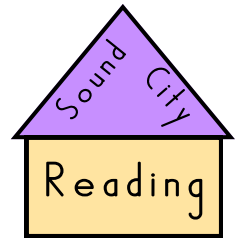


Mixed



Short Vowel Workbook



With Handwriting

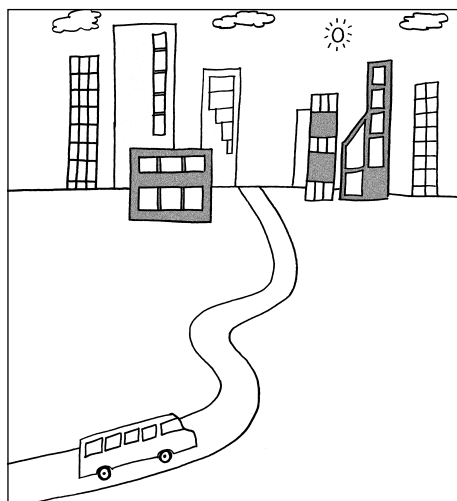
Word Introduction Coordinates
With Handwriting Instruction

And Part 2 Intro

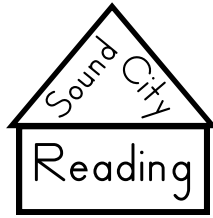
Name _____

Mixed Short Vowel Workbook

With Handwriting
And Part 2 Intro



Kathryn J. Davis



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<http://www.educationalfontware.com>

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How To Introduce A New Letter

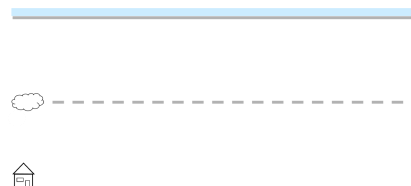
Review how to hold a pencil. Students should make a circle with their thumb and pointer finger. Then students should place a pencil between the tips of those fingers. Now have students tuck their tallest finger behind the pencil to hold it in place. This will give them a secure grip when they are writing. The last two fingers will fold down towards the palm. Note: Using large triangular shaped pencils makes it easier for students to hold the pencil correctly.

- 1) On the chalkboard, draw lines to match the handwriting pages in this book. Point out the sky line, the cloud line, and the ground line. Ask the students, “Where is the sky line? Where is the cloud line? Where is the ground line?” Students point to and name each line. Explain that these lines help us know where to start and end each letter when we write.

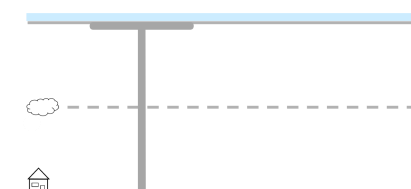


Chalkboard Demonstration

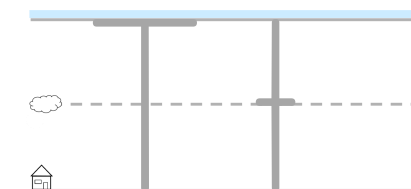
One



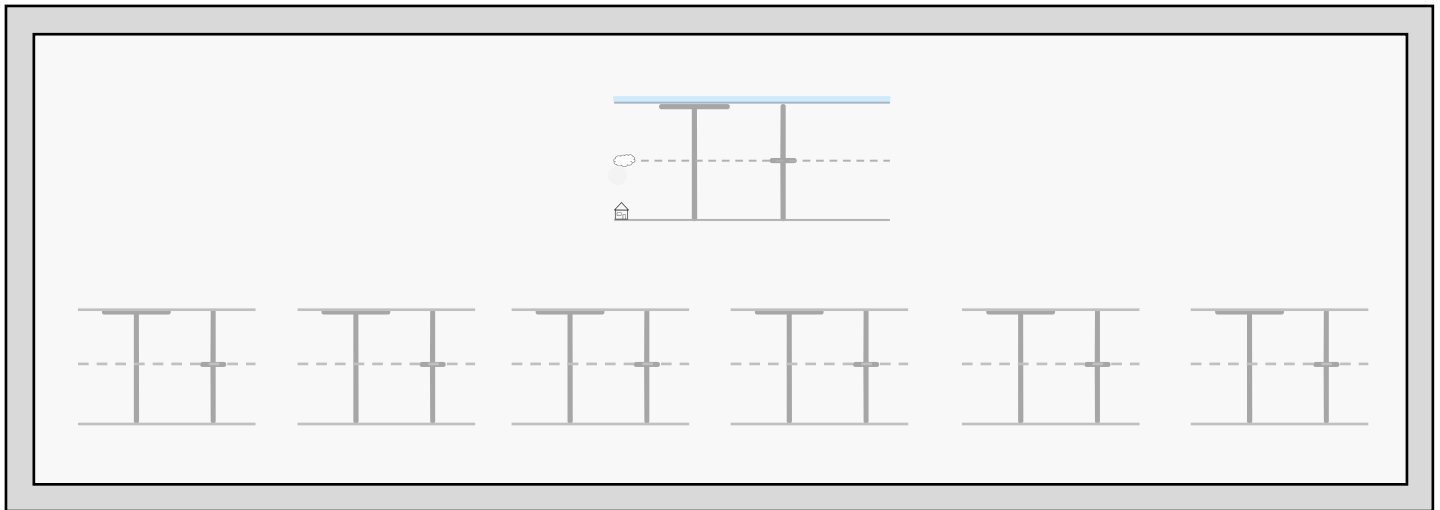
Two



Three



- 2) Model how to write the capital letter on the board. Verbalize your movements. “To make a capital T start at the sky line and go straight down to the ground. Then jump up and make a line going across the sky line
- 3) Introduce the lower case letter on the board in the same way. “To make a lower case t, start at the sky line and go straight down to the ground. Jump up and make a short line going across at the cloud line.”
- 4) At The Chalkboard - Draw a six to eight of sets of very large capital and lower case letters on lines going across the board. Call small groups of students to the board, one group at a time. Have students trace the capital letter first, then the lower case letter, with chalk. Students should trace each letter six to eight times, saying the name and sound for each capital letter and just the sound for each lower case letter. Watch carefully and assist as needed. As soon as the students at the board are tracing the letters securely, model how to write the letters in the air for the students who are still at their desks, using large arm movements and two pointed fingers. Continue to model as students write the letters in the air with you. Say the sounds as before each time you trace in the air. The students at the board and at their desks will all be tracing at the same time.
- 5) Rotate a second and third group of students to the chalkboard and continue in the same way.
- 6) In The Workbook - Show students how to finger trace the largest capital letter in their books, using one or two pointed fingers. Have students finger trace the capital letter six to eight times and then trace with a pencil six to eight times, saying the name and sound, “Capital T, / t/.” Make sure students are forming the letter correctly. Watch carefully and assist as needed.



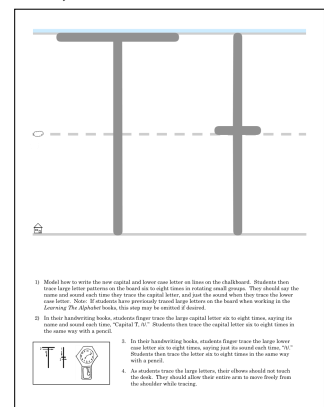
- 7) Show students how to finger trace the largest lower case letter in their books. Have them finger trace and then trace repeatedly with a pencil as before, saying just the letter sound, “/t/.”
- 8) On the page with the large capital and lower case letters on two different lines, follow these instructions.

- a. Have the students trace the capital letter six to eight times, saying its name and sound each time they trace, “Capital T, /t/.” Assist as needed. Tell the students to write the capital letter one time by themselves and immediately go back to trace the first letter until you check their new letter. Quickly look at each student’s work. If the letter they wrote looks good, tell them to trace it. Use a red colored pencil to write the correct letter formation directly on top of a student’s letter if it is not quite right. Students continue to trace the first letter until you tell them to trace their own letter. Then tell students to write the capital letter one more time, repeating the same process.
- b. Students will follow the same procedure for the lower case letter, saying only the letter sound each time they trace. They will trace the first letter repeatedly, then write and trace two more letters in the same way. Guide the students as they work and correct their letter formation as needed with a red colored pencil.

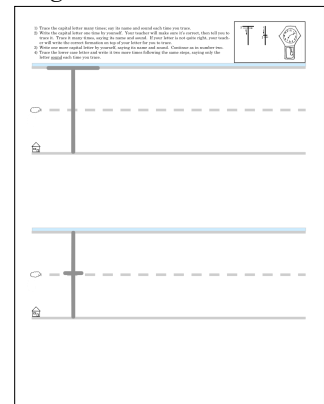
- 9) After learning the letters u, b, m, r, f, and x, students will trace and copy a few words, saying the sound as they write each letter. Work with the students to guide them as they work. Help them put the letter sounds together to identify the words. A small picture illustrates each word. Explain the meaning of the words as needed.

- 10) There are capital and lower case letters below the words. Students can trace and copy them independently during their seatwork period while you are working with small groups. Students should quietly say the name and sound for the capital letters and just the sound for the lower case letters as they trace and copy the letters.

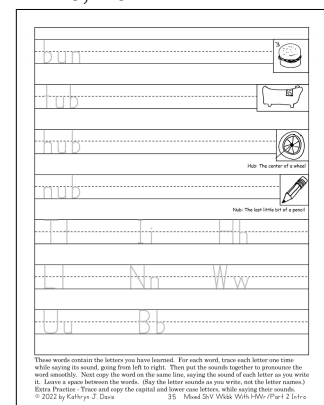
Six, Seven



Eight

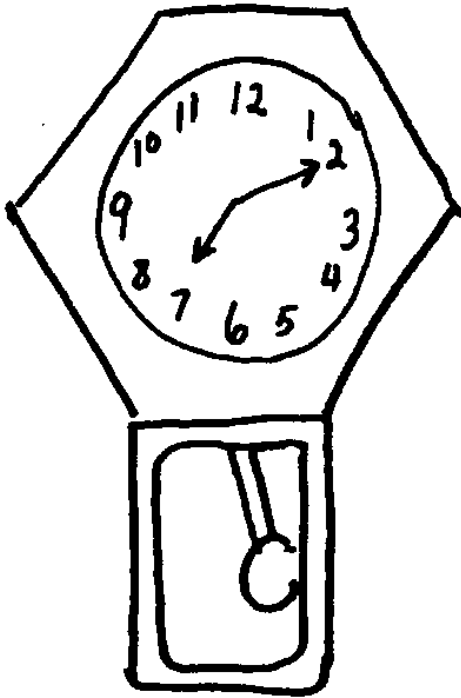


Nine, Ten



Sound Story - Part 1

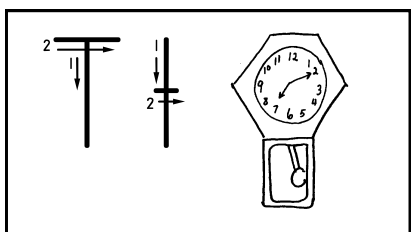
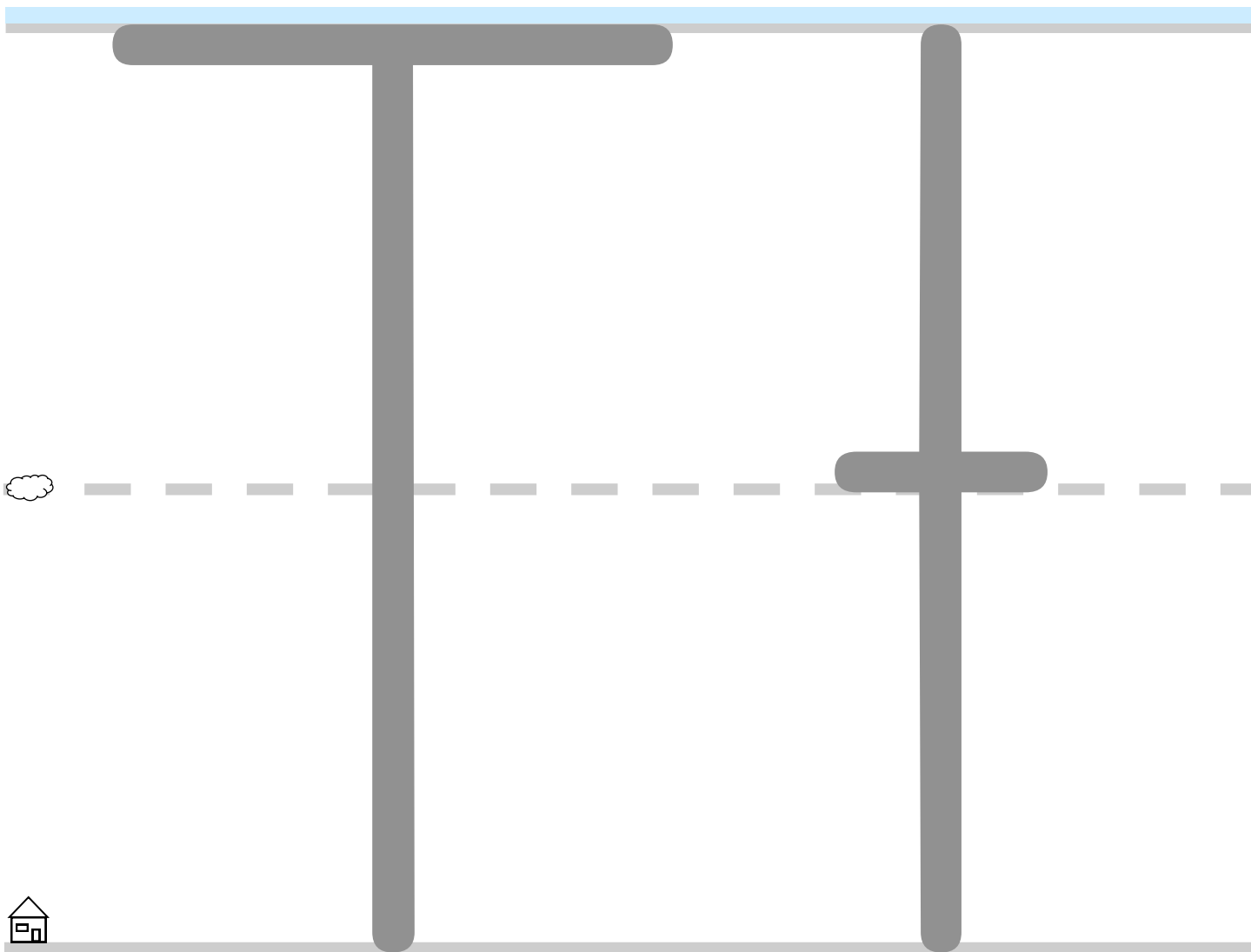
One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



T t

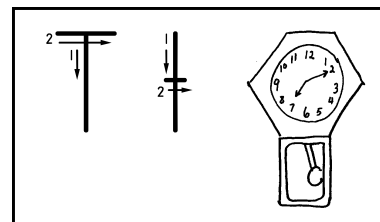
T t

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



Follow the directions on pages 7-8 to teach the letter formation for this letter.

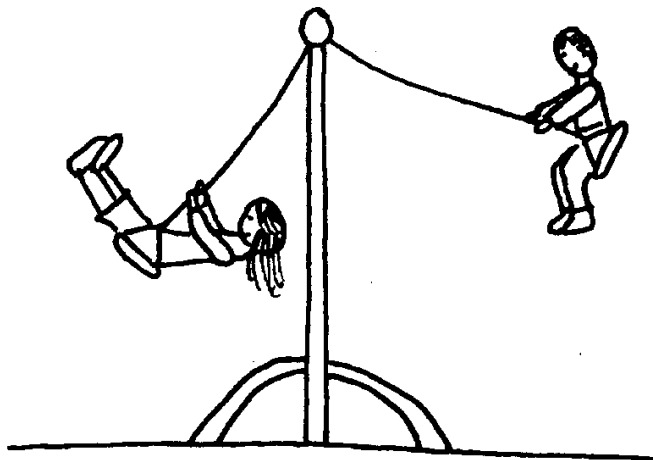
- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) When your teacher tells you, write the capital letter one time beside the first letter. Go back and trace the first capital letter many times until your teacher checks the letter you wrote and tells you it's correct. Then trace your capital letter many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct letter formation on top of your letter for you to trace.
- 3) When your teacher tells you, write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter many times, then write and trace the letter two more times following steps one through three, saying only the letter sound each time you trace.



“Hey, Mom,” said Brad. “Can we walk down to the park?”

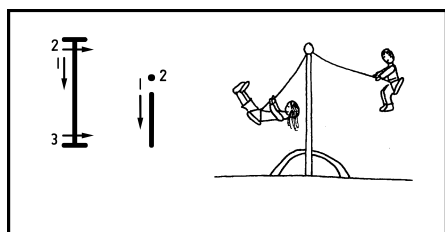
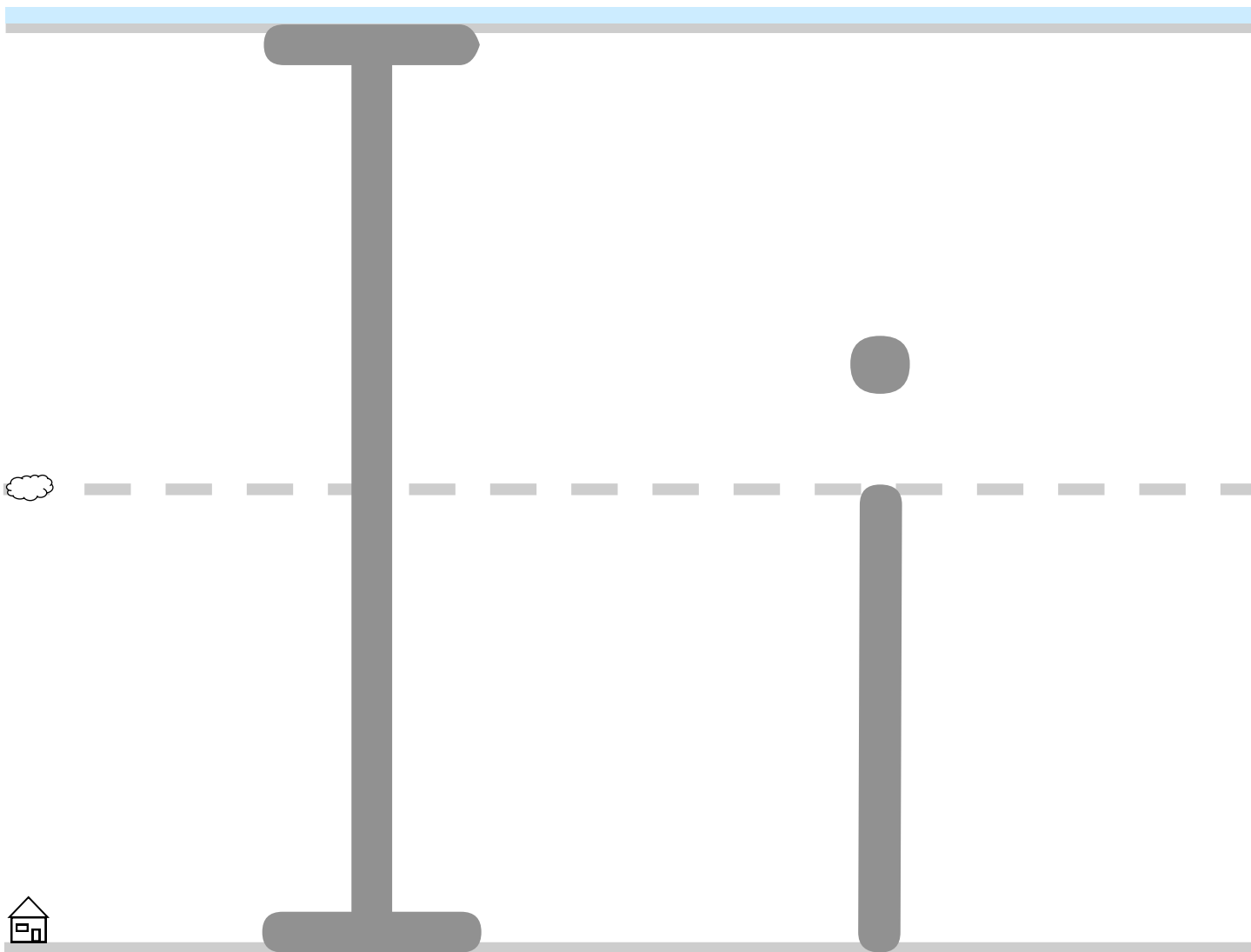
“Yes,” said Mom. “But we must be back in time for your violin lessons.”

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.”



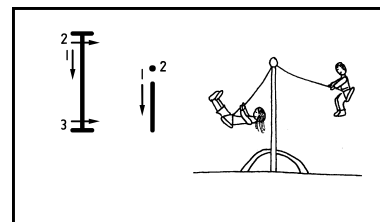
I i
I i

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



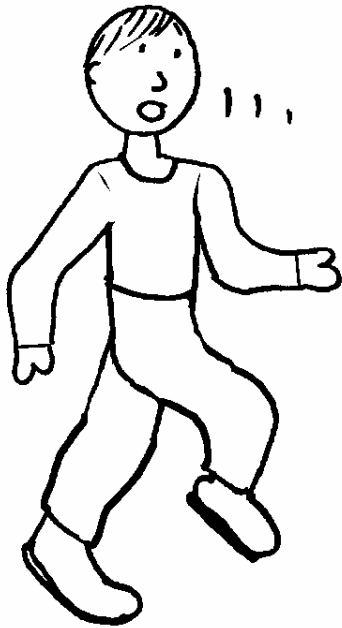
Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



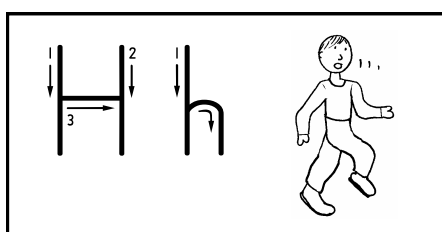
Follow the directions on pages 7-8 to teach the letter formation for this letter.

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.”



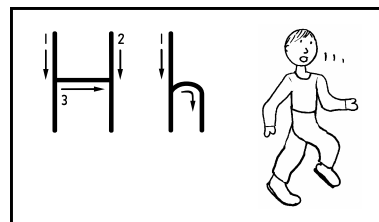
H h

H h



Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



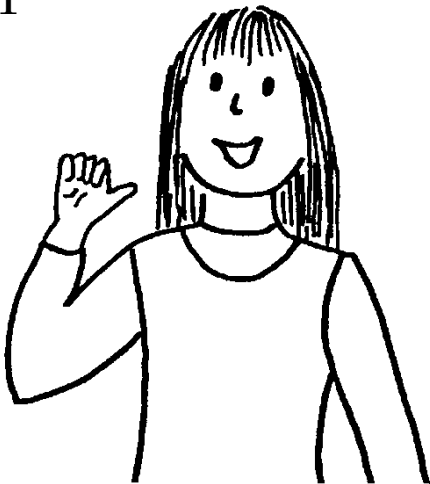
There are five vowels in the English language: a, e, i, o, and u. Each of the vowels can represent three different sounds. The first two sounds for each vowel are called the short sound and the long sound. We've already learned the short i sound (i/in) for the letter *i*. On this page we will learn the long vowel sound for letter *i*. To help us remember that the long sound is different from the short sound, we put a straight line above long vowels.

They all walked home and Mom drove them
to their violin lessons. Mrs. Russ was pleased
to see them.

“Did you practice every day?” she said.

“I did,” said Audrey quickly. Brad replied
that he had practiced, too. (ī/lilac)

Long I

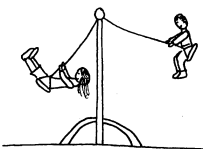


ī ī

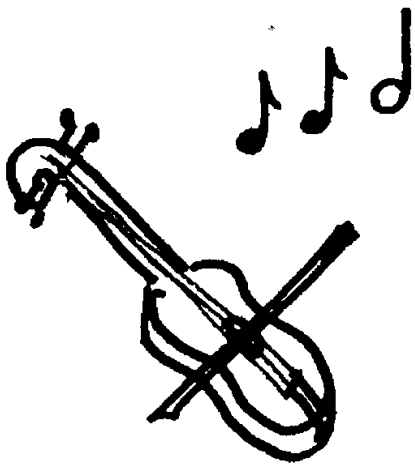
ī ī

Short I

I i

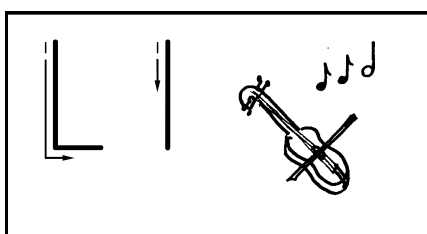
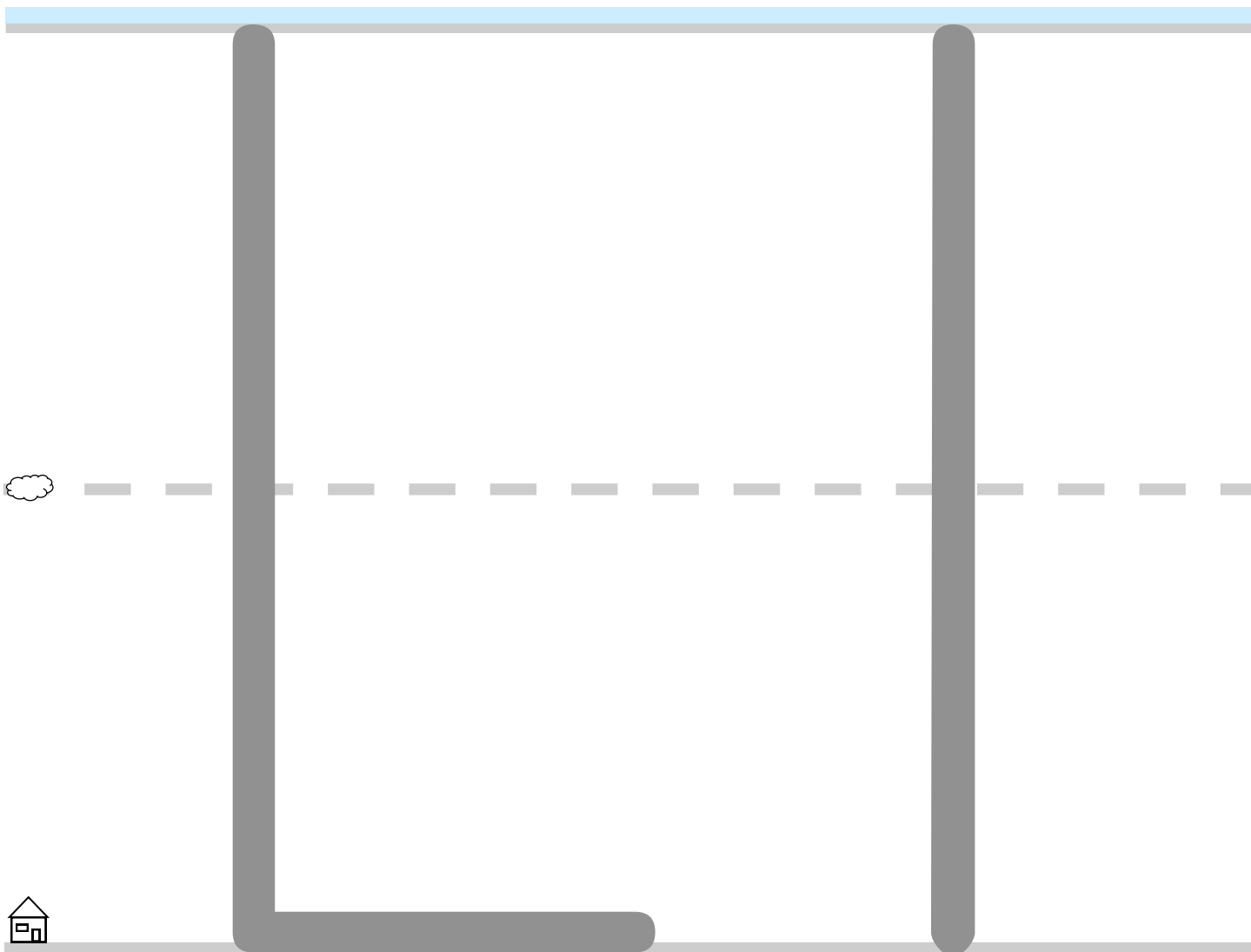


Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “L, l, l, l, l.”



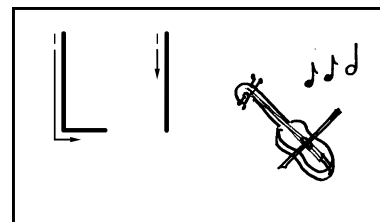
L l

L l



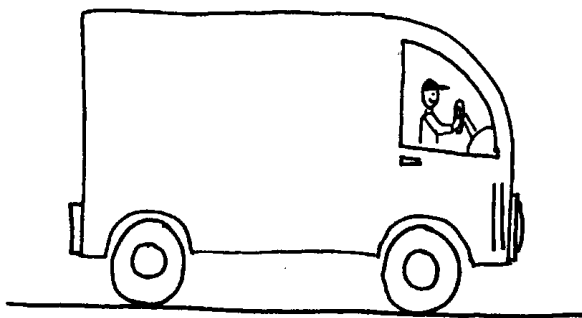
Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



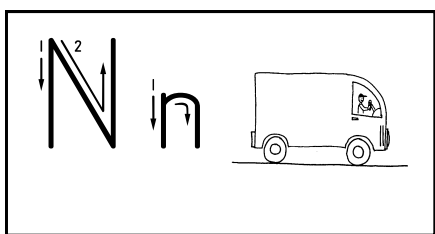
Follow the directions on pages 7-8 to
each the letter formation for this letter.

