Section 2

Reading Consonant-Vowel-Consonant (CVC) Words
READING CONSONANT-VOWEL-CONSONANT (CVC) WORDS

Does your student recognize the basic sound values of all of the consonants and vowels in the alphabet? This is important for your student to be able to read simple consonant-vowel-consonant (CVC) combinations in words such as cat, then, tip, hot, and mud. The strategy for teaching these simple short vowel letter combinations is:

1) to review and to ensure that the student knows the sounds each short vowel makes and how consonants combine with it;

2) to help the student read the combinations of vowels and consonants with similar patterns (i.e., at, hat, cat, rat, fat, etc.);

3) to apply this knowledge of sound-to-letter correspondences in order to read CVC words placed in sentences and paragraphs containing common sight words (i.e., and, of that, is, etc.)

It is from this understanding of the structure of basic CVC words and the roles that consonants and vowels can play in words that kids can add other sound to letter correspondences to their knowledge base. You should be aware that many of the most common words don’t follow these basic patterns: the, of, is, etc. These are normally learned as sight words and you should be sure that your student knows them all.
KNOW THE SOUND EACH LETTER MAKES!

In the alphabet listed below, the vowels are green and the consonants are red or blue. The red consonants are always consonants. The blue consonants W, Y, G, H are consonants at the beginning of the word but can go after a vowel to make a vowel team like OW, AY, and GH. The letter Y can be a vowel all by itself, as in MY.

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

Every vowel has a long and a short sound. The long sound is the same as the name of the letter. Here are the short sounds:

[Tutors: Have the kids say these along with you.]

The letter A is short in **pat** and **cat** and **rat**
The letter E is short in **pet** and **bet** and **wet**
The letter I is short in **pit** and **bit** and **sit**
The letter O is short in **pot** and **not** and **hot**
The letter U is short in **but** and **cut** and **nut**
The letters $C$ and $G$ have two sounds!

When $C$ comes before $i$ or $e$, it always sounds like $S$ as in:

- city
- cent

When $C$ comes before $a$, $o$, or $u$, it sounds like $K$ as in:

- cat
- cow
- cut

When $G$ comes before $i$ or $e$, most of the time it sounds like $J$ as in:

- giraffe
- gent

but **WATCH OUT!** Sometimes it's a regular $G$ like in:

- girl
- get
- give

but before $a$, $o$ or $u$ it's always a regular $G$ like in:

- game
- gorilla
- gum
PUT LETTERS TOGETHER AND READ WORDS!

at and an words

Ask the student to read or say these words with the short a sound:

\[ c + \text{at} = \text{cat} \quad \quad c + \text{an} = \text{can} \]

Say the sounds of the two letter word, at. Then read these words with a DIFFERENT first letter.

\[ s + \text{at} = \text{sat} \quad \quad r + \text{an} = \text{ran} \]
\[ f + \text{at} = \text{fat} \quad \quad t + \text{an} = \text{tan} \]
\[ p + \text{at} = \text{pat} \quad \quad p + \text{an} = \text{pan} \]
\[ v + \text{at} = \text{vat} \quad \quad m + \text{an} = \text{man} \]
\[ h + \text{at} = \text{hat} \quad \quad f + \text{an} = \text{fan} \]

Put the sounds together and read these words:

bat  hat  rat  mat  cat

Now read this sentence:

The fat cat with a hat sat on a mat.
SHORT A:

LEARN TO
RHYME IT, READ IT, AND RAP IT!

HERE ARE SOME WORDS THAT RHYME. THEY ALL USE THE SHORT A SOUND. LET'S SEE IF YOU CAN READ THEM!

a fat cat
a flat hat
a rat bat

a mad dad
a sad dad

a pan man
a Gap cap
a rag bag

Now see if you can say a word that rhymes with these short a words:

mad and ____________
fat and ____________
jam and ____________
sack and ____________
Val and ____________
 zap and ____________
Some people like to make up their own new words. People who write rap songs do this. Young hip-hop artists like Dan and Pam are writing their own rap songs. Here’s one they just wrote:

If you rap it  
I can cap it.  
You say wap  
and I say bap  
You say gan  
and I say zan

wap and bap and gan and zan don’t mean anything now but some day they could!

