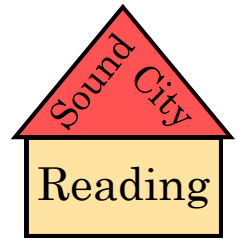


Rhyming



Short Vowel Workbook



Matches The Sequence In

Rhyming Short Vowel Words And Sentences

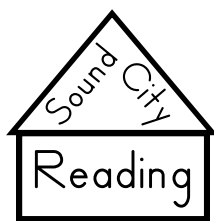
Basic Short Vowels

Includes Introduction Pages For

The Beyond The Alphabet Sounds From

Part Two Of The Sound Story

Name _____



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<http://www.educationalfontware.com>

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Introduction Of Letter Patterns From Part Two Of The Sound Story

Introduce these patterns after students have studied all of the short vowel words. Study a maximum of one new pattern each day. For each new pattern, students listen to a new section from the sound story, trace large letters for the pattern, and

see pictures and words with the new pattern. The teacher reads the words to the students (students are not expected to read them). Students find the new pattern in each word and circle it. This is an initial introduction of these sounds, similar to the way beginning letters sounds are taught in the *Learning The Alphabet* books. Students will learn to read and spell words with these patterns when they begin Level 4 - Phonics Patterns. If you want to let students read words with these patterns before beginning Level 4, see the word lists in *Color-Coded Short Vowel Lists* and *Basic Short Vowels*. The words on these lists are specially chosen so that they will be easily decodable. (Words with long ā, ī, and ū, are not decodable at this level.)

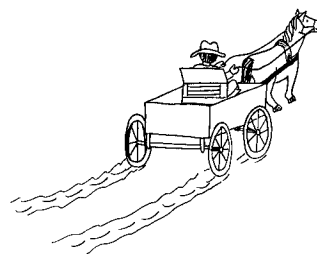
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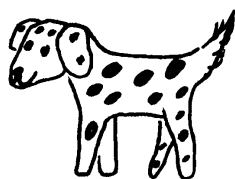
Sh U # 1



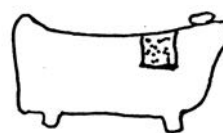
nut



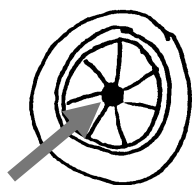
hut



rut



mutt



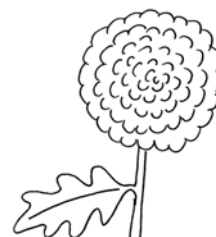
tub



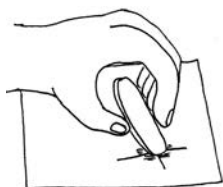
nub



hub



rub






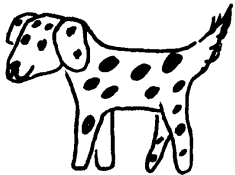
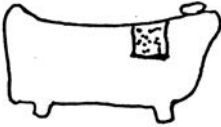
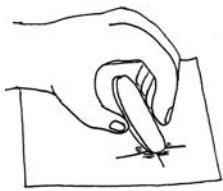
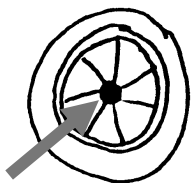
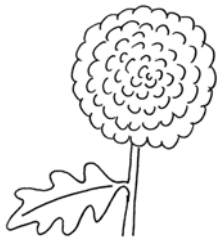

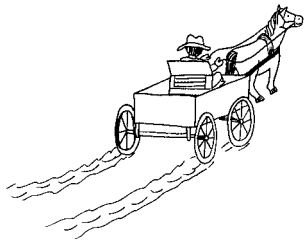
mum



hum

Draw a line from each word to the matching picture. Nub: The last little bit of a pencil.
Hub: The center of a wheel. Mutt: A dog that is mixed breed. Mum: A kind of flower.

Name _____ Date _____

<p>nut hut rut mutt mum</p>	<p>tub nub rub hub hum</p>		
			
<hr/>	<hr/>	<hr/>	<hr/>
			
<hr/>	<hr/>	<hr/>	<hr/>

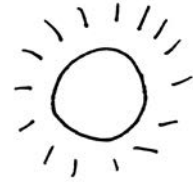
Look at each picture. Find the correct word and circle it. Copy the word under the picture.

Name _____ Date _____

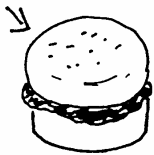
Sh U # 2



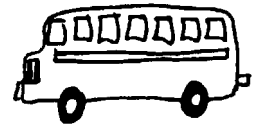
run



fun



bun



nun



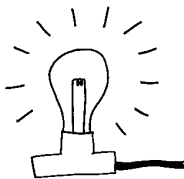
sun



bus

Nun: A woman in a religious order

us



Lux: A measurement of the amount of light

fuss



tux


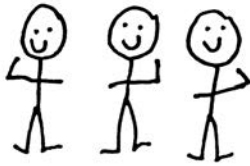
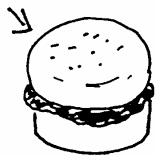
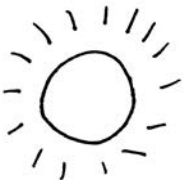




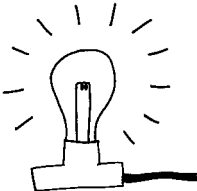



lux



Draw a line from each word to the matching picture.

Name _____ Date _____

fun	tux		
bun	lux		
run	us		
sun	bus		
nun	fuss		
			
			

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

Name _____ Date _____

Sh U # 3



bud



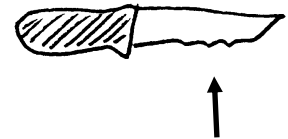
mud

suds

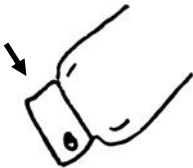


hull

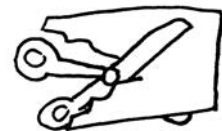
dull



cut



jut



muff



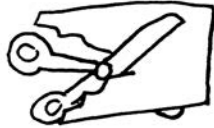
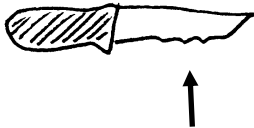

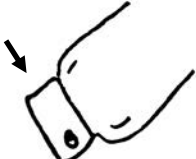


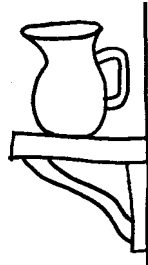

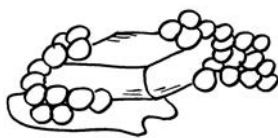
cuff



Jut: To stick out
from a flat surface

Draw a line from each word to the matching picture.

Name _____ Date _____

<p>hull</p> <p>dull</p> <p>cuff</p> <p>muff</p>	<p>mud</p> <p>bud</p> <p>suds</p> <p>jut</p> <p>cut</p>		
			
			

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

Name _____ Date _____

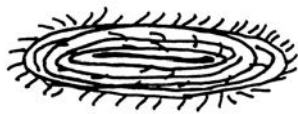
Sh U # 4



r u g

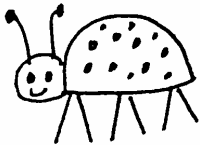


m u g



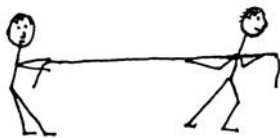
h u g

b u g



j u g

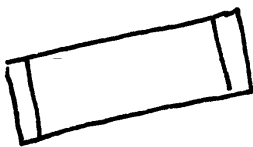
d u g



t u g

s u m

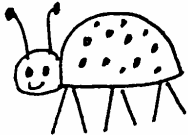



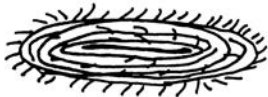
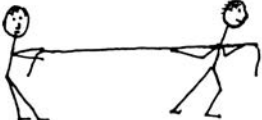


$$\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \end{array}$$



g u m

Draw a line from each word to the matching picture.

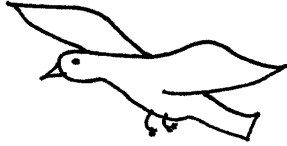
Name _____ Date _____

<p>gum</p> <p>sum</p> <p>rug</p> <p>jug</p>	<p>mug</p> <p>dug</p> <p>bug</p> <p>tug</p> <p>hug</p>		
			$\begin{array}{r} 2 \triangle \triangle \\ + 3 \triangle \triangle \triangle \\ \hline 5 \end{array}$
			
			

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

Name _____ Date _____

Sh U # 5



sub



cub

huff



puff



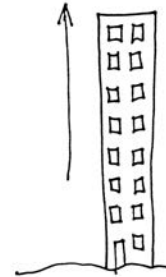
gull



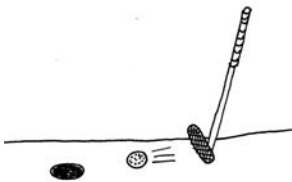
null



up



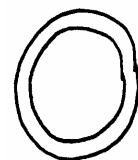
pup



cup




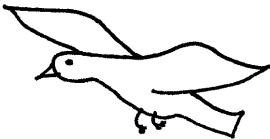



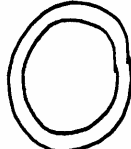

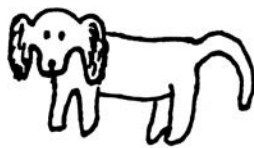
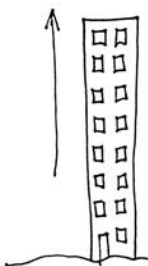

putt



Null: Zero, nothing

Draw a line from each word to the matching picture.

Name _____ Date _____

gull null sub cub putt	up cup pup huff puff		
			
			

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

Name _____ Date _____

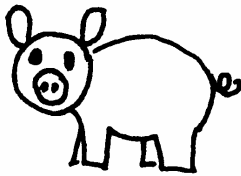
Sh A # 1



mat



rat



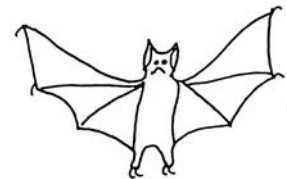
sat



fat



hat



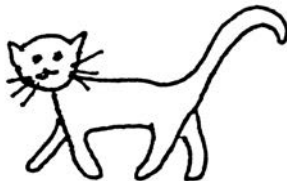
vat



pat



cat







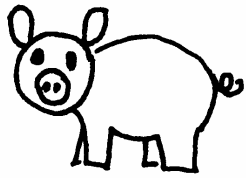





bat



Matt

Draw a line from each word to the matching picture.

Name _____ Date _____

cat	pat		
hat	vat		
fat	rat		
bat	mat		
sat	Matt		
			
			

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

Name _____ Date _____

Sh A # 2



r a g

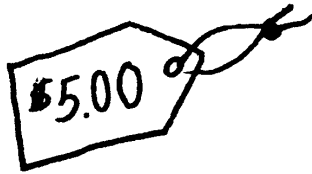
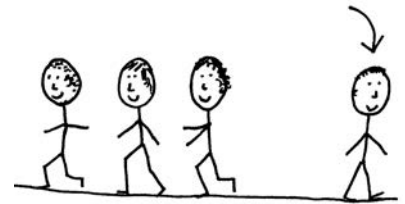


s a g



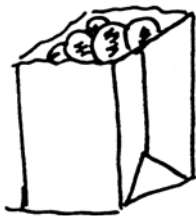
l a g

n a g

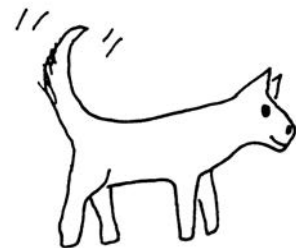


w a g

b a g



t a g



Draw a line from each word to the matching picture.

Name _____ Date _____

tag

lag

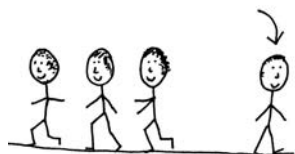
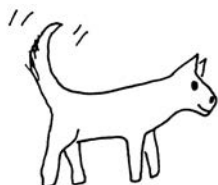
sag

rag

bag

wag

nag



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

Name _____ Date _____

A Sent. # 1, 2

1. A rat sat up. _____

2. A cat sat. _____

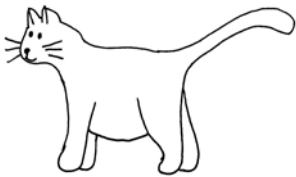
3. a tag _____

4. a bug _____

5. A fat cat _____

6. A fat rat _____

A



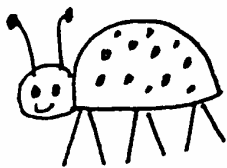
B



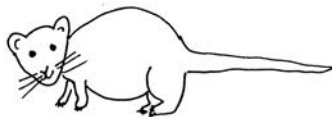
C



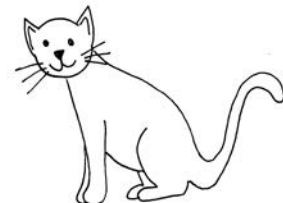
D



E



F



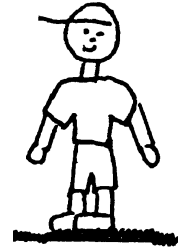
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh A # 3



pad



sad



lad



mad



fad



dad



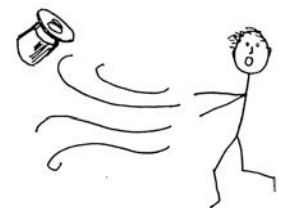
had

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

bad






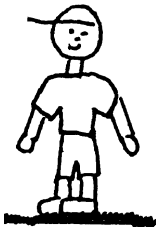





ad



add

Draw a line from each word to the matching picture.

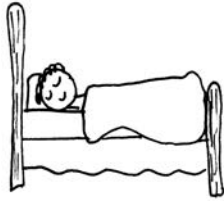
Name _____ Date _____

lad	pad			
sad	fad			
had	dad			
ad	bad			
add	mad			
				
			$\begin{array}{r} 3 \bullet \bullet \bullet \\ + 1 \bullet \\ \hline 4 \end{array}$	

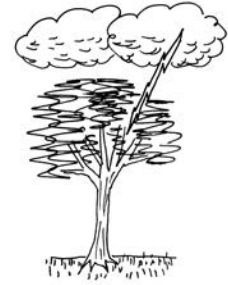
Say the name and sound as you trace and write each capital letter. Say only the sound for lower case letters.

Name _____ Date _____

Sh A # 4



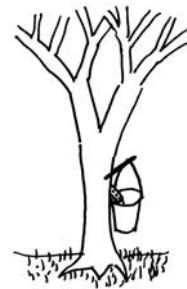
map



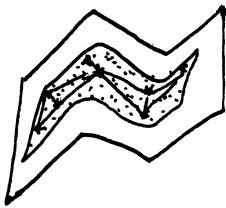
sap



nap

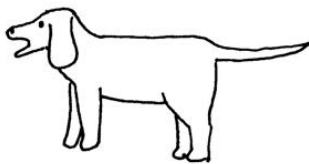
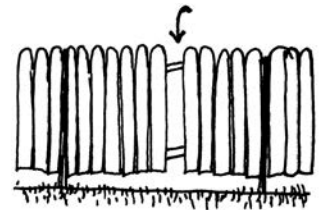


zap



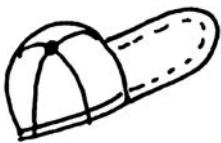
lap

tap



cap

gap

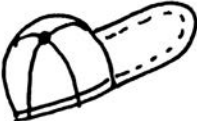
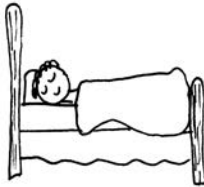

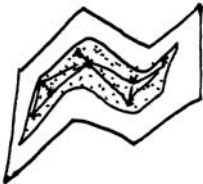

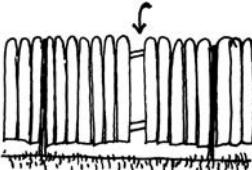
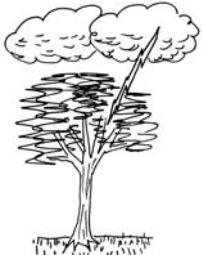
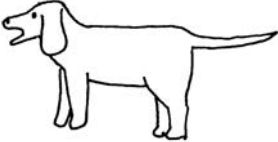
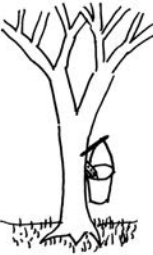


yap



Draw a line from each word to the matching picture.

Name _____ Date _____

<p>tap</p> <p>cap</p> <p>map</p> <p>gap</p> <p>zap</p>	<p>sap</p> <p>nap</p> <p>lap</p> <p>yap</p>		
		<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 _____

1. A cat had a mat. _____

2. A bag had a tag. _____

3. Pat had a bat. _____

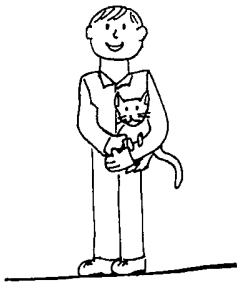
4. Matt had a nap. _____

5. Dad had a cat. _____

6. a mad cat _____

A Sent. # 3, 4

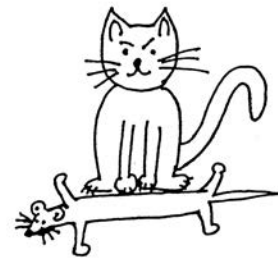
A



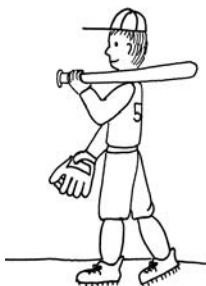
B



C



D



E



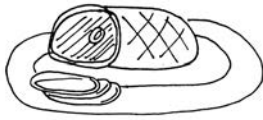
F



Write the letter for each picture beside the matching sentence.

