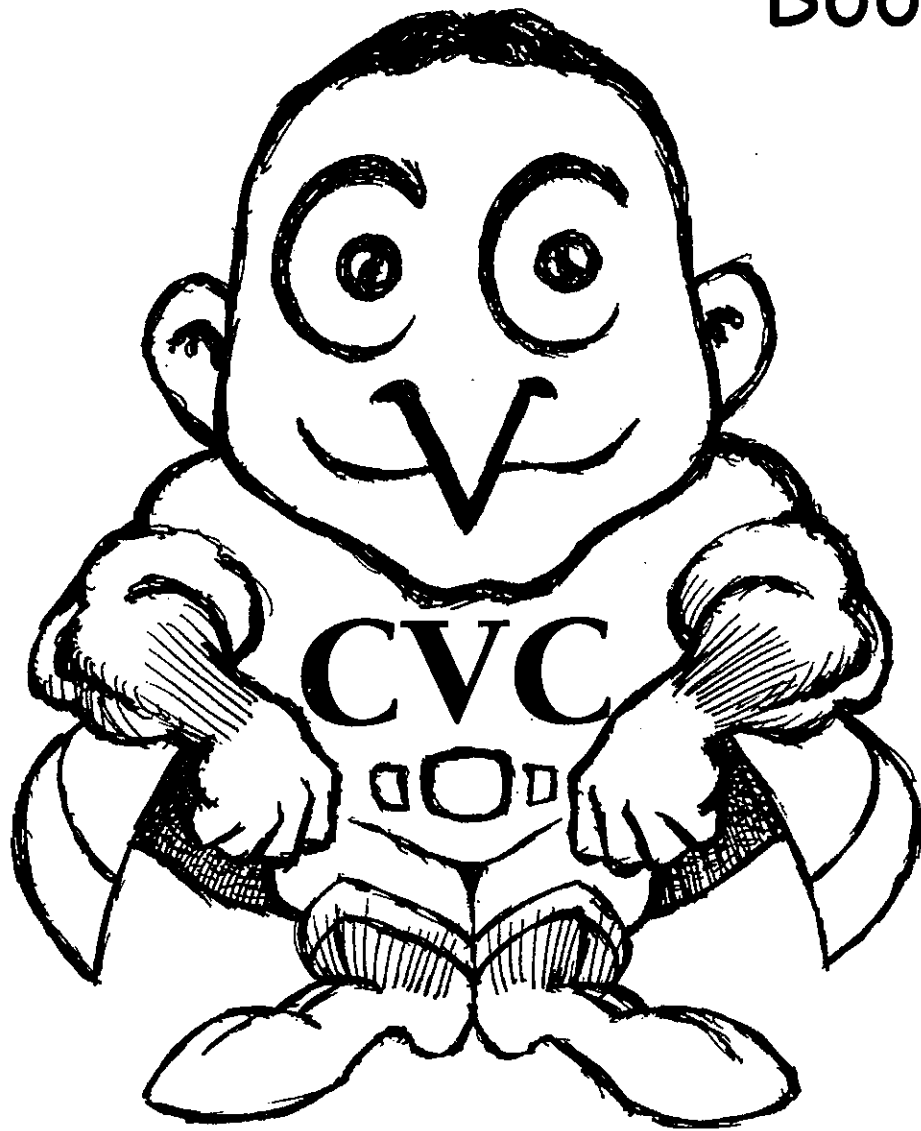


The Art of Reading

Book C:



Consonant Digraphs
Short Sam CVC Words
Word Families

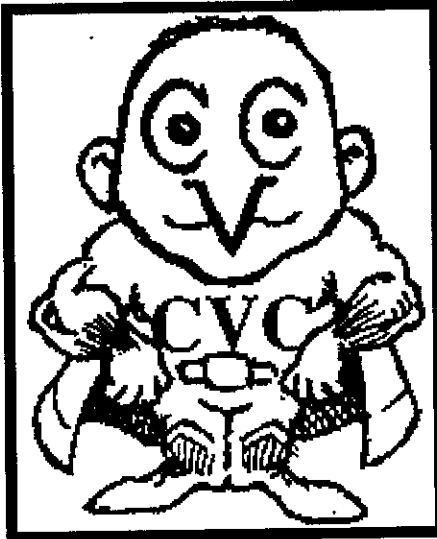
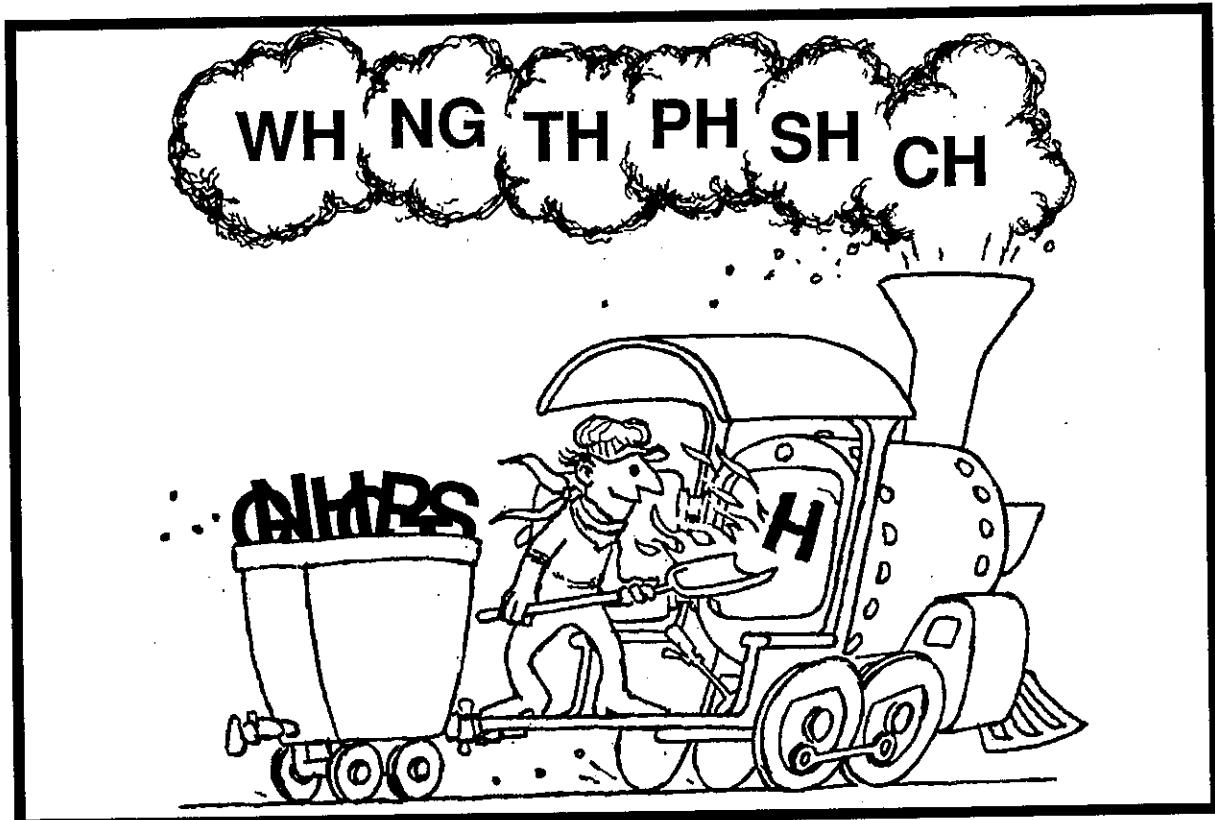


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Short Sam CVC Man,
Word Families
(Phonograms)**

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Book C Inside Front Cover

Vowels and Consonants

This is the alphabet. 26 letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

These letters represent vowel sounds.

a e i o u and usually y

These are the consonants y is a consonant when it's at the beginning of a word.

b c d f g h j k l m n p q r s t v w x y z



Vowels: Vowel letter sounds are sounds you can sing out with your mouth wide open like an opera singer and your tongue or teeth or lips don't get in the way.
Consonants: Consonant letter sounds are sounds you can't sing out from a wide open mouth because your lips or teeth or tongue or throat get in the way making the consonant sound coming out.



The **SHORT** Vowel sounds are:

a



apple

e



elephant

i



igloo

o



octopus

u



umbrella

You learned the short vowel sounds with the alphabet letter cards.

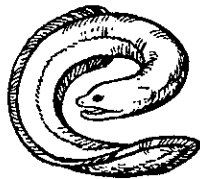
The **LONG** Vowel sounds : each letter says its own name.

a



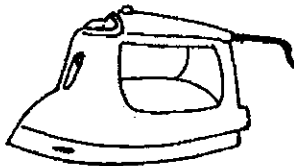
ape

e



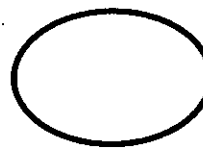
eel

i



iron

o



Oval

u




unicorn

You will learn and use the long vowel sounds later.

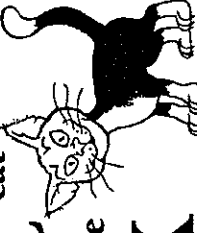
The vowel letters have several sounds. Watch for clues to see which one to use.

The SOUNDS of the CONSONANTS


B bee




C like **K**
cat



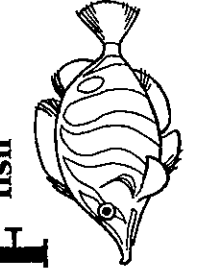
C like **S**
circle



D dog



F fish



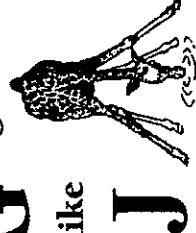
G goat



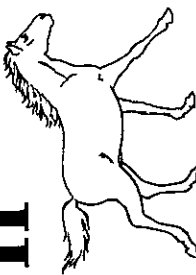
C has 2 sounds. C sounds like K or S.

G has 2 sounds: G like goat-


G like **J**
giraffe



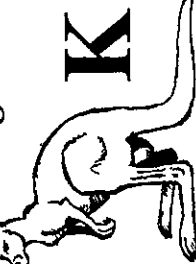
H horse



J jelly-fish



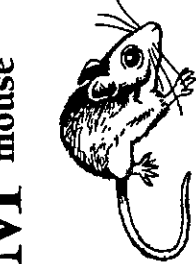
K kangaroo



L lion



M mouse



- and G like J in giraffe.

N nest




P panda



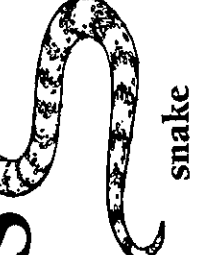
Q queen



R rabbit



S snake

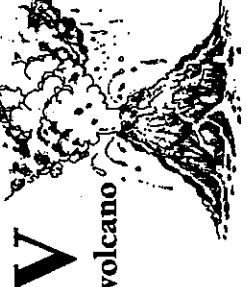


T tiger



q always has u along

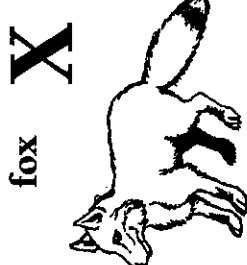
V volcano



W wart hog



X fox



Y yak



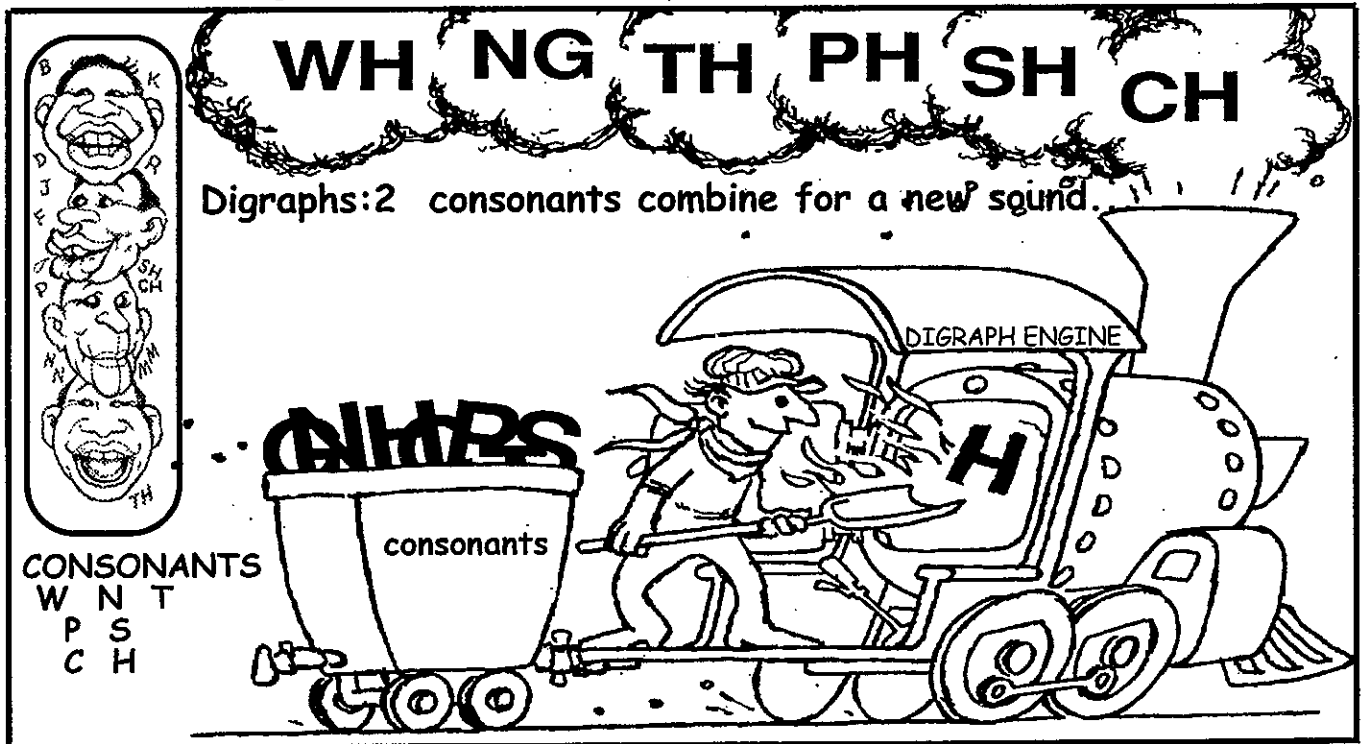
Y at the beginning is a consonant. Y at the end is a vowel. Y has several sounds as a vowel.

Z zebra



X can also sound like Z.

★ So far, every consonant has always had the same sound. Now we will put two consonants together in the DIGRAPH ENGINE to make a whole NEW sound.



Here are the Sounds of the new Consonant Digraphs.

CH

New CH Consonant Digraph



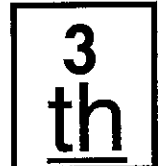
chin



New CH icon

TH

3
three

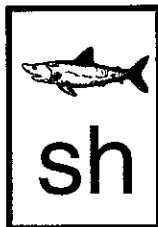


SH

New CH Consonant Digraph



shark



New CH icon

TH



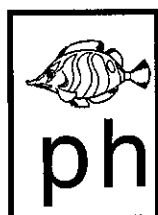
theather



PH



ph



We use the f fish icon because ph sounds like f.

WH



whale



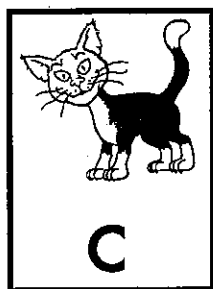
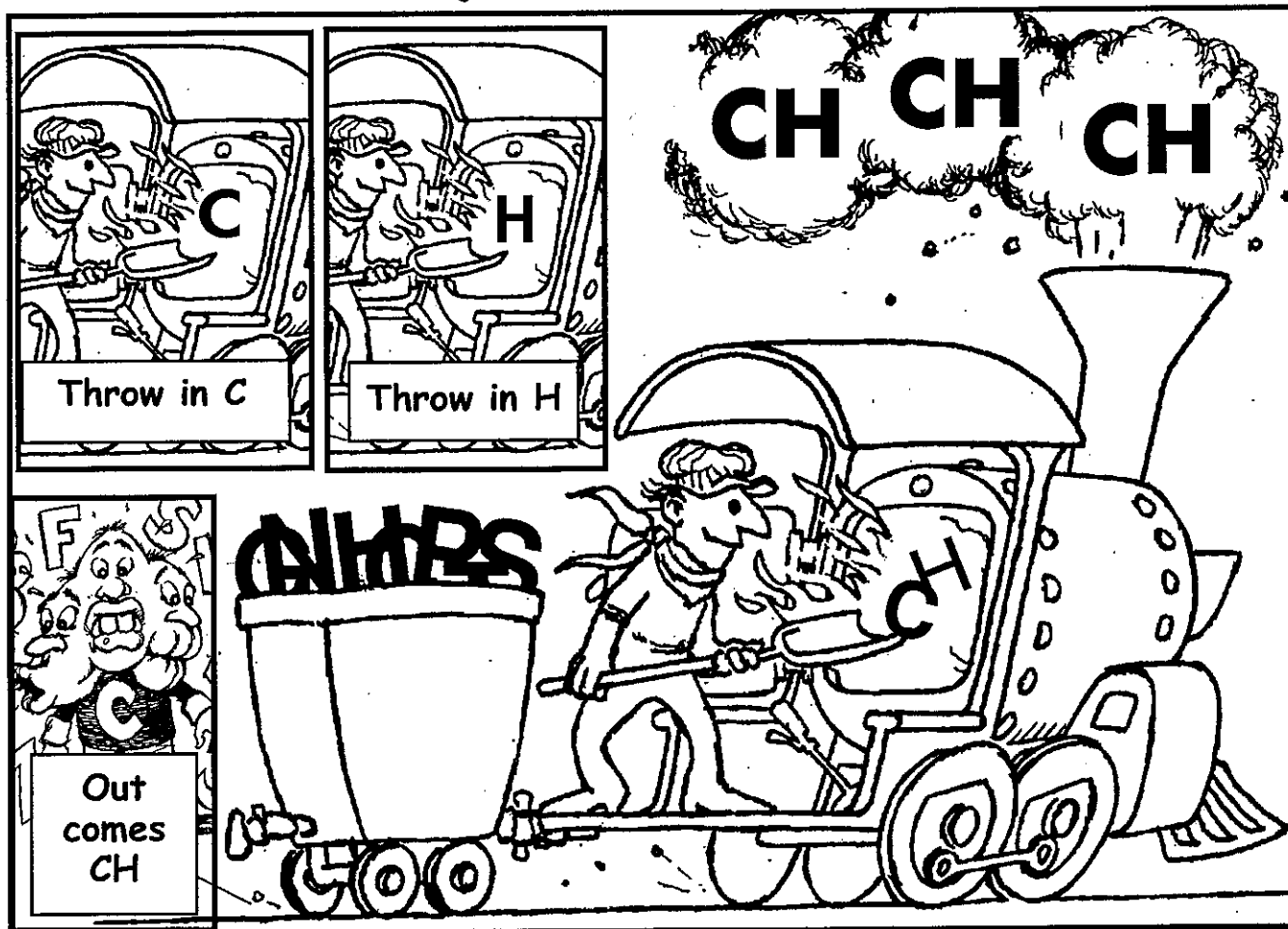
NG



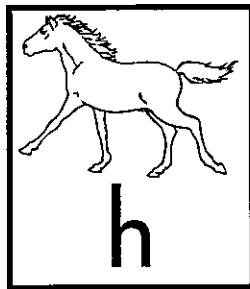
ngring



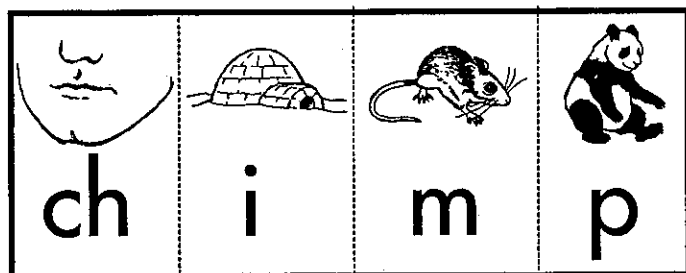
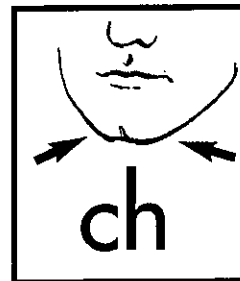
★ 2 Consonants join to make a NEW SOUND



The consonant sound C of CAT and the consonant sound H of HORSE are changed to a new sound CH.



CH is the beginning sound of CHIN



=

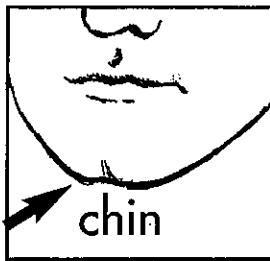


chimp

★ Now you have a new Ch sound in your words.

★ The Sound of Consonant Digraph CH ch: page 1 of 2

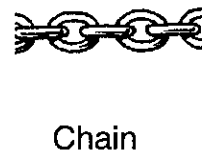
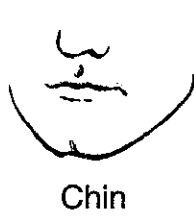
CH
ch



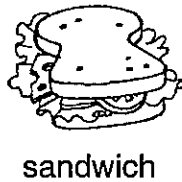
⊛ The most common sound of the **CH CONSONANT DIGRAPH** is the **CH** in **CHIN**. We will study this sound now. At other times, CH can sound like K (chorus, chemical) or SH (Chicago, machine).



★ Can you hear the consonant digraph **CH CHIN** sound at the beginning of these words?



★ Can you hear the consonant digraph **CH CHIN** sound in these words?



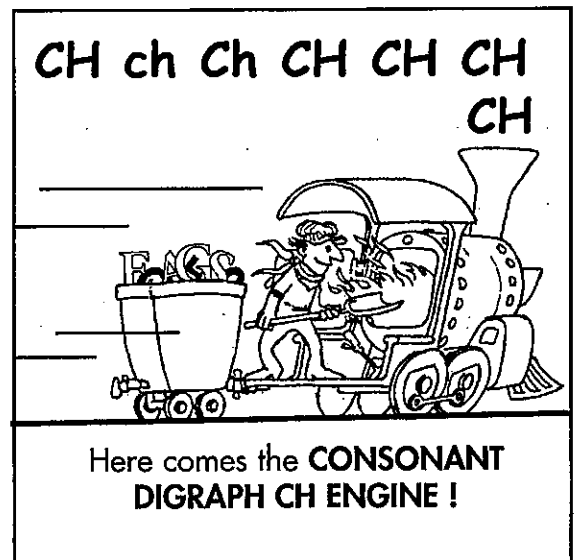
★ Do you have a consonant digraph **CH CHIN** sound in your name ?

★ Can you print **CH** in capitals and **ch** in small case ?

CH ch CH ch CH

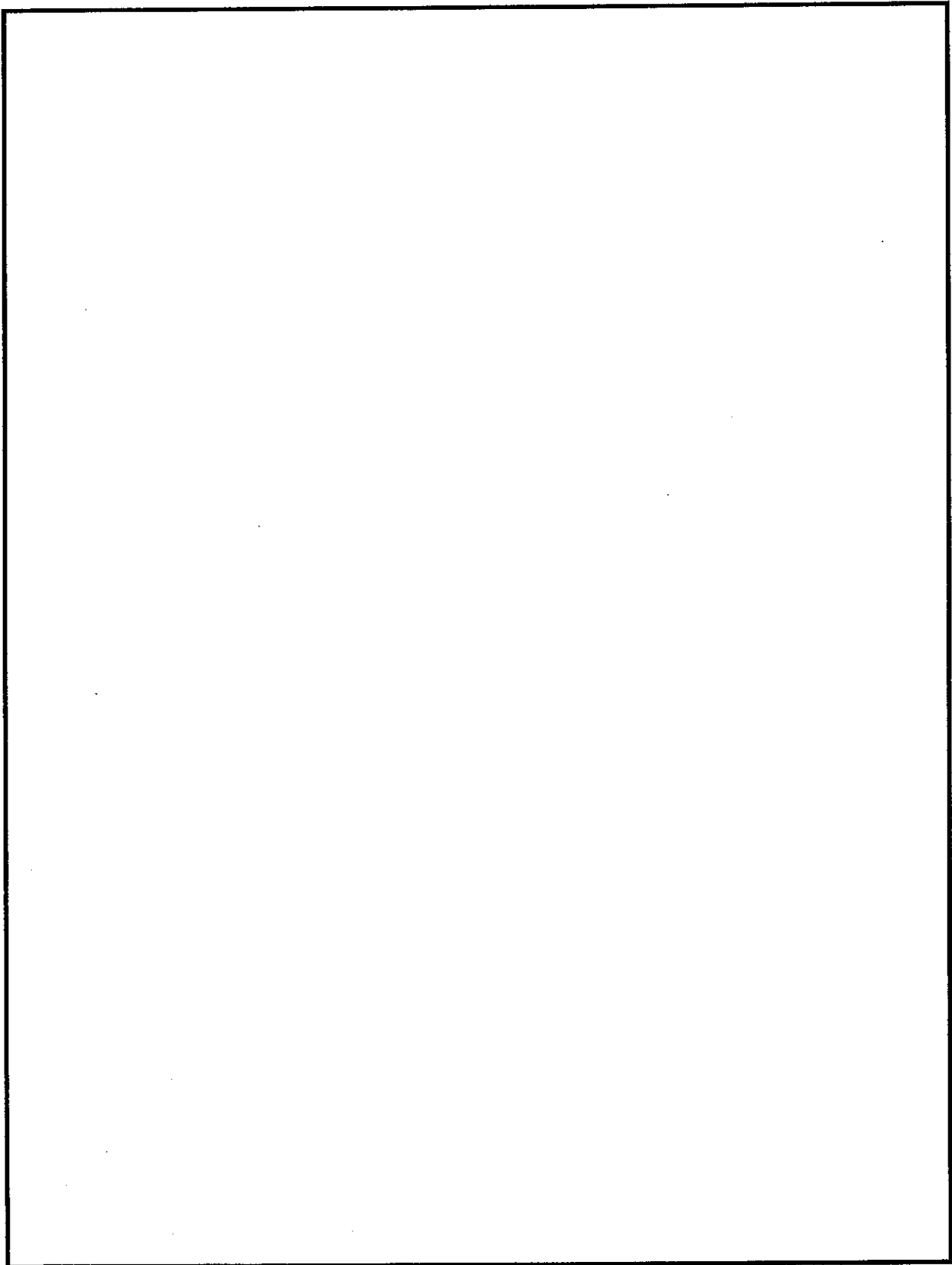
★ On the next page, draw a picture of something that has the consonant digraph **CH CHIN** sound. Here are a few more ch words to choose from: *CHEeseburger, CHEerful, CHildren, CHipmunk, CHocolate, CHimney, Ranch, Catch, Fetch, Itch, Scratch, Witch*. You decide which CH word or words to draw. Have fun.

