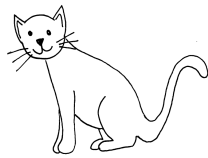
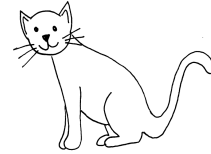


Basic Short Vowels

cat



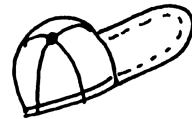
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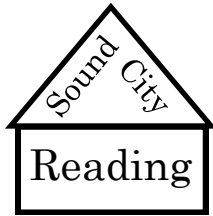
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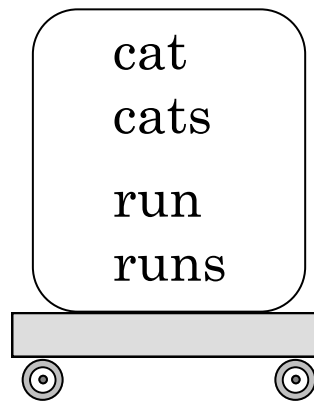
Includes Rhyming And Body-Coda Word Lists



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Suffix Chart

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After page 133, go to page 19 and read the following pages to review short a words. Continue through the remaining pages in order, reading the rest of the short vowel words, sight words, and sentences.	
Lined paper with clear cover for spelling practice using a dry-erase marker.	134

Instructions

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 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 to help develop automaticity when reading short vowel words. 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 how to pronounce those sounds accurately when reading short vowel words.

To benefit from 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.

Decoding And Segmenting - Developing Phonemic Awareness

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 practice putting the letter sounds together smoothly (oral blending), without a break between the sounds. This may be a challenge at first. Repeated reading and daily practice are helpful.

Students must do just 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. After segmenting a word, students write the letter or phonetic pattern 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, and associating these sounds with the related letters are all part of what is called phonemic awareness. Being able to decode when reading words and segment when spelling words are the underlying skills making it possible for students to read and write well.

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. In the words *a* and *was* the letter *a* has the short u sound. The word *I* is always capitalized and has the long i sound.

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

Before reading short vowel words, students benefit from pronouncing two-letter chunks 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.

Pacing

Work on one short vowel at a time, in the order that they are presented in this book. Students will read rhyming words first, followed by words that begin with the same sound. 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* (color-coded vowels) or *Basic Phonics Patterns, Books 1-8* (all black print). Both of these sets teach the same phonics patterns in the same sequence, with the same practice stories.

Students Who Are Still Learning/Reviewing The Alphabet Letters

The last part of this book has word lists that can be used with students who have not yet mastered all of the alphabet letters. See page 107 for instructions.

Materials Needed

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 charts (available at www.soundcityreading.com) and post them on the wall.

Other Materials

Students who need more practice decoding and spelling words may benefit from studying the *Short Vowel Words And Sentences* book. It includes color-coded vowels and directional arrows in the initial word lists to help students read smoothly from left to right. It also includes oral blending and segmenting activities built into the daily lessons.

A short vowel workbook is available. Students draw lines to match words and pictures, and copy words from a list under the matching pictures.

Using 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/island) sounds for the letter *i* are taught in 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. This is to 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/.

After you have introduced 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 31). 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.

Read The Sound Story First

A sound story is included at the beginning of each 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 (available at www.soundcityreading.com or .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 (or longer for younger children). Model the sound for each picture and have the students repeat. Point out the capital and lower case letters that 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 pictorial symbol with each speech sound. This symbol makes sense to the student because it is a sound heard in real life. Letters are also symbols for sound, however their visual appearance, unlike a sound picture, 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 understand the relationship between letters and their sounds. This association is strengthened if students simultaneously write each letter and say the related sound while learning to write it.

Using sound pictures is helpful for students in another way. The English language is phonetic, but due to the influence of other languages, it has more than one letter symbol for many sounds. 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 you to pair any number of letters and letter patterns with that picture.

On the other hand, some letters or letter patterns represent more than one possible sound. The letters *ea* may be pronounced as /ē/ in *eat*, /e/ in *head*, or /ā/ in *steak*. While sound pictures can help demonstrate this relationship, key words are also useful to help students understand these sound variations.

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. Examples include the letters *a* or *o* in these words: *was*, *what*, *son*, *of*, *across*, *panda*, *love*. Umbrella words are considered to be sight words.
- The long vowel *i* is marked with a straight line above it, to remind students to say the long sound instead of the short sound. The long *i* sound is taught at this level to help students remember how to pronounce the word *I*.

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 sound.
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. 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. 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 helps students begin to decode words more accurately and automatically.
5. 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 the words. You can have students spell by writing the words on lined paper or the back cover of this book, using a dry-erase marker. For beginners, you can have students select the needed pieces 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 students to spell words on a pocket chart, using moveable alphabet cards. Students can then write the word.
6. 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.
7. 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.
8. 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, naming the letters as they write. 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.

9. When teaching sight 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. Unlike purely phonetic words, have students say the letter names as they write the word. After introducing the first sight words, *as*, *has*, *a*, *A*, and *was*, students will be ready to read the short a sentences. Sentences also follow the short o, short i, short u, and short e words.
10. You may want to write some 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 in a pocket chart, with the separate words arranged below it, out of order. Read the sentence aloud, then pass out the word cards. Ask students to bring their card up one at a time to place under the matching word in the sentence. Then reread the whole sentence together. For a greater challenge, leave the word cards in random order below the sentence. 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.
11. After reading a new set of words, have students copy a selected number of words and draw pictures to illustrate them.
12. After reading a set of sentences, have students choose a sentence to copy and illustrate on lined paper.
13. 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. Read each sentence aloud and have the students repeat it in unison.
14. At the end of this book students are introduced to the suffix *_s* used with nouns and verbs, and *'s* used to show ownership.

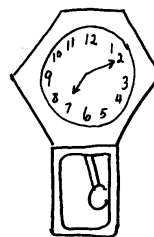
A Sound Story

About Audrey and Brad



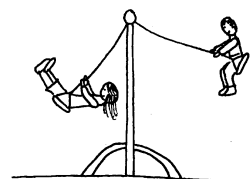
Part 1

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



T t

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



I i

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



H h

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

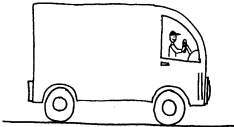




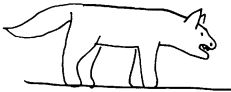


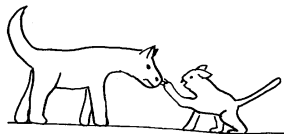
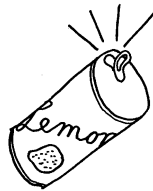
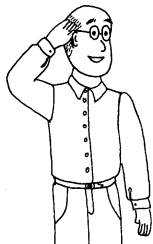
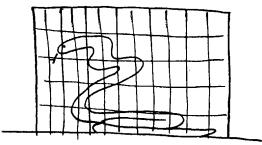

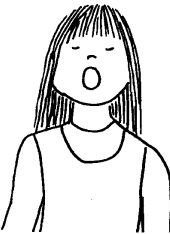
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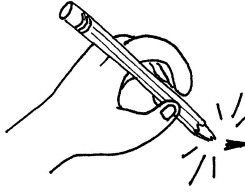

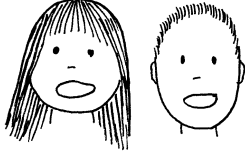
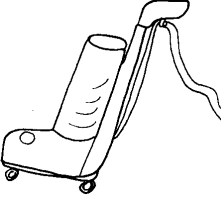

