

# THE READING ROAD



## Chapter 2: CVC Words

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# Introduction to CVC Words

You already know a lot about letters and the sounds they make. Now you are going to put consonants and vowels together into words. The words in this section have a consonant at the beginning, a consonant at the end, and a short vowel in the middle. They are called **CVC words**. CVC stands for Consonant Vowel Consonant.

We will go over some words you already know how to read, like **cat** and **mom**. We are also going to work on using what you know about the alphabet to figure out how to read new CVC words.

These are the things we are going to do in Section 2:

1. Review the short vowel sounds
2. Read different combinations of consonants and short vowels
3. Blend sounds together into CVC words
4. Learn about the letter patterns in rhyming words like **at**, **fat**, **rat**, and **hat**.
5. Practice reading CVC words (and other words) in sentences, paragraphs, and stories.

Read as much of the text as you can, but remember, your tutor is there to help you when you get stuck. The CVC words are in green. They are most important words for you to learn to read in this section.



# Short Vowels

Each vowel can make at least two sounds: long and short. The long vowel sound is the same as the name of its letter. CVC words have short vowels. Do you remember the sounds of the short vowels?

The **a** is short in **rat** and **cat**.



The **e** is short in **pet** and **wet**.



The **i** is short in **dig** and **pig**.



The **o** is short in **pot** and **hot**.

The **u** is short in **pup** and **cup**.





## Word Math: Addition

Remember when we practiced blending in Section 1? To blend letters to make a word, first say the sound of each letter:

s u n

Then smoosh the sounds together to make a word:

sssunn

Word math is a lot like blending. It's when you add and subtract letters to make words. To do a word addition problem, first say just the last two sounds and blend them.

u + n = un

Then add the first letter and blend all of the sounds into a word:

s + un = sun

If you like math, you can say, "s plus *un* equals *sun*."

If you don't like math very much, say, "s and *un* make *sun*."

## Word Math: Adding letters to **at** & **an**

Add different consonants to **at** and **an** to make words.

Example: **s** + **at** = **sat**

**r** + **at** =

**r** + **an** =

**f** + **at** =

**t** + **an** =

**m** + **at** =

**p** + **an** =

**v** + **at** =

**f** + **an** =

**h** + **at** =

**m** + **an** =

Now read this sentence:

The **fat cat** with a **flat hat**  
**sat** on the **rat's mat**.



## Rhyming: Short-a

CVC words that rhyme have the same short vowel sound in the middle and the same consonant sound at the end. That's what makes them rhyme. But rhyming words have a different consonant sound at the beginning.



mad dad



tan man



fat cat

Now it's your turn to think of some rhymes. This is what you do:

1. First read the word.

Example: **rat**

2. Next, take away the first consonant sound.

If you take **r** away from **rat**, you get **at**.

3. Then add a different consonant to the beginning.

If you add **s** to **at**, you get **sat**.

Can you hear how **sat** rhymes with **rat**?

Try to think of other words that rhyme:

**jam** rhymes with .....

**sad** rhymes with .....

**zap** rhymes with .....



## Word Math: Adding letters to **ed** & **et**

First say the sounds that **ed** and **et** make. Then add different consonants to **ed** and **et** to make words.

r + ed =

j + et =

l + ed =

w + et =

f + ed =

v + et =

w + ed =

s + et =

b + ed =

n + et =

Now read this sentence:

**Ned** and **Ted** sat on the **bed** with a **bat** and a **fat cat**.



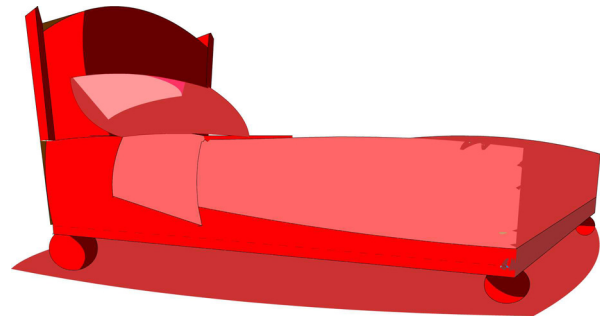
## Rhyming: Short-e

Remember, rhyming CVC words have the same short vowel in the middle and the same consonant at the end, but they have a different consonant at the beginning.