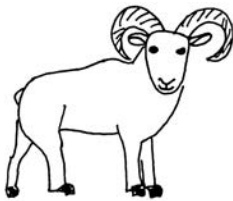
Name _____ Date _____

Sh A # 5



r a m

h a m



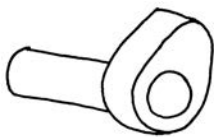
y a m

t a m



c a m

j a m

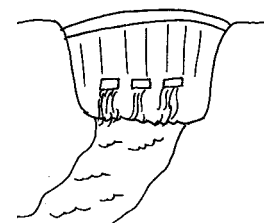
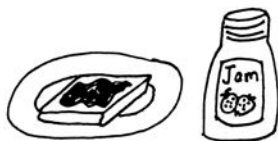


d a m

Cam: A part of an engine that rotates

P a m




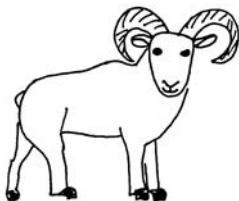
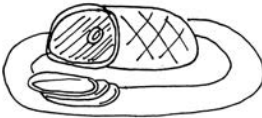
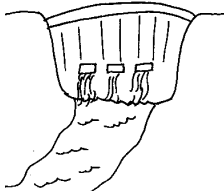



S a m



Dam: A wall that holds back water to form a lake

Draw a line from each word to the matching picture.

Name _____ Date _____

<p>cam ham tam Sam Pam</p>	<p>jam ram dam yam</p>		
			
			

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

Name _____ Date _____

Sh A # 6



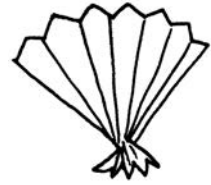
fan



man



ran



van



can



pan



tan

ban



Jan








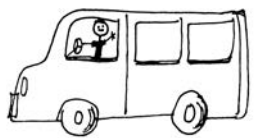




Jan

Ann



Draw a line from each word to the matching picture.

Name _____ Date _____

fan pan can van ban	man ran fan Jan Ann		
			
	 Jan		 Ann

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

Name _____ Date _____

1. A man had a map. _____

2. Dan had a cap. _____

3. Sam ran a lap. _____

4. A man had a van. _____

5. Pam had a pan. _____

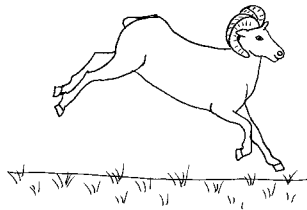
6. A ram can run. _____

A Sent. # 5, 6

A



B



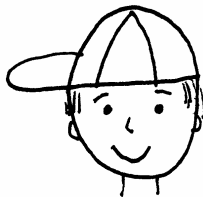
C



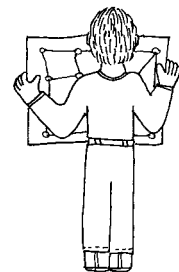
D



E



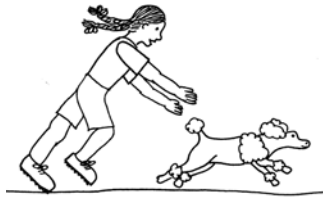
F



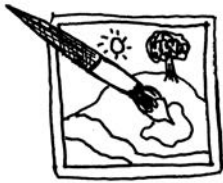
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

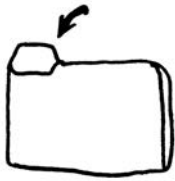
Sh A # 7



Nab: Catch



Dab: To touch a brush to a surface to apply paint



lab

cab

nab

tab

dab

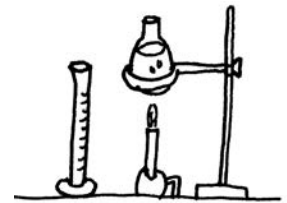
wax

sax

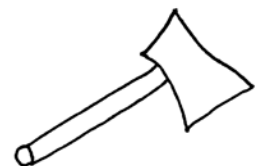
tax

fax

ax



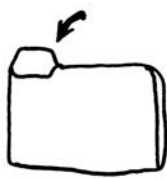
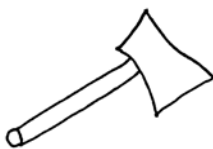





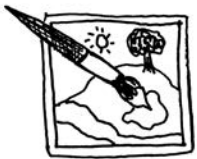


Lab: A place where scientists do experiments



Fax: A machine to print pages sent through phone lines

Draw a line from each word to the matching picture.

Name _____ Date _____

ax sax fax tax wax	cab dab lab tab nab		
			
			

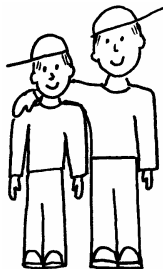
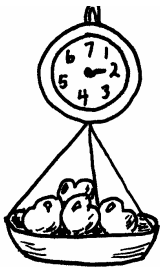
Look at each picture. Find the correct word and circle it. Copy the word under the picture.

Name _____ Date _____

Sh A # 8



Lass: A young lady



pass

bass

lass

mass

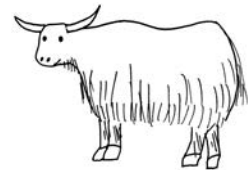
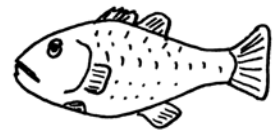
gas

has^z

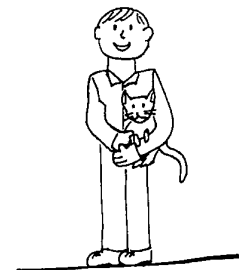
jazz

pal

yak


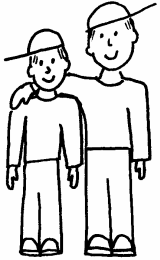


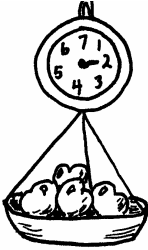
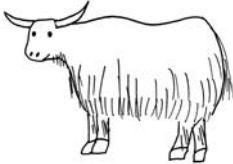

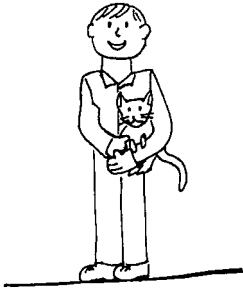
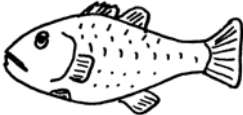


Yak: A long-haired ox



Draw a line from each word to the matching picture.

Name _____ Date _____

<p>mass</p> <p>lass</p> <p>bass</p> <p>pass</p>	<p>gas</p> <p>has^z</p> <p>jazz</p> <p>yak</p> <p>pal</p>		
			
			

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

Name _____ Date _____

A Sent. # 7, 8 - 1

1. A man has^z a hat. _____

2. Nan has a fan. _____

3. A man has an ax. _____

4. Zak has a pal. _____

5. Sam has a sax. _____

6. Pat has a bass. _____

A



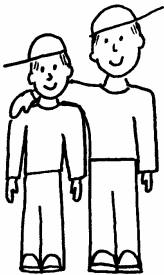
B



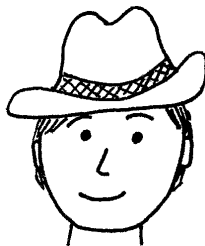
C



D



E



F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

1. Ann was^z at a lab. _____

2. A cat has a hat. _____

3. Pat was at bat. _____

4. A man was mad. _____

5. Pam was at a dam. _____

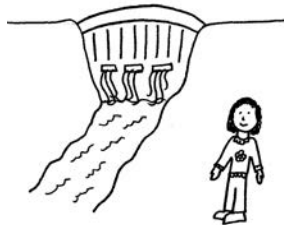
6. Dan was sad. _____

A Sent. # 7, 8 - 2

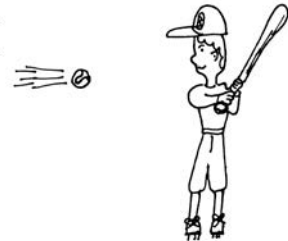
A



B



C



D



E



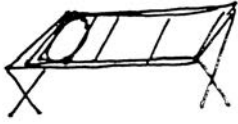
F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh O # 1



lot



hot



not

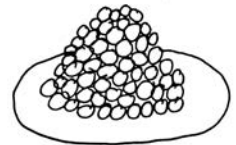


rot

cot



dot



got



jot



tot




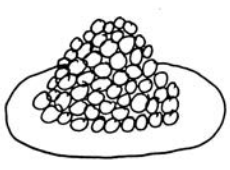

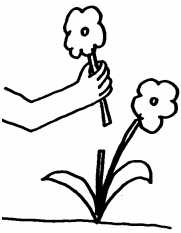






pot



Draw a line from each word to the matching picture.

Name _____ Date _____

hot	lot		
not	cot		
dot	jot		
got	tot		
rot	pot		
			
			

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

Name _____ Date _____

Sh O # 2



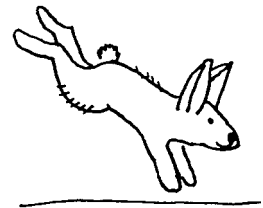
mop



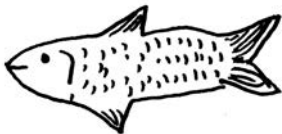
sop



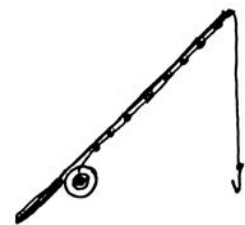
hop



top



pop



sod



rod



nod

cod

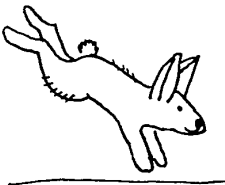

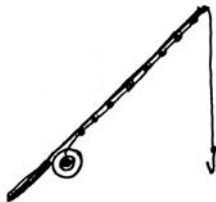
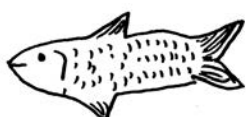





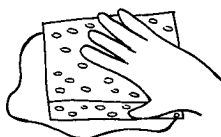


pod



Draw a line from each word to the matching picture.

Name _____ Date _____

sod	mop		
rod	top		
nod	sop		
cod	hop		
pod	pop		
			
			

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

1. A pot was^z hot. _____

2. Jan can mop. _____

3. Dan has a cot. _____

4. Pam was hot. _____

5. Matt was not hot. _____

6. A pot has a dot. _____

A



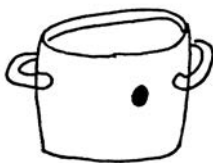
B



C



D



E



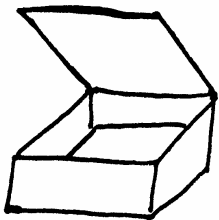
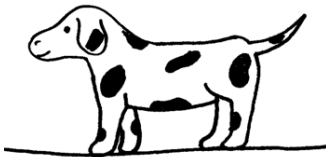
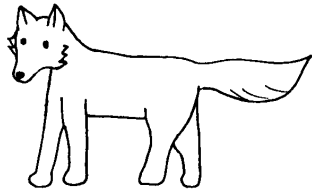
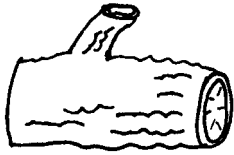
F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh O # 3



fog

hog

log

jog

dog

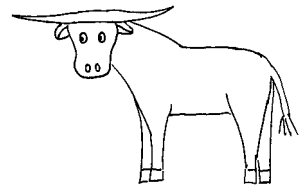
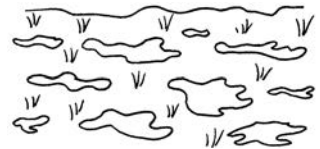
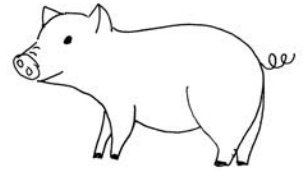
bog

fox

pox

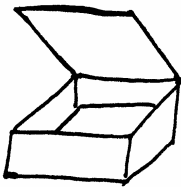



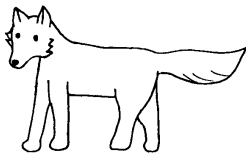


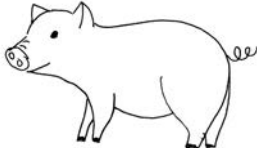
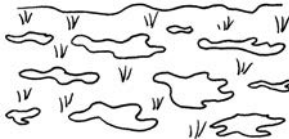
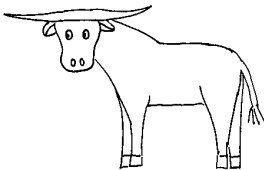
box

ox



Draw a line from each word to the matching picture.

Name _____ Date _____

box fox pox ox jog	dog log bog hog fog		
			
			

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

Name _____ Date _____

Sh O # 4



cob

job

Bob

sob

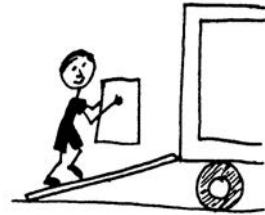
moss

loss

boss

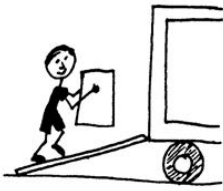




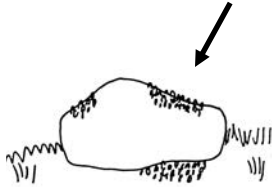



toss

doll



Draw a line from each word to the matching picture.

Name _____ Date _____

<p>moss</p> <p>toss</p> <p>loss</p> <p>boss</p>	<p>job</p> <p>sob</p> <p>cob</p> <p>Bob</p> <p>doll</p>		
			
			

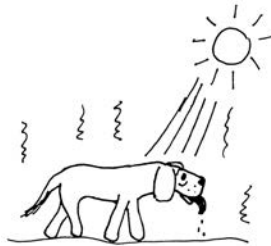
Look at each picture. Find the correct word and circle it. Copy the word under the picture.

1. A dog was^z hot. _____
2. A dog can run. _____
3. A man has an ox. _____
4. A man can jog. _____
5. Bob has a box. _____
6. Rob has a job. _____

A



B



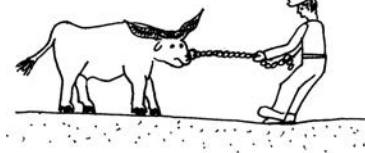
C



D



E



F

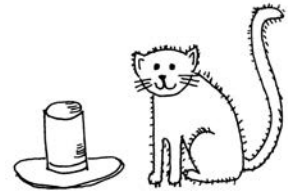


Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh O # 5

odd



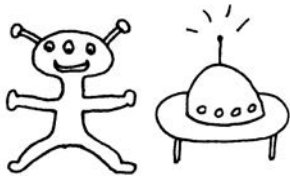
off



on



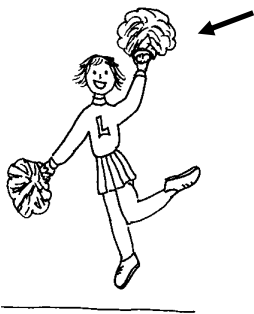
con



wok



mom



pom pom



Draw a line from each word to the matching picture.

Name _____ Date _____

odd

wok

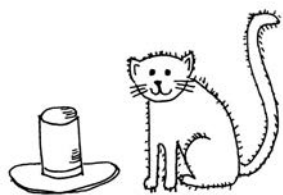
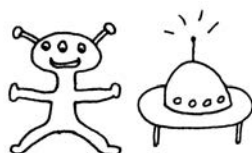
off

mom

on

pom pom

con



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

Name _____ Date _____

1. A dog was^z on a log. _____

2. Mom was mad. _____

3. A cat got on a van. _____

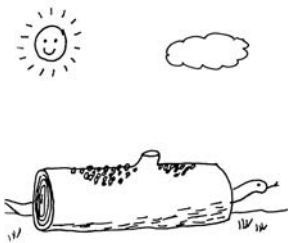
4. A fox got on a box. _____

5. Moss was on a log. _____

6. A dog was on a bus. _____

○ Sent. # 5

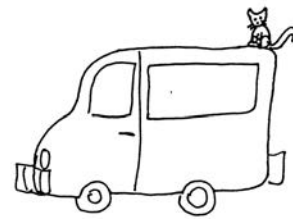
A



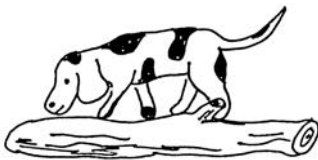
B



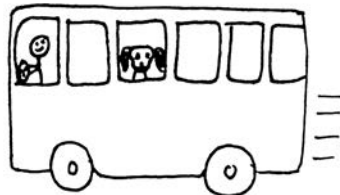
C



D



E



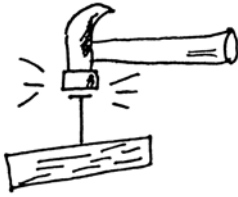
F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

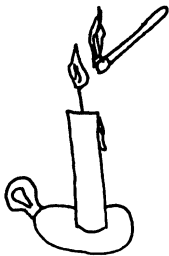
Sh I # 1



hit



lit



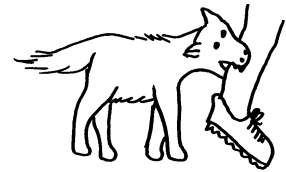
sit



fit



bit



kit



pit



it



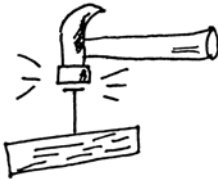




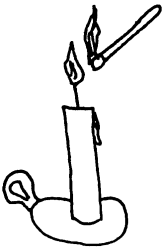
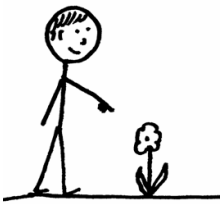


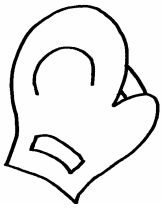
quit



mitt

Draw a line from each word to the matching picture.

