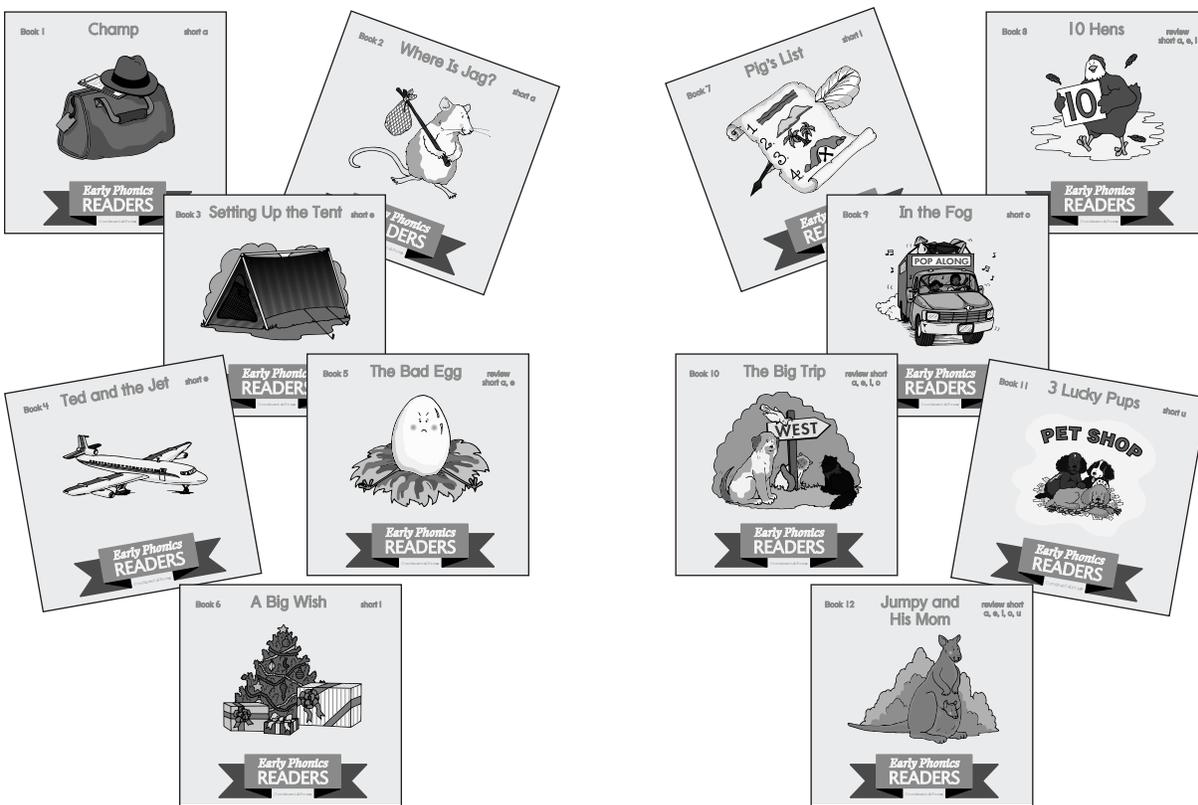


Early Phonics READERS

Short Vowels • Set Two

Teacher's Guide



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Early Phonics READERS

Short Vowels • Set Two

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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.

Champ Set 2, Book 1, short a

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

🚗 A cat named Champ jumps into an open suitcase to take a nap. A man grabs the bag and runs for a taxi. He gets a big surprise when the bag starts moving. Then he gets upset as he “lets the cat out of the bag.”



Introducing the Story

As children look at the cover of the book, ask them to guess who this bag belongs to and where the person is going. Have the children look at the first two pictures where Champ, the cat, is getting into the bag. On page 3, ask why the man looks like he is in a hurry. [He needs to catch the taxi in order to get to the airport in time.] Point out that *cab* is another word for taxi. Tell them that the man gets a surprise, and have them predict what the surprise will be. Read the story aloud as children listen to find out what will happen to Champ.