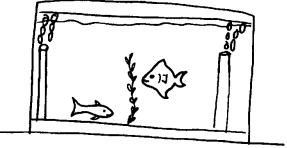
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”

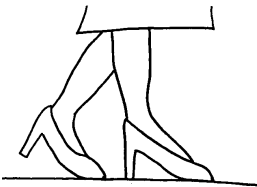

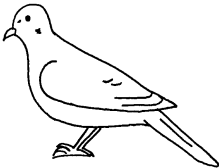
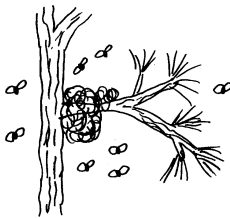










L l

<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>(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. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p>		<p>M m</p>
<p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p>		<p>R r</p>

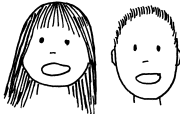
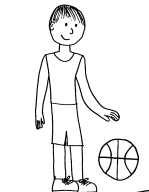
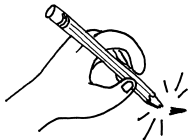
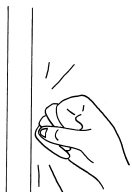

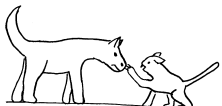



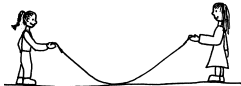
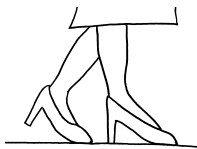

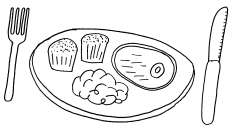
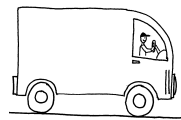

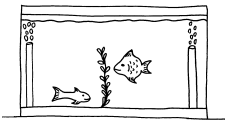
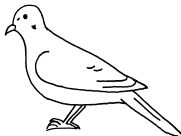
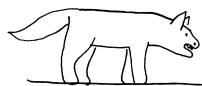
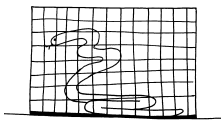
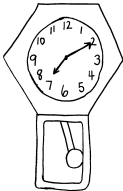



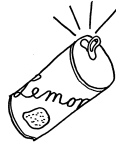

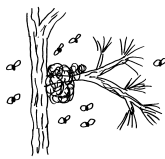
<p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p>		<p>F f</p>
<p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached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

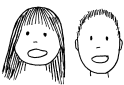








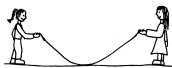





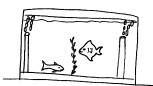












<p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p>		<p>C c</p>
<p>At 2 o'clock, Audrey 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/ant)</p>		<p>A a</p>
<p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p>		<p>V v</p>
<p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p>		<p>G g</p>
<p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.</p>		<p>P p</p>

<p>Audrey looked up when she heard the “k, k, k” sound of the receptionists 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/kick)</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/yo-yo)</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>

Short Vowels		Sight Words			
 A	 a	 was	 as	 has	
 is	 his	I			

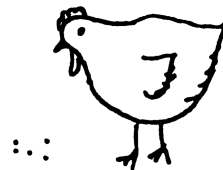
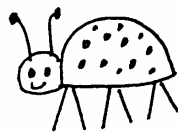
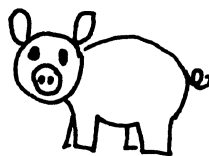
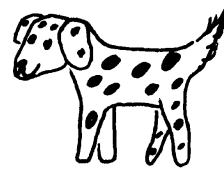
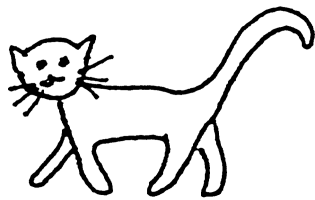
Alphabet

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

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


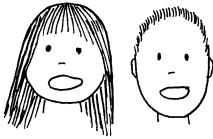
Short Vowel Words

Begin here with students who already know the letters of the alphabet and their sounds.



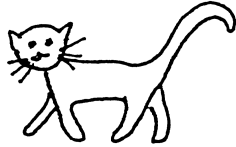
For students who do not yet know all of the letters and sounds and for students who need to review the alphabet and letter sounds, begin on page 107.

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

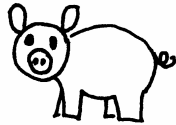
 Silly Sounds	Short a		Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
☆ →	☆ →	☆ →	☆ →
a b	a g	a m	a t
a c	a j	a n	a v
a d	a k	a p	a x
a f	a l	a s	a z

_at

cat



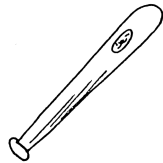
fat



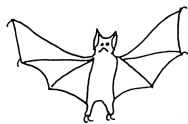
hat



bat



bat



_at

vat



pat



mat



rat

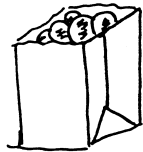


sat

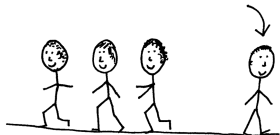


_ag

bag



lag



nag



rag



sag



tag

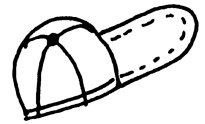


wag

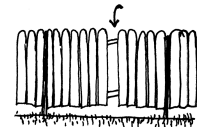


_ap

cap



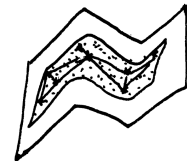
gap



lap



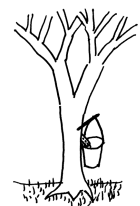
map



nap



sap



tap



zap



_ad

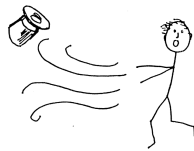
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dad



had



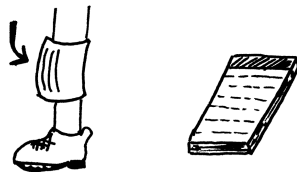
lad



mad



pad



sad

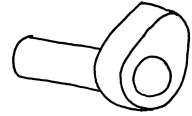


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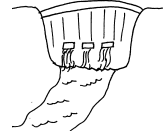


_am

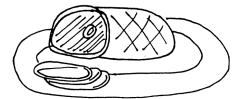
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dam



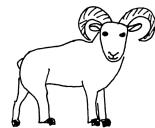
ham



jam



ram



tam



yam



_an

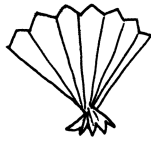
ban



can



fan



man



pan



ran



tan



van



_ax

fax



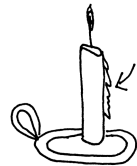
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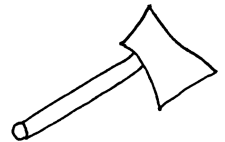
tax



wax



ax



_azz

jazz



_ab

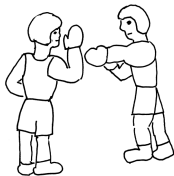
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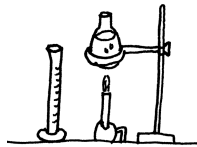
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jab



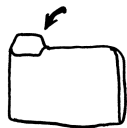
lab



nab

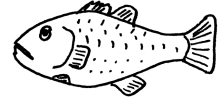


tab



_ass

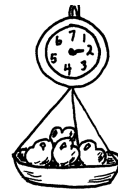
bass



lass



mass



pass



gas



has^z



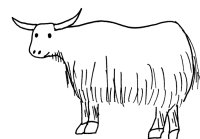
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pal



