

Basic Phonics Patterns

Books 5 And 6

Bossy R Patterns

Soft C And G Sounds

Open Syllables And More

Dotted È And Dotted Ì

cent



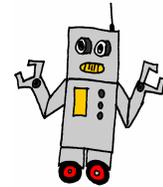
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giant



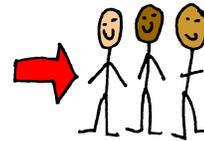
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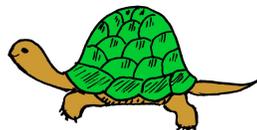
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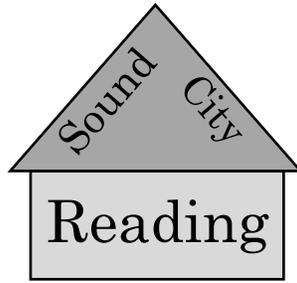
turtle



shield



Sound City Reading



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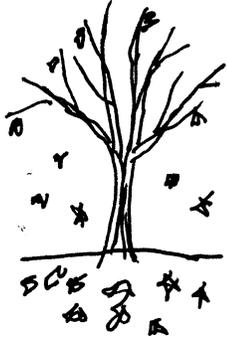
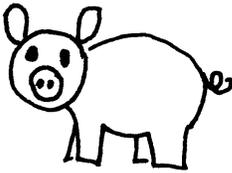
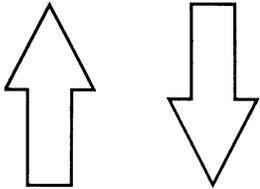
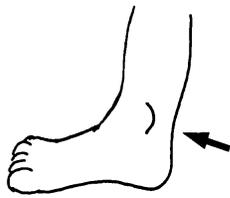
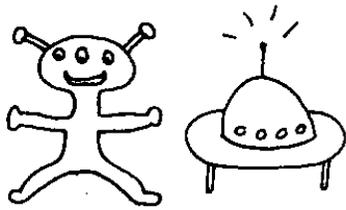
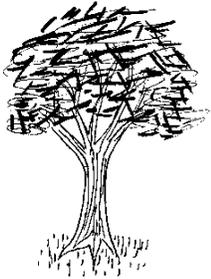
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| 1.  | 2.  |
| 3.  | 4.  |
| 5.  | 6.  |
| 7.  | 8.  |

au-tumn, pig, op-po-site, an-kle, jack-et, un-u-su-al, tree, ceil-ing

1.



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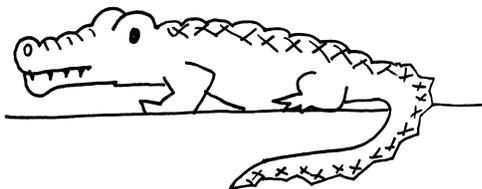
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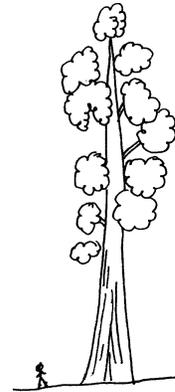
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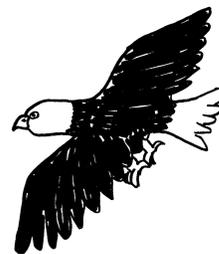
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8.



rain, cow-boy, tooth-paste, dime, al-li-ga-tor, e-nor-mous, tea, ea-gle

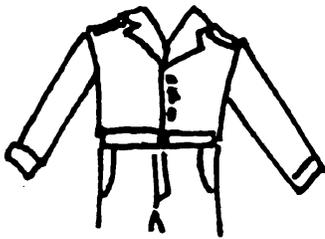
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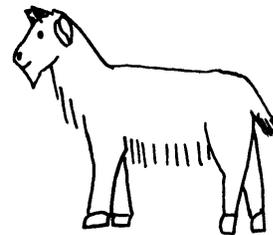
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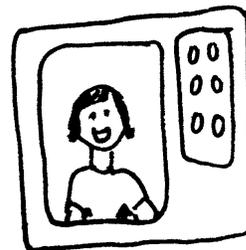
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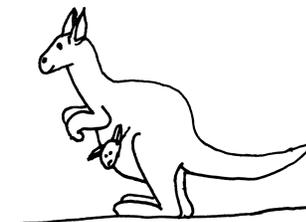
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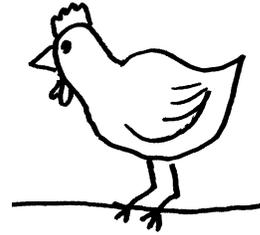


sign, la-dy, u-ni-form, goat, ma-gi-cian, tel-e-vi-sion, muf-fin, kan-ga-roo

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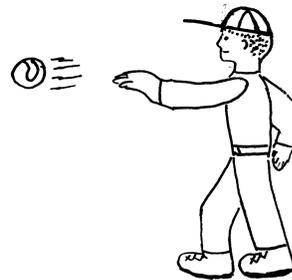
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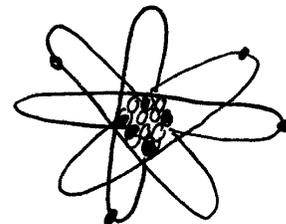
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7.



8.



flow-er, chick-en, or-na-ment, pitch, bar-rel, clown, de-tec-tive, u-ra-ni-um

A Sound Story

About Audrey and Brad



Part 1

One Saturday morning, Audrey and Brad sat in the den, watching the pendulum swing back and forth on the clock on the wall, “t, t, t, t.” They were bored.



T t

Hey, Mom,” said Brad. “Can we walk down to the park?” “Yes,” said Mom. “But we must be back in time for your violin lessons.” Soon Audrey and Brad were swinging as high as they could at the park. They could hear the loud sound of the chains screeching as they went back and forth, “i, i, i, i.”
(i/in)



I i

Then they jumped down and ran around the park playing chase. Before long, they were out of breath. Brad could hear himself breathing hard, “h, h, h, h.”



H h

They all walked home and Mom drove them to their violin lessons. Mrs. Russ was pleased to see them. “Did you practice every day?” she said. “I did,” said Audrey quickly. Brad replied that he had practiced, too.
(i/island)

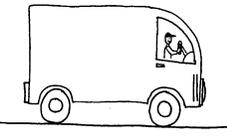
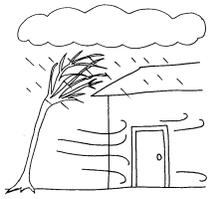
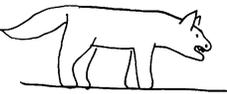


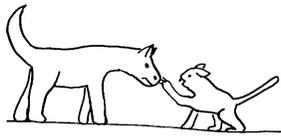
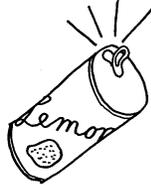
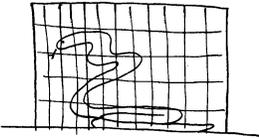
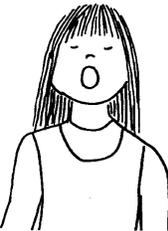
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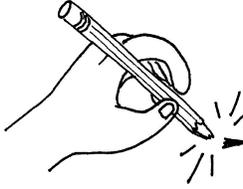
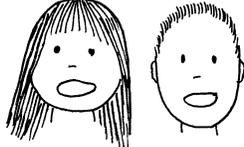
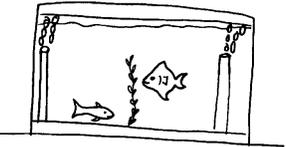
Soon they were playing music. Each violin made a beautiful sound as they pulled their bows across the strings. The sound was “l, l, l, l.”

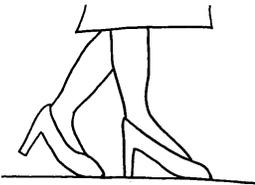
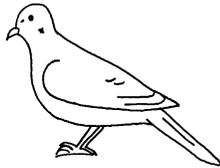
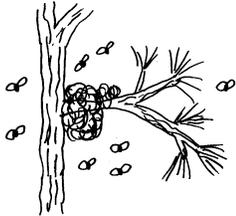
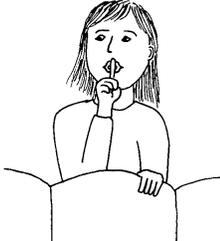


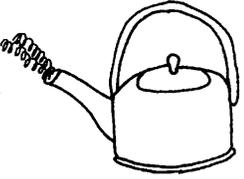
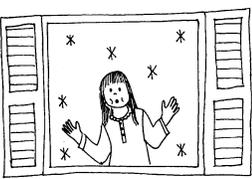
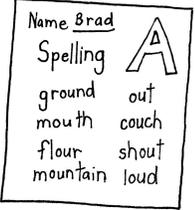
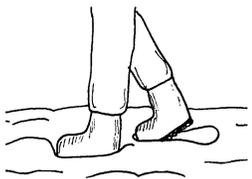
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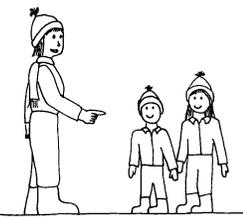
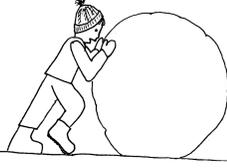
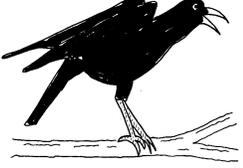
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|--|---|------------|
| <p>Just as they arrived home from their music lesson, they heard the “n, n, n” sound of the engine on a big delivery truck. It pulled into their driveway and the delivery man handed Mom a package. Audrey and Brad were pleased to see that new books had arrived from their book club.</p> |  | <p>N n</p> |
| <p>As they went into the house, they could see dark clouds gathering overhead. Soon, lightning was flashing and rain was pouring down. The wind blew hard enough to make the branches on the trees sway back and forth. Audrey and Brad could hear the sound of the wind forcing it's way into the house around the front door, “wwwwww.”</p> |  | <p>W w</p> |
| <p>“Well,” said Mom. “The weather is so bad, this is the perfect time to go over your math facts.” It was Brad’s turn to go first. “Uuuuhhh,” was all he could say as he looked at the flashcards. He had not been practicing his math facts. When Audrey had her turn, she got every one right.</p> <p style="text-align: center;">(u/up)</p> |  | <p>U u</p> |
| <p>They ate lunch and then Audrey and Brad and Dad got into the car to go to basketball practice. The wind had stopped blowing, but it was still drizzling. At the gym, all the kids on the team warmed up by dribbling a basketball. “B, b, b, b,” was the sound of the balls bouncing on the hardwood floor. Then they practiced passing and shooting.</p> |  | <p>B b</p> |
| <p>After basketball practice they went home. Soon, Mom called Audrey and Brad to dinner. “Mmmmmm,” they said when they saw their plates. They were having scrambled eggs, ham, and muffins. It looked delicious.</p> |  | <p>M m</p> |
| <p>Just as they sat down to eat, they heard a loud “Rrrrrr” coming from the back yard. They ran to look out the back door. Chewie had cornered a neighborhood cat in the yard. She was growling at the cat.</p> |  | <p>R r</p> |

| | | |
|--|---|------------|
| <p>The cat had no intention of putting up with Chewie. She reached out and scratched Chewie right on the nose, “fffff.” Chewie cried out in pain as the cat quickly jumped over the fence and ran away.</p> |  | <p>F f</p> |
| <p>“Poor, Chewie!” said Brad. “She’ll know to leave cats alone, next time.” He reached into the refrigerator and pulled out a soft drink. “Kssss,” was the sound of the air rushing out as he pulled the tab off the can.</p> |  | <p>X x</p> |
| <p>After dinner, the whole family watched a movie together. It was pretty good. One character was a man who couldn’t hear very well. He kept saying “Ehh?” whenever someone spoke to him. He couldn’t understand a word they were saying. “That man should get hearing aids,” said Mom. “He could hear much better with them.” (e/egg)</p> |  | <p>E e</p> |
| <p>The following Monday morning, Audrey and Brad took the bus to school. As Audrey slipped into her desk, she saw that a classmate had brought a snake to school in a cage. They talked about the snake during science class. It slithered around in its cage, flicking its tongue in and out with a soft “sssss” sound.</p> |  | <p>S s</p> |
| <p>Audrey worked hard all morning. After lunch, her class went outside for recess. She enjoyed jumping rope with her friends. The rope made a “j, j, j” sound as it slapped the concrete.</p> |  | <p>J j</p> |
| <p>After recess Audrey realized that her throat was hurting. It has been sore all day, but now it was worse. Her teacher sent her to the office to see the school nurse. Audrey opened her mouth wide and said “Ahhh” while the nurse examined her throat. Then the nurse took her temperature. “You don’t have a fever,” said the nurse. “It will be all right for you to go back to class.” (o/ox)</p> |  | <p>O o</p> |

| | | |
|---|---|------------|
| <p>Back in the classroom, Audrey picked up her pencil to begin her afternoon assignment. "Ccc," the lead broke on her pencil as soon as it touched the paper. She reached into her desk to get out another sharpened pencil. It was a good thing she had an extra one.</p> |  | <p>C c</p> |
| <p>At 2 o'clock, Audrey heard a knock at the door, "d, d, d." It was her father, Dr. Davis, coming to help students work on the computers in the back of the room. It wasn't Audrey's turn to work on the computers, today, so she smiled at her dad and then continued working on her assignment.</p> |  | <p>D d</p> |
| <p>At the end of the day, Audrey and Brad met their bus group in the hall. Their bus teacher waited for their group to be called. As they stepped outside, they could barely see their bus in the distance, already on its way. "AAAAaah!" screamed Audrey and Brad. All the children were upset. "It's OK," said the teacher. "We'll call your parents to come pick you up." (a/ant)</p> |  | <p>A a</p> |
| <p>The children waited in the office for their parents. They could hear the sound of the vacuum cleaner as Mrs. Taylor vacuumed the rug, "vvvvv."</p> |  | <p>V v</p> |
| <p>Brad was thirsty, so he asked for permission to go to the hall to get a drink of water. He went straight to the water fountain. He turned the handle and leaned over to swallow the gushing water. "G, g, g, g," went the water as it streamed out of the faucet. "G, g, g, g," went his throat as he guzzled the water.</p> |  | <p>G g</p> |
| <p>When Mom arrived at school she took them straight to the doctor's office to get Audrey's throat checked. She wanted to be sure it wasn't strep throat. As they waited in the waiting room, they watched the fish swim back and forth in the large aquarium. They could hear the "P, p, p, p" sound of the air pump pushing air into the water.</p> |  | <p>P p</p> |

| | | |
|--|--|--------------|
| <p>Audrey looked up when she heard the “k, k, k” sound of the receptionists heels stepping across the tile floor. “I need to ask you a question about your insurance,” said Mrs. Kendrick to Audrey’s mother. “Certainly,” said her mother, as she stepped to the office counter. (k/kick)</p> |  | <p>K k</p> |
| <p>When Audrey’s exam was finished, the doctor said that she didn’t have strep throat after all. Mom was relieved. As Audrey, Brad and Mom returned to their car, Brad accidentally stepped on a piece of yucky bubble gum. “Yyyy,” he said. He tried to scrape it off on the edge of the sidewalk. (y/yo-yo)</p> |  | <p>Y y</p> |
| <p>Mom took the kids to the park on the way home. They sat at a picnic table and had a snack that she had packed. It was a pretty day. They could hear a mourning dove cooing in the distance, “coo, coo, coo.”</p> |  | <p>Qu qu</p> |
| <p>Suddenly they heard a loud buzzing sound, “zzzzzzz.” They turned to see an enormous swarm of bees moving through the air. It landed in a pine tree near their picnic table. Other bees flew around in the air nearby. “Let’s go home,” they all yelled in unison. And that is exactly what they did.</p> |  | <p>Z z</p> |
| <p>Part 2 - Beyond The Alphabet Sounds</p> <p>A few weeks later, Audrey and Brad and mom and dad heard about a great new movie about a boy and his dog. So, they decided to go to the theater. At the theater, someone in front of them started talking on a cell phone. “Shhh,” Mom said, leaning forward in her seat. (sh/ship)</p> |  | <p>sh</p> |
| <p>The movie was action packed and very exciting. Before they knew it, the movie was over. They were the last people to leave the theater. As they walked along the rows, they heard a squeaking sound, “eee, eee, eee.” It was a tiny mouse scurrying along the floor under the seats. He was collecting dropped pieces of popcorn. (e/emu)</p> |  | <p>e</p> |

| | | |
|--|--|-----------|
| <p>At first, they didn't see the mouse. Then it ran right by Mom's foot. "Oh!" she exclaimed, jumping up on the nearest seat. "It's a mouse!" Audrey and Brad giggled a little. They were not afraid of a mouse. (o/ocean)</p> |  | <p>ō</p> |
| <p>The next morning Audrey and Brad didn't go to school, because it was Saturday. It was cold in the house. Mom got up while it was still dark to boil water for some hot tea. A soft "ttthhhh" sound could be heard as the steam escaped from the tea kettle. (th/thumb)</p> |  | <p>th</p> |
| <p>Dad was up early, too. After his shower, he shaved with an electric razor. "Ttthhh," was the sound that it made as he trimmed off his whiskers. (th/this)</p> |  | <p>th</p> |
| <p>Before long, it was light enough to see outside. The sky was overcast, so the sun was covered by the clouds. Audrey sat up in bed and looked out the window. A white blanket of snow covered the ground. "Ooooo," she exclaimed. "It snowed last night!" (o/to)</p> |  | <p>ö</p> |
| <p>By this time Mom was calling everyone to come to breakfast. Brad pulled a paper out of his backpack and carried it downstairs. It was his spelling test for the week. He proudly hung it on the refrigerator. At the top of the paper was a large red A. (a/apron)</p> |  | <p>ā</p> |
| <p>When they were finished eating, Brad and Audrey got dressed and went outside. Everything was quiet. As they walked down the driveway, their feet crunched in the deep snow. Ch, ch, ch, ch. A few snowflakes were still falling. The whole neighborhood was beautiful. (ch/chicken)</p> |  | <p>ch</p> |

| | | |
|---|--|------------------|
| <p>Audrey and Brad decided to have a snowball throwing contest. They took turns throwing the snowballs at the basketball backboard that stood beside the driveway. “Nnnggg,” went the backboard as Brad’s first snowball hit. “Nnngg,” it sang out again as Audrey’s snowball hit it, too. (ng/ring)</p> |  | <p>ng</p> |
| <p>Dad and Mom came outside to shovel the snow off of the front driveway. They all took turns shoveling the snow. Audrey and Brad worked hard, too. After a long time, the driveway was clear. “You two did a great job,” said Mom. “Thanks for your help.” (u/uniform)</p> |  | <p>ū</p> |
| <p>“Hey, now we have room to use our new pogo stick,” said Brad. He ran into the garage and brought it out. He started to jump up and down with it on the driveway. “Oi, oi, oi,” went the coiled spring on the pogo stick as he bounced up and down. (oi/oil, oy/boy)</p> |  | <p>oi oy</p> |
| <p>Audrey noticed some icicles hanging down from the front porch. As she reached up to get an icicle, she slipped on the icy concrete and fell. “Ou,” she said in a loud voice as her elbow hit the icy pavement. Brad went to help Audrey up. She stood up carefully and rubbed her arm. She decided to leave the icicles where they were. (ou/ouch, ow/cow)</p> |  | <p>ou ow</p> |
| <p>Then Audrey and Brad decided to build a snowman. They rolled up balls of snow for the head and middle part of the snowman. Brad rolled up a huge ball of snow for the bottom of the snowman. He rolled until he couldn’t go any farther. “Uuuhh,” he said as he pushed hard against the giant snowball. “That’s as far as I can go.” (u/bush)</p> |  | <p>ü</p> |
| <p>As they finished the snowman, they looked up and saw a large crow sitting in the tree beside their driveway. He flapped his wings and let out a loud “aw, aw, aw, aw” before he flew away. (a/all)</p> |  | <p>ä</p> |

Finally both of the children were worn out. They were tired, cold, and wet from being out in the snow all morning. They went inside and changed into some warm dry clothes. Audrey's mom used the hair dryer to dry her damp hair. "Zzzzhhhh," was the sound of the hair dryer as it blew.
(The sound in measure, vision, garage, azure)



After eating peanut butter and jelly sandwiches and apples for lunch, everybody picked out a good book and curled up in front of the wood burning stove in the den to read for a while. They spent a cozy afternoon reading together.

The End

Notes About the Alphabet

The alphabet has twenty-six letters, but the sound story has forty-two pictures. One of the things that makes it difficult to learn to read is that there are more sounds in our language than letters of the alphabet. To compensate for this, some letters are used to represent more than one sound. Other sounds are represented by pairs of letters that give up their original sound to form a totally new sound. It sounds complicated, but here is a short summary of the alphabet sounds. It's really not too hard. Think about how you form the sounds with your mouth as you pronounce each sound.

The alphabet has twenty-one consonants: b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z. Each consonant represents a sound. When you pronounce a consonant sound, you do something with your tongue, throat, or lips to create the sound. For example, when you say the *n* sound, you press your tongue against the roof of your mouth. When you say the *m* sound, you press your lips together.

Two consonant letters, *c* and *k*, represent the same sound. In this program, each one has its own sound picture, but the sounds are the same.

There are five extra consonant sounds that are designated by pairs of letters, as follows: ch/chicken, sh/ship, th/thumb, th/this, ng/ring.

One more consonant sound does not have a typical letter pattern to represent it. It is the sound you hear in garage, measure, and vision. The dictionary shows this sound as zh.

The other alphabet sounds are called vowel sounds. You pronounce a vowel sound by "opening your throat." You don't put your lips together or touch the inside of your mouth with your tongue to pronounce a vowel sound. You just change the shape of your mouth. For some vowel sounds your mouth is stretched wide, for others, you drop your jaw and

open your mouth wider. For some vowel sounds, you change the position of your mouth as you pronounce the sound.

