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Teaching the Lessons
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To learn to read is to light a fire; every syllable that is spelled out is a spark. —Victor Hugo

The poems and activities in this book provide lessons for students who are moving from phonemic awareness to phonological awareness. For children still developing phonemic awareness, the lessons will encourage them to hear and play with sounds. For children ready for phonological activities, the lessons will encourage them to point out which letters and letter combinations make the sounds they hear in words. Additionally, the student activity sheets can allow children the opportunity to utilize their knowledge of sounds and print.

This book was designed with a foundation of integrating sound into the classroom. We hope you will find it helpful for students who are hearing and manipulating sounds to students ready to match sounds and print. Once you have selected a poem, you can decide which type of phoneme activity you want your students to engage in. There are five sound manipulation activities for every poem. These activities are a natural way to differentiate your instruction. You may have a small group of children who need additional practice with just sound matching. You may also create a small group of children ready to match sounds and print—phonics instruction. You can use the provided activity as well as the activity sheet to support these students. Your close observations of how the children participate in the sound manipulations will guide your decision to review the sound activities or expand their experiences into paper-and-pencil work.

As an optional way to enhance each individual poetry lesson, copy the poems for each student to keep as a personal, year-long collection in a pocket folder or a three-ring binder. Once you have completed the poem together, you may want to display it at learning centers, or on the bulletin board, to encourage the children to revisit it often.

The table on the following page provides an overview of the five sound manipulation activities that are provided with each poem in this book.



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Teaching the Lessons *(cont.)*
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This book presents 33 short vowel poems. The most important fact about vowels is that each syllable of a word has one vowel phoneme. *Phoneme* means sound unit, so we are not looking at the number of vowel letters we see, but the vowel phonemes we hear. Another way to think about this is for every vowel phoneme one hears, that is one syllable in the word. For example, in the word *rope*, one can hear one vowel phoneme, the /o/, so there is one syllable. In the word *amuse*, one can hear two vowel phonemes, so that is a two-syllable word. Students need practice hearing vowel phonemes to eventually understand that they must include a vowel sound for each syllable they hear.

Understanding the Difference between Consonants and Vowels

Experts generally agree that there are 44 sounds in our language. Of course that means there are more sounds than letters. But, what sets apart a consonant from a vowel? Vowels are designated as such because we do not restrict the airflow from our mouth when saying these sounds. Try this—say the word *boil*. Do you notice how your lips go together for the /b/ sound, then your mouth opens for the /oi/, and finally your tongue goes to the back of your teeth for the /l/ sound? This occurred because you shifted from blocked airflow, to unrestricted airflow, to blocked airflow or consonant, vowel, consonant.

Teaching the Lessons (cont.)

Short Poem
-uck

Building Phonemic Awareness Skills

Materials

- "Chuck the Stuck Duck" (page 84, Audio CD Track 13)
- chart paper (optional)

Procedure

Preparation Note: Distribute copies of the poem "Chuck the Stuck Duck" (page 84) to students or display a large version of the poem on chart paper. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

- Sound Matching**—Say to students, "Listen to these three words from the poem: duck, stop, truck. Which have the same sound at the beginning? Listen to these three words from the poem: truck, duck, stop. Which have the same sound at the end?"
- Sound Isolation**—Ask students, "What is the first sound in the word duck? What is the first sound in the word truck? In duck?"
- Sound Blending**—Ask students, "What word is /r/ truck? What word is /d/ truck? /d/ to /r/ in duck? /r/ change /t/ to /n/ in truck?"
- Sound Segmentation**—Ask students, "If you stretch the word truck, what sounds do you hear? Stretch duck, what do you hear?"

Building Phonics Skills

Materials

- poem and activity page (pages 84–85)
- chart paper (optional)

Procedure

Preparation Note: Distribute copies or display a large version of the poem "Chuck the Stuck Duck" (page 84) and distribute Circle the Word (page 85) to students. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

- Write the word duck on the board. Ask, "What word would I make if I change /d/ to /t/ in duck?" Trace the letter /d/ and write the letter /t/ to make the new word. Ask, "Were we right in our prediction about what the new word would be?"
- Demonstrate this with other words such as truck, stop, and duck.
- Write the word truck on the board. Say, "Look across the word and tell me all the sounds you hear." Or say, "Stretch the sounds as you read the word."
- Repeat the activity with the word duck.

