

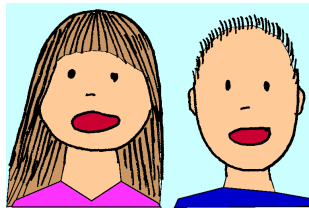
Two-Page

Short Vowel

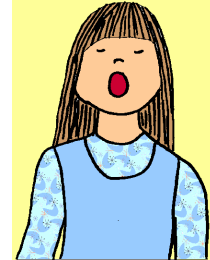
Words And Sentences

Two Sets Of Words For Each Short Vowel

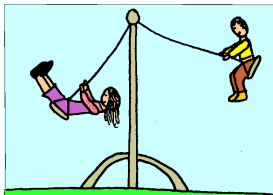
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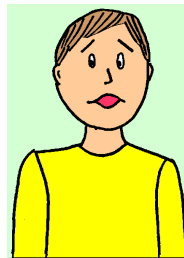
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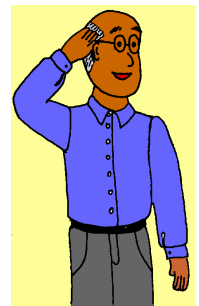
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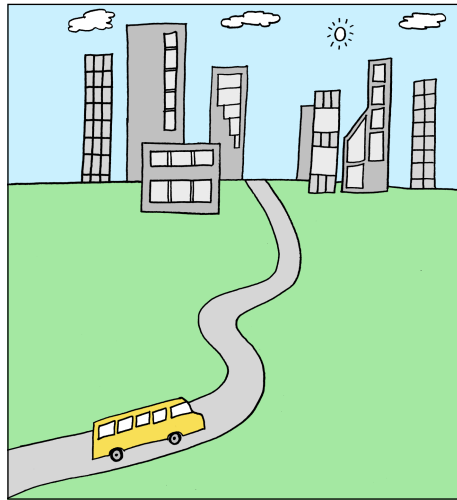


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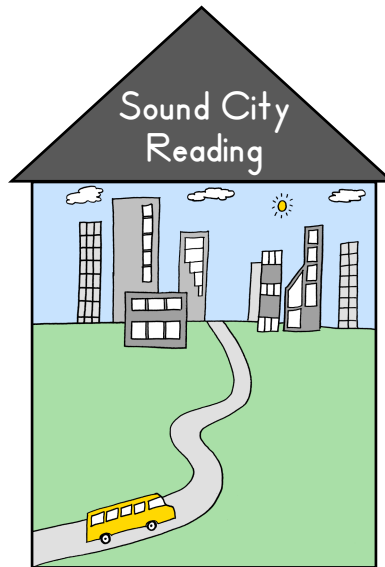


Sound City Reading

Two-Page Short Vowel Words And Sentences



Kathryn J. Davis



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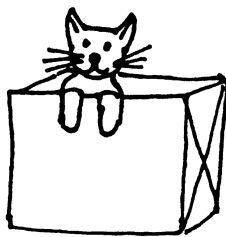
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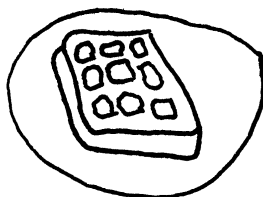
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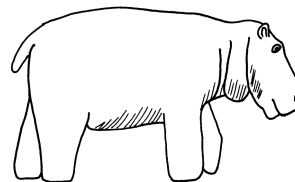
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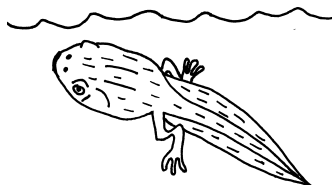
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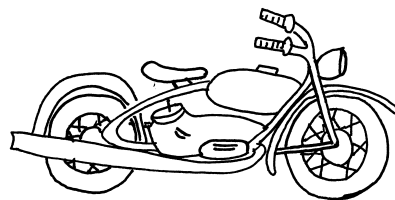
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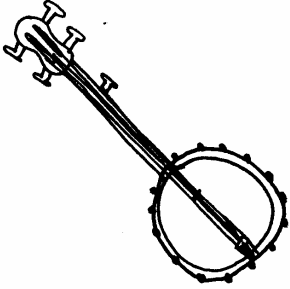
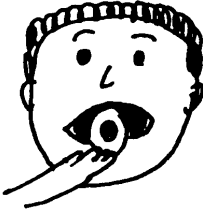
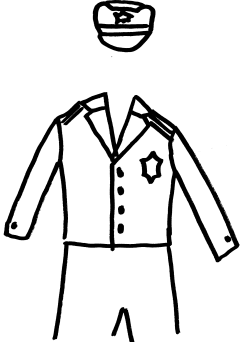



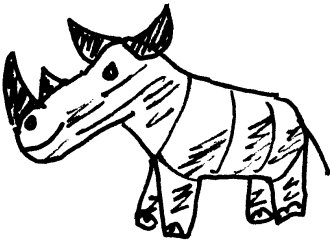
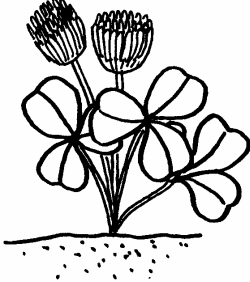


8.



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

See note # 10 on page 190.

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

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

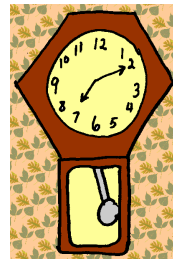
See note # 10 on page 190.

A Sound Story

About Audrey and Brad

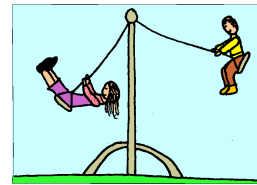
Part 1

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



T t

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



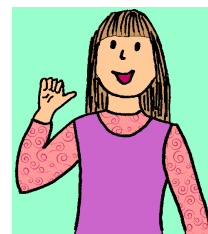
I i

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



H h

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





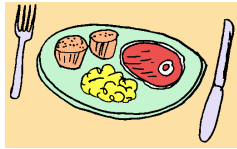
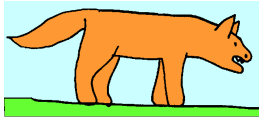


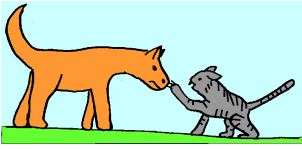
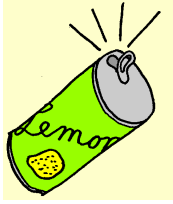

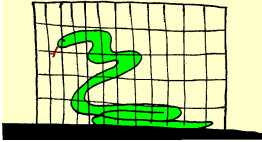
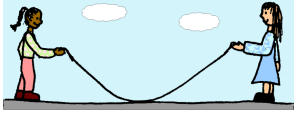
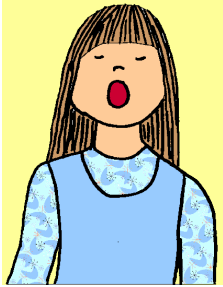
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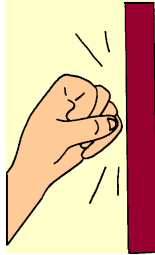
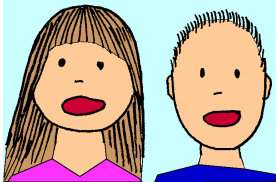
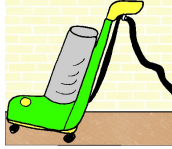

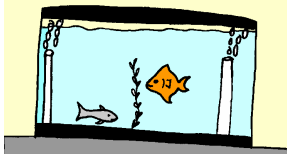
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was "l, l, l, l, l."



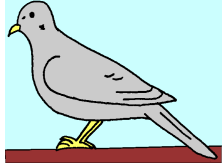
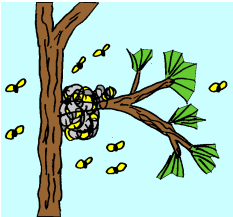


L l

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




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

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

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

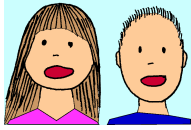




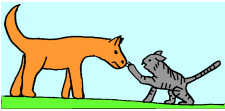



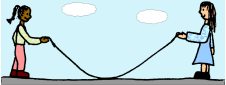




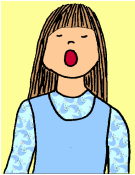
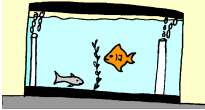
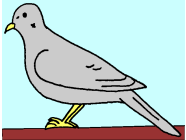
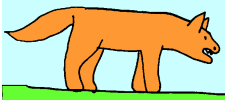
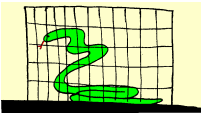
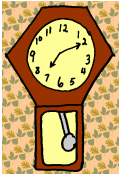

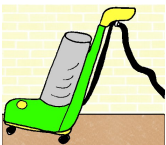

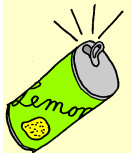

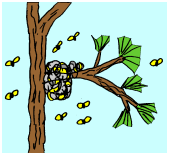
Sight Words







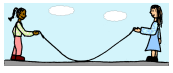



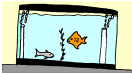

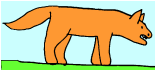
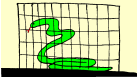









<p> a</p>	<p>^z is</p>	<p>^z as</p>	<p>i</p>
<p> A</p>	<p>^z his</p>	<p>^z has</p>	
<p> ^z was</p>			

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

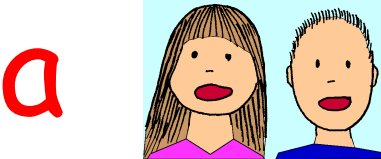

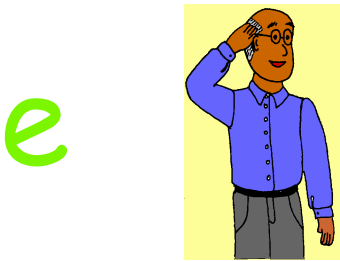


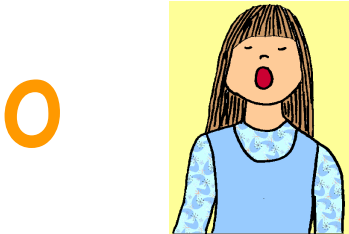
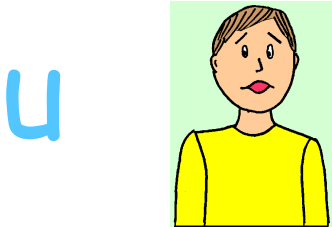
Practice saying the sound for each letter.

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

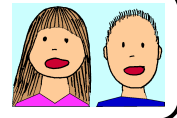
a 	b 	c 	d 	e 	
f 	g 	h 	i 	j 	
k 	l 	m 	n 	o 	
p 	qu 	r 	s 	t 	
u   a	v 	w 	x 	y 	z  s

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

Say the sound for each letter.

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

a



ab

am

ac

an

ad

ap

af

as

ag

at

aj

av

ak

ax

al

az

Sound Blending: Silly Sounds

o



ob

om

oc

on

od

op

of

os

og

ot

oj

ov

ok

ox

ol

oz

Pronounce each letter combination,
sliding the sounds together smoothly.

i



u



ib

im

ub

um

ic

in

uc

un

id

ip

ud

up

if

is

uf

us

ig

it

ug

ut

ij

iv

uj

uv

ik

ix

uk

ux

il

iz

ul

uz

Sound Blending: Silly Sounds

Pronounce each letter combination,
sliding the sounds together smoothly.

e



eb

em

ec

en

ed

ep

ef

es

eg

et

ej

ev

ek

ex

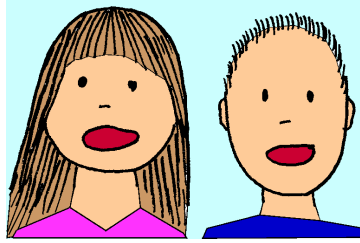
el

ez

Sound Blending: Silly Sounds

Pronounce each letter combination,
sliding the sounds together smoothly.

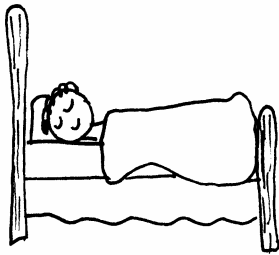
a



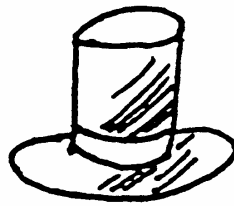
A.



B.



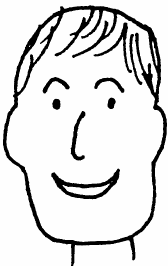
C.



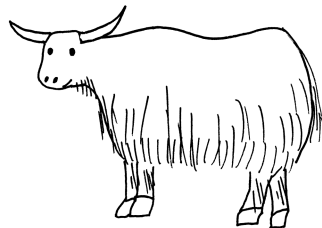
D.



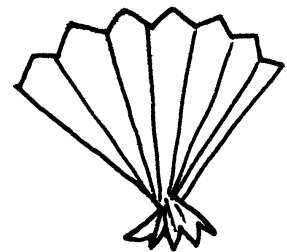
E.



F.



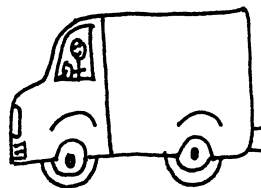
G.



H.



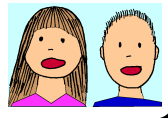
I.



J.



a



1. f → a → n fan

2. h → a → t hat

3. l → a → p lap

4. m → a → n man

5. n → a → p nap

6. r → a → n ran

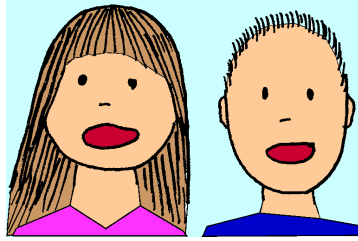
7. s → a → d sad

8. v → a → n van

9. w → a → g wag

10. y → a → k yak

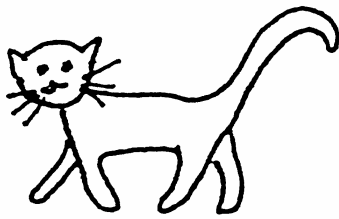
a



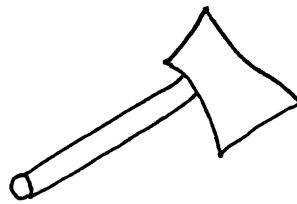
A.



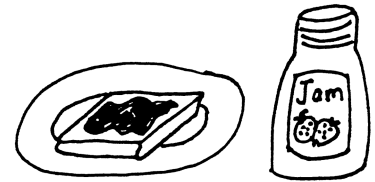
B.



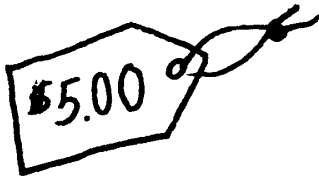
C.



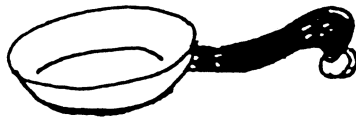
D.



E.



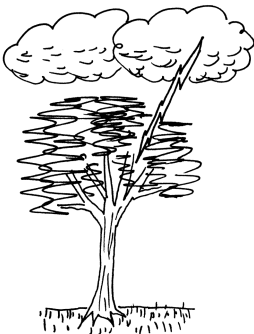
F.



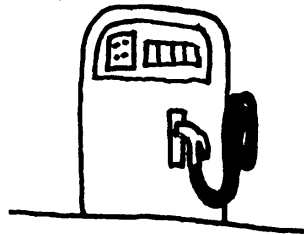
G.

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

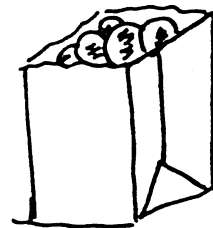
H.



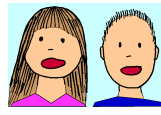
I.



J.



a



1. b → a → g bag

2. c → a → t cat

3. d → a → d dad

4. g → a → s gas

5. j → a → m jam

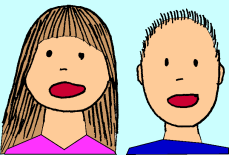



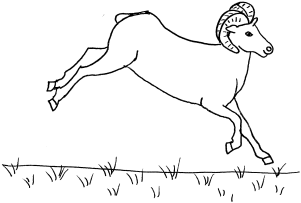

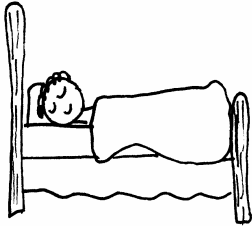

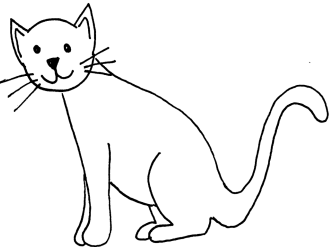
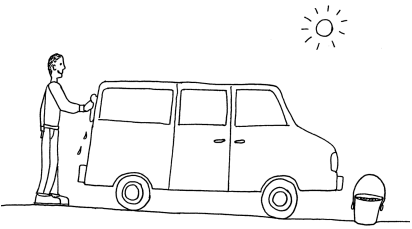

6. p → a → n pan

7. t → a → g tag

8. z → a → p zap

9. a → x ax

10. a → dd add

<p>a</p> 	<p>Sight Words </p> <p> </p> <p>A a</p>	<p>A.</p> 
<p>B.</p> 	<p>C.</p> 	<p>D.</p> 
<p>E.</p> 	<p>F.</p> 	<p>G.</p> 

1. A rat sat.

2. A ram ran.

3. A man had a hat.

4. Sam ran a lap.

5. Max had a nap.

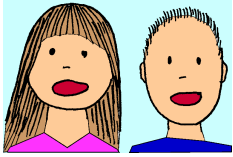
6. A cat sat.

7. A man can wax a van.

Sight Words

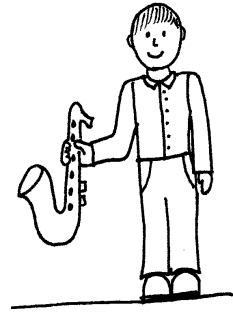


a

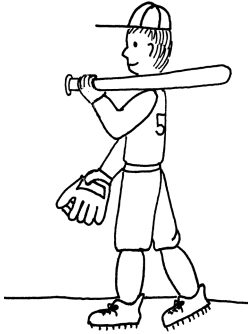


z as z has

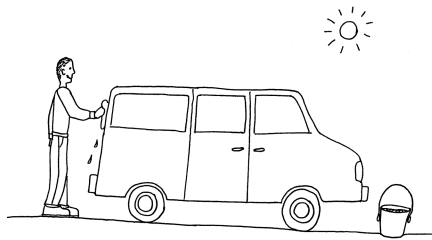
A.



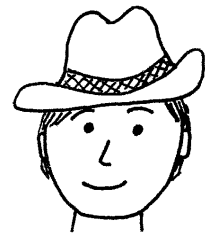
B.



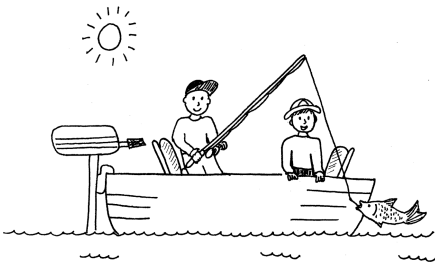
C.



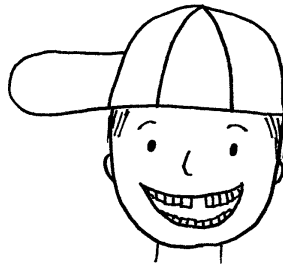
D.



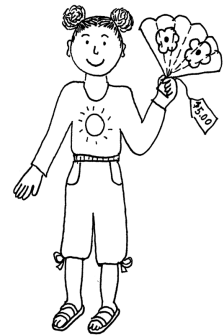
E.