The alphabet has five vowels: a, e, i, o, u. Each vowel can represent three sounds. The first sound for each vowel shown on the alphabet chart is known as the “short” sound, for no particular reason. The second sound for each vowel is known as the “long” sound. To show a long vowel sound to beginning readers, educators often put a straight line over the vowel like this ā. (Sometimes people use a curved line that looks like a smile, ă, over vowels to show the short sound. I don’t do this because it seems to create more confusion for the student.) The third sound for each vowel is a "special" sound. The special vowels are marked with two dots (an umlaut) above the vowel, to indicate the sound is not the regular sound. Two of the special vowel sounds (ë/ballet and ï/pizza) have sounds that match the long a and long e sounds. Two more special vowel sounds are formed by pairs of vowels: ou/ouch, and oi/oil.

Altogether, we have talked about these sounds: 20 consonant sounds shown with 21 alphabet letters, 5 consonant sounds shown with pairs of consonants, 1 consonant sound without a distinct letter pattern, 5 short vowel sounds, 5 long vowel sounds, and 5 special vowel sounds (of which two repeat long vowel sounds) and two special sounds formed with pairs of vowels. This gives us 41 different sounds, including 26 consonant sounds and 15 vowel sounds.

Note: Everyone does not agree on the exact number of sounds in our language. When you look at different programs, you’ll find that each is a little different.

How to Study the Sound Story and Sound Overview Charts

Read some of the story aloud to the students each day, until you have read the whole story. Being familiar with the sound pictures will help students learn new phonogram patterns and their sounds..

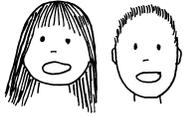
Go over the sound charts at the front of this book at the beginning of each lesson. The student should say the sounds from the charts as the teacher points to each letter or letter pattern. This helps the student create a secure mental map of the letters and sounds. Small pictures from the sound story are shown with each entry to indicate the correct sound. In some cases, there will be more than one letter pattern to represent a particular sound. In other cases, there will be more than one sound for a single letter pattern.

Sight Words

| | | | | |
|-------------------|-----------------|------------------|------------------|---------|
| Short Vowels a | A | was | as | has |
| is | his | I | Book 1 of | both |
| ninth | the | most | post | wolf |
| two | rich | much | such | which |
| what | who | whom | whose | truth |
| Book 2 people | been | where | there | were |
| said | says | friend | children | won't |
| don't | any | many | busy | only |
| very | Book 3 broad | does | shoe | move |
| prove | lose | gone | one | again |
| against | sure | sew | Book 4 though | through |
| know | school | poor | door | floor |
| half | calf | although | Book 5 once | are |
| answer | bury | Book 6 height | | |
| | | | | |

Alphabet Sounds

A a



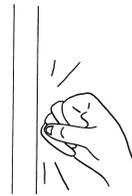
B b



C c



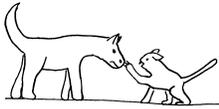
D d



E e



F f



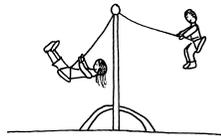
G g



H h



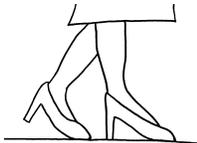
I i



J j



K k



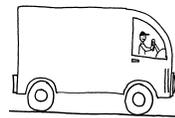
L l



M m



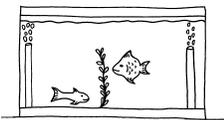
N n



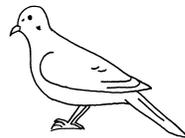
O o



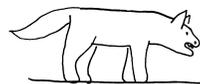
P p



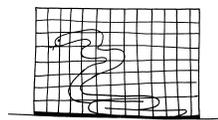
Q u qu



R r



S s



T t



U u



V v



W w



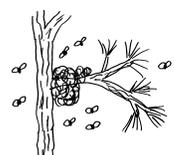
X x



Y y



Z z



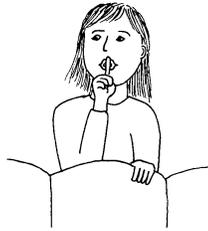
Say the sound for each letter.

“Beyond The Alphabet” Sounds

ī



sh



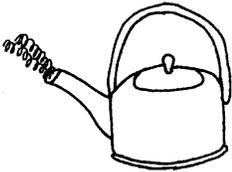
ē



ō



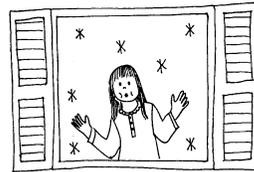
th



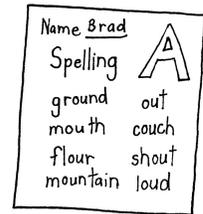
th



ö



ā



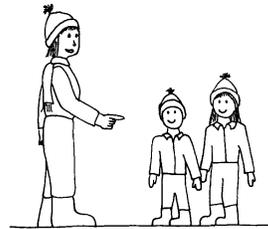
ch



ng



ū



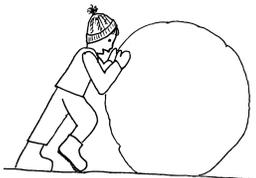
oi oy



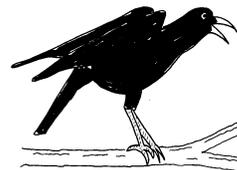
ou ow



ü



ä

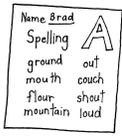
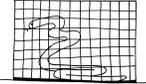
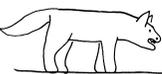
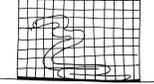


measure, vision,
azure, garage



Say the sound for each letter or pattern.

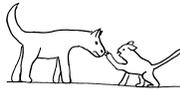
Say the sound or sounds for each letter.

| Alphabet | | Some letters can represent more than one sound. | |
|--|---|---|---|
| a  | b  | c  | d  |
| ā  | | c  | |
| ä  | | | |
| i  | j  | k  | l  |
| ī  | | | |
| qu  | r  | s  | t  |
| | | s  | u  |
| | | | ū  |
| | | | ü  |

e



f



g



h



ē



g



m



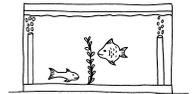
n



o



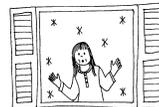
p



ō



ö



v



w



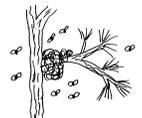
x



y



z

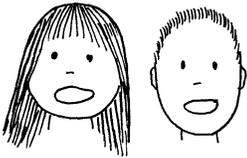
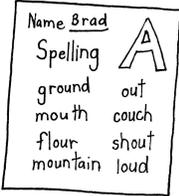
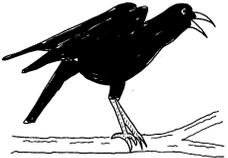
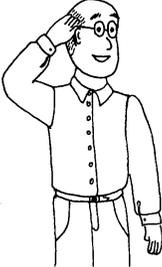
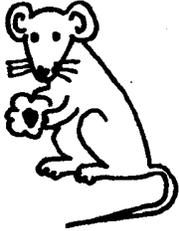
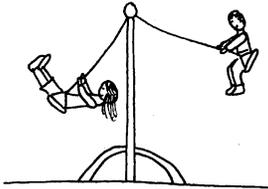
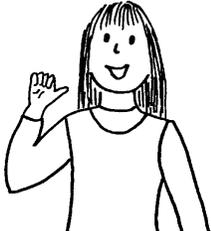
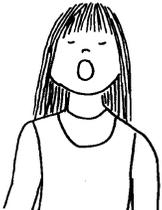
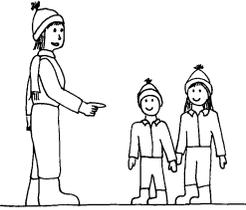
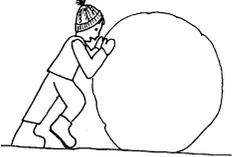


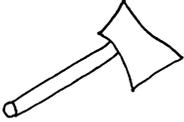
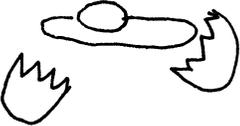
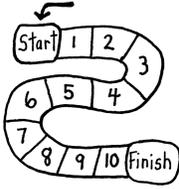
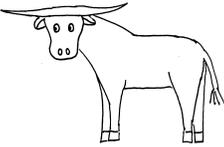
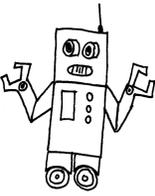
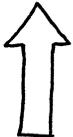
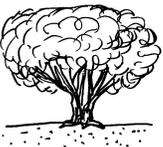
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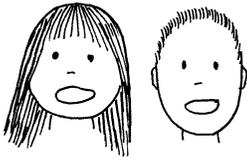
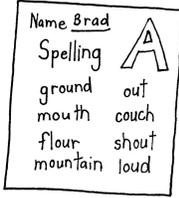
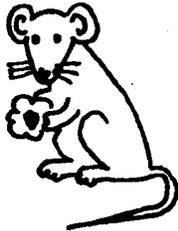
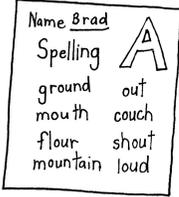
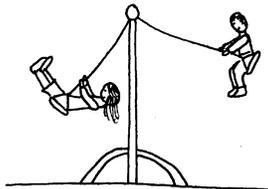
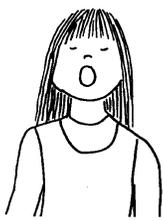
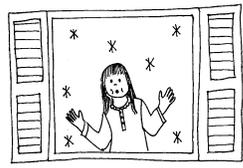
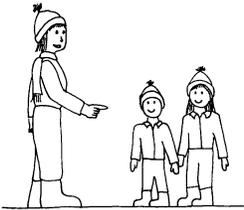
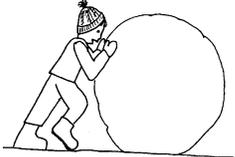


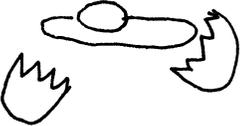
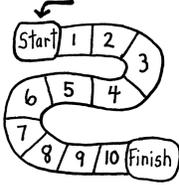
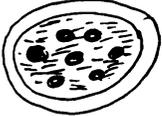
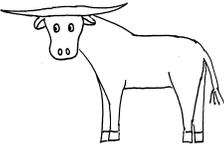
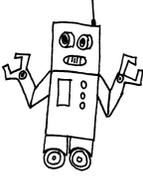
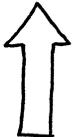
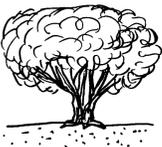
y



| Short Vowels CVC | Long Vowels CV | Dotted Vowels |
|--|---|--|
| <p>a</p>  | <p>ā</p>  | <p>ä</p>  |
| <p>e</p>  | <p>ē</p>  | |
| <p>i</p>  | <p>ī</p>  | |
| <p>o</p>  | <p>ō</p>  | <p>ö</p>  |
| <p>u</p>  | <p>ū</p>  | <p>ü</p>  |

| Short Vowels VC | Long Vowels CV | Dotted Vowels |
|--|---|--|
| <p>a </p> <p>ax</p> | <p>ā </p> <p>ra ven</p> | <p>ä </p> <p>all</p> |
| <p>e </p> <p>egg</p> | <p>ē </p> <p>be gin</p> | |
| <p>i </p> <p>in</p> | <p>ī </p> <p>li lac</p> | |
| <p>o </p> <p>ox</p> | <p>ō </p> <p>ro bot</p> | <p>ö </p> <p>to</p> |
| <p>u </p> <p>up</p> | <p>ū  </p> <p>tu lip mu sic</p> | <p>ü </p> <p>bush</p> |

| Short Vowels CVC | Long Vowels CV | Dotted Vowels |
|--|---|--|
| <p>a</p>  | <p>ā</p>  | <p>ä</p>  |
| <p>e</p>  | <p>ē</p>  | <p>ë</p>  |
| <p>i</p>  | <p>ī</p>  | <p>ï</p>  |
| <p>o</p>  | <p>ō</p>  | <p>ö</p>  |
| <p>u</p>  | <p>ū</p>  | <p>ü</p>  |

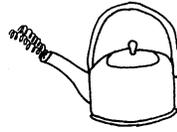
| Short Vowels VC | Long Vowels CV | Dotted Vowels |
|--|---|--|
| <p>a </p> <p>ax</p> | <p>ā </p> <p>ra ven</p> | <p>ä </p> <p>all</p> |
| <p>e </p> <p>egg</p> | <p>ē </p> <p>be gin</p> | <p>ë </p> <p>ballet</p> |
| <p>i </p> <p>in</p> | <p>ī </p> <p>li lac</p> | <p>ï </p> <p>pizza</p> |
| <p>o </p> <p>ox</p> | <p>ō </p> <p>ro bot</p> | <p>ö </p> <p>to</p> |
| <p>u </p> <p>up</p> | <p>ū  </p> <p>tu lip mu sic</p> | <p>ü </p> <p>bush</p> |

Consonant Patterns

sh



th



ch



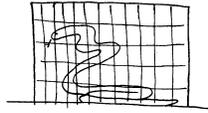
th



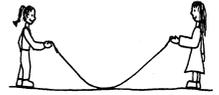
wh



ce



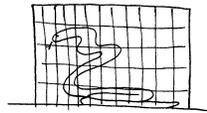
ge



wh



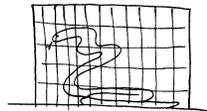
ci



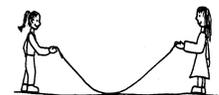
gi



cy



gy



Ending Consonant Patterns

ck



ack

eck

ick

ock

uck

tch



atch

etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



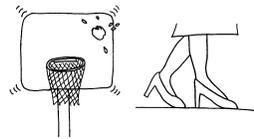
ang

ing

ong

ung

nk



ank

ink

onk

unk

dge



adge

edge

idge

odge

udge

oi



In the middle

oy

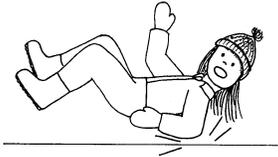


At the end

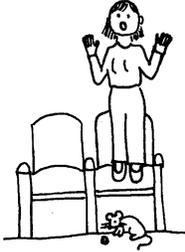
Odd O

Patterns

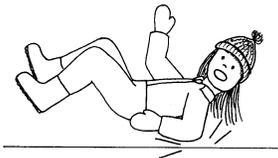
ow



ow



ou



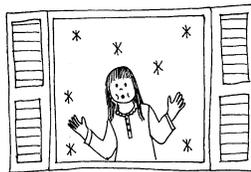
ou



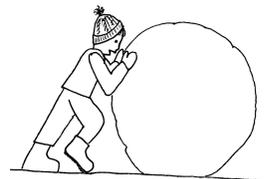
ou



oo



oo



Look at each pattern.
Say the sound.

The Odd O Patterns don't say the
sounds you would expect. You
just have to memorize them.

ould



oi



coins

oy

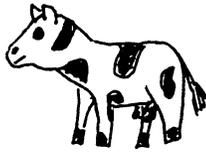


boy

Odd O

Patterns

ow



cow

ow



snow

ou



ouch

ou



four

ou



soup

oo



moon

oo



book

Look at each pattern.
Say the sound and key word.

The Odd O Patterns don't say the
sounds you would expect. You
just have to memorize them.

ould



should

R-Controlled Vowels

ar



car

er



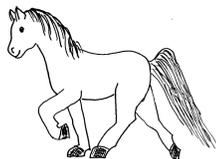
her

ir



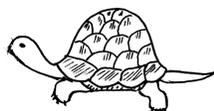
bird

or



horse

ur



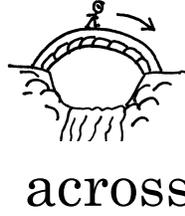
turtle

Umbrella Vowels


a




a_



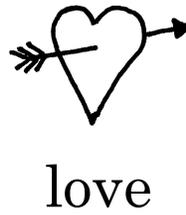

_a



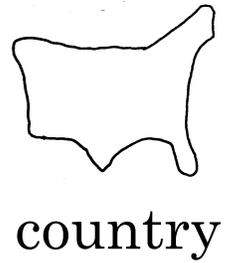

o




o_e




ou



Shady Short Vowels

ea



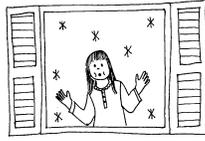
head

Long Vowel Patterns

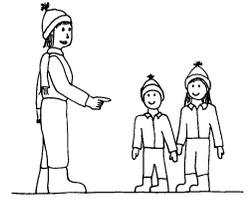
| | | |
|---|---|---|
| <p style="font-size: 2em; margin: 0;">ā</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p style="font-size: 0.8em; margin: 0;">Name Brad Spelling A ground out mouth couch flour shout mountain loud</p> </div> | <p style="font-size: 2em; margin: 0;">ē</p>  | <p style="font-size: 2em; margin: 0;">ī</p>  |
| <p style="font-size: 1.5em; margin: 0;">ai rain</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ay play</p> | <p style="font-size: 1.5em; margin: 0;">ee feet</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ei weird</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ey key</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ea eat</p> | <p style="font-size: 1.5em; margin: 0;">ie pie</p> |
| <p style="font-size: 1.5em; margin: 0;">a_e safe</p> | <p style="font-size: 1.5em; margin: 0;">e_e these</p> | <p style="font-size: 1.5em; margin: 0;">i_e pine</p> |
| <p style="font-size: 0.9em; margin: 0;">Explain that the top section of this chart shows vowel pairs (two vowels go walking), the middle part shows split-vowel pairs with a place for a consonant to squeeze in between the vowels (the consonant wants to go for a walk, too), and the bottom part shows “follow the leader” patterns (one vowel gets to be the leader and the consonants have to follow behind).</p> | <p style="font-size: 0.9em; margin: 0;">Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with all of the columns.</p> | <p style="font-size: 1.5em; margin: 0;">igh^x night</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ind find</p> <p style="font-size: 1.5em; margin: 10px 0 0 0;">ild child</p> |

Long Vowel Patterns

ō



ū



oa boat

ui fruit

oe toe

ue glue

ue cue

ou four

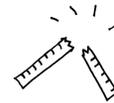
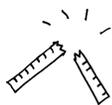
ow snow

o_e home

u_e flute

u_e cube

old gold



olt bolt

ew flew

ew few

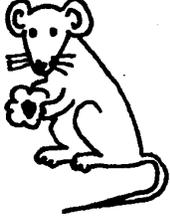
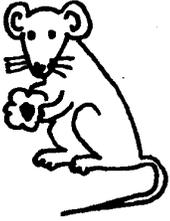
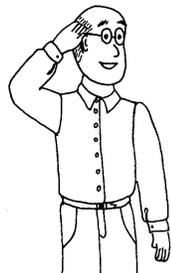
oll troll

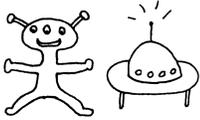
eu neutron

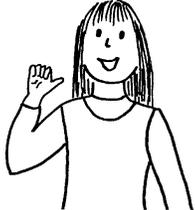
eu Europe

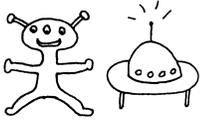
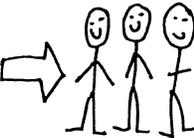
olk yolk

These patterns are rule breakers because they start with the letter e instead of u.

| | | | |
|---|--|---|--|
| <p>Sounds For Y</p> | <p>y </p> | <p>y </p> | <p>y </p> |
| <p><u>e</u>i </p> <p>in the middle</p> | | <p>Long E Patterns With More Than One Sound</p> | |
| <p><u>e</u>y </p> <p>at the end</p> | | | |
| <p><u>e</u>a </p> | | <p>ea </p> | |
| <p><u>i</u>e </p> | | <p>Long I Pattern With More Than One Sound</p> | |

| | | | | | | |
|--------------|--|--|---|--|---|---|
| Sounds For Y | y |  yo-yo | y |  happy | y |  my |
| | <u>e</u> i |  weird | | | Long E Patterns With More Than One Sound | |
| | <u>e</u> y |  key | | | | |
| <u>e</u> a |  eat | ea |  head | | | |
| <u>i</u> e |  pie | | | Long I Pattern With More Than One Sound | | |

| | | | | |
|---|--|---|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sounds For Y</p> | <p>y</p>  | <p>y</p>  | <p>y</p>  | |
| <p>eī</p>  | | | <p>eī</p> <div data-bbox="824 619 990 808" style="border: 1px solid black; padding: 5px;"> <p>Name Brad Spelling </p> <p>ground out mouth couch flour shout mountain loud</p> </div> <p>In the middle</p> | <p>Long E Patterns With More Than One Sound</p> |
| <p>ēy</p>  | | <p>ēy</p> <div data-bbox="824 997 990 1186" style="border: 1px solid black; padding: 5px;"> <p>Name Brad Spelling </p> <p>ground out mouth couch flour shout mountain loud</p> </div> <p>At the end</p> | | |
| <p>eā</p>  | | <p>ea</p>  | | |
| <p>iē</p>  | | | <p>iē</p>  | <p>Long I Pattern With More Than One Sound</p> |

| | | | | | | | | | |
|--------------|---|---|-------|---|--|---|---|---|----|
| Sounds For Y | y |  | yo-yo | y |  | happy | y |  | my |
| | eī |  | weird | eï |  | veil | Long E Patterns With More Than One Sound | | |
| | eȳ |  | key | eÿ |  | they | | | |
| eā |  | eat | ea |  | head | eä | | | |
| iē |  | pie | iē |  | shield | Long I Pattern With More Than One Sound | | | |

Dotted Vowel Patterns

ä



au Paul

aw saw

all ball

al salt

alk talk

wa wasp

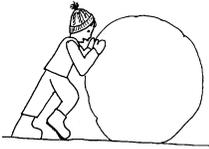
swa swan

Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with the other columns.

The dotted ë pattern is taught in Book 6.

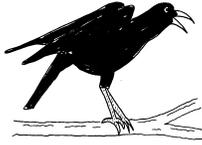
The dotted ï pattern is taught in Book 6.

