

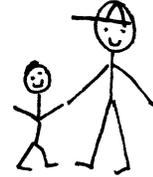
Decoding Practice

Words, Sentences, And Stories

panda



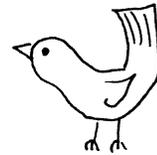
father



knife



wren



ghost



straight

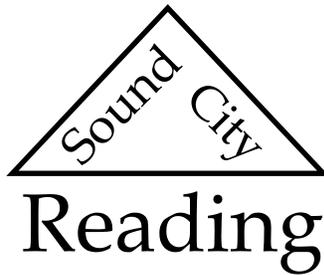


bought



menu





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Instructions

Pacing

Teach one new pattern (sh, th, ck) or one new set of consonant blends (amp, est, st, br) per day. Or, teach two or more patterns per day, if students are able to master the material. Be sure to practice every day so that students can remember the sounds for the patterns.

Materials Needed

Decoding Practice Book, phonogram cards, sight word cards, pencils and lined paper. For a whole class, print the enlarged version of the charts (available at www.soundcityreading.com) and post them on the wall.

Daily Lesson Plan: Eight Easy Steps

1. **Teach A New Pattern:** Show the card, model the sound, and have each student repeat individually. When teaching a new set of consonant blends, instead of using flashcards, model the sounds from the truck chart, and have students repeat.
2. **Sound Chart Review:** Use the charts in this book. Do 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. Say both the sound and key word for each pattern when you begin each book. After a few days, just say the sounds and skip the key words. As soon as possible, point to the patterns and let the students say the sounds without any modeling from you.

Because they are organized visually into logical groupings on the page, with picture cues to help students remember the sounds, the sound charts provide students with a mental framework for understanding and remembering all of the phonogram patterns. Students start with just a few patterns; in each succeeding book new patterns are added to the charts. Students master the patterns in one book before going on to the next book.

3. **Sound Card Review:** In this step, students must remember the sound for each letter pattern without the benefit of picture cues. 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.

This step is important because students are learning to recognize the letter patterns without the benefit of the picture charts. They are responding with the sounds only, without using key words. This is exactly what they will need to do to read words.

4. **Apply The New Pattern:** Students read the words and sentences with the new pattern.

5. **New Sight Word Intro:** Introduce any new sight words that are listed on the page, after students have read the phonetic words for that pattern. Show the card, say the word, and have students repeat in unison. Call on several students to make up a sentence using the word.

Sight words are taught as exceptions to the rule. 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.

6. **Spelling Dictation:** Display the card for the new pattern. Dictate several letters and phonogram patterns, including the new pattern. Dictate ten of the new words. Students pronounce the word and then say the individual sounds while they write the related letters on lined paper. Show any new sight word cards, say each word, and have students copy them. These words cannot be sounded out and must be learned visually. For sight words, students may say the letter names (instead of sounds) as they write them. You may also want to dictate a few words with suffix patterns. Finally, dictate a sentence containing words that have been studied during the dictation period.

Students should not be able to see the words during the dictation period. It’s important for them to listen and figure out the sounds in the word for themselves. They then translate the sounds into the word by writing the letters. If they forget the new pattern, they can look at the card on display to help them remember it.

7. **Sight Word Review:** Students read all of the sight words that have been taught, in unison. Don’t read words that have not been introduced. Use sight word flashcards or the sight word list at the end of this book.
8. **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.

Troubleshooting

1. If students have difficulty reading the words, do the spelling dictation (step six) before reading the words (step 4). This may seem counterintuitive, but in practice it works very well. In order to write the word, students must analyze the sounds in the word carefully, and use the letters in the new pattern while writing the word. This is a multi-sensory process; students say the sounds, hear the sounds, write the letters, and see the letters. Using this combination of senses all at the same time lays the groundwork for students to understand the process of phonetic coding (spelling) and decoding (reading), making it easier to read the words.

2. If students have difficulty spelling the words, call on individual students to say the sounds one at a time, while arranging moveable letter cards in a pocket chart to build the word. Then cover the word and have students say the sounds again while writing the word on paper. Or, pass out sets of plastic letters, and have students spell each word with plastic letters before writing it.
3. If students have difficulty reading the stories, read them aloud first, discuss them, and then have students read them. If necessary, read one line at a time, and have students echo read each line in unison. Then listen while students re-read the whole story aloud, reading together. Finally, have students take turns reading to each other in pairs. Send the story home to read aloud for homework.

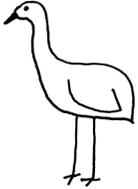
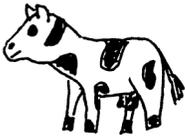
More Trouble Shooting

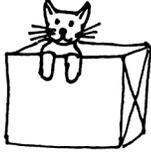
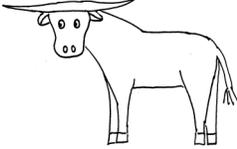
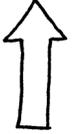
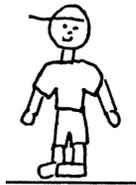
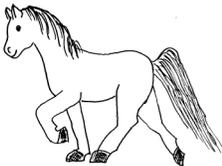
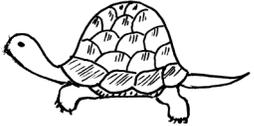
If the above steps don't solve the problem, students will need more help with segmenting (hearing the separate sounds in words) and decoding (seeing the individual patterns in words and translating them into sounds to form a word). On this case, students can study the same letter patterns, words, and stories in a separate set of books, *Phonics Patterns And Stories*, which are designed to make the learning process easier. 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. 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. Students also relate the sound for each pattern to environmental sound pictures from a sound story, instead of using key words. Although this approach is a little more challenging for adults, it works perfectly for students who are having trouble grasping the relationship between letter patterns and sounds.

After students complete each lesson in the *Phonics Patterns And Stories* books, the teacher can send home pages from this *Decoding Practice* book for extra practice at home.

