Chapter 2: CVC Words
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Introduction to CVC Words

You already know a lot about letters and the sounds they make. Now you are going to put consonants and vowels together into words. The words in this section have a consonant at the beginning, a consonant at the end, and a short vowel in the middle. They are called CVC words. CVC stands for Consonant Vowel Consonant.

We will go over some words you already know how to read, like cat and mom. We are also going to work on using what you know about the alphabet to figure out how to read new CVC words.

These are the things we are going to do in Section 2:

1. Review the short vowel sounds
2. Read different combinations of consonants and short vowels
3. Blend sounds together into CVC words
4. Learn about the letter patterns in rhyming words like at, fat, rat, and hat.
5. Practice reading CVC words (and other words) in sentences, paragraphs, and stories.

Read as much of the text as you can, but remember, your tutor is there to help you when you get stuck. The CVC words are in green. They are most important words for you to learn to read in this section.
Short Vowels

Each vowel can make at least two sounds: long and short. The long vowel sound is the same as the name of its letter. CVC words have short vowels. Do you remember the sounds of the short vowels?

The **a** is short in *rat* and *cat*.

The **e** is short in *pet* and *wet*.

The **i** is short in *dig* and *pig*.

The **o** is short in *pot* and *hot*.

The **u** is short in *pup* and *cup*. 
Word Math: Addition

Remember when we practiced blending in Section 1? To blend letters to make a word, first say the sound of each letter:

\[
\text{s u n}
\]

Then smoosh the sounds together to make a word:

\[
\text{sssunnnn}
\]

Word math is a lot like blending. It’s when you add and subtract letters to make words. To do a word addition problem, first say just the last two sounds and blend them.

\[
\text{u + n = un}
\]

Then add the first letter and blend all of the sounds into a word:

\[
\text{s + un = sun}
\]

If you like math, you can say, “s plus un equals sun.” If you don’t like math very much, say, “s and un make sun.”
Word Math: Adding letters to at & an

Add different consonants to at and an to make words.

Example:  $s + at = sat$

$r + at =

r + an =

f + at =

t + an =

m + at =
p + an =

v + at =
f + an =

h + at =
m + an =

Now read this sentence:

The fat cat with a flat hat
sat on the rat’s mat.
Rhyming: Short-a

CVC words that rhyme have the same short vowel sound in the middle and the same consonant sound at the end. That’s what makes them rhyme. But rhyming words have a different consonant sound at the beginning.

- mad dad
- tan man
- fat cat
Now it’s your turn to think of some rhymes. This is what you do:

1. First read the word.

   Example: **rat**

2. Next, take away the first consonant sound.

   If you take **r** away from **rat**, you get **at**.

3. Then add a different consonant to the beginning.

   If you add **s** to **at**, you get **sat**.

   Can you hear how **sat** rhymes with **rat**?

Try to think of other words that rhyme:

- **jam** rhymes with _____________
- **sad** rhymes with _____________
- **zap** rhymes with _____________
Word Math: Adding letters to ed & et

First say the sounds that ed and et make. Then add different consonants to ed and et to make words.

\[
\begin{align*}
  r + \text{ed} &= \text{j} + \text{et} \\
  l + \text{ed} &= \text{w} + \text{et} \\
  f + \text{ed} &= \text{v} + \text{et} \\
  w + \text{ed} &= \text{s} + \text{et} \\
  b + \text{ed} &= \text{n} + \text{et}
\end{align*}
\]

Now read this sentence:

Ned and Ted sat on the bed with a bat and a fat cat.
Rhyming: Short-e

Remember, rhyming CVC words have the same short vowel in the middle and the same consonant at the end, but they have a different consonant at the beginning.

Try reading these rhyming short-e words:

I met the vet.

red bed

wet pet
Bigger Words: -er

When you talk, you can add sounds to the end of CVC words to turn them into longer words. For example, you can add an extra sound to the end of mad to make a word that means more mad. What sound do you add? What word does it make?

Writing these kinds of words takes two steps:

1. Double the last consonant in the CVC word
2. Add er to the end

To turn mad into a word that means more mad, first add another d, and then add er to the end. An ending that you can add to a word is called a suffix.

\[
\text{mad} + \ d + \text{er} = \text{madder}
\]

Try it with these words:

\[
\begin{align*}
\text{fat} + \ t + \text{er} &= \\
\text{wet} + \ t + \text{er} &= \\
\text{big} + \ g + \text{er} &= 
\end{align*}
\]

Any time you see a word with a double consonant, the vowel before it is short.
Introduction to *Ray and His Bad Cat*

*Ray and His Bad Cat* is a story with lots of short-a CVC words. It is about two boys, James and Ray. Ray has a really bad cat.

Before You Read…

First look at the pictures and see if you can guess what happens in the story. Then read it and see if you guessed right!

