

Read the poem with a parent!

Circle each V that you see.

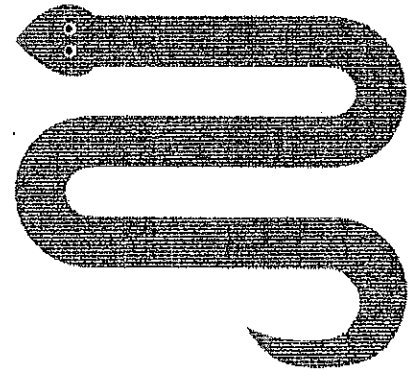


Five green vipers
sitting on a wall.

Five green vipers
sitting on a wall.

And if one green viper
should accidentally fall,

There'd be four
green vipers sitting on a wall.



How many V's did you find?

Vv

Victor the Very Good Vet

Caring for cats and dogs all day.

Victor's a very good vet.

Keeping them healthy so they can go play.

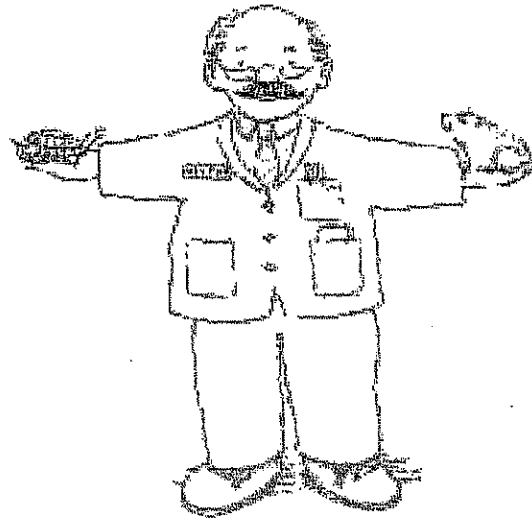
Victor's a very good vet.

Lizards and hamsters and turtles, too.

Victor's a very good vet.

They all visit Victor—wouldn't you?

Victor's a very good vet.



Activities

- ✦ Invite children to repeat the alliterative line several times and clap the rhythm of the syllables. The beat is 1-2, 1, 1-2, 1-2. This helps children segment the words and hear the phonemes that make up each word.
- ✦ Have children repeat the alliterative line using other names that begin with V (*Victoria, Violet, Vince, Van*).
- ✦ Make a list of words that rhyme with *day* and *play*. Make another list of words that rhyme with *too* and *you*. Point out that the spelling of the /oo/ sound may vary (*few, moo, to*).

Jj

Jiggly Jolly Jellyfish

Joining their friends, they move with the tide.

Jiggly jolly jellyfish.

Hoping to find a big wave they can ride.

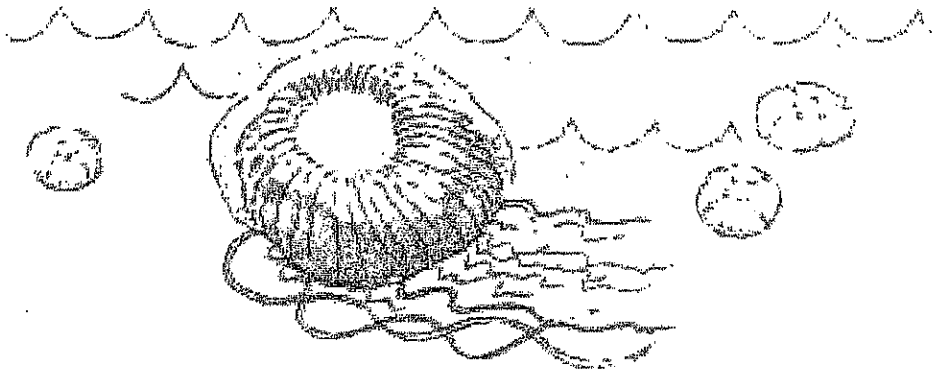
Jiggly jolly jellyfish.

