it correctly, as ship, the spelling of the word will make sense to them.

If students are in first grade, after completing all of the short vowel words in this book, skip the beyond the alphabet sounds in this book and go directly into *Phonetic Words And Stories, Book 1*.

## How To Introduce The Beyond The Alphabet Patterns

Read one section of part two of the sound story aloud each day, as indicated on the sequence chart, pointing to the new sound picture and the related letter or letter pattern. For a group, read from the full sized sound story book so that students can see the pictures and letters. Model the sound as you point to the picture and the letter pattern. Point to each one a second time as students repeat the sound.

- Explain, when needed, that sometimes two letters are used to represent a single sound.
- When you teach a new vowel sound, explain that vowels can represent more than one sound. Explain that a straight line over a vowel shows that it has its long vowel sound. Two dots over a vowel mean that the vowel does not have its short or long sound. It has a different sound.

These variations occur because there are not enough letters in the English alphabet to show all the sounds.

Use the part two sound picture cards and the related *Beyond The Alphabet* phonogram flashcards to review the sounds that have been taught. Show just the picture cards that have been introduced and have students say the sounds. Then show the letter cards and have students say the sounds again. Finally have students match the picture cards and letter cards on a table or in a pocket chart.

During the daily dictation period, start by dictating all of the alphabet sounds that have been taught. To dictate the beyond the alphabet sounds you will need the set of beyond the alphabet cards that has both sound pictures and letter patterns shown together. These will be especially helpful for younger students and when students are first learning the patterns.

Show the new card and say the sound. Students repeat the sound and write the new pattern. Then show all of the beyond the alphabet cards (with both pictures and letters) that have been taught and have students write them while they repeat the sounds. Students can refer to each card to help them remember the correct letter or letter pattern. Writing the patterns while saying the sounds helps students remember them. Model and assist as needed. Remind students to mark long vowels with a straight line over the vowel and mark dotted vowels with two dots. Explain that long vowels “say their names.” Two dots over a vowel mean “not the usual sound.”

A wall chart showing the beyond the alphabet sounds is available. Students will say all the sounds that have been taught from the chart daily, in unison. It can be referred to as needed when students are spelling and reading.

## Introducing Part 2 Of The Sound Story

After students have read all of the short vowel words in this book, read one new section in part two of the sound story aloud each day. See the chart below. Students can practice spelling any of the listed words on this chart with plastic letters. You could also have students spell a few of these words during the spelling dictation period in addition to short vowel words that are being reviewed. The last section of this book has word lists containing the patterns on this chart. Reading the words is optional at this level.

Introduce From The Sound Story, Part 2	Words That Can Be Spelled With Plastic Letters Only words that do not have consonant blends have been selected.
sh, review ī	shut, rush, shell, mesh, mash, wish, fish
ē	he, we, be, me, she
ō	no, so, go
th	thin, with, math, bath, moth
th	that, than, this, then, them, Sight Word: the
ō	to, do
ā	
ch	chop, chum, much, such, chess, chin, chill, rich
ng	sing, wing, ring, king, song, long, rang, hang, hung
ū	
oi, oy	oil, soil, coil, coin, join, boy, toy, joy
ou, ow	out, shout, our, loud, couch, cow, now, how, down, owl
ū	bush, push, pull, full, bull, put
ä	all, fall, hall, tall, call, wall, ball
(zh as in measure)	

**Part 2 Beyond The Alphabet Sounds**  
A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "SMASH!" Mom said, leaning forward in her seat! (sh/whst)

The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the road, they heard a squeaking sound, "see, see, see." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (s/face)




At first, they didn't see the mouse. Then it ran right by Mom's feet. "OH!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse.

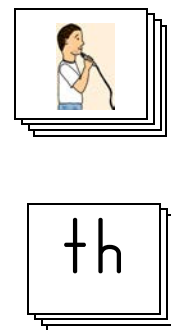
**A Snowy Day**  
The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "tinkling" sound could be heard as the steam escaped from the tea kettle. (ch/thum)

Dad was up early, too. After his shower, he shaved with an electric razor. "TINKLE," was the sound that it made as he trimmed off his whiskers. (th/hs)

Before long, it was light enough to see outside. The sky was overcast, as the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooh," she exclaimed. "It snowed last night!" (s/hs)

© 2016 by Kathryn J. Davis 151 Mixed Short Vowel Words And Sentences

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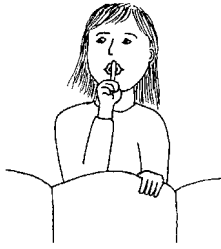


