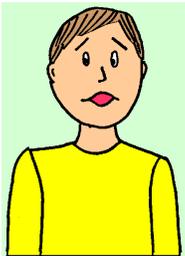


Mixed

Short Vowel

Words And Sentences

u



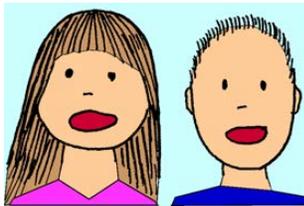
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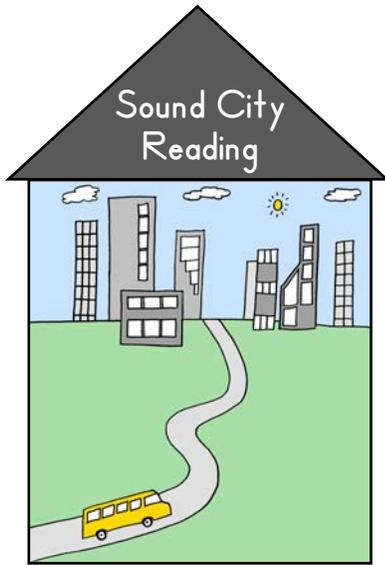
a



i



Sound City Reading



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. 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 when to introduce each word list and each set of sentences. Adjust the pacing to fit the available lesson time and the maturity level of the students.

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<http://www.educationalfontware.com>

Table of Contents

Information For The Teacher	88
Color-Coding Chart	5
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

Teach students to write the letters shown before doing each lesson.

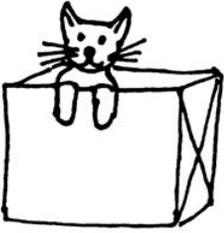
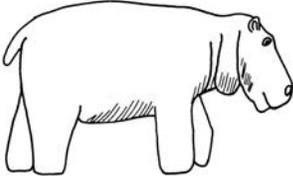
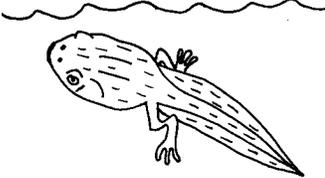
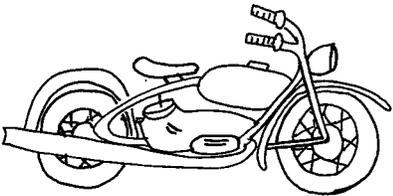
# 1 Teach t i h l n w u b - Short u words.....	26
# 2 Teach m r f x - Short u words.....	28
# 3 Teach e - Short e words.....	30
# 4 Teach s - Short e words, Short u words.....	32
# 5 Teach j - Short e words, Short u words.....	34
# 6 Teach o - Short o words.....	36
# 7 Teach c - Short o words, Short u words.....	38
# 8 Teach d - Short o words, Short u words.....	40
# 9 Teach a - Short a words.....	42
# 9 Sentences - Sight Words: A, a.....	44
# 10 Teach v - Short a words.....	46
# 10 Sentences - Sight Words: as, has.....	48
# 11 Teach g - Short i words.....	50
# 11 Sentences - Sight Word: I.....	52
# 12 Teach p - Short i words.....	54
# 12 Sentences - Sight Words: I, is, his.....	56

# 13 Teach k - Short i words, Short o words	58
# 13 Sentences - Sight Words: I, is, his.....	60
# 14 Teach y - Short e words	62
# 14 Sentences - Sight Words: I, is, his	64
# 15 Teach qu - Short a words	66
# 15 Sentences - Sight Words: as, has	68
# 16 Teach z - Short a words	70
# 16 Sentences - Sight Words: as, has, was	72
Suffix _s With Verbs, Words And Sentences	74
# 17 Short u words	76
# 17 Sentences - Sight Words: as, has, was	78
Suffix _s With Nouns, Words And Sentences.....	80
# 18 Short a, e, i, And u Words.....	82
# 18 Sight Words: as, has, was.....	84
Suffix Apostrophe _'s, Phrases And Sentences	86
Sequence Chart.....	88
Daily Lesson Outline	90
Working With Plastic Letters.....	92
Words To Spell With Plastic Letters.....	94
Adding The Beyond The Alphabet Sounds.....	96
Sound Story Part 2.....	99
Alphabet And Beyond The Alphabet Sound Charts	102
Notes About The Alphabet.....	104
Answer Key For The Picture/Word Pages.....	105
Handwriting Model	106
Blank Lined Pages To Use In A Dry-Erase Frame	107
How To Make A Dry-Erase Frame.....	110
Arrow Strips With Stars.....	111

Color-Coding Chart

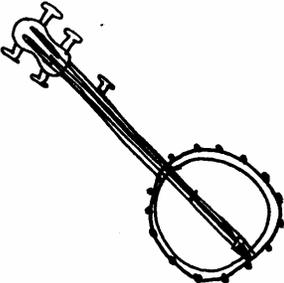
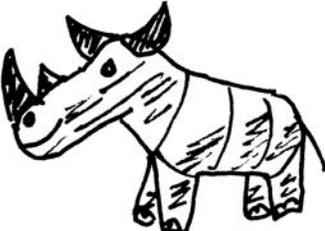
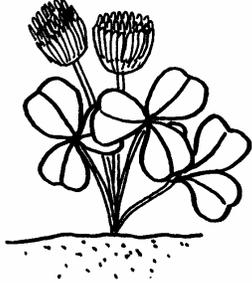
a	ant	bright red
ā	rain, play, safe, carrot	dark red
ä	Paul, saw, ball, salt, talk, wasp, swan quarrel, squash, bought	pink
e	egg, head, heron	light green
ē	he, feet, weird, key, eat, these, happy	dark green
ë	veil, they, steak, eight, ballet	dark red
i	in, gymnastics	light violet
ī	pie, pine, night,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

Syllable Awareness ShV 1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

The teacher says each word, one at a time: in, ba-by, waf-fle, up, ac-ro-bats, hip-po-pot-a-mus, tad-pole, mo-tor-cy-cle. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

Syllable Awareness ShV 2 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

The teacher says each word, one at a time: ban-jo, eat, u-ni-form, paw, type-wri-ter, u-ni-ver-si-ty, rhi-noc-er-os, clo-ver. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.



A Sound Story

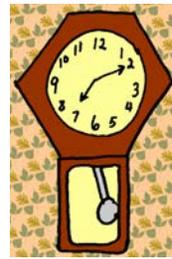


About Audrey and Brad

The sound story introduces pictures that represent all of the speech sounds in the English language. The capital and lower case letters beside each picture represent the same sound in words. The pictures are used on the sound charts in this program to help students remember the sound for each letter or letter pattern.

Part 1

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



T t

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



I i

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



H h

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



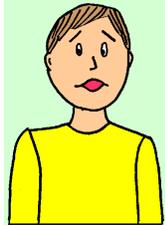
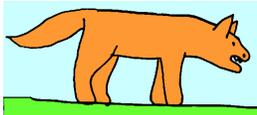
I i

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."



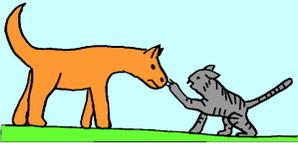
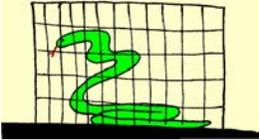
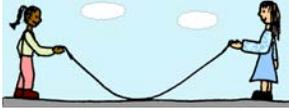
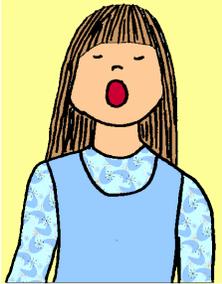
L l

Read the sound story aloud to students over a period of several days.

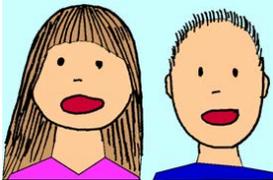
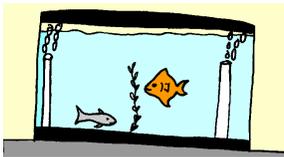
<p>Just as they arrived home from their music lesson, they heard the "n, n, n" sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p>		<p>N n</p>
<p>As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

Show flashcards for the letters that have been introduced and have students say the sounds.

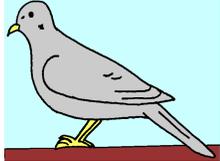
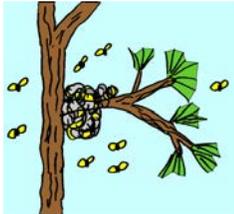
Have students match sound picture cards and letter cards in a pocket chart.

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

Read each section aloud to the students.

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

Model the sound for each new picture. Point to the picture and each letter; students say the sounds.

<p>Audrey looked up when she heard the "K, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.</p>		<p>K k</p>
<p>When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.</p>		<p>y y</p>
<p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, "coo, coo, coo." (qu/quilt)</p>		<p>Qu qu</p>
<p>Suddenly they heard a loud buzzing sound, "zzzzzzz." They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. "Let's go home," they all yelled in unison. And that is exactly what they did.</p>		<p>Z z</p>

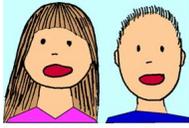
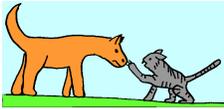
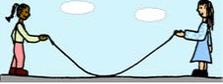
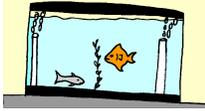
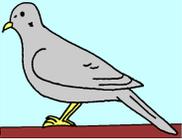
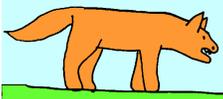
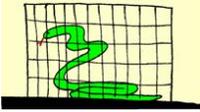
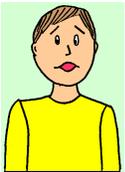
Sight Words

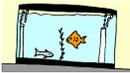
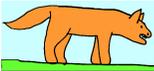
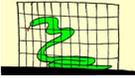


<p> a</p>	<p>^z is</p>	<p>^z as</p>	<p>i</p>
<p> A</p>	<p>^z his</p>	<p>^z has</p>	
<p> ^z was</p>			

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

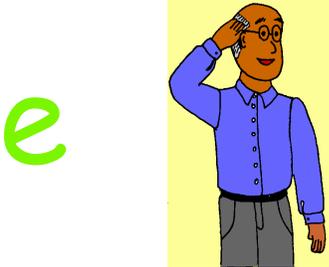
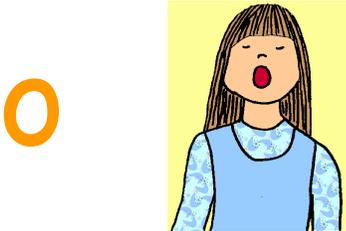
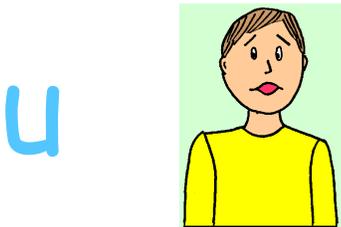
Practice saying the sound for each letter.

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

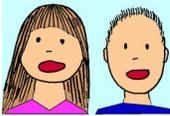
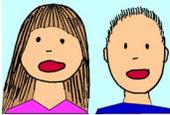
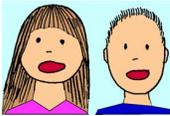
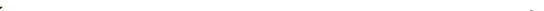
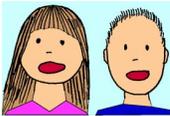
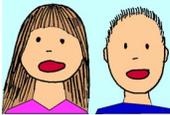
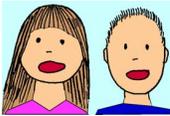
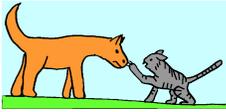
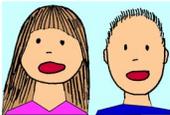
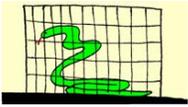
a 	b 	c 	d 	e 	
f 	g 	h 	i 	j 	
k 	l 	m 	n 	o 	
p 	qu 	r 	s 	t 	
u   a	v 	w 	x 	y 	z  s

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.

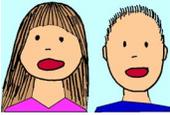
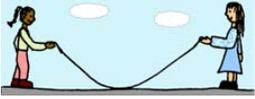
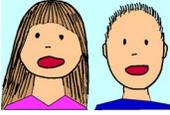
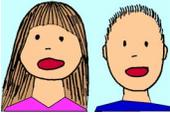
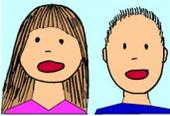
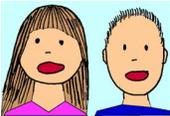
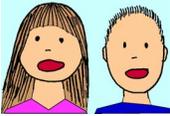
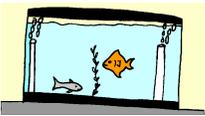
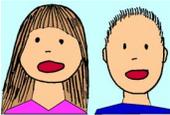
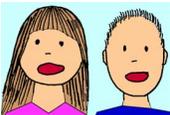
Short Vowels	Long Vowels	Umbrella Vowels
		<p style="text-align: center;">The Story About The Umbrella Vowels</p>  <p>One day the vowels went for a walk. Suddenly it started to rain. So the letter U put up his large umbrella, which he always carried, because the word "umbrella" starts with his "uh" sound. 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>
		
		
		
		

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

 	 	  at
 	 	  al
 	 	  an
 	 	  ab
 	 	  am
 	 	  af
 	 	  ax
 	 	  as

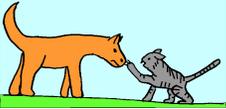
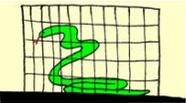
Practice one or two sets of sound blending exercises each day, choosing the ones that match the words in each day's lesson.

