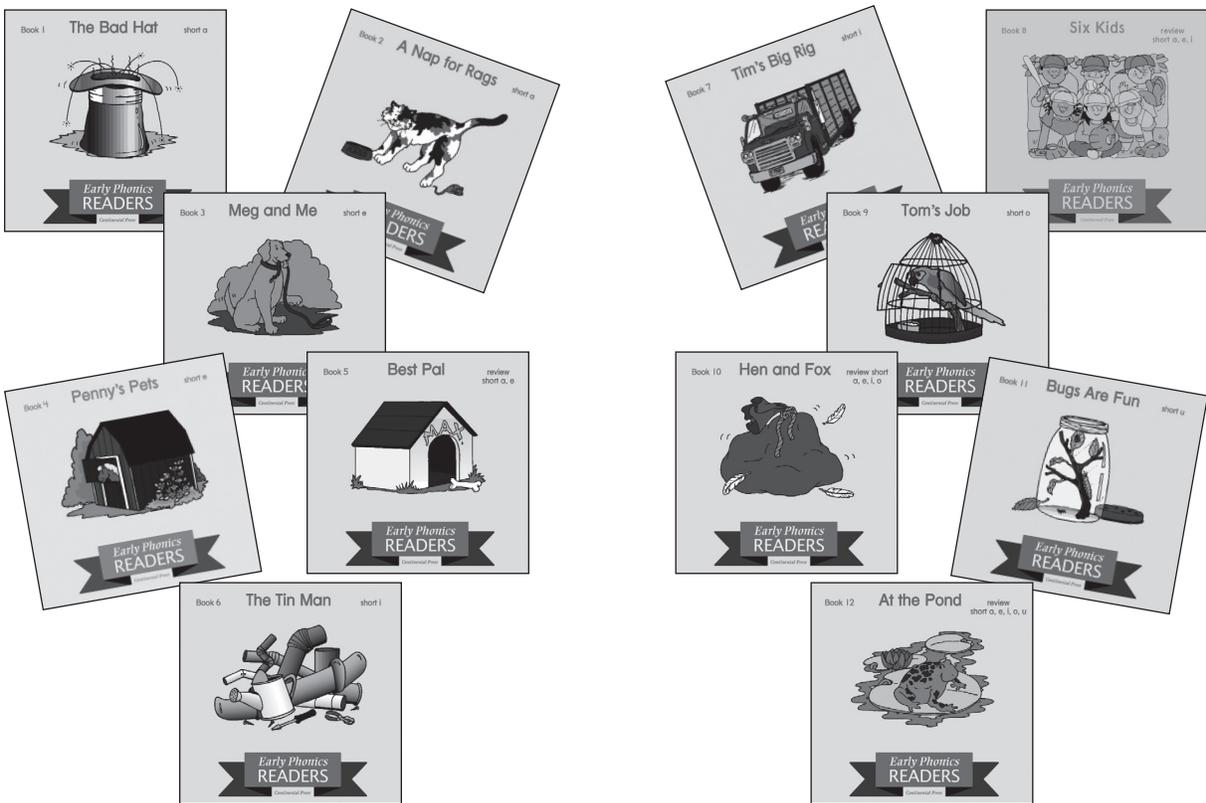


# Early Phonics READERS

## Short Vowels • Set One

### Teacher's Guide



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# Early Phonics READERS

## Short Vowels • Set One

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## Using Early Phonics Readers in the Classroom

**Early Phonics Readers** provide the link between reading instruction and independent reading of new books. After children have been introduced to a particular sound-letter relationship, they can practice their new skills with **Early Phonics Readers**.

You may want to start by reading the book aloud to the children. Some children will be able to read these little books independently very soon. Others may need more help or encouragement. They can listen and follow the text while an adult reads the story, or read with a partner. Once children are comfortable and confident reading the books, they might take them home to read with parents and siblings.

Teacher's aides and classroom volunteers will find clear, concise help in this guide so that they can work with the children confidently.

With minimal preparation, **Early Phonics Readers** can be used for direct instruction in small groups. The lessons can also be of help when working with struggling readers.

Word lists are conveniently organized to help teachers identify the target sound words, sight words, review words, and special story words. You can use the list of sight words on page 15 to check and reinforce children's knowledge of high frequency words.

