

Seeing Stars<sup>®</sup>

CVC

EASY DECODING

STARTER

A

Seeing Stars<sup>®</sup>

CVC

EASY DECODING

Short Vowels: a, e, i, o, u

A



*This book belongs to*

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## Overview and Directions

*Seeing Stars*® CVC Easy Decoding Workbooks are supplementary to the *Seeing Stars* program. The goal is to develop *decoding skills* and stimulate symbol imagery as a primary sensory-cognitive function necessary for monitoring, self-correction, and fluency in reading and spelling tasks.

Each workbook provides specific practice in

- decoding nonwords and real words to improve word attack skills,
- reading sight words to improve word recognition skills and fluency,
- reading stories to apply sight words and contextual guessing to context, and
- visualizing stories for language comprehension.

### Simple Syllables and 90 Star (Sight) Words:

The *CVC Easy Decoding Workbooks* provide the student with the opportunity for lots of decoding and sight word practice. The workbooks progress sequentially—easiest, easier, and easy. The letters at the top of each page are referencing the phoneme; for example, a equals /a/, as in pat.

- EASY DECODING A: Short vowels: a, e, i, o, u, and Star Words 1-30
- EASY DECODING B: Short vowels, oo, ee, and final e, and Star Words 31-60
- EASY DECODING C: Short vowels, oo, ee, final e, ea, ai, oa, and Star Words 61-90

### Decode, Decode, Decode the Reading List:

Students need to decode, decode, decode—and there are 680 words in each workbook!

- There are twenty words in each Reading List to provide your student with practice decoding both nonwords and real words. Along with decoding, at times use the words to stimulate your student’s symbol imagery. For example: *“Read the word. Now cover it...and air-write it. What is the fourth letter you picture?”*
- The heading at the top of each page indicates the phonetic processing for that lesson. “CVC, short vowels, one change” means the Reading List will have CVC patterns with short vowels (shorts) and one sound changing at a time—lap, lip, lit, etc.
- The structure of the syllable is based on phonology, not letters. For example, “will” is a CVC pattern because it has three phonemes, despite the four letters.
- I included nonwords in the reading lists to stimulate phonetic processing. Since memory and/or oral vocabulary cannot aid his word reading, your student has to accurately decode—guessing won’t work.
- If a nonword can be spelled differently to make a real word—teach it accurately. For example, decoding the nonword “ame” prepares students for reading words such as “tame” and “same.” But “ame” is misspelled! So rather than leave your student with an inaccurate visual imprint for the word, show him the real way to spell “aim” and help him create a mental representation for the meaning: *“The word ‘aim’ is spelled like this. See it and write it in the air. Here’s what you can picture for the meaning of the word ‘aim.’”*

### **The Blank Spelling List:**

Use the blank spaces on the Spelling List to have your student spell words appropriate to the phonological and orthographic patterns presented on the page. Do not have him spell the exact same words he just read on the Reading List of that page! Instead, use words from a previous list, make up your own, use Star Words from that page, or use his spelling list from school. Most important, if decoding is your focus, don't have your student spell all ten words. Instead, have him read twenty and spell five. Remember, decode, decode, decode!

### **The Little Gray Line and Keeping Score:**

Use the little gray lines in front of the Reading List and Spelling List to mark a plus (+) when your student decodes the word accurately. If your student has self-corrected, circle the number and then mark a plus. For the total correct, only count the words he decoded accurately the first time. Sometimes it is helpful to have your student say the vowel before he reads the word: *"Touch the vowel, say the sound, and then read the word."*

The scores for reading and spelling enable you and your student to track progress. You can both see improvement if you look back and see 5/20 has now improved to 18/20 or 20/20. The end of the workbook has a place for you to note observations so you can prescribe and pace appropriately.

### **Stimulate Imagery for Star Word Memorization:**

These workbooks provide reading and spelling practice and also the opportunity for symbol imagery stimulation. Symbol imagery is orthographic awareness and the necessary sensory input for rapid self-correction—reading fluency requires this rapid self-correction.

Reading fluency also requires a well-established sight word vocabulary and each workbook offers lots of opportunity for sight word practice. Sets of ten Star Words are repeated for ten pages each, giving your student lots of exposure to the words.

At times have your student air-write a word after he decodes it. Then ask specific questions, such as *"What was the second letter you saw?"* Remember to question to phonological irregularities (have, been, etc.) so the irregularity can be placed in his orthographic memory.

### **The Little Stories:**

The little stories give your student the opportunity to apply his decoding to contextual reading fluency—but they also offer the opportunity to develop concept imagery and occasionally contextual guessing.

