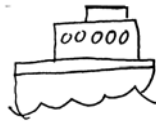


Decoding Practice

Words, Sentences, And Stories

ship



me



thumb



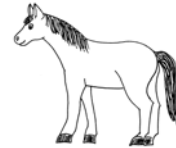
go



chicken



horse

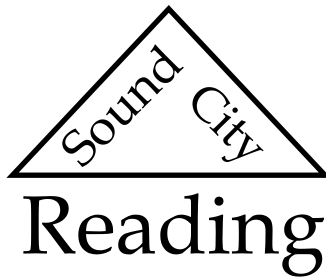


when



to





Entire contents © 2014 By Kathryn J. Davis
7223 Cedar Lane Drive
Germantown, TN 38138
(901) 737-4466
All rights reserved.

Permission is hereby granted to teachers, parents, and tutors to use
the material in this book for individual or classroom use.
Permission is granted for school-wide reproduction of materials.
Commercial reproduction is prohibited.

Printed in the United States of America

Table of Contents

Instructions	4
Sound Charts	7
sh/ship	16
Suffix <i>_s</i> with nouns	18
o/son.....	19
e/me, o/go.....	20
Questions and statements	21
Story: <i>A Fish</i>	22
th/thumb, th/this.....	23
Sight word: the.....	24
Story: <i>I Wish</i>	26
Ending consonant blends: ast, amp, ask, and, aft.....	27
Story: <i>Go Fish</i>	30
Ending consonant blends: ilk, ift, ist, isk, ind	31
or/horse.....	34
Suffix study: <i>_s</i> with nouns and verbs	35
Story: <i>This Is For</i>	36
Ending consonant blends: ond, oft, omp, olf, ost, ōst.....	37
ck/Jack.....	40
Ending consonant blends: ump, unt, ulb, ust, usk	42
ō/to, <i>_ve</i> /give	45
Story: <i>A Duck</i>	46
Ending consonant blends: est, ent, end, elp, elt, elf, eld, esk, ext, ept	48
Story: <i>Jump</i>	54
ch/chicken.....	55
Beginning consonant blends: sc, sk, sm, sn, sp, squ, st, sw, tw, dw	57
tch/match.....	61
nch/lunch	63
Story: <i>On A Bench</i>	64
Beginning Consonant Blends: bl, cl, fl, gl, pl, sl, spl	65

wh/when, wh/who	68
Story: Who Is This?	70
Beginning Consonant Blends: br, cr, dr, fr, gr, pr, tr, scr, spr, str.....	71
Story: <i>A Man</i>	75
Story: <i>A Chicken</i>	76
ng/ring.....	77
Story: <i>In The Spring</i>	79
nk/wink	80
Story: <i>Get A Drink</i>	82
Sight Words	83

Instructions

Pacing

Teach one new pattern (sh, th, ck) or one new set of consonant blends (amp, est, st, br) per day. Or, teach two or more patterns per day, if students are able to master the material. Be sure to practice every day so that students can remember the sounds for the patterns.

Materials Needed

Decoding Practice book, phonogram cards, sight word cards, pencils and lined paper. For a whole class, print the enlarged version of the charts (available at www.soundcityreading.com) and post them on the wall.

Daily Lesson Plan: Eight Easy Steps

1. **Teach A New Pattern:** Show the card, model the sound, and have each student repeat individually. When teaching a new set of consonant blends, instead of using flashcards, model the sounds from the truck chart, and have students repeat.
2. **Sound Chart Review:** Use the charts in this book. Do each chart in order. Go from left to right, starting with the top row. Point to each letter or letter pattern and model the sound. Students repeat. Say both the sound and key word for each pattern when you begin each book. After a few days, just say the sounds and skip the key words. As soon as possible, point to the patterns and let the students say the sounds without any modeling from you.

Because they are organized visually into logical groupings on the page,

with picture cues to help students remember the sounds, the sound charts provide students with a mental framework for understanding and remembering all of the phonogram patterns. Students start with just a few patterns; in each succeeding book new patterns are added to the charts. Students master the patterns in one book before going on to the next book.

3. **Sound Card Review:** In this step, students must remember the sound for each letter pattern without the benefit of picture cues. Go through all of the cards that have been taught, in order, ending with the newest card. Students say the sound or sounds (if there are more than one) for each pattern. Do not use key words.

This step is important because students are learning to recognize the letter patterns without the benefit of the picture charts. They are responding with the sounds only, without using key words. This is exactly what they will need to do to read words.

4. **Apply The New Pattern:** Students read the words and sentences with the new pattern.
5. **New Sight Word Intro:** Introduce any new sight words that are listed on the page, after students have read the phonetic words for that pattern. Show the card, say the word, and have students repeat in unison. Call on several students to make up a sentence using the word.

Sight words are taught as exceptions to the rule. The new pattern does not represent the expected sound. Remind students that these words cannot be “sounded out” in the usual way. They must be able to read and write the words from memory.

6. **Spelling Dictation:** Display the card for the new pattern. Dictate several letters and phonogram patterns, including the new pattern. Dictate ten of the new words. Students pronounce the word and then say the individual sounds while they write the related letters on lined paper. Show any new sight word cards, say each word, and have students copy them. These words cannot be sounded out and must be learned visually. For sight words, students may say the letter names (instead of sounds) as they write them. You may also want to dictate a few words with suffix patterns. Finally, dictate a sentence containing words that have been studied during the dictation period.

Students should not be able to see the phonetic words during the dictation period. It’s important for them to listen and figure out the sounds in the word for themselves. They then translate the sounds into the word by writing the letters. If they forget the new pattern, they can look at the card on display to help them remember it.

7. **Sight Word Review:** Students read all of the sight words that have been taught, in unison. Don’t read words that have not been introduced. Use sight word flashcards or the sight word list at the end of this book.
8. **Read The Story:** If there is a new story, have students read it. If not, have them

reread the previous story. If the stories are short, reread several review stories.

Work towards mastery. Keep practicing until students can read each page confidently, without hesitation. Ask questions frequently to make sure students understand and relate to the story.

Troubleshooting

1. If students have difficulty reading the words, do the spelling dictation (step six) before reading the words (step 4). This may seem counterintuitive, but in practice it works very well. In order to write the word, students must analyze the sounds in the word carefully, and use the letters in the new pattern while writing the word. This is a multi-sensory process; students say the sounds, hear the sounds, write the letters, and see the letters. Using this combination of senses all at the same time lays the groundwork for students to understand the process of phonetic coding (spelling) and decoding (reading), making it easier to read the words.
2. If students have difficulty spelling the words, call on individual students to say the sounds one at a time, while arranging moveable letter cards in a pocket chart to build the word. Then cover the word and have all of the students say the sounds again while writing the word on paper. Or, pass out sets of plastic letters, and have students spell each word with plastic letters before writing it.
3. If students have difficulty reading the stories, read them aloud first, discuss them, and then have students read them. If necessary, read one line at a time, and have students echo read each line in unison. Then listen while students reread the whole story aloud, reading together. Finally, have students take turns reading to each other in pairs. Send the story home to read aloud for homework.




