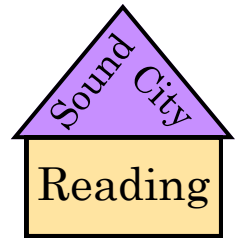


Mixed



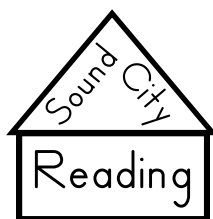
# Short Vowel Workbook



Word Introduction Coordinates With Handwriting Instruction

Bonus: Includes Vowel Discrimination Pages

Name \_\_\_\_\_



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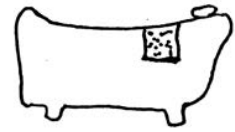
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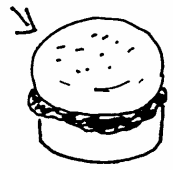
# 1



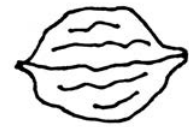
nut



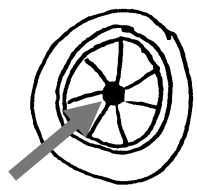
hut



tub



nub



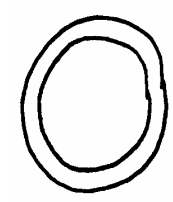
hub

Hub: The center of a wheel

bun



nun

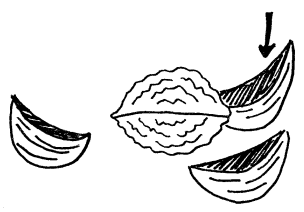


Null: Zero, nothing

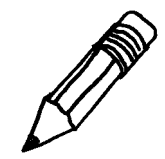
hull

Nun: A woman in a religious order

null






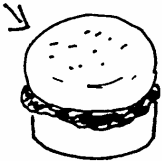
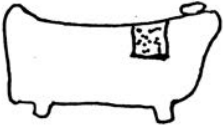
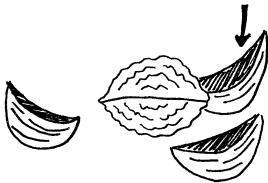
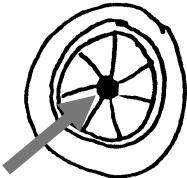
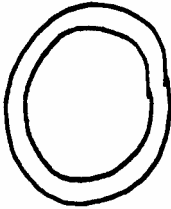

Hull: Outer covering of a seed or fruit



Nub: The last little bit of a pencil

Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

nut hut nun bun	tub nub hub hull null		
			
			

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



# 2



run

fun



Huff: To blow out forcefully



Muff: A warm covering for the hands

muff

huff



rut

mutt

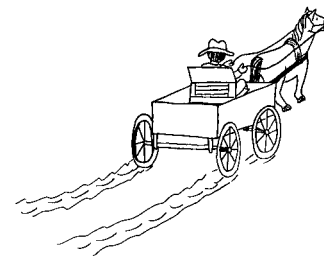


Mum: A kind of flower

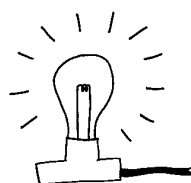


hum

mum



Rut: A track made by wheels in mud



Lux: A measurement of the amount of light

tux

lux




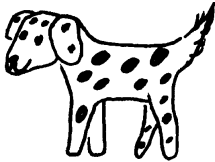


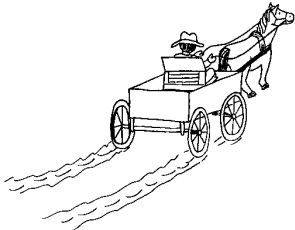

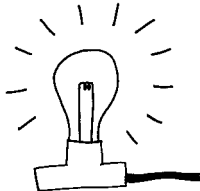


Mutt: A mixed breed dog



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>fun run hum mum rut</p>	<p>tux lux huff muff mutt</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

# 3



net



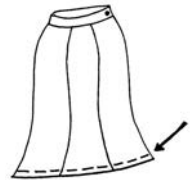
let

wet



met

tell



fell

well



bell












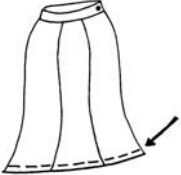
hem



web



Draw a line from each word to the matching picture.

<p>bell tell well fell hem</p>	<p>web net wet net let</p>		
			
<p>_____</p> <p>-----</p>	<p>_____</p> <p>-----</p>	<p>_____</p> <p>-----</p>	<p>_____</p> <p>-----</p>
			
<p>_____</p> <p>-----</p>	<p>_____</p> <p>-----</p>	<p>_____</p> <p>-----</p>	<p>_____</p> <p>-----</p>

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

# 4



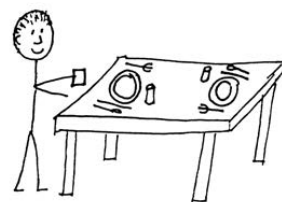
sell



set

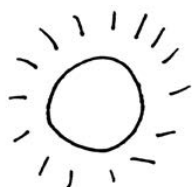


less



mess

Bess



us

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

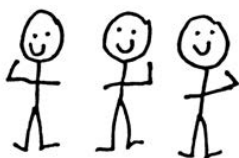
bus



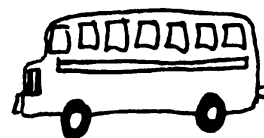
sun

Sum: The answer when you add numbers

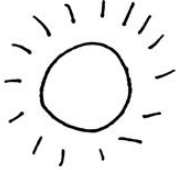



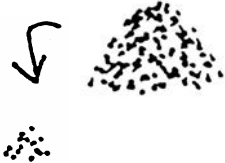


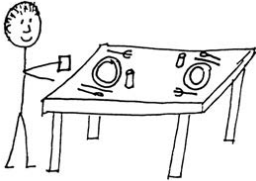
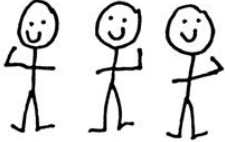
sub



sum



Draw a line from each word to the matching picture.

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

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

# 5

10

Jeff



Ben

jet

Ben



Jeff

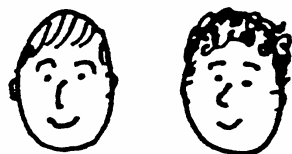
ten

hen



men

jet



fuss

Draw a line from each word to the matching picture.

Jeff

ten

jet

men

jut

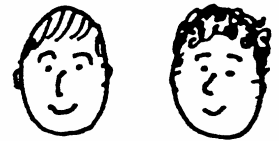
hen

fuss

Ben



Ben

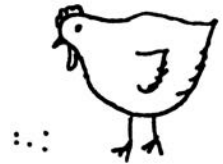


Jeff

10



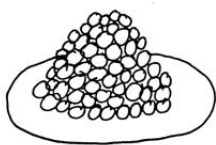
I don't  
want  
to go.



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



# 6



not



rot



Jot: Write a quick note

lot



Do not smoke.

hot



jot



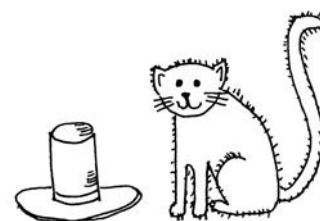
Rot: Get old and fall apart, decay

toss



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

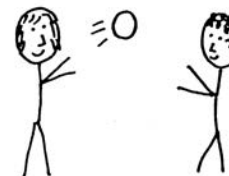
boss



moss


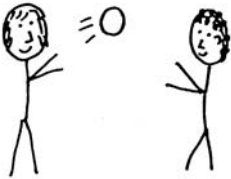
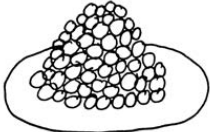
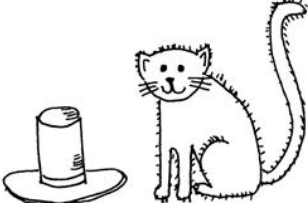








on



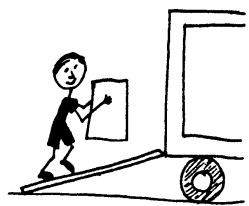
off

Draw a line from each word to the matching picture.

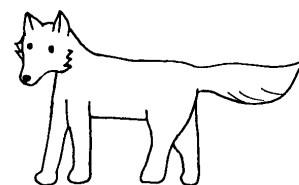
<p>not rot jot lot hot</p>	<p>on off toss boss moss</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

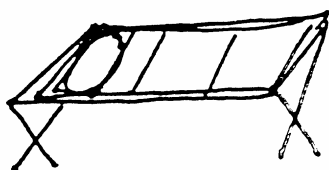
# 7



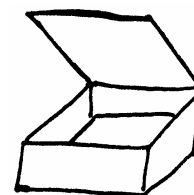
c o t



c o b



j o b



f o x

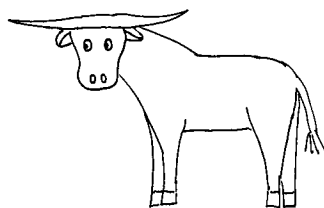


b o x



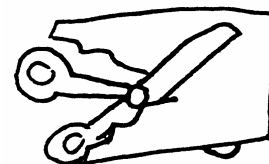
o x

Corn kernels grow on a cob.

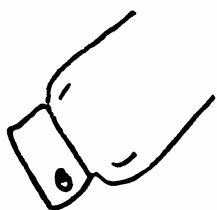


m o m

c u f f



c u b

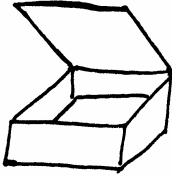

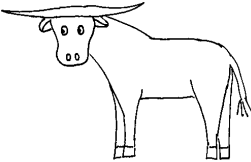
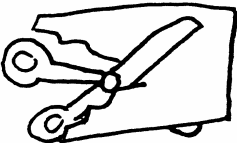



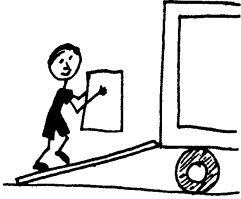
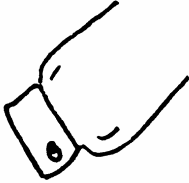
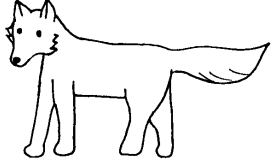


c u t



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

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

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

# 8

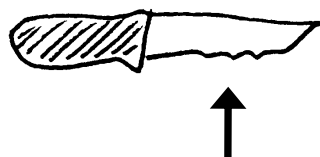


r o d

n o d



c o d



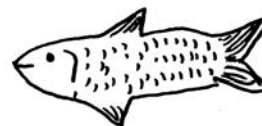
o d d



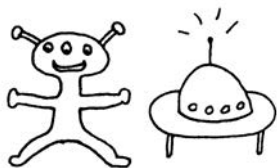
d o t



d o l l

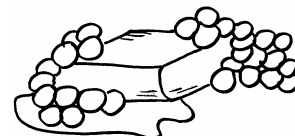


d u l l



Odd: Strange, unusual

b u d



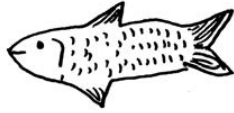



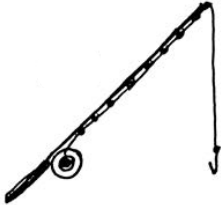
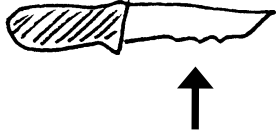
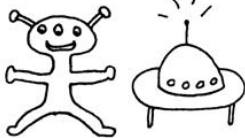


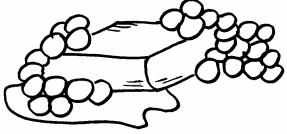
m u d



s u d s



Draw a line from each word to the matching picture.

