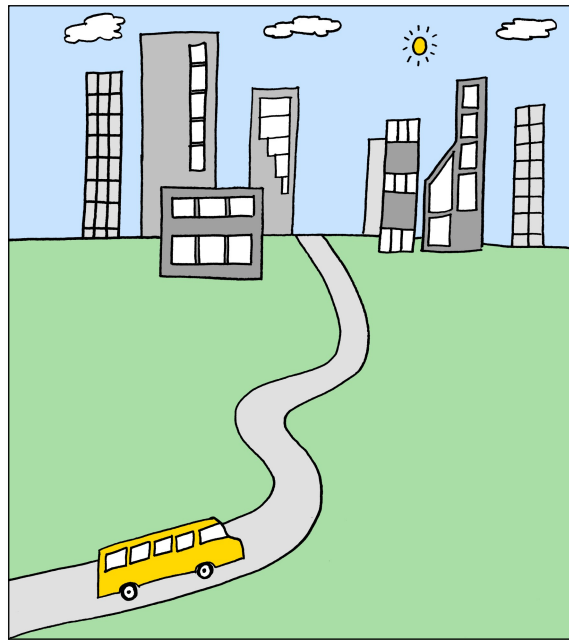


Color-Coded

Short Vowel Lists



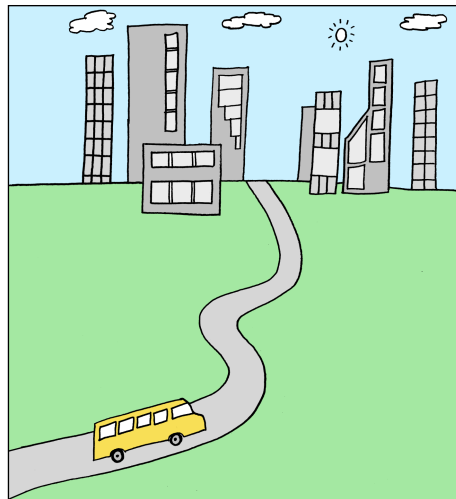
Rhyming and Body-Coda Word Lists

With Easy Words From Part Two Of The Sound Story

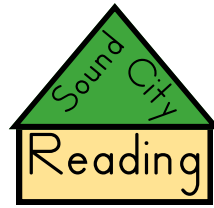
Sound City Reading

Color-Coded Short Vowel Lists

Rhyming And Body-Coda Word Lists



Kathryn J. Davis



Sight Words			
a	as	is	I
A	has	his	
was			

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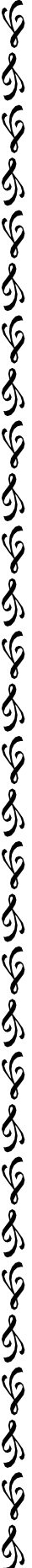
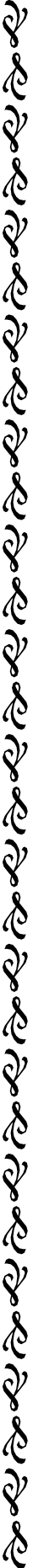
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ou/ouch, ow/cow 76