Name _____ Date _____

<p>lit bit sit quit it</p>	<p>pit mitt kit hit fit</p>		
			
			

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

Name _____ Date _____

1. I can run. _____

2. Pam hit it. _____

3. Sam dug a pit. _____

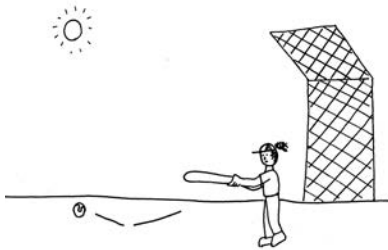
4. A bug has dots on it. _____

5. I lit it. _____

6. Nan cut it. _____

I Sent. # 1

A



B



C



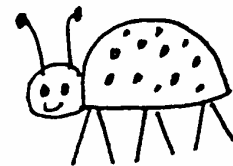
D



E



F



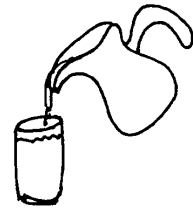
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

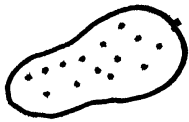
Sh I # 2



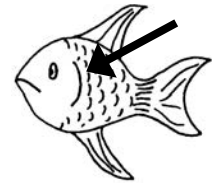
hill



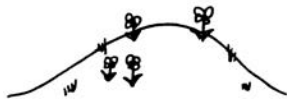
fill



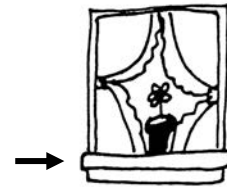
sill



will



mill



dill



bill



pill

We will go to
music today.

gill

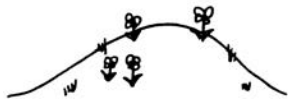
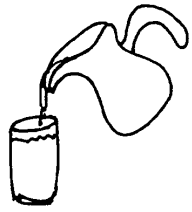
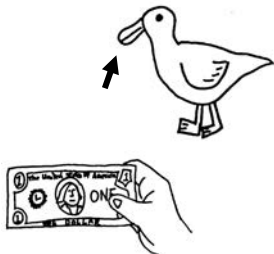

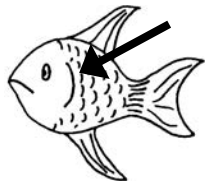

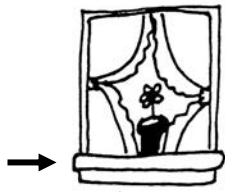
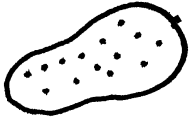




quill



Draw a line from each word to the matching picture.

Name _____ Date _____

<p>fill</p> <p>will</p> <p>hill</p> <p>bill</p> <p>gill</p>	<p>dill</p> <p>pill</p> <p>quill</p> <p>sill</p> <p>mill</p>		
			
			

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

Name _____ Date _____

1. I am at a mill. _____

2. Mom will fuss at us. _____

3. Jill will fill up a box. _____

4. Bill sat on a hill top. _____

5. Will it fit? It will fit. _____

6. It has a bill. _____

I Sent. # 2

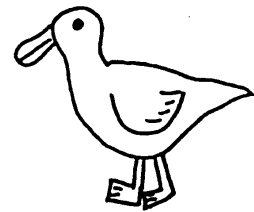
A



B



C



D



E



F



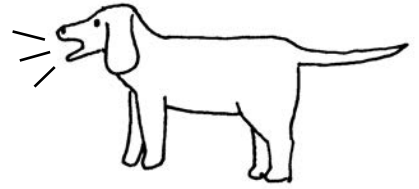
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh I # 3



sip



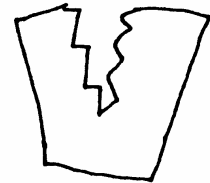
lip



hip



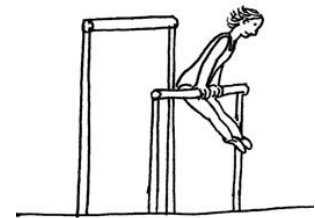
rip



yip



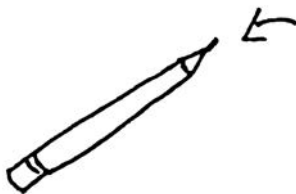
dip



tip

Kip: A gymnastics move on the uneven parallel bars

zip


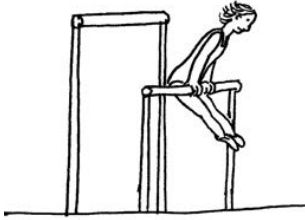
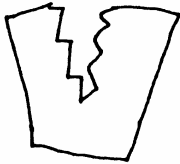
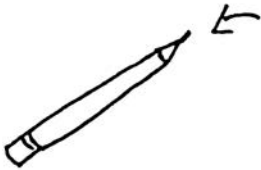


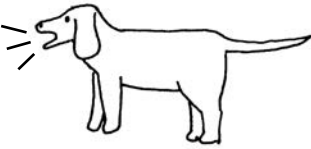




kip



Draw a line from each word to the matching picture.

Name _____ Date _____

<p>dip</p> <p>lip</p> <p>rip</p> <p>kip</p> <p>zip</p>	<p>yip</p> <p>tip</p> <p>hip</p> <p>sip</p>		
			
			

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

Name _____ Date _____

Sh I # 4



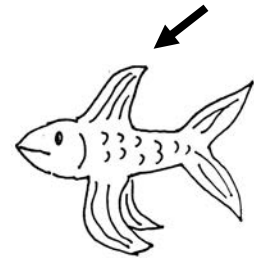
fin



win



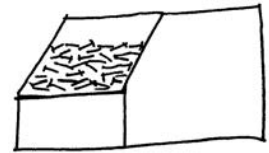
bin



tin



pin



kin

in



mix



fix



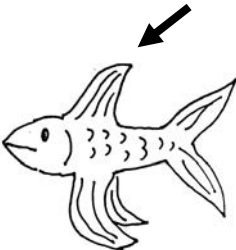





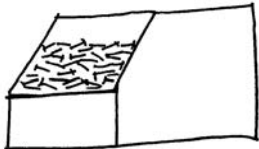
6

six



Draw a line from each word to the matching picture.

Name _____ Date _____

mix six fix fin kin	tin win bin pin in	6	
			
			

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

Name _____ Date _____

1. I will mix it. _____
2. It has a rip in it. _____
3. Dan will zip it. _____
4. A cat got in a box. _____
5. It has a fin. _____
6. Bob can fix it. _____

I Sent. # 3, 4

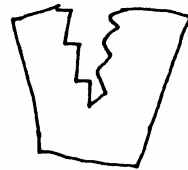
A



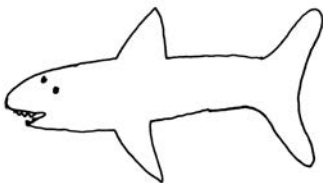
B



C



D



E



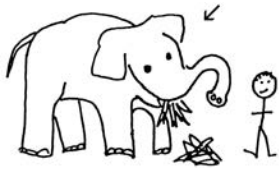
F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh I # 5



wig



fig



rig



big

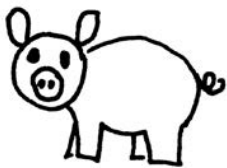


jig



dig

pig



zig zag

Draw a line from each word to the matching picture.

Name _____ Date _____

big

fig

wig

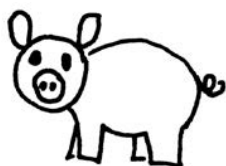
jig

rig

pig

zig zag

dig



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

Name _____ Date _____

1. A big pig has a wig. _____

2. It is his mitt. _____

3. Tom is in his tub. _____

4. A bug is on a rug. _____

5. Sam is in his van. _____

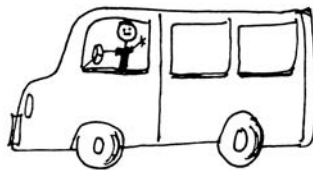
6. Bill can dig. _____

I Sent. # 5

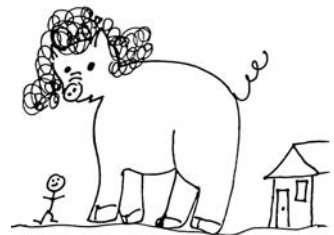
A



B



C



D



E



F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

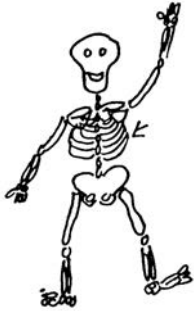
Sh I # 6



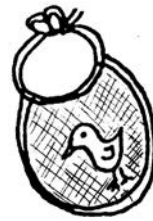
fib



rib

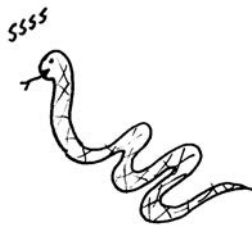


bib

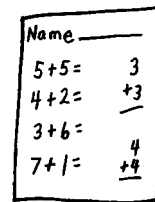


jib

kiss



hiss



miss



Liz



quiz







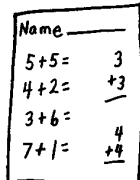





fizz



Liz

Draw a line from each word to the matching picture.

Name _____ Date _____

miss kiss hiss Liz quiz	fib bib rib jib fizz		
			
			

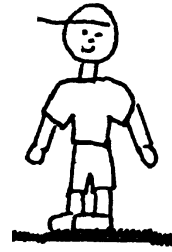
Look at each picture. Find the correct word and circle it. Copy the word under the picture.

Name _____ Date _____

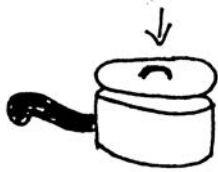
Sh I # 7



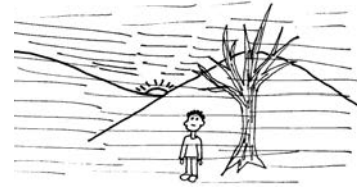
lid



hid



rid



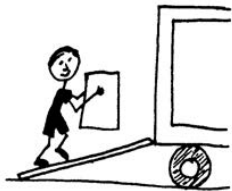
did



kid



dim



rim



Kim



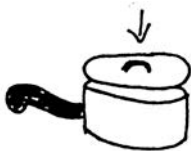



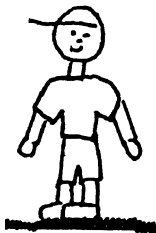


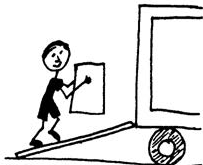


him



vim

Draw a line from each word to the matching picture.

Name _____ Date _____

him	kid		
rim	lid		
dim	hid		
vim	rid		
Kim	did		
			
			

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

Name _____ Date _____

1. Jill did a kip. _____
2. Ann will miss it. _____
3. It is his bib. _____
4. It can hiss. _____
5. A man will fix his van. _____
6. A lid is on a pot. _____

I Sent. # 6, 7

A



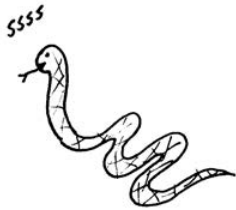
B



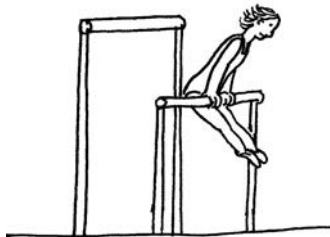
C



D



E



F



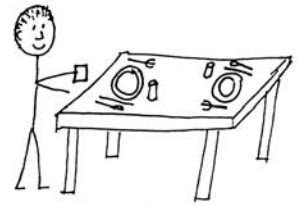
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh E # 1



net



let

set



wet



vet



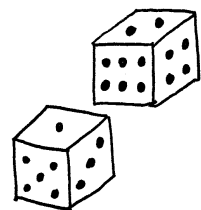
met



get



jet



bet





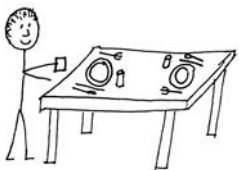

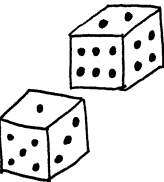





pet



Draw a line from each word to the matching picture.

Name _____ Date _____

vet	pet		
set	bet		
let	jet		
net	get		
wet	met		
			
			

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

Name _____ Date _____

Sh E # 2

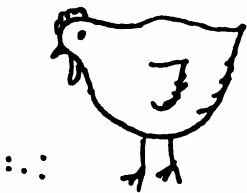
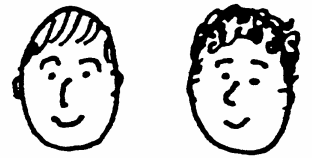


men

10

hen

den



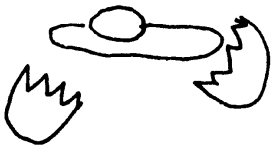
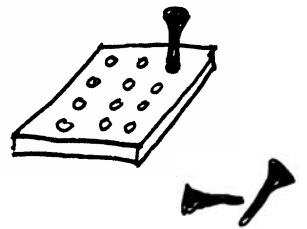
ten

pen



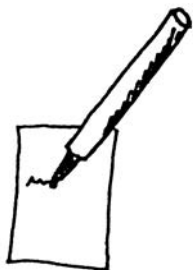
leg

beg



keg

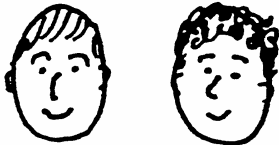


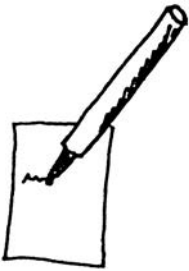
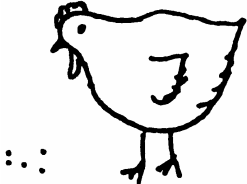
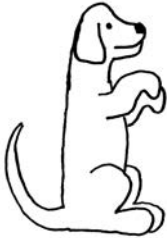
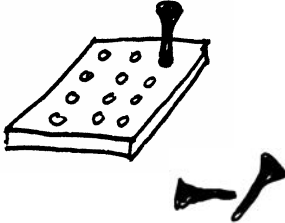


peg



egg

Draw a line from each word to the matching picture.

Name _____ Date _____

<p>peg beg leg keg egg</p>	<p>pen den hen ten men</p>	<p>10</p>	
			
			

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

Name _____ Date _____

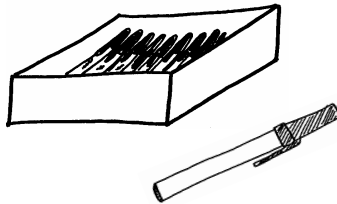
E Sent. # 1, 2

1. A dog got wet. _____
2. Ben will not get wet. _____
3. Bill has ten pens in a box. _____
4. I will get it. _____
5. Nan is a vet. _____
6. A dog can beg. _____

A



B



C



D



E



F



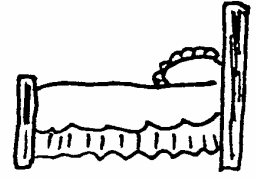
Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Sh E # 3



red



led



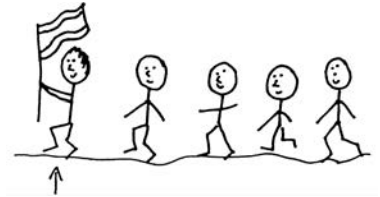
fed



bed



fell



sell



yell



well






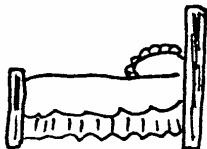





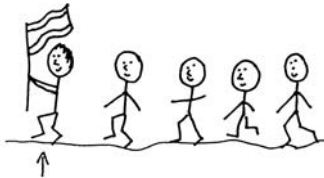
bell



tell

Draw a line from each word to the matching picture.

Name _____ Date _____

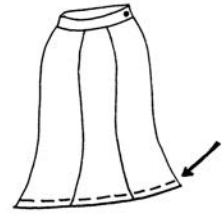
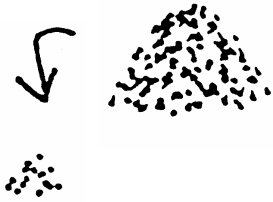
red led fed bed yell	tell bell fell well sell		
			
			

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

Name _____ Date _____

Sh E # 4

mess



less



yes



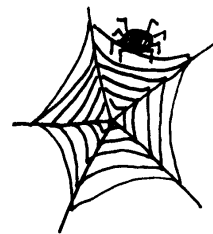
pep



hem



web



fez

Draw a line from each word to the matching picture.