Decodable Words

Introduce the **short a** sound by showing a picture of a cat. Have children say the picture name and pronounce the **short a** sound. Then write the **short a** words on the board, and have children find them in the back of their books. Read the words together, noting the initial consonant blends and digraphs (*gr* in *grass* and *grab*, *ch* in *Champ*, and *th* in *that*). If children seem to have difficulty with any of the words (*grab*, for example), have them say the word. Ask, “How many sounds do you hear in *grab*? Let’s count them.” Have children segment the sounds, /g/, /r/, /a/, /b/. Then have them blend the sounds and say the word *grab*. Use individual letter cards to show the word *grab*. Substitute *ss* for final *b*, and tell children that these two letters make one sound, /s/. Help them say the sounds, then blend them to say the word *grass*. Use this same method to segment and blend other **short a** words that children need to practice.

Other Words

Check children’s knowledge of the sight words. If children know other short vowel sounds or phonograms, words such as *in*, *must*, *his*, and *is* will be decodable.

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

Make word cards for the following rhyming words, and put them in a bag: *cat*, *sat*, *hat*, *that*/ *ran*, *can*, *man*/ *mad*, *bad*, *had*/ *nap*, *lap*. Children take turns drawing a word card from the bag. They say the word, and place it under another word that rhymes with that word. When all the words are out of the bag, there should be four lists of rhyming words, as above.

Sound Words

short a

Champ
sat
grass
ran
bag
can
nap
man
grab
hat
cab
had
lap
that
cat
mad
bad

Sight Words

in
the
to
he
go
for
a
his
what
is

Story Word

must



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
has
Jag
can
hand
bath
class
snack
van
ran
fast
sad
ask
back
glad

Sight Words

with
in
her
a
is
go
for

Story Words

fun
eat

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

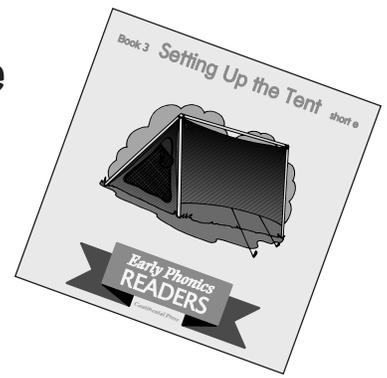
Read the story again, skipping the last word in each sentence. Pause to let children say the missing words. Then have the children read the story to each other in pairs. Ask questions to check their understanding of the story and the order of events.

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!

Setting Up the Tent Set 2, Book 3, short e



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

Three girls are planning to sleep outside in a tent. They test everything to see that the tent is set up safely. By the light of a flashlight, they tell scary stories before bedtime.

Introducing the Story

Ask the children whether any of them have ever slept outdoors in a tent, and let them share their experiences. Discuss camping equipment such as tents, nets, sleeping bags, and lanterns. Let children look at the pictures in the book. On page 2, ask why the girls are smelling the tent. [A tent can have a bad smell if it gets wet and is not aired out properly.] Why are they bending and testing the tent poles? [They want to be sure that the poles are flexible, that they will not come apart, and that they will hold up the tent.] As children look at the picture on page 8, talk about shadows and their effect as the girl is telling a scary story. Then read the story aloud, as children listen.

Decodable Words

Show the children a picture of a tent. Say the word *tent*, and have children repeat it. Ask, "How many sounds do you hear in *tent*? Let's count them." Have children segment the sounds, /t/, /e/, /n/, /t/. Then have them blend the sounds and say the word *tent*. Use individual letter cards to show the word *tent*. Take out the *t*, and change the order of the letters to make *net*. Help children say the sounds, then have them blend them and say the word *net*. Use the same method to practice segmenting and blending other **short e** words. Write the **short e** words on the board, and have children find them in the back of their books. Read the words together. Note the contraction *let's*.

Other Words

Check children's knowledge of the sight words. Words like *it*, *in*, and *up* will be decodable if children know other short vowel sounds. *Does* is a new sight word to add to the list.

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, you may want to divide into small groups to reread the story and discuss it.

Phonics Fun

Word Hunt—To reinforce the **short e** sound, write the sound words on cards and hide them around the room. As children find them, they hold up the cards and say the words one at a time. Have them say the **short e** sound after each word is pronounced.

