



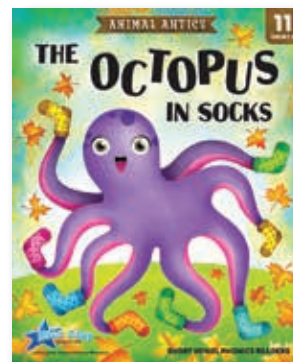
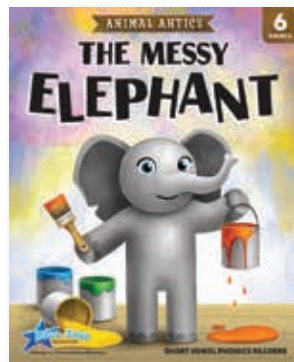
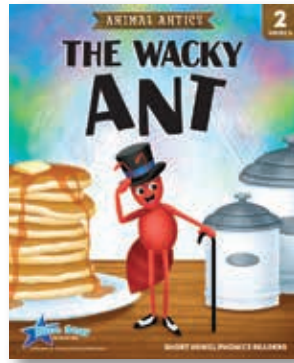
ANIMAL ANTICS

Short Vowel Phonics Readers



Animal Antics Short Vowel Readers

A bat who can dance, an octopus wearing socks, a skunk in a tux, and pigs in wigs? You'll see them all and much more in these *Animal Antics Short Vowel Phonics Readers*. Listen to the giggles and watch children's reading skills grow with these comical and lively animal-themed books!



Animal Antics Short Vowel Readers

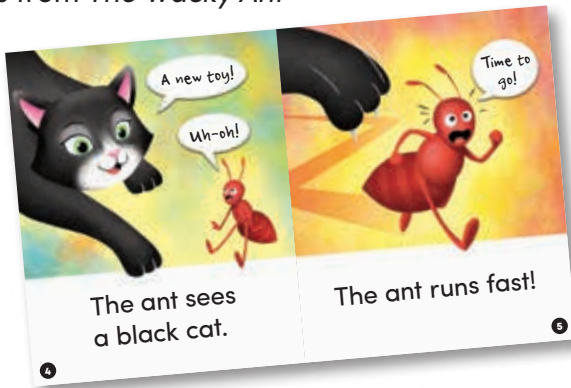
Take a look inside!



Sample pages from *The Wacky Ant*



All 16-page books include fun-filled content and phonics-driven reading practice for young readers.



Animated illustrations and speech bubbles bring characters to life, prompt lively discussion, and encourage students to connect with the text.

Each book includes CVC words, sight words, high-frequency words, and challenge words, and **all words are introduced prior to reading.**

CVC <i>(consonant-vowel-consonant)</i>	
ant	map
can	pan
cat	rat
has	tap
hat	yak

SIGHT WORDS AND HIGH-FREQUENCY WORDS		
a	in	sees
and	is	the
gets	on	where
have	runs	will

CHALLENGE WORDS		
Antarctica	dance	pancakes
apples	fast	panda
band	hand	sack
black	land	sand
cash	packs	stands

Sample words from *The Wacky Ant*

The Teacher Guide



Easy-to-follow instructions connect the content of each book to specific phonics and reading comprehension skills.



UNIT 1: OH, THAT CAT!

Overview

In this unit, students will practice the short a vowel sound as they read *Oh, That Cat!* multiple times. Students will engage in hands-on activities to help them learn and become familiar with the words used in the book. They will practice letter formation and blending sounds, and will complete a variety of activity sheets and assessments in both phonics and reading comprehension.

MATERIALS NEEDED

- *Oh, That Cat!* book
- blank paper
- crayons or markers
- envelopes
- glue
- paper bags or empty tissue boxes
- scissors
- scratch paper

Activity Sheets from Student Book

- Letter "A" Formation (page 5)
- Cat Blending Board (page 6)
- Blending Practice (page 7)
- It's Missing! (page 8)
- Which Word? (page 9)
- Pick the Pictures (page 10)
- Help that Cat! (page 11)
- Rhyme Time! (page 12)

Word Chart

Each word from the running text in the *Oh, That Cat!* book is included in the chart below. Review words in the chart prior to reading the book out loud to students. Be sure to sound out each word. To help students learn the words, fun and engaging hands-on activities are included for each set of words. These activities can be found on the following page.