- Have your student tell you what he visualizes for the story: *"What did those words make you picture?"*
- Toward the end of some stories, I included an unfamiliar word(s) to give your student the opportunity to use his decoding and concept imagery to make a reasonable guess based on context. If he struggles, tell the word(s) to him.
- While these are essentially decoding workbooks, I included sentence writing so your student would have a full experience with written language. Students write a sentence every six pages, using a word or two from the Star Word list.

### **Group Stimulation:**

The workbooks are used for both individual and group practice. Each student should have a book. In small groups or whole classrooms, all students respond to your instruction. Call on a student to read a specific word and keep others involved by signaling agreement or not, as in, *"Buzz, read number three, and say the vowel first. The rest of you, give thumbs up or down."*

For spelling, say the word to be spelled, then call on a student to spell it aloud: *"Buzz, tell us how you spelled the word 'pip.' Thumbs up or down, everyone? Now let's all spell it in the air."*

For sentence reading or spelling, simply take turns and then discuss the concept imagery. Easy!



# CVC

short vowels (shorts): i  
(one change)

Date: \_\_\_\_\_

## Reading

Score:  $\frac{\quad}{20}$

- |           |           |
|-----------|-----------|
| – 1. lip  | – 11. ziz |
| – 2. tip  | – 12. siz |
| – 3. sip  | – 13. sis |
| – 4. rip  | – 14. sif |
| – 5. nip  | – 15. sib |
| – 6. dip  | – 16. bib |
| – 7. bip  | – 17. big |
| – 8. fip  | – 18. gig |
| – 9. zip  | – 19. rig |
| – 10. zit | – 20. mig |

## Spelling

Score:  $\frac{\quad}{10}$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

## Star Words

(1 through 10)

- 1. **I**
- 2. **a**
- 3. **in**
- 4. **it**
- 5. **is**
- 6. **on**
- 7. **at**
- 8. **as**
- 9. **an**
- 10. **if**



*Read and picture this little story:*

I sit. I bit. I bit a lip. I am a cat.



# CVC

shorts: i  
(one change)

Date: \_\_\_\_\_

## Reading

Score:  $\frac{\quad}{20}$

- |           |           |
|-----------|-----------|
| – 1. lip  | – 11. sig |
| – 2. lit  | – 12. jig |
| – 3. sit  | – 13. gig |
| – 4. bit  | – 14. rig |
| – 5. dit  | – 15. rim |
| – 6. dim  | – 16. mim |
| – 7. din  | – 17. mit |
| – 8. win  | – 18. mib |
| – 9. wig  | – 19. mid |
| – 10. zig | – 20. did |

## Spelling

Score:  $\frac{\quad}{10}$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

## Star Words

(1 through 10)

- 1. **in**
- 2. **on**
- 3. **as**
- 4. **if**
- 5. **I**
- 6. **is**
- 7. **an**
- 8. **a**
- 9. **at**
- 10. **it**



*Read and picture this little story:*

The cat is big. The cat can nip. The cat can sip. The cat is as big as his sis.



# CVC

shorts: a  
(one change)

Date: \_\_\_\_\_

## Reading

Score:  $\frac{\quad}{20}$

- 1. lap
- 2. rap
- 3. tap
- 4. nap
- 5. dap
- 6. zap
- 7. pap
- 8. map
- 9. mad
- 10. mam
- 11. Sam
- 12. sat
- 13. sad
- 14. rad
- 15. dad
- 16. bad
- 17. fad
- 18. fam
- 19. fan
- 20. Nan

## Spelling

Score:  $\frac{\quad}{10}$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

## Star Words

(1 through 10)

- 1. **a**
- 2. **if**
- 3. **I**
- 4. **at**
- 5. **in**
- 6. **as**
- 7. **it**
- 8. **is**
- 9. **on**
- 10. **an**



*Read and picture this little story:*

Sam is a cat. Sam sat in a lap. Sam bit Dad. Sam is a big bad cat!





# CVC

shorts: a and i  
(one change)

Date: \_\_\_\_\_

## Reading

Score:  $\frac{\quad}{20}$

- |           |           |
|-----------|-----------|
| – 1. fit  | – 11. rap |
| – 2. fat  | – 12. zap |
| – 3. Nat  | – 13. zat |
| – 4. nit  | – 14. mat |
| – 5. rit  | – 15. vat |
| – 6. rat  | – 16. vit |
| – 7. ran  | – 17. git |
| – 8. rad  | – 18. gat |
| – 9. rid  | – 19. Nat |
| – 10. rip | – 20. nab |

## Spelling

Score:  $\frac{\quad}{10}$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

## Star Words

(1 through 10)

- 1. **if**
- 2. **is**
- 3. **at**
- 4. **a**
- 5. **it**
- 6. **an**
- 7. **in**
- 8. **on**
- 9. **I**
- 10. **as**



*Read and picture this little story:*

The rat ran. The rat is big. The big rat ran. The big rat ran to a van.