Just as they arrived home from their music lesson, they heard the “N, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.



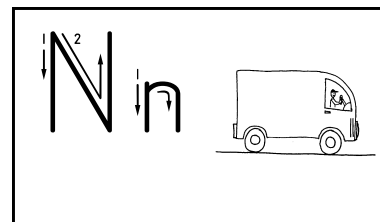
N n

N n



Follow the directions on pages 7-8 to teach the letter formation this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Follow the directions on pages 7-8 to
teach the letter formation for this letter.

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, "Wwwwwww."

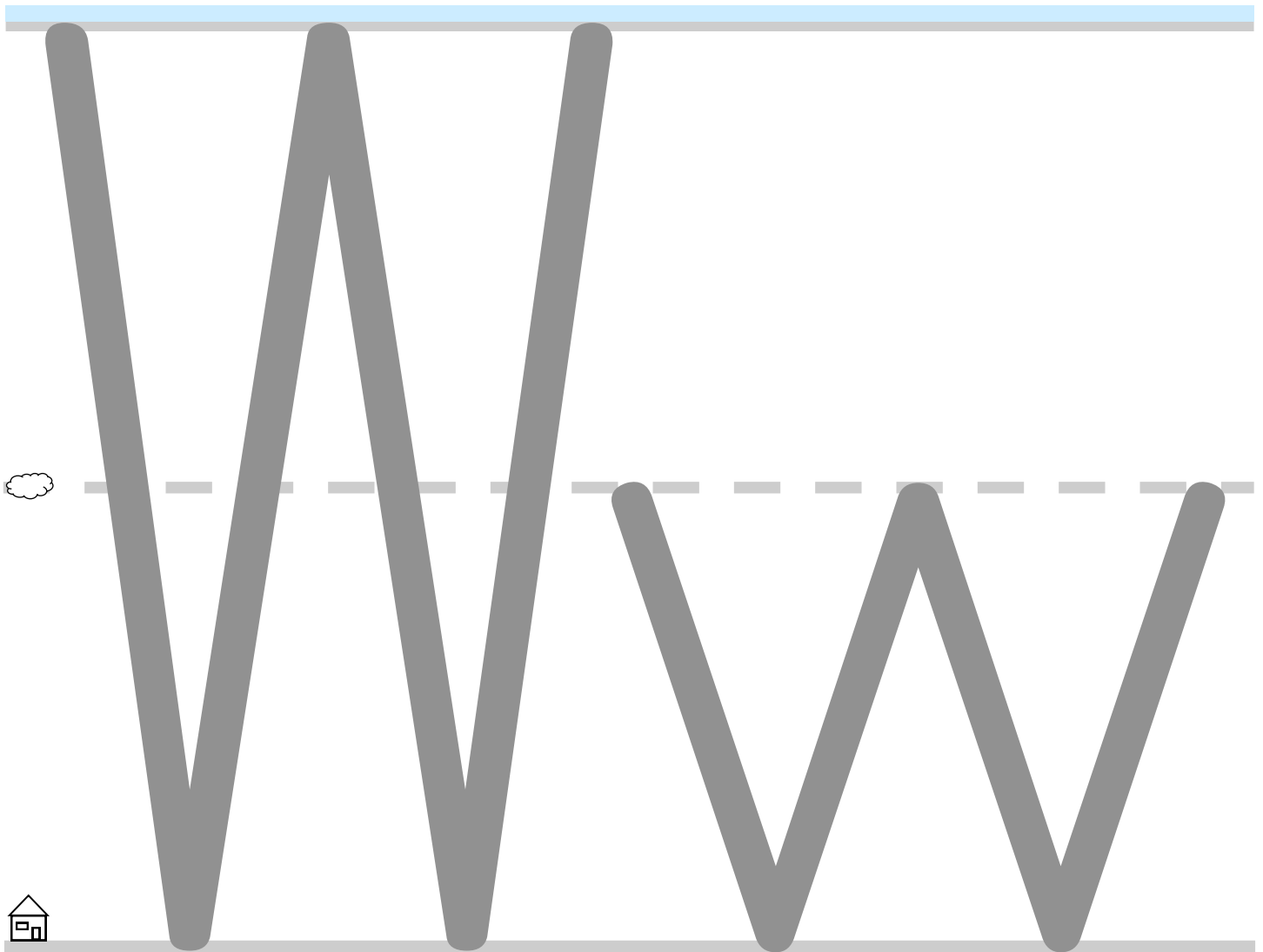


W

w

W

w



Follow the directions on pages 7-8 to teach the letter formation for this letter.

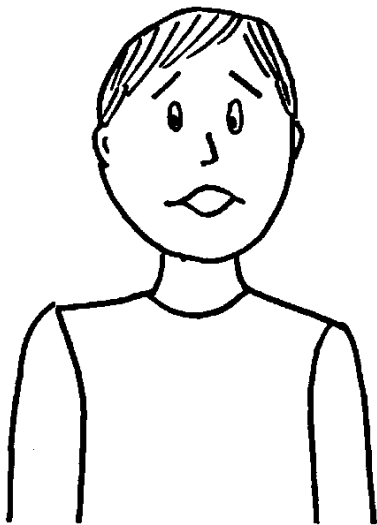
- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



“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 see as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.

(u/up)

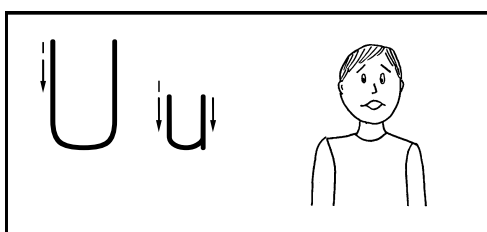
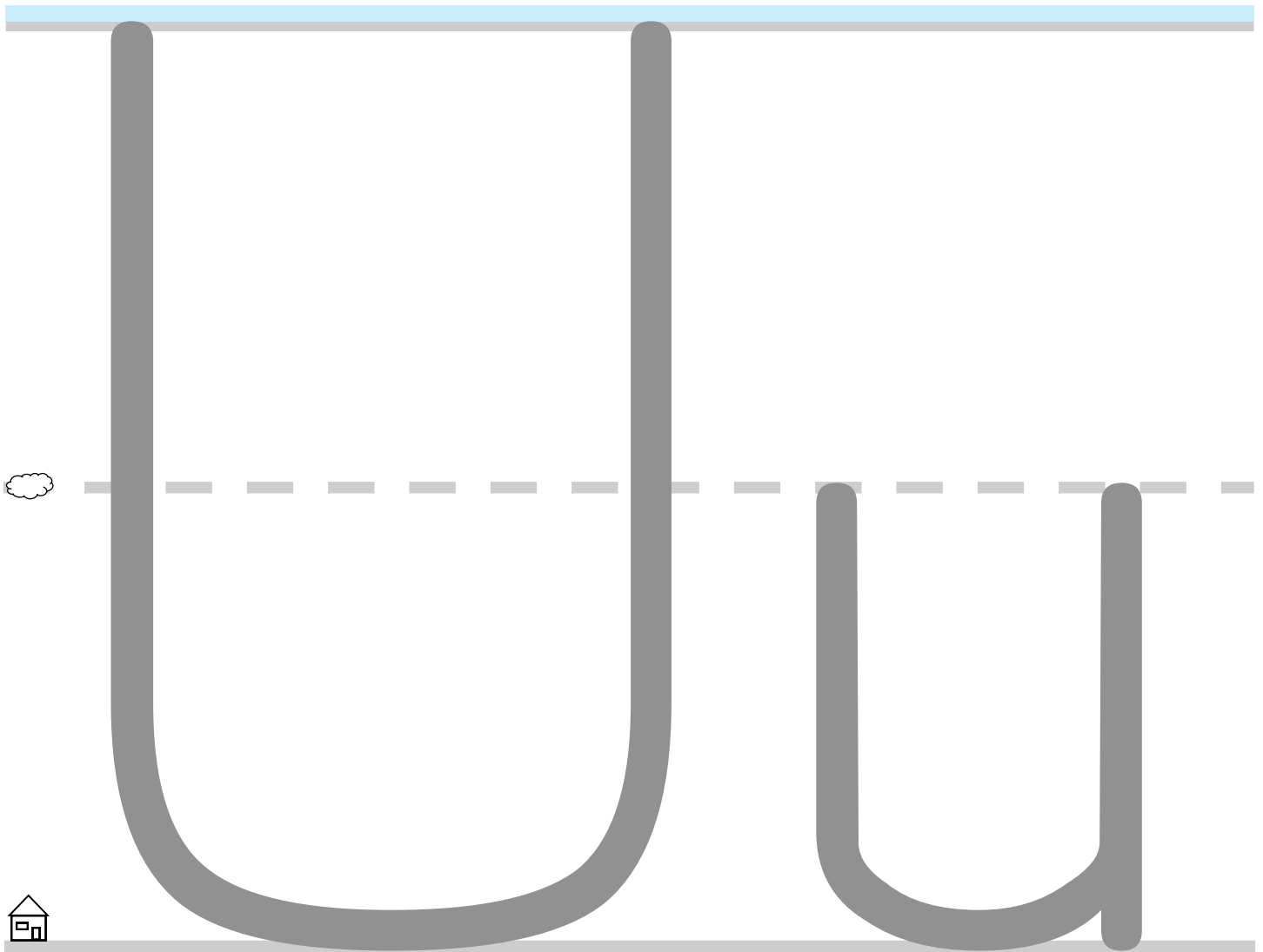


U

u

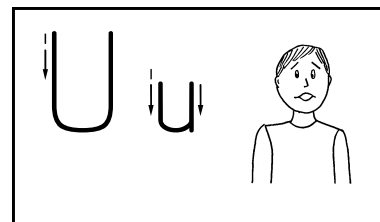
U

u



Follow the directions on pages 7-8 to
teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Follow the directions on pages 7-8 to teach the letter formation for this letter.

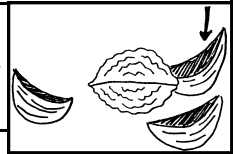
nut



hut

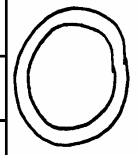


hull



Hull: Outer covering of a seed or fruit

null



Null: Zero, nothing

nun



Nun: A woman in a religious order

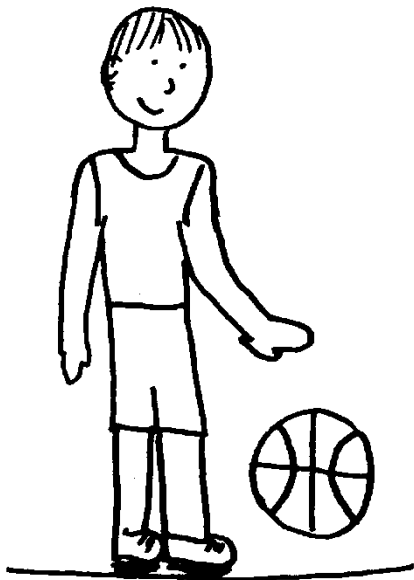
Tt Ii Hh

Ll Nn Ww

These words contain the letters you have learned. For each word, trace each letter one time while saying its sound, going from left to right. Then put the sounds together to pronounce the word smoothly. Next copy the word on the same line, saying the sound of each letter as you write it. Leave a space between the words. (Say the letter sounds as you write, not the letter names.)

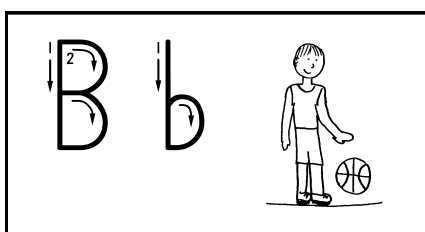
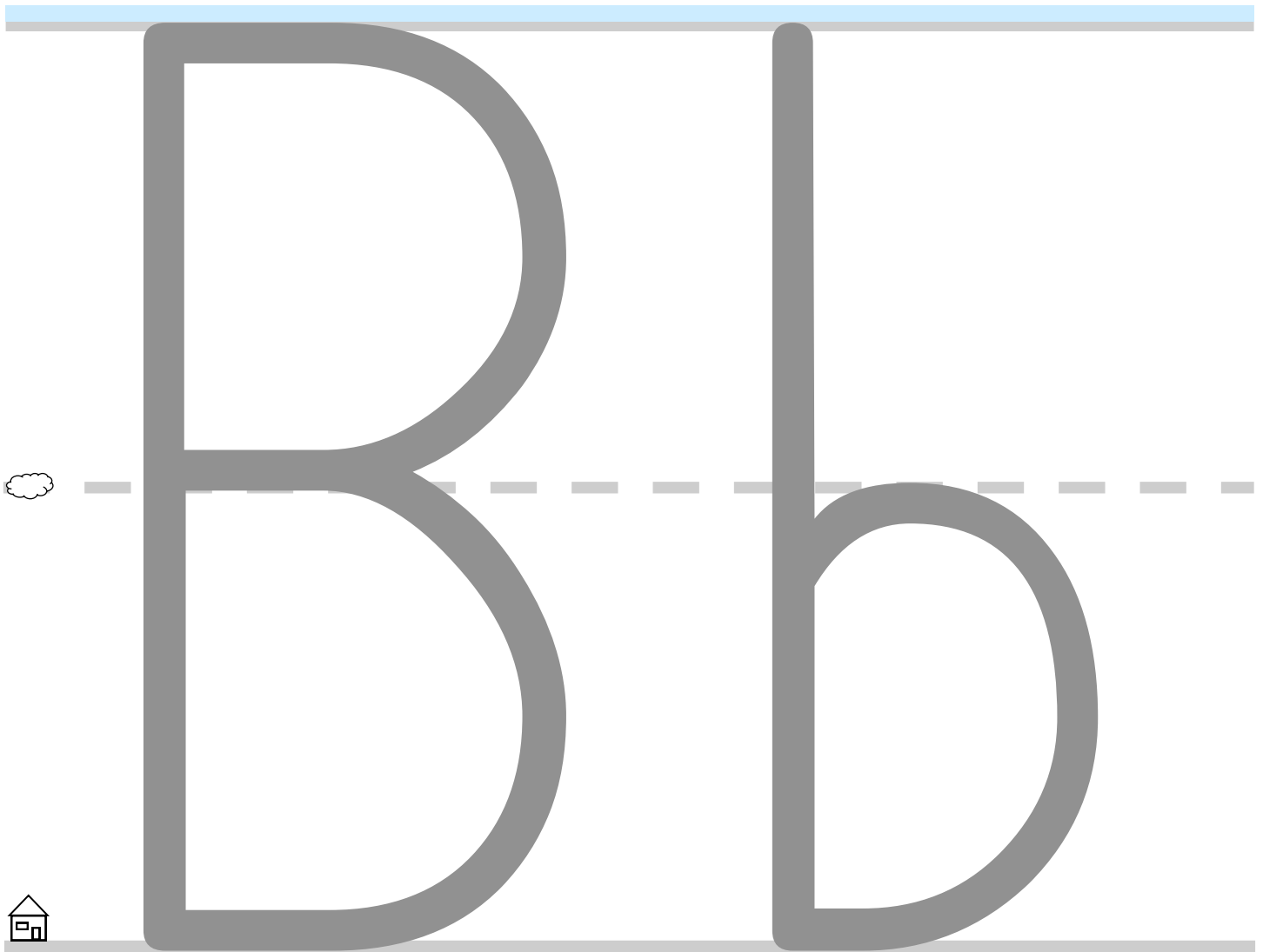
Extra Practice - Trace and copy the capital and lower case letters, while saying their sounds.

They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.



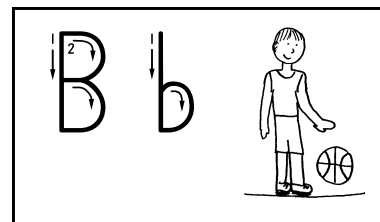
B b

B b



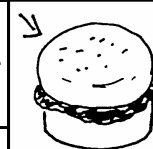
Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

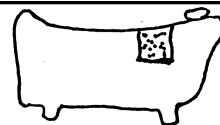


Follow the directions on pages 7-8 to
teach the letter formation for this letter.

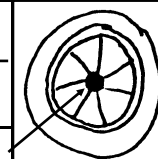
bun



tub

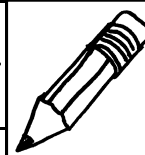


hub



Hub: The center of a wheel

nub



Nub: The last little bit of a pencil

Tt Ii Hh

Ll Nn Ww

Uu Bb

These words contain the letters you have learned. For each word, trace each letter one time while saying its sound, going from left to right. Then put the sounds together to pronounce the word smoothly. Next copy the word on the same line, saying the sound of each letter as you write it. Leave a space between the words. (Say the letter sounds as you write, not the letter names.)

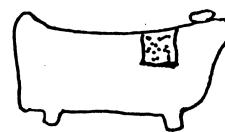
Extra Practice - Trace and copy the capital and lower case letters, while saying their sounds.

Name _____ Date _____

1



nut



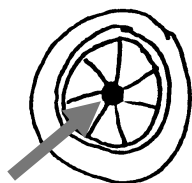
hut



tub

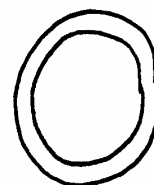


nub



Hub: The center
of a wheel

hub



Null: Zero, nothing

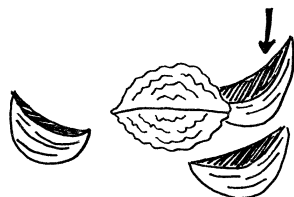
bun



Nun: A woman in a religious order

nun

hull



Hull: Outer covering
of a seed or fruit


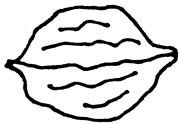

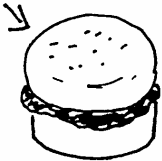
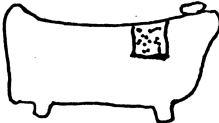
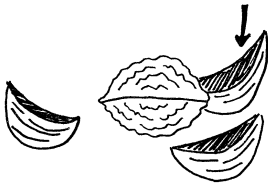
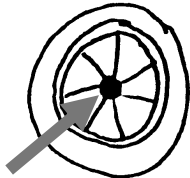
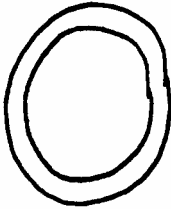

null



Nub: The last little bit
of a pencil

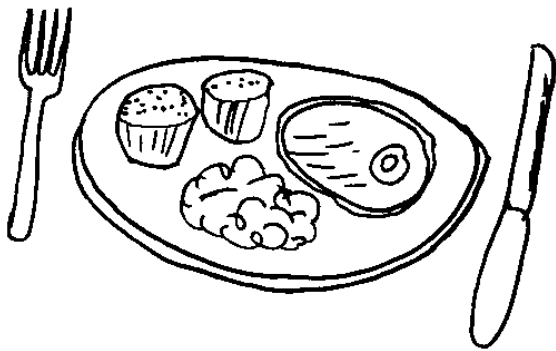
Do this page after teaching handwriting for u, b, m. Draw a line from each word to the matching picture.

Name _____ Date _____

<p>nut hut nun bun</p>	<p>tub nub hub hull null</p>		
		<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
			
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
			
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>

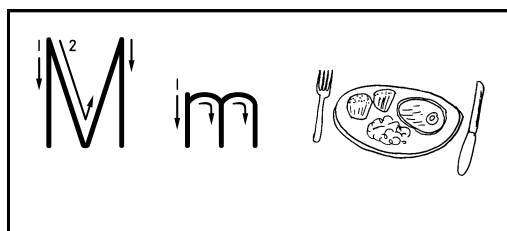
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

After basketball practice they went home.
Soon, Mom called Audrey and Brad to dinner.
“Mmm,” they said when they saw their plates.
They were having scrambled eggs, ham, and
muffins. It looked delicious.



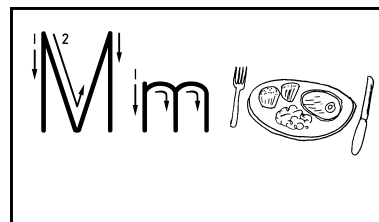
M m

M m



Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
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- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

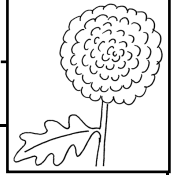


Follow the directions on pages 7-8 to
teach the letter formation for this letter.

hum

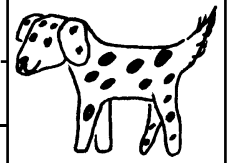


mum



Mum: A kind of flower

mutt



Mutt: A mixed breed dog

Tt Ii Hh

Ll Nn Ww

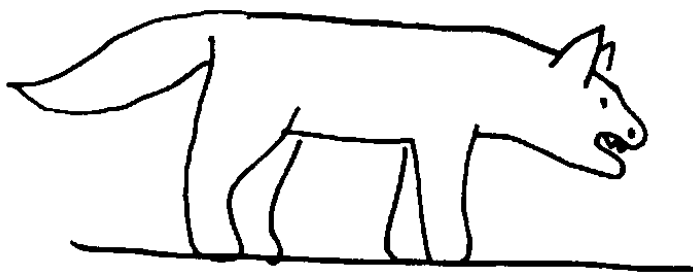
Uu Bb

Mm

These words contain the letters you have learned. For each word, trace each letter one time while saying its sound, going from left to right. Then put the sounds together to pronounce the word smoothly. Next copy the word on the same line, saying the sound of each letter as you write it. Leave a space between the words. (Say the letter sounds as you write, not the letter names.)

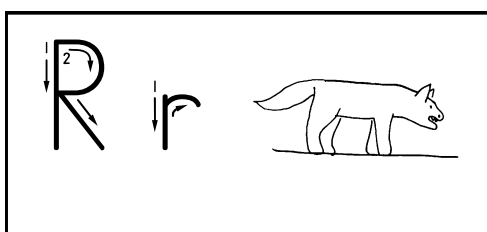
Extra Practice - Trace and copy the capital and lower case letters, while saying their sounds.

Just as they sat down to eat, they heard a loud “Rrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.



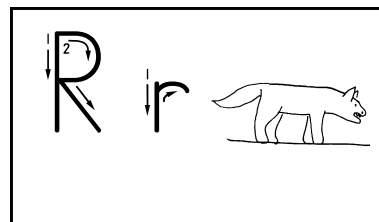
R r

R r



Follow the directions on pages 7-8 to teach the letter formation for this letter.

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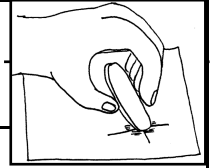


Follow the directions on pages 7-8 to
teach the letter formation for this letter.

run

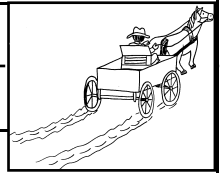


rub



Rub the mistake to erase it.

rut



Rut: A track made by wheels in mud

Tt Ii Hh

Ll Nn Ww

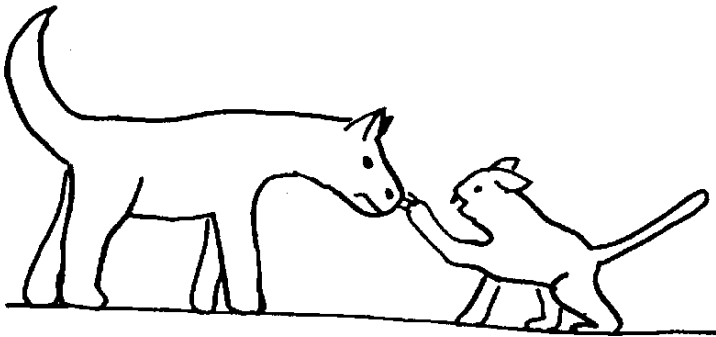
Uu Bb

Mm Rr

These words contain the letters you have learned. For each word, trace each letter one time while saying its sound, going from left to right. Then put the sounds together to pronounce the word smoothly. Next copy the word on the same line, saying the sound of each letter as you write it. Leave a space between the words. (Say the letter sounds as you write, not the letter names.)

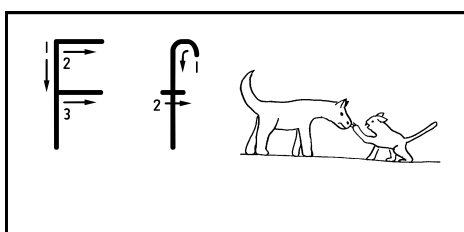
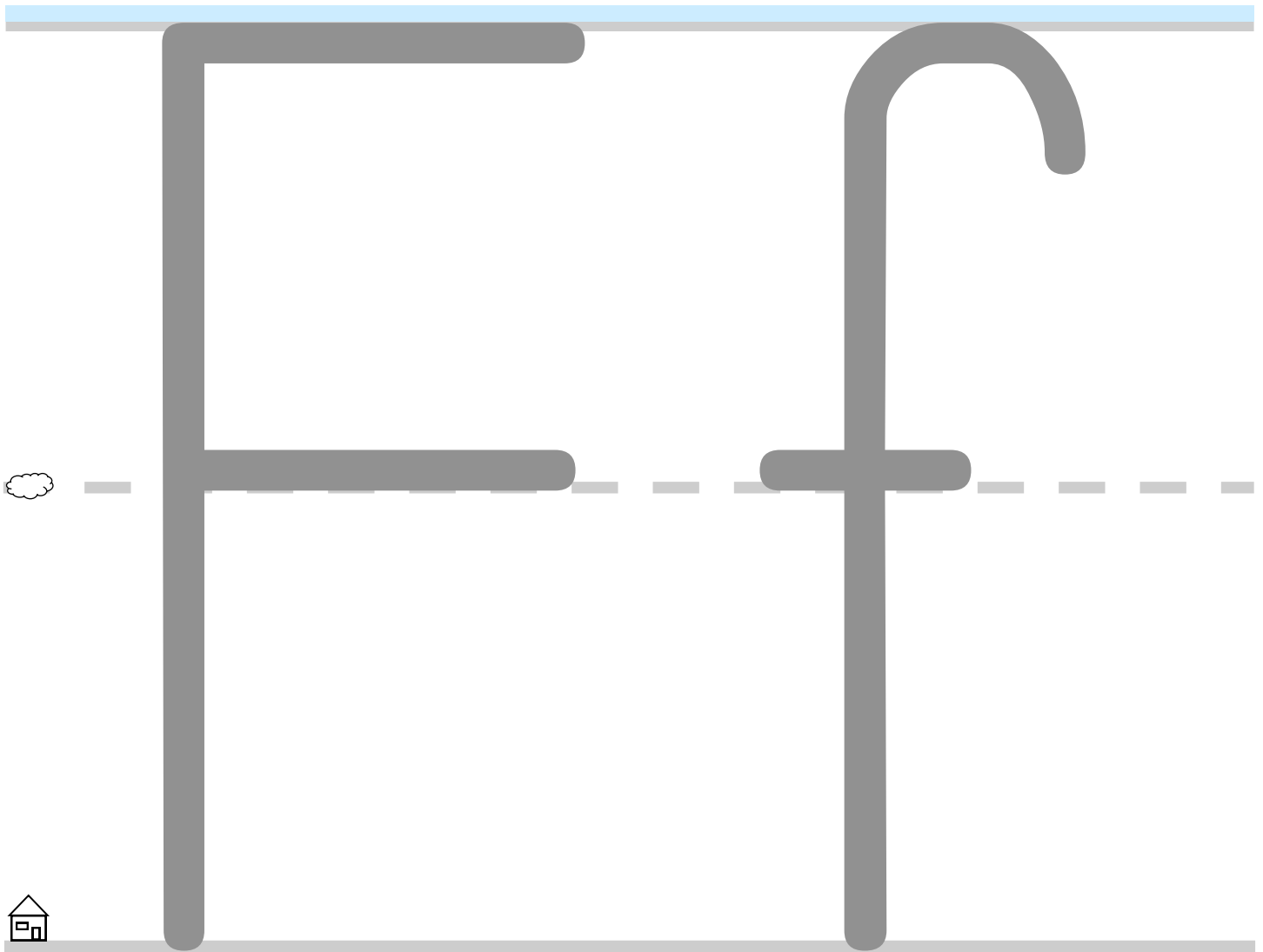
Extra Practice - Trace and copy the capital and lower case letters, while saying their sounds.

The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “Ffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.



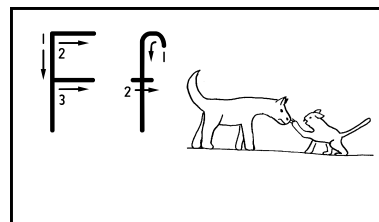
F f

F f



Follow the directions on pages 7-8 to teach the letter formation for this letter.

