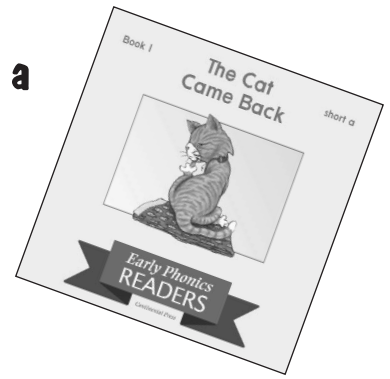


# The Cat Came Back Set 1, Book 1, short a



This story introduces the **short a** sound.

■ The cat is having a bad day. Dad almost sits on him, and Pat tries to put a hat on him. Mack comes to the rescue with a mat where he can nap.

## Introducing the Story

To introduce the story, have children look at the cover while you read the title. Ask them to guess where the cat went. Then let them page through the book to look at the pictures. Help them identify the place, time, and characters. It is a home, probably at suppertime, and the characters include Mom, Dad, a girl, a boy, and the cat. Ask children to listen and look at the pages while you read the story aloud. Alert them when it is time to turn a page.

## Decodable Words

Show the children a single picture of a cat. Say the word *cat*, and have children repeat it. Ask, "How many sounds do you hear in *cat*? Let's count them." Have children segment the sounds, /k/, /a/, /t/. Then have them blend the sounds and say the word *cat*. Use individual letter cards to show the word *cat*. Substitute *s* for *c*. Help children say the sounds, and then blend them to say the word *sat*. Use the same method to practice segmenting and blending words such as *bat*, *hat*, *mat*, *can* and *ran*. Then write the **short a** words on the board, and have children find them in the back of their books. Read the words together.

## Other Words

Check children's knowledge of the sight words. The word *in* will be decodable for children who know the **short i** sound or the phonogram *in*.

Treat *but* and *put* as sight words. You may want to point out that these two words are spelled the same but do not sound alike.

## Reading the Story

Read the story aloud again, having children follow page by page, tracking the words as you read. Then have the children read the story aloud with you. After that, let them take turns reading the story a page at a time.

## Phonics Fun

Suggest that the children give the cat in the story a name. The name must have the **short a** sound. Read the following pairs of names, asking first "Which name would be good for the cat? *Dan* or *Don*, *Phil* or *Frank*, *Jack* or *John*, *Joan* or *Jan*, *Mack* or *Mike*, *Cindy* or *Sandy*?" When you finish, have children suggest other names for the cat.

## Sound Words

### short a

cat  
back  
Dad  
sat  
mad  
ran  
Pat  
hat  
Mack  
has  
mat  
glad  
can  
nap

## Sight Words

the  
a  
in  
is  
on  
for  
was

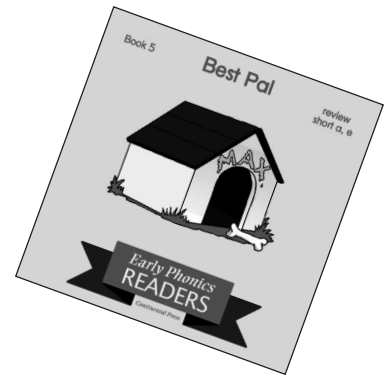
## Story Words

but  
came  
put

# Best Pal Set 1, Book 5, short a, e

This story reviews the **short a** and **short e** sounds.

■ *Max is a big clumsy dog, a boy's best friend. He gets into all kinds of trouble, and the rest of the family is angry with him. Then Max saves the day by alerting the family to a fire.*



## Introducing the Story

Max is a big fluffy dog called an Old English sheepdog. Discuss the pros and cons of having a big dog. Some people keep big dogs for safety, but a big dog can cause some problems, even if it is friendly. Have children look at the pictures and tell what kinds of trouble Max gets into. [He knocks over a ladder, spilling paint; licks a pan; gets wet and muddy, and gets other people wet and muddy.] Read the story aloud as children follow, tracking the words as you read.