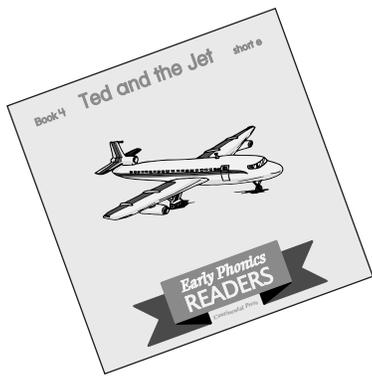
Sound Words

short e

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

Sight Words

the
does
it
me
up
I
in
on
go
to



Ted and the Jet Set 2, Book 4, short e

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

 *Ted and Ned get a guided tour of a jet, from cockpit to tail. Then they wave good-bye to the pilot as the jet takes off.*

Sound Words

short e

Ted
jet
men
went
steps
tell
Ned
met
let
them
get
end
left
then

Sight Words

see
the
up
to
and
in

Review Word

can

Introducing the Story

Ask the children if any of them have ever taken a trip on a jet or visited an airport. Children who have never done this have probably seen airports and planes on television. Discuss things to see at an airport, including the terminal, runway, and baggage compartment of the jet. Talk about the inside of the jet, from cockpit to tail. Also discuss the roles and duties of the crew members, the pilots and flight attendants. As children look at the pictures in the book, use the pictures as a springboard for discussion. Read the story aloud as children listen and follow in their books.

Decodable Words

Review the **short e** sound by using the boys' names, *Ted* and *Ned*. Write the sound words on the board, and have children find them in the back of their books. Read the words together. Some children may need help with the consonant digraph *th* in *them* and *then*. Note the plural ending in *steps*. Use letter cards to make and blend any unfamiliar words.

Other Words

Check the children's knowledge of the sight words. *Can* is a review word with the **short a** sound. *Up* will be decodable for children who 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 let them read the story to each other in pairs.

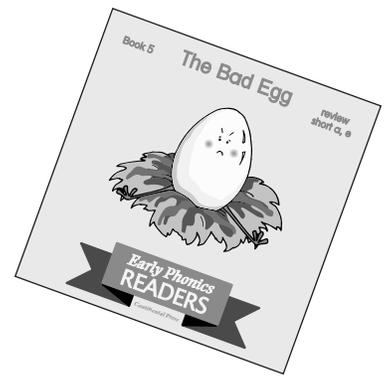
Phonics Fun

Have the children look at page 8, where Ted and Ned are waving good-bye to the jet. Put a picture of a jet in a place where all the children can see it. Say the **short e** sound, and tell the children that when you say a word that has the **short e** sound like *jet*, they should wave a hand like Ted and Ned are doing in the picture. Use words from the word lists in this book and the previous three books in the set.

The Bad Egg Set 2, Book 5, short a, e

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

🚧 This is a make-believe tale of the misadventures of a duck egg that runs away from the nest. It almost gets eaten by a man and a cat. Upon its safe return to the nest, the “bad egg” is sent to bed.



Introducing the Story

Ask the children whether any of them have seen a nest of duck eggs. Tell them that ducks' eggs are about the same size as eggs from a chicken. As children look at the pictures in this book, help them distinguish between fact and fiction. Most children will probably realize that an egg cannot grow legs and run away from the nest and that ducks can't talk. But they will enjoy the story as a make-believe tale. Read the story aloud the first time as children listen and follow in their books, tracking the words as you read them.

Decodable Words

Review the **short a** and **short e** sounds using pictures. Write the **short a** words on the board. Have children find them in the back of their books and read them together. Do the same with the **short e** words. As children say the duck's name *Nelly*, have them clap out the two syllables. Explain that *jam* is used in this story as another word for trouble. Note the plural of *egg*, adding *s* to make *eggs*. If any of the words present difficulty, use letter cards to make and blend them.

Other Words

Check children's knowledge of the sight words. Note the difference between *on* and *one*, and add these new sight words to the list. *Away* is also a new sight word in this series. *Yum* is decodable if children know the **short u** sound. Explain that this word is used to describe something tasty and good to eat.

Reading the Story

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

Phonics Fun

Write *cat* and *nest* 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 *cat* or the **short e** sound like *nest*. 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

sat
had
bad
ran
cat
ham
and
jam
man

short e

Nelly
nest
egg
met
get
went
sent
bed

Sight Words

on
the
her
one
was
away
a
in
he
to

Story Word

yum



A Big Wish Set 2, Book 6, short i

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

🚗 *The holidays are coming, and three children are making their wish lists. Jimmy wants a fish tank, Jill wants a pink bike, and Linny wants a kitten. Happily, their wishes all come true on Christmas morning.*

Sound Words

short i

Jimmy
wish
it
is
big
will
his
Jill
Linny
fish
grin
pink
kitten

Sight Words

a
too
her
what

Review Words

get
gets
yes

Story Word

makes

Introducing the Story

You may want to read this story near the holiday season, and have a discussion about what the children have on their “wish lists.” As children look at the pictures in their books, have them tell what is happening on each page. Explain the “picture balloons,” which show what the children are thinking. Have children predict whether the children’s wishes will come true, and check whether their predictions were correct. This book portrays the Christmas holiday and customs. If there are children from different backgrounds in your class, you may want to discuss other holiday celebrations.