Dan has made up some new words. Let’s see if you can read them and rhyme them with your own made-up word.

dap and ______  lan and ______  dat and ______

Pam has been putting new words in her raps. Let’s see if you can read them and rhyme them with your own made-up words.

gack and ______  nad and ______  hab and ______
ed and et words

Ask the student to say the sound of the last two letters, ed and et. Then read these words with a DIFFERENT first letter.

r + ed = red       b + et = bet
l + ed = led       w + et = wet
f + ed = fed       v + et = vet
n + ed = ned       s + et = set
t + ed = ted       n + et = net
w + ed = wed       g + et = get

Put the sounds together and read this sentence:

Ned and Ted sat on a bed with a bat and a fat cat.
SHORT E:

LEARN TO
RHYME IT, READ IT, AND RAP IT!

HERE ARE SOME WORDS THAT RHYME. THEY ALL
USE THE SHORT E SOUND. LET'S SEE IF YOU CAN
READ THEM!

a wet pet
a jet set
a hen den

Zed’s red bed
we met yet
that bell fell

that’s Meg’s leg
don’t beg Peg

Now see if you can say a word that rhymes with these
short e words:

get and _____   leg and _____
fed and _____   red and _____
ten and _____   led and _____
bet and _____   met and _____
Young hip-hop artists like Nat and Nate are putting new words into their rap songs. Nat wrote:

If you rap it
I can top it.
You say bef
and I say zef
You say sen
and I say len

beef and zef and sen and len don't mean anything now, but they could someday!

Nat has made some new words. Let's see if you can read them and rhyme them with your own made-up word.

mep and ______ fez and ______ leb and ______
det and ______ feg and ______ yem and ______

Nate has been putting new words in his raps too. Let's see if you can read them and rhyme them with your own made-up words.

meck and ______ ked and _______ weg and ______
sep and ______ zeb and _______ vel and ______
ip and it words

Ask the student to say the sound of the last two letters, ip and it. Then read these words with a DIFFERENT first letter.

l + ip = lip  p + it = pit
r + ip = rip  k + it = kit
t + ip = tip  b + it = bit
d + ip = dip  f + it = fit

Kids: Put the sounds together and read these words:

hip    lit    zip    nip    hit    pit

Now read these sentences:

Ned is hip. He sat and had a sip out of a can.
SHORT I:

LEARN TO
RHYME IT, READ IT, AND RAP IT!

HERE ARE SOME WORDS THAT RHYME. THEY ALL
USE THE SHORT I SOUND. LET'S SEE IF YOU CAN
READ THEM!

Tim's rim
slim Jim
zip ya lip

you big pig
you dig wigs

don't kick Nick
no kiss miss
that kid hid

Now see if you can say a word that rhymes with these
short i words:

win and _____
tip and _____

hip and _____
dig and _____

rib and _____
sit and _____
Kim has made up some new words for her raps. Let’s see if you can read them and rhyme them with your own made-up words.

rit and ____  mig and ____  fim and ____
tib and ____  zid and ____  nin and ____
**ot and ob words**

**Tutors:** Ask your student to say the short sound that the vowel **o** makes. Then read the words:

\[
\text{c + o + t = cot} \quad \text{c + o + b = cob}
\]

If the student doesn’t know it, read it for him. Then ask the student to say the sound of the last two letters, **ot** and **ob**. Then read these words with a DIFFERENT first letter.

\[
\text{h + ot = hot} \quad \text{s + ob = sob}
\]
\[
\text{n + ot = not} \quad \text{j + ob = job}
\]
\[
\text{t + ot = tot} \quad \text{m + ob = mob}
\]
\[
\text{l + ot = lot} \quad \text{g + ob = cob}
\]

**Kids:** Put the sounds together and read these words:

pot   rob   rot   dot   mob   Bob   got

Now read these sentences:

Bob fed the fat tot who sat on a cot a lot. The tot got lots of sips from a hot pot.
SHORT O:

LEARN TO
RHyme IT, READ IT, AND RAP IT!

HERE ARE SOME WORDS THAT RHYME. THEY ALL
USE THE SHORT O SOUND. LET'S SEE IF YOU CAN
READ THEM!

Tom’s mom
a hot spot

the top cop
rock the sock

Now see if you can say a word that rhymes with these
short words:

rot and _____
hop and _____
sob and _____
lot and _____

mob and _____
Tom has made up some new words for his raps. Let’s see if you can read them and rhyme them with your own made-up words.

lod and ______  nog and ______  bock and ______
gop and ______  som and _____   dob and ______
**ub and ut words**

**Tutors:** Ask your student to say the short sound that the vowel u makes. Then read the words:

\[
\text{r + u + b = rub} \quad \text{r + u + t = rut}
\]

If the student doesn’t know it, read it for him. Then ask the student to say the sound of the last two letters, **ub** and **ut**. Then read these words with a DIFFERENT first letter.

\[
\text{s + ub = sub} \quad \text{n + ut = nut}
\]
\[
\text{h + ub = hub} \quad \text{g + ut = gut}
\]
\[
\text{t + ub = tub} \quad \text{b + ut = but}
\]

**Kids:** Put the sounds together and read these words:

rut cub pub sub cut

Now read this sentence:

The gal, a cub, and a fat cat sat in a hot tub and got a rub on the back from Ned.
SHORT U:

LEARN TO
RHyme IT, READ IT, AND RAP IT!