Dotted Vowel Patterns

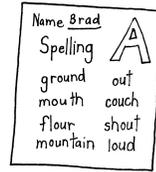
| <p>ö </p> | <p>ü </p> | Odd O Patterns |
|--|--|---|
| <p>o to</p> <p>oo moon</p> <p>ou soup</p> | <p>u bush</p> <p>oo book</p> <p>ould should</p> | <p>oi oil</p> <p>oy boy</p> <p>ow cow</p> <p>ow snow</p> <p>ou ouch</p> <p>ou four</p> <p>ou soup</p> <p>oo moon</p> <p>oo book</p> |

Dotted Vowel Patterns

ä



ë



ï



au Paul

ei veil

ï pizza

aw saw

ey they

ie shield

all ball

ea steak

al salt

eigh sleigh

alk talk

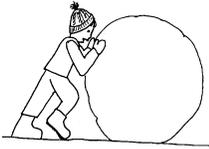
ë ballet

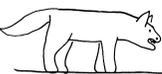
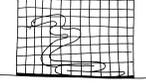
wa wasp

swa swan

Students say the sound of the single vowel at the top of the first column, then say the sound and key word for each phonogram pattern going down the column. Continue in the same way with the other columns.

Dotted Vowel Patterns

| <p>ö </p> | <p>ü </p> | Odd O Patterns |
|--|--|---|
| <p>o to</p> <p>oo moon</p> <p>ou soup</p> | <p>u bush</p> <p>oo book</p> <p>ould should</p> | <p>oi oil</p> <p>oy boy</p> <p>ow cow</p> <p>ow snow</p> <p>ou ouch</p> <p>ou four</p> <p>ou soup</p> <p>oo moon</p> <p>oo book</p> |

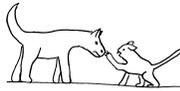
| Alphabet | | Some sounds can be shown in more than one way. | | |
|--|---|---|---|--|
| <p>a </p> | <p>b </p> | <p>c </p> <p>ck Jack</p> | <p>d </p> | |
| <p>i </p> | <p>j </p> <p>dge fudge g gem giant gym _ge hinge</p> | <p>k </p> <p>ck Jack</p> | <p>l </p> | |
| <p>qu </p> | <p>r </p> | <p>s </p> <p>c cent city cycle _ce fence _se mouse</p> | <p>t </p> | <p>u </p> <p> a what a_ across _a panda o son o_e love ou country</p> |

e



ea head

f



g

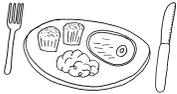


h

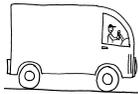


wh who

m



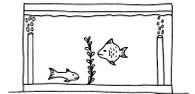
n



o



p



v



_ve give

w



wh when

x



y

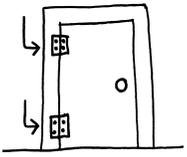
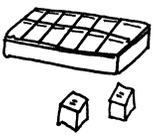


z



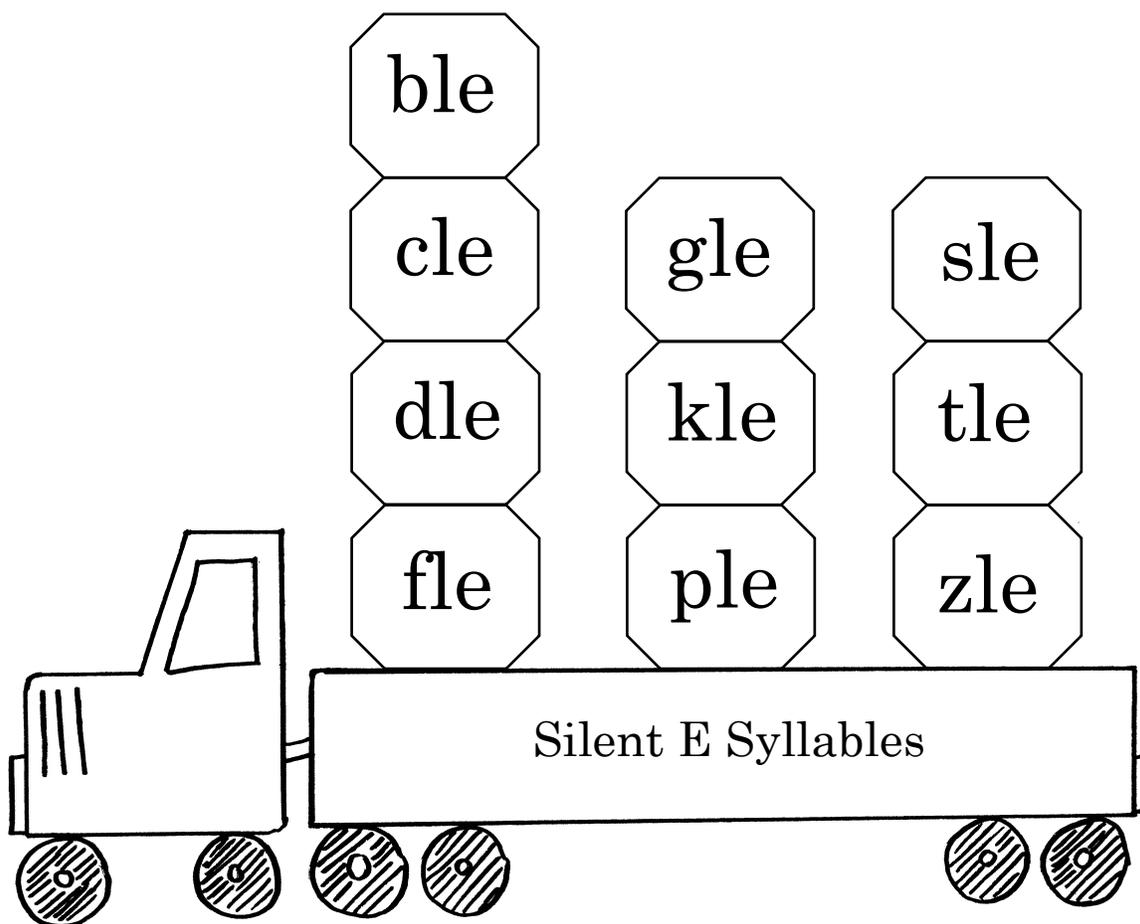
s his
_se cheese
_ze freeze

Ending Consonant Patterns With Silent Letters

| | | | | | |
|---|------------------|--------|---|--|--|
|  | _ve ^x | give | | | |
|  | _ce ^x | fence | | | |
|  | _ge ^x | hinge | | | |
|  | _se ^x | mouse | | | |
|  | _se ^x | cheese | <ul style="list-style-type: none"> • The letter <i>v</i> is not used at the end of English words. Use the <i>_ve</i> pattern instead. • The letter <i>s</i> is rarely used by itself at the end of a word. A double <i>_ss</i> is used after a single short vowel. Examples: pass, mess, hiss. The <i>_se</i> pattern is used after a vowel-vowel pattern, vowel-r pattern, or vowel-l pattern. Examples: geese, horse, false. • The <i>_se</i> and <i>_ze</i> patterns may be used at the end of a word to show the /z/ sound . • The <i>e</i> is added after the <i>s</i> and the <i>z</i> to make it clear that there is no suffix <i>_s</i> at the end of the word. | | |
|  | _ze ^x | freeze | | | |

Silent E Syllables

Every syllable must contain at least one vowel, even if you can't hear it. Many words end with silent e syllables. These are ending syllables that have e as the last letter in the syllable. When you see a silent e syllable, pronounce the two consonants just as you would pronounce a consonant blend. Do not pronounce the e. Practice saying these silent e syllables.

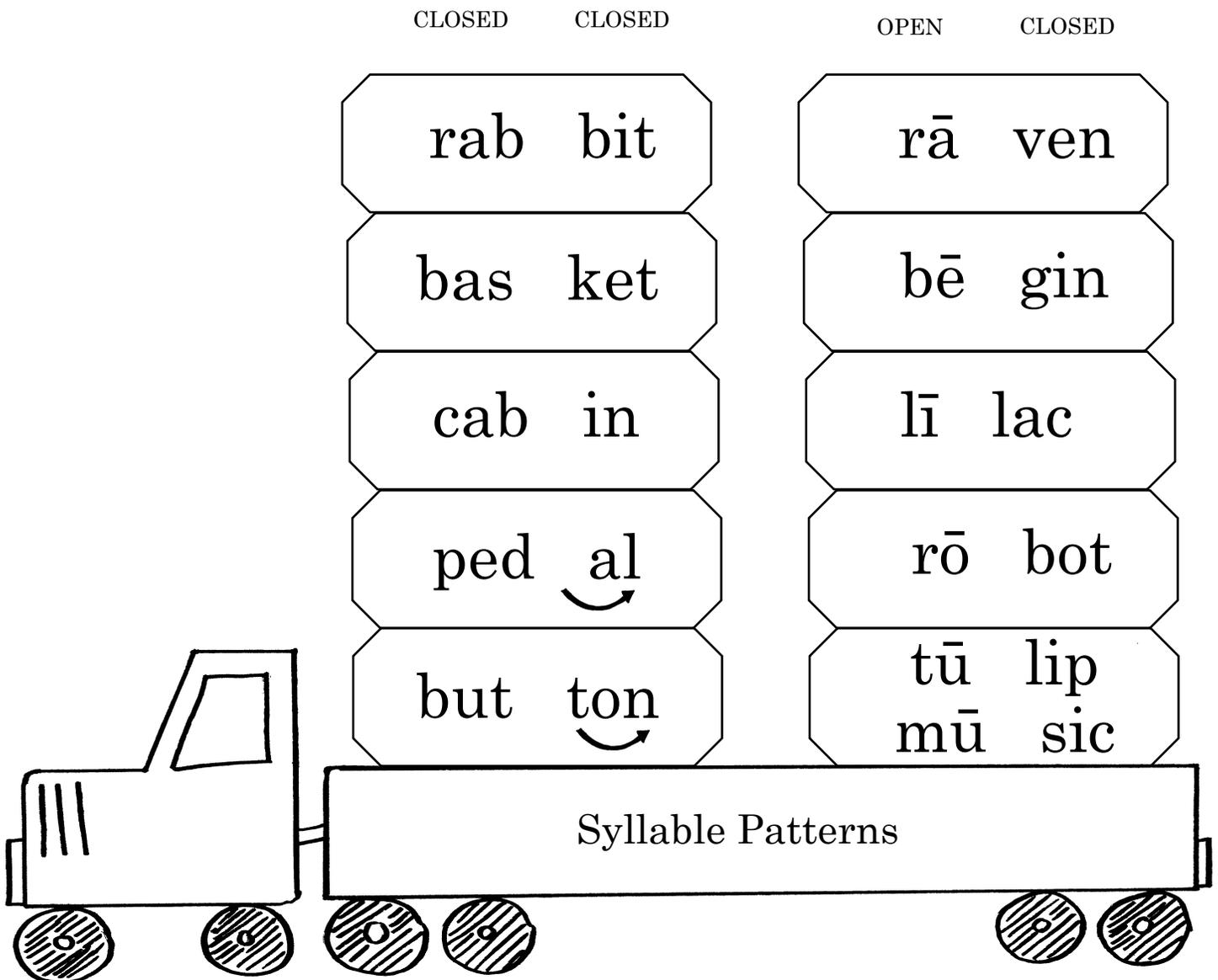


Syllable Patterns

A syllable in which a vowel is followed by a consonant is called a closed syllable. In closed syllables, the vowel usually represents its short vowel sound.

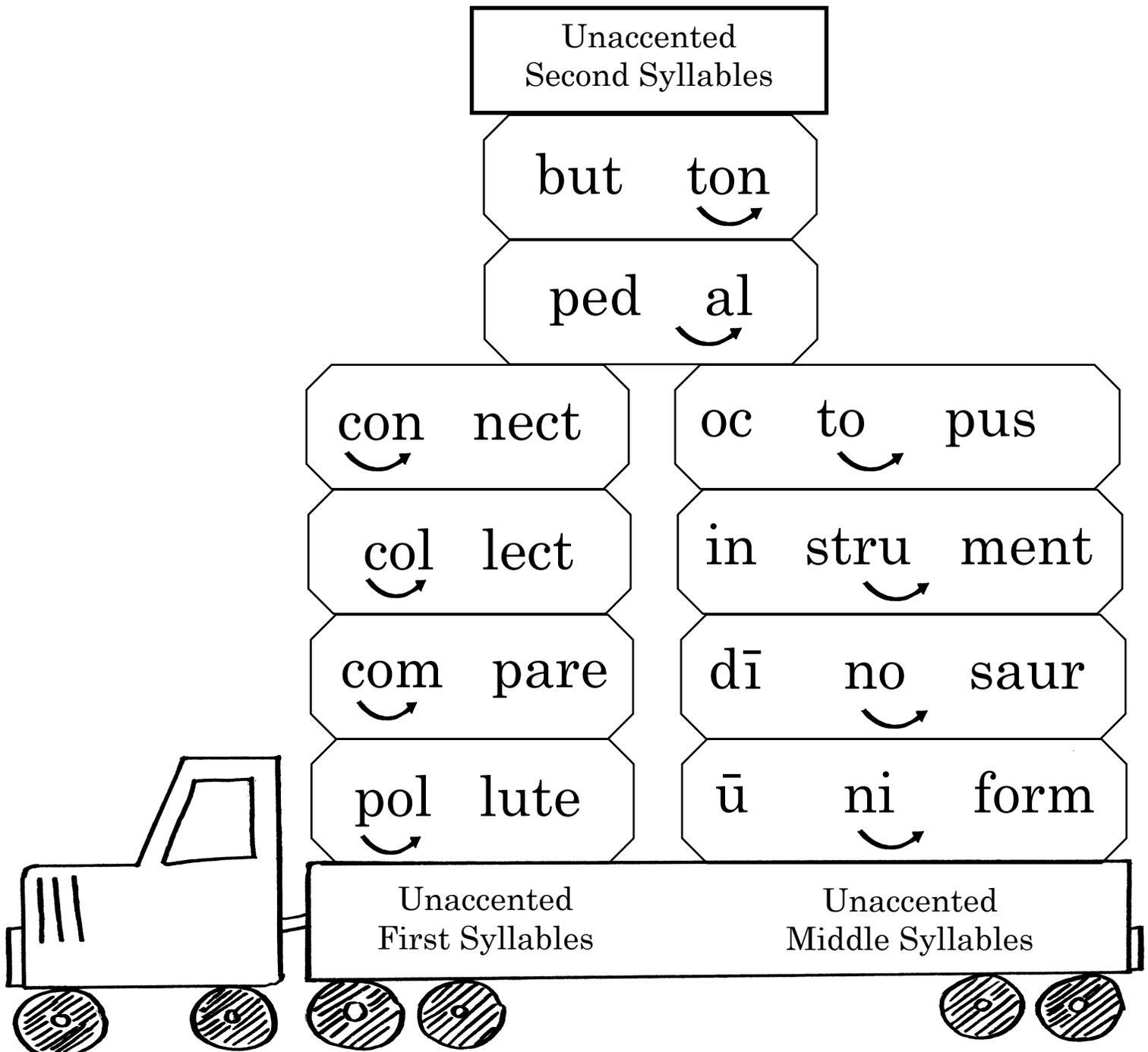
A syllable with a vowel at the end is called an open syllable. When a vowel is at the end of a syllable, it usually represents its long vowel sound.

In two syllable words, some syllables are stressed, or emphasized, more than others. In a stressed syllable, the vowel usually has its expected sound. In an unstressed syllable, the vowel is often not pronounced in the usual way. It may hardly be heard at all. This is called the schwa sound. An arrow going under a vowel shows that it has the schwa sound. Go from one consonant to the next, skipping the vowel sound.



Unaccented Syllables

The vowels in unaccented syllables may hardly be pronounced at all. This applies to closed syllables and open syllables. This type of vowel has the “schwa” sound. The dictionary shows this sound as an upside down e: ə. In this program, an arrow going under a vowel shows that it has the schwa sound. Go from one consonant to the next, skipping the vowel sound.



ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

elp

ist

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isk

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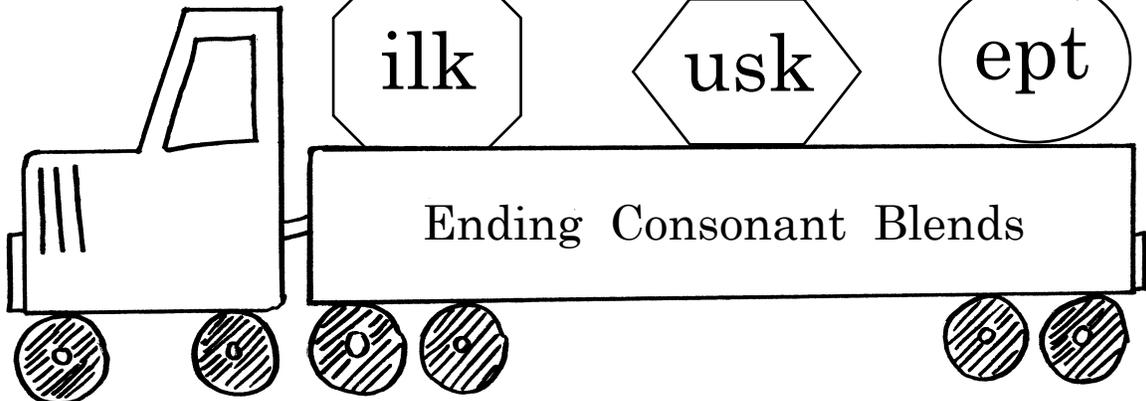
ept

usk

Ending Consonant Blends

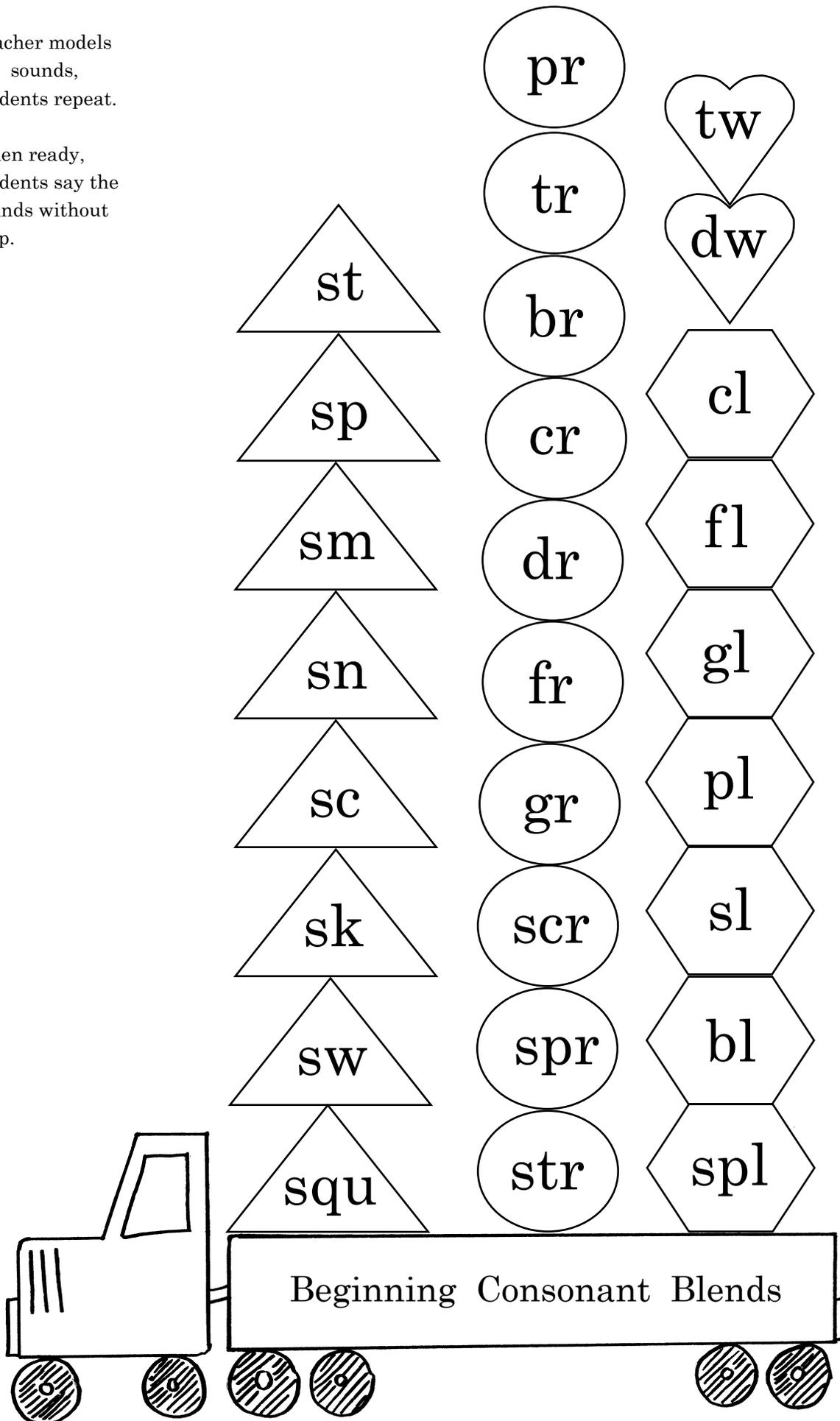
Teacher models the sounds, students repeat.

When ready, students say the sounds without help.



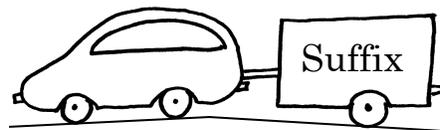
Teacher models
the sounds,
students repeat.

When ready,
students say the
sounds without
help.





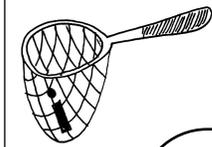
Prefixes And Suffixes



Students read the words on this chart as a review. Ask students to explain why each prefix or suffix is used. New prefixes and suffixes will be added to this chart as they are taught in the remaining Sound City Reading books.

| | | | |
|----------------------------|--|--|--------------------------|
| cat cats run runs | bus buses box boxes fizz fizzes wish wishes lunch lunches catch catches | Ed's sled point pointed rain rained fix fixed jump jumping | hop hopped hopping |
|----------------------------|--|--|--------------------------|

he is
he's



she is
she's

it is
it's

that is
that's

what is
what's

who is
who's

when is
when's

where is
where's

there is
there's

how is
how's

is not
isn't

did not
didn't

has not
hasn't

had not
hadn't

have not
haven't

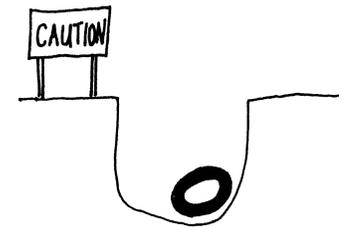
was not
wasn't

can not
can't

will not
won't

do not
don't

Contractions



Students read the words and contractions on this chart as a review. Ask students to explain how they know where the apostrophe should be placed .

could not
couldn't

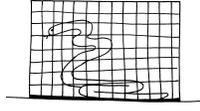
would not
wouldn't

should not
shouldn't

let us
let's

I am
I'm

ce ci cy



pencil



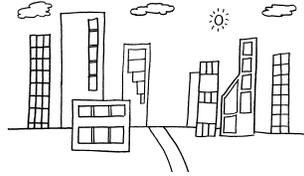
cent



princess



city



fancy



ceiling



icing



receive



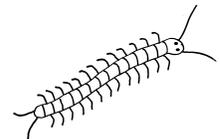
cycle



deceive



centipede



1. The bus is going to the city.



2. Audrey's pencil broke.



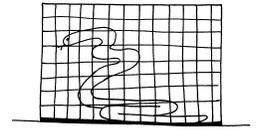
3. The princess wore a fancy dress.