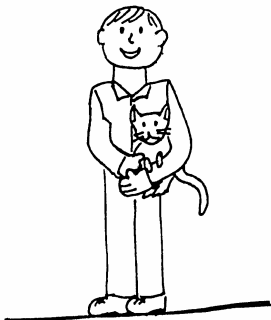
F.



G.



H.



I.



J.

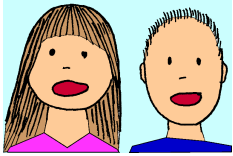


1. Nan has a fan.
2. A man has a hat.
3. Pam has a pan.
4. Dad has a cat.
5. A man has an ax.
6. Sam has a sax.
7. Pat has a bat.
8. A man has a van.
9. Max has a bass.
10. Dan has a gap.

Sight Words



a

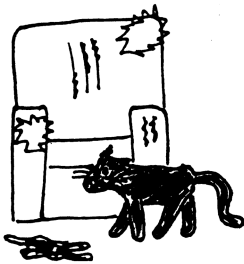


was

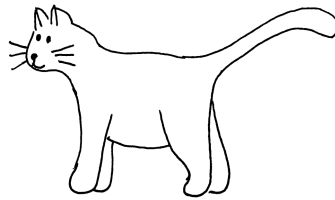
A.



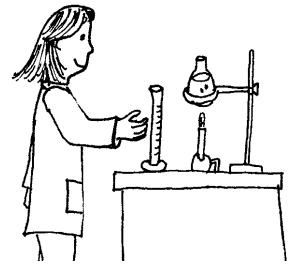
B.



C.



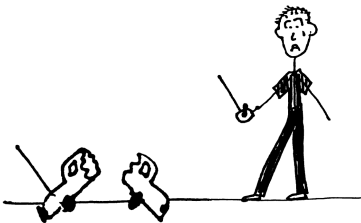
D.



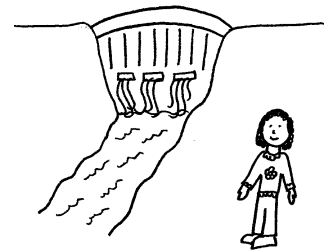
E.



F.

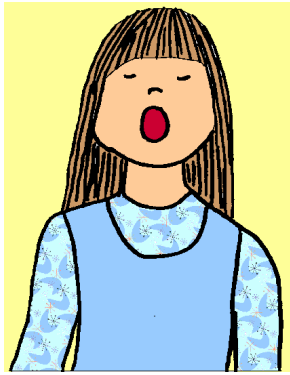


G.

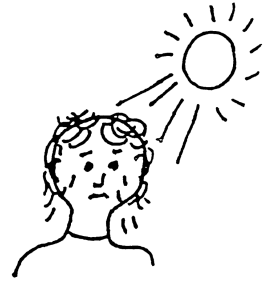


1. Max was mad.
2. Dan was sad.
3. Nan was at a lab.
4. A cat was fat.
5. A cat was bad.
6. A rat was fat.
7. Pam was at a dam.

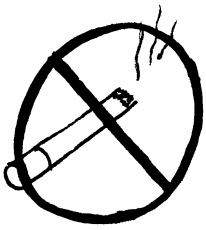
O



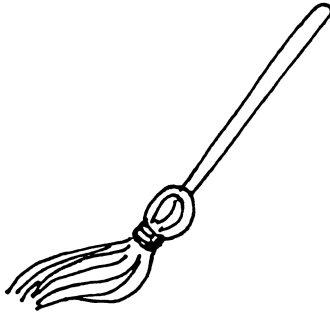
A.



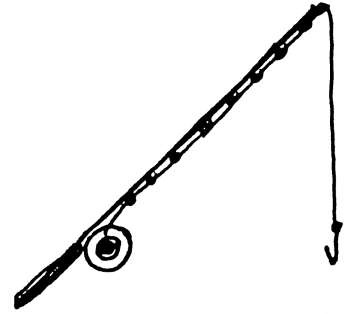
B.



C.



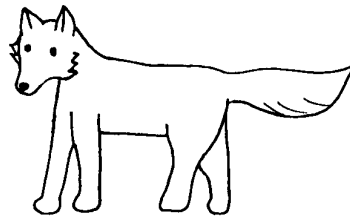
D.



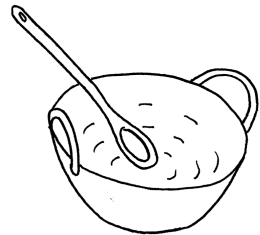
E.



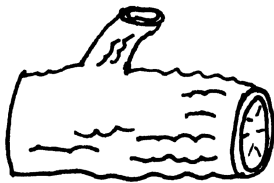
F.



G.



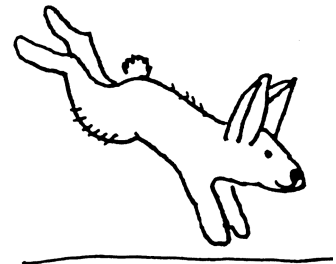
H.



I.



J.



o



1. f → o → x fox

2. h → o → t hot

3. h → o → p hop

4. l → o → g log

5. m → o → p mop

6. m → o → m mom

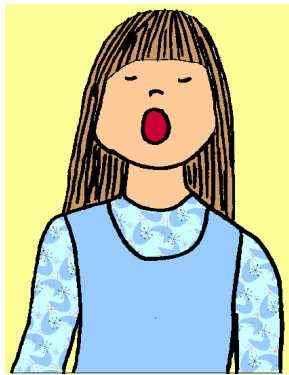
7. n → o → t not

8. r → o → d rod

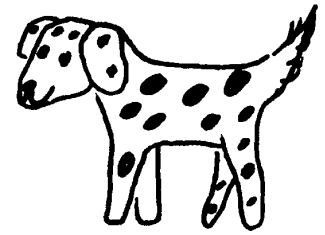
9. s → o → b sob

10. w → o → k wok

O



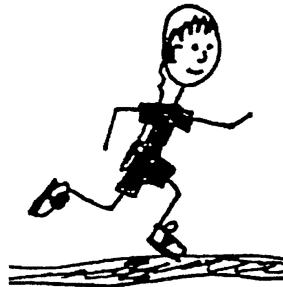
A.



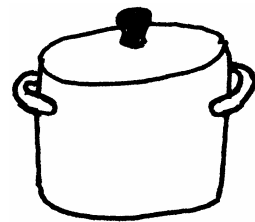
B.



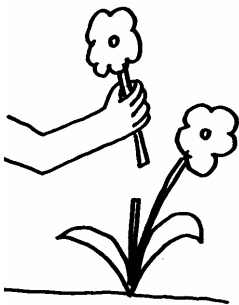
C.



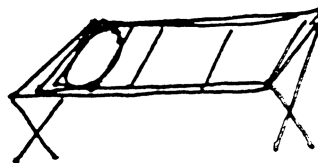
D.



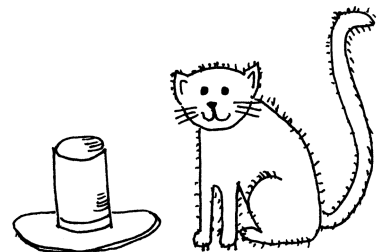
E.



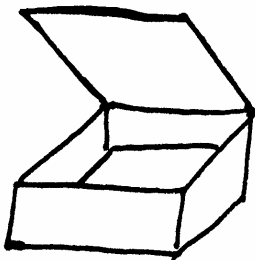
F.



G.



H.



I.



J.



o



1. p → o → t pot

2. b → o → x box

3. j → o → g jog

4. c → o → t cot

5. d → o → g dog

6. d → o → ll doll

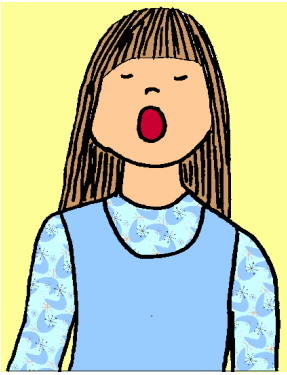
7. g → o → t got

8. t → o → p top

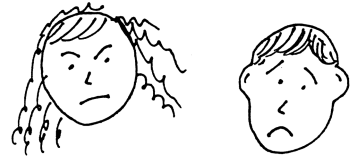
9. o → n on

10. o → ff off

O



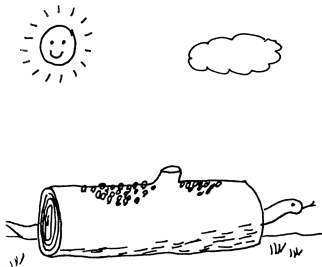
A.



B.



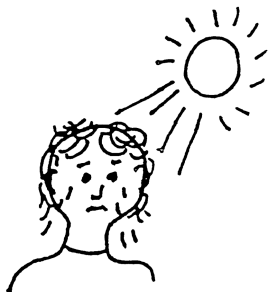
C.



D.



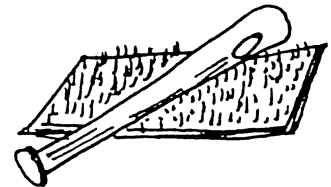
E.



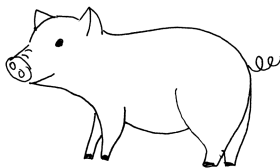
F.



G.



H.

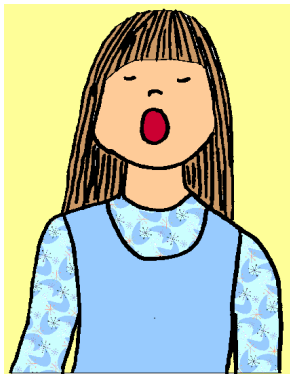


I.

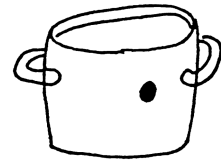


1. Mom can mop.
2. Moss was on a log.
3. A hog was fat.
4. Pam was hot.
5. Rob was not hot.
6. A bat was on a mat.
7. A hat was on a cat.
8. A tag was on a bag.
9. Mom was mad.

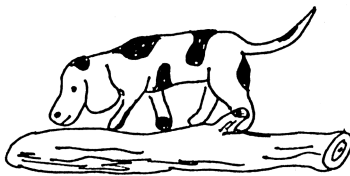
O



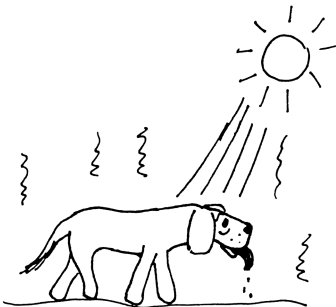
A.



B.



C.



D.



E.



F.



G.



1. A dot was on a pot.

2. A dog was on a log.

3. Bob has a box.

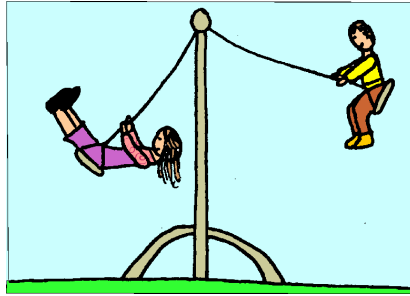
4. A dog was hot.

5. A fox got on a box.

6. A cat got on a box.

7. Tom can jog.

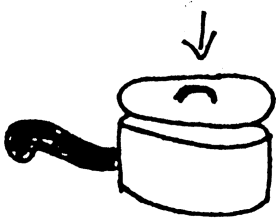
i



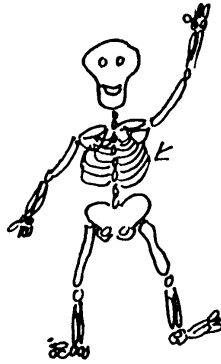
A.



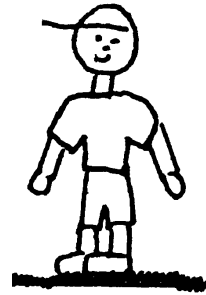
B.



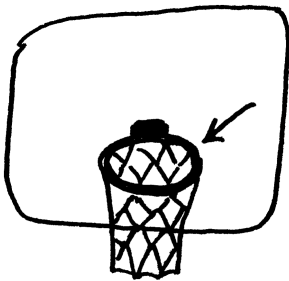
C.



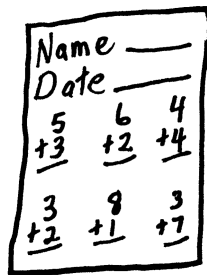
D.



E.



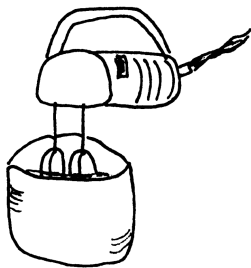
F.



G.

6

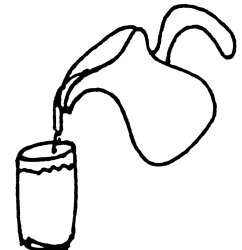
H.

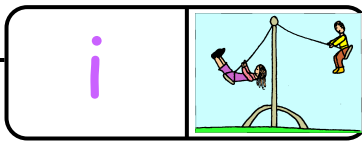


I.



J.





1. f → i → ll fill

2. h → i → m him

3. l → i → d lid

4. m → i → x mix

5. r → i → b rib

6. r → i → m rim

7. s → i → x six

8. s → i → t sit

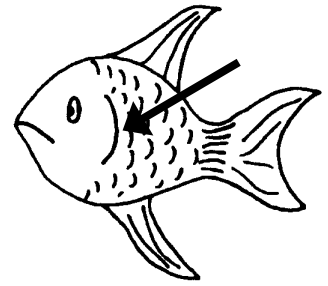
9. qu → i → t quit

10. qu → i → z quiz

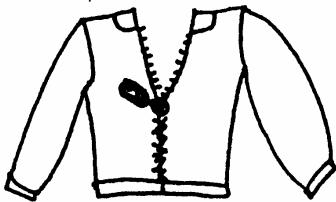
i



A.



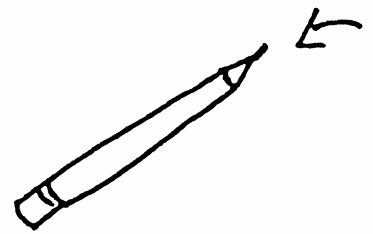
B.



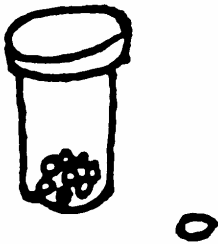
C.



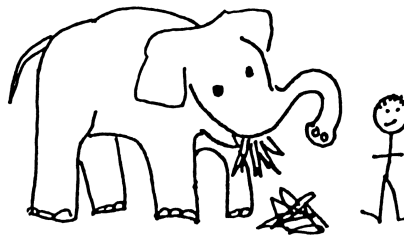
D.



E.



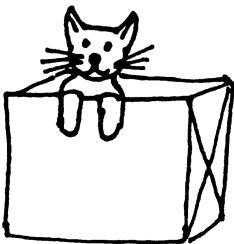
F.



G.



H.

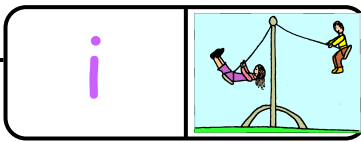


I.



J.





1. b → i → g big

2. z → i → p zip

3. d → i → g dig

4. g → i → ll gill

5. j → i → g jig

6. k → i → ss kiss

7. w → i → n win

8. t → i → p tip

9. p → i → ll pill

10. i → n in

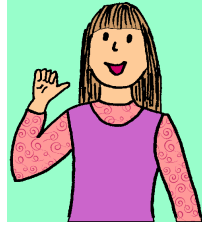
Sight Words



i



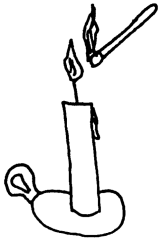
I



A.



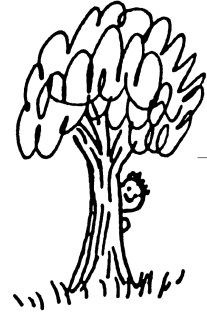
B.



C.



D.



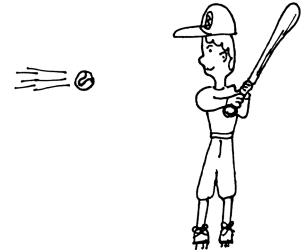
E.



F.



G.



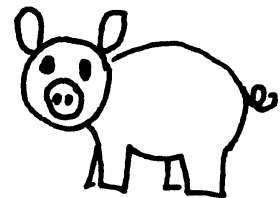
H.



I.



J.



1. I win.

2. I miss him.

3. I hid.

4. I will sip it.

5. I lit it.

6. I will hit it.

7. I can mix it.

8. I can zip it.

9. I am a kid.

10. I am a pig.

Sight Words



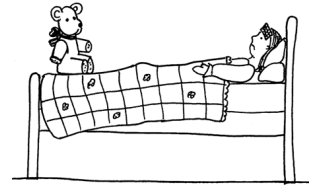
i



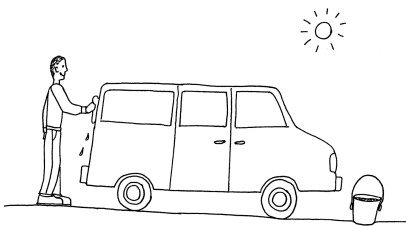
is

his

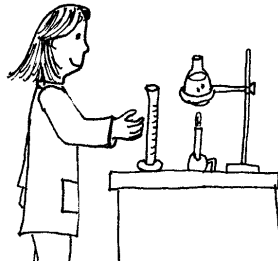
A.



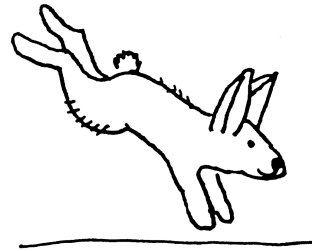
B.



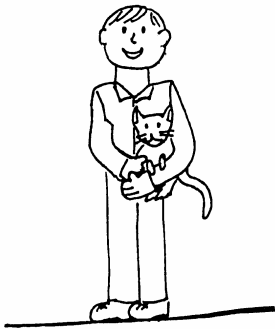
C.



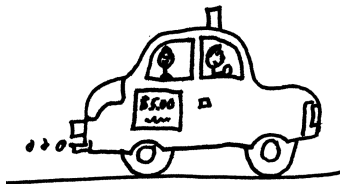
D.



E.



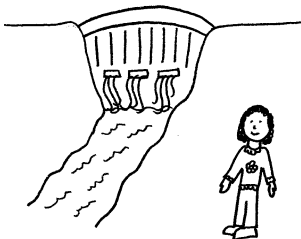
F.



G.



H.



I.

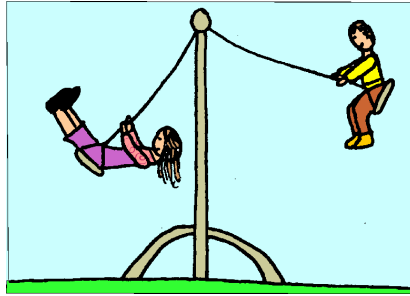


J.



1. Jan is ill.
2. Dan is six.
3. Pam is at a dam.
4. A man is in a cab.
5. Jill is at a lab.
6. It is his bib.
7. Jim has his cat.
8. It can hop.
9. It is his kit.
10. Sam will wax his van.

i



A.



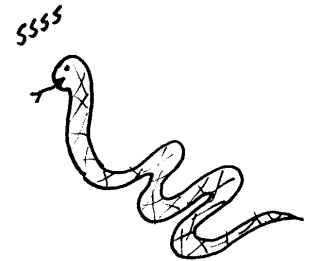
B.



C.



D.



E.



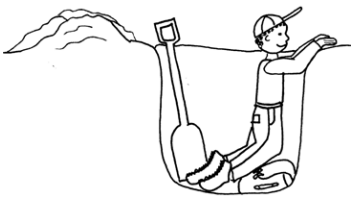
F.



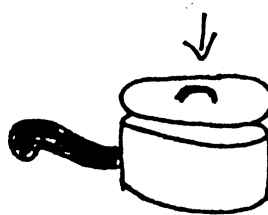
G.