The sea moves so fast in the month of July.

Jiggly jolly jellyfish.

But they joggle the most when a jetboat goes by!

Jiggly jolly jellyfish.


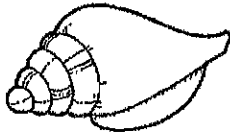
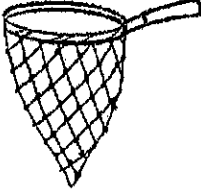
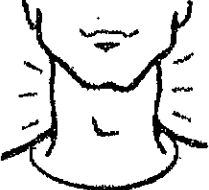
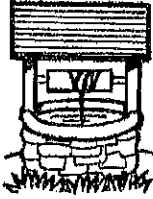
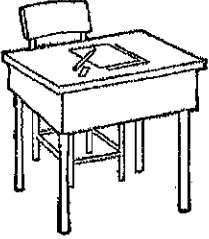
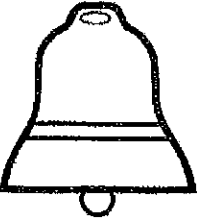
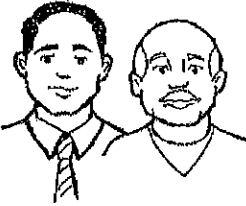






Activities

- Invite children to close their eyes and imagine that they are jellyfish playing in the waves. You might even play a tape or CD of ocean waves as background sound to help create the scene. Invite them to move as if they are jellyfish. Encourage children to say the alliterative line as they move!
- Make some "jellyfish jelly" by mixing a small amount of cornstarch in cold water. Ask children to make up their own adjectives that start with J to describe the experience. Made-up words are fine, since the focus is on the letter sound. Wear smocks because this is some great gooey fun!
- This poem is perfect for talking about adjectives. *Jiggly* and *jolly* are fun describing-words. You can just see and feel these words in the poem! Invite children to suggest other J adjectives (*juicy, jumpy, jazzy*).

Short e

Directions: Say the name of each picture. Write its name.

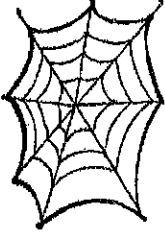

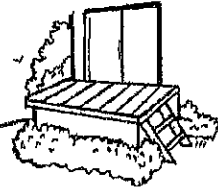
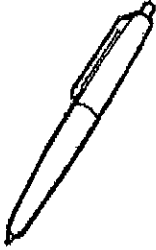
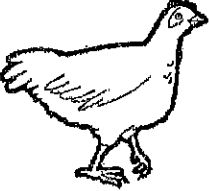
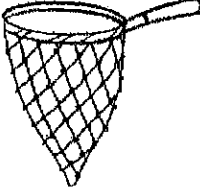
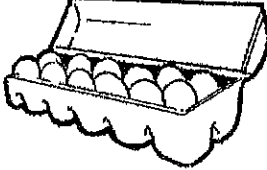

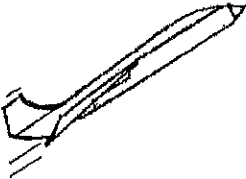

1.  _____ _____ _____	2.  _____ _____ _____	3.  _____ _____ _____
4.  _____ _____ _____	5.  _____ _____ _____	6.  _____ _____ _____
7.  _____ _____ _____	8.  _____ _____ _____	9.  _____ _____ _____
10.  _____ _____ _____	11.  _____ _____ _____	12.  _____ _____ _____

Short e

Directions: Say the name of each picture. Circle its name.

RULE

If a word or syllable has only one vowel, and it comes at the beginning or between two consonants, the vowel is usually short. The word *web* has the short e sound.

