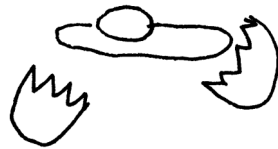
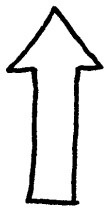


# Short Vowel Words And Sentences



a

e

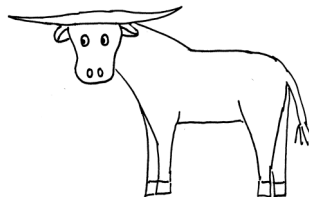


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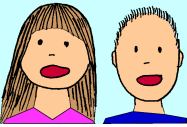



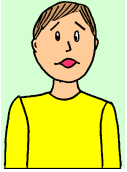
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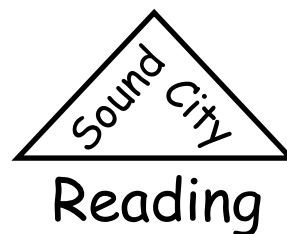


# Short Vowel Sounds

<p>A a</p> 	<p>E e</p> 	<p>I i</p> 	<p>O o</p> 	<p>U u</p> 
--	--	--	--	--

Sight Word Review				
 a	<sup>z</sup> is	<sup>z</sup> as	I	
 A	<sup>z</sup> his	<sup>z</sup> has		
 <sup>z</sup> was				

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## Table of Contents

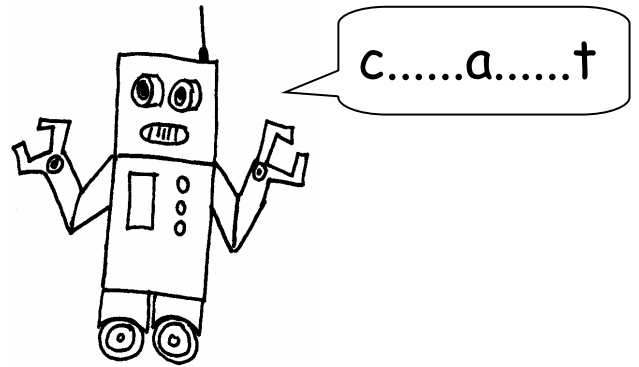
How to use this book.....	4
The Robot Game.....	6
Putting Two Sounds Together Using Plastic Letters.....	8
Sound Blending - Decoding Two Sounds.....	11
The Blueberry and Raspberry Games.....	14
Using Plastic Letters To Spell Three Letter Words.....	15
Learning To Separate Words Into Sounds.....	16
<b>Short A Words</b>	
Short a words, part 1 (continuous consonants at the beginning).....	18
Short a words, part 2 (stopped consonants at the beginning).....	20
Sight word: a.....	22
Sight word: has.....	26
Sight word: was.....	30
<b>Short I Words</b>	
Short i words, part 1 (continuous consonants at the beginning).....	34
Short i words, part 2 (stopped consonants at the beginning).....	36
Sight word: I.....	38
Sight word: is.....	42
Sight word: his.....	44
Statements.....	46
Questions.....	48
<b>Short O Words</b>	
Short o words, part 1 (continuous consonants at the beginning).....	50
Short o words, part 2 (stopped consonants at the beginning).....	52
<b>Short U Words</b>	
Short u words, part 1 (continuous consonants at the beginning).....	62
Short u words, part 2 (stopped consonant at the beginning).....	64
Suffix study: _s with verbs.....	72
<b>Short E Words</b>	
Short e words, part 1 (continuous consonants at the beginning).....	74
Short e words, part 2 (stopped consonants at the beginning).....	76
Suffix study: _s with verbs.....	84
Suffix study: _s with nouns.....	90
Suffix study: using 's.....	96
Alphabet Chart.....	100
Consonant Chart for sound blending activity.....	104

# How To Use This Book

1. Use the sound story at [www.soundcityreading.com](http://www.soundcityreading.com) to introduce the sound pictures. These pictures provide a visual cue to remind the student of the sound for each letter.
2. Students should be able to recognize and give the sounds for the letters of the alphabet. Use the alphabet chart to review the letter sounds.
3. In this booklet, students will read words and sentences with each short vowel sound. The vowel being studied is shown at the top of the page along with the related sound picture and a key word beginning with that sound. Have students identify this vowel sound before reading each page.
4. When learning a new set of words, students will see a picture page beside a page of words. The pictures and words are not in the same order. This allows the teacher to play the Robot Game with the students who are getting ready to read the words for the first time. See the instructions in this book.
5. After playing the Robot Game, students will practice decoding (sounding out) new words in two columns. In the left column, the words are separated, to show the separate sound units within the word. To read this column, students should put a finger under the first letter, say the sound, slide their fingers to the next letter, say the sound, slide to the next letter, and say the sound. Then students should point to the same word in the right hand column, and pronounce it smoothly. Beginners may prefer to read the first column only. After reading each word, students may to point to the matching picture.
6. After reading all the words for each short vowel section, students will read sentences containing short vowel words. It is not necessary for students to guess. If a student has trouble with a word, help him to say the sounds from left to right. Also, remind students to think about the other words in the sentence and anticipate what words would make sense.
7. Each set of sentences is shown in two different fonts. The vowels are color coded in the first set, making the material easier to read. All of the letters are black in the second set. Students should practice until they can read both types of print comfortably.
8. Explain the use of periods and question marks.
9. There are several pages showing the use of *\_s* with verbs and nouns, and the use of *'s* to show possession. Explain the use of these suffixes and have the student read the pages.

10. An umbrella over a vowel is a signal to use the u/umbrella sound (short u sound) for that vowel, instead of its usual sound.
11. Sight words have parts that can not be sounded out in the usual way. On each sight word page, show the student how to pronounce the sight words, and have the student read the sentences. After finishing this booklet, students should be able to read all of the sight words on the inside of the front cover.
12. The short vowel words are taught in this order: short a words, short i words, short o words, short u words, short e words. Each set of these is divided into two groups. The first group of words starts with continuous consonants. The second group of words starts with stopped consonants.
13. When you pronounce a continuous consonant, it is possible to hold the sound for a period of time. This makes it much easier for a student to connect the first consonant sound in the word to the vowel sound that comes after it. I use these consonants in the first group: f, h, l, m, n, qu, r, s, v, w, x, y, and z. (When you pronounce the consonants qu and x, you can actually hear two parts to the sound. The letter qu sounds like /kw/, and the letter x sounds like /ks/. I include these letters in the continuous consonants since the second part of the sound can be held.)
14. Stopped consonants cannot be held. The sound disappears after you pronounce it. I use these stopped consonants: b, c, d, g, j, k, p, and t. These words are harder for beginners to read because it is more difficult to connect the sound of the first consonant and the following vowel smoothly.
15. I've put words that begin with the same consonant together on the page. For example, the words can, cat, cab, and cap will appear together. This repetition helps the student master oral blending of the first consonant and the following vowel. It also helps the student learn to watch carefully and be aware of the ending consonants, since they change from one word to the next.
16. Beginning readers master decoding skills at different rates. It is important for students to take ownership over the need to practice reading and rereading the material until it can be read smoothly, with good expression. Many students have difficulty getting started, but go on to master the material very well.
17. If a student has difficulty connecting the separate letter sounds together to form words, play the games suggested in this book on a regular basis. The blueberry and raspberry games will be available at [www.soundcityreading.com](http://www.soundcityreading.com).
18. A workbook is available for written practice with short vowel words.

# Playing The Robot Game: Connecting Sounds To Make Words



Use the picture pages in this book to play a guessing game to prepare students to read new words. The pictures are on the left side, and the new words to read are on the right side. The pictures and words match, but they are not in the same order. This makes it easier to play the game. During the game, the teacher will say the words "like a robot," by pronouncing each sound in the word separately.

This activity is ideal to help the student become accustomed to the idea of putting sounds together to form words. It is ideal for beginners or students who are having difficulty learning to read.

## Part One - Finding the Pictures

1. The student looks at the pictures. The teacher looks at the words.
2. The teacher says the sounds in the first word, going from left to right, with a pause between each sound. For example, if the word is fan, the teacher would say "f.....a.....n." Don't point to the letters, just say the sounds. Be sure each sound is completely separate. For example, don't say "fa.....n" or "f.....an." Also, be careful not to add the "uh" sound to the consonants, "fuh.....a.....nuh." Be sure to pronounce double letters as a single sound, for example "m.....i.....ss."
3. The student looks at all of the pictures, finds the picture of the fan, points to it, and says the word in the normal way (not with separated sounds).
4. The teacher says the sounds for the next word, and then the remaining words, one at a time, until all have been completed.
5. The student responds in the same way each time, finding the picture, pointing to it, and saying the word.

## Part Two - Finding the Words

1. This time, both the student and the teacher look at the words.
2. The teacher says each word "like a robot," just as before, except this time goes out of order, selecting words randomly on the page.
3. The student looks at all of the words on the page, listens to the sounds, and finds the matching word. He must look carefully to find the word with the correct beginning, middle, and ending sound. Then the student points to the word and says it in the regular way. If the student tries to say the separate sounds, remind him to "say it fast."

### Comments

This exercise introduces new vocabulary to the students without the burden of having to decode new words, allowing them to focus on meaning. It also helps students learn to hear the separate sounds in each word, and then stick them together to reassemble the word. This is an important skill that develops a student's ability to spell and decode new words.

(Note: The pages from the pdf file for this book will be available at [www.soundcityreading.com](http://www.soundcityreading.com). They can be displayed on a large screen using a projector. The game can be played with the entire class from the screen.)

# Putting Two Sounds Together Using Plastic Letters

This activity is ideal to help the student become accustomed to the idea of putting sounds together. It is ideal for beginners or students who are having difficulty learning to read.

## Materials

You will need some system of small, moveable alphabet letters. Use lower case letters. You can use small plastic letters. Or you can write letters on small pieces of blank index cards, on small cubes, or on one inch square tiles. Write one letter of the alphabet on each card, cube, or tile. Store the items in a small box or bag.

## Setting Up the Activity

To set up the activity, select one vowel and about six or more consonants. Pick out letters that have been taught. Cut a piece of construction paper in half lengthwise, and place both paper strips in front of the student, one above the other. Put the consonants in a row on the top strip and the vowel on the bottom strip. For example, you might use the vowel *i* and consonants *t, h, l, n, w,* and *b*.