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

# 9



mat



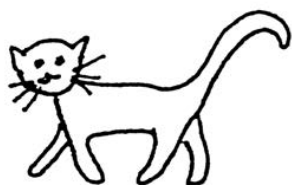
rat



hat



cat



bat



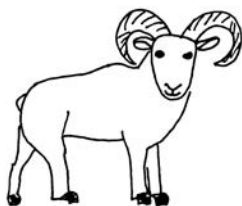
man



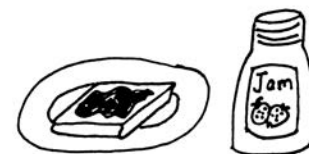
ran



can






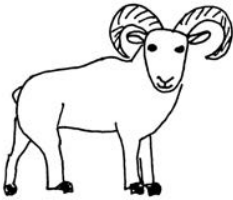


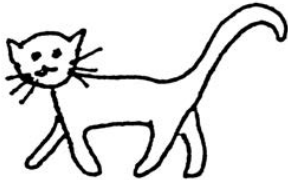


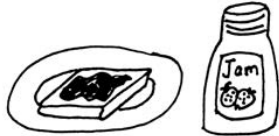
jam



ram

Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>mat rat hat cat bat</p>	<p>jam ram man ran can</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

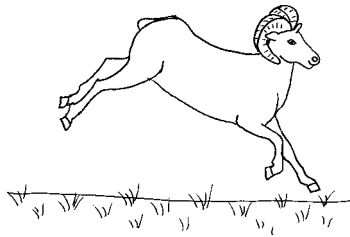
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.



Sent. # 9

1. A fat cat \_\_\_\_\_
2. A rat sat. \_\_\_\_\_
3. A cat sat on a mat. \_\_\_\_\_
4. A man ran. \_\_\_\_\_
5. A ram can run. \_\_\_\_\_
6. A man fell. \_\_\_\_\_

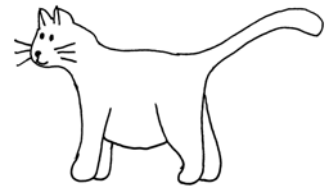
A



B



C



D



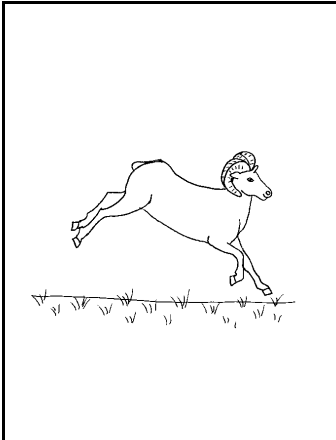
E



F



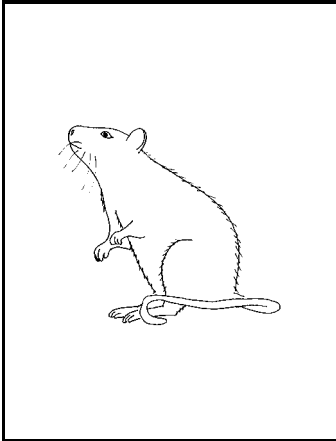
Write the letter for each picture beside the matching sentence.



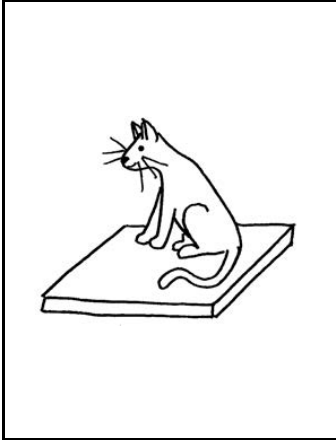
A ram can run.



A man ran.



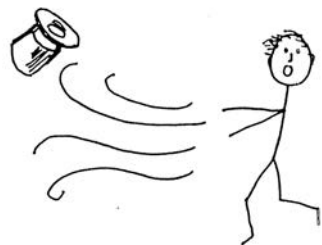
A rat sat.



A cat sat on a mat.

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

# 10



sad  
mad



dad  
had



van  
vat



Vat: A large container for liquids



sax  
ax





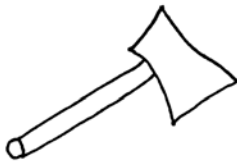
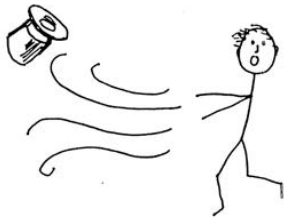



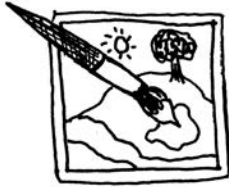


Dab: To apply paint or lotion by touching gently

dab  
nab



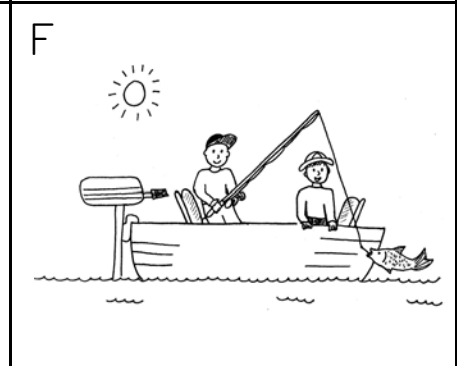
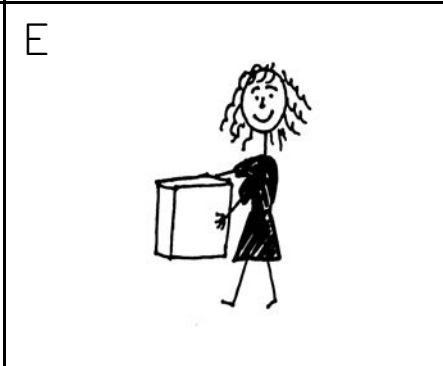
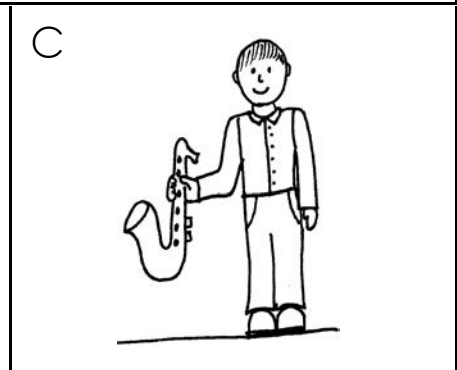
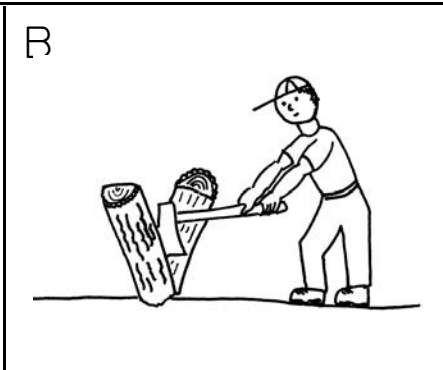
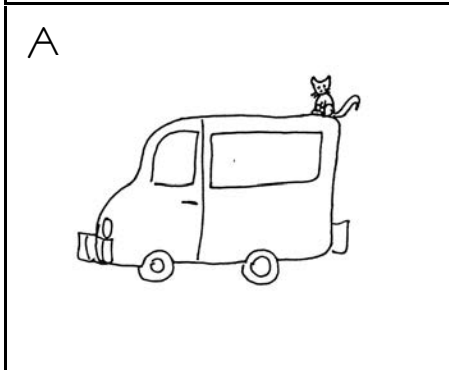
Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

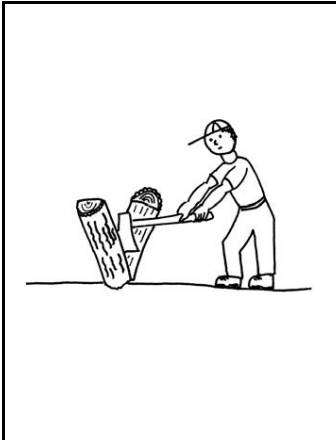
<p>sad mad dad had van</p>	<p>vat sax ax dab nab</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

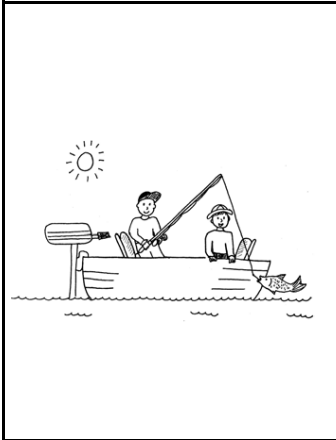
1. Mom has a box. \_\_\_\_\_
2. Dad has an ax. \_\_\_\_\_
3. Jeff can dab. \_\_\_\_\_
4. A cat sat on a van. \_\_\_\_\_
5. Sam has a sax. \_\_\_\_\_
6. Dan has a bass. \_\_\_\_\_



Write the letter for each picture beside the matching sentence.



Dad has an ax.



Dan has a bass.



Mom has a box.



Jeff can dab.

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

# 11



big



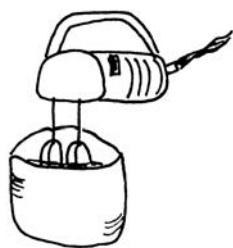
dig

mix



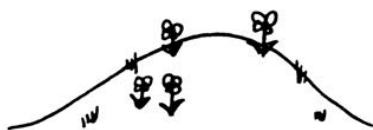
fix

six



in

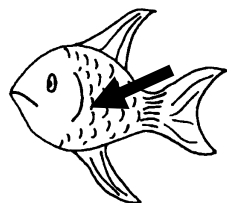
win



6

hill






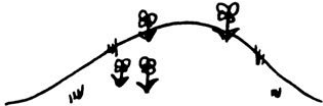
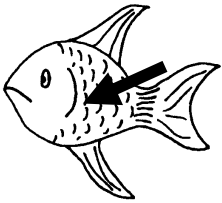


fill



gill

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

Draw a line from each word to the matching picture.