_ak

yak

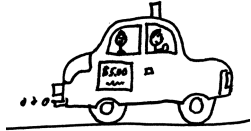


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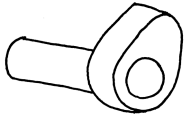
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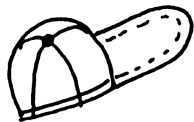
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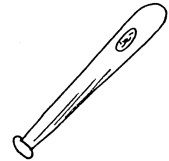


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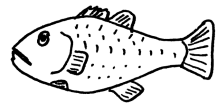
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bat



bass



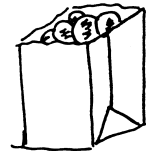
ban



bad



bag



ta_

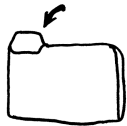
tan



tax



tab



tam



tag



tap



pa_

pan



pat



pass



pad



pad



pal



sa_

sad



sat



sax



sag



sap



ma_

man



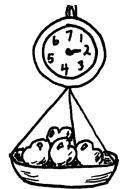
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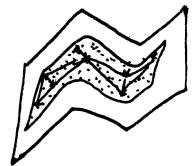
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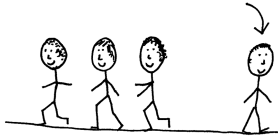


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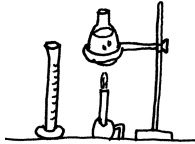


la_

lag



lab



lass



lad



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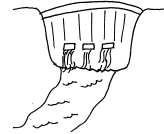


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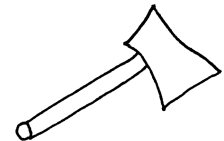


dab



a_

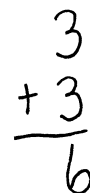
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ad



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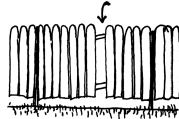


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gap



gab

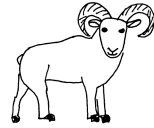


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ra_

ram



rat



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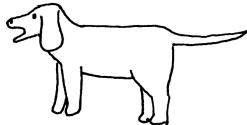


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ya_

yap



yam

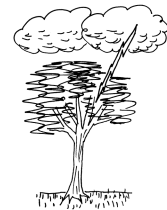


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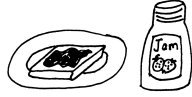
za_

zap

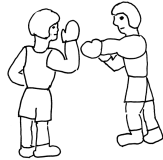


ja_

jam



jab



jazz



na_

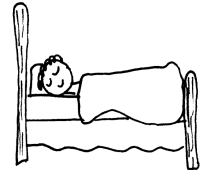
nab



nag



nap



va_

van



vat

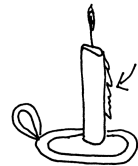


wa_

wag



wax



ha_

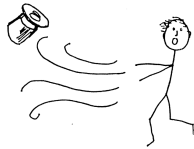
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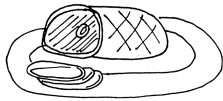
has^z



had

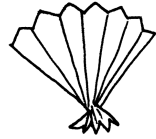


ham

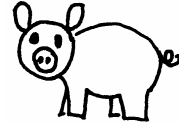


fa_

fan



fat



fad



fax



Sight Words



^z
as



a

^z
has



A



^z
was

Parts Of Speech : Articles

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



a cat



a rat



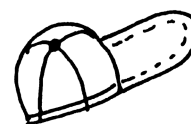
a pan



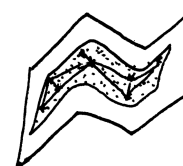
a man



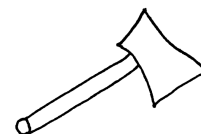
a cap



a map



an ax



an ad



The Story Of The Umbrella Vowels

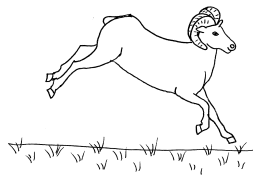
One day the vowels A, E, I, O, and U went for a walk. The letter U always carried his large umbrella with him. He liked it because the handle was in the shape of a U. As the letters walked it began to rain. U opened his umbrella, but the other letters did not have an umbrella, so they began to get wet. "May we get under your umbrella?" They asked the letter U. "Only if you promise to say my sound in words," said U. The other vowels were sad. They liked to say their own sounds, so they did not get under the umbrella. All at once it started to rain even harder. The rain was pouring down. "Please, Mr. U, let us get under your umbrella," said the other vowels. We want to say our own sound in words, but we promise to say your sound in some of the words." The letter U agreed, and all the other vowels crowded under the umbrella. And that is why, to this very day, the other vowels represent the short u sound in some words. These are called "Umbrella Vowels."

Sentences

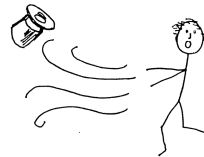
1. A rat sat.



2. A ram ran.



3. A man had a hat.



4. Sam ran a lap.



5. Max had a nap.

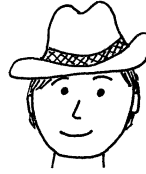


6. Nan has a fan.



Sentences

1. A man has a hat.



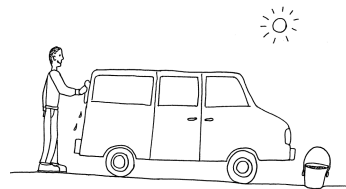
2. A man has an ax.



3. Sam has a sax.



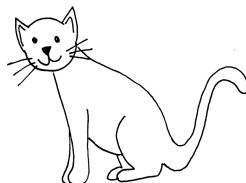
4. A man has a van.



5. A man has a map.

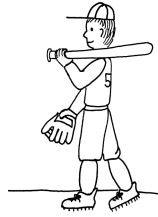


6. A cat sat.



Sentences

1. Pat has a bat.



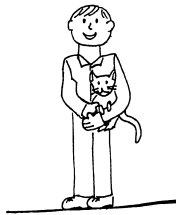
2. Pam has a pan.



3. A cat has a mat.



4. Dad has a cat.



5. A bag has a tag.



6. Sam has a bass.



Sentences

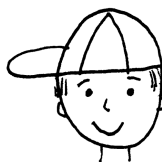
1. Max can wag.



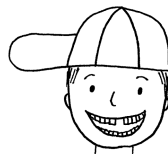
2. Sam can dab.



3. Dan has a cap.



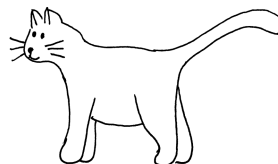
4. Dan has a gap.



5. Max was mad.



6. A cat was fat.

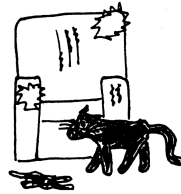


Sentences

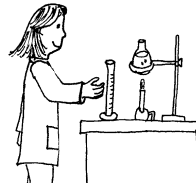
1. A rat was fat.



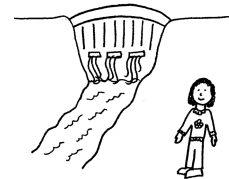
2. A cat was bad.



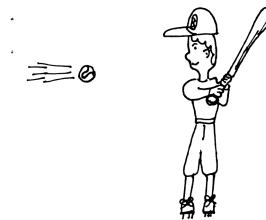
3. Nan was at a lab.



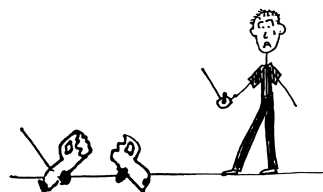
4. Pam was at a dam.