## To Do the Activity

The teacher will dictate several vowel-consonant combinations, such as *it, il, in,* etc. Each combination will have two sounds. One sound will be a vowel sound. The other sound will be a consonant sound. The letter to show the vowel sound will be already in place on the lower strip of construction paper. The student is to listen for the consonant sound, select the correct consonant letter, and put it beside the vowel. Then the student pronounces the letter combination orally.

Explain to the student that you will be saying parts of words, not real words. We can call these "silly sounds." Explain that being able to spell these parts will help them learn to spell and read real words.

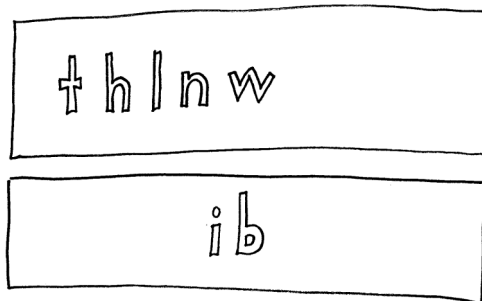
Be sure to use the short vowel sounds when you do this exercise: *a/ant, e/egg, i/in, o/ox, u/up.*

You can see a typical sequence on the next page.



Teacher: "Show me *ib*."

Student: Selects *b* and places it immediately to the right of the *i*, then blends the sounds together from left to right, without a break between sounds: "*ib*."



Teacher: "Show me *il*."

Student: Puts *b* back in line above the *i*, selects *l*, and places it to the right of *i*. Blends the sounds together from left to right: *il*. (Notice you are not spelling the word *ill*, just the work chunk *il*.)

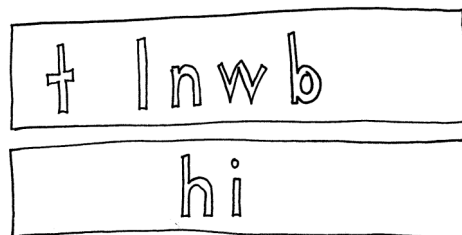
Teacher: "Show me *in*."

Student: Puts *b* back in line above the *i*, selects *n*, and places it to the right of the *i*. Says *in*. (This just happens to be a real word. The student may or may not notice this.)

Teacher: "Show me *it*."

The teacher and student continue in the same way until all of the possible vowel-consonant combinations have been done. You won't use *h* or *w* after the *i*, since *ih* and *iw* are difficult to pronounce and these combinations are not normally seen in words. You will use the letters *h* and *w* shortly as beginning sounds are paired with *i*.

Next do the same activity, but this time say letter combinations that have the consonant sound first. Show me *hi*. Show me *bi*, *ti*, *li*, *ni*, etc. Don't forget to use the short vowel sound for all letter combinations.



This process of building two-letter sound combinations helps students "break the code" and understand that speech is made up of smaller sounds. Instead of starting with three-letter words, its much easier for students to just concentrate on two sounds at a time. Being able to see the letters and physically move them as they hear the combined sounds and build them opens the door to a real understanding of the structure of words.

### **Comment**

I worked with my niece years ago when she was in kindergarten. She worked hard to learn her alphabet letters. At first she couldn't remember which was which and couldn't remember the sounds. I wrote the sound story (available on the website) for her, and using posters with the letters and sound pictures, she learned those letters like a pro. But she still did not grasp the concept that the letter sounds could be put together to form meaningful words. One day, as I was trying to teach her to build three letter words with plastic letters with no luck, we invented this activity together. Doing just two sounds at a time made a huge difference. The light bulb went on during the lesson. From then on she made steady progress, and went on to make straight A's in first grade. She is now doing well in her Honor's reading classes in middle school, and most important, she loves to read.

# Sound Blending - Decoding Two Sounds

After the student has practiced putting two sounds together using plastic letters, you can do this activity to teach the reverse skill. This activity is more challenging, since the student is going from symbol to sound instead of sound to symbol. The student must look at a pair of letters and say both sounds, sliding the sounds together smoothly. The student learns to connect symbols with speech.

## Materials

To do this exercise, you can use the sound blending materials available on this site, or create your own.

You'll need two separate cards for each vowel, like the *i* cards shown below. You will use these cards with two columns of consonants. These materials use large print so they can be used with a group.

Print the two consonant columns on white cardstock. I print the vowels on colored cardstock, using red for *a*, light green for *e*, light purple for *i*, orange for *o*, light blue for *u*. Put the two consonant columns on an easel or clip to a pocket chart or chalkboard.

## Setting Up the Activity

You will use two vowel cards and the consonant strips. You will hold a vowel card to the right or left of each consonant and move the card down the column.

## To Do the Activity

Take the vowel you want to work with, and slide it down one side of the column. Students will blend the sounds for each letter pair aloud. You can go down the left side first and then the right, or the other way around. If you are using *i* on the left side first, the student would watch carefully as you move the *i* from one letter to the next and say, "ib, ic, id, if, ig, (skip h), ij, ik, il, im, in, ip, (skip qu and r), is, it, iv, (skip w), ix, (skip y), iz." Then, as you move the other vowel card down the right side of each column, the student would say, "bi, (skip c), di, fi, gi, hi, ji, ki, li, mi, ni, pi, qui, ri, si, ti, vi, wi, (skip x), yi, zi." After students master the process with one short vowel, you can repeat the process for the other vowels. Remember to use just the short vowel sounds for now.

i b  
↓ c  
d  
f  
g  
h  
j  
k  
l  
m  
n

p i  
qu ↓  
r  
s  
t  
v  
w  
x  
y  
z

The task is more difficult for beginners than you might think. Some students catch on quickly, and others find this process quite challenging. If the student does not catch on quickly, don't give up. If necessary, model each combination for the student by pronouncing it clearly, and have the student repeat. Regular practice will bring more self-assurance for the student. It may take days of practice before the student is able to put the sounds together independently.

Even though the student is only blending two sounds together, this exercise prepares students to read three letter words. If a student can't put two letter sounds together, it will be impossible to put three or more sounds together to read a word. This ability to stick letter sounds together to form words when reading, and the reverse ability, to separate the individual sounds in whole words when spelling, is the foundation for developing the ability to decode quickly and confidently.

## Comments

After a move to a new city, I spent some time tutoring before going back to the classroom full time. I volunteered to work with students in my cousin's first grade class. She gave me four to six students to teach in a small group for about an hour at a time. I was ready to teach them to read short vowel words, but found that was way beyond what they were able to do. We had to start with beginning and ending sounds. I was tutoring a little girl at my house, with the same problem. One day I devised this activity, and she responded well to it, so I brought it to school to work with my cousin's group. It was so difficult for them that we worked at it for several lessons before they could do it themselves. It was so hard for those children that I asked the school speech teacher if it was appropriate to use with them, and she approved. After the students mastered this activity, we went on to read three letter short-vowel words, and they were able to decode them comfortably. We played a lot of games decoding three letter short vowel words. By the end of the year they had improved dramatically, and were learning two-letter phonogram patterns and reading the related sentences and stories.

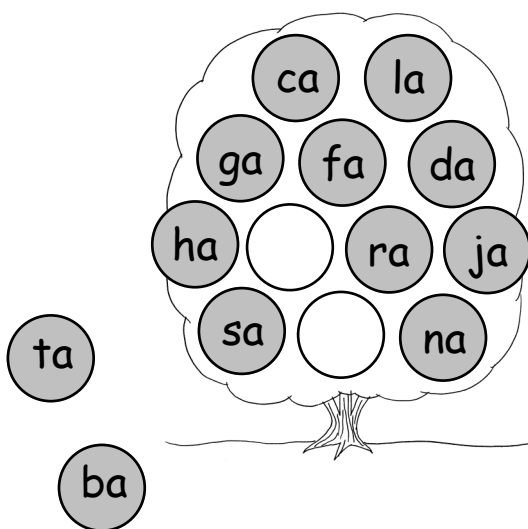
# The Blueberry and Raspberry Games

After the student has learned to pronounce vowel-consonant and consonant-vowel combinations (such as ab, ac, ad, and ba, ca, da) in sound blending exercise two, you can play this game.

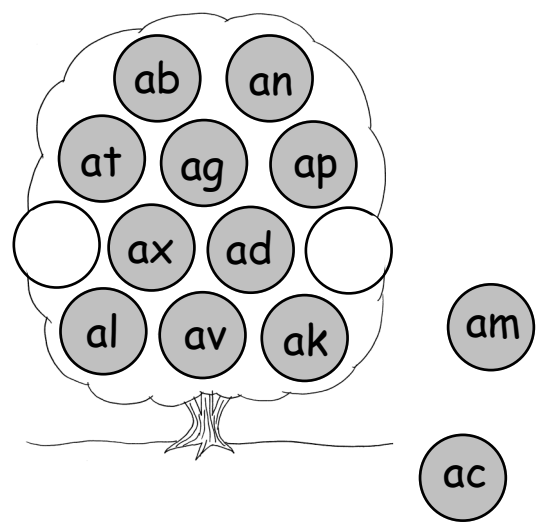
**Setting Up:** Small blue circles (blueberries) or purple circles (raspberries) with various vowel-consonant and consonant-vowel combinations are used in this activity. You can use the patterns at Sound City Reading or make your own. A page with the outline of a blueberry bush is given to each student. The page has a number of circles on the bush. Before starting the game, cover these circles with the blueberries or raspberries, letter side up.

**How To Play:** Students take turns "picking" a blueberry from their bush. If they can pronounce the vowel-consonant or consonant-vowel combination correctly, they may place it to the side. If they cannot, the teacher should model, all the students repeat, and the blueberry is placed back on the bush. The first person to pick all of his blueberries is the winner.

**Comments:** I always remind children when working with two-sound combinations that they are not real words. We call them "silly sounds." I tell the students that learning to pronounce these silly sounds will help them be able to read real words.



Blueberry Game



Raspberry Game

# Using Plastic Letters To Spell Three Letter Words

This activity works well with one to six students, or even a whole class if you have enough sets of letters. Instead of using the whole alphabet at one time, each student will take about six or eight letters to work with, designated by the teacher. Students spell words dictated by the teacher with the letters. They do not write the words on paper, which allows the spelling to proceed rapidly from one word to the next.

Make a list ahead of time of the words you want to teach. Then list all of the letters that will be needed.

Have the students sit around a table or at their desks. Ahead of time, cut sheets of construction paper lengthwise to form two pieces. Each student takes two pieces and places one above the other in front of them on the table. The top sheet is the "letter bank." The bottom sheet is the spelling area.