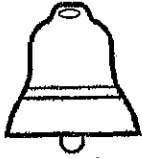
		<p>1.</p>  <p>wet web wed well</p>
<p>2.</p>  <p>vest vet west van</p>	<p>3.</p>  <p>dab deb deck den</p>	<p>4.</p>  <p>pet pen peg peck</p>
<p>5.</p>  <p>hem hen ham hand</p>	<p>6.</p>  <p>net not met nip</p>	<p>7.</p>  <p>begs pegs legs eggs</p>
<p>8.</p>  <p>let led leg lag</p>	<p>9.</p>  <p>jell Jeff jag jet</p>	<p>10.</p>  <p>peck peg pen pep</p>

Short e

Directions: Complete the crossword puzzle by writing the short e words in the correct places. Use the words at the bottom of the page to help you.

Across →

2.



3.



4.

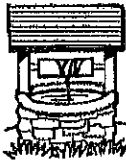


5.

10

↓ **Down**

1.



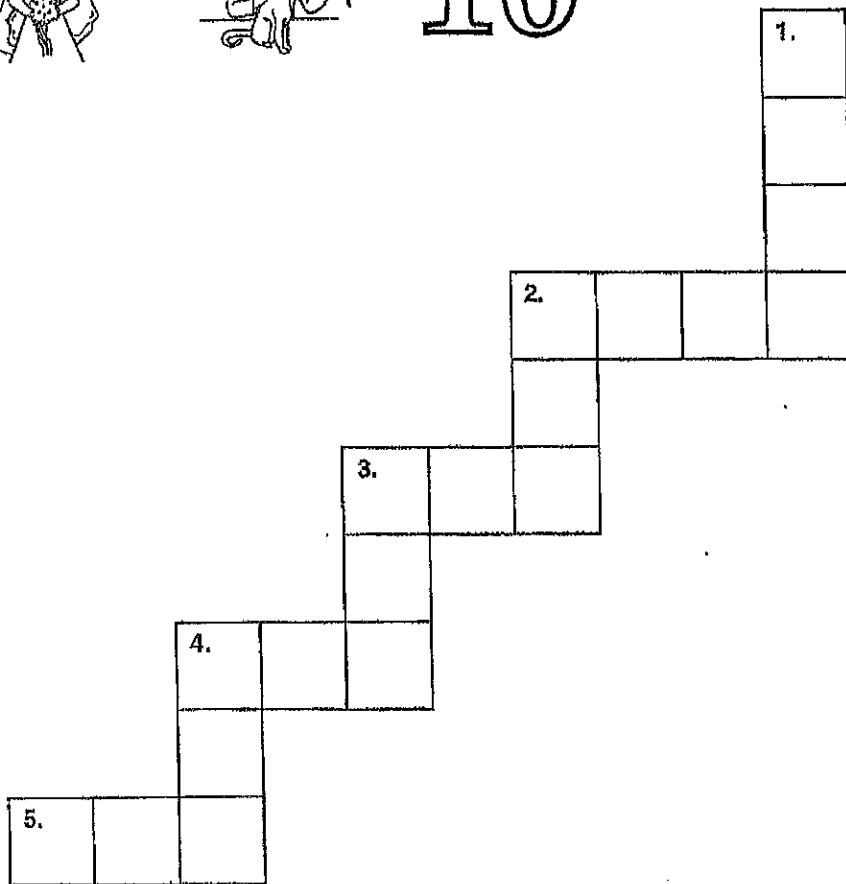
2.



3.



4.