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- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Follow the directions on pages 7-8 to
teach the letter formation for this letter.

fun

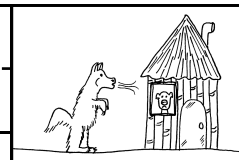


muff



Muff: A warm covering for the hands

huff



Huff: To blow out forcefully

Tt Ii Hh

Ll Nn Ww

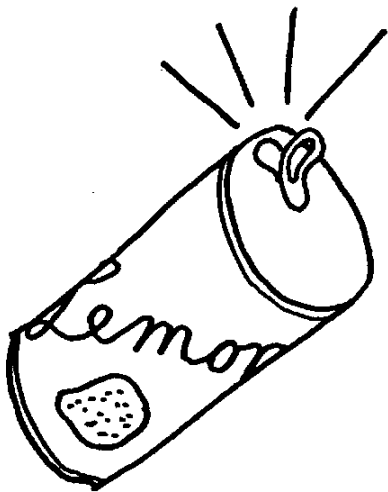
Uu Bb Rr

Mm Ff

These words contain the letters you have learned. For each word, trace each letter one time while saying its sound, going from left to right. Then put the sounds together to pronounce the word smoothly. Next copy the word on the same line, saying the sound of each letter as you write it. Leave a space between the words. (Say the letter sounds as you write, not the letter names.)

Extra Practice - Trace and copy the capital and lower case letters, while saying their sounds.

“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.



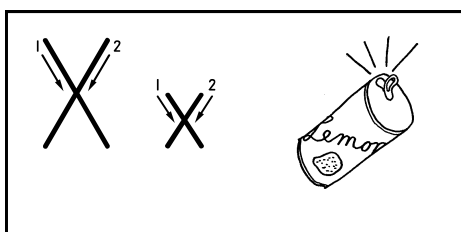
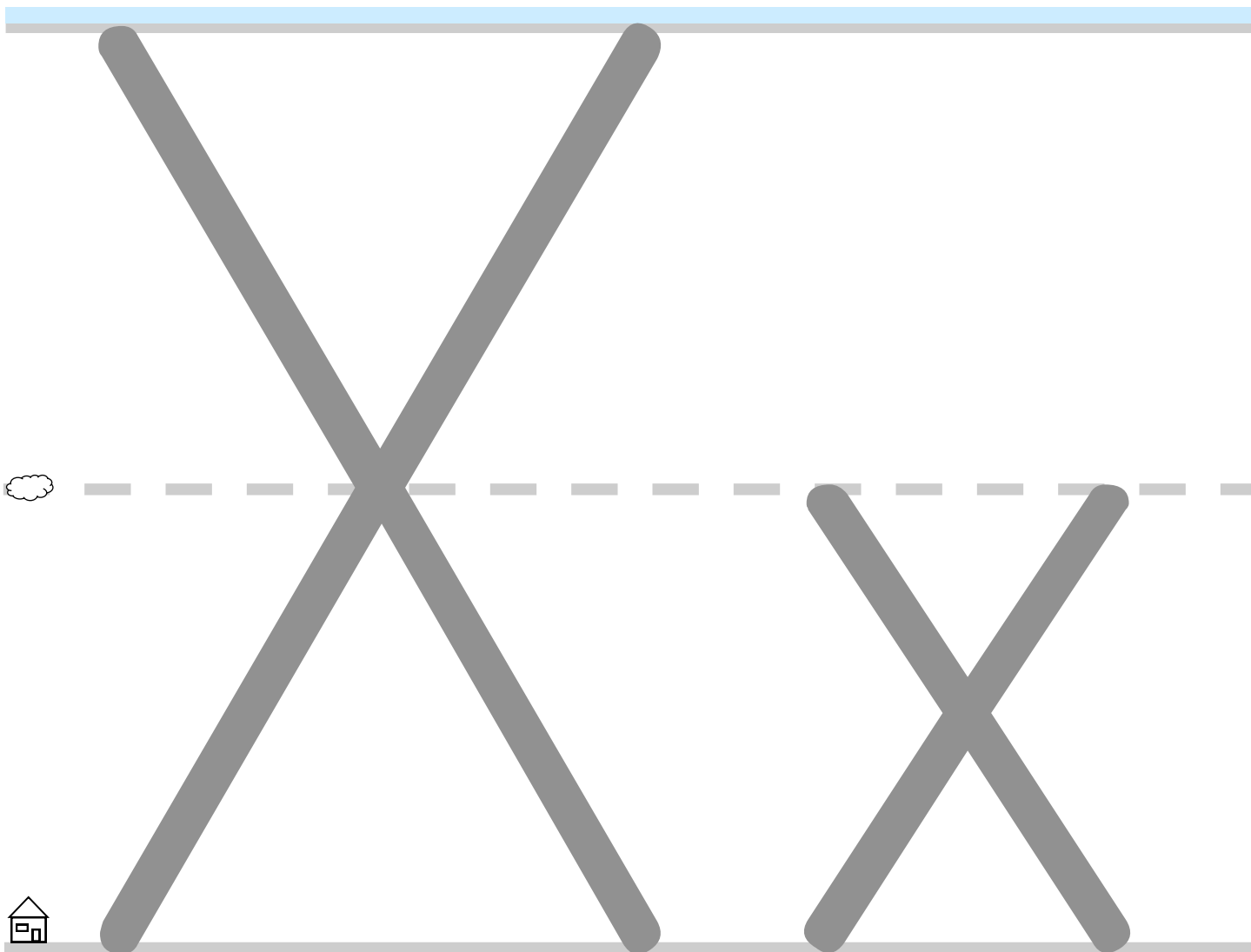
X

x

X

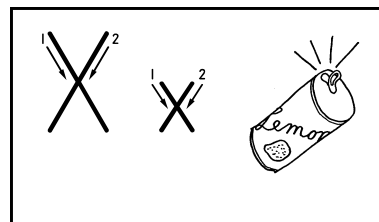
x

Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



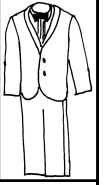
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- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

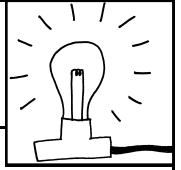


Follow the directions on pages 7-8 to teach the letter formation for this letter.

tux



lux



Lux: A measurement of the amount of light

Tt

Ii

Hh

Ll

Nn

Ww

Uu

Bb

Rr

Mm

Ff

Xx

These words contain the letters you have learned. For each word, trace each letter one time while saying its sound, going from left to right. Then put the sounds together to pronounce the word smoothly. Next copy the word on the same line, saying the sound of each letter as you write it. Leave a space between the words. (Say the letter sounds as you write, not the letter names.)

Extra Practice - Trace and copy the capital and lower case letters, while saying their sounds.

Name _____ Date _____

2



fun

run

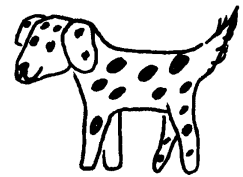


muff

huff



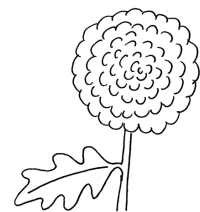
Muff: A warm covering for the hands



Mutt: A mixed breed dog

rut

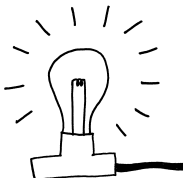
mutt



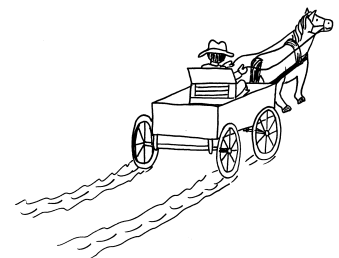
Mum: A kind of flower

hum

mum



Lux: A measurement of the amount of light



Rut: A track made by wheels in mud

tux

lux


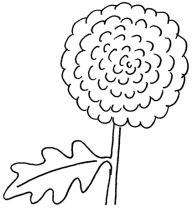
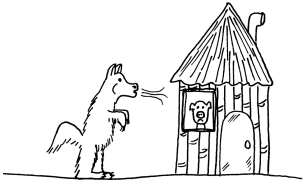
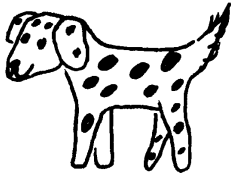


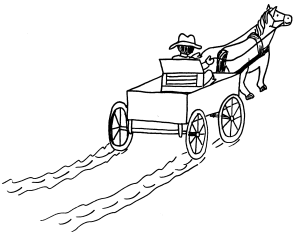

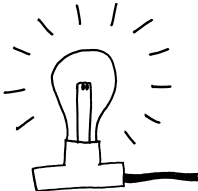



Huff: To blow out forcefully



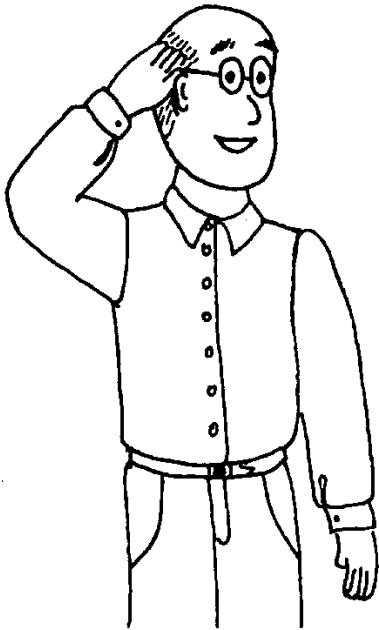
Do this page after teaching handwriting for r, f, x. Draw a line from each word to the matching picture.

Name _____ Date _____

<p>fun</p> <p>run</p> <p>hum</p> <p>mum</p> <p>rut</p>	<p>tux</p> <p>lux</p> <p>huff</p> <p>muff</p> <p>mutt</p>		
			
			

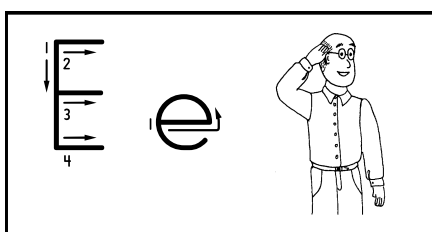
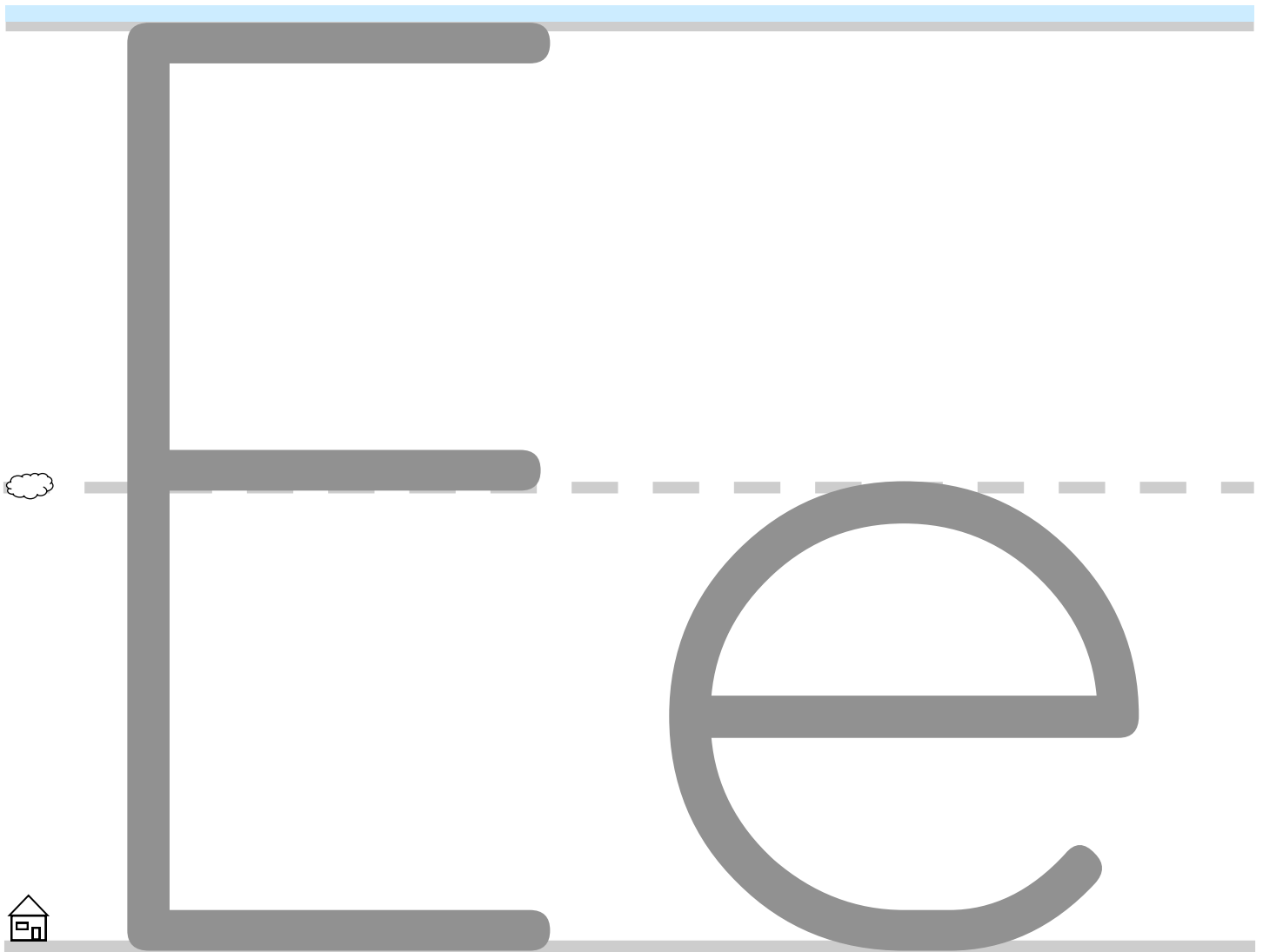
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn't hear very well. He kept saying "Ehh?" whenever someone spoke to him. He couldn't understand a word they were saying. "That man should get hearing aids," said Mom. "He could hear much better with them." (e/egg)



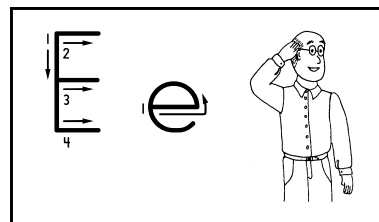
E e

E e



Follow the directions on pages 7-8 to teach the letter formation for this letter.

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Name _____ Date _____

3



net



let

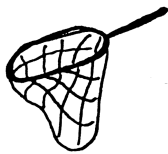
wet



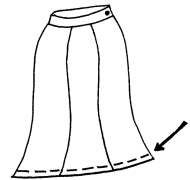
met



tell



fell



well



bell



hem




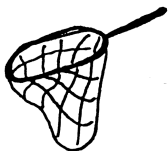





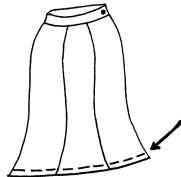


web



Draw a line from each word to the matching picture.

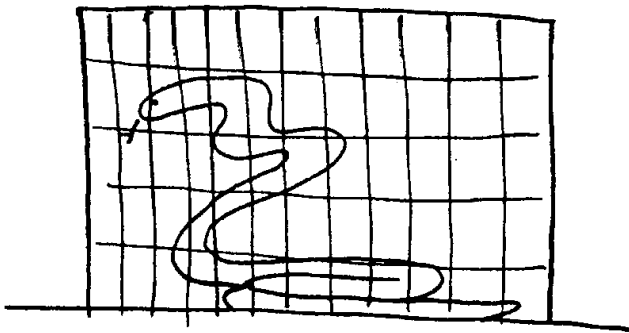
Name _____ Date _____

bell	web		
tell	net		
well	wet		
fell	net		
hem	let		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

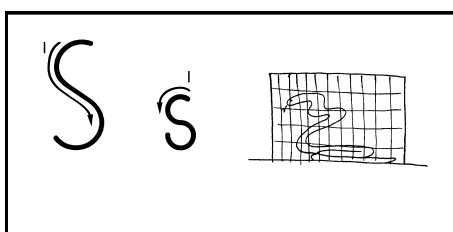
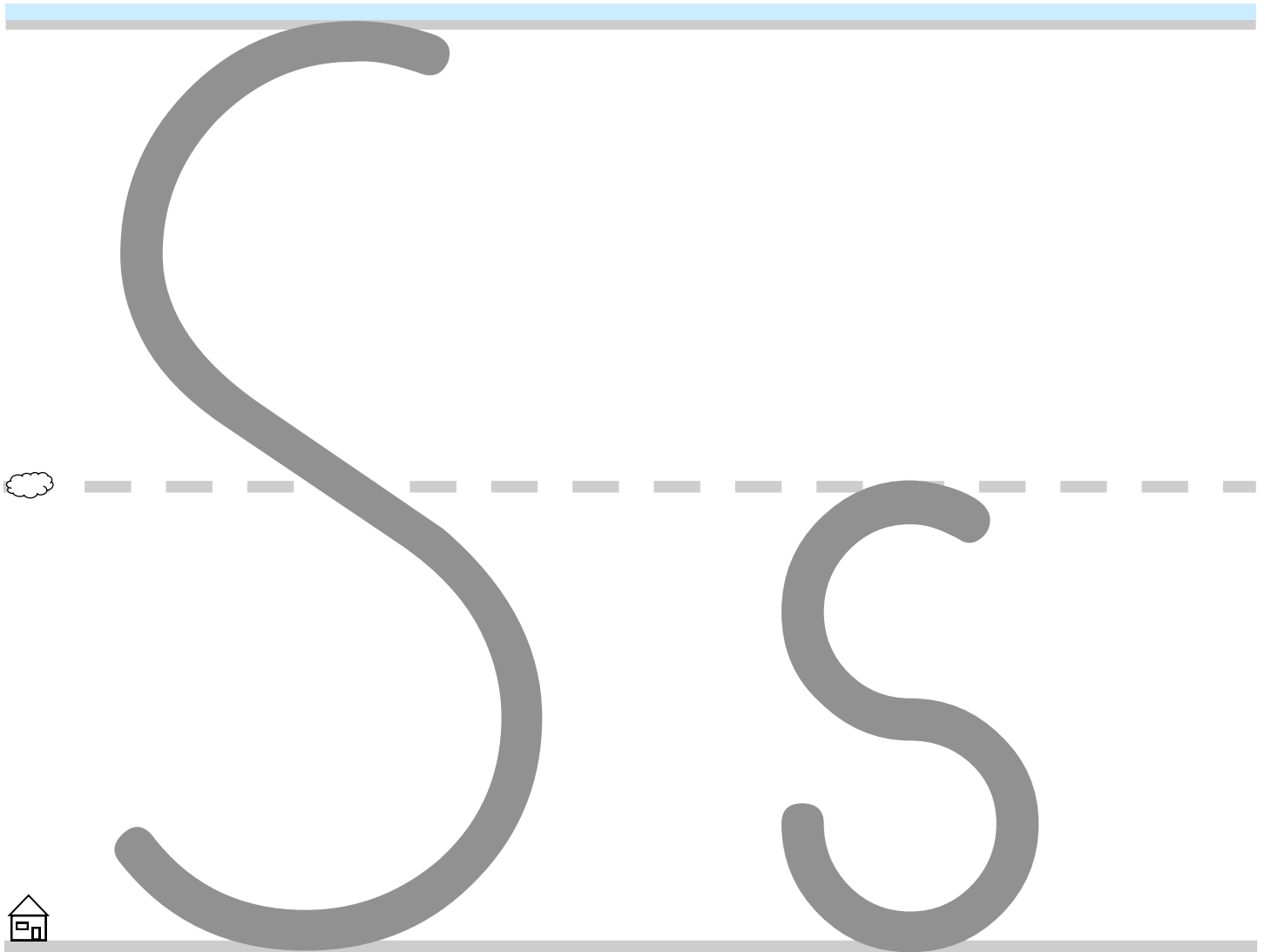
At School

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.



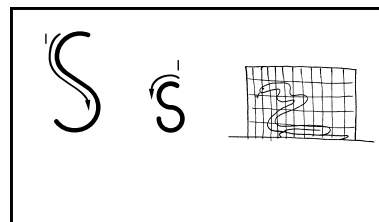
S s

S s



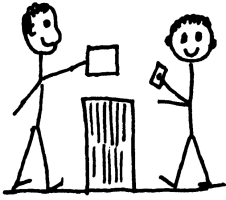
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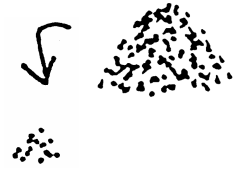


Name _____ Date _____

4



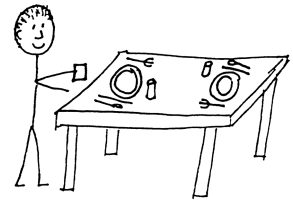
sell



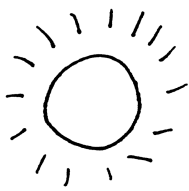
set



less



mess



Bess



us

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

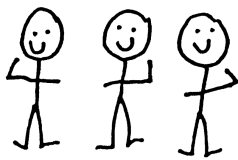
bus



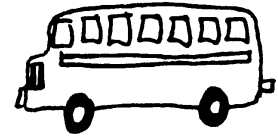
sun

Sum: The answer when you add numbers

sub

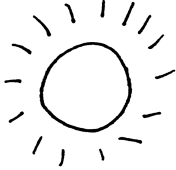


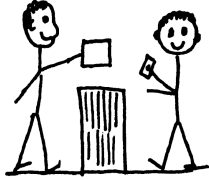
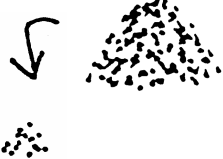


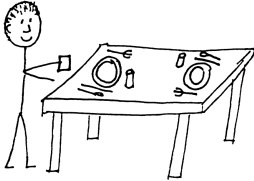
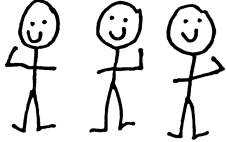


sum



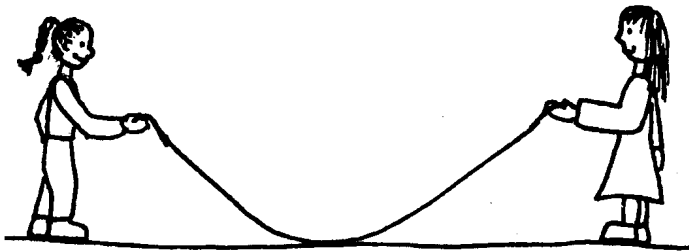
Draw a line from each word to the matching picture.

Name _____ Date _____

us bus sun sub sum	less mess Bess sell set		
	$\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \end{array} \quad \leftarrow$ <p>Sum: The answer when you add numbers</p>		
			

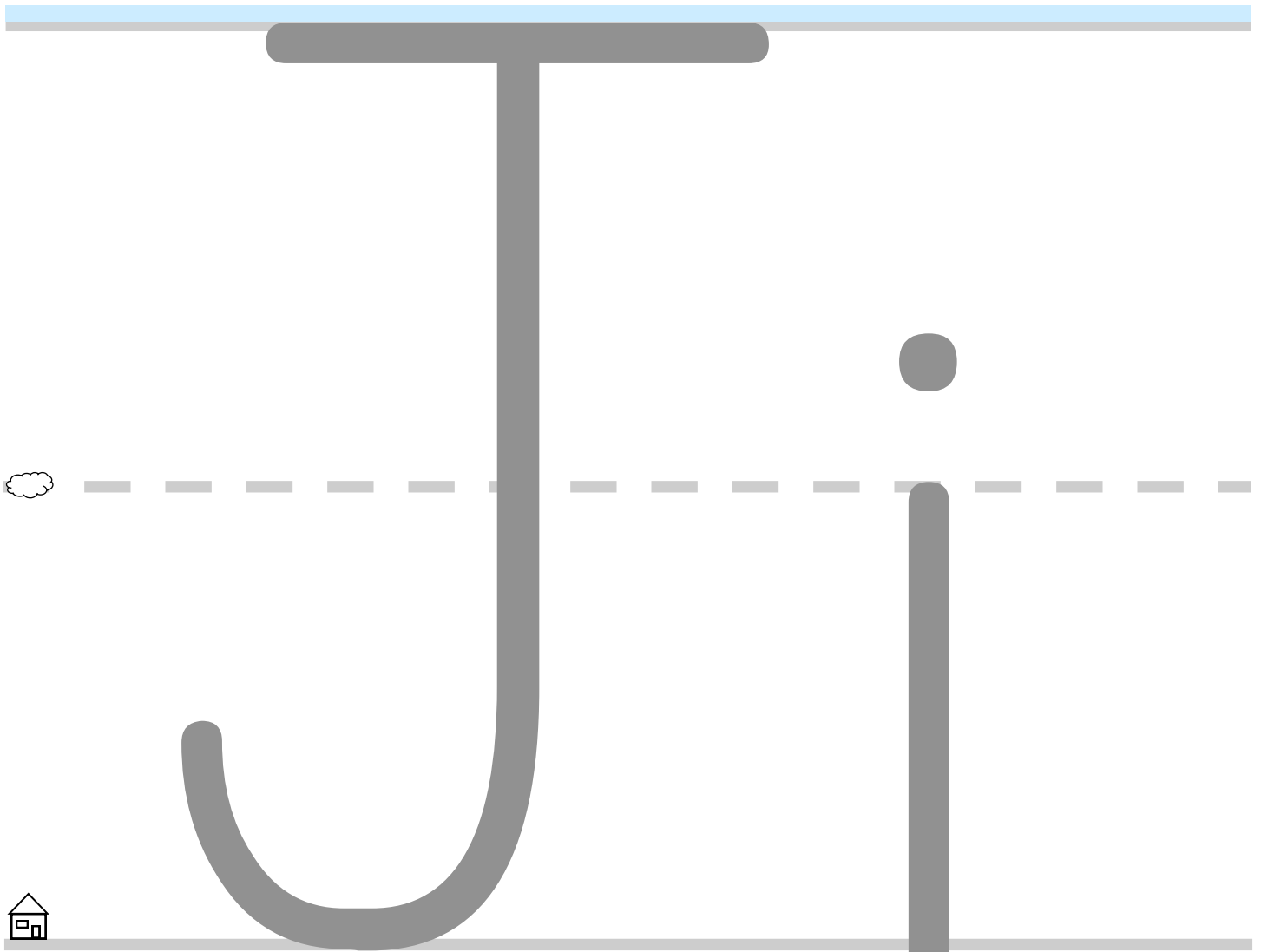
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

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.

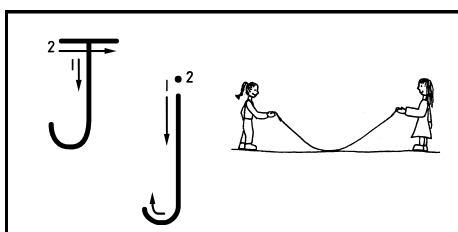


J j
J j

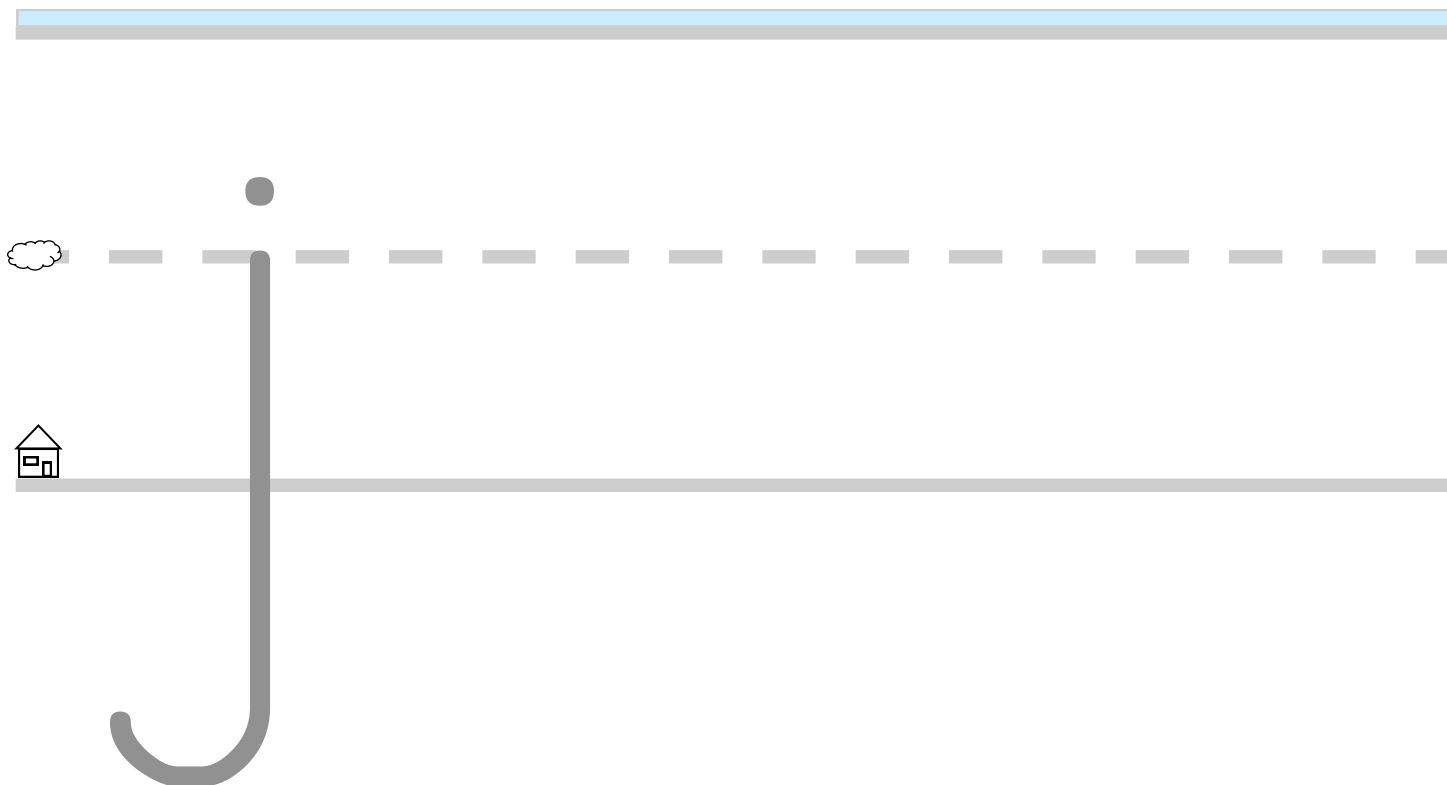
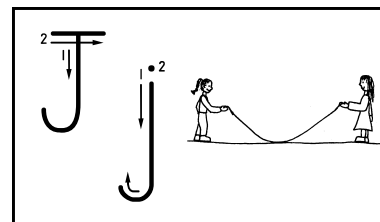
Point to the picture and each capital and lower case letter. Students say the sound for each one, in unison.