## Decodable Words

Review the **short a** sound with a picture of a cat, and the **short e** sound with a picture of a bed. Be sure children are pronouncing the sounds correctly. Write the **short a** words on the board. Have children find them in the back of their books and say them. Do the same with the **short e** words. Explain that *pal* means a friend, and that *jams* is another word for trouble. Help the children with the consonant digraph *th* in *Beth* if they do not know it. Use letter cards to make and blend any words that present difficulty.

## Other Words

Check children's knowledge of the sight words. The word *Mom* should be decodable if children know the **short o** sound.

## Reading the Story

Read the story aloud again, skipping the last word in the first sentence on each page. Pause to let children say the missing word. Then have children read the story to each other in pairs. Ask questions to check their understanding of the story and the order of events.

## Phonics Fun

Write *Max* and *Ken* on the board. Use words from the word lists in this book and the previous books. As you say each word, ask children whether it has the **short a** sound like *Max* or the **short e** sound like *Ken*. Then write the word under the name that matches the short vowel sound. Children can then see the vowel letter and check their answers.

## Sound Words

### short a

Max  
pal  
jams  
Dad  
mad  
at  
pan

### short e

best  
gets  
mess  
Beth  
wet  
Ken  
fell  
helps

## Sight Words

is  
my  
in  
what  
a  
the

## Story Word

Mom



# Sit Still, Nick Set 1, Book 6, short i

This story introduces the **short i** sound.

🚧 Nick's Uncle Jim is a barber, and he has come to cut Nick's hair. But Nick is restless and can't sit still. When it's all over, nobody is happy with Nick's new haircut!

## Sound Words

### short i

sit  
still  
Nick  
Jim  
is  
his  
kit  
with  
him  
will  
trim(s)  
snip  
wiggles  
clip  
jiggles  
zip

## Sight Words

a  
he  
has

## Story Words

Uncle  
here  
get  
now

## Introducing the Story

All children can probably identify with the difficulty of having to sit still while someone cuts their hair. The phrase "sit still" is one they have probably heard often. Encourage them to share their experiences either with having their hair cut at home or at a barber shop or salon. Have children look at the pictures in the book and describe what is happening to Nick. Ask them to listen for the book's title throughout the story as you read it aloud.

## Decodable Words

Introduce the **short i** sound by presenting pairs of words orally that have contrasting vowel sounds. One word should include the **short i** sound. Tell children to listen for the sound they hear in the middle of the words *sit*, *still*, and *Nick*. Have children repeat the word after you if it has the **short i** sound. Some contrasting pairs to use include: *sit/sat*, *still/stale*, *Nick/neck*, *his/has*, *clip/clap*, *kit/cat*, *did/dad*, *hip/hop*, *lip/lap*, *tin/ten*.

## Other Words

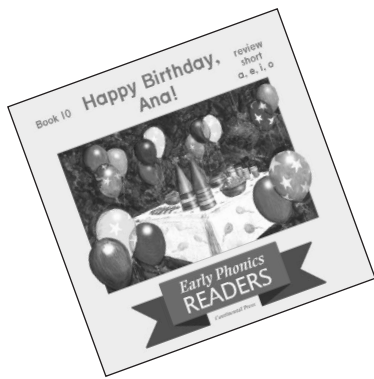
This story includes only four sight words: *a*, *he*, *has*, and *here*. Review them with the children. The words *Uncle*, *get*, and *now* should be familiar in context. Tell children that some words in this story sound like what they say, for example, *snip*, *clip*, *zip*, *jiggle*, and *wiggle*. You might have children demonstrate jiggle and wiggle.

## Reading the Story

Read the story aloud once. Then have children go back and look at pages 1 and 2. Ask them what they think Uncle Jim is going to do. Talk about why Nick wiggles and jiggles [he doesn't like to sit still] and what happens because of his wiggling. [He gets a very short, shaggy haircut.] Have children read the story aloud with you a second time.

## Phonics Fun

As you read the story again, let children read the **short i** sound phrases and the repeated line. Set up three groups of children. After you read the first two pages, have one group read "Snip, snip, snip." A second group reads "Nick wiggles," and a third reads "Sit still, Nick!" You read the rest of the text. Read the book this way several times, changing groups as you do.



