Baby Sally
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When the letter $y$ is at the beginning of the words *yes* and *yellow*, it is acting as a consonant. But sometimes $y$ acts as a vowel. When $y$ is at the end of a one-syllable word it represents the long $i$ sound ($y$/my). When $y$ is at the end of a two-syllable word it represents the long $e$ sound ($y$/candy). Learn the sounds and key words below. Read the words and sentences in this book. Read the suffix study pages. Read the two-syllable words with the following patterns: ra-ven, se-cret, mi-nus, o-pen, mu-sic. Then read *Baby Sally*.

This pattern has two different sounds.

<table>
<thead>
<tr>
<th>Two Sounds For Y</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>$y$</td>
<td>candy</td>
</tr>
<tr>
<td>$y$</td>
<td>my</td>
</tr>
</tbody>
</table>
The vowels are special alphabet letters. There are five of them: a, e, i, o, and u. These letters are very important because there must be at least one vowel in every word. If a word has more than one syllable, there must be a vowel in every syllable. Each vowel can represent more than one sound. The sounds on this chart are called the “short vowel sounds.” When you read a word, use the short vowel sound if the vowel is followed by a consonant. In words with more than one syllable, draw a line between the syllables. If a syllable ends with a consonant, use the short vowel sound when you read the word. Practice saying the short vowel sounds and key words on the chart below.

<table>
<thead>
<tr>
<th>Short Vowels</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ant</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>egg</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>in</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>ox</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>up</td>
<td></td>
</tr>
</tbody>
</table>
Here are the long vowel sounds. Notice that the letter \( u \) can also sound like the \( u \) in tulip. When a vowel comes at the **end** of a word or syllable, use the long vowel sound. Be sure you know both the short and the long sound for each vowel. Look at the charts and say the sounds during each lesson.

<table>
<thead>
<tr>
<th>Long Vowels</th>
<th>Alternate u sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>ŏ</td>
<td>tulip</td>
</tr>
<tr>
<td>ā</td>
<td>āpron</td>
</tr>
<tr>
<td>ē</td>
<td>ēmu</td>
</tr>
<tr>
<td>ĭ</td>
<td>ĭland</td>
</tr>
<tr>
<td>ŏ</td>
<td>ŏcean</td>
</tr>
<tr>
<td>ũ</td>
<td>ũiform</td>
</tr>
</tbody>
</table>
Syllable Study

In a closed syllable,
a consonant follows the vowel.
The vowel sound in a closed syllable is
usually a short vowel sound.

bas - ket

In an open syllable,
the vowel is at the end of the syllable.
The vowel sound in an open syllable is
usually a long vowel sound.

hē - rō

When the letter y appears at the end of a one-syllable word, it usually has the long i sound.

my

When the letter y appears at the end of a two-syllable word, it usually has the long e sound.

can - dy
Here are some one-syllable words. Notice that in every word, \( y \) is at the end of the syllable. When \( y \) appears at the end of a one-syllable word, it usually has the long \( i \) sound.

\[
\begin{array}{ll}
m \rightarrow y & my \\
b \rightarrow y & by \\
sh \rightarrow y & shy \\
cr \rightarrow y & cry \\
fl \rightarrow y & fly \\
sk \rightarrow y & sky \\
\end{array}
\]
my
by
shy
cry
fly
sky
Here are some one-syllable words. Notice that in the first four words, \textit{y} is at the end of the syllable. When \textit{y} appears at the end of a one-syllable word, it usually has the long \textit{i} sound. Even though the word \textit{python} is a two-syllable word, the \textit{y} at the end of the first syllable has the \textit{y/my} sound.

<table>
<thead>
<tr>
<th>sp</th>
<th>→</th>
<th>y</th>
<th>spy</th>
</tr>
</thead>
<tbody>
<tr>
<td>st</td>
<td>→</td>
<td>y</td>
<td>sty</td>
</tr>
<tr>
<td>dr</td>
<td>→</td>
<td>y</td>
<td>dry</td>
</tr>
<tr>
<td>fr</td>
<td>→</td>
<td>y</td>
<td>fry</td>
</tr>
<tr>
<td>tr</td>
<td>→</td>
<td>y</td>
<td>try</td>
</tr>
<tr>
<td>py</td>
<td>→</td>
<td>thon</td>
<td>python</td>
</tr>
</tbody>
</table>
y

spy

sty

dry

fry

try

python
1. My dog is wet.