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

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



1. Jan will sell a fan. \_\_\_\_\_

2. Tom has a big rig. \_\_\_\_\_

3. A cat can dig. \_\_\_\_\_

4. A cat sat in a box. \_\_\_\_\_

5. I am sad. \_\_\_\_\_

6. Jill will fill a box. \_\_\_\_\_

A



B



C



D



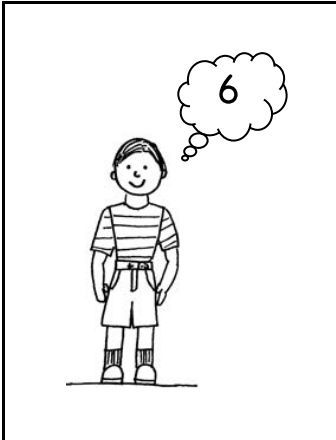
E



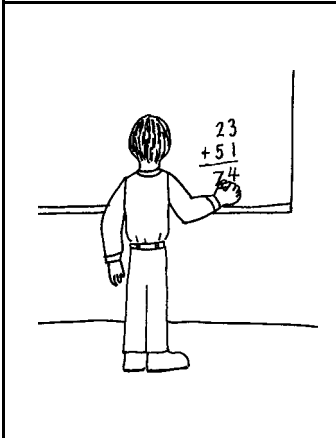
F



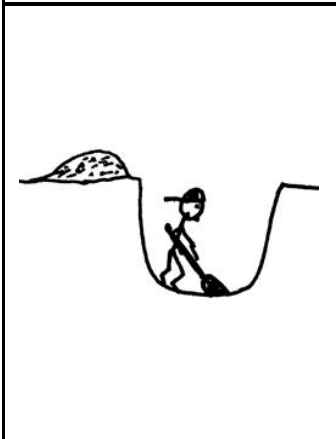
Write the letter for each picture beside the matching sentence.



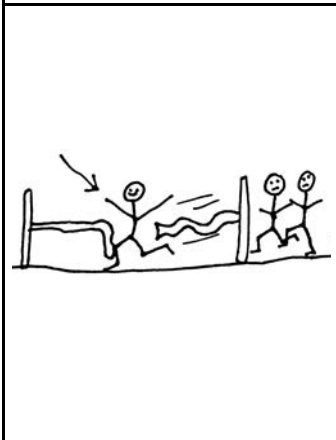
I am six.



I can add.



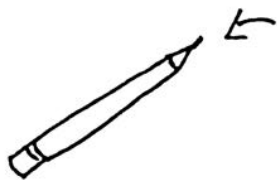
Bill can dig.



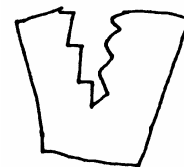
I will win.

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

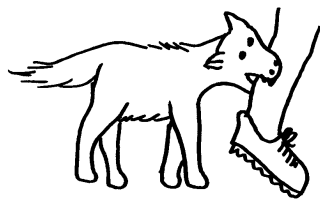
# 12



sip



rip

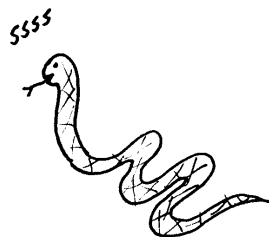


tip

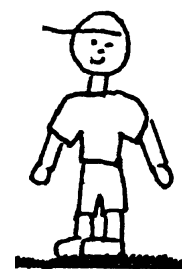


pig

him



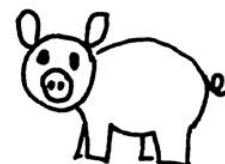
it



bit



sit



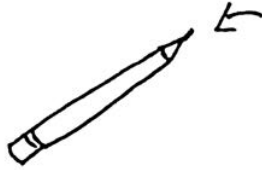
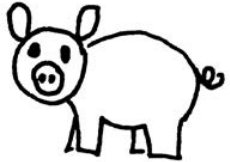

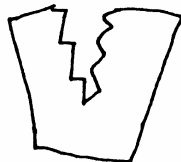
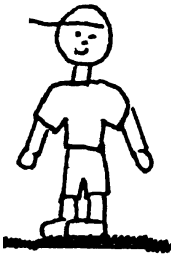

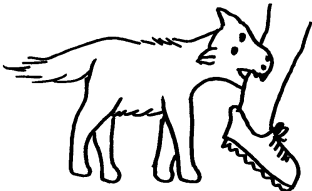

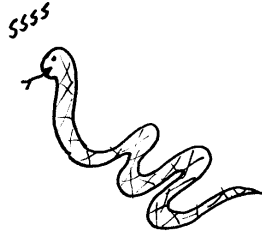

miss



hiss




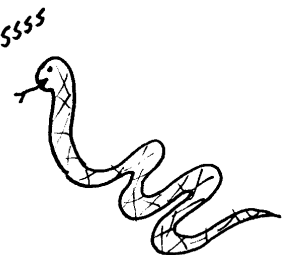

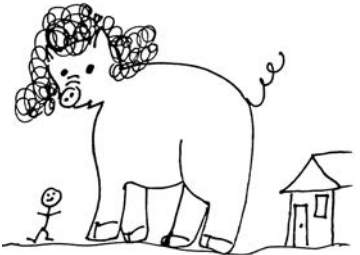


Draw a line from each word to the matching picture.

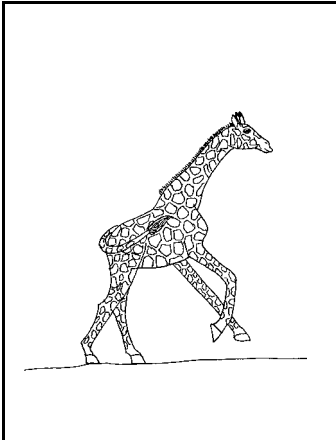
<p>sip rip tip pig him</p>	<p>it bit sit miss hiss</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

1. I will miss him. \_\_\_\_\_
2. It can not run. It can hiss. \_\_\_\_\_
3. Tim is in his tub. \_\_\_\_\_
4. Will it fit? It will fit. \_\_\_\_\_
5. A big pig has a wig. \_\_\_\_\_
6. A web is on a bell. \_\_\_\_\_

A 	B 	C 
D 	E 	F 

Write the letter for each picture beside the matching sentence.



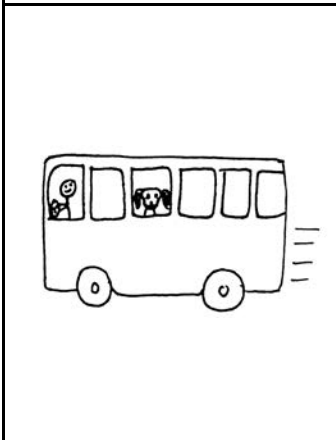
It can run.



I will mix it.



I can fix it.



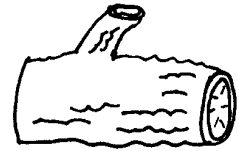
Jeff is on his bus.

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

# 13



kiss



kid



hid



did

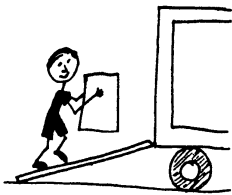


rid

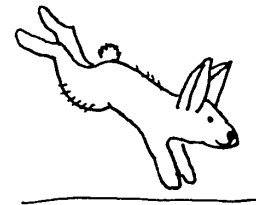


log

dog



got




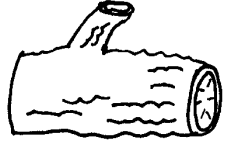


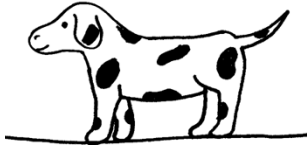

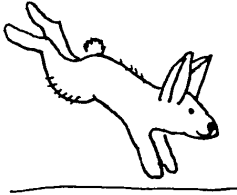


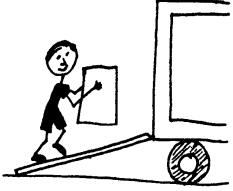
hop



pot



Draw a line from each word to the matching picture.

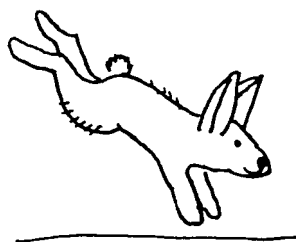
<p>log dog got hop pot</p>	<p>kiss kid hid did rid</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

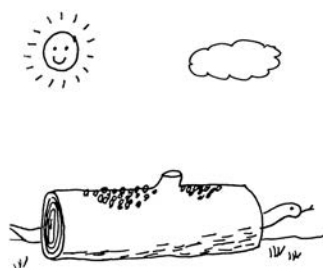


1. A dog is on a log. \_\_\_\_\_
2. It can hop. \_\_\_\_\_
3. A lid is on a pot. \_\_\_\_\_
4. Bill is on a hill top. \_\_\_\_\_
5. Moss is on a log. \_\_\_\_\_
6. Jim did his job. \_\_\_\_\_

A



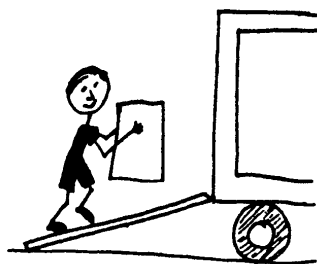
B



C



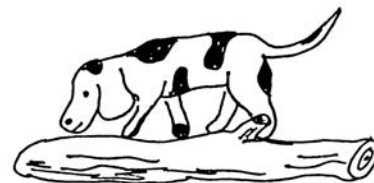
D



E



F



Write the letter for each picture beside the matching sentence.



A kid hid.



Mom will mop.



A dog can run.



Kim will kiss him.

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

# 14



Keg: A small barrel



red

bed

yes

yell

keg

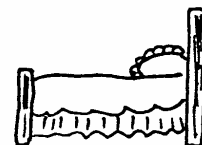
get

vet

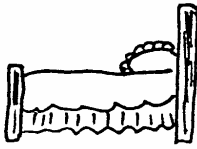





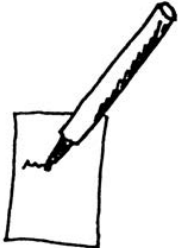


pet

pen

den



Draw a line from each word to the matching picture.