# Happy Birthday, Ana!

Set 1, Book 10,  
short a, e, i, o

This story reviews the **short a, e, i, and o** sounds.

It's Ana's birthday, and her friends are arriving for a party. A piñata hanging from a tree draws everyone's attention. Bob pops the piñata open. Everyone gets toys, and Ana gets her birthday cake.

## Sound Words

### short a

happy  
Ana  
back  
hands  
can  
can't

### short e

ten  
Jen  
red  
get(s)  
next

### short i

it  
is  
kids  
in  
stick  
hit  
spins

### short o

top  
Mom  
Bob  
pop(s)

## Sight Words

a  
the  
what  
sees

## Story Word

birthday  
come  
toys  
cake

## Introducing the Story

Show children the cover of the book and read the title aloud. Ask them to describe what they see in the picture. [a table set for a party] Before they read the story, let them page through the book. Ask children to describe what is happening on each page. Let them talk about any experiences they may have had at parties. Then tell them the word *piñata* and have them repeat it after you. Let children who are familiar with a piñata describe what it is. Ask them to listen and look at the pages while you read the story aloud.

## Decodable Words

This story reviews four short vowel sounds. Write the number 10 on a card and show it to the children. Ask them to segment the word *ten* and say the three sounds they hear in the word /t/, /e/, /n/. Have them use the word in a sentence. Then ask them to substitute the other short vowels /a/ and /i/ for the sound /e/. For the /o/ sound, use the name *Tom*. Write the four words on the board *tan, ten, tin, Tom*. Encourage them to say each word and to use it in a phrase or sentence. Tell them that in this story they will read words with all four short vowel sounds.

## Other Words

Many other words in this story will be familiar from children's own lives. Show them the words on the inside back cover and read them aloud. They should be able to read the sight words *a, the, and what*.

## Reading the Story

Read the story aloud again, having children follow page by page, tracking the words as you read. Then have the children read the story aloud with you.

## Phonics Fun

Present the following words and have children segment the sounds in each word. Then play a game where you substitute another vowel sound making either a word or a common name. Write the words on the board. As you say each word, have children repeat it after you if it is a real word. If it is not, they should say "Nonsense!" You can also write the nonsense words to demonstrate that they are decodable.

sat    bed    pit    top



# Where Is Jag? Set 2, Book 2, short a

This story reviews the **short a** sound, adding new words.

**➡** Pam has a pet mouse named Jag that goes everywhere with her. One day when Pam is pulling Jag in a toy van, Jag escapes. Pam puts out a “lost alert” and is happy to find Jag safe and sound.

## Sound Words

### short a

Pam(’s)

has

Jag

hand

bath

bag

snack

sat

van

ran

fast

sad

can

ask

back

glad

## Sight Words

with

in

her

a

is

for

## Story Words

where

fun

eat

then

## Introducing the Story

Discuss mice as pets, what they eat, and how to care for them. Ask the children if they have ever lost a pet and found it again. Talk about how they felt and what they did to find their pet. They may have printed pictures and circulated them or even offered a reward for finding the pet. Or maybe they have seen such ads for lost pets. Have children look at the pictures in the book, noticing where the mouse is and what it is doing on each page. Read the story aloud the first time. Ask children to follow along in their books, tracking each word as you read.

## Decodable Words

Review the **short a** sound. Write the sound words on the board, and have children find them in the back of their books. Read the words together. Note that the girl’s name is *Pam*, and the mouse is named *Jag*. Words such as *bath*, *class*, *snack*, *back*, and *glad* contain consonant blends or digraphs. Help children with these, and use letter cards to make and blend any words that are challenging.

## Other Words

Check children’s knowledge of the sight words. If children know the **short u** sound, they can decode *fun*. If they know the **long e** sound, tell them that the *a* is silent, and they can decode *eat*.