Try reading these rhyming short-e words:



I **met** the **vet**.



**red bed**



**wet pet**

## Bigger Words: -er

When you talk, you can add sounds to the end of CVC words to turn them into longer words. For example, you can add an extra sound to the end of **mad** to make a word that means *more mad*. What sound do you add? What word does it make?

Writing these kinds of words takes two steps:

1. Double the last consonant in the CVC word
2. Add **er** to the end

To turn **mad** into a word that means *more mad*, first add another **d**, and then add **er** to the end. An ending that you can add to a word is called a **suffix**.

**mad** + **d** + **er** = **madder**

Try it with these words:

**fat** + **t** + **er** =

**wet** + **t** + **er** =

**big** + **g** + **er** =

Any time you see a word with a double consonant, the vowel before it is short.



# Introduction to *Ray and His Bad Cat*

*Ray and His Bad Cat* is a story with lots of short-a CVC words. It is about two boys, James and Ray. Ray has a really bad cat.

## Before You Read...

First look at the pictures and see if you can guess what happens in the story. Then read it and see if you guessed right!



## Challenge Words

*Ray and His Bad Cat* has some big words you might not recognize right away. Before you start the story, make sure you know how to read these words:

pencil      asked      might      said



# RAY AND HIS BAD CAT.

JAMES



RAY

BAD CAT

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 pack  
that he had on his back.

He and his cat went in back of me.

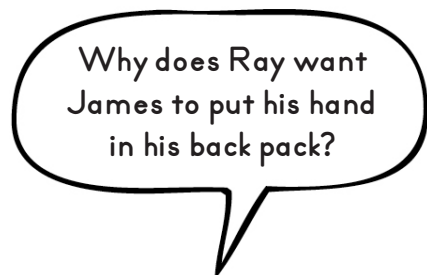
Ray put the cat in my pack but I did not see.



He said, “James, do you have a pen in your pack?”

I said, “I do, but I want it back.”

Ray said, “Give me that then!”





I put my hand in the pack  
and that's when the cat  
fell out.

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 have to do that!”  
He said, “Yeah, you do! I’m bigger than you!  
Go get my cat or it’s me and you!”

What does Ray  
mean when he says,  
“it’s me and you”?



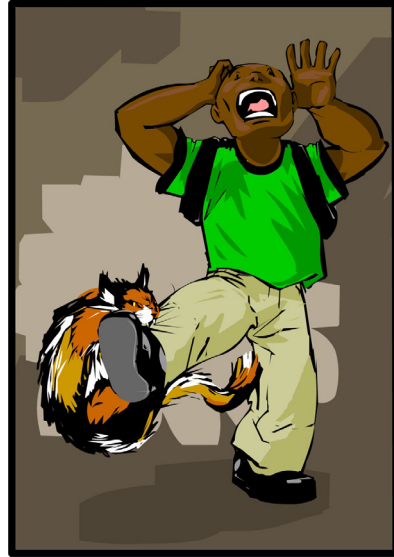
I said, “Your cat may be big, my man,  
but you are no bigger than a bug in my hand.”



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 Ray on his leg  
and he fell on his back.

THE END

## Word Math: Adding letters to **ip** & **it**

First say the sounds that **ip** and **it** make. Then add different consonants to **ip** and **it** to make words.

**l** + **ip** =

**s** + **it** =

**s** + **ip** =

**f** + **it** =

**r** + **ip** =

**l** + **it** =

**h** + **ip** =

**h** + **it** =

**z** + **ip** =

**b** + **it** =

Now read this sentence:

A **kid** named **Sam** had a **sip** from a **can**.



## Rhyming: Short-i

Read these rhyming short-i words:



big pig



Nick can kick



zip your lip

Now read these words and see if you can think of some rhymes:

did rhymes with .....

hip rhymes with .....

sit rhymes with .....

wig rhymes with .....

