

SOUND BOXES SEGMENTING CVC WORDS

Six short-vowel sets (a, e, i, o, u, and mixed), three pages each: dots and a picture, sound boxes with the same picture, and sound boxes with the word alone. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

SHORT A DOTS AND PICTURES

NAME _____ DATE _____

Say the word slowly. Color or mark one dot for each sound you hear.



Try 1



Try 2



Try 1



Try 2





SHORT A SOUND BOXES WITH PICTURES

NAME _____ DATE _____

Say the word slowly. Write one letter in each box for each sound you hear.



Try 1



Try 2



Try 1



Try 2





SHORT A SOUND BOXES, WORD ONLY

NAME _____ DATE _____

Read the word. Say each sound slowly. Write one letter in each box.

mat

sat

rat

pan

man

can

fan

ran

CONTENTS THE SIX SETS

Every set has three pages in a row, in this order. The page number prints in the footer of every page.

SET	WORDS	DOTS AND PICTURES	SOUND BOXES, PICTURES	SOUND BOXES, WORD ONLY
Short A	3 pictured - 8 word-only	6	7	8
Short E	2 pictured - 8 word-only	9	10	11
Short I	1 pictured - 8 word-only	12	13	14
Short O	2 pictured - 8 word-only	15	16	17
Short U	4 pictured - 8 word-only	18	19	20
Mixed Vowels	5 pictured - 10 word-only	21	22	23

THE 12 PICTURED WORDS, AT A GLANCE

These twelve are the only words used on any Dots and Pictures or Sound Boxes with a Picture page in this file — the mixed set on pages 21-22 simply mixes five of them, one per vowel. Every other word in the file is on a Word Only page, printed text with no picture.














TRACKER SEGMENTING TRACKER

STUDENT _____ TEACHER _____ MONTH _____

SET	DATE	FORMAT USED (D / P / W)	CORRECT	ATTEMPTED	WHAT I NOTICED
Short A					
Short E					
Short I					
Short O					
Short U					
Mixed Vowels					

Codes
D Dots and Pictures - P Sound Boxes with Pictures - W Sound Boxes, Word Only. Write the format the student

THIS SET WE ARE WORKING ON (WHICH VOWEL, WHICH FORMAT, MOVING TO THE NEXT FORMAT...)

MIXED VOWELS SOUND BOXES, WORD ONLY

NAME _____ DATE _____

Read the word. Say each sound slowly. Write one letter in each box.

van

cap

net

pet

bin

tin

lot

not

31 Pages

6 Sets

3 Formats

62 CVC Words



One complete kit for segmenting short-vowel CVC words into their three sounds: six sets, three ways to answer, and the record-keeping around it.

THREE STEPS

1 Pick the set and the page

Six sets: short a, e, i, o, u, and a mixed set, each with three pages in a row -- Dots and Pictures, Sound Boxes with Pictures, Sound Boxes, Word Only. The contents on page 5 gives every page number.

2 Say it, then work it

Say the word out loud before the pencil moves (the how-it-works page, 4, shows what each format asks for). The name and date line, the tracker, the class grid and the home page are type-in fields in any PDF reader; the dots and the letters in the boxes are always pencil work.

3 Record it, send it home

Date the page and note which format was used on the tracker (page 24), roll the group up on page 25, and send a home-practice page (page 27). A filled example is on page 28.

WHICH PAGE, WHEN

WHEN...	USE...
Hears sounds but is not yet writing letters	Dots and Pictures — color or mark one dot per sound, no writing
Can write single letters	Sound Boxes with Pictures — the same picture, one letter per box
Reads short words already	Sound Boxes, Word Only — the printed word, no picture cue
Mixing up vowels across words	Mixed Vowels set, page 21–23
Writing a progress note or a note home	Phrase bank, page 29

Everything inside (31 pages)

- **18 practice pages** — 6 sets (short a, e, i, o, u, mixed), 3 formats each
- **12 pictured words** checked against two independent picture sets, and **50 more words** on the word-only pages, 62 in all, every one straight from the same short-vowel word bank — no repeats within a set
- **1 tracker** (one student) and **1 class roll-up grid**, type-in or print
- **1 team note page** and **1 home-practice page**
- **1 filled example, 1 phrase bank, 1 binder cover with six tabs**

How to read a page

Page 4 shows the three formats side by side and what each one asks a student to do. The dots on the name line are the format code, there for you: no student page carries the word “Level”, and every page is the same slate tone.





