

WHEN A VOWEL IS THE ONLY VOWEL IN A WORD, A VOWEL SAYS ITS **SHORT** SOUND.

-a-

fast
map
tan
flat
trap
bat
mat
Sam
cap
clap
clasp
damp
ask
dad
hand

THINK ABOUT THE SHAPE OF YOUR MOUTH AS YOU SAY VOWELS.

-e-

bed
bent
red
test
desk
spent
felt
jet
lent
blend
sped
slept
west

1. READ ALL SOUNDS ACROSS.
2. Say each final sound.

-i-

fit
mist
split
pin
twist
hint
fist
inch
lip
sip
strip
bit
grip
hip

Ox says "Ah," **NOT** "Oh, No!" FOR THESE **SHORT o** WORDS.


-o-

hot
pond
cot
Don
rob
fond
got
lots
log
mom
blond
font
prom

T AFTER ALL LISTS HAVE BEEN READ, SKIP AROUND FOR DRILL.

-u-

dust
spun
bump
hunt
stun
pun
must
trust
trunk
junk
grunt
strum
stum
grump

T Spelling practice. 5-8 words. Pronounce slowly and clearly. Analyze errors. Spelling: 

Mixed-up Short Vowel Practice

- When you read words, read across, left to right.
- Read each sound as it appears in the word. Stress the last sound clearly, as well.
- **Do not add sounds.** Do not leave out sounds. Do not guess at a word.

an

ten

in

on

up

dent

fan

slat

slot

pin

pan

stomp

pond

pun

fin

plot

fond

blast

bunk

stand

fun

fret

pluck

blimp

thump

swim

swam

bump

flat

Stan

stump

buzz

ask

sin

run

fast

sun

Ben

cup

rod

list

rust

rob

trap

stamp

past

Pam

bond

trust

blond

bank

step

Ann

flop

zip

lap

dog

fog

fib

Sam

⇒ Names begin with CAPITAL letters. Find names on this page.

📖 After EACH spelling quiz, analyze/correct errors. Spelling: 📖✍️



What? “theTM” is a TROUBLEMAKER! It says, “**Thuh.**”

The TM usually stands for “Trademark,” however, in this program TM will indicate a type of **troublemaker**. When **troublemakers** are introduced, they will also be highlighted in **green**.

FYI **Double trouble:** If “**the**” comes in front of words that begin with a vowel, say “**thee.**”

T Try words beginning with vowels and pronounce the as **thee**: the **a**pple, the **e**gg, the **o**x.

SHORT VOWEL STORIES

T **COMPREHENSION TECHNIQUE:** It may be helpful to have students illustrate this silly story.

**Ted sat on the bed. The fat dog sat on Ted.
The red cat sat on the dog. The flat hat sat on the dog.
The mat sat on the flat hat. Ted had a flat bed.**

Is the hat fat or flat?	<input type="checkbox"/> fat	<input type="checkbox"/> flat
Is the dog fat?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Is the mat on the hat?	<input type="checkbox"/> yes	<input type="checkbox"/> no

Answers:

**Bob is a cat. Bob is in the tub.
Ann is a fat dog. Ann is not in the tub.
Ann is on the bed.
Pam is a mad cat. Pam is on the mat on the bed.
Stan is a big man. Stan cannot get in the tub.
Stan cannot get on the bed. Ann is on the bed.
Pam is on the bed. Stan just has to stand.**

Is the cat in the tub?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Is Bob the man?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Is Stan on the bed?	<input type="checkbox"/> yes	<input type="checkbox"/> no

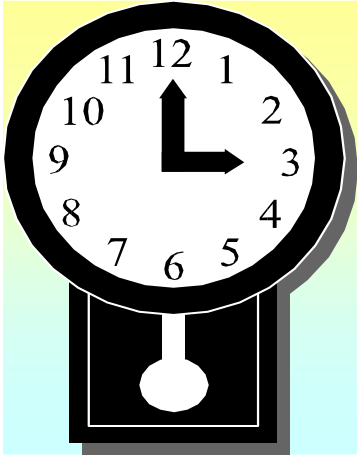
Answers:

Was this work hard? Of course not! Can you read this next word?

Annisonthebed

Of course, you can see that it says **Ann is on the bed.**

Remember that long words are just short word “patterns” in a long line!



The **clock** says “**Tick, tock.**”

ck™

Spell **ck** with two letters

but always just read as one sound, /k/.

Can you read **short vowel** + **ck** team sounds?

ack, eck, ick, ock, uck

Most words with a **short vowel** and /k/ sound at the end will have the **ck** teammates at the end.

► We'll learn later that the **ck** follows rules, but can be **trouble** when it comes to spelling words with -ck correctly.

T When you spell words with **SHORT VOWEL** + **CK**, write sounds that you hear as you hear them.

 Now, let's practice reading aloud. Underline short vowel + ck if necessary.



Change the shape of your mouth as you read each SOUND.