## A Note about -ck

When a CVC word ends in a k sound, it's spelled with ck. Even though it's two letters, ck makes the same sound as k by itself.



sick



kick



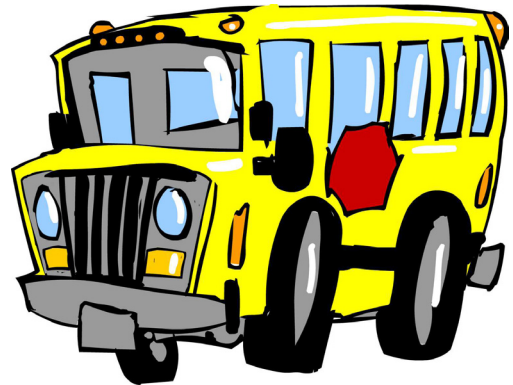
back



sock

# Introduction to *No Pets on the Bus*

*No Pets on the Bus* is a dialogue with four characters: Johnny, Miguel, Linda, and Bip, the rat. The story is meant to be read like the script of a play or a movie. First decide which characters you want to be. Then make sure you can read their names. You will know it's your turn to read when you see the name of one of your characters.



A dialogue is a conversation between two or more people.

When you read, just say the part after the name: that's what your character actually says. The names are just there to tell the actors whose line it is.



Bip's lines are not real words. That's because rats can't talk! Even though they are not real words, you can still read them. To read Bip's lines, say the first consonant sound, then the short vowel sound in the middle, and then the last consonant sound.

The things the actors say in a play or movie are called lines.

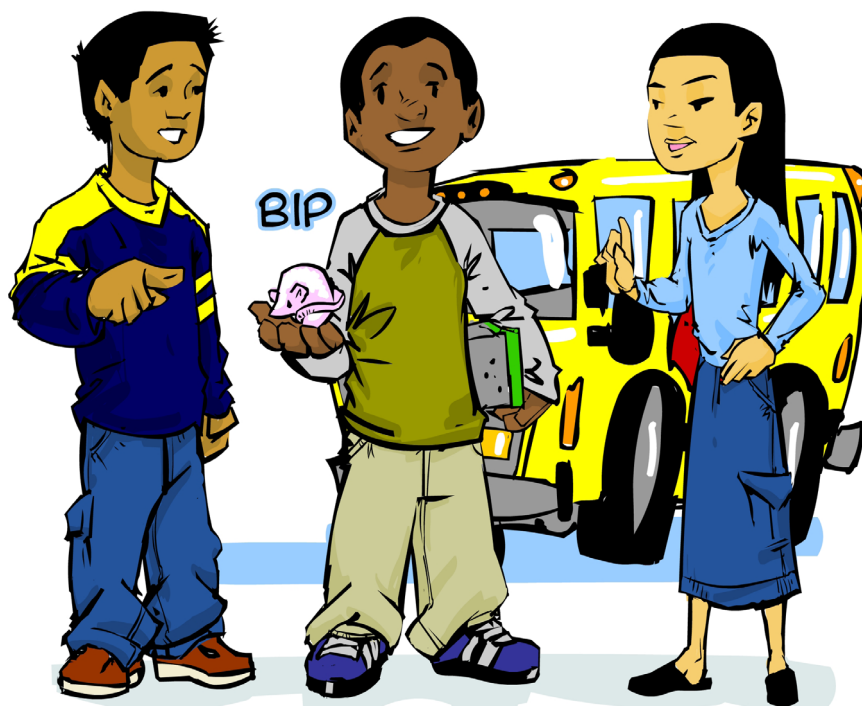


# NO PETS ON THE BUS

MIGUEL

JOHNNY

LINDA





**Miguel:** What is in the box?

**Johnny:** That is Bip.

**Miguel:** What is Bip?

**Johnny:** Bip is not a what. He is a who.

**Miguel:** Well, who is Bip?

**Johnny:** Bip is my rat. Say hello, Bip.

**Bip:** Bick, bick.

**Miguel:** What did he say?

**Johnny:** He said, "Give me a hot dog."

**Miguel:** Rats don't go for hot dogs.







**Johnny:** This rat goes for hot dogs. But I don't  
have a hot dog to give him.

**Miguel:** Let's give him a gum drop.



**Linda:** Do you have a rat in that box?

**Johnny:** What's it to you if I do?

**Linda:** Well, if you have a rat in that box  
you have to get off the bus. The  
sign says, "No pets on the bus."

Are animals that are  
not pets allowed  
on the bus?