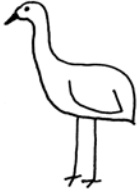



More Trouble Shooting


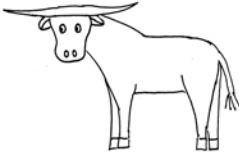
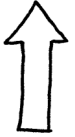












If the above steps don't solve the problem, students will need more help with segmenting (hearing the separate sounds in words) and decoding (seeing the individual patterns in words and translating them into sounds to form a word). On this case, students can study the same letter patterns, words, and stories in a separate set of books, *Phonics Patterns And Stories*, which are designed to make the learning process easier. In these books, students play a listening game (the robot game) using pictures and words in the book to prepare them to read each new set of words. The game develops their ability to hear the separate sounds in words. The words are also color-coded. Each vowel sound is represented in a particular color. For example, all the patterns that represent the long a sound (ai/rain, ay/play, a_e/safe), are printed in dark red. This helps students see the pattern as a distinct unit within the words. Students also relate the sound for each pattern to environmental sound pictures from a sound story, instead of using key words. Although this approach is a little more challenging for adults, it works perfectly for students who are having trouble grasping the relationship between letter patterns and sounds.

After students complete each lesson in the *Phonics Patterns And Stories* books, the teacher can send home pages from this *Decoding Practice* book for extra practice at home.

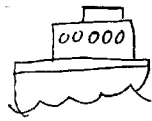
Alphabet

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	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

<p>Short Vowels</p>	<p>a</p>  <p>ant</p>	<p>e</p>  <p>egg</p>
<p>Long Vowels</p>	<p>ā</p>  <p>apron</p>	<p>ē</p>  <p>emu</p>
<p>Special Vowels</p>	<p>ä</p>  <p>all</p>	
<p>Special Vowel Pairs</p>	<p>ou</p>  <p>ouch</p>	<p>ow</p>  <p>cow</p>
<p>Bossy R Vowels</p>		

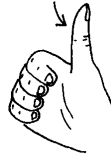
<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<p>Umbrella Vowels</p>   <p>a what</p>   <p>o son</p>
	<p>ōr</p>  <p>horse</p>	

sh



ship

th



thumb

ch



chicken



th



this

ck



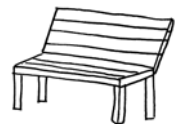
Jack

tch



match

nch



bench

wh



when



wh



who

ng



ring

nk



wink

Consonant
Patterns

ck



ack

eck

ick

ock

uck

tch



atch

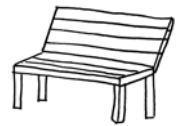
etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



ang

ing

ong

ung

nk



ank

ink

onk

unk

Consonant
Patterns
That Follow
A Short Vowel


Umbrella Vowels - These vowels have the short u sound.


a

?