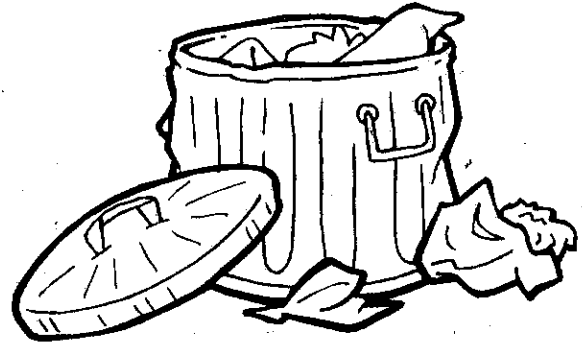
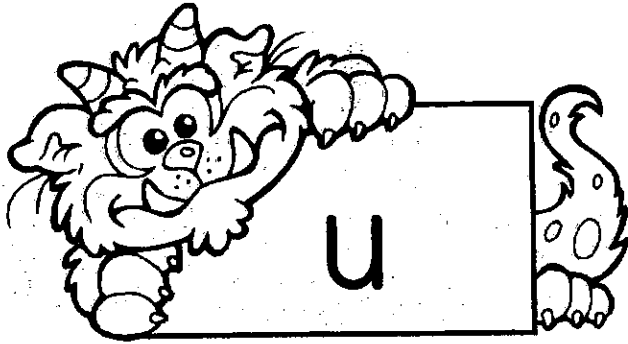
Directions: Trace the rhyming words.

pen	ten	well	bell
wed	bed	wet	pet

Long Vowels (Open Syllable Rule)

Phonics Instructions: The long sound of *u* is sometimes made by the “Open Syllable Rule,” which states that when a syllable ends in a vowel, the vowel is pronounced with the long sound, as in *human*. Ask the student to practice the long /yū/ sound in isolation. Then read the words aloud with the student repeating them. Have the student sort the words.

Student Directions: Cut out the words at the bottom of the page. Place the words with the long *u* sound together under the monster. Place the others under the trash can.



ruler

be

tuba

this

music

have

human

or

Uli the Unusual Unicorn

Walking along, an unforgettable sight.

Uli the unusual unicorn.

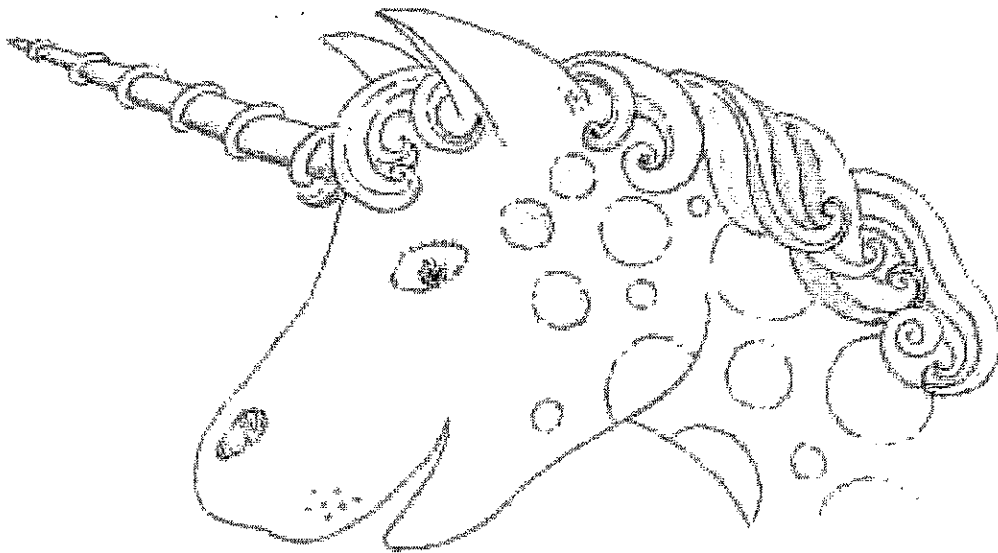
With a polka dot body and a giant's height.

Uli the unusual unicorn.

When people see her they make quite a to-do

Uli the unusual unicorn.

But I've never seen a unicorn—have you?