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

 	
★ →	★ →
 	
★ →	★ →
 	
★ →	★ →
 	
★ →	★ →
 	
★ →	★ →
 	
★ →	★ →
 	
★ →	★ →
 	
★ →	★ →

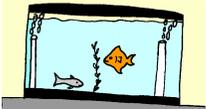
After students can blend the sounds for all of the short vowels with confidence without help, practice just once a week.

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

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 	 →	 →
 	 →	 →
 	 →	 →
 	 →	 →
 	 →	 →
 	 →	 →
 	 →	 →
 	 →	 →

ej

ec

ed

ev

eg

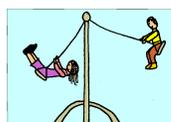
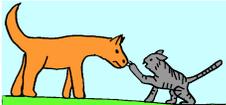
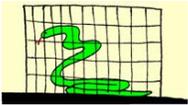
ep

ek

ez

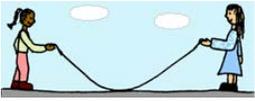
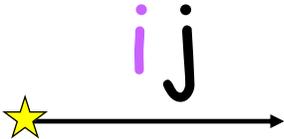
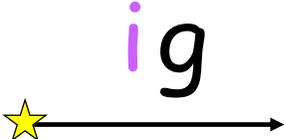
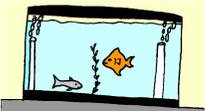
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Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.

 	it
 	il
 	in
 	ib
 	im
 	if
 	ix
 	is

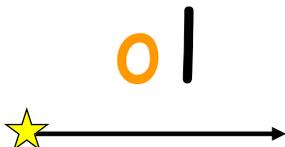
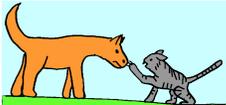
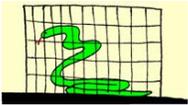
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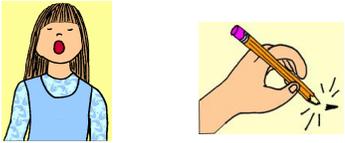
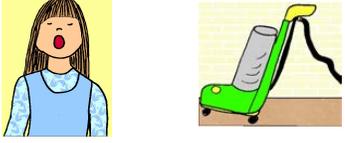
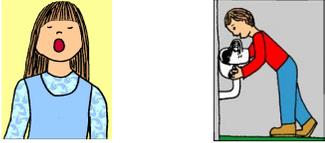
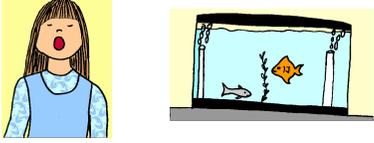
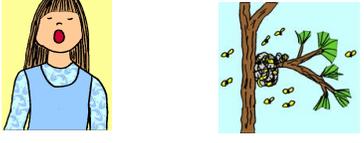
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Sound Blending: Silly Sounds - Start at the star. Slide the sounds together smoothly.

Practice one or two sets of sound blending exercises each day, choosing the ones that match the words in each day's lesson.

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

o j

o c

o d

o v

o g

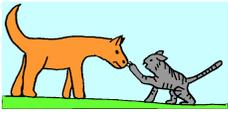
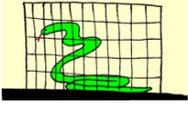
o p

o k

o z

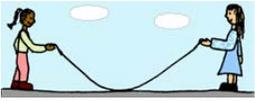
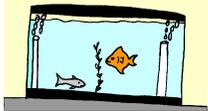
After students can blend the sounds for all of the short vowels with confidence without help, practice just once a week.

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

 	ut
 	ul
 	un
 	ub
 	um
 	uf
 	ux
 	us

Practice one or two sets of sound blending exercises each day, choosing the ones that match the words in each day's lesson.

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

uj

uc

ud

uv

ug

up

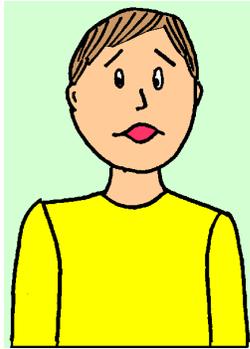
uk

uz

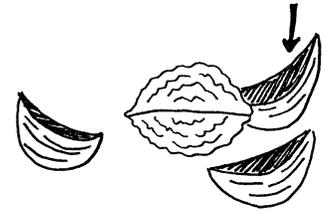
After students can blend the sounds for all of the short vowels with confidence without help, practice just once a week.

1

u

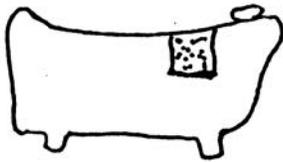


A.

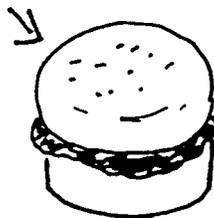


Hull: Outer covering of a seed or fruit

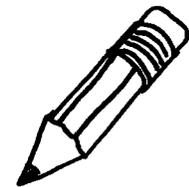
B.



C.

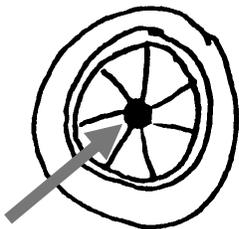


D.



Nub: The last little bit of a pencil

E.

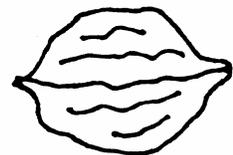


Hub: The center of a wheel

F.



G.

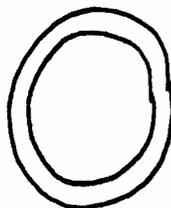


H.



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.)

u

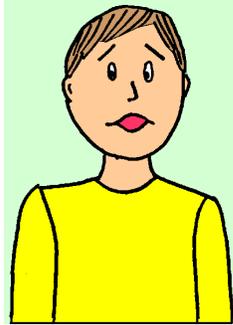


1. n → u → t nut
2. h → u → t hut
3. t → u → b tub
4. n → u → b nub
5. h → u → b hub
6. b → u → n bun
7. n → u → n nun
8. h → u → ll hull
9. n → u → ll null

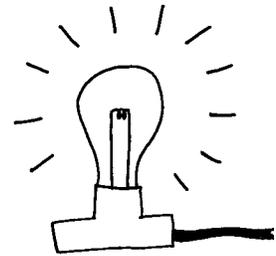
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

2

u

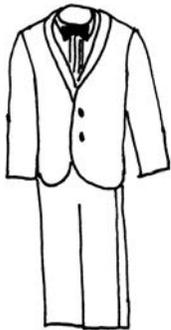


A.



Lux: A measurement of the amount of light

B.



Tux: A tuxedo

C.

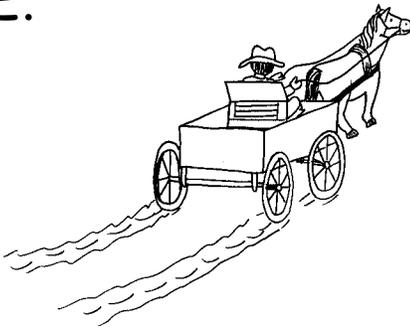


D.



Huff: To blow out forcefully

E.

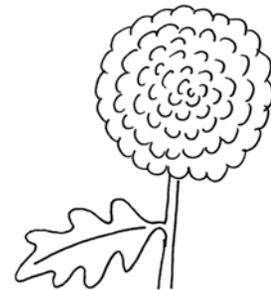


Rut: A track made by wheels in mud

F.



G.



Mum: A kind of flower

H.

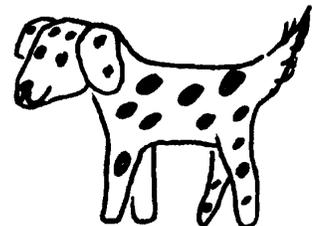


I.



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.)

u

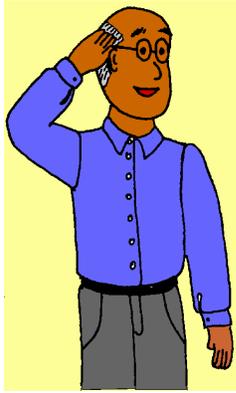


1. f → u → n fun
2. r → u → n run
3. m → u → ff muff
4. h → u → ff huff
5. r → u → t rut
6. m → u → tt mutt
7. h → u → m hum
8. m → u → m mum
9. t → u → x tux
10. l → u → x lux

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.



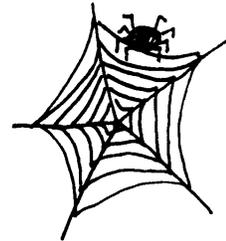
E.



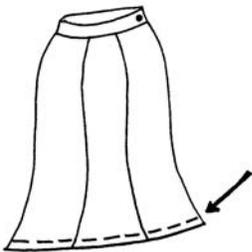
F.



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 let
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

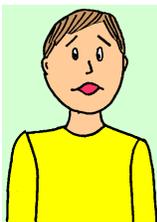
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4

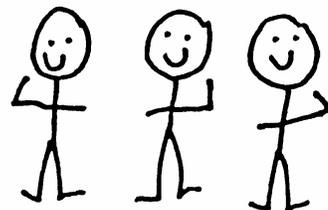
e



u



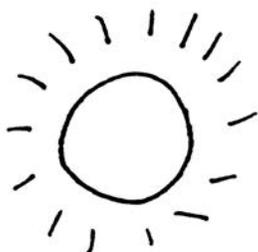
A.



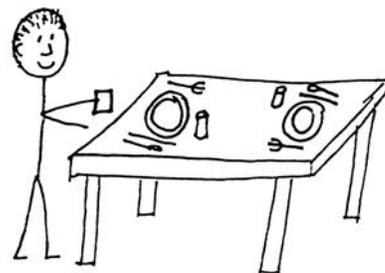
B.



C.



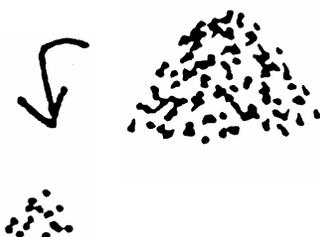
D.



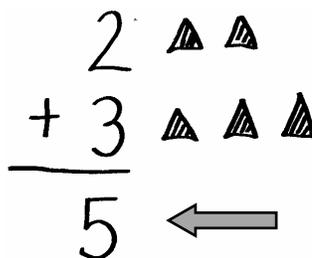
E.



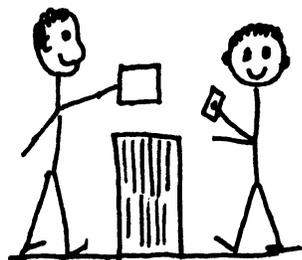
F.



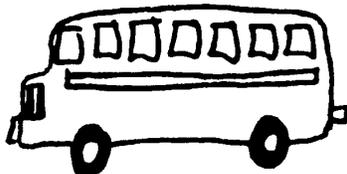
G.



H.



I.



J.



Bess

e



u



1.

s → e → ll

sell

2.

s → e → t

set

3.

l → e → ss

less

4.

m → e → ss

mess

5.

B → e → ss

Bess

6.

u → s

us

7.

b → u → s

bus

8.

s → u → n

sun

9.

s → u → b

sub

10.

s → u → m

sum

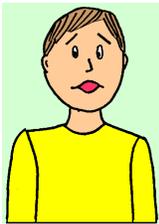
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5

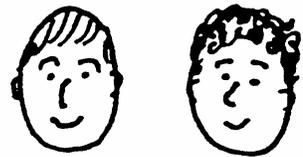
e



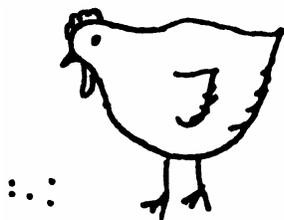
u



A.



B.

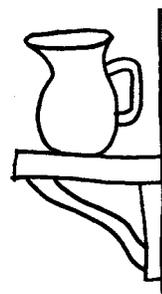


C.



Jeff

D.



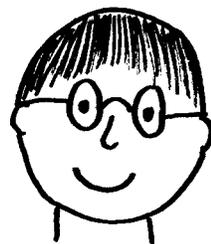
E.

10

F.

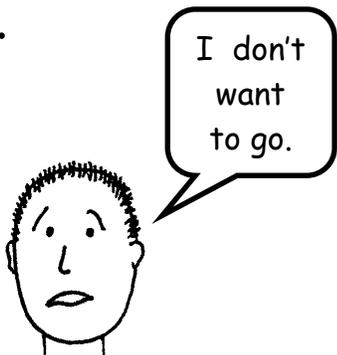


G.



Ben

H.



e



u



1. j → e → t jet

2. J → e → ff Jeff

3. B → e → n Ben

4. t → e → n ten

5. h → e → n hen

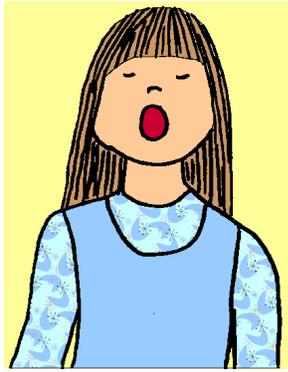
6. m → e → n men

7. j → u → t jut

8. f → u → ss fuss

6

O



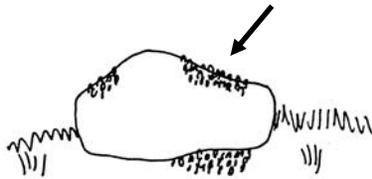
A.