what


o


son

ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

ōst

eld

isk

ump

end

ift

unt

ent

ind

ulb

ext

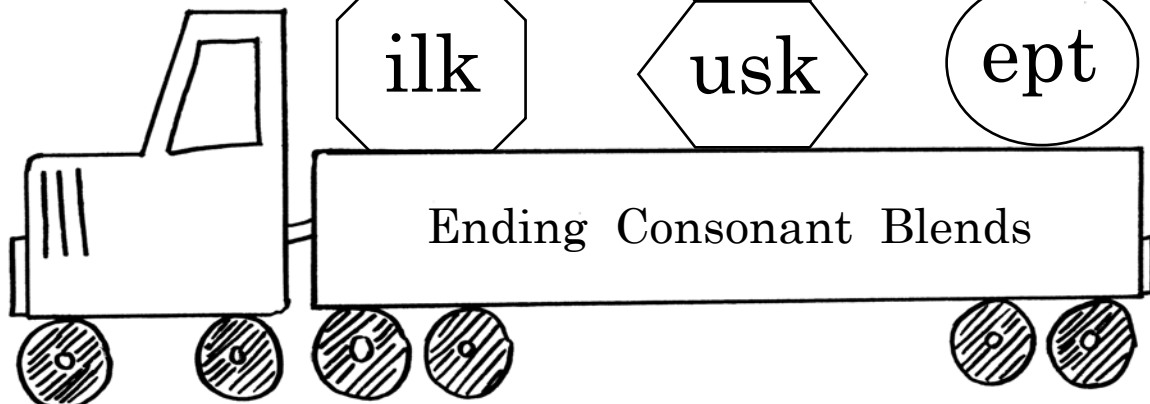
ilk

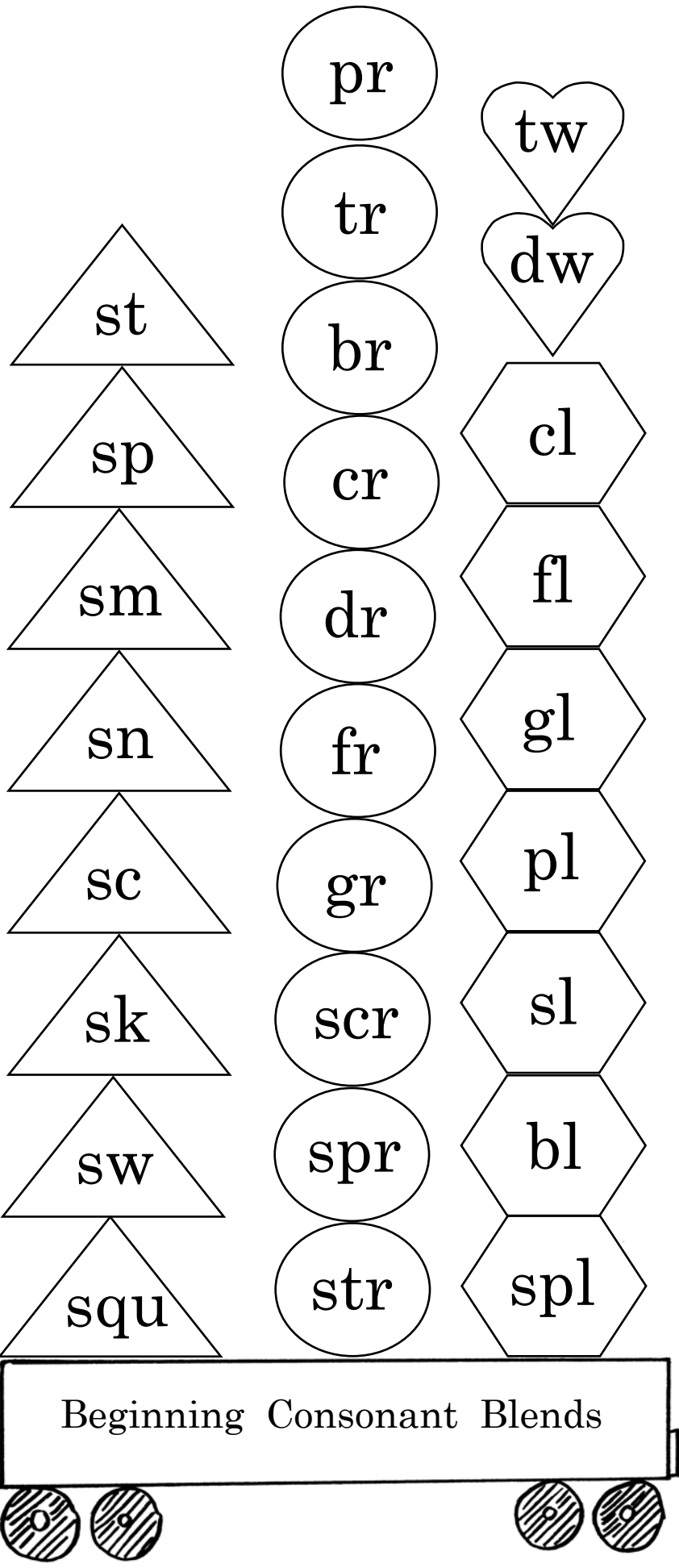
ust

ept

usk

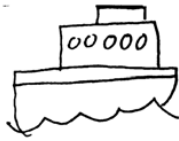
- ❁ Teacher models the sounds, students repeat.
- ❁ When ready, students say the sounds without help.





- * Teacher models the sounds, students repeat.
- * When ready, students say the sounds without help.

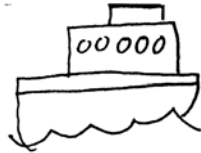
sh



cash



ship



rash



shin



mash



shell



lash



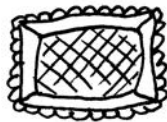
shed



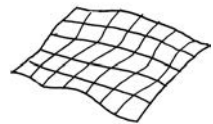
sash



sham



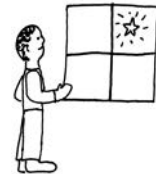
mesh



shot



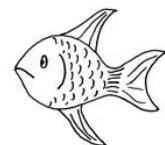
wish



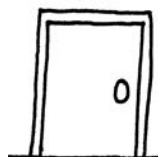
shop



fish



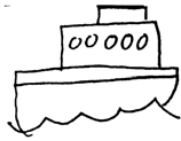
shut



dish



sh



gush



rush



mush



1. A pot is in a shed.



2. Ned has a shell.



3. Jill has a rash.



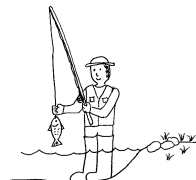
4. I wish I had a pet.

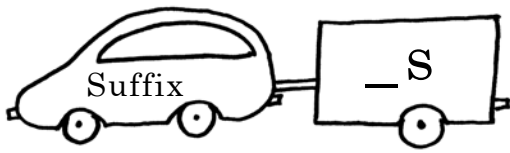


5. A hot dog is on a dish.



6. A man got a fish.



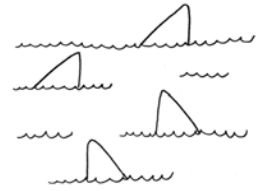


Words that tell about people, places, or things are called nouns. Add an _s to a noun to show that you are talking about more than one.

fin



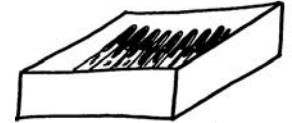
fins



pen



pens



shell



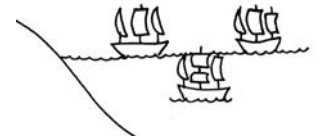
shells



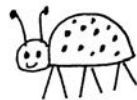
ship



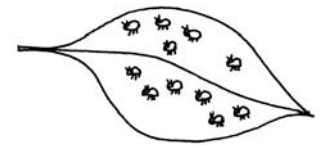
ships



bug



bugs



pill



pills



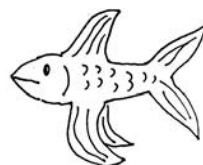
dog



dogs



1. A fish has fins.



o



of



son



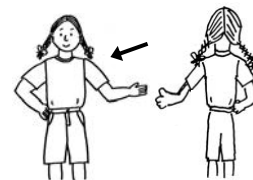
from



won



front



ton



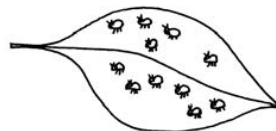
1. Ben has a box of shells.



2. Tom has a lot of sons.



3. Jon has a lot of bugs.



4. Jim won.



5. Pam has a box of pens.



ē



ō



he



no



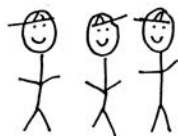
she



go



we



so



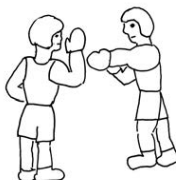
me



yo-yo



1. He hit me.



2. We will go on a jet.



3. Max can not go.



4. She is so hot.



Questions and Statements

1. Is it a fish?

Yes, it is a fish.



2. Is it a big ship?

It is not a big ship.



3. Is it a pet shop?

Yes, it is a pet shop.

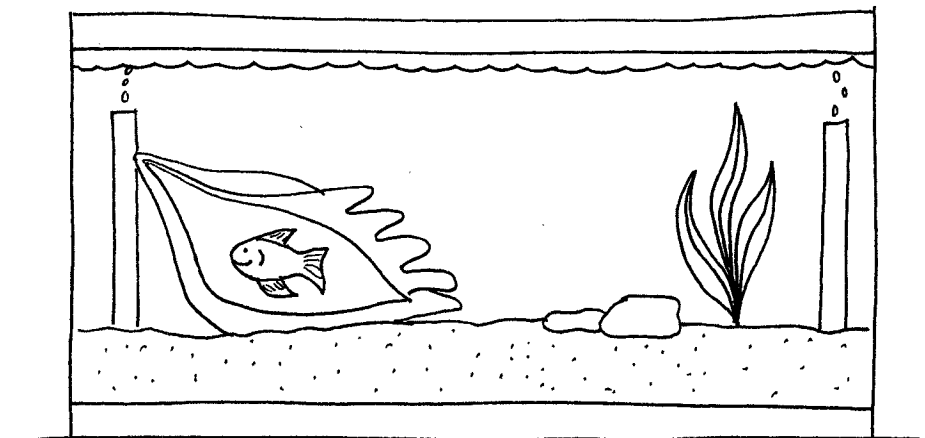


4. Did he win?

Yes, he won.