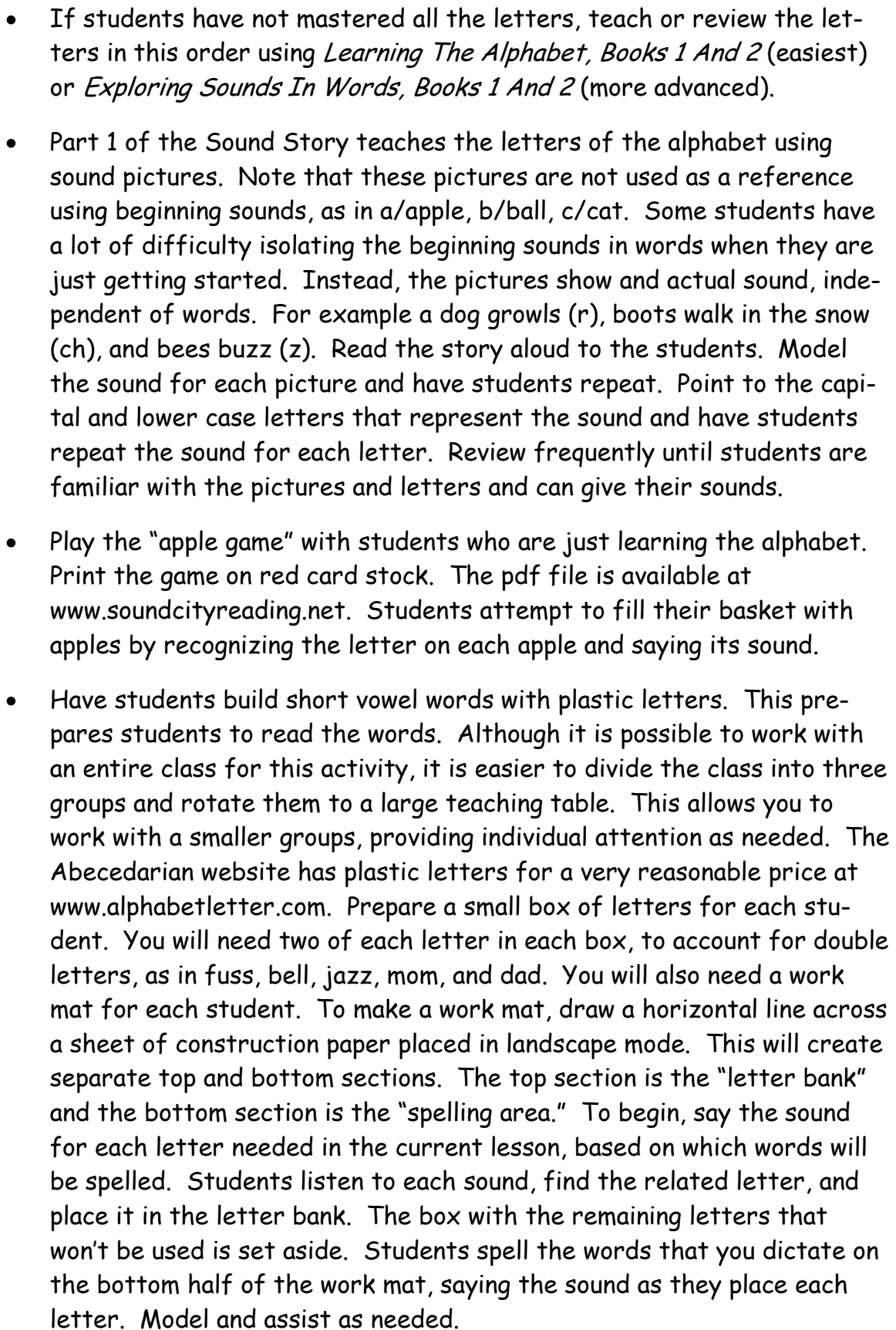
u/push, all/ball 77

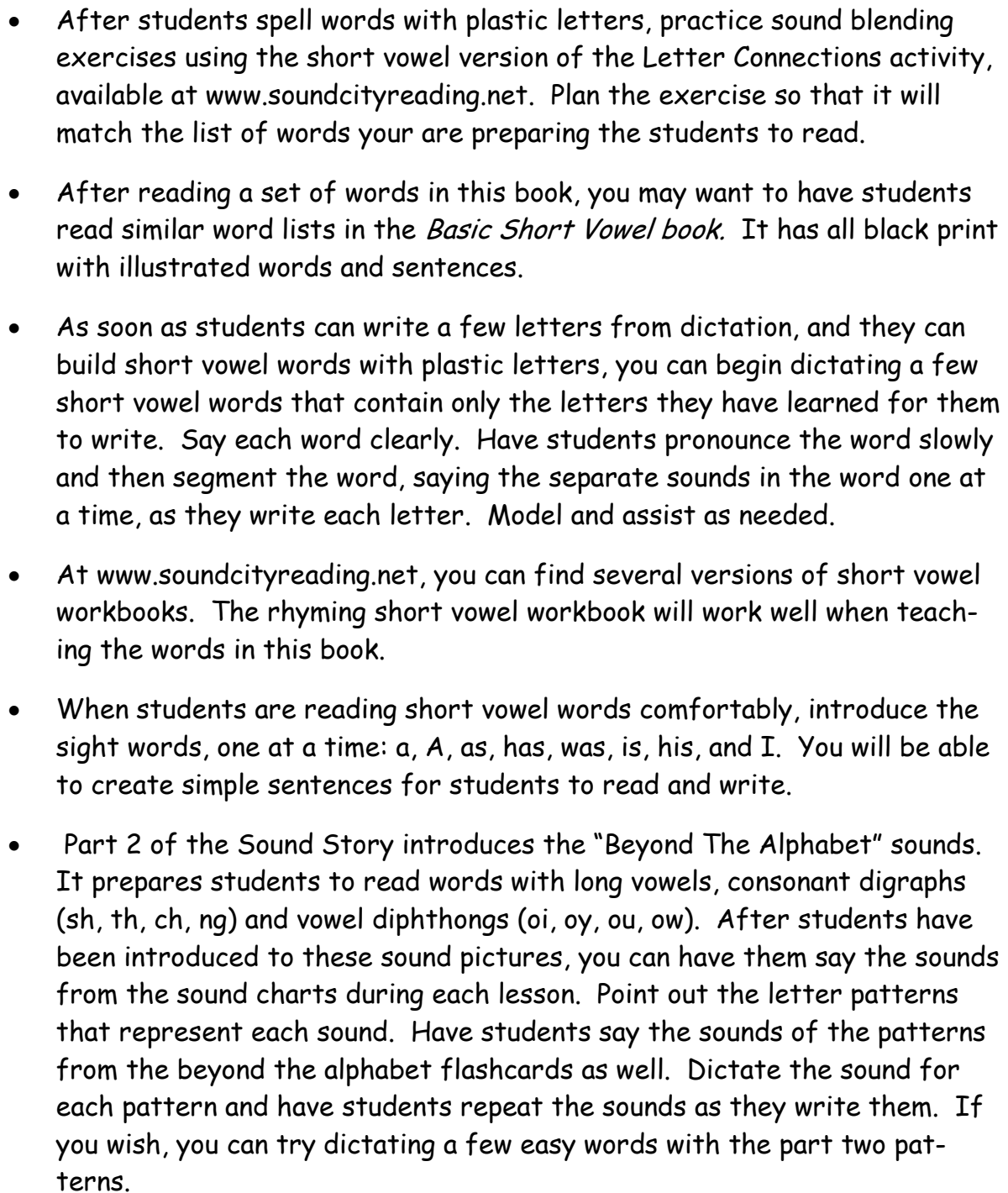
Overview of Sound City Reading Materials Back Cover



Teaching Notes

- These lists allow students to build fluency when reading short vowel words. To help students learn to put many combinations of letter sounds together smoothly, I've included a number of words that may not be in a beginning reader's vocabulary. Using a dictionary as needed, explain the meanings of any unknown words. These lists work well for students who are just learning to read and for students who are already reading who want to improve reading fluency.
- When reading word lists in this book, have students read each word smoothly, as well as possible, without a break between the sounds. If they do leave a break, have them repeat each word normally after the first effort. Tell them to "say it fast."
- Students should be able to recognize and give the sounds for all of the letters of the alphabet before beginning this book.
- The second section of this book should be used with students who have already read the words in the first sections. This section provides practice using more challenging word lists. The words on this list do not rhyme and they do not begin with the same sound. This section also includes word lists with ending consonant blends, beginning consonant blends, and both beginning and ending blends. Use these lists with more advanced students and students who are ready to move ahead. With beginning readers, stick with the basic three-letter words at first. Do not introduce words with consonant blends until students have mastered three-letter CVC words for all of the short vowels. Beginning and ending consonant blends are taught in *Phonetic Word And Stories, Book 1*, *Basic Phonics Patterns, Book 1*, and *Know The Phonetic Code, Volume 1*. Use any of these books to teach words with consonant blends. Then use the pages in this book to help students build fluency reading words with consonant blends.
- When you read the consonant blend lists, start with ending blends, then study words with beginning blends. Last, study words with both beginning and ending blends. As a warm-up, have students practice saying the letter combinations on the consonant blend truck charts in this book. Be sure you do not add an /uh/ sound to the beginning blends. Say /sl/, not /sluh/. Say /tr/, not /truh/.

- 
- If students have not mastered all the letters, teach or review the letters in this order using *Learning The Alphabet, Books 1 And 2* (easiest) or *Exploring Sounds In Words, Books 1 And 2* (more advanced).
 - Part 1 of the Sound Story teaches the letters of the alphabet using sound pictures. Note that these pictures are not used as a reference using beginning sounds, as in a/apple, b/ball, c/cat. Some students have a lot of difficulty isolating the beginning sounds in words when they are just getting started. Instead, the pictures show an actual sound, independent of words. For example a dog growls (r), boots walk in the snow (ch), and bees buzz (z). Read the story aloud to the students. Model the sound for each picture and have students repeat. Point to the capital and lower case letters that represent the sound and have students repeat the sound for each letter. Review frequently until students are familiar with the pictures and letters and can give their sounds.
 - Play the "apple game" with students who are just learning the alphabet. Print the game on red card stock. The pdf file is available at www.soundcityreading.net. Students attempt to fill their basket with apples by recognizing the letter on each apple and saying its sound.
 - Have students build short vowel words with plastic letters. This prepares students to read the words. Although it is possible to work with an entire class for this activity, it is easier to divide the class into three groups and rotate them to a large teaching table. This allows you to work with smaller groups, providing individual attention as needed. The Abecedarian website has plastic letters for a very reasonable price at www.alphabetletter.com. Prepare a small box of letters for each student. You will need two of each letter in each box, to account for double letters, as in fuss, bell, jazz, mom, and dad. You will also need a work mat for each student. To make a work mat, draw a horizontal line across a sheet of construction paper placed in landscape mode. This will create separate top and bottom sections. The top section is the "letter bank" and the bottom section is the "spelling area." To begin, say the sound for each letter needed in the current lesson, based on which words will be spelled. Students listen to each sound, find the related letter, and place it in the letter bank. The box with the remaining letters that won't be used is set aside. Students spell the words that you dictate on the bottom half of the work mat, saying the sound as they place each letter. Model and assist as needed.