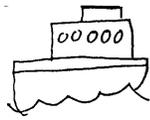
Alphabet

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

<p>Short Vowels</p>	<p>a</p>  <p>ant</p>	<p>e</p>  <p>egg</p>
<p>Long Vowels</p>	<p>ā</p>  <p>apron</p>	<p>ē</p>  <p>emu</p>
<p>Special Vowels</p>	<p>ä</p>  <p>all</p>	<p>ë</p>  <p>ballet</p>
<p>Special Vowel Pairs</p>	<p>ou</p>  <p>ouch</p>	<p>ow</p>  <p>cow</p>
<p>Bossy R Vowels</p>	<p>ar</p>  <p>car</p>	<p>er</p>  <p>her</p>

<p>i</p>  <p>in</p>	<p>o</p>  <p>ox</p>	<p>u</p>  <p>up</p>
<p>ī</p>  <p>island</p>	<p>ō</p>  <p>ocean</p>	<p>ū</p>  <p>uniform</p>
<p>ï</p>  <p>pizza</p>	<p>ö</p>  <p>to</p>	<p>ü</p>  <p>push</p>
<p>oi</p>  <p>oil</p>	<p>oy</p>  <p>boy</p>	<p>Umbrella Vowels</p>   <p>a what</p>   <p>o son</p>
<p>ir</p>  <p>bird</p>	<p>ōr</p>  <p>horse</p>	<p>ur</p>  <p>turtle</p>

sh



ship

th



thumb

ch



chicken



th



this

ck



Jack

tch



match

nch



bench

ce



cent

ci



city

cy



cycle

ge



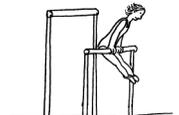
gem

gi



giant

gy



gym

wh



when

gh



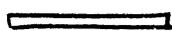
ghost

↓
wh



who

gh



straight

ng



ring

nk



wink

kn



knife

wr



wren

Consonant
Patterns

Consonant Patterns That Follow A Short Vowel

ck



ack

eck

ick

ock

uck

tch



atch

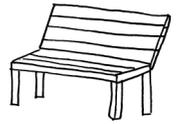
etch

itch

otch

utch

nch



anch

ench

inch

onch

unch

ng



ang

ing

ong

ung

nk



ank

ink

onk

unk

Long Vowel Patterns

ā



apron

ē



emu

ai



rain

ee



feet

ay



play

ei



ceiling

ey



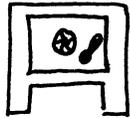
key

ea



eat

a_e



safe

e_e



these

Long Vowel Patterns

ī



island

ō



ocean

ie



pie

oa



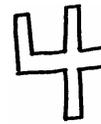
boat

oe



toe

ou



four

ow



snow

i_e



pine

o_e



home

igh



night

old



gold

ind



find

olt



bolt

ild



child

oll



troll

olk



yolk

Long Vowel Patterns

ū



tulip

ū



uniform

ue



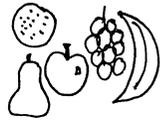
glue

ue



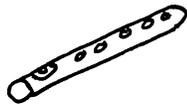
cue

ui



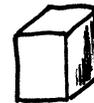
fruit

u_e



flute

u_e



cube



ew



flew



ew



few

eu



neutron

eu



Europe

Special Vowel Patterns

ä



all

ë



ballet

aw



saw

ei



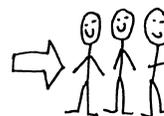
veil

au



Paul

ey



they

all



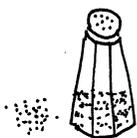
ball

ea



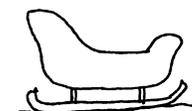
steak

al



salt

eigh



sleigh

alk



talk

wa



wasp



ought



bought

Special Vowel Patterns

i



pizza

ö



to

ie



shield

o



to

ou



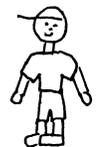
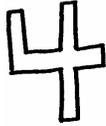
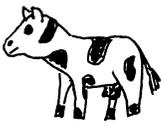
soup

oo



moon

Special Vowel Patterns

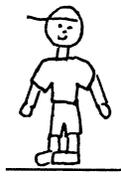
Special Vowel Patterns			
ü		push	Special Vowel Pairs
u		push	oi  oil
ould		should	oy  boy
oo		book	ou  ouch
			ou  four
			ou  soup
			ow  cow
			ow  snow
			oo  book
			oo  moon

oi



oil

oy



boy

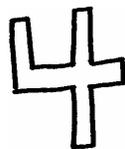
Odd O
Patterns

ou



ouch

ou



four

ou



soup

ow



cow

ow



snow

ould



should

oo



book

oo



moon

ought



bought

y



yo-yo

y



funny

y



my

ei



ceiling

ei



veil

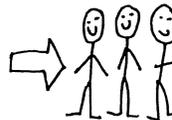
Long E
Patterns
With More
Than One
Sound

ey



key

ey



they

ea



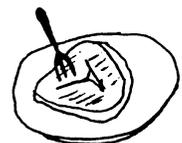
eat

ea



head

ea



steak

ie



pie

ie



shield

Long I Pattern
With Two
Sounds

Bossy R Patterns

ar



car

ar



dollar

ar



carrot

er



her

er



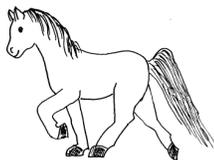
heron

ir



bird

or



horse

or



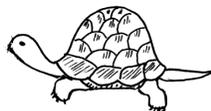
tractor

or



sorry

ur



turtle

More Bossy R Patterns

wor



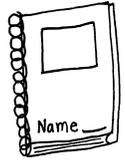
worm

ear



early

our



journal



Umbrella Vowels

 a

?