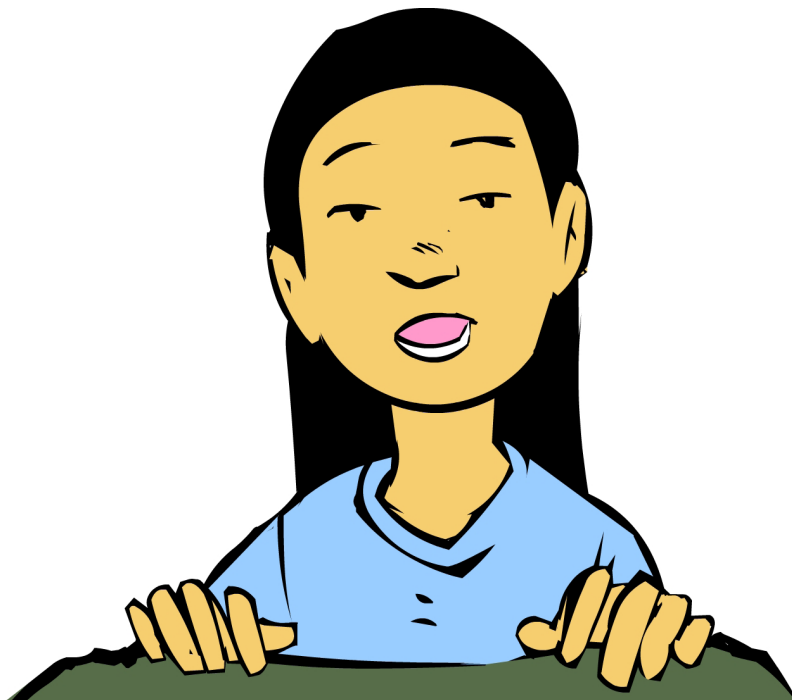


Johnny: Bip is not a pet.

Linda: Yes he is.

Johnny: No he is not. He is a rat.

Linda: Well, a rat is a pet.





**Johnny:** No, a rat is not a pet. A dog is a pet.

A cat is a pet. A rat is not a pet.

**Linda:** What is it, if it is not a pet?

**Johnny:** It is a rat, that is what it is.



**Miguel:** Hey, Johnny! Bip got out! He is not in the box!

**Linda:** Help! There is a rat in the bus!

**Johnny:** Bip! Where are you?

**Bip:** Tick tick.



Miguel: What did he say?

Johnny: He said, "Here I am."

Miguel: Well, where is he?

Bip: Vick vick.



Miguel: What did he say?