## Reading the Story

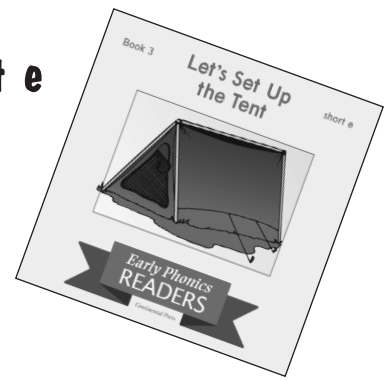
Read the story again, skipping the last word in each sentence. Pause to let children say the missing words. Then have the children read the story to each other in pairs. Ask questions to check their understanding of the story and the order of events.

## Phonics Fun

This rhyme reviews the story and teaches the children to listen for rhyming words with the **short a** sound. It can be sung to the tune of “This Old Man.” Ask children to tell which words rhyme. Then have them name the **short a** words.

Pam’s mouse, Jag, was in the van,  
From the van, the little mouse ran.  
Jag got lost, and Pam felt very sad,  
Jag was found, then Pam was glad!

# Let's Set Up the Tent Set 2, Book 3, short e



This story introduces the **short e** sound.

Three girls work together to get the tent ready for an outdoor sleepover.

## Introducing the Story

Ask the children whether any of them have ever slept outdoors in a tent, and let them share their experiences. Talk about camping equipment such as tents, nets, sleeping bags, and lanterns. Let children look at the pictures in the book and make a guess about where the three girls are. [probably in a back yard] Ask them to guess why the girls are smelling the tent on page 2. [A tent can smell musty if it gets wet and hasn't been aired out.] Why are they bending and testing the tent poles? [They want to be sure the poles are flexible, that they will not come apart, and that they will hold up the tent.] You might suggest that they look at the sky to notice that it is getting dark. Then read the story aloud while children listen.

## Decodable Words

Say the word *get* and ask "How many sounds do you hear in *get*? Let's count them." Have children segment the sounds /g/, /e/, /t/. Use letter cards to show the individual sounds, then put them together to form the word and have children blend them into the word *get*. Substitute the letters *s* and *n* for *g*, and have children read each new word. Next say and show the word *ten*. Have children segment the sounds and blend them. Show the three letter cards. Then add another letter *t* to the end of the word to make *tent*. Explain that many words have more than one letter/sound after the sound /e/. Have children find the word *tent* on the cover of the book. Read the book title aloud and help children see that three words in the title have the **short e** sound.

## Other Words

Two words that may need instruction are *let's* and *does*. Children will be able to decode *let's*. Ask them to use the word in a sentence, and explain that it means "let us." The word *does* will be familiar in speech but not in print. Simply encourage children to look at the word and say it after you.

## Reading the Story

Read the story aloud again, having children follow page by page. You might want to watch to be sure that children recognize the end of a page. Then have the children read the story aloud with you. After that, let the children read the story together in pairs.

## Phonics Fun

Word Hunt—To reinforce the sound, write the sound words and other words with the **short e** sound on cards and hide them around the room. As children find them, they should hold up the card and say the words one at a time.

## Sound Words

### short e

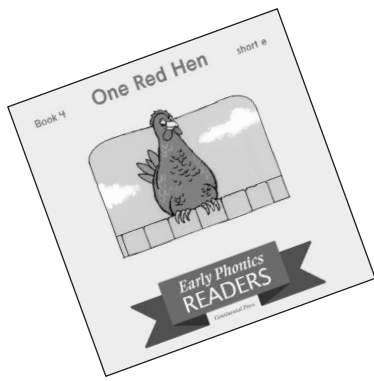
check  
tent  
smell  
bend  
test  
well  
help  
set  
let's  
get  
net  
left  
shed  
press  
end  
bed  
swell

## Sight Words

the  
in  
is  
it  
me

## Story Words

does  
this  
on  
up



# One Red Hen Set 2, Book 4, short e

This story reviews the **short e** sound, adding new words.