- **Introducing the Story** highlights key concepts and background information that can be introduced before the reading.
- **Decodable Words** offers activities to reinforce phonemic awareness and phonics.
- **Other Words** highlights sight, or high frequency, words (see list on page 15) and story words that may not be decodable for all children.
- **Reading the Story** suggests ways to vary the reading and options for rereading.
- **Phonics Fun** activities provide another opportunity to focus on the target sound-letter relationship.

# The Bad Hat Set 1, Book 1, short a

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

🦇 *Bats, rats, and cats come out of a magician's hat. He gets angry and throws the hat in the trash.*



## Introducing the Story

Many children may not have seen magic shows or magicians. Discuss the background and setting of this story. It looks like it could be taking place in a circus tent. Talk about the different kinds of magic tricks that a magician might do and the equipment that may be used, such as a wand. What kinds of things might a magician attempt to pull out of a hat? [a rabbit, doves, or scarves] Have children look at the pictures in the book and tell what this magician actually pulls out of his hat. [bats, rats, and cats] Point out the expressions on the magician's face, which range from happy to surprised to angry. Ask children to listen as you read the story aloud to find out why the magician may be feeling this way.

## Decodable Words

Show the children a 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 *h* for *c*. Help children say the sounds, and then blend them to say the word *hat*. Use the same method to practice segmenting and blending words such as *bat*, *rat*, *can*, and *man*. Then write the **short a** words on the board, and have children find them in the back of their books. Read the words together, explaining the usage and meaning of any unfamiliar words such as *flap* and *jams*.

## 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 know *in* as a phonogram.

## 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, children can take turns reading the story a page at a time.

## Phonics Fun

Let children use their pencils as "wands." Ask them to tap their desk when you say two words that rhyme. Use the **short a** words list, omitting the *s* endings. Rhyming words are *man*, *ran*, *can*/ *hat*, *bat*, *rat*, *cat*/ *mad*, *bad*. Have children suggest other words that rhyme with the above lists.

## Sound Words

### short a

man  
has  
black  
hat  
taps  
bats  
flap  
mad  
bad  
rats  
ran  
cats  
jams  
can

## Sight Words

the  
a  
out  
is  
what  
in



# A Nap for Rags Set 1, Book 2, short a

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

➤ *Rags the cat wants to take a nap. He gets chased out of every place where he tries to snooze. Finally he finds a cozy lap.*

## Sound Words

short a

Rags

nap

can

cap

scat

cat

bag

hat

pan

van

lap

## Sight Words

wants

to

in

the

no

my

## Story Word

yes

## Introducing the Story

Discuss cats as pets and their habits, including napping. Ask children who have cats if they have ever found their cat napping in any unusual places. Have the children look at the pictures in the story and tell where the cat is (the setting) in each picture. Explain the ranch and cowboy setting on page 4, which may be unfamiliar to some children. Read the story aloud the first time. Ask children to follow along, tracking each word as you read it.

## Decodable Words

Review the **short a** sound. Write the **short a** words on the board and have children find them in the back of their books. Read the words together. Explain that *Rags* is the name of the cat. Point out the consonant cluster *sc* at the beginning of *scat*, and explain that *scat* is a word that some people would say to a cat to mean “go away.” Use letter cards to make and blend any words that seem to present difficulty.

## Other Words

Check children’s knowledge of the sight words. If they know the word *want*, have them add *s* to make *wants*. The words *in* and *yes* are decodable if children know the **short i** and **short e** sounds.

## Reading the Story

Read the story aloud again, skipping the last word in each of the first sentences on each page. 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

1. Sing this rhyme to the tune of “Mary Had a Little Lamb.”

Rags was such a sleepy cat, sleepy cat, sleepy cat,  
He found a place to take a nap, in a cozy lap.

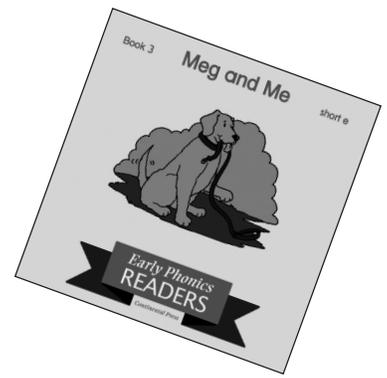
2. Substitute vowel sounds in these sentences as you retell the story.

