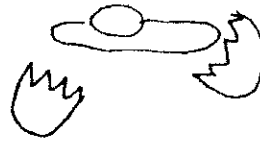


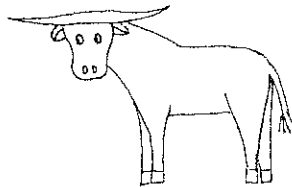
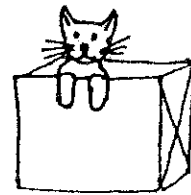
# Short Vowel Words And Sentences



a



REPRODUCED BY



## 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 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.

## 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."

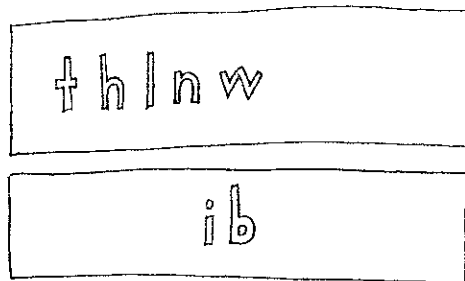
### Comments

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.)

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*.)

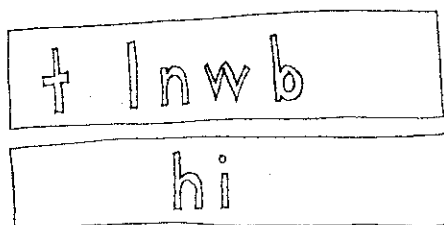
Teacher: "Show me *in*."

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.



## 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.

## 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.

## 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.

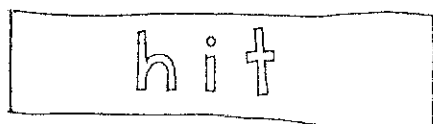
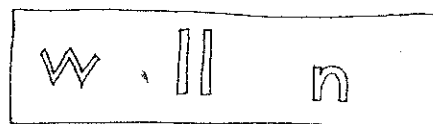
Say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right. Model as needed. Each student will select the letters needed from his own "letter bank," and spell the word in the spelling area. Check each student's work and have 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.

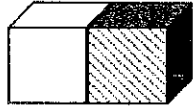
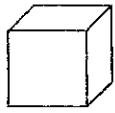
Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*." 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.

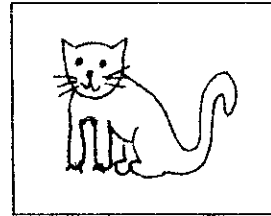
Note: Before you do this exercise, first be sure the students can do the two-letter exercise with plastic letters, as described on a previous page.



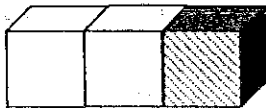
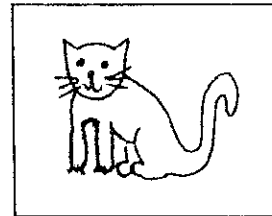




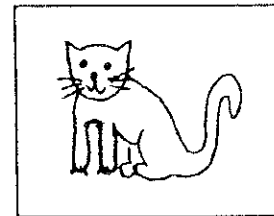
c....



....a.....



....t



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

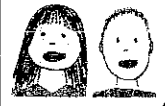
7. h → a → d had

8. n → a → p nap

9. r → a → n ran

10. a → dd add

a



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

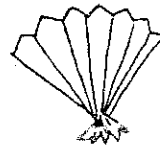


Sight  
Words

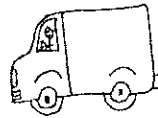
A man



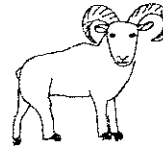
A fan



A van



a ram



a hat



a sax



☂  
A

☂  
a

  
Sight  
Words

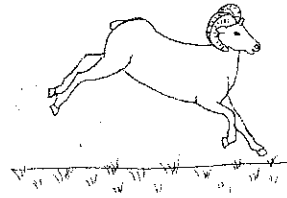
1. A man ran.



2. A rat sat.



3. A ram ran.



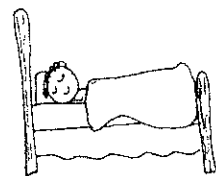
4. A man had a hat.