Follow the directions
on pages 7-8 to teach
the letter formation
for this letter.



- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Name _____ Date _____

5

10

Jeff

jet



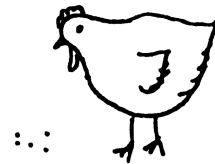
Ben

Ben



Jeff

ten



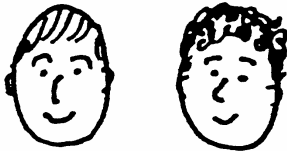
hen



men



jet



fuss



Draw a line from each word to the matching picture.

Name _____ Date _____

Jeff

ten

jet

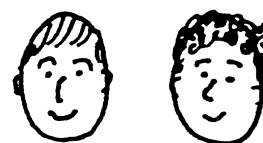
men

jut

hen

fuss

Ben



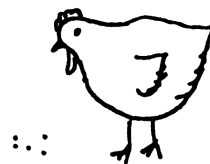
Ben



10



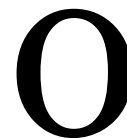
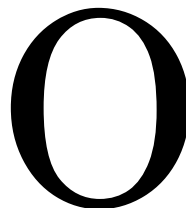
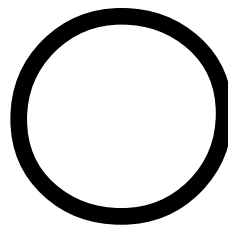
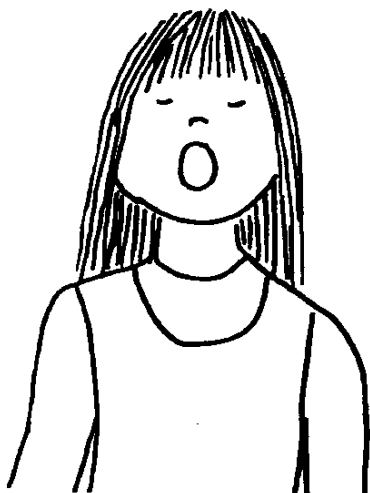
I don't
want
to go.

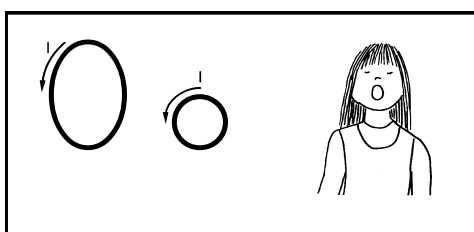
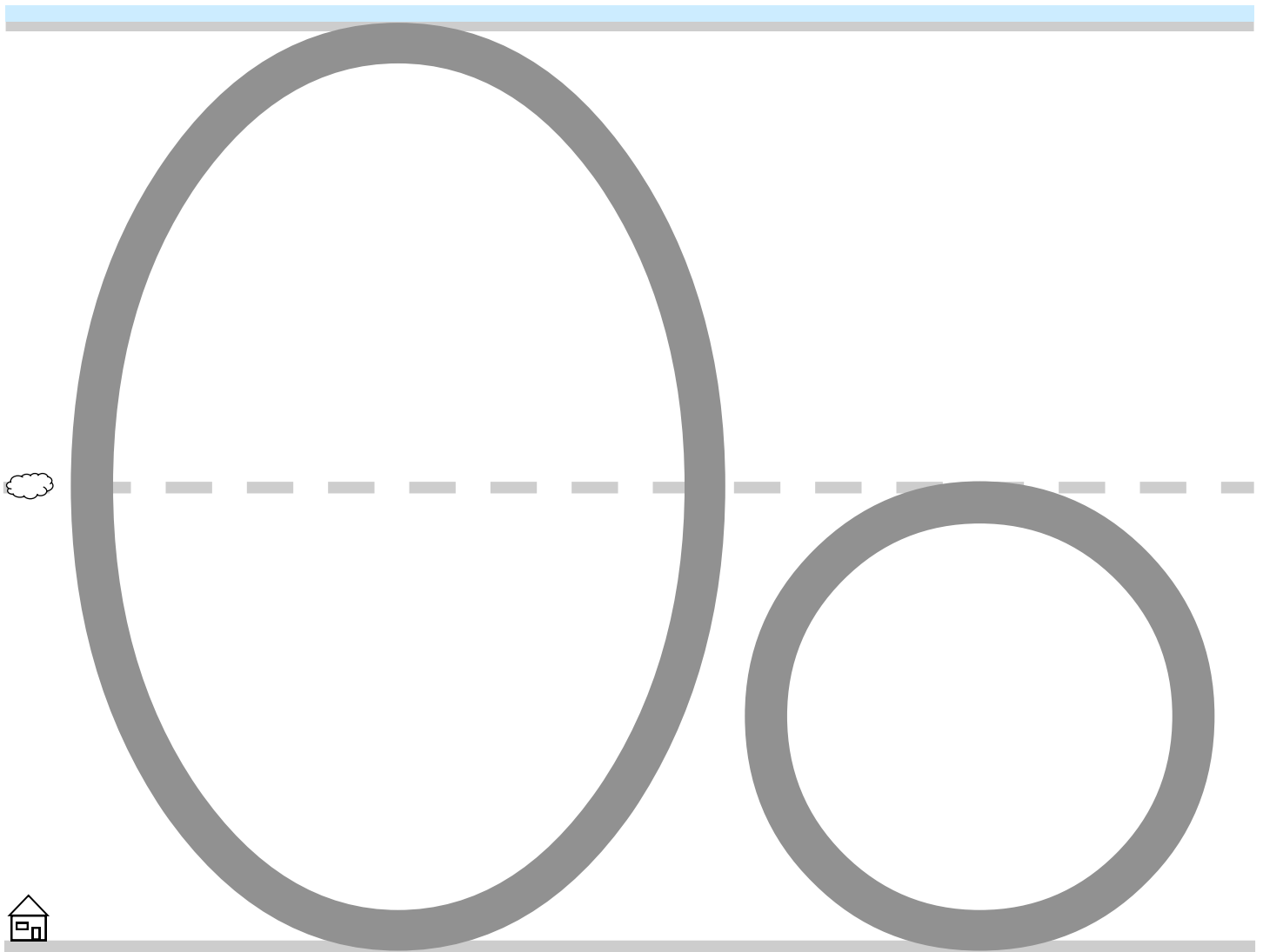


Jeff

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

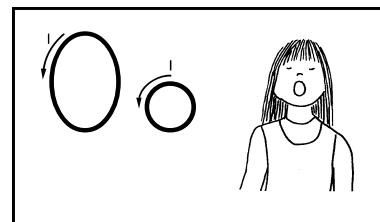
After recess Audrey realized that her throat was hurting. It had been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.” (o/ox)





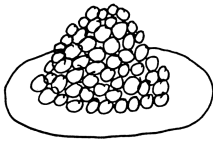
Follow the directions on pages 7-8 to teach the letter formation for this letter.

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- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

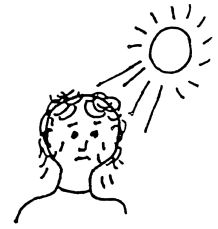


Name _____ Date _____

6



not

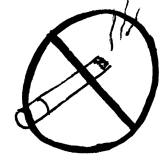


rot



Jot: Write a quick note

lot



Do not smoke.

hot

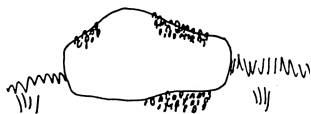


jot



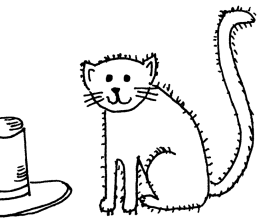
Rot: Get old and fall apart, decay

toss



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

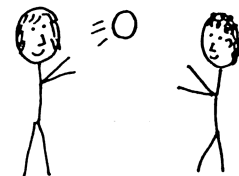
boss



moss




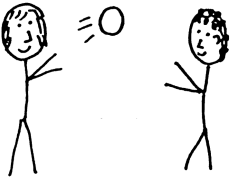
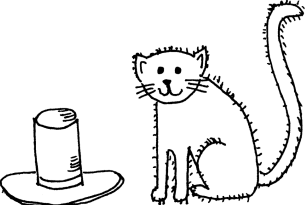





on



off

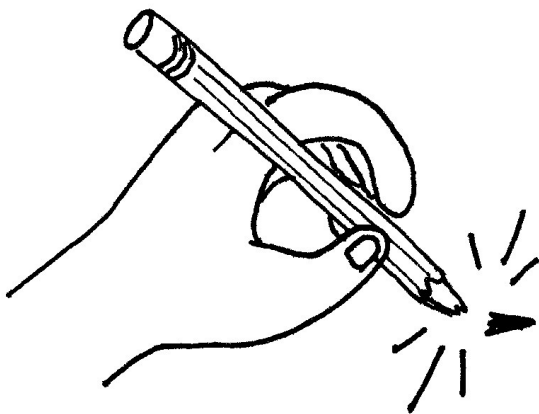
Draw a line from each word to the matching picture.

Name _____ Date _____

<p>not rot jot lot hot</p>	<p>on off toss boss moss</p>		
			
			

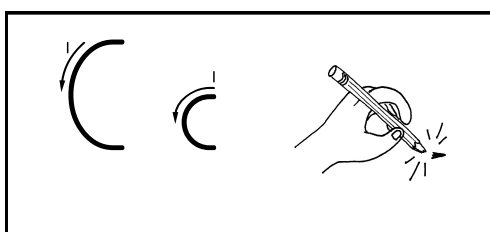
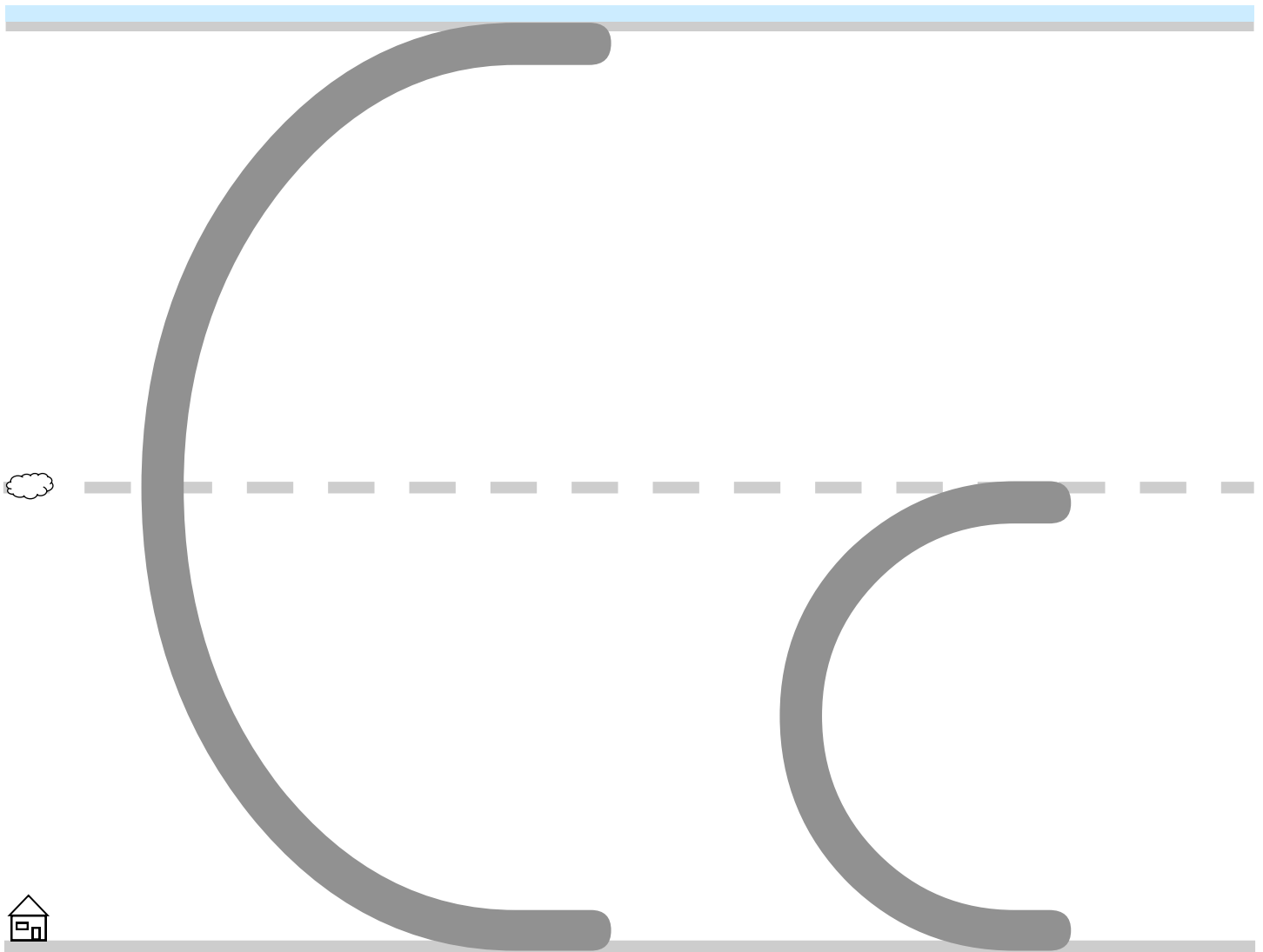
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. “Ccc,” the lead broke on her pencil as soon it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.



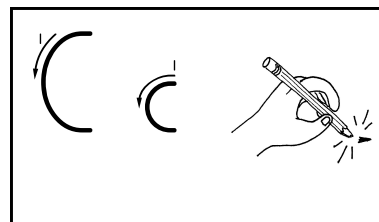
C c

C c



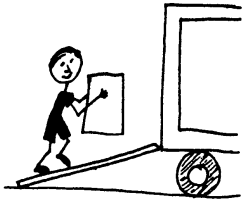
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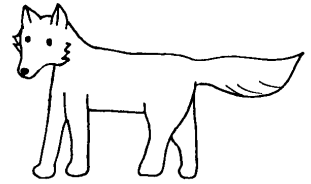


Name _____ Date _____

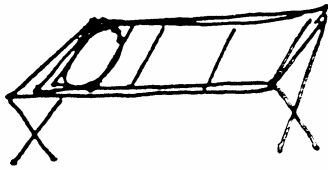
7



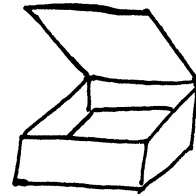
cot



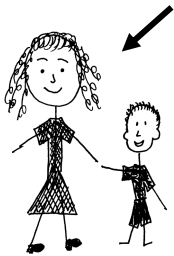
cob



job



fox

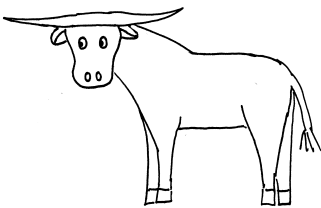


box

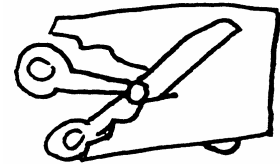


ox

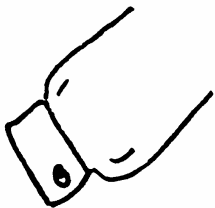
Corn kernels grow on a cob.



mom



cuff



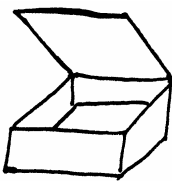

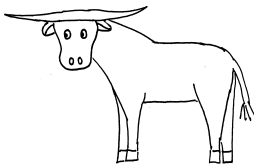
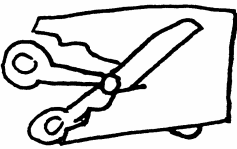

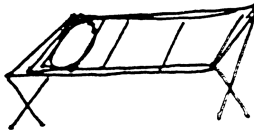

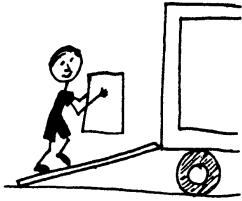
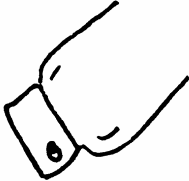
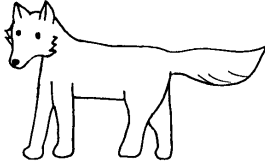
cub



cut

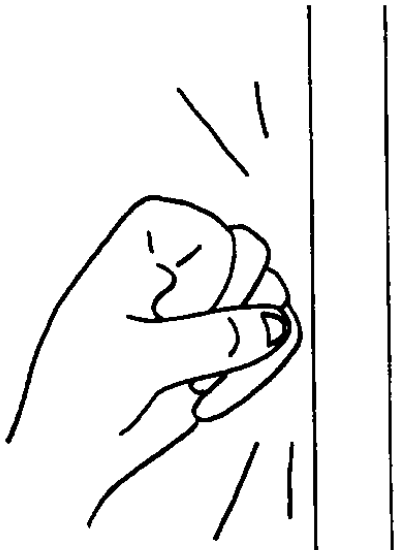
Draw a line from each word to the matching picture.

Name _____ Date _____

<p>cut</p> <p>cub</p> <p>cuff</p> <p>cot</p> <p>mom</p>	<p>fox</p> <p>box</p> <p>ox</p> <p>cob</p> <p>job</p>		
		<p>_____</p>	<p>_____</p>
			
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
			
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>

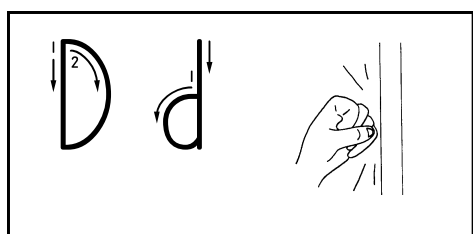
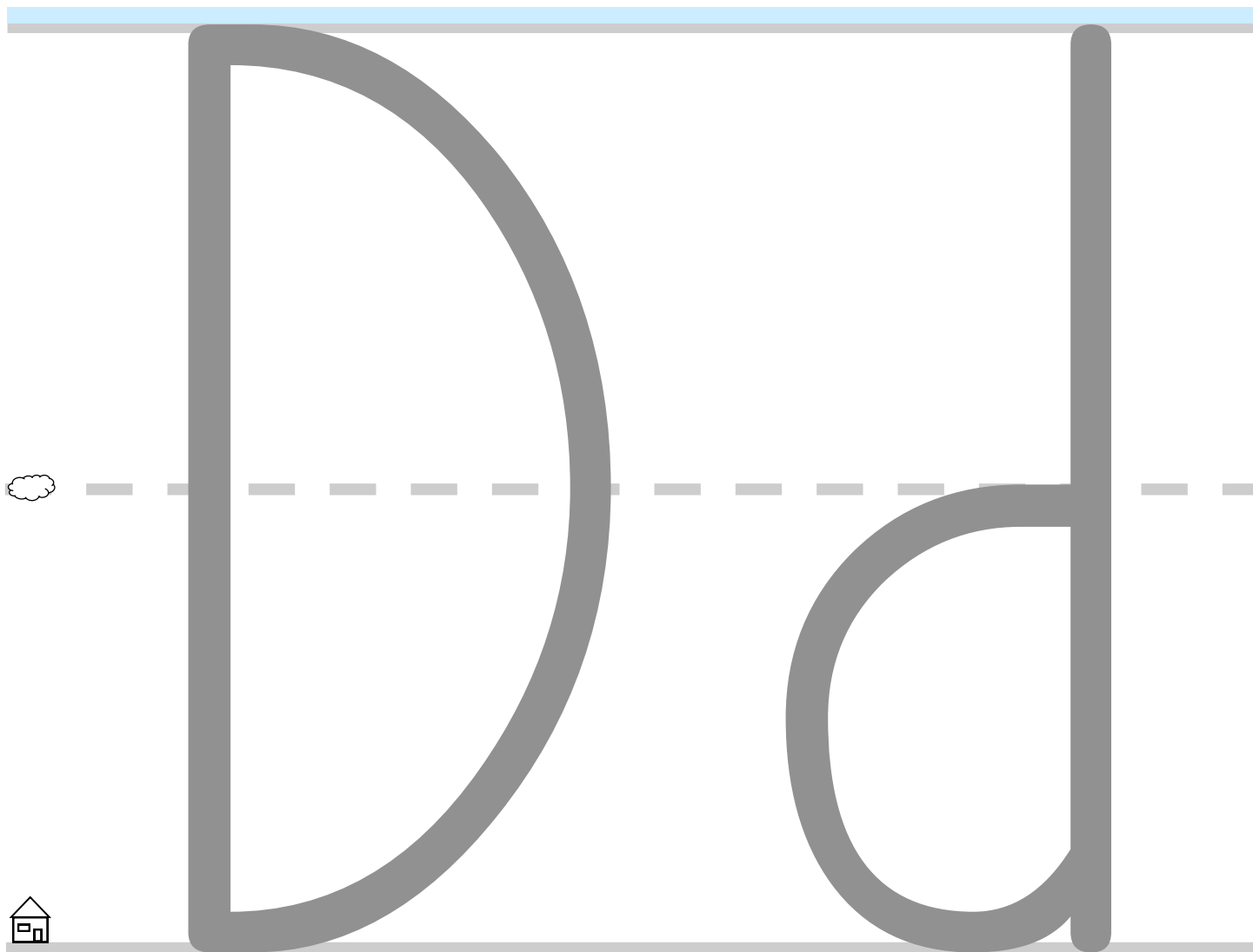
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

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



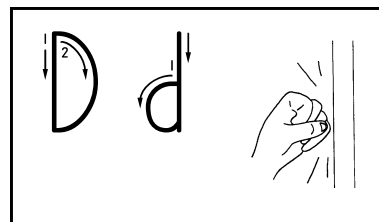
D d

D d



Follow the directions on pages 7-8 to teach the letter formation for this letter.

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- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



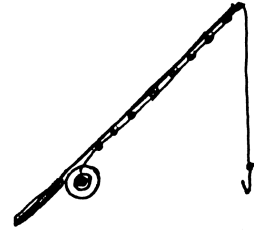
Name _____ Date _____

8

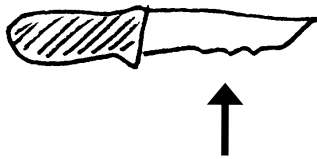


r o d

n o d



c o d



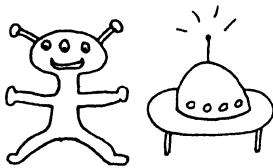
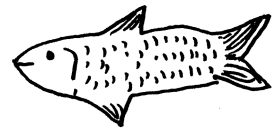
o d d



d o t



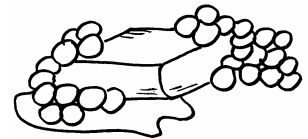
d o l l



d u l l

Odd: Strange, unusual

b u d



m u d

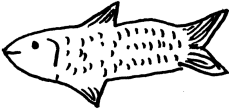



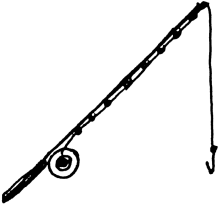
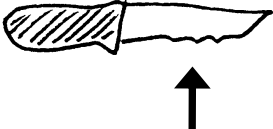
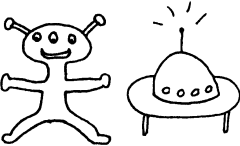


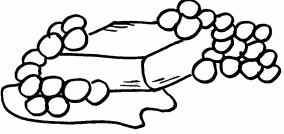


s u d s



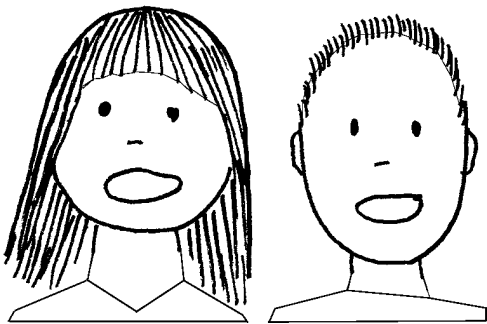
Draw a line from each word to the matching picture.

Name _____ Date _____

<p>odd rod nod cod dot</p>	<p>doll dull bud mud suds</p>		
			
			

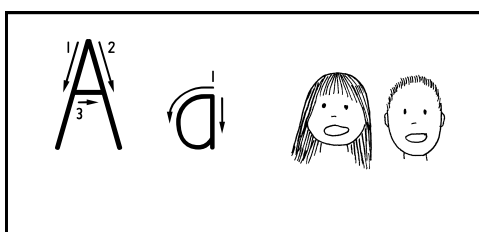
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

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



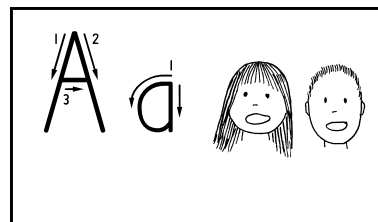
A a

A a



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Name _____ Date _____

9



mat



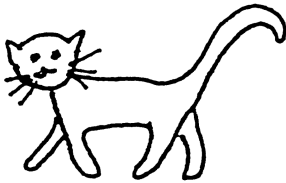
rat



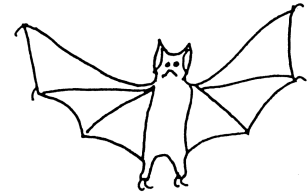
hat



cat



bat



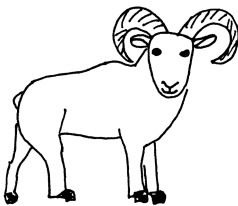
man



ran



can






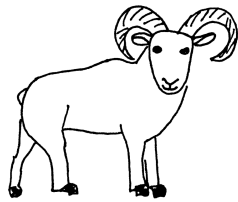






jam



ram

Draw a line from each word to the matching picture.

Name _____ Date _____

mat	jam		
rat	ram		
hat	man		
cat	ran		
bat	can		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 9

1. A fat cat _____

2. A rat sat. _____

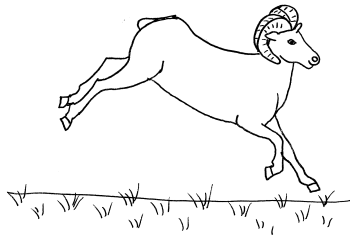
3. A cat sat on a mat. _____

4. A man ran. _____

5. A ram can run. _____

6. A man fell. _____

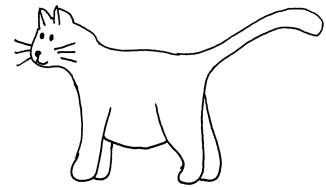
A



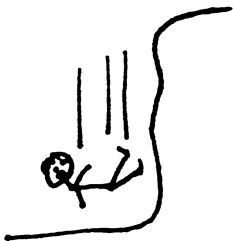
B



C



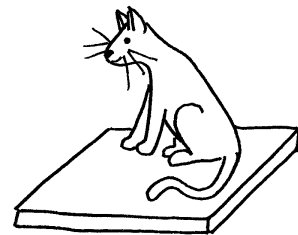
D



E

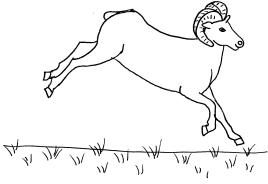


F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____



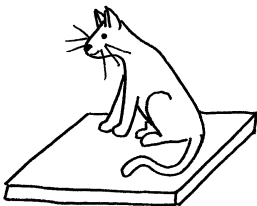
A ram can run.



A man ran.