Here are some words that rhyme. They all use the short u sound. Let's see if you can read them!

bug in the rug
the pup's cup

hug the bug
I dug the rug

Now see if you can say a word that rhymes with these short words:

cut and ______
rub and ______
yuck and ______
Deb has made up some new words for her raps. Let's see if you can read and rhyme them.

\[
\begin{align*}
cud \text{ and } & \quad \text{ sut } \text{ and } \quad \text{ mub } \text{ and } \\
zug \text{ and } & \quad \text{ tup } \text{ and } \quad \text{ lun } \text{ and } \\
\end{align*}
\]
Introduction to Mud on the Rug

Tutors: This great CVC level story has conflict and a surprise ending! It also contains some words that you should be aware of as the kids read it. You will need to help the kids recognize them. These words are:

white
shoes
last
would
over
said
tried
good
just
sleep
same
didn’t
couldn’t

Have the kids re-read the story. Check to see if they can read these words on their own the second time around. Don’t forget to note how much they liked the story on “Da Bomb” scale.
Mud on the Rug

Last Monday it rained. My mom said, “It’s wet out there, and we have a new rug, a white rug. When you come in I do not want you to get mud on that rug.” When I got home, I took the mud off my shoes,

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.

He laid on the rug, and got mud all over the rug. I told Tim to get up and to get 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's 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 couldn't do it."

She said, "Well, tonight, you will go to bed at 8, and NO T.V."

I went to bed, and I didn't 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.
Comprehension Questions for Mud on the Rug

Tutors: Be sure to have a separate copy for each student. Have the student write her/his answers below. Turn in this sheet when complete.

1. Why did the mom in the story get mad?

2. Who is Tim?

3. What kind of punishment did the kid in the story get, because there was mud on the rug?

4. What would happen in your house if you got mud on a rug?

5. Would you have told your mom if it was the dog that did it?
How did you like Mud on the Rug?
Circle the right number

5
"Da Bomb"

4
"Hype"

3
"Decent"

2
"Aiight"

1
"Wack"

2-24
Introduction to Ray and His Bad Cat

Tutors: This is a CVC level story about a boy and the problems he has with a bad cat. Here are some words the kids might not recognize right away:

pencil
said
might
asked

Note the differences between these words to the kids:

mad/madder
big/bigger

Also note that -ck makes the same sound as -k, as in:

back
sack
rock
sock
picked
Hey 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 sack that he had on his back.
He and his cat went in back of me.
Ray put the cat in my sack, I did not see.

He said, “Do you have a pencil?”
I said, “No, I have a pen.”
Ray said, “Give me that then!”
I put my hand in the sack and that’s when the cat fell out, it made me mad.
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 gotta 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 him on his leg, and he fell on his back.
Comprehension Questions
for Ray and His Bad Cat

1. Who was badder, Ray or his cat?

2. What did Ray get mad about?

3. If Ray asked you for a pencil, what would you do?
How did you like Ray and His Bad Cat?
Circle the right number

5 “Da Bomb”

4 “Hype”

3 “Decent”

2 “Aiight”

1 “Wack”
Section 2: Progress Assessment for Reading Consonant Vowel Consonant (CVC) Level Words

**Tutors:** Now that the kids have had experience reading combinations of letters, it’s time to see if they can apply this skill to a variety of new CVC level words. Ask the kids to read the letters in the following list of words, and write down next to each word how the child pronounced it. If no recognition of a word was made, draw an X next it.

**Kids:** Now that you’ve had some practice sounding out letters and reading words, sound out and read the words listed below:

1. hid ____________________________ 11. pop ____________________________
2. man ____________________________ 12. hut ____________________________
3. but ____________________________ 13. let ____________________________
4. mop ____________________________ 14. pin ____________________________
5. beg ____________________________ 15. hog ____________________________
6. pig ____________________________ 16. pal ____________________________
7. bad ____________________________ 17. gem ____________________________
8. run ____________________________ 18. gum ____________________________
9. hen ____________________________ 19. rid ____________________________
10. pan ____________________________ 20. has__________________________

Percent of words read correctly: ___out of 20 words, or ____%