- 
- After students spell words with plastic letters, practice sound blending exercises using the short vowel version of the Letter Connections activity, available at www.soundcityreading.net. Plan the exercise so that it will match the list of words you are preparing the students to read.
 - After reading a set of words in this book, you may want to have students read similar word lists in the *Basic Short Vowel book*. It has all black print with illustrated words and sentences.
 - As soon as students can write a few letters from dictation, and they can build short vowel words with plastic letters, you can begin dictating a few short vowel words that contain only the letters they have learned for them to write. Say each word clearly. Have students pronounce the word slowly and then segment the word, saying the separate sounds in the word one at a time, as they write each letter. Model and assist as needed.
 - At www.soundcityreading.net, you can find several versions of short vowel workbooks. The rhyming short vowel workbook will work well when teaching the words in this book.
 - When students are reading short vowel words comfortably, introduce the sight words, one at a time: a, A, as, has, was, is, his, and I. You will be able to create simple sentences for students to read and write.
 - Part 2 of the Sound Story introduces the "Beyond The Alphabet" sounds. It prepares students to read words with long vowels, consonant digraphs (sh, th, ch, ng) and vowel diphthongs (oi, oy, ou, ow). After students have been introduced to these sound pictures, you can have them say the sounds from the sound charts during each lesson. Point out the letter patterns that represent each sound. Have students say the sounds of the patterns from the beyond the alphabet flashcards as well. Dictate the sound for each pattern and have students repeat the sounds as they write them. If you wish, you can try dictating a few easy words with the part two patterns.

Working With Consonant Blends

What Is A Consonant Blend?

A consonant blend is a pair of consonants (sometimes three) that appear side by side in a word. For instance, *st* is a consonant blend found at the beginning of the word *stop* and at the end of the word *fast*. Both consonant sounds in a consonant blend are heard, with the sounds coming close together. Each letter in the blend represents its normal sound, so these are not new phonogram patterns.

Students should study ending blends first, since these are easier. Then students study beginning blends.

Ending Blends

After students have read all of the short vowel words, study words with ending blends from the extra challenge pages in this book. Work with one short vowel at a time. Dictate the ending blend words for students to spell with plastic letters before asking students to read the words. Students will need to say the words slowly, stretching them out, to be able to hear all of the consonant sounds. By manipulating the letters, students are able to rearrange them as needed until they match the sounds in the word.

As you're dictating the words for students to spell, one trick to help students get started is to omit the last letter sound at first. Students build that much of the word. Then pronounce the word again, adding the last letter. Students listen and put the extra letter at the end. Example: Spell "fas." Now add a letter to make it "fast." Spell "han." Make it "hand." After students are able to spell the words with plastic letters, you can have students write the words on lined paper from dictation.

Beginning Blends

After students have learned to read words with ending blends, introduce beginning blends. Again, have students spell words from the selected list with plastic letters before attempting to read the words. They must learn to hear each consonant sound in the word. This is a challenging task. Work with one set of beginning blends at a time. First, pronounce just the blends (st, sp, sc) and have students build them. Then dictate words from one of the short vowel lists. After mastering this step, students will be able to write the words from dictation.

S Blends: sc, sk, sm, sn, sp, squ, st, sw (also do tw, dw)

L Blends: bl, cl, fl, gl, pl, sl, spl

R Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str

Note: Beginning readers learn words with consonant blends in *Phonetic Words And Stories, Book 1*.

Color-Coded Vowels - Each vowel sound is represented by a specific color. This helps the vowels and vowel patterns stand out in words, so that students will recognize them and be able to distinguish between consonants and vowels. For multi-letter vowels, students will be able to see which letters work together to show the vowel sound. Students will quickly be able to see which patterns sound the same, because the colors will be the same. They will also be able to see when vowel patterns have different sounds, because they will be printed in different colors.

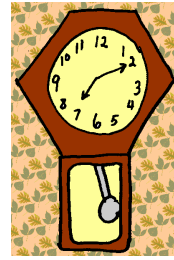
a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, happy	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night,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

A Sound Story

About Audrey and Brad

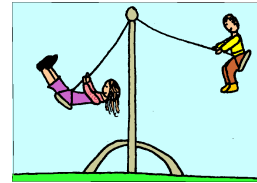
Part 1

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)



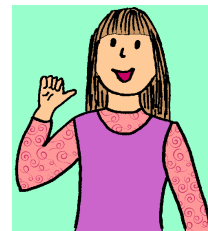
I i

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. (ī/lilac)





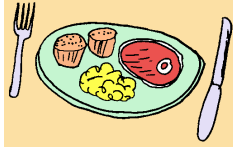
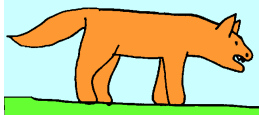


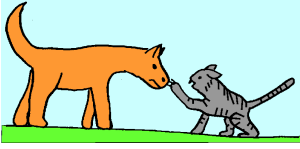
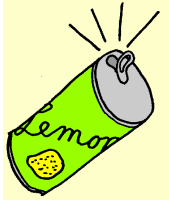

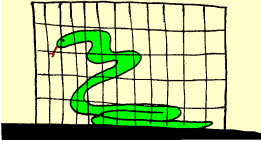
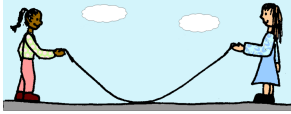
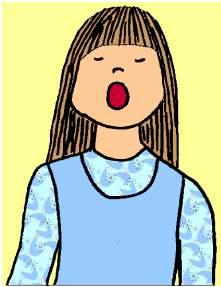
ī ī


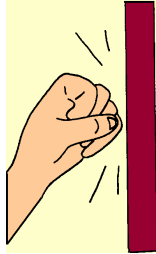
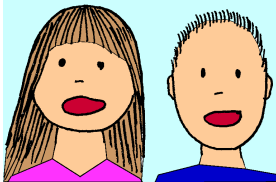
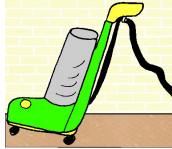

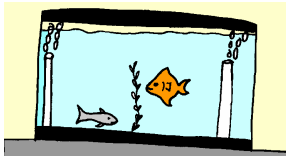
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