Decodable Words

Introduce the **short i** sound by showing a picture of a fish. Have the children say the word and pronounce the sound. Write the **short i** words on the board, and have children find them in the back of their books. Point out the names of the children in the story, *Jimmy*, *Jill*, and *Linny*. Have children clap out the two syllables in *Jimmy*, *Linny*, and *kitten*. Words such as *wish*, *fish*, *grin*, and *pink* also contain consonant blends and digraphs. Use letter cards to make and blend any words that seem to be challenging.

Other Words

Check the children’s knowledge of the sight words. *Yes*, *get*, and *gets* should be decodable because the **short e** sound has already been presented. *What* and *makes* are new words. Explain that *too* is another word for ‘also.’

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 asking appropriate questions, have the children 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. “Each of the children has a bug wash. A tank of fash is what Jammy wants. Jell wants a bike, and Lenny wants a katten. Well the kids get their wash? Jammy got his fash. Jell got a punk bike. And Lenny had a bag gran when she got her katten.”

Pig's List Set 2, Book 7, short i

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

Big Wig and Zippy are pirates who find Pig's treasure map hidden behind a brick. After a massive hunt and dig, their efforts yield only an old chest full of trash.



Introducing the Story

To enjoy this story, children will need some background about pirates, maps, and treasure chests. The list is also a map, shown on the cover of the book. Spend some time examining and explaining this map before children open the book. The pictures on the map show that after crossing a river and mountains, near some palm trees, an X marks the spot where the treasure is hidden in a cave. Have children look at the pictures in the book before reading it. Explain what is happening on each page, and allow children to talk about it, putting it into their own words. Usually pirates expect to find gold, jewels, and valuables in a treasure chest. On page 8, children will see that the chest was full of old fish and tin cans, and that is why Big Wig and Zippy are upset. Read the story aloud as children follow along, tracking the words in their books.

Decodable Words

Review the **short i** sound by writing the names of the characters on the board—*Pig*, *Big Wig*, and *Zippy*. Have children clap out the two syllables in *Zippy*. Words that contain consonant blends and digraphs, such as *list*, *brick*, *think*, *slip*, and *plink* may be difficult for some children. You may want to use letter cards to make and blend these words. Explain that *plink* is a word that describes the sound that was made when the metal shovel hit the treasure chest.

Other Words

Check children's knowledge of the sight words. *An*, *and*, and *mad* will be decodable as words with the **short a** vowel sound.

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. Ask appropriate questions to determine the children's understanding of the story and the order of events.

Phonics Fun

Word Hunt—To reinforce the **short i** sound, write the sound words on cards and hide them around the room. Give children a map or list of where to find the words. As children find them, they hold up the cards and say the words, one at a time. Have them say the **short i** sound after each word is pronounced.

Sound Words

short i

list
Pig
hid
it
in
brick
Big
Wig
Zippy
think
will
slip
did
is
sit
dig
plink
hit
fill
tins
fish

Sight Words

the
has
an
and
I
what
are

Review Word

mad



10 Hens Set 2, Book 8, short a, e, i

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

🚩 This story recounts the adventures of ten hens. After each escapade they lose two of their comrades, counting down to zero.

Sound Words

short a

and
at
dam
jam
have
band
hand

short e

hens
fell
sled
end
bed
met
them

short i

zip
spin
in
sit
hill
big
spill
sing
give

Sight Words

on
a
up
down

Introducing the Story

Before reading this book, talk about winter sports such as ice skating, sledding, and skiing—and the accidents that can happen while participating in these sports. Then have children look at the pictures and tell what is happening on each page. This book can also be used to reinforce math skills such as number recognition, subtraction, and counting by twos. Ask children to count the number of hens on each page. On page 8, ask why zero hens give a hand (clap for) the two who are singing in the band. [The probable reason is that they do not sing well.] Then read the story aloud as children follow along, tracking the words.