Give each student a box with two each of all the alphabet letters. Say the sound of each letter the students will need, one at a time. When they hear each sound, students should find the letter needed and place it on the top sheet of construction paper. Explain to the students that this is their letter bank. When all the needed letters have been placed in the letter bank, you're ready to begin.

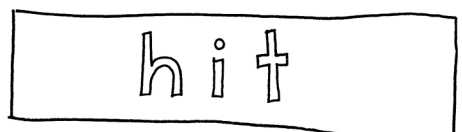
Say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right. Model as needed. Each student will select the letters needed from his own "letter bank," and spell the word in the spelling area. Check each student's work and have them listen again and correct as needed. Have students place the letters back into their letter banks before dictating another word.

After the students become comfortable with the process, go through a number of words as quickly as the students can spell them.

Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*." Or say, "Change the middle letter to make the word *cut*." Soon, the students won't need to be cued. Just say a string of words as follows, one at a time, and have students replace or remove letters as needed to spell the word: *cat*, *can*, *fan*, *fax*, *tax*, *ax*, *ox*, *box*.

This activity greatly enhances the student's phonemic awareness. He is matching letters with the sounds he hears in words. He is learning to sequence, add, remove, and substitute sounds in known words to make new words.

Note: Before you do this exercise, first be sure the students can do the two-letter exercise with plastic letters, as described on a previous page.



## Learning To Separate Words Into Sounds (Preparation For Spelling)

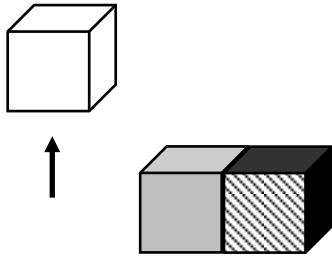
### **Materials:**

Use any of the picture pages in this book that are used to introduce the short vowel words. This is strictly a sound game; you won't use any letters. You'll need three small objects. Colored cubes or teddy bear counters are available from school supply stores. If these are not available, you could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square will work, too. For three-sound words, I like to use three different colors, lined up from left to right in this order - green, yellow, and red. I talk about the colors on a stoplight with the student. Green means go, yellow means slow down, and red means stop. When you work with two-sound words, use only two of the objects.

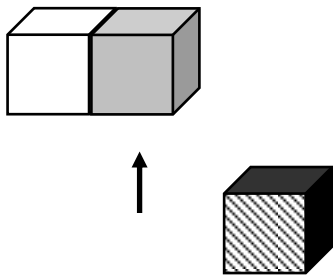
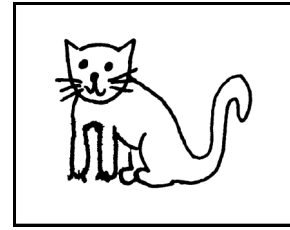
### **To do the activity:**

The teacher points to a picture. Tell the student the word if he doesn't recognize the picture. Show the student how to break the word apart into separate sounds. Say each sound separately. As you say each sound, push a cube forward about an inch, going from left to right. Each cube will represent a sound. Have the student repeat the process with the same word. Be sure the sounds are completely separate. For example, cat should be c....a.....t, not ca.....t, and not c.....at. Continue in the same way for each picture. The goal is for the student to look at a picture, move the cubes, and separate the word into distinct sounds without help from you. Be sure to explain the meanings of any unfamiliar words.

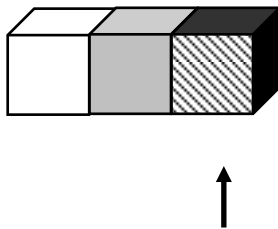
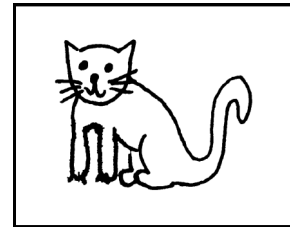




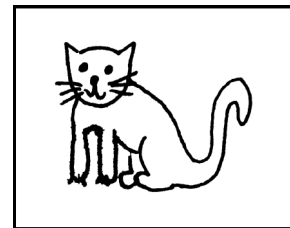
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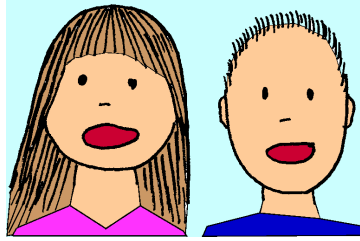
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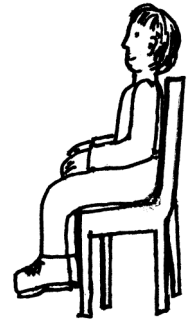
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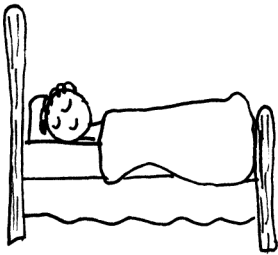
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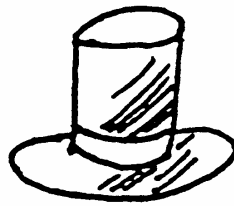
A.



B.



C.



D.



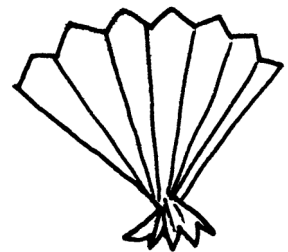
E.



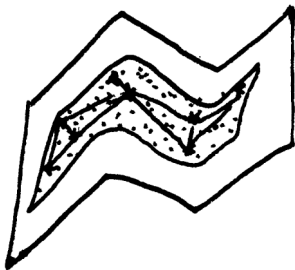
F.

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

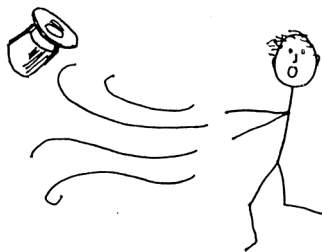
G.



H.



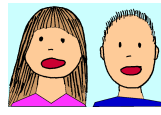
I.



J.



a



1. f → a → n fan

2. m → a → p map

3. m → a → n man

4. s → a → t sat

5. s → a → d sad

6. h → a → t hat

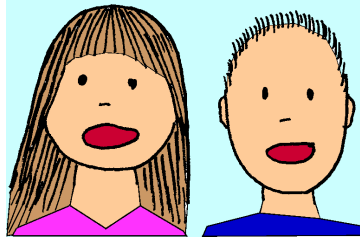
7. h → a → d had

8. n → a → p nap

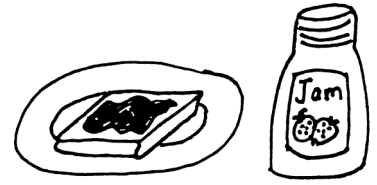
9. r → a → n ran

10. a → dd add

a



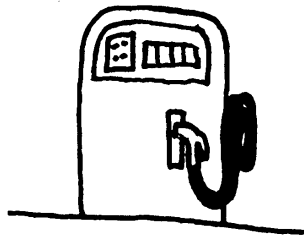
A.



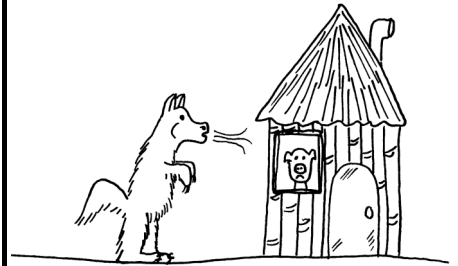
B.



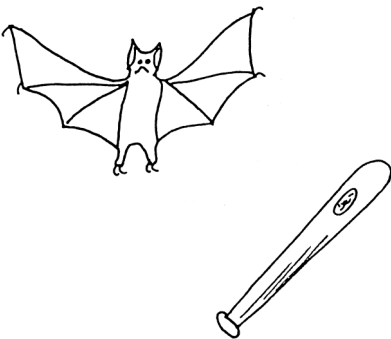
C.



D.



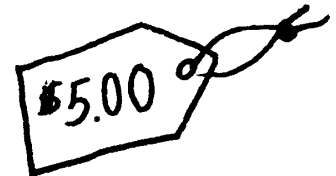
E.



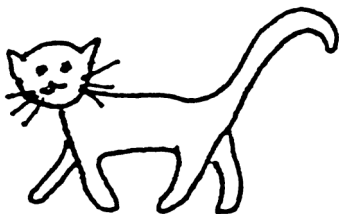
F.



G.



H.



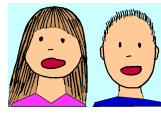
I.



J.



a



1. c → a → n can

2. c → a → t cat

3. p → a → n pan

4. p → a → ss pass

5. b → a → d bad

6. b → a → t bat

7. g → a → s gas

8. d → a → d dad

9. j → a → m jam

10. t → a → g tag



A



a

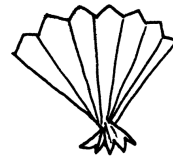


Sight Words

A man



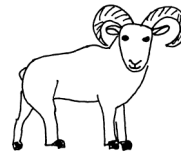
A fan



A van



a ram



a hat



a sax





A



a

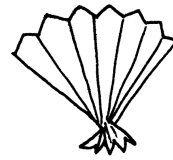


Sight  
Words

A man



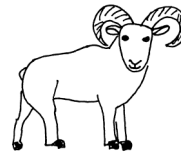
A fan



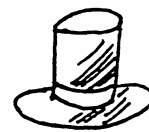
A van



a ram



a hat



a sax



  
A

  
a

  
Sight  
Words

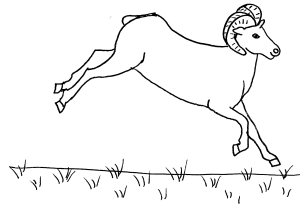
1. A man ran.



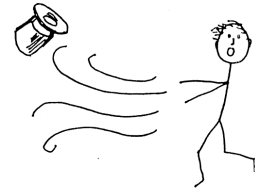
2. A rat sat.



3. A ram ran.



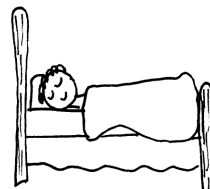
4. A man had a hat.



5. Sam ran a lap.



6. Max had a nap.







A



a



Sight  
Words

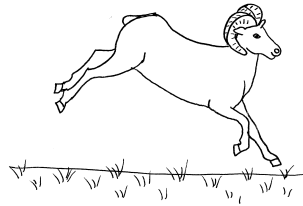
1. A man ran.