<p>get vet pet pen den</p>	<p>red bed yes yell keg</p>		
			
			

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

1. A cub is in his den. \_\_\_\_\_

2. A dog bit his leg. \_\_\_\_\_

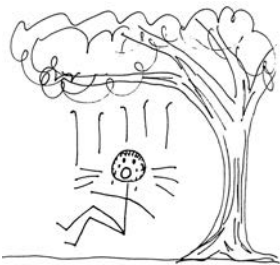
3. Jeff is on his jet. \_\_\_\_\_

4. Ed fell. Ed will yell. \_\_\_\_\_

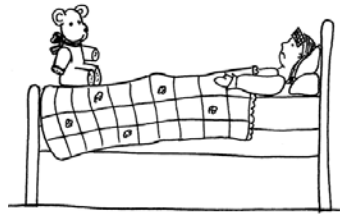
5. Jill is in bed. Jill is ill. \_\_\_\_\_

6. A cat is on a keg. \_\_\_\_\_

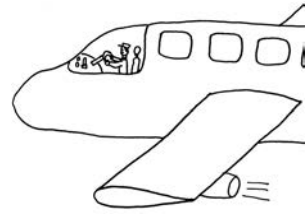
A



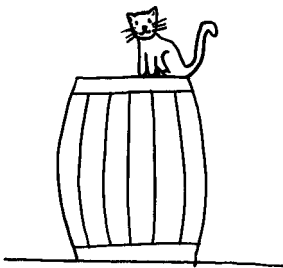
B



C



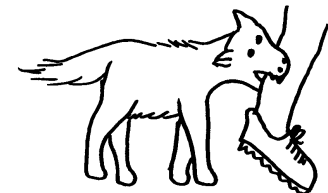
D



E



F



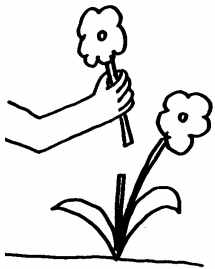
Write the letter for each picture beside the matching sentence.



A dog can beg.



Ben is a vet.



I will get it.



Ed fed him.

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

# 15



Nag: Tell someone what to do many times.



r a g

s a g

l a g

n a g

w a g

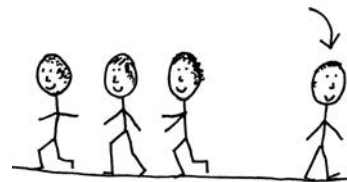
b a g

t a g

g a s

p a s s

p a n




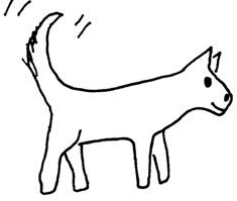

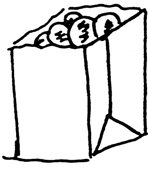





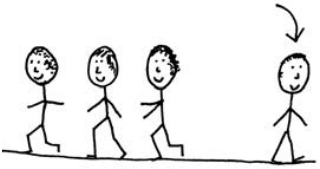
Lag: To fall behind



Sag: Hang down, droop



Draw a line from each word to the matching picture.

<p>rag sag lag nag wag</p>	<p>bag tag gas pass pan</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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



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

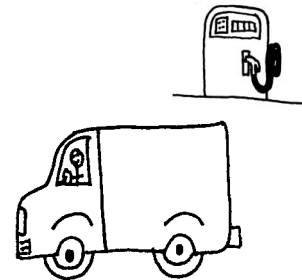
A



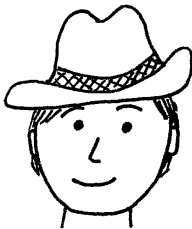
B



C



D



E



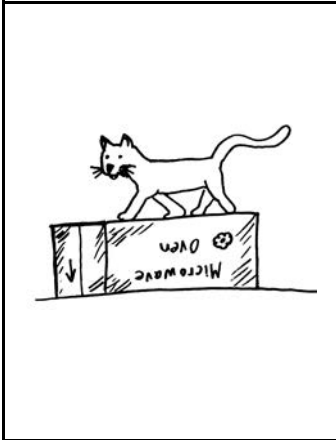
F



Write the letter for each picture beside the matching sentence.



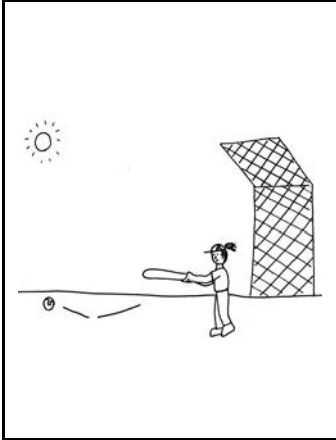
Nan has a pan.



A cat is on a box.



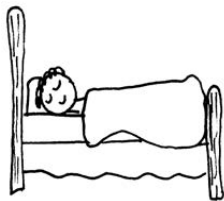
A bag fell.



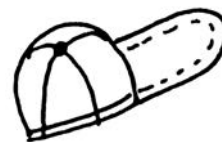
I hit it.

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

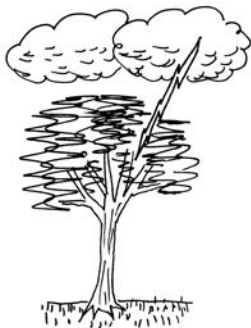
# 16



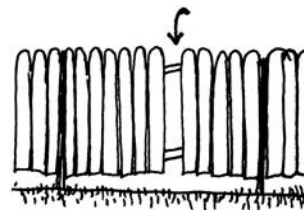
map



nap



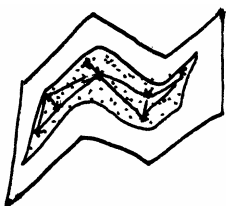
zap



tap

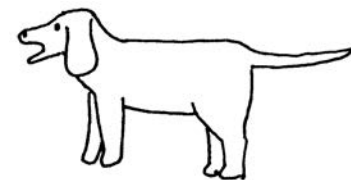
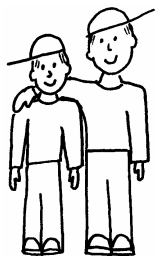
Zap: To strike with sudden force.

cap



gap

yap



pat

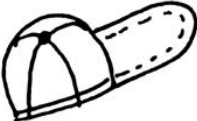
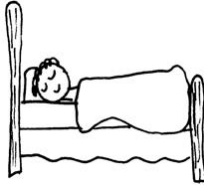
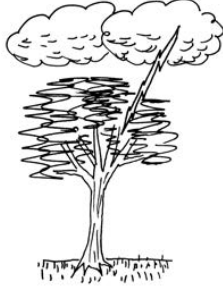
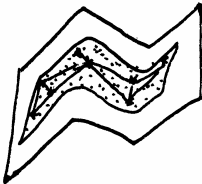

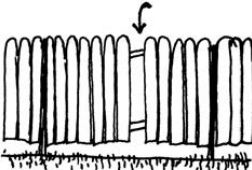

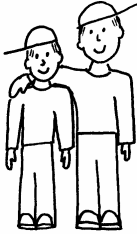
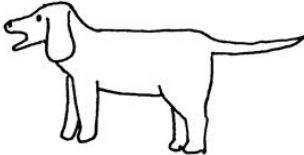

Yap: A high pitched bark

pal



pad

Draw a line from each word to the matching picture.

<p>map nap zap tap cap</p>	<p>gap yap pat pal pad</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

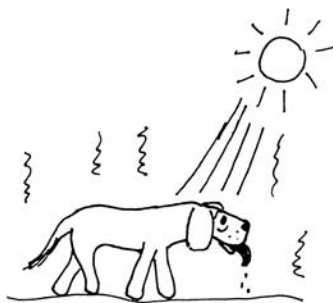
Look at each picture. Find the correct word and circle it. Copy the word under the picture. Say the sounds as you write the letters.

1. A dog was hot. \_\_\_\_\_
2. It was a big mess. \_\_\_\_\_
3. A tag was on a bag. \_\_\_\_\_
4. A hat was on a cat. \_\_\_\_\_
5. A man was mad. \_\_\_\_\_
6. Pam had a nap. \_\_\_\_\_

A



B



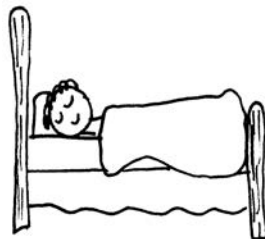
C



D



E



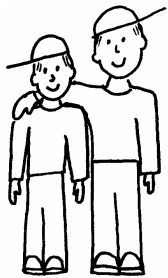
F



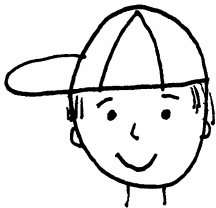
Write the letter for each picture beside the matching sentence.



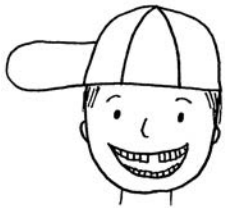
A man has a map.



Matt has a pal.



Jim has a cap.



Jim has a gap.

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

\_\_\_\_\_s with verbs

1. A dog runs. \_\_\_\_\_

2. It pops. \_\_\_\_\_

3. Gus runs a lap. \_\_\_\_\_

4. A cat digs. \_\_\_\_\_

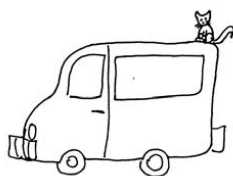
5. A pet gets wet. \_\_\_\_\_

6. A cat sits on a van. \_\_\_\_\_

A



B



C



D



E

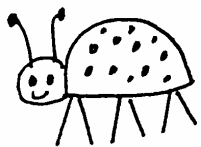


F



Write the letter for each picture beside the matching sentence.

# 17



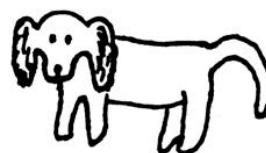
dug



bug



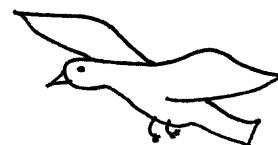
rug



jug



gull



up

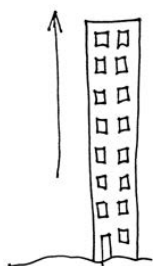


cup

pup



putt



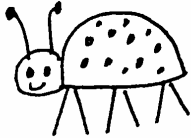
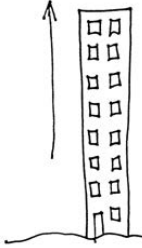
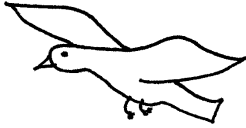


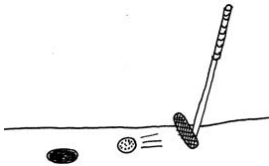

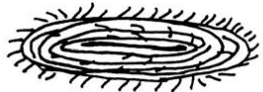


puff



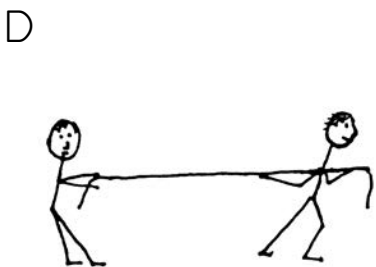
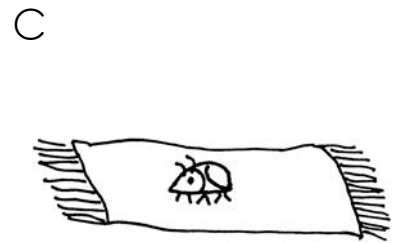
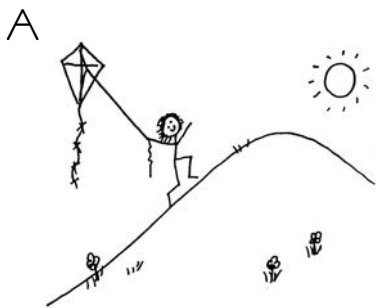
Draw a line from each word to the matching picture.