➡ *A lonely hen ends up in Ted's backyard on a rainy day. He makes a nest for her, and soon she lays six eggs. Then she has six chicks. Ted cares for them, and before long he's selling fresh eggs.*

## Sound Words

### short e

red  
hen(s)  
Ted  
went  
steps  
nest  
eggs  
fed  
them  
pen  
sells  
fresh

## Sight Words

a            it  
on          he  
the        for  
was        one  
in

## Story Words

out            there  
back        were  
sat          chicks  
made        made  
had        plan  
six        now

## Introducing the Story

Show the cover of the book and talk with the children about chickens, or hens. Make sure children understand that the eggs they eat come from chickens. Have them open the books to the first page. Ask them to talk about the picture and tell what is happening. [A boy is standing on the back porch in the rain. On the step is a wet hen.] Discuss where the hen might have come from. Help them see that this is a city yard with fences, and the hen might have come over the fence. If necessary, explain that chickens have wings and can fly. Have them look at the next two pages and talk about what the boy is doing. Then read the story aloud while children listen.

## Decodable Words

Review the **short e** sound using the title words *red* and *hen*. Write several of the sound words on the board and read them aloud with the children. Point out the letter *e* and the sound /e/ in each of the words.

## Other Words

Read the word *One* on the cover and write it on the board along with the numeral 1. You may decide to write some other number words, but be sure to write the word *six* which is in the book and the numeral 6. There are several **short a** words in the story that children should be able to decode.

## Reading the Story

After your first reading of the story, ask children about the sequence of events. [First, Ted found the hen. Then he made a nest. The hen laid six eggs. The eggs hatched. All the hens laid eggs. Ted sold the eggs.] Let children read the story aloud to one another working in pairs.

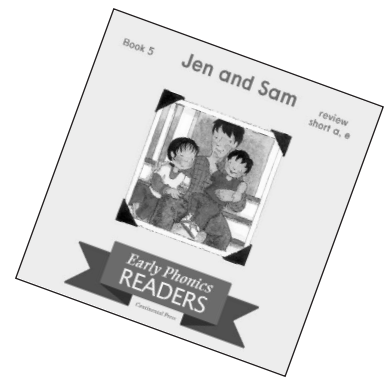
## Phonics Fun

Ask children questions such as the following. The correct answer to each question should have the **short e** sound. Did Ted find a hen or a duck? Was the hen on the porch or the steps? Was the hen wet or dry? Was the hen brown or red? Did Ted make a box or a nest? Did Ted name the hen Bessy or Bossy? Did the chicks have a pen or a cage? Did Ted find ten eggs or six? Did Ted eat the eggs or sell them?

# Jen and Sam Set 2, Book 5, short a, e

This story reviews the **short a** and **short e** sounds.

🚗 *Jen comes home from school to find that her little brother Sam has messed up her room yet again. She complains to Dad, but a hug from Sam proves he's "the best pest."*



## Introducing the Story

Ask children if they have younger sisters or brothers. Tell them that they're going to read a story about a girl and her little brother. Show them the book, read the title, and ask them to guess who is Jen, who is Sam, and who is the third person [Dad]. Write the word *pest* on the board and read it. Ask children to tell what a "pest" is and to predict who the pest is in this story. Read the story aloud to the children the first time.

## Decodable Words

Draw attention to the word *pest* on the board and ask children to tell you the vowel sound [**short e**]. Erase the letter *e* and replace it with *a* then have children pronounce the new word after you. [past] Follow the procedure with other words from the story: bed [bad], and [end], pen [pan].

## Reading the Story

Read the story again, and let the children describe what is happening in each picture. Ask them to look at the last page and talk about how Jen feels. [She loves her brother.] What does it mean that Sam is the "best pest"? [He's really a good boy even though he is a pest.] Then reread the story and have children read it aloud after you.

## Phonics Fun

Play a riddle game with the children. Divide the class into two groups. One group is the Jets and the other is the Cats. Present the following riddles to one group or the other. The Jets must answer with a **short e** word and the Cats with a **short a** word.

A bird can sleep in a (nest, hat).

On Friday we will all take a (nap, test).

I keep my cars in a toy (can, chest).

On my toast I like (jelly, jam).

I like to sit on Mom's (lap, leg).

You can use the (red, black) checkers.