_ace

_ice

_uce



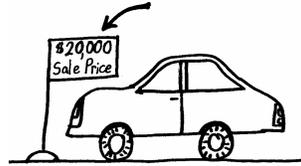
rice



face



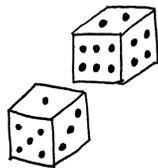
price



race



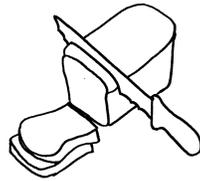
dice



lace



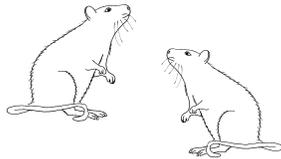
slice



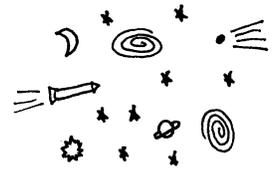
ace



mice



space



ice



Grace



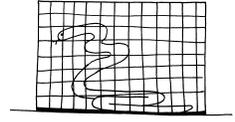
ice cream



spruce



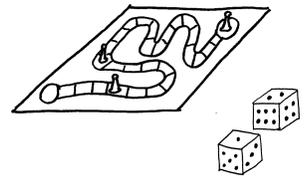
_ace _ice _uce



1. Would you like an apple slice ?



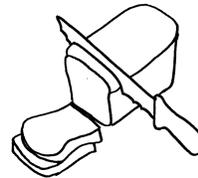
2. Roll the dice to play this game.



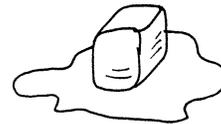
3. What is the price for this cap ?



4. Dad will slice the bread.



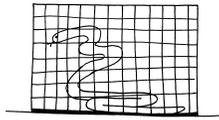
5. Ice melts when it gets hot.



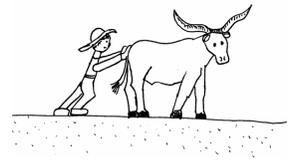
6. A spruce tree stays green
when it gets cold.



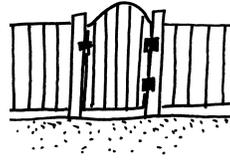
_ce



force



fence



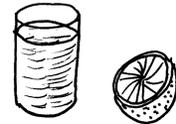
bounce



prince



juice



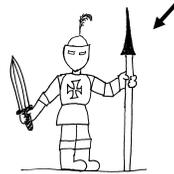
dance



voice



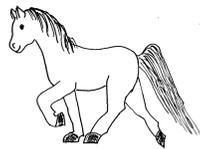
lance



choice



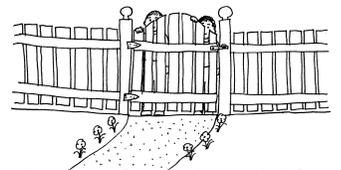
prance



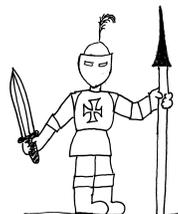
1. The prince has a crown.



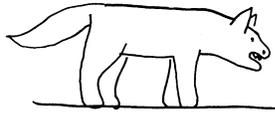
2. The boys stood behind the fence.



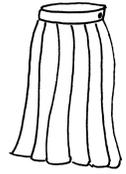
3. The knight is holding
a sword and a lance.



ir



skirt



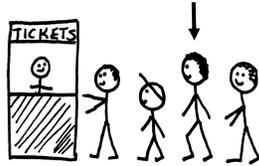
bird



shirt



third



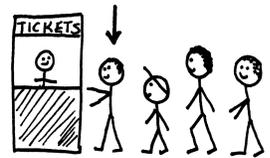
girl



fir



first



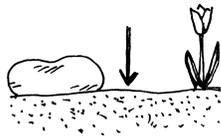
stir



squirrel



dirt



thirteen

13

dirty



thirty

30

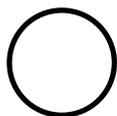
circus



thirsty



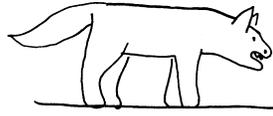
circle



birthday



ir



1. This boy made a birdhouse.



2. Josh stirs the soup.



3. Today is this girl's birthday.



4. This shirt is dirty.



5. A bird can fly high in the sky.



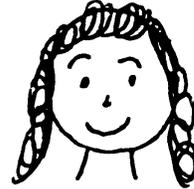
6. A clown does funny tricks
at the circus.



A Bird

This girl has a bird.

It is a white bird.



The bird is not wild.

It is tame.

The bird is a pet.

The girl likes the bird.

The bird likes the girl.

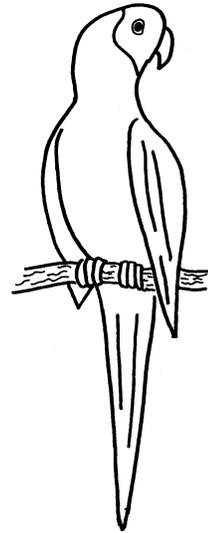
The bird can pick up a pencil.

And it can dance.

The bird likes to sit
on the girl's shirt sleeve.

The bird chirps at the girl.

The girl gives it seeds.



The girl is glad to have a bird.

The bird and the girl

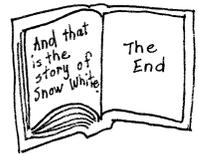
have a lot of fun.

The End

ge gi gy



page



gem



cage



gel



age



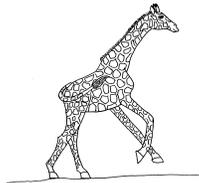
giant



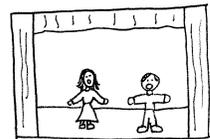
rage



giraffe



stage



gentle



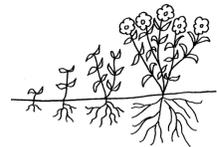
range



magic



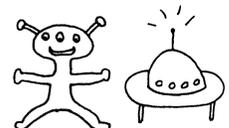
change



squeegee



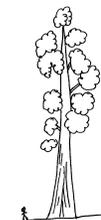
strange



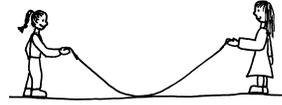
āngel



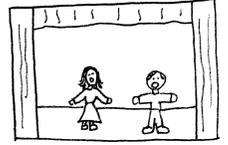
huge



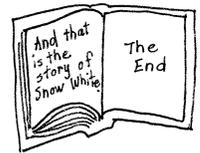
ge gi gy



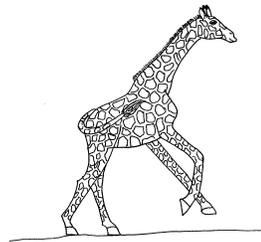
1. The girl and boy sing on the stage.



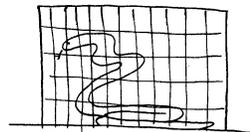
2. This is the last page in the book.



3. The giraffe runs away.



4. A snake is in the cage.



5. You can use a squeegee to clean windows.



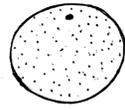
6. A redwood tree is huge.



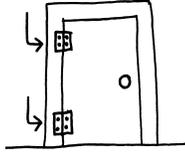
_ge



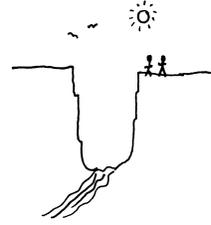
orange



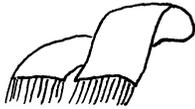
hinge



gorge



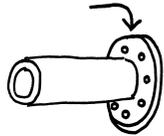
fringe



Gēorge



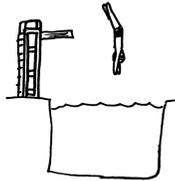
flange



sponge



plunge



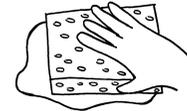
rēvenge



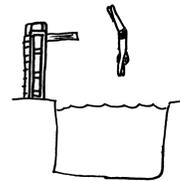
1. Sue is drinking orange juice.



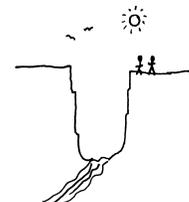
2. George cleaned up the spilled milk with a sponge.



3. The man will plunge into the pool.



4. A gorge is a very deep ditch.

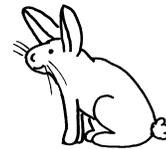


Jake's Magic Show

This is Jake. He can do magic tricks on a stage.



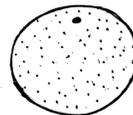
He can pull a rabbit out of a hat.



He can get a bird out of a cage while the cage is still shut.

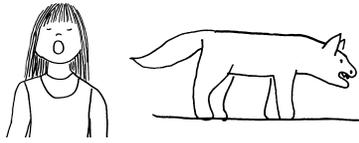


And he can change an orange into an apple.

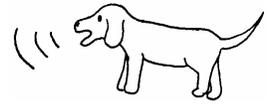


Jake likes to do his magic tricks!

ar



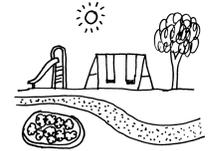
bark



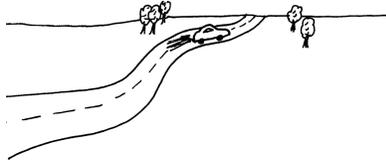
car



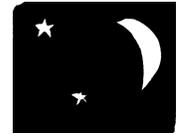
park



far



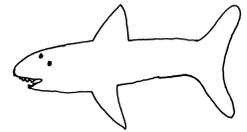
dark



jar



shark



star



art



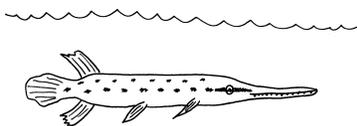
scar



smart



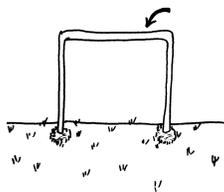
gar



chart



bar



scarf



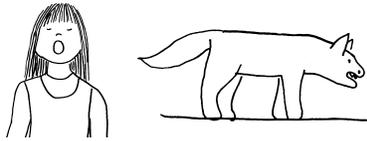
sharp



snarl



ar



yarn



farm



yard



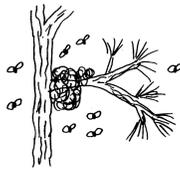
arm



card



swarm



dwarf



barn



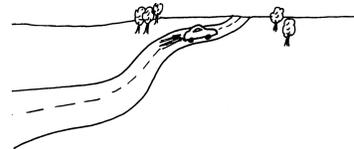
check mark



1. Food grows on a farm.



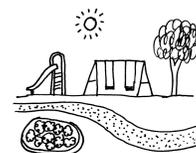
2. The car is far away.



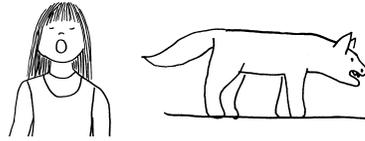
3. Mom and Dad sent me a card.



4. We enjoy going to the park.



ar



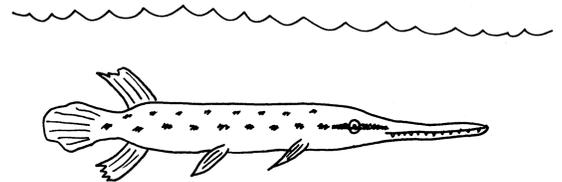
1. A bug is in the jar.



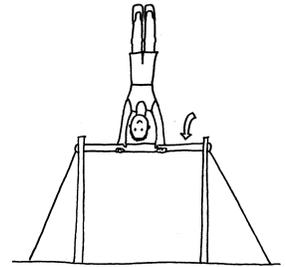
2. We went for a ride in the car.



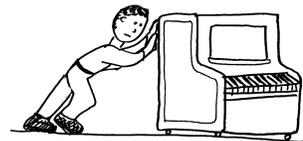
3. A gar has sharp teeth.



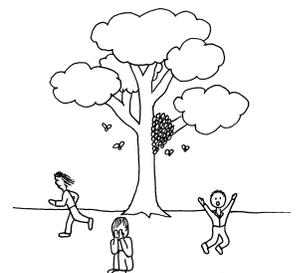
4. Chad can do tricks on the bar.



5. This is hard to push.



6. We run from the swarm of bees.



Syllable
Study
ar

The first syllable in each word below has the ar pattern. These are “bossy r” syllables. The second syllable in each word has one vowel followed by a consonant. These are closed syllables, which usually have the short vowel sound, but sometimes have the schwa sound. Read the first syllable, read the second syllable, and then read the whole word.

gar

den

garden



gar

lic

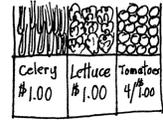
garlic



mar

ket

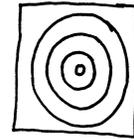
market



tar

get

target



car

pet

carpet



car

ton

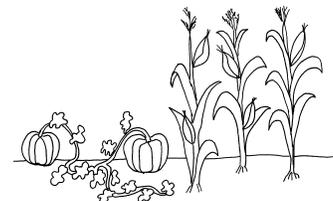
carton



1. A bug is on the carpet.



2. Pumpkins grow in our garden.

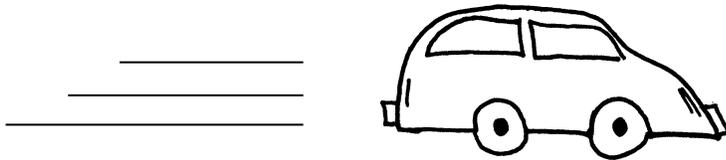


Mark's Car

Mark has a car.

It is a large red car.

The car can go fast.



Mark likes to drive his car.

Mark says, "It is hard to
drive a car, but I am smart.

I am safe when I drive."

First, he starts the car.

Next, he drives to his job.

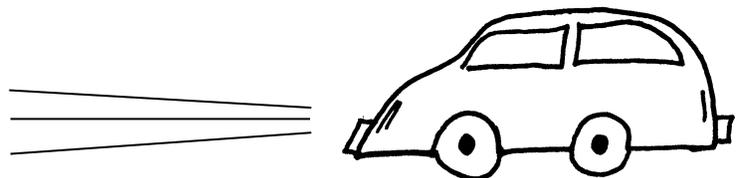
Then, he parks the car.

At the end of the day, it is dark.

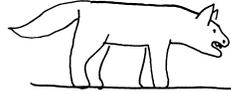
It is night time. So Mark drives

home with the lights on.

The End



er



perch



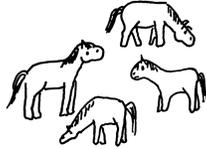
her



verb

run

herd



verse

Roses are red
Violets are blue

fern



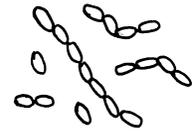
clerk



serve



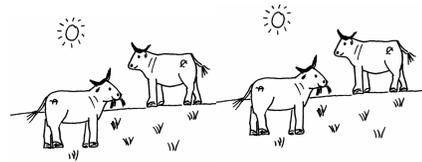
germs



1. The crow is perched on a branch.



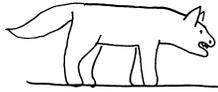
2. This herd of cattle lives on a ranch.



3. He will give it to her.



Syllable
Study
er



The first syllable in each word below is a closed syllable with a short vowel sound. The second syllable in each word has the er pattern. These are “bossy r” syllables. Read the first syllable, read the second syllable, and then read the whole word.

lad der

ladder



ham mer

hammer



ham per

hamper



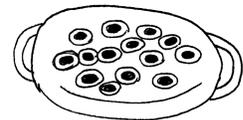
scam per

scamper



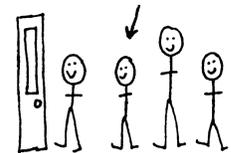
plat ter

platter



af ter

after



win ter

winter

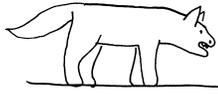


zip per

zipper



Syllable
Study
er

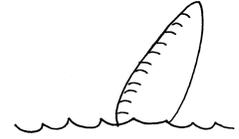


The first syllable in each word below is a closed syllable with a short vowel sound. The second syllable in each word has the er pattern. These are “bossy r” syllables. Read the first syllable, read the second syllable, and then read the whole word.

flip

per

flipper



splin

ter

splinter



fin

ger

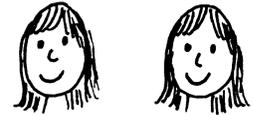
finger



sis

ter

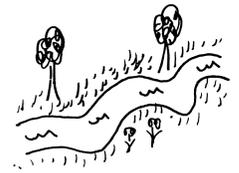
sister



riv

er

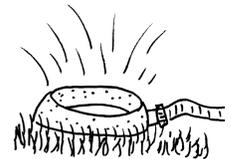
river



sprin

kler

sprinkler



cop

per

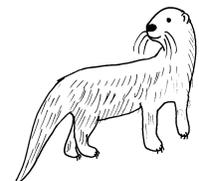
copper



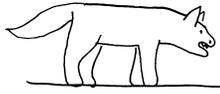
ot

ter

otter



Syllable
Study
er



The first syllable in each word below is a closed syllable with a short vowel sound. The second syllable in each word has the er pattern. These are “bossy r” syllables. Read the first syllable, read the second syllable, and then read the whole word.

soc

cer

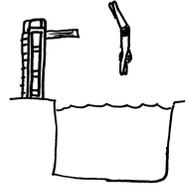
soccer



sum

mer

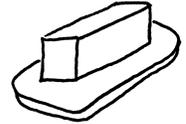
summer



but

ter

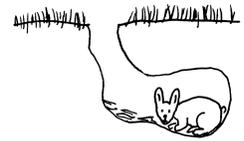
butter



un

der

under



num

ber

number



lum

ber

lumber



plun

ger

plunger



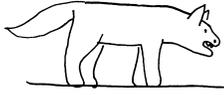
let

ter

letter



Syllable
Study
er

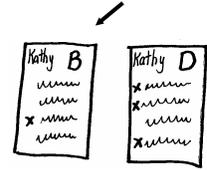


There are several different patterns in the first syllables of the words below. The second syllable in each word has the er pattern. These are “bossy r” syllables. Read the first syllable, read the second syllable, and then read the whole word.

bet

ter

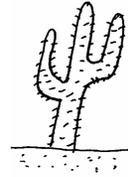
better



des

ert

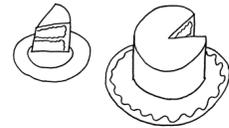
desert



des

sert

dessert



flow

er

flower



show

er

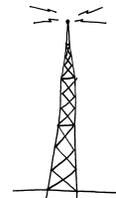
shower



tow

er

tower



tweez

ers

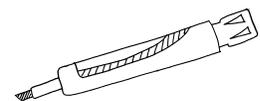
tweezers



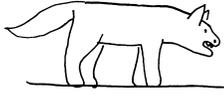
mar

ker

marker



Syllable
Study
er



There are several different patterns in the first syllables of the words below. The second syllable in each word has the er pattern. These are “bossy r” syllables. Read the first syllable, read the second syllable, and then read the whole word.

feath

er

feather



weath

er

weather



sweat

er

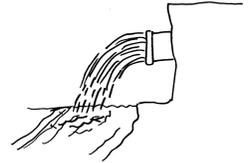
sweater



wa

ter

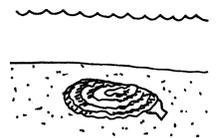
water



oys

ter

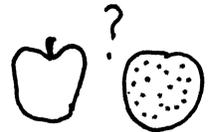
oyster



ei

ther

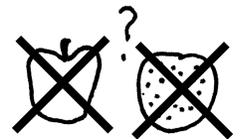
either



nei

ther

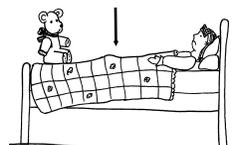
neither



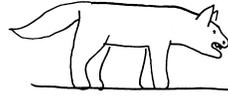
COV

ers

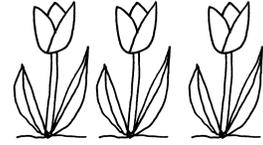
covers



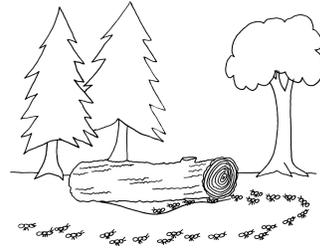
er



1. Flowers grow in the spring.



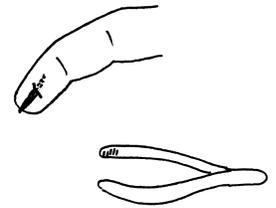
2. The ants are going under the log.



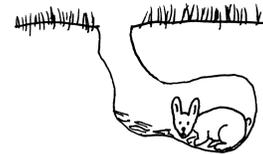
3. The man is standing on a ladder to paint the house.



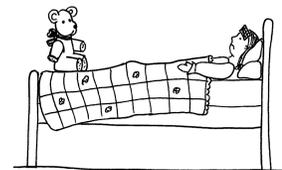
4. Use the tweezers to get the splinter out of your finger.