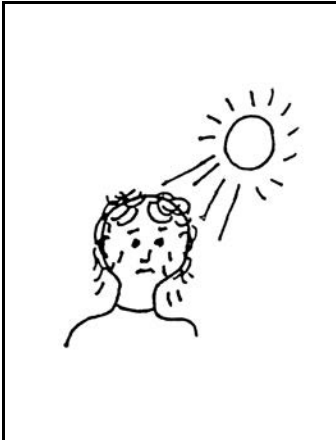
<p>dug bug rug jug gull</p>	<p>up cup pup putt puff</p>		
			
			

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

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



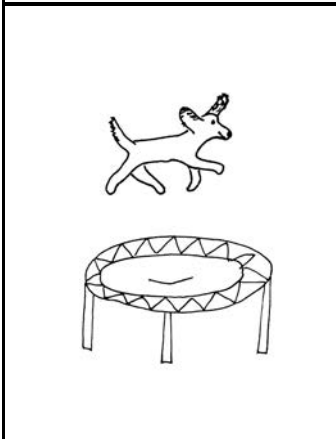
Write the letter for each picture beside the matching sentence.



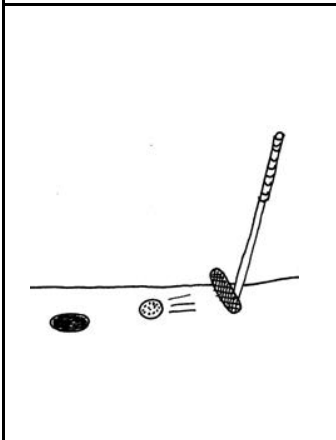
Pam was hot.



Jeff was not hot.



A pup is up.



I can putt it.

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

\_s with nouns

1. cat \_\_\_\_\_

2. cats \_\_\_\_\_

3. kid \_\_\_\_\_

4. kids \_\_\_\_\_

5. dog \_\_\_\_\_

6. dogs \_\_\_\_\_

A



B



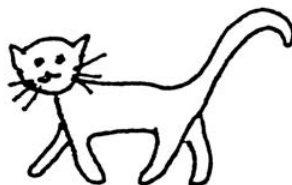
C



D



E



F



Write the letter for each picture beside the matching sentence.

# 18



jazz



buzz



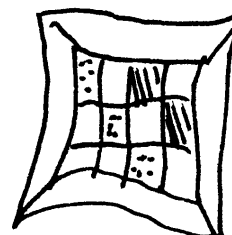
fuzz



fez



zip



fizz



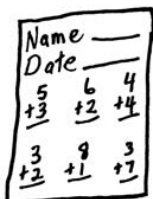
quiz



quit

Quill: A large feather used as a pen

Fez: A man's hat worn in Egypt









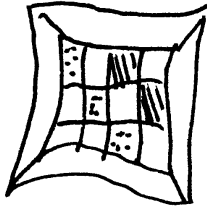



quill

quilt



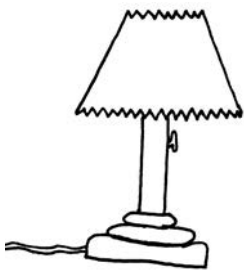
Draw a line from each word to the matching picture.

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

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

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

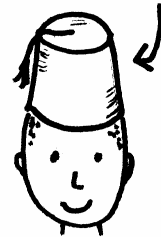
A



B



C



D



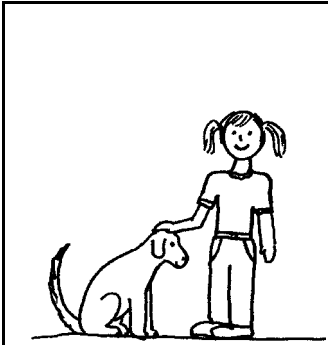
E



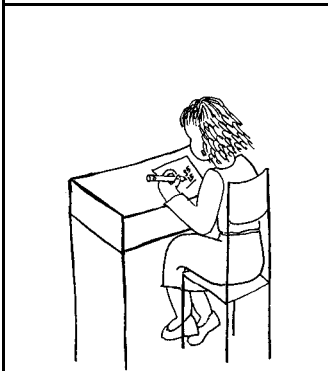
F



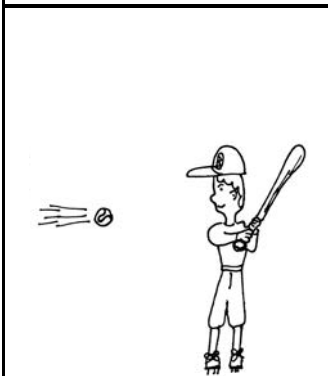
Write the letter for each picture beside the matching sentence.



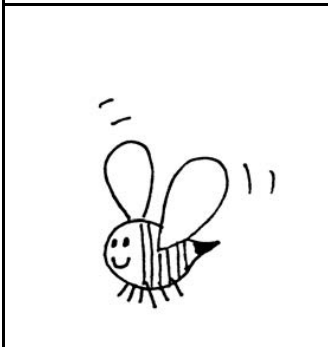
Meg has a pet.



Bess has a quiz.



Pat was at bat.



It can buzz.

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



\_'s to show possession

1. Pam's pan \_\_\_\_\_

2. Tom's van \_\_\_\_\_

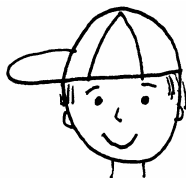
3. Ben's cap \_\_\_\_\_

4. Jill's doll \_\_\_\_\_

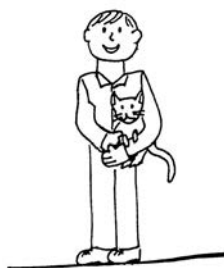
5. Meg's dog \_\_\_\_\_

6. Sam's cat \_\_\_\_\_

A



B



C



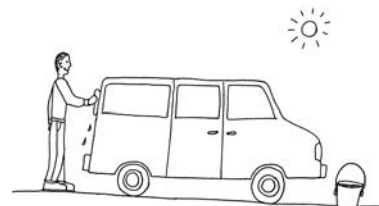
D



E



F

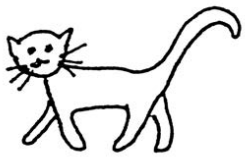


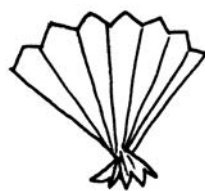

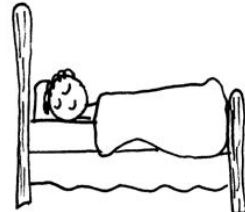




Write the letter for each picture beside the matching sentence.

Name \_\_\_\_\_ Date \_\_\_\_\_

Decoding Test 1 - short a

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



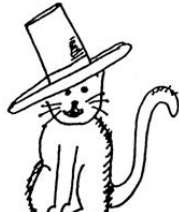

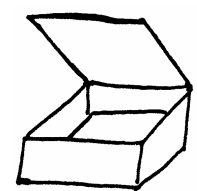
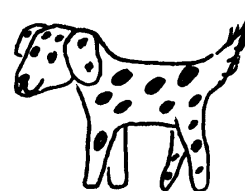


1. 	① man ② cab ③ cat ④ can 2. 
3. 	① gal ② gap ③ sag ④ gas 4. 
5. 	① mat ② mad ③ ram ④ man 6. 
7. 	① Pam ② mad ③ jab ④ jam 8. 

Name \_\_\_\_\_

Date \_\_\_\_\_

Decoding Test 2 - short o


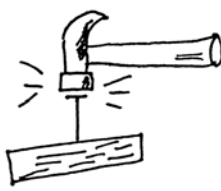

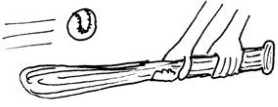
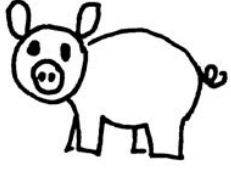


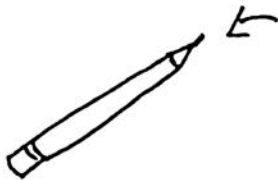
Look at each picture. Fill in the bubble by the correct word.

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

Name \_\_\_\_\_ Date \_\_\_\_\_

Decoding Test 3 - short i

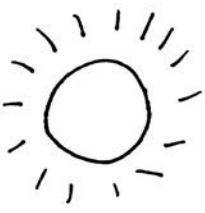
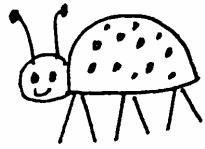
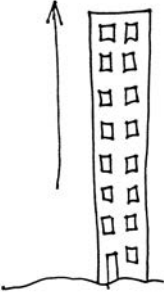

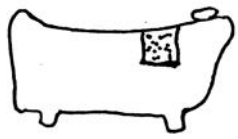
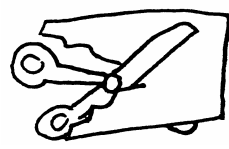
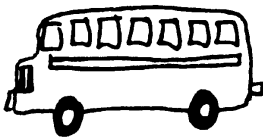

Look at each picture. Fill in the bubble by the correct word.

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

Name \_\_\_\_\_ Date \_\_\_\_\_

Decoding Test 4 - short u

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

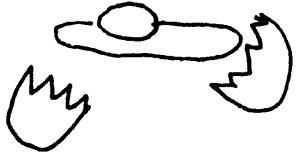

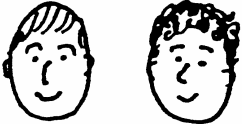

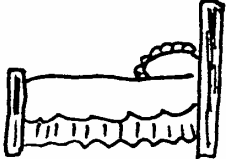



1. 	① sub ② fuss ③ sun ④ sum 2. 
3. 	① us ② up ③ cup ④ puff 4. 
5. 	① bun ② rub ③ but ④ tub 6. 
7. 	① bun ② bus ③ bud ④ sub 8. 