In the "Building Phonemic Awareness Skills" section, each sound manipulation activity suggests which words in the poem can be used for practice. Plan on spending about 10 minutes for each phonemic awareness activity and consider spreading the five manipulations over several days, reviewing the ones you already introduced.

Suggestions are made for those students ready to connect print and sound in the "Building Phonics Skills" section. These students can also be given the activity sheet to extend their experience working with consonant sounds in print.

Cross-curricular connections expand the use of a single poem into multiple contexts. The "Content Connections" section of the lesson helps relate the poems to other educational areas such as mathematics, social studies, or science, while the art section (located on the Digital Resource CD) provides connections in dance, music, arts and crafts, drama, and movement.

The "School and Home Connection" contains a letter for children's families, explaining the lesson's poem and suggesting an activity for completion at home. A copy of the poem should be sent home along with the letter. Each poem is provided within the lesson, ready for you to photocopy and enlarge as you see fit.

Short Poem
-uck

Content Connections

Social Studies

Materials

- "Chuck the Stuck Duck" (page 84, Audio CD Track 13)

Procedure

- Read the poem to students. Ask, "What decision did Chuck make?"
- Help students predict what Chuck will do next.
- Discuss some decisions that Chuck might make.
- Discuss how decisions affect the world.

Art

For an art activity supporting the poem, see page 86.

School and Home Connection

Materials

- "Chuck the Stuck Duck" (page 84)
- family letter for -uck (page 85)

Circle the Word

Directions: Circle the word that names the picture.

duck with me he truck two

do we stuck yuck ten stop

Use one of the words you circled in a sentence.

Short Poem
-uck

Chuck the Stuck Duck

By Donald L. Johnson

Chuck the Duck
Drove an ice cream truck.
But one day Chuck
Drove his truck
Through muddy muck
Until his truck stuck.

"What bad luck!"
Cried muddy Chuck.
"Oh yuck!"

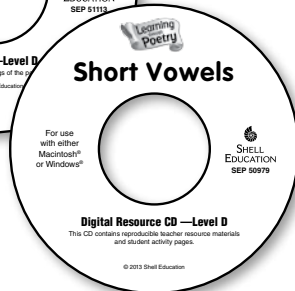
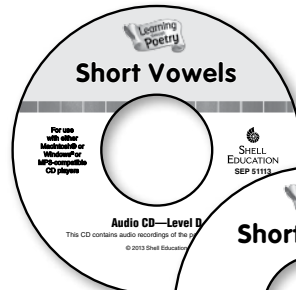
Dear Families,

This week, we read the poem "Chuck the Stuck Duck." Enjoy reading it together with your student!

We have also been learning about decision making. We discussed what Chuck could do to get his truck out of the muck. We also talked about making good decisions at school. Below, please share an idea your family has for making a good decision (e.g., maybe two members' input to watch different television shows, what should they do?). Please return this paper to school tomorrow to share with the rest of the class.

Sincerely,

Our family talked about the following good decision making idea:



Short o

-ock

Building Phonemic Awareness Skills

Materials

- “At Four O’Clock” (page 54; Audio CD: Track 07)
- chart paper (*optional*)

Procedure

Preparation Note: Distribute copies of the poem “Four O’Clock” (page 54) to students or display a large version of the poem on chart paper. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. **Sound Matching**—Say to students, “Listen to these three words from the poem: *felt, shoe, four*. Which have the same sound at the beginning? Listen to these three words from the poem: *sock, clock, floor*. Which have the same sound at the end?”
2. **Sound Isolation**—Ask students, “What is the first sound in the word *sock*? What is the first sound in the word *rock*? In *dock*?”
3. **Sound Blending**—Ask students, “What word is /s/ /ock/? What word is /r/ /ock/?”
4. **Sound Substitution**—Ask students, “What word would I make if I change /s/ to /l/ in *sock*? If I change /r/ to /d/ in *rock*?”
5. **Sound Segmentation**—Ask students, “If you stretch the word *sock*, what sounds do you hear? Stretch *rock*, what do you hear?”