2. We sat by the tree.

3. Jeff is shy. Beth is not shy.

4. The jeep is by the house.

5. Did you get my letter?

6. A robin can fly in the sky.

7. I will dry my hands.

8. A python is on the branch.
We sat by the tree.

A robin can fly in the sky.
Here are some two-syllable words. Notice that the first syllable in every word ends with a consonant. This is called a closed syllable. In closed syllables, the vowel usually has a short vowel sound. Notice that in every word, y is at the end of the second syllable. When y appears at the end of a word with two or more syllables, it usually has the long e sound.
y

bunny

puppy

happy

daddy

penny

jelly
Here are some two-syllable words. Notice that the first syllable in every word ends with a consonant. This is called a closed syllable. In closed syllables, the vowel usually has a short vowel sound. Notice that in every word, $y$ is at the end of the second syllable. When $y$ appears at the end of a word with two or more syllables, it usually has the long $e$ sound.

<table>
<thead>
<tr>
<th>hol</th>
<th>ly</th>
<th>holly</th>
</tr>
</thead>
<tbody>
<tr>
<td>sor</td>
<td>ry</td>
<td>sorry</td>
</tr>
<tr>
<td>kit</td>
<td>ty</td>
<td>kitty</td>
</tr>
<tr>
<td>sil</td>
<td>ly</td>
<td>silly</td>
</tr>
<tr>
<td>ber</td>
<td>ry</td>
<td>berry</td>
</tr>
<tr>
<td>ver</td>
<td>y</td>
<td>very</td>
</tr>
</tbody>
</table>
y

holly

sorry

kitty

silly

berry

very tall
Here are some two-syllable words. Notice that the first syllable in every word ends with a consonant. This is called a closed syllable. In closed syllables, the vowel usually has a short vowel sound. Notice that in every word, $y$ is at the end of the second syllable. When $y$ appears at the end of a word with two or more syllables, it usually has the long $e$ sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>candy</td>
<td>can → dy</td>
</tr>
<tr>
<td>fifty</td>
<td>fif → ty</td>
</tr>
<tr>
<td>sixty</td>
<td>six → ty</td>
</tr>
<tr>
<td>windy</td>
<td>win → dy</td>
</tr>
<tr>
<td>rusty</td>
<td>rus → ty</td>
</tr>
</tbody>
</table>
y

candy

fifty

sixty

windy

rusty
1. It is a sunny day, but it is windy.

2. I am happy that Sally will play with me.

3. I feel very silly today.

4. I am sorry that you can not go.

5. Will she get a puppy at the pet shop?

6. A bunny can hop.
It is a sunny day, but it is windy.

Will she get a puppy at the pet shop?
very  busy

Mom will fix dinner now. She is very busy.

I will be very happy if Dad will help me.

That is a very tall tree.

Beth feels very sad.

I am so busy that I cannot go with her.

Tom was busy in the yard all day.
How many dogs are in the yard?
I see three dogs in the yard.

Do you see any geese in the pond?
I see ten geese in the pond.

I can see many kids at the park.
I don’t see any kids on the bus.

Did Ross see any cows at the farm?
Vowels in an open syllable have long vowel sounds. Look at the long vowel chart, and practice saying the long vowel sounds and key words. Then read the words on this page.

<table>
<thead>
<tr>
<th>Syllable Study</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>rā → ven</td>
<td>raven</td>
</tr>
<tr>
<td>bā → con</td>
<td>bacon</td>
</tr>
<tr>
<td>ā → pron</td>
<td>apron</td>
</tr>
<tr>
<td>pā → per</td>
<td>paper</td>
</tr>
<tr>
<td>lā → dy</td>
<td>lady</td>
</tr>
<tr>
<td>bā → by</td>
<td>baby</td>
</tr>
</tbody>
</table>

Here are some new two-syllable words. Notice that in each word, a vowel comes at the end of the first syllable. This kind of syllable is called an open syllable.
raven
bacon
apron
paper
lady
baby
Remember that an arrow shows us that we should slide past the vowel in the second syllable when we pronounce the word. You can hardly hear the vowel sound. When a word has two syllables, often the vowel in one of the syllables can hardly be heard.

Vowels in open syllables usually have long vowel sounds. The first syllable in each of these words ends with the letter a. Since a is at the end of the syllable, it will have its long a sound.

