

PHONICS READERS

SHORT E



Teacher Notes

These Word Family Readers for CVC Short E 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 (Short A, Short I, Short O, and Short U). Two new sight words are introduced with each new word family.

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

The passages get progressively longer and more difficult as students are taught more word families. We have used plural words in these passages and include verbs with an s for noun / verb agreement. We have only provided the base word in the blending practice. In addition, we introduce the use of quotation marks with the sight word “said”.

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. 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 the 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, I, O, and U stories are not included.

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Page Features

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

Stories are labeled with the word family and story number

Blending and segmenting practice that is relevant to the story.

Decoding

Read each word in three ways:
1. Segment the sounds.
2. Blending the sounds
3. Say it fast

g e t

• • •

~~~~~

→

p e t

• • •

~~~~~

→

w e t

• • •

~~~~~

→

n e t

• • •

~~~~~

→

They Get Wet

Reading -et / 3

Tim, Kim, Suds and the kids play.

They see bugs and get the net.

They get the bugs with the net.

The kids get bug pets in a box.

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

Decoding

Read each word in three ways:
1. Segment the sounds.
2. Blending the sounds
3. Say it fast

g e t

• • •

~~~~~

→

p e t

• • •

~~~~~

→

w e t

• • •

~~~~~

→

n e t

• • •

~~~~~

→

Sight Words

water

•

says

•

says water water says

• • • •

They Get Wet

Reading -et / 3

Tim, Kim, Suds and the kids play.

They see bugs and get the net.

They get the bugs with the net.

The kids get bug pets in a box.

They set the box and net in the van.

There is water. Suds gets in it.

Suds, the pet dog, gets wet.

The kids get wet in the water.

Suds gets Tim and Kim wet.

They all get wet, wet, wet!

What do the kids get with the net?
Where do they put the box and net?

What do the kids get with the net?
Where do they put the box and net?

Two comprehension questions for each story (Oral & Written)

Page Features

Comprehension Page Writing and Drawing Space

Answer the questions in complete sentences using your best printing.