# CVC

shorts: a and i  
(one change)

Date: \_\_\_\_\_

## Reading

Score:  $\frac{\quad}{20}$

- |           |           |
|-----------|-----------|
| – 1. fad  | – 11. rat |
| – 2. fid  | – 12. rit |
| – 3. did  | – 13. rim |
| – 4. dad  | – 14. ram |
| – 5. gad  | – 15. fam |
| – 6. mad  | – 16. fim |
| – 7. mid  | – 17. Tim |
| – 8. mit  | – 18. tam |
| – 9. zit  | – 19. tan |
| – 10. zat | – 20. tin |

## Spelling

Score:  $\frac{\quad}{10}$

- |             |
|-------------|
| – 1. _____  |
| – 2. _____  |
| – 3. _____  |
| – 4. _____  |
| – 5. _____  |
| – 6. _____  |
| – 7. _____  |
| – 8. _____  |
| – 9. _____  |
| – 10. _____ |

## Star Words

(1 through 10)

- |              |
|--------------|
| 1. <b>it</b> |
| 2. <b>at</b> |
| 3. <b>an</b> |
| 4. <b>as</b> |
| 5. <b>on</b> |
| 6. <b>I</b>  |
| 7. <b>is</b> |
| 8. <b>if</b> |
| 9. <b>in</b> |
| 10. <b>a</b> |



*Read and picture this little story:*

Tim did a rap. Tim did it to win. Tim did it to win a red hat. Tim fit the red hat on his head.



# CVC

shorts: a and i  
(one and multi-change)

Date: \_\_\_\_\_

## Reading

Score:  $\frac{\quad}{20}$

- |           |           |
|-----------|-----------|
| – 1. jip  | – 11. zip |
| – 2. pip  | – 12. dat |
| – 3. pap  | – 13. dit |
| – 4. Pam  | – 14. Sam |
| – 5. mam  | – 15. vib |
| – 6. faf  | – 16. Kim |
| – 7. bib  | – 17. zaz |
| – 8. sap  | – 18. daz |
| – 9. tib  | – 19. ran |
| – 10. Nan | – 20. mit |

## Spelling

Score:  $\frac{\quad}{10}$

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

## Star Words

(1 through 10)

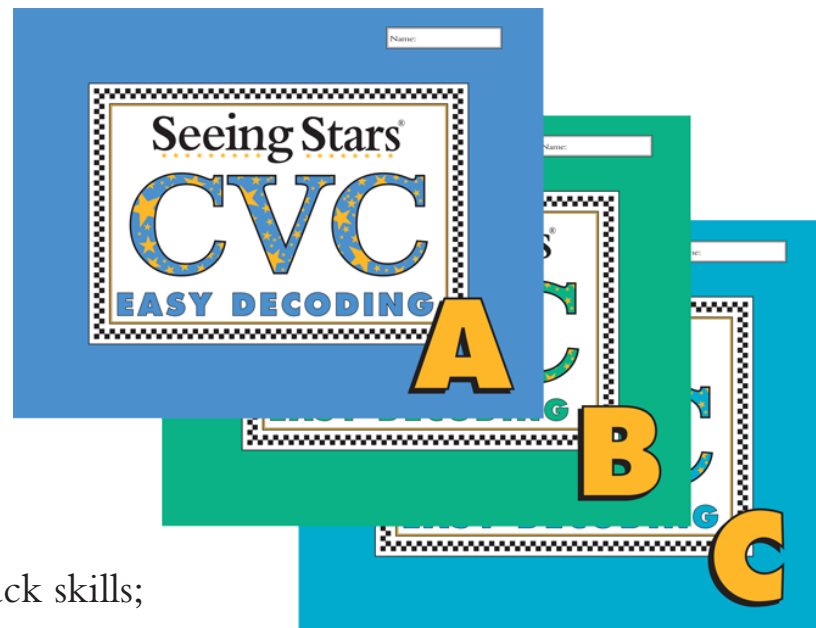
- 1. **on**
- 2. **I**
- 3. **it**
- 4. **in**
- 5. **a**
- 6. **at**
- 7. **if**
- 8. **an**
- 9. **as**
- 10. **is**

★ Write Tim did it to win.

Tim did it to win.

# SEEING STARS CVC WORKBOOKS

NEED MORE CVC  
PRACTICE? GET THE  
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- decoding nonwords and real words to improve word attack skills;
- reading sight words to improve word recognition skills and fluency;
- decoding sentences to apply sight words and phonetic processing to context; and
- 120 lessons to improve phonics, decoding, spelling, sight words, and fluency.

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