Name _____ Date _____

less

web

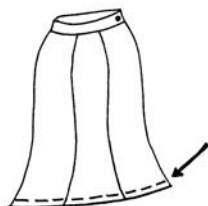
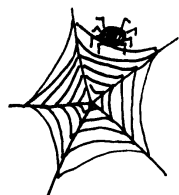
mess

pep

yes

hem

fez



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

Name _____ Date _____

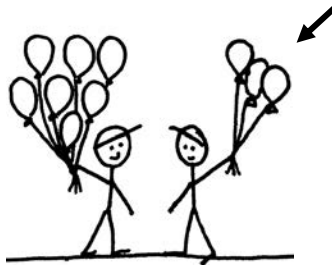
E Sent. # 3, 4

1. A web is on a bell. _____
2. Ed fed his dog. _____
3. A bag fell. _____
4. It is a mess. _____
5. Ross has less. _____
6. Yes, Tom did win. _____

A



B



C



D



E



F



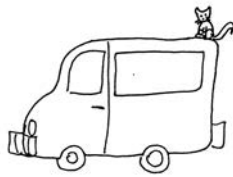
Write the letter for each picture beside the matching sentence.

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



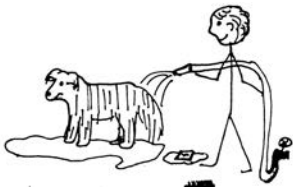
B



C



D



E



F



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Suffix s With Nouns

1. cat _____

2. cats _____

3. kid _____

4. kids _____

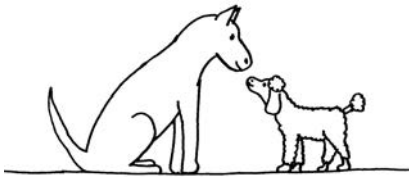
5. dog _____

6. dogs _____

A



B



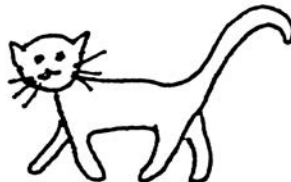
C



D



E



F



Write the letter for each picture beside the matching sentence.

Suffix 's

1. Pam's pan _____

2. Tom's van _____

3. Sam's cap _____

4. Jill's doll _____

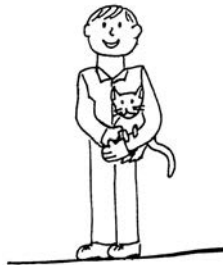
5. Meg's dog _____

6. Dad's cat _____

A



B



C



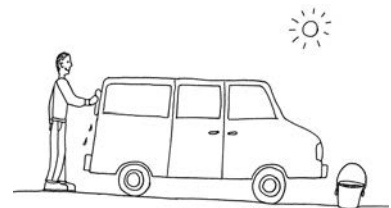
D



E



F

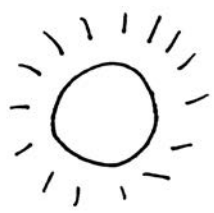
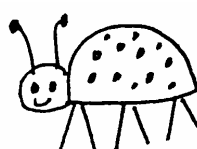
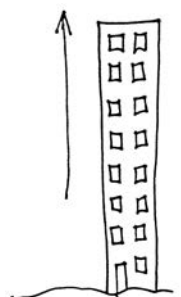

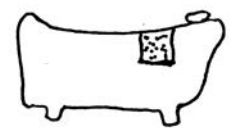
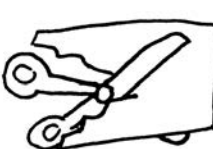
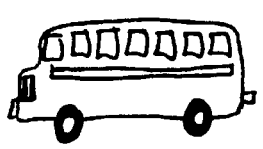



Write the letter for each picture beside the matching sentence.

Name _____ Date _____

Decoding Test 1 - short u

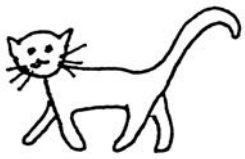
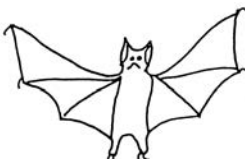

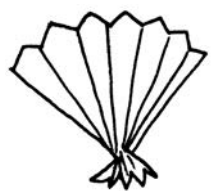

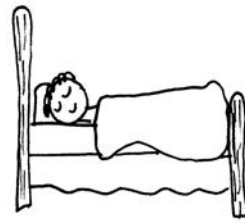
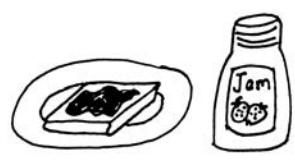

Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p>① suds ② nut ③ sun ④ sum</p>	<p>2.</p>  <p>① gum ② bun ③ hub ④ bug</p>
<p>3.</p>  <p>① us ② up ③ cup ④ pus</p>	<p>4.</p>  <p>① putt ② cub ③ cup ④ cuff</p>
<p>5.</p>  <p>① tux ② rub ③ but ④ tub</p>	<p>6.</p>  <p>① cut ② tux ③ cub ④ hut</p>
<p>7.</p>  <p>① fuss ② bus ③ bud ④ sub</p>	<p>8.</p>  <p>① sun ② bus ③ us ④ rug</p>

Name _____ Date _____

Decoding Test 2 - short a





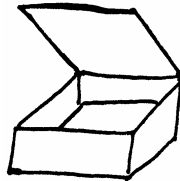
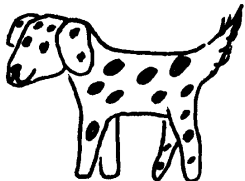


Look at each picture. Fill in the bubble by the correct word.

<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 3 - short o

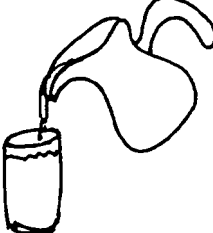
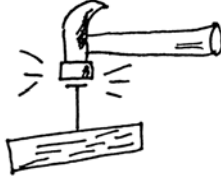

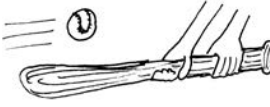
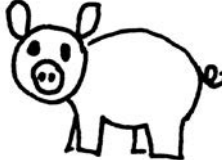


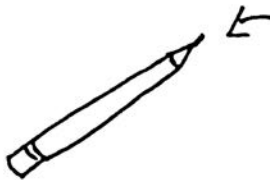
Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p> ① hop ② hat ③ hot ④ pot </p>	<p>2.</p>  <p> ① map ② hop ③ mom ④ mop </p>
<p>3.</p>  <p> ① ox ② on ③ an ④ off </p>	<p>4.</p>  <p> ① doll ② log ③ lot ④ lag </p>
<p>5.</p>  <p> ① tax ② boss ③ Bob ④ box </p>	<p>6.</p>  <p> ① fog ② doll ③ dog ④ bag </p>
<p>7.</p>  <p> ① pot ② pat ③ top ④ pod </p>	<p>8.</p>  <p> ① tap ② top ③ toss ④ hop </p>

Name _____ Date _____

Decoding Test 4 - short i

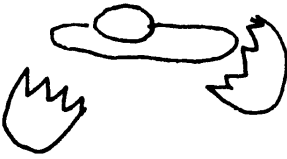



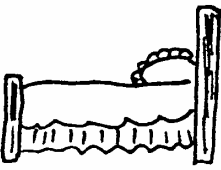



Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p> ① fix ② fill ③ fan ④ pill </p>	<p>2.</p>  <p> ① hit ② hat ③ hill ④ him </p>
<p>3.</p>  <p> ① wag ② pin ③ fin ④ win </p>	<p>4.</p>  <p> ① mix ② mill ③ miss ④ mass </p>
<p>5.</p>  <p> ① wig ② pig ③ pad ④ fig </p>	<p>6.</p>  <p> ① kid ② rid ③ kiss ④ cab </p>
<p>7.</p>  <p> ① dig ② dip ③ dim ④ bag </p>	<p>8.</p>  <p> ① sip ② tap ③ tip ④ Tim </p>

Name _____ Date _____

Decoding Test 5 - short e

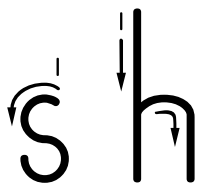
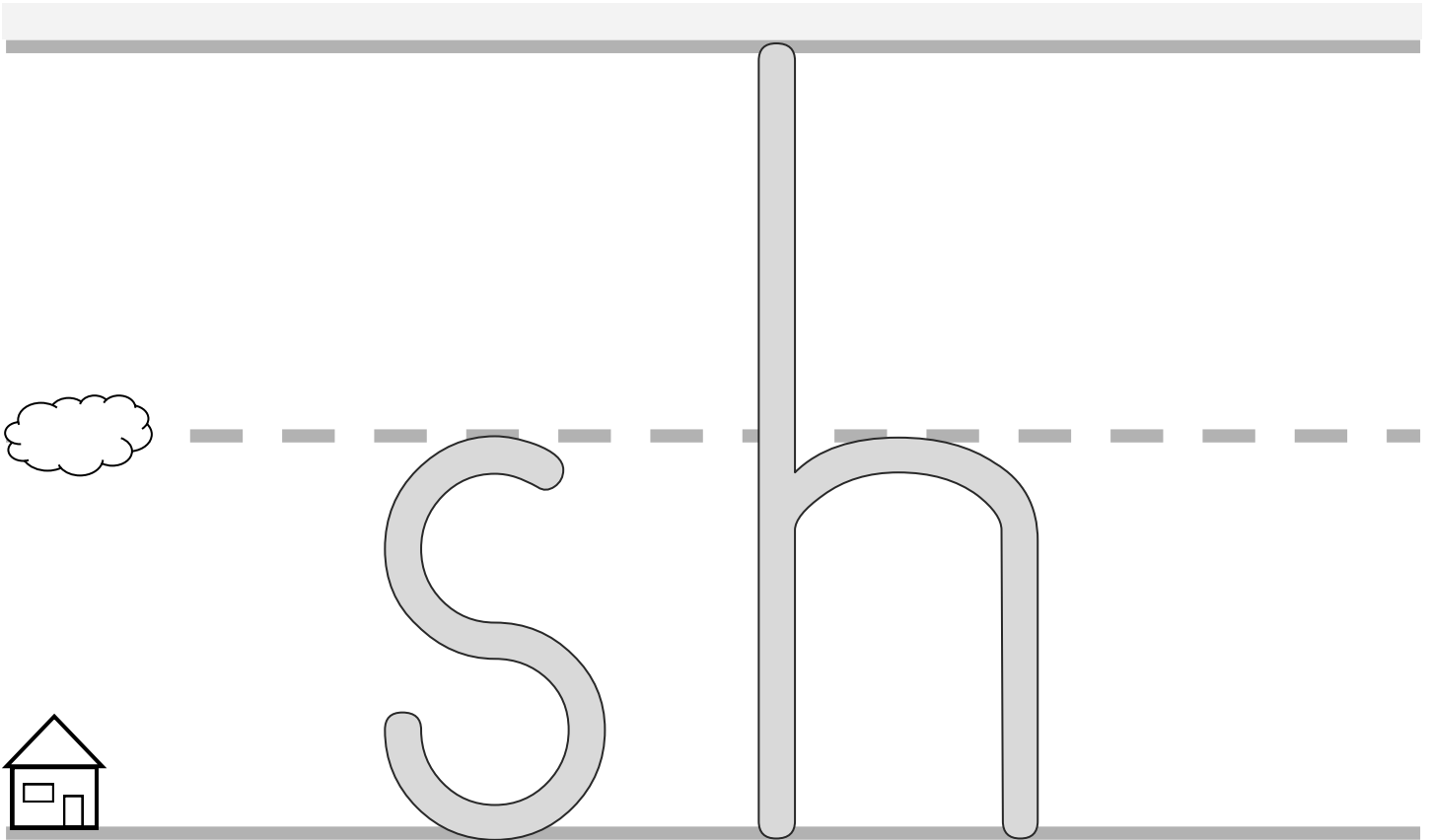
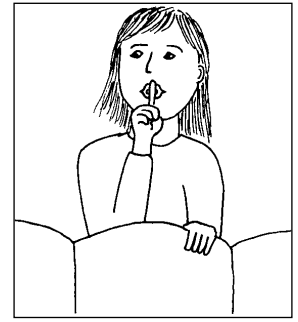
Look at each picture. Fill in the bubble by the correct word.

<p>1.</p>  <p>① big ② beg ③ egg ④ Ed</p>	<p>2.</p>  <p>① let ② led ③ log ④ leg</p>
<p>3.</p>  <p>① men ② mess ③ hen ④ man</p>	<p>4.</p>  <p>① fill ② fell ③ sell ④ fan</p>
<p>5.</p>  <p>① bud ② bad ③ bed ④ bet</p>	<p>6.</p>  <p>① let ② job ③ jot ④ jet</p>
<p>7.</p>  <p>① pet ② pen ③ pot ④ tub</p>	<p>8.</p>  <p>① net ② tan ③ ten ④ Ted</p>

Sound Story Part 2

Beyond The Alphabet Sounds

A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat. (sh/ship)



Finger trace this pattern three times. Then trace with a pencil five times.
Be sure to trace both letters each time you trace.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

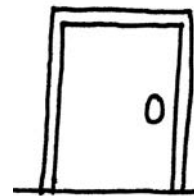
Tell the students that this consonant sound is shown with two letters instead of just one. In this pattern, the *s* and the *h* do not represent their regular sounds. They work together to show one completely new sound. Read each word to the students. The students say the word, say the beginning /sh/ sound, and circle it.

sh

ship



shut



shin



shell



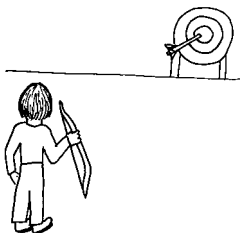
shop



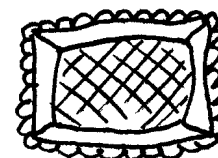
shed



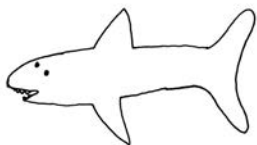
shot



sham



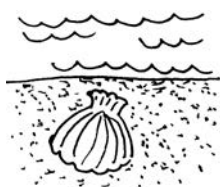
shark



shadow



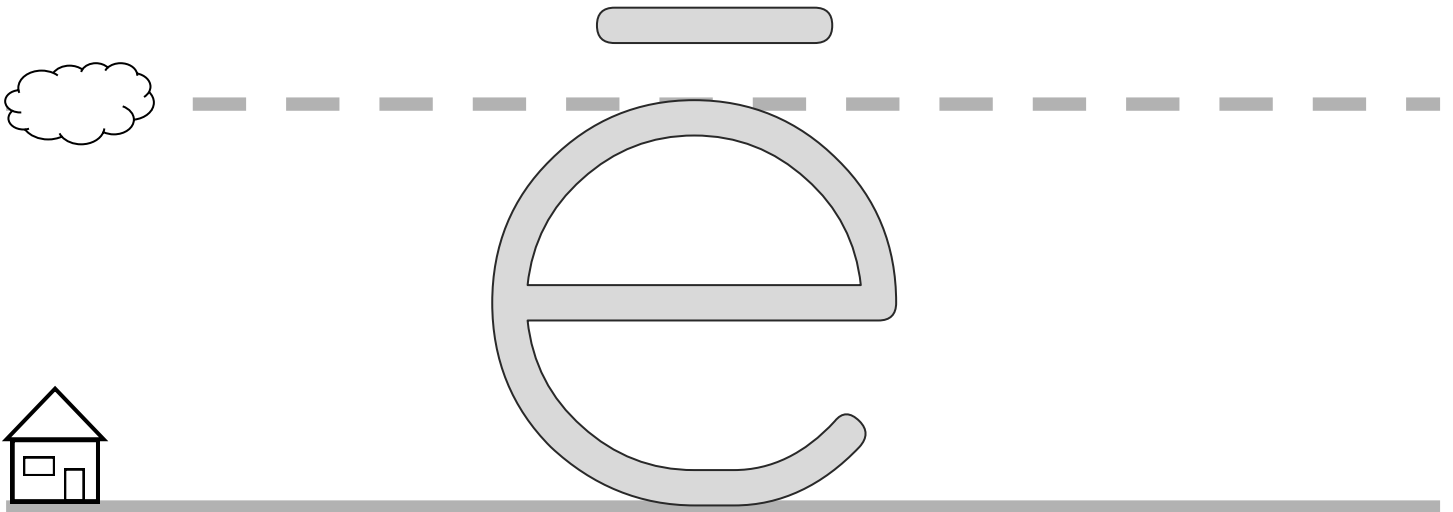
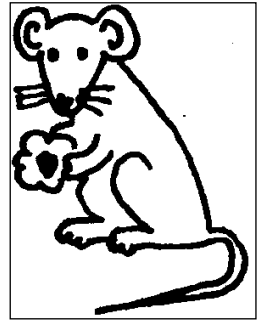
shore



shoe



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)



Finger trace this pattern three times. Then trace with a pencil five times.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that the letter *e* at the beginning of these words shows the long *ē* sound, which is the same as the letter name. Explain that a straight line above the *ē* reminds us to say its long sound. Read each word to the students. Students say the word, say the long *ē* sound, and put a straight line above the *e* at the beginning of the word. Model and assist as needed.