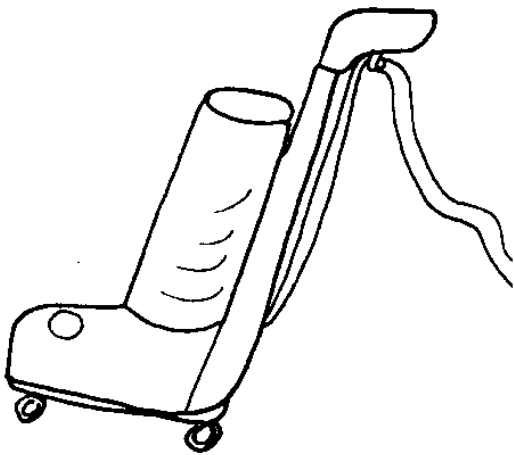
A rat sat.



A cat sat on a mat.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

The children waited in the office for their
parents. They could hear the sound of the
vacuum cleaner as Mrs. Taylor vacuumed the
rug, “Vvvvvv.”

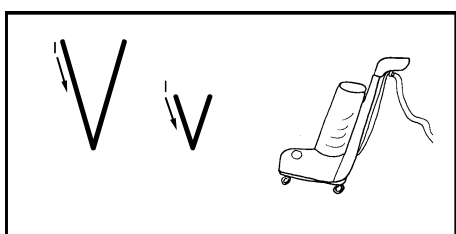
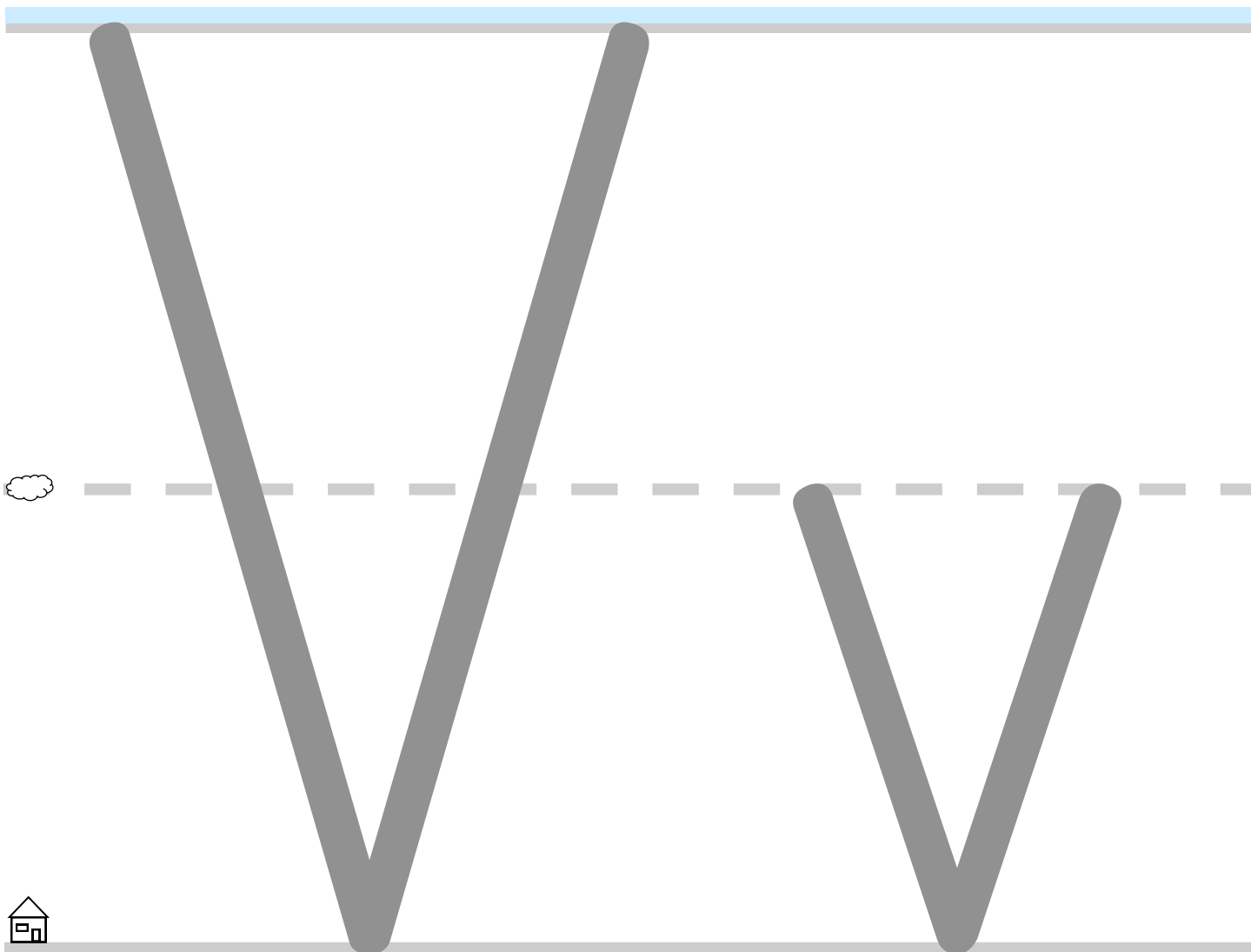


V

v

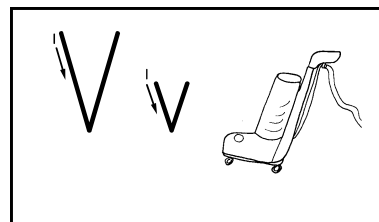
V

v



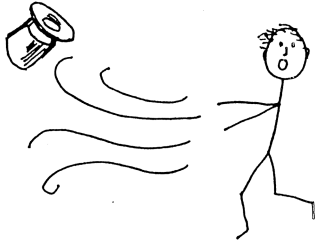
Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Name _____ Date _____

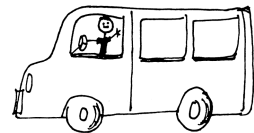
10



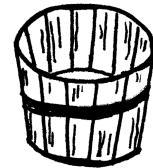
sad
mad



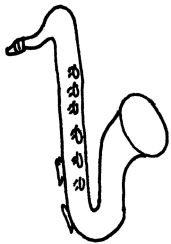
dad
had



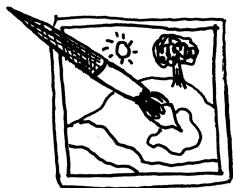
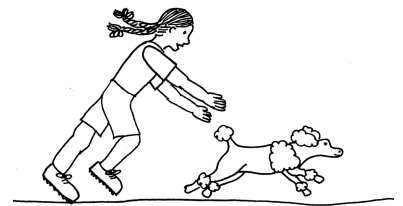
van
vat



Vat: A large container
for liquids

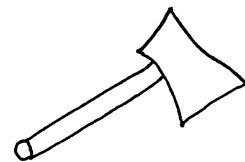


sax
ax





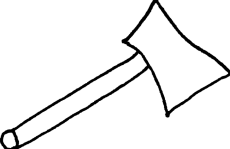
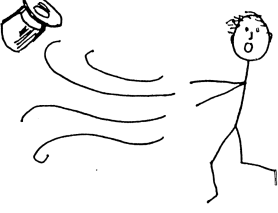



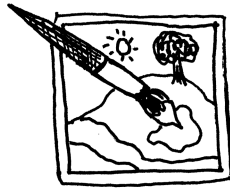
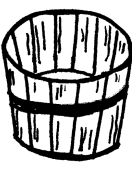
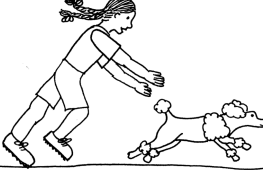
Dab: To apply paint or lotion by
touching gently

dab
nab



Draw a line from each word to the matching picture.

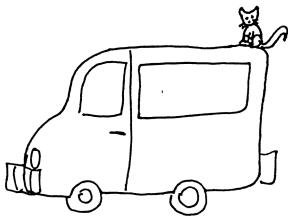
Name _____ Date _____

<p>sad mad dad had van</p>	<p>vat sax ax dab nab</p>		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

1. Mom has a box. _____
2. Dad has an ax. _____
3. Jeff can dab. _____
4. A cat sat on a van. _____
5. Sam has a sax. _____
6. Dan has a bass. _____

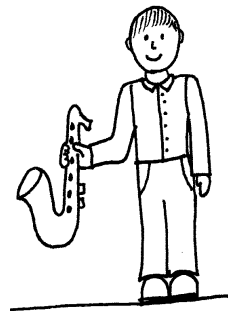
A



B



C



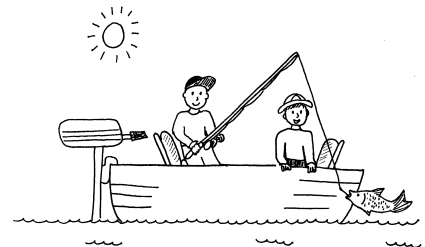
D



E



F

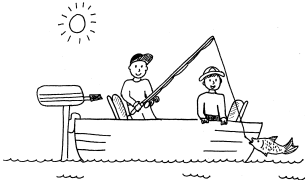


Write the letter for each picture beside the matching sentence.

Name _____ Date _____



Dad has an ax.



Dan has a bass.



Mom has a box.



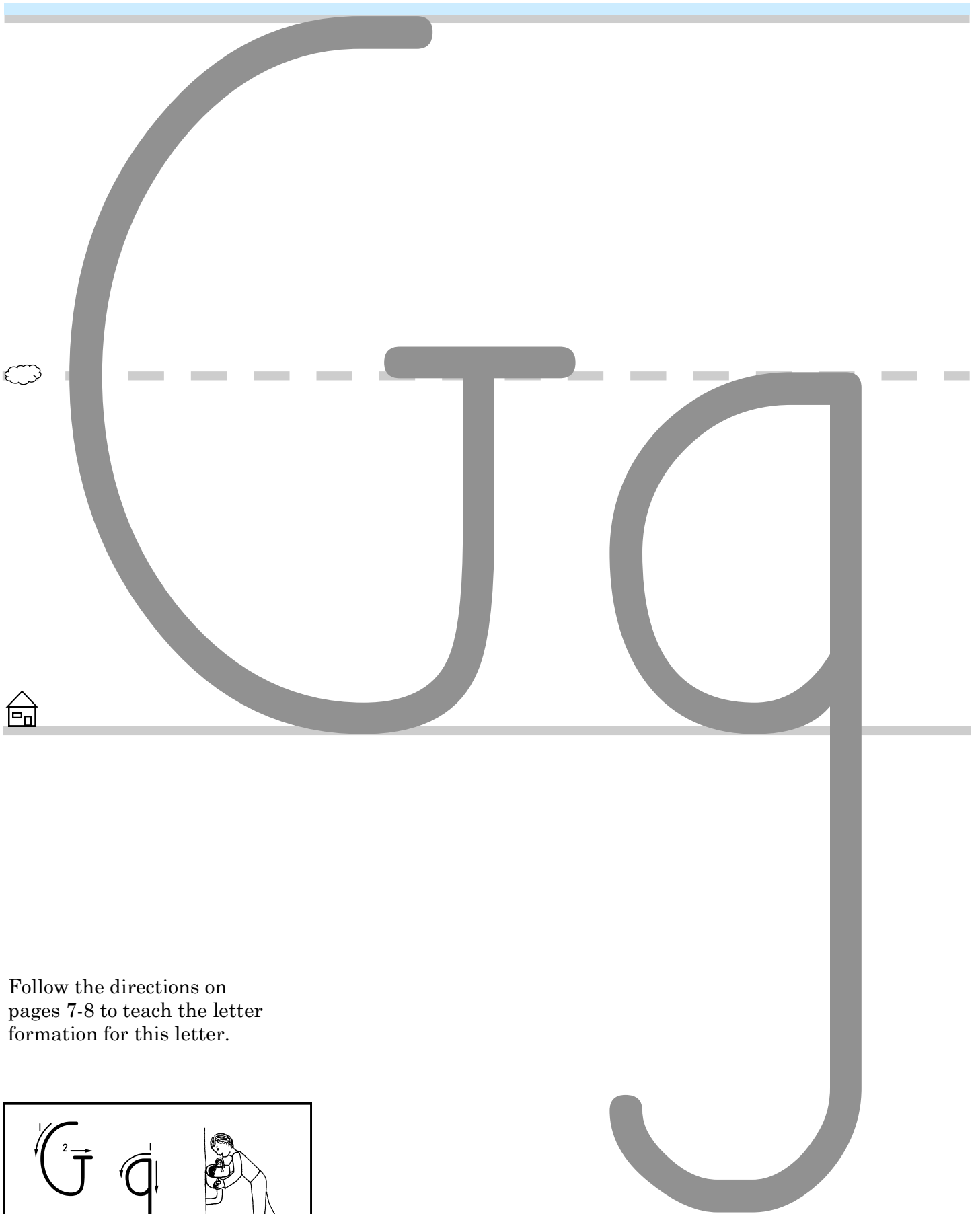
Jeff can dab.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

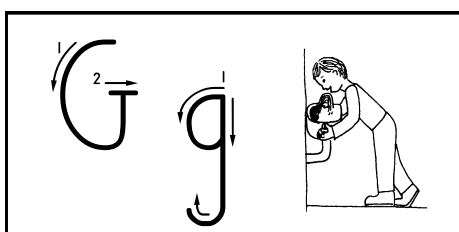
Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. “G, g, g, g,” went the water as it streamed out of the faucet. “G, g, g, g,” went his throat as he guzzled the water.



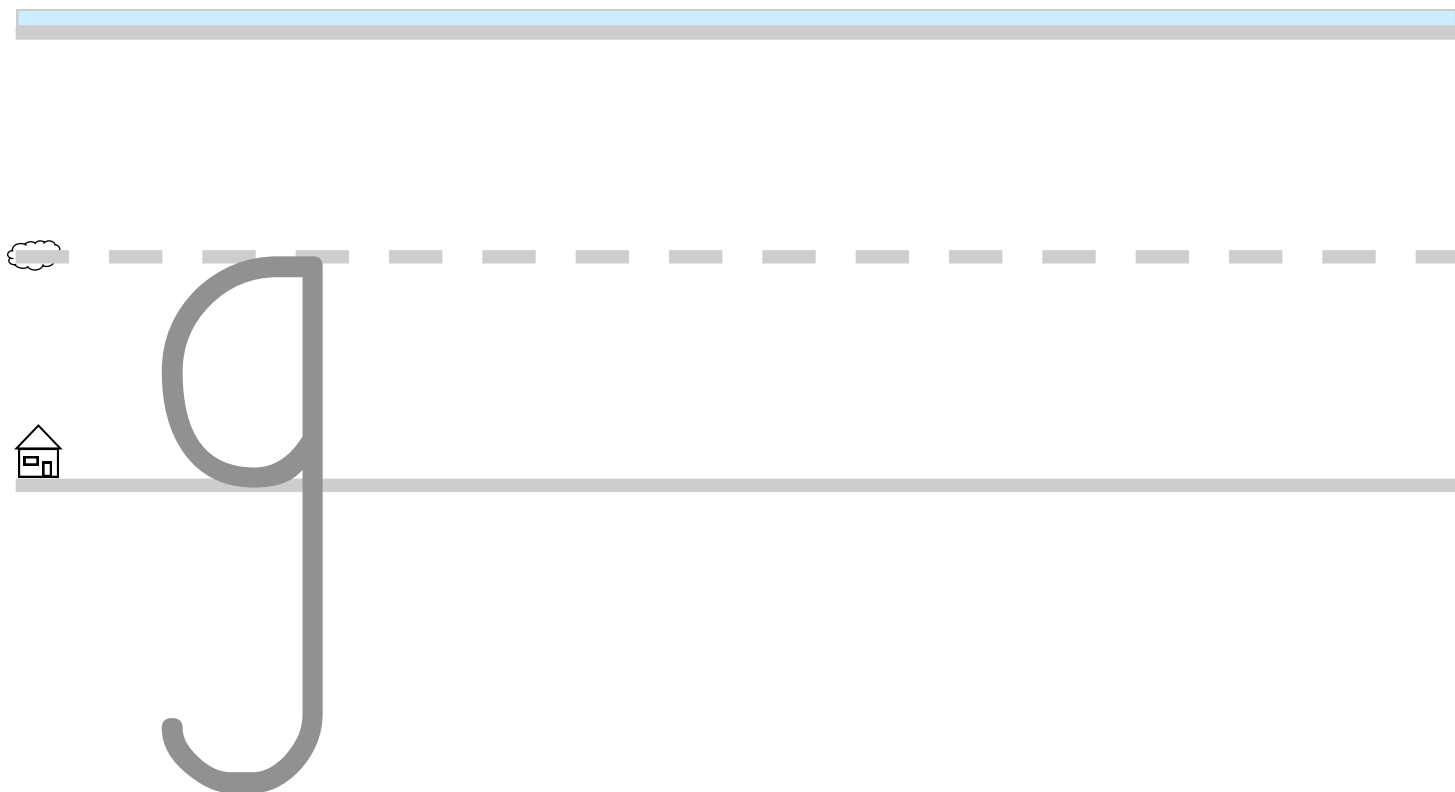
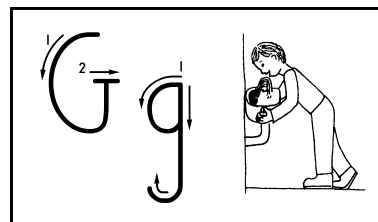
G g
G g



Follow the directions on
pages 7-8 to teach the letter
formation for this letter.

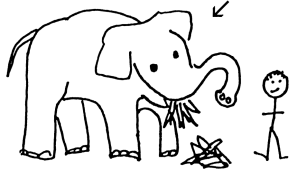


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

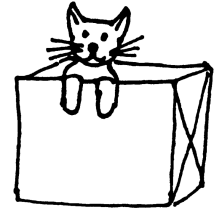


Name _____ Date _____

11



big



dig

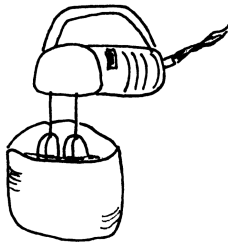
mix



fix



six



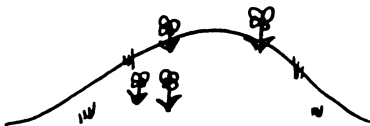
in



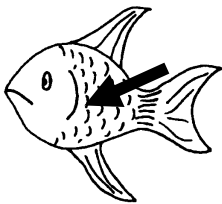
win

6

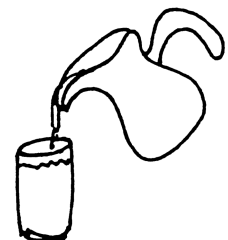
hill



fill




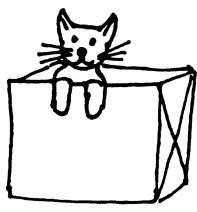

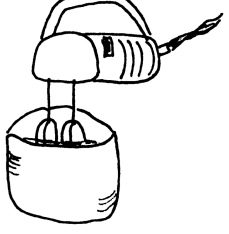
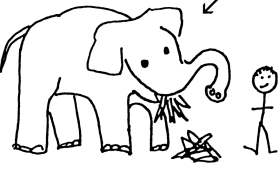
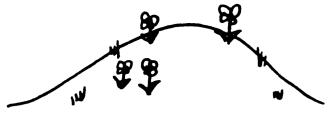
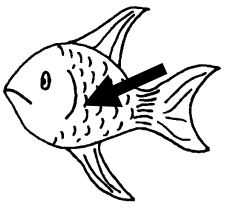


gill



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

Draw a line from each word to the matching picture.

Name _____ Date _____

<p>hill fill gill in win</p>	<p>mix six fix big dig</p>	<p>6</p>	
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 11

1. Jan will sell a fan. _____

2. Tom has a big rig. _____

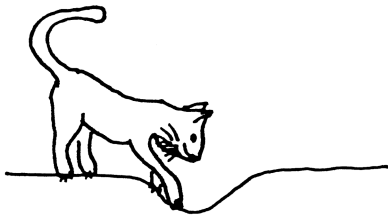
3. A cat can dig. _____

4. A cat sat in a box. _____

5. I am sad. _____

6. Jill will fill a box. _____

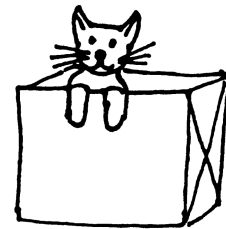
A



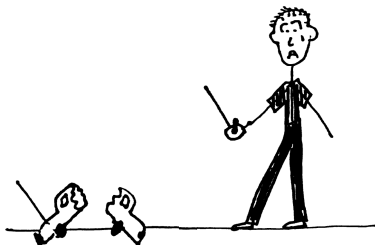
B



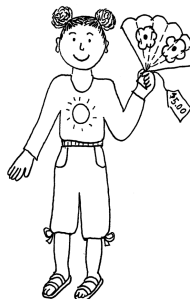
C



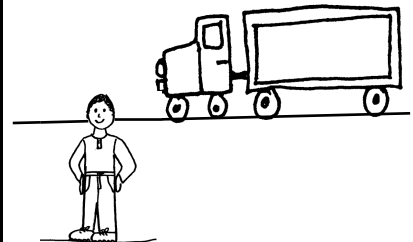
D



E

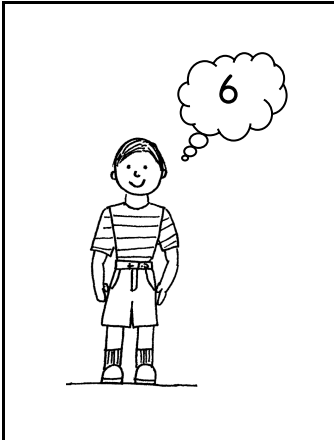


F

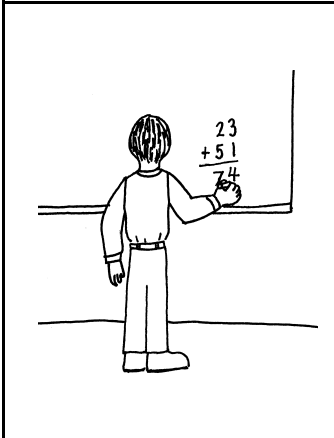


Write the letter for each picture beside the matching sentence.

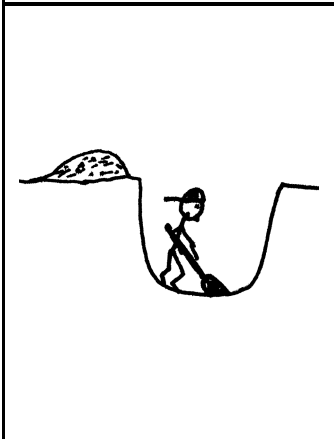
Name _____ Date _____



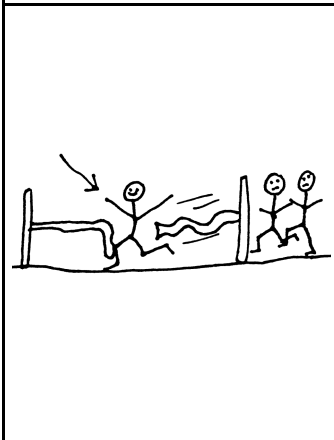
I am six.



I can add.



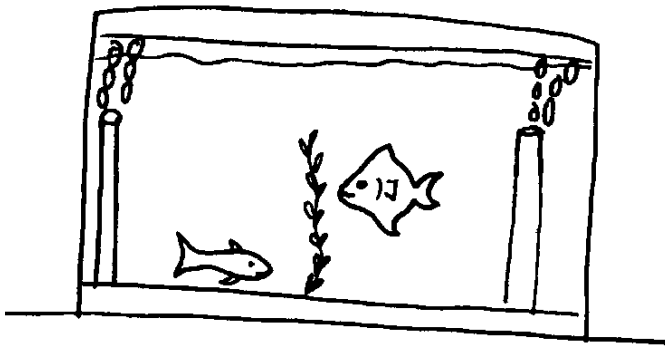
Bill can dig.



I will win.

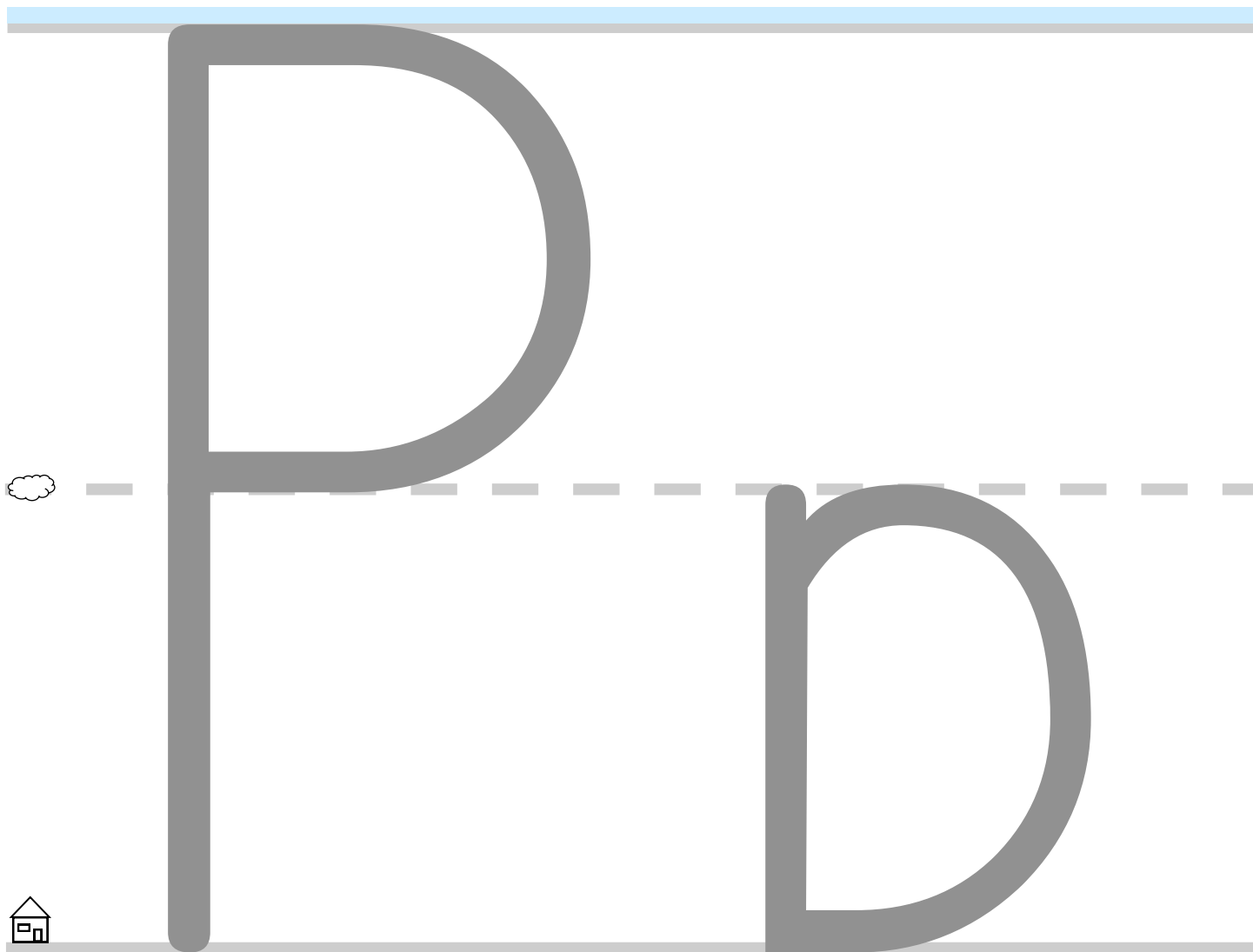
Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

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.