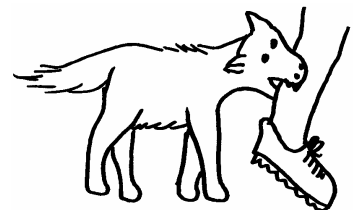
H.



I.

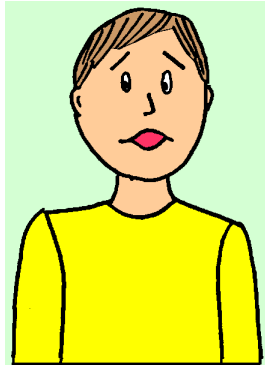


J.



1. Bill will fix it.
2. Kim will kiss him.
3. A big pig has a wig.
4. It bit him.
5. Rob did his job.
6. Did Pat dig it?
7. Pam will miss it.
8. It can hiss.
9. Bill is on a hill top.
10. A lid is on a pot.

u



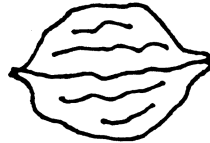
A.



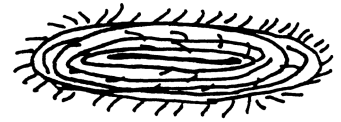
B.

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

C.



D.



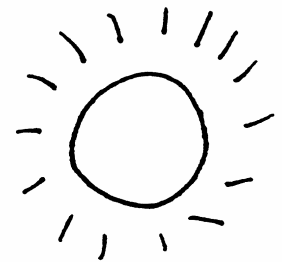
E.



F.



G.



H.



I.



J.



u



1. r → u → n run

2. r → u → g rug

3. s → u → m sum

4. s → u → n sun

5. h → u → g hug

6. h → u → t hut

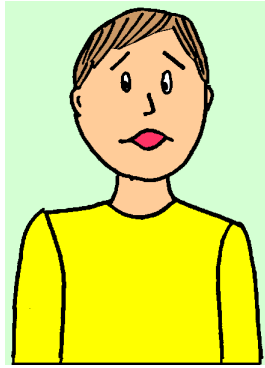
7. m → u → d mud

8. m → u → g mug

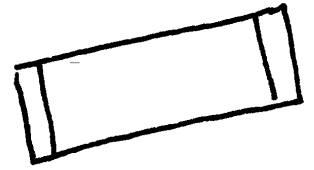
9. f → u → n fun

10. n → u → t nut

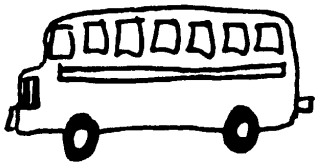
u



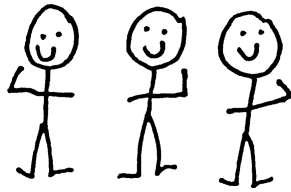
A.



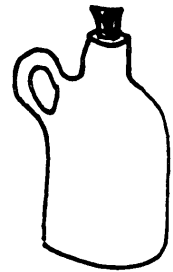
B.



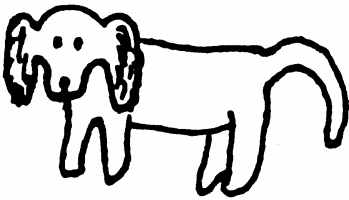
C.



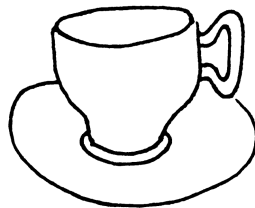
D.



E.



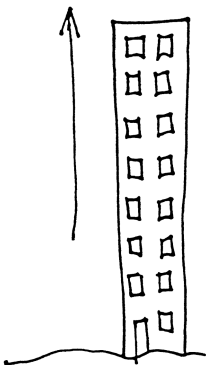
F.



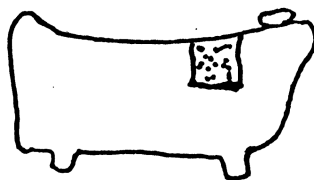
G.



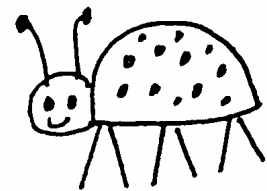
H.



I.



J.



u



1. b → u → g bug

2. b → u → s bus

3. c → u → p cup

4. d → u → g dug

5. g → u → m gum

6. j → u → g jug

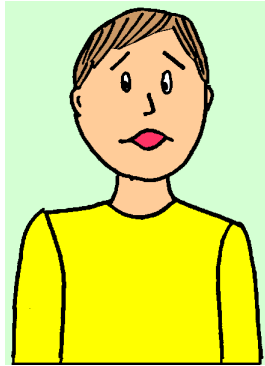
7. p → u → p pup

8. t → u → b tub

9. u → p up

10. u → s us

u



A.



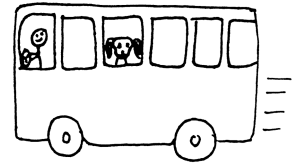
B.



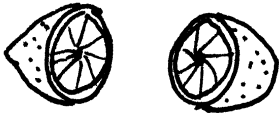
C.



D.



E.



F.



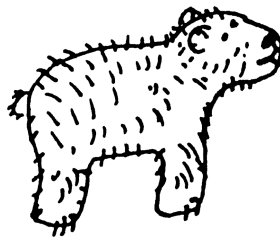
G.



H.



I.

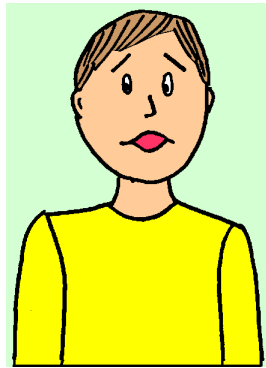


J.



1. I can run.
2. Mom will fuss.
3. Pam can hum.
4. Jan has a muff.
5. Jill has fun on a box.
6. It has fuzz on it.
7. Mud is on a pig.
8. A mug is hot.
9. Gus is on a bus.
10. Mom cut it.

u



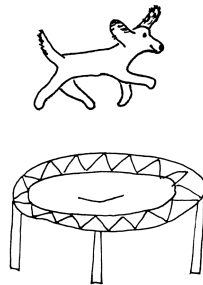
A.



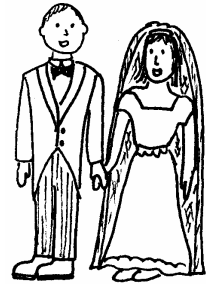
B.



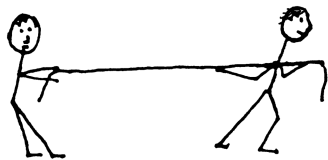
C.



D.



E.



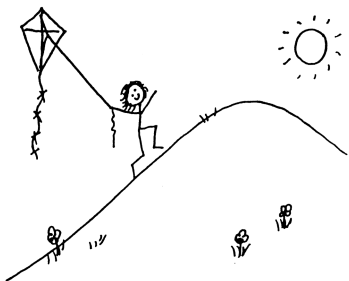
F.



G.



H.



I.

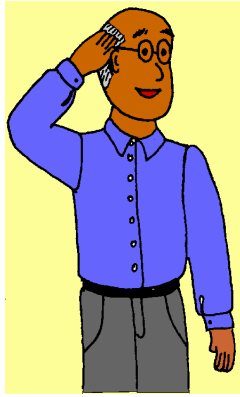


J.

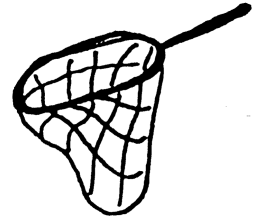


1. A pup is up.
2. A bug is on a rug.
3. Jan ran up a hill.
4. Bill has a tux.
5. A man dug up a jug.
6. It can buzz.
7. It can run.
8. A man is in a hut.
9. Jim will tug on it.
10. Nan can cut it.

e



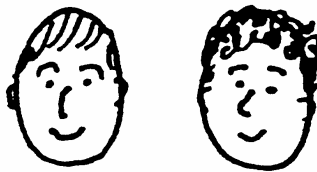
A.



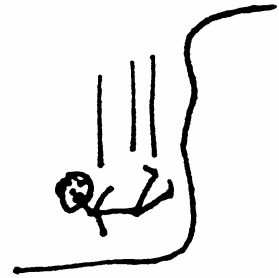
B.



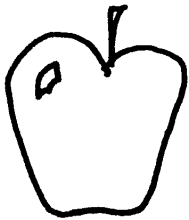
C.



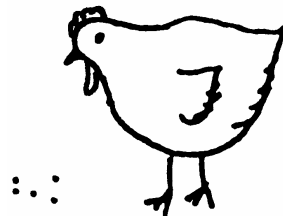
D.



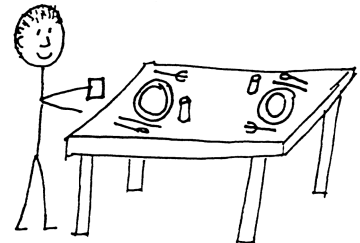
E.



F.



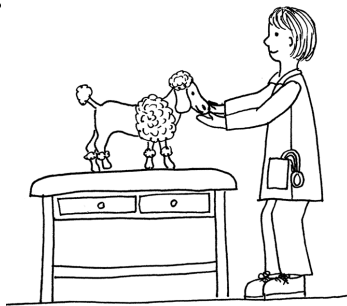
G.



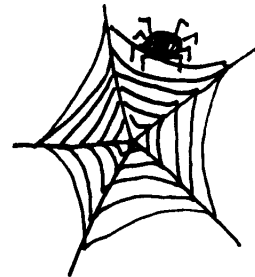
H.



I.



J.



e



1. f → e → ll fell

2. h → e → n hen

3. l → e → g leg

4. m → e → n men

5. n → e → t net

6. r → e → d red

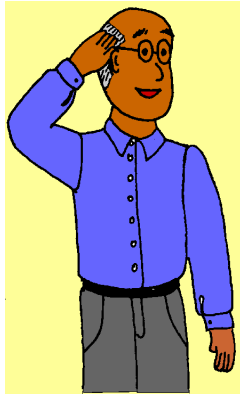
7. s → e → t set

8. w → e → b web

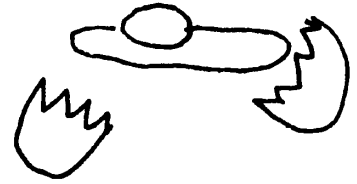
9. y → e → ll yell

10. v → e → t vet

e



A.



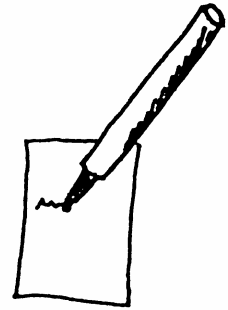
B.



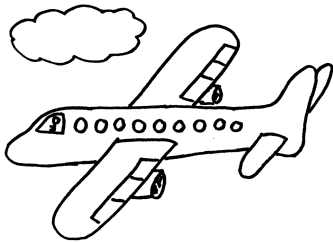
C.



D.



E.



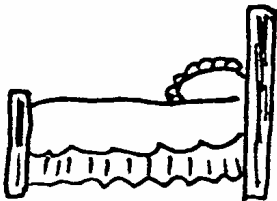
F.



G.

10

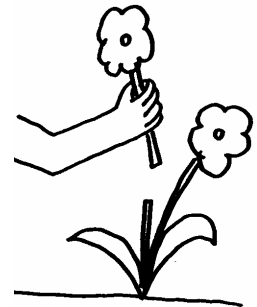
H.



I.



J.



e



1. b → e → d bed

2. b → e → ll bell

3. d → e → n den

4. g → e → t get

5. j → e → t jet

6. k → e → g keg

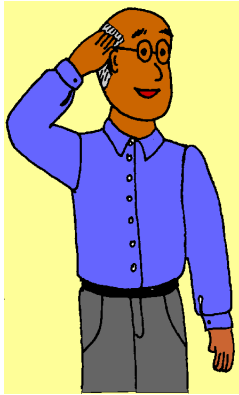
7. p → e → n pen

8. p → e → t pet

9. t → e → n ten

10. e → gg egg

e



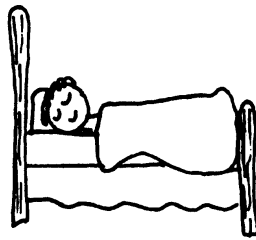
A.



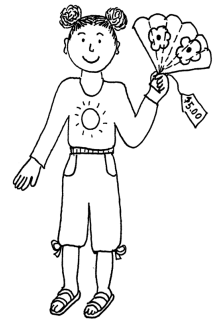
B.



C.



D.



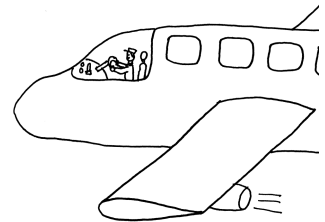
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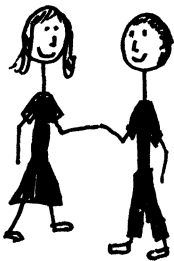
F.



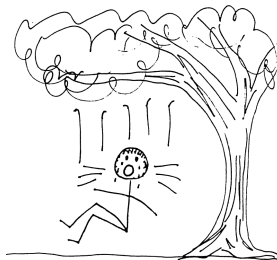
G.



H.



I.

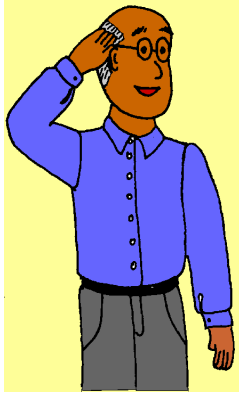


J.



1. A web is on a bell.
2. Ken is in bed.
3. Ted fed Ned.
4. I will get a pet.
5. Ben will not get wet.
6. Jeff is on a jet.
7. Ned met Bess.
8. Ed fed his dog.
9. Meg will sell a fan.
10. Tom fell. Tom will yell.

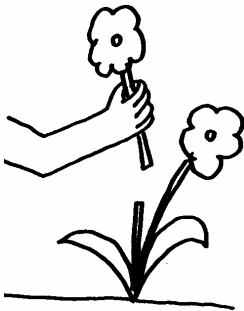
e



A.



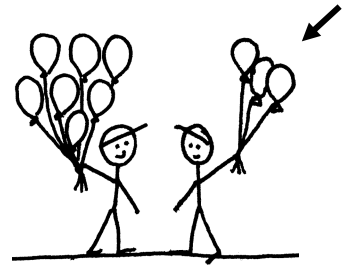
B.



C.



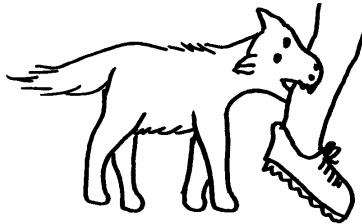
D.



E.



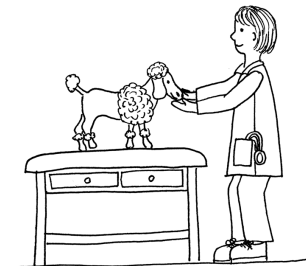
F.



G.



H.

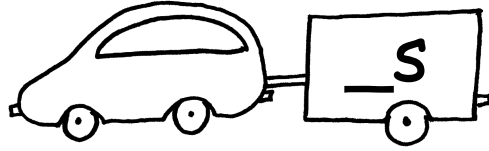


I.



1. A dog got wet.
2. I will get it.
3. Yes, Tom did win.
4. A bag fell.
5. It is a big mess.
6. Don has less.
7. A dog bit his leg.
8. Jan is a vet.
9. It is red.

Suffix Study



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

1. run → s runs

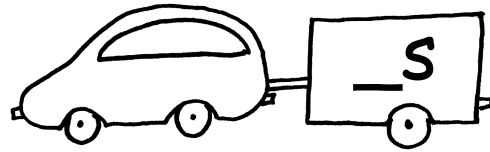
2. sit → s sits

3. tap → s taps

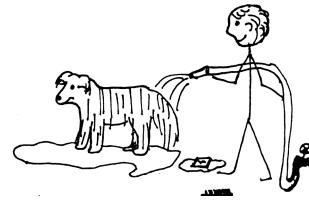
4. jog → s jogs

5. get → s gets

6. fill → s fills



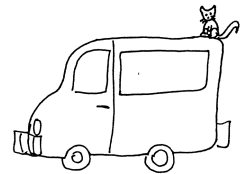
1. A pet gets wet.



2. Gus runs a lap.



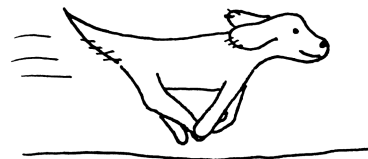
3. A cat sits on a van.



4. It pops.



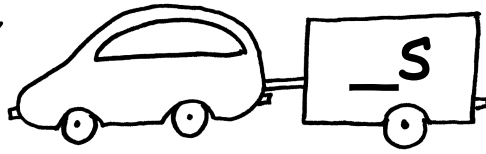
5. A dog runs.



6. A cat digs.

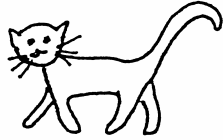


Suffix Study



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

1. **cat**



cats



2. **dog**



dogs



3. **hill**



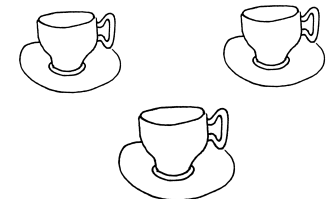
hills



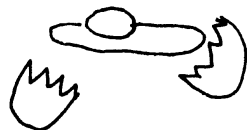
4. **cup**



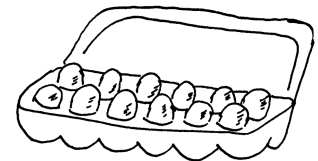
cups



5. **egg**



eggs

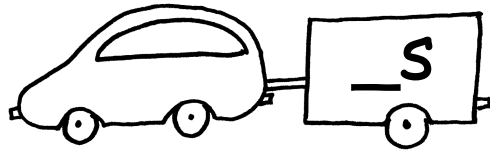


6. **kid**



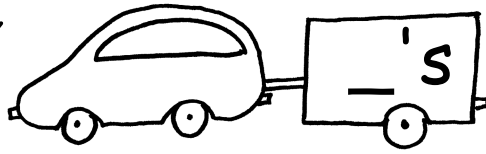
kids





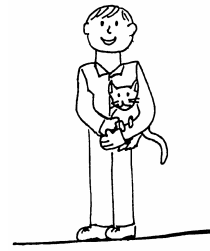
1. Six kids hid.
2. Gus fed his cats.
3. Ed will pet his dogs.
4. Ten cups fell.
5. Tom ran six laps.
6. Six pigs got wet.

Suffix Study



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

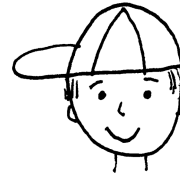
1. Sam's cat



2. Pam's pan



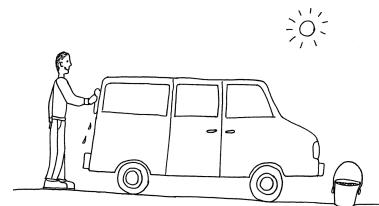
3. Ben's cap



4. Jill's doll

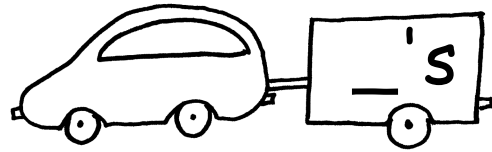


5. Tom's van



6. Meg's dog





1. Jeff will get dad's map.

2. Ben's cap is red.

3. Ed's dog will win.

4. I will wax dad's van.

5. Sam's cat is on his bed.

6. Mom's box is big.

How To Use This Book

1. This book may be used as a short review for students who have previously studied short vowel words. For instance, it could be used at the beginning of first grade with students who have studied short vowel words in kindergarten. It may also be used as a short introduction to short vowel words with younger students.
2. Students study two pages of words and pictures for each short vowel, in this order, a, o, i, u, and e. The words on each page are selected so that as many different beginning and ending consonants as possible are used. The words on the first page begin with continuous consonants, making them easier to read, because continuous consonants can be held indefinitely (ffffff, ssssss, mmmmm). The words on the second page begin with stopped consonants. These words are more difficult to read because stopped consonant cannot be held (b, c, d, g, t). This makes it harder to connect the first and second sound when pronouncing the word.
3. Sentence pages follow each set of short vowel pages. The two picture/word pages for each vowel do not introduce all of the short vowel words that appear in the sentences. Students must be able to decode a few new words in order to read the sentences.
4. Daily practice and review will bring the best results. Detailed instructions for each part of the lesson are included in this book. For the most powerful learning, follow the daily lesson outline.
5. Your direct guidance and feedback are necessary during the daily work period. Do not expect a student to be able to do the activities independently.
6. Do your best to find a way for the student to be successful. Expect the student to make mistakes; that is part of the learning process. Provide hints, cues, and modeling so that the student always corrects mistakes with the right answer. Praise the student for being brave enough to try.
7. Students should be able to recognize the alphabet letters and give their sounds before starting this book. If needed, students should complete the *Learning The Alphabet* or *Exploring Sounds In Words* books from Sound City Reading. In these books, students learn the letters of the alphabet and their sounds, and learn to write the letters. Students do exercises that help them understand that words are made up of sounds and letters represent those sounds in words.