ē

ēmu



e-mail



egret



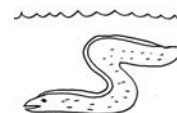
equal

$$2+2=4$$

evening



eel



eat



ear



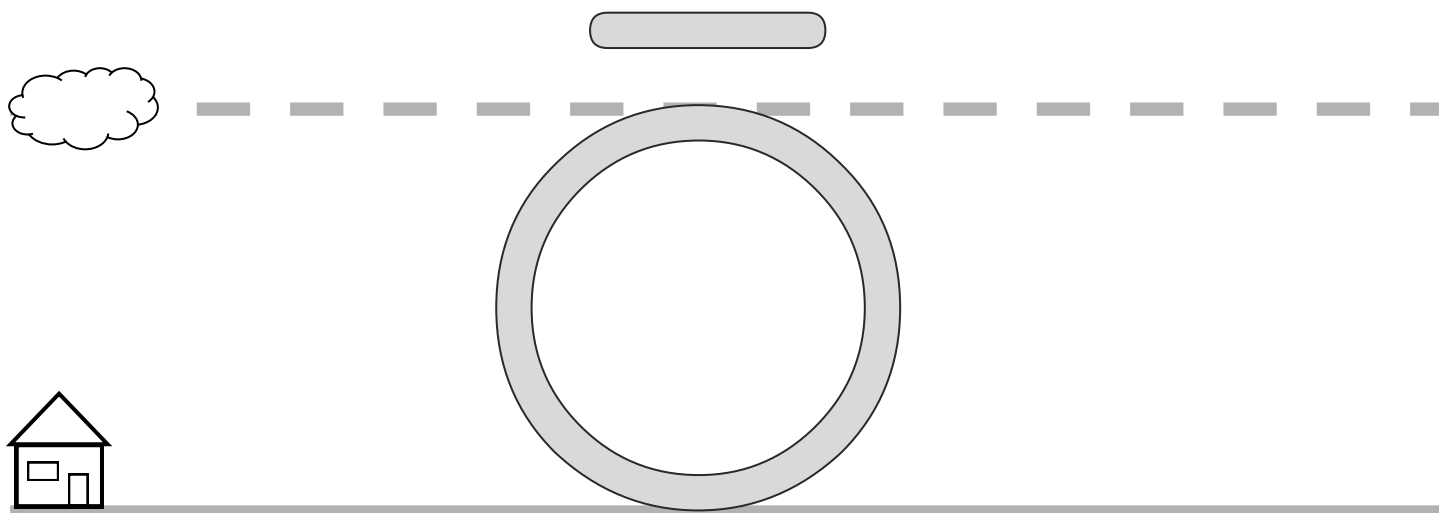
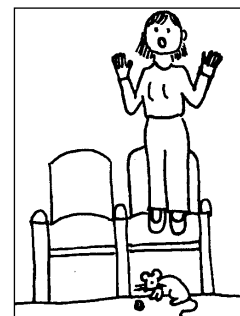
eave



eagle



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/rōbot)



Finger trace this pattern three times. Then trace with a pencil five times.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

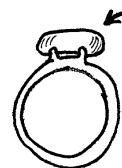
Tell the students that the letter *o* at the beginning of these words shows the long *ō* sound, which is the same as the letter name. Explain that a straight line above the *ō* reminds us to say its long sound. Read each word to the students. Students say the word, say the long *ō* sound, and put a straight line above the *o* at the beginning of the word. Model and assist as needed.

ō

old



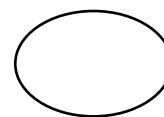
opal



oak



oval



oar



odor



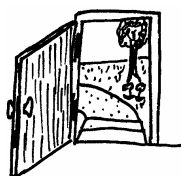
okra



ocean



open



over



oboe



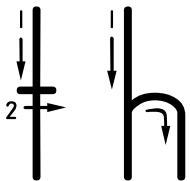
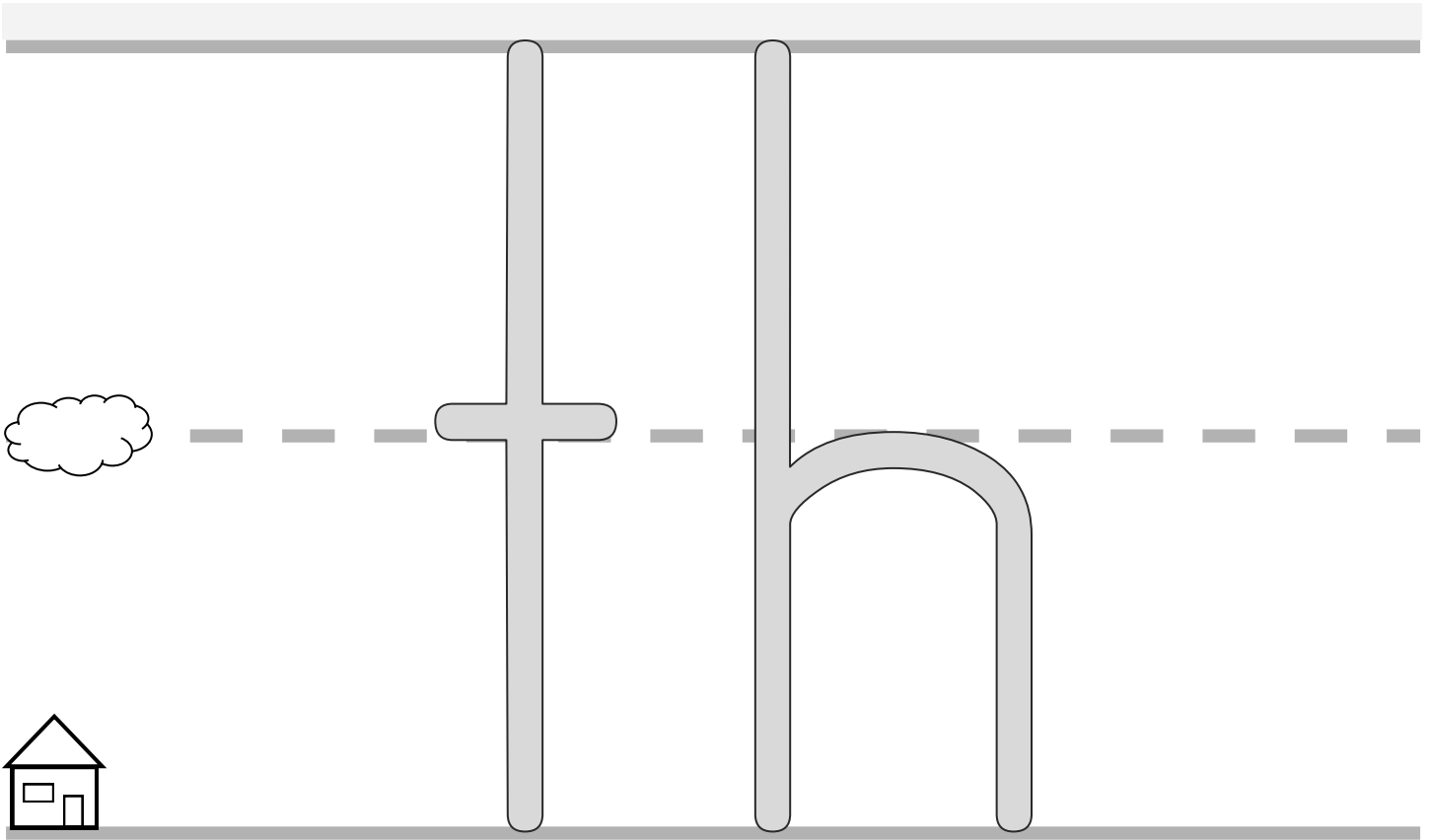
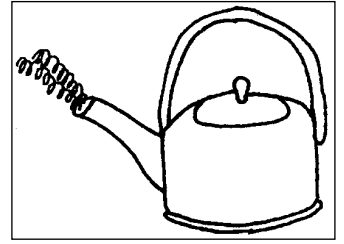
overalls



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)



Finger trace this pattern three times. Then trace with a pencil five times. Be sure to trace both letters each time you trace. Say the sound of the pattern each time. Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that this consonant sound is shown with two letters instead of just one. In this pattern, the *t* and the *h* do not represent their regular sounds. They work together to show the th/thumb sound. This is a soft sound; you do not use your voice when you pronounce it. Read each word to the students. The students say the word, say the beginning /th/ sound, and circle it.

th

thin



thud



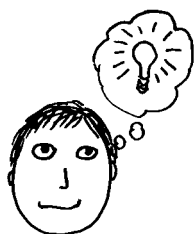
thick



three

3

think



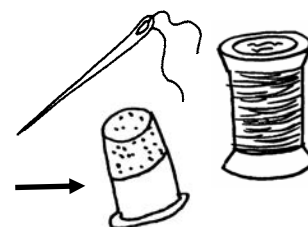
thank



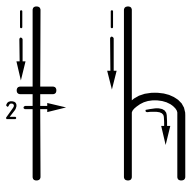
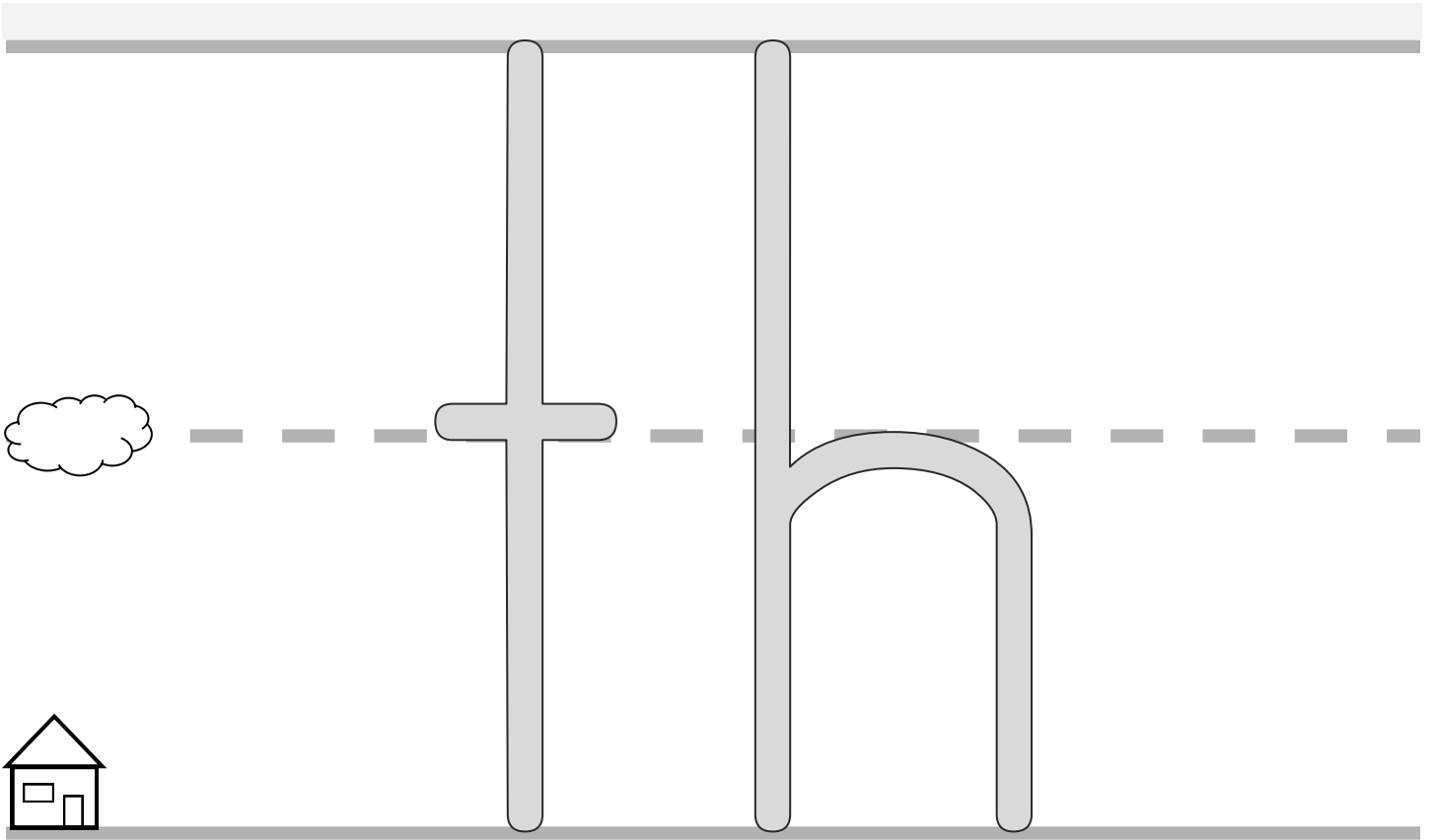
thumb



thimble



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)



Finger trace this pattern three times. Then trace with a pencil five times.
Be sure to trace both letters each time you trace.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

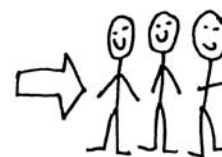
Tell the students that the th pattern can also represent a second sound. The *t* and the *h* sometimes work together to show the th/this sound. You use your voice when you pronounce this sound. Read each word to the students. The students say the word, say the beginning /th/ sound, and circle it.

th

this



them



that



they



then



those



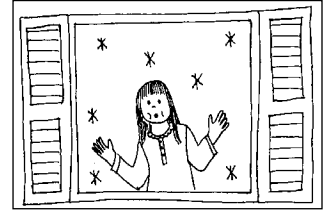
there



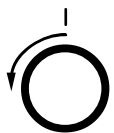
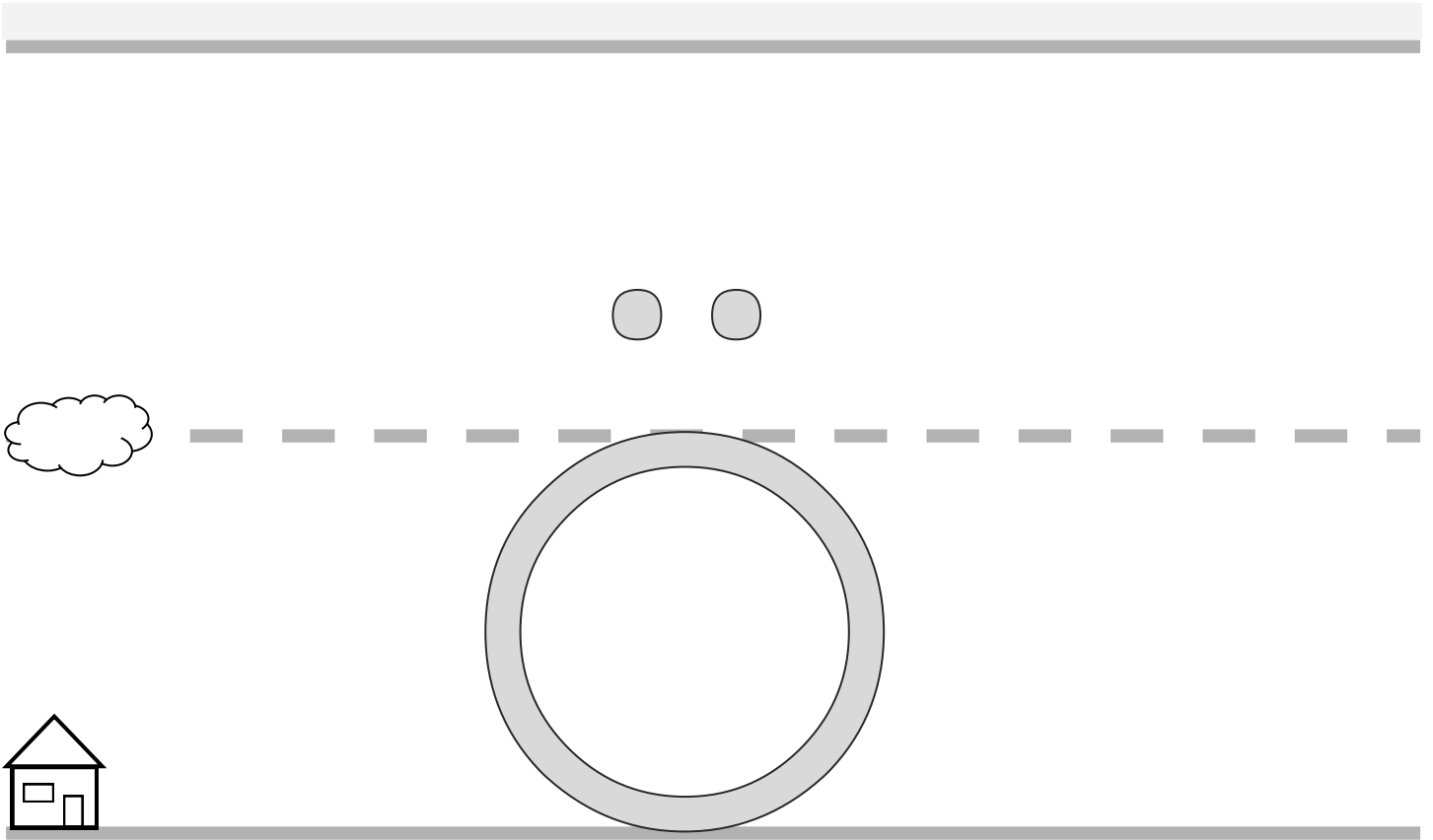
their



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)



Finger trace this pattern three times. Then trace with a pencil five times.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that the letter *o* can represent a sound that is neither short nor long. In these words the *o* has the /*ö*/ sound. In this program, we put two dots over the *ö* to remind us that it does not show the expected sound. name. Read each word to the students. Students say the word, say the /*ö*/ sound, and put a circle around the *ö*. Model and assist as needed.