5. Pat was at bat.



6. Dan was sad.



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.
☆ →	☆ →	☆ →	☆ →
ob	og	om	ot
oc	oj	on	ov
od	ok	op	ox
of	ol	os	oz

_ot

cot



dot



got



hot



jot

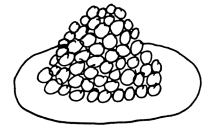


_ot

tot



lot



not



pot



rot

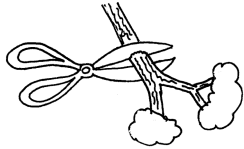


_op

hop



lop



mop



pop



sop



top



_od

cod



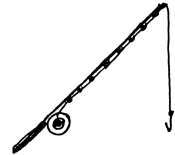
nod



pod



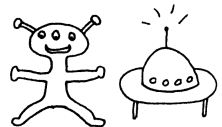
rod



sod

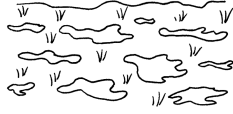


odd



_og

bog



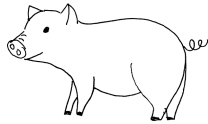
dog



fog



hog



jog

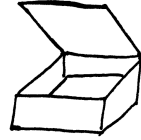


log

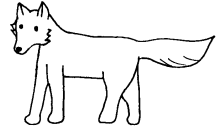


_ox

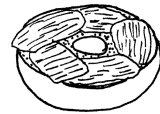
box



fox



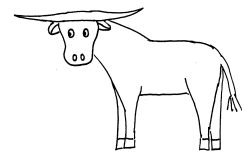
lox



pox



ox

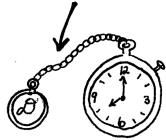


_ob

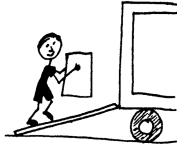
cob



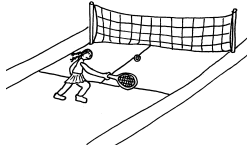
fob



job



lob



sob



_oss

boss



loss



moss



toss



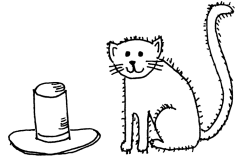
_oll

doll



_off

off



_on

on



con



_om

mom

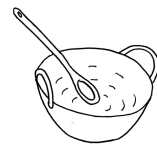


pom pom



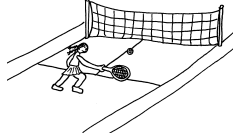
_ok

wok



lo_

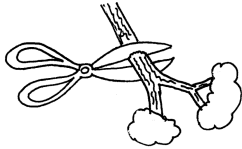
lob



log



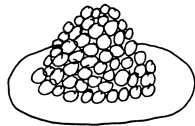
lop



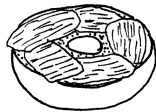
loss



lot



lox



po_

pod



pom pom



pop



pot

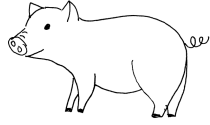


pox



ho_

hog



hop

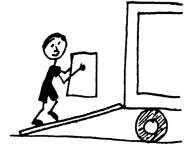


hot



jo_

job



jog



jot



no_

nod



not



mo_

mom



mop



moss



co_

cob



cod



con



cot



do_

dog



doll



dot



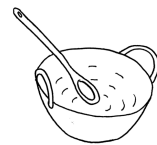
go_

got



wo_

wok



to_

top



toss

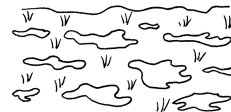


tot



bo_

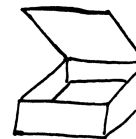
bog



boss



box



so_

sob



sod



sop



fo_

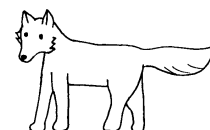
fob



fog



fox

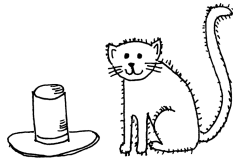


o _

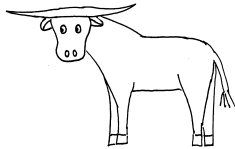
on



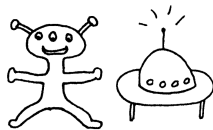
off



ox



odd



ro _

rod



rot



Sight Words



^z
as



a

^z
has



A



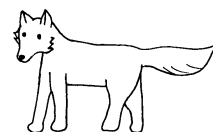
^z
was

Parts Of Speech : Articles

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



a fox



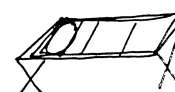
a box



a pot



a cot



a dog



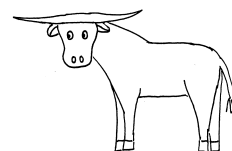
a log



The Story Of 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. As the letters walked it began to rain. U opened his umbrella, but the other letters did not have an umbrella, so they were getting wet. "May we get under your umbrella?" They asked the letter U. "Only if you promise to say my sound in words," said U. The other vowels were sad. They like to say their own sounds, so they did not get under the umbrella. All at once it started to rain even harder. The rain was pouring down. "Please, Mr. U, let us get under your umbrella," said the other vowels. We want to say our own sound in most words, but we promise to say your sound in some words." The letter U agreed, and all the other vowels crowded under the umbrella. And that is why, to this very day, the other vowels represent the short u sound in some words. These are called "Umbrella Vowels."

an ox

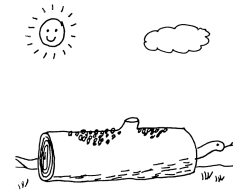


Sentences

1. Mom can mop.



2. Moss was on a log.



3. Nan was hot.



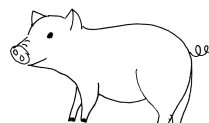
4. Rob was not hot.



5. Jon was on a cot.

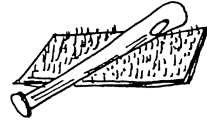


6. A hog was fat.



Sentences

1. A bat was on a mat.



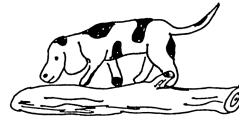
2. A hat was on a cat.



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.

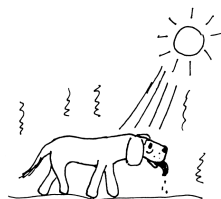


Sentences

1. Bob has a box.



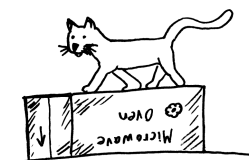
2. A dog was hot.




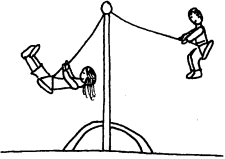
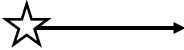
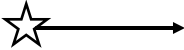
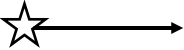
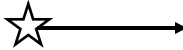
3. Tom was on top.



4. A cat was on a box.

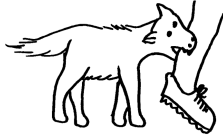


This chart may be used as a warm up before reading short i words.