what

 a _



across

_ a 



panda

 o



son

 o _ e



love

Shady Short Vowels

ea



head

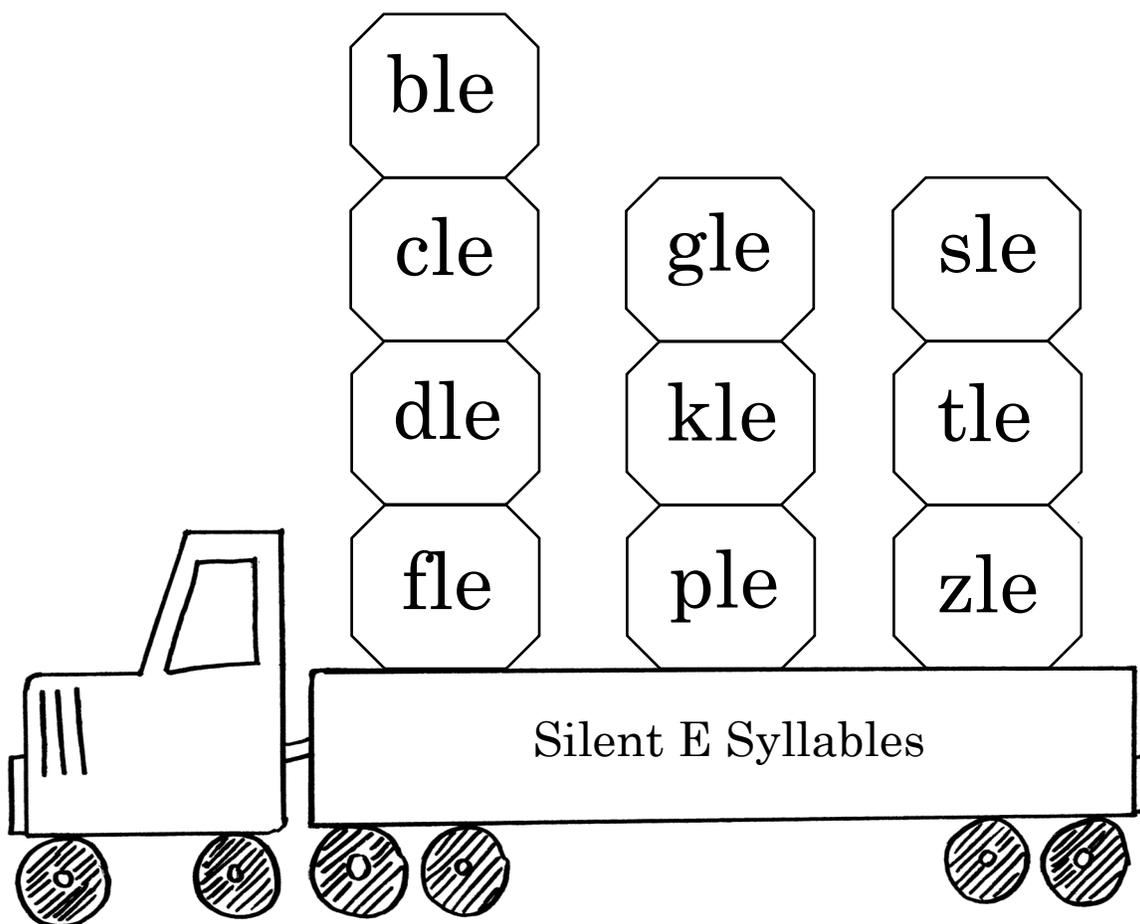
a



father

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.



ast

ond

est

ask

omp

esk

and

oft

elt

amp

olf

elf

aft

ost

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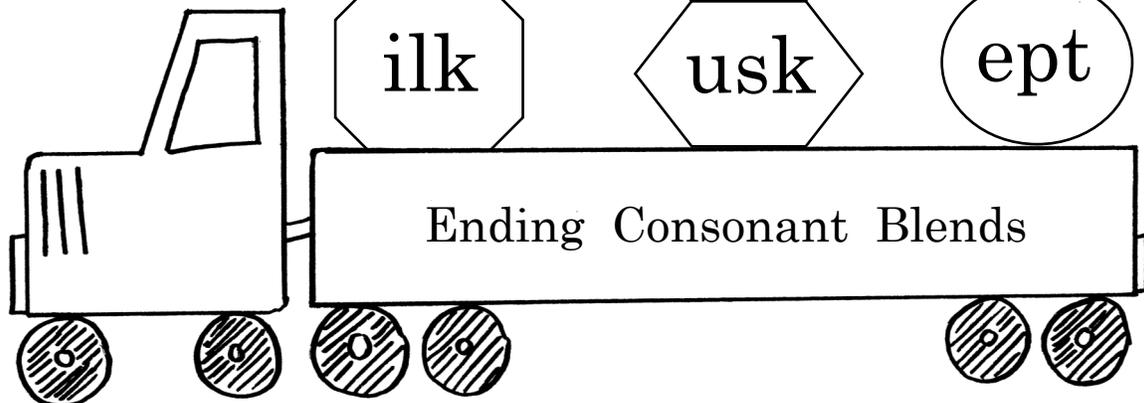
ilk