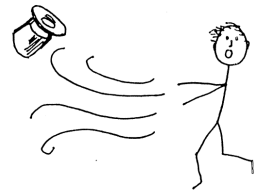
2. A rat sat.



3. A ram ran.



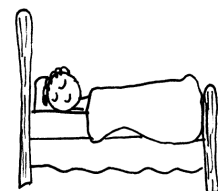
4. A man had a hat.



5. Sam ran a lap.



6. Max had a nap.



has<sup>z</sup>



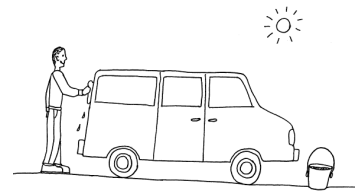
1. A man has an ax.



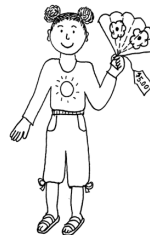
2. Sam has a sax.



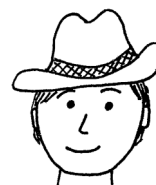
3. A man has a van.



4. Nan has a fan.



5. A man has a hat.



has<sup>z</sup>



*Sight  
Words*

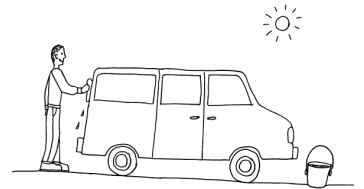
1. A man has an ax.



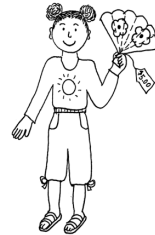
2. Sam has a sax.



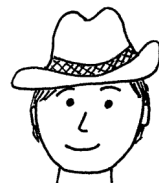
3. A man has a van.



4. Nan has a fan.



5. A man has a hat.



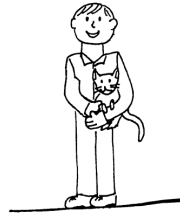
# has<sup>z</sup>



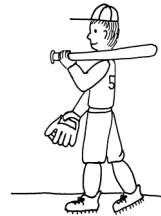
1. Pam has a pan.



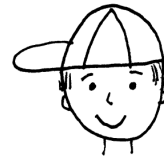
2. Dan has a cat.



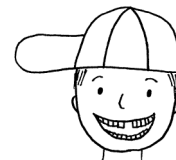
3. Pat has a bat.



4. Sam has a cap.



5. Sam has a gap.



# has<sup>z</sup>



## Sight Words

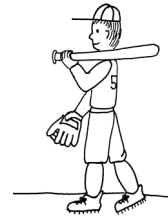
1. Pam has a pan.



2. Dan has a cat.



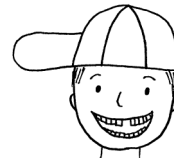
3. Pat has a bat.



4. Sam has a cap.



5. Sam has a gap.




was

  
Sight  
Words

1. Max was mad. 

2. Sam was sad. 

3. Nan was at a lab. 

4. A cat was fat. 

z  
was



*Sight  
Words*

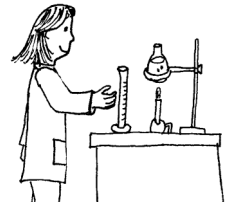
1. Max was mad.



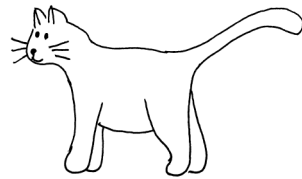
2. Sam was sad.



3. Nan was at a lab.



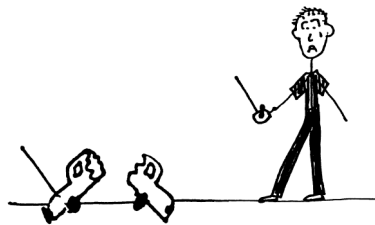
4. A cat was fat.



WAS

  
Sight  
Words

1. Dan was sad.



2. A rat was fat.



3. A cat was bad.



4. Dad was mad.

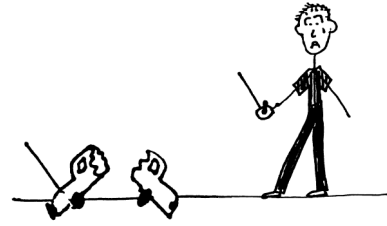


z  
was



*Sight  
Words*

1. Dan was sad.



2. A rat was fat.

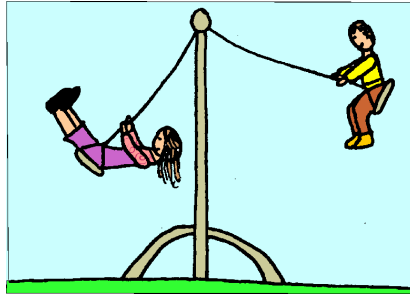


3. A cat was bad.

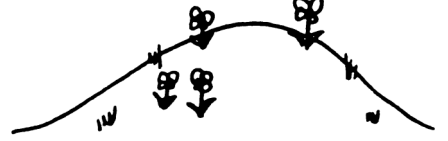


4. Dad was mad.

i



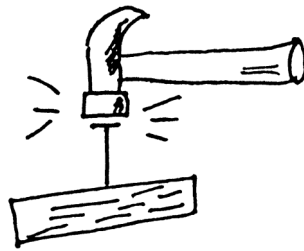
A.



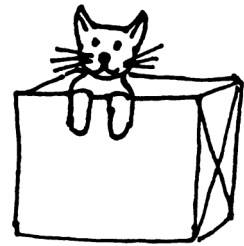
B.



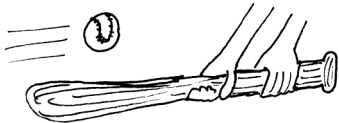
C.



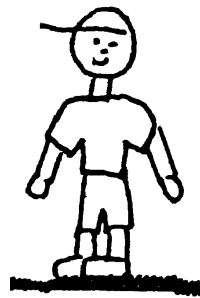
D.



E.



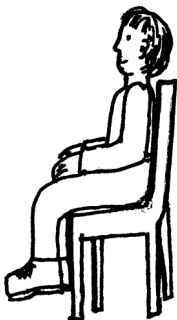
F.



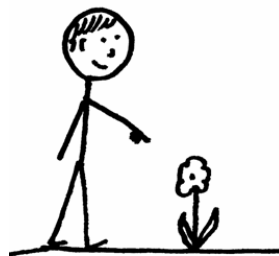
G.

6

H.

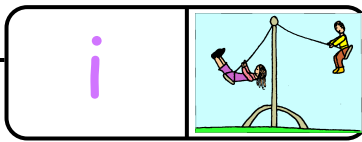


I.



J.





1. s → i → t sit

2. s → i → x six

3. h → i → ll hill

4. h → i → t hit

5. h → i → m him

6. w → i → n win

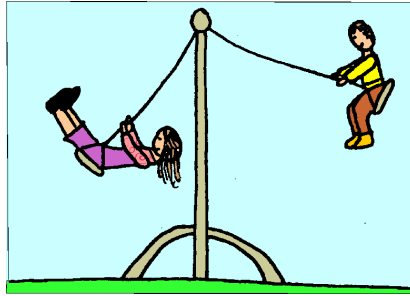
7. f → i → ll fill

8. m → i → ss miss

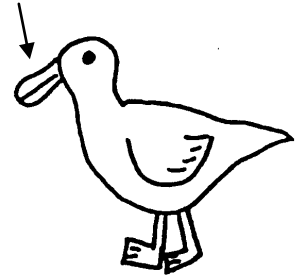
9. i → n in

10. i → t it

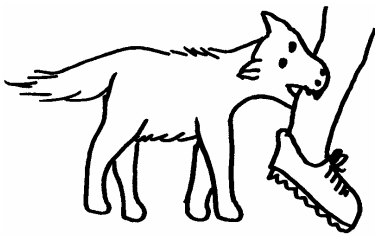
i



A.



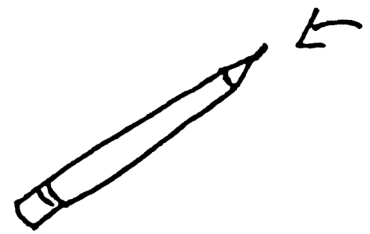
B.



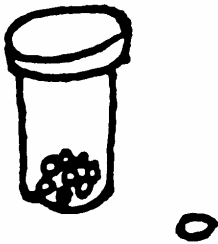
C.



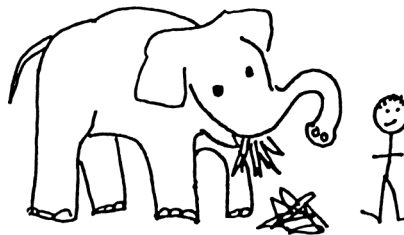
D.



E.



F.



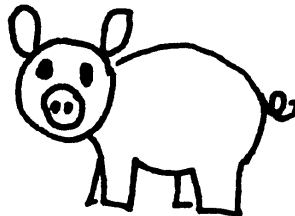
G.



H.

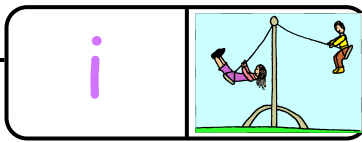


I.



J.





1. b → i → g big

2. b → i → t bit

3. b → i → ll bill

4. k → i → d kid

5. k → i → ss kiss

6. p → i → n pin

7. p → i → g pig

8. p → i → ll pill

9. t → i → p tip

10. d → i → g dig

# I



1. I win.



2. I can mix it.



3. I miss him.



4. I hid.



5. I will sip it.



6. I lit it.



# I



## Sight Words

1. I win.



2. I can mix it.



3. I miss him.



4. I hid.



5. I will sip it.



6. I lit it.

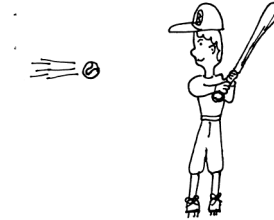


# I

1. I can zip it.



2. I will hit it.



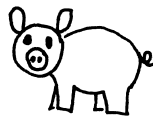
3. I can dig it.



4. I am a kid.



5. I am a pig.





# I

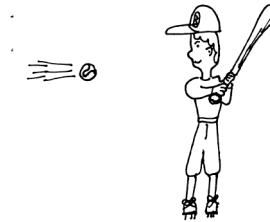


## Sight Words

1. I can zip it.



2. I will hit it.



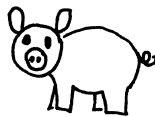
3. I can dig it.