THE THREE FORMATS

- 
The picture
 One object a child can name, printed big. No word is printed on this page, so the picture is the only prompt — used only on the handful of short-vowel words with a picture that names itself with nothing else it could be.
- 
Dots (most support)
 Three empty circles. The student says the word slowly and colors or marks one dot per sound — no letters yet.
- 
Sound boxes
 Three empty squares, one per sound. The student writes the letter for each sound in its own box.
- 
Word only (least support)
 The printed word with no picture. The student reads it, says each sound, and writes the letters in the boxes.

LEAST SUPPORT TO MOST

Dots and Pictures



The most support: a picture and three dots. Nothing is written.

Sound Boxes with Pictures



The same picture, three boxes: the student writes one letter per sound.

Sound Boxes, Word Only



The printed word, no picture: read it, segment it, write it.

Talk first — before the pencil moves (for you, a paraprofessional or a volunteer)

- “What is this?” (picture pages only) — the student names it before segmenting it.
- “Say it slowly with me.” — stretch the word sound by sound once together.
- “How many sounds?” — every word on this page has exactly three.
- “Show me, then write it.” — the dot or the box comes after the sound is said, never before.

Moving between the three formats

- Dots and Pictures → Sound Boxes with Pictures: the student matches a letter to a sound they can already mark with a dot.
- Sound Boxes with Pictures → Word Only: the picture is removed; the printed word is the only cue left.
- Going back is fine and expected: a student can be on Word Only for one set and Dots for the next. The tracker records each set on its own.
- Write your district’s own criterion, if it has one, here:

Printing and the type-in fields

Every page prints clean in black and white. In any PDF reader, click a name line, a tracker cell or a home-page box to type into it, then save; the dots and the letters students write are always pencil work. This is a PDF, not a slideshow or a word-processor file.

Why only some words have a picture

A picture is only used where it names one thing and nothing else — a wrong picture is a wrong answer key. That leaves very few short-vowel words with a safe picture (as few as one for short i), so the Word Only pages carry the rest of the word bank instead: no picture needed there, so many more words are fair game. Page 5 lists exactly how many of each. A set with only a few pictured words practices each one more than once, with a fresh set of dots or boxes every time (captioned Try 1, Try 2 ...) instead of leaving the page mostly blank.



Every set has three pages in a row, in this order. The page number prints in the footer of every page.

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THE 12 PICTURED WORDS, AT A GLANCE

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bat



bed



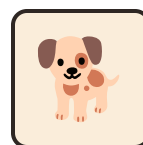
bus



cat



cup



dog



fox



hat



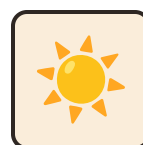
hug



pen



pig



sun

Also in this file

Tracker, page 24 · class roll-up grid, page 25 · team note page, page 26 · home-practice page, page 27 · filled example, page 28 · phrase bank, page 29 · binder cover and tabs, page 30.

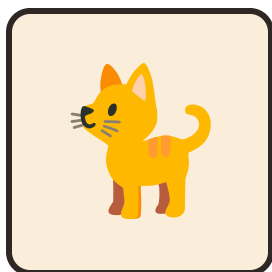


NAME

DATE



Say the word slowly. Color or mark one dot for each sound you hear.



Try 1



Try 2



Try 1



Try 2



Try 1



Try 2

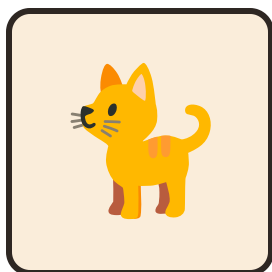


NAME

DATE



Say the word slowly. Write one letter in each box for each sound you hear.



Try 1



Try 2



Try 1



Try 2



Try 1



Try 2



NAME

DATE



Read the word. Say each sound slowly. Write one letter in each box.

mat

sat

rat

pan

man

can

fan

ran



NAME

DATE



Read the word. Say each sound slowly. Write one letter in each box.

van

cap

net

pet

bin

tin

lot

not

bun

pup



STUDENT

TEACHER

MONTH

SET	DATE	FORMAT USED (D / B / W)	CORRECT	ATTEMPTED	WHAT I NOTICED
Short A					
Short E					
Short I					
Short O					
Short U					
Mixed Vowels					

Codes

D Dots and Pictures · **B** Sound Boxes with Pictures · **W** Sound Boxes, Word Only. Write the format the student actually used that day; a student can sit at different formats on different sets, and can move back to an easier format for a harder vowel without losing the record of an easier one. Count correct and attempted off the page itself, after the student is done, not while they work. Filled example, read the same way: page 28.