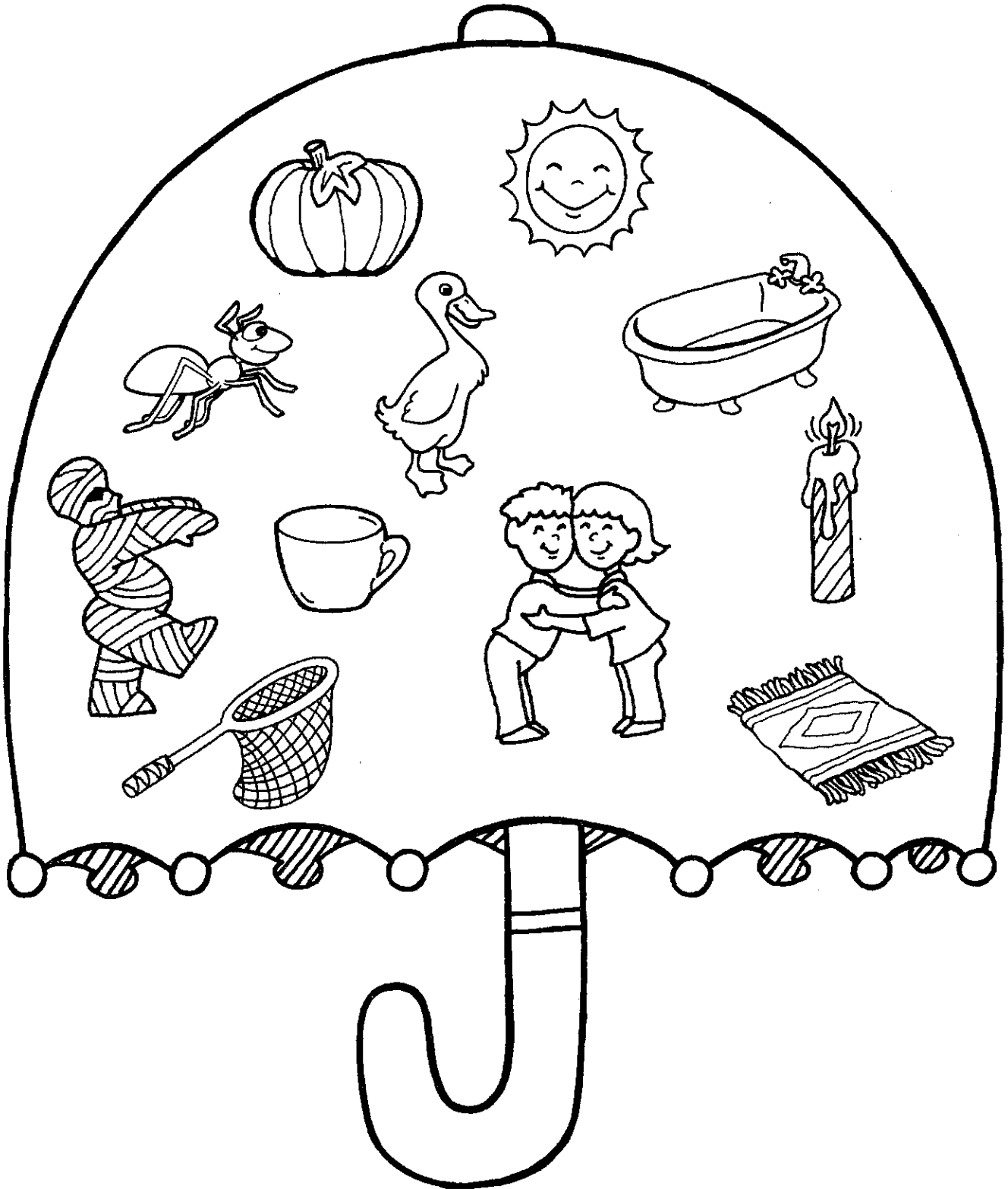
Activities

- ✦ Point out that the letter *U* has more than one sound. The words in the alliterative line actually say the letter's name. It almost sounds like the word "you." Introduce other letters that say their names. (*A, E, I, O*). If children are ready, show them other *U* words that start with the short /u/ sound (*umbrella, under, up*).
- ✦ Ask, *What do you think "to-do" means in this poem?*
- ✦ Have children draw and decorate their own unusual unicorn (they might add glitter, feathers, and so on to their drawings). Have them write or dictate a sentence about their unicorn.