5. Sam ran a lap.



6. Max had a nap.

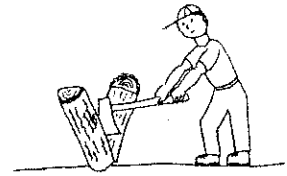


has<sup>z</sup>



Sight  
Words

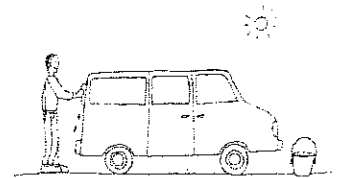
1. A man has an ax.



2. Sam has a sax.



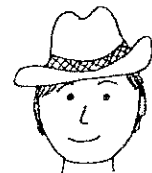
3. A man has a van.



4. Nan has a fan.



5. A man has a hat.

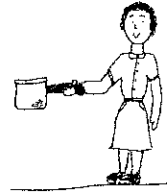


has<sup>z</sup>

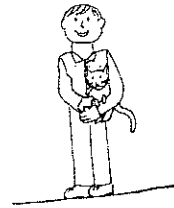


Sight  
Words

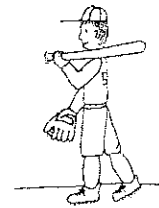
1. Pam has a pan.



2. Dan has a cat.



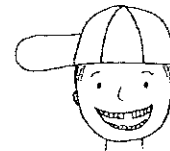
3. Pat has a bat.



4. Sam has a cap.



5. Sam has a gap.





was



Sight  
Words

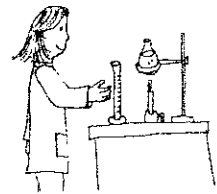
1. Max was mad.



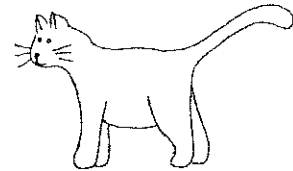
2. Sam was sad.



3. Nan was at a lab.

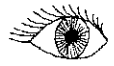


4. A cat was fat.



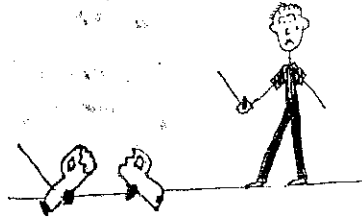


z  
was



Sight  
Words

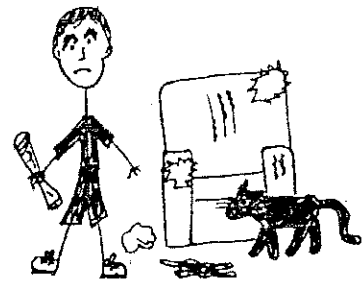
1. Dan was sad.



2. A rat was fat.



3. A cat was bad.

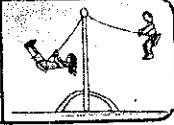


4. Dad was mad.

i

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



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



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

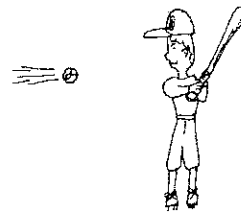


Sight  
Words

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

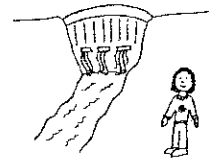
1. Jan is ill.



2. Dan is six.



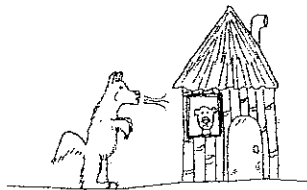
3. Pam is at a dam.



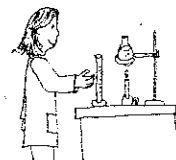
4. A man is in a cab.



5. It is bad.



6. Jill is at a lab.



his<sup>z</sup>

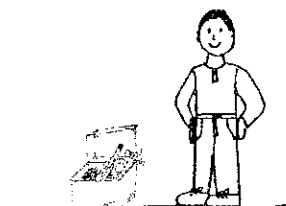


Sight  
Words

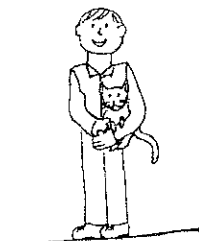
1. It is his bib.



2. It is his kit.



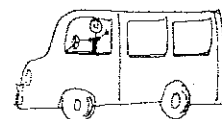
3. It is his cat.



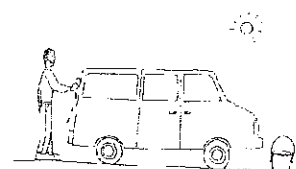
4. It is his mitt.