CVC <small>(consonant-vowel-consonant)</small>	SIGHT WORDS AND HIGH-FREQUENCY WORDS	CHALLENGE WORDS
bag	hat	antlers
can	mat	castle
cat	in	dance
has	is	glad
	oh	

#BSE53278G Short Vowel

Materials list

List of 15 activity sheets from the Student Activities Resource

Activity 1 helps students with CVC words by practicing spelling, sounding out, and reading the words.

UNIT 1: OH, THAT CAT!

ANIMAL ANTICS

Word Work

Practice saying the short a sound with students. Say the sound out loud, and have them repeat the sound with you. Distribute copies of the Letter "A" Formation sheet (page 5) to students. As they practice writing the letter a, have them say the short a sound. Once students have completed their letter formation sheets, complete the following activities.

Activity 1 (CVC Words)

Distribute copies of the *Cat Cutouts* sheet (page 17) to students. Have them follow the cut lines to cut out the letters and cat on the page. Have them also cut out the sight words and high-frequency words. Give students envelopes and have them place the words in their envelopes to be used in Activity 2.

Distribute copies of the *Cat Blending Board* sheet (page 6) to students. Say a CVC word from the book out loud. Have students try to spell the CVC word by placing the correct letters in the squares at the bottom of the page. When students have finished placing their letters in the squares, write the letters on the board. If students used the wrong letters, have them fix their letters. Next, have students slide the cat across their sheets, stopping at each letter to sound it out. Then, have students slide the cat across their sheets again and again to blend the sounds together to make the word. Do this with each CVC word in the chart.

Activity 2 (Sight Words and High-Frequency Words)

Prior to starting the activity, have students create their own hungry cats. To create hungry cats, students may decorate brown paper lunch bags to make cat puppets. Have them draw cat eyes on the bags. Then, have them cut out ears from scratch paper and glue the ears on the bags. Another way to make a hungry cat is to have students bring empty tissue boxes from home. Students can draw and cut out cat eyes and ears, and then glue them on their boxes.

Once students have completed their cats, have them take the sight words and high-frequency words cutouts from their envelopes. Have them scatter the words so they can see each one. Say one of the words out loud, and ask students to feed it to their cats. Offer clues as needed, for example, "Can you feed the word *is* to the cat? *Is* starts with the letter *i*. Do you remember what an *i* looks like?"

Activity 3 (Challenge Words)

Read each challenge word out loud for students. Go over the meaning of each word. Then, give each student a blank sheet of paper. Show them how to fold the paper to make four sections. Have students draw a picture to go with each of the four words (one picture in each section). Help students label their pictures. Have them keep these pictures nearby as you read the book, so they can make connections between their pictures and the pictures in the book.

Word chart includes each word in the running text of the reader

Activity 2 helps students with sight words and high-frequency words with hands-on art-inspired activities unique to each unit.

Activity 3 helps students become familiar with the challenge words with various vocabulary activities.

The Teacher Guide

Lesson suggestions, assessments, and fun-filled extension activities support each Animal Antics Phonics reader!

ANIMAL ANTICS **UNIT 1: OH, THAT CAT!**

Providing Instruction

Before Reading

1. Distribute copies of the *Meet the Cat* character sheet (page 221) for students to color. As they're coloring, have them tell you all they know about cats. Do they have a pet cat? Have they ever seen a cat or played with a cat? What are some things cats do? Have student volunteers share their experiences and knowledge. Tell students they will be reading a story about the cat they are coloring.
2. Review the word *antics* with students. Explain that the word means "outrageous, foolish, or silly behavior." Next, read the title of the book and ask students what they think this book will be about. What do they think the cat will do in the book?
3. Show students the title page. Read the title, pointing to each word as you read it. Point out the author and illustrators. Next, flip to page 2 in the book. Ask them if they can find the page number. Have them point to a word. Tell them to point to an illustration. Finally, review what a speech bubble is. Explain that it lets the reader know what the character is saying.