Have children say the correct word, substituting the **short a** sound. The cat’s name was Rags. He wanted to take a nip. First he got chased out of a cup. Then he tried to nap in a bug. The cowboy told him to scat out of his hut. Then he tried to sleep in a garbage con. In the kitchen he almost fell asleep in a pen. After being chased out of a van, Rags took a nap on a girl’s lip.

# Meg and Me Set 1, Book 3, short e

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

🚗 A dog named Meg breaks a leg. She is taken to the vet, and a splint is put on it. With rest, Meg's leg will heal.



## Introducing the Story

Discuss dogs as pets and the care that they need. Talk about taking a dog to the vet and for what reasons that may be necessary. Discuss setting a broken leg with a splint, referring to the pictures on pages 6 and 7. Read the story aloud, asking children to listen to find out why Meg had to go to the vet.

## Decodable Words

Introduce the **short e** sound by showing a picture of an elephant. Have the children say “elephant” as you check their pronunciation of the **short e** sound. Write the **short e** words on the board, and have children find them in the back of their books. Read the words together. There are consonant clusters at the beginning of *steps* and at the end of *bent*, *went*, *help*, and *rest*. There are also verb inflection endings *s* in *helps* and *sets*, plural ending *s* in *steps*, and possessive *'s* in *Meg's*. If children seem to have difficulty with any of the words (*vet*, for example), have them say the word. Ask, “How many sounds do you hear in *vet*? Let's count them.” Have children segment the sounds, /v/, /e/, /t/. Then have them blend the sounds and say the word *vet*. Use individual letter cards to show the word *vet*. Substitute *p* for *v*. Help children say the sounds, then blend them to say the word *pet*. Use this same method to practice segmenting and blending words such as *get*, *let*, *set*.

## Other Words

Check children's knowledge of the sight words. The word *must* will be decodable for children who know the **short u** sound.

## 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, children can take turns reading the story a page at a time.

## Phonics Fun

This word game reviews the story and teaches the children to listen for rhyming words with the **short e** sound. Say the following sentences, and have children tell you which words rhyme. Rhyming words are underlined. Meg the dog had a broken leg. Let's get set to take the pet to the vet. Her leg was bent, that's why we went to the vet. I'm sorry she fell, but she will soon be well.

## Sound Words

### short e

Meg  
pet  
fell  
steps  
leg  
bent  
get  
help  
went  
vet  
helps  
sets  
let  
rest  
yes  
Meg's  
well

## Sight Words

is  
my  
down  
the  
her  
must  
to  
will



# Penny's Pets Set 1, Book 4, short e

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

➡ A girl named Penny has many pets—a turtle, spider, horse, dog, hens, and a pig. Ben gets introduced to all of them.

## Sound Words

### short e

Ben  
met  
pets  
shell  
web  
left  
shed  
gets  
bed  
ten  
hens  
nests  
fed  
wet  
pet  
pen

## Sight Words

my  
one  
in  
a  
the  
all

## Story Words

live  
lives  
just

## Introducing the Story

Have the children look at the pictures in this book and tell where they think this story takes place. Some children may not be familiar with life on a farm. Discuss the various animals that might live on a farm, such as horses, cows, pigs, and chickens. These animals are usually kept outdoors in a pen or shed. Why would a pig be a “wet pet?” [because it is in the mud] A few indoor animals are mentioned—the turtle in its shell and the dog who sleeps on the bed. As you read the story aloud, have children listen for the name of each animal and where it is kept.

## Decodable Words

Review the **short e** sound by using the dog's name *Meg* and the girl's name *Penny*. Write the **short e** words on the board, and have the children find them in the back of their books. Read the words together. Help them with the consonant digraph *sh* in *shell* and *shed* if they are not familiar with it. Ask them which words tell where animals live. [*shell, web, shed, nests, pen*] Note the *s* endings in *pets, gets, hens, and nests*. Use letter cards to make and blend *shed, shell*, and any other words that may be unfamiliar.

## Other Words

Check children's knowledge of the sight words. *Live* and *lives* will be decodable for children who know the **short i** sound, and *just* will be decodable if they know the **short u** sound.

## Reading the Story

Have children read the story aloud together, tracking each word. Ask questions to check their understanding of the story. Then have them read the story in small groups.