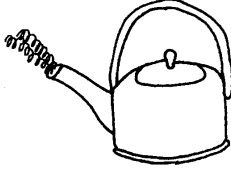




**"Beyond The Alphabet" Sounds**

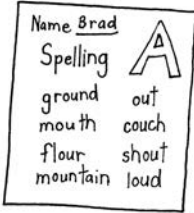

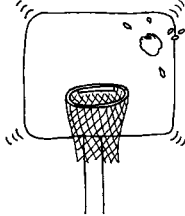
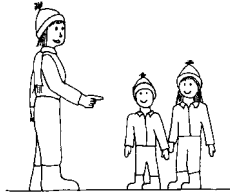
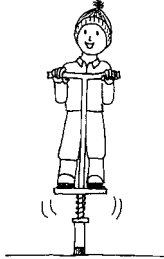
ī	sh	ē	ō
			
th	th	ō	ā
			
ch	ng	ū	oi oy
			
ou ow	ū	ä	measure, vision, azure, garage
			

Say the sound for each letter or pattern.  
© 2016 by Kathryn J. Davis 155 Mixed Short Vowel Words And Sentences

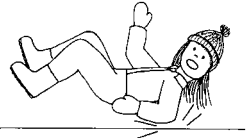
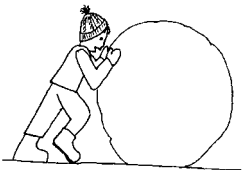
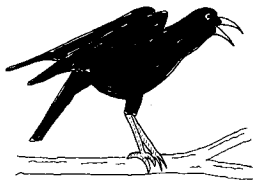
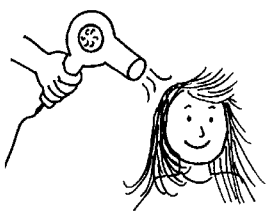
Read the story aloud to the students. Say the sound for the sound picture and have students repeat the sound.

<p><b>Part 2 - Beyond The Alphabet Sounds</b>  A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward in her seat. (sh/ship)</p>		<p>sh</p>
<p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, “eee, eee, eee.” It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (ē/begin)</p>		<p>ē</p>
<p>At first, they didn’t see the mouse. Then it ran right by Mom’s foot. “Oh!” she exclaimed, jumping up on the nearest seat. “It’s a mouse!” Audrey and Brad giggled a little. They were not afraid of a mouse. (ō/robot)</p>		<p>ō</p>
<p><b>A Snowy Day</b>  The next morning Audrey and Brad didn’t go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft “ttthhhh” sound could be heard as the steam escaped from the tea kettle. (th/thumb)</p>		<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. “Ttthhh,” was the sound that it made as he trimmed off his whiskers. (th/this)</p>		<p>th</p>
<p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. “Ooooo,” she exclaimed. “It snowed last night!” (ö/to)</p>		<p>ö</p>

Point to the letter or letter pattern and explain that it represents the same sound as the picture. Say the sound again and have students repeat it. Tell students that a straight line above a vowel tells us to say the long vowel sound, which is the same as the letter name. Two dots above a vowel mean “not the usual sound.”

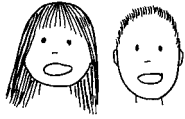
<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A. (ā/raven)</p>		<p>ā</p>
<p>When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful. (ch/chicken)</p>		<p>ch</p>
<p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. “Nnnggg,” went the backboard as Brad’s first snowball hit. “Nnngg,” it sang out again as Audrey’s snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. “You two did a great job,” said Mom. “Thanks for your help.” (ū/music)</p>		<p>ū</p>
<p>“Hey, now we have room to use our new pogo stick,” said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. “Oi, oi, oi,” went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)</p>		<p>oi oy</p>



<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. “Ou,” she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)</p>		<p>ou ow</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. “Uuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.” (ü/push)</p>		<p>ü</p>
<p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “aw, aw, aw” before he flew away. (ä/all)</p>		<p>ä</p>
<p>By this time both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey’s mom used the hair dryer to dry her damp hair. “Zzzzhhhh,” was the sound of the hair dryer as it blew. (The sound in measure, vision, garage, azure)</p>		<p>measure vision azure garage</p>
<p>After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.</p>		