⊛ CH can have other sounds (like the K sound in chemistry, school, chorus or character; or the sh sound in Chicago, machine and chifan). The CH sound in CHIN can also be spelled other ways. Here are some examples: t - in nature, natural, question, situation; tch - in crutch, watch, match, catch; c - in cello; te - righteous; and ti - question. So listen for the sound.



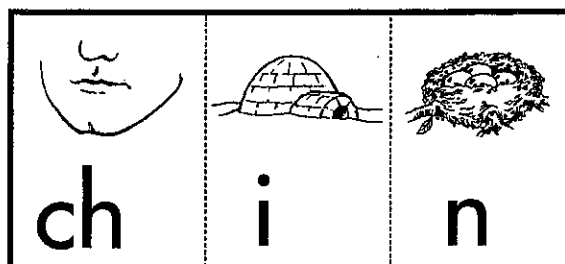
★ The Sound of Consonant Digraph CH ch: page 2 of 2

☆ Now draw a picture of a consonant digraph **CH CHIN** sound word. Have fun.



★ Word cards to color, cut out, fold, paste and play with to learn.

chin

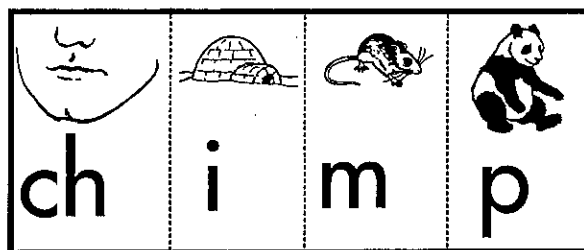


chin

★ The face has a big **chin**.



chimp

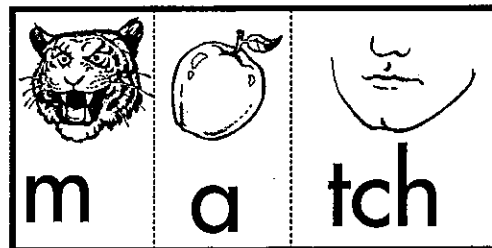


chimp

★ A **chimp** is a kind of ape.

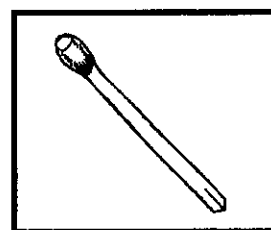


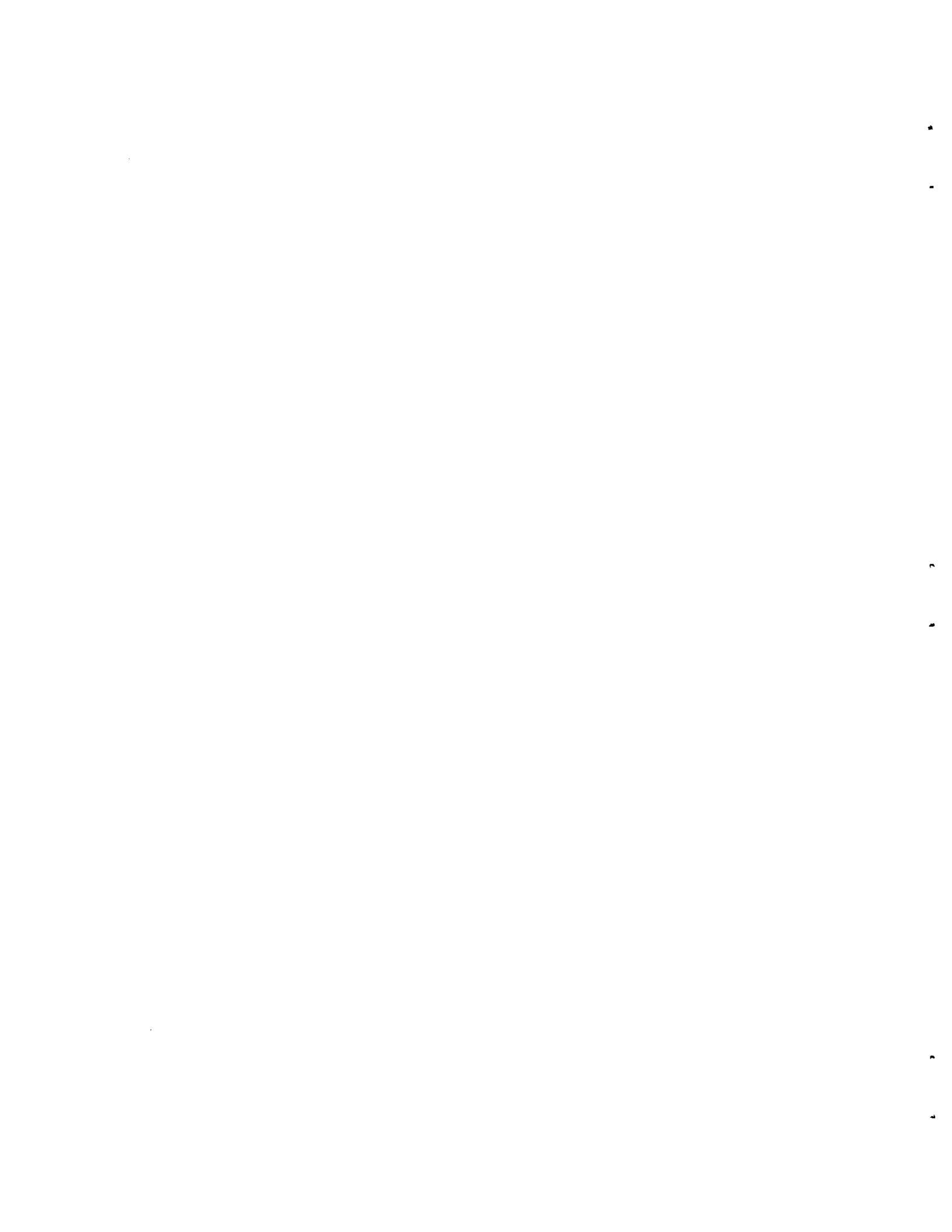
match



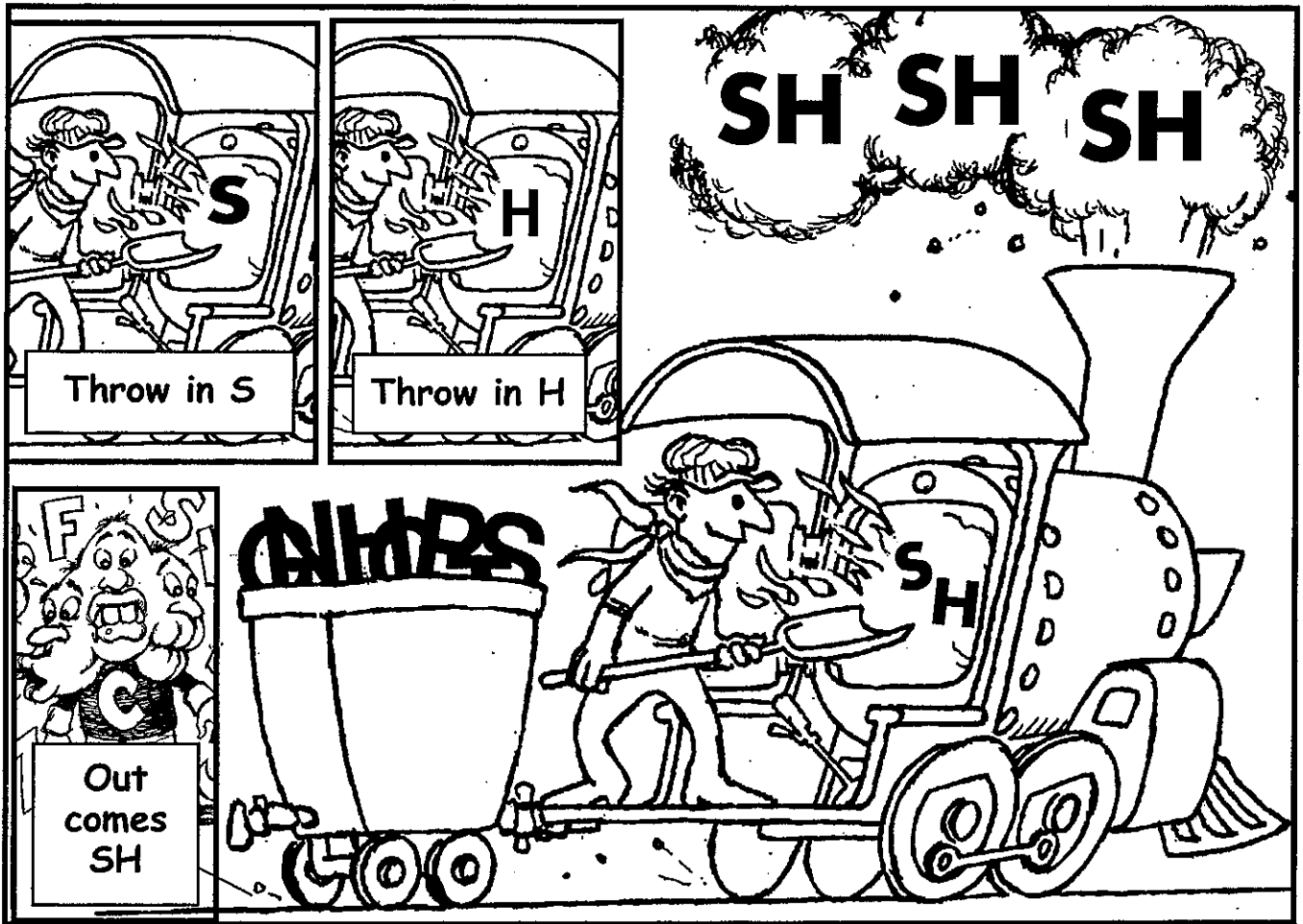
match

★ A lit **match** can burn you.

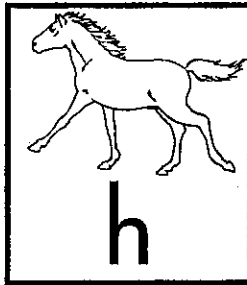
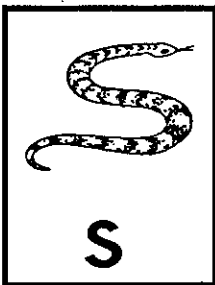




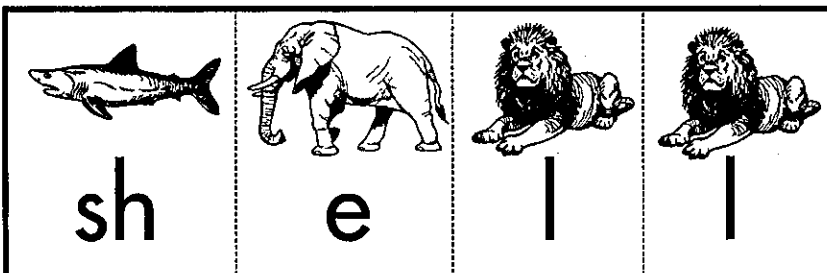
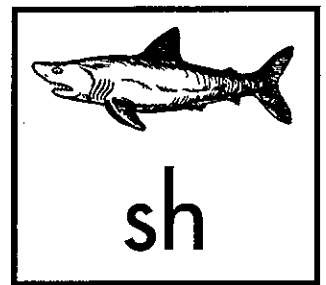
★ 2 Consonants join to make a NEW SOUND



The consonant sound S of SNAKE and the consonant sound H of HORSE are changed to a new sound SH.



SH is the beginning sound of SHARK



=

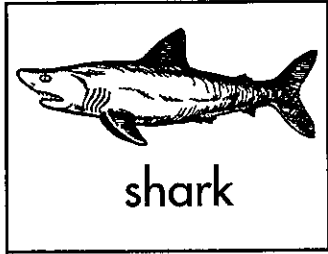


★ Now you have a new Sh sound in your words.

shell

★ The Sound of Consonant Digraph SH sh: page 1 of 2

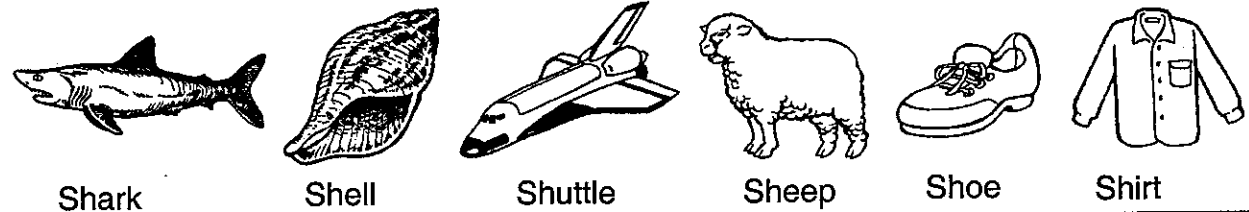
SH
sh



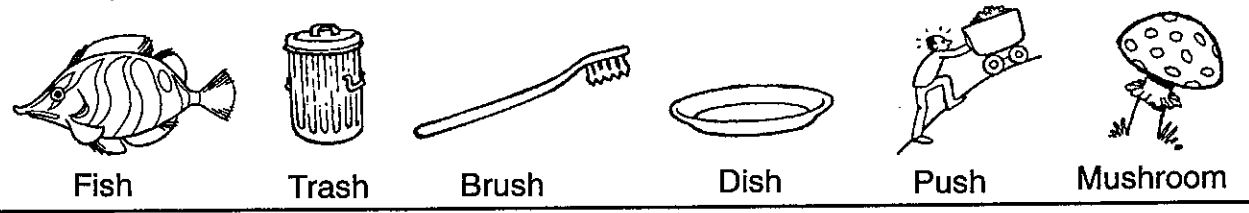
⊛ The sound of the **SH CONSONANT DIGRAPH** is the **SH** in **SHARK**. There are other ways to spell the **SH SHARK** sound, but for now we will study **SH**.



★ Can you hear the consonant digraph **SH SHARK** sound at the beginning of these words?



★ Can you hear the consonant digraph **SH SHARK** sound in these words?



★ Do you have a consonant digraph **SH SHARK** sound in your name ?

★ Can you print **SH** in capitals and **sh** in small case ?



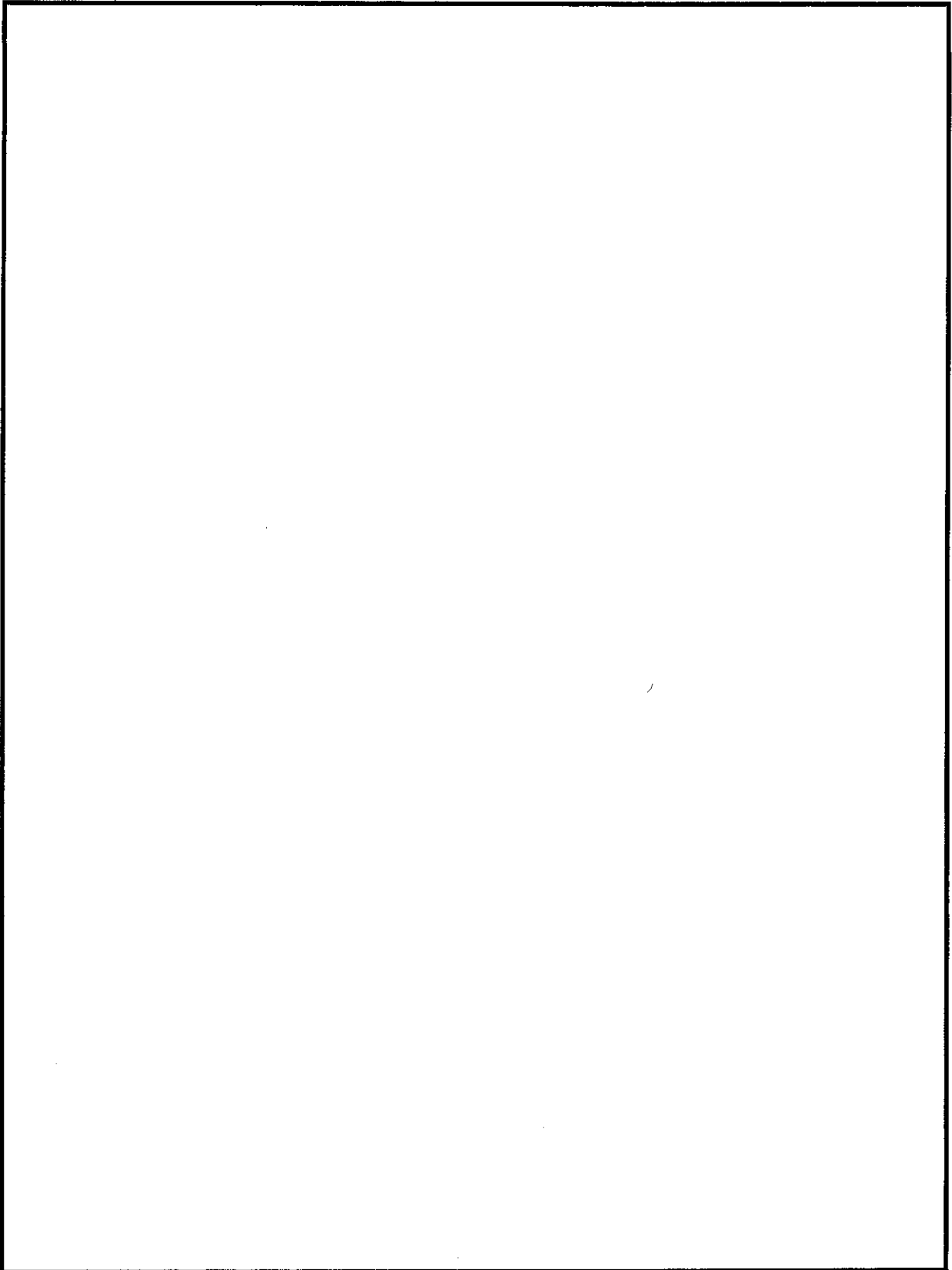
⊛ **SH** can have other sounds. To have the **SHARK** sound, both **S** and **H** have to be in the same syllable. (Tutor: note the student hasn't had syllables yet. We'll take this up again later.) If they appear in separate syllables (as in mis hap, or dis honor) the sounds are different. The **SH** sound is spelled in other ways: **s-** as in sugar, sure; **c-** as in social, delicious; **ti-** as in vacation, action, **ch-** machine, Chevrolet; **ci-** special; and other ways as well.

★ On the next page, draw a picture of something that has the **SH SHARK** sound. Draw one (or more) of the things on this page, or choose something else. How about a **SHip**? A **SHadow**? A **SHerbet** ice cream cone? A **fiSH** **splaSHing**? A **SHark** on a **leaSH**? **SmaSHing diSHes**? You decide what to draw. Have fun.



★ The Sound of Consonant Digraph SH sh: page 2 of 2

☆ Draw a picture of a **SH SHARK** thing or things.



•

•

•

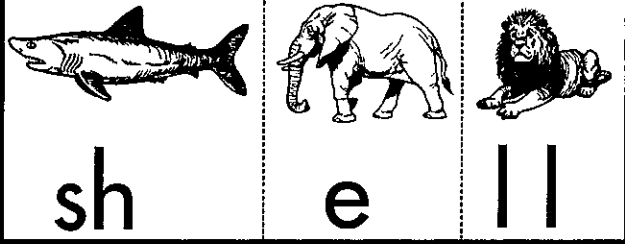
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•

•

★ Word cards to color, cut out, fold, paste and play with to learn.

shell

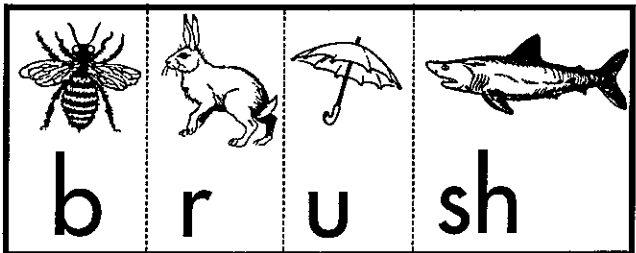


shell

★ This is a sea
shell.

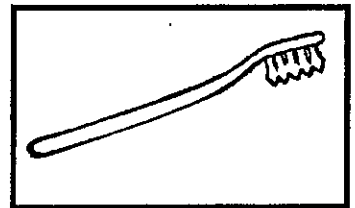


brush

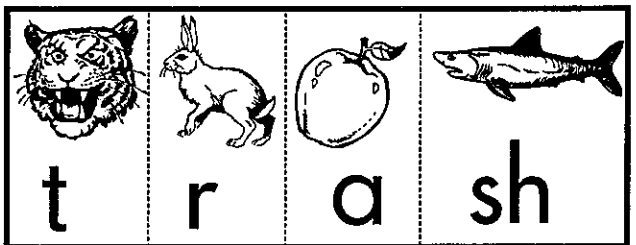


brush

★ Always
brush your
teeth.

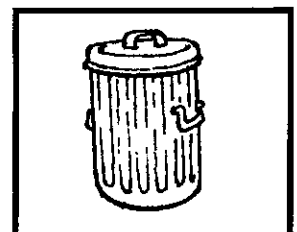


trash



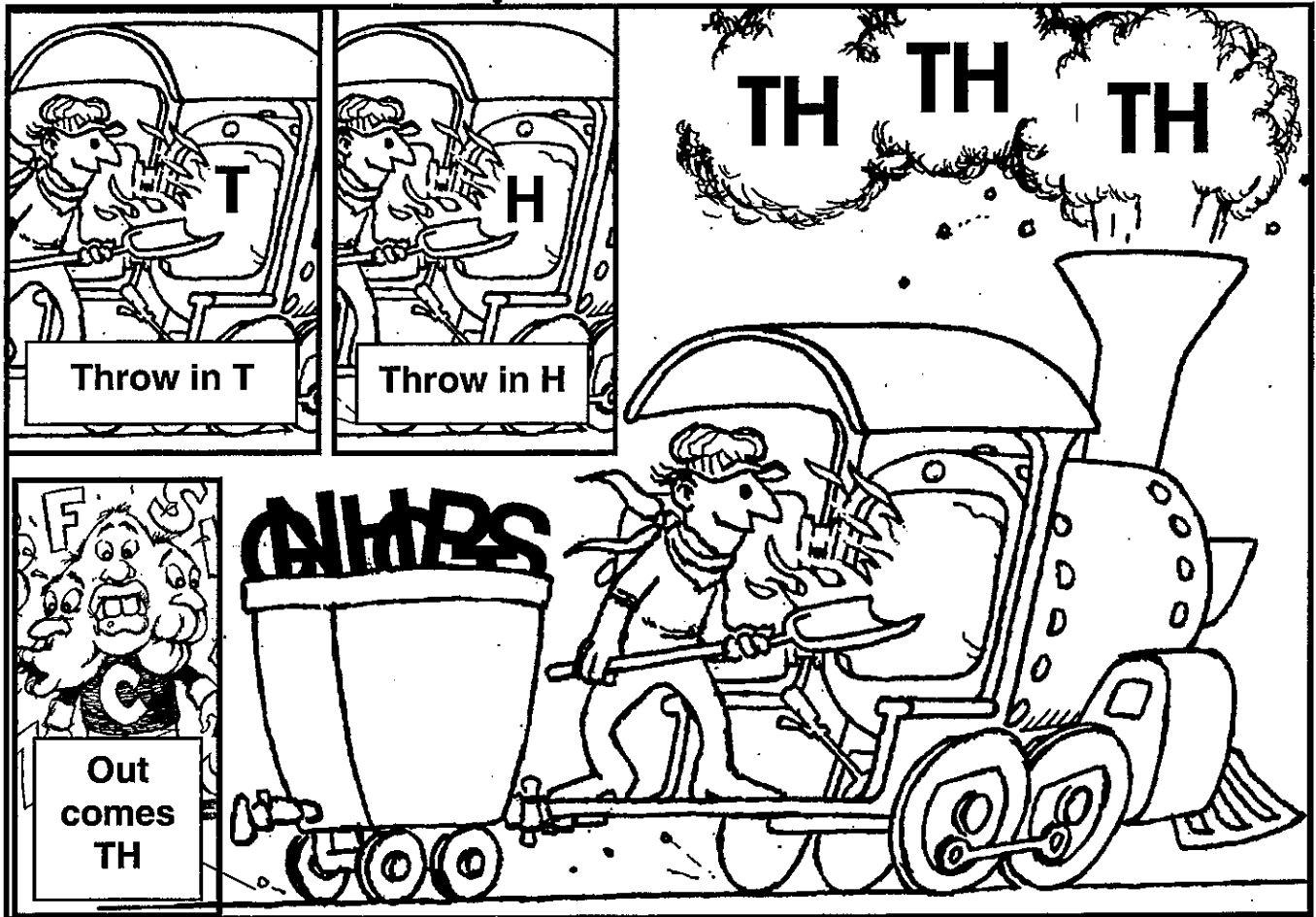
trash

★ Put the garbage
in the **trash** can.





★ 2 Consonants join to make a NEW SOUND



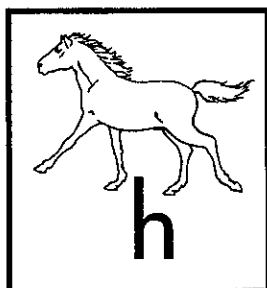
★ The consonant-digraph TH has 2 different sounds.

1. The 1st sound of TH is just the sound of air (you don't use your vocal chords) as in THREE (3).

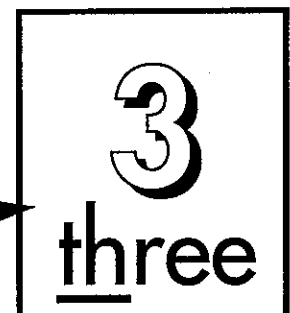
2. To make the 2nd sound of TH, you use your voice to make the TH sound in FEATHER.