8. Sound Story Part 1 - A sound story, with pictures illustrating each letter sound, is included in this book. Read the story aloud to the students. Point out the sound picture on each page and model the sound; have the students repeat. Point to the letters that represent the sound and say their sounds. Have the students repeat. The sound story is also available as a separate book, with larger pictures and letters.
9. After students know all the letters from part one of the sound story, you can read part two aloud to introduce the "Beyond The Alphabet" sounds. Students won't begin to read words with these sounds in this book. However, being able to recognize the patterns, give their sounds, and write them from dictation will prepare students for the next level.
10. Handwriting books are available from Sound City Reading. The letters are taught in the same order in which they are introduced in the sound story. The letters that are easiest to write are taught first and letters that are more difficult or less common are taught later. Students trace and copy large and small letters to learn letter formation. Students pronounce the sound of the lower case letters, and the name and sound of the capital letters as they write. This provides multisensory learning for the students. They see the letter, they feel the shape of the letter with their muscles as they trace, they feel themselves pronouncing the letter sound, and they hear the letter sound.
11. Using the alphabet chart at the beginning of this book, or a larger wall chart, point to the letters and have students say the sounds. Practice daily. After introducing the phonogram patterns in part two of the sound story, practice saying the sounds from the "Beyond The Alphabet" chart, as well.
12. Make a set of alphabet flashcards and go through the cards daily. Students should give the sound for each letter, not the letter name. Do the same for the phonogram patterns in part two of the sound story after they have been introduced.
13. Students should practice spelling short vowel words daily, using plastic letters. To spell a word they must listen carefully and notice which sound is at the beginning, which sound is in the middle, and which sound is at the end, while saying the sounds aloud. Saying the individual sounds in a word, one at a time, is called "segmenting" the word. As they say the sounds, students position the letters that represents each sound, going from left to right, on a work mat. The teacher guides and supports the students during this process. Students will spell the words from the picture/word pages before reading the words on those pages. One advantage of spelling with plastic letters is that students can begin spelling with all the letters of the alphabet right away, regardless of whether all of the letters have been introduced in the handwriting lessons.

14. As soon as students have become comfortable spelling short vowel words with plastic letters, you can begin dictating short vowel words for students to spell on lined paper. If students have already learned to write all of the letters of the alphabet, dictate the words from the picture/word pages just before the pages are studied. If students are still being introduced to (or reviewing) the alphabet letters in handwriting, dictate words that contain only the letters that have been taught so far. This will prevent students from getting into the habit of forming letters incorrectly. See the chart in this book for words to spell while students are still receiving handwriting instruction.
15. Even when students know the alphabet sounds very well, they can have trouble sticking three sounds together to pronounce a short vowel word. Before attempting to read three-letter words, it is very helpful for students to practice putting two sounds together. This is an easier task, though it can still be a challenge. These two-sound combinations are called "silly sounds" in this program because they have no meaning; they are not real words. There are five sets of silly sounds, one for each short vowel. The object is to say each letter combination by sliding the sounds together smoothly, without a break. Model as needed, and have students repeat. The goal is for students to be able to do each set without help. Explain to the students that learning to pronounce the silly sounds will help them read real words more easily. Do one set per day, choosing the set that matches the words that students will spell and read that day.
16. After spelling new words and practicing silly sounds, students will use the picture/word pages in this book to practice reading short vowel words. The pictures and words are not in the same order. The teacher plays a "robot game" with the students, saying the separate sounds in each word. Students listen to the sounds, put them together mentally to form the word, and find the matching picture. See the robot game instructions in this book.
17. After playing the robot game, students read each word on the page by pronouncing the letter sounds from left to right. This is called "decoding." It's important to encourage the student to slide the sounds together smoothly. If a student separates the sounds in the words, say, "That's right. Now let's put the sounds together smoothly." Have him repeat each word once or twice until it can be pronounced without a break. If needed, it helps to cover the last letter and have the student slide the first two sounds together, then add the sound of the last letter. Don't be discouraged if this takes a lot of practice. Be positive, praise the students for their effort, and know that in time the process becomes automatic.

18. After learning to read each set of short vowel words, students will be ready to read simple sentences with those words. Students will need to learn a few sight words to read the sentence pages. The sentences contain short vowel words and the sight words *I, a, was, is, his, as, and has*. New sight words are introduced at the top of the picture pages that go with the sentences. Students read each sentence, then find the matching picture. Explain the use of periods and question marks in the sentences. Periods come at the end of a statement. Question marks come at the end of a question.
19. Make flashcards to practice the sight words. Say each new sight word and have the student repeat. Explain which letters don't represent the usual sound. Then have students read all the sight words that have been introduced, from the flashcards. As each card is read, call on one or more students to make up an oral sentence using that word.
20. If a student has trouble with a sight word while reading a sentence from the book, tell him the word and have him repeat it. If a student has trouble with any of the phonetic words, ask for the vowel sound. Help him to say the first two sounds in the word, sliding the sounds together, and then add the last sound to make a word. Also, remind students to think about the other words in the sentence and anticipate what words would make sense.
21. An umbrella over a vowel is a signal to use the u/umbrella sound (short u sound) for that vowel, instead of its usual sound. This occurs with the words *a* and *was* in this book. At the next level, it occurs in words like *son, of, from, away, and panda*.
22. At the end of the book there are several pages showing the suffix *_s* with verbs and nouns, and *'s* to show possession. The suffix *_s* is used with verbs (runs, sits, tells) to show that one person or thing is doing the action. The suffix *_s* is used with nouns (cats, nuts, kids) to show that there are more than one. An apostrophe *'s* (Jan's, Tom's, dad's) is used to show that something belongs to someone. Explain the use of these suffixes and have students read the pages aloud.
23. The vowels are color coded in this book. Each short vowel sound is represented by a particular color: short **a** = red, short **e** = light green, short **i** = light violet, short **o** = light orange, and short **u** = light blue. In the sight words *a* and *was*, the letter *a* is light blue instead of red, alerting the students to use the u/umbrella sound (short **u** sound) instead. The "Beyond the Alphabet" vowel sounds are color-coded as well. See the color-coding chart in this book, which provides an overview for the teacher.

24. Beginning readers master decoding skills at different rates. It is important for students to practice reading and rereading the material until it can be read smoothly, with good expression. Many students have difficulty getting started, but go on to master the material very well. Do not expect the student to be able to read fluently at first. Practice and encouragement are the secrets which will bring success.
25. You can use any of the other short vowel books from Sound City Reading for extra practice reading short vowel words.

Color-Coded Short Vowel Lists

Basic Short Vowels

Rhyming Short Vowel Words And Sentences

Mixed Short Vowel Words And Sentences

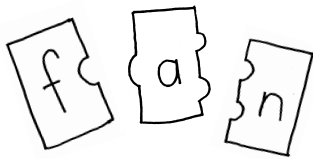
26. Short vowel words are also included in *Know The Phonetic Code, Volume 1*.
27. Several games are available on the Sound City Reading web site. The apple alphabet game and apple concentration game can be used to reinforce letter recognition and letter sounds. The blueberry and raspberry games reinforce the student's ability to pronounce the "silly sounds" and short vowel words. The train game provides practice recognizing and giving the sounds for the "beyond the alphabet" patterns.
28. A *Two-Page Short Vowel Workbook* is available to reinforce the pages in this book. If you are using the workbook before students have had handwriting instruction on all of the alphabet letters, use the pages that do not require handwriting. If you are working with students who have had handwriting instruction for all the letters, also use the pages that require students to copy words under the matching pictures and the pages with fill in the blank sentences.

Reading Skills At The Short Vowel Level

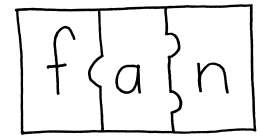
1.	Oral Blending a) Be aware that words are made up of individual sounds. b) Hear single sounds pronounced separately and put them together to say a meaningful word.
2.	Translate Written Symbols To Speech Sounds a) Recognize the letters of the alphabet and give their sounds. b) Recognize the "beyond the alphabet" patterns and give their sounds. (Optional)
3.	Decoding a) Look at the sound symbols in a word, b) going from left to right. c) Say the sounds in order, d) connecting the sounds smoothly, e) to pronounce the word.
4.	Syllable Awareness a) Hear a word and clap the syllables. b) Count the number of syllables as you clap and tell how many.
5.	Reading Fluency a) Play the "robot game" to understand the phonetic structure of words. b) Reread word lists until the words can be read with confidence.

Writing Skills At The Short Vowel Level

1.	Listen to a word and break it apart into its individual sounds. Say each sound separately, pausing slightly between the sounds. This is called segmenting the word.
2.	Write each letter of the alphabet from dictation, saying the letter sound, with correct letter formation.
3.	Spell short vowel words by segmenting the words and writing the letters that represent the sounds in order, from left to right, using correct letter formation.
4.	Spell these sight words from memory: a, was, as, has, is, his, I.
5.	Write short vowel sentences with a combination of short vowel words and the listed sight words from dictation. Begin each sentence with a capital letter. End each sentence with the appropriate end mark.
6.	Be aware that some consonants are commonly doubled at the end of short vowel words: ll, ss, ff, and zz. A few other words have double ending consonants but these consonants are not usually doubled: egg, off, inn, add.



Reading Process - Put The Sound Together



Working With Sounds

Two Problems

After students have learned to recognize all the letters of the alphabet and give their sounds, they have two essential skills to master before they can comfortably begin to read and write words.

First, they need to be able to "stick the sounds together" to form a word. This is called oral blending. For example, as they read the word "fan" for the first time, they will say the sound of each letter, going across the word from left to right, "f.....a.....n." But the sounds will be separated, with a slight pause between them. The result doesn't sound like the regular word "fan," so it can be hard for the student to recognize the word. If you tell the student to hold the sounds, without a pause in between, the results are better, "ffffffaaaaannnnn," and it is easier to recognize the word. But some letters, called "stopped consonants" (b, c, d, g, j, k, p, t) represent sounds that can't be stretched out that way. The sound disappears as soon as it's pronounced. So, when reading a word like "c....a.....t" it's harder to put the sounds together smoothly enough to sound like the word "cat." Students need to practice with this skill.

Second, students need to be able to "break apart" the sounds in spoken words in order to be able to spell them. Students are used to thinking about words as single units, when actually they are made up of smaller units of sound. Students need to become aware of these sound units and be able to isolate them in order to spell phonetically.

If students are taught to spell by saying the letter names, they will not understand the phonetic basis of the English language. They will simply be spelling by rote memory. It is much easier in the long run to spell phonetically. If you look at the individual letters and letter patterns in a word, going from left to right, and say the sounds represented by those letters, putting the sounds together smoothly, the result is that you will be pronouncing the word. Spelling is just going in reverse, pronouncing the word slowly enough to separate the sounds, while writing the letter symbols to represent those sounds, one at a time. Students need specific instruction on how to do this.

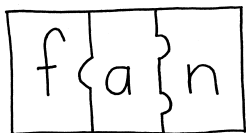
After learning to spell phonetically, students can be taught later on to spell by saying the letter names. This would be needed in some cases, for instance when you're spelling your name aloud for someone who doesn't know you or spelling words in a spelling bee.

The Solutions

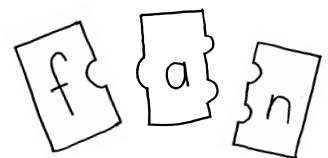
The following activities will help students solve these problems. Students need to practice each activity until it can be done with confidence. Instructions are found on the following pages.

1. The Robot Game This activity specifically teaches oral blending. In this game, the teacher (or a student) says the separate sounds in a word, with a pause between each sound. The student must listen carefully to the sounds and put them together mentally to form a word. The student must find the matching picture and say the word normally to name the picture.
2. Building Segmenting Skills With Plastic Letters - Students listen to two-sound chunks pronounced by the teacher, think about each sound, find the letters needed, and build the chunk. For example, the teacher says "ba," students say the sounds separately, find the letters b and a to represent those sounds, put them together in the correct order, and pronounce the combined sounds. After students master two-sound chunks, they begin building three letter short vowel words in the same way.
3. Segmenting When Writing Words From Dictation - Students practice breaking words apart into their separate sounds when they write words from dictation. They say each sound individually as they write the associated letter. This is the opposite of oral blending.
4. Sound Blending Students will consciously practice sticking two sounds together, a short vowel followed by a consonant. For example, the student will read "ab, ac, ad, af, ag" and so on. Practicing with just two letters at a time is easier than trying to put together three letter sounds. Students will use the Sound Blending pages in this book to read these two-letter chunks, called "silly sounds."

If students can learn these skills as they learn to read short vowel words, they will be well prepared to read words with various phonogram patterns (sh, ai, ee, ow, tch) at the next level. The most important part of learning to read and write will already be mastered.



Spelling Process - Take The Sounds Apart



Two-Page Short Vowel Words And Sentences - Sequence Chart

Silly Sounds - Two-Letter Sound Blending

ab, ac, ad, af, ag, aj, ak, al, am, an, ap, as, at, av, ax, az
 ob, oc, od, of, og, oj, ok, ol, om, on, op, os, ot, ov, ox, oz
 ib, ic, id, if, ig, ij, ik, il, im, in, ip, is, it, iv, ix, iz
 ub, uc, ud, uf, ug, uj, uk, ul, um, un, up, us, ut, uv, ux, uz
 eb, ec, ed, ef, eg, ej, ek, el, em, en, ep, es, et, ev, ex, ez

Words And Sentences

Sight Words

Short A

fan, hat, lap, man, nap, ran, sad, van, wag, yak

bag, cat, dad, gas, jam, pan, tag, zap, ax, add

A rat sat. A ram ran. A man had a hat. Sam ran a lap.
 Max had a nap. A cat sat. A man can wax a van.

A, a

Nan has a fan. A man has a hat. Pam has a pan. Dad has a cat.
 A man has an ax. Sam has a sax. Pat has a bat. A man has a van.
 Max has a bass. Dan has a gap.

as, has

Max was mad. Dan was sad. Nan was at a lab. A cat was fat.
 A cat was bad. A rat was fat. Pam was at a dam.

was

Short O

fox, hot, hop, log, mop, mom, not, rod, sob, wok

pot, box, jog, cot, dog, doll, got, top, on, off

Mom can mop. Moss was on a log. A hog was fat. Pam was hot.
 Rob was not hot. A bat was on a mat. A hat was on a cat.
 A tag was on a bag. Mom was mad.

A dot was on a pot. A dog was on a log. Bob has a box. A dog was hot.
 A fox got on a box. A cat got on a box. Tom can jog.

Short I

fill, him, lid, mix, rib, rim, six, sit, quit, quiz

big, zip, dig, gill, jig, kiss, win, tip, pill, in

I win. I miss him. I hid. I will sip it. I lit it. I will hit it. I can mix it.
 I can zip it. I am a kid. I am a pig.

I

Jan is ill. Dan is six. Pam is at a dam. A man is in a cab. Jill is at a lab. It
 is his bib. Jim has his cat. It can hop. It is his kit.
 Sam will wax his van.

is, his

Bill will fix it. Kim will kiss him. A big pig has a wig. It bit him.
 Rob did his job. Did Pat dig it? Pam will miss it. It can hiss.
 Bill is on a hill top. A lid is on a pot.

Two-Page Short Vowel Words And Sentences - Sequence Chart

Silly Sounds - Two-Letter Sound Blending

ab, ac, ad, af, ag, aj, ak, al, am, an, ap, as, at, av, ax, az
 ob, oc, od, of, og, oj, ok, ol, om, on, op, os, ot, ov, ox, oz
 ib, ic, id, if, ig, ij, ik, il, im, in, ip, is, it, iv, ix, iz
 ub, uc, ud, uf, ug, uj, uk, ul, um, un, up, us, ut, uv, ux, uz
 eb, ec, ed, ef, eg, ej, ek, el, em, en, ep, es, et, ev, ex, ez

Words And Sentences

Sight Words

Short U

run, rug, sum, sun, hug, hut, mud, mug, fun, nut

bug, bus, cup, dug, gum, jug, pup, tub, up, us

I can run. Mom will fuss. Pam can hum. Jan has a muff.
 Jill has fun on a box. It has fuzz on it. Mud is on a pig. A mug is hot.
 Gus is on a bus. Mom cut it.

A pup is up. A bug is on a rug. Jan ran up a hill. Bill has a tux.
 A man dug up a jug. It can buzz. It can run. A man is in a hut.
 Jim will tug on it. Nan can cut it.

Short E

fell, hen, leg, men, net, red, set, web, yell, vet

bed, bell, den, get, jet, keg, pen, pet, ten, egg

A web is on a bell. Ken is in bed. Ted fed Ned. I will get a pet.
 Ben will not get wet. Jeff is on a jet. Ned met Bess. Ed fed his dog.
 Meg will sell a fan. Tom fell. Tom will yell.

A dog got wet. I will get it. Yes, Tom did win. A bag fell. It is a big mess.
 Don has less. a dog bit his leg. Jan is a vet. It is red.

Suffix Study

Suffix s with verbs: run, runs, sit, sits, tap, taps, jog, jogs, get, gets, fill, fills

A pet gets wet. Gus runs a lap. A cat sits on a van. It pops. A dog runs.
 A cat digs.

Suffix s with nouns: cat, cats, dog, dogs, hill, hills, cup, cups, egg, eggs, kid, kids

Six kids hid. Gus fed his cats. Ed will pet his dogs. Ten cups fell.
 Tom ran six laps. Six pigs got wet.

Apostrophe 's: Sam's cat, Pam's pan, Ben's cap, Jill's doll, Tom's van, Meg's dog

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

Daily Lesson Outline - See detailed instructions on the following pages.

First Week - Getting Started

I N T R O	Sound Story Part 1	Read part one of <i>A Sound Story About Audrey And Brad</i> aloud during the first week. Point to the pictures and letters, have students give the sounds. Day 1 - Tt Ii Hh Ll Nn Ww Day 2 - Uu Bb Mm Rr Ff Xx Day 3 - Ee Ss Jj Oo Cc Dd Day 4 - Aa Vv Gg Pp Day 5 - Kk Yy Qq Zz
A.	Alphabet Chart	Point to the letters of the alphabet on the alphabet chart. Sing the alphabet song. (First week only. After that, students will say the sounds.)
B.	Alphabet Cards	Students say the sounds from the sound picture cards and the alphabet cards. Use the cards for the letters that have been introduced in the sound story. Start with t i h l n w, and add new cards daily. Match the letter cards with sound picture cards.
C	Handwriting	<ul style="list-style-type: none"> • Discuss the correct way to hold a pencil. • Do handwriting warm-up exercises. • Begin teaching handwriting. Introduce one new letter per day. Use one of the manuscript handwriting books to trace and write large and small letters. The letters are taught in this order: t i h l n w u b m r f x e s j o c d a v g p k y q z. • Dictate the letter sounds that have been taught and have students write them on lined paper while saying the sounds.
D.	Silly Sounds	Students learn to put two sounds together orally. Practice the silly sounds pages as soon as students have reviewed all of the letter sounds.
E.		
F.		
G.	Small Group Work	<p>a) Segmenting - Students learn to break words apart into separate sounds, using small cubes.</p> <p>b) Students build two letter combinations with plastic letters, starting on Day 2. For example, ub, um, uf, ux, ut, un.</p> <p>c) Play learning games: Apple Alphabet, Apple Concentration, Raspberry Game</p>
H.	Teacher Reads Aloud	Read a variety of books aloud to the students daily.
I.	Workbook	Students do correlated workbook pages as group work.