4. I am a kid.



5. I am a pig.



<sup>z</sup>  
is

  
Sight  
Words

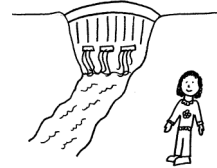
1. Jan is ill.



2. Dan is six.



3. Pam is at a dam.



4. A man is in a cab.



5. It is bad.



6. Jill is at a lab.



<sup>z</sup>  
is



*Sight  
Words*

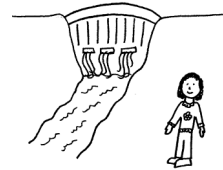
1. Jan is ill.



2. Dan is six.



3. Pam is at a dam.



4. A man is in a cab.



5. It is bad.



6. Jill is at a lab.



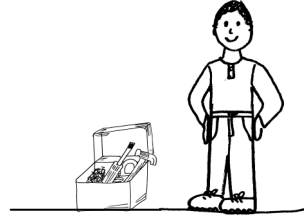
his<sup>z</sup>

  
Sight  
Words

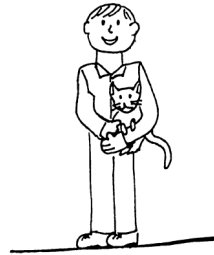
1. It is his bib.



2. It is his kit.



3. It is his cat.



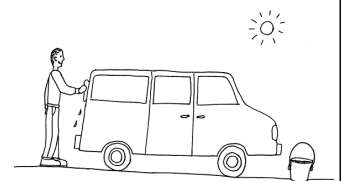
4. It is his mitt.



5. Dad is in his van.



6. Sam will wax his van.



his<sup>z</sup>

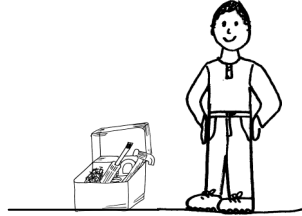


Sight  
Words

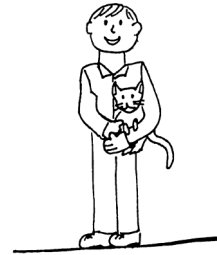
1. It is his bib.



2. It is his kit.



3. It is his cat.



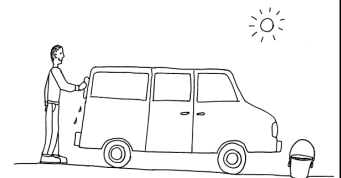
4. It is his mitt.



5. Dad is in his van.



6. Sam will wax his van.



# Statements

1. Bill will fix it.



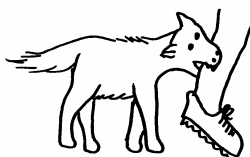
2. Kim will kiss him.



3. A big pig has a wig.



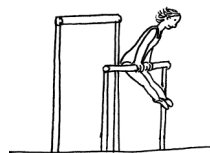
4. It bit him.



5. Pam will miss it.

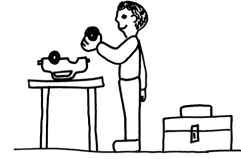


6. Jan did a kip.



# Statements

1. Bill will fix it.



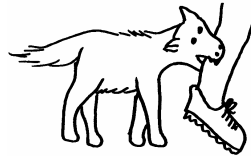
2. Kim will kiss him.



3. A big pig has a wig.



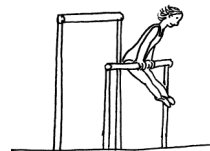
4. It bit him.



5. Pam will miss it.

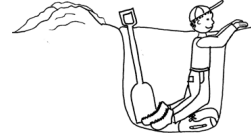


6. Jan did a kip.



# Questions

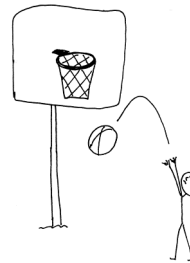
1. Did Pat dig it?



2. Will Kim win?



3. Did Jim miss?



4. Can it hiss?



5. Is it big?



6. Did Sam win?



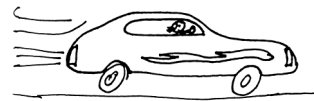


# Questions

1. Did Pat dig it?



2. Will Kim win?



3. Did Jim miss?



4. Can it hiss?



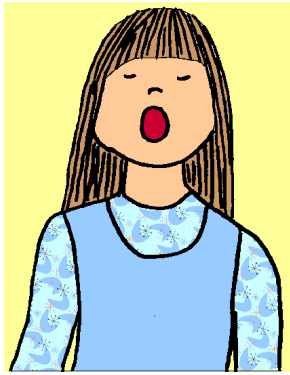
5. Is it big?



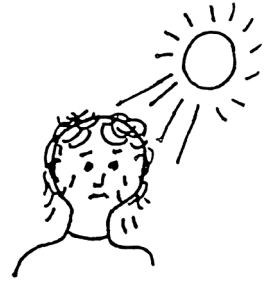
6. Did Sam win?



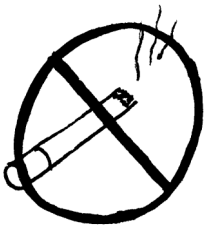
O



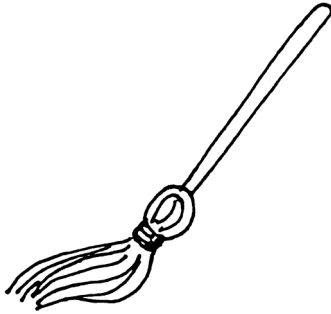
A.



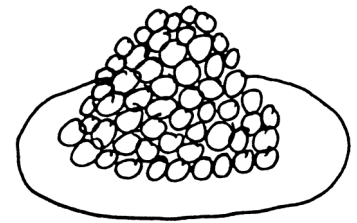
B.



C.



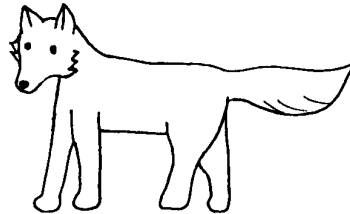
D.



E.



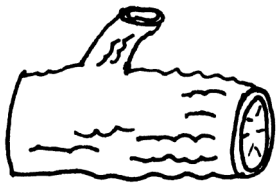
F.



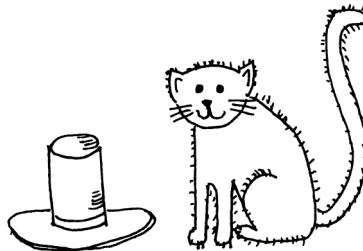
G.



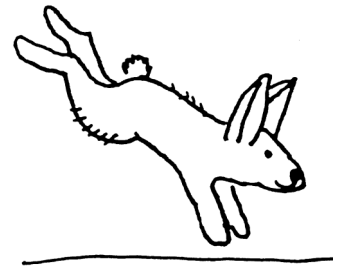
H.



I.



J.



o



1. h → o → p      hop

2. h → o → t      hot

3. m → o → m      mom

4. m → o → p      mop

5. l → o → g      log

6. l → o → t      lot

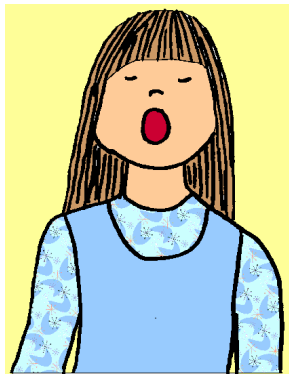
7. f → o → x      fox

8. n → o → t      not

9.      o → n      on

10.      o → ff      off

O



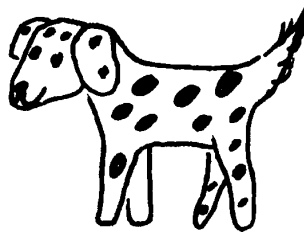
A.



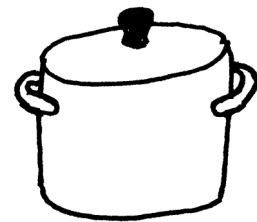
B.



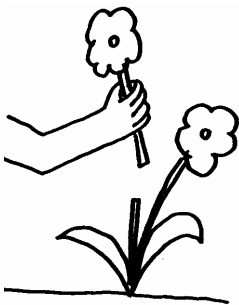
C.



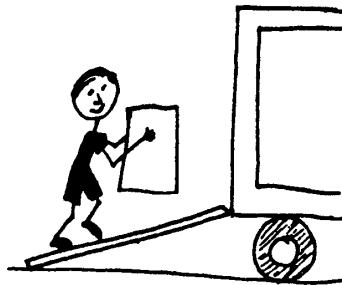
D.



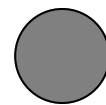
E.



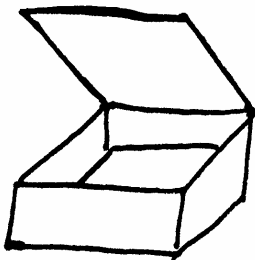
F.



G.



H.



I.



J.



o



1. p → o → t pot

2. p → o → p pop

3. j → o → g jog

4. j → o → b job

5. d → o → t dot

6. d → o → g dog

7. d → o → ll doll

8. g → o → t got

9. t → o → p top

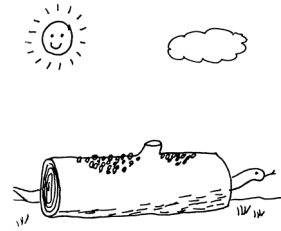
10. b → o → x box

# Sentences

1. Mom will mop.



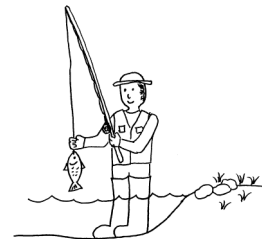
2. Moss is on a log.



3. It can hop.



4. A man has a rod.



5. Mom is hot.



6. Rob is not hot.

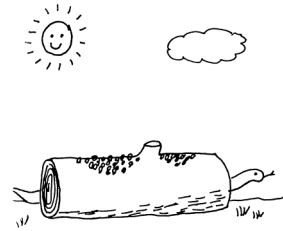


# Sentences

1. Mom will mop.



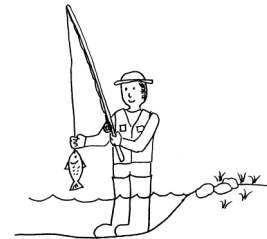
2. Moss is on a log.