+




voiceless TH




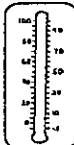

voiced TH







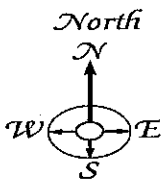

★ The Unvoiced Sound of Consonant Digraph TH th: pg 1 of 2

<p>TH th</p>	<p>3 three</p>	<p>⊛ The UNVOICED sound of TH can be heard in THREE. The vocal chords do not vibrate. The TH is just air passing over the tongue and lips and teeth. Unlike the voiced TH (feather) no vocal chords are used for TH THREE..</p>	<p>TH th TH th TH</p> 
------------------	--------------------	---	---

★ Can you hear the *unvoiced* consonant digraph TH THREE sound beginning these words?

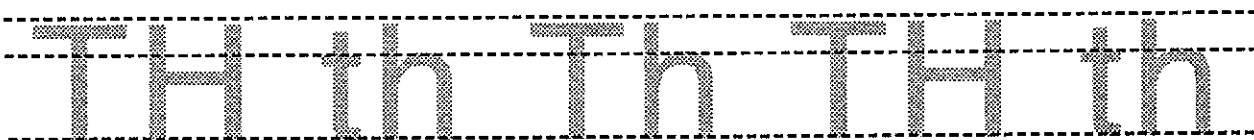
<p>3</p>				<p>13</p>	<p>1,000</p>
<p>Three</p>	<p>Thumb</p>	<p>Thermometer</p>	<p>Thimble</p>	<p>Thirteen</p>	<p>Thousand</p>

★ Can you hear the *unvoiced* consonant digraph TH THREE sound in these words?

					
<p>Bath</p>	<p>Mouth</p>	<p>Moth</p>	<p>Tooth</p>	<p>North</p>	<p>Wreath</p>

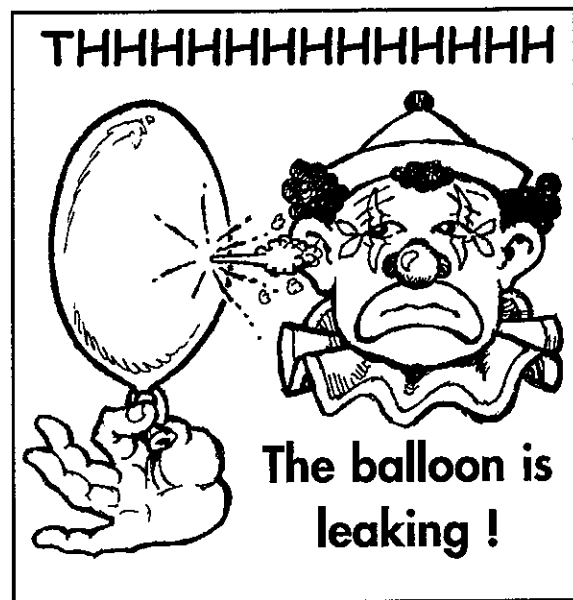
★ Did you hear the *unvoiced* consonant digraph TH THREE sound in these words?

★ Is there an *unvoiced* consonant digraph TH THREE sound in your name?



★ The THs above are just to help you remember how to print the TH letters. Trace over them for practice.

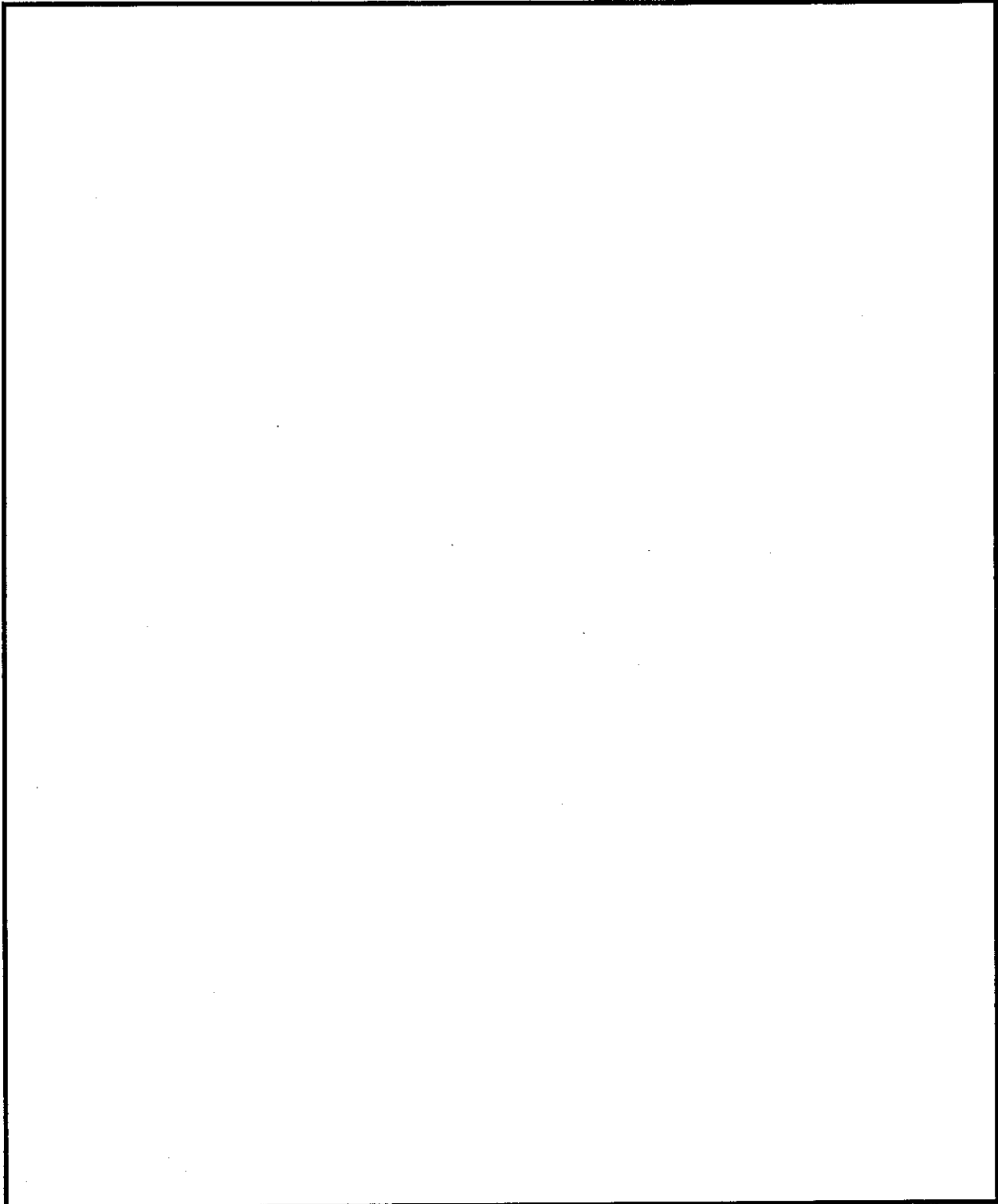
★ The sound of unvoiced TH THREE is almost always like the sound of air leaking from a balloon when both T and H are together in the same syllable. (Tutor: We haven't had syllables yet, so don't make too much of this right now. This is more for your information.) In words where the T and H come together but are parts of different syllables (*boathouse*), the sounds are different. Sometimes TH just stands for the T sound: *Thomas, thyme*.



★ The **Unvoiced** Sound of Consonant Digraph TH th: pg 2 of 2

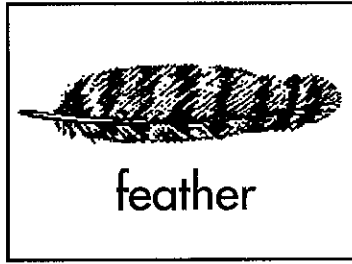
3

☆ Now draw a picture of a word or words with the **UNVOICED TH** of **THREE**. You may copy an **UNVOICED TH CONSONANT DIGRAPH** from the previous page, or you may choose your own **UNVOICED TH** word. How about *TH*anksgiving? The Movie *TH*heater? A *TH*irsty *TH*ief? A pitcher *TH*rowing a ball? *BoTH* *TH*in *BeTH* and *RuTH* the *TH*inker? You choose. Have fun.

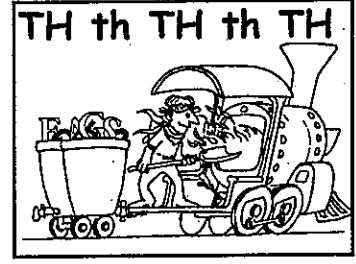


★ The Voiced Sound of Consonant Digraph TH th: page 1 of 2

TH
th



⊙ The VOICED sound of TH can be heard in FEATHER. The vocal chords actually vibrate. There is also an UN-VOICED TH as in the word THREE. It is just air. No vocal chords.



★ Can you hear the voiced consonant digraph **TH FEATHER** sound in these words?



Feather



Mother



Father



Brother



Bathing



Smooth

★ Did you hear the **voiced** consonant digraph **TH FEATHER** sound in these words? Here are some examples of **voiced TH FEATHER** words that start with the **voiced TH** sound. Your tutor will read them to you.

the that them they this there than those then
their these thou thy though thus



★ Did you hear the **voiced** consonant digraph **TH FEATHER** sound beginning these words? If you place your fingers on your throat, you can actually feel the vocal chords vibrating when you say the **voiced TH FEATHER** sounds.

★ Now, so you know the difference, here are some examples of TH words that *don't* use the vocal chords. They are called **unvoiced TH consonant digraph words**.

three thanks thought thing thumb thunder throw

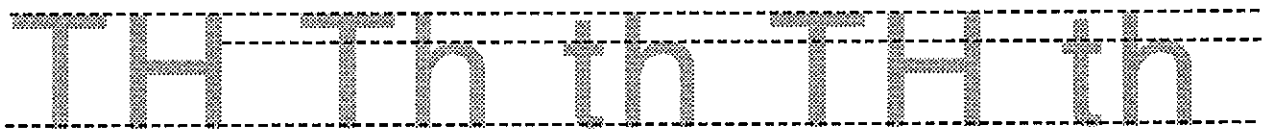
★ We'll study these **unvoiced TH consonant digraph words** later.

★ The sound of **voiced TH FEATHER** is almost always like the sound of an electric sander when both T and H are together in the same syllable. (Tutor: We haven't had syllables yet, so don't make too much of this right now. This is more for your information.) In words where the T and H come together but are parts of different syllables (*boathouse*), the sounds are different. Sometimes TH just stands for the T sound: *Thomas*, *thyme*.



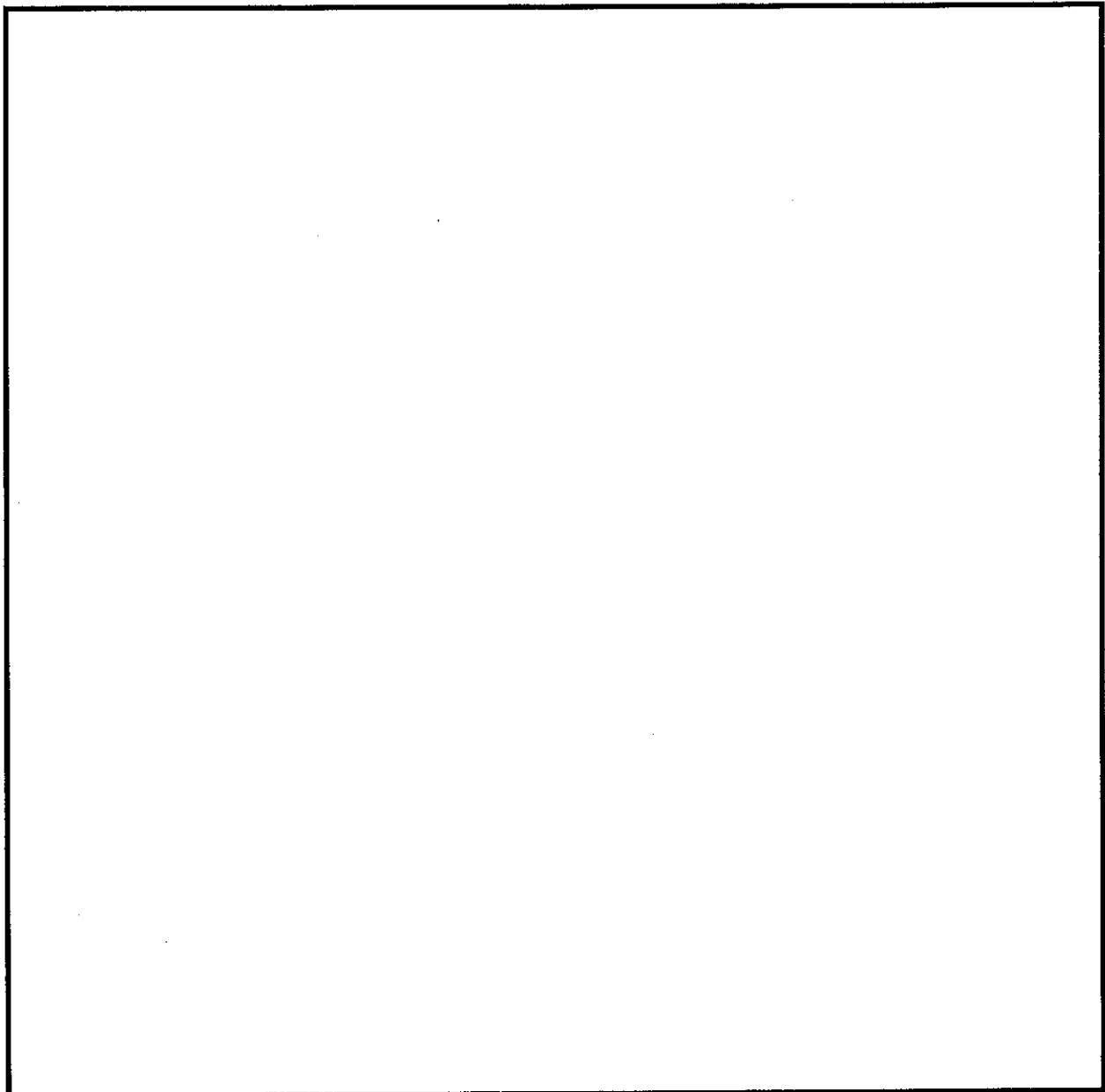
★ The Voiced Sound of Consonant Digraph TH th: page 2 of 2

★ Trace these TH letters for practice.



FEATHER

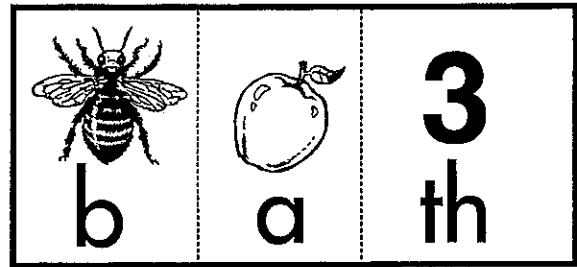
★ Now draw a picture of a VOICED TH FEATHER word. You may copy from the previous VOICED TH page pictures or choose something of your own. How about drawing the *weaTher*? (rain? snow? thunder and lightning?) What about Daniel Boone in *leaTher cloThing*? How about a family *gaThering*? There aren't a lot of VOICED TH words to draw pictures of. You choose. Have fun.





★ Word cards to color, cut out, fold, paste and play with to learn.

bath

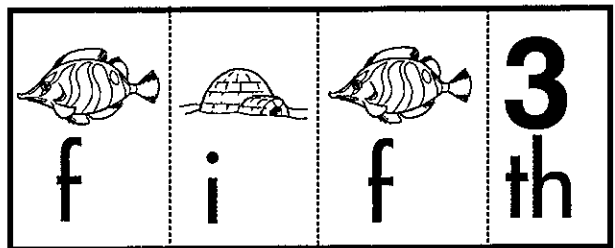


bath

★ He took a **bath**.
(unvoiced **th**)

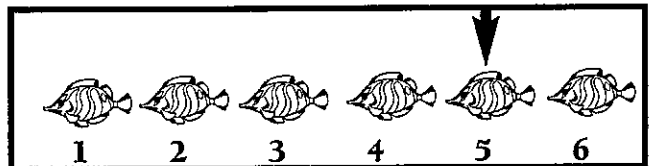


fifth

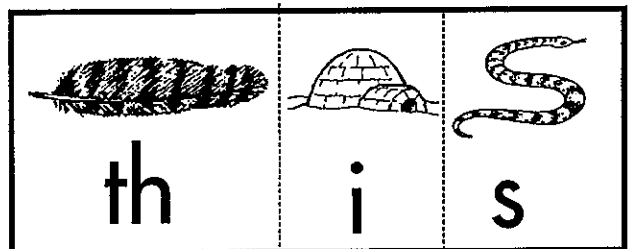


fifth

★ Number 5 in line is
fifth (unvoiced **th**).

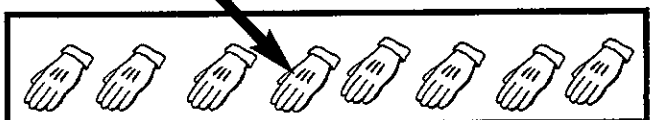


this



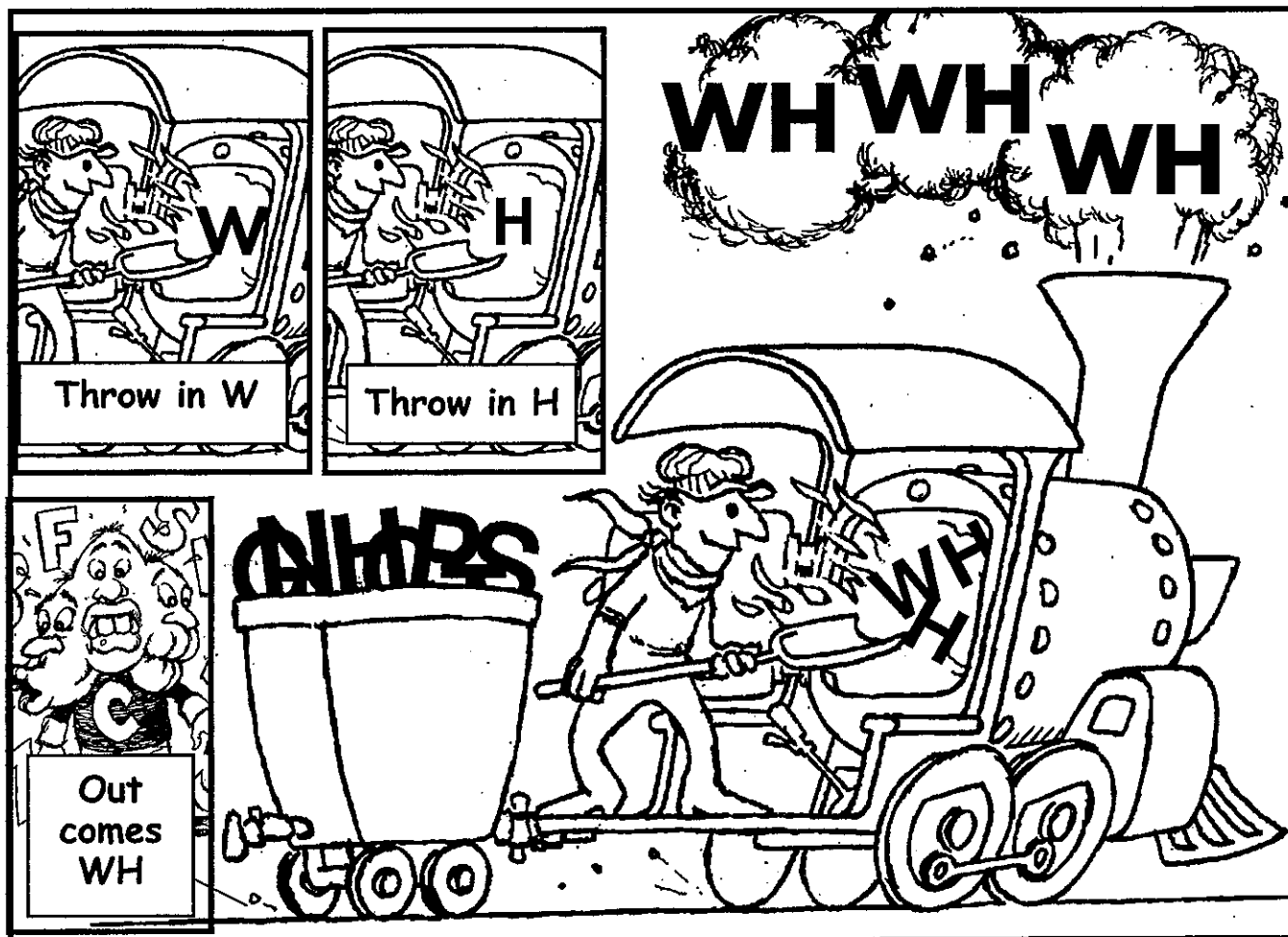
this

★ A certain one. **This** one
here. (voiced **th**)



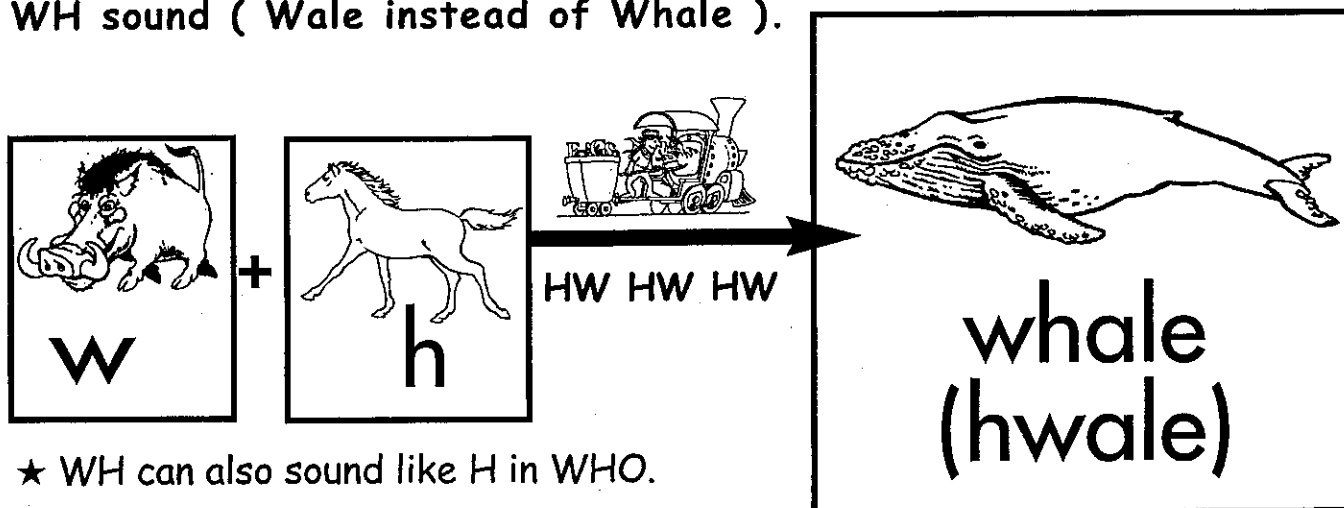


★ 2 Consonants join to make a NEW SOUND



★ The consonant-digraph WH usually sounds like HW.

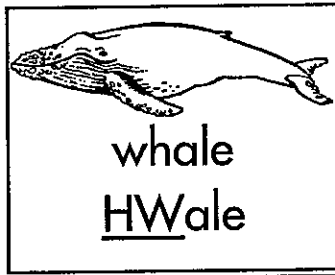
The sound of WH in WHALE is usually the sound of HW as if it was spelled HWALE. Put your hand close to your mouth, and you should feel the "breeze" of air from the silent H before you make the W sound. Today, many just say the W instead of the WH sound (Wale instead of Whale).



★ WH can also sound like H in WHO.

★ The **HW** Sound of Consonant Digraph **WH wh**: page 1 of 2

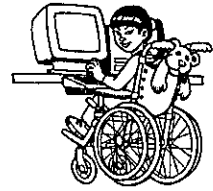
WH
wh



★ When a word or syllable begins with **WH**, it should be pronounced **HW** like **WHALE = HWALE**. But the **HW** sound is disappearing in some places. You learn how to say it correctly.



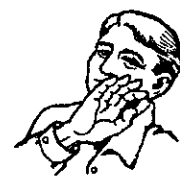
Whale
HWale



Wheelchair
HWheelchair



Whippoorwill
HWippoorwill



Whisper
HWisper



Whiskers
HWiskers

★ Can you hear the voiced consonant digraph **WH HWALE** sound beginning these words?
★ Can you hear the voiced consonant digraph **WH HWALE** sound in these words below?



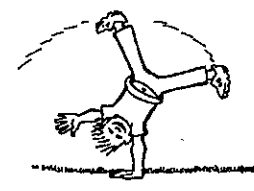
Bobwhite
BobHWite



Horsewhip
HorseHWip



Whooping Crane
HWooping Crane



Cartwheel
CartHWeel

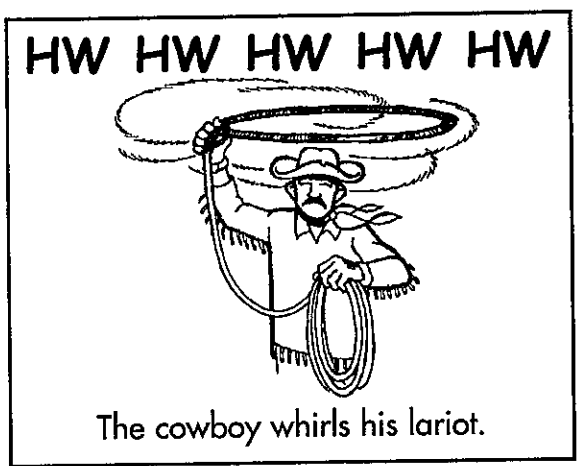
★ Is there a **WH HWALE** in your name? If so, do you say the **HW** sound or just a **W** sound?
★ Practice capital **WH** and small case **wh**.