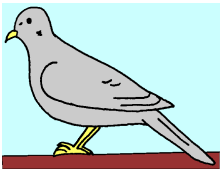
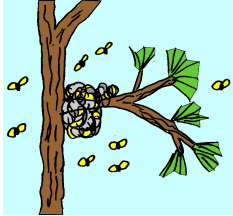
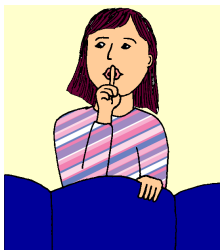
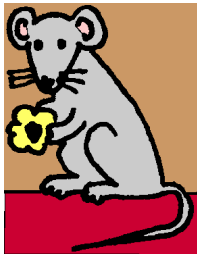


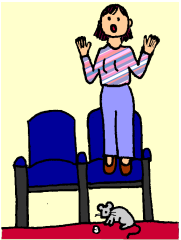
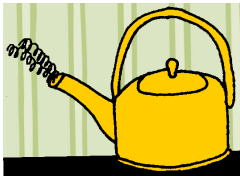


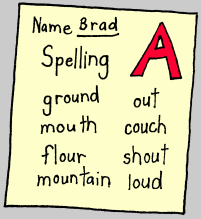

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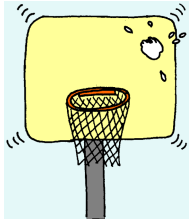


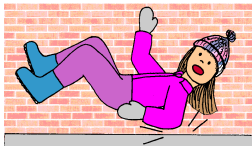

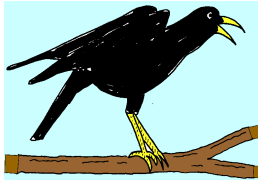
<p>Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

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

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

<p>Audrey looked up when she heard the "K, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p>		<p>y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo." (qu/quilt)</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>
<p>Part 2 Beyond The Alphabet Sounds A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)</p>		<p>sh</p>
<p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, "eee, eee, eee." It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (ē/begin)</p>		<p>ē</p>

<p>At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (ō/robot)</p>		<p>ō</p>
<p>A Snowy Day The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)</p>		<p>th</p>
<p>Dad was up early, too. After his shower, he shaved with an electric razor. "Ttthhhh," was the sound that it made as he trimmed off his whiskers. (th/this)</p>		<p>th</p>
<p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (ö/to)</p>		<p>ö</p>
<p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A. (ā/raven)</p>		<p>ā</p>
<p>When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful. (ch/chicken)</p>		<p>ch</p>

<p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. "Nnnggg," went the backboard as Brad's first snowball hit. "Nnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)</p>		<p>ng</p>
<p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help." (ū/music)</p>		<p>ū</p>
<p>"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/coin, oy/boy)</p>		<p>oi oy</p>
<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. "Ou," she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)</p>		<p>ou ow</p>
<p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn't go any farther. "Uuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (ü/bush)</p>		<p>ü</p>
<p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud "aw, aw, aw, aw" before he flew away. (ä/all)</p>		<p>ä</p>

Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew. (The sound in measure, vision, garage, azure)



After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.

Notes About the Alphabet

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

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

- a) Each vowel can represent three different sounds.

a/ant, ā/apron, ä/ball	e/egg, ē/emu, ë/ballet	i/in, ī/island, ï/pizza
o/ox, ō/ocean, ö/to	u/up, ū/uniform, ü/push	
- b) There are two vowel sounds that must be represented by vowel pairs.

Sound # 1 ou/ouch, ow/cow	Sound # 2 oi/oil, oy/boy
---------------------------	--------------------------
- c) There are five extra consonant sounds represented by consonant pairs, with one more that is not represented by a specific letter pattern, the sound in vision, measure, azure, and garage.

sh/ship	th/thumb	th/this	ch/chicken	ng/ring
---------	----------	---------	------------	---------
- d) There can be more than one letter pattern to represent a particular sound.

Vowels: a/apron, ai/rain, ay/play, a_e/safe	Consonants: f/fan, ph/phone, ugh/laugh
---	--
- e) Sometimes single consonants represent more than one sound.

c/cat, c/cent	g/gum, g/giant	x/box, x/xylophone
---------------	----------------	--------------------
- f) Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup	Consonants: ch/chicken, ch/chorus, ch/chef
-----------------------------------	--
- g) The letter "r" after a vowel affects its sound.

ar/car, ar/dollar, ar/carrot	er/her, er/heron	ir/bird
or/horse, or/tractor, or/sorry	ur/turtle	wor/worm, ear/early, our/journal
- h) The placement of a vowel within a syllable affects its sound.

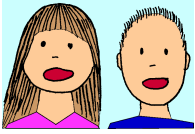




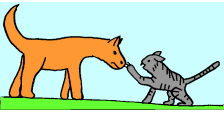



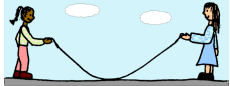





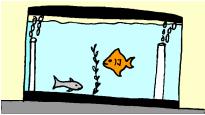
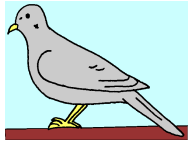
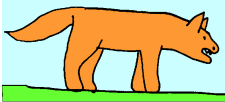
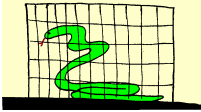
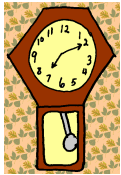

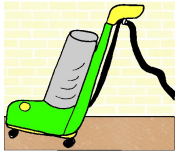

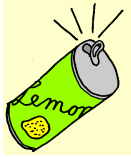

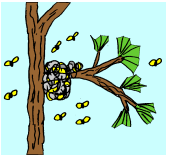
rab-bit, ra-ven	sev-en, se-cret	sil-ly, si-lent
rob-in, ro-bot	muf-fin, mu-sic	
- i) These vowel patterns sometimes have the short u sound. They are "umbrella" sounds.

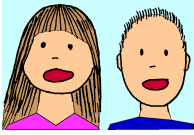




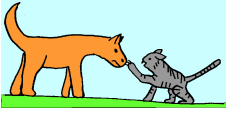



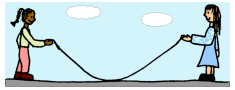


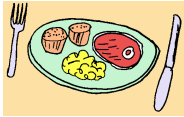

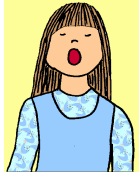
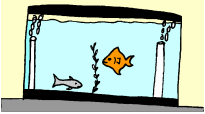
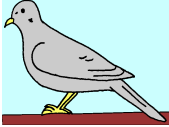
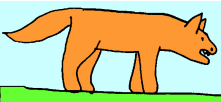
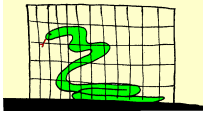
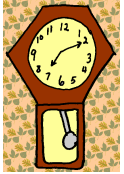

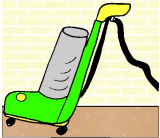




a/what	a/away	a/panda	o/son	o_e/love	ou/country
--------	--------	---------	-------	----------	------------
- j) Some words cannot be "sounded out." Letters in these words do not represent the expected sounds. These words must be memorized.