3. It can hop.



4. A man has a rod.



5. Mom is hot.



6. Rob is not hot.



# Sentences

1. A bat is on a mat.



2. A hat is on a cat.



3. A tag is on a bag.



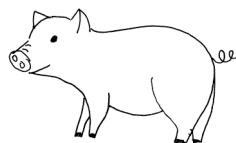
4. A cat is on a mat.



5. Mom is mad.



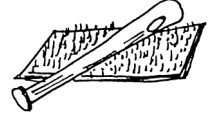
6. A hog is fat.





# Sentences

1. A bat is on a mat.



2. A hat is on a cat.



3. A tag is on a bag.



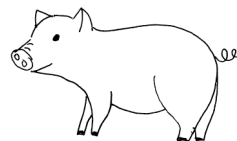
4. A cat is on a mat.



5. Mom is mad.

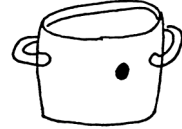


6. A hog is fat.

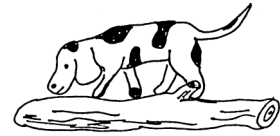


# Sentences

1. A dot is on a pot.



2. A dog is on a log.



3. Bob has a box.



4. Bill is on a hill top.



5. A fox got on a box.

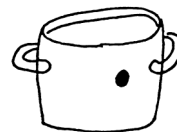


6. Rob did his job.



# Sentences

1. A dot is on a pot.



2. A dog is on a log.



3. Bob has a box.



4. Bill is on a hill top.



5. A fox got on a box.

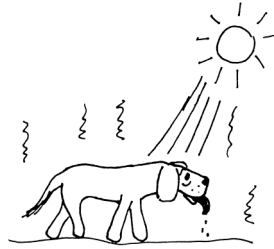


6. Rob did his job.

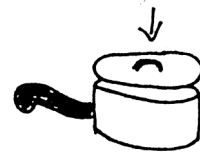


# Sentences

1. A dog is hot.



2. A lid is on a pot.



3. A cat is on a box.



4. Rob can jog.



5. A pot is hot.



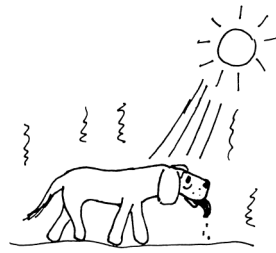
6. Tom has a pot.

Mom has a box.

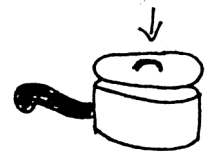


# Sentences

1. A dog is hot.



2. A lid is on a pot.



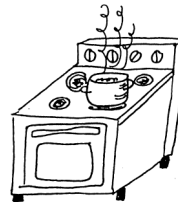
3. A cat is on a box.



4. Rob can jog.



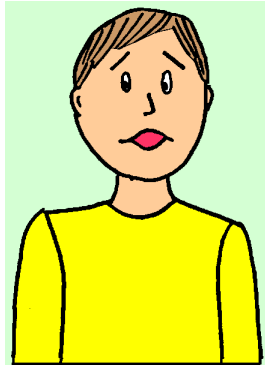
5. A pot is hot.



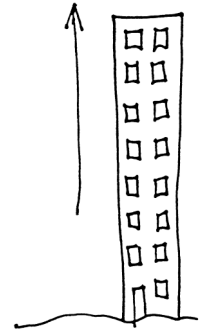
6. Tom has a pot.  
Mom has a box.



u



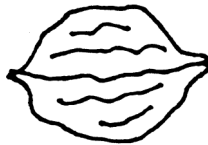
A.



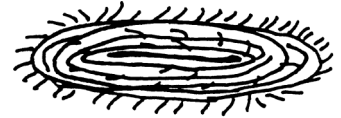
B.

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

C.



D.



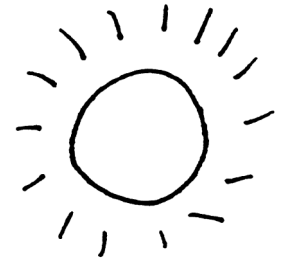
E.



F.



G.



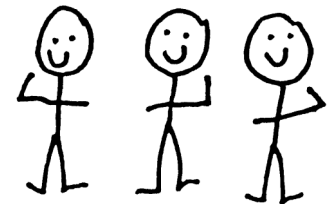
H.



I.



J.



u



1. r → u → n run

2. r → u → g rug

3. s → u → m sum

4. s → u → n sun

5. h → u → g hug

6. n → u → t nut

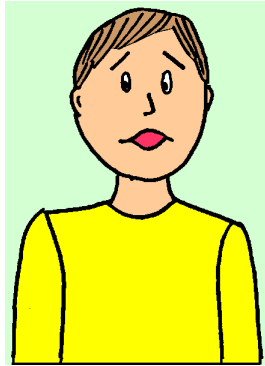
7. f → u → n fun

8. m → u → d mud

9. u → p up

10. u → s us

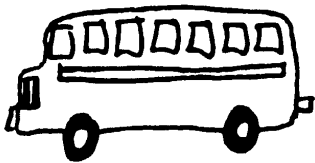
u



A.



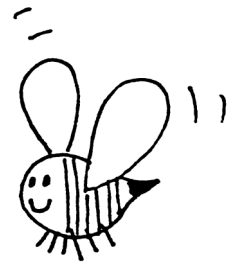
B.



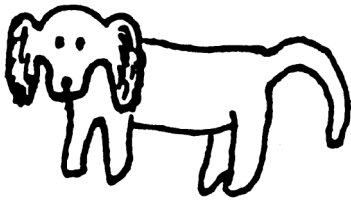
C.



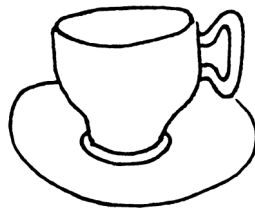
D.



E.



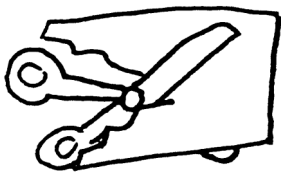
F.



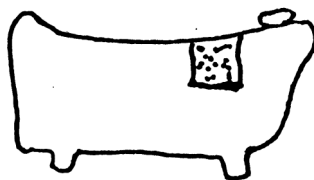
G.



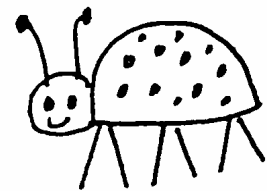
H.



I.



J.





u



1. b → u → g      bug

2. b → u → s      bus

3. b → u → zz      buzz

4. c → u → p      cup

5. c → u → t      cut

6. c → u → b      cub

7. t → u → b      tub

8. p → u → p      pup

9. g → u → m      gum

10. d → u → g      dug

# Sentences

1. I can run.



2. Mom will fuss.



3. Pam can hum.



4. Jan has a muff.



5. Jill has fun.



6. It has fuzz.



# Sentences

1. I can run.



2. Mom will fuss.



3. Pam can hum.



4. Jan has a muff.



5. Jill has fun.



6. It has fuzz.



# Sentences

1. A pig is in mud.



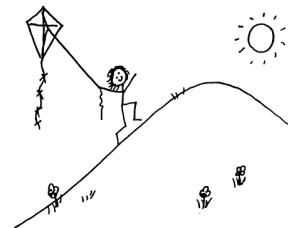
2. Jan is in a hut.



3. A mug is hot.



4. Jan ran up a hill.




5. Bill will fuss.




6. Sam will hug Tom.




# Sentences


1. A pig is in mud. A simple line drawing of a pig lying in a puddle of mud. An arrow points to the mud.

2. Jan is in a hut. A simple line drawing of a small hut with a thatched roof and a small arched doorway.

3. A mug is hot. A simple line drawing of a mug with a flower on it. A wavy line above the mug indicates steam or heat.

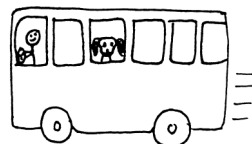
4. Jan ran up a hill. A simple line drawing of a person running up a hill. A kite is flying in the sky, and a sun is visible in the upper right corner.

5. Bill will fuss. A simple line drawing of a person's face with a grumpy or angry expression.

6. Sam will hug Tom. A simple line drawing of two people standing and hugging each other.

# Sentences

1. Gus is on a bus.



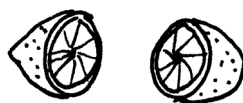
2. A pup is up.



3. A bug is on a rug.



4. Mom cut it.



5. It is his tux.

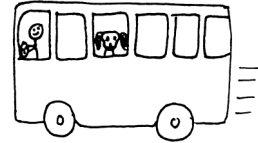


6. A man dug up a jug.

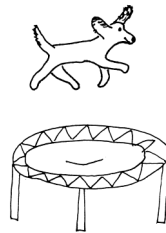


# Sentences

1. Gus is on a bus.



2. A pup is up.



3. A bug is on a rug.



4. Mom cut it.



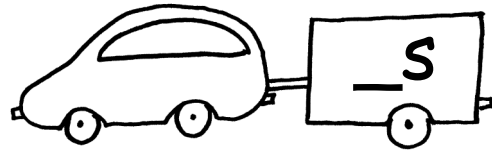
5. It is his tux.



6. A man dug up a jug.



## Suffix Study



1.      run → s                  runs

2.      sit → s                    sits

3.      tap → s                  taps

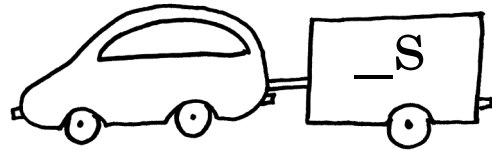
4.      jog → s                  jogs

5.      cut → s                  cuts

6.      fill → s                  fills



# Suffix Study



1. run → s runs

2. sit → s sits

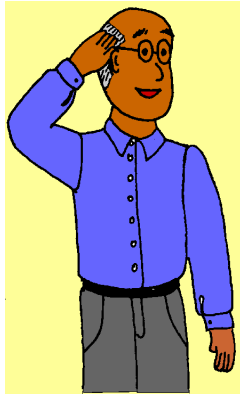
3. tap → s taps

4. jog → s jogs

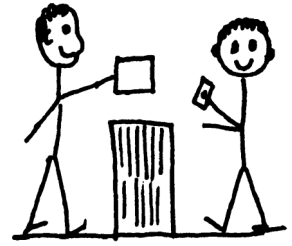
5. cut → s cuts

6. fill → s fills

e



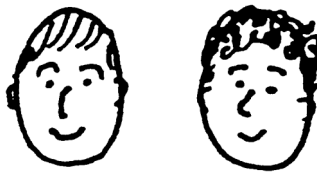
A.



