PHONICS READERS

SHORT O



Teacher Notes

These Word Family Readers for CVC Short O words are perfect for students who are learning to read with phonics patterns. They are highly controlled passages that only contain words within that word family or within a previously taught word family.

Two new sight words are introduced with each new word family, except -ot and -ob which have Mom and Tom as additional sight words. There is no -om set of passages since there are so few words with that pattern. Although they are full decodable, Mom and Tom are considered sight words in two of the sets because we are not formally teaching the decoding strategy for them. We included Mom and Tom in order to create a better story and to introduce those two -om words within the unit.

Previously taught sight words are practiced and repeated. The passages get progressively longer and more difficult as students are taught more word families. We have also started to include plural words in these passages. Plurals are often practiced in the decoding section before reading.

The Short O passages are constructed with the assumption that students have used the Short A and Short I passages. Short A and Short I decodable words and sight words from the Short A and Short I passages are included in these passages.

Some of the texts hold very little meaning because they have been heavily controlled for specific sounds and sight words. Before reading, talk about the text with students so that they become familiar with the context of the story. You may need to build some background knowledge. For instance, _____. Likewise, students may need to have a discussion about the text before answering the comprehension questions.

Comprehension questions are included. There are two questions on the reading page that are oral discussion questions. The same questions are repeated on the comprehension page with primary writing lines. There is also a space for drawing about the story.

Word cards are included for both short i phonics words and sight words. Phonics words have a picture. Both black and white and color versions are available for most images. Cut on the solid line and fold on the dotted line to create a flash card. Word Cards in the Short A and Short I stories are not included.

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Page Features

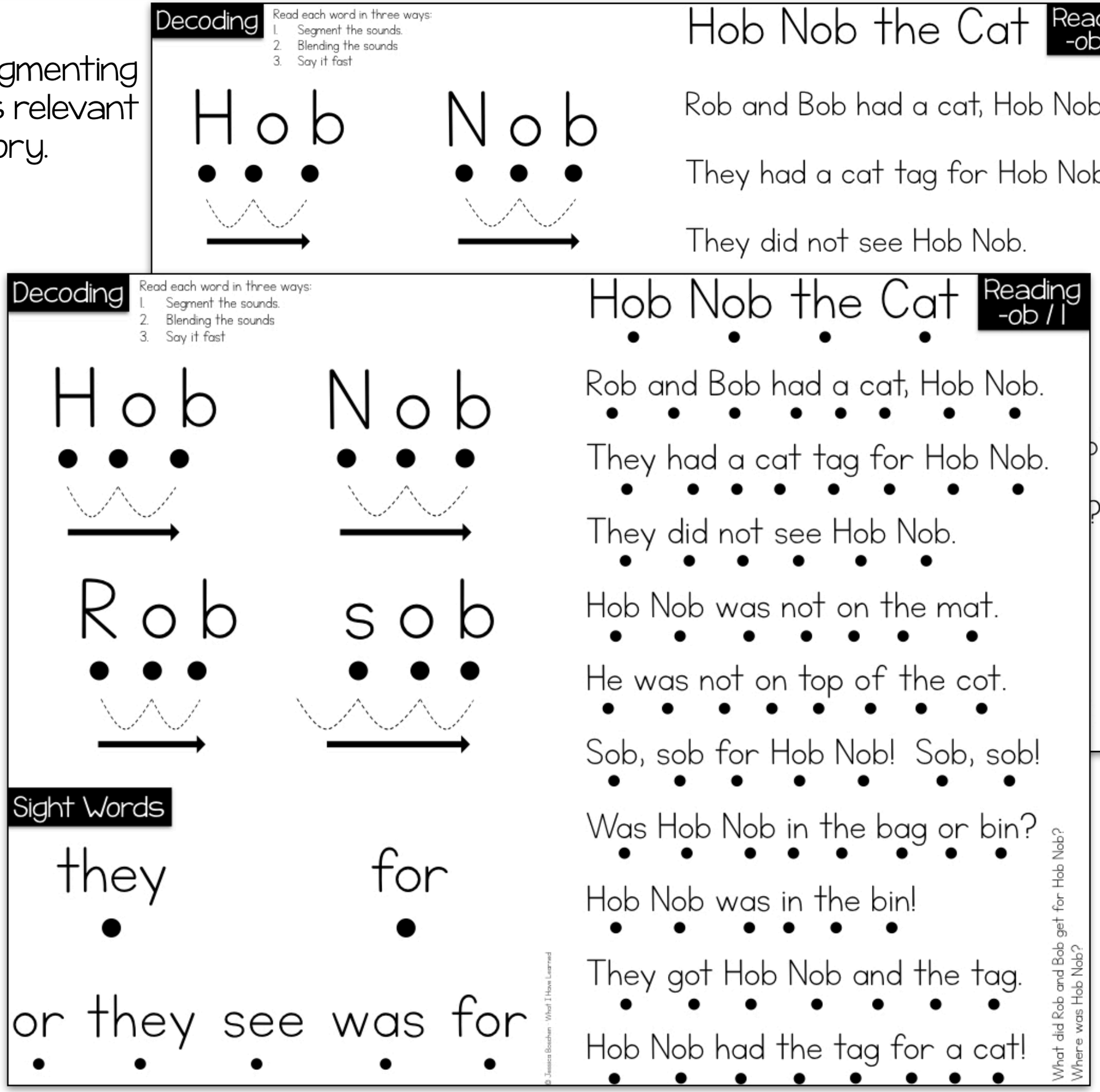
Three stories for each word family with and without dots under each word