Short Uu

Uu


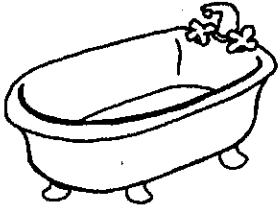
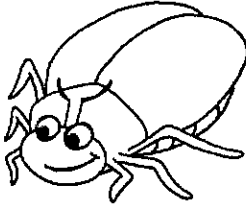
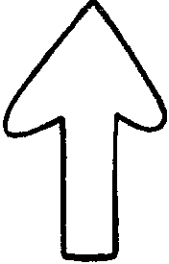
Directions: *Umbrella* has the short sound of **u**. Circle each picture whose name has the short sound of **u**.

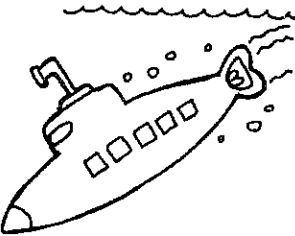
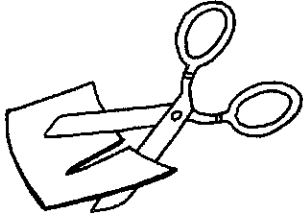

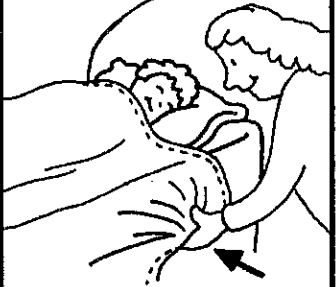


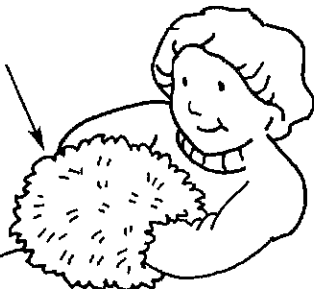
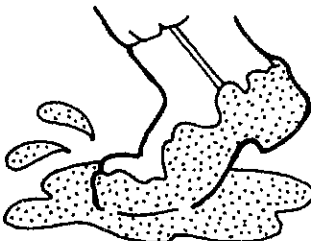
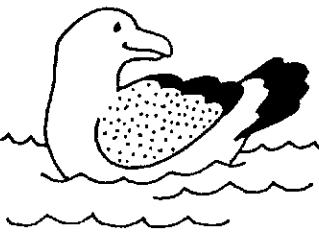

Short Uu

Uu

Directions: Say the name of each picture. Circle its name.

<p>1.</p>  <p>mud mug bug cub tab tub</p>	<p>2.</p>  <p>run bug bun up cup pup</p>	<p>3.</p>  <p>up cup pup</p>	<p>4.</p>  <p>up cup pup</p>
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<p>5.</p>  <p>rub sun sub rut cut cat</p>	<p>6.</p>  <p>up cup pup luck tuck tug</p>	<p>7.</p>  <p>up cup pup luck tuck tug</p>	<p>8.</p>  <p>luck tuck tug</p>
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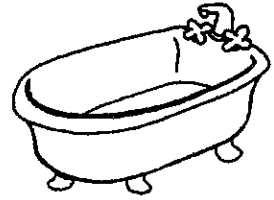
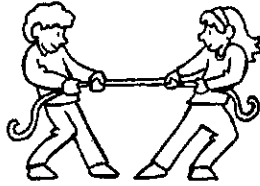
<p>9.</p>  <p>muff mud puff mug mud bud</p>	<p>10.</p>  <p>gull dull gum hat nut hut</p>	<p>11.</p>  <p>hat nut hut</p>	<p>12.</p>  <p>hat nut hut</p>
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Short Uu

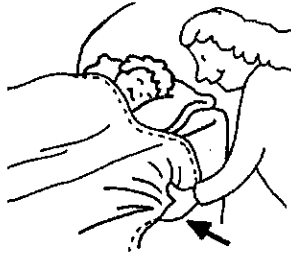
Uu

Directions: Blend the letter sounds together as you say each word. Then color the picture it names.