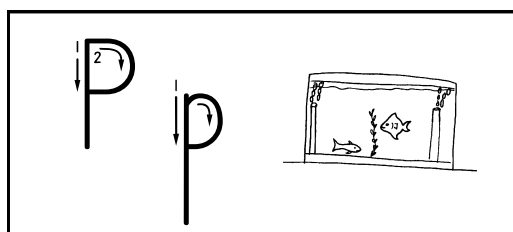


P p

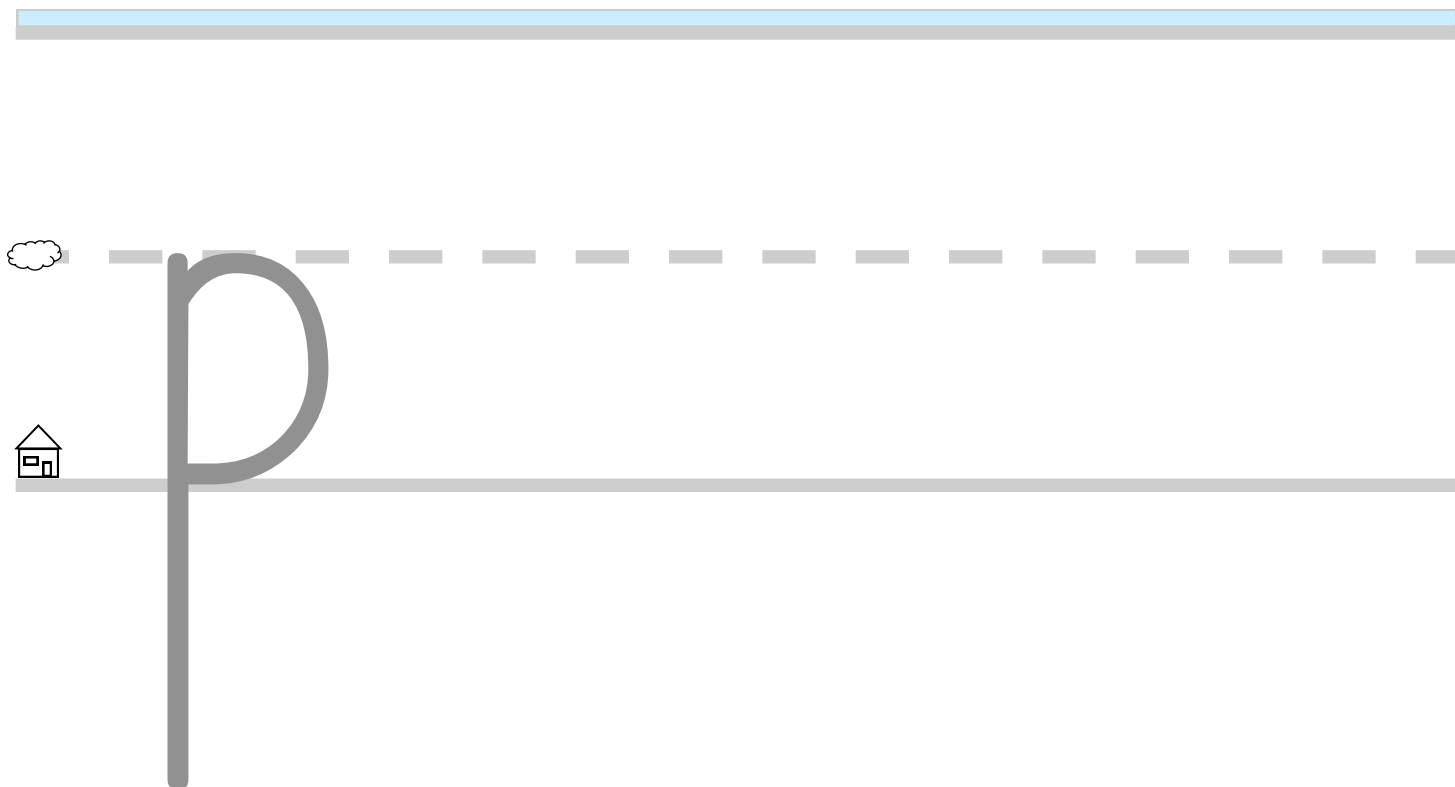
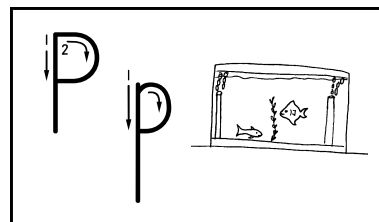
P p



Follow the directions
on pages 7-8 to teach
the letter formation
for this letter.

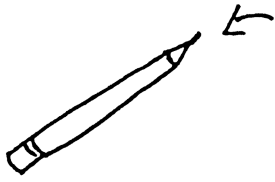


- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

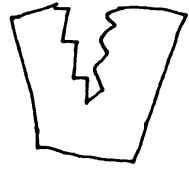


Name _____ Date _____

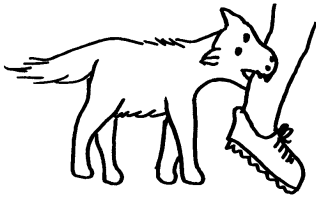
12



sip



rip

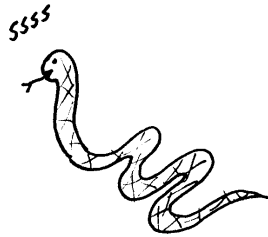


tip

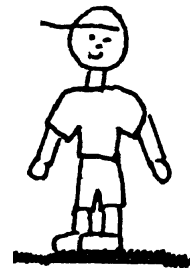


pig

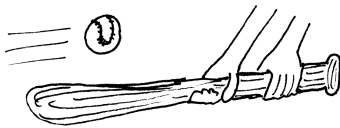
him



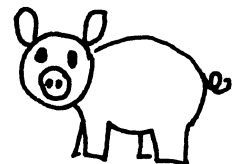
it



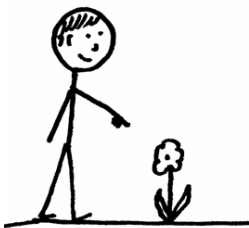
bit



sit



miss

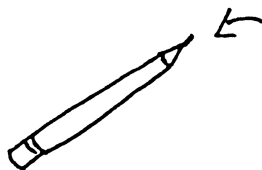
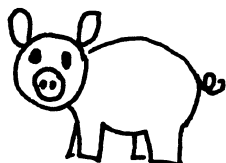

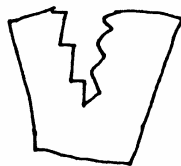
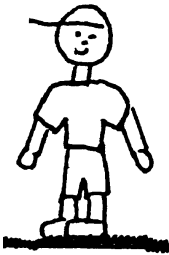
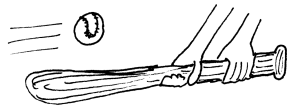
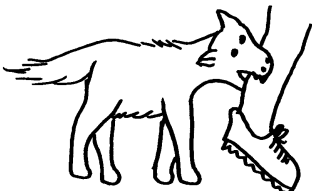

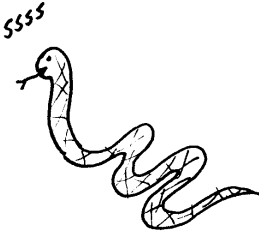



hiss



Draw a line from each word to the matching picture.

Name _____ Date _____

sip rip tip pig him	it bit sit miss hiss		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 12

1. I will miss him. _____

2. It can not run. It can hiss. _____

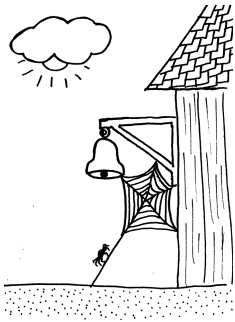
3. Tim is in his tub. _____

4. Will it fit? It will fit. _____

5. A big pig has a wig. _____

6. A web is on a bell. _____

A



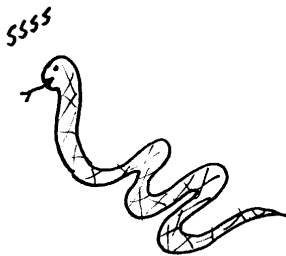
B



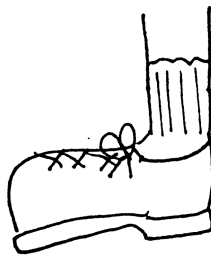
C



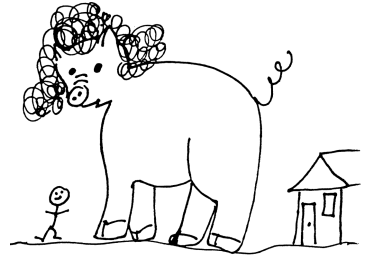
D



E

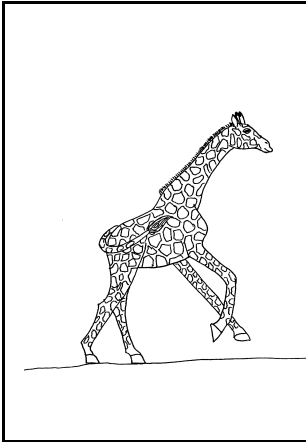


F



Write the letter for each picture beside the matching sentence.

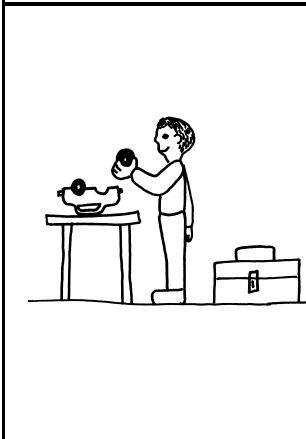
Name _____ Date _____



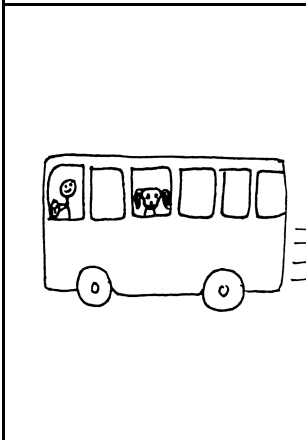
It can run.



I will mix it.



I can fix it.

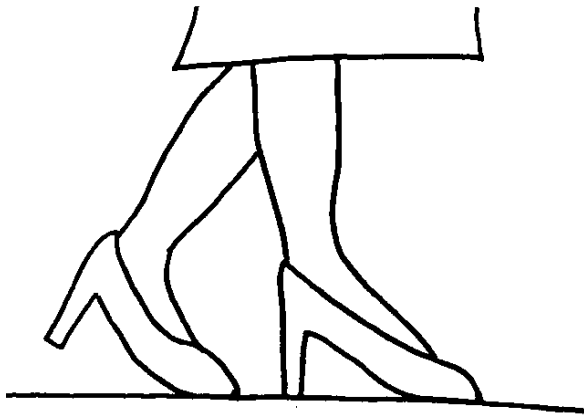


Jeff is on his bus.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

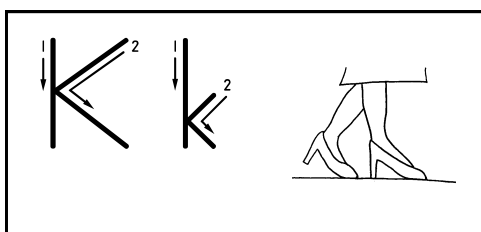
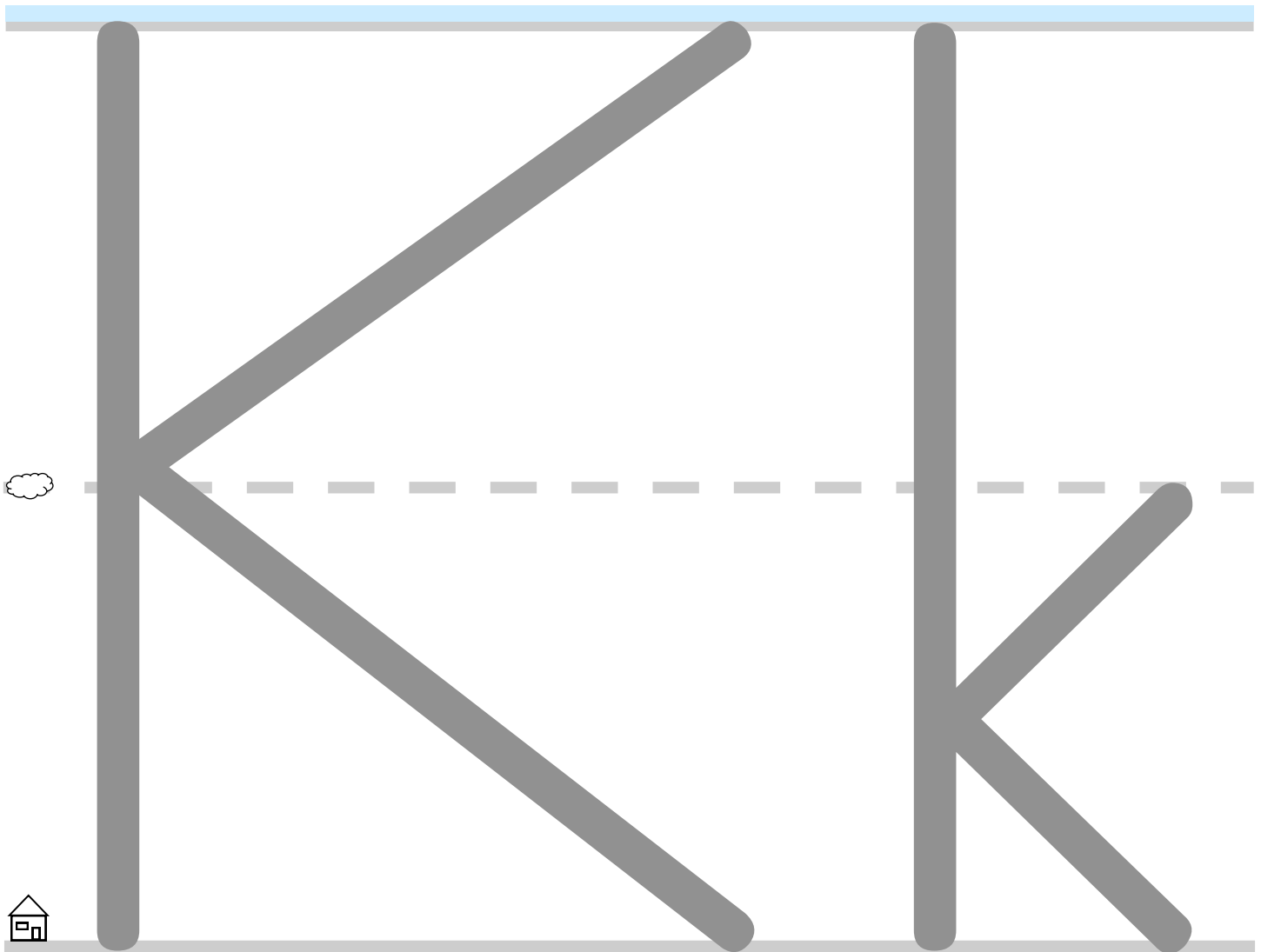
Audrey looked up when she heard the “K,
k, k” sound of the receptionist’s heels
stepping across the tile floor.

“I need to ask you a question about your
insurance,” said Mrs. Kendrick to Audrey’s
mother. “Certainly,” said her mother, as she
stepped to the office counter.



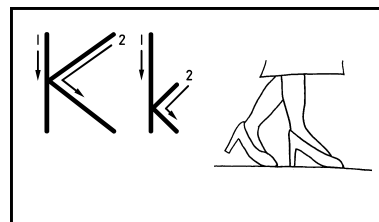
K k

K k



Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

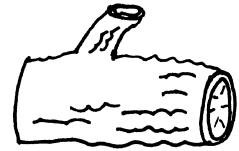


Name _____ Date _____

13



kiss



kid



hid



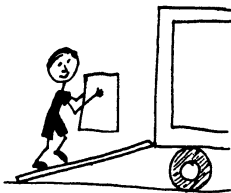
did



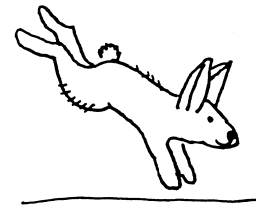
rid



log

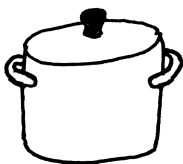


dog

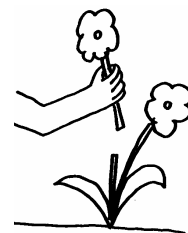


got

hop


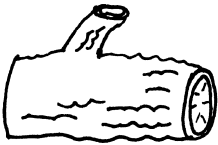



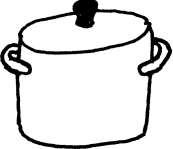
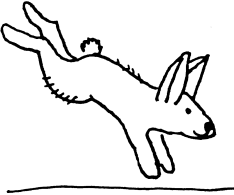


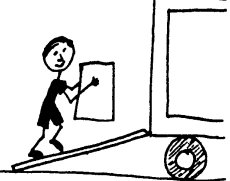


pot



Draw a line from each word to the matching picture.

Name _____ Date _____

log dog got hop pot	kiss kid hid did rid		
		<hr/>	<hr/>
			
<hr/>	<hr/>	<hr/>	<hr/>
			
<hr/>	<hr/>	<hr/>	<hr/>

Look at each picture. Find the correct word and circle it. Copy the word under the picture.

Name _____ Date _____

Sent. # 13

1. A dog is on a log. _____

2. It can hop. _____

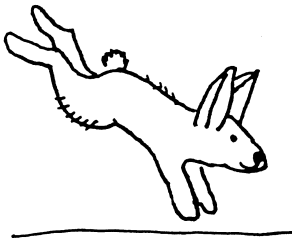
3. A lid is on a pot. _____

4. Bill is on a hill top. _____

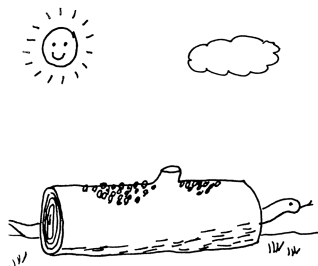
5. Moss is on a log. _____

6. Jim did his job. _____

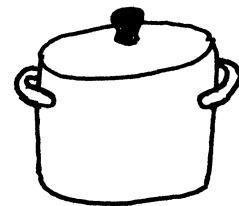
A



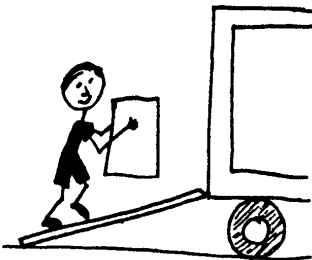
B



C



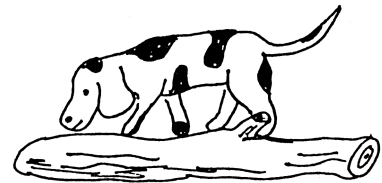
D



E

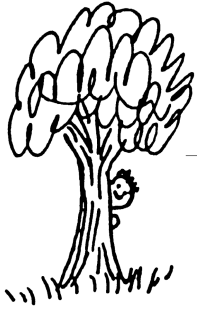


F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____



A kid hid.



Mom will mop.



A dog can run.



Kim will kiss him.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

When Audrey's exam was finished, the doctor said that she didn't have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. "Yyyy," he said. He tried to scrape it off on the edge of the sidewalk.

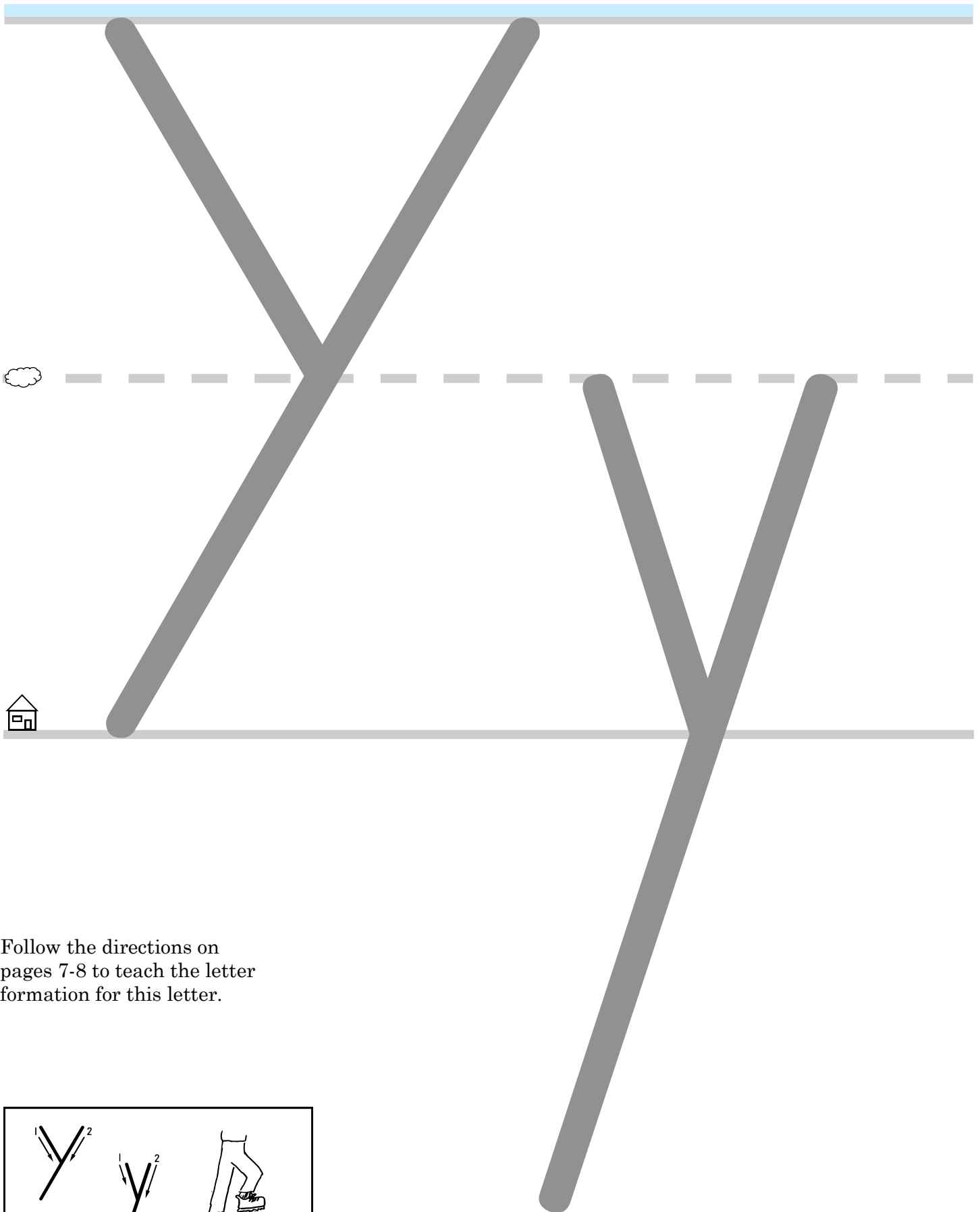


Y

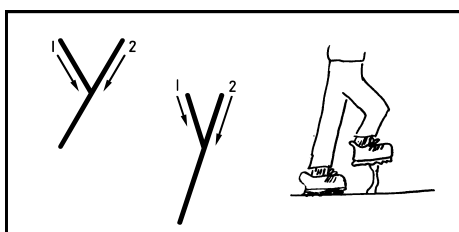
y

Y

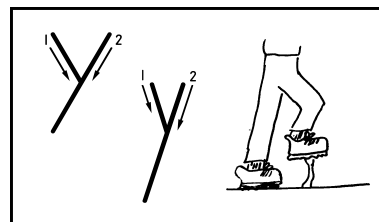
y



Follow the directions on
pages 7-8 to teach the letter
formation for this letter.



- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Name _____ Date _____

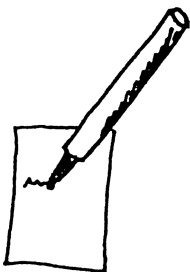
14



Keg: A small barrel



Den: A cave that is a home for a wild animal



red

bed

yes

yell

keg

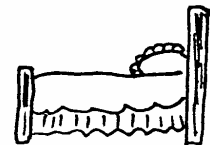
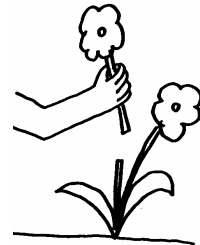
get

vet

pet

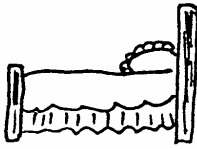






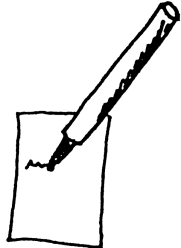


pen

den



Draw a line from each word to the matching picture.

Name _____ Date _____

get	red		
vet	bed		
pet	yes		
pen	yell		
den	keg		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 14

1. A cub is in his den. _____

2. A dog bit his leg. _____

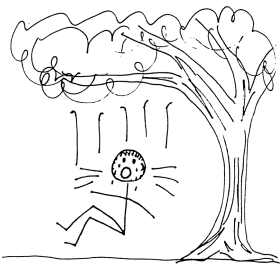
3. Jeff is on his jet. _____

4. Ed fell. Ed will yell. _____

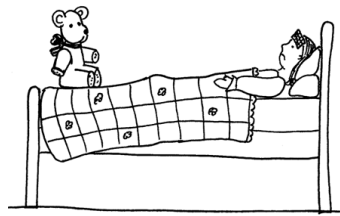
5. Jill is in bed. Jill is ill. _____

6. A cat is on a keg. _____

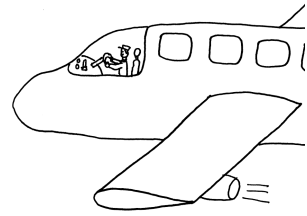
A



B



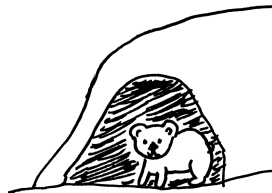
C



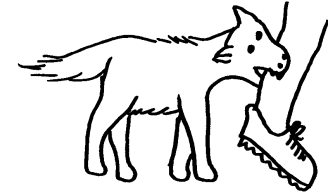
D



E



F



Write the letter for each picture beside the matching sentence.

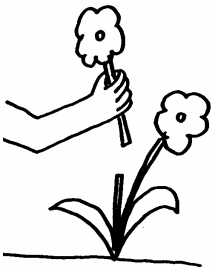
Name _____ Date _____



A dog can beg.



Ben is a vet.



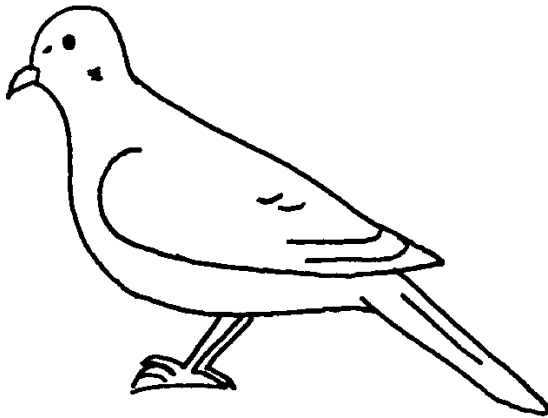
I will get it.



Ed fed him.

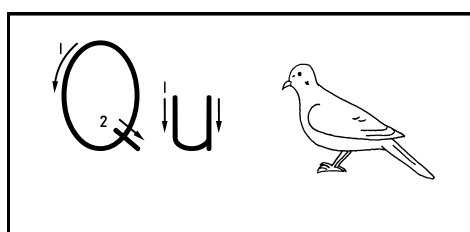
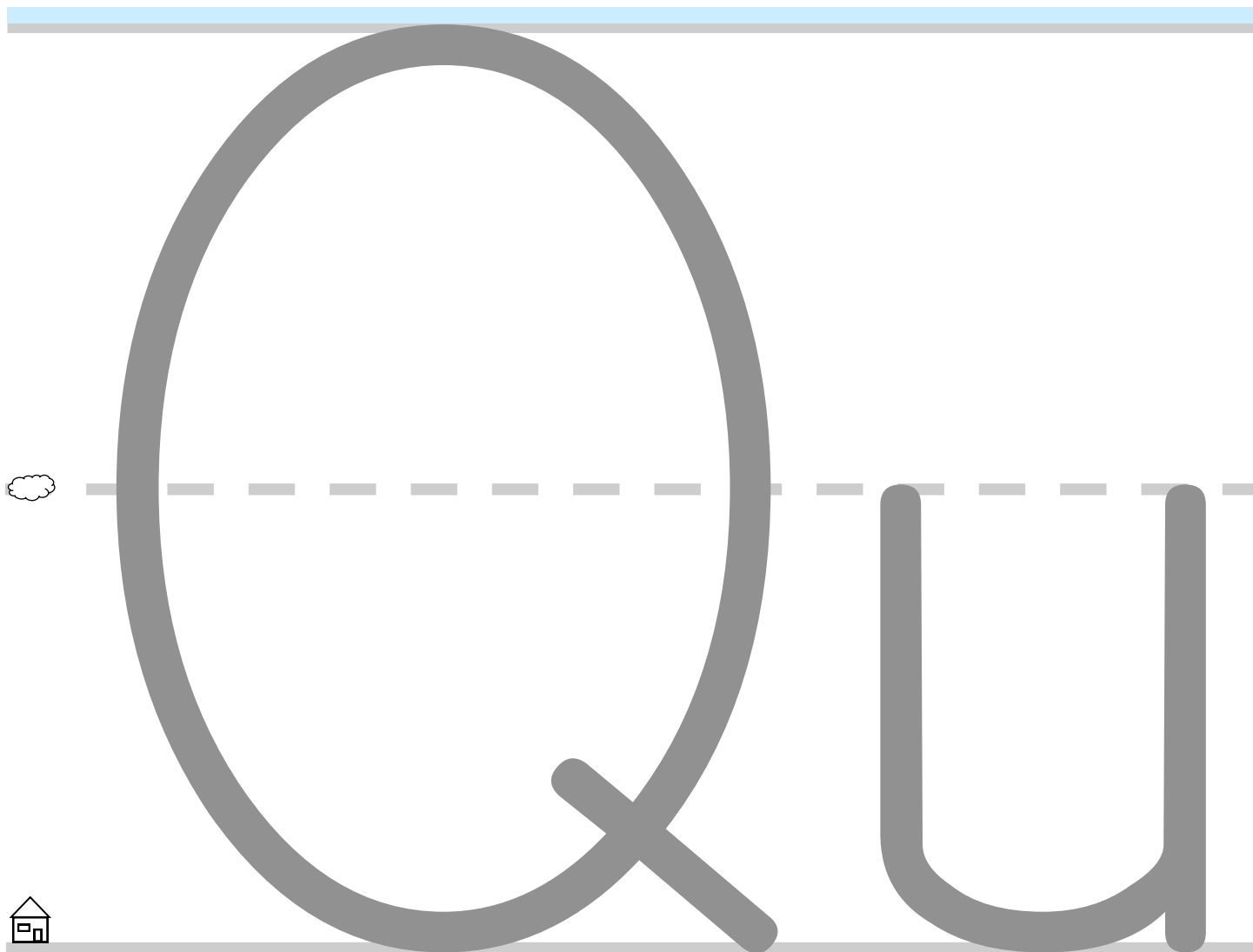
Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “Coo, coo, coo.”