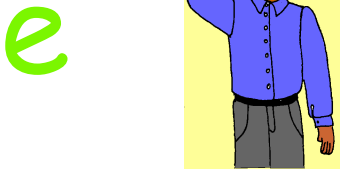

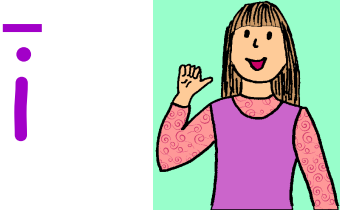
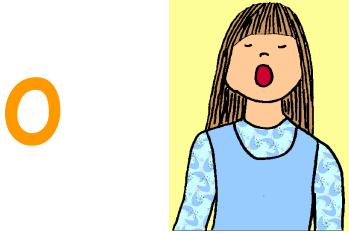
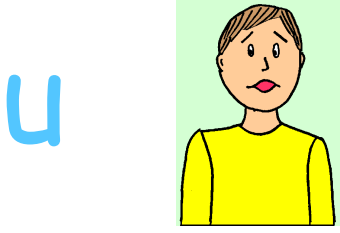
said	been	any	bury	friend
------	------	-----	------	--------
- k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

sion/mansion	sion/vision	ture/future	cle/circle	ate/pirate
--------------	-------------	-------------	------------	------------
- l) Words can be combined with prefixes, suffixes, or other words.

Prefix: <u>un</u> happy	Suffix: sleep <u>ing</u>	Compound Word: mailbox	Contraction: doesn't
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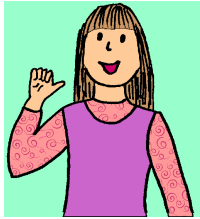
<p>A a</p> 	<p>B b</p> 	<p>C c</p> 	<p>D d</p> 	<p>E e</p> 	
<p>F f</p> 	<p>G g</p> 	<p>H h</p> 	<p>I i</p> 	<p>J j</p> 	
<p>K k</p> 	<p>L l</p> 	<p>M m</p> 	<p>N n</p> 	<p>O o</p> 	
<p>P p</p> 	<p>Q q</p> 	<p>R r</p> 	<p>S s</p> 	<p>T t</p> 	
<p>U u</p> 	<p>V v</p> 	<p>W w</p> 	<p>X x</p> 	<p>Y y</p> 	<p>Z z</p> 

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

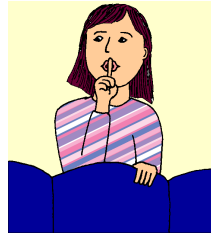
Short Vowels	Long Vowels	Umbrella Vowels
		<p style="text-align: center;">The Story Of The Umbrella Vowels</p>  <p>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because the word "umbrella" starts with his "uh" sound.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

"Beyond The Alphabet" Sounds

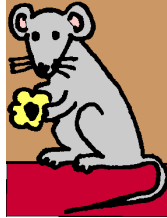
ī



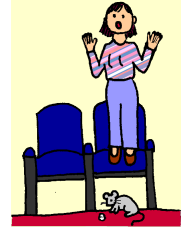
sh



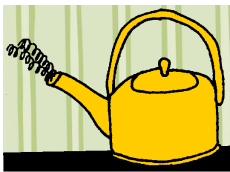
ē



ō



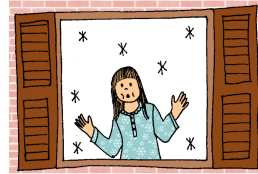
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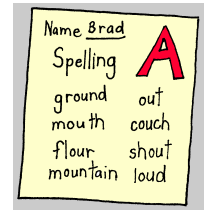
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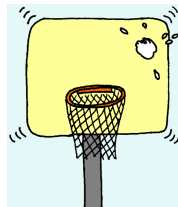
ā



ch



ng



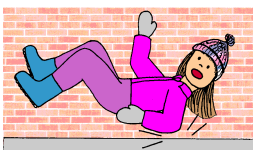
ū



oi oy



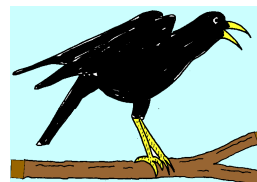
ou ow



ü



ä



measure, vision,
azure, garage



Say the sound for each letter or pattern.

Teacher models the sounds, students repeat.

When ready, students say the sounds without help.

ast

ask

and

amp

aft

ist

isk

ift

ind

ilk

ond

omp

oft

olf

ost

ōst

ump

unt

ulb

ust

usk

est

esk

elt

elf

elp

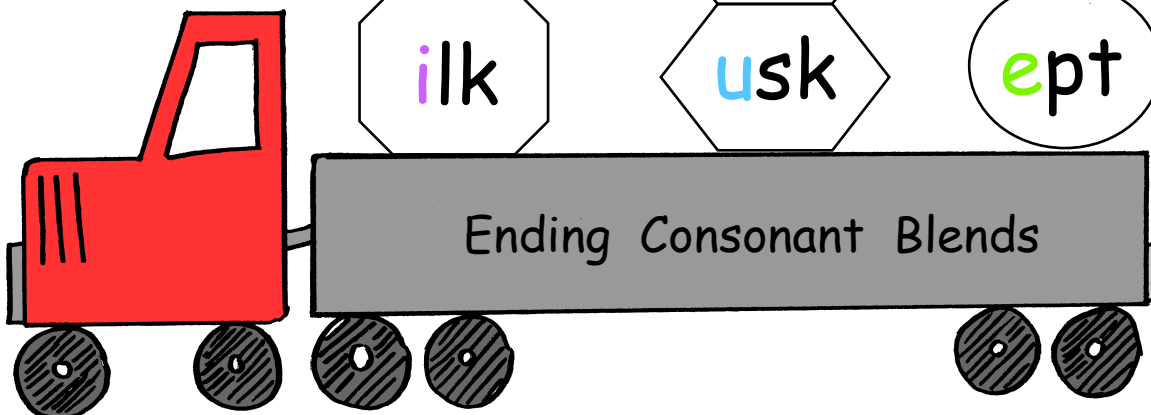
eld

end

ent

ext

ept



Students say the sounds,
going down each column.