Daily Lesson Outline - See detailed instructions on the following pages.

*Daily Routine For Teaching Short Vowel Words - After The First Week ,
While Introducing The Handwriting Letters Through S s*

A.	Alphabet Chart	Point to each letter on the alphabet chart. Students say the letter sounds in unison.
B.	Alphabet Cards	Students say all of the letter sounds from the alphabet flash cards.
C.	Handwriting, Spelling Dictation	<p><u>Option One</u> - Continue introducing one new letter per day. Use a handwriting book to trace and write large and small letters. Dictate all the letters that have been taught by saying their sounds. Students write them on lined paper while repeating the sounds. Dictate words to spell on the same paper from the chart "Word Lists For Written Dictation."</p> <p><u>Option Two</u> - If students have already learned to write all the letters of the alphabet, continue to review letter formation briefly each day. Dictate the sounds for all the alphabet letters, students repeat the sounds as they write the letters. Dictate words to spell on the same paper. If you will be studying a new picture/word page, dictate the words from that page. If you will be studying a new sentence page dictate a few of the phonetic words, any new and review sight words, and one of the sentences.</p>
D.	Silly Sounds	Review one set of silly sounds. If you are going to read short a words, practice the short a silly sounds, and so on.
E.	Read New Short Vowel Words	On the new picture/word page, follow the instructions for playing the robot game and reading the words.
F.	Sentence Pages When you reach them	<ol style="list-style-type: none">Introduce new sight words as needed.Review new and previous sight words from flashcards.Read each sentence.Find the matching picture.Echo read the sentences to develop fluency.
G.	Small Group Work	<ol style="list-style-type: none">Using plastic letters, spell the new short vowel words from the picture /word page done earlier.After reading a new set of sentences, do any of the pocket chart sentence activities.
H.	Teacher Reads Aloud	Read a variety of books aloud to the students daily.
I.	Workbook	Students do correlated workbook pages as group work, seatwork, or homework.

Daily Lesson Outline - See detailed instructions on the following pages.

*Daily Routine For Teaching Short Vowel Words -
While Introducing The Handwriting Letters J j through Z z*

I N T R O	Sound Story, Part Two	When you reach the letter J j in handwriting instruction, read one new page from Part Two of <i>A Sound Story About Audrey And Brad</i> aloud each day to introduce the "Beyond The Alphabet" sounds. (Read both <i>th</i> pages on the same day.)
A.	Alphabet Chart	Point to each letter on the alphabet chart. Students say the letter sounds in unison. Point to the patterns that have been taught on the Beyond The Alphabet chart. Students say the sounds in unison.
B.	Alphabet Cards	Students say all of the letter sounds from the alphabet flash cards. Students say the sounds for the patterns that have been taught from Part Two of the sound story.
C.	Handwriting, Spelling Dictation, With Optional Patterns From Part Two Of The Sound Story	<p><u>Option One</u> - Continue introducing one new letter per day. Use a handwriting book to trace and write large and small letters. Dictate all the letters that have been taught by saying their sounds. Dictate all of the part two sounds that have been taught. Students write the letters and letter patterns on lined paper while repeating the sounds. Dictate words to spell on the same paper from the chart "Word Lists For Written Dictation." If desired, dictate one or more words from the Optional Word Lists For Written Dictation chart. Students will use the new pattern from Part Two of the sound story to write these words.</p> <p><u>Option Two</u> - If students have already learned to write all the letters of the alphabet, continue to review letter formation briefly each day. Dictate the sounds for all the alphabet letters, students repeat the sounds as they write the letters. Also dictate the sounds that have been taught from Part Two of the sound story. Dictate words to spell on the same paper. If you will be studying a new picture/word page, dictate the words from that page. If you will be studying a new sentence page dictate a few of the phonetic words, any new and review sight words, and one of the sentences. If desired, include some of the words with the new pattern from Part Two of the sound story from the Optional Word Lists For Written Dictation chart.</p>
D.	Silly Sounds	Review one or more sets of silly sounds. If you are going to read short a words, practice the short a silly sounds, and so on.
E.	Read New Short Vowel Words	On the new picture/word page, follow the instructions for playing the robot game and reading the words.
F.	Sentence Pages When you reach them	<ol style="list-style-type: none"> a) Introduce new sight words as needed. b) Review new and previous sight words from flashcards. c) Read each sentence. d) Find the matching picture. e) Echo read the sentences to develop fluency.
G.	Small Group Work	<ol style="list-style-type: none"> a) Using plastic letters, spell the new short vowel words from the picture / word page done earlier. b) After reading a new set of sentences, do any of the pocket chart sentence activities.
H.	Teacher Reads Aloud	Read a variety of books aloud to the students daily.
I.	Workbook	Students do correlated workbook pages as seatwork or homework.

Words To Build With Plastic Letters				
Lesson	Prepares For Page	Letters To Use	<u>First Build These Chunks</u> (If previously mastered, omit)	<u>Next Build These Words</u> These are the words on the picture/word pages.
1	41	a, f, n, h, t, l, p, m, r, s, d, v, w, g, y, k	fa, na, ha, ta, la, pa, ma, ra, sa, da, va, wa, ga, ya, ka, af, an, at, al, ap, am, as, ad, av, ag, ak	fan, hat, lap, man, nap, ran, sad, van, wag, yak <u>Extra Words:</u> fat, fad, ham, lad, lag, mat, map, mad, nag, rat, ram, rag, sat, sag, sap, vat, yam, yap
2	43	a, b, g, c, t, d, d, s, j, m, p, n, z, x	ab, ag, ac, at, ad, as, aj, am, ap, an, az, ax, ba, ga, ca, ta, da, sa, ja, ma, pa, na, za	bag, cat, dad, gas, jam, pan, tag, zap, ax, add <u>Extra Words:</u> bat, bag, bad, cap, can, gap, jab, pat, pad, tan, tap, tax, tab
3	45	i, f, l, l, h, m, d, x, r, b, s, t, q, u, z	fi, li, hi, mi, di, ri, bi, si, ti, zi, qui, if, il, im, id, ix, ib, is, it, iz	fill, him, lid, mix, rib, rim, six, sit, quit, quiz <u>Extra Words:</u> fit, fix, fib, hit, hid, lit, if, it, ill
4	47	i, b, g, z, p, d, l, l, j, k, s, s, w, n, t	ib, ig, iz, ip, id, il, ij, ik, is, in, it, bi, gi, zi, pi, di, li, ji, ki, si, wi, ni, ti	big, zip, dig, gill, jig, kiss, win, tip, pill, in <u>Extra Words:</u> bit, bid, bill, bin, dill, dip, kit, kin, will, wig, tip, till, tin, pig, pin, pit, it, ill
5	49	o, f, x, h, t, l, g, m, m, p, n, r, d, s, b, w, k	fo, ho, to, lo, go, mo, po, no, ro, do, so, bo, of, ox, ot, ol, og, om, op, on, od, os, ob, ok	fox, hot, hop, log, mop, mom, not, rod, sob, wok <u>Extra Words:</u> fog, ox, hog, lot, mob, nod, rot, sop, sod
6	51	o, p, t, b, x, j, g, c, d, l, l, n, f, f	op, ot, ob, ox, oj, og, oc, od, ol, on, of, po, to, bo, jo, go, co, do, lo, no, fo	pot, box, jog, cot, dog, doll, got, top, on, off <u>Extra Words:</u> pox, pop, bog, jot, job, cod, cob, dot, tot, ox, fox
7	53	u, b, g, s, c, p, p, d, m, j, t	bu, gu, su, cu, pu, du, mu, ju, tu, ub, ug, us, uc, up, ud, um, uj, ut	run, rug, sum, sun, hug, hut, mud, mug, fun, nut <u>Extra Words:</u> tug, gum, dug, gun, us
8	55	u, r, n, g, s, m, n, h, t, d, f	un, ug, us, um, un, ut, ud, uf, ru, nu, gu, su, mu, nu, hu, tu, du, fu	bug, bus, cup, dug, gum, jug, pup, tub, up, us <u>Extra Words:</u> cut, jut, pus, pun, sub, sum, mug, but
9	57	e, f, l, l, h, n, g, m, t, r, d, s, w, b, y, v	fe, le, he, ne, ge, me, te, re, de, se, we, be, ye, ve, ef, el, en, eg, em, et, ed, es, eb, ev	fell, hen, leg, men, net, red, set, web, yell, vet <u>Extra Wods:</u> fed, let, led, met, sell, wet, well, wed, yes, yet
10	59	e, b, d, l, l, n, g, g, t, j, k, p	eb, ed, el, en, eg, et, ej, ek, ep, be, de, le, ne, ge, te, je, ke, pe	bed, bell, den, get, jet, keg, pen, pet, ten, egg <u>Extra Words:</u> beg, bet, peg, tell, led, let, leg, net

Word Lists For Written Dictation

Day	HWR Intro	Words To Spell	
1.	T t		<ul style="list-style-type: none"> • If students <u>have</u> learned to write all of the letters of the alphabet before starting this book, you can ignore this list and simply dictate the words from the picture/word pages for students to spell. See the list on the previous page. • If students <u>have not</u> learned to write all of the letters of the alphabet before starting this book, they will not be ready to write the words from the picture/word pages. Use the word list on this page to dictate words for students to spell. The words on this list contain only the letters that students have been taught. (Students will be able to spell the words on the picture/word pages in small groups using plastic letters.)
2.	I i		
3.	H h		
4.	L l		
5.	N n		
6.	W w		
7.	U u	nut, hut, hull, lull, null	
8.	B b	but, bun, tub, hub, nub	
9.	M m	mutt, mull, mum, hum	
10.	R r	run, rub	
11.	F f	fun, huff, buff, muff	
12.	X x	tux, lux, fix, mix, hit, fit, bit, lit, it, mitt, him, win, will, hill fill, bill, mill, I	
13.	E e	let, net, wet, bet, met, tell, well, bell, fell, ten, hen, men, Ben, web, hem	
14.	S s	set, sell, less, Bess, mess, is, his, hiss, miss, us, bus, fuss, sun, sub, sum	
15.	J j	jet, Jeff, jut, jib, Jill, Jim	
16.	O o	hot, lot, not, rot, jot, on, off, log, jog, rob, sob, toss, loss, moss, boss, Ross, ox, box, fox	
17.	C c	cot, con, cob, cut, cub, cuff	
18.	D d	dot, doll, Don, nod, rod, sod, cod, dull, bud, mud, suds, did, hid, lid, rid, bid, led, bed, Ted, Ed, red, wed, fed, den	
19.	A a	at, hat, bat, mat, rat, fat, fad, an, tan, man, ran, fan, Jan, Dan, can, tab, cab, lab, jab, dab, am, ram, Sam, jam, ax, tax, wax, sax, fax, bass, lass, mass, had, lad, bad, mad, fad, sad, dad, a, was	
20.	V v	van, vat, vet, vim	
21.	G g	gas, tag, lag, bag, rag, sag, get, leg, gum, rug, bug, dig, wig, log, dog, hog, jog, got	
22.	P p	pat, pan, Pam, pass, pad, tap, lap, nap, sap, gap, pot, top, hop, pop, pet, pen, puff, putt, cup, up, lip, sip, tip, pill, pin, pit	
23.	K k	kit, Kim, kiss, kid, keg, Ken, wok	
24.	Y y	yam, yak, yes, yell, yet, yum	
25.	Q q	quit, quill	
26.	Z z	zip, fizz, zap, jazz, buzz, fuzz	
27.	_s	runs, gets, pops, cuts, pats, jogs, sits, zips	
28.	_s, _'s	cats, dogs, pets, pigs, beds, mops, nets, logs, rags, jugs	






Optional Word Lists For Written Dictation

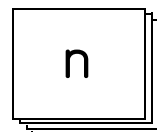
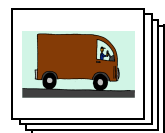
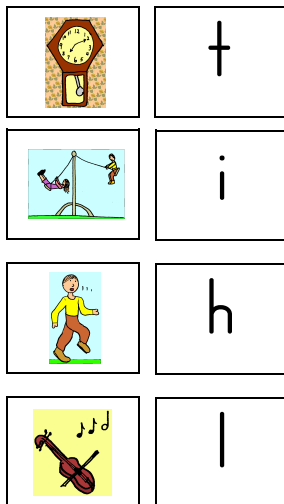
Day	Part 2 Intro	Words To Spell	
1.			<p>This chart is a continuation of the chart on the left. Follow each numbered row across to the right. The words on this page may be used with students who are ready to move ahead quickly while they study the short vowel pages in this book.</p> <p>The day after students learn to write the letter Ss, you can begin dictating the patterns from part two of <i>A Sound Story About Audrey And Brad</i>, in the order shown on this page. This matches the order in which the patterns appear in the sound story. After being introduced to each new pattern, students should write the new pattern as part of the regular letter dictation period. If desired, they may also spell the words listed on this page from dictation. The words contain only the letters that students have already studied in their handwriting lessons.</p> <p>The patterns and words on this page are optional at this point. Students will be officially introduced to the patterns when they begin <i>Phonetic Words And Stories, Book 1</i>.</p>
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.	sh	shell, mesh, rush, hush, shut, wish, fish, shin	
16.	e	we, be, he, she, me	
17.	o	no, so	
18.	th, th	thin, this, then, them, Beth, Seth, moth, thud	
19.	ö	to, do, into, onto, mash, sash, sham, that, than, bath, math	
20.	ā		
21.	ch	chat, Chad, chum, chug, chin, chill	
22.	ng	ring, sing, wing, thing, rang, sang, hang, long, song, gong, hung, sung, rung	
23.	ū		
24.	oi oy	oil, boil, soil, coin, join, toy, boy, joy	
25.	ou ow	out, our, sour, loud, shout, ouch, couch, mouth, cow, now, how, down, town, owl	
26.	ü	put, push, bush, pull, full, bull	
27.	ä	all, call, fall, hall, ball, tall, wall	
28.	(zh)	(zh=hair dryer sound)	

First Week - Getting Started


























Introduce Part One Of A Sound Story About Audrey And Brad

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

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



Practice saying the sound for each letter.

Aa	Bb	Cc	Dd	Ee	
					
Ff	Gg	Hh	Ii	Jj	
					
Kk	Ll	Mm	Nn	Oo	
					
Pp	Qu qu	Rr	Ss	Tt	
					
Uu	Vv	Ww	Xx	Yy	Zz
					

Adding The "Beyond The Alphabet" Sounds (Optional)

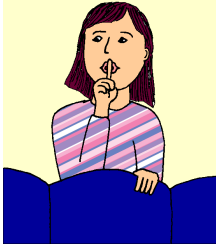
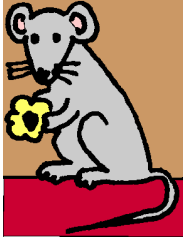
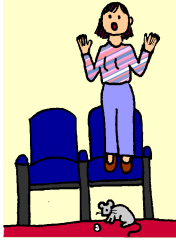



Begin Reading Part Two Of *A Sound Story About Audrey And Brad* When You Introduce The Letter J j In Handwriting

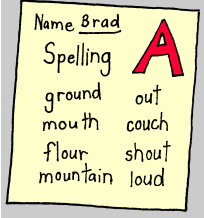

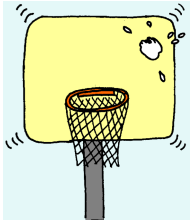


The alphabet letters alone are not sufficient to represent all the sounds in the English language. Students must also learn the "Beyond The Alphabet" sounds. These sounds include the remaining long vowel sounds, three dotted vowel sounds (the two dots mean "not the usual sound"), five additional consonant sounds represented by consonant digraphs (two consonants representing a single sound), and two sounds represented by vowel pairs. The last sound, introduced as a hair dryer sound in the Sound Story, does not have a particular letter pattern to represent it in words. The sound can be heard in these words: measure, vision, azure, garage.

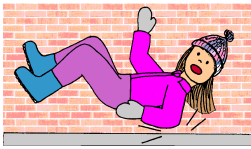

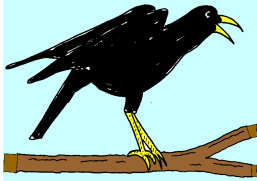

You may wait until you finish the short vowel level before you introduce these sounds. However, you may want to begin introducing these sounds while you are teaching short vowel words. This will depend on the age and maturity of your students. Wait until you have taught the letter Jj in handwriting and follow the sequence on the chart on this page. Students won't begin reading or spelling words with these sounds yet. They will just learn to associate each sound with the related letter symbol in the same way that they initially learned the alphabet. This will prepare students to start the next level, *Phonetic Words And Stories*, after they finish short vowel words.

Read a section from part two aloud each day, pointing to the sound picture and related letter or letter pattern. Model the sound and have students repeat. Explain as needed that sometimes two letters are used to represent a sound. Use the Part 2 sound pictures and the related *Beyond The Alphabet* phonogram cards to review the sounds. Have students match the picture cards and letter cards on a pocket chart. During the daily dictation period, pronounce the beyond the alphabet sounds that have been taught and have students write them while they repeat the sound. Model and assist as needed. A wall chart showing the Beyond The Alphabet sounds is available.

Teach Handwriting	Read From Part 2 Of The Sound Story
J j	sh
O o	ē
C c	ō
D d	th, th
A a	ö
V v	ā
G g	ch
P p	ng
K k	ū
Y y	oi oy
Qu qu	ou ow
Z z	ü
Suffix _s	ä
Suffix _s	"Hair dryer" sound

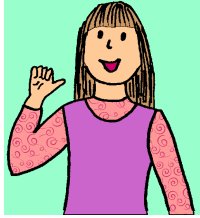
<p>Part 2 Beyond The Alphabet Sounds A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. "Shhh," Mom said, leaning forward in her seat.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

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

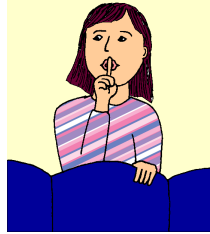
<p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. "Ou," she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave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

"Beyond The Alphabet" Sounds

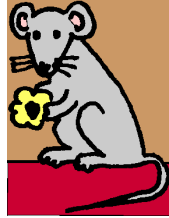
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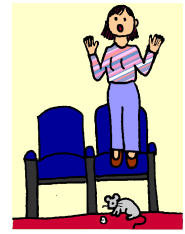
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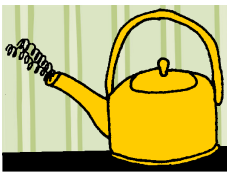
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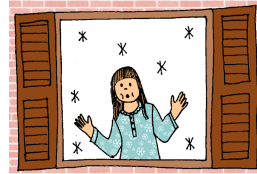
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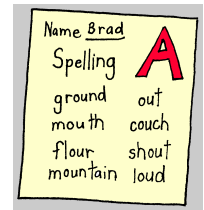
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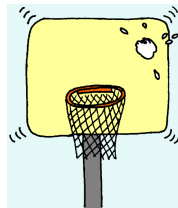
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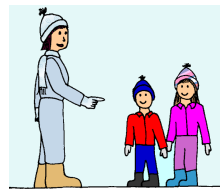
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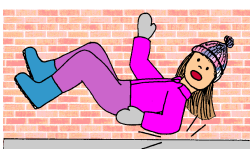
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oi oy



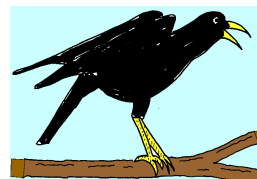
ou ow



ü



ä



measure, vision,
azure, garage



Say the sound for each letter or pattern.