B.

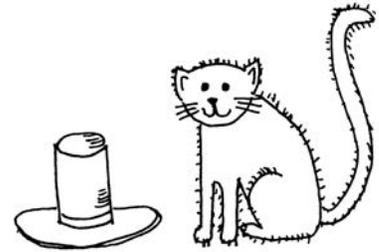


C.



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.

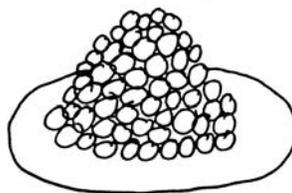


Do not smoke.

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. j → o → t jot
4. l → o → t lot
5. h → o → t hot
6. t → o → ss toss
7. b → o → ss boss
8. m → o → ss moss
9. o → n on
10. o → ff off

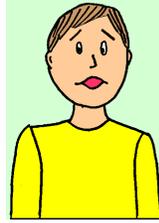
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

7

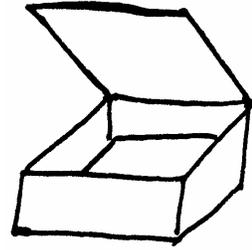
O



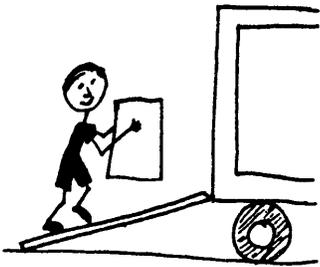
U



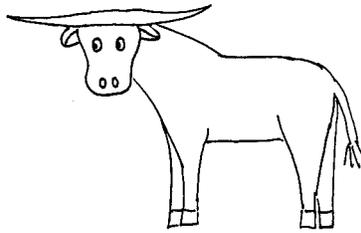
A.



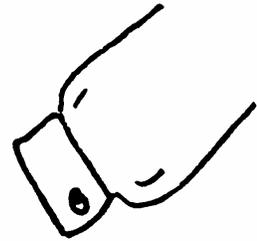
B.



C.



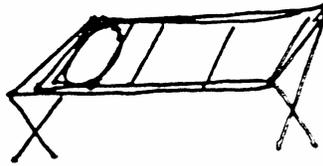
D.



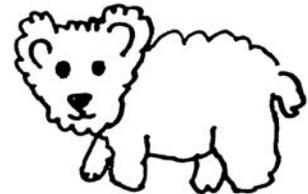
E.



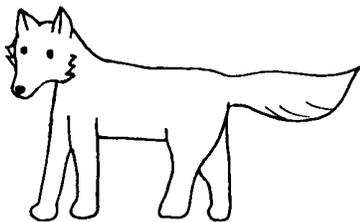
F.



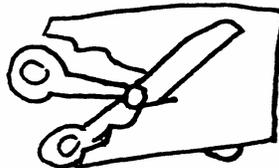
G.



H.



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



u



1. c → o → t cot

2. c → o → b cob

3. j → o → b job

4. m → o → m mom

5. f → o → x fox

6. b → o → x box

7. o → x ox

8. c → u → t cut

9. c → u → b cub

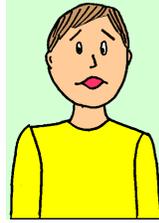
10. c → u → ff cuff

8

O



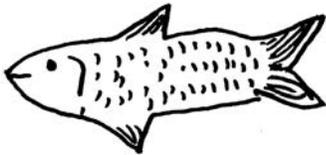
U



A.



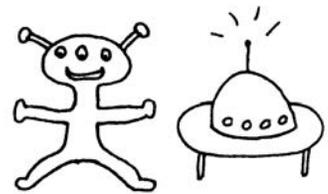
B.



C.

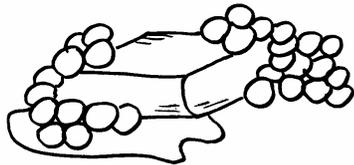


D.



Odd: Strange, unusual

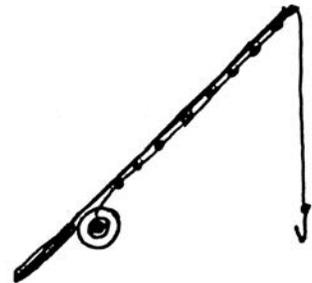
E.



F.



G.



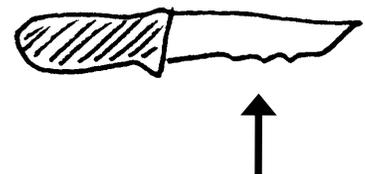
H.



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



u

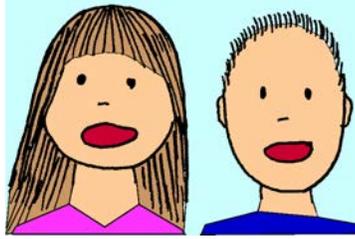


1. r → o → d r o d
2. n → o → d n o d
3. c → o → d c o d
4. o → dd o dd
5. d → o → t d o t
6. d → o → ll d o ll
7. d → u → ll d u ll
8. b → u → d b u d
9. m → u → d m u d
10. s → u → ds s u ds

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

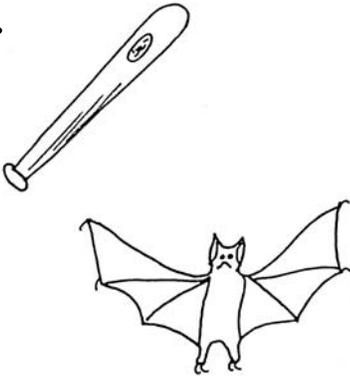
a



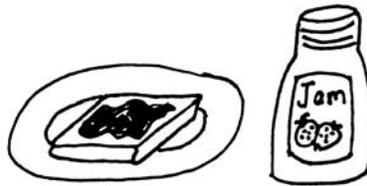
A.



B.



C.



D.



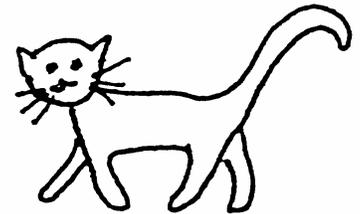
E.



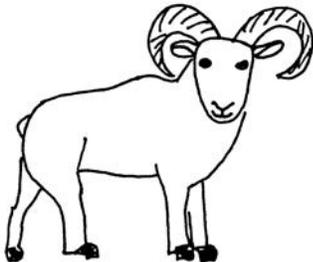
F.



G.



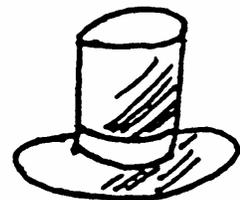
H.



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 → t mat

2. r → a → t rat

3. h → a → t hat

4. c → a → t cat

5. b → a → t bat

6. m → a → n man

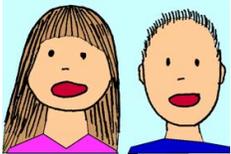
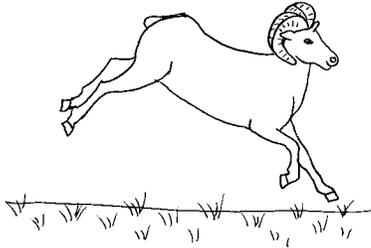
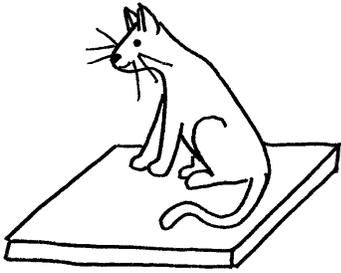
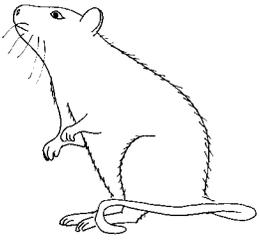
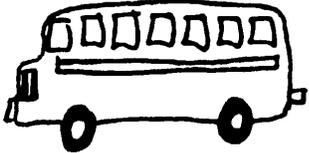
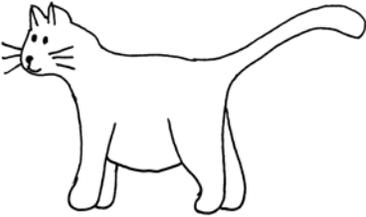
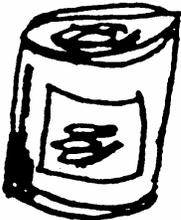
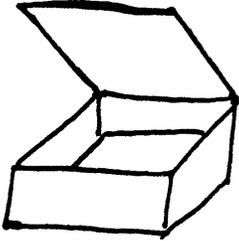
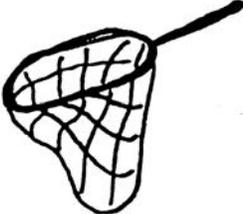
7. r → a → n ran

8. c → a → n can

9. j → a → m jam

10. r → a → m ram

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. 	
B. 		C. 		D. 	
E. 		F. 		G. 	
H. 		I. 		J. 	

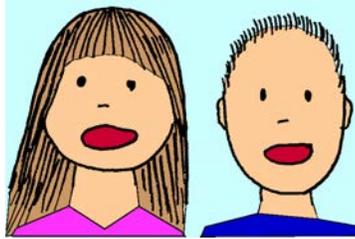
1) Teach the new sight words.

1. A bus
2. A box
3. A net
4. A can
5. A fat cat
6. A rat sat.
7. A man ran.
8. A ram can run.
9. A man fell.
10. A cat sat on a mat.

2) Read each sentence and find the matching picture.

10

a



A.



B.



C.

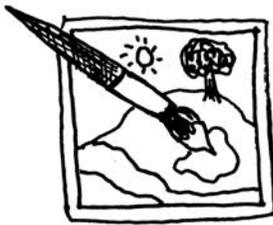


Vat: A large container for liquids

D.

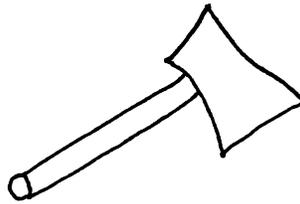


E.



Dab: To apply paint or lotion by touching gently

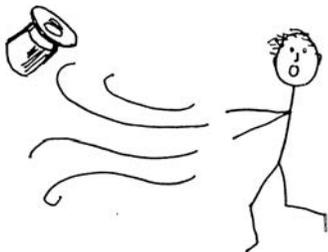
F.



G.



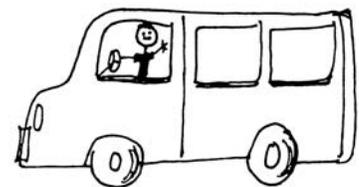
H.



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



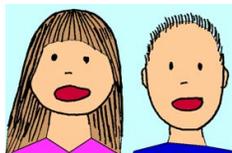
1. s → a → d sad
2. m → a → d mad
3. d → a → d dad
4. h → a → d had
5. v → a → n van
6. v → a → t vat
7. s → a → x sax
8. a → x ax
9. d → a → b dab
10. n → a → b nab

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 as has z

A.



B.



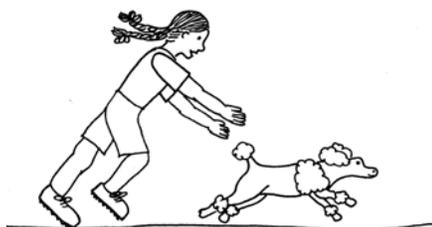
C.



D.



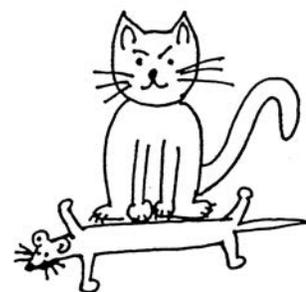
E.



F.



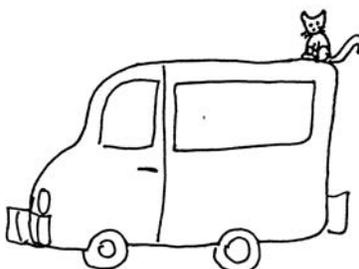
G.



H.



I.



J.



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

1. Mom has a box.
2. Sam has a sax.
3. Dan 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.

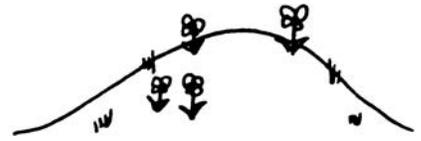
2) Read each sentence and find the matching picture.

11

i



A.



B.



C.



D.



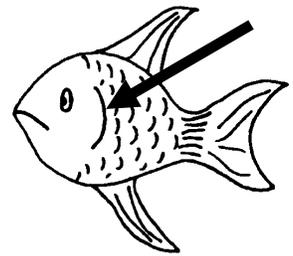
E.



F.

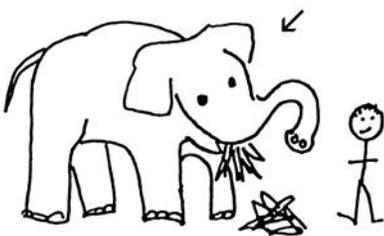


G.