Name \_\_\_\_\_

Date \_\_\_\_\_

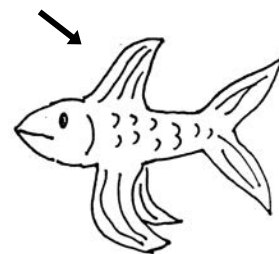
Decoding Test 5 - short e

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

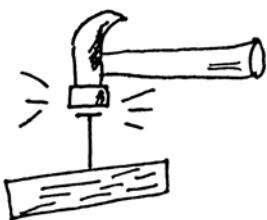
<p>1.</p>  <p>① get ② beg ③ egg ④ Ed</p>	<p>2.</p>  <p>① let ② led ③ beg ④ leg</p>
<p>3.</p>  <p>① men ② mess ③ hen ④ hem</p>	<p>4.</p>  <p>① less ② fell ③ sell ④ fed</p>
<p>5.</p>  <p>① den ② red ③ bed ④ bet</p>	<p>6.</p>  <p>① get ② net ③ peg ④ jet</p>
<p>7.</p>  <p>① pet ② pen ③ bet ④ web</p>	<p>8.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



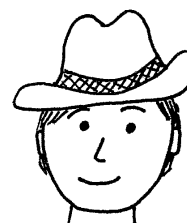
pin



pan



fin



fan



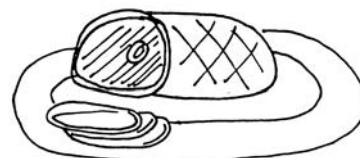
hit



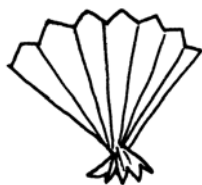
hat



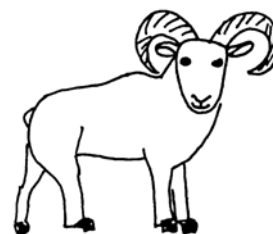
rim



ram

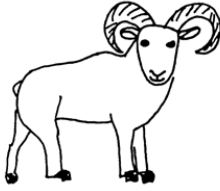


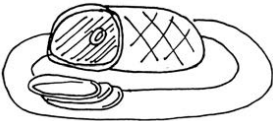

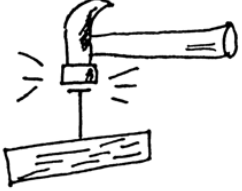
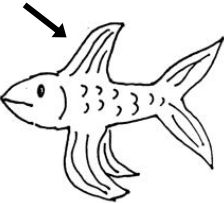
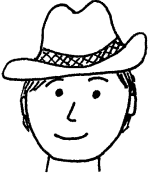
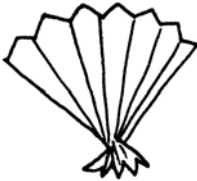



him



ham

Draw a line from each word to the matching picture.

<p>pin fin him rim hit</p>	<p>pan fan ham ram hat</p>		
			
			

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

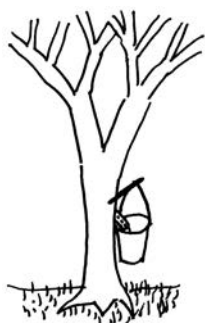




wig  
wag



big  
bag



lip  
lap



sip  
sap


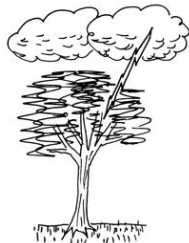

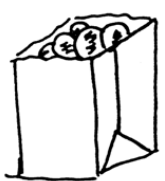


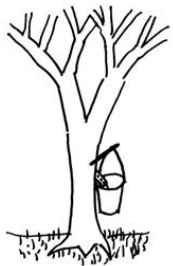


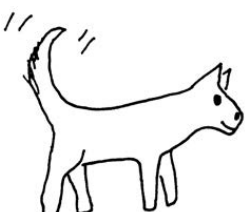


zip  
zap



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>wag bag sap lap zap</p>	<p>wig big sip lip zip</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.



rig



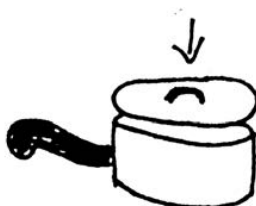
rag



fix



fax



six



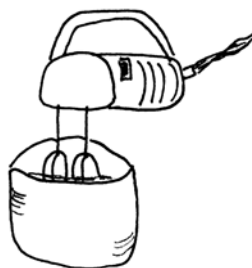
sax



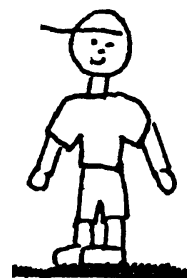
lid

6

lad



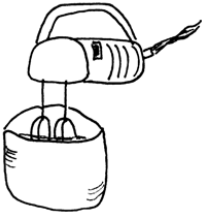

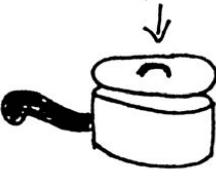


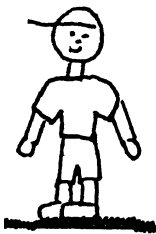



mix



Max

Draw a line from each word to the matching picture.

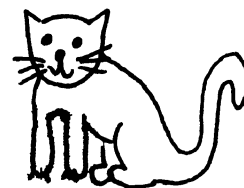
Name \_\_\_\_\_ Date \_\_\_\_\_

lid fix mix six rig	lad fax Max sax rag		
		6	
			

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



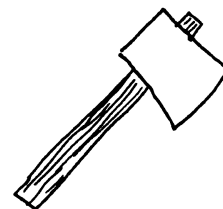
cat



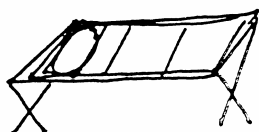
cot



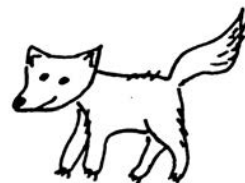
pat



pot



rat



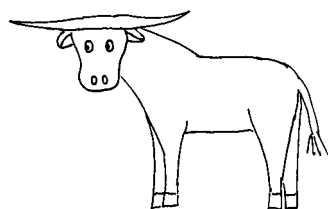
rot



ax



ox





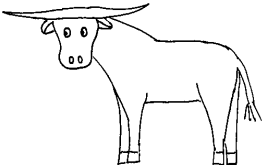
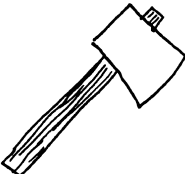
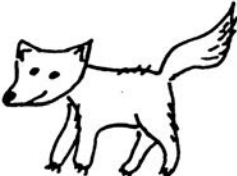


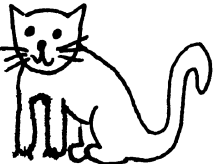

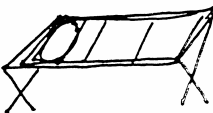
fax



fox

Draw a line from each word to the matching picture.

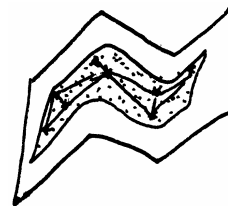
Name \_\_\_\_\_ Date \_\_\_\_\_

cat	cot		
pat	pot		
rat	rot		
fax	fox		
ax	ox		
			
			

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



hat



hot



map



mop



sad



sod



cab



cob











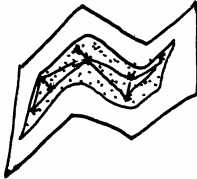

pad



pod

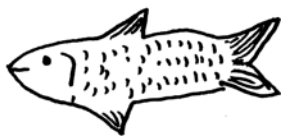
Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>mop hot cob pod sod</p>	<p>map hat cab pad sad</p>		
			
			

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



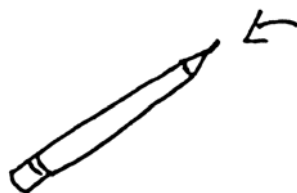


jig



jog

kid



cod



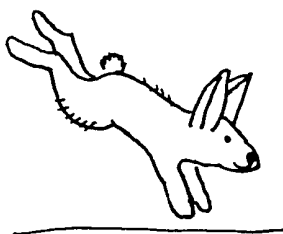
hip



hop



tip



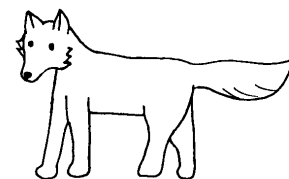
top



fix

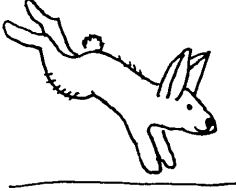

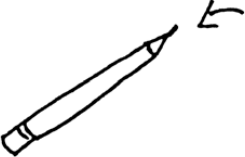
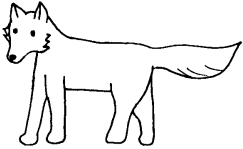








fox



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

fix	fox		
jig	jog		
tip	top		
hip	hop		
kid	cod		
			
			

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



in



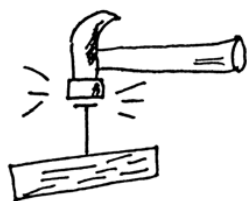
on



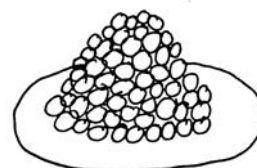
lit



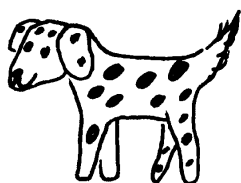
lot



hit



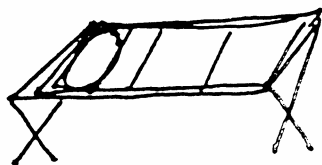
hot



kit



cot



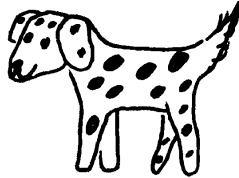
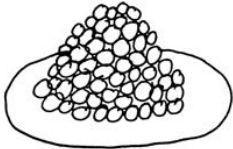

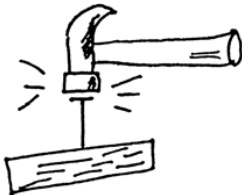
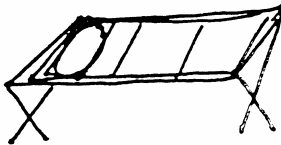





dig

dog



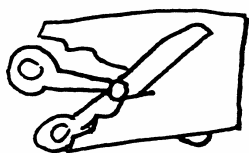
Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

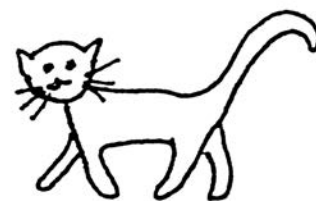
<p>lit hit kit dig in</p>	<p>lot hot cot dog on</p>		
			