ö

tö



whö



dö



whöse



twö



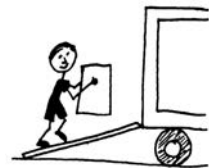
pröve



intö



möve



ontö



löse



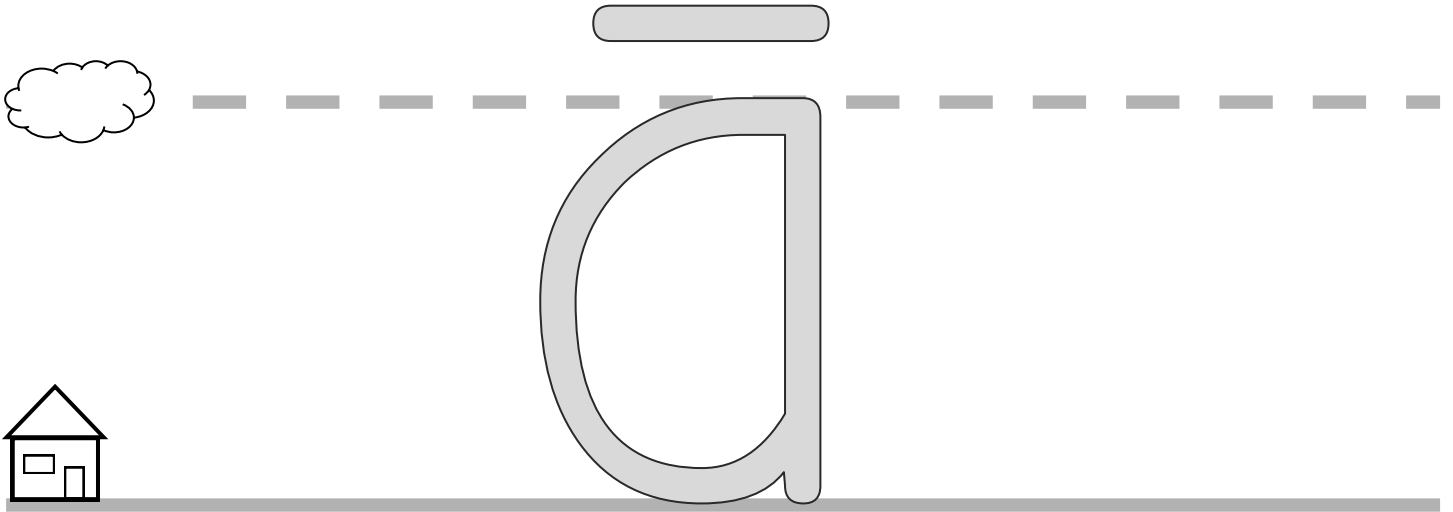
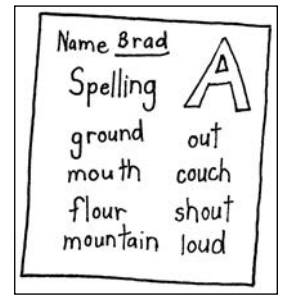
töday



tögether



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)



Finger trace this pattern three times. Then trace with a pencil five times.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that the letter *a* at the beginning of these words shows the long *ā* sound, which is the same as the letter name. Explain that a straight line above the *ā* reminds us to say its long sound. Read each word to the students. Students say the word, say the long *ā* sound, and put a straight line above the *a* at the beginning of the word. Model and assist as needed.

ā

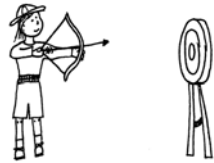
ate



April



aim



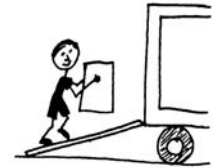
acorn



ace



able



ache



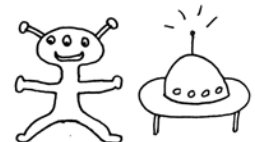
apron



ape



alien



angel

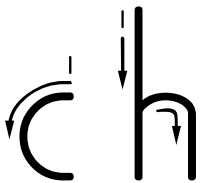
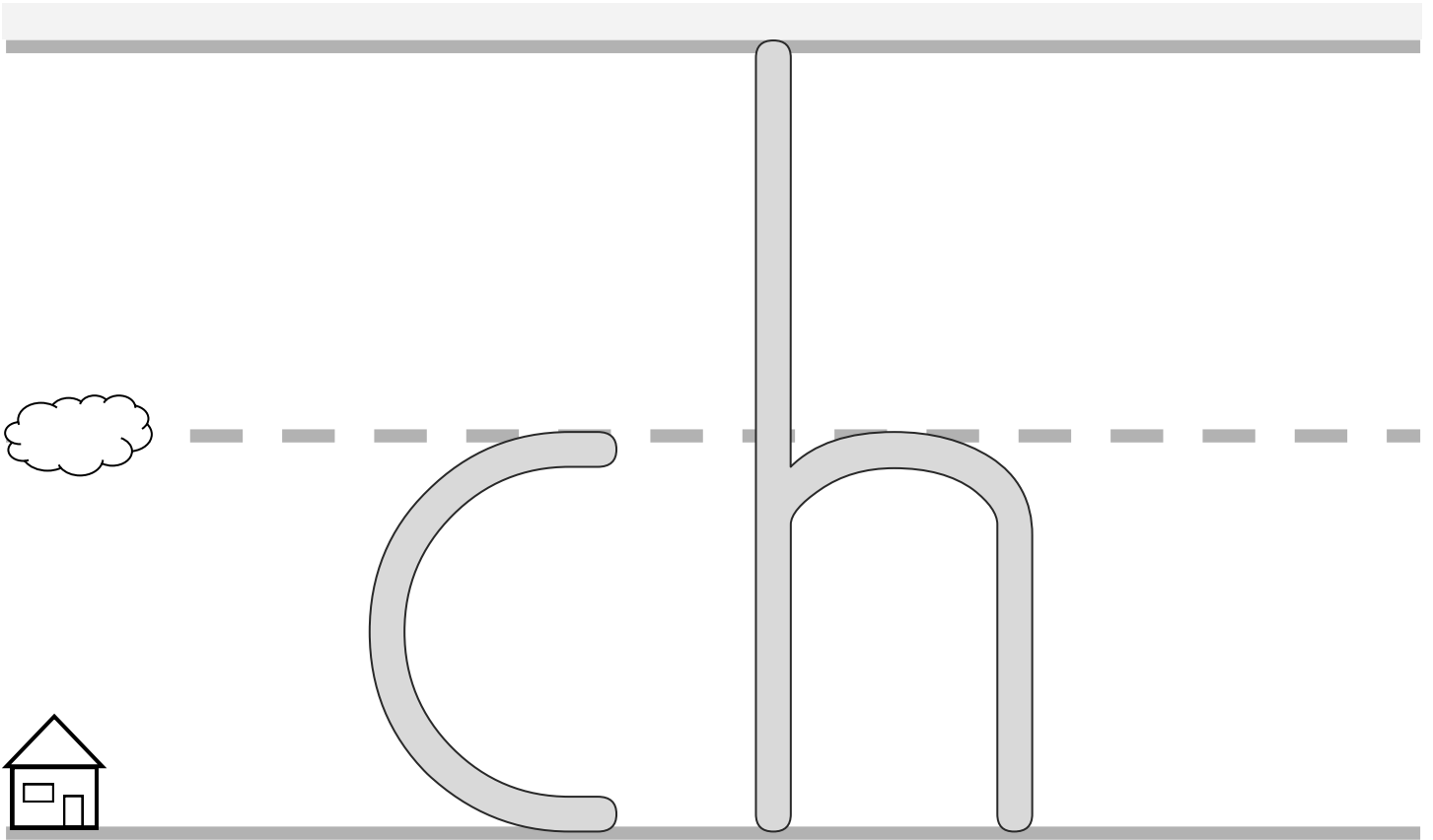
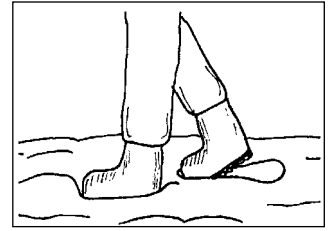


agent



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)



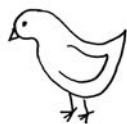
Finger trace this pattern three times. Then trace with a pencil five times. Be sure to trace both letters each time you trace. Say the sound of the pattern each time. Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

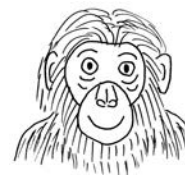
Tell the students that this consonant sound is shown with two letters instead of just one. In this pattern, the *c* and the *h* do not represent their regular sounds. The work together to show one completely new sound, /ch/. Read each word to the students. The students say the word, say the beginning /ch/ sound, and circle it.

ch

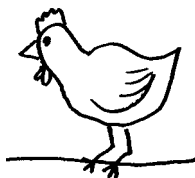
chick



chimp



chicken



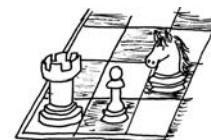
chair



chips



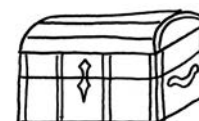
chess



chin



chest



chill



chop



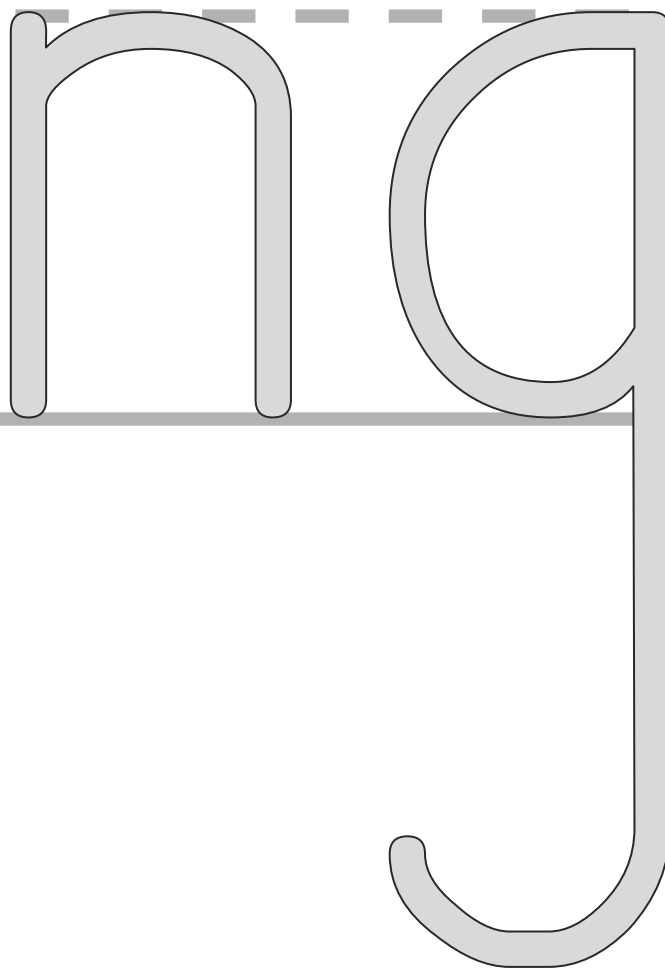
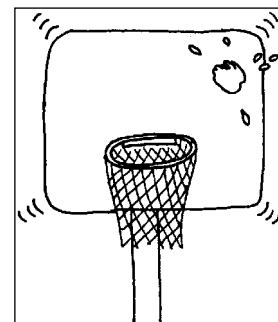
children



cheese



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. "Nnnnggg," went the backboard as Brad's first snowball hit. "Nnnngg," it sang out again as Audrey's snowball hit it, too. (ng/ring)



Finger trace this pattern three times. Then trace with a pencil five times. Be sure to trace both letters each time you trace. Say the sound of the pattern each time.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that this consonant sound is shown with two letters instead of just one. In this pattern, the *n* and the *g* do not represent their regular sounds. The work together to show a completely new sound, /ng/. This pattern comes at the end of words, after a short vowel. Read each word to the students. The students say the word, say the ending /ng/ sound, and circle it.

ng

wing



swing



king



bring



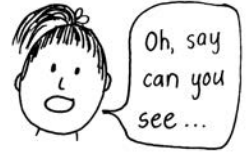
thing



long



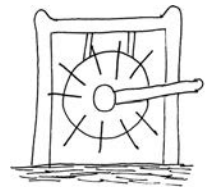
song



tongs



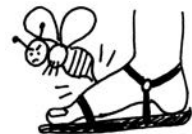
gong



rang



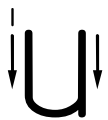
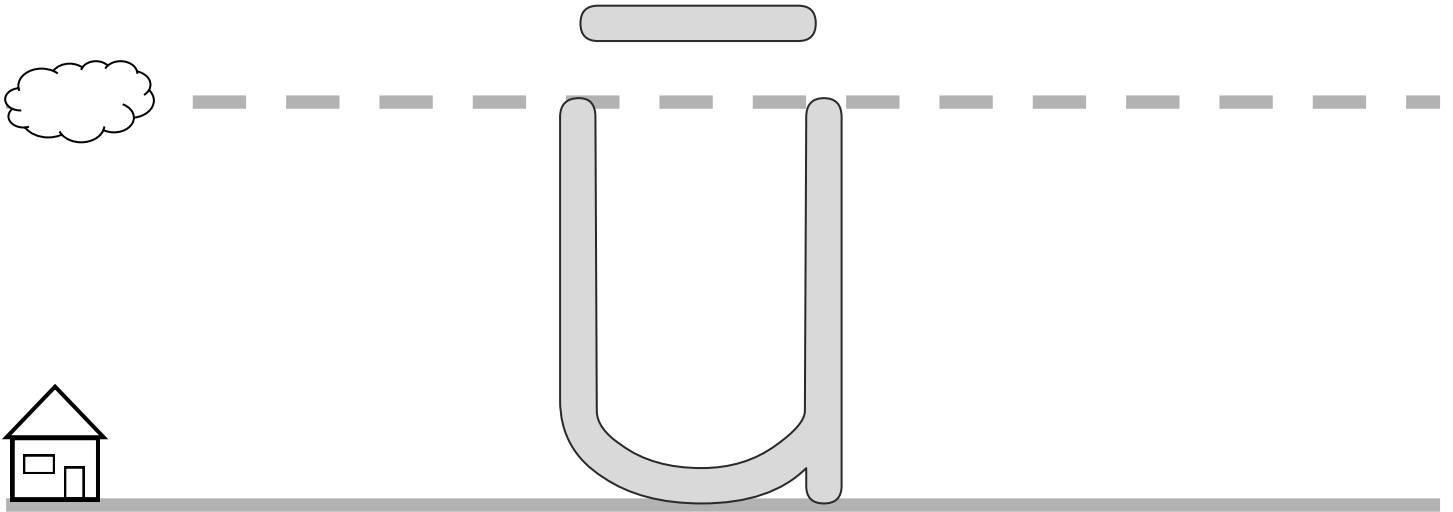
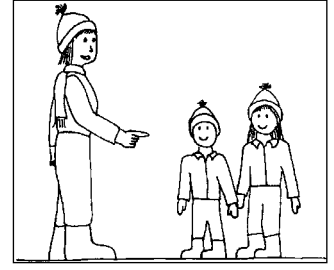
stung



hung



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)



Finger trace this pattern three times. Then trace with a pencil five times.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

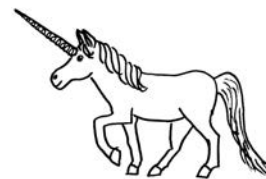
Tell the students that the letter *u* at the beginning of these words shows the long *ū* sound, which is the same as the letter name. Explain that a straight line above the *ū* reminds us to say its long sound. Read each word to the students. Students say the word, say the long *ū* sound, and put a straight line above the *u* at the beginning of the word. Model and assist as needed.

ū

ūniform



unicorn



umiak



unison



unite



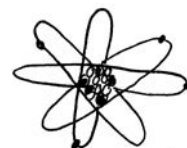
utensils



unique



uranium



universe



university



Uranus

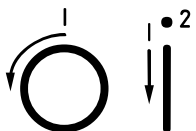
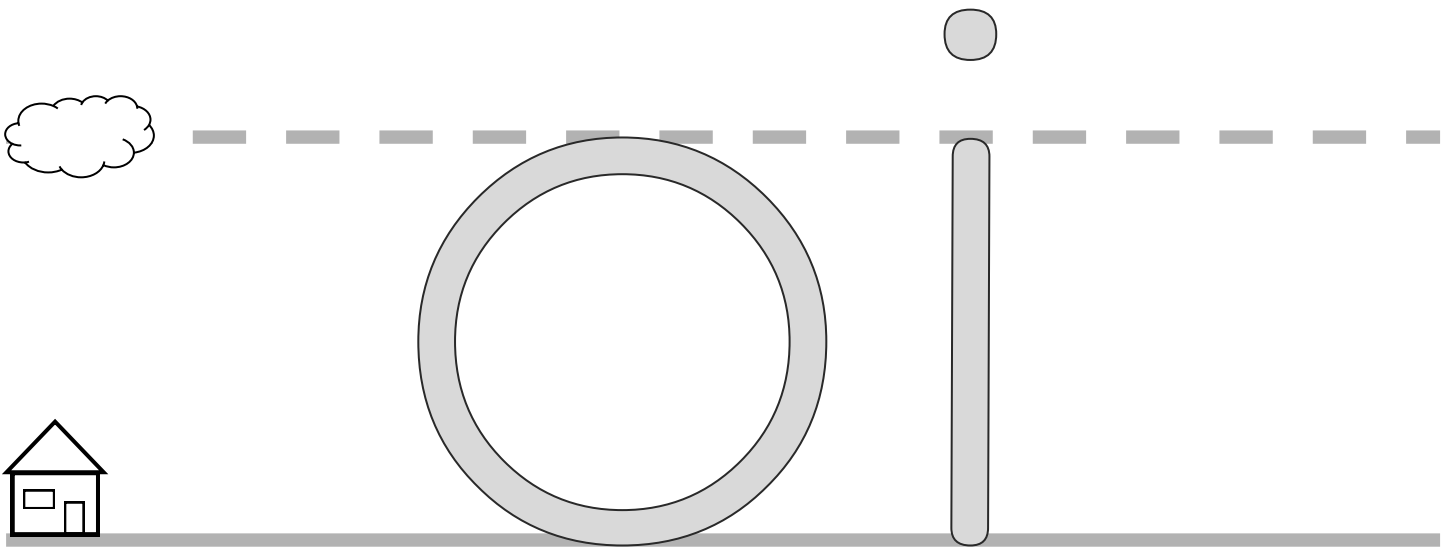
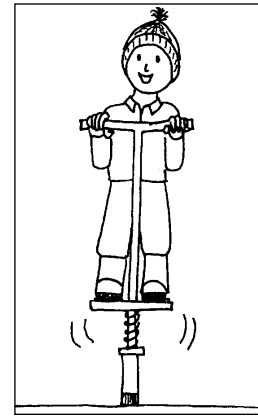


ukulele



"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)