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

H.



The elephant is big.

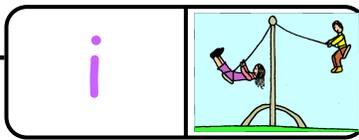
I.

6

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. b → i → g big

2. d → i → g dig

3. m → i → x mix

4. f → i → x fix

5. s → i → x six

6. i → n in

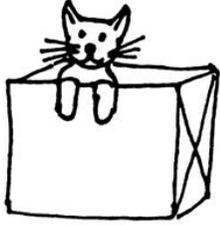
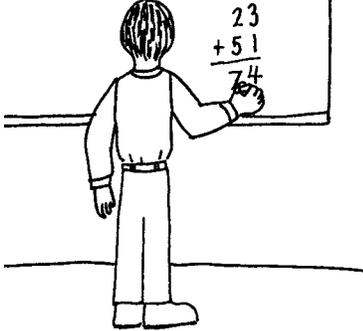
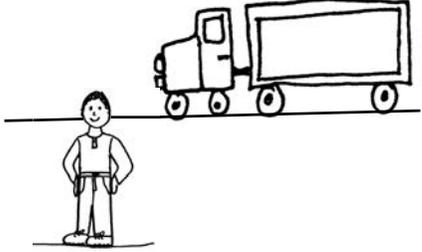
7. w → i → n win

8. h → i → ll hill

9. f → i → ll fill

10. g → i → ll gill

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.

<p>i</p> 	<p>Sight Word </p> <p>I </p>	<p>A. </p>
<p>B. </p>	<p>C. </p>	<p>D. </p> <p>Rig: A tractor trailer truck</p>
<p>E. </p>	<p>F. </p>	<p>G. </p>
<p>H. </p>	<p>I. </p>	<p>J. </p>

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.

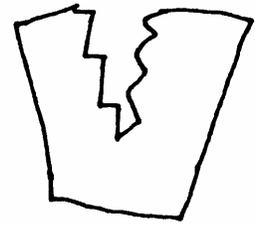
2) Read each sentence and find the matching picture.

12

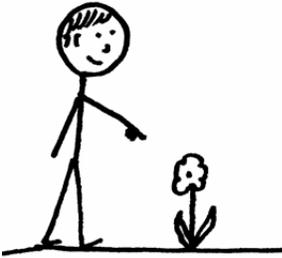
i



A.

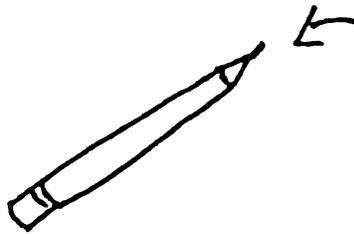


B.



It is pretty.

C.



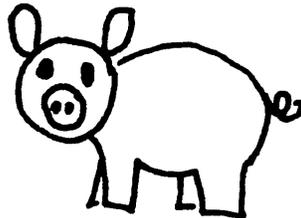
D.



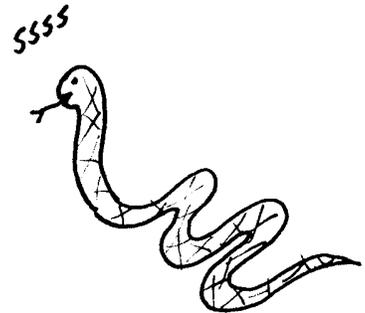
E.



F.



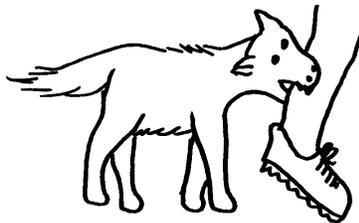
G



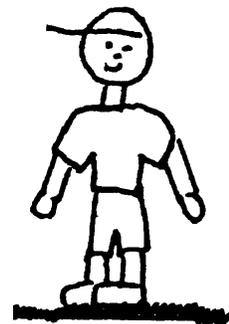
H.



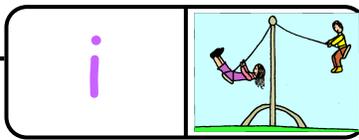
I.



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. s → i → p sip

2. r → i → p rip

3. t → i → p tip

4. p → i → g pig

5. h → i → m him

6. i → t it

7. b → i → t bit

8. s → i → t sit

9. m → i → ss miss

10. h → i → ss hiss

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.

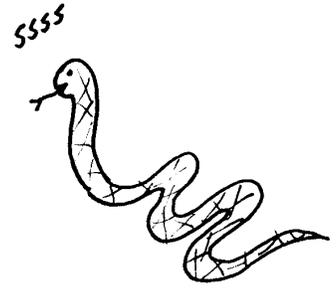


I

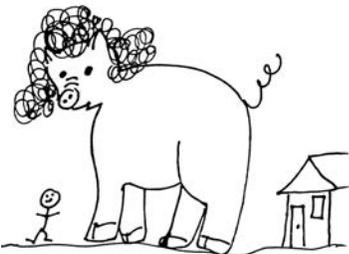
is

his

A



B.



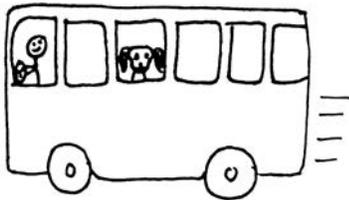
C.



D.



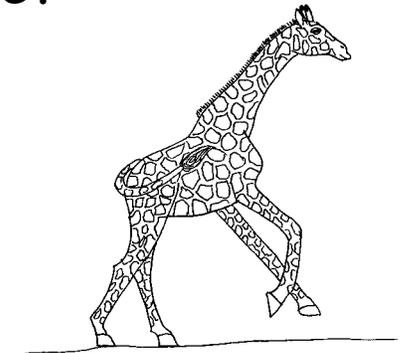
E.



F.



G.



H.



I.



J.



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.

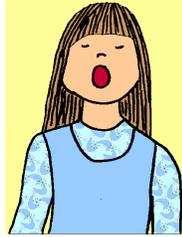
2) Read each sentence and find the matching picture.

13

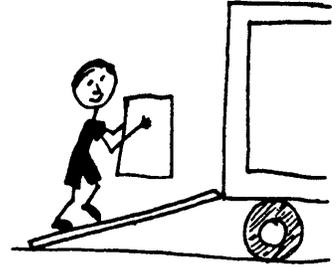
i



o



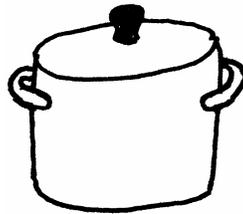
A.



B.



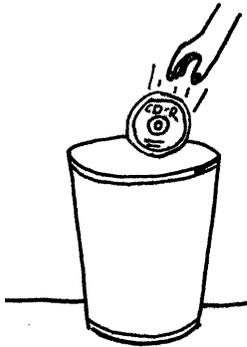
C.



D.



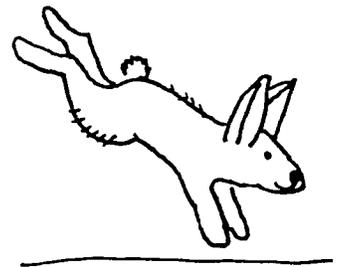
E.



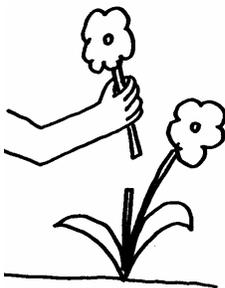
F.



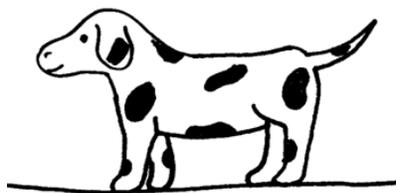
G.



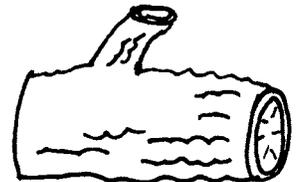
H.



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.)

i



o



- | | | |
|-----|------------|------|
| 1. | k → i → ss | kiss |
| 2. | k → i → d | kid |
| 3. | h → i → d | hid |
| 4. | d → i → d | did |
| 5. | r → i → d | rid |
| 6. | l → o → g | log |
| 7. | d → o → g | dog |
| 8. | g → o → t | got |
| 9. | h → o → p | hop |
| 10. | p → o → t | pot |

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.



I is his

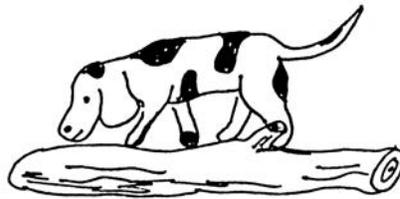
A.



B.



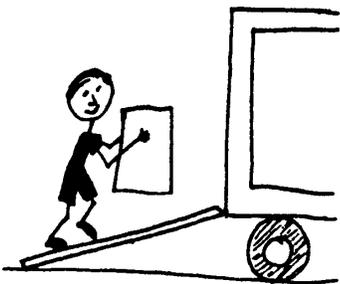
C.



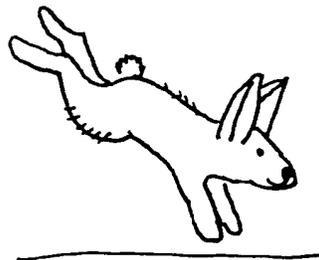
D.



E.



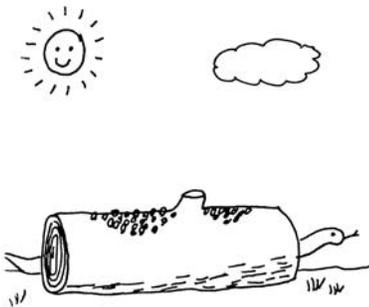
F.



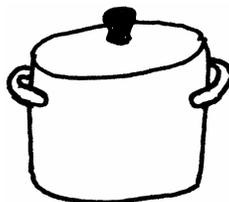
G.



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.

14

e



A.



B.

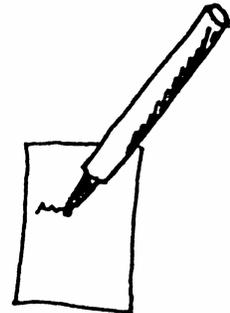


C.



Keg: A small barrel

D.



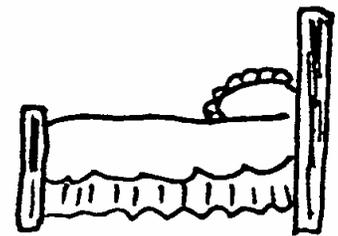
E.



F.



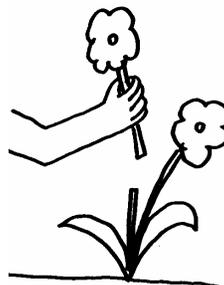
G.



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. r → e → d red

2. b → e → d bed

3. y → e → s yes

4. y → e → ll yell

5. k → e → g keg

6. g → e → t get

7. v → e → t vet

8. p → e → t pet

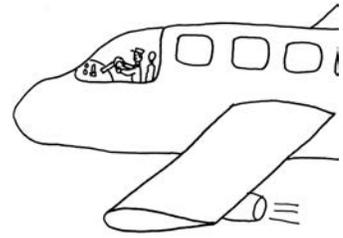
9. p → e → n pen

10. d → e → n den



I is his

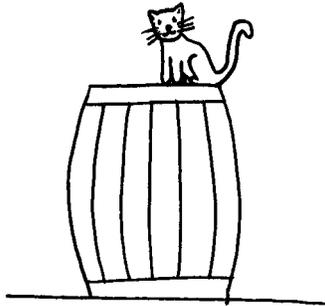
A.



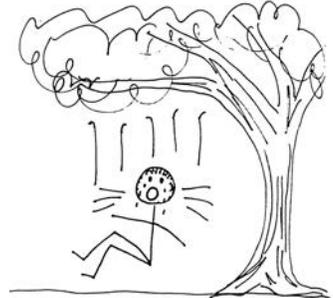
B.



C.



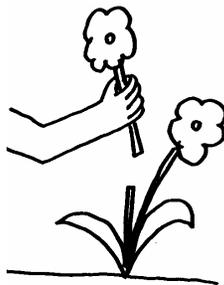
D.



E.



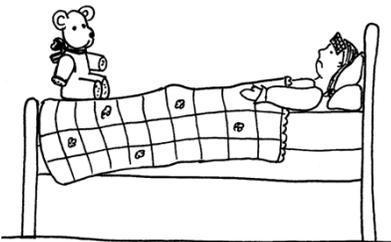
F.



G.



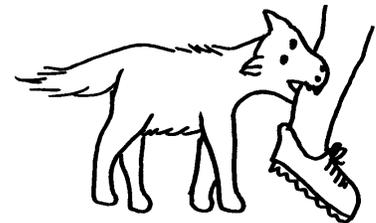
H.



I.



J.



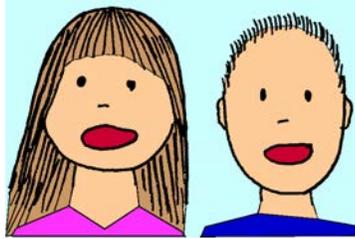
1) Teach any new sight words. Review previous sight words.

1. A cub is in his den.
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.

15

a



A.



Nag: Tell someone what to do many times.