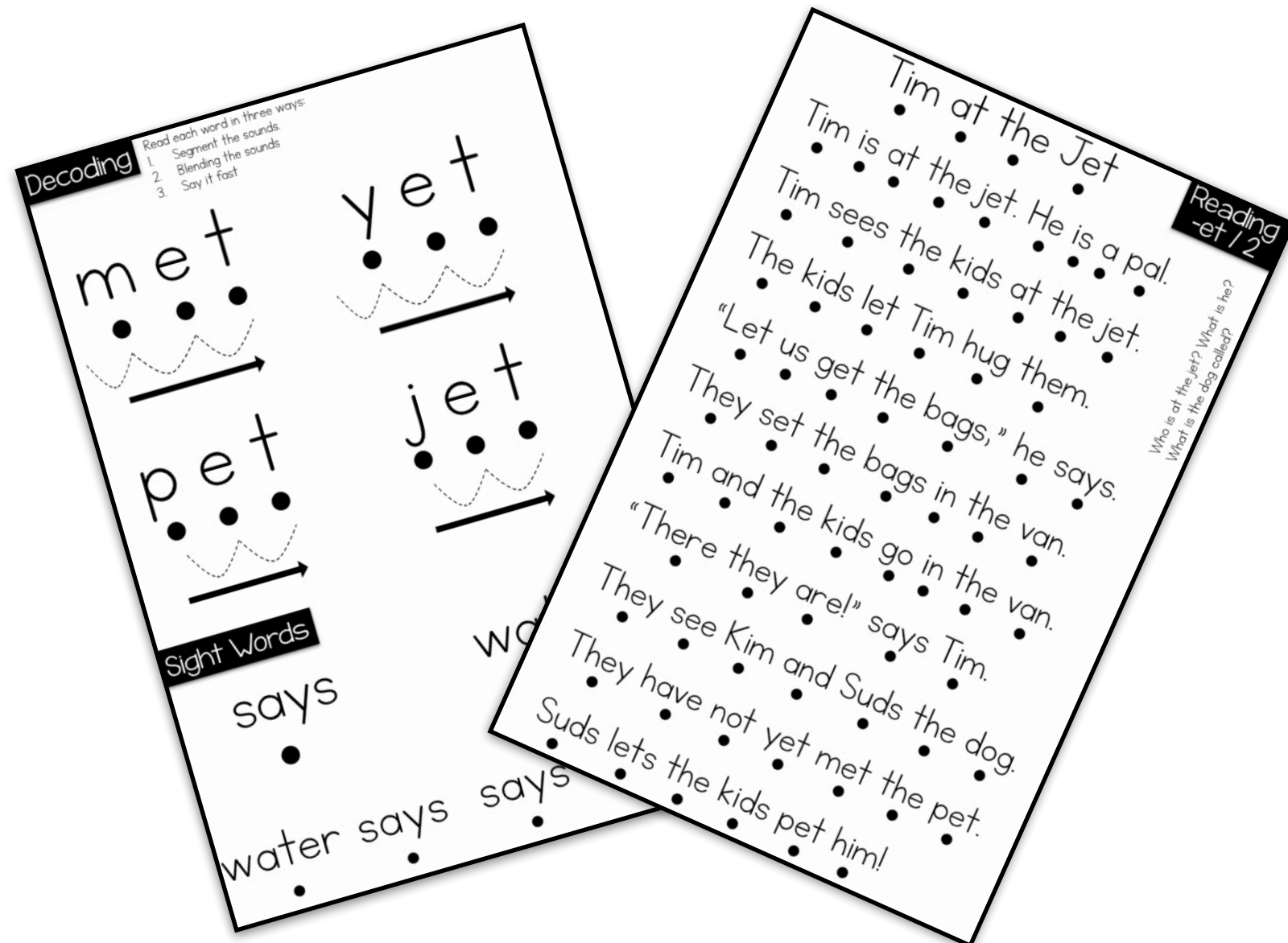
Name: _____

What do the kids get with the net? _____

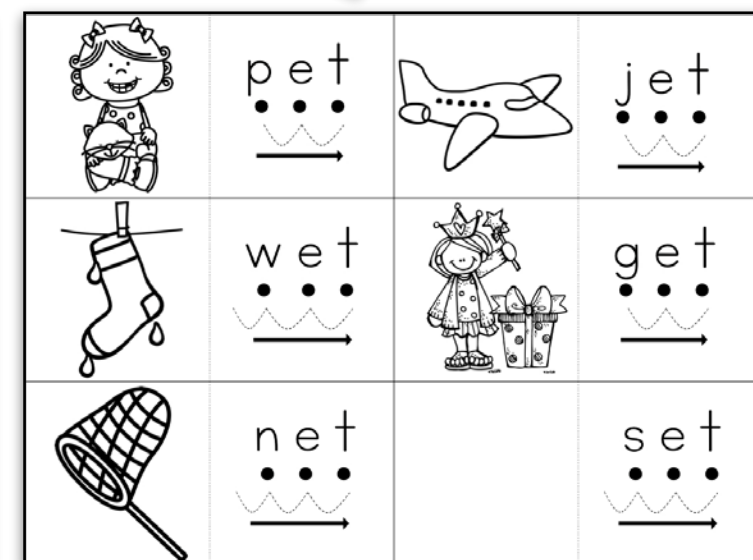
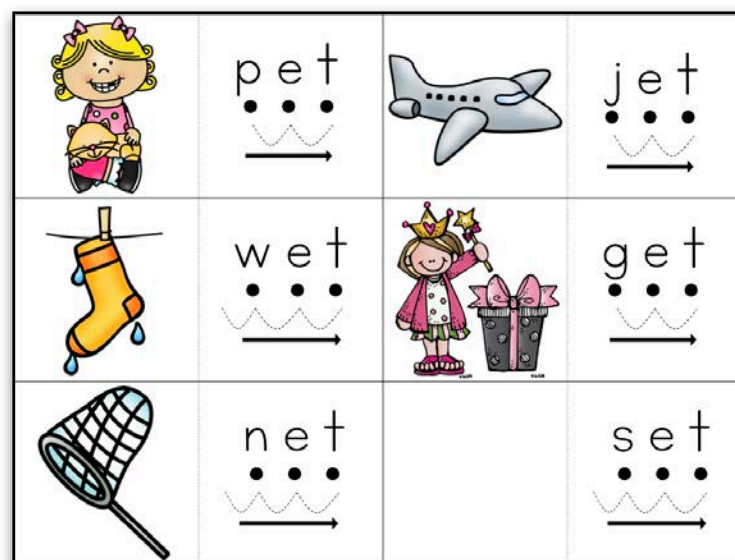
Where do they put the box and net? _____

Draw a picture from the story.

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.