WH wh WH wh

★ The **HW** sound of the consonant digraph **WH** sounds like the **WHIRLING LARIOT (HWIRLING LARRIOT)** of a cowboy that circles his head and makes the sound **HW HW HW**. Have you ever whirled a lariat rope like a cowboy? Think that's the sound it makes?

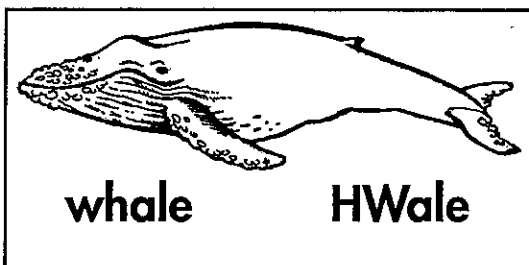
★ Can you feel the little puff of air that comes out of your mouth when you say the **HW** sound correctly?

★ Careful. Sometimes **WH** just represents **H**, as in who, whom, whose and whole.

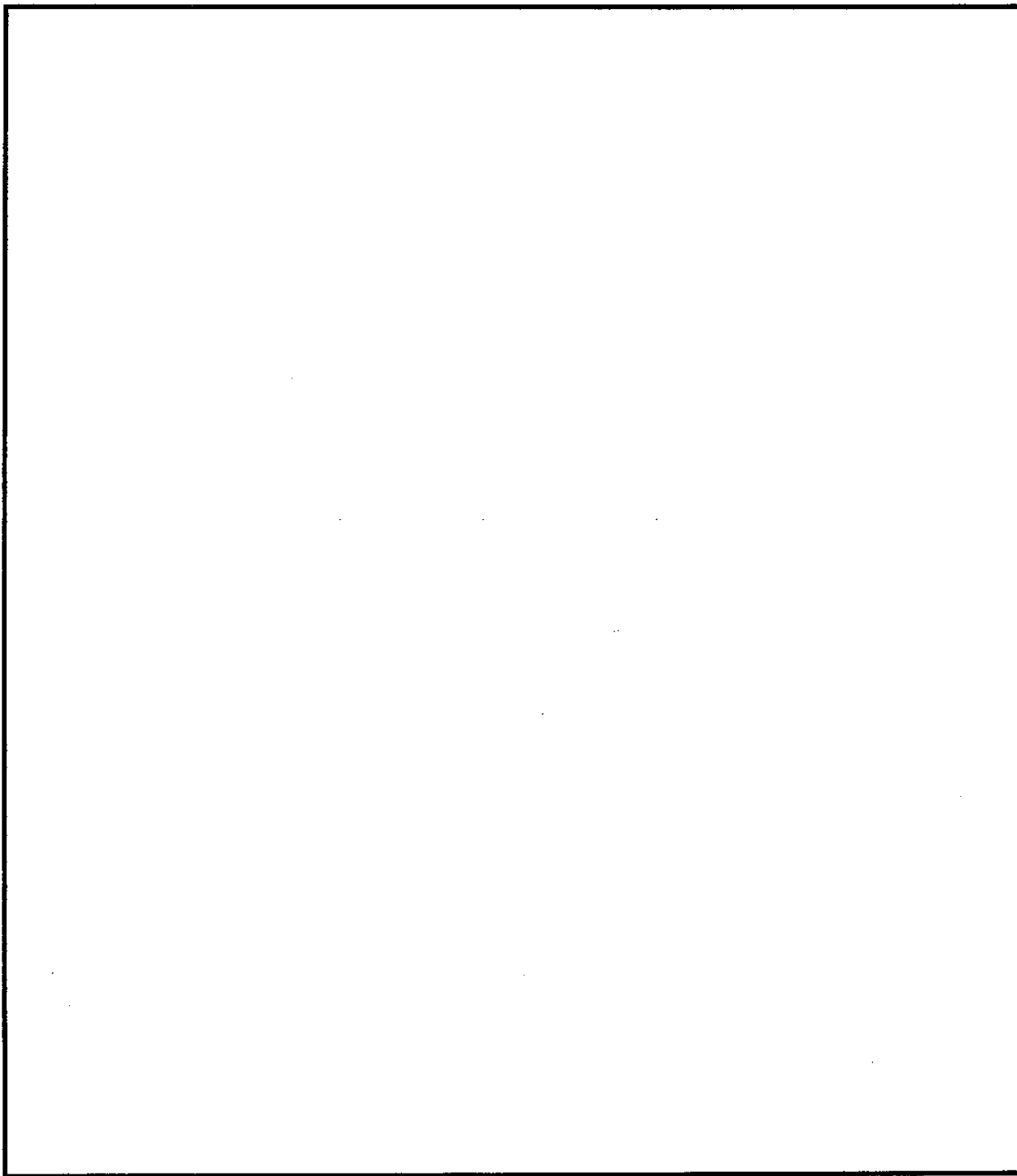


★ The HW Sound of Consonant Digraph WH wh: page 2 of 2

WH
wh

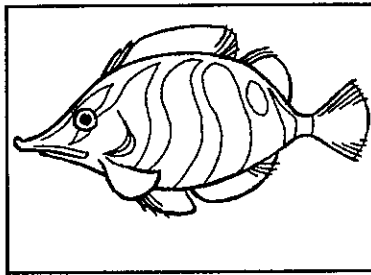


★ Now its time to draw a picture of a consonant digraph **WH HWALE** word. Copy anything from the previous page or choose a WH word of your own. How about a *WHEELbarrow* full of *WHiskered Whales*? Have fun.

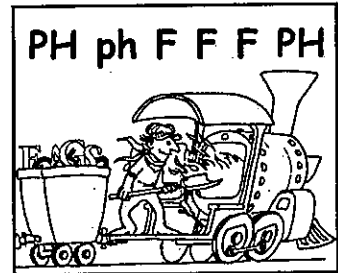


★ The F Sound of Consonant Digraph PH ph: page 1 of 2

PH
ph



⊕ The PH sound is the same as the F sound so the FISH icon is used to represent the PH sound. The F sound is spelled PH in words of Greek origin.



★ Can you hear the consonant digraph PH FISH sound beginning these words?



Phone



Photo



Physician



Pheasant

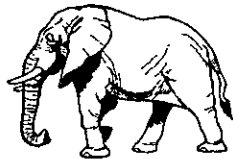


Pharmacy

★ Can you hear the consonant digraph PH FISH sound in these words?

ABCDEFGHI
JKLMNOPQ
RSTUVWXYZ

Alphabet



Elephant

John Henry

Autograph



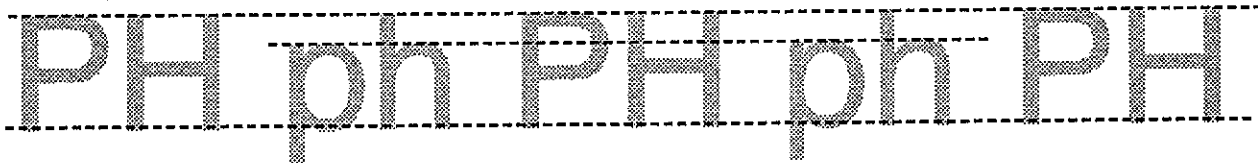
Gopher

SH CH
TH WH
PH NG

Digraph

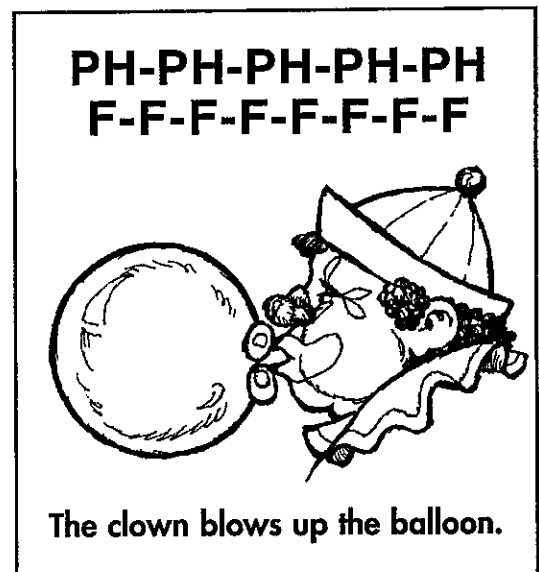
★ Is there a PH FISH spelling in your name? (Phillip, Phyllis, etc.)

★ Can you print capital PH and small ph ?

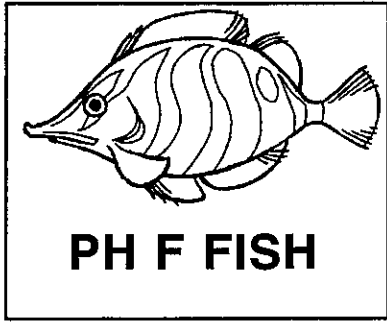


⊕ In some words- usually words of Greek origin- the F sound of FISH is spelled with the consonant digraph PH. As long as both the P and the H are together in the same syllable (PHone, GoPHer, GraPH) the PH can represent the F sound. When the P and the H are next to each other but in different syllables (toPHat, cuPHolder, moPHead), then the P has the PANDA sound and the H has the HORSE sound. In other words, when the P and H are in different syllables, they do NOT form the new consonant digraph sound of F.

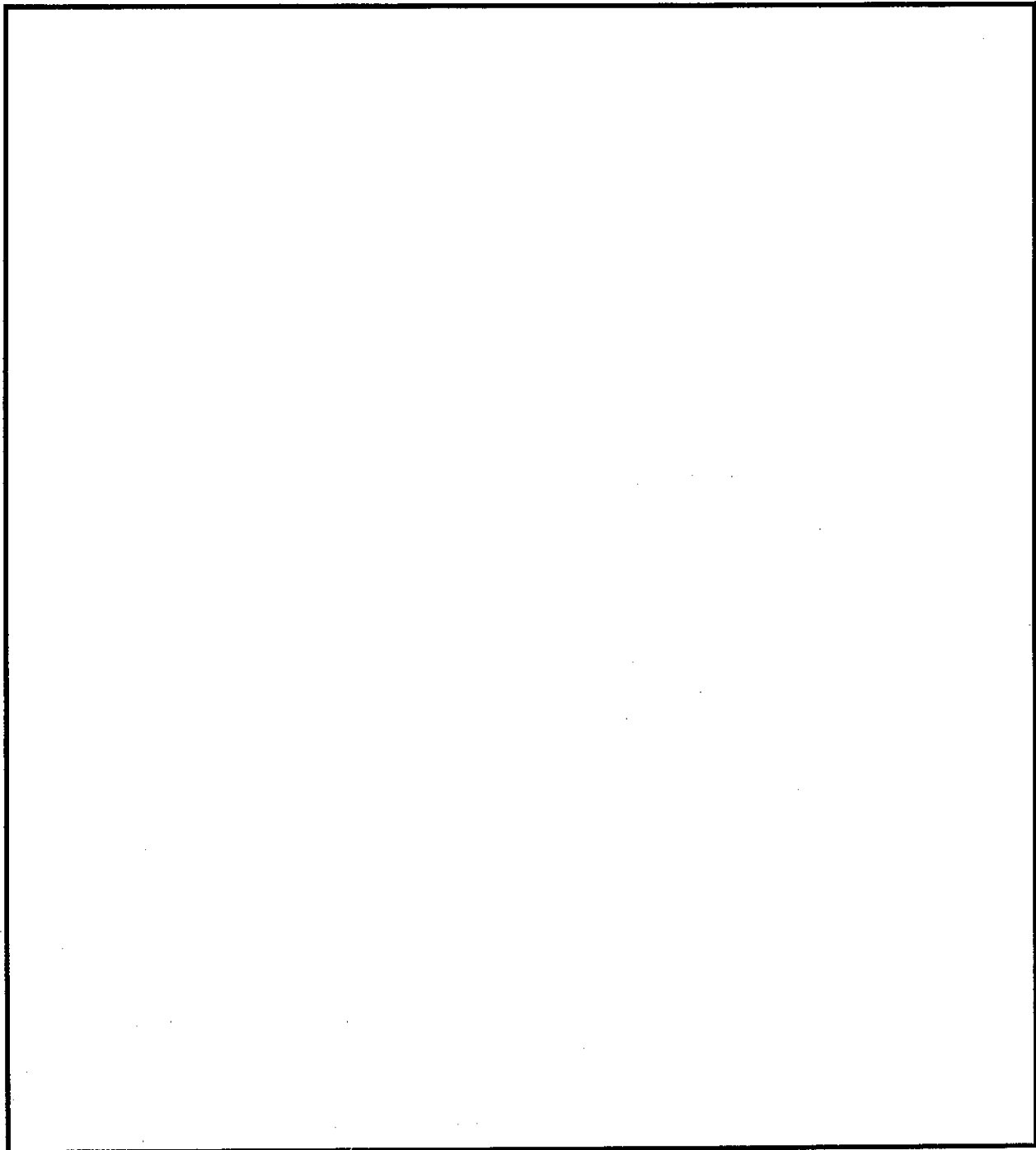
★ The sound of the consonant digraph PH is like the sound of letter F in FISH. It is F-F-F-F-F like the sound of a clown blowing up a balloon.



★ The E Sound of Consonant Digraph PH ph: page 2 of 2



★ Now draw a picture of a PH word that has the sound of letter F for the PH. Copy a PH picture (or pictures) from the previous page, or draw a PH word picture of your own choice. Here are some more PH words: *PHonics, PHysical, PHantom, PHoenix, PHenomenon, OrPHan, NePHew, SulPHer, GeograPHy, CelloPHane, EmPHasis, TroPHy, SoPHomore, PHonograPH, ParagraPH, TelegraPH, TriumPH.* How about the *triumPHant SoPFomore* who just won the *PHysics TroPHy*? You choose. Have fun.

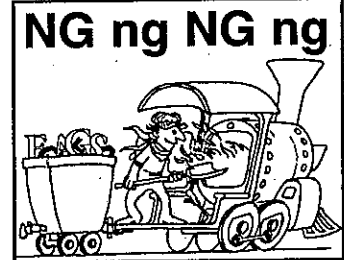


★ The Sound of Consonant Digraph **NG ng**: page 1 of 2

NG
ng



★ The **NG** sound is unusual.
★ **NG** always follows a vowel sound.
★ **NG** is NEVER at the beginning of a word or syllable.
★ In **NG** the **G** sound is kind of "eaten". (Listen carefully.)



★ Can you hear the consonant digraph **NG RING** sound in these words?



Ring



Sing



King



Spring



Ding-Dong

1 + 1 = 3



Wrong

★ Can you hear the consonant digraph **NG RING** sound in these words?



Hanger



Stinger



Strong



Cling



Wing



Finger

★ Can you hear the **G** being "eaten" in these **NG RING** words? Sometimes **N** alone represents the **NG RING** consonant digraph sound when followed by the letter **K**. Can you hear the **NG** sound in these **NK** words?



Wink



Mink



Bank



Honk



Drink



Tank

★ Do you have an **NG RING** or **NK RINK** in your name? (Your tutor can help with this.)

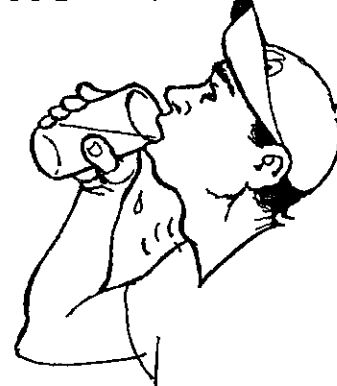
★ At the **end** of words, the **NG** always sounds like the **RING** sound.

★ When the **N** and **G** are in separate syllables, the **N** sounds like **NEST** and the **G** can sound like **hard G GOAT** (ungrateful, engage, ongoing) or **soft G JELLY-FISH** (angel, ranger). **N** and **G** can sound like **N** and **J** in one syllable words (change, plunge).

★ Other spellings of **NG** include **NGUE** (tongue) and **ND** (handkerchief).

★ The **NG RING** sound also sounds like someone gulping down drinking water: **NG-NG-NG-NG-NG**.

NG-NG-NG-NG

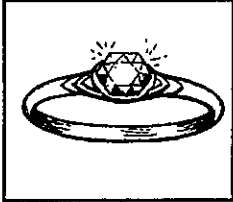


Drink the water.

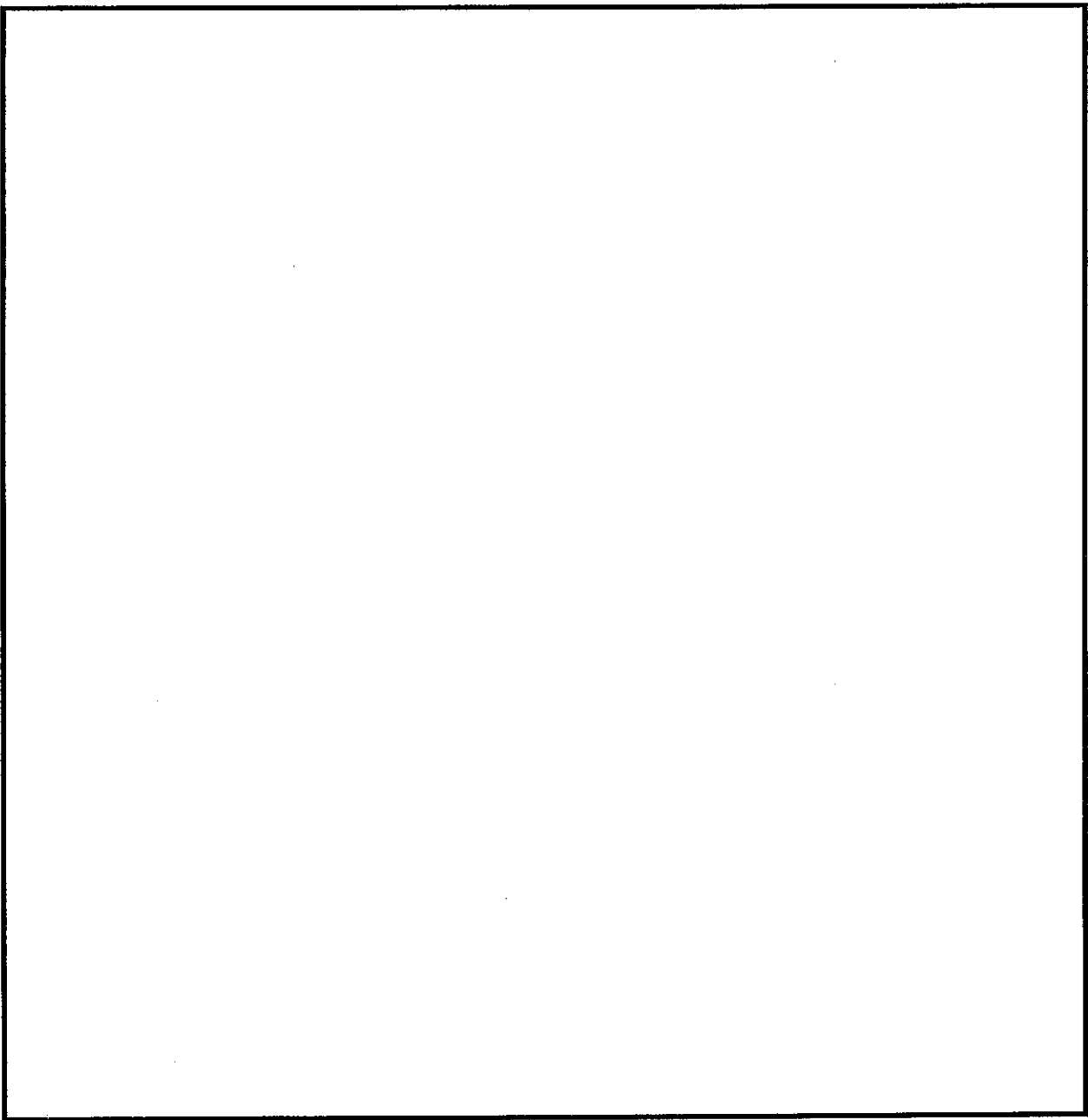
★ The Sound of Consonant Digraph **NG** ng: page 2 of 2

★ Can you print capital NG and small ng ?

NG ng NG ng NG



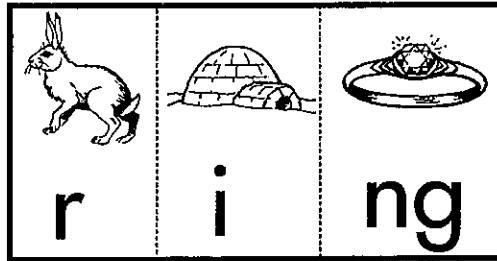
★ Now draw a picture of one or more NG words. You may copy words from the previous page or choose other NG words for your picture. Here are some more NG words: *baNG, claNG, soNG, loNG, gaNG, FiNGer, huNGer, sprINg, thiNG, wiNG, youNG, sliNGshot, kiNGdom, gaNGster, swiNG, luNGs, faNG, striNG, siNK, thaNK, piNK, juNK.* You decide what to NG word or words to draw. Have fun.





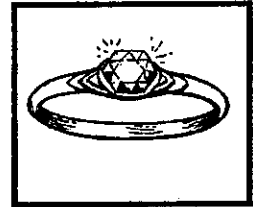
★ Word cards to color, cut out, fold, paste and play with to learn.

ring

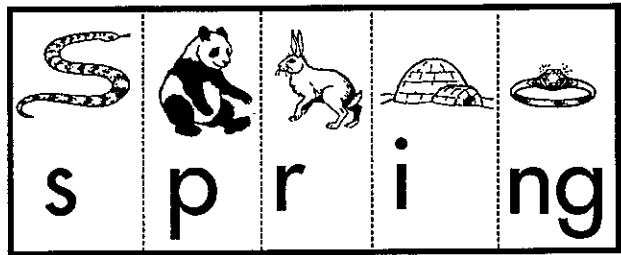


ring

★ Ring has the **ng** digraph sound.

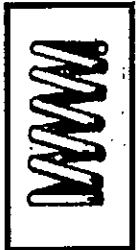


spring

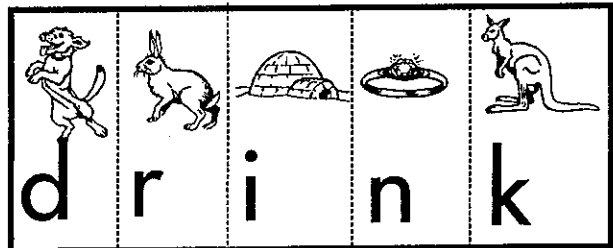


spring

★ 1. A season of the year. 2. Water source
3. Metal coil or band that distributes energy.



drink



drink

★ Drinking makes a **ng ng** **ng ng** sound.





★ Word cards to color, cut out, fold, paste and play with to learn.

whip



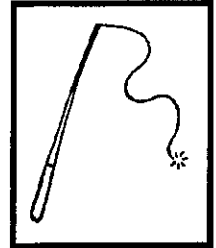
wh

i

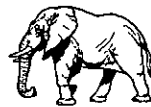
p

whip

★ The sound of the **whip** made the horse go.



when



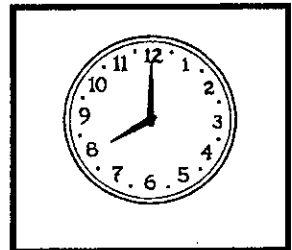
wh

e

n

when

★ 1. At a certain time. When did it happen?



graph



g

r

a

ph

graph

★ A kind of chart that shows change.

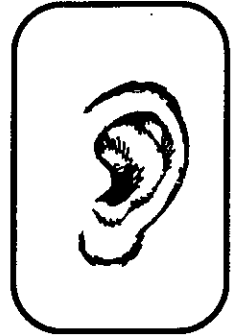




Listening Skills



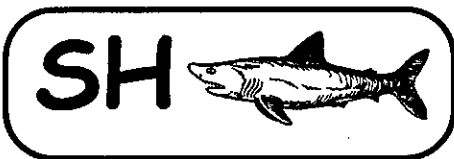
★ Just read these words to the student. Don't expect them to be able to read them. Students should concentrate on listening to the sounds of the words as you read them. Then have the student say back the words correctly. Repeat as is necessary. Ask if they know the meaning of the word. If they don't- and want to know- tell them. Students may follow the printed words for reference as you read them. Praise and encourage success.



chimp church much
chin such choose
much check chunk
rich chips cheap

Many times the CH sound is spelled TCH

catch pitch notch
match latch hatch
watch patch fetch



shark push hush shoe shake
shell dish shush shirt fish
ship cash rash shine lash
shut shed rush wash shout



voiced TH
feather

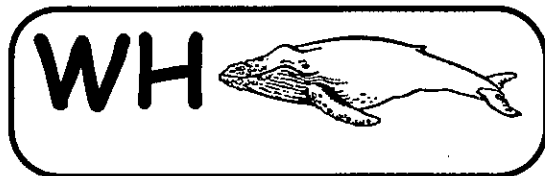


2 sounds

this the then
that those father
them they mother

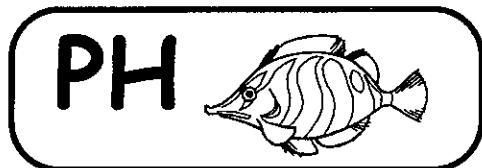
unvoiced TH **3**
three

bath think three
math thin fifth
moth thought sixth



WH usually sounds like HW

whale where whip whisper
what why wham whistle
when white which wheat



The PH sounds like F in FISH

phone graph phrase
photo phonics physician

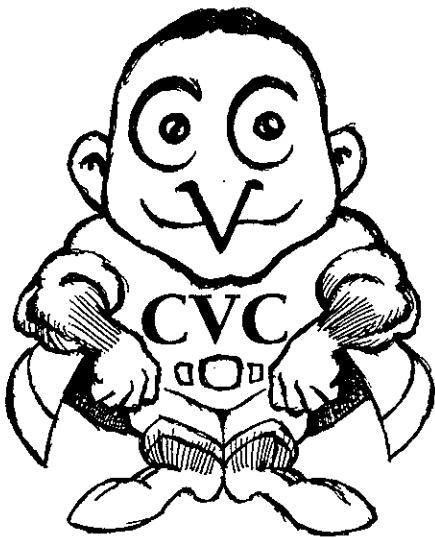


NG does not begin words

ring bring wing fling
song sing sang lung



★ Letter patterns in words can help you to know the sounds of the word. Besides looking at just specific families of letters like the **at** endings in **cat**, **fat**, and **rat**, you can look for **patterns of consonants and vowels** that can tell you if a **vowel** has the **short** sound or the **long** sound. Here is such a pattern of consonants and vowels that we help you to remember with **Short Sam the CVC Man**.