- lā → bel
- bā → gel
- bā → sin
- sā → ber
- tā → blē
- Dā → vid

label
bagel
basin
saber
table
David
label

bagel

basin

saber

table

David
Vowels in open syllables usually have long vowel sounds. The first syllable in each of these words ends with the letter e. Since e is at the end of the syllable, it will have its long e sound. Remember that an arrow shows us that we should slide past the vowel in the second syllable when we pronounce the word. You can hardly hear the vowel sound. When a word has two syllables, often the vowel in one of the syllables can hardly be heard.

\[
\begin{align*}
\text{bē} & \rightarrow \text{gin} & \text{begin} \\
\text{Vē} & \rightarrow \text{nus} & \text{Venus} \\
\text{sē} & \rightarrow \text{cret} & \text{secret} \\
\text{ē} & \rightarrow \text{gret} & \text{egret} \\
\text{ē} & \rightarrow \text{qual} & \text{equal} \\
\text{rē} & \rightarrow \text{fund} & \text{refund}
\end{align*}
\]
begin
Venus
secret
egret
equal
refund
Vowels in open syllables usually have long vowel sounds.
The first syllable in each of these words ends with the letter e.
Since e is at the end of the syllable, it will have its long e sound.

<table>
<thead>
<tr>
<th>Syllable Study</th>
<th>Long Vowel</th>
<th>e</th>
</tr>
</thead>
</table>

zē → ro         zero
bē → low        below
bē → side       beside
rē → ply        reply
fē → ver        fever
ē → mail        e-mail
zero
below
beside
reply
fever
e-mail
1. A raven is black.

2. Mom will fry bacon and eggs.

3. I gave my mom an apron.

4. The paper is on the table.

5. The baby will not go to sleep.

6. David ate a bagel.

7. The lady will take the baby for a walk.
1. We will begin at nine o’clock.

2. Ants live below the ground.

3. Two plus three equals five.

4. Venus travels around the sun.

5. An egret has long legs.

6. Kim is sick. She has a fever.
Vowels in open syllables usually have long vowel sounds. The first syllable in each of these words ends with the letter \( \text{i} \). Since \( \text{i} \) is at the end of the syllable, it will have its long \( \text{i} \) sound.

Remember that an arrow shows us that we should slide past the vowel in the second syllable when we pronounce the word. You can hardly hear the vowel sound. When a word has two syllables, often the vowel in one of the syllables can hardly be heard.
Syllable Study

Long Vowel

i

bison

minus

iris

tiger

tiny

ivy
Vowels in open syllables usually have long vowel sounds. The first syllable in each of these words ends with the letter $i$. Since $i$ is at the end of the syllable, it will have its long $i$ sound.

Remember that an arrow shows us that we should slide past the vowel in the second syllable when we pronounce the word. You can hardly hear the vowel sound. When a word has two syllables, often the vowel in one of the syllables can hardly be heard.
ibis
visor
pilot
quiet
island
silo
Vowels in open syllables usually have long vowel sounds. The first syllable in each of these words ends with the letter o. Since o is at the end of the syllable, it will have its long o sound.

<table>
<thead>
<tr>
<th>Long Vowel Study</th>
<th>Long Vowel</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

- o → pen open
- rō → bot robot
- dō → nut donut
- tō → paz topaz
- brō → ken broken
- prō → ton proton
open
robot
donut
topaz
broken
proton
Vowels in open syllables usually have long vowel sounds. The first syllable in each of these words ends with the letter o. Since o is at the end of the syllable, it will have its long o sound.

- \(\ddot{o} \rightarrow \text{ver}\)  
  over

- \(\text{cl}\ddot{o} \rightarrow \text{ver}\)  
  clover

- \(p\ddot{o} \rightarrow \text{ny}\)  
  pony

- \(p\ddot{r}\ddot{o} \rightarrow \text{gram}\)  
  program
over

clover

pony

program
1. An ibis has a long bill.

2. Five minus three is two.

3. A tiny elf hid under the ivy.

4. The man had a quiet life on an island.

5. A tiger has black stripes.

6. The airplane pilot landed the plane.
1. Can you go to the program with me?

2. The cow jumped over the ditch.

3. The vase is broken.

4. Open the box.

5. That pony can run fast.

6. A proton is a tiny bit of matter.
The first syllable in each of these words ends with the letter u. Since u is at the end of the syllable, it will have its long u sound.

Notice that long u can be pronounced in two slightly different ways. It can sound like the u in tulip, or like the u in uniform.

- mū → music
- stū → student
- pū → pupil
- tū → tulip
- rū → ruler
- ū → ruby
music
student
pupil
tulip
ruler
ruby
1. Eve is a fine math student.
2. Tulips grow in our garden.
3. The queen has a ruby ring.
4. Ted’s ruler is broken.
5. That music is very loud.
If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.