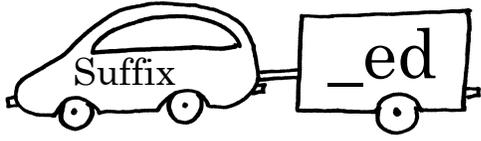


5. The rabbit lives in a hole under the ground.



6. This girl is sick. She has to stay in bed. She stays warm under the covers.





The ed suffix at the end of an action word (a verb) shows that the action happened in the past.

ed

d

t

paint

rain

park

painted

rained

parked

start

call

walk

started

called

walked

salt

play

talk

salted

played

talked

squirt

boil

push

squirted

boiled

pushed

count

snow

look

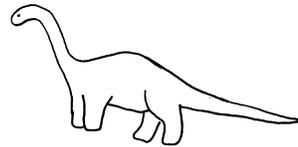
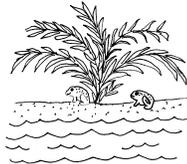
counted

snowed

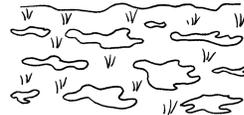
looked

Oil

Oil comes from



plants and animals



that were covered with mud long ago.

Today, people dig deep holes in the soil

to pump up the oil. These are called



oil wells.

Gas can be made from the oil to run



cars and trucks.

Plastic can also be made from oil.



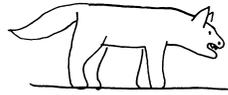
Toys,

bottles,

and other things that we enjoy are
made from plastic.

The End

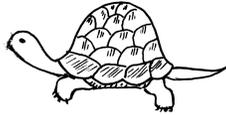
ur



nurse



turtle



purse



burn



churn



burst



church



hurt



curve



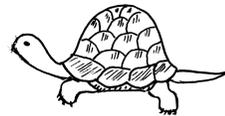
surf



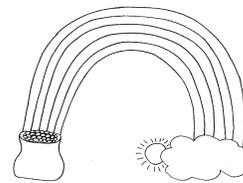
turnip



1. A turtle cannot go fast.

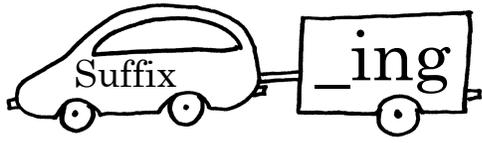


2. A rainbow is a large curve.



3. She will churn the milk
to make butter.





Use _ing at the end of an action word to show that the action is ongoing.

find

sail

start

finding

sailing

starting

fall

walk

saw

falling

walking

sawing

haul

wash

pour

hauling

washing

pouring

snow

pull

turn

snowing

pulling

turning

shout

hang

cook

shouting

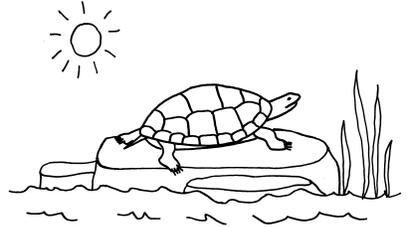
hanging

cooking

The Life Of A Turtle

This is a turtle. She has a hard shell.

The shell keeps her safe.



Some times she sits on

a rock in the warm sun.

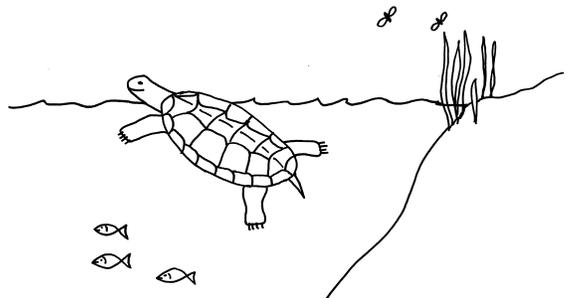
The turtle lives at a lake.

She can not go fast on the land.

But she can swim well.

In the summer, the

turtle catches bugs



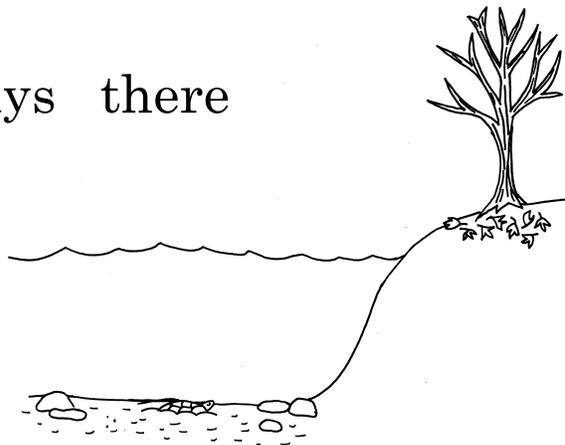
and fish in the lake.

In the winter, when it is cold, the turtle goes to the bottom of the lake. She digs down into the mud. She does not move.

She just sleeps. She stays there until spring time. Then

she wakes up and

starts to swim in the lake again.

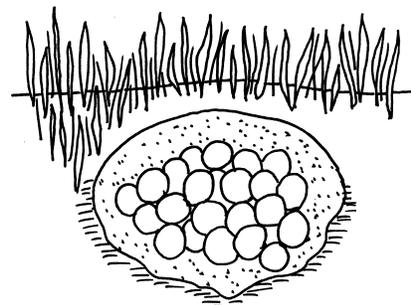


When it gets warm, the turtle goes up on the land. She digs a hole. She lays her eggs in

the hole. Then she covers

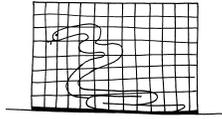
them up. Some day, little

turtles will hatch from the eggs.

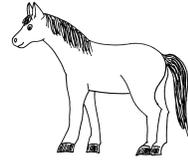


The End

_se



horse



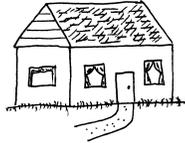
mouse



purse



house



nurse



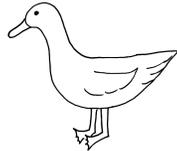
blouse



false

The sun
is cold.

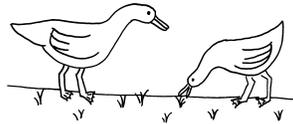
goose



rinse



geese



tense



1. The cat sees a mouse.



2. Jim is inside of his house.

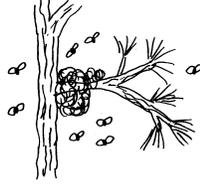


3. He gave his dog a bath.

Now he will rinse off the soap.



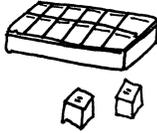
_ze _se



cheese



freeze



raise



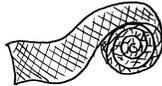
maize



pause



gauze



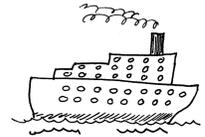
choose



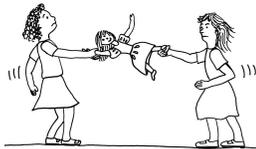
snooze



cruise



seize



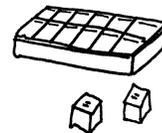
noise



1. Will he choose an apple or an orange?

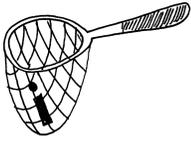


2. Water will freeze if it is below
thirty-two degrees.



3. Maize is another name for corn.





Contractions

Sometimes two words are put together to make one word, but one of the letters gets thrown away. A mark called an apostrophe is put in the place of the missing letter. These words are called contractions.



1. he *is*

he's

who *is*

who's

2. she *is*

she's

where *is*

where's

3. it *is*

it's

there *is*

there's

4. that *is*

that's

how *is*

how's

5. what *is*

what's

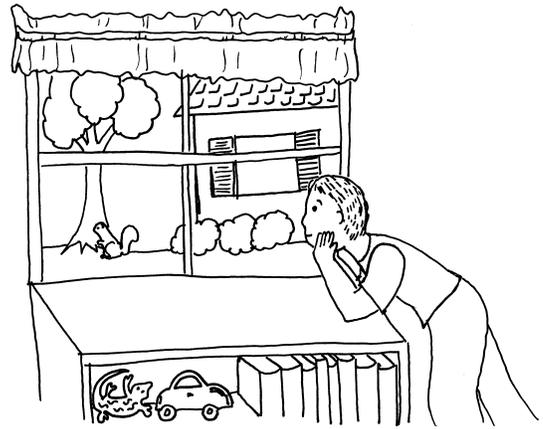
I *am*

I'm

A Trip To The Farm

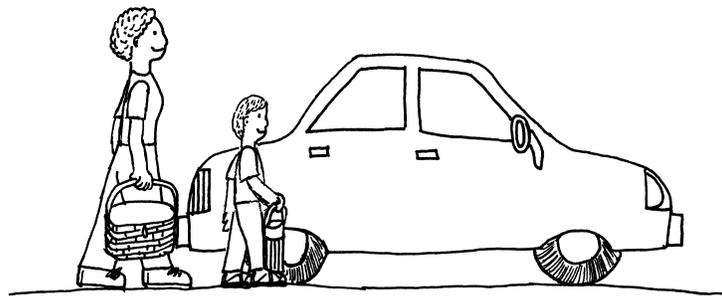
It was hot.

“Walter,” called Mom,
“do you want to go
to a farm?”

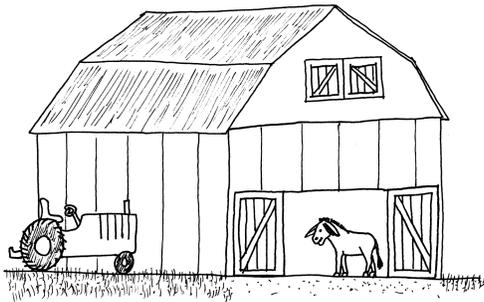
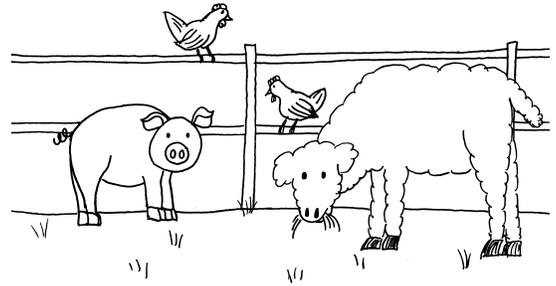


Walter’s Mom packed lunch in a basket.

Then Walter and his mom got in the car
and drove to a farm.

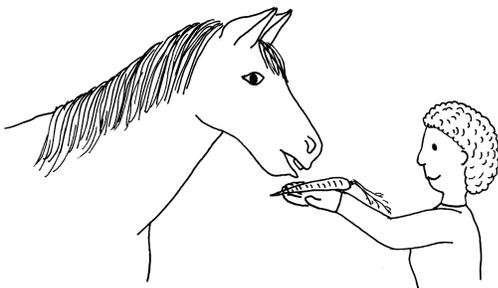


At the farm, Walter saw
pigs, chickens, and sheep.



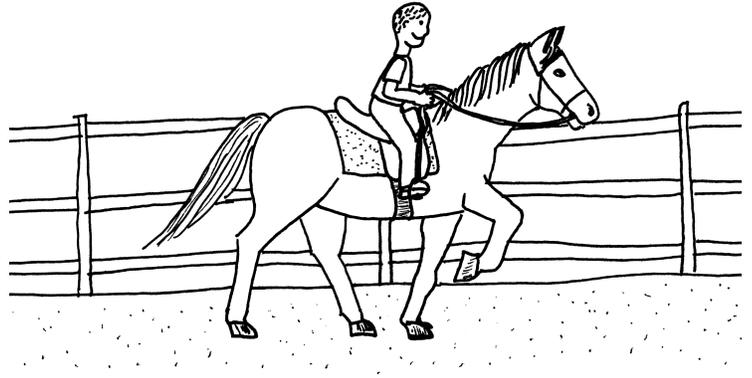
He saw a mule in
a big, red barn.

He saw pumpkins and tall
stalks of corn growing in
a garden.



Walter's Mom fed
a large, white horse.

Walter got to ride
on the horse. The
horse walked and



walked. The horse did not want to stop.

Walter did not want to stop. But then his
mom called, “Let’s wash our hands for lunch.”



Walter and his mom sat
under a tree and had a
picnic lunch.

Then it was time to go
home. Walter and his
mom had a lot of fun
at the farm.

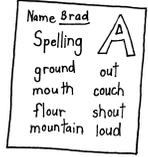


The End

Syllable Study

A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

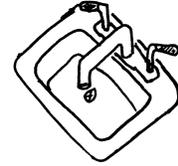
ā



ba

sin

basin



Da

vid

David



ra

ven
↪

raven



la

bel
↪

label



ba

gel
↪

bagel



ba

con
↪

bacon



a

pron
↪

apron



a

corn

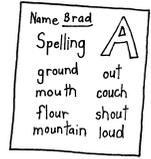
acorn



Syllable Study

A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

ā



ba

by

baby



la

dy

lady



pa

per

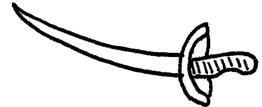
paper



sa

ber

saber



la

dle

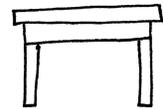
ladle



ta

ble

table



ma

ple

maple

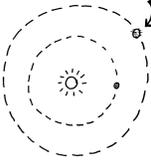
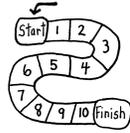


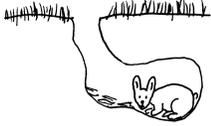
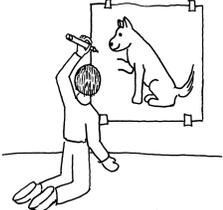
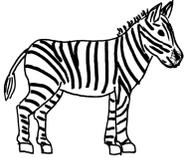
sta

ple

staple

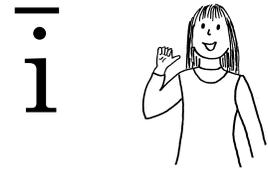


| Syllable Study | A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word. | | ē  |
|----------------|--|--------|---|
| se | cret | secret |  |
| Ve | nus | Venus |  |
| re | fund | refund |  |
| be | gin | begin |  |
| e | gret | egret |  |
| e | qual  | equal | $2+2=4$ |
| be | side | beside |  |
| e | mail | e-mail |  |

| Syllable Study | A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word. | | ē  |
|----------------|--|--------|---|
| be | low | below |  |
| te | pee | tepee |  |
| fe | ver | fever |  |
| cre | ate | create |  |
| ze | bra | zebra |  |
| be | hind | behind |  |
| re | gret | regret |  |
| be | came | became |  |

Syllable Study

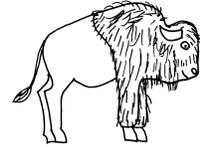
A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.



bi

son
↪

bison



si

lent

silent



i

bis

ibis



i

ris

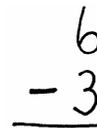
iris



mi

nus

minus



i

cing

icing



pi

lot
↪

pilot



i

sland
↪

island



Syllable Study

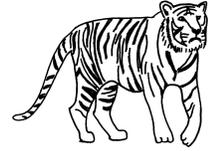
A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

ī



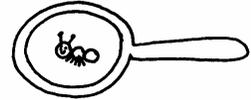
ti ger

tiger



ti ny

tiny



i vy

ivy



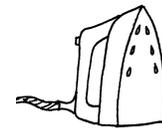
ti tle

title



i rōn

iron



gi ant

giant



qui et

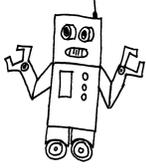
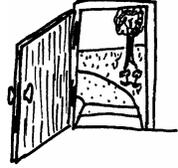
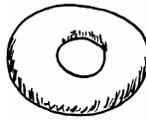
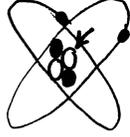
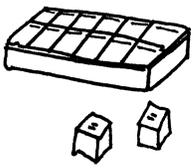
quiet



li on

lion



| Syllable Study | A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word. | | ō  |
|----------------|--|---------|---|
| ro | bot | robot |  |
| o | pen | open |  |
| do | nut | donut |  |
| to | paz | topaz |  |
| pro | ton | proton |  |
| bro | ken | broken |  |
| pro | gram | program |  |
| fro | zen | frozen |  |

Syllable Study

A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.

ō



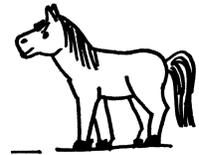
clo ver clover



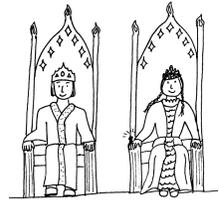
o ver over



po ny pony



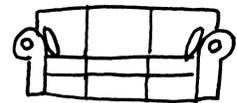
no ble noble



po em poem

Roses are red
Violets are blue

so [↑]fa sofa



co [↑]la cola



co [↑]bra cobra



Syllable
Study

A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.



ū



tu

lip

tulip



stu

dent

student



mu

sic

music



pu

pil
◡

pupil



Cu

pid

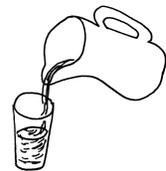
Cupid



flu

id

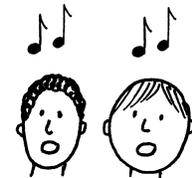
fluid



du

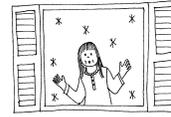
et

duet



Syllable
Study

A syllable with a single vowel at the end is called an open syllable. In an open syllable, the vowel usually represents its long vowel sound. Read the first syllable, read the second syllable, and then read the whole word.



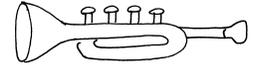
ū



bu

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bugle



u

nite

unite



ru

by

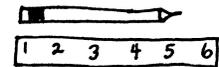
ruby



ru

ler

ruler



tu

ba[☂]

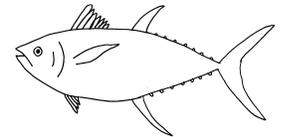
tuba



tu

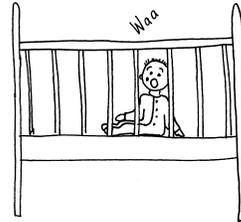
na[☂]

tuna

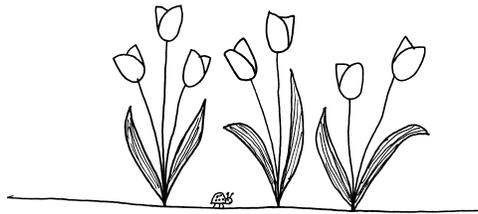


Open Syllables

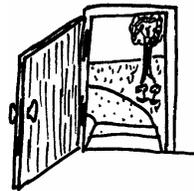
1. The baby is crying.



2. A ladybug crawls
under the tulips.



3. The door is open.



4. He puts the book on the table.

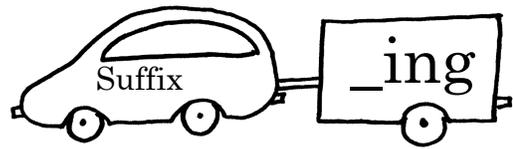
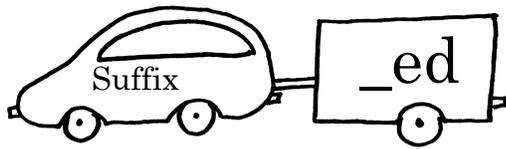


5. Look what the cat did!
The vase is broken.



6. A tiny elf hides under the ivy.





1 - 1 - 1 Rule

If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.

zip
 ↓
 zipped

zip
 ↓
 zipping

hop
 hopped

hop
 hopping

beg
 begged

beg
 begging

hum
 hummed

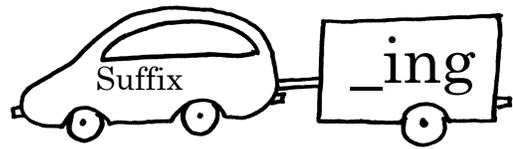
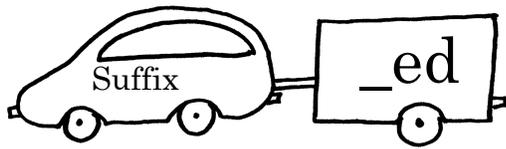
hum
 humming

chat
 chatted

chat
 chatting

drop
 dropped

drop
 dropping



1 - 1 - 1 Rule

If one consonant comes after one vowel in a one syllable word, double the consonant before adding _ed or _ing.

jog
 ↓
 jogged

jog
 ↓
 jogging

clap
 clapped

clap
 clapping

sip
 sipped

sip
 sipping

scrub
 scrubbed

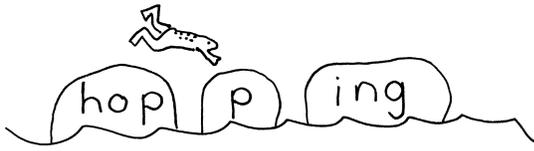
scrub
 scrubbing

wag
 wagged

wag
 wagging

pet
 petted

pet
 petting



1-1-1 Rule

1. James is zipping his backpack.



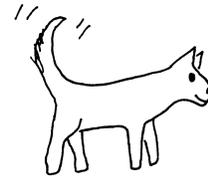
2. We are petting the cat.



3. She dropped a bag.



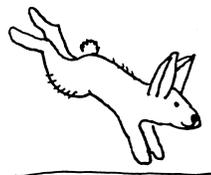
4. The dog wagged its tail.



5. Peter jogged around the track.

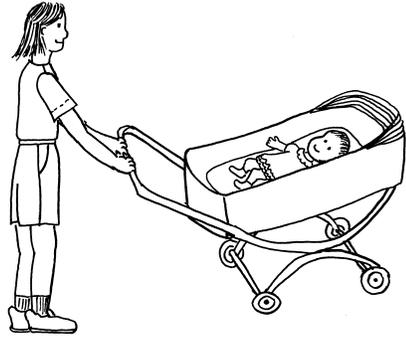


6. The rabbit is hopping.

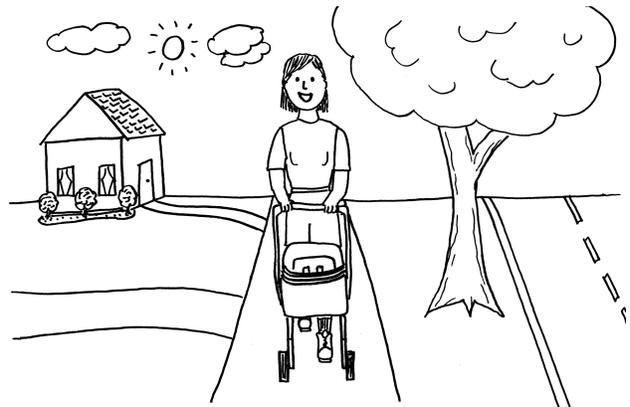


Baby Sally

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.