## Sound Words

### short a

Sam  
and  
jam  
taps  
grabs  
cat  
mad  
Dad  
sad  
lap

### short e

Jen('s)  
pest  
gets  
bed  
rests  
desk  
pen  
mess  
tells  
best

## Sight Words

is  
a  
the  
she  
he  
on

## Story Word

makes

# Little Sis Set 2, Book 7, short i

This story reviews the **short i** sound, adding new words.

Big brother loves to entertain his Little Sis. He makes her laugh and clap, and soon there's milk and food everywhere. So, it's time for a bath for Little Sis.



## Introducing the Story

Show the book and read the title. Ask children what “Little Sis” probably means. [Someone in the story has a younger sister.] Let them predict from the cover how old Little Sis is and who her older sibling might be. Have them leaf through the book and look at the pictures. Read the story aloud while children look at the book.

## Decodable Words

Introduce the two- and three-letter words with **short i** first: *is, in, Sis, bib*, as well as *sip, sit, dip*, and *tip*, using alphabet cards. Keep the **i** card in place, and change the letters before and after it. Have children read each new word, giving help as needed. Ask children what the three-letter words mean. Then use the cards to introduce the four-letter words: *crib, pick, milk, drip*, and *dish*.

## Other Words

This story includes **short i** verbs in the present tense that end in *-s*. You can use the alphabet cards to show those forms. Say both forms and have children repeat them after you (e.g., *sit, sits*). Introduce *little* separately, using the title on the cover.

## Reading the Story

Read the story aloud and have the children follow along in their books. Have several children explain what Little Sis’s brother is doing in each picture. This is a good opportunity to introduce cause and effect—Little Sis gets messy because her brother is making her laugh. Finish by asking what the picture on the cover shows [Little Sis after her bath].

## Phonics Fun

Prepare pairs of word cards with **short i** words and comparable words with other vowels, such as *trip* and *trap*. Hide them around the room before children come in. Tell them they are going on a treasure hunt for words with **short i**. As they find a word, children must read it out loud. Let them keep as many cards as they can find—but only those with **short i** words.

## Sound Words

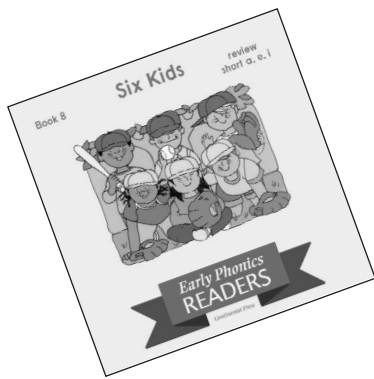
little  
Sis  
is  
in  
crib  
sits  
picks  
bib  
sips  
milk  
drips  
dips  
dish  
tips

## Sight Words

a  
the  
for  
on  
she

## Story Words

her  
up  
Mom  
puts  
time  
for  
bath



# Six Kids Set 2, Book 8, short a, e, i

This book reviews the **short a, e, and i** sounds.

🚩 *Six children, three girls and three boys, meet in the park for a ball game. The game is going well, but clouds move in, and soon the rain begins.*

## Sound Words

### short a

Dan  
and  
have  
bat  
Pat  
has  
bags  
at  
fast  
can't  
tag  
crack  
van

### short e

Ed	get(s)
Beth	set
next	wet

### short i

Bill	is
mitt(s)	him
Liz	win
will	six
pitch	kids
hit(s)	in
it	

## Sight Words

a	he
to	the

## Story Words

boys  
too

## Introducing the Story

Ask children about the games they like to play together. Encourage them to talk about stickball, softball, and baseball. Show the cover of the book and ask them what game these six children are going to play and how they know. [They will play baseball. You know because they have a baseball and a bat and gloves.] Talk about the different positions in baseball—pitcher, catcher, and batter.

## Decodable Words

Introduce the names of the characters and have children sort them by the short vowel sound. Write the six names on the board in alphabetical order: Beth, Bill, Dan, Ed, Liz, and Pat. Then have children make three lists, one with each vowel sound /a/, /e/, /i/. You might add the words *bat*, *catch*, *set*, *next*, *six*, and *kids* to the lists.