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 *zip* and *spin* on page two, *jam* on page five, and *spill* on page 7. *Have* and *give* are irregular short vowel words. Use letter cards to make and blend any words that are challenging.

Other Words

Check children's knowledge of the sight words, including the directional words *up* and *down*.

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

Use the rhyming words on each page of this book to review the short vowel sounds. Also use some words from the word list that do not rhyme. Tell the children to hold up ten fingers if the words that you say rhyme, and not to hold up any (zero) fingers if they do not rhyme. For each rhyming pair, ask the children what vowel sound they hear. **Short a** pairs are *dam, jam* and *band, hand*. The **short e** pair is *sled, bed*. **Short i** pairs are *spin, in* and *hill, spill*.

In the Fog Set 2, Book 9, short o

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

➤ *Mother and daughter pack their belongings in a truck for a big move. They get lost in the fog and trapped by a landslide of rocks. A kind stranger helps them, the fog clears, and the pair arrives safely at their destination.*



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 what is involved in moving from one place to another, including packing all belongings, and possibly driving the truck. Talk about problems drivers have to watch out for, such as traffic, fog, and falling rocks. As children look at the pictures in the book, have them tell what is happening on each page. Read the story aloud as children listen and follow.

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* in *stops* and *locks*, and the plural in *rocks*. Ask children to say the word *hot*, and to count the number of sounds they hear. Have them segment the sounds, /h/, /o/, /t/. Then help children blend the sounds and say the word *hot*. Use individual letter cards to show the word *hot*. Substitute *n* for *h*. 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 *got*, *pop*, and *top*.

Other Words

Check children's knowledge of the sight words. They are all review words from previous books. *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 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 *pop* on the board. Give children a few minutes to practice "popping" up from a seated position. Tell the children that when they hear a word that has the **short o** sound like *pop*, they should pop up. Use the words from the word list. Then tell the children to pop up when you say two words that rhyme. Use the sound words, omitting the *s* endings.

Sound Words

short o

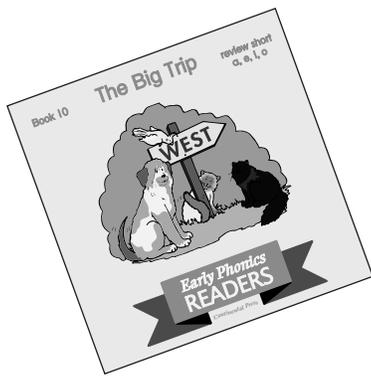
Mom
got
top
job
fog
not
stop(s)
rocks
drop
block
locks
hot
pop

Sight Words

a
the
does
us
and
up
too
but
will

Review Words

man
sun



The Big Trip Set 2, Book 10, short a, e, i, o

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

➡ *Go west, young animals! A dog, two cats, and a bird face hardships during their journey. Their search is happily ended when they find a new home with a nice girl.*

Sound Words

short a

Daffy
and
pals
plan
fast
can
happy

short e

Kelly
get
mess
bed
end

short i

Winnie
big
trip
is
drink
it
wish

short o

Rocky
dog
hot
hop
on
not
log

Sight Words

are
they
a
the
want
what
for
of

Introducing the Story

Have the children look at the pictures in the book. Help children match the names to each animal. Talk about the animals and the setting of the story. Most of the story takes place outdoors as the pets are travelling, except for the store scene. Some children may have seen movies or TV shows with a similar plot. Discuss the obstacles these pets face on their journey. 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 in their books, tracking the words as you read them.

Decodable Words

Review the **short a, e, i, and o** sounds, using the names of the pets. Help children pronounce the names *Daffy, Kelly, Winny, Rocky*, and the word *happy*. Then clap out the syllables. These two-syllable words have a pattern of final *y* pronounced as **long e**. 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 *hot* on pages 2 and 5, and that *pals* means 'friends.' Use letter cards to blend any words that seem to be challenging.

Other Words

Check children's knowledge of the sight words. They are all on the sight words list and should be familiar.

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

Encourage children to make up names for pets using rhymes for their own names. Start them out with a simple rhyme using your own name. For example, "My name is Jennifer and my cat's name is Pennifer." Explain that the names (and the pets) do not have to be real, they just have to rhyme.