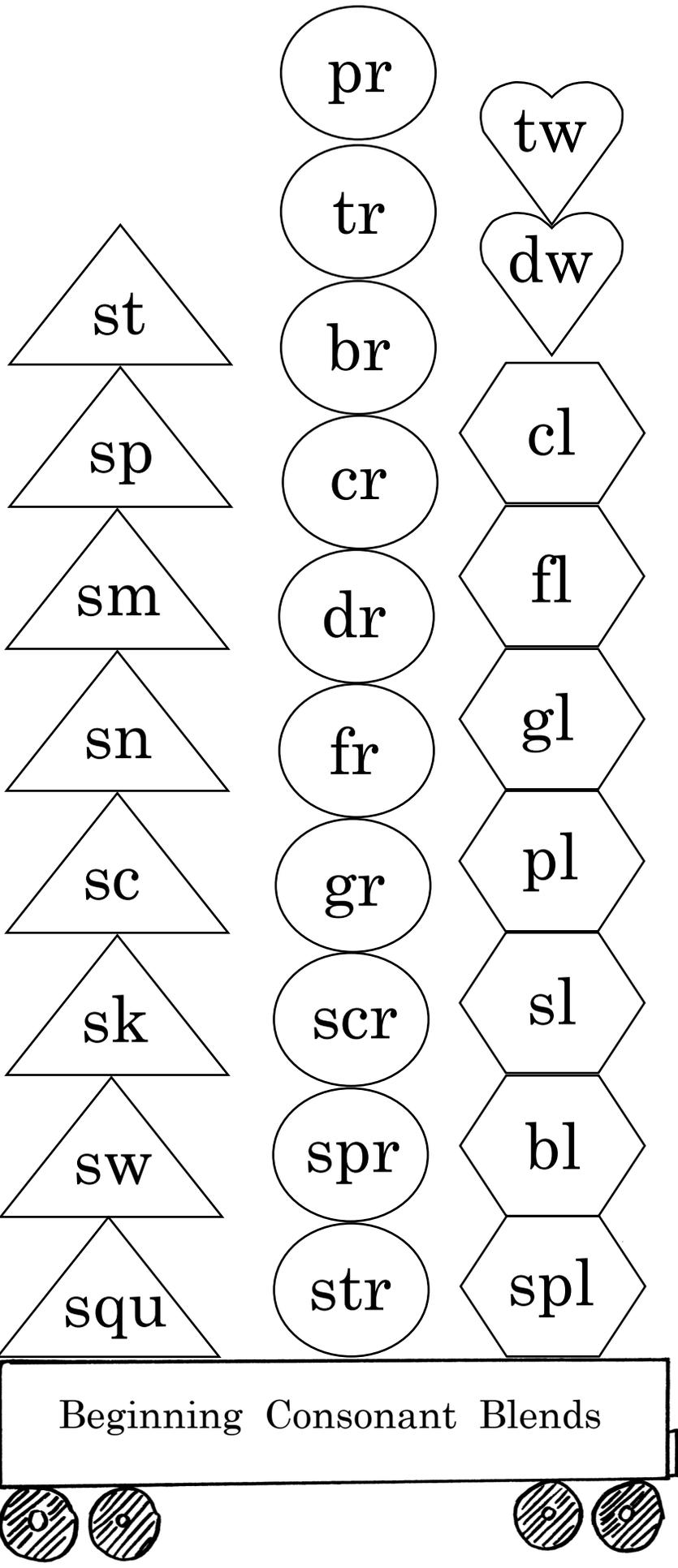
ust

ept

usk

- ❖ Teacher models the sounds, students repeat.
- ❖ When ready, students say the sounds without help.



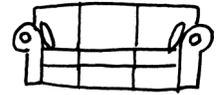


- * Teacher models the sounds, students repeat.
- * When ready, students say the sounds without help.

_a



sofa



panda



soda



villa



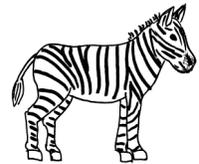
cobra



Santa



zebra



comma



tuba



yucca



Africa



1. They sit on the sofa to read their book.



2. Pandas live in China.
They eat bamboo.



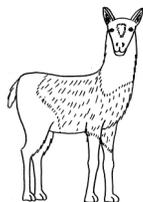
o
a



father



llama



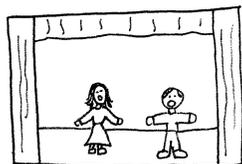
lava



mama



drama



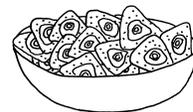
pecan



taco



nacho



pajamas



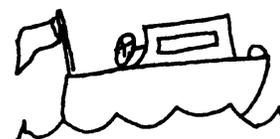
hurrah



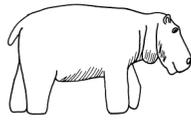
1. Lava is hot melted rock.



2. My father takes us on boat
rides on the river.



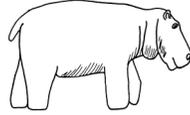
ō



ō



hippo



yo-yo



jumbo jet



hero



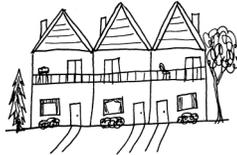
hello



zero



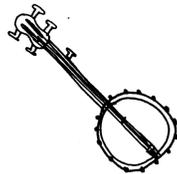
condo



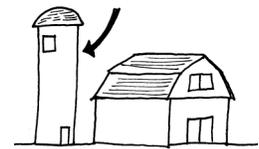
rhino



banjo



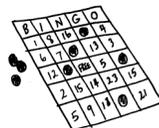
silo



mango



bingo



acrobats



ū



ū



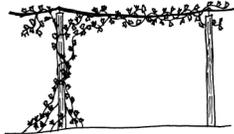
menu



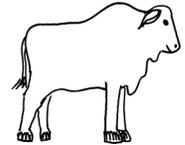
tutu



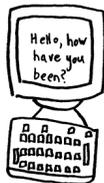
kudzu



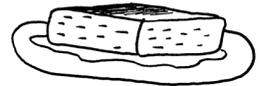
zebu



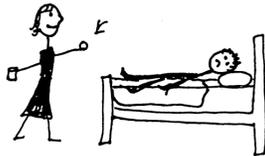
 computer



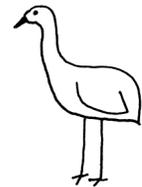
tofu



flu



emu



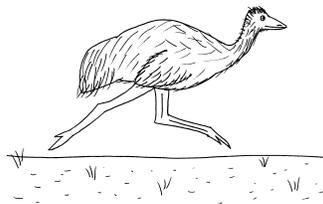
1. Zebu are a kind of cattle that live in Africa.



2. Tofu is made from soybeans.



3. An emu cannot fly but it can run fast.



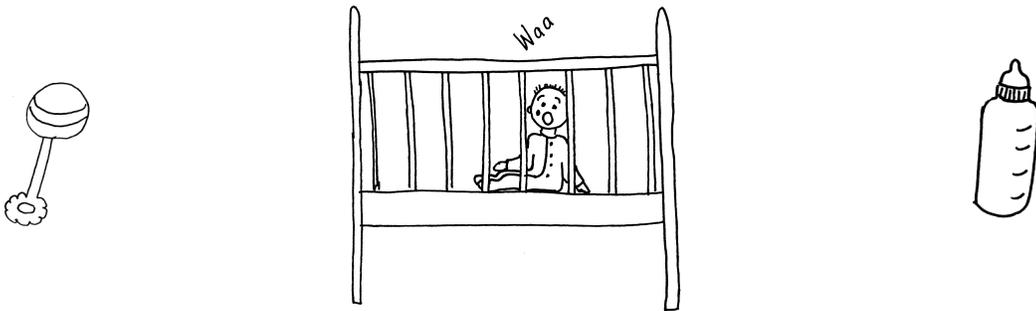
My Family

Hello! My name is Kathy. This is my home. Do you want to meet my family?