B.



Sag: Hang down, droop

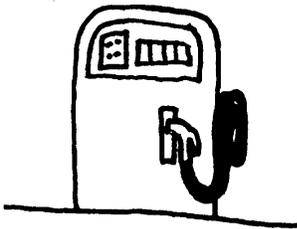
C.



D.



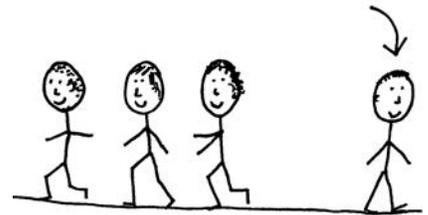
E.



F.

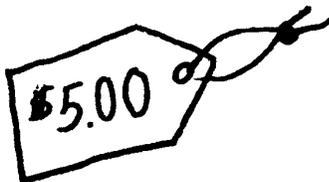


G.



Lag: To fall behind

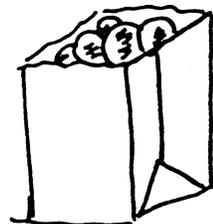
H.



I.

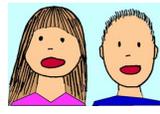


J.



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

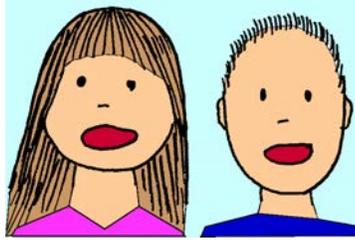
2) The teacher looks at the pictures, going from A to J, and pronounces the sounds separately, with a pause in between. Students look at the first column, find the correct word, and read it. 3) Students read the words going down and up the second column, referring to the first column as needed.

1. Max can wag.
2. A man has a hat.
3. Did it sag?
4. A van has gas.
5. A bag fell.
6. Nan has a pan.
7. A cat got on a box.
8. Rob is sad.
9. Pam has a cat.
10. I hit it.

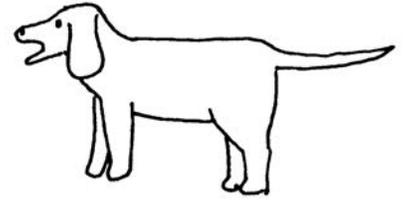
2) Read each sentence and find the matching picture.

16

a

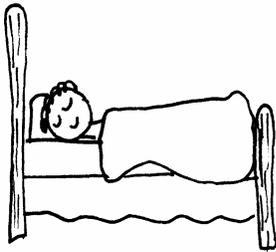


A.

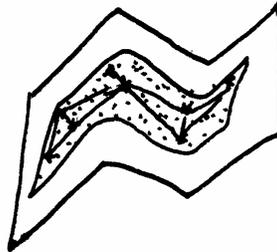


Yap: High pitched bark

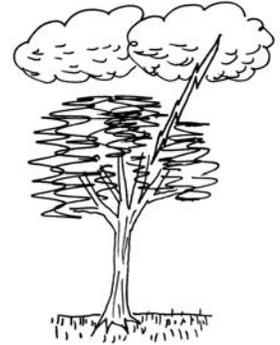
B.



C.



D.



Zap: To strike with sudden force.

E.



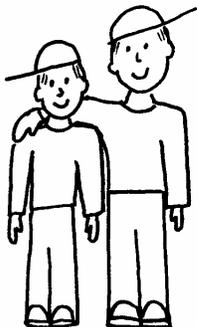
F.



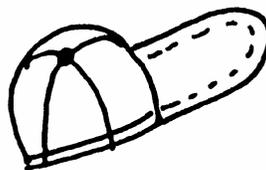
G.



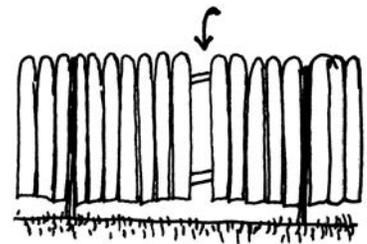
H.



I.

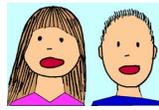


J.



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. z → a → p zap
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

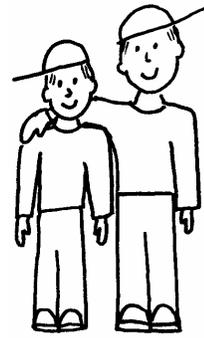


as

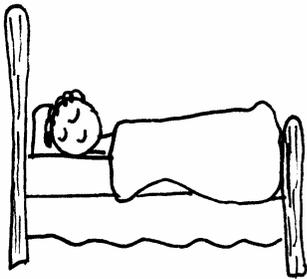
has

was

A.



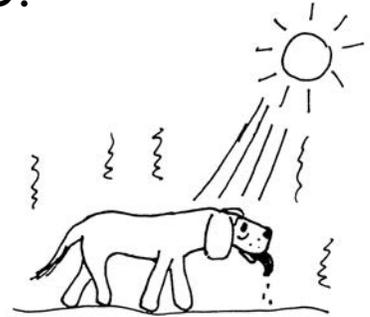
B.



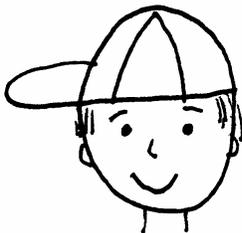
C.



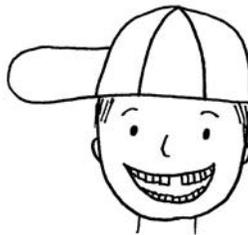
D.



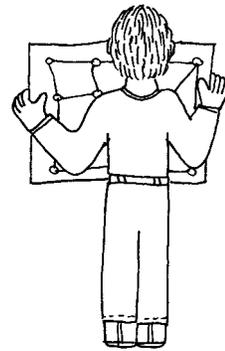
E.



F.



G.



H.



I.



J.

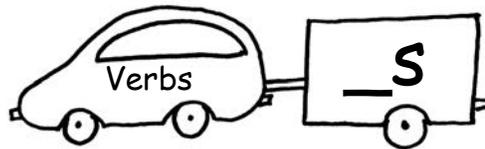


1) Teach any new sight words. Review previous sight words.

1. A man was mad.
2. A dog was hot.
3. A tag was on a bag.
4. A man has a map.
5. Pam had a nap.
6. Jim has a cap.
7. Jim has a gap.
8. It was a big mess.
9. Matt has a pal.
10. A hat was on a cat.

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

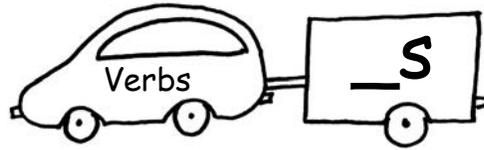
5. get → s gets

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.



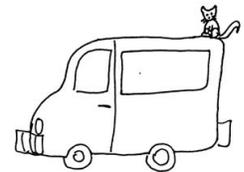
1. A pet gets wet.



2. Gus runs a lap.



3. A cat sits on a van.



4. It pops.



5. A dog runs.



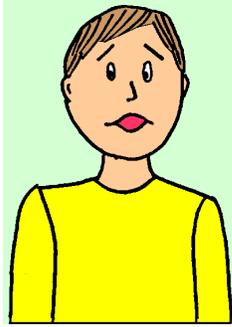
6. A cat digs.



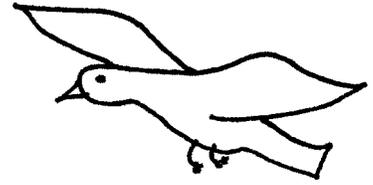
Read the sentences.

17

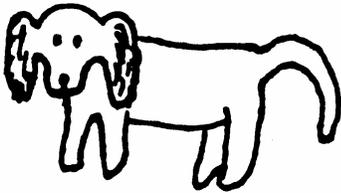
u



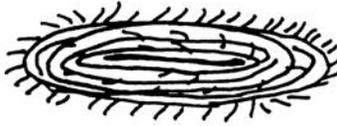
A.



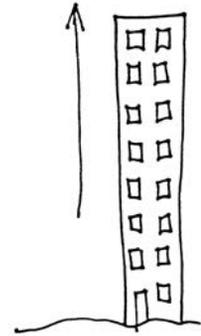
B.



C.



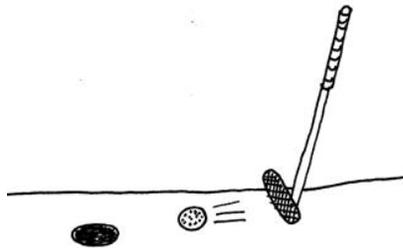
D.



E.



F.



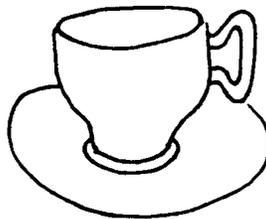
G.



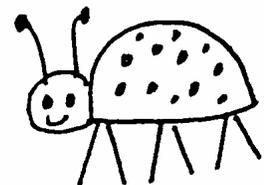
H.



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.

Sight Words

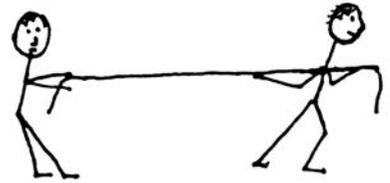


as

has

was

A.



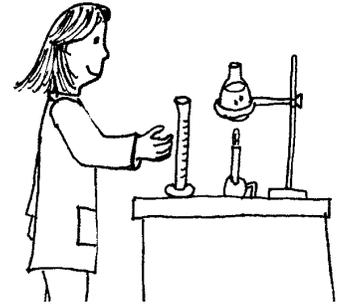
B.



C.



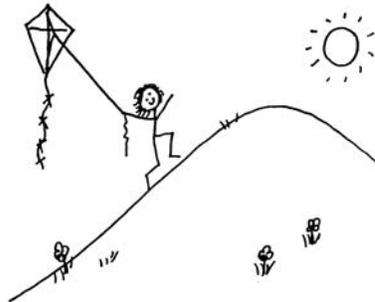
D.



E.



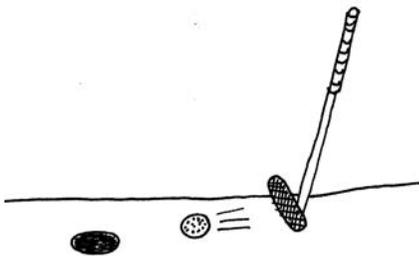
F.



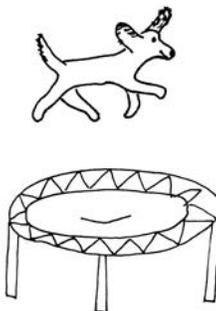
G.



H.



I.



J.

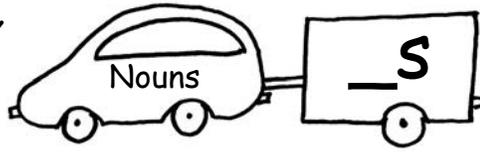


1) Teach any new sight words. Review previous sight words.

1. Nan was at a lab.
2. A bug was on a rug.
3. I can 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. A pup is up.
10. A man dug up a jug.

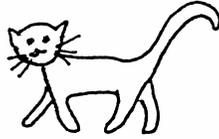
2) Read each sentence and find the matching picture.

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.

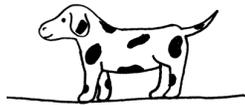
1. **cat**



cats



2. **dog**



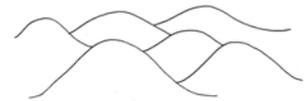
dogs



3. **hill**



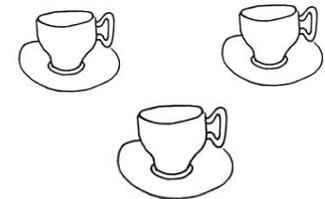
hills



4. **cup**



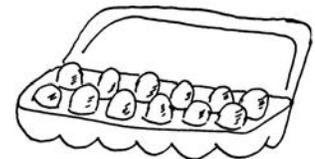
cups



5. **egg**



eggs



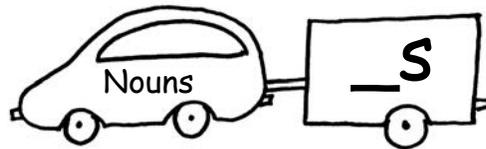
6. **kid**



kids

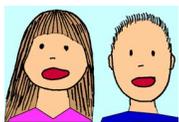


Read each word in the first column. Read the word in the second column, adding an s to the end.



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.

18



a



e



i

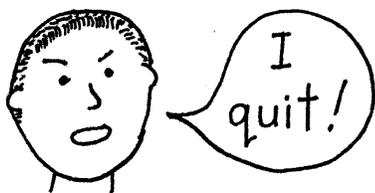


u

A.



B.



C.

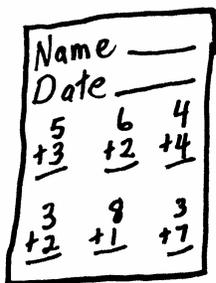


D.



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

E.



F.

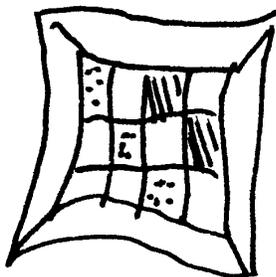


G.