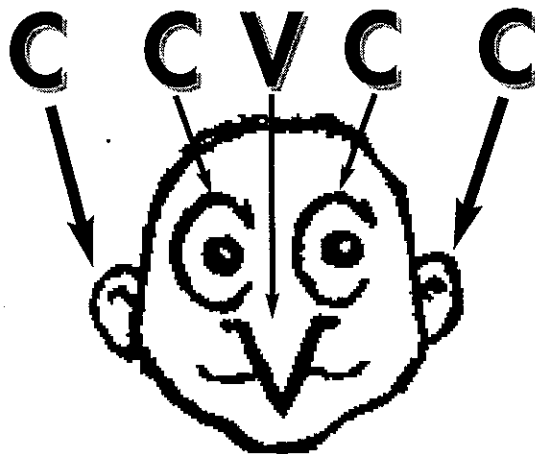


★ **Short** reminds you the **CVC** pattern indicates a **short vowel** sound.

★ **Sam** is a reminder of the **CVC** pattern (**SAM** = consonant-vowel-consonant).

★ The **CVC Man** reminds you of the **CVC** pattern (**man** is also a **CVC** pattern word with a short vowel sound).

★ Sam's **Head and Face** also remind you of the **CVC Consonant Vowel Consonant** pattern. Sam's **eyes and nose** make the **CVC** pattern and his **ears** add **C's (consonants)** on either side of the **CVC** face.



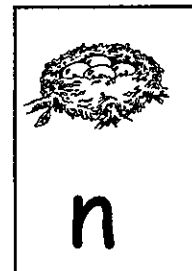
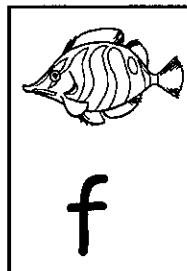
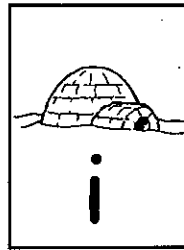
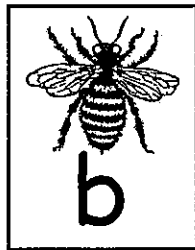
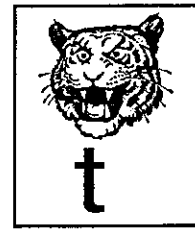
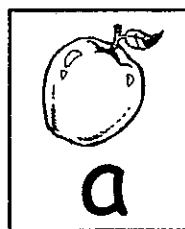
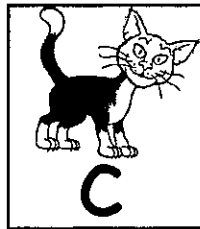
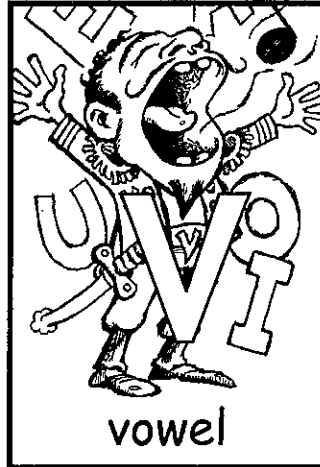
Rule:

The **CVC** pattern usually indicates a short vowel sound.



★ Have you noticed how some words are like other words? Some words start the same. Some words end the same. Some words rhyme. Well- sometimes the letters in many words follow the same pattern. Look at these words. They all have a consonant-vowel-consonant pattern.

CVC (Consonant-Vowel-Consonant) Pattern words



★ Notice how the CVC pattern words have a short vowel sound?
RULE: The CVC Pattern signals a short vowel sound.

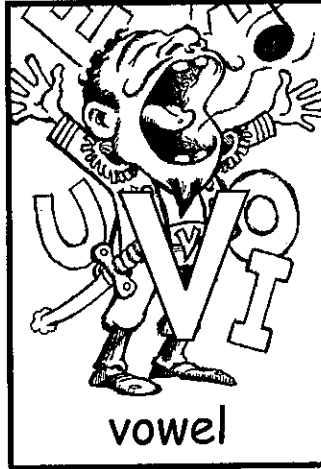


★ So you can look at letters to see if they are vowels or consonants and then look for patterns like CVC (Consonant-Vowel-Consonant) to tell what the sound of the vowel is. The CVC pattern usually tells you the vowel sound is short. In the next book we'll learn about other sounds of vowels.

CVC (Consonant-Vowel-Consonant) Pattern words



consonant



vowel



consonant

c

a

t

t

e

n

p

i

g

m

o

m

f

u

n

m

a

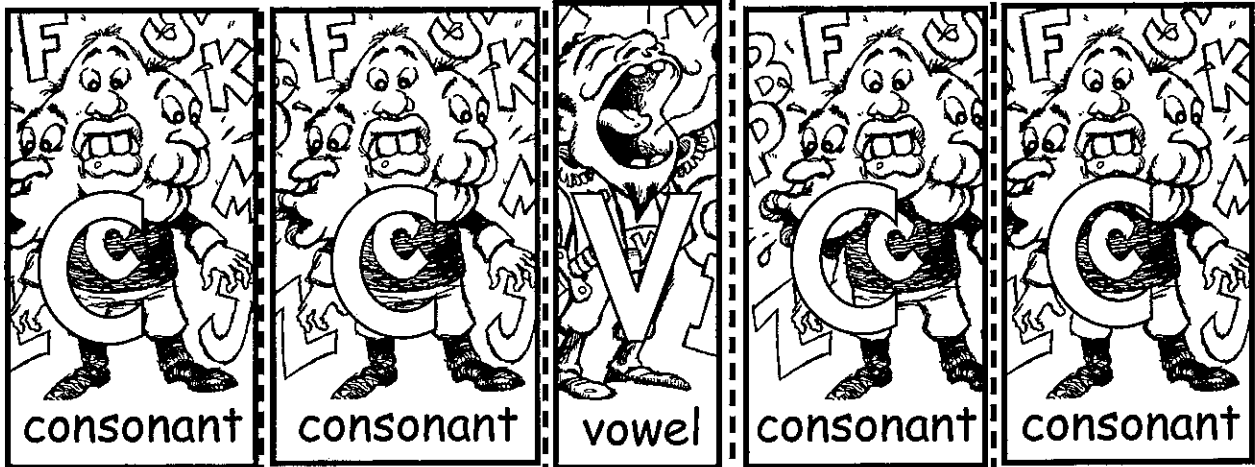
d

★ Notice how the CVC pattern words have a short vowel sound?
RULE: The CVC Pattern signals a short vowel sound.
To help you remember this CVC letter pattern here is
Short Sam the CVC Man. (next page)



★ So you can look at letters to see if they are vowels or consonants and then look for patterns like **CVC** (Consonant- Vowel- Consonant) or even **CCVCC** (Consonant- Consonant- Vowel- Consonant-Consonant: **CVC** surrounded by C's) to tell that the sound of the vowel is short.

CVC (Consonant-Vowel-Consonant) Pattern words



q	u	i	l	t
c	h	e	c	k
	b	a	t	h
s	h	u	s	h
s	p	o	t	
c	h	i	p	s

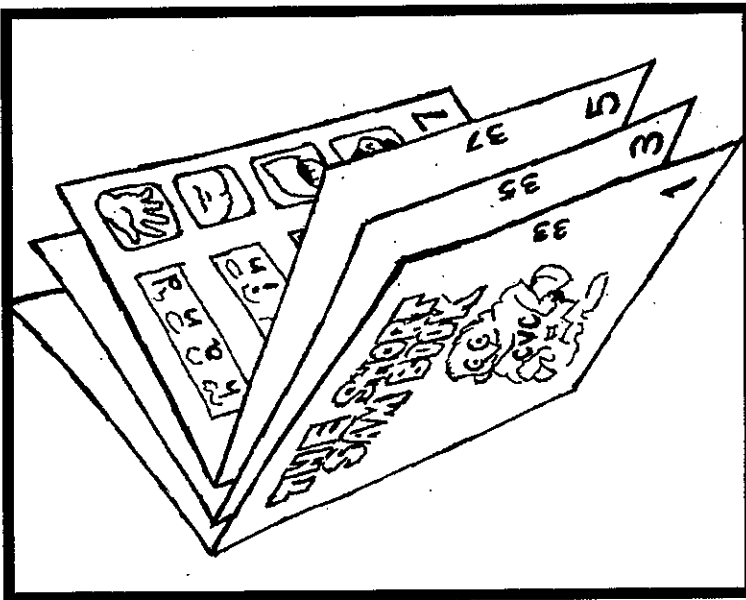
★ The **CVC** pattern can have **C** on one or both sides: making **CCVCC** or **CVCC** or **CCVC** or **CVC** patterns.

ALL indicate the short vowel sound for the vowel.

Short **SAM** the **CVC** Man is also the **CCVCC** Man

- or the **CVCC** Man or the **CCVC** Man.

Making your Short Sam 12 page Booklet Together



★ Tutors and students make the Short Sam 12-page booklet together. (You will make other booklets in future lessons.) You will have to cut the pages out of this workbook to make your booklet.

The tutor should cut out and assemble the pages, showing the student how its done as you do it.

When the pages are assembled and folded in half, staples on the middle fold would be nice to bind

★ the pages together, however a stapler with a long neck may be required to do this.

Tutor: Now you and your student go through the booklet together. There are work pages to do and pictures to draw and color. You read the text to them.

Remember, they are just learning short vowel CVC and CCVCC words.

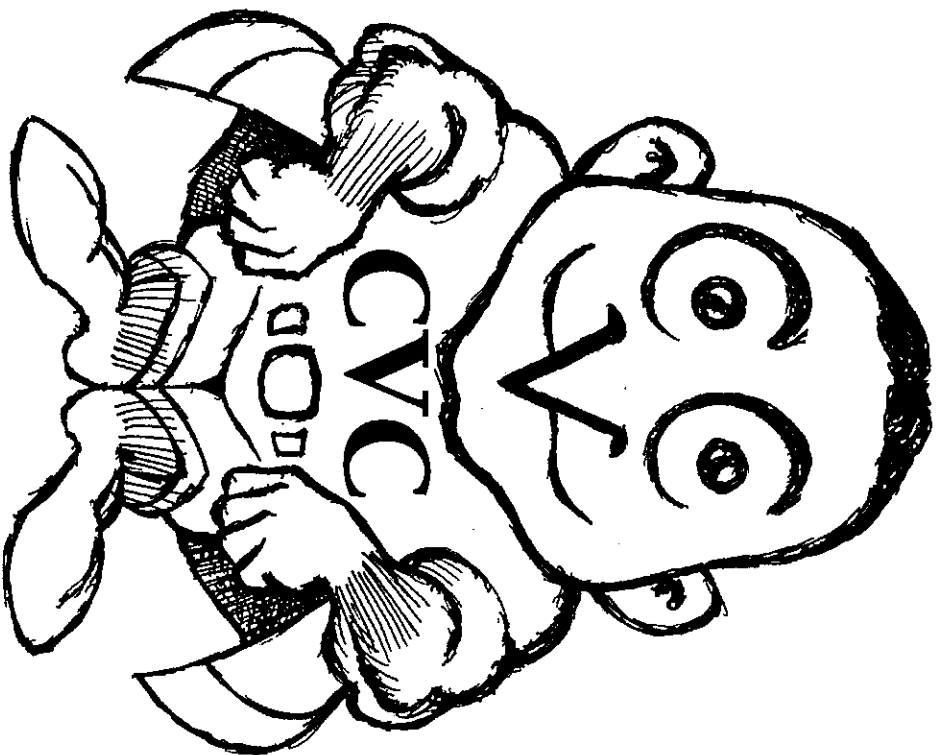
Make sure they know the short vowel sounds. Use the sound picture icons for vowels and consonants.

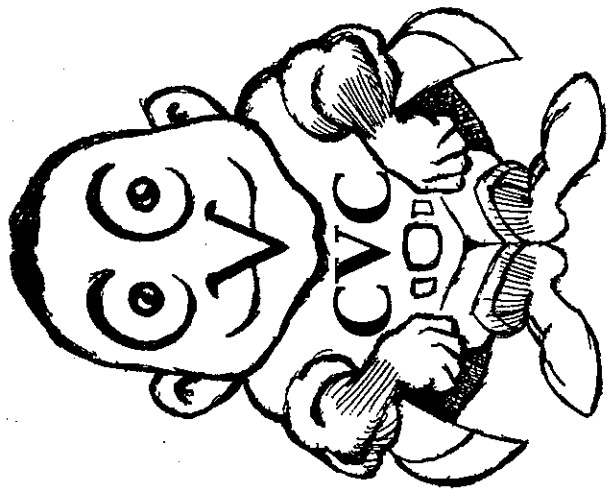
Explain why Sam's face has the CVC pattern for eyes and nose (to remind them of the consonant-vowel-consonant pattern) and why he's called "short" Sam (because the vowels all have the short vowel sound.)

Review the information and practice the vocabulary. Keep it fun and praise all efforts and successes.



THE SHOR SAM BOOK





I am Sam.

I am Sam the CVC Man.

I am Short Sam the CVC Man.

I am short.

I can help.

I can help you.

I can help you read.

Spelling CVC Words

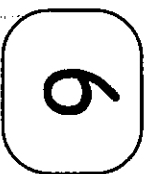
Can you spell all of these CVC words?



__ c __ a __ t



__ _ _ _ _



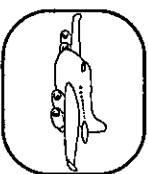
__ s __ _ _ x



__ _ _ _ _



__ b __ _ _ _

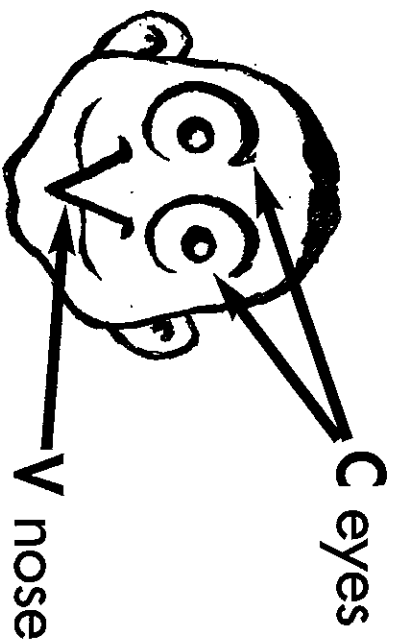


__ j __ _ _ _



__ e __ _ _ _

10



I am Sam.

I have a V nose.

I have 2 C eyes.

See my CVC eyes and nose?

The C eyes are for **CONSONANTS**.

The **consonants** are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z.

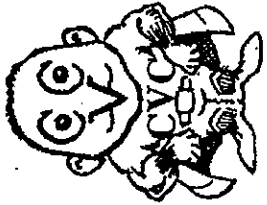
The V nose is for **VOWEL**.

The **vowels** are A, E, I, O, and U (and sometimes Y).

3

★ Short Sam signals
Short Vowels.

Here are the short vowels:



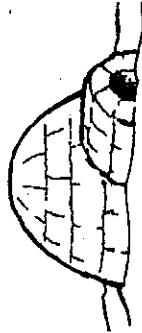
a

Short vowel a is like
the a sound in apple.



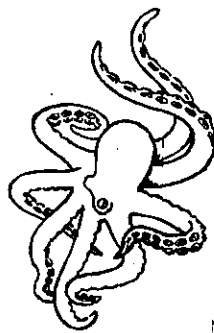
e

Short vowel e is
like the e sound
in elephant.



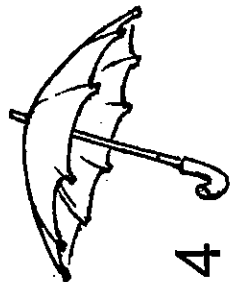
i

Short vowel i is
like the i sound
in igloo.



o

Short vowel o is
like the o sound
in octopus.



u

Short vowel u is
like the u sound
in umbrella.

CCVC

slip
stop
spot
quit
quiz
chin

★ These
CVCC words
are continued
from page 8

CVCC

test
lamp
rest
tell
jump
must
hand
buzz
will
ring
fish
bath

★ Now go
on and read
the following
CVCC
pattern
words.

★ Finally,
here are
some

CVCC pat-
tern words.

CCVCC

chimp
shell
stand
quilt
which

★ The Outlaws
There are always words
that don't follow the CVC
rules. Here are a few.

was (not short vowel a sound)

for (vowel controlled by r)

what (not short vowel a sound)

his (s sounds like z)

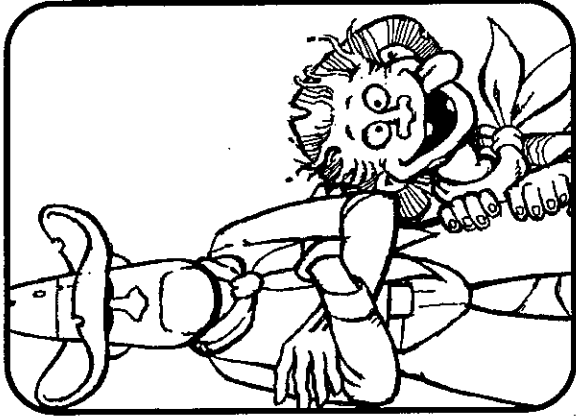
has (s sounds like z)

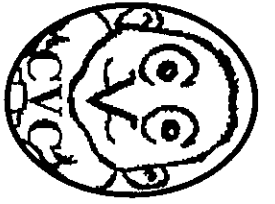
find (vowel is long)

new (vowel controlled by w)

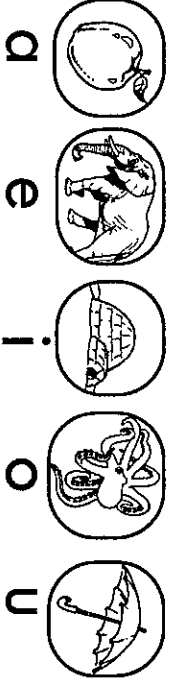
most (vowel is long)

right (vowel is long)





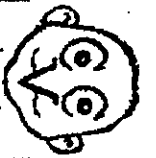
★ O.K. Now. Can you read these words?
Here are the short vowel sounds to help you.



<u>CVC</u> Sam	<u>CVC</u> bad	<u>CVC</u> gas	<u>CVC</u> fox	<u>CVC</u> zip
cat	sit	Mom	van	wet
bat	sat	man	jet	win
cab	set	men	bug	
Dad	pig	rip	rug	
pan	big	dot	jug	
pen	fat	red	run	
ten	fit	rat	fun	
can	get	mop	tub	
cap	pin	pot	vex	
net	fan	mad	yes	
pet	tag	top	yak	
bed	did	lap	kid	
nap	dip	not	hen	
8	dig	six	hug	

★ Now try
this next
pattern of
letters

<u>CVCC</u> tent	<u>CVC</u> win
nest	wet
fist	pass
pants	
send	
gift	
best	



c	b
v	u
a	g
t	
f	
o	
x	

consonant
vowel
consonant

c	a	t
---	---	---

cat

★ Here are 4
CVC words
with short
vowel sounds.

b	u	g
---	---	---

bug

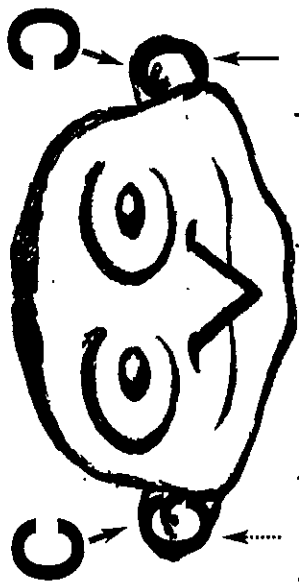
p	a	n
---	---	---

pan

f	o	x
---	---	---

fox

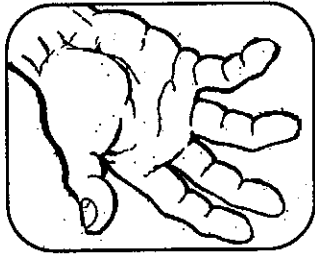
★ The CVC pattern may have other Consonants attached.







Sam's ears are like letter Cs for extra consonants

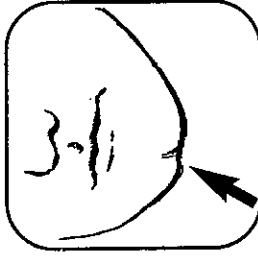
pattern	C	C	V	C	C
CVC	S	a	m		
CCVC	t	h	a	t	
CVCC		c	a	s	h
CCVCC	c	r	a	s	h
CVC	p	r	e	t	s
CCVCC		s	e	t	
CVC		f	i	s	h
CVCC		h	i	s	
CCVC	s	l	i	p	k
CCVCC	s		i	c	
CVC		d	o	t	k
CCVCC	c	l	o	c	
CVC		c	u	t	
CCVC	s	h	u	t	
CCVCC	c	r	u	s	h

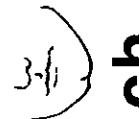


★ Here are some cvc words with extra consonants.



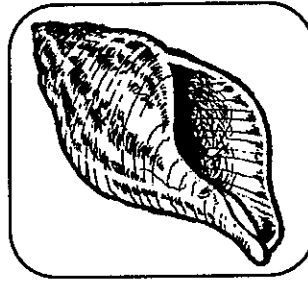
			
h	a	n	d

cvcc



		
ch	i	n

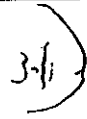



ccvc



			
sh	e	l	l

ccvcc



			
ch	i	m	p

ccvcc

Making your Word Family Pullthroughs Together



★ Tutors and students make the word family (phonogram) pull-through pages together. 1. First look over the page and read the text to the student. Make sure you know what the phonogram is. (Example: **at** words like cat, bat, fat, hat, mat, rat, sat, and vat.) Try a few consonant beginnings from the list and blend on the **at** ending. Can you say the word? Do you know what it means?

★ You will cut up this page to make your pull-through.

1. Follow the cutting directions, and where the arrows indicate that you should cut right off the edge of the page, do so. Tutor: You will have to carefully cut out the little window where the pull-through letters will appear in front of the phonogram ending. It's too hard for the kids to cut out.

2. Now fold the window piece to make the sleeve for the pull-through strip. Pasting down the flap will make a stronger sleeve, but can be messy.

3. Now take the cut-out letter strip and slide it through the sleeve so the consonants appear in the window (see picture right).

a. See if the student can "read" the single consonants blended to the phonogram (c + at = cat). Help as needed. Always make certain the student knows the meaning of the word.


b. There are usually consonant digraphs and clusters and blends at the bottom of the list. For now, tell the student what the word is. (If they can guess- all the better!). Keep practice fun! Reward success!



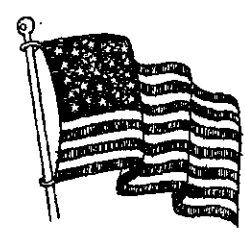


cut on solid lines out past arrows to edge of paper

Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out ag



flag

fold on broken line

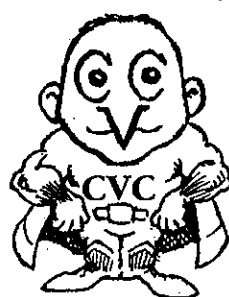
Paste tab here to make a hollow sleeve for the consonant strip to slide through.

Cut out this strip and slide it through the sleeve so the consonants appear in the window.

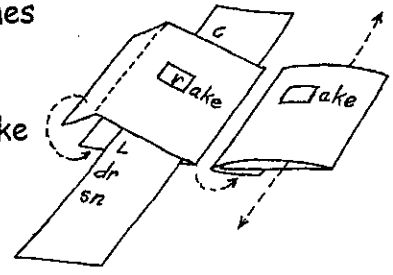
b
g
h
l
n
r
s
t

cut on solid lines out past arrows to edge of paper

⊗ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. Add beginning consonants or consonant blends to make more words. Cut out this **-ag** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-ag** words follow the Short Sam the CVC man rule: because the "a" comes between consonants, it's short. ★ Tutor: Please help with the cutting out of the hole and the sleeve and assembly of the pullthrough. It may be too hard for very young children. Have fun.



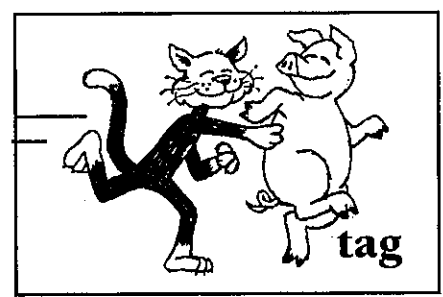
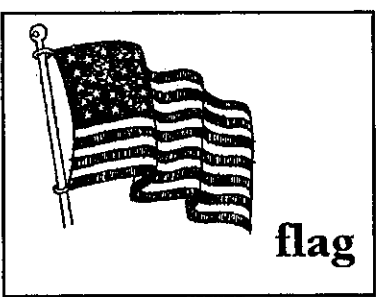
Because the "a" comes between 2 or more consonants, (CVC pattern) it has the short vowel sound like the "a" in "apple".