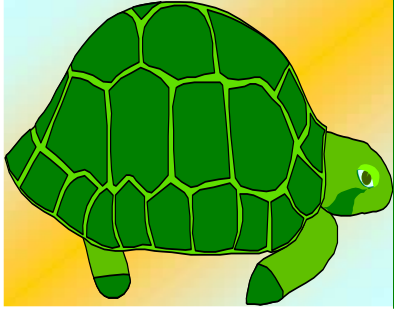
tack
sack
track
Mack
black
pack
plack
flack
rack
slack

neck
peck
fleck
speck
deck
flock
clock
pock
lock
rock

tock
stock
smock
block
mock
stick
Mick
Rick
pick
trick

brick
wick
Nick
tick
pluck
stuck
duck
muck
pucker
shuck

Spelling:  



SOUND SPELLING SENSE

1. Take your time.
2. Write slowly.
3. Write sounds as you hear them.

 Here is a silly word: **smick**

1. Say the **SOUNDS** left to right. /s/ /m/ /i/ /k/
2. Say the **SOUND** as you write....sssss. (Write the letter **s**.)
3. Say the **SOUND** as you write... mmm. (Write the letter **m**.)
4. Then, say to yourself, “I hear a short **i** (igloo) sound and /k/ sound. I must remember to write **ick**.” Write: **s–m–ick**

 Remember the short vowel sounds + /k/ are usually written
ack eck ick ock uck.

 Practice spelling with silly words. This activity will give students practice in the writing of words with which they are not familiar. This will prevent guessing or inventive spelling.

Use the following silly words to model sound spelling with the **ck**TM.

 Say the **sounds** slowly and very, very clearly as you dictate this practice.

Spelling:  **plock** **blick** **smuck** **spock**


 Ask how the name of Doctor Spock would be written? (Names begin with capital letters.)

 For the following spelling test, do not let the students see the words until they have written the spelling words. Then, let them see each section and correct their own work.



To pronounce and read the **WORDS** clearly and carefully you must pronounce each **SOUND** clearly and carefully.

Spelling:  1. sick 2. stick 3. brick 4. smock 5. block

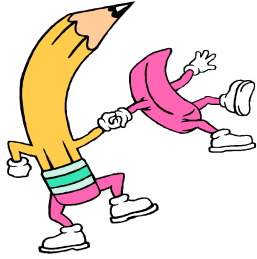
 Students may correct their own work, but if there are errors, discuss reasons for misspelling.

 You want the students to practice and to succeed!

Congratulate successes. Analyze errors. Be positive, but be sure to stress accuracy.

T

After students' reading of each group of words below, give a short spelling test for each set. Uncover one set at a time to give students an opportunity to self-correct.



Can you read and spell the
ack eck ick ock uck
 words on this page quickly and more quickly?
 Try to increase your time and number of words correct on each section.

- | | |
|---------------------------|---------------------------|
| 1. sack, sick, sock, suck | 3. rack, Rick, rock, ruck |
| 2. back, bick, bock, buck | 4. tack, tick, tock, tuck |

16 possible Reading time: _____ # right _____ # wrong _____

- | | |
|---------------------------|---------------------------|
| 1. Mick, Mack, muck, mock | 3. pack, pick, pock, puck |
| 2. lock, luck, lick, lack | 4. zuck, zock, zick, Zack |

16 possible Reading time: _____ # right _____ # wrong _____

- | | |
|---------------------------|---------------------------|
| 1. suck, tick, rock, pack | 3. zuck, Mick, tock, buck |
| 2. muck, back, rock, tock | 4. lick, tack, bick, pock |

16 possible Reading time: _____ # right _____ # wrong _____

Pick up big black sticks. Stack the sticks
 on a rock. Sit on the black sticks.

16 possible Reading time: _____ # right _____ # wrong _____

 Can you increase **accuracy** and **improve your speed** a second or third time?

 Success is achieved by improving a little bit each time you do something!

 **What?** Yes, some students are taught to spell by memorizing the patterns and shapes of letters in a given word. This often is confusing!

For example, some activities have students observe the shape of a letter and its position in a word. **This can cause big spelling problems!**

 Spelling practice activities may have students try to match words to fit into boxes. Letters may be in a word, but in the wrong place. VERY confusing!



 **DO YOU THINK YOU ARE A BAD SPELLER?** You may have learned this way.

Is **g** **i** **r** **l** the same as **g** **r** **i** **l** ?

If you read and spell sounds from left to right, you will not make this kind of error.

T See below how the words, **was** and **saw**, fit into the same boxes.

The letters are all lower case. There is a letter **a** in the middle. The letters **s** and **w** are on either end. If students do not read or write from *left to right*, it is easy for them to remember that there are the letters **a**, **s** and **w** in the word, but they might not be able to remember in the order that the letters are written.

This could possibly explain why some individuals write words using the correct letters, however, the letters are reversed (girl / gril) or backward (saw / was).

Top Secret! ALWAYS start at the beginning.

Spell and read from **left to right** !
This extremely important skill must be reinforced

Is **w** | **a** | **s** the same as **s** | **a** | **w** ?

CAN YOU READ PRETEND LONG WORDS?

YES!!

- 📖 Sometimes students are told to guess at a word.
With phonics, this is not necessary! **GUESSING CAUSES MISTAKES!!**
- This exercise is to help you read each sound from *left* → *to* → *right*.
 - This exercise will also help you to look at the **CONTEXT** to find the meaning. **CONTEXT means the parts of a sentence or paragraph that occur before and after the word or words.** Sometimes, for real words, context will not be of help. Then, we must use the dictionary.

Read across from *left to right*. As you read aloud, **form your mouth** to make the sound of each letter in the order that it appears in the word. Remember, *le* says /l/. The *end e* is ALWAYS silent if another vowel is in the word.

s p a n f a n b i s u t t l e

Use context clues below to understand the meaning of this silly word.

I sit on the long, comfortable **spanfanbisuttle** when I watch TV. It has a matching chair and coffee table.

What is it? (A couch) What clues did you use?

s i p s w o n d u n d l e

Can you find the meaning for this made up word by using context clues?

My little brown **sipswondundle** had five puppies.

No one would have thought it was an apple, a table, or a pencil. Context helps. With a real word, you might have to use a dictionary if clues are not clear.