Fez: A man's hat worn in Egypt

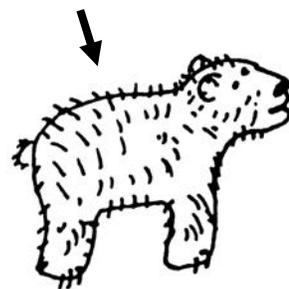
H.



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

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



as

has

was

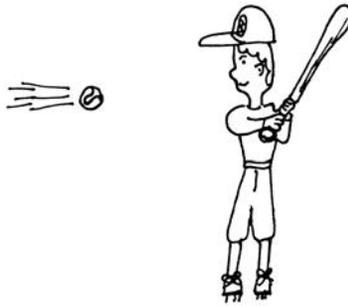
A.



B.



C.



D.



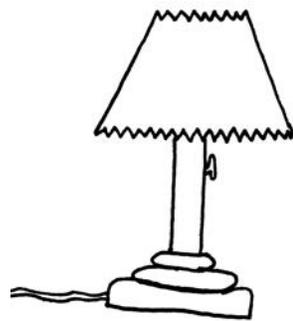
E.



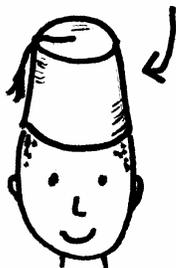
F.



G.



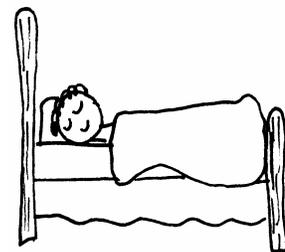
H.



I.



J.

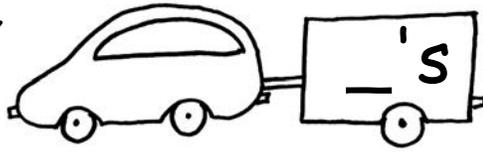


1) Teach any new sight words. Review previous sight words.

1. It has fuzz on it.
2. Ben has a nap.
3. Meg has a pet.
4. A man has a fez.
5. Bess has a quiz.
6. It 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 noun shows ownership. Something belongs to that person or thing.

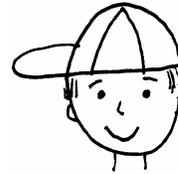
1. Sam's cat



2. Pam's pan



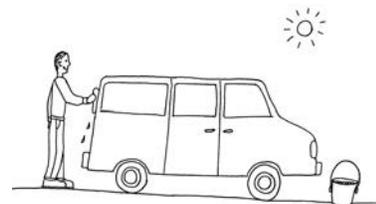
3. Ben's cap



4. Jill's doll



5. Tom's van

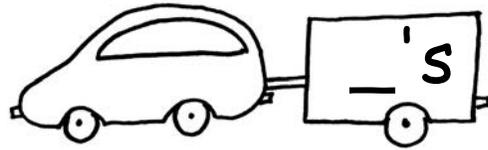


6. Meg's dog



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

In this book, you can teach short vowel words while students are learning to write the alphabet letters.

Lesson	Teach This Letter In Handwriting	Words And Sentences	Sight Words
	t	Read these sections of the sound story: t i h l n w	
	i	Read these sections of the sound story: u b m r f x	
	h	Read these sections of the sound story: e s j o c d	
	l	Read these sections of the sound story: a v g p	
	n	Read these sections of the sound story: k y qu z	
	w	Begin the sound blending exercises, pages 16-25. Do one or two sets/day.	
	u	Choose the sound blending exercises that match the words in each lesson.	
1	b	nut, hut, tub, nub, hub, bun, nun, hull, null	
	m	Spell: mum, mutt, hum, and any previous words - Reread words in Lesson 1	
	r	Spell: run, rut and any previous words	
	f	Spell: fun, muff, huff and any previous words	
2	x	fun, run, muff, huff, rut, mutt, hum, mum, tux, lux	
3	e	net, bet, wet, met, tell, fell, well, bell, hem, web	
4	s	sell, set, less, mess, Bess, us, bus, sun, sub, sum	
5	j	jet, Jeff, Ben, ten, hen, men, jut, fuss	
6	o	not, rot, jot, lot, hot, toss, boss, moss, on, off	
7	c	cot, cob, job, mom, fox, box, ox, cut, cub, cuff	
8	d	rod, nod, cod, odd, dot, doll, dull, bud, mud, suds	
9	a	mat, rat, hat, cat, bat, man, ran, can, jam, ram	
		A bus, A box, A net, A can, A fat cat, A rat sat. A man ran. A ram can run. A man fell. A cat sat on a mat.	A, a
10	v	sad, mad, dad, had, van, vat, sax, ax, dab, nab	
		Mom has a box. Sam has a sax. Dan has a bass. Dad has an ax. Jan had fun. Bess can hum. Jeff can dab. A cat sat on a van. Jan can not nab Max. A mad cat sat on a rat.	as, has
11	g	big, dig, mix, fix, six, in, win, hill, fill, gill	
		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	Teach This Letter In Handwriting	Words And Sentences	Sight Words
12	p	sip, rip, tip, pig, him, it, bit, sit, miss, hiss	
		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
13	k	kiss, kid, hid, did, rid, log, dog, got, hop, pot	
		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.	I, is, his
14	y	red, bed, yes, yell, keg, get, vet, pet, pen, den	
		A cub is in his den. 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
15	qu	rag, sag, lag, nag, wag, bag, tag, gas, pass, pan	
		Max can wag. A man has a hat. Did it sag? A van has gas. A bag fell. Nan has a pan. A cat got on a box. Rob is sad. Pam has a cat. I hit it.	as, has
16	z	map, nap, zap, tap, cap, gap, yap, pat, pal, pad	
		A man was mad. A dog was hot. A tag was on a bag. A man has a map. Pam had a nap. Jim has a cap. Jim has a gap. It was a big mess. Matt has a pal. A hat was on a cat.	as, has, was
	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.	
17		dug, bug, rug, jug, gull, up, cup, pup, putt, puff	
		Nan was at a lab. A bug was on a rug. I can 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. A pup is up. A man dug up a jug.	as, has, was
	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.	
18		jazz, buzz, fuzz, fez, zip, fizz, quiz, quit, quill, quilt	
		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
	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.	

Daily Lesson Outline - Mixed Short Vowels

Symbol-Sound Relationships

A.	Sound Charts	Point to the letters that have been introduced in the sound story on the alphabet and vowel charts. Students say the sound for each letter in unison.
B.	Alphabet Cards	Show the alphabet letter cards for the letters that have been introduced in the sound story, one at a time. Students say each letter sound in unison.
C.	Handwriting	<ol style="list-style-type: none"> 1) IF students <u>have learned</u> how to write all of the alphabet letters - Each day, review how to write a few lower case and/or capital alphabet letters on lines on the board. Students copy each letter on their papers, while saying the letter sound. IF students <u>have not learned</u> how to write all of the alphabet letters - Use one of the handwriting books to introduce one new letter per day. (If you wish, do the related pages in the <i>Exploring Sounds In Words</i> book as well.) 2) Letter Dictation - Dictate the sounds for all of the alphabet letters that students have learned to write, going in this order every day: t i h l n w u b m r f x e s j o c d a v g p k y q u z. Students repeat the sound (not the letter name) as they write the lower case letters on lined paper. If letter formation for a letter is poor, write the letter with a red pencil on the student's paper. Have the student trace it several times and then copy it.

Begin the spelling and decoding lessons after students have learned to write the letter b, as shown on the sequence chart.

Spelling Dictation - Spelling New Words First Helps Students Learn To Read Them

A.	<p>Phonetic Spelling Dictation</p> <p>Other Options:</p> <ul style="list-style-type: none"> • Students move letter cards to spell words on a pocket chart first. • Students write words on dry-erase frames. 	<p>Dictate each word from the new picture/word page that students will study later in the lesson. Also dictate any other short vowel words that will be needed for the written sentence. Follow the steps listed below for each word.</p> <ol style="list-style-type: none"> 1) The teacher and students segment the word in unison. (Say each sound separately, pausing between the sounds.) 2) Students segment the word again on their own as they write the letter for each sound to spell the word. 3) Students segment in unison again as the teacher write the letters on lines on the board. This provides extra reinforcement and allows students to check their work. 4) Students look at the word on the board, read it aloud, and correct their word if needed.
B.	Sight Words	<ol style="list-style-type: none"> 1) Introduce new sight words as needed from flashcards. The sequence chart shows when to introduce each sight word. Show the card, read it, and use it in a sentence. Have each student read the word individually. Then students should copy the word on their papers. 2) Go through the cards for any previously introduced sight words and have students read them in unison. Students read each word and copy it onto their papers. Be sure to include any sight words that will be used in the dictated sentence.
C.	Sentence Dictation	<p>After students have reached the first set of sentences, you will be able to add a sentence to the dictation period each day. Select one sentence per day.</p> <ol style="list-style-type: none"> 1) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands downward from left to right as they pronounce each word. 2) Say the sentence again, pausing between the words to give students time to write them. Repeat the sentence as needed until everyone has written it. 3) Students say each sound separately as they write each short vowel word. 4) If there is a sight word in the sentence, display the card for students to copy. 5) Remind students to use correct capitalization and punctuation. 6) Write the sentence on lines on the board. Students look at the sentence and correct their papers as needed.

Daily Lesson Outline - Mixed Short Vowels

Working In The Book

A.	<p>Practice Sound Blending</p> <p>To read three-sound words fluently, students must learn to put two sounds together smoothly.</p>	<p>Begin the "Silly Sound" pages after introducing all of part one of the sound story. Practice one or two pages each day, choosing the pages that match the vowel sound (or sounds) in the words for that day's lesson. If you are going to read short a words, practice the short a silly sounds, and so on. For the initial introduction for each short vowel, show students how to start at the star and slide their fingers to the right while saying the sounds, first with the sound pictures, then with the letters. Students should put the sounds together smoothly, without a break between the sounds. Model and have students repeat. When students gain confidence, they can say the sounds on their own. After the initial introduction, students can skip the pictures and just blend the letters, if desired. Regular practice is the key to developing this skill.</p>
B.	<p>Do The Picture-Word Pages</p> <ul style="list-style-type: none"> • Play the Robot Game With The Pictures • Play The Robot Game With The Words • Students Read The Words 	<ol style="list-style-type: none"> 1) Look at the words in the first column. Start with number one. Pronounce each sound separately, pausing at the arrows. This is a listening activity for the students; you don't need to point to the letters. Students listen to the sounds, put them together mentally, and find the matching picture. Call on a student to point to the correct picture and say the word. Provide hints as needed. Continue in the same way until all the pictures have been found. 2) Look at the pictures. Start with picture A. Say the sounds in the word, pronouncing each sound separately, pausing briefly between the sounds. Students look at the first column and find the correct word. Call on a student to point to the word and read it aloud. Then have students repeat the word in unison. 3) Students read the words aloud going down and up the second column, referring to the first column as needed. 4) Optional last step: The teacher gives a definition or clue about each word, students take turns finding and reading the correct word.
C.	<p>Picture-Sentence Pages</p>	<ol style="list-style-type: none"> 1) Students read new and previously taught sight words from flashcards. 2) Students take turns reading the sentences and finding the matching picture. 3) Students reread the sentences in unison to develop fluency.

Small Groups - Working With The Teacher

A.	<p>Sound/Symbol Relationships</p>	<p>Apple Alphabet Game, Apple Concentration Game</p>
B.	<p>Spelling</p>	<p>Students build two letter combinations and short vowel words with plastic letters.</p>
C.	<p>Letter Connections</p>	<ul style="list-style-type: none"> • Play the Raspberry Game. • Do the letter connections activity to reinforce two-letter sound blending.
D.	<p>Decoding Skills</p>	<ul style="list-style-type: none"> • Play The Blueberry Game. • Students Match Words And Pictures Using The Picture/Word Folders.
E.	<p>Sentence Comprehension</p>	<p>Do any of the pocket chart sentence activities described in the teaching guide.</p>
F.	<p>Reading Fluency</p>	<ul style="list-style-type: none"> • Have students reread new and review words from flashcards. • Have students reread words and sentences from the book.

Listening Comprehension

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

Free Choice "Center Time" - 30 Minutes

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

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

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

Working With Plastic Letters

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

u b n n t h l l

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

b n n t h l l
u

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

b n n h l l
u t

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

n n t h l l
b u

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

u b n n t h l l

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

n t h l l
b u n

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

n t h l l
b u n

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

n t h l l
b u n

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

n t h l l
b u n

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

b n h l l
n u t

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

b n n l l
h u t

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

n n t l l
h u b

Words To Spell With Plastic Letters - Mixed Short Vowel Words And Sentences

Have students use plastic letters to make the letter combinations and words shown on this chart. Work with one section per lesson. Choose the section that goes with the most recently introduced handwriting letter. If students are able to write the letters independently, you can also begin dictating some of the words for students to spell on lined paper.