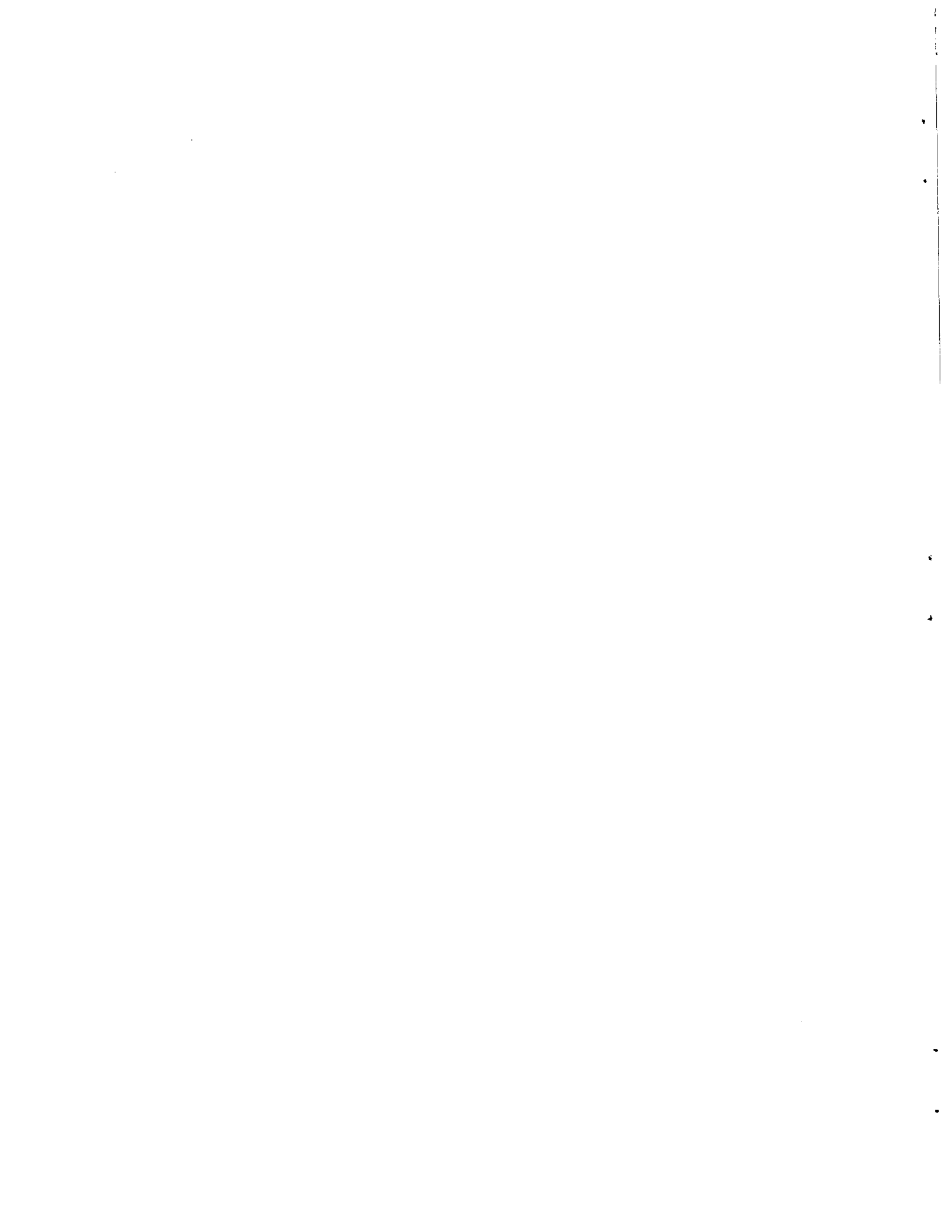


Cut on solid line past arrows to edge of paper.

w
br
dr
fl
sh
sn
st


Stop here if the student has not yet learned digraphs.






cut on solid lines out past arrows to edge of paper

Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out **an**



can

fold on broken line

Paste tab here to make a hollow sleeve for the consonant strip to slide through.

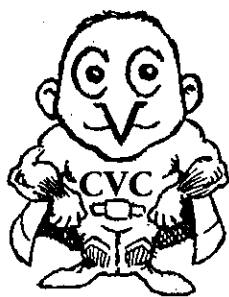
cut on solid lines out past arrows to edge of paper

Cut out this strip and slide it through the sleeve so the consonants appear in the window.

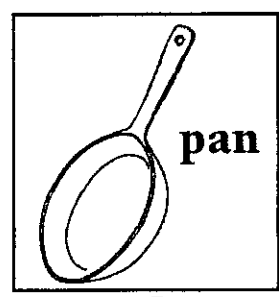
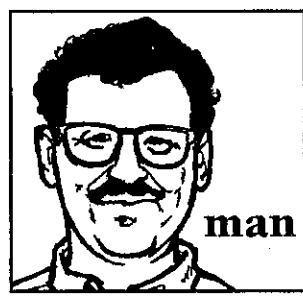
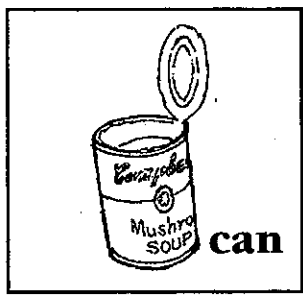
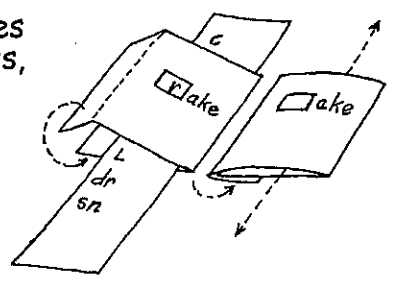
b
c
D
f
m
p
r
t
v

Stop here if the student has not yet learned digraphs.

⊛ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-an** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-an** words follow the Short Sam the CVC man rule: because the "a" comes between consonants, it's short. ⊛ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



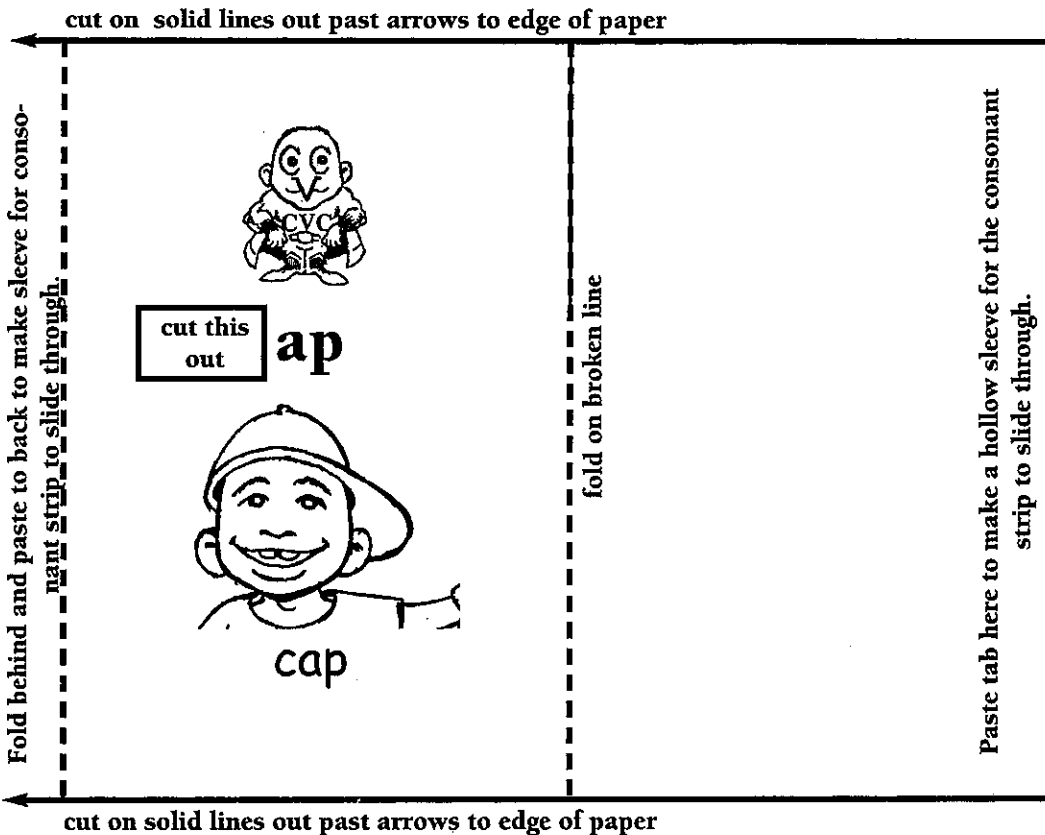
Because the "a" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "a" in "apple".



Cut on solid line past arrows to edge of paper.

br
cl
pl
sc
sp
th

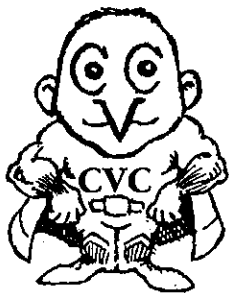




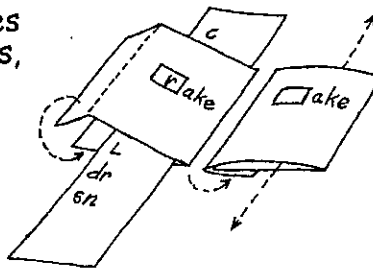
Cut out this strip and slide it through the sleeve so the consonants appear in the window.

c
g
l
m
n
r
s
t

⊕ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-ap** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-ap** words follow the Short Sam the CVC man rule: because the "a" comes between consonants, it's short. ⊕ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



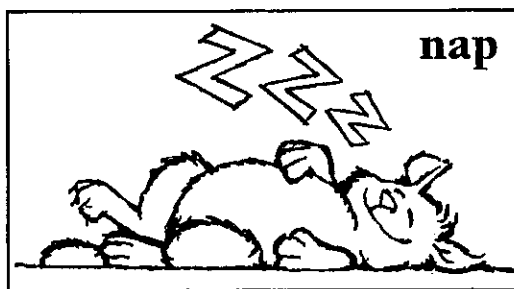
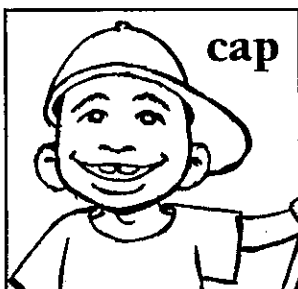
Because the "a" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "a" in "apple".



Cut on solid line past arrows to edge of paper.

ch
cl
fl
scr
sl
sn
tr
wr


Stop here if the student has not yet learned digraphs.



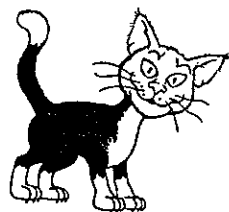


cut on solid lines out past arrows to edge of paper

Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out **at**



cat

fold on broken line

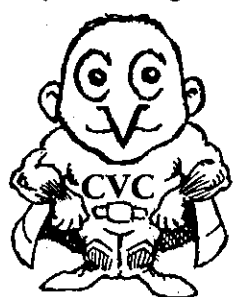
Paste tab here to make a hollow sleeve for the consonant strip to slide through.

cut on solid lines out past arrows to edge of paper

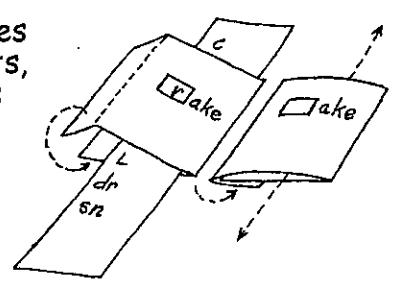
Cut out this strip and slide it through the sleeve so the consonants appear in the window.

b
c
f
h
m
p
r
s
t
v

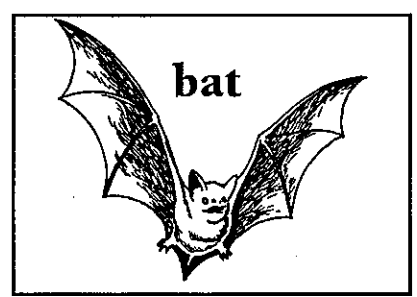
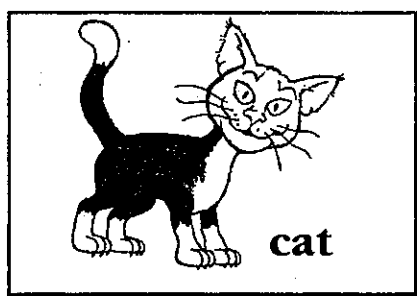
⊗ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-at** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-at** words follow the Short Sam the CVC man rule: because the "a" comes between consonants, it's short. ⊗ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



Because the "a" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "a" in "apple".



Cut on solid line past arrows to edge of paper.




th
Stop here if the student has not yet learned digraphs.

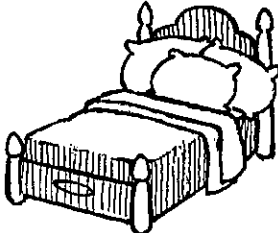


cut on solid lines out past arrows to edge of paper

Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out **ed**



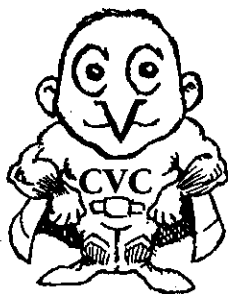
bed

fold on broken line

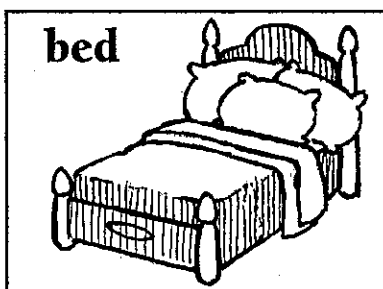
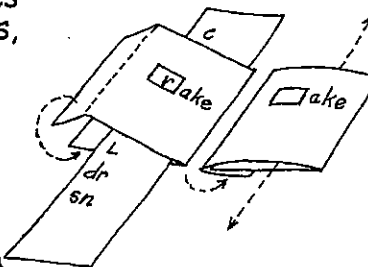
Paste tab here to make a hollow sleeve for the consonant strip to slide through.

cut on solid lines out past arrows to edge of paper

⊗ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this -ed phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: -ed words follow the Short Sam the CVC man rule: because the "a" comes between consonants, it's short. ⊗ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



Because the "e" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "e" in "elephant".



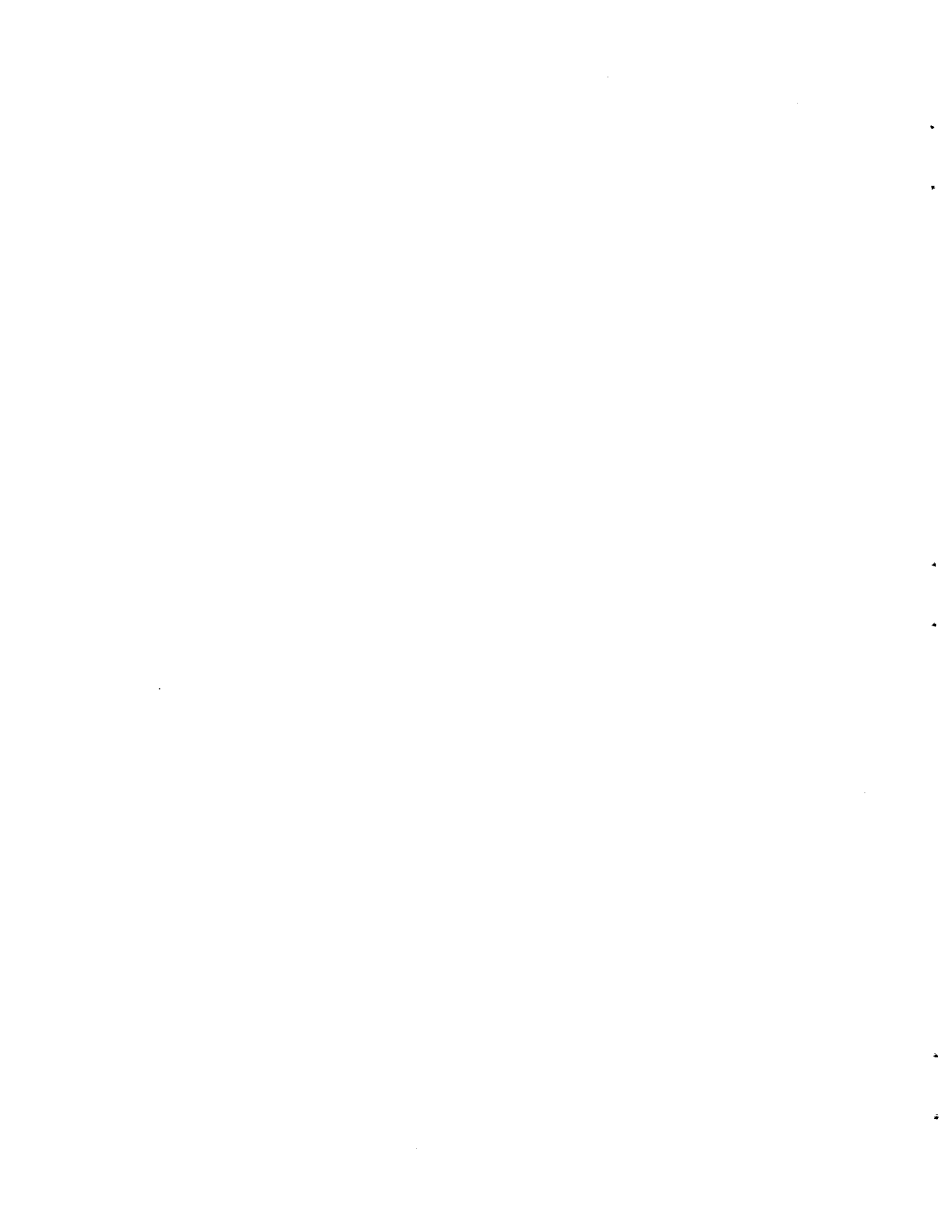
Cut out this strip and slide it through the sleeve so the consonants appear in the window.

b
f
i
N
r
T
w

bl
fl
Fr
sh
shr
sl
sp

Stop here if the student has not yet learned digraphs.

Cut on solid line past arrows to edge of paper.



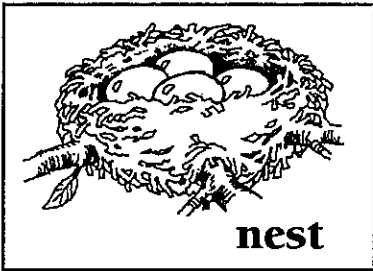
cut on solid lines out past arrows to edge of paper

Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out

est



nest

fold on broken line

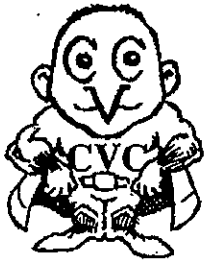
Paste tab here to make a hollow sleeve for the consonant strip to slide through.

Cut out this strip and slide it through the sleeve so the consonants appear in the window.

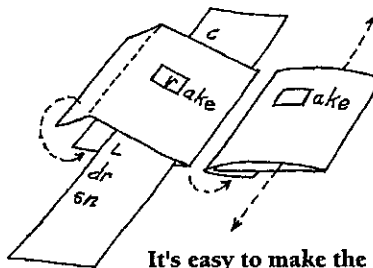
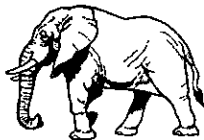
b
j
n
p
r
t
v
w
z
ch
cr
qu
gu

cut on solid lines out past arrows to edge of paper

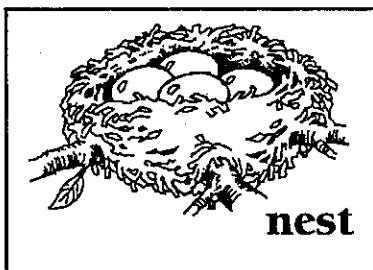
Word Families (major phonograms): Combinations of a vowel sound united with a consonant sound are repeated in many words. These are phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this *-est*-phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? You may want to cut out the example pictures and paste them near the window to help. Remember: The *-est* words are CVC words. The *e* is short like the *e* in elephant.



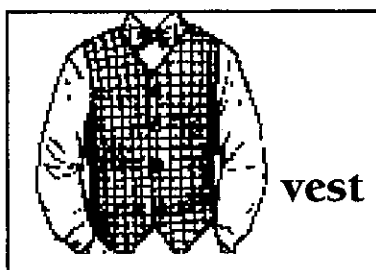
The *e* in *est* is short like the *e* at the beginning of elephant.



It's easy to make the sleeve for the word strip.

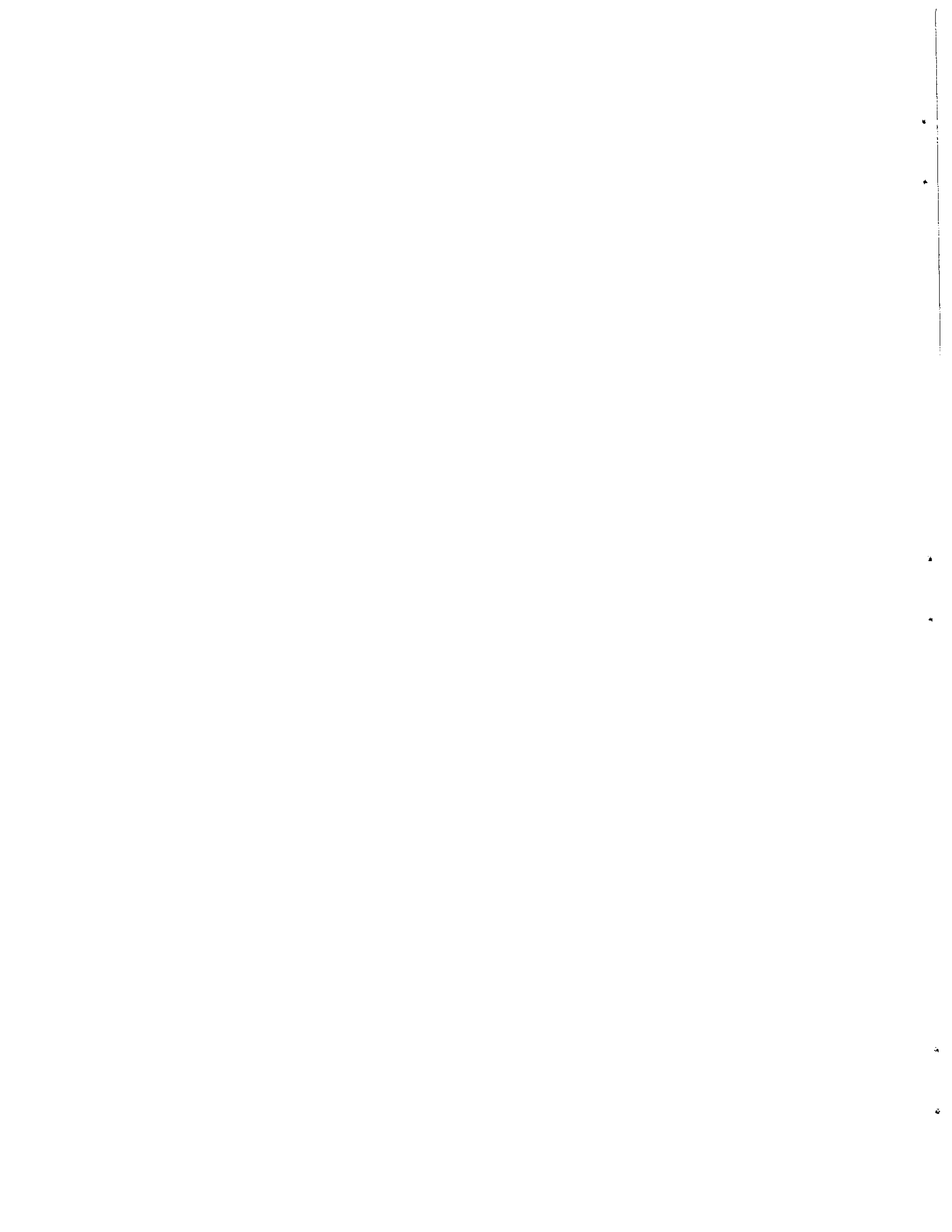


nest




vest

Cut on solid line past arrows to edge of paper.



cut on solid lines out past arrows to edge of paper

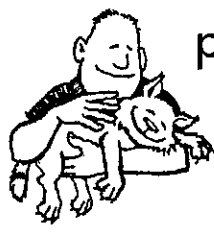
Fold behind and paste to back to make sleeve for consonant strip to slide through.



net


cut this out

et



pet

fold on broken line



Rhonda Rhymer says: "Remember, all of these words will rhyme."

Paste tab here to make a hollow sleeve for the consonant strip to slide through.

Cut out this strip and slide it through the sleeve so the consonants appear in the window.



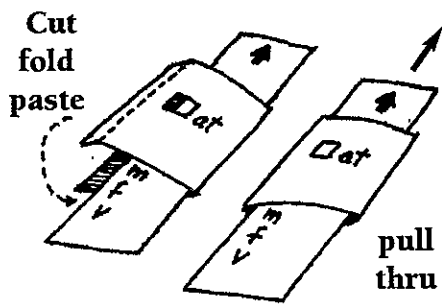
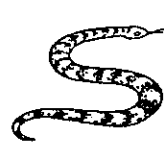
pull thru strip

b
g
j
m
n
p
s
v
w
y

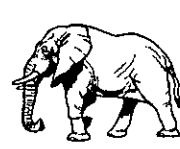
cut on solid lines out past arrows to edge of paper

⊛ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants to make a real word. Cut out this -et phonogram envelope and slide the consonant strip through so the consonant letters line up with the phonogram et in the window. Can you remember all the letter sounds? Can you blend the sounds into words? Can you say all the words? Do you know what they mean? If you can do all this: GOOD WORK! GOOD FOR YOU!