5. Dad is in his van.

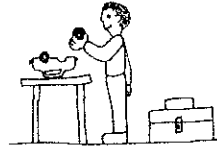


6. Sam will wax his van.

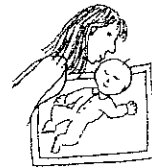


# Statements

1. Bill will fix it.



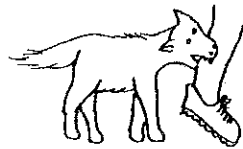
2. Kim will kiss him.



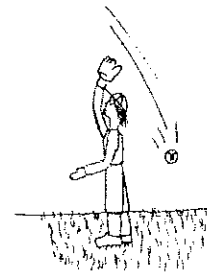
3. A big pig has a wig.



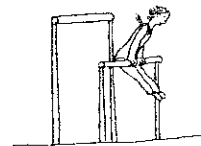
4. It bit him.



5. Pam will miss it.



6. Jan did a kip.





# Questions

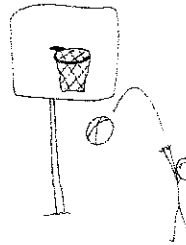
1. Did Pat dig it?



2. Will Kim win?



3. Did Jim miss?



4. Can it hiss?

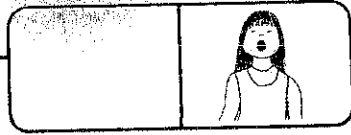


5. Is it big?



6. Did Sam win?





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

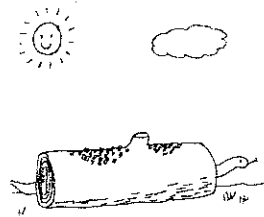
10.                    o → ff                    off

# Sentences

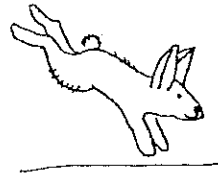
1. Mom will mop.



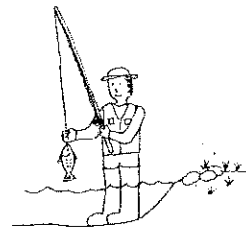
2. Moss is on a log.



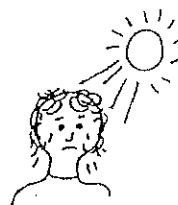
3. It can hop.



4. A man has a rod.



5. Mom is hot.

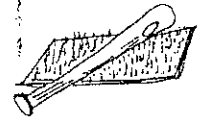


6. Rob is not hot.



# Sentences

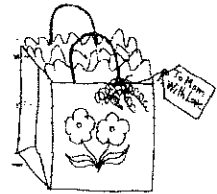
1. A bat is on a mat.



2. A hat is on a cat.



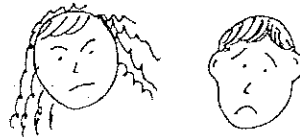
3. A tag is on a bag.



4. A cat is on a mat.



5. Mom is mad.



6. A hog is fat.

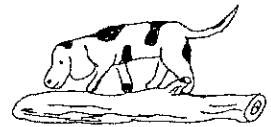


# Sentences

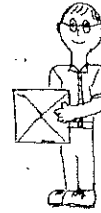
1. A dot is on a pot.



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.



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



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                      gym
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.



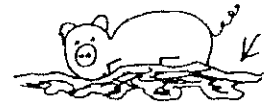
6. It has fuzz.





# Sentences

1. A pig is in mud.



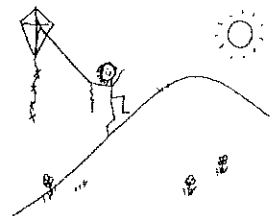
2. Jan is in a hut.



3. A mug is hot.



4. Jan ran up a hill.



5. Bill will fuss.

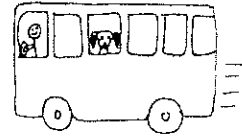


6. Sam will hug Tom.

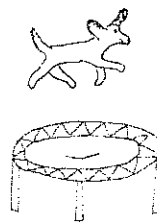


# Sentences

1. Gus is on a bus.



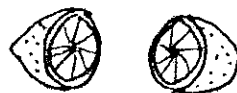
2. A pup is up.