If needed, teacher
models and students
repeat.

st

sp

sm

sn

sc

sk

sw

squ

cl

fl

gl

pl

sl

bl

spl

tw

dw

pr

tr

br

cr

dr

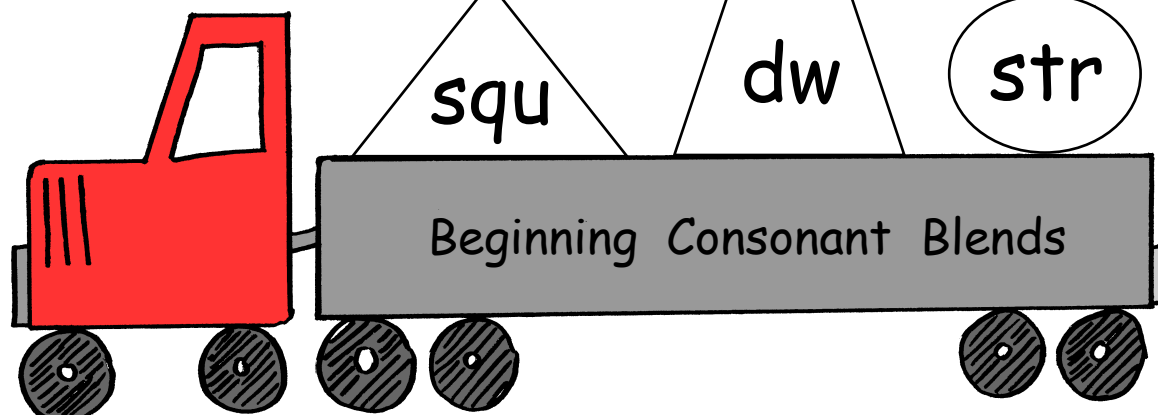
fr

gr

scr

spr

str





Short Vowel Word Lists

Students should be able to recognize all of the letters of the alphabet and give their sounds.

Follow the instructions at the beginning of this book to prepare students to read short vowel words. Have students build some of the words with plastic letters. Also have students practice reading two-sound combinations and three-letter short vowel words from the letter connections chart. If students have learned to write all of the letters you can also have students spell a few short vowel words from dictation, pronouncing each sound as they write the letter.

Use these word lists with any of the following books. Reading these lists will help students learn to read short vowel words smoothly and automatically. Note: If you prefer to use a book without color-coded vowels, a similar book, *Short Vowel Lists In All Black Print*, is also available.

- *Rhyming Short Vowel Words And Sentences*
- *Mixed Short Vowel Words And Sentences*
- *Two-Page Short Vowel Words And Sentences*
- *Basic Short Vowels*

Study the short vowel lists in the order in which they appear in this section: u, a, o, i, e. The i words and e words are read last because they are more difficult for beginners. The u, a, and o words are read first because they are the easiest to read. This book starts with short u words because the letter u is the first of the three that students learn to write.

There are two sets of words for each short vowel: rhyming lists and body-coda lists. Body-coda lists contain words that begin with the same consonant-vowel combination. It is important for students to read both sets of words. Study the words for one vowel at a time. Students should read all of the words for that vowel. Have students read the rhyming list first, then the body-coda words.

Rhyming

_ut

_ug

_un

but

bug

bun

cut

dug

dun

gut

hug

fun

hut

jug

gun

jut

lug

nun

nut

mug

pun

rut

pug

run

putt

rug

sun

mutt

tug

Rhyming

_ub

_ull

_uff

cub

cull

buff

dub

dull

cuff

hub

gull

duff

nub

hull

guff

rub

lull

huff

sub

mull

muff

tub

null

puff

Rhyming

_ud

_uss

_um

bud

fuss

gum

cvd

muss

hum

dud

pus

mum

mud

us

sum

suds

_up

_ux

_uzz

cup

lux

buzz

pup

tux

fuzz

up

Same beginning consonant

mu_

bu_

cu_

mud

bud

cub

muff

buff

cud

mug

bug

cuff

mull

bus

cull

mum

but

cup

muss

buzz

cut

mutt

Same beginning consonant

du_

gu_

hu_

dub

guff

hub

dud

gull

huff

duff

gum

hug

dug

gun

hull

dull

gut

hut

dun

nu_

ju_

u_

nut

jug

up

null

jut

us

Same beginning consonant

ru_

pu_

su_

rub

puff

sub

ruff

pun

suds

rug

pup

sum

run

pus

sun

rut

tu_

fu_

lu_

tub

fun

lug

tug

fuss

lull

tux

fuzz

lux

Rhyming

_at

_ap

_ag

bat

cap

bag

cat

gap

gag

fat

lap

hag

hat

map

lag

mat

nap

nag

pat

rap

rag

rat

sap

sag

sat

tap

tag

tat

zap

wag

vat

Rhyming

_am

_ad

_an

bam

bad

can

cam

cad

fan

dam

dad

man

ham

fad

pan

jam

had

ran

lam

lad

tan

ram

mad

van

tam

pad

yam

sad

_ak

yak

Rhyming

_ab

_ass

_ax

cab

bass

fax

dab

lass

lax

jab

mass

max

lab

pass

sax

nab

gas

tax

tab

^z
as

wax

^z
has

ax

^z
was

_al

_aff

_azz

pal

gaff

jazz

gal

Same beginning consonant

ba_

ca_

sa_

bad

cab

sad

bag

cad

sag

bam

cam

sap

ban

can

sat

bat

cap

sax

bass


cat

sass

Same beginning consonant

ta_	ra_	ma_
tab	rag	mad
tad	ram	man
tag	ran	map
tam	rap	mat
tan	rat	max
tap	razz	mass
tat	a_	a_
tax	at	ax
	am	ad
	a ^z s	add

Same beginning consonant

la_	ga_	ha_
lab	gab	had
lad	gag	hag
lag	gal	ham
lam	gap	hat
lap	gas	has ^z
lax		
va_	wa_	za_
van	wag	zap
vat	wax	
	 z was	