This is my baby sister. She is so cute! Her name is Jane Ellen. She sleeps a lot. I try to whisper when she is asleep.

If something wakes her up, she will cry.

Then I give her a rattle. She plays with the rattle until it is time for her bottle.



This is one of my brothers. His name is Bobby. He is twelve. He likes to play football. And he can play the tuba. A tuba is huge!



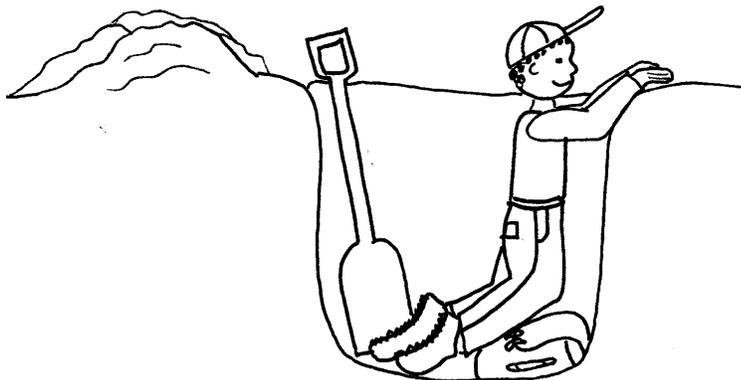
This is another brother.

His name is Mike. He is ten.

He uses a shovel to dig

deep holes in the yard.

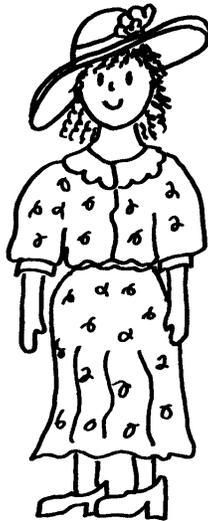
And he likes to play the drums.



This is my sister Sally.

She is eight. She likes to be funny.

We play games together. We pretend that we are acrobats. Sometimes, we dress up in funny costumes.



This is my smallest brother.

His name is Pat. He is six.

He likes to swing and slide.

And he likes to make things.

I have a lot of fun

with my brothers and sisters.

We like to play outside.

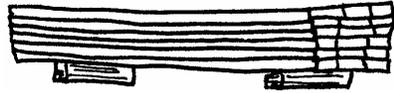
We have races on our bikes.

We play basketball on the driveway.

And we play hide and go seek.

This is my father.

He works at a lumber mill.

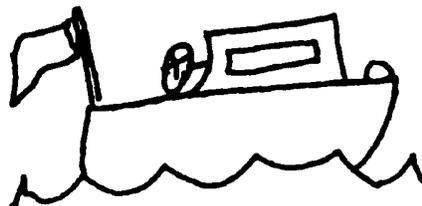
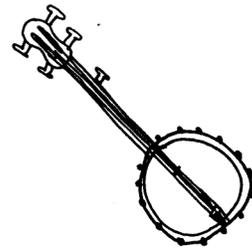


He can play the banjo.

Every weekend in June,

he takes us for a ride

on the river.



But he is busy today.

He says, “I have a big job to do.

I have to paint the house.

It is not safe to play by the ladder.

Go to the other side
of the yard to play.”



This is my mother. She is very pretty.

She takes care of me and my brothers

and sisters. I help her a lot.

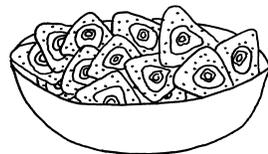
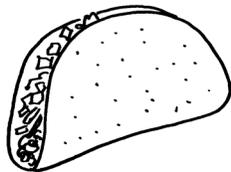
When we are hungry, my mother makes

something for us to eat. She fixes bacon

and eggs when we wake up. She makes

tuna sandwiches for lunch. And she makes

tacos and nachos for supper.



At night, we all sit on the sofa in
our pajamas. Mom reads us a story.

Dad plays a tune on his banjo
and sings a song. Then we all go
to bed.

Did you like to meet my family?

I'm glad you came to see them.

Will you visit again another day?

Good-by!

kn



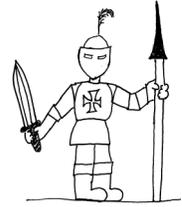
knife



knock



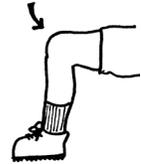
knight



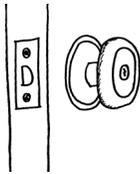
knot



knee



knob



kneel



knit



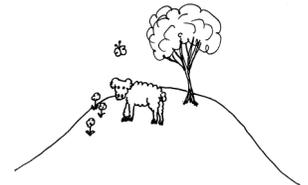
know



knickers



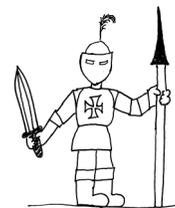
knoll



1. He kneels to pick up the conch shell.



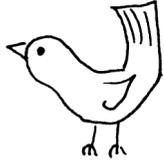
2. Knights wore armor long ago.



3. At one time, boys wore knee length pants called knickers.



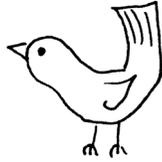
wr



wreath



wren



write



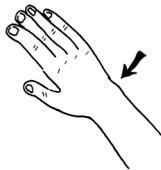
wrap



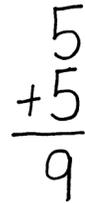
wrinkle



wrist



wrong



wrath



wrench



wreck



1. The doctor put a cast on his wrist.



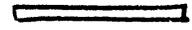
2. He will use a wrench to fix the van.



gh



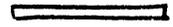
gh



ghost



straight



ghetto



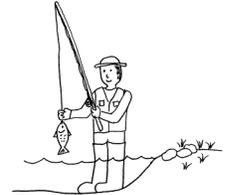
through



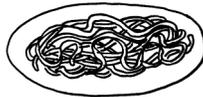
aghast



caught



spaghetti



taught



Allegheny
Mountains



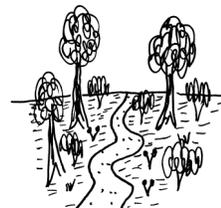
daughter



1. The boy caught a fish.



2. We will follow the path
through the forest.



On The Lawn

Joy liked to play in her yard.