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
			
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>

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

Name \_\_\_\_\_ Date \_\_\_\_\_



cap

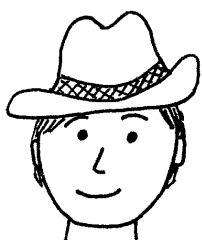
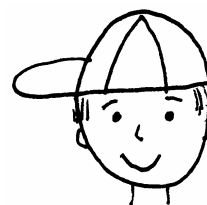


cup



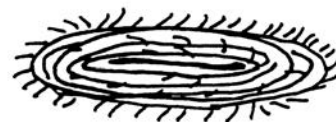
cat

cut



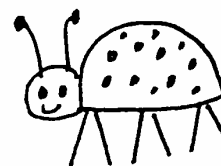
hat

hut



rag

rug



bag

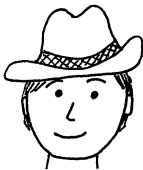
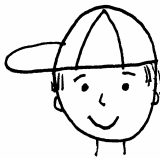
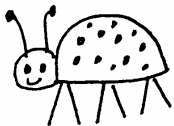
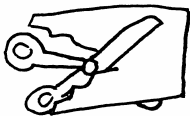


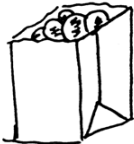
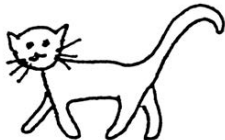




bug

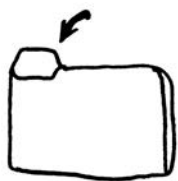


Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

bag rag cat cap hat	bug rug cut cup hut		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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



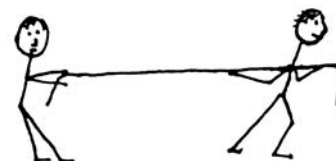
tug



tag



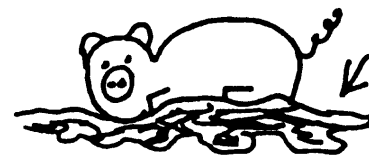
tub



tab



cub



cab



mud

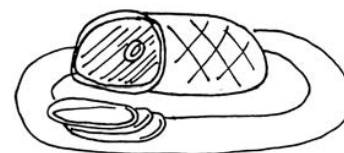


mad









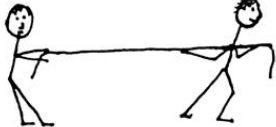

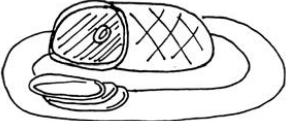
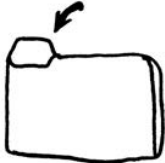
hum

ham



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

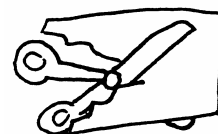
<p>cab tab mad tag ham</p>	<p>cub tub mud tug hum</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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





jug



jig



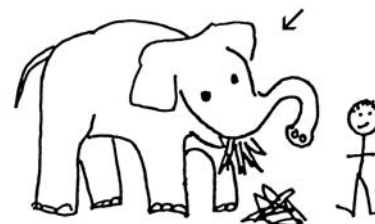
cut



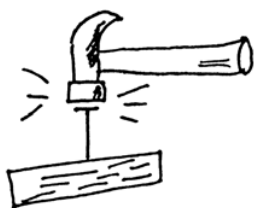
kit



hut



hit

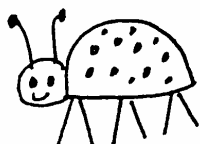


rug



rig

bug

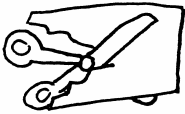
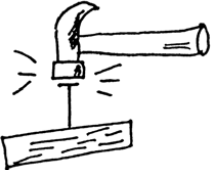
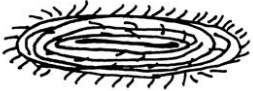
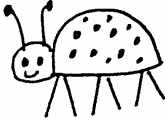


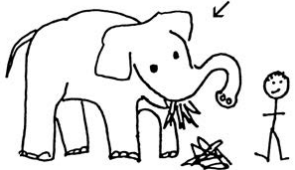





big

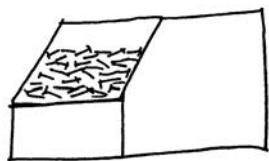


Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>jug rug bug cut hut</p>	<p>jig rig big kit hit</p>		
			
			

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



hum



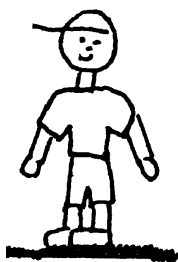
him



bun



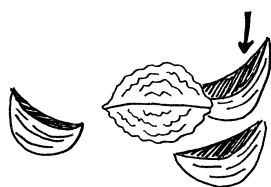
bin



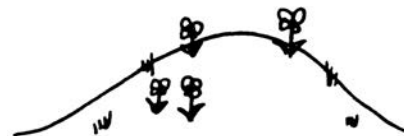
fun



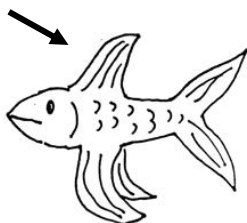
fin



fuzz



fizz

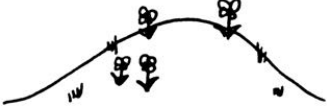

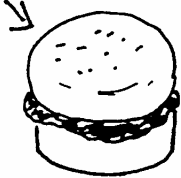
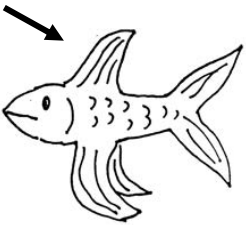

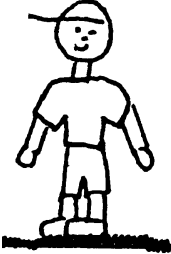

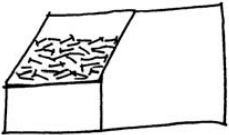

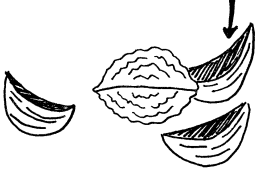


hull

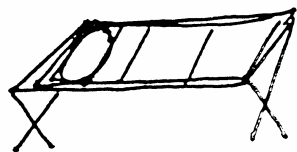


hill

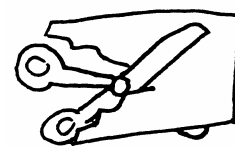
Draw a line from each word to the matching picture.

<p>fizz hill bin fin him</p>	<p>fuzz hull bun fun hum</p>		
			
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
			
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>

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



pup



pop



cut



cot



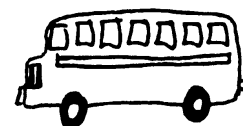
hut



hot



jug



jog



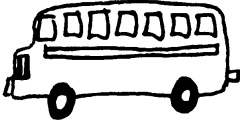
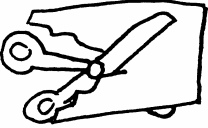








bus



boss

Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>pup hut cut jug bus</p>	<p>pop hot cot jog boss</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.



cub



cob



sub



sob



putt

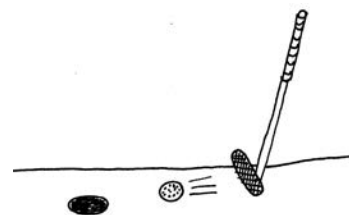


pot

nut



not



dull







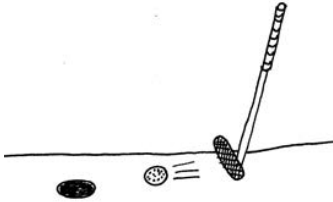





doll



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>putt sub cub cut nut</p>	<p>pot sob cob cot not</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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



10

men



man

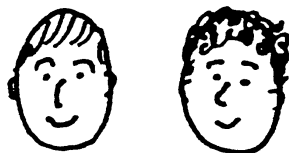
ten



tan



pen



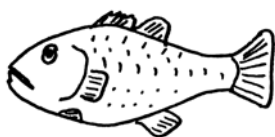
pan

beg








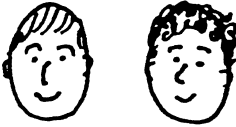
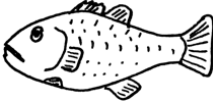


bag

Bess



bass

Draw a line from each word to the matching picture.

<p>Bess beg men pen ten</p>	<p>bass bag man pan tan</p>		<p>10</p>
			
			

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

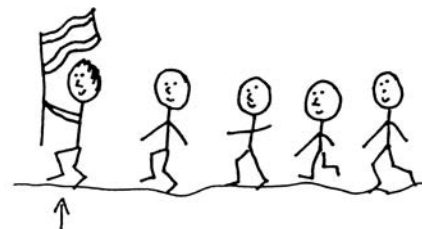


pet



pat

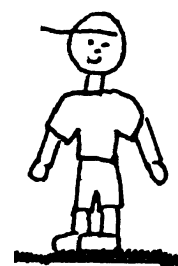
led



lad



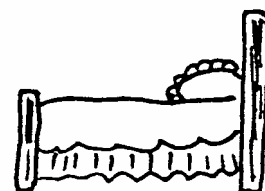
met



mat



fed



fad



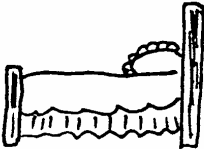







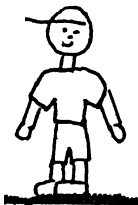
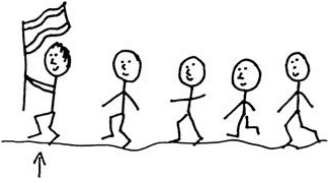
bed



bad



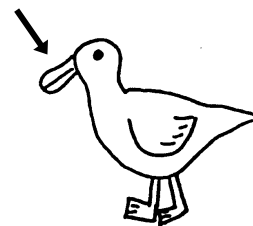
Draw a line from each word to the matching picture.