A Fish



Jan has a fish.

She got it at a pet shop.

It is in front of a big shell.

It has fins. It can swim.

Jan is glad she has a fish.

th



moth



thin



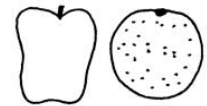
with



thud



bōth



thumb



th



bath



this



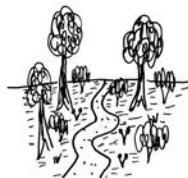
math

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

that



path



then



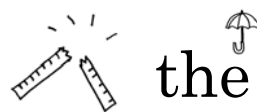
Beth



them



Seth



the

the

the bug



the cat



the dog



the bell



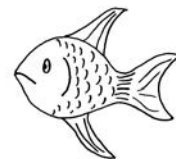
the pig



the moth



the fish





th



1. This dog will get a bath.



2. The man will fix the van.



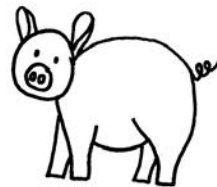
3. Beth is with Seth.



4. The bag fell with a thud.



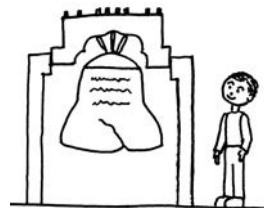
5. This pig is fat.



That big is thin.



6. That is a big bell.



I Wish

This is a cat.



That is a dog.



This is a pig.



That is a frog.



I wish I had a cat.



I wish I had a dog.



I wish I had a pig.



I wish I had a frog.



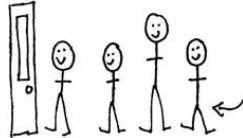
fast



cast



last



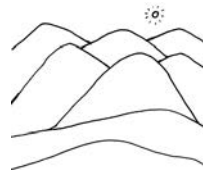
past



mast



vast



ask



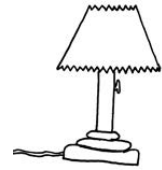
mask



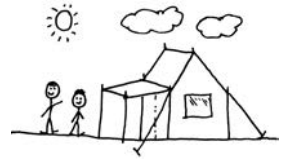
raft



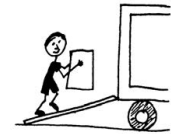
lamp



camp



ramp



damp



sand



hand



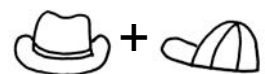
land



band

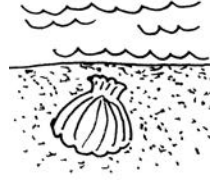


and



Sentences

1. A shell is in the sand.



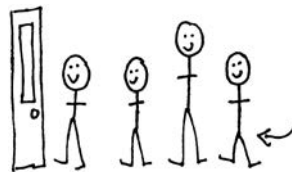
2. His hand is in a cast.



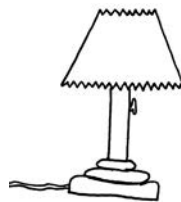
3. The dog is damp.



4. He is last.



5. The lamp is off.



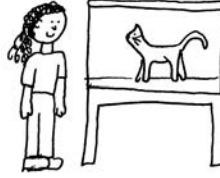
6. A jet can go fast.



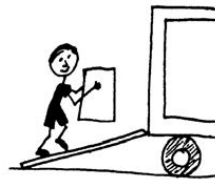
Sentences

1. Can Beth get a pet?

She will ask.



2. He is on the ramp.



3. Jan has a mask.



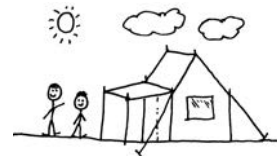
4. Dad has a hat and a cap.



5. This ship has a mast.



6. Sam and Tom will camp .



Go Fish

I will go with dad.

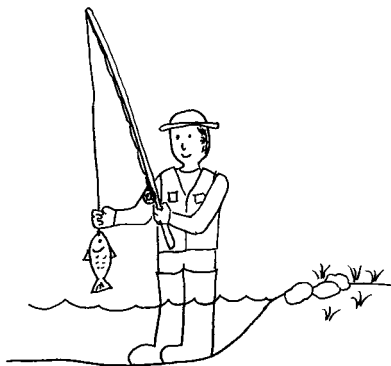


We will go in the van.



We will fish.

We will get a lot of fish.



list



fist



mist



disk



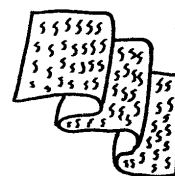
risk



milk



silk



gift



lift



wind



Sentences

1. Mom will get this gift.



2. The cup has milk in it.



3. She is in the mist.



4. Get rid of this bad disk.

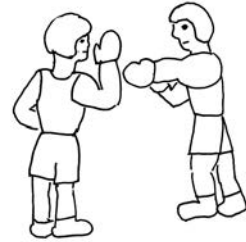


5. Sam can lift it.



Sentences

1. He hit him with his fist.



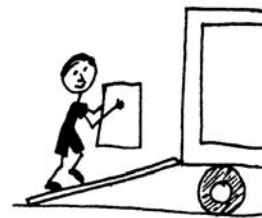
2. Milk is on the list.



3. Is this man at risk?



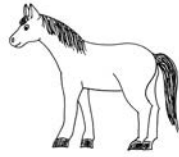
4. Dan can lift the box.



5. She is in the wind.



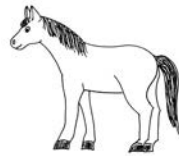
or



horn



horse



torn



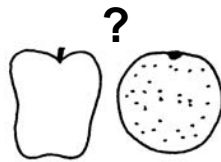
for



corn



or



fork



1. This is for Mom.



2. This is for the horse.



3. Mom will fix corn for us.

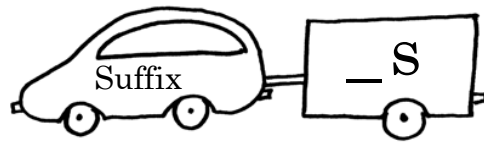


4. A horse can run fast.



5. Is this a pig or a cat?





Words that tell about an action are called verbs. When one other person or thing is doing the action, add an s to the end of the verb.