Challenge Words

*Ray and His Bad Cat* has some big words you might not recognize right away. Before you start the story, make sure you know how to read these words:

pencil   asked   might   said
“RAY AND HIS BAD CAT.”

JAMES

RAY

BAD CAT
Ray had a big, bad cat.
The cat was as big as the mat
where it sat.
One day I met Ray.
He had the cat with him that day.
He had the cat in a pack
that he had on his back.
He and his cat went in back of me.
Ray put the cat in my pack but I did not see.
He said, “James, do you have a pen in your pack?”
I said, “I do, but I want it back.”
Ray said, “Give me that then!”

Why does Ray want James to put his hand in his back pack?
I put my hand in the pack and that's when the cat fell out.

I was mad, but Ray was madder.

The cat bit Ray and went up a ladder.
So Ray sat and told me to get his cat.
I yelled back, “I don’t have to do that!”
He said, “Yeah, you do! I’m bigger than you!
Go get my cat or it’s me and you!”
I said, “Your cat may be big, my man, but you are no bigger than a bug in my hand.”

He got all mad and picked up a rock.
I said, “Ray, look at your sock.”
The cat came back and that was that.

It bit Ray on his leg and he fell on his back.

THE END
Word Math: Adding letters to ip & it

First say the sounds that ip and it make. Then add different consonants to ip and it to make words.

\[
\begin{align*}
\text{l} + \text{ip} &= \text{s} + \text{it} = \\
\text{s} + \text{ip} &= \text{f} + \text{it} = \\
\text{r} + \text{ip} &= \text{l} + \text{it} = \\
\text{h} + \text{ip} &= \text{h} + \text{it} = \\
\text{z} + \text{ip} &= \text{b} + \text{it} = 
\end{align*}
\]

Now read this sentence:

A kid named Sam had a sip from a can.
Rhyming: Short-i

Read these rhyming short-i words:

- big pig
- Nick can kick
- zip your lip

Now read these words and see if you can think of some rhymes:

- did rhymes with __________
- hip rhymes with __________
- sit rhymes with __________
- wig rhymes with __________
A Note about -ck

When a CVC word ends in a k sound, it’s spelled with ck. Even though it’s two letters, ck makes the same sound as k by itself.

sick

kick

back

sock
Introduction to No Pets on the Bus

No Pets on the Bus is a dialogue with four characters: Johnny, Miguel, Linda, and Bip, the rat. The story is meant to be read like the script of a play or a movie. First decide which characters you want to be. Then make sure you can read their names. You will know it’s your turn to read when you see the name of one of your characters.

A dialogue is a conversation between two or more people.

When you read, just say the part after the name: that’s what your character actually says. The names are just there to tell the actors whose line it is.

Bip’s lines are not real words. That’s because rats can’t talk! Even though they are not real words, you can still read them. To read Bip’s lines, say the first consonant sound, then the short vowel sound in the middle, and then the last consonant sound.

The things the actors say in a play or movie are called lines.
NO PETS ON THE BUS

MIGUEL  JOHNNY  LINDA
Miguel: What is in the box?
Johnny: That is Bip.
Miguel: What is Bip?
Johnny: Bip is not a what. He is a who.
Miguel: Well, who is Bip?
Johnny: Bip is my rat. Say hello, Bip.
Bip: Bick, bick.
Miguel: What did he say?
Johnny: He said, “Give me a hot dog.”
Miguel: Rats don’t go for hot dogs.
Johnny: This rat goes for hot dogs. But I don’t have a hot dog to give him.

Miguel: Let’s give him a gum drop.
Linda: Do you have a rat in that box?
Johnny: What’s it to you if I do?
Linda: Well, if you have a rat in that box you have to get off the bus. The sign says, “No pets on the bus.”
Johnny: Bip is not a pet.
Linda: Yes he is.
Johnny: No he is not. He is a rat.
Linda: Well, a rat is a pet.
Johnny: No, a rat is not a pet. A dog is a pet.
    A cat is a pet. A rat is not a pet.
Linda: What is it, if it is not a pet?
Johnny: It is a rat, that is what it is.
Miguel: Hey, Johnny! Bip got out! He is not in the box!
Linda: Help! There is a rat in the bus!
Johnny: Bip! Where are you?
Bip: Tick tick.
Miguel: What did he say?
Johnny: He said, “Here I am.”
Miguel: Well, where is he?
Bip: Vick vick.
Miguel: What did he say?
Johnny: He said, “Where am I?”
Linda: I see him! He is on your arm!
Miguel: No, he is in your pocket!
Linda: He is on top of your head.
Bip: Nick nick.
Johnny: Come on, Bip. Get back in the box.
Bip: Zick zick.
Miguel: There he goes. He’s back in the box.
Linda: Bip is a good rat.
Johnny: That is what I said. Bip is not a bad rat.