	New Letters	1. <u>Select The Letters</u> Say the sound of each letter; students find the letter and place it on a work mat.	2. <u>Build Letter Combinations</u> After students become confident spelling the words you can skip this step, if you wish.	3. <u>Spell Words</u> If students can't spell the words, do just the letter combinations until they are ready for words.
	T t			
	I i	It is difficult for beginners to hear the short i sound in words. Wait until later to spell words with i.		
	H h			
	L l			
	N n			
	W w			
	U u			
1	B b	n, n, u, t, h, b, l, l	un, ut, ub, ul, nu, tu, hu, bu, lu	nut, hut, tub, nub, hub, bun, nun, hull, null
	M m			
	R r			
	F f			
2	X x	u, f, f, n, n, m, m, h, r, t, t, x, l, l, b	uf, un, um, ut, ux, ul, ub, fu, nu, mu, hu, ru, tu, lu, bu	fun, run, muff, huff, rut, mutt, hum, mum, tux, lux, <u>Review Words</u> : nut, hut, tub, nub, hub, bun, nun, hull, null
3	E e	e, n, t, b, w, m, l, l, f, h	en, et, eb, em, el, ef, ne, te, be, we, me, le, fe, he	net, bet, wet, met, tell, fell, well, bell, hem, web, <u>Extra Words</u> : ten, men, hen, let
4	S s	e, s, s, l, l, t, t, m, u, b, n, f, f, r, h, x, w, h	es, el, et, em, eb, en, ef, ex, se, le, te, me, be, ne, fe, re, he, we, he, us, ul, ut, um, ub, un, uf, ux	sell, set, less, mess, us, bus, sun, sub, sum, <u>Review Words</u> : fun, run, hum, muff, mutt, tux, net, bet, tell, fell, well, bell, hem, web
5	J j	e, j, t, n, h, m, f, s, s, l, l, w, u, b, r, x	et, en, em, ef, es, el, eb, ex, je, te, ne, he, me, fe, se, le, we, be, re, ut, un, um, uf, us, ul, ub, ux, ju, tu, nu, hu, mu, fu, su, lu, wu, bu, ru	jet, ten, hen, men, jut, fuss, <u>Review Words</u> : sell, set, less, mess, wet, met, fell, tell, us, bus, sun, sub, sum, rut, rub, run, lux, tux
6	O o	o, n, t, r, j, l, h, s, s, f, f, x, b, m, m	on, ot, ol, os, of, ox, ob, om, no, to, ro, jo, lo, ho, so, fo, bo, mo	not, rot, jot, lot, hot, toss, boss, moss, on, off, <u>Extra Words</u> : ox, box, fox, mom, loss, job, rob, sob, lob

Words To Spell With Plastic Letters - Mixed Short Vowel Words And Sentences

7	C c	o, c, t, b, j, m, m, f, f, x, u, n, r, l, h, s, s,	oc, ot, ob, om, of, ox, on, ol, os, co, to, bo, jo, mo, fo, no, ro, lo, ho, so, uc, ut, ub, um, uf, ux, un, ul, us, cu, tu, bu, ju, mu, fu, nu, ru, lu, hu, su	cot, cob, job, mom, fox, box, ox, cut, cub, cuff. <u>Review Words</u> : not, rot, jot, lot, hot, on, off, toss, jut, fuss, us, bus, sun, sum
8	D d	o, r, d, d, n, c, t, l, l, u, b, m, m, s, s, j, f, f, x, h	od, on, oc, ot, ol, ob, om, os, of, ox, ro, do, no, co, to, lo, bo, mo, so, jo, fo, ho, ud, un, uc, ut, ul, ub, um, us, uf, ux, ru, du, nu, cu, tu, lu, bu, mu, su, ju, fu, hu	rod, nod, cod, odd, dot, doll, dull, bud, mud, suds, <u>Review Words</u> : cot, cob, job, mom, fox, box, ox, cut, cub, cuff, sub, hub, lux, tux
9	A a	a, m, t, r, h, c, b, n, j, d, d, s, s, l, x, w	am, at, ac, ab, an, ad, as, al, ax, ma, ta, ra, ha, ca, ba, na, ja, da, sa, la, wa	mat, rat, hat, cat, bat, man, ran, can, jam, ram, <u>Extra Words</u> : mad, sad, bad, lad, lass, mass, tax, wax, ax, add, am
10	V v	a, s, d, d, m, h, v, n, t, x, b, r, c, j	as, ad, am, av, an, at, ax, ab, ac, sa, da, ma, ha, va, na, ta, ba, ra, ca, ja	sad, mad, dad, had, van, vat, sax, ax, dab, nab, <u>More Words</u> : mat, rat, hat, cat, man, ran, can, tan, jam, ram, ham,
11	Gg	i, b, g, d, d, m, x, f, s, n, w, l, l, t, h, r	ib, ig, id, im, ix, if, is, in, il, ig, it, bi, gi, di, mi, fi, si, ni, wi, li, ti, hi, ri	big, dig, mix, fix, six, in, win, hill, fill, gill, <u>Extra Words</u> : tin, fin, hit, fit, bit, sit, lit, fib, rib, did, rid, hid, lid, if, it
12	Pp	i, s, s, p, r, t, g, h, m, b, h, d, x, f, n, w, l, l	is, ip, it, ig, im, ib, id, ix, if, in, il, si, pi, ri, ti, gi, hi, mi, bi, di, fi, ni, wi, li	sip, rip, tip, pig, him, it, bit, sit, miss, hiss, <u>More Words</u> : big, dig, mix, fix, six, in, win, hill, fill, gill, bill, fill, ill, if
13	Kk	i, k, s, s, d, d, h, r, l, l, o, g, t, p, p, b, m, w, x, f, f	ik, is, id, il, ig, it, ip, ib, im, ix, if, ki, si, di, hi, ri, li, gi, ti, pi, bi, mi, wi, fi	kiss, kid, hid, did, rid, log, dog, got, hop, pot, <u>More Words</u> : big, him, hip, hill, hiss, wig, hog, pop, top, box, off
14	Yy	e, r, d, b, y, s, s, l, l, k, g, t, v, p, n, j, m, f, h	ed, eb, es, el, ek, eg, et, ev, ep, en, em, ef, re, de, be, ye, se, le, ke, ge, te, ve, pe, ne, je, me, fe, he	red, bed, yes, yell, keg, get, vet, pet, pen, den, <u>Review Words</u> : tell, bell, bet, net, jet, mess, less, fed, led, men, hen
15	Qq	a, r, g, s, s, l, n, w, b, t, p, d, d, m, h, v, x	ag, as, al, an, ab, at, ap, ad, am, av, ax, ra, ga, sa, la, na, wa, ba, ta, pa, da, ma, ha, va	rag, sag, lag, nag, wag, bag, tag, gas, pass, pan, <u>Review Words</u> : sad, mad, dad, had, van, vat, sax, ax, dab, nab, ran, at
16	Zz	a, m, p, n, z, t, c, g, y, l, d, r, s, s, w, b	am, ap, an, az, at, ac, ag, al, ad, as, ab, af, ma, pa, na, za, ta, ca, ga, ya, la, da, ra, sa, wa, ba, fa	map, nap, zap, tap, cap, gap, yap, pat, pal, pad, <u>Review Words</u> : rag, sag, lag, nag, wag, bag, tag, gas, pass, pan, yam
17		u, d, g, b, r, j, l, l, p, p, t, t, f, f, n, h, m, x, s	ud, ug, ub, ul, up, ut, uf, un, um, ux, us, du, gu, bu, ru, ju, lu, pu, tu, fu, nu, hu, mu, su	dug, bug, rug, jug, gull, up, cup, pup, putt, puff, <u>Review Words</u> : fun, run, nut, hut, bun, hull, hum, tux, muff, sun, sub
18		a, u, e, i, j, z, z, b, f, p, q, t, l, l, c, s, n, h, d		jazz, buzz, fuzz, fez, zip, fizz, quiz, quit, quill, quilt, <u>More Words</u> : zap, cap, bus, fun, jut, lip, fin, hill, fell, fed, jet

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. This option can be helpful with first graders because they have many phonics patterns to learn. This will be able to preview the beyond the alphabet 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 two 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 from part two of the sound story when they are taught. When you introduce a new pattern, have students write it while saying the sound. This 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 of part two of the sound story 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 two 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 in a pocket chart.

During the daily dictation period, start by dictating all of the letter sounds that have been taught. Then show 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 long 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.

Mixed Short Vowels - Introducing Part 2 Of The Sound Story (Optional At This Level)

Teach students how to write t, i, h, l, n, w, u, b, m, r, f, x, e, and s, introducing one letter per day, following the regular sequence chart. Beginning with the letter j, teach students how to write the letter, introduce new short vowel words from the sequence chart to spell and read, and also introduce a new pattern from part two of the sound story as shown below. Students can practice spelling any of the listed words on this chart in addition to the new short vowel words.

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 new part two 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 new part two words at this time)
Y y	oi, oy	oil, soil, coil, coin, join, boy, toy, joy
Q q	ou, ow	out, shout, our, loud, couch, cow, now, how, down, owl
Z z	ü	bush, push, pull, full, bull, put
Suffix _s	ä	all, fall, hall, tall, call, wall, ball
Suffix _'s	(zh)	(No new part two 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 talking on a cell phone. "SMASH!" Mom said, leaning forward in her seat. (sh/ing)

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

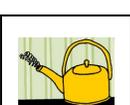
At first, they didn't see the mouse. Then it ran right by Mom's feet. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (s/ee/ee)

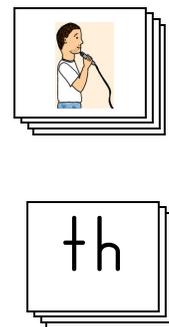
A Snowy Day
The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "trihhhhh" sound could be heard as the steam escaped from the tea kettle. (sh/tee/tee)

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

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

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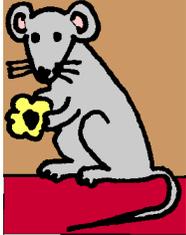
	sh
	ē
	ō
	th



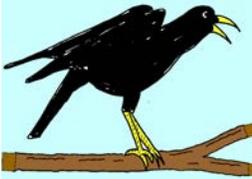
"Beyond The Alphabet" Sounds

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

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

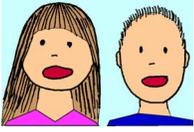
<p>Part 2 Beyond The Alphabet Sounds A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat.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

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

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

Alphabet Sounds

A a



B b



C c



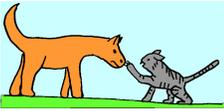
D d



E e



F f



G g



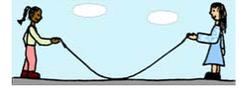
H h



I i



J j



K k



L l



M m



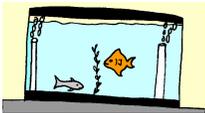
N n



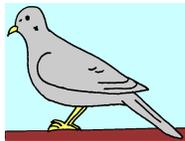
O o



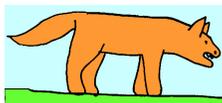
P p



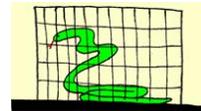
Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



Say the sound for each letter.

"Beyond The Alphabet" Sounds

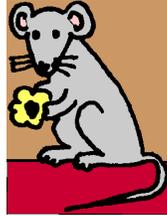
ī



sh



ē



ō



th



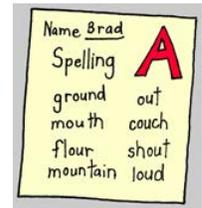
th



ö



ā



ch



ng



ū



oi oy



ou ow



ü



ä



measure, vision,
azure, garage



Say the sound for each letter or pattern.

Notes About the Alphabet

We have forty-one 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, ï/pizza
o/ox, ō/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-ven sev-en, se-cret sil-ly, si-lent
rob-in, ro-bot muf-fin, mu-sic

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

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

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

said been any bury friend

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

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

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

Prefix: unhappy Suffix: sleeping
Compound Word: mailbox Contraction: doesn't

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	42-43	44-45
u	u	e	e, u	e, u	o	o, u	o, u	a	Sent.
1 - G	1 - C	1 - B	1 - H	1 - F	1 - G	1 - F	1 - G	1 - F	1 - E
2 - F	2 - H	2 - E	2 - D	2 - C	2 - E	2 - J	2 - F	2 - A	2 - I
3 - B	3 - I	3 - D	3 - F	3 - G	3 - F	3 - B	3 - B	3 - J	3 - J
4 - D	4 - D	4 - C	4 - B	4 - E	4 - I	4 - E	4 - D	4 - G	4 - H
5 - E	5 - E	5 - I	5 - J	5 - B	5 - A	5 - H	5 - C	5 - B	5 - F
6 - C	6 - J	6 - A	6 - A	6 - A	6 - J	6 - A	6 - H	6 - D	6 - D
7 - H	7 - F	7 - F	7 - I	7 - D	7 - H	7 - C	7 - J	7 - E	7 - C
8 - A	8 - G	8 - J	8 - C	8 - H	8 - C	8 - I	8 - I	8 - I	8 - A
9 - I	9 - B	9 - H	9 - E		9 - B	9 - G	9 - A	9 - C	9 - G
	10 - A	10 - G	10 - G		10 - D	10 - D	10 - E	10 - H	10 - B