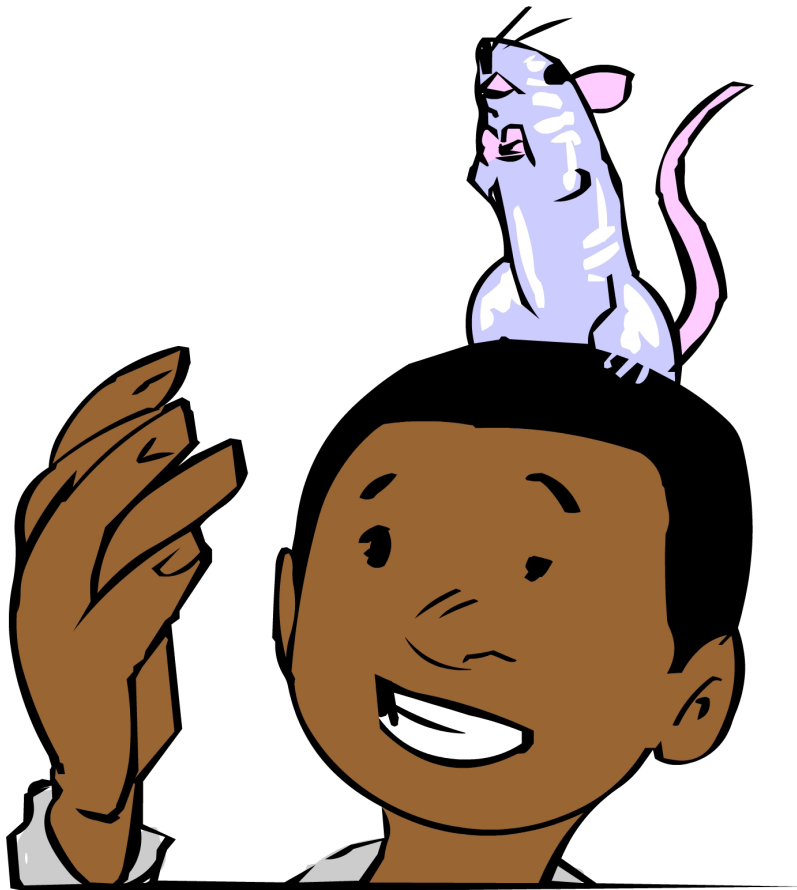
Johnny: He said, "Where am I?"

Linda: I see him! He is on your arm!

Miguel: No, he is in your pocket!

Linda: He is on top of your head.

Bip: Nick nick.





**Johnny:** Come on, Bip. Get back in the box.

**Bip:** Zick zick.

**Miguel:** There he goes. He's back in the box.

**Linda:** Bip is a good rat.





**Johnny:** That is what I said. Bip is not a bad rat.

**Linda:** But no pets on the bus, OK?

**Johnny:** OK, no pets on the bus. Can we come  
over to your house?

THE END

## Word Math: Adding letters to **ot** & **ob**

First say the sounds that **ot** and **ob** make. Then add different consonants to **ot** and **ob** to make words.

h + ot =

s + ob =

n + ot =

j + ob =

r + ot =

m + ob =

g + ot =

r + ob =

l + ot =

c + ob =

Now read these sentences:

**Rob** fed the **fat** **tot**  
who **sat** on a **cot**.



The **tot** got a **lot** of  
**sips** from a **hot** **pot**.

## Rhyming: Short-o

Read these rhyming short-o words:



Tom's mom



top cop

Now read these words and see if you can think of other words that rhyme with them:

rot rhymes with .....

hop rhymes with .....

sob rhymes with .....

dot rhymes with .....

log rhymes with .....

## Word Math: Adding letters to **ub** & **ut**

First say the sounds that **ub** and **ut** make. Then add different consonants to **ub** and **ut** to make words.