Let's Read!

First Read
Read the book out loud to students. Point to each word as you read it. Give examples of blending the letter sounds together to form a word. At the end of the story, ask the discussion questions below. Answer any questions students might have about the story.

Second Read
Prior to beginning the second time, encourage students to point out the words from the sheet in the story. You may want to pause and let students sound out and read these words.

Independent Reading
Prior to this reading, have students complete the *It's Missing!* sheet (page 8). Then, have students read the book out loud, helping as needed. Have students point to each word as they read it, and remind them to blend the letter sounds together.

DISCUSSION QUESTIONS

- Who is the main character in the book?
- What are some of the things the main character does?
- What is your favorite part of the book? Why?

©Blue Star Education #BSE53278G Short Vowel Phonics Readers

Before Reading—This section introduces students to the main character in the book, activates prior knowledge, and reviews basic print features.

Let's Read—In this section, the teacher reads the book out loud, asks discussion questions, and has students complete activity sheets and perform independent reads.

After Reading—Here students complete additional activity sheets focusing on specific vowel sounds.

UNIT 1: OH, THAT CAT! **ANIMAL ANTICS**

Providing Instruction (cont.)

After Reading

Now, complete the remaining activity sheets.

1. Have students complete the *Which Word?* sheet (page 9). Review the answers together.
2. Help students complete the *Pick the Pictures* sheet (page 10). Say the **short a** sound out loud. Say, "We are looking for the pictures that have that sound." Have students say the name of each picture aloud. Ask them to circle the pictures that have the **short a** sound. Repeat this process with the *Help That Cat!* sheet (page 11). Read each word on the path out loud to help students, as some of the words are not in the story.
3. Review what rhyming words are. Explain that they are words that have the same ending sound. Provide a few examples. Say, "Cat, hat, and bat are all rhyming words. They all have the **-at** sound at the end." Help students complete the *Rhyme Time!* sheet (page 12). This sheet contains words not used in the book. Be sure to read and review these words with students.
4. To finish the **short a** activities, have students complete the *Finish the Sentence* sheet (page 13) and the *Word Find* sheet (page 14).

Reading Comprehension Activities

- Talk about the story some more with students. *What are some things the cat had on his head?* (a rat, a mat, a hat, a can, a bag, antlers) *What are some things the cat got into?* (a bag, a can, a hat) *What is something we know the cat can do?* (dance) *How does the cat feel at the end of the story?* (glad)
- Distribute copies of the *Reading Comprehension* sheet (page 15). Read the short story and questions out loud. Have students fill in the bubble next to each correct answer.

Just 4 Fun!

- Distribute copies of the *Color and Trace* sheet (page 16) to students. Explain that this could be another page in the book. Read the sentence out loud, pointing to each word. Ask students to circle the words that have the **short a** sound (*cat, and, rat, dance*). Have students color the illustration and trace the sentence.
- Have students create their own page for the book. Distribute copies of the *Your Turn—Short A* template (page 216). Ask students if they could add one page to the book, what would it be about? What would the cat do? Encourage creativity. Remind them that the cat is silly and does funny things. Ask students to include one **short a** word in their sentences.

12 #BSE53278G Short Vowel Phonics Readers ©Blue Star Education

Reading Comprehension Activities—Teachers lead students through text-dependent discussion questions, and students take a reading comprehension assessment based on a sample text.

Just 4 Fun!—Additional activities such as coloring a new page in the book for the book or designing an additional page for the book are included here.