Color-Coding Chart

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

Notes About the Alphabet

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

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

a) Each vowel can represent three different sounds.

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

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

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

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

sh/ship th/thumb th/this ch/chicken ng/ring
The sound in vision, measure, azure, garage

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

Vowels: a/apron, ai/rain, ay/play, a_e/safe
Consonants: f/fan, ph/phone, ugh/laugh

e) Sometimes single consonants represent more than one sound.

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

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

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

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

ar/car, ar/dollar, ar/carrot er/her, er/heron ir/bird
or/horse, or/tractor, or/sorry ur/turtle
wor/worm ear/early our/journal

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

rab-bit, ra-ven sev-en, se-cret sil-ly, si-lent
rob-in, ro-bot muf-fin, mu-sic

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

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

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

said been any bury friend

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

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

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

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



























A. Sound Charts

See The Letters And Sound Pictures - Say The Sounds




























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

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

Practice saying the sound for each letter.

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

Alphabet Lower Case Letters Say The Sounds

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

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

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

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









that they actually sound like the word *cat*.

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

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

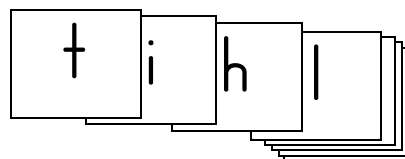
Large versions of the sound charts are available to use with a whole class. Post these on the wall and move a pointer from one letter to the next while students follow along and say the sounds in unison. The wall charts provide a useful reference point for students while they're working independently.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

Say the sound for each letter.

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

B. Alphabet Cards

See The Letters - Say The Sounds



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

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

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

C. Handwriting And Spelling Dictation

Writing Letters With Correct Letter Formation

Spelling Phonetic Words And Sight Words

Using Arrow Cards

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



The Benefits Of Handwriting Instruction In First Grade

Planning instruction for the beginning of first grade is a challenging task. Some students have learned to write the letters of the alphabet in kindergarten while others have not. This is related to the handwriting methods used in kindergarten, the amount of time spent on handwriting, the age of the students, and the natural aptitude for handwriting among the students. Because all students will need to review and practice letter formation, thorough handwriting instruction should be taught to the whole class during the first few weeks of school. This may seem time consuming but the amount of time put in on the front end will more than pay off. Students will be able to finish their work more quickly, neatly, and accurately for the rest of the school year. Another less obvious benefit of spelling instruction is that learning to spell phonetically has a strong positive influence on students' ability to read words, as well. By analyzing the individual sounds in words and pairing them with the related letters and letter patterns, students internalize the structure of the words very accurately, making it easier to decode the words when they see them.

The Benefits Of Teaching Short Vowel Words In First Grade

The same sort of situation applies to reading and spelling short vowel words. Some students have mastered short vowel words, others have learned to read and write them with some hesitancy, while others have not yet begun to understand how to decode and spell short vowel words.

Because the skills needed to read and spell short vowel words are also essential for reading and spelling more advanced words with various phonogram and syllable patterns, it is important to teach short vowel words thoroughly to the whole class. Even the students who have apparently mastered short vowel words may not have truly mastered the subskills needed to decode and spell phonetically with confidence and ease. All students will benefit from careful short vowel instruction. For students who have not yet begun to read and spell short vowel words, building the necessary skills to do so at the beginning of first grade will quite probably have a positive influence on the rest of their academic careers.

The Predicament In First Grade

There is an inherent difficulty when starting first grade. Students are generally familiar with the alphabet and ready to begin decoding short vowel words with careful instruction, but many of them have not yet mastered letter formation for all the letters of the alphabet. Before students begin writing words, they need to have handwriting skills that are accurate and automatic, with a strong association between the written letters and the sounds that they represent in words.

The solution to this problem is to use any of the Sound City Reading handwriting books to teach students to write the letters of the alphabet at the beginning of first grade, taking enough time for students to master each letter. Students are not expected to spell or copy words with letters that have not yet been taught in first grade, regardless of previous instruction. A list of short vowel words is included in this book that takes the order of letter introduction in handwriting instruction into account. Students only write words that contain the letters they have learned.

A second, related difficulty in first grade is that there is much required of first graders in the area of spelling. Many phonetic words and sight words must be taught before the end of the year. Students must learn many phonogram patterns in order to spell these words. In first grade, you have to "hit the ground running," so to speak.

The solution to this second problem is to have students begin spelling a variety of short vowel words from the beginning of the school year. Instead of writing the words to spell them, students will spell them with plastic letters. In this way, students are not limited to the letters they have studied in handwriting. The teacher conducts spelling sessions with the plastic letters in small groups at a table. This allows students to spell new words from the picture/word pages in this book on the same day they learn to read them, providing optimal learning. It also allows the teacher to introduce the letters in handwriting over a longer period of time.

There are two spelling lists in this book for teacher reference, one for writing words on paper and the other for building words with plastic letters. The words students write on paper will include only the letters that have been taught in handwriting. The words students spell with plastic letters will be the same words they read in this book, plus a few extra words. These words will include all of the letters of the alphabet from the beginning.

By the time students finish studying short vowel words and begin the *Phonetic Words And Stories* books, they will be able to write all of the alphabet letters with confidence. At that point, the written spelling lists will match the words that students study on the picture/word pages.

Planning The Lessons

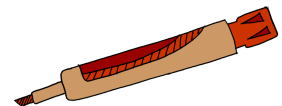
You will introduce one new letter per day by tracing large patterns during the daily handwriting period, as described previously. You will teach both the capital and lower case letter at the same time. You will continue the lesson by dictating the sounds for the new letter and all of the letters previously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

After students have learned enough letters they will be able to begin spelling short vowel words on the same paper. You can use the sequence chart in this book to help you plan which words to spell in each lesson. The chart shows the order in which letters are taught along with the words and sentences that can be spelled after each letter has been introduced. The sequence chart also shows new sight words and easy sentences for students to write.

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

Remember that the written spelling lesson will go more slowly than the decoding lessons from the picture/word pages. Students will spell those words with plastic letters during the small group period later in the day.

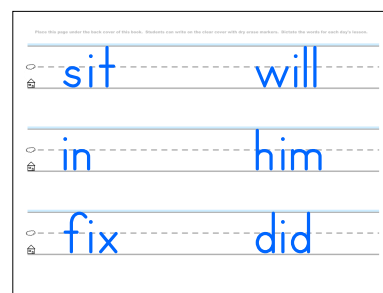
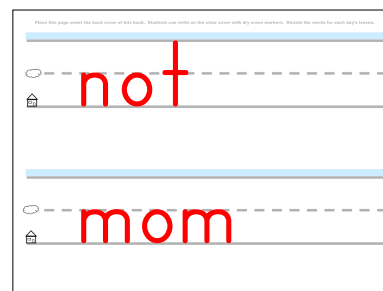
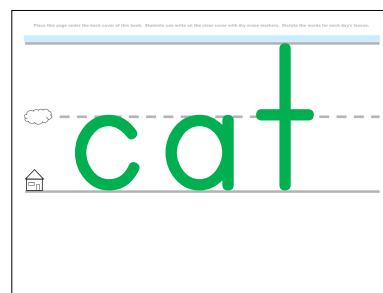
Spelling Words On Individual Dry Erase Boards



A good starting point for dictating written words is to have students spell words on a home-made dry erase frame using a clear cover sheet taped along the edge to a sheet of cardstock. Place one of the pages with large blank lines from this book

under the clear cover sheet. Students can write directly on the clear sheet, using the lines visible beneath the sheet as guidelines. This works well when students are just beginning to spell words by writing them. Start by having students write on the largest lines. Spelling just one, two, or three words at a time keeps the task from being overwhelming. Students can erase the board after the first word or after several words and continue without too much clutter on the page. Errors can be easily erased with a tissue or small piece of cloth and corrected.

There are pages with three different line sizes in the back of this book. Start with the page with the largest lines, then work with the page with smaller lines, and finally go to the page with the smallest lines. The letters in the words spelled will be large, so that the teacher can see the words easily to check them when students hold up their books. Students can spell words at their desks and lift up the frame to show the teacher for an on-the-spot assessment. Mistakes (including poor letter formation) can be taken care of quickly and easily by erasing and rewriting.



Spelling Words On A Pocket Chart Before Writing Them On Paper

When students have become confident writing letters correctly, and have practiced spelling words on dry-erase boards, they will be ready to spell words with letter cards on a pocket chart and then write them on regular lined paper. Choose words to dictate from the *Word Lists For Written Dictation* chart on page eighty. You will call on individual students to spell words with moveable letter cards at the pocket chart. The student will segment the word, saying each sound separately, as he or she places the letters. The word is then covered with a piece of construction paper. The whole class segments the word in unison, along with the teacher. Then students segment the word again, individually, while writing it on paper, one letter for each sound. Continue until all the words you have planned have been completed.

This task will be easier since students will already be familiar with spelling words with plastic letters. Spelling the words on a pocket chart with letter cards is essentially the same process. Students must listen to the sounds at the beginning, middle, and end of the words, and place the letter cards accordingly.

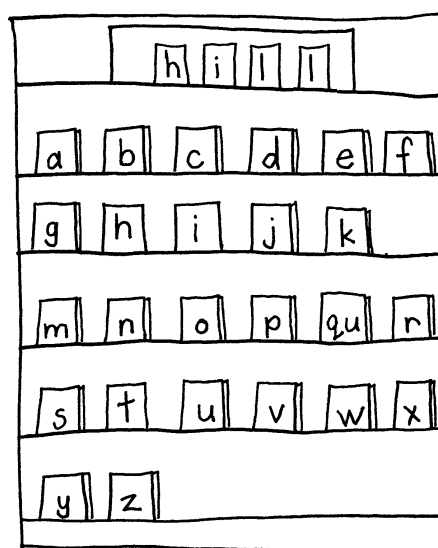
After a student segments a word and places the letters in the correct order in the pocket chart, it will be easier for the rest of the students to segment the word, first as a group, and again individually while they write the word.

Materials And Set-Up For Using A Pocket Chart

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

Building Words On A Pocket Chart

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



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

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

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

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

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

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

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

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

Teacher: "Read the word."

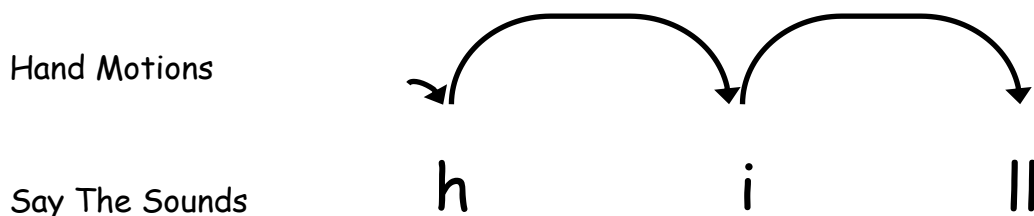
Student: "Hill."

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

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

Going From The Pocket Chart To Lined Paper

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



Now students repeat the sounds to themselves, one sound at a time, as they write the related letters on paper. This is where the daily letter dictation pays off; students will be used to writing the letters when given the sounds. Help as necessary. Insist on careful handwriting. After students write the word, remove the construction paper and have students segment the word (say the individual sounds) as you point to the letters on the chart. This provides extra reinforcement and serves as a way for students to self-check their work. Finally, have stu-

dents read the word smoothly. It's important for students to understand that we segment a word to spell it, but not to read it. When reading, we connect the sounds and pronounce the word normally.

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

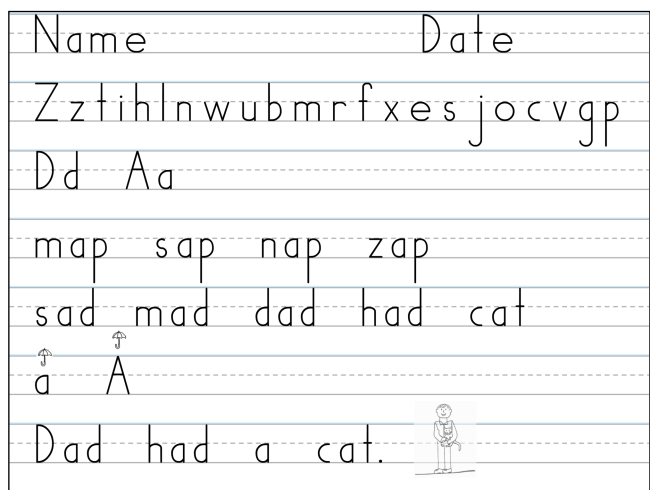
Be sure to help with any words that have tricky parts that may confuse the student. If there are any words that are especially confusing write them on the board for students to segment and copy.

Regular practice will bring a great improvement in the student's ability to master this task. Students will need less modeling and assistance you as time goes on. You will say the word, then have the student say each sound and build it at the pocket chart without your help.

As students segment short vowel words and spell them, they are building a basic understanding of word structure that will help them read short vowel words and other words that they learn in the future.

Spelling Directly To Lined Paper Without A Pocket Chart

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



Adding Sight Words

When students have developed confidence segmenting and writing short

vowel words, introduce these sight words during the dictation period: a, was, as, has, is, his, and I. These words are also taught from the sentence pages during the reading lessons.

To teach a new sight word, hold up the sight word card for the word, say the word, and use it in a sentence. Have every student repeat the word individually, going from one student to the next. Call on several students to give an oral sentence with the word. Point out which letters don't represent the expected sound.

If you have already introduced a sight word in this way from a sentence page, just hold up the word card and review the word. Have students copy the word on their papers.

Since sight words have one or more parts that cannot be "sounded out" phonetically, this is one time that students can spell the words by using the letter names as they write each letter.

After students copy the word for the first time, remove the card and have students over the word on their papers. Students then spell the word again, repeating the names of the letters. Uncover the word and have students check their work and correct as needed.

When you practice writing the same sight words on other days, you can streamline the process as soon as students are able to do so. Say the word and let students try to write it from memory. Show the card and have students check their work and correct if needed.

Post the sight word cards on a word wall after they have been introduced so that students can refer to them as needed throughout the day when they do independent writing activities.

Adding A Sentence

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

D. Sound Blending

Reading "Silly Sounds"

ab

ac

ad



Reading The Two-Letter Combinations From The Book

In this activity, students will consciously practice sticking two sounds together. Use the sound blending pages on pages 15-17. There is a separate section for each short vowel.

Students will blend the sounds for each pair of letters by saying the sounds smoothly, without a break, going from left to right. The student will put a finger under the first letter, say the sound, slide to the right, and say the second sound. For example, as the student moves down the first column on the page with short a sounds, he would say, "ab, ac, ad, af, ag, and so on. It is important for the sounds to be smoothly connected.

You will need to model this process to teach this skill. Say each sound combination one at a time and have the students repeat after you.

If you do this activity for a short period every day students will eventually be able to read short vowel words more confidently. It will take repeated practice over the course of a number of lessons.

Don't try to master this skill in one day. Start with the short a combinations. Continue to practice them each day as the students work through the short a words. When students have become confident with the short a sound combinations, begin the short o combinations to prepare them for reading short o words. Add the short i, short u, and short e combinations in the same way.

This task is more difficult for beginners than you might think. Some students catch on quickly, and others find this process quite challenging. If the student does not catch on right away, don't give up. Model each combination by pronouncing it clearly, and have the students repeat. Regular practice will bring more self-assurance. If students start to lose enthusiasm, try using an egg timer to try to "beat the clock" when practicing a page.

Continue to practice as many days as necessary, until students can put all the sounds together confidently, without any help. It will typically take a number of days of practice before students are able to put the sounds together independently.

After students master the process with short a, you can repeat the process for the other short vowels. Don't try to teach all the vowels on the same day. You should plan to practice this activity every day until all the sound blending pages have been mastered.

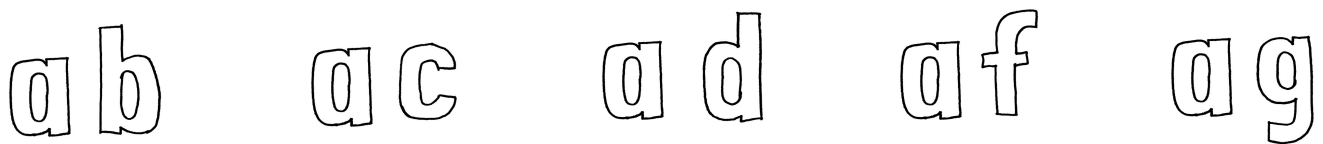
It is helpful to have the student build two-sound chunks with plastic letters as a

preparatory activity. See the instructions on pages 75-78.

The ability to stick letter sounds together to form words when reading (oral blending), and the reverse ability, to separate the individual sounds in words when spelling (segmentation), provide the foundation for developing the ability to read and spell words.

I once tutored a small group of first grade students who were in a phonics program in their classroom. I could not find a way to get them to read three-letter short vowel words. Finally I decided to check to see if they could put just two sounds together. They could not! So I set up a chart with two-sound combinations and coached them on how to pronounce those sounds. It was so difficult for the students I checked with two speech teachers to make sure I was doing the right thing. They assured me that I was. We kept working until they could say the sound combinations with confidence without my help. This was the doorway for them to begin reading short vowel words. I put short vowel words on flashcards and let them take turns trying to read them. If they read the word correctly, they got to hold the card. The student with the most cards at the end of the activity was the "winner."

These students went on to read words with various phonogram patterns with great success after learning to read short vowel words.



Extra Reinforcement - Practice Sound Blending With The Letter Connection Cards

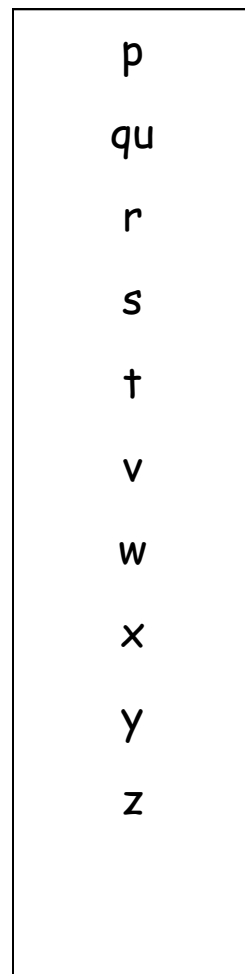
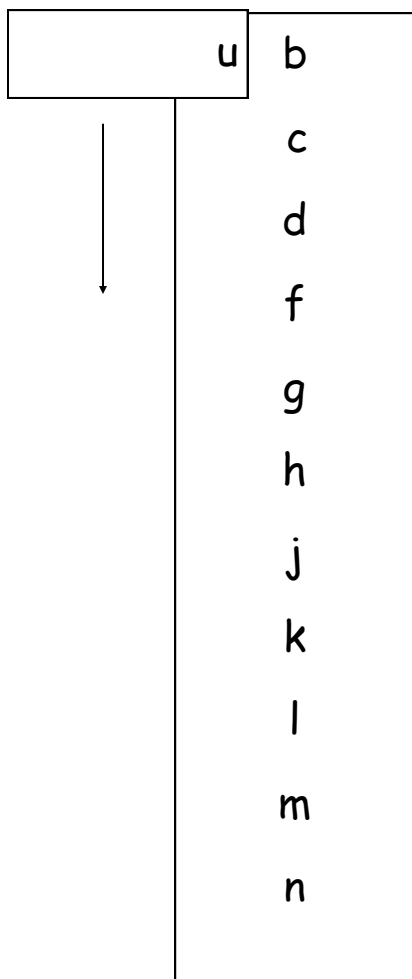
See the instructions on the next page to see how to use letter connection cards, available from Sound City Reading, to give students extra practice pronouncing two-sound letter combinations. The teacher moves a vowel card down the left side of a column of consonants. Students must slide each pair of sounds together smoothly. This is a good way to practice while students are still trying to master this skill.