Building Phonics Skills

Materials

- poem and activity page (pages 54–55)
- chart paper (*optional*)

Procedure

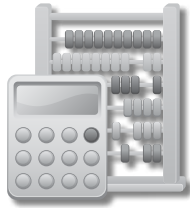
Preparation Note: Distribute copies or display a large version of the poem “Four O’Clock” (page 54) and distribute *Pick the Word* (page 55) to students. Read the poem aloud or play the professional recording of the poem, and then proceed to the steps below.

1. Write the word *sock* on the board. Ask, “What word would I make if I change *s* to *l* in *sock*?” Erase the letter *s* and write the letter *l* to make the new word. Ask, “Were we right in our prediction about what the new word would be?”
2. Demonstrate this with other words such as *dock, block, and shock*.
3. Write the word *sock* on the board. Say, “Look across the word and tell me all the sounds you hear.” Or say, “Stretch the sounds as you read the word.”
4. Repeat the activity with the word *rock*. Have students complete the activity page for extra practice.



.....
Content Connections
.....

Math



Materials

- “At Four O’Clock” (page 54; Audio CD: Track 07)
- large analog clock

Procedure

1. Show students the clock.
2. Begin reading the poem, moving the hands to 1:00.
3. Continue with the poem, moving the hands to each time mentioned.
4. Discuss with students that there are times you do certain activities at school. Discuss the activities and times and set the hands to that time.



Art

For an art activity supporting this lesson, please see the Digital Resource CD (artshortoock.pdf).

School and Home Connection

Materials

- “At Four O’Clock” (page 54)
- *Family Letter for -ock* (page 56)
- large paper clock drawn in the center of a large sheet of chart paper

Procedure

1. Attach the poem to the family letter.
2. When students return with their papers, ask them to tell you the time they do something with their family.
3. Draw a line from the clock to a blank area and write the activities near the correct time.
4. Discuss what they learned.

At Four O'Clock

By David L. Harrison

This afternoon
at one o'clock
I felt a rock
inside my sock.

When it was two,
I took off my shoe.

When it was three,
I cried, "Oh me!"

When it was four,
I looked at the clock
And sat on the floor.
And pulled off my sock.

I took out the rock
And wondered why
I waited til four.

I wish I'd done it
long before.



Name: _____ Date: _____

Pick the Word

Directions: Pick the word to complete each sentence.

sock	rock	clock	Lock	dock
------	------	-------	------	------



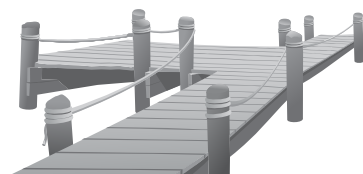
1. _____ the door.



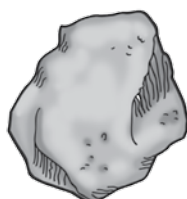
2. Put the _____ on your foot.



3. We tell time on a _____.



4. The boat is at the _____.



5. I see a big _____.

Dear Families,

This week, we read the poem "At Four O'Clock." Enjoy reading it together with your student!

We have also been learning about time. Please fill out the chart below, making note of times your family does certain activities (e.g., 7:30, Time for breakfast; 8:30, Time for bed). Please return this to school tomorrow to share your times.

Sincerely,

_____	_____	_____
_____	•	_____
_____	•	_____
_____	_____	Time for _____
_____	_____	_____
_____	•	_____
_____	•	_____
_____	_____	Time for _____
_____	_____	_____
_____	•	_____
_____	•	_____
_____	_____	Time for _____
_____	_____	_____
_____	•	_____
_____	•	_____
_____	_____	Time for _____
_____	_____	_____