⊛ Tutor: Please help with the cutting out of the hole and the sleeve. Have fun.

s



e

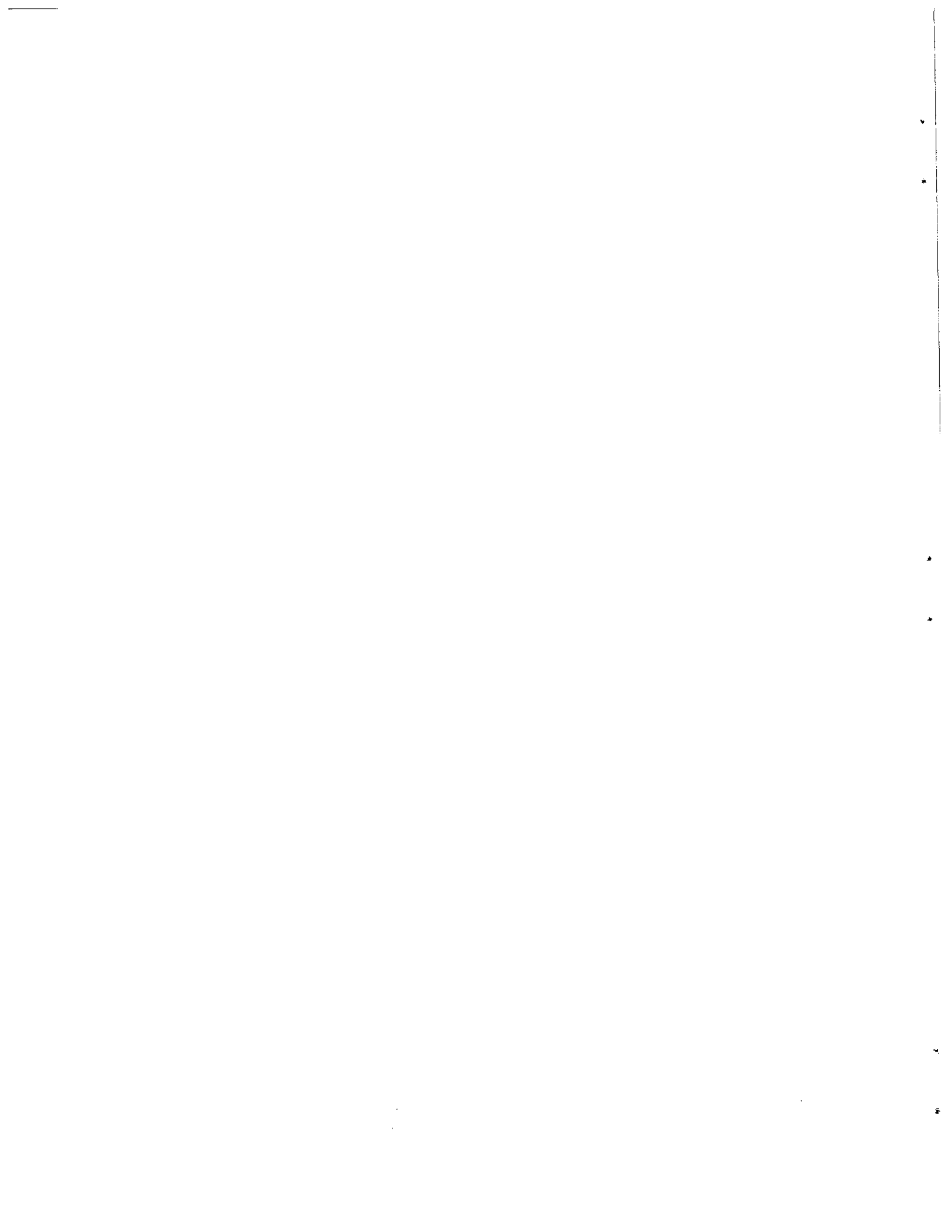


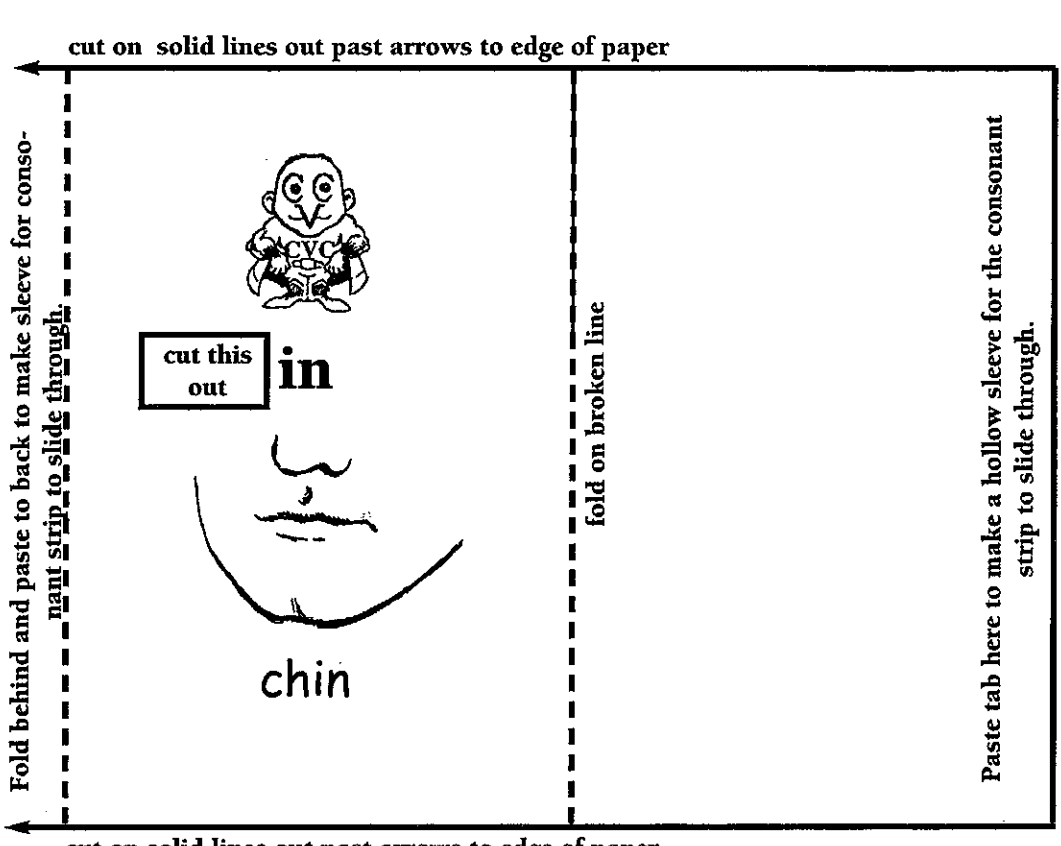
t



set

Cut on solid line past arrows to edge of paper.





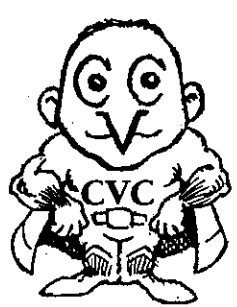
Cut out this strip and slide it through the sleeve so the consonants appear in the window.

b
d
f
k
p
s
t
w

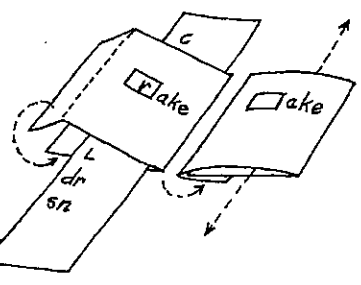
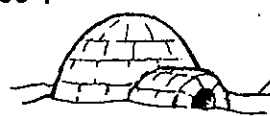
⊕ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-in** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-in** words follow the Short Sam the CVC man rule: because the "i" comes between consonants, it's short. ⊕ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.

ch
gr
sh
sk
sp
th
tw

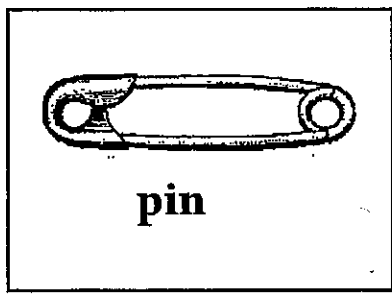
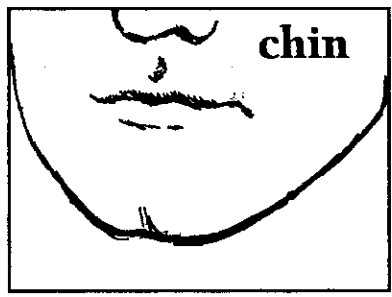
Stop here if the student has not yet learned digraphs.

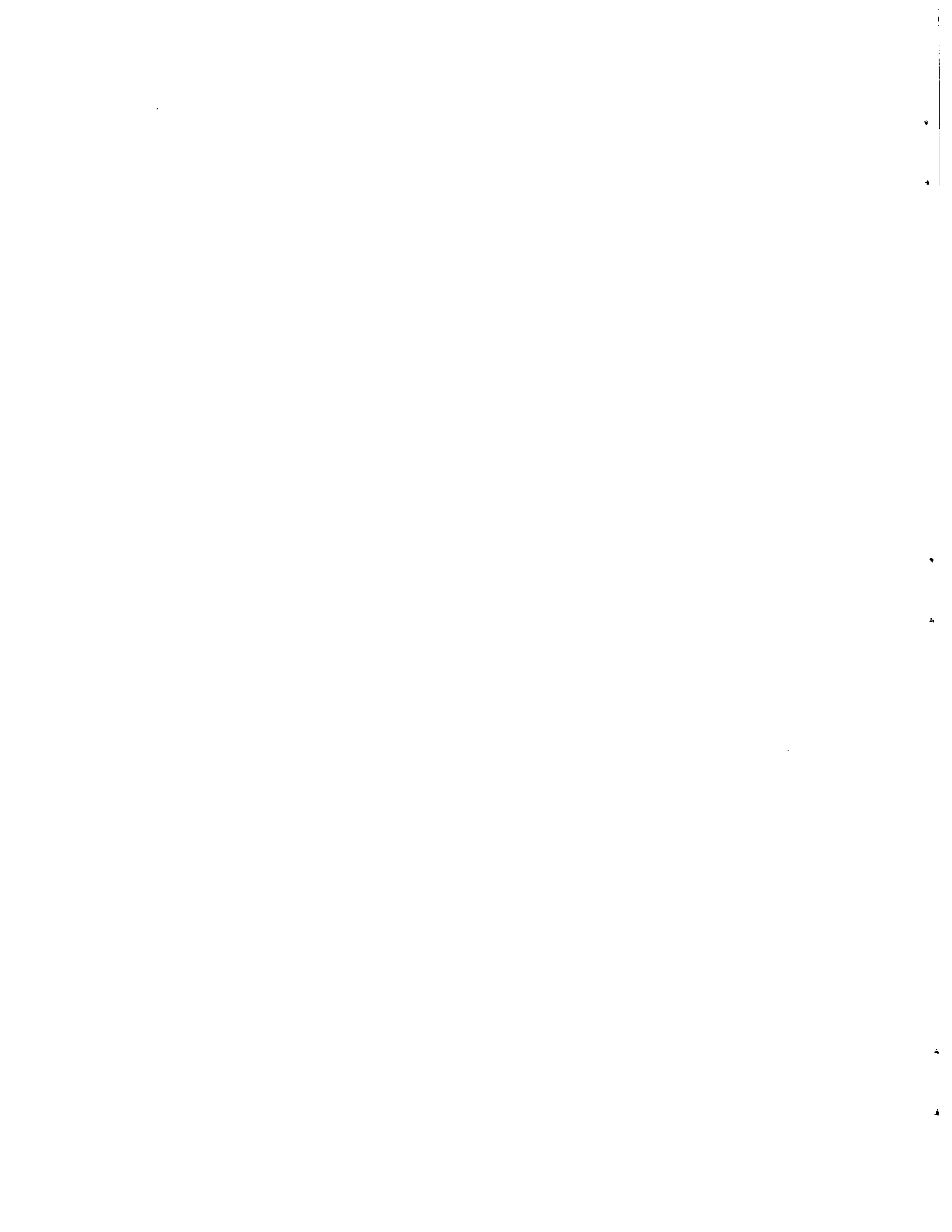


Because the "i" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "i" in "igloo".




Cut on solid line past arrows to edge of paper.






cut on solid lines out past arrows to edge of paper


Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out



fold on broken line



Paste tab here to make a hollow sleeve for the consonant strip to slide through.

Cut out this strip and slide it through the sleeve so the consonants appear in the window.



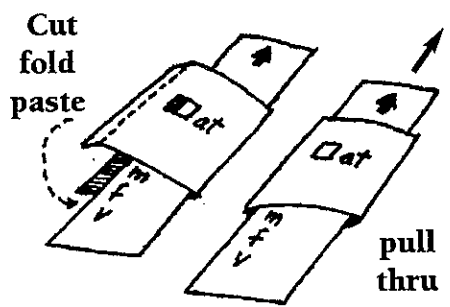
pull thru strip

b
f
h
k
l
p
s
sl
spl
w

cut on solid lines out past arrows to edge of paper

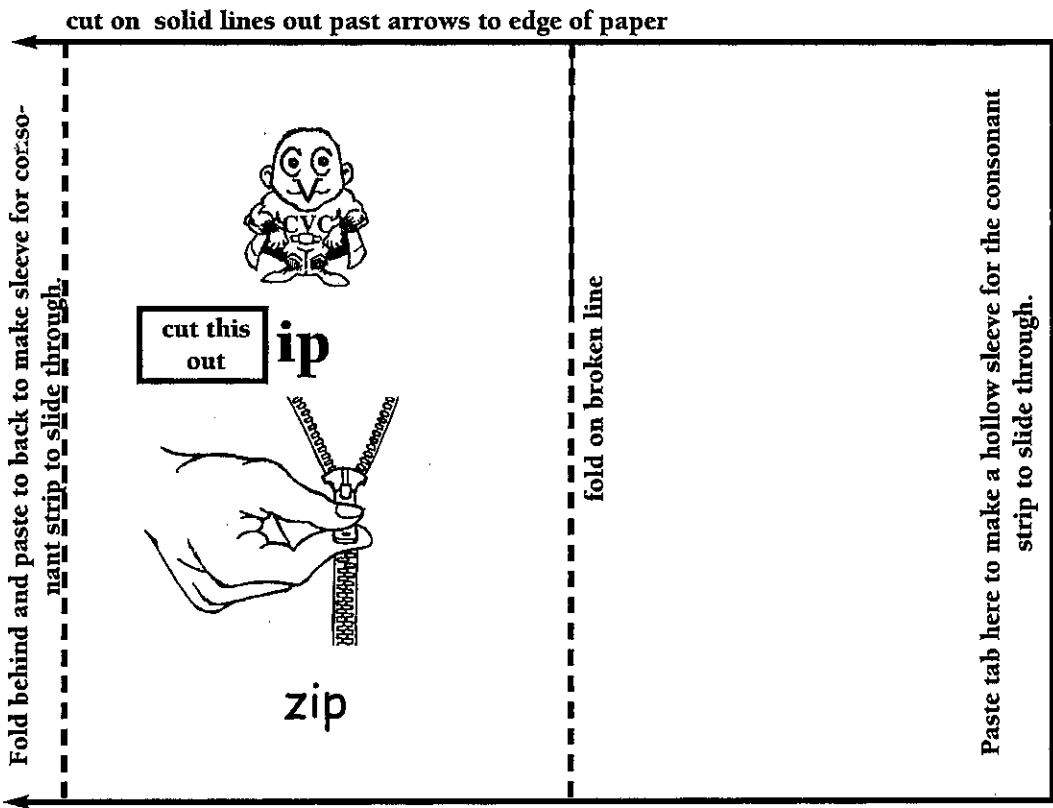
⊛ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants to make a real word. Cut out this -it phonogram envelope and slide the consonant strip through so the consonant letters line up with the phonogram it in the window. Can you remember all the letter sounds? Can you blend the sounds into words? Can you say all the words? Do you know what they mean? If you can do all this: GOOD WORK! GOOD FOR YOU!

⊛ Tutor: Please help with the cutting out of the hole and the sleeve. Have fun.



Cut on solid line past arrows to edge of paper.





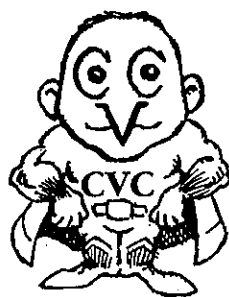
Cut out this strip and slide it through the sleeve so the consonants appear in the window.

d
h
l
n
qu
r
s
t
z

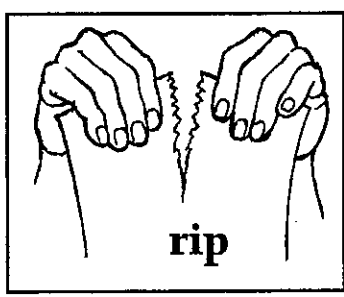
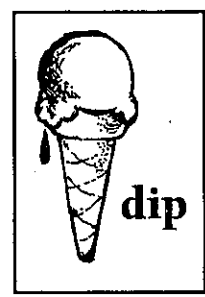
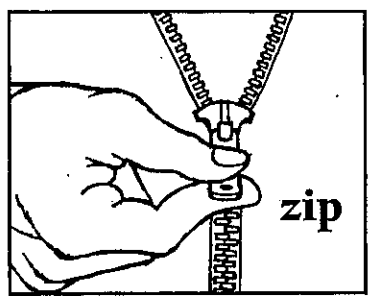
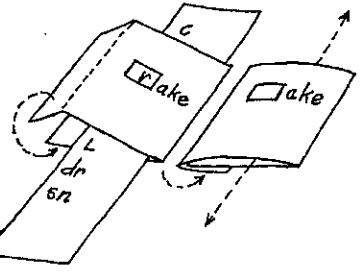
bl
ch
cl
dr
fl
gr
sh
sk
sl
sn
str
tr
wh

Stop here if the student has not yet learned digraphs.

⊕ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this -ip phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: -ip words follow the Short Sam the CVC man rule: because the "i" comes between consonants, it's short. ⊕ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.

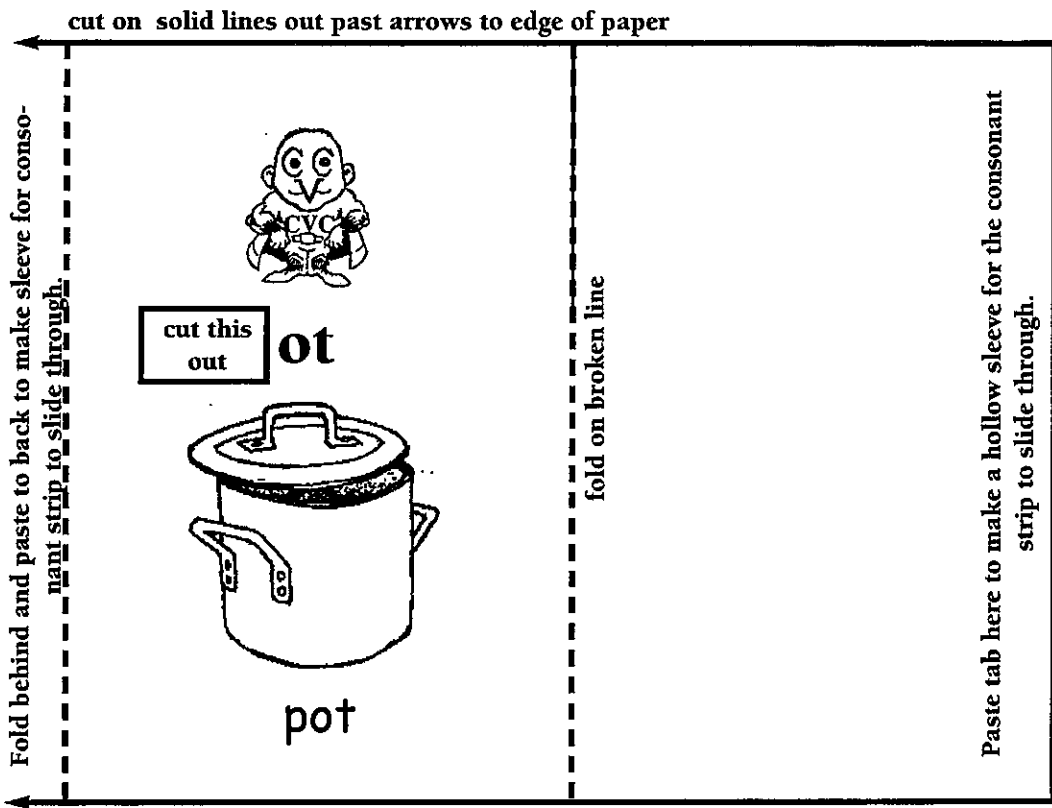


Because the "i" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "i" in "igloo".



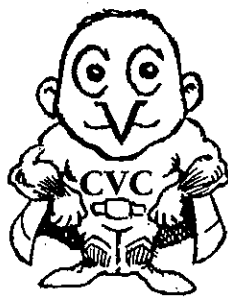
Cut on solid line past arrows to edge of paper.



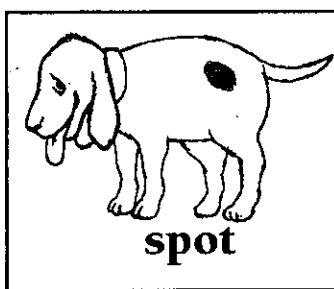
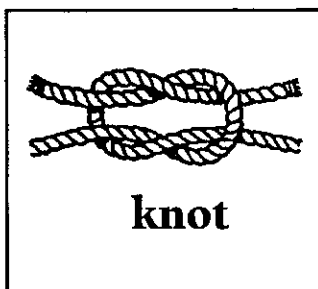
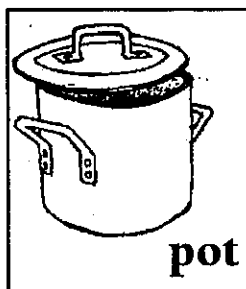
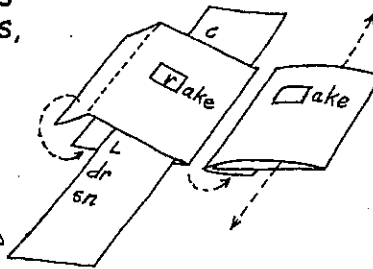


cut on solid lines out past arrows to edge of paper

⊛ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-ot** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-ot** words follow the Short Sam the CVC man rule: because the "o" comes between consonants, it's short. ⊛ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



Because the "i" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "o" in "igloo".



Cut out this strip and slide it through the sleeve so the consonants appear in the window.

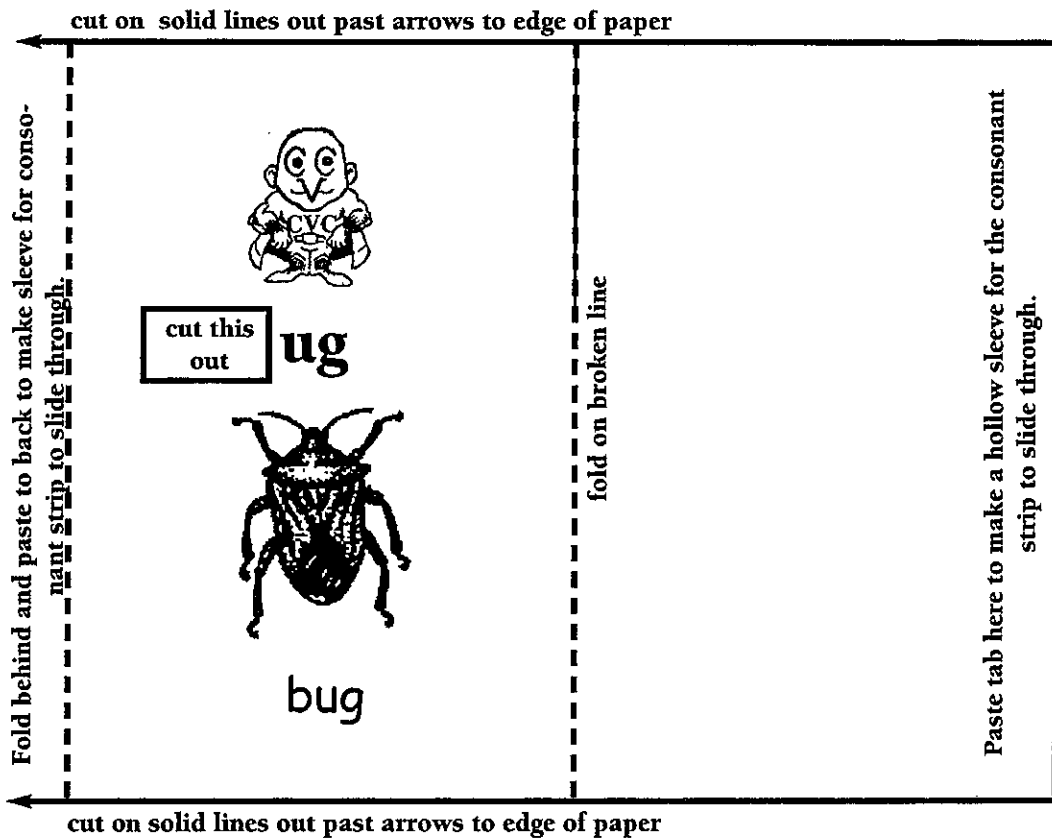
c
d
g
h
j
i
n
p
r
t

bl
cl
kn
pl
sh
gr
sh
sl
sp
sn
sp
tr

Stop here if the student has not yet learned digraphs.

Cut on solid line past arrows to edge of paper.





Cut out this strip and slide it through the sleeve so the consonants appear in the window.

b
d
h
j
l
m
P
r
t

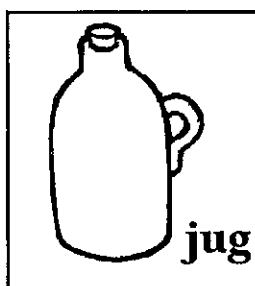
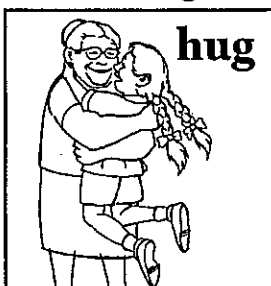
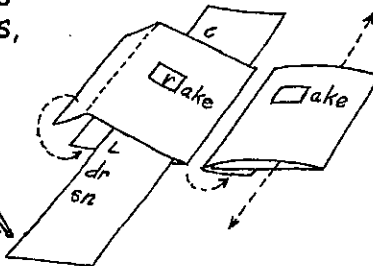
ch
dr
pl
shr
sl
sm
sn
th

Stop here if the student has not yet learned digraphs.