 Silly Sounds	<p>Short i</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>	
			
ib	ig	im	it
ic	ij	in	iv
id	ik	ip	ix
if	il	is	iz

_it

bit



fit



kit



lit



pit



quit



_it

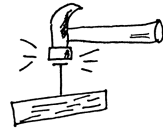
sit



wit



hit



it

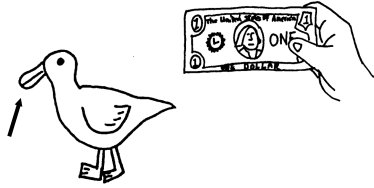


mitt



_ill

bill



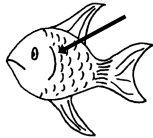
dill



fill



gill



hill



mill



_ill

will



till



ill



pill



sill



quill



_ip

zip



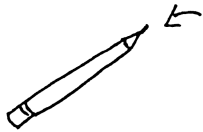
rip



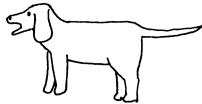
sip



tip



yip



_ip

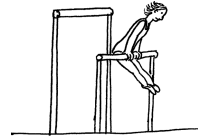
dip



hip



kip



lip

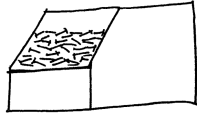


nip

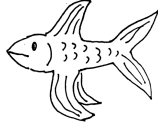


_in

bin



fin



kin



pin



tin



win



in



_ig

big



dig



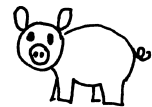
fig



jig



pig



rig



wig

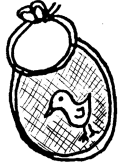


zig zag



_ib

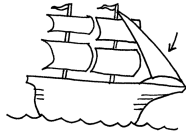
bib



fib



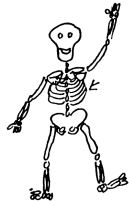
jib



nib



rib



_iss

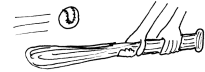
hiss



kiss



miss

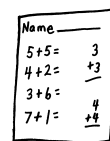
his^z

_izz

fizz

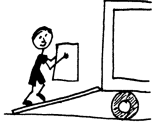


quiz



_id

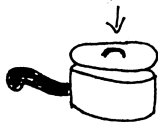
did



hid



lid



rid



kid



_im

dim



him



rim



vim

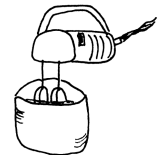


_ix

fix



mix



six

6

fi_

fib



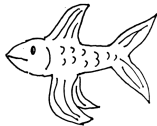
fig



fill



fin



fit



fix



fizz



hi_

hid



hill



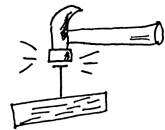
him



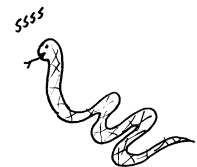
hip



hit



hiss

his^z

ki_

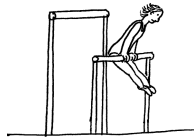
kid



kin



kip



kiss

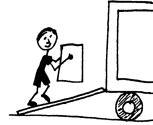


kit



di_

did



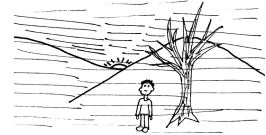
dig



dill



dim

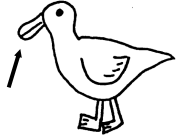


dip



bi_

bill



bill



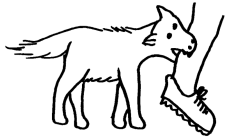
bib



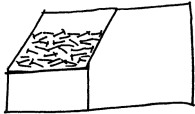
big



bit



bin



si_

sill



six

6

sit

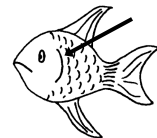


sip



gi_

gill



pi_

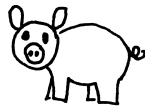
pin



pill



pig

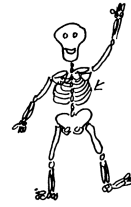


pit



ri_

rib



rig



rid



rim



rip



mi_

wi_

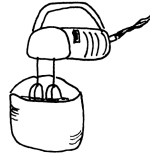
mitt



will



mix



win



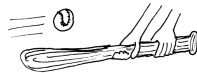
mill



wig



miss



wit



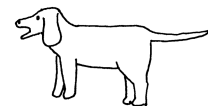
vi_

yi_

vim



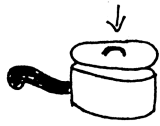
yip



li_

ti_

lid



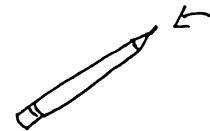
tin



lip



tip



lit



till



ni_

ji_

nib



jib



nip



jig



i_

in



it

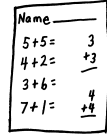


ill



qui_

quiz



quill



quit



zi_

zip



zig zag



Sight
Words



^z
as



a

^z
has

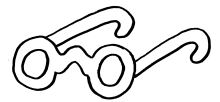


A

^z
was



Sight
Words



^z
is

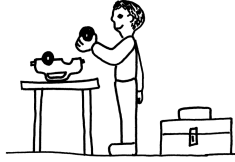
^z
his

I



Sentences

1. I will fix it.



2. I will fill it.



3. I will mix it.



4. I will win.



5. It will fit.

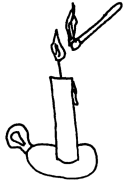


6. Liz will miss it.

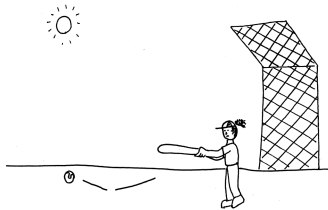


Sentences

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.



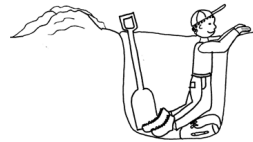
2. Ron is on a hill.



3. It is his bib.



4. Did Bill dig it?





5. Kim will kiss him.



6. A big pig has a wig.



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

 Silly Sounds	Short u		Look at each letter pair. Say the first sound followed by the second sound, sliding the sounds together smoothly, without a break.
☆ →	☆ →	☆ →	☆ →
u b	u g	u m	u t
u c	u j	u n	u v
u d	u k	u p	u x
u f	u l	u s	u z