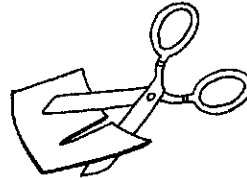
t → ug



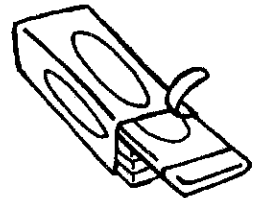
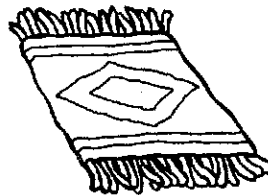
d → uck



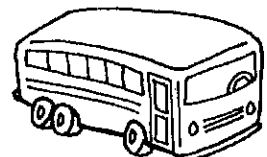
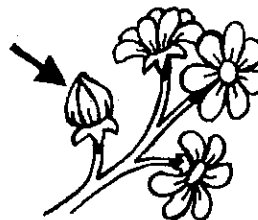
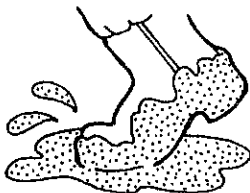
c → ut



g → um



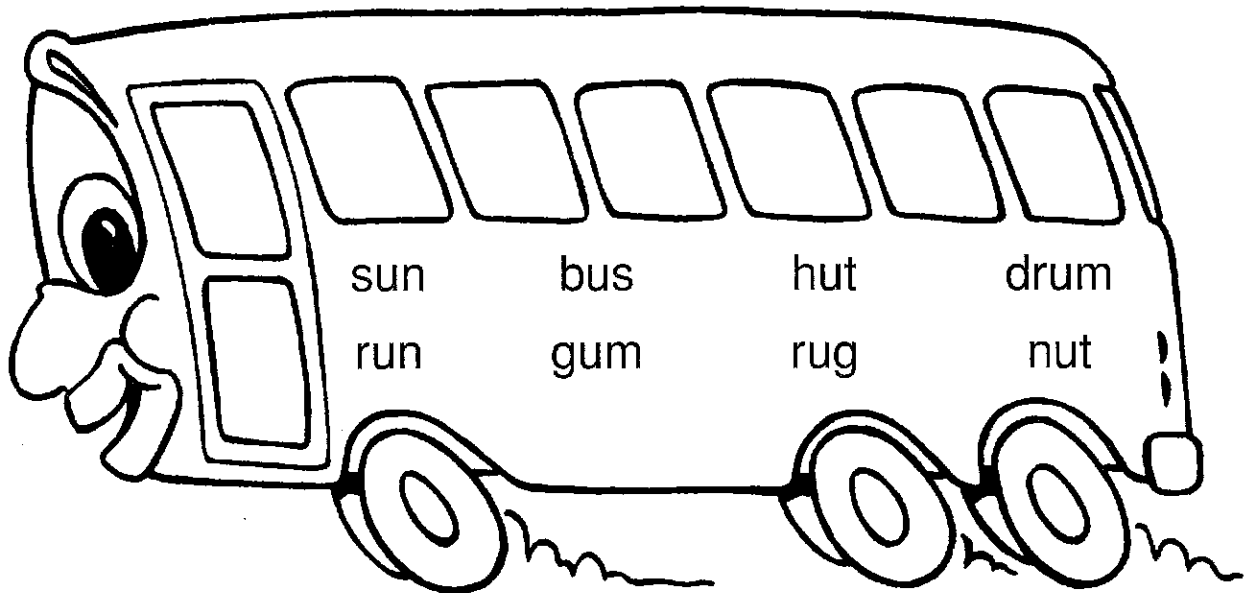
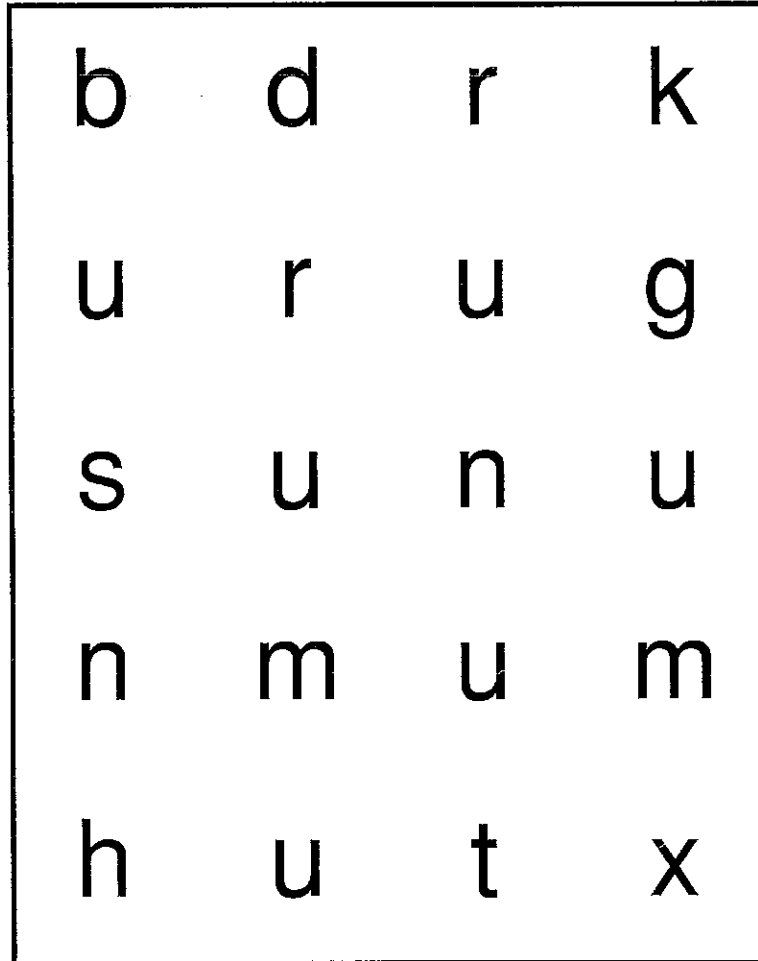
b → ud