Read Short Vowel Words With The Letter Connection Cards

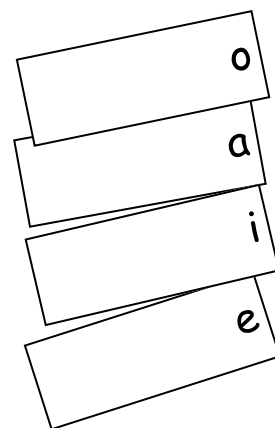
After students are able to put two sounds together, let them try putting three sounds together to read short vowel words. See page 103 for instructions. This is an excellent way to help students build fluency when reading three-sound short vowel words.

Sound Blending Exercises - Short Vowel Chunks

Step 1 - Students pronounce vowel-consonant combinations.
Students learn to connect a final consonant sound to a short vowel.



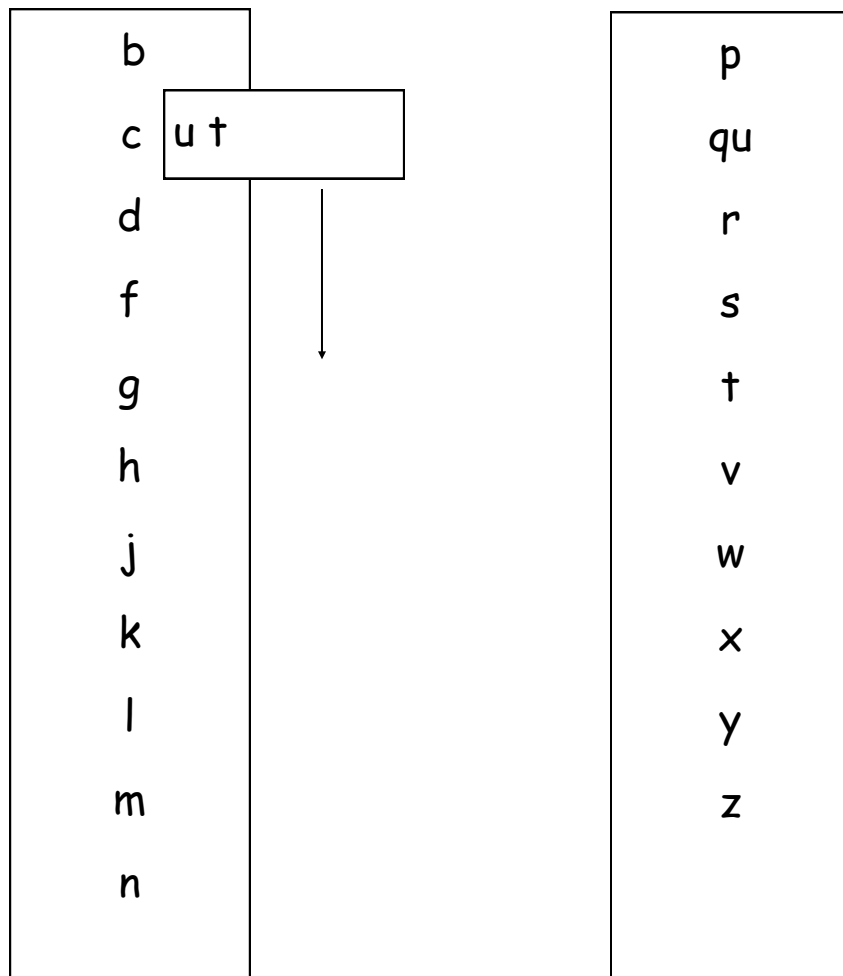
Teacher Preparation - Set up the consonant columns as shown above, displayed on an easel, chart stand, or chalkboard. Cover any consonants that have not been taught with small sticky notes. Cut apart the short vowel cards. These vowels are printed in light colors to show they have the short vowel sound. Slide a vowel card down the left side of the columns of letters. Because the vowel is followed by a consonant, it will represent its short vowel sound. Model how to pronounce the short vowel sound followed by the consonant sound, sliding the sounds together smoothly. Have students repeat each letter combination aloud. Explain that these are "silly sounds" because they don't mean anything, but learning how to pronounce them will help them get ready to read real words. Practice frequently until students have mastered this skill.



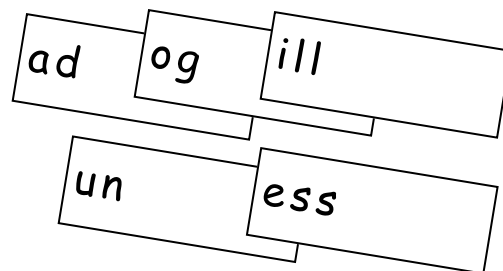
Sound Blending Exercises - Short Vowel Words

Step 2 - Students read short vowel words.

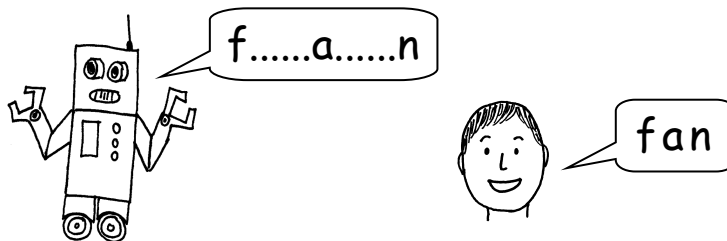
Students read rhyming short vowel words, and in doing so learn to connect beginning consonants to closed ending syllables.



Cut apart the closed syllable cards. Work on one set of short vowels at a time. First show a closed syllable card and have students pronounce the letters on the card, putting the sounds together smoothly. Remind students that the vowel represents its short sound because it is followed by a consonant. Then slide the card down the right side of the consonant columns. Stop at any beginning consonant that will form a real word. Have students read the word, sliding the sounds together smoothly. Model and have students repeat as needed. Practice regularly until students can read the words unassisted.



E. The Robot Game: Putting Sounds Together To Make Words



This activity sequence helps students learn to read short vowel words. It works well for beginners or any students who are having difficulty reading words. It can be done with individual students or small groups using individual copies of this book. It can also be used with a whole class. Download the pdf file for this book to a computer (free at www.soundcityreading.com) and show the pages on a large screen using a projector. Follow the instructions below, calling on individual students to answer during the activity.

Following the steps in this sequence described below makes it much easier for students to learn to read the words. First students find the pictures, then they find the words, and only then are they asked to read the words by themselves.

Each lesson uses two pages, a picture page on the left, and the related words on the right. The pictures and words match, but they are not in the same order, so that the student can play a guessing game while learning the words. During the game, the teacher will say the word for each picture "like a robot," by pronouncing each sound in the word separately. This is called "segmenting" the word. The student's job is to connect the sounds together, saying the word smoothly, without a break. This is called "oral blending." Make it clear to the student that he is not to copy the teacher's robot voice. He has to "say it fast" and pronounce the word in the normal way.

Optional Warm Up - Identifying the Pictures

The teacher points to the pictures one at a time, and the student names the pictures. If the student cannot name the picture or gives a name other than the word listed, the teacher should name the word for the student and explain its meaning as needed.

Step One - Finding the Pictures

1. The students look at the pictures. The teacher looks at the words in the first column, the column with the arrows.
2. The teacher says the sounds in the first word, going from left to right, with a pause between each sound. For example, if the word is fan, the teacher would say "f.....a.....n." Don't point to the letters or words, just say the sounds. Be sure each sound is completely separate. For example, don't say "fa.....n" or "f.....an." Also, be careful not to add the "uh" sound to the consonants, "fuh.....a.....nuh." Pronounce double letters as a single sound, for example "j.....a.....zz."

3. Call on a student to find the correct picture, point to it, and say the word in the normal way (not with separated sounds). If the student separates the sounds, the teacher should tell the student to "say it fast." Give plenty of hints as needed.
4. The teacher says the sounds for the next word, and then the remaining words, one at a time, until all have been completed.
5. Continue to call on students to respond in the same way each time, by finding the picture, pointing to it, and saying the word.

Option 2: Students point to the letters and listen as the teachers says the sounds.

Option 3: Students point to the letters and say the sounds with the teacher.

Option 4: Students point to the letters and say the sounds without the teacher's help.

Step Two - Finding the Words

1. This time, both the students and the teacher look at the words. Look at the first column of words with the arrows between the letters.
2. This time the teacher looks at the pictures, going from one to the next in the order in which they appear. The teacher says the sounds for each picture "like a robot," just as before, pronouncing each sound separately, with a slight pause in between.
3. The students look at all of the words in the first column and listen to the teacher say the sounds. Call on a student to find the correct word. She must look carefully to find the word with the correct beginning, middle, and ending sounds. Then the student points to the word and pronounces it in the normal way. If she pronounces the sounds separately, ask her to "say it fast", so that the word is pronounced normally. Note: The arrows divide the word into its separate sounds, allowing the student to "see" the separate sounds. The arrows also remind the student to move from left to right when pronouncing the word.

Option 2: The teacher pronounces the name of each picture normally, without separating the sounds.

Step Three - Reading the Words (Decoding)

1. Fold back the book so the pictures are no longer visible.
2. Students look at the words in the second column (the words without the arrows). Call on individual students to read each word aloud. The remaining students point to the word and repeat it in unison. After all the words have been read, have the students reread the words again, in unison, going down and back up the column.
3. If the student pronounces the word one sound at a time, remind him to say the word at normal speed. Have him try again.

4. If a student cannot read a word, have the student go back to the first column. He should put a finger under the first letter and slide to the right, saying the sound of each letter, sliding the sounds together smoothly. If the student doesn't put the sounds together smoothly, say, "You said the sounds correctly. Now put the sounds together and say it fast." This is a skill that will take a practice. Encourage and praise the student. Always have a student repeat a word if needed so that it is pronounced smoothly. Finally, have the student go back to the second column, and read the word again.

Optional Riddle Game

After students have read the words in the last column, you may want to do this activity to reinforce the meanings of the words and provide extra practice recognizing and pronouncing the words.

Going in random order, give a brief definition of each word. Call on a student to scan the words on the list, point to the correct word, and read it aloud.

"This word is something you drive."	"Van."
"A grown up boy is a _____."	"Man."
"When you are sleepy you take a _____."	"Nap."
"This word is the opposite of happy."	"Sad."
"What would you wear on your head?"	"Hat."

F. Working With Sentences And Sight Words

In this book there are two pages of words and pictures for each short vowel. Following each pair of picture/word pages, students will read two or three pages of easy sentences. The sentence pages are similar to the picture/word pages. The sentences and pictures are on facing pages, but they are not in the same order. Students have to read and understand each sentence in order to find the matching picture.

It will be necessary to learn a few sight words in order to read the sentences. In this program, sight words are defined as having one or more letters that can't be sounded out in the usual way. These words are taught as sight words at the short vowel level: a, A, was, as, has, is, his, I. They will be introduced one or two at a time as they are needed to read a new set of sentences. In this program, a pair of glasses is used to indicate sight words.



Step One - Identifying The Sight Words

You will know when to introduce sight words when you see them listed with a set of sentences. Show the students the words in the book, and also show the same words written in large print on index cards. Point to the sight words, one at a time, and pronounce them out loud. Have students repeat them in unison.

Explain that sight words can't be sounded out in the usual way. Point out which letters don't show the regular sound. Show the students the umbrella over the letter "a" in *a*, *A*, and *was*. This is a signal to use the short u sound (as in u/umbrella) for the letter a in these words. Show the small z over the s in the words *as*, *has*, *is*, and *his*. Explain that sometimes the letter s can represent the /z/ sound. Have the students look at the flashcard and say the word again, taking turns.

Continue by reviewing the sight words that have been previously taught, using flashcards. You may want to post the sight word cards on the wall for easy reference.

Step Two - Reading The Sentences And Finding The Pictures

Students should take turns reading the sentences and pointing to the matching picture. Guide and support students as needed. Remind students about sight words, vowel sounds, and letter sounds when necessary. Explain any sentences or

pictures that are confusing. If a student has to stop to figure out any words, have him reread the whole sentence again so that it can be read smoothly. Explain that we want to practice reading sentences until we can read them "like we really talk."

Step Three - Building Oral Fluency

Reading sentences requires an additional set of skills, beyond being able to decode words. Sentences have a spoken rhythm to them. Students need to learn to group words together in meaningful phrases when they read.

When reading sentences, students are trying to decode new words and at the same time put the meanings of the words together mentally to create a complete thought. This is one reason this program spends time teaching students to decode quickly, with confidence. But it is also essential to work with students to develop a natural flow when they're reading. It is a completely different skill.

Echo Reading

After completing a set of sentences, reread each sentence aloud to the students. Have students track the print by following it with their fingers as you read each sentence to them. Students follow the print again as they reread the sentence in unison.

Repeated Reading

Have students go through the sentences one more time. This time, have them read in unison without hearing you model the sentences first. Assign two different groups to read alternate sentences. You might choose boys and girls, left side of the room and right side, students with long pants and students with short pants, etc.

Partner Reading

At a time later in the day, allow students to work in pairs, sitting anywhere in the room they wish, to reread the sentences and find the matching pictures, taking turns.

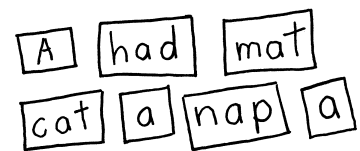
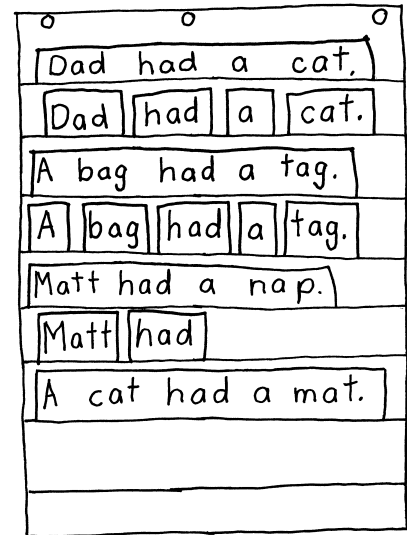
Without enough practice, reading can become strained and difficult for students, leading to frustration. Taking the time to build oral fluency helps students succeed when they are learning to read. This builds excitement in the students and a desire to learn more.

Step Four - Working With Sentences In A Pocket Chart

Provide extra practice reading sentences with any of the following activities using a pocket chart. This can be done with the whole group or with small groups.

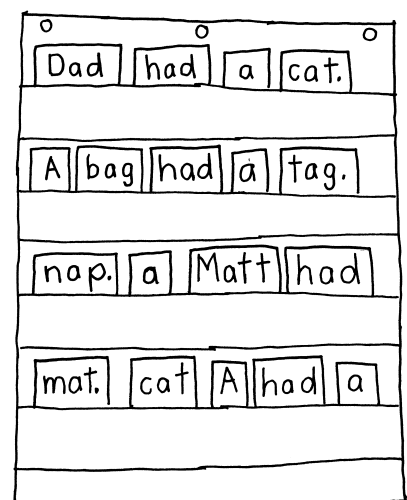
Activity One - Word Matching

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



Activity Two - Mixed Up Sentences

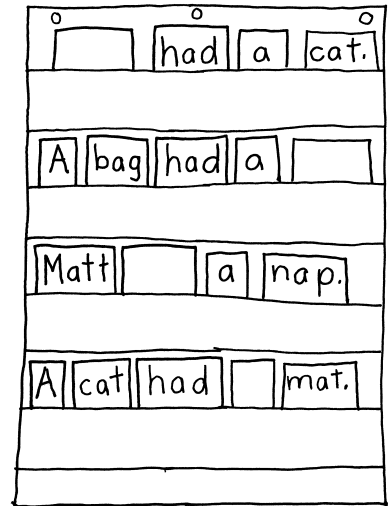
Using just the separate word cards from the above activity, place the words needed for each sentence in a separate row on the pocket chart. Mix up the order of the words within each sentence. Call on individual students to come forward and rearrange each set of words so that they create a sentence that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



Activity Three - Cloze Exercises

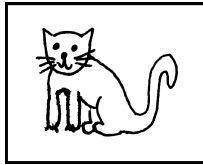
The word "cloze" is a term for "fill in the blank" activities. Place the word cards for several sentences in rows on the pocket chart. The word cards should be in the correct order for each sentence. Have students read each sentence. Then ask students to close their eyes - no peeking! Turn over one card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

You can repeat this activity again in the same way. This time turn over a different card when students close their eyes.



G. Small Group Work

Segmenting Breaking Words Apart



"c.....a.....t"

This activity works well when working with a small group but could be done with the whole class. Do this activity at the beginning of the school year. After students have become familiar with this skill and have reviewed the sounds for the alphabet letters, they can begin spelling short vowel words with plastic letters.

Materials

Use any of the picture pages in this book that are used to introduce the short vowel words. Fold back the book so that students can not see the page with the words. This is strictly a sound game; you won't use any letters.

You'll need three small objects for yourself and for each students. Colored cubes or teddy bear counters are available from school supply stores. If these are not available, you could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square will work, too. I like to use three different colors of cubes or teddy bear counters, lined up from left to right in this order - green, yellow, and red. I talk about the colors on a stoplight with the student. Green means go, yellow means slow down, and red means stop. This activity works well with a small group.

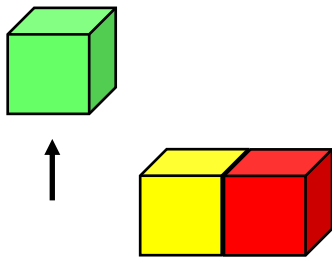
To Do The Activity

Students line up their tokens in a row.

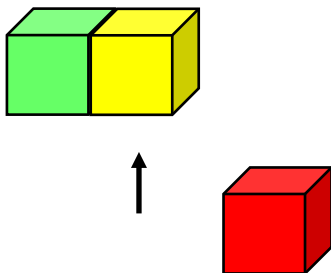
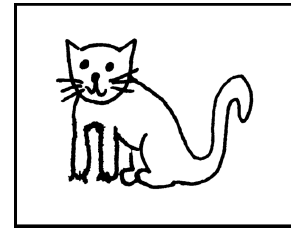
Point to the first picture on one of the picture pages that teaches short vowel words. Say the word, for example, *cat*. Model for the student how to break the word apart into separate sounds. Say each sound separately. As you say each sound, push a cube forward about an inch, going from left to right. Each cube will represent a sound. Have the students repeat the process with the same word. Be sure they are separating the sounds completely. For example, the word *cat* should be separated into three distinct sounds, c....a.....t, not ca.....t, and not c.....at. Continue in the same way for each picture. The goal is for the students to hear the word, move the cubes, and say each sound clearly without help from you. This is a challenging skill. Do a little each day, model repeatedly, and give the students time to learn.

This process is called "segmenting." Being able to break a word apart into its individual sounds prepares students to spell words. Because it fosters the understanding that words are made up of individual sounds, arranged in order in words, the activity also helps students learn to read words.

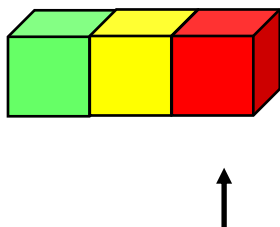
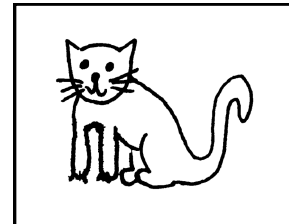
The following diagram shows the sequence used to move the cubes while pronouncing the separate sounds. Move the blocks forward, one at a time, saying a sound for each block. Students see only the picture. They do not see any letters.



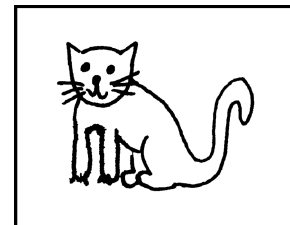
/c/.....



...../a/.....



...../t/



Building Two Sounds With Plastic Letters

a b

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

Materials

You will need small, moveable alphabet letters. Use lower case letters. Small plastic letters are perfect. Or you could write letters on small squares cut from blank index cards, on small cubes, or on one inch square tiles. You will need one set of letters for this activity, but make or purchase two sets which will be needed later on for spelling words. Store the letters in a small, shallow box.

Setting Up the Activity

To set up the activity, select one vowel and six or more consonants. Fold a piece of construction paper or card stock lengthwise and draw a line along the fold line. Put the consonants in a row in the top section and the vowel in the bottom section.

Students are able to hear the short vowels a, o, and u fairly easily. The vowels i and e are more difficult to distinguish, so save these until students have worked with the other vowels first.