Finger trace this pattern three times. Then trace with a pencil five times. Be sure to trace both letters each time you trace. Say the sound of the pattern each time. Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that this vowel pattern has two letters instead of one. The letters do not represent their usual sounds. They work together to show a new sound, /oi/. Tell students that this pattern appears in the middle of words, or at the beginning, but not at the end. Read each word to the students, one at a time. The students repeat each word, say the /oi/ sound, and circle the oi pattern.

oi

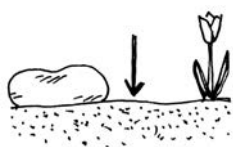
oil



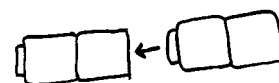
coin



soil



join



boil



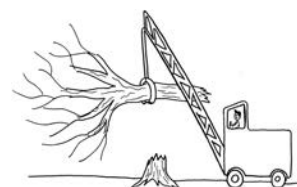
point



coil



hoist



foil



noise



toilet

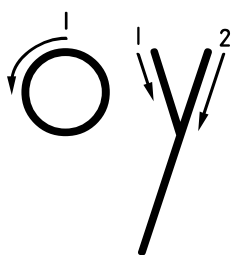
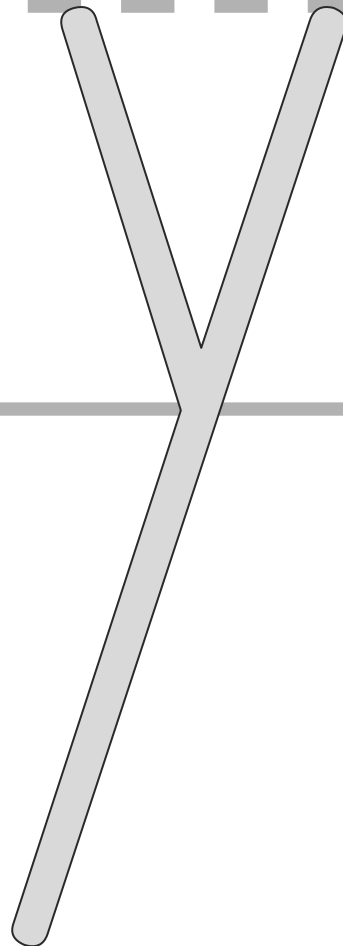
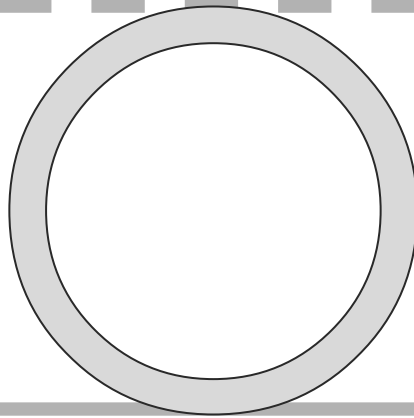
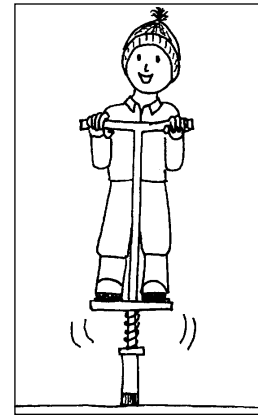


poison



"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)



Finger trace this pattern three times. Then trace with a pencil five times. Be sure to trace both letters each time you trace. Say the sound of the pattern each time.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell students that this vowel pattern has two letters instead of one. The letters do not represent their usual sounds. They work together to show the /oy/ sound. This is the same sound heard in the /oi/ pattern. Tell students that this pattern appears at the end of words or syllables. Read each word to the students, one at a time. Students repeat each word, say the /oy/ sound, and circle the oy pattern.

oy

boy



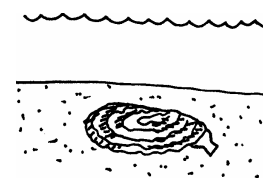
cowboy



toy



oyster



joy



royal



soy



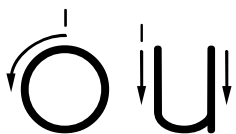
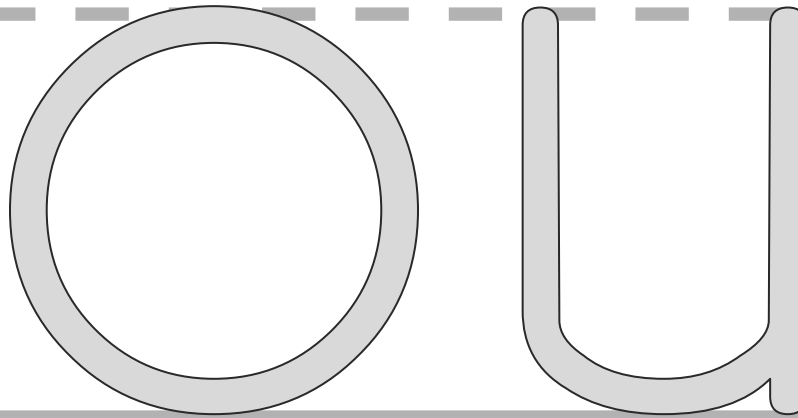
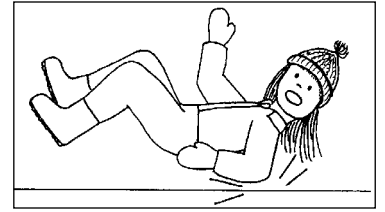
voyage



annoy



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)



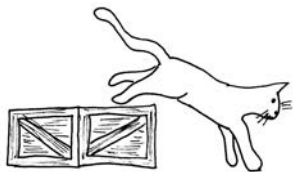
Finger trace this pattern three times. Then trace with a pencil five times.
Be sure to trace both letters each time you trace.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that this vowel pattern has two letters instead of one. The letters do not represent their usual sounds. They work together to show a new sound, /ou/. Read each word to the students, one at a time. Students repeat each word, say the /ou/ sound, and circle the ou pattern.

ou

out



found



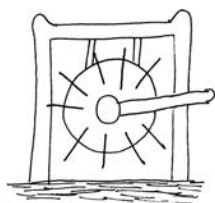
pout



round



loud



mouse



sour



house



shout



count



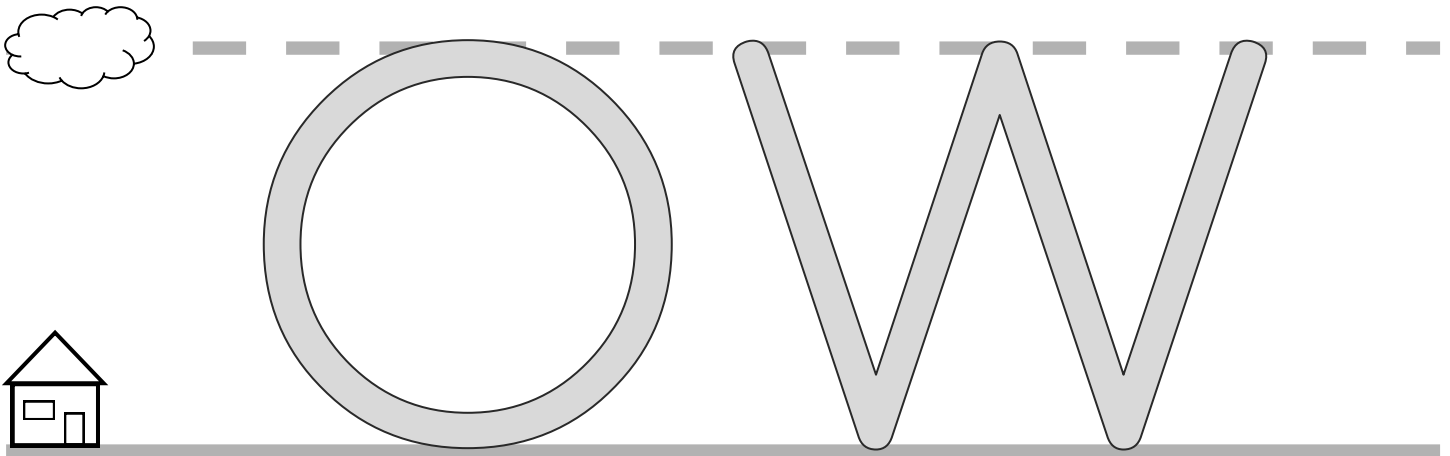
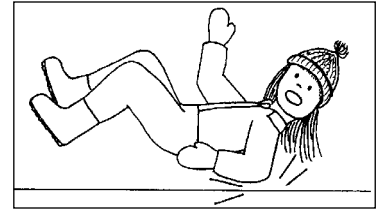
ouch



couch



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)



Finger trace this pattern three times. Then trace with a pencil five times.
Be sure to trace both letters each time you trace.
Say the sound of the pattern each time.
Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

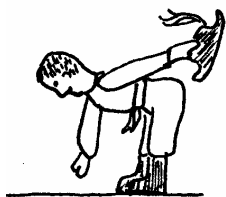
Tell the students that this vowel pattern has two letters instead of one. The letters do not represent their usual sounds. They work together to show the /ow/ sound. The ou and ow patterns both represent this sound in words. Read each word to the students, one at a time. Students repeat each word, say the /ow/ sound, and circle the ow pattern.

ow

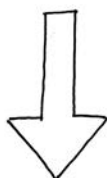
cow



bow



down



town



owl



howl



gown



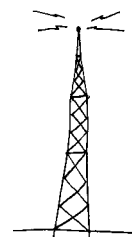
crown



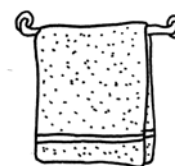
flower



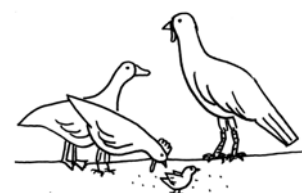
tower



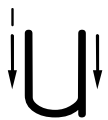
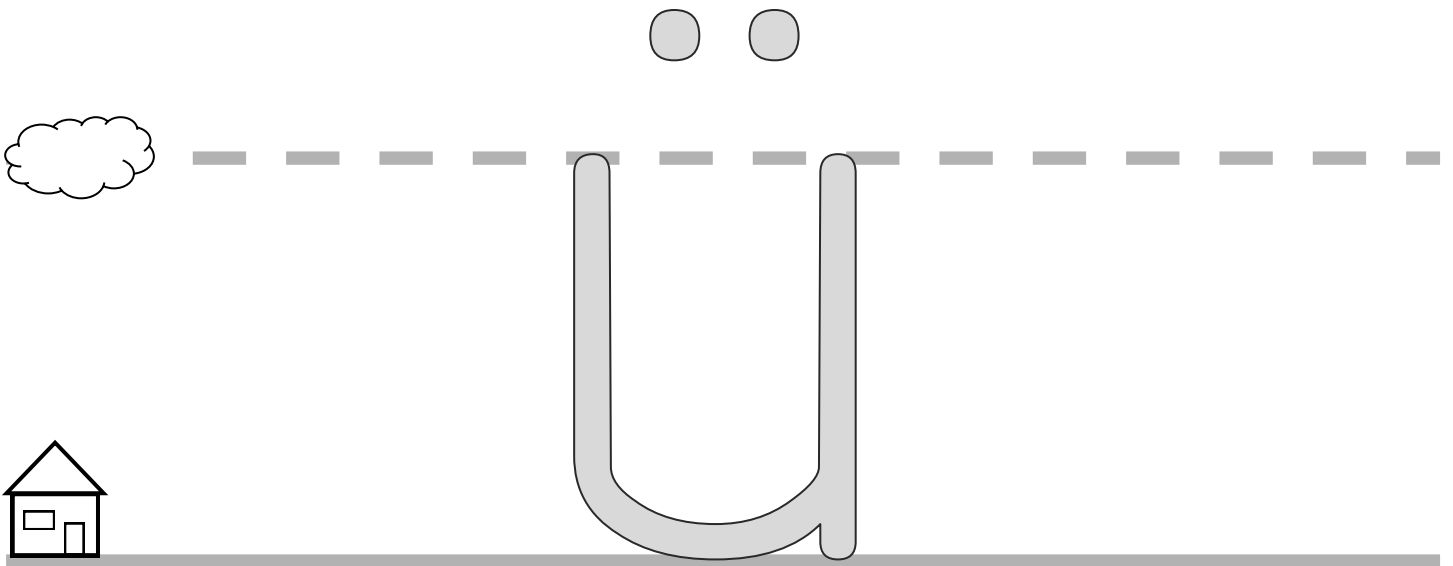
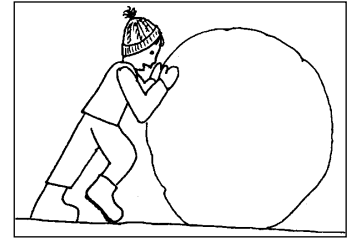
towel



fowl



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)



Finger trace this pattern three times. Then trace with a pencil five times. Don't forget the dots. Say the sound of the pattern each time. Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

Tell the students that the letter *u* can represent a third sound that is neither short nor long. In these words the letter *u* has the /*ü*/ sound. In this program, we put two dots over the *ü* to remind us that it does not have the expected sound. However, the dots are not shown in regular books. Read each word to the students. Students say the word, say the /*ü*/ sound, and put a circle around the *ü*.

ü

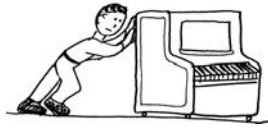
püt



füll



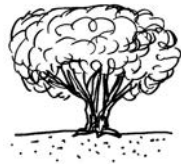
püsh



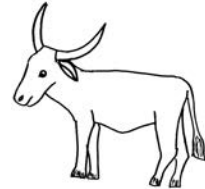
püll



büsh



büll



büshel



pülley



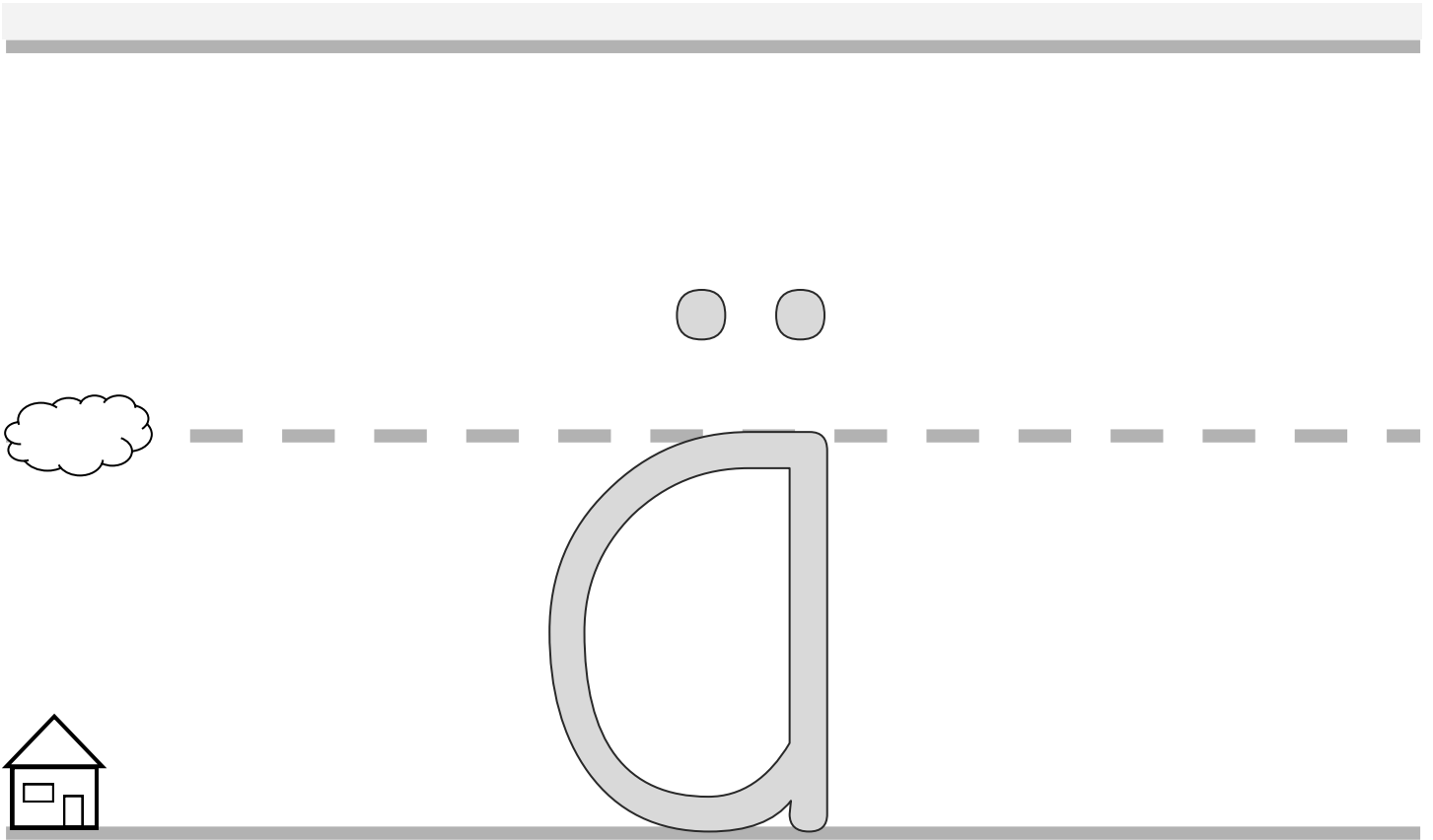
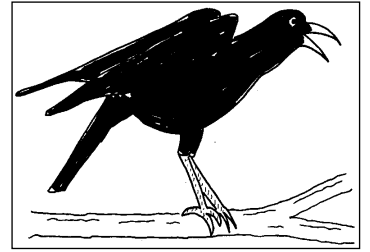
cüshion



püdding



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)



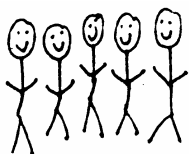
Finger trace this pattern three times. Then trace with a pencil five times. Don't forget the dots. Say the sound of the pattern each time. Keep a steady rhythm when tracing, moving the entire arm from the shoulder.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

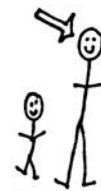
Tell the students that dotted ä represents a sound that is neither short nor long. In these words the letter *a* has the /ä/ sound. We put two dots over the *a* to remind us that it does not show the expected sound. Read each word to the students. Students say the word, say the /ä/ sound, and put a circle around ä.