THIS SET WE ARE WORKING ON (WHICH VOWEL, WHICH FORMAT, MOVING TO THE NEXT FORMAT...)





STUDENT

WEEK OF

THIS WEEK'S WORD

FORMAT (DOTS / BOXES / WORD ONLY)

How to help at home, in three steps

- Say the word together, slowly, stretching each sound: c ... a ... t.
- Count the sounds on your fingers before touching a pencil. Every word in this pack has three.
- One word is enough for one sitting. Write any letter your child asks for in the box below, and stop while it is still going well.

Practice this week's word

WORDS WE PRACTICED

DAYS WE PRACTICED THIS WEEK

NOTE FROM THE TEACHER

NOTE FROM HOME





Micah is invented; nothing on this page describes a real student. The blank tracker is on page 24.

STUDENT

Micah R. (an invented student)

TEACHER

Ms. Delgado (invented)

MONTH

September

SET	DATE	FORMAT USED (D / B / W)	CORRECT	ATTEMPTED	WHAT I NOTICED
Short A	9/2	D	3	3	Colored a dot for each sound after one modeled word
Short A	9/5	B	3	3	Wrote the middle letter without a prompt on 2 of 3
Short E	9/9	B	2	2	Said both words slowly before writing any letter
Short I	9/12	B	1	1	Only pictured i-word in this set; wrote all three boxes
Short O	9/16	D	2	2	Back to dots for a new vowel; both correct
Short O	9/19	W	2	2	First word-only page; read both words with no help

How to read it

6 sessions so far, across 4 sets (Short A, Short E, Short I, Short O). Micah used Dots and Pictures **2** time(s), Sound Boxes with Pictures **3** time(s), and Sound Boxes, Word Only **1** time(s); the first word-only page was session **6**. **13** of **13** words correct across all 6 pages. Next: the Short U set, starting on Dots. Every number here comes from the table above.

Two things the notes column is for

- What you saw, in plain words: said it slowly first, wrote a letter without a prompt, needed the picture repeated. Every row above is that kind of note.
- What you did about it: moved the format up or back one step. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.
- Not yet started: Short U, Mixed Vowels. The tracker on page 24 has a blank row waiting for each one.

The same six sessions on the class grid (page 25)

Micah's row would read like this today — a code for every set that has started, a dash for Short U, not yet begun.

STUDENT	SHORT A	SHORT E	SHORT I	SHORT O	SHORT U	MIXED VOWELS
Micah R.	B	B	B	W	—	—





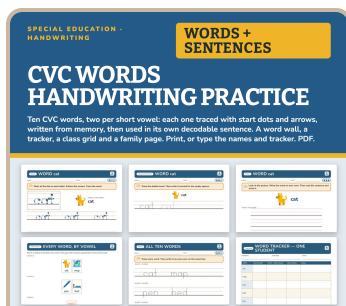
THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and a table of students who each need a different amount of support to hear the same three sounds. If it saved you an hour, it worked. If this helped, leaving feedback on TPT helps other teachers find it.

Leave a review and earn credits

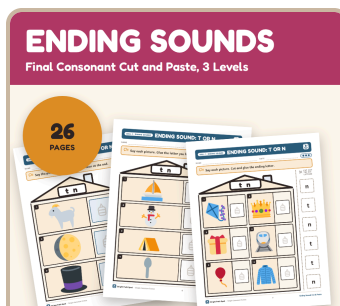
Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

WHAT'S NEXT FROM THIS STORE



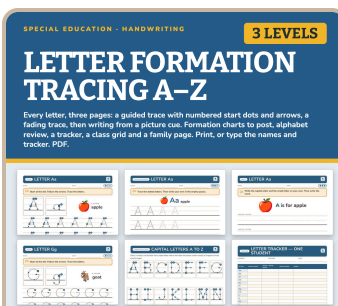
CVC Words Handwriting Practice, Words and Sentences

The words traced and written, letter by letter, before they are segmented on paper.



Ending Sounds Cut and Paste, 3 Levels

The last sound on its own: pictures glued under the letter that ends the word.



Letter Formation Handwriting Tracing A-Z

Every letter with start dots and arrows, traced, faded, written.



October Writing Picture Prompts with Word Bank and Sentence Starters

The next step after words: a picture, a word bank and a sentence to write.

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