Words that tell about people, places, or things are called nouns. Add an s to a noun to show that you are talking about more than one.

s



s



run
runs

sit
sits

wag
wags

tell
tells

hop
hops

cat
cats

dog
dogs

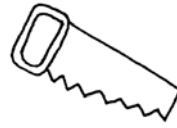
bug
bugs

pin
pins

bed
beds

This Is For ...

This is for Dad.



This is for Mom.



This is for Beth.



This is for Tom.



This is for the cat.



This is for the dog.



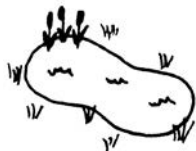
soft



loft



pond



fond



romp



golf



wolf



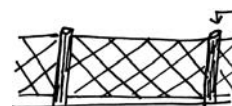
lost



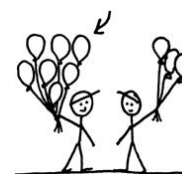
cost



pōst



mōst



ghōst



Sentences

1. It is soft.



2. Ben is up in the loft.



3. Will it cost a lot?

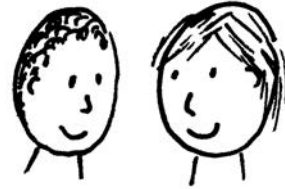


4. Is she lost?



Sentences

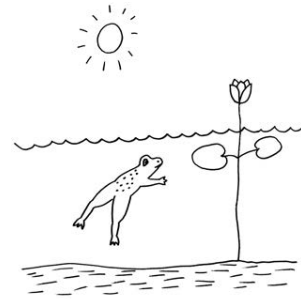
1. Jan is fond of Rob.



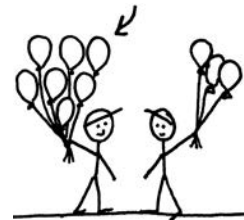
2. He runs from the ghost.



3. A frog is in the pond.



4. That man has the most.



ck



back



tack



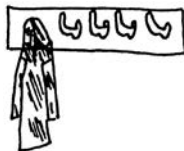
Jack



sack



rack



pack



quack



dock



kick



sick



lick



pick



wick



thick



rock



sock



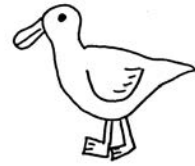
lock



ck



duck



neck



luck



peck



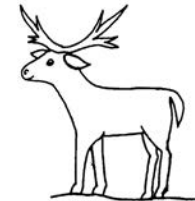
buck



deck



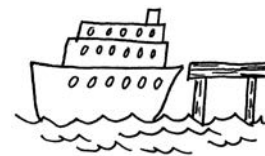
buck



wreck



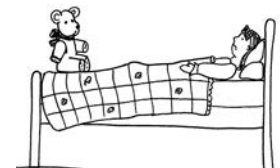
1. The ship is at the dock.



2. I will pick it for Mom.



3. Jan is in bed. She is sick.



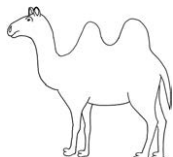
jump



bump



hump



dump



pump



punt



hunt



bulb



dust



gust



must



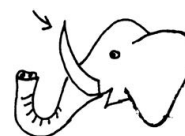
rust



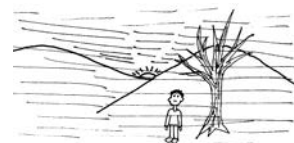
just



tusk



dusk



Sentences

1. The van must stop.



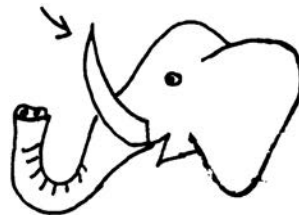
2. Nan can jump.



3. Ned has a bump on his leg.



4. It has a tusk.

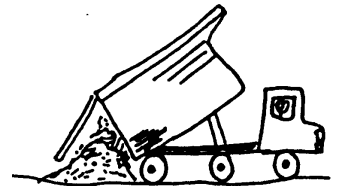


Sentences

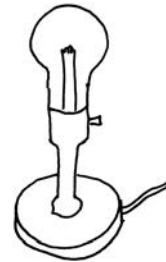
1. It has rust on it.



2. The man dumps the sand.

















3. The bulb is not on.



4. Get up the dust.



<p>ö</p> 	<p>_vê^x</p> 
--	--

<p>to</p> 	 <p>give</p> 
<p>do</p> 	 <p>live</p> 
 <p>two</p> 	 <p>have</p> 
<p>into</p> 	
<p>onto</p> 	

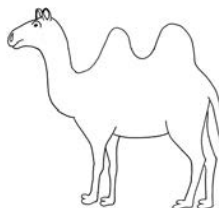
1. I have two cats.



2. He will give it to Dad.

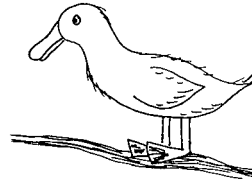


3. It has two humps.

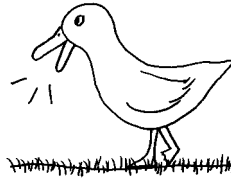


A Duck

I am a duck.

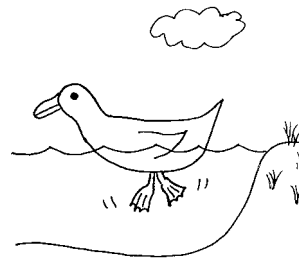


I have a bill.



I can quack.

I go to a pond.

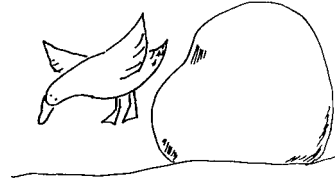


I swim in the pond.

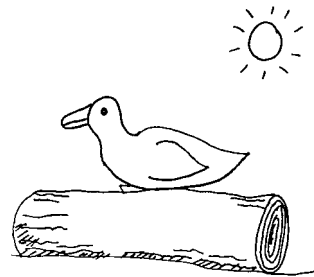
I dig in the mud.



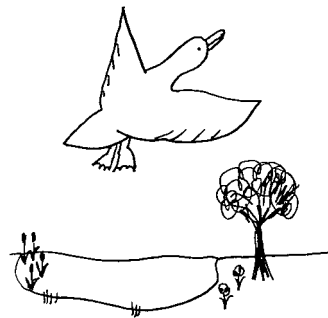
I jump off a rock.



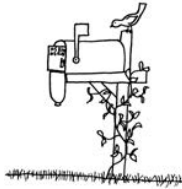
I sit on a log
in the sun.



