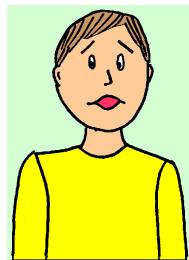


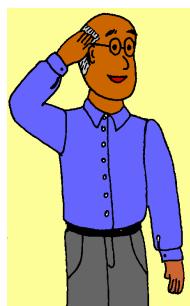
Mixed

Short Vowel Words And Sentences

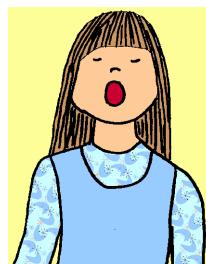
u



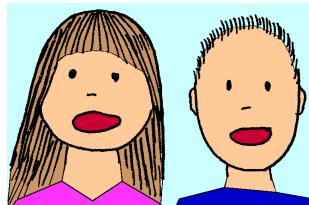
e



o



a

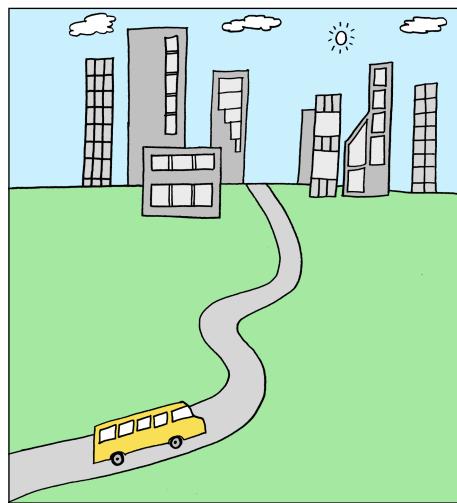


i

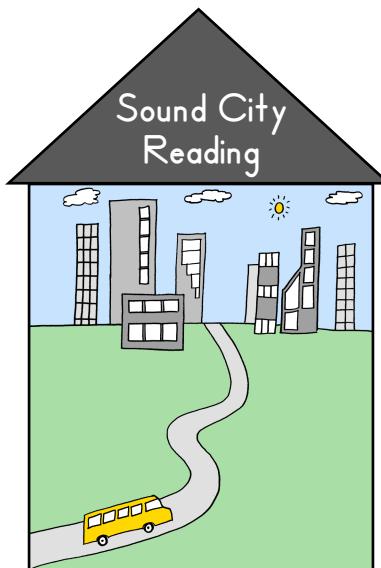


Sound City Reading

Mixed Short Vowel Words And Sentences



Kathryn J. Davis



Entire contents © 2016 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 reproduce student materials in this book for individual or classroom use. Permission is granted for school-wide reproduction of materials. Commercial production or any other use of these materials is prohibited.

Printed in the United States of America

The handwriting fonts used in this book are available from Educational Fontware, Inc, 1-800-806-2155, <http://www.educationalfontware.com>

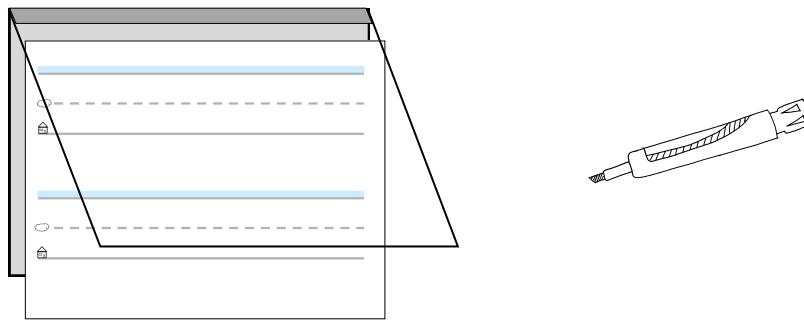
Table of Contents

Syllable Awareness Pages	6
Sound Story, Part 1	8
Sight Words	12
Alphabet Charts	13
Vowel Chart; The Story About The Umbrella Vowels.....	15
Sound Blending, "Silly Sounds"	16
Information For The Teacher	100
# 1, _ut, _ub, _un, _ull, teach t i h l n w u b.....	26
# 2, _un, _uff, _ut, _utt, _um, _ux, teach m r f x.....	28
# 3, _et, _ell, _em, _eb, teach e.....	30
# 4, _ell, _et, _eff, _ess, _en, teach s j.....	32
# 5, _ot, _oss, teach o.....	34
# 6, _ob, _ox, _off, _om, teach c.....	36
# 7, _od, _odd, _on, _ot, _oll, teach d	38
# 8, _ut, _ub, _uff, _ud, _us, _un, _ub, _um	40
# 9, _at, _ad, teach a	42
# 10, _an, _am, teach a.....	44
Sentences # 9, 10, Sight Word: A, a	46
# 11, _ad, _an, _at, _ass, _as, teach v.....	48

# 12, _ab, _ax, teach v	50
Sentences # 11, 12, Sight Words: as, has	52
# 13, _ig, _ill, _ix, teach g	54
# 14, _in, _ill, teach g.....	56
Sentences # 13, 14, Sight Word: I.....	58
# 15, _ip, _in, _ig, _im, teach p	60
# 16, _it, _itt, _iss, _is, teach p	62
Sentences # 15, 16, Sight Words: I, is, his.....	64
# 17, _iss, _it, _id, _im, _ib, teach k	66
# 18, _og, _ot, _op, _od, teach k	68
Sentences # 17, 18, Sight Words: I, is, his.....	70
# 19, _ed, _es, _ell, _en, teach y	72
# 20, _et, _en, _ep, _eg, _egg, teach y	74
Sentences # 19, 20, Sight Words: I, is, his	76
# 21, _ag, _as, _ass, _an, teach qu.....	78
# 22, _ap, _at, _al, _ad, teach qu	80
Sentences # 21, 22 - A, Sight Words: as, has.....	82
Sentences # 21, 22 - B, Sight Word: was	84
# 23, _ug, _ull, _up, _utt, _uff, teach z.....	86
# 24, _ap, _azz, _uzz, _ez, _ip, _izz, _iz, _it, _ill, teach z ...	88
Sentences # 23, 24 - A, Sight Word: was	90
Sentences # 23, 24 - B, Sight Words: as, has, was.....	92
Suffix _s with verbs	94
Suffix _s with nouns	96
Suffix Apostrophe _'s	98

Sequence Chart.....	100
Answer Key For The Picture/Word Pages	102
Flow Chart For Teaching Levels 1, 2, And 3	103
General Overview For This Book	104
Information About Spelling And Decoding.....	113
Getting Started.....	116
Overview Of The Daily Routine.....	117
1. Sound Charts.....	118
2. Alphabet Cards	119
3. Handwriting.....	120
4. Spelling Dictation.....	123
5. Working In The Book	129
6. Building Skills In Small Groups	137
Adding The "Beyond The Alphabet" Sounds	143
Sound Story Part 2.....	146
Color-Coding Chart.....	149
Alphabet And Beyond The Alphabet Chart	150
Notes About The Alphabet	152
Arrow Strips With Stars.....	153
Blank Lined Pages And Handwriting Model	157

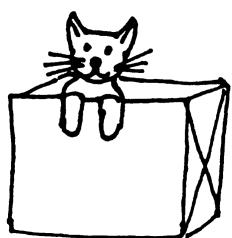
Use these pages with a clear cover sheet taped to a sheet of cardstock along the top edge. Put the pages under the cover sheet. Students can see the lines while writing on the cover sheet with dry erase markers to practice handwriting and spelling.



Syllable Awareness 1

Say each word. Clap and count the syllables.

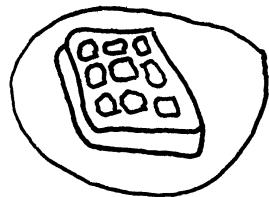
1.



2.



3.



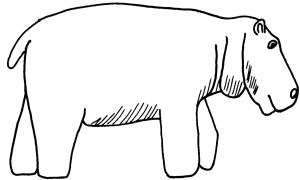
4.



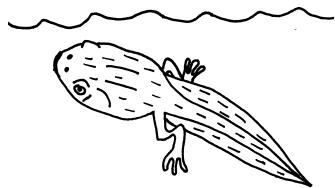
5.



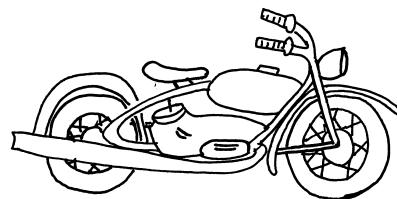
6.



7.



8.

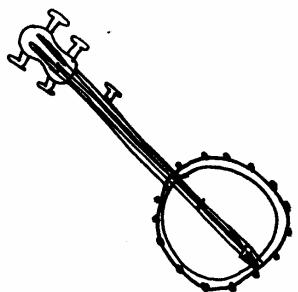


in, ba-by, waf-fle, up, ac-ro-bats, hip-po-pot-a-mus, tad-pole, mo-tor-cy-cle

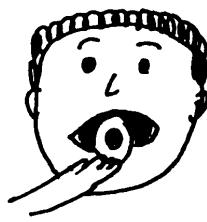
Syllable Awareness 2

Say each word. Clap and count the syllables.

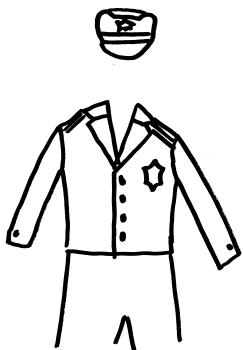
1.



2.



3.



4.



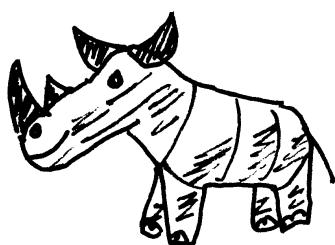
5.



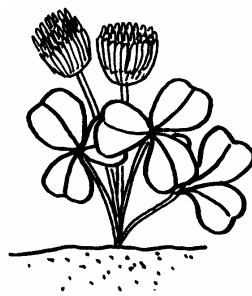
6.



7.



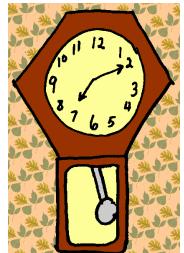
8.



ban-jo, eat, u-ni-form, paw, type-wri-ter, u-ni-ver-si-ty, rhi-noc-er-os, clo-ver

A Sound Story

About Audrey and Brad

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

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.



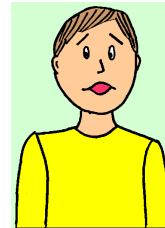
N n

As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, "wwwwww."



W w

"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)



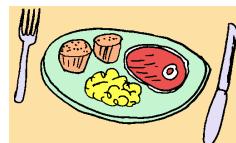
U u

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.



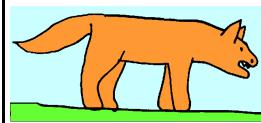
B b

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.

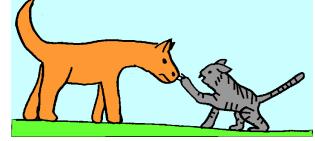
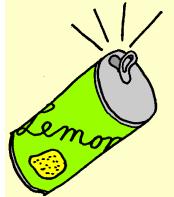
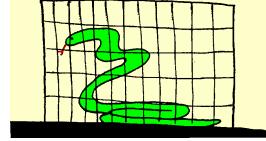
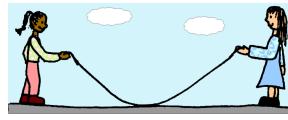
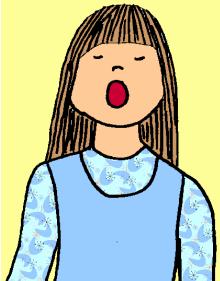


M m

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.



R r

<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>		F f
<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>		X X
<p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aides," said Mom. "He could hear much better with them."</p> <p style="text-align: right;">(e/egg)</p>		E e
<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>		S s
<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>		J j
<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."</p> <p style="text-align: right;">(o/ox)</p>		O o

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.



C c

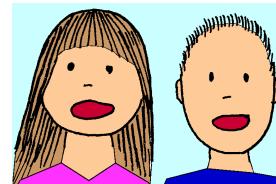
At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.



D d

At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up."

(a/ant)



A a

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."



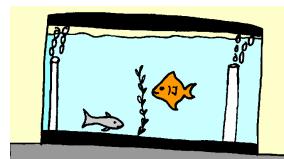
V v

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.



G g

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

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.



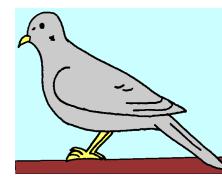
K k

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.



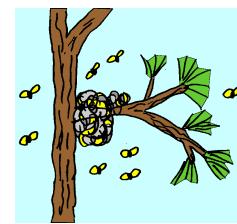
y y

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 qu

Suddenly they heard a loud buzzing sound, "zzzzzz." 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.



Z z

Sight Words



^u
a

^z
is

^z
as

^ī
I

^u
A

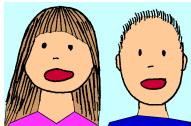
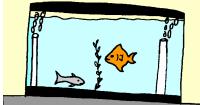
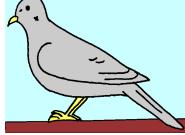
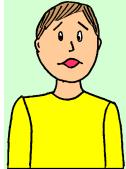
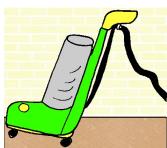
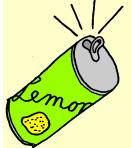
^z
his

^z
has

^u
was

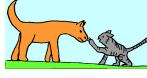
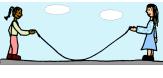
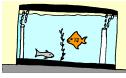
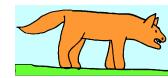
Practice reading these sight words after they have been introduced. An umbrella over a vowel indicates the short u sound.

Practice saying the sound for each letter.

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

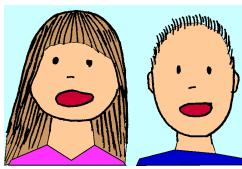
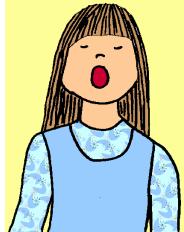
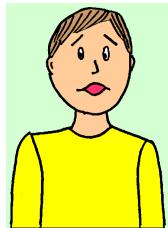
Alphabet Lower Case Letters

Say The Sounds

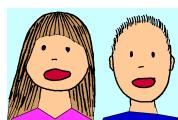
a 	b 	c 	d 	e 
f 	g 	h 	i 	j 
k 	l 	m 	n 	o 
p 	qu 	r 	s 	t 
u 	v 	w 	x 	y 
aa 				z 

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

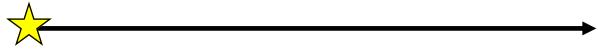
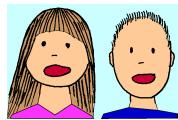
Say the sound for each letter.

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

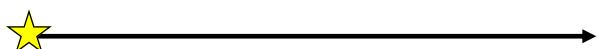
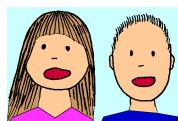
Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.



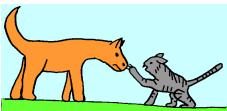
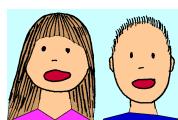
a b



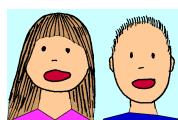
a c



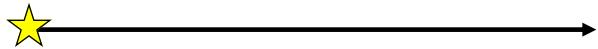
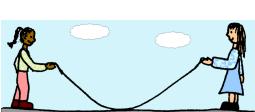
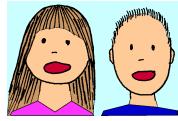
a d



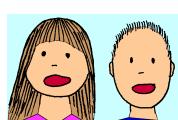
a f



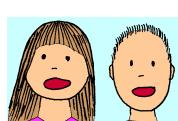
a g



a j

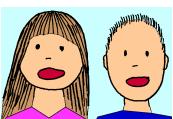


a k

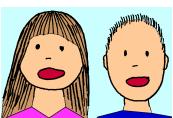


a l

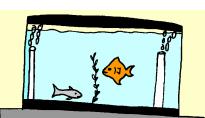
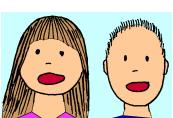
Begin doing these pages after you have introduced all the letters of the alphabet and their sounds from the sound story.



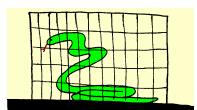
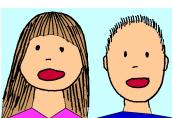
am



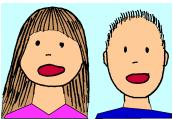
an



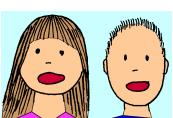
ap



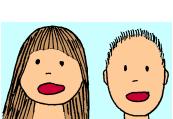
as



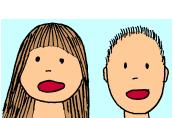
at



av

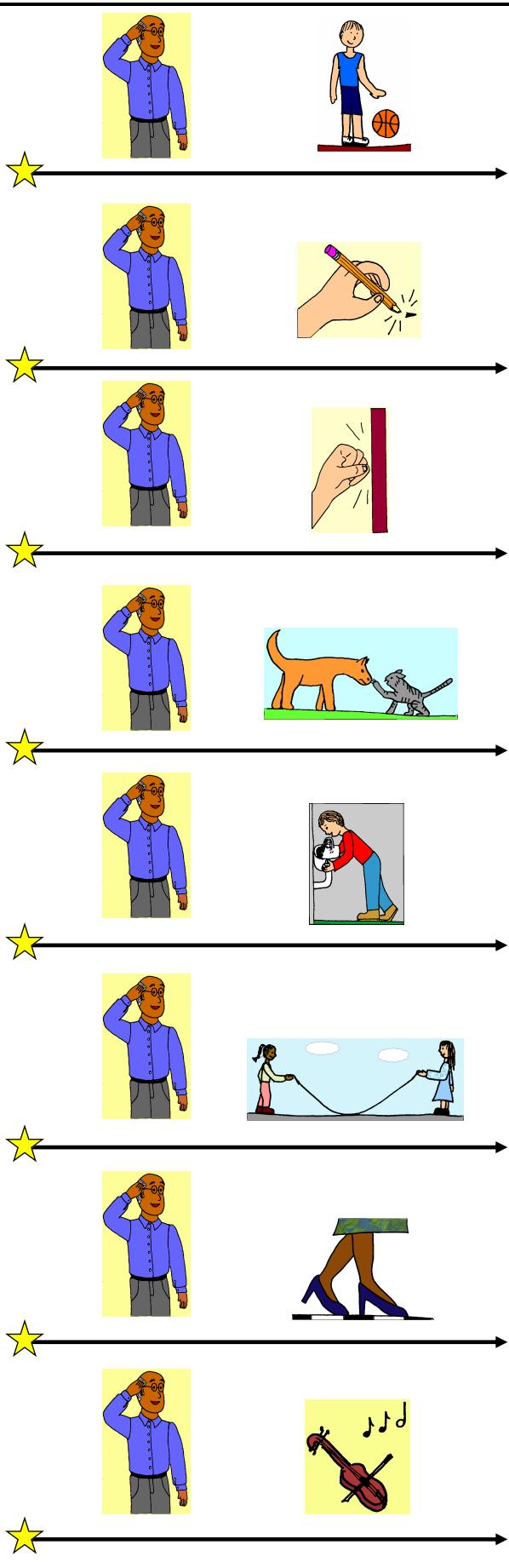


ax



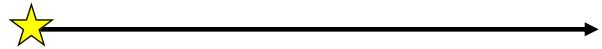
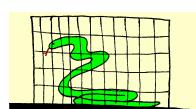
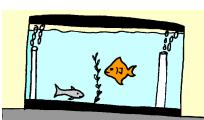
az

Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.



e b
e c
e d
e f
e g
e j
e k
e l

Begin doing these pages after you have introduced all the letters of the alphabet and their sounds from the sound story.



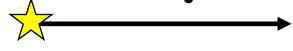
e m



e n



e p



e s



e t



e v



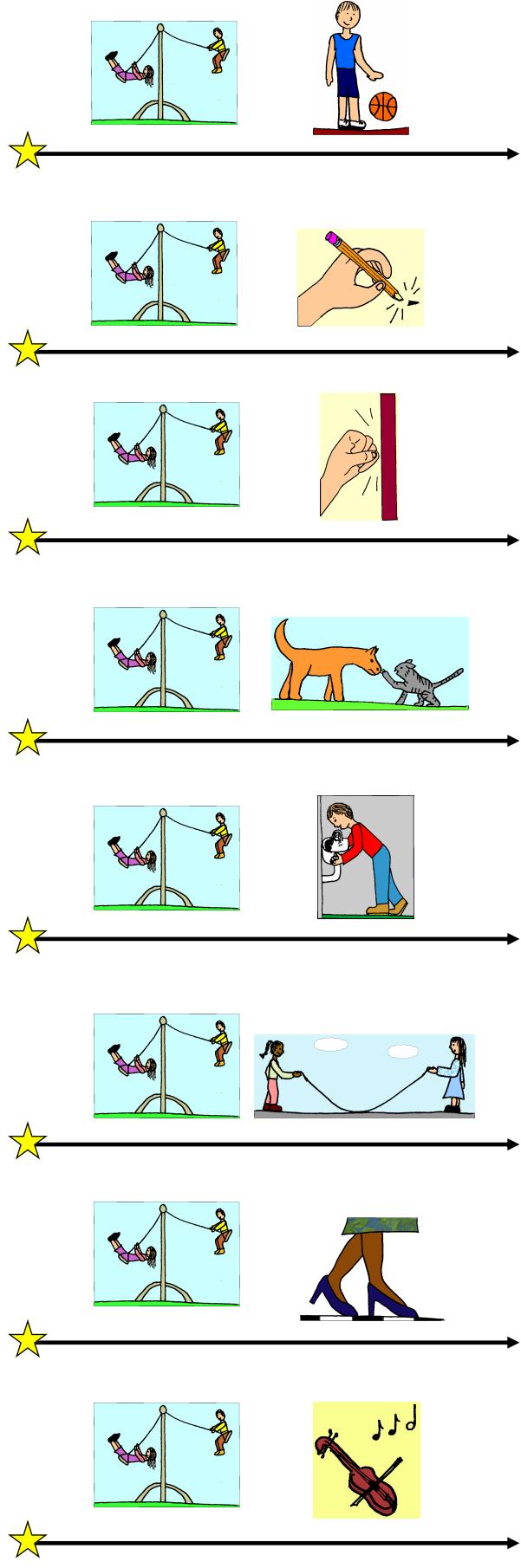
e x



e z

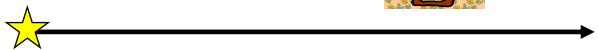
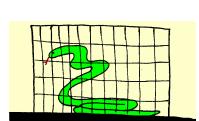
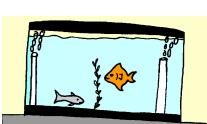
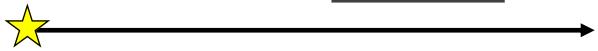


Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.

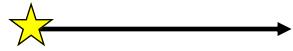


i b
i c
i d
i f
i g
i j
i k
i l

Begin doing these pages after you have introduced all the letters of the alphabet and their sounds from the sound story.



i m



i n



i p



i s



i t



i v



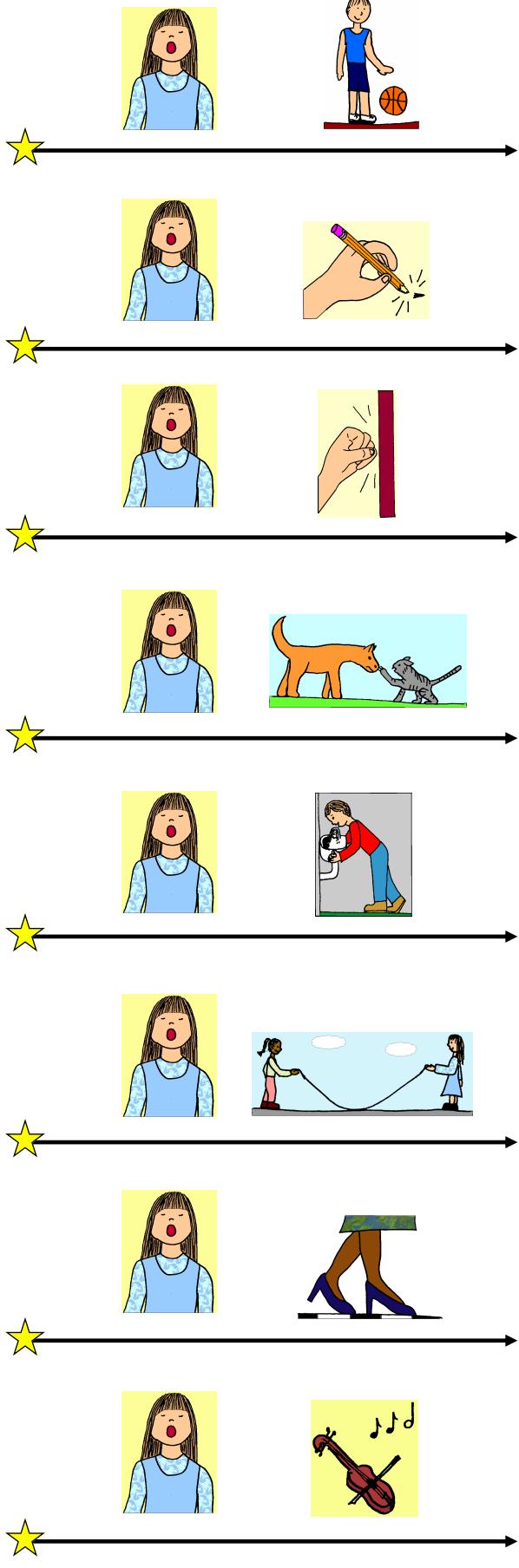
i x



i z

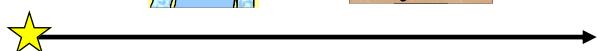
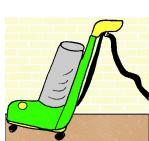
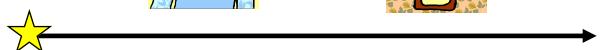
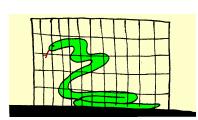
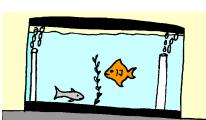
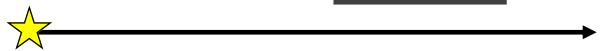


Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.



o b
o c
o d
o f
o g
o j
o k
o l

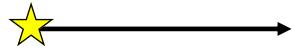
Begin doing these pages after you have introduced all the letters of the alphabet and their sounds from the sound story.