_ut

cut



hut



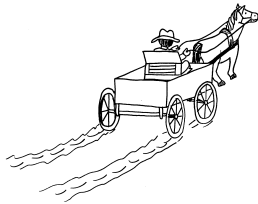
jut



nut



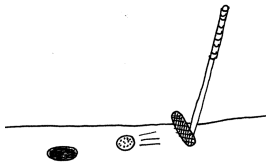
rut



mutt



putt



_ug

bug



dug



hug



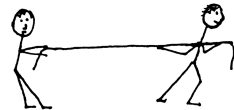
jug



mug



tug



rug



_ub

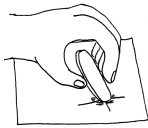
cub



hub



rub



sub



tub



nub



_um

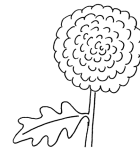
gum



hum



mum



sum

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

yum



_un

bun



fun



nun



sun



run



_ull

dull



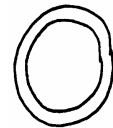
gull



hull

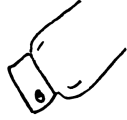


null



_uff

cuff



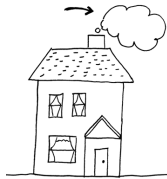
huff



muff

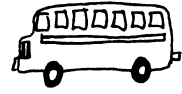


puff

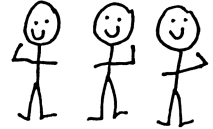


_us

bus



us



pus



_uss

fuss



_ud

bud



mud



suds



_up

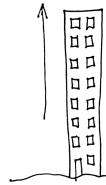
cup



pup



up



_uzz

buzz



fuzz

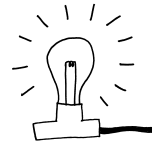


_ux

tux



lux



mu_

mud



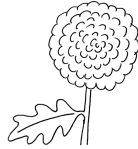
muff



mug



mum



mutt



bu_

bun



bud



bug



buzz

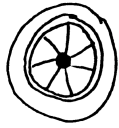


bus



hu_

hub



huff



hug



hull



hum

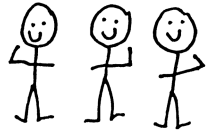


hut

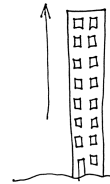


u_

us



up



yu_

yum



su_

sub



suds



sum

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

sun



ru_

rub



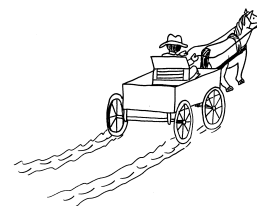
rug



run

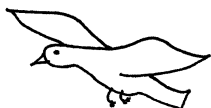


rut



gu_

gull



gum



du_

dug



dull

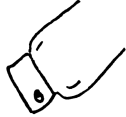


cu_

cub



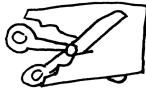
cuff



cup



cut



pu_

puff



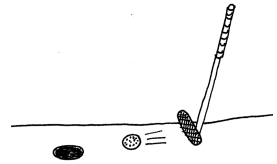
pup



pus

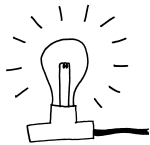


putt



lu_

lux



fu_

fun



fuss



fuzz



tu_

tub



tug



tux



ju_

jug



jut



nu_

nun



nut



Sight
Words



^z
as



a



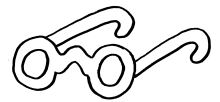
^z
has

A



^z
was

Sight
Words



^z
is

^z
his

I



Sentences

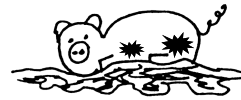
1. Ross will run.



2. Nan has a muff.



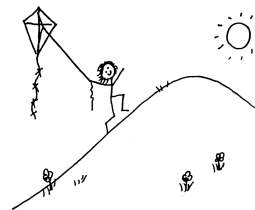
3. Mud is on a hog.



4. A man is in a hut.



5. I run up a hill.



6. Mom will fuss at us.



Sentences

1. Ann has fun.



2. It has fuzz on it.



3. A mug is hot.



4. I will hum.

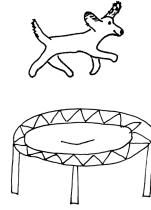


5. I will huff and puff.



Sentences

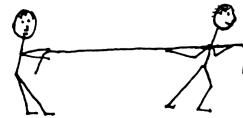
1. A pup is up.



2. It can buzz.



3. Jim will tug on it.



4. Nan can cut it.





5. A bug is on a rug.



6. A man dug up a jug.

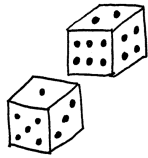


This chart may be used as a warm up before reading short e words.

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

_et

bet



jet



let



met

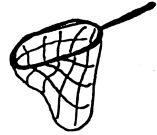


pet

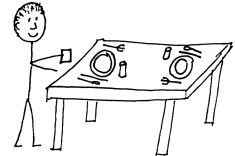


_et

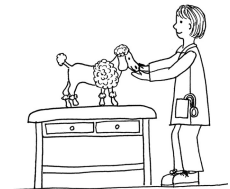
net



set



vet



wet



get

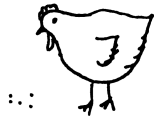


_en

den



hen



men



pen



ten

10

_eg

beg



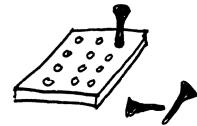
keg



leg



peg

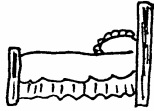


egg



_ed

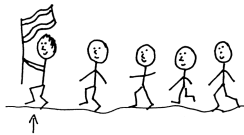
bed



fed



led



red



wed



_ell

bell



fell



sell



tell



well

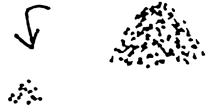


yell



_ess

less



mess



yes



_eb

web



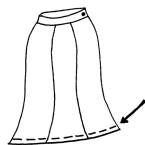
_ep

pep



_em

hem



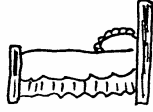
_ez

fez



be_

bed



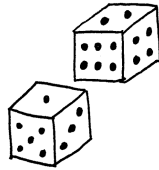
beg



bell

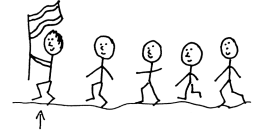


bet



le_

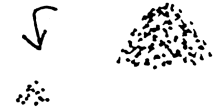
led



leg



less



let



egg



fe_

fed



fell

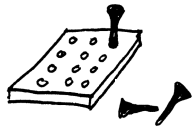


fez



pe_

peg



pen



pep



pet



we_

web



wed



well



wet



se_

me_

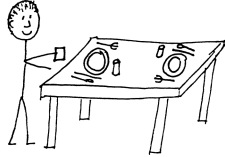
sell



men



set



mess



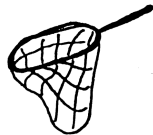
met



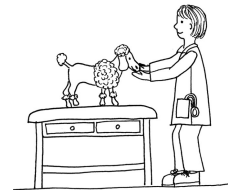
ne_

ve_

net



vet



ye_

ke_

yell



keg



yes



ge_

je_

get



jet



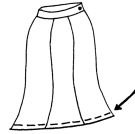
te_

he_

tell



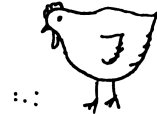
hem



ten

10

hen



re_

de_

red



den



Sight
Words



^z
as



a

^z
has



A

^z
was



Sight
Words



^z
is

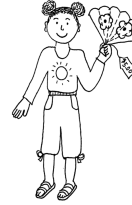
^z
his

I



Sentences

1. Nan will sell a fan.



2. It is a mess.



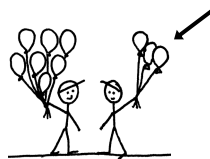
3. Ed fed him.



4. Sam fell. Sam will yell.



5. Ron has less.



6. Ned met Jill.



Sentences

1. Yes, Ed did win.



2. A bag fell.



3. A dog is 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.



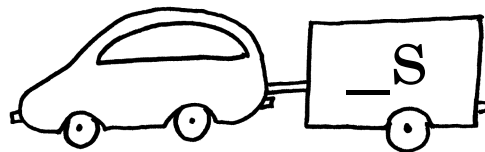
4. A dog can beg.