She loved to sit on the sidewalk
in the warm sunshine.

She saw ants walking in a straight line
through the grass.

She saw ladybugs crawling
up a flower stalk.



Sometimes she held a ladybug
in the palm of her hand.

She was careful not to hurt it.

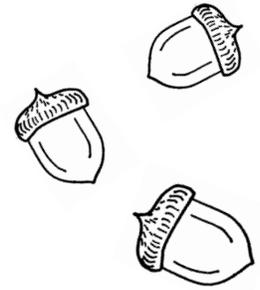
One time Joy saw a wren on its
nest in a hanging basket.

Another time she saw a fat toad in
the shade behind the trash can.

And she often saw a squirrel
sitting on top of the gate.

One day Joy went outside
early in the morning.

First, she searched for acorns
under an oak tree.



Then she searched for small
pebbles on the driveway.

She crawled under the bushes on
her hands and knees to find
small twigs and sticks.

She used the twigs and sticks to
make a small house in the dirt.



She worked on the house for a long time. Then she used the pebbles and acorns to make a wall around the house. Finally she was finished.

Then she heard her mother call.

“Time for lunch, Joy.”

Joy knew she should go inside right away.

She knew it was wrong

to ignore her mother.

But she did not want to go inside.

She was having too much fun.

She wanted to stay outside and

play with her house.

Just then a big wasp landed

right on the tiny house.

Another wasp landed and sat

right beside the first wasp.

The wasps scared Joy.

She stood up quickly to go inside.

She did not want to be

stung by a wasp.

Just then a third wasp

landed right on Joy's wrist.

Joy stood aghast while the wasp

walked up and down her arm.

She wanted to run away.

She wanted to scream.

She almost started to cry.

But Joy knew she had to be calm.

Joy stood very still. She did not move.

She did not make a sound.

She did not want to upset the wasp.

She did not want it to sting her.

Joy waited for the wasp
to fly away. She had to wait a long time.
At last, the wasp did fly away.

“Where are you, Joy?” her mother called.

“I’m coming, Mom,” Joy yelled.

Then she ran inside as fast as she could.

She was hungry for lunch.



And she was glad to get away

from the wasps!



The End

ought



sought



bought



ought



thought



wrought



fought



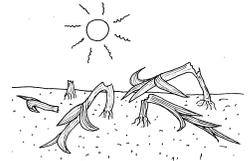
overwrought



brought



drought



1. I bought this gift for my mother.



2. He brought the tray to his child, who was sick in bed.



3. You ought to clean up your room.



A Day At The Park

It was a warm spring day.

Andrew and Anna wanted
to play tennis.

So they called Wesley and Courtney.

The children were neighbors.

They were all eight years old.

The four children met
at the tennis court at the park.

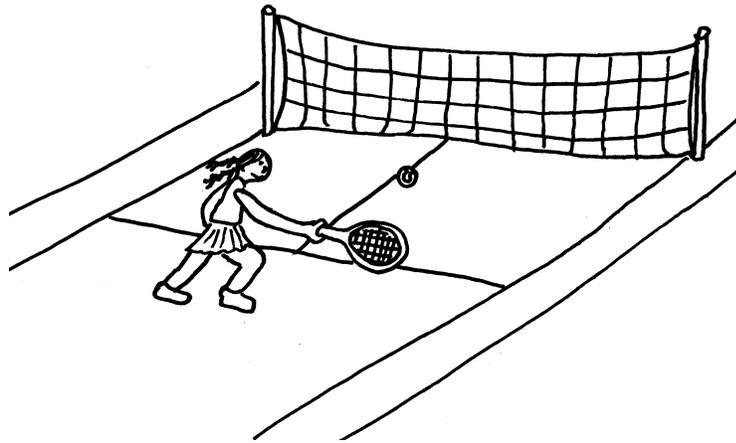
They all brought tennis rackets.

Courtney brought a lot
of tennis balls.

Andrew brought a jug
of water and some cups.

Anna brought a bag of snacks.

The children played tennis
for a long time.



They had a lot of fun.

Andrew and Anna won the match.

Then a bee stung Wesley

on his finger.

It hurt so bad,

he was about to cry.

So the children all sat in the shade
under a maple tree to rest
and have a snack.

They poured cups of cool water.

They munched on apples,
crackers, and cheese.

They sat and talked for a long time.

After that, the children played on the
playground beside the tennis courts.

They went down the slide.

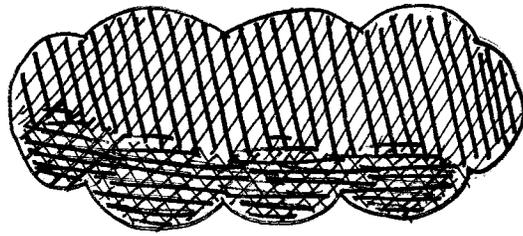
They went back and forth
on the swings.

They went up and down
on the seesaw.

Then Anna and Courtney went up
to the top of the monkey bars.

Wesley and Andrew ran all over the
playground playing chase.

While they were playing, a big storm
cloud appeared in the sky.



The children were too busy having
fun to see the cloud.

All of a sudden, rain started to pour
down on the children.

They did not like to get wet.

So they all ran home
as fast as they could.

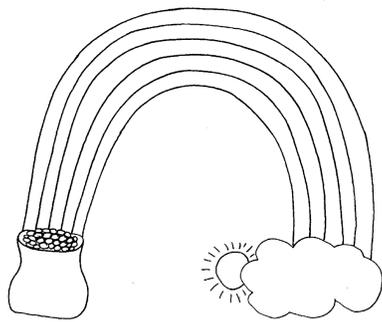
The End

Which One?