Short Uu

Uu

Directions: Read the words in the bus. Circle each word in the puzzle.



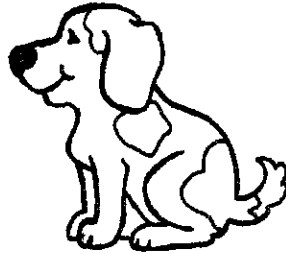
Short Uu

Uu

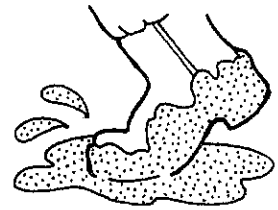
Directions: Look at a sentence. Circle the word that will finish it. Print the word on the line. Use the pictures as clues.



sun



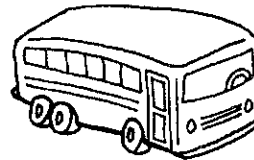
pup



mud



tub



bus

<p>_____</p> <p>-----</p> <p>1. I have a _____ .</p>	<p>sup</p> <p>run</p> <p>pup</p>
<p>_____</p> <p>-----</p> <p>2. He rides the _____ .</p>	<p>Gus</p> <p>bus</p> <p>rub</p>
<p>_____</p> <p>-----</p> <p>3. We run in the _____ .</p>	<p>fun</p> <p>sun</p> <p>tum</p>
<p>_____</p> <p>-----</p> <p>4. He dug in the _____ .</p>	<p>bud</p> <p>dull</p> <p>mud</p>
<p>_____</p> <p>-----</p> <p>5. I put him in the _____ .</p>	<p>dug</p> <p>tub</p> <p>bub</p>