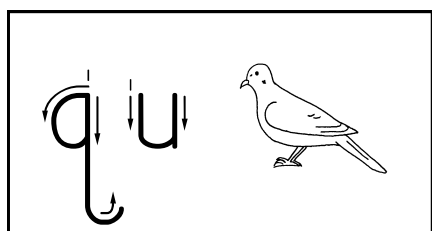
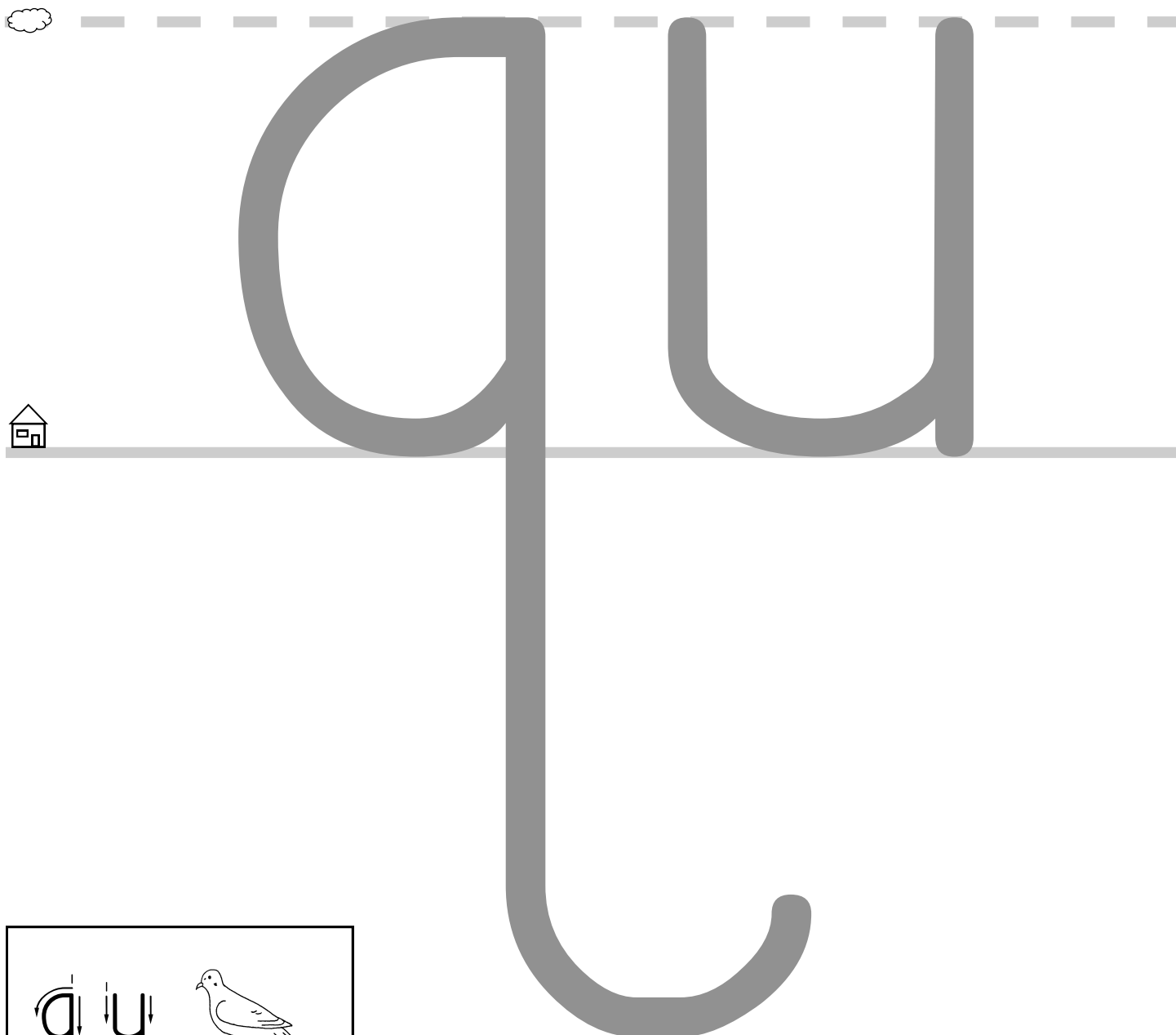
Qu qu

Qu qu

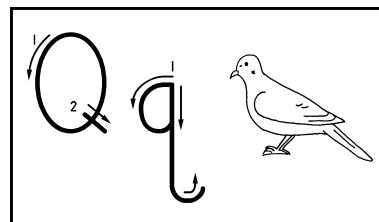


Follow the directions on pages 7-8 to teach the letter formation for this letter.

Follow the instructions on page twenty to introduce this letter on the chalkboard and on this page.



- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.



Name _____ Date _____

15



Nag: Tell someone what to do many times.



rag

sag

lag

nag

wag

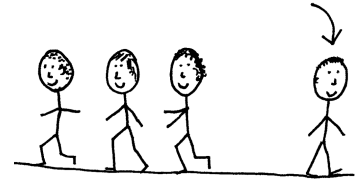
bag

tag

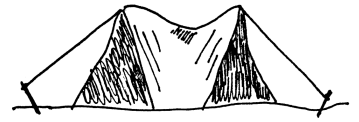
gas

pass

pan



Lag: To fall behind




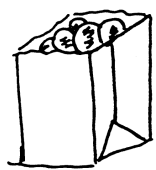





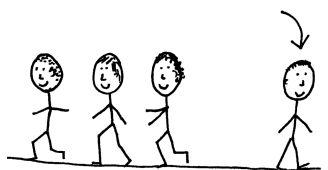


Sag: Hang down, droop



Draw a line from each word to the matching picture.

Name _____ Date _____

rag sag lag nag wag	bag tag gas pass pan		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 15

1. Max can wag. _____
2. A van has gas. _____
3. Did it sag? _____
4. A man has a hat. _____
5. Pam has a cat. _____
6. Rob is sad. _____

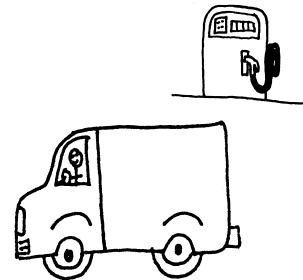
A



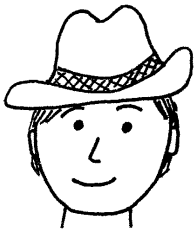
B



C



D



E



F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____



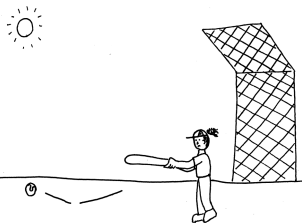
Nan has a pan.



A cat is on a box.



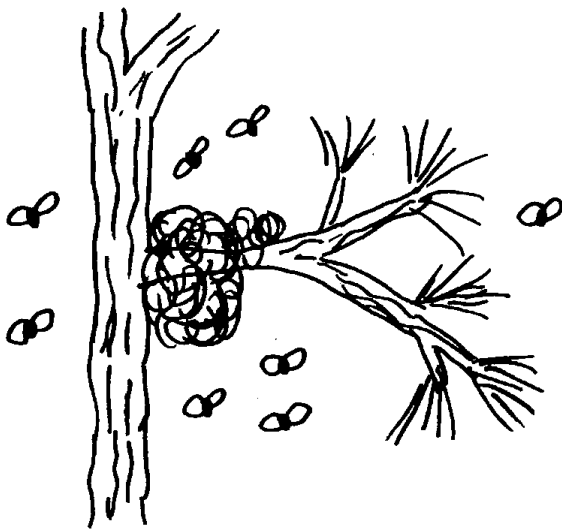
A bag fell.



I hit it.

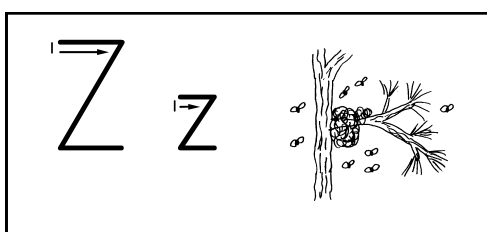
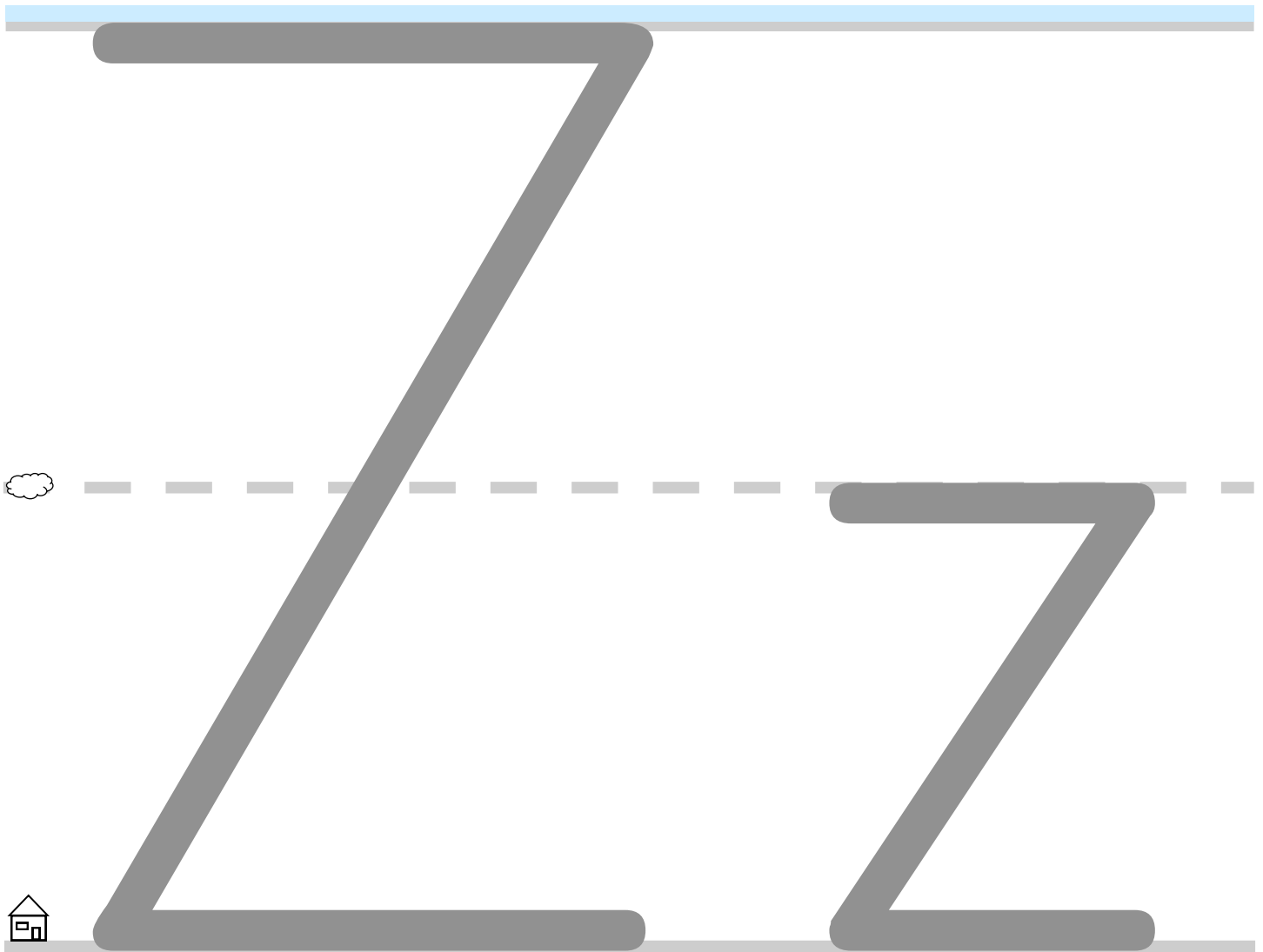
Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

Suddenly they heard a loud buzzing sound, “zzzzzzzzzz. They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.



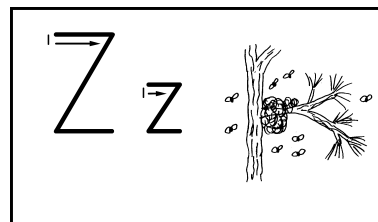
Z z

Z z



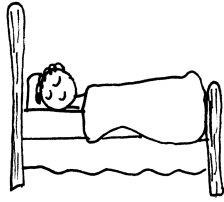
Follow the directions on pages 7-8 to teach the letter formation for this letter.

- 1) Trace the capital letter many times; say its name and sound each time you trace.
- 2) Write the capital letter one time by yourself. Your teacher will make sure it's correct, then tell you to trace it. Trace it many times, saying its name and sound. If your letter is not quite right, your teacher will write the correct formation on top of your letter for you to trace.
- 3) Write one more capital letter by yourself, saying its name and sound. Continue as in number two.
- 4) Trace the lower case letter and write it two more times following the same steps, saying only the letter sound each time you trace.

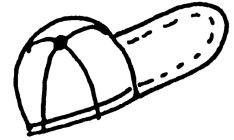


Name _____ Date _____

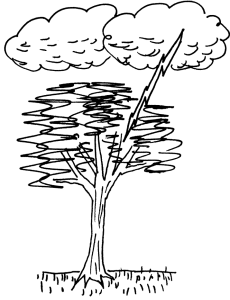
16



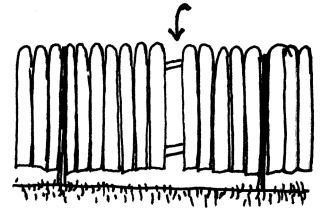
map



nap



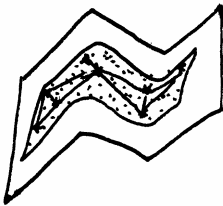
zap



tap

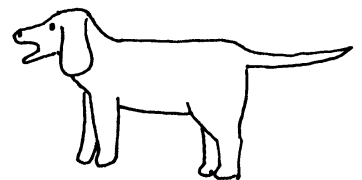
Zap: To strike with sudden force.

cap

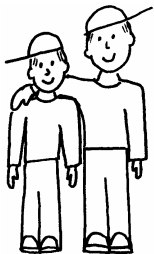


gap

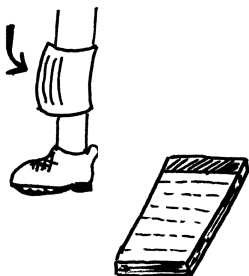
yap



Yap: A high pitched bark



pat



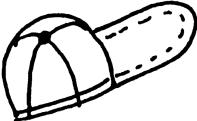
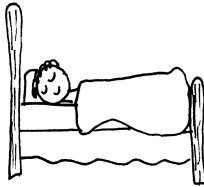
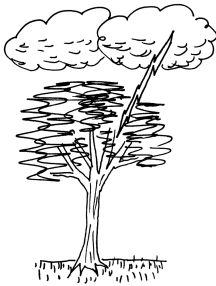
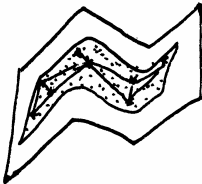
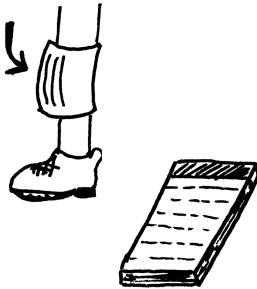
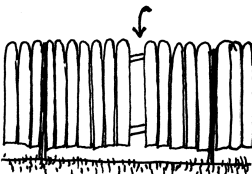

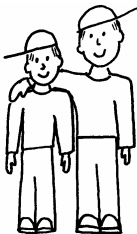
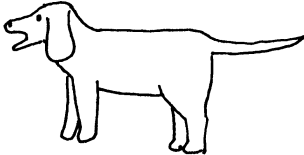

pal



pad

Draw a line from each word to the matching picture.

Name _____ Date _____

<p>map</p> <p>nap</p> <p>yap</p> <p>tap</p> <p>cap</p>	<p>gap</p> <p>zap</p> <p>pat</p> <p>pal</p> <p>pad</p>		
			
			

Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 16

1. A dog was hot. _____

2. It was a big mess. _____

3. A tag was on a bag. _____

4. A hat was on a cat. _____

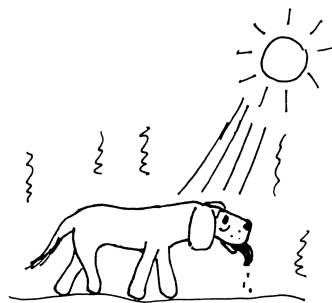
5. A man was mad. _____

6. Pam had a nap. _____

A



B



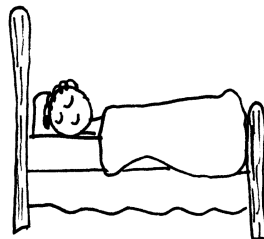
C



D



E

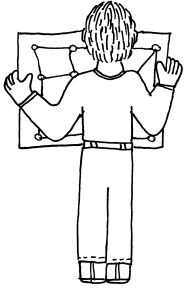


F

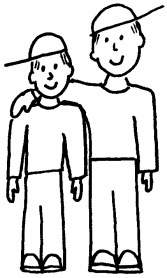


Write the letter for each picture beside the matching sentence.

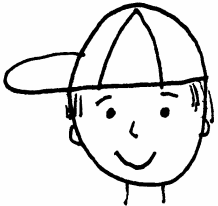
Name _____ Date _____



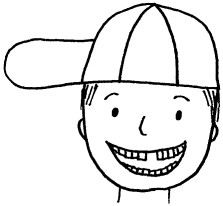
A man has a map.



Matt has a pal.



Jim has a cap.



Jim has a gap.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

Name _____ Date _____

____s with verbs

1. A dog runs. _____

2. It pops. _____

3. Gus runs a lap. _____

4. A cat digs. _____

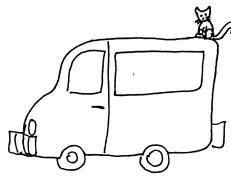
5. A pet gets wet. _____

6. A cat sits on a van. _____

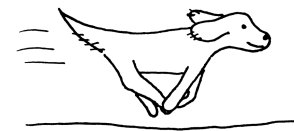
A



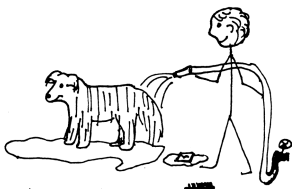
B



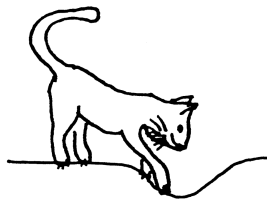
C



D



E



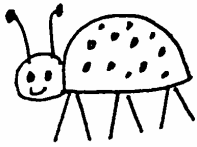
F



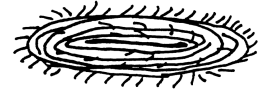
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

17



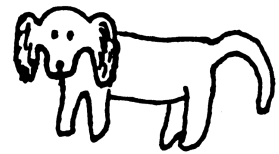
dug



bug



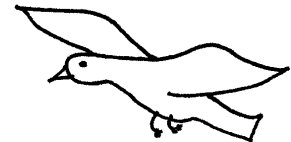
rug



jug



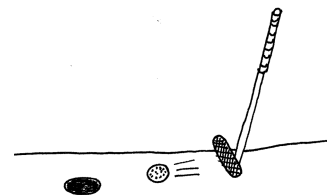
gull



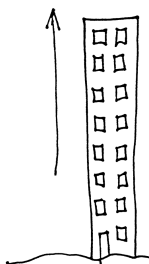
up



cup

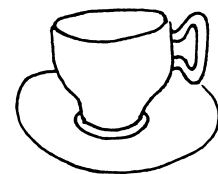


pup



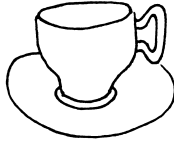

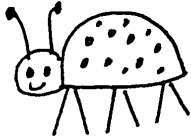
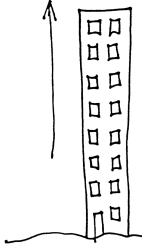
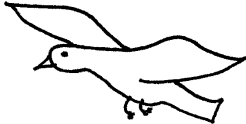


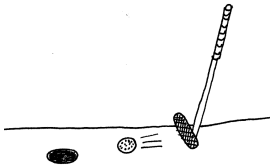


putt

puff



Draw a line from each word to the matching picture.

Name _____ Date _____

dug bug rug jug gull	up cup pup putt puff		
			
			

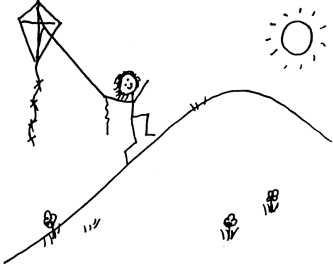
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

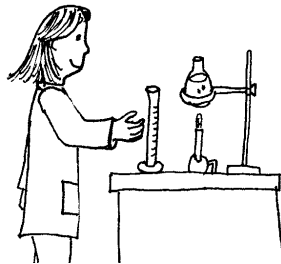
Sent. # 17

1. A bug was on a rug. _____
2. I will huff and puff. _____
3. I can run up a hill. _____
4. Nan was at a lab. _____
5. Gus will tug on it. _____
6. A man dug up a jug. _____

A



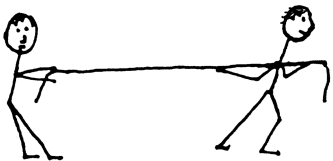
B



C



D



E

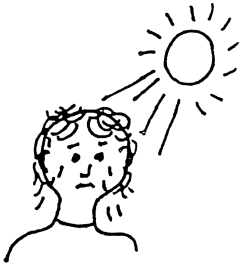


F



Write the letter for each picture beside the matching sentence.

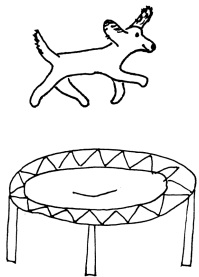
Name _____ Date _____



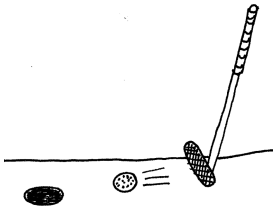
Pam was hot.



Jeff was not hot.



A pup is up.



I can putt it.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

Name _____ Date _____

__s with nouns

1. cat _____

2. cats _____

3. kid _____

4. kids _____

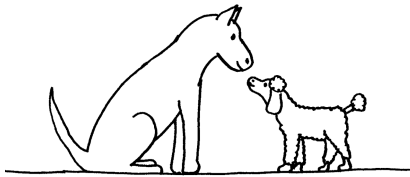
5. dog _____

6. dogs _____

A



B



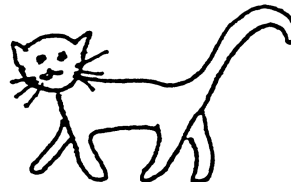
C



D



E



F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

18



jazz



buzz



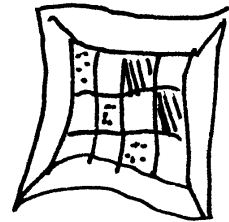
fuzz



fez



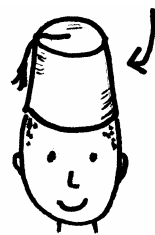
zip



fizz



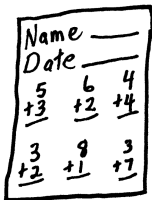
quiz



quit

Quill: A large feather used as a pen

Fez: A man's hat, worn in Egypt






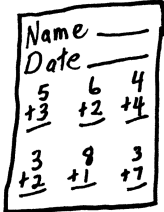



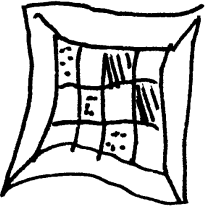

quill

quilt



Draw a line from each word to the matching picture.

Name _____ Date _____

<p>zip</p> <p>fez</p> <p>jazz</p> <p>buzz</p> <p>fuzz</p>	<p>fizz</p> <p>quiz</p> <p>quit</p> <p>quill</p> <p>quilt</p>		
			
<hr/>	<hr/>	<hr/>	<hr/>
			
<hr/>	<hr/>	<hr/>	<hr/>

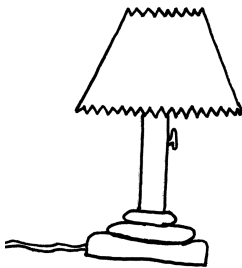
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

Name _____ Date _____

Sent. # 18

1. Ben has a nap. _____
2. Bill will zip it. _____
3. It has fuzz on it. _____
4. It was not on. It was off. _____
5. A man has a fez. _____
6. A man was in a hut. _____

A



B



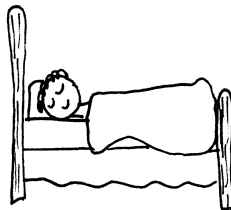
C



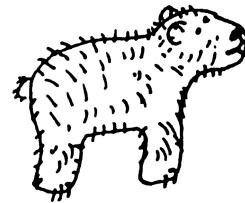
D



E



F



Write the letter for each picture beside the matching sentence.

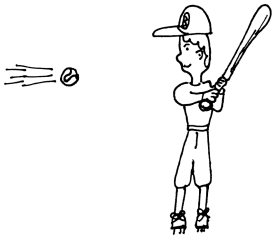
Name _____ Date _____



Meg has a pet.



Bess has a quiz.



Pat was at bat.



It can buzz.

Look at each picture. Read and trace the sentence. Copy the sentence on the blank line. Say the sounds as you write the letters. Put the letters close together. Leave a space between words.