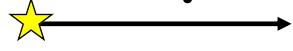
o m



o n



o p



o s



o t



o v



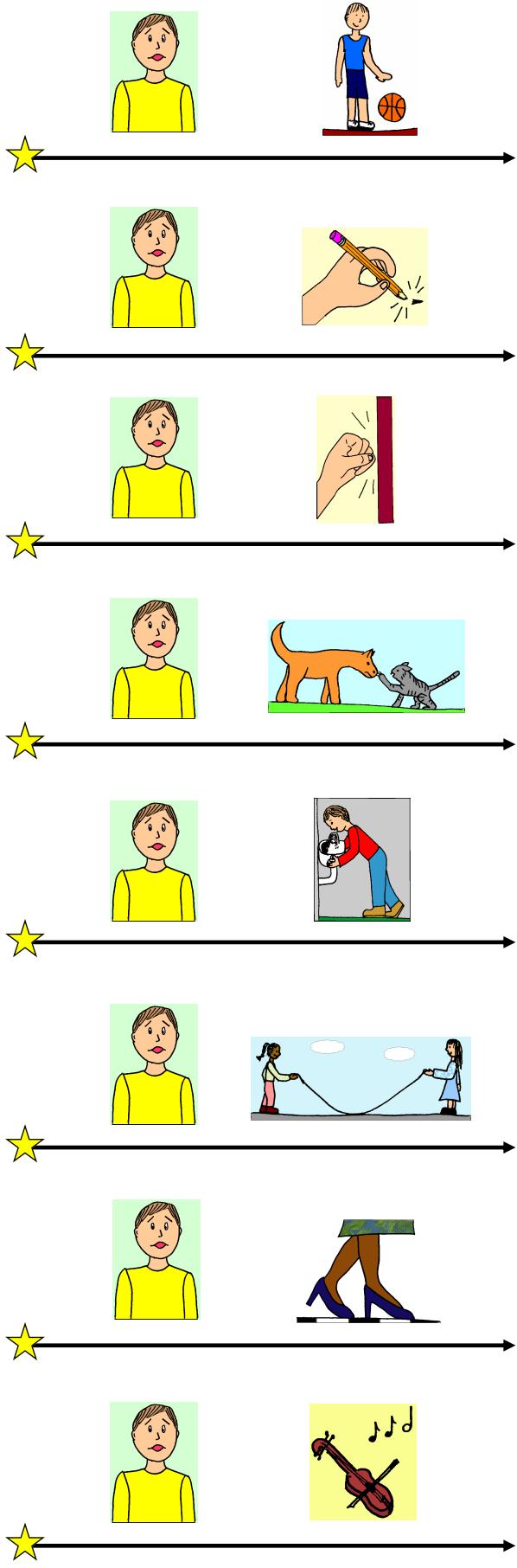
o x



o z



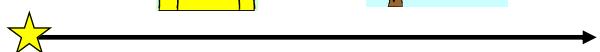
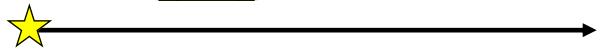
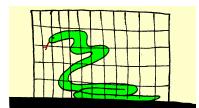
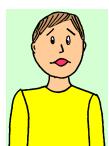
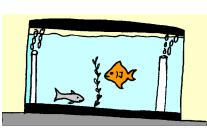
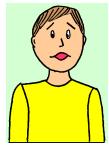
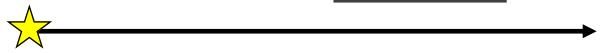
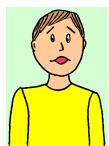
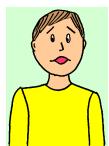
Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.



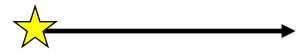
ub uc ud uf ug uj uk u |

Start at the star. Slide the sounds together smoothly.

Begin doing these pages after you have introduced all the letters of the alphabet and their sounds from the sound story.



um



un



up



us



ut



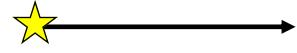
uv



ux

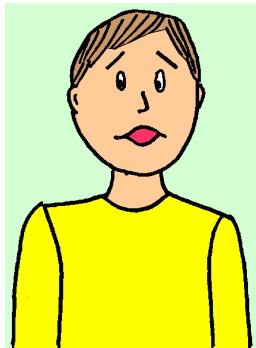


uz

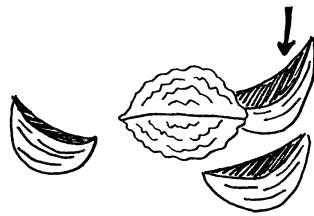


1

U

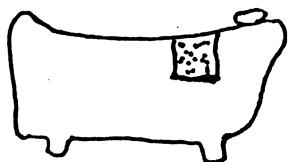


A.

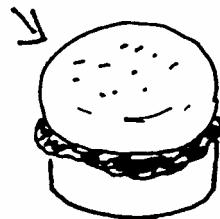


Hull: Outer covering of a seed or fruit

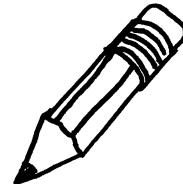
B.



C.

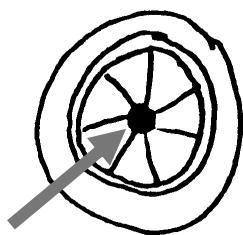


D.



Nub: The last little bit of a pencil

E.

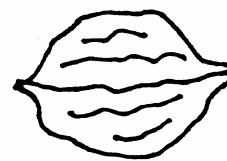


Hub: The center of a wheel

F.



G.

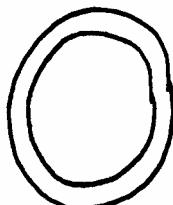


H.



Nun: A woman in a religious order

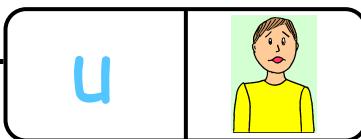
I.



Null: Zero, nothing



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

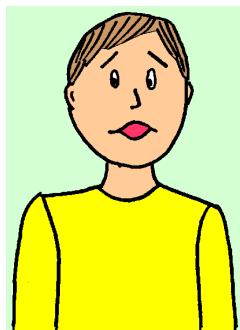


1. n → u → t nut
2. h → u → t hut
3. t → u → b tub
4. n → u → b nub
5. h → u → b hub
6. b → u → n bun
7. n → u → n nun
8. h → u → ll hull
9. n → u → ll null

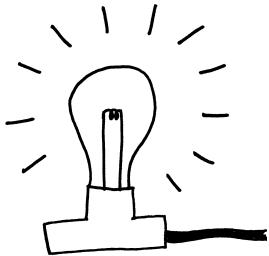
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

2

U

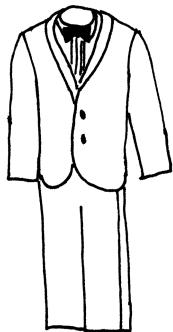


A.



Lux: A measurement of the amount of light

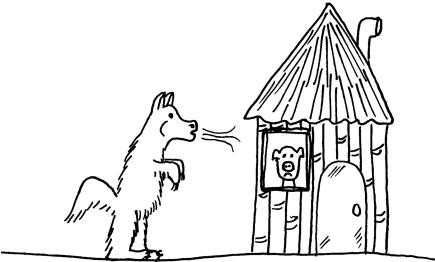
B.



C.

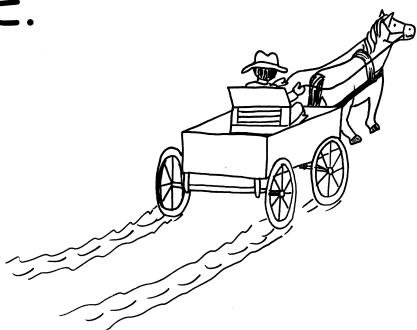


D.



Huff: To blow out forcefully

E.

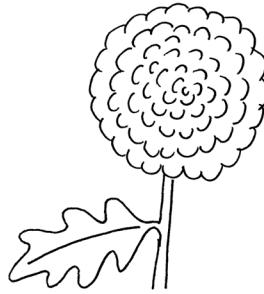


Rut: A track made by wheels in mud

F.



G.



Mum: A kind of flower

H.

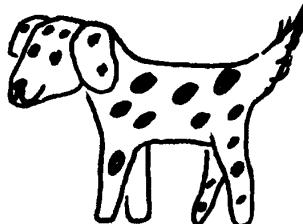


I.



Muff: A warm covering for the hands

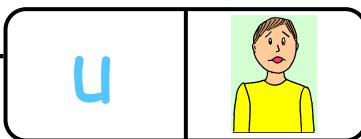
J.



Mutt: A mixed breed dog



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

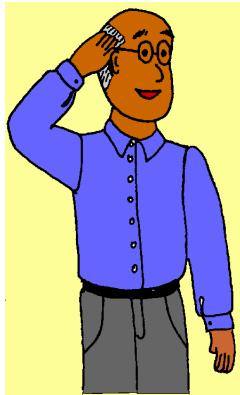


1. f → u → n fun
2. r → u → n run
3. m → u → ff muff
4. h → u → ff huff
5. r → u → t rut
6. m → u → tt mutt
7. h → u → m hum
8. m → u → m mum
9. t → u → x tux
10. l → u → x lux

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

3

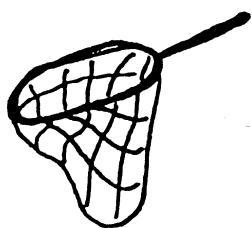
e



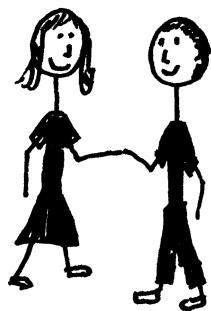
A.



B.



C.



D.



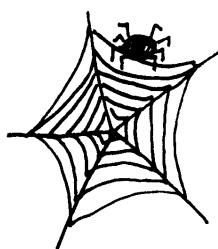
E.



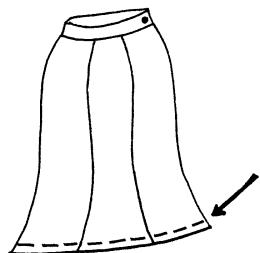
F.



G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

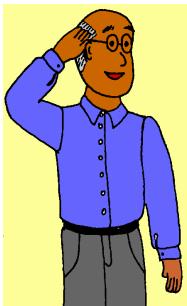
e	
---	--

1. n → e → t net
2. l → e → t bet
3. w → e → t wet
4. m → e → t met
5. t → e → ll tell
6. f → e → ll fell
7. w → e → ll well
8. b → e → ll bell
9. h → e → m hem
10. w → e → b web

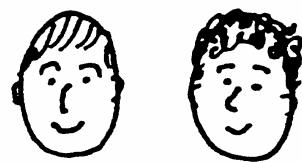
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

4

e



A.



B.

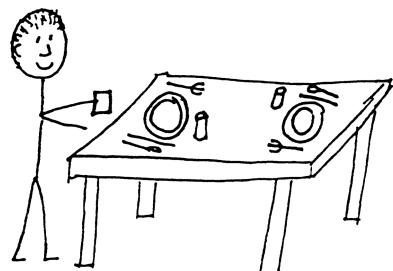


C.



Jeff

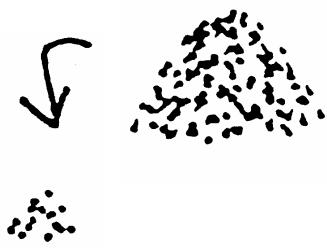
D.



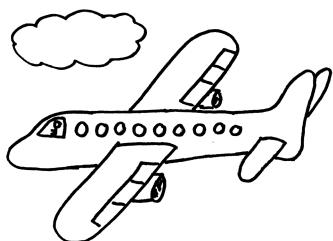
E.

10

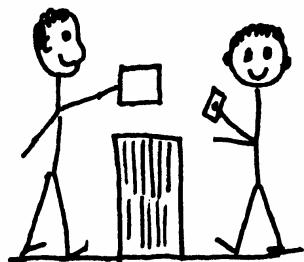
F.



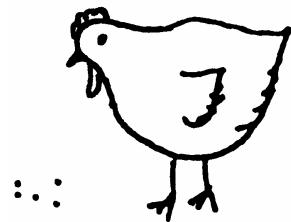
G.



H.



I.



J.



Bess

1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)



e	
---	--

1.

s → e → l l**s**ell

2.

s → e → t**s**et

3.

j → e → t

jet

4.

J → e → ff

Jeff

5.

l → e → ss

less

6.

m → e → ss

mess

7.

B → e → ss

Bess

8.

t → e → n

ten

9.

h → e → n

hen

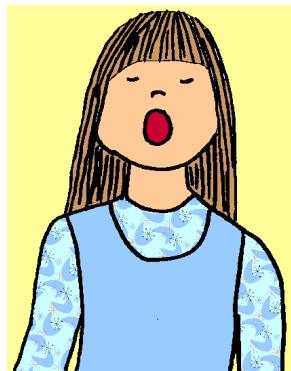
10.

m → e → n

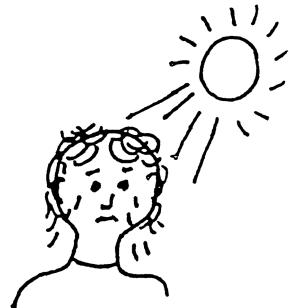
men

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

5



A.

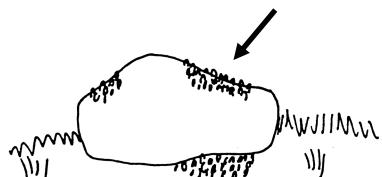


B.



Tot: A small child

C.



Moss: Tiny plants that grow on rocks, wood, or the ground.

D.



E.



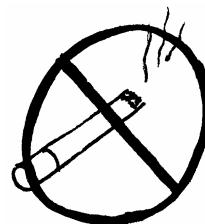
Rot: Get old and fall apart, decay

F.



Jot: Write a quick note

G.

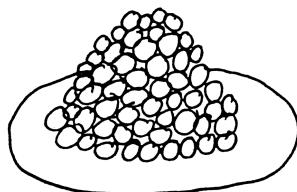


Do not smoke.

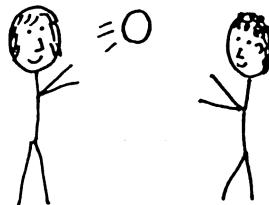
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

o

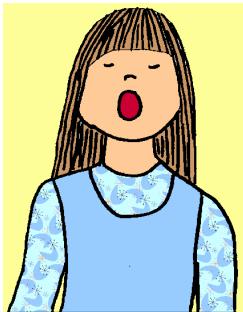


1. n → o → t not
2. r → o → t rot
3. t → o → t tot
4. l → o → t lot
5. h → o → t hot
6. j → o → t jot
7. t → o → ss toss
8. b → o → ss boss
9. l → o → ss loss
10. m → o → ss moss

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

6

O

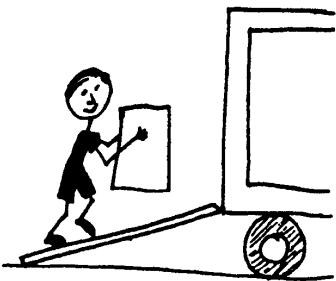


A.

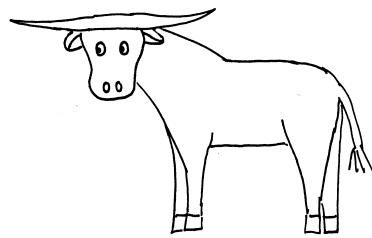


Sob: Cry

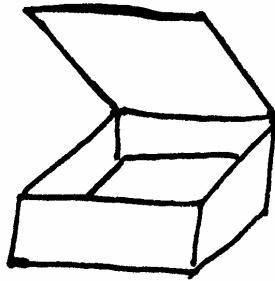
B.



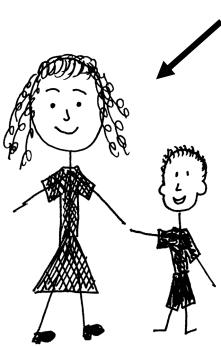
C.



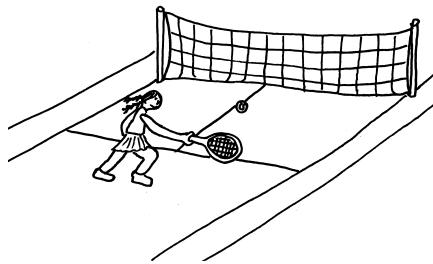
D.



E.

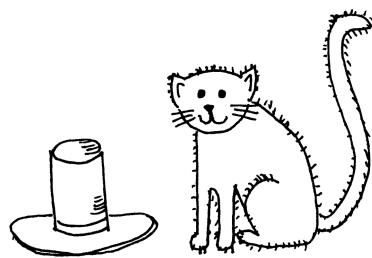


F.

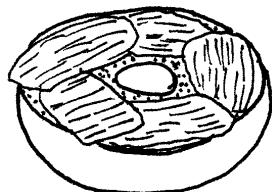


Lob: Hit the ball high.

G.

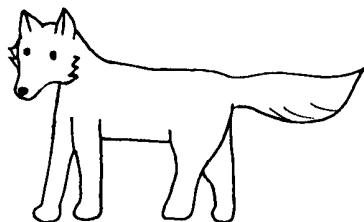


H.

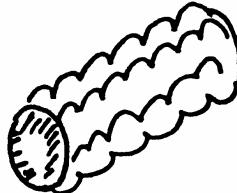


Lox: Salt-cured salmon.

I.



J.



Corn kernels grow on a cob.

1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

o

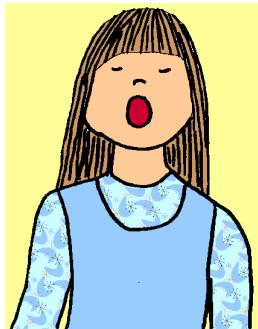


- | | | |
|-----|------------------|------------|
| 1. | l → o → b | lob |
| 2. | c → o → b | cob |
| 3. | j → o → b | job |
| 4. | s → o → b | sob |
| 5. | f → o → x | fox |
| 6. | l → o → x | lox |
| 7. | b → o → x | box |
| 8. | o → x | ox |
| 9. | o → ff | off |
| 10. | m → o → m | mom |

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

7

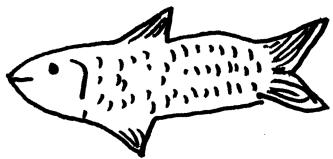
O



A.



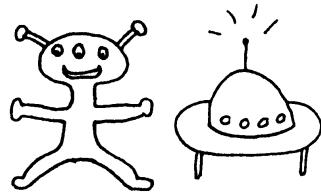
B.



C.

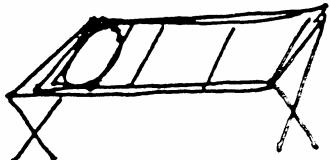


D.



Odd: Strange, unusual

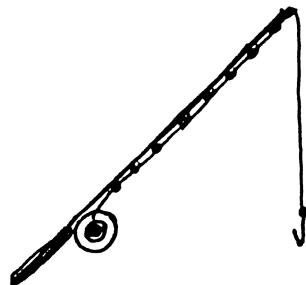
E.



F.



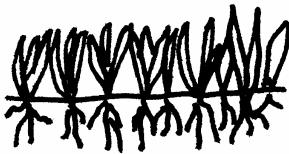
G.



H.



I.



Sod: A section of grass

J.



Con: Lie to trick someone.

1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)



o

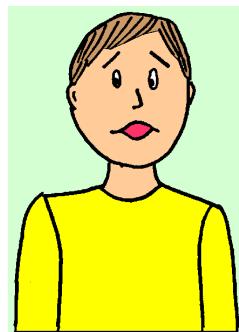


1. s → o → d sod
2. r → o → d rod
3. n → o → d nod
4. c → o → d cod
5. o → dd odd
6. o → n on
7. c → o → n con
8. c → o → t cot
9. d → o → t dot
10. d → o → || doll

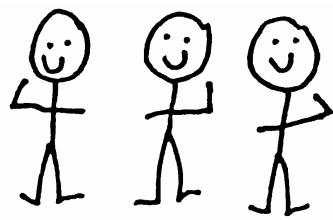
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

8

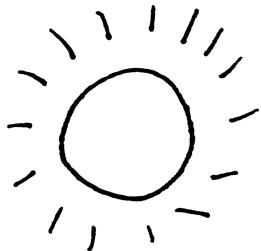
U



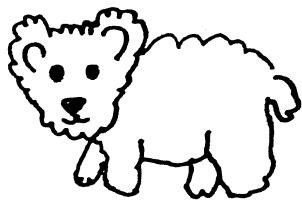
A.



B.



C.



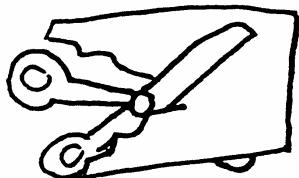
D.

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

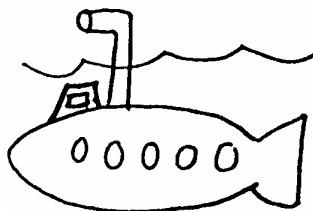
2 ▲ ▲
+ 3 ▲ ▲ ▲
—————
5 ←

A hand-drawn addition problem. It shows the numbers 2 and 3 above a horizontal line, with their sum 5 below it. Above the first column, there are two upward-pointing arrows; above the second column, there are three upward-pointing arrows. A grey arrow points to the right from the number 5.

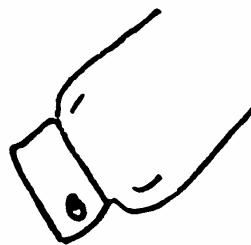
E.



F.



G.



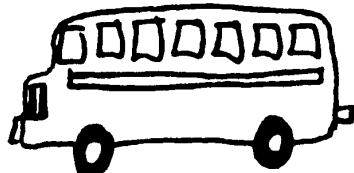
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

u

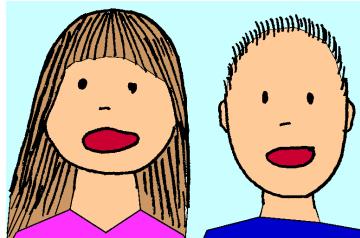


1. c → u → t cut
2. c → u → b cub
3. c → u → ff cuff
4. b → u → d bud
5. m → u → d mud
6. u → s us
7. b → u → s bus
8. s → u → n sun
9. s → u → b sub
10. s → u → m sum

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

9

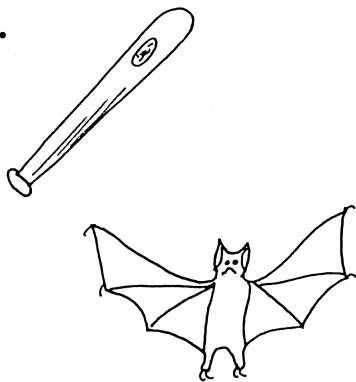
a



A.



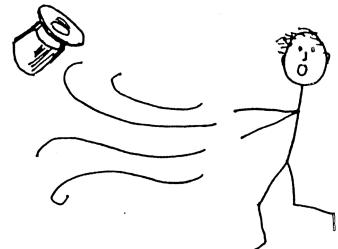
B.



C.

$$\begin{array}{r} 3 \\ + 1 \\ \hline 4 \end{array} \quad \dots \dots \cdot$$

D.



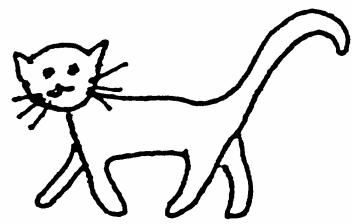
E.



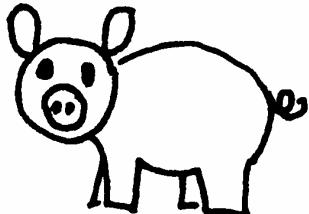
F.



G.

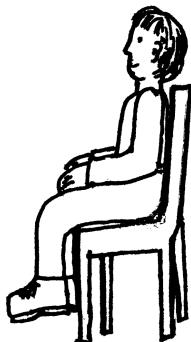


H.

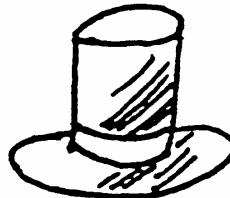


The pig is fat.

I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

a

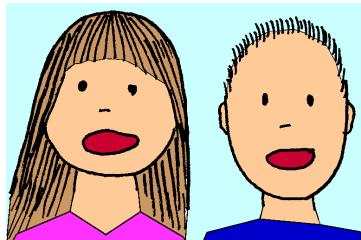


1. m → a → t mat
2. r → a → t rat
3. s → a → t sat
4. f → a → t fat
5. h → a → t hat
6. c → a → t cat
7. b → a → t bat
8. d → a → d dad
9. h → a → d had
10. a → dd add

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

10

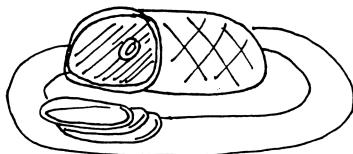
a



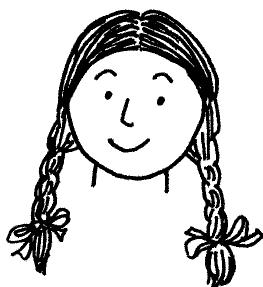
A.