Blending and segmenting practice that is relevant to the story.

Stories are labeled with the word family and story number

Sight word practice that corresponds to the story and previously taught sight words

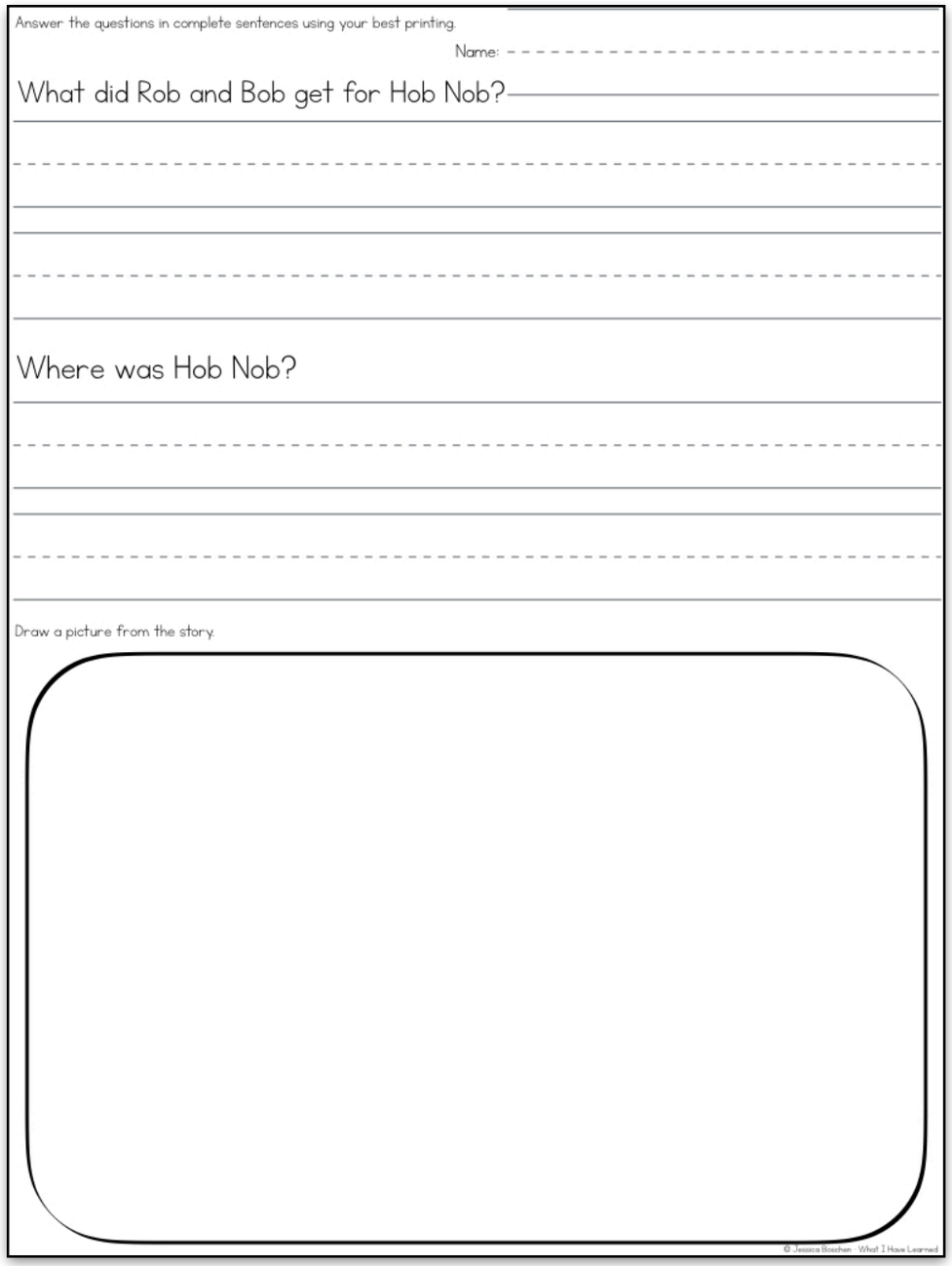
Two comprehension questions for each story (Oral & Written)