## Other Words

Review the sight words *a*, *to*, *he*, *the*, and the familiar words *boys* and *too*. Help children see the difference between *to* and *too* and understand the difference in meaning.

## Reading the Story

Read the story aloud while the children follow. Children might identify each of the characters with one of the names. Then have the children read the story aloud in small groups. This story can be used to introduce sequence—before the game, Bill's turn at bat, Ed's turn, Dan's, and finally the rain storm. You can also point out sequence by having children look at the clouds as they roll in and get dark before the rain falls.

## Phonics Fun

Play a circle game with the children. Give the first child a card with the word *bat*. That child must say a rhyming word and pass the card to the next child. When all of the words have been used, start the series with *bet* with the next child. Follow the same procedure with *bit*.

# On the Move Set 2, Book 9, short o

This story introduces the **short o** sound.

➤ *Mother and daughter are moving so Mom can start a new job. On their way they get lost in the fog and trapped by a landslide of rocks. Another driver helps them, the fog clears, and on they go to their new home.*



## Introducing the Story

Find out whether any of the children have recently moved, and let them briefly share their experiences. Maybe the move was due to a parent's job, as in this story. Discuss the things that had to be done for the move, such as packing all belongings and perhaps driving a truck. Then talk about problems drivers have to watch out for, such as traffic and bad weather. As children look at the books, read the name of the truck and have children repeat it. Let them look at the pictures in the book and tell what is happening on each page. Then read the story aloud while children listen and follow in their books.

## Decodable Words

Introduce the **short o** sound by showing a picture of a rock. Have the children say the word as you check their pronunciation of the **short o** sound. Write the **short o** words on the board and have children find them in the back of their books. Read the words together. Explain the meaning and usage of *block* on page 3. Note the verb inflection ending *s* on *stops* on pages 4 and 5. Ask children to say the word *got* and to count the number of sounds they hear. Have them segment the sounds /g/, /o/, /t/. Use individual letter cards to show the word *got*. Substitute *n* for *g*. Have children say the sounds and blend them to make the word *not*. Use the same method to practice segmenting and blending other words such as *job*, *top*, and *fog*.

## Other Words

Check children's knowledge of the sight words, which will be familiar by now. *Man* and *sun* will be decodable for children who know the **short a** and **short u** vowel sounds.

## Reading the Story

Read the story aloud again, having children follow page by page, tracking the words as you read. Then have them read the story aloud with you. After that, children can take turns reading the story a page at a time.

## Phonics Fun

Show children the word *pop* and talk briefly about toast "popping" up or popcorn. Have children practice "popping" up from their seats. Tell them that you will say some words. If the words have the **short o** sound, like *pop*, they should pop up. Use words from this word list and others.

## Sound Words

### short o

on  
block  
lock  
pop  
Mom  
got  
job  
fog  
not  
stop(s)  
rocks  
drop

## Sight Words

a  
the  
and  
are  
too  
in

## Story Words

man  
new  
move  
comes  
does  
road  
sun



# When Josh Got Sick

## Set 2, Book 10, review short a, e, i, o

This story reviews the **short a**, **e**, **i**, and **o** sounds.

🐕 *Josh is at school when he gets sick. His mom comes to take him home and puts him to bed. But Josh can't rest until his dog Rocky jumps up on the bed to rest with him.*

### Sound Words

#### short a

sat  
at  
glad  
and  
van  
can

#### short e

desk  
felt  
went  
then  
bed  
rest  
pet

#### short i

his  
sick  
kids  
still  
in  
will  
with  
him

#### short o

Josh	Rocky
Mom	hops
got	on
not	

### Sight Words

he	out
the	was

### Story Words

but	puts
saw	now

### Introducing the Story

That awful feeling of being sick when you are in school is familiar to most children, especially those in the early grades. Show the cover of the book and read the title. Let children page through the book and identify the character Josh. Have them tell you how they can tell from the pictures on the first four pages where Josh is (at school) and who the two women are (his teacher and his mom). Then have them identify the setting of pages 5–8 and the dog, Rocky.