B.



C.



Jan

D.

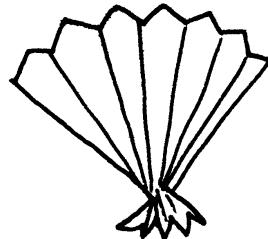


E.

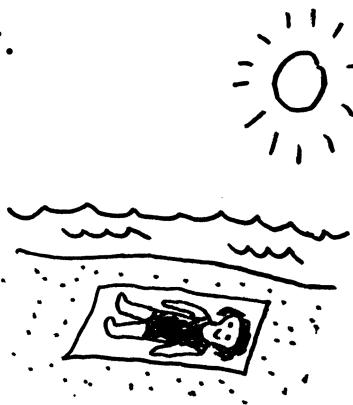


Sam

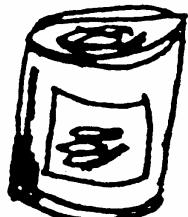
F.



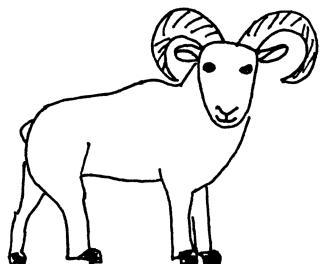
G.



H.



I.

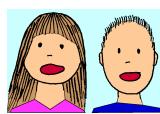


J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

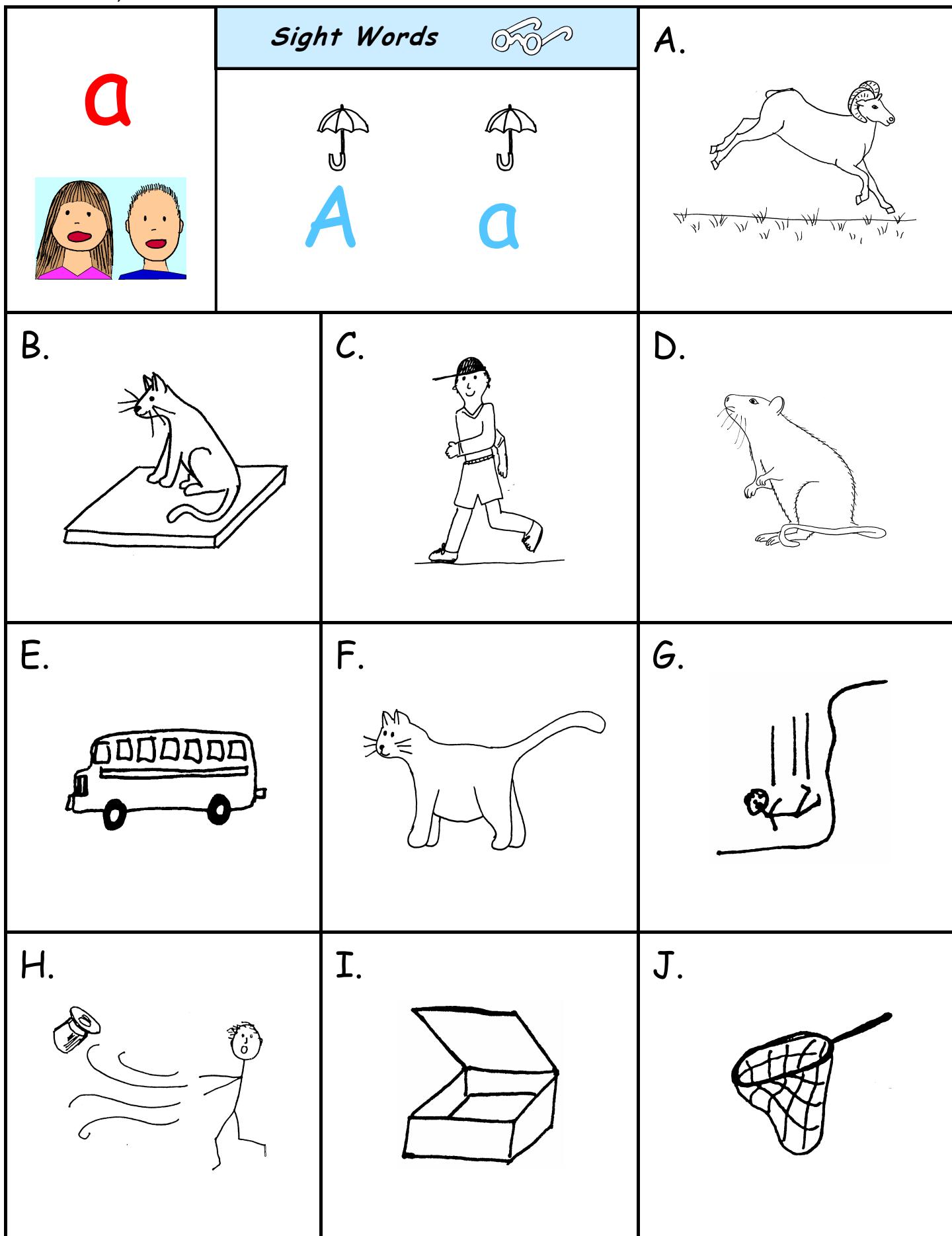
a



- | | | |
|-----|---------------------------------|-----|
| 1. | $f \rightarrow a \rightarrow n$ | fan |
| 2. | $m \rightarrow a \rightarrow n$ | man |
| 3. | $r \rightarrow a \rightarrow n$ | ran |
| 4. | $c \rightarrow a \rightarrow n$ | can |
| 5. | $t \rightarrow a \rightarrow n$ | tan |
| 6. | $J \rightarrow a \rightarrow n$ | Jan |
| 7. | $j \rightarrow a \rightarrow m$ | jam |
| 8. | $r \rightarrow a \rightarrow m$ | ram |
| 9. | $h \rightarrow a \rightarrow m$ | ham |
| 10. | $S \rightarrow a \rightarrow m$ | Sam |

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Read *The Story About The Umbrella Vowels* aloud to the students. It is on the vowel chart in this book.



1) Teach the new sight words.

1. A bus

2. A box

3. A net

4. A fat cat

5. A rat sat.

6. A man ran.

7. A ram can run.

8. A man fell.

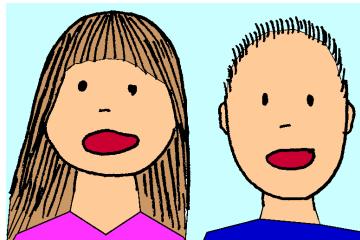
9. Dad had a hat.

10. A cat sat on a mat.

2) Read each sentence and find the matching picture.

11

A



A.

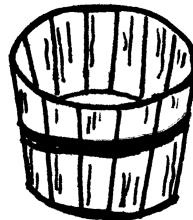


B.



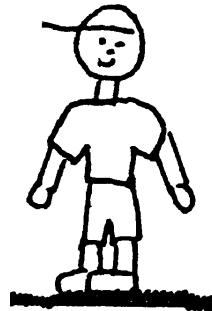
Lass: A young lady

C.



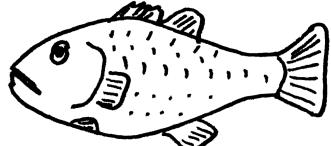
Vat: A large container for liquids

D.



Lad: A boy

E.

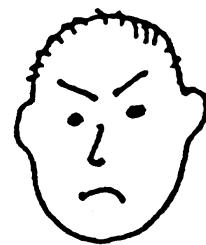


Bass: A kind of fish

F.



G.

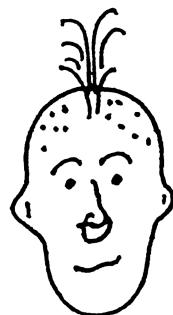


H.



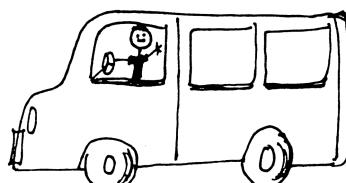
She has a frog.

I.



Fad: An unusual but popular style

J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

a



1. s → a → d sad

2. l → a → d lad

3. m → a → d mad

4. f → a → d fid

5. b → a → d bad

6. v → a → n van

7. v → a → t vat

8. b → a → ss bass

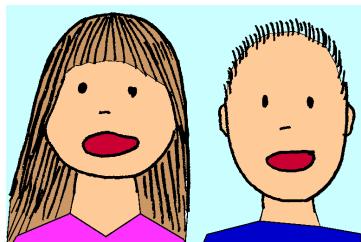
9. l → a → ss lass

10. h → a → ^zs has

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

12

a

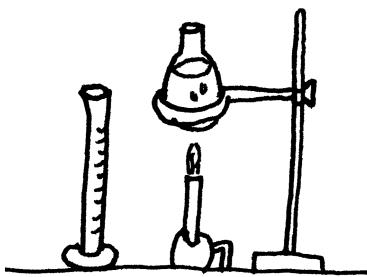


A.

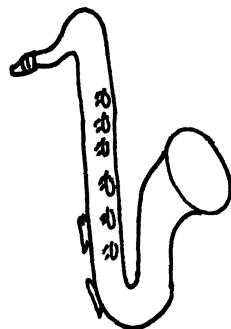


Fax: A machine that sends letters electronically

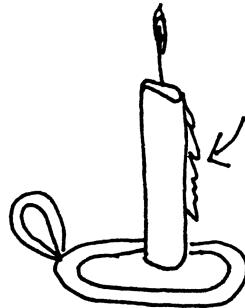
B.



C.



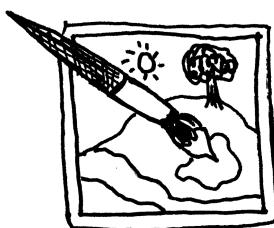
D.



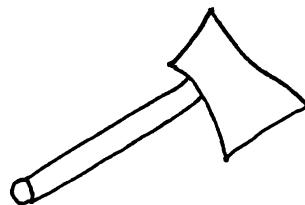
E.



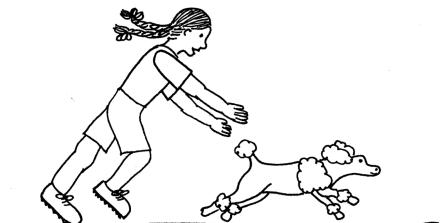
F.



G.

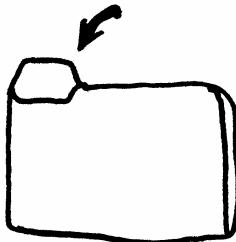


H.

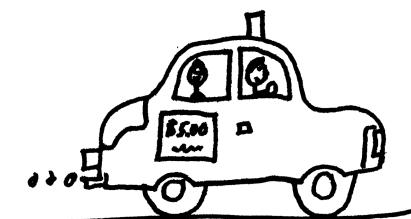


Nab: Catch

I.

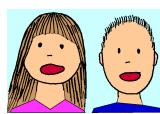


J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

a



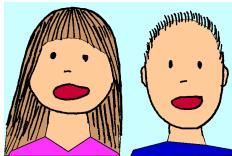
1. c → a → b cab
2. l → a → b lab
3. n → a → b nab
4. t → a → b tab
5. d → a → b dab
6. w → a → x wax
7. t → a → x tax
8. s → a → x sax
9. f → a → x fax
10. a → x ax

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Words



a



z z
as has

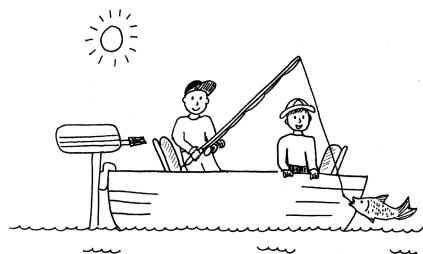
A.



B.



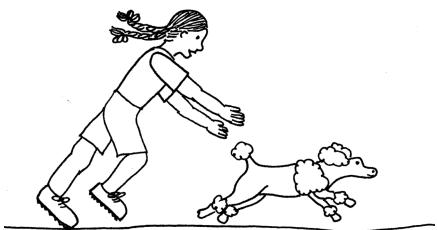
C.



D.



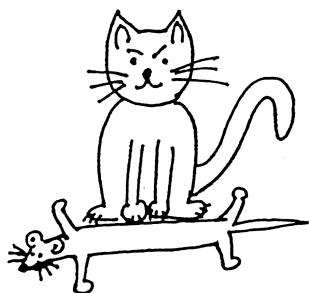
E.



F.



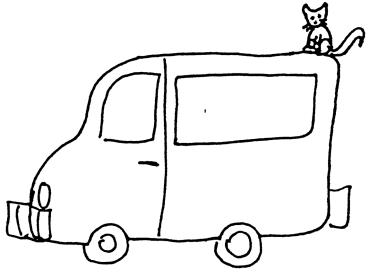
G.



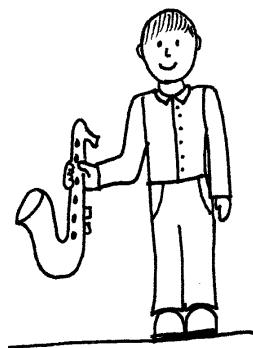
H.



I.



J.



1) Teach any new sight words. Review previous sight words.

1. Mom has a box.
2. Dan has a sax.
3. Sam has a bass.
4. Dad has an ax.
5. Jan had fun.
6. Bess can hum.
7. Jeff can dab.
8. A cat sat on a van.
9. Jan can not nab Max.
10. A mad cat sat on a rat.

2) Read each sentence and find the matching picture.

13

i

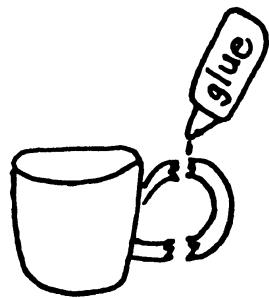


A.



Jig: An Irish dance

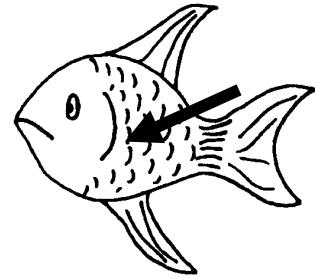
B.



C.



D.



Gill: The part of a fish that allows it to breath under water

E.



Rig: A tractor-trailer truck

F.

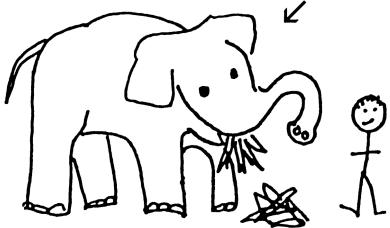


Fig: A sweet brown fruit

G.

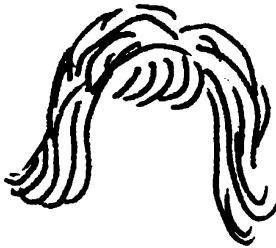
6

H.

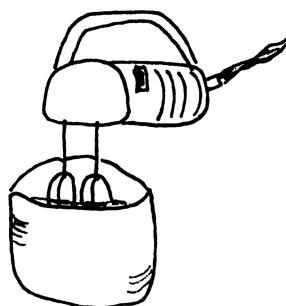


The elephant is big.

I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

i

1. w → i → g wig

2. f → i → g fig

3. r → i → g rig

4. b → i → g big

5. j → i → g jig

6. d → i → g dig

7. g → i → ll gill

8. m → i → x mix

9. f → i → x fix

10. s → i → x six

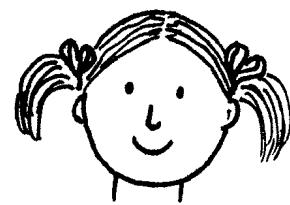
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

14

i

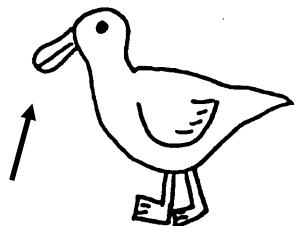


A.

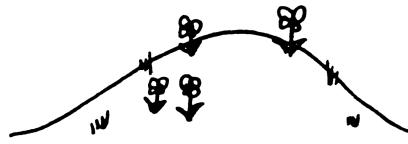


Jill

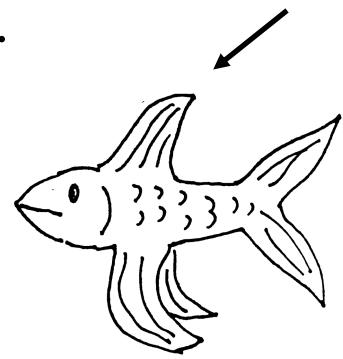
B.



C.



D.



E.



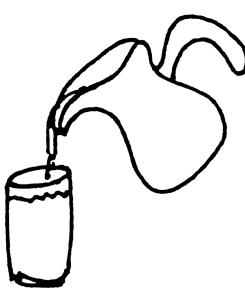
Tin: A metal used to make cans.

F.



We will go to P.E.

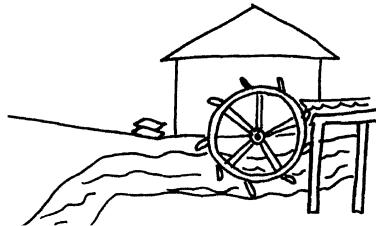
G.



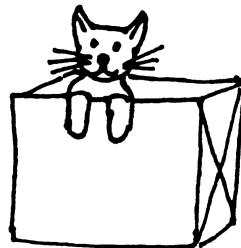
H.



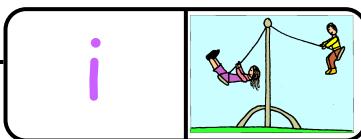
I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)



1. i → n in

2. w → i → n win

3. t → i → n tin

4. f → i → n fin

5. J → i → ll Jill

6. h → i → ll hill

7. w → i → ll will

8. b → i → ll bill

9. f → i → ll fill

10. m → i → ll mill

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Word



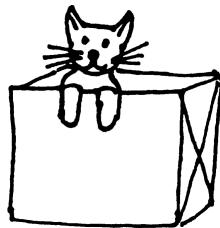
i



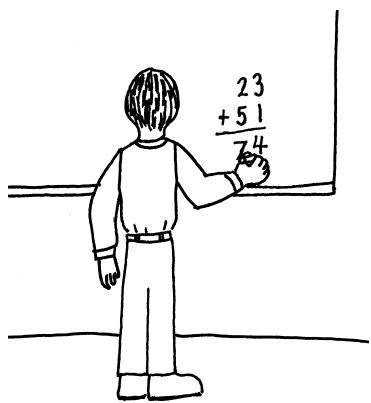
I



A.



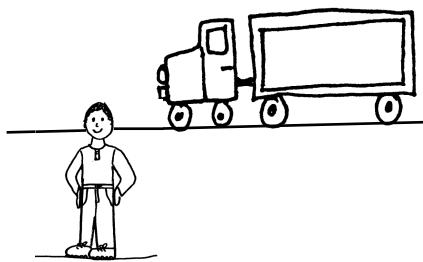
B.



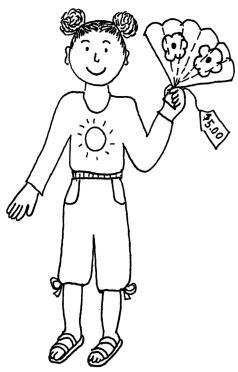
C.



D.



E.



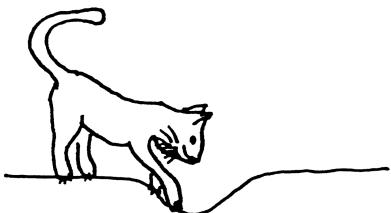
F.



G.



H.



I.



J.



1) Teach any new sight words. Review previous sight words.

1. I am sad.
2. I will win.
3. I am six.
4. I can add.
5. Jill will fill a box.
6. Tom has a big rig.
7. Bill can dig.
8. Jan will sell a fan.
9. A cat can dig.
10. A cat sat in a box.

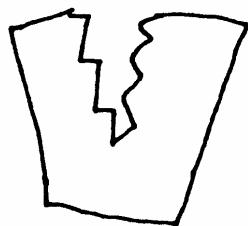
2) Read each sentence and find the matching picture.

15

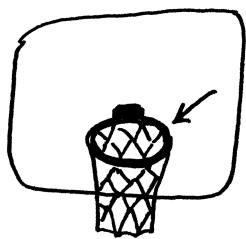
i



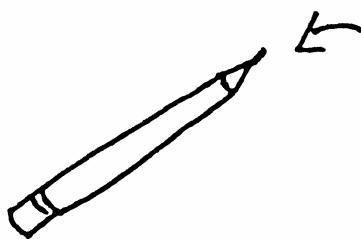
A.



B.



C.



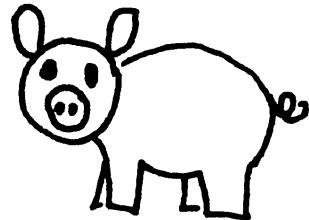
D.



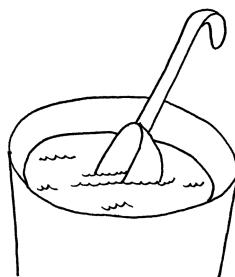
E.



F.



G.



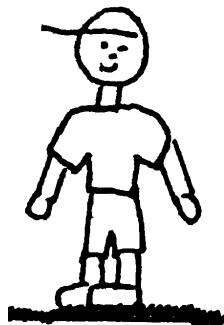
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

Teach: p

i



1. s → i → p sip

2. l → i → p lip

3. h → i → p hip

4. r → i → p rip

5. d → i → p dip

6. t → i → p tip

7. p → i → n pin

8. p → i → g pig

9. h → i → m him

10. r → i → m rim

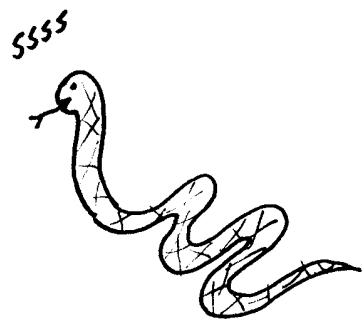
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

16

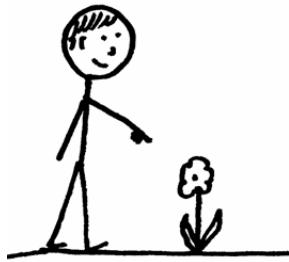
i



A.

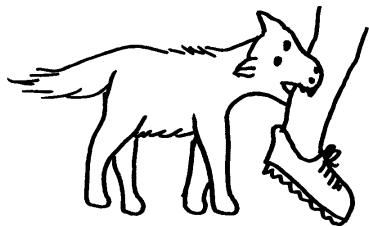


B.

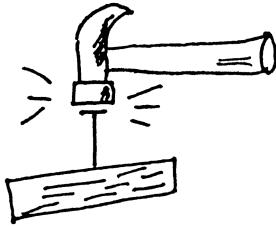


It is pretty.

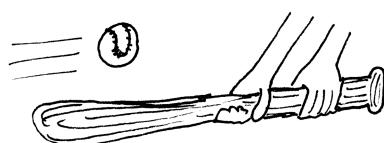
C.



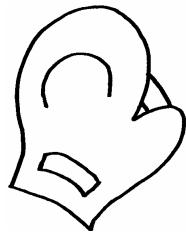
D.



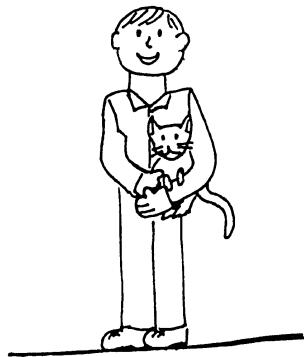
E.



F.



G.

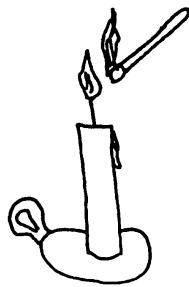


It is his cat.

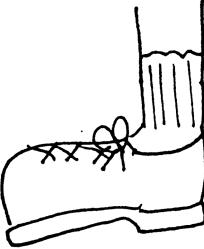
H.



I.

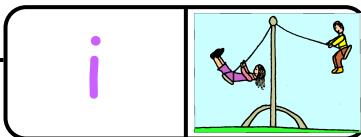


J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)





1. **i** → **t** **it**

2. **b** → **i** → **t** **bit**

3. **h** → **i** → **t** **hit**

4. **f** → **i** → **t** **fit**

5. **s** → **i** → **t** **sit**

6. **l** → **i** → **t** **lit**

7. **m** → **i** → **tt** **mitt**

8. **m** → **i** → **ss** **miss**

9. **h** → **i** → **ss** **hiss**

10. **h** → **i** → **^zs** **his**

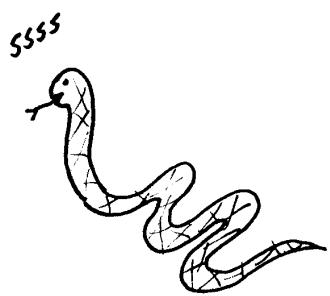
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Words

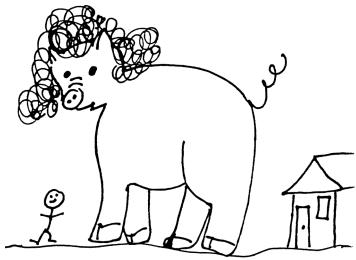


I ^z is ^z his ^z

A



B.