To Do the Activity

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

Dictate several vowel-consonant combinations, such as *it, il, in*, etc. The letter to show the vowel sound should already in place on the lower strip of construction paper. The student is to listen for the consonant sound, select the correct consonant letter, and put it beside the vowel. The student will have to listen carefully to hear if the consonant should go before or after the vowel. After placing the letters correctly, the student should pronounce the letter combination orally. Students should then return the consonant to the top section to get ready for the next letter combination.

Here is a typical sequence. Ask the student to show you a variety of letter combinations. Pronounce each combination and let the student decide how to place the letters to show the combination. Start with combinations that have the consonant at the end. Then continue with combinations that have the consonant at the beginning. Use the short vowel sound for both types of combinations. Have students repeat each combination orally after they have built it.

Starting position.

f p s t n h r m

a

"Show me ap."

f s t n h r m

ap

"Show me at."

f p s n h r m

at

"Show me am."

f p s t n h r

am

Continue in the same way until all the letters except h have been added after the letter a.

"Now we're going to put the consonants at the beginning."

f s t n h r m

"Show me pa."

p a

"Show me ha."

f p s t n r m

h a

"Show me sa."

f p t n h r m

s a

"Show me ta."

f p s n h r m

t a

And so on. Continue until all the consonants have been placed at the beginning.

Now you're going to have to listen carefully and decide if the consonant goes before or after the vowel.

f p s t h r m

"Show me an."

a n

"Show me ra."

f p s t n h m

r a

"Show me pa."

f s t n h r m

p a

"Show me ap."

f s t n h r m

a p

"Show me af."

p s t n h r m

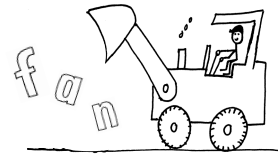
a f

Continue in the same way until all of the possible combinations have been built.

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

Word Building

Using Plastic Letters To Spell Three Letter Words



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

I discovered the value of this activity years ago and have used it faithfully ever since. I was tutoring a student who could not read short vowel words, no matter how many times I modeled and explained what to do. I had a set of picture/word flashcards with short a words on one side and the matching picture on the other side. But this young man could not read a single one of the words.

On a hunch, I got out a set of plastic letters. I showed him the picture side of the cards, one at a time. He named each picture, listening to the sounds, and built each word by placing the letters in order to match the sounds. When he finished spelling all of the short a words, I turned the cards over to the side with the words. He could read them easily!

After that I used this technique with my first grade students for the first weeks of school every year. We spelled short vowel words with plastic letters every day. The strong students got stronger and the weaker students caught on. I've also used this method with kindergarten students and even some preschoolers that I have tutored.

Setting Up

You can do this activity with one to six students, or even a whole class if you have enough sets of letters. Each child should have their own box of letters. The small sandwich sized plastic boxes available at the grocery store are inexpensive and work well. Put two sets of letters into each box, because some words, like *mum*, *less*, and *jazz*, will need two of the same letter. Later on, students will be have enough letters to spell words with two vowels, such as *feet*, *book*, and *finish*. You can order letters from www.alphabetletter.com for a very reasonable price. They have sets of 26 letters and also have sets of just the vowels in an alternate color. I like to buy the extra vowels so they will stand out within the word.

The work mat could be a piece of blank paper with a straight line drawn horizontally across the center. Or you can fold the paper lengthwise and cut it into two strips, laying one above the other. Copy the directional arrow strips in this book that begin with a star. Give one strip to each student to place above the work mat to show the correct direction to go when building a word. Remind the students to "start at the star" and follow the arrow as they place their letters.

In order to make it easier for students to find the letters needed to spell a word, the letters for a particular lesson are selected and placed on the top section of the work mat. Look at the list of words to spell. Say the sound of each letter students will need, one at a time. Students should find the letter, repeat the sound, and place it on the work mat. Continue until all of the letters needed are lined up. This exercise by itself provides good practice in visual discrimination of the letters and also in connecting letters and sounds. Tell the students the top part of their work mat will be their "letter bank."

If you want to get really fancy, you can buy plastic tackle boxes available in the fishing section of department stores. Place two of each letter in the compartments in the boxes, going in alphabetical order. You'll have to put w and x together and y and z together to make everything fit. Make small labels cut from index cards, write a letter on each label, and tape the labels into the sections where they belong. Using these boxes saves time because students don't have to dig around to find the letters they need before they get started with the lesson. However, when using these boxes, students tend to misplace the letters when they put them back in the box, or drop them and lose them altogether. This type of box does work very well when tutoring individual students.

Spelling Short Vowel Words

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

Using moveable letters allows the spelling to proceed rapidly from one word to the next. Students will build words as they are dictated by the teacher. A word list on page eighty-four shows the letters to use and the words to dictate in each lesson. The words from the picture/word page that student will read from the book later in the lesson are listed. Students will spell at least those ten words. However, additional words are listed for extra practice, and it would make sense to have students spell as many of these words as time permits.

If you wish, you can have students open their books to the picture/word page and fold it back so that they cannot see the words. This will give students a visual picture reference when spelling those ten words.

How To Dictate The Words

When dictating a word, say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right. Stretch out the word until students can hear the first, middle, and last sounds clearly. For example, fffff...aaaaa...nnnnn. Help the students hear each sound and find the correct letter as needed. Each student will select the letters from his own "letter bank," and spell the word in the spelling area. Students must go in order, from the first sound to the last, when they select and place the letters. Students say the sound for each letter as they place it in the spelling area. Check each student's work and have them listen again and correct as needed. Any mistakes provide a powerful learning opportunity. Pronounce the incorrect word as it is spelled (for example "naf"), and the student will hear that it is wrong. Then pronounce the word again correctly, and have the students rearrange the letters as needed. After a word has been spelled correctly, students should place the letters back into their letter banks before beginning another word.

If any word has double letters at the end (cuff, fill, jazz, mess) tell the students to put two letters for that sound.

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

Variations

Use the following variations for some of the words as time permits. (Letters between slashes indicate that you should say the sound of the letter.)

1. Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*."
2. After spelling a word, have students remove the beginning or ending letter. If the student has spelled the word *cat*, say, "Take away /c/. What do you have left?" The student should remove the *c*, study the remaining letters, and say "at." Have the student put the *c* back at the beginning. Now ask the student to remove /t/. The student should remove the *t* and say "ca."
3. After completing all the word lists with single vowels, add extra lessons in which students spell words with two different short vowels: *cat, cot, fax, fox, tap, top*.

These activities will enhance students' phonemic awareness, or awareness of sounds in words. They are learning to sequence, add, remove, and substitute sounds in known words to make new words. Research shows that these skills strongly predict success in reading.

"Show me fan."

"/f/.../a/.../n/, fan"

Students say each sound as they place the letters. Then they say the whole word. Continue in the same way for the words below.

h t l p m
r s d v w g y k

f a n

"Show me hat."

"/h/.../a/.../t/, fan"

f n l p m
r s d v w g y k

h a t

"Show me lap."

"/l/.../a/.../p/, lap"

f n h t m
r s d v w g y k

l a p

On some of the words, follow this procedure.

"Show me man."

"/m/.../a/.../n/, man"

f h t l p
r s d v w g y k

m a n

"Spread the letters out and say the separate sounds."

" m.....a.....n"

f h t l p
r s d v w g y k

m a n

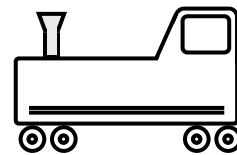
"Push the letters back together and say it fast."

"man"

f h t l p
r s d v w g y k

m a n

The Train Game: Learning The "Beyond The Alphabet" Sounds



Part 1 of *A Sound Story About Audrey And Brad* teaches the consonant sounds, the short vowel sounds, and the long i sound. Using these letters, students can begin reading and writing short vowel words and sentences. While students are working through the short vowel materials, read part two of the sound story to introduce the "Beyond The Alphabet Sounds." They will need to know these sounds to begin reading more advanced words at the next level. The Train Game helps students remember those sounds. The sounds include the long vowel sounds (\bar{a} , \bar{e} , \bar{i} , \bar{o} , \bar{u}), the dotted vowel sounds (\dot{a} , \dot{o} , \dot{u}), and the vowel pattern *ou*, *ow*, *oi*, and *oy*. The consonant digraphs *sh*, *th*, *ch*, and *ng* are also included. The materials can be used in two ways, to play the Train Game or to play a concentration game with the same pieces.

Note: Students will not read words with these sounds at this level. They are simply learning to associate the sound pictures with the written symbols, in the same way that they originally learned the letters of the alphabet.

To prepare the activity: Laminate all pages if desired for extra wear. Cut out the engine and train car pieces. Some train cars show a letter or letter pattern to be practiced. The rest of the cars show the matching sound pictures for the patterns. Place each version of the game in a separate envelope or plastic bag.

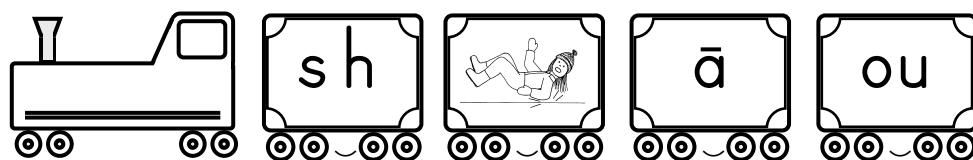
Using The Sound Charts: Open to the sound chart in this book that shows the beyond the alphabet sound patterns. Students can use this page for reference while they are playing the game. The chart shows each letter or letter pattern and the related sound picture.

Introducing The Sounds: Introduce new patterns by reading part two of the sound story a few pages at a time. You may want to introduce just one pattern at a time. . Read the part of the story, show the new sound picture, model the sound, and have the students repeat. Point out the letter or letters that represent the sound, model the sound again, and have the students repeat again. Finally, point out the pattern on the sound chart, and have the students say the sound again.

Reviewing Sounds: Look at the beyond the alphabet sound chart. Point to all of the patterns that have been taught. Say the sound for each pattern, and have the students repeat. With daily practice, students will learn to say the sounds without help.

How To Set Up The Train Game: Choose only the letters and letter patterns that have been already been introduced as described above. When you have only introduced a few sounds, you will need to make extra copies of the game pieces so you will have enough to play the game. Place the pieces face down. Each student takes one engine.

How To Play The Train Game: Students take turns picking a train car and giving the sound for the letter pattern or picture shown on the car. If correct, the student places the section just to the right of his engine. If incorrect, the piece must be put back on the table face down. As students accumulate more pieces, they are placed in a row, going to the right, to make the train longer and longer. If students run out of room, they can make the train turn as needed and continue to place the pieces. If the student picks a piece with a flower symbol instead of letters, he can place that piece at the end of his train and immediately take an extra turn. When all of the pieces have been collected, or time is up, students count the number of cars on their train. The student with the most pieces wins.



Extension Activity: After finishing the above game, students keep their train cars in place. They look to see if they have cars with letter patterns and sound pictures that match. For example, in the picture above, the ou pattern and ou picture match. Students pick up these matches and set them aside. The student with the most matches wins this part of the game. An even more elaborate activity would allow students to make trades with other students to get more matches.

To Set Up For The Concentration Game: Use the train cards for all the letter patterns that have been taught and the matching sound picture cards. Place the cards in rows face down. (Engines will not be used.)

To Play The Concentration Game: Students turn over two cards at a time, trying to find matching letter patterns and pictures. If they find a match, they take the cards and immediately take another turn. When all the cards are taken, the student with the most cards wins.

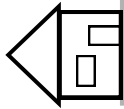
A B C D E F G

H I J K L M N

O P Q R S T

U V W X Y Z

This page can be removed from the book and used under a clear cover sheet to make a dry-erase frame.





A writing row consisting of a solid grey top line, a dashed grey middle line, and a solid light blue bottom line.



A writing row consisting of a solid grey top line, a dashed grey middle line, and a solid light blue bottom line.

This page can be removed from the book and used under a clear cover sheet to make a dry-erase frame.

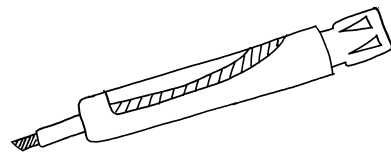
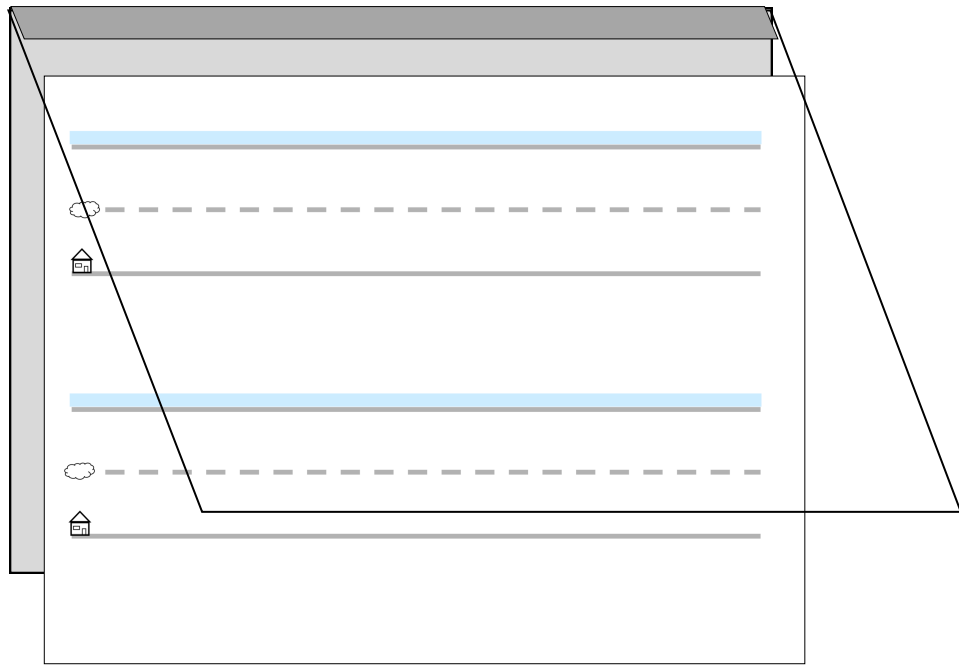
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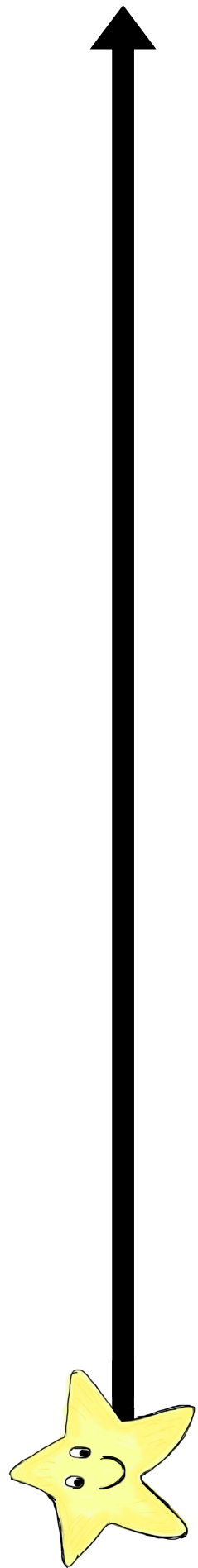
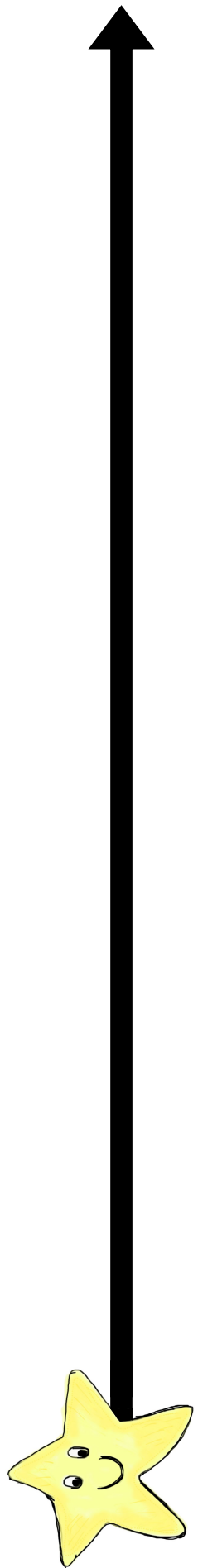
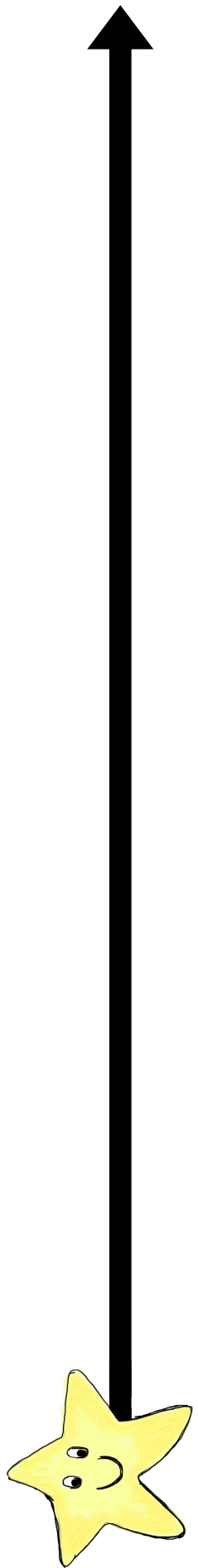
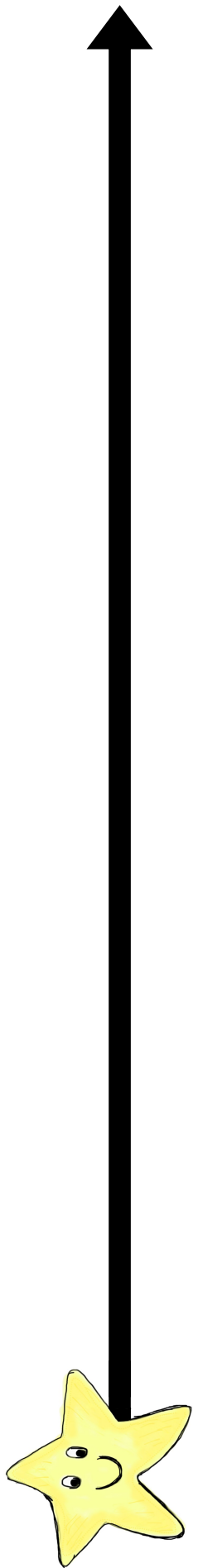
Handwriting practice row 1: A solid blue top line, a dashed middle line, and a solid grey bottom line. A cloud icon is positioned at the bottom left, and a house icon is at the bottom right.

Handwriting practice row 2: A solid blue top line, a dashed middle line, and a solid grey bottom line. A cloud icon is positioned at the bottom left, and a house icon is at the bottom right.

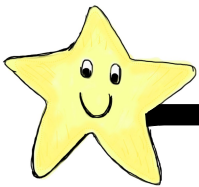
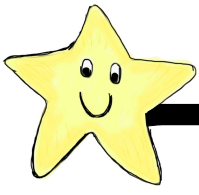
Handwriting practice row 3: A solid blue top line, a dashed middle line, and a solid grey bottom line. A cloud icon is positioned at the bottom left, and a house icon is at the bottom right.

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





This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips. Students place an arrow strip above their work mat when they're spelling words with plastic letters.



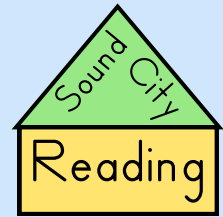
This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips. Students place an arrow strip above their book when they're reading words and sentences.

Overview Of Sound City Reading Materials

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

Learning The Alphabet (Books 1 and 2)

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



Exploring Sounds In Words (Books 1 and 2)

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

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

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

Basic Short Vowels

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

Phonetic Words And Stories (Books 1-8)

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

Basic Phonics Patterns (Books 1-8)

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

Know The Phonetic Code (Volumes 1-3)

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

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

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

Advanced Phonics Patterns From Children's Books

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