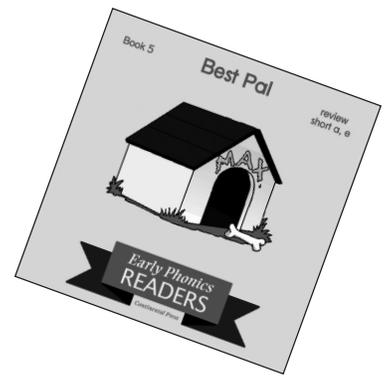
## Phonics Fun

1. Say the names or show pictures of the animals in the story. Have children name the **short e** word that tells where that animal lives or sleeps. This can be done orally or with word cards. [turtle—*shell*, spider—*web*, horse—*shed*, hens—*nests*, pig—*pen*, dog—*bed*]
2. Say these rhymes, and ask children to fill in the missing word: Ben saw ten hens in a \_\_\_\_ (pen). The pig that he met was a very wet \_\_\_\_ (pet). Some pets are fed in the \_\_\_\_ (shed), but the dog gets to sleep in my \_\_\_\_ (bed).

# 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 hairy 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; steals a ham; 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 an elephant. 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  
ham

### short e

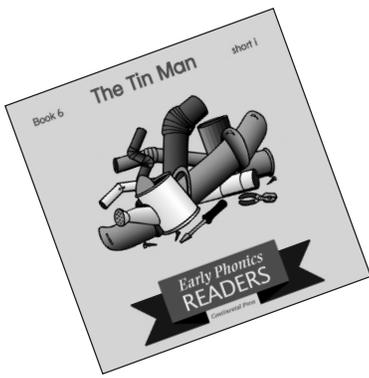
best  
gets  
mess  
Beth  
wet  
Ken  
fell  
helps

## Sight Words

is  
my  
in  
what  
a  
the

## Story Word

Mom



# The Tin Man Set 1, Book 6, short i

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

 *Kim makes a tin man to do her work for her. This robot develops a mind of its own however. When it sees her relaxing in the shade, it decides to take her place. So Kim has to go back to work.*

## Sound Words

### short i

Kim

fix

things

tin

will

dig

lift

fill

sits

hill

sips

licks

## Sight Words

a

the

on

## Review Word

man

## Story Words

must

makes

not

oh

## Introducing the Story

All children can probably identify with wishing that something or someone would do their chores for them. They may also identify with having an imaginary friend. The tin man is like a robot, but a robot could not do the kinds of things that the tin man does in this story. Help the children distinguish between fact and fiction. This story is purely imaginary. Have the children look at the pictures and tell what the tin man is made of. [scraps of tin, a watering can] Ask the children to listen for what the tin man does as you read the story aloud.

## Decodable Words

Introduce the **short i** sound by showing a picture of an igloo. Have children say the picture name and pronounce the **short i** sound. Write the **short i** words on the board, and have children find them in the back of their books. Point out the consonant digraph in *things* and help children with this word. Also note the *s* endings in *sits*, *sips*, and *licks*. If any of the words present difficulty (*sips*, for example), have children say the word. Ask, "How many sounds do you hear in *sips*? Let's count them." Have children segment the sounds, /s/, /i/, /p/, /s/. Then have them blend the sounds and say the word. Use this same method to segment and blend other **short i** words that children need to practice.

## Other Words

Check the children's knowledge of sight words. *Must*, *man*, and *not* should be decodable if children know the **short u**, **short a**, and **short o** sounds. *Make(s)* and *oh* are new words. Explain to the children that *oh* is an expression of surprise.

## Reading the Story

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

## Phonics Fun

Substitute vowel sounds in these sentences as you retell the story. Have children say the correct word, substituting the **short i** sound. Kim has to fax things, so she makes a tan man. The ten man will dig, left, and fall. Kim sets on a hall.

# Tim's Big Rig Set 1, Book 7, short i

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

🚚 *Tim's dog King likes to ride with him in his truck. King hides in the truck and surprises Tim with a big lick, which makes Tim unhappy. Then the truck narrowly avoids an accident. This time King's licks are welcome.*



## Introducing the Story

Ask the children if they know anyone who is a truck driver. Discuss the terminology [rig] and the kinds of things a truck driver may haul. Talk about the importance of driving carefully and safely in the job that truck drivers do. Read the story aloud as the children follow along in their books, tracking the words as you read them.

## Decodable Words

Review the **short i** sound by writing the name *Tim* on the board. Have children say *Tim*, noting the **short i** sound. Write the other **short i** words on the board. Have the children find them in the back of their books, and read them together. Add 's to *Tim*, noting the possessive form. Explain that the dog's name is *King*. Note the verb inflection ending *s* at the end of *fills*, *licks*, and *hits*. Other words that may be challenging are those that have consonant blends or digraphs [*this*, *trip*, *licks*, *fish*, *spill*.] You may want to use letter cards to make and blend these words.