<p>pet met fed bed led</p>	<p>pat mat fat bad lad</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

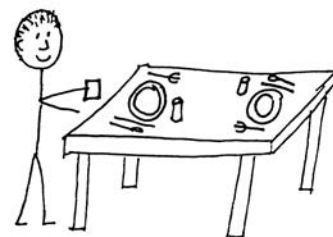


set



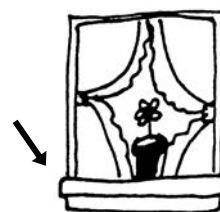
sit

bell



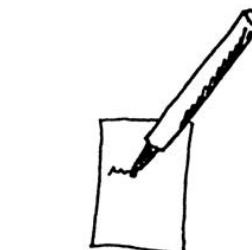
bill

fell



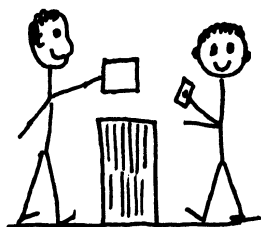
fill

sell



sill

pen






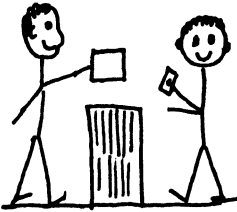
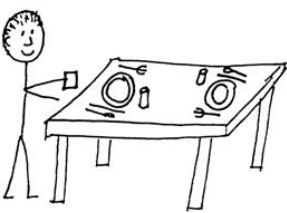
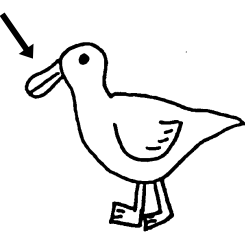
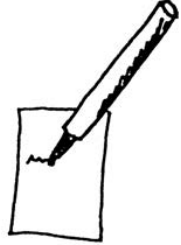
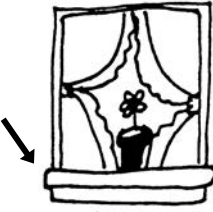


pin

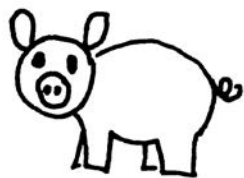


Draw a line from each word to the matching picture.

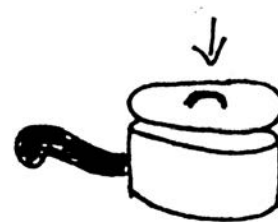
Name \_\_\_\_\_ Date \_\_\_\_\_

bell	bill		
sell	sill		
fell	fill		
pen	pin		
set	sit		
			
			

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

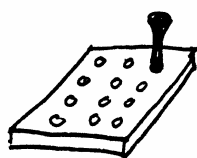


peg



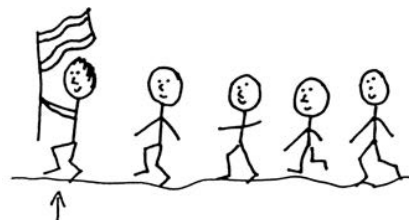
pig

beg



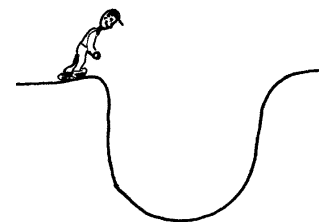
big

led



lid

mess





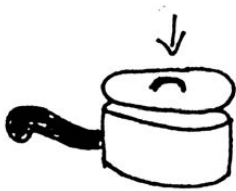
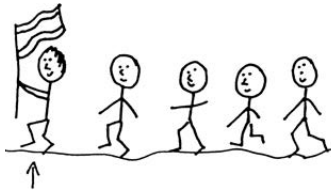
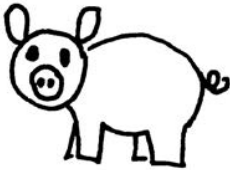

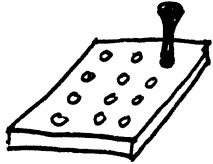

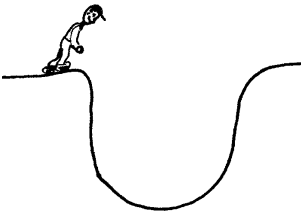

miss

pet



pit

Draw a line from each word to the matching picture.

<p>mess</p> <p>peg</p> <p>led</p> <p>pet</p> <p>beg</p>	<p>miss</p> <p>pig</p> <p>lid</p> <p>pit</p> <p>big</p>		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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





leg



log



mess



moss



red



rod



pet



pot



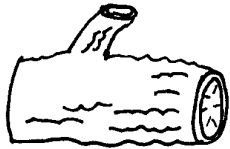





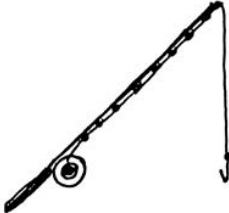



jet



jot

Draw a line from each word to the matching picture.

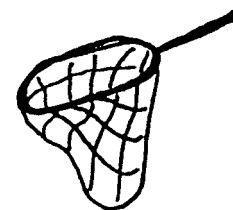
Name \_\_\_\_\_ Date \_\_\_\_\_

<p>red mess pet jet leg</p>	<p>rod moss pot jot log</p>		
			
			

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



beg



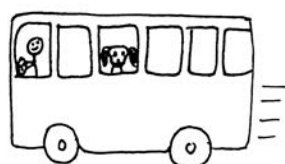
bug



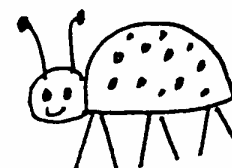
Bess



bus



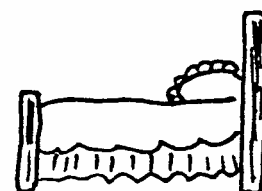
net



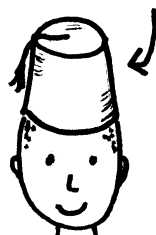
nut



bed



bud



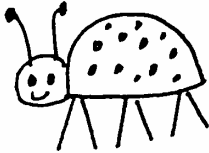
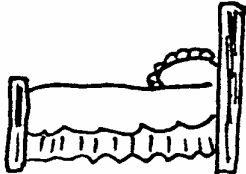

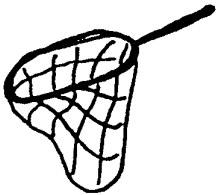

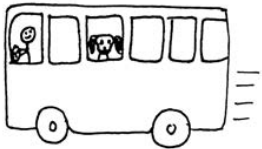




fez

fuzz



Draw a line from each word to the matching picture.

Name \_\_\_\_\_ Date \_\_\_\_\_

Bess beg bed fez net	bus bug bud fuzz nut		
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
			
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

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

# How To Use This Book

1. Use this workbook with *Mixed Short Vowel Words And Sentences, Revised*. Practice reading each set of words and sentences in the book first, then do the related pages in this workbook. You may use the workbook pages as extra guided practice, or if you have covered each word list and group of sentences thoroughly, the pages may be used for independent work.
2. The words in this book are taught in a specific sequence to match the sequence in which the letters are introduced for handwriting instruction. The letters that are easiest to write are taught first, in the order in which they appear in the sound story. Each word list contains words that can be written using the handwriting letters that have been taught. Remind students to use their best handwriting when completing the workbook pages.
3. The word lists in *Mixed Short Vowel Words And Sentences, Revised* are set up so that students will read and write short vowel words with all five of the short vowel sounds by the time the handwriting instruction for all of the alphabet letters has been completed. A quick start is important in first grade so that students can begin studying the phonogram patterns as soon as possible. At the same time, short vowel instruction in first grade must be thorough. In order to do this, the lists do not teach all of a particular short vowel at the same time. For example, short u word lists appear at the beginning of the book and again at various other places throughout the book. In some cases, words with two different short vowels are included on the same list.
4. If you are teaching kindergarten you may prefer to take a slower approach. The *Rhyming Short Vowel Words And Sentences* book provides an alternate introduction to short vowel words. It introduces new word lists more slowly, includes more words, and includes only rhyming lists. All of the pages for each short vowel appear together in the book. It has its own workbook to match the different sequence.
5. Use alphabet cards to review the letter sounds daily. Have students say the sound for each letter, not the letter name.
6. Some of the words in this workbook will be new to students. Be sure to explain the meanings of any unknown words. Less common words are included so students can practice reading and writing words with every possible short vowel and consonant combination. The fortunate side effect is that students will expand their vocabulary as they learn new words. Young students are in a phase where they are expanding their language skills 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 are learning or reviewing words at the short vowel level.

7. Plan to dictate the words from each list for students to write on lined paper. Also dictate one or two sight words each day (listed on the sequence chart), after they have been introduced. This will allow you to dictate a sentence at the end of the dictation period, containing a few of the phonetic words and one or more sight words that have been taught. You can choose any sentence from the book or create your own.
8. At the beginning of the year, it is helpful to use a pocket chart with letter cards in alphabetical order during the dictation period. Have students take turns spelling the words on the chart, saying each sound in order as they place the cards. Cover the word and have students say the sounds again as they write the word on their papers. Uncover the word and check by pointing to each letter card while the students say the sounds in unison.
9. 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 its sound) 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, and 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. Reading many words for each short vowel, with all the possible letter combinations, as opposed to just a few words, provides the practice needed to master these skills.
10. The pictures in this program may be used to represent a variety of different words. For example, a picture of a cheerleader could be used at the short vowel level to represent *pep*, *vim*, or *pompom*. In a similar way, the pictures of faces may be reused as well. Tell students that a picture with one name may be used later with a different name.
11. Make flashcards for these sight words: a, A, as, has, was, is, his, I. Sight words are taught one or two at a time as students begin reading sentences. Use the cards to introduce and review the words when they appear on the sentence pages.

12. 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 aloud, pointing to the words, and have students repeat it in unison. Then point to each word in the sentence and ask who has that card. Students come up one at a time, read the word on their card, and place it just below the matching card in the sentence. This activity works well for all students. It is particularly helpful when working with students who are still working to develop their beginning reading skills.
13. Using just the word cards from the above activity, place the words needed for each sentence in a separate 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. Have the individual student and then the class read the corrected sentence aloud.
14. Place just the word cards for each sentence in a row on the pocket chart. The words should be in the correct order. Before class begins, turn over one card in each sentence so the students cannot see it, leaving it in the row of words. Call on students to read the sentences and predict the missing words. Turn over the mystery card to see if the student's prediction is correct.
16. 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 *Mixed Short Vowel Words And Sentences, Revised* book has sound blending exercises at the beginning of the book. You can use the moveable cards in the *Letter Connections* chart, available as a PDF file at [www.soundcityreading.net](http://www.soundcityreading.net), for the same type of practice. Another way to practice two-letter combinations is to play the *Raspberry 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 they will be ready to read short vowel words.

### **Reading Rhyming And Body-Coda Short Vowel Word Lists**

Reading sets of rhyming words is the perfect way for students to learn to pronounce all types of consonant-vowel letter combinations. 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 have the added reward of being able to pronounce and recognize meaningful words.

Students who have learned to read rhyming short vowel words need one 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). 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 time, the beginning sound connections remain the same and students only have to change the ending sounds.

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

To put this plan into action, have students read each short vowel section in the *Color-Coded Short Vowel Lists* book. Or, if you prefer, you can have students read the rhyming and body-coda lists in the *Basic Short Vowels* book. This book has all black print, and the words are illustrated.

### **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 pronounced. 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 mmmmaaannn 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.





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