80 8

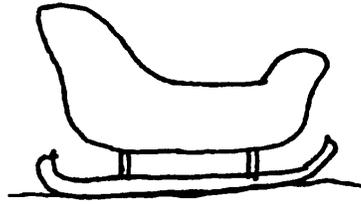
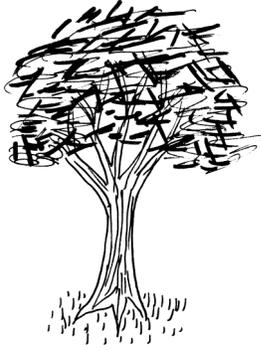
Which one is more ?

Eighty or eight ?



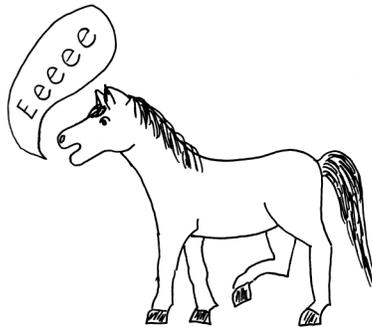
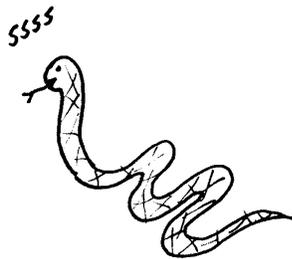
What goes on a train ?

A rainbow or freight ?



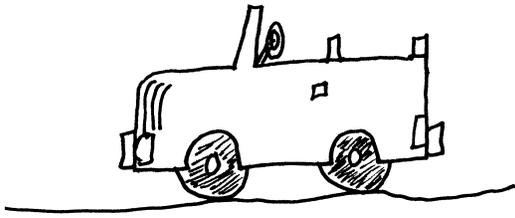
What glides in the snow ?

A tree or a sleigh ?



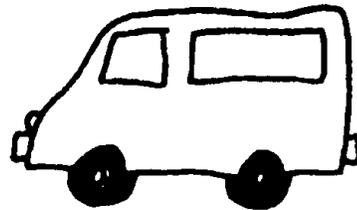
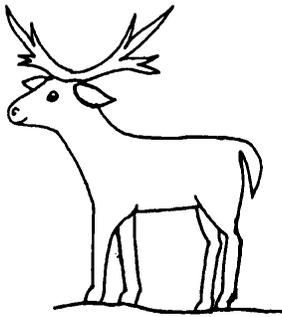
A horse makes which sound ?

A hiss or a neigh ?



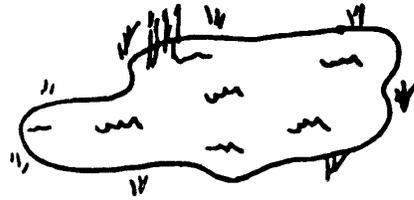
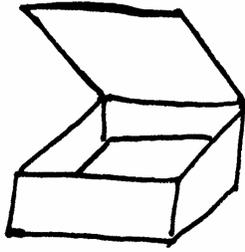
Which one is a neighbor ?

A jeep or a man ?



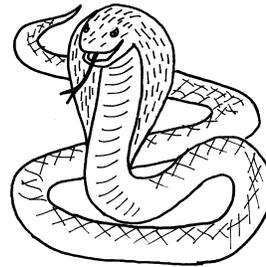
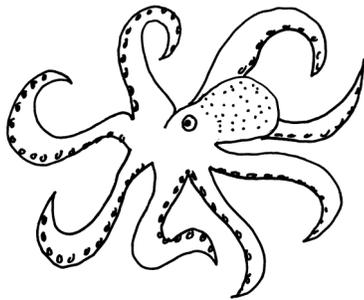
Which needs a key ?

A deer or a van ?



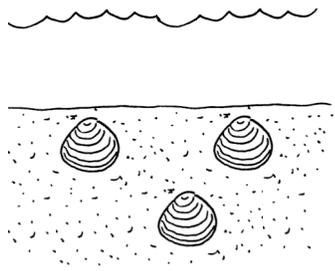
Which can you weigh ?

A box or a lake ?



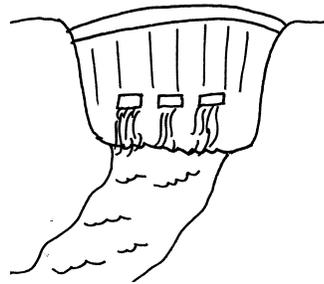
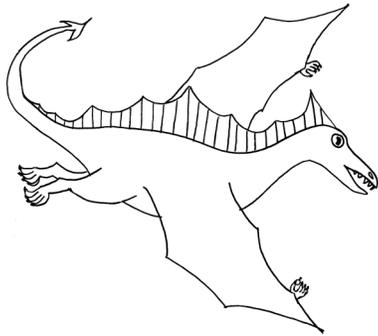
Which has eight legs ?

An octopus or a snake ?



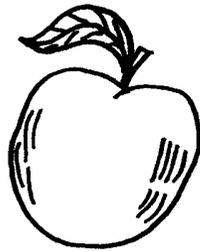
Which ones are people ?

A class or some clams ?



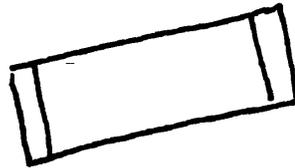
What holds back the water ?

A dragon or a dam ?



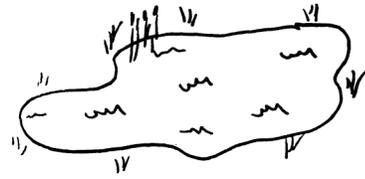
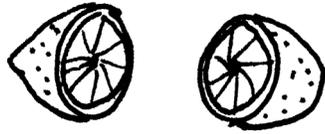
Which one is purple ?

A peach or a plum ?



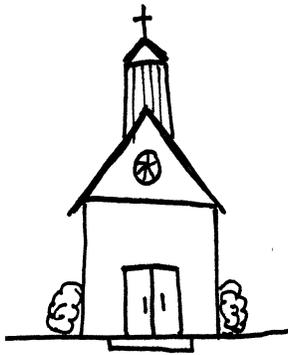
What can you chew ?

Water or gum ?



Which has a ripple ?

A lemon or a lake ?