## Other Words

Check children's knowledge of the sight words. *Take* and *no* are new words. *Not* and *yes* will be decodable for children who know the **short o** and **short e** sounds. These words have also been used in previous stories. Explain that *too* means the same as also.

## Reading the Story

Have children read the story aloud with you the second time. Then let them take turns reading the story a page at a time. After the second reading, ask why Tim didn't like King licking him the first time. [It was too distracting, he had to pay attention to his driving.] Then ask why Tim said "yes" to King's licks the second time. [He was glad to be safe.]

## Phonics Fun

Have the children pretend that they are truck drivers, making the arm motion for blowing the horn. Use the **short vowel** words from Books 6 and 7. Find rhyming pairs. Tell the children to "blow their horns" if the **short i** words that you say rhyme, and to be quiet if they do not rhyme. Some rhyming words: *big*, *rig*, *dig*/ *fill*, *will*, *hill*, *spill*/ *hid*, *did*/ *trip*, *tip*, *sip*/ *in*, *tin*/ *King*, *thing*/ and *hits*, *sits*.

## Sound Words

### short i

this  
is  
Tim('s)  
rig  
King  
in  
fills  
hid  
will  
trip  
licks  
hits  
big  
hill  
tip  
did  
fish  
spill

## Sight Words

the  
too  
a  
no

## Review Words

not  
yes

Story Word  
take



# Six Kids Set 1, Book 8, short a, e, i

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

➡ *Six children 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 at  
and fast  
have can't  
bat tag  
Pat crack  
has van  
bags

### short e

Ed get(s)  
Beth set  
next wet

### short i

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

## Sight Words

a  
to  
he  
the  
boys  
too

## Introducing the Story

Discuss the background and setting of a baseball game. Talk about the coach, teams, players, rules of the game, and how points are scored. Find out whether all the children have seen a baseball game, live or on TV. Have the children look at the pictures and tell what is happening on each page. Read the story aloud as children follow along.

## Decodable Words

Review the **short a, e, and i** sounds, using the pictures that were used to represent each sound. Have children read the short vowel words, as you write them on the board, or from the back of their books. Explain the usage of words like *pitch* on page 3, *tag* on page 5, and *set* on page 7. Point out the plural endings in *mitts* and *kids*, and the verb inflection endings in *hits* and *gets*. Use the letter cards to make and blend any words that need to be reviewed.

## Other Words

Check children's knowledge of the sight words. *Boys* should be decodable as the plural of *boy*. Explain that *too* means the same as *also*. You may also wish to explain that *Crack!* is used to express a sound—of a bat hitting a ball or of a thunderstorm.

## Reading the Story

Read the story aloud again, skipping one of the short vowel words on each page. Pause to let children say the missing word. Then have children read the story aloud in small groups. Ask appropriate questions to determine their understanding of the story and the order of events.

## Phonics Fun

Divide the children into three teams—the Rams, the Jets, and the Kings. Have each team stand in a circle, and give each team a ball. Tell them that when they hear a word with the same short vowel sound as their team name, they should pass the ball to the next person on their team. Use short vowel words from this book and previous books. The goal of this game is to listen carefully to the vowel sounds in words and to have fun. There are no “winners” or “losers.”

# Tom's Job Set 1, Book 9, short o

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

🚧 Tom has to take care of his parrot, Polly. The mischievous parrot tries to eat a box of crackers, then flies to the window and almost escapes. Tom catches her just in time.



## Introducing the Story

Ask the children whether any of them have birds for pets. Talk about the characteristics of a parrot. Discuss what is needed to take care of a bird, including things like providing food and water, and cleaning the cage. Ask children what might happen if the cage door is left open and the bird flies out of its cage. Read the story aloud as children listen to find out what happens with Tom and Polly.

## Decodable Words

Introduce the **short o** sound by showing a box. Have the children say *box* 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. Tell the children that the parrot's name *Polly* has two parts, or syllables. Show them how to clap out the syllables. Point out the consonant blends *dr*, *st*, and *sp* at the beginning of *drops*, *stops*, and *spots*, and the verb inflection ending *s*.