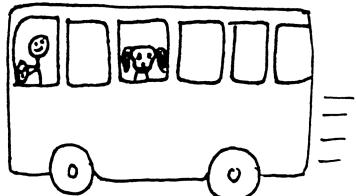
C.



D.



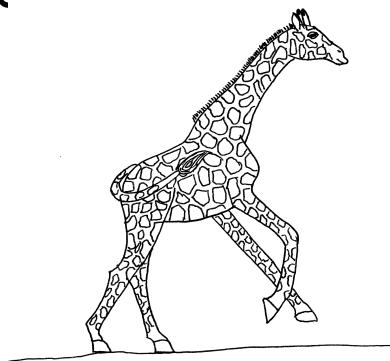
E.



F.



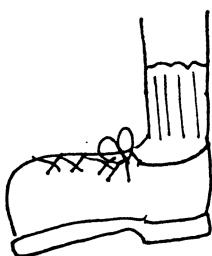
G.



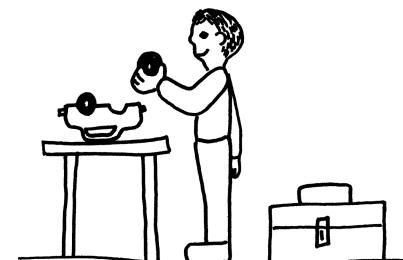
H.



G.



H.



1) Teach any new sight words. Review previous sight words.

1. I will mix it.
2. I can fix it.
3. I will miss him.
4. A web is on a bell.
5. It can run.
6. It can not run. It can hiss.
7. Will it fit? It will fit.
8. Jeff is on his bus.
9. Tim is in his tub.
10. A big pig has a wig.

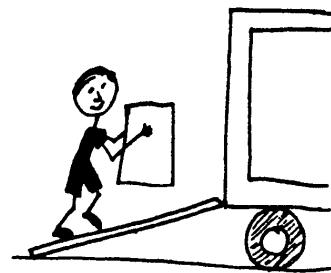
2) Read each sentence and find the matching picture.

17

i



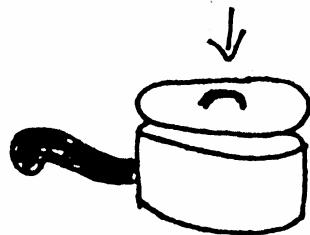
A.



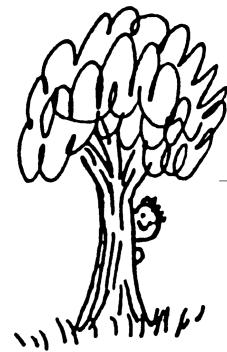
B.



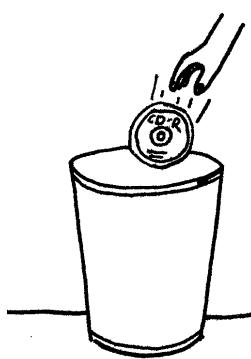
C.



D.



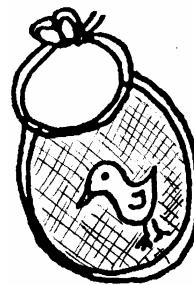
E.



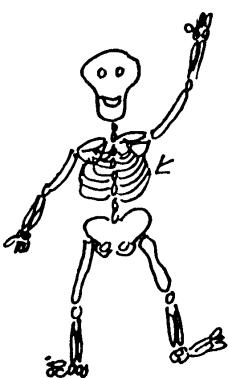
F.



G.



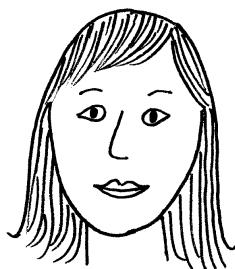
H.



I.

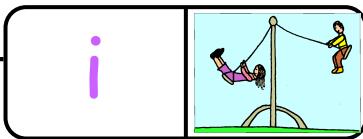


J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)





1. $k \rightarrow i \rightarrow ss$ kiss

2. $k \rightarrow i \rightarrow t$ kit

3. $k \rightarrow i \rightarrow d$ kid

4. $K \rightarrow i \rightarrow m$ Kim

5. $l \rightarrow i \rightarrow d$ lid

6. $h \rightarrow i \rightarrow d$ hid

7. $r \rightarrow i \rightarrow d$ rid

8. $d \rightarrow i \rightarrow d$ did

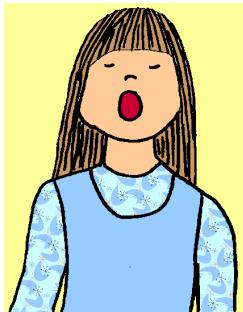
9. $b \rightarrow i \rightarrow b$ bib

10. $r \rightarrow i \rightarrow b$ rib

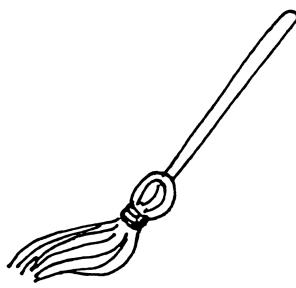
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

18

O



A.



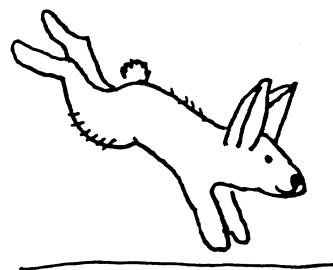
B.



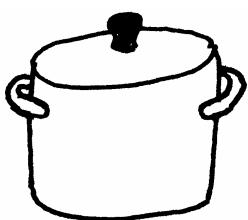
C.



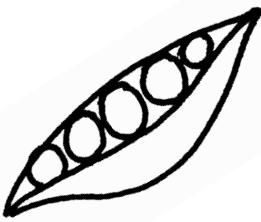
D.



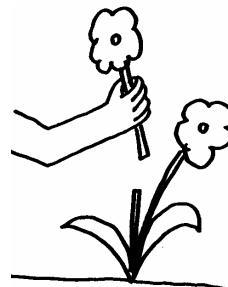
E.



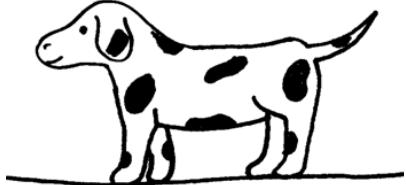
F.



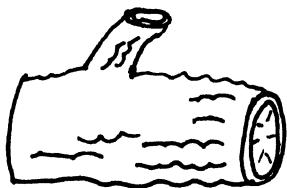
G.



H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

o



1. f → o → g fog
2. l → o → g log
3. j → o → g jog
4. d → o → g dog
5. g → o → t got
6. h → o → p hop
7. t → o → p top
8. m → o → p mop
9. p → o → t pot
10. p → o → d pod

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Words

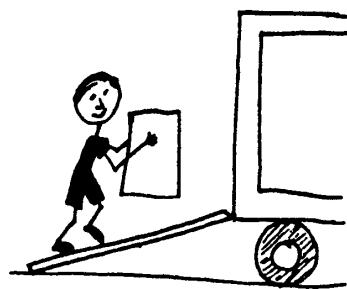


I

i^zs

hi^zs

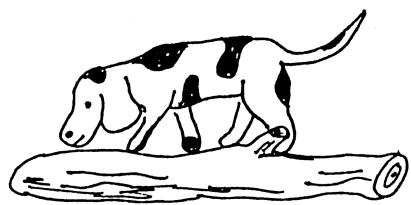
A.



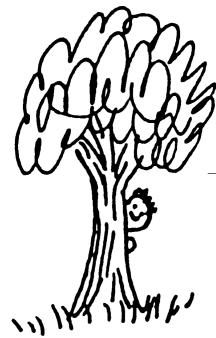
B.



C.



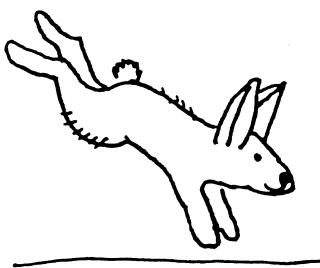
D.



E.



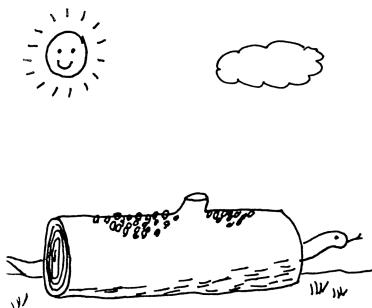
F.



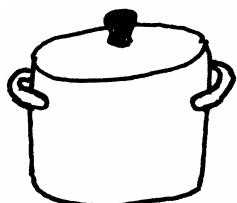
G.



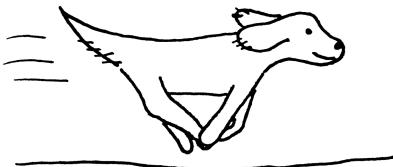
H



I.



J.



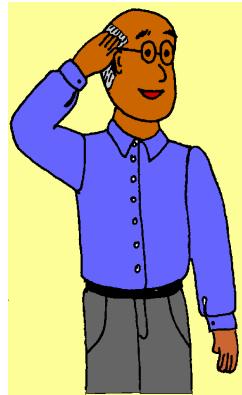
1) Teach any new sight words. Review previous sight words.

1. A kid hid.
2. It can hop.
3. Mom will mop.
4. Moss is on a log.
5. Kim will kiss him.
6. Jim did his job.
7. A lid is on a pot.
8. A dog can run.
9. A dog is on a log.
10. Bill is on a hill top.

2) Read each sentence and find the matching picture.

19

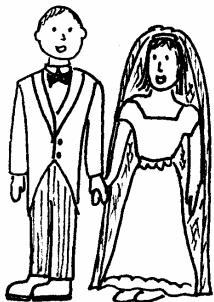
e



A.



B.



C.



D.



Dell: A small valley with trees and grass

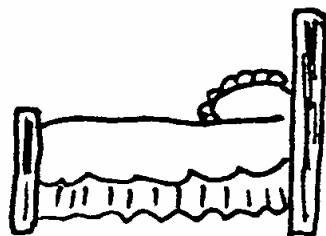
E.



F.



G.

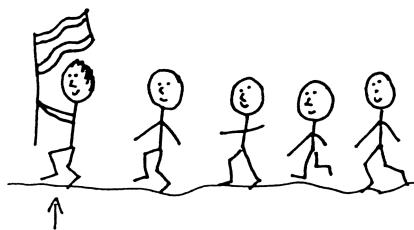


H.



Ed

I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

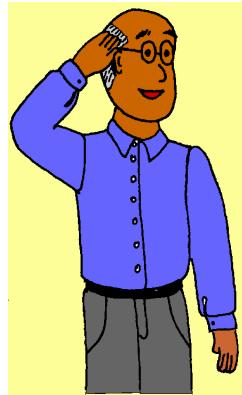
e	
---	--

1. r → e → d red
2. f → e → d fed
3. b → e → d bed
4. l → e → d led
5. w → e → d wed
6. E → d Ed
7. y → e → s yes
8. y → e → ll yell
9. d → e → ll dell
10. d → e → n den

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

20

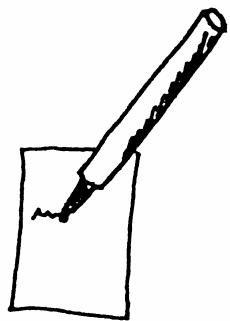
e



A.



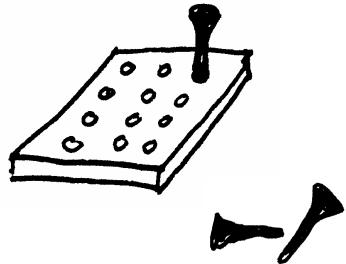
B.



C.



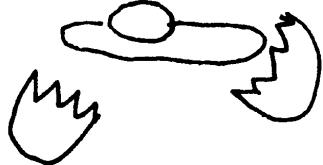
D.



E.



F.



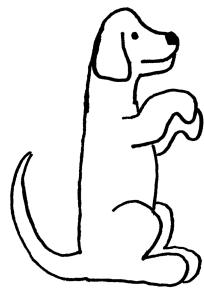
G.



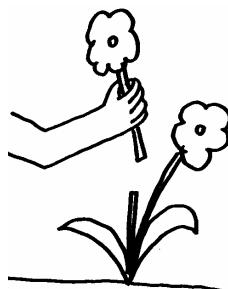
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

e	
---	--

1. g → e → t get
2. v → e → t vet
3. p → e → t pet
4. p → e → n pen
5. p → e → p pep
6. p → e → g peg
7. b → e → g beg
8. k → e → g keg
9. l → e → g leg
10. e → gg egg

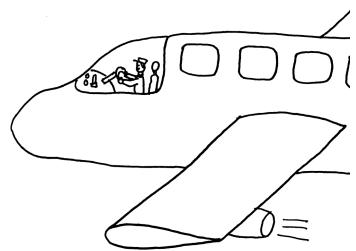
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Words



I ^zi^zs ^zhi^zs

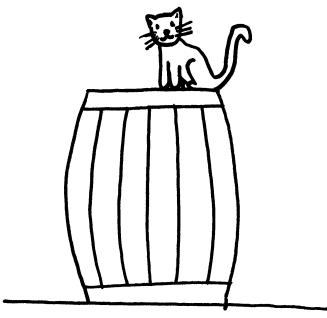
A.



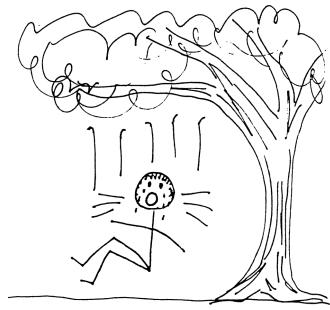
B.



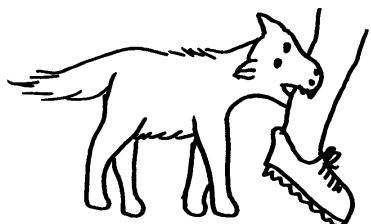
C.



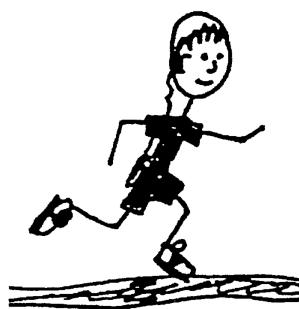
D.



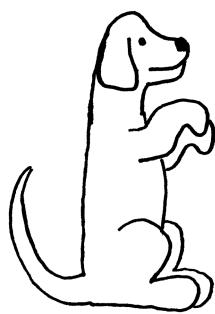
E.



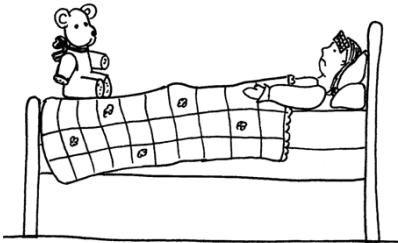
F.



G.



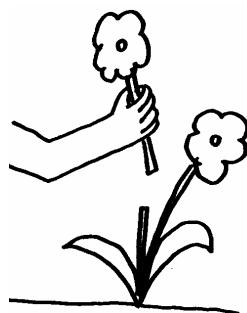
H.



I.



J.



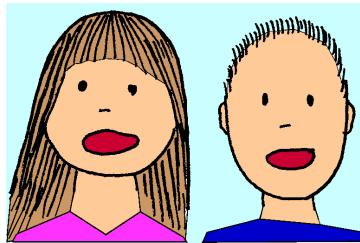
1) Teach any new sight words. Review previous sight words.

1. I can jog.
2. Ed fed him.
3. I will get it.
4. Ben is a vet.
5. A dog bit his leg.
6. A cat is on a keg.
7. Jeff is on his jet.
8. Jill is in bed. Jill is ill.
9. A dog can beg.
10. Ed fell. Ed will yell.

2) Read each sentence and find the matching picture.

21

a

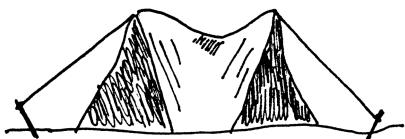


A.



Nag: Tell someone what to do many times.

B.

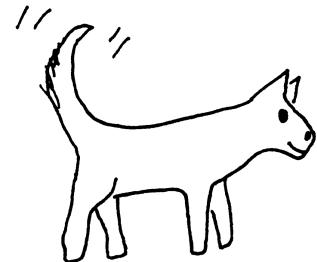


Sag: Hang down, droop

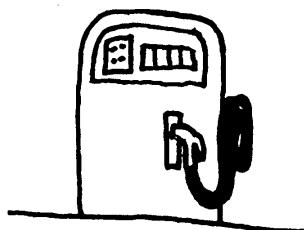
C.



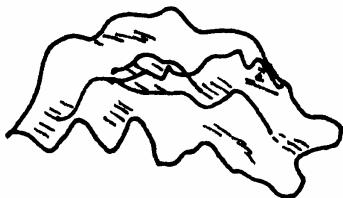
D.



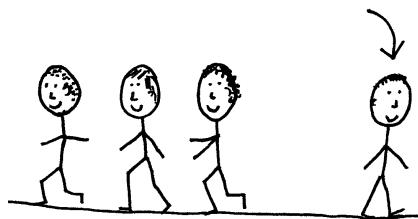
E.



F.

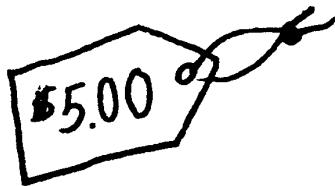


G.



Lag: To fall behind

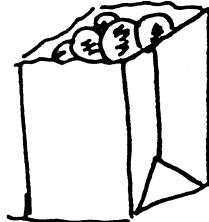
H.



I.



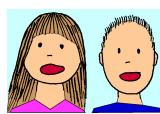
J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)



a

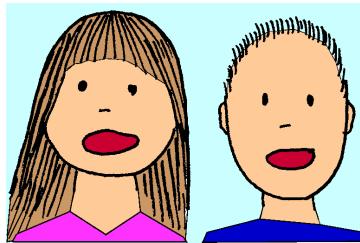


1. r → a → g rag
2. s → a → g sag
3. l → a → g lag
4. n → a → g nag
5. w → a → g wag
6. b → a → g bag
7. t → a → g tag
8. g → a → s gas
9. p → a → ss pass
10. p → a → n pan

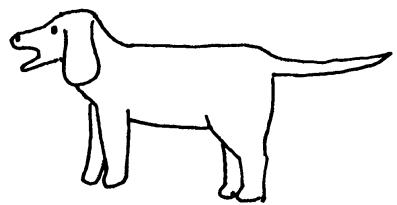
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

22

A

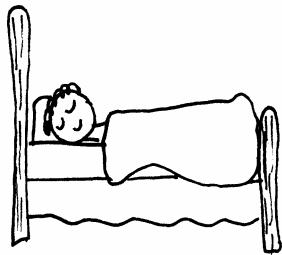


A.

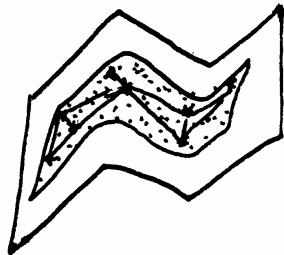


Yap: High pitched bark

B.



C.



D.



E.



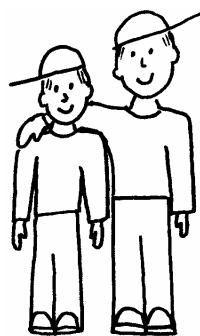
F.



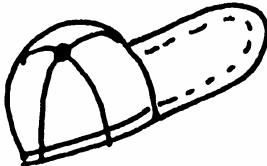
G.



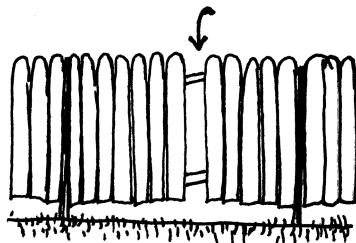
H.



I.

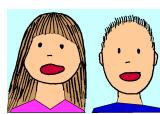


J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

a



1. m → a → p map
2. n → a → p nap
3. l → a → p lap
4. t → a → p tap
5. c → a → p cap
6. g → a → p gap
7. y → a → p yap
8. p → a → t pat
9. p → a → l pal
10. p → a → d pad

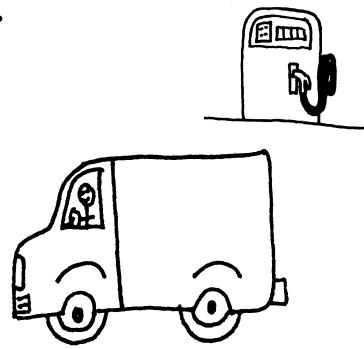
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Words

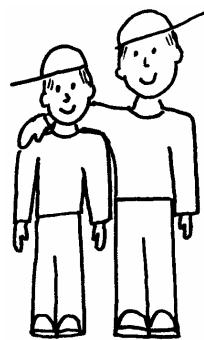


z
as z
has

A.



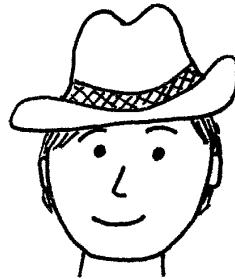
B.



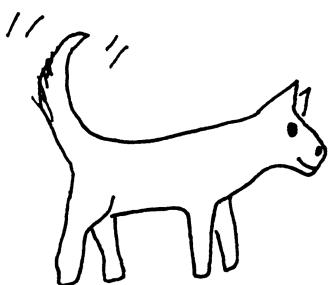
C.



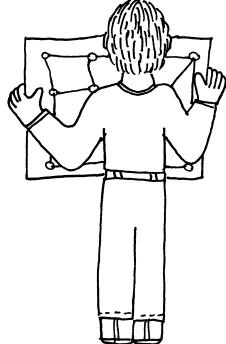
D.



E.



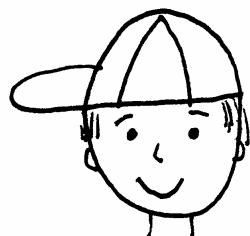
F.



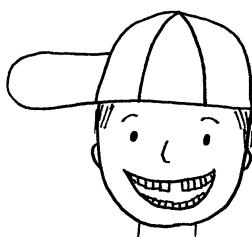
G.



H.



I.



J.



1) Teach any new sight words. Review previous sight words.

1. Max can wag.
2. A man has a hat.
3. Did it sag?
4. A van has gas.
5. A bag fell.
6. Jim has a cap.
7. Jim has a gap.
8. Matt has a pal.
9. A man has a map.
10. Nan has a pan.

2) Read each sentence and find the matching picture.

Sight Words

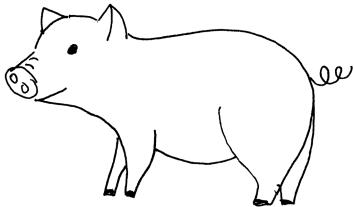


W **a**s

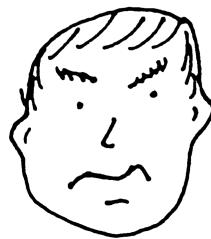
A.



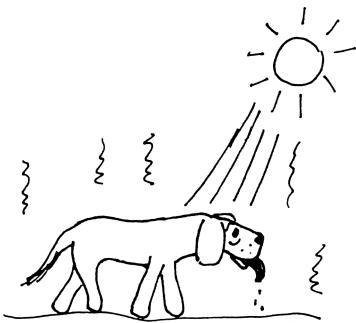
B.



C.



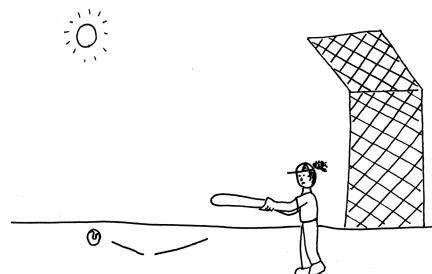
D.



E.



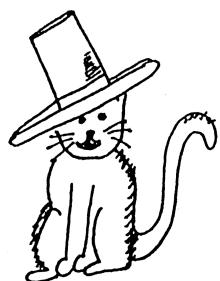
F.



G.



H.



I.



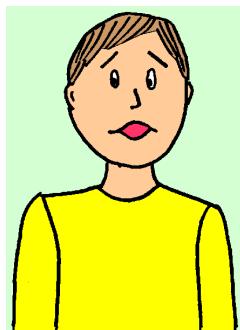
1) Teach any new sight words. Review previous sight words.

1. A man was mad.
2. Rob was sad.
3. A hog was fat.
4. A dog was hot.
5. A tag was on a bag.
6. A cat was on a lap.
7. A hat was on a cat.
8. It was a hit.
9. It was a big mess.
10. A cat got on a box.

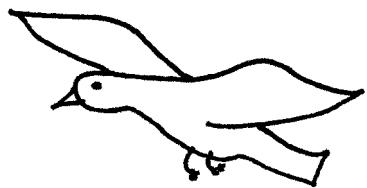
2) Read each sentence and find the matching picture.

23

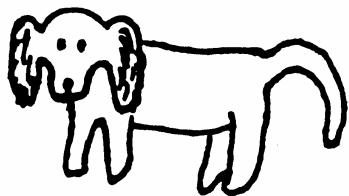
U



A.



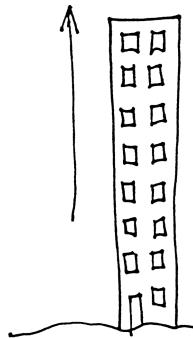
B.



C.



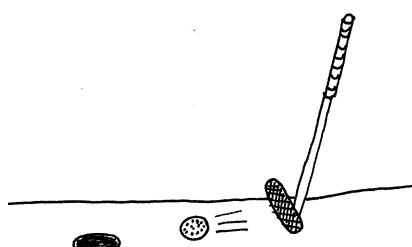
D.



E.



F.