Same beginning consonant

pa_

fa_

ja_

pad

fad

jab

pal

fan

jam

pan

fat

jazz

pat

fax

pass

ya_

na_

da_

yak

nab

dab

yam

nag

dad

yap

nap

dam

Rhyming

_ot

_ob

_og

cot

bob

bog

dot

cob

cog

got

fob

dog

hot

job

fog

jot

lob

hog

lot

rob

jog

not

sob

log

pot

rot

tot

Rhyming

_od

_op

_ox

cod

hop

box

God

lop

fox

nod

mop

lox

pod

pop

pox

rod

sop

ox

sod

top

odd

Rhyming

_oss

_off

_on

boss

doff

on

loss

off

con

moss

toss

_ok

_oll

_om

wok

doll

mom

Same beginning consonant

lo_

co_

do_

lob

cob

dog

log

cod

don

lop

cog

dot

lot

con

doll

lox

cot

loss

wo_

wok

Same beginning consonant

mo_

po_

o_

mob

pod

on

mom

pop

ox

mop

pot

off

moss

pox

odd

fo_

jo_

ro_

fob

job

rob

fog

jog

rod

fox

jot

rot

Same beginning consonant

bo_

go_

ho_

bob

gob

hog

bog

God

hop

box

got

hot

boss

so_

to_

no_

sob

top

nod

sod

tot

not

sop

Rhyming

_it

_ill

_in

bit

bill

bin

fit

dill

din

hit

fill

fin

kit

gill

kin

lit

hill

pin

nit

mill

sin

pit

pill

tin

sit

sill

win

it

till

in

mitt

will

Rhyming

_ig

_ip

_id

big

dip

bid

dig

hip

did

fig

kip

hid

jig

lip

kid

pig

nip

lid

rig

sip

rid

wig

tip



zip

—
I

Rhyming

_ib

_im

_iff

bib

dim

miff

fib

him

tiff

jib

rim

if

nib

vim

_i^zs

rib

i^zs

hi^zs

_izz

_ix

_iss

fizz

fix

hiss

mix

kiss

six

miss

Same beginning consonant

bi_

di_

fi_

bib

did

fib

bid

dig

fig

big

dill

fill

bill

dim

fin

bin

din

fit

bit

dip

fix

fizz



i

Same beginning consonant

ki_

ri_

hi_

kid

rib

hid

kill

rid

him

kin

rig

hip

kip

rim

hit

kiss

rip

his^z

kit

rill

hill

i_

i_

i_

in

ill

if

it

inn

is^z

Same beginning consonant

mi_

si_

ni_

mix

sill

nil

miff

sin

nip

mill

sip

nit

miss

sit

nix

mitt

six

yi_

zi_

vi_

yip

zip

vim

Same beginning consonant

pi_

ti_

wi_

pig

till

wig

pill

tin

will

pin

tip

win

pit

tiff

wit

gi_

ji_

li_

gig

jib

lid

gill

jig

lip

lit

Rhyming

_et

_en

_ell

bet

den

bell

jet

fen

dell

let

hen

fell

met

men

sell

net

pen

tell

pet

ten

well

set

yen

wet

Rhyming

_ed

_eg

_ess

bed

beg

less

fed

keg

mess

led

leg

red

peg

wed

_ex

_ez

_eb

vex

fez

web

ebb

_ep

_em

_err

pep

hem

err

Same beginning consonant

be_

le_

fe_

bed

led

fed

beg

leg

fell

bell

less

fen

bet

let

fez

me_

ke_

ne_

men

keg

net

mess

met

Same beginning consonant

pe_

we_

ye_

peg

web

yell

pen

wed

yen

pep

well

yes

pet

wet

yet

de_

he_

ve_

dell

hem

vet

den

hen

vex

Same beginning consonant

se_

te_

re_

sell

tell

red

set

ten

rev

ze_

je_

ge_

zed

jet

get



Extra Challenge Lists

Read these lists after students have read the words in the previous sections.

- Students read short vowel words in mixed lists that that begin and end with random consonants.
- Students read words with double letters ss, ll, ff, and zz at the end.
- Students read words with ending consonant blends.
- Students read words with beginning consonant blends.
- Students read words with beginning and ending consonant blends.

Consonant blends are two consonants that appear side by side in words. Each consonant is pronounced in the usual way. The trick is to slide the sounds together, connecting the consonant and vowel sounds smoothly, without a break. Students should be able to read the previous short vowel lists quickly and accurately before beginning words with consonant blends. Have students build the blends shown on the truck charts in this book using plastic letters after hearing the teacher pronounce the sounds. Begin with the ending blends, then do the beginning blends. Words with consonant blends are introduced in *Phonetic Words And Stories, Book 1*, in *Basic Phonics Patterns, Book 1*, and in *Know The Phonetic Code, Volume 1*. After studying the word lists with consonant blends in any of those books, students can then read the related practice lists in this book to build confidence and fluency.

Sight words are marked to help students learn them. If the letter s sounds like a z, it will have a small z above the s. If the letter a sounds like the u in umbrella, it will have a small umbrella above the a, and the letter color will be light blue, the same color as the short vowel u.

u



fun

bun

Usually ss, ll, ff,
and zz are doubled
at the end of a
short vowel word.

Words With
Ending Consonant
Blends

hum

cup

NOT FOR BEGINNING
READERS

lug

dug

fuss

tusk

mud

gum

muss

cusp

nut

jut

gull

punt

run

pus

hull

duct

sub

tub

dull

tuft

yum

bus

cuff

bulb

up

us

puff

gulf

fuzz

sulk

buzz

gulp

Beginning Consonant Blends

NOT FOR BEGINNING READERS

stuff bluff

spud slug

skull fluff

smug glum

snug plug

scuff drug

swum strum

gruff scrub

club

Beginning And Ending Blends

NOT FOR BEGINNING READERS

stunt plump

blunt trump

brunt clump

grunt slump

crust skulk

trust sculpt

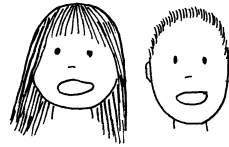
stump

I trust him.

Bob will scrub it.

Short Vowels

a



fan

bag

Usually ss, ll, ff,
and zz are doubled
at the end of a
short vowel word.

Words With
Ending Consonant
Blends
NOT FOR BEGINNING
READERS

hat

cat

lap

dad

mass

ramp

mad

gas

pass

cast

nap

jam

lass

hand

ram

pal

gaff

mask

sag

tax

jazz

ant

van

as^z

fact

wax

has^z

Ann

raft

yak

was^z

add

gasp

zap

a^z A^z

talc

Beginning Consonant Blends

NOT FOR BEGINNING READERS

stag

plan

span

class

snag

slam

scan

flag

swam

glass

grass

splat

crab

pram

brass

scram

Fran

strap

drab

Jan has a mask.

Beginning And Ending Blends

NOT FOR BEGINNING READERS

blast

grant

stand

plant

grand

scant

brand

slant

gland

craft

bland

draft

strand

flask

stamp

clasp

clamp

grasp

tract

scalp

bract

spasm

Short Vowels

o



fox

box

Usually ss, ll, ff,
and zz are doubled
at the end of a
short vowel word.

Words With
Ending Consonant
Blends
NOT FOR BEGINNING
READERS

hot

con

log

dog

boss

romp

mop

got

loss

pond

nod

job

toss

fond

rot

pod

doll

font

sob

top

off

soft

wok

ox

doff

loft

on

not

odd

opt

golf

cost

Beginning Consonant Blends

NOT FOR BEGINNING READERS

stop

slot

spot

gloss

smog

plot

snob

drop

scoff

trot

crop

prop

frog

Beginning And Ending Blends

NOT FOR BEGINNING READERS

frost

stomp

blond

clomp

frond

prompt

tromp

A frog can hop.

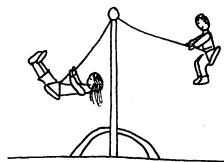
Mom will mop.

Did Jon drop it?

A fox is on a log.

Short Vowels

i



fix

big

Usually ss, ll, ff,
and zz are doubled
at the end of a
short vowel word.

Words With
Ending Consonant
Blends

him

dip

NOT FOR BEGINNING
READERS

lit

gig

miss

limp

mix

jig

hiss

wisp

nip

zip

fill

risk

quit

pin

will

mint

rid

tip

hill

lift

six

kit

tiff

silk

vim

yip

fizz

film

wig

is^z

silt

ī

his^z

inn

gild

Short Vowels

Beginning Consonant Blends

NOT FOR BEGINNING READERS

stiff

slim

spit

flip

skid

glib

snip

split

squid

twig

swim

drip

grip

trim

crib

sprig

frill

strip

cliff

Beginning And Ending Blends

NOT FOR BEGINNING READERS

glint

drift

print

swift

squint

script

flint

brisk

splint

frisk

sprint

twist

blimp

grist

skimp

prism

primp

strict

scrimp

stilt

Jim will split it.

spilt

Short Vowels

e



fed

bed

Usually ss, ll, ff,
and zz are doubled
at the end of a
short vowel word.