I can go
up, up, up.



sent



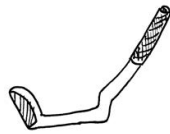
vent



dent



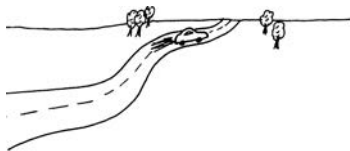
bent



tent



went



wept



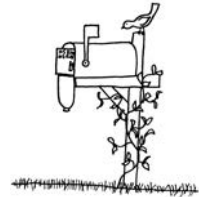
kept



desk



send



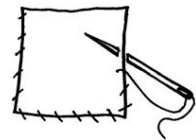
bend



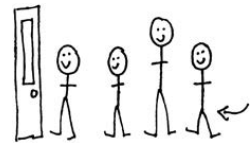
lend



mend



end



vest



rest



nest



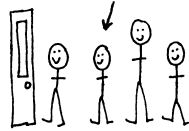
test

Kathy Dec. 3
100% Spelling ©
vest end
rest bend
nest send
best mend

best



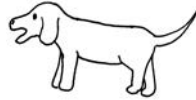
next



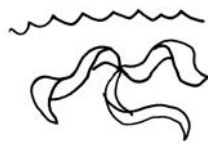
text



yelp



kelp



help



belt



melt



felt



elf



shelf

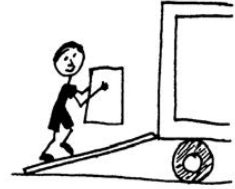


self



Sentences

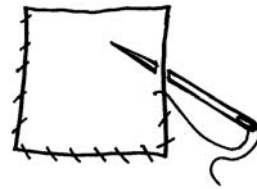
1. Jack went up the ramp.



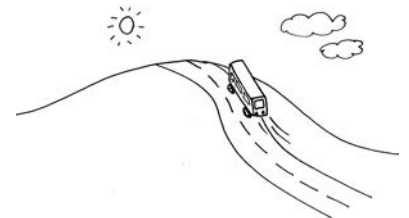
2. Ross went into the tent.



3. Mom will mend it.



4. The bus went up a hill.

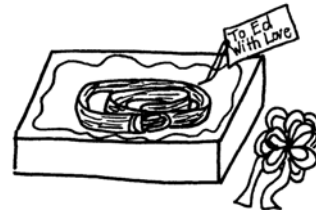


Sentences

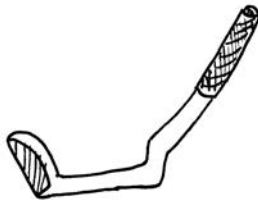
1. It has a dent.



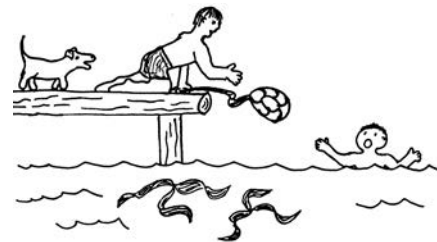
2. This belt is for Ed.



3. It is bent.



4. Tom will help him.



Sentences

1. Pam was so sad she wept.



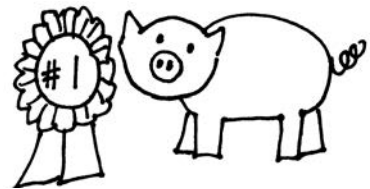
2. She will dust the shelf.



3. The list is on the desk.

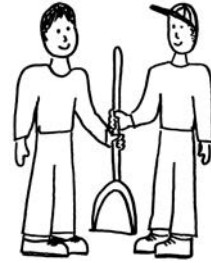


4. This is the best pig.



Sentences

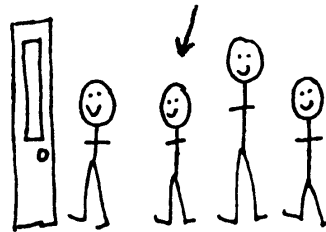
1. Ed will lend it to him.



2. The lamp is on the shelf.



3. Tim is next.



4. Sam kept it for him self.



Jump

This is a frog.



It can rest in the soft mud.

The frog can jump.

It can get a bug.



The frog can
swim in the pond.

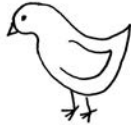


The End

ch



chick



chick en



chin

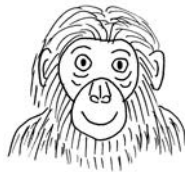


chill

chips



chimp



rich



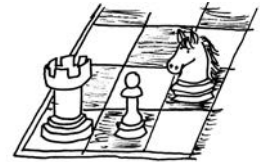
sand w ich



chop



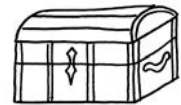
chess



check



chest



Chad



champ



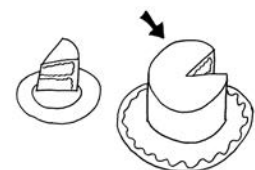
Chuck



chum



much



ch



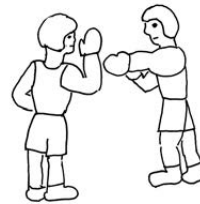
1. We will have chips and a sandwich for lunch.



2. Ed chops the log.



3. He hit me on the chin.



4. Tom is a champ. He won.



5. This man is rich.



6. I will chill the cans.



spin



spill



spot



spell



spend



snap



snip



sniff



snack



step



stamp



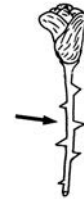
stump



stick



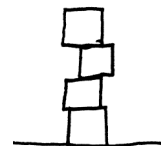
stem



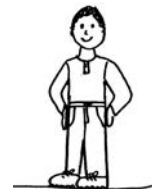
stomp



stack



stand



stop



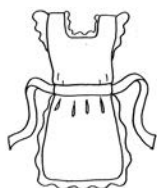
smell



smog



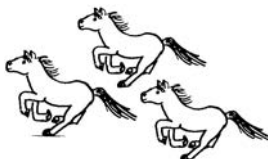
smock



swim



swift



swell



twins



twig



twist



twelve

12

dwell



scab



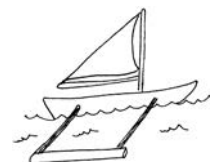
scuff



skip



skiff



skull



squid



squint



Sentences

1. The bus must stop.



2. This smells bad.



3. We will get a snack.



4. Twist the cap to get it off.



5. A fish swims.



Sentences

1. Scott has a scab on his leg.



2. Do not spill the milk.



3. A squid can swim.



4. He dwells in the hills.



5. Tom stands on the stump.



tch



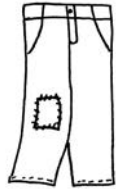
match



batch



patch



hatch



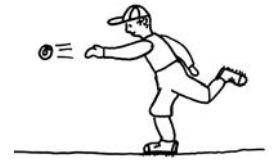
catch



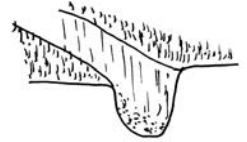
Dutch



pitch



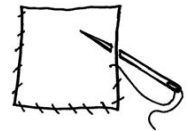
ditch



switch



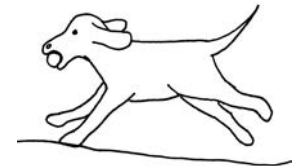
stitch



notch



fetch



sketch



Sentences

1. Jon can catch a fish.



2. Will she catch the dog?



3. The switch is off.



4. Jack can sketch a dog.



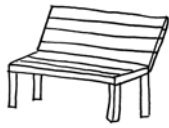
5. A chick can hatch.