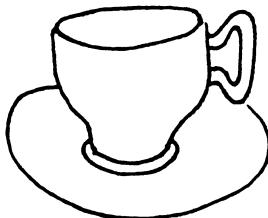
G.



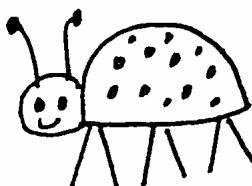
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)

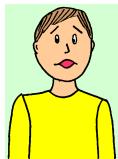
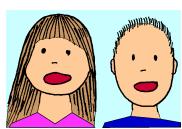
u



- | | | |
|-----|------------|------|
| 1. | d → u → g | tug |
| 2. | b → u → g | bug |
| 3. | r → u → g | rug |
| 4. | j → u → g | jug |
| 5. | g → u → ll | gull |
| 6. | u → p | up |
| 7. | c → u → p | cup |
| 8. | p → u → p | pup |
| 9. | p → u → tt | putt |
| 10. | p → u → ff | puff |

2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

24



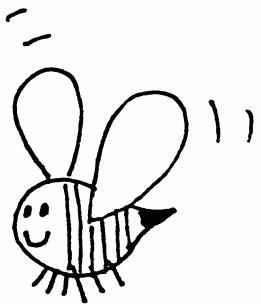
a

e

i

u

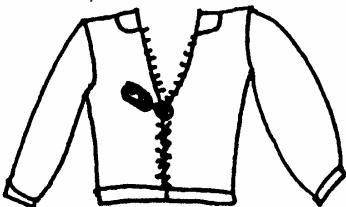
A.



B.



C.

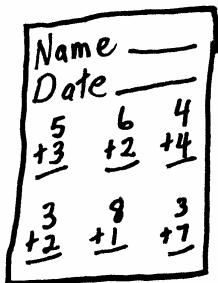


D.



Quill: A large feather
that can be used as a pen.

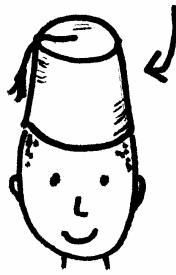
E.



F.

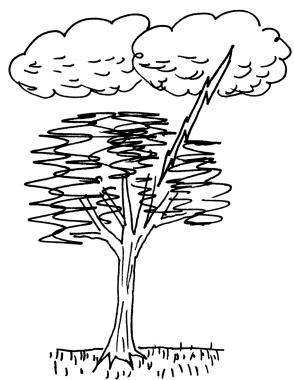


G.



Fez: A man's hat worn in Egypt

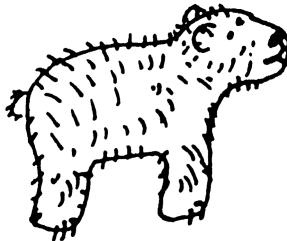
H.



I.



J.



1) Look at the words in the first column, going from 1-10. Pronounce each sound separately, pausing at the arrows. Students put the sounds together mentally, find the matching picture, and say the word normally. (Either the teacher or the students say the sounds.)



1.	z → a → p	zap
2.	j → a → zz	jazz
3.	b → u → zz	buzz
4.	f → u → zz	fuzz
5.	f → e → z	fez
6.	z → i → p	zip
7.	f → i → zz	fizz
8.	qu → i → z	quiz
9.	qu → i → t	quit
10.	qu → i → ll	quill

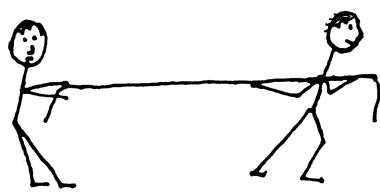
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

Sight Words



z
W a S

A.



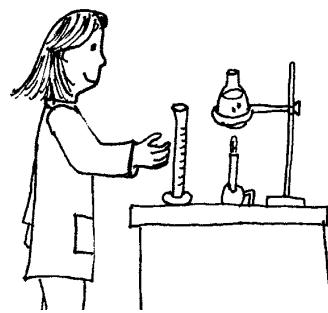
B.



C.



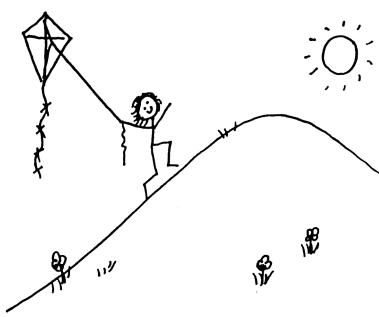
D.



E.



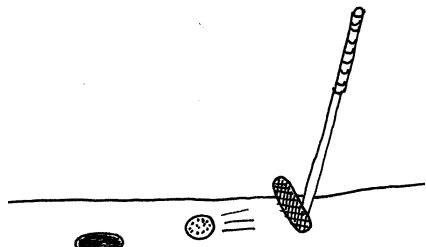
F.



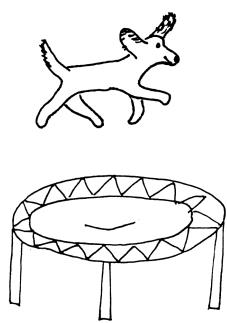
G.



H.



I.



J.



1) Teach any new sight words. Review previous sight words.

1. A pup is up.
2. A man dug up a jug.
3. I run up a hill.
4. Gus will tug on it.
5. I will huff and puff.
6. I can putt it.
7. Pam was hot.
8. Jeff was not hot.
9. Nan was at a lab.
10. A bug was on a rug.

2) Read each sentence and find the matching picture.

Sight Words



a^zs

h^za^zs

w^za^zs



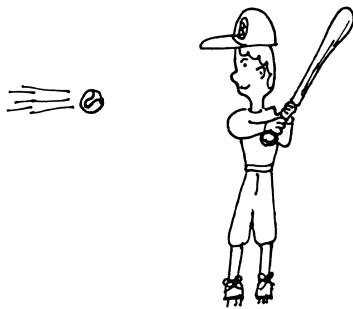
A.



B.



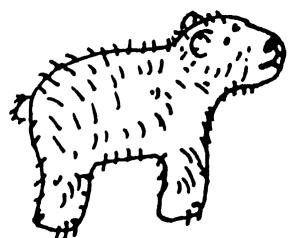
C.



D.



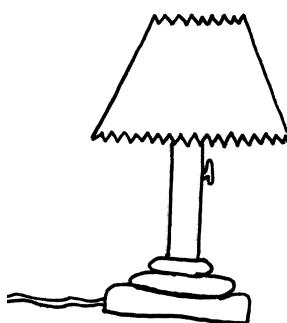
E.



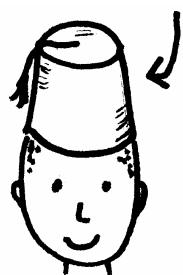
F.



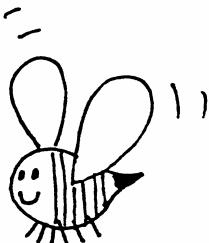
G.



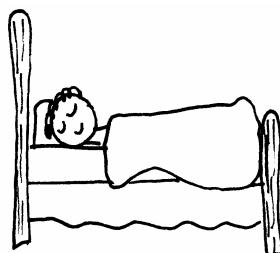
H.



I.



J.

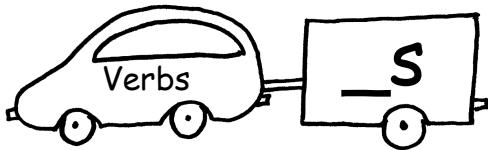


1) Teach any new sight words. Review previous sight words.

1. It has fuzz on it.
2. Ben has a nap.
3. Meg has a pet.
4. A man has a fez.
5. It is a quiz.
6. I can buzz.
7. Bill will zip it.
8. Pat was at bat.
9. A man was in a hut.
10. It was not on. It was off.

2) Read each sentence and find the matching picture.

Suffix Study



An _s on the end of a verb (an action word) shows that one person or thing is doing the action. Practice reading the words.

1.

run → s

runs

2.

sit → s

sits

3.

tap → s

taps

4.

jog → s

jogs

5.

get → s

gets

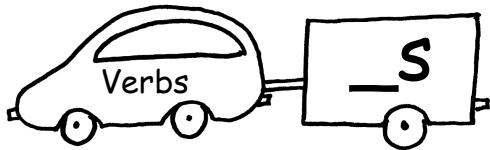
6.

fill → s

fills

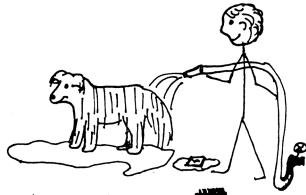
Read each word in the first column, adding an _s to the end. Reread the same word in the second column.

Suffix Study



Read the sentences.

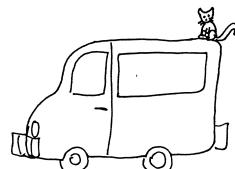
1. A pet gets wet.



2. Gus runs a lap.



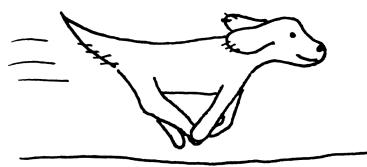
3. A cat sits on a van.



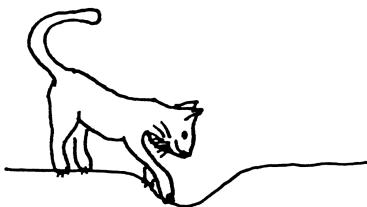
4. It pops.



5. A dog runs.

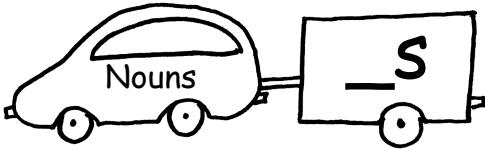


6. A cat digs.



Read the sentences.

Suffix Study



An s on the end of a noun (a word that names a person, place, or thing) shows that there are more than one. Practice reading the words.

1. cat



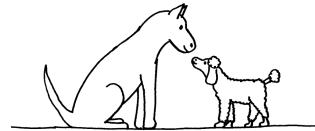
cats



2. dog



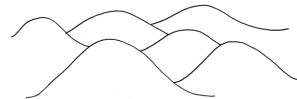
dogs



3. hill



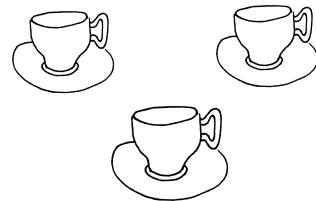
hills



4. cup



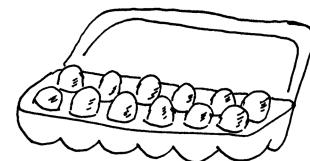
cups



5. egg



eggs



6. kid

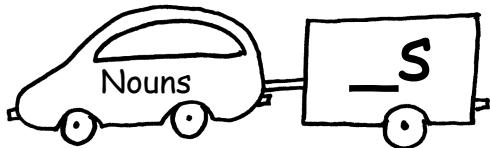


kids



Read each word in the first column. Read the word in the second column, adding an s to the end.

Suffix Study



Read the sentences.

1. Six kids hid.

2. Gus fed his cats.

3. Ed will pet his dogs.

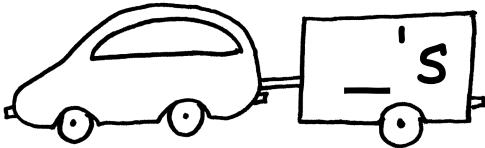
4. Ten cups fell.

5. Tom ran six laps.

6. Six pigs got wet.

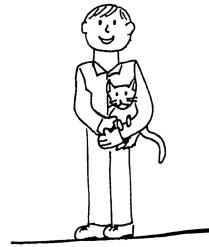
Read the sentences.

Suffix Study



An _'s on the end of a noun shows ownership. Something belongs to that person or thing.

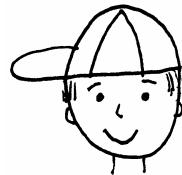
1. Sam's cat



2. Pam's pan



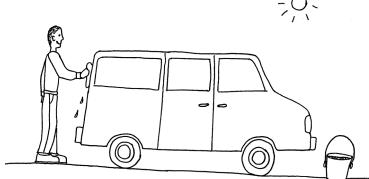
3. Ben's cap



4. Jill's doll



5. Tom's van

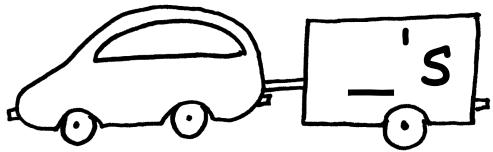


6. Meg's dog



Read each phrase, adding _'s to the end of the first word.

Suffix Study



1. Jeff will get dad's map.
2. Ben's cap is red.
3. Ed's dog will win.
4. I will wax dad's van.
5. Sam's cat is on his bed.
6. Mom's box is big.

Read the sentences.

Sequence Chart - Mixed Short Vowel Words And Sentences

This book teaches short vowel words while students are learning to write the alphabet letters.

Day	Letters	Words And Sentences	Sight Words
1	t		
2	i		
3	h		
4	l		
5	n		
6	w		
7	u		
8	b	nut, hut, tub, nub, hub, bun, nun, hull, null	
9	m		
10	r		
11	f		
12	x	fun, run, muff, huff, rut, mutt, hum, mum, tux, lux	
13	e	net, bet, wet, met, tell, fell, well, bell, hem, web	
14	s		
15	j	sell, set, jet, Jeff, less, mess, Bess, ten, hen, men	
16	o	not, rot, tot, lot, hot, jot, toss, boss, loss, moss	
17	c	lob, cob, job, sob, fox, lox, box, ox, off, mom	
18	d	sod, rod, nod, cod, odd, on, con, cot, dot, doll cut, cub, cuff, bud, mud, us, bus, sun, sub, sum	
19	a	mat, rat, sat, fat, hat, cat, bat, dad, had, add fan, man, ran, can, tan, Jan, jam, ram, ham, Sam A bus, A box, A net, A fat cat, A rat sat. A man ran. A ram can run. A man fell. Dad had a hat. A cat sat on a mat.	A, a
20	v	sad, lad, mad, fad, bad, van, vat, bass, lass, has cab, lab, nab, tab, dab, wax, tax, sax, fax, ax	has
		Mom has a box. Sam has a sax. Dan has a bass. Dad has an ax. Nan has fun. Jan can hum. Jeff can dab. A cat sat on a van. Bess can not nab Max. A mad cat sat on a rat.	as, has
21	g	wig, fig, rig, big, jib, dig, gill, mix, fix, six in, win, tin, fin, Jill, hill, will, bill, fill, mill	
		I am sad. I will win. I am six. I can add. Jill will fill a box. Tom has a big rig. Bill can dig. Jan will sell a fan. A cat can dig. A cat sat in a box.	I

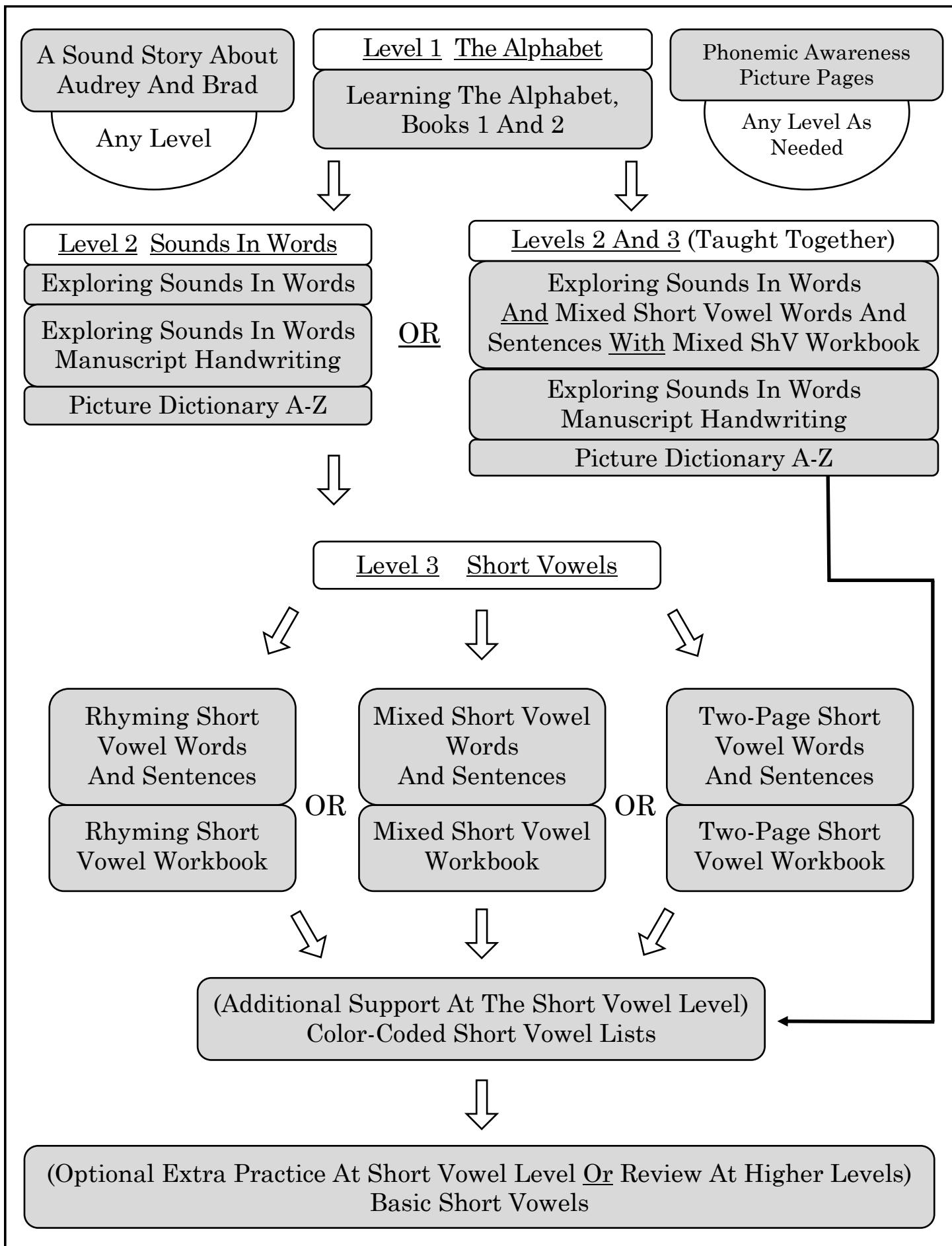
Sequence Chart - Mixed Short Vowel Words And Sentences

Day	Letters	Words And Sentences	Sight Words
22	p	sip, lip, hip, rip, dip, tip, pin, pig, him, rim it, bit, hit, fit, sit, lit, mitt, miss, hiss, his	
		I will mix it. I can fix it. I will miss him. A web is on a bell. It can run. It can not run. It can hiss. Will it fit? It will fit. Jeff is on his bus. Tim is in his tub. A big pig has a wig.	I, is, his
23	k	kiss, kit, kid, Kim, lid, hid, rid, did, bib, rib fog, log, jog, dog, got, hop, top, mop, pot, pod	
		A kid hid. It can hop. Mom will mop. Moss is on a log. Kim will kiss him. Jim did his job. A lid is on a pot. A dog can run. A dog is on a log. Bill is on a hill top.	
24	y	red, fed, bed, led, wed, Ed, yes, yell, dell, den get, vet, pet, pen, pep, peg, beg, keg, leg, egg	
		I can jog. Ed fed him. I will get it. Ben is a vet. A dog bit his leg. A cat is on a keg. Jeff is on his jet. Jill is in bed. Jill is ill. A dog can beg. Ed fell. Ed will yell.	I, is, his
25	qu	rag, sag, lag, nag, wag, bag, tag, gas, pass, pan map, nap, lap, tap, cap, gap, yap, pat, pal, pad	
		Max can wag. A man has a hat. Did it sag? A van has gas. A bag fell. Jim has a cap. Jim has a gap. Matt has a pal. A man has a map. Nan has a pan.	as, has
		A man was mad. Rob was sad. A hog was fat. A dog was hot. A tag was on a bag. A cat was on a lap. A hat was on a cat. It was a hit. It was a big mess. A cat got on a box.	was
26	z	dug, bug, rug, jug, gull, up, cup, pup, putt, puff zap, jazz, buzz, fuzz, fez, zip, fizz, quiz, quit, quill	
		A pup is up. A man dug up a jug. I run up a hill. Gus will tug on it. I will huff and puff. I can putt it. Pam was hot. Jeff was not hot. Nan was at a lab. A bug was on a rug.	was
		It has fuzz on it. Ben has a nap. Meg has a pet. A man has a fez. It is a quiz. I can buzz. Bill will zip it. Pat was at bat. A man was in a hut. It was not on. It was off.	as, has, was
27	Suf. _s	runs, sits, taps, jogs, gets, fills A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs. A cat digs.	
28	Suf. _s	cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell. Tom ran six laps. Six pigs got wet.	
29	Suf. _'s	Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog Jeff will get dad's map. Ben's cap is red. Ed's dog will win. I will wax dad's van. Sam's cat is on his bed. Mom's box is big.	

Mixed Short Vowel Words And Sentences - Answer Key For The Picture/Word Pages, By Page Number							
26-27	28-29	30-31	32-33	34-35	36-37	38-39	40-41
u	u	e	e	o	o	o	u
1 - G	1 - C	1 - B	1 - H	1 - G	1 - F	1 - I	1 - E
2 - F	2 - H	2 - E	2 - D	2 - E	2 - J	2 - G	2 - C
3 - B	3 - I	3 - D	3 - G	3 - B	3 - B	3 - F	3 - G
4 - D	4 - D	4 - C	4 - C	4 - I	4 - A	4 - B	4 - I
5 - E	5 - E	5 - I	5 - F	5 - A	5 - I	5 - D	5 - H
6 - C	6 - J	6 - A	6 - B	6 - F	6 - H	6 - A	6 - A
7 - H	7 - F	7 - F	7 - J	7 - J	7 - D	7 - J	7 - J
8 - A	8 - G	8 - J	8 - E	8 - H	8 - C	8 - E	8 - B
9 - I	9 - B	9 - H	9 - I	9 - D	9 - G	9 - C	9 - F
10 - A	10 - G	10 - A	10 - C	10 - E	10 - H	10 - H	10 - D

42-43	44-45	48-49	50-51	54-55	56-57	60-61	62-63
a	a	a	a	i	i	i	i
1 - F	1 - F	1 - A	1 - J	1 - I	1 - J	1 - H	1 - B
2 - A	2 - J	2 - D	2 - B	2 - F	2 - H	2 - E	2 - C
3 - I	3 - A	3 - G	3 - H	3 - E	3 - E	3 - D	3 - D
4 - H	4 - H	4 - I	4 - I	4 - H	4 - D	4 - A	4 - J
5 - J	5 - G	5 - F	5 - F	5 - A	5 - A	5 - G	5 - H
6 - G	6 - C	6 - J	6 - D	6 - C	6 - C	6 - C	6 - I
7 - B	7 - D	7 - C	7 - E	7 - D	7 - F	7 - I	7 - F
8 - E	8 - I	8 - E	8 - C	8 - J	8 - B	8 - F	8 - E
9 - D	9 - B	9 - B	9 - A	9 - B	9 - G	9 - J	9 - A
10 - C	10 - E	10 - H	10 - G	10 - G	10 - I	10 - B	10 - G

66-67	68-39	72-73	74-75	78-79	80-81	86-87	88-89
i	o	e	e	a	a	u	a, e, i, u
1 - B	1 - J	1 - E	1 - J	1 - F	1 - C	1 - E	1 - H
2 - I	2 - I	2 - C	2 - C	2 - B	2 - B	2 - J	2 - F
3 - F	3 - C	3 - G	3 - G	3 - G	3 - D	3 - C	3 - A
4 - J	4 - H	4 - I	4 - B	4 - A	4 - G	4 - G	4 - J
5 - C	5 - G	5 - B	5 - A	5 - D	5 - I	5 - A	5 - G
6 - D	6 - D	6 - H	6 - D	6 - J	6 - J	6 - D	6 - C
7 - E	7 - B	7 - F	7 - I	7 - H	7 - A	7 - I	7 - I
8 - A	8 - A	8 - A	8 - E	8 - E	8 - F	8 - B	8 - E
9 - G	9 - E	9 - D	9 - H	9 - I	9 - H	9 - F	9 - B
10 - H	10 - F	10 - J	10 - F	10 - C	10 - E	10 - H	10 - D



Mixed Short Vowel Words And Sentences

General Overview (See the flow chart on the previous page.)

Who Can Use This Book?

1. Students in kindergarten (with *Exploring Sounds In Words*)
2. Students at the beginning of first grade (with or without *Exploring Sounds In Words*)
3. Older students who have not yet mastered short vowel words

This book, *Mixed Short Vowel Words And Sentences*, is designed for students who have had previous exposure to the alphabet letters and their sounds. The lessons will work well with first grade classes at the beginning of a school year. The lessons are arranged so that students can study one new handwriting letter per day, both capital and lower case, while they are learning short vowel words. This ensures that students begin the school year learning to write the letters correctly, laying the foundation for a successful year.

What Other Materials Do I Need?

1. *A Sound Story About Audrey And Brad*
2. Alphabet Flashcards, Capital and Lower Case
3. Sound Story Picture Flashcards
4. Beyond The Alphabet Phonogram Cards
5. Beyond The Alphabet Picture Flashcards
6. Mixed Short Vowel Workbook
7. One of these handwriting books
 - a) For kindergarten: *Exploring Sound In Words Manuscript Handwriting*
 - b) For first grade: *Manuscript Handwriting On Legal Paper or Manuscript Handwriting On Letter Sized Paper*
8. Plain lined handwriting paper
9. Small plastic alphabet letters for spelling words

Other Useful Materials

1. The Apple Alphabet Game, Apple Concentration, The Raspberry Game, The Blueberry Game, Short Vowel File Folder Lotto, Letter Connections Activity
2. *Color-Coded Short Vowel Lists*
3. *Basic Short Vowels*

How Should This Book Be Taught?

