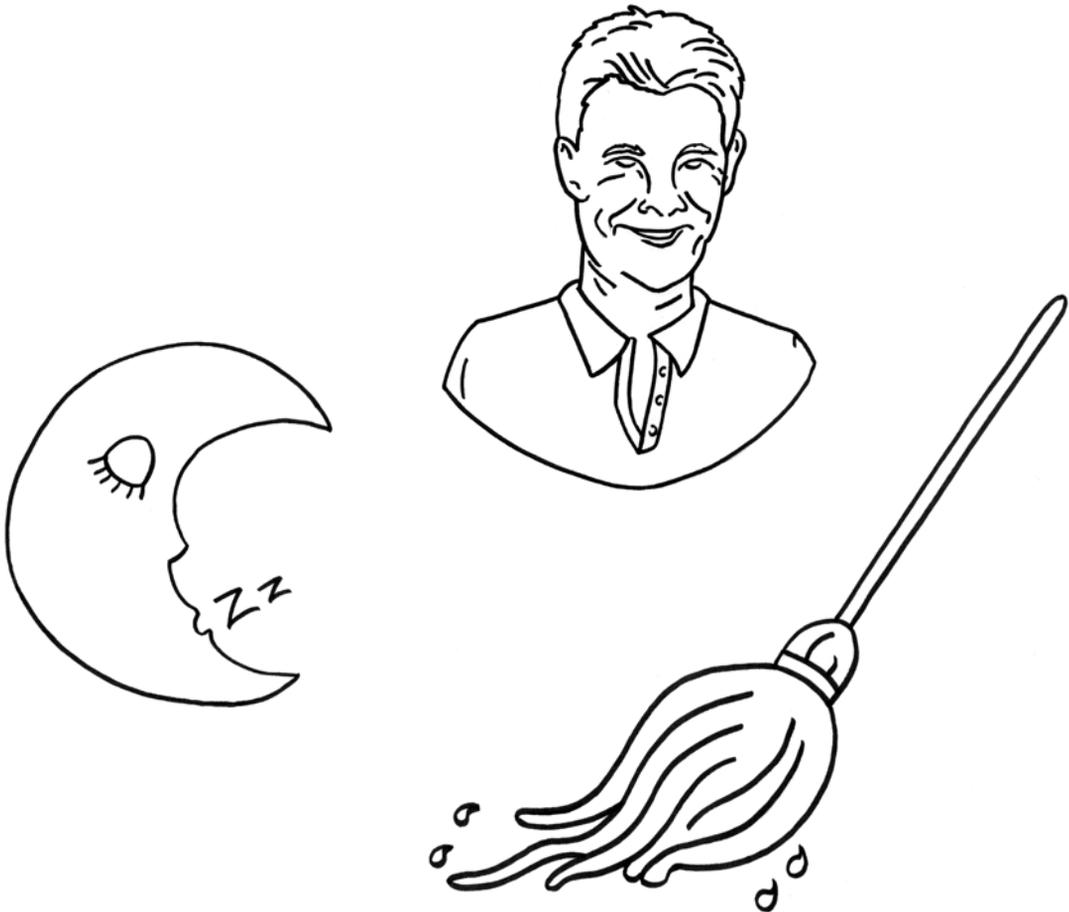


M

m

Mm

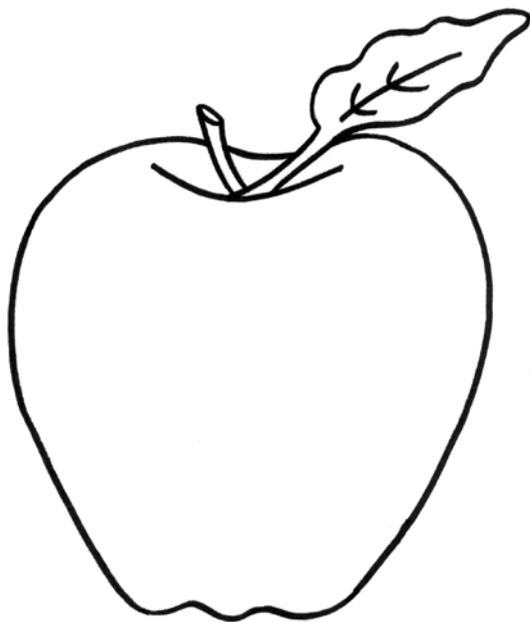


M, n, r, f, s, l represent sounds that may be prolonged, or voiced without a vowel sound. This makes them the easiest of the consonant sounds to blend, and therefore the first to learn. See directions on pages 118-119 for teaching the sound of **m**.

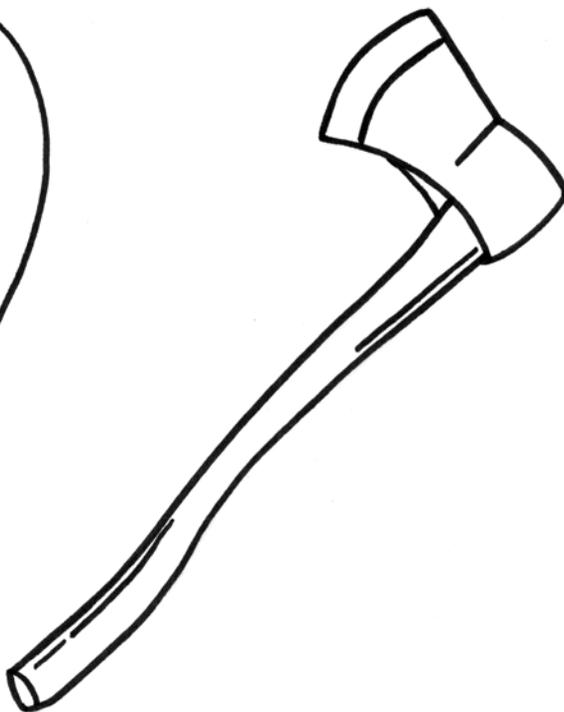
A

a

Aa



am



A is the first short vowel studied. Pupils can remember the sound of short **a** by isolating the initial sound of the word *apple*. Pupils can now blend two letters to make the word **am** and use in a sentence: **I am** (child's name).

Review: CVC words grouped by beginning letter

m at
m en
m et
m ix
m ud

n ap
n et
n od
n ot
n ut

on
ox

p an
p at
p eg
p en
p et
p ig

p in
p od
p op
p ug

r ag
r ed
r im
r ip
r ob
r ug
r un

s ad
s ag
s ap
s et
s in
s it
s ix
s ob

s op
s un

t ag
t an
t ap
t ax
t en
t in
t ip
t op
t ub
t ug

up
us

v an
v at
v ex

w ag
w ax
w eb
w et
w ig
w in

y es
y et

z ig
z ag

Assessment: CVC Words

can	lid	bed	mix
hub	mat	fig	tub
ham	Ben	rob	box
zag	run	vex	log
pop	let	jug	cab
lip	win	rib	hem
rot	Tom	top	red
beg	yes	cup	big
fed	rug	tip	keg
sit	Nan	yet	bat
did	sad	wax	ten
tug	map	kid	led

Assessment. Your pupil should be able to read these words accurately before proceeding to the next section. Re-teach, review, and practice until s/he has mastery of these phonic principles. The primary consonant sounds and the short vowel sounds are the foundation of phonics and must be mastered thoroughly.