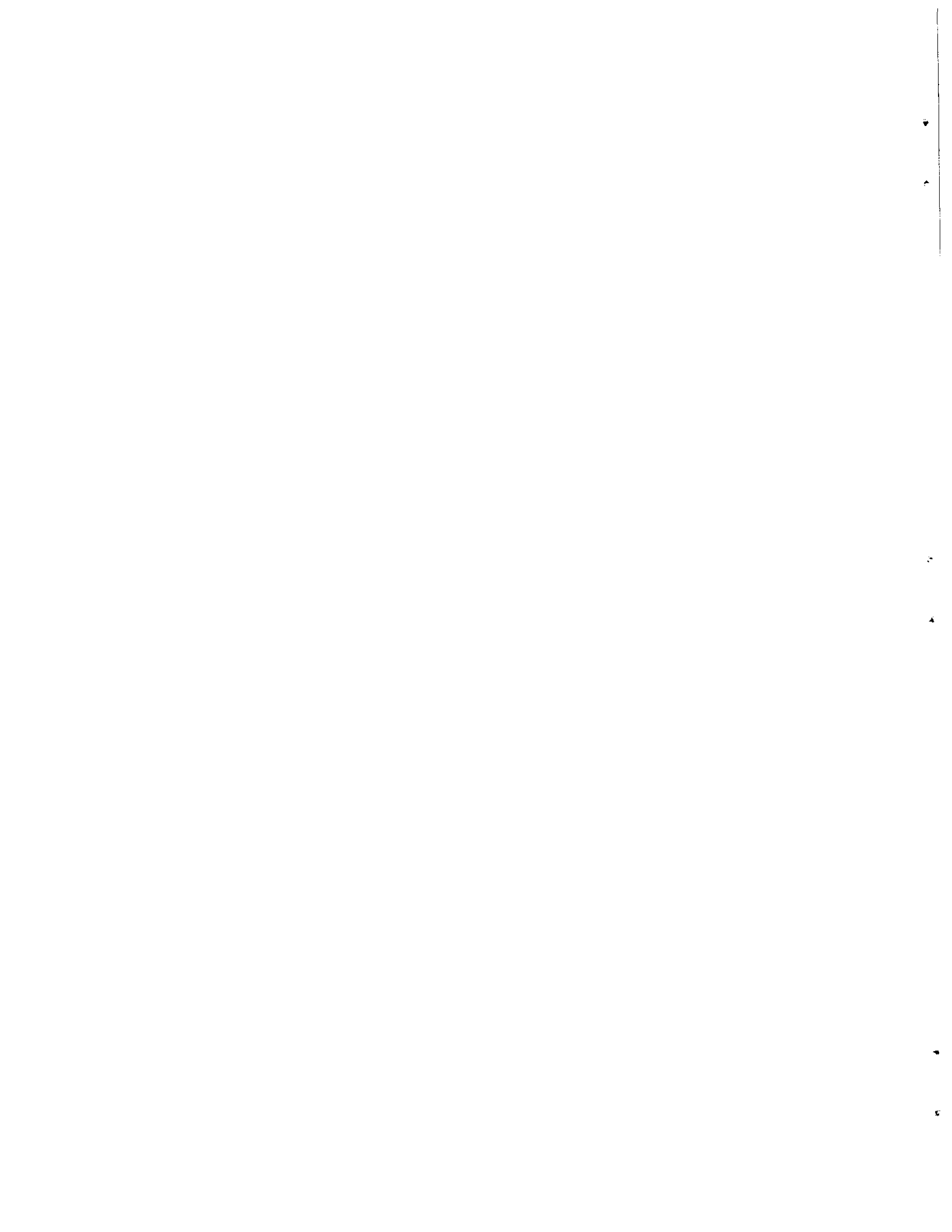
⊛ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-ug** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-ug** words follow the Short Sam the CVC man rule: because the "u" comes between consonants, it's short. ⊛ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



Because the "i" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "u" in "umbrella".




Cut on solid line past arrows to edge of paper.

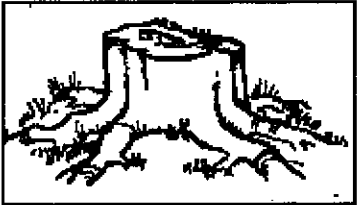


cut on solid lines out past arrows to edge of paper

Fold behind and paste to back to make sleeve for consonant strip to slide through.



cut this out **ump**



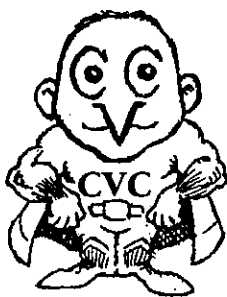
stump

fold on broken line

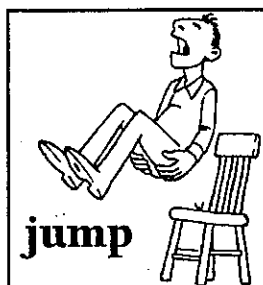
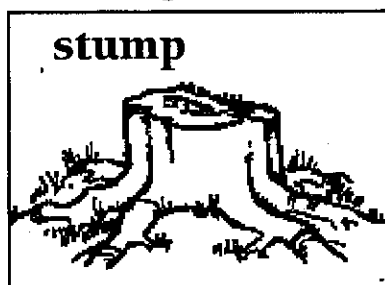
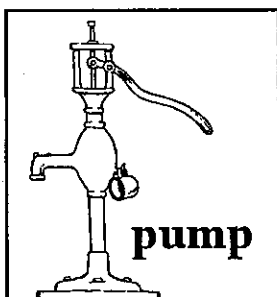
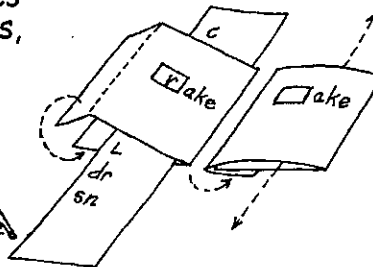
Paste tab here to make a hollow sleeve for the consonant strip to slide through.

cut on solid lines out past arrows to edge of paper

⊗ Tutor: Words rhyme when they have the same endings. They form phonograms -or word families. But they need beginning consonants or consonant blends to make a real word. Cut out this **-ump** phonogram envelope and slide the consonant strip through so the consonants and consonant blends line up with the phonogram at the window. Can you say all the words? Do you know what they mean? Remember: **-ump** words follow the Short Sam the CVC man rule: because the "u" comes between consonants, it's short. ⊗ Tutor: Please help small children with the cutting out of the hole and the sleeve and the assembly of the pullthrough. Have fun.



Because the "u" comes between 2 consonants, (CVC pattern) it has the short vowel sound like the "u" in "umbrella".



Cut on solid line past arrows to edge of paper.

Cut out this strip and slide it through the sleeve so the consonants appear in the window.

b
d
h
j
l
P
r
s

ch
cl
fr
gr
pl
sl
st
tr

Stop here if the student has not yet learned digraphs.



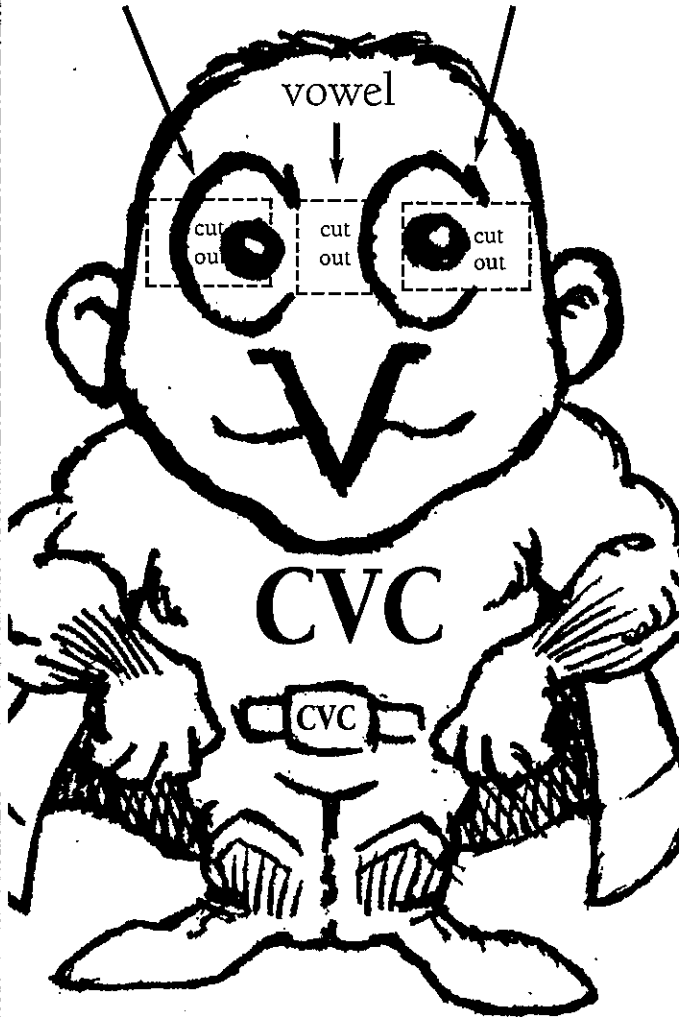
cut along this line from edge to edge of page

SHORT SAM the CVC MAN

a Vowel between Consonants
is usually SHORT

fold along this broken line and paste over tab from other side to make sleeve for word strips.

consonant(s) consonant(s)



Tutors: Please HELP.

Instructions for Making Sleeve.

1. Color Sam.
2. Cut off top and bottom of page as shown.
3. Carefully cut out 3 openings:
Vowel (nose) opening in middle;
Consonant (eyes) openings on either side of the Vowel nose.
4. Fold back right side to make sleeve (see diagram):

tutor: please help carefully cut out 3 holes.



fold 2.

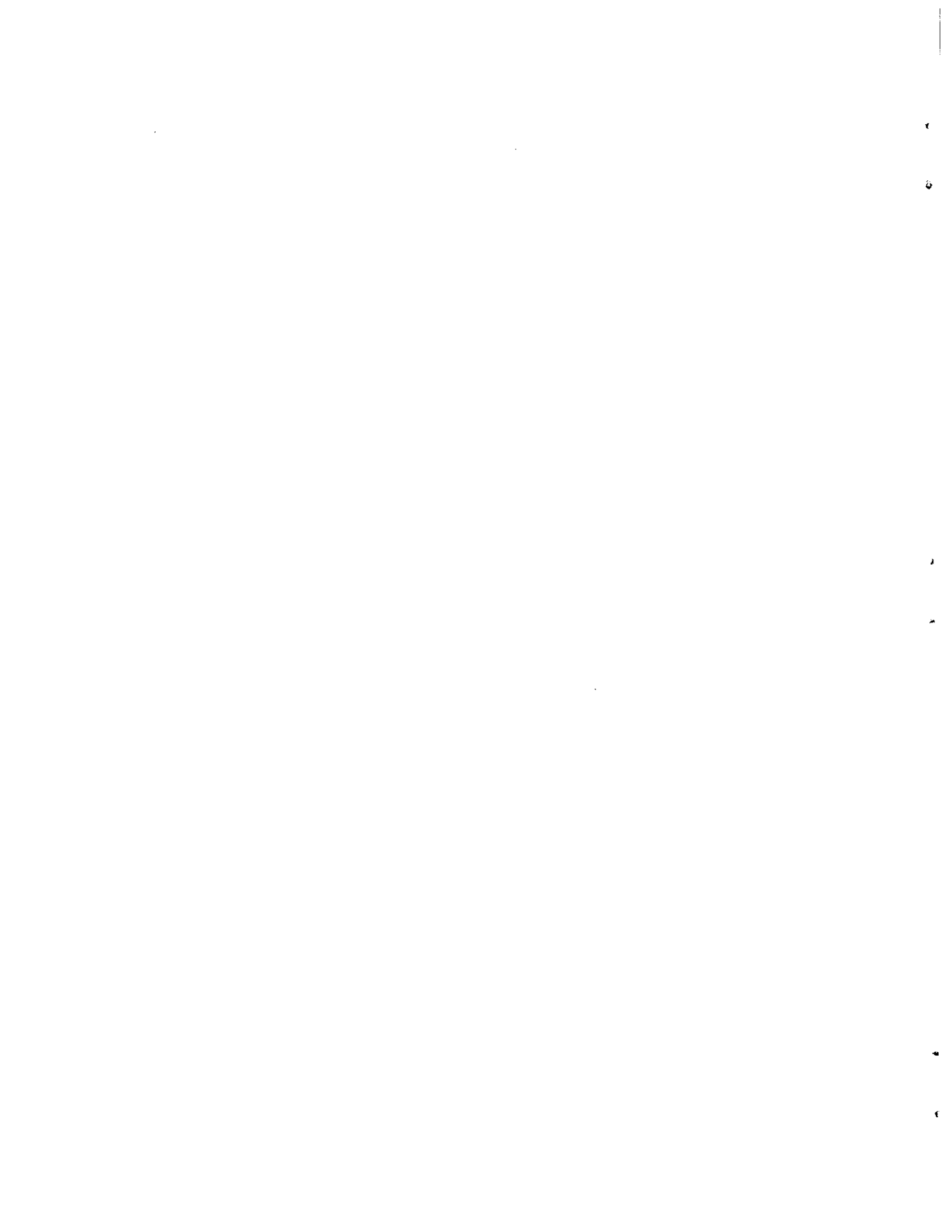
fold 1.

5. Fold back left side & paste over fold 1 to make a sleeve.
6. Color Short Sam the CVC man.
7. Cut out Short Sam CVC word strips and slidethem through the sleeve so Consonants appear at CC eye holes and Vowel appears at V nose hole.
8. The vowels will be short.
9. O.K. Can you read the words?

fold along this broken line and bend back to make sleeve for word strips you'll slide through.

cut along this line from edge to edge of page

© Dave Schluenz 2002



Cut along the broken lines from top to bottom of this page. Then slide these CVC word strips through the Short Sam CVC sleeve.

Short Sam CVC word strip #1

c a t
b a t
r a t
f a t
p e t
w e t
j e t
s i t
p i t
h i t
p i g
b i g
h o t
p o t
d o t
j o b
r o b
s o b
b u t
c u t
n u t
c u p
p u p

Short Sam CVC word strip #2

s a p
f a t
s a t
s e t
s e ll
b e ll
w e ll
w e nt
th e n
k i d
w i n
w i g
p i ll
t o p
st o p
c o t
r o b
h o p
c u t
c u b
r u b
t u b
g u m

54 print this page one side only for cutting

slide these words through CVC sleeve

Cut along the broken lines from top to bottom of this page. Then slide these CVC word strips through the Short Sam CVC sleeve.

Short Sam CVC word strip #3

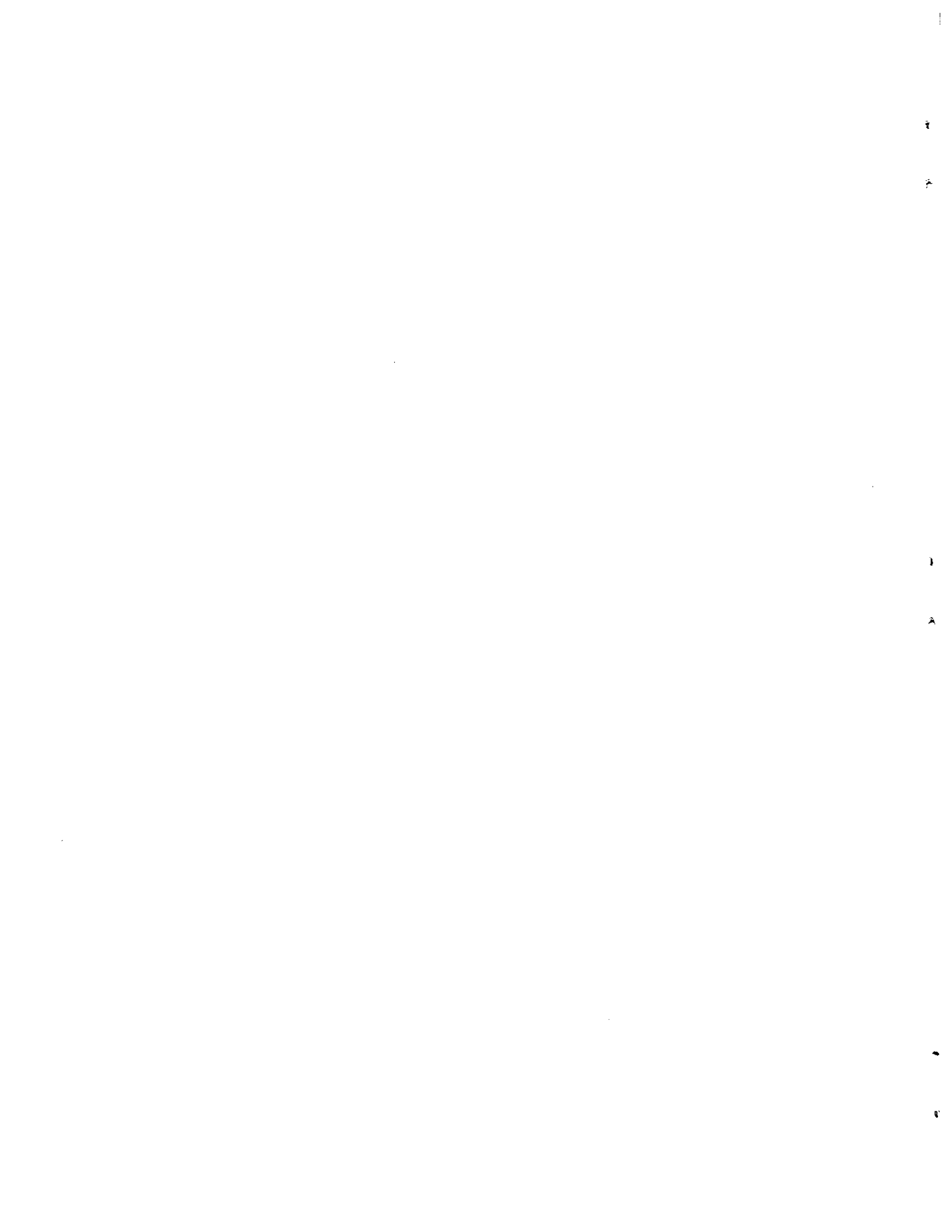
c a t
sh e ll
s i ng
sh o t
n u t
cl a p
p e n
p i g
n o t
cl u b
m a p
p e t
p i ll
s o ck
l u ck
sl a p
b e d
l i ck
cl o ck
st u ck
h a nd
b e nd
bl i nk

Short Sam CVC word strip #4

r a p
b e ll
r i ng
n u t
c u t
p a ck
t e n
b i g
d o ck
t u b
cl a p
w e t
st i ll
bl o ck
d u ck
sl a m
b e st
s i ck
st o p
l u ck
h a m
s e nd
s i nk

55 print this page one side only for cutting

slide these words through the CVC sleeve





The 1-1-1 Rule

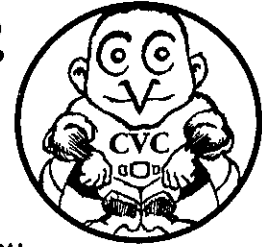


★ The 1-1-1 Rule states simply that when adding a vowel ending (suffix) to a 1-syllable word with 1 short vowel and 1 final consonant (in other words, a Short SAM CVC word), you **double the consonant** to keep the vowel short. Here are some examples of the 1-1-1 doubled consonant rule...

Short SAM CVC word: 1 syllable with 1 short vowel and 1 final consonant)	Added vowel ending (suffix)	Short SAM CVC word: 1 syllable with 1 short vowel and 1 final consonant)	Added vowel ending (suffix)
1. run	running	22. nap	napping
2. run	runner	23. nod	nodding
3. sit	sitting	24. nag	nagging
4. bid	bidding	25. pot	potter
5. bat	batter	26. pat	patter
6. bet	betting	27. quit	quitter
7. can	canning	28. quiz	quizzed
8. dig	digger	29. rip	ripped
9. dot	dotted	30. rip	ripple
10. fit	fitted	31. rip	ripping
11. get	getting	32. rot	rotten
12. hid	hidden	33. run	runner
13. hit	hitting	34. run	runny
14. jet	jetting	35. sit	sitting
15. jot	jotted	36. sun	sunny
16. kid	kidding	37. sin	sinner
17. log	logging	38. tap	tapped
18. map	mapping	39. tip	tipper
19. man	manning	40. win	winner
20. mop	mopping	41. win	winning
21. nut	nutty	42. wet	wettest



The FSZL Rule



★ The FSZL Rule (pronounced fizzle) states simply that with a one syllable word with a short vowel (a Short Sam CVC word) ending in f, s, z or l, you double the final f,s,z or l when you spell the word. Go over the examples below. Can you think of more?

F

S

Z

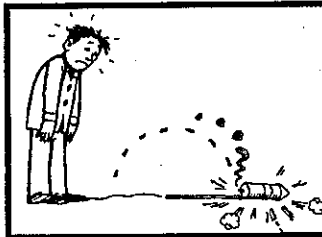
L

1. cuff
2. cliff
3. bluff
4. huff
5. puff
6. doff
7. fluff
8. gruff
9. gaff
10. Jeff
11. miff
12. muff
13. quaff
14. reff
15. riff
16. ruff
17. stuff
18. staff

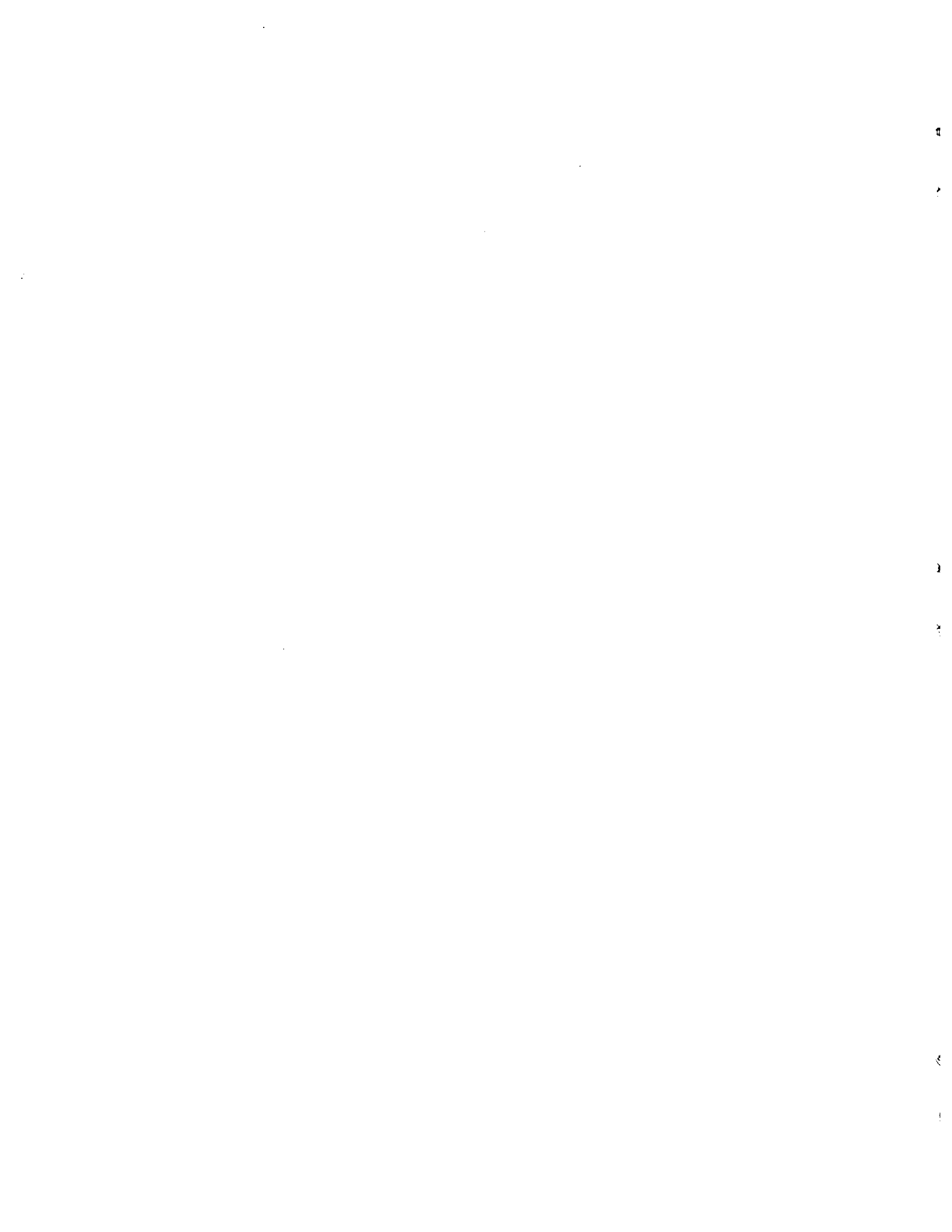
1. miss
2. bliss
3. kiss
4. fuss
5. guess
6. mess
7. moss
8. muss
9. mass
10. hiss
11. class
12. less
13. lass
14. loss
15. press
16. puss
17. pass
18. stress

1. buzz
2. fuzz
3. fizz
4. jazz
5. razz

1. bell
2. bill
3. ball
4. bull
5. cell
6. call
7. dull
8. drill
9. fill
10. fall
11. full
12. grill
13. gill
14. hall
15. hill
16. hull
17. kill
18. lull



It Fizzled ! F S Z L
We'll have to double our
efforts !
Double th F S Z or L



About The Author



In Loving Memory of David H. Schluenz

June 16, 1938 – December 12, 2003

Father, Teacher, Friend

Dave Schluenz is remembered by all who knew him for his love of teaching and love of life. He enjoyed traveling the world, creating art and spending time with friends. Dave attended Augustana College and the Art Institute in Chicago, where he received a Bachelor of Fine Arts degree. He also served in the United States Navy. Mr. Schluenz taught life skills and creative courses at Reedsburg High School in Wisconsin for 15 years. He also taught reading and art to children at U.S. military installations in Japan and Germany during the 14 years he was employed by the Department of Defense Education Activity. While teaching at an elementary school on Yokota Air Base Japan, Mr. Schluenz developed and oversaw a hugely successful one-to-one adult volunteer after-school tutoring program and began creating *The Art of Reading* incorporating techniques he honed through his years of devoted teaching. He worked diligently toward its completion through his battle with amyotrophic lateral sclerosis (ALS), and left these books as his legacy. Any tutor-student pair who fully embraces *The Art of Reading* is sure to enjoy a positive experience for the duration of the process of learning to read. It was Mr. Schluenz's wish to have *The Art of Reading* made available at no cost to the tutor. Anyone who finds his work useful is invited to make a donation to the Greater Philadelphia Chapter of the ALS Association (details below).

Memorial Contributions can be made to:

The ALS Association
Greater Philadelphia Chapter
Springhouse Corporate Center
321 Norristown Road, Suite 260
Ambler, PA 19002

Donations can be made online at:

<https://www.alsphiladelphia.org/donate-online>



The Art of Reading Book C

Name: _____

Teacher: _____

School: _____

Grade: _____ Date: _____