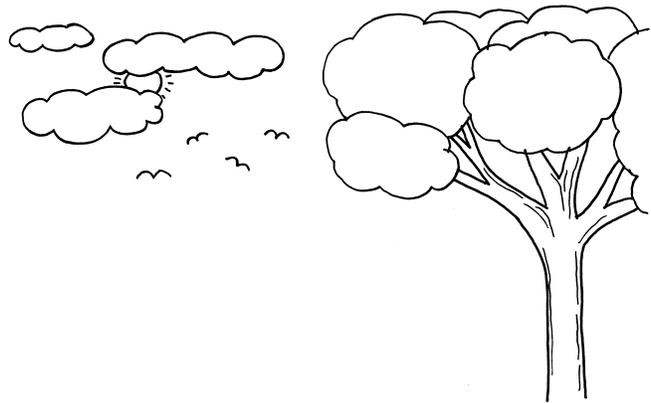


The lady takes the baby for a long walk. As she walks, she talks to



the baby. 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. And
she can see the sky.



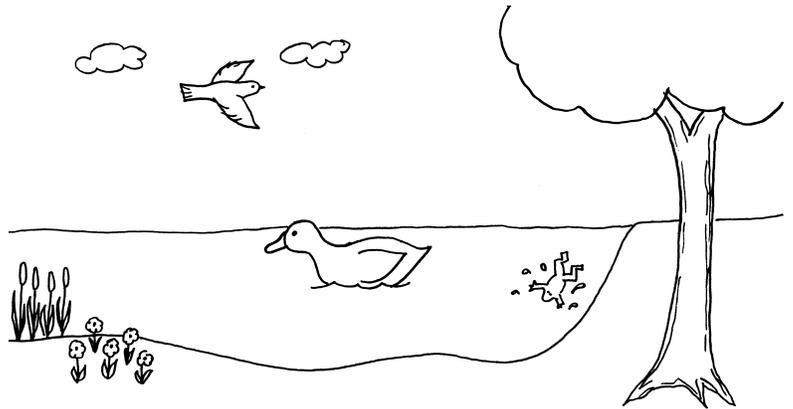
Sally and the lady go by the pet shop,
the cloth shop, and the bank.

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.

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

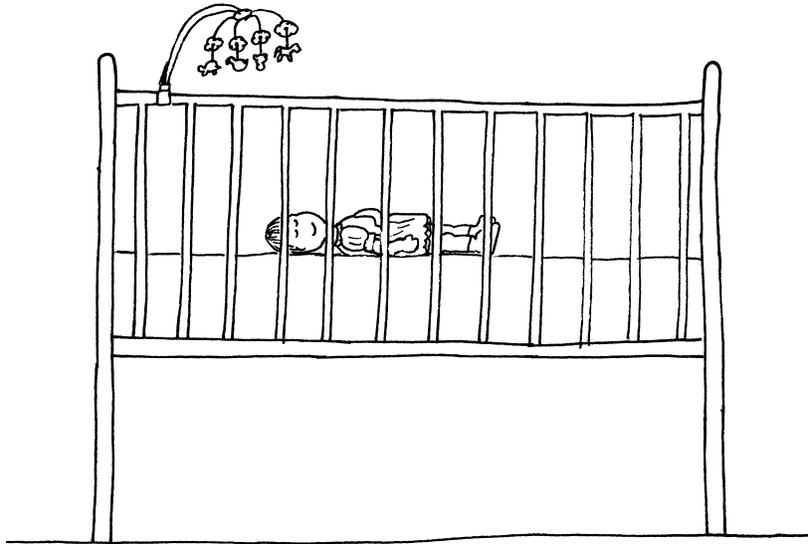
buggy. She walks back home with baby

Sally. The lady sings to the baby as

she walks. Baby

Sally stops crying.





Then the lady lays baby Sally in bed
to take a nap. Baby Sally is sleeping.
Shhhh! Don't wake the baby up!

The End

Syllable Study

In these words, the first syllable is a closed syllable, with a short vowel sound. The second syllable is a VCE syllable, with a long vowel sound. Read the first syllable, read the second syllable, then read the whole word.

pan

cake

pancake



cup

cake

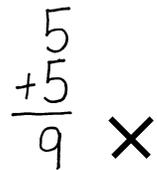
cupcake



mis

take

mistake



in

flate

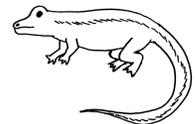
inflate



rep

tile

reptile



sun

shine

sunshine



in

quire

inquire



in

side

inside



Syllable Study

In these words, the first syllable is a closed syllable, with a short vowel sound. The second syllable is a VCE syllable, with a long vowel sound. Read the first syllable, read the second syllable, then read the whole word.

bon

fire

bonfire



um

pire

umpire



con

crete

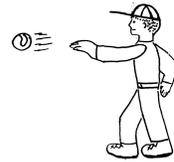
concrete



ath

lete

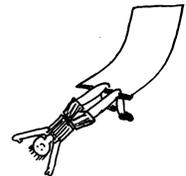
athlete



trap

eze

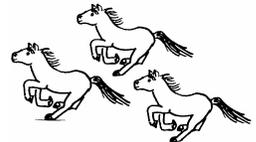
trapeze



stam

pede

stampede



cos

tume

costume



Nep

tune

Neptune



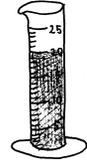
Syllable Study

In these words, the first syllable is a closed syllable, with a short vowel sound. The second syllable is a VCE syllable, with a long vowel sound. Read the first syllable, read the second syllable, then read the whole word.

vol

ume

volume



flag

pole

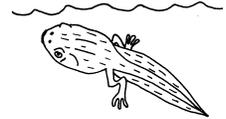
flagpole



tad

pole

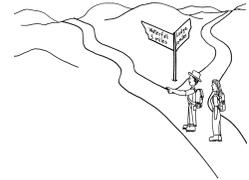
tadpole



ex

plore

explore



Syllable Study

Closed-VCE

1. We made a bonfire to stay warm.



2. Billy has to play inside today.



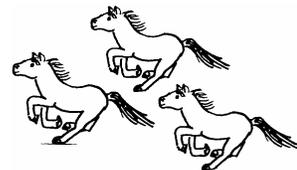
3. Neptune is a large planet made of gas.



4. This tadpole will change into a frog.



5. Why did the herd stampede?



6. These cupcakes are for the party.



Syllable Study

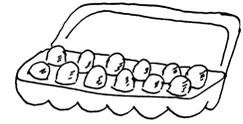
In these words, the letter o is pronounced like the short u sound. In this program, vowels that sound like short u are called “umbrella vowels.” Notice that in these words, the first syllable is stressed, the second syllable is unstressed.



doz

en

dozen



shov

el

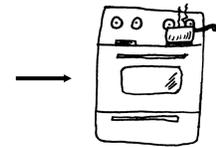
shovel



ov

en

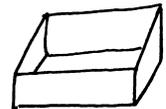
oven



noth

ing

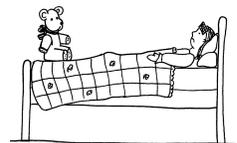
nothing



cov

ers

covers



hon

ey

honey



mon

ey

money



mon

key

monkey



Syllable Study

In these words, the letter o is pronounced like the short u sound. In this program, vowels that sound like short u are called “umbrella vowels.” Notice that in these words, the first syllable is stressed, the second syllable is unstressed.


moth

er

mother




broth

er

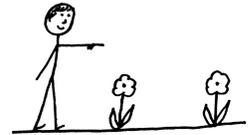
brother




oth

er

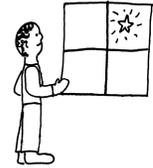
other




won

der

wonder



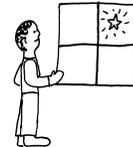
1. This is my little brother.



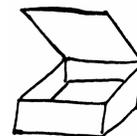
2. Jake takes the cake out of the oven.



3. I wonder if I will get my wish?



4. There is nothing in the box.



Syllable Study

In these words, the second syllable is stressed and the first syllable is unstressed. The vowel in the first syllable has the schwa sound; it is barely pronounced at all. The arrow tells you to go from one consonant to the other, skipping the vowel sound.

com

pete

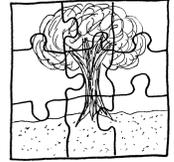
compete



com

plete

complete



com

pare

compare



com

plain

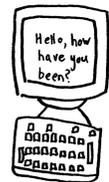
complain



com

pute

compute



con

fuse

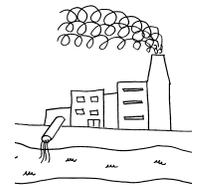
confuse



pol

lute

pollute



Syllable Study

In these words, the second syllable is stressed and the first syllable is unstressed. The vowel in the first syllable has the schwa sound; it is barely pronounced at all. The arrow tells you to go from one consonant to the other, skipping the vowel sound.

col
↪

lect

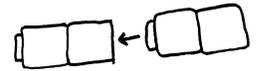
collect



con
↪

nect

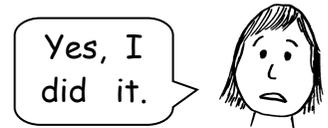
connect



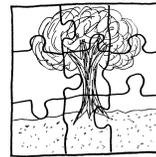
con
↪

fess

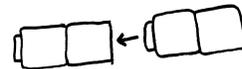
confess



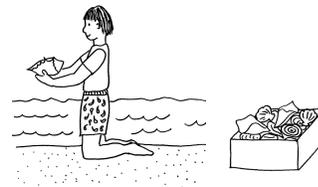
1. This puzzle is complete.



2. These cubes will connect.



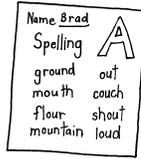
3. Ned likes to collect shells at the beach.



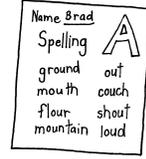
4. Many athletes compete in the race.



ëi



ëy



veil



they



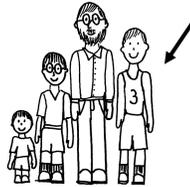
their



prey



*heir



hey



reins



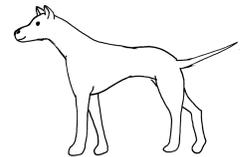
ō bey



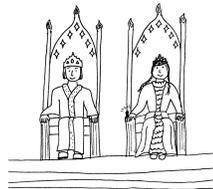
skein



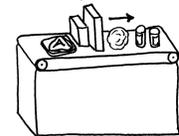
greyhound



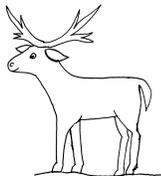
reign*



conveyer
belt



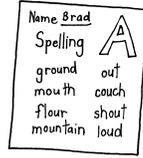
reindeer



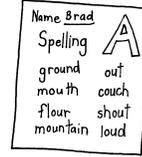
inveigle



ëi



ëy



1. The bride has a long veil.



2. They ride home on the bus.



3. He must obey his mother.



4. Will the cat catch its prey?



5. Hey! Get that pig out of the way!



6. They are standing in front of their house.



The Flagpole

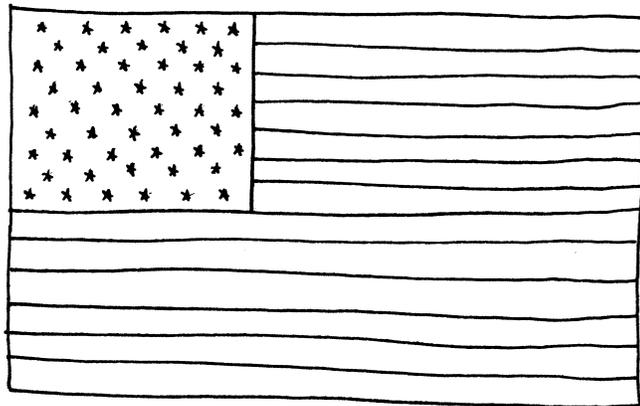


This is
Jack.



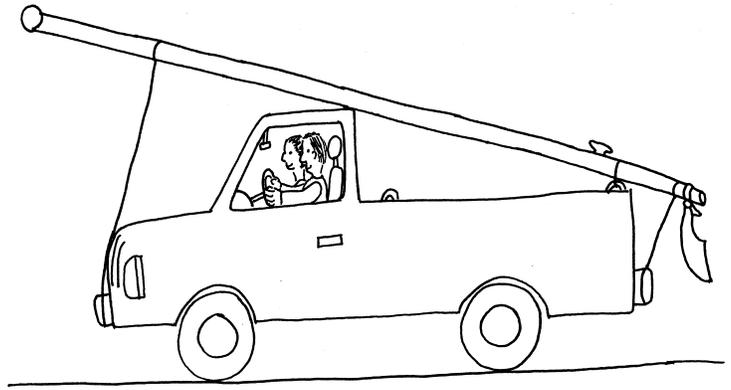
This is
Jack's wife,
Rose.

Jack and Rose live on Hope Street.



Jack and Rose have a flag. They would like to put the flag up. But they do not have a flagpole. So Jack and Rose save some money. They save a lot of money for a flagpole.

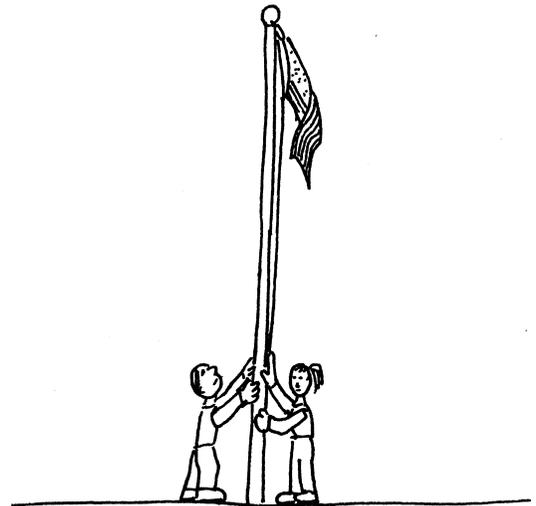
Then Jack and
Rose go to the
store to get a
flagpole. At the



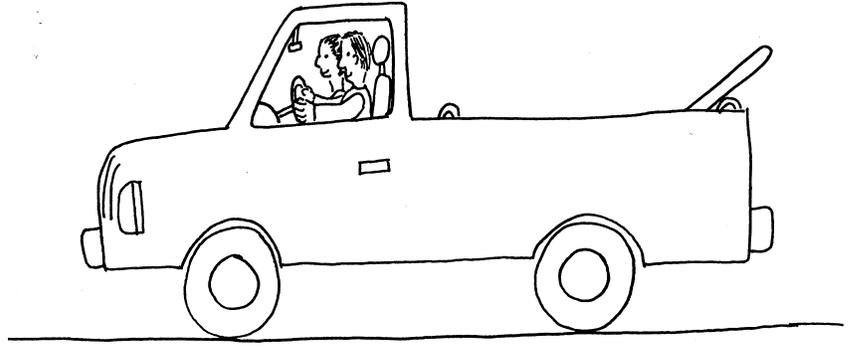
store, they find just the kind of flagpole
they need. They pay for the flagpole and
take it home.

The flagpole comes with a rope. Jack
puts the rope on the pole. Rose puts
the flag on the rope.

Then Jack and Rose lift
up the pole. They push
and they pull. But the
pole will not stay up.



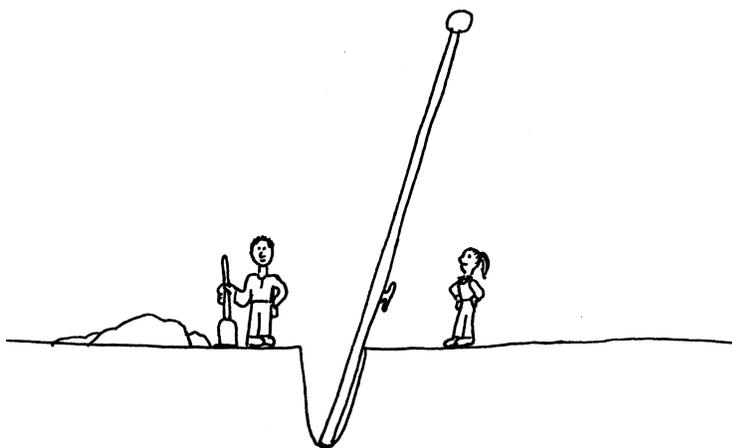
Jack takes
the flag off
the rope.



Then Jack
and Rose go back to the store. This
time they get a shovel. They pay for
the shovel and take it home.

At home, Jack and Rose dig a deep hole.
They put the flagpole in the hole.

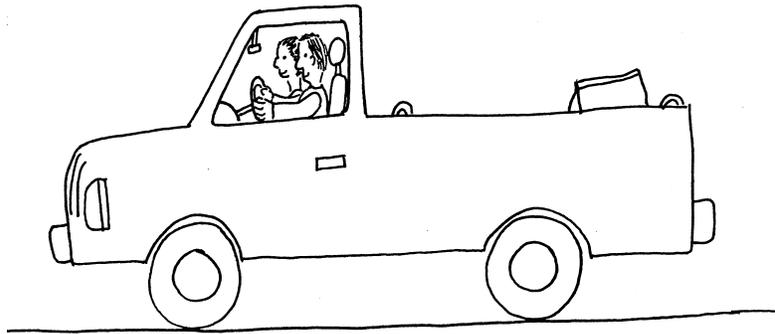
They push and they pull. The flagpole



will stay up,
but it is not
quite right.

Jack and Rose go back to the store.

They find a big bag of concrete. They pay for the concrete and take it home.



Jack and Rose mix up the concrete.

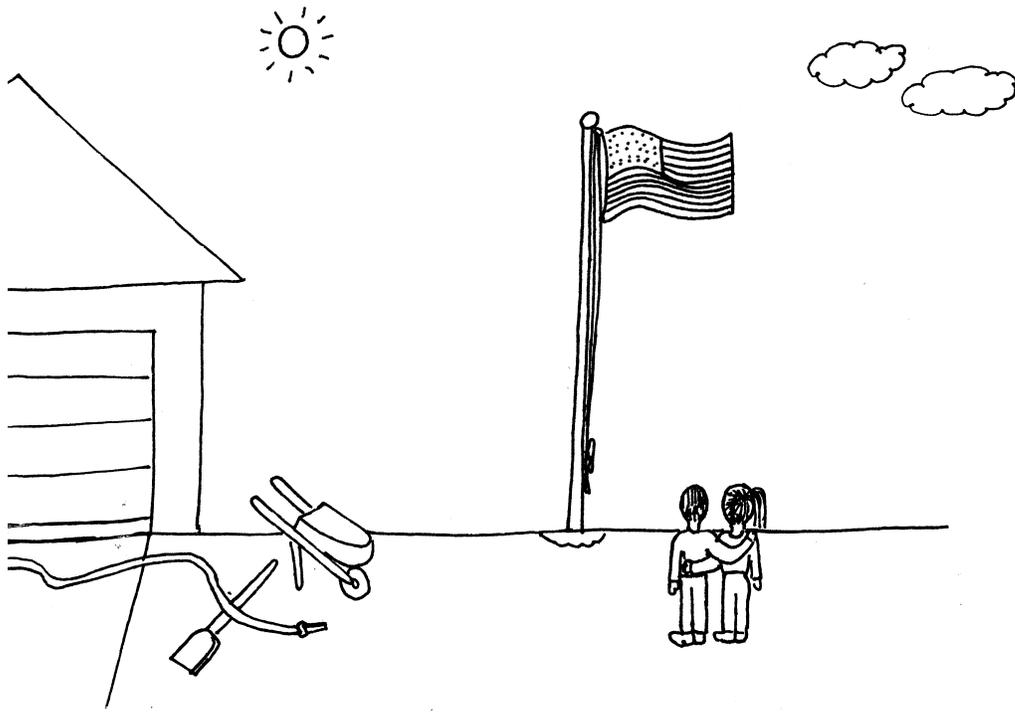
They put the concrete in the hole with the flagpole. They push and they pull.

The flagpole

stands up

just right.



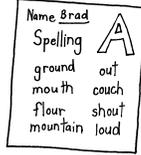


Jack puts the flag back on the rope.

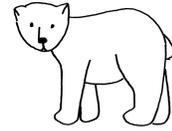
Rose pulls on the rope. The flag goes up the pole. It goes up high in the air. The flag waves in the wind. Jack is glad. And Rose is glad.

The End

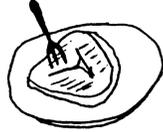
ea



bear



steak



tear



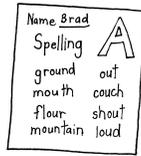
break



wear



great



pear



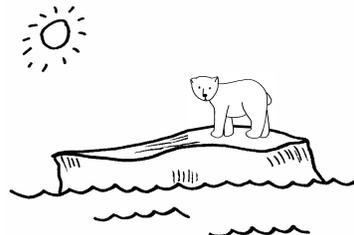
1. Do you want a peach or a pear with your lunch?



2. Martha is wearing her blue dress today.



3. This bear lives on the ice.



4. Did the cat break the vase?



I Like To Eat

I like to eat meat.



But I never eat a sheet.



I like to eat steak.



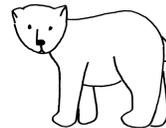
But I never eat a rake.



I like to eat a pear.



But I never eat a bear.



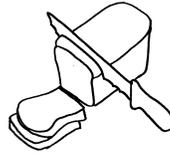
I like to eat beans.



But I never eat jeans.



I like to eat bread.



But I never eat thread.



I like ice cream.



But I never eat a dream.



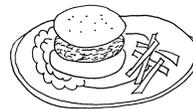
I like to eat a peach.



But I never eat a beach.



I like to eat a meal.



But I never eat a seal.



I like to eat a feast.



But I never eat a beast.



I like to eat peas.

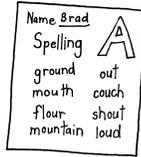


But it's time to stop, please!