3 Lucky Pups Set 2, Book 11, short u



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

There are three playful puppies in the window of a pet shop. Muffy is chosen first, then Tuffy finds a home. Lastly, a girl is thrilled to get Buffy. Now all the pups and their new owners are lucky.

Introducing the Story

As children look at the pictures in the book, talk about puppies, their playfulness, and how to care for them. Discuss the setting of this story, the pet shop. Some children may have had the experience of choosing a puppy from a pet shop. Have the children match the names with the puppies. The black puppy is *Muffy*, the brown and white one is *Tuffy*, and the tan one is *Buffy*. Ask the children why they think the pups are lucky. On page 1, they have each other to play with. In the rest of the book, they are lucky because they find good homes. Read the story aloud, as children listen and follow in their books.

Decodable Words

Introduce the **short u** sound by showing a picture of a pup. Have children say the picture name and pronounce the **short u** sound. Then 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 *s* endings in *pups*, *rubs*, *bumps*, and *hugs*. Some children may need help with decoding the words with final *y*, such as *lucky*, *buddy*, and the dogs' names. Have the children clap out the two syllables in these words. *Buddy* is another word for 'friend.' Use letter cards to make and blend any words that seem to be challenging.

Other Words

Check children's knowledge of the sight words. Most of these are review words from previous books, except for the word *new*. *Sad* will be decodable as review of the **short a** 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 name of the black puppy." Children would answer *Muffy*. "I'm thinking of a word that means the same thing as friend." [*buddy*] "I'm thinking of a word that rhymes with 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*, *tug*, *bumps*, and *hugs*.

Sound Words

short u

Buffy
Muffy
Tuffy
fun
lucky
pups
run
jump
tug
rubs
buddy
pup
bumps
but
hugs

Sight Words

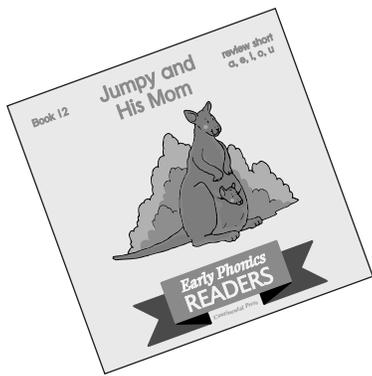
and
have
what
the
a
who
will
with

Review Word

sad

Story Word

new



Jumpy and His Mom Set 2, Book 12, short vowels

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

🚩 *Jumpy, a baby kangaroo, finds that his mother's pouch is a fun place to ride as well as a safe haven from danger and the elements. The pouch also provides comfort in sadness and a good place for a nap.*

Sound Words

short a

and
have
can
nap
am
sad

short e

get
wet
let

short i

his
is
in
will

short o

mom
hot
hop
mob
tops

short u

Jumpy
fun
sun
just
bugs
us
run
jump

Sight Words

the
|
what
a
of

Introducing the Story

Talk about kangaroos and their characteristics, how the baby rides in the mother's pouch, and how they jump. Children may have seen kangaroos in a zoo and on television. As children look at the pictures in the book, have them tell what is happening on each page. Ask them what they see in the book that a real kangaroo would not have. They will probably notice things like the hat, helmet, scarf, sunglasses, umbrella, and toys. Have the children tell why the mother's pouch is a good place for a baby kangaroo. 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. Point out the baby kangaroo's name, *Jumpy*. Have children clap out the syllables in *Jumpy* and *kangaroo*. Explain the use of the word *mob* on page 4, and *tops* on page 8. Since this is a review, most of the words should be familiar and decodable.

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 (see page 15).

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

Sound Jump—This activity would best be done outdoors or in a large area. Make five large circles on the floor or on the ground, using rope or chalk as outlines. Label the circles with the vowels **a, e, i, o, and u**. Use the sound words in random order. Tell the children to listen as you say each word, then jump into the circle that shows which short vowel sound they hear.

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 Two

Book 1	Champ (short a)
Book 2	Where Is Jag? (short a)
Book 3	Setting Up the Tent (short e)
Book 4	Ted and the Jet (short e)
Book 5	The Bad Egg (review short a, e)
Book 6	A Big Wish (short i)
Book 7	Pig's List (short i)
Book 8	10 Hens (review short a, e, i)
Book 9	In the Fog (short o)
Book 10	The Big Trip (review short a, e, i, o)
Book 11	3 Lucky Pups (short u)
Book 12	Jumpy and His Mom (review short a, e, i, o, u)



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