Linda: But no pets on the bus, OK?

Johnny: OK, no pets on the bus. Can we come over to your house?

THE END
Word Math: Adding letters to *ot* & *ob*

First say the sounds that *ot* and *ob* make. Then add different consonants to *ot* and *ob* to make words.

\[
\begin{align*}
    h + ot &= s + ob \\
    n + ot &= j + ob \\
    r + ot &= m + ob \\
    g + ot &= r + ob \\
    l + ot &= c + ob
\end{align*}
\]

Now read these sentences:

Rob fed the fat tot who sat on a cot.

The tot got a lot of sips from a hot pot.
Rhyming: Short-o

Read these rhyming short-o words:

Tom’s mom

Now read these words and see if you can think of other words that rhyme with them:

rot rhymes with _______________

hop rhymes with _______________

sob rhymes with _______________

dot rhymes with _______________

log rhymes with _______________
Word Math: Adding letters to \textit{ub} & \textit{ut}

First say the sounds that \textit{ub} and \textit{ut} make. Then add different consonants to \textit{ub} and \textit{ut} to make words.

\[
\begin{align*}
    r + \textit{ub} &= \textit{g} + \textit{ut} \\
    s + \textit{ub} &= \textit{n} + \textit{ut} \\
    t + \textit{ub} &= \textit{b} + \textit{ut} \\
    c + \textit{ub} &= \textit{c} + \textit{ut}
\end{align*}
\]

Now read this sentence:

\textit{A kid, a cub, and a fat cat sat in a hot tub.}
Rhyming: Short-u

Read these rhyming short-u words:

pup’s cup  
fun in the sun  
hug the bug

Now read these words and see if you can think of other words that rhyme with them:

- cut  rhymes with  
- rub  rhymes with  
- hug  rhymes with  
- pun  rhymes with  
Introduction to *Mud on the Rug*

Have you ever gotten in trouble for something you didn’t do? That is what happens in *Mud on the Rug*. The story is about a kid named Kevin who gets in trouble for getting mud on the rug.

**Challenge Words**

*Mud on the Rug* has a lot of harder words that you might not know how to read yet. Practice them now, before you read the story:

- white
- shoes
- same
- would
- could
- tried
- didn’t
- sleep
- alright
Last Monday it rained. My mom said, “Kevin, it’s wet out there, and we have a new rug, a new white rug. When you come in, I do not want you to get mud on that rug.”

When I got home, I took off my shoes, so I did not get mud on the rug.
Then Tim came in. He had mud all over him. I said, “Tim, get out of here! You have mud all over you!” But Tim would not go out.
Then I tried to get the mud off the rug, but it did no good. There was mud all over that rug alright.

When my mom came home, she saw the mud on the rug right away.
Boy, was she mad. Mom said, “There is mud on our new white rug! I told you not to get mud on the rug, but you did it just the same.”
I said, “Mom, I tried to get the mud off the rug, but I just could not do it.”

She said, “Well, Kevin, you will go to bed at 8 tonight, and no T.V.”
I went to bed, and I did not get to watch Monday night football. It was so hard to go to sleep.
I could have said something to
Mom, but I didn’t. I was not going
to tell on my dog.
I would not take the blame for Tim.

Well, I would. Would you?
The Detective Game

Now you are almost finished with this chapter, and it’s time to play the Detective Game!

Detective Mack Jackson is very busy, so he needs more people on his team to help get some information about the stories in this chapter. Use your memory and your detective skills to help him get some answers!

You read three stories in this chapter: Ray and His Bad Cat (Page 11), No Pets on the Bus (Page 24), and Mud on the Rug (Page 42). Pick your favorite story and find Detective Jackson’s list of questions.

You might want to spend a couple minutes reviewing the story with your tutor before moving on, and you might need to look at it again after you start the questions. That’s okay! The better you know the story, the better your answers will be.

Before you start, read the directions and make sure you know the meaning of all of the words in the Detective Game Dictionary.
The Tower Game

Let’s play the Tower Game! You get two dominoes to start. Every time you read a word right, you get another domino from your tutor. See how tall you can make your tower and don’t let your tutor win!

1. hid
2. man
3. cut
4. mop
5. bag
6. rob
7. bug
8. run
9. pig
10. sack
11. lip
12. hut
13. let
14. pit
15. ham
16. pan
17. hog
18. gum
19. rag
20. bet
The Tower Game 2

Let’s play the Tower Game! You get two dominoes to start. Every time you read a word right, you get another domino from your tutor. See how tall you can make your tower and don’t let your tutor win!

1. lid
2. fan
3. gut
4. cop
5. rag
6. sob
7. fog
8. sun
9. fig
10. tack
11. hip
12. cut
13. lit
14. fit
15. van
16. jam
17. hug
18. gun
19. rot
20. sip