Alphabet Sounds

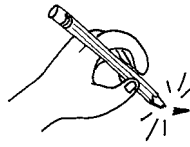
A a



B b



C c



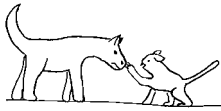
D d



E e



F f



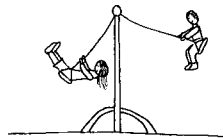
G g



H h



I i



J j



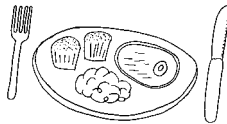
K k



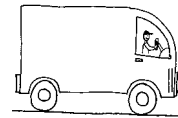
L l



M m



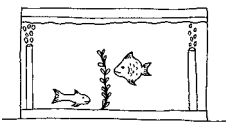
N n



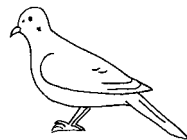
O o



P p



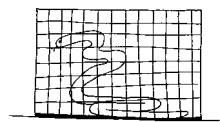
Q q



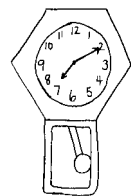
R r



S s



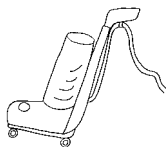
T t



U u



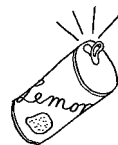
V v



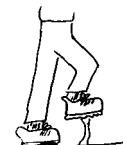
W w



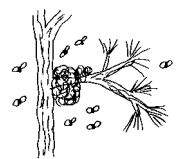
X x



Y y



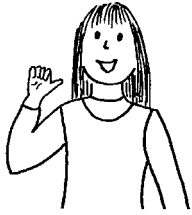
Z z



Students say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



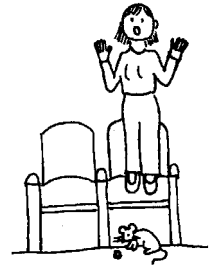
sh



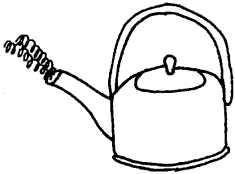
ē



ō



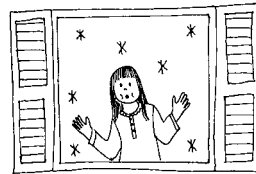
th



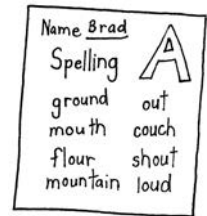
th



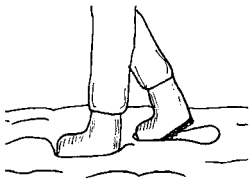
ö



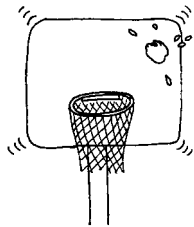
ā



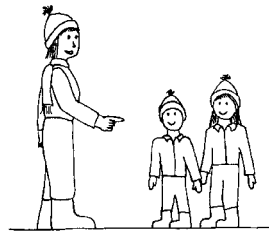
ch



ng



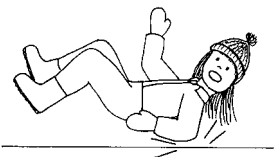
ū



oi oy



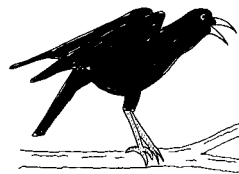
ou ow



ü



ä



measure, vision,  
azure, garage



Students say the sound for each letter or letter pattern.

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

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

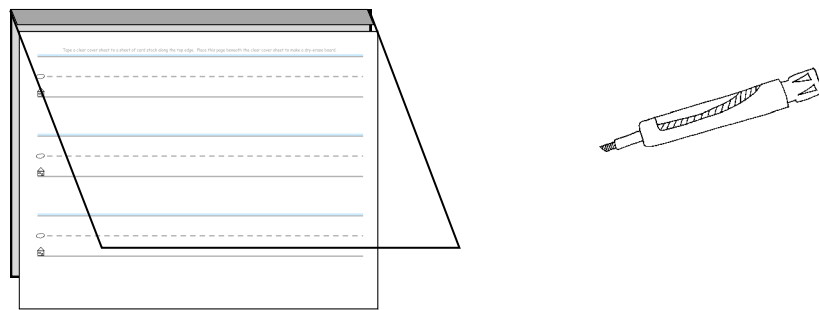
T t U u V v W w

X x Y y Z z

Students can use the handwriting models on pages 124 and 125 as a reference when they are doing written activities.

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### How To Make A Dry-Erase Frame To Use With Pages 127-128.



Tape a clear presentation cover sheet to a sheet of cardstock along the top edge so that they are connected but can be opened. Remove page 147 from this book and place it under the cover sheet. Students can use the lines on the front of the page or turn the page over to use the lines on the back of the page.

This setup can be used as a dry-erase frame. Students can write letters and spell words from dictation by writing on the clear cover sheet. They should say the sound (not the letter name) as they write each letter. They can erase easily with a soft cloth or tissue.

Dry-erase frames work well because students can erase and try again if necessary. Model letter formation and provide assistance as needed. Students may want to display the handwriting model page in this book so they can refer to it as they write.

Remove this page and use it in a dry-erase frame.



Remove this page and use it in a dry-erase frame.







Alphabet Sounds

A a



B b



C c



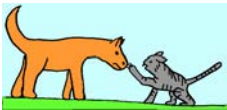
D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



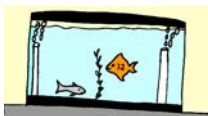
N n



O o



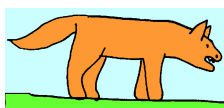
P p



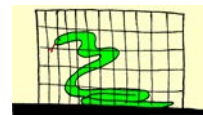
Q u qu



R r



S s



T t



U u



V v



W w



X x



Y y



Z z