The Student Activities Resource



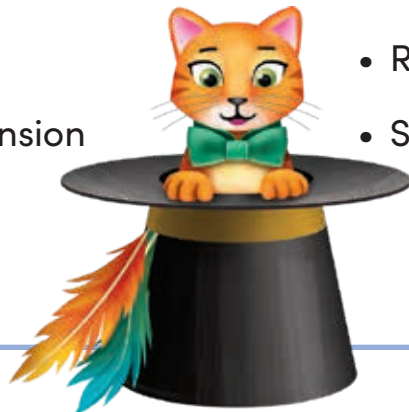
This 240-page resource includes 15 pages of phonics skills practice for each reader!



Multiple Pages for Multiple Skills

- Picture-word match
- Letter practice
- Reading comprehension
- Spelling
- Sentence building
- High-frequency word practice
- Rhyming words
- Story-writing extensions

...and more!




Sample Student Pages

UNIT 2: THE WACKY ANT **ANIMAL ANTICS**

Name: _____

Color and Trace

Directions: Look! It's a new page in the book. Color the page the way you want it to look. Be creative! Have fun! Next, trace the sentence below. Then, read it out loud. Circle each word in the sentence that has the **short a** sound.



The ant dances
on a cat in a hat.





30 #BSE53278SB Short Vowel Phonics Readers ©Blue Star Education

ANIMAL ANTICS **UNIT 3: THAT BUSY BAT**

Name: _____

Let's Blend

Directions: Read the word. Write each letter sound in the three boxes. Tap each dot as you say the sound out loud. Then, write the word on the line. Slide your finger along the arrow as you blend the sounds together to say the word out loud.

<p>1. bat </p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <p style="text-align: center;">• • •</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">→</p>	<p>2. jam </p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <p style="text-align: center;">• • •</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">→</p>
<p>3. ham </p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <p style="text-align: center;">• • •</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">→</p>	<p>4. nap </p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div> </div> <p style="text-align: center;">• • •</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">→</p>


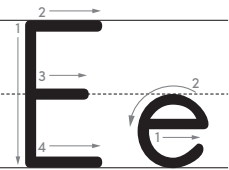
©Blue Star Education #BSE53278SB Short Vowel Phonics Readers 35

ANIMAL ANTICS **UNIT 6: THE MESSY ELEPHANT**

Name: _____

Forming More E's

Directions: First trace the letters with your fingers. Next, trace them with your pencil. Then, practice writing the letters on your own. As you write each letter, practice saying the **short e** sound.

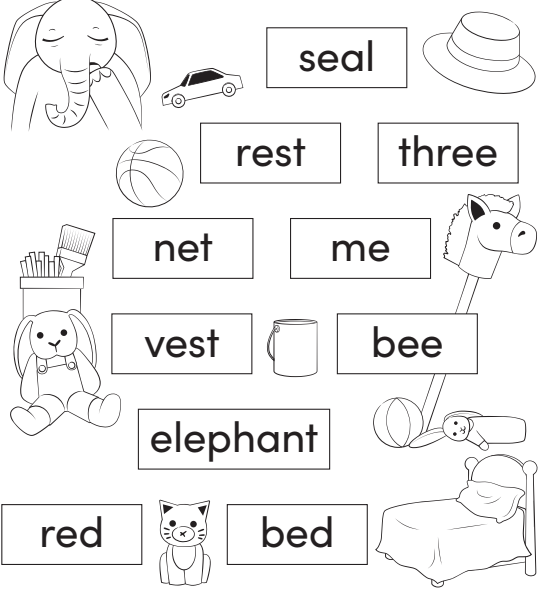
©Blue Star Education #BSE53278SB Short Vowel Phonics Readers 75

ANIMAL ANTICS **UNIT 6: THE MESSY ELEPHANT**

Name: _____

Bedtime!

Directions: The elephant needs his rest—he's so tired! Can you help him make his way through the mess to get to his bed? Help him find his way through the mess by coloring the words that have the **short e** sound.



seal

rest

three

net

me

vest

bee

elephant

red

bed

©Blue Star Education #BSE53278SB Short Vowel Phonics Readers 81

Sample Student Pages

ANIMAL ANTICS **UNIT 7: THE LITTLE LIZARD**

Name: _____

Reading Comprehension

Directions: Read the story. Then, answer each question by filling in the bubble next to the correct answer.