Name _____ Date _____

_'s to show possession

1. Pam's pan _____

2. Tom's van _____

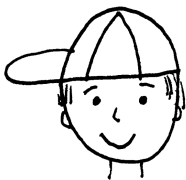
3. Ben's cap _____

4. Jill's doll _____

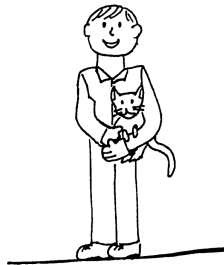
5. Meg's dog _____

6. Sam's cat _____

A



B



C



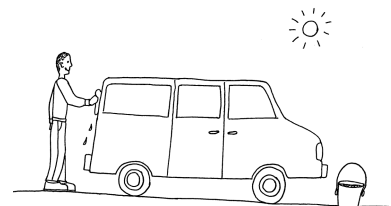
D



E



F

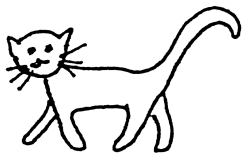


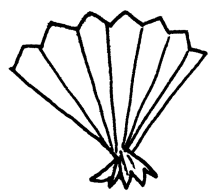

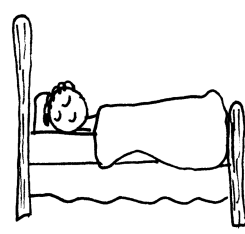

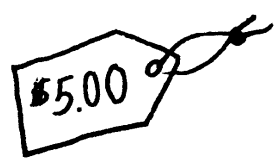


Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Decoding Test 1 - short a

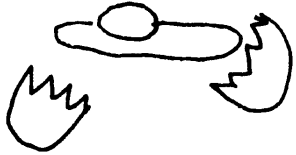

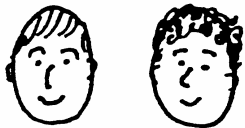

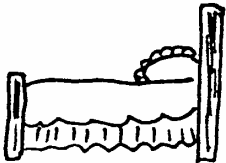



Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p>① man ② cab ③ cat ④ can</p>	<p>2.</p>  <p>① bag ② bat ③ tab ④ bass</p>
<p>3.</p>  <p>① gal ② gap ③ sag ④ gas</p>	<p>4.</p>  <p>① fan ② fat ③ fax ④ ran</p>
<p>5.</p>  <p>① mat ② mad ③ ram ④ man</p>	<p>6.</p>  <p>① map ② nap ③ cap ④ pan</p>
<p>7.</p>  <p>① Pam ② mad ③ jab ④ jam</p>	<p>8.</p>  <p>① tag ② tap ③ wag ④ rag</p>

Name _____ Date _____

Decoding Test 2 - short e


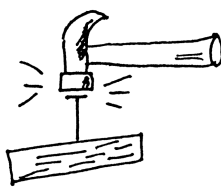

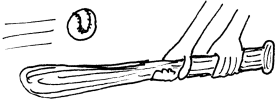
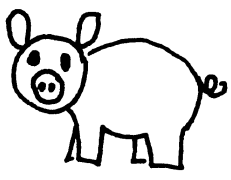


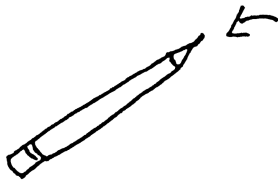
Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p> ① get ② beg ③ egg ④ Ed </p>	<p>2.</p>  <p> ① let ② led ③ beg ④ leg </p>
<p>3.</p>  <p> ① men ② mess ③ hen ④ hem </p>	<p>4.</p>  <p> ① less ② fell ③ sell ④ fed </p>
<p>5.</p>  <p> ① den ② red ③ bed ④ bet </p>	<p>6.</p>  <p> ① get ② net ③ peg ④ jet </p>
<p>7.</p>  <p> ① pet ② pen ③ bet ④ web </p>	<p>8.</p>  <p> ① net ② men ③ ten ④ tell </p>

Name _____ Date _____

Decoding Test 3 – short i

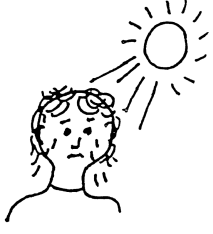
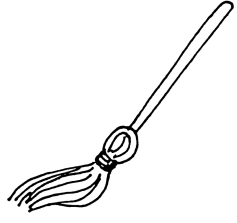

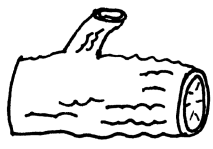
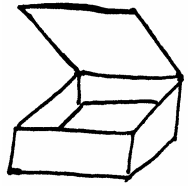
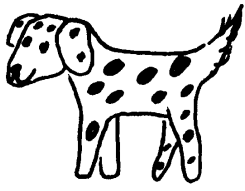
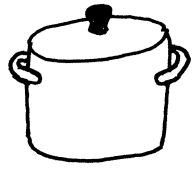

Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p> ① fix ② fill ③ fin ④ pill </p>	<p>2.</p>  <p> ① hit ② sit ③ hill ④ him </p>
<p>3.</p>  <p> ① wig ② pin ③ fin ④ win </p>	<p>4.</p>  <p> ① mix ② mill ③ miss ④ hiss </p>
<p>5.</p>  <p> ① wig ② pig ③ pin ④ fig </p>	<p>6.</p>  <p> ① kid ② rid ③ kiss ④ kit </p>
<p>7.</p>  <p> ① dig ② dip ③ dim ④ pig </p>	<p>8.</p>  <p> ① sip ② tin ③ tip ④ Tim </p>

Name _____ Date _____

Decoding Test 4 - short o

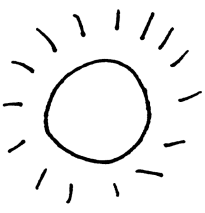
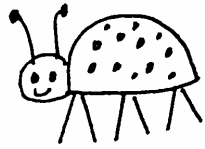
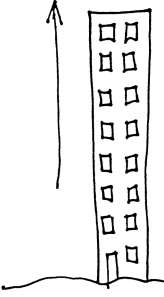
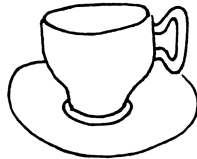
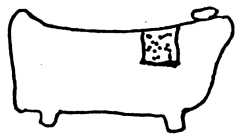
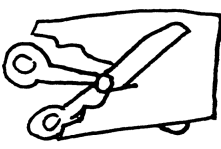
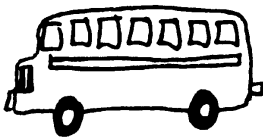
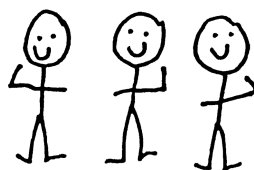
Look at each picture. Fill in the bubble by the correct word.

1. 	① hop ② tot ③ hot ④ pot
2. 	① pop ② hop ③ mom ④ mop
3. 	① ox ② on ③ not ④ off
4. 	① doll ② log ③ lot ④ fog
5. 	① pox ② boss ③ Bob ④ box
6. 	① fog ② doll ③ dog ④ jog
7. 	① pot ② pop ③ top ④ pod
8. 	① sop ② top ③ toss ④ hop

Name _____ Date _____

Decoding Test 5 – short u

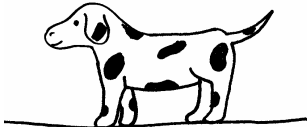

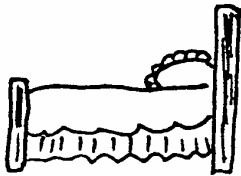


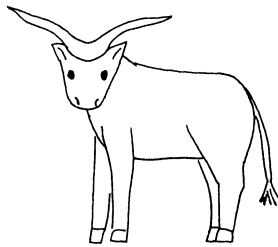

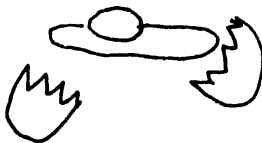
Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p> ① sub ② fuss ③ sun ④ sum </p>	<p>2.</p>  <p> ① gum ② bun ③ hug ④ bug </p>
<p>3.</p>  <p> ① us ② up ③ cup ④ puff </p>	<p>4.</p>  <p> ① pup ② cut ③ cup ④ cub </p>
<p>5.</p>  <p> ① bun ② rub ③ but ④ tub </p>	<p>6.</p>  <p> ① cut ② hut ③ tug ④ nut </p>
<p>7.</p>  <p> ① bun ② bus ③ bud ④ sub </p>	<p>8.</p>  <p> ① bus ② sun ③ us ④ up </p>

Name _____ Date _____

Decoding Test 6- short a, e, i, o, u

Look at each picture. Fill in the bubble by the correct word.

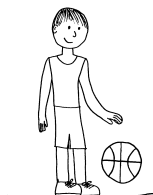
<p>1.</p>  <p>① dig ② dog ③ bug ④ bag</p>	<p>2.</p>  <p>① fan ② pill ③ fill ④ fell</p>
<p>3.</p>  <p>① bell ② bad ③ bed ④ bid</p>	<p>4.</p>  <p>① bug ② bus ③ bass ④ sub</p>
<p>5.</p>  <p>① cat ② cap ③ cut ④ tap</p>	<p>6.</p>  <p>① ox ② box ③ ax ④ mix</p>
<p>7.</p>  <p>① rug ② sun ③ rot ④ run</p>	<p>8.</p>  <p>① log ② beg ③ egg ④ tag</p>

Alphabet Sounds

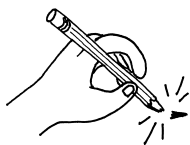
A a



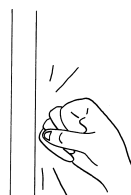
B b



C c



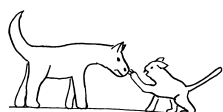
D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



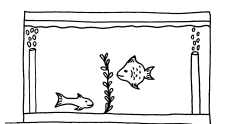
N n



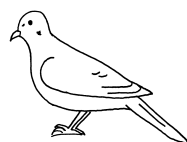
O o



P p



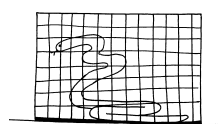
Q q



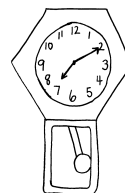
R r



S s



T t



U u



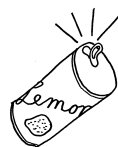
V v



W w



X x



Y y



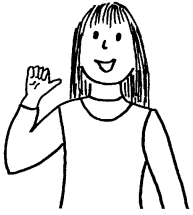
Z z



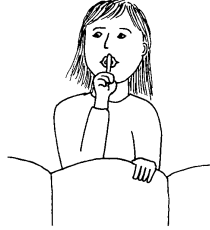
Say the sound for each letter.

"Beyond The Alphabet" Sounds

ī



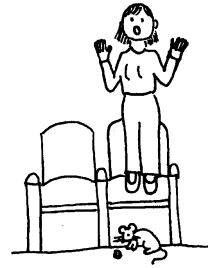
sh



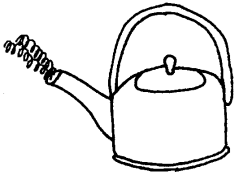
ē



ō



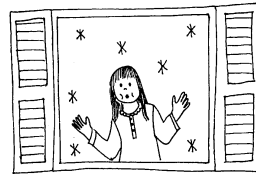
th



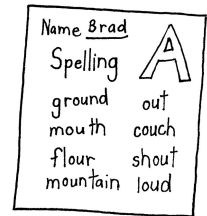
th



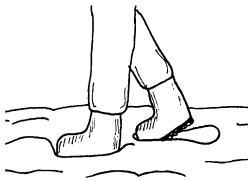
ö



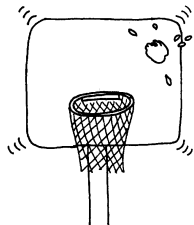
ā



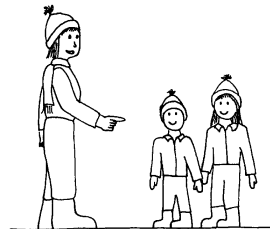
ch



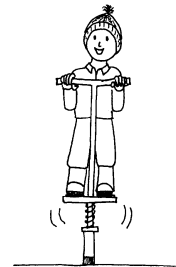
ng



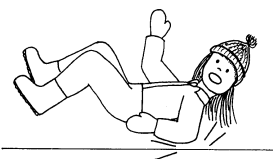
ū



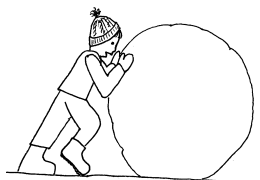
oi oy



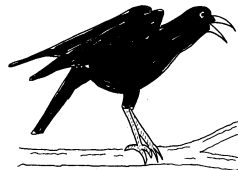
ou ow



ü



ä



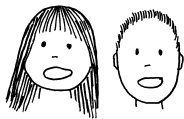
measure, vision,
azure, garage



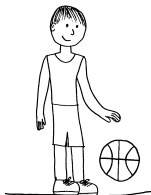
Say the sound for each letter or letter pattern.

Alphabet Sounds

A a



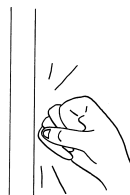
B b



C c



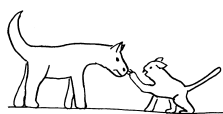
D d



E e



F f



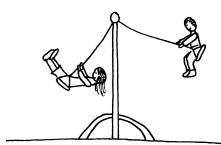
G g



H h



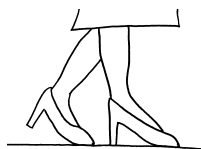
I i



J j



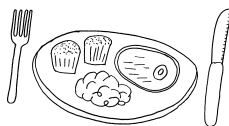
K k



L l



M m



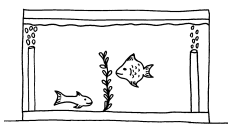
N n



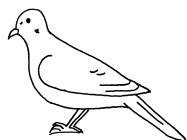
O o



P p



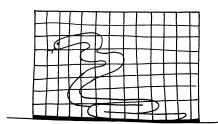
Qu qu



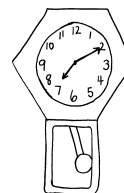
R r



S s



T t



U u



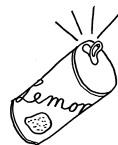
V v



W w



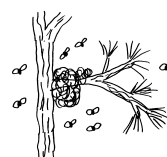
X x



Y y



Z z



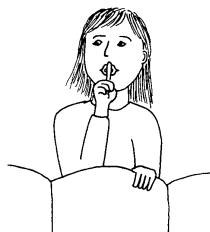
Say the sound for each letter.

"Beyond The Alphabet" Sounds

ī



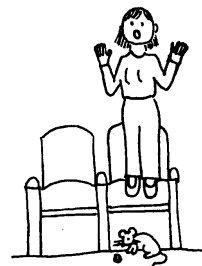
sh



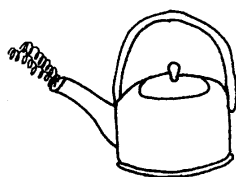
ē



ō



th



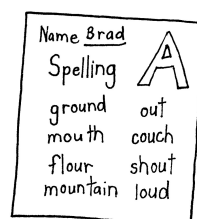
th



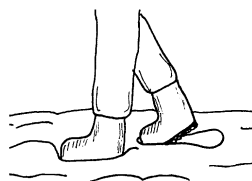
ö



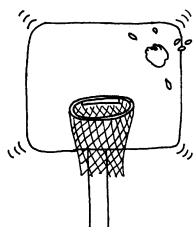
ā



ch



ng



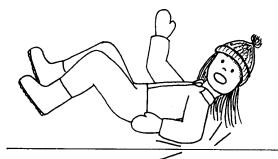
ū



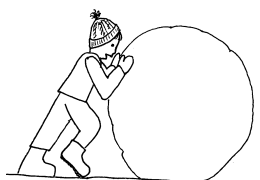
oi oy



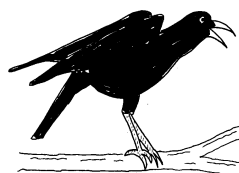
ou ow



ü



ä



measure, vision,
azure, garage

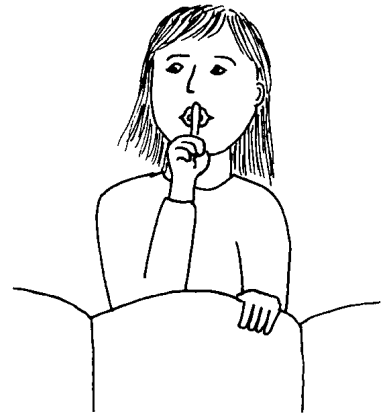


Say the sound for each letter or letter pattern.

Beyond The Alphabet Sounds # 1

Sound Story Part 2

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

(sh/ship)

sh

(You can teach this pattern on the day you teach handwriting for the letter J j.)

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

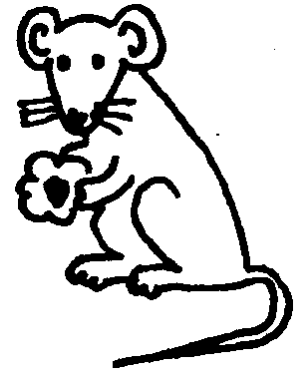
Hearing part two of the sound story and learning the sound for each pattern provides a preview to level four.

There are not enough different letters in the English alphabet to show all of the different sounds. To show some of the English sounds, two letters are put together. Instead of showing their usual sounds, the two letters work together to show a single, completely different sound. When two consonants are put together to show a consonant sound, the two-letter pattern is called a *consonant digraph*.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 2

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)



ē

ē

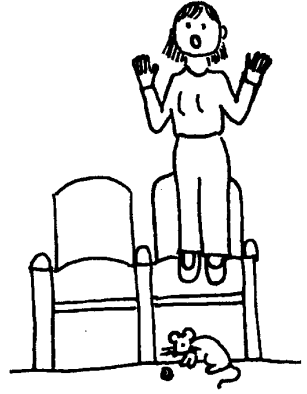
(You can teach this pattern on the day you teach handwriting for the letter O o.)

This is called the long ē sound. Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

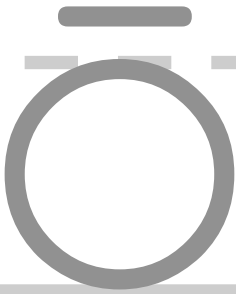
Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 3

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)



ō



(You can teach this pattern on the day you teach handwriting for the letter C c.)

This is the long ō sound. Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

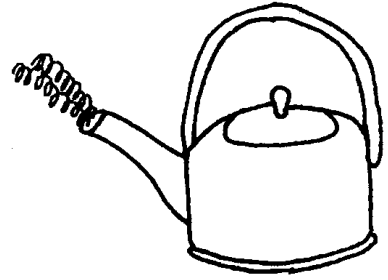
Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 4

A Snowy Day

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

(th/thumb)



th



(You can teach this pattern on the day you teach handwriting for the letter D d.)

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Note: This letter pattern can represent two different sounds. This is the first sound.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 5

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



th



(You can teach this pattern on the day you teach handwriting for the letter D d.)

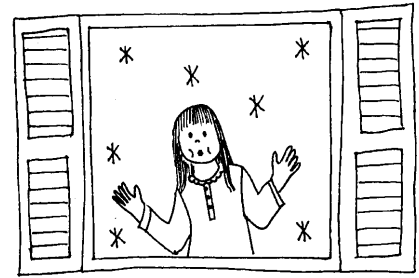
Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Note: This letter pattern can represent two different sounds. This is second sound.

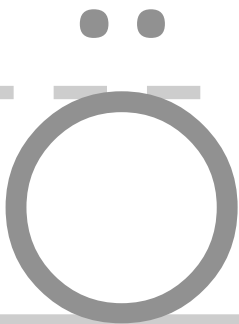
Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 6

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)



ö



(You can teach this pattern on the day you teach handwriting for the letter A a.)

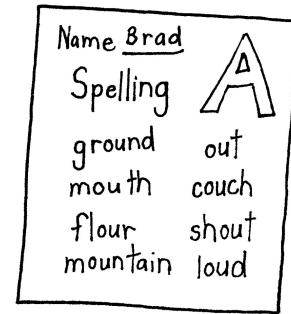
Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Note: This is the third sound for the vowel o. The two dots above the letter mean “not the usual vowel sound.” The vowel sound is neither long nor short.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 7

By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A.
(ā/raven)



ā

ā

(You can teach this pattern on the day you teach handwriting for the letter V v.)

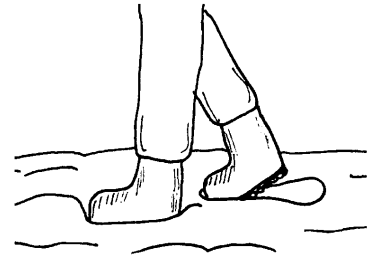
This is the long ā sound. Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 8

When they were finished eating,
Brad and Audrey got dressed and
went outside. Everything was quiet.
As they walked down the driveway,
their feet crunched in the deep
snow. Ch, ch, ch, ch. A few
snowflakes were still falling. The
whole neighborhood was beautiful.

(ch/chicken)



ch

ch

(You can teach this pattern on the day you teach handwriting for the letter G g.)

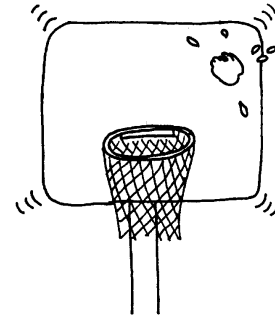
The ch pattern is another consonant digraph. Do not say the regular sound for the c and the h. The two letters work together to show a new, completely different sound.

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 9

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)

ng

(You can teach this pattern on the day you teach handwriting for the letter P p.)

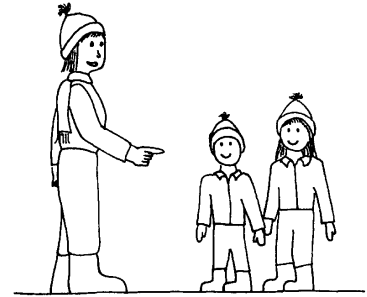
ng

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound. The ng pattern is another consonant digraph. It is used at the end of a word after a short vowel.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 10

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)



ū

ū

(You can teach this pattern on the day you teach handwriting for the letter K k.)

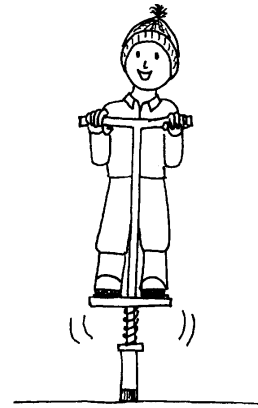
This is the long ū sound.

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

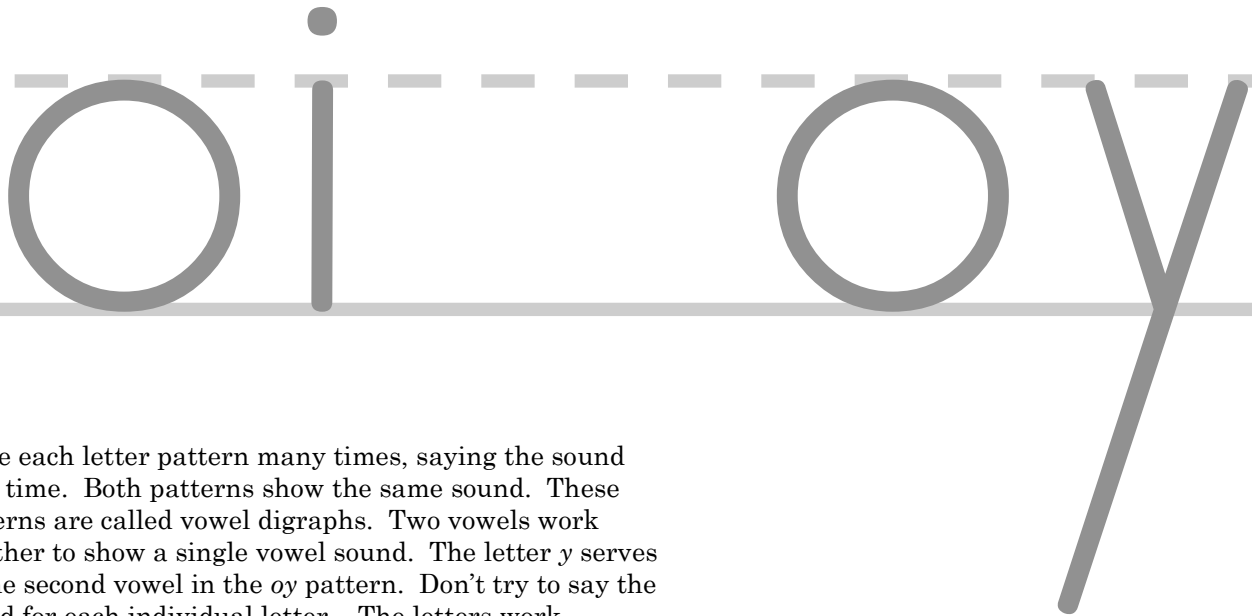
Beyond The Alphabet Sounds # 11

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



oi oy

(You can teach this pattern on the day you teach handwriting for the letter Y y.)

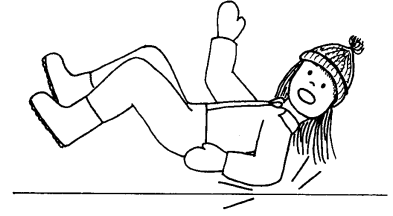


Trace each letter pattern many times, saying the sound each time. Both patterns show the same sound. These patterns are called vowel digraphs. Two vowels work together to show a single vowel sound. The letter y serves as the second vowel in the oy pattern. Don't try to say the sound for each individual letter. The letters work together to show a completely new sound. This vowel digraph is also called a diphthong. A diphthong is a vowel pattern that requires you to move the position of your mouth while you are pronouncing its sound.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 12

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)



ou

ow

(You can teach this pattern on the day you teach handwriting for the letter Q q.)

ou ow

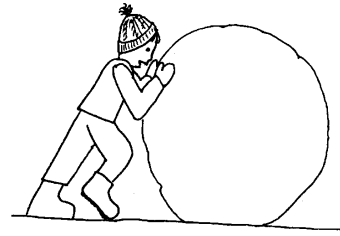
Trace each letter pattern many times, saying the sound each time. Both patterns show the same sound. These patterns are also vowel digraphs. Two vowels work together to show a single vowel sound. The letter *w* serves as the second vowel in the *ow* pattern. Don't try to say the sound for each individual letter. The letters work together to show a completely new sound. This vowel digraph is also called a diphthong. A diphthong is a vowel pattern that requires you to move the position of your mouth while you are pronouncing its sound.

Both the *ou* and the *ow* pattern can represent more than one sound. The other sounds for these patterns will be taught in book four.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 13

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)



ü



(You can teach this pattern on the day you teach handwriting for the letter Z z.)

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

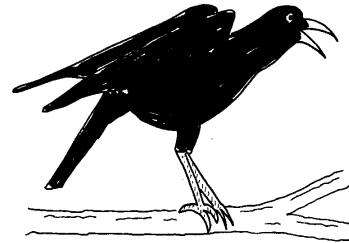
Note: This is the third sound for the vowel *u*. The two dots above the letter mean "not the usual vowel sound." The dotted *ü* vowel sound is neither long nor short.

Note: The dotted *ü* vowel sound is not found at the beginning or end of words. Students will study words with the dotted *ü* sound in book four.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

Beyond The Alphabet Sounds # 14

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)



ä

(You can teach this pattern on the day you teach word list seventeen with short u words.)

ä

Trace the letter pattern many times, saying its sound each time. Copy the pattern two times, saying its sound.

Note: This is the third sound for the vowel *a*. The two dots above the letter mean “not the usual vowel sound.” The dotted ä vowel sound is neither long nor short.

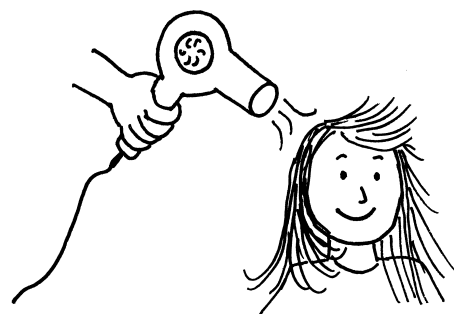
Note: Dotted ä is not used in words by itself. It is always paired with other letters, for example äll/ball, ä/salt, älk/talk, äu/Paul, äw/saw, wä/wasp, swä/swan, quä/quarrel, squä/squash. These patterns will be introduced in book four.

Point to the picture and the new letter pattern. Students say the sound for each one, in unison.

(You can teach this sound on the day you teach word list 18, with words that contain *qu* and *z*.)

Beyond The Alphabet Sounds # 15

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.



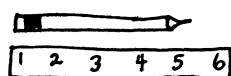
Audrey's mom used the hair dryer to dry her damp hair.

"Zzzzhhhh," was the sound of the hair dryer as it blew.

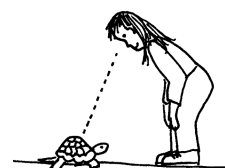
(The sound heard in measure, vision, azure, garage)

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

measure



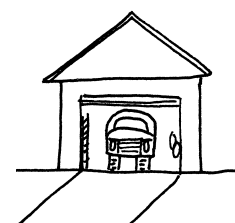
vision



azure



garage



Note: This sound is not represented by one specific pattern. There are several ways that this sound is shown in words. The four example words are vision, garage, measure, and azure. Students are not expected to read these words at this level. Words with these patterns will be taught in the advanced phonics patterns book. The pronunciation of this sound is shown in the dictionary as *zh*. However the *zh* pattern is not actually used in English words.

Point to the picture and say the sound in unison. The teacher reads each word and the students repeat it, in unison.

Information For The Teacher

1. Use this workbook with the *Mixed Short Vowel Words And Sentences* book. It teaches the same short vowel words and sentences in the same order. Practice reading each set of words and sentences in the color-coded book first, then do the related pages in this workbook.
2. Even though students practice writing the alphabet letters in kindergarten, handwriting instruction is repeated at the beginning of first grade. This allows every student to start the year with accurate, legible handwriting. This will save much time as the year progresses. Students will be able to do their written work with confidence in a reasonable amount of time. This workbook contains handwriting pages to introduce/review letter formation for all of the alphabet letters. Completing these pages in the order in which they appear in this book will introduce the letters needed to write the words on each new word list. Note: There is another version of the *Mixed Short Vowel Workbook* that does not include handwriting pages. That book can be used with any of the separate Sound City Reading handwriting books.
3. Some of the words in this workbook will be new to students. Be sure to explain the meaning of any unknown words.
4. The Mixed Short Vowel instructional sequence does not teach all the words with a particular short vowel at the same time. For example, short u words are taught at the beginning of the book and again at various other places throughout the book. This is because as students learn to write new alphabet letters they will be able to spell and read more words.
5. In some cases, all the words on a list have the same short vowel. In other cases, word lists include words with two different short vowels. This is why the book is called *Mixed Short Vowel Words And Sentences*.
6. After spelling each new set of words, student will practice reading the words and sentences with the teacher in the *Mixed Short Vowel Words And Sentences* book. Then they will be able to do the related pages in this workbook.

7. Each new word list has words that contain only the handwriting letters that have been taught. Remind students to use their best handwriting when completing the workbook pages.
8. As they work through this book, congratulate students on taking a big step towards becoming independent readers and writers.
9. This workbook contains optional pages to introduce the patterns from part two of the sound story. If you introduce them, follow the schedule shown below.

Handwriting Introduction	Introduce This Pattern From The Sound Story, Part 2
J j	sh, review ī
O o	ē
C c	ō
D d	th, th
A a	ö
V v	ā
G g	ch
P p	ng
K k	ū
Y y	oi, oy
Q q	ou, ow
Z z	ü
Word List 17 Suffix _s with nouns	ä
Word List 18 Suffix _'s	(zh)

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz