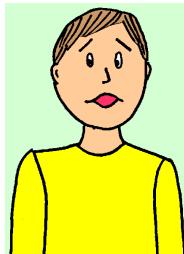


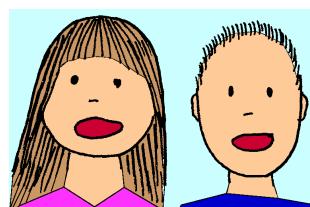
# Rhyming

# Short Vowel Words And Sentences

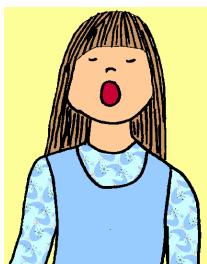
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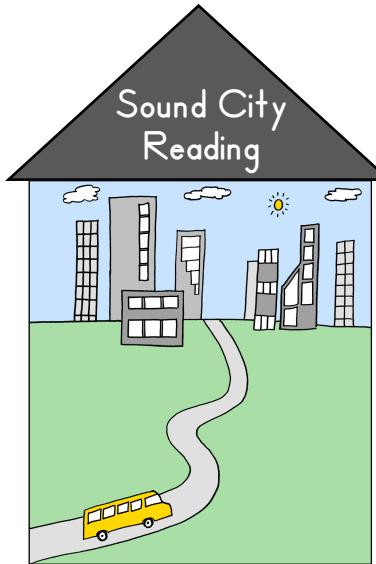
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e



## Sound City Reading



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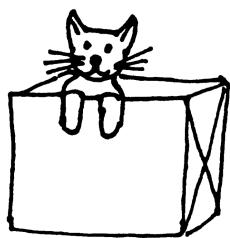
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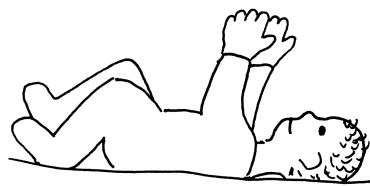
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Syllable Awareness ShV 1 The teacher names each picture. Students clap their hands as they say the word, then count the claps and tell how many syllables. If necessary, to assist the students, pause between the syllables.

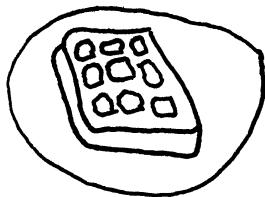
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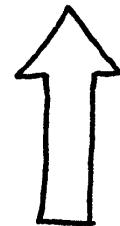
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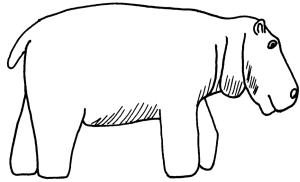
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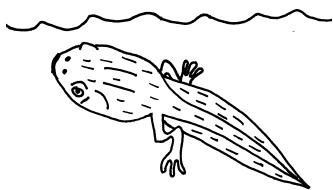
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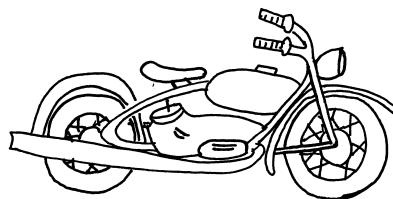
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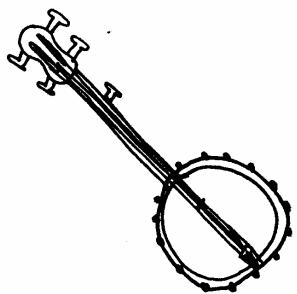
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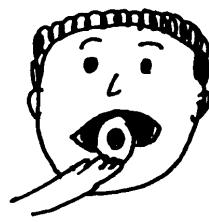
The teacher says each word, one at a time: in, ba-by, waf-fle, up, ac-ro-bats, hip-po-pot-a-mus, tad-pole, mo-tor-cy-cle. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

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

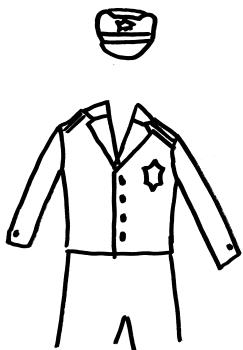
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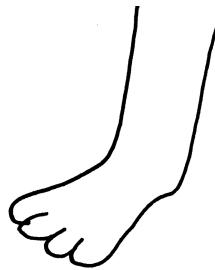
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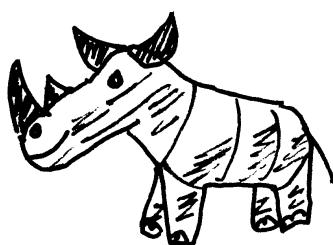
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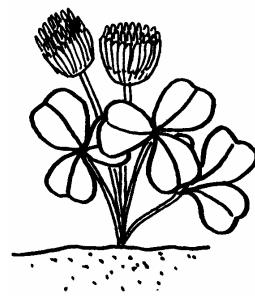
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The teacher says each word, one at a time: ban-jo, eat, u-ni-form, paw, type-wri-ter, u-ni-ver-si-ty, rhi-noc-er-os, clo-ver. The syllable breaks are marked. Students do not read the words, they just listen and respond orally.

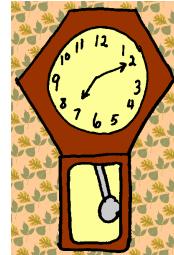
Read each section aloud to the students. Model the sound for each picture and the related letters. →

# A Sound Story About Audrey and Brad

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

## Part 1

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



T t

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



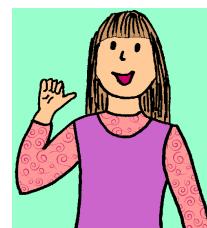
I i

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



H h

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



I ī

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

Students repeat the sound three times as you point to the picture, capital letter, and lower case letter.

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



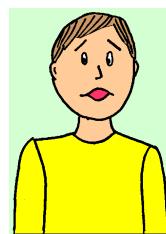
N n

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, "wwwwww."



W w

"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)



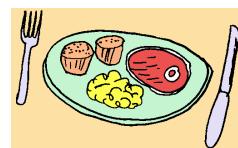
U u

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



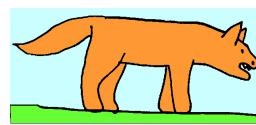
B b

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



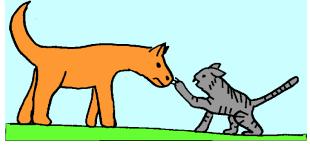
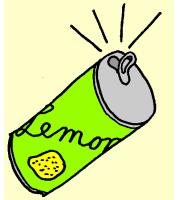
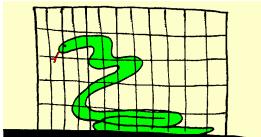
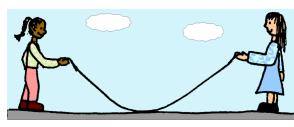
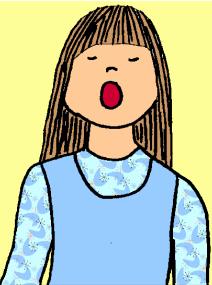
M m

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.



R r

Read each section aloud to the students. Model the sound for each picture and the related letters. →

<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>		<b>F f</b>
<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>		<b>X x</b>
<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 aids," said Mom. "He could hear much better with them."</p> <p>(e/egg)</p>		<b>E e</b>
<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>		<b>S s</b>
<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>		<b>J j</b>
<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."</p> <p>(o/ox)</p>		<b>O o</b>

Students repeat the sound three times as you point to the picture, capital letter, and lower case letter.

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



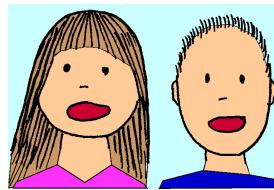
C c

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



D d

At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaaah!" 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 a

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."



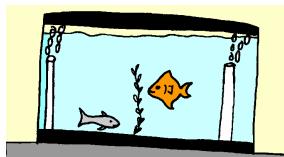
V v

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



G g

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

Audrey looked up when she heard the "K, k, k" sound of the receptionist's heels stepping across the tile floor. "I need to ask you a question about your insurance," said Mrs. Kendrick to Audrey's mother. "Certainly," said her mother, as she stepped to the office counter.



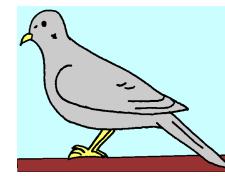
K k

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



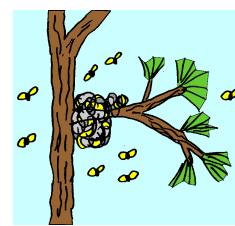
y y

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)



Qu qu

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



Z z

 An umbrella over a vowel indicates the short u sound. Read the umbrella story on page sixteen aloud. Explain that the letter s is pronounced like the letter z in the words as, has, was, is, and his. The letter i has its long sound in the word I.

## Sight Words



a

i<sup>z</sup>s

a<sup>z</sup>s

I

A

hi<sup>z</sup>s

ha<sup>z</sup>s

w<sup>z</sup>as

Students practice reading these sight words after they have been introduced on the sentence pages.

## How to Use the Sound Story and Alphabet Charts

Each picture in the sound story represents a speech sound in our language. The letters c and k represent the same sound, but a different picture is used for each letter.

Only the short vowels are taught at this level, except for the letter i. The short and long i sounds are both taught. Each has a different sound picture. The long i sound is taught to help students learn the sight word I, which has the long vowel sound.

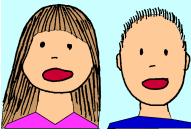
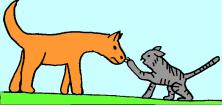
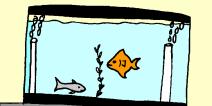
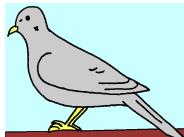
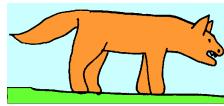
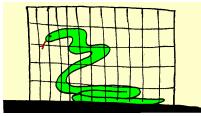
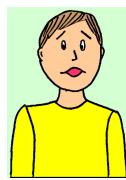
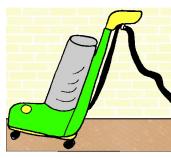
Read some of the story aloud each day, until it is completed. For individual students, you can use the story in this book. For groups, the same sound story is available in a larger format. As you finish each section of the story, point to the sound picture, model the sound, and have the student repeat. If necessary, explain how to place the tongue, lips, and position of the mouth so that the student can pronounce the sound correctly. Go over the alphabet charts every day with the students, saying the sounds that have been taught. Skip any letters that have not yet been introduced. Then review the letters that have been taught from flashcards. Students look at each letter and say the sound (not the letter name), in unison.

**Important:** If you model and explain a sound to the student but the student still doesn't pronounce the sound correctly, don't continue to correct the child. Just nod approval and continue with the lesson. Some sounds are difficult for young children to pronounce. Allow them to use their best approximation. Often, students will automatically correct these sounds over a period of time as they mature. If the problem continues, then a speech teacher should be consulted.

### Why Are The Vowels Printed In Color?

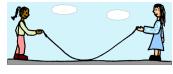
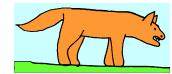
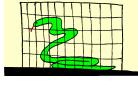
1. The colors make the vowels stand out. Students become aware of which letters are vowels. They notice the vowels in words because they are printed in color. They can clearly differentiate between vowels and consonants because the consonants are always black.
2. Each color represents a specific vowel sound. See the color-coding chart on page 163. It is not necessary to teach the color-sound relationships. Students will automatically internalize this information from the sound story and sound charts. At the phonics patterns level, students will become familiar with these concepts.
  - a) Vowels and vowel patterns that are the same color have the same sound, regardless of how they are written: ai/rain, ay/play, a\_e/safe and u/up, a/was.
  - b) Vowels and vowel patterns that have different colors have different sounds, even if they are written in the same way: ea/eat, ea/head, ea/steak.
  - c) The placement of a vowel within a syllable affects its sound. Within a syllable, a single vowel followed by a consonant represents its short sound. A single vowel at the end of a syllable represents its long sound: ram, ra ven, beg, be gin, lid, li lac.

## Alphabet Sounds

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

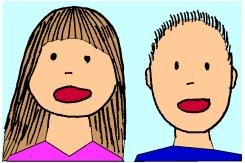
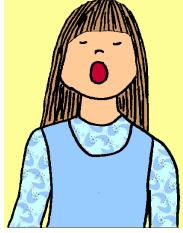
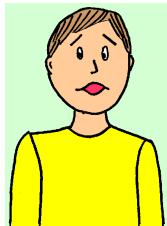
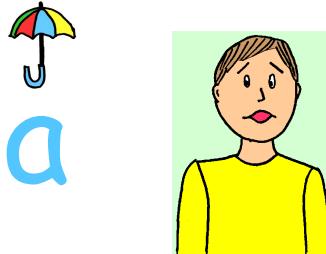
Point to each letter. Have students say the sounds in unison.

## Alphabet - Lower Case Letters

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

Point to each letter. Have students say the sounds in unison.

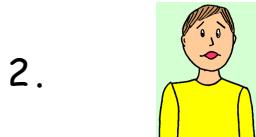
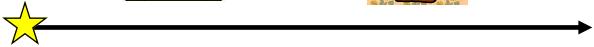
**Vowel Code** Point to each vowel and have students say the sound. Read the umbrella story to the students.

Short Vowels	Long Vowels	Umbrella Vowels
a 		<b>The Story About The Umbrella Vowels</b>  <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>
e 		
i 	i 	
o 		
u 		



1.

u t



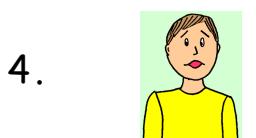
2.

u l l



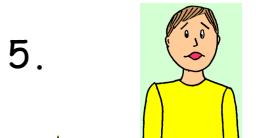
3.

u n



4.

u b



5.

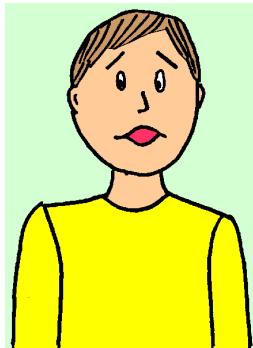
u m



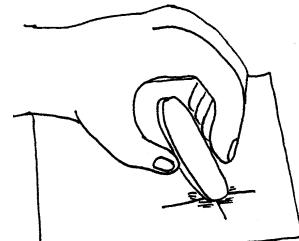
Model how to put two picture sounds together, one after another, sliding the sounds together smoothly. Model how to put two letter sounds together in the same way, pronouncing one sound after the other without a break. Students repeat each two-sound combination after you. Tell them to point to the star and slide their finger to the right under the pictures (or under the letters), saying each sound as they get to it. Encourage them to say one sound right after the other, without a pause. This will be a challenge at first. Continue to practice daily until students can go through the whole chart, sliding the sounds together smoothly without your help. Learning to put two sounds together prepares students to read three letter words.

# 1

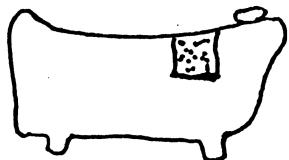
U



A.



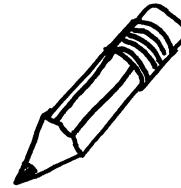
B.



C.

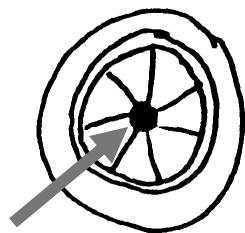


D.



Nub: The last little bit  
of a pencil

E.

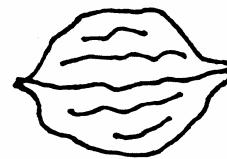


Hub: The center  
of a wheel

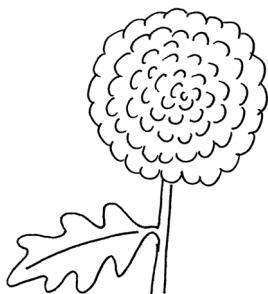
F.



G.

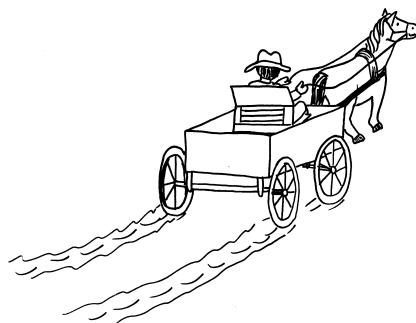


H.



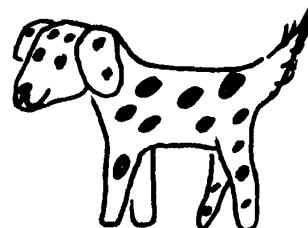
Mum: A kind of flower

I.



Rut: A track made by wheels in mud

J.



Mutt: A mixed breed dog



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

u



1. n → u → t      nut

2. h → u → t      hut

3. r → u → t      rut

4. m → u → tt      mutt

5. t → u → b      tub

6. n → u → b      hub

7. h → u → b      hub

8. r → u → b      rub

9. m → u → m      mum

10. h → u → m      hum

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

1.



2.



3.



4.



u t



u l l



u n



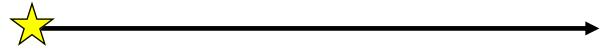
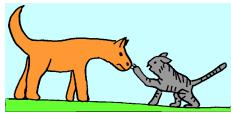
u b



5.



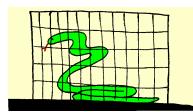
6.



7.



8.



u m



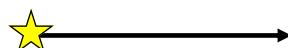
u ff



u X

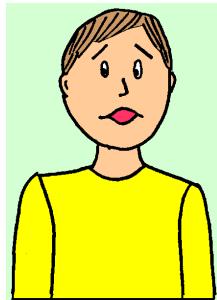


u ss

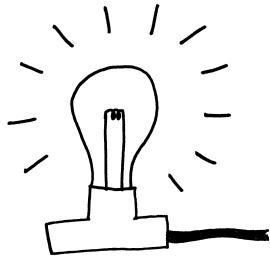


# 2

U

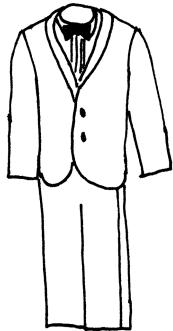


A.



Lux: A measurement of the amount of light

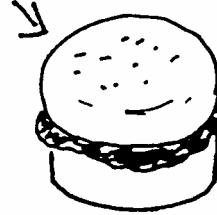
B.



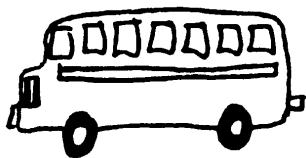
C.



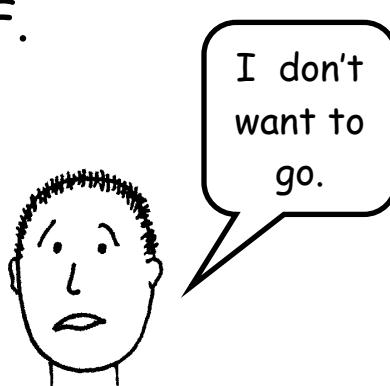
D.



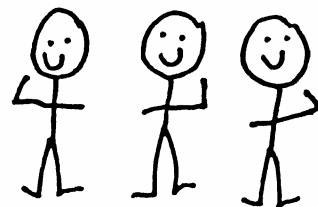
E.



F.



G.



H.

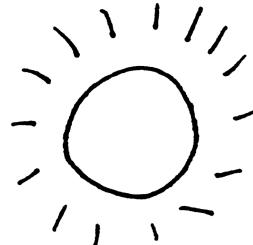


I.

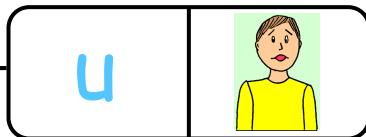


Nun: A woman in a religious order

J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

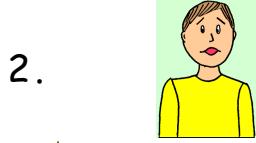
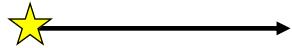


- |     |                                 |             |
|-----|---------------------------------|-------------|
| 1.  | <i>s</i> → <b>u</b> → <i>n</i>  | <b>sun</b>  |
| 2.  | <i>f</i> → <b>u</b> → <i>n</i>  | <b>fun</b>  |
| 3.  | <i>r</i> → <b>u</b> → <i>n</i>  | <b>run</b>  |
| 4.  | <i>b</i> → <b>u</b> → <i>n</i>  | <b>bun</b>  |
| 5.  | <i>n</i> → <b>u</b> → <i>n</i>  | <b>nun</b>  |
| 6.  | <b>u</b> → <i>s</i>             | <b>us</b>   |
| 7.  | <i>b</i> → <b>u</b> → <i>s</i>  | <b>bus</b>  |
| 8.  | <i>f</i> → <b>u</b> → <i>ss</i> | <b>fuss</b> |
| 9.  | <i>t</i> → <b>u</b> → <i>x</i>  | <b>tux</b>  |
| 10. | <i>l</i> → <b>u</b> → <i>x</i>  | <b>lux</b>  |

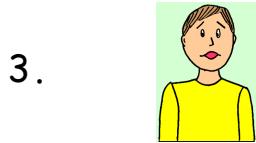
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



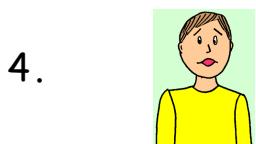
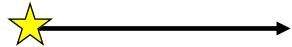
1.

**u t**

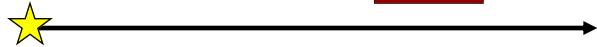
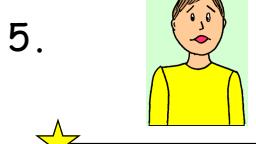
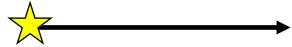
2.

**u l l**

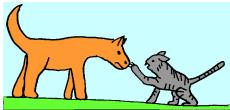
3.

**u n**

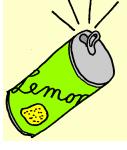
4.

**u b**

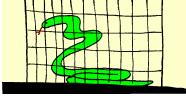
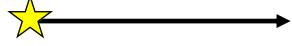
5.

**u m**

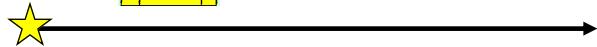
6.

**u ff**

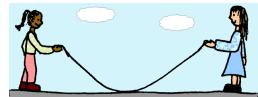
7.

**u X**

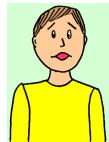
8.

**u s s**

9.



10.



11.



u j



u c

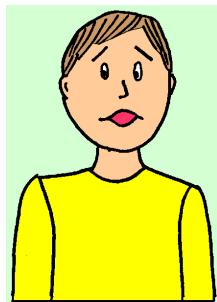


u d

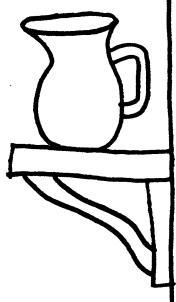


# 3

U

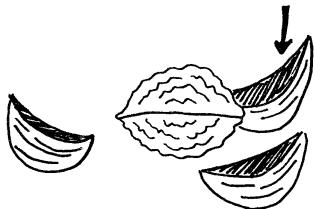


A.



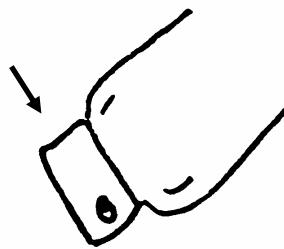
Jut: To stick out from a flat surface

B.



Hull: Outer covering of a seed or fruit

C.



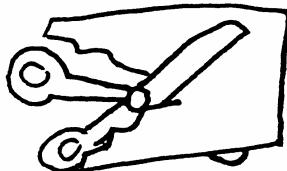
D.



E.



F.

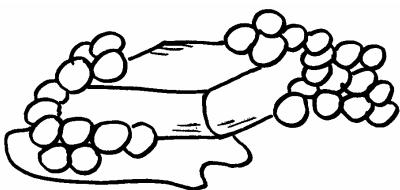


G.

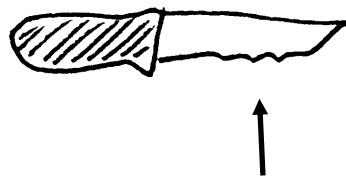


Muff: A warm covering for the hands

H.



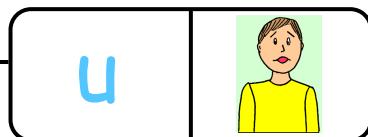
I.



Dull: Not sharp enough



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1.      **c** → **u** → ff                            **cuff**

2.      **m** → **u** → ff                            **muff**

3.      **b** → **u** → d                            **bud**

4.      **m** → **u** → d                            **mud**

5.      **s** → **u** → d → s                    **suds**

6.      **h** → **u** → ll                            **hull**

7.      **d** → **u** → ll                            **dull**

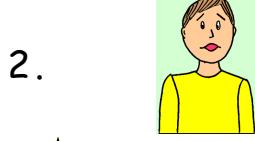
8.      **c** → **u** → t                            **cut**

9.      **j** → **u** → t                            **jut**

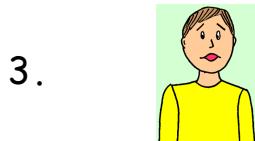
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



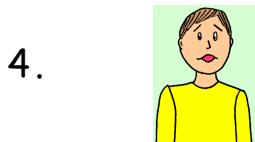
1.

**u t**

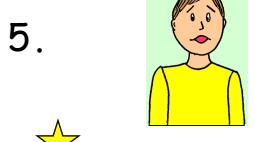
2.

**u l l**

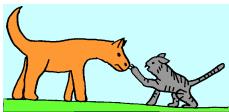
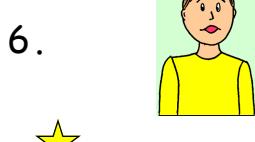
3.

**u n**

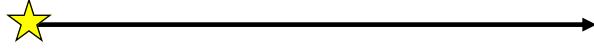
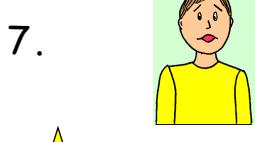
4.

**u b**

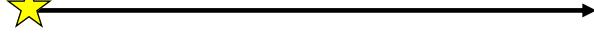
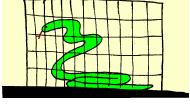
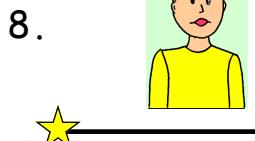
5.

**u m**

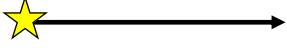
6.

**u ff**

7.

**u X**

8.

**u s s**

9.



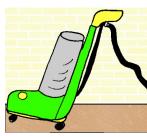
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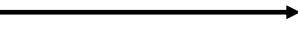
11.



12.



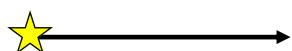
13.



u j



u c



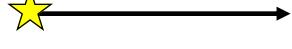
u d



u v

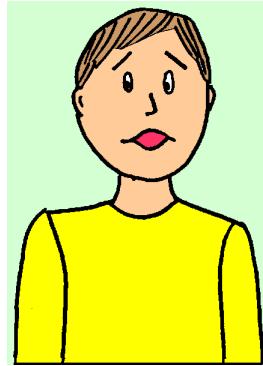


u g

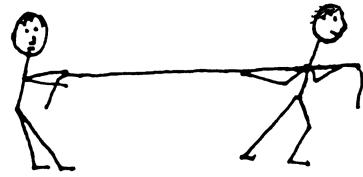


# 4

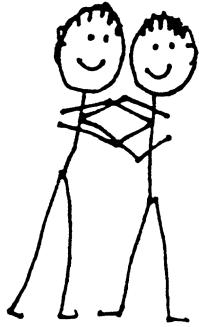
U



A.



B.



C.

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

D.



E.



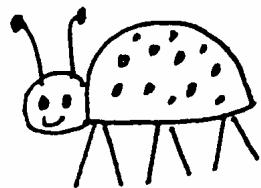
F.



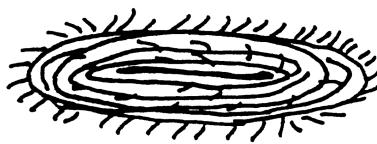
G.



H.



I.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

u

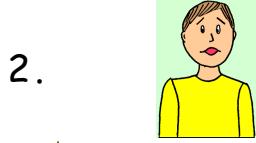
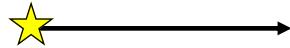


- |    |           |     |
|----|-----------|-----|
| 1. | r → u → g | rug |
| 2. | m → u → g | mug |
| 3. | h → u → g | hug |
| 4. | b → u → g | bug |
| 5. | j → u → g | jug |
| 6. | d → u → g | dug |
| 7. | t → u → g | tug |
| 8. | s → u → m | sum |
| 9. | g → u → m | gum |

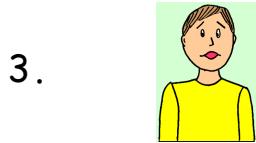
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.



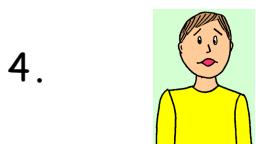
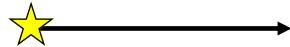
1.

**u t**

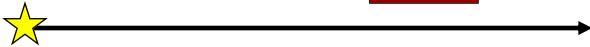
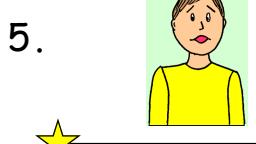
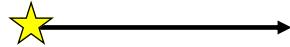
2.

**u l l**

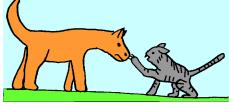
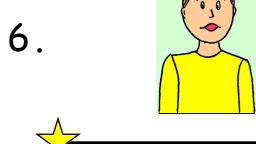
3.

**u n**

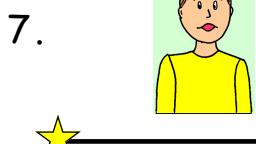
4.

**u b**

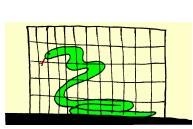
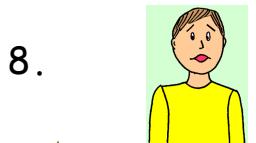
5.

**u m**

6.

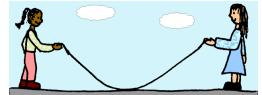
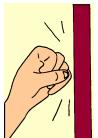
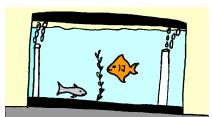
**u f f**

7.

**u X**

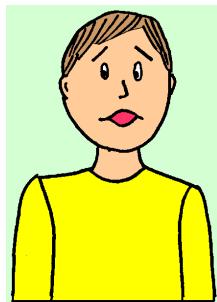
8.

**u s s**

<p>9.</p>   <p>→</p>	<p>u j</p> <p>→</p>
<p>10.</p>   <p>→</p>	<p>u c</p> <p>→</p>
<p>11.</p>   <p>→</p>	<p>u d</p> <p>→</p>
<p>12.</p>   <p>→</p>	<p>u v</p> <p>→</p>
<p>13.</p>   <p>→</p>	<p>u g</p> <p>→</p>
<p>14.</p>   <p>→</p>	<p>u p</p> <p>→</p>
<p>15.</p>   <p>→</p>	<p>u k</p> <p>→</p>

# 5

U



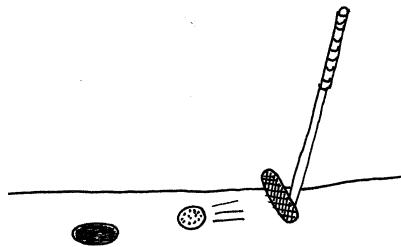
A.



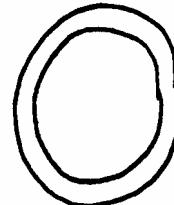
B.



C.

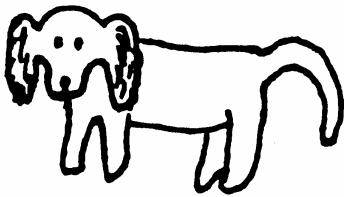


D.

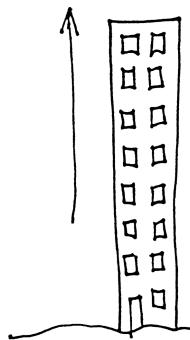


Null: Zero, nothing

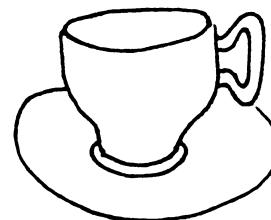
E.



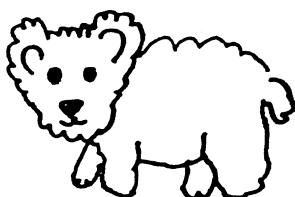
F.



G.



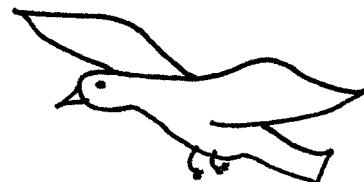
H.



I.



J.



Huff: To blow out forcefully



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

u



1. u → p up

2. c → u → p cup

3. p → u → p pup

4. h → u → ff Huff

5. p → u → ff puff

6. c → u → b cub

7. s → u → b sub

8. g → u → llull

9. n → u → llull

10. p → u → tt putt

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

1.



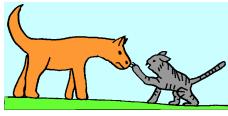
2.



3.



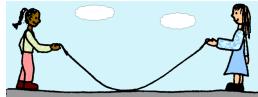
4.



5.



6.



7.



8.

**ub****uc****ud****uff****ug****uj****uk****ull**

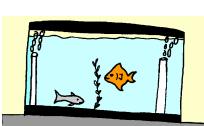
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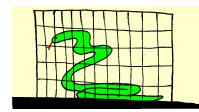
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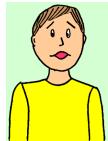
11.



12.



13.



14.



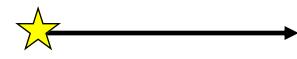
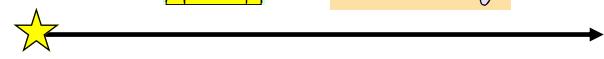
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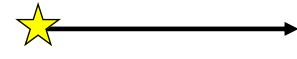
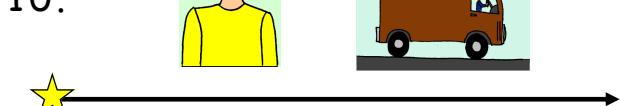
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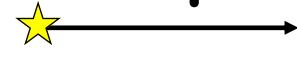
um



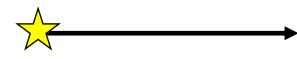
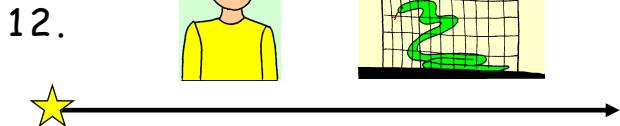
un



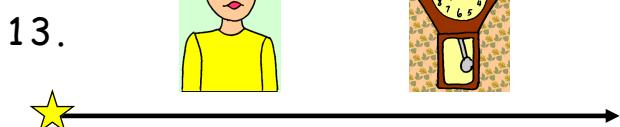
up



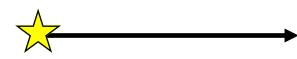
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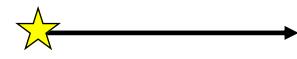
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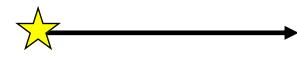
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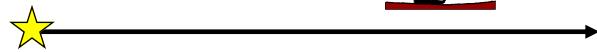
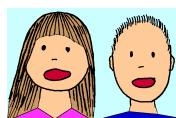
ux



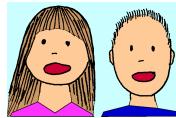
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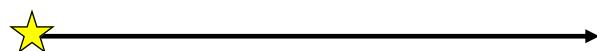
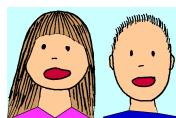
1.

**a b**

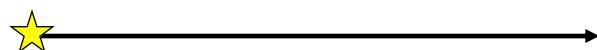
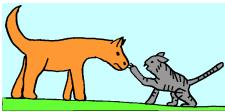
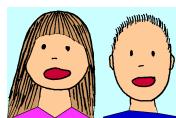
2.

**a c**

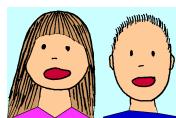
3.

**a d**

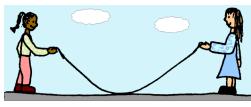
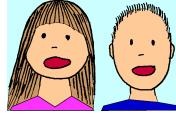
4.

**a f f**

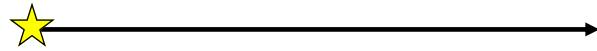
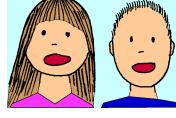
5.

**a g**

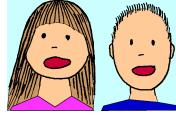
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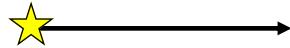
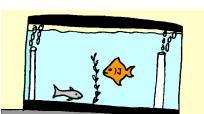
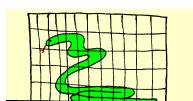
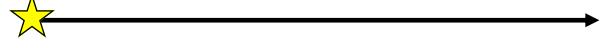
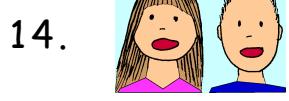
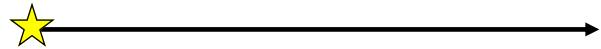
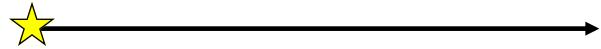
**a j**

7.

**a k**

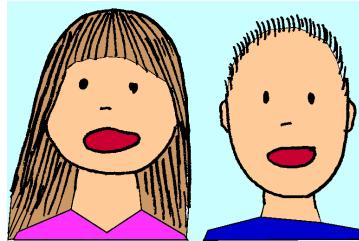
8.

**a l**

**a m****a n****a p****a s s****a t****a v****a x****a z z**

# 1

a

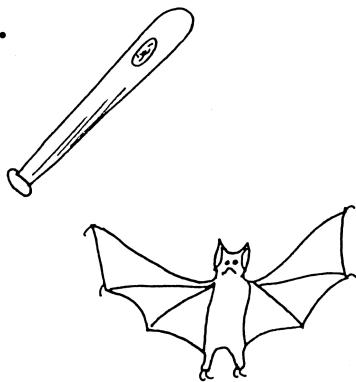


A.



Matt

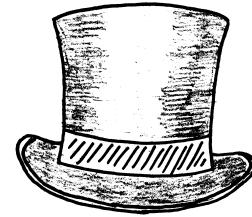
B.



C.



D.



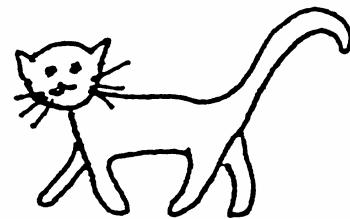
E.



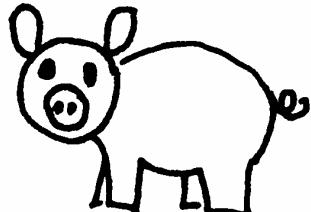
F.



G.



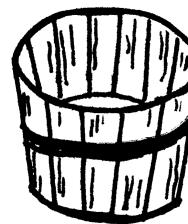
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

a

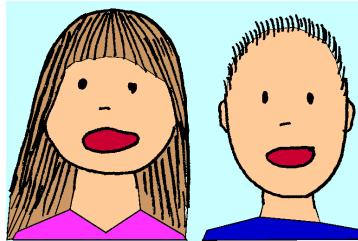


1. m → a → t mat
2. r → a → t rat
3. s → a → t sat
4. f → a → t fat
5. h → a → t hat
6. v → a → t vat
7. p → a → t pat
8. c → a → t cat
9. b → a → t bat
10. M → a → tt Matt

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 2

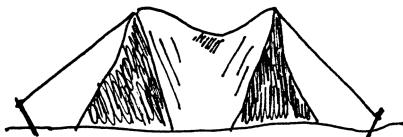
a



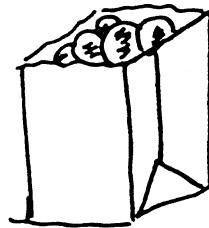
A.



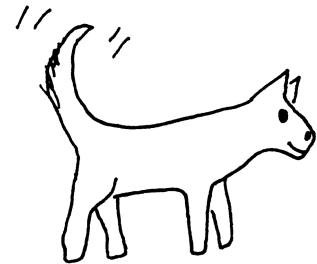
B.



C.



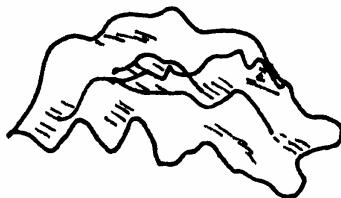
D.



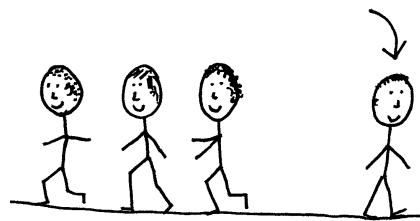
E.



F.

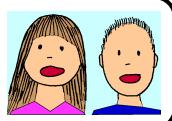


G.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

a



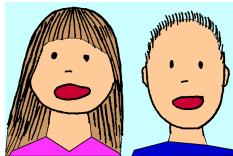
1. r → a → g rag
2. s → a → g sag
3. l → a → g lag
4. n → a → g nag
5. w → a → g wag
6. b → a → g bag
7. t → a → g tag

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

*Sight Words*



a



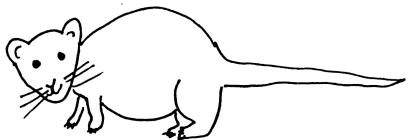
A

a

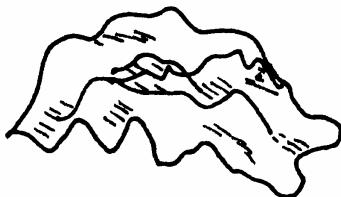
A.



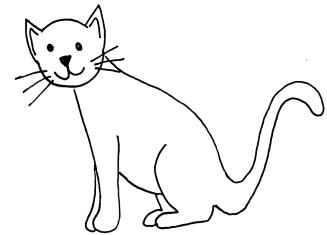
B.



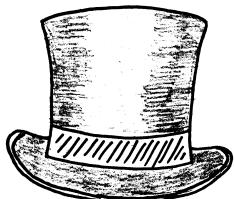
C.



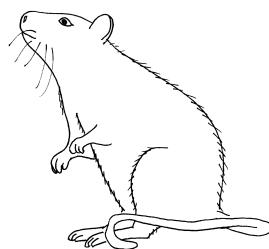
D.



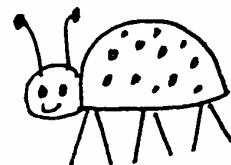
E.



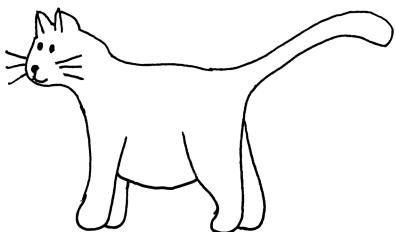
F.



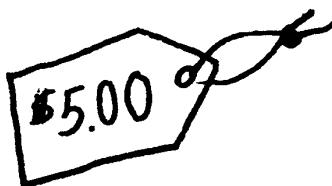
G.



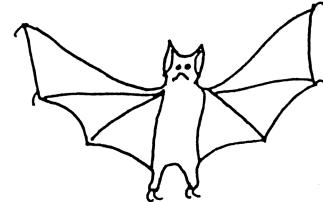
H.



I.



J.



Introduce the new sight word in both capital and lower case form. Read the umbrella story on page sixteen aloud.

1. A hat

2. A bat

3. A bug

4. a rug

5. a rag

6. a tag

7. a fat rat

8. a fat cat

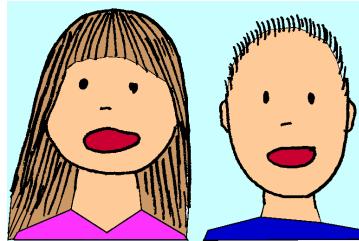
9. A cat sat.

10. A rat sat up.

Read each phrase or sentence. Find the matching pictures.

# 3

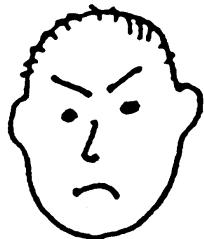
**a**



A.



B.



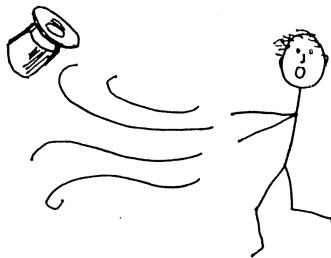
C.



D.



E.



F.



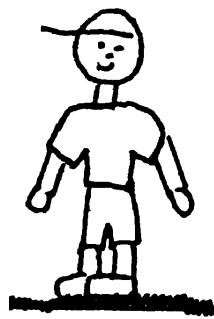
G.



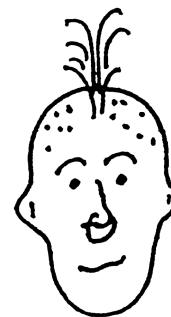
H.

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

I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

a



1. p → a → d pad

2. s → a → d sad

3. l → a → d lad

4. m → a → d mad

5. f → a → d fid

6. d → a → d dad

7. h → a → d had

8. b → a → d bad

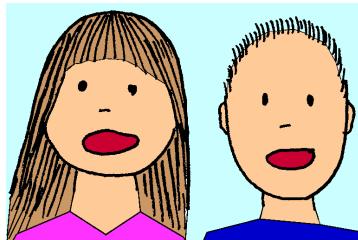
9. a → d ad

10. a → dd add

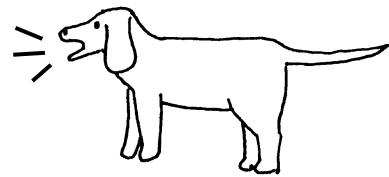
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 4

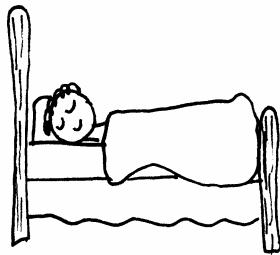
a



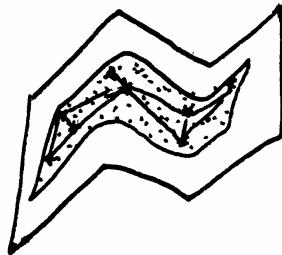
A.



B.



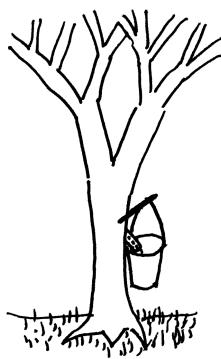
C.



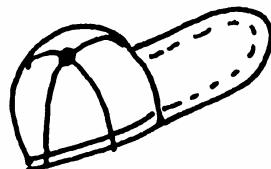
D.



E.



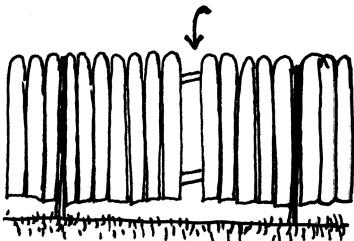
F.



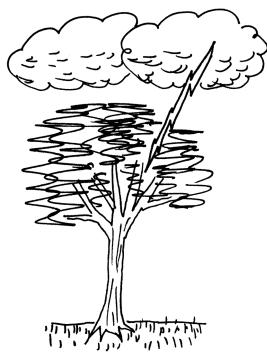
G.



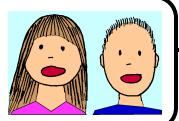
H.



I.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**a**

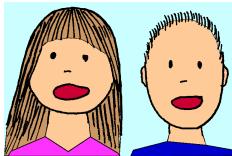
1. m → **a** → p map
2. s → **a** → p sap
3. n → **a** → p nap
4. z → **a** → p zap
5. l → **a** → p lap
6. t → **a** → p tap
7. c → **a** → p cap
8. g → **a** → p gap
9. y → **a** → p yap

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

*Sight Words*



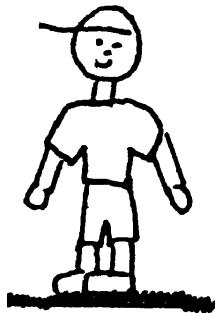
a



A

a

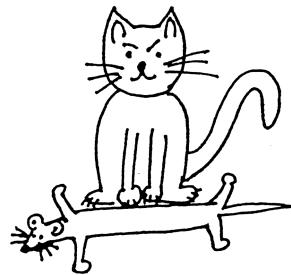
A.



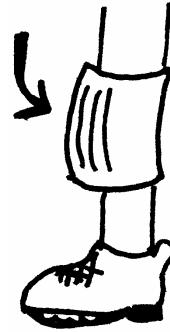
B.



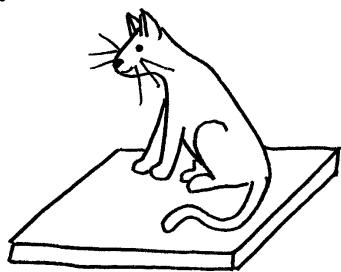
C.



D.



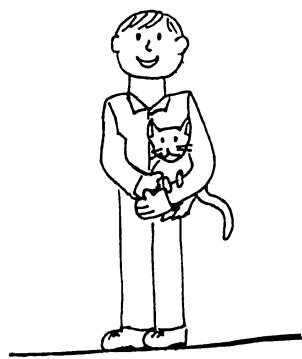
E.



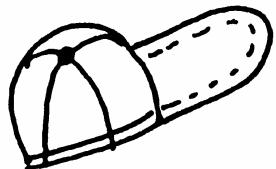
F.



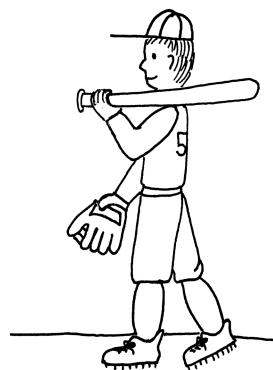
G.



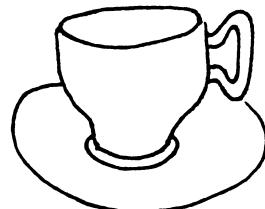
H.



I.



J.



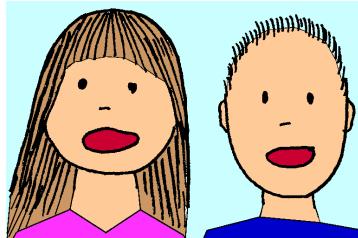
Review the sight word in both capital and lower case form. Review the umbrella story on page sixteen.

1. A cup
2. A cap
3. A pad
4. a lad
5. a mad cat
6. Dad had a cat.
7. Matt had a nap.
8. Pat had a bat.
9. A bag had a tag.
10. A cat had a mat.

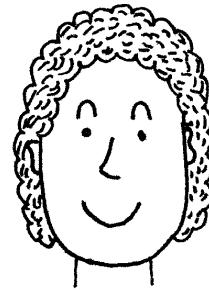
Read each phrase or sentence. Find the matching picture.

# 5

a

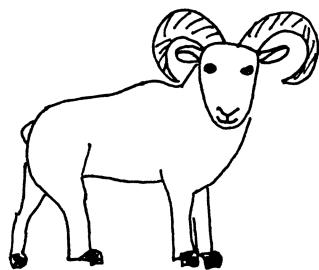


A.



Pam

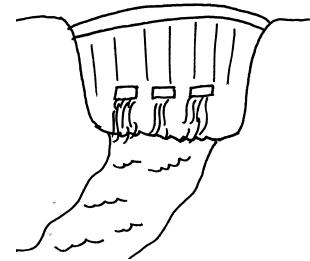
B.



C.



D.

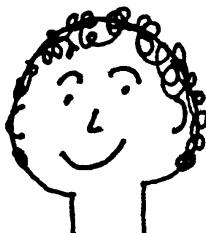


Dam: A wall that holds back water to form a lake

E.

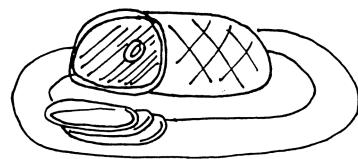


F.



Sam

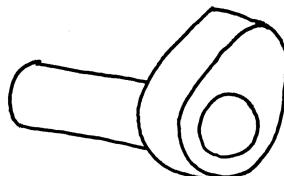
G.



H.



I.



Cam: A part that rotates in an engine



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

a

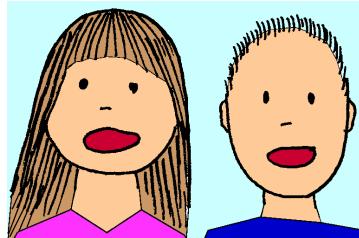


1. r → a → m ram
2. h → a → m ham
3. y → a → m yam
4. t → a → m tam
5. c → a → m cam
6. j → a → m jam
7. d → a → m dam
8. P → a → m Pam
9. S → a → m Sam

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 6

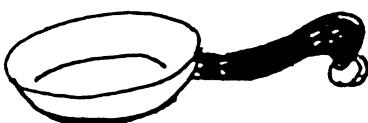
a



A.



B.

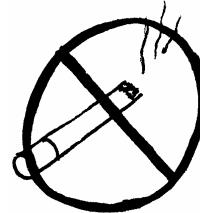


C.

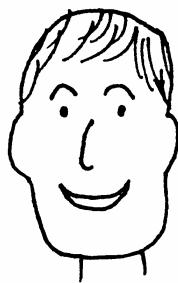


Jan

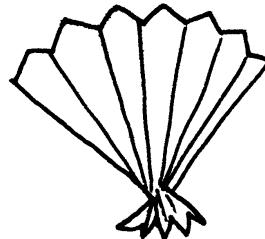
D.



E.



F.



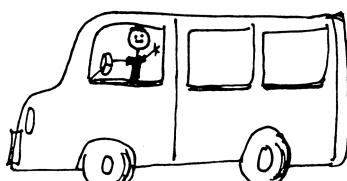
G.



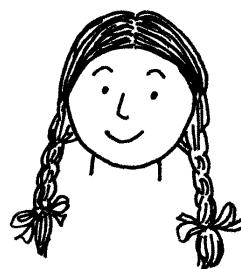
H.



I.



J.



Ann



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

a



1. f → a → n fan

2. m → a → n man

3. r → a → n ran

4. v → a → n van

5. c → a → n can

6. p → a → n pan

7. t → a → n tan

8. b → a → n ban

9. J → a → n Jan

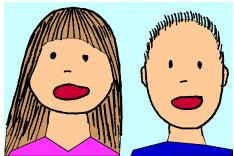
10. A → nn Ann

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

*Sight Words*



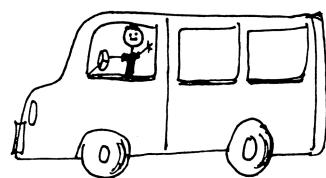
a



A

a

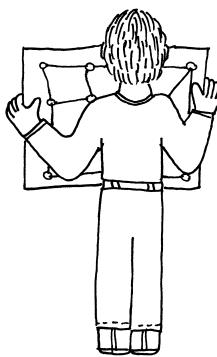
A.



B.



C.



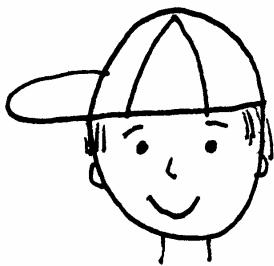
D.



E.



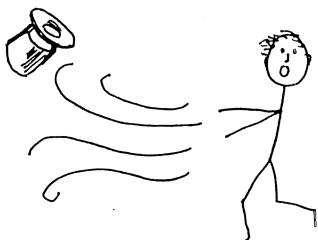
F.



G.



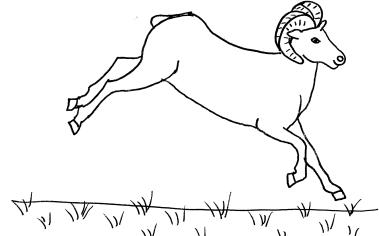
H.



I.



J.



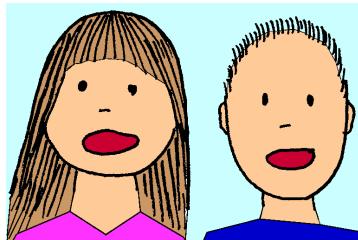
Review the sight word in both capital and lower case form.

1. Ann had fun.
2. A ram can run.
3. Sam ran a lap.
4. Jan had a cat.
5. Pam had a pan.
6. Dan had a cap.
7. A man had a van.
8. A man had a hat.
9. A man had a map.
10. A man dug up a jug.

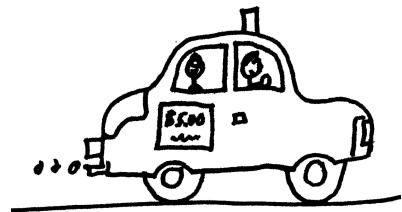
Read each phrase or sentence. Find the matching picture.

# 7

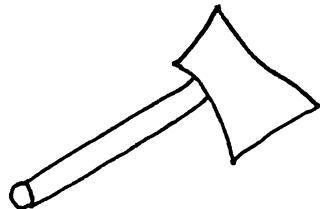
a



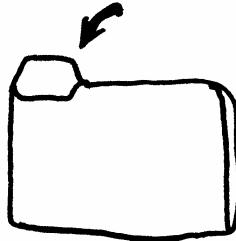
A.



B.



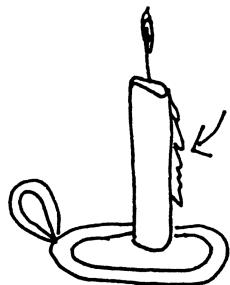
C.



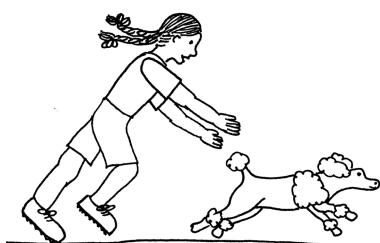
D.



E.

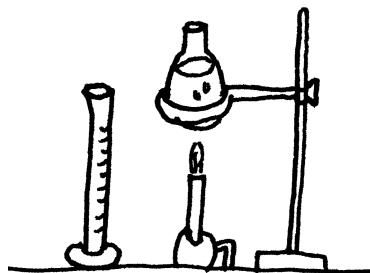


F.



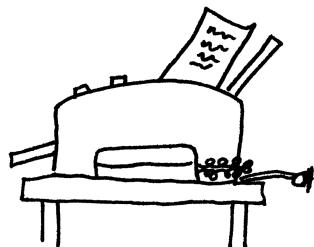
Nab: Catch

G.



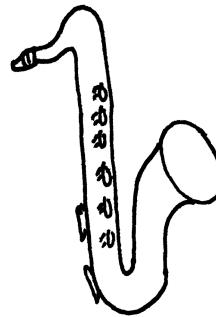
Lab: A place where scientists do experiments

H.

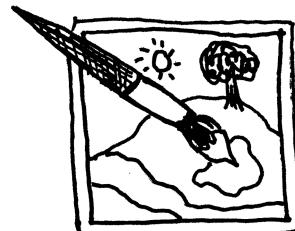


Fax: A machine to print pages sent through phone lines

I.



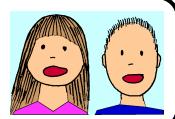
J.



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



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**a**

1. l → **a** → b lab

2. n → **a** → b nab

3. c → **a** → b cab

4. t → **a** → b tab

5. d → **a** → b dab

6. w → **a** → x wax

7. s → **a** → x sax

8. t → **a** → x tax

9. f → **a** → x fax

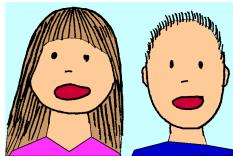
10. **a** → x ax

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

## Sight Words



a

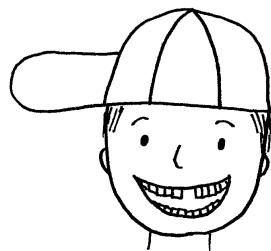


z                    z  
as                has

A.



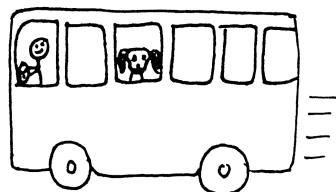
B.



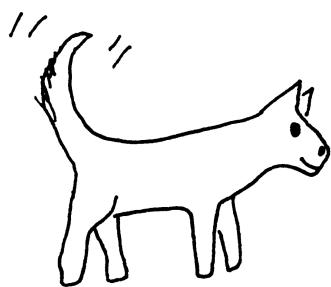
C.



D.



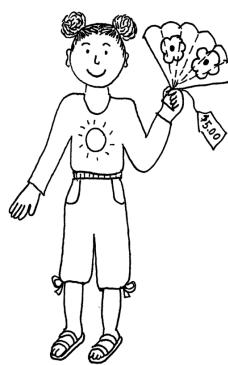
E.



F.



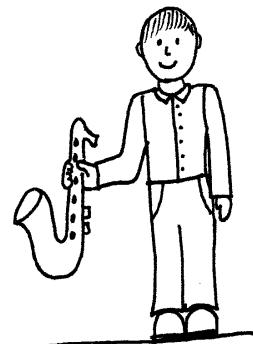
G.



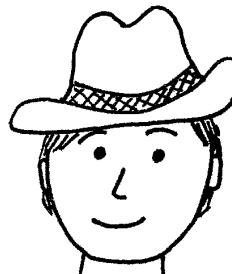
H.



I.



J.



Introduce the two new sight words. Explain that in some words the letter s sounds like the /z/ sound.

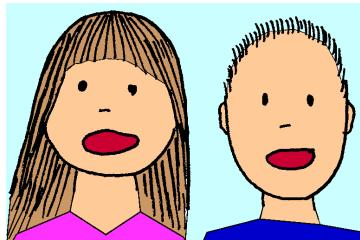
1. Jan has a fan.
2. A man has a hat.
3. A man has an ax.
4. Sam has a sax.
5. A cat has a hat.
6. Max can wag.
7. Dan has a gap.
8. Matt can dab.
9. Nan has a muff.
10. Gus has a bus.

A Sent. # 7

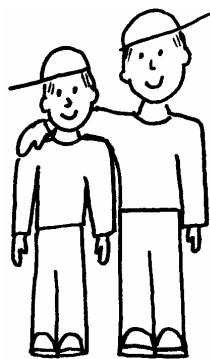
Read each sentence. Find the matching picture.

# 8

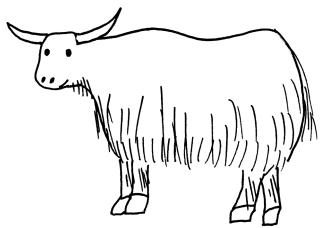
a



A.

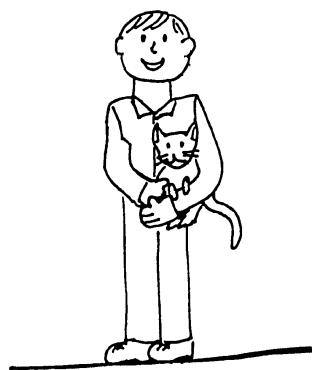


B.

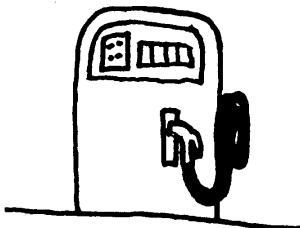


Yak: A long-haired ox

C.



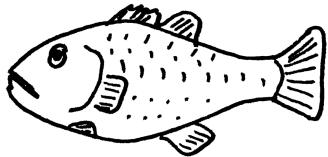
D.



E.



F.



G.

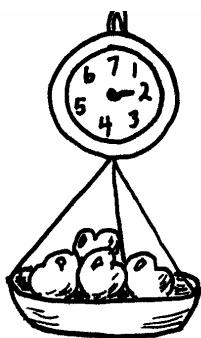


Lass: A young lady

H.



I.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

**a**

1. m → **a** → ss mass

2. p → **a** → ss pass

3. b → **a** → ss bass

4. l → **a** → ss lass

5. g → **a** → s gas

6. h → **a** → <sup>z</sup>s has

7. j → **a** → zz jazz

8. p → **a** → l pal

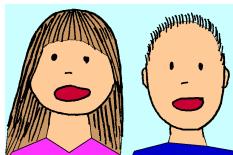
9. y → **a** → k yak

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

## Sight Words



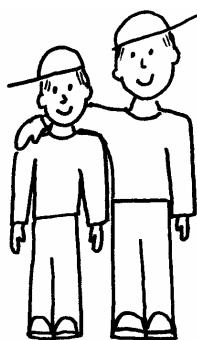
a



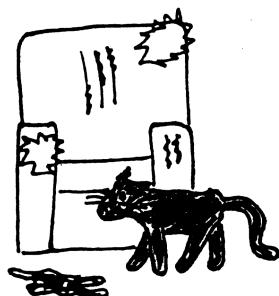
has was



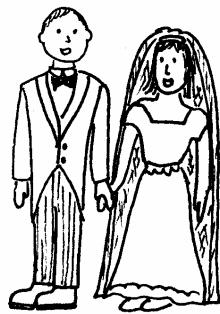
A.



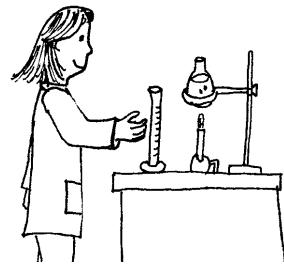
B.



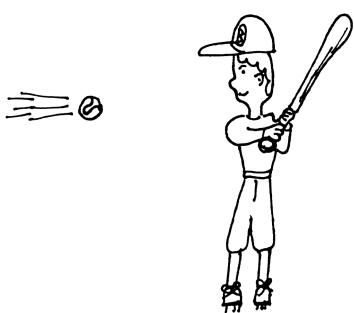
C.



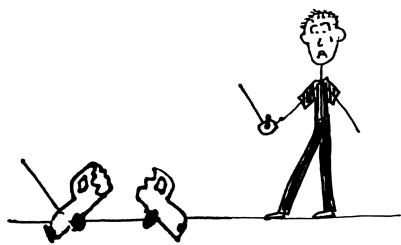
D.



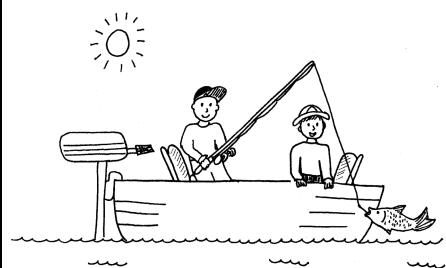
E.



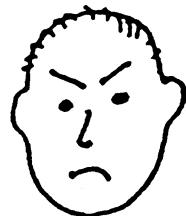
F.



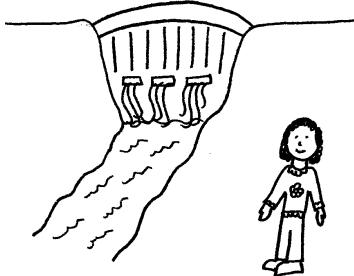
G.



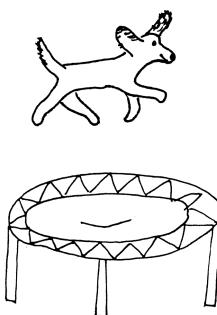
H.



I.



J.



Introduce the new sight word. Point out that the letter *a* is an umbrella vowel and the *s* sounds like the /z/ sound.

1. A man was mad.
2. Dan was sad.
3. Ann was at a lab.
4. A cat was bad.
5. Pam was at a dam.
6. Sam was at bat.
7. A pup was up.
8. Zak has a pal.
9. Pat has a bass.
10. Matt has a tux.

A Sent. # 8

Read each sentence. Find the matching picture.

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

1.



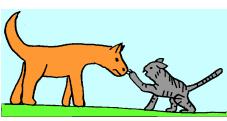
2.



3.



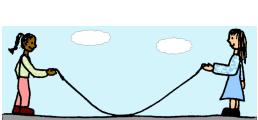
4.



5.



6.



7.



8.



o b



o c



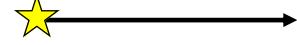
o d



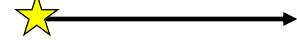
o f f



o g



o j



o k



o l l



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

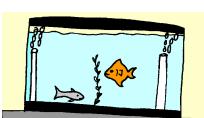
9.



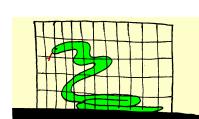
10.



11.



12.



13.



14.



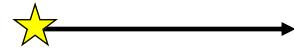
15.



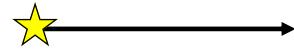
16.



o m



o n



o p



o ss



o t



o v



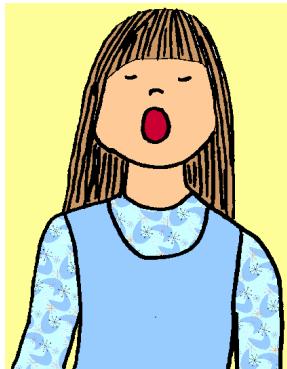
o x



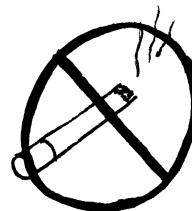
o z



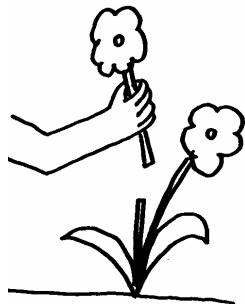
# 1



A.



B.



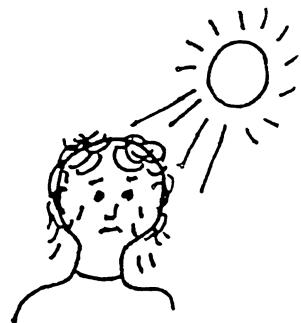
C.



D.



E.



F.



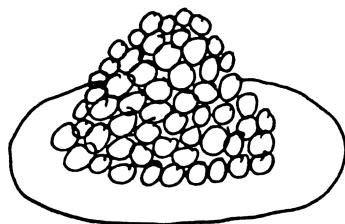
G.



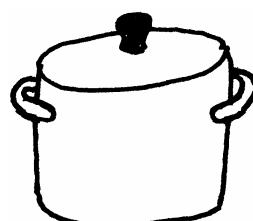
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

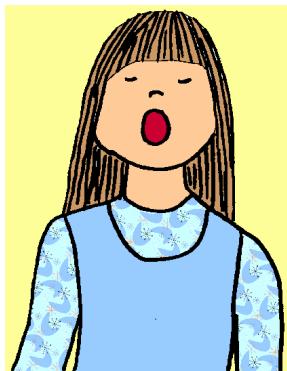
o



1. l → o → t lot
2. h → o → t hot
3. n → o → t not
4. r → o → t rot
5. c → o → t cot
6. d → o → t dot
7. g → o → t got
8. j → o → t jot
9. t → o → t tot
10. p → o → t pot

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

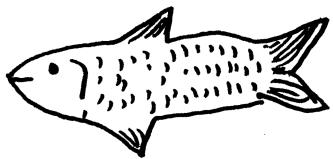
# 2



A.



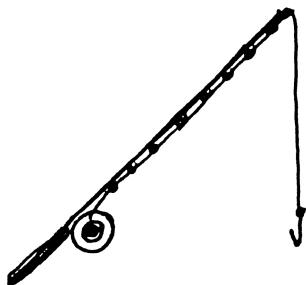
B.



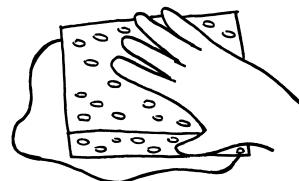
C.



D.



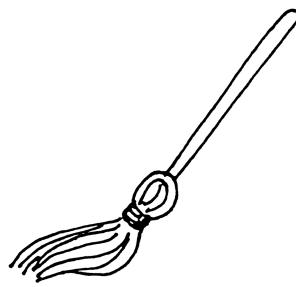
E.



F.



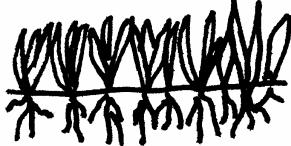
G.



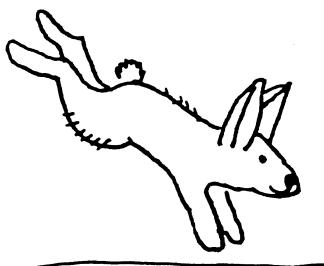
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

o



1. m → o → p      mop

2. s → o → p      sop

3. h → o → p      hop

4. t → o → p      top

5. p → o → p      pop

6. s → o → d      sod

7. r → o → d      rod

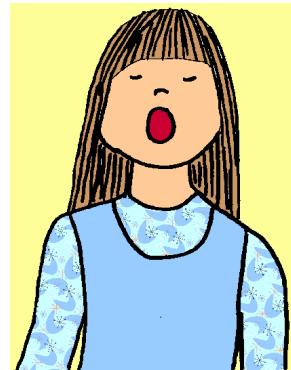
8. n → o → d      nod

9. c → o → d      cod

10. p → o → d      pod

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

O



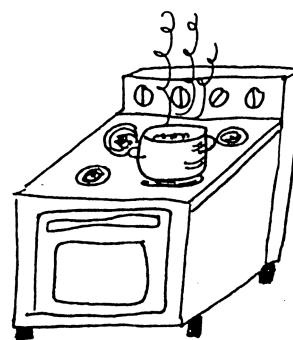
A.



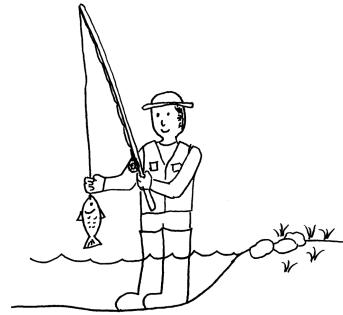
B.



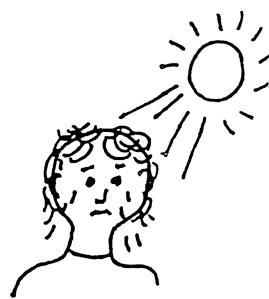
C.



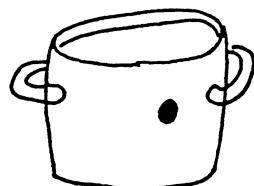
D.



E.



F.



G.



H.



Review all of the previously introduced sight words: a, A, was, as, has.

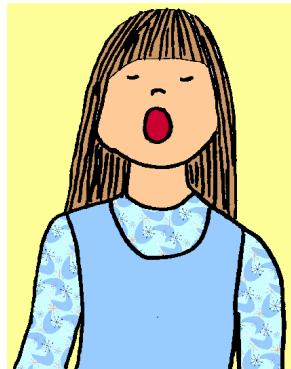
1. A pot was hot.
2. Jan can mop.
3. Pam was hot.
4. Matt was not hot.
5. Sam has a rod.
6. A pot has a dot.
7. Nan can nod.
8. Dan has a cot.

O Sent. # 1, 2

Read each sentence. Find the matching picture.

# 3

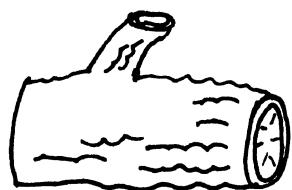
O



A.



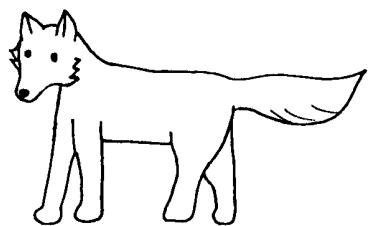
B.



C.

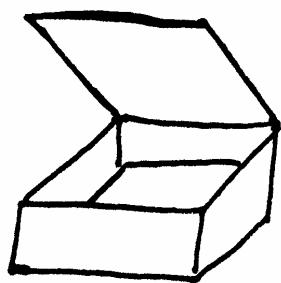


D.

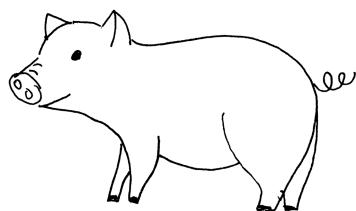


Fox

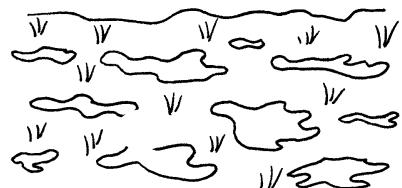
E.



F.

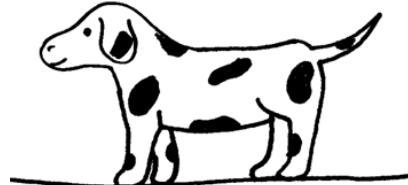


G.

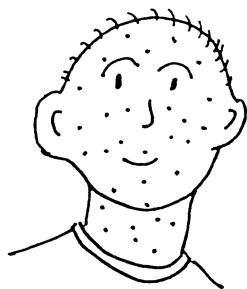


Bog: An area with wet, soft ground

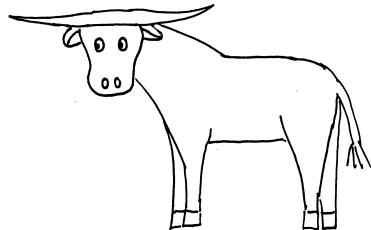
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

o



1. f → o → g fog

2. h → o → g hog

3. l → o → g log

4. j → o → g jog

5. d → o → g dog

6. b → o → g bog

7. f → o → x fox

8. p → o → x pox

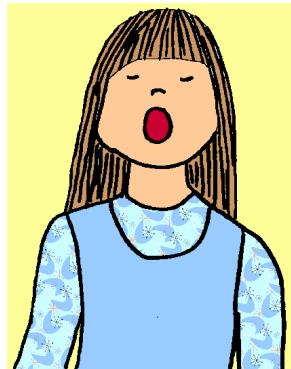
9. b → o → x box

10. o → x ox

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 4

O

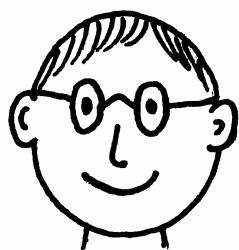


A.



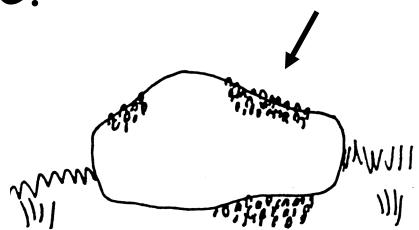
Boss: The head of a company

B.



Bob

C.



Moss: Tiny plants that grow on rocks and tree trunks

D.



E.



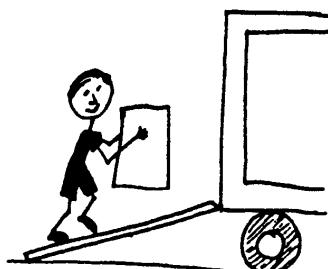
Loss: His fish died.  
He is sad about his loss.

F.



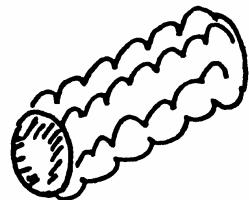
Sob: To cry loudly

G.



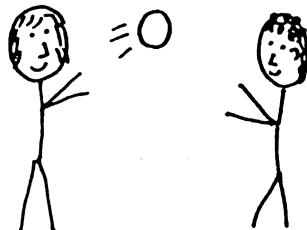
He is doing his job.

H.



Corn grows on a cob.

I.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

o



1. c → o → b cob

2. j → o → b job

3. B → o → b Bob

4. s → o → b sob

5. m → o → ss moss

6. l → o → ss loss

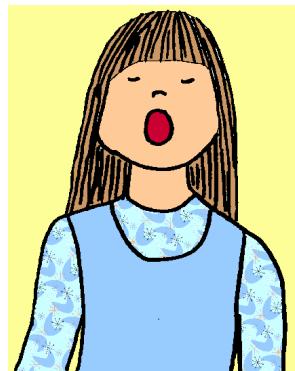
7. b → o → ss boss

8. t → o → ss toss

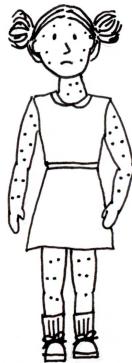
9. d → o → ll doll

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

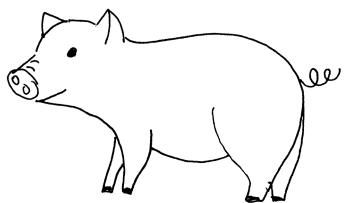
O



A.



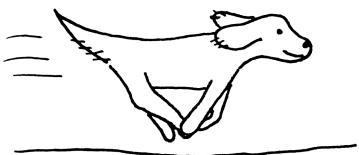
B.



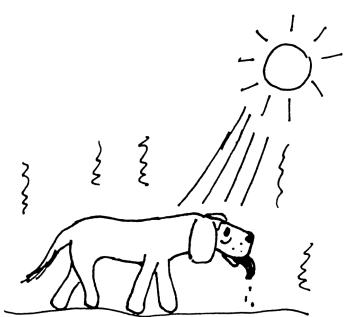
C.



D.



E.



F.



G.



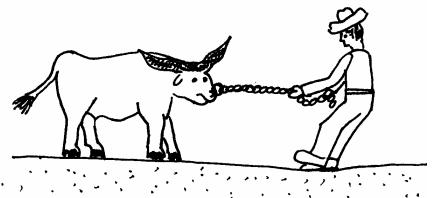
H.



I.



J.



Review all of the previously introduced sight words: a, A, was, as, has.

1. Bob has a box.

2. Rob has a job.

3. A dog was hot.

4. A hog was fat.

5. A dog can run.

6. Ross can hop.

7. Jan has pox.

8. A man has an ox.

9. Pam has a doll.

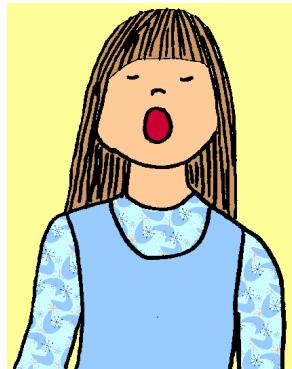
10. A man can jog.

O Sent. # 3, 4

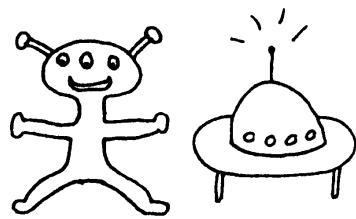
Read each sentence. Find the matching picture.

# 5

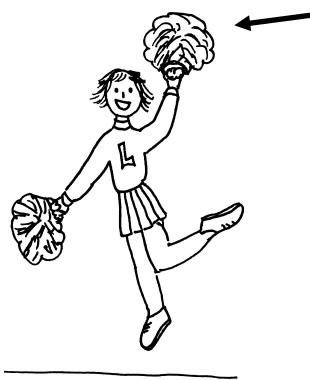
O



A.



B.



C.

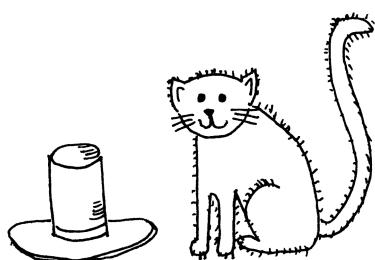


D.

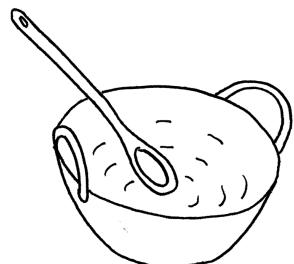


Con: Trick someone by telling a lie

E.



F.



G.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

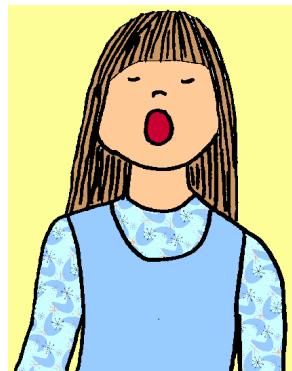
o



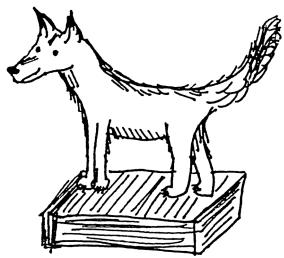
1. o → dd      odd
2. o → ff      off
3. o → n      on
4. c → o → n      con
5. w → o → k      wok
6. m → o → m      mom
7. pom → pom      pom pom

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

O



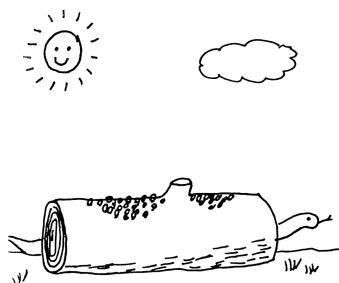
A.



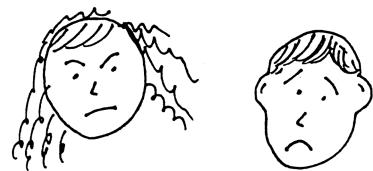
B.



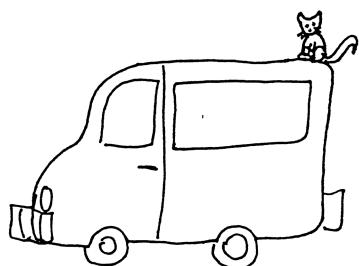
C.



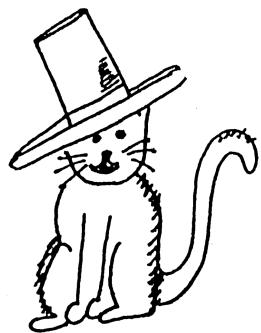
D.



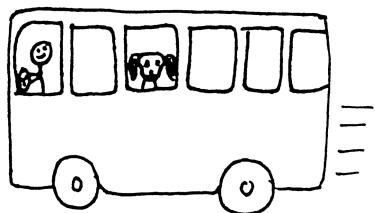
E.



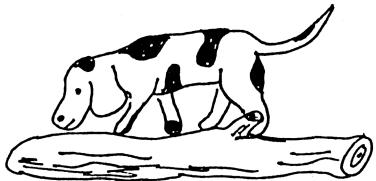
F.



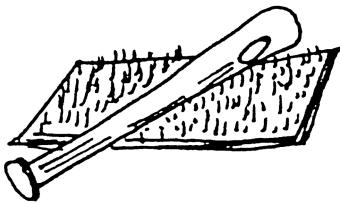
G.



H.



I.



J.



Review all of the previously introduced sight words: a, A, was, as, has.

1. A dog was on a log.
2. A dog was on a bus.
3. A cat was on a box.
4. A bat was on a mat.
5. Moss was on a log.
6. A fox got on a box.
7. A cat got on a van.
8. Mom was mad.
9. A hat was on a cat.
10. Mud was on a hog.

0 Sent. #5

Read each sentence. Find the matching picture.

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

1.



i b

2.



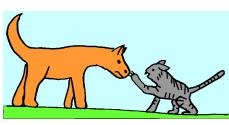
i c

3.



i d

4.



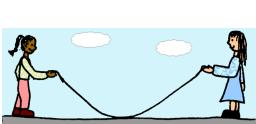
i ff

5.



i g

6.



i j

7.



i k

8.



i ll

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

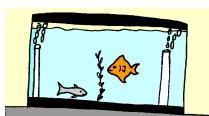
9.



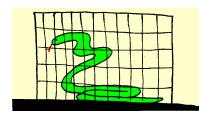
10.



11.



12.



13.



14.



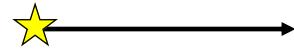
15.



16.



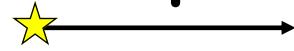
i m



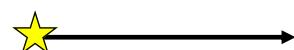
i n



i p



i ss



i t



i v



i x

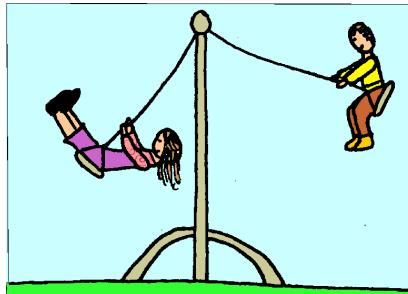


i z z



# 1

i



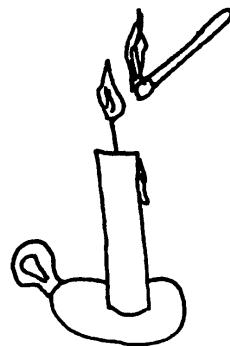
A.



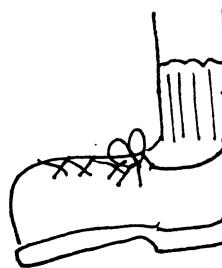
B.



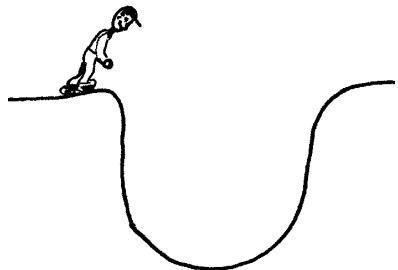
C.



D.



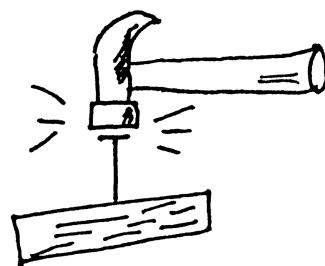
E.



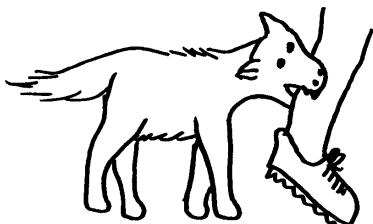
F.



G.



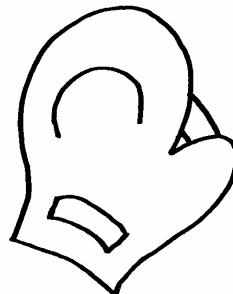
H.



I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

i



1. h → i → t hit
2. l → i → t lit
3. s → i → t sit
4. f → i → t fit
5. b → i → t bit
6. k → i → t kit
7. p → i → t pit
8. i → t it
9. m → i → tt mitt
10. qu → i → t quit

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

## Sight Words



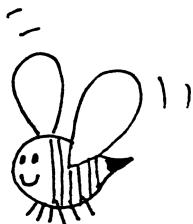
i



I



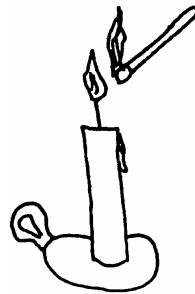
A.



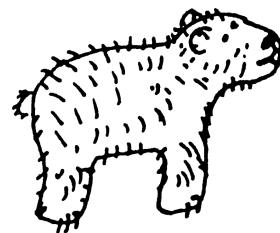
B.



C.



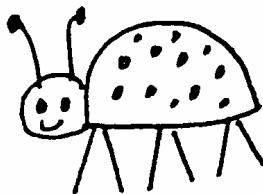
D.



E.



F.



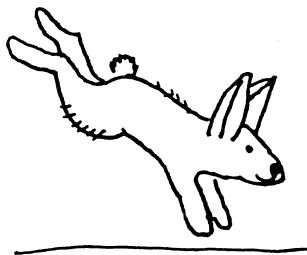
G.



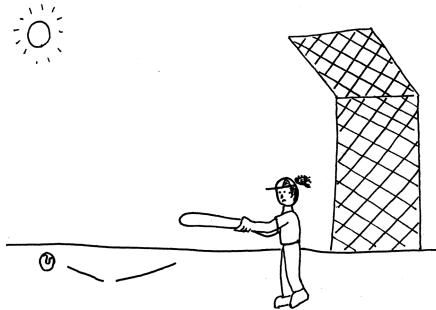
H.



I.



J.



Introduce the new sight word, I. Review the short and long i vowel sounds from the sound story and the vowel chart.

1. I lit it.
2. I am sad.
3. I can run.
4. It can buzz.
5. It can hop.
6. It has fuzz on it.
7. A bug has dots on it.
8. Sam dug a pit.
9. Nan cut it.
10. Pam hit it.

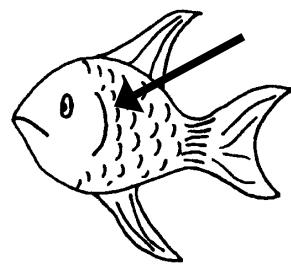
Review: a, A, was, as, has. Read each sentence. Find the matching picture.

# 2

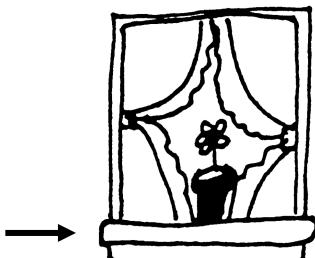
i



A.



B.

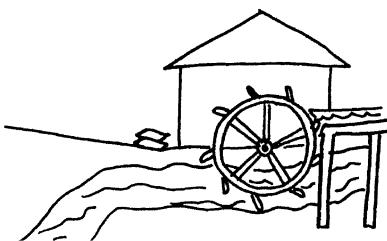


C.



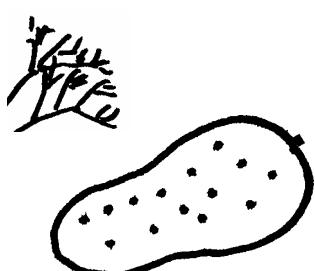
Quill: A large feather

D.



Mill: A place that grinds grain into flour

E.



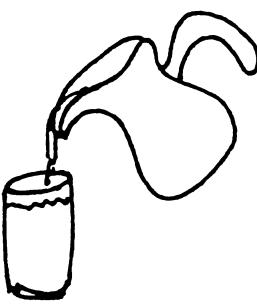
Dill: An herb, often used to flavor pickles

F.

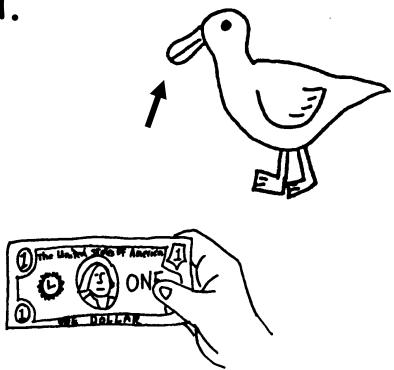


We will go to P.E. at ten o'clock.

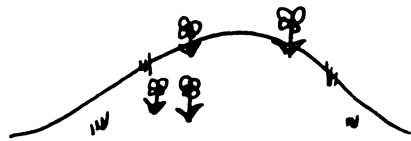
G.



H.



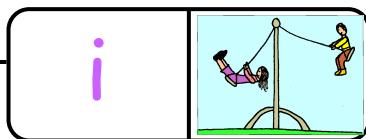
I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1. h → i → ll hill
2. f → i → ll fill
3. s → i → ll sill
4. w → i → ll will
5. m → i → ll mill
6. d → i → ll dill
7. b → i → ll bill
8. p → i → ll pill
9. g → i → ll gill
10. qu → i → ll quill

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

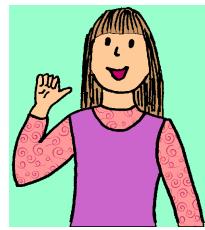
## Sight Words



i



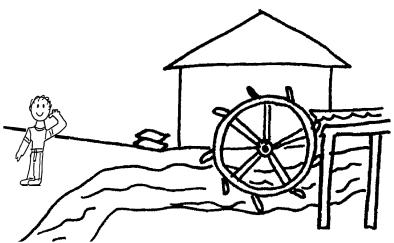
I



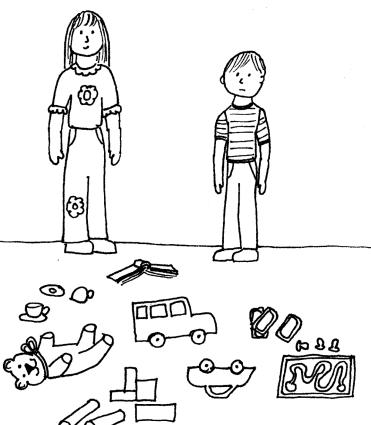
A.



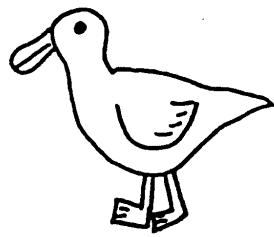
B.



C.



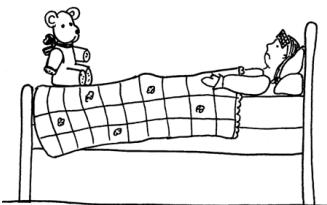
D.



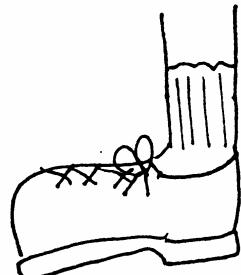
E.



F.



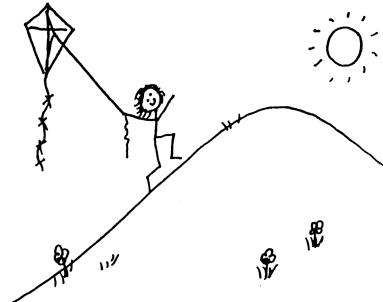
G.



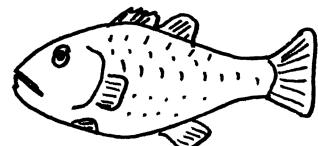
H.



I.



J.



Introduce the new sight word, I. Review the short and long i vowel sounds from the sound story and the vowel chart.

1. I am ill.
2. I will hum.
3. I will run up a hill.
4. Jill will fill up a box.
5. Will it fit? It will fit.
6. It has a bill.
7. It has a gill.
8. Bill sat on a hill top.
9. I am at a mill.
10. Mom will fuss at us.

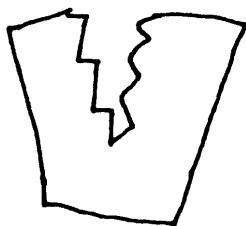
Review: a, A, was, as, has. Read each sentence. Find the matching picture.

# 3

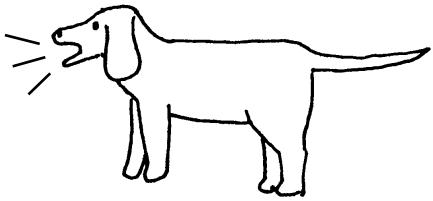
i



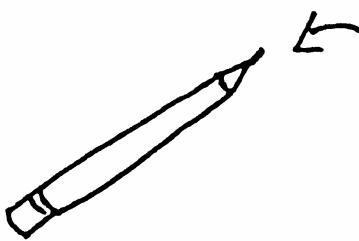
A.



B.



C.



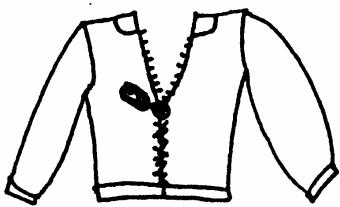
D.



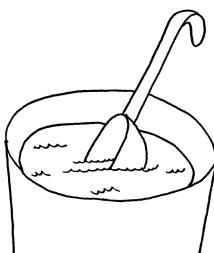
E.



F.



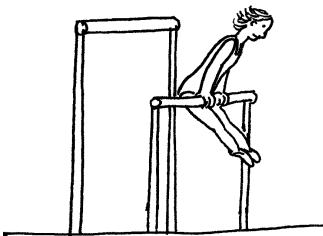
G.



H.



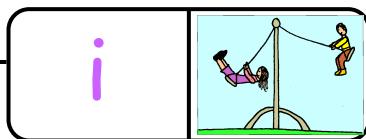
I.



Kip: A gymnastics move on the uneven parallel bars



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1.  $s \rightarrow i \rightarrow p$  **sip**
2.  $l \rightarrow i \rightarrow p$  **lip**
3.  $h \rightarrow i \rightarrow p$  **hip**
4.  $r \rightarrow i \rightarrow p$  **rip**
5.  $y \rightarrow i \rightarrow p$  **yip**
6.  $d \rightarrow i \rightarrow p$  **dip**
7.  $t \rightarrow i \rightarrow p$  **tip**
8.  $z \rightarrow i \rightarrow p$  **zip**
9.  $k \rightarrow i \rightarrow p$  **kip**

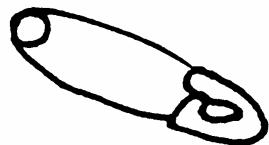
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 4

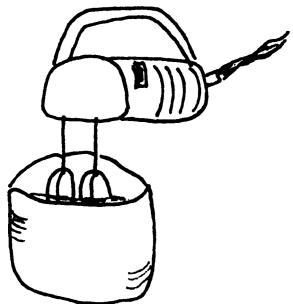
i



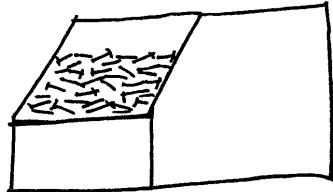
A.



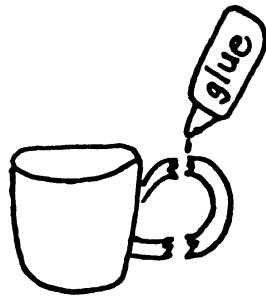
B.



C.



D.



E.

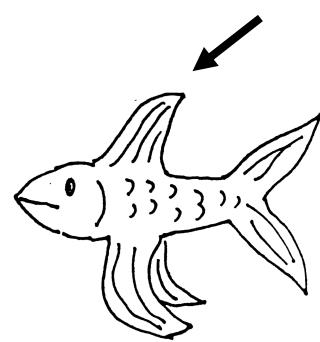


Tin: A metal used to make cans

F.

6

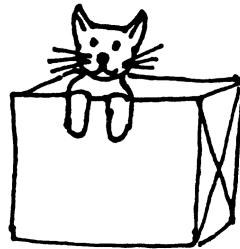
G.



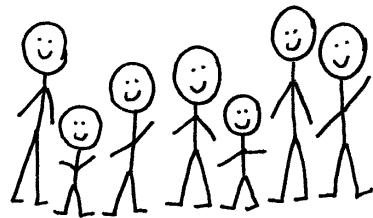
H.



I.



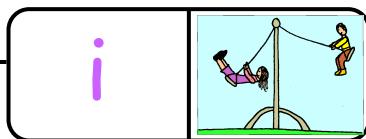
J.



Kin: Relatives



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1. f → i → n fin

2. w → i → n win

3. b → i → n bin

4. t → i → n tin

5. p → i → n pin

6. k → i → n kin

7. i → n in

8. m → i → x mix

9. f → i → x fix

10. s → i → x six

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

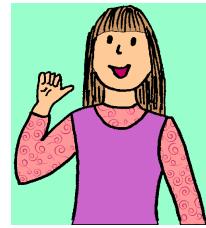
i



## Sight Words



I



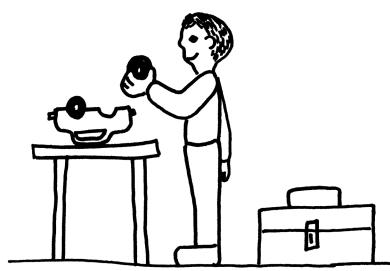
A.



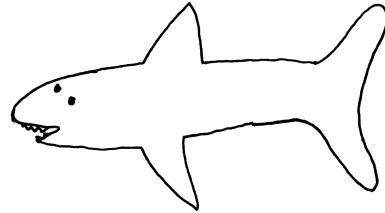
B.



C.



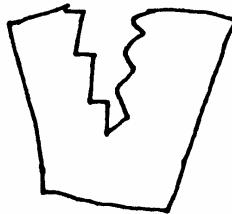
D.



E.



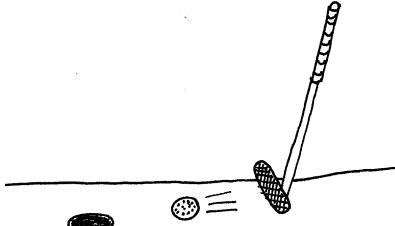
F.



G.



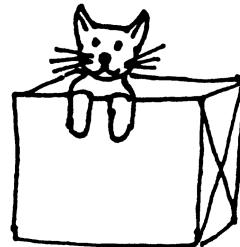
H.



I.



J.



Review the new sight word, I. Review the short and long i vowel sounds from the sound story and the vowel chart.

1. Dan will zip it.
2. Bob can fix it.
3. It has a fin.
4. I will mix it.
5. I am six.
6. I can putt it.
7. Will I win? I will win.
8. It has a rip in it.
9. Jan will sip it.
10. A cat got in a box.

Review: a, A, was, as, has. Read each sentence. Find the matching picture.

# 5

i



A.



Jig: A lively dance

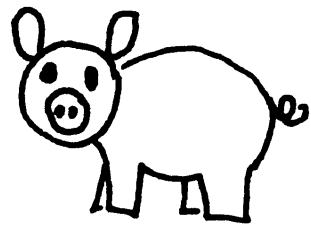
B.



C.



D.



E.



Rig: A tractor trailer truck

F.

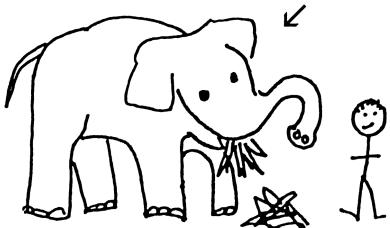


Fig: A sweet brown fruit

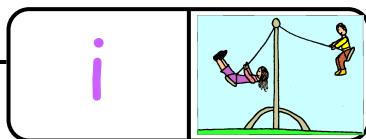
G.



H.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1. w → i → g wig

2. f → i → g fig

3. r → i → g rig

4. b → i → g big

5. j → i → g jig

6. d → i → g dig

7. p → i → g pig

8. zig → zag zigzag

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

i



## Sight Words



is      his

A.



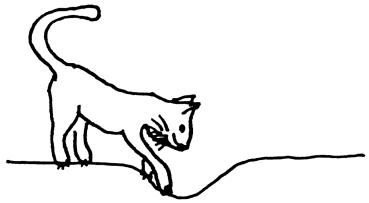
B.



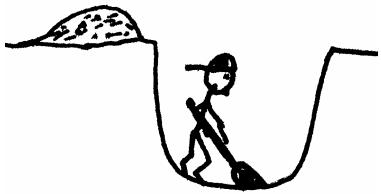
C.



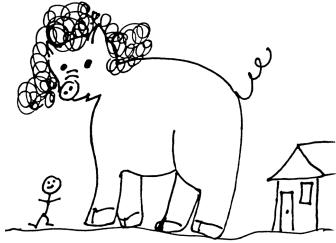
D.



E.



F.



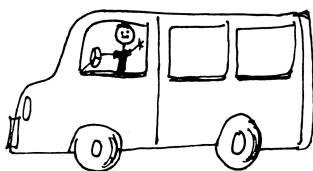
G.



H.



I.



J.



Introduce the new sight words, is and his. Point out that in these words the letter s represents the /z/ sound.

1. Bill can dig.
2. A cat can dig.
3. Sam is in his van.
4. A man is in a hut.
5. A mug is hot.
6. A bug is on a rug.
7. Tom is in his tub.
8. It is his kit.
9. It is his mitt.
10. A big pig has a wig.

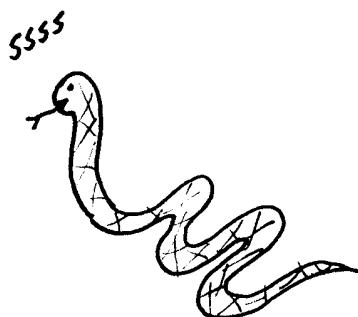
Review: a, A, was, as, has, I. Read each sentence. Find the matching picture.

# 6

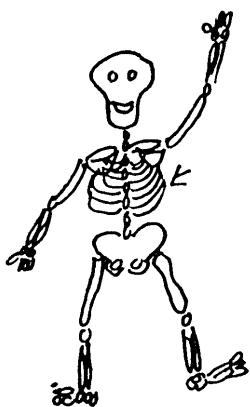
i



A



B.



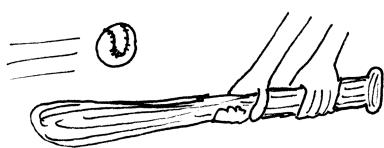
C.



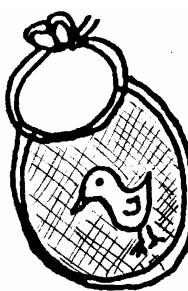
D.

Name _____	
$5+5=$	3
$4+2=$	<u>+3</u>
$3+6=$	<u>—</u>
$7+1=$	<u>4</u> <u>+4</u>

E.



F.



G.



Liz

H.

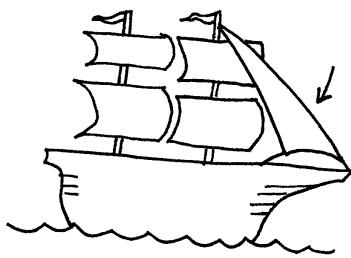


Fib: Tell a lie

I.



J.



Jib: The front sail on a ship



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.

i



1. f → i → b fib

2. r → i → b rib

3. b → i → b bib

4. j → i → b jib

5. k → i → ss kiss

6. h → i → ss hiss

7. m → i → ss miss

8. L → i → z Liz

9. qu → i → z quiz

10. f → i → zz fizz

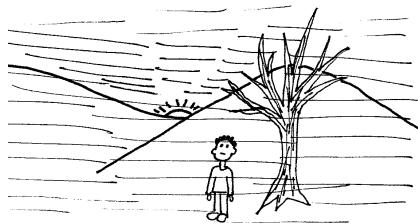
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 7

i

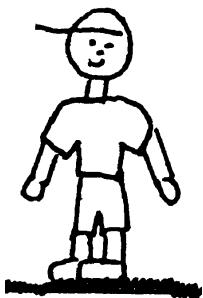


A.

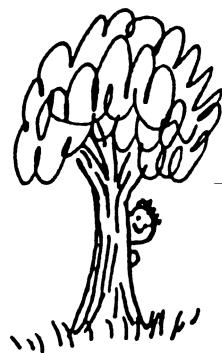


Dim: Very little light

B.



C.



D.

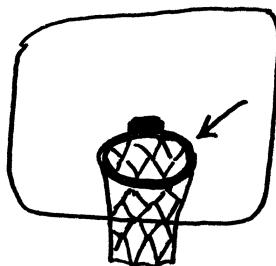


E.

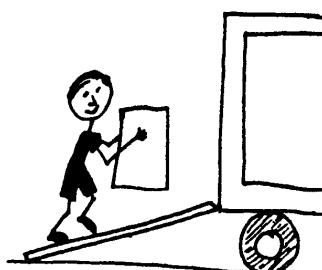


Vim: Lots of energy

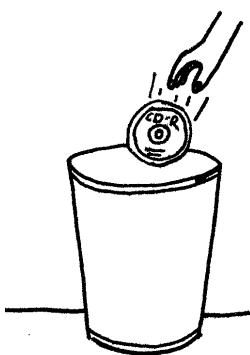
F.



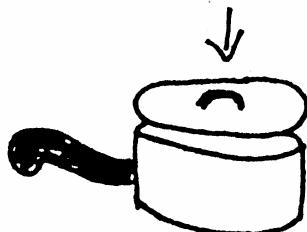
G.



H.



I.



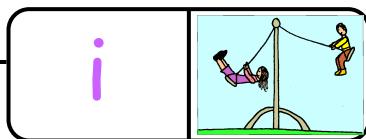
J.



Kim



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



1. l → i → d lid

2. h → i → d hid

3. r → i → d rid

4. d → i → d did

5. k → i → d kid

6. d → i → m dim

7. h → i → m him

8. r → i → m rim

9. v → i → m vim

10. K → i → m Kim

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

i

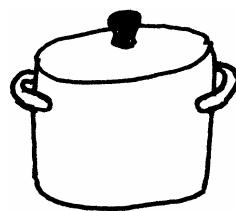


## Sight Words



is      his

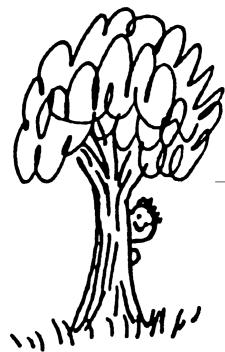
A.



B.



C.



D.



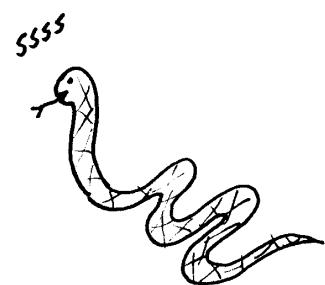
E.



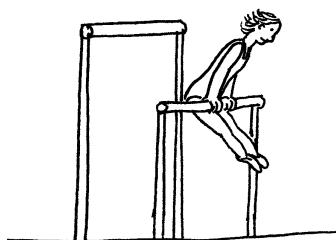
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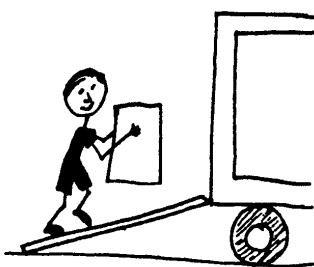
G.



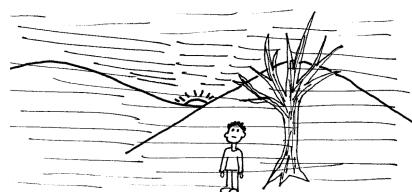
H.



I.



J.



Review the sight words is and his. Remind students that in these words the letter s represents the /z/ sound.

1. Tim hid.
2. A man will fix his van.
3. Jim did his job.
4. It is his bib.
5. Kim will kiss him.
6. It is dim.
7. A lid is on a pot.
8. Jill did a kip.
9. It can hiss.
10. Ann will miss it.

Review: a, A, was, as, has, I. Read each sentence. Find the matching picture.

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

1.



e b

2.



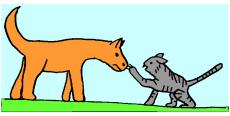
e c

3.



e d

4.



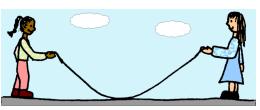
e ff

5.



e g

6.



e j

7.



e k

8.



e ll

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

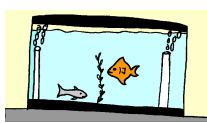
9.



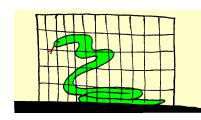
10.



11.



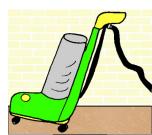
12.



13.



14.



15.



16.



**e m**

**e n**

**e p**

**e s s**

**e t**

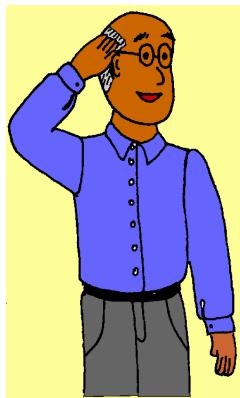
**e v**

**e x**

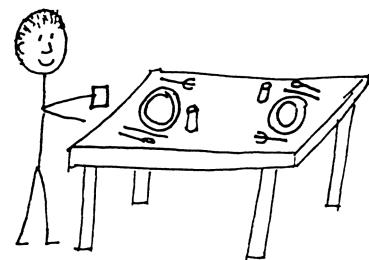
**e z**

# 1

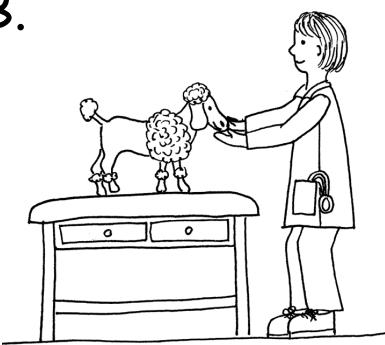
e



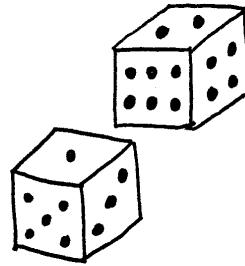
A.



B.



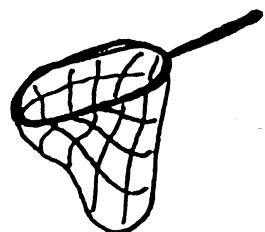
C.



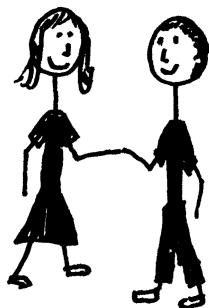
D.



E.



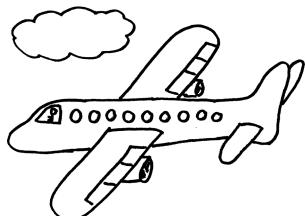
F.



G.



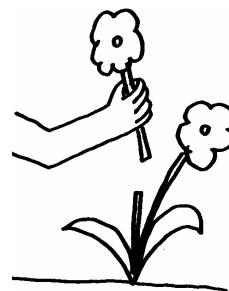
H.



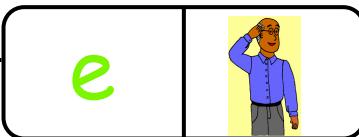
I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



e

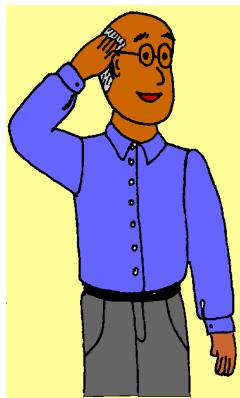


1. n → e → t net
2. l → e → t let
3. s → e → t set
4. w → e → t wet
5. v → e → t vet
6. m → e → t met
7. g → e → t get
8. j → e → t jet
9. b → e → t bet
10. p → e → t pet

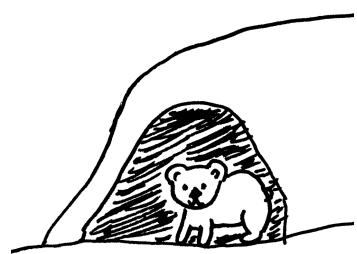
2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 2

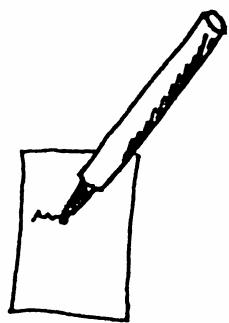
e



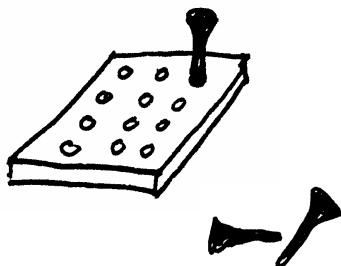
A.



B.



C.



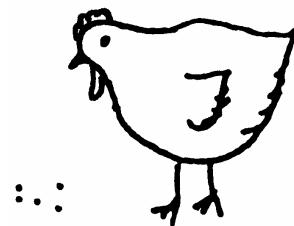
D.

10

E.



F.



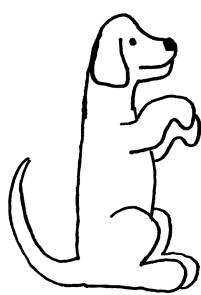
G.



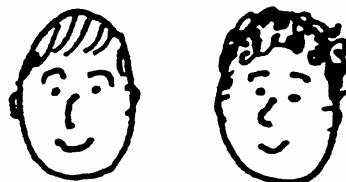
H.



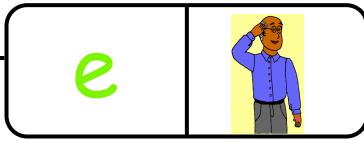
I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



e



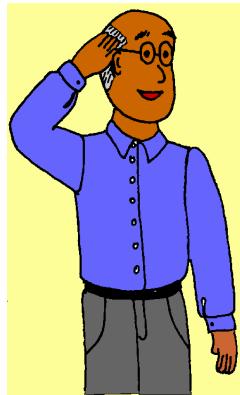
1. m → e → n men
2. h → e → n hen
3. d → e → n den
4. t → e → n ten
5. p → e → n pen

---

6. l → e → g leg
7. b → e → g beg
8. k → e → g keg
9. p → e → g peg
10. e → gg egg

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

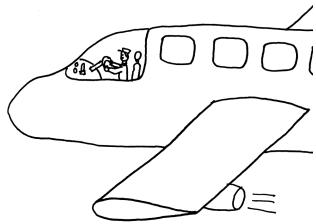
e



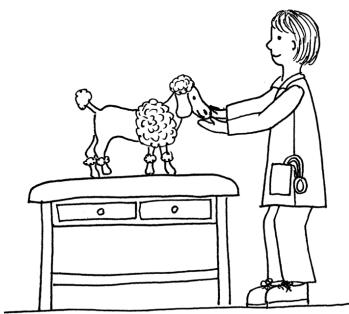
A.



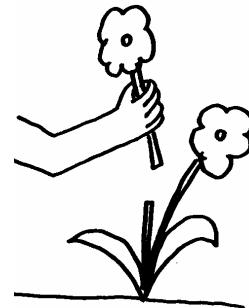
B.



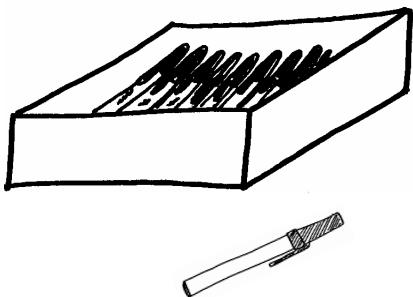
C.



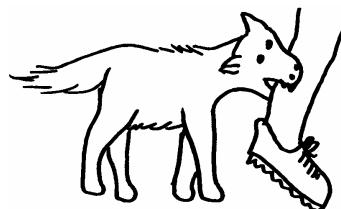
D.



E.



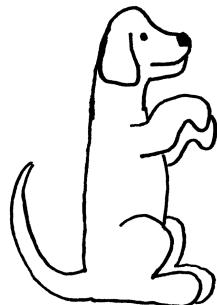
F.



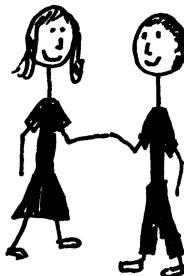
G.



H.



I.



J.



Review these sight words: a, A, was, as, has, is, his, I.

1. A dog got wet.
2. Ken met Ann.
3. Ben will not get wet.
4. Nan is a vet.
5. Meg will get a pet.
6. Jon was on a jet.
7. I will get it.
8. A dog can beg.
9. Bill has ten pens in a box.
10. A dog bit his leg.

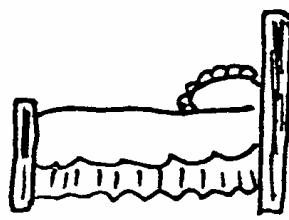
Read each sentence. Find the matching picture.

# 3

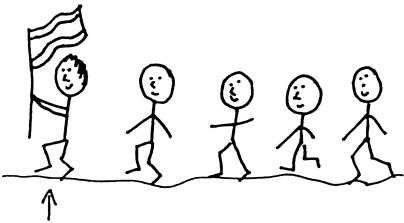
e



A.



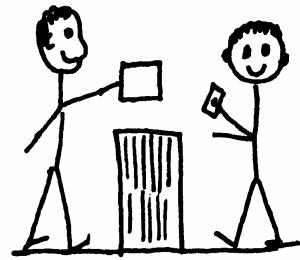
B.



C.



D.



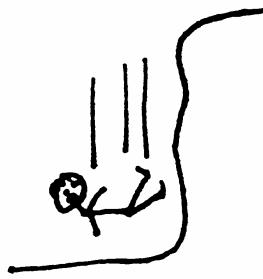
E.



F.



G.



H.



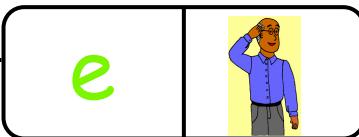
I.



J.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



e



1. r → e → d red

2. l → e → d led

3. f → e → d fed

4. b → e → d bed

5. f → e → ll fell

6. s → e → ll sell

7. y → e → ll yell

8. w → e → ll well

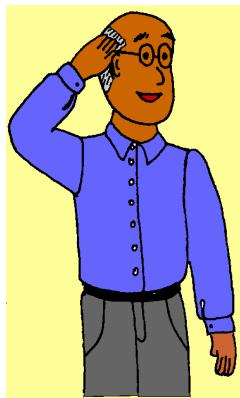
9. b → e → ll bell

10. t → e → ll tell

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

# 4

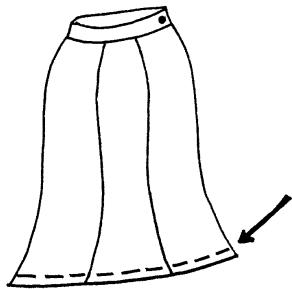
e



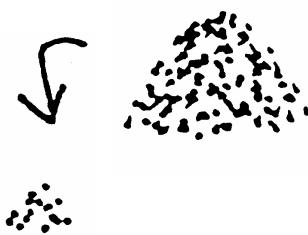
A.



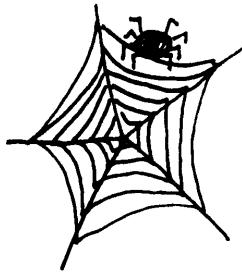
B.



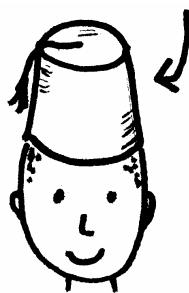
C.



D.



E.



Fez: A felt hat worn by men in Egypt

F.

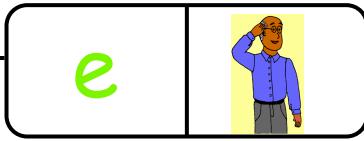


Pep: A lot of energy

G.



1) The teacher looks at the words in the first column, one at a time, pronouncing each sound separately, pausing at the arrows. Students look at the pictures (not the letters). They put the sounds together mentally, find the matching picture, and say the word normally.



e



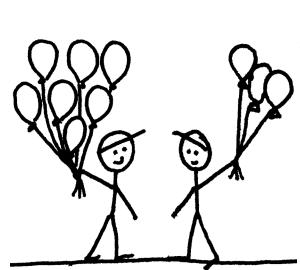
1. m → e → ss mess
  2. l → e → ss less
  3. y → e → s yes
- 
4. p → e → p pep
  5. h → e → m hem
  6. w → e → b web
  7. f → e → z fez

2) The teacher looks at the pictures, one at a time from A to J, pronouncing the sounds separately. Students look at the words in the first column, find the correct word, and read it, putting the sounds together smoothly. 3) Students read the words going down and up the second column, referring to the first column as needed.

e



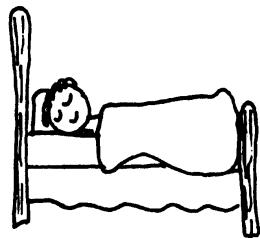
A.



B.



C.



D.



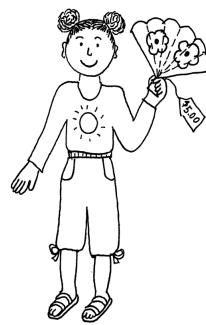
E.



F.



G.



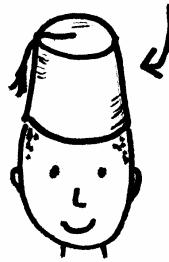
H.



I.



J.



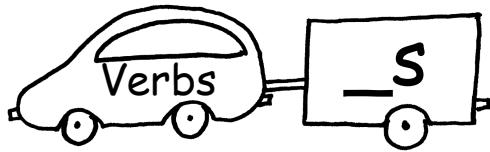
Review these sight words: a, A, was, as, has, is, his, I.

1. A web is on a bell.
2. Ken is in bed.
3. It is red.
4. Ross has less.
5. A bag fell.
6. Meg will sell a fan.
7. Yes, Tom did win.
8. Ed fed his dog.
9. A man has a fez.
10. It is a mess.

E Sent. # 3, 4

Read each sentence. Find the matching picture.

## Suffix Study



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

1. run → s      runs

2. sit → s      sits

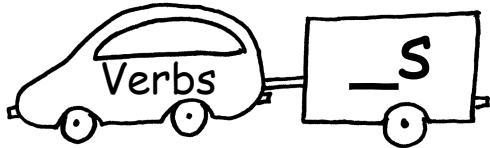
3. tap → s      taps

4. jog → s      jogs

5. get → s      gets

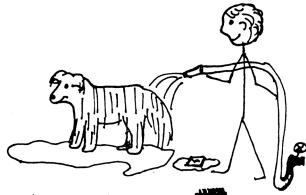
6. fill → s      fills

## Suffix Study



Read the sentences.

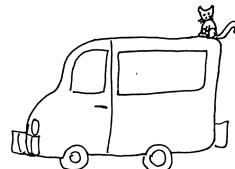
1. A pet gets wet.



2. Gus runs a lap.



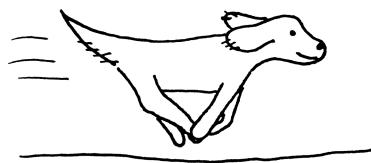
3. A cat sits on a van.



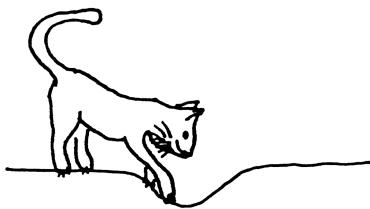
4. It pops.



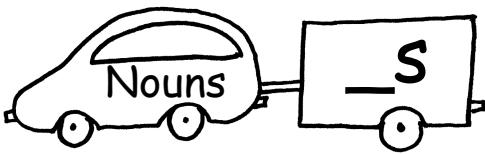
5. A dog runs.



6. A cat digs.

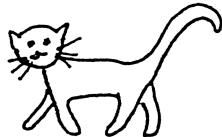


## Suffix Study



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



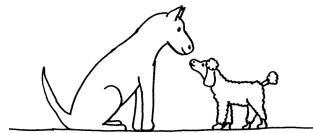
cats



2. dog



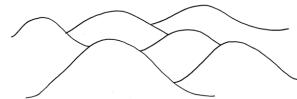
dogs



3. hill



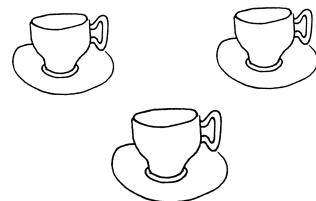
hills



4. cup



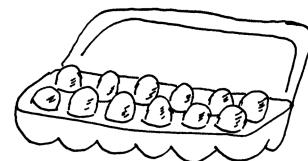
cups



5. egg



eggs



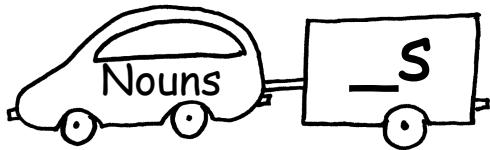
6. kid



kids



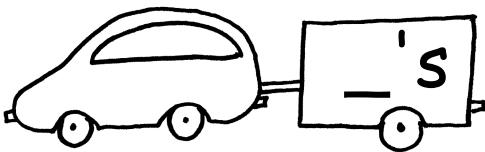
## Suffix Study



Read the sentences.

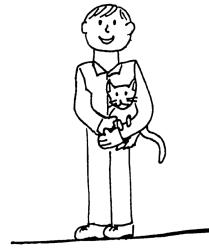
1. Six kids hid.
2. Gus fed his cats.
3. Ed will pet his dogs.
4. Ten cups fell.
5. Tom ran six laps.
6. Six pigs got wet.

## Suffix Study



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

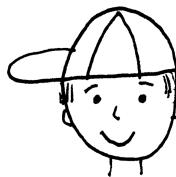
1. Sam's cat



2. Pam's pan



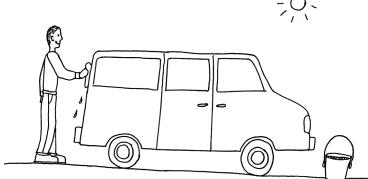
3. Ben's cap



4. Jill's doll



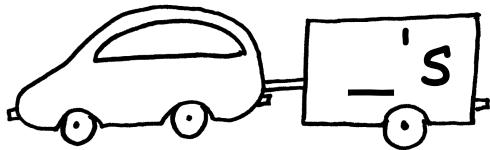
5. Tom's van



6. Meg's dog



## Suffix Study



Read the sentences.

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.

## Sequence Chart - Rhyming Short Vowel Words And Sentences

Option 1: Students learn all of the letters of the alphabet before beginning this book.

Option 2: After learning the letters listed in the first column, students may study the words in that row.

	Teach/Review These Letters First	Sound Blending	Words And Sentences	Sight Words
<b>Short U Words</b>				
1	t i h l n w u b m r	ut, ull, un, ub, um	nut, hut, rut, mutt, tub, nub, hub, rub, mum, hum	
2	f x e s	ut, ull, un, ub, um, uff, ux, uss	sun, fun, run, bun, nun, us, bus, fuss, tux, lux	
3	j o c d	ut, ull, un, ub, um, uff, ux, uss, uj, uc, ud	cuff, muff, bud, mud, suds, hull, dull, cut, jut	
4	a v g	ut, ull, un, ub, um, uff, ux, uss, uj, uc, ud, uv, ug, up	rug, mug, hug, bug, jug, dug, tug, sum, gum	
5	p k y		up, cup, pup, huff, puff, cub, sub, gull, null, putt	
<b>Short A Words</b>				
1	qu z	at, al, an, ab, am, aff, ax, ass, aj, ac, ad, av, ag, ap, ak	mat, rat, sat, fat, hat, vat, pat, cat, bat, Matt	
2			rag, sag, lag, nag, wag, bag, tag	
			A hat, A bat, A bug, a rug, a rag, a tag, a fat rat, a fat cat. A cat sat. A rat sat up.	A, a
3		ab, ac, ad, aff, ag, aj, ak, al, am, an, ap, ass, at, av, ax, azz	pad, sad, lad, mad, fad, dad, had, bad, ad, add	
4			map, sap, nap, zap, lap, tap, cap, gap, yap	
			A cup, A cap, A pad, a lad, a mad cat. Dad had a cat. Matt had a nap. Pat had a bat. A bag had a tag. A cat had a mat.	
5			ram, ham, yam, tam, cam, jam, dam, Pam, Sam	
6			fan, man, ran, van, can, pan, tan, ban, Jan, Ann	
			Ann had fun. A ram can run. Sam ran a lap. Jan had a cat. Pam had a pan. Dan had a cap. A man had a van. A man had a hat. A man had a map. A man dug up a jug.	

## Sequence Chart - Rhyming Short Vowel Words And Sentences

	Sound Blending	Words And Sentences	Sight Words
<b>Short A Words</b>			
7		lab, nab, cab, tab, dab, wax, sax, tax, fax, ax	
		Jan has a fan. A man has a hat. A man has an ax. Sam has a sax. A cat has a hat. Max can wag. Dan has a gap. Matt can dab. Nan has a muff. Gus has a bus.	as, has
8		mass, pass, bass, lass, gas, has, jazz, pal, yak	
		A man was mad. Dan was sad. Ann was at a lab. A cat was bad. Pam was at a dam. Sam was at bat. A pup was up. Zak has a pal. Pat has a bass. Matt has a tux.	was
<b>Short O Words</b>			
1	ob, oc, od, off, og, oj, ok, oll, om, on, op, oss, ot, ov, ox, oz	lot, hot, not, rot, cot, dot, got, jot, tot, pot	
2		mop, sop, hop, top, pop, sod, rod, nod, cod, pod	
		A pot was hot. Jan can mop. Pam was hot. Matt was not hot. Sam has a rod. A pot has a dot. Nan can nod. Dan has a cot.	
3		fog, hog, log, jog, dog, bog, fox, pox, box, ox	
4		cob, job, Bob, sob, moss, loss, boss, toss, doll	
		Bob has a box. Rob has a job. A dog was hot. A hog was fat. A dog can run. Ross can hop. Jan has pox. A man has an ox. Pam has a doll. A man can jog.	
5		odd, off, on, con, wok, mom, pompom	
		A dog was on a log. A dog was on a bus. A cat was on a box. A bat was on a mat. Moss was on a log. A fox got on a box. A cat got on a van. Mom was mad. A hat was on a cat. Mud was on a hog.	

## Sequence Chart - Rhyming Short Vowel Words And Sentences

Part	Sound Blending	Words And Sentences	Sight Words
<b>Short I Words</b>			
1	ib, ic, id, iff, ig, ij, ik, ill, im, in, ip, iss, it, iv, ix, izz	hit, lit, sit, fit, bit, kit, pit, it, mitt, quit	
		I lit it. I am sad. I can run. It can buzz. It can hop. It has fuzz on it. A bug has dots on it. Sam dug a pit. Nan cut it. Pam hit it.	
2		hill, fill, sill, will, mill, dill, bill, pill, gill, quill	
		I am ill. I will hum. I will run up a hill. Jill will fill up a box. Will it fit? It will fit. It has a bill. It has a gill. Bill sat on a hill top. I am at a mill. Mom will fuss at us.	I
3		sip, lip, hip, rip, yip, dip, tip, zip, kip	
4		fin, win, bin, tin, pin, kin, in, mix, fix, six	
		Dan will zip it. Bob can fix it. It has a fin. I will mix it. I am six. I can putt it. Will I win? I will win. It has a rip in it. Jan will sip it. A cat got in a box.	
5		wig, fig, rig, big, jig, dig, pig, zigzag	
	It is dull.	Bill can dig. A cat can dig. Sam is in his van. A man is in a hut. A mug is hot. A bug is on a rug. Tom is in his tub. It is his kit. It is his mitt. A big pig has a wig.	is his
6		fib, rib, bib, jib, kiss, hiss, miss, his, quiz, fizz	
7		lid, hid, rid, did, kid, dim, him, rim, vim, Kim	
	Jim will tug on it.	Tim hid. A man will fix his van. Jim did his job. It is his bib. Kim will kiss him. It is dim. A lid is on a pot. Jill did a kip. It can hiss. Ann will miss it.	

## Sequence Chart - Rhyming Short Vowel Words And Sentences

Part	Sound Blending	Words And Sentences	Sight Words
<b>Short E Words</b>			
1	eb, ec, ed, eff, eg, ej, ek, ell, em, en, ep, ess, et, ev, ex, ez	net, let, set, wet, vet, met, get, jet, bet, pet	
2		men, hen, den, ten, pen, leg, beg, keg, peg, egg	
		A dog got wet. Ken met Ann. Ben will not get wet. Nan is a vet. Meg will get a pet. Jon was on a jet. I will get it. A dog can beg. Bill has ten pens in a box. A dog bit his leg.	
3		red, led, fed, bed, fell, sell, yell, well, bell, tell	
4		mess, less, yes, pep, hem, web, fez	
		A web is on a bell. Ken is in bed. It is red. Ross has less. A bag fell. Meg will sell a fan. Yes, Tom did win. Ed fed his dog. A man has a fez. It is a mess.	
<b>Suffix Study</b>			
1	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.	
2	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.	
3	Suffix _'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		
Symbol-Sound Relationships		
A.	Sound Charts	Point to the letters on the alphabet and vowel charts. Students say the sound for each letter in unison.
B.	Alphabet Cards	Show the alphabet letter cards one at a time. Students say each letter sound in unison.
C.	Note about handwriting: If students are still learning the alphabet, use one of the handwriting books to introduce one new letter per day. Do the related pages in the <i>Exploring Sounds In Words</i> book. Study each new set of short vowel words after enough letters have been taught. (See the sequence chart.)	<ol style="list-style-type: none"> <li>1) Letter Formation Review: Model how to write several lower case or capital alphabet letters on lines on the board, as a review. Students copy each letter on their papers, while saying the letter sound.</li> <li>2) Letter Dictation: Dictate the sound for each of the alphabet letters, going in the order in which they are shown on the alphabet cards. Students repeat the sound (not the letter name) as they write the lower case letter on lined paper. After students write each letter, show the letter card, or write the letter on lines on the board. Students should correct their papers if they wrote the wrong letter. Watch to make sure students are forming the letters correctly. If needed, write the letter with a red pencil on the poorly formed letter on the student's paper. Have the student trace it several times and then write the letter again.</li> </ol>
Spelling Dictation - Spelling Words First Helps Students Learn To Read Them		
A.	<b>Phonetic Spelling Dictation</b>  Other Options: <ul style="list-style-type: none"> <li>• Students move letter cards to spell words on a pocket chart first.</li> <li>• Students write words on dry-erase frames.</li> </ul>	<p>Dictate each word from the new picture/word page that students will study later in the lesson. Also dictate any other short vowel words that will be needed for the written sentence. Follow the steps listed below for each word.</p> <ol style="list-style-type: none"> <li>1) The teacher and students segment the word in unison. (Say each sound separately, pausing between the sounds.)</li> <li>2) Students segment the word again on their own as they write the letter for each sound to spell the word on their paper.</li> <li>3) Students segment in unison again as the teacher write the letters on lines on the board. This provides extra reinforcement and allows students to check their work.</li> <li>4) Students look at the word on the board, read it aloud, and correct their word if needed.</li> </ol>
B.	Sight Words	<ol style="list-style-type: none"> <li>1) Introduce new sight words as needed from flashcards. The sequence chart shows when to introduce each sight word. Show the card, read it, and use it in a sentence. Have each student read the word individually. Then students should copy the word on their papers.</li> <li>2) Go through the cards for any previously introduced sight words and have students read them in unison. Students read each word and copy it onto their papers. Be sure to include any sight words that will be used in the dictated sentence.</li> </ol>
C.	Sentence Dictation	<p>After students have reached the first set of sentences, you will be able to add a sentence to the dictation period each day. Select one sentence per day.</p> <ol style="list-style-type: none"> <li>1) Say the sentence for the students. Students repeat the sentence in unison, bouncing their hands downward from left to right as they pronounce each word.</li> <li>2) Say the sentence again, pausing between the words to give students time to write them. Repeat the sentence as needed until everyone has written it.</li> <li>3) Students say each sound separately as they write each short vowel word.</li> <li>4) If there is a sight word in the sentence, display the card for students to copy.</li> <li>5) Remind students to use correct capitalization and punctuation.</li> <li>6) Write the sentence on lines on the board. Students look at the sentence and correct their papers as needed.</li> </ol>

## Daily Lesson Outline

### Working In The Book

A.	Sound Blending	Do the "Silly Sound" pages when you get to them. If you don't get to a new page, review one or more previous pages. Students pronounce two-letter combinations, putting the sounds together smoothly. If you are going to read short a words, practice the short a silly sounds, and so on. This prepares students to read the related short vowel words. Model each sound combination and have students repeat, until they gain confidence. After that students can say the sounds on their own. Regular practice is the key to developing this skill.
B.	Picture-Word Pages  • Play the Robot Game With The Pictures  • Play The Robot Game With The Words  • Students Read The Words	<ol style="list-style-type: none"> <li>1) This is a listening activity for the students; they just look at the pictures. The teacher looks at the words in the first column, starting with number one, and pronounces each sound separately, pausing at the arrows. Students listen to the sounds, put them together mentally, and find the matching picture. Call on a student to point to the correct picture and say the word. Provide hints and explain word meanings as needed. Continue in the same way until all the pictures have been found.</li> <li>2) Students look at the words in the first column. The teacher looks at the pictures, starting with picture A, and says the individual sounds in the word, pronouncing each sound separately, pausing briefly between the sounds. Students listen to the sounds and look for the word with the same sounds in the first column. The teacher calls on a student to point to the word and say it aloud. Students say the word normally. They do not separate the sounds. Then all of the students point to the word and say it in unison.</li> <li>3) Students take turns reading the words in the second column. If any students get stuck, they should go back to the first column and say each sound, going from left to right, putting the sounds together smoothly. Then they should go back to the second column and read the word, pronouncing it normally. After all the words have been read, the whole group reads the words aloud, in unison, going down and back up the second column.</li> <li>4) Optional last step: Students look at the words in the second column. The teacher gives a definition or clue about each word, going in random order. Students take turns finding and reading the correct word.</li> </ol>
C.	Picture-Sentence Pages	<ol style="list-style-type: none"> <li>1) Students read new and previously taught sight words from flashcards.</li> <li>2) Students take turns reading the sentences and finding the matching picture.</li> <li>3) Students reread the sentences in unison to develop fluency.</li> </ol>

### Small Groups - Working With The Teacher

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

### Listening Comprehension

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

### Free Choice "Center Time" - 30 Minutes

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

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

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

## Working With Plastic Letters

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

u b n n t h l l

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

b n n t h l l

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

b n n h l l

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

n n t h l l

b u

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

u b n n t h l l

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

n t h l l

b u n

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

n t h l l

b u n

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

n t h l l

b u n

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

n t h l l

b u n

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

b n h l l

n u t

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

b n n l l

h u t

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

n n t l l

h u b

## Words To Spell With Plastic Letters - Rhyming Short Vowel Words And Sentences

	<u>New Letters</u>	<u>1. Select The Letters</u> Dictate the sound of each letter. Students find the letter and place it at the top of their work mat, saying its sound.	<u>2. Build Letter Combinations</u> Say the two-sound combinations, using the short vowel sound. Do not separate the letter sounds. Students repeat each combination orally and build it with plastic letters.	<u>3. Spell Words</u> If students can't spell words with plastic letters yet, have them build the letter combinations until they are ready to spell words. Once students are very comfortable spelling the words, you can skip the letter combinations.
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### Short U Words

1	t i h l n w u b m r	u, n, n, t, t, m, m, b, h, r, h, l, l, f	un, ut, um, ub, ul, uf, nu, tu, mu, bu, hu, ru, hu, lu, fu	nut, hut, rut, mutt, tub, nub, hub, rub, mum, hum, null, hull, nun, fun, run, bun
2	f x e s	u, s, s, n, n, b, f, t, t, x, h, l, l, r, m, m	us, un, ub, uf, ut, ux, ul, um, su, nu, bu, fu, tu, lu, hu, ru, mu	sun, fun, run, bun, nun, us, bus, fuss, tux, lux, nut, hut, rut, mutt, tub, nub, hub, rub, sub, mum, hum, null, hull
3	j o c d	u, c, f, f, m, t, j, b, d, s, s, l, l, n, x, r, h	uc, uf, um, ut, ub, ud, us, ul, un, ux, cu, fu, mu, tu, ju, bu, du, su, lu, nu, ru, hu	cuff, muff, bud, mud, suds, hull, dull, cut, jut, fun, fuss, sun, us, bus, tux, lux, run, nut, tub, rub, bun, hub, sub
4	a v g	u, r, g, m, h, b, j, d, t, s, s, c, l, l, n, f, f, x	ug, um, ub, uj, ud, ut, us, uc, ul, un, uf, ux, ru, gu, mu, hu, bu, ju, du, tu, su, cu, lu, nu, fu	rug, mug, hug, bug, jug, dug, tug, sum, gum, cut, jut, mud, dull, bud, suds, sun, us, bus, fuss, fun, cuff, tux, lux
5	p k y	u, p, p, c, h, f, f, b, s, g, l, l, n, t, t, m, r, d, j, x	up, uc, uf, ub, us, ug, ul, un, ut, um, ud, uj, ux	up, cup, pup, huff, puff, cub, sub, gull, null, putt, pus, gum, rug, mug, hub, bug, dug, tug, jug, jut, tux

### Short A Words

1	qu z	a, m, t, r, s, s, f, h, v, p, c, b	am, at, as, af, av, ap, ac, ab, ma, ta, ra, sa, fa, ha, va, pa, ca, ba	mat, rat, sat, fat, hat, vat, pat, cat, bat, pass, mass, bass, ham, tam, cam, map, rap, sap, tap, tab, cab, am
2		a, r, s, s, g, l, n, w, b, t	as, ag, al, an, ab, at, ra, sa, ga, la, na, wa, ba, ta	rag, sag, lag, nag, wag, bag, tag, gab, nab, tab, lab, gal, gas, lass, bass, at, rat, sat, bat, an, ran, tan
3		a, p, d, d, s, s, l, m, f, h, b,	ap, ad, as, al, am, af, ab, pa, da, sa, la, ma, fa, ha, ba	pad, sad, lad, mad, fad, dad, had, bad, ad, add, lap, sap, map, pass, lass, mass, bass, pal, ham, dam, am, lab
4		a, m, p, s, s, n, z, l, t, c, g, y	am, ap, as, an, az, al, at, ac, ag, ma, pa, sa, na, za, la, ta, ca, ga, ya	map, sap, nap, zap, lap, tap, cap, gap, yap, am, tam, cam, Yam, mass, pass, lass, gas, an, man, pan, tan, can, pal, mat, pat, sat, cat, sag, nag, lag, tag

## Words To Spell With Plastic Letters - Rhyming Short Vowel Words And Sentences

	<u>Select The Letters</u>	<u>Build Letter Combinations</u>	<u>Spell Words</u>
<b>Short A Words</b>			
5	a, r, m, h, y, t, c, j, d, d	am, at, ac, aj, ad, ra, ma, ha, ya, ta, ca, ja, da	ram, ham, yam, tam, cam, jam, dam, am, at, rat, mat, hat, cat, ad, add, mad, had
6	a, f, n, m, r, v, c, p, t, b	af, an, am, av, ac, ap, at, ab, fa, na, ma, ra, va, ca, pa, ta, ba, af, an, am, av, ac, ap, at, ab	fan, man, ran, van, can, pan, tan, ban, an, am, ram, cam, tam, map, rap, cap, tap, nap, fat, mat, rat, cat, pat, bat, at, nab, cab, tab
7	a, l, b, n, c, t, d, d, w, x, s, s, f	al, ab, an, ac, at, ad, ax, as, af, la, ba, na, ca, ta, da, wa, sa, fa	lab, nab, cab, tab, dab, wax, sax, tax, fax, ax, an, ban, can, tan, fan, bat, cat, sat, fat, at, ad, lad, sad, fad, dad, add, bass, lass
8	a, m, s, s, p, b, l, g, h, j, y, k	am, as, ap, ab, al, ag, aj, ak, ma, sa, pa, ba, la, ga, ha, ja, ya, ka	mass, pass, bass, lass, gas, has, jazz, pal, yak, ham, yam, jam, am, map, sap, lap, yap, lab, jab, gab, sag, bag, lag
<b>Short O Words</b>			
1	o, l, l, t, t, h, n, r, c, d, g, j, p	ol, ot, on, oc, od, og, oj, op, lo, to, ho, no, ro, co, do, go, jo, po	lot, hot, not, rot, cot, dot, got, jot, tot, pot, doll, on, con, nod, rod, cod, pod, log, hog, dog, jog, lop, top, pop
2	o, m, p, p, s, s, h, t, d, r, n, c, b	om, op, os, ot, od, on, oc, mo, po, so, ho, to, do, ro, no, co	mop, sop, hop, top, pop, sod, rod, nod, cod, pod, moss, toss, pot, hot, dot, rot, not, cot, on, con
3	o, f, f, g, h, l, j, d, d, b, b, x, p, p, t	of, og, ol, oj, od, ob, ox, op, ot, fo, go, ho, lo, jo, do, bo, po, to	fog, hog, log, jog, dog, bog, fox, pox, box, ox, lox, doll, pod, odd, lob, bob, fob, pop, hop, lop, top, pot, got, hot, dot
4	o, c, b, b, j, s, s, m, m, l, l, t, d, d, g, n, r	oc, ob, oj, os, om, ol, ot, od, og, on, co, bo, jo, so, mo, lo, to, do, go, no	cob, job, bob, sob, moss, loss, boss, toss, doll, lob, mom, cod, sod, nod, odd, dot, got, not, lot, bog, job, log, dog, on, rob, rot, rod
5	o, d, d, f, f, n, c, w, k, m, m, p, p, x, b, g, t	od, of, on, oc, ok, om, op, ox, ob, og, ot, do, fo, no, co, ko, mo, po, bo, go, to	odd, off, on, con, wok, mom, pompom, pod, cod, pop, mop, top, box, fox, ox, dog, fog, bog, got, dot, not, cot, pot

Plan for students to spell words with plastic letters in rotating small groups several times a week. They should have at least two sessions for each short vowel. This will build an understanding of the phonetic nature of words that will help students learn to spell and read words phonetically. Developing this skill at the short vowel level lays the foundation for learning to read words with phonics patterns at the next level.

## Words To Spell With Plastic Letters - Rhyming Short Vowel Words And Sentences

	<u>Select The Letters</u>	<u>Build Letter Combinations</u>	<u>Spell Words</u>
<b>Short I Words</b>			
1	i, h, t, t, l, l, s, s, f, b, b, k, p, m, q, u	it, il, is, if, ib, ik, ip, im, hi, ti, li, si, fi, bi, ki, pi, mi, qui	hit, lit, sit, fit, bit, kit, pit, it, mitt, quit, hill, sill, fill, bill, pill, mill, quill, hiss, kiss, miss, if, fib, bib, hip, tip, lip, sip, kip, him
2	i, h, l, l, f, s, s, w, m, d, d, b, p, g, qu	il, if, is, im, id, ib, ip, ig, hi, li, fi, si, wi, mi, di, bi, pi, gi, qui	hill, fill, sill, will, mill, dill, bill, pill, gill, quill, ill, if, sip, dip, hip, hiss, miss, wig, pig, big, fig, dig, did, lid, hid, bid, him
3	i, s, s, p, l, l, h, r, y, d, t, z, k, f, n	is, ip, il, id, it, iz, ik, if, in, si, pi, li, hi, ri, yi, di, ti, zi, ki, fi, ni	sip, lip, hip, rip, yip, dip, tip, zip, kip, hiss, kiss, sill, hill, dill, till, fill, ill, lid, hid, rid, kid, sit, pit, lit, hit, kit, fit, if, in, pin, tin
4	i, f, n, w, b, b, t, p, k, m, x, s, s, r	if, in, ib, it, ip, ik, im, ix, is, fi, ni, wi, bi, ti, pi, ki, mi, si, ri	fin, win, bin, tin, pin, kin, in, mix, fix, six, if, bib, fib, rib, fit, wit, bit, pit, kit, mitt, six, kiss, miss, nip, tip, kip, sip, rip
5	i, w, g, g, f, r, b, j, d, d, p, z, z, a, n, t	ig, if, ib, ij, id, ip, iz, in, it, wi, gi, fi, ri, bi, ji, di, pi, zi, ni, ti	wig, fig, rig, big, jig, dig, pig, zigzag, if, fib, jib, rid, did, dip, rip, zip, in, win, fin, bin, pin, nib, nip, wit, bit, pit, tip, tin
6	i, f, b, b, r, j, k, s, s, h, m, q, u, z, z, l, l, n, g	if, ib, ij, ik, is, im, iz, il, in, ig, fi, bi, ri, ji, ki, si, hi, mi, qui, zi, li, ni, gi	fib, rib, bib, jib, kiss, hiss, miss, his, quiz, fizz, if, him, fill, bill, sill, hill, mill, gill, quill, in, fin, bin, kin, fig, big, rig, jig
7	i, l, l, d, d, r, k, m, h, v, p, t, x, s, f	il, id, ik, im, iv, ip, ti, ix, is, if, li, di, ri, ki, mi, hi, vi, pi, ti, si, fi	lid, hid, rid, did, kid, dim, him, rim, vim, (Kim) dill, mill, hill, pill, till, sill, lip, dip, rip, kip, hip, tip, lit, kit, hit, pit, sit, fit, mitt, mix, six, fix
<b>Short E Words</b>			
1	e, n, t, l, l, s, s, w, v, m, g, g, j, b, p	en, et, el, es, ev, em, eg, ej, eb, ep, ne, te, le, se, we, ve, me, ge, je, be, pe	net, let, set, wet, vet, met, get, jet, bet, pet, mess, less, tell, sell, well, bell, hem, leg, beg, peg, egg, web, ten, men, pen
2	e, m, n, h, d, t, p, p, l, l, g, g, b, k, r, w	em, en, ed, et, ep, el, eg, eb, ek, me, ne, he, de, te, pe, le, ge, be, ke, re, we	men, hen, den, ten, pen, leg, beg, keg, peg, egg, met, net, pet, let, get, bet, wet, led, bed, red, wed, pep, web, well, tell, bell

## Words To Spell With Plastic Letters - Rhyming Short Vowel Words And Sentences

	<u>Select The Letters</u>	<u>Build Letter Combinations</u>	<u>Spell Words</u>
<b>Short E Words</b>			
3	e, r, d, l, l, f, b, s, y, w, t, m, g, g, p	ed, el, ef, eb, es, et, em, eg, ep, re, de, le, fe, be, se, ye, we, te, me, ge, pe	red, led, fed, bed, fell, sell, yell, well, bell, tell, web, mess, less, let, bet, set, wet, met, pet, hem, leg, beg, peg, egg
4	e, m, s, s, l, l, y, p, p, h, w, b, f, z, j, t, n	em, es, el, ep, eb, ef, ez, ej, et, en, me, se, le, ye, pe, he, we, be, fe, ze, je, te, ne	mess, less, yes, pep, hem, web, fez, hem, sell, bell, fell, well, yell, yet, met, set, let, pet, wet, bet, jet, men, pen, hen, ten, (Ben, Bess)
	New Sounds	<u>Select The Letters</u>	<u>Spell These Words</u>
<b>Sound Story Part Two Words</b>			
1	sh	s, s, h, h, a, e, i, o, u, p, n, d, l, l, m, t, r, c, g, w, f	ship, shin, shed, shell, sham, shut, shot, shop, rash, mash, sash, cash, lash, mesh, hush, rush, gush, mush, wish, fish, dish
2	ē	e, h, n, m, t, w, l, l, b, s, d	Step 1: hen, he, met, men, me, well, wet, web, we, shed, shell, she, bed, bet, bell, be; Step 2: he, me, we, she, be
3	ō	n, o, o, t, g, s, b, y, y	Step 1: not, no, got, go, sob, so; Step 2: no, go, so, yo-yo
4	th	t, t, h, i, n, u, d, b, a, m,	thin, thud, bath, math, path, moth, with
5	th	p, o, w, s, e (Spell both sets of th words at the same time.)	this, that, then, them, Sight Word: the
6	ö	o, o, i, t, d, n	to, do, into, onto
7	ā		There are no long a words students can spell at this time.
8	ch	a, e, i, o, u, c, h, n, p, l, l, m, g, t, s, s, r	chin, chip, chill, chum, chug, chat, chop, chess, rich, such, much
9	ng	a, i, o, u, n, g, g, r, s, w, k, t, h, l	ring, sing, wing, king, thing, song, long, gong, rung, hung, rang, hang, sang
10	ū		There are no long u words students can spell at this time.
11	oi, oy	o, i, l, b, c, s, f, n, j, y, t	oil, boil, coil, soil, foil, coin, join, boy, toy, joy, soy
12	ou, ow	o, u, w, t, p, s, h, l, d, c, c, m, r, n, b	out, pout, shout, loud, ouch, couch, mouth, south, sour, our, cow, how, now, bow, sow, down, town, owl, howl
13	ü	u, p, t, s, h, l, l, f, b	put, push, bush, pull, full, bull
14	ä	a, l, l, c, b, t, w, f, h, m	all, call, ball, tall, wall, fall, hall, mall
15	The sound in vision		Students will read and spell words with this sound in <i>Advanced Phonics Patterns From Children's Books</i> .

# Adding The "Beyond The Alphabet" Sounds

## Read Part 2 Of The Sound Story

The alphabet letters alone are not sufficient to represent all the sounds in the English language. Students must also learn the "Beyond The Alphabet" sounds. These sounds include the following.

- 1) The remaining long vowel sounds: ā, ē, ō, and ū. (Long ī is taught in part one.)
- 2) Three dotted vowel sounds: ä/all, ö/to, and ü/push. The two dots mean "not the usual sound."
- 3) Five consonant sounds represented by two consonants working together: sh/ship, th/thumb, th/this, ch/chicken, and ng/ring. These are called consonant digraphs.
- 4) Two vowel sounds, each represented by two two-letter patterns: ou/ouch and ow/cow, oi/oil and oy/boy.
- 5) One consonant sound not represented by a single pattern. This sound is heard in the words vision, measure, azure, and garage.

## Teaching The Beyond The Alphabet Sounds

For students in kindergarten, introduce the beyond the alphabet sounds after students have learned to read all of the short vowel words. They will learn to associate each new sound with the related letter symbol in the same way that they initially learned the alphabet. They will do this by listening to one section from part two of the sound story each day. They will say the sound for each pattern on the beyond the alphabet chart and flashcards, and they will write the new letters and letter patterns when given their sounds during the dictation period.

With guidance from the teacher, students will build words with part two patterns using plastic letters. This teaches students how to use the patterns in words.

The chart on the following pages shows a list of words that can be spelled for each new pattern during the dictation period. Dictate a number of short vowel words, using two different short vowels. For example, dictate these words: pen, pan, pet, pat, bet, bat, men, man, ten, tan. Then choose one or two words with the new pattern to dictate. Segment the words with the students as usual, then have student segment again while they write each word. Give the students help as needed.

The *Rhyming Short Vowel Workbook* has pages that introduce the part two patterns. First, students trace a large model of the letter or letter pattern while saying the sound. Next, the teacher reads words that contain the new pattern. Students look at each word and related picture, listen for the sound, and circle the pattern that represents that sound. Students are not expected to read these words.

The *Basic Short Vowels* and *Color-Coded Short Vowel Lists* books have word lists for students to read for most of the beyond the alphabet sounds. None of the words have beginning or ending consonant blends, making them easier to read. Reading part two words

at this level is optional.

These options will prepare students to start the next level, *Phonetic Words And Stories*, after they finish short vowel words. It also has the benefit of eliminating a lot of confusion as students are exposed to new words outside of the instructional period. For example, when they see the word *ship*, they won't try to read it as four separate sounds, s...h...i...p. And if they see the word and hear someone pronounce it correctly, as ship, the spelling of the word will make sense to them.

If students are studying the *Rhyming Short Vowel Words And Sentences* book in first grade, after they finish all of the short vowel words and sentences, skip the introduction to the beyond the alphabet sounds in the short vowel book and begin *Phonetic Words And Stories, Book 1*.

### How To Introduce The Beyond The Alphabet Patterns

Read one section of part two of the sound story aloud each day, as indicated on the chart, pointing to the new sound picture and the related letter or letter pattern. Model the sound and have students repeat.

- Explain, when needed, that sometimes two letters are used to represent a single sound.
- When you teach a new vowel sound, explain that vowels can represent more than one sound. The long vowels have a straight line above them and the dotted vowels have two dots above them to make the sounds easier to remember.

These variations occur because there are not enough letters in the English alphabet to show all the sounds.

After introducing a new sound picture and pattern, point to the patterns that have been taught on the beyond the alphabet sound chart. Have students say the sounds. A wall chart is available for working with a group.

Use the part two sound picture cards and the related *Beyond The Alphabet* letter flashcards to review the sounds. Show each card and have students say the sound in unison. Have students match the picture cards and letter cards on a table or in a pocket chart.

During the dictation period, use another set of *Beyond The Alphabet* cards that shows the sound pictures and the words together during the sound dictation period. Start by dictating all of the letter sounds that have been taught. Then show the new beyond the alphabet card. Say its sound. Students repeat the sound and write the new pattern. Next show each card that has been introduced as you say each sound. Students can refer to the cards to help them remember the correct letter or letter pattern to write. Students repeat the sound as they write each pattern. This provides the multisensory feedback needed to help students remember them. Model and assist as needed. Remind students to mark long vowels with a straight line over the vowel and mark dotted vowels with two dots. Explain that longs vowels "say their names." Two dots over a vowel mean "not the usual sound."

During small group rotations, have students play the Train Game. It provides practice identifying and giving the sound for each sound picture and letter pattern.

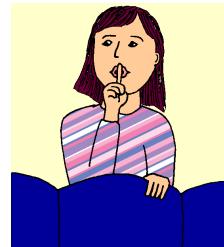
## Introducing Part 2 Of The Sound Story

After introducing all of the alphabet letters, read one new section in Part Two of the sound story aloud each day. Introduce the new pattern from part two of the sound story as shown on the chart below. If desired, students can practice spelling a few of the listed words during spelling dictation. Provide guidance and assistance as needed. Students can also build the words with plastic letters, working with the teacher in small groups.

Part	Introduce From The Sound Story, Part 2	Words That Can Be Spelled With Plastic Letters
1	sh	shut, rush, shell, mesh, mash, rash, wish, fish, dish, ship
2	ē	he, we, be, me, she
3	ō	no, so, go
4	th	thin, with, math, bath, path, moth
5	th	that, than, this, then, them, Introduce sight word: the
6	ö	to, do
7	ā	No words to spell with this pattern.
8	ch	chop, chat, chum, chess, chin, chill, rich, much, such
9	ng	sing, wing, ring, king, song, long, rang, hang, sang, sung, hung
10	ū	No words to spell with this pattern.
11	oi	oil, soil, coil, foil, boil, coin, join
12	oy	boy, toy, joy, soy
13	ou	out, shout, our, loud, couch
14	ow	cow, now, how, down, owl
15	ü	bush, push, pull, full, bull, put
16	ää	all, fall, hall, tall, call, wall, ball, mall
17	(zh as in measure)	No words to spell with this pattern.

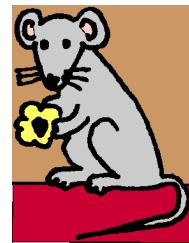
## Part 2 Beyond The Alphabet Sounds

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)



sh

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



ē

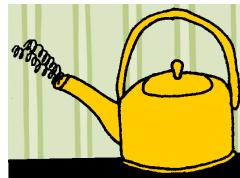
At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (ō/robot)



ō

### A Snowy Day

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



th

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



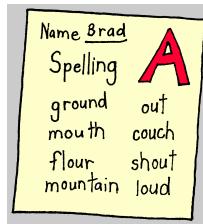
th

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



ö

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



ā

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



ch

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



ng

Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. "You two did a great job," said Mom. "Thanks for your help."

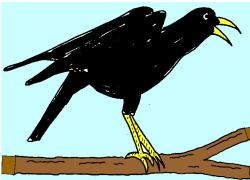


ū

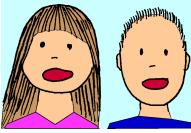
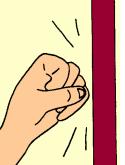
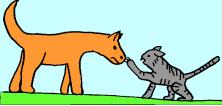
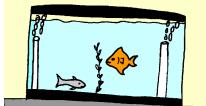
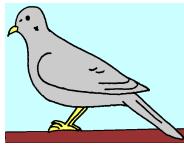
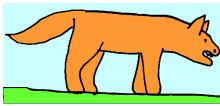
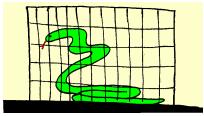
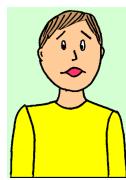
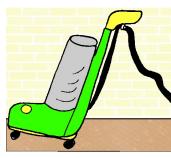
"Hey, now we have room to use our new pogo stick," said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. "Oi, oi, oi," went the coiled spring on the pogo stick as he bounced up and down.  
(oi/oil, oy/boy)



oi  
oy

<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 style="text-align: right;">(ou/ouch, ow/cow)</p>		<p><b>ou</b> <b>ow</b></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."</p> <p style="text-align: right;">(ü/push)</p>		<p><b>ü</b></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 style="text-align: right;">(ä/all)</p>		<p><b>ä</b></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. "Zzzhhhh," was the sound of the hair dryer as it blew.</p> <p>(The sound in measure, vision, garage, azure)</p>		<p><b>measure</b> <b>vision</b> <b>azure</b> <b>garage</b></p>
<p>After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.</p>		

## Alphabet Sounds

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

Say the sound for each letter.

## "Beyond The Alphabet" Sounds

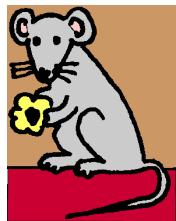
i



sh



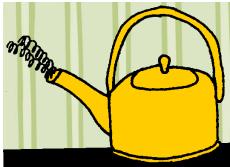
ē



ō



th



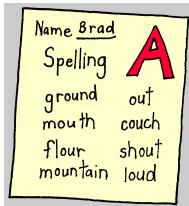
th



ö



ā



ch



ng



ü



oi oy



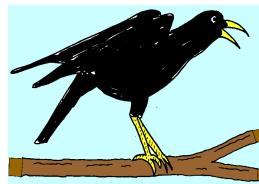
ou ow



ü



ä



measure, vision,  
azure, garage



Say the sound for each letter or pattern.

**Color-Coding Chart** - Each vowel sound is represented by a specific color. This helps the vowels and vowel patterns stand out in words, so that students will recognize them and be able to distinguish between consonants and vowels. For multi-letter vowels, students will be able to see which letters work together to show the vowel sound. Students will quickly be able to see which patterns sound the same, because the colors will be the same. They will also be able to see when vowel patterns have different sounds, because they will be printed in different colors.

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

## Notes About the Alphabet

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

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

a) Each vowel can represent three different sounds.

a/ant, ā/apron, ä/ball	e/egg, ē/emu, ë/ballet	i/in, ī/island, ī/pizza
o/ox, ö/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
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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
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f) Sometimes pairs of letters represent more than one sound.

Vowels: ou/ouch, ou/four, ou/soup	Consonants: ch/chicken, ch/chorus, ch/chef
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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-v-en	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
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l) Words can be combined with prefixes, suffixes, or other words.

Prefix: unhappy      Suffix: sleeping

Compound Word: mailbox      Contraction: doesn't

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u><b>18-19</b></u>		<u><b>u - # 1</b></u>		<u><b>22-23</b></u>		<u><b>u - # 2</b></u>	
Words	Pictures	Words	Pictures	Words	Pictures	Words	Pictures
1. n-u-t	G	A. r-u-b	8	1. s-u-n	J	A. l-u-x	10
2. h-u-t	F	B. t-u-b	5	2. f-u-n	C	B. t-u-x	9
3. r-u-t	I	C. h-u-m	10	3. r-u-n	H	C. f-u-n	2
4. m-u-tt	J	D. n-u-b	6	4. b-u-n	D	D. b-u-n	4
5. t-u-b	B	E. h-u-b	7	5. n-u-n	I	E. b-u-s	7
6. n-u-b	D	F. h-u-t	2	6. u-s	G	F. f-u-ss	8
7. h-u-b	E	G. n-u-t	1	7. b-u-s	E	G. u-s	6
8. r-u-b	A	H. m-u-m	9	8. f-u-ss	F	H. r-u-n	3
9. m-u-m	H	I. r-u-t	3	9. t-u-x	B	I. n-u-n	5
10. h-u-m	C	J. m-u-tt	4	10. l-u-x	A	J. s-u-n	1

<u><b>26-27</b></u>		<u><b>u - # 3</b></u>		<u><b>30-31</b></u>		<u><b>u - # 4</b></u>	
Words	Pictures	Words	Pictures	Words	Pictures	Words	Pictures
1. c-u-ff	C	A. j-u-t	9	1. r-u-g	I	A. t-u-g	7
2. m-u-ff	G	B. h-u-ll	6	2. m-u-g	E	B. h-u-g	3
3. b-u-d	D	C. c-u-ff	1	3. h-u-g	B	C. s-u-m	8
4. m-u-d	E	D. b-u-d	3	4. b-u-g	H	D. g-u-m	9
5. s-u-d-s	H	E. m-u-d	4	5. j-u-g	G	E. m-u-g	2
6. h-u-ll	B	F. c-u-t	8	6. d-u-g	F	F. d-u-g	6
7. d-u-ll	I	G. m-u-ff	2	7. t-u-g	A	G. j-u-g	5
8. c-u-t	F	H. s-u-d-s	5	8. s-u-m	C	H. b-u-g	4
9. j-u-t	A	I. d-u-ll	7	9. g-u-m	D	I. r-u-g	1

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>32-33</u>	<u>u - # 5</u>	<u>36-37</u>	<u>a - # 1</u>
Words	Pictures	Words	Pictures
1. u-p F	A. p-u-ff 5	1. m-a-t F	A. M-a-tt 10
2. c-u-p G	B. s-u-b 7	2. r-a-t C	B. b-a-t 9
3. p-u-p E	C. p-u-tt 10	3. s-a-t I	C. r-a-t 2
4. h-u-ff I	D. n-u-ll 9	4. f-a-t H	D. h-a-t 5
5. p-u-ff A	E. p-u-p 3	5. h-a-t D	E. p-a-t 7
6. c-u-b H	F. u-p 1	6. v-a-t J	F. m-a-t 1
7. s-u-b B	G. c-u-p 2	7. p-a-t E	G. c-a-t 8
8. g-u-ll J	H. c-u-b 6	8. c-a-t G	H. f-a-t 4
9. n-u-ll D	I. h-u-ff 4	9. b-a-t B	I. s-a-t 3
10. p-u-tt C	J. g-u-ll 8	10. M-a-tt A	J. v-a-t 6

<u>38-39</u>	<u>a - # 2</u>	<u>40-41</u>	<u>a - Sent. #1, 2</u>
Words	Pictures		
1. r-a-g F	A. n-a-g 4	1 - E	
2. s-a-g B	B. s-a-g 2	2 - J	
3. l-a-g G	C. b-a-g 6	3 - G	
4. n-a-g A	D. w-a-g 5	4 - A	
5. w-a-g D	E. t-a-g 7	5 - C	
6. b-a-g C	F. r-a-g 1	6 - I	
7. t-a-g E	G. l-a-g 3	7 - V	
		8 - H	
		9 - D	
		10 - F	

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>46-47</u>		a - # 3		<u>48-49</u>		a - # 4	
Words	Pictures	Words	Pictures	Words	Pictures	Words	Pictures
1. p-a-d	C	A. s-a-d	2	1. m-a-p	C	A. y-a-p	9
2. s-a-d	A	B. m-a-d	4	2. s-a-p	E	B. n-a-p	3
3. l-a-d	I	C. p-a-d	1	3. n-a-p	B	C. m-a-p	1
4. m-a-d	B	D. d-a-d	6	4. z-a-p	I	D. l-a-p	5
5. f-a-d	J	E. h-a-d	7	5. l-a-p	D	E. s-a-p	2
6. d-a-d	D	F. b-a-d	8	6. t-a-p	G	F. c-a-p	7
7. h-a-d	E	G. a-d	9	7. c-a-p	F	G. t-a-p	6
8. b-a-d	F	H. a-dd	10	8. g-a-p	H	H. g-a-p	8
9. a-d	G	I. l-a-d	3	9. y-a-p	A	I. z-a-p	4
10. a-dd	H	J. f-a-d	5				

<u>50-51</u>		a - Sent. # 3, 4		<u>52-53</u>		a - # 5	
Words	Pictures	Words	Pictures	Words	Pictures	Words	Pictures
1 - J		1. r-a-m	B	A. P-a-m	8		
2 - H		2. h-a-m	G	B. r-a-m	1		
3 - D		3. y-a-m	E	C. j-a-m	6		
4 - A		4. t-a-m	H	D. d-a-m	7		
5 - C		5. c-a-m	I	E. y-a-m	3		
6 - G		6. j-a-m	C	F. S-a-m	9		
7 - F		7. d-a-m	D	G. h-a-m	2		
8 - I		8. P-a-m	A	H. t-a-m	4		
9 - B		9. S-a-m	F	I. c-a-m	5		
10 - E							

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>54-55</u>	a - # 6		<u>56-57</u>	a - Sent. # 5, 6
Words	Pictures			
1. f-a-n	F	A. r-a-n	3	1 - E
2. m-a-n	E	B. p-a-n	6	2 - J
3. r-a-n	A	C. J-a-n	9	3 - G
4. v-a-n	I	D. b-a-n	8	4 - B
5. c-a-n	H	E. m-a-n	2	5 - I
6. p-a-n	B	F. f-a-n	1	6 - F
7. t-a-n	G	G. t-a-n	7	7 - A
8. b-a-n	D	H. c-a-n	5	8 - H
9. J-a-n	C	I. v-a-n	4	9 - C
10. A-nn	J	J. A-nn	10	10 - D

<u>58-59</u>	a - # 7		<u>60-61</u>	a - Sent. # 7
Words	Pictures			
1. l-a-b	G	A. c-a-b	3	1 - G
2. n-a-b	F	B. a-x	10	2 - J
3. c-a-b	A	C. t-a-b	4	3 - C
4. t-a-b	C	D. t-a-x	8	4 - I
5. d-a-b	J	E. w-a-x	6	5 - H
6. w-a-x	E	F. n-a-b	2	6 - E
7. s-a-x	I	G. l-a-b	1	7 - B
8. t-a-x	D	H. f-a-x	9	8 - F
9. f-a-x	H	I. s-a-x	7	9 - A
10. a-x	B	J. d-a-b	5	10 - D

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>62-63</u>	a - # 8		<u>64-65</u>	a - Sent. #8
Words	Pictures			
1. m-a-ss	I	A. p-a-l	8	1 - H
2. p-a-ss	E	B. y-a-k	9	2 - F
3. b-a-ss	F	C. h-a-s	6	3 - D
4. l-a-ss	G	D. g-a-s	5	4 - B
5. g-a-s	D	E. p-a-ss	2	5 - I
6. h-a-s	C	F. b-a-ss	3	6 - E
7. j-a-zz	H	G. l-a-ss	4	7 - J
8. p-a-l	A	H. j-a-zz	7	8 - A
9. y-a-k	B	I. m-a-ss	1	9 - G
				10 - C

<u>68-69</u>	o - # 1		<u>70-71</u>	o - # 2	
Words	Pictures		Words	Pictures	
1. l-o-t	I	A. n-o-t	3	1. m-o-p	G
2. h-o-t	E	B. g-o-t	7	2. s-o-p	E
3. n-o-t	A	C. c-o-t	5	3. h-o-p	J
4. r-o-t	G	D. t-o-t	9	4. t-o-p	C
5. c-o-t	C	E. h-o-t	2	5. p-o-p	H
6. d-o-t	F	F. d-o-t	6	6. s-o-d	I
7. g-o-t	B	G. r-o-t	4	7. r-o-d	D
8. j-o-t	H	H. j-o-t	8	8. n-o-d	F
9. t-o-t	D	I. l-o-t	1	9. c-o-d	B
10. p-o-t	J	J. p-o-t	10	10. p-o-d	A

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>72-73</u>	<u>o - Sent. #1,2</u>	<u>74-75</u>	<u>o - # 3</u>		
		Words	Pictures		
1 - C		1. f-o-g	A	A. f-o-g	1
2 - B		2. h-o-g	F	B. l-o-g	3
3 - E		3. l-o-g	B	C. j-o-g	4
4 - G		4. j-o-g	C	D. f-o-x	7
5 - D		5. d-o-g	H	E. b-o-x	9
6 - F		6. b-o-g	G	F. h-o-g	2
7 - A		7. f-o-x	D	G. b-o-g	6
8 - H		8. p-o-x	I	H. d-o-g	5
		9. b-o-x	E	I. p-o-x	8
		10. o-x	J	J. o-x	10

<u>76-77</u>	<u>o - # 4</u>	<u>78-79</u>	<u>o - Sent. # 3,4</u>
Words	Pictures		
1. c-o-b	H	A. b-o-ss	1 - C
2. j-o-b	G	B. B-o-b	2 - G
3. B-o-b	B	C. m-o-ss	3 - E
4. s-o-b	F	D. d-o-ll	4 - B
5. m-o-ss	C	E. l-o-ss	5 - D
6. l-o-ss	E	F. s-o-b	6 - F
7. b-o-ss	A	G. j-o-b	7 - A
8. t-o-ss	I	H. c-o-b	8 - J
9. d-o-ll	D	I. t-o-ss	9 - I
			10 - H

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>80-81</u>	<u>o - # 5</u>		<u>82-83</u>	<u>o - Sent. # 5</u>
Words	Pictures			
1. o-dd	A	A. o-dd	1	1 - H
2. o-ff	E	B. pom-pom	7	2 - G
3. o-n	G	C. m-o-m	6	3 - B
4. c-o-n	D	D. c-o-n	4	4 - I
5. w-o-k	F	E. o-ff	2	5 - C
6. m-o-m	C	F. w-o-k	5	6 - A
7. pom-pom	B	G. o-n	3	7 - E
				8 - D
				9 - F
				10 - J

<u>86-87</u>	<u>i - # 1</u>		<u>88-89</u>	<u>i - Sent. # 1</u>
Words	Pictures			
1. h-i-t	G	A. qu-i-t	10	1 - C
2. l-i-t	C	B. i-t	8	2 - E
3. s-i-t	F	C. l-i-t	2	3 - G
4. f-i-t	D	D. f-i-t	4	4 - A
5. b-i-t	H	E. p-i-t	7	5 - I
6. k-i-t	I	F. s-i-t	3	6 - D
7. p-i-t	E	G. h-i-t	1	7 - F
8. i-t	B	H. b-i-t	5	8 - B
9. m-i-tt	J	I. k-i-t	6	9 - H
10. qu-i-t	A	J. m-i-tt	9	10 - J

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>90-91</u>	i - # 2		<u>92-93</u>	i - Sent. # 2
Words	Pictures			
1. h-i-ll	I	A. g-i-ll	9	1 - F
2. f-i-ll	G	B. s-i-ll	3	2 - H
3. s-i-ll	B	C. qu-i-ll	10	3 - I
4. w-i-ll	F	D. m-i-ll	5	4 - E
5. m-i-ll	D	E. d-i-ll	6	5 - G
6. d-i-ll	E	F. w-i-ll	4	6 - D
7. b-i-ll	H	G. f-i-ll	2	7 - J
8. p-i-ll	J	H. b-i-ll	7	8 - A
9. g-i-ll	A	I. h-i-ll	1	9 - B
10. qu-i-ll	C	J. p-i-ll	8	10 - C

<u>94-95</u>	i - # 3		<u>96-97</u>	i - # 4	
Words	Pictures		Words	Pictures	
1. s-i-p	H	A. r-i-p	4	1. f-i-n	G
2. l-i-p	E	B. y-i-p	5	2. w-i-n	H
3. h-i-p	D	C. t-i-p	7	3. b-i-n	C
4. r-i-p	A	D. h-i-p	3	4. t-i-n	E
5. y-i-p	B	E. l-i-p	2	5. p-i-n	A
6. d-i-p	G	F. z-i-p	8	6. k-i-n	J
7. t-i-p	C	G. d-i-p	6	7. i-n	I
8. z-i-p	F	H. s-i-p	1	8. m-i-x	B
9. k-i-p	I	I. k-i-p	9	9. f-i-x	D
				10. s-i-x	F
					J. k-i-n
					6

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>98-99</u>	i - Sent. #3-4	<u>100-101</u>	i - # 5	
		Words	Pictures	
1 - G		1. w-i-g	B	A. j-i-g 5
2 - C		2. f-i-g	F	B. w-i-g 1
3 - D		3. r-i-g	E	C. d-i-g 6
4 - E		4. b-i-g	H	D. p-i-g 7
5 - I		5. j-i-g	A	E. r-i-g 3
6 - H		6. d-i-g	C	F. f-i-g 2
7 - A		7. p-i-g	D	G. zig-zag 8
8 - F		8. zig-zag	G	H. b-i-g 4
9 - B				
10 - J				

<u>102-103</u>	i - Sent. #5	<u>104-105</u>	i - # 6	
		Words	Pictures	
1 - E		1. f-i-b	H	A. h-i-ss 6
2 - D		2. r-i-b	B	B. r-i-b 2
3 - I		3. b-i-b	F	C. k-i-ss 5
4 - A		4. j-i-b	J	D. qu-i-z 9
5 - H		5. k-i-ss	C	E. m-i-ss 7
6 - B		6. h-i-ss	A	F. b-i-b 3
7 - G		7. m-i-ss	E	G. L-i-z 8
8 - J		8. L-i-z	G	H. f-i-b 1
9 - C		9. qu-i-z	D	I. f-i-zz 10
10 - F		10. f-i-zz	I	J. j-i-b 4

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

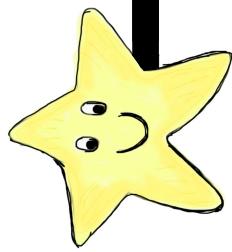
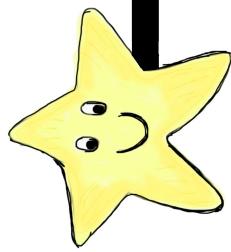
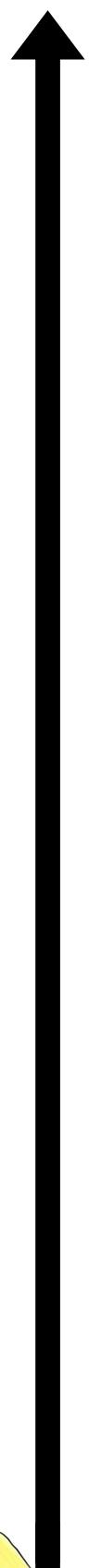
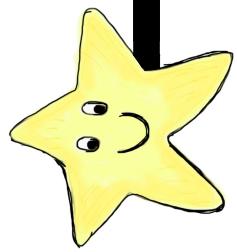
<u>106-107</u>		i - # 7		<u>108-109</u>	i - Sent. # 6-7
Words		Pictures			
1. l-i-d	I	A. d-i-m	6	1 - C	
2. h-i-d	C	B. k-i-d	5	2 - B	
3. r-i-d	H	C. h-i-d	2	3 - I	
4. d-i-d	G	D. h-i-m	7	4 - E	
5. k-i-d	B	E. v-i-m	9	5 - D	
6. d-i-m	A	F. r-i-m	8	6 - J	
7. h-i-m	D	G. d-i-d	4	7 - A	
8. r-i-m	F	H. r-i-d	3	8 - H	
9. v-i-m	E	I. l-i-d	1	9 - F	
10. K-i-m	J	J. K-i-m	10	10 - G	

<u>112-113</u>		e - # 1		<u>114-115</u>	e - # 2	
Words		Pictures		Words		Pictures
1. v-e-t	E	A. n-e-t	3	1. m-e-n	J	A. d-e-n
2. g-e-t	G	B. l-e-t	5	2. h-e-n	F	B. p-e-n
3. n-e-t	A	C. s-e-t	9	3. d-e-n	A	C. p-e-g
4. b-e-t	I	D. w-e-t	10	4. t-e-n	D	D. t-e-n
5. l-e-t	B	E. v-e-t	1	5. p-e-n	B	E. k-e-g
6. m-e-t	F	F. m-e-t	6	6. l-e-g	H	F. h-e-n
7. p-e-t	J	G. g-e-t	2	7. b-e-g	I	G. e-gg
8. j-e-t	H	H. j-e-t	8	8. k-e-g	E	H. l-e-g
9. s-e-t	C	I. b-e-t	4	9. p-e-g	C	I. b-e-g
10. w-e-t	D	J. p-e-t	7	10. e-gg	G	J. m-e-n

**Rhyming Short Vowel Words And Sentences - Answer Key, By Page Number**

<u>116-117</u>	<i>e</i> - Sent. # 1-2	<u>118-119</u>	<i>e</i> - # 3		
		Words	Pictures		
1 - J		1. r-e-d	F	A. b-e-d	4
2 - I		2. l-e-d	B	B. l-e-d	2
3 - G		3. f-e-d	H	C. w-e-ll	8
4 - C		4. b-e-d	A	D. s-e-ll	6
5 - A		5. f-e-ll	G	E. t-e-ll	10
6 - B		6. s-e-ll	D	F. r-e-d	1
7 - D		7. y-e-ll	I	G. f-e-ll	5
8 - H		8. w-e-ll	C	H. f-e-d	3
9 - E		9. b-e-ll	J	I. y-e-ll	7
10 - F		10. t-e-ll	E	J. b-e-ll	9

<u>120-121</u>	<i>e</i> - # 4	<u>122-123</u>	<i>e</i> - Sent. # 3-4
Words	Pictures		
1. m-e-ss	A	A. m-e-ss	1 - E
2. l-e-ss	C	B. h-e-m	2 - C
3. y-e-s	G	C. l-e-ss	3 - F
4. p-e-p	F	D. w-e-b	4 - A
5. h-e-m	B	E. f-e-z	5 - I
6. w-e-b	D	F. p-e-p	6 - G
7. f-e-z	E	G. y-e-s	7 - D
			8 - B
			9 - J
			10 - H

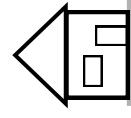


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This page is left blank on purpose so the page may be removed from the book and cut apart to make directional "arrow" strips.

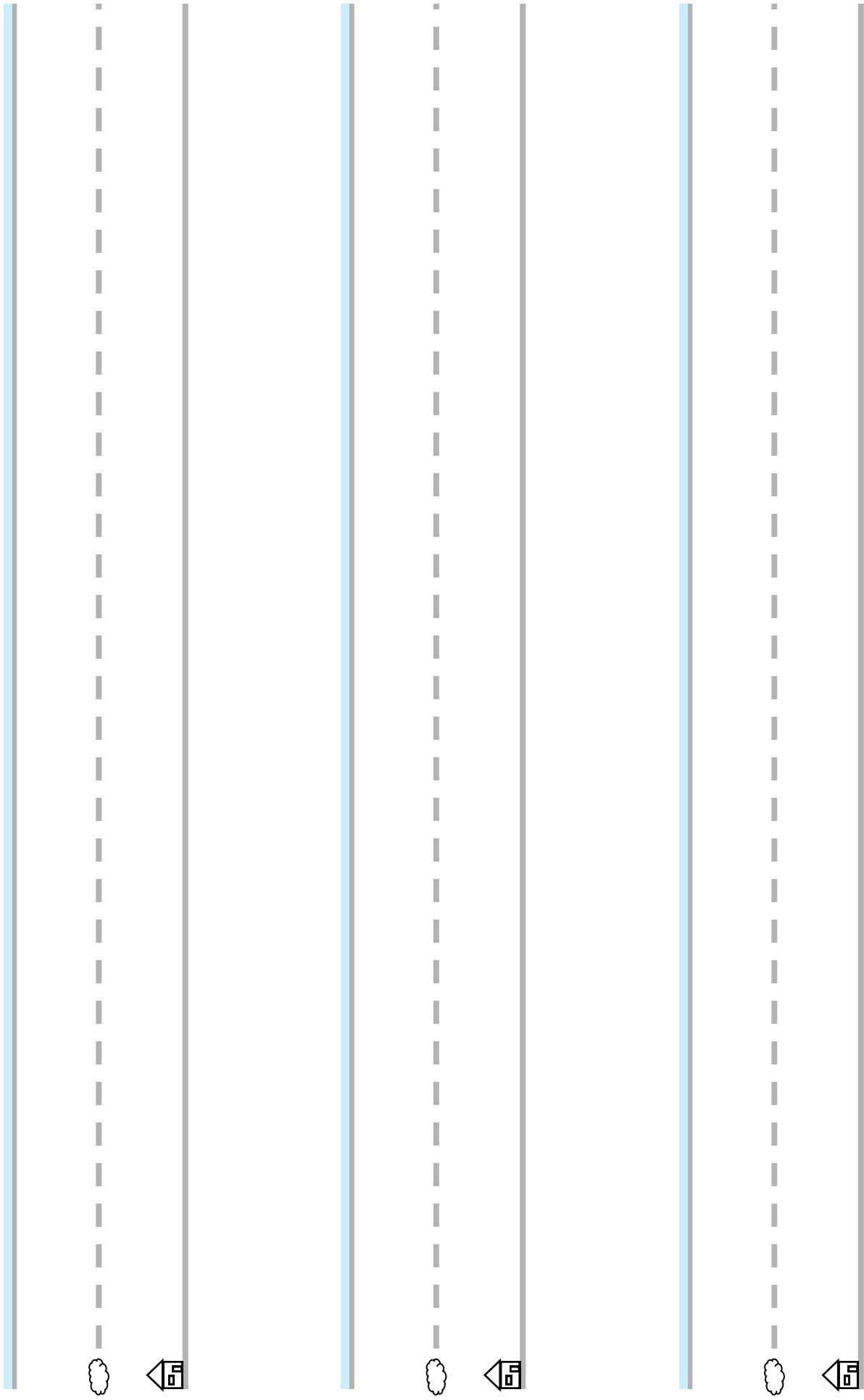
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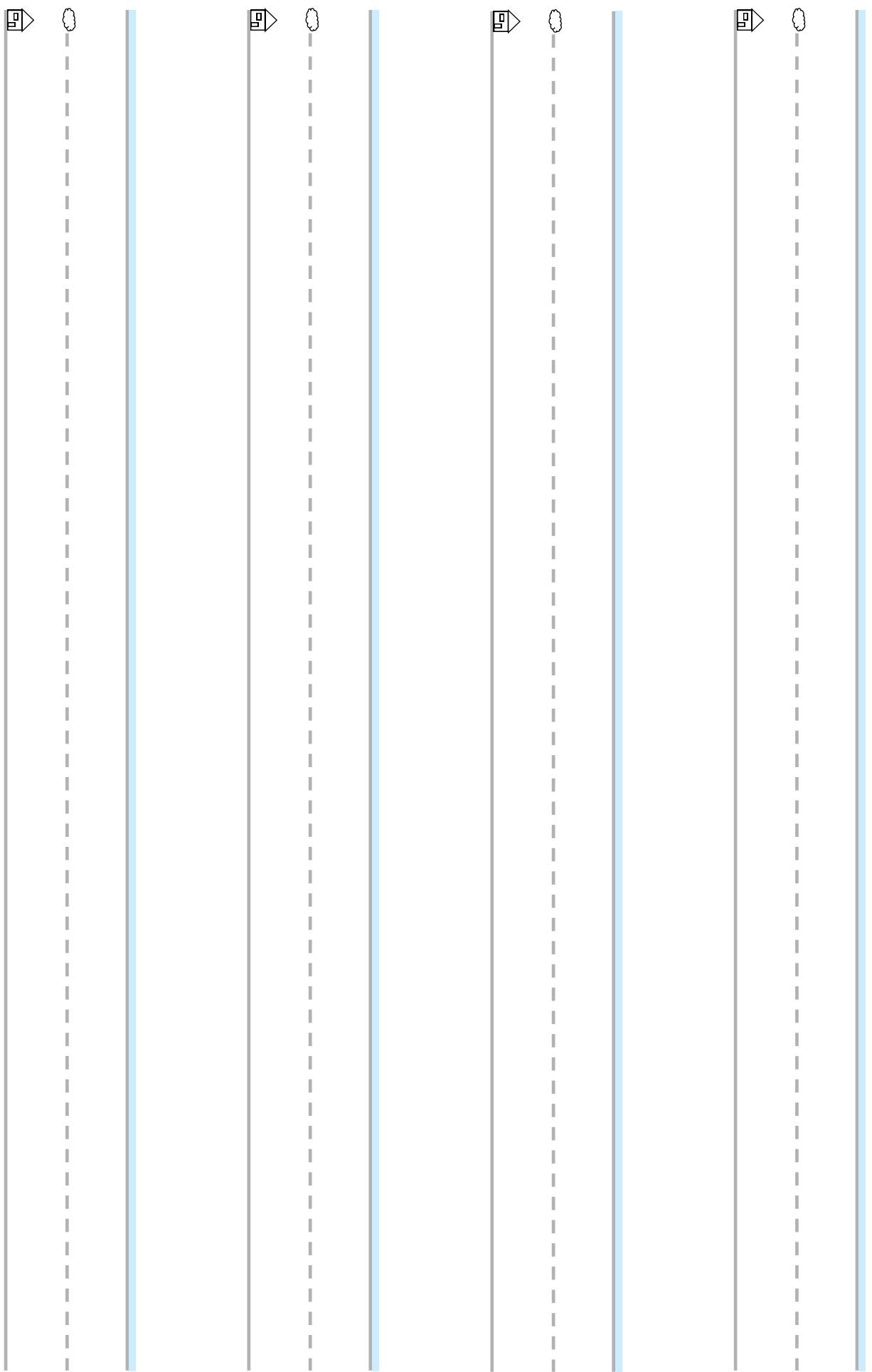
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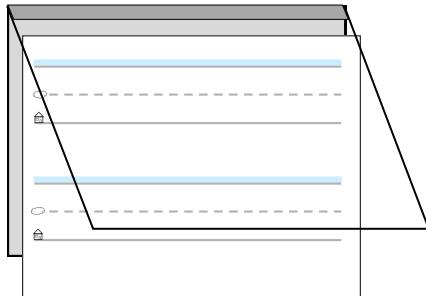
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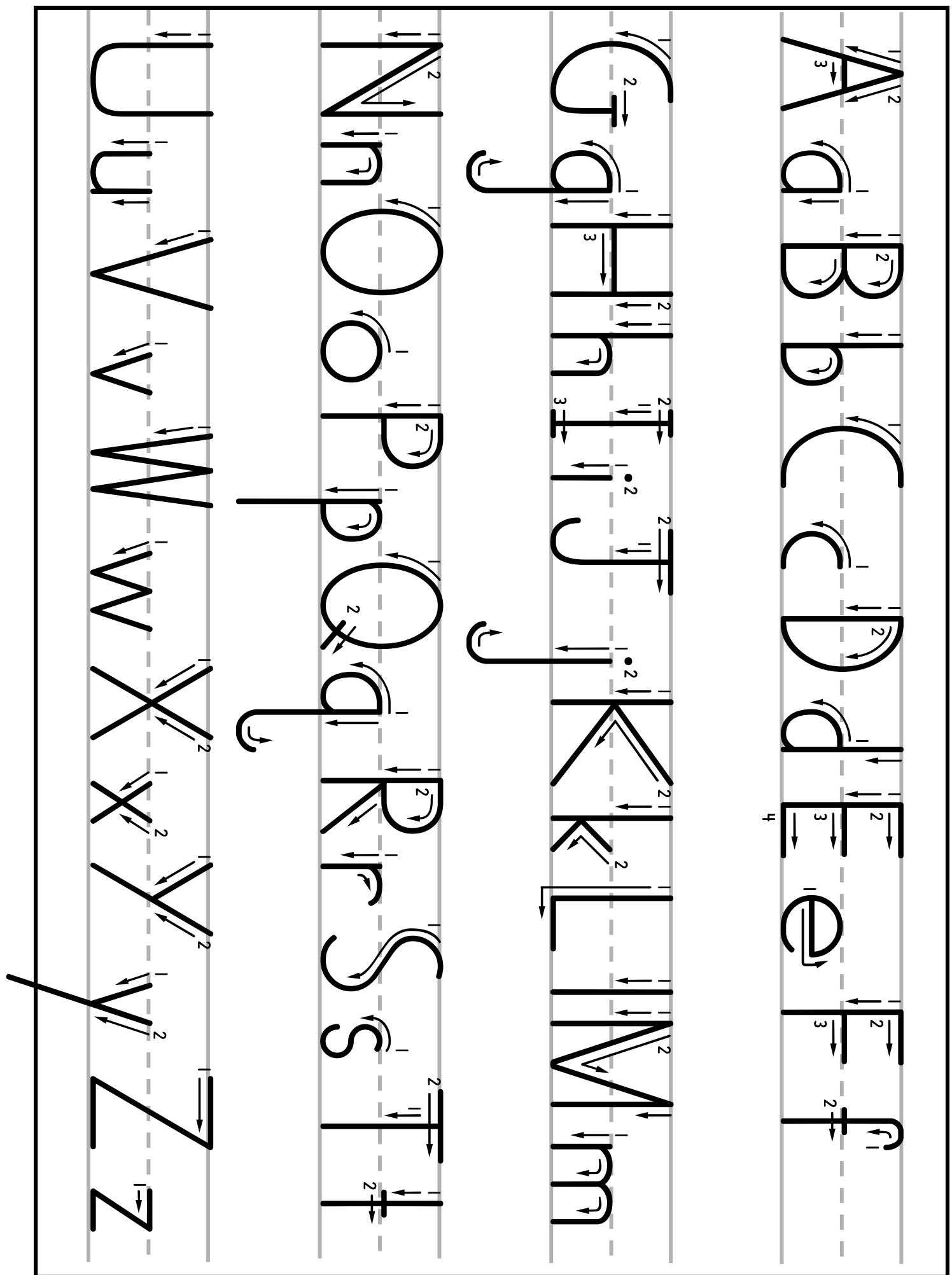


You can use this page to make a dry-erase frame by placing it between a clear cover sheet and a sheet of cardstock, taping along the top edge.



Make a dry-erase frame by taping a clear presentation cover to a sheet of cardstock along the top edge. The tape acts as a hinge so that you can place lined pages beneath the cover sheet. Students may write letters, words, or sentences from dictation on the clear cover using a dry erase marker. The frame can be held up so that the teacher can check students' work, and easily erased to make corrections.







## Overview Of Sound City Reading Books

**A Sound Story About Audrey And Brad** - Students are introduced to the sounds of the letters of the alphabet, including consonant, consonant digraph, and vowel sounds, using a series of sound pictures presented as part of a story. This book includes sixteen  $8\frac{1}{2}$  by 11 inch charts that can be posted on the wall, showing each sound picture and the letter or letter patterns that represent that sound.

**Learning the Alphabet, Workbooks 1 And 2** - Students learn to recognize the alphabet letters and give their sounds. The order of introduction is set up so that the letters that are the easiest to write are taught first. Skills include oral blending, segmenting, easy handwriting, letter discrimination, beginning sounds, and rhyming.

**Exploring Sounds In Words, Exploring Sounds In Words Manuscript Handwriting, and Picture Dictionary A-Z**

- Students use these three books together to learn to write letters independently, say their sounds, pronounce two-sound letter combinations, and identify beginning and ending sounds in words. Students practice oral blending and segmenting and use these skills to put plastic letters in the correct sequence to form two-letter combinations and short vowel words.

**Phonemic Awareness Picture Pages** - This book has just the phonemic awareness pages from the *Learning The Alphabet* and *Exploring Sounds In Words* books. Students who have already learned the alphabet and even those who are already reading can benefit from these exercises if they have not previously been taught phonemic awareness skills. Topics include oral blending, segmenting, rhyming, and beginning and ending sounds, along with introductory print awareness lessons for younger students and a brief overview of the development of phonetic languages for older students.

**Rhyming Short Vowel Words And Sentences** or **Mixed Short Vowel Words And Sentences** or **Two-Page Short Vowel Words And Sentences** - Choose one of these books depending on your preference. Students read and spell color-coded short vowel words, studying ten words at a time. They play the "robot" game to match words and pictures. Students learn a few sight words and begin reading short vowel sentences. A separate workbook is available for each of these books.

**Basic Short Vowels** - Students read illustrated short vowel words and sentences. It includes both rhyming and body-coda (same beginning sound) word lists. This book has all black print.

**Short Vowel Booklets** - These ten *Short Vowel Booklets* are  $4\frac{1}{4}$  by  $5\frac{1}{2}$  inches, with either 24 or 28 pages. Students read a few rhyming short vowel words, then turn the page to see the same words with pictures. Illustrated sentences are also included.

**Color-Coded Short Vowel Lists** and **Color-Coded Phonetic Lists** - Students practice decoding by reading words with color-coded vowels in both rhyming and body-coda (same beginning sound) lists.

**Phonetic Words And Stories, Books 1 - 8** - Students learn to read words with various vowel patterns and consonant patterns. Students play the "robot" game to match words and pictures. They study ten color-coded words for each pattern. After learning a series of new patterns, students read a short practice story containing words with those patterns. After learning enough patterns, students will be able to read a few popular "easy to read" children's books (obtained separately).

**Basic Phonics Patterns, Books 1, 2, 3, 4, 5-6, 7-8** - These books follow the same skill sequence as the *Phonetic Words And Stories* books, but they are in a different format with all black print. Students read expanded word lists along with sentences for each new set of phonetic patterns, followed by the same easy practice stories. The words, sentences, and stories are illustrated.

**Know The Phonetic Code, Volumes 1-3** - Students study the same phonics patterns and stories in smaller, all black print, in the same skill sequence found in *Phonetic Words And Stories, Books 1-8*. The word lists include two-syllable words from the beginning of the sequence. Only the stories are illustrated.

**Advanced Phonics Patterns From Children's Books**, and **Know The Phonetic Code No Stories** - Students learn less common letter patterns and more syllable and suffix patterns. Instruction is coordinated with a number of popular children's picture books (obtained separately), from first through fourth grade levels. The *Know The Phonetic Code No Stories* book can be used to provide a review of previous patterns.