## Other Words

Check children's knowledge of the sight words. The word *up* will be decodable for children who know the **short u** sound. *Food* and *work* have irregular vowel patterns. You may want to make picture cards to illustrate these words.

## Reading the Story

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

## Phonics Fun

Write the word *hop* on the board. Give children a few minutes to practice hopping on one foot. Tell the children that when they hear *hop* or a word that rhymes with *hop*, they should hop on one foot. Then say the following rhyme:

Polly was a parrot who could hop, hop, hop.  
When she ate her food it would drop, drop, drop.  
Tom cleaned it up with a mop, mop, mop,  
Then he said, "Polly, won't you stop, stop, stop."

## Sound Words

### short o

Tom  
job  
Polly  
lot  
drops  
mops  
got  
box  
stops  
hot  
hops  
top  
spots

## Sight Words

has  
a  
is  
of  
up  
her  
what

## Story Words

work  
food



# Hen and Fox Set 1, Book 10, short a, e, i, o

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

🚧 *A fox catches a hen for dinner. While he sleeps, the hen escapes, putting a rock in her place in the bag.*

## Sound Words

### short a

has  
plan  
nabs  
bag  
mad

### short e

Hen  
bed  
get

### short i

in  
his  
is  
will  
it

### short o

Fox  
pot  
log  
hot  
not  
rock

## Sight Words

wants  
he  
her  
by  
a  
the  
she  
out

## Story Word

poor

## Introducing the Story

Have the children look at the pictures in the book. Talk about the animals and the setting of the story. Most of it takes place in the fox's house, which looks like a cave. Discuss the size of a fox (about the size of a small dog) and the fact that they eat smaller animals, such as chickens. As children look at the picture on page 2, ask them what they think the fox is planning to do. Help the children distinguish between make-believe and reality, in that a fox would not boil water to cook a hen or catch it in a bag. Have the children predict the ending of the story before they look at the picture on page 8. Read the story aloud as children follow along, tracking the words.

## Decodable Words

Review the **short a, e, i, and o** sounds, using the pictures that were used to represent each sound. Have children read the short vowel words as you write them on the board, or from the back of their books. Explain the use of the word *nabs* on page 3. Use letter cards to blend any words that need to be reviewed.

## Other Words

Note the inflectional *s* ending in *wants*. *Out* and *poor* are new words. Use these words in sentences, and help children with them if they present difficulty.

## Reading the Story

Read the story aloud again, skipping one of the short vowel words on each page. Pause to let children say the missing word. Then have children read the story aloud in pairs. Ask appropriate questions to determine their understanding of the story and the order of events.

## Phonics Fun

Make word cards for each of the sound words. Choose a picture to represent each short vowel sound, and put the pictures on the board or lay them out on a table. As each sound word is pronounced, ask children to listen for the short vowel sound they hear and tell which picture has the same vowel sound. Then let them take turns placing the word card with the picture. As children look at the word card, they can see whether their answers are correct.

# Bugs Are Fun Set 1, Book 11, short u

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

➤ Boy, girl, and dog have a good time as they discover all kinds of flying, creeping, crawling insects.



## Introducing the Story

As children look at the pictures in the book, talk about different kinds of insects and their characteristics. The pictures show caterpillars, butterflies, beetles, ants, fleas, ladybugs, sow bugs, a dragonfly, a praying mantis, and a grasshopper. If possible, go outside and find some of these insects. As children look at page 1, have them identify the characters. The girl is speaking. The boy's name is Kum, and the dog's name is Lucky. As you read the story aloud, ask children to listen for the different things that bugs do.

## Decodable Words

Show the children a picture of the sun. Say the word *sun*, and have children repeat it. Ask, "How many sounds do you hear in *sun*? Let's count them." Have children segment the sounds, /s/, /u/, /n/. Then have them blend the sounds and say the word *sun*. Use individual letter cards to show the word *sun*. Substitute *r* for *s*. Help children segment the sounds, then blend them to say the word *run*. Write the **short u** words on the board, and have children find them in the back of their books. Read the words together, noting the plural forms in *bugs* and *buds*, and the consonant digraphs in *shut* and *much*. Have children clap out the two syllables in *Lucky*. Use letter cards to make and blend any words that seem to present difficulty.

## Other Words

Check children's knowledge of the sight words. Most of these are review words from previous books. *Helps* and *legs* will be decodable as review of the **short e** sound.