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

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

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

How Are The Word Lists Arranged In This Book?

The word lists should be studied in the same sequence in which they appear in this book. Each set of words includes only the letters that have been introduced during handwriting instruction. For example, the first word list, with short u words, includes only the letters t, i, h, l, n, u, b.

Because of this arrangement, not all of the words with a particular short vowel are taught at the same time. For example, several short u lists are included near the beginning of the book. But the last short u list is placed near the end of the book, after the letters g and p are introduced. As far as possible, lists with the same short vowel are grouped together.

It is important to provide a thorough handwriting review during the first twenty-six days of school, so that students who did not master correct letter formation in kindergarten will have a solid start in first grade.

There are several benefits to this plan. Students can begin reading and spelling short vowel words within a few days of starting school, after receiving handwriting instruction for the first eight letters in the sequence, t, i, h, l, n, w, u, and b. Because students only write words with letters that have been formally introduced in handwriting, they will be able to write words quickly and neatly, with proper letter formation. They will develop good writing habits from the very beginning, rather than practicing letters the wrong way as they begin a new school year.

This process also speeds up the introduction of short vowel words, so that students will be ready to begin words with phonogram patterns, for example sh/ship and ee/feet, as soon as possible. By the time the last letters have been introduced in handwriting, students will be finishing the last short vowel word lists, ready to begin *Phonetic Words And Stories, Book 1*.

How Are The Word Lists Presented?

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

How To Handle Student Mistakes When Reading The Words

If a student has trouble reading a word in the second column on the picture/word pages, he or she should look at the first column (with arrows between the letters), and slide a finger under the word while saying the sounds. This is called decoding. It is important to encourage the student to slide the sounds together smoothly. If a student separates the sounds in the words, say, "That's right. Now let's put the sounds together smoothly." Have him repeat each word once or twice until it can be pronounced without a break. Then have the student go back to the second column and read the word again. Don't be discouraged if this takes a lot of practice. Be positive, praise the student for every effort, and know that in time the process becomes automatic.

Handwriting And Spelling Dictation

For the first twenty-six days of instruction, students will learn/review how to write the letters of the alphabet. They will study one new capital and lower case letter per day. This is accomplished by having students trace and copy large and small letters for each new letter taught, using any of the manuscript handwriting books from Sound City Reading. After each new letter has been introduced, the teacher dictates the sounds of all of the letters learned so far for students to write on plain lined paper. Then the teacher dictates some or all of the words from the current picture/word pages in this book. Students learn to listen to each word and break it apart into its individual sounds. As they say each sound, students write the related letter, which spells the word. This multisensory approach involves hearing, seeing, movement, and speech, all at the same time.

After all of the letters have been introduced, the daily dictation period to review letter formation and spell new words continues. When ready, students can

begin writing a simple sentence from dictation as well.

This way of spelling helps students internalize the phonetic structure of our language. Spelling becomes a logical, predictable exercise instead of a guessing game or an exercise in rote memory. Not only does it make it easier for students to spell words, it makes it easier for students to read words, too.

Integrating With The *Exploring Sounds In Words* Book

You can begin the *Mixed Short Vowel Words And Sentences* book after completing the *Exploring Sounds In Words* book, or the two books can be taught together. If you want to use both books at the same time, use the sequence chart in this book as a guide. You will introduce one new letter per day in handwriting. Do the pages for each new letter in the *Exploring Sound In Words* book after students have learned to write that letter. On some days that will be all that you do. After enough letters have been introduced, you'll begin the pages in the *Mixed Short Vowel Words And Sentences* book and the *Mixed Short Vowel Workbook*. The sequence chart shows which words and sentences to study after each new letter is introduced.

Adjust the pacing to fit the available lesson time and the maturity level of the students.

Short Vowel Sentences

As soon as possible, students begin reading short vowel sentences. The layout shows pictures on the left side and sentences on the right side. Students read each sentence and find the matching picture.

Students are first taught the necessary sight words. There are only six sight words to learn at this level: a, was, as, has, is, his, and I. They are needed so that students can begin reading short vowel sentences.

If a student has trouble with a sight word while reading a sentence, tell him the word and have him repeat it. If a student has trouble with any of the other words (the phonetic words), ask for the vowel sound. Help him to say the first two sounds in the word, sliding the sounds together, and then add the last sound to make a word. Also, remind students to think about the other words in the sentence and anticipate what word would make sense.

Beginning readers master decoding skills at different rates. It is important for students to practice reading and rereading the material until it can be read smoothly, with good expression. Many students have difficulty getting started, but go on to master the material very well. Do not expect the student to be able to read fluently at first. Practice and encouragement are the secrets which will bring success.

Color-Coded Short Vowel Lists

It will be helpful to use the complimentary book, *Color-Coded Short Vowel Lists*, in conjunction with this book. It contains both rhyming (same ending sounds) and body-coda (same beginning sounds) word lists. By reading these lists, students become adept at changing beginning and ending consonant sounds while reading short vowel words. This practice builds connections between the visual letter symbols in words and the students' speech patterns. This will help students read short vowel words more smoothly and automatically.

Basic Short Vowels

The Basic Short Vowels book is similar to the Color-Coded Short Vowel Lists book, with some differences. Students read both rhyming and body-coda word lists for each short vowel. This book has all black print, and each word is illustrated. Short vowel sentences are also included.

This book can be used for extra practice after beginning students have been introduced to short vowel words. It provides a transition to all black print. The pages can be copied and sent home to be read with parents if desired. It can also be used as a review for older students.

Studying Suffixes

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

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

Understanding Umbrella Vowels

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

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



Understanding Color-Coding

The vowels are color coded in this book. Each short vowel is printed in a particular color.

Short a = red
Short e = light green
Short i = light violet
Short o = light orange
Short u = light blue

There are two reasons the colors are used. First, the colors make the vowels stand out in words so that students will be able to notice them more easily. Second, vowels sounds that are the same have the same color. This helps students realize that they just need to pronounce the same vowel sound as they move from one word to the next when they read the lists of short vowel words.

In the sight words *a* and *was*, the letter *a* is light blue instead of red, alerting the students to use the *u/umbrella* sound (short *u* sound) instead.

The "Beyond the Alphabet" vowel sounds are color-coded as well. These vowel sounds include *a/all*, *u/push*, *oy/boy*, and *ow/cow*. See the color-coding chart in this book, which provides an overview of all the sounds and their colors for the teacher.

Later on, when students begin studying the phonics patterns in the *Phonetic Words And Stories* books, they will discover that sometimes the same pattern has more than one sound. For example the *ou* pattern is pronounced differently in each of these words: *out*, *four*, *you*, and *country*. When this is the case, each vowel pattern is printed in a different color. This alerts students to the fact that the sounds are different.

In other cases, different letter patterns can represent the same sound. For example, the vowel patterns in each of these words represent the same sound: *ai/rain*, *ay/play*, and *a_e/safe*. In these cases, the patterns are all printed in the same color, showing that they represent the same sound.

It is not necessary to "teach" the colors for each vowel or vowel pattern. Students will internalize this automatically as they practice saying the sounds from the sound charts each day. Students only need to know that 1) the letters that are colored are called vowels, 2) vowels with the same color sound the same, and 3) vowels with different colors sound different.

Teaching The "Beyond The Alphabet" Sounds

After students have learned to write the letter *J j*, you can begin reading Part 2 of the sound story aloud to the students. This part of the story introduces the

"Beyond The Alphabet" sounds, such as sh/ship, ch/chicken, u/push, and ou/out, which are not included in the regular alphabet. You won't have students read with these sounds at the short vowel level, but they can learn to recognize each sound picture and the related letter patterns and give their sounds. This approach works well with students who are in first grade.

When working with kindergarten students, if you wish, you can wait to introduce these sounds until they have finished the short vowel book and started *Phonetic Words And Stories, Book 1*.

A chart is included in the extended instructions to show when to teach each section of part two of the sound story.

Learning About Syllables

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

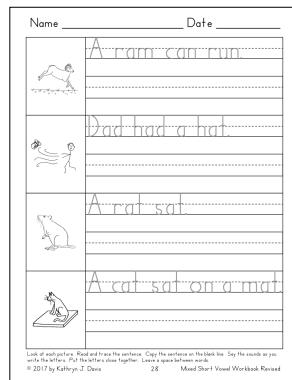
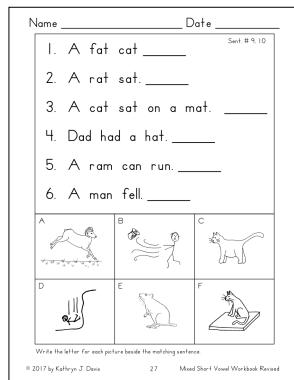
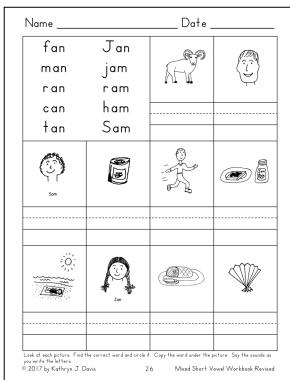
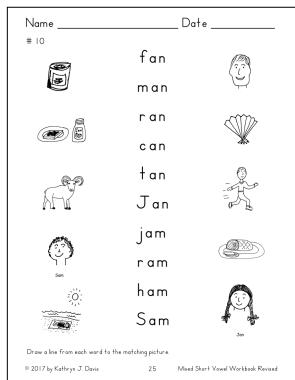
In the short vowel books, students are learning to concentrate on the individual sounds in words so that they can read and spell them phonetically. While students are not yet ready to read multi-syllable words, there are two pages at the beginning of the short vowel books that orally introduce students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

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

Mixed Short Vowel Workbook

A workbook is available to provide more practice with short vowel words.

Mixed Short Vowel Workbook Revised  Word Introduction Coordinates With Handwriting Instruction Bonus: Includes Vowel Discrimination Pages Name _____	Name _____ Date _____ nut  hut  tub  nub  hub  bun  nun  hull  null  <small>nut: The center of a wheel</small> <small>hub: A nun in religious order</small> <small>bun: The top layer of a pencil</small> <small>null: The top layer of a pencil</small> Draw one focus word to the matching picture. © 2017 by Kathryn J. Davis	Name _____ Date _____ nut  hut  bun  hub  hull  null        Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds in the word. © 2017 by Kathryn J. Davis
--	--	--



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

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

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

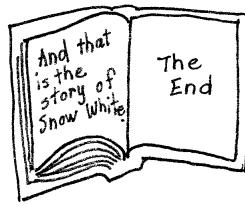
Print the workbook pages for each lesson for all of the students. The workbook covers the same words and sentences taught in this book. The pages are printed in all black mode, making them less expensive. Student can bring the pages home after they are completed and read their new words and sentences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

Working In Small Groups

Plan to work with small groups at a table each day to reinforce the skills taught in this program. Spend some time spelling words with small plastic letters, working with the letter connections activity, working with sentences on a pocket chart, and playing the recommended learning games. These activities will strengthen learning and build enthusiasm for all of your students. Reluctant learners will often develop self confidence and will work hard to do their best when they have a chance to work in small groups in a relaxed, game-like atmosphere.

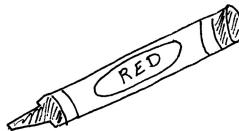
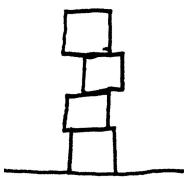
Read Aloud To The Students

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



Schedule A Center Time At The End Of The Day

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



Information About Spelling And Decoding

They Are Two Sides Of The Same Coin

How Spelling And Reading Are Related

Beginning readers, especially those at the short vowel level, are able to read new words much better if they also learn to spell the same words. In fact, they learn to read the words more easily if they spell the words first. This is because to spell words phonetically students have to analyze the sounds in each word and translate those sounds to written symbols.

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

The understanding of how spoken sounds make up words and how written symbols represent those sounds are crucial concepts for beginning readers. Fortunately, during the daily dictation period, students will internalize these concepts. Eventually students will be able to apply these concepts when reading words as well. It will take time for students to learn to spell and decode words instantly and automatically. In the meantime, regular practice is essential.

The short vowel level is the perfect time to develop this understanding because short vowel words are very regular phonetically, with a few exceptions.

Understanding Segmenting And Oral Blending

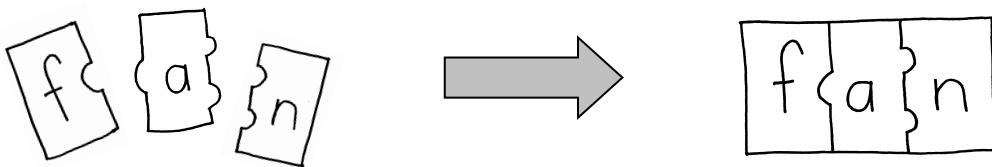
There are two different skills that students use when reading and spelling words. It is helpful to know the names of these skills and understand how they compliment each other.

The first skill is called *oral blending*. This means that students hear the individual sounds in a word (spoken by the teacher) and put them together to pronounce the word normally. Students do not need to see or even know the alphabet letters to practice oral blending.

The second skill is called *segmenting*. It is the opposite of oral blending. To segment a word, students listen to the teacher pronounce the word normally. They do not see the word. Students then break the word apart into its individual sounds, pronouncing each sound in the correct order, with a slight pause between each sound.

These two skills are foundational skills for students learning to read and write. Both skills are taught in the *Learning The Alphabet* and *Exploring Sounds In Words* workbooks. Mastering these skills provides the underlying foundation necessary to read and spell words.

Letter To Sound Association + Oral Blending = Decoding



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

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

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

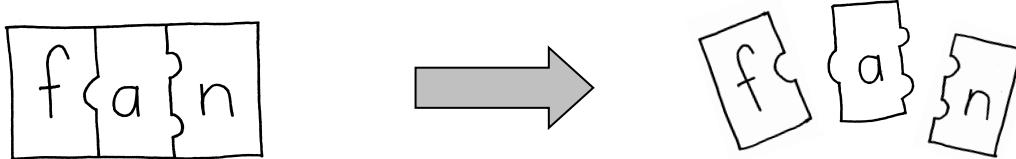
It is not enough just to recognize the letters and be aware of their sounds. Students must be able to connect the individual sounds to form a spoken word. This combination of skills involves both thought processes inside the brain and also physical action on the part of the student. To decode a word, students must look at the letters from left to right, think of each sound, and say the sounds in order, putting the sounds together without a break. To do so students must control the flow of air from the lungs and adjust the muscle tension in their vocal cords while simultaneously moving the lips, tongue, and the shape of the mouth to pronounce each sound.

Fortunately, students learn to speak long before they learn to read. They learn to pronounce various speech sounds, words, and sentences at a young age. When

learning to read, they just need to coordinate this knowledge with their new understanding of how letters represent sounds in words. But it does take practice, just like learning to ride a bicycle or dribble a basketball.

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

Segmenting + Sound To Letter Association = Spelling



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

In a similar way, the ability to segment words, that is, separate them into individual sounds, is part of the process of spelling words. Once students have learned to segment words orally, without using letters, they just need to add the ability to associate each speech sound with its related letter symbol in order to be able to spell words. As in decoding, there is a physical component to this process. In this case, students must develop the eye-hand coordination needed to hold a pencil and move it accurately to form the letter symbols needed to spell the word.

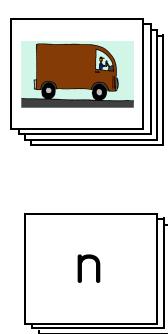
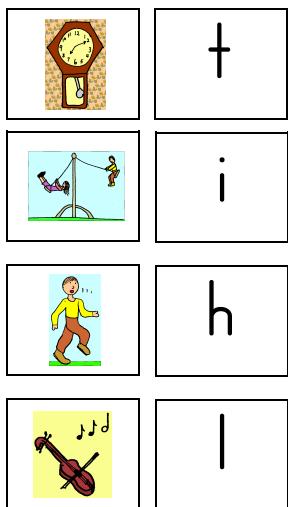
Learning to write the letters accurately takes a lot of practice. This process is greatly helped by exposing students early to many opportunities to draw, color, paint, work puzzles, work with clay, and build structures using construction toys. This helps to build the eye-hand coordination needed to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

Getting Started

Introduce The Alphabet Letters Using The Sound Story

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

A Sound Story About Audrey and Brad		
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 lesson." So Audrey and Brad were off. How high can they swing at the park? They could hear the loud sound of the chains screeching as they went back and forth, "i, i, i, i."		I i
Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, "h, h, h, h."		H h
They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. "Did you practice every day?" she said. "I did," said Audrey quickly. Brad replied that he had practiced, too.		I i
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l."		L l



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

Overview Of The Daily Routine

	<p>1. <u>Sound Charts:</u> Point to the letters on the alphabet and vowel charts. Students say the sound for each letter, not the letter name. Large wall charts are available to use in a classroom.</p>																							
	<p>2. <u>Alphabet Cards:</u> Show the alphabet cards that have been taught. Students say the letter sounds from the flashcards.</p>																							
	<p>3. <u>Handwriting</u></p> <ul style="list-style-type: none"> A. <u>Letter Intro:</u> Students learn to write each new letter by tracing large patterns. Students say the letter sound each time they trace or copy the letter. B. <u>Letter Review:</u> Dictate all the letter sounds that have been taught by saying each letter sound. Students repeat the sound while writing the letter on regular lined paper. 																							
<p>Name _____ Date _____</p> <p>Z z t i h l n w u b m r f x e s j o c v g p</p> <p>D d A a</p> <p>map sap nap zap</p> <p>sad mad dad had cat</p> <p>a A</p> <p>Dad had a cat. </p>	<p>4. <u>Spelling Dictation</u> (See "Using A Pocket Chart")</p> <p>Use the paper started during handwriting.</p> <ul style="list-style-type: none"> A. Dictate some or all of the short vowel words that students will read on the picture-word pages. Students segment the words to spell them - saying each sound separately as they write the related letter. B. Show students how to spell new and review sight words listed on the picture-sentence pages. C. Dictate a sentence using any of the phonetic words and sight words already written in Step A and Step B. 																							
<table border="1"> <tr> <td># 3</td> <td>a</td> <td></td> <td>A.</td> <td></td> </tr> <tr> <td>B.</td> <td></td> <td>C.</td> <td></td> <td>d.</td> <td></td> </tr> <tr> <td>E.</td> <td></td> <td>F.</td> <td></td> <td>G.</td> <td></td> </tr> <tr> <td>H.</td> <td></td> <td>I.</td> <td></td> <td></td> <td></td> </tr> </table>	# 3	a		A.		B.		C.		d.		E.		F.		G.		H.		I.				<p>5. <u>Working In The Book</u></p> <p>Do the pages in this book in the order in which they appear. There are several different ways to study the picture/word pages; see the instructions for the Robot Game.</p> <ul style="list-style-type: none"> A. Sound Blending pages B. Picture-Word pages C. Picture-Sentence pages with sight word review
# 3	a		A.																					
B.		C.		d.																				
E.		F.		G.																				
H.		I.																						
	<p>6. <u>Building Skills In Small Groups</u></p> <ul style="list-style-type: none"> A. Spell short vowel words with plastic letters. B. Do the Letter Connections activity to reinforce two-letter sound blending. C. Play letter and word recognition games. D. Reread words and sentences from the book or the worksheets. 																							

1. Sound Charts

See The Letters And Sound Pictures - Say The Sounds

These charts provide a daily review of both the letters and the sound pictures. The alphabet chart provides a visual overview of the sequence of the letters. Each vowel is printed in a specific color so that they stand out in words. The vowel chart prepares students to understand that vowels can represent more than one sound. On the vowel chart, short vowel sounds are printed in lighter colors, and long vowel sounds are printed in darker versions of the same color.

Point to each alphabet letter and have students say the sounds in unison. Do not say the letter names. Relating the letters to their sounds prepares students to begin reading and spelling words. Use the chart with capital and lower case letters, the chart with just lower case letters, or both - one after the other.

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

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

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

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

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

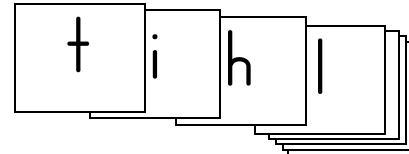
that they actually sound like the word *cat*.

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

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

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

Say the sound for each letter:		
Short Vowels	Long Vowels	Umbrella Vowels
a		The Story About The Umbrella Vowels
e		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 vowels always share with his 'uh' sound. The other letters, e, i, o, and, asked if they could get under the umbrella too. "Please," said "if you promise to say our 'uh' sound in words." The other letters were sad. They wanted to say their own sounds but they had to run even harder. "Please, we want to say our own sounds," said the vowels. "But we are getting wet!" the letter I said. "If you promise to say my sound in some words, I'll let you get under the umbrella." And that is why, to this very day, the letter I can't say their own sound in most words, but in some words they say the u/umbrella sound.
i	i	
o		
u		



2. Alphabet Cards

See The Letters - Say The Sounds

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

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

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

3. Handwriting

Learning The Correct Letter Formation

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

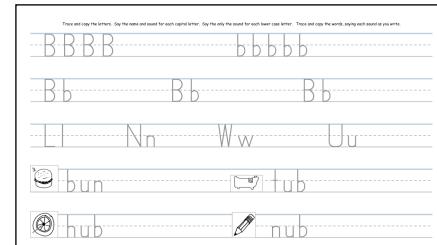
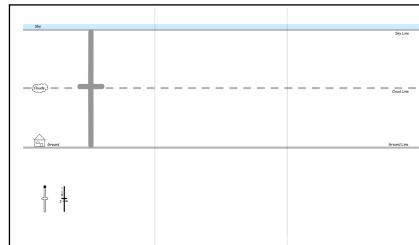
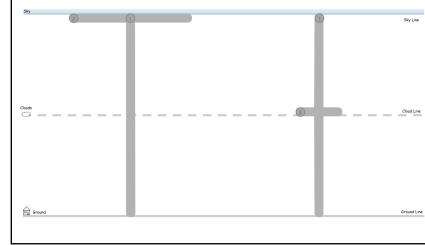
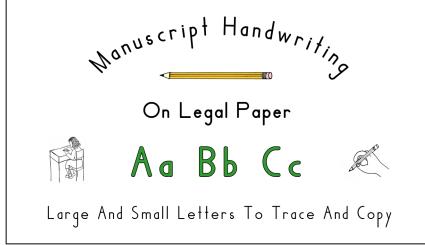


While you're teaching the letters, use the terms sky line, cloud line, and ground line to talk about the top, middle, and bottom lines. See the handwriting pages below. Or use any similar terminology with which you are familiar. This will help the students orient themselves on the paper.

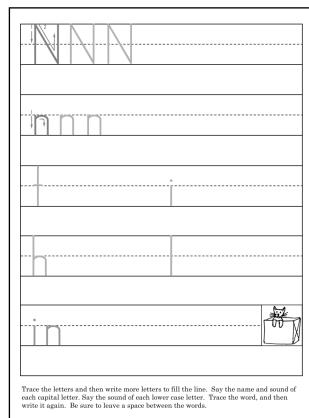
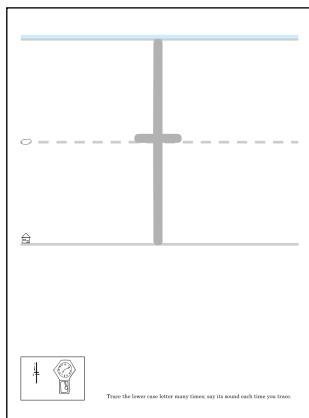
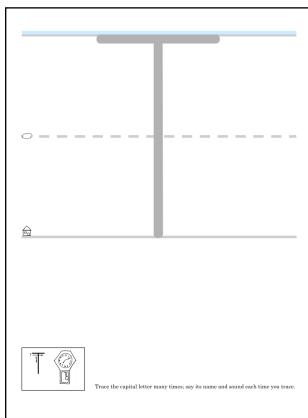
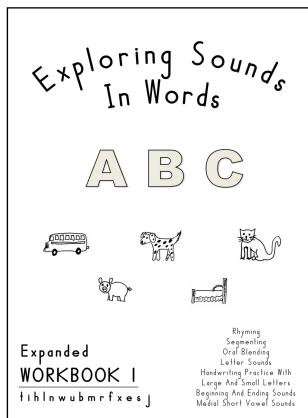
Students should say the name and sound for each capital letter and just the sound for each lower case letter each time they trace or copy it, whether they're writing on large or small lines. This helps students differentiate between capital and lower case letters, and also helps them recognize each letter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

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

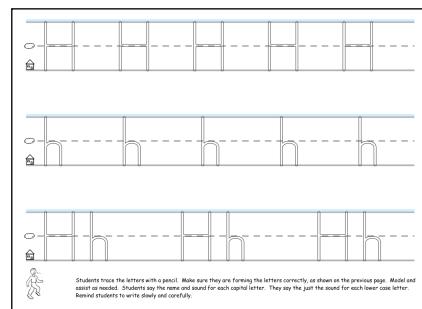
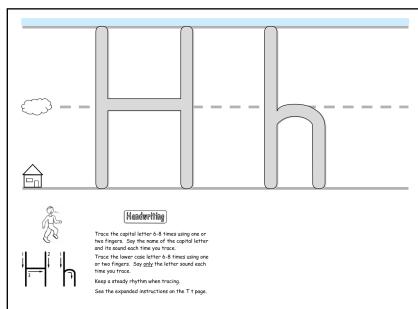
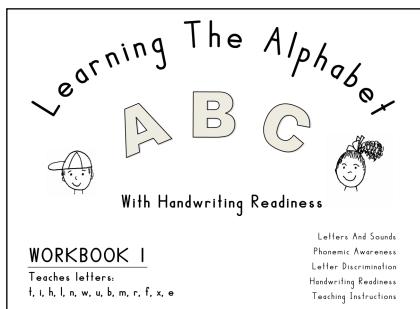
Manuscript Handwriting On Legal Paper - These pages include a handwriting instruction guide, and patterns to trace very large, large, and regular sized letters. It includes three-panel trace, copy, and write-from-memory pages. It works well for first grade and up.