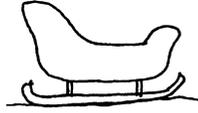


The End

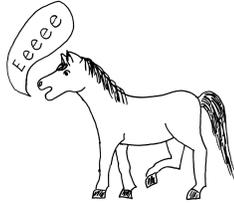
ēigh^x



sleigh



neigh



eight

8

eighteen

18

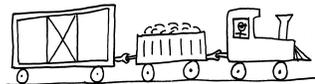
eighty

80

weigh



freight



neighbor



ë



ballet^x



buffet^x



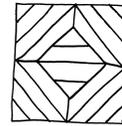
fillet^x



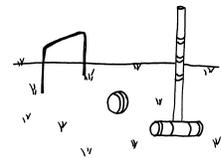
crochet^{sh x}



parquet^{k x}



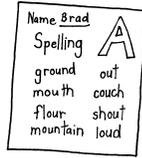
croquet^{k x}



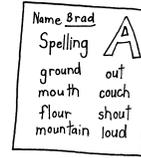
gourmet^x



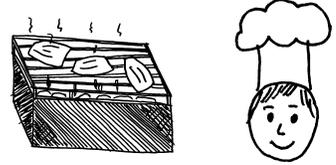
ëigh^x



ë



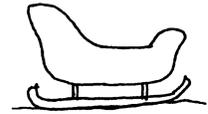
1. The gourmet cook is grilling fish fillets.



2. Jean is eight years old today.



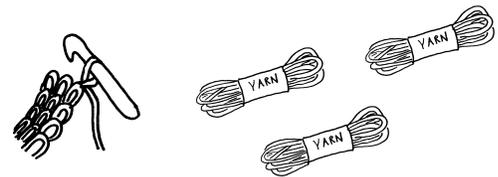
3. A sleigh can travel in the snow.



4. A freight train can haul coal, lumber, and cars.



5. Betty got three skeins of yarn to crochet a scarf.

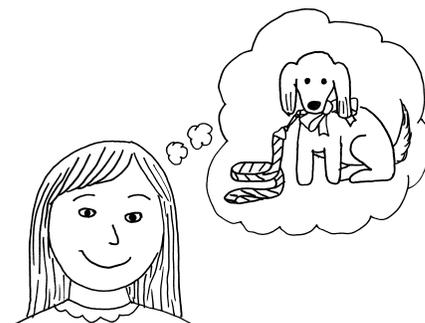


6. Audrey goes to ballet class every week.



A Birthday Treat

Jean has a dream. Jean
wants to get a real puppy



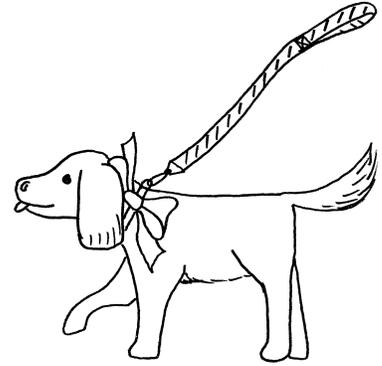
for a pet. She wants a puppy with a leather
leash and a red ribbon on its neck.

Today is Jean's birthday. She is eight years
old. She will have a birthday meal. Dad is
grilling steak fillets. Mom is heating French
bread. Jean is fixing green beans. Their meal



will be fantastic. A birthday cake
with eight candles is ready for
their dessert.

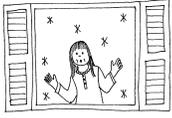
Jean hears a bark. She sees
dad walk in with a puppy.



The puppy is on a leather
leash. It has a red ribbon on its neck.

Jean hugs the puppy. The puppy licks her
face and wags its tail. Jean thinks this is
a great day!

The End



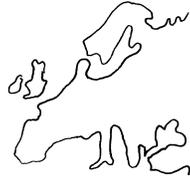
eū



sleuth



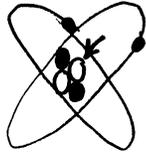
Europe



deuce



neutron



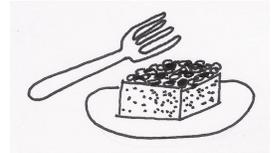
Eugene



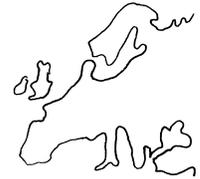
feud



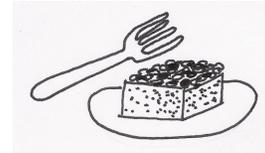
streusel



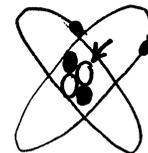
1. Europe is one of seven continents.



2. Eugene loves to eat streusel.



3. A neutron is part of an atom.



4. This sleuth is looking for clues.



i



ie



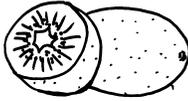
ski



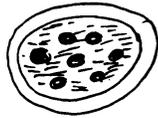
shield



ki wi



chief

piz^t za

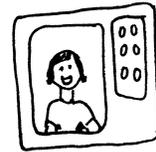
pier



Ri ta



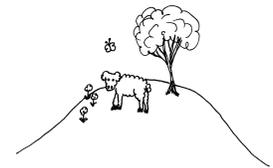
movie



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field



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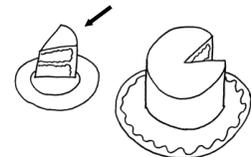
yield



In di an



piece



pi an ō



niece



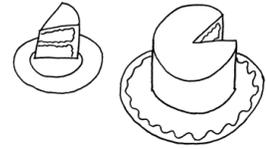
i



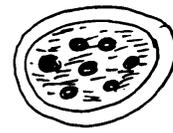
ie



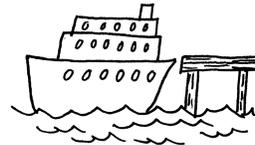
1. Do you want a piece of cake?



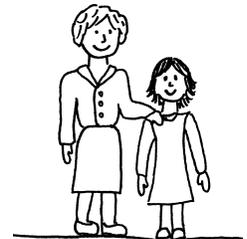
2. We will order a large pizza for dinner.



3. The ship is at the pier.



4. Mrs. Spencer will take her niece to see a movie.



5. Mom will bake a batch of cookies.



6. Rita can ski all the way down the hill.



Two Sleuths

Spencer



and Eugene



are sleuths. They are eight years old.

They are best friends. Spencer and Eugene

like to explore an empty field in their

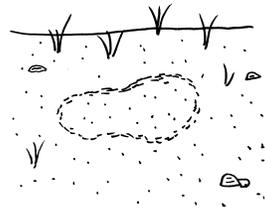
neighborhood. They look for clues in the

grass. Spencer sees bent twigs.



Eugene sees footprints in the dirt.

Was a person here?



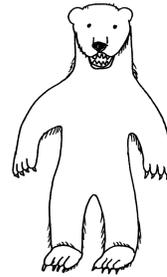
Maybe it was a thief!

Or maybe it was an Indian chief!

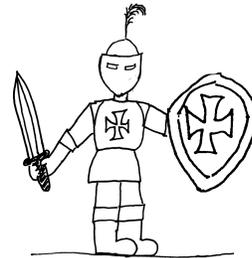


Sometimes Spencer and Eugene get into a feud. They argue over the clues. They don't agree about the footprints.

Eugene believes they are from a fierce bear.



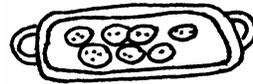
Spencer believes they are from a knight with a sword and a shield.



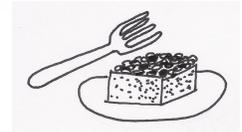
After their feud, Spencer and Eugene have to make up and become friends again. Then they look for more clues.

Later on, Spencer's mom calls the boys.

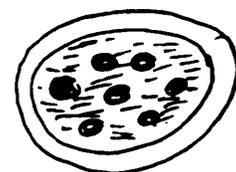
“Spencer and Eugene, do you want a piece of pizza? I also have cookies and apple streusel for you.”



Then Spencer and Eugene forget



all about the clues in the field. They are so hungry they even forget that they are sleuths. Spencer and Eugene race inside. They like to be sleuths, but they like to eat, too. They will enjoy a piece of pizza with cookies and apple streusel for dessert.



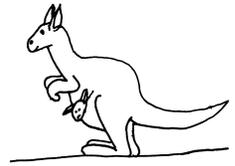
The End

Syllable
Study**Open Unaccented Middle Syllables**

The middle syllable in each word is an open syllable, but it is unaccented. It is not pronounced as forcefully as the other syllables. Do not use the long vowel sound. The vowel is hardly pronounced at all.

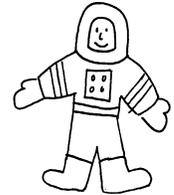
kan ga roo


kangaroo



as tro naut

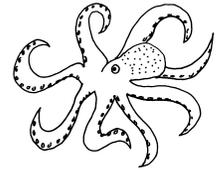

astronaut



oc to pus



octopus



en ve lope


envelope



in stru ments


instruments

**Open Unaccented Middle Syllables**

Notice that these are three-syllable words. In three-syllable words, the middle syllable is often unaccented. It is not pronounced as forcefully as the other syllables.

Look at the words above. The middle syllable is an open syllable. However, it is not pronounced with a long vowel sound. It is an unaccented middle syllable. The vowel is not pronounced in the usual way. It is hardly pronounced at all. The arrow tells you to skip this vowel sound when reading the word.

This is called the schwa sound. The schwa sound is often shown with this symbol: ə. When you read three-syllable words, be aware that a vowel in an open middle syllable will often have the schwa sound.

Syllable
Study**Open Unaccented Middle Syllables**

The middle syllable in each word is an open syllable, but it is unaccented. It is not pronounced as forcefully as the other syllables. Do not use the long vowel sound. The vowel is hardly pronounced at all.

i ci cle
 └─┘

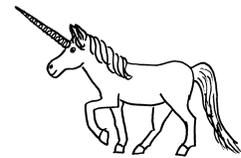
icicle

u ni form
 └─┘

uniform

u ni corn
 └─┘

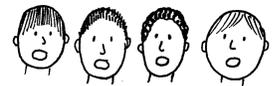
unicorn

u ni verse
 └─┘

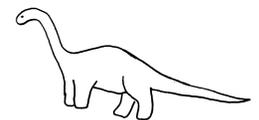
universe

u ni son
 └─┘ └─┘

unison

di no saur
 └─┘

dinosaur

**Open Unaccented Middle Syllables**

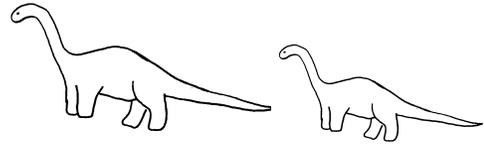
Notice that these are three-syllable words. In three-syllable words, the middle syllable is often unaccented. It is not pronounced as forcefully as the other syllables.

Look at the words above. The middle syllable is an open syllable. However, it is not pronounced with a long vowel sound. It is an unaccented middle syllable. The vowel is not pronounced in the usual way. It is hardly pronounced at all. The arrow tells you to skip this vowel sound when reading the word.

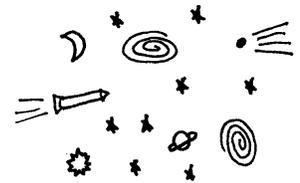
This is called the schwa sound. The schwa sound is often shown with this symbol: ə. When you read three-syllable words, be aware that a vowel in an open middle syllable will often have the schwa sound.

Open Unaccented Middle Syllables

1. Dinosaurs were alive
long ago.



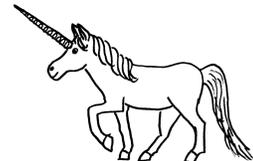
2. The universe is a huge place.



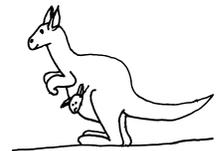
3. An icicle melts when it gets warm.



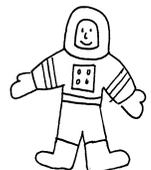
4. Is it true that a unicorn has
a long horn?



5. A kangaroo has a pouch to hold
its baby.



6. An astronaut goes into outer space.



Information For The Teacher

Overview

In the *Basic Phonics Patterns* books, students learn the sound or sounds for common phonetic patterns, in a logical order. They study one pattern at a time. First students spell words with the pattern from dictation. Then they read a list of words with the same pattern. Finally they read sentences and a short practice story, which contain review words and words with the new pattern.

Daily review of previously learned patterns using sound charts and flashcards ensures that students remember the patterns well enough to use them confidently when reading and writing.

The instruction is multisensory. Students see, say, hear, and write each new pattern, by itself, within words, and within a sentence.

Sight words are taught as exceptions to the rule after words with a new phonetic pattern have been taught. For example, after learning the ee/feet pattern, students might spell and read the words *see*, *deer*, *green*, and *sheep*. After they are comfortable applying the *ee* pattern in words, students learn the sight word *been*, taught as a rule breaker.

Each day's lesson builds on previous lessons. As students read sentences and stories, almost all of the words they see will contain previously taught phonetic patterns. Students are not expected to read words with patterns they have not yet learned. The only sight words they see will be words that have already been taught. This reduces guessing and builds a sense of enthusiasm and confidence in students.

There are eight *Basic Phonics Patterns* books that teach phonogram patterns, syllable patterns, suffixes, and contractions. Examples of phonogram patterns include ee/feet, ar/star, and sh/ship.

A separate *Basic Phonics Patterns* book teaches short vowel words and sentences. This book should be completed before beginning the books with phonogram patterns.

Oral Blending And Segmenting

In this program, students practice decoding new words by looking at each letter or letter pattern in the word, going from left to right. Each letter or pattern represents a sound. If a student knows these sounds, he or she can put them together mentally to identify and pronounce the word. For example, students look at the word *sheep* and see the symbols for three sounds: sh....ee.....p. Students then slide the three sounds together smoothly to pronounce the word: *sheep*. This skill is called oral blending.

Students learn to do just the opposite when spelling words. They hear the whole word and break it apart orally into its separate sounds. This is called segmenting a word.

Sight Words

A few words, including *been*, *says*, and *one*, are “rule breakers.” They are not pronounced and spelled as you would expect. These words are taught as sight words. Students learn to spell these words by saying the letter names aloud as they write, because each sight word has a non-phonetic element that can’t be “sounded out” in the regular way.

Extending The Teaching - Using Books

This program is designed to teach phonetic patterns and word structure quickly and efficiently, so that students will develop automatic word recognition skills. The goal is to enable students to read a variety of age-appropriate books, including stories, both fiction and non-fiction, and expository texts in the areas of science and social studies. The phonics lessons are meant to be stepping stones to the enjoyment of reading real books.

Each days’ work should include a period for teaching the phonetic lessons in this book, followed by a period working directly with high quality children’s books.

It’s important for students to be exposed to real books from the very beginning, even before students are reading. Teachers can select books and read them aloud to the class, discussing them as they go, with students responding orally. Students can also respond by drawing pictures.

Once students begin reading, they should read from real books each day starting as soon as possible, with guidance from the teacher.

Using Two-Sound Blending To Introduce Short Vowels - “Silly Sounds”

Before reading short vowel words, students practice spelling and reading two-letter chunks that are not real words. First students pronounce consonant-vowel combinations that begin with continuous consonants (that can be held) *fa*, *ha*, *la*, *ma*, *na*, *qua*, *ra*, *sa*, *va*, *wa*, *ya*, and *za*. Then students pronounce combinations that begin with stopped consonants (that can’t be held) *ba*, *ca*, *da*, *ga*, *ja*, *ka*, *pa*, *ta*. In this program, these combinations are called “silly sounds” because they have no meaning. Mastering this warm-up activity makes it much easier for students to begin spelling and reading three letter short vowel words, for example, *fan*, *mop*, *red*, and *wig*.

Pacing

Go through the books in order. Teach one new pattern (short a, sh, or, ee) or one new set of consonant blends (amp, est, st, br) per day. Go in the order that the patterns appear in each book. For students above the first grade level, you may be able to study two or more patterns per day, if students are able to master the material. This will depend on the experience and maturity level of the students. Practicing every day is the key for building mastery.

Materials Needed

You will need the *Basic Phonics Patterns* books, alphabet cards, phonogram cards, and sight word cards. For a whole class, print the enlarged version of the charts and post them on the wall. The pdf files needed to print these materials are available at www.soundcityreading.com.

You will need children's books to read aloud to beginning readers. For students who are already reading, you'll need books at their current reading level. These must be obtained separately.

Students will need pencils and lined paper appropriate for their age. For a classroom, teachers will need a chalk board, white board, or overhead projector to demonstrate letter formation, to model spelling, and to introduce suffixes and contractions.

Read The Sound Story First

A sound story is included at the beginning of each book. This can be used with individual students when tutoring. A larger version of the story and a set of flashcards with the sound pictures can be used with a group. The teacher should read the story to the students over a period of about eight days, covering about six new pictures per day. Model the sound for each picture and have the students repeat. It is important for students to remember the sound for each of the pictures, since these pictures will be used to illustrate the sound or sounds for each letter of the alphabet and each phonetic pattern learned. Use the picture flashcards or pictures in the book to review during each lesson. Have students say the sound for each picture.

Using sound pictures rather than key words is very helpful for students. They can easily see, for example, that the *ai*, *a_e*, and *ay* patterns are all under the same sound picture on the charts, and all represent the same sound. The *ou* pattern is shown on the charts with three different sound pictures, so students know that this pattern can represent three different sounds in words.

Understanding The Markings

Short vowels (a/ant, e/egg, i/in, o/ox, u/up) are not marked. Long vowels (a/apron, e/emu, i/island, o/ocean, u/uniform) are marked with a straight line like this: ā, ē, ī, ō, ū. Special vowels (a/all, e/ballet, i/pizza, o/to, u/push) are marked with two dots to indicate "not the usual sound," like this: ä, ë, ï, ö, ü. In words with silent letters, a small **x** is placed over any letters that are not pronounced. A small picture of a broken ruler indicates that a word or phonetic pattern is a "rule breaker" and cannot be sounded out in the usual way. A small umbrella above a vowel shows that it represents the u/umbrella sound (short u sound) in that word. These are some examples of umbrella words: was, what, son, of, across, panda, love.

Daily Lesson Plan:

1. **Sound Chart Review:** Use the charts in this book, or put up wall charts, available at www.soundcityreading.com. Go through the letters or letter patterns on each chart in order. Go from left to right, starting with the top row. Point to each letter or letter pattern and model the sound. Students repeat. As soon as possible, point to the patterns and let the students say the sounds without any modeling from you. This should go quickly.
 - a. Because they are organized visually into logical groupings, with picture cues to help students remember the sounds, the sound charts provide students with a mental framework for understanding and remembering the phonogram patterns.
 - b. In the first books, there are just a few patterns; in each succeeding book new patterns are added. Students master the patterns in one book before going on to the next book.
 - c. Eventually students will have covered many charts. At this point, choose which ones to review in each lesson, rather than try to cover them all at once. Rotate among the newest and most challenging charts, saving the others for occasional review.
2. **Sound Card Review:** In this step, students must remember the sound for each letter and letter pattern without the benefit of picture cues. This is exactly what they will need to do to read words. Go through all of the cards that have been taught, in order, ending with the newest card. Students say the sound or sounds (if there are more than one) for each pattern. Do not use key words or sound pictures with the sound cards. However, if students get stuck on a card and can't remember the sound, point it out on the sound chart. Model the sound and have the class repeat in unison.
3. **Handwriting:** Study either manuscript or cursive letters. Choose a few letters to practice each day. Model how to write each letter, discussing where the letter starts, in which direction to move the pencil, and where it ends. Explain that for capital letters, if you need to return to the top line, you "hop." For lower case letters, you retrace along the same line instead of hopping. Students write each letter on lined paper while saying the associated sound. The teacher monitors and writes the letter in red pencil beside any letters that are formed incorrectly. The student traces the red letter several times, then tries writing the letter again. A variety of handwriting books with further instructions are available from Sound City Reading. In these books students trace and copy large letter patterns first, then trace and copy regular sized letters.
4. **Spelling Dictation:** During this part of the lesson, the teacher dictates individual letter and phonogram sounds, phonetic words, sight words, and a sentence. Words with suffixes and contractions are also taught and practiced.

Plan each days lesson ahead of time, making a list of the specific letters, phonogram patterns, words, and the sentence to be practiced. The sentence will be last. Every word in the sentence should be practiced during the course of the lesson, so that students can write it with confidence.

- a. Dictate a row or two of letters and letter patterns by saying the sound (or sounds) for each pattern. Select them ahead of time. Choose the newest patterns, any patterns causing difficulty, and older patterns needed to spell today's words. For example: b, p, c, a, g, d, ai, ay, a_e, ch, th, sh. Frequently include some or all of the short and long vowels, adding the dotted vowels after they have been taught. For example: a, ā, ä, e, ē, i, ī, o, ō, ö, u, ū, ü.
- b. Dictate about six words with the new phonetic pattern. Choose the words from the word lists in the book. Notice that students are going to spell the words before they read them. As they spell, students analyze the sounds in the word and transform the sounds to written symbols. This helps students internalize the phonetic structure of the words, making it easier to read the words later in the lesson. Dictate some of the words a second time with any suffixes they have learned. Then dictate any review words or sight words that will be needed in the sentence.
- c. On days that students are learning new syllable or suffix patterns, model and explain them on the board, then dictate words with those patterns.

Follow these steps for each phonetic word. The steps should be done quickly, one after the other. Go from one word to the next in a steady rhythm. It takes much more time to read about what to do than it takes to actually follow the steps.

- a. The teacher says the word, and the students repeat it in unison. For beginners, it helps to stretch the word out as it is pronounced, so that students can listen carefully to the sounds.
- b. Both the students and the teacher then immediately segment the word orally, in unison, while moving their hands across at shoulder height like a bouncing ball, keeping their arms straight. With each downward hand motion, say a separate sound, for example, r.....ai.....n.. Students will move their hands from left to right, in the same directions as the letters will be written. Teachers who are facing the students will go from right to left, so that it will appear to the students as left to right.
- c. Students segment the word a second time, without the teacher's help. This time students write each letter or letter pattern when it's pronounced, on their papers, going from left to right.
- d. The teacher asks the class to segment the word once again, in unison. The teacher writes each sound as it's pronounced on the board, in the same position it should appear on the students' papers. Students immediately check their papers and correct the word if needed. (This step is not necessary when tutoring individual students.)