### Decodable Words

Have children read the first sentence with you. Then say, “Let’s look for two words with the **short a** sound that rhyme.” [at, sat] Follow up by looking for words with **short e** [desk], **short i** [his], and **short o** [Josh]. Write the four vowel letters on the board to remind children to look for them as they read. Note that several words end with two consonants (Josh, desk, felt, sick), but they should be familiar to children.

### Other Words

Review the sight words that do not include the target short vowel sounds, *he, the, out, was*. Help children with story words when necessary.

### Reading the Story

Read the story aloud while children follow. For a second reading, let individual children read each sentence. Then have the children read the story aloud in small groups. Note that this story can be used to introduce the concept of context. Children use the context of the pictures to identify Josh’s location. You might ask them questions such as Where is Josh? [in school] Why does he want to go home? [he feels sick; he wants to be home]

### Phonics Fun

Begin with the boy’s name, Josh. Have children recall the **short o** sound in the name. Then have children sit in a circle and suggest different names for Josh using other short vowel sounds, for instance Jack, Jeb, Jim. Follow up with names for girls that have the **short a, e, i,** and **o** vowel sounds.



# In the Sun Set 2, Book 12, review short a, e, i, o, u

This story reviews the **short a, e, i, o, and u** sounds.

➤ After working in the sun, the four family members are hot. They decide to take a picnic to the river. But ants climb up Dad's legs, and the sun is still so hot that everyone gets burned. They are all glad to head home.

## Sound Words

### short a

Dad  
van  
has  
nap  
can  
ants

### short e

let's  
get(s)  
help  
red

### short i

in  
it  
is  
river  
kids  
sits  
him

### short o

hot            rock  
Mom          not  
on

### short u

sun            run  
lunch        up  
jump

## Sight Words

the            are  
see            a  
go            he  
to

## Story Words

off            home

## Introducing the Story

Ask children what they like to do on a hot day in summer. Most will likely say that they like to go swimming or to be in the water and the sun. Show the cover of the book, and let children describe what is happening. [A family is working in the yard.] Explain that the story is about a family on a hot day in summer.

## Decodable Words

Since this book reviews all of the short vowel sounds, have children turn to the inside back cover first. Point out the five columns of Sound Words. Read the words and have the children repeat them after you. Then try some riddles: I'm thinking of a **short i** word that means "children." [kids] Find a **short a** word that means "sleep." [nap] A big stone is also called this **short o** word. [rock] What are two **short u** words that tell ways you move? [jump, run] A **short e** word that names a color is \_\_\_\_\_. (red)

## Other Words

The other words in this book will be familiar to most children by now. Have them read them aloud after you. Note that *river* is a two-syllable word. Pronounce it for the children as they read.

## Reading the Story

Read the story aloud while the children listen. Then read it again and have them follow along in their books. Point out the exclamation points on page 1, and read the two sentences with emphasis. Explain that the exclamation points tell you to read that way. Tell the children to watch for more exclamation points as they read. Ask some main idea and detail questions, such as "Why didn't Dad know the ants were crawling on him? [He was asleep and he didn't see them.] Why did the kids get red? [They were in the sun too long and got sunburned.]

## Phonics Fun

Print short vowel words that were used in the Early Phonics Readers on individual word cards. There should be at least four words for each vowel. Place the cards face down on a table, and play a game of "Go Fish." The object of the game is to make a "book" of four words with the same vowel sound. When a player has a book, he or she says the four words on the cards and lays them face up on the table. The game ends when all the cards on the center pile are gone.

# Sight Words

The following 36 sight, or high frequency, words occur regularly throughout the **Early Phonics Readers**. While most of the words in the stories are decodable, some high frequency words are essential, and they are often familiar to the students. You may want to use this list for an informal check of students' knowledge of the high frequency words if they are going to read the stories independently.

1	a	19	of
2	all	20	on
3	and	21	one
4	are	22	out
5	by	23	see
6	down	24	she
7	for	25	so
8	go	26	the
9	has	27	they
10	have	28	to
11	he	29	too
12	her	30	two
13	his	31	want
14	I	32	was
15	is	33	what
16	me	34	who
17	my	35	will
18	no	36	with