5. Ken was in bed.

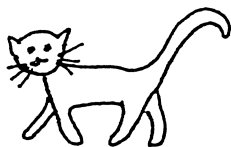


Suffix Study

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



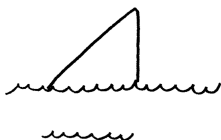
hill



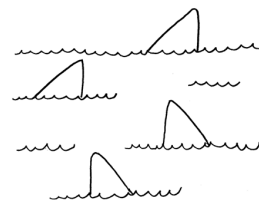
hills



fin



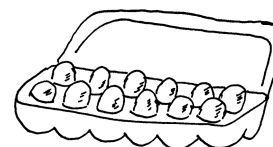
fins



egg

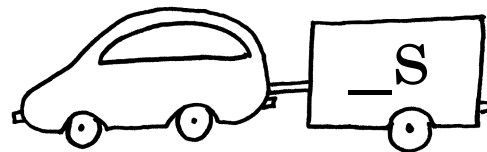


eggs



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



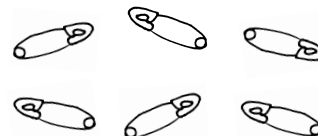
kids



pin



pins



pill



pills



bib



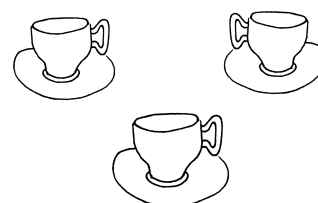
bibs



cup



cups

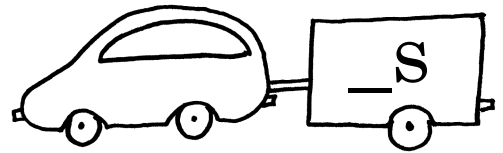


Sentences

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 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



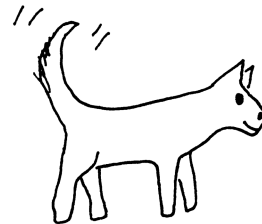
sit

sits



wag

wags



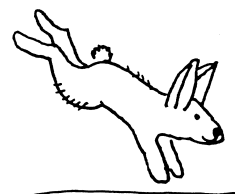
yell

yells



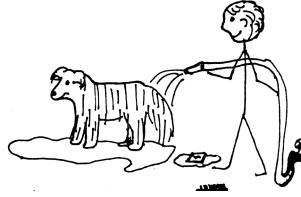
hop

hops



Sentences

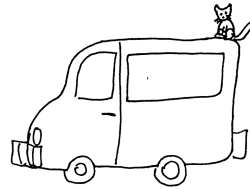
1. A pet gets wet.



2. Gus runs a lap.



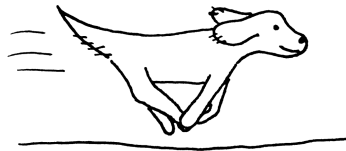
3. A cat sits on a van.



4. It pops.



5. A dog runs.

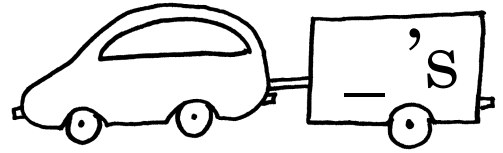


6. A cat digs.

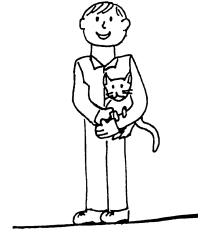


Suffix Study

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.

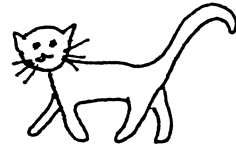
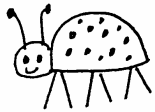


6. Jim's dog is wet.



Short Vowel Words

Begin with the following pages if students are still learning or reviewing the alphabet.



Study the letters in this order, which is the order letters are introduced in the sound story. Read the following pages as indicated.

t i h l n w u b

Short u words

m r f x e s j

Short u words

o c d

Short o words

a v g p

Short a words

k y qu z

Short a words

Then go to the beginning of this book and study the short vowel pages for students who know all of the letters and their sounds.