Exploring Sounds In Words, Workbooks 1 and 2 - These books include handwriting pages, phonemic awareness pages, and beginning and ending sound pages. The books can be used at the kindergarten level or at the beginning of first grade.



Learning The Alphabet, Workbooks 1 and 2 - These books include handwriting tracing pages and phonemic awareness pages. This is the easiest version for younger students. They could be used in late Pre-K, kindergarten, or early first grade.

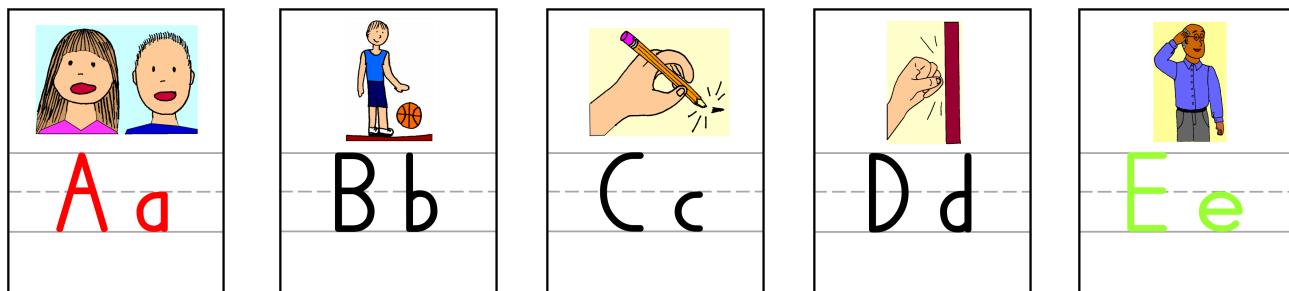


Pacing

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

Each day, after teaching a new letter with large patterns, dictate all of the

letters that have been introduced by saying the letter sounds. Students repeat the sounds as they write the letters on regular lined paper. If a student writes a letter incorrectly, use a red pencil to write the letter on his or her paper, modeling the letter formation. The student traces this letter several times then rewrites the letter correctly. Save this page for students to use when they spell words during the dictation period.



Alphabet Wall Cards

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

The handwriting books from Sound City Reading have more detailed instructions about how to teach handwriting.

4. Spelling Dictation

Spelling Phonetic Words And Sight Words

Using Arrow Cards

To help students understand the importance of going from left to right when spelling and reading words, place an arrow card on the board as shown below. Remind students to "Start at the star" and follow the arrow. You can use the cards in this book or make a larger version for the board. Make copies of the smaller arrow cards so that a card can be placed on each student's desk.



Planning The Lessons

You will introduce one new letter per day by tracing large patterns during the daily handwriting period, as described previously. You will continue the lesson by dictating the sounds for the new letter and all of the letters previously for students to write on regular lined paper. Students should say the sound of each letter as they write it. Focus mostly on writing lower case letters, but include a few capital letters for review and as needed to write proper nouns and letters at the beginning of sentences.

After students have learned enough letters they will be able to begin spelling short vowel words on the same paper. You can use the sequence chart in this book to help you plan which words to spell in each lesson. The chart shows the order in which letters are taught along with the words and sentences that can be spelled after each series of letters has been introduced. For instance, you can see on the sequence chart that the words in, win, tin, ill, hill, will, till, it, hit, and lit can be taught after students have learned to write t, i, h, l, n, and w. The sequence chart also shows new sight words and easy sentences for students to write.

In general, you will be spelling the words in this step that the students will read a little later from the picture-word pages. Spelling the words first will make it easier for students to read the words when they see them in the book.

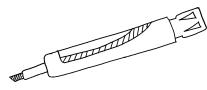
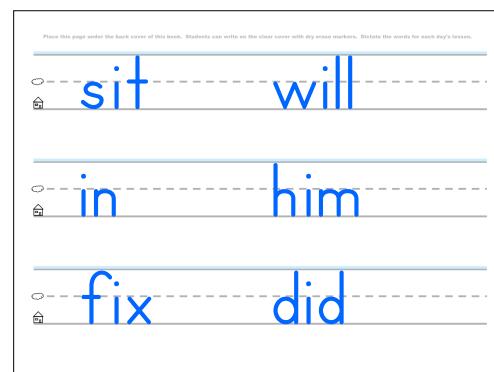
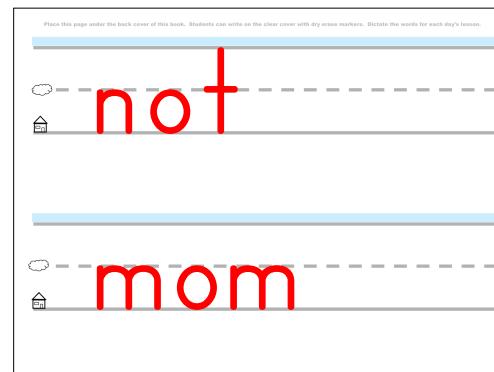
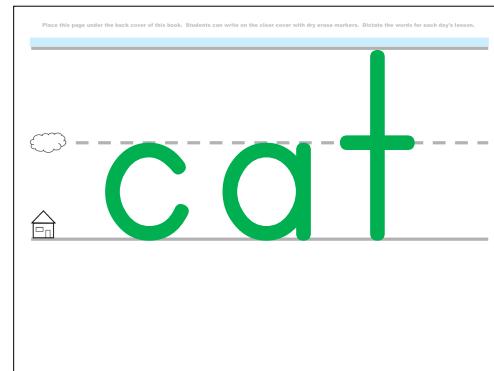
Make a list of the words you want students to spell during each dictation period and any sight words to introduce and review. As soon as students become confident spelling words you can add a sentence, too. Make sure that all the words in the sentence are spelled individually during the lesson, both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

Start By Spelling Words With Plastic Letters

Before you begin spelling words during the dictation period, take some time to work with students in small groups spelling short vowel words with plastic letters. You will find instructions for this activity in the section on building skills in small groups.

Spell Words On Individual Dry Erase Boards

A good starting point for dictating written words is to have students spell large words on the back cover of this book using a dry erase marker. Students may write directly on the clear back sheet. This works well when students are just beginning to spell words by writing them. It is easier for students to write on the large lines. Spelling just one, two, or three words at a time keeps the task from being overwhelming. Students can erase the board after the first few words and continue with more words. Words can be easily erased with a tissue or small piece of cloth. There are pages with three different line sizes in the back of this book. Start with the page with the largest lines, then work with the page with smaller lines, and finally go to the page with the smallest lines. The letters in the words spelled will be large, so that the teacher can see the words easily to check them when students hold up their books. Students can spell words at their desks and lift up the book to show the teacher for an on-the-spot assessment. Mistakes (including poor letter formation) can be taken care of quickly and easily by erasing and rewriting. This is a good intermediate step to use after students have learned to spell words with plastic letters, and before they have started to spell words on regular lined paper.



Spelling Words On A Pocket Chart Before Writing Them On Paper

When students have become confident writing letters correctly, have practiced spelling words with plastic letters, and have practiced writing them on large lines with a dry erase marker, they will be ready to spell words on a pocket chart and write the words on regular lined paper. Choose words to dictate from the sequence chart on pages 120-121. You will call on individual students to spell words with moveable letter cards at the pocket chart. The student will segment the word, saying each sound separately, as he or she places the letters. The word is covered with a piece of construction paper and the whole class segments the word in unison, along with the teacher. Then students segment the word again, individually, while writing it on paper, one letter and sound at a time. Continue until all the words have been done.

Materials And Set-Up

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

Getting Started At A Pocket Chart

In this example, the teacher is dictating short i words. The teacher will say the word and have the student repeat the word several times as they listen for the beginning, middle, and ending sounds and place the letters accordingly.

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

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

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

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

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

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

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

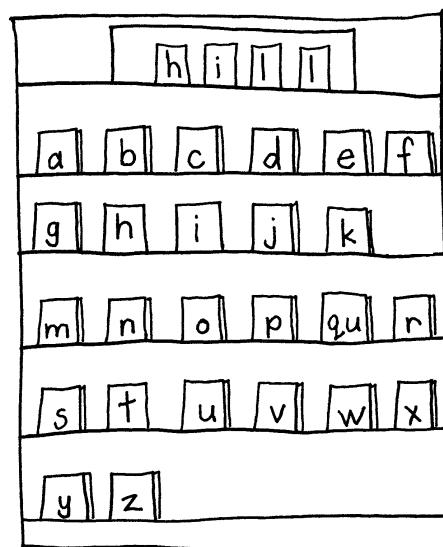
Student: Selects another l card and places it to the right of the other letters. Explain that even though there are two l's at the end of this word, we only say one sound.

Teacher: "Read the word."

Student: "hill"

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

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



Spelling The Word On Paper

After a word has been spelled on the pocket chart, cover it with a half sheet of construction paper. Say the word again. You and the students will start by segmenting the word in unison. "H.....i.....ll." Leave a short pause between each sound. As you say the sounds, you and the students will move your hands from left to right in a hopping motion, dropping the hand as you say each letter sound. If you are facing the students, make sure your hand moves so that it appears to move from left to right from the students' point of view.

Hand Motions



Say The Sounds

h

i

ll

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

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

Be sure to help with any words that have tricky parts that may confuse the student. If there are any words that are especially confusing write them on the board for students to segment and copy.

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

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

Spelling Directly To Lined Paper Without A Pocket Chart

Eventually students will be able to segment words to spell them without using the pocket chart first. At this point, call on individual students to segment the words using hand motions. Have the whole class repeat the sounds with you as before, moving your hands in a hopping motion as before. Then have students segment the word individually and write it on their papers. To check the spelling of each word, have students segment the word all together one more time, without your help, as you write it on the board. Write each letter exactly when the students pronounce it. It is helpful to put lines on the board and write the words in the same position on the lines in which they appear on the students' papers. Students can check the word on their paper and correct it as needed.

Adding Sight Words And A Sentence

When students have developed confidence segmenting and writing short vowel words, introduce these sight words: a, was, as, has, is, his, and I. Teach them one at a time when they appear on the sequence chart and on the sentence pages. Hold up a card showing the word, say the word, and use it in a sentence. Have every student repeat the word. Call on several students to give an oral sentence with the word. Point out which letters don't represent the expected sound. Have students copy the word on their paper. Post the cards on a word wall after they have been introduced so that students can refer to them as needed throughout the day.

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

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

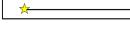
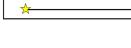
5. Working In The Book



Sound Blending - Reading "Silly Sounds"

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

To make these lessons easier for the student, the sound blending pages are divided into two sections. The left side of each page shows two sound pictures, with an arrow underneath. The right side of the page shows pairs of letters. To get started, explain the activity to the students. Then model the pronunciation for each letter combination and have students repeat. The goal is for students to be able to pronounce the letter combinations without help.

Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.		Teach: ai z	
	ab		am
	ac		an
	ad		ap
	aff		ass
	ag		at
	aj		av
	ak		ax
	al		azz

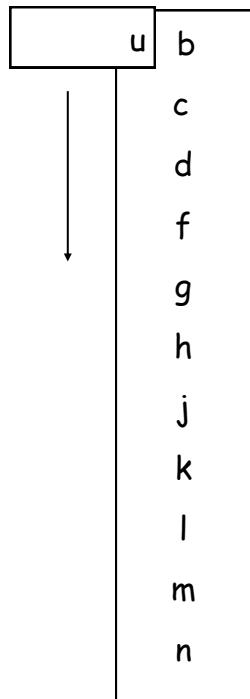
- 1) Students start on the left side of the page with the pictures. Under the first pair of pictures, they put a finger on the star and slide to the right as they say the sounds for the pictures, putting the sounds together smoothly, without a break.
- 2) Students move to the right side of the page,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

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

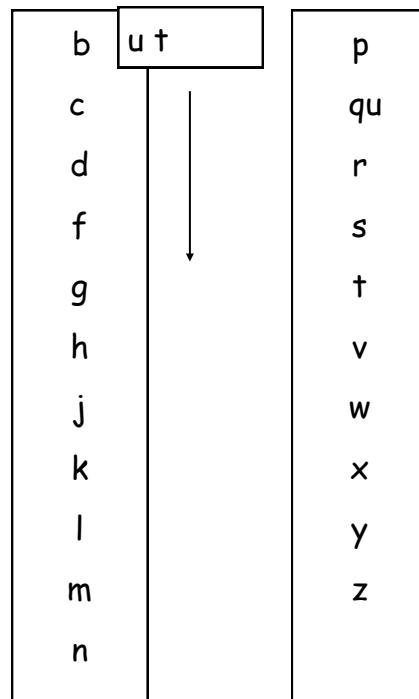
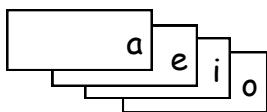
The sound blending pages are placed near the beginning of the book. You can begin doing them after the first five days, after you have introduced all the letters of the alphabet and their sounds from the sound story. Choose one or more sets of short vowel pages to practice each day until students have gained confidence saying the letter combinations. Then review the pages occasionally as you work through this book.

Extended Instruction - Using the Letter Connection Chart

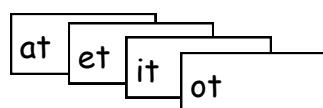
You can use the Letter Connection Chart from Sound City Reading for extra practice to reinforce two-sound blending and three-sound decoding.



Step One



Step Two



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

Slide vowel-consonant ending chunk cards down the right side of the consonants to create short vowel words or nonsense syllables. Students pronounce each CVC unit.

Doing The Picture-Word Pages - Three Different Options

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

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

# 3	A.	B.	C.	D.	E.	F.	G.	H.	I.	
a										

Teach: **ap**

1. m → a → p	map
2. s → a → p	sap
3. n → a → p	nap
4. z → a → p	zap
5. l → a → p	lap
6. t → a → p	tap
7. c → a → p	cap
8. g → a → p	gap
9. y → a → p	yap

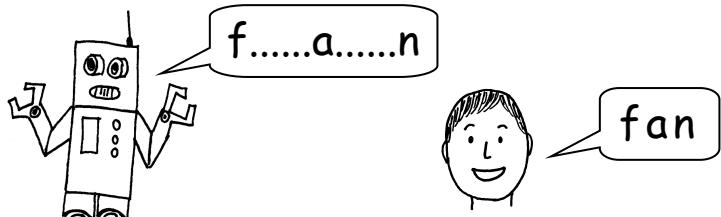
Working With The Whole Class Using A Projector

When I used the picture-word pages with my first grade class, I displayed the new lesson from the PDF file (available at www.soundcityreading.net) on a large screen using a projector attached to my laptop computer. Using a long pointer, my students took turns finding and pointing to the pictures and words while we played the "robot game." The rest of the class could follow along at their desks. Then I pointed to the words in the last column as the students read them. Later in the day, I divided the students into three rotating groups and met with them at a table to reread the words on the picture-word pages along with the related sentences. Then we did one of the small group activities described in the "Building Skills In Small Groups" section on page 183.

Picture-Word Pages

Option 1 - The "Robot" Game

Led by the teacher



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

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

Slowing down to "sound out the word" is OK, but students should always finish by pronouncing the word normally.

4. After students have taken turns reading the words on the second column individually, have students read the words again in unison, going down the column and back up again.
5. Some of the word lists contain words that are unfamiliar to students. It is important to reinforce the meanings of these words. As an optional last step, play a guessing game with the words in the second column. Students should see only the word page. The teacher gives a hint or description for each word, going out of order. Call on individual students to find and read the correct word. "Find a word that names a household pet." "Cat." "Find a word that names something you use to hit the ball in a baseball game." "Bat." "Find a word that names something you wear on your head." "Hat."

Option 2 - The "Robot" Game - Led by the students

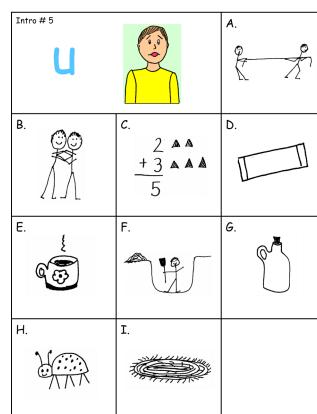
Play this game in the same way as option one, with the following change for step one. This time individual students say the sounds in the first step instead of the teacher. The student points to each letter in the first column and pronounces it, pausing at the arrows. Then he or she puts the sounds together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

Option 3 - Students Read The Words And Find The Pictures

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

Extension: Students Segment The Pictures

Choose any option above to study the words and pictures on the pages, following all of the steps. Then students fold the word page back so that they can only see the pictures. Students take turns segmenting the pictures, saying the sounds separately. This step helps students learn how to segment words so that they can spell them.



Teacher says:	
r → u → g	rug
m → u → g	mug
h → u → g	hug
b → u → g	bug
j → u → g	jug
d → u → g	dig
t → u → g	tug
s → u → m	sum
g → u → m	gum

Doing The Picture-Sentence Pages

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

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

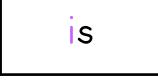
Step One - Studying Sight Words

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

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

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

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



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

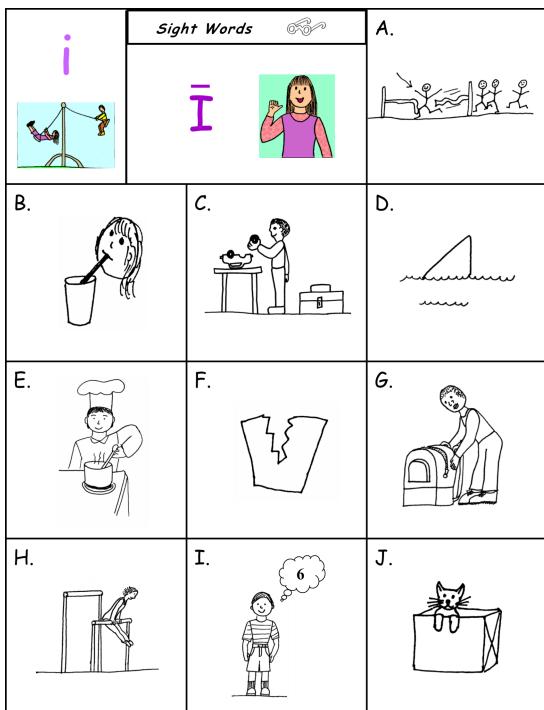
Review all the sight word cards that have been taught each time you begin a new set of sentences. Hold up the cards one at a time and call on individual students to read the words. Then go through the cards again, while the class reads the words in unison.

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

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

Step Two - Reading The Sentences And Finding The Pictures

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



- I Sent. # 3, 4
1. Dan will zip it.
 2. Bob can fix it.
 3. It has a fin.
 4. I will mix it.
 5. I am six.
 6. Jill did a kip.
 7. Will I win? I will win.
 8. It has a rip in it.
 9. Jan will sip it.
 10. A cat got in a box.

Extension - Working With Sentences In A Pocket Chart

Provide extra practice reading sentences with any of the following activities using a pocket chart.

Activity One - Word Matching

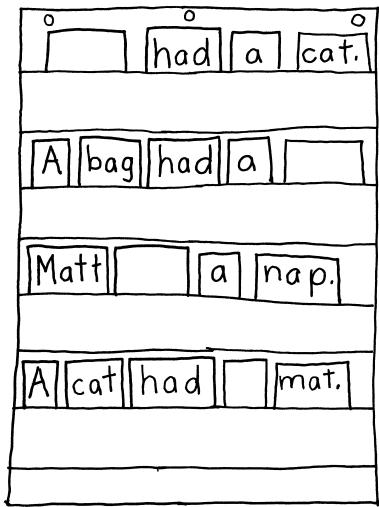
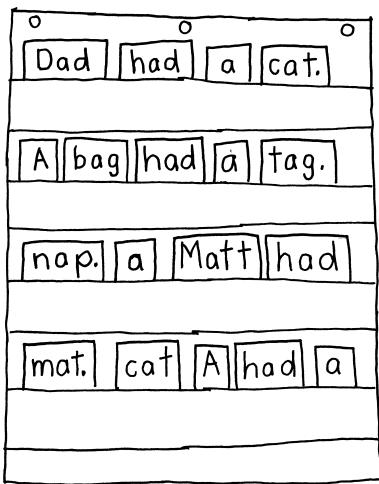
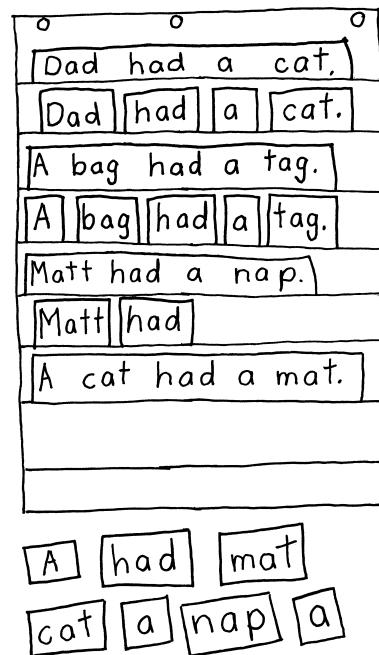
When you get to a new set of sentences, you may want to write some of them on blank pocket chart strips. Leave lots of space between the words. Make two strips for each sentence, and cut the second strip apart to make separate word cards. Place the complete sentences into the chart, skipping a line after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

Activity Two - Mixed Up Sentences

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

Activity Three - Cloze Activity

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



6. Building Skills In Small Groups

Teacher Directed Small Group Activities And Games

It works well to divide the class into three small groups and rotate them to a teaching table after the previous whole group instructions has been completed. This provides a chance to reinforce new skills and provide extra help to individual students as needed. Choose from the following activities and games. Some of them have been described on the previous pages. The games and game instructions can be printed from PDF files available at www.soundcityreading.net, or .com.

- 1) Spell short vowel words with plastic letters.
- 2) Do the Letter Connection exercises.
- 3) Reread new words and sentences.
- 4) Do the sentence activities with word cards in a pocket chart.
- 5) Practice reading sight words.
- 6) Play the Apple Alphabet game to reinforce letter sounds.
- 7) Play the Apple Concentration game to strengthen capital and lower case letter recognition.
- 8) Play the Raspberry Game. Students practice pronouncing vowel-consonant letter combinations.
- 9) Play the Blueberry game. Students practice reading short vowel words.
- 10) Play the short vowel Picture-Word Lotto games. Students read short vowel words and place them with the matching pictures.
- 11) After you have introduced part two of the sound story students can practice the "Beyond The Alphabet" patterns and sounds by playing the Train Game.
- 12) If you have students who are already reading you can allow them to begin reading easy books with you.

Building Two Sounds With Plastic Letters



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

Materials

You will need small, moveable alphabet letters. Use lower case letters. Small plastic letters are perfect. They can be purchased at a very reasonable price from www.alphabetletter.com. Or you could write letters on small squares cut from blank index cards, on small cubes, or on one inch square tiles. Each student will need a box of letters. Put two sets of letters in each box. This will allow students to spell words that have two of the same letter, for example, *mess*, *will*, and *feet*.

Each student will also need a work mat. Cut a piece of construction paper in half lengthwise, and place both paper strips in front of the student, one above the other. Or just draw a horizontal line midway across the paper, in landscape position.

Setting Up the Activity

To set up the activity, select one vowel and six or more consonants. Put the consonants in a row on the top strip and the vowel on the bottom strip. For example, you could use the vowel u and consonants t, h, l, n, w, and b.

To Do the Activity

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

The teacher will dictate several vowel-consonant combinations, such as ut, ul, un, etc. The vowel will already be in place on the lower part of the work mat. The student is to listen for the consonant sound, select the correct consonant letter, and put it beside the vowel. The student will have to listen carefully to hear if the consonant should go before or after the vowel. After placing each letter, the student should pronounce the letter combination orally.

Here is a typical sequence. Start with the consonants on top and the vowel on the bottom. Use the short vowel sound for all combinations.



t h l n w b

u

t h l n w

u b

t h n w b

u l

t h l w b

u n

Teacher: "Show me ub."

Student: Selects b and places it immediately to the right of u, then blends the sounds together from left to right, without a break between sounds, "ub."

Teacher: "Show me ul."

Student: Puts b back in line above the u, selects l, and places it to the right of u. Blends the sounds together from left to right, "ul."

Teacher: "Show me un."

Student: Puts l back in line above the u, selects n, and places it to the right of the u. Says "un."

The teacher and student continue in the same way until all of the possible vowel-consonant combinations have been done. You won't use h or w after the u, since uh and uw are difficult to pronounce and these combinations are not normally seen in words.

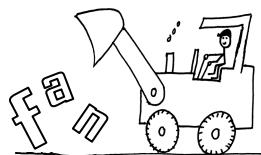
Next do the same activity, but this time say letter combinations that have the consonant sound first. "Show me tu. Show me bu, hu, lu, nu," etc.

h l n w b

t u

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

Word Building Using Plastic Letters To Spell Three Letter Words



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

You can do this activity with one to eight students, or even a whole class if you have enough sets of letters. Each child should have their own box of letters. Put two sets of letters into each box, because some words, like *mum*, *less*, and *jazz*, will need two of the same letter.

In order to make it easier for students to find the letters needed to spell a word, the letters needed will be taken out of the box and placed on a work mat. The work mat could be a piece of blank paper with a straight line drawn horizontally across the center. Or you can fold the paper lengthwise and cut it into two strips, laying one above the other. Make a directional arrow card on a strip cut from a blank piece of paper (as shown on the next page). Place it above the work mat to show the correct direction to build the word. Remind the students to "start at the star" and follow the arrow when building a word.