46-47	48-49	50-51	52-53	54-55	56-57	58-59	60-61	62-63	64-65
a	Sent.	i	Sent.	i	Sent.	i, o	Sent.	e	Sent.
1 - A	1 - F	1 - H	1 - G	1 - H	1 - C	1 - B	1 - D	1 - E	1 - J
2 - G	2 - J	2 - C	2 - I	2 - A	2 - J	2 - F	2 - F	2 - G	2 - C
3 - B	3 - C	3 - J	3 - J	3 - C	3 - H	3 - D	3 - B	3 - F	3 - G
4 - H	4 - H	4 - B	4 - B	4 - F	4 - D	4 - A	4 - H	4 - A	4 - B
5 - J	5 - A	5 - I	5 - C	5 - J	5 - G	5 - E	5 - G	5 - C	5 - A
6 - C	6 - D	6 - D	6 - D	6 - B	6 - A	6 - J	6 - E	6 - I	6 - D
7 - I	7 - B	7 - F	7 - F	7 - I	7 - I	7 - I	7 - I	7 - B	7 - I
8 - F	8 - I	8 - A	8 - E	8 - D	8 - E	8 - H	8 - J	8 - H	8 - E
9 - E	9 - E	9 - E	9 - H	9 - E	9 - F	9 - G	9 - C	9 - D	9 - H
10 - D	10 - G	10 - G	10 - A	10 - G	10 - B	10 - C	10 - A	10 - J	10 - F

66-67	68-69	70-71	72-73	76-77	78-79	82-83	84-85		
a	Sent.	u	Sent.	u	Sent.	a, e, i, u	Sent.		
1 - F	1 - C	1 - E	1 - H	1 - E	1 - D	1 - F	1 - E		
2 - B	2 - B	2 - J	2 - F	2 - J	2 - B	2 - A	2 - J		
3 - G	3 - D	3 - C	3 - A	3 - C	3 - F	3 - J	3 - F		
4 - A	4 - G	4 - G	4 - J	4 - G	4 - A	4 - G	4 - H		
5 - D	5 - I	5 - A	5 - G	5 - A	5 - E	5 - C	5 - A		
6 - J	6 - J	6 - D	6 - C	6 - D	6 - H	6 - I	6 - I		
7 - H	7 - A	7 - I	7 - I	7 - I	7 - J	7 - E	7 - B		
8 - E	8 - F	8 - B	8 - E	8 - B	8 - G	8 - B	8 - C		
9 - I	9 - H	9 - F	9 - B	9 - F	9 - I	9 - D	9 - D		
10 - C	10 - E	10 - H	10 - D	10 - H	10 - C	10 - H	10 - G		

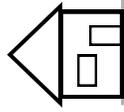
A B C D E F f

G H I J K L M m

N O P Q R r S s T t

U V W X Y Z z

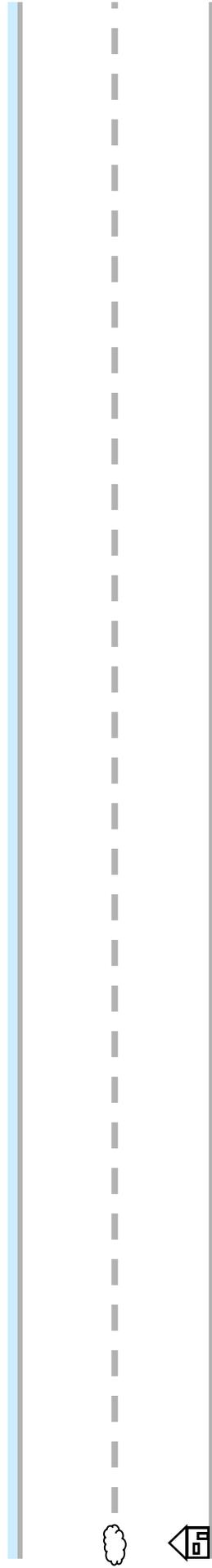
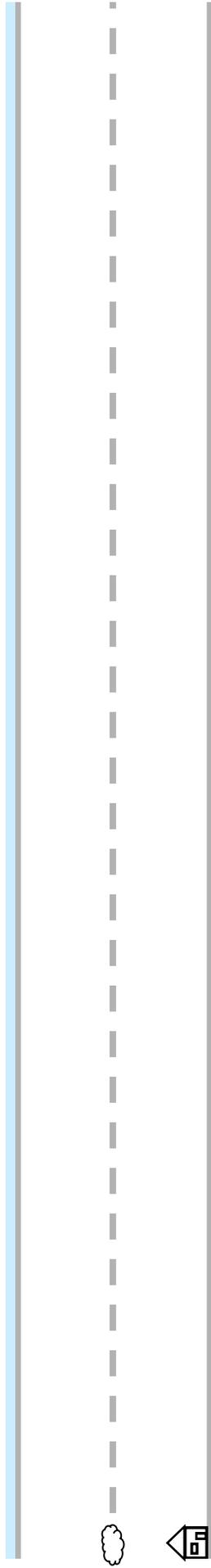
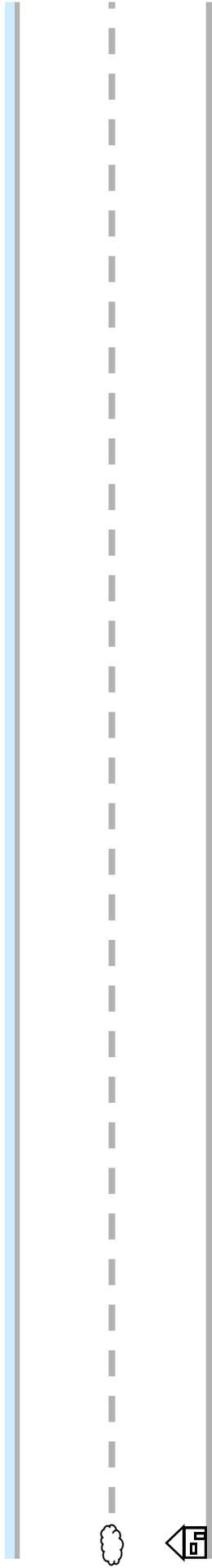
You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.



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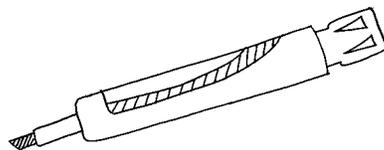
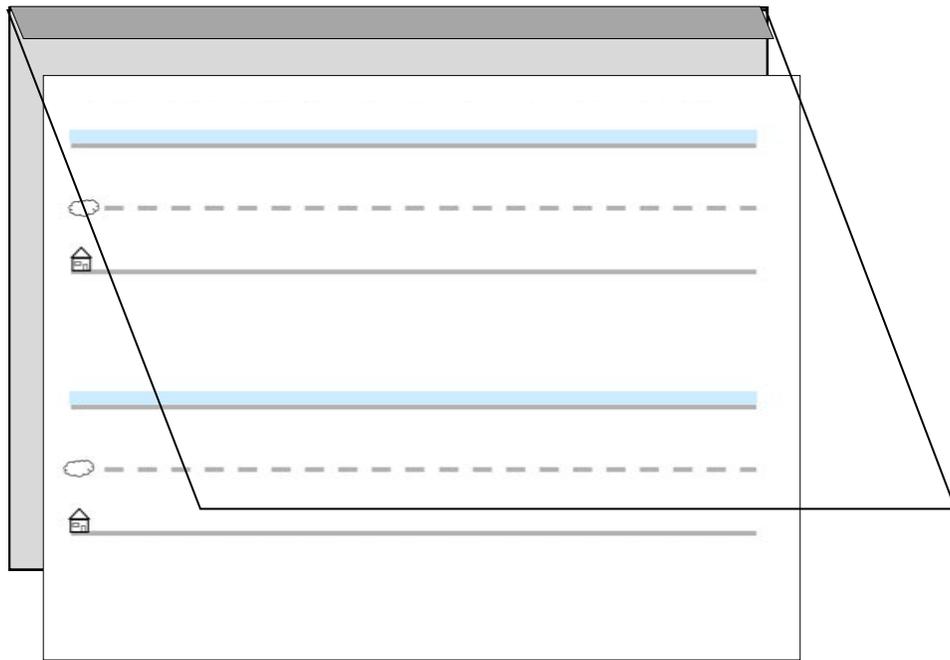


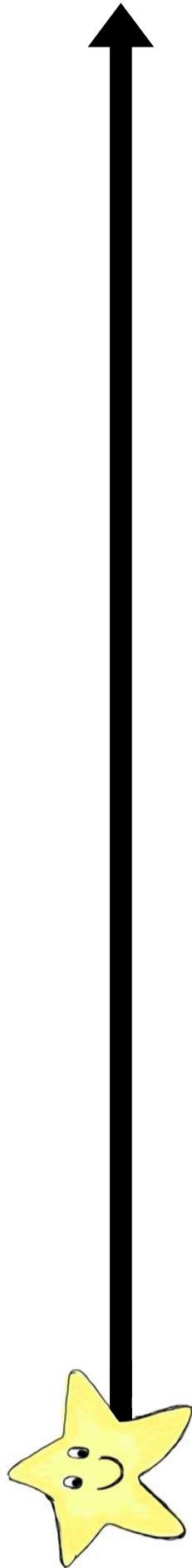
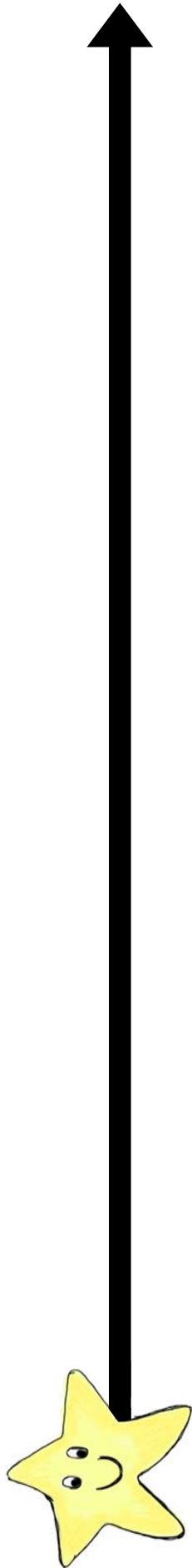
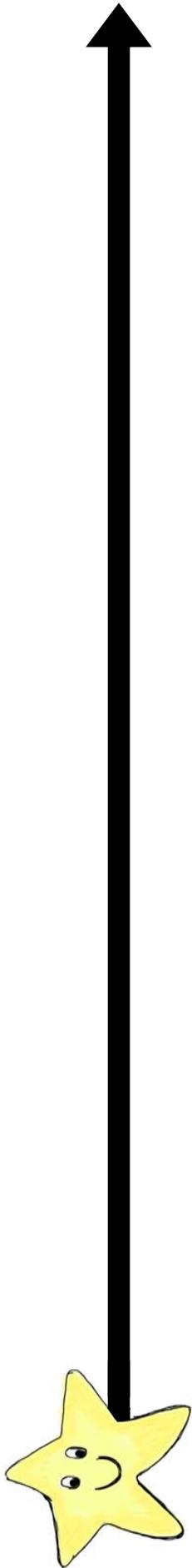
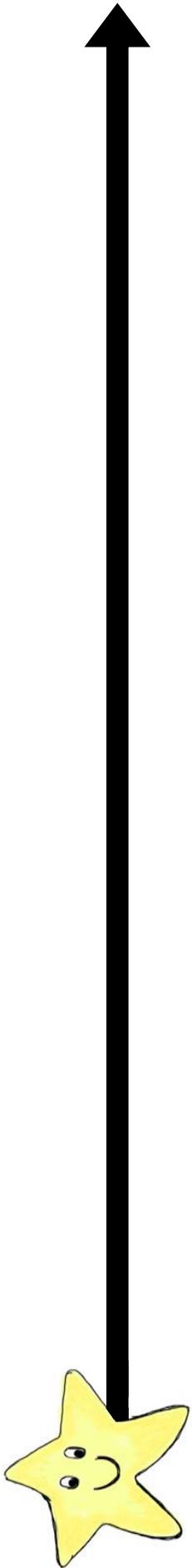
You can use this page to make a dry-erase board by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.



This page is left blank on purpose so the previous lined pages may be removed and placed under a clear cover sheet to make a dry-erase frame. Tape a clear cover sheet to a sheet of cardstock or a file folder along the top edge so that they are connected but can be opened. Place the sheets of lined paper under the clear cover sheet. Students can rearrange the pages as needed so that the desired line size is facing up.

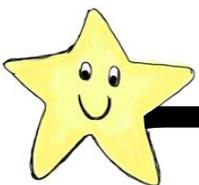
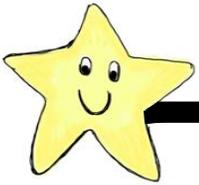
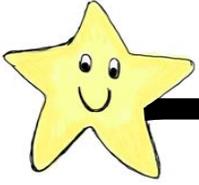
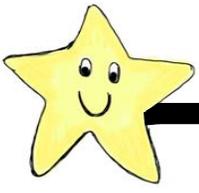
Students can practice writing letters, words, and sentences with a dry-erase marker.





This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips. If you have more than six students, make enough copies of the page to create one strip for each student.

Give one strip to each student to place above their work mat when spelling with plastic letters or above their paper when they are spelling words. Have students place a pointed finger on the star and slide it to the right. Tell students that when they spell words, they should "Start At The Star" when placing or writing the letters, and continue on their work mat or paper by going in the direction of the arrow .



This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips. If you have more than six students, make enough copies of the page to create one strip for each student.

Give one strip to each student to place above their book as they complete the picture/word pages and picture/sentence pages. Have students place a pointed finger on the star and slide it to the right. Tell students that when they read words, they should "Start At The Star" when looking at the letters and follow the arrow, going to the right.

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 sound is printed in a specific color, to help students notice the vowel patterns in words and be aware of their sounds. 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.