_ut

nut



hut

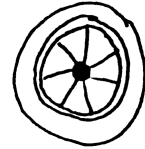


_ub

tub



hub



nub

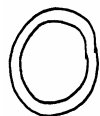


_ull

hull



null



_un

bun



nun



nu_

nut



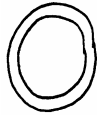
nub



nun



null

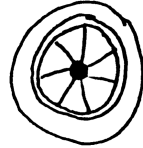


hu_

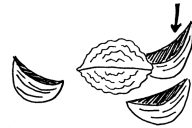
hut



hub



hull



bu_

bun



tu_

tub



_ut

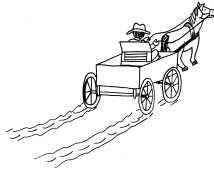
nut



hut



rut



jut



mutt

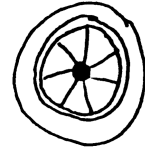


_ub

tub



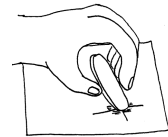
hub



nub



rub



sub

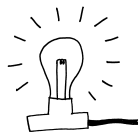


_ux

tux



lux



_uff

huff



muff



_un

bun



nun



run



fun



sun

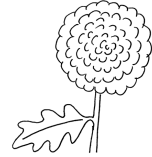


_um

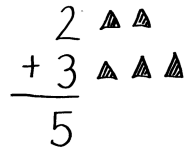
hum



mum



sum



_uss

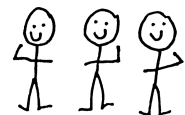
fuss



bus



us

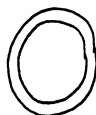


_ull

hull



null



nu_

nut



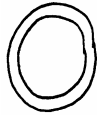
nub



nun



null

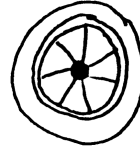


hu_

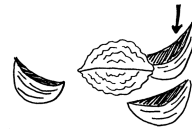
hut



hub



hull



hum



huff



su_

sun



sub



sum

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

tu_

tub

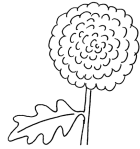


tux



mu_

mum



muff



mutt

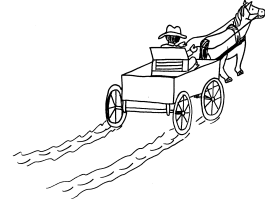


ru_

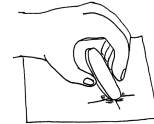
run



rut



rub



bu_

bun



bus



fu_

fun

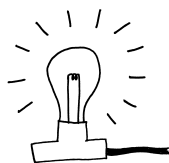


fuss



lu_

lux



ju_

jut



_ot

cot



dot



hot



jot



lot



not



rot



tot



_ob

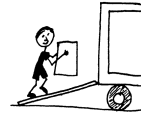
cob



fob



job



lob



sob



_od

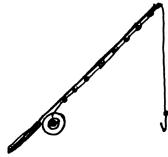
cod



nod



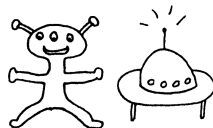
rod



sod



odd



_oss

boss



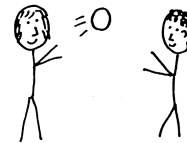
loss



moss



toss



_oll

doll



_on

on

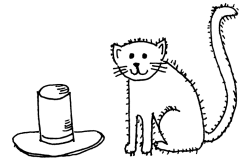


con



_off

off



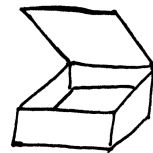
_om

mom

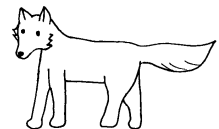


_ox

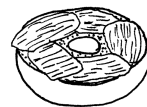
box



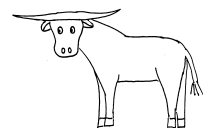
fox



lox

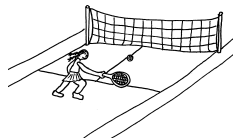


ox



lo_

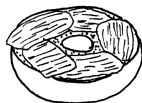
lob



lot



lox



loss

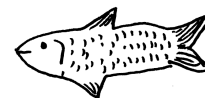


co_

cob



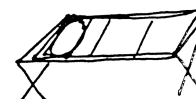
cod



con



cot



do_

dot



doll



mo_

mom

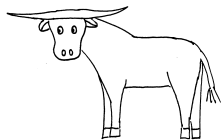


moss



o _

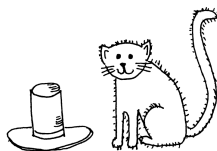
ox



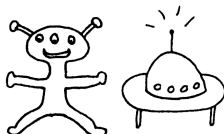
on



off



odd



no _

nod



not



ho _

hot



jo _

job

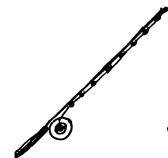


jot



ro _

rod



rot

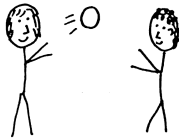


to_

tot

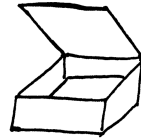


toss



bo_

box



boss



so_

sob

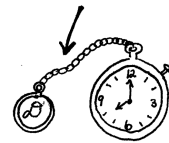


sod

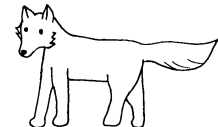


fo_

fob



fox

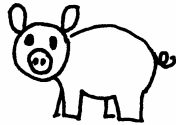


_at

cat



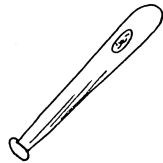
fat



hat



bat



bat



_at

vat



pat



mat



rat

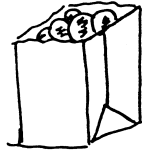


sat

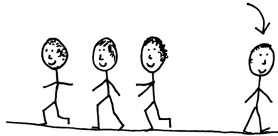


_ag

bag



lag



nag



rag



sag



tag

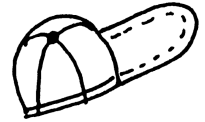


wag

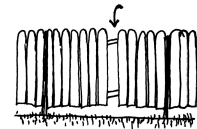


_ap

cap



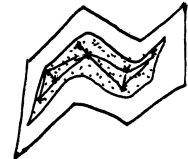
gap



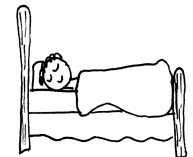
lap



map



nap



sap

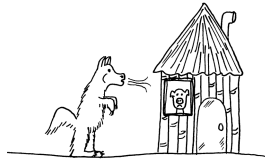


tap



_ad

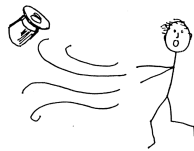
bad



dad



had



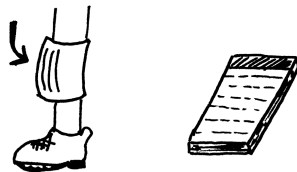
lad



mad



pad



sad

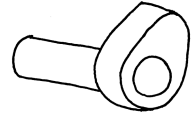


ad

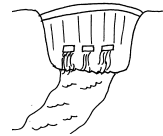


_am

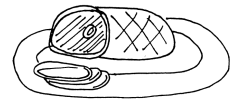
cam



dam



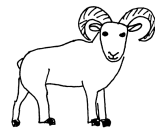
ham



jam



ram



tam



_an

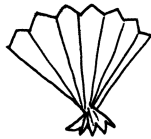
ban



can



fan



man



pan



ran



tan



van



_ax

fax



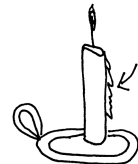
sax



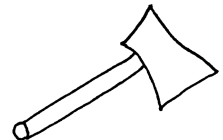
tax



wax



ax



_ab

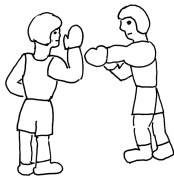
cab



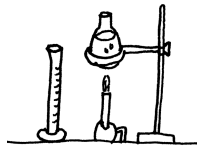
dab



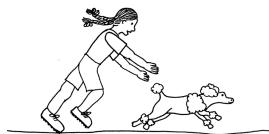
jab



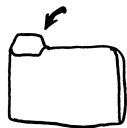
lab



nab

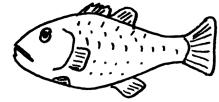


tab



_ass

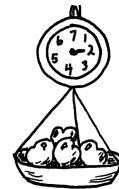
bass



lass



mass



pass



gas



_al

pal



ca_

cat



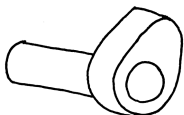
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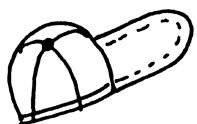
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cam



cap

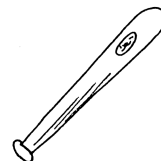


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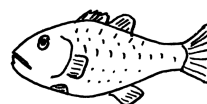
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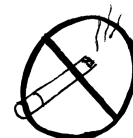
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bass



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bad



bag



ta_

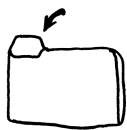
tan



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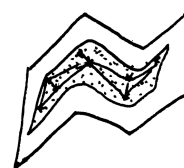
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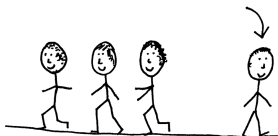


map



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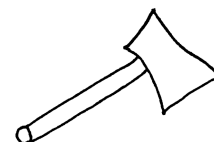


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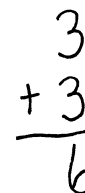
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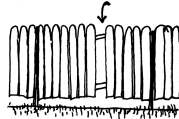


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gab

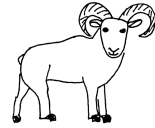


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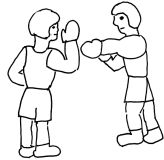


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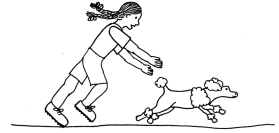


jab



na_

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nap



va_

van



vat



wa_

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wax

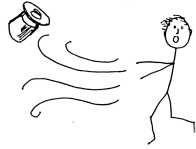


ha_

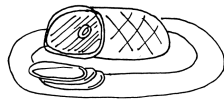
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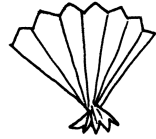


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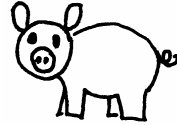


fa_

fan



fat



fad

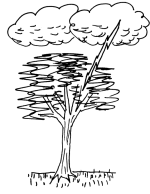


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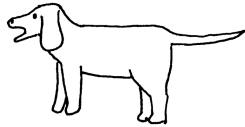


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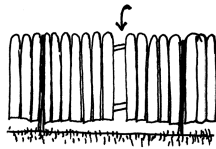
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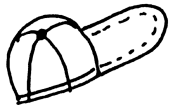
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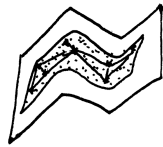
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map



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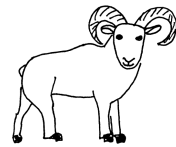
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jam

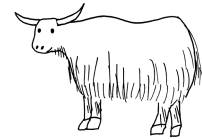


ram



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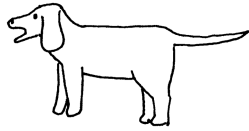
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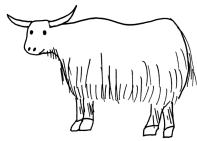
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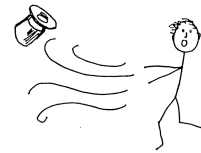


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ja_

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jam



za_

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When you complete this page, go to the word lists for students who already know all the alphabet letters.

You may use this back cover as a dry erase board for spelling dictation.