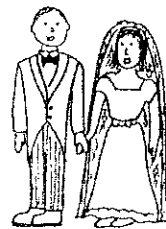
3. A bug is on a rug.



4. Mom cut it.



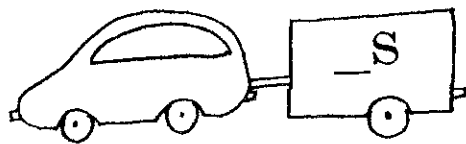
5. It is his tux.



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

# Sentences

1. Yes, Sam did win.



2. A dog got wet.



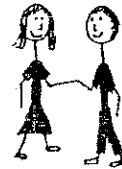
3. A man has a fez.



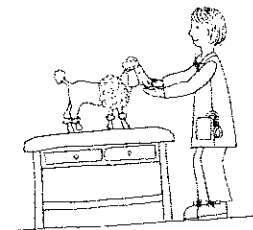
4. Ed fed his dog.



5. Ned met Meg.



6. Jan is a vet.



# Sentences

1. A bag fell.



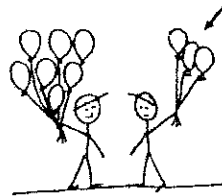
2. It is a big mess.



3. Tom fell. Tom will yell.



4. Don has less.



5. Meg will sell a fan.



6. It is red.





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

# Sentences

1. Yes, Sam did win.



2. A dog got wet.



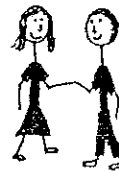
3. A man has a fez.



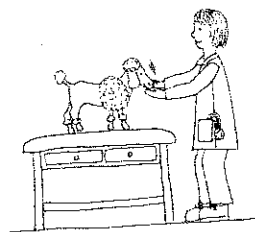
4. Ed fed his dog.



5. Ned met Meg.

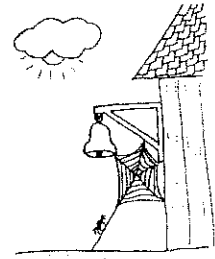


6. Jan is a vet.



# Sentences

1. A web is on a bell.



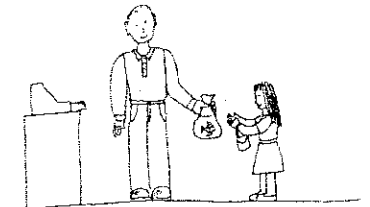
2. Ken is in bed.



3. Ted fed Ned.



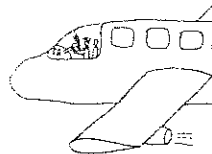
4. Bess will get a pet.



5. Ben will not get wet.

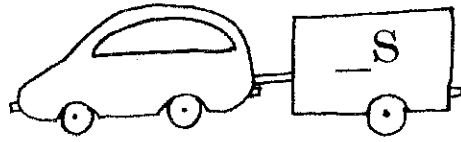


6. Jeff is on a jet.



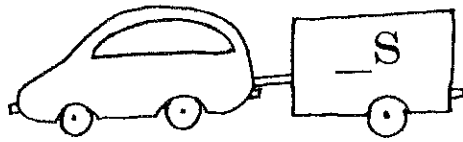


*Suffix Study*



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*



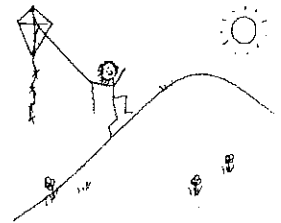
1. Gus runs a lap.



2. Mom hums.



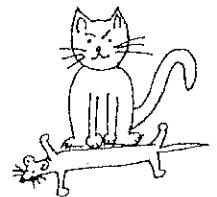
3. Jill runs up a hill.



4. Tim tugs on it.



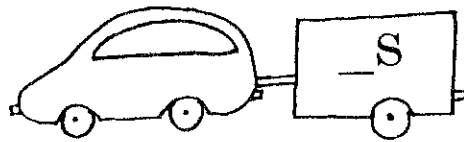
5. A cat sits on a rat.



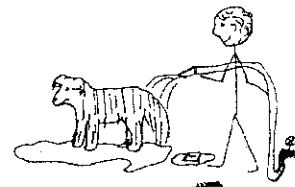
6. It pops.



*Suffix Study*



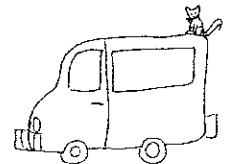
1. A pet gets wet.