6. The men dug a ditch.



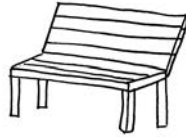
nch



finch



bench



pinch



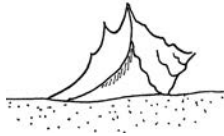
wrench



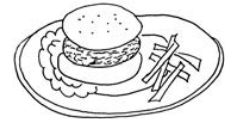
bunch



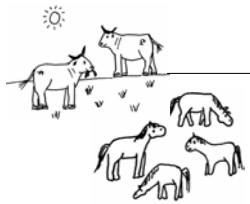
conch



lunch



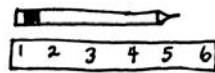
ranch



munch



inch



punch



1. She sits on the bench.



2. Ned picks up a conch shell.



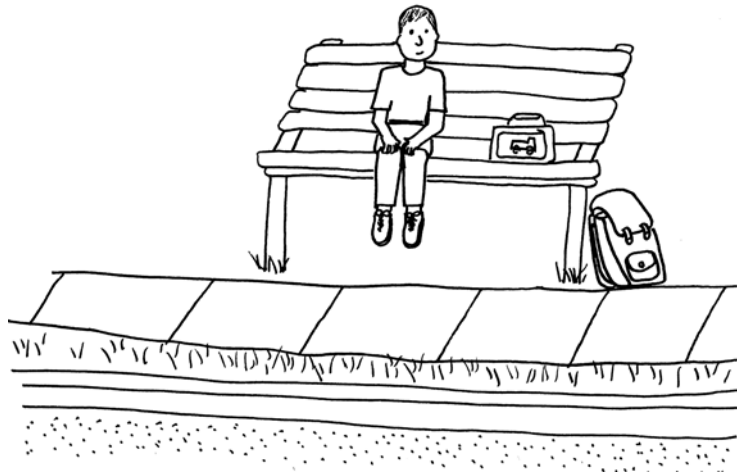
On A Bench

This is Chad.

He sits on a bench.

He has his lunch box.

He has his back pack.



Chad will catch the bus.

He will sit next to Beth on the bus.

He and Beth will have a lot of fun.

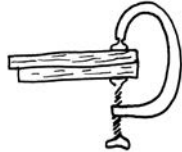
clam



class



clamp



clock



cloth



cliff



plug



plum



plant



block



blond



blush



blimp



black



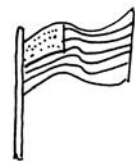
flip



flap



flag



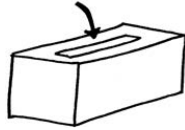
flush



slip



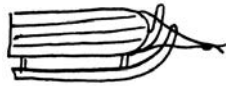
slot



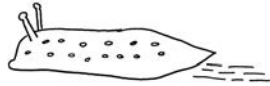
sloth



sled



slug



glad



glass



glum



split



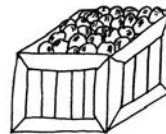
splint



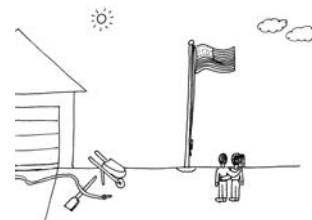
splash



1. We have a box of plums.



2. The flag flaps in the wind.



3. She stacks up the blocks.

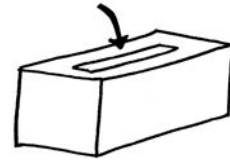


Sentences

1. A moth is on the cloth.



2. A slot is in the box.



3. Plug in the fan.



4. Dad will split the log.



5. I will fill the glass.



6. Jack can do a flip.



wh



wh



Use this sound when wh is followed by the letter o.

when



who



whiz



whom



whiff



whose



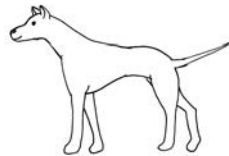
whisk



whip



whippet



which



what





wh



1. Who is this?



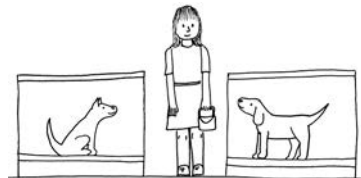
2. Who is that?



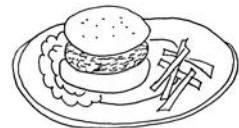
3. Whose lunch box is this?



4. Which dog will she pick?



5. What will we have for lunch?



6. When will we go on the bus?



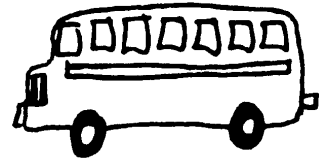
Who Is This?

Who is this?



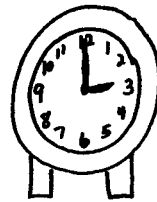
This is Gus.

What will he do?



He will go on the bus.

When will he go?



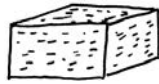
He will go at ten.

With whom will he go?



He will go with Ben.

brick



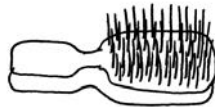
brim



broth



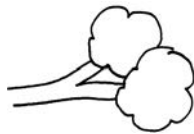
brush



brag



branch



press



print



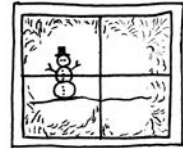
prick



frog



frost



frond



fresh



frizz



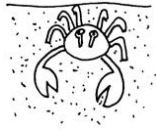
sprig



sprint



crab



crack



crash



crib



cross



crush



crust



crutch



scrub



scrap



scratch



drum



drug



drop



dress



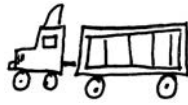
drip



drill



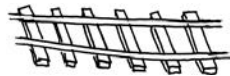
truck



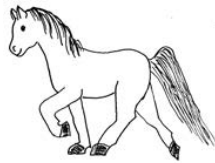
trash



track



trot



stress



strap



grill



grin



grass



grasp



Greg



strum



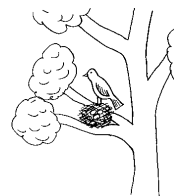
1. The broth is hot.