Page Features

Fold the page in half to present the word work side to students before reading. Then flip the page over and have students read the story after practicing the words. Or cut the page in half and glue the pages in a composition book to create a practice reader.

Comprehension Page
Writing and Drawing Space


Answer the questions in complete sentences using your best printing.

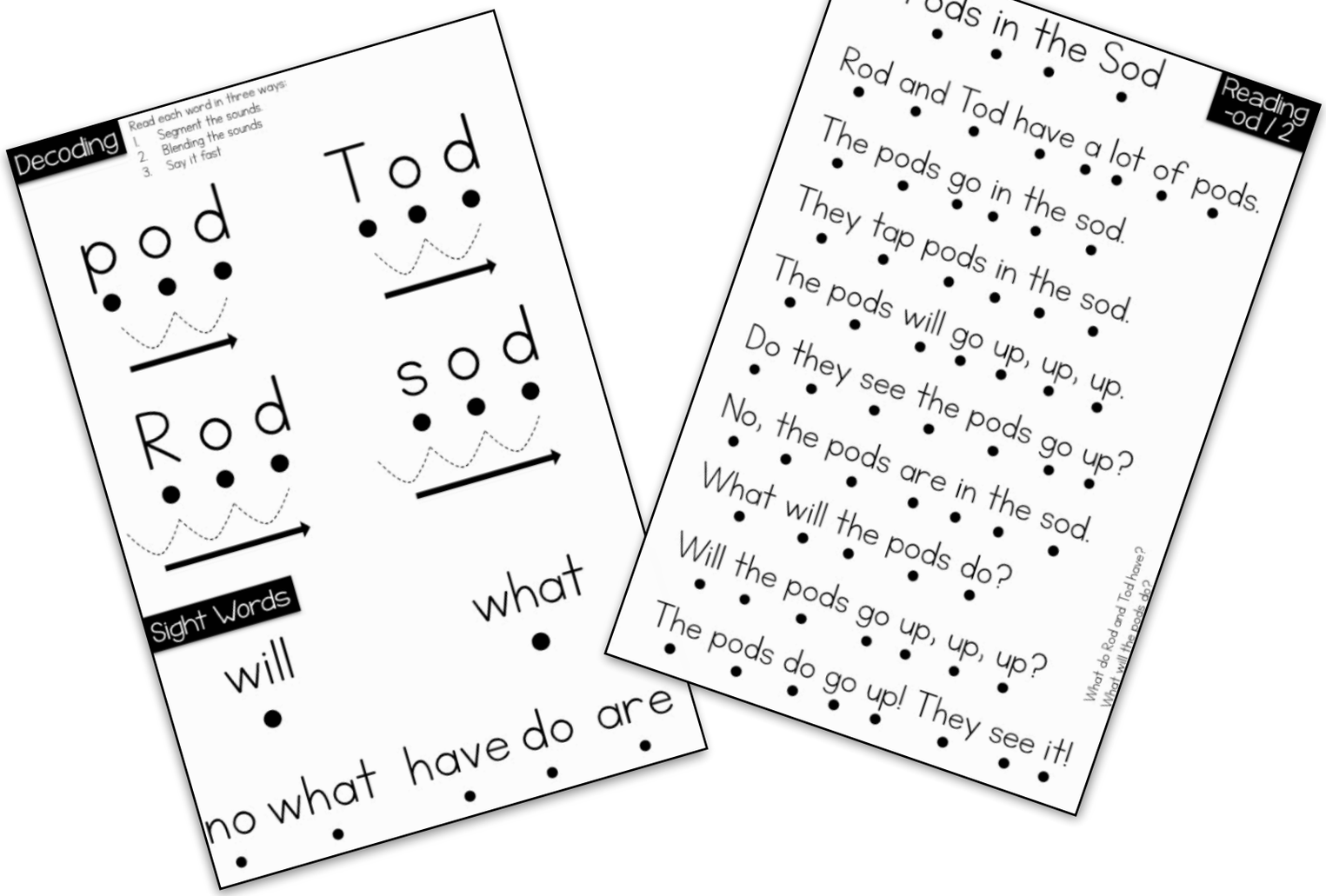
Name: _____

What did Rob and Bob get for Hob Nob?

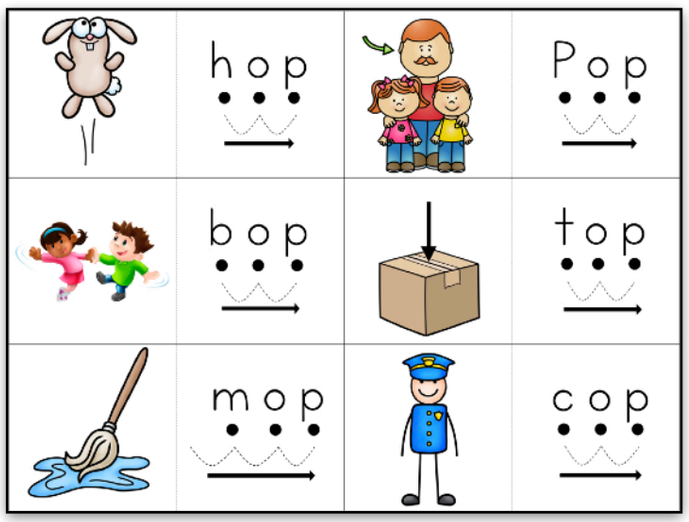
Where was Hob Nob?

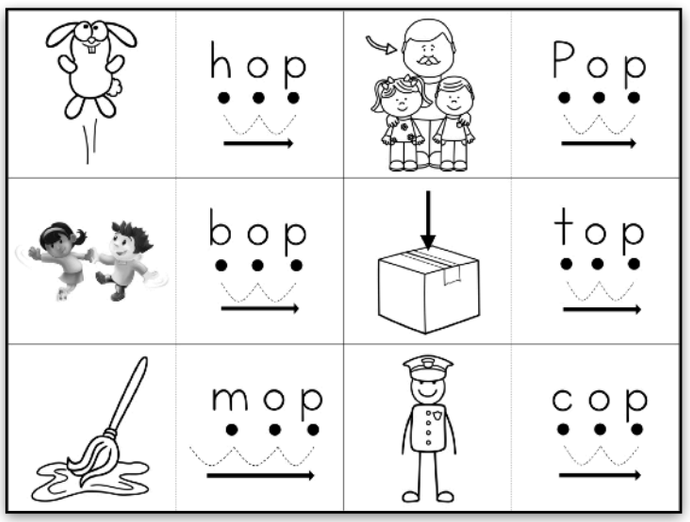
Draw a picture from the story.

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Blending Cards for the phonics and sight words in each set of readers. Cards come in color and black & white for most images. Cut on the solid line and fold on the dotted line to create a flash card or cut apart all cards for a word reading and matching center / station.





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Word Family Phonics Readers
Short o Word List

There are three passages for each word family. Below are the list of words for each word family as well as the sight words that appear in that set of stories. Not all words appear in every story, but all the words will appear in at least one of the three stories for that word family. The most frequently appearing words are practice on the decoding page.