ä

äll



täll



bäll



häll



cäll



mäll



fäll



wäll



smäll



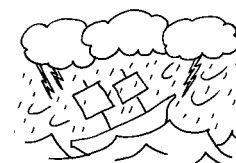
ställ



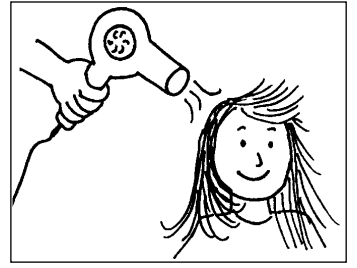
wället



squäll



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

The teacher points to each word and reads it. Students repeat the words in unison. Students are not expected to read the words. The goal is for students to be able to hear this sound in words and pronounce words using this sound. If this is difficult for students after they have heard the words pronounced clearly, go on to other parts of the lesson and give students time to develop this speech skill.

measure

vision

azure

garage

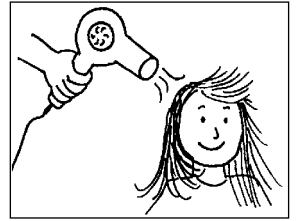
This sound can be represented by a number of different patterns, including the following.

- Ending syllable sure as in measure
- Ending syllable sion as in vision
- Ending syllable sual as in unusual
- The ge pattern at the end of some words, as in beige and garage
- The z in azure

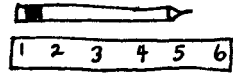
Students will study these patterns in *Advanced Phonics Patterns From Children's Books*. For now, students only learn the sound picture and the sound.

Students are not expected to read the words. The teacher reads each word, and the students repeat it.

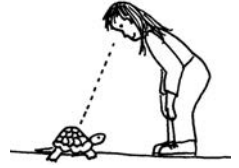
This sound does not have a standard letter pattern. It can be heard in words with several types of advanced ending syllables and also a few words that end with a _ge pattern. Words with this sound will be taught in the advanced phonics patterns book. Read each word to the students. Students listen for the hairdryer sound as they pronounce the word.



measure



vision



treasure



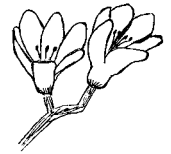
television



azure



freesia



garage



How To Use This Book

1. Each page in this workbook may be done after you have introduced the same set of words or sentences in the *Rhyming Short Vowel Words And Sentences* book using direct, step-by-step instruction from a teacher, parent, or tutor.
2. This workbook may also be used with the *Basic Short Vowels* book, which introduces short vowel words in the same sequence, but in a different format.
3. Students will study one short vowel at a time. As far as possible, the words are sorted into rhyming lists.
4. There are two different options for beginning the *Rhyming Short Vowel Words And Sentences* book and workbook.

Option 1

Teach students to recognize, give the sound, and write all of the letters of the alphabet first, using *Learning The Alphabet, Books 1 And 2*. As students work through the two books, it is not necessary for them to master the material right away. They will gradually learn to remember the letters and their sounds. Students will have time to practice and review as they develop an understanding of the alphabet. After completing the *Learning The Alphabet* books, begin the *Rhyming Short Vowel Words And Sentences* book and workbook.

Option 2

Use this option IF students are able to recognize the letters that have been taught, give their sounds, and write them on lined paper. If students are not ready, WAIT until they can recognize, give the sounds, and write the letters needed for each word list.

- Teach the letters t, i, h, l, n, w, u, b, m, and r. Then study the first list of short u words.
 - Teach f, x, e, and s. Then study the second list of short u words.
 - Teach j, o, c, and d, and then study the third short u list.
 - Teach a, v, g, and then study the fourth short u list.
 - Teach p, k, y, and then study the fifth short u list.
 - Teach qu, z, and then study the first short a list.
5. Each day, have students say the sounds from the alphabet chart in the *Rhyming Short Vowel Words And Sentences* book. Also use alphabet cards to review the

letter sounds daily. Be sure students say the sound for each letter, not the letter name.

6. Many of the words in this workbook will be new to students. Be sure to explain the meanings of any unknown words. Many less common words are included so students can practice reading and writing words with a variety of beginning sounds and ending sounds combined with short vowel sounds. At the same time students are broadening their vocabulary. Young students are in a phase in which they are learning new words rapidly, and they will enjoy the new words. Just make sure you help them as often as necessary if they forget any of the words, so that they feel confident of your support. Including less common words also makes the materials appropriate for older students who need instruction at the short vowel level.
7. Reading words is not just a mental task. It is also a physical task. It involves coordinating thought processes (knowing which direction to go, recognizing each letter, and remembering the sound it represents) with physical movement (moving your eyes to scan the word from left to right without skipping letters or jumping around, pronouncing each sound using movements of your jaw, facial muscles, vocal cords, and lungs, putting the sounds together smoothly without a break). What a lot of things are happening all at once! Eye control, breath control, and movements of the mouth and tongue all must be coordinated with the mental effort needed to look at each letter, recognize it, and remember its sound. Reading many words for each short vowel provides the practice needed to master these skills.
8. Some pictures in this program are used more than once to represent several different words. Tell students not to expect a picture to always match the same word. For example, a picture of a cheerleader could be used to represent *pep*, *vim*, or *pompom*. In a similar way, the pictures of faces may be used with a variety of names.
9. Make flashcards for these sight words: a, A, as, has, was, is, his, I. Sight words are taught one or two at a time when students begin reading sentences. Use the cards to introduce and review the words when they appear on the sentence pages. Have students practice reading and spelling the words.
10. When you get to a new set of sentences, you may want to write some of them

on blank pocket chart strips. Make two strips for each sentence, and cut the second strip apart to make separate word cards. Place the complete sentences into the chart, skipping a line after each strip. Have students sit on the floor in front of the chart. Then pass out the word cards to the students. Read each sentence, pointing to the words, and have students repeat it. Then point to each word in the sentence and ask who has that card. Students come up one at a time, placing their card just below the matching card in the sentence.

11. Using just the word cards from the above activity, place the words needed for each sentence in a row in the pocket chart, but mix up the order within each sentence. Then call on students to come forward and rearrange the words so that they make sense.
12. Place the word cards for each sentence in the pocket chart in the correct order. While the students close their eyes, turn over one card in each sentence so the students can't see it. Then have students read the sentence and predict the missing word. Turn over the card to see if the students were correct.
13. Integrate spelling with reading. Dictate letter sounds to practice handwriting. Dictate the short vowel words from each list to practice spelling. Students listen carefully and say each sound, one at a time, as they write the related letters.
13. As they work through this book, congratulate students on taking a big step towards becoming independent readers and writers.

Learning To Connect Consonants And Vowels - The Key To Success

One of the important goals for students at this level is learning to put letter sounds together smoothly, so that the result sounds like a real word. Before they can do this with three-sound words (fan, top, miss), many students need to practice pronouncing two-letter vowel-consonant combinations (ab, ac, ad, af). The *Rhyming Short Vowel Words And Sentences* book has sound blending exercises throughout the book. You can use the moveable *Letter Connections* chart for the same type of practice. Another way to practice two-letter combinations is to play the *Raspberry Game* and *Blueberry Game* with small groups. Many students need to practice this skill daily over a period of time in order to master it.

After students can successfully pronounce vowel-consonant combinations and consonant-vowel combinations, they will be ready to begin reading short vowel words. Reading groups of rhyming words is a good way to start. As students move from one rhyming word to the next, they only have to focus on changing the first consonant sound, because the ending vowel-consonant combination stays the same. Students will be able to add the beginning sounds more easily, which boosts student confidence. They will also be excited to be able to pronounce and recognize meaningful words.

Students who have learned to read rhyming short vowel words need an extra step to cement their learning. They need to read "body-coda" word lists, which have the same beginning sounds (a consonant followed by a vowel, as in bat, ban, bad, bass) and different ending sounds. This time, the beginning sound connections remain the same and students only have to change the ending sounds. If you don't go on to this step, students will expect rhyming words all of the time and may ignore the ending consonants, mispronouncing words. Reading body-coda lists helps to solve this problem.

This two-step structured approach (rhyming followed by body-coda) makes the process of decoding much easier for students. They are able to internalize the phonetic nature of words without the need for a lot of explanation.

To put this plan into action, after students have studied all of the short vowel words for a particular vowel in the *Rhyming Short Vowel Words And Sentences* book, have them read the same short vowel section in the *Color-Coded Short Vowel Lists* book. You could also use the *Short Vowel Lists In All Black Print* book. Both of these books have rhyming lists followed by body-coda lists. The words are not illustrated. This teaches students to rely only on the letters when they are reading words.

Rhyming and body-coda lists are also included in the *Basic Short Vowels* book, which is printed in all black print. It has illustrated word lists and sentences.

Continuous And Stopped Consonants

It is helpful at this stage to be aware of the two main types of consonants. Continuous consonants are those that can be held for a period of time, such as ssssss, fffffff, and mmmmm. Stopped consonants, such as t, c, and p, cannot be held. The sounds disappear right after they are pro-

nounced. It is easier for beginning readers to read words that start with continuous consonants, since the sounds can be held long enough to easily connect with the vowel that follows. In the word *man*, the reader can pronounce the letter sounds *mmmaaannn* without a break between the sounds. In the word *c...aaannn*, however, the sound of the beginning letter *c* cannot be held, so it is harder to connect it to the vowel sound. This is why learning to pronounce just two sounds at a time is helpful for students before they attempt to read three-sound short vowel words.

How To Play The "Robot Game" With The First Workbook Page

In *Rhyming Short Vowel Words And Sentences*, the pictures and words are set up to do a phonemic awareness exercise called the "Robot Game." This game is beneficial for beginning students and older students who are learning or reviewing the phonics patterns. It helps students develop both decoding and spelling skills.

The *Basic Short Vowels* book is in a different format, but it follows the same short vowel sequence. So the picture-word pages from the *Rhyming Short Vowel Words And Sentences* book can be used with it if desired.

If you do not have access to the *Rhyming Short Vowel Words And Sentences* book, you can teach each new set of words by playing the Robot Game with the students using the pages in this workbook. Use the page with a column of words down the center with pictures on each side, as shown. To start, have students cover the column of words with a strip of card stock or construction paper so that they can only see the pictures. Follow the steps listed below.



1. **STUDENTS FIND THE PICTURES** - The students look at the pictures. The teacher looks at a list of the words. The teacher starts with the first word, pronouncing each sound in the word separately, with a slight pause in between each sound. For example: n.....u.....t. Make sure the sounds are completely separate. Don't say nu.....t. Don't say n.....ut. In the examples that are wrong, some of the sounds are still stuck together. The students listen to the sounds and look for a picture that has the same sounds. Call on a student to put the sounds together mentally to form the word, point to the matching picture, and say the word aloud. The student should say the word normally, without separating the sounds. The teacher and students continue in the same way until all of the pictures have been found. Be sure to discuss the meanings of any unfamiliar words. This is an oral blending exercise. A better name for it would be "sticking the sounds together to make a word."
2. **STUDENTS FIND THE WORDS** - Have students remove the paper strip so that they can see the words. This time the teacher looks at the pictures, starting with the picture on the top left, going down the left side, then going to the top picture on the right and going down that column. For each picture, the teacher will say the individual sounds for each picture, separated by a slight pause, in the same way as in

step one. This time students listen to the sounds and look for the word that has the same sounds. Call on a student to point to the word, put the sounds together mentally, and say the word normally, without a break between the sounds. Continue in the same way until all of the words have been done.

3. Have students take turns reading the words, going down the column. Then have the whole group reads the words in unison, going down and back up the column.
4. Optional: The teacher gives a hint or clue about the meaning of each word, one at a time. Students listen carefully, find the word with the same meaning, point to it, and read the word. Examples: Find a word that tells where you take a bath. Tub. Find a word that shows something with a hard shell. Nut. Find a dog that is not particular breed . Mutt.
5. Have students read the words again on their own, drawing a line from each word to the matching picture. Assist as needed.

		Date _____	

Look at each picture. Find the correct word and circle it. Copy the word under the picture.
© 2017 by Kathryn J. Davis 8 Rhyming Short Vowel Workbook

How To Do Spelling Dictation With The Second Workbook Page

During each day's lesson, the teacher dictates a group of words that all have the same short vowel. By spelling many words with the same short vowel, students learn to put all of the possible beginning and ending consonant sounds with the vowel. Because they are analyzing each word carefully as they spell it, students will find it easier read the words.

The spelling dictation lesson can be done without pictures. However, if you do want to use pictures during the dictation period, you can use the second workbook page for each list. Students will write the words you dictate on a separate sheet of lined paper.

Ahead of time, prepare 4 inch by 6 inch blank index cards to cover the words on the students pages. Cut 1 3/4 inch off of one side of the cards, so that they will be the right size to fit over the words. Make a card for each student. These will be kept and used again with fu-

<p>4 1/4 "</p> <p>Use this part of the index card to cover the words.</p> <p>NOTE: Some pages have a larger area at the top for the words. Use larger index cards to cover the words.</p>	<p>1 3/4 "</p> <p>Throw this part of the card away.</p>
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To make a cover for the words, cut 1 3/4 " off of the side of a 4 " by 6 " index card. Throw away the smaller piece and keep the larger piece.

ture lessons. When you begin the lesson, pass out the cards and paperclips and show students how to attach the cards to their pages with the clip. Then follow the steps below.

1. The teacher says the sounds for the letters that will be needed to spell the words. Students listen to each sound and repeat it while writing the letter that represents that sound. The teacher should make a list of the letters that will be needed ahead of time. Only the letters that have been taught should be included.
2. The students look at the first picture. The teacher says the word clearly. The teacher and the students segment the word in unison by pronouncing its individual sounds, with a slight pause between each sound. Example: h.....u.....t. Everyone moves their hands in a hopping motion from left to right as they say the sounds, going down as each sound is pronounced. Students then segment (say the separate sounds) again individually. They will write the related letter as they pronounce each sound. (The letter names are not used when spelling phonetic words.)
3. After writing the word, students segment the word again in unison. The teacher writes the letters on lines on the board as they pronounce each sound. Students check their work and correct as needed.
4. Continue in the same way with the rest of the words, following the order in which the pictures appear on the page.
5. After students begin spelling and reading short *a* words, they will learn a few sight words (A, a, as, has, was) and be ready to begin writing a sentence at the end of each dictation lesson. After the words for all of the pictures have been spelled, dictate any words needed to write the sentence. This can include short vowel words and any sight words that have been taught. It may be necessary to introduce new sight words during this part of the lesson. When you reach the end of the book, you will introduce the suffix *_s* with verbs and nouns and the suffix *-s* to show ownership.
6. After the previous steps have been completed, it is time to dictate the sentence. It should contain one or more of the new short vowel words if possible, along with previously taught short vowel words and any of the sight words that have been taught. The sentence should be composed ahead of time and written into the lesson plan. For convenience, you can use a sentence from the *Rhyming Short Vowel Words And Sentences* book or workbook. All of the words in the sentence should be practiced earlier in the lesson so that students will be able to write them with confidence.
7. Say the sentence slowly and clearly. Students repeat the sentence, in unison, moving their hands in a hopping motion for each word, going from left to right. Then they write each word, one at a time, segmenting the phonetic words aloud.
8. Students can write the words on the workbook page independently at a later time for extra practice.

Note: **Irregular sight words** can be spelled in two ways.

1. The first way is to spell the words by saying the letter names.
2. The second way is to segment the words as usual by saying the sounds. Students write any sounds that are phonetic. When they come to a non-phonetic part of the word, they say the sound, then write the non-phonetic letters that appear in the word. Provide guidance when students first learn the word and frequently afterwards. Adapt this approach as needed depending on the word. This approach is easier for the students because it matches their familiar spelling routine, reduces dependence on rote memory, and helps them analyze the words. See the examples below.

The teacher says the word: is

Students say the sounds : i.....z. They write i when they say the i sound. When they write the z sound, they write s and write a small z above it.

The teacher says the word: a (pronounced "uh")

Students say the sound: u, while writing the letter a. Then they draw a simple umbrella above the letter a. (See the umbrella story in the student books.)

See the sample dictation page below.

Kathy	Aug. 27, 2019
Aagrslnwbtup	
bag wag tag rag lag sag nag	
rat sat up	A a
A rat sat up.	

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