r + **ub** =

g + **ut** =

s + **ub** =

n + **ut** =

t + **ub** =

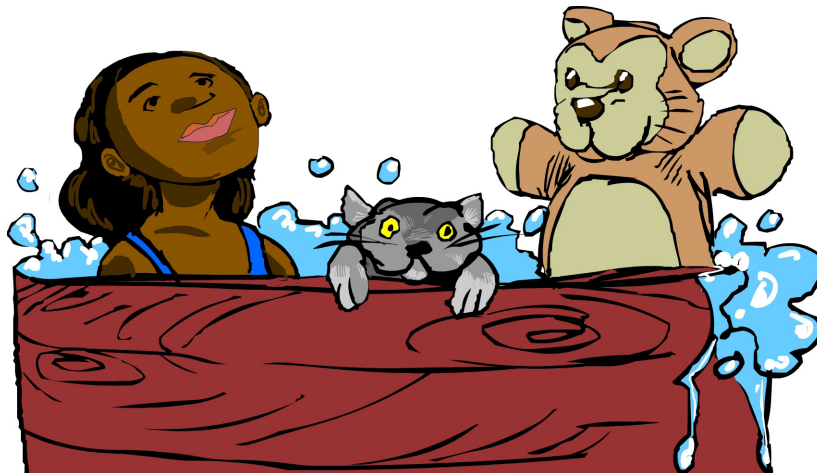
b + **ut** =

c + **ub** =

c + **ut** =

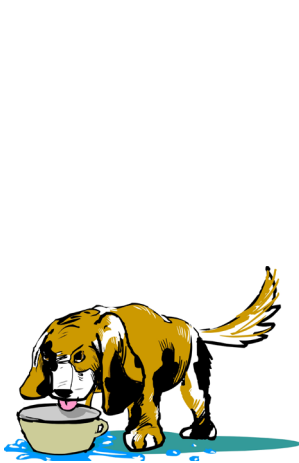
Now read this sentence:

A kid, a **cub**, and a **fat cat sat** in a **hot tub**.



## Rhyming: Short-u

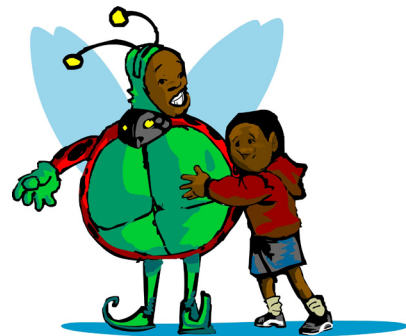
Read these rhyming short-u words:



pup's cup



fun in the sun



hug the bug

Now read these words and see if you can think of other words that rhyme with them:

cut rhymes with .....

rub rhymes with .....

hug rhymes with .....

pun rhymes with .....

## Introduction to *Mud on the Rug*

Have you ever gotten in trouble for something you didn't do? That is what happens in *Mud on the Rug*. The story is about a kid named Kevin who gets in trouble for getting mud on the rug.

### Challenge Words

*Mud on the Rug* has a lot of harder words that you might not know how to read yet. Practice them now, before you read the story:

white

shoes

same

would

could

tried

didn't

sleep

alright





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



When I got home, I took off my shoes,  
so I did not get mud on the rug.



What will happen  
if Kevin gets mud  
on the rug?





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.

What would you  
do if you were  
Kevin?



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 is 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 could not do it.”



She said, “Well, Kevin, you will go to bed at 8 tonight, and no T.V.”

I went to bed, and I did not 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.



THE END

I would not  
take the blame  
for Tim.

Well, I would.  
Would you?



# The Detective Game

Now you are almost finished with this chapter, and it's time to play the Detective Game!

Detective Mack Jackson is very busy, so he needs more people on his team to help get some information about the stories in this chapter. Use your memory and your detective skills to help him get some answers!

You read three stories in this chapter: **Ray and His Bad Cat** (Page 11), **No Pets on the Bus** (Page 24), and **Mud on the Rug** (Page 42). Pick your favorite story and find Detective Jackson's list of questions.

You might want to spend a couple minutes reviewing the story with your tutor before moving on, and you might need to look at it again after you start the questions. That's okay! The better you know the story, the better your answers will be.

Before you start, read the directions and make sure you know the meaning of all of the words in the **Detective Game Dictionary**.





# The Tower Game

Let's play the Tower Game! You get two dominoes to start. Every time you read a word right, you get another domino from your tutor. See how tall you can make your tower and don't let your tutor win!



1. hid
2. man
3. cut
4. mop
5. bag
6. rob
7. bug
8. run
9. pig
10. sack
11. lip
12. hut
13. let
14. pit
15. ham
16. pan
17. hog
18. gum
19. rag
20. bet

## The Tower Game 2

Let's play the Tower Game! You get two dominoes to start. Every time you read a word right, you get another domino from your tutor. See how tall you can make your tower and don't let your tutor win!



1. lid
2. fan
3. gut
4. cop
5. rag
6. sob
7. fog
8. sun
9. fig
10. tack
11. hip
12. cut
13. lit
14. fit
15. van
16. jam
17. hug
18. gun
19. rot
20. sip