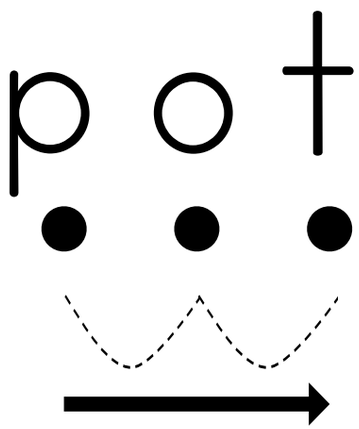
-ot	-op	-ob	-og	-od
dot	hop	Rob	fog	Tod
dots	pop	Bob	jog	Rod
lot	top	Hob	dog	pod
lots	bop	Nob	log	iPod
got	mop	sob	bog	pods
hot	cop	mob	hog	sod
cot		cob	cog	rod
cots		cobs		rods
pot		gob		cod
not		gobs		
		job		
		lob		
Sight Words	Sight Words	Sight Words	Sight Words	Sight Words
was	do	they	so	what
were	we	for	have	will
Mom		Tom		

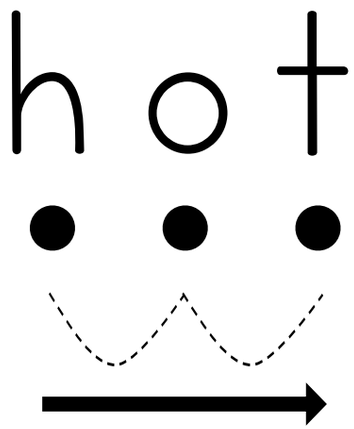
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Decoding

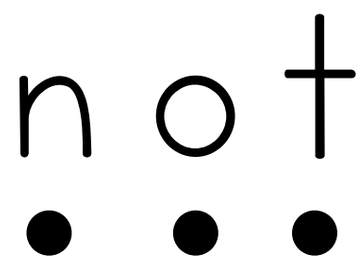
Read each word in three ways:

1. Segment the sounds.
2. Blending the sounds
3. Say it fast









Sight Words

was



were



in was Mom the for

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Mom had a Big Pot

Reading -ot / 3

Mom had a big, big, pot.

Mom got a lot in the pot.

The pot was not hot, hot, hot.

The big, big pot had no lid.

Dot got a lid for the pot.

Mom got the lid on the pot.

The pot got hot, hot, hot.

Mom got the pot hot, not Dot.

Mom got the pot hot for Dot.

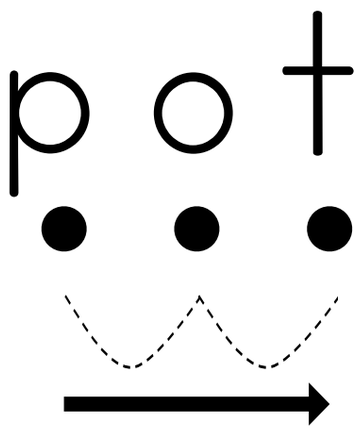
Dot got a lot, a lot, a lot!

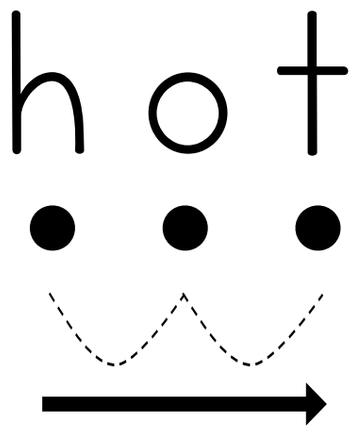
What did Dot get for the pot?
What did Mom do to the pot?

Decoding

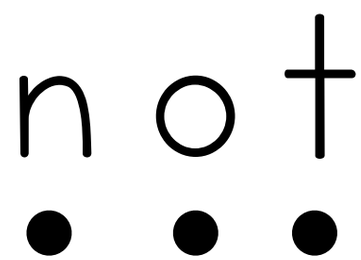
Read each word in three ways:

1. Segment the sounds.
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Sight Words

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Mom had a Big Pot

Reading -ot / 3

Mom had a big, big, pot.

Mom got a lot in the pot.

The pot was not hot, hot, hot.

The big, big pot had no lid.

Dot got a lid for the pot.

Mom got the lid on the pot.

The pot got hot, hot, hot.

Mom got the pot hot, not Dot.

Mom got the pot hot for Dot.

Dot got a lot, a lot, a lot!

What did Dot get for the pot?
What did Mom do to the pot?

Answer the questions in complete sentences using your best printing.

Name: _____

What did Dot get for the pot?

What did Mom do to the pot?

Draw a picture from the story.

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