Introduce any new sight words during the dictation period by showing the flashcard, saying the word, and having students repeat it. Point out the part of the word that does sound as expected. Call on several students to use the word in oral sentences. Then have students spell the word by saying the letter names as they copy the word on their papers. Remove the flashcard and have students cover the word on their papers as they spell the word again from memory.

Finally, dictate a sentence. Plan the sentence ahead of time, using the words dictated during the lesson. For example, the sentence “*We play in the rain*” could be used when teaching ai and ay words. Be sure to have students write the words *we*, *in*, and *the* in the “other” column during the lesson, so they will easily remember how to spell them as they write the sentence. Remind students to begin sentences with a capital letter and end with the correct punctuation.

You can modify the dictation period as needed in the following ways.

- a. If students are still learning to write the alphabet letters, let them spell the words using plastic letters for a while.
 - b. Use a pocket chart with moveable alphabet letter cards. After you dictate a word, have a student use the cards to spell the word at the top of the chart, segmenting the word. Then cover the word and have the students segment the word again while writing it on their papers. Uncover the word and let students check their work.
 - c. Students who are already able to read and write may be able to practice two or three new patterns per day. In this case, have students fold their papers into columns. Show them how to head each column with the patterns to be studied, for example ai, ay, and a_e. As you dictate the words, call on students to tell you in which column the word should be written. Tell the students if they don't know.
4. **Reading Words With The New Pattern:** Students read the words and sentences with the new pattern from the pages in this book. On some days this will be a new phonogram pattern. On other days students will study a new syllable pattern, a new suffix pattern, or a group of contractions.
- a. This can be done with a whole group using individual books or images from a single book on a projector. Students take turns reading the words aloud. Then students reread some or all of the words in unison. If desired, teachers can have students reread the words at a later time in small groups.
 - b. Younger students should study one new pattern per day. Older students may be able to work through two or three patterns.
 - c. Study the same patterns that were introduced during the spelling dictation period.
 - d. Have students take turns reading a mixed list of review words from the board. Students should underline the vowel or vowel pattern and say the sound before reading the word.
 - e. Sight words are taught as exceptions to the rule. In sight words the new pattern

does not represent the expected sound. Remind students that these words cannot be “sounded out” in the usual way. They must be able to read and write the words from memory. New sight words are listed at the top of the phonetic word list pages. Review any new sight words from flashcards. (These can be introduced in the spelling dictation period.) Show the card, say the word, and have students repeat. Ask students to tell you which part of the word does not have the expected sound.

5. **Sight Word Review:** Students read all of the sight words that have been taught, including new words, from flashcards, in unison. Flashcards can be made by hand or downloaded from www.soundcityreading.com. You may want to post them on a word wall.
6. **Read The Story:** If there is a new story, have students read it. If not, have them reread the previous story. If the stories are short, reread several review stories. Work towards mastery. Keep practicing until students can read each page confidently, without hesitation. Ask questions frequently to make sure students understand and relate to the story. Some students may be able to read new stories without help. Others may need a structured preparation period before reading a new story. Include any or all of the following suggestions, as needed. These variations are especially helpful when you have a class with mixed reading skills.
 - a. The teacher reads the story aloud first. Discuss the story.
 - b. Echo Reading: The teacher reads one sentence at a time. Students track the print in their books while they listen and while they repeat the sentence.
 - c. The teacher reads one page at a time. Students track the print while the teacher reads and then reread the page in unison.
 - d. Students reread the story with the teacher, taking turns so that they can receive individual guidance, in small groups.
7. **Read And Respond To Appropriate Age Level Books:** The teacher should use a variety of books at the interest level of the students. This can include narrative fiction and non-fiction and expository books related to the science and social studies curriculum.
 - a. For younger students, the teacher reads aloud while discussing the story. Students can draw a picture of their favorite part of the story afterwards.
 - b. For students who are reading, the teacher can follow any of the steps in section six above. Students who are reading confidently can read for the teacher without any of the preparatory steps.
 - c. Introduce any unfamiliar words and discuss their meanings.
 - d. The teacher and students work together to create a semantic map, graphic organizer, or summary of the story. This can include time lines, bubble maps, character and setting pictures, Venn diagrams, etc. The teacher should elicit ideas from the students and record them on the board while modeling how to set up the information in the graphic organizer. Students can copy and illustrate

the organizer, and possibly add more information as directed, depending on their level. Or they can write their own summary of the book. This can be done during a seat work period while the teacher works with individual groups.

- e. Students can reread the story with a partner.
- f. Students can reread the story independently.
- g. Students can reread the story for homework. Young students should read aloud for parents.

Extension And Enrichment

1. Students can do writing and drawing activities related to new letter patterns and stories.
2. They can also play learning games to reinforce new letter patterns. See the caterpillar games and others at www.soundcityreading.net or www.soundcityreading.com.
3. Teachers can elaborate on selected words or stories by teaching related topics in science and social studies.
4. After students complete each lesson in the *Basic Phonics Patterns* books, the teacher can send home copies of the pages for extra practice at home.
5. The workbooks designed for the *Phonetic Words And Stories* books may also be used with the *Basic Phonics Patterns* books. The phonetic patterns are taught in the same sequence.

Working With Plastic Letters

If students need extra support reading and spelling the words, it is helpful to have them spell the words for each phonetic pattern using small plastic letters. Using the plastic letters is particularly useful when introducing the short vowel words with beginning or ending consonant blends.

Working with plastic letters is most easily accomplished at a table working with a small group. Once the letters are out and set up, they can stay in place as you rotate from one group to the next.

Purchase two sets of twenty-six letters for each student and store them in small boxes. Plan to study one new phonetic pattern or set of consonant blends at a time. To begin a lesson, say the sound for each letter needed to spell the chosen set of words. Students find each letter and place it on the upper half of a work mat. Point out the new pattern on a sound card, have students say the sound, and leave the card out so that students can see it. Dictate the words, one at a time. Students move one letter at a time to the lower half of the work mat to spell each word, saying the sound for each letter or letter pattern as it is placed. Monitor and have students rearrange the letters to correct words as needed.

Trouble Shooting

Students who need more help with segmenting and decoding can study the same letter patterns, words, and stories in a different set of books, *Phonics Patterns*

And Stories, which are designed to make the learning process easier for beginning readers. In these books, students play a listening game (the robot game) using pictures and words in the book to prepare them to read each new set of words. The game develops their ability to hear the separate sounds in words and put them together mentally. The words are also color-coded. Each vowel sound is represented in a particular color. For example, all the patterns that represent the long a sound (ai/rain, ay/play, a_e/safe), are printed in dark red. This helps students see the pattern as a distinct unit within the words.

| Lesson Plan | |
|--|--|
| Overview | |
| <p>A. New letter patterns are introduced with the sound charts and sound cards.</p> <p>B. Students write new and review letter patterns and selected words with those patterns during the dictation period.</p> <p>C. Students read the word lists and sentences with the new letter patterns in this book.</p> <p>D. Students read the practice stories in this book.</p> | |
| 1. | <p>Sound Charts</p> <p>Students say new and review alphabet and phonogram sounds in unison.</p> |
| 2. | <p>Sound Cards</p> <p>Students say new and review alphabet and phonogram sounds in unison.</p> |
| 3. | <p>Handwriting (Use this section to teach or review manuscript or cursive handwriting.)</p> <ol style="list-style-type: none"> a. Introduce new letters b. Practice previous letters c. When teaching cursive handwriting, teach students how to make letter connections. |
| 4. | <p>Dictation</p> <ol style="list-style-type: none"> a. Letter dictation (Teacher says the sounds, students repeat and write.) b. Phonogram dictation (Teacher says the sounds, students repeat and write.) c. Dictate new phonetic words (Students say the sounds as they write.) d. Model and dictate words with suffixes, contractions, etc., as needed. e. Model and spell new and review sight words, as needed. f. Dictate one or more sentences using phonetic words and sight words from this lesson. |
| 5. | <p>Decoding</p> <ol style="list-style-type: none"> a. Read word lists from this book. b. Mark and read mixed word lists from a white board or chalk board. |
| 6. | <p>Sight Word Review</p> <p>Read new and review words from flashcards, the sight word chart in this book, or a word wall.</p> |
| 7. | <p>Reading Stories</p> <p>Students read the practice stories in this book. Additional “easy reader” books that may be read are listed on the sequence charts starting with Book 5.</p> |

Phonetic Words And Stories - Book 5 - Soft C And G Sounds, Bossy R Patterns

| | Phonogram Patterns | Syllable Study | Suffix Study, Contractions, Punctuation | Stories to Read |
|----|---------------------------------------|----------------|---|---|
| 1 | ce/cent ci/city cy/cycle | | | |
| 2 | _ace/face _ice/mice _uce/spruce | | | |
| 3 | _ce/fence | | | |
| 4 | ir/bird | | | <i>A Bird</i> |
| 5 | ge/gem gi/giant gy/gym | | | <i>Jake's Magic Show</i> |
| 6 | _ge/hinge | | | |
| 7 | ar/star | | | <i>Mark's Car</i> |
| 8 | er/her (one-syllable words) | | | |
| 9 | er/her (two-syllable words) | | | <i>The Foot Book</i> by Dr. Seuss (Random House, 1968) |
| 10 | er/her (more two-syllable words) | | _ed #2 | <i>Oil</i> |
| 11 | ur/turtle | | _ing #2 | <i>The Life Of A Turtle</i> |
| 12 | _se/mouse | | | |
| 13 | _se/cheese _ze/freeze | | | |
| 14 | | | Contractions with <i>is</i> # 2 Contraction with <i>am</i> | <i>A Trip To The Farm</i> |

Phonetic Words And Stories - Book 5 - Soft C And G Sounds, Bossy R Patterns

| | New Sight Words | New Phonetic Words | Compound Words Antonyms, Synonyms, Homonyms |
|----|-----------------|--|---|
| 1 | | cent, city, cycle, pencil, princess, fancy, spruce, ceiling, mice, race | spaceship, anyplace, cent/sent/scent, nice-mean, give-receive |
| 2 | | face, race, ace, space, rice, mice, dice, slice, price, spruce | |
| 3 | once | fence, prince, dance, lance, prance, force, bounce, voice, choice, juice | fencepost |
| 4 | | girl, bird, dirt, fir, stir, shirt, third, first, skirt, squirrel | bluebird, birdhouse, girl-boy, nightshirt, sweatshirt, first-last |
| 5 | | gem, gel, giraffe, gymnastics, magic, squeegee, page, stage, cage, huge | birdcage, backstage |
| 6 | | hinge, fringe, flange, plunge, sponge, strange, change, gorge, orange, revenge | |
| 7 | are | arm, art, car, star, farm, barn, large, shark, chart, garden | junkyard, hardware, armchair, barnyard, starlight, courtyard, warm-cold, start-stop, near-far |
| 8 | | her, herd, verb, verse, serve, perch, fern, clerk, desert, dessert | |
| 9 | answer | zipper, ladder, soccer, letter, butter, hammer, winter, number, under, river | sunflower, however, afternoon, grandmother, whoever, whomever, whenever, whatever, grasshopper, understand, everybody, everywhere, everything, everyone |
| 10 | | feather, weather, sweater, celery, water, oyster, tower, flower, either, neither | weather/whether |
| 11 | bury | hurt, curve, surf, burn, church, churn, turnip, turtle, purple, turkey | turncoat |
| 12 | | house, mouse, goose, geese, horse, purse, nurse, false, rinse, tense | houseboat, horseback, true-false |
| 13 | | cheese, raise, pause, choose, cruise, noise, freeze, maize, gauze, snooze | cheesecake, raise-lower, freeze-thaw |
| 14 | | he's, she's, it's, that's, what's, who's, where's, when's, how's I'm | |

Phonetic Words And Stories - Book 6 - Dotted Ę And İ Patterns, Syllable Study

| | Phonogram Patterns | Syllable Study | Suffix Study, Contractions, Punctuation | Stories to Read |
|----|-------------------------|--|---|--|
| 1 | | a/raven | | |
| 2 | | e/begin | | |
| 3 | | i/lilac | | |
| 4 | | o/robot 1 | | |
| 5 | | o/robot 2 | | |
| 6 | | u/tulip u/music | jogged, jogging | <i>Baby Sally</i> |
| 7 | | cup-cake, bon-fire | | |
| 8 | | trap-eze, cos-tume, flag-pole | | |
| 9 | | shov-el, moth-er | | |
| 10 | | con-fess, com-pare | | |
| 11 | ei/veil | | | |
| 12 | ey/they | | | <i>The Flagpole</i> <i>Green Eggs and Ham</i> by Dr. Seuss (Random House, 1960) |
| 13 | ea/steak | | | <i>I Like To Eat</i> <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr., illustrated by Eric Carle (Henry Holt and Company, 1967) |
| 14 | eigh/sleigh ë/ballet | | | <i>A Birthday Treat</i> <i>Ten Apples Up On Top!</i> by Theo. LeSieg, illustrated by Roy Mckie (Random House, 1961) |
| 15 | eu/neutron eu/Europe | | | |
| 16 | ï/pizza | | | |
| 17 | ïe/shield | | | <i>Two Sleuths</i> |
| 18 | | Unaccented middle syllables, as-tro-naut, di-no-saur | | <i>Put Me In The Zoo</i> by Robert Lopshire (Random House, 1960) (violet) |

Phonetic Words And Stories - Book 6 - Dotted Ē And Ī Patterns, Syllable Study

| | New Sight Words | New Phonetic Words | Compound Words Antonyms, Synonyms, Homonyms |
|----|-----------------|---|--|
| 1 | | raven, acorn, label, apron, table, lady, baby, tasty, paper, saber | ladybug, baby-adult, |
| 2 | | Venus, refund, begin, secret, equal, tepee, below, beside, fever, zebra | |
| 3 | | minus, title, pilot, bison, quiet, ibis, lilac, ivy, tiny, tiger | |
| 4 | | open, robot, donut, bonus, total, topaz, broken, proton, program | overcoat, turnover, pushover, open-shut, over-under |
| 5 | | oval, over, clover, pony, trophy, oboe, sofa, cola, cobra, okra | |
| 6 | | music, tulip, student, Cupid, duet, ruler, ruby, tuba, fluid, unite | tiny-huge, plus-minus, hi/high |
| 7 | | cupcake, inflate, mistake, pancake, bonfire, umpire, inside, sunshine, reptile, inquire | |
| 8 | | stampede, trapeze, athlete, concrete, costume, volume, Neptune, explore, tadpole, flagpole | |
| 9 | | mother, brother, nothing, oven, shovel, dozen, wonder, covers, money, honey | |
| 10 | | confess, collect, connect, confuse, compute, pollute, complain, compare. compete, complete | |
| 11 | | their, heir, veil, reins, skein, reign, reindeer, inveigle | rain/rein/reign, air/heir, vale/veil, our-their |
| 12 | | they, hey, prey, obey, conveyer belt, greyhound | obey-defy, hay/hey, pray/prey |
| 13 | | steak, break, great, bear, tear, wear, pear | swimwear, fix-break, bear/bare, break/brake, steak/stake, pear/pare/pair |
| 14 | height | sleigh, neigh, weigh, eight, freight, neighbor, eighty, fillet, ballet, buffet | sleigh/slay, eight/ate, weigh/way, neigh/nay, wait/weight |
| 15 | | feud, sleuth, neutron, streusel, Eugene, Europe, deuce, eureka | |
| 16 | | ski, taxi, kiwi, pizza, Rita, liter, piano, Indian, radio, zinnia | windshield |
| 17 | | field, shield, chief, grief, niece, piece, pier, fierce, movie, cookie | |
| 18 | | envelope, octopus, dinosaur, astronaut, instruments, kangaroo, unicorn, uniform, universe, icicle | |

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t U u

V v W w X x Y y Z z

A a B b C c D d

E e F f G g H h

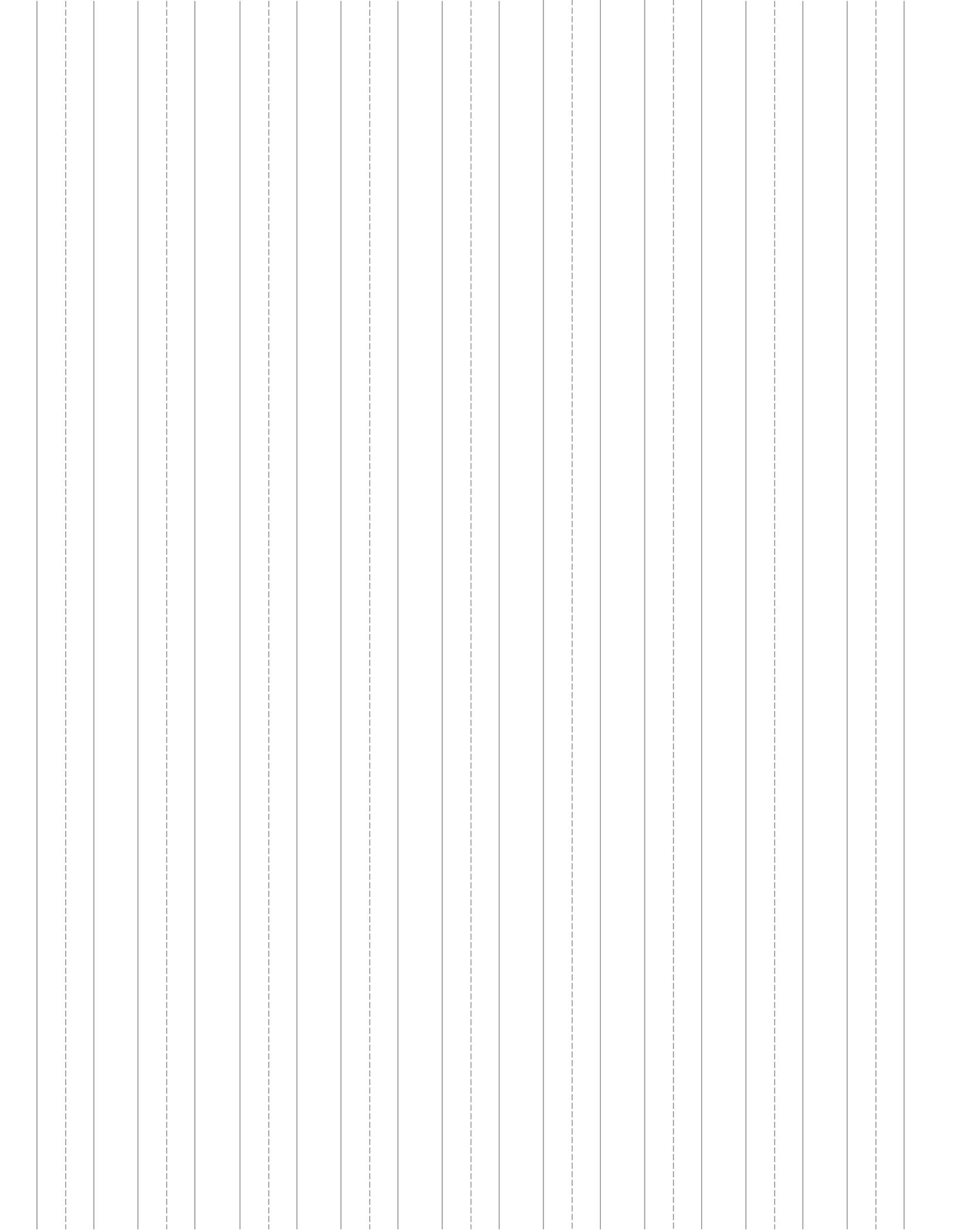
I i J j K k L l

M m N n O o

P p Q q R r S s

T t U u V v W w

X x Y y Z z



1 Basic Short Vowels, Long Vowels, Umbrella Vowels, Consonant Patterns

Basic Vowels: Short vowels, long vowels, dotted ö, or, umbrella sound for a and o
 Consonant Patterns: sh, th, ck, _ve, ch, tch, nch, wh, ng, nk
 Ending Consonant Blends
 Beginning Consonant Blends

2 Two-Syllable Words, Long Vowel Patterns, Vowel Sounds For Y

Two-Syllable Words: Closed syllables, silent-e syllables
 Long Vowel Pairs: ee, ei, ey, ea, ai, ay, ie
 Vowel-Consonant-E Patterns: e_e, a_e, i_e
 Follow The Leader Patterns: igh, ind, ild
 Two Vowel Sounds For Y: y = ē, y = ī

3 More Long Vowel Patterns, More Umbrella Patterns

Long Vowel Pairs: oa, oe, ui, ue, ew
 Vowel-Consonant-E Patterns: o_e, u_e; VCV/VCVE discrimination for all vowels
 Follow The Leader Patterns: old, olt, oll, olk
 Three New Umbrella Patterns: o_e, a_, _a
 New Consonant Pattern: dge

4 Odd O Patterns, Dotted Ä And Ü Patterns

Odd O Patterns: oi, oy, ou, ow, oo, ould
 Dotted Vowel Patterns: ü, au, aw, all, al, alk, wa, swa
 New Umbrella Pattern: ou

5 Soft C and G Sounds, R-Controlled Vowel Patterns

Soft C Sounds: ce, ci, cy
 Soft G Sounds: ge, gi, gy
 Bossy R Patterns: ir, ar, er, ur
 Ending Patterns: _ce, _ge, _se, _ze

6 More Two-Syllable Words, Dotted Ę And Dotted Ĩ Patterns

Words That Begin With Open Syllables: ra-ven, se-cret, bi-son, ro-bot, mu-sic
 Words That End With VCE Syllables: cup-cake
 Words That Begin With Umbrella O Syllables: moth-er, doz-en, mon-ey
 Words That Begin With Unaccented Closed Syllables: con-nect, com-pare
 Words With Unaccented Open Middle Syllables: oc-to-pus, u-ni-form
 Dotted Vowel Patterns: ei, ey, ea, eigh, ě, ĩ, ie
 Long U Pattern: eu

7 Advanced R-Controlled Patterns

More Bossy-R Patterns: wor, er, or, ar, ear, our

8 More Vowel, Syllable, And Consonant Patterns

Vowel Patterns: a = o, ought, ye, y_e, y = i, qua, squa
 Consonant Patterns: kn, wr, gh, ph, ugh
 Two-Syllable Words With Ending Open Syllables