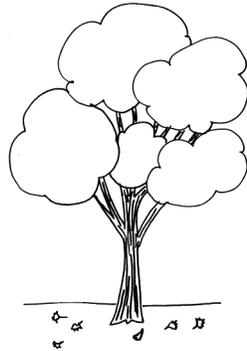


What has a steeple ?

A church or a cake ?

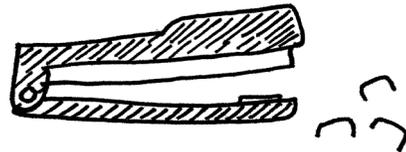
Which one's a tree ?

A mushroom or a maple ?



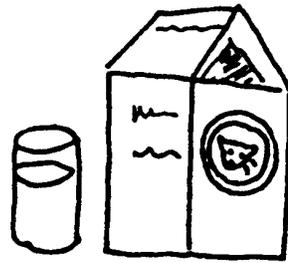
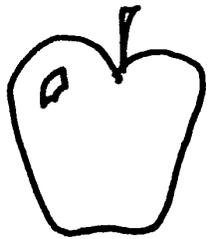
What fastens paper ?

A stump or a staple ?



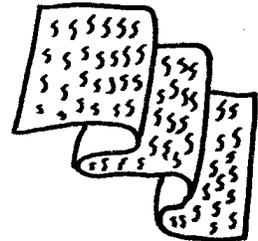
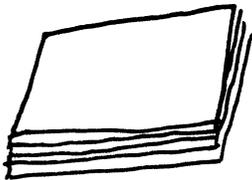
What can you pour ?

An apple or milk ?



What makes a blouse ?

Paper or silk ?



Which is the most ?

Fourteen or four ?



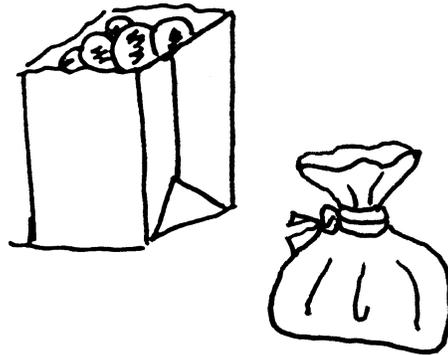
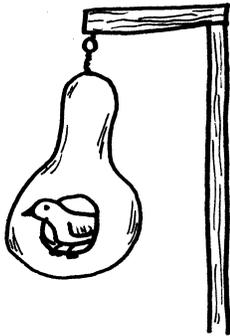
What should you do if you see a ghost ?

Stop and talk, or run for the door ?



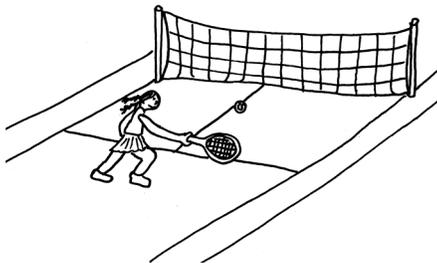
Where can a finch live ?

In a gourd or a bag ?



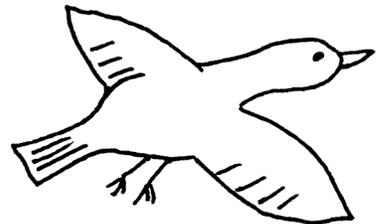
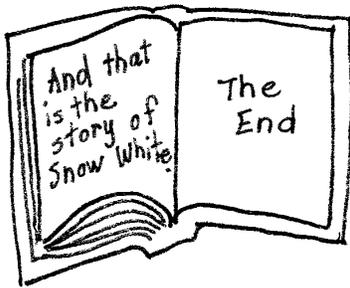
What is played on a court ?

Tennis or tag ?

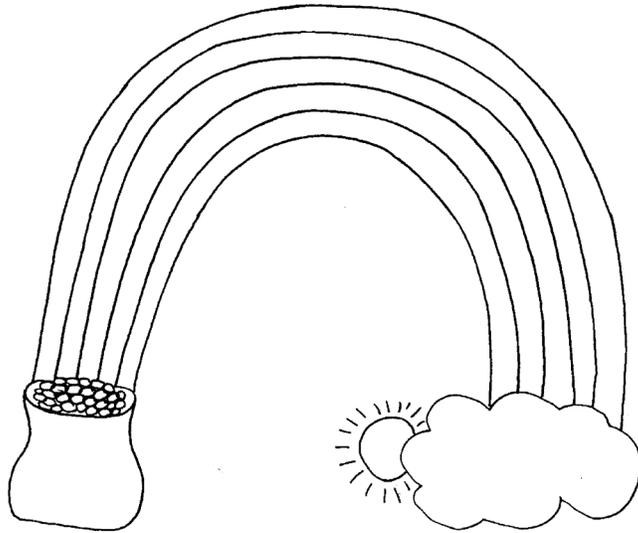




Do you wonder about
all kinds of things ?



If you can read books,
your mind will have wings !



Now go read some books!

Find the kind that you like.

Read a lot of good books,

And have a good life.

The End

Sight Words

Short Vowels

A	a	was	as	has
is	his	I	<small>Book 1</small> son	won
ton	from	front	of	month
both	the	most	post	ghost
wolf	two	give	live	have
rich	much	such	which	what
who	whom	whose	<small>Book 2</small> been	were
there	where	else	eye	said
plaid	says	wind	woman	women
won't	don't	<small>Book 3</small> broad	cupboard	does
shoe	canoe	one	gone	move
prove	lose	again	against	among
above	tongue	sure	minute	sew

Sight Words

<small>Book 4</small> young	though	through	know	could
would	should	door	poor	floor
school	<small>Book 5</small> once	sponge	are	cover
wonder	answer	other	mother	brother
almost	although	half	calf	<small>Book 6</small> people
any	many	very	busy	bury
only	reply	supply	July	island
iron	honey	money	monkey	Mr.
Mrs.	Dr.	oven	shovel	dozen
compete	complete	compare	nothing	breakfast
height	movie	friend	<small>Book 7</small> color	mirror
sugar	heart	hearth	<small>Book 8</small> ah	blah
hurrah	drought			