The Lizard

The lizard has a wig.

The lizard takes a swim.

The lizard gets a tin.

The lizard sees a fish.



1. What does the lizard have on his head?	<input type="radio"/> a wig
	<input type="radio"/> a pig
2. What does the lizard do?	<input type="radio"/> takes a trip
	<input type="radio"/> takes a swim
3. What does the lizard get?	<input type="radio"/> a kit
	<input type="radio"/> a tin
4. What does the lizard see?	<input type="radio"/> a fish
	<input type="radio"/> a ship

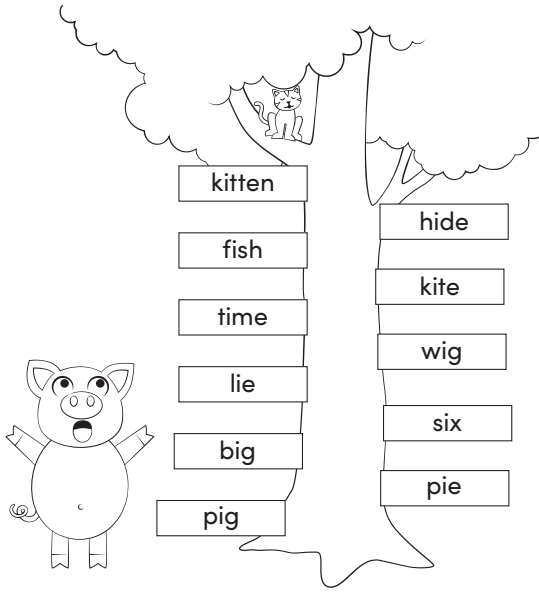
©Blue Star Education #BSE53278SB Short Vowel Phonics Readers **99**

ANIMAL ANTICS **UNIT 8: SIX SILLY PIGS**

Name: _____

Pig to the Rescue!

Directions: The pig's kitten is stuck in the tree! Help the pig rescue the kitten by coloring the words that have the **short i** sound. The pig will climb the **short i** words to save the kitten!



kitten

fish

time

lie

big

pig

hide

kite

wig

six

pie

©Blue Star Education #BSE53278SB Short Vowel Phonics Readers **109**

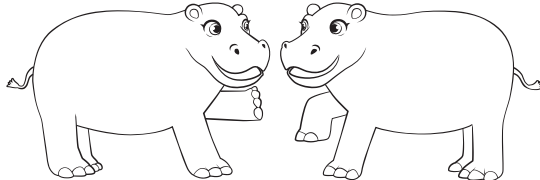
UNIT 9: THE BIG, BIG HIPPO **ANIMAL ANTICS**

Name: _____

Family Fun

Directions: Circle the words that belong to each word family.

Word Family	big	win	bib
-ig	fit	pig	wig
-ip	sit	flip	hip
	dip	twin	dig
-ix	swim	fix	pin
	grin	six	mix




©Blue Star Education #BSE53278SB Short Vowel Phonics Readers **124**

UNIT 12: STOP THAT OXI **ANIMAL ANTICS**

Name: _____

At the Pond

Directions: Ox stopped at the pond. Help Ox sort the words in the pond into their word family boxes. Write each word in the pond on the line in the correct word family box.



stop not sock lot

clock got hop hot pop

dock shop rock

-op	-ock	-ot
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

©Blue Star Education #BSE53278SB Short Vowel Phonics Readers **166**

Meeting Standards

The following standards apply to all 15 short-vowel units!

Kindergarten

Reading Literature

- With prompting and support, ask and answer questions about key details in a text.
- Ask and answer questions about unknown words in a text.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- Actively engage in group-reading activities with purpose and understanding.

Reading Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

Language

- Print many upper and lowercase letters.
- Use frequently occurring nouns and verbs.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Identify new meanings for familiar words, and apply them accurately.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

First Grade

Reading Literature

- Ask and answer questions about key details in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.

Reading Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Read with sufficient accuracy and fluency to support comprehension.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