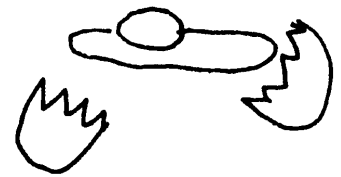
B.



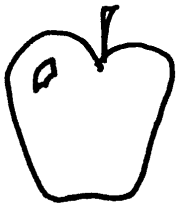
C.



D.



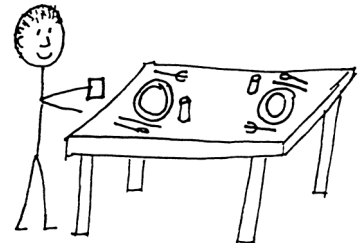
E.



F.



G.



H.



I.



J.



e



1. s → e → ll sell

2. s → e → t set

3. l → e → g leg

4. l → e → ss less

5. w → e → ll well

6. y → e → s yes

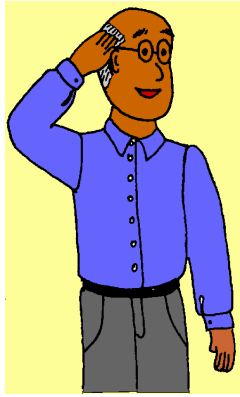
7. m → e → n men

8. r → e → d red

9. f → e → ll fell

10. e → gg egg

e



A.



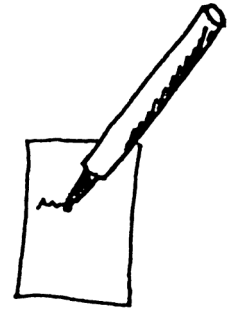
B.



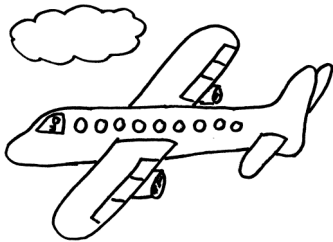
C.



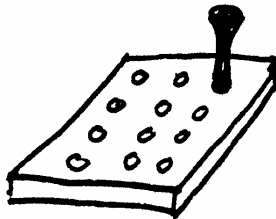
D.



E.



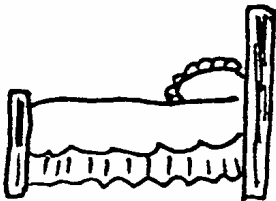
F.



G.

10

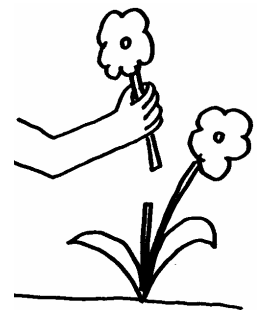
H.



I.



J.



e



1. b → e → d bed

2. b → e → ll bell

3. t → e → n ten

4. t → e → ll tell

5. d → e → n den

6. j → e → t jet

7. g → e → t get

8. p → e → g peg

9. p → e → n pen

10. p → e → t pet

# Sentences

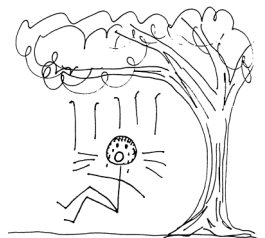
1. A bag fell.



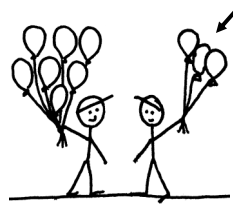
2. It is a big mess.



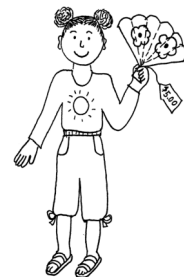
3. Tom fell. Tom will yell.



4. Don has less.



5. Meg will sell a fan.



6. It is red.



# Sentences

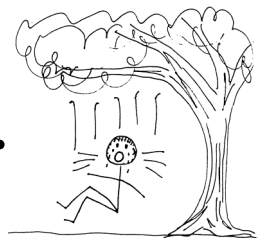
1. A bag fell.



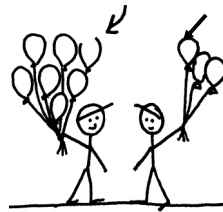
2. It is a big mess.



3. Tom fell. Tom will yell.



4. Don has less.



5. Meg will sell a fan.



6. It is red.



# Sentences

1. Yes, Sam did win.



2. A dog got wet.



3. A man has a fez.



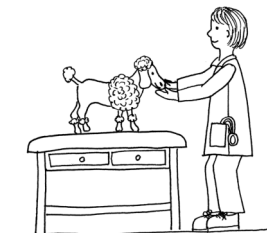
4. Ed fed his dog.



5. Ned met Meg.



6. Jan is a vet.





# Sentences

1. Yes, Sam did win.



2. A dog got wet.



3. A man has a fez.



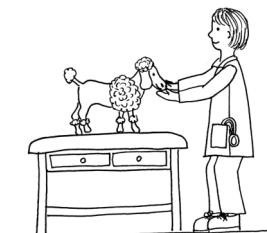
4. Ed fed his dog.



5. Ned met Meg.



6. Jan is a vet.

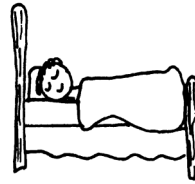


# Sentences

1. A web is on a bell.



2. Ken is in bed.



3. Ted fed Ned.



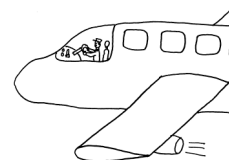
4. Bess will get a pet.



5. Ben will not get wet.



6. Jeff is on a jet.



# Sentences

1. A web is on a bell.



2. Ken is in bed.



3. Ted fed Ned.



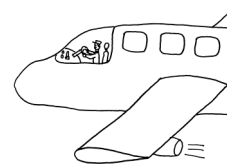
4. Bess will get a pet.



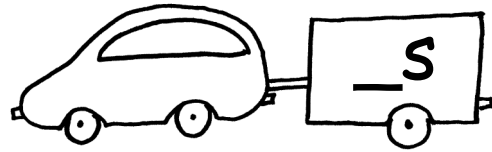
5. Ben will not get wet.



6. Jeff is on a jet.



## Suffix Study



1.      wag → s                      wags

2.      get → s                      gets

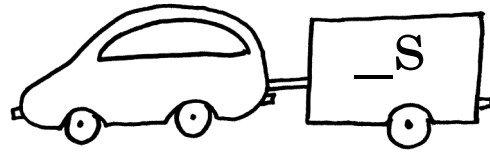
3.      nod → s                      nods

4.      tell → s                      tells

5.      hit → s                      hits

6.      hug → s                      hugs

*Suffix Study*



1.           wag → s                           wags

2.           get → s                           gets

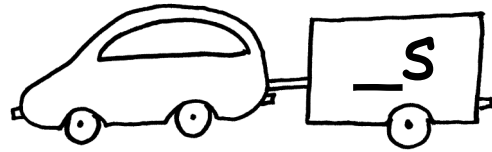
3.           nod → s                           nods

4.           tell → s                           tells

5.           hit → s                           hits

6.           hug → s                           hugs

# Suffix Study



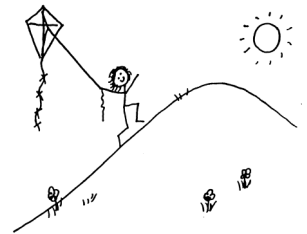
1. Gus runs a lap.



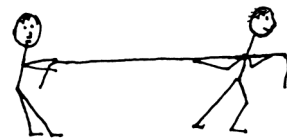
2. Mom hums.



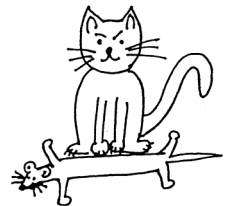
3. Jill runs up a hill.



4. Tim tugs on it.



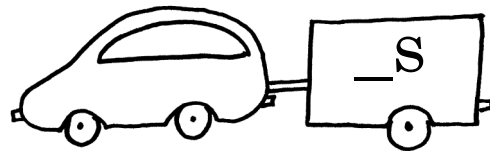
5. A cat sits on a rat.



6. It pops.



*Suffix Study*



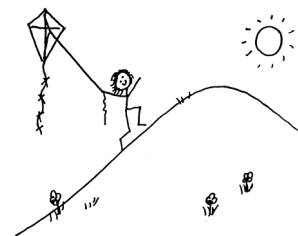
1. Gus runs a lap.



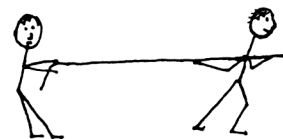
2. Mom hums.



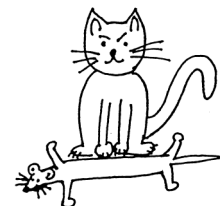
3. Jill runs up a hill.



4. Tim tugs on it.



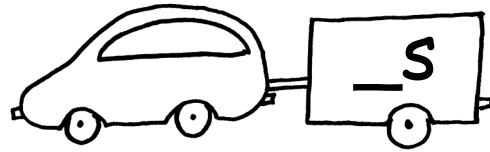
5. A cat sits on a rat.



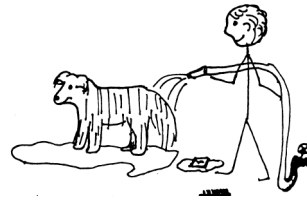
6. It pops.



# Suffix Study



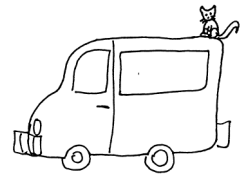
1. A pet gets wet.



2. Jim dabs it.



3. A cat sits on a van.



4. Meg fills a box.



5. A dog runs.

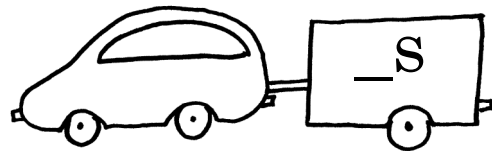


6. A cat digs.





*Suffix Study*



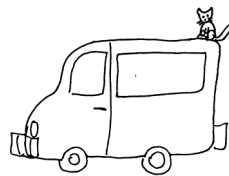
1. A pet gets wet.