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.



Word Family Phonics Readers

Short E 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.

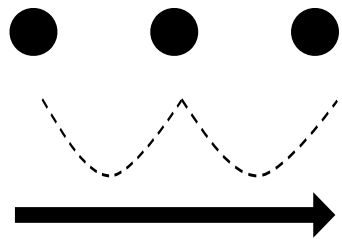
-et	-ed	-en	-eg	-ell
get set jet let met pet net wet	bed fed led red Ned Ted Ed Jed	Ben den Jen Len men pen ten hen	Meg Peg beg leg keg	Bell well dell fell Nell sell tell yell
Sight Words	Sight Words	Sight Words	Sight Words	Sight Words
says water	jump very	make his	her their	love them

Decoding

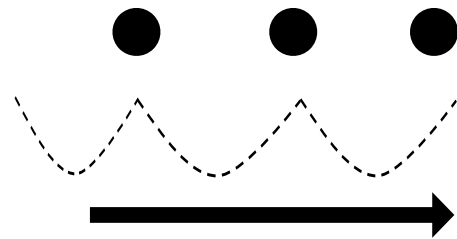
Read each word in three ways:

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

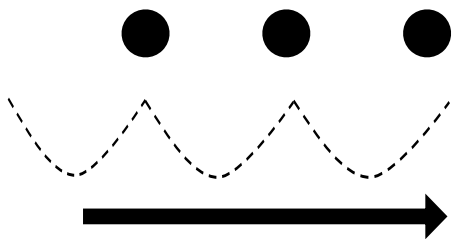
J e d



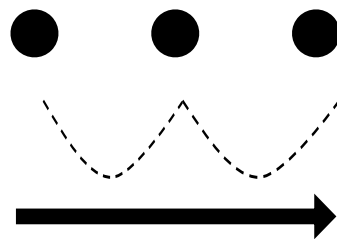
f e d



l e d



b e d



Sight Words

jump



very



jump very jump very



Jed the Pig

Reading
-ed / I

Ned fed and fed Jed the Pig.



Did Jed the Pig get fat?



Jed got fat. Jed got very fat.



Ted led Jed the Big Pig.



Ted led Jed the Pig to water.



Did Jed the Pig get wet?



Jed got wet, very, very wet.



Ed led Jed to the big bed.



Did Jed get in the big bed?



Jed did not get in bed!

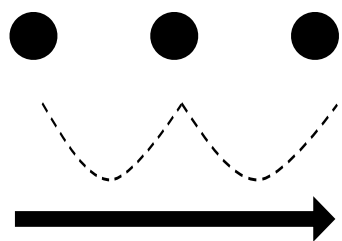


Decoding

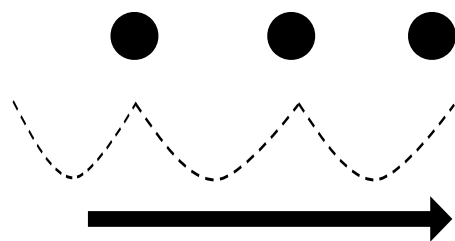
Read each word in three ways:

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

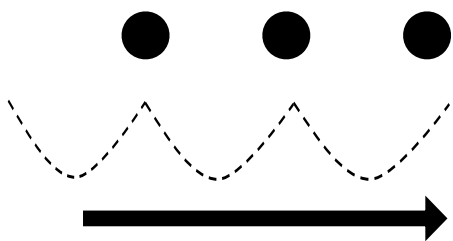
J e d



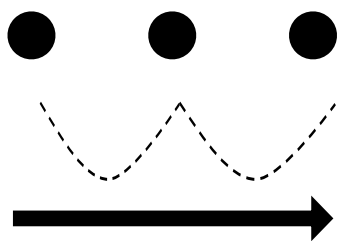
f e d



l e d



b e d



Sight Words

jump



very



jump very jump very



Jed the Pig

Reading
-ed / I

Ned fed and fed Jed the Pig.

Did Jed the Pig get fat?

Jed got fat. Jed got very fat.

Ted led Jed the Big Pig.

Ted led Jed the Pig to water.

Did Jed the Pig get wet?

Jed got wet, very, very wet.

Ed led Jed to the big bed.

Did Jed get in the big bed?

Jed did not get in bed!

Answer the questions in complete sentences using your best printing.

Name: _____

What did Jed the pig get?

What did Jed not get in?

Draw a picture from the story.