2. Jim dabs it.



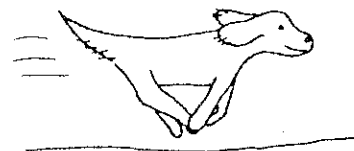
3. A cat sits on a van.



4. Meg fills a box.



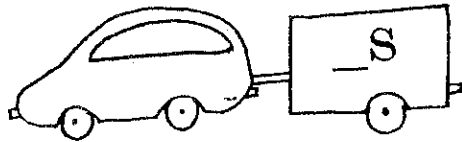
5. A dog runs.



6. A cat digs.



Suffix Study



1. cat



cats



2. dog



dogs



3. hill



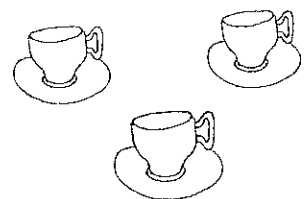
hills



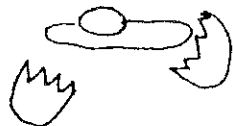
4. cup



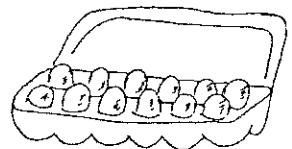
cups



5. egg



eggs



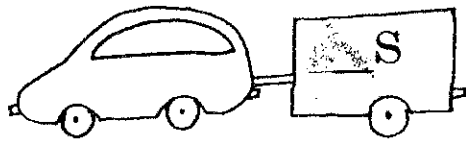
6. kid



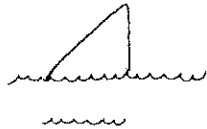
kids



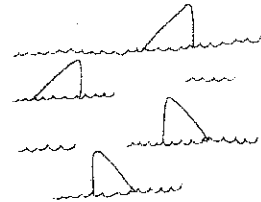
Suffix Study



1. fin



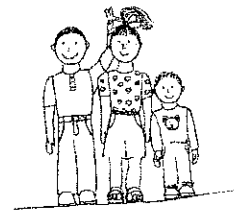
fins



2. kid



kids



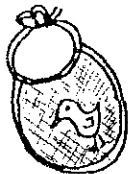
3. pin



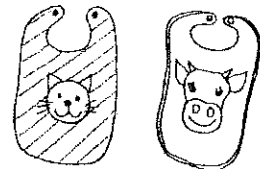
pins



4. bib



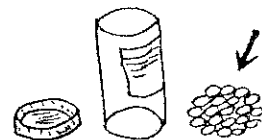
bibs



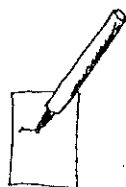
5. pill



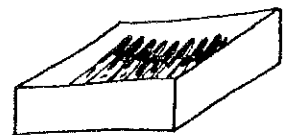
pills



6. pen



pens

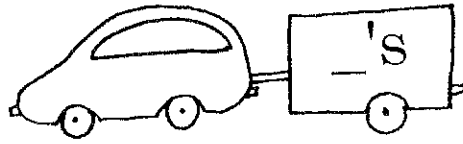


*Suffix Study*

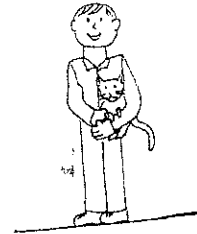


1. Six kids hid.
2. Gus fed his cats.
3. Ed will pet his dogs.
4. Ten cups fell.
5. Tom ran six laps.
6. Six pigs got wet.

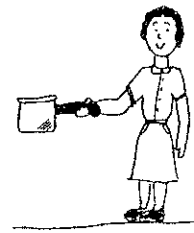
Suffix Study



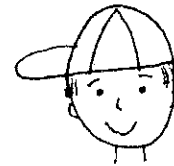
1. Sam's cat



2. Pam's pan



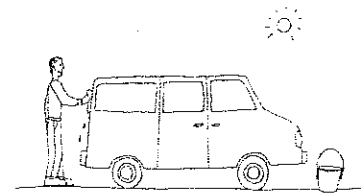
3. Ben's cap



4. Jill's doll



5. Tom's van



6. Meg's dog



b  
c  
d  
f  
g  
h  
j  
k  
l  
m

n  
p  
qu  
r  
s  
t  
v  
w  
x  
y  
z