<table>
<thead>
<tr>
<th>scrub</th>
<th>scrubbed</th>
<th>scrubbing</th>
</tr>
</thead>
<tbody>
<tr>
<td>zip</td>
<td>zipped</td>
<td>zipping</td>
</tr>
<tr>
<td>clap</td>
<td>clapped</td>
<td>clapping</td>
</tr>
<tr>
<td>hop</td>
<td>hopped</td>
<td>hopping</td>
</tr>
<tr>
<td>beg</td>
<td>begged</td>
<td>begging</td>
</tr>
<tr>
<td>hum</td>
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<tr>
<td>pin</td>
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<td>pinning</td>
</tr>
<tr>
<td>drop</td>
<td>dropped</td>
<td>dropping</td>
</tr>
<tr>
<td>chat</td>
<td>chatted</td>
<td>chatting</td>
</tr>
</tbody>
</table>

_suffix study_
We begged Dad to take us to the fair.

Mike was humming while he mopped the deck.

The children clapped for the winner.

Betsy zipped up her jacket.

A rabbit hopped into our yard.

The ducks are swimming in the lake.

Pat is digging in the sand.

They are petting the dog.

The children were chatting at lunch.
This lady has a tiny baby.
The baby is in the baby buggy.
The baby has on a pink dress.
The baby’s name is Sally.
The lady takes the baby for a long walk.

As she walks, she talks to the baby.

She says, “My sweet, sweet baby.”

And she says, “My pretty, pretty baby.”
Sally is a happy baby.

She likes to go on a walk.

She can see the trees.

She can see the clouds.

And she can see the sky.
Sally and the lady go by the pet shop.

They go by the cloth shop.

They go by the bank.
The lady keeps walking until she gets to a lake. Then she picks up baby Sally and sits on a bench beside the lake.
Sally sees a duck swimming in the lake.

She sees a frog jumping into the lake with a splash.

She sees a robin flying up into the sky.
All of a sudden, Sally begins to cry.

Now Sally is not a happy baby.

“I think this baby is sleepy. I think she needs to take a nap,” says the lady.
So the lady lays Sally in the baby buggy.

She walks back home with baby Sally.

The lady sings to the baby as she walks.

Baby Sally stops crying.
The lady lays baby Sally in bed to take a nap.

Now baby Sally is sleeping. SSShhh! Don’t wake her up!
Baby Sally

This lady has a tiny baby.
The baby is in the baby buggy.
The baby has on a pink dress.
The baby’s name is Sally.
The lady takes the baby for a long walk.
As she walks, she talks to the baby.
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She can see the trees.
She can see the clouds.
And she can see the sky.
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Baby Sally

They go by the cloth shop.

They go by the bank.

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Baby Sally

She walks back home with baby Sally.
The lady sings to the baby as she walks.
Baby Sally stops crying.
The lady lays baby Sally in bed to take a nap.
Now baby Sally is sleeping.
Shhh! Don’t wake her up.
<table>
<thead>
<tr>
<th>Sight Word Review</th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a     A</td>
<td>is</td>
<td>live</td>
<td>are</td>
<td>look</td>
<td></td>
</tr>
<tr>
<td>was</td>
<td>his</td>
<td>give</td>
<td>hē</td>
<td>good</td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>as</td>
<td>have</td>
<td>wē</td>
<td>too</td>
<td></td>
</tr>
<tr>
<td>thē</td>
<td>has</td>
<td>I</td>
<td>mē</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>son</td>
<td>some</td>
<td>my</td>
<td>bē</td>
<td>püt</td>
<td></td>
</tr>
<tr>
<td>won</td>
<td>come</td>
<td>by</td>
<td>shē</td>
<td>yōu</td>
<td></td>
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<tr>
<td>ton</td>
<td>love</td>
<td>buy</td>
<td>gō</td>
<td>yōur</td>
<td></td>
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<tr>
<td>of</td>
<td>one</td>
<td>tö</td>
<td>nō</td>
<td>grōup</td>
<td></td>
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<tr>
<td>from</td>
<td>done</td>
<td>twö</td>
<td>sō</td>
<td>tālk</td>
<td></td>
</tr>
<tr>
<td>front</td>
<td>none</td>
<td>whō</td>
<td>wänt</td>
<td>wālk</td>
<td></td>
</tr>
<tr>
<td>said</td>
<td>says</td>
<td>were</td>
<td>been</td>
<td>there</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>very</td>
<td>busy</td>
<td>any</td>
<td>many</td>
<td></td>
</tr>
</tbody>
</table>