Words With
Ending Consonant
Blends
NOT FOR BEGINNING
READERS

hen

den

leg

get

less

mend

men

jet

mess

vent

net

keg

well

hemp

red

pet

fell

tempt

set

ten

yell

desk

vex

fez

Jeff

rest

web

zed

next

yes

egg

wept

ebb

yelp

err

held

left

helm

self

quest

felt

elk

Beginning Consonant Blends

NOT FOR BEGINNING READERS

step press
 spell stress
 smell bled
 swell sled
 Greg flex
 Brett glen
 Fred dwell
 dress trek

Beginning And Ending Blends

NOT FOR BEGINNING READERS

crest smelt
 spend dwelt
 blend slept
 trend crept
 spent cleft

Brett sat at his desk.

Fred can spell it.

Ed swept his steps.

Word Lists With Patterns From Part Two Of The Sound Story

Students should be able to read short vowel words accurately before beginning this section.

After students have learned to read short vowel words phonetically, they will be ready to learn the "beyond the alphabet" sounds from part two of the sound story. The pictures in part two of the sound story show all of the remaining speech sounds in the English language. Students will learn these extra sounds and the written symbols that represent those sounds in the same way that they learned the letters of the alphabet. Read part two of the story aloud to the students. As you read each section, point to the sound picture, model the sound, and have students repeat. Point to the letter or letter pattern that represents that sound and have students say the sound again. Explain that the letter or letter pattern represents the same sound in words.

Students will learn to read words with these sounds at level four, phonics patterns. Before beginning level four, however, students may be ready for an introduction to the part two patterns. Care must be taken at this point to avoid consonant blends in the words so that they will be easy to read.

The lists that follow allow students to practice reading easy words with the new patterns. This early exposure to the part two patterns for students who are beginning to read will help to avoid confusion when they encounter words with the patterns in their environment.

Some of the sounds in part two can be represented by many different patterns. For example, the picture of the crow shows the "aw" sound, which can be heard in all of these patterns: aw/saw, au/Paul, all/ball, al/salt, alk/talk, wa/wasp, swa/swan, qua/quarrel, and squa/squash. Students must learn that more than one pattern can represent the same sound. They must also learn that a single letter or pattern can represent more than one sound, as in a/ax, ā/raven, and ä/all, or ow/cow and ow/snow. Students will not study these additional patterns until they begin level four, phonics patterns.

sh ē ō th/th ö ch ng

oi oy ou ow ü ä

_ush

gush

lush

rush

hush

mush

_esh

mesh

_ash

bash

cash

dash

gash

hash

lash

mash

rash

sash

ash

_osh

gosh

posh

Josh

_ish

fish

wish

dish

sh_

sh_

_ē

shut

ship

he

shun

shin

we

sham

shell

me

be

shall

shed

she

shot

shop

_ō

_th

th_

go

math

that

so

path

than

no

bath

yo-yo

then

Beth

them

Seth

this

moth

thin

with

thud

_ö

ch_

ch_

to

chin

chat

do

chip

chap

into

chill

Chad

onto

chum

_ch

chug

much

chess

such

chop

rich

_ng

_ng

_ng

hung

hang

wing

rung

rang

ring

sung

sang

sing

lungs

bang

king

fang

thing

long

pang

song

gong

tongs

oi

oi

oy

oil

coin

boy

coil

join

soy

soil

joy

foil

toy

toil

coy

boil

Lloyd

ou

ow

ow

out

cow

town

pout

now

down

shout

how

bow

owl

our

vow

howl

sour

wow

fowl

mouth

ouch

foul

south

pouch

noun

couch

loud

ü

äll

äll

put

call

ball

tall

fall

pull

hall

all

full

mall

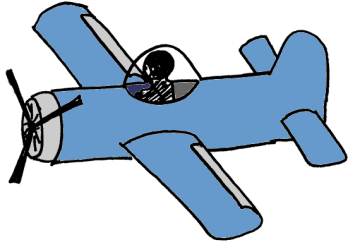
gall

bull

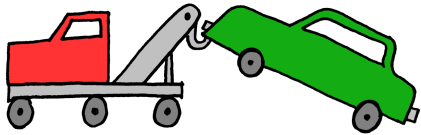
wall

push

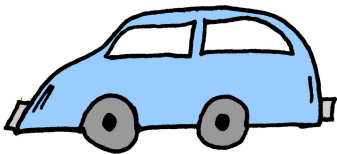
bush



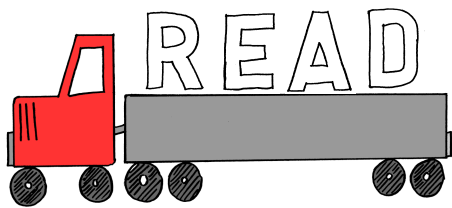
You can do it !



Don't give up !



Keep Going !



You're Getting It !

Overview of Sound City Reading Materials

Flashcards, charts, and games to reinforce letters and phonogram patterns are available at all levels. Separate workbooks are available for the Short Vowel and Phonics Patterns levels. Sound charts are included at the beginning of each book for daily review. Matching wall charts are available for the classroom.

Learning The Alphabet

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

Exploring Sounds In Words

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

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

Students do oral blending exercises using pictures and matching words to prepare them to read new word lists. They learn seven sight words and read simple sentences with short vowel words. The books have large color-coded print. Words are shown with and without directional arrows.

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

Students read rhyming lists followed by lists of words that all begin with the same sound. This helps students build fluency when reading short vowel words or words that contain common phonics patterns. There are no pictures in these books. The vowels are color-coded.

Phonetic Words And Stories (Books 1 - 8)

Students learn common vowel, consonant, syllable, and suffix patterns, taught in a logical sequence. They spell and read words with those patterns, then read easy stories containing the patterns they have studied. Sight words are taught as exceptions to patterns that have been introduced. Students read ten color-coded words for each new pattern after doing oral blending exercises with the pictures and the words. Words are shown with and without directional arrows. These books have extra large print with color-coded vowels.

Basic Phonics Patterns (Books 1, 2, 3, 4, 5-6, 7-8)

This book teaches the same skills listed for the *Phonetic Words And Stories* books, in the same order. It has all black print, more words per pattern, and a small picture to illustrate each word. It also includes illustrated practice sentences and the same set of phonetic stories.

Know The Phonetic Code, Volumes 1, 2, And 3

Students practice reading short vowel words and words with all of the common phonics patterns and syllable patterns taught in this program. There is one page per pattern. Words are listed in all black print in two columns: one- syllable words and two-syllable words.

Advanced Phonics Patterns From Children's Books

Students read words and sentences with advanced phonogram, syllable, and suffix patterns. Each new pattern or series of patterns prepares students to read one of eighty-one children's picture books, at reading levels 1.1 through 4.7. The children's books must be obtained separately.