## 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, children can take turns reading the story a page at a time.

## Phonics Fun

Think of clues for each of the **short u** words. For example, you might say, "I'm thinking of the boy's name." Children would answer *Kum*. "I'm thinking of something that shines in the sky during the day." [*sun*] "I'm thinking of a word that rhymes with *sun*." [*run, fun*] As children become proficient, they can give some clues. Actions can be done as clues for some of the verbs, such as *jump, run, shut, and rub*.

## Sound Words

### short u

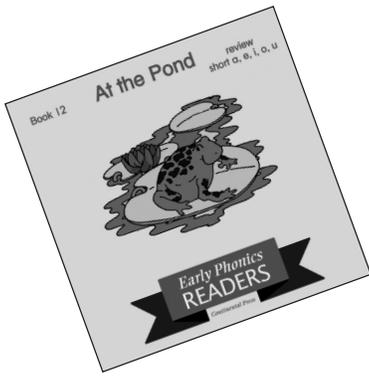
Kum  
hunt  
bugs  
Lucky  
us  
mud  
buds  
cup  
jump  
up  
run  
sun  
shut  
rub  
much  
fun

## Sight Words

and  
I  
are  
in  
the  
a  
so

## Review Words

ball  
helps  
legs



# At the Pond Set 1, Book 12, short vowels

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

➤ *Peg and Sam go fishing. Their adventures include finding a frog and catching a fish, as Sam tumbles into the mud. After all the heat and action, it's time to sit on a log and rest.*

## Sound Words

**short a**

and  
Sam  
mad

**short e**

Peg  
get  
net  
rest

**short i**

it  
is  
dig  
fish  
bit  
in

**short o**

pond  
frog  
box  
hot

**short u**

run  
jumps  
fun  
mud  
rubs  
bump  
sun

## Sight Words

to  
the  
oh  
a

## Introducing the Story

Discuss the background and setting of fishing in a pond. Talk about the preparation and equipment that is necessary. [fishing poles, net, a can of worms for bait, and an ice chest to keep the fish cold] Ask children to share any fishing experiences they have had. Discuss other forms of life and scenery around a pond. As children look at the pictures in the book, have them tell what is happening on each page. Read the story aloud as children follow, tracking the words.

## Decodable Words

Review all of the short vowel sounds using the pictures that were previously used to represent each sound. Have children read the short vowel words as you write them on the board, or from the back of their books. Since this is a review, most of the words should be familiar and decodable. Use letter cards to make and blend any words that need to be reviewed.

## Other Words

The sight words are review words that have been used in previous books. You may want to take this opportunity to review all of the sight words that have been used in this series. They can be written on cards, or individual students could read the list of words on page 15 of the guide.

## Reading the Story

Read the story aloud again, skipping one or two of the short vowel words on each page. Pause to let children say the missing words. Then have children read the story aloud in small groups. Ask appropriate questions to determine their understanding of the story and the order of events.

## Phonics Fun

Print short vowel words that were used in the books in this set 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 says the four words on his 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 35 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 one  |
| 3 and   | 21 out  |
| 4 are   | 22 see  |
| 5 by    | 23 she  |
| 6 down  | 24 so   |
| 7 for   | 25 the  |
| 8 go    | 26 they |
| 9 has   | 27 to   |
| 10 have | 28 too  |
| 11 he   | 29 two  |
| 12 her  | 30 want |
| 13 his  | 31 was  |
| 14 I    | 32 what |
| 15 is   | 33 who  |
| 16 me   | 34 will |
| 17 my   | 35 with |
| 18 no   |         |

# *Early Phonics* **READERS**

## **Short Vowels • Set One**

|         |  |
|---------|--|
| Book 1  | The Bad Hat (short a)                    |
| Book 2  | A Nap for Rags (short a)                 |
| Book 3  | Meg and Me (short e)                     |
| Book 4  | Penny's Pets (short e)                   |
| Book 5  | Best Pal (review short a, e)             |
| Book 6  | The Tin Man (short i)                    |
| Book 7  | Tim's Big Rig (short i)                  |
| Book 8  | Six Kids (review short a, e, i)          |
| Book 9  | Tom's Job (short o)                      |
| Book 10 | Hen and Fox (review short a, e, i, o)    |
| Book 11 | Bugs Are Fun (short u)                   |
| Book 12 | At the Pond (review short a, e, i, o, u) |



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