The teacher gives the sound for each letter needed, one at a time. The students find each letter and place it on the top portion of their mat, until all of the needed letters have been lined up. This exercise by itself provides good practice in visual discrimination of the letters and also in connecting letters and sounds. Tell the students the top part of their work mat will be their "letter bank."

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

Using moveable letters allows the spelling to proceed rapidly from one word to the next. Students will build words as they are dictated by the teacher. Use the words from the current picture/word page when dictating the lesson. Afterwards, students will read the same words on that page.

When dictating a word, say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right.

Stretch out the word until students can hear the first, middle, and last sounds clearly.

For example, fffff...aaaaaa...nnnnnn. Help the students hear each sound and find the correct letter as needed. Each student will select the letters from his own letter bank, and spell the word in the spelling area.

Check each student's work and have them

listen again and correct as needed. Any mistakes provide a powerful learning opportunity. Pronounce the incorrect word as it is spelled (for example "naf"), and the student will hear that it is wrong. Then pronounce the word again correctly, and have the students rearrange the letters as needed. After a word has been spelled correctly, students should place the letters back into their letter banks before beginning another word.

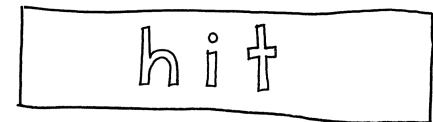
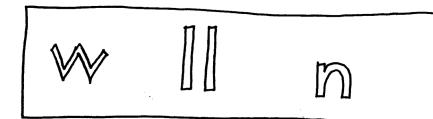
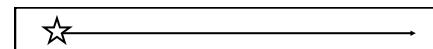
If any word has double letters at the end (cuff, fill, jazz, mess) tell the students to put two letters for that sound. Explain that words with one vowel that end with the f, l, z, and s sounds usually end with double letters ff, ll, zz, and ss. A few words ending with the sounds d, t, g, and n, end with double letters (add, mitt, egg, inn). Also, explain that the letter q is always followed by u. When you see the qu combination, the u does not represent the short u sound.

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

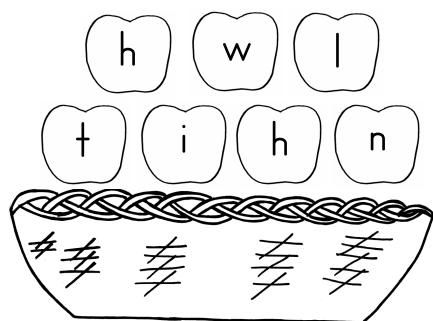
Use the following variations for some of the words as time permits.

1. Have students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*."
2. After spelling a word, have students remove the beginning or ending letter. If the student has spelled the word *cat*, say, "Take away /c/. What do you have left?" The student should remove the c, study the remaining letters, and say "at." Have the student put the c back at the beginning. Now ask the student to remove /t/. The student should remove the t and say "ca." (Letters between slashes indicate that you should say the sound of the letter.)

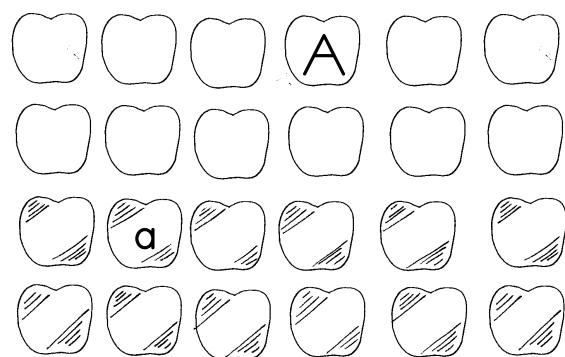
These activities will enhance a student's phonemic awareness, or awareness of sounds in words. He is learning to sequence, add, remove, and substitute sounds in known words to make new words.



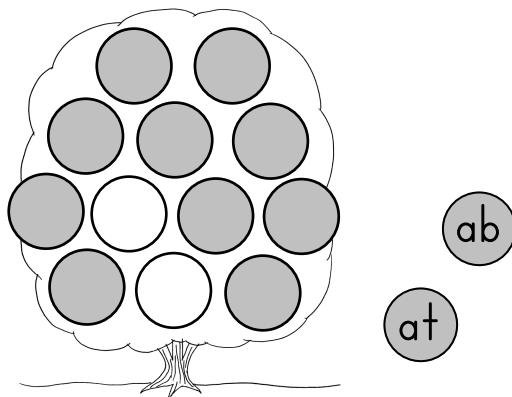
Games To Play In Small Groups



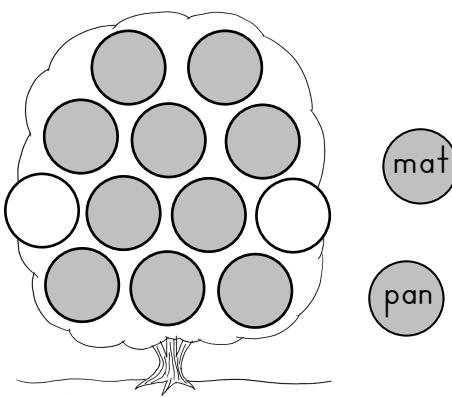
Apple Alphabet



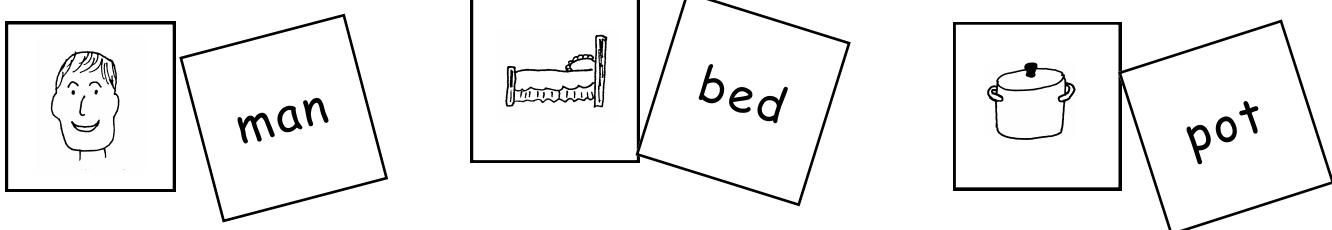
Apple Concentration



Raspberry Game

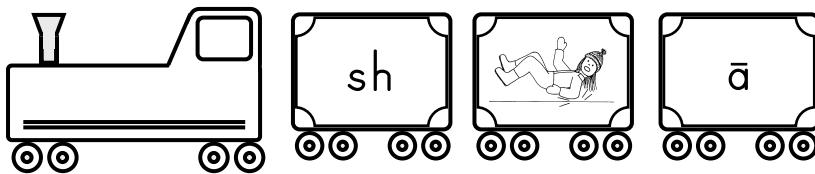


Blueberry Game



Short Vowel Picture-Word Lotto

Train Game



Adding The “Beyond The Alphabet” Sounds

Read Part 2 Of The Sound Story (Optional At This Level)

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

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

Two Options For Teaching The Beyond The Alphabet Sounds

- 1) You may wait until you finish the short vowel level before you introduce the beyond the alphabet sounds. They will be introduced at the beginning of the *Phonetic Words And Stories* books. You may want to consider this option if you are teaching kindergarten.
- 2) You can introduce the beyond the alphabet sounds while you are teaching short vowel words. This will depend on the age and maturity of your students, and how quickly you want to move ahead. First grade in particular needs to move ahead quickly, because there are so many patterns to learn. This second option provides a way to preview the letter patterns and their sounds, setting the stage for rapid progress after students begin the *Phonetic Words And Stories* books.

Teaching The Beyond The Alphabet Sounds At The Short Vowel Level

If you decide to teach the beyond the alphabet patterns at the short vowel level, wait until you have taught the letter Jj in handwriting before beginning Part 2 of the sound story. By this time, students have been introduced to enough alphabet letters in handwriting to allow them to write the new patterns when they are taught. Writing the patterns while saying their sounds provides the multisensory feedback needed to help students remember them.

Students won’t be asked to read words with the new sounds yet. They will just

learn to associate each sound with the related letter symbol in the same way that they initially learned the alphabet. They will do this by saying the sound for each pattern from the beyond the alphabet flashcards and by writing the letters or letter patterns when given their sounds during the dictation period. If desired, you could also have the students spell a few words with the new patterns, giving help as needed.

See the chart on the next page to see when to introduce each pattern. It also shows a list of words that can be spelled for each pattern, using the letters that have been taught.

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

How To Introduce New Patterns

Read one section aloud each day, as indicated on the chart, pointing to the new sound picture and the related letter or letter pattern. Model the sound and have students repeat. Explain, when needed, that sometimes two letters are used to represent a single sound. This is because there aren't enough letters in our alphabet to show all the sounds.

Use the Part 2 sound picture cards and the related *Beyond The Alphabet* phonogram flashcards to review the sounds. Have students match the picture cards and letter cards on a table or on pocket chart.

During the daily dictation period, start by showing the new beyond the alphabet flash card. Model its sound. Students repeat the sound and write the new pattern. Then say all of the beyond the alphabet sounds that have been taught and have students write them while they repeat the sounds. Model and assist as needed. Remind students to mark long vowels with a straight line over the vowel and mark dotted vowels with two dots. Explain that longs vowels "say their names." Two dots over a vowel mean "not the usual sound."

As you dictate, you may want to hold up cards from part two of the sound story that have both the sound pictures and the related letters and phonogram patterns. These will be especially helpful for younger students and when students are first learning the patterns. Show each card as you dictate the sound. Students can refer to the card to help them remember the correct letter or letter pattern. A wall chart showing the beyond the alphabet sounds is also available. It can be referred to as needed.

Introducing Part 2 Of The Sound Story (Optional At The Short Vowel Level)

Handwriting Introduction	Introduce From The Sound Story, Part 2	Words That Can Be Spelled
J j	sh, review ī	shut, rush, shell, mesh
O o	ē	he, we, be, me, she
C c	ō	no, so
D d	th, th	then, them, Beth, Seth, thus, Sight Word: the
A a	ö	to, do (that, than, math, bath)
V v	ā	(no words at this time)
G g	ch	chum, much, such, chess, chin, chill, rich
P p	ng	sing, wing, ring, song, long, rang, hang, hung
K k	ū	(no words at this time)
Y y	oi, oy	oil, soil, coil, coin, join, boy, toy, joy
Q q	ou, ow	out, shout, our, sour, loud, couch
Z z	ü	bush, push, pull, full, bull, put
Suffix _s	ä	all, fall, hall, tall, call, wall, ball
Suffix _s	(zh)	(no words at this time)

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 to sneeze. "Shhh," they all said, leaning forward in their seats.

The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last ones to leave the theater. As they walked out onto the riverbank, a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (sh/ship)

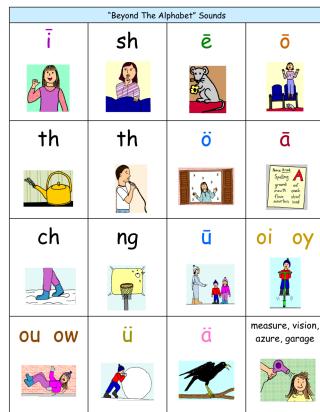
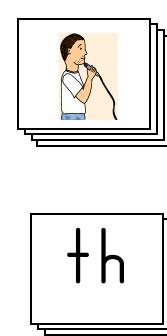
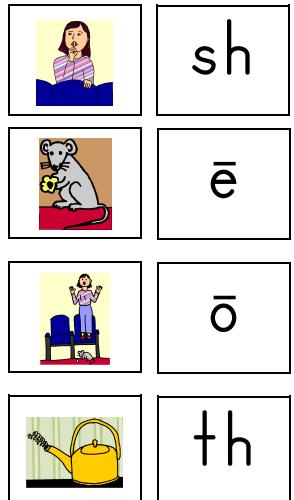
As they were walking home, they heard a sound right by Mom's feet. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (eh/eme)

A Snowy Day
The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold to the bones. Mom got up while it was still dark to boil water for tea. She could hear the hissing sound as steam escaped from the tea kettle. (th/thumb)

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

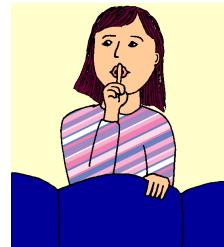
Before long, it was light enough to see outside. The sky was clear and blue. The sun was shining. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!"

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



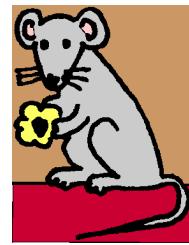
Part 2 Beyond The Alphabet Sounds

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)



sh

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. (e/emu)



ē

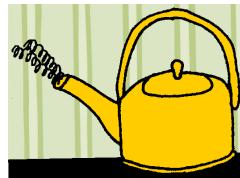
At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)



ō

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)



th

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



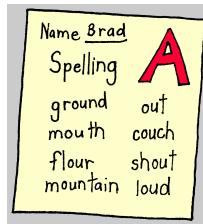
th

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!" (o/to)



ö

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. (a/apron)



ā

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)



ch

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. "Nnnggg," it sang out again as Audrey's snowball hit it, too. (ng/ring)



ng

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."

(u/uniform)



ū

"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)



oi
oy

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. "Ouch," 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)



ou
ow

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. "Uuuuhh," he said as he pushed hard against the giant snowball. "That's as far as I can go." (u/push)



ü

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. (a/all)



ä

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



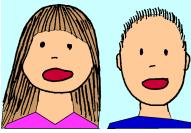
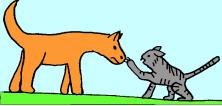
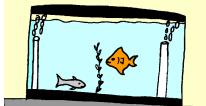
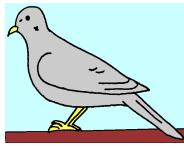
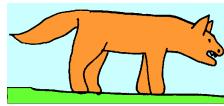
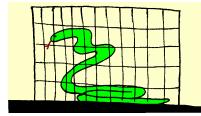
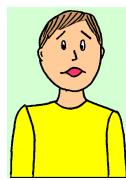
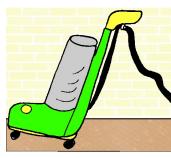
measure
vision
azure
garage

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.

Color-Coding Chart

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

Alphabet Sounds

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

Say the sound for each letter.

"Beyond The Alphabet" Sounds

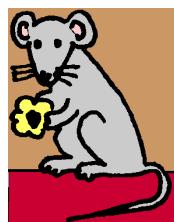
i



sh



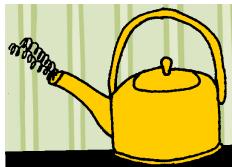
ē



ō



th



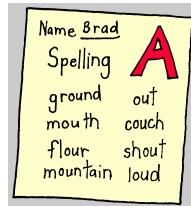
th



ö



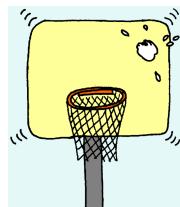
ā



ch



ng



ü



oi oy



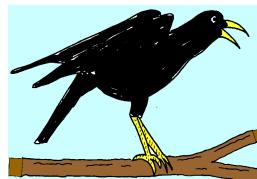
ou ow



ü



ä



measure, vision,
azure, garage



Say the sound for each letter or pattern.

Notes About the Alphabet

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

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

a) Each vowel can represent three different sounds.

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

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

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

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

sh/ship	th/thumb	th/this	ch/chicken	ng/ring
---------	----------	---------	------------	---------

The sound in vision, measure, azure, garage

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

Vowels: a/apron, ai/rain, ay/play, a_e/safe

Consonants: f/fan, ph/phone, ugh/laugh

e) Sometimes single consonants represent more than one sound.

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

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

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

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

ar/car, ar/dollar, ar/carrot	er/her, er/heron	ir/bird
------------------------------	------------------	---------

or/horse, or/tractor, or/sorry	ur/turtle	
--------------------------------	-----------	--

wor/worm	ear/early	our/journal
----------	-----------	-------------

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

rab-bit, ra-v-en	sev-en, se-cret	sil-ly, si-lent
------------------	-----------------	-----------------

rob-in, ro-bot	muf-fin, mu-sic	
----------------	-----------------	--

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

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

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

said	been	any	bury	friend
------	------	-----	------	--------

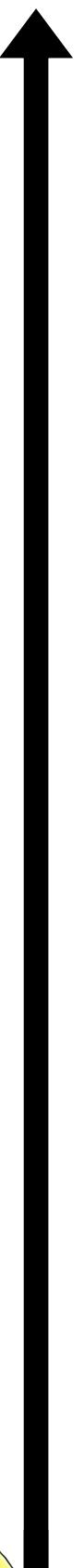
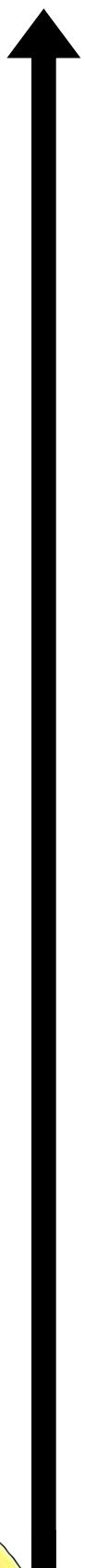
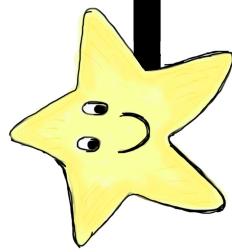
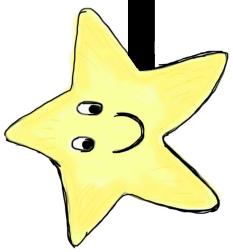
k) Some ending syllables must be learned as whole units; they cannot be "sounded out."

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

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

Prefix: unhappy Suffix: sleeping

Compound Word: mailbox Contraction: doesn't

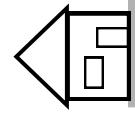


This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips.



This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips.

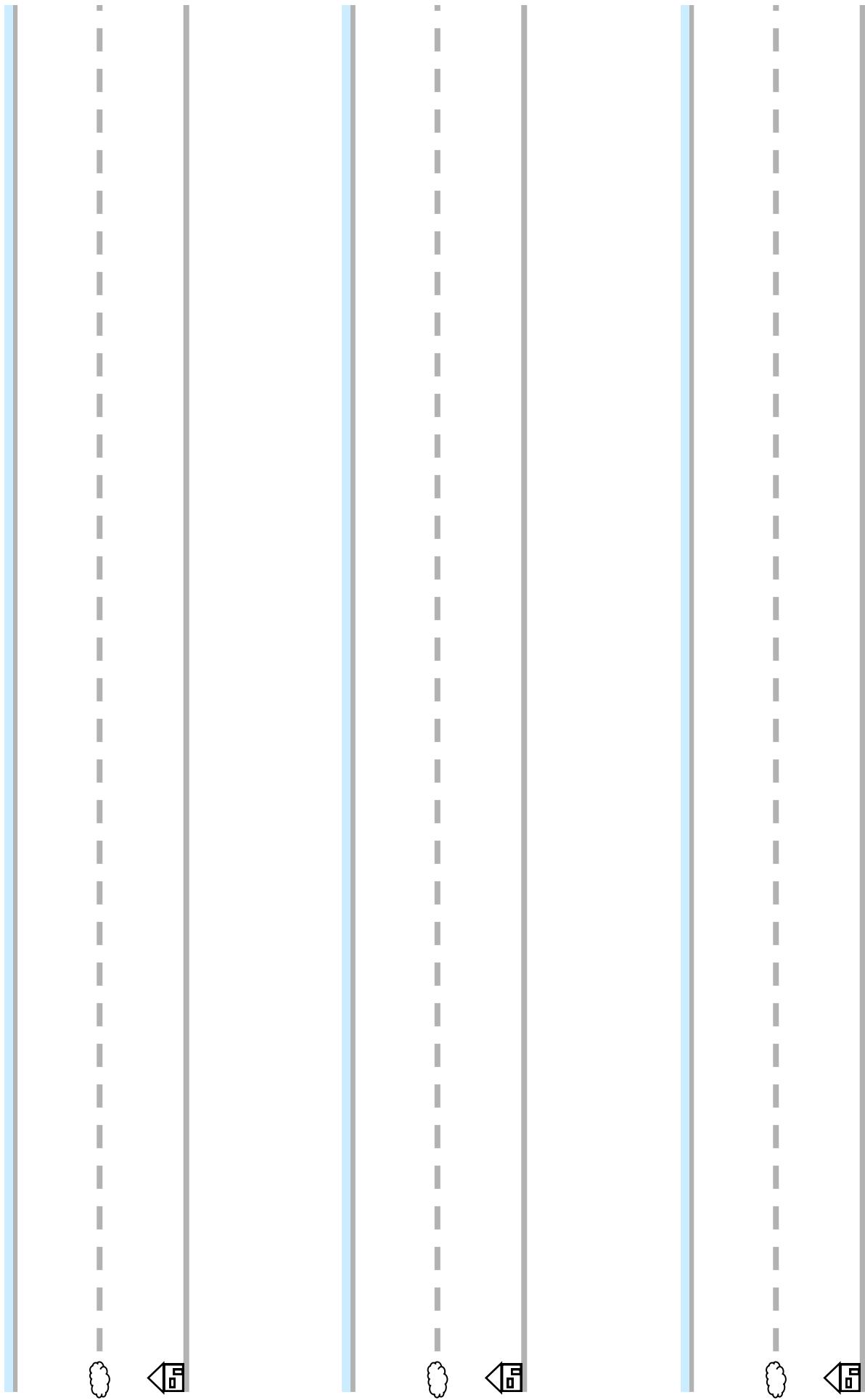
You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.

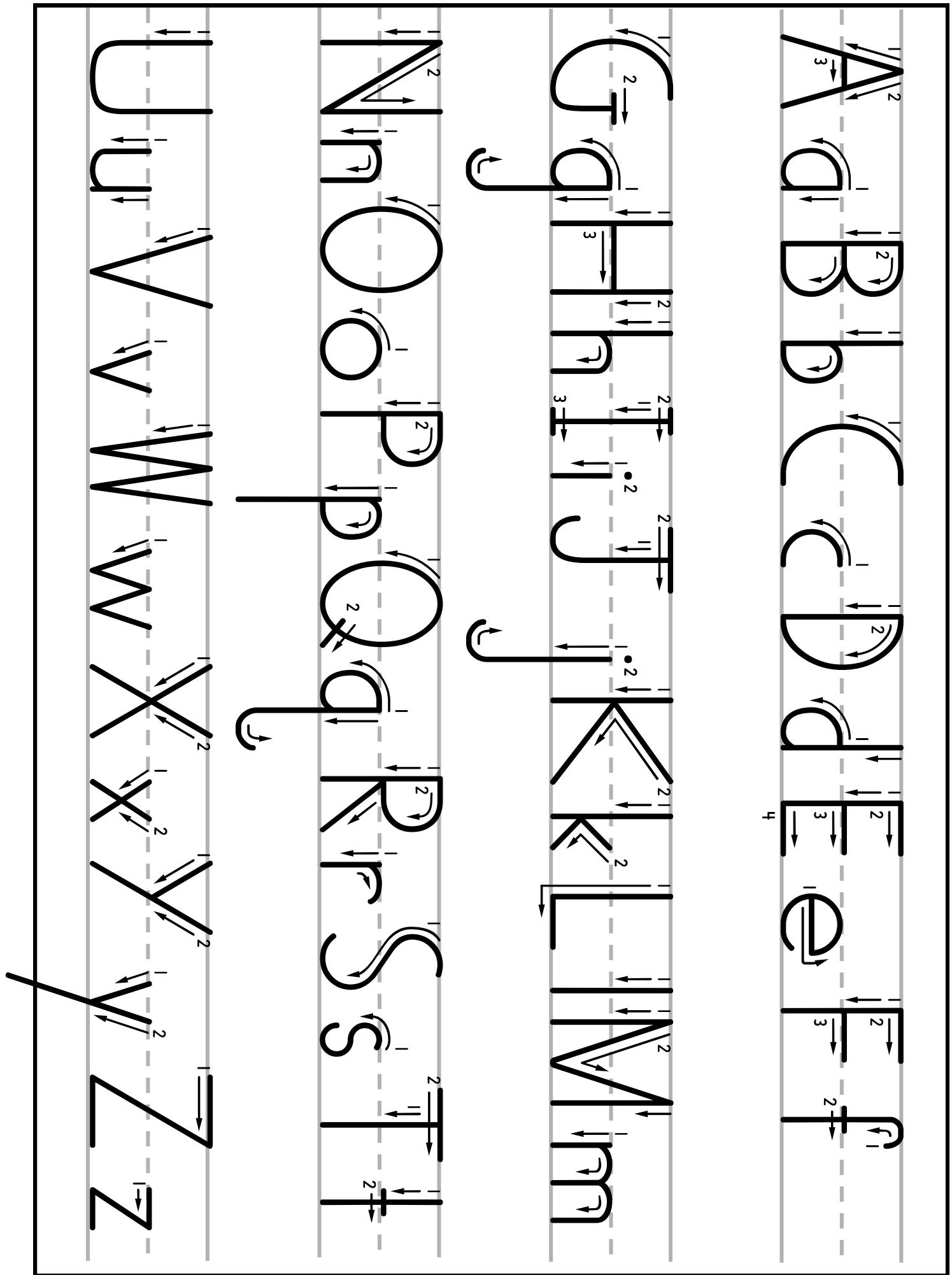


You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.



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





Overview Of Sound City Reading Materials

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

Learning The Alphabet (Books 1 and 2)

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

Exploring Sounds In Words

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

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

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

Basic Short Vowels

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

Phonetic Words And Stories (Books 1-8)

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

Basic Phonics Patterns (Books 1-8)

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

Know The Phonetic Code (Volumes 1-3)

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

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

In these books students read color-coded rhyming lists followed by word lists with the same beginning sounds (body-coda lists). Each vowel pattern is printed in a specific color to indicate the correct sound. The words are not illustrated.

Advanced Phonics Patterns From Children's Books

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