2. A frog jumps into the pond.



3. A nest is on the branch.

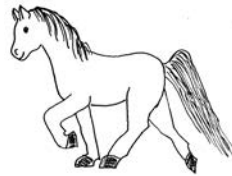


Sentences

1. A crack is in the cup.



2. A horse can trot.



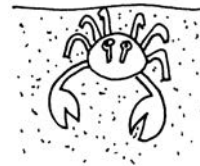
3. Dad will cut the grass.



4. Did she drop the bag?



5. A crab is in the sand.

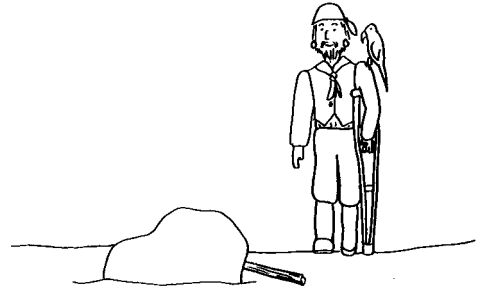


6. Mom will scrub the deck.



A Man

A man has a crutch.



A man has a stick.



A man gets a chest.



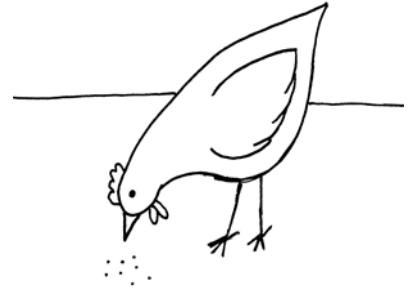
A man is rich.

The End

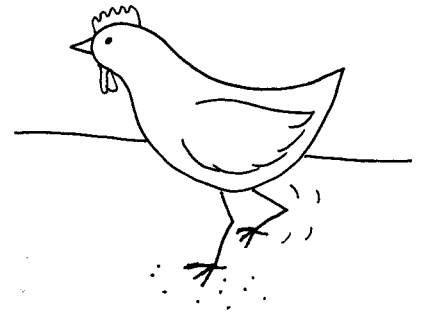


A Chicken

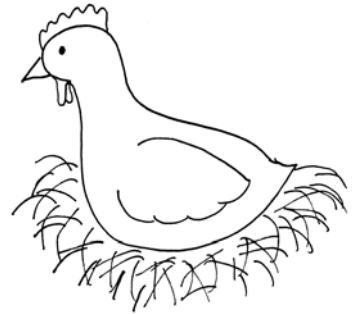
A chicken can peck.



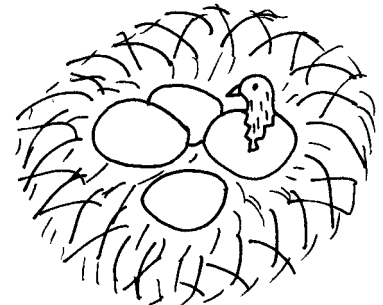
A chicken can scratch.



A chicken can sit.



A chicken can hatch.



The End

ng



sting



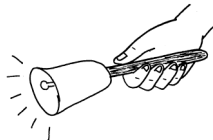
ring



string



ring



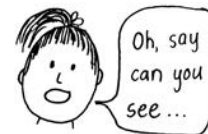
king



bring



song



thing



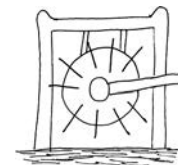
long



sing



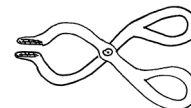
gong



wing



tongs



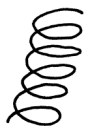
swing



strong



spring



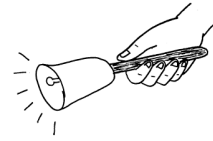
wrong

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

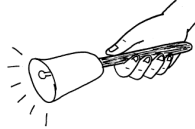
ng



rang



rung



hang



stung



fangs



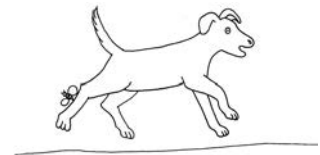
hung



sang



1. The dog was stung on its leg.



2. That is the wrong path.



3. Jon sang a long song.



4. The duck flaps its wings.

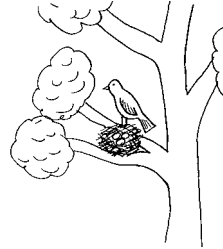


In The Spring

In the spring,

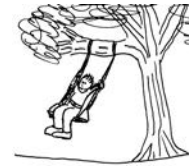


robins sing,



eggs hatch,

and children swing.



Wings flap,



bugs sting.



Sing a song.



It's spring,

it's spring.



nk



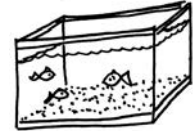
pink



wink



tank



think



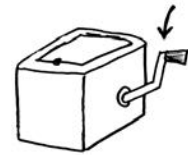
bank



stink



crank



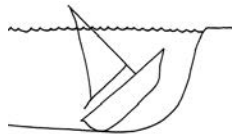
sink



drank



sink



thank



drink



honk



blink



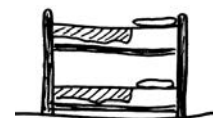
junk



ink



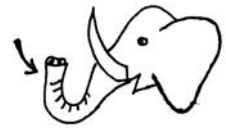
bunk



nk



trunk



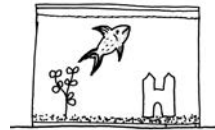
skunk



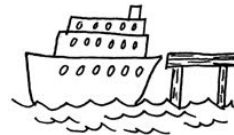
chunk



1. A fish is in the tank.



2. This ship will not sink.



3. He honks at the pig.



4. This can stinks.



5. She went past the bank.



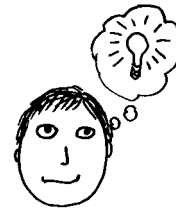
Get A Drink

When it's hot,



and the sun is up,

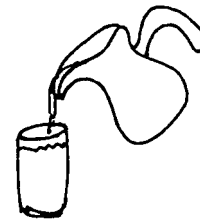
stop and think,



and get a cup.



Or get a glass,



and fill it up.



Stop and think,

and get a drink.



Sight Words

Short Vowels

A	a	was	as	has
is	his	I	<small>Book 1</small> son	won
ton	from	front	of	month
both	the	most	post	ghost
wolf	two	give	live	have
rich	much	such	which	what
who	whom	whose		