2. Jim dabs it.



3. A cat sits on a van.



4. Meg fills a box.



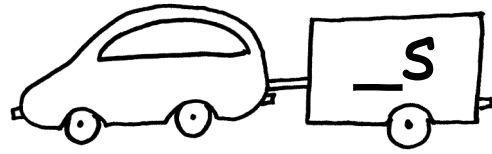
5. A dog runs.



6. A cat digs.



# Suffix Study



1. **cat**



**cats**



2. **dog**



**dogs**



3. **hill**



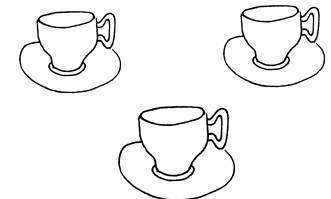
**hills**



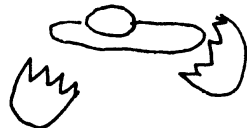
4. **cup**



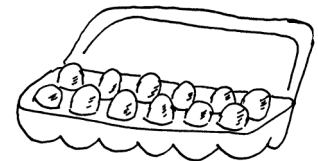
**cups**



5. **egg**



**eggs**



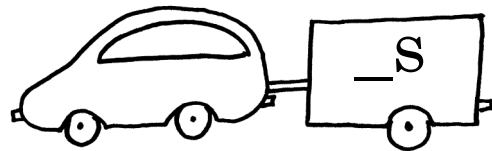
6. **kid**



**kids**



*Suffix Study*



1. cat



cats



2. dog



dogs



3. hill



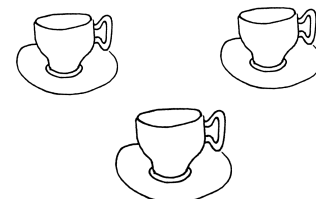
hills



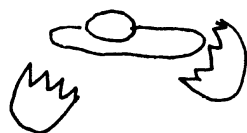
4. cup



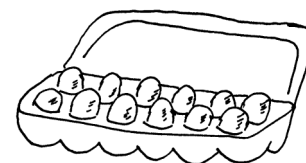
cups



5. egg



eggs



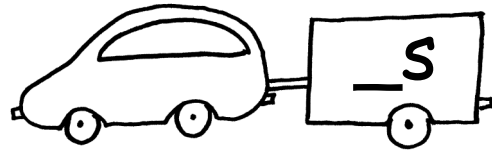
6. kid



kids



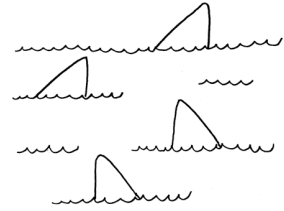
# Suffix Study



1. fin



fins



2. kid



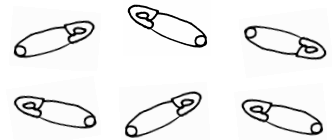
kids



3. pin



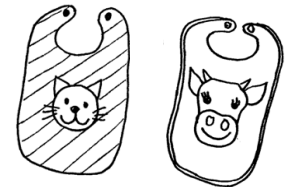
pins



4. bib



bibs



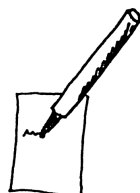
5. pill



pills



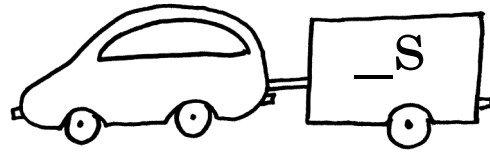
6. pen



pens



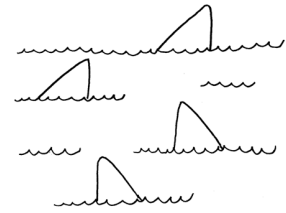
*Suffix Study*



1. fin



fins



2. kid



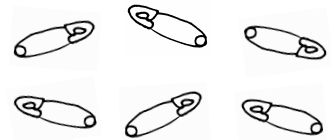
kids



3. pin



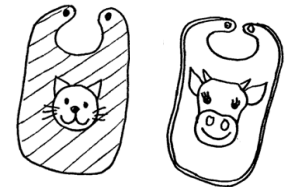
pins



4. bib



bibs



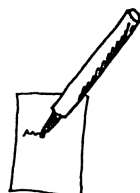
5. pill



pills

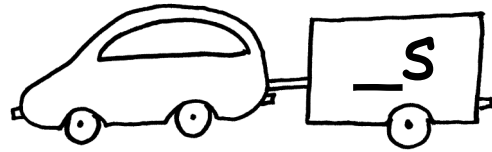


6. pen

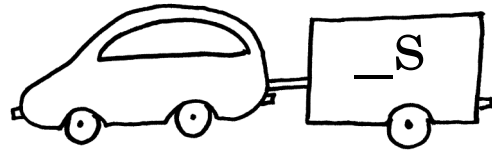


pens



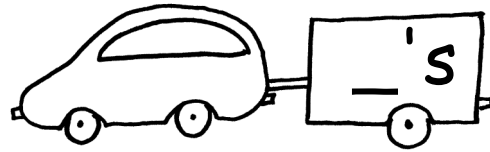


1. Six kids hid.
2. Gus fed his cats.
3. Ed will pet his dogs.
4. Ten cups fell.
5. Tom ran six laps.
6. Six pigs got wet.



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2. Gus fed his cats.
3. Ed will pet his dogs.
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# Suffix Study



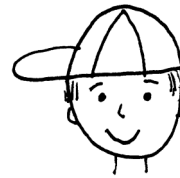
1. Sam's cat



2. Pam's pan



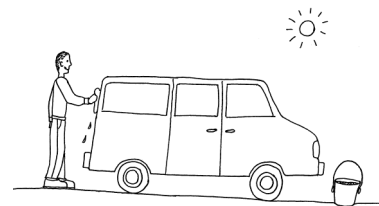
3. Ben's cap



4. Jill's doll



5. Tom's van

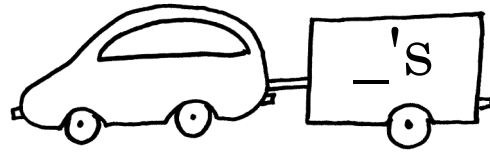


6. Meg's dog

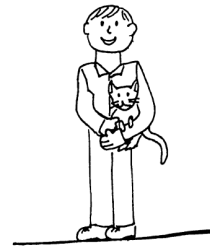




*Suffix Study*



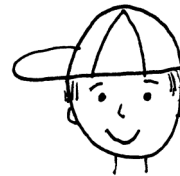
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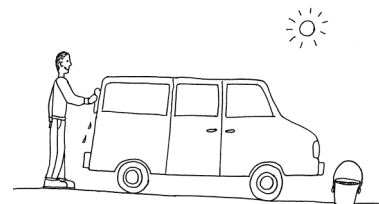
3. Ben's cap



4. Jill's doll



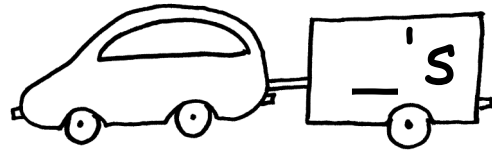
5. Tom's van



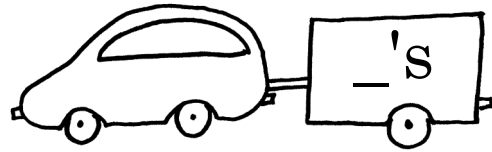
6. Meg's dog



*Suffix Study*

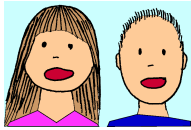




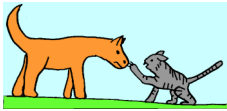



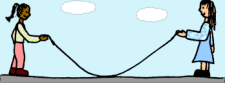




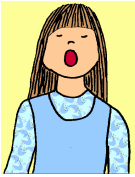
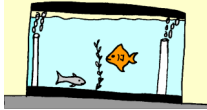
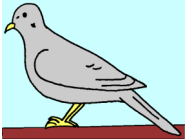
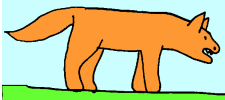
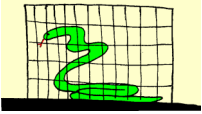
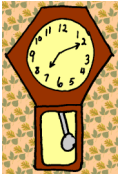

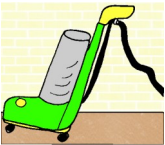

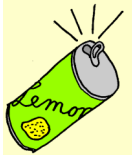




1. Jeff will get dad''s map.
2. Ben''s cap is red.
3. Ed''s dog will win.
4. I will wax dad''s van.
5. Sam''s cat is on his bed.
6. Mom''s box is big.

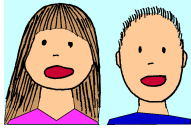




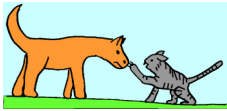



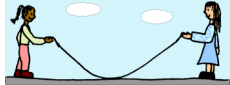





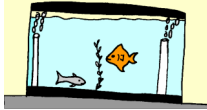
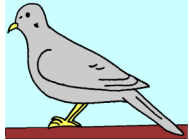
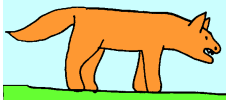
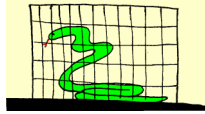
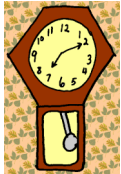

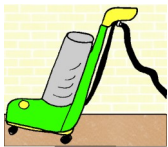

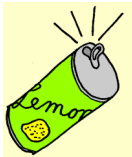

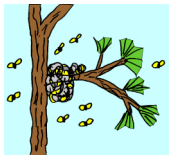


1. Jeff will get dad's map.
2. Ben's cap is red.
3. Ed's dog will win.
4. I will wax dad's van.
5. Sam's cat is on his bed.
6. Mom's box is big.

These are the consonant and short vowel sounds in alphabetical order. They are printed in the Comic Sans font with color-coding on the vowels. The pictures are from the Sound Story, to help you remember the sounds. Practice saying each letter sound.

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

These are the consonant and short vowel sounds in alphabetical order. They are printed in the Century Schoolbook font. Many books are printed with letters that look like this. The pictures are from the Sound Story, to help you remember the sounds. Practice saying each letter sound.

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





b

c

d

f

g

h

j

k

l

m

n

p

qu

r

s

t

v

w

x

y

z